

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
 December 19, 2017

BOARD AUDITORIUM

Blanchard Education Service Center
 501 N. Dixon Street
 Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|-----|---|---------|
| 1. | <u>RECOGNITIONS</u> | 6:00 pm |
| 2. | <u>STUDENT AND PUBLIC COMMENT</u> | 6:10 pm |
| 3. | <u>FINANCIAL ACCOUNTABILITY</u> | |
| | a. Comprehensive Annual Financial Report – vote
(public comment accepted) | 6:20 pm |
| 4. | <u>MODERNIZING OUR SCHOOLS</u> | |
| | a. Kellogg Master Plan – vote
(public comment accepted) | 6:40 pm |
| | b. Madison High School CMCG Exemption – vote
(public comment accepted) | 7:15 pm |
| 5. | <u>MIDDLE SCHOOL OPENINGS</u> | |
| | a. Tubman Environmental Update | 7:40 pm |
| 6. | <u>SUPERINTENDENT'S REPORT</u> | 8:00 pm |
| 7. | <u>BOARD COMMITTEE AND CONFERENCE REPORTS;
STUDENT REPRESENTATIVE REPORT</u> | 8:10 pm |
| 8. | <u>OTHER BUSINESS / COMMITTEE REFERRALS</u> | 8:20pm |
| 9. | <u>BUSINESS AGENDA</u> - vote
(public comment accepted) | 8:25 pm |
| 10. | <u>ADJOURN</u> | 8:30 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Chinese, Russian, Somali, Spanish and Vietnamese Interpreters available at meeting.



Board of Education

Recommendation to the Board

FAO Meeting Date:

December 12, 2015

Board Meeting Date:

December 19, 2015

Department:

Office of School Modernization

Executive Committee Lead:

Dan Jung, Senior Director, OSM

Presenter/Staff Lead:

Dan Jung, Sr Director, OSM

Steve Effros, Sr Project Manager, OSM

Agenda Action: Resolution

SUBJECT: Staff Recommendation for Kellogg Middle School Master Plan

BRIEF SUMMARY AND RECOMMENDATION

Staff is proposing the Board accept the Master Plan Design for Kellogg Middle School (KMS).

Staff is proposing the District:

- Approve the Kellogg Middle School's Master Plan which will be built to accommodate an enrollment capacity of 675 students.
- Utilize the current Kellogg Middle School Area Program Summary as a guide to construct the new Kellogg School to an approximate size of 100,412 square feet.

BACKGROUND

Staff is utilizing the Kellogg Middle School Area Program Summary, which is a component of the Middle School Educational Specifications, as a guide to construct the new Kellogg Middle School.

Approval of the Master Plan for KMS is required for the Design Team to proceed with Schematic Design and is critical to deliver the project on schedule.

SCOPE

The PPS Middle School Framework, combined with the PPS Middle School Educational Specifications, was used as the basis for programming of the new Kellogg Middle School.

Using these documents as the foundation for the Kellogg program, the Design Team met with 20 internal focus groups over several months and developed a Programming Report for KMS that presents the desired room requirements, the interrelationships of spaces, specific room requirements and square footages, and most importantly,

represents the core educational values of PPS.

As part of the KMS Programming Report, the design team developed an Area Program Summary that refines the PPS Middle School Ed Specs so that it meets the specific requirements for KMS, based on input from internal focus groups.

Additionally, the Design Team developed a Preferred Site Plan for KMS in coordination with internal focus groups and as part of a larger community engagement process.

PROCESS / COMMUNITY ENGAGEMENT

From November, 2016 thru January, 2017, the Design Team undertook a Pre-Design Due Diligence process to document the building and site development options for middle school (grade 6-8) operations at the Kellogg school site. They collaborated with PPS to develop two pre-design options, renovation/addition and full replacement for budgetary and scheduling review by PPS. Ultimately, as part of its referral of the Kellogg Middle School project as part of the May, 2017 Bond, the Board decided to move forward with the replacement option.

At the start of the Master Planning process in the Fall of 2017, a number of concepts were developed and explored. Through stakeholder, Design Advisory Group and community meetings, the concepts were refined to develop a plan that incorporates the programmatic and educational goals of PPS while meeting all current building codes to ensure the life, safety, and welfare of all students and faculty.

Throughout the Master Planning Process community and stakeholder engagement has occurred in several fashions:

First, in collaboration with PPS Community Involvement and Public Affairs (CIPA), Kellogg's Public Engagement Consultant reached out to dozens of organizations and individuals to both participate in the Design Advisory process and to engage with the project as members of the broader public. This Consultant focused on engaging with a culturally diverse group of individuals who could best represent the community surrounding the Kellogg site.

Second, the formation of the Design Advisory Group (DAG) in October, 2017. The purpose of the DAG is to encourage interaction between a variety of stakeholders, provide input regarding the priorities to be addressed within the school design, and report on the work that was taking place to their various constituencies. There have been several meetings that have occurred between October and December, 2017; and additional meetings are planned through early 2018. In total, the Design Team anticipates at a minimum:

1. Seven (7) Design Advisory Group meetings.
 2. One (1) Design Workshop.
 3. One (1) Open House.
 4. Four (4) Neighborhood Association Meetings.
-

SCHEDULE

Following approval of the Master Plan for Kellogg Middle School, the Design Team will proceed with the Design and Documentation Phases of the project through December, 2018. The Conditional Use process will take place from March through July, 2018, and the Building Permitting process will take place from January through May, 2019. Demolition of the existing building will take place from March through July, 2018, and Construction (including commissioning/start-up) of the new building will take place from May, 2019 through December, 2020. Fixtures, furnishings and equipment (FFE) will be installed from November, 2020 through January, 2021. Staff has proposed that new KMS teachers and administrators be trained to use the new building from February through May, 2021, with moves occurring in June and July, ahead of the start of school for new students in September, 2021.

BUDGET

The Original Construction Budget (in 2017 dollars) for the Kellogg Middle School project, in accordance with the 2017 Capital Bond Program, was \$32 million.

In addition, Staff has allocated funds from bond program escalation to support the projected cost increases based on the anticipated start of construction in May, 2019; the Bid Day Construction Budget is \$35.6 million.

Based on the preliminary Planning Phase cost estimate, the project is estimated above the \$35.6 million target. The Design Team has produced a Programming Estimate–Budget Alignment Memo that includes several cost control opportunities to bring the project back on budget as follows:

- Reduce building area (up to 3300 sf)
 - o Reduce cafeteria size from 2-period lunch to 3-period lunch
 - o Remove computer lab program
- Provide deductive options at Schematic Design phase
- Reduce demolition salvage when bids are received
- Limit consideration of high cost options such as rooftop playgrounds
- Limit extra life safety criteria beyond the gym-only structure

The budget reduction options will be reviewed and implemented during the Schematic Design Phase.

UPDATE AFTER FAO MEETING (12/12/2017)

The Master Plan and accompanying documents (noted below) were presented to the FAO Committee on Tuesday, December 12, 2017. The Committee unanimously agreed to recommend approval to the BOE.

ATTACHMENTS

Attachment A: PPS Middle Grades Framework

Attachment B: PPS Middle School Ed Specs

Attachment C: KMS Programming Report

Attachment D: KMS Area Program Summary

Attachment E: KMS Capacity Calculations

Attachment F: KMS Preferred Site Plan

Attachment G: KMS Internal Focus Group Engagement

Attachment H: KMS External Stakeholder Outreach

Attachment I: KMS Project Schedule

Attachment J1: KMS Programming Estimate-Budget Alignment Memo

Attachment J2: KMS Programming ROM Estimate

Attachment J3: KMS Demolition Cost Estimate

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

FAO-BOE Project Review
DECEMBER 5, 2017



Agenda

1. Stakeholder Engagement & Timeline
2. Demolition plan
3. Goals & Objectives
4. Budget
5. Site
6. Capacity
7. Program & Learning Environments



Stakeholder Engagement

PPS Departments

Office of Teaching & Learning

Teachers on Special Assignment

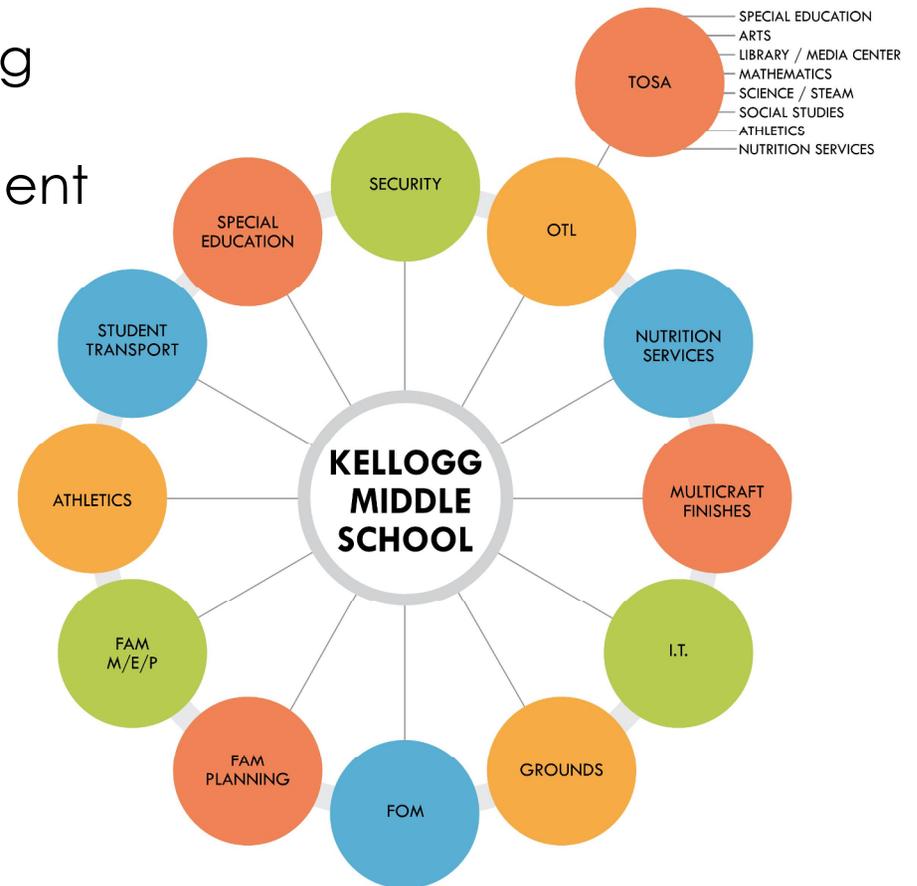
Steering Committee

Design Advisory Committee

Neighborhood Associations

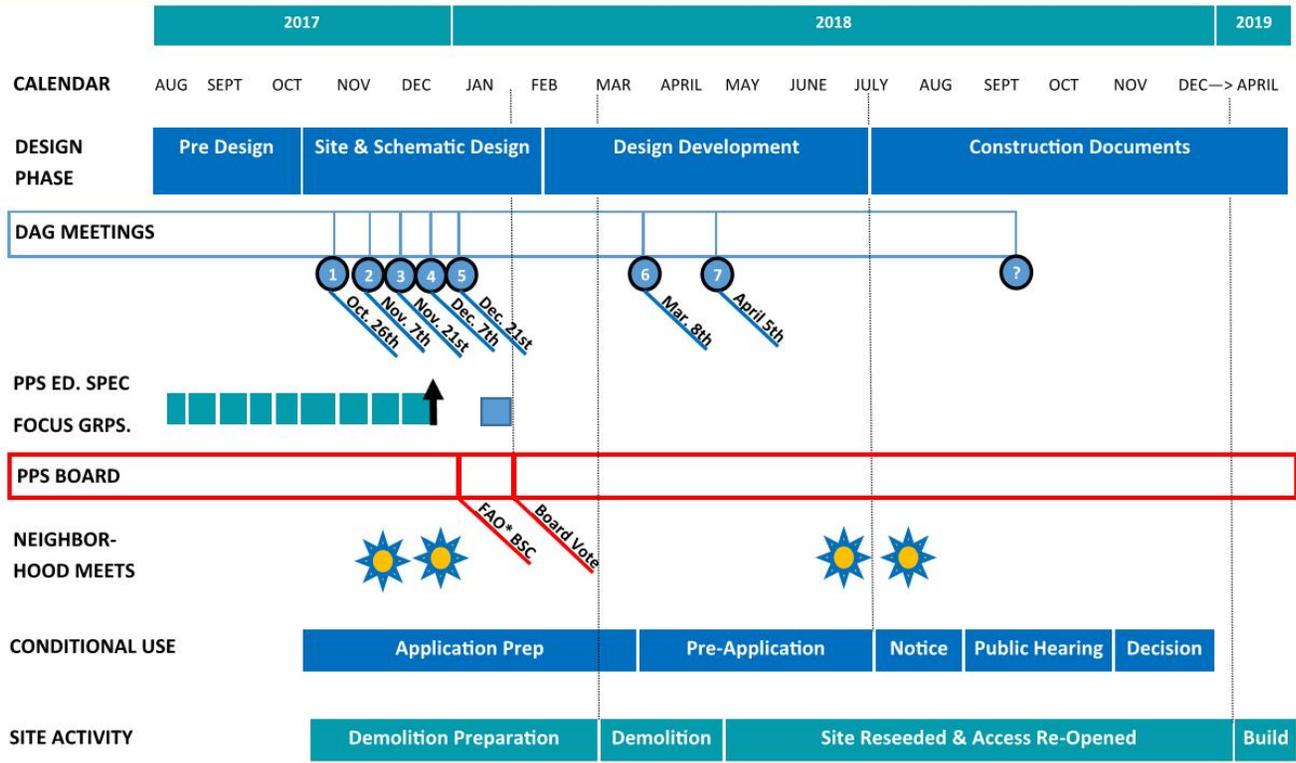
Eco-Workshop

City of Portland



Schedule

PPS Kellogg Middle School Public Engagement, CUP Project Review, and Site Redevelopment Schedule



DAG 1, Oct 26, 2017
 DAG 2, Nov 7, 2017
 DAG 3, Nov 21, 2017
 DAG 4, Dec 7, 2017
 DAG 5, Dec 21, 2017
 DAG 6, Mar 8, 2018
 DAG 7, Mar 22, 2018

Kick off
 Site Planning
 Faubion Tour
 Plans
 Plans & Site update, Sustainability
 Budget update, SD Report
 Building Envelope -Materials

Building completion in November 2020

Faculty & staff training & set up: January – August 2021

School starts: fall 2021



Demolition Waste Management



KELLOGG MIDDLE SCHOOL
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Kellogg Goals & Objectives

**ENVIRONMENTAL
& HEALTH**

BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD

ENVELOPE
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT

SHARED
21st CENTURY
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS

TRANSPARENCY
COMMUNITY USE
GROWTH
VISUAL CONNECTION
PARTNERSHIPS
ENGAGEMENT

FLEXIBILITY

**FOCUS ON
LEARNER**

**LEARNING
ENVIRONMENTS**

FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE

BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
EQUITY

MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY

FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT

IDENTITY

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DAG 1: Goals & Objectives



Project Scope & Budget Update

PPS MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS

School Square Footage Range

100,412 SF

Kellogg Space Program

Student Design Capacity: 675

CONSTRUCTION BUDGET

\$32,920,668

Program Estimate

Includes

\$500,000 offsite improvements
 \$2,533,991 demolition costs
 \$1,843,855 site improvements
 \$28,042,822 building (279/sf)
 \$2,766,657 estimating contingency

POSSIBLE OUTCOMES

\$/SF

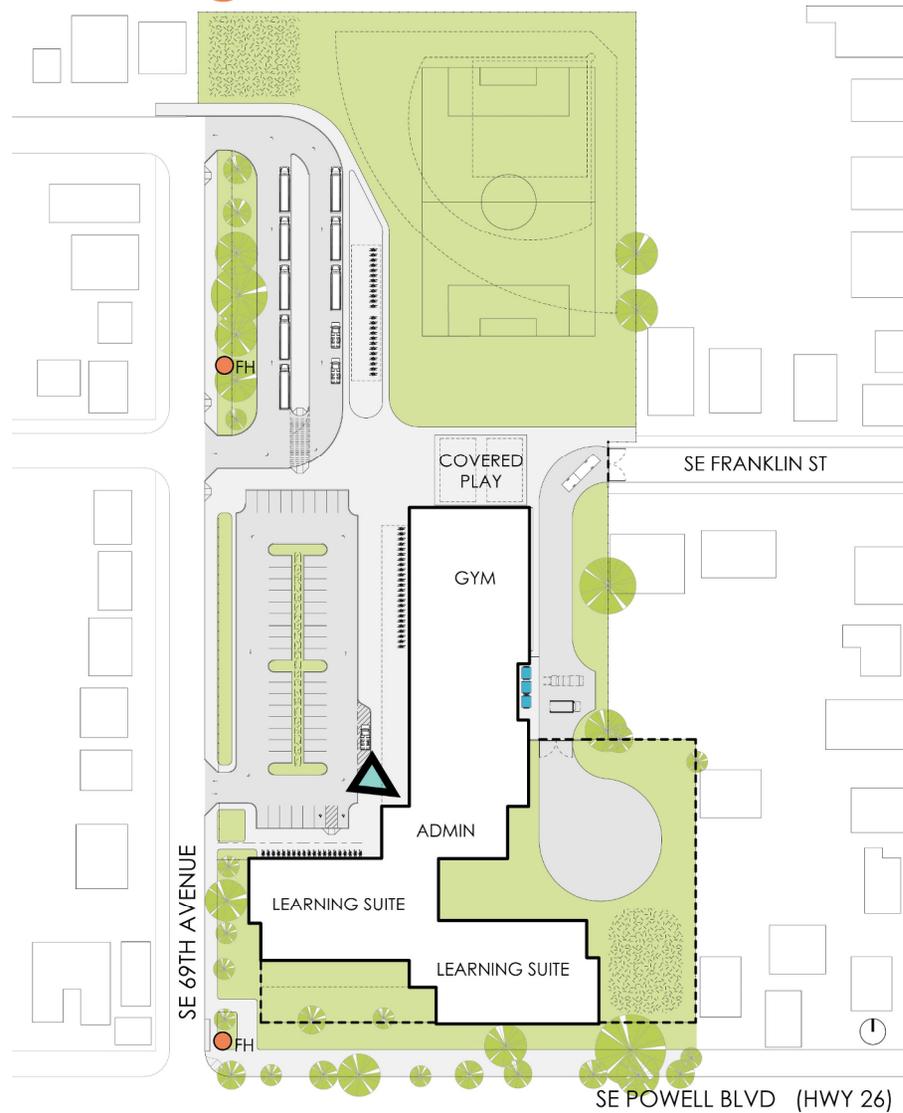
\$327.86/sf

Schematic Design (SD) Goals

- Reduce scope by \$920,668
- Reduce building area (3,300 sf)
Example (980 sf computer lab)
- Provide deductive options at SD
- Reduce demolition salvage



Site Planning



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Developing Learning Spaces

Classrooms contributing to 675 capacity

- 22 standard classrooms
- 5 science classrooms
- 1 ESL classroom
- 2 gym classes in gymnasium

Non-capacity contributing instructional spaces include

- 6 exploratory learning spaces (2 per floor)
- 1 music room
- 1 dance room
- 1 art room
- 1 computer lab
- 1 steam (makers space) lab
- 1 SPED learning center
- 1 SPED intensive skills + psychology office
- 3 SPED sensory support rooms
- media center
- cafeteria/commons



Capacity

KELLOGG MIDDLE SCHOOL
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MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

	Floor	Target	Planning Capacity
Middle School	450	600	675

BOND CAPACITY CALCULATION | Oh planning+design,architecture

Planning Capacity

$$\begin{array}{r}
 22 \text{ GENERAL CLASSROOMS} \\
 5 \text{ SCIENCE CLASSROOMS} \\
 1 \text{ ESL CLASSROOM*} \\
 2 \text{ GYM CLASSES}
 \end{array}
 \times 75\% \text{ UTILIZATION RATE} =
 \begin{array}{r}
 16\frac{1}{2} \text{ GENERAL CLASSROOMS} \\
 3\frac{3}{4} \text{ SCIENCE CLASSROOMS} \\
 \frac{3}{4} \text{ ESL CLASSROOM*} \\
 1\frac{1}{2} \text{ GYM CLASSES}
 \end{array}
 \times 30 \text{ STUDENTS/CLASSROOM} = 675 \text{ STUDENTS}$$

22½* TOTAL CLASSROOMS * The capacity of the ESL classroom is half of a general classroom (15 Students)

MAXIMUM CAPACITY CALCULATION | Oh Planning+design,architecture

[With 30 Student per Classroom - Extended Learning Areas Converted to General Classrooms]

$$\begin{array}{r}
 22 \text{ GENERAL CLASSROOMS} \\
 5 \text{ SCIENCE CLASSROOMS} \\
 1 \text{ ESL CLASSROOM*} \\
 2 \text{ GYM CLASSES} \\
 6 \text{ CONVERTED EXTENDED LEARNING}
 \end{array}
 \times 75\% \text{ UTILIZATION RATE} =
 \begin{array}{r}
 16\frac{1}{2} \text{ GENERAL CLASSROOMS} \\
 3\frac{3}{4} \text{ SCIENCE CLASSROOMS} \\
 \frac{3}{4} \text{ ESL CLASSROOM*} \\
 1\frac{1}{2} \text{ GYM CLASSES} \\
 4\frac{1}{2} \text{ CONVERTED EXTENDED LEARNING}
 \end{array}
 \times 30 \text{ STUDENTS/CLASSROOM} = 810 \text{ STUDENTS}$$

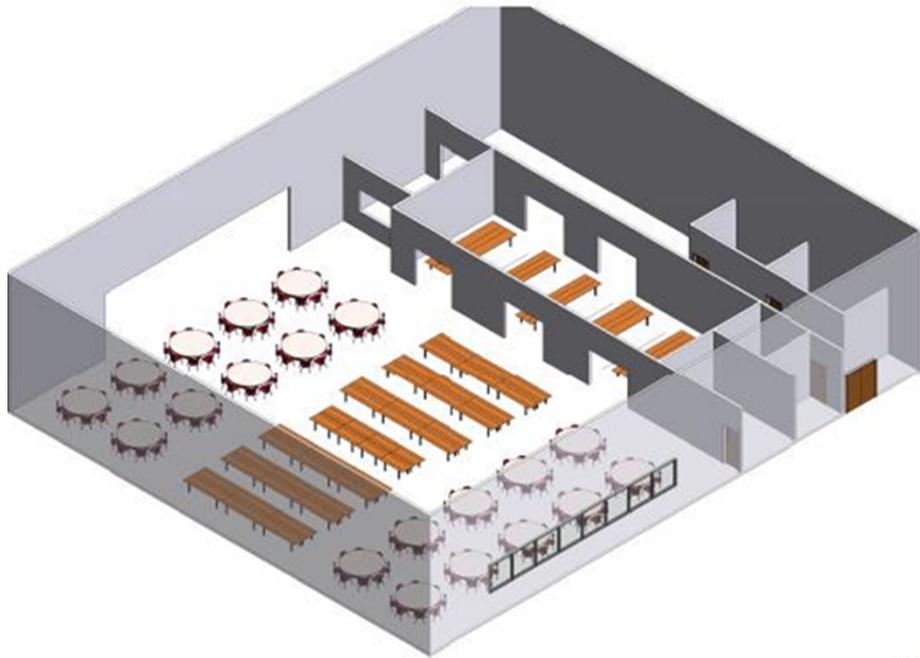
27* TOTAL CLASSROOMS * The capacity of the ESL classroom is half of a general classroom (15 Students)



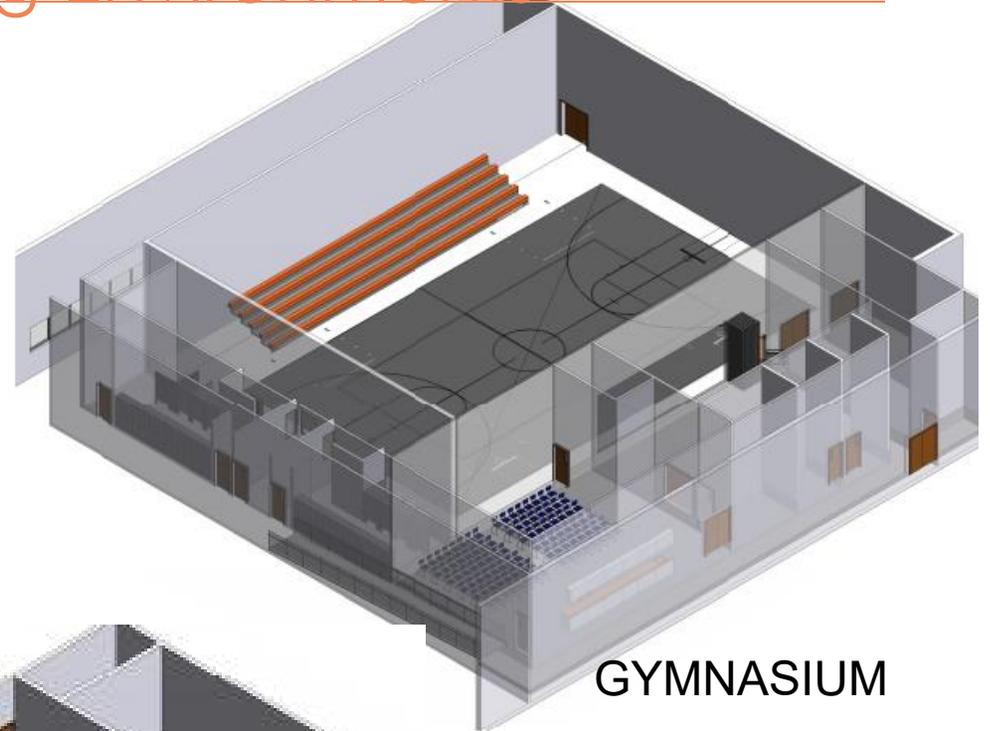
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Developing Learning Environments



CAFETERIA



GYMNASIUM

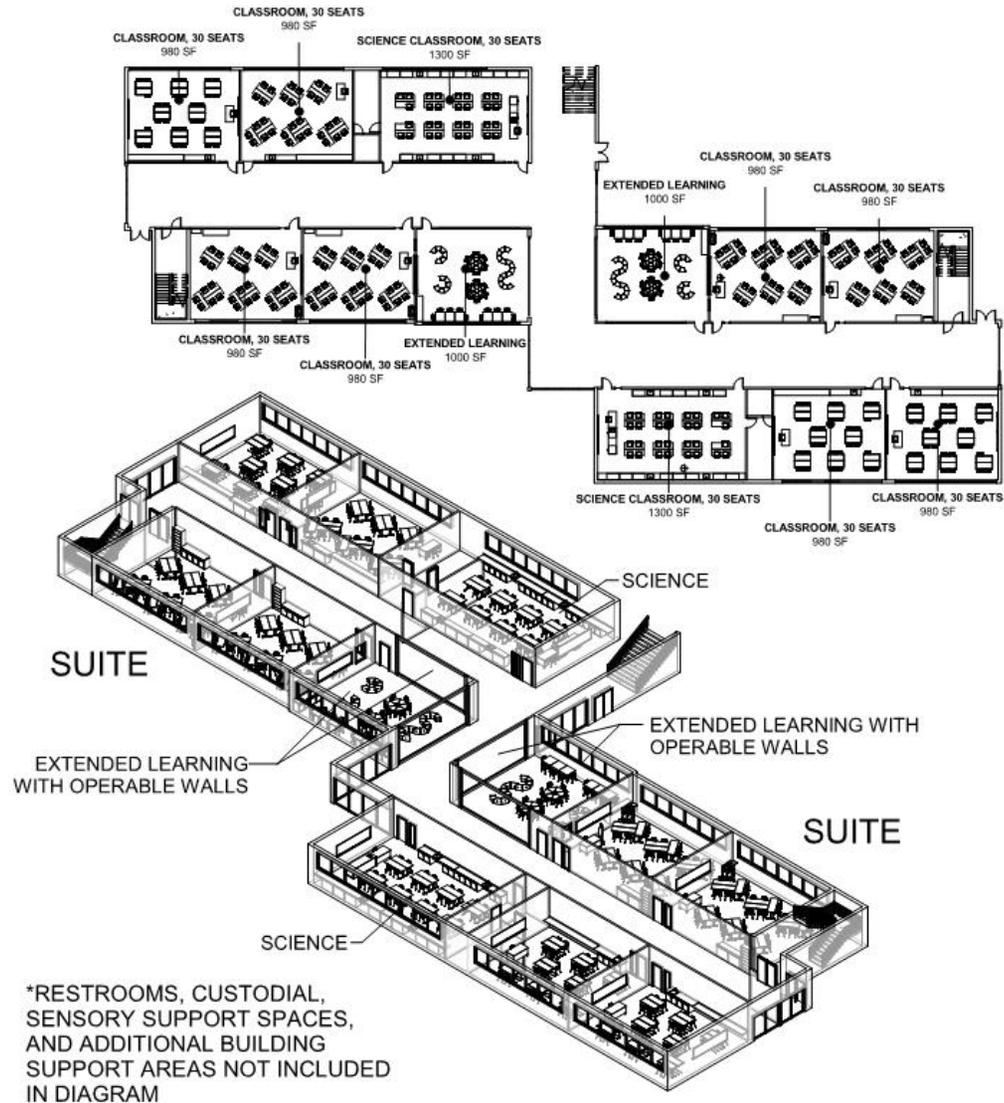


SCIENCE CLASSROOM



Developing Learning Environments

Learning Suites

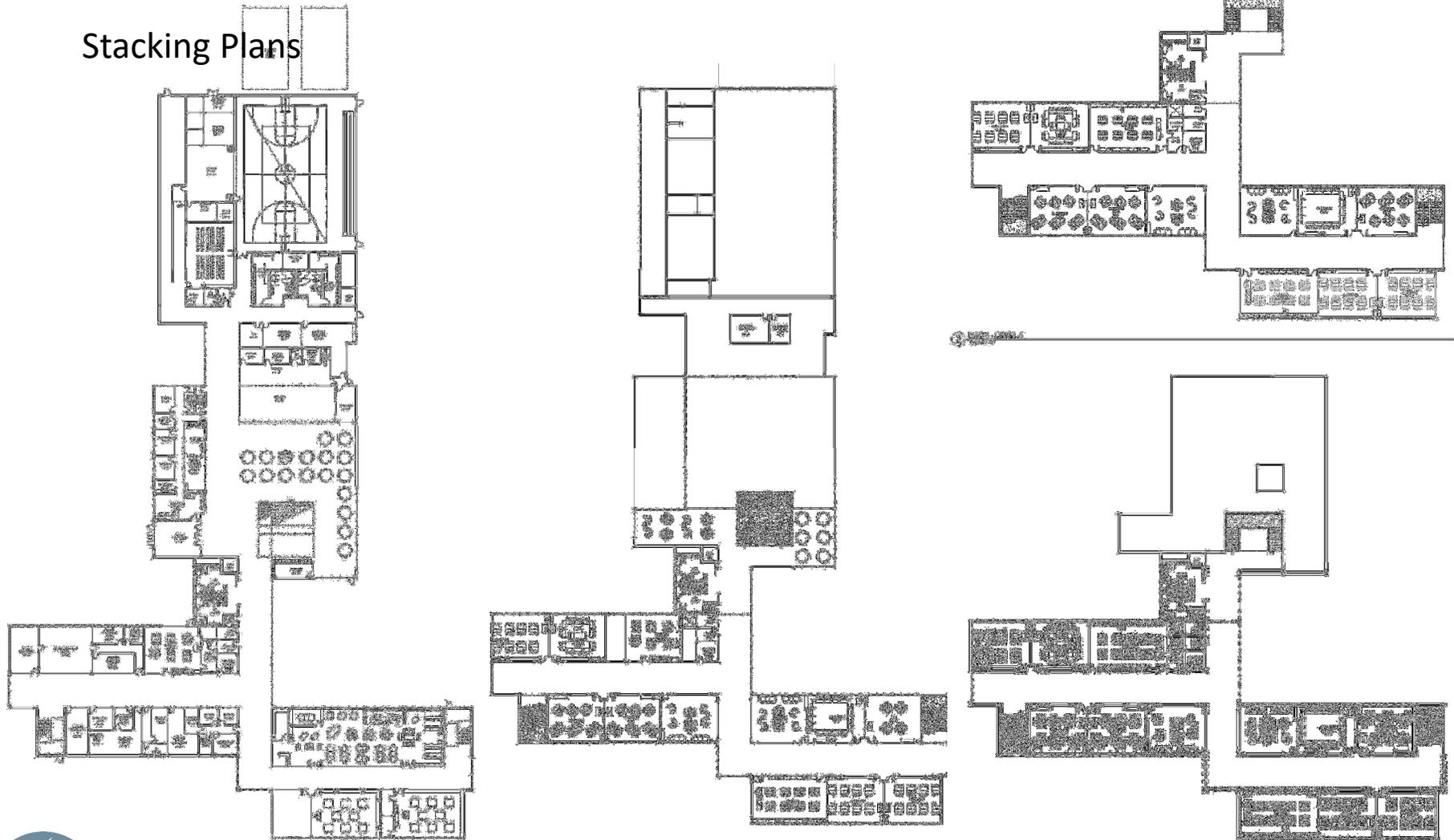


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Developing Learning Environments

Stacking Plans



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Questions & Comments



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Office of Teaching & Learning

Chris Russo, Assistant Superintendent

To: Portland Public School Board of Directors
From: Interim Superintendent Bob McKean
Sponsor: Assistant Superintendent Chris Russo
Date: April 14th, 2017
Subject: Middle School Plan

Background Info:

November 2014 – Portland Public Schools (PPS) initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.

Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.

July 2016 - The Portland Public Schools' School Board passed Resolution 5308. The charge of the resolution is:

- a. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
- b. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.

October 2016 - The PPS School board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and a delivery model for middle grades education.

Following the Superintendent's directive, the administration initiated a Middle School Implementation Team, assigned a planning principal, researched best practices for middle grades program delivery, and developed a Middle Grades Framework.

November 2016 - April 2017 – The administration used the draft to solicit and include stakeholder feedback.



Office of Teaching & Learning

Chris Russo, Assistant Superintendent

April 2017—Prepare and finalize all respective documents for Board review and resolution moving the implementation work forward for 2017-2018.

Summary:

Attached are three documents for Board review:

- PowerPoint presentation on Middle Grades Planning
- Middle Grades Framework
- Resolution to Adopt the Middle Grades Framework

Financial Implications

None at this stage in the process.



Middle Grades Framework

Objectives

Develop middle grades framework that is student centered, culturally relevant, engaging, and intellectually rigorous.

The framework is guided by educators well versed in the social, emotional, and academic needs of young adolescents.

Origins of the Middle Grades Framework

- **November 2014** - PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.
- Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
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Purpose of the Middle Grades Framework

The framework serves as a foundational document comprised of key components of successful middle grades education that will promote the development of students who are prepared to fully engage in high school, college, career, and global community.

It is directly aligned to the PPS Successful Schools' Framework. Among the purposes are to:

- Serve as a foundational guide for schools and district offices;
- Inform the design of middle grades programming;
- Invite conversations and input from stakeholders.

How to use the framework

The framework is designed for internal and external stakeholders. Internal stakeholders include central office personnel and school personnel (e.g., teachers, principals, counselors). External stakeholders are parents, families, and community partners (e.g., after school providers, businesses, and neighborhood associations). The District will use the framework in a variety of ways to engage in the process of middle school design, while external stakeholders can use the framework to establish policy, procedures, and work plans that respond to the unique needs of middle grade students. The framework serves as a foundational document for middle grades implementation. It is comprised of components that address the unique needs of the young adolescents' intellectual, moral, social-emotional, and physical development.

What are the Components and Elements that make up the Framework?

Curriculum: course offerings, standards, materials, instructional practices, assessment and evaluation.

Decision Making: Who and how are site decisions made.

Health, Wellness, & Safety: Practices and Services that support young adolescents and their families.

School, Family, and Community Partnerships: Community partners providing wrap-around services to middle grade schools, students, and families.

Base and Optional Programs

All middle schools will offer both base and optional programs. Base programs are the elements required in every school (focus/option schools may have some exemptions) providing middle grades education in PPS. Optional programs are elements selected to meet the unique needs of individual schools. Both base and optional programs are fully supported by the district.

Curriculum:

The framework includes three components that address separate areas of curriculum. The PPS middle school implementation team used the following as a definition of curriculum: learning standards, course offerings, materials, instructional practices, student assessment, and professional development. The team based its work on the Association for Middle Level Educators' (AMLE) position paper, *This we Believe* and the Portland Public School's Successful Schools' Framework (SSF). The AMLE describes exemplary middle grades curriculum, as relevant, challenging, integrative, and exploratory. Instructional practices include multiple learning and teaching approaches that respond to young adolescents' diversity. PPS strives to provide culturally relevant materials. Teaching practices honor the racial, linguistic, and cultural diversity of all students.

CURRICULUM, COURSE OFFERINGS

Learning Standards: Middle grades education in PPS will be delivered in alignment with the following learning standards: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), ODE Content Standards, Career Technical Education Standards (CTE), and English Language Proficiency Standards (ELP).

Language Arts: uses relevant materials, literacy instruction teaches skills to be used as a tool for all content (including research skills). The curriculum includes reading, writing, speaking, collaborative discourse/discussion, viewing, and listening.

Mathematics: uses relevant materials, numeracy instruction teaches skills to be used as a tool across many content areas (including scientific inquiry). The curriculum includes problem solving, critical thinking, grade level appropriate computational fluency, number sense, and collaborative discourse/discussion.

Science: uses relevant materials, provides opportunities for scientific inquiry, engineering design and practices, provides opportunities for place-based learning, and offers a multidisciplinary approach to science instruction.

World Language: Communication: Develops communication and literacy skills in a language different from students' heritage language, facilitates cultural competence and understanding through exploration of various cultures.

Social Studies: delivers grade level content to teach respect for cultural diversity, intercultural competencies, and multiple perspectives/counter stories. It provides opportunities for civics learning and application.

Physical Education: promotes a positive attitude toward physical activity, the motivation, confidence, and self-knowledge to continue active participation in physical activity, movement competence, commensurate with physical potential, and understanding of the nature of movement, and the importance and value of physical activity as contributing to a physically active lifestyle

Health: Helps students develop a positive self-concept (i.e. healthy self-esteem, strong sense of self, and gender identification). Provides students with opportunities to develop skills that promote lifelong healthy decisions including sexual health, substance use, nutrition, and physical activity.

School Counseling: Addresses academic, career, and personal/social development of all students, provides interventions to students and families in need, assists families in obtaining support systems within and outside of the school system.

Advisory: Establishes ongoing relationship with an adult at the school, creates connectedness through small communities of adolescents, supports the social, emotional, and academic development of middle grades students, provides opportunities to develop executive functioning (e.g. student organization and self-advocacy).

Career and Technical Education (CTE): Assists students in exploring college and career possibilities, provides hands-on and/or place-based opportunities for thinking, learning, and wondering about their futures.

Library Media: Promotes digital and media literacy and citizenship, facilitates access to a variety of materials, including discipline specific, choice-based, multiple perspectives, fiction and nonfiction, teaches research skills, and supports instructional staff and students.

Exploratory Courses: Enables students to discover their particular abilities, talents, interests, values, and preferences. Acquaints students with enriching, healthy leisure-time pursuits, such as lifetime physical activities, involvement in the arts, and social service.

English as a Second Language/English language development: Develops language acquisition in a target language, infuses meta-processes, sustains a language focus, and holds high expectations for students through the delivery of high quality curricula and academic rigor.

Special Education: Fosters an atmosphere where all students belong and have opportunities to develop relationships with one another. Teachers have high expectations for students with typical and atypical social emotional and academic development. Provides access to core curricula and grade level appropriate social experiences specially designed instruction (SDI) as directed by their IEP.

INSTRUCTIONAL PRACTICES

Instructional Practices: Middle grades instruction in PPS includes results oriented, culturally relevant practices mindful of the rapid intellectual, social, emotional, moral, and psychological development of the young adolescent. Relationships, rigorous course work, and subject matter delivered through a racial lens is relevant to the middle grade learner. Learning is guided by educators well-versed in the academic and social emotional needs of the young adolescent. The following are guiding instructional principles implemented and supported by PPS:

- Promote student voice, meaningful choices and personal connection to content.
- Reading, writing, speaking, listening, viewing and presenting are taught in an integrated way through culturally relevant, student-centered, inquiry-based tasks connected to authentic, real-world experiences.
- Literacy is taught across content areas. Students are explicitly taught how to engage with text features unique to the subject/discipline of study.
- Numeracy is taught across the content areas. Students are explicitly taught how to problem solve, think critically, and engage with features unique to the subject/discipline of study.
- Instruction includes reading increasingly complex texts and writing in the style of the discipline/subject.
- Instruction includes engaging with increasingly complex mathematical tasks and problem solving situations in the style of the discipline/subject.
- Academic literacy, numeracy and discussion skills are explicitly taught and supported.
- Students' race, culture, and heritage languages are supported and embraced as a valuable tool
- Technology is used to increase access, engagement, and student motivation.

- Experiential Learning is used to support the application of knowledge and conceptual understanding to real-world problems or situations. (Felicia, Patrick (2011). Handbook of Research on Improving Learning and Motivation. p. 1003.)

Educators: Promote academic, social emotional growth for students through culturally responsive practices. They apply their deep understanding of the unique characteristics of the young adolescent and use strategies to provide equitable outcomes for all. They recognize the typical development of the young adolescent including the impact of race, culture, language, economic situation, and social and emotional needs.

CARE Teams: accelerate responsiveness to the learning needs of students who are historically in the lowest performing student groups – African-American, Latino, American Indian and Southeast Asian students. The CARE Team works to design and deliver equity/antiracist pedagogical practices that are explicitly and intentionally planned to improve engagement and achievement for underserved students of color. CARE teachers, working in collaboration with a building administrator and CARE TOSA, work to improve engagement for students of color as a means to increase school-wide achievement.

Literacy Across Content Areas: Promotes literacy through universal and content specific literacy strategies that are articulated between grade levels with increasing levels of complexity. Literacy strategies are articulated between grade levels with increasing level of complexity. Instruction reflects an intra/interpersonal relevance.

Numeracy Across Content Areas: Promotes numeracy through universal and content specific problem solving and computational strategies that are articulated between grade levels with increasing levels of complexity. Instruction reflects an intra/interpersonal relevance.

Multiple Tiered Support Systems: Core instruction and behavior expectations are supported systemically and include scaffolding. Problem solving is accomplished in teacher teams through examination of student data. Processes exist to provide meaningful intervention to identified students.

Sheltered Instruction: Systemic lesson design with a focus on language acquisitions. Supports are built into lessons allowing students to engage in grade level content.

Talented and Gifted (TAG): Curricula are modified, adapted, and accelerated as needed. An atmosphere of self-directed inquiry is promoted. Social and emotional supports are in place to support learners.

Blended Learning: Includes instruction that is socially appropriate teaches healthy technology use. It provides equitable access to instructional content and includes mechanisms to assure all students have access to hardware, software, and internet services.

Flexible Scheduling and Flexible Grouping: Provides teachers with extended periods of time with cohorts of students. It creates systems for **all** students to access **all** program offerings. It creates collaborative time for teachers within the instructional day. Grouping and regrouping of students occurs based on specific criteria, activities, and individual need.

Professional Learning Communities: Fosters collaborative processes to ensure students learn through the examination of teaching practice and student data. PLC's focus on results through the examination of four essential questions.

Instructional Coaching: Empowers and respects the voices of teachers through a non-evaluative process of peer collaboration.

Professional Development for Administrators: Differentiated professional development to meet administrator and school needs; uses the PLC structure and focuses on results.

ASSESSMENTS

A balanced assessment system that accurately informs instructional decisions and engages students in their learning. Educators use the evidence gathered through multiple forms of assessment to (1) inform instructional decisions; and (2) encourage students to learn. Assessment systems must yield accurate information about student learning for use at several levels of decision making, and they must be used in a manner that effectively manages the emotional dynamics of the assessment experience from the learner's point of view. (Assessment for Learning, A Key to Motivation and Achievement, Stiggins). It includes summative assessments required by the Oregon State Department of Education.

Formative Assessments: Engage students in their learning by allowing the teacher to make real time instructional changes to meet individual student needs. The focus is on student growth and providing students with opportunities to see personal growth over time.

Diagnostic Assessments: Provide teachers with data on individual student's needs for growth and informs teachers, students, and families on levels of mastery. They give teachers insight on specific strategies for use with individual students.

Summative Assessments: Evaluate student learning at the end of a unit, provide information on skill acquisition and achievement and may focus on cohort learning trends to inform instruction.

Benchmark Assessments: Track student progress toward skill mastery and knowledge. They provide teachers with information on the use of instructional strategies to help students achieve mastery and give parents and students information on progress made throughout the school year.

Proficiency Based Grading: Connects grades to clearly identified learning objectives. It separates academic achievement from student behavior and creates a system for educators and families to identify areas of need.

Decision Making:

School based decision making is courageous and collaborative. It employs culturally relevant practices and keeps the impact of race at the forefront of decisions to create school cultures where predictable outcomes for historically underserved students are interrupted. As children enter adolescence it is crucial for community and family partnerships to come together to make decisions that positively impact unique needs of the middle grades learner. Furthermore, it is imperative to include students in decisions impacting their learning and school environment. It is guided by building and central office leadership with a shared vision. It is grounded in data. PPS is committed to being collaborative with well-articulated district and site decision making processes.

DECISION MAKING

Distributed Leadership: Is a process where school leaders engage multiple stake holders in creating a shared vision providing opportunity for stake holders to influence school climate and promote equity through culturally relevant school systems. It promotes the development of teacher, student, and community leaders.

Courageous Conversations About Race Protocols (CCAR): Focuses discussions and decision making. It is used to bring a racial lens to all decision making. The CCAR protocol is comprised of four agreements and six conditions, and the compass.

Equity Teams (E-Teams): Transforms “Courageous Conversations” from theory to practice. They promote collegial reflections on implicit biases. E-Teams promote equitable results for students who have historically been underserved. They develop relevant professional development for teachers, students, and families.

School Leadership Teams: Are comprised of site based personnel. Their goals are to mobilize commitment and energy of site-based personnel into actions for improvement. It builds upon moments of excellence and provides leadership in areas of problem-solving, communication, professional development, and program evaluation.

Site Councils: Comprised of teachers, parents, and classified employees. Their mission is to evaluate school improvement programs and budgets. Site Councils advise principals on a variety school issues (i.e., school budget, CAP, parent engagement, and racial equity).

Health, Wellness, and Safety:

School policies and systems foster physical and psychological health, wellness, safety, and support peaceful interactions for young adolescents and their families. It uses a racial lens to apply culturally relevant practice and supports to students. They support and honor the expertise of community partners in providing wraparound services to positively impact schools and the middle grade students they serve. Effective school and family partnerships supporting health and safety result in safer schools serving healthier, better adjusted students.

HEALTH, WELLNESS, AND SAFETY

Restorative Practices: Shifts focus of discipline from punishment to learning. It engages classrooms in community building circles and employs specific strategies in small group discussions to resolve conflict through voicing concerns.

Student Support Services: Addresses academic, career, and personal/social development of all students. It uses culturally relevant practice to apply a racial lens to serve the needs of students and families. Provides interventions to students and families in need and responds to student/family

needs in a manner that honors culturally, racially, and economically diverse children and their families.

Positive Behavior Intervention Supports: Stakeholders co-construct and communicate school-wide expectations for conduct. It provides strategies to support individual students.

Trauma Informed Practices (TIP): Includes specific strategies, practices, and data to support students who have experienced life traumas. TIP practices, strategies and systems complement RJ and MTSS practices through the examination of data and the creation of flexible, culturally relevant accommodations for diverse learners.

Extracurricular Sports: Uses team sports to foster lifelong skills such as team building and self-discipline. All students are provided an opportunity to participate regardless of athletic skill or ability to pay. Transportation and supervision is provided to all students.

Attendance Monitors: Work with MTSS Team, community partners, teachers, families and students to analyze student attendance data, identify students at risk, and provide attendance interventions when necessary.

School Based Health Clinics: Provide physical and mental health care to students and school age relatives. Facilitate healthy choices through individual health education and small group work. Educate students on decision making and awareness that promotes a healthy lifestyle.

School Resource Officers (SROs): Serve as liaisons between schools and the Portland Police Bureau. SROs respond to incidents occurring at or related to schools. They provide education to students, schools, and families on gang prevention, safety, and positive decision making. SROs assist schools in developing comprehensive plans to ensure the safety of all stake holders.

SCHOOL AND FAMILY PARTNERSHIPS

PPS is committed to strong school, family, and community partnerships that reflect the communities they serve. Partnerships improve school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and support teachers with their work. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students.

Extended Day Programs: Provides enrichment venues for academic, social, emotional and moral development through diverse culturally relevant offerings. Extended day programs allow student

choice in activities and opportunities for leadership. They facilitate conversations with students about prosocial behaviors and investment in their learning.

Community Agents and Partners: Connects families to schools and resources helping them navigate the social, emotional, and academic needs of their children, establishes feedback pathways for families to advocate for their children, provides local, expert knowledge to schools and families. Facilitates families in the acquisition of leadership and advocacy skills to positively impact their family and school community.

Affinity Groups: Prepares members of like interests to take direct action, promotes a system that is nonhierarchical and autonomous, and minimizes traditional power structures that have historically created voices of inequity.

Student Leadership and Government: Engages student voice in school-based decision making, creates a collaborative structure between students and school leadership, promotes opportunities for students to positively impact their school community.

Parent Groups: Leverage volunteer power, and provide families with opportunities to participate in the school community regardless of work schedule, home circumstance, or language. Parent groups partner with schools to establish two-way communication.

Climate Teams: Foster an environment where everyone can learn. Work to create an environment where all feel supported and cared for. Creates a climate where young adolescents can learn necessary skills for a productive satisfying school experience.



Education Specifications (Middle Schools)



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"It's a pivotal moment for our schools and our community. A thriving city depends on a strong public school system. This bond offers us an opportunity to not just redesign and rebuild outdated schools, but to reimagine and redefine the education that happens inside them.

We heard the feedback in voices and languages that represent many of Portland's diverse communities. People want schools that are safer, more inclusive and more flexible than they are today. They want learning spaces that spur greater collaboration and stronger relationships between students and teachers. They want classrooms that inspire creativity and innovation, and give students a chance to engage new technology. They want schools that welcome the community and build partnerships that help students explore the world outside the school."

Carole Smith, *Superintendent Portland Public Schools*
May 28, 2013 PPS Vision Summit

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INTRODUCTION

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In November 2012 Portland Public Schools (PPS) passed a \$482,000,000 capital bond to begin modernizing, remodeling and replacing schools.

The first major design and construction projects include the remodel/modernization of three existing high schools and replacement of one K-8.

To that end, Portland Public School commenced a community wide visioning initiative to identify key planning and design characteristics that all schools within PPS should have. This initiative resulted in development of a Facility Vision Statement and a series of Vision Themes that the school bond approved on September 9, 2013. The Facility Vision Statement can be found at: <http://www.pps.k12.or.us/bond/8767.htm>

The Vision Statement and Themes provide a basis for development of Educational Specifications for PPS high schools, middle schools, K-8 and elementary schools. Educational Specifications describes the desired organization characteristics of PPS schools, the interrelationships of spaces, overriding themes and values preferred, and specific room requirements. They are not site specific. Rather they represent the spatial organization and room design characteristics for all schools regardless of location.

The following is the Educational Specifications for Middle Schools. It is based on the Learning Environments portion of the Vision Statement/Themes and input from teachers and administrators at the Middle School level, and defines the District's vision of 21st century schools and classrooms. This is a living document and should be revised and updated as new information is discovered and educational programs evolve. In essence, these Educational Specifications are a working document. They represent a foundation on which master planning and design work can begin and should be used in conjunction with the Vision Statement and Themes of the Vision Statement. It is specific enough to outline desired building design characteristics all Middle School schools in PPS should have. However, it is intended to be broad enough to allow site based design decisions and modifications. Illustrations and diagrams are provided as concept level information and are not presented as design requirements.

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EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

Middle School Educational Specifications

This document provides the Educational Specifications (Ed Specs) for middle schools in the Portland Public Schools District. These Ed Specs are part of a larger set of Ed Specs for PPS that include Comprehensive High Schools, Middle Schools, and K-5 Schools. Information regarding District Ed Specs for other school configurations in PPS can be found at:

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

District-wide Ed Specs are a set of facilities guidelines that establish the ways school buildings support programs and curriculum, and establish baseline facilities standards across the District. Development of District-wide Ed Specs implements a “future step” of the District’s Long Range Facility Plan. As a specific school site approaches significant modernization, the District-wide Ed Specs are tailored through a master planning process to suit the individual school, program and community through staff, student and community engagement with design professionals. The Ed Specs will also inform regularly occurring program changes and space planning considerations in schools not undergoing full modernization.



Implications to Schools – New Features

PPS has undertaken the development of District-wide Ed Specs as a mechanism to accommodate educational best practices in the future design of District Middle schools. Some of the features of the Middle School Ed Spec including classroom commons (pg. 58), updated media center (pg. 72), the sizing of gymnasiums to accommodate student assemblies (pg. 81) as well as the State of Oregon’s requirements for additional physical education time starting in 2017.

EXECUTIVE SUMMARY (CONTINUED)

District-wide Ed Spec Development

Development of Ed Specs for the District occurred in two phases. The first phase engaged in a process to envision the future of educational facilities in PPS. This process was completed during the winter and spring of 2013 and is summarized in the Educational Facilities Vision (Vision) which can be found at :http://www.pps.k12.or.us/files/bond/13-0909_PPS_Education_Facilities_Vision_Document_FINAL_lowres.pdf.

The Vision articulates a vision for the future of District school buildings and the key themes that emerged during community conversations on the topic.

The Middle School Ed Specs were developed in consultation with teachers and administrators from middle school schools as well as District operations staff. Summaries of the meetings with staff can be found in Appendix B.

Planning Principles (pg. 25) present aspirational concepts and diagrams for the design of middle schools in PPS. While the modernization of existing buildings will require these concepts and themes be modified to fit within existing structures, the concepts and principles should be incorporated to the greatest extent possible.

The Ed Specs are informed by the **Middle School Program** (pg. 11) and the curriculum and instructional methodology used to deliver this program. The application of the Middle School Ed Specs to the design or redesign of individual schools should be tied to a complete understanding of the Middle School program is delivered in the subject school.

The Area Program (pg. 35) identifies the quantity and size of spaces within a middle school needed to deliver the District's educational program for 675 students. The area program is meant to be a guide for the design of future middle schools. The specifications of the area program should be adapted to meet site specific building and site constraints as well as program needs.

Room Characteristics (pg. 45) provide details on the function, location and relationship of instructional and supports spaces to each other as well as other design, material , and equipment specifications.

PPS MIDDLE SCHOOL PROGRAM SUMMARY

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PPS MIDDLE SCHOOL PROGRAM DESCRIPTION

All students have access to a rigorous core program

The design of instructional spaces needs to accommodate a variety of ways of delivering educational programs. Annually, PPS develops core program requirements and guidelines for their implementation. The 2014-15 version of the core program requirements are found on subsequent pages. Designers of instructional spaces are strongly encouraged to acquaint themselves with the current version of the District's core program requirements and to work in concert with the administrative and teaching staff of each school to tailor the design, furnishings, and equipment of instructional spaces to the implementation needs of core curriculum at each school.

Middle schools are one of the four major configurations in which Portland Public Schools offers educational programming: high schools (grades 9-12); middle schools (grades 6-8); K- 8 schools (grades kindergarten – 8); and K-5 schools. As of 2014, PPS has 30 K-8 schools. Middle schools offer District educational programs to students in grades sixth through eighth grade. .

Regardless of the grade configuration, schools at all grades provide the core program. So while every school is different and reflects the culture of the local community and adapts to the skills and values of its instructional staff, on the whole, students attending “neighborhood schools” should experience relative consistency in terms of what they learn and which programs they access.

All middle schools in PPS offer all students access to rigorous core curriculum and the opportunities and facilities in which to learn, apply, and be assessed on the curriculum.

The PPS core program for middle schools identifies subjects and methods by which students successfully meet District benchmarks and Common Core State Standards (see below). The general elements of the core program offered in middle schools are described below. These are minimum level requirements. All schools are encouraged to go beyond the requirements where possible and where it meets the needs of individual school communities.

A strong core curriculum is a deliberate and thoughtful plan for teaching and learning in our schools, pre-K to 12, to provide every student a challenging and meaningful education. A core curriculum includes four key elements:

- **Standards and benchmarks** aligned with state and national standards, defining both the academic skills and the course content students should master.
- **Instructional strategies** for our teachers to use in the classroom, based on research and data on how students learn best.
- **Curriculum materials** for teachers and students, such as textbooks, practice guides, novel sets, lab materials and technology.
- **Common assessments and assignments** to allow schools to periodically evaluate students' progress against the standards.

Literacy standards for grades 6–12 in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

It is also important to note what a “core curriculum” is not. The core curriculum will not provide day-to-day lesson plans. It does not dictate learning unit themes, class projects, supplemental reading or materials, or the context of every writing assignment. A core curriculum provides a framework, but allows each teacher to bring their own passion, creativity and experience to instruction that creates a spark for students.

THE ACADEMIC CORE PROGRAM

PPS ACADEMIC CORE REQUIREMENTS 2014-15.

Grade 6

- Language arts, algebra*, humanities, science, social studies, academic discipline skill development, integrated technology, research/library, humanities, personal and social wellness, physical education
- Exploratory wheel (one or two quarters of e.g. art, instrumental music, choral music, dance, drama, world language, media, student leadership)

Upper Grades (7/8)

- Language arts, algebra*, world language*, science, social studies, academic discipline skill development, integrated technology, research/library, humanities, personal and social wellness, physical education
- Electives choice of two: e.g. art, instrumental music, dance, advanced robotics, computer graphics, drama, media, leadership

Students in all grades are given grade appropriate academic support and acceleration



* high school credit

2014-15 GRADES 6-8 CORE PROGRAM REQUIREMENTS

All of the requirements described here are **minimum** levels – **schools are encouraged to go beyond the requirements** where possible and where it meets the needs of individual school communities.

6-8 CORE PROGRAM REQUIREMENTS FOR 2014-15 (MIDDLE SCHOOLS)

- **Language Arts** (reading, writing, and literature) must be offered for 55-60 minutes per day or 275-300 minutes per week
- **Social studies** must be offered for a minimum of 45-55 minutes per day or 225-275 minutes per week. It can be blocked with Language Arts in order to provide greater integration with literacy and writing.
- **Math** must be offered 55-60 minutes daily or 275-300 minutes per week
- **8th Grade Compacted Math:** 8th grade must be offered access to 8th Grade Compacted Math for high school credit on site.
- **Science** must be offered for a minimum of 45-55 minutes per day or 225-275 minutes per week.
- **World language must be offered as an elective in the amount of one period per day at 7th and/or 8th grade for high school credit.** It is recommended that world language be offered as a 2 year course over the 7th and 8th grade years. 6th grade is not required to have access to world language. Schools can substitute ELD class for world language for those students who require daily ELD, provided that native speakers are offered the opportunity to acquire world language credit via proficiency exams.
- **Grades 7-8 must not be self-contained unless the classroom teacher is endorsed and highly qualified in all four core subjects.**
- **Grades 7-8 may be blended for core academic subjects** (a waiver must be requested and will be granted for focus option schools that have adopted a mixed age approach as part of their pedagogical model and schools who have unbalanced class sizes at the upper grades.) Acceleration or remediation periods can be mixed age where appropriate – i.e., 7th graders taking algebra or science with 8th graders, 7/8th graders together in a reading intervention class, 6-8 grade ELPA 1 and 2s in a single ELD with support class.

6-8 CORE PROGRAM REQUIREMENTS FOR 2014-15 (MIDDLE SCHOOLS AND PK-8/K-8 SCHOOLS) (CONTINUED)

- **All 6-8 grade teachers, including specialists who teach primarily 6-8th grade, are required to have a planning period that is a standard period inside the student school day.** The exception is self-contained 6th grades. These teachers can still have planning periods outside the student day. Although class period lengths often vary within the day for students in PreK-8 schools, the planning should be no less than 45 minutes. (Note that some of the core classes require double periods or other extended period lengths.)
- **Students should have at least 3 enrichment/elective periods per week above the world language requirement. PE is counted as part of enrichments. Arts FTE must be used to support performing and/or visual arts.** Students may be blended across grades and larger class sizes may be used for enrichment sections. Planning/staffing support will be provided to help smaller schools share enrichment staff via a quarter/semester rotation model by rotating staff between neighboring schools, in order to maximize the exposure for students to multiple enrichment areas.
- **All 6-8 students must have at least two periods per week of PE.** It is recommended that PE be offered all year long rather than a semester or trimester course. Dance may be substituted for PE. This requirement will increase in 2017. ²
- **Library:** All schools must have the minimum library staffing requirement of 20 hours per week with either a .5 library assistant (0.25 FTE) or 0.5 media specialist. **Library can only be counted as an enrichment/elective if taught by a media specialist.** If library is staffed with a library assistant, assistants can provide instructional supports in a variety of ways but can only support content under the direction of the teacher or media specialist.
- **Counselors or other licensed staff** may provide full class instruction in social skills, leadership development and other enrichment topics on a regular rotating schedule. **This curriculum can be part counted as part of the enrichment/elective offering.**
- **One quarter of Health/Wellness** is required and can be integrated within PE, science, or taught as a stand-alone class.
- **A daily intervention period/academic support or acceleration time** (30-45 minutes) For 7th and 8th graders who are eligible, there should be 5 periods of ELD or a minimum of three academic support or acceleration per week in their schedule that could be delivered either during enrichment, world language or as a part of a double block time.



² In 2007, the legislature passed law that requires by 2017-18, all public school students in Kindergarten through grade 8 must participate in physical education for the entire school year. Students in grade kindergarten through grade 5 shall participate in physical education for at least 150 minutes during each school week and students in grades 6-8 shall participate in physical education for at least 225 minutes during each school week.

ASSESSMENT

Beginning in 2014-15 students will begin to take the Smarter Balanced Assessment (the SBA) rather than the Oregon Assessment of Knowledge and Skills (OAKS). The SBA :

- Will do a better job of measuring the range of content and skills that students have mastered.
- Will go beyond multiple-choice questions to include short-answer and math exercises that allow students to demonstrate writing and analytical skills – allowing students with varying learning styles to demonstrate what they know.
- Will be administered online for greater accuracy in scoring and greater range in the types of questions and responses that can be asked and measured (for example, students may watch a video and then write a short analytical essay).
- In addition to a year-end test, teachers will be able to administer interim assessments throughout the year to monitor student progress and make adjustments to instruction.
- Accommodations for students with disabilities or who are learning English will be built into the assessments so that their progress can be accurately measured.
- An online reporting system will provide clear, easy-to-understand data on student achievement and growth that parents, teachers and leaders can use to help students make even greater progress.

MILESTONES

The curriculum and assessment used by the District have been developed and implemented in support of students reaching the District's milestones for readiness for and achievement of academic success. PPS hopes middle school students will be:

- **Ready to read** – At the beginning of first grade, all students should be ready to read, so they have a foundation for future academic success.
- **Reading to learn** – By the end of third grade, students should be reading to gain an understanding of their world, in a variety of subjects.
- **Ready for high school** – In middle grades, students should have strong attendance habits and the writing and math skills to grasp more demanding content in high school.

COMMON CORE STATE STANDARDS

The State of Oregon and PPS have adopted the Common Core State Standards. The curriculum in PPS schools is the Common Core State Standards (CCSS). These standards identify proficiencies related to reading a variety of texts, writing, speaking and listening, and language that all students should obtain and apply to all subjects. The CCSS also identify standards for literacy in history/social studies, science and technical subjects in student strands of grades 6-8, 9-10 and 11-12. See <http://www.corestandards.org/> for the latest description of the CCSS.

Related to literacy the Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.



PPS MIDDLE SCHOOL CORE PROGRAM IMPLEMENTATION

SUBJECT	GRADE LEVEL				
	PK	K	1-3		
Literacy	<p>5-10 minutes whole group instruction</p> <p>Integrated activities throughout the day which include small group, individual work and work in center/choosing time as well as Transition times</p> <p>Scott Foresman Reading Street (Main Selection, Amazing Words, Letter of Week) Read Aloud</p>	<p>Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Oral Lang. • Build Background • Amazing Words • Comprehension • Word Work/Phonics Lesson • Fluency <p>Small Groups</p> <ul style="list-style-type: none"> • Comprehension • Vocab • Fluency • Phonics/Fluency <p>Spelling w/in or outside the 90 minute block</p>	<p>Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Oral Lang • Oral Vocab/Share Lit. - Review High Frequency Words (1 day) • Word Work • Phonics Lesson • Comprehension • Fluency <p>Small Group:</p> <ul style="list-style-type: none"> • Comprehension-Vocab Fluency • Phonics/Fluency <p>Spelling w/in or outside the 90 minute block</p>		
	Minutes	5-10/day	90/day	90/day	
Language, Arts, Reading and Writing					
	Minutes				
Writer's Workshop		Journaling and other activities			
	Minutes	5-10/day	30/day	30/day	
Social Studies/ Science		Whole group and then integrated exploratory activities throughout the day	May rotate units	May rotate units	
	Minutes	5-10/day	20-30/day	30/day	
Science					
	Minutes				
Social Studies					
	Minutes				



GRADE LEVEL	
4-5	6-8

Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.

Whole Group

- Oral Lang. Development
- Comprehension/Vocab.
- Fluency

Small Groups

- Comprehension-Vocab
- Fluency
- Phonics/Fluency

Spelling

- w/in or outside the 90 minute block

90/day			
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Grouping	Type of Instruction	Content in all groupings
	Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.	
Whole Group	<ul style="list-style-type: none"> • Modeling • Guided practice 	Reading: <ul style="list-style-type: none"> • Comprehension • Vocabulary • Fluency (for below grade level readers) Writing: <ul style="list-style-type: none"> • Responding to Literature • Arguments • Informative/Explanatory • Narratives
Partner or Team Work	<ul style="list-style-type: none"> • Guided practice • Independent Practice 	
Small Group - Pull Out	<ul style="list-style-type: none"> • Modeling • Guided practice • Independent Practice 	

	55-60/day; 275-300/week		
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30/day			
May rotate units			

45/day			
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	45-55/day; 225-275/week		
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	45-55/day; 225-275/week		
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PPS MIDDLE SCHOOL CORE PROGRAM IMPLEMENTATION (CONTINUED)

SUBJECT	GRADE LEVEL			
	PK	K	1-3	
Math	5-10 minutes whole group and then math activities at choosing time Every Day in Pre-K Calendar, Counting Tape and Make a Match activities	45 + 15 daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Guided Instruction Number Corner Focus Lesson • Work places • Problems & Investigations	60+15 daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Guided Instruction Number Corner Focus Lesson • Work places • Problems & Investigations	
	Minutes	5-10/day	60/day	75/day
CCSS Math 6th grade 7th grade 8th grade Compacted Math Year 1 Compacted Math Year 2** (**HS Algebra credit)				
	Minutes			
Academic Support			2x weekly for Tier 2 Daily for Tier 3	2x weekly for Tier 2 Daily for Tier 3
	Minutes	n/a	30	30
Social Studies/ Science		Whole group and then integrated exploratory activities throughout the day	May rotate units	May rotate units
	Minutes	5-10/day	20-30/day	30/day
World Language		n/a	Not required	Not required
Wellness		Daily routines: health, social skills, personal hygiene, nutrition	Daily routines: Health, social skills	May integrate in homeroom
	Minutes			20



GRADE LEVEL	
4-5	6-8
60+15 daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Guided Instruction Number Corner Focus Lesson <ul style="list-style-type: none"> • Work places • Problems & Investigations 	
75/day	Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Launch (guided instruction/partner or team work) 10–20 min.. daily <ul style="list-style-type: none"> • Number Sense Warm-ups • Test Review Warm-ups • Launch of lesson Explore 25 – 40 min.. daily (partner/team work) <ul style="list-style-type: none"> • Focused content work Summary 5–15 min.. daily (partner/team work) <ul style="list-style-type: none"> • Team and whole group discussion • Guided Instruction
	55-60/day: 275-300/week
2x weekly for Tier 2 Daily for Tier 3	3x weekly (Tier 3 students up to daily intervention period)
30	
May rotate units	
45/day	
Not required	High School Equivalent; 8th grade 1 year and/or 7-8th grade 2 years
	45-55/day; 225-275/week
May integrate in homeroom	1 period/1 semester
30	45-55/day; 225-275/week

PPS MIDDLE SCHOOL CORE PROGRAM IMPLEMENTATION (CONTINUED)

SUBJECT	GRADE LEVEL		
	PK	K	1-3
English Language Development	Minimum of 150 min./week *Minutes don't include passing time. Schools need to adjust time in order to ensure 150 min. of solid ELD instruction. Levels 1-4 Options: <ul style="list-style-type: none"> • ESL Pull-out Teacher must hold ESOL endorsement • Content Based ESL with push-in or co-teaching Focus Lesson Expectations <ul style="list-style-type: none"> • Language Objective • Grammatical Forms • Topic Specific Vocabulary • Pattern for Prompts/Responses • Combination Teacher Modeling, Guided Practice, Interdependent Practice • Closure ___Every ELL getting core content classes ___Collaborative time for ELD and content teachers ___EB is assigned to ESL Homeroom in Synergy		
	Minutes	n/a	150/week
Enrichments	Daily		
Music/Art/Dance/ Band/Drama	Minutes	n/a	90/week
P.E.	Minimum 1x per week		
	Minutes		30/week 30/week
Library	Minimum 1x per week		
	Minutes		20-30/week 20-30/week
Library w/ Integrated Technology			
Assessment	Teacher conducts In-program assessments and/or check-ups across content areas as outlined in curriculum guides to check student learning after the unit of instruction is complete.		
Technology	Technology used to support instruction in all grades.		
Instructional Planning and Design	Teacher lesson plans across all content areas reflect accurate understanding of age group including the impact of race and culture, as well as exceptions to the general patterns. Teacher values and understands how students learn, their interest and heritage. Teacher applies what they know about their students in their lesson design.		



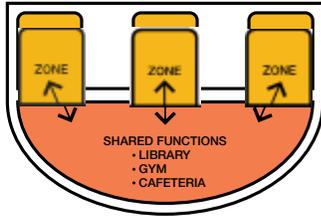
GRADE LEVEL	
4-5	6-8
	Minimum of 150 min../week Levels 1-4 Options: All EBs must have ELD course <ul style="list-style-type: none"> • ESL Class Period (Mid-HS); *Teacher must hold ESOL endorsement • Content Based ESL (teacher must hold HQ content; have an ESOL endorsement and/or work in consultation with ESL teacher) Levels 1 (Newcomers): Required <ul style="list-style-type: none"> • Additional minutes/class period per week focus on <ul style="list-style-type: none"> Intensive English Language Development Basic skill development (reading, writing, math) Acculturation Focus Lesson Expectations <ul style="list-style-type: none"> • Language Objective • Grammatical Forms • Topic Specific Vocabulary • Pattern for Prompts/Responses • Closure • Combination Teacher Modeling, Guided Practice, Interdependent Practice ___Every ELL getting core content classes ___Collaborative time for ELD and content teachers ___EB is assigned to ELD Course on Synergy
	150/week
	3 x weekly 6th grade exploratory wheel; 7th/8th 3 periods, 2 choice
	165/week
	Minimum 2x per week
30/week	110/week
20-30/week	
	Integrated
Daily	

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MIDDLE SCHOOL PLANNING PRINCIPLES

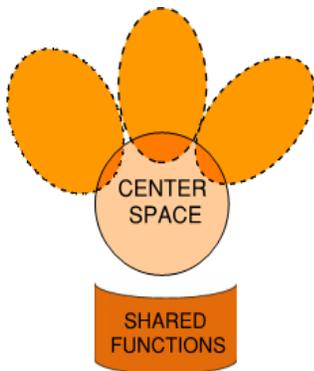
MIDDLE SCHOOL PLANNING PRINCIPLES

The concept and diagrams presented below are aspirational desires for the design of schools in PPS with grades 6 through 8 (middle school). They are conceptual and aspirational and as such are not design requirements. While the modernization of existing buildings will require these concepts and themes be modified to fit within existing structures, the concepts of these principles should be incorporated to the greatest extent feasible.



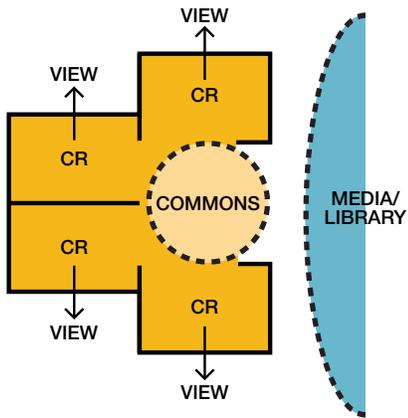
ZONED - WHOLE

The school should be organized in zones. Each zone should contain grouping of grades from small to large. While zoned the school should also feel as one with shared functions contributing to the sense that the school is one family.



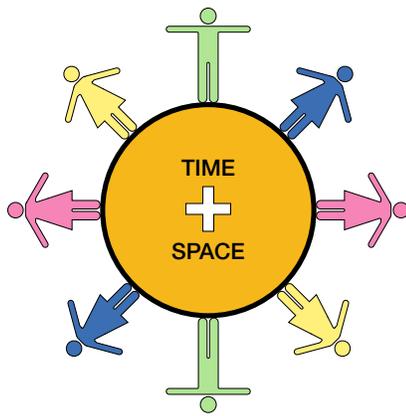
CENTER

While the school should be organized to accommodate the unique characteristics of different aged students, it should also have a Center: A place that informs how the school is organized, allows students of all ages to interact and connect, and celebrates the success of all within the building.



LEARNING SPACE ORGANIZATION

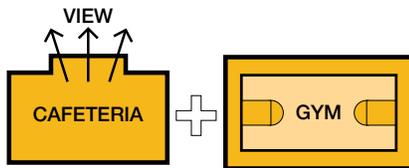
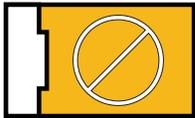
Classrooms should be grouped around a Commons/Extended Learning Areas. The number of classrooms grouped together depends on building, size, program configuration, available space, etc. These groupings should support a wide variety of learning opportunities and possibilities.



COMMUNITY OF PROFESSIONALS

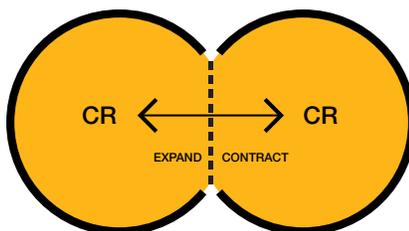
The school should support and reinforce the notion that teachers, administrators, classified personnel and specialists are a community of professionals dedicated to student excellence and support. Space design, school organization and physical characteristics should consider efficiency, ease of use, the ability to collaborate and environmental well-being.

COMBINED CAFETERIA & GYM



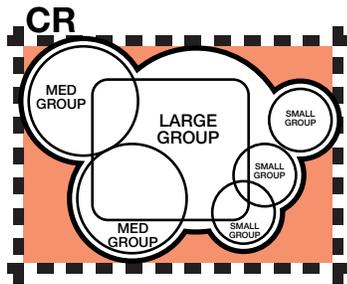
ENOUGH SPACE

The school should contain the size and quantity of spaces needed for a contemporary middle school.



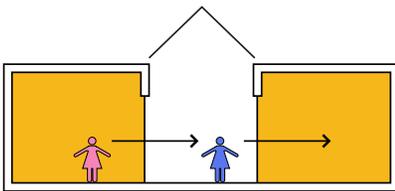
FLEXIBLE/AGILE

Rooms should be designed to expand and contract. This creates the ability to modify student groups, classroom capacity and program delivery. This ability to expand and contract should be easy to accommodate. Attention to building systems to accommodate expansion/contraction strategies (e.g. mechanical systems) needs to be considered.



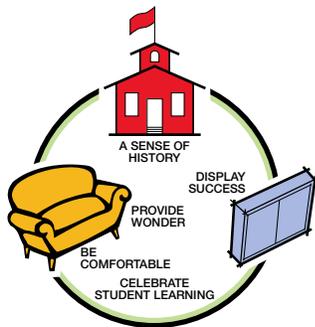
VARIETY

Spaces should be sized and designed to support a variety of student groupings and arrangements. Room shape and furniture should be carefully considered.



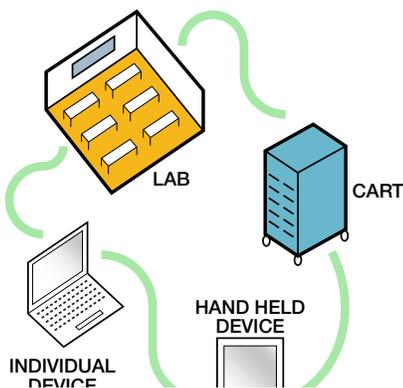
TRANSPARENCY

Spaces should be transparent. The ability to see between spaces and to circulation systems should be supported. This supports security, interaction and collegiality.



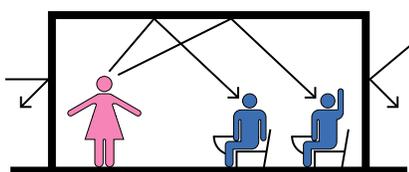
A SCHOOL SHOULD

A school should feel warm, inviting and comfortable. It should celebrate its history and place within its neighborhood. It should regularly celebrate students' success and accomplishments. The school should be student centered, scaled, aligned and organized to accommodate the educational social and emotional needs of every students.



NATURAL LIGHT

The school should be light filled. All rooms, where practical, should be filled with natural light that is evenly distributed and controllable.



ACOUSTICS

Schools create a variety of sounds and sound levels. Special attention to the variety of acoustical impacts within a school needs to be considered. Careful analysis, control and attention throughout the school is desired to allow spaces and places to properly function.

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SPACE REQUIRED FOR PROGRAM AREA

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SPACE REQUIREMENTS FOR PROGRAM AREA

Space requirements for program area (area program) identifies the quantity and size of spaces within a middle school required to deliver the educational program using a planning capacity of 675 students in grades 6 through 8. The "planning capacity" of 675 students can be found in the District's Long Range Facilities Plan (LRFP) for middle schools, Enrollment Forecasts & Balancing and School & Site Utilization. To accommodate this planning capacity, the area program plans for three sections (classes) at most grade levels. Refer to the PPS Long Range Facility Plan.

The area program provides requirements for architectural design teams working on the modernization or replacement of middle schools. It is expected that room sizes, adjacencies, and layout will be modified based on the constraints of existing buildings or sites and specific site program needs.

To the extent possible, design teams should strive to incorporate these characteristics into the design of each space. Special attention should be given to the design of instructional spaces used for the delivery of core program requirements to ensure the number, size and characteristics of these spaces optimally provide for the achievement of students and teachers.

It is recognized that the space requirements identified in this document are more readily achieved in new construction. The modernization of existing historic buildings may present conditions where the guidance of this document cannot be fully implemented. To the extent possible, facility improvement projects should follow the guidance for room sizes. In situations where the area program cannot be achieved in the design work for individual schools, the design team are expected to provide project area program updates throughout the design process.

INSTRUCTIONAL AND EDUCATIONAL SUPPORT SPACES

The area program contains specifications for instructional and educational support spaces. Instructional spaces include general classrooms, science labs, and spaces for art and physical education. Educational support areas include gymnasiums, media center, office areas, kitchen and student commons, and custodial area. The room data sheets describe the requirements, functions, relationships, equipment and size for each space. The information provided in the room data sheets should be used in conjunction with the District's Design Guidelines and Standards which provide a greater level of detail for the mechanical, electrical, plumbing, and communication requirements for new construction.

PREFERRED AND OPTIONAL

A number of spaces in the area program are identified as "preferred" or optional. Preferred or optional elements of the area program provide a range of sizes for spaces to allow school designs to meet individual needs. These spaces should be considered for inclusion by design teams into the program for each school as site, building and budget allow. They are not, however, required spaces.

FUTURE PROGRAM CONSIDERATIONS

Physical Education Instruction

In 2007, the Oregon State Legislature passed House Bill 3141 (enacted as ORS 329.496). This legislation requires that by the 2017-18 school year all students in grades K through 5 receive physical education (PE) instruction for at least 150 minutes per week and students in grades 6-8 receive at least 225 minutes of weekly PE instruction. The reporting requirements of this legislation include the physical capacity of public schools to provide students with the required number of minutes of instruction.

Determining the physical capacity for required PE instruction is a function of the number of students in each grade and the physical capacity of spaces within the school to provide the instruction. For the purposes of PPS Education Specifications (Ed Specs) for middle schools, the gymnasium and outdoor covered play areas are the primary facilities for PE instruction. In determining the student capacity of these spaces, 125 square feet (SF) per student is used to determine student capacity (e.g. 6,800 SF / 125 SF/student = 55 students).

Planning the size and number of spaces needed for the required PE instruction will need to balance the PE instruction needs of these spaces and other uses for these spaces. For example, the 6,800 SF gymnasium shown in the example below is not sufficient to provide all required PE instructional space for a target enrollment of 675 students. However, in combination with a covered play area, more than enough space is made available for PE instruction. While a smaller gymnasium in combination with the covered play area would better meet the instructional space needs, the size of the gymnasium (6,800 SF) also needs to accommodate a full student assembly.

It is incumbent on the design teams in conjunction with District and school staff to determine the number and size of spaces to meet the instructional requirements of HB 3141 while meeting other programmatic needs of each school.

PE Instructional Space Determination 675 Student Middle School

Grade Level	# of Classrooms	Planning Capacity	Total Homeroom Capacity	Weekly Required PE Instruction per Student (minutes)	Weekly Required PE Instruction per Cohort*	PE Classes Required per Week per Cohort*	Class Available per Week in P.E. Space		Delta
							Gym	Covered Play	
Grades 6-8	27	25	675	225	6,075	102	33	20	
Total	27		675		6,075	102	33	20	

* Presumes 60 minute PE class PE space student capacity = area (SF) / 125 SF per student Gym area: 6,800 SF; Covered Play area: 4,000 SF

Total Homeroom Capacity: Number of Homerooms * Students per Room

Weekly Required PE Instruction per Student: per HB 3141

Weekly Required PE Instruction per Cohort: Number of Homerooms * Weekly Required Instruction per Student

PE Classes Required per Week per Cohort: Weekly Required PE Instruction per Cohort / 60 minutes

Classes Available per Week in PE Space: (PE space student capacity / students per class) * six hours per day * five week days

Delta: PE Classes per week per cohort - sum of classes available per week in PE Space



AREA PROGRAM SUMMARY

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PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total

AREA	Quantity	S.F. Room	S.F. Total
CLASSROOMS ²			
Classrooms ³	22	980	21,560
ESL classroom ⁴	1	900	900
Science Classrooms	5	1,300	6,500
Science Prep	1	150	150
Science Storage (chemical storage optional)	1	64	64
Extended Learning Area ⁵	3	1,500	4,500
Student Lockers (grades 6, 7, & 8) 225 students ⁶	1	190	190
Conference Room	1	200	200
Preferred			200
Subtotal Required			33,864
Subtotal required + preferred			34,064

Notes:

- ¹ Planning capacity for Middle School program is 675 students with a maximum of three sections of students at each grade level. Consult PPS Long Range Facilities Plan for determination student capacity for each instructional space.
- ² "Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas
- ³ Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks, outlets, eyewash and work space needs sufficient for a minimum of 32 students in a science classroom
- ⁴ Room should be divisible into two smaller classrooms
- ⁵ One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000 SF preferred
- ⁶ Lockers can be full height; half height lockers should be stacked.

PPS Middle School Grades 6 through 8

AREA	Quantity	S.F. Room	S.F. Total
EXPLORATORY			
Music (Band & Choir) Room ^{7,8}	1	1,400	1,400
Music Office	1	120	120
Art	1	1,200	1,200
Art Storage	1	120	120
Computer Lab	1	980	980
STEAM Lab ⁹	1	1,200	1,200
Practice Rooms	2	50	100
Kiln Room	1	100	100
Student Project Storage	1	200	200
Dance ¹⁰	1	980	980
Music, instrument, uniform storage	1	120	120
Preferred			2,700
Subtotal Required			3,820
Subtotal required + preferred			6,520
MEDIA/TECHNOLOGY			
Media Center ¹¹	1	1,650	1,650
Media Workroom (text book/media storage)	1	200	200
Conference/Small Group Study	1	200	200
Media Office	1	100	100
Preferred			100
Subtotal REQUIRED			2,050
Subtotal required + preferred			2,150
Notes:			
⁷ Music Room with stage may be elevated 18 inches above adjacent cafeteria; separate with acoustic/operable wall that opens to cafeteria; stage to provide space for dance (or dance floor storage) if not provided elsewhere			
⁸ Music room should incorporate instrument storage if not built separately			
⁹ Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication and maker space activities			
¹⁰ Dance optional unless it is part of core program; can be located as pull out floor under stage/music room if it opens to cafeteria			
¹¹ 1,650 SF Media Center required; 3,200 SF preferred			

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
PHYSICAL EDUCATION/ATHLETICS			
Gym (main) seating for 750 person assembly	1	6,800	6,800
Covered Play Area	1	4,000	4,000
PE Storage	2	200	400
Club Storage	3	80	240
PE Office ¹²	1	120	120
Boy's Locker Room ¹³	1	800	800
Girl's Locker Room ¹³	1	800	800
Subtotal Required			13,160
ADMINISTRATION			
Reception/Secretary	1	450	450
Health Room/Toilet	1	200	200
Principal's Office ¹⁴	1	180	180
Assistant Principal's Office ¹⁵	1	120	120
Workroom/Mail	1	350	350
Staff Room	1	500	500
Conference Room ¹⁶	1	180	180
Restroom ¹⁷	2	45	90
Lost & Found	1	50	50
Flex Office	1	120	120
Secure Storage/Records ¹⁸	1	150	150
Preferred			270
Subtotal Required			2,120
Subtotal required + preferred			2,390

Notes:

- ¹² 120 SF PE Office required; 200 SF office with shower preferred
- ¹³ 800 SF Locker Rooms required; 1,200 SF preferred; locker room showers are optional
- ¹⁴ 180 SF Principal's Office required; 200 SF preferred
- ¹⁵ 120 SF Assistant Principal's Office required; 150 SF preferred
- ¹⁶ 180 SF Conference Room required; 200 SF preferred
- ¹⁷ 45 SF single user, gender neutral restrooms required; 64 SF preferred.
- ¹⁸ Secure Storage/Records optional only if records securely stored in administration

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COUNSELING			
Counselor's Office	2	120	240
Record Storage	1	100	100
Mediation/Tutorial Room	1	120	120
Conference Room	1	200	200
Preferred			200
Subtotal REQUIRED			460
Subtotal required + preferred			660
SPECIAL EDUCATION			
Learning Center ¹⁹	1	800	800
Itinerant Offices (Psych/Speech Path/Flex Office) ²⁰	3	80	240
Special Needs Toilet	1	120	120
Sensory Support Room	1	150	150
Life Skills Room ²¹	1	980	980
Preferred			1,130
Subtotal REQUIRED			1,160
Subtotal required + preferred			2,290
COMMUNITY SUPPORT			
Parent/Volunteer Room	1	200	200
Parent/Family/Community Resource Room	1	800	800
Parent/Family Resource Offices ²²	1	120	120
Subtotal REQUIRED			1,120

Notes:

¹⁹ Number of Learning Centers dependent on SPED population within school; One 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF

²⁰ Three 80 SF Itinerant Office required; three offices at 120 SF preferred

²¹ Need for Life Skills room dependent on the needs of the student population

²² One 120 SF Parent/Family Resource Office required; two 120 SF offices preferred

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
CAFETERIA/COMMONS			
Cafeteria ²³	1	4,250	4,250
Kitchen	1	800	800
Dishwashing ²⁴	1	250	250
Kitchen Freezer/Cooler ²⁵	0	140	0
Kitchen Office Alcove ²⁶	1	60	60
Servery ²⁷	1	900	900
Kitchen Staff Lockers ²⁸	1	20	20
Kitchen Restroom ²⁹	1	45	45
Table/Chair Storage	1	200	200
Kitchen Storage	1	150	150
Stage ³⁰	1	1,000	1,000
Stage Storage ³¹	1	200	200
Preferred			1,200
Subtotal REQUIRED			6,675
Subtotal required + preferred			7,875

Notes:

- ²³ 4,500 SF Cafeteria preferred; three lunch periods allowed; two lunch periods preferred when scheduling allows
- ²⁴ Separate dishwashing area not required if kitchen over 1,000 SF
- ²⁵ Separate freezer/cooler area not required if installed in kitchen and kitchen is over 800 SF
- ²⁶ 60 SF Kitchen Office Alcove required; 100 SF preferred
- ²⁷ Smaller servery allowed if more than two lunches served
- ²⁸ 20 SF for staff lockers required; 100 SF preferred
- ²⁹ 45 SF single user, gender neutral Kitchen Restroom required; 64 SF preferred
- ³⁰ Music room to double as stage is preferred; Music Room and stage should have close proximity to cafeteria to allow space for spectators
- ³¹ For tables and chairs to support stage function. For installation of stage adjacent cafeteria only: preferred in/adjacent to cafeteria; alternatively install adjacent to music room if it includes a stage function.

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
BUILDING SUPPORT			
Restrooms ³²	6	45	270
Toilets - Boys ³³	3	200	600
Toilets - Girls ³³	3	200	600
Custodial Rooms ³⁴	4	100	400
Custodial Office/Lockers ³⁵	1	150	150
Materials Storage ³⁶	1	350	350
Custodial Storage (Just-in-Time) ³⁷	1	350	350
Building Storage/Receiving ³⁸	1	650	650
MDF Room ³⁹	1	160	160
IDF Rooms ⁴⁰	3	80	240
Electrical Room ⁴¹	1	180	180
Central Mechanical Room ⁴²	1	600	600
Electrical Generator Room ⁴³	0	200	0
Corridors ⁴⁴	Variable		
Custodial Work Area	1	180	180
Outdoor Equipment Storage	1	200	200
Concessions	1	100	100
Preferred			480
Subtotal Required			4,550
Subtotal Required + Preferred			5,030

Notes:

³² Six 45 SF gender neutral restrooms required; six 64 SF restrooms preferred. Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender inclusive and one accessible restroom are included within each area to be accessed outside regular school hours.

³³ Three 200 SF toilet rooms for boys and girls for grades 6-8 required or as required by applicable plumbing code

³⁴ Four 100 SF Custodial Rooms required; Five 100 SF rooms preferred

³⁵ 150 SF Custodial Office/Lockers required; 180 SF preferred

³⁶ 350 SF Materials Storage required; 400 SF preferred

³⁷ 350 SF Custodial Storage required; 400 SF preferred

³⁸ 650 SF Building Storage/Receiving required; 800 SF preferred

³⁹ 160 SF MDF Room required; 180 SF preferred

⁴⁰ Three 80 SF IDF Rooms required; three 100 SF rooms preferred

⁴¹ One 180 SF Electrical Room required; 200 SF preferred

⁴² One 600 SF Central Mechanical Room required; 800 SF preferred

⁴³ Can be located outside building if site conditions allow; inside building preferred

⁴⁴ See Corridor Characteristics

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Partner Program Office	1	150	150
Pantry ⁴⁵	1	200	200
Clothes Closet	1	120	120
After school instruction ⁴⁶	2	500	1,000
Preferred			1,000
Subtotal REQUIRED			470
Subtotal required + preferred			1,470

PPS Middle School Grades 6 through 8

SUB-TOTAL MIDDLE SCHOOL AREA (Required - Covered Play)	65,934
<i>Net to gross ratio of 29% ⁴⁷</i>	19,121
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED AREA	85,055
MIDDLE SCHOOL PROGRAM TOTAL PREFERRED AREA	7,280
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA	92,335
<i>Net to gross ratio of 29% ⁴⁷</i>	26,777
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA TOTAL	119,112

Notes:

⁴⁵ 200 SF Pantry required; 300 SF preferred

⁴⁶ Number of after school instructional spaces to be determined in conjunction with program provider and PPS Facilities and Asset Management

⁴⁷ Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work

PPS OPTIONAL COMMUNITY & PARTNER USES & ATHLETICS

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Part Time Programs			
Offices	4	200	800
After school program storage	1	500	500
Health Clinic	1	1,200	1,200
Subtotal			2,500
PHYSICAL EDUCATION/ATHLETICS ⁴⁸			
Auxiliary Gym	1	5,200	5,200
Subtotal			5,200
Learning Garden ⁴⁹			
OPTIONAL SUBTOTAL			7,700
Net to Gross (minus covered play areas)			1,508
Middle School Program (net) + Optional (net) Total			73,149
Net to Gross			1.29
Total Gross Square Footage			94,362

Notes:

⁴⁸ Development and use of covered play areas and/or auxiliary gym should be primarily to accommodate P.E. instruction time. The size of these spaces, if installed, should accommodate at least two sections of students.

⁴⁹ As size and space allows. To be developed in consultation with PPS Facilities and Asset Management

AREA PROGRAM & ROOM INFORMATION

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INTRODUCTION

Information provided in the room information sheets are meant to provide general guidelines for the design of spaces. To the extent possible, design teams should strive to incorporate these characteristics into the design of each space. Special attention should be given to the design of instructional spaces used for the delivery of core program requirements to ensure the number, size and characteristics of these spaces optimally provide for the achievement of students and teachers.

The room characteristics of this document are more readily achieved in new construction. The modernization and retrofitting of existing buildings (without complete demolition) will involve conditions/circumstances where the guidance of this document cannot be fully implemented. Additionally project budgets may not allow for all guidelines to be incorporated. To the extent possible improvement projects should follow the guidance for room size and characteristics for limited improvement work. Where these characteristics cannot be incorporated into the design work for individual schools, the design team should document all variations.

The PPS Design Guidelines and Standards should be consulted for details on flooring, wall construction, windows, plumbing, electrical wiring, lighting levels, equipment and acoustics.

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PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total

AREA	Quantity	S.F. Room	S.F. Total
CLASSROOMS ²			
Classrooms ³	22	980	21,560
ESL classroom ⁴	1	900	900
Science Classrooms	5	1,300	6,500
Science Prep	1	150	150
Science Storage (chemical storage optional)	1	64	64
Extended Learning Area ⁵	3	1,500	4,500
Student Lockers (grades 6, 7, & 8) 225 students ⁶	1	190	190
Conference Room	1	200	200
Preferred			200
Subtotal Required			33,864
Subtotal required + preferred			34,064

Notes:

¹ Planning capacity for Middle School program is 675 students with a maximum of three sections of students at each grade level. Consult PPS Long Range Facilities Plan for determination student capacity for each instructional space.

² "Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas

³ Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks, outlets, eyewash and work space needs sufficient for a minimum of 32 students in a science classroom

⁴ Room should be divisible into two smaller classrooms

⁵ One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000 SF preferred

⁶ Lockers can be full height; half height lockers should be stacked.

GENERAL MIDDLE SCHOOL CLASSROOM CHARACTERISTICS

General Requirements

- Provide classroom sized per area program
- Number of classrooms dependent on student population and program requirements
- Classrooms must be designed as learner-centered environments

Functions

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning

Location

- Clusters of 4-6 classrooms adjacent to classroom commons/extended learning area
- Existing building footprints may preclude learning suite per diagram in Middle School Planning Principles. However, easily identifiable space for extended learning opportunities adjacent to classrooms should be identified. Attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

- Adjacent, with transparency to classroom commons/extended learning area
- "Open up" to classroom commons/extended learning area
- Student and Gender Neutral Restrooms
- Relationships may vary depending on program needs
- Ability to control or 'zone' access to classrooms from other parts of the school after school hours
- Adjacency to exterior exit near play area

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools
- Teacher cabinet with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use and access, designed appropriate for age group
- Space for portable file cabinet
- See Room Equipment Matrix for preferred amount of cabinets

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning
- Carpeted area for 'floor time'; carpet tiles large enough to accommodate a class. See PPS Design Guidelines and Standards for allowable flooring types.

Walls

- Minimum of one wall with windows
- Tackable wall surface available on all walls
- Minimum of (2) 4'x8' magnetic white boards on teaching wall per PPS Design Guidelines and Standards
- Interior window to learning suite

GENERAL MIDDLE SCHOOL CLASSROOM CHARACTERISTICS (CONTINUED)

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed
- Lighting shelves allowed if appropriate and feasible

Plumbing

- Built-in counter with sink, grades 1-5

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms. See Room Equipment Matrix.

Lighting

- Natural daylighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction
- Selection of ceiling material is an important component

Furniture

- Allow for student movement while seated to increase learning (kinetic furniture)
- Allow for a variety of teaching and learning styles
- Desks, chairs, tables per number of students programmed for each classroom and sized for age appropriateness
- Selection of furniture and equipment, including coat and student storage, to be made at individual school level in consultation with PPS Facilities

Equipment

- Required:
 - TVs and projectors at the discretion of PPS Operations, individual school administration and design team
 - Computers: laptops or mobile computer cart preferred; appropriate to grade level and curriculum requirements
 - Teachers desk, chair & computer
 - See Room Equipment Matrix
- Optional:
 - Capability to install classroom cameras
 - Microscope camera

Special Conditions

- For self-contained 6th grade classrooms, additional sinks, counter space and power outlet will be needed to accommodate science curriculum. See room equipment matrix for additional equipment needs.
- Door with window and operable shade
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers

ESL CLASSROOM

General Requirements

- Provide ESL Classroom per area program
- Type and number of classrooms dependent on student population and program requirements

Functions

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning
- Create a learner-centered environment

Location

- Location of ESL classroom will be a site-based decision
- Existing building footprints may preclude ideal location. However, easily identifiable space for ESL learning opportunities adjacent to general classrooms or special education should be identified.

Relationships

- Small group conference/meeting room
- Restrooms
- Relationships may vary depending on program needs

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools
- Teacher cabinet with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use
- Space for portable file cabinet

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls

- Minimum of one wall with windows
- Tackable wall surface covering or available on all walls. Preferred minimum of (2) 4'x8' boards
- Minimum of (2) 4'x8' magnetic white boards on teaching wall

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- None required



ESL CLASSROOM (CONTINUED)

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms.

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction
- Selection of ceiling material an important component

Furniture

- Allow for student movement while seated to increase learning (kinetic furniture)
- Allow for a variety of teaching and learning styles
- Desks, chairs, tables per number of students programmed for each classroom and size for range of student ages

Equipment

- TVs and projectors at the discretion of individual school administration and design team
- Laptop computers or mobile computer cart with secure storage preferred
- Teachers desk, chair & computer
- Optional: capability to install classroom cameras and security
- See Room Equipment Matrix

Special Conditions

- Door with window

SCIENCE CLASSROOM REQUIREMENTS

General Requirements

- Provide Science Classrooms per area program

Functions

- Teacher/ instructional station
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study. Small group areas for four students preferred.
- Display of instructional materials and student work
- Work stations for team projects
- Supports life, earth, and physical sciences and STEM curriculums for grades 6-8. Number of science classrooms to be determined at time of master planning.
- Ability to accommodate 25 to 35 students; sufficient work space to accommodate small groupings of students (2-4) around equipment and portable computing devices.

Location

- Science classrooms should be centrally located to allow sharing between different grade levels
- Where existing conditions preclude development of 'learning suites', attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

- Adjacent, with transparency to Commons/Extended Learning Environment, where applicable
- "Open up" to Commons/Extended Learning Area
- Adjacent to Science Support and Prep Rooms
- Restrooms

Storage

- Cabinets with doors and drawers of various sizes, sufficient to meet school specific program requirements
- Teacher cabinet with locking doors
- Space for portable file cabinet
- Adjustable shelves in cabinets
- Curriculum specific storage, goggle sanitizing cabinets, safety equipment
- See Room Equipment Matrix

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.
- Durable, chemical resistant

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls per PPS Design Guidelines and Standards; minimum of (2) 4'x8' boards
- Minimum of (2) 4'x8' magnetic white boards on teaching wall

Windows

- Generous natural light w/sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed
- Light shelves allowed if appropriate and feasible

SCIENCE CLASSROOM REQUIREMENTS (CONTINUED)

Plumbing

- Minimum of (4) sinks per science classroom plus (1) optional for teacher's demonstration station. Exact number of plumbing fixtures dependent on room layout.
- One plumbed accessible eyewash stations required per classroom if recommended by the National Science Teachers Association standards.

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms. Outlets in perimeter counter top space to allow small groups of two to four students to use equipment and laptop computer is preferred. Classrooms without counter space to accommodate a minimum of 28 students should provide overhead power for teacher and student equipment.
- Video outlet near demonstration area
- See Room Equipment Matrix for preferred number of outlets

Lighting

- Natural daylighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction

Furniture

- Allow for student movement while seated to increase learning
- Tables, chairs and desks to match number of students programmed for space. Chemical resistant surface
- Lab stations with chemical resistant surface, sinks
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment

- See room equipment matrix for additional equipment needed for 6th grade curricula if delivered in self contained classrooms
- Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise
- Teachers desk, chair & computer.
- Fume hood inclusion to be decided at individual school level in consultation with PPS Facilities
- Required: Teacher demo station, chair & computer; mobile teacher demonstration station for self-contained 6th grade classroom
 - Pull down screen for video projection
 - Fire extinguisher
 - See Room Equipment Matrix
- Preferred: Gas and air spigots inclusion to be decided at individual school level in consultation with PPS Facilities.
 - Blanket cabinet
 - Goggle sanitizer
 - Beaker drying rack
 - Microwave
 - Hotplates
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers

Special Conditions

- Doors with re-lite window

SCIENCE STORAGE AND PREP ROOMS REQUIREMENTS

General Requirements

- Provide Storage Room per Area Program, chemical storage (where applicable) is secured within the Storage Room
- Provide Prep Rooms per Area Program

Functions

- Support science and optional STEAM classroom curriculum; Storage for science curriculum and cart to transport equipment/curriculum
- Counter space for working

Location

- Adjacent to science classrooms

Relationships

- Adjacency of storage and prep rooms preferred
- Adjacent to science optional STEAM classroom; science classrooms can typically share a storage and prep room pairing

Storage

- Secure abundant cabinets with doors and drawers of various sizes, based on program/ curriculum needs
- Curriculum specific storage
- Adjustable shelves in cabinets
- Secure flammable liquids storage
- Secure acid storage
- See Room Equipment Matrix for preferred length of cabinets

Floors

- Provide hard surface, chemical resistant flooring. Consider acoustics, teacher comfort, ability to move furniture and ease of cleaning

Windows

- None required, natural light always preferred

Plumbing

- Need for sink in Prep Room to be made at individual school level in consultation with PPS Facilities

Power Requirements/Low Voltage

- Need for refrigerator, dish washer, and water purifier in prep rooms to be made at individual school level in consultation with PPS Facilities. Power to support this equipment required if installed.
- Power required for tools and devices needed to support school specific STEAM program
- See Room Equipment Matrix

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise



SCIENCE SUPPORT ROOMS REQUIREMENTS (CONTINUED)

Equipment

- Fume hood in prep rooms to be determined at individual school level in consultation with PPS Facilities
- Gas, air spigots in prep rooms to be determined at individual school level in consultation with PPS Facilities
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Optional: refrigerator, dish washer and water purifier in prep rooms
- See Room Equipment Matrix

Special Conditions

- Locked - teacher to control access

Size

- Chemical Storage per Area Program
- Prep Room per Area Program

CLASSROOM COMMONS / EXTENDED LEARNING AREA

General Requirements

- Provide commons sized per area program
- Number of adjacent classrooms dependent on student population and program requirements
- The commons area is an open and flexible space that serves as an extension of the classroom environment

Functions

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning

Location

- Adjacent to 4-6 classrooms creating a 'learning suite'
- Existing building footprints may preclude learning suite per diagram in Middle School Planning Principles. However, easily identifiable space for extended learning opportunities adjacent to classrooms should be identified. Attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.
- Positioned so that students in the commons can be monitored by the adjacent classrooms

Relationships

- Adjacent, with transparency to classrooms
- Small group conference/meeting room
- Teacher offices/work rooms
- Restrooms
- Relationships may vary depending on program needs
- Zoned for security

Storage

- Cabinets with doors and drawers of various sizes
- Adjustable shelves in cabinets
- See Room Equipment Matrix for preferred amount of cabinets

Floors

- Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning

Walls

- Natural daylight
- Tackable wall surface available on some walls
- 4'x8' magnetic white board
- Interior window to classrooms

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- None required

CLASSROOM COMMONS / EXTENDED LEARNING AREA (CONTINUED)

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video
- Wiring for voice over IP

Lighting

- Natural daylighting
- Provide consistent lighting throughout the space appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic treatment throughout the room to reduce background noise
- Ability to simultaneously conduct large and small group instruction
- Selection of ceiling material is an important component

Furniture

- Allow for a variety of teaching and learning styles and configurations
- Chairs and tables per area program for each commons and sized for age appropriateness
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment

- TVs and projectors at the discretion of individual school administration and design team
- Computers: laptops or mobile computer cart preferred unless curriculum requires otherwise. Storage of computers needs to be within locked/secured area
- Optional: capability to install cameras and security
- See Room Equipment Matrix

Special Conditions

- At the discretion of individual school administration and design team

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PPS Middle School Grades 6 through 8

AREA	Quantity	S.F. Room	S.F. Total
EXPLORATORY			
Music (Band & Choir) Room ^{7,8}	1	1,400	1,400
Music Office	1	120	120
Art	1	1,200	1,200
Art Storage	1	120	120
Computer Lab	1	980	980
STEAM Lab ⁹	1	1,200	1,200
Practice Rooms	2	50	100
Kiln Room	1	100	100
Student Project Storage	1	200	200
Dance ¹⁰	1	980	980
Music, instrument, uniform storage	1	120	120
Preferred			2,700
Subtotal Required			3,820
Subtotal required + preferred			6,520
MEDIA/TECHNOLOGY			
Media Center ¹¹	1	1,650	1,650
Media Workroom (text book/media storage)	1	200	200
Conference/Small Group Study	1	200	200
Media Office	1	100	100
Preferred			100
Subtotal REQUIRED			2,050
Subtotal required + preferred			2,150

Notes:

⁷ Music Room with stage may be elevated 18 inches above adjacent cafeteria; separate with acoustic/operable wall that opens to cafeteria; stage to provide space for dance (or dance floor storage) if not provided elsewhere

⁸ Music room should incorporate instrument storage if not built separately

⁹ Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication and maker space activities

¹⁰ Dance optional unless it is part of core program; can be located as pull out floor under stage/music room if it opens to cafeteria

¹¹ 1,650 SF Media Center required; 3,200 SF preferred

MUSIC (BAND & CHOIR) CLASSROOM REQUIREMENTS

General Requirements

- Provide (1) Music Classroom per Area Program

Functions

- Music instruction including; identification of note values, scale structure, and proper musical tone and pitch
- Mechanical skills to successfully perform music, including instrument care, posture, and breathing
- Musical performance skills using correct tone, intonation and timing while performing in an ensemble with accurate balance
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Playing of band and orchestra instruments
- Recording

Location

- Adjacent or near gymnasium and stage area or multipurpose room
- Near or with exterior door for loading and unloading instruments is preferred

Relationships

- Music room office
- Gymnasium
- Stage or multipurpose room
- Practice rooms (where applicable)

Floors

- Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning

Walls

- Minimum of one wall with windows
- Tackable wall surface covering permanent walls (where applicable)
- Minimum of (2) 4'x8' magnetic white boards on teaching wall (where applicable)
- Sound isolation with acoustical treatment

Windows

- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- Counter with large sink in walled music rooms. Plaster trap preferred, but not required

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Wiring details/requirements to be provided in the PPS Design Guidelines

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space
- Avoid fluorescent lighting

MUSIC (BAND & CHOIR) CLASSROOM REQUIREMENTS (CONTINUED)

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Acoustical treatments to reflect best practices in middle school band room design
- Ability to simultaneously conduct large and small group instruction

Furniture

- Allow for students to move chairs and configurations easily
- Director's chair, stand or podium

Equipment

- Classroom computers
- Teachers desk, chair & computer
- See equipment matrix

Special Conditions

- Door with re-lite window
- Tiered floor to be determined at individual school level in consultation with PPS Facilities

MUSIC OFFICE REQUIREMENTS

General Requirements

- Provide Music Office per Area Program

Functions

- Support for Band and Choir Room
- Teacher prep
- Student conference

Location

- Adjacent to Music Room with window into music room

Relationships

- Music classroom

Storage

- Teacher cabinet
- File cabinet space
- Cabinets with doors and drawers of various sizes

Floors

- Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls
- Minimum of (1) 4x4 magnetic white boards

Windows

- Access to natural light w/ sunshade to minimize glare

Plumbing

- None required

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Furniture

- Comfortable, flexible

Equipment

- Computer; laptops preferred
- Desk, chair
- See Room Equipment Matrix

ART CLASSROOM REQUIREMENTS

General Requirements

- Provide Art Classroom per Area Program

Functions

- The curriculum involves rotating units on different art media
- Must support a wide variety of art activities that can accommodate messy, hands-on, project based activities
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display and review of instructional materials and student work

Location

- Will be used by multiple grade levels, should be centrally located

Relationships

- Transparency to 'learning suite' or school as a whole
- "Open up" to commons/extended learning area, learning on display
- Art storage rooms
- Restrooms

Storage

- Abundant cabinets with doors and drawers of various sizes
- Teacher cabinet or mobile teacher cart with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use (paint, large format paper, brushes, hand tools), vertical slots for storage. Built-in counters with sinks.
- See Room Equipment Matrix

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls, sufficient for large format work
- Minimum of (2) 4'x8' magnetic white boards on teaching wall

Windows

- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- Sink for washing brushes. Two sinks preferred; one required

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms

ART CLASSROOM REQUIREMENTS (CONTINUED)

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space
- Acoustics
- Acoustic isolation between rooms
- Ability to simultaneously conduct large and small group instruction

Furniture

- Allow for student movement while seated to increase learning
- Allow for variety of teaching and learning styles
- Standing desks, stools, and easels to meet program/curriculum requirements
- Furniture to be selected at individual school level in consultation with PPS Facilities
- Computer tables when needed

Equipment

- Teachers desk, chair & computer
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Ventilation for painting spaces

ART STORAGE / SUPPLY ROOMS REQUIREMENTS

General Requirements

- Provide Art Storage/ Supply Rooms per Area Program

Functions

- Secure/lockable storage space for Art supplies and equipment

Location

- Cluster with other arts classrooms

Relationships

- Art classroom

Storage

- Abundant cabinets with doors and drawers of various sizes. Some to hold oversized materials
- Large format paper storage
- Adjustable shelves in cabinets
- Portable open racks for student project storage
- Easel storage, space to store easels for full capacity of students in class

Floors

- Provide hard surface flooring, ability to move furniture and ease of cleaning

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage N/A

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Specialized equipment
- See Room Equipment Matrix

COMPUTER LAB REQUIREMENTS

General Requirements

- Class based computer instruction or group based projects or research
- Computer based assessment testing

Functions

- Supports library and library instruction, and required testing
- Supports small and large group instruction

Location

- Near Media Center/Library and Classrooms

Relationships

- Media Center Library
- Core learning spaces

Storage

- Carts or lockable storage cabinets for technology
- Provide cabinets with doors wherever possible
- Lower and upper cabinets with adjustable shelving

Floors

- Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials

Walls

- Minimum of (1) wall with windows
- Windows to be located to provide views and natural light
- Tackable wall surface
- (2) minimum 4' x8' magnetic white board on teaching wall (can be used as screen)

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation
- Interior windows for connectivity to Library

Plumbing

- None required

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

COMPUTER LAB REQUIREMENTS (CONTINUED)

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Ability to simultaneously conduct large and small group instruction
- Background noise should be reduced or eliminated. Audio reinforcement needed.

Furniture

- Tables and chairs
- Chairs
- One adjustable height teacher's desk, and chair
- Mobile file cabinets

Equipment

- Computers (students and teacher)
- See equipment matrix
- Wired for Voice Over IP

Special Conditions

- Doors with windows

OPTIONAL STEAM LAB CHARACTERISTICS

General Requirements

- Provide Flexible Classroom per Area Program

Functions

- Primarily supports District science and STEAM curriculum for grades 6-8; also supports fabrication and maker space type activities of other grade levels
- Flexible for different types of modern learning and instruction; large group, small group and individual inquires/study and project based learning
- Display of instructional materials and student work
- Space for team projects; work stations are optional
- Ability to accommodate 25-35 students; sufficient work space to accommodate small groupings of students (2-4) around equipment and portable computing devices

Location

- Connection to Science Classroom

Relationships

- Adjacent Science Classroom
- Adjacent with connection to science support classrooms
- Restrooms.

Storage

- Storage primarily to support science curriculum; cabinets with doors and drawers of various sizes sufficient to meet school specific program requirements
- Adjustable shelves in cabinets
- Teacher cabinet with locking doors
- Space for portable file cabinet
- Curriculum specific storage, goggle sanitizing cabinets, safety equipment

Floors

- Provide hard surface flooring. Consider acoustics teacher and student comfort, ability to move furniture and ease of cleaning
- Durable, chemical resistant

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls per PPS Design Guidelines and Standards; minimum of (2) 4'x8' boards
- Minimum of (2) 4'x8' magnetic white boards on teaching wall

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shags to control natural light as needed
- Light shelves allowed if appropriate and feasible

Plumbing

- Minimum of (4) sinks per science classroom plus (1) optional for teacher's demonstration station. Exact number of plumbing fixtures dependent on room layout.
- One plumbed accessible eyewash stations required per classroom if recommended by the National Science Teachers Association standards.

OPTIONAL STEAM LAB CHARACTERISTICS (CONTINUED)

Power Requirements

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Video outlet near demonstration area
- See Room Equipment Matrix for preferred number of outlets

Lighting

- Provide consistent direct and indirect lighting throughout space
- Natural daylighting

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction
- Acoustic treatment throughout the room to reduce or eliminate background noise

Furniture

- Allow for student movement while seated to increase learning
- Tables and/or desks, chairs to match number of students programmed for space
- Work station determination to be made at individual school level based on use of space in consultation with PPS Facilities:
 - Lab stations with chemical resistant surface, sinks (if required by science curriculum) to support science curriculum; lab stations can also be incorporated into counter top area
 - Tables appropriate for project work requiring hand and/or power tools

Equipment

- Required: Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise
Teacher's table/desk, chair and computer
Pull down screen for video projection to support cart mounted projectors; ceiling mounted projectors will use white board
Fire extinguisher
For Science program:
Teacher demo station
- Preferred: Blanket cabinet
Goggle Sanitizer
Beaker drying rack
Microwave
Hotplates
Tools and equipment to support school specific fabrication and maker space needs
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Doors with re-lite window

MEDIA CENTER/LIBRARY REQUIREMENTS

General Requirements

- Core area of the school
- Welcoming area
- Focus point/destination
- Visual openness and transparency
- Lots of natural light
- Variety of medium and high volume spaces
- Flexible
- “Student hang” space, student seating throughout (student seating required in various areas)
- Small group (10-15) and tutoring spaces
- Potential resource center for community
- Hub for collaboration and creation
- Addresses and celebrates technology
- Secure (for books and equipment)
- Circulation Desk:
 - Centrally located
 - Space for checkout as well as repair area, counter with cabinets above and below
- Computer lab/technology Design Studio located adjacent media center/library
- Space for whole class instruction
- Reading lounge

Functions

- Provides an inviting space for students to gather for academic and social situations
- Flexible/mobile furnishings so space can be reconfigured daily and over time
- Provides areas for collaboration, reading, research and congregation and library functions
- Provides areas for large group collaboration as well as smaller areas or niches for tutoring or counseling
- Instruction space, whole class and individual

Location

- Should be centrally located
- Interior/exterior connectivity

Relationships

- Classrooms
- Exterior courtyard
- Main entry (for after-hours use)
- Computer lab
- Media office
- Restrooms and security controls, if used after school hours

Storage

- Variety of fixed and mobile shelving
- Shelving should be adjustable and deep enough to house variety of books/book sizes and technical equipment. See Room Equipment Matrix
- Computer stations/carts/kiosks (classroom equivalent; reference and circulation)

MEDIA CENTER/LIBRARY REQUIREMENTS (CONTINUED)

- Circulation Desk:
 - Drawers and cabinets
 - Lockable storage for personal items
 - Cabinets should have doors wherever possible
 - Counter top space with varying heights
 - Space for mobile file cabinet
 - Space for book return unit
- Display cases or open shelving
- Shipping/receiving of text books

Floors

- Carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials

Walls

- Windows to be located to provide views and an abundance of natural light
- Minimum of (1) 4'x8' magnetic whiteboard (can be used as screen)
- Tackable wall surface or tack boards wherever possible

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation

Plumbing

- (1) sink

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices, some in-floor outlets preferred. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space. Control of lighting should be available throughout the library.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Ability to simultaneously conduct large and small group instruction as well as individual research and instruction

Furniture

- Mobile book shelving for flexibility in room arrangement. Units should be sized to allow ease of movement
- Allow for student movement while seated to increase learning. Provide furniture for different learning types. Provide durable and comfortable seating.
- Provide seating that can be integrated with technology (power and data)
- Tables, to accommodate a variety of student sizes
- Chairs, to accommodate a variety of student sizes
- Soft seating, that is durable and cleanable

MEDIA CENTER/LIBRARY REQUIREMENTS (CONTINUED)

Equipment

- Computers; for student research
- Circulation desk
- Space for Security gates/detection device
- Telephone/Intercom
- Motorized shades at tall windows (if applicable)
- Portable/mobile projection screen for flexibility
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Doors with windows
- Common area outdoors to be used for additional instruction, possible after hours entry



MEDIA WORKROOM

General Requirements

- Ample workspace
- Secure room
- Visual connection to Media Center
- Production space for staff
- Book repair/maintenance
- Production space for creative activities

Functions

- Place for staff to produce materials housed in the media center/library
- Provides a supervised production space for students to work on creative activities and provides technology to support these activities
- Receive and store textbooks
- Provides areas for large group collaboration as well as smaller areas or niches for tutoring or counseling
- Instruction space, whole class and individual
- Text book & media storage

Location

- Adjacent to media center/library

Relationships

- Media center/library

Storage

- Countertop
- Flat file or vertical storage sized appropriately for charts and posters

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials

Plumbing

- Sink for project clean up

Power Requirements / Low Voltage

- Outlets provided and spaced sufficient to power equipment and devices in the 21st century learning environment.
- Flat file or vertical storage sized appropriately for charts and posters

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture

- Desk (if not built-in)
- Chair
- Ability to accommodate desktop computer

MEDIA WORKROOM CONTINUED

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix



MEDIA CENTER CONFERENCE / SMALL GROUP REQUIREMENTS

General Requirements

- Flexible
- Instructional space
- Classroom activities

Functions

- Supports Media Center instruction
- Flexible for different teaching styles and group sizes
- Supports small and medium group instruction

Location

- Near/adjacent to Media Center/Library

Relationships

- Media Center/Library
- Core learning spaces

Storage

- Carts or lockable storage cabinets for technology
- Provide cabinets with doors wherever possible
- Open shelves for material students use during activities

Floors

- Consider acoustics, teacher and student movement, ease of cleaning and type of instruction when selecting flooring materials

Walls

- Minimum of (1) wall with windows
- Windows to be located to provide views and natural light
- Tackable wall surface
- Minimum 4' x8' magnetic white board on teaching wall (can be used as screen)

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation
- Interior windows for connectivity to Media Center/Library

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

MEDIA CENTER CONFERENCE / SMALL GROUP REQUIREMENTS (CONTINUED)

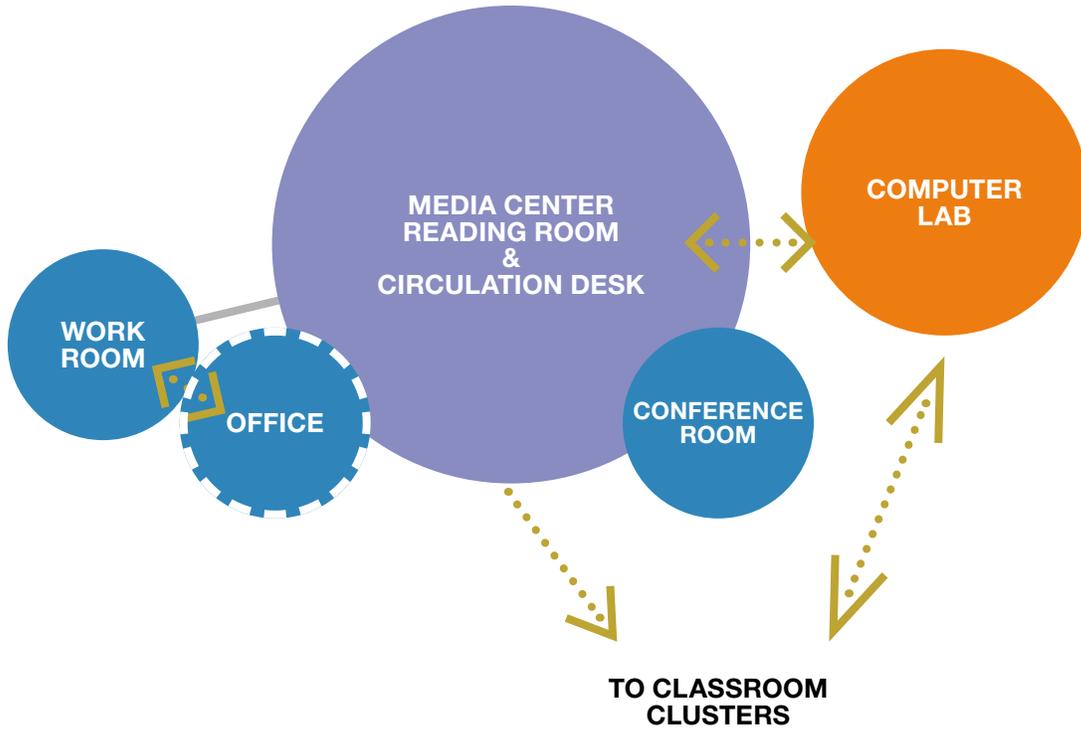
Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Background noise should be reduced or eliminated. Audio reinforcement needed.
- Furniture
- Mobile tables
- Chairs

Equipment

- Computers (students and teacher); laptops with secure storage preferred
- See equipment matrix

Middle School - Media Center/Library



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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
PHYSICAL EDUCATION/ATHLETICS			
Gym (main) seating for 750 person assembly	1	6,800	6,800
Covered Play Area	1	4,000	4,000
PE Storage	2	200	400
Club Storage	3	80	240
PE Office ¹²	1	120	120
Boy's Locker Room ¹³	1	800	800
Girl's Locker Room ¹³	1	800	800
Subtotal Required			13,160
ADMINISTRATION			
Reception/Secretary	1	450	450
Health Room/Toilet	1	200	200
Principal's Office ¹⁴	1	180	180
Assistant Principal's Office ¹⁵	1	120	120
Workroom/Mail	1	350	350
Staff Room	1	500	500
Conference Room ¹⁶	1	180	180
Restroom ¹⁷	2	45	90
Lost & Found	1	50	50
Flex Office	1	120	120
Secure Storage/Records ¹⁸	1	150	150
Preferred			270
Subtotal Required			2,120
Subtotal required + preferred			2,390

Notes:

- ¹² 120 SF PE Office required; 200 SF office with shower preferred
- ¹³ 800 SF Locker Rooms required; 1,200 SF preferred; locker room showers are optional
- ¹⁴ 180 SF Principal's Office required; 200 SF preferred
- ¹⁵ 120 SF Assistant Principal's Office required; 150 SF preferred
- ¹⁶ 180 SF Conference Room required; 200 SF preferred
- ¹⁷ 45 SF single user, gender neutral restrooms required; 64 SF preferred.
- ¹⁸ Secure Storage/Records optional only if records securely stored in administration

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GYMNASIUM REQUIREMENTS

General Requirements

- Physical Education instruction, partner and community use
- After hours accessibility
- Nondestructive walls
- Main gymnasium
- Size basketball court for Grades 6-8
- Enough seating for all-school student assemblies
- Accommodates a variety of seating capacities
- Tall ceilings and large floor space to accommodate a variety of sports and fitness activities
- Adequate ventilation and good natural daylight

Functions

- Physical education classes sufficient to meet state physical education and curriculum requirements
- Competitions and practices
- Community use
- Accommodate all school student assemblies

Location

- Close to outdoor fields
- Adjacent to covered play areas and/or auxiliary gym where applicable
- Adjacent to parking lot/parking area

Relationships

- Locker Rooms
- Access to fields and parking areas
- PE Office

Storage

- Chair storage sufficient to allow full student assembly in gymnasium, as required
- General PE equipment storage and sports team storage

Floors

- Provide wood flooring system
- Floor striping for basketball, volleyball
- Floor striping for specialty sports as determined at the individual school level

Walls

- Wall padding on all walls
- High windows to provide natural light
- Acoustical wall treatment

Windows

- High windows, sized to provide ample natural light
- Ability to control natural light when necessary

GYMNASIUM REQUIREMENTS (CONTINUED)

Plumbing

- Drinking fountains in gymnasium or directly outside (i.e. lobby)

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Provide industrial type lighting and/or wire guards for protection
- Access to lighting from within gym

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture

- Bleachers
- Chairs for assembly (if required)

Equipment

- Motorized bleachers
- Hanging bars
- Recessed floor plates for nets
- Scoreboard
- See Room Equipment Matrix

Special Conditions

- Doors with kickplates and windows into adjacent common areas

See PPS Design Guidelines and Standards for details on:

- Flooring, wall construction, windows, plumbing, electrical wiring, lighting levels, equipment and acoustics

PE / CLUB STORAGE REQUIREMENTS

General Requirements

- Ability to store sports and fitness equipment; i.e. volleyball standards, ball racks, floor mats, etc.
- Accessible by all coaches (men's and women's)
- Large doors for access

Functions

- Provide space for miscellaneous storage of athletic equipment, supplies and uniforms

Location

- Adjacent to Gymnasium(s)
- Field Equipment should be located with exterior access or in bleachers/grandstands area

Relationships

- Adjacent to Gymnasiums and fields

Storage

- Adjustable shelving, deep enough for boxes, etc.
- Volleyball standards, ball racks, floor mats, lacrosse goals
- Bars/Racks for uniform storage

Floors

- Provide hard surface flooring

Walls

- Durable wall construction and finish

Windows N/A

Plumbing

- Floor drain may be desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices

Lighting

- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics/Furniture N/A

Equipment

- See Room Equipment Matrix
- Special Conditions
- Door(s) should swing 180 degrees to allow ease in moving equipment

PE / COACHES OFFICE REQUIREMENTS

General Requirements

- Supervision into locker rooms
- Separate toilet and shower facilities
- Controlled space; access by key
- Desk space for coach plus teacher's aid
- Located for supervision to locker room doors

Functions

- Office and changing area for PE staff, coaches and officials

Location

- As part of the locker room footprint

Relationships

- Locker Room
- Gymnasiums
- Outdoor fields

Storage

- Provide cabinets with doors whenever possible
- Tall, lockable teacher's cabinet for personal storage

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning when selecting flooring materials.

Walls

- Minimum (1) 4'x6' magnetic white board
- Durable materials/surface for all walls
- Minimum (1) 4'x4' tack board

Windows

- Provide ability to monitor student changing areas from P.E. office while maintaining student privacy

Plumbing

- Provide (1) sink; optional: (1) water closet and (1) shower for adjacent toilet room

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space



PE / COACHES OFFICE REQUIREMENTS (CONTINUED)

Furniture

- Provide furniture to support an office environment
- Chairs
- Desk (if not built-in)
- File cabinets
- Equipment
- See Room Equipment Matrix

Special Conditions

- Doors with windows

LOCKER ROOM REQUIREMENTS

General Requirements

- Boys Locker Room and Girls Locker Room
- Connection to PE Offices for supervision
- Connection to Gymnasium
- Adjacent restroom and optional shower amenities
- Small shower area with individual stalls for privacy
- Afterhours use by community programs and coaches
- Screened/configured for privacy from public access

Functions

- Place for student to change for PE classes and storage personal belongings
- Shower amenities

Location

- Near the main gymnasium with direct access
- Additional access from hallway or circulation path preferred

Relationships

- Gymnasium, outdoor playfields

Storage

- Lockers: 105- ½ height vandal proof lockers, vented doors and hasp for padlocks preferred; otherwise 105 lockable stacked baskets with 50 to 60-1/2 lockers for changing. Number of lockers/ stacked baskets will need to adjust to meet varying planning enrollments.

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Minimum of (1) 4'x8' magnetic white board
- Durable wall material/construction

Windows

- Visual supervision for teachers/coaches via interior windows (relites); Provide ability to monitor student changing area while maintaining student privacy

Plumbing

- Restroom: Provide sinks and toilets (and urinals where appropriate): quantity to be determined by Building Code
- Optional shower: 2-4 shower heads in shower area or as determined by design team in conjunction with PPS Facilities and Asset Management
- Floor drains in locker room, shower area and toilet rooms

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

LOCKER ROOM REQUIREMENTS (CONTINUED)

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture

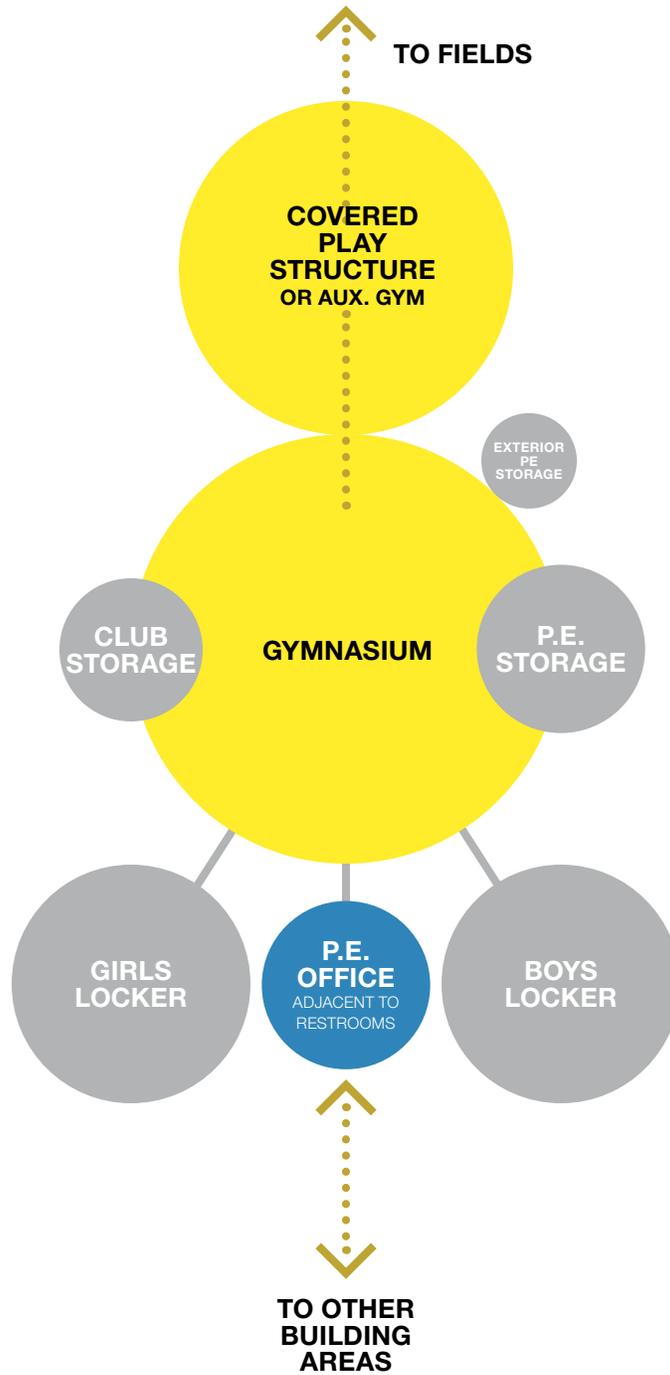
- Benches
- Equipment
- See Room Equipment Matrix

Special Conditions

- Doors with windows at coaches office
- Room layout addresses potential sightline issues via walls, hallways, etc.
- All doors to have kickplates

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Middle School - Physical Education



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RECEPTION / SECRETARY REQUIREMENTS

General Requirements

- Main entry to the building
- Handled by students and parent volunteers, and staff
- Ample space to accommodate traffic of student, staff, parents and visitors
- Visibility/supervision to front door for security
- Transparency/visibility
- Inspirational space
- Ability to provide navigation and wayfinding to those entering the building, in multiple languages
- Passive supervision
- Ability to view camera monitors of main entry

Functions

- Greeting visitors
- Providing information
- Monitoring/supervision
- Place to fill out forms, waiting
- Student management area

Location

- Near main entry to school

Relationships

- Principal
- Secretaries
- Front door/main entry
- Attendance/Bookkeeper
- Parent and volunteer space
- Mediation room

Storage N/A

Floors

- Consider acoustics, movement, ease of cleaning and durability when selecting flooring materials

Walls

- Interior window into main office area for additional supervision
- Provide durable wall construction/finish
- Provide space for display and/or signage
- Windows to be located to provide views and an abundance of natural light.

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary

Plumbing N/A

RECEPTION / SECRETARY REQUIREMENTS (CONTINUED)

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

- Seating (chairs, soft seating and/or benches)
- Ability to accommodate desktop computers

Equipment

- See Room Equipment Matrix

Special Conditions

- Door openers for accessibility
- Door(s) with window(s)

HEALTH AREA REQUIREMENTS

General Requirements

- Health Office to accommodate (2) part time nurses
- Sick Room
- Toilet Room
- Visible from Reception for additional supervision
- Good ventilation

Functions

- Provide place for ill students to rest or wait until released from school
- First aid and medicine dispensing
- Office area for staff to do paperwork and store personal items

Location

- In the Administration Area

Relationships

- Health office should be accessible by reception area and secretary
- Sick Room and toilet should be adjacent to Health Office

Storage

- Lockable cabinet for medicine storage
- Lockable drawers or cabinets in Health Office
- Clothes closet (cabinet with coat rod or shelves for bins)
- Wheelchair storage
- Cabinets to have doors whenever possible

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, and ease of cleaning when selecting flooring materials
- Flooring to be slip resistant in toilet area and sick room

Walls

- Walls to have durable finish (i.e. paint) or wainscot (tile preferred)

Windows

- Interior window/connection from sick room to health office and/or main office space for supervision

Plumbing

- Sinks and Toilet in Toilet Room
- Sink in Sick Room
- Refrigerator
- Floor drains may be desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

HEALTH AREA REQUIREMENTS (CONTINUED)

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

- Health Office:
 - Desk (if not built in)
 - Chairs
 - Mobile file cabinets
- Sick Room:
 - Cots/beds
 - Privacy curtain(s)

Equipment

- Computer
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Door with window at Health Office and Sick Room

Size

- Health Office per Area Program
- Sick Room per Area Program

PRINCIPAL'S OFFICE REQUIREMENTS

General Requirements

- Private office space with door
- Acoustical isolation
- Space within office to meet with (2) or more people

Functions

- Space for private conferences and calls
- Individual workspace for Principal
- Supervision to front entry and/or parking area
- Interaction with students and parents
- Ability to video conference

Location

- In administration/office area

Relationships

- Principal's Secretary
- Reception/Lobby
- Vice Principal(s)

Storage

- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, and ease of cleaning when selecting flooring materials.

Walls

- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light
- Interior window for connection to secretary/office area

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

PRINCIPAL'S OFFICE REQUIREMENTS (CONTINUED)

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the room
- Room should be acoustically separated

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture
- Ability to accommodate desktop computer

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Second exit/access
- Connectivity to Assistant Principal(s)
- After-hours access

ASSISTANT PRINCIPAL OFFICE REQUIREMENTS

General Requirements

- Provide office per area program
- Acoustic isolation
- Space within office to meet with (2) or more people

Functions

- Interaction with students and parents
- Dealing with disciplinary issues
- Interaction with Principal
- Individual workspace for Assistant Principal
- Space for private conferences and calls

Location

- Near Principal and video monitoring
- In administration/office area

Relationships

- Secretaries
- Principal's office
- Reception/Lobby
- Optional Mediation/Tutorial Room
- Security

Storage

- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, and ease of cleaning when selecting flooring materials.

Walls

- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light
- Interior window on for connection to secretary/office area

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

ASSISTANT PRINCIPAL OFFICE REQUIREMENTS (CONTINUED)

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operate specialty equipment and devices.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Space should be acoustically separated

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets (mobile)
- Provide durable and comfortable furniture
- Ability to accommodate desktop computer

Equipment

- Computer; laptop
- See Room Equipment Matrix

Special Conditions

- Second exit/access
- Connectivity to Principal and other Assistant Principals
- After-hours access

MAIL / WORKROOM REQUIREMENTS

General Requirements

- Mailboxes for all staff members for internal and external mail
- Counter space
- Recycling/trash receptacles, copiers
- Accessed without walking through main office/reception area

Functions

- Dedicated area for distribution and receiving of internal and external mail for staff
- Making copies, supply storage
- Countertop areas to support a variety of support and production for teachers and staff

Location

- Within the Administration area but with secondary access for staff
- Adjacent to secretarial spaces

Relationships

- Secretaries
- Staff areas

Storage

- Single or double sided mailboxes (dependent upon room layout); provide enough quantities/slots for staff
- Cabinets/shelving for oversize packages; cabinets should have doors wherever possible
- Countertop space
- Maximized shelving/storage on all walls
- Recycling bins

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, and ease of cleaning when selecting flooring materials.

Walls

- Provide tackable wall surface on all walls

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines for wiring details/requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

- Chairs/stool

Equipment

- See Room Equipment Matrix

STAFF ROOM REQUIREMENTS

General Requirements

- Capacity for small and large groups of faculty at one time
- Provide a relaxed, comfortable atmosphere for staff
- Accessible without entering main office area
- Food preparation area
- Located for potential use during and after school hours through the District's Civic Use of Buildings

Functions

- Ample space for individuals and/or groups to work on projects
- Community space
- Social interaction for lunch and break times for staff
- Dining space
- Meeting space
- Food preparation and storage
- Telephone room/alcove

Location

- Near/adjacent to administration work room
- Within Administration Area
- Exterior/courtyard access

Relationships

- Work Room
- Gender neutral toilets

Storage

- Upper and lower cabinets for food storage, dishes, glassware
- Drawers for kitchen accessories/supplies
- All cabinets to have doors whenever possible
- Ample countertop space
- Adjustable shelving in all cabinets
- Lockable

Floors

- Consider acoustics, teacher and staff movement, and ease of cleaning when selecting floor materials

Walls

- Tackable wall surface on a minimum of (1) wall
- Minimum of (1) wall with windows
- Windows to be located to provide views and an abundance of natural light

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for ventilation



STAFF ROOM REQUIREMENTS (CONTINUED)

Plumbing

- Double sink
- Dishwasher
- Refrigerator

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustic separation from other adjacent rooms

Furniture

- Tables
- Chairs
- Soft seating (couches, chairs, etc.)

Equipment

- Vending/soda machines
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See equipment matrix

Special Conditions

- Small phone room or alcove within staff room for private phone calls

CONFERENCE ROOM REQUIREMENTS

General Requirements

- Meeting spaces for a variety of functions and individuals
- Enclosed space
- Flexible space
- Transparency

Functions

- Separate meeting area for staff
- Make-up testing room

Location

- In Administration Area

Relationships

- Reception/Lobby
- Secretary
- Principal's Office

Storage

- Lockable cabinets with doors for general storage

Floors N/A

Walls

- Tackable wall surface on a minimum of (1) wall
- Windows to be located to provide views and an abundance of natural light (dependent upon room placement/layout)
- (1) 4'x8' magnetic white board (to be used as screen)
- Glass walls for transparency and connection to other spaces (dependent upon room placement/layout)

Windows

- Windows sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Room should be acoustically separated from adjacent spaces



CONFERENCE ROOM REQUIREMENTS (CONTINUED)

Furniture

- Tables
- Chairs
- Furniture should be flexible/adjustable to accommodate different meeting types and sizes
- Provide durable and comfortable seating/furniture

Equipment

- Ability to accommodate desktop computer
- Optional: ability to accommodate projector and presentation space
- See Room Equipment Matrix

SINGLE USER RESTROOM REQUIREMENTS

General Requirements

- Single user, gender neutral restroom facility
- (2) in Administration area
- Ability for staff to store toiletries and freshen-up

Functions

- Private, staff-only restrooms

Location

- Within administration area

Relationships

- Administrative offices, staff and workroom

Storage

- Optional: Half-height lockers or wire baskets; provide hasps for locks

Floors

- Provide hard surface flooring
- Flooring should be slip resistant

Walls

- Walls should have paneling or protective wainscot (tile preferred), minimum of 4'-0" high

Windows N/A

Plumbing

- Toilet (quantities to be determined by Building Code)
- Sinks (quantities to be determined by Building Code)
- Floor drains if desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Consider providing acoustic isolation

Furniture N/A

Equipment

- Full length mirror
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix



LOST & FOUND STORAGE REQUIREMENTS

General Requirements

- Provide dedicated room for storage
- Secured access (lockable)

Functions

- Place to house lost and found clothing, bags, sports equipment, etc.

Location

- In the Administration/Staff Area
- Easy access to all staff

Relationships

- Reception

Storage

- Adjustable shelving, clothes rod
- Lockable cabinet, for jewelry and phones

Floors

- Provide hard surface flooring, site specific choice

Walls

- Durable wall construction/finishes
- Shelving on at least (2) walls

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Furniture

Equipment

- See Room Equipment Matrix

Special Conditions

- Door with window

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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COUNSELING			
Counselor's Office	2	120	240
Record Storage	1	100	100
Mediation/Tutorial Room	1	120	120
Conference Room	1	200	200
Preferred			200
Subtotal REQUIRED			460
Subtotal required + preferred			660
SPECIAL EDUCATION			
Learning Center ¹⁹	1	800	800
Itinerant Offices (Psych/Speech Path/Flex Office) ²⁰	3	80	240
Special Needs Toilet	1	120	120
Sensory Support Room	1	150	150
Life Skills Room ²¹	1	980	980
Preferred			1,130
Subtotal REQUIRED			1,160
Subtotal required + preferred			2,290
COMMUNITY SUPPORT			
Parent/Volunteer Room	1	200	200
Parent/Family/Community Resource Room	1	800	800
Parent/Family Resource Offices ²²	1	120	120
Subtotal REQUIRED			1,120

Notes:

- ¹⁹ Number of Learning Centers dependent on SPED population within school; One 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF
- ²⁰ Three 80 SF Itinerant Office required; three offices at 120 SF preferred
- ²¹ Need for Life Skills room dependent on the needs of the student population
- ²² One 120 SF Parent/Family Resource Office required; two 120 SF offices preferred

COUNSELING OFFICES REQUIREMENTS

General Requirements

- Counseling offices per area program
- Work station space
- Ample space to meet with several people within individual office
- Soundproof/acoustic isolation for privacy
- Lockable storage
- Offices should all be located together

Functions

- Private student and/or parent conferences
- Private phone calls
- Ability to video conference

Location

- Near Administration and Entry area
- Centralized location

Relationships

- Main entry (for parent access)
- Records Storage

Storage

- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting floor materials.

Walls

- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for ventilation

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

COUNSELING OFFICES REQUIREMENTS (CONTINUED)

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Space should be acoustically separated

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture
- Ability to accommodate desktop computer

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window or relite
- After-hours access
- All windows should have blinds or shades for privacy

STUDENT MEDIATION / TUTORIAL ROOM REQUIREMENTS

General Requirements

- Capacity of 15-20 students at a time
- Classroom size space
- Transparency/supervision
- Space for student monitor/staff

Functions

- Dedicated space for students with disciplinary issues
- Ability to observe behavior via security camera

Location

- Administration Area

Relationships

- Secretary
- Resource Officer

Storage N/A

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Provide tackable wall surface on all walls
- Minimum of (1) 4'x8' magnetic white board

Windows

- Interior windows for supervision

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

- Tables/desks (teacher and students)
- Chairs
- Equipment
- Security camera
- See Room Equipment Matrix

Special Conditions

- Door with window or relite



RECORD STORAGE REQUIREMENTS

General Requirements

- Secure room
- Space for multiple file cabinets
- Space for viewing files
- Meet Oregon Department of Education's requirements to securely store student records on site

Functions

- Separate, secure location for student files and other school records

Location

- Administration area
- Relationships
- Principal
- Secretaries
- Assistant Principals
- Counselors

Storage

- Lockable file cabinets

Floors

- Provide hard surface flooring

Walls

- Durable wall construction/finishes

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics N/A

Furniture

- Table
- Chair

Equipment

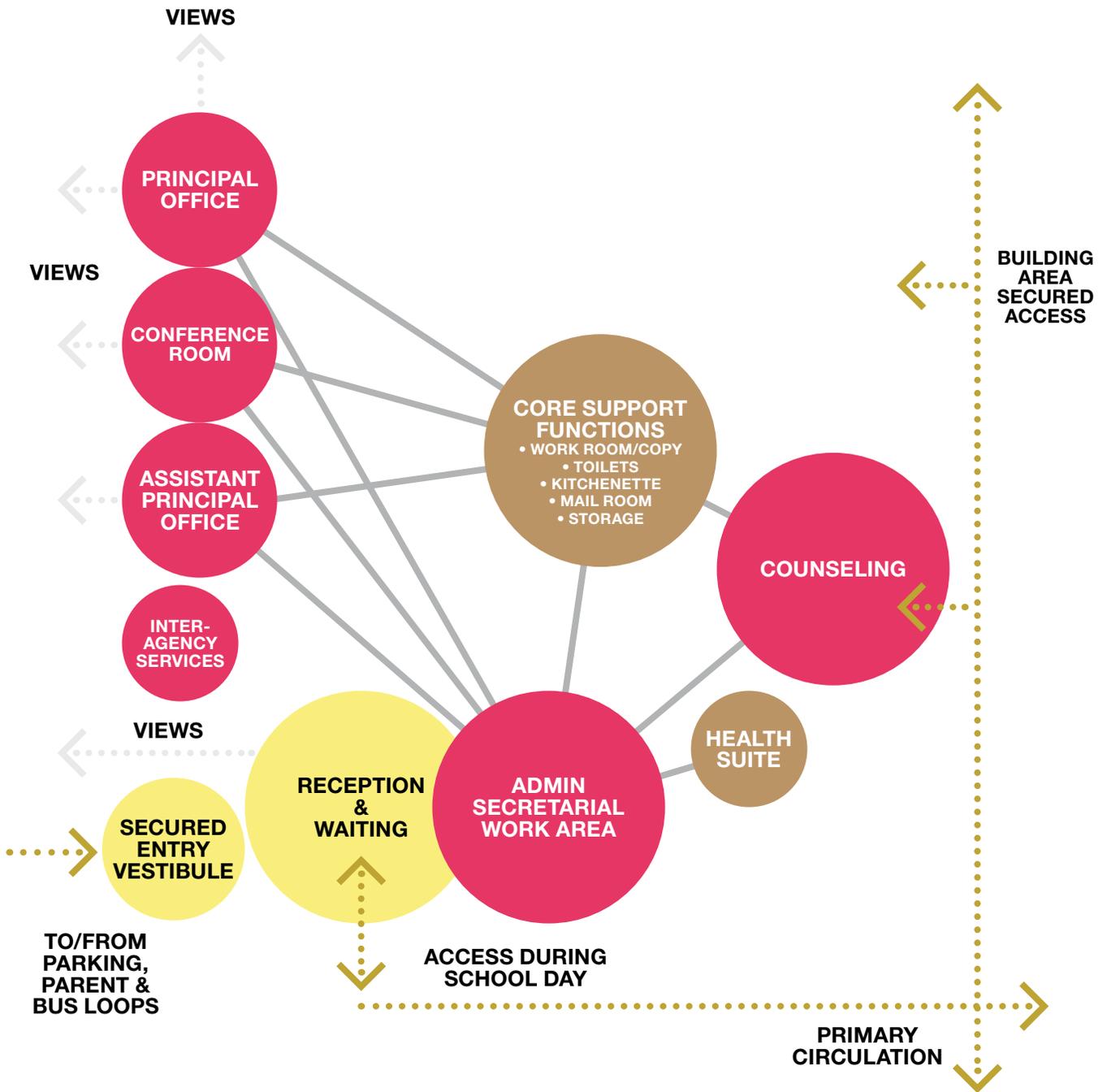
- See Room Equipment Matrix

Special Conditions

- Fireproof cabinets required; fireproof room construction preferred

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Middle School - Administration Area



LEARNING CENTER REQUIREMENTS

General Requirements

- Number of Learning Centers dependent on student demographics and enrollment, see Area Program
- Located in learning suites
- Transparency and openness
- Safe and secure
- Calming environment

Functions

- Integrated classroom space for students with varying disabilities

Location

- Dispersed throughout classroom clusters with other core academic areas

Relationships

- Classrooms
- Life Skills
- Speech Pathologist
- Psychologist

Storage

- Tall cabinets
- Upper and lower cabinetry
- Cabinets to have doors wherever possible
- Adjustable shelving
- Countertops

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Walls to have durable finish/wainscot
- Minimum of (1) wall with windows
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering
- (1) minimum 4' x8' magnetic white board on teaching wall

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing One sink

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

LEARNING CENTER REQUIREMENTS (CONTINUED)

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.
- Space should be acoustically separated

Furniture

- One teacher's table and chair
- Tables and chairs
- Mobile file cabinets
- Portable room partitions
- Cleanable soft seating
- Furniture should be durable and mobile

Equipment

- Laptops or mobile computer cart preferred
- See Room Equipment Matrix

Special Conditions

- Door with relite

ITINERANT OFFICE REQUIREMENTS

General Requirements

- Number of offices per Area Program
- Secure space
- Private
- Lockable/secure storage

Functions

- Office space for speech therapist, psychologist, etc.
- Space to work with students

Location

- Within or adjacent to Life Skills

Relationships

- Administrative offices
- Life Skills
- Psychologist
- Learning Center

Storage

- Lockable file cabinets for student files
- Tall cabinet for personal items
- All cabinets to have doors whenever possible

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering minimum (1) wall
- (1) minimum 4' x4' magnetic white board

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.



ITINERANT OFFICE REQUIREMENTS (CONTINUED)

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.
- Acoustic isolation of this space for privacy

Furniture

- Desk (if not built-in)
- Table with chairs
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computer; laptop with secure storage preferred
- Adaptive and assistive technology
- See Room Equipment Matrix

Special Conditions

- Door with relite

SPECIAL NEEDS TOILET REQUIREMENTS

General Requirements

- Provide Multipurpose Toilet/Shower Room
- Provide required fixtures and amenities

Functions

- Provide a private room for restroom use

Location

- Locate near Special Education

Relationships

- Near Learning Center, Itinerant offices, and Life Skills rooms (where applicable)

Storage

- None required.

Floors

- Provide sanitary, hard surface flooring. Consider ease of cleaning.

Walls

- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows

- None required

Plumbing

- Number of plumbing fixtures dependent on room layout

Power Requirements/Low Voltage

- Sufficient to power equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- See Room Equipment Matrix



PARENT / VOLUNTEER ROOM REQUIREMENTS

General Requirements

- Support volunteer activities at the school
- Lockable storage for volunteer's personal belongings
- Flexible space

Functions

- Projects
- Small meeting space
- Workspace
- Volunteer support space
- Storage
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location

- Close to front entrance, main office or community area
- Relationships
- Work Room
- Classrooms
- Reception/Lobby

Storage

- Lockable cabinets (upper and lower)
- Cabinets to have doors wherever possible
- Open shelving for supplies
- Lockable coat closet or lockers for personal belongings

Floors

- Carpet

Walls

- Tackable wall covering on a minimum of (1) wall

Windows

- Windows for generous natural daylight

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

PARENT / VOLUNTEER ROOM REQUIREMENTS (CONTINUED)

Furniture

- Tables
- Chairs

Equipment

- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with relite

PARENT / FAMILY / COMMUNITY RESOURCE ROOM REQUIREMENTS

General Requirements

- Support parents and families with access to computers and community resources at the school
- Lockable storage for volunteer's personal belongings
- Flexible space

Functions

- Small meeting space
- Workspace with computers
- Support space
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location

- Close to front entrance, main office or community area
- Relationships
- Workroom, Volunteer room
- Reception/Lobby

Storage

- Lockable cabinets (upper and lower)
- Open shelving for supplies
- Floors
- Carpet

Walls

- Tackable wall covering on a minimum of (1) wall

Windows

- Windows for generous natural daylight

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

- Tables, chairs

Equipment

- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix
- Special Conditions
- Door with relite

PARENT / FAMILY / RESOURCE OFFICE REQUIREMENTS

General Requirements

- Support parents and families with access to computers and community resources at the school
- Support for family with young children while they gain access to a computer and community information
- Flexible space

Functions

- Small meeting space
- Workspace with computer
- Support space
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location

- Close to front entrance, main office or community area

Relationships

- Workroom, Community Resource room, Volunteer room
- Reception/Lobby

Storage

- Lockable cabinets (upper and lower)
- Open shelving for supplies

Floors

- Carpet

Walls

- Tackable wall covering on a minimum of (1) wall

Windows

- Windows for generous natural daylight

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

- Table, chairs

Equipment

- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with relite



PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
CAFETERIA/COMMONS			
Cafeteria ²³	1	4,250	4,250
Kitchen	1	800	800
Dishwashing ²⁴	1	250	250
Kitchen Freezer/Cooler ²⁵	0	140	0
Kitchen Office Alcove ²⁶	1	60	60
Servery ²⁷	1	900	900
Kitchen Staff Lockers ²⁸	1	20	20
Kitchen Restroom ²⁹	1	45	45
Table/Chair Storage	1	200	200
Kitchen Storage	1	150	150
Stage ³⁰	1	1,000	1,000
Stage Storage ³¹	1	200	200
Preferred			1,200
Subtotal REQUIRED			6,675
Subtotal required + preferred			7,875

Notes:

- ²³ 4,500 SF Cafeteria preferred; three lunch periods allowed; two lunch periods preferred when scheduling allows
- ²⁴ Separate dishwashing area not required if kitchen over 1,000 SF
- ²⁵ Separate freezer/cooler area not required if installed in kitchen and kitchen is over 800 SF
- ²⁶ 60 SF Kitchen Office Alcove required; 100 SF preferred
- ²⁷ Smaller servery allowed if more than two lunches served
- ²⁸ 20 SF for staff lockers required; 100 SF preferred
- ²⁹ 45 SF single user, gender neutral Kitchen Restroom required; 64 SF preferred
- ³⁰ Music room to double as stage is preferred; Music Room and stage should have close proximity to cafeteria to allow space for spectators
- ³¹ For tables and chairs to support stage function. For installation of stage adjacent cafeteria only: preferred in/adjacent to cafeteria; alternatively install adjacent to music room if it includes a stage function.

CAFETERIA / COMMONS REQUIREMENTS

General Requirements

- Heart of the school
- Feels like an open and comfortable living room
- Large, open and comfortable area, durable without feeling industrial
- Supports a variety of seating arrangements, casual meeting area
- Display areas for student work/ interactive devices i.e. monitors, TV's etc.
- Food court feel
- Flexible floor space
- Large volume space with natural light
- Connectivity to outdoors
- Integrate food service and instruction into commons space
- Open and transparent
- Three (3) lunch periods; two (2) lunch periods preferred when scheduling allows
- Space for tables/chairs/equipment for special events

Functions

- Social space for students to congregate and interact
- Meeting space
- Space for meals
- Additional study space
- Raised area for performance/presentations, per site specific design committee

Location

- Should be centrally located to student areas
- Adjacent to exterior eating spaces

Relationships

- Exterior courtyard with seating for 100
- Kitchen
- Gymnasium

Storage

- Recycling bins or built-in recycling station
- Tables/chairs and equipment for special events

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement and ease of cleaning when selecting flooring materials.
- No rubber or carpet

Walls

- Windows to be located to provide views and an abundance of natural light
- Minimum (1) full wall of tackable wall surface or dispersed throughout the commons area
- Wainscoting



CAFETERIA / COMMONS REQUIREMENTS (CONTINUED)

Windows

- Windows or skylights sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

- Hand washing sink(s)
- Drinking fountains designed to also fill water bottles

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.
- Power and data in student gathering areas and available for public speaking

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Natural lighting is preferred

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture

- Each design team will have flexibility in choosing FF&E ; approval of furniture by PPS Facilities and Asset Management
- Provide furniture for different activity types. Provide durable, comfortable and mobile furniture that does not scratch the floor. Allow for student movement.
- Provide mobile storage units for food, beverage, entrees and cashier stations units
- Tables (various heights and sizes)
- Chairs sufficient for the number and ages of students served at lunch
- Benches
- Soft seating
- Kiosks/mobile stations
- Outdoor access and seating in a variety of ways
- Consider mobility of furniture with thresholds and scratching, also wainscoting. No space for student food prep (microwaves).

Equipment

- Lighting for small productions
- See Room Equipment Matrix

Special Conditions

- Doors with windows
- Outdoor space for social congregation
- Area for garbage cans should be enclosed; recycling stations are preferred if space allows

KITCHEN REQUIREMENTS

General Requirements

- Ample floor area for specialty food preparation equipment
- Secondary access for kitchen staff
- Adequate ventilation
- Storage
- Cleanable floor and wall surfaces
- Ability to be used as instructional space (without violation of applicable health codes)
- Transparent/Visible

Functions

- Food production facility for school
- Preparing and warming food

Location

- Within the Kitchen area of the school
- Outdoor access
- Loading dock area

Relationships

- Main Servery
- Commons
- Staff Room

Storage

- Specialty storage shelving and racks
- Specialty storage as determined by food service consultant

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant
- See PPS Design Guidelines and Standards for allowed flooring types

Walls

- As determined by equipment manufacturer
- All other wall space should have durable and cleanable surfacing/finish at a minimum of 4'-0" high
- See Room Equipment Matrix

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

- Review with Food Service consultant

Power Requirements/Low Voltage

- Power required to operate specialty equipment and devices



KITCHEN REQUIREMENTS (CONTINUED)

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Lighting should be gasketed

Acoustics

- Cleanable acoustic ceiling tile

Furniture N/A

Equipment

- Specialty kitchen equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Floor slab may need to be recessed depending upon selected floor material
- Loading dock/delivery area adjacency
- Provide ceiling appropriate for food service application
- Doors to have kickplates

DISHWASHING REQUIREMENTS

General Requirements

- Durable surfaces
- Adequate ventilation
- Sanitary
- Counter space; enough space for 'clean' and 'dirty'. Exit from this area should be located in the 'clean' area.

Functions

- Provides space for dishwashing equipment

Location

- Within the kitchen

Relationships

- Food Prep and Kitchen
- Main Servery – near the exit of the dining room/student center

Storage

- As determined by food service consultant

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant

Walls

- As determined by equipment manufacturer
- All other wall space should have paneling (i.e. FRP) at a minimum of 4'-0" high

Windows N/A

Plumbing

- Review with Food Service consultant

Power Requirements/Low Voltage

- Power required to operable specialty equipment and devices

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Lighting should be gasketed

Acoustics N/A

Furniture N/A

Equipment

- See Room Equipment Matrix

Special Conditions

- Provide ceiling appropriate for food service application
- Dish return window should be 36" wide, sill height 1" higher than dish table

FREEZER & COOLER REQUIREMENTS

General Requirements

- Sanitary
- Secure
- Durable surfaces
- Ability to monitor temperature from outside of freezer or cooler

Functions

- Walk-in freezer and cooler for storage of food and liquids

Location

- Within the kitchen area of the school

Relationships

- Adjacent to Kitchen
- Cooler
- Loading dock area

Storage

- Dunnage racks or shelves for food storage
- Aisles 36"-48"

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant

Walls

- As determined by equipment manufacturer

Windows N/A

Plumbing

- Review with Food Service consultant

Power Requirements/Low Voltage

- Power required to operable specialty equipment and devices

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics N/A

Furniture N/A

Equipment

- See Room Equipment Matrix

Special Conditions

- Slab needs to be recessed (to be determined by cooler manufacturer and food service consultant)

KITCHEN OFFICE / WORK AREA REQUIREMENTS

General Requirements

- Secure
- Work area space

Functions

- Office space for kitchen staff
- Visibility to kitchen productions as well as receiving area

Location

- Within the kitchen area of the school

Relationships

- Kitchen

Storage

- Cabinets or drawers
- Provide cabinets with doors wherever possible

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.

Walls

- Durable construction/finish
- Minimum of (1) 4'x4' tack board

Windows

- Natural light
- Shading devices

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Furniture

- Desk, if not built-in
- Chair

Equipment

- Computer
- See Room Equipment Matrix

Special Conditions

- Door with window



SERVERY REQUIREMENTS

General Requirements

- Inviting/Appealing
- Open
- Secure/lockable (coiling doors and/or windows)
- Transparent/Visible
- Interactive; doubles as instructional space
- Provide many options for students
- Provide seamless service to all students regardless of meal payment status
- "Food Court" atmosphere
- Designed to provide fast service

Functions

- Provides space for food to be served to the students
- Integrated part of commons

Location

- Adjacent to Commons
- Adjacent to Kitchen
- Relationships
- Commons
- Kitchen and Food/Prep
- Dishwashing

Storage

- Serving line/stations as determined by food service consultant

Floors

- Provide hard surface flooring. Consider acoustics, student movement, ease of cleaning and type of instruction when selecting flooring materials.
- Floor should be slip resistant

Walls

- All walls should have paneling or durable finish that is easy to clean

Windows

- Provide coiling doors or grille to secure space in off/after hours.

Plumbing

- Review with Food Service consultant

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Natural lighting is preferred

SERVERY REQUIREMENTS (CONTINUED)

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space

Furniture

Equipment

- Specialty food service equipment (serving line, etc. to be determined by food service consultant)
- Pay stations/kiosks/ computers where applicable
- See Room Equipment Matrix

Special Conditions

- Doors with vision windows and kickplates
- Provide appropriate ceiling type for food service application

KITCHEN STAFF LOCKERS REQUIREMENTS

General Requirements

- Secure, private
- Storage
- Accommodate kitchen staff

Functions

- Provides separate storage area for kitchen staff

Location

- Within the kitchen area of the school

Relationships

- Kitchen
- Kitchen office

Storage

- Provide a minimum of (6) ½ height lockers. Lockers to have solid doors and hasps for padlocks.

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Durable wall construction/finish

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics N/A

Furniture

- Small table
- Chairs

Equipment

- See Room Equipment Matrix

Special Conditions

- None

KITCHEN RESTROOM REQUIREMENTS

General Requirements

- (1) in Kitchen area
- Ability for staff to store toiletries and freshen-up
- Single user, gender neutral restroom

Functions

- Private, kitchen staff-only restroom

Location

- Within kitchen area

Relationships

- Adjacent to Kitchen Staff Lockers, near Kitchen Office

Storage

- Cabinet

Floors

- Provide hard surface flooring
- Flooring should be slip resistant

Walls

- Walls should have paneling or protective durable, cleanable wainscot, minimum of 4'-0" high

Windows N/A

Plumbing

- Toilet
- Sinks (quantities to be determined by Building Code)
- Floor drains if desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Consider providing acoustic isolation

Furniture N/A

Equipment

- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions N/A

TABLE / CHAIR STORAGE ROOM REQUIREMENTS

General Requirements

- Large doors
- Durable surfaces
- Secure

Functions

- Storage for tables and chairs for the Cafeteria/Commons

Location

- Adjacent to the Cafeteria/Commons

Relationships

- Cafeteria/Commons

Storage

- Ample floor space to store tables and or other commons seating/furniture

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Durable wall materials and finishes

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices

Lighting

- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics N/A

Furniture

- Tables, seating (chairs, stools, etc.)

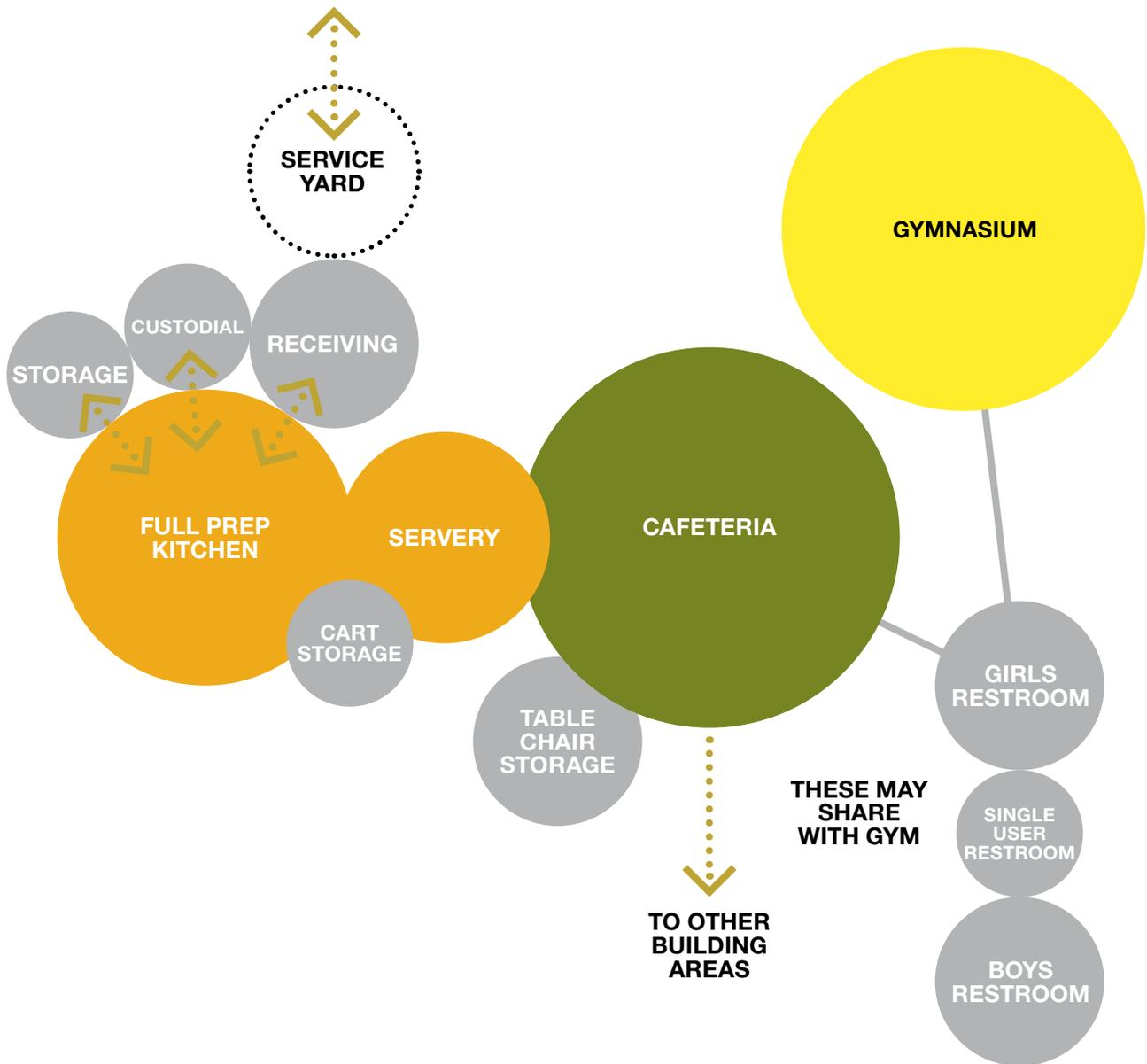
Equipment

- See Room Equipment Matrix

Special Conditions

- Double doors that swing 180 degrees

Middle School - Commons & Cafeteria



PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
BUILDING SUPPORT			
Restrooms ³²	6	45	270
Toilets - Boys ³³	3	200	600
Toilets - Girls ³³	3	200	600
Custodial Rooms ³⁴	4	100	400
Custodial Office/Lockers ³⁵	1	150	150
Materials Storage ³⁶	1	350	350
Custodial Storage (Just-in-Time) ³⁷	1	350	350
Building Storage/Receiving ³⁸	1	650	650
MDF Room ³⁹	1	160	160
IDF Rooms ⁴⁰	3	80	240
Electrical Room ⁴¹	1	180	180
Central Mechanical Room ⁴²	1	600	600
Electrical Generator Room ⁴³	0	200	0
Corridors ⁴⁴	Variable		
Custodial Work Area	1	180	180
Outdoor Equipment Storage	1	200	200
Concessions	1	100	100
Preferred			480
Subtotal Required			4,550
Subtotal Required + Preferred			5,030

Notes:

³² Six 45 SF gender neutral restrooms required; six 64 SF restrooms preferred. Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender inclusive and one accessible restroom are included within each area to be accessed outside regular school hours.

³³ Three 200 SF toilet rooms for boys and girls for grades 6-8 required or as required by applicable plumbing code

³⁴ Four 100 SF Custodial Rooms required; Five 100 SF rooms preferred

³⁵ 150 SF Custodial Office/Lockers required; 180 SF preferred

³⁶ 350 SF Materials Storage required; 400 SF preferred

³⁷ 350 SF Custodial Storage required; 400 SF preferred

³⁸ 650 SF Building Storage/Receiving required; 800 SF preferred

³⁹ 160 SF MDF Room required; 180 SF preferred

⁴⁰ Three 80 SF IDF Rooms required; three 100 SF rooms preferred

⁴¹ One 180 SF Electrical Room required; 200 SF preferred

⁴² One 600 SF Central Mechanical Room required; 800 SF preferred

⁴³ Can be located outside building if site conditions allow; inside building preferred

⁴⁴ See Corridor Characteristics

RESTROOM REQUIREMENTS

General Requirements

- Located throughout school; number per area program
- Ability for staff to store toiletries and freshen-up
- Single user, gender neutral restroom

Functions

- Private, staff-only restrooms

Location

- Within administration area in area accessible only by staff

Relationships

- Administrative offices, staff and workroom

Storage

- Half-height lockers; provide hasps for locks

Floors

- Provide hard surface flooring
- Flooring should be slip resistant

Walls

- Walls should have paneling or protective wainscot (i.e. tile), minimum of 4'-0" high

Windows N/A

Plumbing

- Toilet (quantities to be determined by Building Code)
- Sinks (quantities to be determined by Building Code)
- Floor drains if desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Consider providing acoustic isolation

Furniture N/A

Equipment

- Full length mirror
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

STUDENT TOILET ROOMS REQUIREMENTS

General Requirements

- Provide (6) total Student Toilet Rooms (3 boys and 3 girls) or as required by latest edition of applicable plumbing code
- Provide gender specific fixtures and amenities

Functions

- Provide a private/semi-private room for restroom use
- Doorless entry to restrooms is preferred

Location

- Distributed throughout building

Relationships

- Classroom clusters
- Media center
- Conference/meeting rooms

Storage N/A

Floors

- Provide sanitary, hard surface flooring. Consider acoustics and ease of cleaning.

Walls

- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows N/A

Plumbing

- Number of plumbing fixtures dependent on room layout

Power Requirements/Low Voltage

- Sufficient to power equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- Gender specific equipment
- See Room Equipment Matrix

CUSTODIAL ROOMS REQUIREMENTS

General Requirements

- Provide Custodial Rooms
- Custodial mop sink in floor
- Access to area limited to custodial staff only
- Good ventilation
- Large enough to contain large custodial cart

Functions

- Cleaning and sanitation supply storage
- Cleaning and sanitation staging area
- Design to receive just in time delivery for custodial supplies

Location

- Distributed throughout building; minimum of one per floor

Relationships

- Custodial office
- Building storage
- Materials storage
- Learning suites, commons, gym

Storage

- Open racks for cleaning supplies
- Mop rack
- Large custodial cart

Floors

- Provide hard surface flooring. Sealed concrete preferred.

Walls

- Durable

Windows N/A

Plumbing

- In-floor mop sink
- Hot and cold water supply

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Specialized equipment (bulk supply of cleaning agents, soaps, etc.)
- Height to accommodate ladders
- See Room Equipment Matrix



CUSTODIAL OFFICE REQUIREMENTS

General Requirements

- Provide (1) Custodial Office

Functions

- Administrative work space for custodial staff

Location

- Custodial suite-custodial storage, materials storage, receiving, mechanical room

Relationships

- Kitchen
- Building storage
- Material storage
- Receiving area

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelves in cabinets
- Space for portable file cabinet
- Shelving specific to storage needs

Floors

- Provide hard surface flooring. Consider acoustics and ability to move furniture and ease of cleaning.

Walls

- Durable
- Minimum of (1) 4'x8' magnetic white board

Windows

- Generous natural light w/sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- Number of plumbing fixtures dependent on room function and layout

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic treatment as needed throughout the room to reduce or eliminate background noise

Equipment

- Space for desktop computer
- See Room Equipment Matrix

MATERIAL STORAGE ROOM REQUIREMENTS

General Requirements

- Provide (1) Materials Storage Room

Functions

- Storage space for facility materials such as paper, office supplies, etc.

Location

- Custodial suite

Relationships

- Custodial office
- Building storage

Storage

- Heavy duty open racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelving in cabinets

Floors

- Provide hard surface flooring. Sealed concrete preferred.

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

CUSTODIAL STORAGE ROOM REQUIREMENTS

General Requirements

- Provide (1) Custodial Storage Room (just-in-time)

Functions

- Storage space for facility materials such as building repair materials, cleaning supplies and equipment, etc.

Location

- Custodial suite

Relationships

- Custodial office
- Materials storage
- Building storage
- Adjacent to receiving area
- Exterior dumpster/recycling area

Storage

- Heavy duty open racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelving in cabinets
- Heavy-duty open shelving sized for various sized storage needs
- Flammable storage

Floors

- Provide hard surface flooring. Sealed concrete preferred.

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Double doors that swing 180 degrees

BUILDING STORAGE & RECEIVING ROOM REQUIREMENTS

General Requirements

- Provide (1) Building Storage Room
- Work station for furnishings repair
- Easy access
- Height 16'+/-

Functions

- Storage space for excess furnishings

Location

- Custodial suite

Relationships

- Custodial office
- Materials storage

Storage

- Heavy duty open racks

Floors

- Provide hard surface flooring. Sealed concrete preferred.

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Specialized equipment
- See Room Equipment Matrix

TECHNOLOGY SUPPORT ROOMS REQUIREMENTS

General Requirements

- Provide (1) MDF Room as required by PPS IT infrastructure network at each school
- Provide IDF Rooms as required by PPS IT infrastructure network at each school
- Excellent ventilation

Functions

- Location for the data distribution systems for the building

Location

- MDF centralized on site
- IDFs distributed as required from MDF

Relationships

- MDF should be connected to district network using 50 micron, laser optimized fiber optic connections, or most current standard
- MDFs and IDFs should be connected to each other using 50 micron, laser optimized fiber optic connections, or most current standard
- Related to the service function of the school away from main entry if possible, with easy access to classroom communities

Floors

- Provide hard surface flooring.

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Sufficient to power specialized equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Racks, network switches, routers, backup uninterruptible power, etc
- See equipment matrix

Special Conditions

- Provide conditioned ventilation to prevent overheating of equipment

ELECTRICAL ROOM REQUIREMENTS

General Requirements

- Provide Main Electrical Room as required by building electrical infrastructure and/or building code
- Excellent ventilation
- Easy access to panel locations
- Wall mounted copy of building electrical service near main switch gear

Functions

- Building infrastructure for electrical distribution

Location

- Custodial suite for Main Electrical Room

Storage N/A

Floors

- Provide hard surface flooring. Sealed concrete preferred.

Walls

- Durable; fire-rated

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Specialized power requirements

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Specialized electrical equipment
- See Room Equipment Matrix

CENTRAL MECHANICAL ROOM REQUIREMENTS

General Requirements

- Provide (1) Mechanical Rooms

Functions

- Building infrastructure for HVAC distribution

Location

- Near Building Storage and Custodial Suite
- Building design specific. May be located on a mechanical mezzanines/lofts

Relationships

- Building Infrastructure
- Electrical rooms

Storage N/A

Floors

- Provide hard surface flooring. Sealed concrete preferred.
- Acoustic isolation for mechanical units located above sensitive areas

Walls

- Durable

Windows N/A

Plumbing

- Specialized plumbing or HVAC use

Power Requirements/Low Voltage

- Sufficient to power equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms including floor structure where rooms are located above sensitive areas
- Acoustic treatment throughout the room to reduce or eliminate background noise

Equipment

- Specialized HVAC equipment
- See equipment matrix

ELECTRICAL GENERATOR ROOM REQUIREMENTS

General Requirements

- Provide (1) Generator Room per the area program
- Proper ventilation

Functions

- Back-up generator to provide electrical power essential equipment in the event of a power failure

Location

- Near Mechanical, Building Storage and Custodial Suite
- Building design specific

Relationships

- Building Infrastructure
- Electrical room

Storage N/A

Floors

- Provide hard surface flooring. Sealed concrete preferred. Consider acoustics and ease of cleaning.
- Acoustic isolation for mechanical units located near occupied building areas

Walls

- Durable

Windows N/A

Plumbing

- Specialized plumbing or HVAC use

Power Requirements/Low Voltage

- Sufficient to power equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms including floor structure where rooms are located near sensitive areas

Equipment

- Specialized HVAC equipment
- See equipment matrix

Special Conditions

- See PPS Design Guidelines and Standards for details on emergency generator specifications

CORRIDOR CHARACTERISTICS

General Requirements

- Provide corridor access to all instructional, indoor athletic and building support spaces

Functions

- Sufficient spaces for users of the building to circulate between spaces
- Sufficient spaces to exit building during emergencies
- Light and air to circulation area
- Area for student lockers/storage
- Way finding opportunities
- Areas for display of student art, student/school awards, school and community announcements
- Space and opportunities for conversation
- Visual connection between classrooms
- Ability to limit access to different zones of the building

Location

- Throughout building

Relationships

- Adjacent all instructional, athletic, and building support spaces

Storage

- Student lockers
- Access to custodial Rooms

Floors

- Provide hard surface flooring. Consider acoustics and ease of cleaning.

Walls

- Durable

Windows

- Provide as much natural daylight as possible within the constraints of security requirements and privacy of neighboring property owners

Plumbing

- Floor drains as required

Power Requirements/Low Voltage

- Sufficient to power instructional and custodial equipment used in corridors
- Data port access where required for digital kiosks

Lighting

- Provide consistent direct and indirect lighting throughout each corridor appropriate for pedestrian circulation
- Specialized lighting appropriate to the display of students work

Acoustics N/A

Furniture N/A

Equipment

- HVAC equipment

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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Partner Program Office	1	150	150
Pantry ⁴⁵	1	200	200
Clothes Closet	1	120	120
After school instruction ⁴⁶	2	500	1,000
Preferred			1,000
Subtotal REQUIRED			470
Subtotal required + preferred			1,470

PPS Middle School Grades 6 through 8

SUB-TOTAL MIDDLE SCHOOL AREA (Required - Covered Play)	65,934
<i>Net to gross ratio of 29% ⁴⁷</i>	19,121
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED AREA	85,055
MIDDLE SCHOOL PROGRAM TOTAL PREFERRED AREA	7,280
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA	92,335
<i>Net to gross ratio of 29% ⁴⁷</i>	26,777
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA TOTAL	119,112

Notes:

⁴⁵ 200 SF Pantry required; 300 SF preferred

⁴⁶ Number of after school instructional spaces to be determined in conjunction with program provider and PPS Facilities and Asset Management

⁴⁷ Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work

PARTNER PROGRAM OFFICE REQUIREMENTS

General Requirements

- Provide (1) office for a partner program
- Accessible to public

Functions

- Student & community support services

Location

- Near Administration area

Relationships

- Meeting/conference room
- Restrooms
- Main Office

Storage

- Cabinets with doors and drawers of various sizes, some to hold oversized materials with adjustable shelves
- Space for portable file cabinet

Floors

- Provide hard surface flooring. Consider acoustics, ability to move furniture and ease of cleaning.

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls
- Minimum of (1) 4'x8' magnetic white board

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

- Sink if not installed in other community/partner area

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic treatment throughout the room to reduce or eliminate background noise. Large and small group discussion

Furniture

- Chairs and tables

Equipment

- See equipment matrix
- Special Conditions
- Door with window or relite



PANTRY ROOM REQUIREMENTS

General Requirements

- Provide (1) Pantry Room
- Easy access

Functions

- Storage space for food, clothing and other materials stored by school or partner programs

Location

- Near Custodial suite

Relationships

- Custodial office
- Materials storage

Storage

- Heavy duty open racks

Floors

- Provide hard surface flooring

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and other equipment to be housed in this area

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Specialized equipment
- See Room Equipment Matrix

This page is intended to be blank.

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Partner Program Office	1	150	150
Pantry ⁴⁵	1	200	200
Clothes Closet	1	120	120
After school instruction ⁴⁶	2	500	1,000
Preferred			1,000
Subtotal REQUIRED			470
Subtotal required + preferred			1,470

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MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA TOTAL	119,112

Notes:

⁴⁵ 200 SF Pantry required; 300 SF preferred

⁴⁶ Number of after school instructional spaces to be determined in conjunction with program provider and PPS Facilities and Asset Management

⁴⁷ Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work

COVERED PLAY AREA REQUIREMENTS

General Requirements

- After hours accessibility
- Nondestructive walls, where applicable
- Community and physical education instructional use
- Tall roof to accommodate a variety of sports and fitness activities

Functions

- Physical education classes
- Outdoor recess on rainy days
- Community use (Parks and Rec)

Location

- Close to outdoor fields/play equipment
- Near to gymnasium and auxiliary gym (if installed)

Relationships

- Locker Rooms and/or restrooms
- Access to fields and gymnasium
- P.E. Offices

Storage N/A

Floors

- Concrete preferred, asphalt acceptable
- Surface striping for basketball, and other sports as determined by building design team

Walls

- Not required but can be useful for some playground games

Windows N/A

Plumbing

- Downspouts as required
- Power Requirements/Low Voltage
- Optional

Lighting

- Optional

Acoustics N/A

Furniture N/A

Equipment

- Basketball hoops
- See Room Equipment Matrix

Special Conditions

- Specific to building design team



COMMUNITY & PARTNER OFFICES REQUIREMENTS

General Requirements

- Community offices per area program
- Work station space
- Ample space to meet with several people within individual office
- Soundproof/acoustic isolation for privacy
- Lockable storage
- Offices should all be located together
- Design and furnishings of spaces in conjunction with PPS Facilities and Asset Management

Functions

- Private student and/or parent conferences
- Private phone calls
- Ability to video conference

Location

- Near Administration and Entry area
- Centralized location

Relationships

- Main entry (for parent access)
- Records Storage

Storage

- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Minimum of (1) 4'x4' tack board
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for ventilation

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video

COMMUNITY & PARTNER OFFICES REQUIREMENTS (CONTINUED)

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Space should be acoustically separated

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture
- Ability to accommodate desktop computer

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window or relite
- After-hours access
- All windows should have blinds or shades for privacy

AFTER SCHOOL INSTRUCTION CHARACTERISTICS

General Requirements

- Provide classroom size per area program
- Number of classrooms dependent on student population and program requirements
- Classrooms must be designed as learner-centered environments
- Space primarily reserved for after school instruction by school or partner program

Functions

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning

Location

- Cluster classrooms adjacent to commons/extended learning area

Relationships

- Adjacent, with transparency to classroom commons/extended learning area
- "Open up" to classroom commons/extended learning area
- Partner Program Offices
- Restrooms
- Single user restrooms
- Relationships may vary depending on program needs
- Ability to control or 'zone' access to classrooms from other parts of school after school hours

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools.
- Teacher cabinet with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use and access, designed appropriate for age group
- Space for portable file cabinet
- See Room Equipment Matrix for preferred amount of cabinets

Floors

- Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.
- Carpeted area for 'floor time'; carpet tiles large enough to accommodate a class.

Walls

- Minimum of one wall with windows
- Tackable wall surface available on all walls
- Minimum of (2) 4'x8' magnetic white boards on teaching wall per PPS Design Guidelines and Standards

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed
- Lighting shelves allowed if appropriate and feasible

AFTER SCHOOL INSTRUCTION CHARACTERISTICS (CONTINUED)

Plumbing

- Built-in counter with sink

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms

Lighting

- Natural daylighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction
- Selection of ceiling material is an important component

Furniture

- Allow for student movement while seated to increase learning (kinetic furniture)
- Allow for a variety of teaching and learning styles
- Desks, chairs, tables per number of students programmed for each classroom and sized for age appropriateness
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment

- TVs and projectors at the discretion of individual school administration and design team
- Computers: laptops or mobile computer cart preferred; appropriate to grade level and curriculum requirements
- Capability to install classroom cameras and security
- Teachers desk, chair & computer
-
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Door with window or relite

AFTER SCHOOL PROGRAM STORAGE REQUIREMENTS

General Requirements

- Provide Storage Room per area program
- Easy access

Functions

- Storage space for After School Program materials and equipment

Location

- Easily accessible to program, dedicated

Relationships

- Adjacent to after school instruction areas
- Near after school offices

Storage

- Heavy duty open racks

Floors

- Provide hard surface flooring

Walls

- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms

Equipment

- Specialized equipment
- See Room Equipment Matrix

HEALTH CLINIC REQUIREMENTS

General Requirements

- Provide (1) Health Clinic
- Accessible to public; Separated access from school building.

Functions

- Student & community support services

Location

- Administration area

Relationships

- Family Resource Room
- Child care
- Counseling
- Restrooms

Storage

- Secure specialized storage racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials
- Adjustable shelves in cabinets
- Space for portable file cabinets

Floors

- Provide hard surface flooring. Consider acoustics, ability to move furniture and ease of cleaning

Walls

- Minimum of one wall with windows
- Sanitary, durable walls.
- Minimum of (1) 4'x4' magnetic white board
- Tack surface

Windows

- Generous natural light w/sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- Number of plumbing fixtures dependent on room function and layout

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise



HEALTH CLINIC REQUIREMENTS (CONTINUED)

Furniture

- Chairs
- Tables

Equipment

- Specialized medical equipment
- Computers
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See equipment matrix

Special Conditions

- Private setting
- Accessible to public during school hours
- Parking as required by the City of Portland's zoning code

SITE AND BUILDING CODE REQUIREMENTS

General Site Requirements

- Provide on-site vehicle and covered bicycle parking for personnel and students per city code requirements
- Provide (1) Softball Field
- Provide (1) Soccer Field (can overlay the Softball Field)
- Play Equipment Area for 6th to 8th Grade
- Hardsurface Play Area for 6th to 8th Grade
- Separate Bus Drop-off Area
- Parking area for school personnel and visitors per the City of Portland Zoning Code
- Separate staff and visitors parking if possible
- Play/practice for baseball, soccer and running trail

Location

- On school site

Relationships

- Parking adjacent to city streets
- Connect to transit access (where applicable)
- Provide separate service entry access drive if possible
- Locate fields near gym
- Locate play areas near cafeteria and gym
- Locate visitor parking so as to be viewable from admin. office

General Building Code Requirements

- School building facilities to be designed and constructed to the latest edition of the Oregon Structural Specialty Code (OSSC) and subsequent amendments
- School building facilities to be designed and constructed to the latest edition of the State of Oregon Fire Code and subsequent amendments
- School building facilities to be designed and constructed to the latest edition of the State of Oregon Mechanical Specialty Code and subsequent amendments, and State Historic Preservation Office requirements
- Site planning to conform to the City of Portland Planning, Land Use and Environmental, Transportation, and Historic Preservation regulations and requirements
- PPS policies and directives related to preservation of historic buildings and the development of new buildings.

ROOM EQUIPMENT MATRIX

	All rooms required per Area Program unless noted as preferred or optional; room quantity and size per area program
	Room required (not required) is dependent on school program
X	Required equipment (unless noted as preferred or optional)
X	Equipment preferred (not required)
X	Details per PPS Design Guidelines & Standards
#	Number of required items

Notes

¹ See Area Program for designation of rooms/spaces that are preferred and optional. Equipment specification is provided for rooms that are preferred/optional in the event they are installed.

Determination of who furnishes and installs equipment made by PPS

Cabinets: moveable preferred per DG&S

Minimum preferred lengths: General Classroom: 20 lineal feet ; **Science classrooms:** 100 LF base w/doors; 50 SF upper w/doors ; **Science Prep:** 40 LF base w/doors; 40 LF upper w/doors; **Offices:** 20 LF ; **Art:** base cabinet w/sink 18/32 LF; Upper cabinet locking 18/16 LF; Band: 50 LF for instruments; base cabinet 5 LF; upper cabinet 5 LF; **Control room:** 5 LF upper;

Tall lockable storage = 6 ft. preferred

File cabinet = two (2) four-drawer unless otherwise noted

Provide teacher locking storage in classrooms if teacher offices are not provided

Bookshelves: Office: System furniture available through FF&E; **Library:** Based on collection + 20% excess

Shelving Min.:

Art: 9 LF shelving; flat file storage for 42" X 36" materials;

Custodial Rooms: secured cabinets sufficient to accommodate supplies and equipment needed to service the number of rooms assigned to each custodial room. Storage for large format building plans

Science classrooms:

Four (4) sinks in each science classroom, optional demonstration station

Self-contained science classrooms delivering science curriculum for grades 6-8 should provide at least two sinks, counter space and power outlets sufficient to allow six to eight small groups of four students to use equipment and portable computing devices

Science Prep:

Consult with school faculty for specialty shelving needs

Tackable Surfaces: Min. (2) 4' X 8' boards; wall surfaces preferred

Magnetic White Boards:

Instructional Spaces: Min (2) 4' X 8' boards w/ map rail

Offices including custodial: optional w/ 4' X 8' preferred or as space allows

Power/data outlets: Provide general access outlets in all spaces or as needed for specialty equipment.

Classrooms generally: 2 per non-teaching wall co-located with data preferred unless specified other wise; additional outlets as required by technology bundle, clocks, audio reinforcement;

Science Classroom: power outlets sufficient to power equipment required by science curriculum - science classroom and other classrooms teaching science curriculum for grades 6-8 spaced to allow groups of 2 to 4 students use equipment and mobile computing device on counter top area; science classrooms < 800 SF may provide overhead power for student work stations.

Gym: dedicated power for bleacher seating, scoreboard and control, shot clock, divider curtain, phone, intercom, sound system, clock; four outlets on non-bleacher walls

Sinks:

Utility sinks in Art, Media Center, Music Room, stage storage, laundry room, custodial rooms: floor drain w/clay trap in Art; on-floor mop sink required in custodial rooms

Card Key Access: access to exterior entry doors, MDF and IDF rooms only

Countertops: Life skills: Min. 50 LF; reception/lobby length of public reception - height to accommodate ADA requirements

Food Service Equipment:

Kitchen: cold storage room, double-stack combi-oven/steamer, reach in fridges and freezers, dishwasher-conveyor, hose reel, walk-in cooler, walk-in cooler, food warmer cabinet; double stack full-size convection oven (gas preferred), tilting kettle, tilting skillet, 2-burner cook top range, pizza conveyor oven, robot-coupe food processor, Panini sandwich grill.

Servery: mobile milk coolers, mobile POS station, serving lines with counter and hot/cold wells, water station, three compartment sinks, vegetable prep sinks, hand sinks condiment bar, 3-sided venue

Tennis Courts: Min. of 4 courts; 6 preferred

Computers:

Classrooms generally: appropriate to grade level and curriculum requirements. One (1) laptop per teacher; one (1) desktop (PC) per classroom; mobile computer cart for laptops or other devices is preferred in classrooms. Specifications of the number and type of computers per classroom to be made in consultation with PPS IT, PPS Project Manager and school administration. Charging kiosks for laptops and/or mobile cart required; when mobile computer carts are assigned to a room, they need to be secured in permanent casework.

Offices: Administrative/counseling: individual school decision re. desktop or laptop computers. Desks should be able to accommodate desktop computer; Departmental offices should accommodate laptop computers.

Speaker Sound System: Provide to the extent needed to support sound reinforcement systems, assistive listening as needed and as required by ADAAG

Furniture Preference:

FF&E to be specified at individual school level and is dependent on available budget and ability to reuse furniture and equipment; soft furniture in student commons and administrative area is allowed; rolling furniture is acceptable; in student commons area **General classrooms:** student tables and chairs per class size and appropriate to age level; computer tables where desktop computers are provided; teacher table/desk/mobile storage cart; technology bundle mobile cart/cabinet; mobile A/V cabinet; printer table/cabinet; **Science Classrooms :** student tables and chairs per class size; teacher chairs; tech bundle mobile cart/cabinet; printer table/cabinet; Life Skills (alternative to GC classroom): ADA accessible student tables and chairs to accommodate program size; computer tables for 25% of students; **2D Art:** student tables and stools; teacher table and stool; computer tables for classroom desktops; printer table; **Band Room: teacher podium;** 80 student music chairs and stands; **Office generally:** systems furniture to support office environment: lockable desk (sized for desktop computer), office chair, side chair, file cabinet(s), lockable storage; book shelving 30 LF preferred; **Office management:** additionally - small conference table and chairs; **Library/Media Center (non-classroom):** Student tables and chairs to accommodate two classes; casual reading chairs; mobile circulation desk (space for 2 computers) w/ book return cart; librarian chair/stool; printer table; bookshelves to accommodate school collection + 20% additional; mobile periodical and newspaper racks



APPENDIX

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APPENDIX A

PROCESS FOR MASTER PLANNING THE SPACE NEEDS OF SERVICE PROVIDERS, PARTNERS, AND COMMUNITY USERS IN DISTRICT SCHOOLS

The Area Program for PPS Educational Specifications identifies space for service providers and partners/community uses. For the purposes of District-wide Educational Specifications they are defined as:

Service Provider: PPS, non-profit agency, federal, state, or local government that provides a service to improve the health, welfare, and/or safety of students, families, or staff of the school they reside in and/or eliminating barriers to student success. Examples include county health clinic, early head start program, SUN program, and food and clothes closets.

Partner/Community User: PPS, non-profit agency, parent group/association, business association, higher education partners, etc. providing students, families, staff, community members with access to programs geared to boost academic performance, college level instruction, support of athletic teams, and access to career and employment resources. Examples of spaces used by partners/community users include office space for school PTA, Boosters, shared classroom space for college level instruction, office space for college recruiters.

Space needs: Service providers and partner/community users will have need for space dedicated to their specific uses as well as be able to share existing spaces within schools. The PPS Ed Spec identifies the space requirements of users with unique/dedicated space needs as well as users able to share spaces within the school building.

Planning for the space needs of service providers and partner/community users will occur during the master planning process for each school undergoing capital bond full modernization or replacement work. The tier levels established below identify which spaces will be considered in the master planning process, under what circumstances, and by whom.

Tier 1: Automatically included in the master planning process

Considerations:

- What is the appropriate size for each tier one space based on the needs of the space users and District resources to provide the space?

Tier 2: Considered/negotiated during master planning process

Considerations:

- Would the user of the space meet the intent of service provider or partner/community user defined above?
- If Tier 2 spaces require unique or dedicated spaces, priority should be given to spaces for service providers that serve the greatest need or greatest number of students
- Are District resources available to help pay for the space? The capital bond project budget for each school is available for Tier 2 spaces ONLY after spaces for required academic programming is developed
- Has (or can) the space user developed a proposal including space requirement, cost, and authority to proceed by space user's organization?

Tier 3: Developed in concert with capital partner

Considerations:

- Would the user of the space meet the intent of service provider or partner/community user defined above?
- Would the users of the space provide a significant benefit to the school/families/community?
- Has (or can) the space user developed a proposal including space requirement, cost, and authority to proceed by space user's organization?
- Are District resources available to incorporate the Tier 3 space into the rest of the facility? What are the District capital and operational obligations?
- How easily will the proposed space integrate with the rest of the facility?
- If Tier 3 spaces require unique or dedicated spaces, those spaces should be configured so the District is able to reuse the space in the future.

APPENDIX B: MEETING NOTES

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Middle School Ed Specs Teachers Conversation Summary

Date: July 17, 2013

Participants:

Name	Affiliation	Name	Affiliation
Karl Newsome	Astor School	Dave Blanchard	Vestal School
Ashley Coltin	Faubion School	Carla Oesterle	Vestal School
Takiyah Williams	Faubion School	Gretchen Rowland	Vestal School
Sandra Boon	Faubion School	Lavell Wood	Vestal School
Jeff Gentile	Roseway Heights School	Nancy Hamilton	DOWA-IBI Group

1. Overview and Presentation

To begin the meeting John presented diagrams reflecting input from committees July 10 meeting. The key themes identified from that meeting included:

- Age appropriate scale
- Controlled movement
- A school zoned to accommodate various age groups but feel like a whole and complete school
- School organization
- Community of professionals
- Classroom organization
- Enough space
- Variety of technology platforms
- Flexible and agile space
- Transparency

The committee offered the following clarifying comments:

In addition to age appropriate scale in the vertical direction (i.e. Cabinets, drinking fountains, etc) room size should be different depending on the students' age. Larger spaces are required for younger students to accommodate the variety of instructional programs provided them.

Maybe space shape is something to consider. Classrooms are generally rectangles but are there other shapes that create greater flexibility and educational opportunity.

Middle School is a "school family", which is a unique characteristic of Middle School.

The idea of creating a center of school, a commons area, opens up other options. It could be a place where the Friday Snack Shack is located. Maybe the library is adjacent to the central space which provides a logical place for a book return. Maybe the library is conjoined with the center space or is an extension of that space.

The more we open up the school acoustics becomes important. The ability to dampen and reduce unwanted sound is important.

The ability to arrange students in various sizes or groups (small, medium and large) near or within the classroom is much more desirable than moving students throughout the school to places that provide that capability.

Currently our wireless system is slow particularly when large groups of students access it all the same time. In the future, it is desirable that data capacity is large enough to allow increased speed, more access by large groups of students and is configured to accommodate a variety of technology platforms.

Transparency and connectiveness provides not only the ability to see and learn from peers but to observe how students are learning.

The ability to control views into classrooms from corridors and the building exterior for lockdowns needs to be considered.

If the building has long wings of classrooms consider creating secondary pathways at the end of the wings to link the ends together. This helps reduce the amount of travel time within the school for those specialists who are constantly moving about the building.

Exterior

It would be desirable to have covered walkways from the parking lot to the building. A cover at the student drop off and bus drop off is also desirable.

We do need covered play area(s) for students and ways to allow them to que under cover before recess and after recess before entering the building.

Consider multiple play areas for students that are age appropriate. Size and arrange play equipment based on age. Even older students like climbing on play equipment. These areas should be separated to allow different age groups to form "ownership" of their play area.

It seems that most play equipment is designed to be risk adverse. It would be nice if the equipment was not so "watered down".

An amphitheater seating area would be beneficial.

Service delivery should be placed so it does not interfere with student play and circulation areas.

In the playground area, provide areas to post "playground expectations".

One school visited in Walla Walla had wings. There was a play structure off the K-2 wing and a more complicated (wall like) play structure off the 6-8 wing. The 6-8 wing was closest to the large soccer and play fields.

Play structures today have a lot of engineering and safety built into them. They have been developed over a long period of time to address safety issues that were not present in earlier structures. There are also a large variety of play structures available and many are designed to be age appropriate.

The management of the playground ultimately is about the school culture. In some Middle School's all students are playing together; others divide recess by age groups. But school culture and expectations best determine how effectively a school play area is used.

It would be nice to have an area where a whole class could sit and meet outside. Consider a circle of concrete benches. Parents would like an area to sit when watching kids in the play area.

Oversized stairs also creates seating or amphitheater opportunities.

One existing building in PPS has 2 light wells open to the sky and are unused. Maybe they could be covered and turned into an indoor naturally lit eating and seating area.

2. Draft Area Program

John presented a “draft” area program for a Middle School. It was based on typical Middle School's in the Northwest. The categories of spaces (i.e. classrooms, SPED, etc.) are a placeholder at this point and the functions/spaces are a first attempted to identify what is required in a typical Middle School. John noted that there are more than likely adjustments required. For example prior to this Middle School meeting John and Paul met with the SPED department at PPS. That meeting further clarified the SPED spaces needed in a Middle School which the program distributed does not represent.

John asked everyone to review the program and identify modifications, adjustments or additions. The following was noted: (see attached program)

The quantity of specialists classrooms varies across the district depending on need.

To accommodate changes in enrollment consider zoning the school to allow the ability to “close” a portion (turn off the heat and lights) to address reduced enrollment.

It would be nice if math and reading specialists had a regular classroom. The specialists typically divide the classroom into zones with furniture and bookcases.

There are some programs that the district funds that need space like the Portland Reading Foundation. They support PPS reading specialists and usually share space but it would be desirable if they have their own space.

Community partners can vary between schools and change within schools over time. It would be desirable if partners are provided a space to set up a small office/work area and store supplies.

Currently before and after school programs use existing classroom's. It would be desirable to provide a separate space for those programs.

An office near the entry for Partner Programs like SUN is important. SUN coordinates numerous volunteers, employees and participants. At Faubion SUN uses the cafeteria, gym and 10-15 classrooms. The office would best be placed where programs are delivered and easily viewable to people entering the school.

The school should be zoned to accommodate before and after school programs without accessing the entire school.

Currently there is a discussion that all schools will have SUN or similar programs.

Before and after school child care is another program that shares space.

MDF (main distribution frame) and IDF (independent distribution frame) are technology network rooms required in a school for the data system.

Maybe the cafeteria could be provided with moveable walls to create smaller spaces that would accommodate partner program or specialty programs when the cafeteria is not is uses.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Middle School Ed Specs Teachers Conversation Summary

Date: July 10, 2013

Location: Tubman School

Participants:

Name	Affiliation	Name	Affiliation
Carla Oesterle	Vestal School	Ashley Coltin	Faubion School
Dave Blanchard	Vestal School	Takiyah Williams	Faubion School
Gretcgeb Rowland-Horrigan	Vestal School	Meredith Caldwell	Faubion School
Lavell Wood	Vestal School	Nancy Hamilton	DOWA-IBI Group
Jennifer Birch	Astor School	John Weekes	DOWA-IBI Group

1. Welcome, Introductions, and Overview

PPS Project Manager Paul Cathcart welcomed committee members to the first of three meetings. A review of the process that will lead to the development of Middle School educational specifications (ed specs), or building design criteria was discussed. The district-wide criteria will guide the site-specific designs of future Middle School projects. This is the second phase in the Educational visioning and Specifications process. The visioning phase culminated at the end of May in a summit that convened more than 130 people, following 15 “community conversations” that involved approximately 360 people over the last three months.

Paul introduced the DOWA-IBI team that facilitated the community conversations: John Weekes, DOWA-IBI Group and Nancy Hamilton, Nancy Hamilton Consulting. Committee members introduced themselves.

DOWA-IBI provided an overview of the ed specs process.

- The district has embarked on a substantial effort to remodel three high schools and replace Faubion Elementary School. Our team has been hired to facilitate and document the first two segments in a long chain of work: developing a vision about what future PPS facilities should look and feel like in the decades ahead, and then identifying the building design characteristics, or ed specs. One leads to the next, and this committee's work will lead to the design of specific projects.
- This phase is about words, not drawings. (That's the next phase). We will talk about the nature of spaces and the relationships among them, without considering how these buildings are currently arranged. Every school is different, and we will collect those differences; our document will provide space for school-specific considerations, but these will be applied later, in the designs for specific modernization projects.
- Teachers who participate in an ed specs process often describe it as a powerful experience, and we want you to feel that way too. This is important work because it will affect multiple schools over several bonds.
- It's important to have the diverse perspectives associated with different specializations, but it's also important that committee members step outside their own areas of interest and help us think about the entire school in a collaborative way.
- This is an opportunity to step out of your comfort zone and to look to the future. If we talk only about what we know, we will end up where we are today – and it's evident from the visioning phase that this is not what our community needs.



2. Committee Conversation

John began by asking participants what are the key characteristics that define and differentiate a Middle School school? What is an ideal Middle School?

A Middle School physical environment takes into account the different physical needs of students depending on their age and size.

The essence of a Middle School is finding the appropriate way to have students of different ages housed in the same building and finding ways of creating a whole environment for all and strategically separating students by age and size.

In a Middle School (unlike a middle school where I see 120 students a day) I work with 40-45 students. That affords me a more focused relationship with my students.

Early Middle School's were designed along the lines of the "Factory Model". One of the challenges is to consider movement of students of different ages. Conceptually it would be desirable if older students would move about the school without interfering with the younger students.

Consider the idea that there is a central space common to the whole school. Possibly the older students are located on the upper level and younger students are located on the main level. The central space provides a way to help with large movements of students creates a whole school feeling but allows students of different ages to be located so that they do not interfere with one another.

Consider acoustics. It is the nature of students to be loud. But this can disrupt instruction. Find ways to allow students the ability to make noise without disrupting instructional activity.

One of the unique characteristics of a Middle School is the ability for older students to be mentors for younger students, develop leadership skills and to stay connected to the kindergarten or first grade teacher. A key characteristic of a Middle School is the ability to nurture. A Middle School is a family.

Think about the cafeteria. The furniture needs to be different for different ages. Older students like to socialize so consider how a cafeteria is laid out to support their needs.

We should consider providing additional space for mentoring or buddy classrooms.

The Cafeteria should be separated from the gym. The overall use of the school would be more efficient.

Spaces should have more than one use, functions or multiple uses.

Provide covered outdoor space to play

K-5 are younger students and 6-8 are older students. If you were to zone a school by age it would be best to create three zones: K-2, 3-5, 6-8. That allows the school to be scaled for each age group including furniture.

Consider how to display "student expectations" in the school.

Maybe the school is like a venn diagram. The center is where functions that all students use are located (gym, cafeteria, library). The pedals of the venn diagram are where grade specific classrooms are located.

Sexton Mountain Elementary School in Beaverton is an interesting layout. The library is the center of the school and is open. It is surrounded by classroom pods that consist of 4-6 classrooms which open to a shared common area. The common area opens onto the library. Acoustics is not an

issue even though it is an open environment. Sexton Mountain is all one level. A two story adaptation of Sexton Mountain in Beaverton is Nancy Ryles ES.

It is interesting that in the United States teachers own their rooms. In France students own the classrooms and teachers move between the classrooms.

How do you create a community of professionals?

- Create a daily schedule that allows teachers to meet
- Provide the right mix of space in the school to allow students to be scheduled in a way that allows teachers to meet. Need separate music rooms, art rooms, and cafeteria and gym space. This allows multiple opportunities to schedule students.
- Provide a place where teachers can meet formally. Conference rooms, seminar rooms, etc.
- Provide a place where teachers can meet informally. For example, a small table with chairs, discussion area in the workroom, mailroom are ways to allow in formal conversations
- Consider providing large teacher prep/office space. A space with desks, production materials/equipment; and toilet.
- Provide a teacher's lounge. It should be separate from the school workroom.

Make sure there are enough electrical outlets and evenly distributed throughout the classrooms.

Due to the evolving nature of technology, provide a mixture of computer labs, computer laptop carts and a few big box computers in every classroom. Overtime, PPS will move to one device per student, the device being an iPad or similar. A mixture of technology setup allows teachers to accommodate a variety of student learning and testing needs.

It would be beneficial if the computer lab was not part of the library. Currently when students are being tested they close our library.

A place for parent to access computers would be beneficial. At Rosa Parks School they provided a Family Resource Center, especially for parents or guardians. It has computers, meeting spaces, conference space, a small kitchen and soft furniture space.

In the school consider the multiple ways students learn. They are kinetic and auditory. Sometimes they work in groups and sometimes individually. The classroom should be organized and sized to accommodate these multiple learning needs. In our current schools it is hard to accommodate this variety. Outlets need to be distributed and space adjacent to the classroom should be provided for specific pull out activities. All rooms should have sinks.

As a concept maybe space can be like a transformer, a place that changes from direct instruction to a free learning space.

I like the idea of a central entry for a school. At Lane you enter the school into a main space which is the cafeteria. During the day the tables are stored elsewhere but the entry experience is very nice.

What is the center or hear of the school?

- It could be the library
- Maybe it's a social space like the cafeteria
- Maybe the library and cafeteria are combined like Barnes & Noble

Displaying student work in the school is important. It should be located throughout the school and in the central common areas.

It is important that learning is on display. You should be able to see into spaces and between spaces. Maybe at the school entry there are video screens showing classrooms and live teaching taking place.

Transparency and connection between spaces is important. We should see what is going on in rooms and throughout the school.

If we want our schools to be center of our community then we need to provide space for the community. For example, health clinics or a Multnomah County Library Branch. Or consider creating flexible space for the community to use as they may need on a rotating basis.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
 Middle School Ed Specs Teachers Conversation Summary

Date: August 6, 2013

Location: BESC

Participants:

Name	Affiliation	Name	Affiliation
Paul Cathcart	FAM/BECS	Carla Oesterle	Vestal School
Kristin Wells	FAM	Nancy Hamilton	DOWA-IBI Group
Sarah Lewins	Roseway Heights School	John Weekes	DOWA-IBI Group

Overview

John provided an overview of the process to date. To start the Middle School meetings have focused on the unique cultural, educational and organizational characteristics that define a Middle School. Additionally participants have identified, reviewed refined spaces and clarified functions that are required in a Middle School. Based on this input conceptual organizational diagrams for a Middle School have been created and a preliminary functional program developed. Previous meetings have helped to clarify functional needs but further discussion and review is desired.

The following was discussed regarding the Draft Area Program:

Select toilets and sinks so their height and size are age appropriate.

Pre-K classrooms need to be accommodated in a Middle School. A Pre-K classroom is similar in size to a Kindergarten classroom. Because most students spend most of their time on the floor, it should have a solid surface and be easily cleanable. Wall to wall carpet should be avoidable. Small area carpets on top of the hard surface is acceptable. The district is headed towards full day programs. Currently, most Pre-K programs are half day.

Pre-K students nap or rest. This is usually done in the classroom on portable mats. Storage area for mats is important.

There should be a toilet room attached to the Pre-K & Kindergarten classroom with 2-3 toilets and a sink. The toilet room should have a small changing area because some students use diapers.

The Pre-K classroom should also have a sink.

The exterior play area for Pre-K can share grades K-2 play area.

In some Pre-K programs food is cooked in the classroom. There is a need for a storage closet for food and a microwave.

In the Pre-K classroom consider a small "amphitheater" or risers for kids to gather. Furniture should be sized for the student. White boards and bulletin boards should be low on the wall. Some teachers like carpet throughout except where water or sand tables are located. Bookshelves should be sized to hold large books. Storage for tricycles, big balls and resting maps should be provided.

Pre-K parents like to see their kids during the day so provide relites or two-way glass into the classroom to support this need.

The Pre-K & Kindergarten Classroom is full of different equipment that is organized to create learning stations. The students are usually moving between different zones within the classroom defined by these stations. Students tend to be very active.

Head Start has requirements that limit the number of students per adult in the classroom. The most students the more adults (teachers) required.

Class size for Pre-K varies to providing a large classroom space that can hold a larger student capacity provides the most flexibility.

Provide a kiln room for the Art room. In the Art room, clay is stored in the classroom. Provide a closet with storage racks for this purpose.

In Grade 7 & 8 Science room, provide a fume hood. In the Prep room provide sinks, chemical storage cabinets, fire cabinets and a small stove.

Most grade levels in a Middle School use water. For maximum flexibility all classrooms in a Middle School should have sinks.

More and more schools have a food pantry located in them. The pantry program is run by church groups and other organizations. Sometimes they run daily and some open on Friday, after school, to distribute food to students for the weekend.

The ideal location for the pantry would be a room with access directly to the exterior. Exterior overhead canopies to protect participants from the rain as they line up is desirable. Possibly locate the pantry adjacent to the covered play structure.

The pantry should have shelves for storage of bulk food products and a refrigerator for perishable items.

Sometimes schools use a classroom for a pantry if the room has an exterior door. Because there often afterschool activities running in the cafeteria or gym, these spaces cannot be used for pantry needs.

There are also weekend and afterschool music programs that use space. Ethos is common in schools. They have musical instruments (mostly percussion) that need to be stored. The Portland Youth Symphony uses Roseway Heights for their program. They pay to rent space but generally use every large space in the school during the weekend. Up to 300 students participate in this program though at any one time 100 to 150 are present since most of the practices are staggered.

The Youth Symphony has large musical instruments that need to be stored. Mostly percussion instruments, bases and pianos. Other instruments (violins, cellos, brass and woodwind) are carried by the student musicians.

Portland Parks and Recreation use school facilities, particularly the gyms, almost every night and on the weekends. They transport their own equipment and on-site storage is not necessary.

There are a number of educational support programs that are run by volunteers like SMART reading. It would be desirable to have a flex classroom available for these partners. Consider locating it adjacent to the library and/or accessible from the library as it is not used to accommodate other needs when space is tight.

The Specialty Classrooms identified in the Area Program don't need to be regular size classrooms. They hold 10-15 students at a time. A half-size space is adequate. It doesn't need to have typical classroom storage and sinks.

At Faubion, the librarian is only 2 hours per day. A major portion of their time is maintaining technology.

Maybe we should think about classroom shape. What if a classroom had a "small tail". A small bump out that could be used for pullout activities or small group instruction. It could also be a place where a school specialists could work with students right in the classroom.

Maybe the classroom is "L" shaped.

Consider exterior space needs like covered play areas, multiple play equipment zones (age appropriate), separate bus, pedestrian/car drop off zones, bicycle racks and separation between modes of transportation (bicycle, pedestrian, vehicular)

Currently health clinics are located in the largest Middle School's. We should consider having clinics in all Middle School's.

Provide a Parent/Family Resource Room with computers, conferencing, small children play area and soft furniture. It is a space that is available to parents and has programs that support their needs including career resource/support, parent/teacher meetings, PTA meetings and an adult social area.

Bicycle storage should be lockable. Consider a bicycle parking compound surrounded by a fence that contains bicycle racks and is locked up and secured during the school day.

Vehicle parking requirements vary between campuses and is set by the City of Portland's Development Code depending on available mass transit options.

Most schools lack enough parking stalls for teachers and a safe/covered path from those stalls to the school in order to park and carry supplies, projects, work, etc.

Looking at the proposed science components, there is not a need for separate chemical, prep and storage rooms. These can be combined into one prep room.

Showers are not required in the boys and girls locker room. There is not enough time to provide the required PE curriculum and also provide time for showers.

Staff showers are desired. In the current program there is a coaches office provided. Currently there are no PPS athletic programs at the middle school or Middle School level. A coaches office is not required. A shower in the PE offices that can be used by PE and school staff is acceptable.

The PE office shower could also be used by students if there was a specific need.

Athletic programs at the MS/Middle School level are clubs run by Portland Parks and Recreation. They do not require an office but there are storage needs for these programs.

At large school site concessions and a storage building for exterior fields is desirable. The clubs that use those fields maintain them and mow them.

Provide an In-School Suspension Room located adjacent to the Vice Principals office.

A Counseling Secretary is not required.

Records Storage should be located adjacent to the admin secretaries.

More than one computer lab is desirable. Especially when testing is going on and make-up testing is needed. Maybe there are small computer grouping in the specialties rooms that can be used for make-up testing.

In a Middle School one copier is not enough. In addition to the main workroom in the office one or two remote smaller workrooms with copiers is necessary. They should be spread out in the school and located centrally to allow efficient use by as many teachers as possible.

A large AV storage room is not necessary. Since classroom's will each have a full array of digital teaching tools (i.e. TV, digital projector, digital overhead, etc.) a room to store school-wide AV equipment is necessary (i.e. digital projector/laptop cart, audio systems, cords, cables, etc.)

A Project Storage Room is not required. A place to store student art projects in the student Art Room is required.

Middle School's don't have wood shop, metal shop, drafting, computer web design, etc. programs.

Coat storage: Provide cubbies or hooks in the classroom for grades Pre-K thru 3. Provide corridor lockers for Grades 4-8.

For the younger grades having coat storage in the classroom helps in classroom management and communications. It's easier for teachers to see if "take home" papers, notices and homework are being placed in backpacks and properly on their way after school.

Provide a Clothing Closet. It holds donated clothes, coats and shoes for students who come to school with missing clothing items.

Either the gym or cafeteria needs to be sized to hold an all school assembly. It's an important contributor to a Middle School culture.

The stage should be located adjacent to the large assembly space.

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**KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
PROGRAMMING REPORT**

KELLOGG MIDDLE SCHOOL
6909 SE Powell Blvd.
Portland, OR 97206

Version B 11/20/17





KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOL DISTRICT
11/20/17

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KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOL DISTRICT
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Portland, OR 97211
503.278.2536

Phase II Environmental Site Assessment

GeoEngineers
1200 NW Naito Parkway, Suite 180
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503.624.9274

Food Services

Halliday Associates, Inc.
656 NW Norwood Street
Camas, WA 98607
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Portland, OR 97204

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Part 1 - Executive Summary

1.1 Project Intent

The purpose of this report is to present master planning and programming analysis for Kellogg Middle School, a new educational facility for Portland Public Schools (PPS). Oh planning + design, architecture (OHP+D) has collaborated with PPS on Education Specifications and building requirements, documenting key planning and design characteristics with Kellogg Middle School serving as a key model for future PPS middle grade buildings. This document will present the desired organization characteristics of PPS middle schools, the interrelationships of spaces, specific room requirements and square footages, and most importantly, represent the core educational values of PPS

Source Documentation

The following documents have been provided by the District, and have been utilized to guide the design process:

- 2017 Health, Safety and Modernization Bond
- \$32 million construction budget per 2017 Health, Safety, and Modernization Bond
- 2015 PPS Middle School Educational Specifications
- PPS Design Guidelines & Standards
- Middle Grades Framework Draft Document (Dated 4/14/2017)
- PPS Long Range Facilities Plan
- Site Survey
- Geotechnical Engineering Report
- Phase II Environmental Site Assessment

Kellogg Middle School

Kellogg Middle School, built in 1917 and currently a vacant building for the last decade, will be demolished and rebuilt from the ground up to accommodate the growing population in Portland Public School District boundaries. Located on S.E. 69th and Powell Boulevard, Kellogg Middle School will act as a cornerstone for subsequent school building projects and renovations by head-starting innovative ideas and creating an overall building-as-education experience. Programming for Kellogg Middle School takes into consideration Leadership in Energy and Environmental Design (LEED) and sustainable design strategies such as solar energy, stormwater capture, and natural daylighting, and analyzes them with the newest educational curriculum trends such as collaborative, active learning environments, cutting-edge STEAM laboratories and exploratory programs, and multi-purpose interior and exterior spaces.

The overall goal of this new middle school building is to incorporate the programmatic and educational goals of PPS while meeting all current building codes to ensure the life, safety, and welfare of all students and faculty. The school will also engage with the local neighborhood and its residents, providing a framework that is student centered, culturally relevant, and intellectually, socially, and emotionally engaging. The building itself will contribute to the middle school curriculum, providing the most cutting-edge design solutions meant to support the Portland Public School system as it strives to lead in innovative course opportunities, modern technologies, and progressive community partnerships.

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PPS Bond and Funding Allotment

The 2017 PPS Health, Safety & Modernization Bond has established a \$32 Million dollar construction budget for the new Kellogg Middle School. After the successful bond campaign, PPS has worked with OHP+D to plan the best use of this dollar amount in regard to square footage and space allotment. This process has involved reconciling program areas by engaging internal stakeholders at PPS.

Per the programming efforts (see section 3 of this report), it has been determined that 100,412 square feet is the preferred size for the new Kellogg Middle School. It has been established that a \$327.86/sf budget is in line with current market trends, and will be used as the target project cost.

Budget Alignment Next Steps

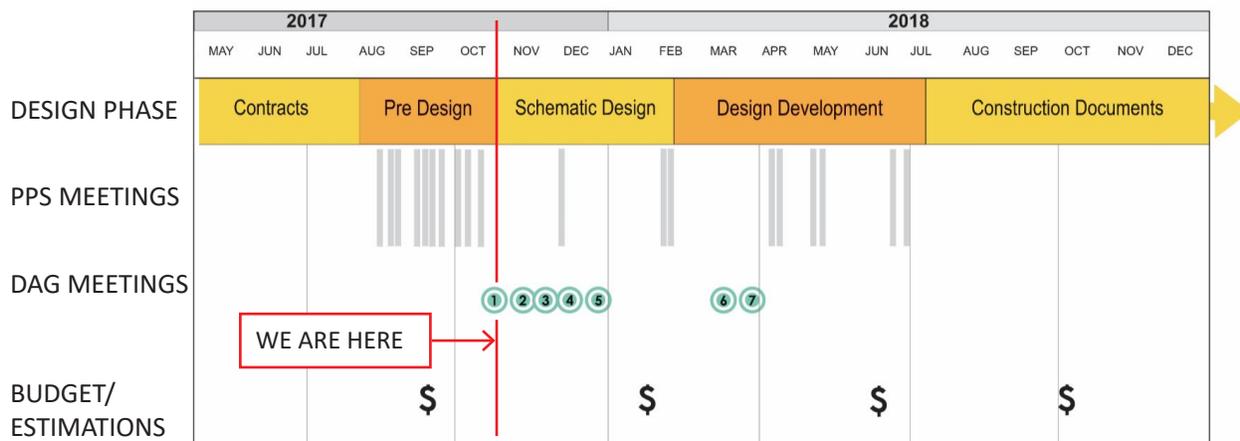
Based on the current market-rate of \$327.86/SF for construction, and Kellogg Middle School Program area of 100,412 SF, the project is approximately \$920,668 over budget. In order to align the project goals with the budget, some adjustments will need to be made to the program in order to reduce program space areas by approximately 3,300 SF. Options for reduced areas will be presented to internal and external stakeholders to determine the outcomes that best meet the programming needs.

The chart below compares the educational specifications square footage range to the 2017 bond budget and shows the square footage outcome of a building based on the current market-rate for construction.

Project Schedule

PPS MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS	PROJECT BUDGET	POSSIBLE OUTCOMES
<i>School Square Footage Range</i>		<i>\$/SF</i>
100,412 SF	\$32,920,668	\$327.86/sf
Kellogg Space Program	Program Estimate	
Student Design Capacity: 675	<u>Includes</u> \$500,000 offsite improvements \$2,533,991 demolition costs \$1,843,855 site improvements \$28,042,822 building (279/sf) \$2,766,657 estimating contingency	<u>Schematic Design (SD) Goals</u> - Reduce scope by \$920,668 - Reduce building area (3,300 sf) <i>Example (980 sf computer lab)</i> - Provide deductive options at SD - Reduce demolition salvage

The schedule below indicates the current project progress. This programming report concludes the Pre Design phase. Budget alignment is scheduled at the end of all the major phase milestones and the midpoint of the Construction Documents phase. A detailed schedule is available upon request.

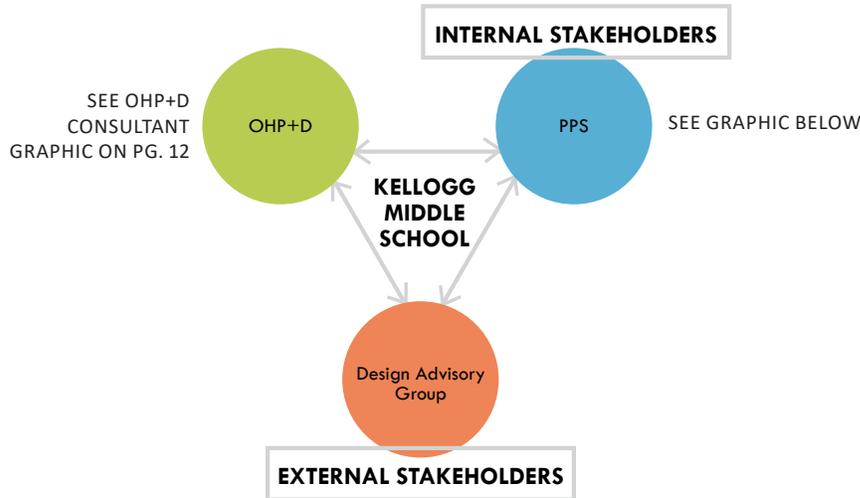




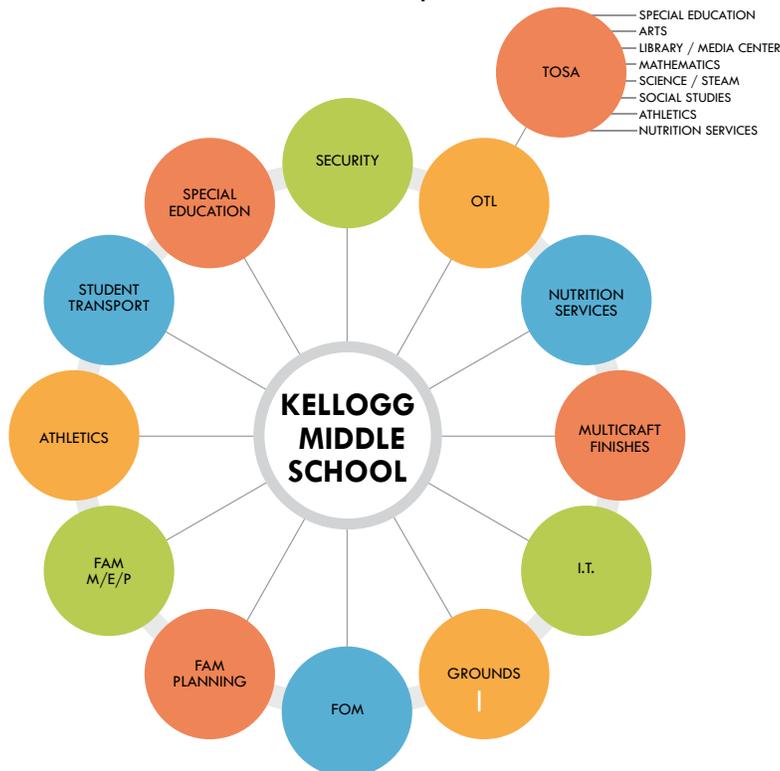
Internal Stakeholders

Internal stakeholder meetings have been organized with various District departments to gain an understanding of the District’s needs, key components, and most valuable assets to the new Kellogg facility and the educational experience. OHP+D is in the process of working directly with consulting groups to take these design challenges and create tangible solutions.

Stakeholder Engagement



Internal Stakeholders - PPS Focus Groups



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The following outcomes from the Focus Group meetings have been summarized. See the meeting minutes in the appendix for additional information:

ATHLETICS

- Locker rooms will not be provided at Kellogg Middle School since students do not dress down for PE class and they are not required for athletic support at middle school sites.
- Middle school athletic programs utilize high school facilities and fields in their cluster.
- The covered play area will be attached to a solid, flat wall of the school to benefit PE curriculum.

FACILITIES & ASSET MANAGEMENT (FAM) - PLANNING & PARTNERSHIPS

- Kellogg will provide spaces for the District's main general partners - Schools Uniting Neighborhoods (SUN) and the Parent Teacher Association (PTA) - and will have the potential for other 3rd party groups from the business community and neighborhood to lease after hours for training through the civic use of buildings (CUB) program.
- The community spaces will be adaptable to multi-use functions and shared amenities.
- The community space will have direct access to the parking lot.

MAINTENANCE - MECHANICAL / ELECTRICAL / PLUMBING (MEP)

- The District's energy standards will be updated with current aspirations and goals for Kellogg Middle School.
- Convenient access will be provided for mechanical systems, keyed shut-off valves, alarm panels, and lighting.
- The mechanical system will be selected to limit air pollution concerns from SE Powell Blvd.

FACILITIES & OPERATIONS

- The loading dock will provide space for (2) five yard garbage and (1) five yard recycling containers and a delivery area.
- The mechanical room and equipment will be located on the ground floor with direct access to the exterior.
- Building operations supplies are delivered by 26 foot box truck, 1-3 times per month.

MAINTENANCE - GROUNDS

- Landscape features and trees will be spaced at a minimum of 10 feet to provide clearances for landscaping equipment
- The site plan will provide straight on access to garbage and recycling containers that do not have wheels and are not in a gated enclosure.
- No lawns on site will be sloped over 15%.

INFORMATION TECHNOLOGY (IT)

- The District's latest access control software and programming standards will be integrated into the school design.
- Technology storage and support will be considered in the classroom layouts and data/power locations.
- The Office of Teaching and Learning (OTL) and IT will define technology needs in the classroom during the Schematic Design phase.

MAINTENANCE - MULTI-CRAFT / FINISHES

- Durable finish materials selected to limit maintenance demands on the minimal PPS maintenance staff.
- All finish selections will be reviewed by PPS to allow for maintenance input.
- Provide roof parapets instead of fall protection systems that require training for custodians.



NUTRITION SERVICES

- Kitchen supplies are delivered by a 26 foot freezer truck, approximately nine deliveries per week occur between 4:30 am and noon, but not during student drop off time.
- Cashiers with two pin pad/card scanners per cashier will be provided for each of the three serving stations at Kellogg.
- The square footages of the cafeteria, servery, and kitchen will be balanced proportionally to insure proper use of spaces.

OFFICE OF TEACHING & LEARNING (OTL)

- Flexible learning environments and programming increases to shared spaces allow Kellogg to support a student enrollment capacity range from 600 to 810 students.
- 30 students per classroom has been used for scheduling and planning capacities.
- Gymnasium will be used as an assembly/performance space at Kellogg, not the cafeteria/commons.
- The cafeteria, servery, and kitchen will be sized to provide lunch in two periods for the maximum student enrollment.
- Student lockers will be replaced by cubbies in classrooms for student storage. A limited number of day lockers will be provided for student and community use.

SECURITY

- The number of access doors will be reviewed by Security and all exit only doors will not have exterior door hardware.
- Security camera locations will be reviewed and labeled with the District's approval.
- Clear and secure zoning of the building will allow extended access hours to the community for events and civic use of buildings (CUB).
- Single occupancy, gender neutral restrooms will open into a hallway for supervised use.

SPECIAL EDUCATION

- The Special Education program at Kellogg will create a classroom experience for students.
- Special Education spaces will be adjacent to classrooms and centrally located close to services and the outdoors.
- Special Education spaces will be flexible to meet shifting programming needs.

STUDENT TRANSPORTATION

- Bus parking will be parallel to a straight curb, not angled on a curve, to allow safe drop off
- Bike racks will be clearly separated from the bus drop off loop.
- Provide Special Education bus drop off area adjacent to the main ADA entrance.

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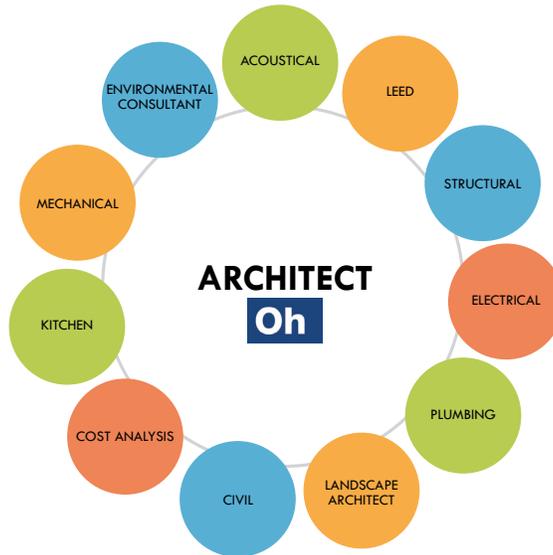
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OHP+D also holds the following consultants to provide a comprehensive design team:

- Interface Engineering: Mechanical/Electrical/Plumbing (MEP)
- KPFF Consulting Engineers: Structural & Civil Survey
- EcoTone: Landscape Architect
- Listen Acoustics: Acoustical
- Halliday: Kitchen Specialist
- Green Building Services: LEED & Commissioning
- GeoEngineers: Environmental Consultant
- Cost Estimating: Cumming

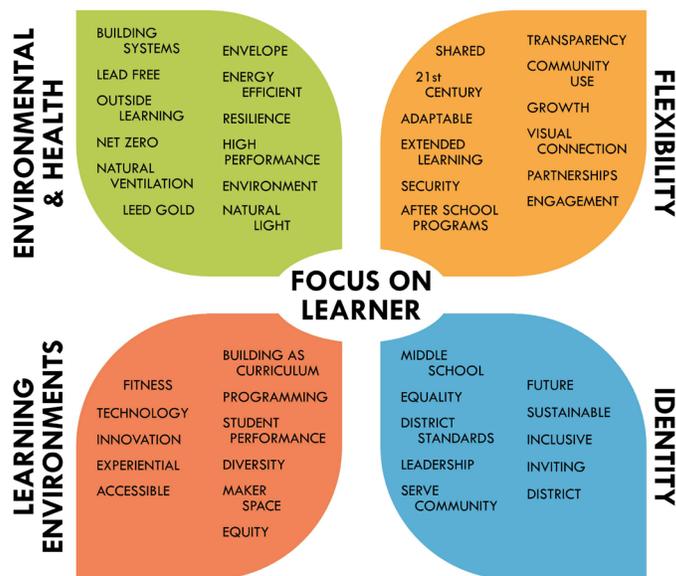
OHP+D Consultants



Priorities and Objectives

Project goals based on the 2017 bond priorities and objectives have been developed into four categories: Environmental & Health, Learning Environments, Flexibility, and Identity. These goals will be vetted and confirmed by the District and the public through the programming and public engagement phase.

Project Goals





External Stakeholders

PPS and OHPD will work with the Design Advisory Group (DAG) throughout the process to ensure public concerns and aspirations are consistently understood and considered. The DAG consist of members of neighborhood associations, business leaders, government employees, parents, teachers, and engaged community members.

The primary intentions of surveying and involving the community in the process are to create opportunities for previously under-served demographics and low-income residents, creating a culturally relevant and inclusive learning environment. Effective school and family partnerships result in healthier, engaging practices and support services that aid in personal and social youth development. The Design Advisory Group (DAG) for PPS is the most prominent external stakeholder for the discussion of design elements for Kellogg School. The group is working directly with PPS and OHP+D, collaborating in various design-related discussions and assisting in problem-solving and brainstorming creative and practical design solutions.

The first two Design Advisory Group meetings were held on October 26th and November 9th at 6:30 pm at Franklin High School.

DAG meeting # 1 gave the DAG members an introduction and orientation to where the Kellogg project is to date, including budget, timelines, and expectations for upcoming meetings. The DAG's roll is to present the public concerns and aspirations so that these factors can be considered throughout the process while providing feedback on alternative options. Input was received from the DAG members from Comment Cards and from an activity where the members were asked to circle five (5) words from four category that represent goals and objectives for the new school. The full results of these two activities can be found in the appendix under, 'DAG #1 Comment Card Results,' and, 'DAG #1 Project Goals Results'.

Project Goals / DAG Meeting #1 Results



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DAG meeting # 2 gave a short recap of the previous meeting, and addressed questions and comments identified from the Comment Cards from meeting 1. The main focus of DAG # 2 focused on site planning and blocking, discussing site related concerns and considerations such as pedestrian and bike safety, fencing, neighborhood and vicinity concerns, outdoor educational spaces and sports fields, traffic, parking and bus loop space, and the overall impact of the new building on students, staff, and community members. The DAG members participated in a site blocking activity that involved arranging the required program spaces on the site, so to identify building footprint opportunities or concerns. The DAG was able to share their experience as parents, educators, and community members as feedback on what the community would like to see throughout this design process. The full results of the activity, along with the comment card results can be found in Part 5 - Appendix under, 'DAG #2 Site Design Summary,' and, 'DAG #2 Comment Card Results,' respectively.

DAG Group Diagram Examples



There are 7 meetings scheduled with the community and DAG to gain community input. The topics for each meeting are listed below. These topics and dates may change as the community informs PPS and OHP+D of their priorities for Kellogg Middle School.

- DAG Meeting 1: Oct. 26th, 2017 - Kick-off, orientation & expectations.
- DAG Meeting 2: Nov. 9th, 2017 - Site
- DAG Meeting 3: Nov. 21st, 2017 - Budget, Educational Specifications, review plans
- DAG Meeting 4: Dec. 7th, 2017 - Update plans, blocking activity, massing
- DAG Meeting 5: Dec. 21st, 2017 - Update plans, massing, eco update, systems
- DAG Meeting 6: Mar. 8, 2018 - Site, stormwater, site lighting, access, parking, fields
- DAG Meeting 7: Mar. 22nd, 2018 - Building envelope and materials, LEED update



1.2 Program Analysis

The Middle School Curriculum Framework

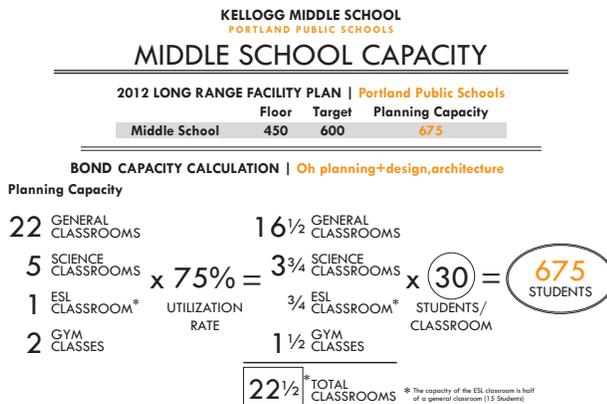
The PPS Middle School Framework dated April 17, 2017 combined with the PPS Middle School Educational Specifications was used as the basis for the programming of the new Kellogg Middle School

PPS will be using Kellogg School, not only as a cornerstone for all future middle school development and construction projects, but as a way to set into motion a modern, active learning based classroom curriculum. PPS places importance on all aspects of the classroom, including: demonstration equipment, classroom acoustics, and community involvement. In looking at the PPS curriculum, it is most important in the Programming phase to look at preferred classroom size and teacher preferences, so as to allot the proper square footages in alignment with PPS goals.

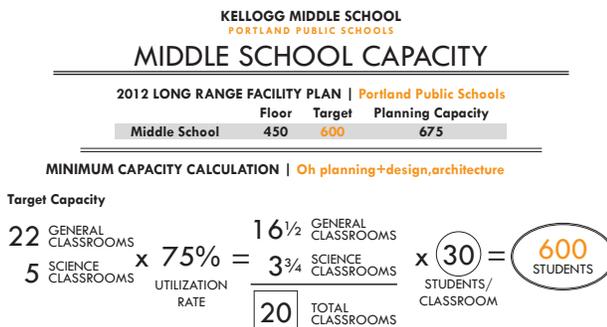
Square Footage Requirements

Capacity Calculations

The planning capacity for Kellogg Middle School based on the PPS Educational Specifications is 675 students. The typical PPS classroom is 980 square feet for 30 students (33 square feet per student). Using the long range facility plan utilization rate of 75% and 30 classroom spaces with a capacity of 30 students, the 675 student enrollment is achieved.



The minimum capacity of 600 students considers only the 27 classrooms with a capacity of 30 students and the utilization rate of 75%

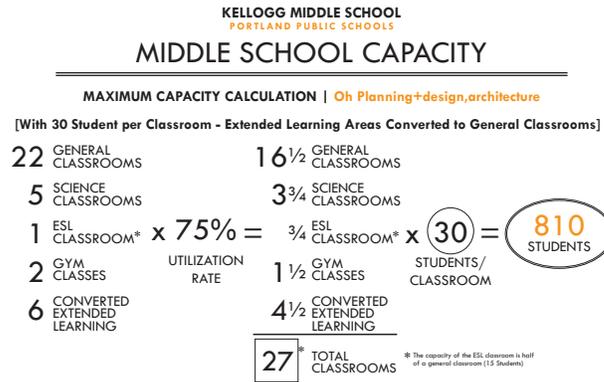


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The maximum capacity of 810 students is reached by calculating the 6 Extended Learning spaces as 6 general classrooms with a 30 student per classroom capacity. When the school capacity is increased, shared spaces such as the cafeteria, servery, kitchen, and assembly spaces must be designed to meet the needs of an increased student enrollment.



Educational Specifications

PPS has developed an Educational Specification baseline that discusses the interrelationships of spaces, overriding themes and values, and specific room requirements expected for development of all new educational facilities. These Educational Specifications, in relationship with the project budget, develop the most comprehensive program that aligns PPS square footage requirements with realistic goals.

Kellogg Space Program

The following major spatial designations, based on input from PPS Educational Specifications, focus groups, and stakeholders, have been determined as requirements for Kellogg Middle School, and are defined in greater detail in Part 3:

- Classrooms: 36,452 SF
- Exploratory: 6,220 SF
- Media/Technology: 3,600 SF
- Athletics: 9,360 SF
- Administration: 2,328 SF
- Counselling: 660 SF
- Special Education: 2,680 SF
- Community Support: 1,240 SF
- Cafeteria/Commons: 8,919 SF
- Community/Partner: 950 SF
- Building Support: 5,430 SF
- Circulation: 22,573 SF

TOTAL KELLOGG MIDDLE SCHOOL PROGRAM GROSS AREA: 100,412 SF



1.3 Evidence Based Design and Active Learning

The process of using research and data as the pilot for making informed design decisions is known as Evidence Based Design (EBD). This concept takes a critical thinking mind to analyze results and performance from previous projects and their influences on human interaction, performance, and satisfaction. In education, EBD is critical when executing building layouts and spacial elements; children spend most of their lives inside a school setting, and as developing adolescents, are susceptible to being impacted by their surroundings.

One way to look at EBD for education is to consider the building as curriculum. Every interior and exterior space is a potential place for learning and discovery. Incorporating both public and private spaces, multi-purpose classrooms, wayfinding, sustainability, and overall building layout and design created a welcoming, community driven environment that allows students to thrive and have the freedom to take education into their own hands. No two students think or behave in the same way, so the building must be able to accommodate a variety of teaching and learning styles. Considering this throughout the architectural design process leads to innovative advancements in building technologies that lead to improved student performance, higher test scores, and overall student health improvements.

Main points EBD has proven educational environments need to strategically be aware of and incorporate:

- Natural Daylighting and Views: daylit spaces have shown an 18% improvement in studies and increased test scores over artificially lit spaces
- Green Space and Outdoor Classrooms: exposure to the outdoors and vitamin D can boost cognitive outcomes in children and lead to better focus and participation
- Sustainable and Clean Indoor Air Quality: cleaner air benefits overall student well-being, decreases fatigue and improves demeanor and has shown a decrease in absenteeism.
- Acoustical Considerations: proper acoustic control reduces distractions enabling students to better focus, resulting in higher test scores
- Ergonomics and Furniture Flexibility: allows students to find personal comfort, which results in improved posture, better overall comfort, and increased test scores
- Color Theory for Emotional and Physical Response: color has been shown to connect neuropathways in the brain, and can strongly influence creativity, focus, happiness and memory. Lack of color has shown an IQ decrease of 10 points.

Active Learning Environments involve modular tables and seating to support a multitude of different teaching and learning styles. The idea of building as curriculum considers every aspect of the classroom used as an interactive teaching tool that can adapt to lessons and student preference. Collaborative furniture that includes hard and soft seating, group tables, and adjustable sit-stand workstations allow students to take learning into their own hands and be more active and involved in the classroom. Incorporating technology is a necessary part of the modern classroom, including Smart Boards and projection screens, individual student laptops, and a variety of equipment and machinery for Maker Spaces, STEAM Labs, Science classes, Arts classes, and Media Centers. Many studies prove the benefits of a flexible, collaborative environment.

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1.4 LEED and Sustainability

LEED Gold Certification

Per the PPS Design Guidelines & Standards, Appendix P, this project will be designed to meet Leadership in Energy and Environmental Design (LEED) Gold standards, at a minimum. Wherever possible, the sustainable design practices will be put on display so they can be used as teaching tools. The following are a few key areas of LEED that this project will focus on to create a healthy learning environment.

Demolition and Salvage

A major factor of LEED is the sustainable management of building materials, both new and demolished. While the original Kellogg Middle School is not established as having historical significance, it is an important building to many, and has a story to tell. In demolishing the building, the goal is to preserve pieces that will help keep this history alive. This will also be used as learning and teaching tools throughout the new facility. Materials such as the wood flooring and bleacher boards will be salvaged and re-used in the new school. A large maple tree on the site can be cut into rounds to teach students about tree growth patterns and to mark historic events.

Daylighting

A key part to creating healthy spaces is providing adequate, natural daylight, which is encouraged by LEED. Effective daylighting in classroom spaces is critical for developing students, and has been shown to improve learning abilities and test scores, as well as physical health. A strong emphasis will be placed on providing natural daylight into as many spaces as possible, through the building layout and orientation. It is also important that rooms are not over-lit causing glare, so shading devices and other strategies will be implemented where necessary.

Rainwater Management

In addition to sustainable building practices, LEED also encourages sustainable site development and management of resources. Bioswales will be included in the parking lot planters, bus turn around, and other areas on site to effectively capture and treat rainwater before it returns to the ground.

Net Zero Energy

When a building consumes zero energy in operation and maintenance, it is considered a Net Zero Energy building. This is accomplished through incorporating sustainable, renewable energy sources into the building systems, including electrical, mechanical, and plumbing. This ultimately releases fewer greenhouse gasses into the atmosphere, and is an excellent design concept to follow when planning a LEED Certified building. Net Zero buildings are both sustainable in material and finance, as operation costs are typically lower when incorporating renewable energy sources such as solar and wind power and rainwater capture.



Part 2 - Site and Master Plan

2.1 Zoning and Neighborhood

Neighborhood Context

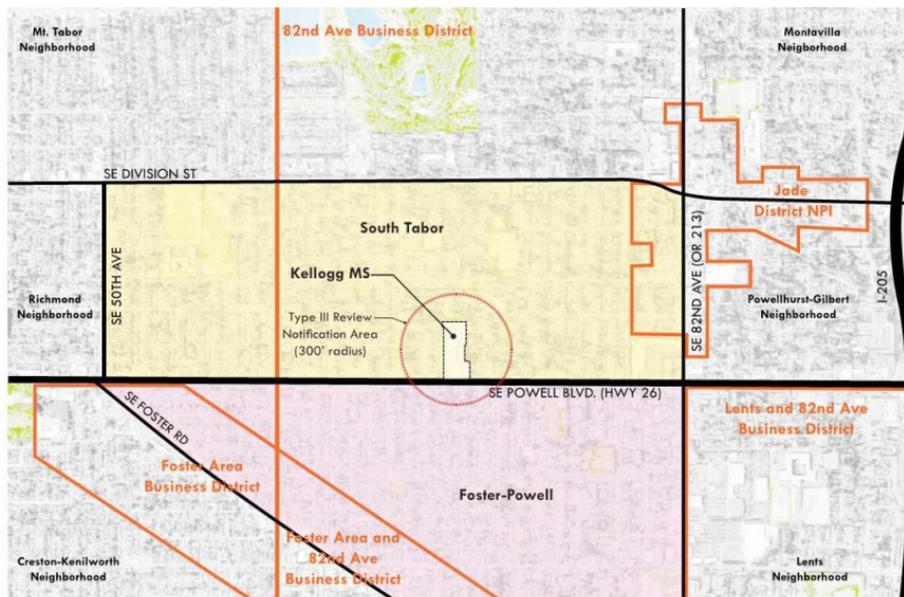
Kellogg Middle School is located in the South Tabor neighbor which is bounded by SE Division St., SE 50th Ave., SE 82nd Ave., and SE Powell Blvd. The southern end of the site abuts the Foster-Powell Neighborhood which is bounded by SE Powell Blvd., SE Foster Rd., and SE 82nd Ave. South Tabor and Foster-Powell are primarily single family residential neighborhoods with multifamily units and commercial structures along Powell Blvd., Division St., and Foster Rd. The site is adjacent to multiple business districts and the Jade District, which are mostly commercial areas. Incorporating neighborhood culture into the design of the new Kellogg middle school is important in creating a welcoming, inclusive space for all students and staff.

Neighborhood Demographics

To the east of the Kellogg Middle School site there is a large Chinese influence in the commercial properties on Powell Blvd., 82nd Ave., and Division St. Neighborhood demographics include a large Asian and Pacific Islander population (~14% according to the 2010 census).

Site Data

- The school site consists of 3 lots at 5.31 acres, 0.45 acres, and 0.24 acres, for a total of 6.18 acres.
- The existing school is setback over 250 feet from SE Powell Blvd., which is categorized as a Transit Street by the City of Portland.
- There is service access from SE Franklin Street at the existing site.



- 2.1 Zoning and Neighborhood
- 2.2 Preferred Site Plan
- 2.3 Building Orientation
- 2.4 Transportation
- 2.5 Outdoor Gathering and Student Gardens
- 2.6 Sports and Play Fields
- 2.7 Stormwater and Drainage

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Neighborhood Associations

The south property line of the Kellogg Middle School site coincides with the neighborhood boundary between the South Tabor Neighborhood and the Foster-Powell Neighborhood. Meetings are scheduled on November 13th, 2017 for Foster-Powell and November 16th, 2017 for South Tabor to update the associations on the Kellogg Middle School project progress.

Business Districts

The school is located within the 82nd Avenue Business District and adjacent to the Foster Area Business District, two overlapping districts [Foster Area and 82nd Ave Business District and Lents and 82nd Ave Business District], and the Jade District.





SE Powell Blvd. Concerns

SE Powell Blvd. is a state highway and major source of motor vehicle traffic that must be addressed. Specific concerns have been identified for school's adjacency to the 4 lane highway:

Air Quality

Motor vehicles are a major source of air pollution. The EPA has found the highest level of motor vehicle pollutant concentrations within the first 500 feet of a roadway and reaching background levels within 2,000 feet of a roadway. Near road pollution can be reduced by ventilation, filtration, proper intake locations, vegetation, and proper actions by building occupants

Noise

SE Powell Blvd. is a major source of noise pollution. Noise pollution can be reduced through acoustical building treatments and creating physical barriers between the roadway and the school.

Safety

The site will be secured from activity on SE Powell Blvd. by locating all school entrances off of SE 69th Ave., providing a secure perimeter with walls and fencing, and by not installing exterior door hardware on all exit only doors.

Traffic

All student drop off areas will be accessed from SE 69th Ave. and multiple access points will be provided to the site away from SE Powell Blvd.

STREET VIEWS OF SE POWELL BLVD.



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Zoning

The site is zoned R1 / R2 (multi-dwelling residential) and R5 (single dwelling residential) zones per Title 33 Planning and Zoning code for the City of Portland. The site plan below illustrates the required maximum setback distance of 20'-0" at SE Powell Blvd. for 50% of the structure's frontage and the landscaping and screening requirements. The north and east property lines will require landscaping that forms a high screen that creates a physical and visual separation. This can be accomplished with 6 ft. high evergreen shrubs and one large tree every 30 lf. The south and west property lines will require general landscaping. This can be in the form of one large tree every 30 lf and two low shrubs per 400 sf.

ZONING SITE PLAN

Property Line

Existing School Building

Zoning Boundary Line

Zoning Designation
R5a

Building Setback Line

Maximum Setback
 Front Setback at Transit Street
 - 20 ft for 50% of the length of the ground level street-facing facade or per Condition Use / Impact Mitigation Plan Reviews

Minimum Setback
 Rear and Side Setback
 - 1 ft for every 2 ft of building height (~50 ft high = 25 ft)

Landscaping Requirements

L1 General Landscaping

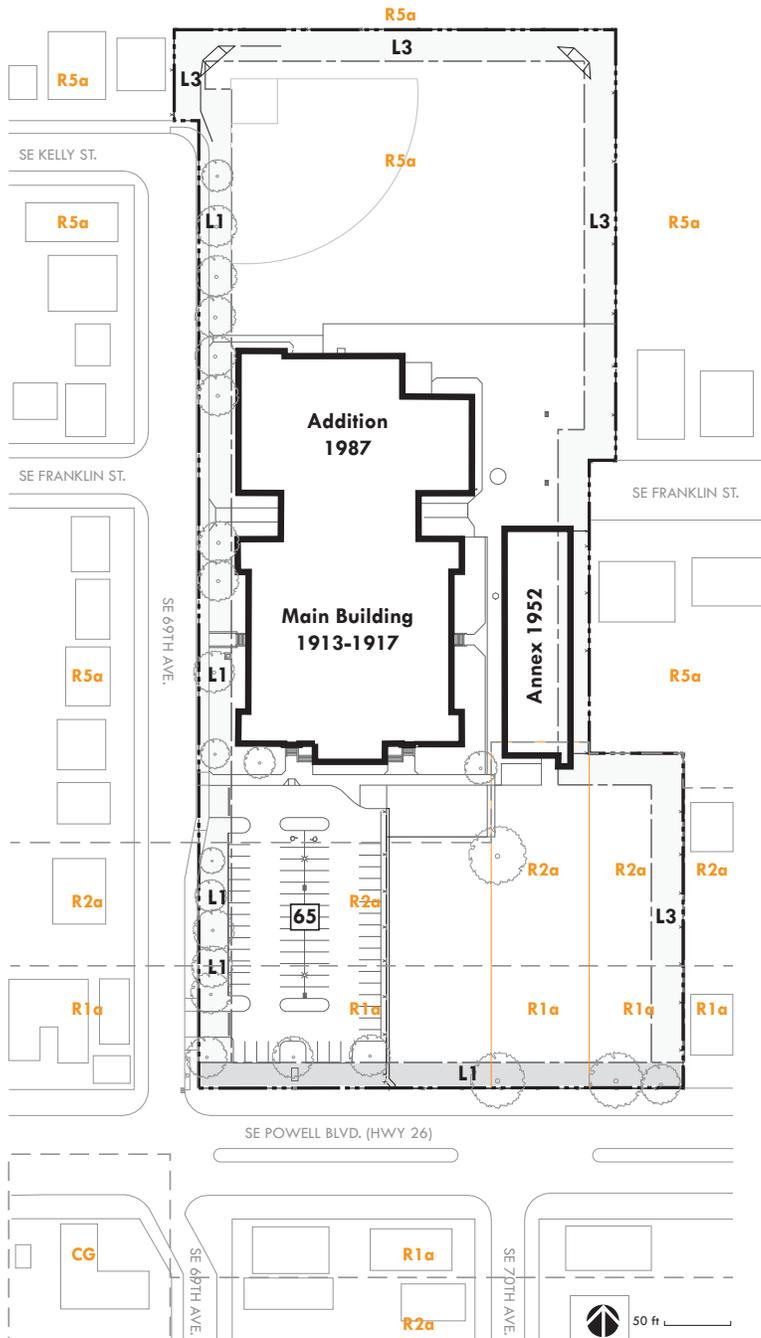
- Open Areas
- (1) large tree/30 LF
- (2) low shrubs/400 SF
- Full ground cover

L3 High Screen

- Physical and Visual Separation
- 6 ft high evergreen shrub
- (1) large tree/30 LF
- Full ground cover

Parking Count

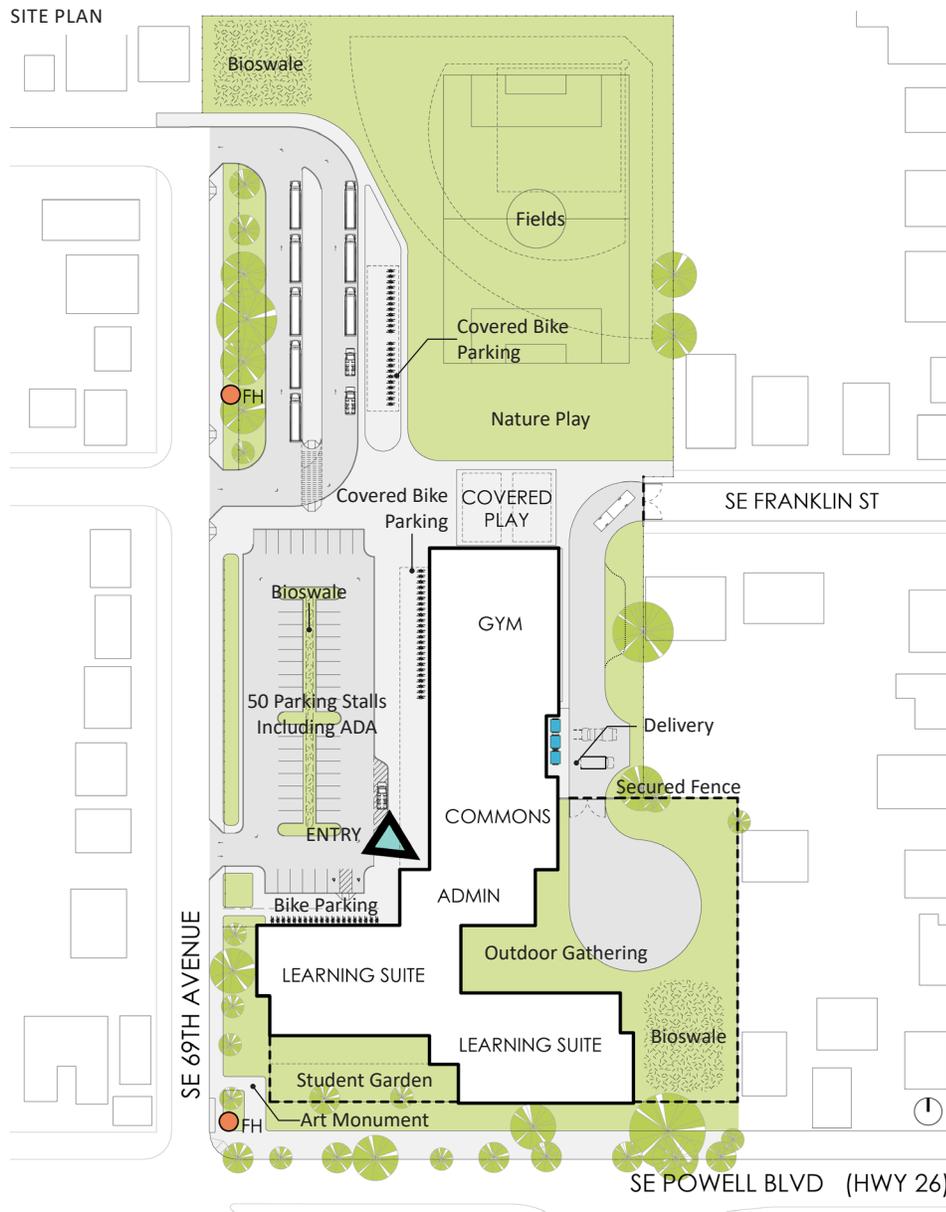
65 Number of Existing Parking Stalls





2.2 Preferred Site Plan

The preferred site layout aligns the bus loop, visitor and staff parking, and bike parking along the west property line. The organization of the transportation zone separates the buses from car traffic which allows students to safely access the buses or the parent drop off in the parking lot. The north-south orientation of the bus loop increases student safety by preventing students from ever crossing in front of or between buses. The creation of a vertical transportation zone allows greater connection between the school's gymnasium and the covered play area and outdoor fields to the north. This allows the students to walk out of the gym to the covered play or the fields without crossing any vehicle drives. This direct connection creates a waiting area either inside the gymnasium or under the covered play area for students during bad weather.



- 2.1 Zoning and Neighborhood
- 2.2 Preferred Site Plan**
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2.3 Building Orientation

The building has been located on the site to meet the city's requirements and maximize design strategies. The influencing factors for building orientation are:

- An East-West building orientation for the classroom building (Learning Suites) takes advantage of passive (daylighting, solar heat gain) and active (solar collectors) solar strategies.
- The city's required maximum setback of 20 feet on SE Powell Blvd. allows the building frontage to create a protected courtyard for site circulation at the building's main entry off of SE 69th Ave.
- The offset Learning Suites maximize daylighting and shape a private courtyard for an outdoor gathering and play area adjacent to the classrooms and commons and frame a student garden and outdoor gathering area south of the classrooms.
- The location of the school's administration and secure vestibule creates good visibility to bus and parent drop off areas and approaching visitors from a distance. This central control point allows access control to classroom suites and afterhours use of the gymnasium and commons.
- Required emergency vehicle access shared by delivery and garbage vehicles creates a service zone accessing the site from SE Franklin St. which eliminates vehicles crossing the site in areas of student activity.
- Stacking the Learning Suites achieves a greater site density to increase the size of athletic and playfields on-site.
- Locating the gymnasium to the north allows a direction connection to an attached covered play area and the protected athletic and playfields.

2.4 Transportation

Since SE Powell Blvd. is a major transit route and is under the jurisdiction of the Oregon Department of Transportation (ODOT), no site access will be provided from it. The main site access including pedestrian, bicycle, and bus drop off and parent drop off will be from the west on SE 69th Avenue. Per the Early Assistance Meeting PBOT is requiring a cul-de-sac to be located at the end of Franklin Street along with a ROW dedication, or a concrete strip would be allowed if approved by the Public Works Alternative Review Committee.

Emergency Vehicles

Fire apparatus access shall be provided to within 250 feet of all portions of the building. Access roads shall be within 150 feet of all portions of the exterior of the building; an approved turnaround is required if a dead end access road is more than 150 feet.

Bus Drop off

Space for eight, 40 foot student buses is required by the District. All buses must be able to drop off students parallel to the curb. It is preferred that the Bus drop off and vehicle parking area for staff and visitors is separated for safety

Delivery/Garbage Pick up/Loading Dock

Access to kitchen, mechanical, and building storage space is required for delivery trucks. Recycling and garbage containers must be directly accessible by service vehicles

Vehicle Parking

The city requires a minimum of 34 and a maximum of 51 parking stalls for staff and visitors.

Bicycles

136 bicycle parking spots are required based upon the number of classroom by the City of Portland.



In addition to the required elements, the District and the City have additional site preferences.

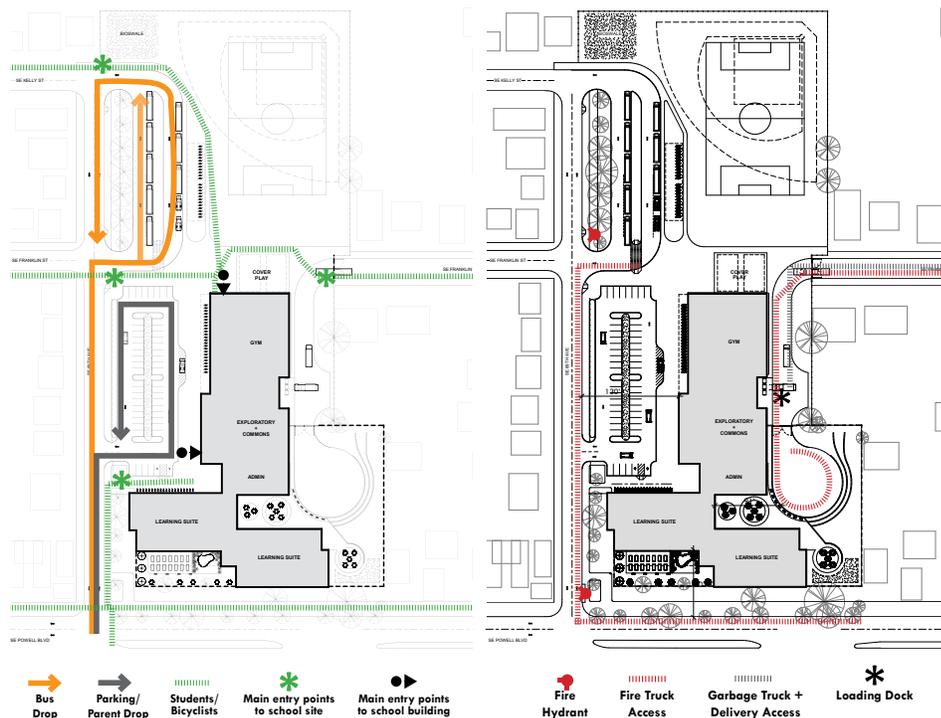
- On-site storm water treatment areas must be provided.
- For safety, the bus loop and the parking should be clearly separated and the buses should not be stacked.
- Access to the site should be aligned with the existing streets and the buses cannot drop off students at the curb cut that previously served the school.
- Buses should stay out of the neighborhood by accessing the site from SE Powell on SE 69th Ave. and return to the light at the intersection.
- There should be a planned special education bus drop off area located close to the main entrance.
- Limit the amount of cross site traffic from trash and deliveries that occur throughout the day.
- Bike commuting is encouraged with biking routes that are clearly distinguished from the vehicle movement areas

The preferred site layout aligns the bus loop, visitor and staff parking, and bike parking along the west property line. The creation of a vertical transportation zone allows greater connection between the school's gymnasium and the covered play area and outdoor fields to the north.

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Student Arrival and Departure

Delivery and Emergency Access



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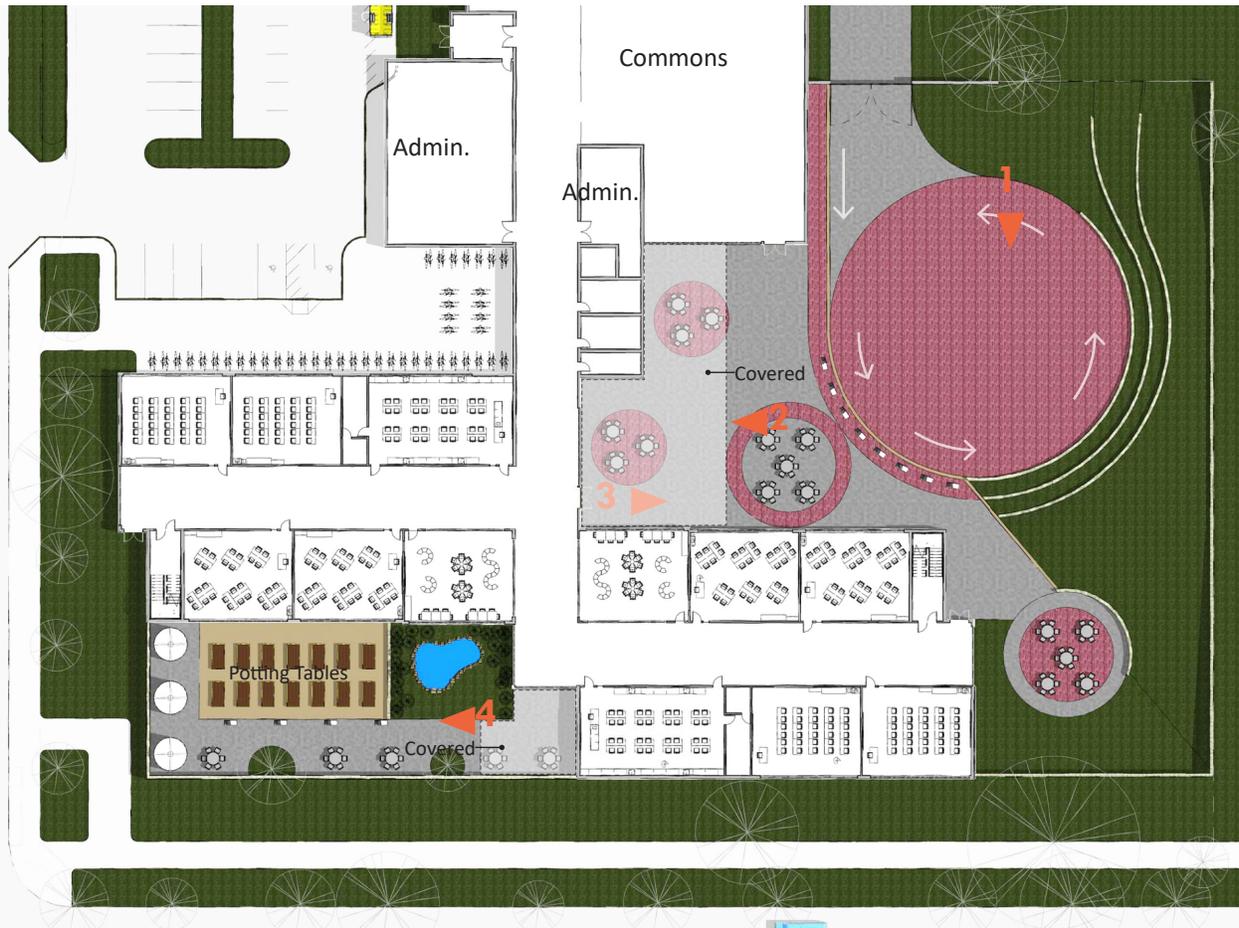
2.5 Outdoor Gathering and Student Gardens

Outdoor Gathering

The concept of incorporating an outdoor classroom into the building program allows students to get up and out of their seats, into a new, interactive setting that promotes hands-on learning. The Kellogg master plan includes a variety of outdoor activity locations with secure fencing and views from classroom or administration spaces. Studies show that the incorporation of nature and natural elements have extremely beneficial health factors on students.

Student Gardens

Student Gardens are common in school settings as they provide a variety of educational tools and opportunities for students. Gardens promote student collaboration and interaction, allowing them to learn about health and nutrition. The foods the students grow can then be studied in a science classroom setting, or be used in healthy cafeteria meals.



Enlarged Site Plan of Outdoor Gathering Spaces



East Outdoor Learning

The outdoor learning space at the east side of the site is adjacent to the Commons as well as being overlooked by the Learning Suites. The outdoor area has multiple zones with differing scales to allow for multiple classes and learning opportunities. Although there are multiple zones, the space is open to allow for visual security for its users. The bioswale at the south end of the space provides a noise and security buffer from Powell Blvd. The bermed seating around the fire access turn around also provides a sound barrier from the surrounding neighborhood.

- * Building shown as reference only.
- * Building design is in Schematic Design



1 Eastern Outdoor Gathering Looking South



2 Eastern Outdoor Gathering Looking West



3 Eastern Outdoor Gathering Looking East

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West Outdoor Learning

The outdoor learning space at the southern end of the site is overlooked by the Learning Suites which contains a mixture of extended learning, classrooms, and science classrooms. This space provides a safe and private environment for students with the 10 feet high wall enclosing it from Powell Blvd. The outdoor area has multiple zones to allow for multiple classes and learning opportunities. Although there are multiple zones, the space is open to allow for visual security for its users. On the west end, there is an option for three water storage tanks that hold water harvested from the roofs to irrigate the gardens. The raised planters can be used for urban gardening. The east end of the outdoor learning area is a rain garden with nature play integrated, another teaching tool.



4 West Outdoor Learning Looking West





2.6 Sports and Play

Sports Fields

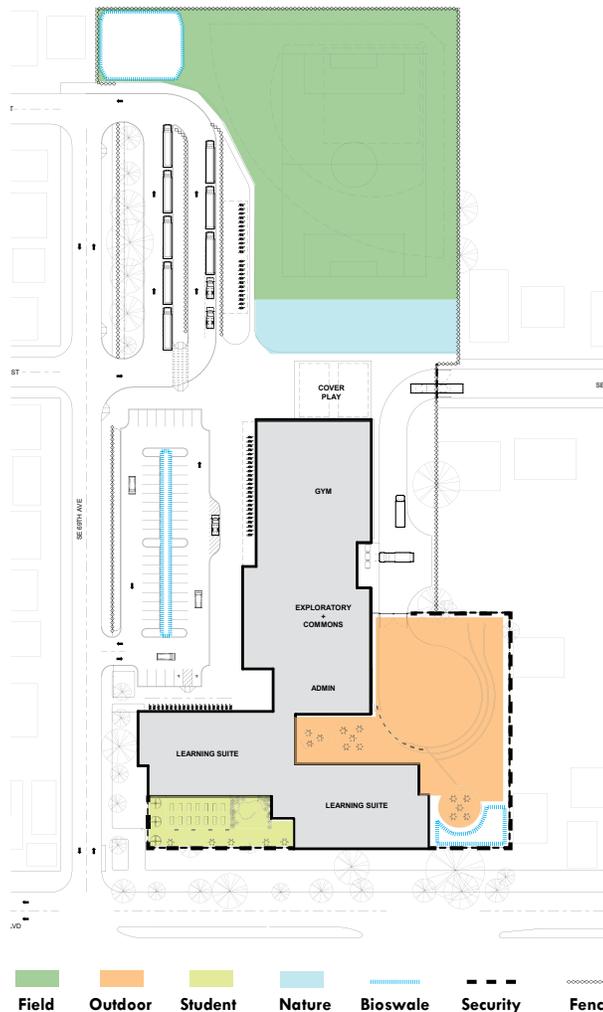
The main sports fields is located at the north end of the site away from the traffic of SE Powell Blvd. The softball and soccer field overlap however they are the largest fields the site can accommodate; 210' x 135' soccer field and 200' softball field. All practice and events for organized sports will be at the high school, these fields are to be used primarily for physical education.

Covered Play

PPS curriculum incorporates outdoor play or recess as part of their physical education requirements. Incorporating a covered play area lets students get outside for a longer period throughout the year, something that would not be otherwise possible due to weather restrictions. The preferred location for the covered play is next to the gymnasium in order to use the wall for games and the ease of access in bad weather.

- 2.1 Zoning and Neighborhood
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Fields and Outdoor Spaces



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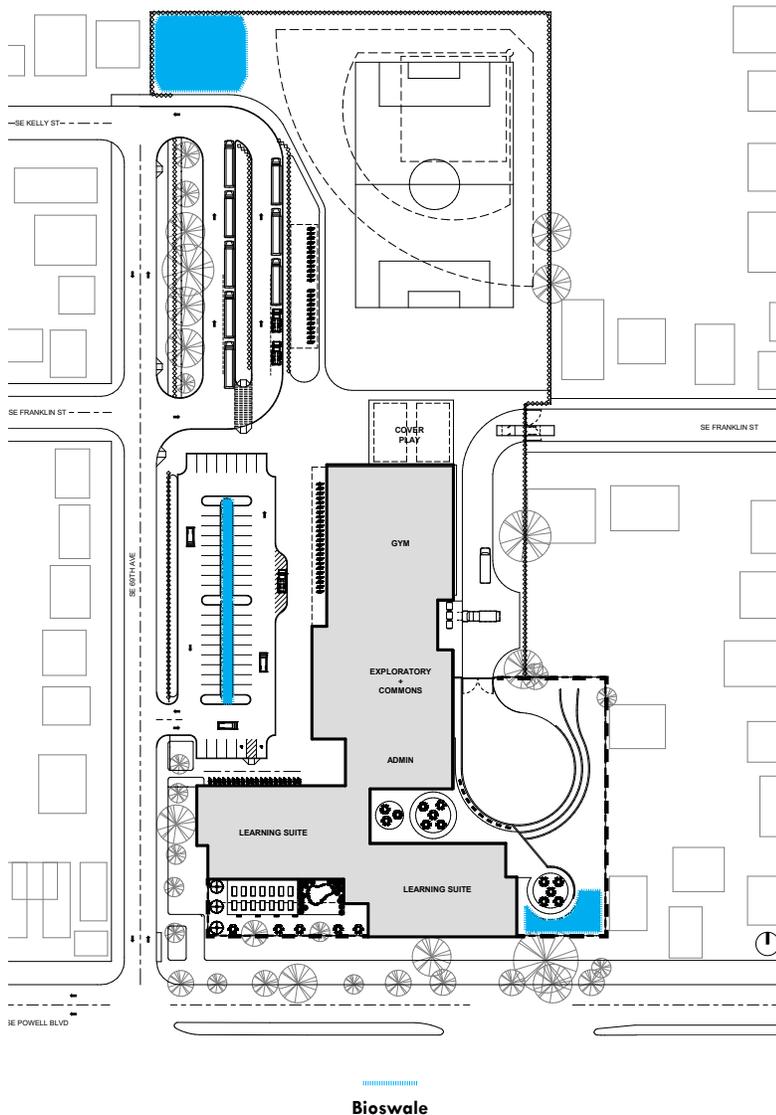
Nature Play

Nature Play areas use landscape development and other natural elements as play and teaching tools instead of metal or plastic play structures. Nature play areas give children more opportunity to define their play, encouraging imagination and creativity through physical action. Logs, boulders, bridges, and trees are just a few of the elements that can be incorporated into a Nature Playground.

2.7 Stormwater and Drainage

Per the City of Portland Public Improvements Ordinance 17 Kellogg is required to infiltrate the maximum amount of storm water on site that is feasibly possible. Three locations are being looked at, the south eastern corner of the site, within the parking stall median strip, and in the north west corner. The south-eastern location will create a barrier between Powell Blvd. and access onto the site for safety and will allow a teaching opportunity by the outdoor learning space. The other two locations are designed to address the parking lot and the bus drive lane impervious surfaces. The next step is for the civil engineer to calculate the proper size and location for the on-site bioswales.

Stormwater Strategies





Part 3 - Space Program

3.1 Kellogg Program

The PPS Middle School Educational Specifications were used as the starting point for the Kellogg Middle School Program. The needs of various internal stakeholders and focus groups were reviewed in meetings that provided recommendation for deviations from the current Middle School Educational Specifications’ standards. The revisions to the Educational Specifications for the Kellogg Middle School program have been made for primarily 2 reasons:

- Accommodate future student enrollment growth
- Allow for flexible use of the facility

For example, the square footage of the Cafeteria/Commons space has been increased to allow the student enrollment to increase from 675 students up to 810 students, to accommodate future growth. The square footage of the special education Learning Center has been increased from 800 SF to 980 SF to match the size of a typical classroom so it can be converted to a general classroom if need in the future. Spaces such as Community and Special Education have been evaluated and adjusted to meet current needs. The full program and deviations from the Educational Specification are included on the following pages.

Square Footage Requirements

An important aspect of school building planning is taking into consideration future district growth and increases in capacity. While the baseline for Kellogg Middle School encompasses spatial requirements for 675 students, expected growth over the next decade must reflect an anticipated increase to 810 students. With that expectation, the Educational Specification square footages and classroom counts attribute to the required number and types of classroom spaces.

The following building and site programs list the type of spaces that will be incorporated into Kellogg Middle School according to the PPS Educational Specifications. Black text represents items required by the specifications, the red text represents a Scope Add that is not identified in the Educational Specifications, and the blue text represents a Preferred Add that is listed as an optional space in the Educational Specifications.

3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

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KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOL DISTRICT
 11/20/17

Architecture Planning Interiors LEED Consulting

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OH PLANNING+DESIGN, ARCHITECTURE

KELLOGG MIDDLE SCHOOL PROGRAM

PROJECT NAME:
 Portland Public Schools - Kellogg Middle School

PROJECT NO.: 90031
 DATE: 10/30/2017

- * Planning capacity for Middle School program is 675 students
- * Target: 600 students
- * Maximum: 810 Students

Room Type	Room Name	Kellogg Middle School Program					Notes
		Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
Classrooms	Classroom	22	30	32.7	980	21,560	A,B
	ESL Classroom	1	15	65.3	900	900	C
Scope Add	ESL Classroom ADD	1			80	80	1
	Science Classroom	5	30	43.3	1,300	6,500	
	Science Prep	1			150	150	
Scope Add	Science Prep	2			150	300	2
	Science Storage	1			64	64	
Scope Add	Science Storage	2			64	128	2
	Extended Learning Area	6	30	33.3	1,000	6,000	D
	Student Lockers	3			190	570	
Preferred	Conference Room	1			200	200	
Subtotal ASF						36,452	
Exploratory	Music (Band & Choir) Rm	1			1,400	1,400	E
	Music Office	1			120	120	
	Art	1			1,200	1,200	
	Art Storage	1			120	120	
	Computer Lab	1			980	980	
Preferred	STEAM Lab	1			1,200	1,200	F
Preferred	Kiln Room	1			100	100	
Preferred	Dance	1			980	980	G,H
Preferred	Music/instrument Storage	1			120	120	
Subtotal ASF						6,220	
Media/Technology	Media Center	1			1,650	1,650	
Preferred	Media Center	1			1,550	1,550	3
	Media Workroom	1			200	200	
	Conference/Group Study	1			200	200	
Subtotal ASF						3,600	



		Kellogg Middle School Program					Notes
Room Type	Room Name	Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
Athletics	Gym	1	60	113	6,800	6,800	
	Athletics Storage	2			200	400	
	Club Storage	3			80	240	
	PE Office	1			120	120	
	Boy's Locker Room	1			800	800	
	Girl's Locker Room	1			800	800	
Scope Add	Table/Chair Storage	1			200	200	4
Subtotal ASF						9,360	
Administration	Reception/Secretary	1			450	450	
	Health Room/Toilet	1			200	200	
	Principal's Office	1			180	180	
	Assist. Princ. Office	1			120	120	
	Workroom/Mail	1			350	350	
	Staff Room	1			500	500	
	Conference Room	1			180	180	
Preferred	Conference Room ADD	1			20	20	6
	Restroom	2			45	90	
Preferred	Restroom ADD	2			19	38	7
	Lost & Found	1			50	50	
Preferred	Records Office	1			150	150	J
Subtotal ASF						2,328	
Counseling	Counselor's Office	2			120	240	
	Record Storage	1			100	100	
	Mediation/Tutorial Room	1			120	120	
Preferred	Conference Room	1			200	200	
Subtotal ASF						660	
Special Education	Learning Center	1			800	800	K
Scope Add	Learning Center ADD	1			180	180	8
Scope Add	Sensory Sup/Offices	3			150	450	9
	Special Needs Toilet	1			120	120	
Preferred	Sensory Support Room	1			150	150	
Preferred	Life Skills Room	1			980	980	L
Subtotal ASF						2,680	
Community Support	Parent/Volunteer Room	1			200	200	
	Parent/Community Room	1			800	800	M
Scope Add	Parent/Comm Room ADD	1			120	120	10
	Parent/Family Offices	1			120	120	
Subtotal ASF						1,240	



		Kellogg Middle School Program					Notes
Room Type	Room Name	Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
Cafeteria/Commons	Cafeteria	1	283	15	4,250	4,250	
Preferred	Cafeteria ADD	1	17	15	250	250	11
Scope Add	Cafeteria ADD	1	105	15	1,580	1,580	12
	Kitchen	1			800	800	
	Dishwashing	1			250	250	
	Kitchen Freezer/Cooler				140		
	Kitchen Office/Alcove	1			60	60	
	Servery	1			900	900	
Scope Add	Servery ADD	1			315	315	13
	Kitchen Staff Lockers	1			20	20	
Preferred	Kitchen Staff Lockers ADD	1			80	80	14
	Kitchen Restroom	1			45	45	
Preferred	Kitchen Restroom ADD	1			19	19	15
	Table/Chair Storage	1			200	200	
	Kitchen Storage	1			150	150	
Subtotal ASF						8,919	
Community/Partner	Partner Program Office	2			150	300	16
	Pantry	1			200	200	
Preferred	Partner Prog. Stor/Office	4			88	350	17
Preferred	Laundry Room	1			100	100	18
Subtotal ASF						950	
Building Support	Restrooms	6			45	270	
	Toilets - Boys	3			200	600	
	Toilets - Girls	3			200	600	
	Custodial Rooms	4			100	400	
	Custodial Office/Lockers	1			150	150	
	Materials Storage	1			350	350	
	Custodial Storage	1			350	350	
	Building Stor./Receiving	1			650	650	
	MDF Room	1			160	160	
Preferred	MDF Room ADD	1			20	20	19
	IDF Rooms	3			80	240	
Preferred	IDF Rooms ADD	3			20	60	20
	Electrical Room	1			180	180	
Preferred	Electrical Room ADD	1			20	20	21
	Central Mechanical Room	1			600	600	
Preferred	Central Mechanical ADD	1			200	200	22
Preferred	Custodial Work Area	1			180	180	
Preferred	Electrical Generator Room	1			200	200	N
Preferred	Outdoor Equipment Stor.	1			200	200	
Subtotal ASF						5,430	



		Kellogg Middle School Program					Notes
Room Type	Room Name	Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
MS Program Total -REQUIRED AREA						67,119	
MS Program Total -PREFERRED AREA						7,267	
MS Program Total -SCOPE ADD AREA						3,453	
Total Net Square Footage						77,839	
New Construction - Building Circulation (Net to Gross ratio 29%)						22,573	
TOTAL MIDDLE SCHOOL PROGRAM GROSS SQUARE FOOTAGE						100,412	

SEE SEPARATE KELLOGG MS SITE PROGRAM SPREADSHEET FOR SITE REQUIREMENTS

Notes:

- A "Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas
 - B Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks,
 - C Room should be divisible into two smaller classrooms
 - D One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000
 - E Music room should incorporate instrument storage if not built separately
 - F Dance Room with stage to be elevated 18-30 inches above adjacent gymnasium; separate with acoustic/operable wall that opens to gymnasium; stage to provide space for dance
 - G Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication
 - H Dance is part of the core program.
 - J Records Office reprogrammed out of Educational Specifications provided Records Storage space per OTL direction
 - K Number of Learning Centers dependent on SPED population within school; (1) 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF
 - L Intensive Skills room dependent on the needs of the student population
 - M Includes Clothes Closet storage area
 - N Can be located outside building if site conditions allow; inside building preferred
- 1 80 sf added to ESL to provide future flexibility per OTL direction
 - 2 (2) Science Prep and (2) Science Storage spaces added - One provided for each floor per OTL direction
 - 3 3,200 sf Media Center preferred per Educational Specifications
 - 4 200 sf added for chair storage to accommodate a capacity of 800 for a performance in the gymnasium per OTL direction
 - 5 200 sf added for theater storage to accommodate the stage performances in the gymnasium per OTL direction
 - 6 200 sf Conference Room preferred per Educational Specifications

- 7 64 sf single user preferred and gender neutral restrooms required per Educational Specifications
- 8 180 sf added to Learning Center to provide future flexibility per OTL direction
- 9 (3) additional Sensory Support Room/Offices added - One provided for each floor per OTL direction
- 10 120 sf Clothes Closet provided in Educational Specifications added to Parent / Community Room per OTL direction - Secure storage provided for Clothes Closet storage
- 11 4,500 sf Cafeteria and two lunch periods preferred per Educational Specifications
- 12 1,580 SF added to meet Educational Specifications preferred two lunch periods for an 810 student enrollment
- 13 315 sf added to meet Educational Specifications preferred two lunch periods for an 810 student enrollment
- 14 100 sf for staff lockers preferred per Educational Specifications
- 15 64 sf single user, gender neutral Kitchen Restroom preferred
- 16 (1) 150 sf Partner Program Office reprogrammed out the Educational Specifications preferred After School Instructional Space (500 sf) per OTL direction
- 17 (4) Additional 88 sf Partner Program Storage / Offices reprogrammed out of Educational Specifications preferred After School Instructional Space (500 sf) per OTL direction
- 18 100 sf Laundry Room reprogrammed out of Educational Specifications preferred Pantry space addition (100 sf) per OTL direction
- 19 180 sf MDF Room preferred per Educational Specifications
- 20 (3) 100 sf IDF Rooms preferred per Educational Specifications
- 21 200 sf Electrical Room preferred per Educational Specifications
- 22 800 sf Central Mechanical Room preferred per Educational Specifications

The following preferred rooms and area increases to required rooms (Add) in the 2015 Educational Specifications have been removed per OTL direction: Practice Rooms, Student Project Storage, Media Office, Boy's and Girls Locker Room (Add), PE Office (Add), Flex Office, Principal's Office (Add), Asst. Princ. Office (Add), Itinerant Offices (Add), Parent/Family Office (Add), Stage, Stage Storage, Kitchen Office (Add), After School Instruction, Concessions, Restrooms (Add), Custodial Rooms (Add), Custodial Office (Add), Materials Storage (Add), Custodial Storage (Add), Building Storage (Add)



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 PORTLAND PUBLIC SCHOOL DISTRICT
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OH PLANNING+DESIGN, ARCHITECTURE

KELLOGG MS SITE PROGRAM

PROJECT NAME: Portland Public Schools - Kellogg Middle School	PROJECT NO.: 90031 DATE: 10/30/2017
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- * Planning capacity for Middle School program is 675 students
- * Target: 600 students
- * Maximum: 810 Students

		Kellogg Middle School Program					Notes
Room Type	Room Name	Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
Site/Athletics	Covered Play Area	1	30	133	4,000	4,000	
	Athletic Fields					0	
							0
SITE TOTAL GROSS SQUARE FOOTAGE						4,000	



3.2 Evidence Based Design

The concept of Evidence Based Design (EBD) is derived from using data and research to determine the best possible solutions to design problems. EBD uses critical thinking to measure the influence of various design factors and their outcomes on user performance and satisfaction. Research is not only activity based, but client specific as well; in relation to educational environments, this strategy takes a look at the key influences on student performance, interaction, and health within the school. In order to make the best informed design decisions, it is crucial to take the existing research and apply it directly to the project at hand - in this case, Kellogg Middle School - and compare it to site findings, survey results, community input, demographics, and the PPS curriculum.

Natural Lighting

There is exceptional evidence in the correlation between the amount of natural daylight in the classroom and student performance. Studies find that classrooms with the most daylight, which typically include large windows or skylights, show students excel in their studies up to 18% more than those who learn in artificially lit spaces. Testing scores also increase when the windows are operable and give direct access to the outdoor environment.

STRATEGY : In spaces allowing, we aim to design for ample daylighting with use of exterior glazing throughout but also use shading elements and positioning to avoid glare and minimize effects of heat gain and loss. Additionally, glazing between interior partitions allows natural light into internal corridors and encourages collaborative learning.



NATURAL DAYLIGHTING USING CLERESTORY WINDOWS AND LIGHT SHELF

3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

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Green Space

Plant life and green space is a crucial factor in adolescent development. Studies show that green spaces, including outdoor learning spaces, community gardens, and recess or play areas, boost cognitive outcomes in children and lead to better focus and participation. A connection to nature allows students to leave the traditional, indoor classroom environment and connect with themselves and their surroundings, while being immersed in natural, quality air and Vitamin D. Indoor classrooms also benefit from expansive views of the natural outdoors.

STRATEGY : Design and integrate multi-functional outdoor gathering and learning spaces within the site. Capture views from interior learning spaces to the outdoors. Ample exterior glazing also helps to blur boundaries between the interior and exterior which can create a connection to the outside while enjoying indoor comforts.



NATURE PLAY OUTDOOR STUDENT AREA



OUTDOOR LEARNING SPACE

Indoor Air Quality

A sustainable HVAC system in the school can have extremely beneficial health benefits. By circulating out carbon dioxide, germs, and other airborne contaminants, an increased quality in breathable air has shown decreased student absenteeism, while poor air quality has proven to increase health risks including asthma and other respiratory issues. Overall student wellbeing and attainment benefits from clean air, improving student demeanor and decreasing fatigue.

STRATEGY : Design a robust mechanical system to filter out environmental contaminants. Sensors in the system will alert staff when levels are unsatisfactory. Weather permitting, operable exterior glazing can promote natural airflow. The mechanical system can also be highlighted either in part or throughout presenting an opportunity to transform the building into an instrument for curriculum.

Acoustics

A key factor for engagement is noise. External noises can be very distracting when students are trying to focus and concentrate, and is a stress factor that can increase blood pressure and shorten attention spans. Softer classroom environments that include installing carpets or acoustical ceiling tiles that absorb sound have proven to produce students with better focus and concentration, and overall higher test scores.

STRATEGY : Design with finishes appropriate to the use of the space such as soft and sound absorptive materials like carpet and acoustic ceiling for classrooms, media, and offices where sound would be disruptive to learning and activities. Use materials with high Noise Reduction Coefficients (NRC), such as acoustic ceiling clouds and wall panels to dampen noise and activities from spaces such as corridors, music classroom, and the gymnasium.



Ergonomics and Flexibility

Just as no two students learn the same way, no two students respond to the physical environment the same way. Classrooms have traditionally consisted of a simple desk and chair environment, with everyone sitting in rows and facing the front of the classroom. Traditional classroom furniture is on the way out and being replaced with adjustable, flexible furniture including group tables, sit/stand desks, and a variety of options for chairs and stools. Studies find that students using adjustable furniture receive higher testing scores by encouraging better postures and increasing health benefits, leading to better overall comfort.

STRATEGY : Design an array of spaces ranging from private nooks for a moment of solitude to larger gathering spaces which support learning in and out of the classroom and encourage multi-disciplinary, collaborative learning. Provide flexible furniture which allows for multiple teaching styles and individual control of comfort.



THIS STEAM LAB DEMONSTRATES MULTIPLE DESK AND SEATING OPTIONS

Color Theory

Color can help connect the neuropathways in the brain. Connecting with hormone regulating endocrine glands, the brain absorbs color information and translates it into emotional, psychological, and even physical responses. Many studies show relationships between color preferences and student performance, influencing creativity, focus, happiness, and memory. Color can even impact participation and absenteeism, and physical responses such as heart rate and respiration. Conversely, a lack of color, or an excess of black, white, and greys, has been proven to lower IQ about 10 points. Strategically placing certain colors in specific spaces, such as orange in common spaces or cafeterias and blues and greens in critical thinking and concentration spaces such as mathematics, history, and science classrooms can shape student disposition in these environments.

STRATEGY : Design with specific tones and colors to enhance the intended learning and activity within each space. Color will also be used throughout the building to define zones and spaces, and to assist in wayfinding.

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3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets



The Finnish Example

Finland has some of the best schools in the world, consistently ranking at the top of the Program for International Student Assessments (PISA). What we can learn from their schools:

DAYLIGHTING
AND VIEWS



NON TRADITIONAL
CLASSROOMS



EVERY SPACE IS A
LEARNING SPACE



MULTIPURPOSE
VESTIBULES





3.3 Active Learning, Extended Learning and Multi-Purpose

Classrooms are not only spaces for students to learn, but can be used as interactive teaching tools and active environments that promote exploration. Extended Learning spaces have been programmed into each Learning Suite (two per floor), and serve as multi-use spaces where students can get out of a traditional desk-chair classroom layout and into a modular, interactive space with soft, flexible seating and a variety of technology and teaching tools. The flexible space allows the faculty to reserve the extended learning spaces for a day or longer to meet project and teaching style demands.

Extended Learning spaces are beneficial when a school is challenged for square footage. They create a space that can be used for multiple disciplines and specialists to reduce required square footage and provide a variety of teaching environments.

The concept of Active Learning classroom styles uses interactive and modular furniture as a teaching tool, used to group students into teams and promote collaborative problem solving and learning.

The research behind Active Learning classrooms and Extended Learning spaces advocates for the many benefits of a flexible, collaborate environment. Not only are these spaces available for student but also for faculty and can accommodate small groups to larger project activities.

A Maker space/STEAM Lab is included in the Kellogg program to provide an interactive environment for student projects and group collaboration. In contrast to the extended learning spaces, the maker space can be taken over by a teacher and class for a longer period of time and facilitate fabrication and other interactive learning techniques.



ACTIVE LEARNING ALLOWS MULTIPLE FURNITURE SOLUTIONS FOR STUDENT ENGAGEMENT

3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

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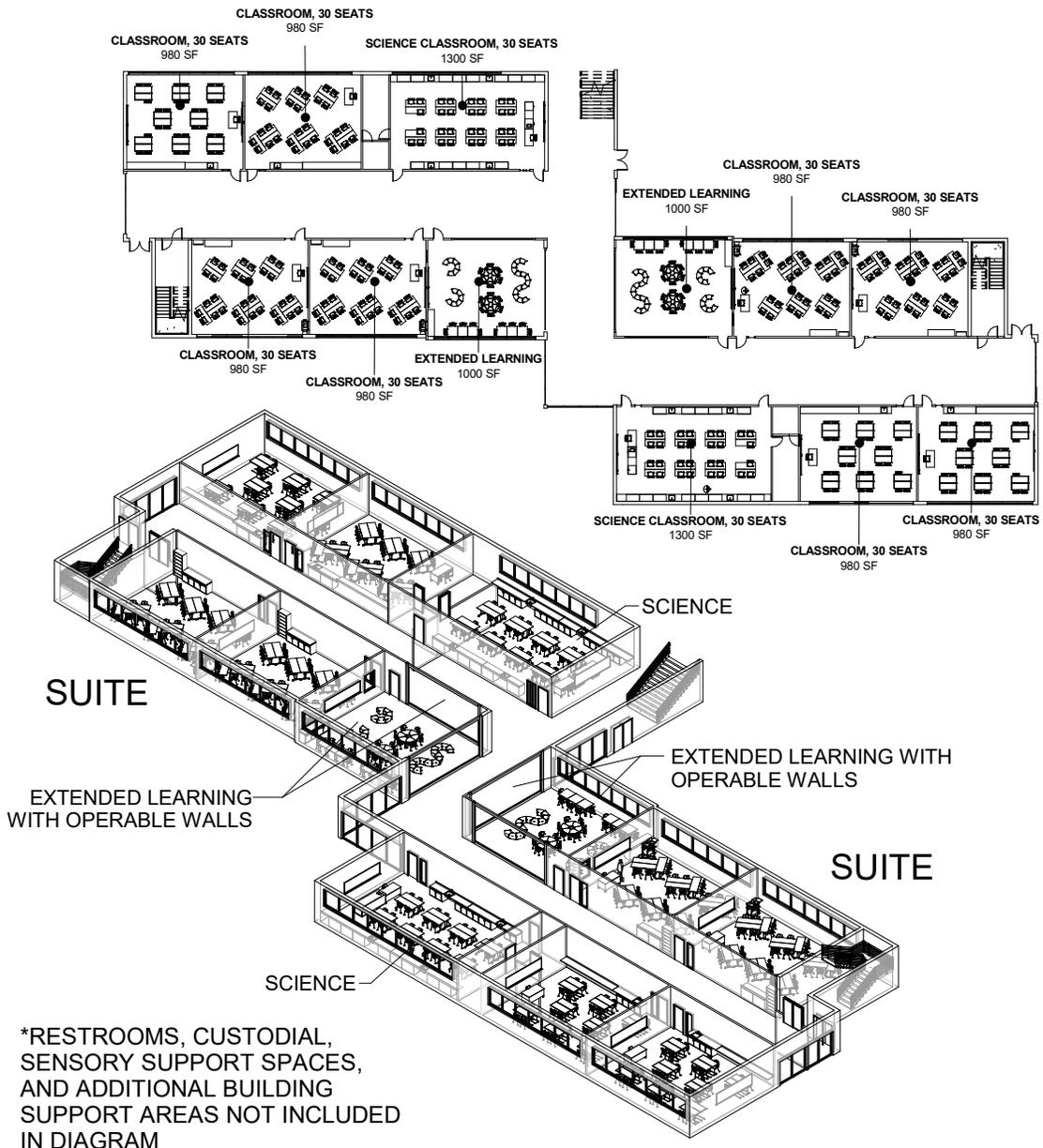


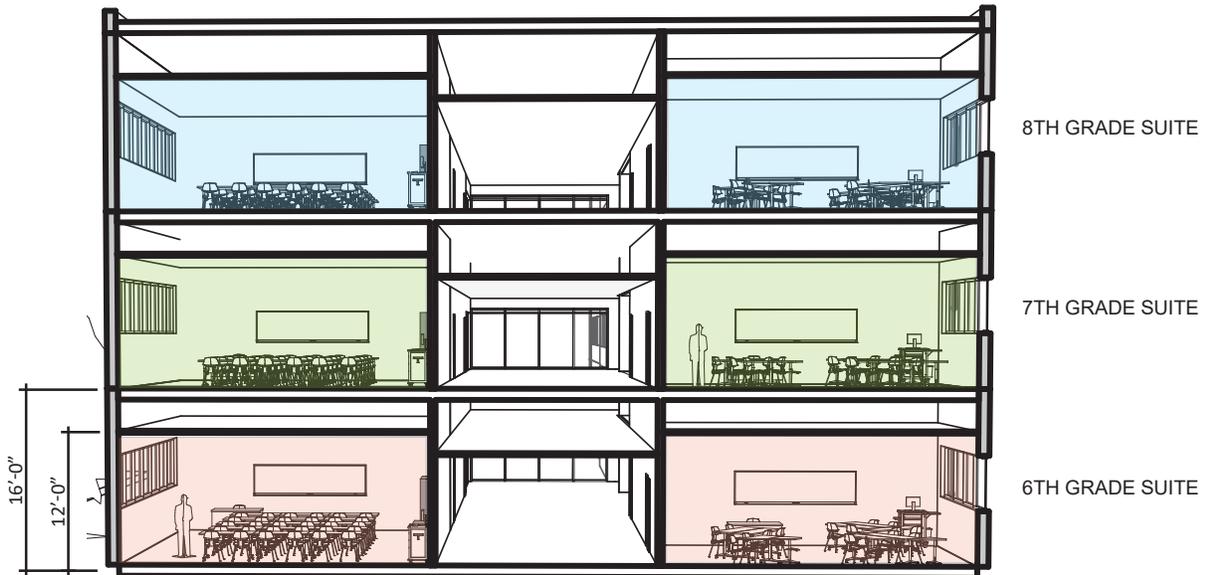
Furniture Solutions

Mobile, modular furniture that incorporates a variety of desk sizes and configurations, as well as casual soft seating allows for students to really take control of their environment. No two students learn the same way, so allowing for variation within the learning environment lets students be more involved in the classroom and more excited to participate in classroom discussions.

3.4 The Learning Suite

Innovate building orientation and classroom layout is important in creating a sense of identity for students and staff in a building. Creating a welcoming feeling of community is crucial for adolescent development, as children spend the majority of their days in a school environment.





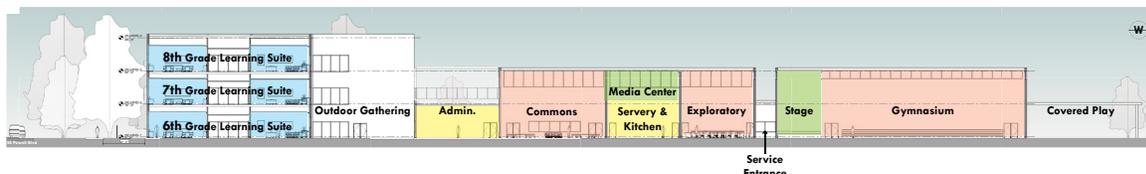
The concept of Learning Suites considers building wings as communities or neighborhoods. In a middle school setting, this allows grades to be grouped by floor, with each wing containing its own shared spaces such as extended learning classrooms and restroom clusters.

Core and Centralized Spaces

The concept of core spaces as centralized gathering locations promotes a sense of community and connectedness for students and staff. The Cafeteria/Commons, Media Center, Auditorium, and Gymnasium are common spaces where students assemble, socialize, or be active. Locating these spaces in the core of the building with easy access to the main atrium and administration allows them to become hubs for various types of congregations, and can even be utilized by the community for fund raisers, theater productions, or PTA meetings. These spaces are usually louder and more boisterous than the typical classroom environment, and hold their own sense of identity and commonality.

Shared Classroom Spaces

In addition to the core program spaces, there are shared learning environments that create student unique engagement opportunities and interaction within the classroom environment. The Maker Space/STEAM Lab, Art, Music/Band, Dance, Physical Education, ESL, and the Special Education Learning Center engage learning through specialized environments and promote interactions and physical learning.



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3.5 Flexible Solutions

When looking at a building program and classroom design, it is often the case that the allowed square footage cannot accommodate all the spaces required by the curriculum. Creative solutions to this problem involve multi-purpose, flexible spaces that can be used for a variety of purposes and classes.

Outdoor Gathering Spaces

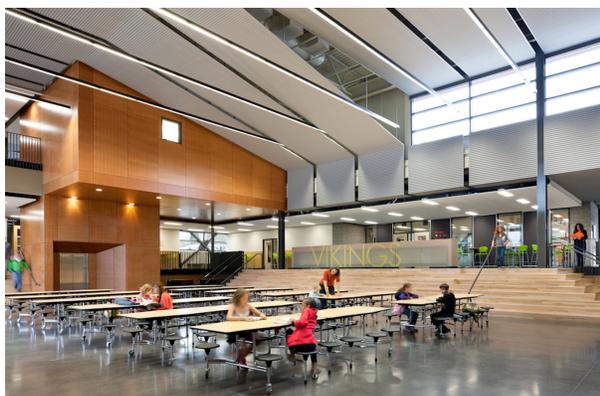
Studies show that natural lighting provides a variety of benefits to students, including fighting fatigue, promoting positive mental health, and stimulating interest and interaction within the classroom. The option for an exterior learning environment, community garden, or natural play space gets students outside and active, and provides hands-on learning opportunities that would not be available in a traditional classroom environment.

Gymnasium

Finding a location to accommodate an entire school assembly can be difficult when space is limited. Gymnasiums, which are typically planned to hold full sized courts and spectator seating, can be creatively designed to transform into an auditorium space for assemblies, school plays, musicals, and band performances. Adjacencies are crucial when developing this space, aligning the gymnasium, performance stage, and music room for a cohesive flow that coordinates with classroom schedule and curriculum.

Cafeteria/Commons

The cafeteria is not only a space where people eat, connect, and socialize, but a space where community groups can hold meetings, teachers can collaborate, and concessions can be held for plays and performances. Providing a variety of seating also allows the space to be used as an Extended Learning environment where students can get out and take a break from typical classroom monotony. This common space is important to be centrally located in the building so as to accommodate the many flexible uses.



CAFETERIA DOUBLES AS EXTENDED LEARNING SPACE



GRAND STAIRCASE TO CONNECT CORE SPACES



STEAM and Makerspace

STEAM Labs are spaces that focus on Science, Technology, Engineering, Arts, and Mathematics. The concept of using STEAM as part of the curriculum transform the way classrooms are designed, focusing on technology as a prominent teaching tool and encourages communicating project data in a creative manner.

Often incorporated into the design of a STEAM Lab is Makerspace requirements. A Makerspace is the modern equivalent of a shop class, utilizing technologies such as 3D printers, soldering irons, CADD and drafting programs, and other building tools as a platform for hands-on creation of anything from architectural models to robots and drones.

The Modern STEAM Lab and Makerspace consists of modular, collaboration style seating and table layouts that allow for a multitude of lessons and teaching styles. This allows students to work as a group or independently, usually with teacher assistance and hands-on demonstrations. Incorporating technology into the classroom can be done in many ways, typically through projection screens or Smart Boards, mobile laptop computer carts for student use, and ceiling mounted cord reel outlets for equipment.



STEAM CLASSROOM

3.6 Room Data Sheets

The following Room Data Sheets (RDS) provide an example of the ideal spatial layout of individual spaces, and were developed from PPS focus group input. The RDS look at square footage, capacity, furniture and equipment requirements, and general space planning.

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(22) TYPICAL CLASSROOM - 980 SF

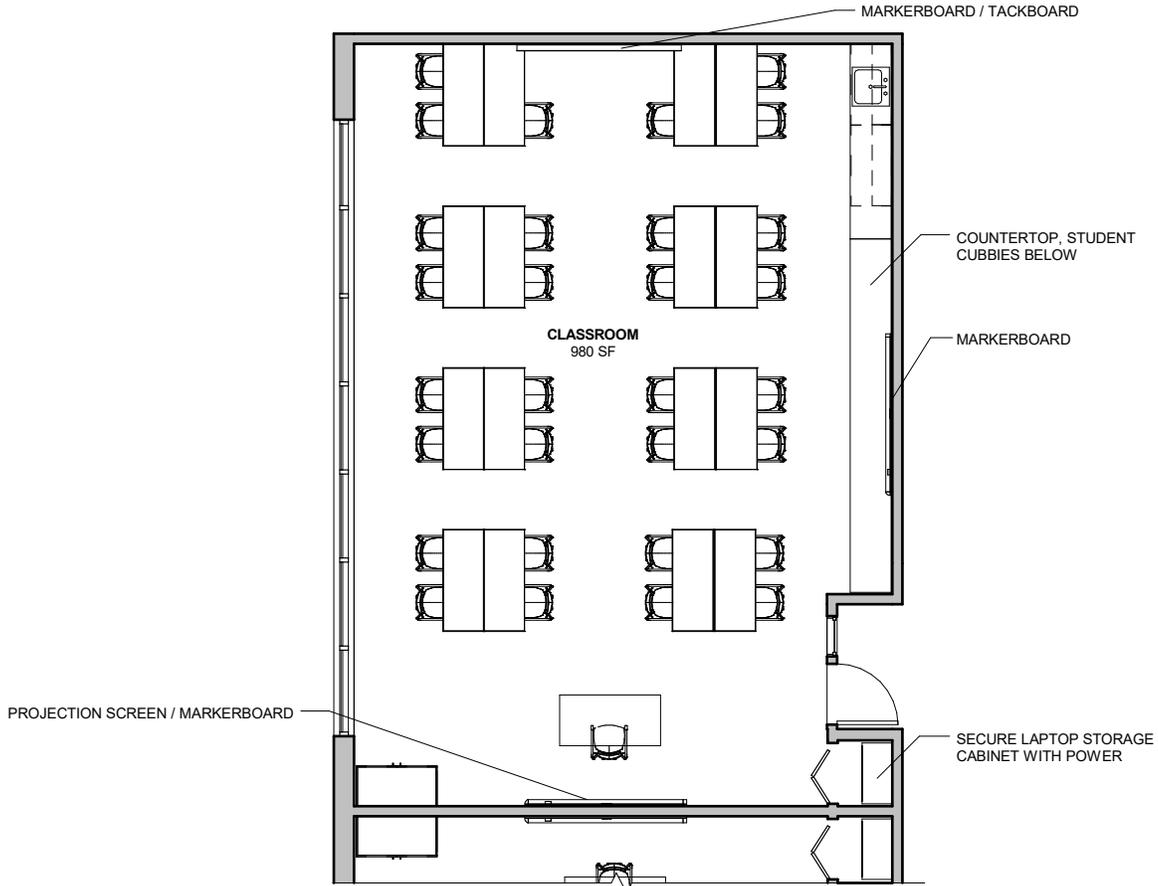
- MATHEMATICS, ENGLISH LANGUAGE, WORLD LANGUAGE, HISTORY
- 30 STUDENT/CLASS
- 2 STUDENT DESKS @ 60" X 24"
- SINK PROVIDED - NOT INCLUDED IN EDUCATIONAL SPECIFICATIONS

(1) ESL CLASSROOM - 980 SF

- REQUIRED - 900 SF
- SCOPE ADD - 80 SF FOR FUTURE FLEXIBILITY

REQUIRED ADJACENCIES:

- COMMONS / EXTENDED LEARNING
- "ZONED" ACCESS
- RESTROOMS
- GENDER NEUTRAL RESTROOM - 1 PER FLOOR



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 PORTLAND

PRE-DESIGN

11-02-2017

RDS 1

CLASSROOM, TYP.

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

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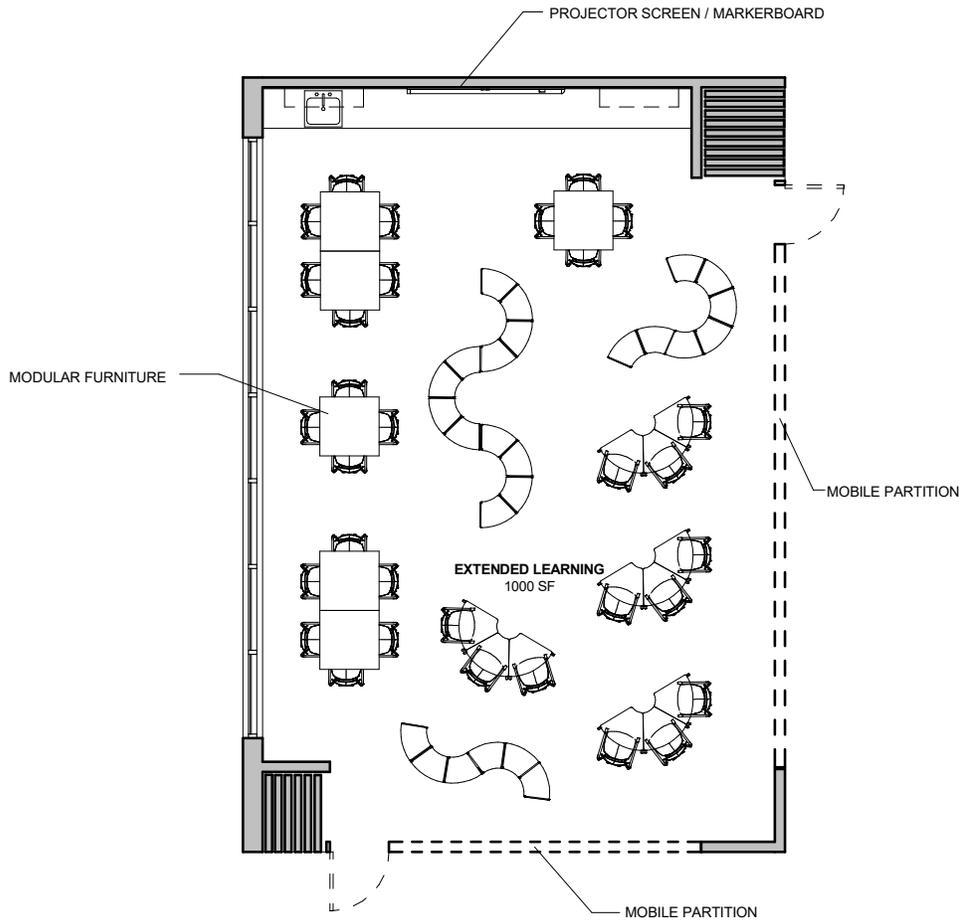
3.6 Room Data Sheets

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REQUIRED PROGRAM

- (6) EXTENDED LEARNING - 1000 SF**
 - MOBILE PARTITIONS WITH STC RATING 45-50
 - ONE MOBILE COMPUTER CART PER 2 CLASSROOMS
- (3) REQUIRED ADJACENCIES:**
 - CENTRALLY LOCATED
 - ONE PER LEARNING SUITE - 6 TOTAL



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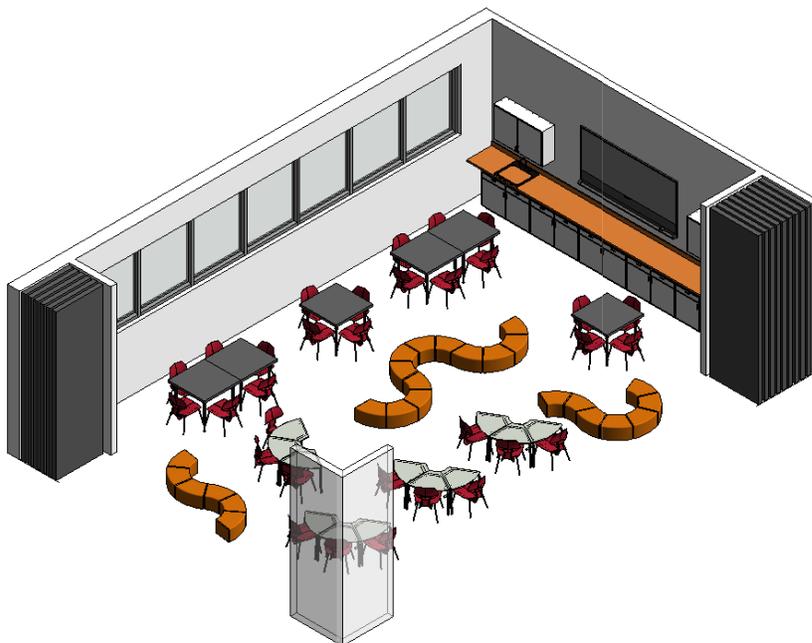
PRE-DESIGN

11-02-2017

RDS 2

EXTENDED LEARNING

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

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REQUIRED PROGRAM

- (5) SCIENCE CLASSROOM - 1300 SF**
 - EARTH SCIENCE, BIOLOGY, CHEMISTRY
 - 30 STUDENTS/CLASS
- (3) SCIENCE PREP - 75 SF**
 -SCOPE ADD OF (2) SCIENCE PREP 75 SF EA.
- (3) SCIENCE STORAGE - 64 SF**
 - SCOPE ADD OF (2) SCIENCE STORAGE - 64 SF EA.

REQUIRED ADJACENCIES:

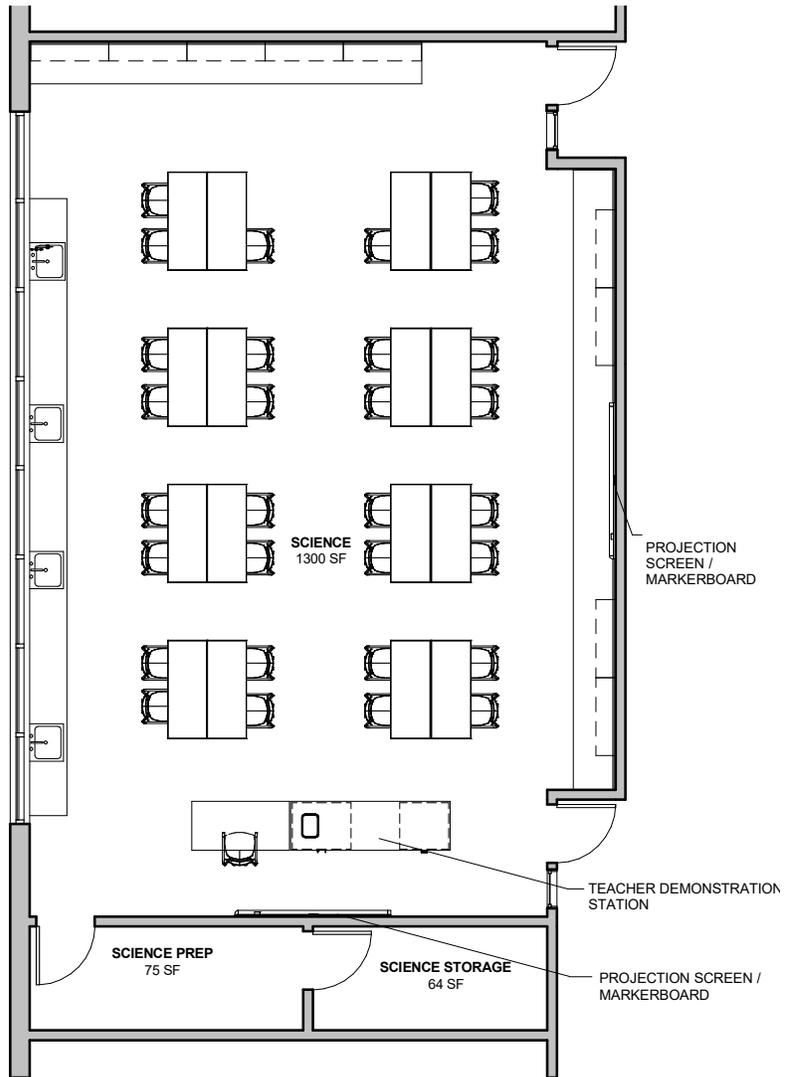
- STEAM LAB
- SUPPORT AND PREP SPACES
- RESTROOMS
- EXTENDED LEARNING AND COMMONS (WHERE APPLICABLE)

NOTES

- ONE MOBILE COMPUTER CART PER 2 CLASSROOMS

REQUIRED EQUIPMENT

- LAPTOPS / COMPUTER CART
- PROJECTOR
- GOGGLE SANITATION CABINET
- SAFETY EQUIPMENT CABINET
- BLANKET CABINET
- MICROWAVE
- HOTPLATES
- BEAKER DRYING RACK
- DOCUMENT CAMERA
- FUME HOODS
- GAS / AIR SPIGOTS
- EMERGENCY EYE WASH
- CHEMICAL RESISTANT COUNTERTOPS



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RDS 3

SCIENCE

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets



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PREFERRED PROGRAM

(1) STEAM LAB / MAKERSPACE - 1200 SF

REQUIRED ADJACENCIES:

- SCIENCE CLASSROOMS
- RESTROOMS

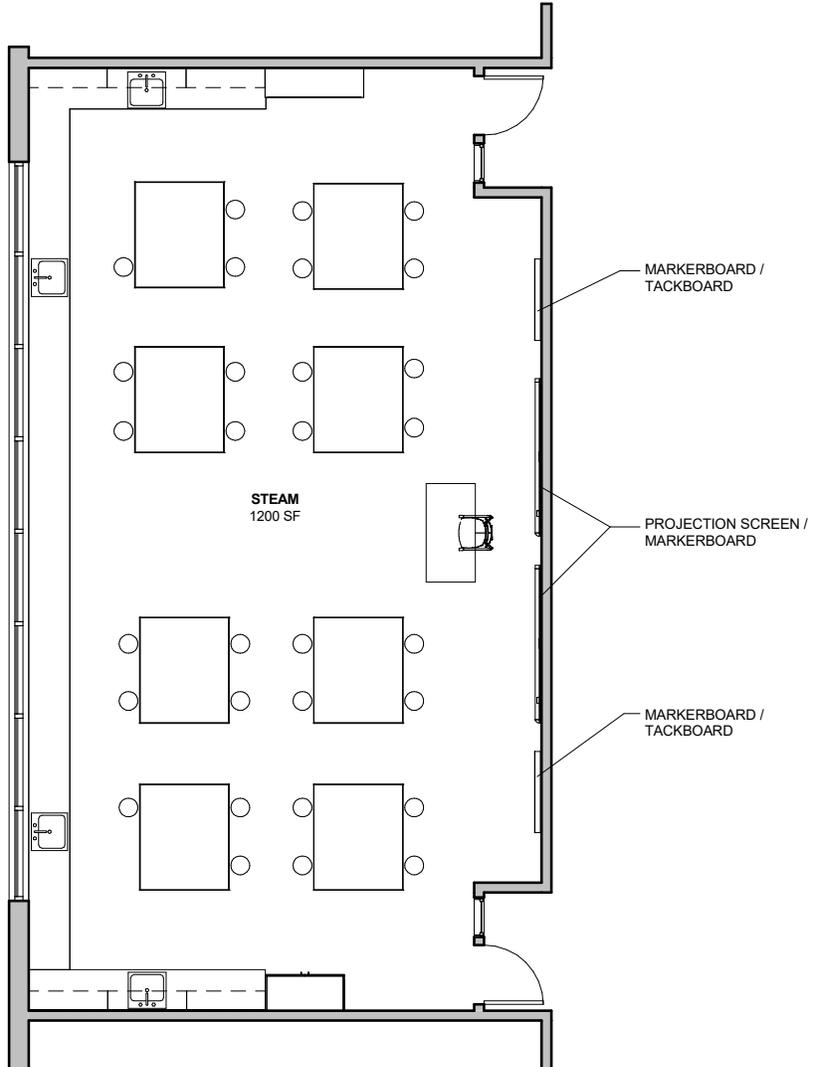
REQUIRED EQUIPMENT

- LAPTOPS / COMPUTER CARTS
- VIDEO PROJECTION SCREEN
- FIRE EXTINGUISHER

PREFERRED EQUIPMENT

- BLANKET CABINET
- GOGGLE SANITIZER
- BEAKER DRYING RACK
- MICROWAVE
- HOT PLATES

SCHOOL SPECIFIC
 MAKERSPACE / STEAM
 EQUIPMENT TO BE
 DETERMINED



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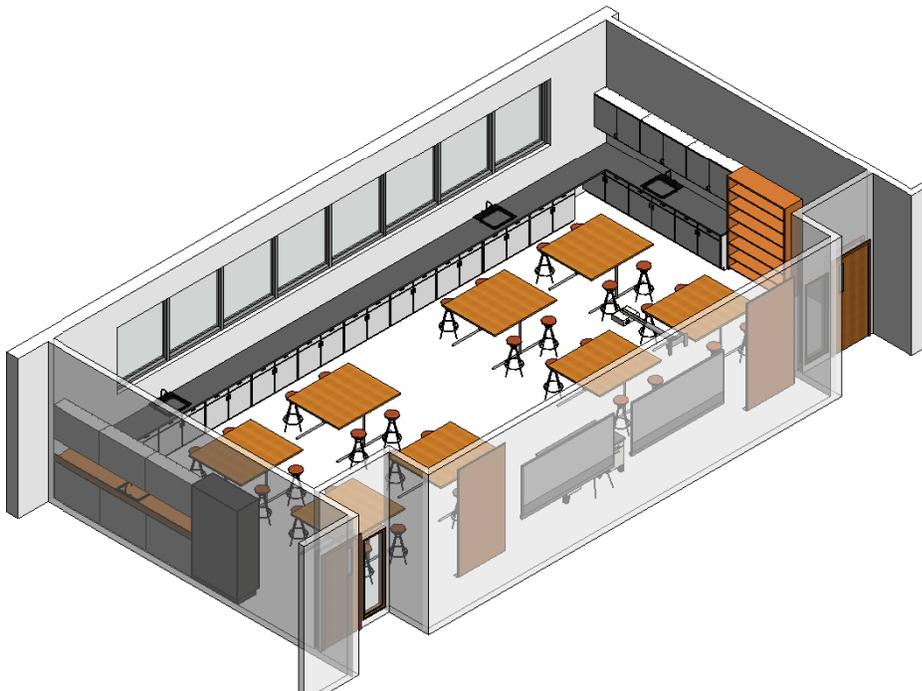
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 11-02-2017

RDS 4

STEAM / MAKERSPACE

Project # 90031



EXECUTIVE SUMMARY

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REQUIRED PROGRAM

LEARNING CENTER - 800 SF

SCOPE ADD 180 SF FOR FUTURE FLEXIBILITY AS GENERAL CLASSROOM

PSYCHOLOGY OFFICE - 150 SF

RESTROOM - 120 SF

PREFERRED PROGRAM

INTENSIVE SKILLS - 980 SF

- TYP. 12 STUDENTS / CLASS
- ADA FIXTURES INCLUDING SINK AND SINK ACCESSORIES
- 4' DOORS WITH OPERATOR
- 3 TEACHER / AIDE DESKS (SPECS REQUIRE 4 TEACHER/AIDS)

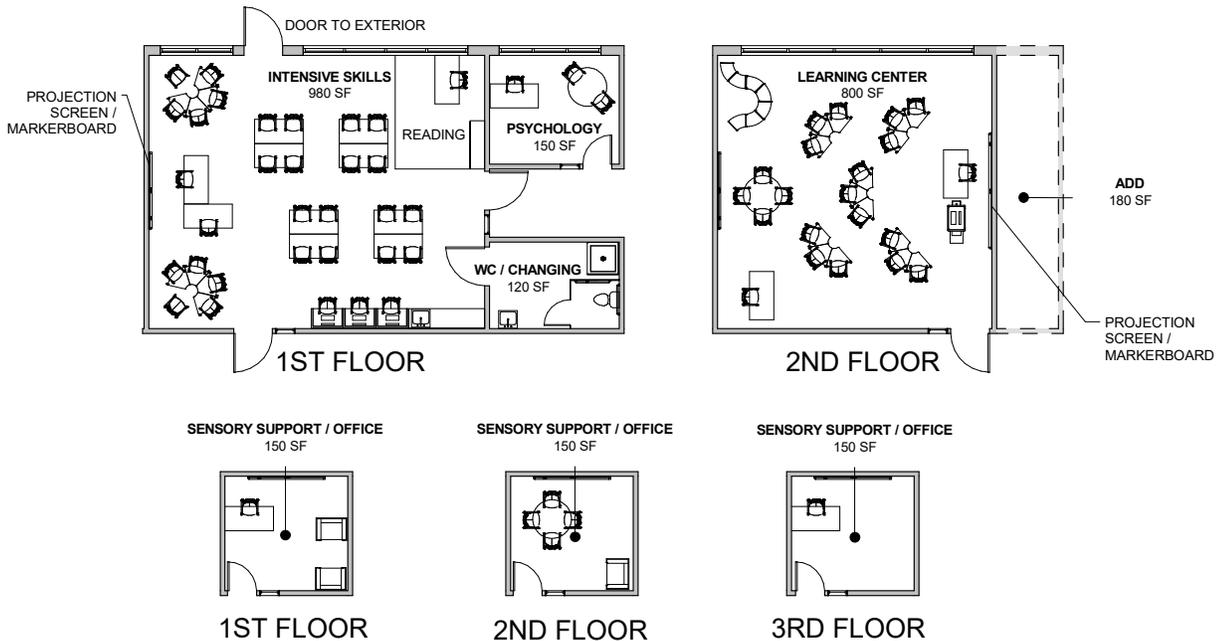
(3) OFFICES / SENSORY SUPPORT - 150 SF EA.

- SCOPE ADD TO INCREASE SIZE OF (3) OFFICES TO 150 SF - 210 SF TOTAL

REQUIRED ADJACENCIES:

- PSYCHOLOGY ADJACENT TO INTENSIVE SKILLS
- OFFICE / SENSORY SUPPORT ROOM ON EACH FLOOR (3 TOTAL)
- LEARNING CENTER TO BE PART OF 2ND FLOOR LEARNING SUITE

NOT INCLUDED - SOCIAL-EMOTIONAL SKILLS CLASSROOM, PER SPECIAL EDUCATION MIDDLE SCHOOL PLANNING DOCUMENT, FALL 2017-18



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RDS 5

SPECIAL ED

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3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

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REQUIRED PROGRAM

CAFETERIA - 2 PERIOD LUNCH - 6,080 SF

- REQUIRED - 4,250 SF
- SCOPE ADD - 1,580 SF
- PREFERRED ADD - 250

KITCHEN - 800 SF

DISHWASHING - 250 SF

SERVERY - 1,215 SF

- REQUIRED - 900 SF
- SCOPE ADD - 315 SF

TABLE STORAGE - 200 SF

KITCHEN STORAGE - 150 SF

FREEZER - 140 SF

STAFF LOCKERS - 100

- REQUIRED - 20 SF
- PREFERRED ADD - 80 SF

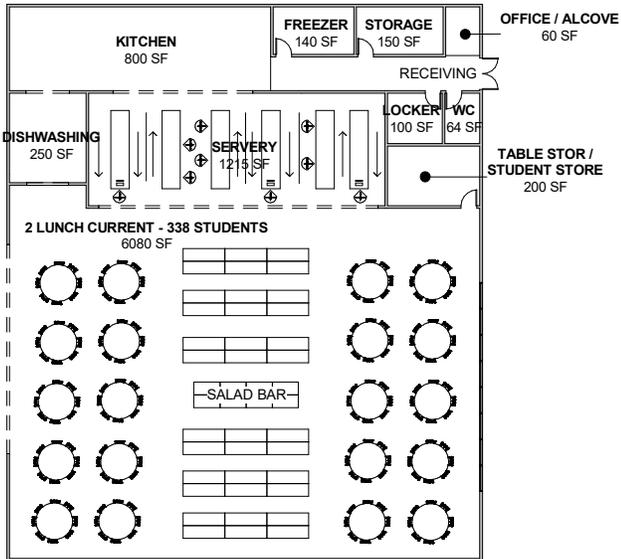
RESTROOM - 64 SF

- REQUIRED - 45 SF
- PREFERRED ADD - 19 SF

OFFICE/ALCOVE - 60 SF

REQUIRED ADJACENCIES:

- CENTRALLY LOCATED
- MEDIA CENTER
- ADMIN / ATRIUM
- COMMUNITY SPACES
- RECEIVING
- COURTYARD
- MUSIC SUITE
- GYMNASIUM
- STUDENT LOCKERS - 20% CAPACITY REQUIRED, CENTRALLY LOCATED ADJACENT TO CAFETERIA / COMMONS

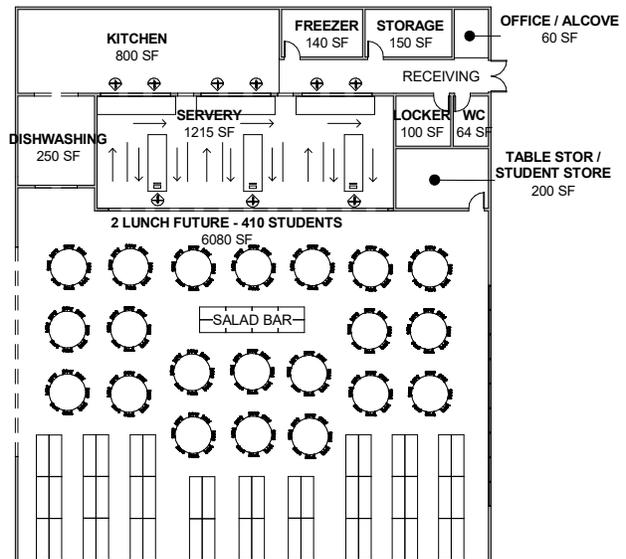


CURRENT 675 STUDENT CAPACITY

- 2 PERIODS = 338 STUDENTS / PERIOD

TABLES

20 ROUND @ 8 STUDENTS = 160 STUDENTS
 18 LINEAR @ 10 STUDENTS = 180 STUDENTS



FUTURE 810 STUDENT CAPACITY

- 2 PERIODS = 405 STUDENTS / PERIOD

TABLES

21 ROUND @ 8 STUDENTS = 168 STUDENTS
 24 LINEAR @ 10 STUDENTS = 240 STUDENTS



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RDS 6

CAFETERIA / COMMONS

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

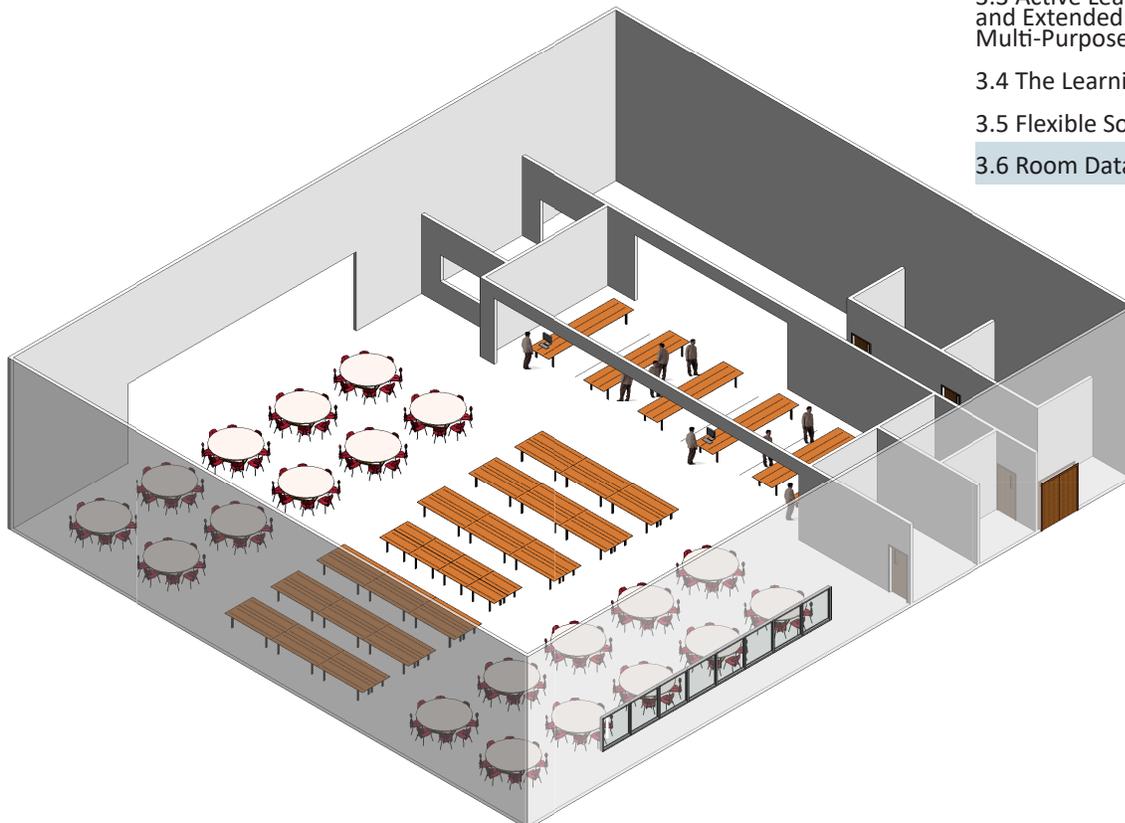
3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

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EXECUTIVE SUMMARY

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REQUIRED PROGRAM

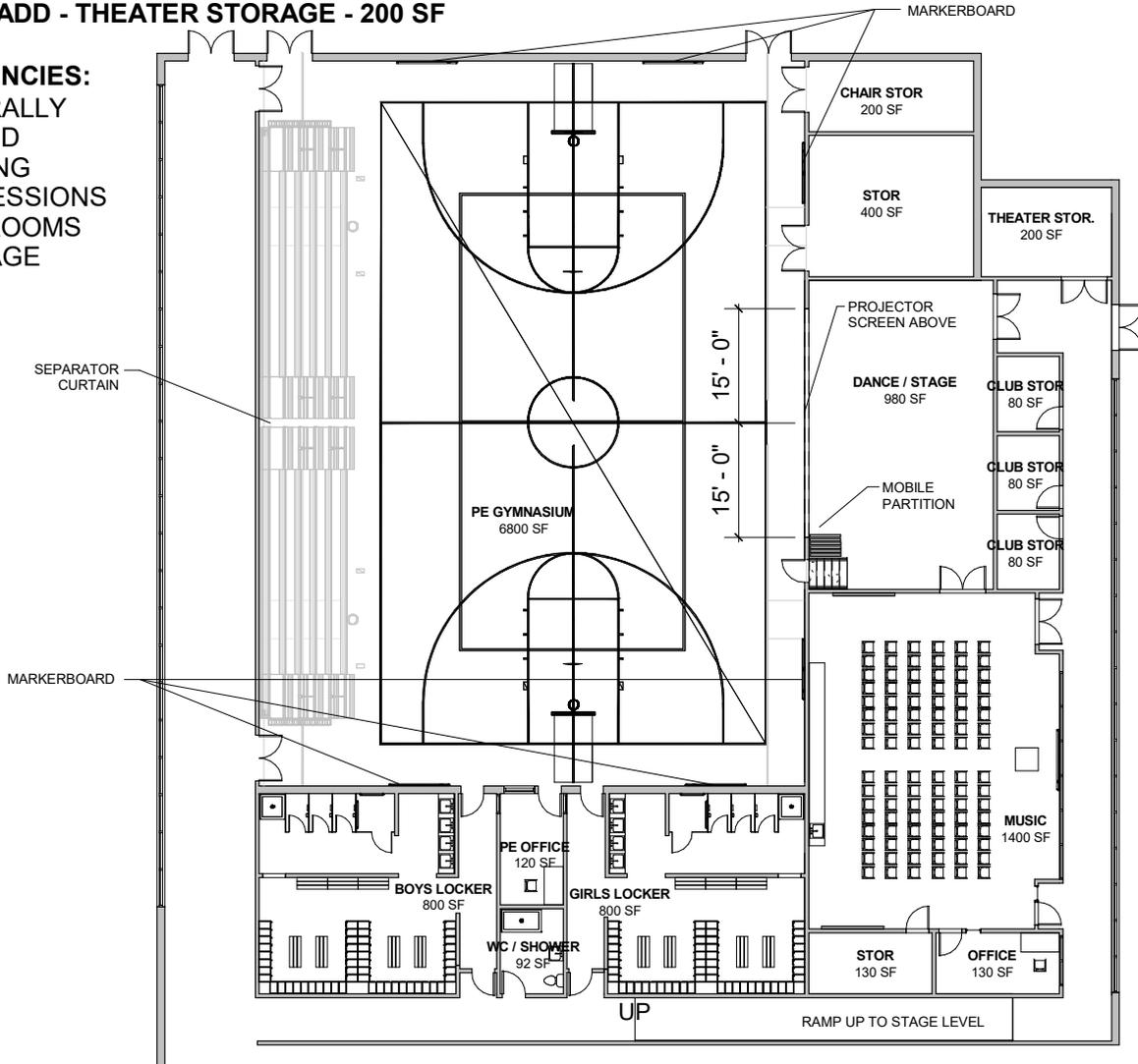
- GYMNASIUM - 6800 SF**
- (2) STORAGE - 200 SF EA.**
- (3) CLUB STORAGE - 80 SF EA.**
- (2) LOCKER / RESTROOM - 800 SF EA.**
- OFFICE - 120 SF**
- SCOPE ADD - CHAIR STORAGE - 200 SF**
- SCOPE ADD - THEATER STORAGE - 200 SF**

- MUSIC ROOM - 1400 SF**
- BAND, CHOIR, THEATER**
- OFFICE - 120 SF**

PREFERRED PROGRAM
STAGE / DANCE - 980 SF

ADJACENCIES:

- CENTRALLY LOCATED
- PARKING
- CONCESSIONS
- RESTROOMS
- STORAGE



BLEACHER SEATING
 ATHLETIC EVENT : 216

KELLOGG MIDDLE SCHOOL

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 PORTLAND

RDS 7A

GYM - ATHLETICS

PRE-DESIGN

11-02-2017

Project # 90031

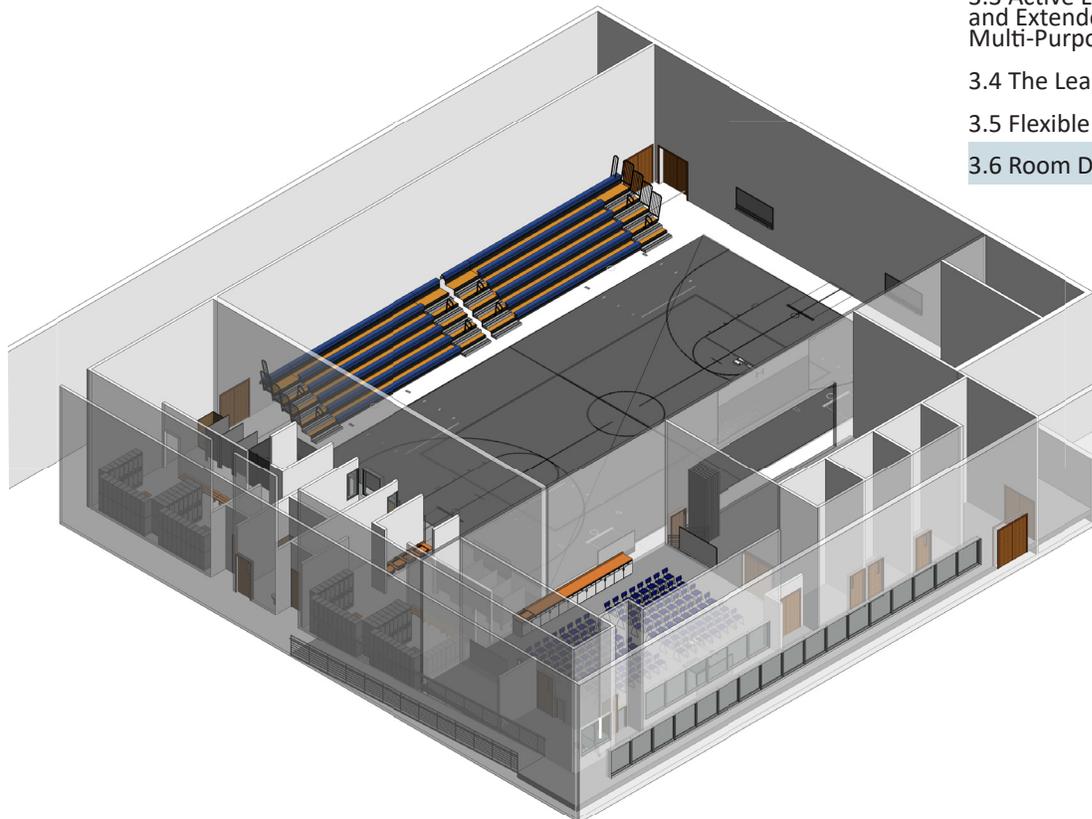


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3.1 Kellogg Program, Enrollment, and Capacity

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REQUIRED PROGRAM

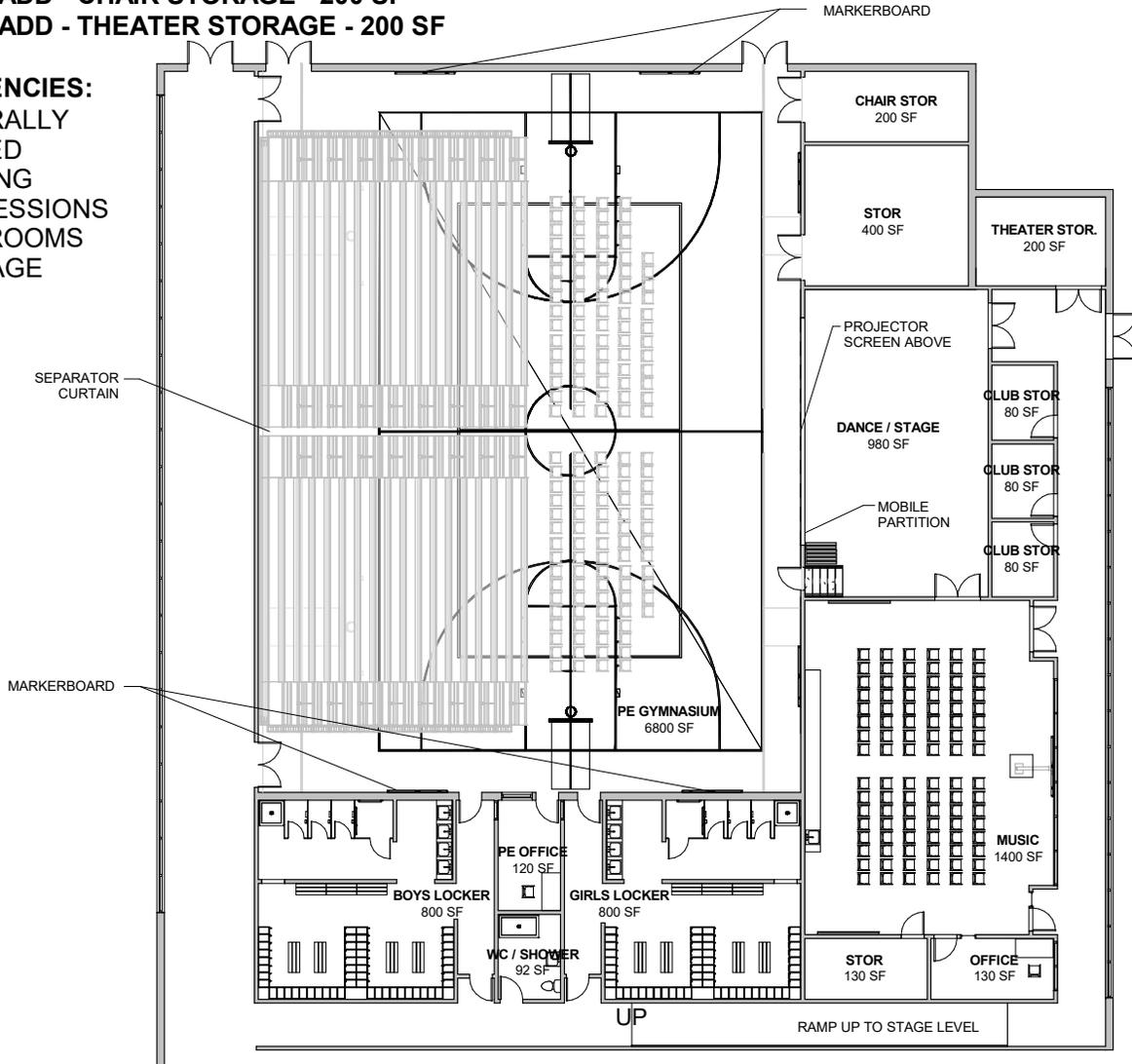
- GYMNASIUM - 6800 SF**
- (2) STORAGE - 200 SF EA.**
- (3) CLUB STORAGE - 80 SF EA.**
- (2) LOCKER / RESTROOM - 800 SF EA.**
- OFFICE - 120 SF**
- SCOPE ADD - CHAIR STORAGE - 200 SF**
- SCOPE ADD - THEATER STORAGE - 200 SF**

- MUSIC ROOM - 1400 SF**
- BAND, CHOIR, THEATER**
- OFFICE - 120 SF**

PREFERRED PROGRAM
STAGE / DANCE - 980 SF

ADJACENCIES:

- CENTRALLY LOCATED
- PARKING
- CONCESSIONS
- RESTROOMS
- STORAGE



BLEACHER SEATING
PERFORMANCE : 648 + 152 CHAIRS = 800 CAPACITY

KELLOGG MIDDLE SCHOOL RDS 7B

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GYM - PERFORMANCE



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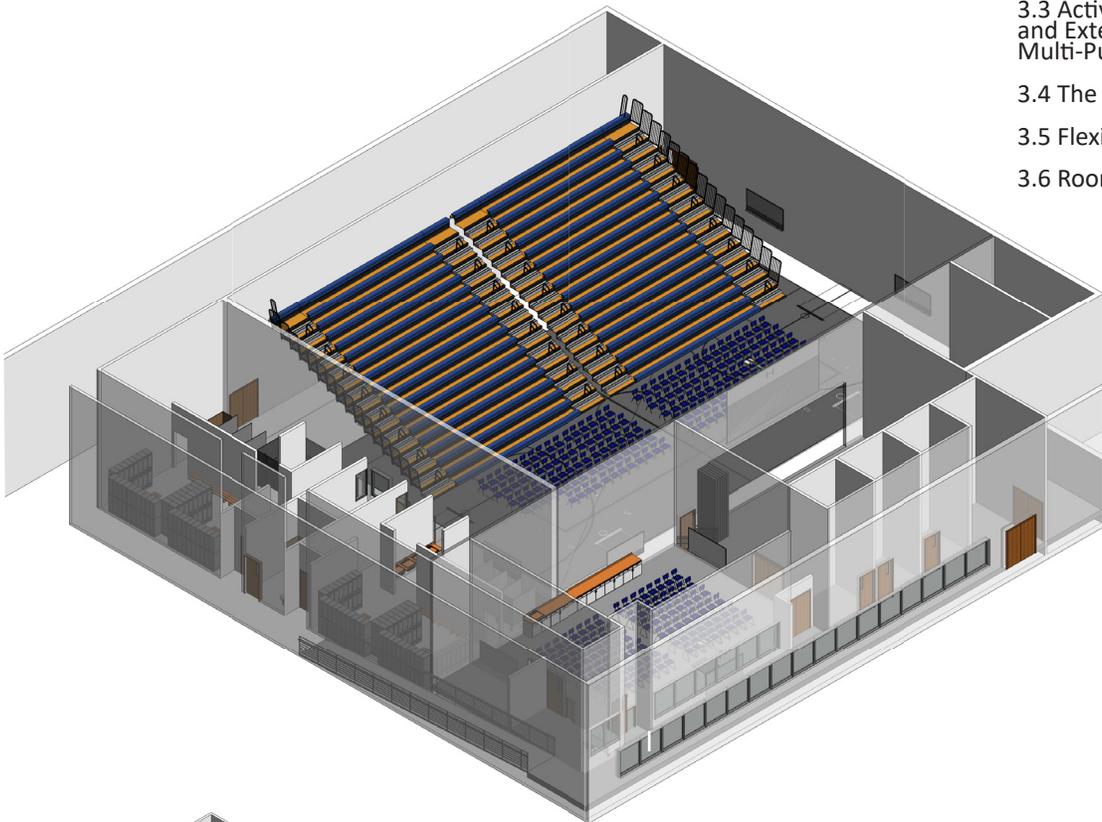
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PRE-DESIGN

11-02-2017

Project # 90031



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3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets



REQUIRED PROGRAM

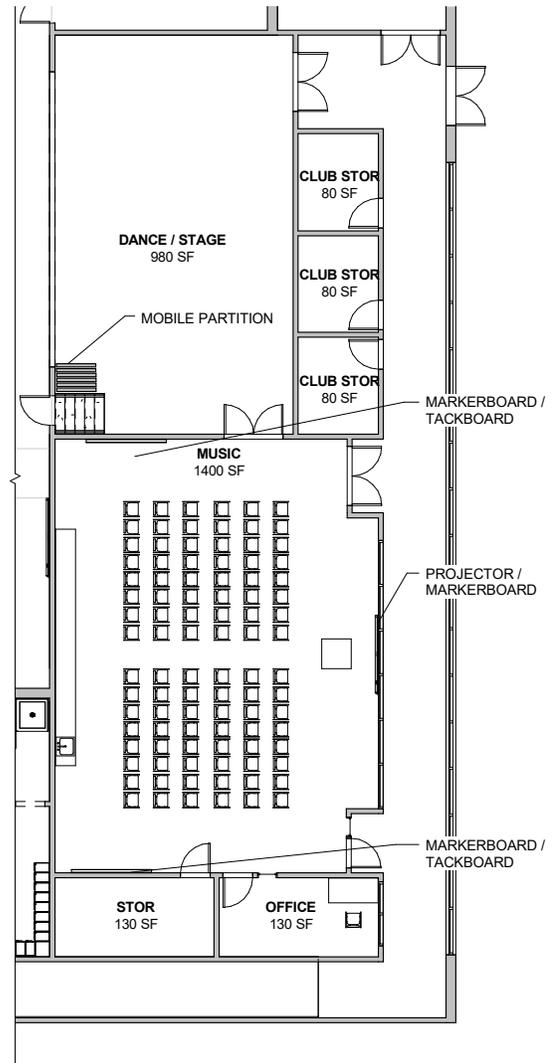
- MUSIC ROOM - 1400 SF**
- BAND, CHOIR, THEATER
- OFFICE - 120 SF**
- INSTRUMENT STORAGE - 120 SF**

PREFERRED PROGRAM

- DANCE / STAGE - 980 SF**
- DANCE HAS BEEN SELECTED TO REPLACE MUSIC AS THE LEARNING SPACE SHARED BY THE STAGE DUE TO ACOUSTICAL CONCERNS

PREFERRED PROGRAM - STORAGE - 120 SF

- REQUIRED ADJACENCIES:**
- MUSIC OFFICES
 - GYMNASIUM
 - PRACTICE ROOMS



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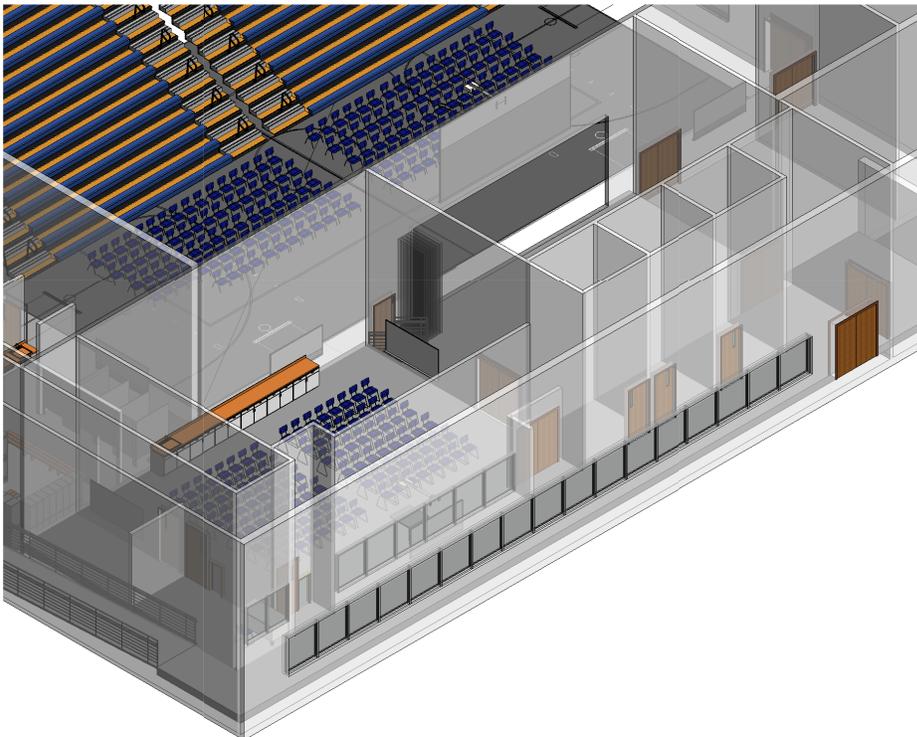
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PRE-DESIGN
 11-02-2017

RDS 8

MUSIC

Project # 90031



- 3.1 Kellogg Program, Enrollment, and Capacity
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- 3.3 Active Learning, and Extended Learning, Multi-Purpose
- 3.4 The Learning Suite
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- 3.6 Room Data Sheets

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REQUIRED PROGRAM

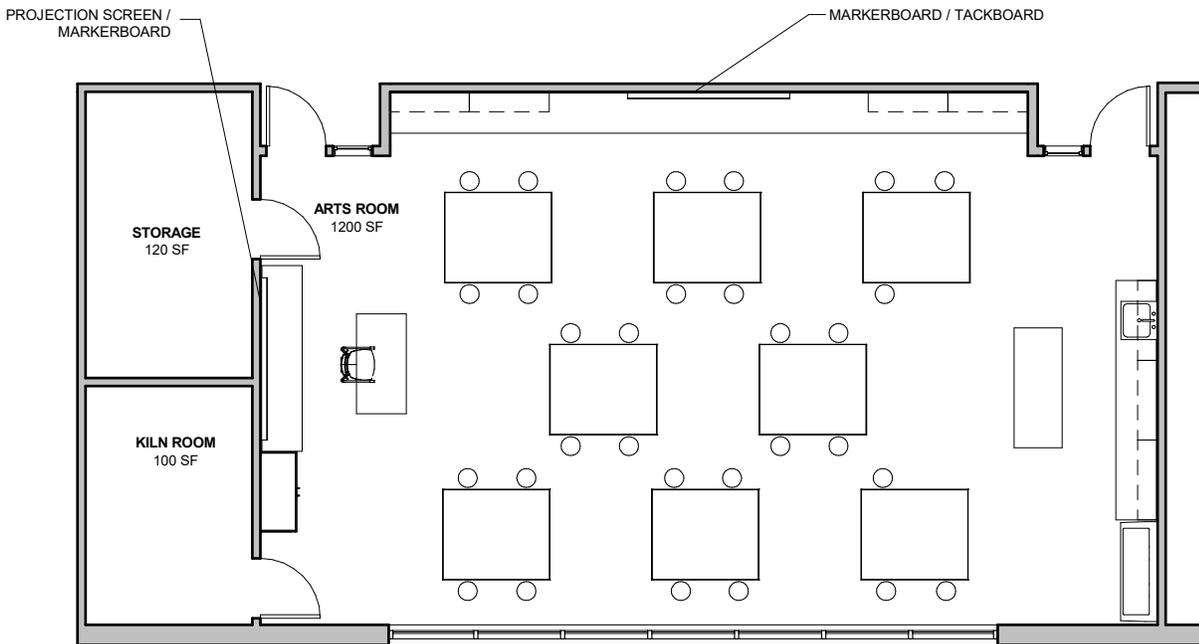
ART CLASSROOM - 1200 SF
STORAGE - 120 SF

PREFERRED PROGRAM

KILN ROOM - 100 SF

REQUIRED ADJACENCIES:

- EXTENDED LEARNING / COMMONS
- STORAGE ROOMS
- RESTROOMS / GENDER NEUTRAL RESTROOMS
- OTHER ARTS CLASSROOMS / STEAM ROOM



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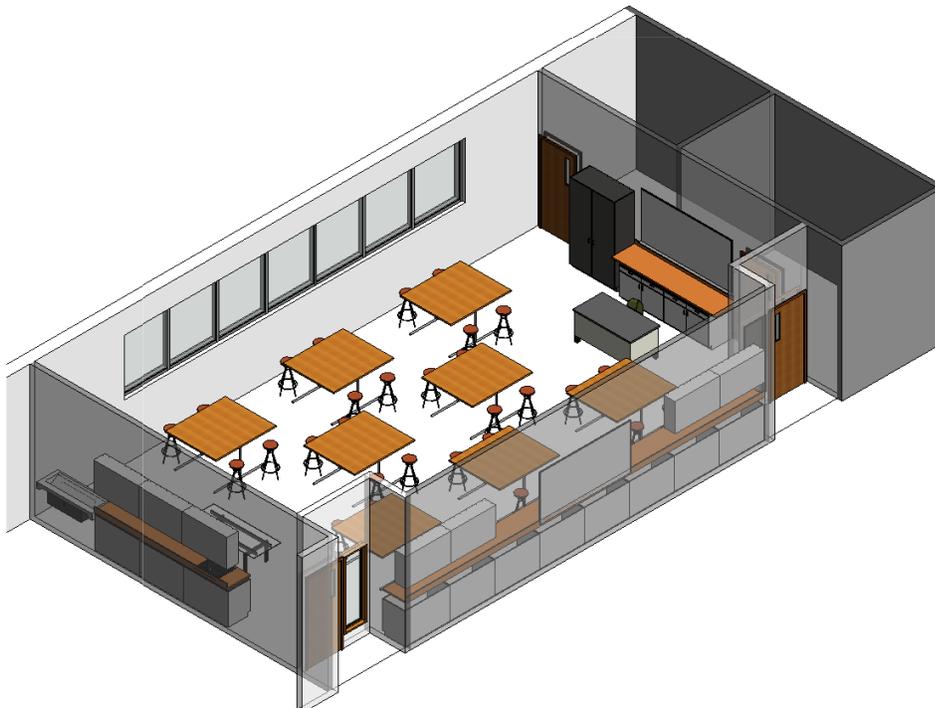
PRE-DESIGN

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RDS 9

FINE ARTS

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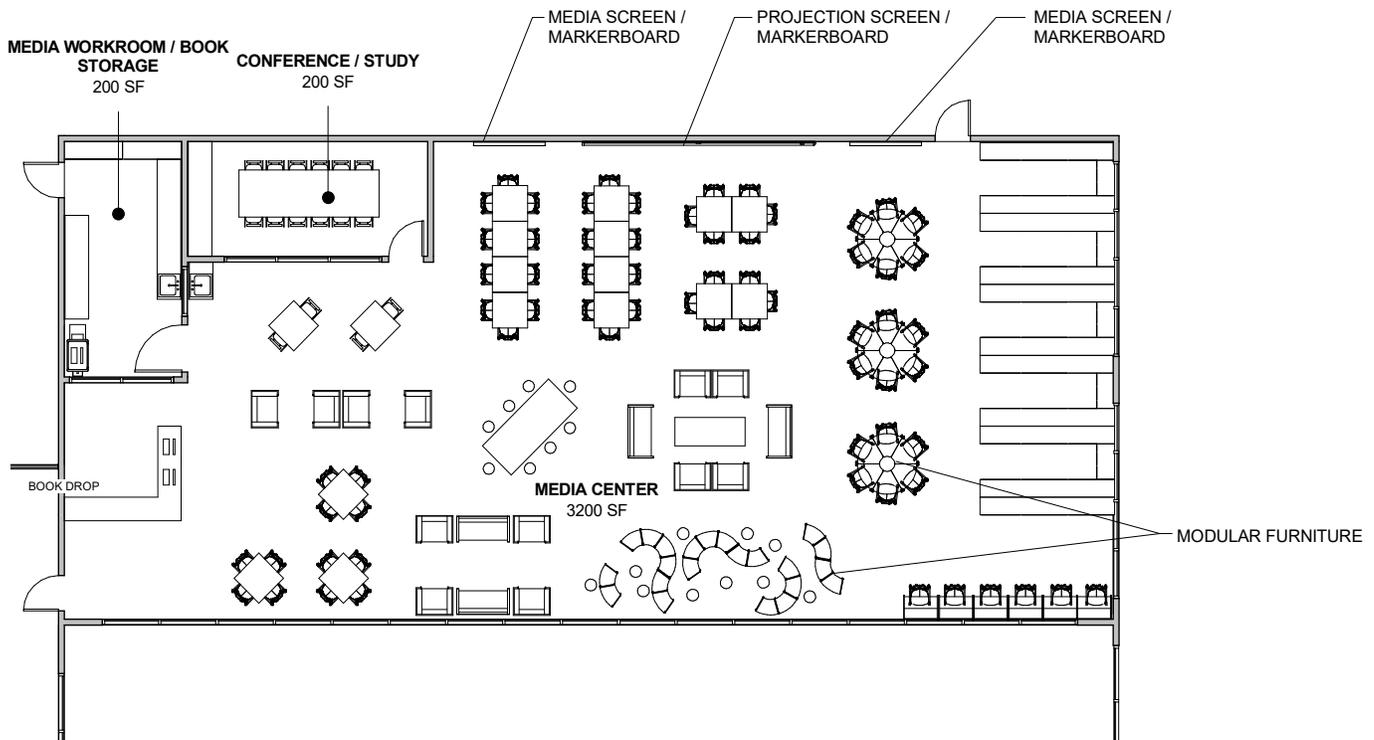


REQUIRED PROGRAM

- MEDIA CENTER - 3200 SF**
- REQUIRED PROGRAM - 1650 SF
- PREFERRED ADD - 1550 SF
- MEDIA WORKROOM - 200 SF**
- CONFERENCE ROOM - 200 SF**

REQUIRED ADJACENCIES

- CENTRALLY LOCATED
- 2ND FLOOR, OVERLOOKING COMMONS
- VIEWS OR ACCESS TO COURTYARD
- RESTROOMS / GENDER NEUTRAL RESTROOM
- SECURITY CONTROLS (IF USED AFTER HOURS)



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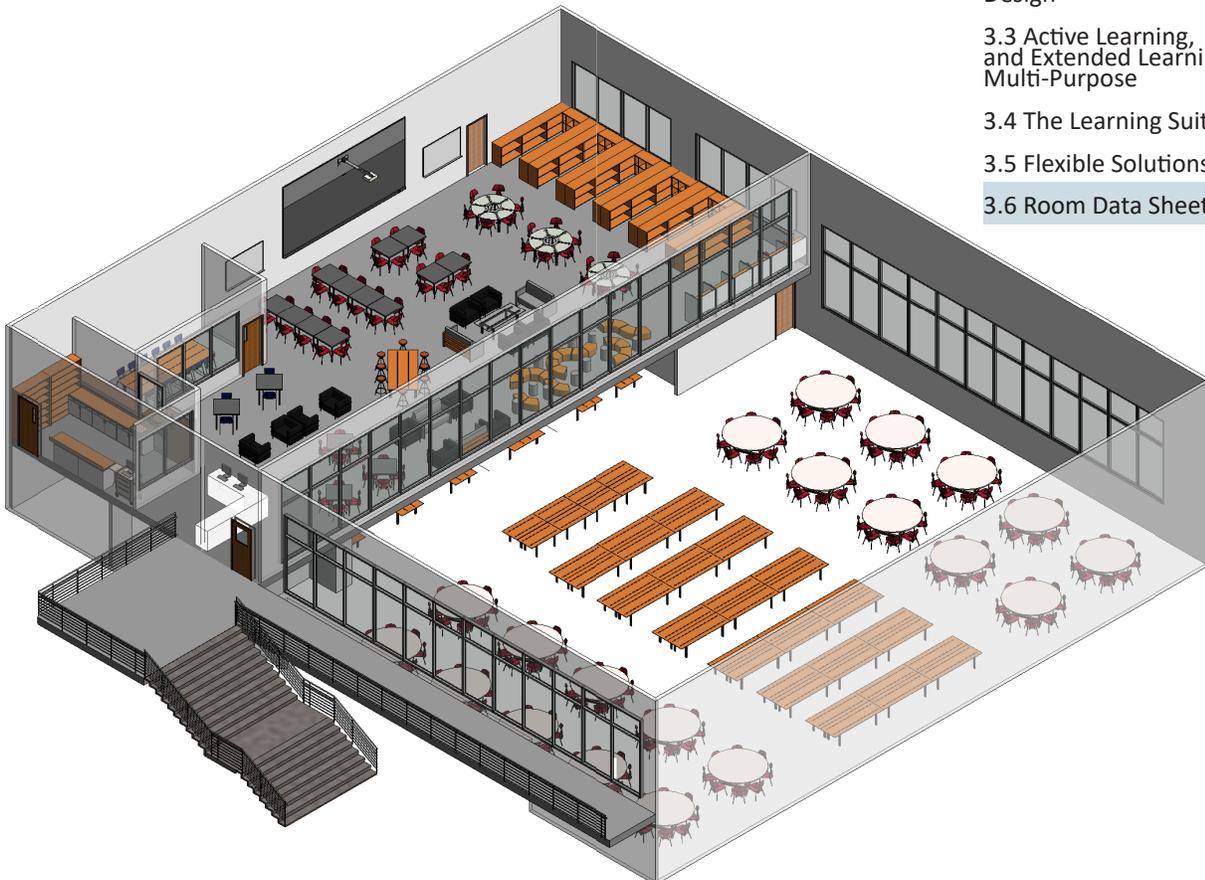


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PRE-DESIGN
 11-02-2017

RDS 10
MEDIA CENTER

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

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3.6 Room Data Sheets

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COMMUNITY SUPPORT

REQUIRED PROGRAM

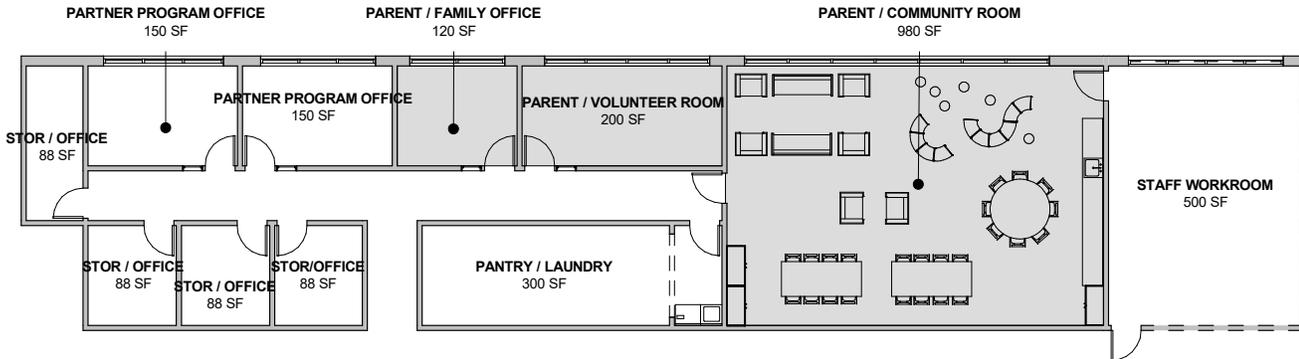
- (1) PARENT / COMMUNITY ROOM - 980 SF
 - PROGRAM - 800 SF
 - SCOPE ADD - 180 SF
- (1) PARENT / FAMILY OFFICE - 120 SF
- (1) PARENT / VOLUNTEER ROOM - 200 SF

- CENTRALLY LOCATED
- NEAR MAIN ENTRANCE
- NEAR MAIN OFFICE / ADMINISTRATION
- NEAR RESTROOMS / SINGLE USER RESTROOM
- ALL COMMUNITY AREAS TO BE ADJACENT TO EACH OTHER
- EASY ACCESS TO CUSTODIAL
- PARENT / COMMUNITY ROOM OPTION FOR DUAL USE AS CLASSROOM

COMMUNITY / PARTNER (GRAY)

REQUIRED PROGRAM

- (2) PARTNER PROGRAM OFFICE - 150 SF EA.
- (1) PANTRY - 200 SF
- SCOPE ADD - (1) LAUNDRY - 100 SF
- PREFERRED ADD - (4) STORAGE / OFFICE - 88 SF EA.



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KELLOGG MIDDLE SCHOOL

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PRE-DESIGN

11-02-2017

RDS 11

COMMUNITY

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

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3.6 Room Data Sheets



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COUNSELING

REQUIRED PROGRAM

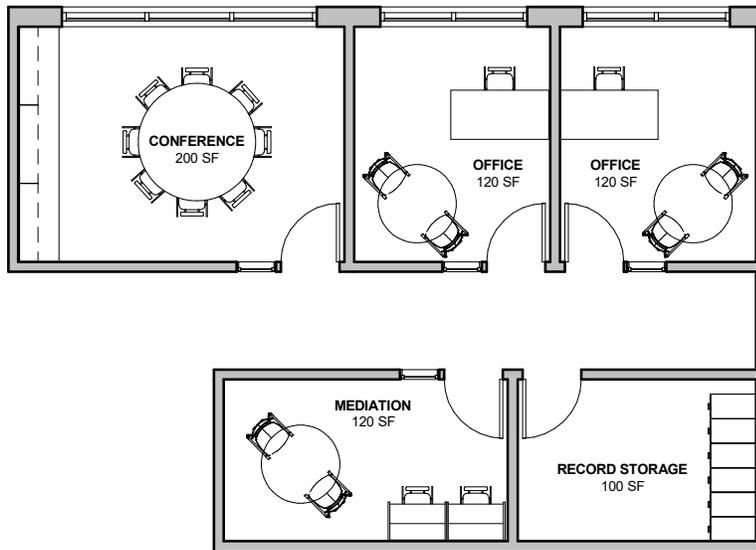
- (2) COUNSELOR'S OFFICE - 120 SF**
- RECORD STORAGE - 100 SF**
- MEDIATION / TUTORIAL ROOM - 120 SF**

PREFERRED PROGRAM

- CONFERENCE ROOM - 200 SF**

REQUIRED ADJACENCIES

- MAIN OFFICE / ADMINISTRATION
- RESTROOMS
- COMMUNITY SPACES



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RDS 12

COUNSELING

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

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3.6 Room Data Sheets



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ADMINISTRATION

REQUIRED PROGRAM

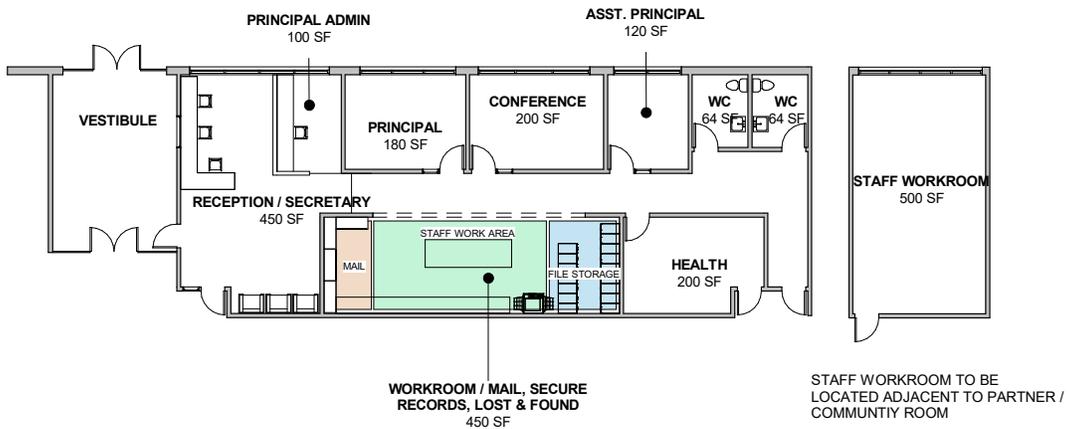
- RECEPTION / SECRETARY - 450 SF**
- HEALTH ROOM / TOILET - 200 SF**
- PRINCIPAL - 180 SF**
- ASSISTANT PRINCIPAL - 120 SF**
- WORKROOM / MAIL - 350 SF**
- STAFF ROOM - 500 SF**
- CONFERENCE ROOM - 200 SF**
 - REQUIRED PROGRAM - 180 SF
 - PREFERRED ADD - 20 SF
- (2) RESTROOM - 64 SF EA.**
 - REQUIRED PROGRAM - 45 SF
 - PREFERRED ADD - 19 SF
- LOST AND FOUND - 50 SF**

PREFERRED PROGRAM

SECURE RECORD STORAGE - 150 SF

REQUIRED ADJACENCIES:

- CENTRALLY LOCATED
- MAIN ENTRANCE
- COMMUNITY SPACES
- LOBBY / ATRIUM



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PRE-DESIGN

11-02-2017

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ADMIN

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

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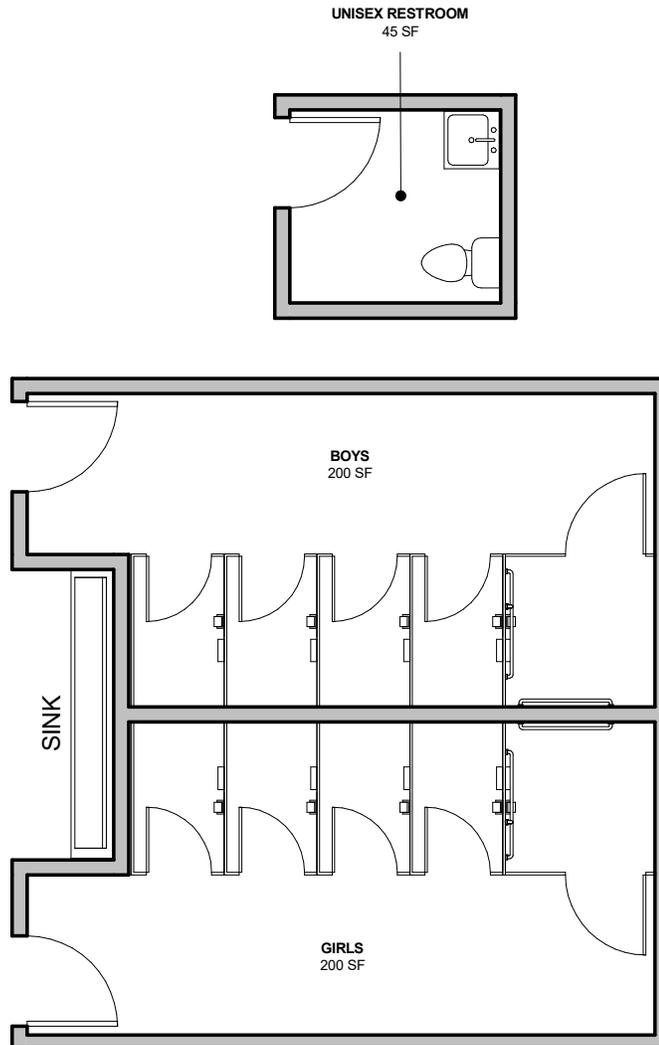


RESTROOMS

REQUIRED PROGRAM

BOYS AND GIRLS - 200 SF EA.
SINGLE USER GENDER-NEUTRAL - 45 SF EA.

- CENTRALLY LOCATED
- ONE RESTROOM CLUSTER PER FLOOR



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KELLOGG MIDDLE SCHOOL

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RESTROOMS

Project # 90031



- 3.1 Kellogg Program, Enrollment, and Capacity
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KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOL DISTRICT
11/20/17

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Part 4 - LEED and Sustainability

This project will place a high emphasis on sustainable design features. This section provides an overview of a few of the primary areas of focus, and is not an inclusive list of all practices that will be implemented.

4.1 LEED Gold

LEED (Leadership in Energy and Environmental Design) is a green building certification program that recognizes sustainable building strategies and practices. To receive LEED certification, projects must satisfy prerequisites and earn points to achieve different levels of certification. There are four levels of certification: LEED Certified is the base level and requires 40-49 points, LEED Silver is achieved with 50-59 points, LEED Gold is earned with 60-70 points, and LEED Platinum, the highest level, indicates a building that obtained 80 or more points. By integrating technical and living systems, Kellogg Middle School can achieve high levels of building performance, human performance, and environmental benefits. The building will also be used as a teaching tool for the students to learn about the sustainable practices in effect. This project is currently targeting LEED Gold certification.

LEED is broken into multiple credit categories, based on the focus of the credits. The categories are:

-  • Location & Transportation (LT): Rewards thoughtful decision about building location, access to transportation, and connection to amenities.
-  • Sustainable Sites (SS): Provide credits with emphasis on the vital relationship between buildings and ecosystems.
-  • Water Efficiency (WE): Addresses water holistically, including indoor, outdoor and process uses, with an emphasis on water conservation.
-  • Energy and Atmosphere (EA): Provides credits for energy use reduction measures, energy-efficient design strategies, and renewable energy sources.
-  • Materials and Resources (MR): Focuses on minimizing the embodied energy and other impacts of building materials, and promotes resource efficiency.
-  • Indoor Environmental Quality (EQ): Rewards credits for good indoor air quality, thermal, visual, and acoustic comfort.
-  • Innovation in Design (ID): This category recognizes innovative building features and sustainable practices that exceed or are not addressed in other categories.
-  • Regional Priority (RP): Rewards projects for focusing on geographically specific environmental, social equity, and public health priorities.

The preliminary scorecard on the following page is an example of how Kellogg Middle School can be rated in order to reach LEED Gold Certification.

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- 4.1 LEED Gold
- 4.2 Demolition and Material Salvage
- 4.3 Daylighting Analysis
- 4.4 Stormwater Capture



Kellogg School - New Construction Option LEED v4 for New Construction Scorecard

Date: 10/17/2017



Available	Yes	Maybe	No			
INTEGRATIVE PROCESS						
1	1			IPC	D	Integrative Process
1	1					Total Points for Integrative Process
LOCATION & TRANSPORTATION						
15			N	LTc	D	LEED For Neighborhood Development Location
1	1			LTc	D	Sensitive Land Protection
2		2		LTc	D	High Priority Site
5	1	3	1	LTc	D	Surrounding Density and Diverse Uses
4	1	2	1	LTc	D	Access to Quality Transit
1	1			LTc	D	Bicycle Facilities
1	1			LTc	D	Reduced Parking Footprint
1	1			LTc	D	Green Vehicles
15	6	7	2			Total Points for Location & Transportation
SUSTAINABLE SITES						
0	Y			SSp	C	Construction Activity Pollution Prevention
0	Y			SSp	C	Environmental Site Assessment
1	1			SSc	D	Site Assessment
2	2			SSc	C	Site Development: Protect or Restore Habitat
1		1		SSc	D	Open Space
3	2	1		SSc	D	Rainwater Management
2	2			SSc	D	Heat Island Reduction
1		1		SSc	D	Light Pollution Reduction
1	1			SSc	D	Site Master Plan
1	1			SSc	D	Joint Use of Facilities
12	9	3				Total Points for Sustainable Sites
WATER EFFICIENCY						
0	Y			WEp	D	Outdoor Water Use Reduction
0	Y			WEp	D	Indoor Water Use Reduction
0	Y			WEp	D	Building-level Water Metering
2	2			WEc	D	Outdoor Water Use Reduction
1	1			WEc	D	Indoor Water Use Reduction: 25% Reduction
1	1			WEc	D	Indoor Water Use Reduction: 30% Reduction
1	1			WEc	D	Indoor Water Use Reduction: 35% Reduction
1		1		WEc	D	Indoor Water Use Reduction: 40% Reduction
1		1		WEc	D	Indoor Water Use Reduction: 45% Reduction
1	1			WEc	D	Indoor Water Use Reduction: Appliance and Process Water, Kitchen
1		1		WEc	D	Indoor Water Use Reduction: Appliance and Process Water, Other
2		2		WEc	D	Cooling Tower Water Use
1	1			WEc	D	Water Metering
12	7	3	2			Total Points for Water Efficiency
ENERGY & ATMOSPHERE						
0	Y			EAp	C	Fundamental Commissioning and Verification
0	Y			EAp	D	Minimum Energy Performance
0	Y			EAp	D	Building-Level Energy Metering
0	Y			EAp	D	Fundamental Refrigerant Management
6	4	2		EAc	C	Enhanced Commissioning
16	8	8		EAc	D	Optimize Energy Performance: Simulation 6%-50%
1	1			EAc	C	Advanced Energy Metering
2		2		EAc	D	Demand Response
3		3		EAc	C	Renewable Energy Production
1		1		EAc	D	Enhanced Refrigerant Management
2		2		EAc	C	Green Power and Carbon Offsets
31	13	18				Total Points for Energy & Atmosphere

PRELIMINARY LEED SCORECARD (1/2)



Kellogg School - New Construction Option LEED v4 for New Construction Scorecard



Date: 10/17/2017

Available	Yes	Maybe	No		
MATERIALS & RESOURCES					
0	Y			MRp	D Storage and Collection of Recyclables
0	Y			MRp	D Construction and Demolition Waste Management Planning
5			5	MRc	C Building Life-Cycle Impact Reduction
2	1	1		MRc	C Building Product Disclosure & Optimization - Environmental Product Declarations
2	1	1		MRc	C Building Product Disclosure & Optimization - Sourcing of Raw Materials
2	2			MRc	C Building Product Disclosure & Optimization - Material Ingredients
2	2			MRc	C Construction and Demolition Waste Management
13	6	2	5	Total Points for Materials & Resources	
INDOOR ENVIRONMENTAL QUALITY					
0	Y			IEQp	D Minimum Indoor Air Quality Performance
0	Y			IEQp	D Environmental Tobacco Smoke (ETS) Control
0	Y			IEQp	Minimum Acoustic Performance
2	2			IEQc	D Enhanced Indoor Air Quality Strategies
3	3			IEQc	C Low Emitting Interiors
1	1			IEQc	C Construction Indoor Air Quality Management Plan
2	1	1		IEQc	C Indoor Air Quality Assessment
1	1			IEQc	D Thermal Comfort
2	1	1		IEQc	D Interior Lighting
3		3		IEQc	D Daylight
1	1			IEQc	D Quality Views
1	1			IEQc	D Acoustic Performance
16	11		5	Total Points for Indoor Environmental Quality	
INNOVATION IN DESIGN					
1	1			IDc	D School as a Teaching Tool
1	1			IDc	D Low Mercury Lighting
1	1			IDc	D Community outreach and involvement
1	1			IDc	D Design for Active Occupants
1	1			IDc	C Exemplary Performance
1	1			IDc	C LEED [®] Accredited Professional
6	6			Total Points for Innovation & Design	
REGIONAL PRIORITY					
1		1		RPC	Indoor Water Use Reduction: 45% Reduction
1	1			RPC	Rainwater Management
1		1		RPC	Renewable Energy Production
1	1			RPC	Building product disclosure and optimization - environmental product declarations
4	2	2		Total Points for Regional Priority	
110	61	40	9	Total Points Attempting	
Current Level: Gold					
Total Points Possible (Certified: 40-49, Silver: 50-59, Gold: 60-79, Platinum: 80+)					

- 4.1 LEED Gold
- 4.2 Demolition and Material Salvage
- 4.3 Daylighting Analysis
- 4.4 Stormwater Capture

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PRELIMINARY LEED SCORECARD (2/2)



4.2 Demolition and Material Salvage

One of the goals of LEED is to reduce the amount of construction and demolition waste that makes its way to landfills, by recovering, reducing and reusing as many products possible. Examples of materials that can be reused in the new building and site include, among others: wood flooring and bleacher boards for new feature walls; concrete for use as retaining walls; architectural terra cotta panels as benches and rain garden features; and existing trees milled into slabs for benches and teaching tools.



EXISTING GYMNASIUM WOOD FLOORING AS FEATURE WALL

For materials that cannot be directly reused in the new school building, alternative waste streams have been identified to prevent them from going to landfills. This includes recycling materials at appropriate facilities, and donating products that are still usable but not necessary for the new school.

Demolition Waste Management

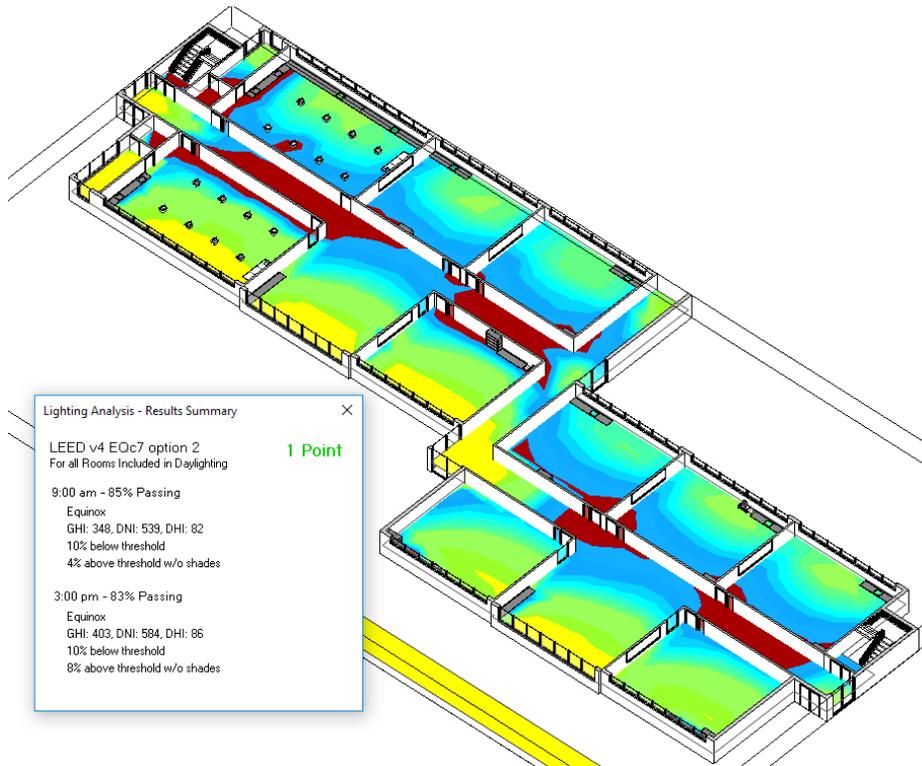




4.3 Daylighting Analysis

Providing adequate, natural daylight is a crucial element in creating positive, healthy learning environments. Students spend up to 90% of their time indoors, and up to 40 hours a week in school buildings. Countless studies have shown that daylighting can improve academic performance, help resist fatigue, and gain better work habits. Students in daylit rooms have even been found to have fewer cavities and grow in height more than students in poorly lit classrooms. Daylighting strategies will be thoroughly evaluated throughout the design phases to ensure lighting needs are met, while still maintaining desired privacy, energy performance, and budget. In addition to the general benefits of good daylighting, points are available towards LEED certification.

In order to earn LEED points, the project must meet daylight level thresholds for at least 55-75% of all regularly occupied spaces. This includes all learning spaces, as well as offices, food services, the gymnasium and all common shared spaces. Restrooms and other support spaces are excluded from the requirement. The preliminary analysis of a classroom wing below shows that one LEED point may be earned. This analysis is based on windows with 5' high privacy sills, and approximately 30% of the facade area glazed. Additional evaluation will be required to determine if other spaces will meet the requirements for LEED credits, and what strategies may be required.



PRELIMINARY DAYLIGHTING ANALYSIS OF CLASSROOM WING

- 4.1 LEED Gold
- 4.2 Demolition and Material Salvage
- 4.3 Daylighting Analysis
- 4.4 Stormwater Capture

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4.4 Stormwater Capture

The LEED program requirements for rainwater management include components for both quantity control and quality control. The intent is to use infiltration facilities to manage stormwater runoff to meet both LEED quantity and quality standards. Several possible infiltration facility locations include the bus turn around and parking lot planters. Detailed calculations will be performed to determine the exact sizes and locations required as the site plan elements are further developed.

By utilizing bioswales, the stormwater system can be put on display and used as an interactive teaching tool for students. These spaces can be actively used by science classes to study the ecology first hand. Signage can also be installed to inform and educate the general student population and public of the purpose and benefits of the swales.



BIOSWALE EXAMPLE



Part 5 - Appendix

5.1 List of Documents

- a. Gender Neutral Restrooms - Memorandum
- b. Zero Net Energy - Memorandum
- c. Color Theory - Memorandum
- d. Focus Group Meeting Minutes and Memorandums
 - OTL Framework Meeting
 - Facilities and Operations Meeting
 - Nutrition Services Meeting
 - Grounds Meeting
 - Transportation Meeting
 - Multicraft Meeting
 - IT Meeting
 - MEP Meeting
 - Athletics Meeting
 - Security Meeting
 - OTL Meeting #2
 - SPED Meeting
 - OTL Meeting #3
 - OTL Meeting #4
 - OTL Meeting #5
 - Partnership Meeting
 - OTL Meeting #6
 - Dual Language Meeting
 - OTL Meeting #7
 - DAG Meeting #1
 - DAG Meeting # 2

5.1 List of Documents

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KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOL DISTRICT
11/20/17

Architecture Planning Design LEED Consulting

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tel 503.280.8000
fax 503.224.5442



MEMORANDUM Gender Neutral Restrooms

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
To: Deb France – OHPD, Tim Ayersman - OHPD
Prepared by: Juan Carlos Gaduno – OHPD, Bryan Thompson - OHPD
Distribution:

Date: 08/10/2017

The purpose of this memorandum is to review gender neutral restrooms, their programmatic use and impact, their special design and construction requirements, and cost implications for the Kellogg Middle School design.

Item 1. Traditional Restrooms – “Gang Style” Restrooms

- A. Typical public restroom layout
 - 1. Male and Female only design – various layout types
 - 2. Rows of stalls installed opposite rows of wash basins
 - 3. Involve predictable plumbing, mechanical exhaust, and fixture costs
 - 4. Short doors and divider walls for passive behavior monitoring
 - 5. Option of programmatically grouping male-female restrooms
 - a. Although, these do not have to be grouped

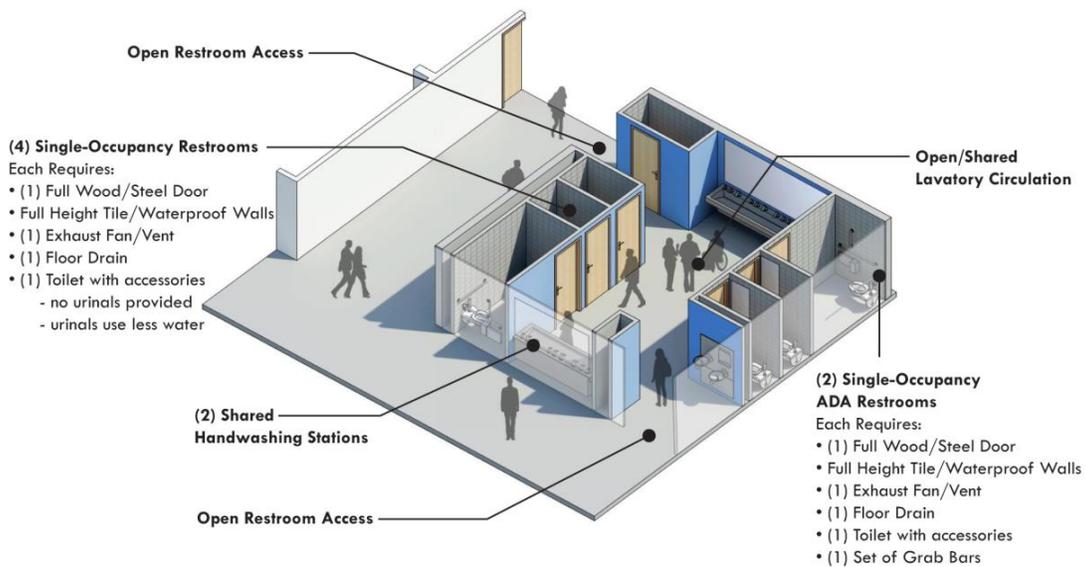
Item 2. Gender Neutral Restrooms

- A. An all user public restroom (gender neutral or all gender restroom) is a restroom that anyone of any gender can use.
 - 1. Can be single occupant or multi-room/stall
 - 2. Benefits and serves many groups, including
 - a. Parents with children of a different gender
 - b. People with disabilities who may require the accompaniment of a different gender
 - c. Transgender and diverse people
- B. Gender policing/bullying reduced/eliminated

1. When transgender and gender diverse students use a gendered restroom, they may experience harassment and even violence because other people perceive them to be in the wrong restroom.

Gender Neutral Restrooms – Case Studies

Grant High School, Portland OR





2. Two entry layout decreases opportunities for bullying by eliminating dead-end restroom
3. Gender neutral restrooms increase feelings of inclusion

C. Design Layout

1. Male and Female shared lavatories with private restrooms/stalls – various layout types
2. Open restroom access – no entry doors/vestibules
3. Passive behavior monitoring from hallway through open entry
4. Use by students and staff to increase security
5. Shared handwashing stations
6. All private, fully-enclosed single-occupancy restrooms/stalls requires:
 - a. (1) Full Wood/Steel Door, Full Height Tile/Waterproof Walls, (1) Exhaust Fan/Vent, (1) Floor Drain, (1) Toilet with accessories, no urinals provided - urinals use less water
7. Single-Occupancy ADA restrooms/stalls require:
 - a. (1) Full Wood/Steel Door, Full Height Tile/Waterproof Walls, (1) Exhaust Fan/Vent, (1) Floor Drain, (1) Toilet with accessories, (1) Set of Grab Bars, (1) Sink with accessories, (1) Mirror
8. Option for a Full ADA restroom/stall that includes a sink with accessories and a mirror
9. Creates program flexibility and equity in facilities

D. Architectural Requirements in Addition to a Typical Restroom

1. Additional construction requirements for gender neutral restrooms
 - a. Full height walls with water resistant finishes
 - b. Full solid door
 - c. Door hardware and lockset
 - d. Floor drain and associated plumbing
 - e. Light fixture
 - f. Vent/exhaust fan

E. Additional Associated Costs Analysis

1. Based on a comparison of a 4 Occupant/Stall (275 SF) restroom:
 - a. Traditional Girls Gang Restroom
 - Total Construction Cost: \$ 56,344.00
 - Total Construction Cost per SF: \$ 204.89
 - Total Construction Cost per Stall: \$ 14,086.00
 - b. Traditional Boys Gang Restroom
 - Total Construction Cost: \$ 54,144.00



- Total Construction Cost per SF: \$ 196.89
- Total Construction Cost per Stall: \$ 13,536.00

c. Gender Neutral Restroom

- Total Construction Cost: \$ 77,757.00
- Total Construction Cost per SF: \$ 282.75
- Total Construction Cost per Stall: \$ 19,439.00

d. Potential Variance

- An additional \$77.86 per SF compared to a Girls restroom (\$21,413 total for 275 SF example)
- An additional \$85.86 per SF compared to a Boys restroom (\$23,613 total for 275 SF example)
- An additional \$5,353 for Girls and \$6,028 for Boys per stall
- Trending around 40% more for the gender neutral option on a \$ per SF basis (38% more for girls restroom example shown and 43.6% more for boys restroom example)

2. Based on a comparison of a Single Occupancy (50 SF) restroom:

a. Traditional Single Occupancy Restroom

- Total Construction Cost: \$ 18,708
- Total Construction Cost per SF: \$ 374.15

b. Gender Neutral Single Occupancy Restroom

- Total Construction Cost: \$ 18,933
- Total Construction Cost per SF: \$ 378.65

c. Potential Variance

- An additional \$4.50 per SF
- Trending at 1-2% more for the gender neutral option on a \$ per SF basis (1.2% more for example shown)

d. See attached Construction Cost Summary from Cumming.

F. Who Benefits from Gender Neutral Restrooms?

1. People who are uncomfortable in men's or women's rooms for many reasons; for example, people who are gender nonconforming.
2. Students who want more privacy
3. Parents/caregivers whose children are different gender from them
4. People with caregivers or personal attendants who are a different gender from them.



Item 3. Oregon Law

- A. June 11, 2013
 - 1. Multnomah County Chair Jeff Cogen signed an executive rule to require gender-neutral restrooms when upgrading or building new county facilities.
- B. May 2016
 - 1. Oregon Department of Education issued document “suggestions” for Oregon educators. The document provides guidelines to have an inclusive gender neutral educational facility (including gender neutral restrooms, dress code, self-identification, etc).
- C. July 2017
 - 1. Oregon becomes the first state in the U.S. to issue a gender-neutral driver’s license, learner permit or identity card.

Item 4. Code

- A. Current Conflicts
 - 1. Code requirements in the International Building Code (IBC) and plumbing and accessibility codes may present conflict with gender neutral bathroom configurations and requirements.
 - a. Some state and municipal plumbing codes mandate that all bathrooms be gender specific.
 - b. These codes also have requirements for the number of male and female plumbing fixtures depending on the occupancy and nature of a business. It may be necessary to amend some plumbing codes and provide clarification as to how the gender neutral bathrooms impact formulas for fixtures.
- B. Local/Municipal Rules
 - 1. Cities and municipalities have been passing ordinances and amendments pertaining to human rights, to state that individuals have the right to use gender-specific restrooms in keeping with their gender identity, whether single or multiple stall restrooms. Laws have been adopted requiring gender neutral restrooms in new city buildings.
 - 2. These ordinances have stated that where conflicts arise between municipal ordinances and the IBC or state plumbing code, the municipality’s gender neutral requirements will control.
- C. International Building Code
 - 1. The 2018 edition of IBC is anticipated to include provisions for gender neutral bathrooms. “The use of single-user toilets has become increasingly beneficial system of providing not only better facilities, but more user-friendly facilities,” the proposed policy change recommends. “A higher



level of privacy is achieved, the facilities are typically better maintained by the users, and the efficiencies of having unisex facilities where the users are of a dominate sex are significantly increased.”

D. Plumbing Code

1. Plumbing codes need amended from requiring separate facilities for each gender, to specify that the fixtures in a gender neutral single—occupancy restroom can be included in the number of fixtures required by the Plumbing Code.
2. New York City’s code previously required separate facilities for each gender. The New York City amendments removed this requirement and specify that the fixtures in a gender neutral single-occupancy bathroom can be included in the number of fixtures required by the Plumbing Code.
3. This can become a problem for municipalities when the state code presents issues/conflicts.
 - a. For example, one design to facilitate gender neutral bathrooms places a shared sink in a common area outside the bathrooms. However, this is a violation of the Illinois Plumbing Code Section 890.810(a)(2)(C) that specifies all of the required plumbing fixtures must be placed within the restroom. The plumbing codes need to be revised to accommodate gender neutral bathrooms.

Item 5. Case Studies

- A. Grant High School, Portland Oregon – 1,700 student enrollment
 1. Garnered national attention in 2013 when it created gender neutral bathrooms for students and staff out of existing single use staff restrooms
 - a. That arrangement still singles out students who use gender-neutral restrooms
 2. All bathrooms will be gender neutral when current school renovation is complete in 2019
 - a. All “gang-style” bathrooms will be replaced
 - b. Communal restrooms with no boys or girls label
 - c. Corner room with two entrances without doors to allow easier supervision for teachers
 - d. Individual stalls with floor to ceiling doors
 - e. Signage to identify type of bathroom facilities in each stall – such as a toilet
 - f. Equitable toilet facilities
 - g. Decision was reached after careful consideration by the deign advisory group and community input meetings
 3. Termed “inclusive restrooms” by the school principal



B. University of Oregon, Eugene Oregon

1. Is nationally ranked on Campus Pride's top 25 list of LGBTQ-friendly campuses nationwide
2. Designated 111 single-user restrooms as "Gender-Inclusive Restrooms" for use by all.
3. Example shown is for a residence hall
4. Multi-stall gender neutral restrooms are located in or planned to be located in (14) U of O building projects
 - a. Student union, athletic facilities, stadiums, residence halls, libraries

Item 6. Gender Neutral Restrooms – Related topics

A. Gender neutrality = gender equality

B. Code update

1. ADA code would apply as normal
2. Single user restroom code would apply to single user stall.

C. Construction cost difference

1. Expense to accommodate gender neutral restrooms would apply mostly to new design and construction.
2. Single user restrooms can automatically be used as gender neutral restrooms.
3. Existing gender specific restrooms would remain as such unless they undergo careful re-design and renovation.

D. Addressing Safety and Security Concerns – Perceived and Real

1. Do gender neutral bathrooms make people less safe?
 - a. According to the Heartland Trans Wellness Group, segregated restrooms are not accessible spaces that everyone can use and do not make people safer.
 - Existing gender specific restrooms do not prevent sexual assaults. There are no physical barriers to potential predators.
 - Existing restrooms are secured only by the gender label and do not have a secured "locking" system in place.
 - Multiple person gender neutral restrooms could provide more safety (if carefully designed) since there would be more public spaces and make it less likely that a woman would be alone (self-behavior monitoring).
 - Gender neutral restrooms provide a floor-to ceiling fully enclosed stall (with a lockable door) compared to the typical half height metal/plastic stall with a low-tech locking device.



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END OF MEMORANDUM



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MEMORANDUM Net-Zero Energy Building

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name:	Portland Public Schools – Kellogg Middle School	Date: 07/20/2017
To:	Deb France – OHPD, Tim Ayersman - OHPD	
Prepared by:	Tuan Kiet Do – OHPD, Juan Carlos Garduno – OHPD, Bryan Thompson - OHPD	
Distribution:		

The purpose of this memorandum is to provide an overview of Net-Zero Energy building design and construction as applied to Portland Public School’s Kellogg Middle School project.

Item 1. Why Net-Zero / Living Building Challenge, what are the benefits to PPS

- A. Living Building Challenge (net zero energy and water) is identified as a sustainability metric goal by the District. Achieving this goal within the project budget through design, partnerships, and creativity would set a new standard for the future District projects.
- B. Proven Performance – Proven savings
 - 1. Net-Zero Energy Building Certification is based on actual building performance data.
 - 2. School Energy Use Reduction – Energy Use Index (EUI):
 - Typical Education Building: EUI = 62.3
 - Current building and energy codes: EUI = approximately 55
 - Proposed Kellogg Full Replacement: EUI = 44
 - Integrating all net zero best practices: EUI = approximately 18.
 - 3. According to U.S. Department of Energy’s analysis by the Pacific Northwest National Laboratory, there is an 11.4% cost savings between a Primary School with an EUI of 62.3 and and EUI of 55.5.
 - 4. In many schools in America, spending on energy is second only to salaries (more than \$6 billion a year)
 - a. Schools spend more on electricity and natural gas than on textbooks and computers.
 - b. Net zero energy schools virtually eliminate operating expense
 - c. Most schools could save 25% of these costs by being smart about energy use alone which is taught, encouraged, and considered in a net zero school



5. Performance Case studies: Changes ranging from everyday occupant behaviors to operational protocols to complete retrofits have saved individual schools thousands of dollars annually.
 - a. Seattle School District saved \$20,000 a year by turning off the lights in its 250 vending machines.
 - b. Oquirrh Hills Elementary School, Utah, has saved \$22,521 a year in electrical and gas bills by undertaking energy retrofits.
 - c. Daniel Boone High School in Washington County, TN, has achieved a 34% reduction in annual energy cost and has saved an average of \$82,000 annually since 1995 when it installed a geothermal heating and cooling system.
- C. Improved Learning Environments
 1. Early examples and analysis show that net-zero school are more beneficial to districts, occupants, and the environment
 - a. Improved health – Indoor air quality
 - b. Increased productivity – Daylighting, thermal comfort
 - c. Innovative education opportunities – Building as a learning lab – high level of design, technology integration, and measuring and monitoring of building systems
- D. Sustainability and Climate Leadership
 1. Kellogg Middle School could be the first Zero Net Energy verified school in Oregon
 - a. There were (2) total Zero Net Energy Verified buildings in Oregon as of 2016
 - Pringle Creek Painter’s Hall – Salem, OR – Public Assembly – 3,959 SF
 - Hood River Middle School Net-Zero Addition – Hood River, OR – Education – 5,331 SF
 2. Supports climate leadership and educates tomorrow’s leaders
 3. Student can act as tour guides and ambassadors of net zero building design and systems
- E. Designing for an Uncertain Future
 1. Net-Zero energy buildings are proven to be resilient.
 - a. Design features incorporate climate change adaptation and resiliency to extreme weather events that also reduce the building’s dependency on aging infrastructure
 - b. They can continue to function with their own power and can effectively serve as a community center in a natural disaster
 - c. No dependence on volatile utility and fuel costs
 - d. Net-Zero buildings consume only as much energy and water as produced, achieving sustainable balance and eliminating waste sent to landfill.



Item 2. Challenges – Perceived and Real

- A. Cost – Upfront costs for improved energy efficient construction, building systems, and renewable energy systems.
 - 1. Because of advances in solar technology, LEDs, other equipment and design techniques, the initial cost of a net zero school need be no higher than that of a conventional building.
 - 2. The single largest cost is photovoltaic energy systems, however the solar panel system costs continue to fall
 - a. Solar panel system costs are 9% lower in 2017 than a year ago.
 - b. Oregon is below the national average for system installation (\$3.16/watt) by average cost per watt by state
 - 3. The return on investment varies depending on the local cost of electricity, but can be achieved in a decade on average.
 - 4. From 2003 to 2014, Electrical rates increased by 43.5% in Oregon on average. According to the Portland Business Journal, Portland General Electric is seeking a rate increase
 - 5. An overall cost increase for school construction is not readily available.
 - a. As a comparable, with cost-effective design and construction, the energy saving features and solar collectors for a zero energy home may add 5 to 10% over the cost of a similar-sized home built to code after incentives.
 - b. According to a 2013 study on large (office/apartment) buildings in Washington D.C., the Cost Premium Range were:

	Energy Conservation Measures	Net Zero Energy (Renewables with ECMs)
Office New Construction	1-6%	5-10%
Multifamily New Construction	2-7%	7-12%
Office Renovation	7-12%	14-19%

• *ECM – Energy Cost Measures

- B. Not every building can be net zero – Why schools are the most promising net zero building type
 - 1. Kellogg Middle School is a good candidate for a net zero building
 - a. Low energy demand during 9 months of the year and for limited hours
 - b. Predictable and constant occupant loads with low plug loads



- c. Big footprint for photovoltaic panels relative to square footage served – most demand during the day when the sun generates electricity. One to two stories preferred.
 - d. School boards have long-term interest in reducing utility expenses and they possess bonding authority to fund long range projects.
- C. Complicated Technologies and Systems – monitoring systems and building controls are an integral piece of net zero success
- 1. An integrated design team must be engaged from the start of the design project - it is necessary for the integrated design processes to deploy more time, energy, and resources up front to ensure smooth project delivery.
 - 2. Building control problems – rarely seamless. These systems are here to stay so early energy targeting, installation and understanding is increasing
 - 3. New systems may be unfamiliar to facilities managers and require training. Controls contractor and the building operator should get involved early in the design stage, during commissioning and after occupancy to ensure the smoothest transition possible.
- D. Lack of Familiarity of Net Zero design
- 1. The biggest roadblock isn't technology or cost, it is a lack of engagement and familiarity from school officials.
 - 2. Local building officials must be engaged and local rules and regulations must be examined and understood to educate and promote net zero energy buildings.
 - 3. An integrated design process must be utilized to engage all professionals and share knowledge to think outside of the box.
 - 4. "To create this kind of construction you need to be passionate about the project, well informed and courageous. Energy Efficiency in buildings is about attitude – the attitude to invest money."

Item 3. Cost and Design Approaches and Partnerships

A. Upfront and Operational Cost Solutions

- 1. Cost effective design strategies to achieve net zero energy, water, and waste goals
 - a. Properly insulated and airtight envelope and roof
 - b. Proper ventilation utilizing a heat-recovery ventilator
 - c. Passive sun heating: building orientation
 - d. Passive natural ventilation and lighting when available: operable windows, stack ventilation



- e. Decrease the use of electricity by utilizing high performance building appliances and fixtures:
 - LED lighting, automated/sensor lighting and appliances
 - f. Minimize total water consumption by using high performance, low flow, plumbing fixtures
 - g. Maximize alternative water sources by harvesting rainwater, storm-water, and foundation water (sump pump). Onsite water storage and treatment
 - h. Minimize wastewater discharge from the building and return water to the original water source: grey water system
 - i. Design waste systems to reduce, reuse, and recover waste streams to convert them to valuable resources with zero solid waste sent to landfills
 - j. Thoughtful design and construction modules to reduce or eliminate the production of waste during design, deconstruction, construction, operation, and end of building life.
2. Operational cost reductions
- a. Automatic HVAC system: automated/sensor HVAC
 - b. Produce on-site electricity with photovoltaic panels
 - Offsite exemptions may include electricity produced from solar panels, wind farms, or hydro-electricity
- B. Partnerships
- 1. Solar 4R Schools: PPS has had past solar installation partnerships with Portland General Electric, Energy Trust of Oregon, MLS (Major League Soccer) WORKS, Gunderson, Pacific Power Blue Sky Renewable Energy, and Continental Tire. Potential partnerships include Bonneville Power Administration,
 - 2. City of Portland
 - 3. Multnomah County
 - 4. PGE
 - 5. Other PPS Schools in 2016 Bond – Lincoln, Madison, Benson
 - 6. Community/Business Partners

Item 4. What is Net-Zero

- A. Net-Zero Energy certification is achieved when one hundred percent of the building's energy needs on a net annual basis must be supplied by on-site renewable energy. The energy created can be achieved by various building systems and strategies.
 - 1. Offsite renewable exceptions are granted under special conditions.



- a. These exceptions to energy sources must be supplied from regional sources.

B. Certification Process

1. Net Zero Energy Building Certification (NZEB) is certified by the International Living Future Institute (ILFI).

- a. NZEB is one of three certification paths under the Living Building Challenge.

- Path 1 Living Building Certification: Regenerative building: Highest standard
- Path 2 Petal Certification: Above Net-Zero building: Medium standard
- Path 3 Net Zero Energy Building Certification: Energy used equals energy produced by building: Base standard

2. Registration

- a. Fee: \$900

- b. International Living Future Institute registration/membership is required

3. Documentation and Audit

- a. Project documentation begins as early as the pre-design process and ends 12 months after building has been fully occupied.

- b. Preliminary Audit

- Occurs prior to building construction
- Reviews documentation

- c. Final Audit

- Occurs after 12 months of building occupancy to verify Net-Zero Energy usage.
- The building will not be certified if it does not meet Net-Zero Energy standards
- Final Audit and Net-Zero Certification fee: Commercial, Institutional, and Multi-Family Residential
 - i. \$4,000 for a 53,820sf – 107,639sf building
 - ii. \$9,000 for a 107,640sf – 538,194sf building

C. Benefits

1. A 1999 study by energy consulting firm Heschong Mahone Group revealed a correlation between the use of daylighting and improved student performance.

- a. In the Capistrano school district (California) students in classrooms featuring daylighting strategies, large windows, or a well-designed skylight performed 19-26 percent better on standardized reading than students in classrooms without these features.



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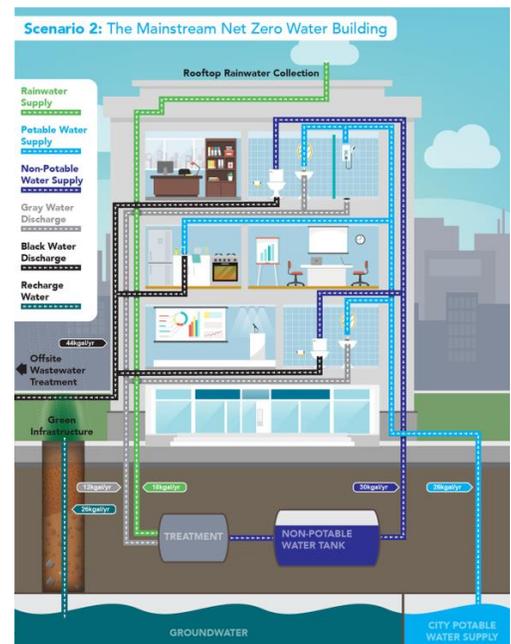
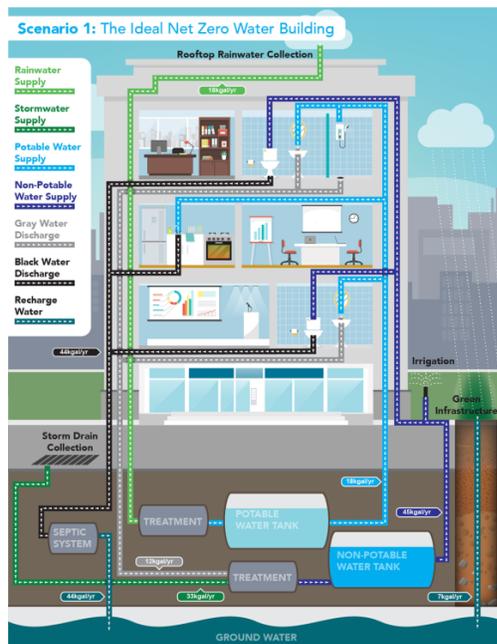
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- 2. School as a “Living Lab” – engaged students reduce consumption of energy and materials
- 3. Digital interactive displays, smart tools and meters, exposed structures, and ground-level photovoltaic installations demonstrate the building systems and sustainable features



Item 5. Net-Zero // LEED // Carbon Neutral

- A. Does Net Zero qualify for LEED? NO, but the concept differs from LEED due to the fact that the assessment is done by measuring the amount of renewable energy overtime rather than giving points to systems that may work, but in the long run will not provide the same amount of energy savings overtime.



- B. Is Net Zero the same as Carbon Neutral? NO, most of the 'green' building standards like LEED or GRIHA cover many aspects of the building design like recycled reclaimed material use or occupant comfort and well-being. Carbon Neutral and NZB focus on the energy use of the building.
- C. What other project goals/certifications are out there?
- Platinum: 80 points and above, Gold 60-79 points, Silver 50-59 points, Certified 40-49 points
1. Living Building Challenge
- All Living Challenge Projects have a twelve-month performance period and are audited by third party before they can receive certification.

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END OF MEMORANDUM



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OH PLANNING+DESIGN, ARCHITECTURE

MEMORANDUM

Oh Project Number: 90031
Project Name: Portland Public Schools – Kellogg Middle School
To:
Date: August, 2017
Subject: Color Psychology in Education Environments
Prepared by: Samantha Aleo

The purpose of this memorandum is to consider color as a definitive factor in brain stimulation in a middle school learning environment. This memorandum will look at color in the classroom as well as common spaces, and its relationship to memory, alertness, and overall disposition of both students and faculty.

Color Psychology – Introduction

Color psychology is the study of hues as influencing factors on human behavior. In creative fields, such as marketing, graphic design, architecture, and interior design, color choice can directly impact users’ thoughts and feelings when interacting with a space or brand. Specifically in architecture and interior design, a space’s utilization of color is crucial in influencing behavior and interaction. One critical application in architecture and design that is impacted greatly by color and material choice is in the education sector, where students of all ages are constantly being influenced by the information they take in, including the built environment around them.



Adolescent Brain Development

Color can help connect the neuropathways in the brain. Connecting with hormone regulating endocrine glands, the brain absorbs color information and translates it into emotional, psychological, and even physical responses. Color information travels throughout the brain, impacting areas that detect motion, shapes, edges, and transitions, allowing people to develop a nuanced view of the world.

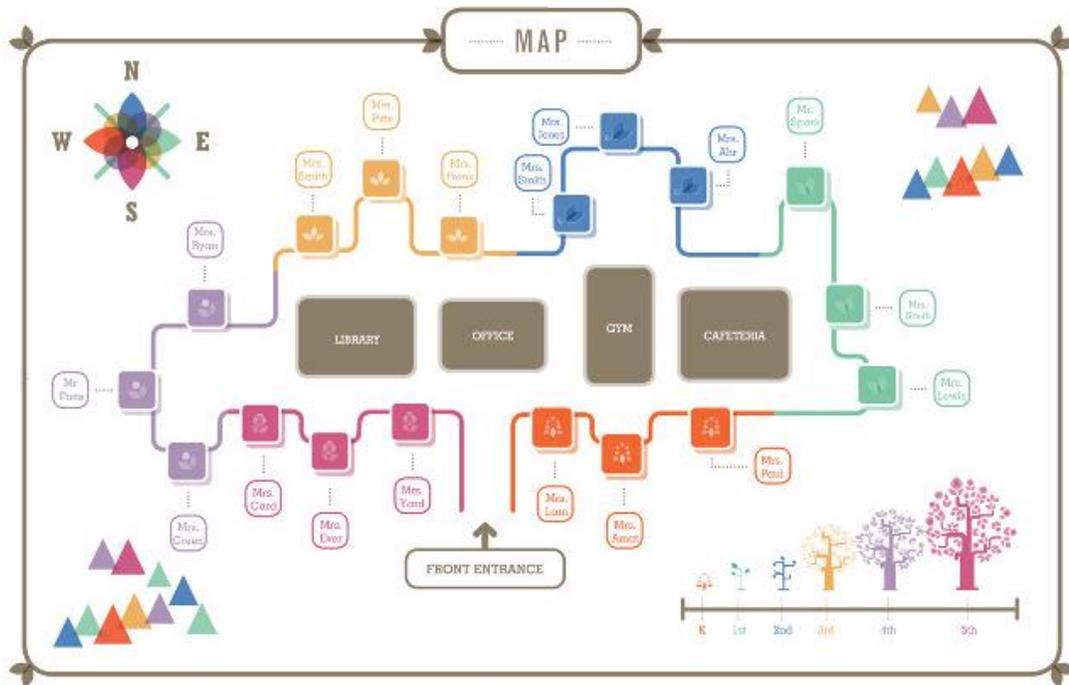
For adolescent brains constantly pulsing and absorbing new information, color can greatly impact daily experiences and behavior, as well as brain function in general. Many studies show relationships between color preferences and student performance, influencing creativity, focus, happiness, and memory. Color can even impact participation and absenteeism, and physical responses such as heart rate and respiration. Conversely, a lack of color, or an excess of black, white, and greys, has been proven to lower IQ about 10 points.

Color and Pattern Recognition

By the age of 3, children have already begun identifying and matching colors. Students performed up to 10% better on pattern recognition tests administered in color than black and white, boosting memory over time. Using color for wayfinding in educational facilities can further develop color and pattern recognition and aid in directing students throughout various spaces. Through graphic means, signage, furniture, or overall paint colors, designers can help distinguish various types of spaces by separating or emphasizing using color. Color can also aid in developing place identity and create a system of order within a school, especially to help classify smaller learning communities within a larger space. Studies suggest this comes from primal environmental reactions, giving various responses in indicating food, shelter, and danger.



Color used for wayfinding signage



This map uses colors to distinguish different classroom grades.





Eye Fatigue

Introducing natural light into schools through expansive windows or skylights has proven to be beneficial in increasing energy, creativity, and an overall positive disposition of students and staff. However, an uncontrolled brightness, or glare, can lead to eye strain, especially in classrooms that use technology and screens as the



Offset colors to provide relief for student eyes

primary teaching tools. Eye strain is the result of tightening of the ciliary muscle of the eye, and can lead to pupil over-dilation, increased blinking and inability to focus, headaches, and eye pain. To combat eye fatigue in students, color plays an important role in reflecting, absorbing, or redirecting light in the classroom. One way to strategically color a space to reduce eye strain is to use a muted or pale color on the teaching wall, with more vibrant colors on the back wall, or as accents. Dull, darker, or muted colors on the sides relieve the eyes and prevent overstimulation. This allows students to take a break from their work, and refocus more efficiently.

Color Psychology at a Glance

Studies show that different colors effect the brain in different ways. While individuals are partial to their favorite colors, studies show trends in how specific colors impact emotional and physical responses. Below are some typical responses to the brain analyzing color information:

Reds – Intensify adrenal glands, give energy, identify threat. Can improve focus, performance, attention to detail, and repetition in small doses. In large doses can become unnerving. Increases heart rate.

Oranges – Encourages critical thinking and enhances memory. Promotes appetite, stimulation, and energy. Mood lifting and positivity.

Yellows - Promotes happiness, and creativity, but in large doses can cause stress or overstimulation.

Greens – Proven to be relaxing and calming. Good for multitasking and concentration, and is reminiscent of the natural world.

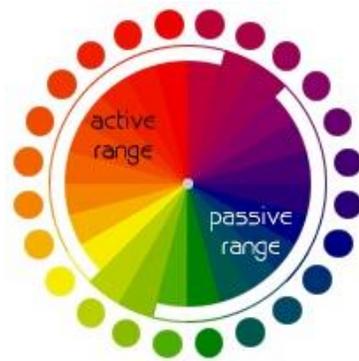
Blues – Stimulate creativity, productivity, and concentration. Slows heart rate for calmness and relaxation.

Violets- Attention grabbing, stimulates attraction, creativity, and imagination, and gives a sense of calmness.

Browns and Neutrals- Give a sense of security and relaxation. Reduces fatigue, but can be negative for children who typically prefer bright colors.

Black, White, Grey- lowers IQ, dulls learning.

Off-Whites – Calls attention, positivity.





Color in Learning Environments

Considering color's emotional stimulations, use of color in education environments can create spaces that are finely tuned to the type of study or activity per each classroom. Below are theory-recommended practices for various types of learning environments:

Science and Mathematics

Blues lower heart rate and create a setting of calmness and concentration. Concentration and attention are needed in both mathematics and sciences studies, so shades of blue create the perfect environment to keep students grounded and focused. Throwing in a contrasting color, such as red or orange, can help in creating a bold, contrasting focal point to stimulate students.





History, Social Sciences, Counselling, and Libraries

Greens are great for multi-tasking, as they provide both the calmness of blue and creativity of yellow. Critical thinking and concentration are heightened in green environments, and with colors reminiscent of the natural world, greens provide a sense of security. For critical thinking courses such as history and research, greens are beneficial in providing an environment that stimulates brainwaves for the tasks at hand.





Languages, Fine Arts, Culinary Arts, Music and Dance

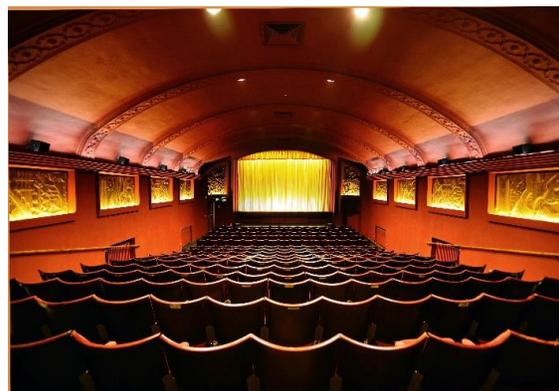
Yellows and purples are the colors of creativity. They stimulate the mind and draw attraction, creating an uplifting and imaginative environment. Great for music and arts classrooms, as well as English language arts and foreign language classes, as they can promote students to think outside the box. However, these colors should be used in moderation so to not overexcite or cause distraction. A strategic way to incorporate these bold colors would be to incorporate them through suggestive natural elements, such as pine or alder.





Athletics, Drama, Media, and Cafeterias

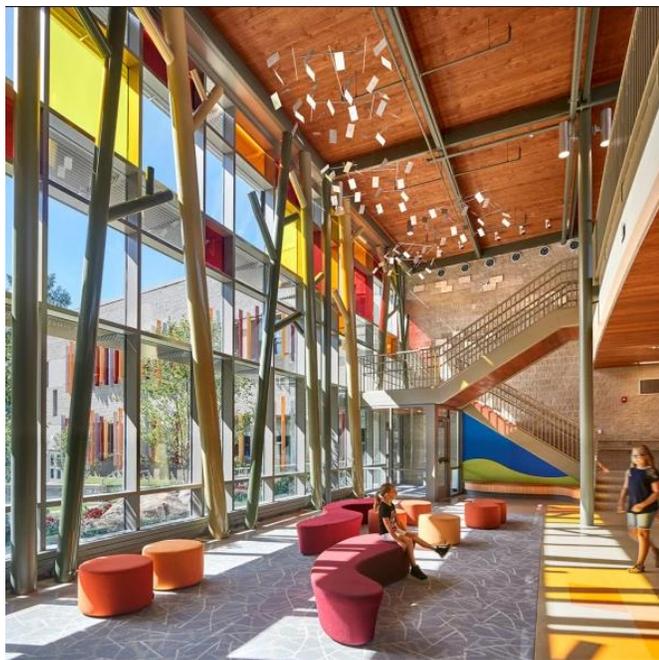
Oranges and reds are at the stimulating end of the color wheel, and thus are great for active and common spaces such as cafeterias, gymnasiums, and auditoriums. These colors will raise heart rate, increase appetite, and promote activity and interaction. Oranges in particular can be imitated by strategic use of natural woods, such as cherry or walnut, to achieve a warm and inviting atmosphere.





Entrances and Hallways

Bold, bright colors should be used in common areas such as hallways and atriums to excite students between classes. A bright, fun statement piece in a lobby or mezzanine will draw students in, and make them excited to start their day.





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MEETING MINUTES OTL - Framework

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement

Date & Location: 08/31/17 @ CR-BESC-Building Services (15) 1st Floor

Prepared by: Tim Ayersman

Present:

- PPS: Steve Effros (SE)
- Brenda Fox (BF)
- John Hines (JH)
- Paul Cathcart (PC)
- OHP+D: Deb France (DF)
- Tim Ayersman (TA)
- Bryan Thompson (BT)

Distribution: Attendees

The purpose of the meeting was to describe the pre-design process that brought the Kellogg project to where it is now and review the Middle School Framework in detail with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Middle School Framework Discussion

- A. The District is moving from K-8 model to middle school model.
 - I. OTL has received different levels of input from over 250 people within the District to date.
 - II. The annual State instructional minutes exceeds PPS schedule.
 - III. A committee will be formed by OTL to refine areas such as STEAM, CTE, Health and Wellness, to name a few.
 - IV. All day meeting is scheduled for September 27th with all advisory groups. Meeting to be hands on interactive meeting to engage the groups.
- B. Standards are being worked on for Middle School
 - I. For science, they will now have biology, chemistry, physics all during each year instead of one per year. This will affect the space requirement and add to the need for flexible spaces to having all three subjects in one room.
 - II. Sixth grade may be self-contained in one room with the class going to a separate room for subjects such as art or science.



- IV. PPS teachers do not want to share classroom spaces. The only exception is the special education space.
 - V. The preferred class size is 25-30, currently many Middle School classes in the District are at 35.
 - VI. The ESL should be the same size as a general classroom. (BF) Emerging bilingual ideal number of students is 20-25 and includes a second teacher work space. This room should be located with the general classrooms.
 - VII. Classroom sizes below 500 SF are hard to program and should be avoided. (BF) The average PPS class size in the District is 675-700 SF.
 - VIII. The Media Library serves as a teaching space and should have seating for one classroom at a minimum. Staff meeting occur in this space. The books are moving to a storage space with the schools using more digital books. The adjacency of the maker spaces should be with the media space. The maker space should have storage for equipment such as a 3D printer.
 - IX. Computer labs are not being used as much, mobile laptop carts are preferred. Each classroom should have a location dedicated for charging and storing a mobile cart.
 - X. Kellogg should have a vertical alignment with Franklin HS programs that are offered.(BF)
- C. School, Family, and Community Partnerships
- I. PPS prefers that all the partner services and programs are in one central location and with an entrance that can be monitored by staff. This helps with safety and security by know who is in the building and where.
 - II. Partner services should be located near the exterior of the building so those going to these services don't have to go too deep into the building. This also provides after hours separate entrance if needed.
 - III. Many of these programs are grant based and will come and go over the years so the space should be flexible. Each PPS school currently has 5-10 partners.
 - IV. Main program currently is SUN program, they use the school after hours and have a dedicated room typically. They require space for a food bank, clothing storage, and back pack programs.
 - V. A common conference room that seats 10-20 is preferred for all the partner programs to share. It should include a sink and a washer and dryer. Partner programs can share work space but need separate office space for confidentiality.
 - VI. A health clinic would be good to have, the area around Kellogg has a great need for this and Middle School families are not as comfortable going to the High School for these services. (BF)

Item 2. Kellogg Middle School Pre-Design Review

- A. Case studies used for comparing current layouts in middle schools were reviewed.
 - I. Timberland MS placed the extended learning adjacent to the classrooms, Faubion placed the extended learning centrally located to the classrooms, and Eastbrook placed extended learning with in the corridor.



KELLOGG MIDDLE SCHOOL - EXTENDED LEARNING STUDIES
 PORTLAND PUBLIC SCHOOLS

ADJACENT
 Extended Learning

ADJACENT Extended Learning areas are used as small or large open spaces directly adjacent, or between, two classrooms. Depending on size, this area can be used as a classroom. Clear glass or regular wall partitions can be used.

- | | |
|---|--|
| <p>PROS</p> <ul style="list-style-type: none"> • If large enough, the space is flexible to be used as a regular classroom • Can be included throughout the floor plan, adjacent to any classroom • Adjacent to natural lighting | <p>CONS</p> <ul style="list-style-type: none"> • If the space is too small, it's use might be limited to small group use |
|---|--|

CENTRAL
 Extended Learning

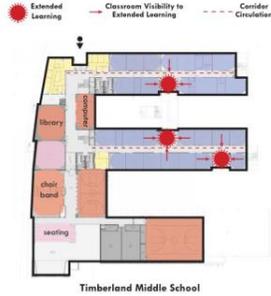
CENTRAL Extended Learning areas are used as small or large open spaces between two classroom groups. This area is open and does not have wall partitions, although, clear glass partitions can be used.

- | | |
|--|---|
| <p>PROS</p> <ul style="list-style-type: none"> • Can be included throughout the central floor plan • High visibility area | <p>CONS</p> <ul style="list-style-type: none"> • Unclear space use unless furnished for use • Open to the surrounding classrooms might limit student attention • Low natural light • Flexibility for classroom expansion is limited because of lack of natural light |
|--|---|

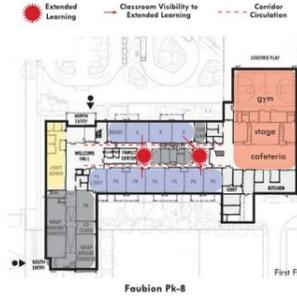
CORRIDOR
 Extended Learning

CORRIDOR Extended Learning areas are used as large open spaces immediately outside of classroom rows. The area is perceived as a "double-wide" corridor and has no wall partitions.

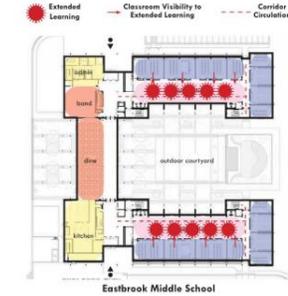
- | | |
|---|---|
| <p>PROS</p> <ul style="list-style-type: none"> • Corridor can be used as available open space during class hours (not between classroom periods) • Adjacent to natural light and ventilation | <p>CONS</p> <ul style="list-style-type: none"> • Not enclosed, might be security hazard • Larger square footage required |
|---|---|



Timberland Middle School



Faubion Pk-8



Eastbrook Middle School

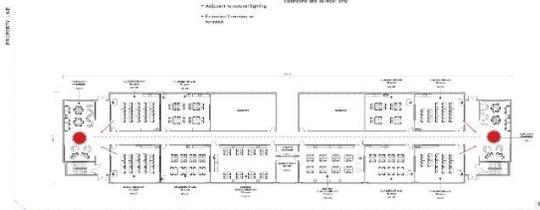


Topic – Sample Extended Learning

KELLOGG MIDDLE SCHOOL - EXTENDED LEARNING STUDIES
 PORTLAND PUBLIC SCHOOLS

ADJACENT
 Two 1,000sf Extended Learning Spaces per Grade Level/Floor Level

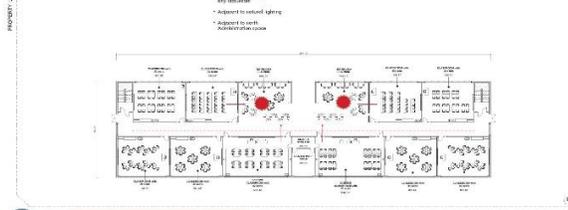
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|--|--|
| <p>PROS</p> <ul style="list-style-type: none"> • The space is flexible to be used as a regular classroom • Adjacent to natural lighting • Adjacent to natural lighting | <p>CONS</p> <ul style="list-style-type: none"> • If the space is too small, it's use might be limited to small group use • Not enclosed, might be security hazard • Larger square footage required |
|--|--|



KELLOGG MIDDLE SCHOOL - EXTENDED LEARNING STUDIES
 PORTLAND PUBLIC SCHOOLS

ADJACENT
 Two 1,000sf Extended Learning Spaces per Grade Level/Floor Level

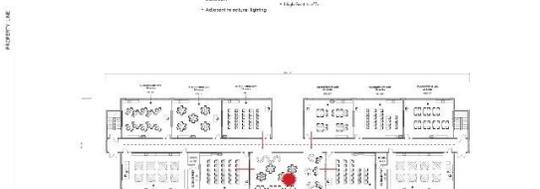
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KELLOGG MIDDLE SCHOOL - EXTENDED LEARNING STUDIES
 PORTLAND PUBLIC SCHOOLS

ADJACENT
 One 1,000sf Extended Learning Space per Grade Level/Floor Level

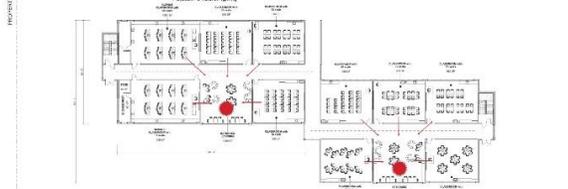
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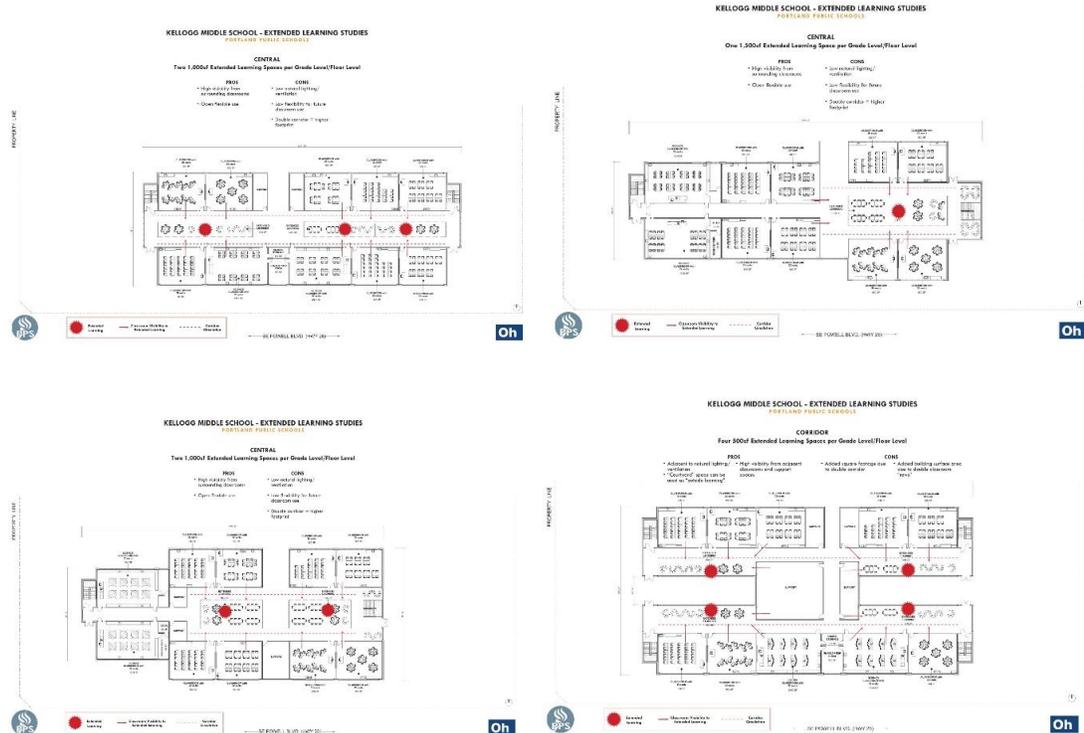


KELLOGG MIDDLE SCHOOL - EXTENDED LEARNING STUDIES
 PORTLAND PUBLIC SCHOOLS

ADJACENT
 Two 1,000sf Extended Learning Spaces per Grade Level/Floor Level

- | | |
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| <p>PROS</p> <ul style="list-style-type: none"> • The space is flexible to be used as a regular classroom • Adjacent to natural lighting • Adjacent to natural lighting | <p>CONS</p> <ul style="list-style-type: none"> • If the space is too small, it's use might be limited to small group use • Not enclosed, might be security hazard • Larger square footage required |
|--|--|





Topic - Adjacencies Options Applied To Kellogg Middle School

B. The site zoning diagram illustrating the existing conditions and requirements were reviewed.

- I. The zoning requires that the building be located within 20' of Powell only. The classroom wing in the due diligence report was all along Powel Blvd. Options have been looked at to meet this requirement but pull one of the two wings back.
- II. The first option has both wings along Powel Blvd. the second option pulls the west wing back creating a courtyard at the corner of Powel and 69th. The third option pulls the east wing back and creates an outdoor learning space around the large existing tree on site.
- III. The first floor along Powell can also have higher windows with a mural along the street level for less visibility into the classrooms.
- IV. An alternative is locating community partners and after hour spaces on the first floor adjacent to Powell. This would create better access for the community and move the classroom wings up, away from the street level.



KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOLS



Full Replacement Site Options



Topic – School Adjacency to Powell Blvd Options

Item 3. Next Steps and Action Items

- I. Brenda will send OHPD the strands in Franklin for our review.
- II. OTL will attend the break out focus groups as their schedule allows. Steve will set up weekly OTL meetings.
- III. The Focus Group Kick Off meeting is scheduled for September 6th, 10:00 am at PPS.
- IV. OHPD to attend September 27th OTL committee meetings.

END OF MEETING MINUTES



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MEETING MINUTES FACILITIES & OPERATIONS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/12/17 @ CR-BESC-Mezzanine (15) 2nd Floor
 Prepared by: Bryan Thompson
 Present: PPS: Jere High (JH) – Director – Maintenance and Operations, Portland Public Schools
 Frank Leavitt (FL)– Senior Manager – Facilities and Operations, Portland Public Schools
 Daniel Lemay (DL) - Facilities Operations Manager (FOM) – Franklin Cluster, PPS
 Steven Nitsch (SN) – Mechanical, Senior Manager, Portland Public Schools
 Glen Harrison (GH) – Warehousing – Manager, Supply & Logistics, PPS
 Brian Taylor (BT) – Electrical, Manager, Portland Public Schools
 Stephen Effros (SE) – Project Manager
 OHPD: Tim Ayersman (TA)
 Bryan A. Thompson (BAT)
 Distribution: Attendees; Dan Jung – PPS; Ken Fisher – Heery; Deb France – OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Facilities & Operations at Kellogg Middle School.

Item 1. Custodial (DL)

- A. Educational Specifications meet needs for custodial closets and storage
- B. Custodial closets to have electrical outlets for charging equipment and a mop sink with lip (not a waist high sink) – New Marysville (10 x 10) closets have preferred layout – Jen Sohm to provide standard layout options
- C. Confirm a pallet jack is accessible to custodial storage
- D. Deliveries 1-3 times per month – 26’-0” box truck
- E. Preference for a wide loading dock with garbage on it – (2) 5-yard garbage and (1) 5-yard recycling containers
- F. Use only standard restroom and science classroom dispensers
- G. Preference for locking doors at restrooms for security/after-hours control – maintenance door to allow for open access design
- H. Preference for (6-8) stall bathrooms – allows efficient cleaning
- I. Gymnasium/afterhours to be self-contained with restrooms, etc.
- J. Hand dryers being explored by a PPS committee led by Jen Sohm – they would be a supplement to paper towels – custodial has expressed concerns for mechanical failure and vandalism
- K. Preference for recessed LED light fixtures with occupancy sensors – discourage pendant fixtures which require cleaning on top
- L. Limit interior glass for maintenance/cleaning concerns



- M. Preference for storage space for instructional spaces – temporary storage at building receiving adjacent to loading dock (GH)
 - N. Preference for an alarm panel in custodial office, MDF room, and main office – custodians responsible for disarming alarm
 - O. Do not use white paint
 - P. Provide a custodian space near kitchen/cafeteria
 - Q. Consider maintenance and access when selecting light fixtures in high ceilings
 - R. Identify, with signage, the ratings for stages and floors where lifts are required for maintenance
 - S. Coordinate doors sizes with lift access/movement requirements
- Item 2. Mechanical (SN)
- A. Prefer uniformity in equipment and controls selection – (3) different boilers in the (3) new schools [FHS, RHS, Faubion]
 - B. PPS to provide direction on aligning equipment and controls across school sites
 - C. Preference for equipment on ground floor with direct exterior access (overhead door) – design with replacement in mind - current equipment has shorter life span
- Item 3. Electrical (BT)
- A. Replacing LED lighting fixtures is an electrical operations duty – no longer bulb changing by custodians
 - B. Determine the amount of light fixture overstock to replace failures.
- Item 4. Lessons Learned
- A. Franklin High School
 - I. Overhang at loading dock is too low
 - II. Do not design school with multiple (2-3) stall bathrooms – requires more labor to clean
 - III. Mezzanine in gymnasium blocks lift access to light fixture for maintenance and replacement
 - IV. Do not place mechanical equipment on roof requiring crane access
 - V. Do not mount electrical panel in ceiling or @ 6'-0" requiring ladder access
 - VI. Design team to note diagrammatic drawings to reflect potential misinterpretations/conflicts by sub-contractors. For example: Shut off valves to be located within easy access – not feet above a drop ceiling
 - VII. Contractor has left behind construction debris in sewage pipes – GC to monitor/prevent
 - B. Faubion
 - I. Plumbing and electrical is exposed at bathroom sinks – provide tamperproof/keyed valves
 - II. Flooring at cafeteria and servery have different maintenance requirements
 - III. Sprinkler heads are located within reach of students on stairs
 - IV. Locker room walls and corners are split face block/brick – safety concern
 - V. Fall protection is installed because parapets are not high enough – make parapets high enough so fall protection is not required.
 - C. Grant High School
 - I. Concerns over cleaning/labor/safety at gender neutral bathrooms.
 - D. Roosevelt High School



- I. Durable plaster walls with special finish – design team to consider this approach.
- E. Consider the creation of diagrams for delivery and equipment movement access – show the route for a pallet jack from building receiving to storage areas to avoid conflicts and inefficiencies

Item 5. Action Items

- A. Daniel (Maintenance) to provide preferred 10 x 10 custodian closet layout developed by Jen Sohm to OHPD
- B. Daniel (Maintenance) to confirm desired width of interior corridors/doorways for pallet jack access on delivery route and provide to OHPD
- C. Daniel (Maintenance) to provide minimum overhang height at loading dock to prevent conflict with delivery/garbage trucks and provide to OHPD
- D. Steve (Mechanical) and Daniel/maintenance to follow-up on hand dryer committee findings with District/Jen Sohm and provide findings to OHPD
- E. Steve (Mechanical) to provide preferred boiler and controls systems to the District and OHPD
- F. Bryan (Electrical) to recommend the amount of LED light fixture overstock for failure replacement to the District and OHPD
- G. OHPD to incorporate comments into schematic design for Facilities & Operations review

END OF MEETING MINUTES



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MEETING MINUTES NUTRITION SERVICES

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
<hr/>	
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/12/17 @ CR-BESC-Nehalem (15) L1
Prepared by:	Bryan Thompson
Present:	PPS: Whitney Ellersick (WE) – Interim Director Nutrition Services Ben Dandeneau (BD) – Assistant Director, Nutrition Services Stephen Effros (SE) – Project Manager OHPD: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; Ken Fisher – Heery; Deb France – OHPD; Laura Bourland – HAI; Kyle Mechling - Interface

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Nutrition Services at Kellogg Middle School.

Item 1. Deliveries

- A. Programmatic Flow - Deliveries move from service dock to building receiving to kitchen dry storage or freezer/cooler to prep area to cooking area to serving area
- B. (2) Trucks make deliveries: 25'-0" Freezer Truck and local dairy truck (Alpenrose)
- C. Trucks can deliver to elevated loading dock or on ground – no preference
- D. No stairs from point of delivery to building receiving area
- E. Routing deliveries through the school is not preferred – elevators are problematic – make sure route is wide enough

Item 2. Frequency of Deliveries for 675 students

- A. Freezer truck deliveries daily – start at 4:30 am and end at noon – Trucks reload around 8 am to avoid student drop off at school sites
- B. Alpenrose milk truck delivers every other week
- C. General supplies delivered weekly
- D. Approximately (9) deliveries per week
- E. School provides 3-4 meal programs per day

Item 3. Kitchen – Servery - Cafeteria

- A. Open - No doors between servery and kitchen.
- B. Wall off kitchen functions from server for presentation – or thoughtful design to provide educational opportunity



- C. Overhead doors between servery and cafeteria/commons to restrict student access during off-hours
- D. Locate merchandising/display coolers and all equipment behind secure overhead doors
- E. Pass through merchandisers preferred in new kitchens
- F. Provide (3) serving stations with the same food options in each
- G. Cashier to be located at the end of the serving line at each station with (2) pin pad/card scanners per cashier
- H. Provide balance of space between cafeteria, server, and kitchen – if cafeteria seats 200 students, size kitchen and server to serve 200 students – imbalance creates improper use
- I. Locate cafeteria with a buffer between classrooms – music room, make space as buffer space for noise and activity
- J. Encourage the kitchen and cafeteria as a classroom and social space – design for noisy social interactions
- K. Cafeteria can be used as a flex space – robotics, sewing, study hall, after hours program
- L. Exterior areas at high schools have gas hook-ups which limits use of kitchen equipment during community events
- M. Provide power to all dedicated work spaces

Item 4. Lunch Schedule/Cafeteria Capacity

- A. Prefer each grade to have a lunch – (3) periods for middle school
- B. No school successfully has over 200 students per lunch period – monitoring the space is the problem
 - I. Confirm preferred size / number of students per period with Brenda Fox
- C. (4) lunch periods are OK for a large school – Harrison Park serves from 11am to 1:30pm

Item 5. Tables

- A. Nutrition Services not involved in decisions but would like to be
- B. Prefer different shapes and variety – not institutional type

Item 6. Lessons Learned

- A. Roosevelt
 - I. Serving line not a good example – short and linear
 - II. No electrical connections for hot wells
 - III. Budget alignment/VE led to equipment clearance conflicts with walls (Dishwasher)
- B. Roosevelt and Franklin have too many tables and table types which is a maintenance concern

Item 7. Action Items

- A. Nutrition Services to confirm desired width of interior corridors/doorways for delivery route and provide to OHPD
- B. OHPD to confirm maximum student capacity in cafeteria with Brenda Fox of OTL
- C. OHPD to incorporate comments into schematic design for nutrition services review

END OF MEETING MINUTES



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MEETING MINUTES GROUNDS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/13/17 @ CR-BESC-Nehalem (15) L1
 Prepared by: Bryan Thompson
 Present: PPS: Jere High (JH)– Director – Maintenance and Operations, Portland Public Schools
 Mark Franklin (MF) - Portland Public Schools
 Nancy Bond (NB) – Coordinator, Resource Conservation - Planning and Asset Management, Portland Public Schools
 Diane Lucas – Portland Public Schools
 Samantha Spring (SS) – AmeriCorp Environmental Projects Coordinator, PPS
 Stephen Effros (SE) – Project Manager
 Jerry Vincent (JV) – Chief Operating Office, PPS
 OHPD: Deb France (DF)
 Tim Ayersman (TA)
 Bryan A. Thompson (BAT)
 Ecotone: Daniel Edwards (DE)
 Distribution: Attendees; Dan Jung – PPS; Ken Fisher – Heery; Jen Sohm - PPS

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Grounds at Kellogg Middle School.

Item 1. Grounds Maintenance (MF)

- A. (6) grounds crews for district – 2nd largest land owner in Portland
- B. Grounds crews maintain trees and mow fields only – bio-swales are maintained on a contract basis
- C. Equipment is trailered to the site – nothing is stored on site
- D. Provide minimum 10’-0” between landscaping features, trees
- E. Custodians need storage space for leaf blower, weed eater, and small equipment
- F. 15% slope max for mowing
- G. Provide a mowing strip at fence lines
- H. Upgraded level of fencing for privacy at Powell
- I. If it can be vandalized it will be vandalized

Item 2. Storm water (NB)

- A. Preference to explore the option to capture and reuse storm water for toilets, irrigation, etc.
 - I. This has been explored at Humboldt School – tank for toilets and garden
- B. No grey water use in the district at this time



- C. OHPD to provide analysis: Costs, life span, weighing advantages – White Stag Building as case study
- D. There would be additional maintenance for these systems on a contract basis
- E. Possible on-site water reuse for green roof, green wall, school garden
- F. Preference to include an educational system – micro version for learning if a full-scale system is not feasible (JV)
- G. Review success of green roofs at Multnomah county buildings – Mead Building

Item 3. Synthetic Fields (MF)

- A. 9-10 year life span
- B. District currently has multiple manufacturers – FieldTurf is one
- C. Plan for future installation by providing plumbing to field (JV)
- D. (3) local soccer associates should be contacted as partners (JV)
- E. Event (Football) fields to be synthetic – baseball field type to be determined by situation/coach
- F. Preference to provide storage for field infill material (rubber pellets) – currently different for each field – storage space for overstock and machine to spread – locked

Item 4. Loading Dock – Trash (NB)

- A. Requires straight on access to garbage/recycling containers for ease of daily access
- B. No gate on trash enclosure – preference is for driver to not exit cab
- C. No wheels on containers
- D. Provide a hose bib with a sewage drain, not a storm drain – preference for a sign to indicate drain usage (JV)

Item 5. Greening School Yards (NB)

- A. Nature play areas – intentional boulders and logs for play with appropriate surfaces for falls – See installations at Sabin and Lewis
- B. School garden space: Raised juniper beds with pathways, ADA height planters – access to water, not irrigated
- C. Composting: Using city services – (24) schools using it right now – provide 60 gallon container
- D. Nutrition Services accepts food grown in the school garden
- E. If a school garden is not part of the initial design – plan a space and infrastructure for a future garden
- F. Limit paving
- G. Native plant gardens/arboretums have been used at other schools
- H. Mark to provide preferred tree species and turf mix
- I. Provide shade trees placed to maximize on-site shading
- J. Mark and Nancy to provide input for design standard revisions
- K. Mark to analyze the large maple in the south field at Kellogg to determine if it is worth keeping
- L. Saving trees must be well thought out and intentional
- M. PPS to provide guidelines for trees by fields
- N. Nancy to connect design team to Bonneville Environmental Foundation (BEF) for renewable energy programs and their kiosk requirements

Item 6. Irrigation

- A. Most is not working – not required at school gardens



- B. Central controls systems – Prefer IMMS (Irrigation Management & Monitoring System) by Hunter
- C. Systems managed by Mark in his office
- D. Sub-meter provided at every school
- E. Coordinate efficiency target with Aaron Presburg at PPS
- F. Gate valves at drain
- G. MP rotators: I25 not I40 – Hunter preferred
- H. Make network connection before trench is filled

Item 7. Lessons Learned

- A. Faubion
 - I. Steep bank at football field – eliminate, mowing concern – unnecessary burden
 - II. Synthetic turf under play areas is a great substitution for play chips – looks good – lower maintenance
 - III. Concrete path material selection not confirmed with PPS
- B. Franklin High School
 - I. Provide 45-degree corners on walkways – do not have 90 degree turns. Prevents damage to sprinkler heads and eliminates corner cutting damage to grounds
 - II. Embed large rocks/boulders into concrete – do not leave loose
 - III. The loading dock is not successful

Item 8. Action Items

- A. OHPD to provide storm water capture analysis: Costs, life span, weighing advantages – White Stag Building as case study
- B. Mark (Grounds Maintenance) to provide preferred synthetic field manufacturer to District and OHPD
- C. Mark (Grounds Maintenance) to provide storage requirements for synthetic field fill and machinery to District and OHPD
- D. Mark (Grounds Maintenance) to provide preferred tree species and turf mix to District and landscape architect Daniel
- E. Mark and Nancy to provide input for design standard revisions to District and OHPD
- F. Mark (Grounds Maintenance) to analyze the large maple in the south field at Kellogg to determine if it is worth keeping
- G. Mark (Grounds Maintenance) to confirm PPS guidelines for trees near synthetic fields and provide to OHPD
- H. Nancy (resource Conservation) to connect design team/OHPD to Bonneville Environmental Foundation for renewable energy programs and their kiosk requirements
- I. Mark (Grounds Maintenance) and OHPD to coordinate irrigation efficiency with Aaron Presburg
- J. District to contact local soccer association for field partnership.

END OF MEETING MINUTES



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MEETING MINUTES STUDENT TRANSPORTATION

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/13/17 @ CR-BESC-Wapati (10) L1
 Prepared by: Bryan Thompson
 Present: PPS: Sandy vanBaggen (SV) – Senior Training and Safety Specialist, PPS
 Stephen Effros (SE) – Project Manager
 OHPD: Deb France (DF)
 Tim Ayersman (TA)
 Bryan A. Thompson (BA)
 Distribution: Attendees; Teri Brady – PPS; Dan Jung – PPS; Ken Fisher – Heery; Jen Sohm – PPS;
 Deb France – OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Student Transportation at Kellogg Middle School.

Item 1. Kellogg Site Plan (SV)

- A. Nutrition services and transportation vehicle schedules do not interfere or overlap – bus loop can be shared for access to building receiving
- B. Preference to partner with Safe Routes to School
- C. Staff and students perform crosswalk duties
- D. Students have option to use Trimet stop located adjacent to the school.
- E. Do not show buses parked on the corners of the plan bus loop – should be able to pull parallel to curb
- F. Leave 3'-0" clear between buses
- G. Need Special Education bus drop off area – adjacent to ADA entrance
- H. SE Kelly St. was used by buses at former site to loop back to SE Powell – limiting volume of traffic in neighborhood is encouraged
- I. During arrival and release, plan on bulk of student traffic to enter through one open door – gymnasium or cafeteria is common
- J. Sandy's City of Portland contact for early assistance is Robert Haley, PBOT
- K. Jen Sohm is developing design standards for site plan best practices

Item 2. Vehicle Parking (SV)

- A. Planning for maximum of 51 parking stalls, (2) accessible spaces and (1) van accessible space – Minimum of 34 per city code
- B. City will be reluctant to take away parking from the front of homes



- C. Special needs parking and access is program dependent – locate ADA entrance as close to drop off as possible

Item 3. Bicycle Parking (SV)

- A. Planning for 136 bicycle parking spaces (4 per classroom)
- B. Do not locate bike racks by the bus loop and drop off - Beverly Cleary/ Fernwood bike racks are located in bus loading area and doesn't work
- C. Prefer bike racks by front doors in a position visible to administration staff (Ockley Green is a good example)
- D. Limit opportunities for bicyclists to create short-cuts across the site
- E. Clearly identify the bike route and parking locations – coordinate signage and striping (green paint) with the city

Item 4. Designing for Expansion (SV)

- A. Planning for a student capacity of 675 students
- B. Definitive student transportation needs cannot be determined until DBRAC process is complete
- C. Steve to provide information on former boundary and student populations
- D. Double stacking buses is not preferred, but an option – buses do not move until all students are unloaded
- E. Staggered bell times is an option, but not preferred
- F. Bus loop can be used for afterhours parking
- G. Local churches have been used as partners to increase parking for evening events
- H. Asphalt covered play area are used for parking at other school sites
- I. Explore the option of providing a curb cut similar to the old bus drop-off configuration in conjunction with a new bus loop to account for expansion

Item 5. Lessons Learned (SV)

- A. Faubion
 - I. Site plan working – Sandy has not visited yet
 - II. Sandy to report back after the school year has begun
- B. Roosevelt
 - I. Good special education bus access
 - II. Design intent was not communicated with staff, leading to improper use of site
 - III. A straight through drop off lane was designed for big buses but they used the small buss drop off loop when the facility opened – removable bollards were blocking the access
- C. Franklin
 - I. Communication lacking between district and construction

Item 6. Action Items

- A. Sandy to provide standards developed by Jen Sohm to OHPD
- B. Steve to provide former Kellogg School boundary to OHPD
- C. Sandy to provide feedback on Faubion and other 2012 Bond schools successes and lessons learned as the sites get used
- D. OHPD to incorporate comments into schematic design for Student Transportation review

END OF MEETING MINUTES



MEETING MINUTES MULTICRAFT - FINISHES

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
<hr/>	
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/14/17 @ CR-BESC-Building Services (15) 1 st Floor
Prepared by:	Bryan Thompson
Present:	PPS: Jere High (JH) – Director – Maintenance and Operations, PPS Mike Smithey (MS) – Senior Maintenance Manager – FAM Multicraft Shop, PPS Patrick McMenomy (PM) – Foreman – FAM Multicraft Shop, Portland Public Schools Stephen Effros (SE) – Project Manager, PPS Dan Jung (DJ) – Senior Director of Office of School Modernization, PPS OHPD: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Ken Fisher – Heery; Gene Osborn – Assistant Foreman – FAM Multicraft Shop, Portland Public Schools

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Multicraft - Finishes at Kellogg Middle School.

Item 1. Floors (MS, PM)

- A. Polished concrete preferred – sealed concrete used at Grant – no preference on sealer finish was provided, matte vs. glossy
- B. Do not specify marmoleum – it is too soft
- C. Do not use VCT
- D. Floors are stripped in the summer so they meet expectations to shine at the beginning of the year – there is not sufficient staff for this process
- E. Mondo rubber flooring has been used in classrooms by OHPD (DF) – OHPD to provide choices for consideration
- F. Poured epoxy flooring with an integral cove base is preferred over the quarry tile (which does break) specified in the design standards for Kitchens (PM) – you can use the same maintenance methods as a VCT floor, mopping
- G. Is terrazzo an option for PPS? (MS) – Tends to be more expensive, but a very good investment, durable over time

Item 2. Walls

- A. PPS standard plaster veneer over high impact resistant gypsum board is preferred to other materials used for 2012 bond work
- B. Multicraft to keep OHPD informed on how installed surfaces work out in the new schools (DF)
- C. Exposed concrete walls are acceptable



- D. Glass corridor walls – challenging for maintenance – not desirable (PM). What are translucent glass options. Design team to provide options to Multicraft if interior glass is designed

- E. Only use FRP in custodian closets

Item 3. Roof

- A. Single Ply is not the PPS Design Standard
- B. Provide proper slope to drain. The District prefers ½” per foot roof slope for all new roofs, with ¼” per foot slope allowed in areas that do not require crickets or roof valleys to direct water to drain collectors – Oregon code requires ¼” per foot minimum with no exceptions for valleys
- C. Do not like interior drains (MS) – freeze and leak – maintenance problems with exterior drains too – Both MS and PM prefer exterior drains
- D. Skylights are not preferred – maintenance nightmare. Schools like Vestal have lightwells with no access
- E. Provide a stairway/ships ladder to roof access. Size appropriately for rooftop equipment and maintenance needs
- F. Parapet is best option for fall protection – custodians are not trained to use fall protection
- G. An analysis is required on harvesting rainwater – an underground collection tank in a vault with filtration costs money to maintain – see Sunnyside school collection system

Item 4. Ceilings

- A. Exposed ceilings with clouds can catch flying objects
- B. No 4x4 ceiling tiles – preference for 2x4 tiles, easy to change
- C. Consider how to access lights for maintenance

Item 5. Paint/Finishes

- A. White is not a practical paint color
- B. Before colors were standardized excess amount of paints were stored – high paint costs – limit the amount of colors
- C. OHPD to start with PPS standards and explore options base upon educational performance

Item 6. Door and Hardware

- A. Keycard access at all perimeter doors preferred – make them vandal proof – protected by a piece of glass, recessed
- B. Focus approach on the points of access, the daily flow of students and staff
- C. The cost of re-keying annually is high
- D. Hardwire all exterior doors for future considerations (PM)
- E. Discuss with Jaime Olsen at PPS

Item 7. Exterior

- A. Expect broken windows and graffiti – design to reduce opportunities
- B. Anti-graffiti is sacrificial – PPS to provide preferred product. PROVIDED: Bare Brick Stone & Masonry Remover (BBSM), Product Code - WB0010 by Urban Restoration Group.
- C. Provide good sight lines for safety – Grant HS has a sunken courtyard that is not visible
- D. Salvage (2) pallets of brick from existing building (~1,000 bricks)



Item 8. General Notes

- A. If building use is not apparent or understood, it will be used incorrectly – consider providing a user manual for the building – how to move walls, modify space – operational manual
- B. PPS does not have enough employees for proper maintenance – assume that it will get neglected – design and make selections for finishes to last as long as possible with minimal maintenance.
- C. Solid Surface countertops preferred – Plastic laminate is a maintenance problem, prefer wood cabinets
- D. Label material storage space to prevent incorrect use
- E. Diagram service routes and requirements for lift and delivery access
- F. Suggestion to use electronic screen to show off student work at CTE, Art, etc. (See attachment)
- G. Get input from Multicraft on finish selections

Item 9. Lessons Learned

- A. Faubion
 - I. Access to skylights will be difficult
 - II. Exterior door hardware coordination not successful – interior classroom hardware acceptable
 - III. Display cases below re-light windows on interior are problematic for maintenance
- B. Franklin High School
 - I. Standards were ignored or material selections were changed during VE process without proper vetting – wall protection
- C. Roosevelt High School
 - I. PPS wall finish standards (Veneer Plaster) were dropped during the project (DJ)
 - II. No reasonable way to change lights in Auditorium

Item 10. Action Items

- A. OHPD to provide rubber flooring choices for consideration by the District in DD
- B. Multicraft to keep OHPD informed on how installed surfaces work out in the new schools
- C. OHPD to provide options to Multicraft if interior glass is used in SD
- D. OHPD to provide examples of successful student work shown on tv screens – Aloha (attached)
- E. Multicraft to provide anti-graffiti product – COMPLETED – (attached)

END OF MEETING MINUTES



ALOHA HIGH SCHOOL CTE



Visual Display Panels at Main Lobby Entry for Maker Space, CAD Classroom, and Construction Lab
(2) - 80" HDR (Ultra HD) Home Theater Display



Visual Display Panels at Computer Programming and Film & Media Classroom Entries
(4) - 50" HDR (Ultra HD) Home Theater Displays



planning+design,
architecture



Bare Brick Stone & Masonry Remover

For the quick, safe and non damaging removal of
GRAFFITI, GREASE and GRIME

Product Data Sheet

Product Code: WB0010

Issued: August 8, 2016

PRODUCT DESCRIPTION

BARE BRICK STONE & MASONRY REMOVER (BBSM) is a highly effective, economical and biodegradable remover for spray can paints, paint over spray, grease, grime smoke and oil stains as well as other marks on porous brick, stone and concrete surfaces including cinder block, split face block and exposed aggregate.



FEATURES & BENEFITS

- Easily rinsed with a small pressure washer requiring very little rinsing water. Any resultant run-off is a readily biodegradable gray water soap that can be left to biodegrade, recycled or further diluted for use in gardens etc.
- No shadows, no damage, no harsh scrubbing required.
- Pleasant smelling and non toxic.
- Safe and effective to use on all types of natural stone (such as limestone, granite and marble), stainless steel, trees, plastics and playground equipment.
- May be used on painted surfaces as well as natural building surfaces after first wetting surface with water. See product use instructions for further details.



Achieve professional results first time, every time!

**FOR EXPERT TECHNICAL ADVICE ON YOUR REMOVAL JOB,
PLEASE CALL 1-818-247-2555 OR
EMAIL SALES@GRAFFITIREMOVALINC.COM**



INSTRUCTIONS FOR USE: REMOVING GRAFFITI FROM BRICK, STONE & MASONRY SURFACES

BBSM is applied to the surface with a nylon brush, broom or pump-up sprayer, 3 times at 3 minute intervals, liberally flooding the graffiti / stain with the product.

For typical graffiti, approximately three minutes after the final application, rinse using a hot or cold pressure washer (hot is best) at low pressure. If one is not available then a stiff nylon brush and bucket of water may suffice.

Agitation, as you apply this product, can be of great assistance. Continued experience with the product will enable the user to judge how many applications are necessary for varying surfaces and particular spray cans.

On older / thicker graffiti, patience is the key. Keep the graffiti wet with the product, as long as possible before rinsing.



Brush on



Broom on



Spray on

Remember, a pressure washer in this instance is used as a quick release rinse of the dissolved graffiti, and not the primary means of cleaning.

Ideally use 1500 - 2000 psi with a 15° or 25° fan jet at about 6 inches from the surface.



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When rinsing dissolved graffiti with a pressure washer try to remove a LITTLE of the graffiti from the bottom of the tag without wetting the whole area. If satisfied, then proceed to full scale. Wash the whole area from top to bottom.

Remember if the remover has not done its job then no amount of 'blasting' will fix the problem. Failures are usually a result of not flood coating adequately and not leaving product on long enough and cannot be resolved by blasting too close or at higher pressures.

Do not use 'turbo' type nozzles, or blast too close, as you may cause damage and will possibly only remove a small percentage more.



Though cold water pressure washers will usually suffice, hot water yields the best results.

TIPS FOR EFFECTIVE USE OF BARE BRICK STONE & MASONRY REMOVER

TIP 1 Some spray cans such as reds can stain surfaces. Other spray cans change colors once Bare Brick Stone & Masonry Remover has been applied. For complete and total removal of these stains use our FELTPEN FADEOUT after or while BBSM is still on the stain.

TIP 2 If you are fixing someone else's former failure and may be having problems, then BBSM can be left overnight



Red spray can bubble writing



Broom on 3 coats of BBSM



FPFO brushed on - does the trick!

on the wall (if safe to do) ensuring maximum dwell time. Return in the morning and the problem will usually be solved with another application and a wash-off.

TIP 3 As a general rule, avoid trying to remove spray can graffiti from porous unpainted surfaces, whilst the walls are facing the hot summer sun. Wherever possible, try to work in the shade or during a cooler time of day. On days when there is a likelihood of the graffiti remover drying out within minutes or less, the wall can be thoroughly wet with water first and towel patted dry BEFORE applying BBSM).

INSTRUCTIONS FOR USE: REMOVING GRAFFITI FROM PAINTED SURFACES

Some larger tags on pre-painted acrylic walls, can be removed without damage using BBSM and the technique described below. Of course the best alternative is to color match and repaint, but if this is not an option, proceed as follows;

1. Thoroughly wet down wall with pressure washer.

2. Using a soft nylon broom and a rectangular bucket containing BBSM, apply and agitate about 10 square feet of the graffiti until approximately half disappears (the graffiti is dissolving and running).

3. Using low pressure, quickly rinse the treated area, and thoroughly wet down ahead to repeat the same on the next section. Approximately 95% of the spray can graffiti should be gone. If you find that it is affecting the underlying paint, you will have to shorten your initial application time. The reason you stop at approximately half dissolved is because the rinsing tends to remove another 50% more than you have.



Broom on BBSM, rinse off with cold water



Rinsing larger graffiti after applying BBSM



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4. Carefully spot clean any uncleaned areas using SENSITIVE SURFACE REMOVER.

If the dissolved graffiti has stained the wall, a dilute application of FELTPEN FADEOUT will return it to its former glory. With this technique never use hot water! (It will blister the underlying paint).

REMOVING GRAFFITI FROM WOODEN FENCES

If color matching and painting is not a preferable option, BBSM may be used to clean a wooden fence. Always test first in an inconspicuous area to ensure there is no discoloration. Use BBSM per instructions for brick, stone and masonry surfaces above. You will most likely leave a clean patch when rinsing with a pressure washer requiring you to rinse an entire section of fence.

If BBSM appears to darken the surface on your test patch, TRANSGEL may be a better option.

REMOVING GRAFFITI FROM TREES

Brush on BBSM and agitate with the brush as you apply. Depending on the type of graffiti, you may need more than one coat and a little dwell time between coats to ensure the spray can is fully dissolved before rinsing.

Once the graffiti has dissolved, use a pressure washer to rinse, taking care not to blast too close to the tree so as not to remove any bark or etch the surface. Using a yellow 15° tip, or green 20° tip, stand back as much as possible and keep the wand moving along the tree to avoid damage, as seen in the photos below; Alternatively, a stiff bristled nylon scrub brush and a bucket of water can be used to rinse the tree's surface.



REMOVING OIL STAINS FROM PAVEMENTS AND DRIVEWAYS

Flood coat BBSM onto oil stains on concrete and leave for as long as possible. Agitate with a nylon scrubbing brush

whilst adding more applications. When satisfied that all oil is dissolved, then use high pressure water to rinse away the stain (hot water is best).

REMOVING CHEWING GUM RESIDUAL ('GUM GHOSTS')

Some stains are often left after removing gum with hot, high pressure water or steam. Brush BBSM onto the residue and high pressure hot wash.

REMOVING SMOKE DAMAGE FROM BRICK OR STONEMWORK

BBSM can be highly effective in the removal of burnt in or resistant smoke damage. Use as instructed for brick, stone & masonry applications.

SAFETY ISSUES

BARE BRICK STONE & MASONRY REMOVER is very safe to use in comparison to most graffiti removal products. However, the intended use is for stripping paint, waxes and oils from building surfaces and is thus naturally much more aggressive on skin and eyes than normal every day cleaners.

If the intended user is not familiar or confident in implementing the safety precautions below, we urge that they do not use the products.

1. Always wear solvent alkali protective gloves, goggles and long sleeve clothing.
2. Be sunsmart. Wear a wide brimmed hat; after all, you are outside.
3. Always know where water is available in case of a splash.
4. Carry a spare set of clothing. Do not leave contaminated clothing on.
5. Use in well-ventilated areas.



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Product Data Sheet

Product Code: WB0010

Issued: August 8, 2016

LIMITATIONS

- BBSM can occasionally mark aluminum or galvanized steel surfaces.
- Use synthetic brushes and plastic buckets. BBSM can damage natural fibers like hair or wool.
- Do not spray BBSM unless determined safe to do so.
- Do not dilute BBSM (use as supplied).

CAUTION

Before commencing any large scale use, always test first in an inconspicuous area. This product is designed to remove all types of markers and stains, and may have an unpredictable or even damaging result on certain man-made or stained surfaces. If necessary, wait for surface to dry to ensure perfect results.

COVERAGE GUIDELINES

1 gallon of BBSM will remove approx.:

- 200 sq ft of typical graffiti on concrete, brick, block or masonry surfaces.
- 80 sq ft per gallon on sandstone, limestone and other soft absorbent surfaces (per 3 flood coat application).
- 1000 sq ft per gallon on painted / coated surfaces.

Exact coverage varies depending on type of stain and the porosity of surface material.

TEMPERATURE USAGE

Hot weather removals: Where possible avoid large scale removals in direct sunlight on very hot days. Wet surface down first and apply BBSM per the above instructions to damp (not dripping wet) wall. This speeds up the removal process considerably.

Cold weather removals: Allow for longer dwell times in cold weather. Expect considerably slower reaction times in weather below 40° F / 5°C. Dwell times need to be 2-3 times longer to yield the same results, and it's often helpful to leave product on much longer than that.

It helps to keep the product indoors and even inside the car so that the products are at room temperature when you apply them.

Use a hot water pressure washer / steam cleaner if possible. Sometimes it helps to use it to first heat up a section of graffiti before removing it.

During the winter months we will sometimes apply BBSM remover several times and then leave TRANSGEL on over that which helps it stay wetter for longer and eats through all the thicker bits of graffiti as well as penetrating and dissolving from behind.

As a rule: larger graffiti removal projects are best left for warmer weather rather than cold / freezing conditions.

TECHNICAL DATA

Composition

Bare Brick, Stone & Masonry Remover is a premium aromatic liquid blended from natural alcohols, citrus oils and water soluble surfactants. BBSM is designed to penetrate and fully dissolve graffiti and other marks, then rinse away easily from these surfaces.

Properties

Color: Orange Brown liquid.

Odor: Citrus solvent odor.

PH: ~ 12-14

Storage: Store in a cold dry place away from heat or flames.

Shelf Life: Approximately 2 years but up to 5 years in unopened container.

Precaution: Flammable.

DOT Markings: UN2924, Flammable liquid, corrosive,, n.o.s., (Ethyl Alcohol, Potassium Hydroxide), 3, (8), PG III

ENVIRONMENTAL CARE

BBSM is biodegradable and conforms to all statutory environmental requirements for graffiti removal including VOC limits. Designed to be fast, effective and non damaging requiring very little rinsing water. If necessary, water can be collected using a wet vac and disposed of safely.

We believe nothing other than rainwater should enter our precious storm water systems.

See SDS for further information.

CONTACT MANUFACTURER

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MEETING MINUTES IT

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/19/17 @ CR-BESC-Nehalem (15) L1
 Prepared by: Bryan Thompson
 Present: PPS: Mark Lancaster (ML) – Network Administrator Supervisor, Portland Public Schools
 Ryan Morales (RM) – Director of Technical Operations, Portland Public Schools
 Stephen Effros (SE) – Project Manager
 Jerry Vincent (JV) - Chief Operating Officer, PPS
 OHPD: Tim Ayersman (TA)
 Bryan A. Thompson (BAT)
 Distribution: Attendees; Laura Parker – Chief Information Officer, PPS; Candi Malone – Information Technology, PPS; Stacey Jung – Senior Manager-Security & Change Control, PPS; Dan Jung – PPS; Ken Fisher – Heery; Deb France - OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing IT at Kellogg Middle School.

Item 1. Access controls (ML)

- A. Access controls require IT coordination of access control software systems with door hardware and security requirements
- B. Security (separate focus group meeting) will provide guidance on access control locations
- C. Rick Jermain with Allegion is a good resource who performs both door hardware and access controls duties
- D. The District wants an electrical single-line diagram to communicate design intent at main access doors
- E. PPS to develop software and programming standards for access control
- F. PPS to identify the District’s hardware representative and bring them into discussion on access controls
- G. Seek consultant for recommendation on physical security platform standards - Dan and Ken to participate in security meetings for a unified direction – there are not established standards at the District
- H. Can PPS develop patterns/protocols with the city for physical security – PPS is not an expert on this topic

Item 2. School Technology (RM)

- A. Mark is the district resource for infrastructure
- B. IT and OTL need to connect and define technology in the classroom
- C. Middle School Classroom Innovation – Ryan developing model classroom prototype and standards – IT to be included in OTL classroom types/options
- D. PPS is planning on self-funding a grant for a school to demonstrate new technology in a classroom during next spring – identifying top teachers to participate in the mock-up



- E. The District should provide the backbone for interactive technology (JV)

Item 3. Technology Carts (ML, RM)

- A. In a new school, provide an assigned space for technology carts (dashed on plans in documents) - Space and support for technology carts is not currently considered in classroom/furniture layouts and data/power locations
- B. PPS prefers all classrooms have assigned technology cart locations
- C. Female wall connection is not working, too fragile - provide flexibility to connect to TV or projector
- D. Wireless connection is not an option

Item 4. General Notes

- A. Provide an IDF on each floor in a multiple floor school (ML)
- B. The fiber backbone is a single mode 1310 nano – see update to Division 27 (September 2017)
- C. Provide badge control into all IT spaces
- D. A responsibility, RACI (Responsible, accountable, consulted and informed) matrix must be created to clarify the hand off and responsibilities – who is paying, installing, configuring for the equipment and systems
- E. If the district standard IP based Valcom system is VE'd, IT must be consulted
- F. Preference for a separate room for telecommunications systems 4-post racks

Item 5. Lessons Learned

- A. 2012 Bond
 - I. There are multiple areas of ownership for access controls and physical security - requires (3) department coordination - define who is the primary customer: school or security services
 - II. Currently dealing with ADA door access issues
 - III. Lightspeed wireless speaker systems are installed in Faubion, Franklin, and Roosevelt but are not being used – connecting to wireless devices is problematic and creates service calls that cannot be responded to

Item 6. Action Items

- A. The District to develop software and programming standards for access control and provide to OHPD
- B. PPS to identify the District's hardware representative and provide OHPD with contact information

END OF MEETING MINUTES



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MEETING MINUTES MEP - FAM

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
<hr/>	
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/19/17 @ CR-BESC-Nehalem (15) L1
Prepared by:	Bryan Thompson
Present:	PPS: Jere High (JH) – Director – Maintenance and Operations, PPS <u>Mechanical</u> Steven Nitsch (SN) – Senior Maintenance Manager – FAM Mechanical Shop, PPS Wyatt Whitson (WW) – Foreman – FAM Mechanical Shop, Portland Public Schools <u>Electrical</u> Stacy Milnes (SM) – Assistant Foreman – FAM Electrical Shop, PPS Brian Taylor – Forman – FAM Electrical Shop, Portland Public Schools <u>Plumbing</u> Steven Nitsch – Senior Maintenance Manager – FAM Mechanical Shop, PPS Jerry Turney – Foreman – FAM Plumbing Shop, Portland Public Schools <u>Energy</u> Aaron Presberg (AP) – Energy Program Manager – FAM, Portland Public Schools Stephen Effros (SE) – Project Manager
	OHPD: Tim Ayersman (TA) Bryan A. Thompson (BAT)
	Interface: Kyle Mechling (KM) – Mechanical Engineer Jeffrey Glanville (JG) – Electrical Engineer
Distribution:	Attendees; Dan Jung – PPS; Jen Sohm – PPS; Ken Fisher – Heery; Deb France – OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing MEP- FAM at Kellogg Middle School.

Item 1. Mechanical (SN, WW)

- A. Inconsistent boiler and mechanical system controls selections – Delta Controls is a preferred vendor – used at 80% of school sites (SN)
- B. Preference to access boiler from ground floor – units are disposable – 10-15-year life span
- C. Provide convenient access to shut off valves – keynote documents to indicate limits of valve location above ceiling grid
- D. Consider size of mechanical curbs – if equipment is high off floor, provide platform for access – ladder access is not acceptable
- E. For roof top equipment, locate in areas where fall protection is not required – Preference for parapets tall enough to eliminate fall protection requirements
- F. Provide signage to indicate floor ratings for maintenance equipment, lifts. Post signage on walls/columns – structural engineers have had to review floors in existing schools



Item 2. Plumbing (SN, JT)

- A. Provide keyed shut off valves in bathrooms – no handles
- B. Prevent major repairs to plumbing by detailing connections at wall with IPS nipples, not compression valves. Provide a stronger sacrificial connection – add keynotes or details in documents
- C. PPS to clarify water connection location – preference to make new connection at street – vaults are not up to date – city is requiring higher standards
- D. Radiant flooring systems have been installed in the (3) 2012 bond schools' cafeterias to offset floor temperature of the concrete floors – Provide redundancies in case of failure. Older systems are challenging with their carbon steel medium, leaks
- E. Provide sub-meter on irrigation system to prevent sewer charges

Item 3. Electrical (BT, SM)

- A. Jen Sohm is working on changes to electrical specifications – PPS to pass along changes to OHPD
- B. PPS to require LED fixtures in revised electrical specifications
- C. Recessed lighting is preferred
- D. Provide generators with integral fuel polishing system – experiencing bad fuel issues caused by bio-diesel
- E. Provide seismic upgrades for generators – quick disconnect. Evaluate whether generators are connected to enough equipment for District needs – kitchen equipment, refrigeration, freezer, large assembly areas, mechanical systems, heating.
- F. OHPD studying resilience possibilities – get full picture, budget implications early in the process

Item 4. Energy (AP)

- A. The Districts Standards are outdated and do not contain current aspirations and goals – Aaron is looking into project requirements
- B. LEED checklists cover many items that the District is requiring
- C. There is no uniformity across the District - Roosevelt has web based lighting controls, other 2012 projects do not
- D. Preference for Eaton lighting controls – VisionTouch web-based controls user interface software
- E. All schools to have properly sized cooling systems
- F. Solar feasibility study to be performed by the Energy Trust of Oregon
- G. Energy Trust coordination is required to pursue incentives of up to \$500,000 – make sure systems (lighting) qualifies for incentives – maximizing solar
- H. Locate solar panels to protect from vandalism, damage from gym balls
- I. Provide monitoring system for production data – Bonneville Environmental Foundation – URL dashboard is a user friendly, educational component – iPad kiosk that can monitor all schools in the District – this system is being added to all (3) schools after construction
- J. PPS has no EUI standards – target 40 EUI, provide full energy modeling (AP)

Item 5. Engineering / Basis of Design (KM, JG)

- A. Displacement ventilation removes contaminants and more efficient than standard VAV system, runs at 52-65 degrees, not 55 degrees – fin tubes for skin load at perimeter – radiant slab at larger spaces, using fin tubes/cabinet heaters



- B. Classrooms: Displacement ventilation with (2) AHU's – Gym on dedicated system as a shelter with full capabilities – After hours dedicated unit – (4) total units, package roof top units with screening
- C. High efficiency boiler at ground level – cooling through displacement ventilation – DX cooling in package units
- D. Access plans to be provided for each piece of equipment with clearance paths
- E. Separate water heaters throughout building – domestic water is on its own system
- F. Redundant systems – End plus one for boilers and water systems
- G. If proposed geothermal system is shutdown, boiler takes load
- H. Design HVAC to handle heating as back-up system – fans for heating mode in displacement ventilation as an alternative
- I. Can ceiling fans (natural ventilation) be used for cooling with this system? Fans do not benefit a displacement system for cooling – system relies on stratified air and mixed is not wanted
- J. Air pollution on Powell – Design to locate air handler in-takes away from pollution – natural ventilation would be limited or ruled out for pollution concerns – filters need negative pressure

Item 6. General Notes

- A. Involve PPS MEP staff in site visits during construction
- B. PPS Design Standards did not make it into project specifications for 2012 bond work
- C. Provide alarm panel in main office, MDF, and custodian office
- D. Intrusion Panel listed in Design standards is being phased out – replace DSC 4020 main panel with DSCDNeo
- E. Alarm notification devices (Potter units) should have "ALERT" not "FIRE" on the strobe.
- F. Drinking fountain standards will be revised (SE)

Item 7. Lessons Learned

- A. Faubion
 - I. Did not install motion sensor for intrusion – relying on access control – a window break-in is not detectable
 - II. Roof is leaking - No walking/protection pads provided at pathways or equipment on single ply roof
 - III. HVAC controls in rooms not tamper proof – recess controls
 - IV. Counter weighted arm barrier gate is a safety concern – no weight sensor or protection on counterweight
- B. Franklin High School
 - I. Inaccessible pumps mounted up in ceiling at 15'-0"
 - II. Electrical room sized for storage and equipment but was not separated
 - III. A 40-year-old generator was installed for savings
 - IV. Redundancy piping for water heaters not installed correctly – a seamless transition is not possible when a repair or replacement is required – provide detailed notes in documents to prevent
 - V. Mechanical equipment is on the roof – difficult access
 - VI. Main fire panel was installed in the hallway of the main office, not in the MDF – the District is moving the fire panel in other schools. Document cabinet not provided
 - VII. No sub-meter provided on irrigation system



- VIII. Franklin did not get full Energy Trust funds (\$200,000 of \$500,000) due to portion of 1.5% solar requirement covering structural requirements for panels – maximize production of panels. Chiller also added to project to decrease incentive amount
- IX. No tracking system for energy usage/production
- X. No pull station covers provided
- C. Roosevelt
 - I. Clearances around boiler not sufficient for replacement – must be placed on its side to remove and install a new unit (SN)
 - II. Generator challenges with GC, pad thickness, bolting, inconsistencies, document language
 - III. Roosevelt did not get full Energy Trust funds (\$300,000 of \$500,000) – maximize production of panels
- Item 8. Action Items
 - A. PPS MEP to provide OHPD with updated electrical standards that Jen Sohm is compiling
 - B. PPS Energy (Aaron Presburg) to clarify energy standards for the project

END OF MEETING MINUTES



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MEETING MINUTES ATHLETICS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/20/17 @ CR-BESC-Columbia 2nd Floor
 Prepared by: Bryan Thompson
 Present: PPS: Marshall Haskins (MH) – District Athletic Director, Portland Public Schools
 Marci McGillivray (MM) – Senior Manager Athletics, Portland Public Schools
 Jerry Vincent (JV) – Chief Operating Officer, PPS
 Via Phone: Angel Humphrey (AH) – Physical Education Specialist at Cesar Chavez School (K-8)
 Stephen Effros (SE) – Project Manager, PPS
 OHPD: Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; Ken Fisher – Heery; Deb France – OHPD; Mark Wharry – KPFF Civil; Danielle Pruettt – KPFF Civil; Daniel Edwards – Ecotone Environmental

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Athletics at Kellogg Middle School.

Item 1. Typical PPS Middle School (MM)

- A. Gymnasiums are used for:
 - I. Fall – volleyball
 - II. Winter – girls and boys basketball
 - III. Spring – no designated use, basketball teams want to use it for their spring leagues (AAU, Portland City League, 5th grade practice) – Civic use of Buildings (CUB) will use gym
- B. Outdoor fields are used for practice – Middle school athletics use outdoor high school facilities in their cluster. Cross country uses parks or high school grounds, football (added to middle school this fall) practice in parks or at high schools.
 - I. No locker room needs for athletics – players do not gear up at middle school
 - II. Baseball and softball fields will be used if on site – right now middle school students use high school’s fields
- C. PE Storage vs. Athletics Storage – separate facilities needed. No storage for teams, coaches are expected to bring equipment
- D. Other districts have tracks – PPS does not commonly have tracks at middle schools

Item 2. Kellogg Site Plan (MH)

- A. PPS does not have specifications for athletic / PE fields
- B. Kellogg fields will be used for practice
- C. The District is currently short on facilities right now – renting gym space for \$30,000 / year



- D. Multiple stakeholders will be using the Kellogg facilities – (8) volleyball teams, (10) basketball teams – one gym will not be sufficient
- E. Athletics prefers the gym to be configured for (2) full basketball courts – preference for (2) gyms and a full soccer field
- F. Educational Specifications do not require (2) gymnasiums or a full soccer field
- G. Football practice is current occurring at Kellogg field
- H. A community track would benefit PE – Preference for a 100 meter straight away and an overall length that is a divisible by a $\frac{1}{4}$ or $\frac{1}{2}$ mile.

Item 3. Gymnasium (MH)

- A. Typical middle school PE activities: badminton, volleyball, pickle ball, floor hockey, basketball, futsal.
- B. PPS to provide the District's intent in meeting the state's PE requirements (SE) – 225 minutes per week
- C. There is never enough PE storage provided – need space for hockey equipment, sports balls, etc.
- D. Typically, there are (3) separate storage needs – Athletics (team storage), PE, and Other (SUN Schools programs, PE teacher storage) – SUN programs provide their own equipment/balls
- E. Educational Specifications only call out Athletic Storage (240 SF) and PE Storage (400 SF)

Item 4. Covered Play / Outdoor Activities (MH, AH)

- A. Covered play lined for basketball – provide border line around perimeter – (2) modified half courts – side by side, not a full court – (4) hoops
- B. Angel Humphreys, PE Teacher from Cesar Chavez provided recommendation over the phone: Four square court; side by side basketball courts – sideways to the full length of the structure; provide a solid flat wall on one side of covered play for wall ball, tennis, etc. – 30 feet wide – 15 feet high – can have a gap between the wall and the roof - prefer east side to block east winds; kids love tetherball – portable tetherball has worked; consider 6 foot high transverse rockwall; a covered play area is required to make schedules work

Item 5. Lessons Learned

- A. Franklin High School
 - I. Overall, the gymnasium has been a better experience for students than Roosevelt – you can feel the difference – students can't wait to get there – it feels special and new
 - II. Facility has (4) courts as opposed to the (3) at Roosevelt
- B. Roosevelt High School
 - I. The gymnasium cannot seat the full bleacher capacity of 1,750 for a game because the bleachers extend onto the court – maximum capacity for a basketball/volleyball game is 900
 - II. Wood backboards were installed with the project that had to be replaced through soliciting donations for glass backboards
 - III. Facility has (3) courts as opposed to (4) courts at Franklin

Item 6. Action Items

- A. PPS (SE) to provide the District's intent on how a new facility will meet the State of Oregon's PE requirements

END OF MEETING MINUTES



MEETING MINUTES SECURITY

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/20/17 @ CR-BESC-Building Services 1st Floor
 Prepared by: Bryan Thompson
 Present: PPS: John Payne – Security Manager, Portland Public Schools
 Mark Lancaster – IT Network Administrator Supervisor, Portland Public Schools
 Don Rath – IT Network Services/Systems Manager, Portland Public Schools
 Jonathan Gilbert – IT Analyst / Coordinator, PPS
 Stephen Effros (SE) – Project Manager, PPS
 OHPD: Deb France (DF)
 Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; Ken Fisher – Heery; Molly Emmons – Emergency Preparedness Manager, PPS; Stacy Milnes – Assistant Foreman – FAM Electrical Shop, PPS; Allen Carpenter – FAM Project Manager, PPS

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Security at Kellogg Middle School.

Item 1. Introductions

- A. Jonathan Gilbert – Provides programming for access controls
- B. Mark Lancaster – Supervises telecom/IT, Lead on hardware support and software, partners with facilities and security – security systems are on IP network – Division 28 should be expanded upon
- C. John Payne – Responsible for criminal background checks – law enforcement background, human threat mitigation - access to all monitors/cameras for investigation, high quality video is the goal, spec cameras by manufacturer
- D. Donald Rath – IT, surveillance, phone, emergency broadcast messages – inconsistent systems and equipment across school sites, New to organization, familiarizing himself with Division 28 specifications, standardization, and the (3) completed bond schools

Item 2. Security

- A. Include language in specifications to require PPS approval on surveillance camera set-up, labeling, and locations – invite John Payne to review number of cameras and installation locations
- B. Concise labeling of cameras allows efficient review when event is being investigated
- C. 10 days of camera recording storage is standard for PPS
- D. Standardize ADA door operators across the build so they can be secured (locked down) / released (lock out) during an event – contractors are currently interpreting the standard differently



- E. Extended access hours to buildings are being provided by the district, requires clear and secure separations
- F. Provide proper zoning of afterhours areas – roll down door at Rosa Parks are successful to separate school from girls and boys club
- G. Security recommends a secondary access point for student arrival and release – entrance monitored by staff
- H. If exit only doors to the exterior are provided, do not install exterior hardware
- I. Consider card readers in stairs to limit access during afterhours – successfully used in Roosevelt
- J. Preference for card reader access over keyed access
- K. Preference for Operations and Maintenance manual to be issued when building is turned over to the district
- L. Systems need to be functional if the system is turned over before O&M is provided – Pass off between contractor and the District must be coordinated
- M. The human threat is the greater than natural disaster threats – security views the school design through this lens

Item 3. Gender Neutral Restrooms

- A. There is no crime data on this subject
- B. Security has concerns with full height locking doors
- C. Shyness or anxiety can exclude students with this configuration
- D. Security recommends a single occupancy gender neutral restroom that opens into a hallway
- E. Steve Effros to confirm PPS single occupancy use policy

Item 4. Lessons Learned

- A. Faubion
 - I. No motion detection sensors on alarm system
 - II. Multi-use segregation and zoning of alarm systems was a failure – unclear who signed off on the changes – process needs refined – Providing a checklist for review process would be beneficial
 - III. School layout allows for comingling of public (community partner spaces) and students during the school day at main (north) entry vestibule
 - IV. Students arrive at gymnasium/cafeteria entry with staff monitors – JP recommends this approach which separates students at arrival and release.
 - V. Inconsistencies in door hardware selection, some are on auto closers, some are not, card readers on both sides of the door. Principal and teachers does not understand the design intent for the building – how do we close the loop
 - VI. Why are ADA operators installed at single use bathrooms, nursing rooms?
 - VII. Handover of responsibilities for access controls system is lacking in definition, vague process. Where does PPS programming start and where does contractor's responsibilities end – too many parties responsible for delivery - currently (4) contractors required for (1) door installation – Can specifications require the contractor to bring the (4) groups together prior to commencement of work
 - VIII. Recommendation for IT and Facilities to be part of commissioning procedures
 - IX. Hidden power supplies for ADA operators not marked on ceiling tiles
- B. Roosevelt High School
 - I. No separation between public and students at clinic – Entrance at Ida Street needs to be divided for the separate used



- II. Roll down gates to prevent access to school during afterhours events/civic use of building (CUB) activity were VE'd. \$600,000 worth of damage could have been prevented

Item 5. Action Items

- A. Steve Effros to confirm PPS single occupancy use policy and design implications

END OF MEETING MINUTES



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MEETING MINUTES OTL MEETING #2

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/25/17 @ CR-BESC-Nehalem L1
 Prepared by: Bryan Thompson
 Present: PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools
 Paul Cathcart (PC) – Senior Project Manager – Office of School Modernization, PPS
 Stephen Effros (SE) – Project Manager
 OHP+D: Deb France (DF)
 Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery

The purpose of the meeting is to review the Middle School Framework and Educational Specifications in detail with Portland Public Schools’ (PPS) Office of Teaching and Learning (OTL).

Item 1. Budget Alignment

- A. Planning and Programming prioritization to be reviewed by planning principals – Brenda to ask all Middle School principals to review content
- B. 98,500 SF is a realistic building square footage for the project budget – additional areas are provided as options (PC)

Item 2. Project Goals

- A. PPS to give feedback on project goals graphic provided by OHPD – ask to circle 5 goals in each category

Item 3. School Capacity

- A. Middle School Educational Specification indicates 675 student enrollment – this number was established in the District’s Long-Range Facility Plan – based on a 25 students per classroom model and an overall staffing/student ratio – does not include special education (PC)
- B. The framework is being used by Paul to discuss changes to educational specifications
- C. What are the opportunities in the Educational Specifications to achieve the enrollment numbers – flexible spaces, extended learning spaces – what are the creative solutions?
- D. Extended learning spaces have potential to be general classrooms at times of high enrollment

Item 4. School Schedule

- A. To meet school board mandates, a modified block schedule is being used (BF)
 - I. 63 minutes of Language Arts and Math are taught everyday
 - II. Social Studies and Science on alternating days



III. Specialized services, PE (3 quarters PE – 1 quarter Health) everyday

- B. Paul has requested a mock-up of a schedule from OTL
- C. Scheduling committee starts next month for middle schools – Antonio [confirm last name, Lopez?] is directing the process (BF)
- D. (3) schedules for middle schools to choose from is anticipated – Immersion schools and size of school are factors (BF)
- E. 30 students per classroom is used for scheduling – Cap classes at 32 – Schools that have 36 students in a classroom for this school year are being encouraged to make changes (BF)

Item 5. Classroom Capacity

- A. The Educational Specifications indicate 980 SF classrooms, which is tight on space for an active learning classroom of 30 students, 26 is optimal – An active learning layout gives teachers options in the classroom – teachers want to create work areas, flexible areas
- B. Sample classroom layouts will be provided by OHPD to get feedback from principals
- C. A classroom must have space for teacher's storage and student's storage (pack packs, hoodies, coats, etc.)
- D. Preference for small group instruction in classrooms – no small table shown in sample room layouts presented by OHPD

Item 6. Classroom Furniture/Equipment/Storage (BF)

- A. Preference for round or rectangular table in classrooms for small group instruction – do not use half round table
- B. Teaching carts are the current classroom technology – obstruct students view, power strips are not ideal – What will be the IT solution in the new school?
- C. Backpacks in the classrooms is the current model – provide cubbies
- D. Lockers are not used by today's students (BF)
- E. High schools are going away from lockers – Half size lockers are an option (PC)
- F. Day use lockers can be provided close to administration and available for afterhours use (DF)
- G. Music instrument storage should be provided in the hallway to increase access – not in music room
- H. Student's do not dress down for PE, so lockers rooms are not needed – most showers in the District are turned off (BF)
- I. Middle school athletics are conducted at High School sites – are locker rooms rented or used by Civic Use of Buildings (CUB)
- J. Chair-desk combinations are not preferred

Item 7. School Organization

- A. Organizing school by suites/clusters/units provides flexibility with enrollment per grade
- B. Should the school be grouped by content/subject area or by grade – can the ground floor be an active learning area with Science Classrooms, extended learning areas, creating a cross use of the entire building
- C. Room data sheets that show classroom areas, capacities, layouts, and subject presented by OHPD to gain an understanding for PPS's preferences for space layouts and specifics
- D. What is the driver for school organization – academy model or grade separation (PC)
- E. Preference for the subject grouping model (BF)



- F. When we bring smaller learning communities together, students improve – the houses/suites model is the direction of PPS (BF)
- G. Extended learning in the hallway is not preferred (BF)

Item 8. Cafeteria

- A. Two lunch periods are optimal and preferred – valuable administrative time is lost to supervising lunches (BF)
- B. An overcrowded cafeteria (of any size) is harder to supervise than a large (not-overcrowded) cafeteria
- C. When salad bars are located in the seating area of the cafeteria, administrative supervision is required – preference for salad bar to be located within the servery
- D. Observing and supervising more than 200 students is not a problem (BF) – Nutrition Services said 200 is a problem – Brenda denied that statement
- E. (2) period lunch scheduling options: Staggered lunch – (3) servings in (2) period timeframe; Mixed lunch – 6th grade alone, 7th and 8th together
- F. Educational specifications present a contradiction by saying that (2) periods is preferred, but only provides space for 1/3 of the enrollment
- G. Brenda prefers round tables - round cafeteria tables reduce discipline problems
- H. Expect push back from custodial and facilities on table selection – validate selections by providing proper storage
- I. Faubion (K-8) is getting complaints that the cafeteria is too small
- J. OHPD to diagram cafeteria service flow

Item 9. Gymnasium as Auditorium/Theater Space

- A. Preference for Gymnasium to double as auditorium/theater space, not the cafeteria (BF)
- B. The gymnasium is easier to schedule school assemblies in – cafeteria has limited timeframes of availability
- C. The stage can be used as an additional learning space if doors are provided on the stage
- D. If mixed use spaces are part of the design, provide storage spaces for each
- E. Students do not dress down for PE class (BF) – potentially eliminating the need for locker rooms adjacent to gymnasium

Item 10. Teachers on Special Assignment (TOSA)

- A. Introduction meeting scheduled on Friday with Van Truong – Assistant Superintendent of Teaching and Learning – provide vertical alignment with Franklin High School
- B. What is the larger context of TOSA?

Item 11. Design Advisory Group (DAG)

- A. Brenda's input for DAG will be critical – OTL's attendance is encouraged
- B. Stakeholders to tour local school facilities to gain look and feel for spaces – Virtual Reality experiences will be promoted by OHPD
- C. The Association for Learning Environments (A4LE) has released its schedule for local school tours – OHPD will provide information on relevant tours
- D. Both Deb and Tim are board members at A4LE

Item 12. Action Items

- A. Paul and Brenda to provide capacity analysis for classrooms and middle school.



- B. Middle School principal survey/engagement to be compiled by OHPD for distribution by Brenda – (COMPLETE)
Provided to Steve Effros on 9/27/17
- C. OTL to provide feedback in (2) weeks on Educational Specifications “Preferred” space, classroom/school arrangement and organization, lockers, project goals – Included in MS Principal survey
- D. Brenda to provide strands from Franklin High School Programs to OHPD
- E. OHPD to provide cafeteria service flow diagram
- F. Schedule weekly meeting between OHPD and OTL
- G. OHPD to provide information on upcoming A4LE school tours

END OF MEETING MINUTES



MEETING MINUTES SPECIAL EDUCATION

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 09/26/17 @ CR-BESC-Wapiti L1
 Prepared by: Bryan Thompson
 Present: PPS: Robert Cantwell – Director Special Education, Portland Public Schools
 Jerry Vincent – Chief Operating Officer, Portland Public Schools
 Paul Cathcart - Senior Project Manager – Office of School Modernization, PPS
 Stephen Effros (SE) – Project Manager, Portland Public Schools
 OHPD: Deb France (DF)
 Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Mary Pearson – PPS; Dan Jung – PPS; Ken Fisher – Heery

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Special Education at Kellogg Middle School.

Item 1. Special Education Implementation (RC)

- A. The goal is to keep kids close to neighborhood (home) school if possible by providing for needs within the facility - Provide a full continuum of service for students with needs
- B. Kellogg is an opportunity to set up an example of how every school should be organized
- C. There are geographic implications for the Kellogg Middle School SPED program – Pioneer School, the PPS Special School Program, is close.
- D. The primary focal point for the special education program is to create a classroom experience for the students

Item 2. Special Educational at Surrounding Schools (RC)

- A. Pioneer Campus [Holladay (K-6), Youngson (5-9), Pioneer HS) – District wide program with only special education students with intense needs (mental health, stress, anxiety, therapeutic support) – preference for students to be there temporarily and return to home school
- B. Atkinson Elementary – (2) intensive skills classrooms (pediatric nursing, Providence kids program)
- C. Mt. Tabor Middle - (1) focus classroom – Columbia regional Deaf and Hard of Hearing program
- D. Arleta K-8 – Social and emotional skills classroom (6-8) program – 13 students, (1) teacher, (2) paraeducators per 10-15 students – SES classroom

Item 3. Program Needs

- A. A full understanding of all program needs is requested of Robert so the design can shift gears if needed – Flexible design is required at Kellogg (JV)



- B. Staffing needs and student capacities are not included in the current special education specifications utilized for Tubman (Former 6-12 facility that is currently closed) and Roseway Heights (Current K-8 Schools to be converted to Middle Schools). Robert to add this information to understand student to teacher ratio
- C. Learning Center teachers need their own dedicated space (RC)
- D. Two critical adjacency options for Special Education: Student spaces on each floor adjacent to classrooms -or- located close to services, outdoors, gymnasium, etc.
- E. Social, emotional rooms should be adjacent to general classrooms. They provide access to special education teachers and spaces to receive special instruction, strategies - Social, emotional skills room is adjacent to therapeutic rooms at Vernon Elementary School – creates an isolation of behavioral students
- F. Preference for a regular size classroom for (15) students, (1) teacher, and (2) paraeducators – next to general education classrooms with sensory room – providing immediate access to a quiet space away from other students
- G. Preference for a dual-purpose office among floors as quiet space
- H. Special education should be located centrally (2nd floor at new Kellogg) – Not far from the drop off area
- I. Provide a covered element for the special education bus drop off area
- J. Robert to provide an assumption of the SPED population to OHPD to coordinate SPED transportation needs
- K. Robert to provide thoughts on current Educational Specifications

Item 4. Lessons Learned

- A. Faubion K-8
 - I. Early Childhood development wing is a good example of a program co-located by Kindergarten with access to outdoor play
 - II. Inclusive practices are executed in the middle school grade levels – these spaces need to be seen, not located in the corner of the building – 6th graders with special needs must to be with 6th graders
 - III. Successful use of natural light, common areas between spaces, visual connections into classrooms, small group learning is encouraged with tables and chairs for both kids and adults
- B. Franklin High School
 - I. Location of Special Education program was criticized by a staff member and the public – perception is that it is in the corner of the building, in the basement – engage community on decision making process – DAG to address these issues
 - II. OHPD to provide diagrams for Special Education layout engagement
 - III. Teachers must be engaged in the selection of equipment – a special education teacher at a feeder school could be engaged for Kellogg
 - IV. Consider how a room will be converted for medically fragile students – restroom and life skills functions
- C. Roosevelt High School
 - I. Pullout counseling area with washer and dryer, shower area is successful – perception was that it is not needed, but the facility is prepared for future considerations – it is a forward-thinking facility

Item 5. Action Items

- A. Robert to provide Special Education program requirements to Steve/OHPD
- B. Robert to provide Special Education specifications for recent middle school conversions (Tubman and Roseway Heights) and add staffing and student capacity information
- C. Robert to provide an assumption of the SPED population to OHPD to coordinate SPED transportation needs



- D. Robert to provide thoughts on current Educational Specifications
- E. OHPD to provide diagrams for Special Education layout engagement with Robert
- F. OHPD and the District to engage the DAG and inform the community on special education decisions – location, services

END OF MEETING MINUTES



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**MEETING MINUTES
 OTL MEETING #3**

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
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Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/29/17 @ CR-BESC-Nehalem L1
Prepared by:	Bryan Thompson
Present:	PPS: Kehaulani Haupu (KH) – Assistant Director – ESL, Portland Public Schools Glennon Stratton (GS) – MakerSpace Project Manager, Portland Public Schools Stephen Effros (SE) – Project Manager OHP+D: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Van Truong – PPS, Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery; Deb France – OHP+D

The purpose of the meeting is to discuss Kellogg Middle school programming and planning with Portland Public Schools’ (PPS) Office of Teaching and Learning (OTL).

- Item 1. Introductions
 - A. Kehaulani Haupu – Senior Director, middle school planning, oversees maker space
 - B. Glennon Stratton – business operations analyst, maker space project director for 2012 bond
- Item 2. Educational Strategies (KH)
 - A. Van Truong, executive director of OTL, not in favor of TOSA’s (Teachers On Special Assignment) working on Kellogg at this phase (Programming)
 - B. The District’s new superintendent will review the middle school framework – anticipate the skeletal framework to be redone, based on San Francisco United School Districts new middle school framework (KH)
 - C. There is no timeline on when the framework will be reviewed or revised with the superintendents input
 - D. The framework provides structure for the school, program offerings, transition times, imbedded programs (ESL, SPED), TAG structures, degrees of arts programs, CTE in middle schools, how is science taught in middle schools, etc. – Curriculum selection is principal driven
 - E. Master planning for Kellogg will begin at the end of October – anticipate direction from OTL leadership by the end of October
 - F. A new building needs to operate differently than the other 100-year-old buildings in the District
- Item 3. OTL Operation
 - A. Van to sign off on critical decisions
 - B. OTL hires principals to participate in the planning phase, these will be the principals at the new middle schools.



- C. Natasha Butler is the planning principal for Tubman, charged with implementing and aligning student needs - Kathleen Ellwood is the planning principal for Roseway Heights, evaluating student population, dual language programs in feeder schools
- D. Kellogg may require a planning principal to be hired when the process requires it, this has yet to be determined by Van Truong
- E. These principals will be implementing the framework that Brenda Fox is responsible for
- F. New superintendent to work with Yousef at Panasonic Foundation on new framework in the next two weeks – visioning work, Panasonic Foundation as a thought partner

Item 4. Dual language (KH)

- A. The principals at schools with dual language programs should be included in the planning feedback and surveys, Steve to confirm – they have a good sense of how a facility helps or impedes the learning process - dual language operates as a school within a school
- B. Schools with dual language programs – Mt. Tabor (2 programs), Scott, Rigler, Richmond, Bridger, King, Woodstock
- C. Michael Bacon is the director of dual language
- D. Dual language programs understand flexibility and use multiple models – the language component is driving changes in facilities

Item 5. Maker Space (GS)

- A. Should be included in the Kellogg Program as a standalone 1,200 SF space – currently labeled as STEAM Lab in PPS Educational Specifications
- B. The room is run by a technician who supports the general education teacher - This space supplements general learning – classes sign up to use the space on a rotational basis
- C. Locate the maker space in a visible, encouraging, prominent part of the building that supports the focus of the school if it has one – The welcome hall atrium at Faubion looks up into the maker space
- D. Provide large windows to look in and excite staff, students, and visitors
- E. Do not place it in a deep corner or in another building like older CTE programs
- F. This is a noisy space – the space does not need to be pared with the media center – should not be located close to the Special Education Learning Center
- G. Provide intentional adjacencies, rooms that use it the most should be close to it
- H. At Faubion it is located next to the art and computer lab
- I. At Roosevelt, the engineering and computer lab maker space is adjacent to the computer science lab – 3D printer, laser engraver, CNC machine
- J. Glennon to provide an equipment list – Adrienne Howard of PPS Instructional Resources has knowledge of materials and structures for outfitting maker spaces
- K. Glennon to send a link to an overview video of the program

Item 6. Action Items

- A. Van/Kehaulani to provide SFUSD middle school framework document to Steve/OHPD
- B. Steve to confirm that dual language principals have been engaged in the planning, feedback, and principal surveys



- C. Glennon to provide equipment list for maker spaces
- D. Glennon to provide the link to an overview of the maker space program

END OF MEETING MINUTES



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MEETING MINUTES OTL MEETING #4

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
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Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/03/17 @ FAM Back Table L1
Prepared by:	Bryan Thompson
Present:	PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools Paul Cathcart (PC) – Senior Project Manager – Office of School Modernization, PPS Stephen Effros (SE) – Project Manager OHP+D: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. School Capacity

- A. Basis of the 675 – 75% utilization Rate, home room, free period/hour – 6-8 model with partial split day – 8 period teaching day
- B. OHPD presented capacity scenarios for 600, 675, 810, & 864 student enrollments based on usage of (22) General Classrooms, (5) Science Classrooms, (1) ESL Classroom at half capacity, (2) Gym Classes, & (6) Converted Extended Learning Areas. Expansion is built-into the scenarios for classroom use, however the supporting spaces (cafeteria) will also be considered.
- C. The preferred approach at this time is to show the 600 model (attached to these minutes) with the expansion for 675 and 810 as the highest level of enrollment. These can be demonstrated to also have adequate support space for the enrollment growth.
- D. Per contract, 180 students per day is the caseload for teacher – (30) students x (6) periods = 180 students per day – (32) students per class increases caseload to 192 students – Grading demands increase when caseloads are high – PE and art teachers can have caseloads over 180
- E. 30 students/classroom is more likely than the 25 students/classroom that the PPS Long Range Facility Plan is based on – ESL (15 students/classroom) and Gymnasium (2 classes per period) are justified as assigned spaces
- F. For overall building space modeling, 150 SF/student is used as a benchmark, a 675 student enrollment would result in a 101,250 SF school. At 125 SF/student is the result of expanding school enrollment to 810 students in a 101,250 SF school. The school at 810 students would be a tight sf/student ratio for middle school design, but it could be done.
- G. If 100% utilization rate is used, prep rooms for teacher will be required – not currently included in the middle school educational specifications. Educators are about the real estate/space – teachers do not want to share their classroom – this is becoming an issue in collective bargaining



- H. ESL no longer utilizes the pull-out model – it is being taught together with Language Arts
- I. English language development and English language arts are taught in the same size classroom – ESL classroom is used for language arts
- J. The 900 SF ESL (per Educational Specifications) should be the standard classroom size 980 SF – this adds flexibility
- K. The middle school gymnasiums are currently used every day for recess – library is used for rainy day recess and every day recess – covered play typically not big enough for recess and dangerous (James John’s covered play is small and has posts that cause injuries). Brenda confirmed that the gym can be used for recess and as an assigned classroom.

Item 2. Suites Model

- A. OHPD provided a suite layout with the agenda that shows (4) General Classrooms, (1) Science Classrooms, and (1) Extended Learning – Extended learning spaces shown with stacking glass walls
- B. Movable walls will be on a track with film for levels of visibility – movable walls were not movable in the past (BF) – active shooter scenario must be address, blinds are an option
- C. Opening the walls of the extended learning presents the opportunity for increased visibility, flexible use of space, and gathering the entire suite or grade at the same time
- D. Extended learning – individual students will not be placed in the space without supervision, entire classes will use the space on a daily basis – principals will monitor use of space and prevent teachers from claiming it – AVID tutors and clubs can use the space – after school programs could sign the space out if the

Item 3. OTL Protocols

- A. TOSA’s will not be involved in the Kellogg process until floor plans have been developed in Schematic Design
- B. The middle school framework from the superintendent’s former District (SFUSD) is similar to PPS’s middle school frame work (BF)
- C. Van has requested a liaison to work with the design team
- D. Brenda is the OTL representative for the Kellogg project
- E. The superintendent must be given a chance to provide input - Jerry Vincent will direct how information is discussed at the superintendent level through OSM – Van will not be the intermediary
- F. Decision making process needs to be on a schedule to keep Kellogg project moving forward
- G. Brenda will be part of the DAG process

Item 4. OTL Programming

- A. OHPD to create a draft programming document to communicate decisions that are being made to PPS leadership
- B. The building’s programming and square footages need to be fixed before the design can begin – there is a (3) week window for alignment

Item 5. Special Education Prioritization

- A. Special education offices do not need to be adjacent to the life skills room
- B. The learning center should be pulled away from the life skills room – locate on different floors – preference to locate school psych next to life skills room
- C. Typically, a life skills room and a behavioral classroom are not in the same building
- D. Offices to be used as mixed-use spaces – office as a sensory support room



Item 6. Educational Specifications

- A. Brenda provided responses to principal survey prioritizing the preferred programming space
- B. These decisions will be used to create a Kellogg Middle School program
- C. The following preferred rooms and area increases to required rooms (see attached)

Item 7. Project Goals

- A. Brenda indicated the following as project goal priorities in each of the (4) categories provided by OHPD
- B. Additional input on project goals and priorities will be received from the Principal's and the DAG.

END OF MEETING MINUTES



KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | **Portland Public Schools**

	Floor	Target	Planning Capacity
Middle School	450	600	675

PPS CAPACITY CALCULATION

Planning Capacity

$$\begin{array}{l}
 22 \text{ GENERAL} \\
 \text{CLASSROOMS} \\
 5 \text{ SCIENCE} \\
 \text{CLASSROOMS}
 \end{array}
 = \boxed{27} \text{ TOTAL CLASSROOMS}
 \times \begin{array}{c} \text{25} \\ \text{STUDENTS/} \\ \text{CLASSROOM} \end{array}
 = \text{675 STUDENTS}$$

75% UTILIZATION RATE indicated in the May 29, 2012 PPS LONG RANGE FACILITY PLAN (page V-7) does not appear to be factored into this calculation





KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | **Portland Public Schools**

	Floor	Target	Planning Capacity
Middle School	450	600	675

CAPACITY CALCULATION | **Oh planning+design,architecture**

Target Capacity

$$\begin{array}{l}
 22 \text{ GENERAL CLASSROOMS} \\
 5 \text{ SCIENCE CLASSROOMS}
 \end{array}
 \times 75\% \text{ UTILIZATION RATE} =
 \begin{array}{l}
 16\frac{1}{2} \text{ GENERAL CLASSROOMS} \\
 3\frac{3}{4} \text{ SCIENCE CLASSROOMS} \\
 \hline
 20 \text{ TOTAL CLASSROOMS}
 \end{array}
 \times 30 \text{ STUDENTS/CLASSROOM} = 600 \text{ STUDENTS}$$



10/03/17



KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | **Portland Public Schools**

	Floor	Target	Planning Capacity
Middle School	450	600	675

CAPACITY CALCULATION | **Oh planning+design,architecture**

Planning Capacity

22 GENERAL CLASSROOMS			16½ GENERAL CLASSROOMS		
5 SCIENCE CLASSROOMS			3¾ SCIENCE CLASSROOMS		
1 ESL CLASSROOM*			¾ ESL CLASSROOM*		
2 GYM CLASSES			1½ GYM CLASSES		
	x 75%	=		x 30	=
	UTILIZATION RATE			STUDENTS/CLASSROOM	
					675 STUDENTS
			22½*	TOTAL CLASSROOMS	

* The capacity of the ESL classroom is half of a general classroom (15 Students)





KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | **Portland Public Schools**

	Floor	Target	Planning Capacity
Middle School	450	600	675

CAPACITY CALCULATION | **Oh planning+design,architecture**

Planning Capacity

22 GENERAL CLASSROOMS			16½ GENERAL CLASSROOMS			
5 SCIENCE CLASSROOMS			3¾ SCIENCE CLASSROOMS			
1 ESL CLASSROOM*	x	75%	=	3¾	x	30
		UTILIZATION RATE		¾	STUDENTS/CLASSROOM	=
2 GYM CLASSES				1½ GYM CLASSES		
						675 STUDENTS

22½	* TOTAL CLASSROOMS	* The capacity of the ESL classroom is half of a general classroom (15 Students)
-----	--------------------	--



10/03/17



KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

MAXIMUM CAPACITY CALCULATION | Oh Planning+design,architecture

[With 32 Student per Classroom - Extended Learning Areas Converted to General Classrooms]

22 GENERAL CLASSROOMS			16½ GENERAL CLASSROOMS		
5 SCIENCE CLASSROOMS			3¾ SCIENCE CLASSROOMS		
1 ESL CLASSROOM	x 75% =		¾ ESL CLASSROOM	x	32 =
	UTILIZATION RATE				
2 GYM CLASSES			1½ GYM CLASSES		
6 CONVERTED EXTENDED LEARNING			4½ CONVERTED EXTENDED LEARNING		
			27	*	
			TOTAL CLASSROOMS		

864 STUDENTS

STUDENTS/CLASSROOM

* The capacity of the ESL classroom is half of a general classroom (16 Students)



10/03/17



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MEETING MINUTES OTL MEETING #5

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 10/10/17 @ FAM Back Table L1
 Prepared by: Bryan Thompson
 Present: PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools
 Paul Cathcart (PC) – Senior Project Manager – Office of School Modernization, PPS
 Stephen Effros (SE) – Project Manager
 OHP+D: Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery; Deb France

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Community Support and Community/Partner Spaces

- A. The program has a limited area for partners spaces. The nearly 2,000 sf of provided space allows for a meeting area and two offices.
- B. The Kellogg community/partner space will be geared toward existing/conventional PPS partnerships (SUN, PTA). These partnerships will be aligned during the Partnership Opportunities/Guidelines meeting with Sara King today.
- C. The community/partner space must be flexible since there are potential partnerships that the District has not already explored.
- D. The school must consider the clientele and the distractions that a potential partnership will attract and its effect on the student's experience (BF).
- E. The two separate groupings of spaces (Community Support and Community/Partner) in the Educational Specifications will function together (BF). Preference for one bigger, flexible space that can accommodate staff meetings and large group gatherings
- F. Educational Specifications do not include bathrooms or plumbing for any Community/Partner Spaces.
- G. Since the Food Pantry does not store much food on-site, re-program and move the 100 SF of preferred Pantry addition in the Educational Specifications into a separate Laundry Room for Kellogg Program (BF)
- H. OTL prefers the Parent/Community Room as a Dual-Purpose Space.
 - I. The clothes closet space and the laundry room will be combined into an expanded Parent/Community Room (BF).
 - II. Clothes closet does not hang clothes, they are stored in Rubbermaid bins that can be stored in cabinets (BF).
 - III. The Parent/Community Room will be adjacent to the Staff Room so they can share kitchenette access on opposite schedules.



- Sharing of spaces is successful if community and partners are invited into areas that are designated as school spaces.
- IV. The Parent/Community Room users are not permitted to use the kitchen for afterhours events without Nutrition Services assistance
- V. Provide a residential quality to the space, not institutional (SE). A preference for an inviting living room feel to the space (BF)
- I. After School Instruction Space
 - I. The After School Space in current schools functions as ESL testing, SPED or TAG testing, DHS interview spaces during the school day (BF).
 - II. Since the current after school program (SUN) already uses 8-12 general classrooms, there is no need for a dedicated after school space (BF). Replace the After School Instruction space provided in the Educational Specifications with (1) Program Partner Office and (4) ±80 SF office/storage spaces adjacent to the other Partner Program Office (BF)
 - III. There is a need for privacy and storage for supplies and personal storage at the (4) office/storage spaces (BF).
 - IV. These spaces should be thought of as Tenant Improvement spaces that can be reconfigured when changes are needed (SE).
- Item 2. Special Education
 - A. Speech office needs to be 150 SF (BF).
 - B. Intensive Skills is the new name for Life Skills Room.
 - C. Steve to follow-up with Robert Cantwell for action items from Special Education meeting.
 - D. Doors are not located in the corners of the room to allow for teachers to use the room corners (TA, BF)
 - E. Seating along the perimeter of the room can be set up for independent computer use/online programming/personal space with privacy screens (BF).
 - F. Brenda will ask Special Education teachers their preferences on furniture types and layout
 - G. There will be (3) adults in the intensive skills room – all (3) need desks and a place to lock their personal belongings (BF).
 - H. A carpeted area is preferred since the range of developmental need is wide in the Special Education program.
 - I. A sink and exterior door are preferred in the Intensive Skills room when a medically fragile student is present.
 - J. An Exterior door reduces stress and provides options for students with mobile impairment by eliminating movement through crowded hallways.
 - K. A centrally located Learning Center on the 2nd Floor that is part of the learning suite and provides access from First and Third floors is preferred to integrate the Learning Center students and staff with the general education students and staff.
- Item 3. Site Plan
 - A. Providing a separate SPED bus drop off area option close to the SPED classrooms and away from the other buses is preferred so the staff have options (BF).
 - B. The parking stall count of 50 is not enough for a staff that will exceed 50 (BF). PPS facilities rarely offer enough parking for all staff (PC)
 - C. At 6 acres, the Kellogg school site is small by national and local standards (TA). It is common for PPS to ask for modifications to parking requirements through the conditional use process but is not anticipated for Kellogg due to the lack of space on the site (PC).



Item 4. Cafeteria

- A. A third serving station with (6) POS stations is the preference of Nutrition Services and OTL since food serving and selection is the slowest process in the cafeteria. A third station will be provided in an increased Servery area.
- B. Steve to confirm with Nutrition Services if they can staff (3) serving stations.
- C. OHPD to contact Kitchen Consultant for Space requirements for (3) serving stations – Faubion has (2) serving stations with (4) POS stations
- D. Show salad bar inline of sight with serving station (BF) – place with plenty of room around it so kids can serve food from it on all sides
- E. Brenda confirmed that locating lunch tables against the wall is an ok configuration for monitoring students – clearance around entire table not required
- F. Each pay station can be accessed from both sides, creating (2) POSs per pay station
- G. Brenda confirmed that monitoring large amounts of students is not a problem in a properly size cafeteria
- H. The cafeteria will be increased to 6,080 SF to serve 405 students (half of a maximum 810 enrollment) since the Educational Specifications sized cafeteria (4,500 SF) can only serve 283 students and (3) lunch periods is not preferred by OTL.
- I. A designated recycling and trash area is not required since custodians locate garbage cans in the center of the cafeteria (BF)
- J. Participation rate was discussed – the number of students bringing lunches to school is decreasing – it fluctuates – stay with full participation rate for planning

Item 5. Lockers

- A. The common space will have 20% of the required lockers as day use lockers (BF).
- B. Most books are kept in classrooms, eliminating students taking heavy backpacks home (BF).
- C. Cubbies can be included in classrooms for use each period (BF).

Item 6. Technology

- A. Vendors want to present technology options to the District (BF).
- B. Flexible planning must be done at Kellogg to allow for technology improvement (SE)
- C. Furniture can provide technology mounting solutions – Vendors such as Steelcase have furniture to provide equal access to technology (TA)
- D. Steve to contact maintenance for comments and concerns on providing floor outlets for technology in learning environments.

Item 7. Action Items

- A. OHPD to revise Community Support and Community/Partner space program and provide adjacent kitchenette from Staff Room
- B. Steve to follow-up with Robert Cantwell’s action items from Special Education meeting.
- C. Brenda will ask Special Education teachers their preferences on furniture types and layout.
- D. OHPD to contact Kitchen Consultant for Space requirements for (3) serving stations in SD.
- E. Steve to confirm if Nutrition Services can staff (3) serving stations.
- F. Steve to contact maintenance for comments and concerns on floor outlets.

END OF MEETING MINUTES



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MEETING MINUTES DISTRICT PARTNERSHIPS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 10/10/17 @ BESC Wapiti L1
 Prepared by: Bryan Thompson
 Present: PPS: Sara King – Program Director Planning and Asset Management, Portland Public Schools
 Stephen Effros (SE) – Project Manager
 TD&A Tamara DeRidder (TD) – Land Use/Project Facility Planner, Tamara DeRidder & Assoc.
 OHP+D: Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; Jen Sohm – PPS; Ken Fisher – Heery; Deb France – OHP+D

The purpose of the meeting is to discuss the Kellogg Middle school partnership opportunities with Portland Public Schools' (PPS) Director of Planning and Asset Management.

Item 1. General Partners

- A. General Partners are the District's typical organizations that support students and family.
- B. The main general partners for the District are Schools Uniting Neighborhoods (SUN), the Parent Teacher Association (PTA), Health Clinics, and PPS Head Start.
- C. Health clinics are preferred to be located at high schools and would require funding processes that should already have been started. A clinic will not be provided in the Kellogg program unless Steve confirms that funding processes have been started.
- D. PPS Head Start will not be included in the Kellogg Middle School project because it has federally mandated design standards and requirements that will not be able to be funded within the project budget.
- E. There is potential for other 3rd party groups from the business community and the neighborhood to lease spaces for after hour training through civic use of buildings (CUB). These will not require additional programming.

Item 2. Capital Partners

- A. Capital Partners are complicated partnerships that will not be utilized at Kellogg.
- B. District examples:
 - I. Rosa Parks School entered in a three-way condominium agreement with the Boys and Girls Club and a community center (separate HVAC, power systems, etc.)
 - II. Faubion is in a complicated agreement with Concordia University that meshed the two together in the building creating a difficult operational model.



Item 3. Partner/Community Space Programming

- A. A food pantry, clothes closet, partner offices, and a partner/community room are the main general partner spaces that are included in the Kellogg program. The community room will have direct access to parking lot.
- B. Community spaces should be adaptable to multi-use functions and shared amenities
- C. Security and utility zoning needs to be considered in a sharing facility.
- D. PPS may provide mobile clinics on site in parking lots. This would require power and water that is not currently included in the program for Kellogg.

Item 4. Action Items

- A. Steve to confirm that a clinic will not be included in the Kellogg program.
- B. Sara to provide heat maps for languages spoken in the District to Tamara.

END OF MEETING MINUTES



MEETING MINUTES OTL MEETING #6

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 10/17/17 @ FAM Back Table L1
 Prepared by: Bryan Thompson
 Present: PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools
 Stephen Effros (SE) – Project Manager
 OHP+D: Deb France (DF)
 Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Paul Cathcart – PPS; Ken Fisher – Heery;

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools’ (PPS) Office of Teaching and Learning (OTL).

Item 1. Programming Document

- A. A draft of the programming report will be submitted to Steve on Friday. The final programming report will be submitted on November 1st.

Item 2. Programming Recap

A. Special Education

- I. Brenda’s preference is for the 800 SF Learning Center to be increased in size to match the 980 SF general classroom size for future program flexibility. This area addition will be shown as a preferred option in the Kellogg Program
- II. 42-inch-wide doors with automatic door operators that swing out will be provided at the Intensive Skills Room.
- III. Permanent carpet with transition strips will be provided at reading area in Intensive Skills room to reduce trip hazards. Do not provide area rugs.
- IV. Brenda will provide photos of existing sensory spaces to inform the interior layout and shape of the space.

B. Gymnasium

- I. OHPD will show both the assembly/performance layout with an 800-student capacity and the athletics layout that maximizes the capacity for a sporting event.
- II. The assembly layout may require placing chairs on the floor that will be stored in an adjacent chair storage room that will be added to the Kellogg program.
- III. OHPD will confirm if telescoping bleachers are capable of being pulled out halfway to provide use for sporting events and assemblies.



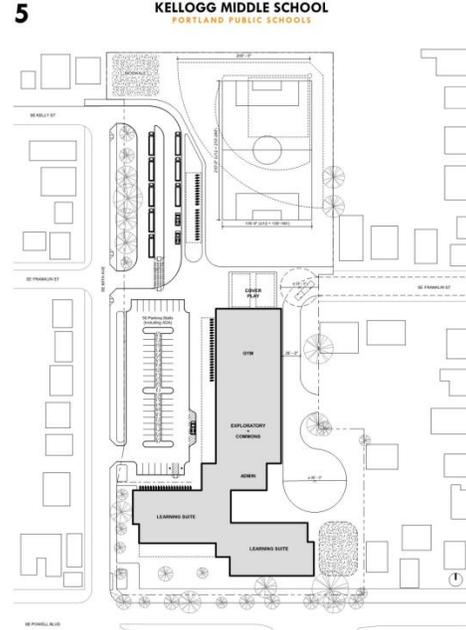
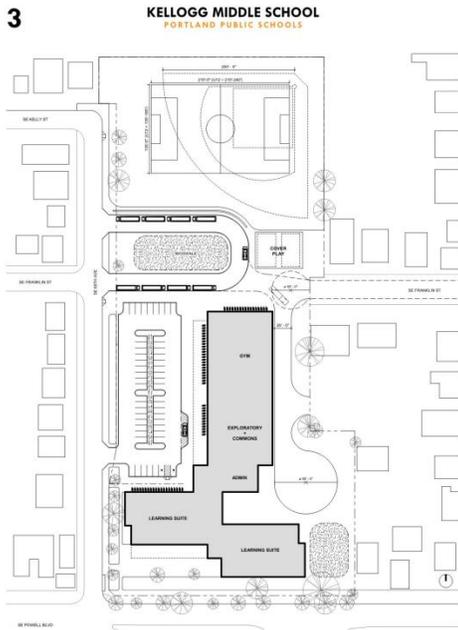
- IV. The dance room will be shown as the flexible stage space instead of the music room due to acoustic concerns for the movable partition between the gymnasium activities and the music/choir activities.
 - V. Recessed theatrical lighting in the gymnasium ceiling is preferred.
 - VI. A dedicated space for theater storage will be added to the Kellogg program for costumes and props.
 - VII. Provide a double door from music room into dance/stage.
 - VIII. Provide a sink in the music room, but not on the stage / in the dance room.
 - IX. Do not provide access to the exterior from the locker rooms.
 - X. There is a preference for a secure shower in a unisex bathroom for flexible use by the school. No showers will be provided in the locker rooms.
- C. General Classrooms
- I. Provide lockable storage within the 6 to 8-foot-long built-in cabinets and countertop.
 - II. The classroom layout needs to allow teaching to occur on either the short or long wall of the classroom. Teachers have different preferences, so this must be flexible to accommodate projecting and teaching in multiple locations in the classroom.
 - III. Brenda prefers a sink in every classroom, but they are not required by the Educational Specifications.
 - IV. Locate the student storage cubbies near the door for convenience.
- D. Learning Suites
- I. A gender-neutral restroom on every wing of every floor was discussed. The cost of remote plumbing will be prohibitive. Restroom layout will be explored in SD.
 - II. Provide storage space for one mobile technology cart for every two classrooms.
 - III. Brenda will provide the amount of text books that will be the basis of a book storage space.
- E. Administration
- I. Space for (3) administrative assistants will be shown in the administrative reception area.
 - II. Principal's office must be adjacent to reception/administrative assistant space and Records Office.
 - III. Locate conference room between principal's office and assistant principal's office.
 - IV. Locate administrative records storage cabinets and teacher's mailboxes in the administrative work room
 - V. The 150 SF Records Storage space provide in the Educational Specifications will be a Records Office per Brenda's direction.
- F. Cafeteria
- I. Install a Dutch door at the Table Storage room so it can double as a student store.
 - II. Day lockers to be located adjacent to the cafeteria/commons. 20% of the 675 student enrollment = 135 day lockers of various sizes.
- Item 3. Media Center Programming
- A. Locate reception desk and media specialist station close to the door with an adjacent workroom.
 - B. Replace fixed computer stations with dedicated space for a mobile technology cart.
 - C. Shelving in the media center should not be full height, unless it is against the wall.
 - D. Since the media center is used as a testing space, provide spaces and furniture that are flexible and adaptable for various testing environments and an area where the media specialist can teach to a full class of 32 students.



- E. The library should not be open to the commons due to noise and distractions. Providing a visual connection is encouraged.

Item 4. Site Plan

- A. The site plan must consider fire drill and evacuation requirements. Steve to provide fire alarm drill and required evacuation distances.
- B. Eliminate site traffic by maintenance vehicles that crosses over student activities during the day. Site Plan 3 creates a pinch point where the delivery, maintenance, and disposal vehicles maneuver between the gymnasium and the playfield.
- C. Site Plan 5 with a north-south bus drop off loop and an attached covered play area is the preferred site plan.
- D. Outdoor gathering spaces need to be clearly programmed for school activities and be visible to mitigate safety concerns.



Oh



Oh

Item 5. Action Items

- A. Brenda will provide photos of existing sensory spaces to Steve.
- B. OHPD will confirm operational capabilities of telescoping bleachers
- C. Brenda will provide the amount of text books that will be the basis of a book storage space.
- D. Steve to provide fire alarm drill and evacuation distance requirements.

END OF MEETING MINUTES



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MEETING MINUTES DUAL LANGUAGE

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 10/19/17 @ BESC Wapiti L1
 Prepared by: Tim Ayersman
 Present: PPS: Michael Bacon (MB) – Asst Dir - Acad Prog – Dual Languages
 Glennon Stratton (GS) – Business Program Ops Spec - Maker Space Project Manager
 Stephen Effros (SE) – Project Manager
 OHP+D: Deb France (DB)
 Tim Ayersman (TA)
 Distribution: Attendees; Dan Jung – PPS; Jen Sohm – PPS; Ken Fisher – Heery

The purpose of the meeting is to discuss the Kellogg Middle school dual language opportunities with Portland Public Schools’ (PPS) Director of Planning and Asset Management.

Item 1. Typical Dual Language in Schools

- A. The specific types and number of languages that will be at Kellogg is dependent on the feeder schools. (MB)
 The feeder schools will be determined by DBRAC.
- B. Currently 20% of kindergarteners in PPS require dual language support. Kellogg is located in an area with the greatest number of dual language elementary schools.
- C. What is taught at a dual language school is the same as at any other Middle School it is just taught in two (or more) languages. (MB)
- D. A dual language school would be staffed with teachers and administrators that know both languages.
- E. For a dual language school changing the physical space is not as critical as making sure the students with different first languages are co-mingled. (MB)

Item 2. Design for Dual Language

- A. If there are more than two languages on signage it can make wayfinding confusing. (DF)
- B. The classrooms need to be designed to enhance the ability to hear. (MB)
- C. Dual language testing is web based, typically done on a laptop or mobile devices. The students need an area where they can focus.
 - I. Open spaces are a challenge for testing.
 - II. A little distance from each student is needed. Study carrels or screens can be used.
- D. One classroom per suite will be designed at a higher acoustic performance standard. (DF)



Item 3. Action Items

- A. Once the feeder schools and the number of languages for Kellogg have been determined. Oh will coordinate with PPS on the appropriate number of languages for wayfinding.

END OF MEETING MINUTES



MEETING MINUTES OTL MEETING #7

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 10/24/17 @ FAM Back Table L1
 Prepared by: Bryan Thompson
 Present: PPS: Stephen Effros (SE) – Project Manager
 OHP+D: Deb France (DF)
 Tim Ayersman (TA)
 Bryan Thompson (BT)
 Distribution: Attendees; Dan Jung – PPS; Brenda Fox – PPS; John Hinds – PPS; Paul Cathcart – PPS;
 Ken Fisher – Heery;

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Counseling Programming

- A. No waiting space is included in the counseling area.
- B. PPS to confirm the location of counseling in relationship to the main administration. Confirm if they will be separate and adjacent or combined into the same office suite/area.

Item 2. Outdoor Gathering

- A. PPS to provide programming goals for outdoor gathering areas.
- B. PPS to provide requirements for outdoor furniture and equipment at programmed outdoor gathering areas.

Item 3. Programming Report

- A. The draft report will be sent to Brenda and Paul by Steve to review before next week's OTL meeting that will be the final review of the document.
- B. The cost estimator is working off this draft document.

Item 4. Bond Check in Process

- A. School Board will vote on the Kellogg program at November 28th Board Meeting
- B. Finance Accounting Operations (FAO) will review document before the board meeting.
- C. Kellogg program will be finalized in the Programming Report document that is due to PPS on November 1st.
- D. Bond Accountability Committee (BAC) is currently reviewing the Kellogg schedule. OHPD to update project schedule and schedule time to discuss with Ken Fisher.

Item 5. Action Items

- A. PPS to provide programming goals and furniture and equipment requirements for outdoor gathering spaces



- B. PPS to provide the number of staff anticipated at the new Kellogg Middle School.
- C. PPS to provide the programmatic “strands” that link Kellogg to Franklin High School.
- D. OHPD to update project schedule and meet with Ken Fisher.

END OF MEETING MINUTES



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MEETING MINUTES DAG MEETING #1

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 10/26/17 @ Franklin High School - Media Center
 Prepared by: Tim Ayersman
 Present: DAG: (*: Present, A: Absent)

A Michael Burton (MB)	*Danielle Meyer (DM)
*Alicia O'Brien (AO)	A Kara Mortimer (KM)
*Scott Morris (SM)	*Lisa Kensel (LK)
*Christy Thomas (CT)	*Chuck Billedeaux (CB)
A Kathryn Schmidt (KS)	*Brian Harper (BH)
A Stephen Karmol (SK)	*Hannah Back (HB)
*Maija Anderson (MA)	*Kyla Tanaka (KT)
*Sarah Richardson Green (SR)	*Rick Toth (RT)
*Sarah Toth (ST)	*Collin Cordoza (CC)
*Aron Goffin (AG)	*Nathan Junkert (NJ)
*Tina Kimmey (TK)	*Kieran O'Donnell (KO)
*Noelle Harding (NH)	*Erin Telford (ET)
*Shelley Rouleau (SR)	A Ben Wixon (BW)
A Judy Hilsenteger (JH)	A Jaime Cale (JC)
*Jennifer Patterson (JP)	*Pam Joyner

PPS: Derek Henderson (DH) – Senior Specialist-OSM Support
 Stephen Effros (SE) – Project Manager
 Mike Rosen (MR) – PPS Board Member

TDR: Tamara DeRidder (TD) – Community Outreach Consultant

OHP+D: Deb France (DF) Tim Ayersman (TA)
 Bryan Thompson (BT) Christine Nelson (CN)
 Juan Carlos Garduno (JG) Samantha Aleo (SA)

Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery

The purpose of the meeting is to give the Design Advisory Group (DAG) an orientation on the history , budget, and expectations of the members for the Kellogg Middle School DAG meetings.



Item 1. Introduction of project team and Design Advisory Group members.

- A. The design team was introduced to the members of DAG and the list of consultants that will participate in the design were listed. (See Introduction Slide)
- B. The Internal stake holders groups were listed that have given input on the programming requirements. (See Introduction Slide)
- C. The members of the Design Advisory Group introduced themselves and described their interest in the new Kellogg Middle School.

Introductions

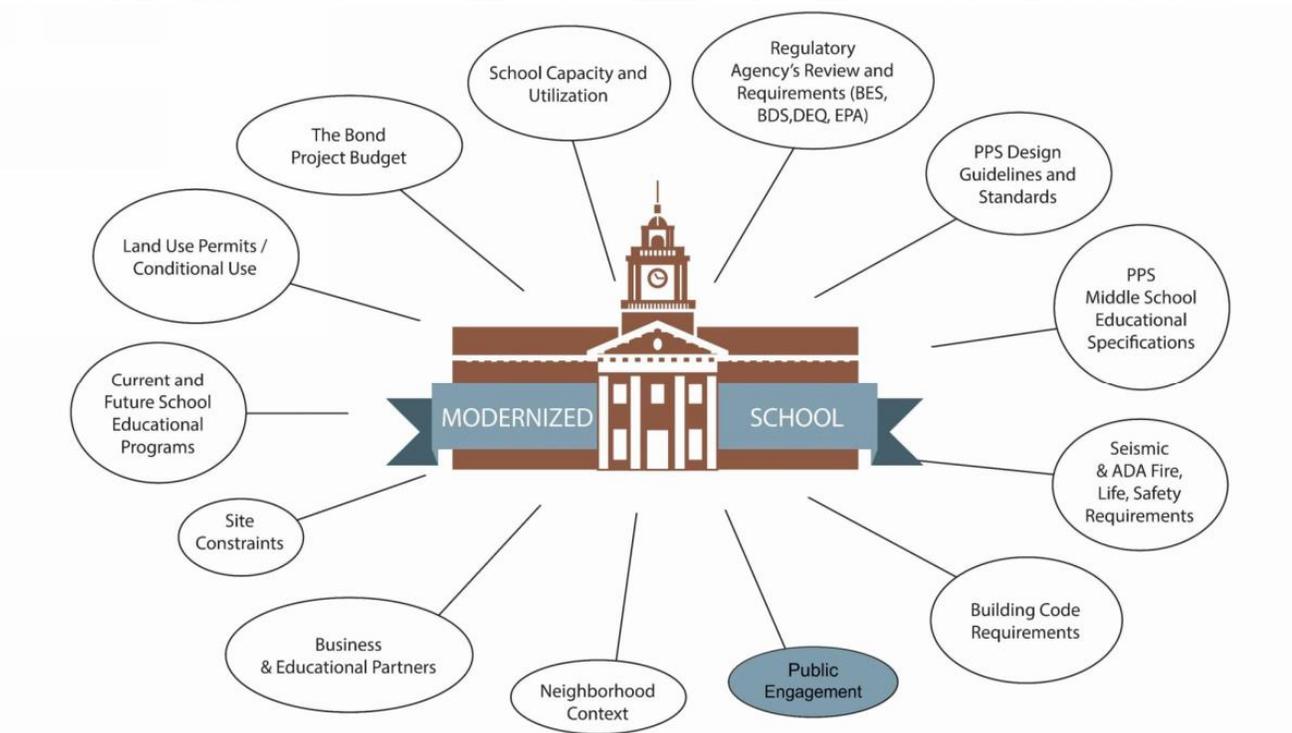




D. There are many factors that will influence the design of the new Middle School. One of these influences is the DAG team. A slide was presented showing the factors with the DAG teams participation highlighted. (See Factors Influencing Kellogg Slide)

E.

Factors Influencing Kellogg Campus Master Plan



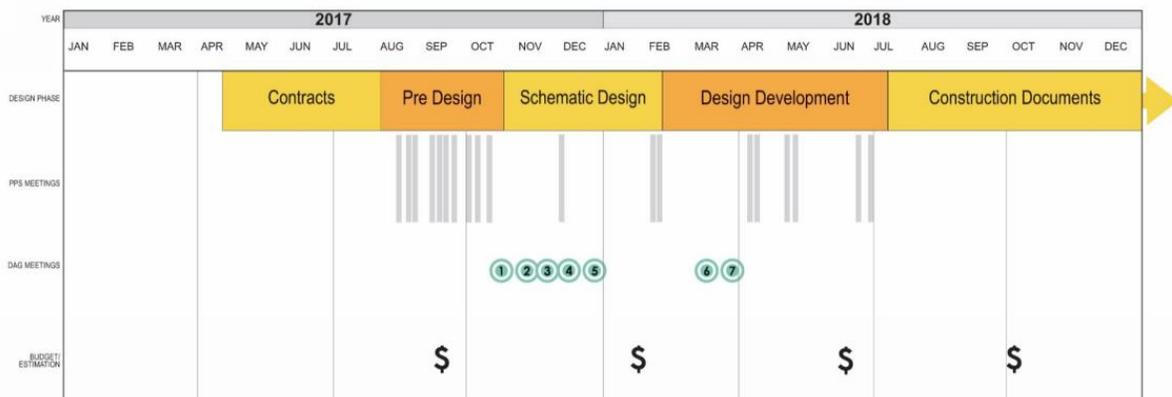
Factors Influencing Kellogg Slide



Item 2. Schedule and agendas for DAG meetings

- A. The schedule for the new Kellogg Middle School is for the programming and design phase to go from August 2017 to July 2018. There are seven (7) DAG meetings schedule over that time starting at the end of Pre-Design and continuing into early Design Development. The Permitting and Construction phase will begin in late summer 2018 and continue into fall of 2020. (See Kellogg Schedule Slide)
- B. A tentative agenda has been outlined for the next seven (7) DAG meetings. These agendas will be modified based on the concerns and priorities of the members.
 - I. DAG Meeting 1: October 26th 2017; Kick-off, orientation, budget, and expectations.
 - II. DAG Meeting 2: November 7th 2017; Site and Budget.
 - III. DAG Meeting 3: November 21st 2017; Faubion School tour.
 - IV. DAG Meeting 4: December 7th 2017; Plans, blocking activity, massing.
 - V. DAG Meeting 5: December 21st 2017; Updated plans, massing, eco updated, systems.
 - VI. DAG Meeting 6: March 8th 2018; Site, stormwater, site lighting, access, parking, fields.
 - VII. DAG Meeting 7: March 22nd 2018; Building envelope and materials, LEED update.
- C. It was pointed out that the tentative schedule for meeting 2 on November 9th is during PPS parent teacher conference. We have rescheduled it to November 7th.

Schedule



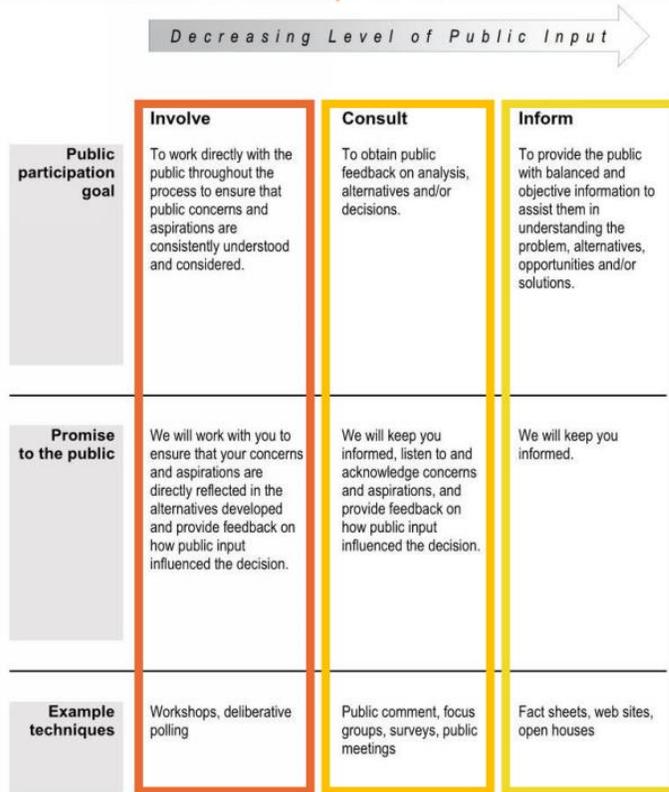
- ① DAG Meeting 1: OCT 26, 2017; Kick-off, orientation, budget, & expectations
- ② DAG Meeting 2: NOV 9, 2017; Site
- ③ DAG Meeting 3: NOV 21, 2017; Budget, Ed Spec, review plans
- ④ DAG Meeting 4: DEC 7, 2017; Update plans, blocking activity, massing
- ⑤ DAG Meeting 5: DEC 21, 2017; Update plans, massing, eco update, systems
- ⑥ DAG Meeting 6: MAR 8, 2018; Site, stormwater, site lighting, access, parking, fields
- ⑦ DAG Meeting 7: MAR 22, 2018; Building envelope & materials, LEED update



Item 3. Discussion of DAG roles and spectrum of participation

- A. The DAG’s roll is to present the public concerns and aspirations so that these factor can be considered throughout the process while providing feed back on alternative options. (See Spectrum of Participation Slide)

Spectrum of Participation



Spectrum of Participation Slide



Item 4. Goals and guiding principles exercise.

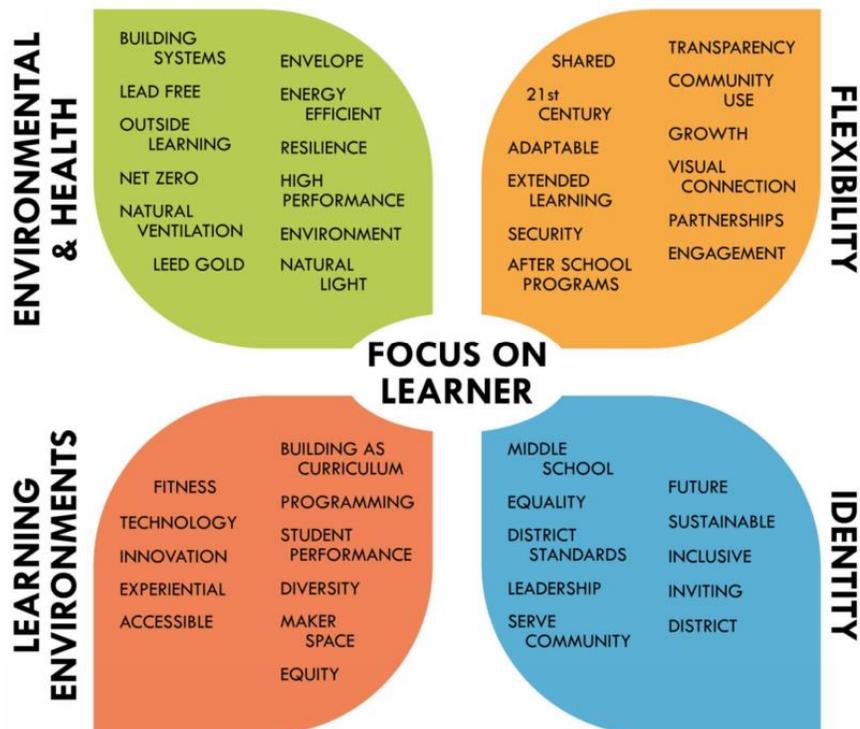
A. Keeping 'Learning' as the central focus, four categories have been identified for setting goals and priorities, they are;

- I. Environmental and Health
- II. Flexibility
- III. Learning Environments
- IV. Identity

B. Activity:

Within these categories words that describe the priorities have been listed. (See Goals and Objective Slide) The DAG members were asked to circle five (5) words in each category that was their priority or to add a word that described it if needed. Refer to the attached Memo 'Project Goals Results' for the outcome of the activity.

Goals & Objectives

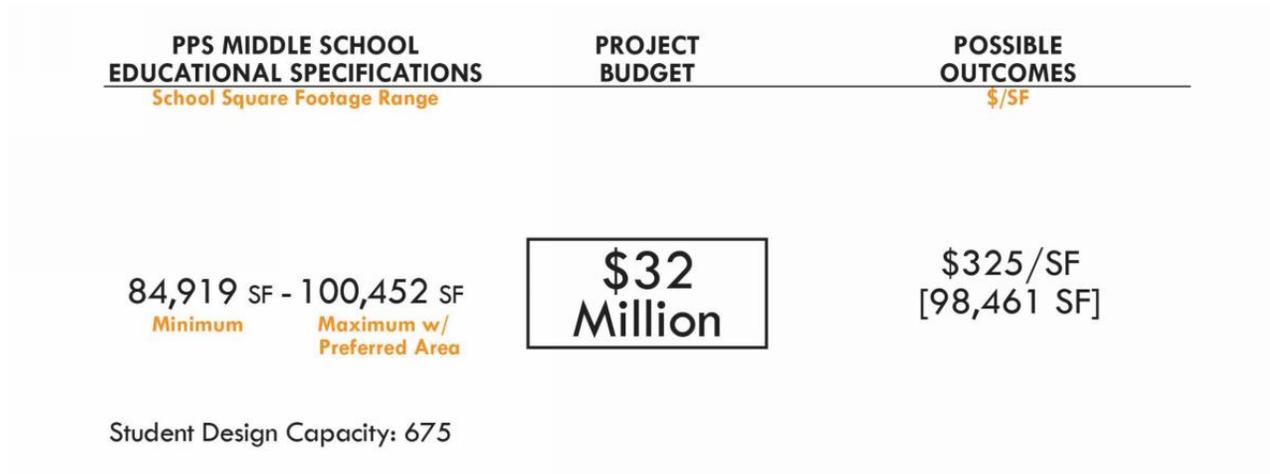




Item 5. Work progress to date.

- A. Factors that are influencing the design of the new middle school included the budget and programing requirements.
 - I. The PPS Educational Specifications gives a range of 84,919 sf to 100,452sf for a new Middle School with a capacity of 675 students.
 - II. The 2017 May bond that was passed by the voters was for a new Kellogg Middle School with a construction budget of 32 million.
 - III. The current market cost for construction a new Middle school is \$325 per square foot.
- B. These factors put the new Middle School size at 98,461 sf to be on budget. (See Scope and Budget Slide) The current design has the building over this size by 2000 sf.
- C. It was asked if Franklin High School was on budget and if we can share the Programing spread sheet. We will find out if Franklin was on budget and we will share the Programing spread sheet. (SE)

Project Scope & Budget

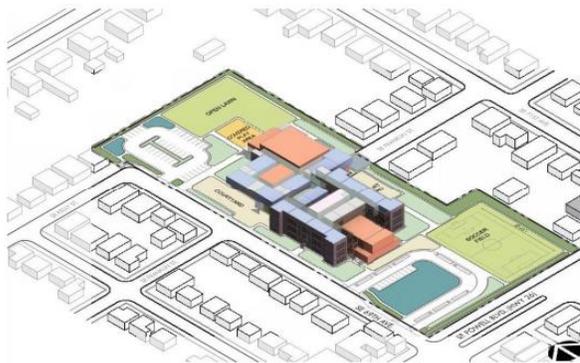




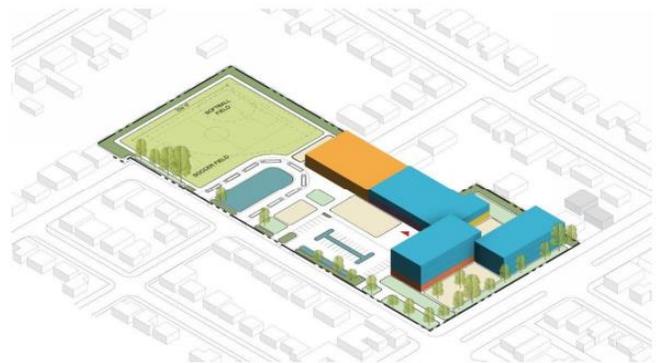
- D. During the Feasibility Study two options were reviewed for the bond, modernizing the existing facility and full replacement. Based e cost estimate for the new school being lower and the modernization requiring sacrifices in programing to fit within the existing building the PPS Board selected the full replacement for the 2017 May Bond Ballot. (See Site and Building Study Slide)
- E. It was asked if the roof could be used as outdoor space. We will review that option as we move forward with the design. (DF)

Site and Building Study – 2016 Bond

Renovate 3D View



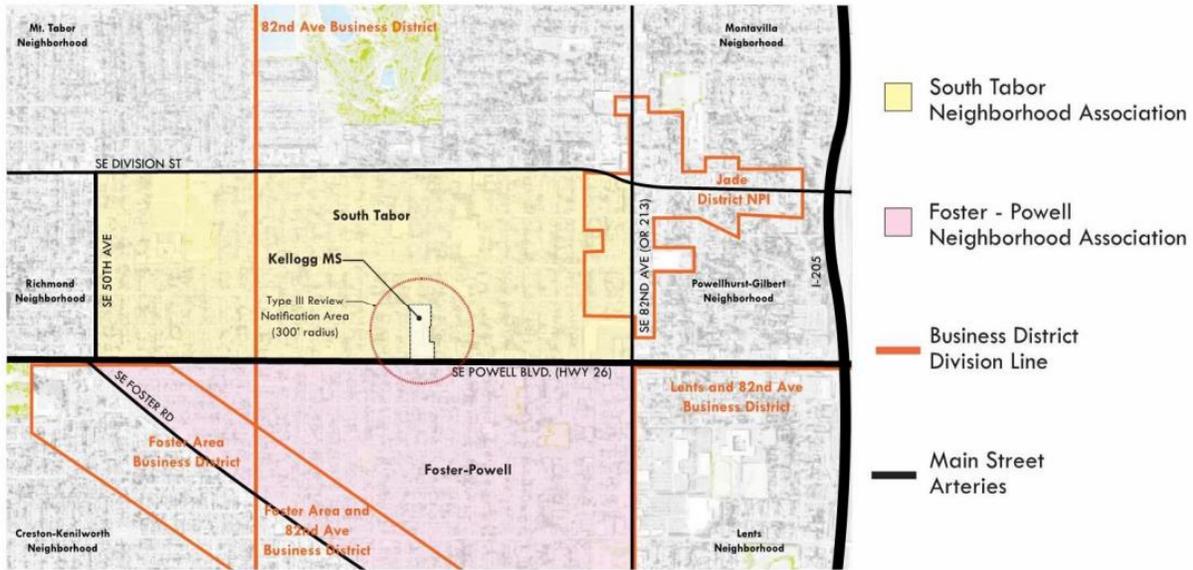
Proposed Replacement 3D View





- F. The Kellogg Middle School site is situated between the South Tabor Neighborhood on the north and Foster-Powel Neighborhood on the south.
- G. The elementary schools that will feed into the new middle school will be determined by the PPS District-wide Boundary Review Advisory Committee (DBRAC). These schools have not been identified at this time.

Neighborhood Context





- H. The Kellogg property is located next to Powel Boulevard which is primarily a commercial street. Factors which requires careful review will be traffic, noise, air quality, and safety.
- I. It was asked if the speed limit will be lowered in this location and what the status of PBOT and ODOT transfer of Powel. We will look into these questions.

Powell Blvd: Concerns & Opportunities



Powell Boulevard Slide



- J. Demolition of the existing school will begin in early 2018. The intent is to have as little of the existing school go to the landfill as possible. Currently we estimate that only 1% will go to landfill, 9% will be hazardous material, 44% recycled, 36% donated, and 10% reused within the new building. (See Demolition Waste Management Slide)
- K. Some of the items intended for reuse include the gymnasium wood floors and bleacher seats as potential wall paneling. Reusing the terracotta lions and owls and the concrete floors stacked and used as retaining walls and outdoor seating.

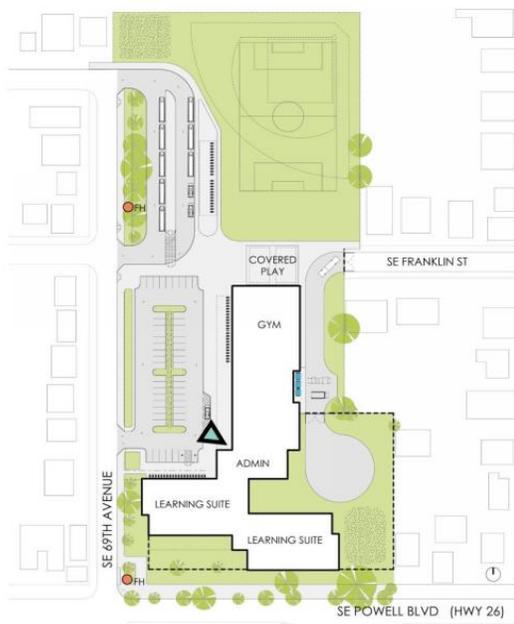
Demolition Waste Management





- L. There are many factors that have been reviewed for the site design.
 - I. Emergency vehicle access is required on the east side of the building. This requires a 90 foot turnaround.
 - II. Delivery access, parent drop off, and buss drop off all need to be separated for student safety.
 - III. The location of the fields and the covered play from the gymnasium.
 - IV. Locations for outdoor gathering spaces.
 - V. Site storm water management.

Site Planning



Option A



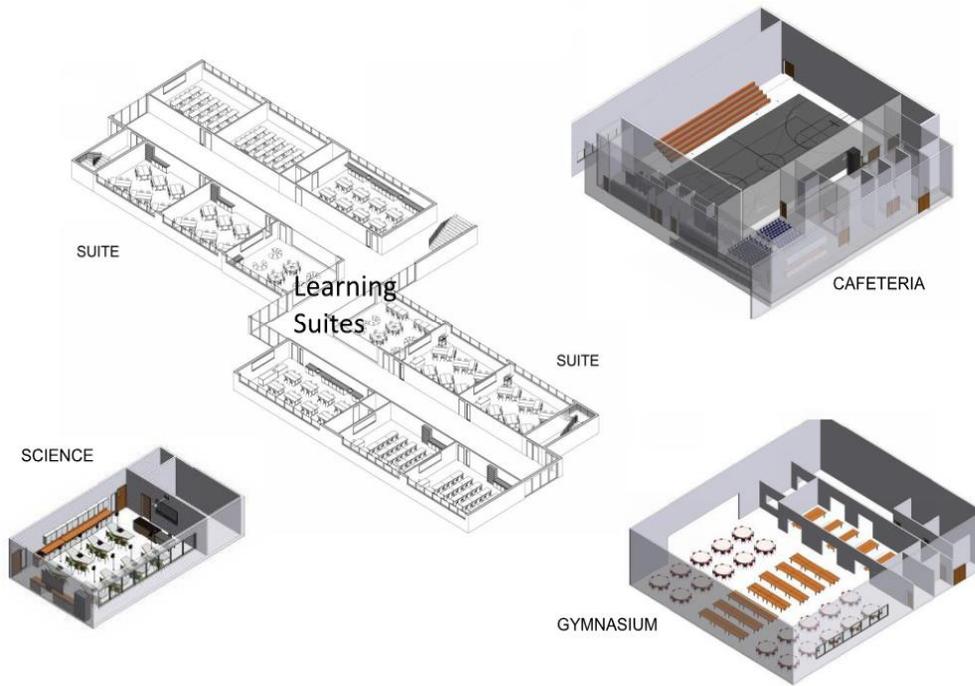
Option B





- M. Using Evident Based Design and PPS focus group input room layouts have been developed to identify what is needed in these spaces and their required adjacencies to other rooms. In Schematic Design these rooms will be combined to explore the adjacencies and develop the building foot print.
- N. The classroom suite will be paired together and stacked up three floors this portion of the building will be able to be closed off from the remaining two story building for after hour security.

Developing Learning Spaces



Developing Learning Spaces

Item 6. Questions and Comments.

- A. Comment Cards were distributed to the DAG members with three questions;
 - I. Was this presentation useful?
 - II. What topics are important to you?
 - III. Questions and Comments.



B. The DAG members were asked to vote for a Chair and Co-Chair for the DAG and write their votes on the back of the Comment cards. Nominations for Chair were:

I. Shelly

II. Collin

Nominations for Co-Chair were:

III. Collin

IV. Brian

V. Scott

C. The DAG members were asked to fill out the cards and turn them in at the end of the meeting. These comments have been combined into one list and responses to the questions have been added. Refer to the attached Memo 'Comment Card Results'.

Item 7. Action Items

A. Steve will post the PowerPoint on the Facebook site after the presentation.

B. Steve will send out notification of the date for the next DAG meeting to all members.

END OF MEETING MINUTES



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MEMORANDUM Design Advisory Group Meeting #1 – Project Goals Results

OH PLANNING+DESIGN, ARCHITECTURE

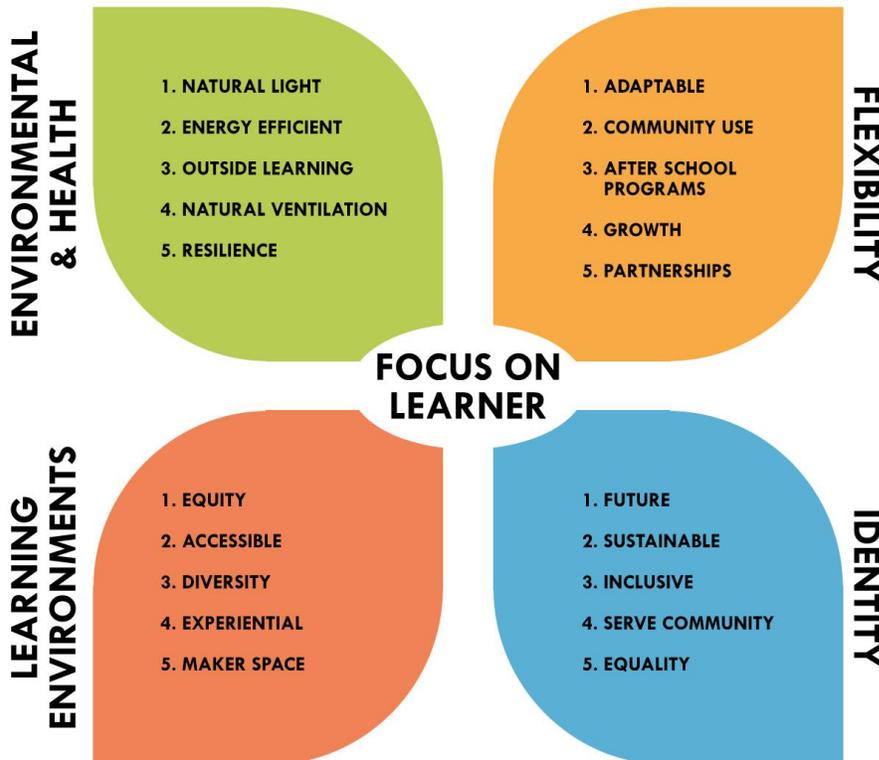
Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
To: Steve Effros – PPS
Prepared by: Juan Carlos Garduno – OHPD
Distribution: file

Date: 10/27/2017

The purpose of this memorandum is to summarize D.A.G. Meeting #1 Project Goals “preferences” exercise. A total of 22 participant sheets were counted and tallied in this memorandum.

Item 1. OUTCOMES





Listed from most votes to lower votes:

bold = top 5

bullet point = added comments.

(between parenthesis) = added terms

Item 2. ENVIRONMENTAL & HEALTH

- *“Very important for the planet.”*
- 1. Natural light = 19**
 - *“In every classroom”*
- 2. Energy efficient = 15**
- 3. Outside learn = 12**
 - *“Outside space.”*
 - *“And outdoor gathering places: courtyards, gardens away from the streets, etc.”*
 - *“Students LOVE outdoor/learning; experiential”*
- 4. Natural ventilation = 10**
- 5. Resilient = 10**
- 6. Environment = 9
- 7. Lead free = 6
 - *“This should not be an option”*
- 8. Net Zero = 6
- 9. LEED Gold = 5
 - *“Or whatever level is appropriate to aspire to.”*
 - *“Does this certification unlock additional funding?”*
- 10. High performance = 4
 - *“Consistent heating and cooling.”*
- 11. Building system = 4
- 12. (Sensitive to neighbors) = 3
- 13. (Storage) = 3
- 14. (Garden) = 2
- 15. (Heating and cooling) = 1

Item 2. FLEXIBILITY

- *“Needs to be able to grow with the community, city, PPS.”*
- 1. Adaptable = 14**
- 2. Community use = 14**
 - *“How can we better engage with our communities to create connections for families?”*
 - *“Bringing community into space will bring resources and aid in diversity as well.”*
- 3. After school program = 13**
- 4. Growth = 11**
- 5. Partnership = 8**
 - *“How do we assure our kids have all the resources they need?”*



- 6. Extended learning = 8
- 7. Visual connection = 7
 - *"Intuitive wayfinding and layout."*
 - *"Less white majority norms; culture represented in space."*
- 8. Engagement = 7
- 9. 21st Century = 7
 - *"Enough outlets, wifi, to meet needs in tech heavy spaces."*
- 10. Security = 5
- 11. Transparency = 5
- 12. Shared = 4
 - *"Teachers moving? – not ideal for MS students!"*
- 13. (Multi-purpose) = 3
- 14. (Bike parking) = 2
- 15. (Dog field) = 1

Item 3. LEARNING ENVIRONMENT

- *"How to create an environment to keep students healthy and fair."*
- 1. Equity = 14**
 - *"How do we assure fairness and justice for every student?"*
 - *"Especially access to tools that may be unaffordable."*
 - *"Unclear how equity (bridging racial achievement gap) is addressed for the learning environment vs space for programs."*
- 2. Accessible = 13**
 - *"How do we serve SPED/504 student needs in general education spaces?"*
- 3. Diversity = 13**
- 4. Experiential = 12**
- 5. Maker space = 12**
- 6. Technology = 9
- 7. Building as curriculum = 9
 - *"Especially outdoor rooftop? Greenhouse?"*
- 8. Innovation = 8
- 9. Student performance = 8
- 10. Fitness = 7
 - *"Physical activity and play"*
- 11. Programing = 5
- 12. (Acoustics) = 4
- 13. (Play) = 1
- 14. (Rooftop) = 1
- 15. (Green house) = 1
- 16. (Immersion program) = 1



17. (Teacher collaboration space) = 1

- *“Any focus on teachers/people that will work at Kellogg.”*

Item 4. IDENTITY

- *“The identity of the school Kellogg is the sustainable school.”*

1. Future = 16

- *“This building won’t be built again for a long time. We must be forward thinking in our design to meet the needs of students decades from now.”*
- *“How will spaces/design seem dated or timeless?”*

2. Sustainable = 15

3. Inclusive = 15

4. Serve the community = 15

- *“Recognize community relationship with existing building and site (history).”*
- *“And how does traffic impact? Could we have a bus drop-off loop on the property? Parking?”*

5. Equality = 14

- *“How does this mean connected to identity?”*

6. Inviting = 10

7. Middle school = 10

- *“Embrace not being a k-8”*
- *“How are you connecting to current MS teachers/admin/parents for views from people in 6-8 environments already?”*

8. (Inspirational) = 7

9. (History) = 4

- *“Historic nature of building”*

10. Leadership = 3

11. (Teachers) = 3

12. District standards = 2

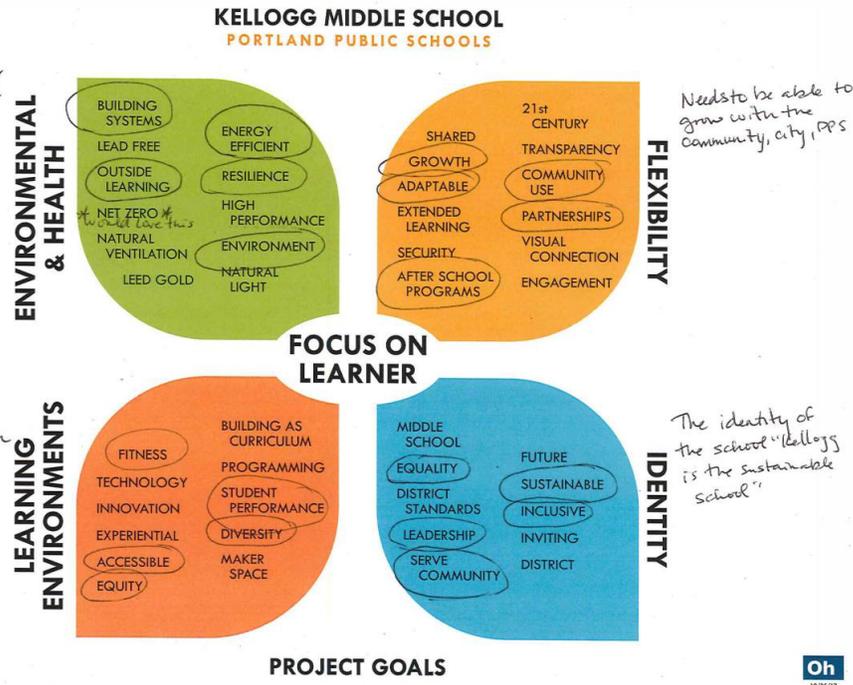
13. (Parents) = 1

14. (Administration) = 1

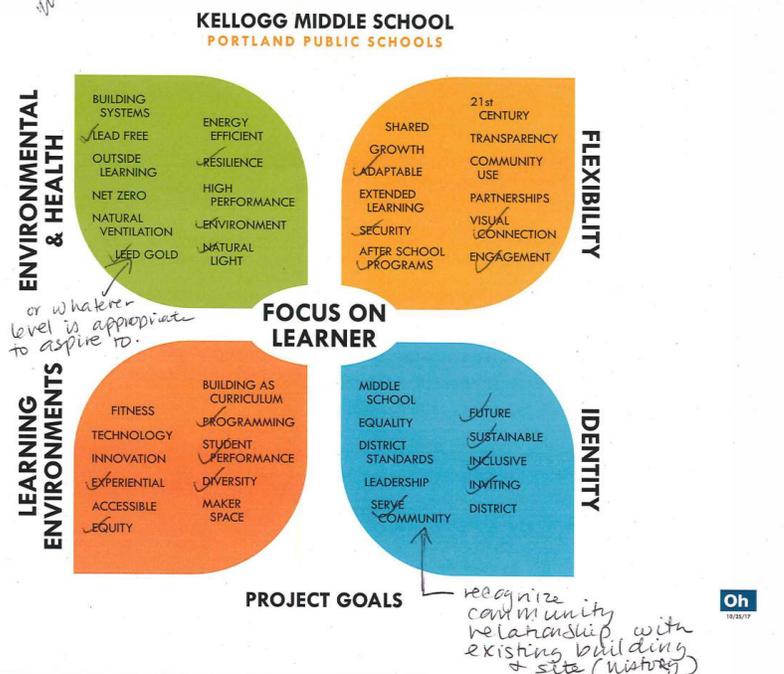


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#3
Very important
for the planet!

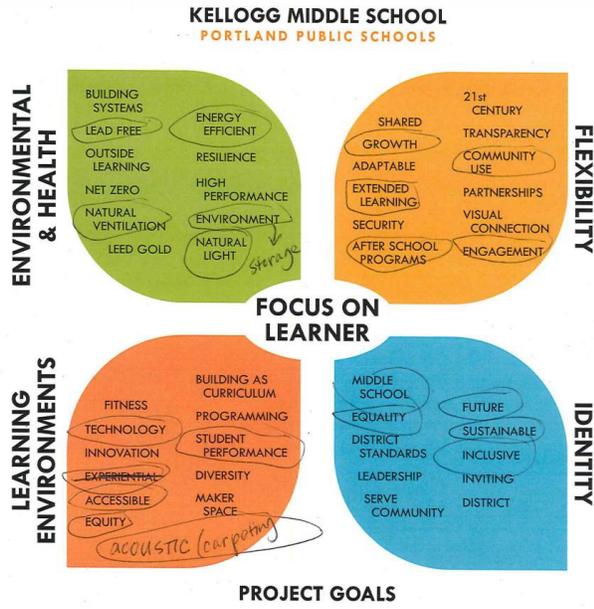


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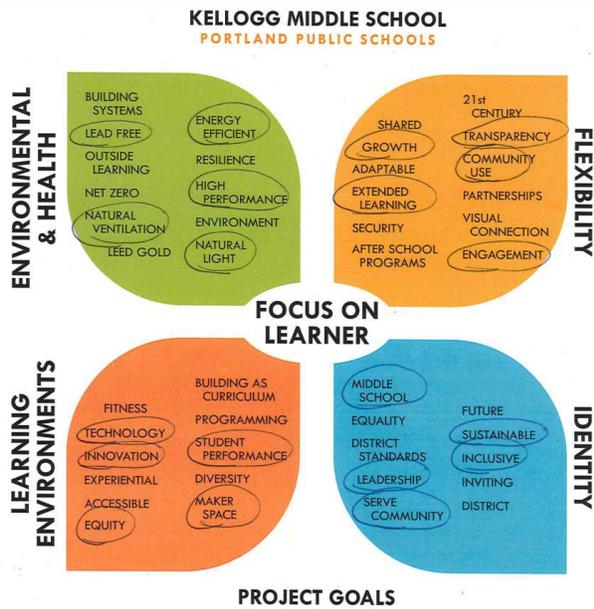




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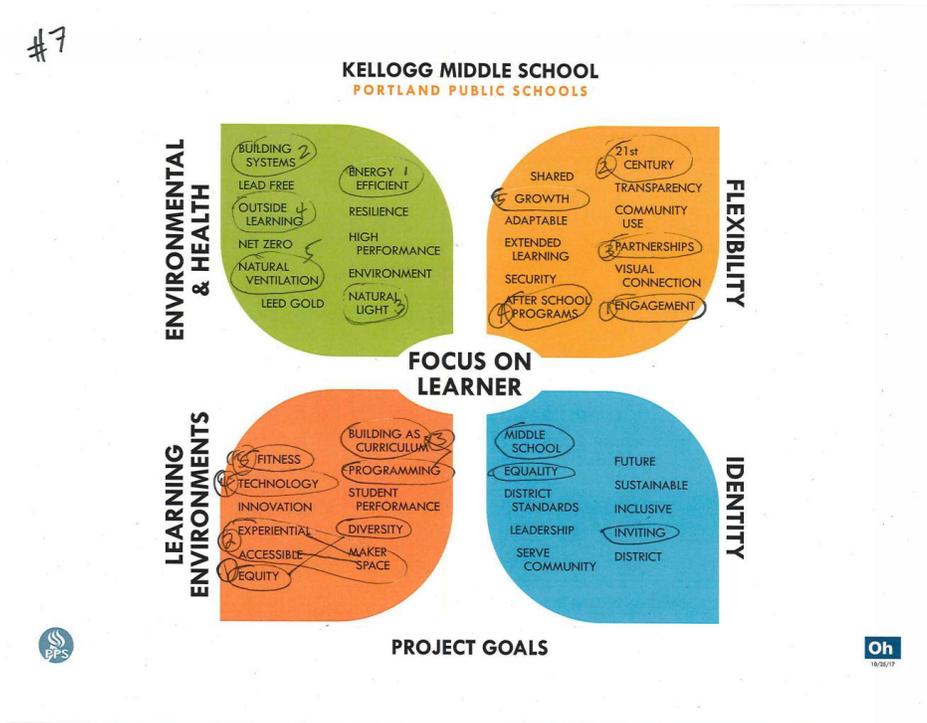
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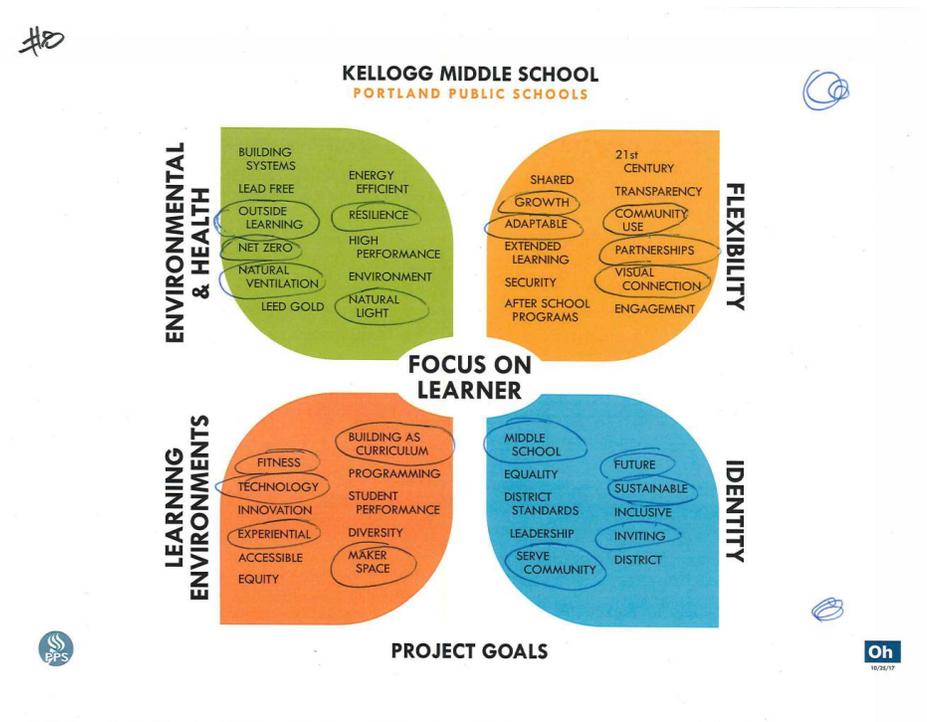


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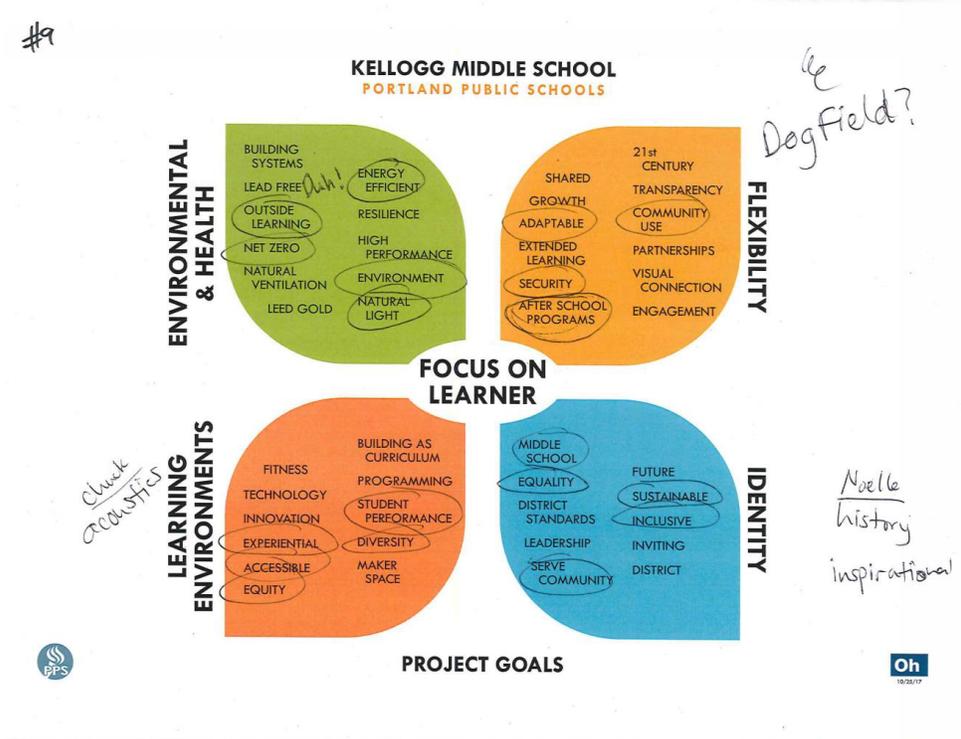


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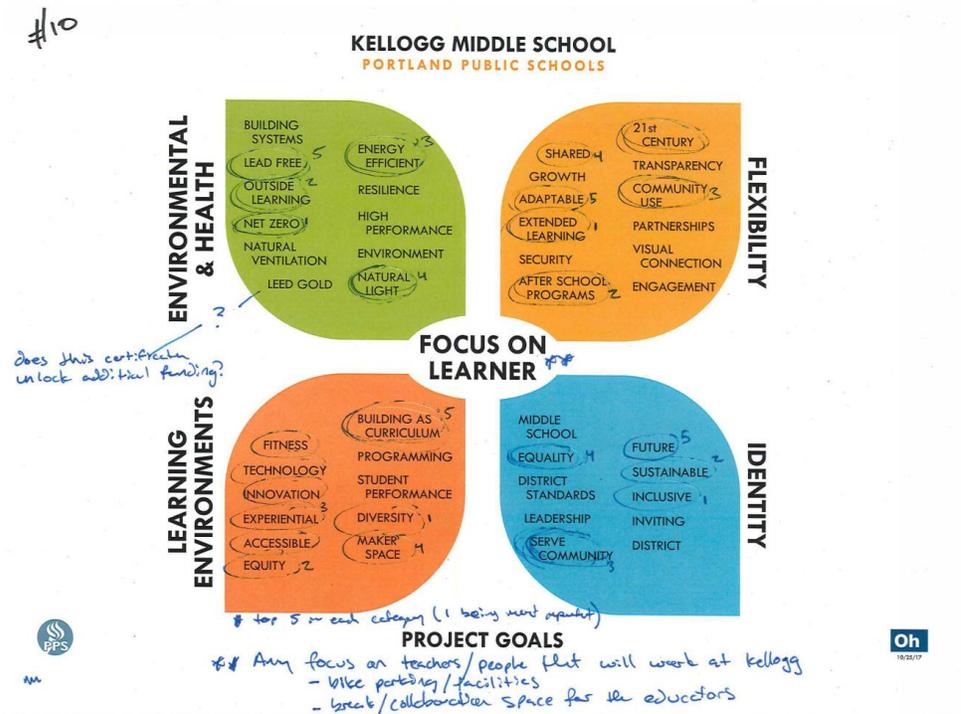




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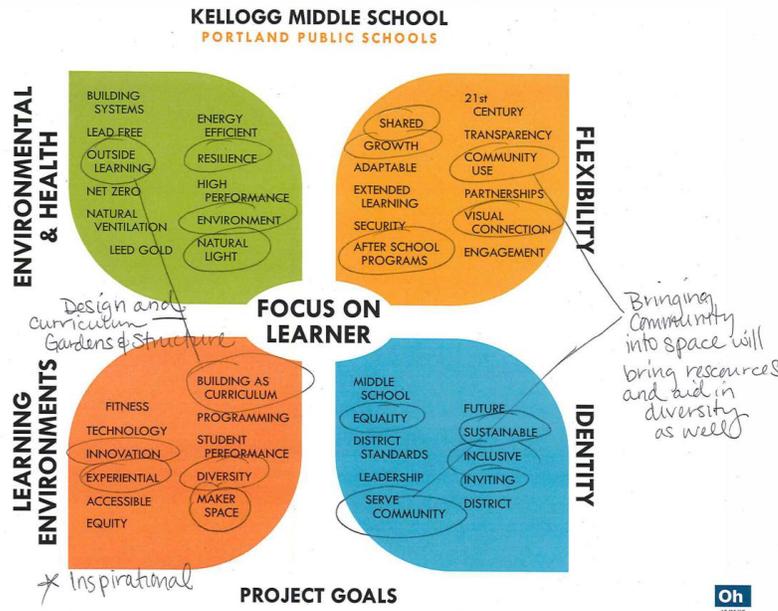
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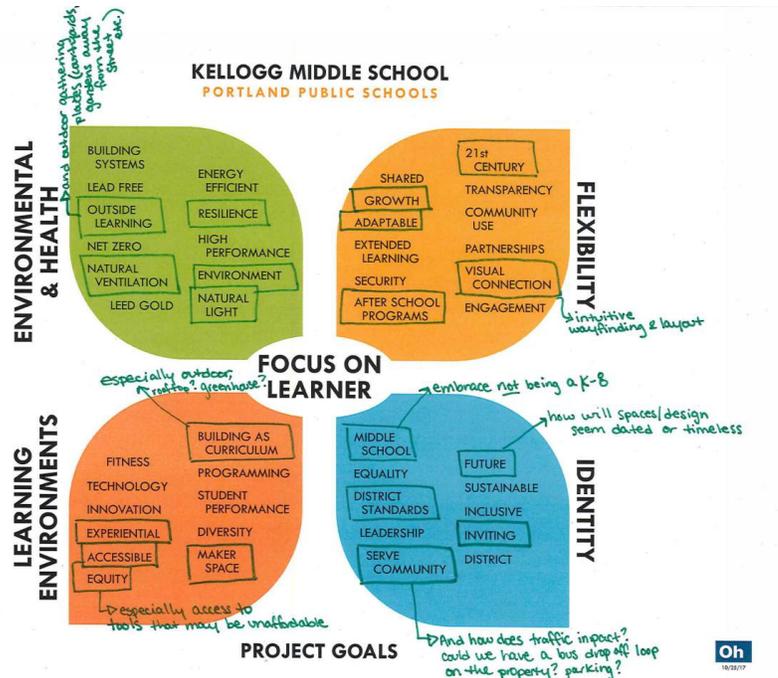


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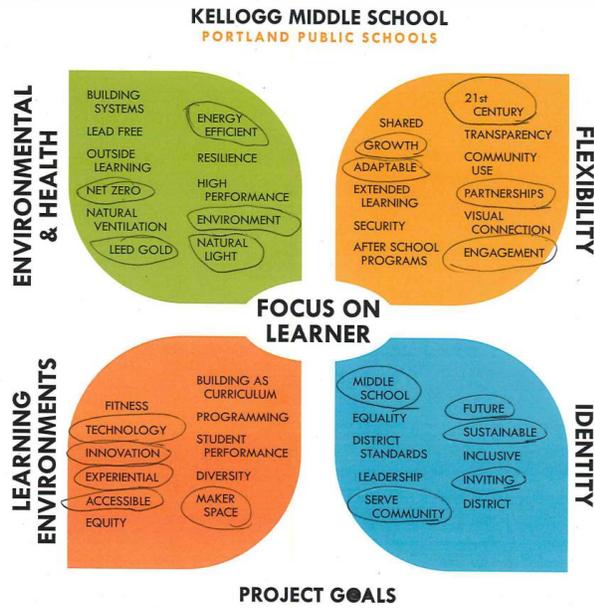


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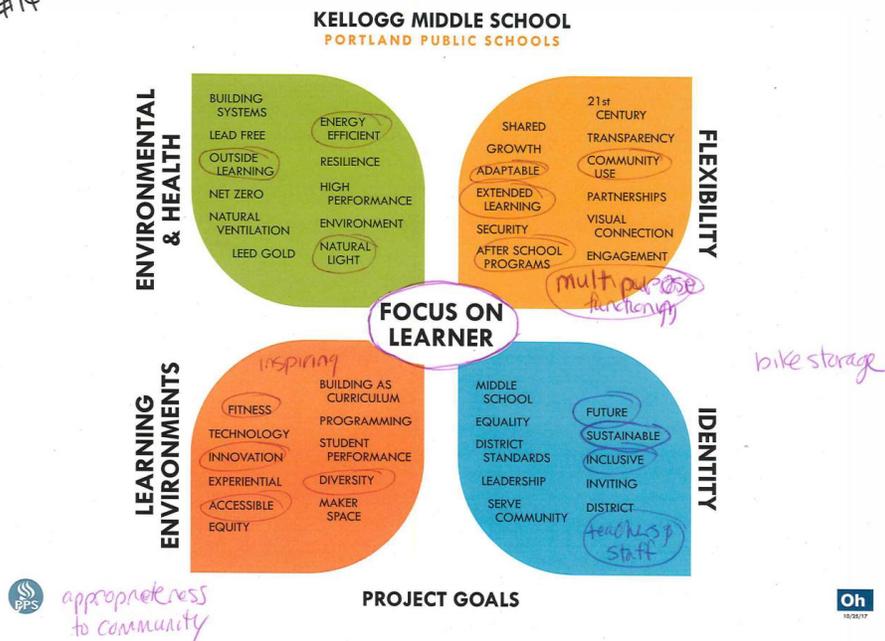




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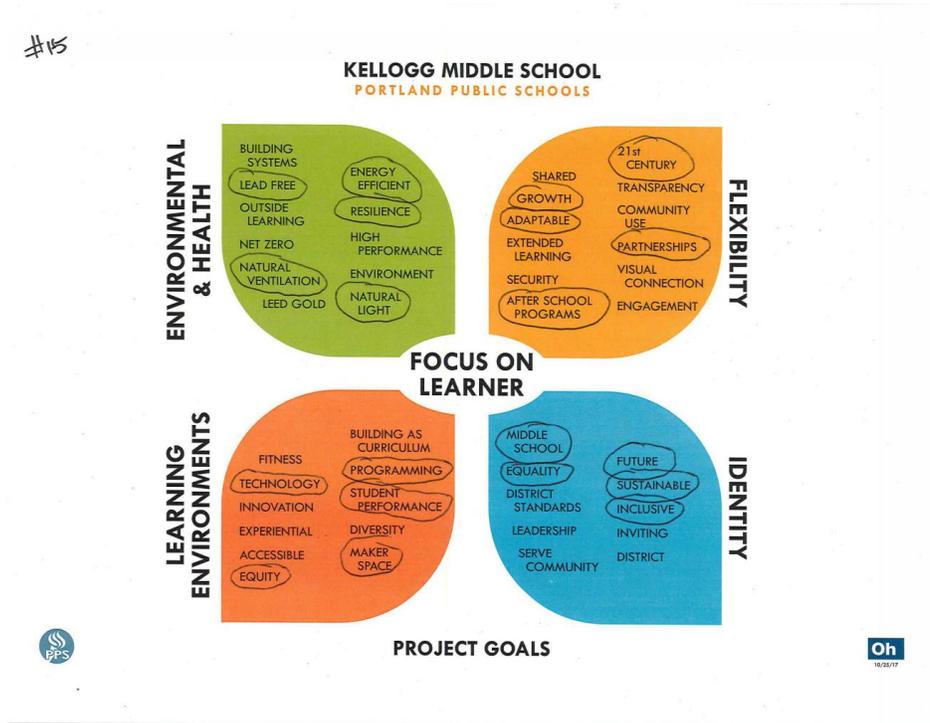
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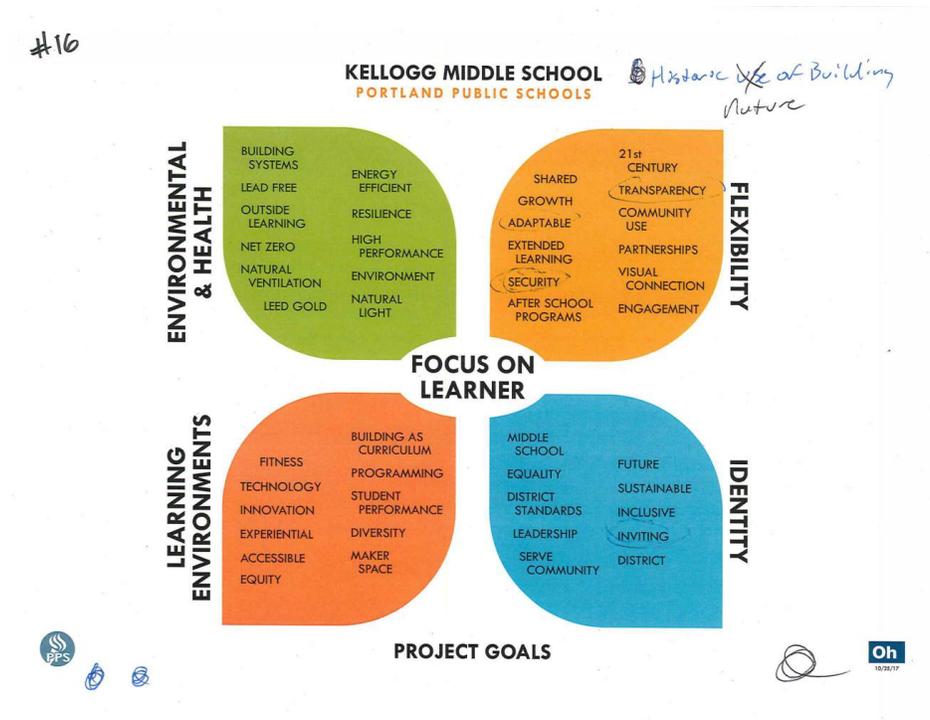


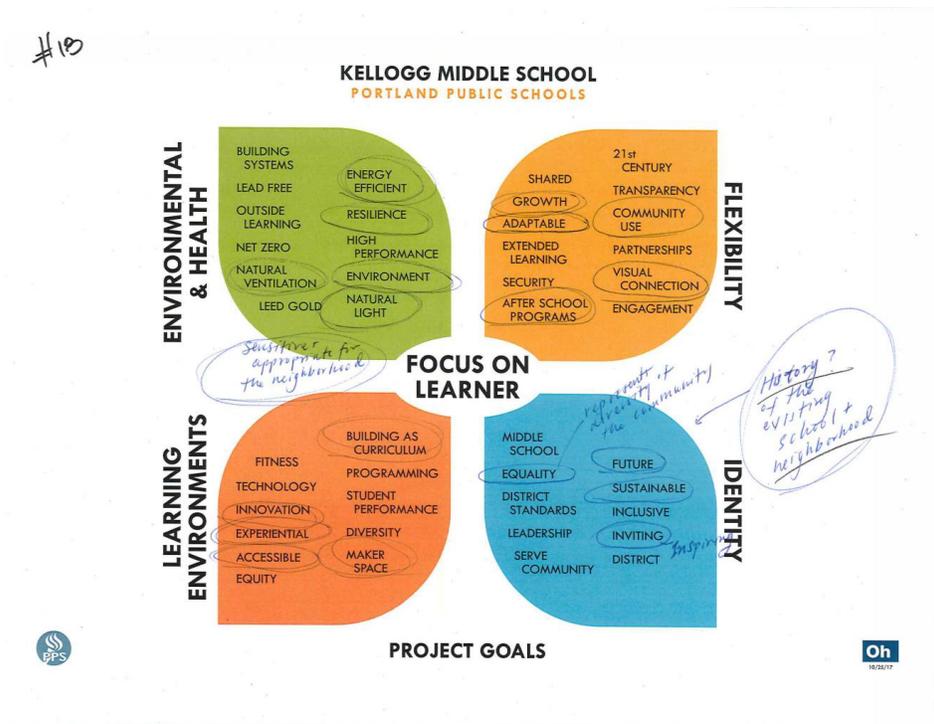
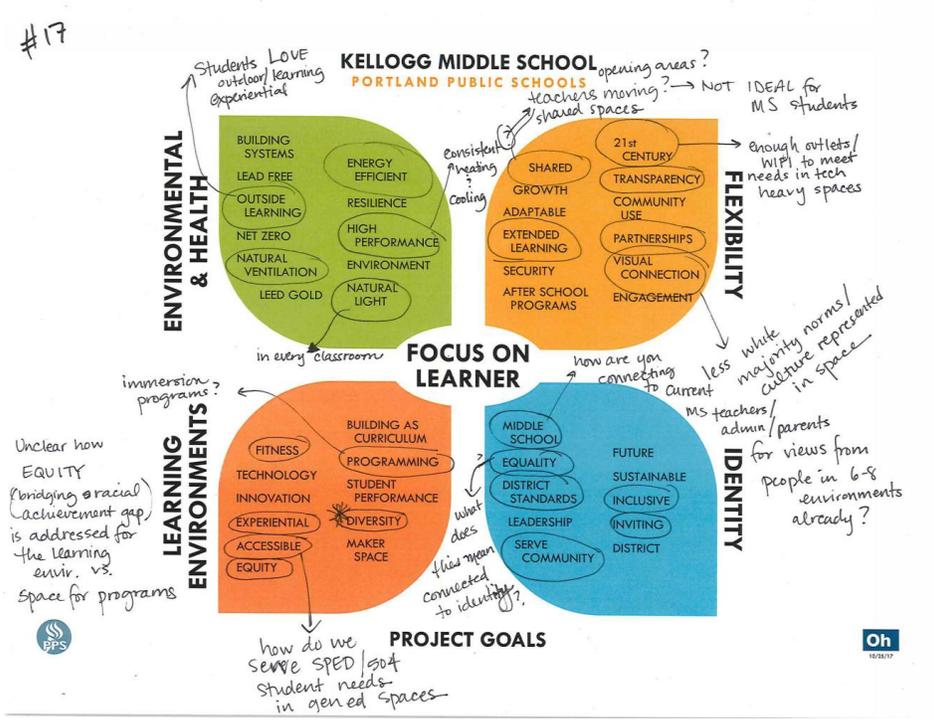
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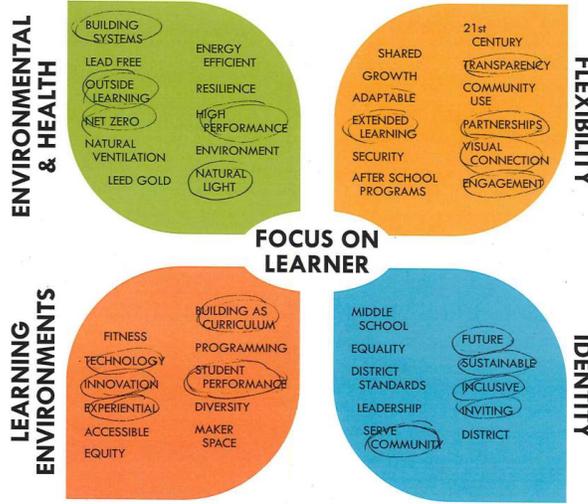
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Acoustic performance
Storage
Neighborhood experience

#19

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

Multi purpose



Inspiration

History

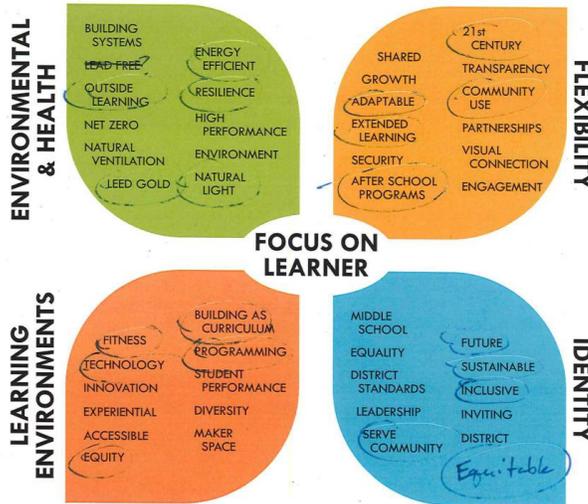


PROJECT GOALS



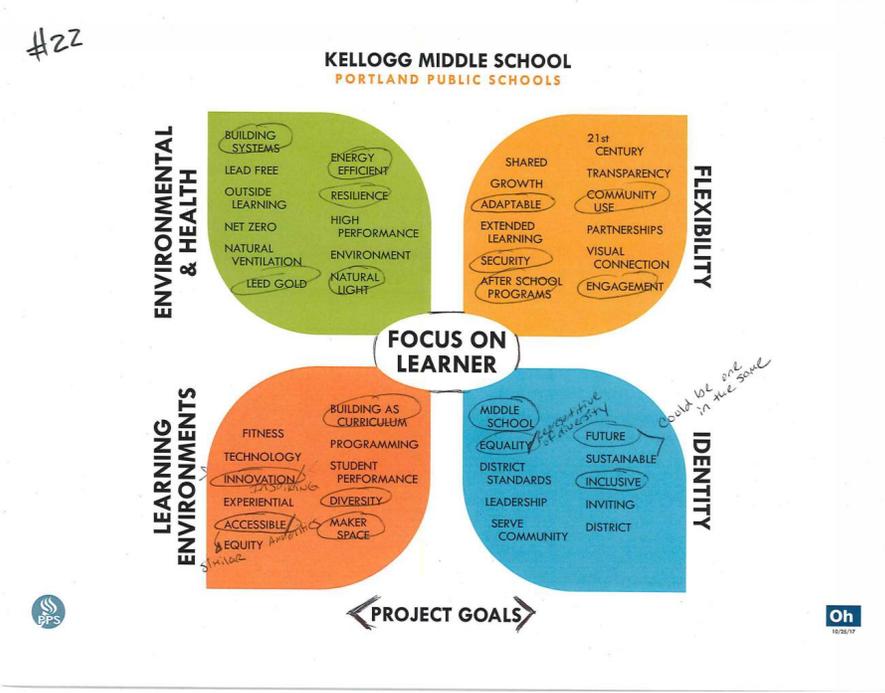
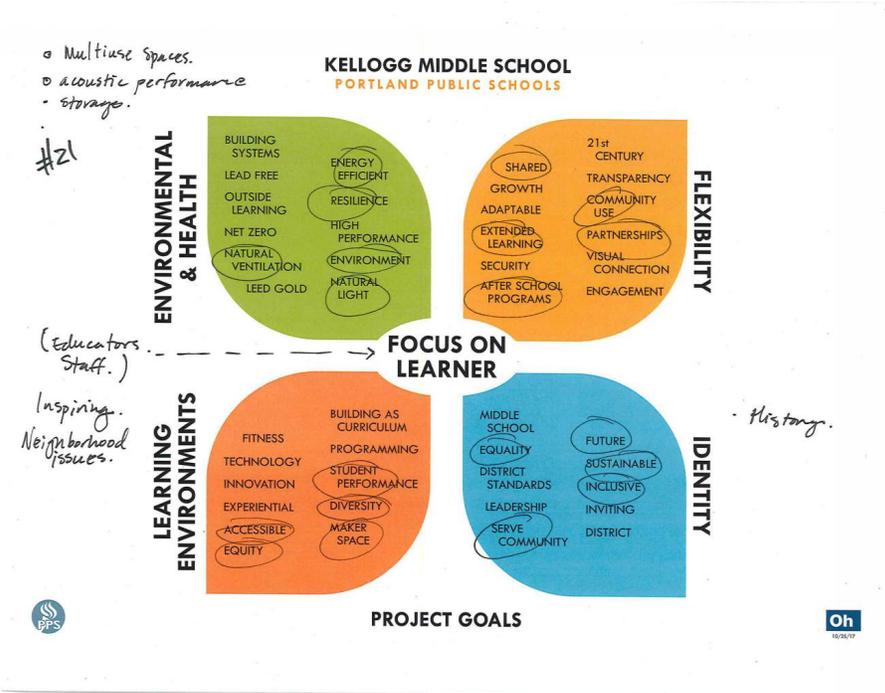
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KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS



PROJECT GOALS







Architecture Planning Design LEED Consulting

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MEMORANDUM

Design Advisory Group Meeting #1 – Comment Card Results

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
 To: Steve Effros – PPS
 Prepared by: Sheena Hewett – OHPD
 Distribution: File

Date: 10/30/2017

The purpose of this memorandum is to summarize D.A.G. Meeting #1 comment card results and identify themes to follow up in next discussions.

Item 1. RESULTS

#	Was this presentation useful?	What topics are important to you?	Questions and Comments	Responses
1	Yes	Site design, impacts to the neighboring communities	Good for any day the week of Nov 9th	-
2	Yes	Making sure that students remain our focus	Nov 9th + Nov 21st are challenging meeting dates due to school conflicts	The next DAG meeting has been rescheduled for November 7th to accommodate conflicts with District-wide Teacher-Parent conferences
3	Somewhat. Lots of exposition, which is not unexpected for a 1st meeting. Probably good for others not familiar w/ these type of processes	Site Layout. Information about past projects and how much "value engineering" occurred on them.	Is there a similar Middle School Project in PPS (or other district) that we could see cost details on? Are we confident that the \$32million is enough? Can we get some ideas on how the soccer/baseball field will be constructed? Turf? Grass?	Cost comparisons will be provided at a future DAG meeting. The \$32 million budget will not detract from the goal of delivering a healthy, safe, and innovative facility for students to learn, grow, and connect with the community. The field construction will be a material decisions to be made in future phases. The DAG is encouraged to inform this decision.
4	Absolutely. Excellent intro to our roles + the process	Student + environment	(Environment)Microphone would be helpful, Space tables to allow more room, Receiving PPT presentation ahead of time +/- in print. Nov 9th>Not available the 7th, the 9th works as does the 8th	Microphones will be used at the next DAG meeting. The next DAG meeting will be conducted in the Commons to improve seating arrangements. The Power Point presentation will be distributed to DAG members after the next meeting.



5	Good Information, for never having gone through this before	Classroom Environment, sinks, drinking fountains, storage and carpenting	The next meeting (site) is during my Parent/Teacher conferences. What to do when I really wanted to be here for it. I could do the Tuesday(the 9th) before, or the next week (Not	next meeting. See response to Question 1
6	Yes	Learning suites/classroom design	Nov 9th - need to check Parent-Teacher Conference Schedule. Possibly just arriving a bit late.	See response to Question 1
7	Yes, overview was comprehensive and gives a vision for DAG-participation	Site plan, programming considerations "Focus on student" schematic priorities	I appreciated the positive vibe of the presenter	Thank you! It was a pleasure to meet and interact with all of the engaged DAG members
8	Yes	Community connection to site + school prioritizing learning experience + healthy environment	Available Nov 6th, 8th, 9th. Not available Nov 7th	See response to Question 1
9	Yes. It seems like the site plan is already set. It seems like the buildings have already been designed for the most part	I think we all need to visit + walk the site prior to the next meeting.	Can we do an actual site visit as a group?-This seems very important! Are we (DAG) really the deciding body in the design. I thought I'd read that we only gave input. I didn't think we made decisions. What influence, if any, does the historic building + materials, history of the existing school have on the design of the new school building? What neighborhood does Kellogg school fall into?	You are welcome to walk the exterior of the Kellogg Site, but due to safety concerns, entry is restricted. Coordinating a visit for 30+ people is not practical. Thank you for this clarification. The roles of the DAG (Involve, Consult, Inform) are described in the Levels of Public Participation handout. You are correct, decisions are not made by the DAG. The history of the building and the site will be honored in the new facility as a teaching tool through salvage, reuse, and documentation. The DAG input will inform these efforts. Kellogg is in the South Tabor Neighborhood.
10	Yes	Building energy, LEED and beyond, innovation	Due to proximity of spring break, can the last meeting be rescheduled? Audio is fine, slide font needs to be bigger. Can you maximize roof for outdoor play space? Nov 9th meeting: Mon or Wed work for me.	Moving the date for DAG Meeting #7 is under consideration. The slide font will be increased for the next DAG meeting. Roof space will be used for solar installations but can be considered for other uses during the upcoming schematic design.
11	Yes, a lot of great information	Environmental needs for site, students & staff environmental education as well	If we want to minimize height, could we have some parts of the building underground? Currently there is a planned storage unit (3 floors high) @ 7 Dees sites. Nov 9 mtg-best days that week; Nov 7,8, & 10	Building below grade has not been considered due to significant cost increases and providing daylighting to these spaces. Thank you for bringing the self-storage unit on SE 60th and SE Powell to our attention.



12	-	Community Partnership- Creating a Free community space and commitment to the community. How do we encourage cross participation teachers, students, and parents through design? Green space-How can we encourage green space and outdoor learning? Technology-Top of the line technology should be available.	How do we connect families w/resources?	During design, the activation of the Kellogg website will create opportunities for community engagement and the exchange of information. On completion of construction, partnerships and community programs will benefit from the Civic Use of Buildings (CUB) at the Kellogg site.
13	Yes-good to understand our role in the overall process	Education Philosophy & how it is incorporated into the design. Health & wellness of the kiddos	Nov 9th availability is flexible for the entire week.	
14	Yes! I would love to see the presentations online after meetings. As you look @ ideal space/classroom sizes, how do address class size @ other middle schools?	How will the school reach out & serve the larger community? Not clear how equity (PPS defined as eliminating racial achievement gap) and equality are being used in design docs & building planning.	How are communities of color included in the planning & stakeholder process? Only one person of color(obviously) on committee, How does the building meet the social-emotional needs of young adolescents? Is anyone from equity dept. participating? -Is there flexibility in 11/9(PPS Conferences),11/21(Thanksgiving week),12/21(Winter break-PPS), M/T would be preferred that week.	The district continues to reach out to include all members of the community as well as impacted families within the projected boundaries. DAG outreach included specific groups such as APANO, Latino Network, VNCO, Multi-Cultural Collaborative, IRCO, and Coalition of Communities of Color for example. We Welcome suggestions on engaging communities of color. We can also attach the presentation to each set of meeting notes. Spaces and services will be provided for social-emotional support within the school (Sensory Support Spaces, Psychology Office).
15	-	Physical spaces and learning environments other than traditional classrooms. How to plan for neighborhood population growth, create adaptable design so it won't feel overcrowded	Concern that next meeting conflicts with PPS. Would love to talk lots about powell safety & preventing night camping(current Kellogg site is prime camping). {Flexible any other evening that week 11/8-11/10}	Activating and securing the site for safety is a primary objective of all PPS projects. The DAG will continue to discuss safety objectives.
16	Yes	It's all important	I am available to re-schedule meetings to help the teachers who are in parent-teacher meetings (or other members w/ other engagements)(?)	



17	Yes	Multi-use space-light, Green Building & Gardens as well as outdoor classroom/Multi-use space	Nov 9th, alt availability: Monday night & Friday evening works for me. Not available Tues evening.	
18	Yes, very informative & inclusive	Thinking beyond the next ten years for this space/school	Any night 6:30-8 the week of 11/6 works for me.	
19	Yes	Site Plan,Site Lighting-Associated traffic routes,Preservation of historic nature of building, Privacy.	Why was DAG not given opportunity to influence decision to renovate or rebuild?	The decision to renovate vs. rebuild was approved by the school board and voted on as a part of the 2017 bond initiative. The recommendation to rebuild was based on safety, seismic hazards, learning environments, cost, and the condition of the existing building that has been vacant for over a decade.
20	Yes!	Budget/Project Delivery Method...Community Involvement	I'll be out of town 11/9	
21	Yes	Design	Open Availability	

18	Yes, very informative & inclusive	Thinking beyond the next ten years for this space/school	Any night 6:30-8 the week of 11/6 works for me.	
19	Yes	Site Plan,Site Lighting-Associated traffic routes,Preservation of historic nature of building, Privacy.	Why was DAG not given opportunity to influence decision to renovate or rebuild?	The decision to renovate vs. rebuild was an ongoing study over a number of years and was necessary to initiate the bond process which was voted on by the school board.
20	Yes!	Budget/Project Delivery Method...Community Involvement	I'll be out of town 11/9	
21	Yes	Design	Open Availability	

Item 2. EMERGING THEMES

- Impacts to the surrounding neighborhood – Identify and understand sensitivities of the neighbors then address and produce strategies and solutions.
- Community connections – Kellogg MS is an opportunity to connect the student population, teachers, families, and the community beyond all amongst their own circles but also across the circles. How do we organize and design spaces which foster these connections while ensuring welfare and safety of each user?



- Learning environment – Classrooms, flexible learning spaces, student resources, and explorative studies shall be accessible and conducive to educational equity by providing a healthy environment and innovative technology.
- Efficiency and built to last – The facility and site should be designed and built to maximize resources, use minimal energy, perform as a learning tool, and provide a healthy place for people to congregate and learn for a long time to come.

END OF MEMORANDUM



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MEETING MINUTES DAG MEETING #2

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
 Date & Location: 11/07/17 @ Franklin High School
 Prepared by: Tim Ayersman
 Present: DAG: (*: Present, A: Absent)
 *Michael Burton (MB) *Danielle Meyer (DM)
 A Alicia O'Brien (AO) * Kara Mortimer (KM)
 *Scott Morris (SM) A Lisa Kensel (LK)
 *Christy Thomas (CT) *Chuck Billedeaux (CB)
 * Kathryn Schmidt (KS) *Brian Harper (BH)
 A Stephen Karmol (SK) *Hannah Back (HB)
 A Maija Anderson (MA) *Kyla Tanaka (KT)
 *Sarah Richardson Green (SR) *Rick Toth (RT)
 *Sarah Toth (ST) *Collin Cordoza (CC)
 A Aron Goffin (AG) *Nathan Junkert (NJ)
 *Tina Kimmey (TK) *Kieran O'Donnell (KO)
 *Noelle Harding (NH) *Erin Telford (ET)
 A Shelley Rouleau (SR) A Ben Wixon (BW)
 * Judy Hilsenteger (JH) A Jaime Cale (JC)
 A Pam Joyner (PJ) A Toby Nicaastro (TN)
 PPS: Derek Henderson (DH) – Senior Specialist-OSM Support
 Stephen Effros (SE) – Project Manager
 Dan Jung (DJ) – PPS Senior Director, OSM
 TDR: Tamara DeRidder (TD) – Community Outreach Consultant
 OHP+D: Deb France (DF) Tim Ayersman (TA)
 Bryan Thompson (BT) Christine Nelson (CN)
 Juan Carlos Garduno (JG) Samantha Aleo (SA)
 Colin McNamara (CM)
 Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery; file

The purpose of the meeting is to discuss the budget status and host a site planning activity with the Design Advisory Group (DAG).



Item 1. DAG Meeting 1 Recap (goals activity & comments).

- A. The DAG’s roll is to present the public concerns and aspirations so that these factor can be considered throughout the process while providing feedback on alternative options. (See Spectrum of Participation Slide)
- B. It was asked if the DAG is a neutral group representing the community? From a community member’s experience on the Grant DAG, there were tensions on understanding responsibilities. It was Clarified that the DAG role is not to make specific design decisions; more about process and issues for the community. The DAG members report to a larger group that they represent, and that they share the information with their larger groups outside the DAG.
- C. It was asked why were 2 similar site plans included in minutes from DAG 1? Is the DAG just to review and approve? The site plans were included to show process and progress that had been made. The DAG will be reviewing the site plan today for input (DF).
- D. A community member asked why they (the community) was not included in the decision to keep or remove the existing building? The decision was needed to be made pre-bond, based on the feasibility study in order to set the bond budget. The options of replacing the school or modernizing the existing were presented to the Board and the replacement option was selected. (SE)

DAG 1: Spectrum of Participation

Decreasing Level of Public Input →

	Involve	Consult	Inform
Public participation goal	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To obtain public feedback on analysis, alternatives and/or decisions.	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.
Promise to the public	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will keep you informed.
Example techniques	Workshops, deliberative polling	Public comment, focus groups, surveys, public meetings	Fact sheets, web sites, open houses

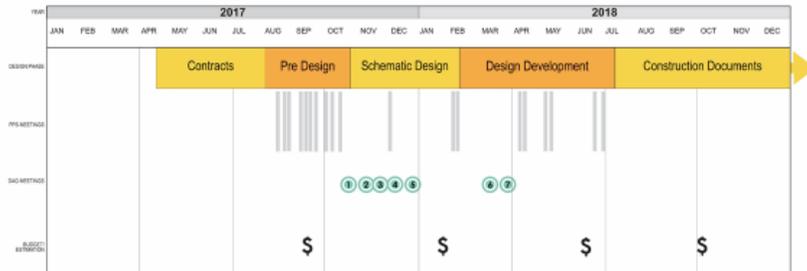


Spectrum of Participation Slide



- E. A tentative agenda has been outlined for the next DAG meetings. These agendas will be modified based on the concerns and priorities of the members. The DAG meeting 7 was on the 29nd but will be moved to be after PPS spring break, tentatively scheduled for April 5th.
 - I. DAG Meeting 1: October 26th 2017; Kick-off, orientation, budget, and expectations. DONE
 - II. DAG Meeting 2: November 7th 2017; Site and Budget. DONE
 - III. DAG Meeting 3: November 21st 2017; Faubion School tour.
 - IV. DAG Meeting 4: December 7th 2017; Plans, blocking activity, massing.
 - V. DAG Meeting 5: December 21st 2017; Updated plans, massing, eco updated, systems.
 - VI. DAG Meeting 6: March 8th 2018; Site, stormwater, site lighting, access, parking, fields.
 - VII. DAG Meeting 7: April 5th 2018; Building envelope and materials, LEED update.
- F. It was asked when the Demolition phasing would be made available and when demolition is planned to begin. The phasing plan will be made available once the contractor is selected. The demolition is scheduled to be bid by February.

DAG 1: Schedule



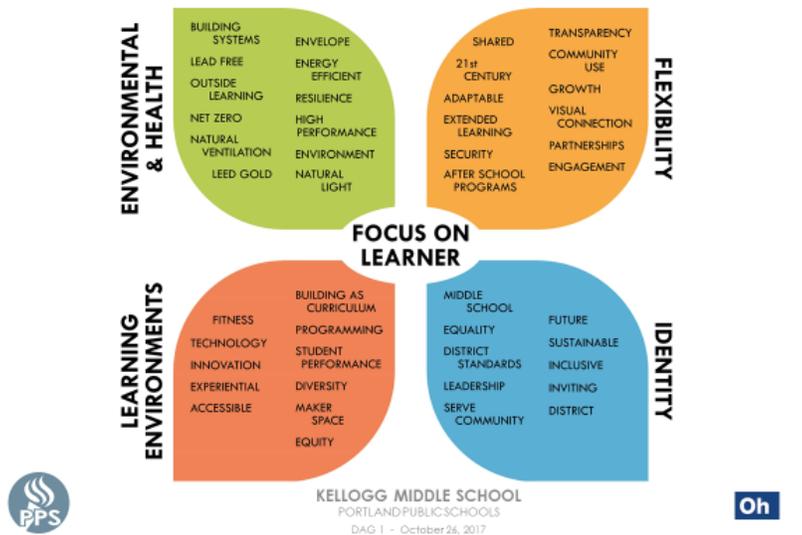
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|---------------------|------------------------------|
| DAG 1, Oct 26, 2017 | Kick off |
| DAG 2, Nov 7, 2017 | Site Planning |
| DAG 3, Nov 21, 2017 | Faubion Tour |
| DAG 4, Dec 7, 2017 | Plans, Sustainability |
| DAG 5, Dec 21, 2017 | Plans & Site update |
| DAG 6, Mar 8, 2018 | Budget update, SD Report |
| DAG 7, Mar 22, 2018 | Building Envelope -Materials |





G. The results of the goals and objective activity was reviewed. This activity had the DAG members review four categories; Environment and Health, Flexibility, Learning Environments, and Identity. With in these categories were words that describe the priorities. See 'Goals and Objective Slide'. The DAG members were asked to circle five (5) words in each category that was their priority or to add a word that described it if needed. The results are shown in the slide 'Goals and Objective Results'.

DAG 1: Goals & Objectives



Goals and Objective original slide.

DAG 1: Goals & Objectives



Goals and Objective DAG Results slide



- H. A few of the questions from the DAG meeting 1 comment cards were review.
 - I. Can the building be reduced in height by placing part of the building underground? Answer: The classrooms need daylighting and going underground would eliminate that. (DF)
 - II. How do we connect minorities families and resources? Answer: Tamara explained her role for community out reached and the groups she has contacted and meet with.
 - III. It was mentioned by a community member that until the District map is finalized and feeder schools are determined, it is going to be difficult to get community members involved. They will care more if they know their kids will be going to Kellogg.
- I. The full list of questions and responses from the DAG 1 comment cards can be found in the 'DAG 1 Meeting Minutes'.



Item 2. Budget Alignment Update

- A. The budget for the new Kellogg middle school is \$32,000,000, the programming cost estimate has come in at \$32,920,668. This includes \$500,000 for offsite improvements, \$2,533,991 for demolition/salvage cost, along with an estimate contingency of \$2,766,657.
- B. The goal in Schematic Design is to reduce the scope by \$920,668. Options for this included reducing the building size, reducing the demolition salvage, and deductive options. (See Scope and Budget Update slide)

Project Scope & Budget Update

PPS MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS <small>School Square Footage Range</small>	PROJECT BUDGET	POSSIBLE OUTCOMES <small>\$/SF</small>
100,412 SF Kellogg Space Program	\$32,920,668 Program Estimate	\$327.86/sf
Student Design Capacity: 675	<u>Includes</u> \$500,000 offsite improvements \$2,533,991 demolition costs \$1,843,855 site improvements \$28,042,822 building (279/sf) \$2,766,657 estimating contingency	<u>Schematic Design (SD) Goals</u> - Reduce scope by \$920,668 - Reduce building area (3,300 sf) <i>Example (980 sf computer lab)</i> - Provide deductive options at SD - Reduce demolition salvage



[Project Scope and Budget Update slide](#)



Item 3. Kellogg Programming Report

A. The programming phase is completed and the schematic design phase is beginning. The programming phase reviewed the learning spaces with the focus groups. These spaces were;

I. Learning spaces contributing to the 675 capacity.

- 22 Standard classrooms.
- 5 Science classrooms.
- 1 ESL classroom
- 2 Gym classes in the gymnasium

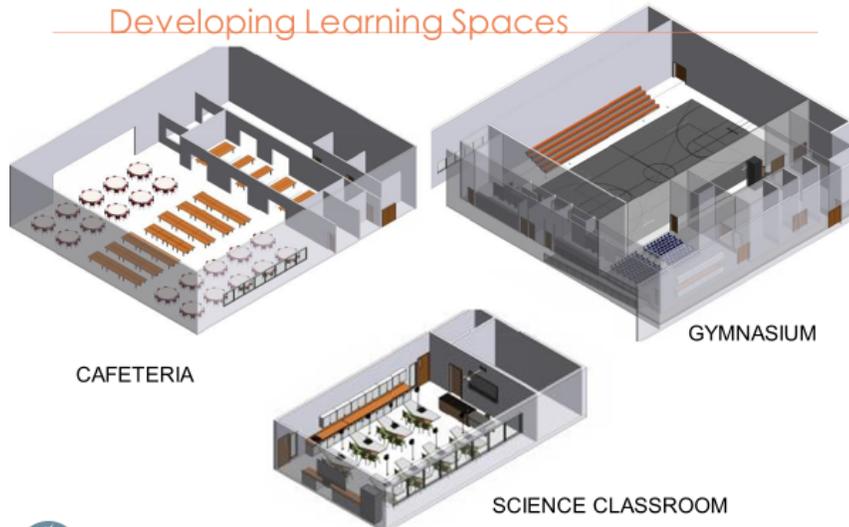
II. Non-capacity contributing instructional spaces include;

- 6 Exploratory learning spaces.
- 1 Music room.
- 1 Dance room.
- 1 Art room
- 1 STEAM / Maker Space lab
- 1 SPED learning center.
- 1 SPED intensive skills .
- 3 SPED sensory support rooms.
- 1 Media center
- 1 Cafeteria / Commons

B. The programming report will be made available at the next DAG meeting.



Developing Learning Spaces



CAFETERIA

GYMNASIUM

SCIENCE CLASSROOM



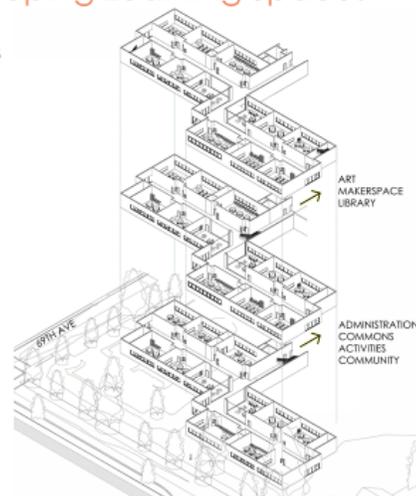
KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
DAG 1 - October 26, 2017

Oh 15

Learning Spaces Slide

Developing Learning Spaces

Learning Suites



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DAG 1 - October 26, 2017

Oh 16

Learning Suites Slide

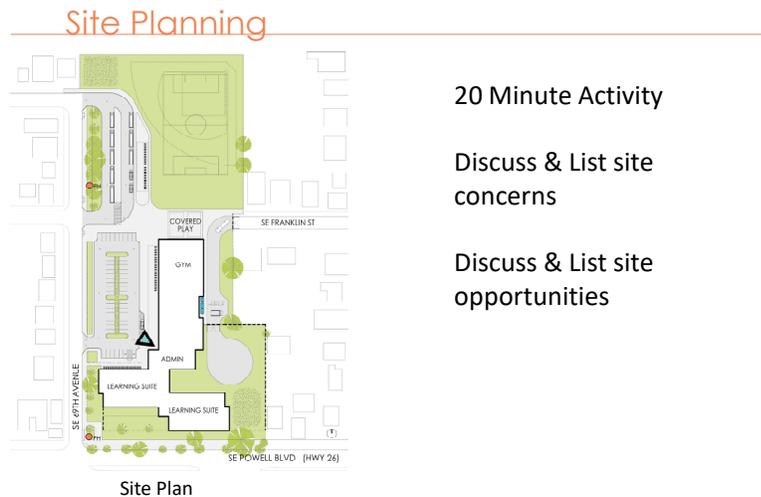


Item 4. Site VR Tour

- A. A virtual reality (VR) tour of the site was shown to the DAG members giving a better perspective of the site and potential building scale.

Item 5. Site Planning Activity and Results.

- A. DAG members were divided into 4 tables. At the table was a scaled site plan and building blocks, representing each of the building program elements. (See Activity Site Plan slide) The teams were tasked with arranging the program blocks on the site and to note the challenges and opportunities they discover. Attached to the meeting minutes is the 'Site Plan Activity memorandum' with the results of the activity.



I. Activity Site Plan slide

B. DAG Concerns based on the Site Activity:

- All program spaces want to be on the first floor to have direct access as an important part of the curriculum, but that is not possible
- Mechanical space takes up too much space. Can it be moved to the roof or underground? Can smaller or split systems be looked at?
- Security on the site after school hours, especially the back space and other visually isolated areas.
- Noise from deliveries and trash will impact neighbors. What can be done to minimize that?
- Keep outdoor play and teaching spaces separate from dumpsters and deliveries.
- Intrigued by building higher, but it needs to be clear what the extra site space would be used for.
- How do we maintain solar access in courtyard spaces so they are welcoming and usable by cafeteria, library, art and maker spaces?
- Traffic on Powell.



C. DAG Site Opportunities based on the Site Activity:

- Can covered play area go on the roof and be active play spaces? This would free up site space and provide access to green roof spaces.
- Move mechanical spaces to roof to free up space in the building.
- Can Art and Maker spaces be on the top floor to provide great natural light and access to outdoor patios?
- Critical adjacencies of program spaces can create great opportunities
- Learning Center and Life Skills need to be integrated into the heart of the school, not separated spaces.
- Media center between classroom wings can act as a central common space
- Pedestrian and bicycle access from Franklin to provide safe route to school, away from bus and car traffic on 69th.

Item 6. Questions and Comments.

- A. Comment Cards were distributed to the DAG members.
- B. It was suggested that the DAG meeting agendas be sent to the Chair and Co-Chair before the meeting for their input and review.
- C. The DAG members wanted to know what the original feeder schools for Kellogg were. These were; Creston, Arleta, Bridger, Youngson (which is now Pioneer Program Grades 5-9), Woodstock, Atkinson, and Marysville.

Item 7. Action Items

- A. The Next meeting is November 21 at Faubion School, 2930 NE Dekum St.
- B. Once the Programming Report has been approved it will be made available to the DAG members.

END OF MEETING MINUTES



KELLOGG MIDDLE SCHOOL
 PORTLAND PUBLIC SCHOOL DISTRICT
 11/20/17

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OH PLANNING+DESIGN, ARCHITECTURE

MEMORANDUM

Oh Project Number: 90031
 Project Name: Kellogg Middle School

To:

Date: 11/09/2017

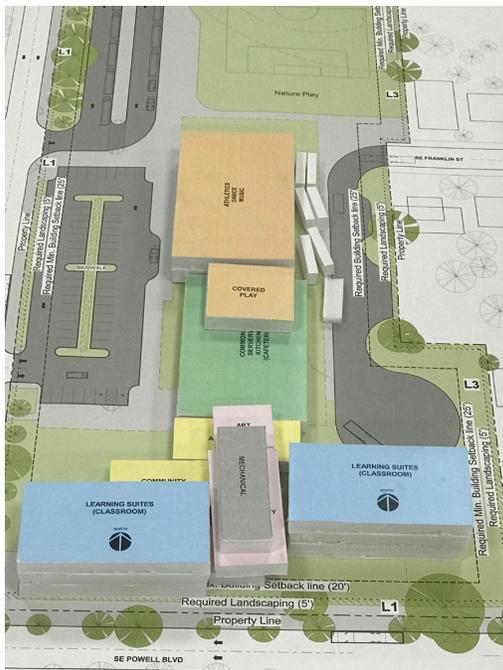
Subject: DAG #2 Site Design Summary
 Prepared by: Colin McNamara

Distribution:

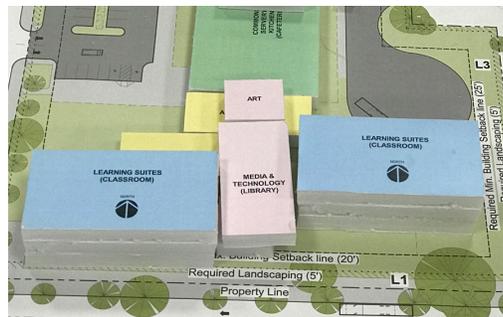
The purpose of this memorandum is to provide a summary of the Site Planning exercise outcomes from the DAG #2 Meeting on 11/7/17. During the meeting, DAG members were divided into 4 tables. Each table was provided with a scaled site plan and building blocks, representing each of the building program elements. The teams were tasked with arranging the program blocks on the site, within a few parameters provided.

The following images are the final blocking layouts developed by each of the teams.

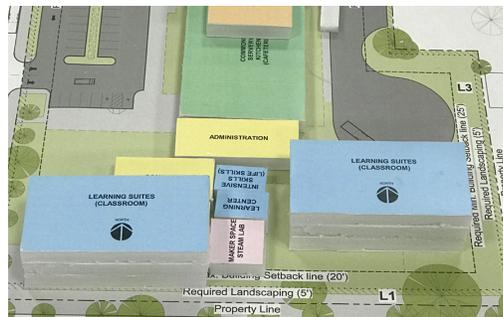
Group 1



Group 1: Overall Scheme (3-Story)



Group 1: Upper Level Mechanical Removed to Show Second Floor



Group 1: Second Floor Media and Art Removed to Show Ground Floor



Kellogg Middle School
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Group 2



Group 2: Overall Scheme (3-Story)



Group 2: Upper Mechanical and Community Spaces Removed to show Ground Floor Spaces

Group 3



Group 3: Overall Scheme (3-Story)



Group 3: Upper Level Commons and Kitchen Removed to Show Ground Floor



Group 4



Group 4: Overall Scheme (4-Story)

Following the design exercise, each group shared their findings with the overall DAG, focusing on the Site Challenges and Opportunities they discovered through the process.

Site Challenges:

- All program spaces want to be on the first floor to have direct access as an important part of the curriculum, but that is not possible
- Mechanical space takes up too much space. Can it be moved to the roof or underground? Can smaller or split systems be looked at?
- Security on the site after school hours, especially the back space and other visually isolated areas. How do we make sure those spaces are safe and undesirables are kept out?
- Noise from deliveries and trash will impact neighbors. What can be done to minimize that?
- Keep outdoor play and teaching spaces separate from dumpsters and deliveries.
- Intrigued by building higher, but it needs to be clear what the extra site space would be used for.
- How do we maintain solar access in courtyard spaces so they are welcoming and usable by cafeteria, library, art and maker spaces?
- Traffic on Powell.



Site Opportunities

- Can covered play area go on the roof and be active play spaces? This would free up site space and provide access to green roof spaces.
- Move mechanical spaces to roof to free up space in the building.
- Can Art and Maker spaces be on the top floor to provide great natural light and access to outdoor patios?
- Critical adjacencies of program spaces can create great opportunities
- Learning Center and Life Skills need to be integrated into the heart of the school, not separated spaces.
- Media center between classroom wings can act as a central common space
- Pedestrian and bicycle access from Franklin to provide safe route to school, away from bus and car traffic on 69th.



KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOL DISTRICT
11/20/17



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END OF DOCUMENT

PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
CLASSROOMS ²						
Classrooms ³	22	980	21,560	22	980	21,560
ESL classroom ⁴	1	900	900	1	900	900
ESL Classroom - Scope Add	0	0	0	1	80	80
Science Classrooms	5	1,300	6,500	5	1300	6,500
Science Prep	1	150	150	1	150	150
Science Storage (chemical storage optional)	1	64	64	1	64	64
Science Prep - Scope Add				2	150	300
Science Storage (chemical storage optional) - Scope Add				2	64	128
Extended Learning Area ⁵	6	1,000	6,000	6	1000	6,000
Student Lockers (grades 6, 7, & 8) 225 students ⁶	1	190	190	3	190	570
Conference Room	1	200	200	1	200	200
Required			29,364			29,744
Preferred			6,200			6,200
Scope Add			0			508
Subtotal required + preferred + scope add			35,564			36,452

Notes:

¹ Planning capacity for Middle School program is 675 students with a maximum of three sections of students at each grade level. Consult PPS Long Range Facilities Plan for determination student capacity for each instructional space.

² "Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas

³ Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks, outlets, eyewash and work space needs sufficient for a minimum of 32 students in a science classroom

⁴ Room should be divisible into two smaller classrooms

⁵ One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000 SF preferred

⁶ Lockers can be full height; half height lockers should be stacked.

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
EXPLORATORY						
Music (Band & Choir) Room ^{7,8}	1	1,400	1,400	1	1400	1,400
Music Office	1	120	120	1	120	120
Art	1	1,200	1,200	1	1200	1,200
Art Storage	1	120	120	1	120	120
Computer Lab	1	980	980	1	980	980
STEAM Lab ⁹	1	1,200	1,200	1	1200	1,200
Practice Rooms	2	50	100	0	0	0
Kiln Room	1	100	100	1	100	100
Student Project Storage	1	200	200	0	0	0
Dance ¹⁰	1	980	980	1	980	980
Music, instrument, uniform storage	1	120	120	1	120	120
Required			3,820			3,820
Preferred			2,700			2,400
Subtotal required + preferred			6,520			6,220
MEDIA/TECHNOLOGY						
Media Center ¹¹	1	1,650	1,650	1	1650	1,650
Media Workroom (text book/media storage)	1	200	200	1	200	200
Conference/Small Group Study	1	200	200	1	200	200
Media Office	1	100	100	0	0	0
Media Center	1	1,550	1,550	1	1550	1,550
Required			2,050			2,050
Preferred			1,650			1,550
Subtotal required + preferred			3,700			3,600

Notes:

⁷ Music Room with stage may be elevated 18 inches above adjacent cafeteria; separate with acoustic/operable wall that opens to cafeteria; stage to provide space for dance (or dance floor storage) if not provided elsewhere

⁸ Music room should incorporate instrument storage if not built separately

⁹ Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication and maker space activities

¹⁰ Dance optional unless it is part of core program; can be located as pull out floor under stage/music room if it opens to cafeteria

¹¹ 1,650 SF Media Center required; 3,200 SF preferred

PPS Middle School Grades 6 through 8**MIDDLE SCHOOL PROGRAM ¹**

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
PHYSICAL EDUCATION/ATHLETICS						
Gym (main) seating for 750 person assembly	1	6,800	6,800	1	6800	6,800
Covered Play Area *	1	4,000	4,000	1	4000	4,000
PE Storage	2	200	400	2	200	400
Club Storage	3	80	240	3	80	240
PE Office ¹²	1	120	120	1	120	120
Boy's Locker Room ¹³	1	800	800	1	800	800
Girl's Locker Room ¹³	1	800	800	1	800	800
Table/Chair Storage - Scope Add	0	0	0	1	200	200
Required			13,160			13,160
Scope Add			0			200
Subtotal required + scope add			13,160			13,360
ADMINISTRATION						
Reception/Secretary	1	450	450	1	450	450
Health Room/Toilet	1	200	200	1	200	200
Principal's Office ¹⁴	1	180	180	1	180	180
Assistant Principal's Office ¹⁵	1	120	120	1	120	120
Workroom/Mail	1	350	350	1	350	350
Staff Room	1	500	500	1	500	500
Conference Room ¹⁶	1	180	180	1	200	200
Restroom ¹⁷	2	45	90	2	64	128
Lost & Found	1	50	50	1	50	50
Flex Office	1	120	120	0	0	0
Secure Storage/Records ¹⁸	1	150	150	1	150	150
Required			2,120			2,178
Preferred			270			150
Subtotal required + preferred			2,390			2,328

Notes:

- ¹² 120 SF PE Office required; 200 SF office with shower preferred
- ¹³ 800 SF Locker Rooms required; 1,200 SF preferred; locker room showers are optional
- ¹⁴ 180 SF Principal's Office required; 200 SF preferred
- ¹⁵ 120 SF Assistant Principal's Office required; 150 SF preferred
- ¹⁶ 180 SF Conference Room required; 200 SF preferred
- ¹⁷ 45 SF single user, gender neutral restrooms required; 64 SF preferred.
- ¹⁸ Secure Storage/Records optional only if records securely stored in administration

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
COUNSELING						
Counselor's Office	2	120	240	2	120	240
Record Storage	1	100	100	1	100	100
Mediation/Tutorial Room	1	120	120	1	120	120
Conference Room	1	200	200	1	200	200
Required			460			460
Preferred			200			200
Subtotal required + preferred			660			660

PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
SPECIAL EDUCATION						
Learning Center ¹⁹	1	800	800	1	800	800
Learning Center - Scope Add	0	0	0	1	180	180
Itinerant Offices (Psych/Speech Path/Flex Office) ²⁰	3	80	240	3	80	240
Offices - Scope Add	0	0	0	3	70	210
Special Needs Toilet	1	120	120	1	120	120
Sensory Support Room	1	150	150	1	150	150
Intensive Skills Room ²¹	1	980	980	1	980	980
Required			1,160			1,160
Preferred			1,130			1,130
Scope Add			0			390
Subtotal required + preferred + scope add			2,290			2,680
COMMUNITY SUPPORT						
Parent/Volunteer Room	1	200	200	1	200	200
Parent/Family/Community Resource Room	1	800	800	1	800	800
Parent/Family/Community Resource Room - Scope Add	0	0	0	1	120	120
Parent/Family Resource Offices ²²	1	120	120	1	120	120
Required			1,120			1,120
Scope Add			0			120
Subtotal required + scope add			1,120			1,240

Notes:

¹⁹ Number of Learning Centers dependent on SPED population within school; One 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF

²⁰ Three 80 SF Itinerant Office required; three offices at 120 SF preferred

²¹ Need for Intensive Skills room dependent on the needs of the student population

²² One 120 SF Parent/Family Resource Office required; two 120 SF offices preferred

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
CAFETERIA/COMMONS						
Cafeteria ²³	1	4,250	4,250	1	4,250	4,250
Cafeteria - Scope Add	0	0	0	1	1,580	1,580
Kitchen	1	800	800	1	800	800
Dishwashing ²⁴	1	250	250	1	250	250
Kitchen Freezer/Cooler ²⁵	0	140	0	0	140	0
Kitchen Office Alcove ²⁶	1	60	60	1	60	60
Servery ²⁷	1	900	900	1	900	900
Servery - Scope Add	0	0	0	1	315	315
Kitchen Staff Lockers ²⁸	1	20	20	1	20	20
Kitchen Restroom ²⁹	1	45	45	1	45	45
Table/Chair Storage	1	200	200	1	200	200
Kitchen Storage	1	150	150	1	150	150
Stage ³⁰	1	1,000	1,000	0	0	0
Stage Storage ³¹	1	200	200	0	0	0
Cafeteria	1	250	250	1	250	250
Kitchen Staff Lockers	1	80	80	1	80	80
Restroom	1	19	19	1	19	19
Required			6,675			6,675
Preferred			1,549			349
Scope Add			0			1,895
Subtotal required + preferred + scope add			8,224			8,919

Notes:

²³ 4,500 SF Cafeteria preferred; three lunch periods allowed; two lunch periods preferred when scheduling allows

²⁴ Separate dishwashing area not required if kitchen over 1,000 SF

²⁵ Separate freezer/cooler area not required if installed in kitchen and kitchen is over 800 SF

²⁶ 60 SF Kitchen Office Alcove required; 100 SF preferred

²⁷ Smaller servery allowed if more than two lunches served

²⁸ 20 SF for staff lockers required; 100 SF preferred

²⁹ 45 SF single user, gender neutral Kitchen Restroom required; 64 SF preferred

³⁰ Music room to double as stage is preferred; Music Room and stage should have close proximity to cafeteria to allow space for spectators

³¹ For tables and chairs to support stage function. For installation of stage adjacent cafeteria only: preferred in/adjacent to cafeteria; alternatively install adjacent to music room if it includes a stage function.

PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
BUILDING SUPPORT						
Restrooms ³²	6	45	270	6	45	270
Toilets - Boys ³³	3	200	600	3	200	600
Toilets - Girls ³³	3	200	600	3	200	600
Custodial Rooms ³⁴	4	100	400	4	100	400
Custodial Office/Lockers ³⁵	1	150	150	1	150	150
Materials Storage ³⁶	1	350	350	1	350	350
Custodial Storage (Just-in-Time) ³⁷	1	350	350	1	350	350
Building Storage/Receiving ³⁸	1	650	650	1	650	650
MDF Room ³⁹	1	160	160	1	160	160
IDF Rooms ⁴⁰	3	80	240	3	80	240
Electrical Room ⁴¹	1	180	180	1	180	180
Central Mechanical Room ⁴²	1	600	600	1	600	600
Corridors ⁴⁴	Variable					
Electrical Generator Room ⁴³	1	200	200	1	200	200
Custodial Work Area	1	180	180	1	180	180
Outdoor Equipment Storage	1	200	200	1	200	200
MDF Rooms	1	20	20	1	20	20
IDF Rooms	3	20	60	3	20	60
Electrical Room	1	20	20	1	20	20
Central Mechanical Room	1	200	200	1	200	200
Concessions	1	100	100	0	0	0
Required			4,550			4,550
Preferred			980			880
Subtotal Required + Preferred			5,530			5,430

Notes:

³² Six 45 SF gender neutral restrooms required; six 64 SF restrooms preferred. Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender inclusive and one accessible restroom are included within each area to be accessed outside regular school hours.

³³ Three 200 SF toilet rooms for boys and girls for grades 6-8 required or as required by applicable plumbing code

³⁴ Four 100 SF Custodial Rooms required; Five 100 SF rooms preferred

³⁵ 150 SF Custodial Office/Lockers required; 180 SF preferred

³⁶ 350 SF Materials Storage required; 400 SF preferred

³⁷ 350 SF Custodial Storage required; 400 SF preferred

³⁸ 650 SF Building Storage/Receiving required; 800 SF preferred

³⁹ 160 SF MDF Room required; 180 SF preferred

⁴⁰ Three 80 SF IDF Rooms required; three 100 SF rooms preferred

⁴¹ One 180 SF Electrical Room required; 200 SF preferred

⁴² One 600 SF Central Mechanical Room required; 800 SF preferred

⁴³ Can be located outside building if site conditions allow; inside building preferred

⁴⁴ See Corridor Characteristics

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES						
Partner Program Office	1	150	150	1	150	150
Partner Program Office - Scope Add	1	150	150	1	150	150
Pantry ⁴⁵	1	200	200	1	200	200
Clothes Closet	1	120	120	0	0	0
Partner Program Storage / Office - Scope Add	0	0	0	4	88	350
Laundry Room - Scope Add	0	0	0	1	100	100
After school instruction ⁴⁶	2	500	1,000	0	0	0
Required			620			350
Preferred			1,000			0
Scope Add			0			600
Subtotal required + preferred + scope add			1,000			950

PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM ¹

Preferred: spaces preferred but not required or applied to area program total				Proposed	Proposed	Proposed
AREA	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED AREA			65,099			65,267
MIDDLE SCHOOL PROGRAM TOTAL PREFERRED AREA			15,679			12,859
MIDDLE SCHOOL PROGRAM TOTAL SCOPE ADD			0			3,713
SUB-TOTAL MIDDLE SCHOOL AREA (minus Covered Play)			76,778			77,839
<i>Net to gross ratio of 29% ⁴⁷</i>			22,266			22,573
GROSS MIDDLE SCHOOL PROGRAM TOTAL			99,044			100,412

Notes:

⁴⁵ 200 SF Pantry required; 300 SF preferred

⁴⁶ Number of after school instructional spaces to be determined in conjunction with program provider and PPS Facilities and Asset Management

⁴⁷ Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work



1.2 Program Analysis

The Middle School Curriculum Framework

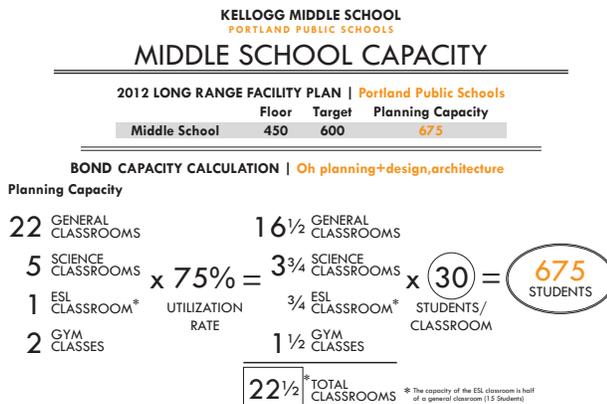
The PPS Middle School Framework dated April 17, 2017 combined with the PPS Middle School Educational Specifications was used as the basis for the programming of the new Kellogg Middle School

PPS will be using Kellogg School, not only as a cornerstone for all future middle school development and construction projects, but as a way to set into motion a modern, active learning based classroom curriculum. PPS places importance on all aspects of the classroom, including: demonstration equipment, classroom acoustics, and community involvement. In looking at the PPS curriculum, it is most important in the Programming phase to look at preferred classroom size and teacher preferences, so as to allot the proper square footages in alignment with PPS goals.

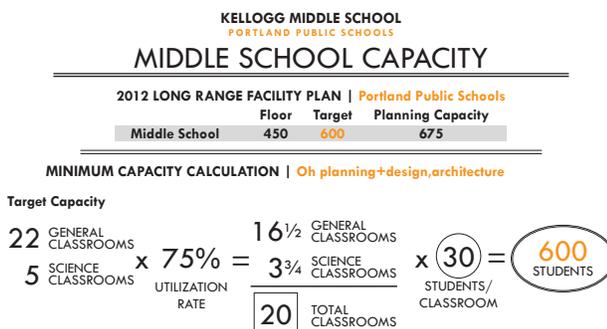
Square Footage Requirements

Capacity Calculations

The planning capacity for Kellogg Middle School based on the PPS Educational Specifications is 675 students. The typical PPS classroom is 980 square feet for 30 students (33 square feet per student). Using the long range facility plan utilization rate of 75% and 30 classroom spaces with a capacity of 30 students, the 675 student enrollment is achieved.



The minimum capacity of 600 students considers only the 27 classrooms with a capacity of 30 students and the utilization rate of 75%

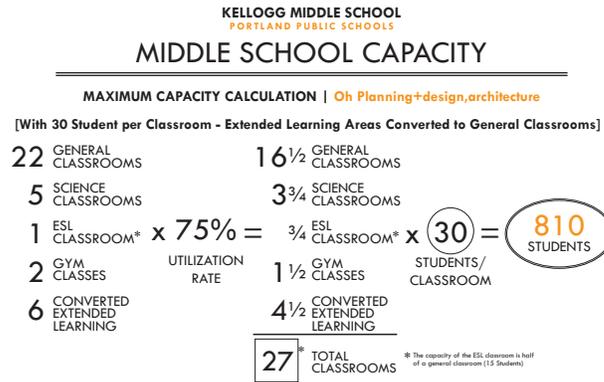


- 1.1 Project Intent
- 1.2 Program Analysis
- 1.3 Evidence Based Design and Active Learning
- 1.4 LEED and Sustainability

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LEED AND SUSTAINABILITY	4
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The maximum capacity of 810 students is reached by calculating the 6 Extended Learning spaces as 6 general classrooms with a 30 student per classroom capacity. When the school capacity is increased, shared spaces such as the cafeteria, servery, kitchen, and assembly spaces must be designed to meet the needs of an increased student enrollment.



Educational Specifications

PPS has developed an Educational Specification baseline that discusses the interrelationships of spaces, overriding themes and values, and specific room requirements expected for development of all new educational facilities. These Educational Specifications, in relationship with the project budget, develop the most comprehensive program that aligns PPS square footage requirements with realistic goals.

Kellogg Space Program

The following major spatial designations, based on input from PPS Educational Specifications, focus groups, and stakeholders, have been determined as requirements for Kellogg Middle School, and are defined in greater detail in Part 3:

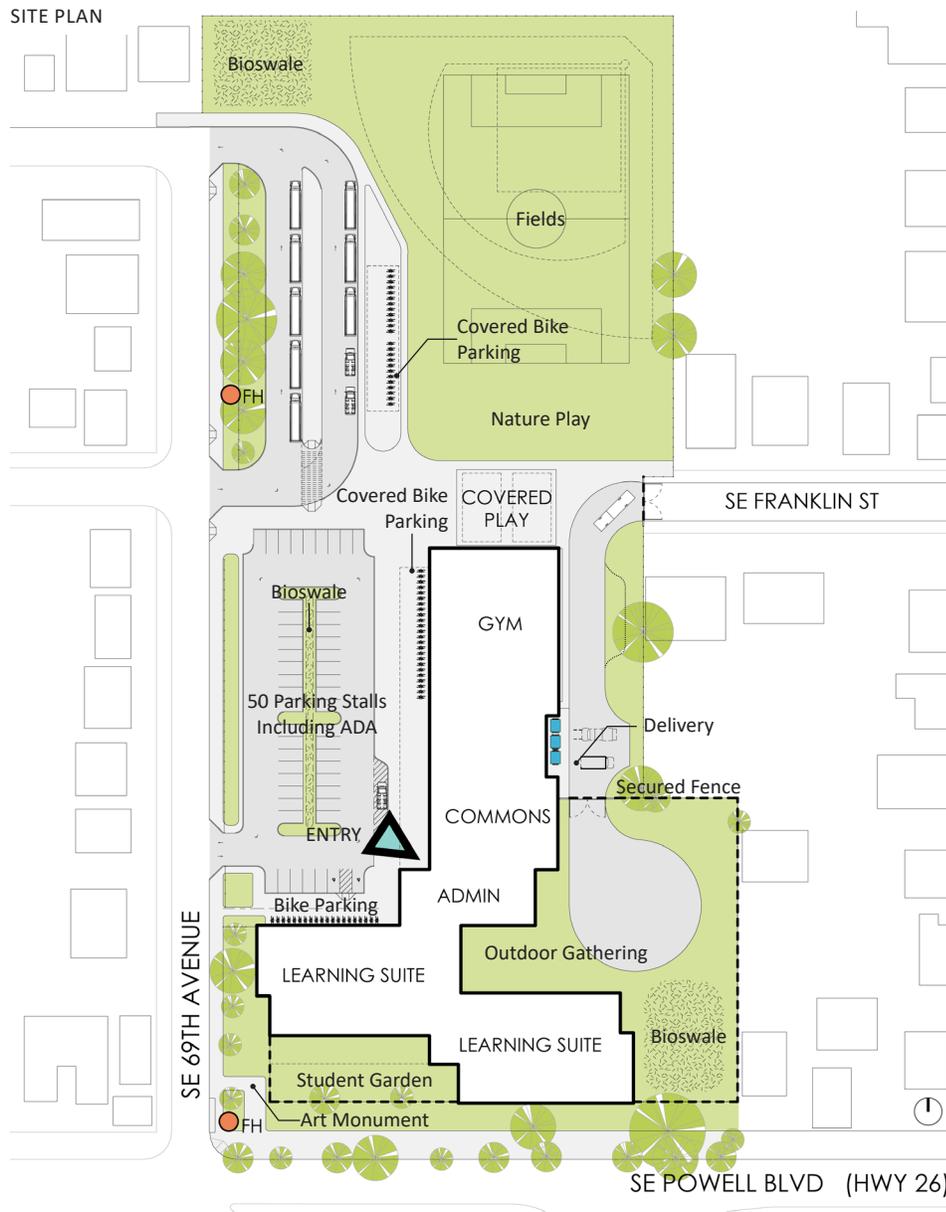
- Classrooms: 36,452 SF
- Exploratory: 6,220 SF
- Media/Technology: 3,600 SF
- Athletics: 9,360 SF
- Administration: 2,328 SF
- Counselling: 660 SF
- Special Education: 2,680 SF
- Community Support: 1,240 SF
- Cafeteria/Commons: 8,919 SF
- Community/Partner: 950 SF
- Building Support: 5,430 SF
- Circulation: 22,573 SF

TOTAL KELLOGG MIDDLE SCHOOL PROGRAM GROSS AREA: 100,412 SF



2.2 Preferred Site Plan

The preferred site layout aligns the bus loop, visitor and staff parking, and bike parking along the west property line. The organization of the transportation zone separates the buses from car traffic which allows students to safely access the buses or the parent drop off in the parking lot. The north-south orientation of the bus loop increases student safety by preventing students from ever crossing in front of or between buses. The creation of a vertical transportation zone allows greater connection between the school's gymnasium and the covered play area and outdoor fields to the north. This allows the students to walk out of the gym to the covered play or the fields without crossing any vehicle drives. This direct connection creates a waiting area either inside the gymnasium or under the covered play area for students during bad weather.



- 2.1 Zoning and Neighborhood
- 2.2 Preferred Site Plan**
- 2.3 Building Orientation
- 2.4 Transportation
- 2.5 Outdoor Gathering and Student Gardens
- 2.6 Sports and Play Fields
- 2.7 Stormwater and Drainage

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Kellogg Middle School
Out Reach Contacts
Tamara DeRidder, AICP, Principal TDR & Associates
Period: Sept. 26 - Nov. 14, 2017

Date	Name	Organization	Contact Info	Description	Next Steps	Phone	Address	Zip	Alt. Email	Website
Sept. 26	Tory Campbell	Prosper Portland	campbellt@prosperportland.us	Sm. Business Resource						
Sept. 26	Duncan Hwang	APANO	duncan@apano.org	Assoc. Director	Contact					
09/26-10/10	Emma Darden	APANO	emmadarden@gmail.com	Volunteer	Contacted					
Oct. 2-10	Benjamin Kerensa	Montivilla NA	benjamin@montavillapdx.org	Chair	Contacted					
Oct. 2-10	Jonnie Shaver	Montivilla NA	jonnie@montavillapdx.org	former Chair	Contacted					
Oct. 2-10		Mt Tabor	contact.MTNA@gmail.com		Contacted					
	Laura Smith	Mt Tabor		Chair?						
Oct.2-10	Duane Hanson	South Tabor	duanehanson1122@hotmail.com	Chair	Mtg. Nov. 16th					
Oct. 2-12	John Carr	South Tabor	jcarrpdx@gmail.com	Land Use Chair	Spoke 10/4					
Oct. 2	George Kepnick	South Tabor	gkepnick@gmail.com	Communications Chair	Contacted					
Oct. 2-10	Brian Balla	Foster-Powell	brianballa@gmail.com	Chair	Keep Updated					
Oct. 2-10	Aron Goffin	Foster-Powell	arongoffin@gmail.com	Y. & Family Outreach	Meeting Nov. 13					
Oct. 2-10	Shawn Morgan	Foster-Powell	mrshawnmorgan@yahoo.com	Land Use Chair	Called 10/5					
Oct. 2	Seth Gallant	Foster-Powell		Transportation coChair						
Oct. 2	Cory Solovewics	Foster-Powell		Transportation coChair?						
Oct. 2-10	Matthew Mičetić	Foster	matthew@redcastlegames.com Allen Rowand	BA President	Wants Updates		PO Box 86775	97286-0775	Dane Fredericks <Dane@ventureportland.org>	
Oct. 2-12	Allen Rowand	Foster Area BA	<allen@graydogdigital.com>	BA Vice President	Contacted					
					Called Linh				Duncan Hwang <duncan@apano.org>, Linh Doan <linh@apano.org> - phone (713) 498-3566	
Oct. 2-Nov 8	Linh Doan	APANO	linh@apano.org	Community Coordinator	Doan 10/6	W: (971) 340-4866	2738 SE 82nd Ave Suite 203B	97266	,Joseff Santos-Lyons-President	
Oct. 2-10	Stephan Rice	Montivilla-E.Tabor	montavilla.biz@gmail.com	Business Association	Contacted		PO Box 33342	97292	Joel Cisneros <joel@latnet.org> School Based Prog. Dir	
Oct. 3-Nov.14	Carmen Rubio	Latino Network	carmen@latnet.org	Exec. Director	Contacted	(503) 283-6881 ex.11	410 NE 18th Ave Portland, OR 97232			
Nov. 8	Alice Perry	Latino Network	Alice@latnet.org	Comm. Engagement	Contacted					
Oct. 18	Lupe Campos	Latino Network	Lupe@Latnet.org	Comm. Ed. Worker						
Nov. 10	Justina Romo	Latino Network	justina@latnet.org	Volunteer coord.	Contacted					
Nov. 14	Ana Munoz	Latino Network	ana@latnet.org	Family Engage. Mgr.	Contacted					
			https://www.facebook.com/latnet							
Oct. 11	Facebook	Latino Network	/		Contacted					
Oct. 3		East European Coal.	http://eecnorthamerica.org/		Contacted					
			https://www.facebook.com/emml							
Oct.3-13		Emanuel Slavic Church	ive/		Contacted				Emmanuel Slavic Church <info@emmlive.com>	
Oct. 13	Andrey Kolesnikov	Emmanuel Slavic Church	youth@emmlive.com		Contacted					
			marty.stockton@portlandoregon.gov	SE Liaison	Contacted					
Oct.3	Marty Stockton	BPS	gov		Contacted					
Oct. 4-Nov.8	Mr. Thao Tu	VNCO	thaotvnco@gmail.com		Contacted				Mr. Thao Ta Duc <viceinternalaffair@vnco.org> (Mr. Thao Tu)	http://www.vnco.org/ENGLISH/?page_id=397
	Ms. Lan Co Vuong	VCNO	president@vnco.org	President	Contacted	(503)882-6921				
Oct. 4-10	Cora Potter	Lents	cora.potter@gmail.com	LU Chair	Contacted					
Oct. 5-10	Stephen Karmol	Wild Lilac School	wildlilac@wildlilac.org	Exec. Director	Contacted	(503) 236-3240				
Oct. 5-10	Victoria Oglesbee	Holgate Library	victoria@multicolib.org	Librarian	Contacted	(503) 988-5123				
Oct. 5-10	Richard Dickinson	Powell-Gilbert NA	pgnaboard@gmail.com	Chair	Contacted				Sarah Gitchell <sarahgitchell.pgna@gmail.com>	
Oct. 5-11	Erik Matthews	Richmond	richmond.pdx.chair@gmail.com	Chair	Contacted				Matt Otis <richmond.pdx.lutc@gmail.com>	
									Matthew Williams	
Oct. 5-11	Andrew Cecka	Mt Scott-Arleta	msanalandusechair@gmail.com	Chair	Contacted				<msanalandusechair@gmail.com>	
Oct. 5-11	Rachel Davies	Creston-Kenilworth	daviesfamily@comcast.net	Chair	Contacted				Zachary Smith <zacksbox@gmail.com>	
									Amber Swanson & Ed Herrera	
Oct. 5-11	Elisa Edgington	Woodstock	chair@woodstockpdx.org	Co-Chair	Contacted				<info@woodstockpdx.org>	
Oct. 5-11	Paul Lumley	NAYA-Generations	info@nayapdx.org	Exec. Director	Contacted	(503) 719-6751	8510 SE Steele Street	97266	Oscar Arana <oscar@nayapdx.org>	
			https://www.facebook.com/groups/105242022874864/		Contacted					
Oct. 8-11		Foster-Powell Parents			Contacted					

Oct. 8-11	Meg Ruby	Franklin HS parent	megruby@gmail.com		Contacted				
Oct. 8-11	Nick Sauvie	ROSE CDC	Nick@rosecdc.org	Exec. Director	Contacted			Ana Meza <Ana@rosecdc.org> - Youth Initiative Manager	www//rosecdc.org
Oct. 10-11	Brent Mason	E. Chamber of Commerce	info@EastPortlandChamber.com	President	Contacted				https://eastportlandchamberofcommerce.co
Oct. 10-17	Jessica Vega Pederson	Mult. Co. Board	District3@multco.us	Dist. 3 Commissioner	Contacted				https://multco.us/commissioner-vega-peders
Oct. 17	Chris Fick	Multnomah County	chris.fick@multco.us	Pederson Chief of Staff	Contacted	503-988-7047		Ana Del Rocio Vladerrama	
Oct. 10-11	Chris Baker	Ptners. Hunger-Free OR	chris@oregonhunger.org	Operations Suport Spec.	Contacted		712 SE Hawthorne Blvd., Suite 202	<ana.valderrama@multco.us> - Policy and Research Director	
	Maija Anderson	Lents History?	maija.anderson@gmail.com	DAG applicant				Matt Newell-Ching <matt@oregonhunger.org>	
Oct. 12	Anita Yapp	Multi-Cultural Collab.	anita@multiculturalcollaborative.com	Founding Partner	Contacted				
Oct. 12	Emily Bower	Multi-Cultural Collab.	emily@multiculturalcollaborative.com	Partner	Contacted				
Oct. 12	Jennifer Auge	Hasson Real Estate	augej@hasson.com	Broker	Contacted				
12-Oct	Val Thorpe	Hasson Real Estate	thorpev@hasson.com	Broker	Contacted				
Oct. 12-16	Khanh Pham	APANO	khanh@apano.org	Man. Immigrant Org.	Contacted				
Oct. 13-Nov. 8	Michael Liu	Fubonn Market	info@fubonn.com	President & CEO	Contacted		2850 SE 82nd Avenue Suite #80		
Oct. 13-16	Steven Vo	Investments	pdxhomesale@gmail.com	Realtor	Contacted	503.544.2422			
Oct. 12	Brett Schultz	ROSE CDC	brett@brettschulz.com	Volunteer	Contacted				
Oct. 12	Long Trong	RCPNA -LU & TC	noripigu.design@gmail.com	Vietnamese Volunteer	Contacted				
Oct. 13	Ed Gorman	RCPNA -LU & TC	gorman97213@gmail.com	Volunteer	Contacted				
Oct. 13	Calvin Nguyen	Our Lady of LaVang	cjnguyen5@gmail.com	Parish Council	Connected				
Oct. 13-17	Jacques Nguyen	Our Lady of LaVang	jacquesnhung@yahoo.com	Parish Council	Connected				
Oct. 13		New Beginnings Church	https://churchnn.org/	Website Blog	Connected		9715 SE Powell Blvd		
Oct. 13	Jamie Webster	ViVoce Choir	jamieL.webster@yahoo.com	Music Director	Connected				
Oct. 12-16	Timothy Ng	Oregon Realty	https://www.messenger.com/t/120431744662662	Chinese Realtor	Connected				
Oct. 13		Oriental Food Value	https://www.facebook.com/orient						
Oct. 13		Supermarket	alfoodvalue/	Asian Market	Connected		8303 SE Insley St.		
Oct. 16	Sophorn Cheang	IRCO	SophornC@irco.org	Civic Engagement	Connected				
Oct. 16-17	Jenny Lee	Coalition Comm. Of Color	jenny@coalitioncommunitiescolor.org	Leadership	Connected				
			https://www.facebook.com/ann.w						
17-Oct	Ann Weatherell	Willamette University	etherell	Prof. Chinese	Connected				
				Dir.-Early Learning					
18-Oct	Molly Day	United Way	MollyD@Unitedway-pdx.org	Multnomah	Contacted				
Oct. 18	Frances Sallah	United Way	frances@unitedway-pdx.org	E.L. Operations Policy Dir	Contacted				
	Brooke Chilton-		brooke.chilton-						
Oct. 18	Timmons	SUN Schools Program	timmons@multco.us	Coordinator	Contacted				
Oct. 18	Lolita Broadous	SUN Schools Program	lolita.broadous@multco.us	Coordinator	Contacted				
			Victor.Salinas@portlandoregon.gov						
Oct. 18	Victor Salinas	EPNO/ EPAP	v	Exec. Director	Contacted				
			Lore.Wintergreen@portlandorego						
Oct. 18	Lore Wintergreen	EPNO/ EPAP	n.gov	EPAP Coordinator	Contacted				
Nov. 8	Noelle Dobson	Metro	Noelle.Dobson@oregonmetro.gov	Division-Powell Coord.	Contacted				

Kellogg Community Data Tables

Tamara DeRidder, AICP, Principal TDR & Associates

October 2 - Nov. 14, 2017

	Large Russian Community	Homeless Children Cleaning Facilities Nee	S. Tabor NA	Foster-Powell NA	APANO
Take Aways	Significant Russian/Slavic Community in SE and Outer East Portland. Solicitations have occurred by contacting websites. Still have no contact. Oct 5 Victoria Oglesbee, librarian at Holgate Library, stated that one of their employees read on the Russian Radio. She would have her provide our outreach information on this radio program. Neighborhood Associations say this community is very insular and does not participate.	Both shower and laundry facilities made available to homeless school age children has been identified as a community need by City Commissioner Chloe Eudaly, as stated by the source. It is proposed that community 'centers' be designed to accommodate this use.	<u>Re Demo</u> : Mirror archways, keep concrete school name for new site, reuse interior wooden doors. <u>Community Involvement</u> : Reopening of Franklin HS BIG. With Kellogg MS this results in 2 new schools in one neighborhood - this is a lot. <u>Existing Kellogg MS site</u> : Used as a community park. Area otherwise park deficit. Lacross, basketball, and daily dog walking.	<u>Developments</u> : Up to 200 new apartment units proposed over the next couple of years in the area. 3-story Self Serve Storage 62nd and Powell. <u>Roadways</u> : Foster receiving new Street-Scape after 10 years of planning. Powell & 82nd need road improvements. Powell traffic moves extremely fast near Kellogg site. <u>Leads</u> : provided significant leads including Holgate Library contacts, NAYA Generations project, and Wild Lilac Charter school	<u>Focus</u> : Social Justice. No staff for DAG. Contact works with Chinese and PPS families Outreach Resource: Excellent outlet for Asian-Pacific parents and businesses information. <u>Large Number of Language Immersion Classes</u> : eight language immersion classes in the impact area. Growing need for Chinese and Vietnamese class space.
Detail Descriptions	<p>Southeast Portland is home to Kelly Elementary, which houses the Portland area's only Russian immersion program, launched with a federal grant. Almost half of Kelly's 570 students take part in immersion classes, which started in 2007 and are celebrating their 10th anniversary. In some classrooms, Russian and American flags hang side by side. Signs, posters and student writing in Russian line the walls, including the big sign on one door, 'Dobro pozhalovat', or "welcome." In two years, the program will grow to cover the whole range of grades, up through senior year, and have its first high school graduates.</p> <p>Irina Blekhman, the assistant principal, moved to the U.S. from Russia more than 20 years ago. She explains how the program operates: About half the students are native Russian speakers and the rest are native to English. In kindergarten, 90 percent of instruction and activities take place in Russian and only 10 percent in English. The share of the schedule spent in Russian drops with each successive grade to two subjects in middle school and just one in high school. http://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/06/welcome_-_dobro_pozhalovat_-.html Source: Oregonian, Pacific NW News, 'Welcome -- Dobro pozhalovat' -- to the vast Russian community hidden in Portland, June 30, 2017</p>	<p>Need cleaning facilities for homeless school children. This is an issue that has come to light through my discussion with Emma Darden, APANO volunteer, who works closely with Commissioner Eudaly, who is calling for community action on this issue. There is a desperate need for 'community centers' that can provide access to laundry services and showers for school age homeless children. The issue is that these children do not want to attend school if they are forced to be embarrassed by arriving unwashed and wearing soiled clothes to class. Contact: emmadarden@gmail.com</p>	<p>Phone conversation with John Carr, LU Chair 10/4/2017 Re Demolition: Residents in the area refer to their High School, such as Youngson, and never discuss Kellogg MS in their school discussion. There may be interest in retaining archways, sections of structure that have school name, and salvages some of the interior wooden doors. Area activities: The reopening of Franklin HS was BIG for this area. Don't know any other neighborhood that is getting 2 new schools. Use of Kellogg MS space: Heavily used as a park space over the past 2 years. Lacross games, Basketball goals kept in good shape, dog walkers daily. There is a lack of park space in this area. It wil be good to get more use.</p> <p>Kellogg MS parking: Do not see 35 parking spaces as being a problem at a middle school. A high school such as Franklin is a different matter as students drive as well. Developments & Traffic: A 3-story self storage is replacting Seven D's Nursery (60th and Powell Blvd.) WinCo came in as an anchor store near NE 82nd and Powell. Must navigate south to access - creating congestion. Powell Blvd. at Kellogg: Thinks there might be a signalized crossing at that location.</p>	<p>Conference call with Chair Brian Balla, Shawn Morgan LU Chair, and Aron. More contacts: Rose CDC, NAYA Generations housing complex, Foster Powell Facebook page, Middle School lead Willow(?Aron to provide contact info). Marysville, Wild Lilac Charter School. Developments: Self-Storage at 62-65 Powell, 72nd and Foster Reach affordable apartment dev., YMCA new/expanding at 58th and Foster to include apartment complex, Lents Town Center redevelopment. Different ethnicities: A few Russian stores along Foster, *Victoria Oglesbee* Holgate Librarian best info on community demographics. Library storytime different languages. Foster Streetscape: https://www.portlandoregon.gov/transportation/57866</p> <p>Roadway-Streets: BIG Foster streetscape to be implemented after 10 years of planning. Lack of improvements along Powell. Improvement really needed on 82nd. Businesses: Allan Rowens(Shawn to provide contact info). Kellogg used as park:Dogs there daily. Kerns is another park nearby but has no dog park space. More green space is needed. Traffic on Powell: People move FAST. Light at SE 68th coming from the north? Rapid-Flash Beacon at SE 72nd?(Check PBOT Powell Improvements)</p>	<p>Conference call with Linh Doan, Community Engagement, and D. France 10/6/2017. Org.'s role is social justice focused around different issues. Her focus is duel immersion program. Formerly it was the Equity lens in education with Chinese and PPS families. Current proposal to change PPS boundaries the big issue right now. They have no capacity to put a staff member on DAG. Encouraging community leaders active in PPS and Businesses to participate. DAG timeline and school construction schedule discussed.</p> <p>Language Classes:PCC SE provides Chinese classes every Sunday. Harrison provides Manderin classes for neighborhood families, Manderin classes at Powell and 60th on Saturdays. Chinese preschool in Woodstock. PPS looking for more Manderin class space. Private preschools in area for Vietnamese and Chinese. Vietnamese now looking for class space for older children and parents. Manderin classes said to be held at Rose City Park, which is outside the center of where folks are located. Kellogg would be better. Right now Mt. Tabor has Japanese immersion and there are 2 schools in the SE that have Spanish emmersion. Mr. Thao, with VNCO, has mentioned his interest in serving on the DAG.</p>

REACH Foster/72nd Development	YMCA - 6035 Foster	NAYA Generations - 8510 SE Steele St.	Powell Safety Improvements	ROSE CDC - 5215 SE Duke St., In Lents NA area	Updated PPS Park in Lents
<p><u>Housing and Services</u>: Contains 108 affordable housing units together with Asian Housing and Service Center located on the site.</p>	<p><u>Focus</u>: Update childcare facilities, 54 housing units, and mixed use commercial in 4-story structure</p>	<p><u>Focus</u>: intergenerational community of stable housing for foster children, parents wishing to adopt, and community Elders. <u>Coalition of Support</u>: Broad, state-wide coalition of support for this development. <u>Housing</u>: Units: 40 affordable housing units (38 units at 60% MFI, 2 units at 30% MFI)</p>	<p><u>Illumination</u> improvements to be made at SE 71th at Powell Blvd (means lighting? Crosswalk signal?). <u>Needed</u>: School Flashing Beacon for Kellogg MS, see https://www.portlandoregon.gov/transportation/article/193010</p>	<p><u>Provides critical support for housing, youth, and food access for the SE area</u>. Elements of their Youth Support and SE Mobile Food Truck programs may match well as PPS Partnerships. See 2016 Annual Report & Sponsors: https://rosecdc.org/docs/Annual%20Report%202016%20final-webSM.pdf <u>Rental Housing</u>: https://rosecdc.org/affordable-living/#ApartmentsBabyBoosterProgram: https://rosecdc.org/babybooster/ <u>Resident Asset Program</u>: https://rosecdc.org/resident-assets-2/ SE Mobile Food Bank: https://rosecdc.org/se-mobile-food-bank/ A partnership between ROSE CDC and Great Day Fellowship Church</p>	<p>The site has a league sized soccer field with new astro turf for year around play.</p>
<p>The vacant lot at SE 72nd and Foster is slated for an affordable housing development. The project will bring 108 units of housing to the PDC-owned lot across the street from the Portland Mercado. What appears to be a four-story development will also include 10,000 square feet of commercial space and resident services from Asian Health & Services Center (AHSC)</p>	<p>The Y-Arts Center at 6036 SE Foster has been the subject of redevelopment plans for close to two years. In its simplest conception, the plan is to rebuild the YMCA childcare facility to more modern specifications, while adding 54 units of housing in a mixed-use building that will rise four stories along Foster Road and three toward the rear near Holgate</p>	<p>Generations will be an intergenerational community of stable housing for foster children, parents wishing to adopt, and community Elders. We are proud to announce that the Grand Opening of Generations will take place February 28, 2017th. In partnership with Portland Public Schools, an on-site Early Learning Academy will provide education opportunity for youth age 0-5. A community center styled after a Northwest Native American Long House will provide supportive services in education, family workforce readiness, and a community health clinic.</p>	<p>http://www.oregonmetro.gov/sites/default/files/Powell_Safety_and_AT_Map_v5.pdf - calls for 'illumination at SE 71 st at Powell Blvd.</p>	<p><u>For 12 years, the "Food Truck" has met a critical need for low income families in SE Portland, delivering thousands of pounds of food directly to homes every month. Through a partnership with the Oregon Food Bank, the Food Truck redistributes over 11,500 lbs of high quality perishable food per month to low income families. The Food Truck plays the critical role of picking up and transporting weekly donations from Albertsons, Target, Whole Foods, Fred Meyers, Pete's Coffee, and others to take directly to ROSE CDC housing, the Clackamas Service Center, and emergency food boxes. This ministry helps provide over 79,000 meals each year!</u> <u>According to the Oregon Food Bank, " In Oregon, 270,000 people per</u></p>	<p>Lents Park PPS Website: https://www.portlandoregon.gov/parks/article/641855. Sept. 21 Sneak preview of the new playground: https://eastpdxnews.com/general-news-features/new-lents-park-playground-opens/</p>
<p>Here's a brief description of the project from REACH: "Designed as an intergenerational, mixed-use building, this project continues REACH's commitment to partner with Asian Health & Service Center (AHSC) to address the un-met housing needs of low-income households within the most concentrated Asian American population in Oregon. 72Foster will include 108 housing units, ranging from studios to 3- bedrooms, creating permanently affordable housing serving both seniors and families, with rents affordable to residents earning approximately 60% or less of area Median Family Income (MFI), or less than \$31,000 for a single-person household. The residential component will be combined with 10,000 sf of retail storefront to build on the success of Hacienda CDC's adjacent Portland Mercado and the planned Foster Road streetscape improvements. Total project costs are estimated to be approximately \$21.3 million."</p>		<p>NAYA is proud to partner in this effort with Portland Public Schools and the City of Portland. This partnership led Oregon Governor John Kitzhaber to designate Generations as an "Oregon Solutions" project, bringing multi-sector organizations together to collaborate on this project. An innovative and inclusive planning process resulted in a Declaration of Cooperation, signed in July 2014, by the partners, with Oregon Department of Human Services, Oregon Child Development Coalition, Oregon Housing and Community Services, Multnomah County, Lents Neighborhood Association, Capital Pacific Bank, Guardian Real Estate Services, Carleton Hart Architecture, LMC Construction, Legacy Health, and Social Venture Partners.</p>		<p>The Lents Youth Initiative (https://rosecdc.org/lents-youth-initiative/)benefits our whole community using a three-pronged approach: a) offer hands-on leadership, education, and career development opportunities for underserved neighborhood youth b) increase the capacity of local organizations to complete projects that address issues of ecological and human health, environmental justice and equity c) increase social and environmental capital in the neighborhood through LYI partnershipsBy creating a vehicle for community groups to collaborate on projects and attracting youth to support those projects, LYI acts to focus, amplify and catalyze existing community improvement work while cultivating a new generation of environmental justice leaders in East Portland.In the summer, up to 20 summer interns are hired to lead projects and collectively contribute hundreds of hours to projects that benefit the neighborhood through community-based partnerships. Projects include habitat restoration, increasing community food access, sustainability awareness, community art projects, and youth-led initiatives. LYI continues to engage youth through monthly gatherings that deepen community connections, build leadership, and contribute to program planning</p>	

Summer Meals Program	Free Meal Access	Lents Town Center Now Open(!)	Powell Blvd - Safety, Econ. Dev.	Powell-Division Improvements	Portland 2035 Comp. Plan
<p>Summer meals are provided during the months when children are out of school, ages 0-18 years. Parents may eat at \$2 each. <u>Partnerships:</u> Cambia Health, https://oregonhunger.org/blog/cambia-health-solutions-partnerships-work-end-childhood-hunger, https://oregonhunger.org/blog/phfo-seeking-new-board-members</p> <p>They encourage their parents to come and eat with their kids as much as possible. "We charge \$2 for adult meals, and it's an unlimited salad bar". Service concludes annually at the end of August. Website: http://www.summerfoodoregon.org/. Map of the 2017 Summer Meal locations: https://www.portlandoregon.gov/parks/69873#5E</p>	<p>The closest location near Kellogg MS for individuals and families to obtain a free meal is Lents K-8, off of Powell Blvd. Partnership - Mult. Co Food Assistance Program: https://multco.us/food-assistance, Partners for a Hunger-Free Oregon: https://oregonhunger.org/</p> <p>Food Access Map: http://multco.maps.arcgis.com/apps/webappviewer/index.html?id=6f41add90d0e42b8a6d7f85a1abc0d66, Mult. Co. Food for Families, Immigrants, and Refugees: https://multco.us/food-assistance/food-families-and-individuals</p>	<p>This is the City's newest Town center and it's edge is only blocks away from the Kellogg MS site. It is moving into its 4th year of its 5yr Action Plan. See Map: http://arcg.is/yXXje and http://www.arcgis.com/home/webmap/print.htm Nearby investments see Pages 9-11 on Lents 5-Year Plan: http://prosperportland.us/wp-content/uploads/2016/07/Lents-Five-Year-Action-Plan.pdf Collaborate with Prosper Portland/PDS on infrastructure investments? Other?</p> <p>Since the formation of the Lents Town Center Urban Renewal Area in 1998, Prosper Portland has invested \$90 million in infrastructure, facilities, transportation, affordable housing, and business development, but actual transformation of the area lagged. Lents Five-Year Action Plan in early 2014, calling for focused investments that would have the greatest benefit and impact on existing residents and businesses. Map of the Town Center: http://prosperportland.us/wp-content/uploads/2016/07/Lents-Town-Center-Development-Projects-Map.pdf. Illustrations of the town center elements: http://prosperportland.us/wp-content/uploads/2016/07/Lents-Town-Center-Development-Projects.pdf</p> <p>See Income and Population Changes in pages 9 and 10 of the following: http://prosperportland.us/wp-content/uploads/2016/08/Neighborhood-Economic-Development-NED-Strategy.pdf Prosper Portland offers Inclusive Innovation Strategies: http://prosperportland.us/for-businesses/inclusive-innovation/</p>	<p>SE Powell is High Crash Corridor: 1 pedestrian fatality 2005-14 at 71st intersection. In same period car crashes at 68th and 69th. Collision with a bicycle during this period at SE 72nd and 2 car crashes at SE 73rd. City adopts 2016-21 Powell Division Action Plan focused on housing and economic development-Looking for catalyst projects. TriMet's Safety Conflict report map, linked below, shows a better comprehensive visual of the area from Kellogg School eastward.</p> <p>Portland Traffic Fatalities and Injuries: http://pdx.maps.arcgis.com/apps/MapSeries/index.html?appid=cf122cd3b4ef46f0ac496b2d61d554e9</p> <p>More than half of the pedestrian crashes are occurring in dark conditions. This is similar to the citywide trend of pedestrian crashes occurring twice as often in dark conditions as auto and bike crashes. The City is in the process of upgrading existing street lighting to LED lights on SE Powell. See: https://www.portlandoregon.gov/transportation/article/554260. Powell/Division City Action Plan: https://www.portlandoregon.gov/bps/article/5848 83 TriMet's Bike-Ped Safety conflict map on page 5: http://trimet.org/pdfs/pednetwork/area7-portland-se-powell-and-se-82nd.pdf</p>	<p>Metro Powell Division Corridor Strategy identifies 'illumination' improvements at SE71/72nd(ODOT). PBOT 2018 Powell Improvements: 61st: crosswalk striping and rapid flashing beacons; & 79th: pedestrian refuge island, rapid flashing beacons, crosswalk striping</p> <p>PBOT 2018 Funding: https://www.portlandoregon.gov/transportation/61208 Metro Powell Division Strategy: https://www.oregonmetro.gov/sites/default/files/2017/07/26/PowellDivisionCorridorStrategy_final%2092816.pdf</p> <p>TriMet ridership for Powell Blvd: https://www.oregonmetro.gov/sites/default/files/2017/07/26/Map-book-Proposed-station-locations-and-current-ridership.pdf</p>	<p>Map (https://www.portlandoregon.gov/bps/article/579148) identifies the Kellogg MS site on Powell Blvd. (a Civic Corridor & State Hwy.). The PPS properties that constitute the Kellogg MS site contain lots that have the plan density of Residential Single Dwelling 5,000 and Multi-Dwelling 2,000 and 1,000</p> <p>Numerous sites have been added as Centers compared to the 1980 Plan Map. The ones within the 1-mile impact area include: The Jade District; The Heart of Foster; and the Powell-Creston Center.</p>

Kellogg MS Area Meetings

Tamara DeRidder, AICP, Principal TDR & Associates

Oct. 2-31, 2017

Montavilla Neighborhood Association (SEUL)

General meeting time and location:

Meetings: 2nd Monday of every month

Time: 7:30 PM-8:30 PM

Montavilla United Methodist Church

232 SE 80th Ave. Portland, OR 97215

Board meeting time and location:

Meetings: 2nd Monday of every month

Time: 6:30 PM-7:30 PM

Montavilla United Methodist Church

232 SE 80th Ave. Portland, OR 97215

Mt Tabor NA

Board and General meetings take place at Mt. Tabor Presbyterian Church (at 54th and Belmont; parking and entrance on 54th) from 7:00 PM–8:30 PM, on the third Wednesday of the month.

(No meeting in December.) Meetings are handicapped-accessible and open to the public.

South Tabor Neighborhood Association (SEUL)

General meeting time and location:

Meetings: Third Thursday of month in February, May, July and October.

Time: 7:00 PM-8:30 PM

Trinity Fellowship Church

2700 SE 67th Ave.

Portland, OR 97206

Board meeting time and location:

Meetings: Third Thursday of January, March, April, June, August, September and November.

Time: 7:00 PM-8:30 PM

Trinity Fellowship Church

2700 SE 67th Ave.

Tuesday, October 17

7:00pm

[Land Use Committee Meeting](#)

Thursday, October 19

7:00pm

[South Tabor Board/General Meeting](#)

Thursday, November 16

7:00pm

[South Tabor Board/General Meeting](#)

Tuesday, November 21

7:00pm

[Land Use Committee Meeting](#)

Portland, OR 97206

All correspondence to:

PO Box 86836, Portland, 97286; Phone: 503-774-7521; Listserv: <http://groups.yahoo.com/group/southtabor>.

Web site:

<http://www.southtabor.org>

Foster-Powell Neighborhood Association (SEUL)

General meeting time and location:

6:30 PM, 2nd Monday of the month. No meeting in August
For location, check www.fosterpowell.com .

All correspondence to:

4031 SE 74th Ave.
Portland, OR 97206

Web site:

<http://fosterpowell.com>

Jade District

General meeting time and location:

3rd Tuesday of the month, 6:00 to 8:00 p.m.
Jade District Office
2738 SE 82nd Ave., Ste. 203B

Open to the public.

Web site:

<http://jadedistrict.org/>

Foster Area Business Association

General meeting time and location:

BOARD AND MEMBER MEETING: 2nd Tuesday of the month, 6:00 to 7:00 p.m.

Carts on Foster, 5205 SE Foster Rd.

Open to the public.

Web site:

<https://fosterarea.com/>

Montavilla/East Tabor Business Association

General meeting time and location:

MEMBER MEETING: 2nd Tuesday, quarterly (January, April, July, October), 12 Noon to 1:30 p.m.

Flying Pie Pizzeria
7804 SE Stark St.

Open to the public.

Web site:

<http://metba.org/>

Vietnamese Community of Oregon

Mailing address:

VNCO

PO Box 55416

Portland, OR 97238 – 5416

<http://www.vnco.org/ENGLISH/>

Office:

2448 SE 89th Ave. Ste 3B

Portland, OR 97216

Lents Neighborhood Association (EPNO)

General meeting time and location:

7 pm, 4th Tuesday of the month. No Dec. mtg. Board elections in September.
Lents Activity Center, 8835 SE Woodstock.

Board meeting time and location:

6:30-8 pm, 2nd Thursday of the month, as needed

Chalet Room, KingPins, 3550 SE 92nd

All correspondence to:

Lents Neighborhood Association
C/O East Portland Neighborhood Office
1017 NE 117th Ave.
Portland, OR 97220

Web site:

<http://www.lentsneighborhoodassociation.com/>

Powellhurst-Gilbert Neighborhood Association (EPNO)

General meeting time and location:

7:00 PM, 2nd Monday of Feb, May and August
Ron Russell School, 3955 SE 112th Ave

All correspondence to:

Powellhurst-Gilbert Neighborhood Association, c/o East Portland Neighborhood Office, 1017 NE 117th Ave, Portland, OR 97220 pgnaboard@gmail.com

Web site:

<http://pgpride.org/>

Richmond Neighborhood Association (SEUL)

General meeting time and location:

Meetings: Second Monday of the month, no meetings in January.
Time: 7:00 PM

Waverly Heights UCC basement
3300 SE Woodward St.
Enter through side door on east side of bldg.

All correspondence to:

Richmond Neighborhood Association
c/o Southeast Uplift Neighborhood Program

3534 SE Main St.
Portland, OR 97214

Web site:

<http://richmondpx.org/>

Mt Scott-Arleta Neighborhood Association (SEUL)

General meeting time and location:

Meetings: 1st Wednesday of the month, except August
Time: 6:30-8:00 PM
Mt. Scott Community Center, 5530 SE 72nd Ave

All correspondence to:

Mt Scott-Arleta Neighborhood Association
c/o SE Uplift
3534 SE Main St.
Portland, OR 97214

Web site:

<http://www.mtscottarleta.com>

Creston-Kenilworth Neighborhood Association (SEUL)

General meeting time and location:

7-9 pm, 4th Monday of the month
Shut Up and Eat
3848 SE Gladstone St
Portland, OR 97202

All correspondence to:

C/O Southeast Uplift, 3534 SE Main, Portland OR 97214

Web site:

<http://www.creston-kenilworth.org/>

Woodstock Neighborhood Association (SEUL)

General meeting time and location:

Meetings: First Wednesday of the month.

Time: 7:00 PM
Woodstock Community Center
SE 43rd and Knight St.
Portland, OR
(5905 SE 43rd)

All correspondence to:

info@woodstockpdx.org
Woodstock Neighborhood Association, c/o Southeast Uplift Neighborhood Program, 3534 SE Main St, Portland, OR 97214

Web site:

<http://www.woodstockpdx.org>

KELLOGG MIDDLE SCHOOL SCHEDULE

Preliminary Planning Phase

- MS Framework/Ed Spec Development
- Public Engagement (DAG, Workshops, Neighborhoods)
 - DAG Communication & Outreach
 - DAG Meetings
- Site Planning

Demolition Phase

- Demolition Design & Documentation
- Demolition Permitting
- Demolition RFD/ITB Development
- Demolition Bidding/Contracting
- Demolition

Design & Documentation Phase

- Schematic Design
 - Cost Estimate/Budget Alignment/PPS Auth to Proceed
- Design Development
 - Cost Estimate/Budget Alignment/PPS Auth to Proceed
- Construction Documents
 - Cost Estimate/Budget Alignment

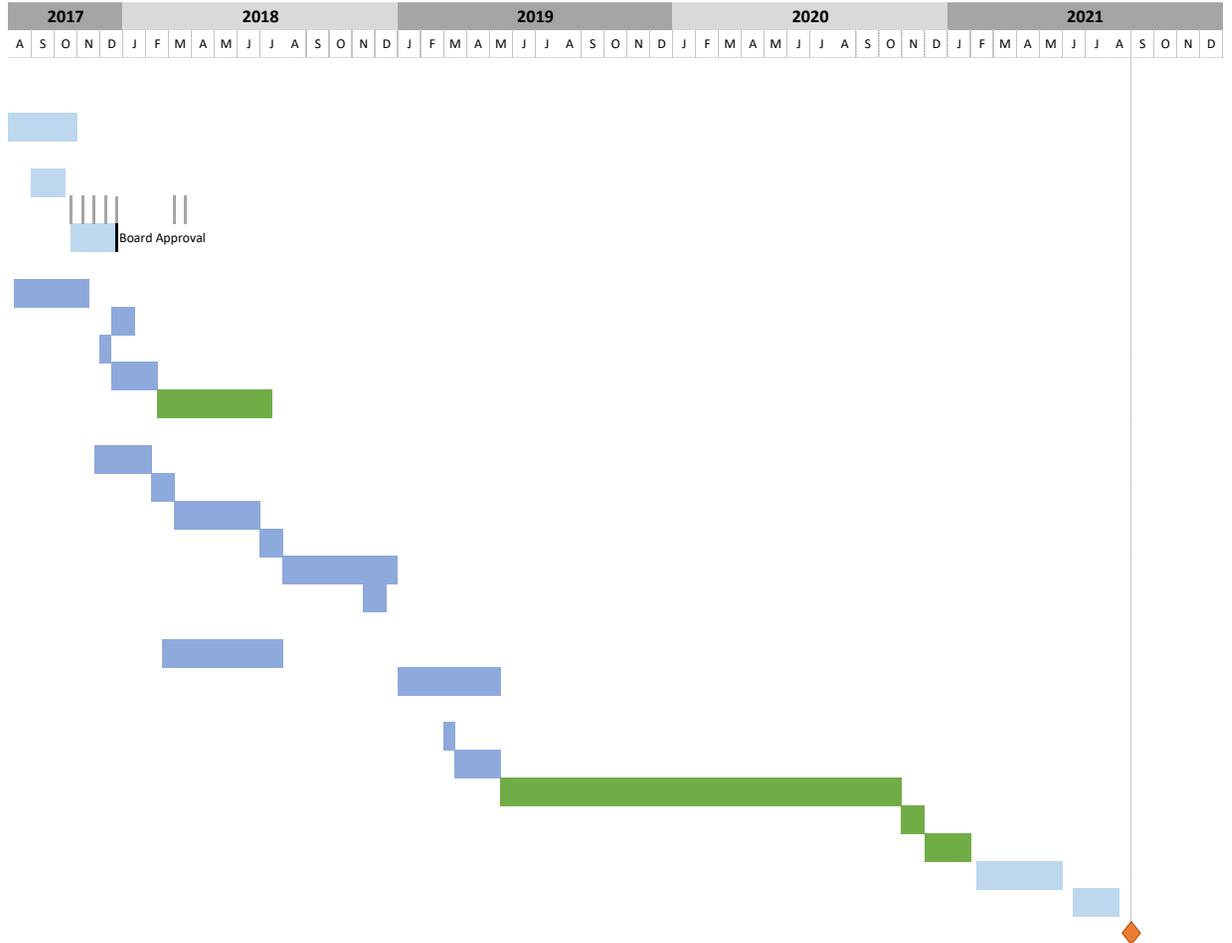
Land Use & Permitting

- Conditional Use
- Building Permitting

Construction Period Services

- Construction RFD/ITB Development
- Construction Bidding/Contracting
- Construction
- Commissioning
- FFE
- Staff Selection and Training
- Moves

Start of School





MEMORANDUM Programming Estimate-Budget Alignment

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
To: Stephen Effros – PPS
Prepared by: Deb France – OHPD
Distribution: Bryan Thompson – OHPD; Tim Ayersman - OHPD

Date: 11-10-2017

The purpose of this memorandum is to recap the programming phase estimate and offer budget alignment strategies for the schematic design phase. The goal is to align the \$32 million budget with the project scope at Kellogg Middle School. The recommendation is to proceed into the schematic design phase with the cost objectives in this memo.

ITEM 1: Programming Phase Cost Estimate dated 11/3/2017

The programming phase estimate is the first of four estimates that will be provided during the design process. A professional cost estimate will be included at four key points in the project:

- programming phase, completed on 11-3-2017
- 90% schematic design, 90% design development, 50% construction documents

The programming cost estimate is based on comparable costs per foot and the programming phase report. This is a detailed estimate for the demolition CD's, and a traditional take off cost estimate based on the current site plan and room templates that have been completed during the programming phase. A 10% estimating contingency will fill the gap from information that is not yet available for the estimating process.

Below are the significant categories for the 11-3-17 programming cost estimate of \$32,920,668 (327.86/sf)

- Demolition \$ 2,533,991
- Site Development \$ 1,843,855
- New Building Construction \$28,042,822 (\$279/sf)
- Offsite Improvement allowance \$ 500,000
- 10% Estimating contingency \$ 2,766,657

ITEM 2: Estimate-Budget Alignment

The schematic design phase will provide more substantial plans and input from the engineering professionals that will result in a more complete cost estimate. The following strategies will be discussed during the SD phase to provide cost control opportunities.

- Reduce scope by \$920,668
- Reduce building area (up to 3300 sf)
 - Reduce cafeteria size from 2-period lunch to 3-period lunch (TBD)
 - Remove computer lab program (980 sf)

- Provide deductive options at SD phase
- Reduce demolition salvage when bids are received
- Limit consideration of high costs options such as rooftop playgrounds

Programming Cost Estimate Excludes: Escalation (by PPS), GMP Contingency, Development Soft Costs including; Land, Financial and Legal costs, Construction Management Fees, Permitting, Loose Furniture, FF&E & Equipment. (Note: Design Contingency is 10%)

END OF MEMORANDUM



OH Planning + Design
Portland Public Schools
Kellogg Middle School
New Build
Rough Order of Magnitude

11/03/17

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Construction Cost Summary

Construction Cost Summary (By Phase)

REF	DESCRIPTION	AREA	TOTAL \$ / SF	TOTAL \$
Phase 1 - Demolition				
1	Existing Building Demolition (Under Separate Cover)	103,799 SF	\$24.41	\$2,533,991
TOTAL CONSTRUCTION COST (PHASE 1)		103,799 SF	\$24.41	\$2,533,991
Phase 2 - New Building / Sitework				
2A	Building	100,412 SF	\$279.28	\$28,042,822
2B	Sitework	273,700 SF	\$6.74	\$1,843,855
TOTAL CONSTRUCTION COST (PHASE 2)		100,412 SF	\$297.64	\$29,886,677
TOTAL CONSTRUCTION COST (EXCLUDING OFFSITE)		100,412 SF	\$322.88	\$32,420,668
Phase 3 - Offsite Scope				
3	Offsite Scope (Allowance Pending Definition)			\$500,000
TOTAL CONSTRUCTION COST (PHASE 3)				\$500,000
TOTAL CONSTRUCTION COST (ALL PHASES)		100,412 SF	\$327.86	\$32,920,668

Key Assumptions / Qualifications

- 1.) Superstructure assumed to be structural steel (with assumed weights as noted in the body of the estimate) and concrete fill over metal deck at upper floors
- 2.) Roofing assumed to be single ply TPO roofing, wrapped up inside of parapet walls
- 3.) Foundations system included as an allowance based on a shallow system design
- 4.) Estimate assumes a minimum of 3 qualified bidders
- 5.) Inspection / permit costs assumed to be carried by owner
- 6.) General condition markup assumes typical staffing, and would increase for schedule acceleration
- 7.) Exterior finishes based on the following ratios: 50% brick veneer, 30% punched windows, 10% metal panel accents, 10% storefront at entry areas
- 8.) Exterior wall assemblies based on 6" metal studs (with heavier gauge at high bay areas)
- 9.) See Appendix IV for room finish assumptions
- 10.) Wood flooring at gymnasium / dance area assumed to be salvaged from existing Kellogg school
- 11.) Food service equipment included as an allowance
- 12.) MEP systems included as allowances only for this ROM pending definition / design

Construction Cost Summary (By Phase)

REF	DESCRIPTION	AREA	TOTAL \$ / SF	TOTAL \$
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Key Exclusions

- 1.) Construction contingency or allowances for unforeseen scope encountered after work has commenced
- 2.) Escalation
- 3.) Premium shift work / overtime
- 4.) Premiums to fee, staffing, or general requirements associated with response of less than 3 qualified bidders
- 5.) Roof screen
- 6.) Athletic equipment (baseball backstop / soccer goal posts / etc.)
- 7.) Shelving at media center and mobile teacher's stations (assumed to be FF&E)

Construction Cost Summary (by Trade) - Baseline

DESCRIPTION		Building	Sitework	TOTAL \$
1 General Conditions / Requirements				
2 Existing Conditions				
3 Concrete		\$1,219,086		\$1,219,086
4 Masonry		\$1,097,640		\$1,097,640
5 Metals		\$3,094,206		\$3,094,206
6 Wood & Plastics		\$771,265		\$771,265
7 Thermal & Moisture		\$1,832,625		\$1,832,625
8 Windows & Glazing		\$1,765,356		\$1,765,356
9 Interior Finishes		\$3,781,672		\$3,781,672
10 Specialties		\$557,725		\$557,725
11 Equipment		\$287,500		\$287,500
12 Furnishings		\$260,690		\$260,690
13 Special Construction				
14 Conveying		\$260,000		\$260,000
21 Fire Suppression		\$426,751		\$426,751
22 Plumbing		\$1,339,535		\$1,339,535
23 Heating, Ventilating & Air Conditioning (HVAC)		\$2,033,343		\$2,033,343
25 Integrated Automation		\$376,545		\$376,545
26 Electrical		\$2,309,476	\$81,216	\$2,390,692
27 Communications		\$461,854		\$461,854
28 Electronic Safety & Security		\$401,648		\$401,648
31 Earthwork		\$57,904	\$13,685	\$71,589
32 Exterior Improvements			\$1,303,145	\$1,303,145
33 Site Utilities			\$70,500	\$70,500
SUB-TOTAL CONSTRUCTION COST		\$22,334,821	\$1,468,546	\$23,803,367
General Conditions	6.00%	\$1,340,089	\$88,113	\$1,428,202
General Requirements	2.00%	\$473,498	\$31,133	\$504,631
Bonds & Insurance	2.00%	\$482,968	\$31,756	\$514,724
Contractor's Fee	3.50%	\$862,098	\$56,684	\$918,782
Design Contingency	10.00%	\$2,549,347	\$167,623	\$2,716,971
TOTAL CONSTRUCTION COST		\$28,042,822	\$1,843,855	\$29,886,677

Project Control Quantities

Project Control Quantities

DESCRIPTION		SITE	BUILDING
Key Controls			
Overall Demolished Area - Site	sf	273,700	
Level 1	sf		48,836
Level 2	sf		25,788
Level 3	sf		25,788
Total Demolished Area		273,700	100,412
Asphalt Paving	sy	6,222	6,222
Concrete Paving	sy	3,889	3,889
Exterior Brick Wall	sf	34,301	34,301
Exterior Metal Panels	sf	6,860	6,860
Punched Windows	sf	20,581	20,581
Storefront	sf	6,860	6,860
Structural Steel	tns	442	442
Interior Doors, by Leaf	ea	144	144
Exterior Doors, by Leaf	ea	26	26
Interior Partitions	sf	124,282	124,282
Carpet Floor	sf	62,774	62,774
Resilient Flooring	sf	11,874	11,874
Tile Flooring	sf	4,929	4,929
Acoustic Ceiling	sf	82,261	82,261
Gypsum Ceiling	sf	4,960	4,960
Roof	sq	488	488
Slab on Grade	sf	48,836	48,836

Building

Building - Cost Summary

DESCRIPTION	MARK UP	TOTAL	TOTAL / SF
<i>1 General Conditions / Requirements</i>			
<i>2 Existing Conditions</i>			
<i>3 Concrete</i>		\$1,219,086	\$12.14
<i>4 Masonry</i>		\$1,097,640	\$10.93
<i>5 Metals</i>		\$3,094,206	\$30.82
<i>6 Wood & Plastics</i>		\$771,265	\$7.68
<i>7 Thermal & Moisture</i>		\$1,832,625	\$18.25
<i>8 Windows & Glazing</i>		\$1,765,356	\$17.58
<i>9 Interior Finishes</i>		\$3,781,672	\$37.66
<i>10 Specialties</i>		\$557,725	\$5.55
<i>11 Equipment</i>		\$287,500	\$2.86
<i>12 Furnishings</i>		\$260,690	\$2.60
<i>13 Special Construction</i>			
<i>14 Conveying</i>		\$260,000	\$2.59
<i>21 Fire Suppression</i>		\$426,751	\$4.25
<i>22 Plumbing</i>		\$1,339,535	\$13.34
<i>23 Heating, Ventilating & Air Conditioning (HVAC)</i>		\$2,033,343	\$20.25
<i>25 Integrated Automation</i>		\$376,545	\$3.75
<i>26 Electrical</i>		\$2,309,476	\$23.00
<i>27 Communications</i>		\$461,854	\$4.60
<i>28 Electronic Safety & Security</i>		\$401,648	\$4.00
<i>31 Earthwork</i>		\$57,904	\$0.58
<i>32 Exterior Improvements</i>			
<i>33 Site Utilities</i>			
Sub-Total (Direct Costs)		\$22,334,821	\$222.43
General Conditions	6.00%	\$1,340,089	\$13.35
General Requirements	2.00%	\$473,498	\$4.72
Bonds & Insurances	2.00%	\$482,968	\$4.81
GC Fee	3.50%	\$862,098	\$8.59
Design Contingency	10.00%	\$2,549,347	\$25.39
Total Construction Costs - Building		\$28,042,822	\$279.28

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
3 Concrete					
Foundation Systems					
	Foundations, allowance pending design	48,836	sf	\$10.00	\$488,360
Slab on Grade, Allow 6"					
	Concrete, in-place	995	cy	\$185.00	\$184,039
	Sub base, 6"	48,836	sf	\$1.50	\$73,254
	Reinforcing, allow 1.2 lbs / sf	58,603	lbs	\$1.00	\$58,603
	Perimeter formwork	1,520	lf	\$5.00	\$7,600
	Slab finish	48,836	sf	\$0.60	\$29,302
	Vapor barrier	48,836	sf	\$0.35	\$17,093
	Control joints	48,836	sf	\$0.25	\$12,209
	Thickened slab edge	62	cy	\$185.00	\$11,456
Slab on Deck					
	Concrete fill at upper floor decks	51,576	sf	\$3.50	\$180,516
	Reinforcing at upper floor decks, allow 2.1 lbs / sf	108,310	lbs	\$1.00	\$108,310
	Finish to slab on deck	51,576	sf	\$0.50	\$25,788
Miscellaneous Concrete					
	Ramp to music room	333	sf	\$15.00	\$4,995
	Stairs to music room	1	ls	\$2,500.00	\$2,500
	Miscellaneous concrete, allowance	100,412	gsf	\$0.15	\$15,062
Total - 3 Concrete					\$1,219,086
4 Masonry					
Exterior Masonry					
	Brick veneer, allow 50% of exterior surface area	34,301	sf	\$32.00	\$1,097,640
Total - 4 Masonry					\$1,097,640
5 Metals					
Structural Steel Framing / Joist Framing					
	Steel columns, beams, and joists supporting floor systems, allow 8 lbs / sf	206	tns	\$4,850.00	\$1,000,574
	Steel columns, beams, and joists supporting roof systems, allow 6 lbs / sf	195	tns	\$4,850.00	\$947,418
	Miscellaneous bolts and connections	40	tns	\$4,950.00	\$198,816

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Metal Deck				
	Floor deck, allow 3", 18 ga	51,576	sf	\$5.50	\$283,668
	Roof deck, allow 1 1/2", 18 ga	48,836	sf	\$4.25	\$207,553
	Exterior Metal Panels				
	Metal panels, allow 10% of exterior surface area	6,860	sf	\$45.00	\$308,711
	Vertical Circulation				
	Stairs, per flight, complete including risers, treads, landing, railing, pan fill, and finish	4	ea	\$16,500.00	\$66,000
	Miscellaneous Metals				
	Expansion joint, horizontal at floor, interior	86	lf	\$125.00	\$10,750
	Expansion joint, horizontal at roof, exterior	86	lf	\$225.00	\$19,350
	Expansion joint, vertical, exterior	64	lf	\$175.00	\$11,200
	Miscellaneous metals, allowance	100,412	gsf	\$0.40	\$40,165
	Total - 5 Metals				\$3,094,206
	6 Wood & Plastics				
	Rough Carpentry				
	Rough carpentry, allowance	100,412	gsf	\$0.25	\$25,103
	Casework				
	Base cabinetry, 2'-0" wide, p-lam countertop, typical	462	lf	\$325.00	\$150,150
	Base cabinetry, 2'-0" wide, acid-resistant countertop at science classrooms	454	lf	\$425.00	\$192,950
	Upper cabinetry, 1'-0" wide, solid doors, typical	362	lf	\$175.00	\$63,350
	Upper cabinetry, 1'-0" wide, glass doors at science classrooms	453	lf	\$225.00	\$101,925
	Full-height cabinetry, 1'-6" wide	71	lf	\$425.00	\$30,175
	Full-height bookshelf, 1'-0" wide	48	lf	\$150.00	\$7,200
	Teacher's station at science classrooms, 2'-0" wide, acid-resistant countertop	50	lf	\$425.00	\$21,250
	Countertop at media center, 2'-0" wide, radius	21	lf	\$200.00	\$4,200
	Countertop at media center, 1'-6" wide	17	lf	\$150.00	\$2,550
	Science desk stations, allowance (excluding sink)	48	ea	\$1,500.00	\$72,000
	Teacher's station, mobile				Assume FF&E
	Cubbies				Assume FF&E
	Shelving at Media Center				Assume FF&E
	Miscellaneous casework, allowance	100,412	gsf	\$1.00	\$100,412
	Total - 6 Wood & Plastics				\$771,265

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
7 Thermal & Moisture					
Roofing					
	Built-up roof system, modified bituminous	48,836	sf	\$9.60	\$468,826
	Built-up membrane roof system, wrapped up parapet walls, modified bituminous	5,611	sf	\$9.60	\$53,861
	Cover board, horizontal	48,836	sf	\$1.25	\$61,045
	Water / ice shield	54,447	sf	\$0.50	\$27,223
Flashing / Sheet Metal					
	Parapet coping	1,603	lf	\$27.50	\$44,083
	Counter-flashing at base of parapets	1,603	lf	\$22.50	\$36,068
	Miscellaneous flashing and sheet metal, allowance	100,412	gsf	\$0.40	\$40,165
Acoustic Insulation					
	Batt insulation at interior partitions	124,208	sf	\$0.75	\$93,156
Thermal Insulation					
	Rigid insulation at exterior wall assemblies, 2 1/2"	41,162	sf	\$2.50	\$102,904
	Batt insulation at exterior wall assemblies	35,551	sf	\$0.95	\$33,773
	Rigid roof insulation, allow 5"	48,836	sf	\$5.00	\$244,180
Fireproofing					
	Fireproofing to structural steel	442	tns	\$750.00	\$331,360
	Fireproofing to metal deck	100,412	sf	\$1.50	\$150,618
Miscellaneous					
	Walkway pads, allow 20% of roof area	9,770	sf	\$10.00	\$97,700
	Roof access ladder / hatch	1	ls	\$2,500.00	\$2,500
	Cricket framing, allowance	1	ls	\$5,000.00	\$5,000
	Caulking, allowance	100,412	gsf	\$0.25	\$25,103
	Miscellaneous waterproofing, allowance	100,412	gsf	\$0.15	\$15,062

Total - 7 Thermal & Moisture

\$1,832,625

8 Windows & Doors

Doors, Including Frame, Installation, and Standard Hardware

Exterior Doors

Double door, aluminum and glass	6	pr	\$6,500.00	\$39,000
Single door, hollow-metal	2	ea	\$1,850.00	\$3,700
Double door, hollow-metal	6	pr	\$3,650.00	\$21,900

Interior Doors

Single door, solid-core wood	118	ea	\$1,575.00	\$185,850
Double door, solid-core wood	6	pr	\$3,175.00	\$19,050
Double door, hollow-metal, 90-min	6	pr	\$3,425.00	\$20,550

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Double door, aluminum and glass	1	pr	\$5,750.00	\$5,750
	Miscellaneous Premiums				
	Auto operators at entry doors, allow	2	ea	\$4,250.00	\$8,500
	Panic hardware, per leaf	26	ea	\$375.00	\$9,750
	Miscellaneous premium hardware	1	ls	\$10,000.00	\$10,000
	Windows / Glazing				
	Exterior Glazing				
	Storefront entry, allow 10% of exterior surface area	6,860	sf	\$65.00	\$445,916
	Punched windows, allow 30% of exterior surface area	20,581	sf	\$45.00	\$926,134
	Interior Glazing				
	Sidelight glazing, allow 12" x 84"	33	ea	\$350.00	\$11,550
	Storefront partitions	150	sf	\$50.00	\$7,500
	Miscellaneous interior glazing, allowance	100,412	gsf	\$0.50	\$50,206

Total - 8 Windows & Doors

\$1,765,356

9 Interior Finishes

Wall Assemblies

Exterior Wall Assemblies

Exterior walls at learning suite, allow 6" studs, 16ga	16,511	sf	\$7.50	\$123,833
Exterior walls at high bay areas, allow 6" studs, 14ga	19,040	sf	\$9.50	\$180,880
Parapet walls, 6" studs, allow 3'-6" high	5,611	sf	\$7.50	\$42,079
Exterior sheathing, Densglas	46,772	sf	\$2.75	\$128,623
Gyp board at interior of exterior, 5/8" type X	46,772	sf	\$2.85	\$133,300

Interior Wall Assemblies

Interior partitions, typical demising	120,368	sf	\$5.50	\$662,024
Interior partitions, 2-hr rated at stairwells	3,840	sf	\$6.50	\$24,960
Interior pony wall, radius	74	sf	\$8.25	\$606
Interior gyp board, 5/8" type X, level 4 finish	242,160	sf	\$2.85	\$690,156
Interior gyp board, 5/8" type X, level 4 finish, radius	147	sf	\$3.56	\$524
Interior gyp board, 5/8" type X, unfinished	7,680	sf	\$1.85	\$14,208
Cementitious backerboard at tiled wall areas	6,256	sf	\$3.25	\$20,332
Blocking and backing, allowance	124,282	gsf	\$0.50	\$62,141

Flooring

Carpet	62,774	sf	\$4.44	\$278,996
Resilient flooring	11,874	sf	\$7.50	\$89,055
Ceramic tile	1,966	sf	\$13.25	\$26,050
Quarry tile	2,963	sf	\$19.50	\$57,779
Sealed concrete	12,651	sf	\$1.60	\$20,242
Wood flooring, including sleepers, new	7,968	sf	\$12.00	\$95,616

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Finish wood flooring	7,968	sf	\$6.00	\$47,808
	Walk-off mat	216	sf	\$12.50	\$2,700
	Base				
	Rubber base	11,334	lf	\$3.25	\$36,836
	Ceramic tile base	782	lf	\$13.25	\$10,362
	Quarry tile base	553	lf	\$19.50	\$10,784
	Ceilings				
	Acoustic tile ceiling, standard, 2' x 4'	79,624	sf	\$4.50	\$358,306
	Acoustic tile ceiling, washable, 2' x 2'	2,637	sf	\$7.50	\$19,778
	Hardlid ceiling, including framing and sheathing	4,960	sf	\$6.50	\$32,237
	Paint to exposed ceilings	13,192	sf	\$1.50	\$19,788
	Paint to hardlid ceilings	4,960	sf	\$1.00	\$4,960
	Wall Finishes				
	Ceramic tile wainscot at restrooms, allow 8'-0" high	6,256	sf	\$13.75	\$86,020
	FRP wall finish, allow 8'-0" at kitchen areas	4,424	sf	\$10.00	\$44,240
	Paint walls	289,079	sf	\$0.70	\$202,355
	Premium for painting at high bay areas	9,520	sf	\$1.40	\$13,328
	Acoustic paneling at music room	628	sf	\$17.50	\$10,990
	Padded mats at gymnasium	1,517	sf	\$12.50	\$18,956
	Miscellaneous Finishes				
	Allowance to repurpose salvaged wood slats	1	ls	\$10,000.00	\$10,000
	Miscellaneous wall finishes, allowance	100,412	gsf	\$1.50	\$150,618
	Miscellaneous painting, allowance	100,412	gsf	\$0.50	\$50,206

Total - 9 Interior Finishes

\$3,781,672

10 Specialties

Toilet Partitions

Toilet partition, ADA, premium finish	7	ea	\$1,437.50	\$10,063
Toilet partition, standard, premium finish	30	ea	\$1,312.50	\$39,375

Toilet Accessories

Toilet tissue dispenser	44	ea	\$75.00	\$3,300
Seat cover dispensers	44	ea	\$90.00	\$3,960
Soap dispensers	19	ea	\$90.00	\$1,710
Paper towel dispensers	13	ea	\$250.00	\$3,250
Coat hooks	44	ea	\$25.00	\$1,100
Trash cans				Assume FF&E
Grab bars	28	ea	\$125.00	\$3,500
Restroom mirrors, public restrooms, allow 4'-0" high	120	sf	\$35.00	\$4,200
Restroom mirrors, private restrooms, allow 2' x 3'	7	ea	\$210.00	\$1,470

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Mop sink rack	1	ea	\$250.00	\$250
	Signage				
	Signage, code-required	100,412	gsf	\$0.40	\$40,165
	Signage, wayfinding				By Owner
	Operable Partitions				
	Operable partitions at extended learning areas, manual, allowance pending product selection	2,960	sf	\$60.00	\$177,600
	Educational Specialties				
	White board, large, allow 12' x 4'	43	ea	\$1,080.00	\$46,440
	White board, small, allow 6' x 4'	6	ea	\$540.00	\$3,240
	Projector, including support	43	ea	\$2,500.00	\$107,500
	Projector screens				By Owner
	Athletic Specialties				
	Gymnasium specialties, allowance	1	ls	\$30,000.00	\$30,000
	Reinstall salvaged telescoping bleachers, allowance	1	ls	\$10,000.00	\$10,000
	Miscellaneous Specialties				
	Music room specialties, allowance	1	ls	\$5,000.00	\$5,000
	Lockers, combination type, various sizes, allow	135	ea	\$300.00	\$40,500
	Miscellaneous specialties	100,412	gsf	\$0.25	\$25,103
Total - 10 Specialties					\$557,725
11 Equipment					
Food Service Equipment					
	Food service equipment, allowance	1	ls	\$250,000.00	\$250,000
	Furnish and install walk-in freezer	1	ls	\$35,000.00	\$35,000
Audio / Visual Equipment					
	Music room curtain screen, allowance	1	ls	\$2,500.00	\$2,500
Total - 11 Equipment					\$287,500
12 Furnishings					
Window Treatment					
	Mechoshades at punched windows, manual	20,581	sf	\$8.50	\$174,936
	Mechoshades at entry storefront, motorized	6,860	sf	\$12.50	\$85,753
Total - 12 Furnishings					\$260,690

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
14 Conveying					
Elevators					
	Elevator, hydraulic, 3-stop	2	ea	\$120,000.00	\$240,000
	Cab finish, allowance	2	ea	\$10,000.00	\$20,000
					\$260,000
21 Fire Suppression					
Fire Protection Systems					
	Wet-pipe sprinklers, complete system	100,412	gsf	\$4.25	\$426,751
					\$426,751
22 Plumbing					
	Plumbing Equipment, Allowance	100,412	gsf	\$4.00	\$401,648
	Sanitary Fixtures, Including Local Rough-In				
	Water closet, wall-mounted	38	ea	\$1,125.00	\$42,750
	Lavatory, wall-mounted	8	ea	\$725.00	\$5,800
	Shower at intensive skills suite	1	ea	\$2,400.00	\$2,400
	Large trough sink	3	ea	\$1,800.00	\$5,400
	Large trough sink at public restrooms	3	ea	\$2,500.00	\$7,500
	Countertop sink	31	ea	\$750.00	\$23,250
	Countertop sink at science classrooms	54	ea	\$850.00	\$45,900
	Janitor's mop sink	1	ea	\$500.00	\$500
	Electric water cooler, allow	10	ea	\$2,250.00	\$22,500
	Wall hydrant	4	ea	\$475.00	\$1,900
	Floor drain	4	ea	\$250.00	\$1,000
	Floor sink	1	ea	\$500.00	\$500
	Washer hookup at laundry room	1	ea	\$500.00	\$500
	Kitchen rough-in, allowance	1	ls	\$50,000.00	\$50,000
	Domestic Water, Allowance	100,412	gsf	\$2.00	\$200,824
	Waste / Vent, Allowance	100,412	gsf	\$2.00	\$200,824
	Roof Drainage, Allowance	100,412	gsf	\$1.75	\$175,721
	Condensate Drainage, Allowance	100,412	gsf	\$0.50	\$50,206
	Miscellaneous Plumbing Systems / Requirements	100,412	gsf	\$1.00	\$100,412

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
Total - 22 Plumbing					\$1,339,535
23 Heating, Ventilating & Air Conditioning (HVAC)					
	HVAC System, Allowance Pending System Selection	100,412	gsf	\$20.25	\$2,033,343
Total - 23 Heating, Ventilating & Air Conditioning (HVAC)					\$2,033,343
25 Integrated Automation					
	HVAC Controls System, Allowance	100,412	gsf	\$3.75	\$376,545
Total - 25 Integrated Automation					\$376,545
26 Electrical					
	Power & Distribution Systems, Allowance	100,412	gsf	\$3.25	\$326,339
	Mechanical Equipment Connections, Allowance	100,412	gsf	\$2.50	\$251,030
	Convenience Power, Allowance	100,412	gsf	\$2.75	\$276,133
	Lighting and Lighting Controls, Allowance	100,412	gsf	\$13.50	\$1,355,562
	Miscellaneous Electrical Systems / Requirements	100,412	gsf	\$1.00	\$100,412
Total - 26 Electrical					\$2,309,476
27 Communications					
	Tel / Data Systems (Rough-In Only), Allowance	100,412	gsf	\$3.00	\$301,236
	PA / Clock System (Rough-In Only), Allowance	100,412	gsf	\$1.00	\$100,412
	AV System (Rough-In Only), Allowance	100,412	gsf	\$0.50	\$50,206
	Premium for sound system at music room	1	ls	\$10,000.00	\$10,000
Total - 27 Communications					\$461,854
28 Electronic Safety & Security					
	Fire Alarm System (Complete), Allowance	100,412	gsf	\$3.25	\$326,339
	Security System (Rough-In Only), Allowance	100,412	gsf	\$0.75	\$75,309

Building - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
<i>Total - 28 Electronic Safety & Security</i>					\$401,648
31 Earthwork					
	Earthwork				
	Overexcavate and recompact at building footprint, allow 5'-0" deep	11,581	cy	\$5.00	\$57,904
<i>Total - 31 Earthwork</i>					\$57,904

Sitework

Sitework - Cost Summary

DESCRIPTION	MARK UP	TOTAL	TOTAL / SF
1 General Conditions / Requirements			
2 Existing Conditions			
3 Concrete			
4 Masonry			
5 Metals			
6 Wood & Plastics			
7 Thermal & Moisture			
8 Windows & Glazing			
9 Interior Finishes			
10 Specialties			
11 Equipment			
12 Furnishings			
13 Special Construction			
14 Conveying			
21 Fire Suppression			
22 Plumbing			
23 Heating, Ventilating & Air Conditioning (HVAC)			
25 Integrated Automation			
26 Electrical		\$81,216	\$0.30
27 Communications			
28 Electronic Safety & Security			
31 Earthwork		\$13,685	\$0.05
32 Exterior Improvements		\$1,303,145	\$4.76
33 Site Utilities		\$70,500	\$0.26
Sub-Total (Direct Costs)		\$1,468,546	\$5.37
General Conditions	6.00%	\$88,113	\$0.32
General Requirements	2.00%	\$31,133	\$0.11
Bonds & Insurances	2.00%	\$31,756	\$0.12
GC Fee	3.50%	\$56,684	\$0.21
Design Contingency	10.00%	\$167,623	\$0.61
Total Construction Costs - Sitework		\$1,843,855	\$6.74

Sitework - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
26 Electrical					
	Exterior Lighting				
	Site lighting, allowance over developed area	224,864	sf	\$0.25	\$56,216
	Site Distribution				
	Main electrical line minor modifications, allowance	1	ls	\$20,000.00	\$20,000
	Low voltage line minor modifications, allowance	1	ls	\$5,000.00	\$5,000
					\$81,216
31 Earthwork					
	Earthwork				
	Infill basement, using site spoils			Included w/Demo Costs Under Separate Cover	
	Rough grading, allow 1'-0" average, cut to fill			Included w/Demo Costs Under Separate Cover	
	Fine grading, allowance over total area			Included w/Demo Costs Under Separate Cover	
	Erosion Control				
	Erosion control, allowance over total area	273,700	sf	\$0.05	\$13,685
					\$13,685
32 Exterior Improvements					
	Hardscaping				
	Asphalt paving, standard, allow 3" AC over 8" base	40,000	sf	\$3.25	\$130,000
	Asphalt paving, fire lane, allow 4" AC over 12" base	16,000	sf	\$4.25	\$68,000
	Concrete paving	35,000	sf	\$6.50	\$227,500
	New concrete curb and gutter	3,375	lf	\$20.00	\$67,500
	Premium for curb cut ramp	3	ea	\$1,250.00	\$3,750
	Landscaping				
	Landscaped area, allowance	57,400	sf	\$2.50	\$143,500
	Sod at playing field	75,700	sf	\$1.25	\$94,625
	Premium for bio swale	9,500	sf	\$2.50	\$23,750
	Premium for ornamental trees, allowance	20	ea	\$500.00	\$10,000
	Irrigation				
	Irrigation at landscaped area	57,400	sf	\$1.50	\$86,100
	Irrigation at playing field	75,700	sf	\$1.00	\$75,700
	Fencing / Gates				
	Chain link fence perimeter, including foundations	1,600	lf	\$45.00	\$72,000
	Vehicular access gate, double	2	pr	\$10,000.00	\$20,000

Sitework - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Site Signage				
	Parking stall striping	50	ea	\$25.00	\$1,250
	ADA symbols	2	ea	\$85.00	\$170
	Hatching / crosswalks	1,300	sf	\$2.50	\$3,250
	Miscellaneous site signage, allowance	1	ls	\$5,000.00	\$5,000
	Site Furnishings				
	Wheel stop	50	ea	\$45.00	\$2,250
	Bike rack, allowance	68	ea	\$350.00	\$23,800
	Site Structures				
	Canopy at covered play areas, allowance	4,000	sf	\$60.00	\$240,000
	Miscellaneous				
	Striping at soccer / baseball field	1	ls	\$5,000.00	\$5,000
	Equipment and soccer / baseball field				By Owner
	Total - 32 Exterior Improvements				\$1,303,145
	33 Site Utilities				
	Storm Drainage				
	Storm drainage at new hardscape area, allowance	91,000	sf	\$0.50	\$45,500
	Sanitary Line				
	Sanitary line minor modifications, allowance	1	ls	\$10,000.00	\$10,000
	Water Distribution				
	Water distribution line minor modifications, allowance	1	ls	\$10,000.00	\$10,000
	Natural Gas				
	Gas distribution line minor modifications, allowance	1	ls	\$5,000.00	\$5,000
	Total - 33 Site Utilities				\$70,500

Building Cost by System Compared to Benchmarks

Building Cost by System Compared to Benchmarks

SYSTEM	Kellogg MS		Benchmark Project #1			Benchmark Project #2		
	Total	\$ / sf	Baseline \$ / sf	Scope Adjustments	Time / Location Adjustments	Baseline \$ / sf	Scope Adjustments	Time / Location Adjustments
Foundations	\$ 546,264	\$5.44	\$5.56		\$5.71	\$6.13		\$6.56
Floor & Roof Structures	\$ 3,916,001	\$39.00	\$35.62		\$36.57	\$33.06	(\$1.38)	\$33.90
Vertical Structure	w/Above	w/Above	w/Above		\$0.00	\$31.43	(\$22.85)	\$9.18
Exterior Cladding	\$ 3,662,296	\$36.47	\$40.45		\$41.53	\$39.76		\$42.54
Roofing and Waterproofing	\$ 1,095,711	\$10.91	\$18.69		\$19.18	\$20.36		\$21.78
SHELL	\$ 9,220,272	\$91.82	\$100.31		\$102.99	\$130.74		\$113.97
Interior Partitions, Doors and Glazing	\$ 1,878,563	\$18.71	\$15.37		\$15.78	\$11.88	\$11.42	\$24.94
Floor, Wall and Ceiling Finishes	\$ 1,698,007	\$16.91	\$17.71		\$18.18	\$13.86		\$14.83
INTERIORS	\$ 3,576,569	\$35.62	\$33.08		\$33.96	\$25.74		\$39.77
Function Equipment and Specialties	\$ 1,862,827	\$18.55	\$40.16	(\$22.65)	\$17.98	\$13.66	\$2.84	\$17.65
Stairs and Vertical Transportation	\$ 326,000	\$3.25	\$1.40	\$2.59	\$4.09		\$2.59	\$2.77
EQUIPMENT AND VERTICAL TRANSPORTATION	\$ 2,188,827	\$21.80	\$41.55		\$22.07	\$13.66		\$20.42
Fire Protection Systems	\$ 426,751	\$4.25	\$3.88		\$3.98	\$5.00		\$5.35
Plumbing Systems	\$ 1,339,535	\$13.34	\$13.08		\$13.43	\$6.07	\$5.00	\$11.84
Heating, Ventilation and Air Conditioning	\$ 2,409,888	\$24.00	\$22.03		\$22.62	\$19.83	\$5.00	\$26.57
Electrical Lighting, Power and Communication	\$ 3,172,978	\$31.60	\$29.69		\$30.49	\$22.82	\$5.00	\$29.77
MECHANICAL AND ELECTRICAL SYSTEMS	\$ 7,349,152	\$73.19	\$68.68		\$70.52	\$53.72		\$73.53
Indirect Markup*	\$5,708,001	\$56.85	\$43.73		\$44.90	\$34.98		\$37.43
INDIRECT COSTS	\$ 5,708,001	\$56.85	\$43.73		\$44.90	\$34.98		\$37.43
	\$ 28,042,822	\$279.28			\$274.43			\$285.12
			New gymnasium / classroom Slated for completion Q1 2018 Greater Portland Area			High school lobby / gym addition Completed Q1 2017 Greater Eugene Area		

*Kellogg includes 10% design contingency in indirect markup. Over the course of design this would spread to various systems and taper to 0%.

Benchmark #1 Scope Adjustment Notes

Removes one-off theater equipment from "Function Equipment and Specialties"
Adds elevator costs in "Stairs and Vertical Transportation"

Benchmark #2 Scope Adjustment Notes

Removes on-off seismic considerations from "Floor and Roof Structures"
Shifts load-bearing masonry walls from vertical structure to interior partitions (and prorates system cost appropriately)
Adds food service equipment costs to "Function Equipment and Specialties"
Adds applicable equipment costs to MEP systems based on median \$5.00 / sf
Adds elevator costs in "Stairs and Vertical Transportation"

Appendix I (Scope Assumptions / Allowances)

Appendix I (Scope Assumptions / Allowances)

SECTION	KEY ASSUMPTIONS
General	Assumes late 2017, but no escalation is included Design-bid-build delivery 3 bids per trade Local laydown available Local trade parking unavailable All phases assumed to be awarded under one contract General Conditions = 6% General Requirements = 2% Bonds & Insurance = 2% Contractor's Fee = 3.5% Design Contingency = 10%
Key Assumptions	Vacant facility during demolition All costs include material disposition per the Demolition Waste Management matrix (75% goal) Costs carried in Phase 1A scope for asbestos mitigation include only the scope required to mitigate ACM, and do not include removal of scope unless explicitly required for abatement Materials slated to be reused and/or donated are segregated into Phase 1B No above grade reinforced floor slabs (mentioned in the Demolition Waste Management matrix) were evident in the plans
Exclusions	Post-demolition site grading/fill/compaction Soil testing, either for engineering or for contamination Fees for hazardous material inspection (assumed to be by owner) Premium shift work Escalation

Appendix II (Market / Risk Assumptions)

Appendix II (Market / Risk Assumptions)

DESCRIPTION	ASSUMPTIONS
LABOR AVAILABILITY	We have assumed that all major trade packages will pull from Portland. Current challenges in skilled labor availability evident in masonry, glazing, plumbing, and electrical. We anticipate that continuing into drywall, sheet metal, and casework into 2018. Recent bid data suggests a short fall in key trade sub participation resulting from construction volume growth outstripping labor availability continuing into 2018. In addition, current shortages in local apprentice availability are driving up overall crew rates.
MATERIAL COSTS	We have assumed all materials are available locally with good distribution and transportation. Current national trends are showing gypsum based products and lumber to be experience 12%+ year over year base price pressure. We anticipate that to continue into the steel plate and glass markets into 2018.
PRODUCTIVITY	We have assumed normal productivity levels for work on an existing campus. We have assumed some campus disruption will occur but at a nominal level.
SUB CONTRACTOR MARK UP	Sub contract markup within our overall unit costs is based on 20 - 27.5%.
SALES TAX	N/A
PROJECT ACCESS	We have assumed good site access together with local laydown space and trade parking availability given the summer work schedule.
PROJECT CONSTRAINTS	We have assumed minimal constraints to proposed contractors. One potential risk is in how the work is to be bundled into group projects. This will involve multiple small and large trade packages and will greatly affect bidding responses.
BIDDING MARKET	We are anticipating significant pressure from other corporate and commercial sector projects likely to be procuring sub participation at the same time. Plumbing, drywall, painting, and electrical trades are anticipated to be most difficult to lock in.
ESCALATION	<p>Escalation has been excluded, however if required by the owner should be calculated as follows to reflect escalation to the mid-point of December 2019:</p> <p>2017 - 4.5% per annum (remaining 2 months = 0.75%) 2018 - 4.0% per annum (full year = 4.0%) 2019 - 3.5% per annum (11 months = 3.2%)</p> <p>COMPOUNDING CALCULATION: (100.75%) x (104.0%) x (103.2%) = 108.13%</p> <p>TOTAL RECOMMENDED ESCALATION FACTOR: 8.13%</p>

Appendix III (Estimate Methodology)

Appendix III (Estimate Methodology)

KEY NOTES

- Basis of Estimate**
- The following documents have been used in creating this cost model:
OHP+D DD demolition set (dated 08/22/17).
- Estimate Format**
- A trade format has been used for the preparation of this estimate with separate breakouts for each individual phase / sub-phase pursuant to recent changes in approach (discussed with OHP+D 9/13/17)
- Construction Schedule**
- Demolition schedule is assumed to be late 2017 start.
 - We have excluded any schedule acceleration premiums within our cost model.
- Delivery Model**
- The estimate is based on a competitive design-bid-build scenario.
- Bid Conditions**
- This estimate has been based upon competitive bid situations (minimum of 3 bidders) for all items of subcontracted work.
- Basis For Quantities**
- Wherever possible, this estimate has been based upon the actual measurement of different items of work. For the remaining items (and for mass demolition scope), parametric measurements were used in conjunction with other projects of a similar nature.
- Basis for Unit Costs**
- Unit costs as contained herein are based on current bid prices in the Portland, Oregon market. Sub overheads and profit are included in each line item unit cost. Their overhead and profit covers each sub's cost for labor burden, materials, and equipment, sales taxes, field overhead, home office overhead, and profit. The general contractor's overhead is shown separately on the master summary.
- Sources for Pricing**
- This estimate was prepared by a team of qualified cost consultants experienced in estimating construction costs at all stages of design. These consultants have used pricing data from Cumming's database for education based construction, updated to reflect current conditions in Portland, Oregon.
- Key Exclusions**
- The following items have been excluded from our estimate:
 - Sales tax
 - AE Fees
 - Temporary swing space
 - Temporary portables
 - Cosmetic improvements building wide
 - Premium shift labor
 - Escalation
- Clarifications**
- Items which may change the estimated construction cost include, but are not limited to:
 - Modifications to the scope of work included in this estimate.
 - Unforeseen sub-surface conditions.
 - Restrictive technical specifications or excessive contract conditions.
 - Any specified item of material or product that cannot be obtained from 3 sources.
 - Any other non-competitive bid situations.
 - Bids delayed beyond the projected schedule.

Appendix III (Estimate Methodology)

KEY NOTES

Cost Overview

- Cumming has no control over the cost of labor and materials, the general contractor's or any subcontractor's method of determining prices, or competitive bidding and market conditions. This estimate is made on the basis of the experience, qualifications, and best judgment of a professional consultant familiar with the construction industry. Cumming, however, cannot and does not guarantee that proposals, bids, or actual construction costs will not vary from this or subsequent cost estimates.

Cumming's staff of professional cost consultants has prepared this estimate in accordance with generally accepted principles and practices. This staff is available to discuss its contents with any interested party.

Pricing reflects probable construction costs obtainable in the project locality on the target dates specified and is a determination of fair market value for the construction of this project. The estimate is not a prediction of low bid. Pricing assumes competitive bidding for every portion of the construction work for all sub and general contractors with a range of 3 - 4 bidders for all items of work. Experience and research indicates that a fewer number of bidders may result in higher bids. Conversely, an increased number of bidders may result in more competitive bid day responses.

Recommendations

- Cumming recommends that the Owner and the Architect carefully review this entire document to ensure it reflects their design intent. Requests for modifications of any apparent errors or omissions to this document must be made to Cumming within ten days of receipt of this estimate. Otherwise, it will be assumed that it's contents have been reviewed and accepted. If the project is over budget or there are unresolved budget issues, alternate systems / schemes should be evaluated before proceeding into further design phases.
- It is recommended that there are preparations of further cost estimates throughout design by Cumming to determine overall cost changes since the preparation of this preliminary estimate. These future estimates will have detailed breakdowns indicating materials by type, kind, and size, priced by their respective units of measure.

Appendix IV (Room Finish Assumptions)

Appendix IV (Room Finish Assumptions)

Room	Area	Perimeter	Flooring					Base				Ceiling					
			Ceramic Tile	Carpet	Walk-Off Mat	Quarry Tile	Resilient Flooring	Sealed Concrete	Salvaged Wood	Ceramic Tile	Rubber	Quarry	None	ACT	Hardlid	Exposed	Washable ACT
Boys Restroom	646	204	646						204					646			
Girls Restroom	639	204	639						204					639			
Gender Neutral Restroom	571	270	571						270					571			
Conference Room	577	167		577						167			577				
Principal's Office	193	56		193						56			193				
Assistant Principal's Office	132	46		132						46			132				
Health Office	216	59		216						59			216				
Staff Workroom	524	96		524						96			524				
Record Storage	325	110		325						110			325				
Vestibule	216	59			216				59				216				
Admin Circulation	1,409	298		1,409						298			1,409				
Mediation	89	38			89					38			89				
Laundry	110	45		110					45					110			
Pantry	215	59				215					59		215				
Partner Program Office	327	103		327						103			327				
Parent / Volunteer Room	216	59		216						59			216				
Parent / Community Room	925	138		925						138			925				
Storage	957	394		957						394			957				
Parent / Family Room	131	46		131						46			131				
Community Room Circulation	256	122		256						122			256				
Media Center	3,340	233		3,340						233			3,340				
Media Workroom	217	59		217						59			217				
Fine Arts Room	1,253	146				1,253				146			1,253				
Kiln Room	111	43				111					43			111			
PE Office	136	47					136			47				136			
Girls Locker Room	847	119					847			119				847			
Boys Locker Room	852	119					852			119				852			
Locker Room Circulation	125	56					125			56				125			
Gymnasium	6,950	337						6,950		337				6,950			
PE Storage	416	82					416			82				416			
EVS Closet	52	29					52			29			52				
Music / Stage	1,436	157		1,436						157			1,436				
Dance	1,018	129						1,018		129			1,018				
Gym Circulation	1,698	421					1,698			421			1,698				
Cafeteria / Commons	5,987	320					5,987			320			2,994	2,994			
Cafeteria Storage	481	154					481			154			481				
Servery	1,228	156			1,228						156					1,228	
Kitchen	1,148	230			1,148						230					1,148	
Freezer	150	50					150				50					150	
Dishwashing	261	65			261						65					261	
Psychology	161	51		161						51			161				
Intensive Skills	986	126		986						126			986				
Learning Center	815	114		815						114			815				
Sensory Support Office	478	152		478						152			478				
Steam	1,249	147				1,249				147			1,249				
Classroom	24,712	3,096		24,712						3,096			24,712				
Science Classroom	7,930	900				7,930				900			7,930				
Science Classroom Storage	1,442	547				1,442				547			1,442				
Extended Learning	6,323	782		6,323						782			6,323				
Classroom Circulation	21,868	2,239		21,868						2,239			21,868				
Stairwell	1,907	480					1,907				480					1,907	
Circulation Balancer	-3,839	-960		(3,839)						(960)			(3,839)				
100,412	14,159		1,966	62,774	216	2,963	11,874	12,651	7,968	782	11,334	553	530	79,624	4,960	13,192	2,637
			100,412					13,199				100,412					



OH Planning + Design

Portland Public Schools

Kellogg Middle School

Early Release Demo Design Development

90% Construction Documents

Updated to Incorporate OHP+D Comments

11/03/17

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Construction Cost Summary

Construction Cost Summary (By Phase)

REF	DESCRIPTION	AREA	TOTAL \$ / SF	TOTAL \$
Phase 1 - Abatement and Salvage				
1A	Phase 1a - Asbestos Mitigation	103,799 SF	\$3.99	\$413,660
1B	Phase 1b - Salvage of Reuse Material	103,799 SF	\$1.68	\$174,549
TOTAL CONSTRUCTION COST (PHASE 1)		103,799 SF	\$5.67	\$588,209
Phase 2 - Demolition				
2A	Phase 2a - Site Demolition	211,325 SF	\$2.19	\$462,546
2B	Phase 2b - Mass Demolition	103,799 SF	\$14.29	\$1,483,236
TOTAL CONSTRUCTION COST (PHASE 2)		103,799 SF	\$18.75	\$1,945,782
TOTAL CONSTRUCTION COST (ALL PHASES)		103,799 SF	\$24.41	\$2,533,991

Alternates

A1	Reclaim Wood from Salvaged Site Trees	See Unit Costs Below
A2	Remove Mercury Tube Light Fixtures Prior to Demolition	\$18,500
A3	Abate Rubber Flooring at Gymnasium (if Mercury is Encountered)	\$5,100
A4	Cost Reduction to Remove Salvage / Donation Scope	(\$174,549)
A5	Cost Reduction to Remove Recycling / Waste Diversion Premium	(\$296,600)

Unit Costs

U1	Overex / Haul / Import / Recompact Structural Fill	\$39.00 / CY
U2	Premium to Reclaim Wood from Salvaged Site Trees	\$250.00 / EA

Construction Cost Summary (By Phase)

REF	DESCRIPTION	AREA	TOTAL \$ / SF	TOTAL \$
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Key Assumptions / Qualifications

- 1.) Project to occur sequentially, with Phase 2 following immediately after Phase 1 is completed
- 2.) Building will be fully inspected and ACM removal confirmed prior to commencement of Phase 2 scope
- 3.) Building and area immediately adjacent to work area will be fully vacated prior to commencement of work
- 4.) Costs assume all scope (Phase 1 and 2) to be performed by one prime contractor. Splitting into two separate contracts would result in a cost premium beyond those presented herein.
- 5.) Estimate assumes a minimum of 3 qualified bidders. Less than this amount may drive the contractor fee higher than the current 5.0%.
- 6.) Inspection / permit costs assumed to be carried by owner
- 7.) Costs carried in Phase 1A scope for asbestos mitigation include only the scope required to mitigate ACM, and do not include removal of scope unless explicitly required for abatement
- 8.) Design contingency of 2.0% intended to absorb new scope/coordination issues encountered between 90% Design documents and commencement of construction
- 9.) General requirement rates assume no need for temporary bracing / shoring between Phase 1 and Phase 2
- 10.) General condition markup of 8.0% assumes typically staffing, and would increase if schedule acceleration is deemed necessary
- 11.) Pre-Renovation Asbestos and Lead Paint Survey Report dated 9/26/17 assumed to supersede previous reports

Key Exclusions

- 1.) Construction contingency or allowances for unforeseen scope encountered after work has commenced
- 2.) Cost of delays associated with prolonged gap between Phase 1 and Phase 2
- 3.) Escalation
- 4.) Premium shift work / overtime
- 5.) Premiums to fee, staffing, or general requirements associated with response of less than 3 qualified bidders
- 6.) Credit for sell-back of recycled materials (assumed to be incorporated in Contractor profit)
- 7.) PCB ballast disposal (understood to not be required per 9/26/17 Apex report)
- 8.) Salvage of wood sheathing (though indicated on G-003, this is typically not practical)

Construction Cost Summary (by Trade)

DESCRIPTION		Phase 1a - Asbestos Mitigation	Phase 1b - Salvage of Reuse Material	Phase 2a - Site Demolition	Phase 2b - Mass Demolition	TOTAL \$
1 General Conditions / Requirements		\$51,900				\$51,900
2 Existing Conditions				\$34,000	\$1,208,825	\$1,242,825
3 Concrete			\$31,800	\$15,823		\$47,623
4 Masonry			\$6,175	\$3,313		\$9,488
5 Metals			\$3,250			\$3,250
6 Wood & Plastics			\$12,000			\$12,000
7 Thermal & Moisture		\$217,750	\$1,000			\$218,750
8 Windows & Glazing			\$20,715			\$20,715
9 Interior Finishes		\$24,013	\$5,611			\$29,623
10 Specialties		\$376	\$8,538	\$1,720		\$10,634
11 Equipment			\$12,250	\$2,993		\$15,243
12 Furnishings		\$224	\$6,464	\$413		\$7,101
13 Special Construction						
14 Conveying						
21 Fire Suppression						
22 Plumbing		\$5,278	\$17,539			\$22,817
23 Heating, Ventilating & Air Conditioning (HVAC)		\$37,590	\$2,500			\$40,090
25 Integrated Automation						
26 Electrical			\$2,760	\$5,720		\$8,481
27 Communications			\$10,000			\$10,000
28 Electronic Safety & Security						
31 Earthwork				\$144,751		\$144,751
32 Exterior Improvements			\$1,654	\$92,976		\$94,630
33 Site Utilities				\$75,263		\$75,263
SUB-TOTAL CONSTRUCTION COST		\$337,129	\$142,256	\$376,971	\$1,208,825	\$2,065,182
General Conditions	8.00%	\$26,970	\$11,380	\$30,158	\$96,706	\$165,215
General Requirements	4.00%	\$14,564	\$6,145	\$16,285	\$52,221	\$89,216
Bonds & Insurance	2.00%	\$7,573	\$3,196	\$8,468	\$27,155	\$46,392
Contractor's Fee	5.00%	\$19,312	\$8,149	\$21,594	\$69,245	\$118,300
Design Contingency	2.00%	\$8,111	\$3,423	\$9,070	\$29,083	\$49,686
TOTAL CONSTRUCTION COST		\$413,660	\$174,549	\$462,546	\$1,483,236	\$2,533,991

Project Control Quantities

Project Control Quantities

DESCRIPTION		SITE	NORTH BLDG.	SOUTH BLDG.	ANNEX BLDG.	TOTAL BLDG.
Key Controls						
Overall Demolished Area - Site	sf	211,325				
Overall Demolished Area - Basement	sf			2,753		2,753
Overall Demolished Area - 1st Floor	sf		20,956	25,939	8,922	55,817
Overall Demolished Area - Mezzanine	sf			1,789		1,789
Overall Demolished Area - 2nd Floor	sf			25,504		25,504
Overall Demolished Area - 3rd Floor	sf			17,936		17,936
Total Demolished Area		211,325	20,956	73,921	8,922	103,799

Phase 1a - Asbestos Mitigation

Phase 1a - Asbestos Mitigation - Cost Summary

DESCRIPTION	MARK UP	TOTAL	TOTAL / SF
1 General Conditions / Requirements		\$51,900	\$0.50
2 Existing Conditions			
3 Concrete			
4 Masonry			
5 Metals			
6 Wood & Plastics			
7 Thermal & Moisture		\$217,750	\$2.10
8 Windows & Glazing			
9 Interior Finishes		\$24,013	\$0.23
10 Specialties		\$376	\$0.00
11 Equipment			
12 Furnishings		\$224	\$0.00
13 Special Construction			
14 Conveying			
21 Fire Suppression			
22 Plumbing		\$5,278	\$0.05
23 Heating, Ventilating & Air Conditioning (HVAC)		\$37,590	\$0.36
25 Integrated Automation			
26 Electrical			
27 Communications			
28 Electronic Safety & Security			
31 Earthwork			
32 Exterior Improvements			
33 Site Utilities			
Sub-Total (Direct Costs)		\$337,129	\$3.25
General Conditions	8.00%	\$26,970	\$0.26
General Requirements	4.00%	\$14,564	\$0.14
Bonds & Insurances	2.00%	\$7,573	\$0.07
GC Fee	5.00%	\$19,312	\$0.19
Design Contingency	2.00%	\$8,111	\$0.08
Total Construction Costs - Phase 1a - Asbestos Mitigation		\$413,660	\$3.99

Phase 1a - Asbestos Mitigation - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
1 General Conditions					
	General Premiums				
	Premium for lead-based paint requirements	103,799	gsf	\$0.50	\$51,900
	Additional signage				Included Above
	Additional personal protective equipment				Included Above
	Preparation of compliance plan				Included Above
	Periodic testing				Included Above
	Environmental consultant				By Owner
Total - 1 General Conditions					\$51,900
7 Thermal & Moisture					
	Asphalt Roof (North Building, Roof Level)				
	Asbestos abatement, plans & building survey	1	ea	\$2,261.60	\$2,262
	Asbestos abatement, air filtration, 2,000 CFM	4	ea	\$892.62	\$3,570
	Asbestos abatement, air filtration, respirators	10	ea	\$173.39	\$1,734
	Asbestos containment, separation barrier	5,170	sf	\$5.53	\$28,587
	Asbestos removal, bulk	20,678	sf	\$1.31	\$27,088
	Asphalt Roof (South Building, Second Level)				
	Asbestos abatement, plans & building survey	1	ea	\$2,261.60	\$2,262
	Asbestos abatement, air filtration, 2,000 CFM	4	ea	\$892.62	\$3,570
	Asbestos abatement, air filtration, respirators	10	ea	\$173.39	\$1,734
	Asbestos containment, separation barrier	781	sf	\$5.53	\$4,319
	Asbestos removal, bulk	3,124	sf	\$1.31	\$4,092
	Asphalt Roof (South Building, Third Level)				
	Asbestos abatement, plans & building survey	1	ea	\$2,261.60	\$2,262
	Asbestos abatement, air filtration, 2,000 CFM	4	ea	\$892.62	\$3,570
	Asbestos abatement, air filtration, respirators	10	ea	\$173.39	\$1,734
	Asbestos containment, separation barrier	1,149	sf	\$5.53	\$6,354
	Asbestos removal, bulk	4,596	sf	\$1.31	\$6,021
	Asphalt Roof (South Building, Roof Level)				
	Asbestos abatement, plans & building survey	1	ea	\$2,261.60	\$2,262
	Asbestos abatement, air filtration, 2,000 CFM	4	ea	\$892.62	\$3,570
	Asbestos abatement, air filtration, respirators	10	ea	\$173.39	\$1,734
	Asbestos containment, separation barrier	6,383	sf	\$5.53	\$35,297
	Asbestos removal, bulk	25,531	sf	\$1.31	\$33,446

Phase 1a - Asbestos Mitigation - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Asphalt Roof (Annex, Roof Level)				
	Asbestos abatement, plans & building survey	1	ea	\$2,261.60	\$2,262
	Asbestos abatement, air filtration, 2,000 CFM	4	ea	\$892.62	\$3,570
	Asbestos abatement, air filtration, respirators	10	ea	\$173.39	\$1,734
	Asbestos containment, separation barrier	2,729	sf	\$5.53	\$15,089
	Asbestos removal, bulk	10,914	sf	\$1.31	\$14,297
	Caulking (North Building)				
	Remove exterior window caulking, small qty	240	lf	\$1.00	\$240
	Caulking (South Building)				
	Remove exterior window caulking	9,080	lf	\$0.50	\$4,540
	Remove skylight caulking, small qty	260	lf	\$1.00	\$260
	Caulking (Annex)				
	Remove exterior window caulking, small qty	290	lf	\$1.00	\$290
Total - 7 Thermal & Moisture					\$217,750

9 Interior Finishes

	Flooring Systems (South Building)				
	Remove vinyl floor tile and ACM mastic	18,117	sf	\$0.40	\$7,247
	Remove vinyl floor tile and non-ACM mastic	945	sf	\$0.40	\$378
	Remove vinyl floor tile and mastic, double layer	3,024	sf	\$0.80	\$2,419
	Remove vinyl composite floor tile and mastic	15,333	sf	\$0.40	\$6,133
	Remove sheet flooring and mastic	96	sf	\$0.40	\$38
	Remove carpet to access resilient flooring, allow at 25% of areas	9,379	sf	\$0.40	\$3,752
	Flooring Systems (North Building)				
	Remove vinyl floor tile and ACM mastic	76	sf	\$0.40	\$30
	Flooring Systems (Annex)				
	Remove sheet flooring and mastic	38	sf	\$0.40	\$15
	Sheathing Systems (Various Locations)				
	Remove cement asbestos board, building exterior	1	ls	\$2,500.00	\$2,500
	Remove cement asbestos board, building interior	1	ls	\$1,500.00	\$1,500
	Gypsum Board Ceiling				ACM Not Indicated
	Acoustic Ceiling				ACM Not Indicated
	Wood Frame Wall				ACM Not Indicated
	Exterior Wall				ACM Not Indicated
Total - 9 Interior Finishes					\$24,013

Phase 1a - Asbestos Mitigation - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
10 Specialties					
	Educational Specialties (South Building)				
	Remove chalkboard	8	ea	\$47.00	\$376
					<hr/>
Total - 10 Specialties					\$376
12 Furnishings					
	Lower Casework (South Building)				
	Asbestos abatement at demolished countertops, small quantity	35	sf	\$6.40	\$224
					<hr/>
Total - 12 Furnishings					\$224
22 Plumbing					
	Insulation (North Building)				
	Remove tank / pipe insulation / gaskets at Gym 2 upper fan room	1	ls	\$1,500.00	\$1,500
	Insulation (South Building)				
	Remove gray insulation on brick surrounding furnace	1	ls	\$500.00	\$500
	Remove pipe insulation, including fittings	1,149	lf	\$2.50	\$2,873
	Remove sink with asbestos under coating	9	ea	\$45.00	\$405
					<hr/>
Total - 22 Plumbing					\$5,278
23 Heating, Ventilating & Air Conditioning (HVAC)					
	Duct Insulation (South Building)				
	Remove duct insulation, including seam tape	7,800	lf	\$4.80	\$37,440
	Duct Insulation (Annex)				
	Remove duct seam tape, small quantity	100	lf	\$1.50	\$150
					<hr/>
Total - 23 Heating, Ventilating & Air Conditioning (HVAC)					\$37,590

Phase 1a - Asbestos Mitigation - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
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26 Electrical

Mercury Tubes (All Buildings)

Remove mercury tubes prior to mass demolition

See Alternates

Total - 26 Electrical

Phase 1b - Salvage of Reuse Material

Phase 1b - Salvage of Reuse Material - Cost Summary

DESCRIPTION	MARK UP	TOTAL	TOTAL / SF
1 General Conditions / Requirements			
2 Existing Conditions			
3 Concrete		\$31,800	\$0.31
4 Masonry		\$6,175	\$0.06
5 Metals		\$3,250	\$0.03
6 Wood & Plastics		\$12,000	\$0.12
7 Thermal & Moisture		\$1,000	\$0.01
8 Windows & Glazing		\$20,715	\$0.20
9 Interior Finishes		\$5,611	\$0.05
10 Specialties		\$8,538	\$0.08
11 Equipment		\$12,250	\$0.12
12 Furnishings		\$6,464	\$0.06
13 Special Construction			
14 Conveying			
21 Fire Suppression			
22 Plumbing		\$17,539	\$0.17
23 Heating, Ventilating & Air Conditioning (HVAC)		\$2,500	\$0.02
25 Integrated Automation			
26 Electrical		\$2,760	\$0.03
27 Communications		\$10,000	\$0.10
28 Electronic Safety & Security			
31 Earthwork			
32 Exterior Improvements		\$1,654	\$0.02
33 Site Utilities			
Sub-Total (Direct Costs)		\$142,256	\$1.37
General Conditions	8.00%	\$11,380	\$0.11
General Requirements	4.00%	\$6,145	\$0.06
Bonds & Insurances	2.00%	\$3,196	\$0.03
GC Fee	5.00%	\$8,149	\$0.08
Design Contingency	2.00%	\$3,423	\$0.03
Total Construction Costs - Phase 1b - Salvage of Reuse Material		\$174,549	\$1.68

Phase 1b - Salvage of Reuse Material - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
1 General Conditions					
	General Premiums				
	Premium for lead-based paint requirements				See Phase 1A Costs
<hr/>					
Total - 1 General Conditions					
3 Concrete					
	Structural Slabs				
	Cut into existing slabs for re-use as retaining walls, 5'-0" x 1'-6" shapes, grind reinforcing, allow	2,000	sf	\$15.90	\$31,800
<hr/>					
Total - 3 Concrete					
\$31,800					
4 Masonry					
	Facing Brick				
	Salvage exterior brick (without mortar), per unit	2,000	ea	\$2.00	\$4,000
	Terracotta				
	Salvage terra cotta element	87	ea	\$25.00	\$2,175
<hr/>					
Total - 4 Masonry					
\$6,175					
5 Metals					
	Ornamental Metal				
	Salvage guardrails for donation	1	ls	\$2,500.00	\$2,500
	Salvage school signage lettering for reuse	1	ls	\$750.00	\$750
<hr/>					
Total - 5 Metals					
\$3,250					
6 Wood & Plastics					
	Rough Carpentry				
	Salvage of Wood Sheathing				Not Included / Practical
	Finish Carpentry				
	Salvage unpainted wood molding	400	lf	\$5.00	\$2,000

Phase 1b - Salvage of Reuse Material - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Salvage interior casework / wood railings, allow	1	ls	\$10,000.00	\$10,000
Total - 6 Wood & Plastics					\$12,000
7 Thermal & Moisture					
	Roof Accessories				
	Salvage roof access ladders	2	ea	\$500.00	\$1,000
Total - 7 Thermal & Moisture					\$1,000
8 Windows & Doors					
	Doors / Frames				
	Salvage metal door frames for donation, single	188	ea	\$25.00	\$4,700
	Salvage metal door frames for donation, double	31	ea	\$35.00	\$1,085
	Salvage wood doors and hardware, single	250	ea	\$42.00	\$10,500
	Salvage overhead door for donation	1	ls	\$500.00	\$500
	Salvage Wood Window (North)				
	Salvage premium, wood window, up to 25 sf	6	ea	\$15.00	\$90
	First Floor - Salvage Wood Window (South)				
	Salvage premium, wood window, up to 25 sf	60	ea	\$15.00	\$900
	Second Floor - Salvage Wood Window (South)				
	Salvage premium, wood window, up to 25 sf	105	ea	\$15.00	\$1,575
	Third Floor - Salvage Wood Window (South)				
	Salvage premium, wood window, up to 25 sf	79	ea	\$15.00	\$1,185
	Aluminum Framed Window (Annex)				
	Salvage premium, wood window, up to 25 sf	12	ea	\$15.00	\$180
Total - 8 Windows & Doors					\$20,715
9 Interior Finishes					
	Wood Flooring (North)				
	Salvage premium, wood strip flooring	10,201	sf	\$0.55	\$5,611
Total - 9 Interior Finishes					\$5,611

Phase 1b - Salvage of Reuse Material - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
10 Specialties					
	Lockers (North)				
	Salvage premium, lockers	60	ea	\$11.50	\$690
	First Floor - Chalk/Whiteboards (South)				
	Salvage premium, boards and panels	6	ea	\$23.50	\$141
	First Floor - Lockers (South)				
	Salvage premium, lockers	123	ea	\$11.50	\$1,415
	Second Floor - Chalk/Whiteboards (South)				
	Salvage premium, boards and panels	7	ea	\$23.50	\$165
	Second Floor - Lockers (South)				
	Salvage premium, lockers	153	ea	\$11.50	\$1,760
	Third Floor - Chalk/Whiteboards (South)				
	Salvage premium, boards and panels	14	ea	\$23.50	\$329
	Third Floor - Lockers (South)				
	Salvage premium, lockers	153	ea	\$11.50	\$1,760
	Chalk/Whiteboards (Annex)				
	Salvage premium, boards and panels	1	ea	\$23.50	\$24
	Lockers (Annex)				
	Salvage premium, lockers	31	ea	\$11.50	\$357
	Education Specialties				
	Salvage display cases for donation	1	ls	\$750.00	\$750
	Toilet Accessories				
	Salvage toilet accessories for donation	23	ea	\$50.00	\$1,150
Total - 10 Specialties					\$8,538
11 Equipment					
	Food Service Equipment				
	Salvage food service equipment for donation	1	ls	\$10,000.00	\$10,000
	Library Equipment				
	Salvage library security gate for donation	1	ls	\$250.00	\$250
	Educational and Scientific Equipment				
	Salvage stage curtains for donation	1	ls	\$500.00	\$500
	Salvage stage scaffolding for donation	1	ls	\$1,500.00	\$1,500
Total - 11 Equipment					\$12,250

Phase 1b - Salvage of Reuse Material - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
12 Furnishings					
	Artwork				
	Salvage mural squares (2' x 2') for reuse	12	ea	\$50.00	\$600
	Salvage plaster sculptures for donation	2	ea	\$100.00	\$200
	Loose Furnishings				
	Salvage office accessories for donation				By Owner
	Salvage furniture for donation				By Owner
	Salvage Stone Countertops (South)				
	Salvage premium, countertops	145	lf	\$3.65	\$529
	Salvage Stone Countertops (Annex)				
	Salvage premium, countertops	37	lf	\$3.65	\$135
	Multiple Seating				
	Salvage telescoping bleachers for reuse	1	ls	\$5,000.00	\$5,000
	Total - 12 Furnishings				\$6,464
22 Plumbing					
	Commercial Plumbing Fixtures (North)				
	Salvage plumbing fixture	120	ea	\$146.16	\$17,539
	Total - 22 Plumbing				\$17,539
23 Heating, Ventilating & Air Conditioning (HVAC)					
	Heating Boilers				
	Salvage boilers for donation	1	ls	\$2,500.00	\$2,500
	Total - 23 Heating, Ventilating & Air Conditioning (HVAC)				\$2,500
26 Electrical					
	Exit Signs (North)				
	Demolish fixtures, exit sign, inc. whips	11	ea	\$74.60	\$821
	First Floor - Exit Signs (South)				
	Demolish fixtures, exit sign, inc. whips	6	ea	\$74.60	\$448
	Second Floor - Exit Signs (South)				
	Demolish fixtures, exit sign, inc. whips	11	ea	\$74.60	\$821

Phase 1b - Salvage of Reuse Material - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Third Floor - Exit Signs (South)				
	Demolish fixtures, exit sign, inc. whips	4	ea	\$74.60	\$298
	Exit Signs (Annex)				
	Demolish fixtures, exit sign, inc. whips	5	ea	\$74.60	\$373
					<hr/>
Total - 26 Electrical					\$2,760
 27 Communications					
	Distributed Communications Systems				
	Salvage clocks for donation, allowance	1	ls	\$5,000.00	\$5,000
	Salvage intercoms for donation, allowance	1	ls	\$5,000.00	\$5,000
					<hr/>
Total - 27 Communications					\$10,000
 32 Exterior Improvements					
	Site Seating (Site)				
	Salvage park benches for donation, 8' long	7	ea	\$245.02	\$1,654
					<hr/>
Total - 32 Exterior Improvements					\$1,654

Phase 2a - Site Demolition

Phase 2a - Site Demolition - Cost Summary

DESCRIPTION	MARK UP	TOTAL	TOTAL / SF
1 General Conditions / Requirements			
2 Existing Conditions		\$34,000	\$0.16
3 Concrete		\$15,823	\$0.07
4 Masonry		\$3,313	\$0.02
5 Metals			
6 Wood & Plastics			
7 Thermal & Moisture			
8 Windows & Glazing			
9 Interior Finishes			
10 Specialties		\$1,720	\$0.01
11 Equipment		\$2,993	\$0.01
12 Furnishings		\$413	\$0.00
13 Special Construction			
14 Conveying			
21 Fire Suppression			
22 Plumbing			
23 Heating, Ventilating & Air Conditioning (HVAC)			
25 Integrated Automation			
26 Electrical		\$5,720	\$0.03
27 Communications			
28 Electronic Safety & Security			
31 Earthwork		\$144,751	\$0.68
32 Exterior Improvements		\$92,976	\$0.44
33 Site Utilities		\$75,263	\$0.36
Sub-Total (Direct Costs)		\$376,971	\$1.78
General Conditions	8.00%	\$30,158	\$0.14
General Requirements	4.00%	\$16,285	\$0.08
Bonds & Insurances	2.00%	\$8,468	\$0.04
GC Fee	5.00%	\$21,594	\$0.10
Design Contingency	2.00%	\$9,070	\$0.04
Total Construction Costs - Phase 2a - Site Demolition		\$462,546	\$2.19

Phase 2a - Site Demolition - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
2 Existing Conditions					
	Temporary Protection (Site)				
	Sidewalk fencing	1,120	lf	\$25.00	\$28,000
	Temporary signage	1	ls	\$1,000.00	\$1,000
	Dust control	1	ls	\$5,000.00	\$5,000
					\$34,000
3 Concrete					
	Exterior Concrete Paving				
	Demolish concrete, mesh reinforced, up to 6" thick	535	sy	\$17.44	\$9,330
	Cycle hauling 12 cy truck, 20 mile cycle	116	lcy	\$10.60	\$1,226
	Exterior Concrete Stairs				
	Demolish concrete, reinforced, 7" to 24" thick	17	cy	\$185.05	\$3,146
	Cycle hauling 12 cy truck, 20 mile cycle	22	lcy	\$10.60	\$234
	Miscellaneous				
	Remove existing curbing	943	lf	\$2.00	\$1,886
					\$15,823
4 Masonry					
	Site Brick Wall				
	Demolish walls brick, 10" thick, 6' tall	242	cf	\$13.69	\$3,313
					\$3,313
10 Specialties					
	Flag Pole				
	Demolish flagpole	1	ea	\$1,419.90	\$1,420
	Demolish site signage	2	ea	\$150.00	\$300
					\$1,720

Phase 2a - Site Demolition - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
11 Equipment					
	Exterior Basketball Equipment				
	Demolish basketball backstops	4	ea	\$748.17	\$2,993
Total - 11 Equipment					\$2,993
12 Furnishings					
	Bicycle Racks				
	Salvage racks, bicycle, 5 bike capacity	4	ea	\$103.25	\$413
Total - 12 Furnishings					\$413
26 Electrical					
	Exterior Lighting				
	Salvage light poles for donation, 30' high	2	ea	\$1,360.16	\$2,720
	Associated demolition for complete removal	2	ea	\$1,500.00	\$3,000
Total - 26 Electrical					\$5,720
31 Earthwork					
	Earthwork				
	Infill basement, using site spoils	785	cy	\$12.00	\$9,421
	Rough grading, allow 1'-0" average, cut to fill	11,151	cy	\$6.00	\$66,904
	Fine grading, allowance over total area	273,700	sf	\$0.25	\$68,425
Total - 31 Earthwork					\$144,751
32 Exterior Improvements					
	Exterior Asphalt Paving				
	Demolish bituminous pavement up to 4" thick	6,060	sy	\$5.80	\$35,148
	Cycle hauling 12 cy truck, 20 mile cycle	875	lcy	\$9.96	\$8,714
	Sawcut asphalt paving, curbs & concrete	141	lf	\$4.00	\$564

Phase 2a - Site Demolition - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Chain Link Fence				
	Demolish fence, chain link, up to 8' high	512	lf	\$6.57	\$3,364
	Dumpster, one dump weekly, 40 cy, 10 ton	10	wk	\$775.00	\$7,750
	Chain Link Backstop				
	Demolish fence, chain link, up to 8' high	180	lf	\$8.37	\$1,507
	Asphalt Building Ramp				
	Demolish bituminous pavement 4" to 6" thick	44	sy	\$9.51	\$418
	Cycle hauling 12 cy truck, 20 mile cycle	7	lcy	\$9.96	\$65
	Trees				
	Demolish trees	3	ea	\$620.74	\$1,862
	Import fill at root ball void	15	lcy	\$18.90	\$284
	Backfill, bulk with dozer	15	lcy	\$10.50	\$158
	New Landscaping				
	Temporary hydroseeding over entire site	211,325	sf	\$0.15	\$31,699
	Manufactured Metal Safety Bollard				
	Demolish pipe bollard, 8" dia, 8' L x 4' D	8	ea	\$200.22	\$1,602

Total - 32 Exterior Improvements

\$93,133

33 Site Utilities

	Sanitary Line				
	Utility removal, pipe, up to 12"	100	lf	\$12.37	\$1,237
	Excavating 12' wide, 36" deep	14	lcy	\$8.40	\$120
	Backfill, bulk with dozer	14	lcy	\$10.50	\$150
	Underground Fuel Distribution Line				
	Utility removal, pipe, up to 4"	162	lf	\$13.30	\$2,155
	Excavating 12' wide, 36" deep	23	lcy	\$8.40	\$197
	Backfill, bulk with dozer	23	lcy	\$10.50	\$246
	Remove existing oil tank	1	ls	\$25,000.00	\$25,000
	Underground Storm Drain Line				
	Utility removal, pipe, up to 12"	678	lf	\$12.37	\$8,387
	Excavating 12" wide, 36" deep	98	lcy	\$8.40	\$819
	Backfill, bulk with dozer	98	lcy	\$10.50	\$1,024
	Remove storm catch basins	6	ea	\$1,500.00	\$9,000
	Demolish water line back to water vault				
	Utility removal, pipe, up to 12"	240	lf	\$12.37	\$2,969
	Excavating 12" wide, 36" deep	35	lcy	\$8.40	\$295
	Backfill, bulk with dozer	35	lcy	\$10.50	\$369
	Remove water utility vault	1	ls	\$15,000.00	\$15,000

Phase 2a - Site Demolition - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
	Demolish Telephone Service Line				
	Utility removal, pipe, up to 12"	79	lf	\$5.00	\$395
	Cap Sanitary Line				
	Demolish utility, pipe, cap 6" line	1	ea	\$79.95	\$80
	Cap Water Service Line				
	Demolish utility, pipe, cap 6" line	1	ea	\$79.95	\$80
	Erosion and Sediment Control, Including Maintenance and Removal				
	Silt fence, 3' high	720	lf	\$2.77	\$1,994
	Stabilized construction entrance, allowance	1	ls	\$1,250.00	\$1,250
	Inlet protection, per location	19	ea	\$50.00	\$950
	Tree protection fence, per location	27	ea	\$70.00	\$1,890
	Miscellaneous				
	Remove site drywell, allowance	3	ea	\$500.00	\$1,500
	Total - 33 Site Utilities				\$75,105

Phase 2b - Mass Demolition

Phase 2b - Mass Demolition - Cost Summary

DESCRIPTION	MARK UP	TOTAL	TOTAL / SF
1 General Conditions / Requirements			
2 Existing Conditions		\$1,208,825	\$11.65
3 Concrete			
4 Masonry			
5 Metals			
6 Wood & Plastics			
7 Thermal & Moisture			
8 Windows & Glazing			
9 Interior Finishes			
10 Specialties			
11 Equipment			
12 Furnishings			
13 Special Construction			
14 Conveying			
21 Fire Suppression			
22 Plumbing			
23 Heating, Ventilating & Air Conditioning (HVAC)			
25 Integrated Automation			
26 Electrical			
27 Communications			
28 Electronic Safety & Security			
31 Earthwork			
32 Exterior Improvements			
33 Site Utilities			
Sub-Total (Direct Costs)		\$1,208,825	\$11.65
General Conditions	8.00%	\$96,706	\$0.93
General Requirements	4.00%	\$52,221	\$0.50
Bonds & Insurances	2.00%	\$27,155	\$0.26
GC Fee	5.00%	\$69,245	\$0.67
Design Contingency	2.00%	\$29,083	\$0.28
Total Construction Costs - Phase 2b - Mass Demolition		\$1,483,236	\$14.29

Phase 2b - Mass Demolition - Cost Backup

REF	DESCRIPTION	QTY	UNIT	RATE	TOTAL
1 General Conditions					
	General Premiums				
	Premium for lead-based paint requirements				See Phase 1A Costs
Total - 1 General Conditions					
2 Existing Conditions					
	Mass Demolition				
	Demolish North building (low density)	604,231	cf	\$0.40	\$241,693
	Demolish South building	1,096,678	cf	\$0.60	\$658,007
	Demolish Annex building	112,269	cf	\$0.60	\$67,361
	Premium for Waste Diversion (75% Goal)				
	North building premium (low density)	604,231	cf	\$0.10	\$60,423
	South building premium	1,096,678	cf	\$0.15	\$164,502
	Annex building premium	112,269	cf	\$0.15	\$16,840
	Premium for labor sorting				Included Above
	Premium for additional dumpsters				Included Above
	Premium for double handling of materials				Included Above
	Reduction of disposal fees of diverted material				Included Above
	Credit for sell-back of recycled materials				Not Included
Total - 2 Existing Conditions					\$1,208,825

Appendix I (Scope Assumptions / Allowances)

Appendix I (Scope Assumptions / Allowances)

SECTION	KEY ASSUMPTIONS
General	Assumes late 2017 to early 2018, however no escalation is included Design-bid-build delivery 3 bids per trade Local laydown available Local trade parking unavailable All phases assumed to be awarded under one contract General Conditions = 8% General Requirements = 4% Bonds & Insurance = 2% Contractor's Fee = 5% Design Contingency = 2%
Key Assumptions	Vacant facility during demolition All costs include material disposition per the Demolition Waste Management matrix (75% goal) Costs carried in Phase 1A scope for asbestos mitigation include only the scope required to mitigate ACM, and do not include removal of scope unless explicitly required for abatement Materials slated to be reused and/or donated are segregated into Phase 1B
Exclusions	Soil testing, either for engineering or for contamination Fees for hazardous material inspection (assumed to be by owner) Premium shift work Escalation

Appendix II (Market / Risk Assumptions)

Appendix II (Market / Risk Assumptions)

DESCRIPTION	ASSUMPTIONS
LABOR AVAILABILITY	We have assumed that all major trade packages will pull from Portland. Current challenges in skilled labor availability evident in masonry, glazing, plumbing, and electrical. We anticipate that continuing into drywall, sheet metal, and casework throughout 2017. Recent bid data suggests a short fall in key trade sub participation resulting from construction volume growth outstripping labor availability continuing through 2017. In addition, current shortages in local apprentice availability are driving up overall crew rates.
MATERIAL COSTS	We have assumed all materials are available locally with good distribution and transportation. Current national trends are showing gypsum based products and lumber to be experience 12%+ year over year base price pressure. We anticipate that to continue into the steel plate and glass markets in 2017.
PRODUCTIVITY	We have assumed normal productivity levels for work on an existing campus. We have assumed some campus disruption will occur but at a nominal level given the bulk of the work is intended to be coordinated over summer months in 2017.
SUB CONTRACTOR MARK UP	Sub contract markup within our overall unit costs is based on 20 - 27.5%.
SALES TAX	N/A
PROJECT ACCESS	We have assumed good site access together with local laydown space and trade parking availability given the summer work schedule.
PROJECT CONSTRAINTS	We have assumed minimal constraints to proposed contractors. One potential risk is in how the work is to be bundled into group projects. This will involve multiple small and large trade packages and will greatly affect bidding responses.
BIDDING MARKET	We are anticipating significant pressure from other corporate and commercial sector projects likely to be procuring sub participation at the same time. Plumbing, drywall, painting, and electrical trades are anticipated to be most difficult to lock in.
ESCALATION	Escalation has been excluded, as per direction from OHP+D.

Appendix III (Estimate Methodology)

Appendix III (Estimate Methodology)

KEY NOTES

- Basis of Estimate**
- The following documents have been used in creating this cost model:
OHP+D DD 90% Demolition Documents Progress Set (dated 10/18/17).
- Estimate Format**
- A trade format has been used for the preparation of this estimate with separate breakouts for each individual phase / sub-phase pursuant to recent changes in approach set during the DD phase
- Construction Schedule**
- Demolition schedule is assumed to be late 2017 / early 2018 start.
 - We have excluded any schedule acceleration premiums within our cost model.
- Delivery Model**
- The estimate is based on a competitive design-bid-build scenario.
- Bid Conditions**
- This estimate has been based upon competitive bid situations (minimum of 3 bidders) for all items of subcontracted work.
- Basis For Quantities**
- Wherever possible, this estimate has been based upon the actual measurement of different items of work. For the remaining items (and for mass demolition scope), parametric measurements were used in conjunction with other projects of a similar nature.
- Basis for Unit Costs**
- Unit costs as contained herein are based on current bid prices in the Portland, Oregon market. Sub overheads and profit are included in each line item unit cost. Their overhead and profit covers each sub's cost for labor burden, materials, and equipment, sales taxes, field overhead, home office overhead, and profit. The general contractor's overhead is shown separately on the master summary.
- Sources for Pricing**
- This estimate was prepared by a team of qualified cost consultants experienced in estimating construction costs at all stages of design. These consultants have used pricing data from Cumming's database for education based construction, updated to reflect current conditions in Portland, Oregon.
- Key Exclusions**
- The following items have been excluded from our estimate:
 - Sales tax
 - AE Fees
 - Temporary swing space
 - Temporary portables
 - Cosmetic improvements building wide
 - Premium shift labor
 - Escalation
- Clarifications**
- Items which may change the estimated construction cost include, but are not limited to:
 - Modifications to the scope of work included in this estimate.
 - Unforeseen sub-surface conditions.
 - Restrictive technical specifications or excessive contract conditions.
 - Any specified item of material or product that cannot be obtained from 3 sources.
 - Any other non-competitive bid situations.
 - Bids delayed beyond the projected schedule.

Appendix III (Estimate Methodology)

KEY NOTES

Cost Overview

- Cumming has no control over the cost of labor and materials, the general contractor's or any subcontractor's method of determining prices, or competitive bidding and market conditions. This estimate is made on the basis of the experience, qualifications, and best judgment of a professional consultant familiar with the construction industry. Cumming, however, cannot and does not guarantee that proposals, bids, or actual construction costs will not vary from this or subsequent cost estimates.

Cumming's staff of professional cost consultants has prepared this estimate in accordance with generally accepted principles and practices. This staff is available to discuss its contents with any interested party.

Pricing reflects probable construction costs obtainable in the project locality on the target dates specified and is a determination of fair market value for the construction of this project. The estimate is not a prediction of low bid. Pricing assumes competitive bidding for every portion of the construction work for all sub and general contractors with a range of 3 - 4 bidders for all items of work. Experience and research indicates that a fewer number of bidders may result in higher bids. Conversely, an increased number of bidders may result in more competitive bid day responses.

Recommendations

- Cumming recommends that the Owner and the Architect carefully review this entire document to ensure it reflects their design intent. Requests for modifications of any apparent errors or omissions to this document must be made to Cumming within ten days of receipt of this estimate. Otherwise, it will be assumed that it's contents have been reviewed and accepted. If the project is over budget or there are unresolved budget issues, alternate systems / schemes should be evaluated before proceeding into further design phases.
- It is recommended that there are preparations of further cost estimates throughout design by Cumming to determine overall cost changes since the preparation of this preliminary estimate. These future estimates will have detailed breakdowns indicating materials by type, kind, and size, priced by their respective units of measure.



Board of Education

Staff Report to the Board

Board Meeting Date: December 19, 2017

Executive Committee Lead:
Mei Lee, CFO

Department: Finance

Presenter/Staff Lead:
Emily Courtnage,
Director, Purchasing & Contracting

SUBJECT: Madison High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of Construction Manager/ General Contractor (CM/GC) Alternative Contracting Method

BACKGROUND

ORS 279C.335(2) authorizes the Board to exempt certain public improvement contracts or classes of contracts from the traditional design/bid/build competitive bidding (i.e., low bid) procurement process. Staff requests that the Contract Review Board approve an exemption from low bid competitive bidding for the Madison High School Modernization Project and authorize staff to utilize the CM/GC alternative contracting method procured by a fully competitive Request for Proposals process. The CM/GC method was previously approved and utilized for the Franklin, Roosevelt, and Grant High School Modernization Projects.

An exemption request and approval to use an alternative contracting method must be supported by the following findings: (1) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts, *and* (2) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the public. See ORS 279C.335(2).

A detailed description of the Madison High School Modernization Project and draft Findings of Fact ("Findings") supporting the exemption Resolution, as required by OSR 279C.335(2), are set forth in the attached Office of School Modernization staff memo.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

This exemption request was presented and discussed at the November 21, 2017 meeting of the Finance, Audit, and Operations (FAO) Committee. The FAO Committee approved the presentation of the request to the full Board.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

District Policy 8.50.090-P designates the Board as the local government contract review board with authority to exempt certain public contracts or classes of contracts from the standard

competitive bidding process otherwise required by the Public Contracting Rules, as per ORS 279C.335(2).

PROCESS / COMMUNITY ENGAGEMENT

Where an exemption from competitive bidding on a public improvement contract is sought, the Public Contracting Rules require that the Contract Review Board conduct a public hearing prior to adoption of an exemption Resolution. PPS-49-0145(4)(a). Notification of the public hearing must be published in a trade newspaper of general statewide circulation at least 14 days before the hearing. PPS-49-0145(4)(b). At the time of the Notice, copies of the draft Findings must be made available to the public. PPS-49-0145(4)(c).

In compliance with these requirements, Purchasing & Contracting published a Notice of Public Hearing concerning the Madison High School exemption request on November 29, 2017 in the Business Tribune, the same Journal in which Purchasing & Contracting posts all required construction solicitation notices. Also on November 29, 2017, staff made the attached Findings available to the public. Instructions for requesting copies of the draft Findings are included in the Notice of Public Hearing.

At the public hearing, the District must offer an opportunity for any interested party to appear and present comment. PPS-49-0145(3)(d).

Adoption of the attached Resolution will not affect any other contract to which the District is a party nor effect any change in Public Contracting Rules or District policy.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The CM/GC alternative contracting method is in alignment with the District's Equity in Public Purchasing & Contracting Policy and implementation plan. A benefit of the CM/GC method, as opposed to the standard design/bid/build low-bid contracting method, is the District's ability to include evaluation criteria in the RFP to help ensure selection of a prime contractor with strong commitment to use and demonstrated success in using Certified minority owned, women owned, service-disabled veteran owned, and emerging small businesses ("Certified businesses") subcontractors or partners. The District will award points for demonstration of a history of Certified business utilization and a substantive plan of outreach to, partnership with, and/or inclusion of Certified subcontractors.

The Request for Proposals will be open and publicly advertised. Purchasing & Contracting will notify minority contracting communities about the solicitation and encourage Certified business participation. The selected contractor will be required to comply with the District's Workforce Equity and Career Learning requirements, as well as report on Certified business subcontractor utilization, during the course of the contract.

BUDGET / RESOURCE IMPLICATIONS

Careful coordination and scheduling will be essential to minimize disruptions to surrounding public areas and neighborhoods during construction. The CM/GC method allows the District to carefully screen firms to assure that the contractor chosen to work on the project has the necessary experience and qualifications to successfully work in such site conditions. Further, the CM/GC process results in reduced risks and potential cost savings by engaging the CM/GC early in the design process and incorporating the CM/GC's construction knowledge and experience in the design as it progresses, thus limiting design conflicts and construction challenges.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

A public hearing is scheduled for the December 19, 2017 Board Meeting. At that meeting, the Board will recess and convene as the Contract Review Board pursuant to ORS 279A.060 and District Policy 8.50.090-P. The Contract Review Board must offer an opportunity for any interested party to appear and present comment. After the public hearing, the Board will reconvene and vote on the attached Resolution.

Staff from the Office of School Modernization will be available at the December 19, 2017 Board Meeting and public hearing to respond to questions relating to the work described in the attached Resolution and Findings.

If this Resolution is adopted, staff in Purchasing & Contracting and the Office of School Modernization will prepare solicitation documents and issue a Request for Proposal for a Construction Manager/General Contractor for the Madison High School Modernization public improvement project.

ATTACHMENTS

- A. Resolution to Authorize Alternative Contracting Method**
- B. Office of School Modernization Staff Memo with Draft Findings**



Board of Education Informational Report

MEMORANDUM

Date: November 7, 2017

To: Board of Education

From: Dan Jung, Senior Director of Office of School Modernization

Subject: Draft Findings in Support of Alternative Contracting Methodology/ Use of Construction Manager/General Contractor ("CM/GC") Method for the Madison High School Modernization Project

INTRODUCTION

Pursuant to ORS 279C.335, following are the staff recommended draft findings in support of an exemption from competitive bidding to utilize the Construction Manager/General Contractor ("CM/GC") method of procurement for the Madison High School Modernization Project ("Madison Modernization Project").

PROJECT DESCRIPTION

The 2017 Health, Safety, and Modernization Bond includes funding to renovate Madison High School to allow for full modernization of the facility. The buildings require major improvements and upgrades to optimize the school's operational and learning environments. The Madison Modernization Project includes, but is not limited to, hazardous material abatement, mechanical/electrical/plumbing upgrades, structural reinforcing, onsite storm water management, athletic fields, building additions, and informational technology improvements as well as new interior partitions, architectural finishes, and site/landscaping improvements.

The project will address many challenges and require careful planning and coordination during the design and construction phases to complete them effectively and efficiently. Detailed budget and schedule controls are essential to the project's success. It will be important to utilize a construction firm with the following specific traits:

- Ability to provide a complete project within the District's budget for each project.
- The requisite expertise in renovating historically significant facilities.
- An exemplary reputation for on-time delivery with an aggressive timeline.
- Supervisory staff experienced working in and around occupied facilities and/or tight urban constraints.
- Innovative approaches to unique opportunities and unforeseen conditions.
- An understanding of the importance of an integrated project team.
- Experience working closely with architects and engineers with emerging technology such as Building Information Modeling and Blue Beam Software.

- Ability and commitment to advise the District on the state of the current market and engage the local subcontracting community in support of the District's Equity in Public Purchasing and Contracting and Student Engagement programs.

THE CM/GC ALTERNATIVE CONTRACTING METHOD

The CM/GC alternative contracting process is authorized for procurement of construction services under ORS 279C.337 provided that the Local Contract Review Board approves an exemption from competitive bidding. Under the CM/GC contracting method:

- The contractor is solicited early in the design phase pursuant to a competitive Request for Proposals (RFP) process wherein selection is based upon evaluation of factors relating to the experience and expertise of the contractor rather than lowest bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build (low bid) method, the design is completed before the project is bid and the contractor brought on board.
- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows for construction to begin before design is complete (via Early Work Amendments), reducing the overall project schedule.

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major expansions and remodels of existing buildings like the Madison Modernization Project.

FINDINGS

Following are the factors for consideration under ORS 279C.335 (2), followed by the Staff's findings in *italics*.

“(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.”

The requested exemption will not encourage favoritism or substantially diminish competition. The District will utilize a competitive RFP process to select the

CM/GC firm for the project. That procurement is formally advertised with public notice and disclosure of the planned Alternative Contracting Method. Full competition will be encouraged and all qualified contractors will be invited to submit proposals. The award will be based upon an objective review and scoring of proposals by a qualified District review committee based on identified selection criteria. Once selected, the CM/GC will select subcontractors via competitive bid process in accordance with Oregon Attorney General Model Rules and required by statute. As required by the District's Equity in Public Purchasing and Contracting policies, this competitive process will include outreach to and solicitation of certified minority owned, women owned, service-disabled veteran owned, and emerging small business contractors ("Certified businesses"). The process will therefore provide for vigorous competition and provide the opportunity for all interested large and small contractors to participate in the bidding for the project.

"(b) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the state agency that seeks the exemption or, if the contract is for a public improvement described in ORS 279A.050 (3)(b), to the contracting agency or the public. In approving a finding under this paragraph, the Director of the Oregon Department of Administrative Services, the Director of Transportation or the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:"

"(A) How many persons are available to bid;"

Based on previous PPS construction contracts, it is reasonable to anticipate between three to seven firms will propose on the Madison High School Modernization Project. A CM/GC RFP in 2016 received 3 proposals. Additional outreach efforts after that RFP were completed by staff and changes to the RFP evaluation criteria have been incorporated which staff expects will increase participation in the Madison RFP.

"(B) The construction budget and the projected operating costs for the completed public improvements;"

The construction budget and expected operating budget are set forth above in the project description. The current construction market in Portland is extremely busy and has limited resources. Having a CM/GC onboard early is essential to mitigating escalation costs and workforce availability issues. The District has not conducted a detailed analysis of the operating costs, but expects that the improved design and particularly the energy efficiency improvement will reduce long-term operating cost. Having a contractor onboard during the design phases will help improve the design of the buildings including operating cost impacts such as energy efficiency.

"(C) Public benefits that may result from granting the exemption;"

Bringing the CM/GC on during the design phase promotes an early team approach that leads to continuous value engineering and improved constructability review, resulting in an improved final design. This will reduce change orders and limit delays during the construction phases. This benefits the public through cost savings, provides "guaranteed" costs, and is more likely to result in timely delivery of the project.

The CM/GC process provides time savings that translate to cost savings by bringing the contractor on board early in these projects to assess the existing conditions that remain unknown in the traditional bidding process.

Under a CM/GC process, the District can execute an Early Work agreement to allow work to proceed prior to design completion. The District, Architect, and Contractor gain more knowledge and confidence in the final design as they move through design development and will be able to accurately price more of the GMP.

Unlike a traditional design/bid/build procurement, an RFP allows the District to be able to review the resumes of the Project Manager, Superintendent, and Subcontractors who will make up the proposed GC's project team, ensuring the selected firm has the necessary experience and expertise, including the City of Portland permitting process.

The RFP process also ensures award to General Contractors with the financial strength to perform the project. The District is able to perform a more in-depth financial health review of all RFP proposers. It is imperative that the GC can financially withstand the obligations of building over \$6-9 million worth of labor, materials, and equipment between each invoice payment.

In the traditional Design/Bid/Build low bid process, the District awards to the lowest responsible bidder. The low bid process would make the Madison Modernization Project vulnerable by potentially awarding the bid to a General Contractor who does not have the correct personnel, the tailored building profiles, or the financial strength to perform the startup and maintenance of these modernization projects.

"(D) Whether value engineering techniques may decrease the cost of the public improvement:"

Value engineering is a routine practice in public improvement projects regardless of procurement method. The CM/GC delivery method allows for the general contractor and subcontractors with specialized expertise and common project goals to participate in the value engineering process during the design phase,

resulting in a more effective and efficient process as compared to value engineering by change order to a completed design. The inherent flexibility and openness of the CM/GC process allows the District to more easily change the design and scope of work as necessary to meet the project budget before the final design is fixed. This flexibility during design development is not something that the traditional bid process offers.

Value engineering will likely not decrease the contract sums of the Madison Modernization Project, but it will reduce extra-cost change orders and the costs associated with the attendant project delay.

"(E) The cost and availability of specialized expertise that is necessary for the public improvement:"

The RFP process allows for review of contractor expertise not afforded in traditional procurement. The Madison High School Modernization Project is very complex and requires a general contractor with specialized expertise due to the complexity of the school. For example, Madison has a mix of historic renovation, demolition and new construction, all in a tight construction schedule.

"(F) Any likely increases in public safety:"

- a) *Demolition has to be performed by an experienced subcontractor. The traditional Design/Bid/Build process mandates that the lowest bid demolition crew is awarded the bid, with no detailed evaluation of their experience or safety record. Maintaining safe movement of the roadway, bicycle, and pedestrian traffic is critical.*
- b) *Traditional bidding pushes the Architect and the District to designate the laydown area (space that has been cleared for the temporary storage of equipment and supplies) in the plans so all contractors bid on the same laydown and staging scheme. If the traditional bid contractor's staging and laydown post bid changes the design, it will cost the project time and contingency money to correct.*
- c) *The CM/GC contract allows time for the GC to pull extended noise and work hour permits during the design phase before construction begins. Noise and construction work hours permits take two months to obtain. The Contractor has to canvas the neighborhood and provide a schedule of the noise dates and extended work hours to the City of Portland. If this is not carefully done, the permits could be appealed to the City Council. The traditional*

design/bid/build process doesn't allow enough time for permitting before construction.

- d) *Bringing the CM/GC on during the design phase will provide the CM/GC with clear, upfront knowledge of project constraints and an early opportunity to collaborate with the design team on the work sequencing, staging, and site access.*

"(G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;"

The CM/GC process will mitigate risks as described above and listed below:

- a) *Coordination with Portland Parks & Recreation, Multnomah County, TriMet, PBOT, ODOT, City of Portland, and all other relevant agencies.*
- b) *Site coordination regarding District leases or other facility partnerships or agreements.*
- c) *Site staging and laydown coordination.*
- d) *Site safety and work hours.*
- e) *Use of a highly qualified demolition company.*
- f) *The establishment of the GMP will provide a complete project within the District's established budget.*
- g) *CM/GC contract allows for the District to engage in Early Work Agreements for early work that will allow architects, contractors, and the District to gain more insight and site verification of unforeseen conditions. Early Work Agreements may also expedite the construction schedule by allowing early work during the design phase.*

"(H) Whether granting the exemption will affect the sources of funding for the public improvement:"

There will be no impact on the funding of these projects due to the CM/GC process.

"(I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:"

Because the CM/GC process appoints the general contractor early into the design, we are able to take advantage of market prices by facilitating early purchase of certain project elements, if needed. The essential added value of the CM/GC process is the real time market job costing from projects around the Portland market and the West Coast. This knowledge allows the GC and architect time to discuss the less costly complementary or alternative items.

For example, the GC may provide early input that it is less expensive but equally advantageous to use Concrete Masonry Units (CMU) block for the exterior walls of a new gym building versus a tilt wall or cast-in-place wall, thus saving the District time and money. If the District bid this contract traditionally, after design completion, the District may not receive this timely cost saving input and would have to make an adjustment in the field, which would cost time and may only save a smaller percentage of funds.

"(J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;"

The CM/GC process will help deliver a successful Madison Modernization Project. One of the biggest advantages of the CM/GC method is the ability to coordinate all technical work before construction. Being able to apply best practices with the Design teams, District and the Contractor will make for a better product within the budget constraints.

As already described above, the areas of technical complexity include:

- a. Historically significant building*
- b. Traffic management*
- c. Potential time delays in permitting*
- d. Challenging site conditions and footprint*
- e. Intergovernmental agreements and lease agreements*
- f. Compliance with Portland Public Schools' Equity in Public Purchasing and Contracting Policy 8.50.095-P and related initiatives*

In the CM/GC process, the contractor's awareness of complicated technical issues arising during the design process facilitates advance problem-solving. Thus, the risks are better understood and addressed early on in the process and greater mitigation of financial and schedule risks are the result.

"(K) Whether the public improvements involve new construction or renovate or remodel an existing structure;"

This project will involve renovating Madison High School and will include several additions. Procuring a contractor with experience in both new construction and renovation is critical.

"(L) Whether the public improvements will be occupied or unoccupied during construction;"

Madison High School will not be occupied during construction. All students, staff, and community members will be relocated to the Marshall Campus during the construction phase.

"(M) Whether the public improvements will require a single phase of construction work or multiple phases of construction work to address specific project conditions"

At this time, we are planning on a single phase of construction work for Madison High School.

"(N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract."

The District's Office of School Modernization has department staff, as well as the design team consultants under contract, that have the necessary expertise with the CM/GC contracting method to develop and effectively utilize the CMGC method for the Madison Modernization Project. The District's outside legal counsel, Miller Nash Graham & Dunn LLP, has extensive experience with both the CM/GC alternative contracting method and prior district CM/GC contract.

CONCLUSION

For the reasons stated above, the draft findings support an exemption from competitive bidding under ORS 279C.335 to utilize the CM/GC alternative contracting process for the Madison Modernization Project.



Board of Education

Memorandum

Presenter/Staff Lead: Sara King, Director
of Planning and Asset Management

SUBJECT: Hillsdale Farmers Market Lease of the Wilson/Rieke Parking Lot

BACKGROUND

The District has leased 68 parking stalls on the Wilson HS/Rieke ES parking lot to the Hillsdale Farmer's Market (the Market) for a farmers' market since 2006 (See Exhibit A for the Market location).

The Market operates year round on Sundays, except in the winter months, when the Market operates twice a month. It vacillates seasonally between 35 - 50 vendors.

The Market serves around 2,500 customers in a 4 hour period during the best months of the year (June-September), with traffic at 40% of that during the off-season. Many people use the market as there source for fresh, quality food.

The vendor mix is a wide variety of food producers, ranging from farmers and ranchers, to makers of baked goods, salsas, jams, and prepared foods. All of our vendors are local within the states of Oregon and Washington, and every product sold is made by the person/business selling it. The Market benefits from a fiercely loyal customer base.

The Market has recently requested that the District renew its lease. The current lease will expire on January 31, 2018. Current rent is \$6,000/year and has escalated around eight (8) percent annually.

Staff supports a renewal of the lease, and request the consent of the board to allow Hillsdale Farmer's Market to continue to operate their Sunday market for an addition five (5) years, through January 31, 2023.

Following approval by the Board, staff would negotiate a lease renewal for 5 additional years, through January 31, 2023.

Leased Premises - Wilson/Rieke Parking Lot





Board of Education Informational Report

MEMORANDUM

Date: December 13, 2017

To: Board of Directors, Portland Public Schools
Guadalupe Guerrero, Superintendent

From: Laird Cusack, Senior Director Labor and Employee Relations

Subject: Recommendation to approve Memorandum of Agreement settling PAT benefit grievance and establishing PAT benefits for the 2018 plan year.

Introduction:

The Portland Association of Teachers (PAT) and District are currently in bargaining for a successor collective bargaining agreement. The parties have not yet reached a comprehensive agreement. As part of the bargaining, the parties reached a tentative agreement on benefits language for the 2018 plan year, effective January 1, 2018, and a settlement of the PAT benefits grievance concerning PAT members' benefits during the period of July 1, 2016 until December 31, 2017.

Background:

On February 16, 2017, PAT filed a grievance alleging the District permitted bargaining unit members to opt of medical, dental, vision, pharmacy, life and long term disability coverage in violation of the 2013-2016 PAT contract. The District had a long-standing practice of allowing employees to opt out of all benefits. This practice was known or should have been known by PAT and was clearly identified in all Trust and District enrollment documents.

The District and PAT are currently in contract negotiations for a successor agreement to the 2013-2016 PAT contract, including benefits. As part of the bargaining, the parties agreed to new benefits language and resolved the benefits grievance. The new benefits language maintains the current benefit plans for the PAT bargaining unit, though the District costs will go down due to use of Medical Benefit Trust reserves. Moving forward, PAT agreed to allow employees to opt out of all benefits except long term disability (at the employee's expense) and life insurance (at the District's expense) until one year after the next PAT contract is ratified; the change would be implemented at the next open enrollment after one after ratification.

In return for implementation of the long term disability and life insurance agreement, PAT agreed to settle the grievance. The parties reached the attached Memorandum of Agreement, subject to the approval of the Board.

Preserving the employee opt out of medical, dental, vision, prescription drug benefits, and additional life insurance saves the District over \$2.7 million/year for the duration of the opt out agreement. The new cost to the District of covering the life insurance for employees who opt out is about \$29,000/year. In addition, settling the grievance avoided the cost of arbitration and potential retroactive payment of premiums.

Summary

PAT and the District bargaining teams reached a tentative agreement on benefits and settlement of the grievance concerning past benefits. Approval of this agreement will allow for implementation of the agreed upon changes on January 1, 2018, which is the beginning of the plan year.

Cc Kylie Rogers – Chief Human Resources Officer

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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December 19, 2017

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Action
Number

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5548 through 5550

RESOLUTION No. 5548

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon / Oregon Department of Education	7/1/17 through 6/30/19	Intergovernmental Agreement/Revenue IGA/R 65632	Columbia Regional Program will provide full audiological services to regionally eligible students, ages birth to 21, who are Deaf/Hard of Hearing.	\$1,006,668	L. Valentino

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 5549

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Interline Brands DBA Supplyworks	1/1/18 through 10/31/22	Cooperative Contract COA 65622	Purchase of cleaning supplies and janitorial equipment on an as-needed basis. Administering Contracting Agency: Fresno United School District Cooperative Procurement Group: US Communities	\$5,000,000	J. Vincent Fund 101 Dept. 5593
Miller Nash Graham Dunn	12/20/17 through 6/30/19	Legal Services LS 65646	Legal advice, research on various legal issues/matters. Direct Negotiation – PPS-46-0525	\$150,000	L. Large Fund 101 Dept. 5460

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Tri-Ed Distribution, Inc.	12/20/17 through 7/10/18	Materials Requirement MR 62059 Amendment 3	Adding funds for additional fire alarm equipment. ITB 2015-1968	\$250,000 \$373,920	J. Vincent Fund 404 Dept. 5597 Project X0114
Stoel Rives LLC	12/20/17 through 12/31/18	Legal Services LS 65455 Amendment 1	Adding funds to the contract. Direct Negotiation – PPS-46-0525	\$125,000 \$250,000	L. Large Fund 101 Dept. 5460

RESOLUTION No. 5550

Authorization for 3rd Party Vendor Sales on PPS Property

RECITAL

Portland Public Schools (“District”) Policy 3.30.020-P (“Limitations On Use Of Facilities and Grounds – All Groups or Individuals”) requires the Board of Education (“Board”) consent to the advertising or sale of merchandise in the building or on the grounds by non-students. This shall not apply to merchandise which is in whole or part the product of the student of any school and sold by students with the approval of the principal or sales that the superintendent may authorize as essential to the successful operation of the educational program.

RESOLUTION

The Superintendent recommends that the Board consent to the advertising and sales by the following vendors. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CIVIC USE OF BUILDING PERMIT

Vendor	Location and Dates of Sale	Purpose of the Sale	Description of Merchandise	Estimated Value to PPS	Responsible Administrator, Funding Source
Custom Fundraising Solutions	Beverly Cleary-Fernwood Gym December 9, 2017	Grant Band Fundraiser	New Mattresses	\$2,500-\$3,000	J. Vincent Fund 101 Dept. 5593

NEW LEASE AGREEMENT

Vendor	Location and Dates of Sale	Purpose of the Sale	Description of Merchandise	Estimated Value to PPS	Responsible Administrator, Funding Source
Hillsdale Farmer’s Market	Wilson HS Parking Lot Sundays February 1, 2018 through January 31, 2021	Community Farmer’s Market	Food products from Oregon and Washington Vendors	\$6,500-\$7,500 annually	J. Vincent Fund 101 Dept. 5593

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5551 through 5556

RESOLUTION No. 5551

Acceptance and Approval of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133

RECITALS

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.

- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2017, and provides assurance that the District's accounting and reporting is in compliance with generally accepted accounting principles.

- C. The District has received awards in Excellence in Financial Reporting for 37 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.

RESOLUTION

The Board of Education accepts and approves the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2017, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

M. Lee

RESOLUTION No. 5552

Resolution Authorizing Kellogg Middle School Full Replacement Master Plan
as Part of the 2017 Capital Bond Program

RECITALS

- A. At the conclusion of the Kellogg Middle School Pre-Design Diligence process in February, 2017, Board Resolution 5394 referred the Kellogg Full Replacement Option to voters in May 2017.
- B. The election was duly and legally held on May 16, 2017 (the "2017 Bond Election") and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.
- C. Board Resolution 5471 accepts certification from Multnomah County, Clackamas, Washing Counties for May 16, 2017 voter approval of authorizing Portland Public Schools to issue up to \$790 million of general obligation bonds to improve health, safety, learning by modernization, report schools.

RESOLUTION

- 1. The Board of Education directs staff to design a full replacement for Kellogg Middle School for an enrollment capacity of 675 students.
- 2. The Board of Education directs staff to utilize the current Kellogg Middle School Area Program Summary as a guide to construct the new Kellogg Middle School to an approximate size of 100,412 square feet.
- 3. The Board of Education approves the Master Plan Preferred Site Plan for Kellogg Middle School.

J. Vincent / D. Jung

RESOLUTION No. 5553

Madison High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of the Construction Manager/General Contractor (CM/GC) Alternative Contract Method

RECITALS

- A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.
- B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.
- C. The District intends to complete the Madison High School Modernization Public Improvement Project ("Madison Modernization Project") as part of the 2017 Capital Improvement Bond work.
- D. Staff has determined that use of the Construction Manager/General Contractor ("CM/GC") alternative contracting method is the preferred method of delivery for the complex Madison Modernization Project. This determination is supported by draft Findings of Fact ("Findings") presented to the Board pursuant to ORS 279C.335.
- E. These Findings specify the cost savings and design, scheduling, operational, safety, and logistical advantages gained through use of the CM/GC process.
- F. On November 29, 2017, the District issued a public notice in the Business Tribune announcing the District's intent to utilize the CM/GC Alternative Contracting Method for the Madison Modernization Project. The notice was issued in compliance with ORS 279C.335 and the PPS Public Contracting Rules. The Findings were made available for public review and comment on the date of publication.
- G. The Board held a public hearing on the draft findings on December 19, 2017.
- H. Staff recommends approval of the exemption from Competitive Bidding and approval of the CM/GC alternative contracting method for solicitation and completion of the Madison Modernization Project.

RESOLUTION

- 1. The Board hereby exempts the Madison Modernization Project from competitive bidding requirements as provided in ORS 279C.335 and PPS Public Contracting Rules PPS-49-0145. The Board approves utilization of the CM/GC Alternative Contracting Method as described in the Draft Findings.
- 2. The exemption granted in Section 1 of this Resolution is based upon the Findings pursuant to ORS 279C.335(2), which the Board adopts and incorporates by reference into this Resolution.
- 3. Pursuant to these findings and decision, the Superintendent or his designee is hereby authorized to conduct a CM/GC alternative contracting process for the Madison Modernization Project.

M. Lee

RESOLUTION No. 5554

Memorandum of Agreement with Portland Association of Teachers

RECITALS

Pursuant to ORS 332.075(3) and the Public Employee Collective Bargaining Act, (ORS 243.650-243.782), a tentative agreement has been reached between Multnomah County School District #1J (District) and Portland Association of Teachers (PAT) and is recommended to the District's Board of Education for its consideration and approval.

- A. On February 16, 2017, PAT filed a class action grievance concerning the ability of PAT bargaining unit members to opt out of medical, dental, vision, pharmacy, life and long term disability coverage.
- B. PAT's position was that employees could not opt out of any benefits.
- C. The District had a practice of allowing employees to opt out of benefits which had been in place for many years. This practice was known or should have been known to PAT and was clearly identified in all Trust and District enrollment documents.
- D. The District and PAT are currently in contract negotiations for a successor agreement to the 2013-2016 PAT contract, including benefits.
- E. As part of the bargaining, the parties resolved the grievance concerning benefits prior to January 1, 2018 and agreed to new benefits language, effective January 1, 2018.
- F. The parties reached the attached Memorandum of Agreement, subject to the approval of the Board.

RESOLUTION

The Board approves the recommended agreement reflected in Attachment A.

L.. Cusack

ATTACHMENT "A" TO RESOLUTION No. 5554

TENTATIVE AGREEMENT 12/11/17

Appendix

MEMORANDUM OF AGREEMENT
Between
Multnomah County School District #1J
(District) and
The Portland Association of Teachers (PAT)
GRIEVANCE SETTLEMENT

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This Agreement is between Multnomah County School District #1J (District) and the Portland Association of Teachers (Association).

Background

The Association filed a class action grievance (#21-02/2017mp), dated February 16, 2017, on behalf of PAT bargaining unit members (the "Grievance"). The Grievance asserted the District allowed PAT unit members to opt out of LTD and life insurance under insurance Option 2, and opt out of insurance coverage apart from Option 2, in violation of the contract. The grievance further asserted PPS failed to make premium contributions to the Health and Welfare Trust on behalf of these members, in violation of Article 10, Insurance Protection. The District denied the Grievance.

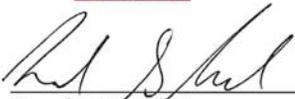
The parties have clarified this issue in reaching agreement on a successor collective bargaining agreement, wish to resolve their differences in the pending Grievance and, in exchange for the mutual promises and other consideration described below, agree as follows:

Agreement

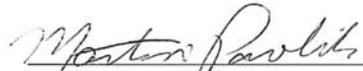
1. Insurance benefits during the period July 1, 2016 until December 31, 2017, to the date of ratification of the successor to the 2013-2016 Agreement shall be governed by Article 10 of the 2013-16 Agreement, with the following modifications:
 - a. The district and professional educators who opted out shall not be required to retroactively make premium contributions under Article 10, Section A;
 - b. The requirement of Article 10, Section A.2.d., of the 2013-2016 Agreement shall not apply to unit members who opted out of LTD coverage, or selected a plan design without LTD coverage, during this period. Effective January 1, 2018, professional educators are no longer allowed to opt out of LTD coverage;

TENTATIVE AGREEMENT 12/11/17

- c. The requirement of Article 10, Section A.2.c., of the 2013-2016 Agreement shall not apply to unit members who opted out of group term life insurance during this period. ~~Effective January 1, 2018, professional educators who opt out of any insurance plan shall be enrolled in the \$50,000 group life insurance with AD&D at the District's expense.~~
2. The Association withdraws the Grievance, with prejudice, as of the date the parties fully execute this Agreement.
3. The language of the Tentative Agreement for Article 10 Insurance Protection attached will take effect January 1, 2018.
4. The parties agree that neither the Grievance nor this Agreement will be used as precedent or as evidence in any grievance or arbitration in the future, except for enforcement of this Agreement. This Agreement will not be used to construe or interpret the meaning of the parties' collective bargaining agreement, and shall not become part of the past practice of the parties for any purpose.
5. This agreement is subject to consideration and approval of the District Board of Education



For the District:



For the Association:

Date: 12/11/17

Date: 12/11/17

TENTATIVE AGREEMENT 12/11/17

ARTICLE 10
INSURANCE PROTECTION

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A. Health and Welfare Trust

1. **The provisions of this article between July 1, 2016 and December 31, 2017 shall be determined by the separate Memorandum of Understanding (MOU) on insurance protection included as Appendix ____.** The following shall be in effect starting January 1, 2018 or as specifically provided below.
2. The District and the Association agree to continue participation in the School District No. 1 Health and Welfare Trust per the Trust Agreement as adopted November 9, 1972, and any amendments thereto.
3. Subject to the qualifications stated below, the monthly District contribution to the Trust toward the costs of health insurance benefits, including medical, dental, vision, prescription drug, disability and group term life insurance, and associated administrative costs and Trust reserves for full-time professional educators, and their eligible dependents and domestic partners is as follows:
 - a. The District shall contribute for full-time eligible professional educators and their eligible dependents and domestic partners ninety-three percent (93%) of the PAT composite premium.
 - b. The professional educators shall pay any remaining amount of the PAT composite premium as a payroll deduction. Such payments shall continue to be paid as a tax-sheltered employee deduction as permitted by IRS regulations.
 - c. Group term life insurance with accidental death and dismemberment (AD&D) shall be provided **with the contribution in this section** with a benefit of \$50,000. Professional educators **covered by health insurance benefits** shall have the ability to purchase additional coverage by payroll deduction. *(Note: PAT added language on 05/15/17 to reflect a proposal made by PPS. This change is no longer reflected here on the 08/24/17 PPS proposals.)*
4. Long Term Disability

All eligible professional educators must enroll in Long Term Disability (LTD) coverage. The Association shall be responsible for setting the eligibility and plan requirements, subject to adoption by the Trust. The full premium cost of the LTD plan shall continue to be included in the calculation of the super-composite rate, and paid by the professional educators, shall continue to pay the full LTD premium.
5. Insurance Coverage

Professional educators may opt out of medical, dental, vision, and prescription drug benefits, and additional life insurance. Neither the District nor the professional educator shall make payments to the Trust for those who opt out. However, these professional educators shall be enrolled in the \$50,000 group life insurance with AD&D at the District's expense and in the LTD plan at the professional educator's own expense. This opt out provision shall expire one year after the successor to this Agreement is ratified. However, the change will not be implemented until the start of the first plan year thereafter.
6. The benefits in existence on the date of execution of this Agreement, **including the provisions identified in Appendix G**, shall be maintained by the District for the full term of this Agreement, except if mandated by a new state insurance plan.
7. The District shall make this contribution from September through August of the school year. As used in this Paragraph, the words "through August" refer to the payment made by the District in early August, even though the professional educator contributions remitted by the District for such payment may have been deducted from July payroll checks. Before such payment per month, as indicated above, is required with respect to a professional educator, the Trustees shall certify to the District that the professional educator (himself or herself) has such medical/hospitalization coverage through the Trust. A full contribution shall be made by the District for professional educators having a work schedule of seventy-five percent (75%) or more of a full-time professional educator. The District shall make a contribution of

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TENTATIVE AGREEMENT 12/11/17

fifty percent (50%) of the composite rate for professional educators having a work schedule of fifty percent (50%) up to seventy-five percent (75%) of a full-time professional educator.

8. For temporary professional educators, the District shall make a contribution to the Health and Welfare Trust in accordance with Paragraph 2 of this Section for two (2) months following the end of the standard work year, as defined in Article 5, Section B, if the temporary professional educator(s):

- worked at least half-time, and worked at least half of the contract year, and finished the contract year in a bargaining unit position; or
- worked at least half-time and is retained in a bargaining unit position for the following school year.

9. Professional educators on unpaid leave of absence shall not suffer loss of benefit in excess of the period of time not worked during the regular work year. If paid leave extends up to the beginning of winter, spring and/or summer recess periods, such recess periods shall not count as time not worked.

10. The District shall assure the continuation of a tobacco abatement program, through the Health and Welfare Trust, for professional educators and their families.

B. Liability Insurance

The District shall provide, on a fully paid basis, bodily injury, liability and property damage insurance coverage, to the limits carried by the District for the use of automobiles owned, leased or hired by a professional educator while in the normal course of his/her duties as an employee of the District. This coverage shall apply only as excess insurance over and above other valid and collectible liability insurance carried by the professional educator. The District may require as a condition to this coverage that before the vehicle is used on District business, the professional educator provide a license of insurance showing that he or she has at least the minimum amount of insurance required to license a vehicle in the State of Oregon. The District will reimburse the professional educator for any deductible cost the professional educator is required to pay, as a result of an on-duty accident, not to exceed five hundred dollars (\$500). Reimbursement will not be made if the professional educator is convicted of or admits to driving under the influence of intoxicants or with a suspended license.

C. Professional Association Insurance Program

The District shall recognize the rights of the Association to select carriers of insurance programs where membership in said program is contingent upon membership in the Association. Subject to the mechanical limits of the District's payroll system, the District shall make available payroll deductions for professional educators participating in such insurance programs.

D. The District will continue the I.R.C. Section 125 Flexible Benefit Plan during the term of this Agreement.

E. Domestic Partners

Insurance coverage for same sex and opposite sex domestic partners shall be provided the same as spousal benefits. The definition of domestic partner is included as Appendix C.

F. Employee Assistance Program (EAP)

The District shall continue to provide an Employee Assistance Program (EAP) that allows each professional educator to refer themselves confidentially to the EAP provider.

RESOLUTION No. 5555

A Resolution amending Resolution 5538, authorizing the Multnomah County School District #1J (the "School District") to enter into a Settlement Agreement with Jeanne Windham ("Windham").

RECITALS

- A. On November 14, 2017, the Board approved Resolution No. 5538, a Settlement Agreement with Jeanne Windham. The approved settlement offer awarded \$21,344.61 in a lump sum to Windham along with a reasonable amount for her attorney fees.
- B. Windham did not accept the original settlement offer of \$21,344.61. Windham continued to pursue the claims in the complaint: for regular and overtime wages and for unpaid wages upon termination
- C. The School District disputes Windham’s claims and denies all liability, and Windham maintains that the School District is liable on the claims.

RESOLUTION

Resolution No. 5538 is hereby amended to reflect the Settlement Agreement in the correct amount of \$53,000 (\$40,000 to Windham and \$13,000 for her attorney fees), in order to avoid the uncertainties, expense, inconvenience, and burdens of further litigation in the Action and Grievances.

RESOLVED this _____ day of _____, 2017.

BOARD OF DIRECTORS OF THE
PORTLAND PUBLIC SCHOOLS
MULTNOMAH DISTRICT 1J

By:

President

Attest:

Board Secretary

RESOLUTION No. 5556

Minutes

The following minutes are offered for adoption:

December 5, 2017