



10 APPENDICES

MEETING 1
MINUTES



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Minutes

To/Attention	Notes to File	Date	October 10, 2019
From	Rebecca Grant	Project No	122287
Subject	Conceptual Master Planning Meeting #1 Wilson High School, Room 145 October 10, 2019 @ 6:30pm		
Present (shown in bold)	<u>IBI Group:</u> Rebecca Grant <u>PPS:</u> Steve Effros <u>CMPC:</u> Aaron Stevens Benjamin Hall Christopher Klich Dan Nissen Deborah Kurtz Hannah Lauer Jamie Miller Jeremy Shetler Joe Minato Kari Russill Mikaela Vanderperren Raymond Anderson Stavi Pfau <u>Members of the Public:</u> none	Levi Patterson Sue Brent Allison McGillivray Cassandre Lanzas Colin Fowler Danny Bradach Don Baack Ian Mickelson Jane Eichenberger Jessica Davis Jon Clausen Kirsten Justice Natasha Eikanas Robert Allen Toby Ethridge	Matt Rolston Filip Hristić Ayesha Freeman Catherine Saunders Hartoch Daisy Meade Dave Elkin Eric Schwindt Jacob Hockett Jennifer Samsom Jeston Black Julia Jarrett Melissa Nelson Noel Mingo Sonya Bastendorff

Item Discussed

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 1

Wilson HS CMPC Kick-off – Filip Hristić
 - Filip welcomed everyone to the first CMPC meeting.
 - Filip was the Principal at Roosevelt HS for five years prior to becoming the Principal at Wilson HS this year. He experienced firsthand modernization construction at Roosevelt HS. Filip was not involved in the early master planning efforts at Roosevelt and is excited to participate in this process for Wilson.
 - Filip is enthusiastic about the possibilities and exploring the future of Wilson HS through the conceptual master planning process.
 - The three remaining PPS high schools, Cleveland, Jefferson and Wilson, are all going through the conceptual master planning process at the same time. The goal of the conceptual master planning process is to determine scope and cost for all three high school projects.
- 2

PPS Direction – Steve Effros
 - Cleveland’s first CMPC meeting was last night, and Jefferson’s is next week.
 - Steve encouraged everyone to think big picture within the parameters of the PPS Comprehensive HS Educational Specifications (Ed Specs). Each community will have its own goals & missions for their high school.

Wilson HS CMPC Meeting #1
Wilson HS, Room 145
October 10, 2019 @ 6:30pm

- Steve addressed the previous bonds. The 2012 bond story is about improved public engagement and outreach goals. The 2017 bond story is about cost, and PPS has learned how to validate cost, including how to stage work, phase work, design and construction timelines, and associated cost implications.
- Steve noted the Ed Specs will cover program scope. The District Standards will cover fit and finish. The Office of School Modernization (OSM) has developed higher-level goals to drive projects towards success. For example, there is a high standard for energy efficiency, more natural light, and more natural ventilation. There is an increased awareness of security. The goal is to create equitable solutions for all projects.
- Sue Brent is a former Wilson HS principal, worked with Filip at Roosevelt, and is Steve’s partner in the CMPC process. Sue is the liaison between IBI, Steve and Filip.
- Steve reminded everyone that we will be working at a very high and conceptual level. Design teams will develop multiple options to be reviewed by each HS CMPC. An outside cost estimator will provide cost opinions on each high school conceptual design and the three project architectural teams will meet for estimating consistency.
- There is a new Board, and Steve is not sure what the review process will be. If there are more questions about the CMPC process, Steve requested they be directed to PPS leadership.

3 **Conceptual Master Planning Overview – Rebecca Grant** (see attached PowerPoint slides)

- Rebecca introduced the IBI team. Rebecca is the Project Manager, Levi is the Project Designer and Matt supports the team.
- Rebecca explained who we are. IBI is a K-12 focused firm established in 1986. The extensive list of High School projects shows the depth of high school design and construction experience at IBI.
- Rebecca highlighted three recent projects: Franklin HS, Sandy HS and Ridgeview HS.
- A committee member asked about Redmond HS and how the CTE spaces were determined. Levi mentioned the extra credit homework assignment to read the Ed Specs, and noted they outline CTE spaces.
- A committee member stated we need to include the perspective of the greater Wilson community. There are many community amenities that occur onsite, including a farmer’s market and hiking trails. It is important to maintain the existing community infrastructure. The committee member suggested a new sidewalk is provided along the north side of the property. He also suggested we provide space like Tigard HS for community plays, and to figure out how the community can use it without costing too much to increase community utilization.
- Rebecca outlined the CMPC Purpose & Responsibilities, and Guiding Principles.
- Rebecca walked through the CMP Schedule and CMPC & Steering Committee Meeting structure. IBI, along with the Jefferson and Cleveland design teams, will meet with the Steering Committee between each CMPC meeting. We will report what we heard at the previous CMPC meeting and outline the agenda for the next CMPC meeting.
- A committee member asked about the timeline for the new Wilson HS. Levi answered that we don’t know scope of the project yet and therefore we don’t know the timeline. Sue noted the Board will decide the timeline of the high school projects. Filip added the best-case scenario is the Board decides to include all three HS projects on the 2020 bond. We don’t know if the projects will be staggered, and when Wilson will start.
- Levi explained what a Conceptual Master Plan is, and what it is not, including important topics for other forums.
- Levi showed Bora’s master plan for Lincoln HS as an example of the most recent master planning exercise undertaken by PPS. The conceptual master plan will include three-dimensional massing, program analysis, site plan/organization, and basic floor plans.

Wilson HS CMPC Meeting #1
Wilson HS, Room 145
October 10, 2019 @ 6:30pm

- 4
- Wilson HS tomorrow – Levi Patterson** (see attached PowerPoint slides)

 - Levi asked what a vision is, and explained it is your why. It reflects your values. A vision is our aspiration for what Wilson HS should look like.
 - A vision is different than a goal. A goal is measurable, and it helps you achieve the vision.
 - As a group we need to create a vision that supports the PPS vision and Wilson HS mission statement.
- 5
- Wilson HS tomorrow – Visioning Exercise Question #1** (see attached documentation of activity)
What is your biggest fear for a future Wilson High School? – CMPC

 - Not big enough
 - Overcrowding (not allowing for future population growth)
 - That budget constraints will get us “less” school than the previously built schools
 - That forward thinking will get sacrificed for short term cost on political points
 - Not supportive of: education; inclusion; comfort; safety
 - Doesn’t meet future needs (not anticipating what we don’t know)
 - That the space won’t be adaptable enough to accommodate what we can’t predict
 - Who is making the decisions? Need transparency about the process
 - Fear of misinterpretation
 - Unsafe learning environment
 - Student safety
 - Quality education; community based – Hillsdale – Portland Parks & Rec; Secure environment; Benefits mind, body, spirit
 - Stagnant – not able to change to meet students’ needs
 - That nothing happens (voters don’t pass bond)
 - Downsides of experimentation (for example flexible classrooms with folding partitions)
 - Fear of experimentation. Flexible walls and flexible classrooms that don’t work. However, we shouldn’t rule out experimentation this early.
 - Does not meet education needs of students
 - Biggest fear: Destruction of a great facility
 - That the focus will be on aesthetics rather than functionality
 - Program cuts
 - I fear that the new facilities will not accommodate new (or current) programs
 - Lack of funding
 - Lack of funding, bond exhaustion
 - Get shortchanged because of problems/perception of other school modernization projects. Doesn’t get the redesign it deserves (equity between projects)
 - Does not reflect the unique ecology and habitat surrounding the school (not providing opportunities to connect)
 - A chaotic learning environment, with no sense of shared culture/community
 - Compartmented learning environment
 - No connection to the community
 - Closed to community. Site is a barrier
 - Box within a box
 - Beautifully, aesthetically, consciously completed, then the big earthquake
 - Earthquake @ Wilson High
 - Loss of soul. Safe structure
 - A full equity-based bond will not go through (or “West side Wilson” will not get a fair chance at a remodel) (is there enough to go around)
 - Fear of the same thing
 - Don’t be obsolete. Plan so we can anticipate future school district decisions. Concern about PPS threatening to close schools because they are too small

Wilson HS CMPC Meeting #1
Wilson HS, Room 145
October 10, 2019 @ 6:30pm

- 6
- Wilson HS tomorrow – Visioning Exercise Question #2 (see attached documentation of activity)
- What is your greatest aspiration for a future Wilson High School? – CMPC
- Completed facility contributes to improved academic performance & student outcomes
 - A building that fosters, encourages students to attend & learn
 - A place where ALL students, regardless of place, language, socio-economic background, etc. can explore, enrich, develop expertise
 - Promotes diverse work/career pathways for all (staff and students)
 - Building used as a teaching tool
 - The facility itself teaches anyone in its space (this is broad, but think architecture & human curiosity & pleasant surprises)
 - A place that my children are deeply connected to and positively influenced by
 - Modern, beautiful, comfortable space that inspires innovation & creativity
 - A welcoming, comfortable, and safe learning environment that allows students to be themselves & grow/learn together
 - Builds a sense of togetherness, whole
 - Honoring the individual
 - Facility inspires creativity & intellectual curiosity
 - To be a school where enrollment is competitive & we’re proud to host district events (students respect space, equity)
 - A building that is responsive to the varied needs of the staff, students, & community, now & forward
 - Learning environment that promotes community & inspiration (building community within school)
 - Space for other than traditional classrooms. Class space for auto, welding, trades, etc. (all student needs, not everyone goes to four-year colleges)
 - Provide opportunity for a wide diversity of academic programs (art, music spaces)
 - Facility & curriculum that support & push each other (sustainable building features are teaching tools)
 - Natural light & flexible spaces that accommodate & inspire learning
 - Integrates, local ecology and habitat and protects local fish bearing creeks
 - Students learning inside & outside in a completely green CO2 neutral school, all graduating 😊, feeling completely safe, and teachers that are well paid
 - Expandability: academically, culturally/community, physically, technology
 - Aspiration: Energy Efficient & tech. savvy
 - Sustainable building net zero (for our future)
 - Ticks ALL the boxes (reflects needs & wishes of community)
 - Integral part of entire SW community
 - Creating a welcoming place for students & community
 - Connecting to the community (site as well as building)
 - Community space for students & all community members. Garage
 - Efficient, engaging and welcoming to students AND to the community
 - The flagship of the community (including all feeder schools ... not just Hillsdale) for decades to come
 - Safe inclusive space for all to thrive, and better themselves
 - A welcoming place where students can learn
 - Student ownership, safe, place for students to be the best they can become
- 7
- Wilson HS tomorrow – Visioning Exercise Question #3 (see attached documentation of activity)
- How will we know of we are successful? – CMPC
- Still usable after the big one. Community uses it!
 - If we end up with 70% of what we hope to get
 - We can accommodate the needs of the school & community 5+ years after launch
 - Space to accommodate growth for years to come

Wilson HS CMPC Meeting #1
Wilson HS, Room 145
October 10, 2019 @ 6:30pm

- Pride
- We end up with a school where everyone likes to be at and still looks great 50 years from completion
- A facility that students, staff, community are PROUD of & will therefore continue to praise & support
- Pride & ownership from students & community members (we want to be better than Lincoln)
- Staff, students, community, we are proud of it
- If the community embraces the school as a special place
- We have still met our vision statement 80 years down the road. That includes surviving the big one
- Success is: Feeling at home ... Everything in its place, a place for everything
- Used frequently by students, teachers and the community. Filled with vibrant activity
- Every student can identify a place on the campus where who they are has a well-reasoned, thoughtful place
- All the senses are satisfied
 - Schedule bells
 - Visual aesthetics
 - Better stadium sound
 - Café food
 - Scents, textures
- No regrets
- No spending disasters
- Noticeable change in student achievement and outlook on future endeavors
- Students LOVE being & learning at Wilson
- Students find a place they can call their own
- Students, teachers & community are mostly supportive of & excited for master plan
- Better attendance
- Student outcomes (attendance & graduation) improve
- Student outcomes
 - High graduation rates
 - College/career success
 - Safe & secure kids
 - Healthy spaces
 - Community partnerships
- Look at measurable outcomes
 - Graduation rates
 - Attendance
 - Etc.
- Increased class attendance and graduation rates
- High enrollment, academic & athletic excellence
- High levels of student performance & wellness
- Well-rounded beautiful people
- Net zero energy
- Open feel classrooms that don't overheat. Style & class with connection to history and eyes on future. Open space to share with community to hold our heads high. (No CA prison school) Covered outdoor space
- Community is able to utilize/engage site & school
- Minimal disruption to students AND community (during construction)
- Building is used for day camps during the year. How do we better utilize summer when the building is not used for three months?
- School serves the community, and the community serves the school.
- A committee member asked about the pool. Levi asked we table that discussion for the next

1

2

3

4

5

6

7

8

9

10

- CMPC meeting.

 - Cleveland has the option to build on the field, then tear down the original building, then build a new field. At Lincoln the belief was that model costs more. There is a perception that Cleveland has it easy.
 - Scope of project will force seismic retrofits. Question about where PPS fits, or aligns itself, with our goals. PPS has allowed us to ask this question. What are the Owner’s expectations, how do they relate historically to the other projects?
- 8

Next Steps (see attached PowerPoint slides)

 - Homework Prioritize vision statements
 - IBI will create an online survey for CMPC members to vote on vision statements.
 - Additional vision statements can be added in the comments field.
 - Homework Site thoughts
 - Study handouts and markup with responses to the questions. Bring to the next meeting.
 - A committee member asked if it is OK to ask other people to answer the site questions. Sue confirmed CMPC are representing their community and soliciting their feedback is part of the process. IBI encouraged CMPC members to take extra copies of the site homework for additional people to complete.
 - Extra Credit Homework to review Ed Spec before next meeting.
 - CMPC #2 Program & Analysis
 - Review of homework.
 - Refine vision statements.
 - Outline facility planning principles.
 - Study Wilson High School context and site analysis.
 - Review existing program analysis and comparison to Ed Specs.
- 9

Public Comment
 - A committee member asked about transportation changes, and how, or if this changes what we are doing? We know they are coming, what will be our reaction?
 - A committee member suggested we create a facility with other uses, other than just being a building for education. What else can it be?
 - Filip would like to learn about other schools in the region how they have anticipated other uses. Computer labs are a good example, a few years ago we needed them, however we don’t build them anymore. Grant HS has wireless projectors. Franklin & Roosevelt two years earlier didn’t have this. Will kids still get books from a library? We could study schools in other countries that are a few steps ahead.
 - A committee member is a teacher at Mountainview HS, a new high school in Beaverton, completed two years ago. The classrooms were built for 30 kids, however they have 40 kids in them now, and the committee member asked how we avoid this?
 - Levi described creating flexible spaces that can adapt to different uses over time, a Blackbox for CTE, we you don’t bolt to floor, and electrical is hung from ceiling.
 - A committee member asked what was Filip’s experience entering Roosevelt and inheriting decisions that he wasn’t involved in? Filip responded that ultimately, they ended up with something that was much more than what they had before. The new space created possibilities for students to come together. The big picture was great. Filip noted the community engagement process needed improvement. Filip noted the facilities haven’t kept up with the many rich programs that Roosevelt offers. Health occupation program is taught out of a regular classroom and is very different than a space designed specifically for that use. What other career pathways would we want to develop? A committee member noted this is connected to a fear of only getting 70% of what was intended.
 - How do we get more people of color involved? Diversity has been an issue at Wilson. Filip will work on getting more people of color involved, and some students involved as well.
 - A committee member asked if we are building a new building? What has been the trend? To renovate or new construction? The committee member is new to Portland and doesn’t know what

Wilson HS CMPC Meeting #1
Wilson HS, Room 145
October 10, 2019 @ 6:30pm

has been completed recently. Levi responded we don't know if we are building a new building or renovating. PPS has renovated high schools and Lincoln is building a new replacement high school.

- 10 Select a CMPC Chairperson – Steve Effros**
a. Steve will bring ballots to CMPC #2 for the CMPC to select a Chairperson.

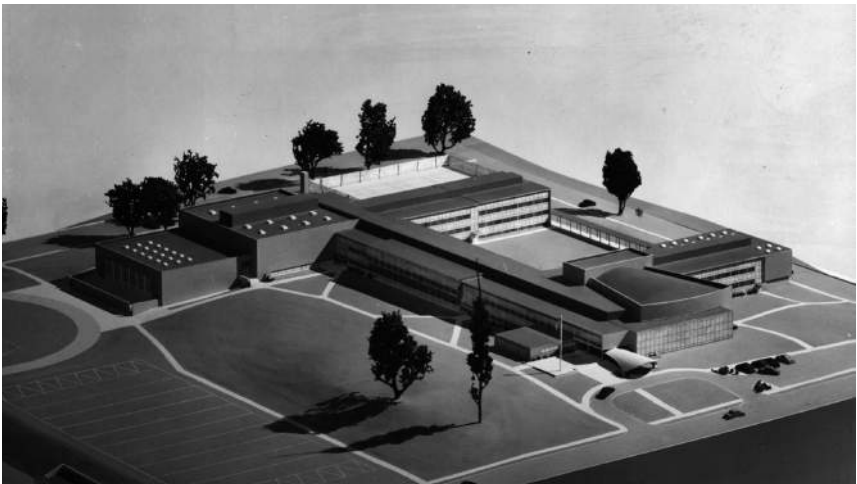
Attachments: CMPC #1 Sign-in Sheet
 CMPC #1 Agenda
 CMPC #1 Presentation
 CMPC #1 Visioning Exercise
 CMPC #1 Visioning Handout
 CMPC #1 Site Homework Handout

Next meeting: Tuesday October 22nd, 2019 at Wilson HS at 6:30pm

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by
IBI Group

MEETING 1
PRESENTATION



CONCEPTUAL MASTER PLANNING

[Team Introductions]

[Process]

[Schedule]

[What is a Conceptual Master Plan?]

Wilson High School Conceptual Master Planning

IBI

IBI GROUP
Portland Public Schools
Conceptual Master Planning Committee Meeting #1
October 10, 2019

CONCEPTUAL MASTER PLANNING

[Team Introductions]

[Process]

[Schedule]

[What is a Conceptual Master Plan?]

AGENDA

[Conceptual Master Planning]

[Wilson HS Tomorrow]

[Next Steps]

Team Introductions: Who Are We?

Portland Public Schools

Filip Hristić, Principal

Steve Effros, Senior Project Manager

Sue Brent, Project Manager

IBI Group

Architectural Design & Planning

Rebecca Grant, Project Manager

Levi Patterson, Project Designer

Matt Rolston

AGENDA

[Conceptual Master Planning]

[Wilson HS Tomorrow]

[Next Steps]

Experience: High Schools

Toledo High School Addition & Remodel
Toledo School District | 2021

McMinnville High School Addition & Remodel
McMinnville School District | 2019

Franklin High School Modernization
Portland Public Schools | 2017

Redmond High School
Repair and Modernization
Redmond School District | 2013

Sandy High School Replacement
Oregon Trail School District | 2012

Ridgeview High School
Redmond School District | 2012

Westside Christian High School
Remodel/Addition
2013

Camas High School Addition & Remodel
Camas School District | 2011

Central High School Addition & Remodel
Central School District | 2010

Bend Senior High School Center of Technology
and Design
Bend-LaPine Schools | 2010

High School and Administration Building
Expansion
Serendipity Center | 2010

Silverton High School Phase II
Silver Falls School District | 2009

Gladstone High School Addition &
Modernization
Gladstone School District | 2009

Sherwood High School Addition & Remodel
Sherwood School District | 2009

McMinnville High School Addition & Remodel
McMinnville School District | 2009

Rex Putnam High School Addition &
Remodel
North Clackamas School District | 2009

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Experience: High Schools

West Linn High School Addition & Remodel West Linn-Wilsonville School District 2006	Westview High School Additions Beaverton School District 2003
Wilsonville High School Addition & Remodel West Linn-Wilsonville School District 2006	Roseburg High School Additions Roseburg Public Schools 2003
Corvallis High School Replacement Corvallis School District 2005	Canby High School Applied Technology Center Center Canby School District 2002
Tigard High School Addition & Remodel Tigard-Tualatin School District 2005	Roseburg High School PE & Wellness Facility Roseburg School District 2002
Bend High School Addition & Remodel Bend-LaPine Schools 2004	Creswell High School Addition Creswell School District 2002
Marshall High School Addition & Remodel Bend-LaPine Schools 2004	Summit High School Bend-La Pine Schools 2001
Madras High School Addition & Remodel Jefferson County School District 2003	West Linn High School Addition & Remodel West Linn-Wilsonville School District 2000



Franklin High School
Portland Public Schools | Portland, OR



Experience: High Schools

Southridge High School Beaverton School District 1999	Dallas High School Addition/Remodel Dallas School District 1996
Alpha Alternative High School Multnomah Education Service District 1999	Crook County High School Crook County School District 1996
Grants Pass High School Grants Pass School District 1998	Gladstone High School Addition/Remodel Gladstone School District 1995
Silverton High School - Phase I Silver Falls School District 1998	Westview High School Beaverton School District 1994
Parkrose High School and Community Center Parkrose School District 1997	Merlo Station Science & Technology High School Beaverton School District 1994
Woodburn High School Addition & Remodel Woodburn School District 1998	CE Mason Arts and Communications High School Beaverton School District 1993
Sherwood High School Addition Sherwood School District 1997	Benson Polytechnic High School Addition/Remodel Portland Public Schools 1992



Sandy High School

- Oregon Trail School District
- Completed Summer 2012
- New Construction
- Sustainable Design

Sandy High School
Oregon Trail School District | Sandy, OR



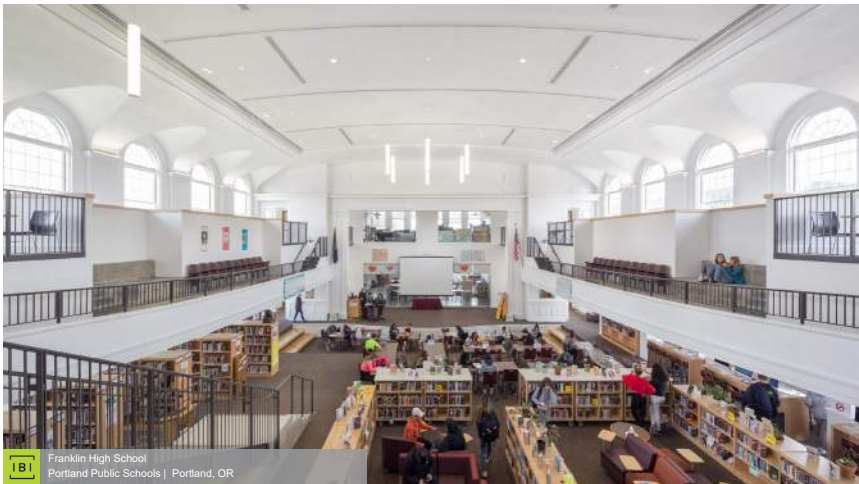
Franklin High School

- Portland Public Schools
- Completed Summer 2017
- Complex Renovation & Addition
- Modernization
- Historic
- Sustainable Design

Franklin High School
Portland Public Schools | Portland, OR



Sandy High School
Oregon Trail School District | Sandy, OR



Franklin High School
Portland Public Schools | Portland, OR



Sandy High School
Oregon Trail School District | Sandy, OR

10

APPENDICES

CONCEPTUAL MASTER PLANNING COMMITTEE - MEETING 1

Ridgeview High School

- Redmond School District
- Completed Summer 2012
- New Construction
- Sustainable Design

IBI Ridgeview High School Redmond School District | Redmond, OR



CMPC Purpose & Responsibilities

- Represent stakeholder groups
- Help communicate CMPC process to school community
- Contribute to the vision, goals, and programming of Wilson HS
- Attend all CMPC work sessions
- Complete CMPC homework

Guiding Principles

- Balance your individual vision with what is best for the entire community
- Be transparent
- Be polite and courteous
- Stay on topic, focus on priorities and opportunities
- Be present and engaged
- Be a good listener
- Suspend certainty



IBI Ridgeview High School Redmond School District | Redmond, OR



IBI Ridgeview High School Redmond School District | Redmond, OR



CONCEPTUAL MASTER PLANNING

- [Team Introductions]
- [Process]
- [Schedule]
- [What is a Conceptual Master Plan?]

CONCEPTUAL MASTER PLANNING

- [Team Introductions]
- [Process]
- [Schedule]
- [What is a Conceptual Master Plan?]

CMPC Schedule

TASK	September 2019					October 2019				November 2019				December 2019				January 2020				
	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27
Site & Building Research																						
Vision & Goals																						
Program & Analysis																						
Concept Development																						
Concept Refinement																						
Steering Committee Meetings						#1	#2	#3		#4				#5								
CMPC Meetings						#1	#2		#3	#4												
Coordinate with PPS Cost Estimator																						
PPS Conceptual Master Plan Review & Comment																						
Refine Conceptual Master Plan Design																						
Present and Submit to PPS Leadership																						



CMPC + Steering Committee Meetings

- CMPC #1: October 10, 2019

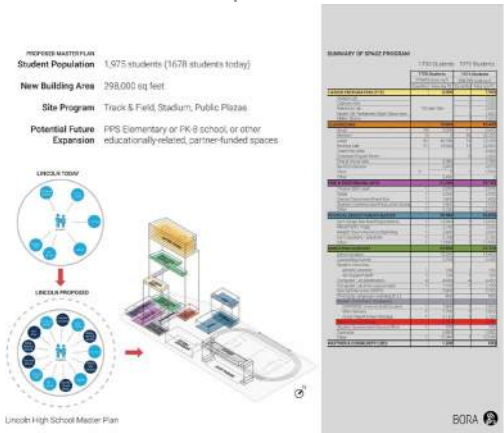
• Vision & Goals
- CMPC #2: October 22, 2019

• Program & Analysis
- CMPC #3: November 5, 2019

• Concept Development
- CMPC #4: November 19, 2019

• Concept Refinement
- SC #1: October 4, 2019
- SC #2: October 17, 2019
- SC #3: October 31, 2019
- SC #4: November 14, 2019
- SC #5: December 5, 2019

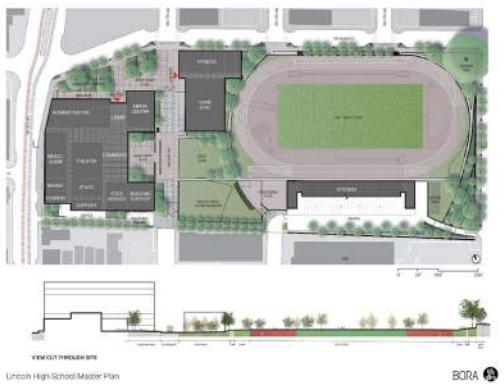
WHS Conceptual Master Plan Example



CONCEPTUAL MASTER PLANNING

- [Team Introductions]
- [Process]
- [Schedule]
- [What is a Conceptual Master Plan?]

WHS Conceptual Master Plan Example

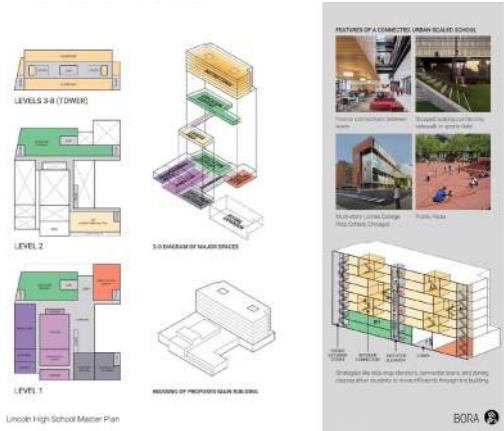


What is a Conceptual Master Plan?

- A reflection of the values of the school community
- A vision for future development of the school
- It includes...
 - Overall program analysis
 - Recommended site layout
 - Preliminary cost analysis based on the conceptual master plan
 - A plan for future capital improvement bonds



WHS Conceptual Master Plan Example



What a Conceptual Master Plan is not?

- Important Topics for Other Forums
- Total bond value
 - Bond project list
 - Previous bond spending
 - Boundary changes
 - Class sizes
 - Elementary and middle school reconfiguration
 - Curriculum
 - School operations funding
 - Classroom assignments

AGENDA

- [Conceptual Master Planning]
- [Wilson HS Tomorrow]
- [Next Steps]

| What is a *vision*?

Vision is your *why*. A vision is a clear image of your desired future. A vision is aligned with your core values; it is what you believe in and what you want for the future. A vision inspires, motivates, and excites you. A vision is what you aspire to.

“If you are working on something exciting that you really care about, you don’t have to be pushed.
The vision pulls you.” -Steve Jobs

| Wilson HS Mission Statement

“Our mission is to educate young people in every capacity – mind, body and spirit. We prepare students to succeed in their various roles in society: as workers who are responsible, innovative and ready to compete at a world-class level; as citizens who are both loyal to our community’s democratic ideals and committed to the on-going work of forming a more perfect union in our heterogeneous society; and as adults who, in their private lives, balance the virtues of individualism, such as self-reliance, honesty, and personal initiative, with the cooperative ideals of justice, tolerance and compassion. In short, our goal is to foster in our students the core intellectual capacities and habits of the heart that will allow them to lead deeply engaged, productive and meaningful lives.”



| What is a *goal*?

A goal is a specific target that moves you towards your vision. Goals quantifiable and definable steps you must take to reach your vision.

- S.M.A.R.T. Goals
- Specific
 - *Measurable*
 - Agreed upon
 - Realistic
 - *Time-based*

| Wilson HS CMPC Vision



| PPS Vision Statement

“A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.”



| Wilson HS CMPC Vision

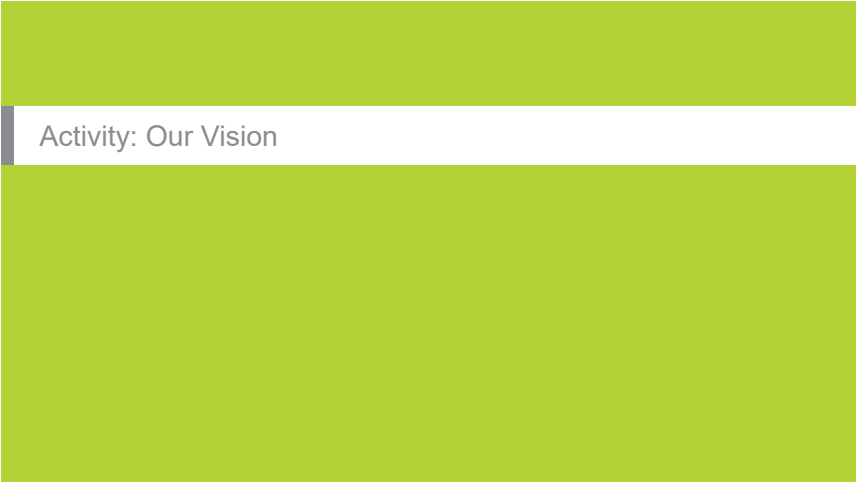
- The vision can change.
- The vision is aspirational.
- The vision is for a future Wilson High School.
- The vision is “ours”, not “mine”.
- The vision will guide decision making.

| PPS Core Values

- Students at the Center
- Racial Equity and Social Justice
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Spirit of Portland
- Joyful Learning and Leadership



Activity: Our Vision



| Activity: Outcome



Establish a set of vision statements that will be our “north star”. They will guide our decision making through careful consideration of our values and our vision for **the future of Wilson High School.**

AGENDA

[Conceptual Master Planning]
[Wilson HS Tomorrow]
[Next Steps]

| Activity: Our Vision



What is your **biggest fear** for a future Wilson High School?

| Next Steps

- Homework #1: Prioritize vision statement themes
 - Complete online survey by end of day Tuesday, October 15th (digital link will be provided)
- Homework #2: Site exercise
 - Review site plan handout
 - Markup with responses to questions
 - Bring to CMPC meeting #2
- Extra Credit
 - Review PPS Comprehensive High Schools Education Specification before CMPC meeting #2

| Activity: Our Vision

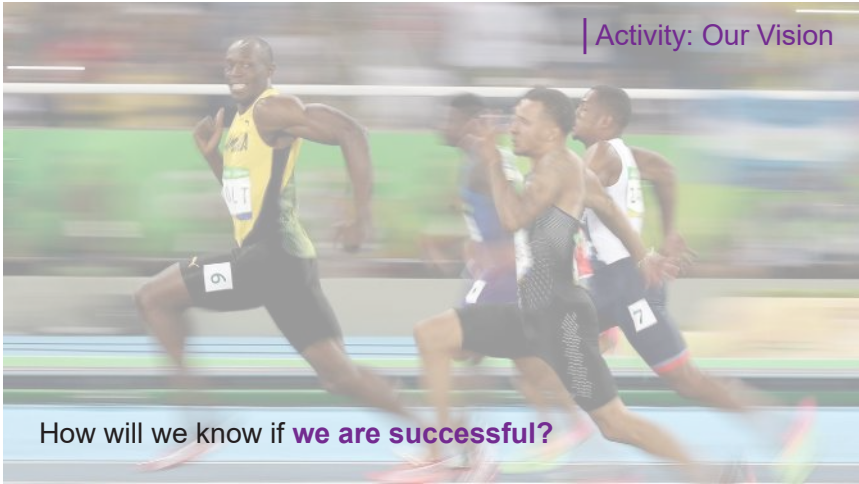


What is your **greatest aspiration** for a future Wilson High School?

| What to Expect Next

- CMPC #2: Tuesday October 22, 6:30-8:30pm
 - Review of Homework Results
 - Refine Vision
 - Comprehensive High School Education Specifications (Ed Specs)
 - Facility Planning Principles
 - Wilson High School Context and Site Analysis
 - Existing Program Analysis and Comparison to Ed Specs

| Activity: Our Vision



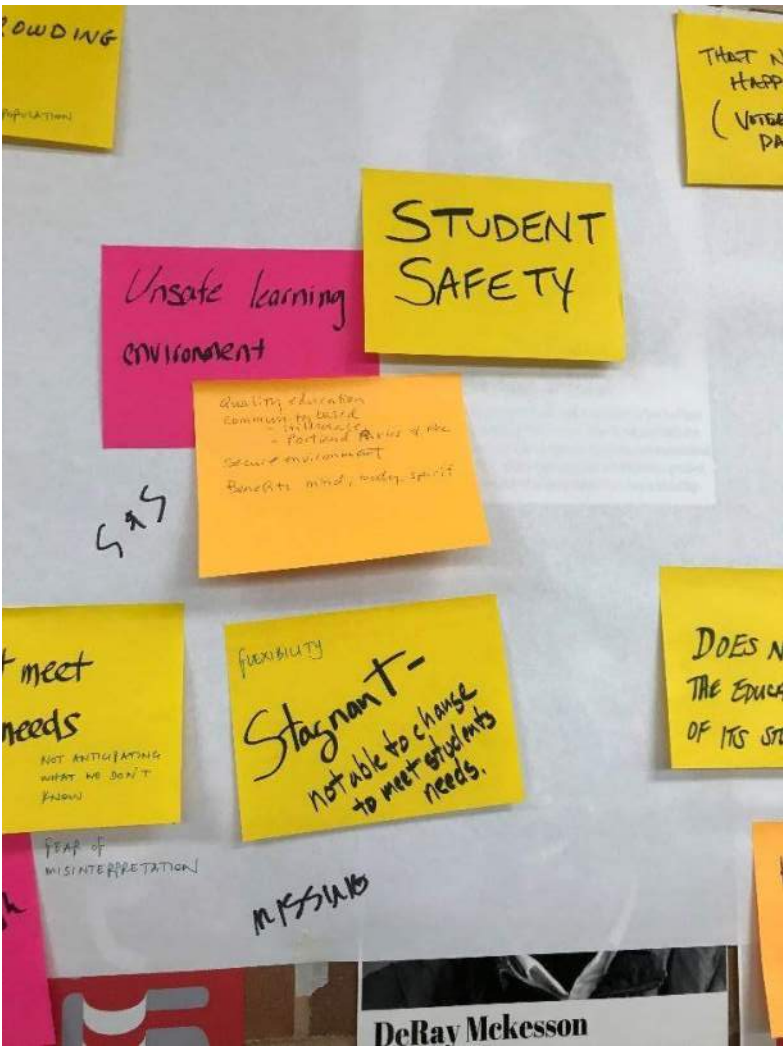
How will we know if **we are successful**?

Thank you





IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

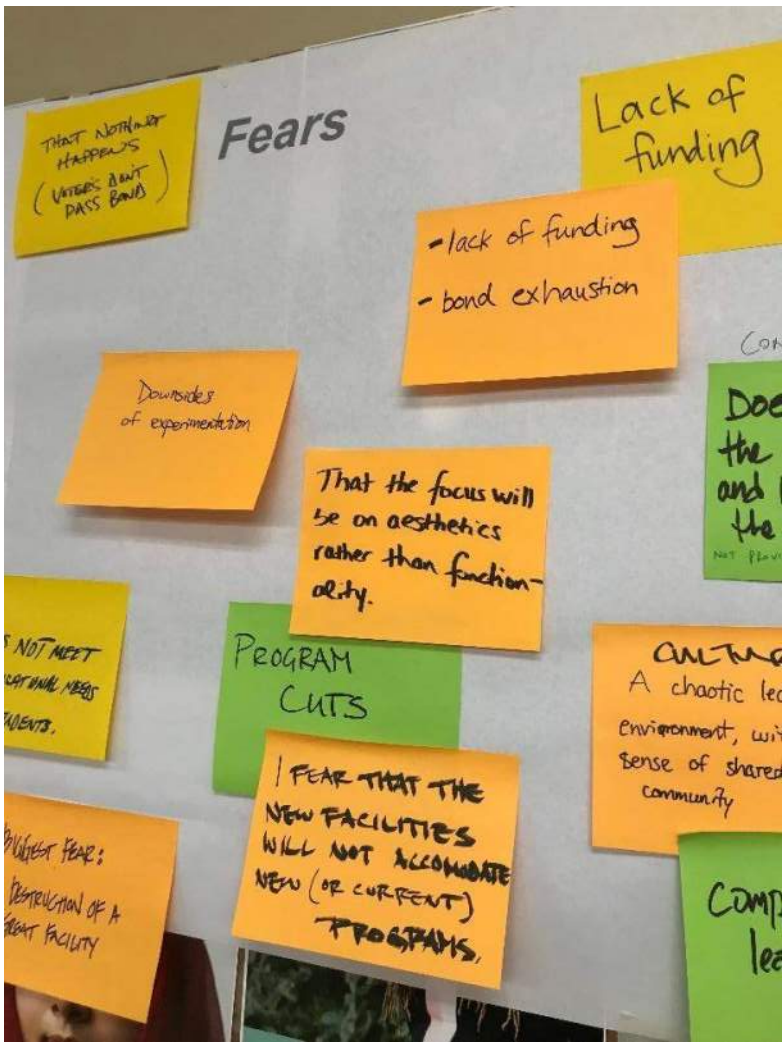


Safety & Security

- Unsafe learning environment
- Student safety
- Quality education; community based – Hillsdale – Portland Parks & Rec; Secure environment; Benefits mind, body, spirit

Flexibility

- Stagnant – not able to change to meet students needs



- That nothing happens (voters don't pass bond)

Building

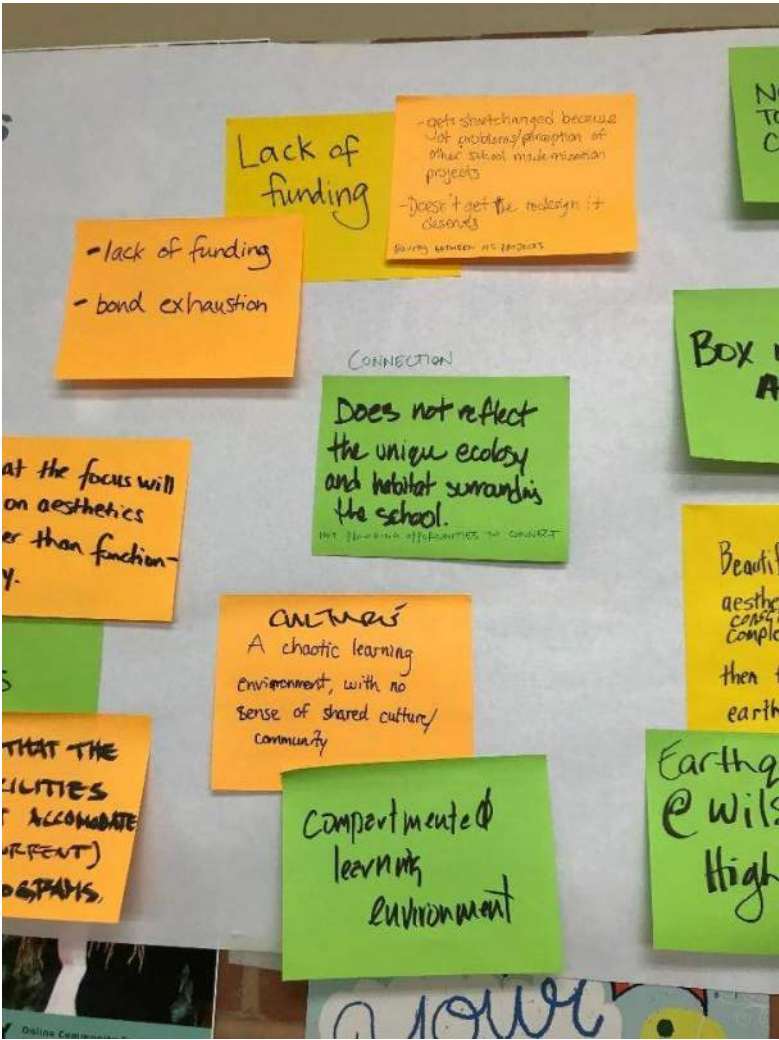
- Downsides of experimentation (for example flexible classrooms with folding partitions)
- Does not meet education needs of students
- Biggest fear: Destruction of a great facility
- That the focus will be on aesthetics rather than functionality

Program

- Program cuts
- I fear that the new facilities will not accommodate new (or current) programs



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com



Funding equity

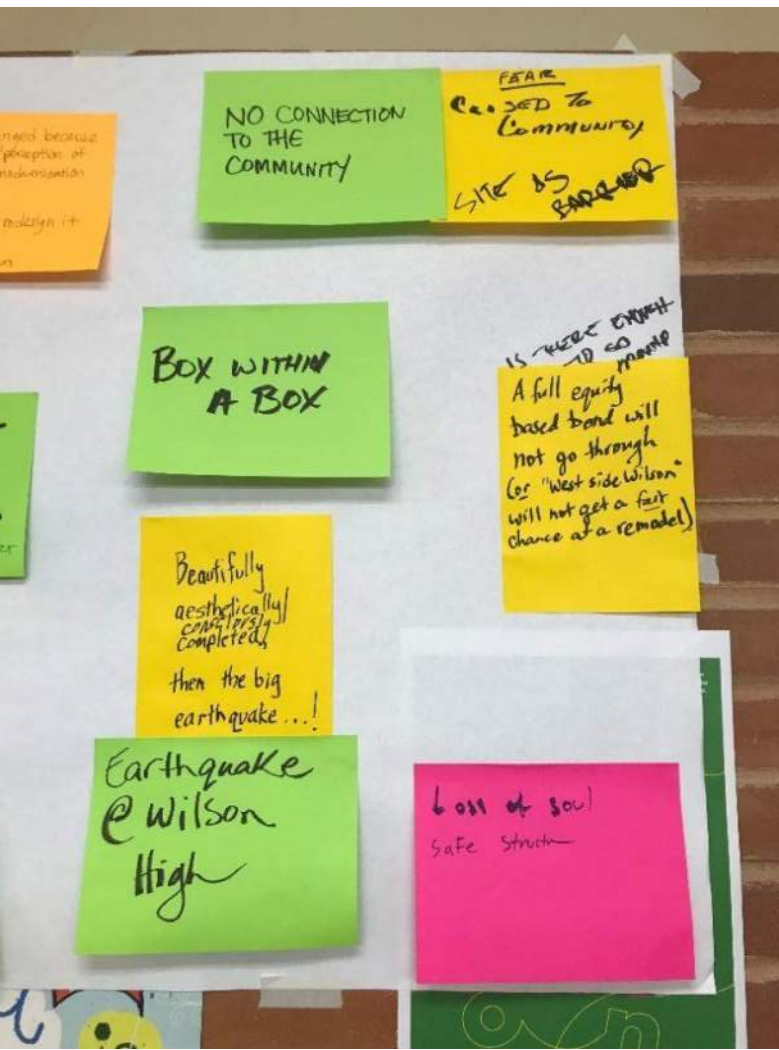
- Lack of funding
- Lack of funding, bond exhaustion
- Get shortchanged because of problems/perception of other school modernization projects. Doesn't get the redesign it deserves (*equity between projects*)

Connection

- Does not reflect the unique ecology and habitat surrounding the school (*not providing opportunities to connect*)

Culture

- A chaotic learning environment, with no sense of shared culture/community
- Compartmented learning environment



Connection cont.

- No connection to the community
- Closed to community. Site is a barrier

Building cont.

- Box within a box

Resiliency

- Beautifully, aesthetically, consciously completed, then the big earthquake
- Earthquake @ Wilson High
- Loss of soul. Safe structure

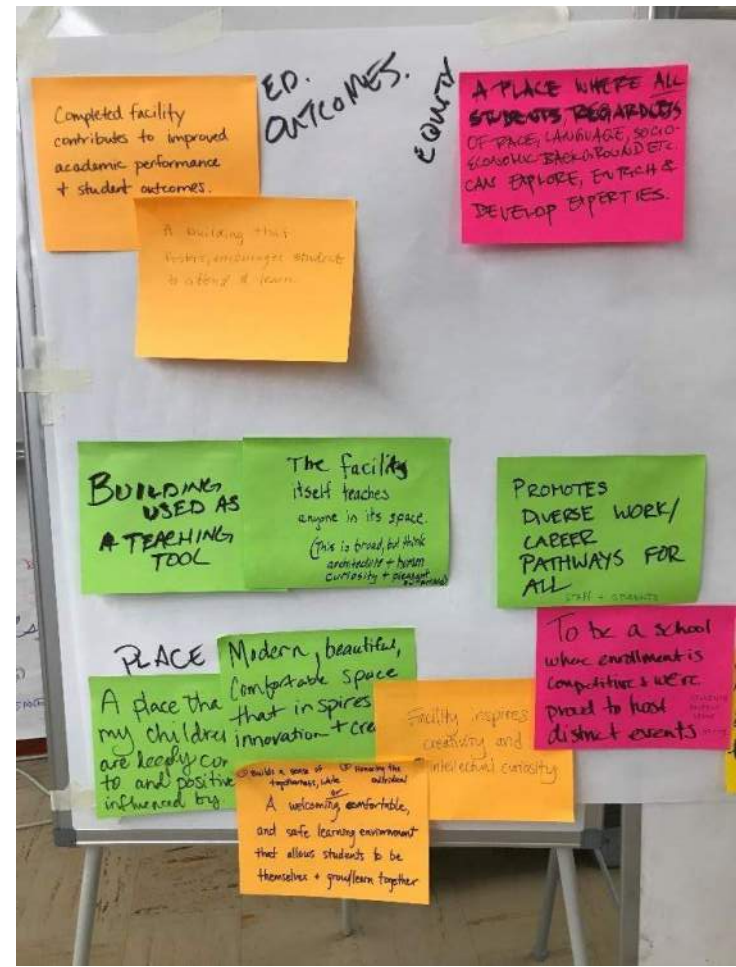
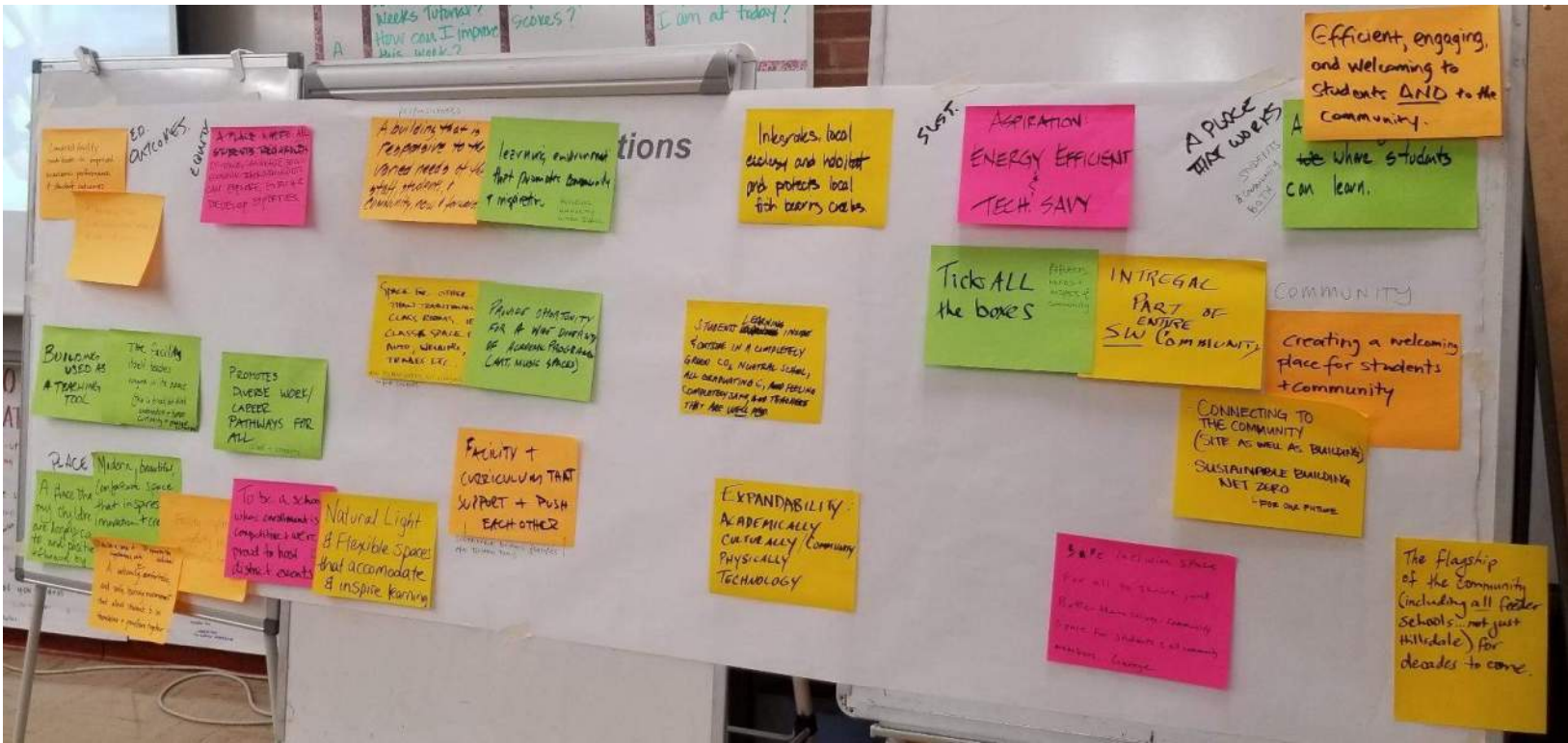
Funding equity cont.

- A full equity based bond will not go through (or "West side Wilson" will not get a fair chance at a remodel) (*is there enough to go around*)



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

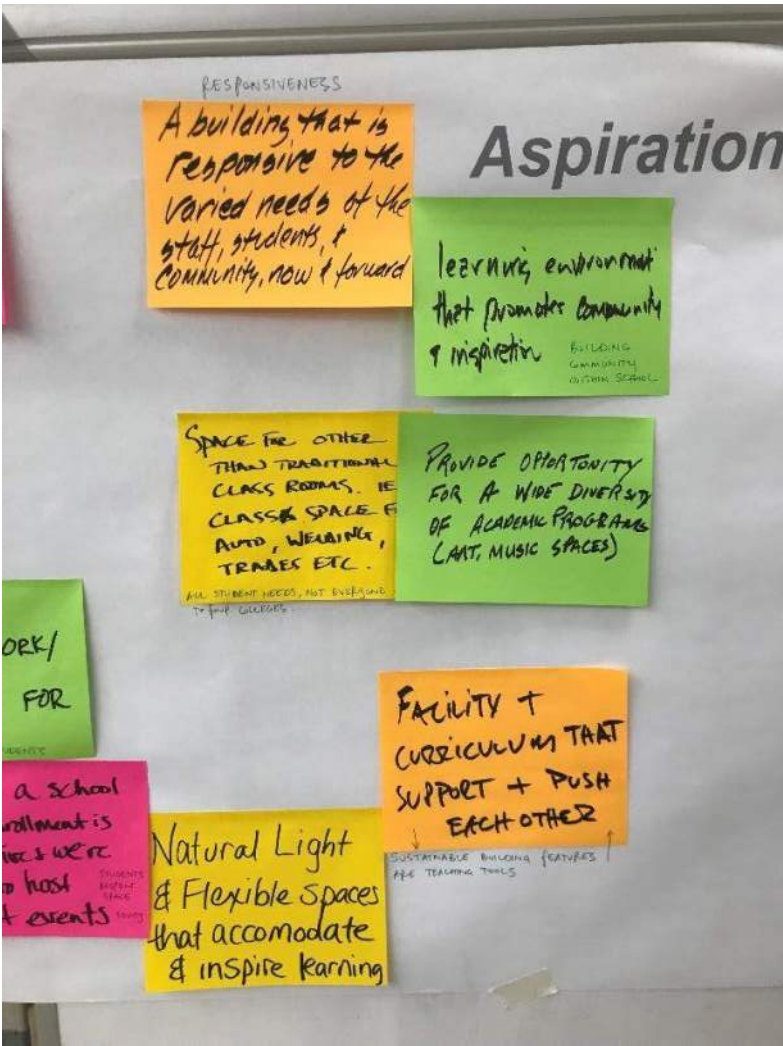
#2 Aspirations
What is your greatest aspiration for a future Wilson High School?



- Education Outcomes**
- Completed facility contributes to improved academic performance & student outcomes
 - A building that fosters, encourages students to attend & learn
- Equity**
- A place where ALL students, regardless of place, language, socio-economic background, etc. can explore, enrich, develop expertise
 - Promotes diverse work/career pathways for all (staff and students)
- Building**
- Building used as a teaching tool
 - The facility itself teaches anyone in its space (this is broad, but think architecture & human curiosity & pleasant surprises)
- Place**
- A place that my children are deeply connected to and positively influenced by
 - Modern, beautiful, comfortable space that inspires innovation & creativity
 - A welcoming, comfortable, and safe learning environment that allows students to be themselves & grow/learn together
 - Builds a sense of togetherness, whole
 - Honoring the individual
 - Facility inspires creativity & intellectual curiosity
 - To be a school where enrollment is competitive & we're proud to host district events (students respect space, equity)



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com



Responsiveness

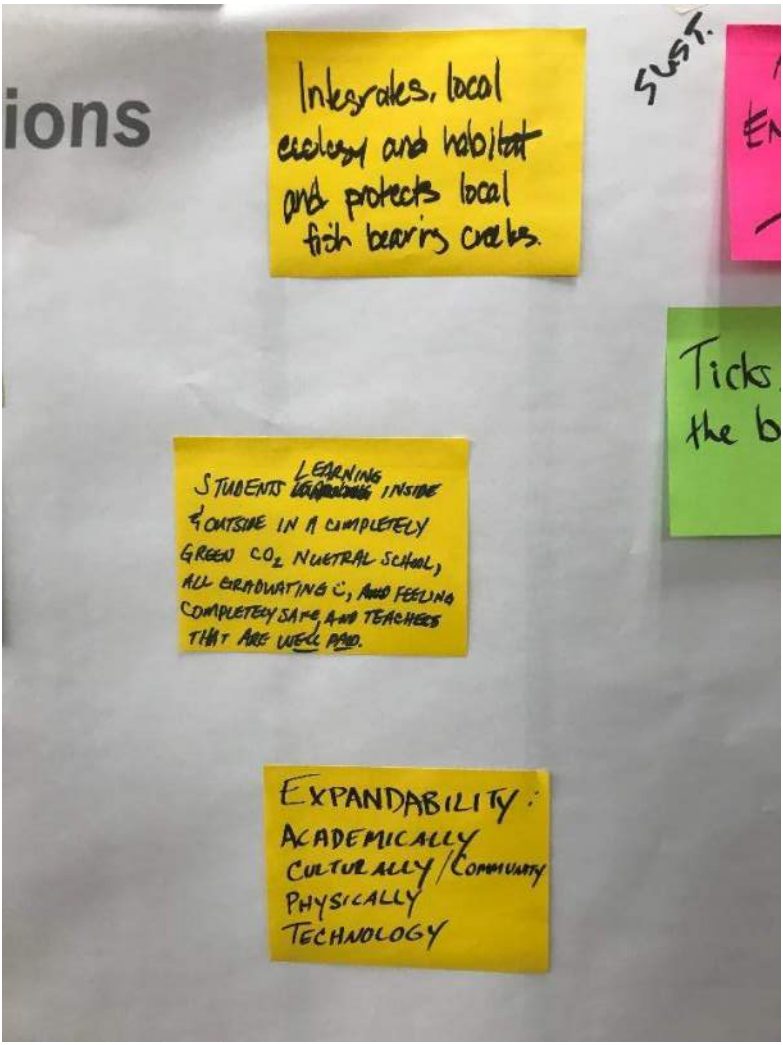
- A building that is responsive to the varied needs of the staff, students, & community, now & forward
- Learning environment that promotes community & inspiration (building community within school)

Diverse Programs

- Space for other than traditional classrooms. Class space for auto, welding, trades, etc. (all student needs, not everyone goes to four-year colleges)
- Provide opportunity for a wide diversity of academic programs (art, music spaces)

Sustainable Design

- Facility & curriculum that support & push each other (sustainable building features are teaching tools)
- Natural light & flexible spaces that accommodate & inspire learning



Sustainable Design cont.

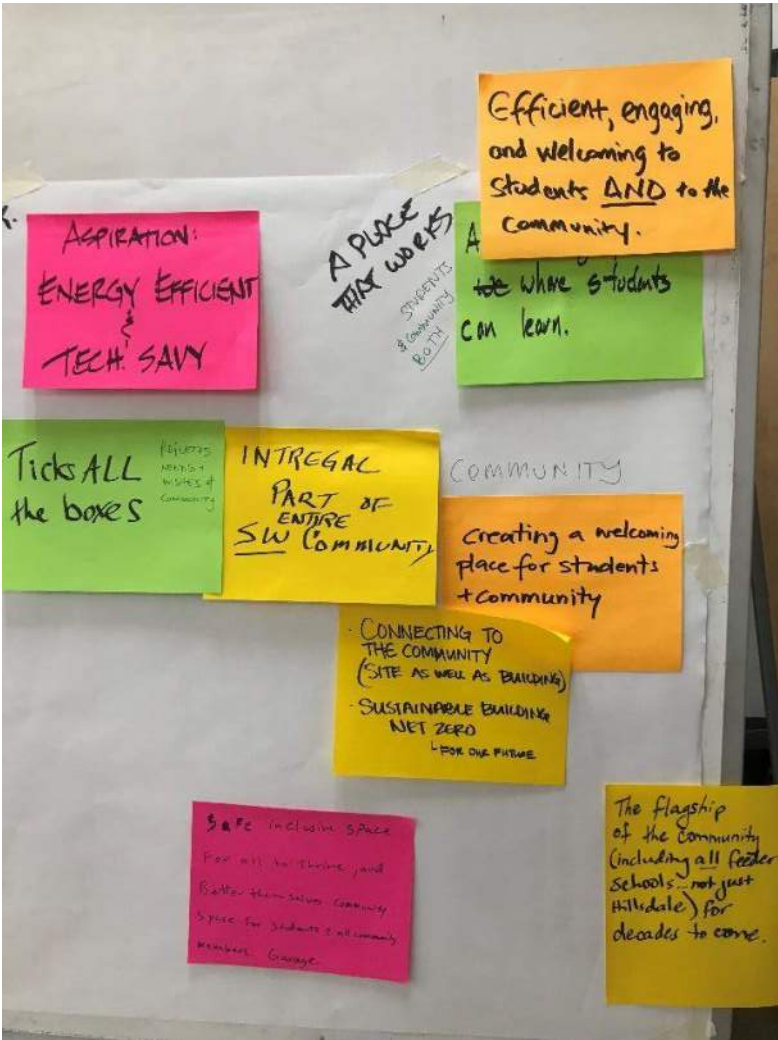
- Integrates, local ecology and habitat and protects local fish bearing creeks
- Students learning inside & outside in a completely green CO2 neutral school, all graduating ☺, feeling completely safe, and teachers that are well paid

Responsiveness cont.

- Expandability: academically, culturally/community, physically, technology



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com



Sustainable Design cont.

- Aspiration: Energy Efficient & tech. savvy
- Sustainable building net zero (for our future)

Community (including students)

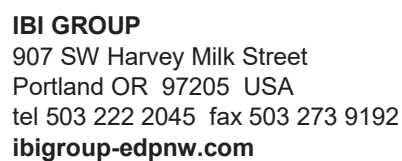
- Ticks ALL the boxes (*reflects needs & wishes of community*)
- Integral part of entire SW community
- Creating a welcoming place for students & community
- Connecting to the community (site as well as building)
- Community space for students & all community members. Garage
- Efficient, engaging and welcoming to students AND to the community
- The flagship of the community (including all feeder schools ... not just Hillsdale) for decades to come

Equity cont.

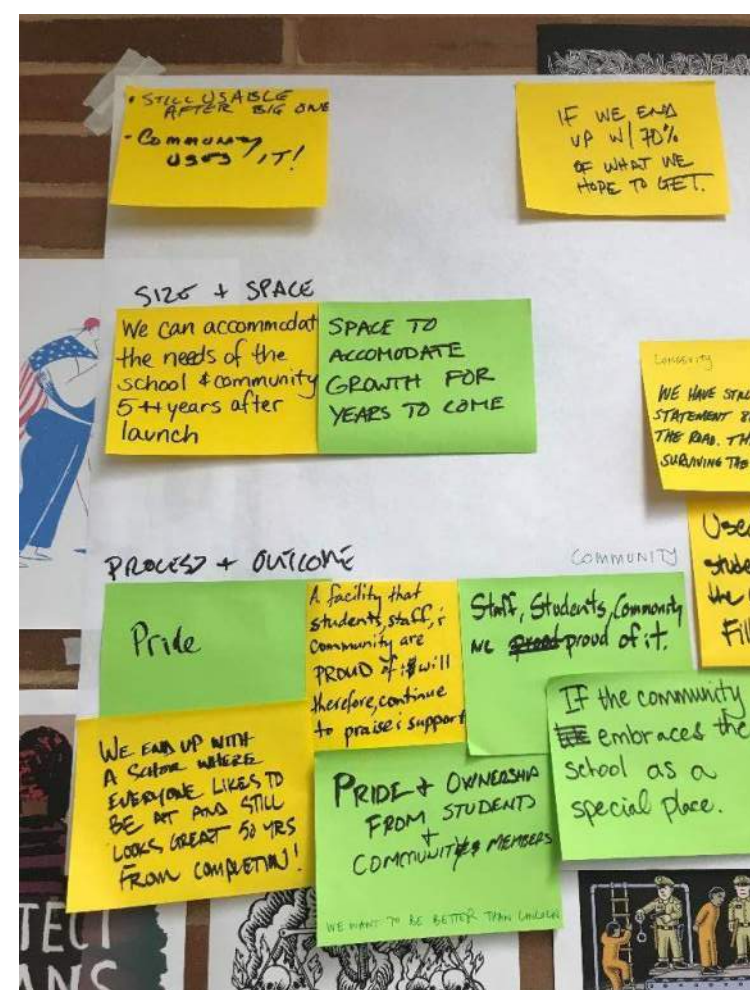
- Safe inclusive space for all to thrive, and better themselves

Place cont.

- A welcoming place where students can learn



How will we know if we are successful?



- Still usable after the big one. Community uses it!

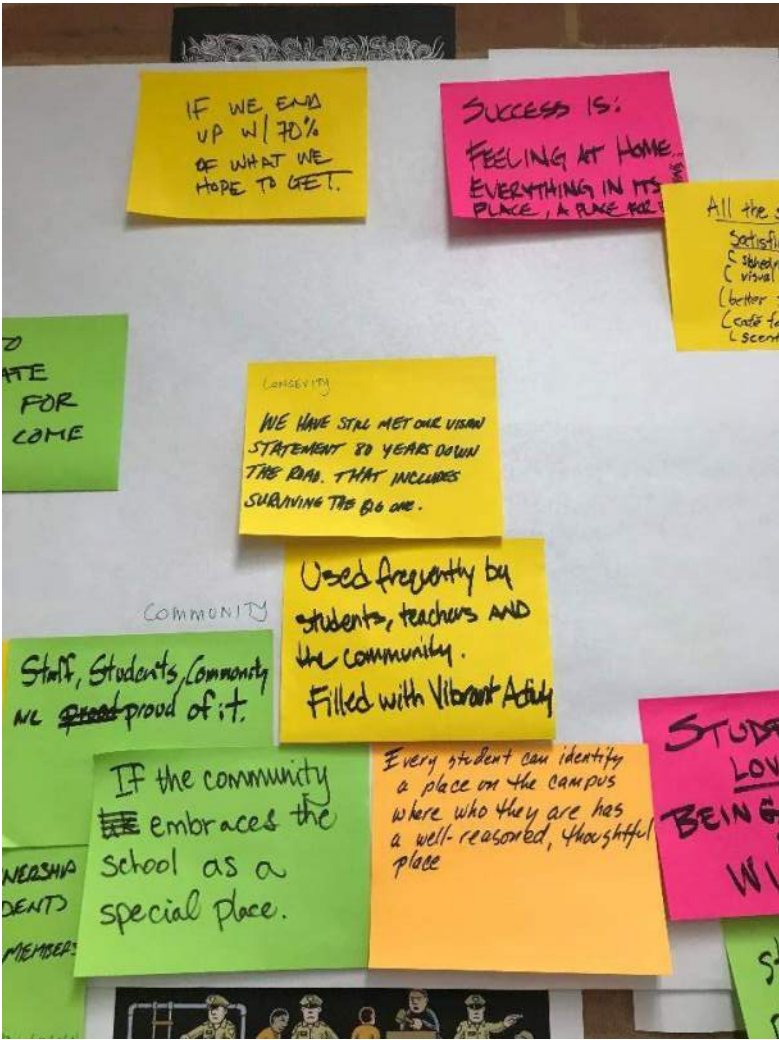
- If we end up with 70% of what we hope to get

- We can accommodate the needs of the school & community 5+ years after launch
- Space to accommodate growth for years to come

- Pride
- We end up with a school where everyone likes to be at and still looks great 50 years from completion
- A facility that students, staff, community are PROUD of & will therefore continue to praise & support
- Pride & ownership from students & community members (*we want to be better than Lincoln*)
- Staff, students, community, we are proud of it
- If the community embraces the school as a special place



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

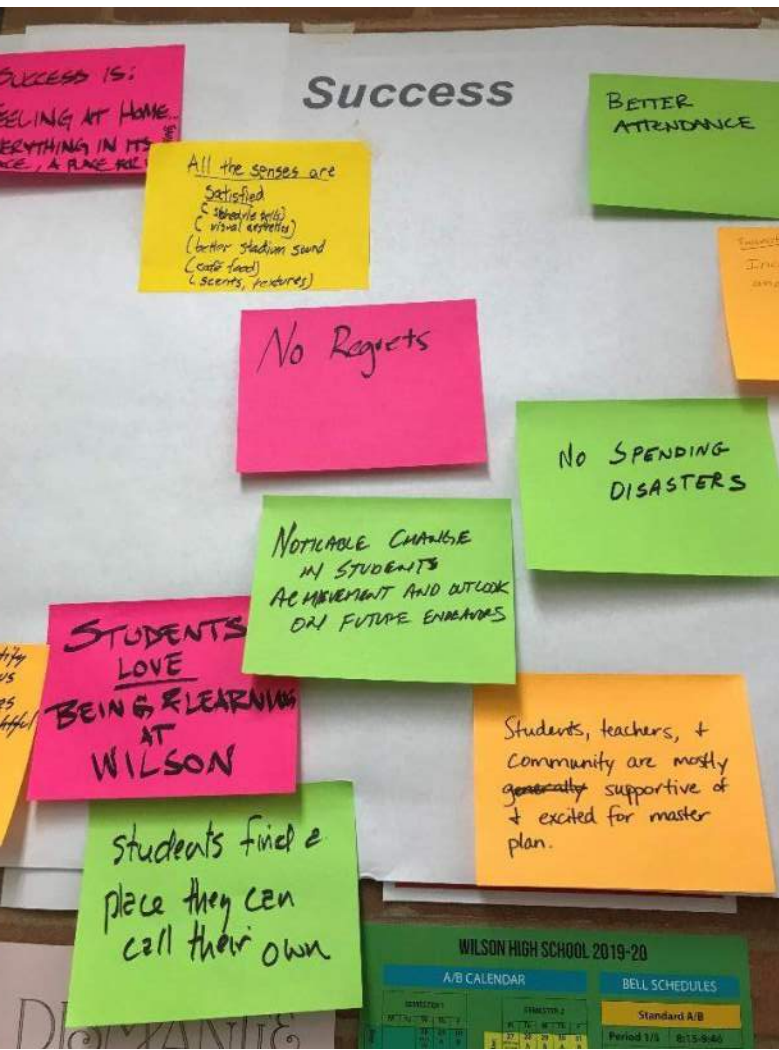


Resiliency

- We have still met our vision statement 80 years down the road. That includes surviving the big one

Place

- Success is: Feeling at home ... Everything in its place, a place for everything
- Used frequently by students, teachers and the community. Filled with vibrant activity
- Every student can identify a place on the campus where who they are has a well-reasoned, thoughtful place



Place

- All the senses are satisfied
 - Schedule bells
 - Visual aesthetics
 - Better stadium sound
 - Café food
 - Scents, textures

Outcome

- No regrets
- No spending disasters

Student Performance

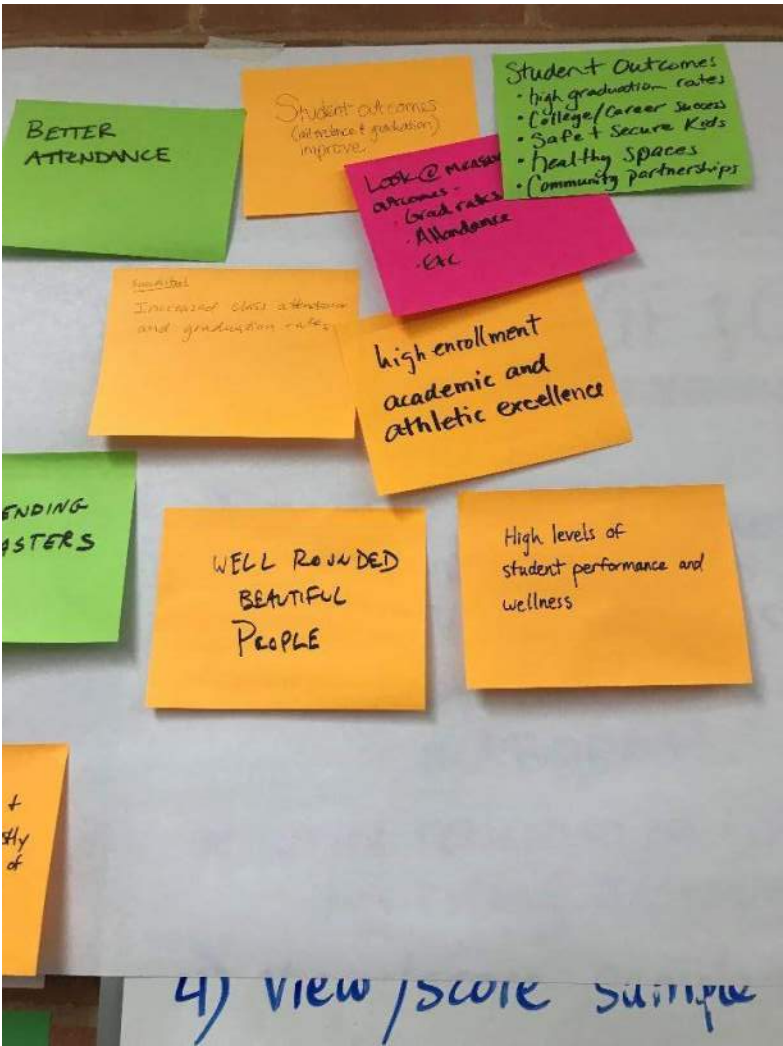
- Noticeable change in student achievement and outlook on future endeavors
- Students LOVE being & learning at Wilson
- Students find a place they can call their own

Process

- Students, teachers & community are mostly supportive of & excited for master plan

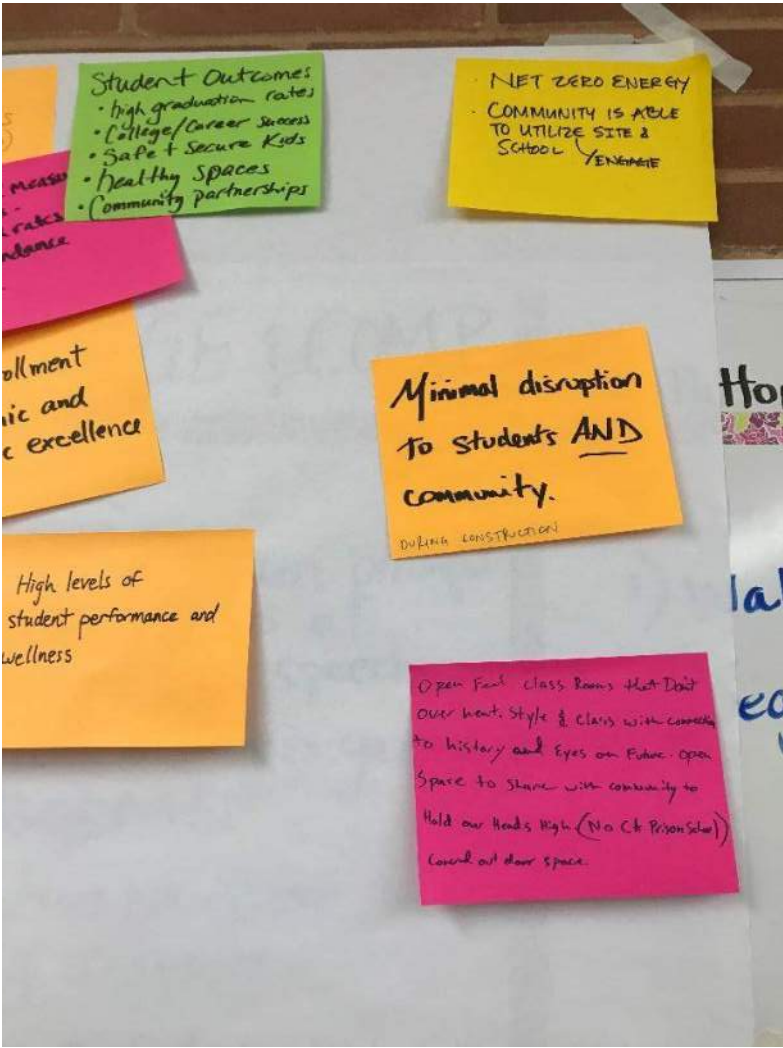


IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com



Student Performance

- Better attendance
- Student outcomes (attendance & graduation) improve
- Student outcomes
 - High graduation rates
 - College/career success
 - Safe & secure kids
 - Healthy spaces
 - Community partnerships
- Look at measurable outcomes
 - Graduation rates
 - Attendance
 - Etc.
- Increased class attendance and graduation rates
- High enrollment, academic & athletic excellence
- High levels of student performance & wellness
- Well-rounded beautiful people



Sustainability

- Net zero energy
- Open feel classrooms that don't overheat. Style & class with connection to history and eyes on future. Open space to share with community to hold our heads high. (No CA prison school) Covered outdoor space

Community

- Community is able to utilize/engage site & school

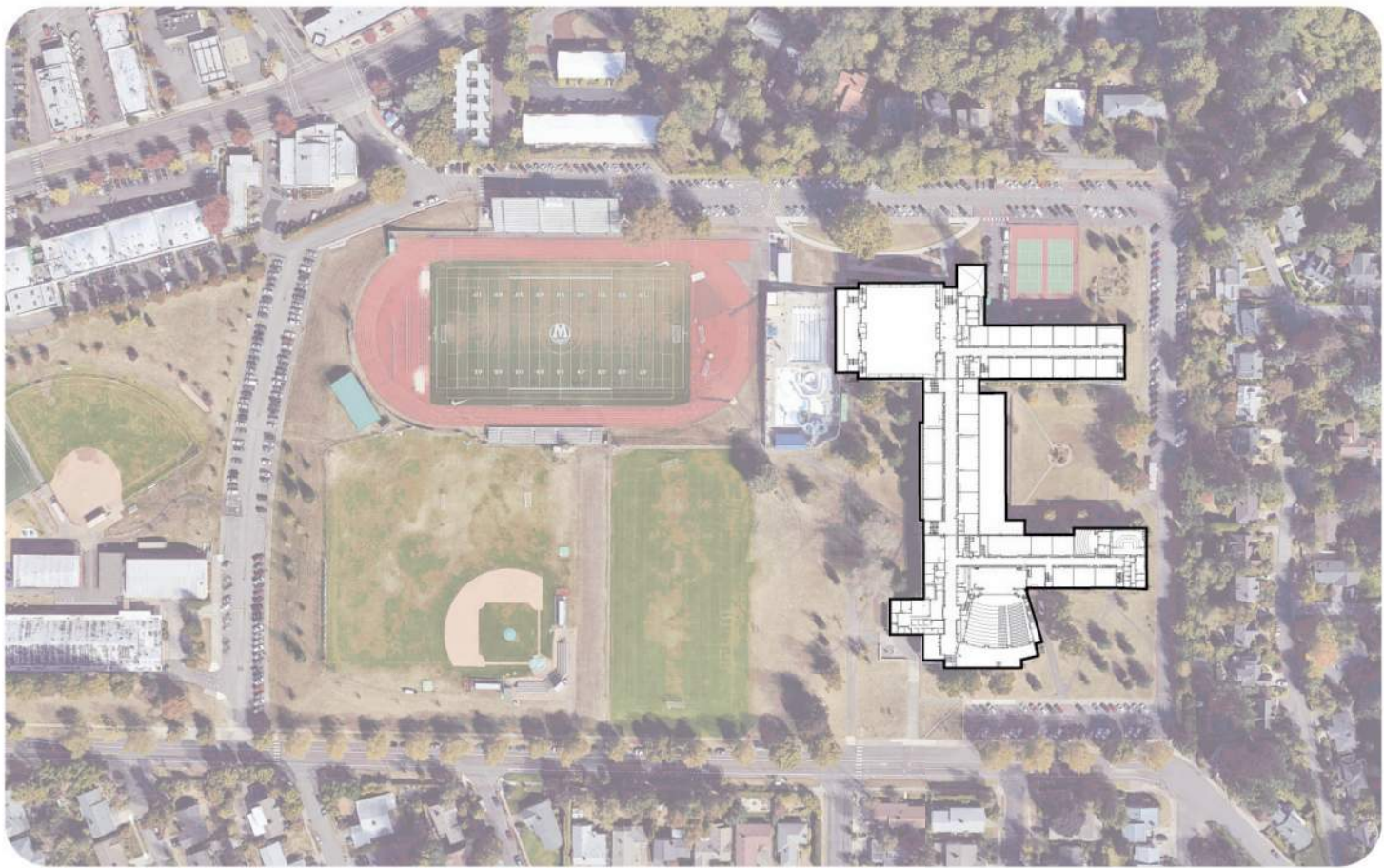
Process

- Minimal disruption to students AND community (during construction)

MEETING 1
HOMEWORK BLANK

| What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

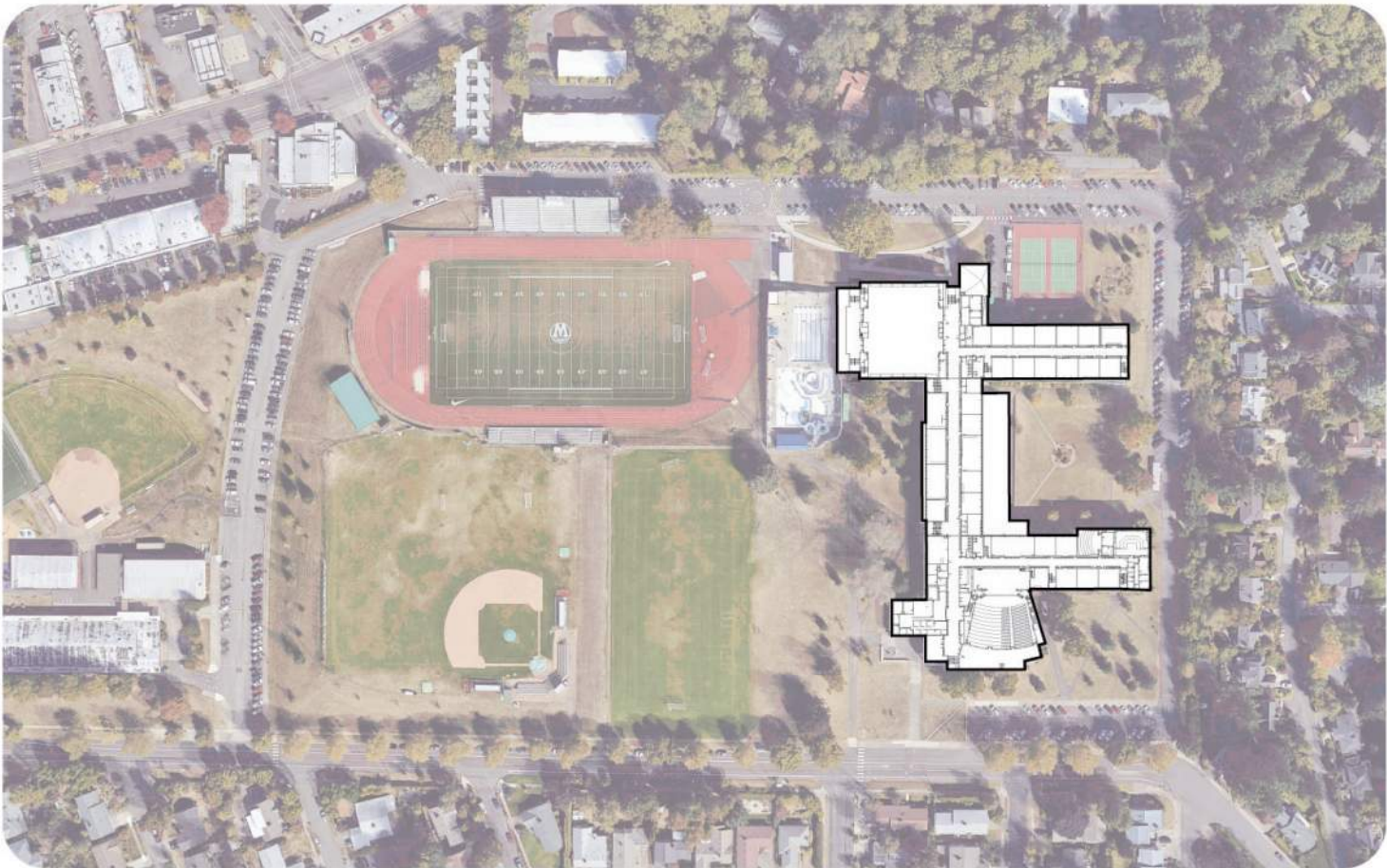
.....

.....

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

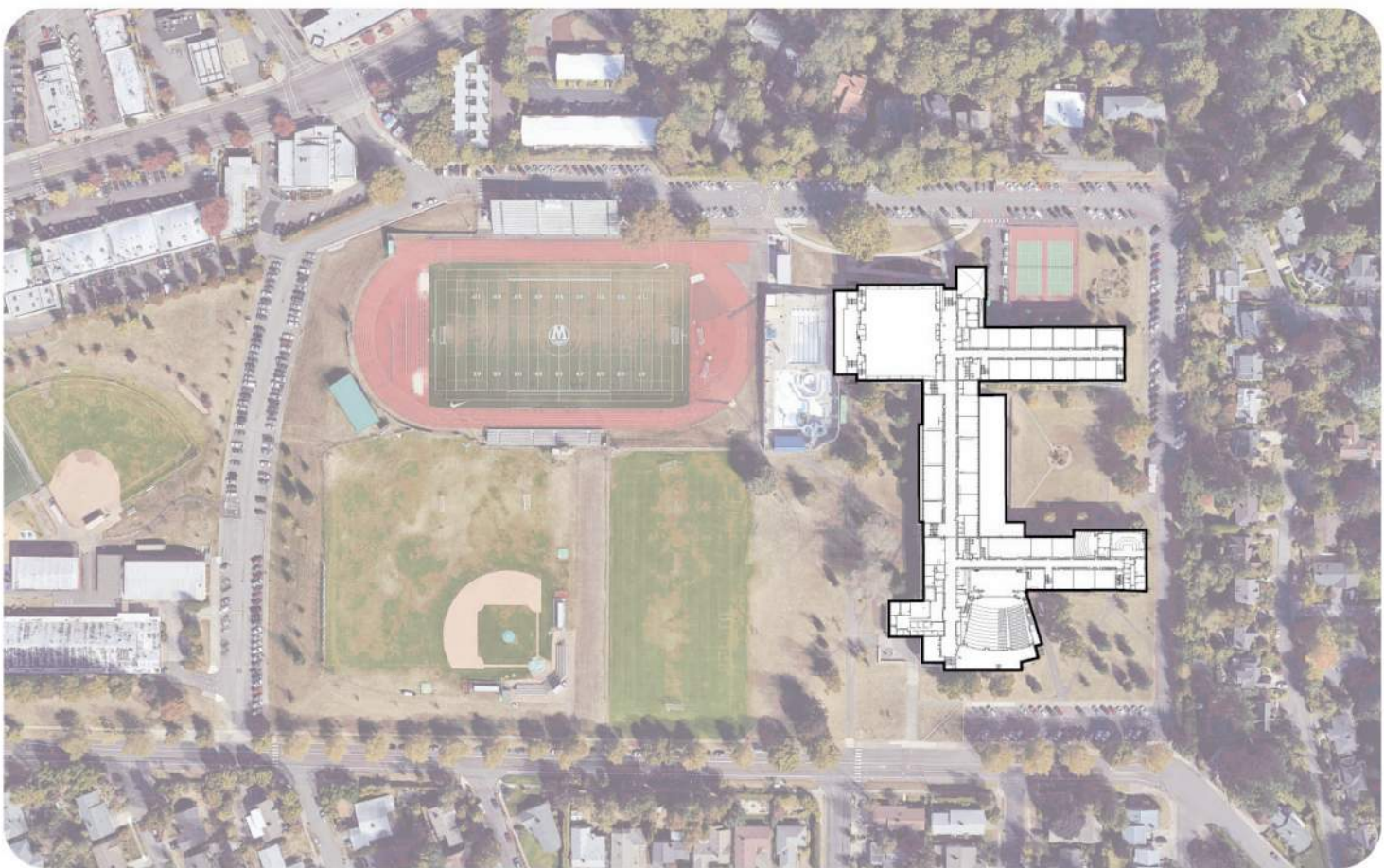
.....

.....

.....

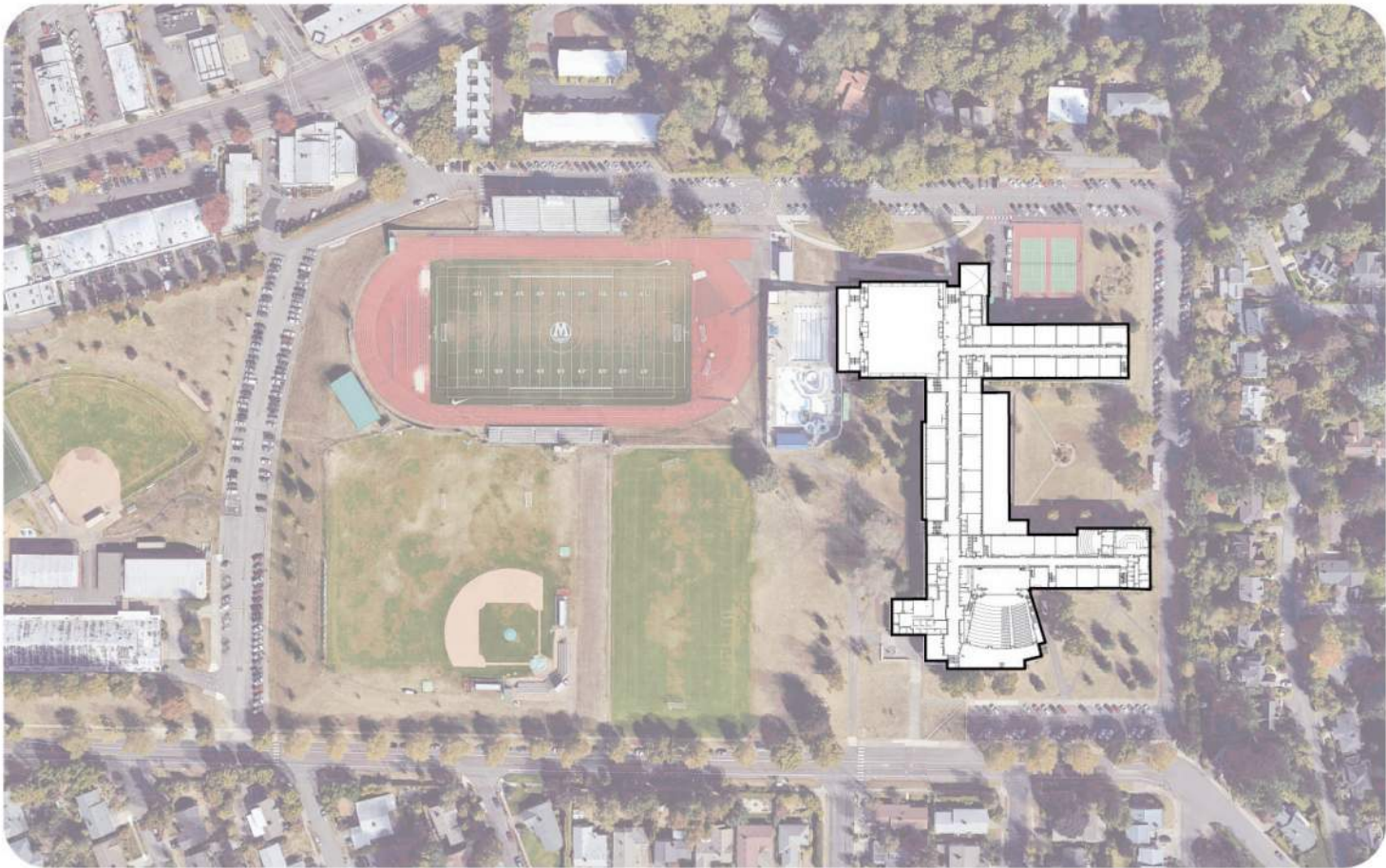
.....

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



| Where is *change* necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

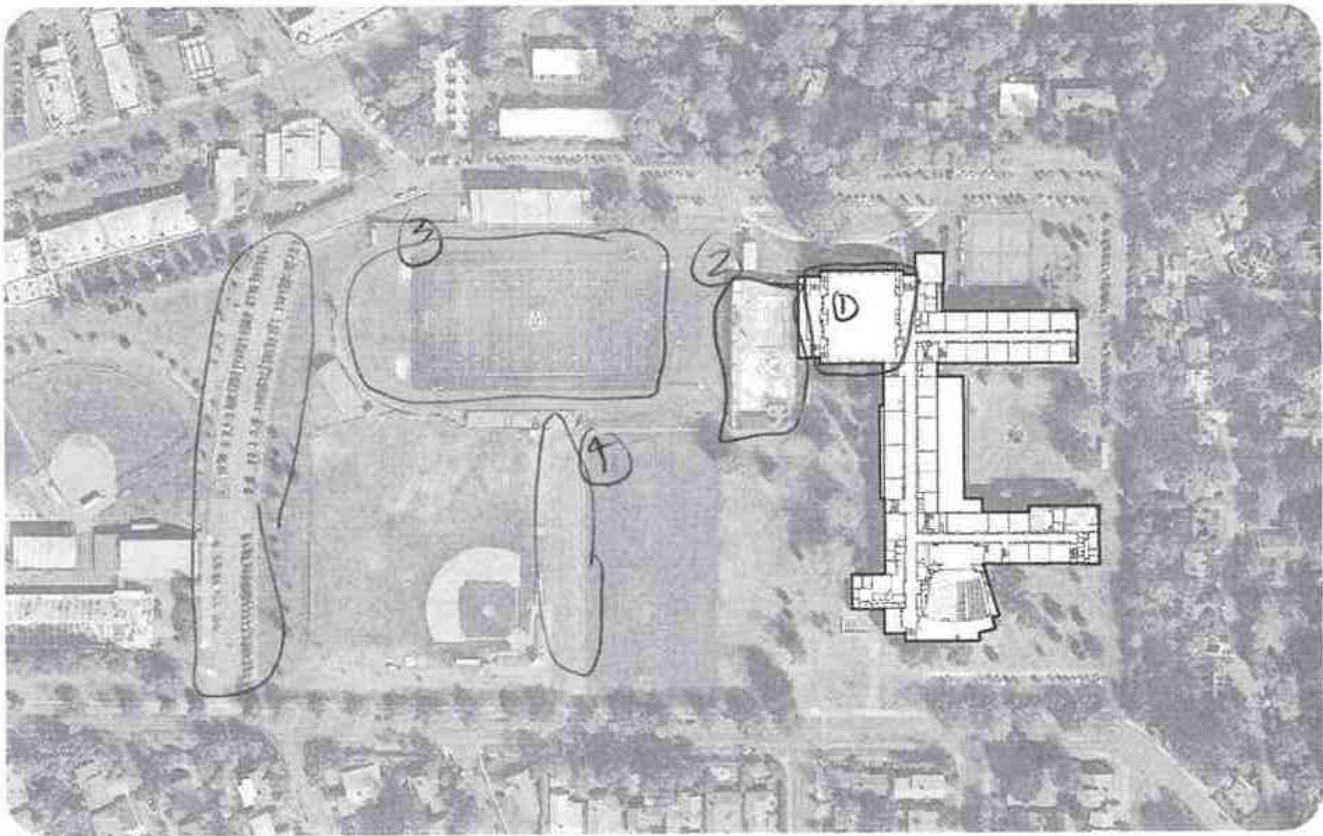
.....

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

MEETING 1
HOMEWORK RESPONSES

| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes ① The gym! we hosted an exchange student who attended Wilson in 2016/17, and one of my favorite memories of her time here was attending teacher conferences in the gym. Such a throwback to my old high school days!

② Wilson Pool is already a spot that holds memories of the halcyon days of my kids' childhoods. I've never had a bad visit to the pool. And in the dozens of times we've visited; I think we've met old or new friends every time.

③ Watching my sons first soccer practice at this field!

④ Sledding on the hill with neighbors!

⑤ Hillsdale farmers market- meeting vendors, seeing friends, playing @ Rieke after.

1

2

3

4

5

6

7

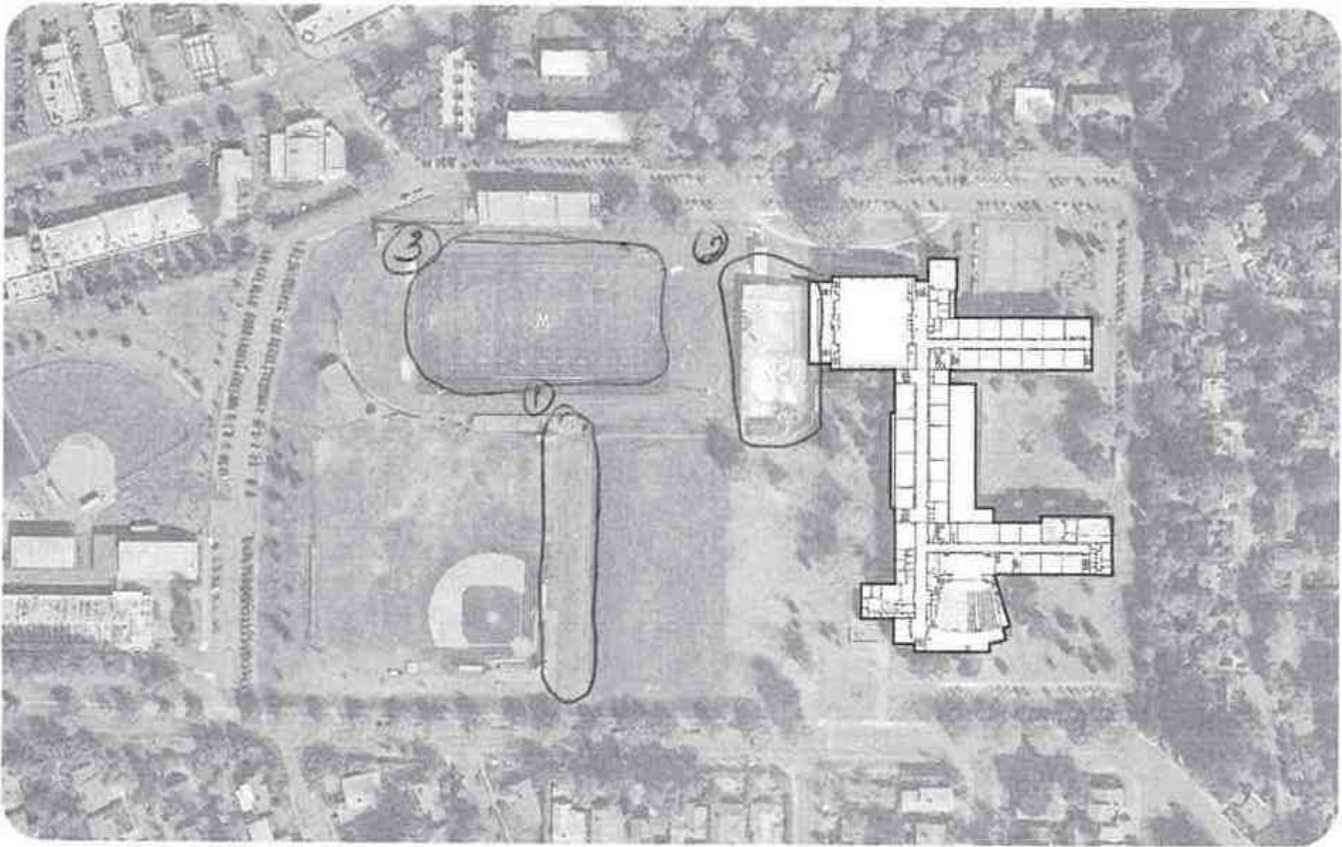
8

9

10

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes ① Snow day Sludding on the hill from the upper field to the baseball field! Safest place in the neighborhood for kids to enjoy the rare Sludding day in the city.

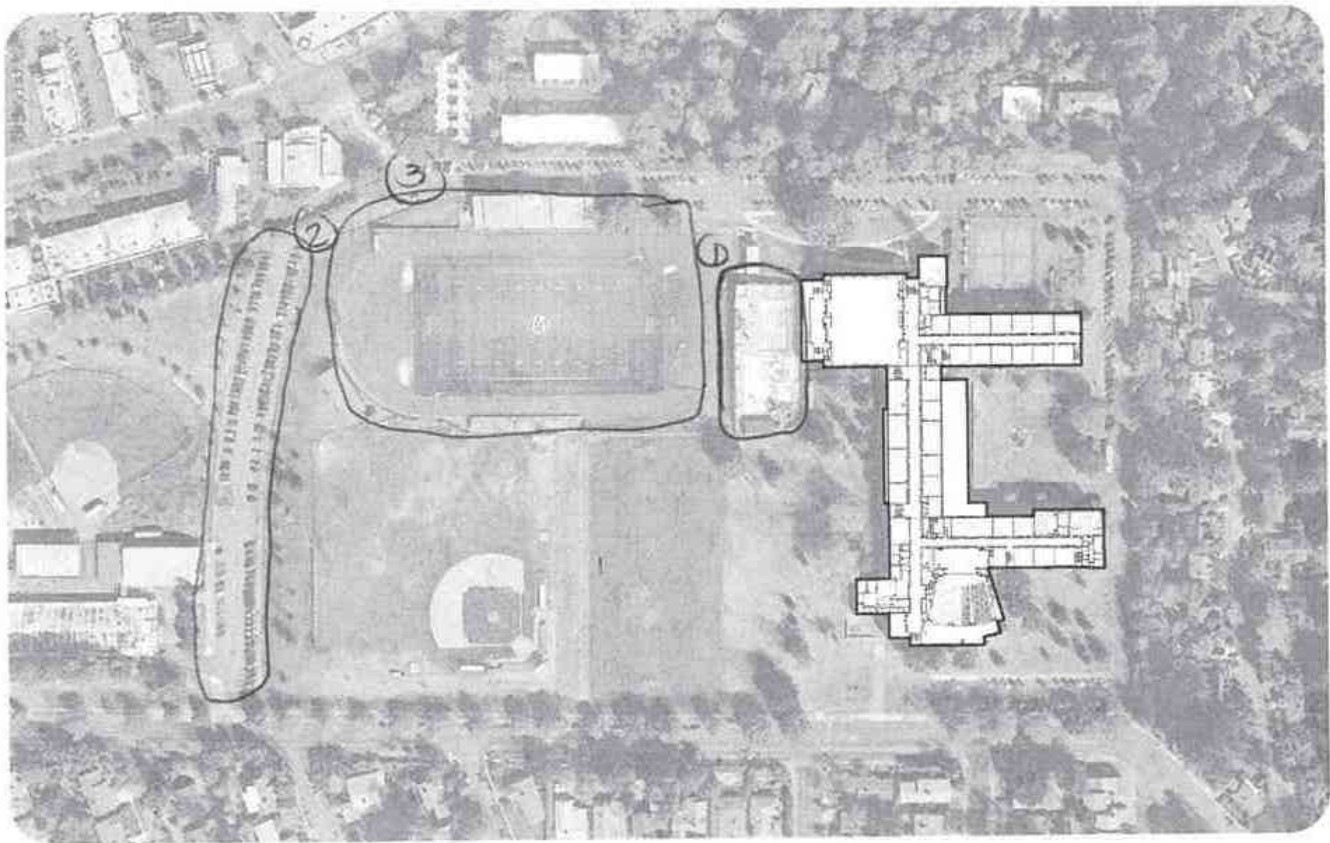
② The location of the pool, central to many walkable neighborhoods, and to amenities like food carts & the Hilldale Shopping Center, is a huge part of what makes it an essential Summer gathering spots. The views from the pool area are a bonus!

③ Watching my son in a great sports field, with ample parking, seating, and open spaces for family and friends to pass time while games are played, is awesome.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

| What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



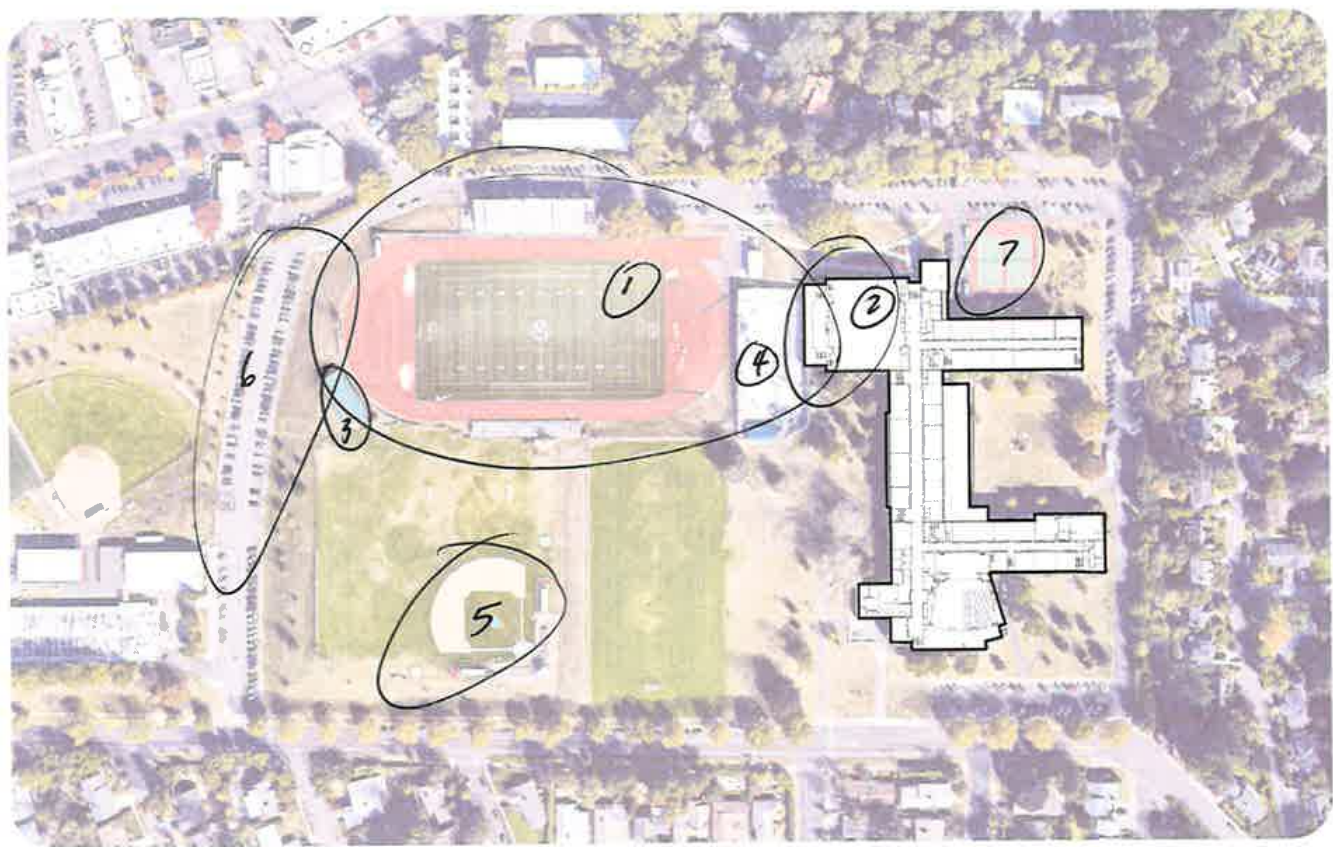
- Notes
- ① Wilson Pool is a community treasure; the center of many summer gatherings, formal & informal, for all ages. Running into friends and splashing until the pool closes makes the best neighborhood/childhood memories.

② Hillsdale Farmers Market is valued by households and vendors throughout SW Pdx. Another place that running into school friends & neighbors outside of their "natural habitat" builds a sense of community.

③ The sports field provides space for many local non-school leagues, gives a safe place for runners & walkers, and adds a sense of tradition & community for Wilson Park and Hillsdale neighborhoods who welcome the change of seasons with the view of the field light glow & the distant sound of the P.A. announcers.

| What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes Community (youth sports teams) athletes value the ① Track & Field, ② the gym, ③ the batting cage. Community members + citizens enjoy the access to the ④ pool during summer. Middle school aged teams play some games on ⑤ Crompton field. The Farmers market at Butler is popular on Sundays. ⑦ A small group of neighbors occasionally use the tennis courts.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the **community value** and why?

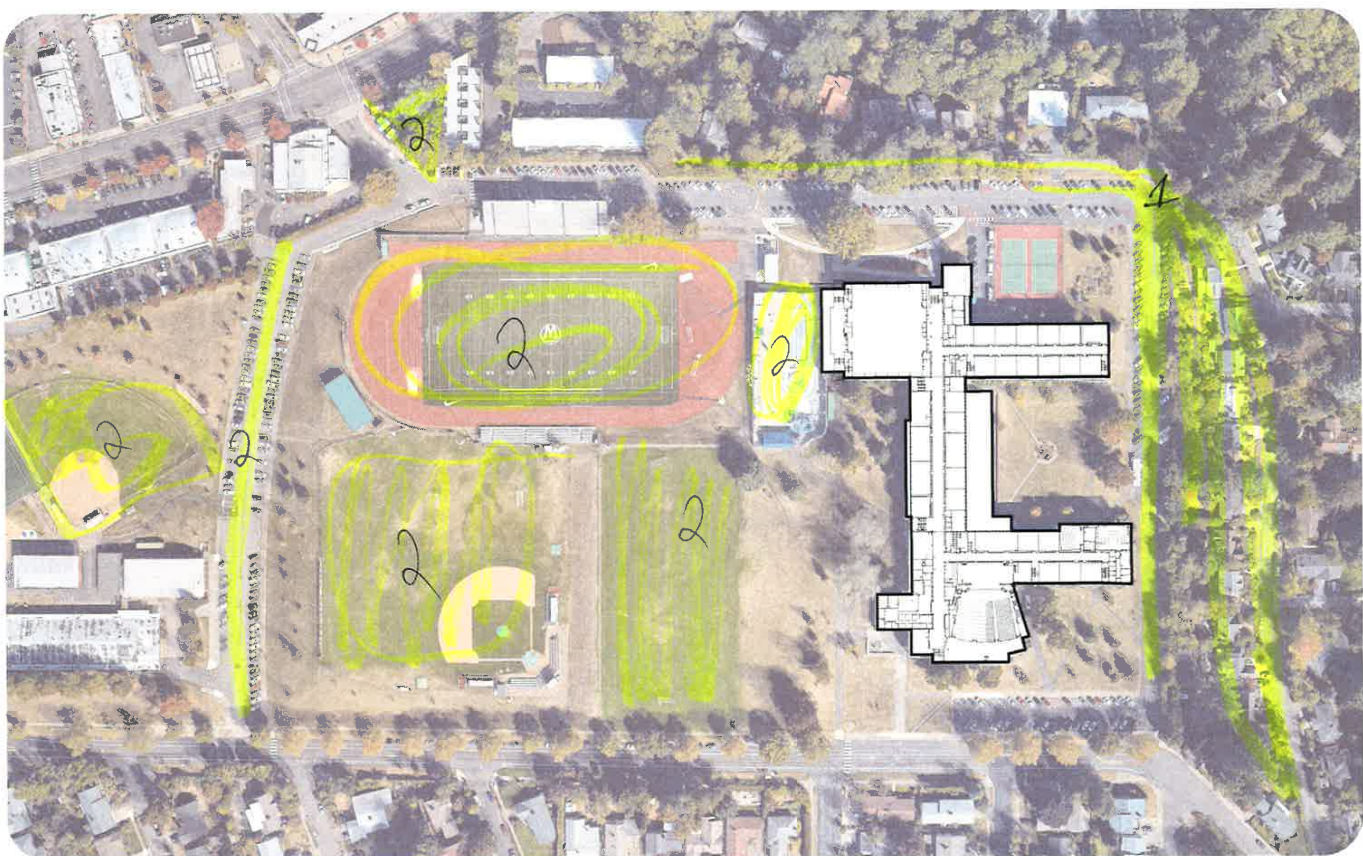
Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

1. Area where Farmers Market is held. Opportunity to connect w/ others & support local business.
2. Food Cart area. Similar to above, also provides for outdoor music performance.
3. Large field often used for dogs to run, and members of the community to gather for activities - picnics, sports, etc.
4. Pool where Portlanders come to cool down in the summer & connect w/ friends while school is out of session.
5. Tennis courts provide a place for students & families to exercise and learn about tennis.
6. SW Trails provide an opportunity to safely navigate thru SW PDX & appreciate the outdoors.
7. These fields provide sporting entertainment for the neighborhood. From football to softball, it's also an opportunity to connect with friends and neighbors.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



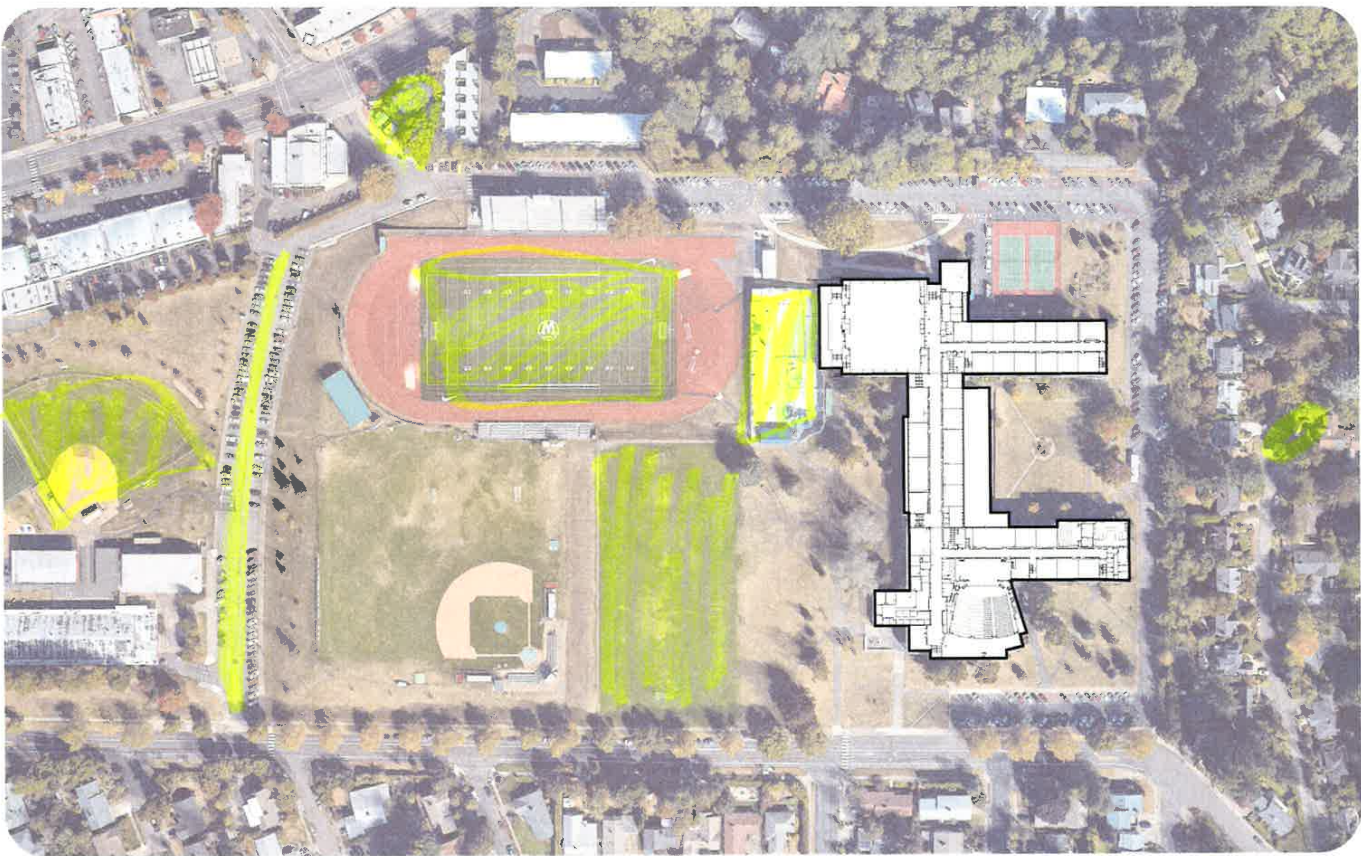
Notes

4. Only negative experience is traffic through this part of the neighborhood. There are no sidewalks or speed bumps - no traffic control to speak of. It is very dangerous, particularly during the school year.

2. All of these areas carry positive experiences/memories for me. These areas represent family, friends, community - all in an outdoor environment, enjoying the amazing views, established trees and expansive green space.

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



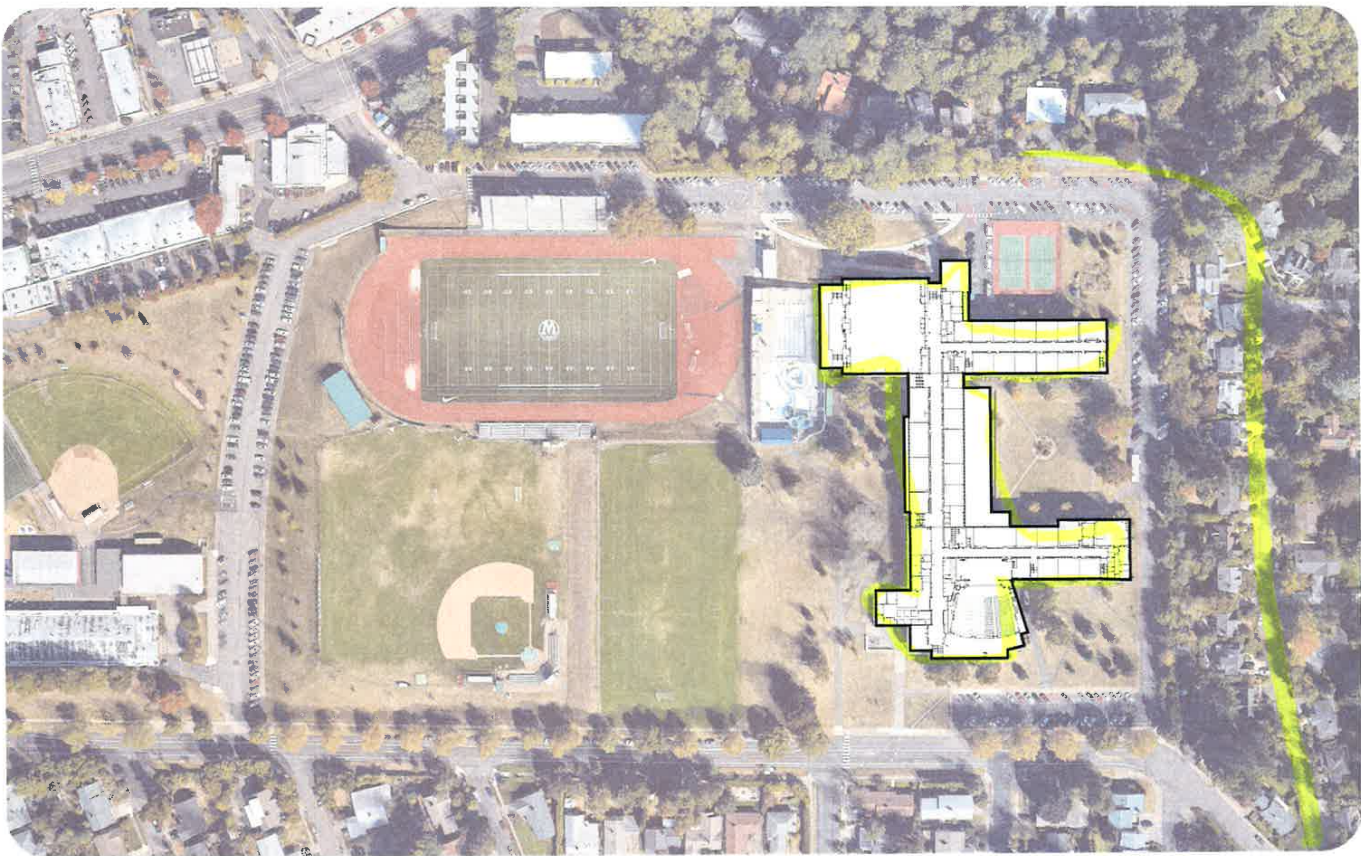
Notes

My daughter plays softball on the Wilson softball field. My family swims in the Wilson pool during the summer months. I play soccer/football/any kind of sport with all my kids on the fields at Wilson. We go to the farmers market weekly & often enjoy food from the carts while enjoying the incredible views!

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

I Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

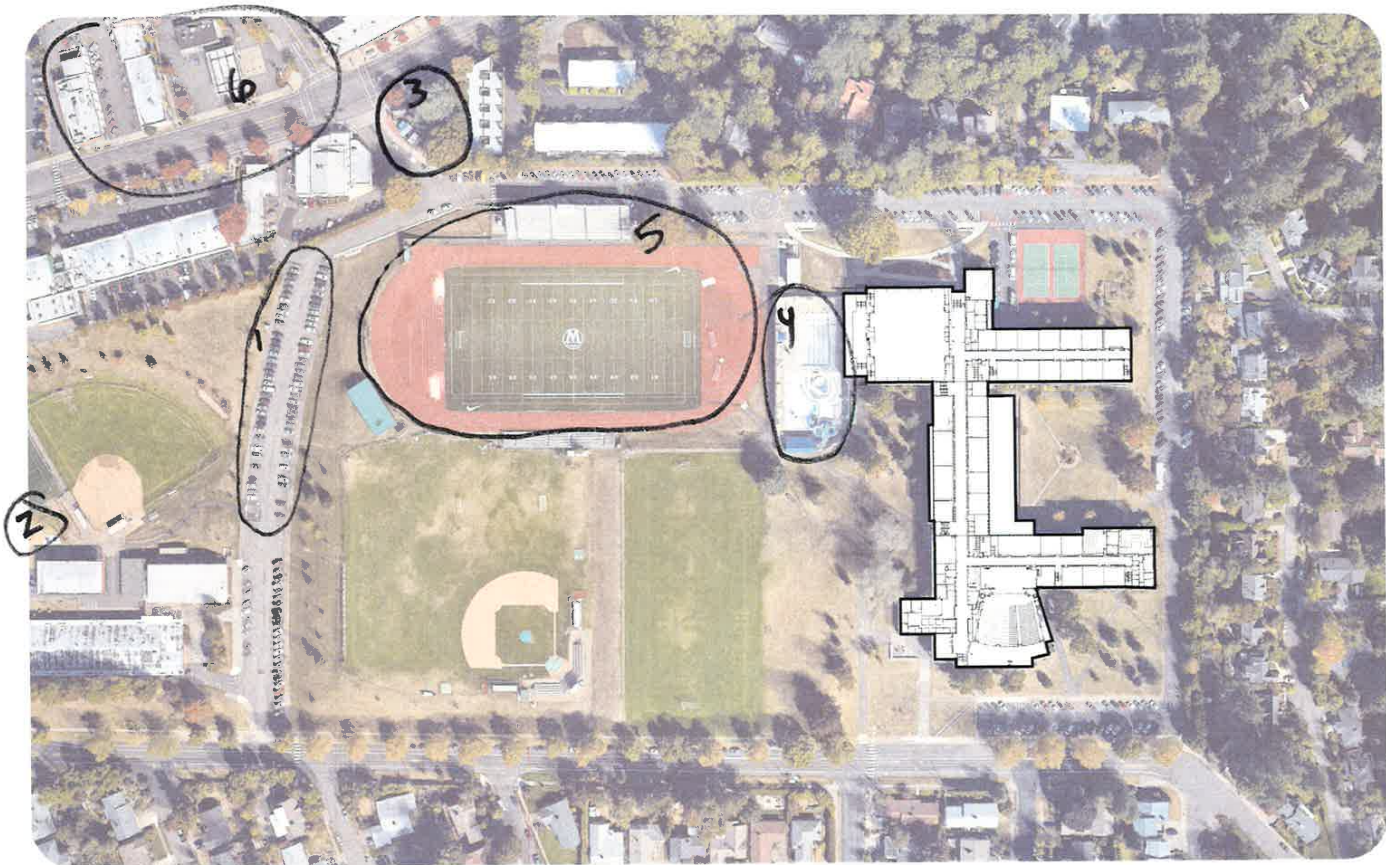
The school needs modernization and I am excited to be participating in the conceptual effort. Change on many levels is necessary with this building.

Street & sidewalk safety needs to be dramatically improved to increase safety and smooth passage through the neighborhood.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the **community value** and why?

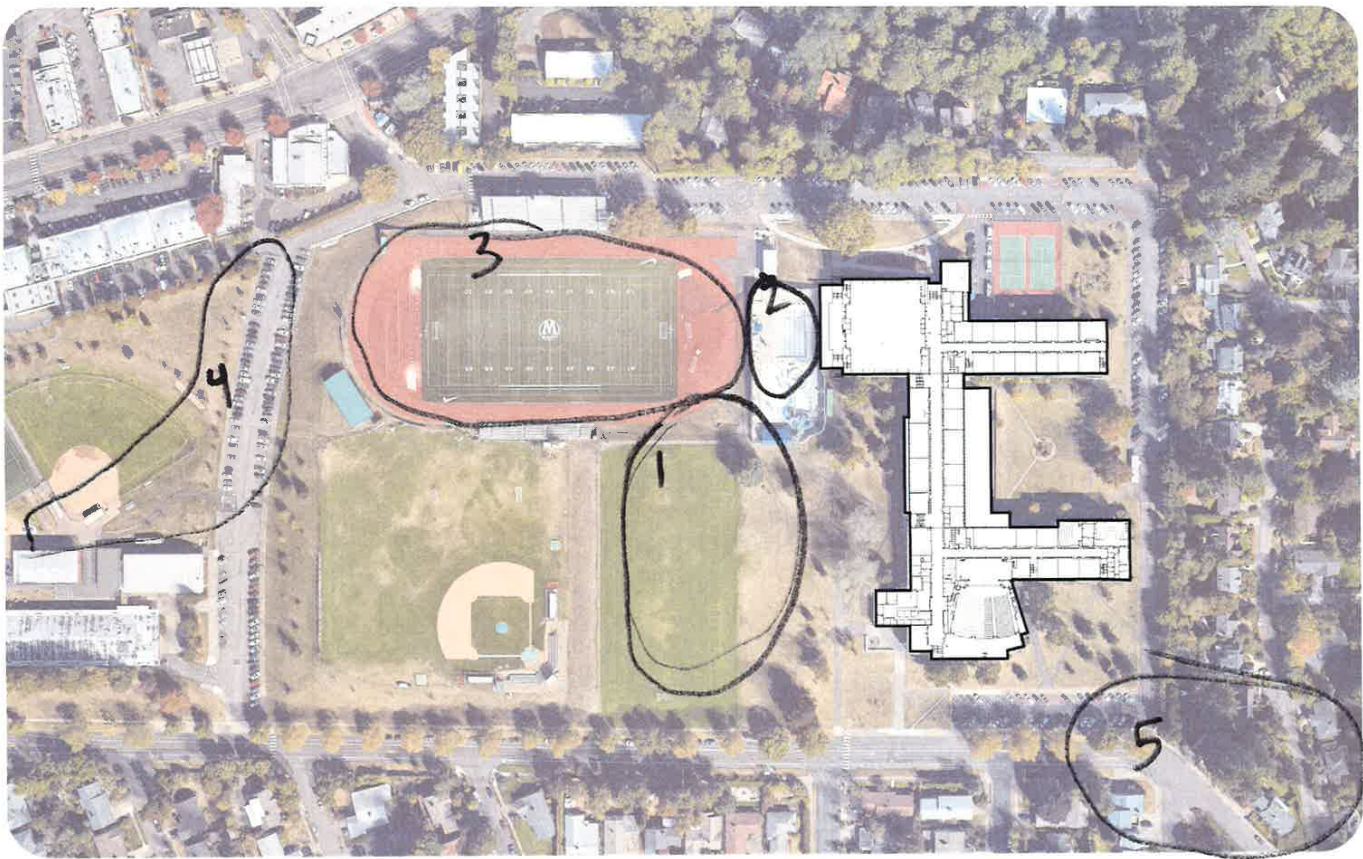
Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
1. Farmer's Market - Obvious reasons, major community gathering place on Sundays.
 2. Riecke playground - scenic and fun play space for kids
 3. Food carts - a very "Portland" part of our neighborhood, with some great eats.
 4. Wilson High pool - summer use. Major gathering place and accessible fun for the community.
 5. Wilson High track/field - Nike field, Friday night lights, community resource for exercise + competitive leagues (like kids soccer)
 6. Hillsdale Downtown - Library, restaurants, stores. Feels obvious.

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



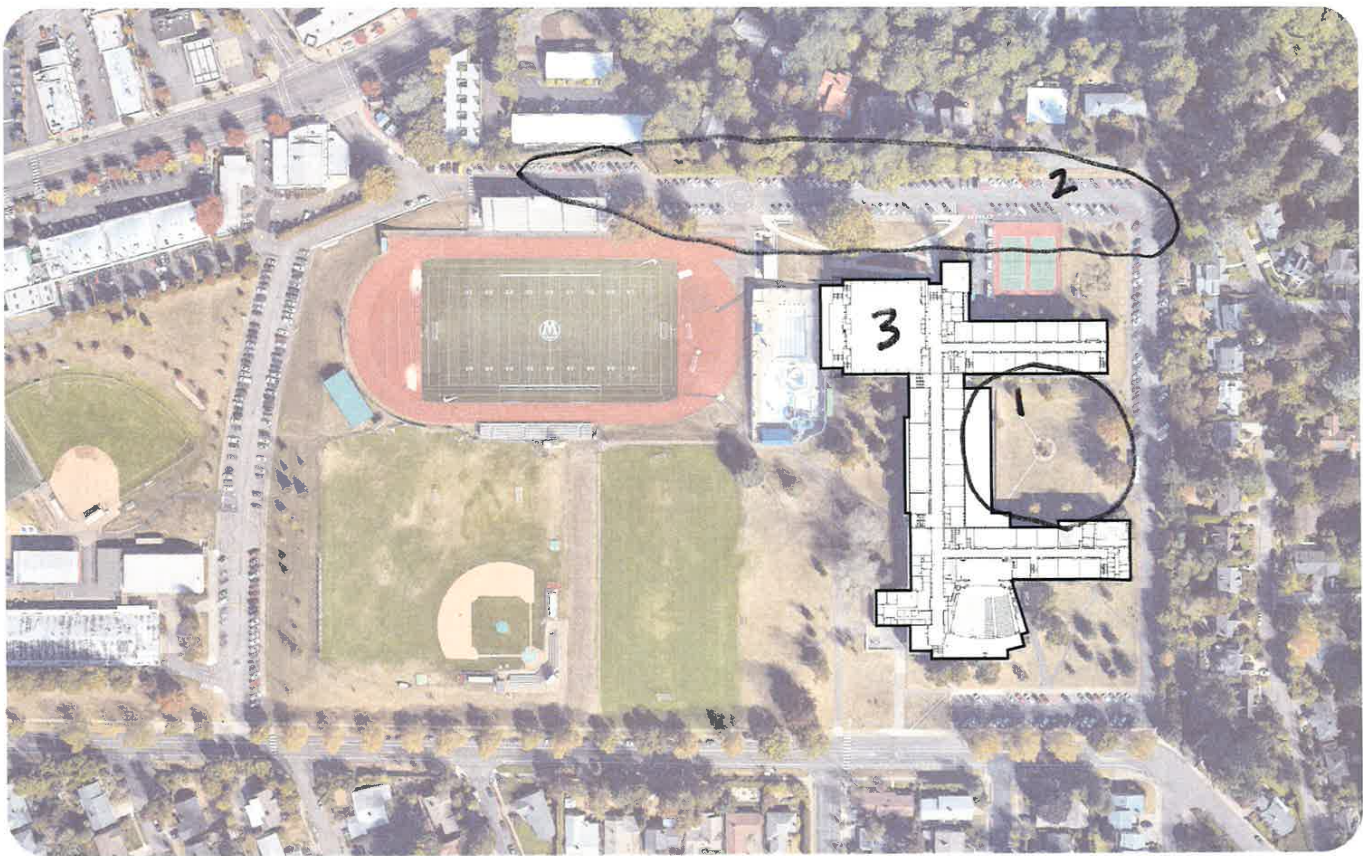
- Notes
- 1. Playtime on the practice field w/ the kids. Setting sun, beautiful day.
 - 2. Swimming w/ the kids
 - 3. My oldest daughter's soccer league used the Wilson high football field
 - 4. Farmers market + Rieke playground on Sundays.
 - 5. Urban hiking to John's Landing via Vermont St. (to trails)

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- 1. Seems like wasted space
 - 2. Is there enough parking?
 - 3. The building itself: needs upgrades to achieve safety goals (seismic, security), sustainability (water/electric use, natural lighting, etc), and modern infrastructure to support changing educational/curriculum needs.

What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- A - Sports fields: high school athletics offer an opportunity both to gather as a group/community, to celebrate the student athletes + their work, to advertise + share local business, to connect with their own high school experience
 - B - Piche Parking: Site of the Farmers Market!
 - C - Wilson Pool: family gathering spot off season
 - D - Gym: * see 'sports fields'
 - E - Auditorium: * see 'sports fields'; substitute 'artists' for 'athletes'; add: engage community in issues of the day through school art presentations + public meetings
 - F - Performing Arts rooms: community rehearsal space; alternate gathering spaces
 - G - Coliseum: larger scale community gathering space
 - H - Various meeting rooms: spaces for smaller community organizations

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



③ Auditorium - My second home. As WHS' theatre director for the last 15 years, I cannot summarize how much of my life has transpired within and around this space. I arguably have spent as much time within these walls as my own home.

C. Prunus Prunus / Blackberry: See B.

⑩: Rm 143: Having been involved with almost every major decision-making process on this campus for the last decade-and-a-half, with most of those public meetings taking place in this room

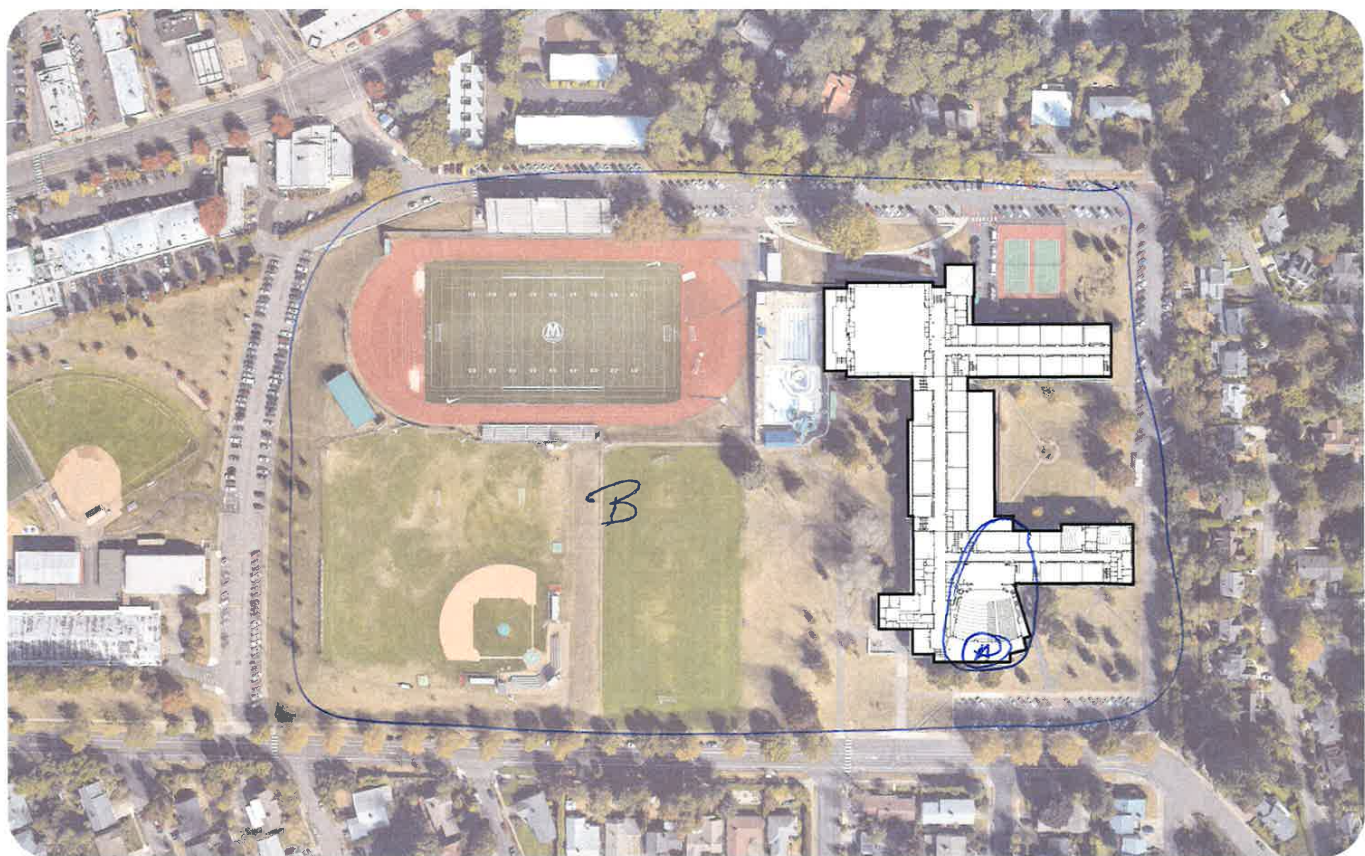
⑤: My parking spot at work for 15 years

⑤: Subway - too many late meals to count



| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

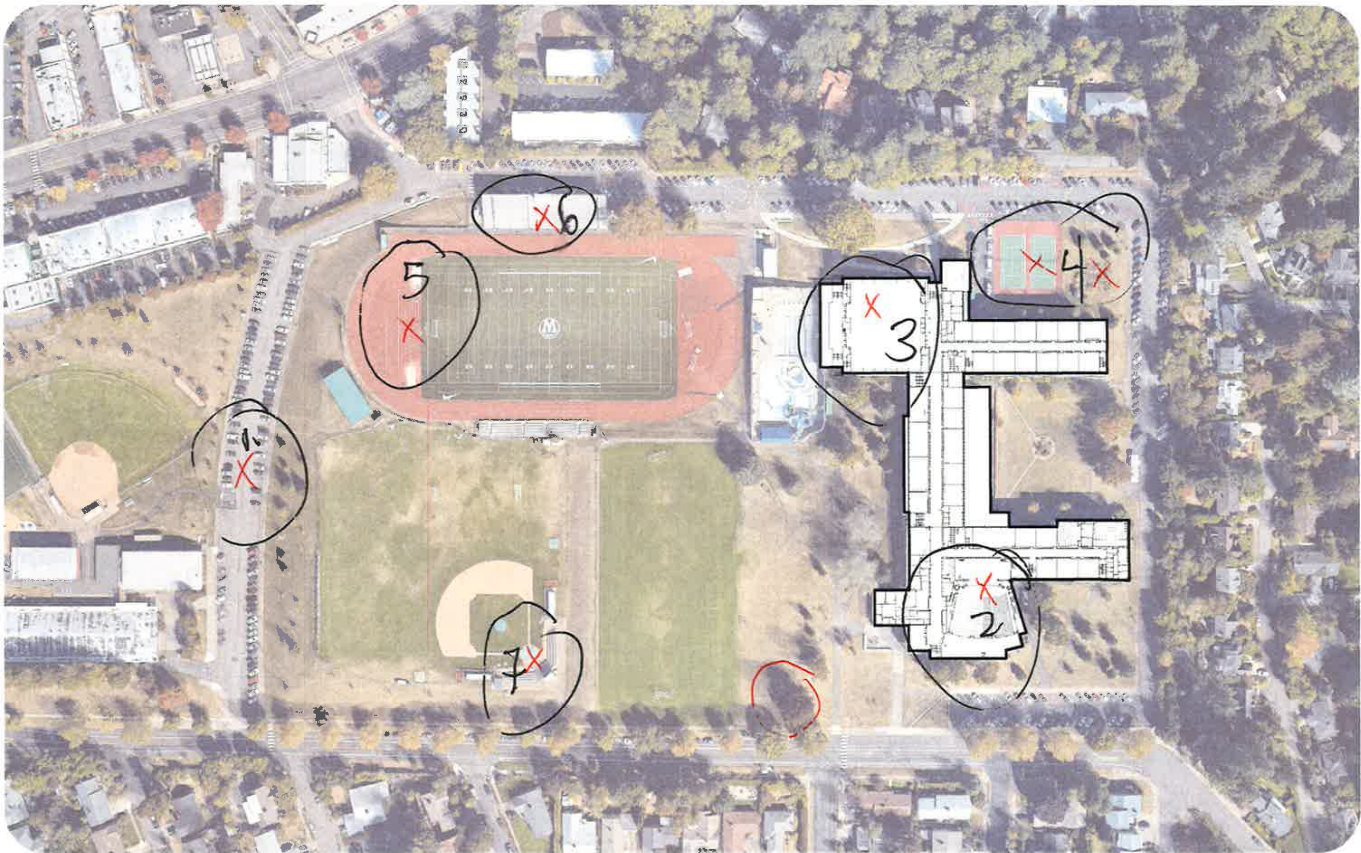


Notes *A - Wilson Theatre spaces = home. I have committed my professional life to this community & love the experience*
B - Wilson. My professional connection has grown into a deeply personal one, as my two sons will be attending WHS in the not-too-distant future

Site Plan Handout

What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood.
Please write any additional notes below.



Notes

1. Farmers Market! Local foods, gathering, sunday lunches often.
2. Attending HS. performance on occasion - more community offerings would be a plus (and renovation)
3. SWPL uses gym for clinics & tryouts.
4. Locals use tennis court & observe garden.
5. Fun playspace for younger kids during events.
6. Locals enjoy FB games on occasion.
7. Baseball games!
8. Trees & picnic areas!

1

2

3

4

5

6

7

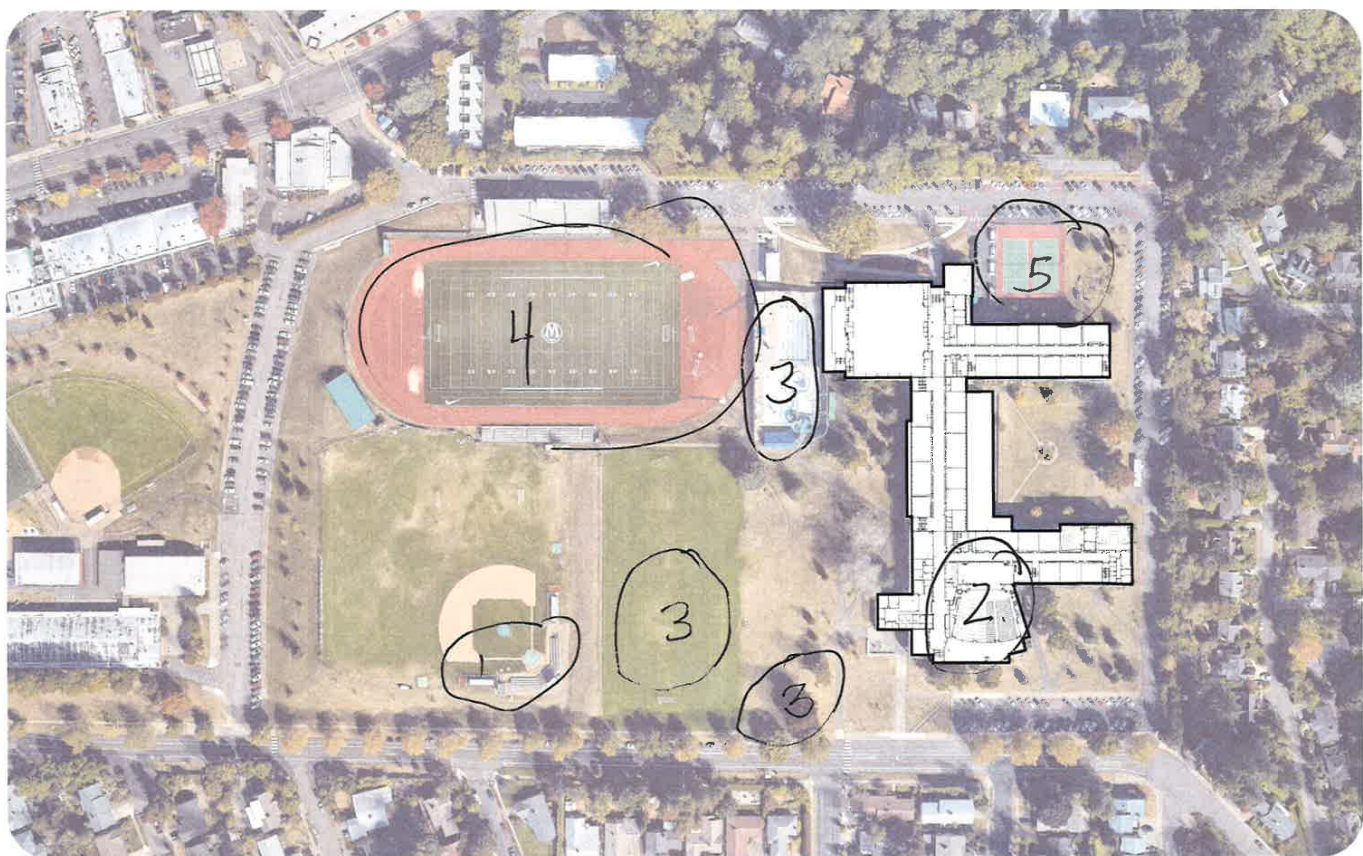
8

9

10

Identify places of **personal memory**.

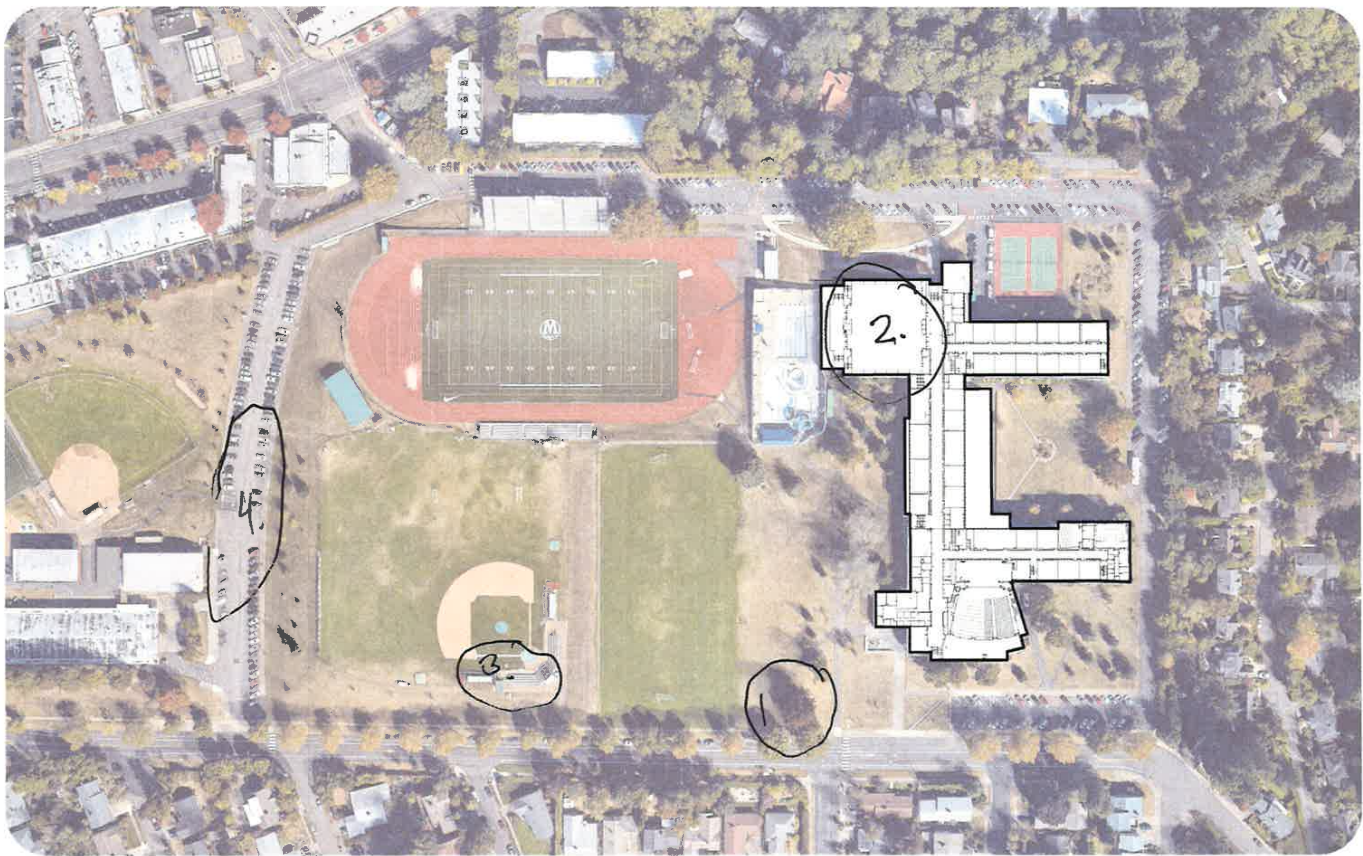
Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- 1. watching baseball games, pleasant surroundings though stands are bare minimum style.
 - 2. " Mama Mia in auditorium, though the space felt old and stuffy, like items stored in an attic.
 - 3. Young children play areas - all good - more trees would be good!
 - 4. Track and field - all good.
 - 5. Family tennis in summer though surface is cracked and appreciation of garden.

What are your *favorite places* and why?

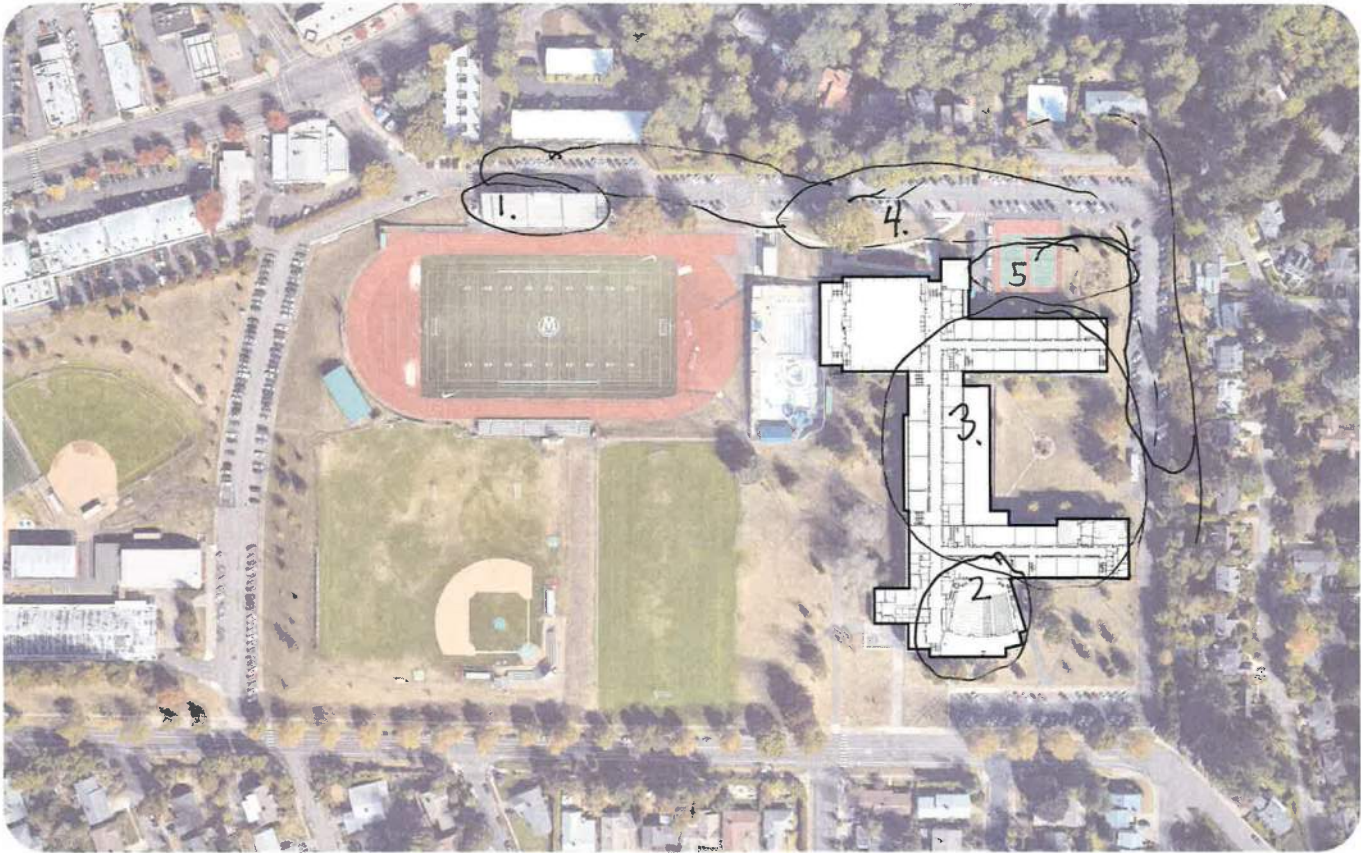
Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- 1. Children ^{have} climbed this tree several times for fun and photos.
 - 2. SWPLL baseball tryouts/ ^{and clinics} for my son (6th grade now)
 - 3. Family fun watching WHS baseball games.
 - 4. Community connections at FMarket.

Where is **change** necessary and why?

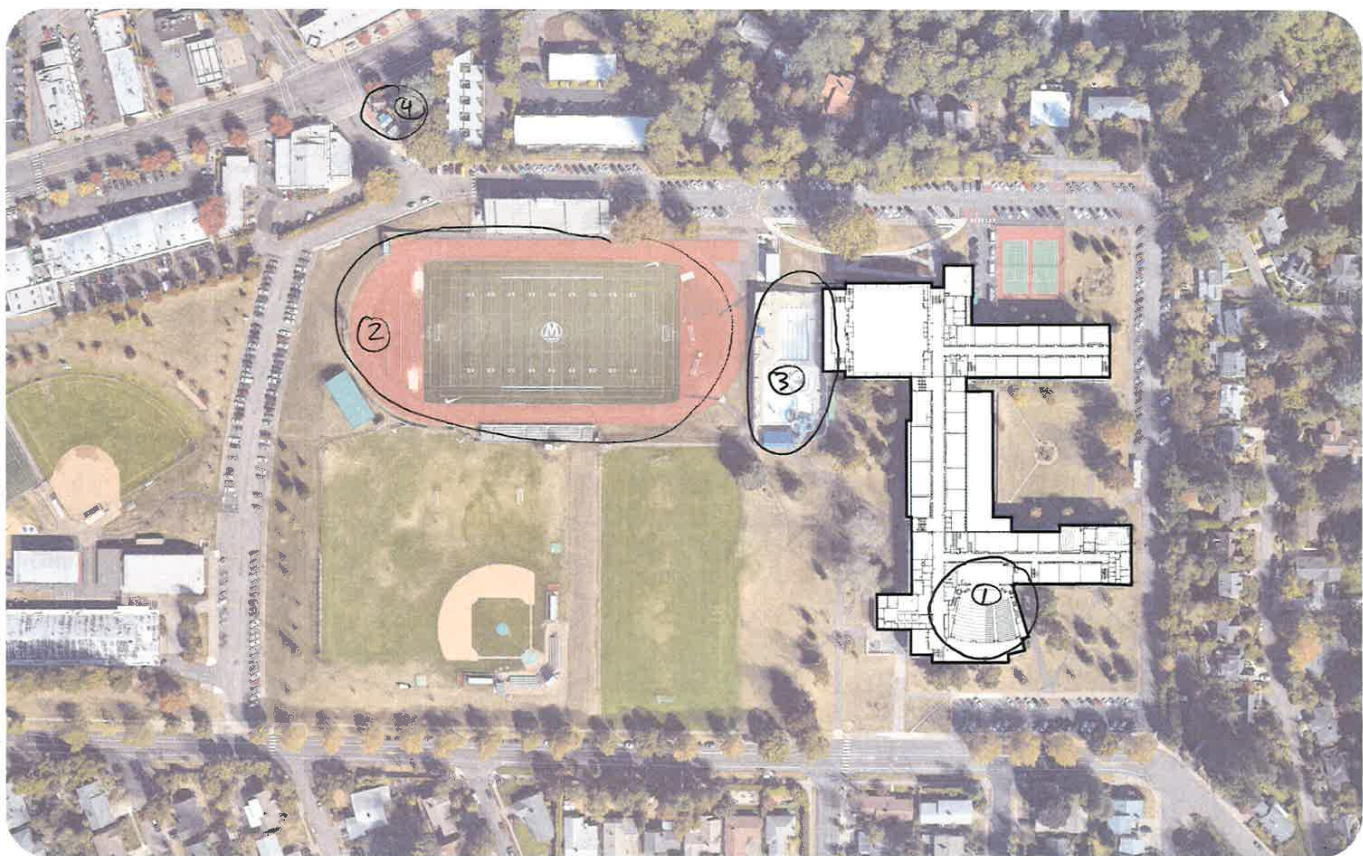
Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
1. Is the stadium sound system in need of attention (reported faulty sound by my son)?
 2. Auditorium - stage, lighting, seating could be updated and keeping multi-purpose use in mind.
 3. Cavernous ancient-feeling hallways - perhaps simply adding daylight - lots of it from above would help - Lockers are dd? Retainable? I don't know.
 4. Would a parking garage be feasible? Then convert periphery road to ingress/egress option but no parking and make into a boulevard with planted trees surrounding/lining or in the middle and lounging/lunching/community walk through areas.
 5. TC & C Garden feel like an after-thought and surface is cracked.

| What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

① theater : Wilson High School theater program , choir and band programs
put on enjoyable productions

② track/soccer/football field provide space for community and individual
athletic activities

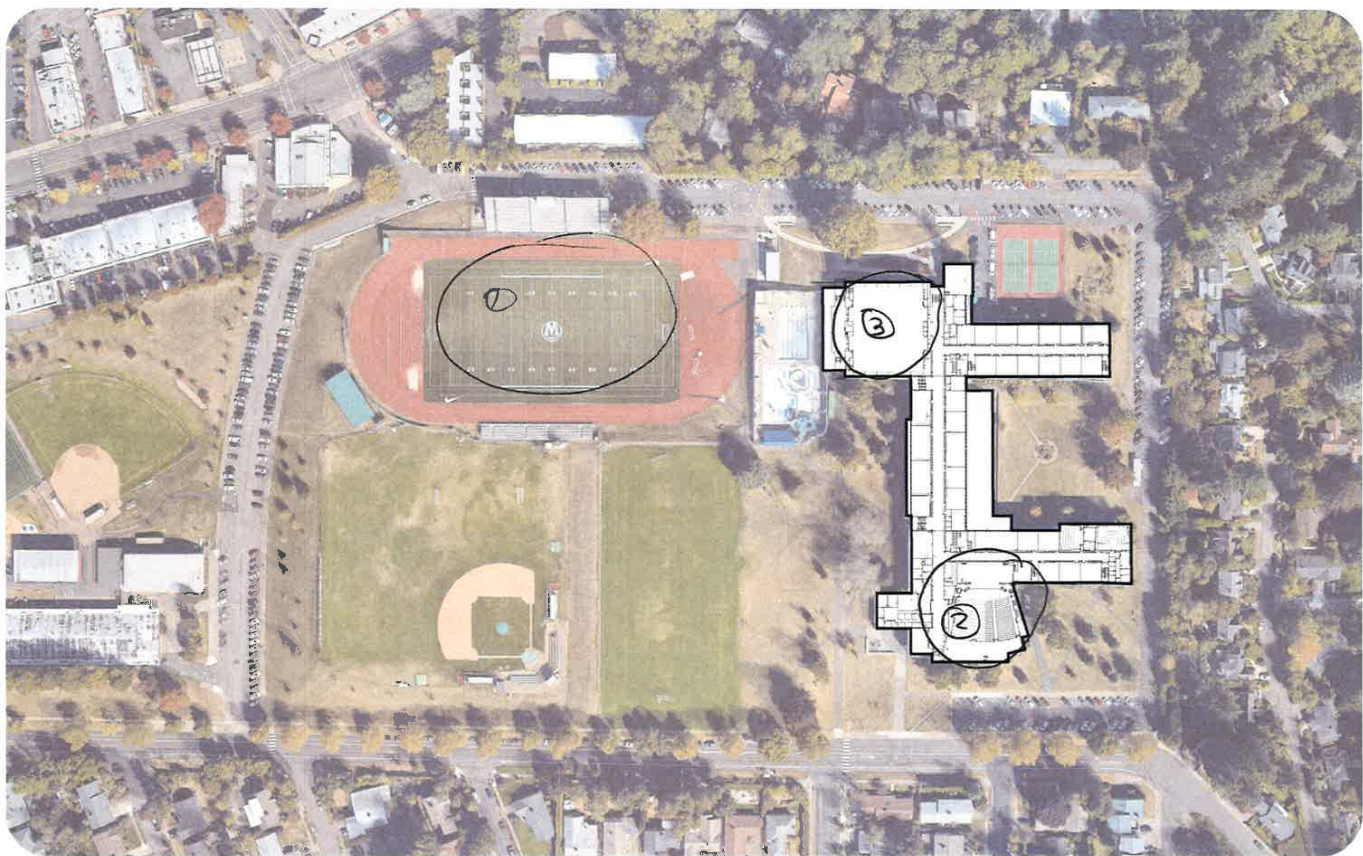
③ Wilson Pool : is a popular place during the summer months a
staple in the community

④ Food Carts : provide tasty food choices for everyone

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

① Soccer field : my daughter is playing soccer for Wilson HS - proud parent memories

② theater : enjoyed school concerts and plays

③ gym : parent - teacher conferences are currently held in the gym - good to connect w/ teachers and staff

.....

.....

.....

.....

.....

.....

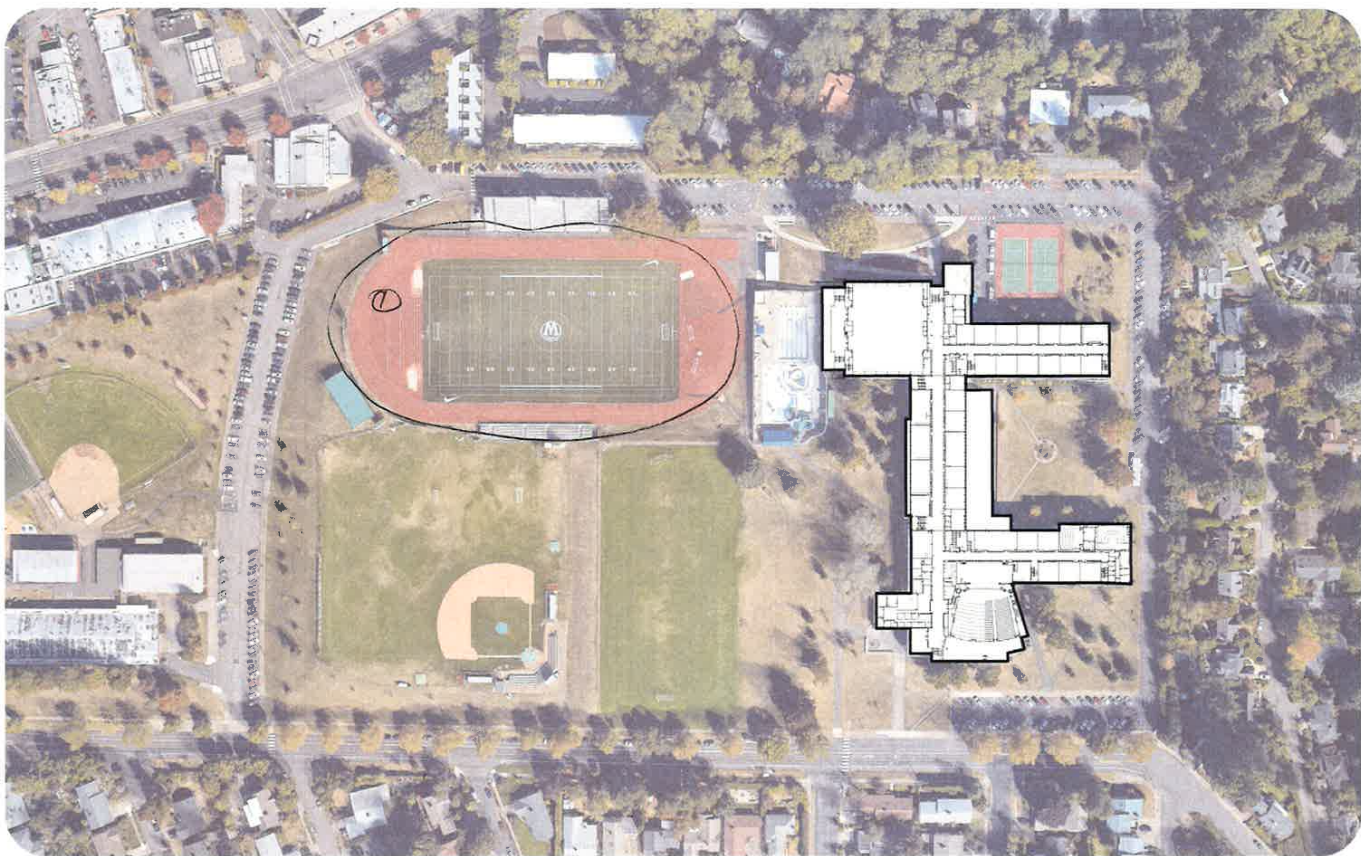
.....

.....

.....

| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

① football/soccer field /track : enjoy watching my kid's practices.....
As utilize the track for personal fitness.....

.....

.....

.....

.....

.....

.....

.....

.....

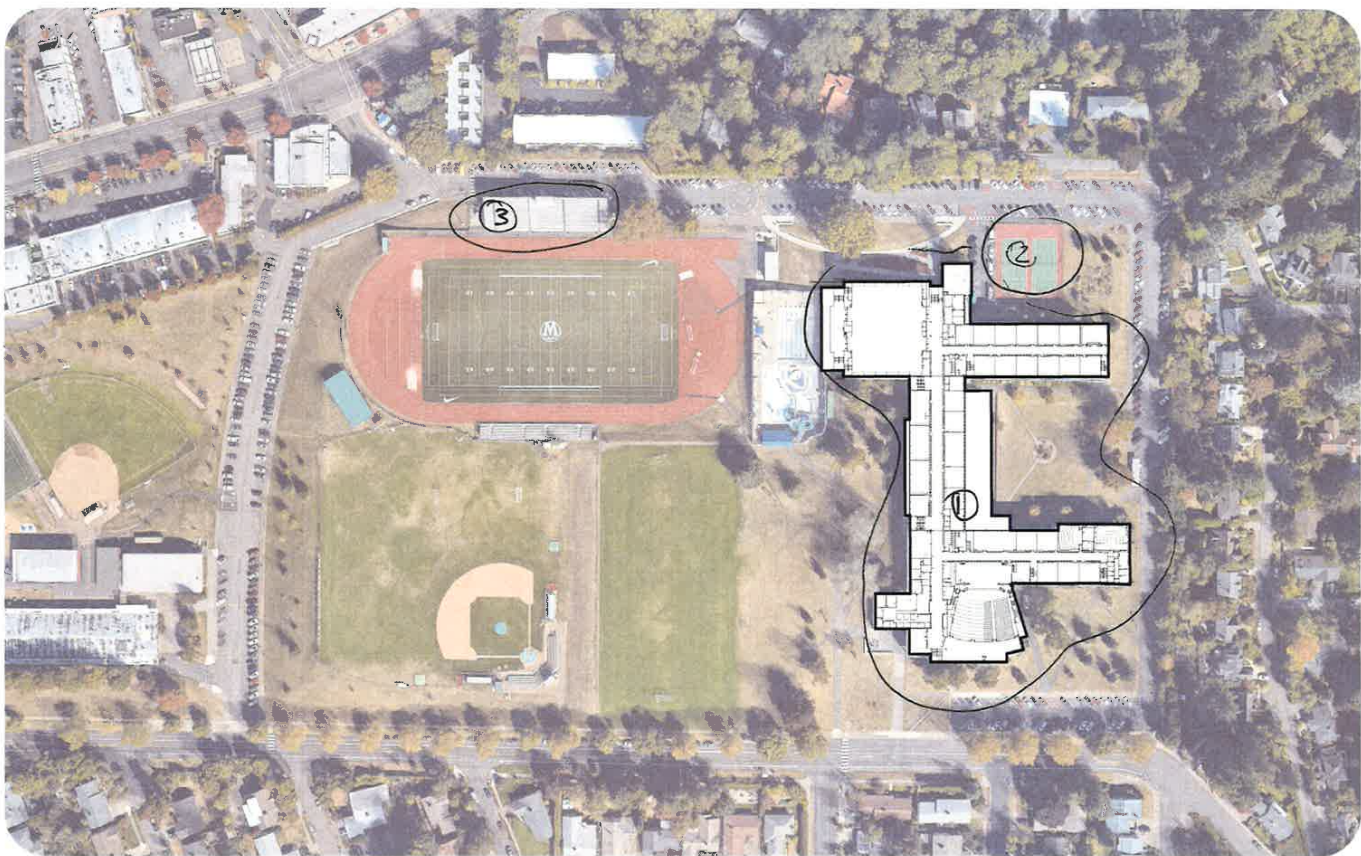
.....

.....

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

| Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

① School building is falling apart: ceiling tiles have water stains, lighting is insufficient, flooring outdated taking too much maintenance (the old waxing and buffing regiment); heating is malfunctioning at times; let's provide a building w/ "healthy" and sustainable materials vs. asbestos

School needs more spaces for the students to engage and connect outside of the classroom; building probably needs significant seismic upgrade

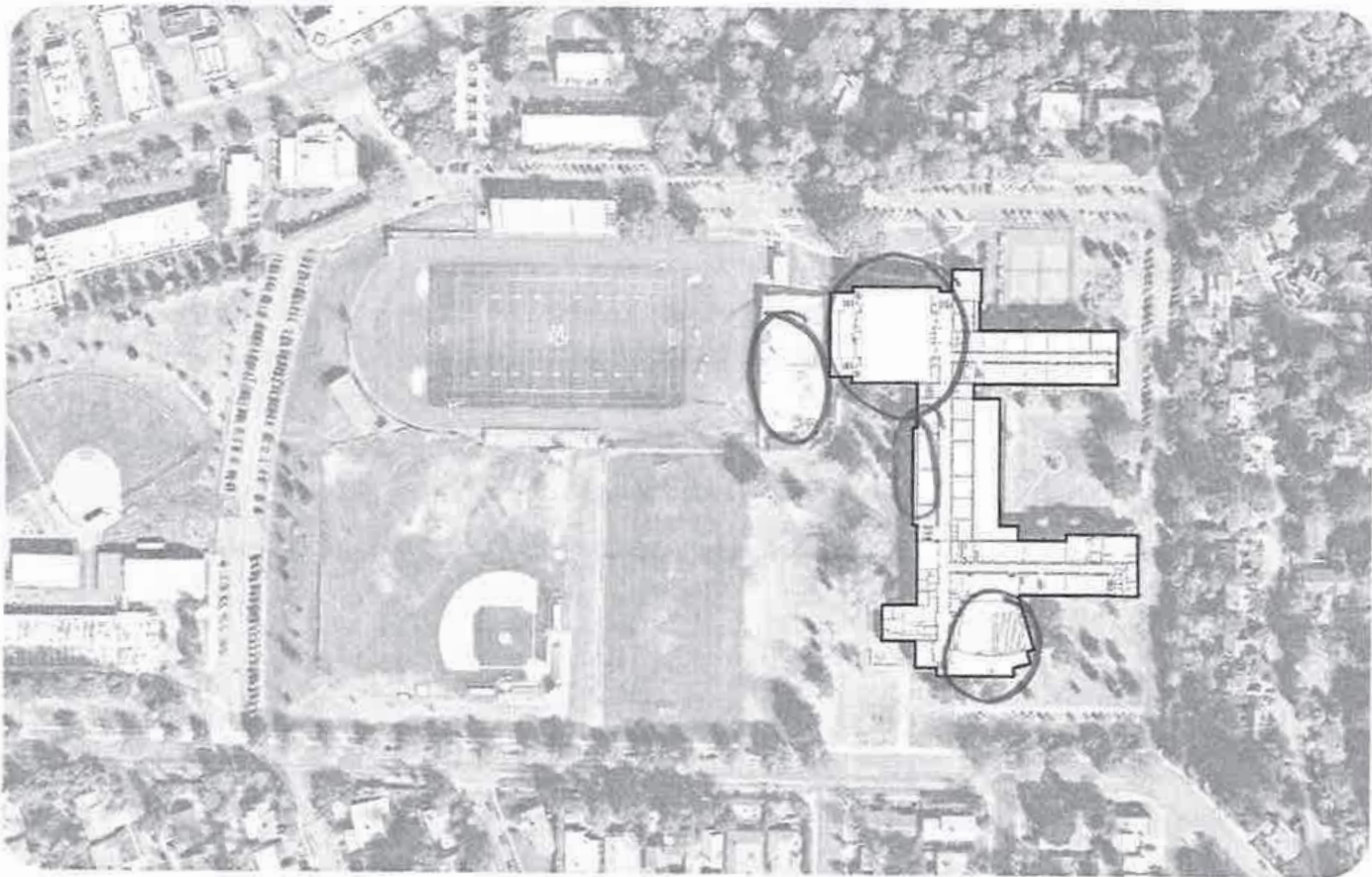
② tennis courts need to be replaced

③ stadium stands are unsightly, especially from the back

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

| What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

Library – A lot of events held in the library

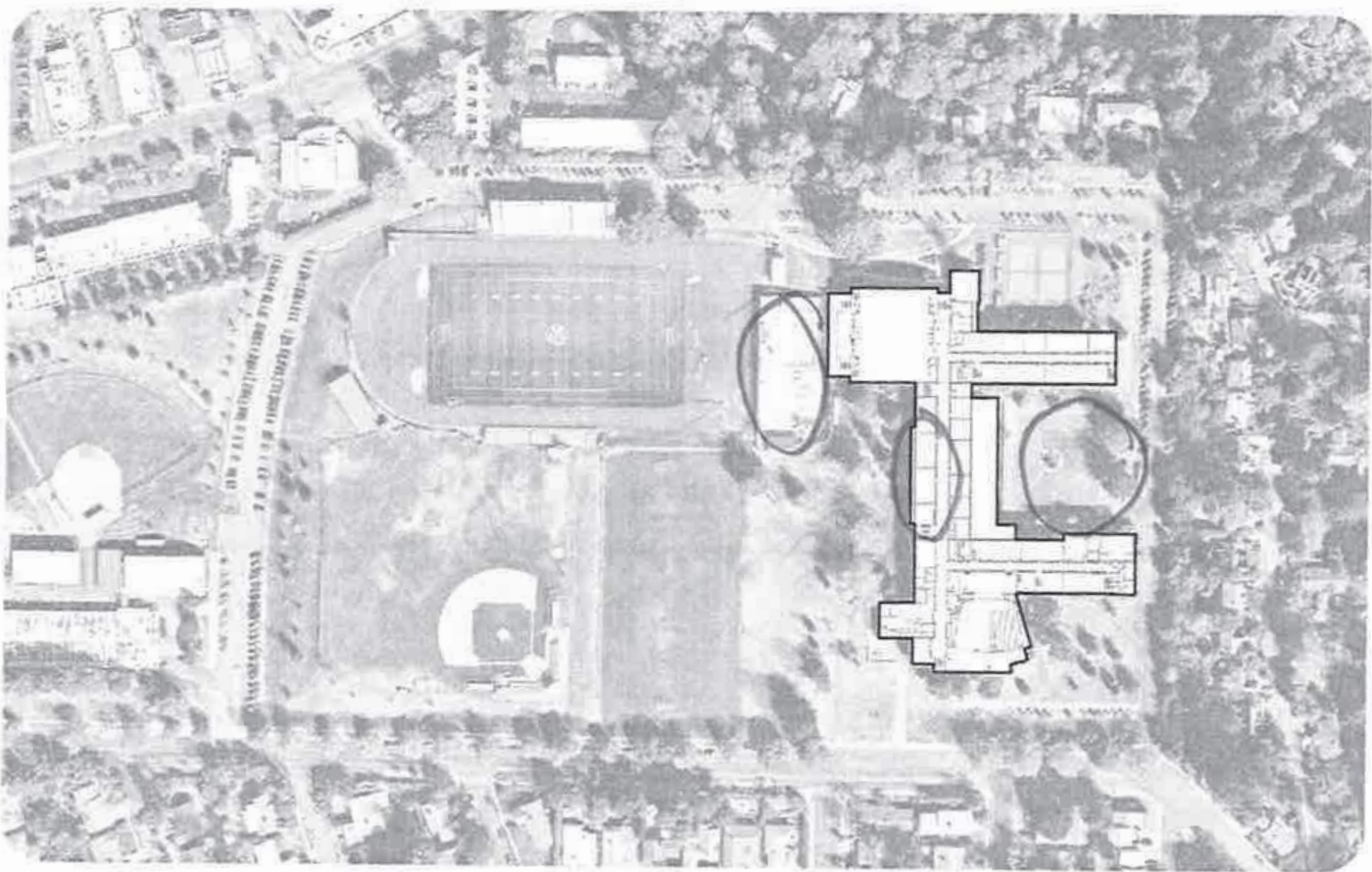
Pool – One of the few outdoor pools in Portland

Gym – Gathering Space

Auditorium – Hold events

| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

Courtyard - I value greenspaces

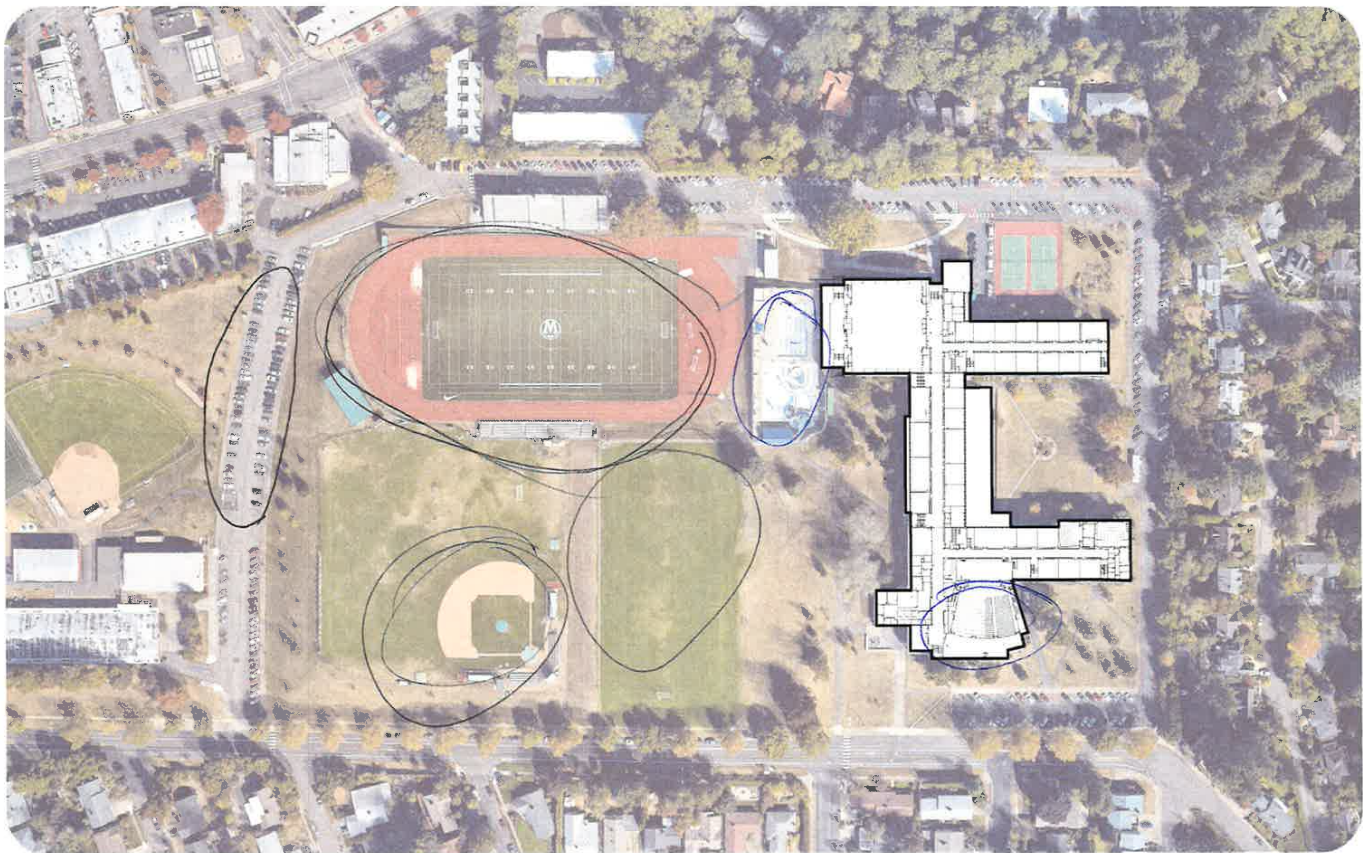
Library - I work here and try to make a positive impact on space. I like to look at at trees.

Pool - I go there with my kids.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

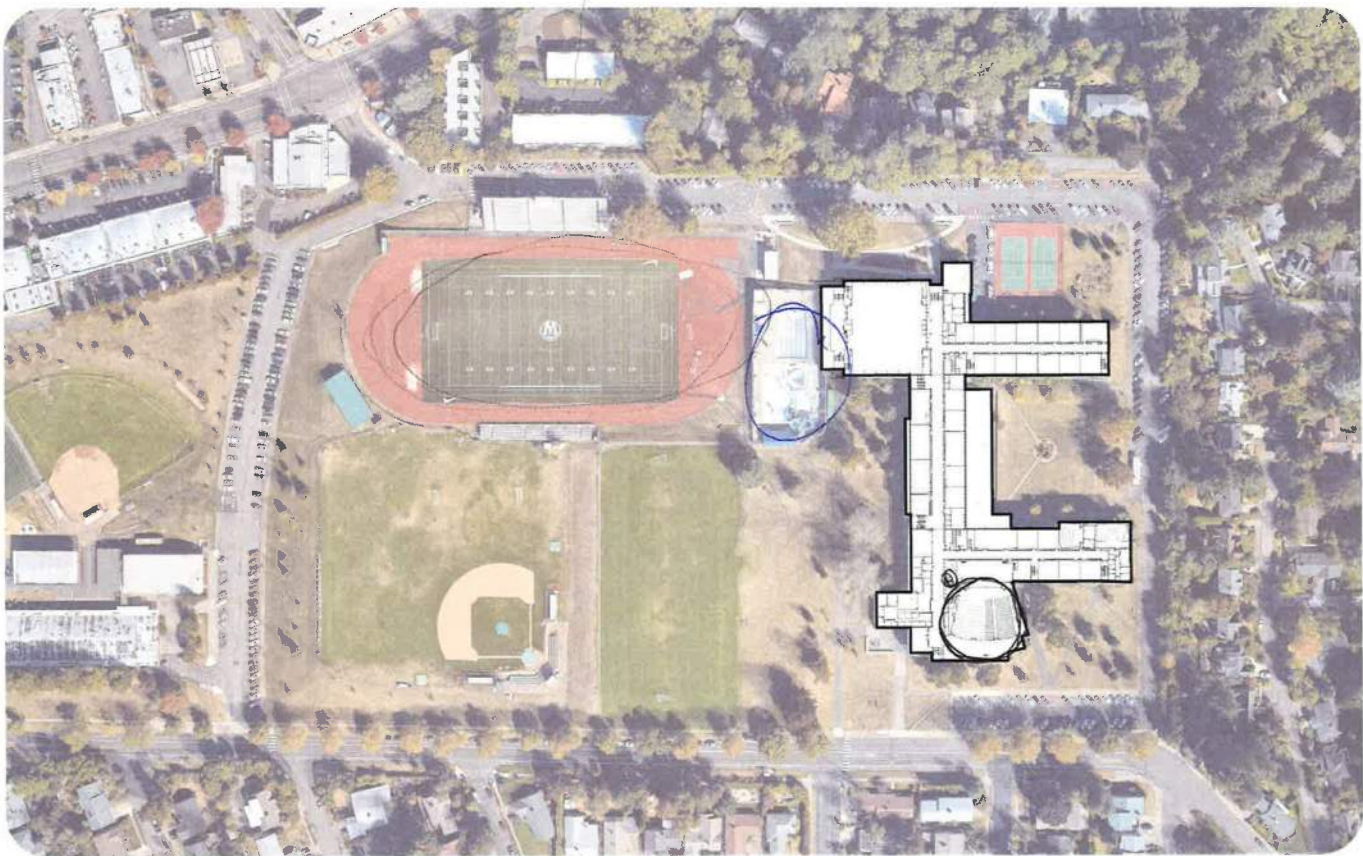


Notes Reike parking lot: Location of the weekly Farmers Market. [♡]
Public schools provide green spaces and play spaces that communities need and deserve and that parks often don't provide because of their locations and lack of amenities.
We love our Wilson pool!
Want to see the theatre get used for local plays during summer months

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



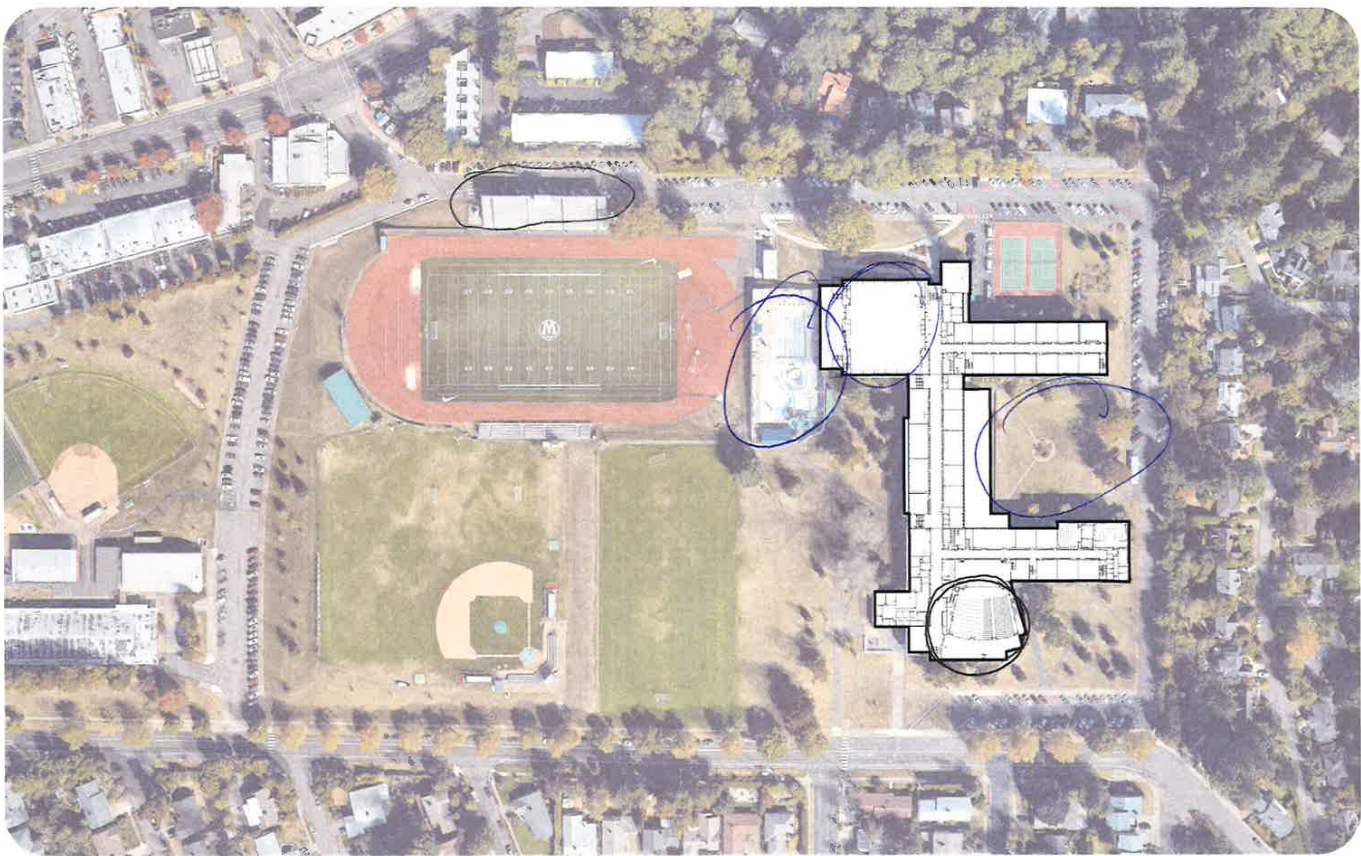
Notes The auditorium is a great size it just needs updates^{/renovation} and an actual pit for the band would be nice. The track has a lot of memories from high school and middle school. Photography still uses the darkroom ~~to~~ to roll and develop film, so I would hate to see it go.

Great times swimming during the summer - would never want to see the ~~pool~~ pool taken out.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

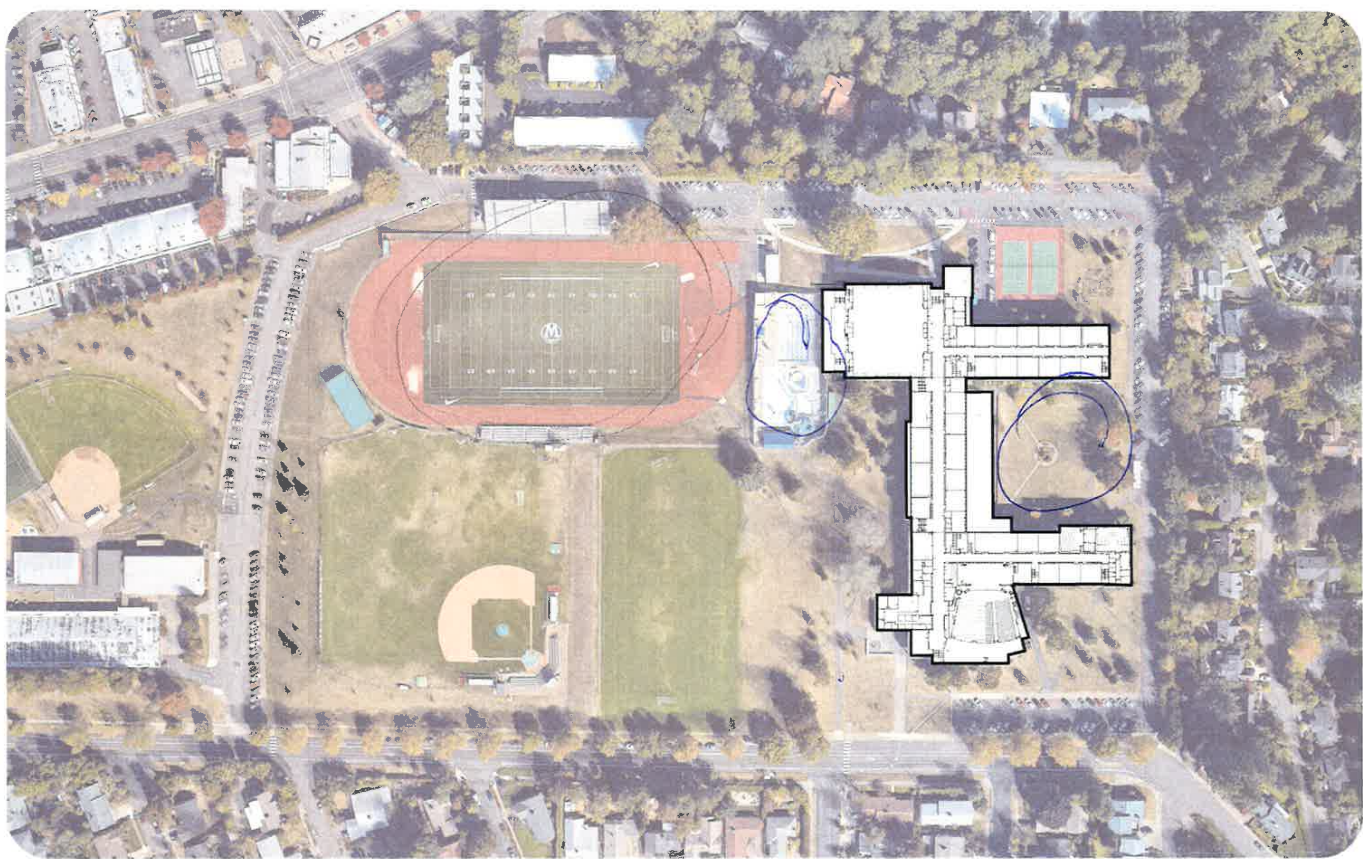


Notes The auditorium is a good size it just needs to be renovated and updated. Have rooms for specialized subjects (shop, sound engineering, ceramics). Cover for the Bleachers

- + a larger gym w/ windows would be nice.
- + a courtyard w/ plenty of seating would be great

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



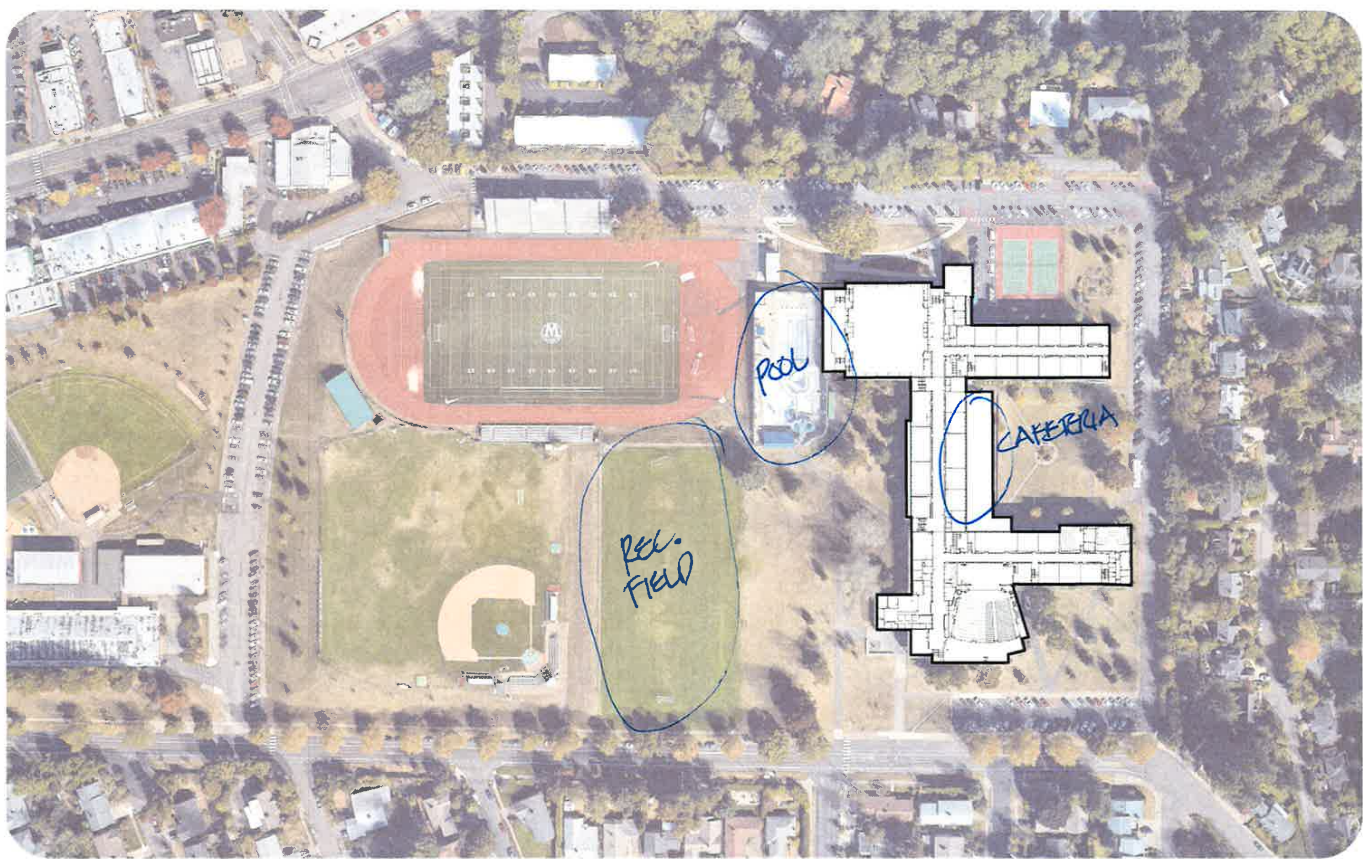
Notes Even if we have a bad football team games are still fun to go to. The field is used for more than just WHS sports and all kids like when they have practice there.

~~GO~~
like the courtyard - needs more seating

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

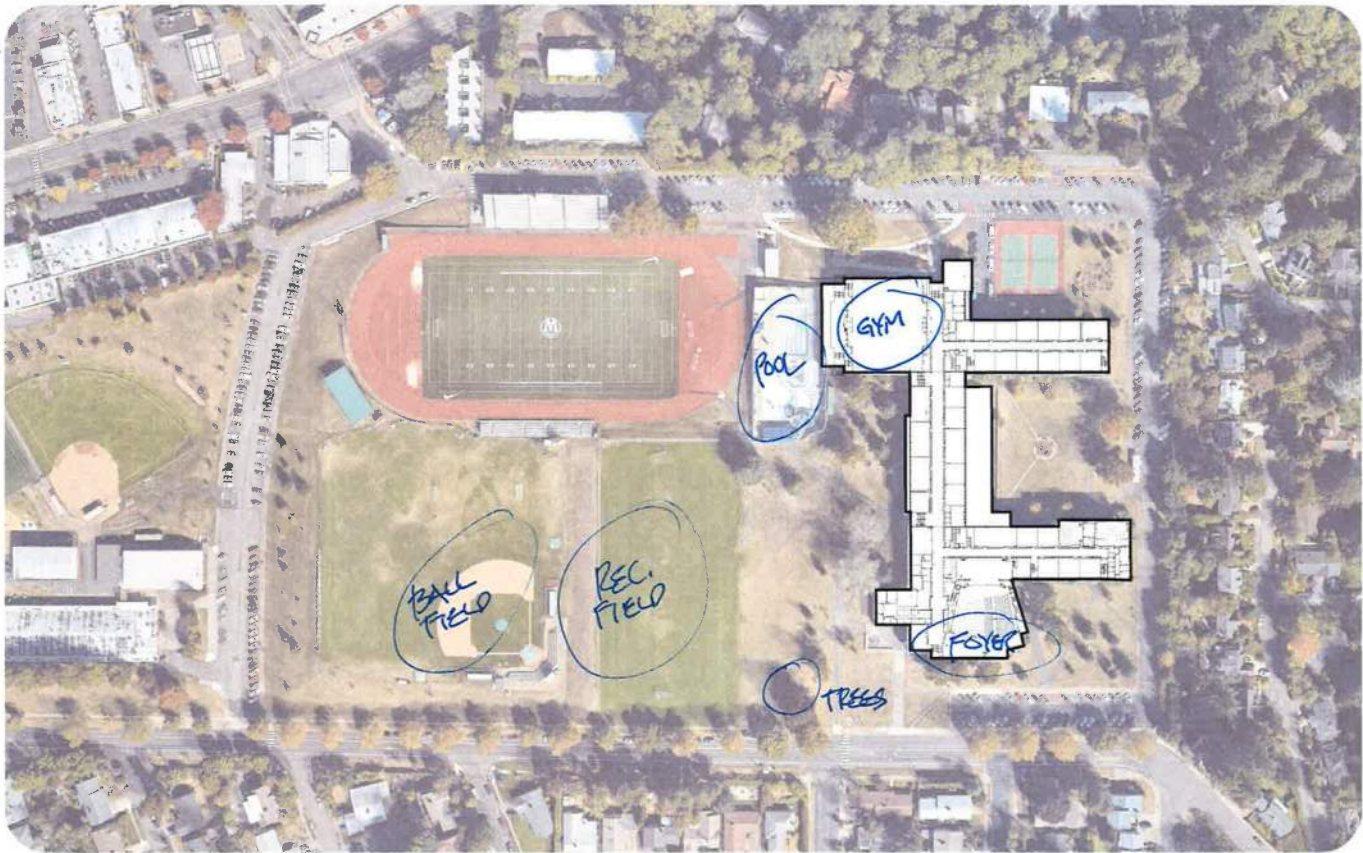
POOL - SOCIAL GATHERING AREA

PRACTICE FIELD - USE OF RECREATION FIELD FOR AFTER SCHOOL

CAFETERIA - MEETING PLACE

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

POOL - LATE SUMMER DAYS WITH FAMILY. GREAT SOCIAL SPACE.

PRACTICE FIELD - ROCKET LAUNCHES WITH MY SON. GOOD OPEN SPACE.

GYM- VOLLEYBALL GAMES. GYM IS LARGE ENOUGH, CLEAN, AND FUN FOR HOSTING GAMES.

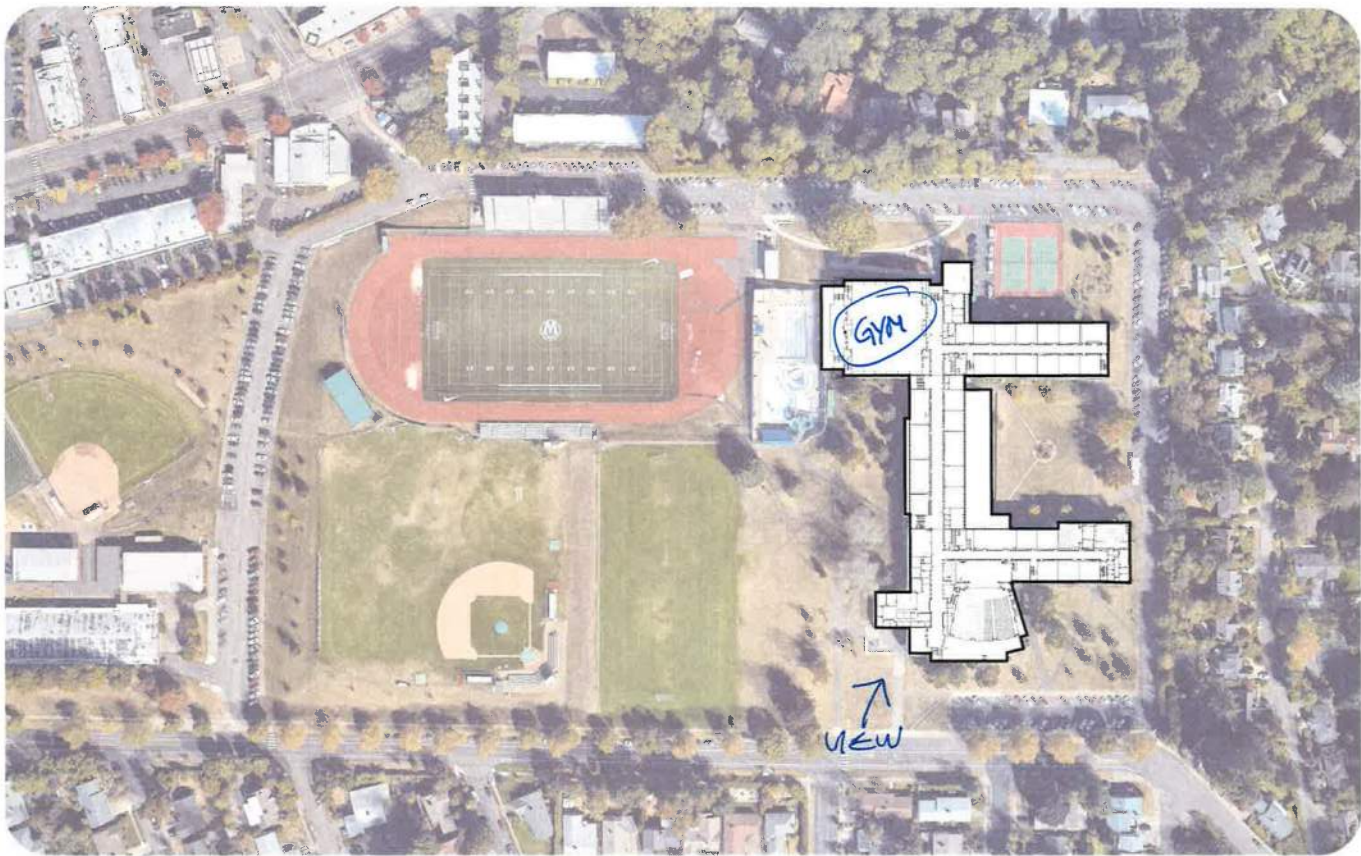
AUDITORIUM FOYER - ART SHOWS. LARGE WINDOWS AND CENTRAL LOCATION MADE IT GOOD FOR SMALL GATHERING

TREES - MY SONS FAVORITE HANGING SPOT W/ FRIENDS DURING SCHOOL. THE TREES PROVIDE COVER FROM RAIN (WHEN THEY HAVE LEAVES) AND LOCATION IS CLOSE TO SCHOOL BUT REMOVED ENOUGH TO BE AWAY.

BASEBALL FIELD - NOTHING LIKE A BALL GAME ON THIS FIELD. I LOVE THE OPTION OF SITTING ON SMALL GRASS SLOPE TO WATCH A GAME.

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

1

2

3

4

5

6

7

8

9

10

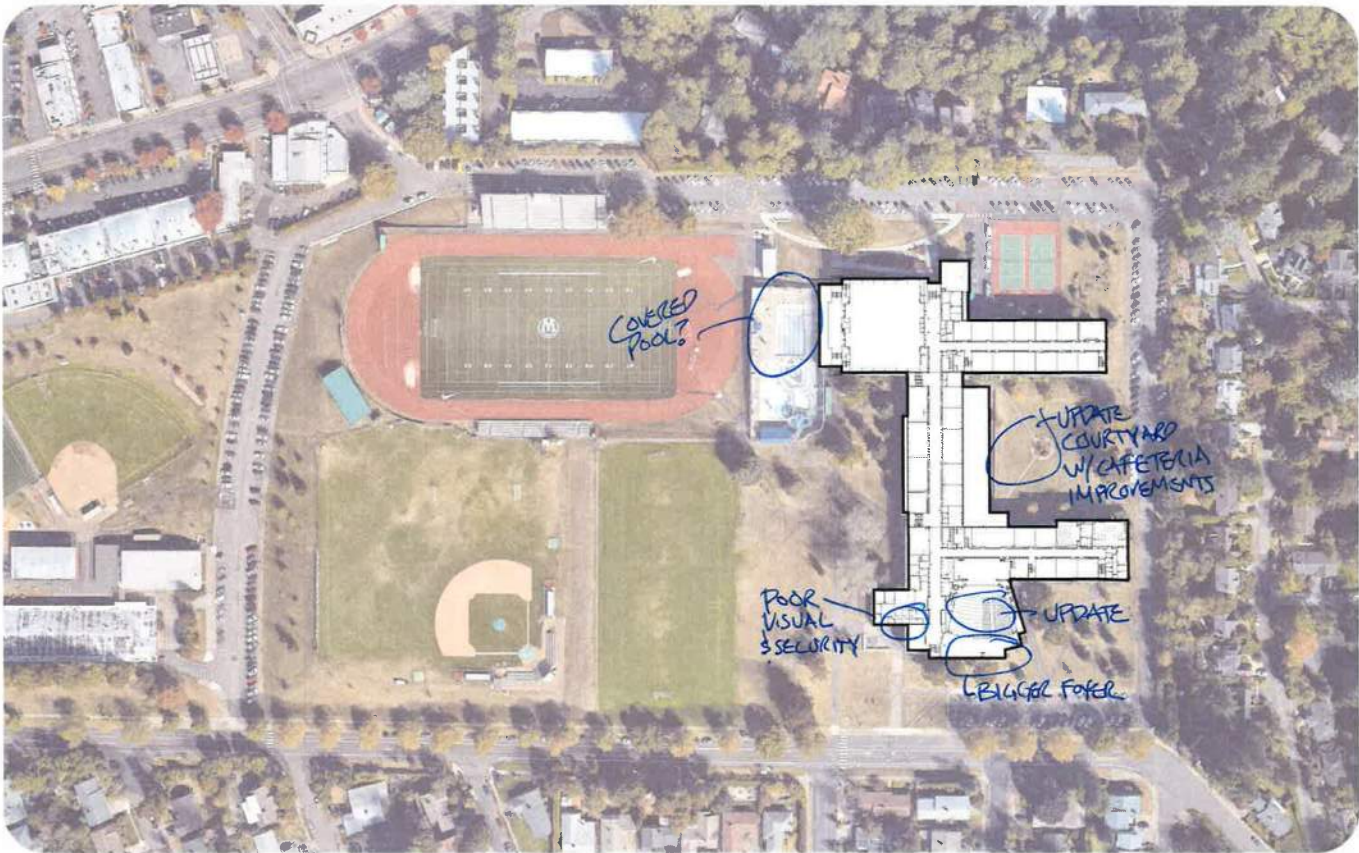
GYM - THE GYM IS A GREAT PLACE. LOUD ENOUGH, BUT NOT TOO LOUD. WITH EXCEPTION OF CEILING, IT'S A FRESH PLACE TO BE LOADED WITH EXCITEMENT WHEN RIVAL LINCOLN COMES TO PLAY.

VIEW OF SCHOOL FROM VERMONT IS A POSITIVE FOR THE SCHOOL AND THE NEIGHBORHOOD. I LOVE WALKING UP THE SLIGHT HILL WITH GRASS AROUND, TO ENTER THE BUILDING

OVERALL SITE - GREAT LOCATION, GOOD AMENITIES

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

AUDITORIUM - SIZE IS OK, BUT INTERIOR IS NOT APPEALING
FOYER FEELS TOO SMALL (GETS CROWDED FAST) FOR
SIZE OF AUDITORIUM

CAFETERIA - OUTDATED. LARGE WINDOWS ARE NICE BUT STILL
NOT ABLE TO FEEL CONNECTION TO COURTYARD

COURTYARD - NOT ENOUGH HARDSCAPE. STUDENTS WOULD UTILIZE
MORE (I'VE BEEN TOLD DIRECTLY), BUT GRASS IS
SOGGY.

GLAZING - SOLAR BAN ^{OR TO} GO W/ OPTI-GRAY TINT WOULD HELP REDUCE

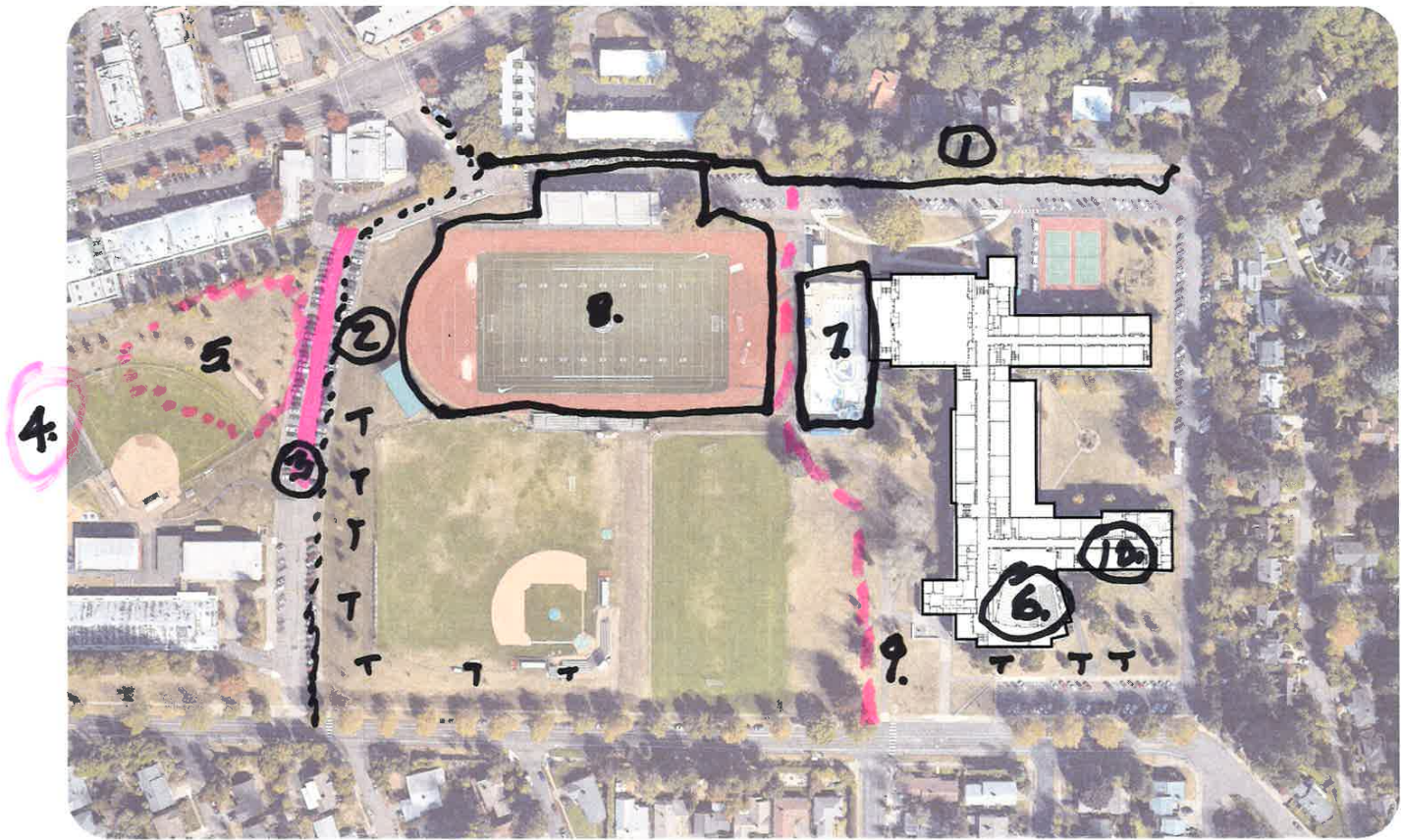
HEATGAIN AND GLARE - CLASSROOMS ALWAYS HAVE
SHADES DRAWN WAY DOWN. VIEWS TO EXTERIOR AND
DAYLIGHTING ARE IMPORTANT.

FRONT OFFICE AND SECURITY - NO VISUAL MONITORING OF FRONT DOORS.
SECURITY IS VERY CASUAL COMPARED TO NEW SCHOOLS.

IS THERE ANY OPTION FOR AN ENCLOSED POOL THAT CAN BE USED FOR
HOSTING SCHOOL SWIM MEETS?

What places does the **community value** and why? *Debra*

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

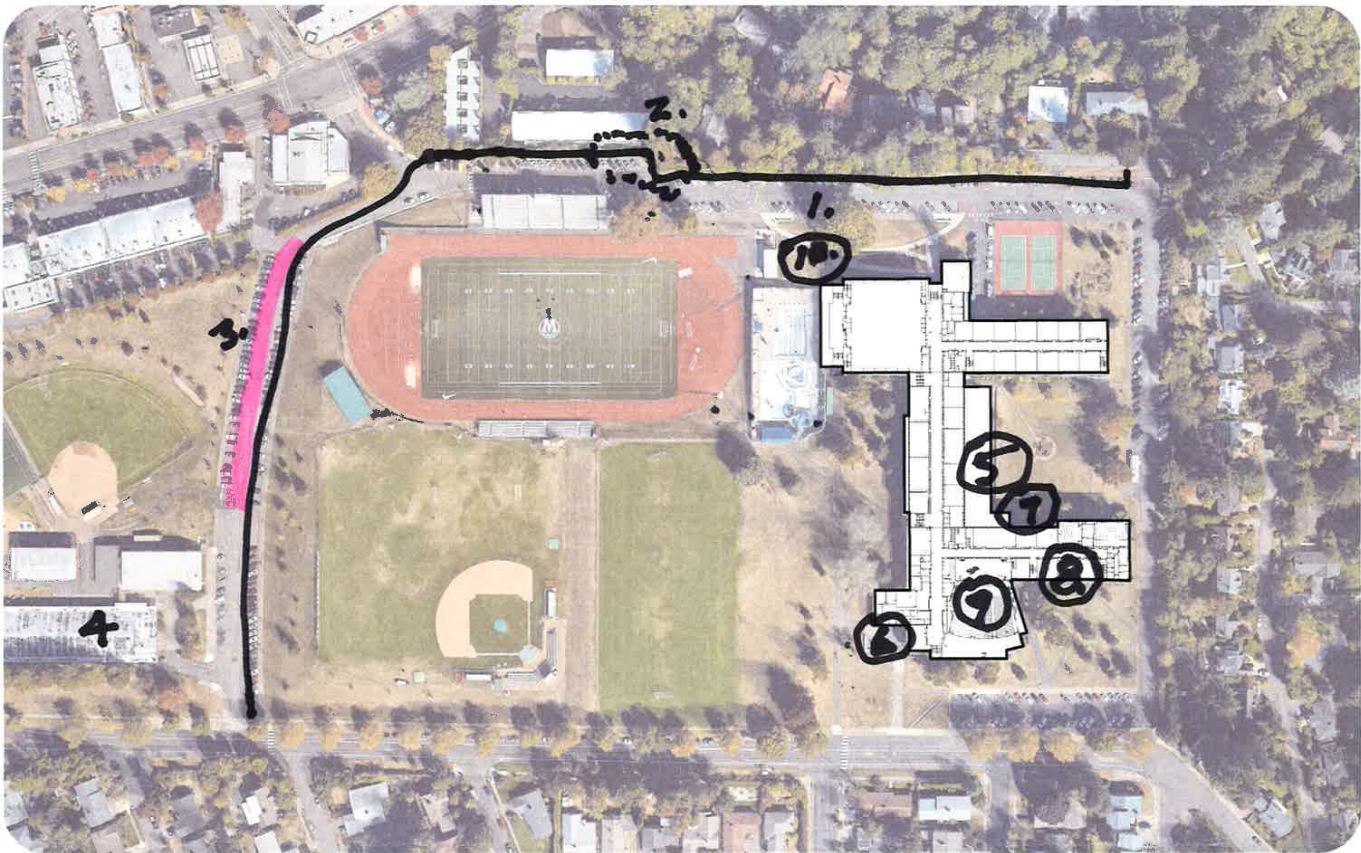


- Notes
- 1. - URBAN TRAIL 3 ALONG NORTH EDGE OF CAMPUS - SAFE-DIRECT TRANSPORTATION LINK FROM RIVER TO GARDEN HOME IN WASH COUNTY.
 - 2. - URBAN TRAIL 3 & 6 - #6 IS THE REGIONAL HILLSBORO TO LAKE OSWEGO PEDESTRIAN TRAIL - IT CONNECTS FROM SW 18TH & SEFFERTSON TO THE RIVER TRAIL IN L.O.
 - 3. - HILLSBORO FARMERS MARKET WEEKLY OPERATION + ASSOCIATED PARKING (A.P.)
 - 4. - PORTLAND PARKS SOCCER/FIELD + A.P.
 - 5. - PLANNED AMPHITHEATRE FOR CONCERTS + A.P.
 - 6.0 - THEATRE ATTENDED BY COMMUNITY MEMBERS - + A.P.
 - 7.0 - PORTLAND PARKS POOL - HEAVY SUMMER USE - COMMUNITY POOL'S ROOF SO CAN SERVE WILSON ATHLETICS, PE & LOW INCOME YOUTH ROUND TRIP.
 - 8.0 - TRACK, SOCCER, FOOTBALL, LACROSS SPL GYM STADIUM + A.P.
 - 9. - IMPORTANT NEIGHBORHOOD CONNECTING ACROSS SUPER BLOCK OF SCHOOL
 - 10.0 - MANY YEARS AGO MANY ADULT CLASSES WERE OFFERED + A.P.
 - T - TREES ON CAMPUS - ESPECIALLY OAKS.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

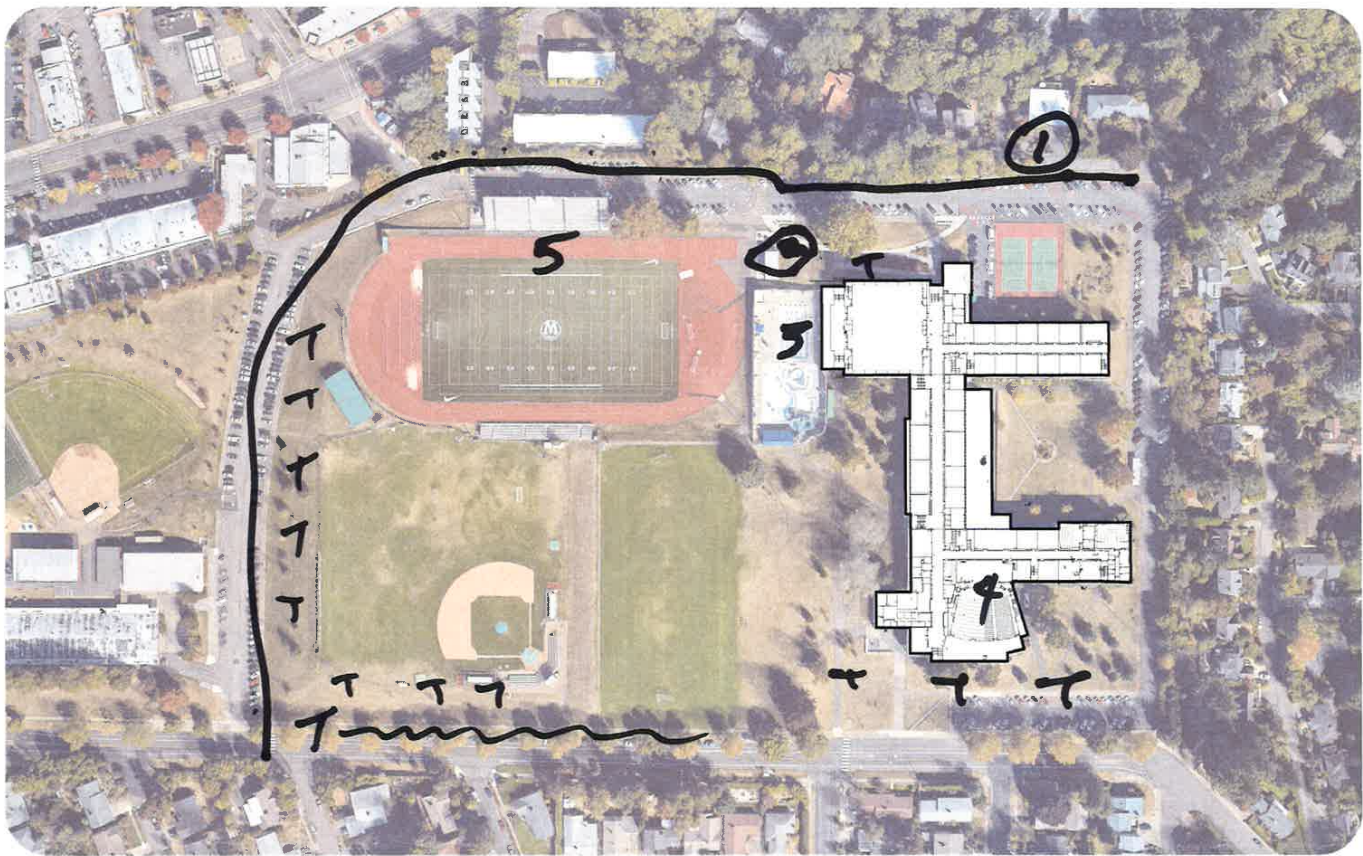


- Notes
1. GETTING ~~THE~~ URBAN TRAIL PLANS ADOPTED
LEAVING GROUND IN GRAVEL ON THE TRAIL ON NO SIDE CAMES
 2. LEAVING SW TRAIL WORK TO REMOVE INVASIVE & SLOWLY.
PROMOTE VEGETATION ALONG TRAIL IN THIS AREA & PLANTING,
IRRIGATING IT.
 3. Work to GET Zoning Law CHANGED TO ALLOW FUTURE MK -
4. JOINING PTA & BUSINESS COMMUNITY TO ~~SEE~~ ASSURE RIEKE STAYED.
OPEN OPPOSING STAFF EFFORTS TO SHUT IT DOWN.
5. MEMORIAL MEETING OF 1000 RESIDENTS TO OPPOSE MISGUIDED REZONING
EFFORT IN 1996. (CAFETERIA).
 6. WORK PARTY PICNICS FALL & SPRING.
 7. Work to GET CONCERT HOURS CHANGED TO AVOID WAKE UP CALL
EVERY MORNING - & GET SMOKE REDUCED.
 8. ADULT CLASSES.
 9. TREATING & BAND PRESENTATIONS
 10. Work to GET PARKS TO PROVIDE DRINKING FOUNTAIN WITH POOL REBUILT.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- ① Walking Routes-

② Drinking Fountain.

③ Pool-

④ Theatre.

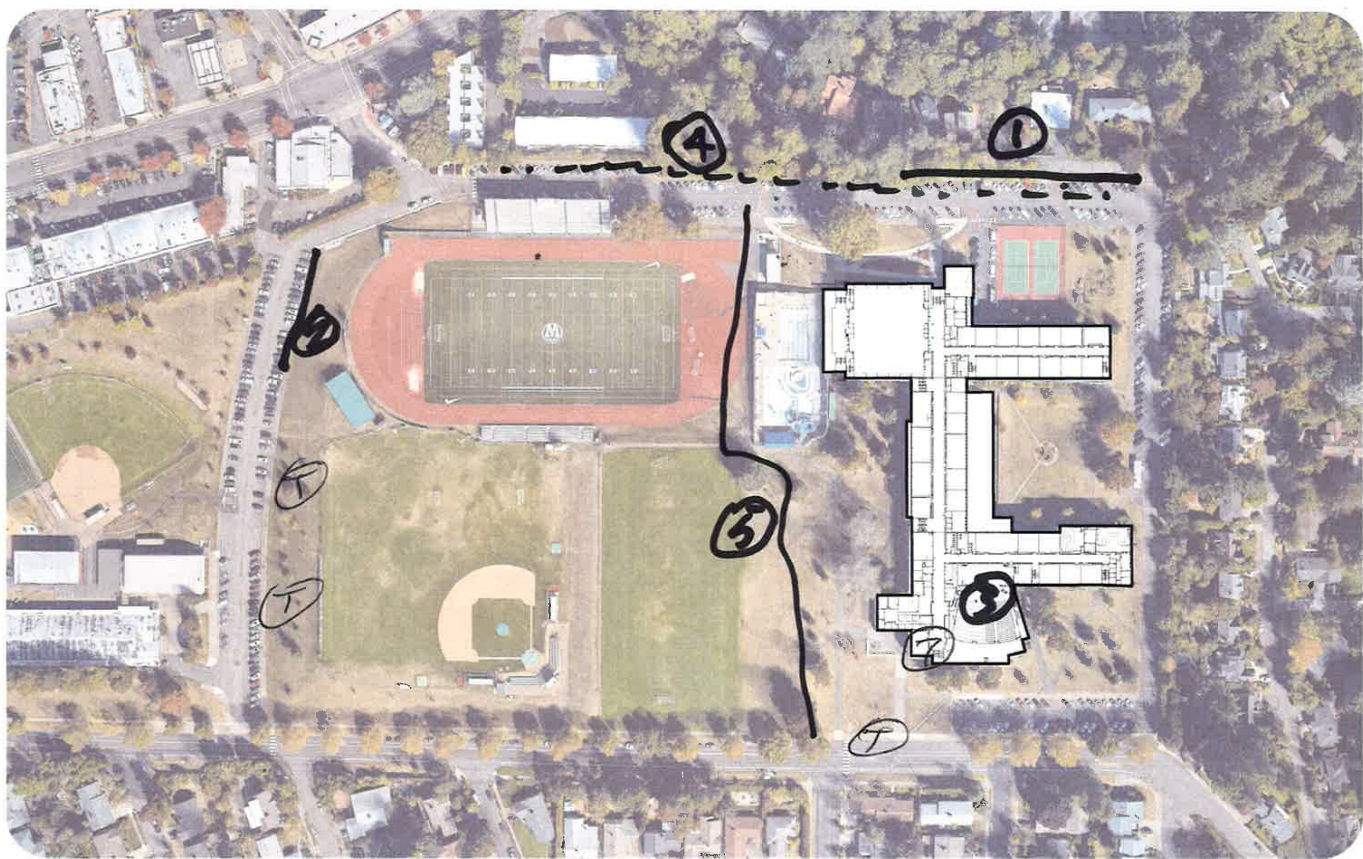
⑤ Stadium to weight track.

⑥ T Trees on campus.

⑦ Parking for SPL events in Business Area during New School Times.

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes 1. PAVE 2300' OF WALKING PATHWAY & WIDEN TO BE USABLE FOR WHEELCHAIRS - (SAFE ROUTE TO SCHOOL).

2. POSS REDUCING PEST IN MIDDLE OF WALKING-BIKE ROUTE

3. IMPROVE COMMUNITY USE OF THEATRE YEAR ROUND AND...
IMPROVE SOUND-

4. FIX THE PARKING BUMPERS (12 OF THEM) TO PREVENT CARS FROM PARKING BLOCKING PED/ROUTE.

5. MAKE IT CLEAR COMMUNITY HAS RIGHT OF PASSAGE AROUND THESE ROADS

6. REPLACE DEAD TREES

7. MAKE A BETTER FRONT ENTRANCE-

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

IGLA
Do Dy

ERIC S.



Notes

- ① Track is open for use to all public and gets use at all hours. 1
- ② Football field used by public & youth sports teams
- ③ Walkway, thoroughfare from north lot/sw trails to ~~hermes~~ - used by walkers/runners
- ④ Parking lot is used by Hillsdale Farmers Market - Very popular on Sundays
- ⑤ Baseball field - Can this be used as a "flex" outdoor space? Same
- ⑥ Food trucks - enough said - although I do wish they had better options
- ⑦ Wilson Pool - heavy use, summer swim teams, open swim
- ⑧ Big wide open mostly unused/under-utilized space - What can we use it for?
- ⑨ Outdoor Commons - cross country meets here before/after runs
- ⑩ Tennis court are kind of sad
- ⑪ Garden space?
- ⑫ Open walkway connecting parking lot to neighborhood
- ⑬ Softball field - Can be flex space?
- ⑭ North entry/outdoor space - might be most popular entry point to school
- ⑮ Reive Elementary

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

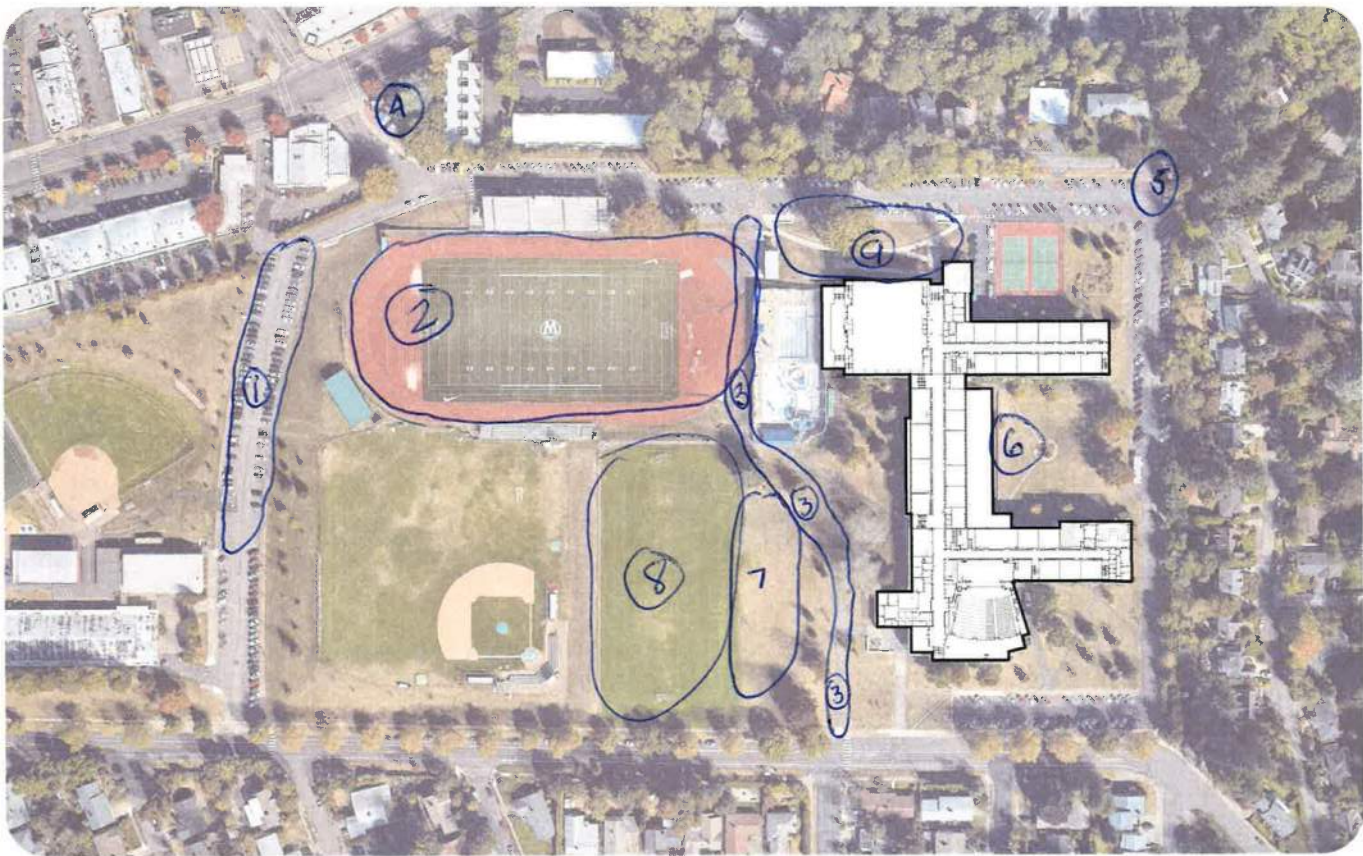


Notes _____

- ① Farmers Market - lots of memories
- ②③ Running around the track while my daughter has soccer practice on field.
- ④ Meeting up WHS XC team pre/post run(s)
- ⑤ Pool with the kids
- ⑥ Burger Stevens nights with the kids + using their Honey Bucket on many occasions.
- ⑦ Use this pathway lots on runs to cut across and head either to Sunset or Terwilliger

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- ⑨

I think this entry may be the most popular and it's certainly the most seen and used by soccer parents, athletes, and runners, etc.
- ⑥

Love the open courtyard and its use by the XC team.
- ⑦/⑧

SO much open space - good for dog fetching now, but more potential
- ③

Pathway that connects two neighborhoods and two sides of campus
- ④

Who doesn't like food trucks/carts?
- ①

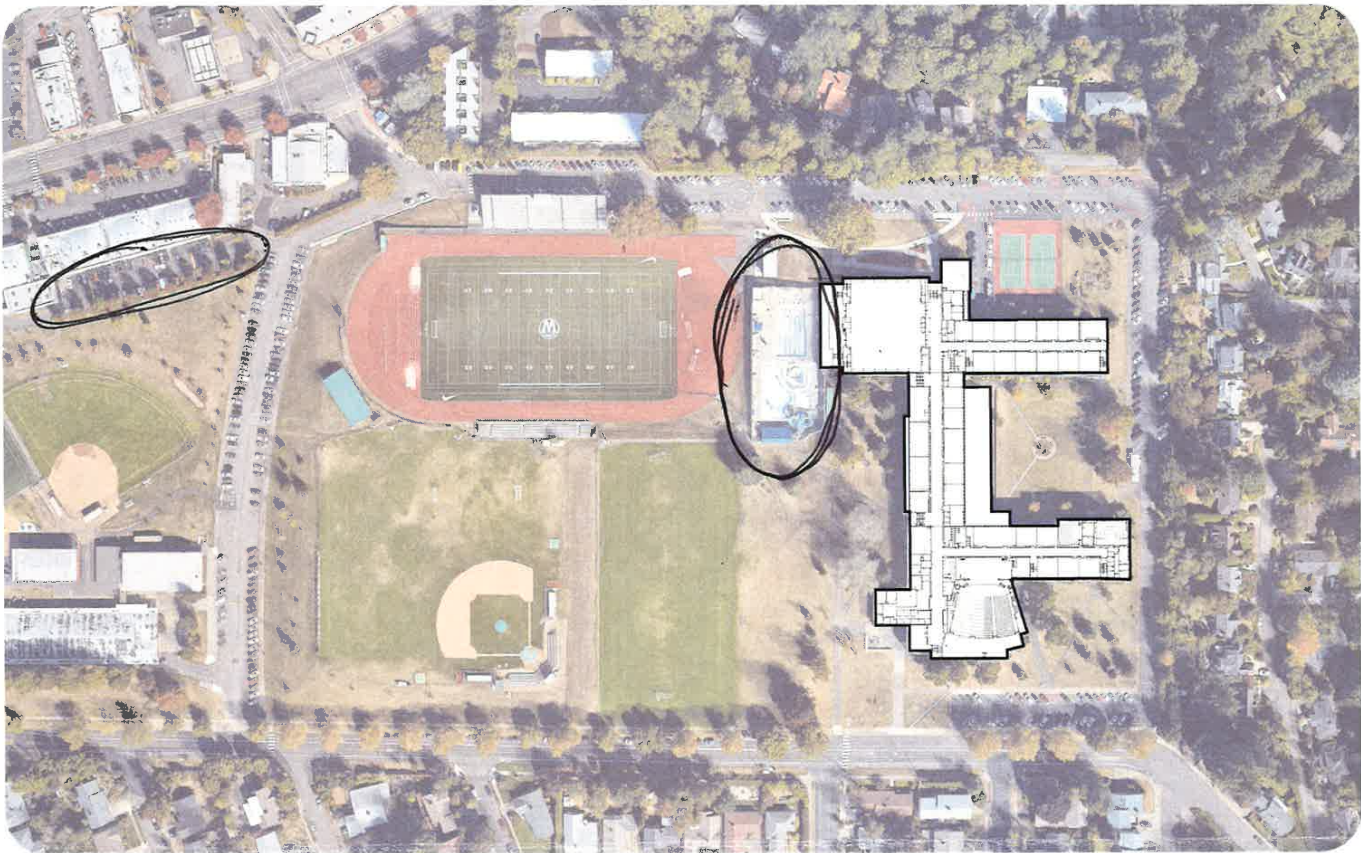
Farmer's Market - we go every weekend.
- ②

Used by daughters' sports teams/and track by all community
- ⑤

Connector walkway/path from parking lot to neighborhood. Used by runners/students.
-
-
-
-
-
-
-
-

What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



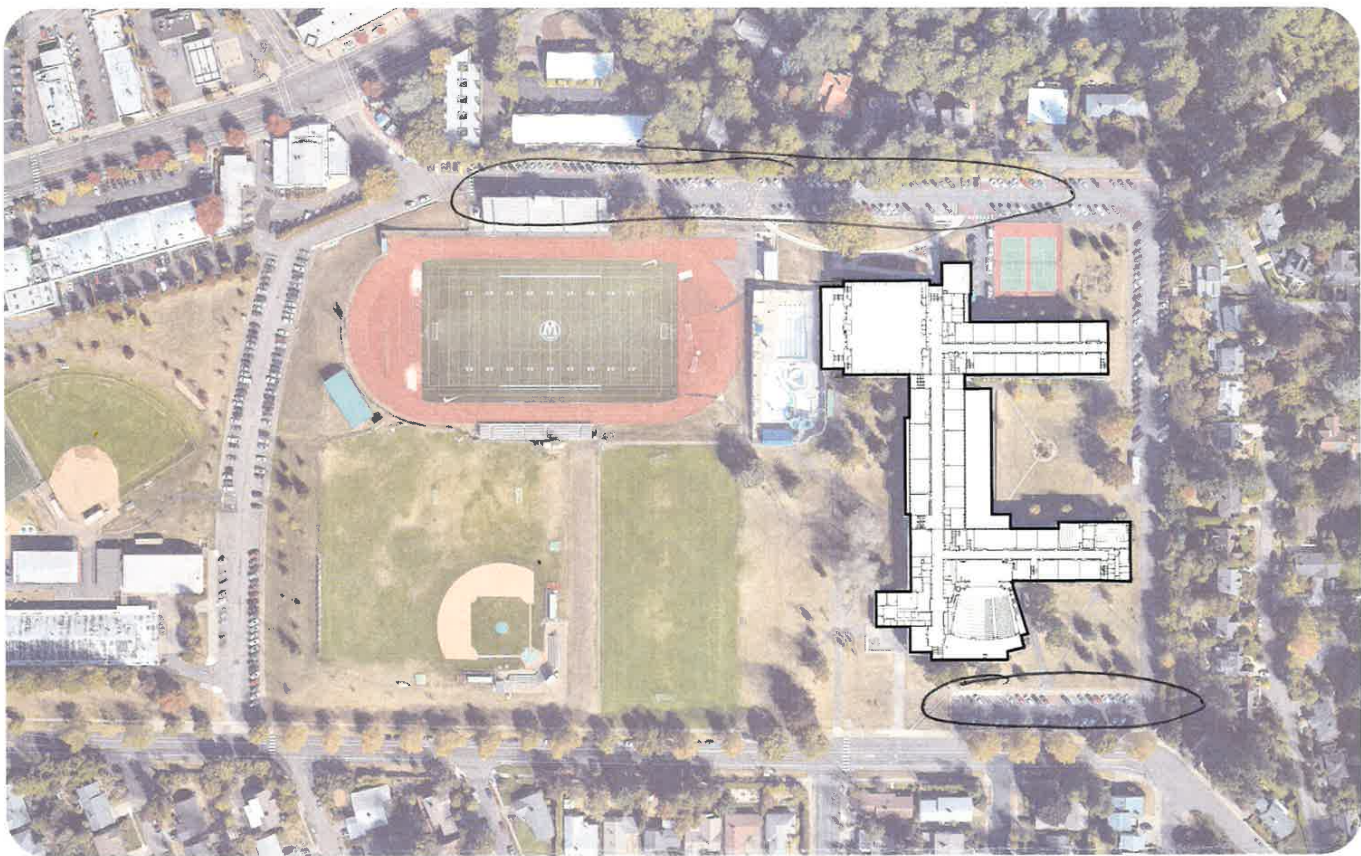
Notes THE SWIMMING FACILITIES ARE DEFINITELY
ONE OF THE MOST UTILIZED SPACES BY THE
LOCAL COMMUNITY. IT HAS MANY FUNCTIONS:
SWIMMING LESSONS, SWIM TEAMS & FROG SWIM.

THE PARKING AREA CIRCLED IS ALSO GREATLY
UTILIZED BY THE COMMUNITY EVERY WEEK AS
SPACE FOR FARMERS MARKET.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

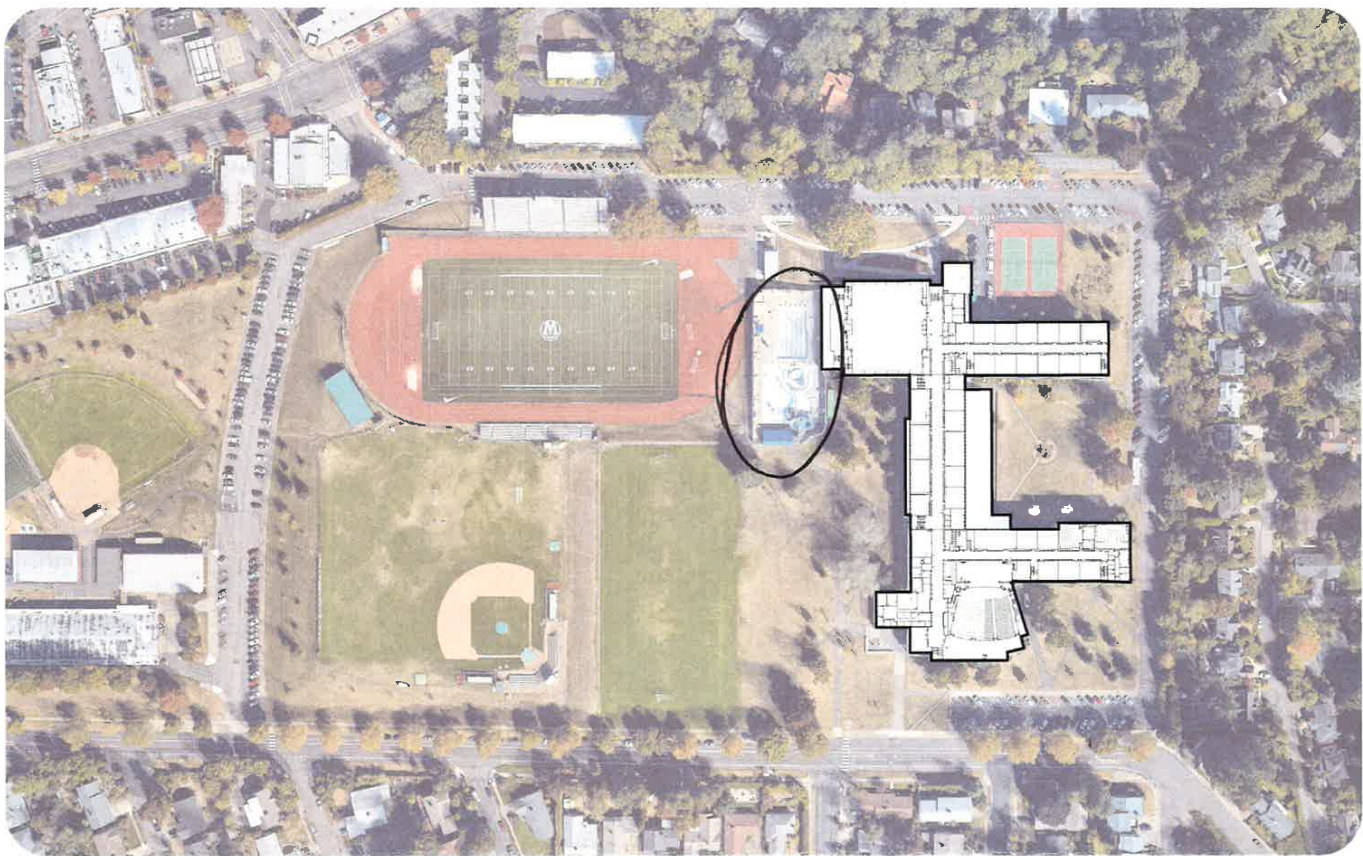


Notes *TRAFFIC FLOW SEEMS TO BE A BIG*
ISSUE AND PROBLEMATIC.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

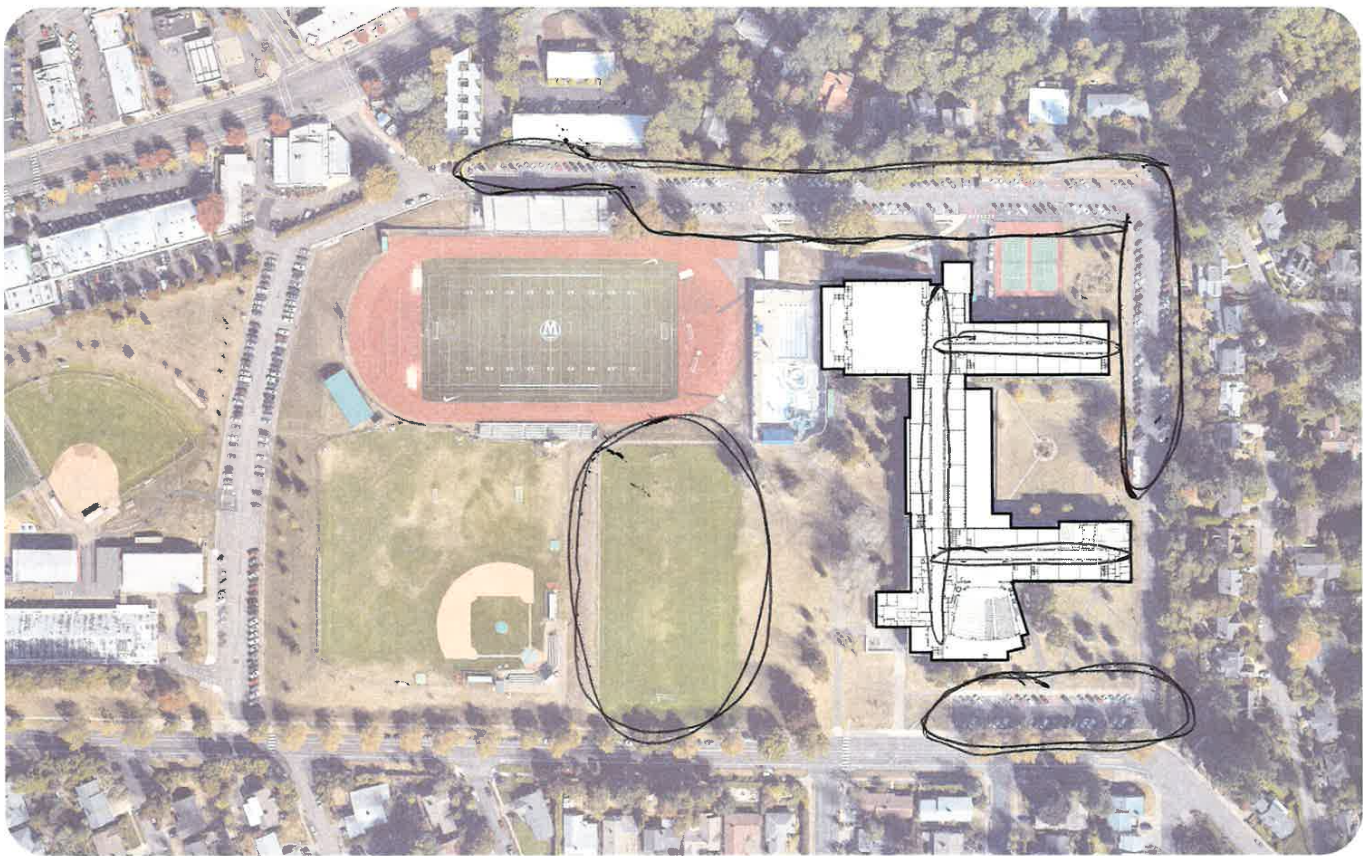


Notes *THE SWIMMING AREA SERVES SO MANY FAMILIES, INCLUDING MY OWN FAMILY. IT IS ONE OF OUR FAVORITE PLACES TO FREQUENT DURING THE SUMMER MONTHS.*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes PARKING IS DEFINITELY A SPACE ISSUE. THERE SIMPLY ISN'T ADEQUATE PARKING FOR AFTER SCHOOL EVENTS TRAFFIC FLOW IS BAD AS WELL DURING DROP OFF & PICK UP TIMES.

1

THE HALLWAYS ARE WAY TOO ^{NARROW} CROWDED AND HINDER STUDENT TRANSITIONS BETWEEN CLASSES

2

3

THE CIRCLED FIELD SEEMS LIKE A LOT OF WASTED SPACE THAT COULD BE UTILIZED BETTER.

4

5

6

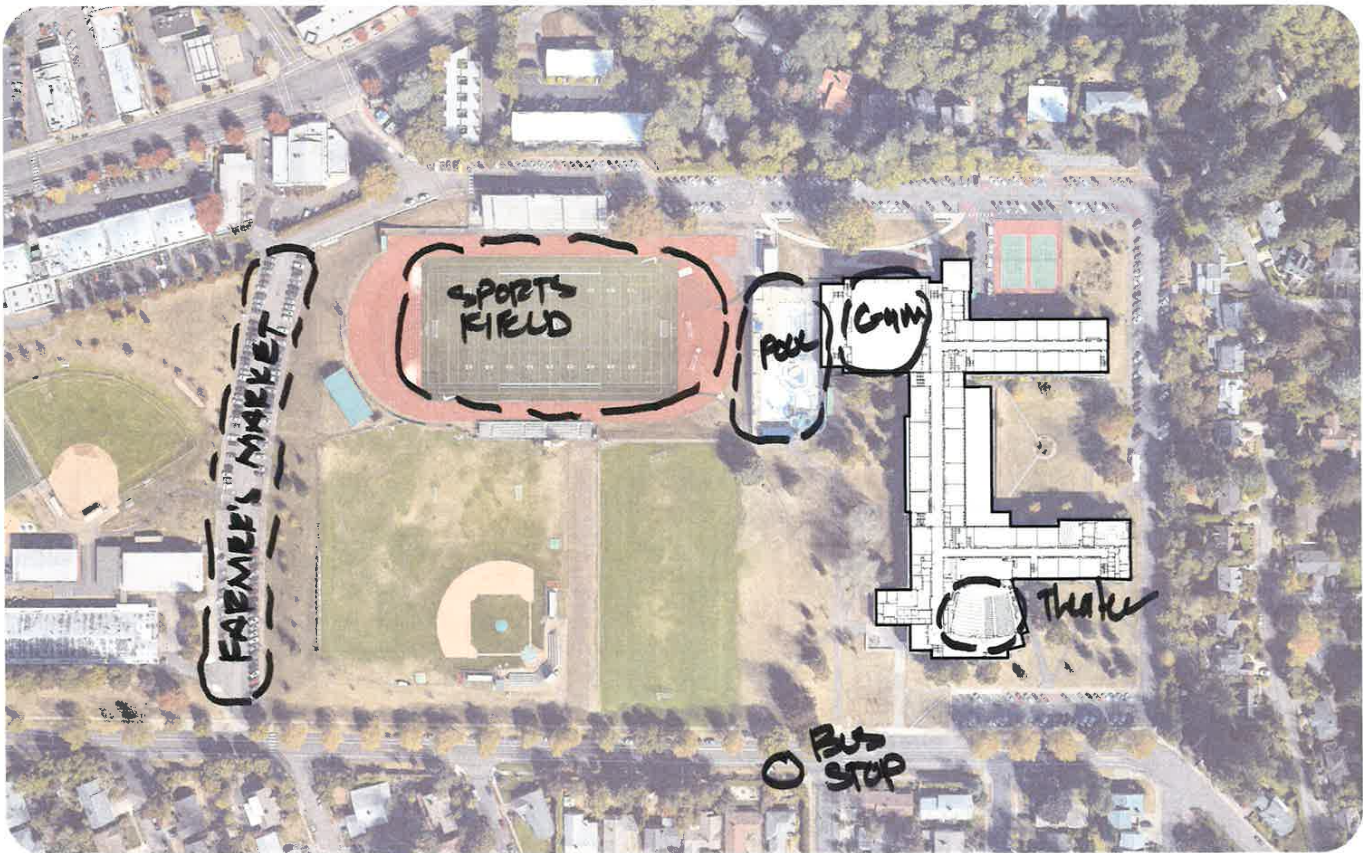
7

8

9

What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

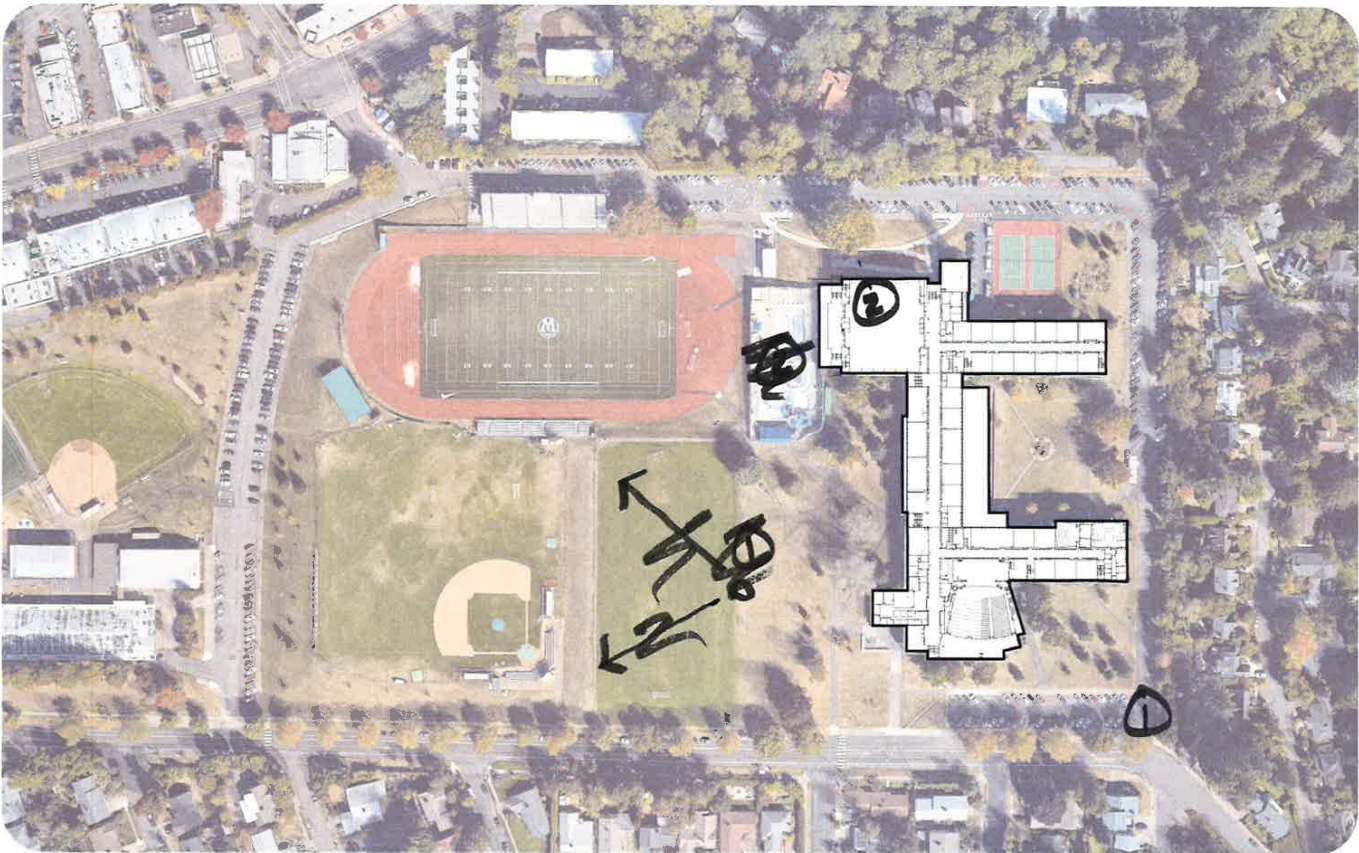


Notes _____

- 1
- FARMER'S MARKET: incredible community gathering space during non-school hours. On Ricker's campus, but connection to/from Wilson HS is lacking.
- 2
- SPORTS FIELD : MANY SPORTS USE THIS FIELD ALMOST YEAR-ROUND. WOULD BE GREAT TO HAVE A SECOND TURF FIELD
- 3
- BUS STOP : The daily gateway for hundreds of kids each day. Major connection point between home and school.
- 4
- POOL : : USED by community during summer months. 16 PPS owned by parks, but significant resource.
- 5
- GYM: : Lots of great physical activity, games etc. played here.
- 6
- Theater: : Community resource when plays are in production. Incredible talent @ Wilson in theater programs!
- 7
-
- 8
-
- 9
-

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



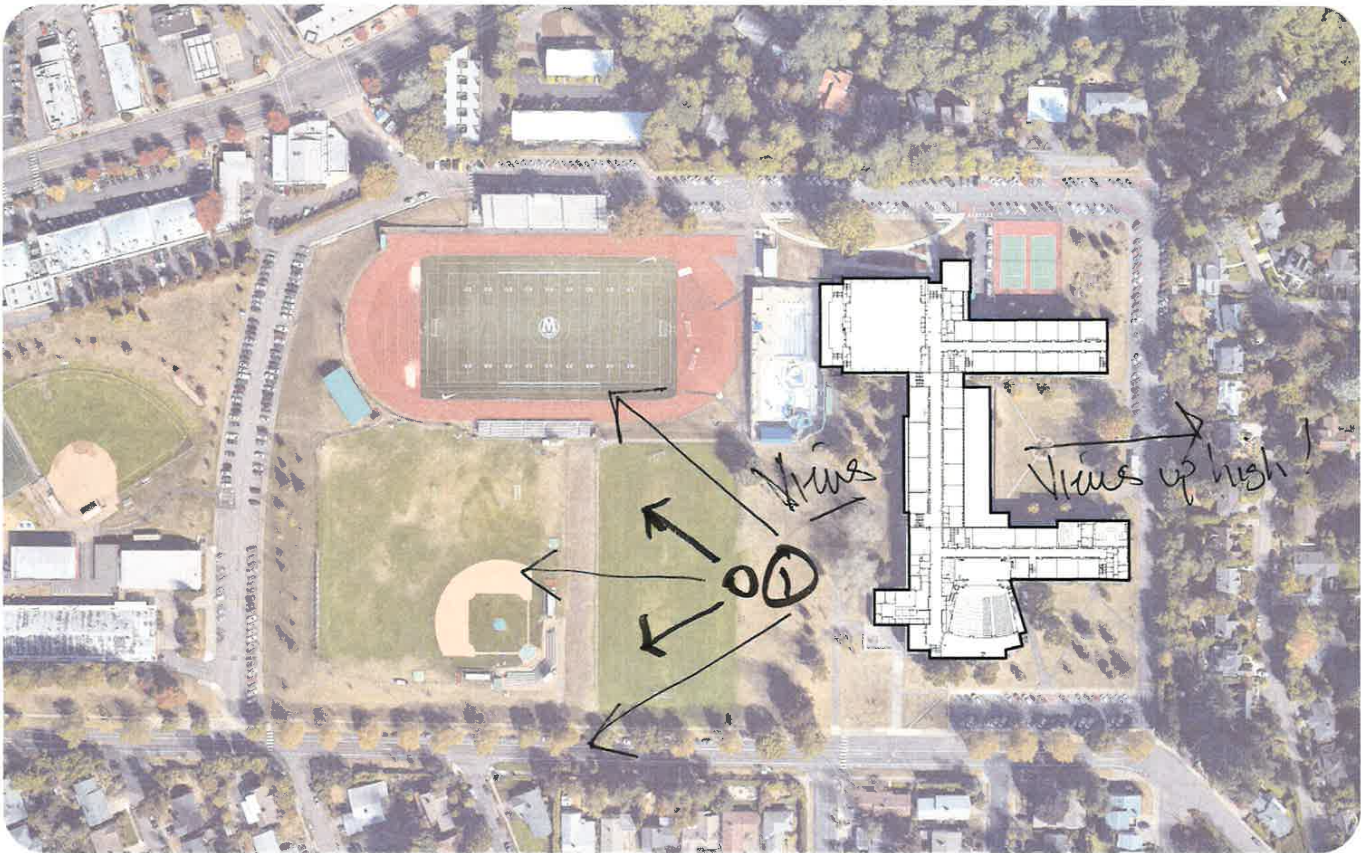
Notes

① Always thought this was the back entrance to school when first coming ~~there~~ here. still don't really know where the "front" of the school is!

② Direct access to gym from parking lot has been beneficial pickup/dropping of kids for activities.

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

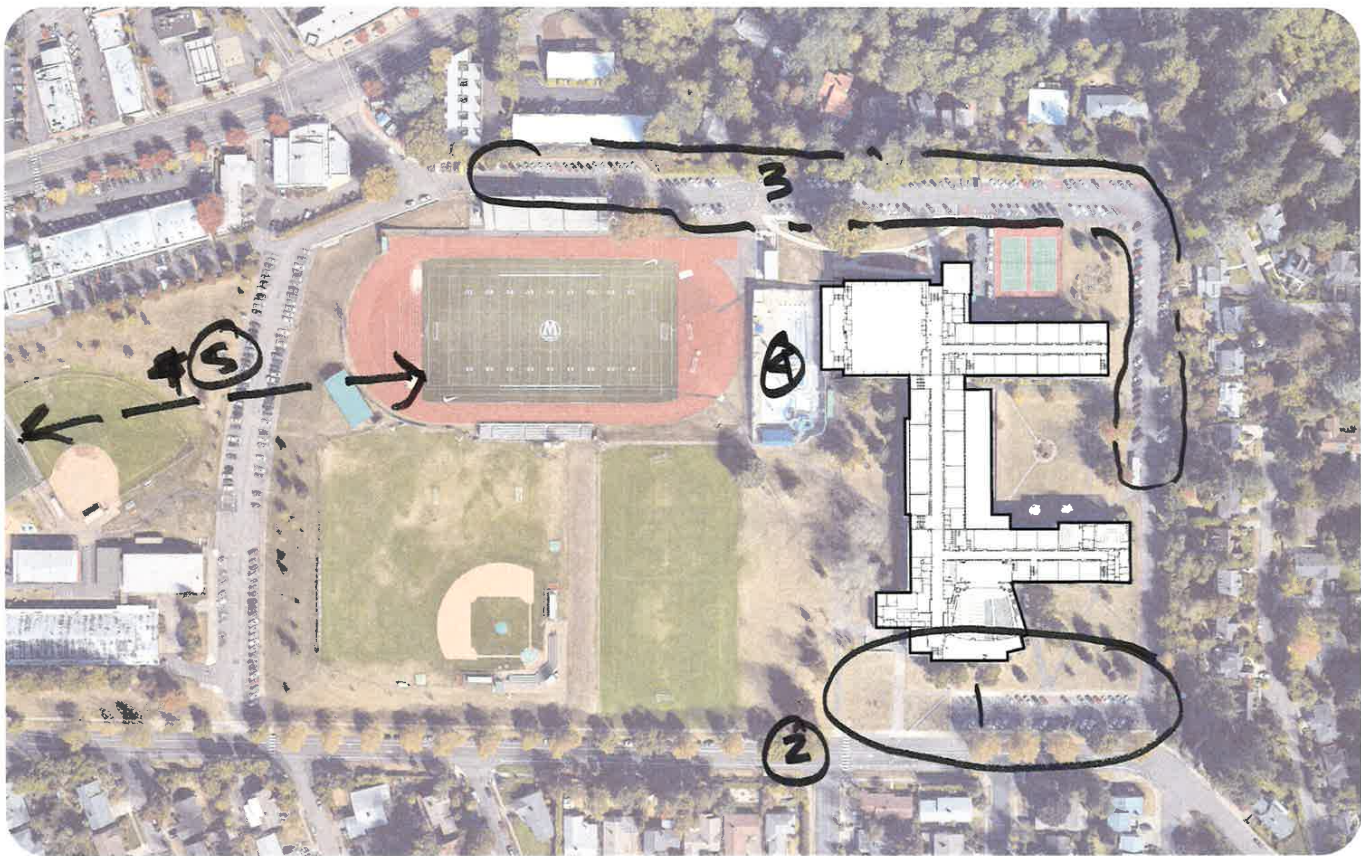


Notes

① Views out west to the fall color is just one of my favorite places. Stand here for many soccer games enjoying the view and hoping the renovation can allow the "heart" of the new school to embrace this incredible view!

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

① . school needs a true "front door" to help with school pride, connection to community, and wayfinding.

② Bus stop on other side (school side) of street to avoid kids crossing street in morning and backing up flow of traffic.

③ Parking @ perimeter is difficult during busy events. But, does usually flow well, so maybe it is ok?

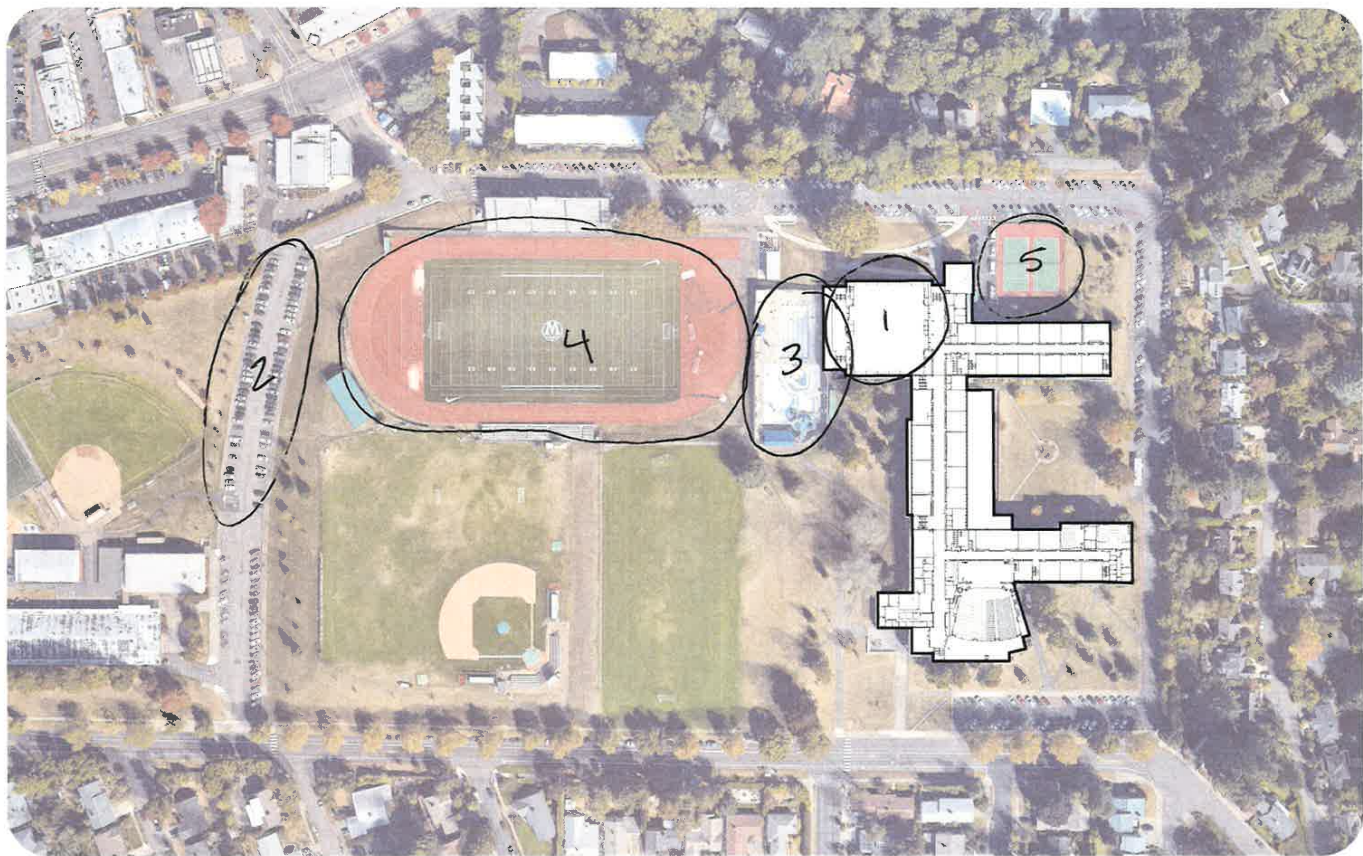
④ Pool needs to go, or be seriously upgraded.

⑤ Pedestrian connection between Rieke turf field and HS needs improvement and way finding.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

1) Wilson athletics for HS and MS students - ties to HS from MS age - builds community

2) Farmers Market

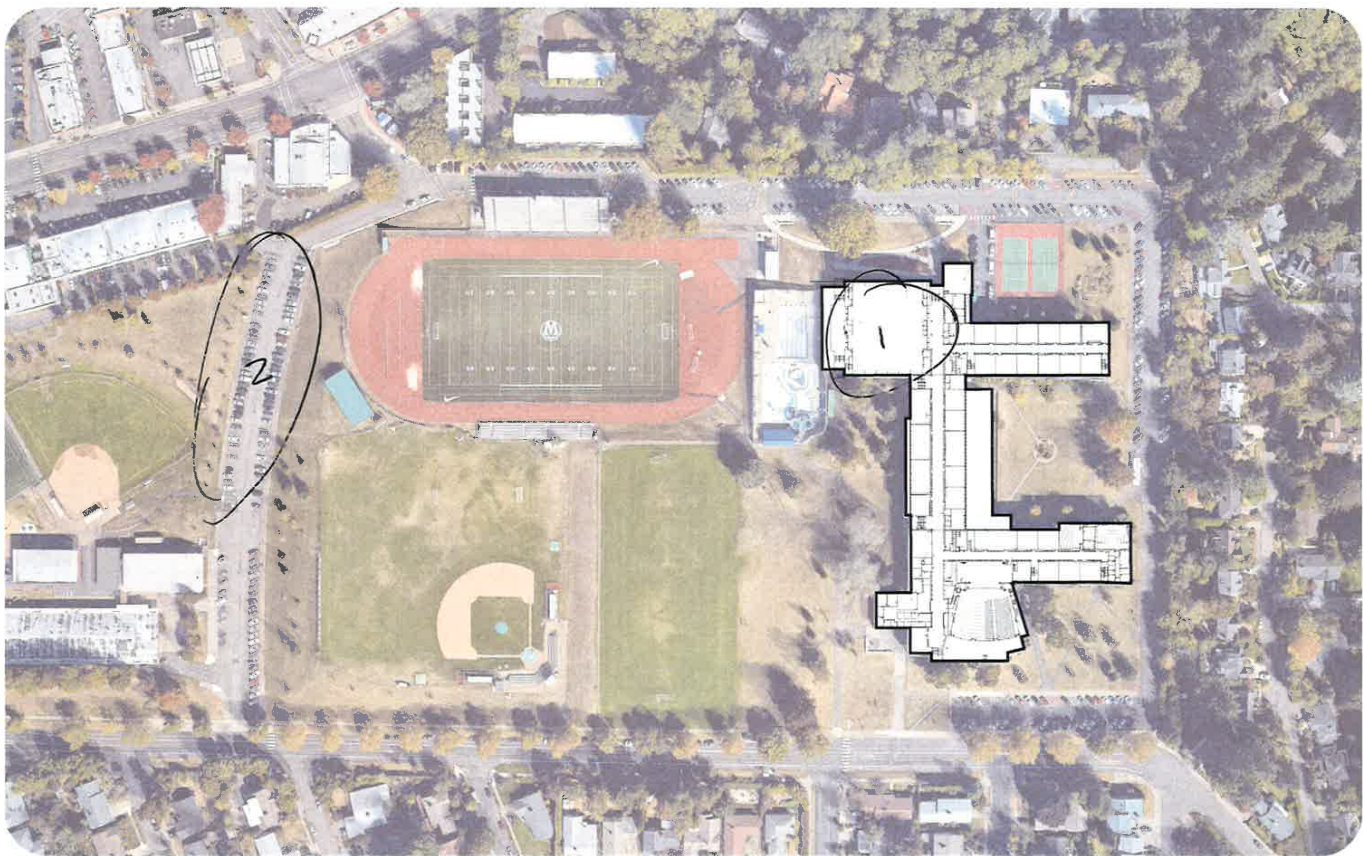
3) public outdoor swimming pool + swim program for HS

4) Wilson athletics + public use track

5) Wilson athletics + public use courts

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



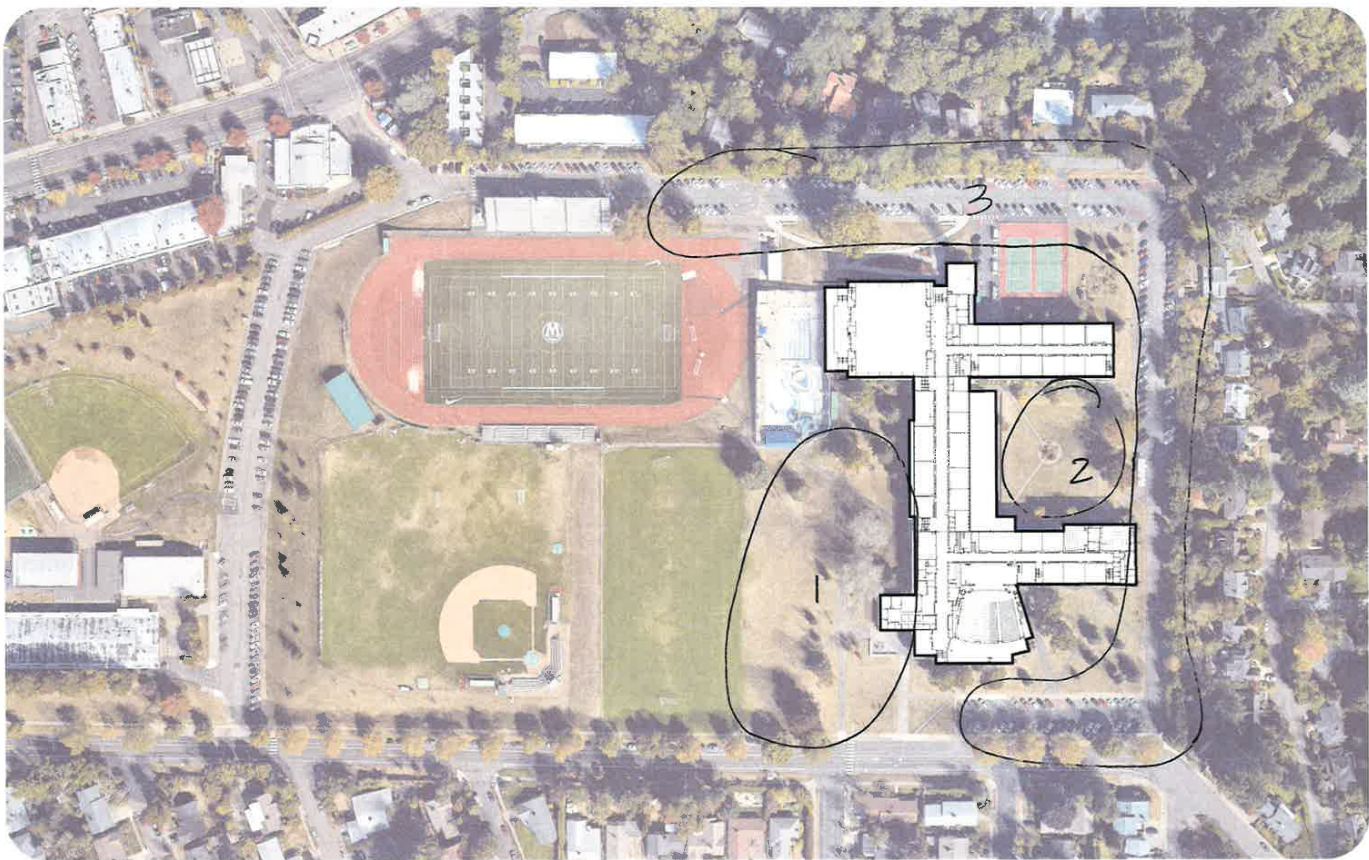
Notes

1) volleyball games - need larger gym + better bathrooms + locker rooms

2) Farmers Market - would be nice to have more attractive street or facility

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

1) ~~unused~~ / dead space

2) hiding at back of building / unused

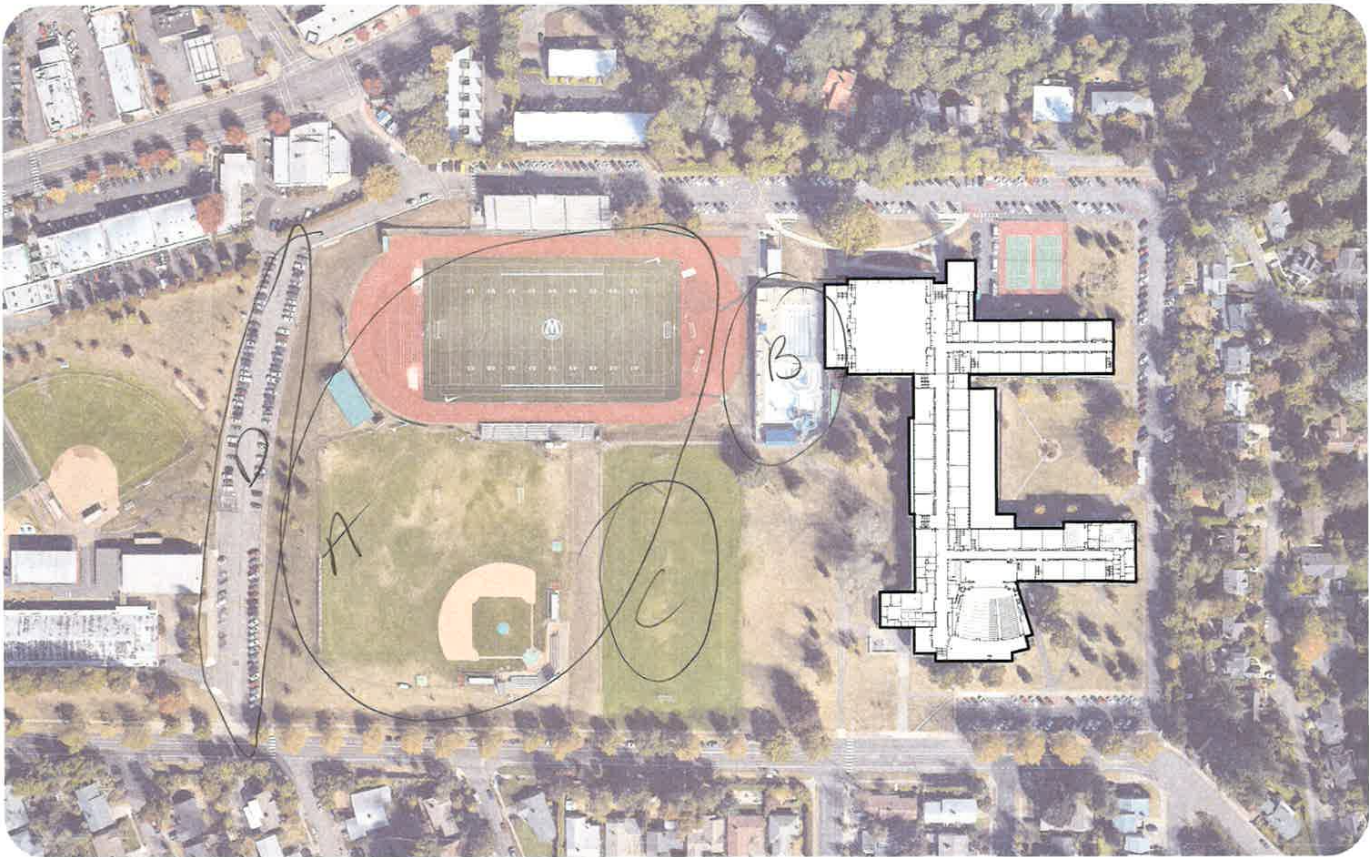
3) parking could be improved by consolidating to 2 areas - front + back / athletic - or just 1

4) building is very spread out with no strong "front" or entry ; very vague ; difficult to decipher if you're unfamiliar with it

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the **community value** and why? *Jane R*

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

A. Sports Area

B. Pool

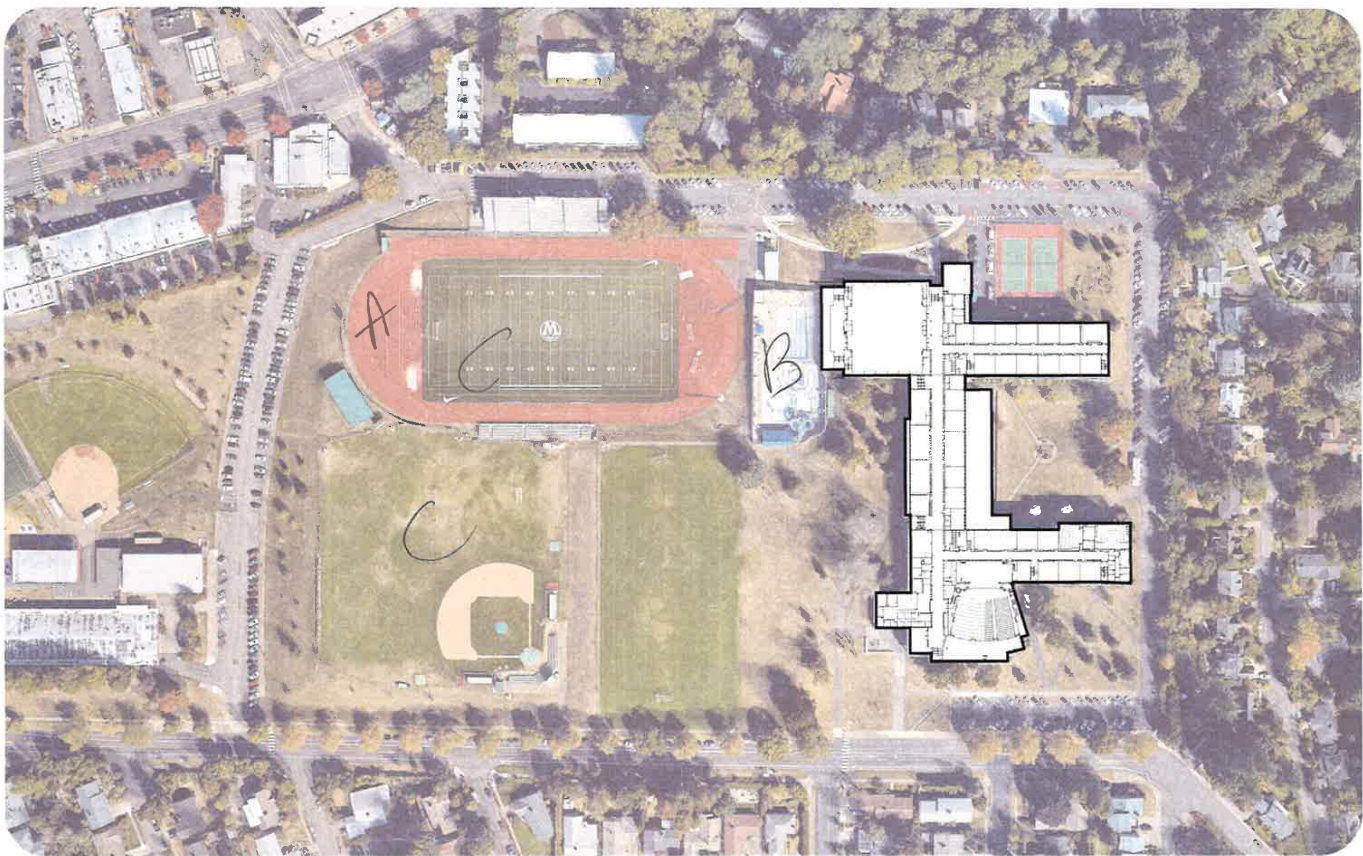
C. Greenspace for dogs

D. SW Trails

What are your *favorite places* and why?

Jane E

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

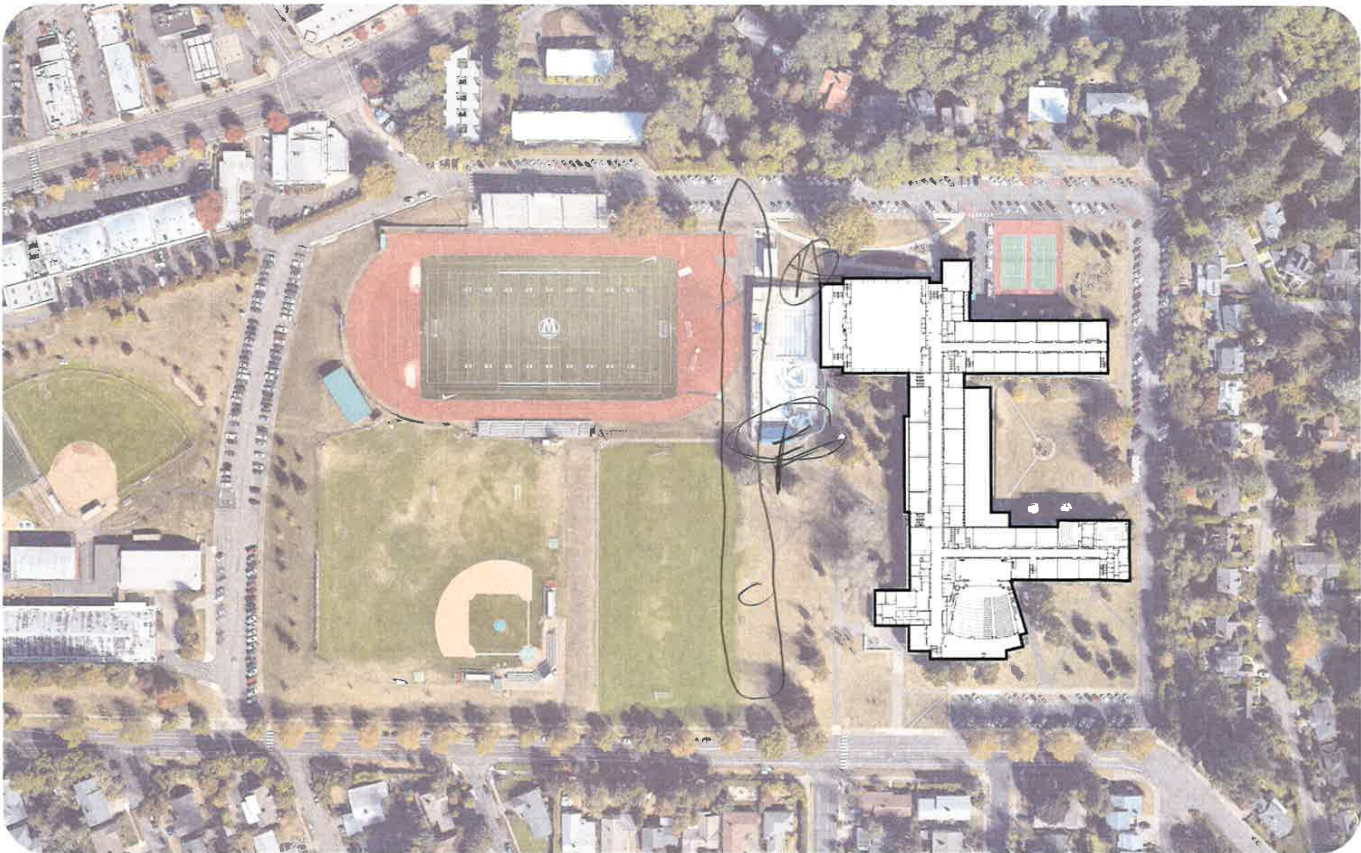
A The track for laps
B The pool - recreation and jobs for kids
C sports fields - soccer, lacrosse, base ball

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Where is **change** necessary and why?

Janet

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

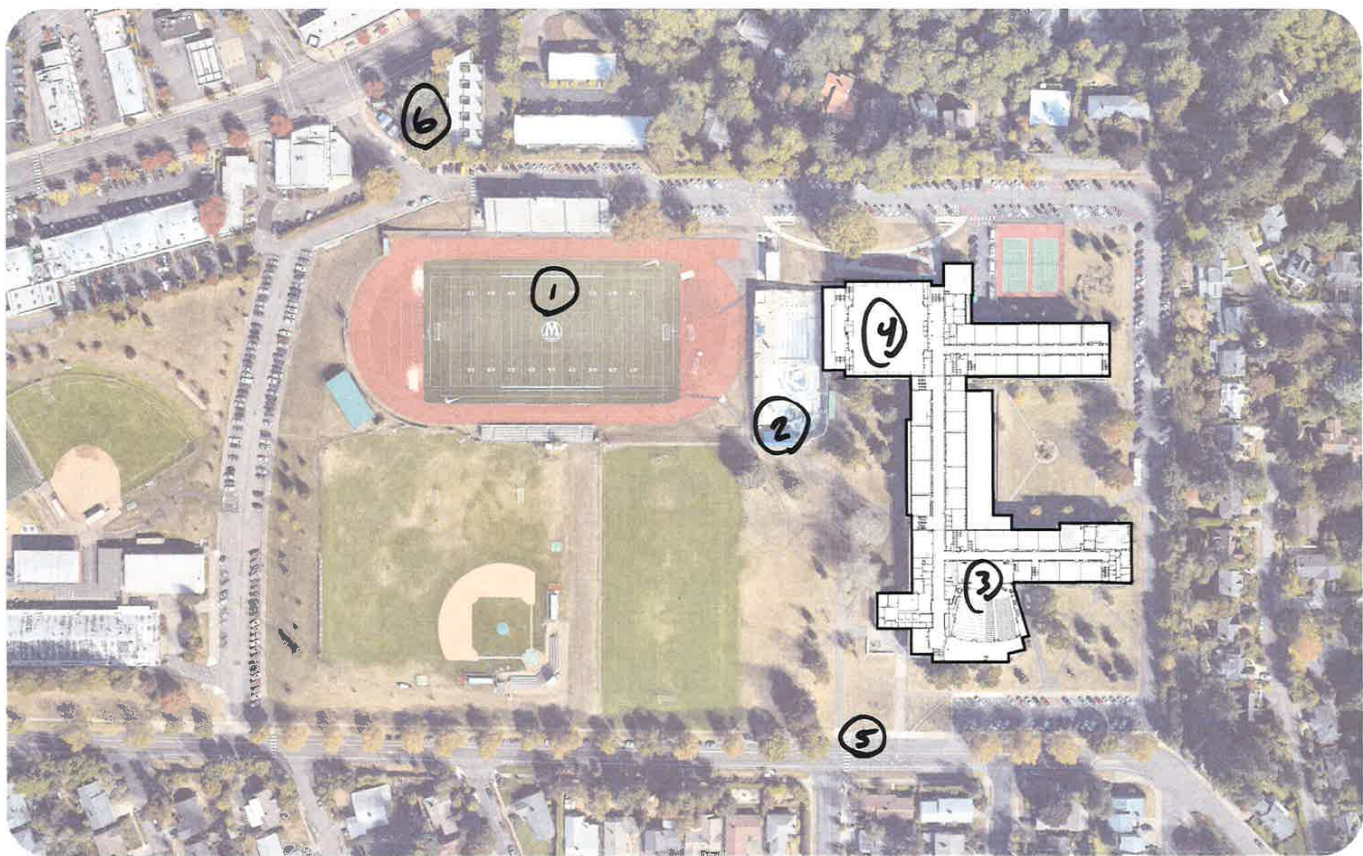


Notes

- A pool locker room access - vandalism to pool
- rape @ bad courts - guy followed woman off bus
- C access to Trimet - blocked path along pool
- parking garage - deal with parking
- clean bathrooms
- F murals - anti graffiti walls
- better sidewalks
- Front office location / cubicle configuration - safety access needed
- Trimet: plans for #1 Vermont, max line to Tigard on Barber

What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

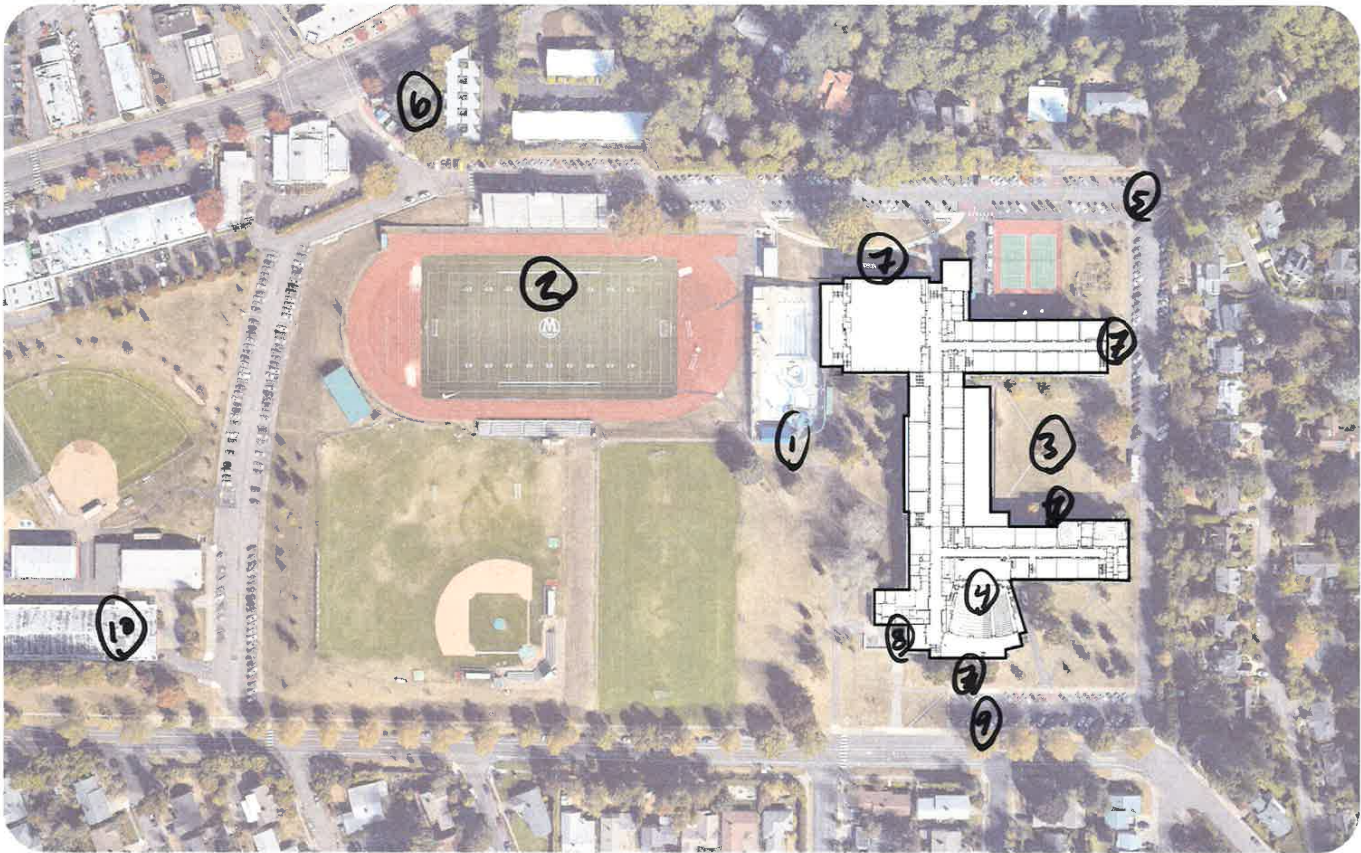


Notes

- ① WHS : local soccer field; track meets
- ② Popular public outdoor pool
- ③ Student performances
- ④ Bball games
- ⑤ good sidewalk
- ⑥ Affordable lunch option (food carts)

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

- + ① Time w/my small children (who are now HS age)
- + ② Soccer games; field in bad shape
- ③ unused space
- + ④ old rundown theater space
- ⑤ taking life into your hands in parking lot!
- ⑥ Kids smoking at food carts.
- ⑦ Too many insecure entrances/exits!
- ⑧ unsafe/unwelcoming entrance
- ⑨ not enough "guest" parking
- + ⑩ Proximity to elem. school (daughter was a student helper)

1

2

3

4

5

6

7

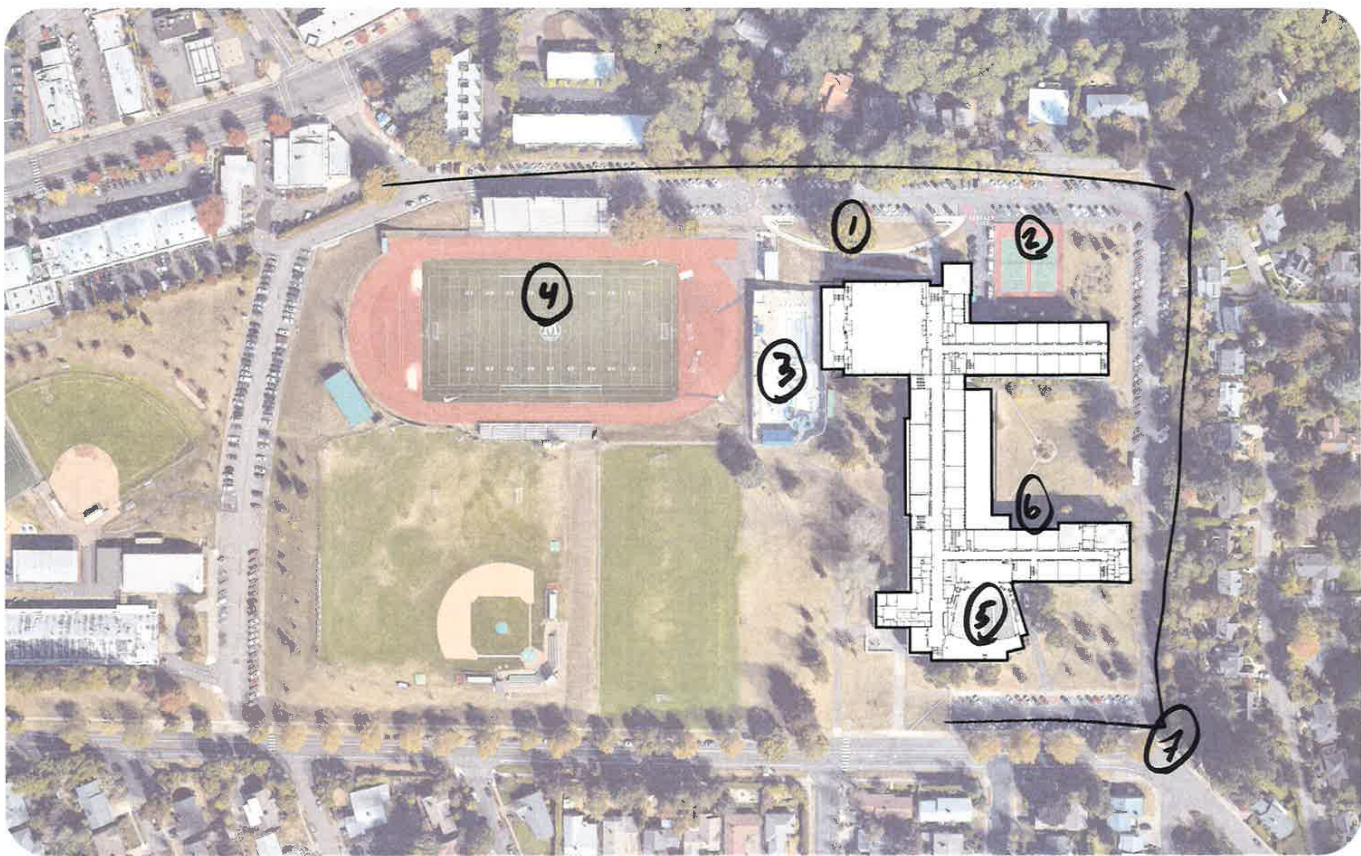
8

9

10

| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

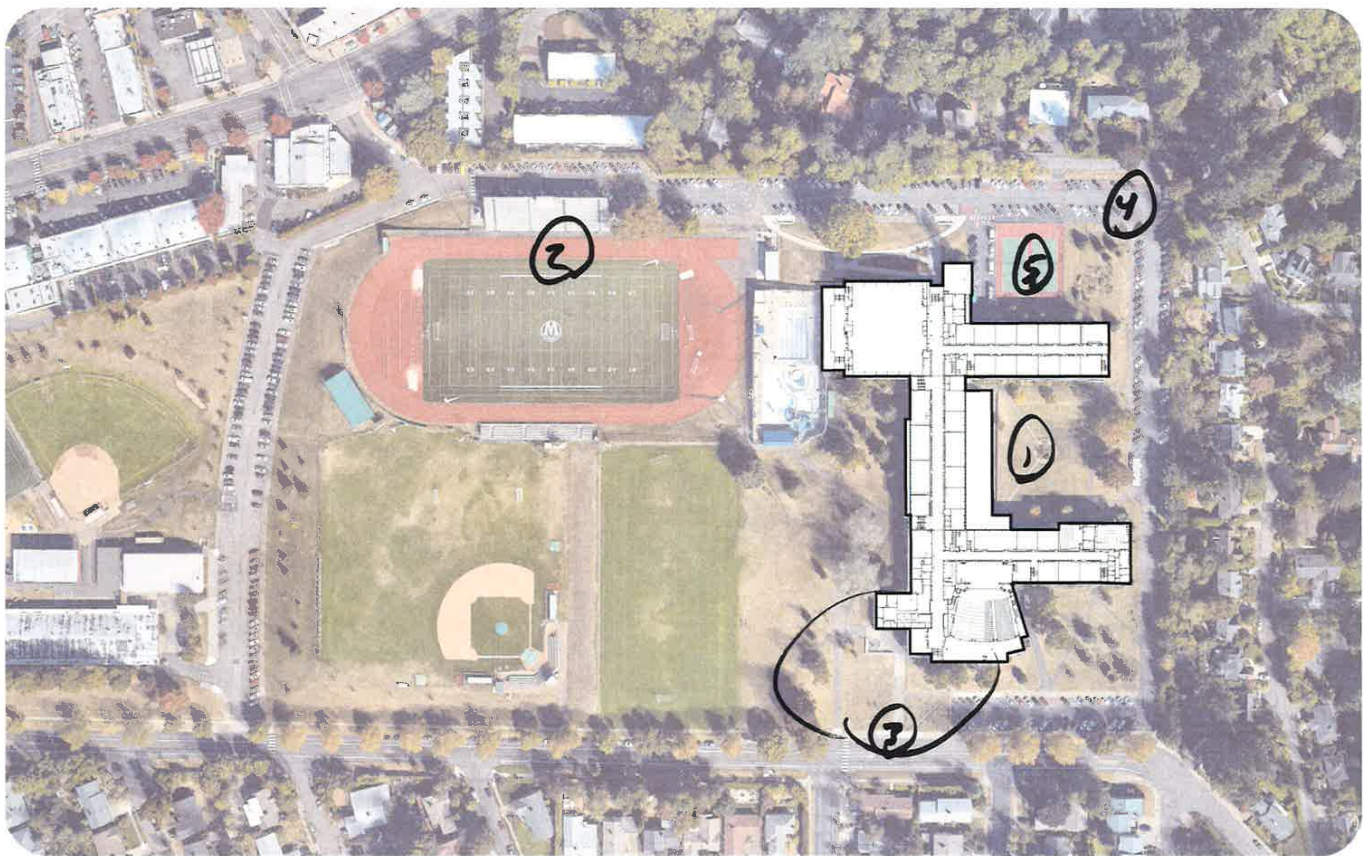


Notes

- ① ♡ all the trees
- ② Play tennis w/friend here
- ③ family fun
- ④ soccer games / track meets
- ⑤ School performances
- ⑥ Woodshop classes!
- ⑦ "Wrap around" parking (but ^{too many} entrances)

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

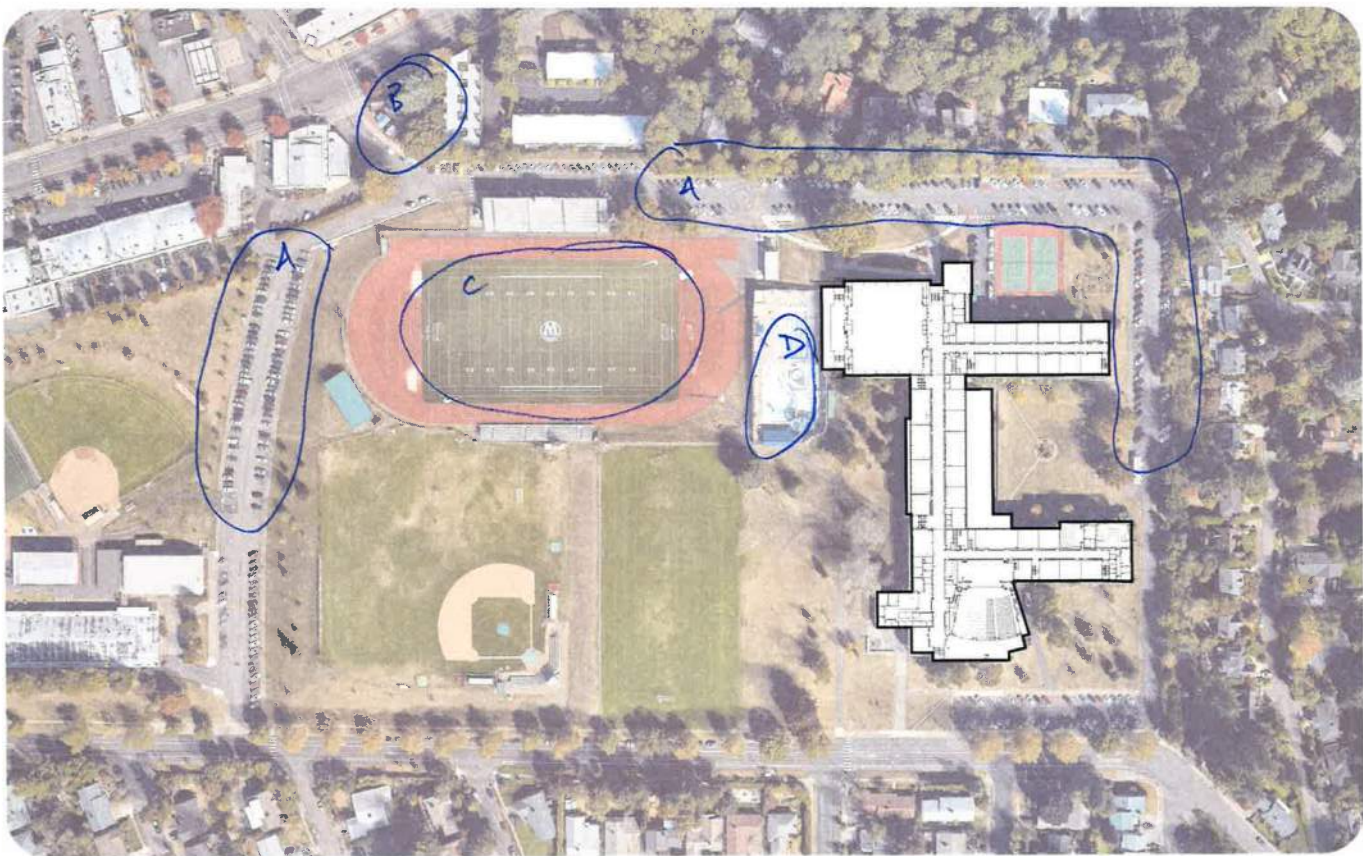


Notes

- ① SUCH an eye sore, danger, + not secure building!
- ② Facilities upgrade!
- ③ Poor access (+ unwelcoming)
- ④ How to improve traffic flow?
- ⑤ Only 2 courts?

What places does the **community value** and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



- Notes
- (A) PARKING- THIS IS HELPFUL FOR MANY REASONS:
 - WEEKEND EVENTS LIKE THE FARMER'S MARKET, ETC.
 - OPEN PARKING FOR EVENTS AND MEETUPS BEFORE/AFTER SCHOOL AND ON WEEKENDS
 - REDUCES SCHOOL DAY CONGESTION IN NEIGHBORHOOD BY GIVING KIDS A PLACE TO PARK
 - (B) I THINK THE FOOD CARTS WERE A GREAT IDEA FOR SCHOOL AND THE COMMUNITY. THIS COULD BE AN ADDED VALUE TO THE NEW WILSON IF PROPERLY SUPPORTED W/PROGRAMMING AND INFRASTRUCTURE
 - (C) THE FIELD PROVIDES ENTERTAINMENT AND EXERCISE VALUE FOR ENTIRE COMMUNITY
 - (D) POOL SHOULD STAY IT'S A HILLSDALE/WILSON STAPLE.

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



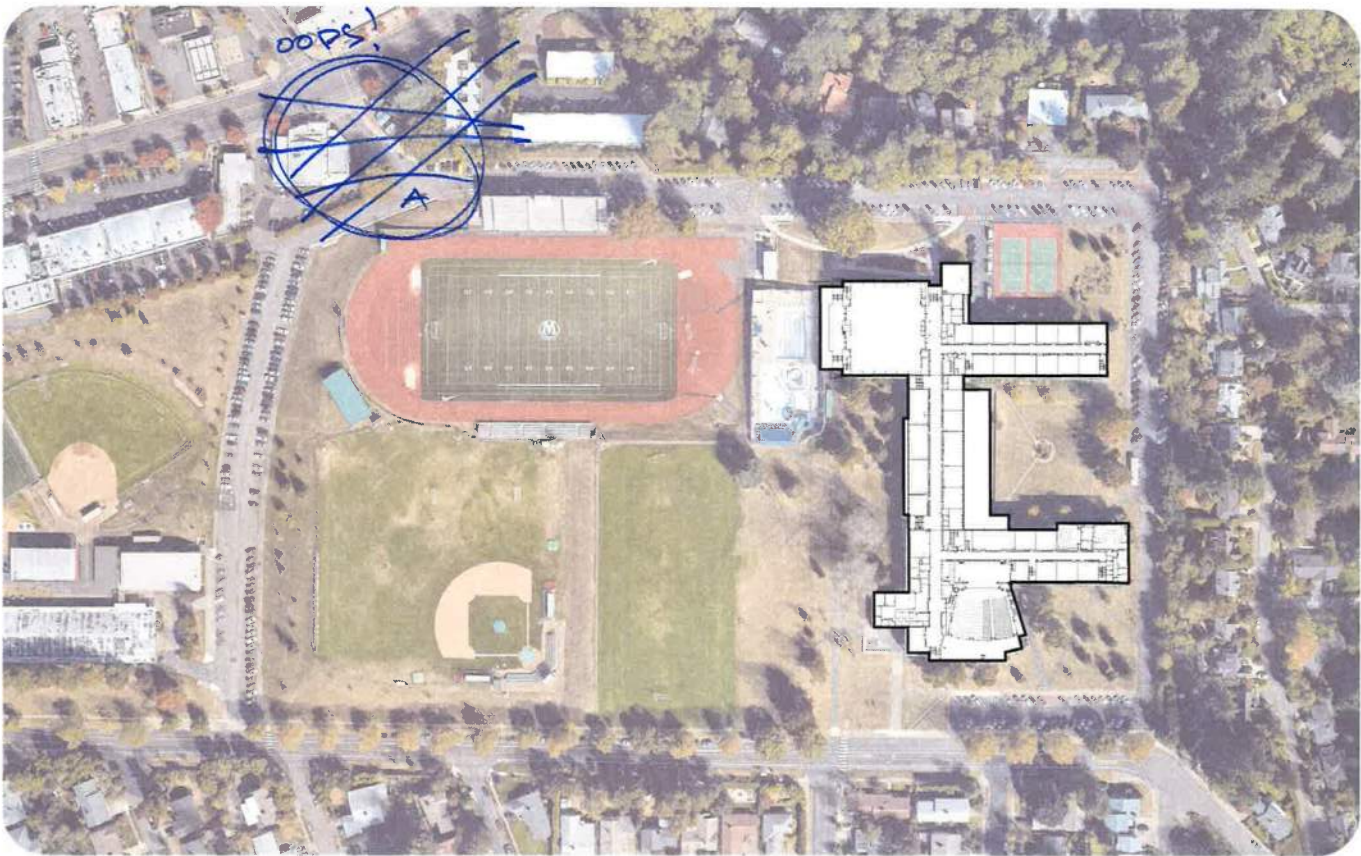
Notes ① MY MEMORIES OF WILSON MOSTLY HAVE TO DO WITH IT'S CONNECTION TO RIEKE, AS MY DAUGHTER IS ONLY 6. THE RIEKE RUN IS THE PRIMARY EXAMPLE. I THINK THE CONNECTION BETWEEN THE TWO SCHOOLS AND AGE GROUPS CAN BE VERY BENEFICIAL. MY DAUGHTER LOVED HAVING WILSON KIDS COME BACK TO VOLUNTEER IN HER CLASSES. I THINK THIS CONNECTION CAN BE SUPPORTED THROUGH DESIGN AND PROGRAM.

② I THINK THE SUNDAY FARMER'S MARKET IS FANTASTIC. IT REALLY HELPS THE COMMUNITY CONNECT TO THE PLACE.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

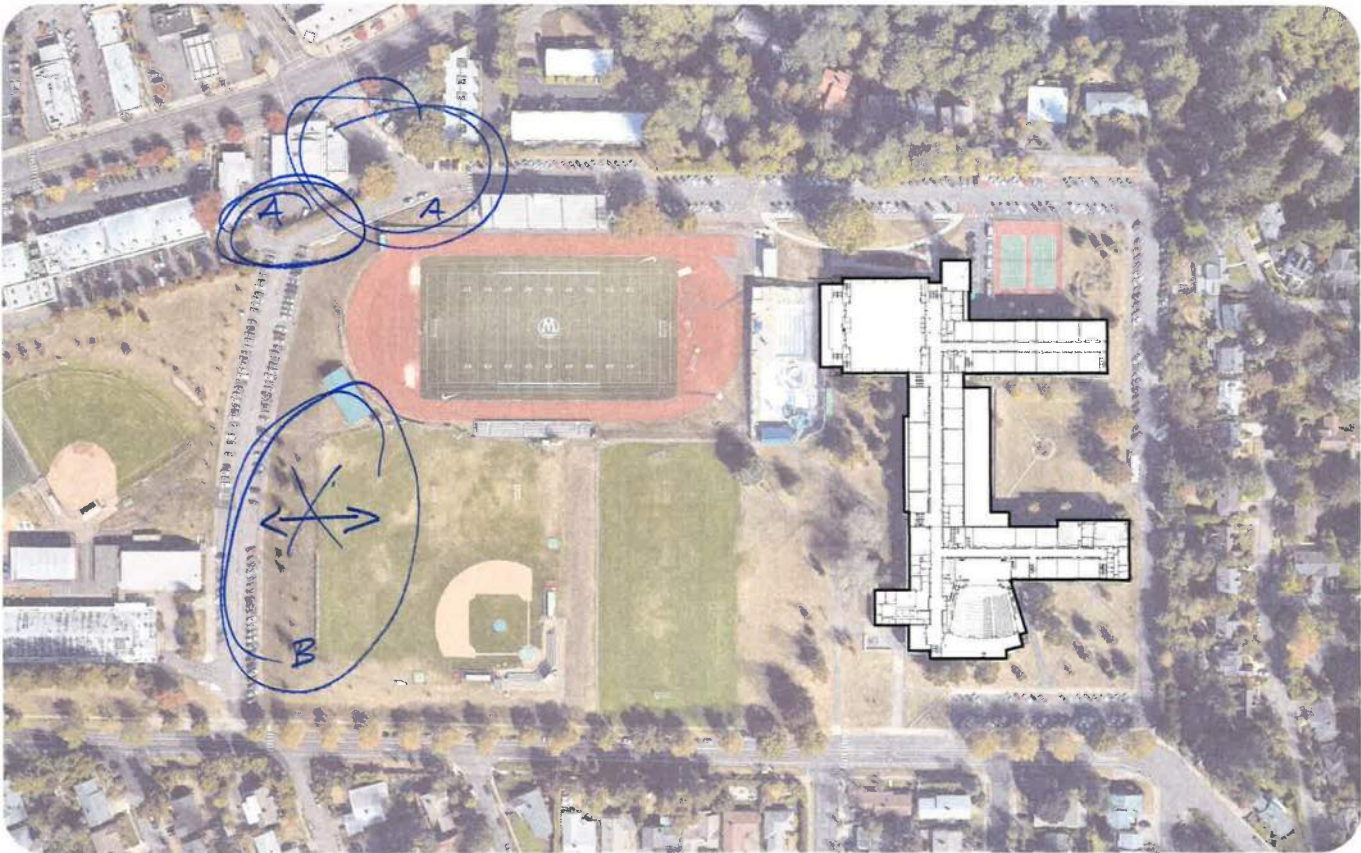


Notes I DON'T KNOW THAT I HAVE ENOUGH OF A CONNECTION TO
WILSON TO HAVE A FAVORITE PLACE, BUT I CAN SEE HOW
THE FUTURE DESIGN COULD SUPPORT SOME OF MY PREVIOUS
EXAMPLES TO HELP ME BETTER CONNECT.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Where is **change** necessary and why?

Please circle on the map and describe below places that you believe are in need of significant improvement and tell us why change is necessary. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes **A** I THINK THESE INTERSECTIONS ARE BORDERLINE DANGEROUS. BETTER LAYOUT AND PROGRAMMING OF THE MAIN ENTRY AND ITS CONNECTION TO THE BUSINESSES AND RIEKE ARE VERY IMPORTANT, IMHO.

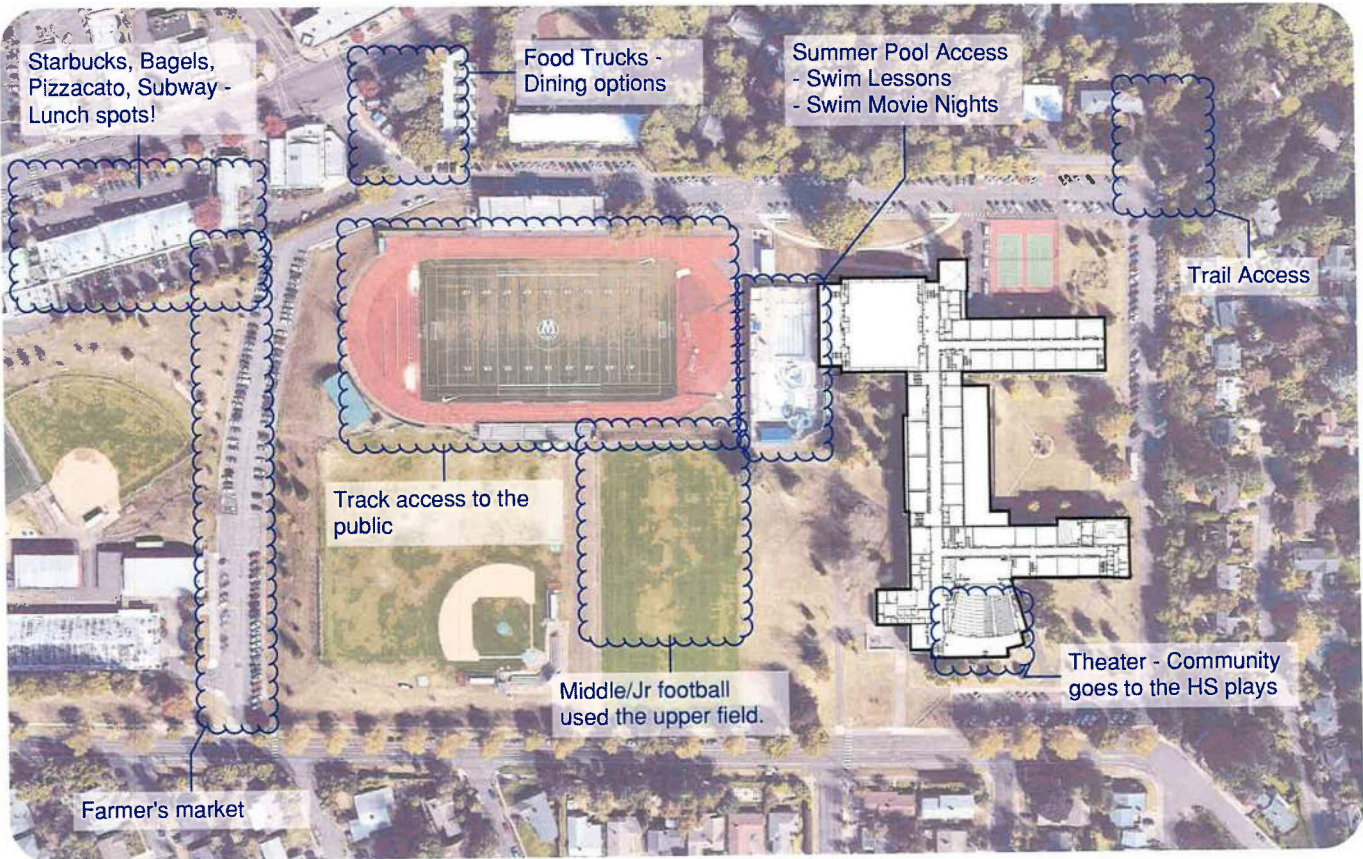
B I THINK SOME SORT OF CONNECTION HERE COULD HELP A FEW THINGS:

- CONNECTION BETWEEN RIEKE + WILSON
- ACCESS TO PARKING (IF THE CURRENT SITE PLAN STAYS LIKE THIS)
- POTENTIAL FOR EXERCISE OR TRAINING FOR FIELDS (I.E., ROCKY OR EXORLIST STAIRS, SAND DUNE OR HILL RUNNING, ETC.)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What places does the *community value* and why?

Please circle on the map and describe below places that you believe serve the community and tell us why it is a benefit to the local area. These can be places in the building, campus, and neighborhood. Please write any additional notes below.

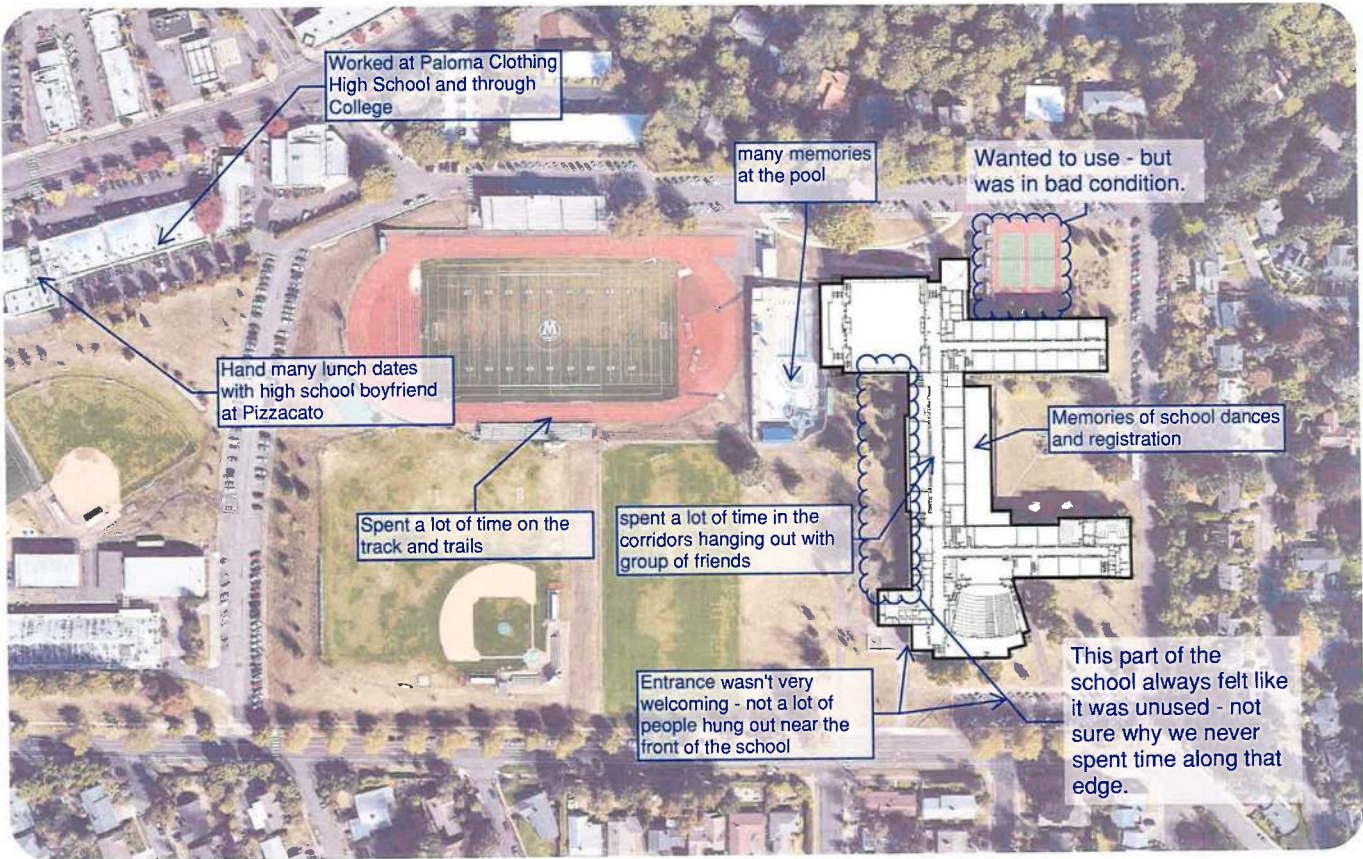


Notes

As an alumni and growing up in the community, WHS has always had a strong relationship with its surroundings. The track was open to the public when not in use by the school. The pool was closed during the school year, but was an integral part of the summer activities. WHS always conducted plays that invited the community and was always a pleasure to watch. The Farmer's market was added later after I had graduated, but as someone who continued to work in the Hillsdale area I know it was a process to get that happen. It was small at first, but now has grown to be an integral piece of the community. The food trucks was added much later, I know if it was there while I attended school I would be there all the time! One piece of the community that isn't shown on this map is the relationship of the Hillsdale Library with the school. I spent a decent amount of time studying at this library. It's crossing isn't very pedestrian friendly.

Identify places of *personal memory*.

Please circle on the map and describe below places at which you have had positive or negative experiences in the past and tell us how it was impacted by your physical surroundings. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

I have many great memories at this High School. I didn't have any horrible experiences. I remember various groups would create their own niche along the corridor. There wasn't a lot of options on the inside of the building to gather - cafeteria was for freshman. All upper class never ate lunch in the cafeteria. I was part of Key Club, Swing Club, and Asian club. There wasn't really space available for clubs. Swing club was in the shop area hallway. Key club and Asian club was in the cafeteria. Cafeteria was also where they had all the dances and registration.

I was part of the cross country team, so I did a lot of running. The track and the trails was part of my life during my high school years.

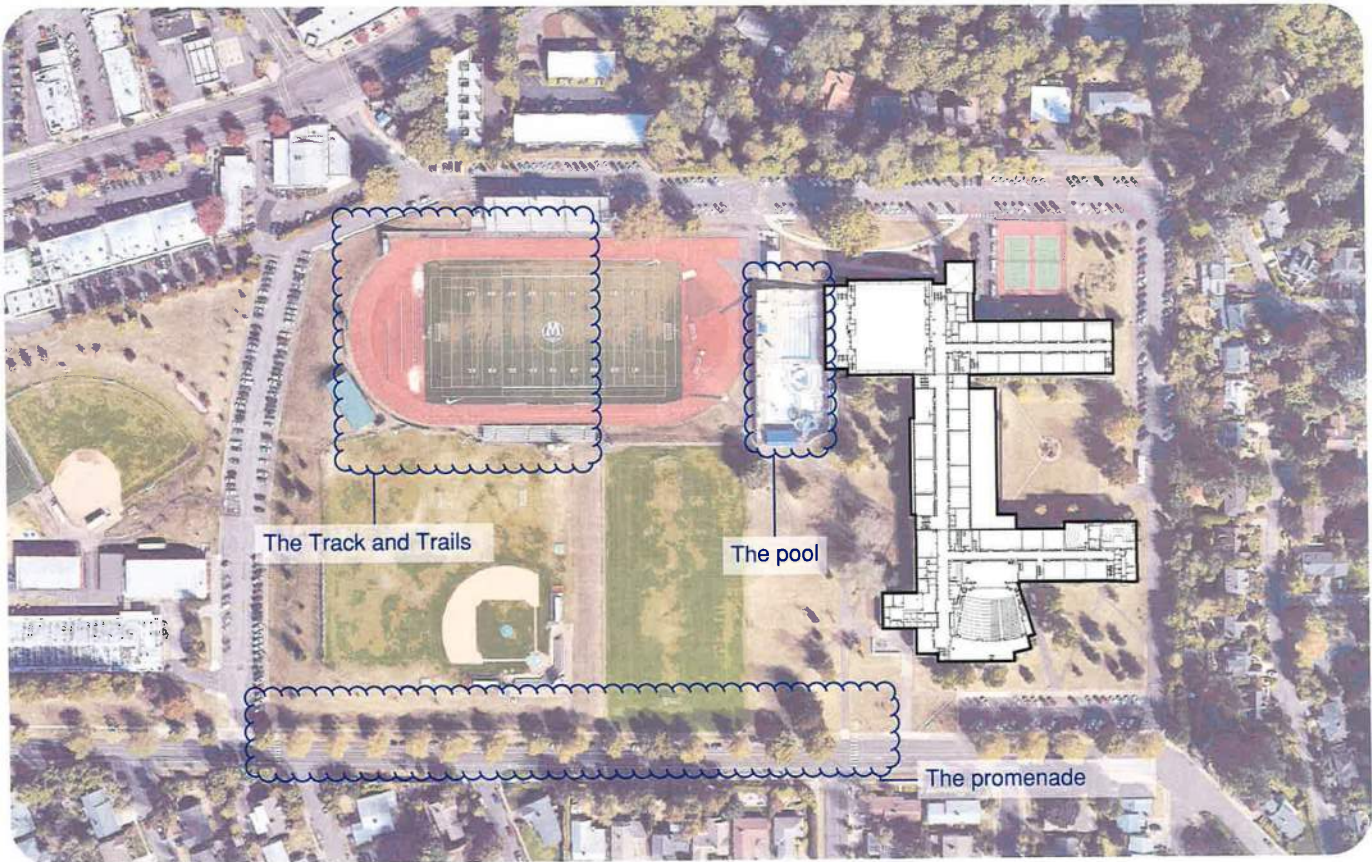
Summers were filled with running and movies with friends at the pool. I also was babysitting kids and took them to the pool often. My siblings also did swim lessons at this pool.

I got my first real job through key club, ended up working retail at Paloma Clothing for many many years. They groomed me to be the person I am today.

I also took AutoCAD class in high school - which was a big part of me wanting to become a future architect. Still in progress, but getting closer!

| What are your *favorite places* and why?

Please circle on the map and describe below places that you may have a personal attachment to and tell us why you have that connection. These can be places in the building, campus, and neighborhood. Please write any additional notes below.



Notes

High school was the end to buses. I walked to school from 26th ave everyday. One of the toughest and most beautiful thing about walking to school was this uphill sidewalk lined with trees. It was so beautiful during the fall.

The track and trails was a big part of my life in high school. Running allowed me to relax and thing more clearly. It also made me healthy! I wasn't a fast runner, but I enjoyed running with my school mates.

I can't say that any part of the school it self was a place that I wanted to spend time in. Usually it was so dark and enclosed.

The pool was another favorite place. I grew up going to the pool there and as I got older attended the other events like movies that occurred there.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

MEETING 2
MINUTES



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Minutes

To/Attention	Notes to File	Date	October 22, 2019
From	Rebecca Grant	Project No	122287
Subject	Conceptual Master Planning Meeting #2 Wilson High School, Room 145 October 22, 2019 @ 6:30pm		
Present (shown in bold)	<u>IBI Group:</u> Rebecca Grant <u>PPS:</u> Steve Effros <u>CMPC:</u> Aaron Stevens Benjamin Hall Christopher Klich Dan Nissen Deborah Kurtz Hannah Lauer Jamie Miller Jeremy Shetler Joe Minato Kari Russill Mikaela Vanderperren Noel Mingo Sonya Bastendorff Erica Caldwell <u>Members of the Public:</u> none	Levi Patterson Sue Brent Allison McGillivray Cassandre Lanzas Colin Fowler Danny Bradach Don Baack Ian Mickelson Jane Eichenberger Jessica Davis Jon Clausen Kirsten Justice Mike Nolan Raymond Anderson Stavi Pfau	Matt Rolston Filip Hristić Ayesha Freeman Catherine Saunders Hartoch Daisy Meade Dave Elkin Eric Schwindt Jacob Hockett Jennifer Samsom Jeston Black Julia Jarrett Melissa Nelson Natasha Eikanas Robert Allen Toby Ethridge

Objectives:

- This was the second meeting of the Wilson High School Conceptual Master Planning Committee.
- The primary purpose of this meeting was to review and compare the PPS Comprehensive High School Ed Spec to Wilson’s current program.
- Input from the visioning exercise from the first meeting, and the voting homework exercise, was synthesized and refined to create visions statements.
- During this meeting CMPC members completed two table group activities. In the first activity the groups considered site program elements. In the second activity the groups considered building program size. In both activities the table groups reported to the larger committee their thoughts and reactions to site program elements and building program size.
- CMPC members were provided a homework exercise to reflect on the future Wilson program sizes and preferred program adjacencies.

Item Discussed

- 1
- Wilson HS CMPC Kick-off – Sue Brent

 - Sue welcomed everyone to CMPC #2 Program & Analysis.
 - Sue reminded the group that at end of the meeting we will select a CMPC Chairperson. Interested parties were encouraged to nominate themselves. The CMPC Chairperson will attend all CMPC meetings (two remaining) and SC meetings (three remaining).
- 2
- Agenda & Schedule Review – Levi Patterson (see attached PowerPoint slides)

 - CMPC #2 presentation and meeting minutes will be posted on the PPS Bond Wilson HS webpage. We have a full agenda today and there is a lot to cover so we will need to move quickly. Levi encouraged everyone to review the meeting minutes and presentation material online and to spend more time considering the information we are presenting.
 - The next CMPC meeting #3 will be concept development.
- 3
- Visioning – Levi Patterson (see attached PowerPoint slides)

 - 36 people completed the online poll, and the votes were a mixture of evenly distributed and grouped/weighted on one or a few statements.
 - Levi presented the high vote (more than 15 votes) statements for fears, aspirations, and success.
 - Two high votes fears – funding equity and overcrowding due to inadequate enrollment projections and school boundaries – are not vision statements and are outside the CMPC process.
 - In addition to the high vote statements IBI grouped key themes and totaled votes for themes.
 - Levi presented the first draft of the vision statements. Levi reminded everyone the vision statements are not static, and they can be revised as we go along.
 - Below are the initial CMPC thoughts and comments on the draft vision statements:

a.

A committee member asked if the vision statements are for the design process of the new space, or for the overall life of Wilson? Levi explained how the full master planning process will occur after the bond passes and the vision statement could be revisited by that design team. The committee member added “vibrant life of the school” feels less about the design of the building, for example a more diverse population is what brings vibrancy.

b.

A committee member suggested we replace “life” with “environment” on the first statement.

c.

A committee member suggested the first and second statements could be combined. Another committee member disagreed and liked them being separate.

d.

A committee member suggested “current” is removed from the third statement, but leave “future” on last statement.

e.

A committee member suggested “Be a safe place that encourages ...” on second statement.

f.

A committee member suggested “community” is added to statement one “vibrant life of school and community”. A committee member added pride in the school and pride in the connection between the school and the community.

g.

The four vision statements are intended to be combined as one to move forward with. We can use all four bullet points. They were broken into four bullet points for presentation clarity.

h.

A committee member suggested we replace “stewardship” with “local and global connectivity”, it’s about ethic awareness.

i.

Filip noted he loves all the statements and echoed the importance of adding safety. Filip added that some of the statement values could come into tension with each other. Filip reflected on his experience at Roosevelt and how safety was implemented there. Recently when Filip standing in the entry doorway at Wilson welcoming students back from lunch he noticed the entry felt very claustrophobic and tight. He had very limited vision past the students right in front of him.

- j. A committee member mentioned the connection of Wilson to Rieke and suggested we add something about the school looking out towards community.

- 4 **Critical Thinking: Site – Levi Patterson** (see attached PowerPoint slides)
- Levi explained the importance of understanding our regional, neighborhood and site context.
 - Levi encouraged feedback from the CMPC on the site analysis diagrams.
 - A committee member suggested we add arrows to indicate the SW Community Center and Robert Gray that are nearby as they are significant community resources.
 - A committee member noted the soccer field by Rieke is owned by Portland Parks & Recreation.
 - A committee member noted Vermont is very congested and it is the main drop-off area.
 - A committee member noted people use the road between Wilson and Rieke. The northern end of the road used to be closed off to prevent through traffic.
 - Filip asked if there is any opportunity to build a facility that generates revenue. Food carts are not on the property, what would happen if they were? School is underused in summer, empty at winter break and weekends. Are there other models of joint use in other states? A committee member noted Tigard HS has a theater that is rented out to the community and asked if opening the buildings up to the community help with security?
 - A committee member noted the rooftop solar array is leased by PPS to PGE.
 - A committee member noted the topography is a unique asset and provides views. The recommended we include views on site mash-up plan.
 - Levi noted we need to edit the pick up and drop off heat map diagram to better reflect student movement. A committee member noted Trimet can provide the boarding numbers at Hillsdale highway bus stops.
- 5 **Critical Thinking: Site Program Activity** (see attached documentation of activity)
- CMPC members participated in a table group exercise to discuss site program elements. Should they remain as-is, or should they move?
 - After ten minutes of discussion each table was asked to report back:
 - Did you demolish the building?
 - What were the opportunities?
 - What were the challenges?
 - Table 1 (started in the northwest corner of Rm 145, moved counterclockwise to table six in the northeast corner by the door into Rm 145)
 - Overall view is important. The current building doesn't take advantage of view
 - Current building doesn't flow
 - Green space "make out bowl" isn't used
 - Home team facing west, watch the sunset from stadium
 - Reconfigure to building
 - Entry way is unsafe, hidden & uninviting, anyone could sneak in
 - Table 2
 - Dilemma of keeping pool or not
 - Where do students go if building demolished?
 - Removing the field costs money
 - Everything you move costs more
 - Auditorium and gym grouped together
 - Put buildings over pool and cover?
 - Phase construction so students can stay onsite
 - New front door on Vermont an opportunity
 - Building needs to face south to connect to community
 - Table 3
 - Can the existing building handle a third floor?
 - Demolished existing building
 - Completely flipped footprint to the other direction (facing west and not east)

Wilson HS CMPC Meeting #2
Wilson HS, Room 145
October 22, 2019 @ 6:30pm

- Courtyard on downhill side and capitalize views
 - Brought softball field up from Rieke. At Grant two fields are overlapped. Opportunity to overlap site program
 - Pool removed or moved down towards Rieke
 - New buildings three stories
 - Existing building is an asset in that is it already constructed, however, building aside the group evaluated the site for what it needs
 - Table 4
 - Basic layout of the fields remained the same
 - School stayed up high to maintain views
 - Inverted layout of school slightly
 - Open area in middle, main entry facing west out to the sun. Travel paths through middle.
 - Shield neighborhood from game day noise
 - Media center, auditorium and commons in center
 - Access to CTE spaces for loading, equipment, etc.
 - One of the challenges is where to put the front door and how to connect to the Hillsdale community
 - Table 5
 - Similar responses to the other tables
 - Face west to take advantage of views
 - Overhangs for outdoor spaces.
 - Front of existing building is beautiful to save this would be great. Is covered up with trees but could be exposed.
 - Table 6
 - Demolished building
 - Created community space and CTE area where practice fields are. Culinary spaces and a restaurant. Community center with childcare at pool located underground to capitalize on view. Brought services onsite to connect to community, verses trying to project out to the community to connect.
 - Leave remaining fields as-is
 - Main entry facing Vermont with an atrium
 - Parent of a Rieke child likes the combining of the Rieke and Wilson campuses with cross generational connections
 - A committee member noted noise from the current stadium is not an issue for neighbors, lights are an issue. They expressed concern about moving the stadium and the negative effect on neighbors
- 6 **Critical Thinking: Program + Building – Levi Patterson** (see attached PowerPoint slides)
- The Ed Spec is a guide for us to follow. Levi outlined what an Ed Spec is, how it is used and why it was developed by PPS.
 - A committee member noted the overall SF and program is driven by total number of students. Levi confirmed the Ed Spec is built around a total capacity of 1700 students.
- 7 **Critical Thinking: Program + Building Perception Activity** (see attached documentation of activity)
- CMPC members participated in an individual exercise where they reflected on and sketched the perceived size of program at Wilson.
 - After five minutes of individual consideration they discussed as a table for five minutes, then each table was asked to report back.
 - Table 6 (started in the northeast corner by the door into Rm 145, moved clockwise to table one in the northwest corner)
 - Science labs are bigger
 - SPED included where? It is part of the Ed Spec, it is not separated as its own category in the Ed Specs

Wilson HS CMPC Meeting #2
Wilson HS, Room 145
October 22, 2019 @ 6:30pm

- Table 5
 - Everything is smaller
 - Close on Gen Ed
 - PE/Athletics too small
 - Table 4
 - Everything smaller
 - PE/Athletics too small
 - Performing & Visual Arts too small
 - Gen Ed about right
 - Table 3
 - Undersized on classrooms
 - Science labs way undersized
 - Media center larger
 - Table 2
 - More general ed.
 - Low on athletics
 - Minimal community programs
 - Table 1
 - Smaller on all areas
 - PE/Athletics smaller
 - No partner or community use. Really need a health clinic
 - Library needs to be bigger
 - 1300 students' seat in current theater. 100 people per production in a big theater feels very empty
 - Portland Ballet partner program
 - Science too small
 - A committee member asked about Benson and how the CTE spaces are sized. Levi noted we cannot really compare Wilson to Benson, better to compare Wilson to Grant or Lincoln.
 - A committee member noted they are surprised the difference between Wilson and Ed Spec is only 20,000 SF and the total numbers are so close.
 - A committee member asked if the net to gross percentage could be improved with more efficient design and systems. Levi noted 21st Century school design typically has larger net to gross factors. Net to gross is not just a representation of efficiency.
 - Levi encouraged the CMPC to read the Ed Specs regarding teacher collaboration spaces, why they are included and what they are intended to be used for.
- 8 **Site History – Levi Patterson** (see attached PowerPoint slides)
- Wilson used to be a dairy farm.
 - New school was built in 1954 in the International Style.
 - International style was the dominant architectural style in the middle of the 20th century. Features large expanses of glass, cantilevers, and monolithic masonry.
 - Oregon Historic Preservation Office considers Wilson historically significant.
- 9 **Next Steps** (see attached PowerPoint slides)
- Homework: Preferred program sizes
 - Draw circles indicating what future Wilson HS program areas you think should be larger than, the same as, or smaller than Ed Spec program areas. Note overall total building size cannot increase (cannot make every program bigger).
 - Homework: Preferred program adjacencies
 - Arrange program circles to show preferred relationships and adjacencies.
 - What are the relationships to each other?
 - We are interested in what open to the public means and what closed/private means.

- CMPC #3 Concept Development

10 **Public Comment**

- A committee member asked what the cost of remodel is relative to new construction. Is one double the cost of the other? Rebecca responded PPS will be working with a cost estimator to develop a ROM estimate of what it would take to improve Wilson, Jefferson and Cleveland to current seismic code, PPS resiliency standards, and PPS energy goals. A committee member added the cost to remodel Grant historic buildings was more expensive than new construction.
- A committee member asked when the seismic information will be available and when will we know more about cost. Rebecca responded she will follow up with the Steering Committee at the meeting next week.
- A committee member asked if PPS is looking carbon emissions and embodied energy for new construction vs remodel. Levi responded PPS is developing EUI performance targets and those targets will be considered by the cost estimator.
- A committee member noted that Wilson Pool provides jobs for several Wilson High School Students during the summer.
- A committee member asked about the possibility of underground parking with green space above.

11 **Select a CMPC Chairperson – Sue Brent**

- A committee member asked if the commitment ends at the last SC meeting. Sue confirmed it does.
- Three people expressed interest in the CMPC chairperson role.
 - Colin Fowler
 - has a 6-year-old at Rieke
 - wants the process to be efficient and effective
 - works in environmental design signs and wayfinding
 - Mike Nolan
 - has taught, coached, painted walls, patched floors, and much more at Wilson
 - own kids go to Wilson
 - wants this place to be the best it can
 - Kerry Russell
 - 9-year-old at Rieke, would like to see Rieke from front door, believes schools should be part of the community
 - hosted an exchange student a few years ago who attended Wilson
- CMPC members voted anonymously. Sue tallied votes after CMPC meeting.

Attachments:

CMPC #2 Sign-in Sheet
 CMPC #2 Agenda
 CMPC #2 Presentation
 CMPC #2 Homework
 CMPC #2 Site Program Activity Photographs
 CMPC #2 Program Perception Scans

Next meeting: Tuesday November 5th, 2019 at Wilson HS at 6:30pm

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by
IBI Group

MEETING 2
PRESENTATION



SCHEDULE

Wilson High School Conceptual Master Planning

IBI

IBI GROUP
Portland Public Schools
Conceptual Master Planning Committee Meeting #2
October 22, 2019

CMPC + Steering Committee Meetings

- CMPC #1: October 10, 2019

• Vision & Goals
- SC #1: October 4, 2019
- CMPC #2: October 22, 2019

• Program & Analysis
- SC #2: October 17, 2019
- CMPC #3: November 5, 2019

• Concept Development
- SC #3: October 31, 2019
- CMPC #4: November 19, 2019

• Concept Refinement
- SC #4: November 14, 2019
- SC #5: December 5, 2019

WILSON HS CMPC #2

[Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

CMPC Schedule

TASK	September 2019					October 2019				November 2019				December 2019					January 2020			
	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27
Site & Building Research																						
Vision & Goals																						
Program & Analysis																						
Concept Development																						
Concept Refinement																						
Steering Committee Meetings																						
CMPC Meetings																						
Coordinate with PPS Cost Estimator																						
PPS Conceptual Master Plan Review & Comment																						
Refine Conceptual Master Plan Design																						
Present and Submit to PPS Leadership																						

- Site Homework
- Please turn it in before you leave today

• We will use this to help us develop our options for our next meeting

WILSON HS CMPC #2

- [Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

WILSON HS VISION STATEMENT

Vision is your **why**. A vision is a clear image of your desired future. A vision is aligned with your core values; it is what you believe in and what you want for the future. A vision inspires, motivates, and excites you. A vision is what you aspire to.

“If you are working on something exciting that you really care about, you don’t have to be pushed.
The vision pulls you.” -Steve Jobs

Poll Results: Aspirations

- **Diverse Programs:** Space for other than traditional classrooms. Class space for auto, welding, trades, etc. (all student needs, not everyone goes to four-year colleges) (36)
- **Place:** Modern, beautiful, comfortable space that inspires innovation & creativity (22)
 - Place: A place that my children are deeply connected to and positively influenced by (16)
- **Community** (including students): Integral part of entire SW community (20)
 - Community (including students): The flagship of the community (including all feeder schools ... not just Hillsdale) for decades to come (19)
- **Responsiveness:** A building that is responsive to the varied needs of the staff, students & community, now & forward (19)
- **Education Outcomes:** Completed facility contributes to improved academic performance & student outcomes (18)
 - Education Outcomes: A building that fosters, encourages students to attend & learn (18)
- **Sustainable Design:** Aspiration: Energy efficient & tech. savvy (17)
 - Sustainable Design: Sustainable building net zero (for our future) (16)

Poll Results: Success

- **Place:** Used frequently by students, teachers and the community. Filled with vibrant activity (27)
- **Pride:** A facility that students, staff, community are PROUD of & will therefore continue to praise & support (22)
 - Pride: Pride in ownership from students & community members (we want to be better than Lincoln) (21)
- **Student Performance:** Student outcomes – High graduation rates – College/career success – Safe & secure kids – Healthy spaces – Community partnerships (22)
 - Student Performance: Students LOVE being & learning at Wilson (19)
 - Student Performance: Noticeable change in student achievement and outlook on future endeavors (17)
 - Student Performance: High levels of student performance & wellness (16)
- **Resiliency:** We have still met our vision statement 80 years down the road. That includes surviving the big one (19)
- **Sustainability:** Open feel classrooms that don't overheat. Style & class with connection to history & eyes on the future. Open space to share with community to hold our heads high. (No CA prison school) Covered outdoor space (16)

Poll Results

- 36 people completed the surveys, all three surveys were completed
- Some people distributed their votes, some grouped their votes, and some put all 10 votes on one statement
- Statements with vote totals greater than 15 were synthesized into the draft vision statement (numbers represent vote totals)

Fears

(that are not part of the Conceptual Master Planning process)

- Funding equity (will Wilson receive an equitable share of bond dollars)
- Overcrowding due to ...
 - Inadequate enrollment projections
 - School boundaries

Poll Results: Fears

- **Equity:** That budget constraints will get us “less” school than the previously built schools (30)
 - Funding equity: Get shortchanged because of problems/perception of other school modernization projects. Doesn’t get the redesign it deserves (equity between projects) (19)
- **Building Capacity:** Overcrowding (not allowing for future population growth) (24)
- **Flexibility:** Stagnant – not able to change to meet students needs (24)
 - Building: Does not meet education needs of students (20)
- **Connection:** No connection to the community (19)
 - Connection: Closed to community. Site is a barrier (16)

Key Words

- Pride
- Connection
- Community
- Performance
- Achievement
- Future
- Safe
- Wellness
- Responsive
- Inspires

| Poll Results

- Student Performance, Educational Outcomes, and Diverse Programs (238)
 - Student Performance (114)
 - Educational Outcomes (36)
 - Diverse Programs (47)
 - Building (20) + (7)
 - Program (14)
- Pride in Place that Inspires, Welcomes, and Teaches (234)
 - Place (114)
 - Pride (72)
 - Building (5) + (5) + (13)
 - Culture (11)
 - Outcome (14)
- Sustainable and Resilient Design (189)
 - Sustainable Design (85)
 - Sustainability (54)
 - Resiliency (47)
 - Building (3)



| Poll Results

- Adaptable and Responsive School (163)
 - Flexibility (24)
 - Responsiveness (38)
 - Equity (15) + (14) + (12) + (8)
 - Building Capacity (27)
 - Building (2)
 - Capacity (23)
- Community and Contextual Connection (127)
 - Community (including students) (77)
 - Connection (50)
- And Equitable Response to Safety, Security, and Wellness (98)
 - Safety & Security (13) + (10) + (9)
 - Equity (66)



| Draft Vision Statements

The new Wilson will...

- be a place of pride for the students, staff, and community, where everyone feels connected to and positively influenced by the vibrant life of the school.
- be a place that encourages the highest levels of achievement, fosters a love of learning, inspires creativity, and promotes environmental stewardship.
- meet current student needs through equitable consideration of diverse selection of student pathways with a focus on elevating educational outcomes and increasing student wellness.
- meet future student needs by planning for growth, responding to future program needs, and adapting to a world not yet realized.



WILSON HS CMPC #2

- [Visioning]
- [Critical Thinking: Site]
- [Critical Thinking: Program + Building]
- [Next Steps]



+



PREVIEW



| Where are we going today?

- We are going to roll up our sleeves and do some critical thinking about the Wilson High School site...
- This is not the final outcome, but rather a recommendation to PPS for what to consider for a bond...
- *When* a bond passes, this committee's work will be used as a guide in the official master planning process...



| Where are we going tomorrow?

- Remember, it looks like this....



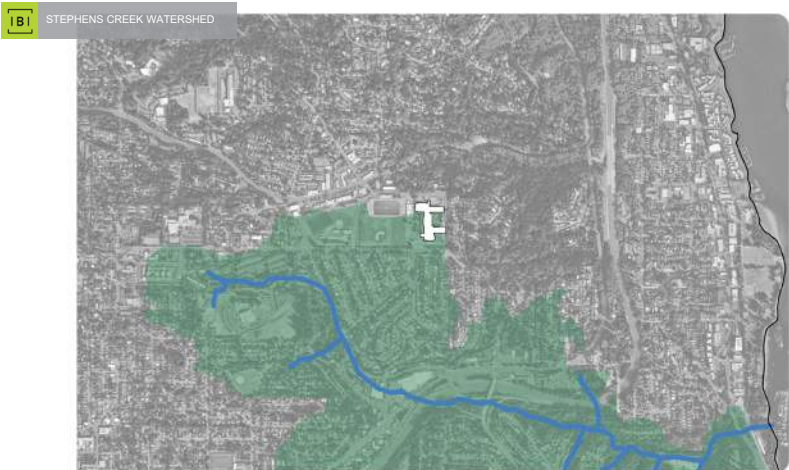
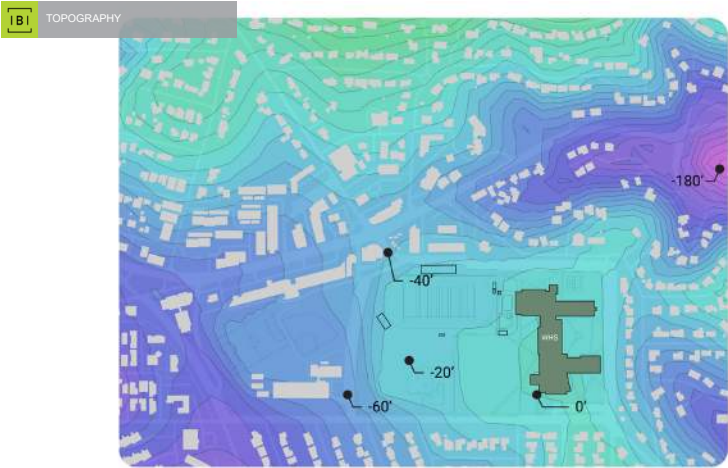
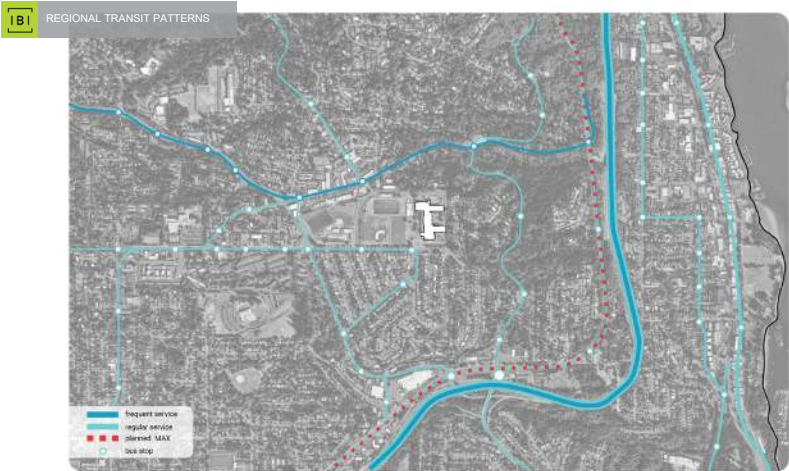
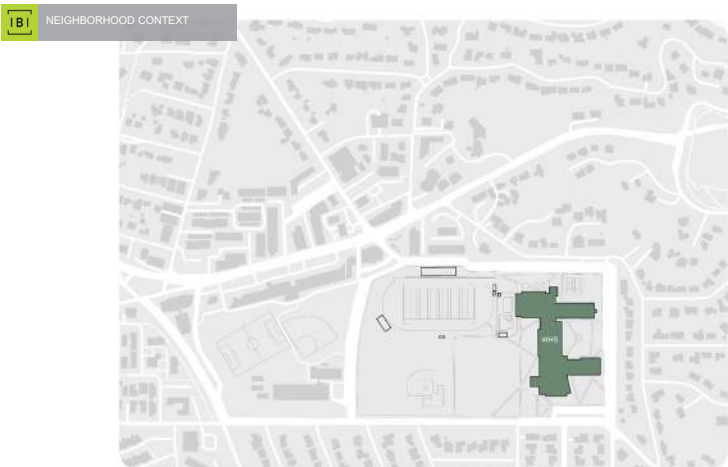
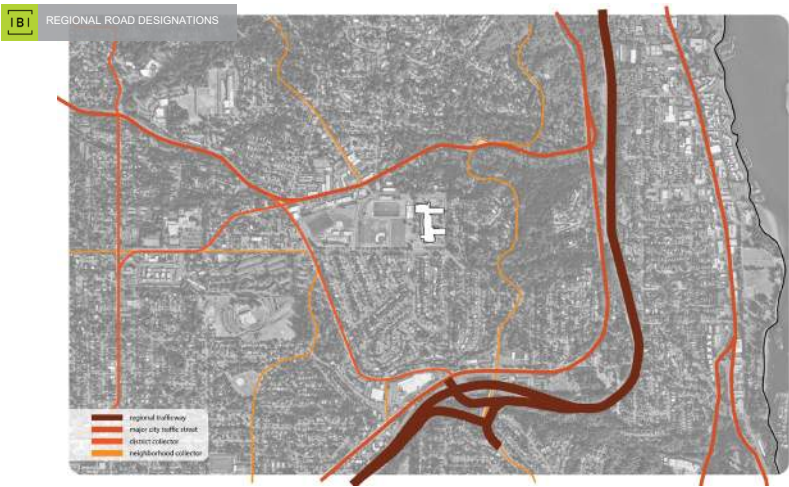
- But first, we need to understand our *context*...

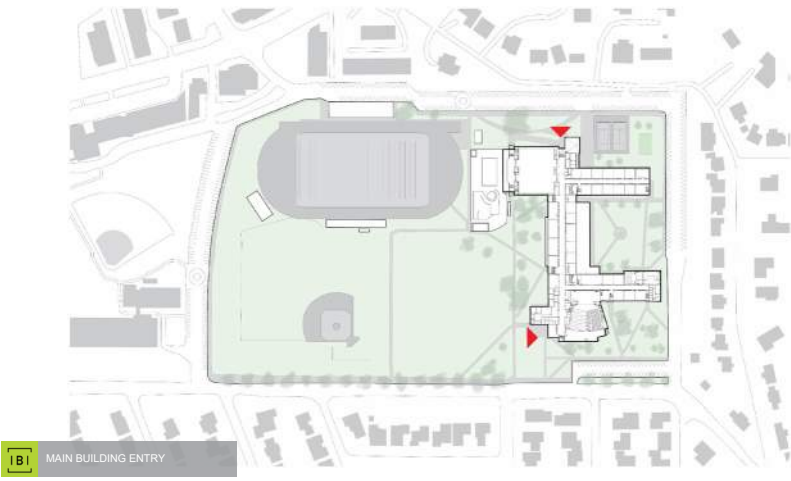
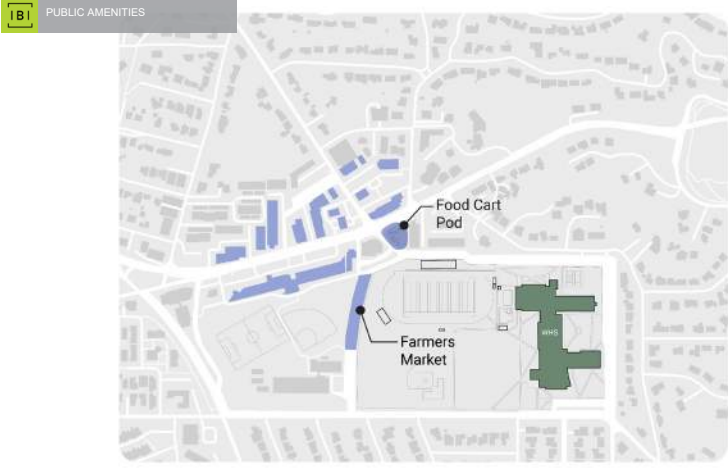
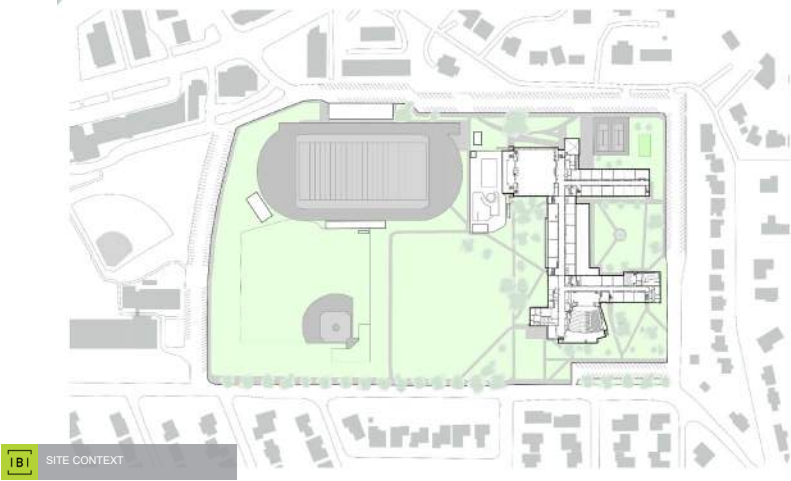
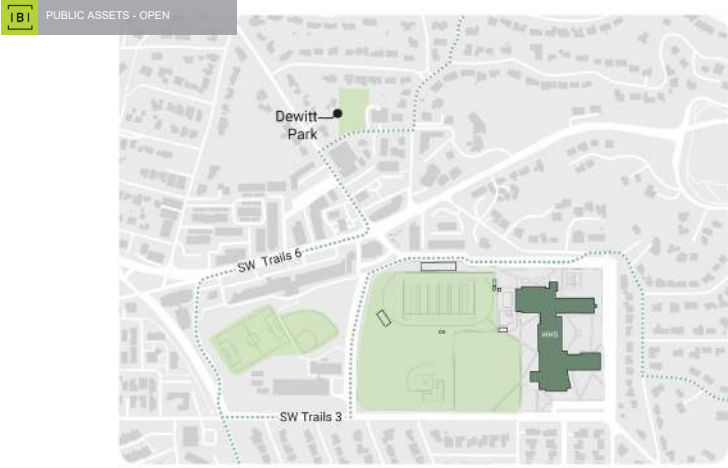
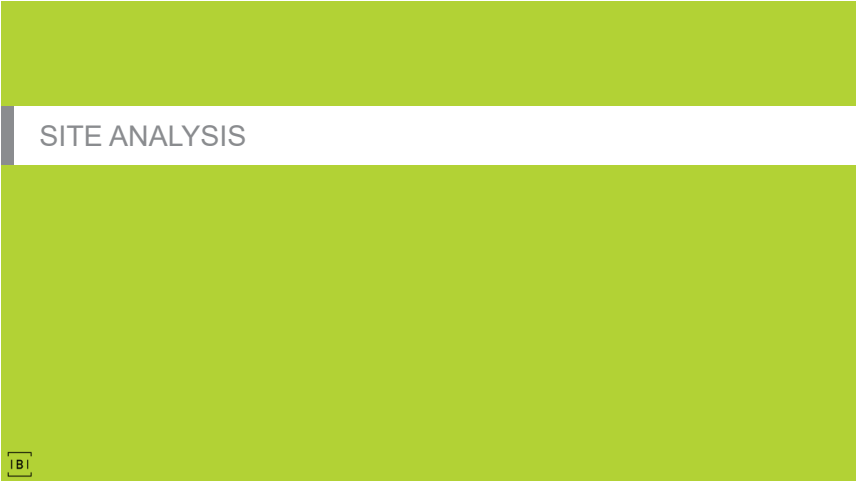
CONTEXT ANALYSIS

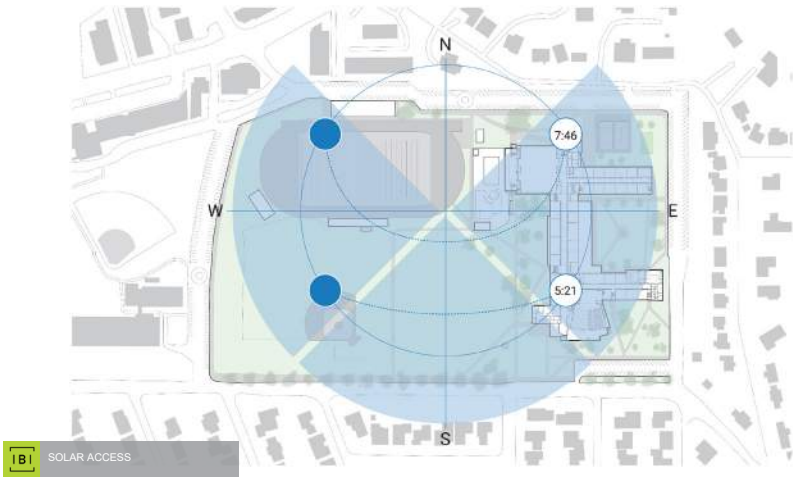
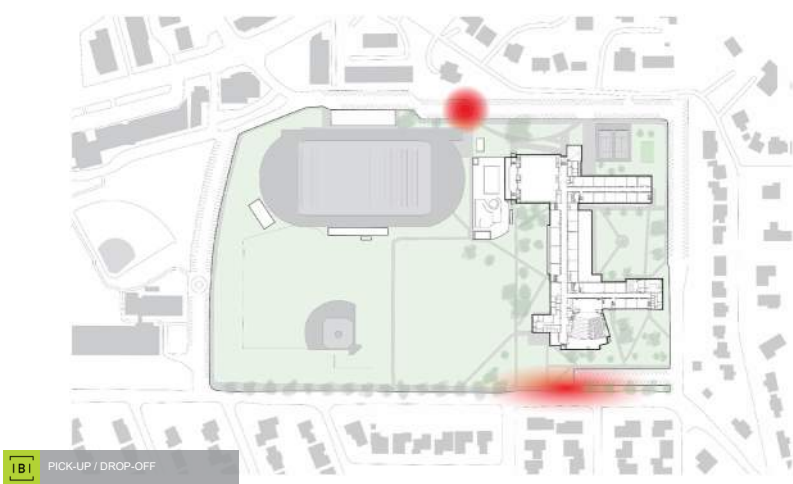
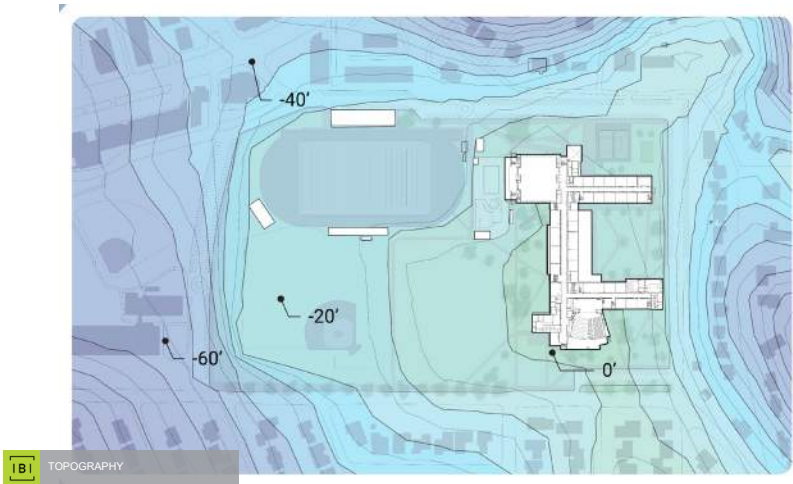
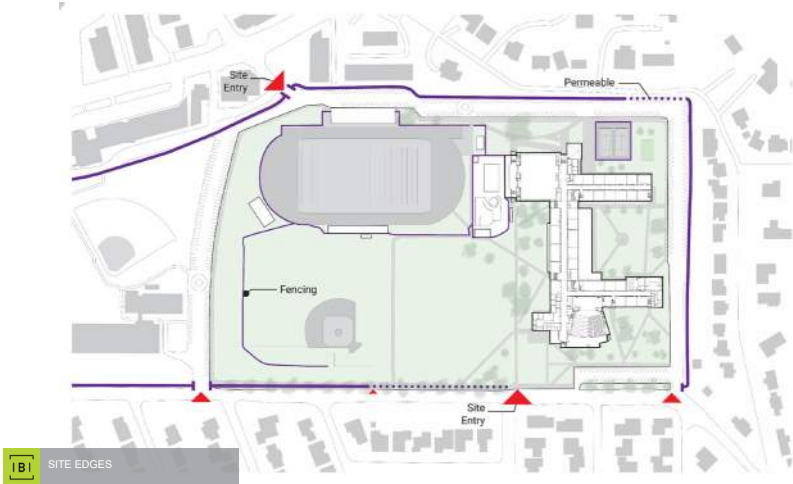
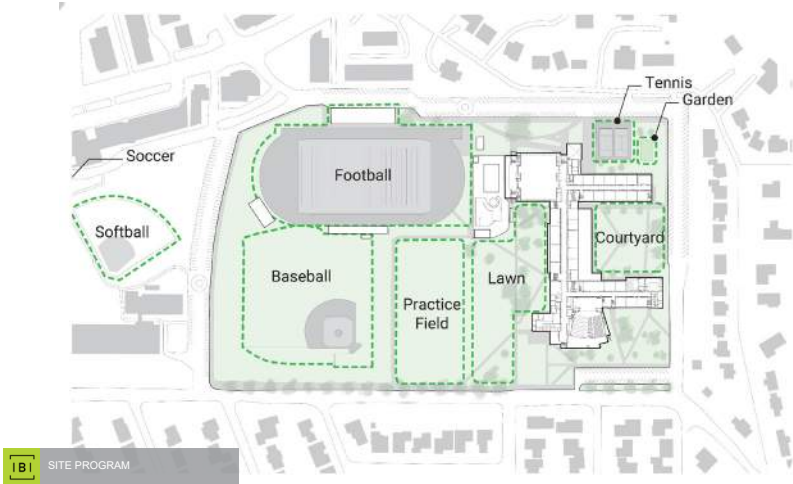




NEIGHBORHOOD ANALYSIS







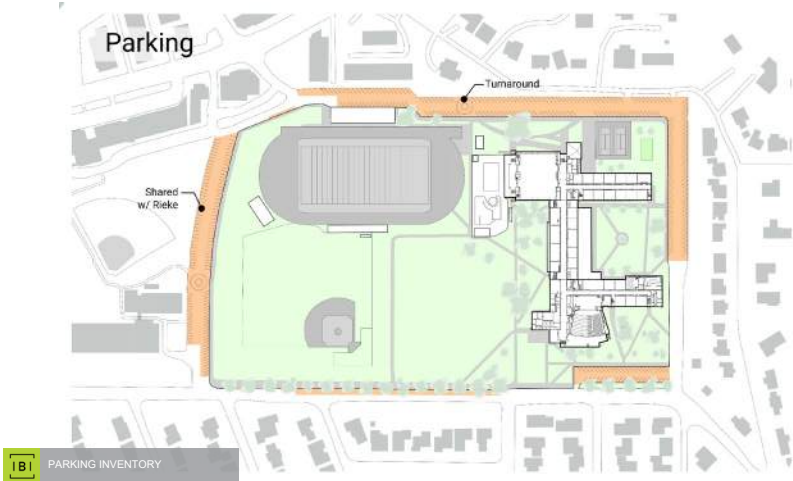
Activity: Site Priorities

Reasons

- Learn by doing...
- Engage in critical thinking to prepare the CMPC to provide valuable feedback on conceptual master plans.

Rules

- There is *no right or wrong answer*...
- Suspend certainty...
- All ideas are valid...
- Respect everyone's time...



Activity: Key Considerations

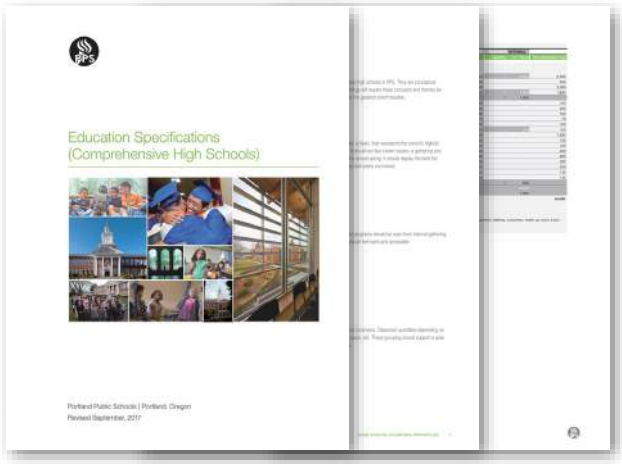
- Where does the building go?
 - Does it remain?
 - Do you build it new?
 - How many stories (1-8)?
- Where is the front door?
 - Where am I traveling from and by what means (bus, bike, car, etc.)?
 - If you've never been to the school before how do you know where to go?
 - What do you want people to see when they first arrive?
- How do we connect to our community?
 - What is our community connection? Where do after hours events occur?
- How do we accommodate on-site circulation; vehicular, pedestrian, after hours, drop-off / pick-up?
- Do we connect to Reike Elementary School?
- What do we do with the pool?

WILSON HS CMPC #2

- [Visioning]
- [Critical Thinking: Site]
- [Critical Thinking: Program + Building]
- [Next Steps]

EDUCATION SPECIFICATION

PREVIEW



Where are we going today?

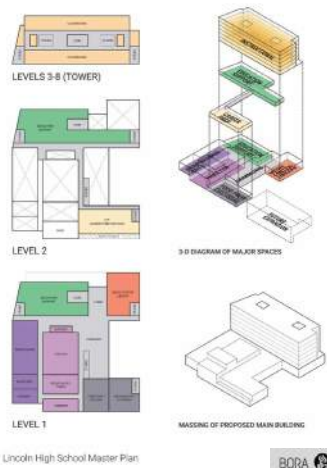
- We are going to roll up our sleeves and do some critical thinking about the building...
- This is not the final outcome, but rather a recommendation to PPS for what to consider for a bond...
- **When** a bond passes, this committee's work will be used as a guide in the official master planning process...

Why create an Ed Spec?

- Provides a guide to all stakeholders
- Sets a baseline standard for educational programs and facility requirements
- National School Board Associations definition...
 - *The purpose of education specifications is to define the programmatic, functional, spatial, and environment requirements of the educational facility, whether new or remodeled, in written and graphic form for review, clarification, and agreement as to scope of work and design requirements by the architect, engineer, and other professionals working on the building design.*
- Program definition
 - *An architectural brief, or program, is a statement of the client's requirements that need to be reconciled and accommodated.*

Where are we going tomorrow?

- Remember, it looks like this....



What is in an Ed Spec? Program and Net Square Footage

PPS Comprehensive High School(s) Area Program SUMMARY				
Program	Required	Optional	Not Required	Area not part of total SF
Area	Required	Optional	Not Required	Area not part of total SF
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS				
General Education (Open Ed) Classroom	41			53,150
Science Labs	11			17,400
Fine & Performing Arts (Dance, Theater)	4			21,150
Career Preparation/CTE	3			6,000
Athletics (includes area for P.E. instruction)	3			35,500
Education Support	2			67,800
Sub-Total Recommended Teaching Stations	64			206,700
Community Partners				1,200
Administrative/Service Providers				4,100
Sub-Total				5,900
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				206,600
Net to Gross Ratio of 36%*				74,400
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED				281,000

Notes:

* Area program for 1,700 student enrollment. Required program refers to the education program needed to meet graduation requirements. The area program includes spaces to accommodate course offerings reflected in credit hours typically taken by students.

* Areas identified in Area Program are more readily achieved in new construction; it is expected the area of rooms and spaces in existing buildings will vary from those of the area program to accommodate the floor plates and other structural limitations of existing buildings.

* Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation/CTE/Maker Space.

* Includes Optional Teacher planning/collaboration areas.

* Assumptions based upon current average area of partners/providers in high schools.

* Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work.

- But first, we need to understand our *context*...

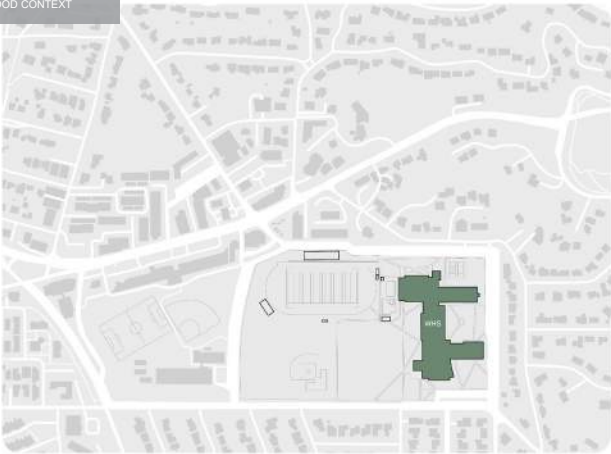


| What is in an Ed Spec? Gross Square Footage and Grossing Factors

IBI

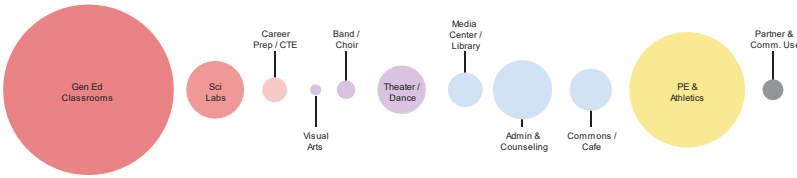
PPS Comprehensive High School(s) Area Program				
RECOMMENDED				
GROSS SQUARE FOOTAGE				
RECOMMENDED				
GROSSING FACTORS				
CORE PROGRAM *				
Career Preparation (CTE) *				
Classrooms		150 per site		4,500
Specialized classrooms/labs				1,200
Minor Space				600
Sub-Total Career Prep (CTE)				6,300
General Education Classrooms - Core Program Recommendations **				
English	21	600		10,700
Math	8	600		7,500
Social Studies	8	600		7,500
Health	2	600		1,500
World Language	8	600		5,000
Electives	8	600		5,000
Sub-Total Gen Ed Classrooms	57			47,700
Specialized Classrooms - Core Program Recommendations				
Science Lab	21	1,500		31,500
Chemical Storage	1	100		100
Prep Rooms	4	200		800
Sub-Total Specialized Classrooms	26			32,400
Smaller Instructional Spaces **				
	10	500		5,000
Flexible Learning Areas **				
	6	1,000		6,000
Sub-Total Flexible				
				11,000
Sub-Total Recommended Classrooms				
				93,600
SUB-TOTAL RECOMMENDED: CORE PROGRAM + FLEXIBLE LEARNING + SMALLER INSTRUCTIONAL				
				76,600

IBI NEIGHBORHOOD CONTEXT

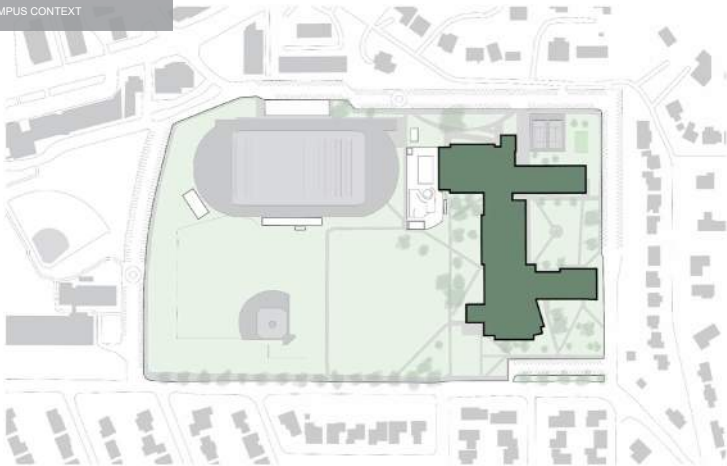


| How are we going to use the Ed Spec?

IBI

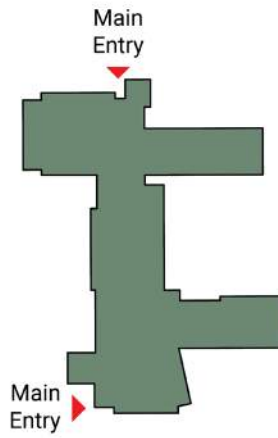


IBI CAMPUS CONTEXT

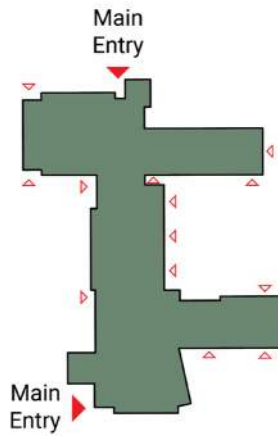


BUILDING ANALYSIS

IBI BUILDING ANALYSIS



IBI SECONDARY ENTRIES



IBI REGIONAL CONTEXT

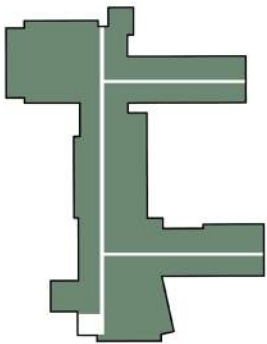


IBI

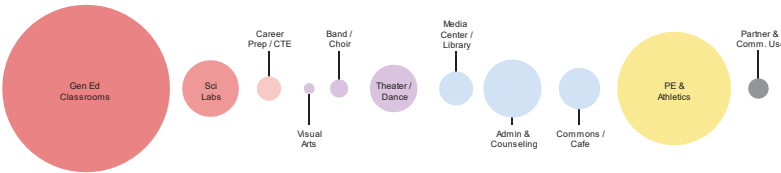
+

PPS

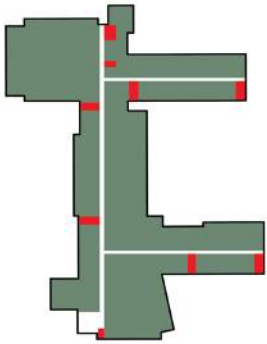
CIRCULATION CONCEPT



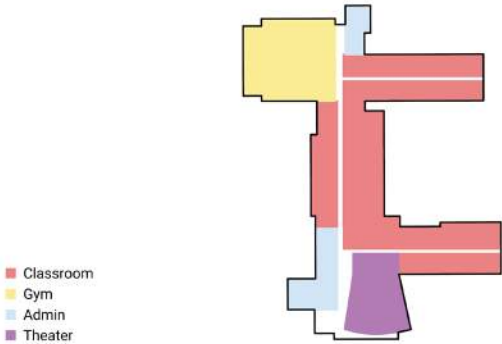
PROGRAM CATEGORIES



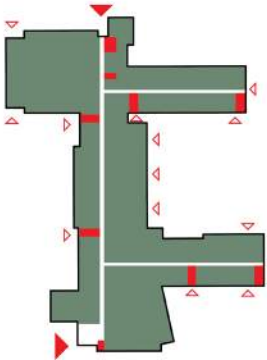
VERTICAL CIRUCLATION



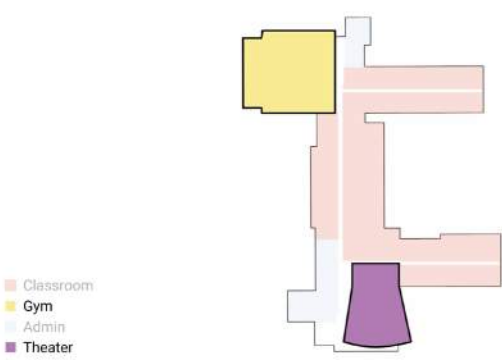
PROGRAM ORGANIZATION



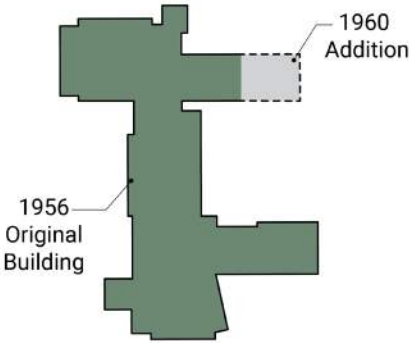
COMBINED DIAGRAM



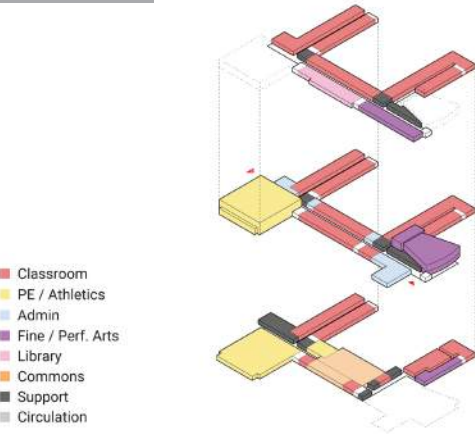
PUBLIC PROGRAM ORGAZNIZATION



INTERVENTIONS



BUILDING ORGANIZATION - AXON



10

APPENDICES

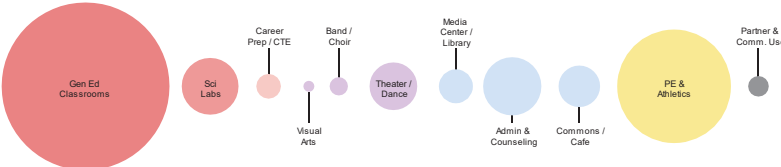
CONCEPTUAL MASTER PLANNING COMMITTEE - MEETING 2

ACTIVITY: PROGRAM PERCEPTION VS REALITY

Comprehensive High School Program

Program	Ed Spec	WHS	Difference
Gen Ed Classrooms	53,180	41,335	11,845 ↓
Science Labs	17,480	13,300	4,180 ↓
Career Prep / CTE	6,000	11,412	5,412 ↑
Fine & Performing Arts	21,150	32,968	11,818 ↑
Athletics	35,580	32,554	3,026 ↓
Education Support	67,400	45,774	21,626 ↓
Community Partners	1,200	78	1,122 ↓
Wrap-Around Service Providers	4,700	0	4,700 ↓
Sub-Total	207,890	177,447	30,443 ↓
Grossing Factor	74,408 35%	83,453 47%	
TOTAL	281,408	260,900	20,508 ↓

Activity: Perception



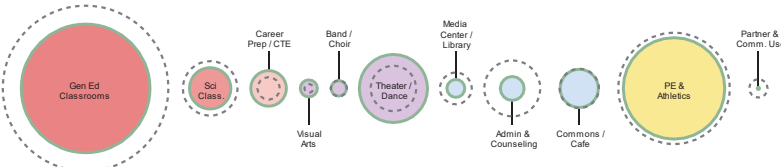
Each circle above represents the relative size of program groupings listed in the PPS Comprehensive High School Ed Spec.
At the same scale, please draw circles corresponding to the size of similar programs at the current Wilson High School and how you believe those programs compare to the PPS Ed Spec.



Core Program
General Ed Classrooms

Program	Ed Spec	WHS	Difference
	Spaces Size	Spaces Size	Spaces Size
Gen Ed Classrooms	41 40,180 Avg. 980	46 41,161 Avg. 895	5 ↑ 981 ↑
Optional - Smaller Instructional Spaces	10 5,000	0 0	10 ↓ 5,000 ↓
Flexible Learning Areas	8 8,000	0 0	8 ↓ 8,000 ↓
Support Spaces	0 0	3 174	3 ↑ 174 ↑
SUBTOTAL: Gen Ed Classrooms	53,180	41,335	11,845 ↓

Activity: Reality



Each circle above represents the relative size of program groupings as they exist at the current Wilson High School in relationship to the listed relative size indicated in the PPS Comprehensive High School Ed Specs.



Core Program
Science Labs

Program	Ed Spec	WHS	Difference
	Spaces Size	Spaces Size	Spaces Size
Science Classrooms	11 16,500 Avg. 1,500	10 11,477 Avg. 1,148	1 ↓ 5,023 ↓
Chemical Storage	1 180	8 1,320	7 ↑ 1,140 ↑
Prep Rooms	4 800	3 503	1 ↓ 297 ↓
SUBTOTAL: Science Labs	17,480	13,300	4,180 ↓

PROGRAM ANALYSIS



Core Program
Career Prep / CTE

Program	Ed Spec	WHS	Difference
	Spaces Size	Spaces Size	Spaces Size
Classrooms	TBD 4,800	9 10,404 Avg. 1,156	~ 5,604 ↑
Support Spaces		9 1,008	~ 1,008 ↑
Maker Space	1 1,200	0 0	-1 ↓ 1,200 ↓
SUBTOTAL: Career Prep / CTE	6,000	11,412	5,412 ↑

10

APPENDICES

CONCEPTUAL MASTER PLANNING COMMITTEE - MEETING 2

Core Program Summary

Program	Ed Spec		WHS		Difference	
	Spaces	Size	Spaces	Size	Spaces	Size
Gen Ed Classrooms	41	40,180	46	41,335	5 ↑	1,155 ↑
Science Labs	11	17,480	10	13,300	-1 ↓	4,180 ↓
Career Prep / CTE	TBD	6,000	9	11,412	~	5,412 ↑
SUBTOTAL: Core Program		63,660		65,873		2,213 ↑
Optional						
Small Instructional Spaces	10	5,000	0	0	-10 ↓	5,000 ↓
Flexible Learning Areas	8	8,000	0	0	-8 ↓	8,000 ↓
SUBTOTAL: Core Program & Optional		76,660		65,873		10,787 ↓

[BI]

Fine & Performing Arts Summary

Program	Ed Spec	WHS	Difference
Fine & Visual Arts	3,080	5,495	2,415 ↑
Band / Orchestra	5,170	4,966	204 ↓
Theater / Dance	14,600	21,937	7,337 ↑
SUBTOTAL: Fine & Performing Arts	22,850	32,398	9,548 ↑

[BI]



Fine & Performing Arts

Fine & Visual Arts

Program	Ed Spec		WHS		Difference	
	Spaces	Size	Spaces	Size	Spaces	Size
Classrooms	2	2,700	3	3,293	1 ↑	593 ↑
Kiln Room	1	100	2	415	1 ↑	415 ↑
Dark Room	0	0	2	627	2 ↑	627 ↑
Support Spaces	2	280	7	1,160	2 ↑	880 ↑
SUBTOTAL: Fine & Visual Arts		3,080		5,495		2,415 ↑

[BI]



PE / Athletics

Program	Ed Spec	WHS	Difference
Gym	13,000	13,819	819 ↑
Aux Gym	5,700	0	5,700 ↓
Team / Locker Rooms	4,600	9,358	4,758 ↑
SUBTOTAL: PE / Athletics	23,300	23,177	123 ↓

[BI]



Fine & Performing Arts

Band / Orchestra & Choir

Program	Ed Spec	WHS	Difference
Band Room	2,200	1,770	430 ↓
Band Room Support Space	1,270	1,163	107 ↓
Choir Room	1,500	1,058	442 ↓
Choir Room Support Space	200	975	775 ↑
SUBTOTAL: Band / Orchestra & Choir	5,170	4,966	204 ↓

[BI]



PE / Athletics

Program	Ed Spec	WHS	Difference
Mat / Wrestling / Dance	2,750	1,826	924 ↓
Weights / Aerobics / Spinning	2,500	1,826	674 ↓
Yoga Room	0	1,148	1,148 ↑
Support Spaces	7,030	4,577	2,453 ↓
SUBTOTAL: PE / Athletics	12,280	9,377	2,903 ↓

[BI]



Fine & Performing Arts

Theater / Dance

Program	Ed Spec	WHS	Difference
Theater	5,000	9,996	4,996 ↑
Black Box / Drama Classroom	1,600	1,705	105 ↑
Stage	3,500	2,607	893 ↓
Orchestra Pit	500	0	500 ↑
Theater Foyer	0	4,210	4,210 ↑
Support Spaces	4,000	3,419	1,419 ↑
SUBTOTAL: Theater / Dance	14,600	21,937	7,337 ↑

[BI]



Education Support

Admin / Counseling

Program	Ed Spec	WHS	Difference
Admin	5,460	5,382	78 ↓
Counseling	2,735	2,281	454 ↓
Teacher Collaboration	9,800	0	9,800 ↓
SUBTOTAL: Admin / Counseling	17,995	7,663	10,332 ↓

[BI]

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Education Support

Student Activities, Technology, ELL

Program	Ed Spec	WHS	Difference
Student Activities	270	495	225 ↑
Technology Access	5,500	0	5,500 ↓
Emerging Language Learning	800	0	800 ↓
SUBTOTAL: Student Activities, Technology, ELL	5,900	495	5,405 ↓

IBI



Education Support

Student Space, Custodial, Misc.

Program	Ed Spec	WHS	Difference
Lobby	2,000	0	980 ↓
Student Government Room	200	0	200 ↓
Custodial	3,850	2,203	1,647 ↓
Lockers	850	3,183	2,333 ↑
Miscellaneous	10,045	9,231	814 ↓
SUBTOTAL: Student Space, Custodial, Misc.	12,620	14,617	1,997 ↑

IBI



Education Support

Special Education (SPED)

Program	Ed Spec		WHS		Difference	
	Spaces	Size	Spaces	Size	Spaces	Size
Sensory Support Room	1	900	1	649		392 ↓
Learning Resource Center	3	2,700	2	2,098		1,295 ↓
Intensive Skills Classroom	2	1,200	2	2,382		1,182 ↑
SPED Support Spaces	5	620	1	67		553 ↓
Itinerants	4	480	2	343		137 ↓
Adaptive PE	0	0	1	2,653		2,653 ↑
SUBTOTAL: SPED	15	5,900	9	8,192		2,292 ↑

IBI

Education Support Summary

Program	Ed Spec	WHS	Difference
Administration	5,460	5,382	78 ↓
Teacher Planning & Collab.	9,800	0	9,800 ↓
Counseling / Career	2,735	2,281	454 ↓
Student Activities	270	495	225 ↑
Technology Access	5,500	0	5,500 ↓
Special Education	5,900	8,192	2,292 ↑
Emerging Language Learning	800	0	800 ↓
Student Center	12,620	12,228	392 ↓
Media Center / Library	10,220	5,762	4,458 ↓
Student Space	200	0	200 ↓
Custodial	3,850	2,203	1,647 ↓
Miscellaneous	10,045	9,231	814 ↓
SUBTOTAL: Education Support	67,400	45,774	21,626 ↓

IBI



Education Support

Student Center / Commons

Program	Ed Spec	WHS	Difference
Commons	7,800	7,056	744 ↓
Main Servery	1,700	1,462	238 ↓
Kitchen	1,500	2,718	1,218 ↑
Support Spaces	1,620	992	628 ↓
SUBTOTAL: Commons / Cafeteria	12,620	12,228	392 ↓

IBI



Education Support

Partner & Community Use

Program	Ed Spec	WHS	Difference
Partner & Community Use (Includes Pantry, Clothing/Food Closet, and After School Instruction)	1,200	78	1,122 ↓
Wrap Around Service Providers (Includes Health Clinic, Teen Parent Services, and Social Service Offices)	4,700	0	4,700 ↓

IBI



Education Support

Media Center / Library

Program	Ed Spec	WHS	Difference
Library	8,000	4,546	3,454 ↓
Support Spaces	2,220	1,216	1,004 ↓
SUBTOTAL: Media Center / Library	10,220	5,762	4,458 ↓

IBI

On Site Amenities

Program	Ed Spec	WHS	Difference
Covered Bicycle Parking	1	1	0 -
Baseball Field	1	1	0 -
Softball Field	1	(off site)	1 ↓
Soccer Field	1	(off site)	1 ↓
Track and Field / Football Field	1	1	0 -
Tennis Courts	4	2	2 ↓
Spectator Bleachers	1	1	0 -
Concessions & Restrooms	1	1	0 -
Community Garden	1	1	0 -

IBI

1

2

3

4

5

6

7

8

9

10



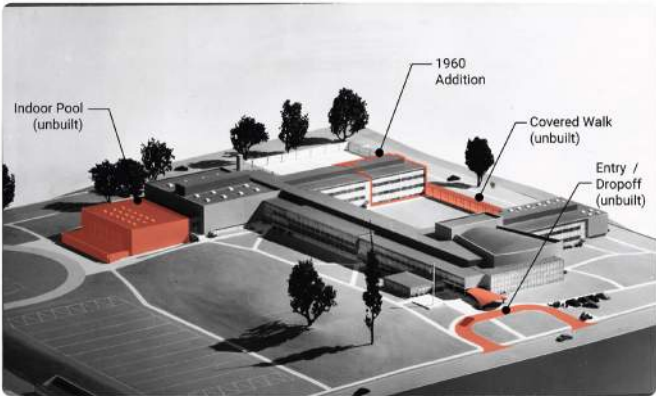
+



Comprehensive High School Program				
Program	Ed Spec	WHS	Difference	
Gen Ed Classrooms	53,180	41,335	11,845	↓
Science Labs	17,480	13,300	4,180	↓
Career Prep / CTE	6,000	11,412	5,412	↑
Fine & Performing Arts	21,150	32,968	11,818	↑
Athletics	35,580	32,554	3,026	↓
Education Support	67,400	45,774	21,626	↓
Community Partners	1,200	78	1,122	↓
Wrap-Around Service Providers	4,700	0	4,700	↓
Sub-Total	207,890	177,447	30,443	↓
Grossing Factor	74,408 35%	83,453 47%		
TOTAL	281,408	260,900	20,508	↓

IBI

Wilson High School: Historic Significance

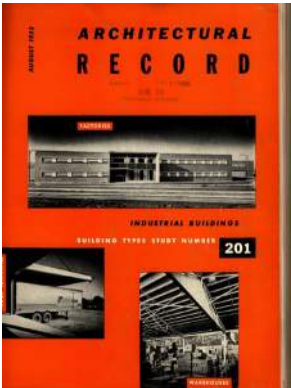


IBI



IBI

Architectural Record, Aug. 1953



IBI



Fulton Dairy Farm, 1932
Site of Wilson HS | Portland, OR

International Style

- Developed in Europe & United States in the 1920's and 30's
- Dominant architectural style during the middle decades of the 20th Century

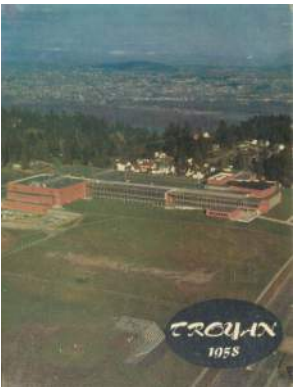


IBI

Wilson High School: Historic Significance

- Built 1954, addition 1960
- International Style
- Previously the site of Fulton Dairy Farms
- Edmundson and Kochendoerfer hired as architects, Hoffman as builder
- The design drew “building men and school architects from many parts of the country” - Oregon Journal, 01-01-1956
- Featured in *Architectural Record*
- State considers Wilson as eligible & significant

IBI



IBI

International Style Characteristics

- rectilinear forms
- light plane surfaces that have been stripped of applied ornamentation and decoration
- open interior spaces
- visually weightless quality created by the use of cantilever construction



Chicago School
Ludwig Mies van der Rohe

International Style Characteristics

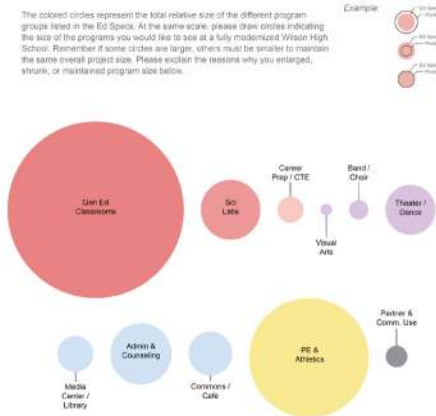
- Glass curtain walls
- Steel grids
- Reinforced concrete
- Monolithic masonry



IBI

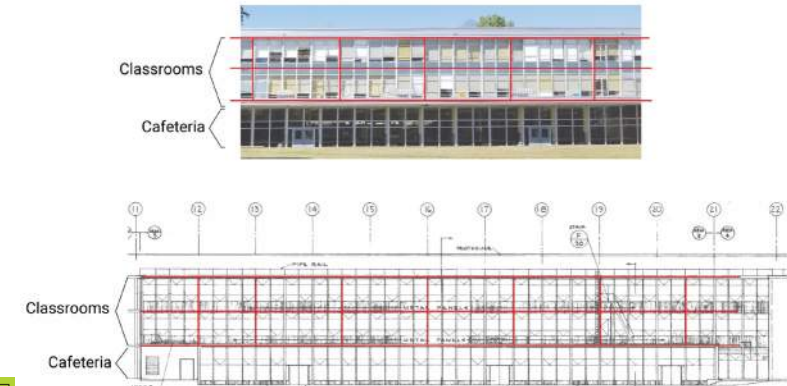
Homework #1

What **programs** are important and why?



IBI

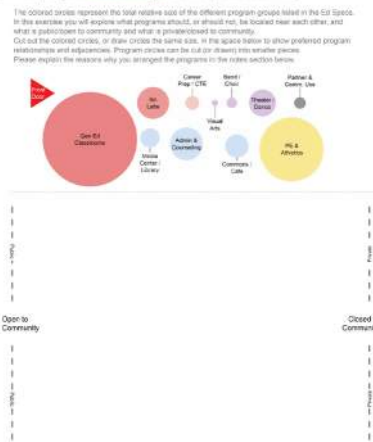
International Style Characteristics



IBI

Homework #2

What program **relationships** are important and why?



IBI

WILSON HS CMPC #2

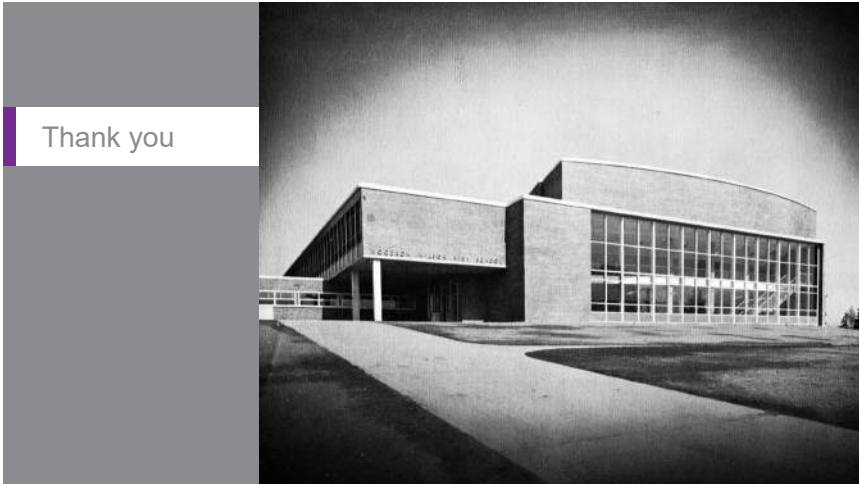
- [Visioning]
- [Critical Thinking: Site]
- [Critical Thinking: Program + Building]
- [Next Steps]

CMPC #3

HOMEWORK

What to Expect Next

- CMPC #3: Tuesday November 5, 6:30-8:30pm
- Review site and building concepts



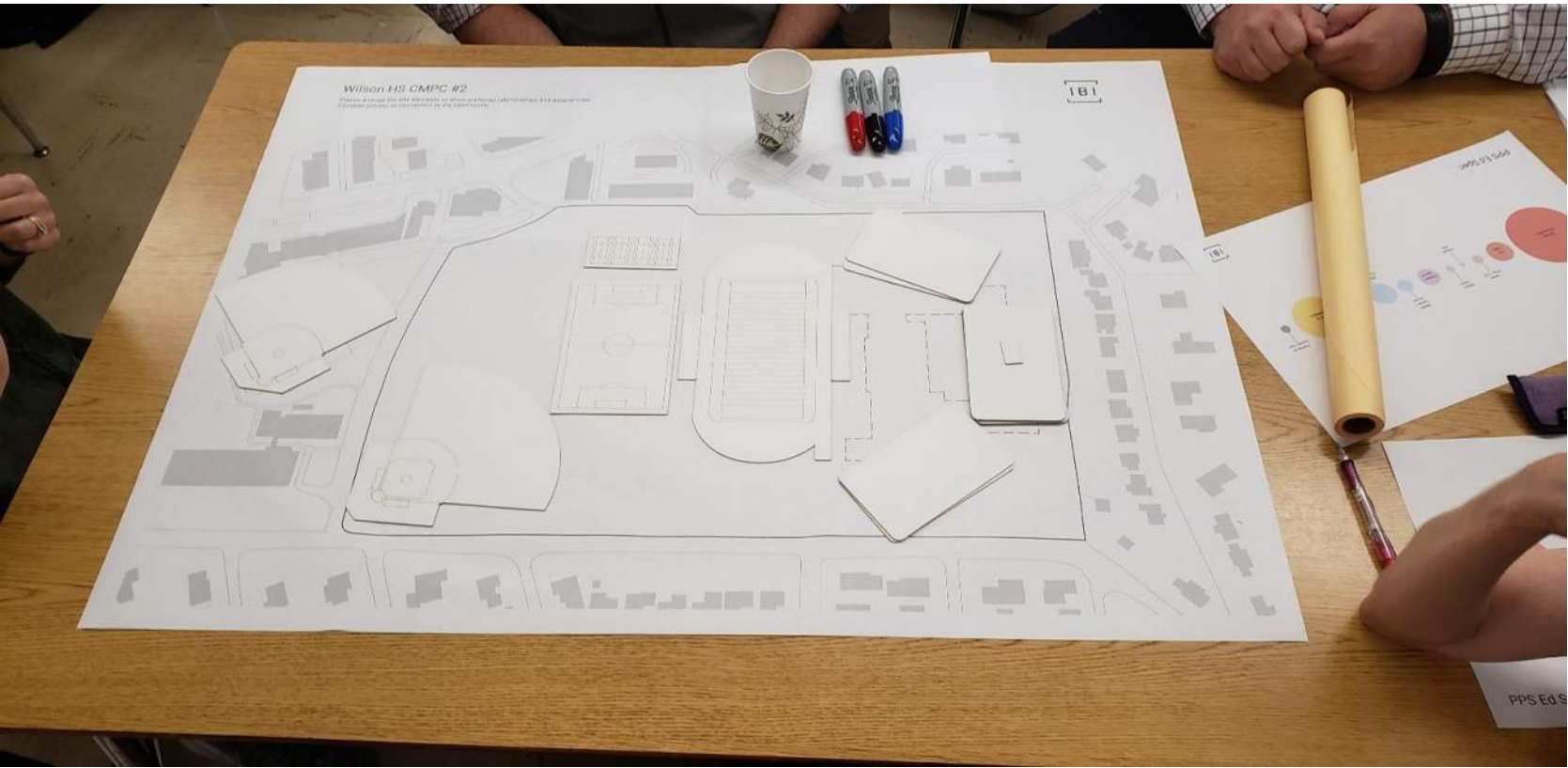
MEETING 2
SITE PROGRAM EXERCISE

IBI

IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Wilson High School CMPC #2 Site Program Exercise

Table #1

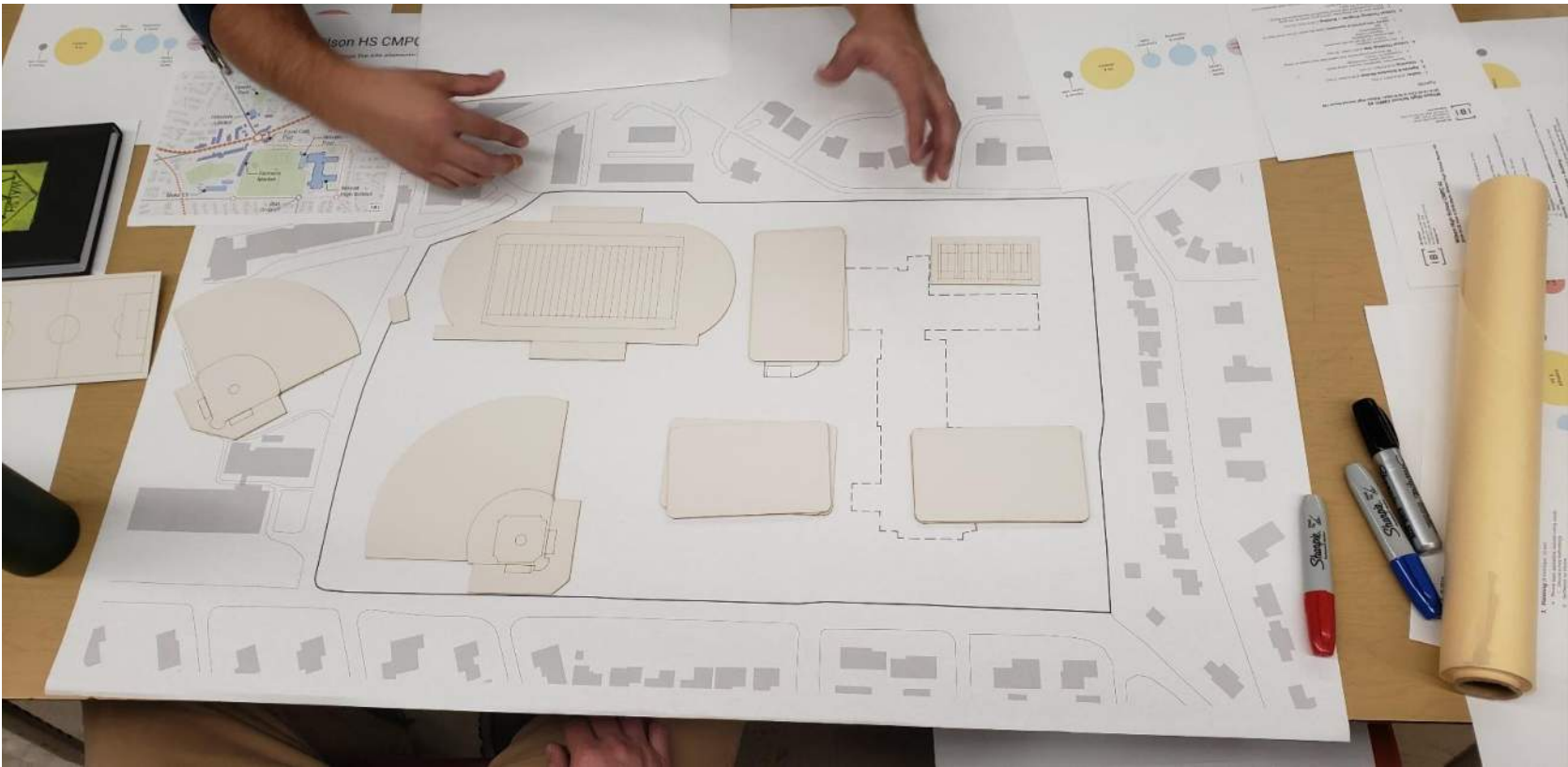


- Overall view is important. The current building doesn't take advantage of view
- Current building doesn't flow
- Green space "make out bowl" isn't used
- Home team facing west, watch the sunset from stadium
- Reconfigure to building
- Entry way is unsafe, hidden & uninviting, anyone could sneak in



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Table #2

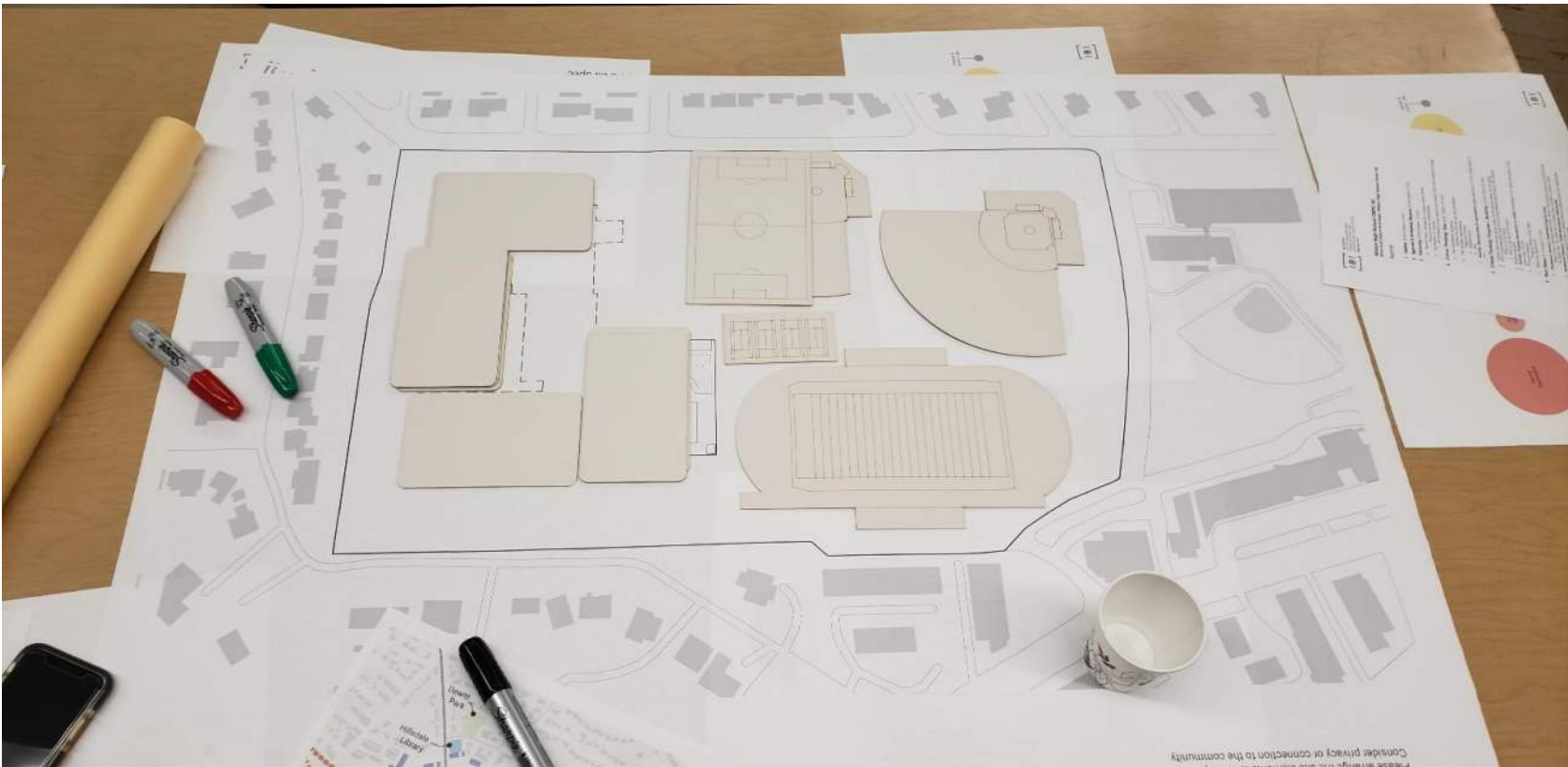


- Dilemma of keeping pool or not
- Where do students go if building demolished?
- Removing the field costs money
- Everything you move costs more
- Auditorium and gym grouped together
- Put buildings over pool and cover?
- Phase construction so students can stay onsite
- New front door on Vermont an opportunity
- Building needs to face south to connect to community



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Table #3



- Can the existing building handle a third floor?
- Demolished existing building
- Completely flipped footprint to the other direction (facing west and not east)
- Courtyard on downhill side and capitalize views
- Brought softball field up from Rieke. At Grant two fields are overlapped. Opportunity to overlap site program
- Pool removed or moved down towards Rieke
- New buildings three stories
- Existing building is an asset in that it is already constructed, however, building aside the group evaluated the site for what it needs



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Table #4

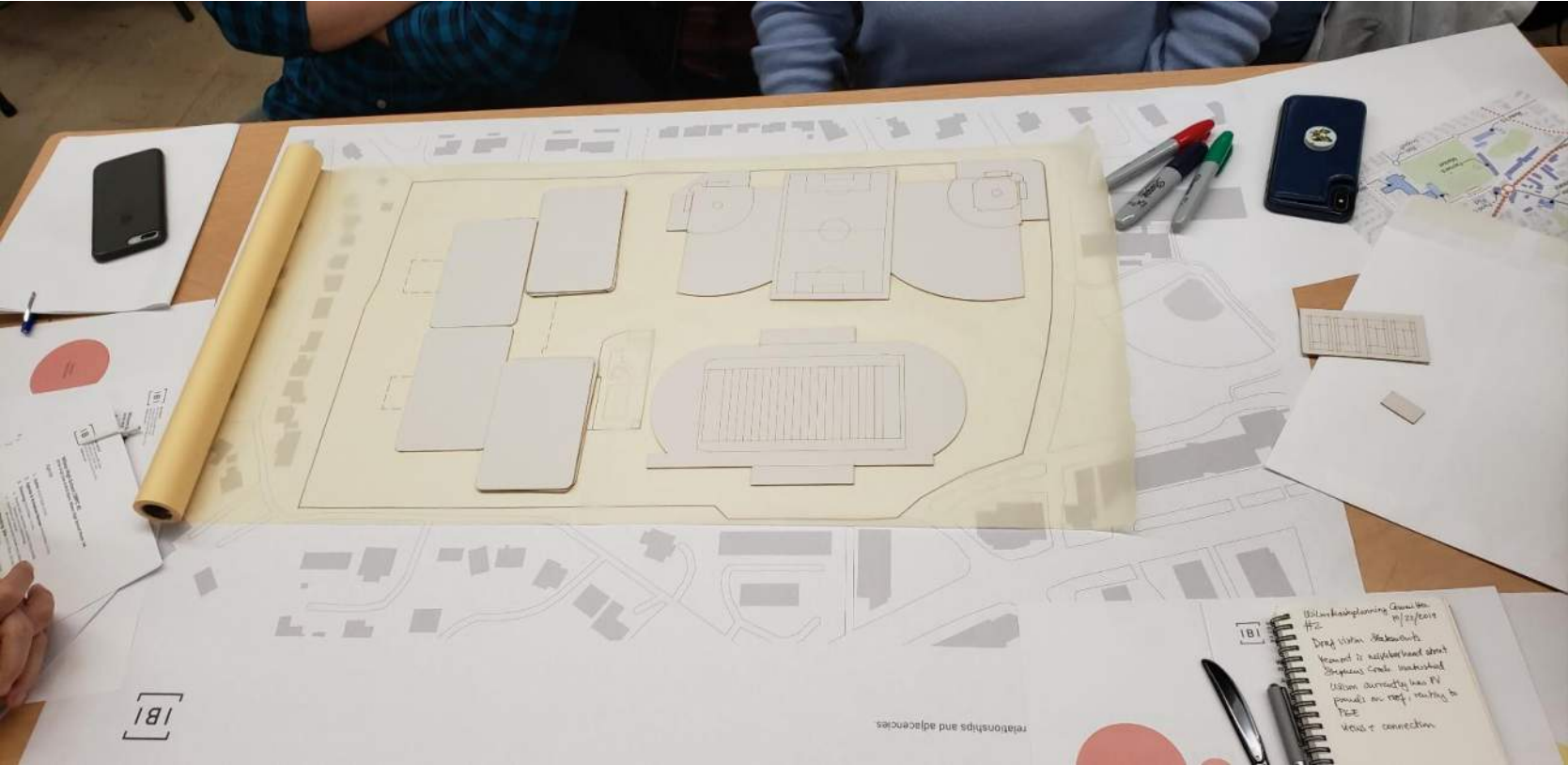


- Basic layout of the fields remained the same
- School stayed up high to maintain views
- Inverted layout of school slightly
- Open area in middle, main entry facing west out to the sun. Travel paths through middle.
- Shield neighborhood from game day noise
- Media center, auditorium and commons in center
- Access to CTE spaces for loading, equipment, etc.
- One of the challenges is where to put the front door and how to connect to the Hillsdale community



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Table #5

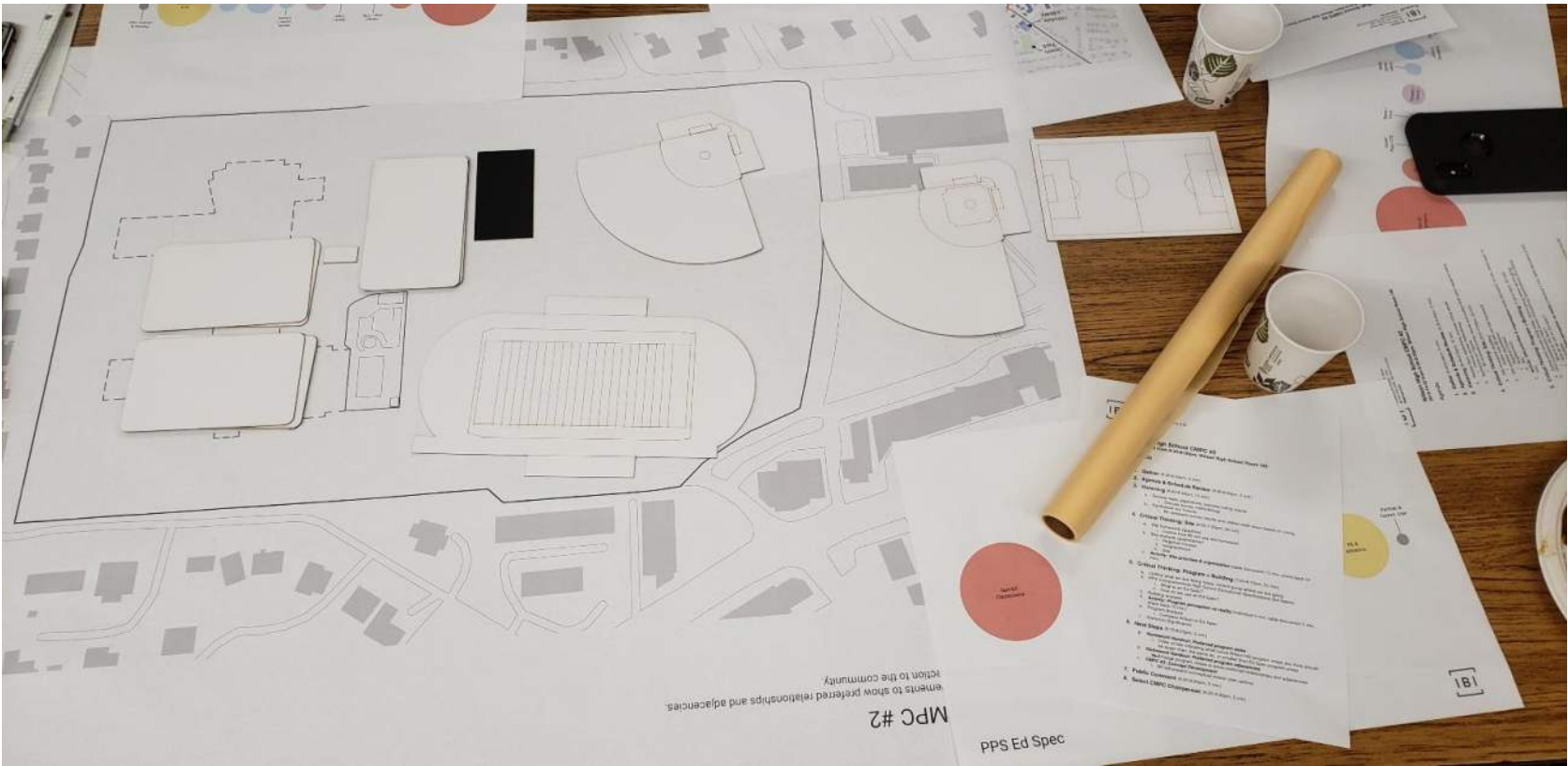


- Similar responses to the other tables
- Face west to take advantage of views
- Overhangs for outdoor spaces.
- Front of existing building is beautiful to save this would be great. Is covered up with trees but could be exposed.



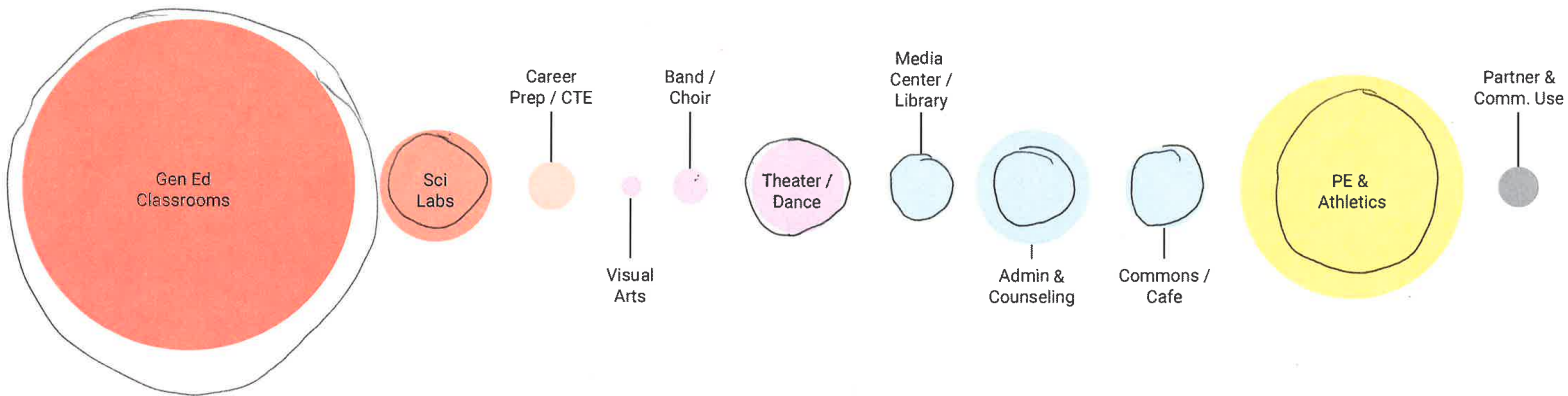
IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Table #6



- Demolished building
- Created community space and CTE area where practice fields are. Culinary spaces and a restaurant. Community center with childcare at pool located underground to capitalize on view. Brought services onsite to connect to community, verses trying to project out to the community to connect.
- Leave remaining fields as-is
- Main entry facing Vermont with an atrium
- Parent of a Rieke child likes the combining of the Rieke and Wilson campuses with cross generational connections

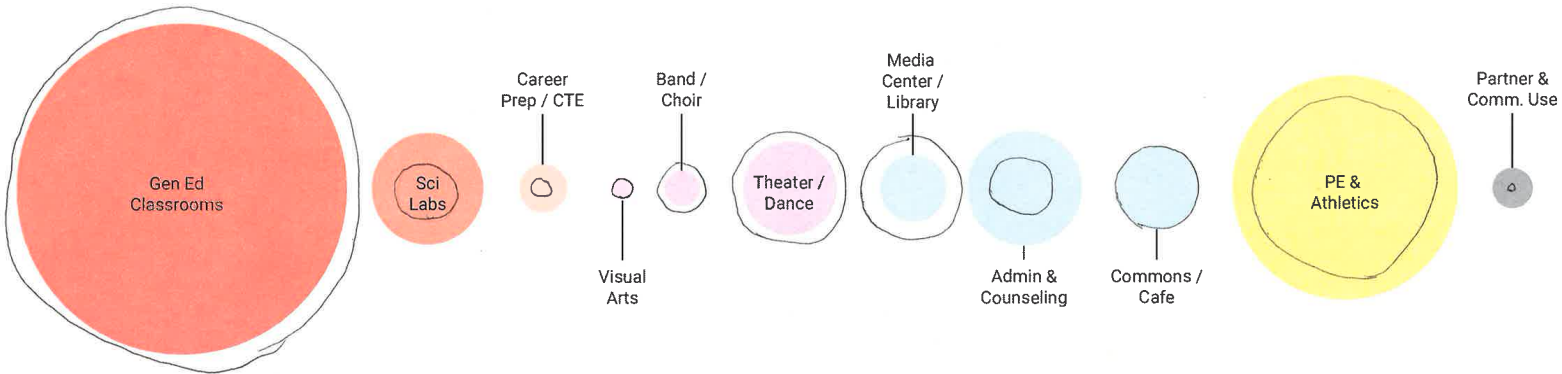
MEETING 2
PROGRAM PERCEPTION EXERCISE



PPS Ed Spec

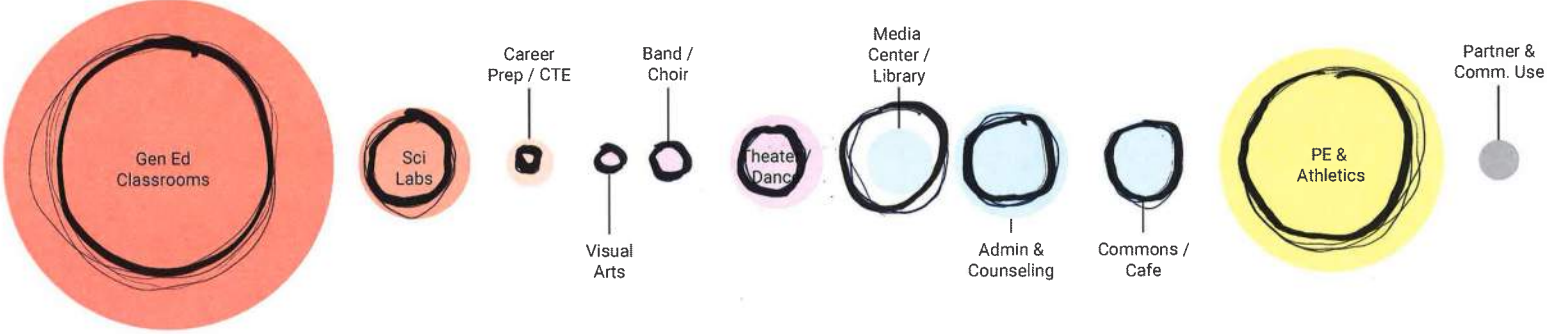


- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

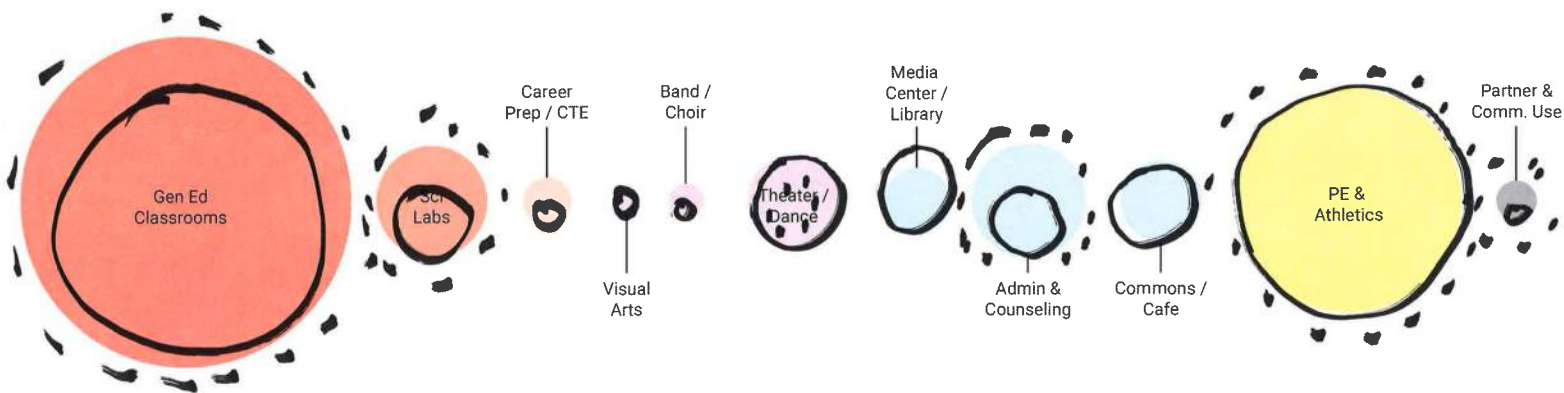


PPS Ed Spec



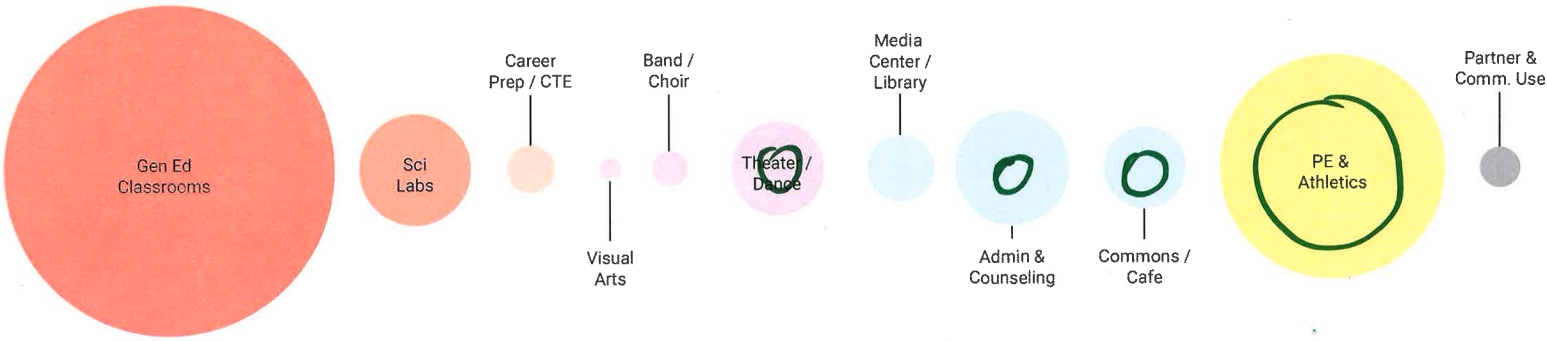


PPS Ed Spec

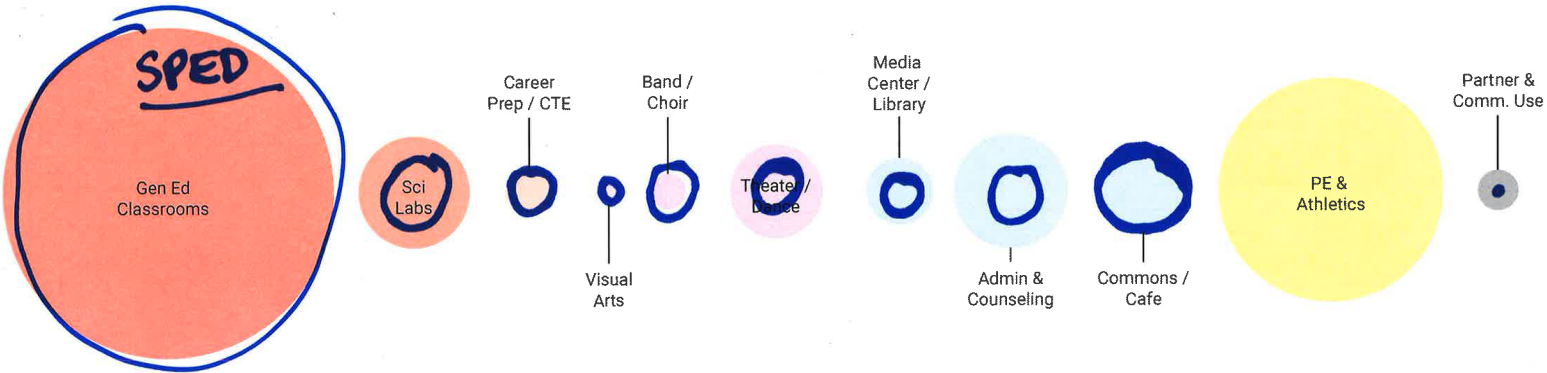


PPS Ed Spec





PPS Ed Spec

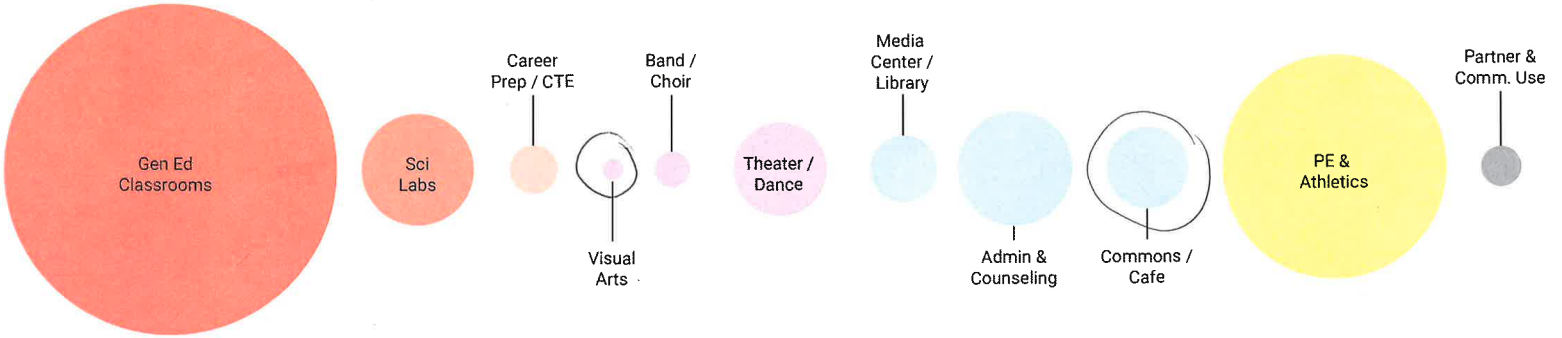


PPS Ed Spec



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

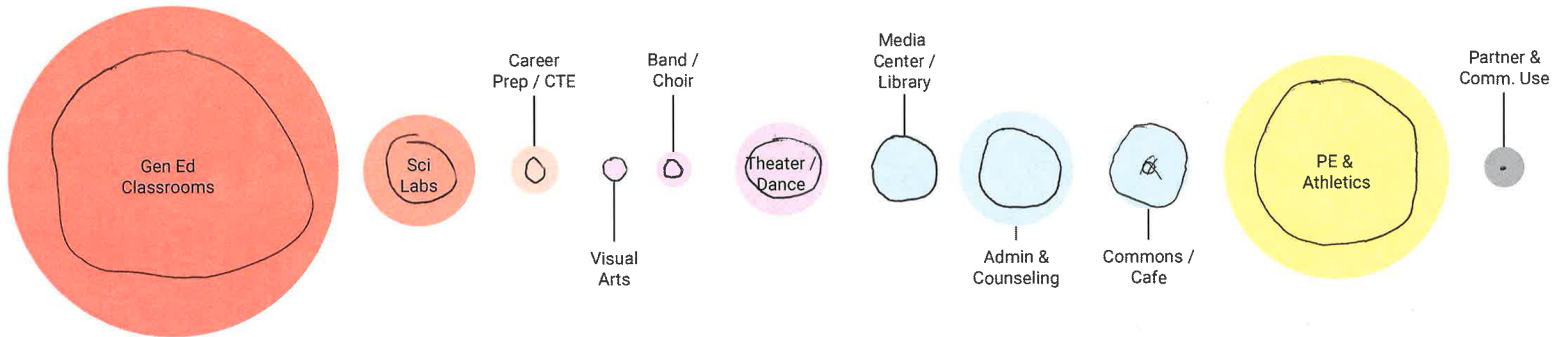




PPS Ed Spec

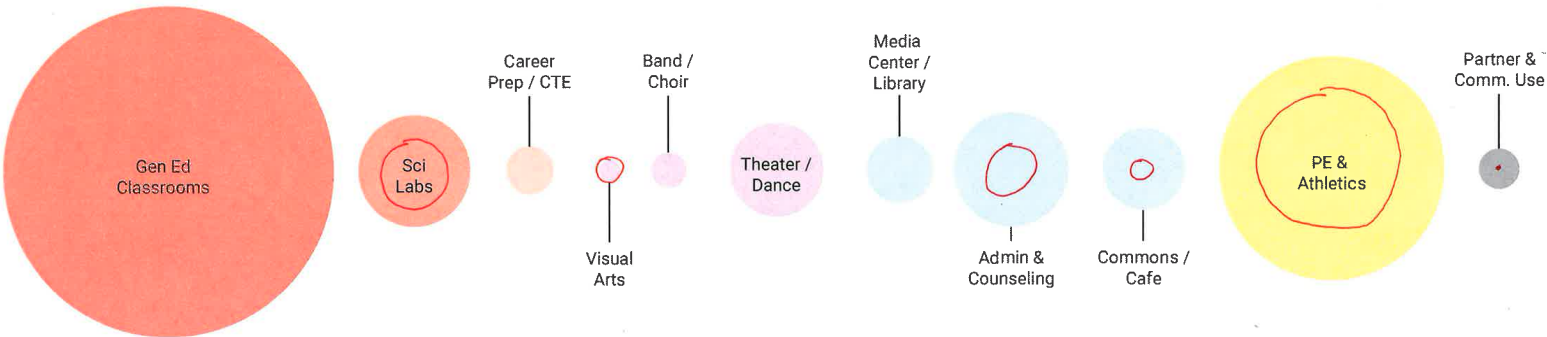


- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



PPS Ed Spec

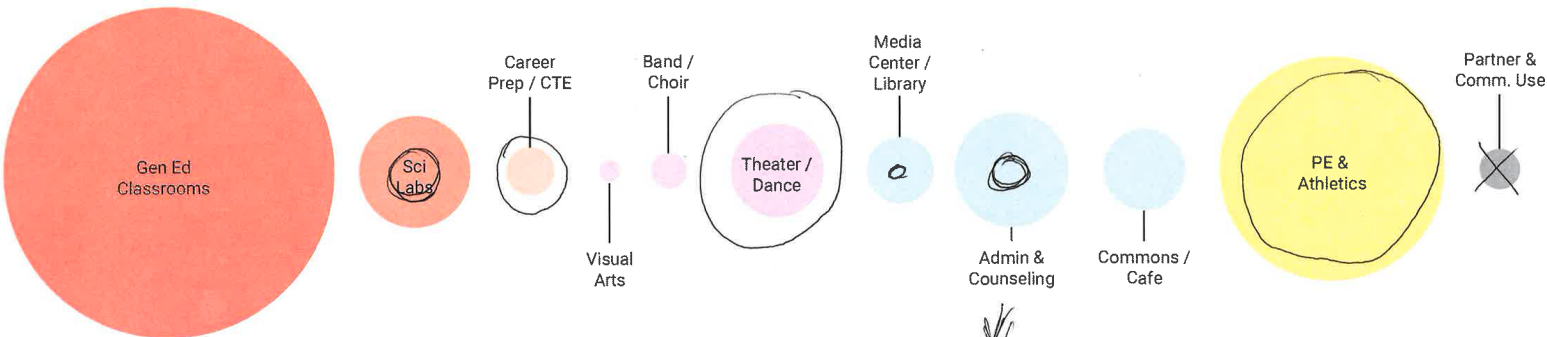




PPS Ed Spec



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



7200000 sq feet
7260000 sq feet at current

PPS Ed Spec



What program *relationships* are important and why?

Front Door

Gen Ed Classrooms

Sci Labs

Career Prep / CTE

Band / Choir

Theater / Dance

Partner & Comm. Use

Media Center / Library

Admin & Counseling

Visual Arts

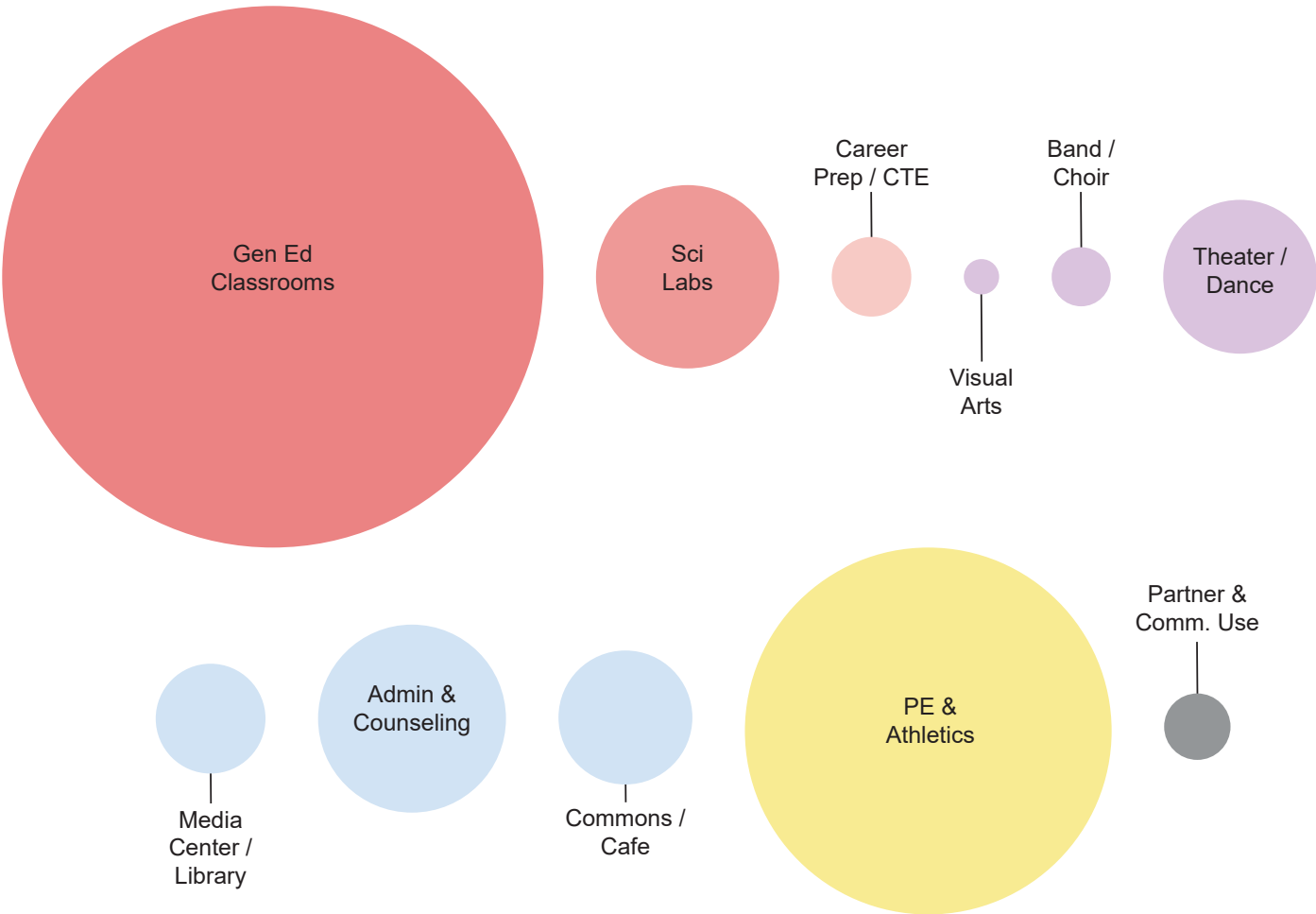
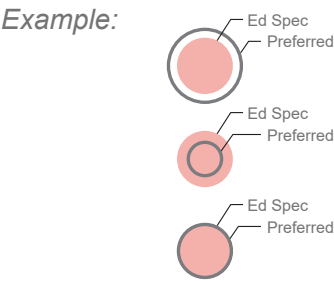
Commons / Cafe

PE & Athletics



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



1

2

3

4

5

6

7

8

9

10

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

IBI

+

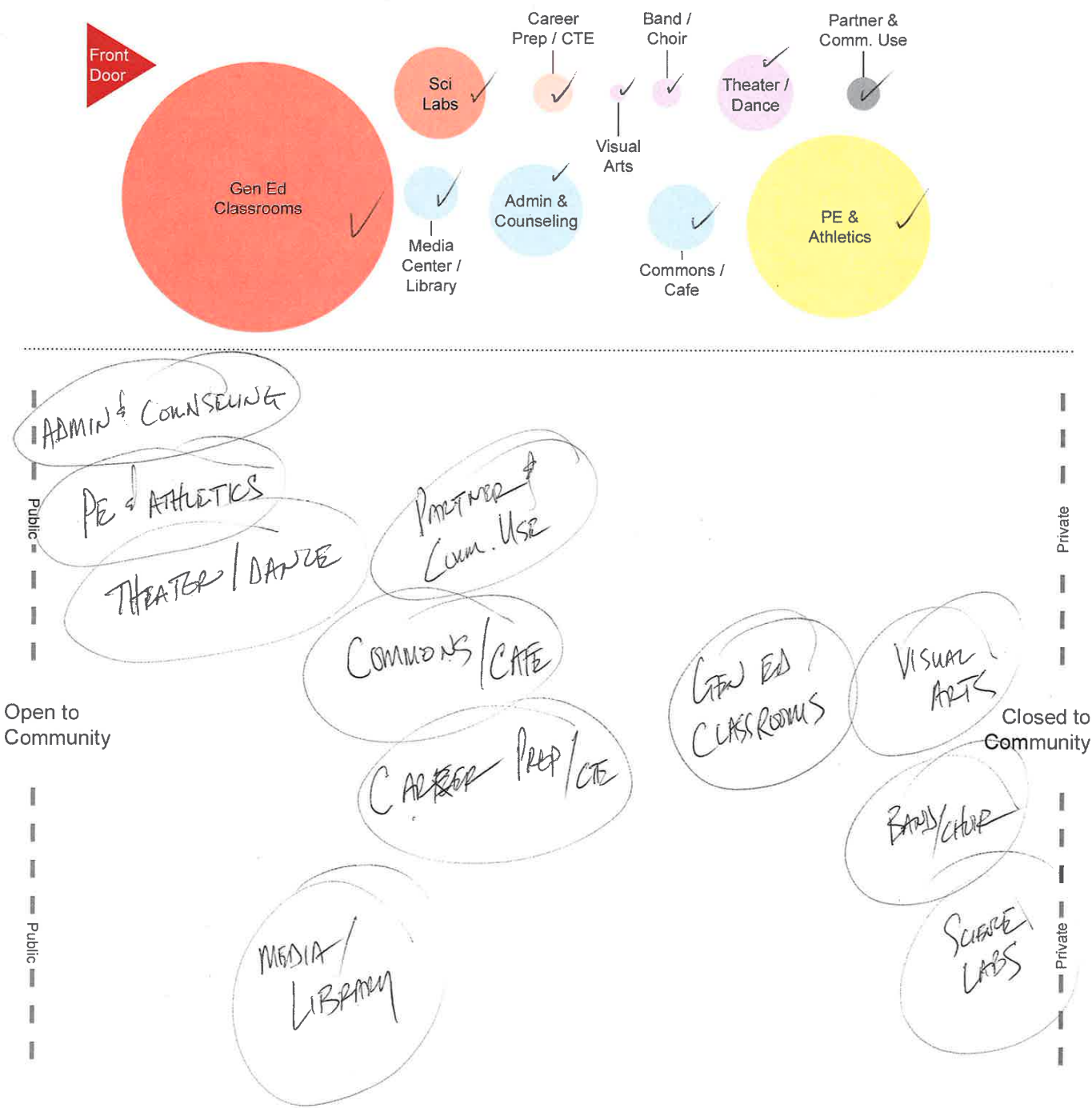
PPS

IBI

MEETING 2
PROGRAM HOMEWORK RESPONSES

What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.

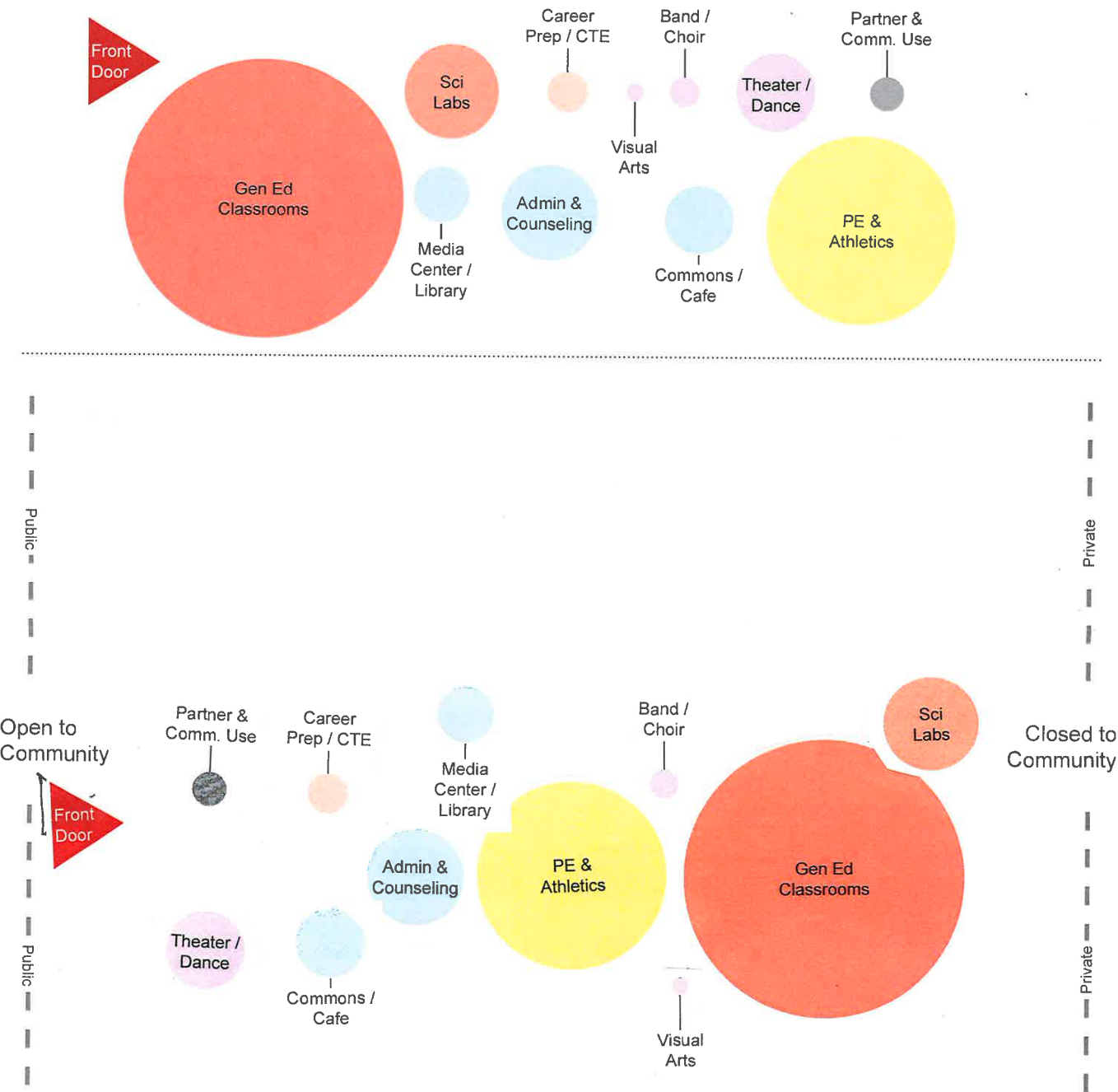


Notes



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes: AS A SCHOOL THERE NEEDS TO BE BOUNDARIES BETWEEN OPEN & CLOSED AREAS. CLASSROOMS/LAB/BAND CHOIR/ARTS ARE REPLY JUST FOR STUDENTS. SHOULD NOT CONNET TO COMMUNITY. HOWEVER SOME CLASSES LIKE CTE ARE/CAN BE INTEGRATED W/ THE COMMUNITY & PARTNERS.

COMMONS CAN BE A GREAT WAY TO ALLOW THE COMMUNITY TO USE THE SPACE BUT IS ALSO THE SCHOOL CAFETERIA. THEATER IS SIMILAR

ADMIN IS AT THE CENTER BECAUSE PE CAN BE BONNETED TO COMMUNITY BUT SHOULD BE CONTROLLED BY THE SCHOOL.

MEDIA CENTER IS FOR THE STUDENTS, BUT AS WE LOOK FORWARD IT HAS THE OPPORTUNITY TO CONNET W/ COMMUNITY, MAIB SPECIFIC HOUSE.



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.

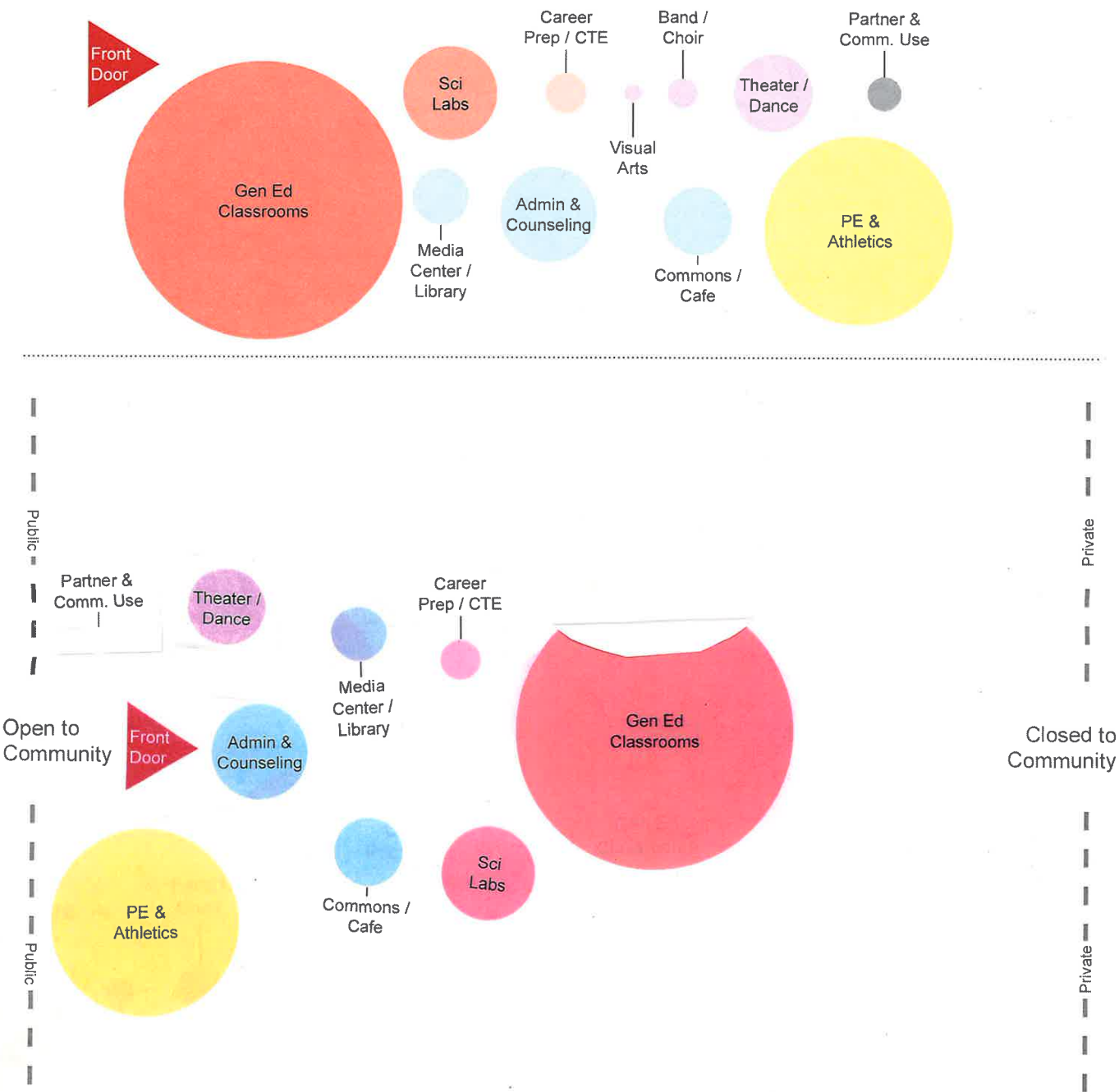


Notes Program groups with more focus on privacy + "quiet" should be less open to the community. Program groups that encourage community attendance + participation should be more open + accessible to the neighborhood + community at large.



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



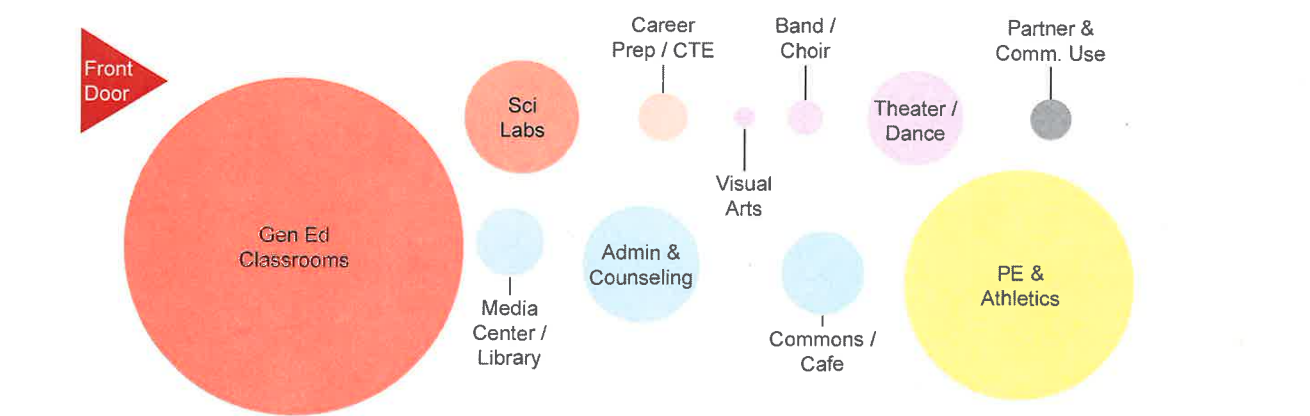
Notes

Program that is more likely to have a connection to the community should be open to the community.



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Public

Private

Open to Community

Closed to Community

gym

auditorium

partner & community use

theater/dance recitals

concessions

gallery of students' work

wrap around services

admin / counseling

career prep

conference rooms

classrooms

general ed

sci labs

library/media

commons

cafe

band/choir

arts

Notes

Food pantry / Kitchen / Cafeteria / concessions

shared box office for sports, plays, dance

gym

admin

Entry

Resource

Services

upper floors classrooms

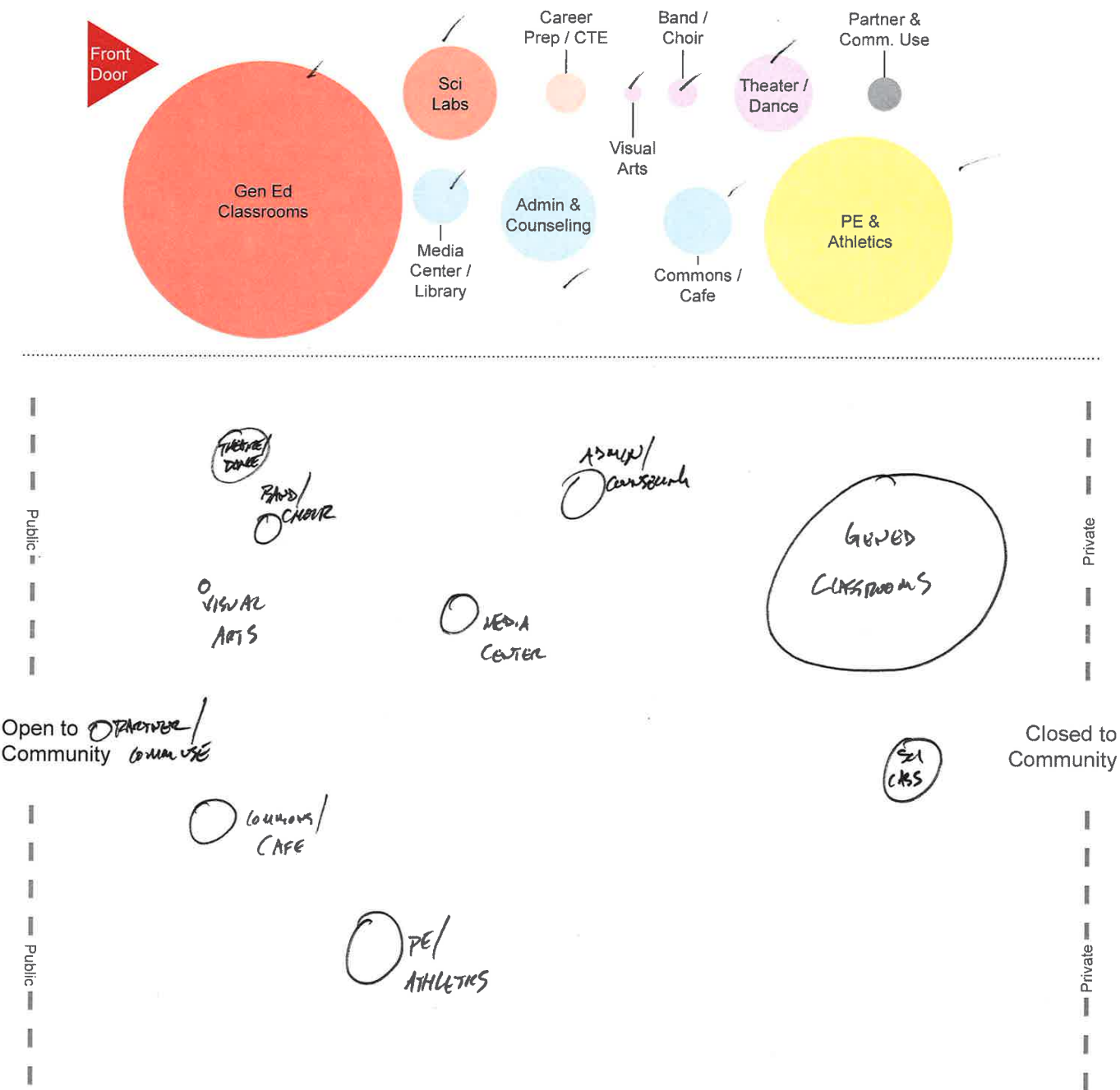


+



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

.....

.....

.....

.....

.....

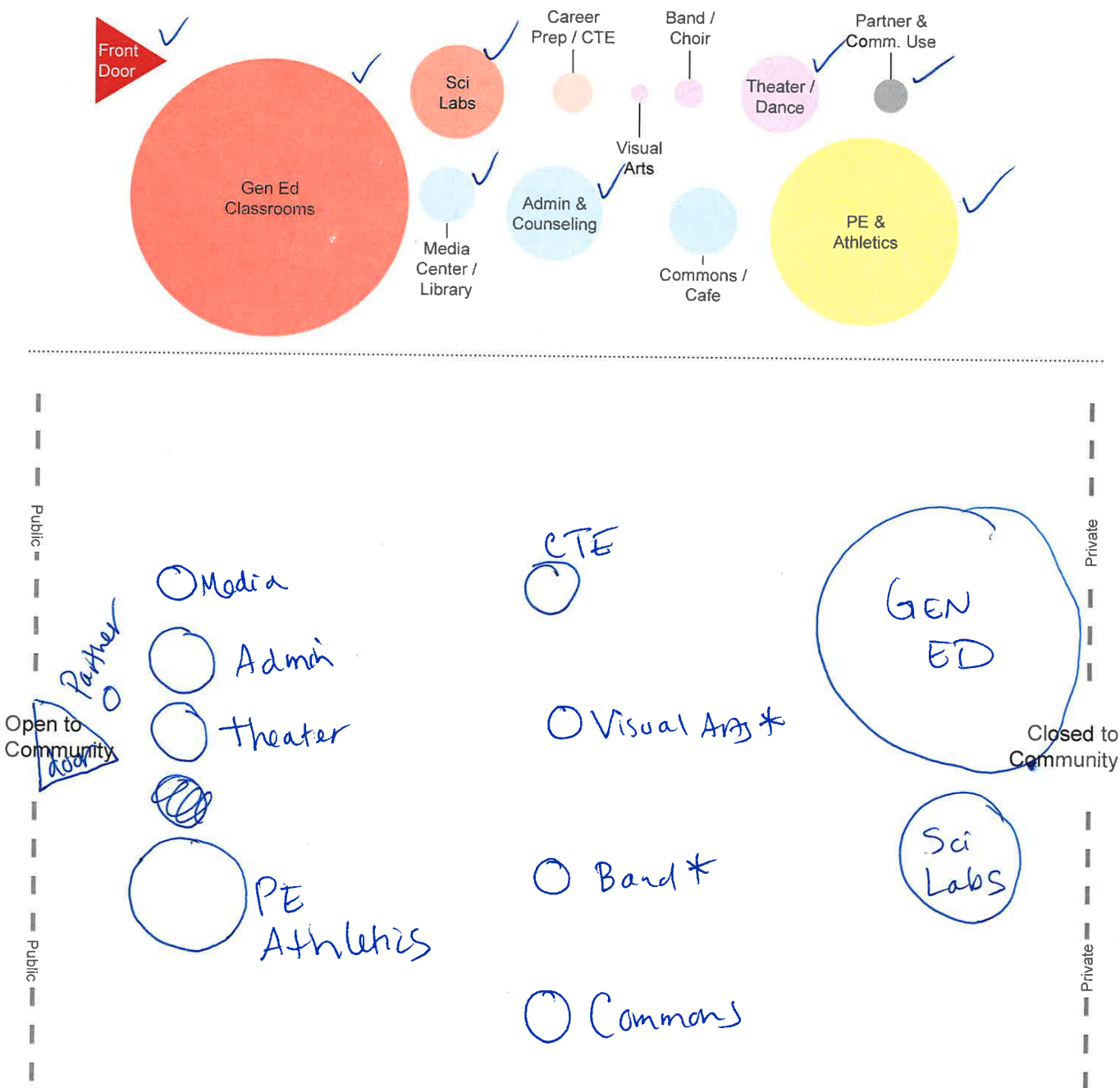
.....

.....



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes *Are these performance spaces? If so, they should be more open.

Partner spaces Need to be accessed by community.

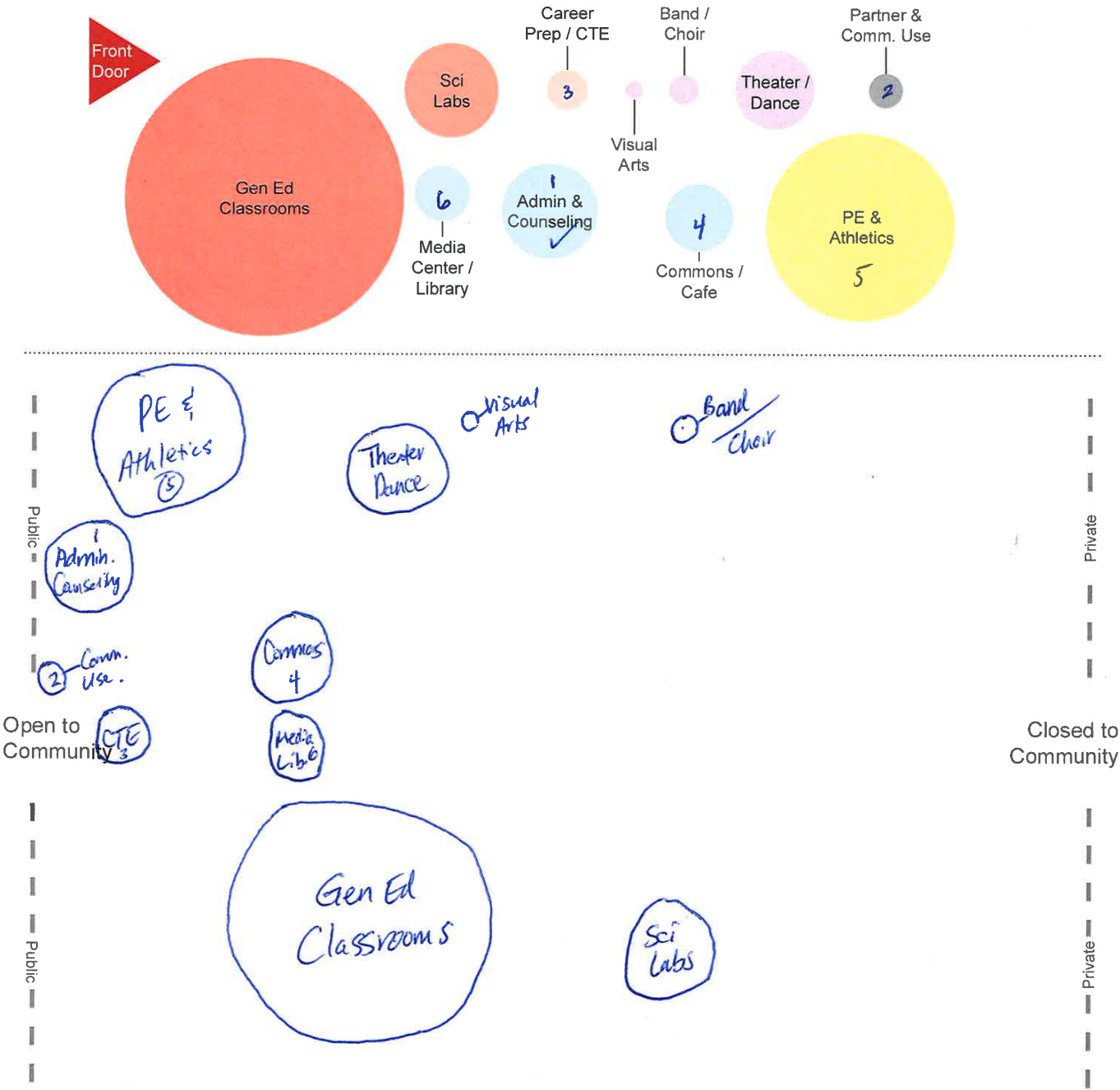
Media, Theater, PE all used for student performances/events.

Admin + counseling visited by parents.

Gen Ed Sci Labs should be primarily for classes

What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

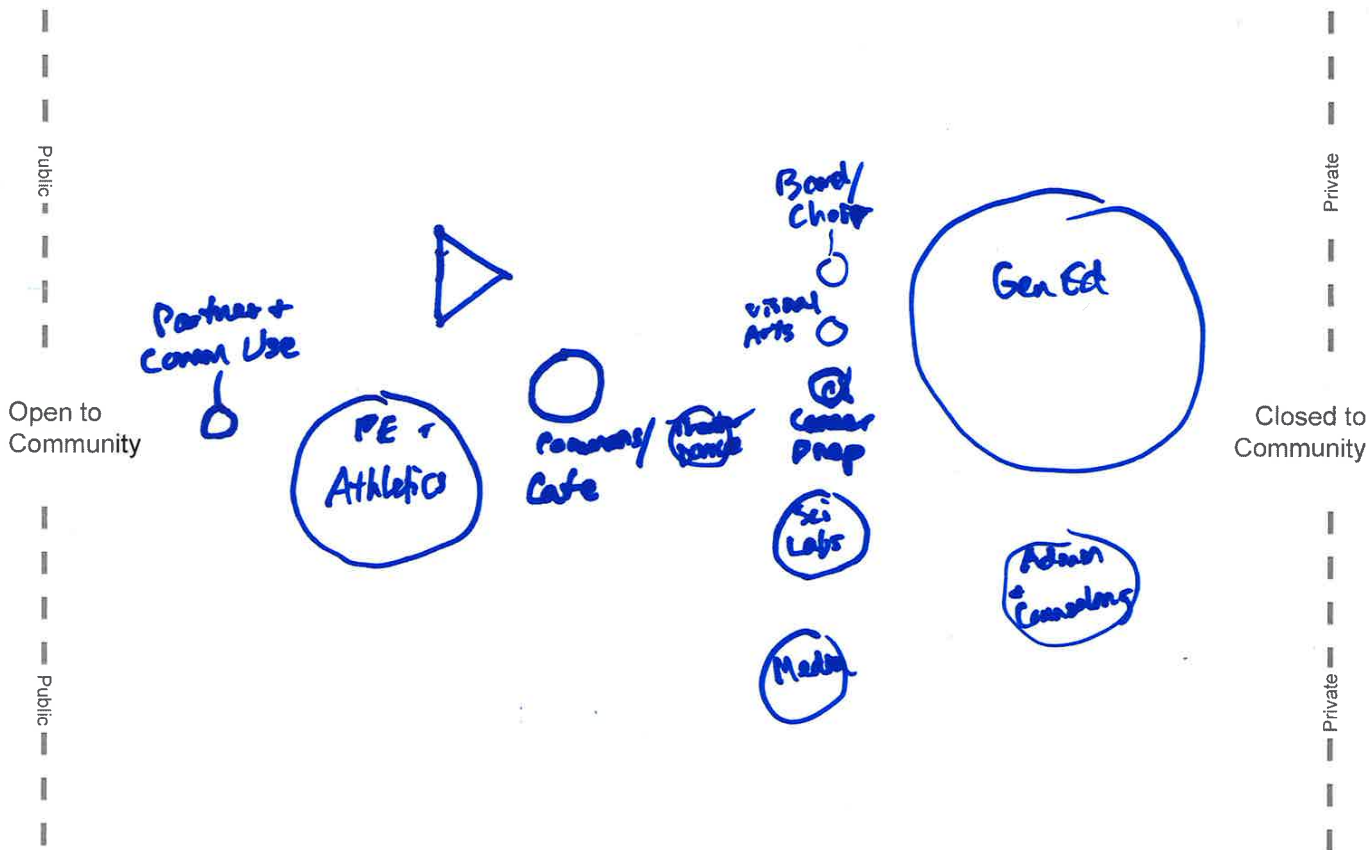
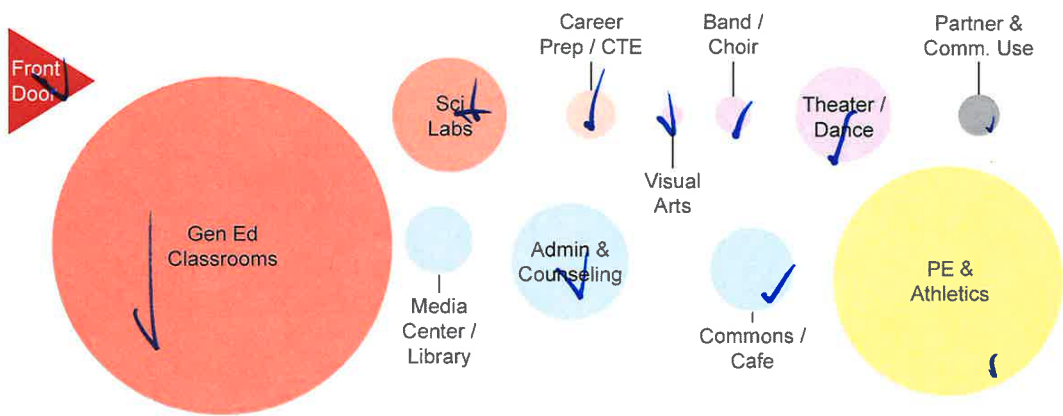


+



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

.....

.....

.....

.....

.....

.....

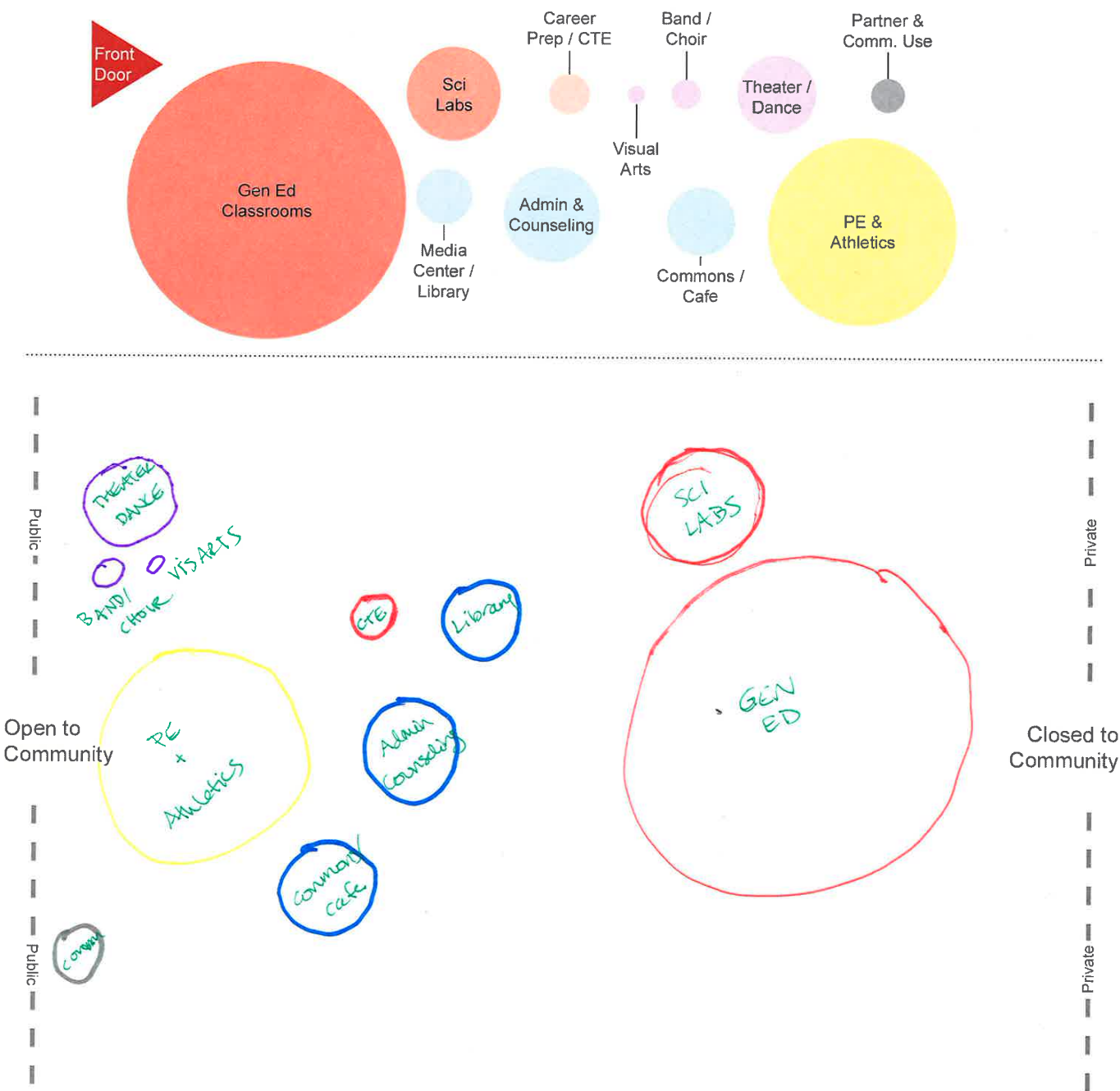
.....

.....



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

Community interest centers around sports + performing arts.

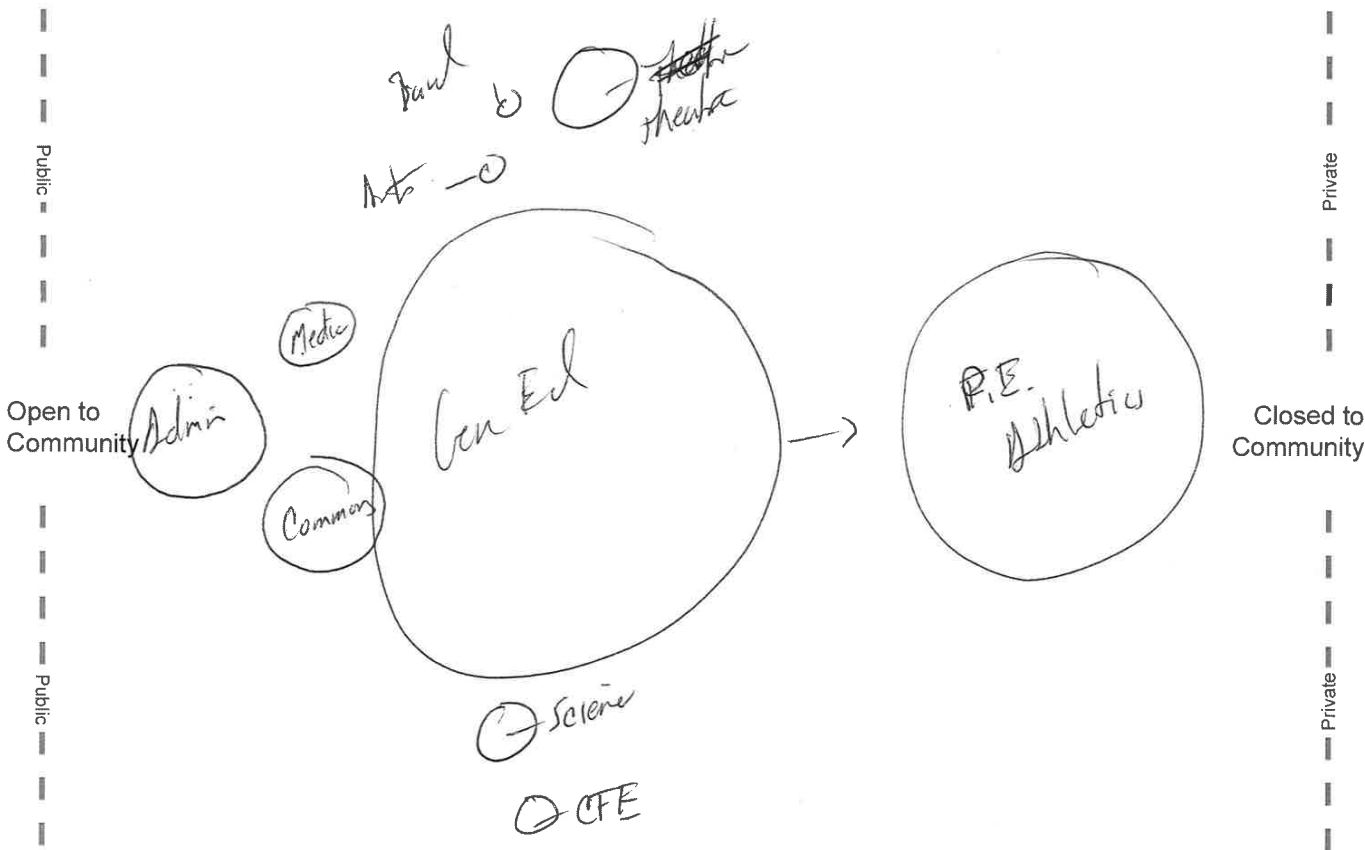
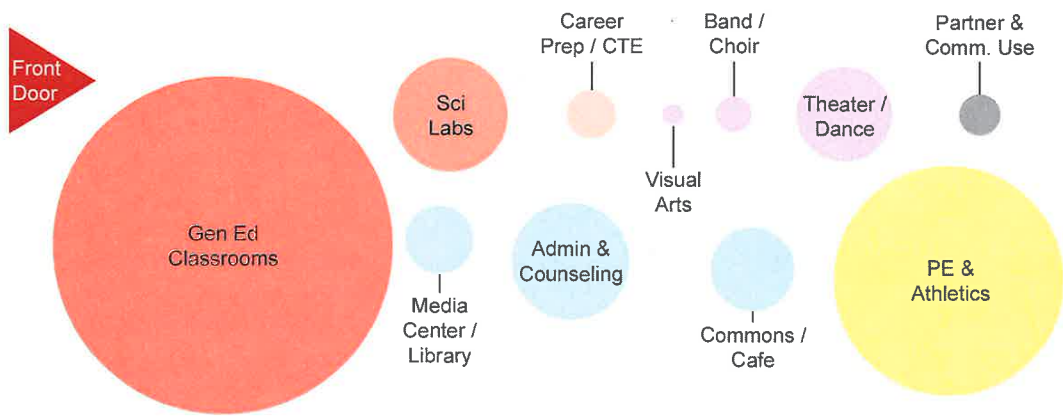
Community could utilize commons or media center; few community/public needs for access to classrooms/labs

Put arts front + center to generate pride/support, showcase talents, contribute to school aesthetic



What program *relationships* are important and why?

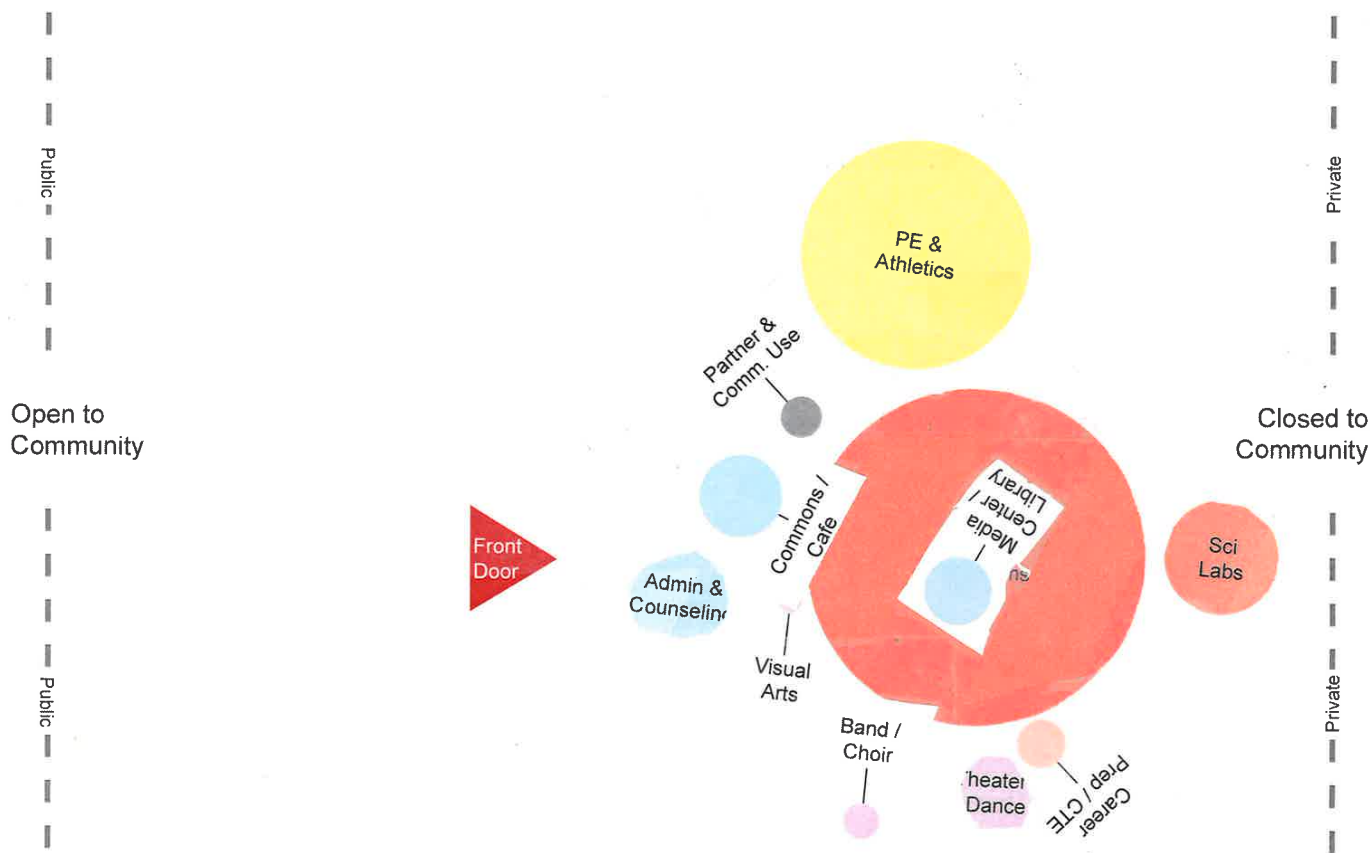
The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

I believe walking into warm, open public spaces makes people feel comfortable and is from there you venture into the different classroom settings.

The only part of the building that should be closed off is P.E. Athletics. They have assets that with more use and wear and tear become a liability that is a huge expense. ie. New Track/Turf Fields etc.



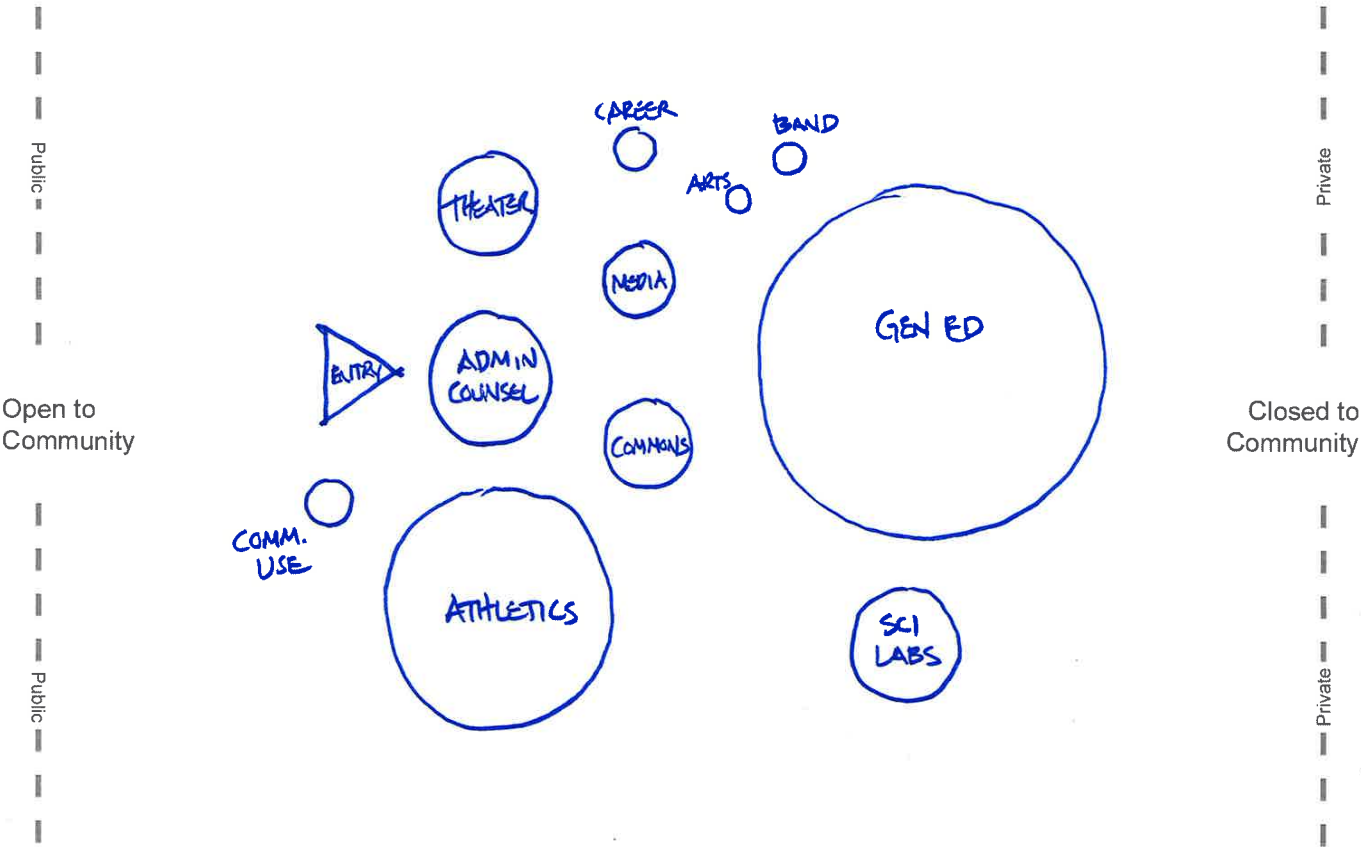
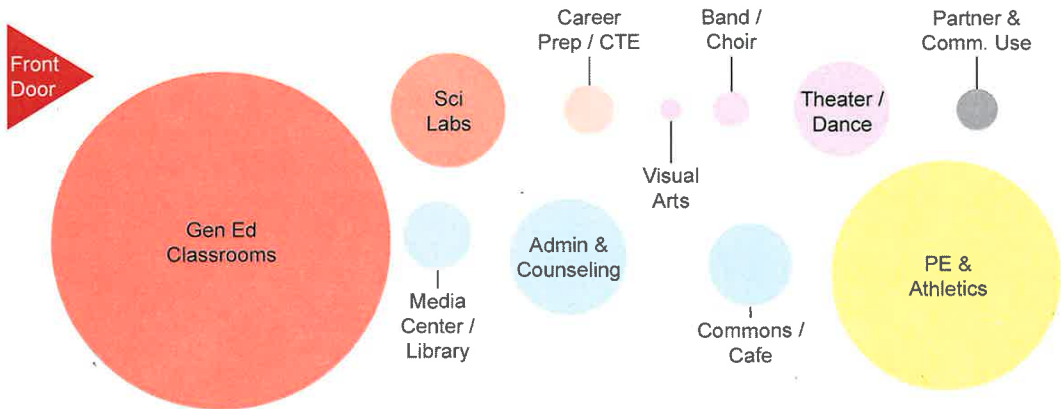
Notes

Theater + Athletics on opposite sides of school for traffic flow. CTE rooms close to Gym + Theater. Media Center/Library at center of classroom. Visual Arts location public can see completed work. Admin + Counseling at front of building with close proximity to cafeteria. Band close to Theater for ease of performances.

EVERYTHING PRIVATE --- Security Issue. Public after school w/ permits

What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....



What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community. Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces. Please explain the reasons why you arranged the programs in the notes section below.



Notes

I was trying to group most classrooms together as far from the entry as possible. This feels safer to me and I was visualizing shorter transitions between classes for students and teachers. I like the idea of accessing classrooms via the commons—a welcoming space that draws students into their day. And being greeted by administration staff and offices immediately entering the building. I have Theater and PE/Athletics inline with the front door because I’m undecided about whether each warrants its own public facing entrance when being enjoyed by the larger community (not just students).

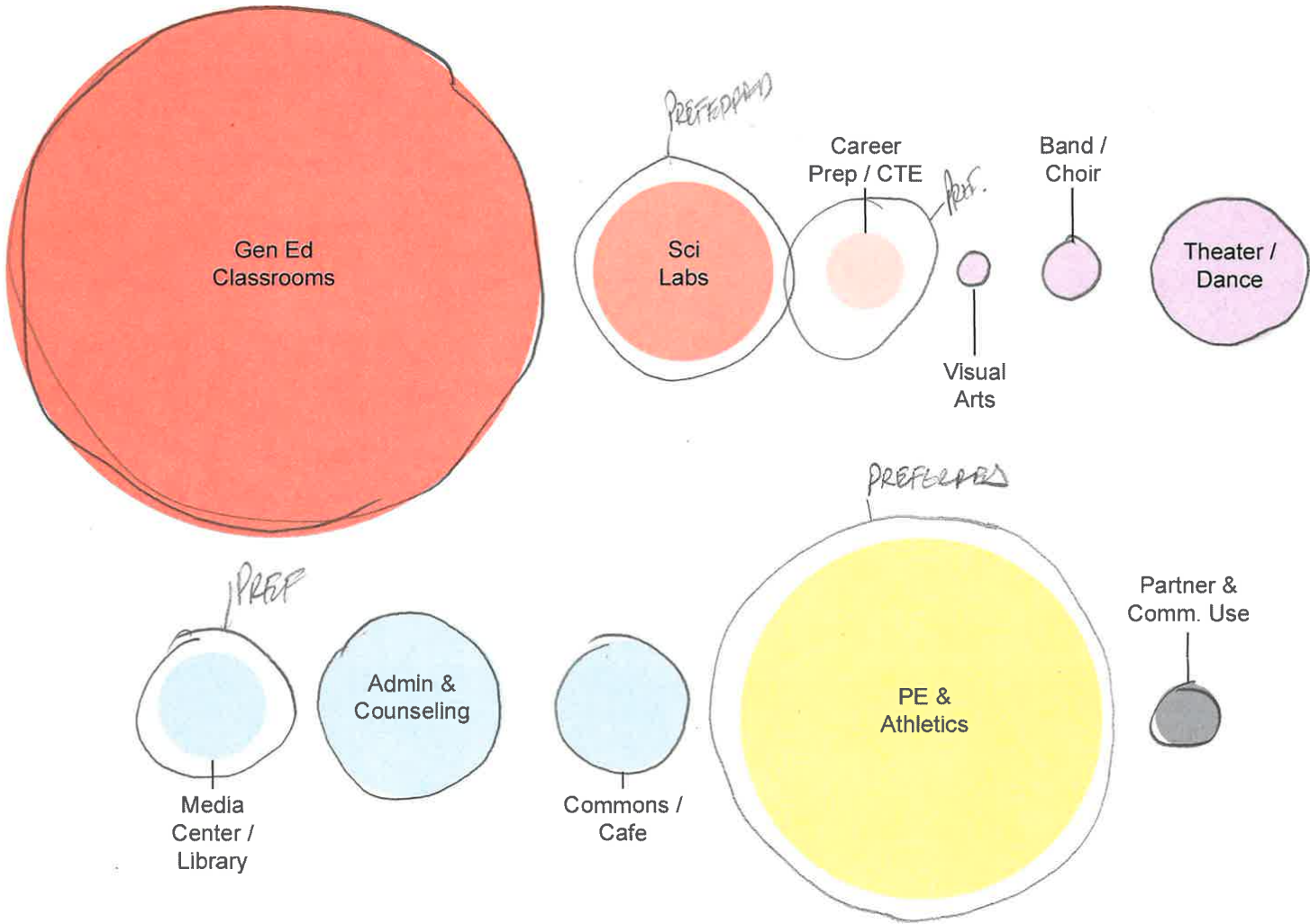
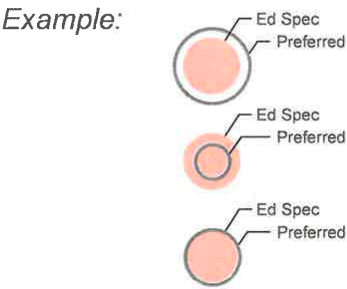


+



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes PE - I would like to see a practice court added
(LIKE GRANT HS GOT)

SCIENCE - LARGER MODERN LABS

CTE - LARGER CTE PROGRAM (OPTIONS TO 4 yr UNIVERSITY SHOULD BE AVAILABLE)

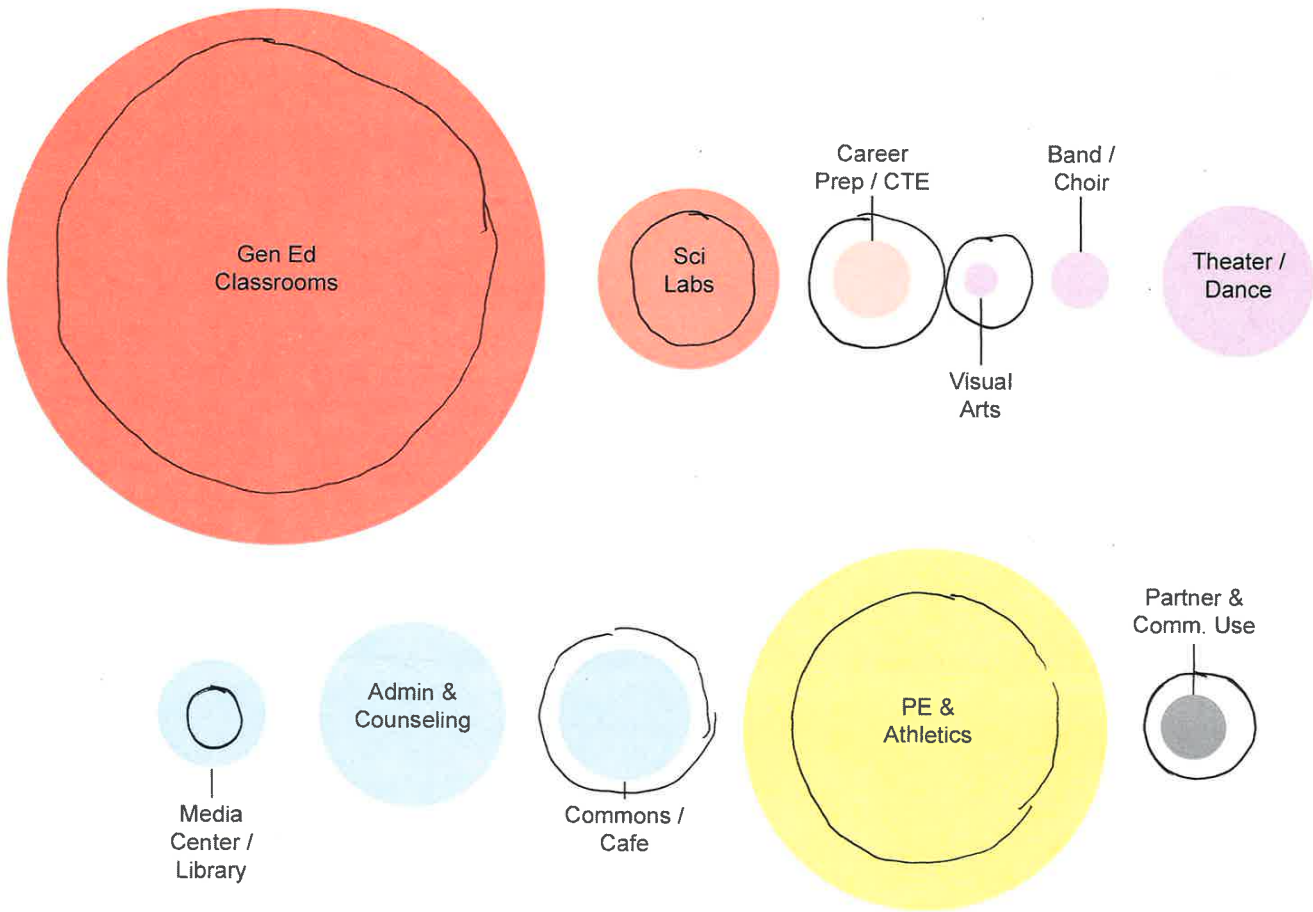
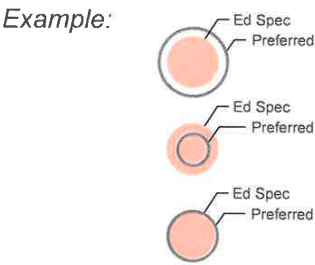
MEDIA - EXTRA PLACE FOR MEETINGS

ALL OTHER SPECS ARE OK AS IS (SIZE WISE)



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.

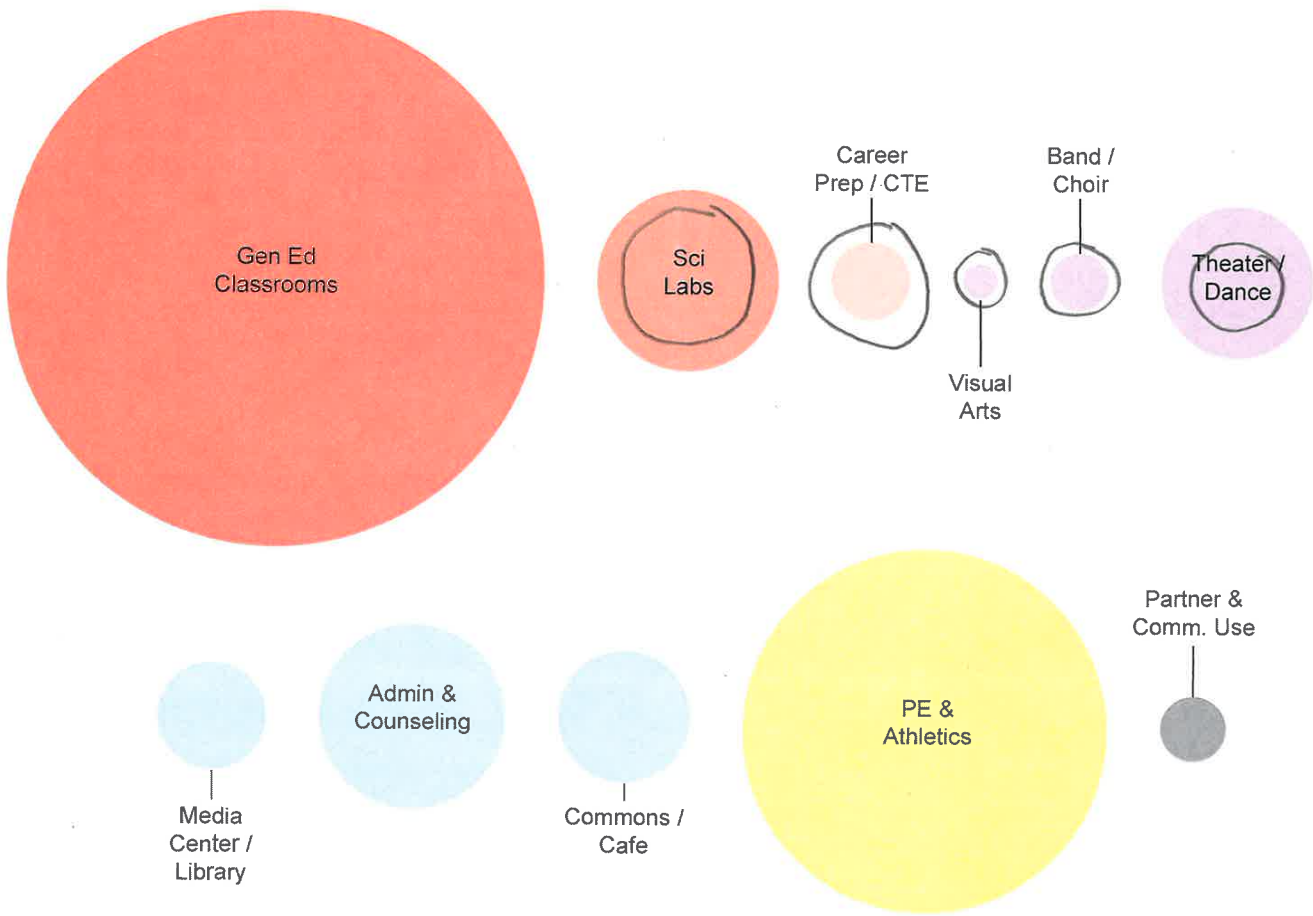
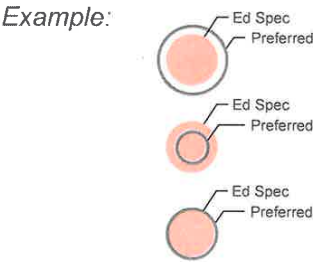


- Notes
1. ~~ADD~~ PROVIDE MORE CTE/CAREER PREP AND REDUCE GEN ED CLASSROOMS. EVEN 10 YEARS AGO I WISH CTE/PREP WAS PROVIDED.
 2. I NEVER FELT THAT WILSON IS KNOWN FOR SPORTS, HOWEVER EVEN 10 YEARS AGO VISUAL ARTS WAS POPULAR AND CLASSES WERE LIMITED. REDUCE PE FOR MORE ART.
 3. LIBRARY WASN'T A SPACE THAT PEOPLE COULD GATHER. NEED TO FUNCTION LESS LIKE A LIBRARY AND MORE LIKE COMMON SPACE. REDUCE LIB AND POUDE MORE PARTNER COMMUNITY USE.
 4. Sci Labs - I THINK DESIGNING MORE FLEXIBLE CLASSROOMS TO CONVERT TO SCI LABS ARE BETTER.
 5. DEFINATELY MORE COMMON SPACE! I REMEMBER NEVER FINDING A PLACE TO HANG OUT EXCEPT FOR HALLWAYS & STAIRS.



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes In general, the Ed Specs program groups feel appropriately sized. Balancing some of the groups that have a similar focus might lend itself to sharing space, allowing for some flexing of the overall areas.

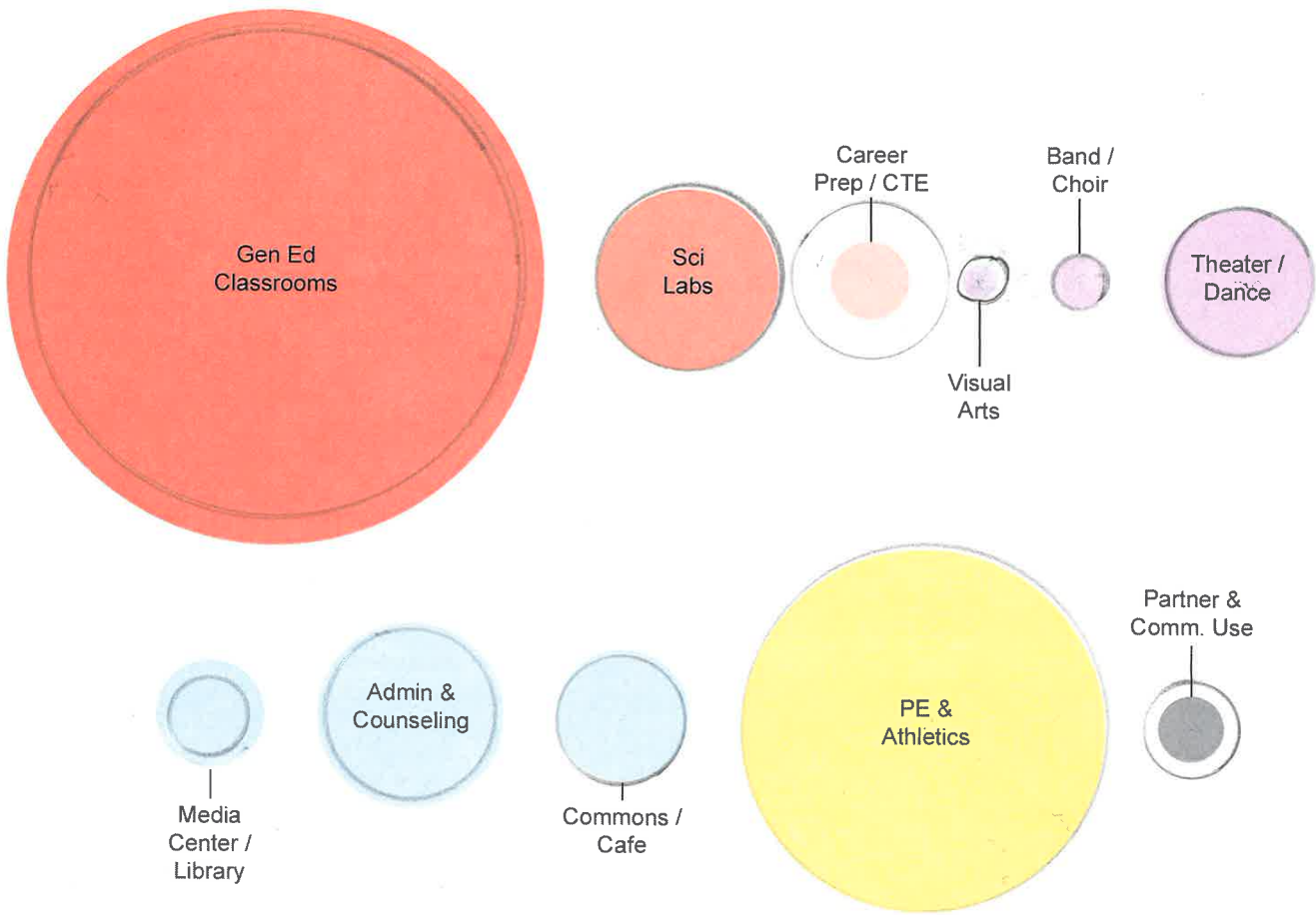
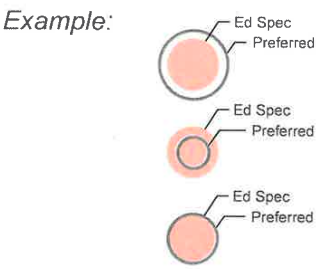


+



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes

ENLARGED CAREER PREP / CTE + REDUCE GEN ED CLASSROOMS - I THINK THERE SHOULD BE MORE FOCUS ON HANDS ON LEARNING W/ MAKING SPACE STEM/STEAM TYPE SPACES.

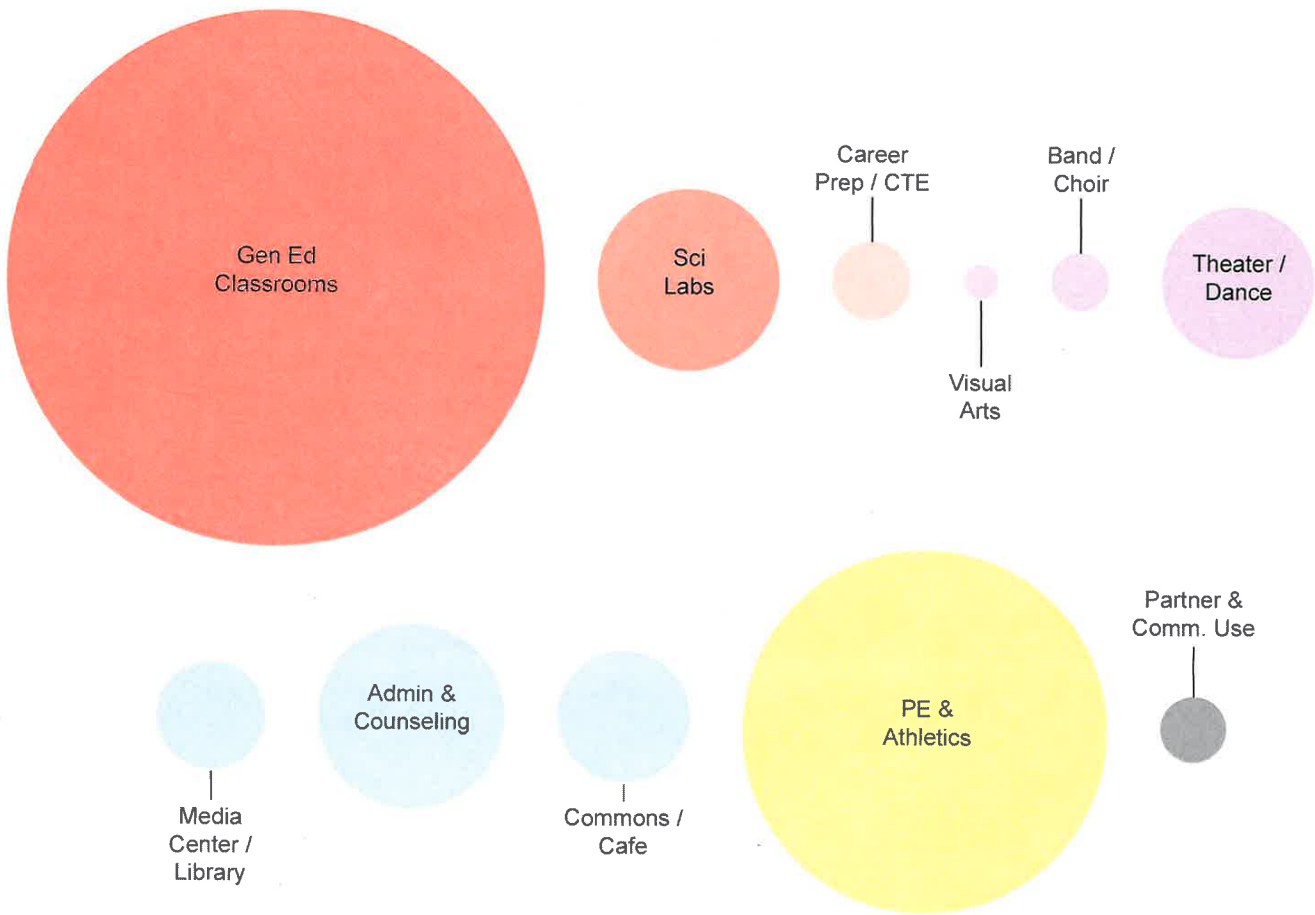
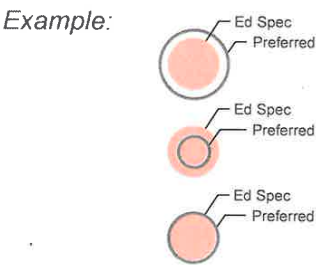
ENLARGED PARTNER + COMM USE BECAUSE OF NEED FOR MORE CONNECTION TO THE COMMUNITY.

VISUAL ARTS LARGER FOR MORE OVERLAP W/ PARTNER + COMM. USE ALONG W/ REDUCING MEDIA CENTER / LIBRARY DUE THE NEED, IN MY OPINION, THE FUTURE FOR SUCH A SPACE WILL BE USED THROUGHOUT THE BUILDING.



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes

5 areas

① admin / Counseling / College Prep

② Athletics / PE / Gym

③ Fine Arts

④ Resources / Services

⑤ Home Education

Everyone gets one big area gym, auditorium, office, or lobby gathering area

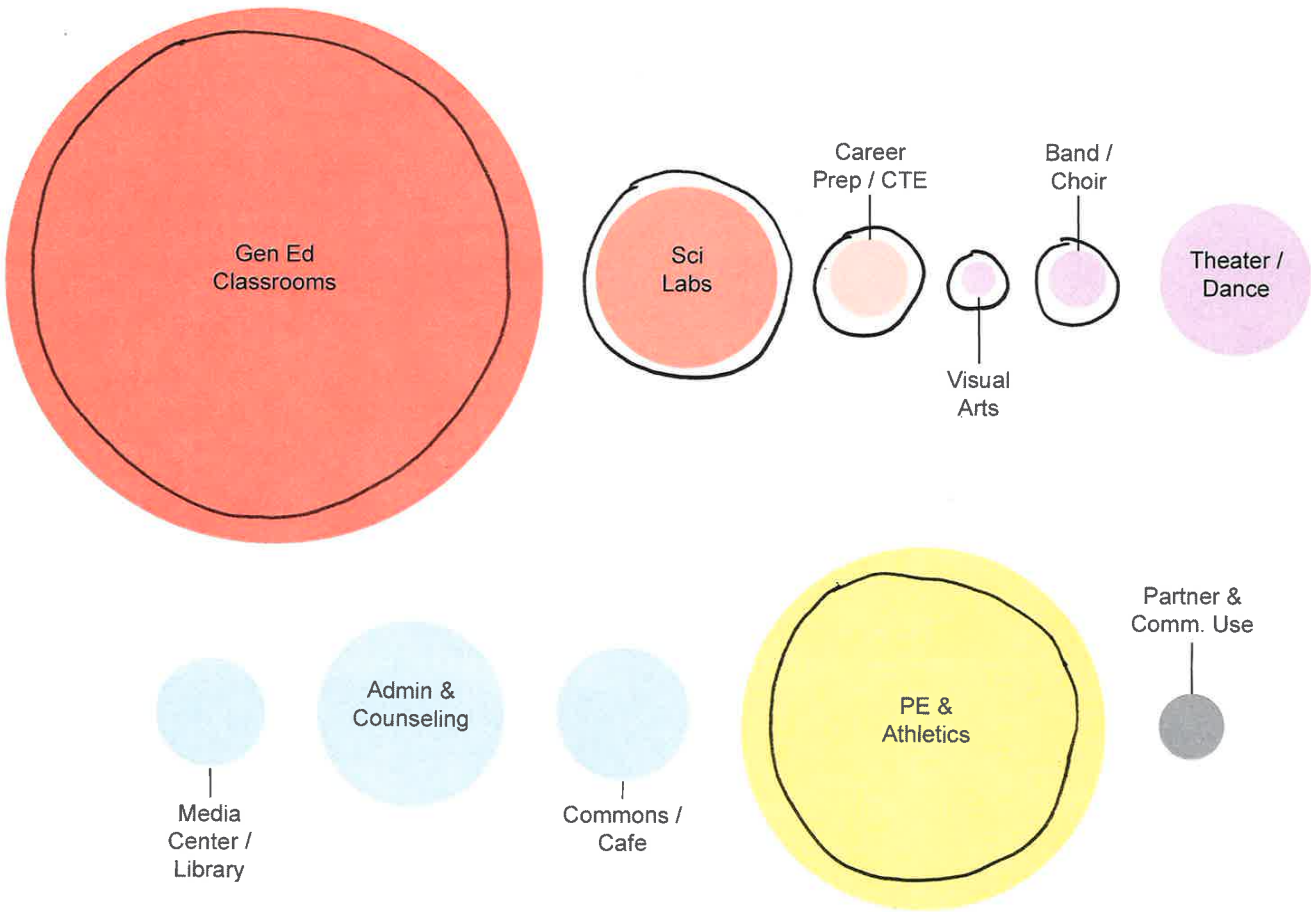
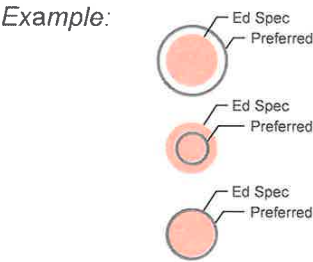


+



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.

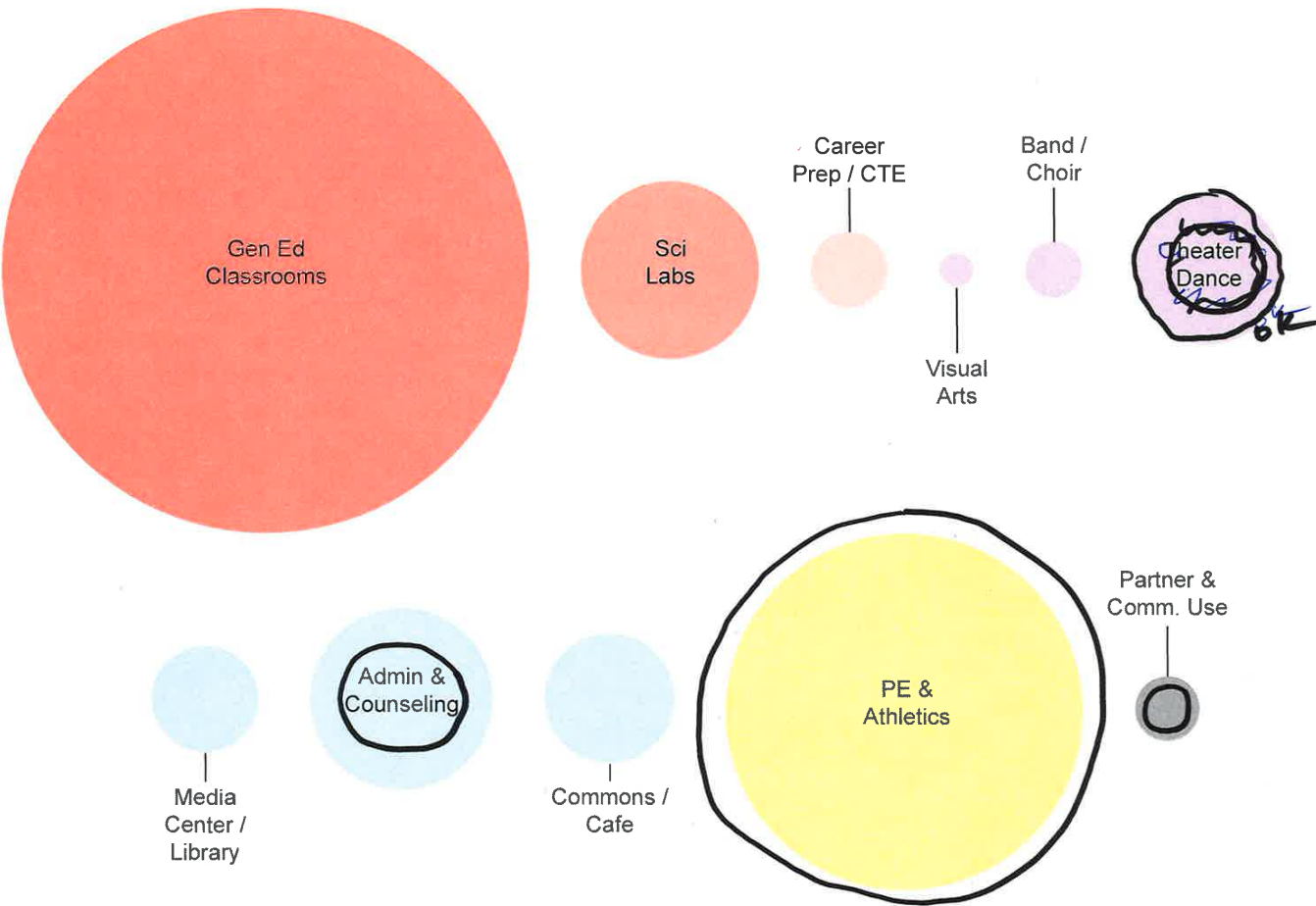
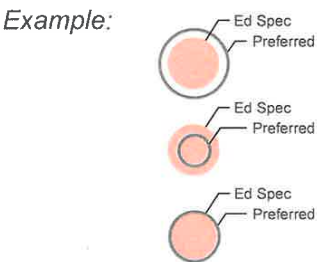


Notes I THINK ADJUSTING TO THE FUTURE, BASIC GEN ED CLASSROOM SPACE SHOULD BE REDUCED,
AS WELL AS PE/ATHLETICS (SPECIFICALLY ATHLETICS). GIVE KIDS MORE OPPORTUNITIES w/ SCI. LABS,
CAREER PREP! & THE ARTS/MUSIC.



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes Theater - Over
Ed Specs for Admin + Counseling are larger than what we currently have due to zero teacher collaboration space. We don't need 9800 sqft of collaboration space. Common area will work. Also no need for gen ed comp. Labs.
Athletics + PE - TEAM ROOMS ARE NEEDED PLUS Aux Gym + Legit Tennis courts (Currently Adequate) (Do not remove)
Not much need for partner + community use.

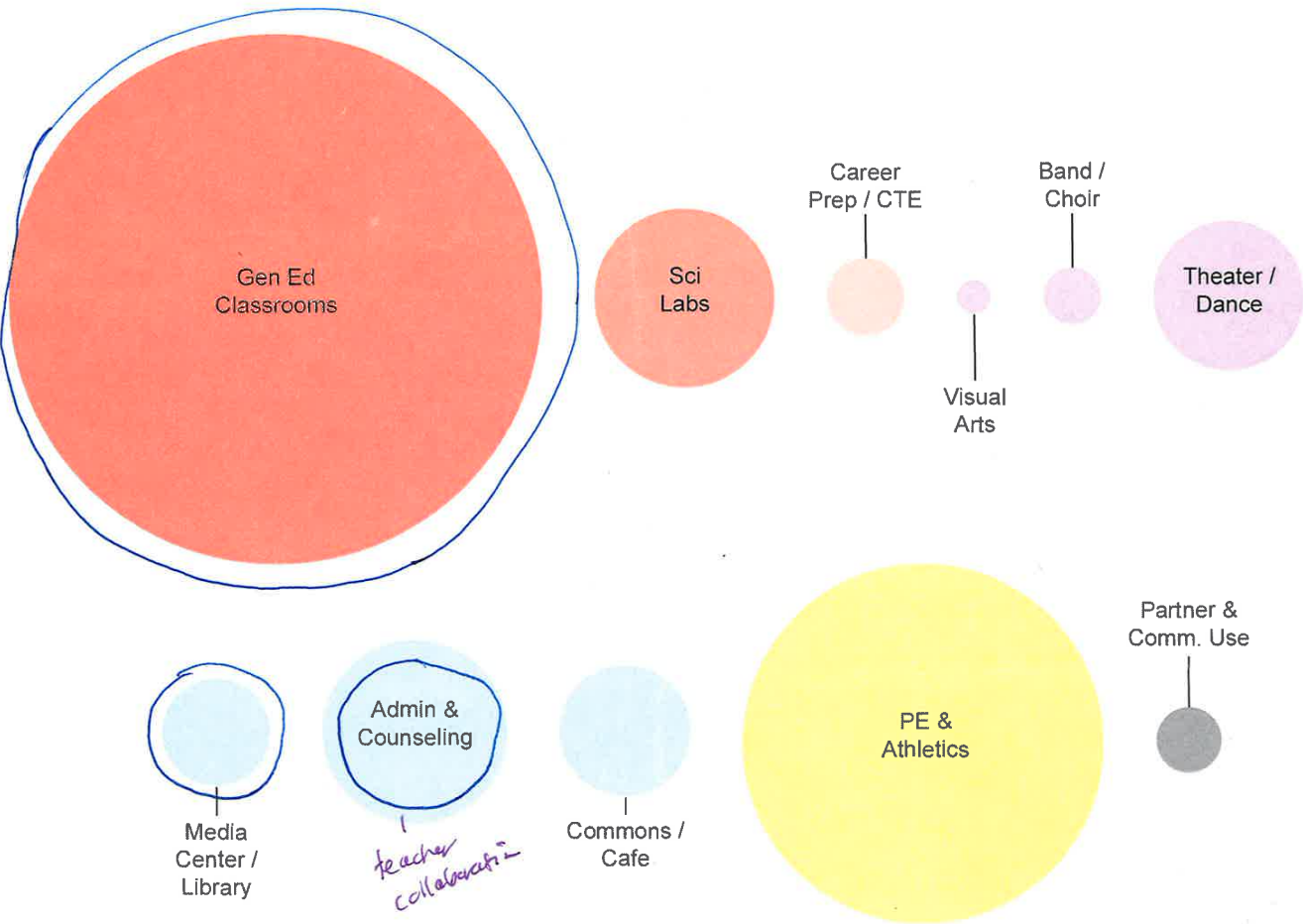
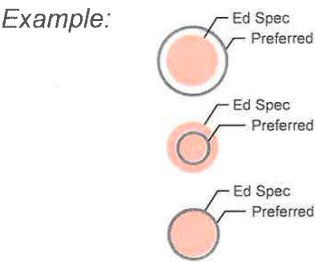


+



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



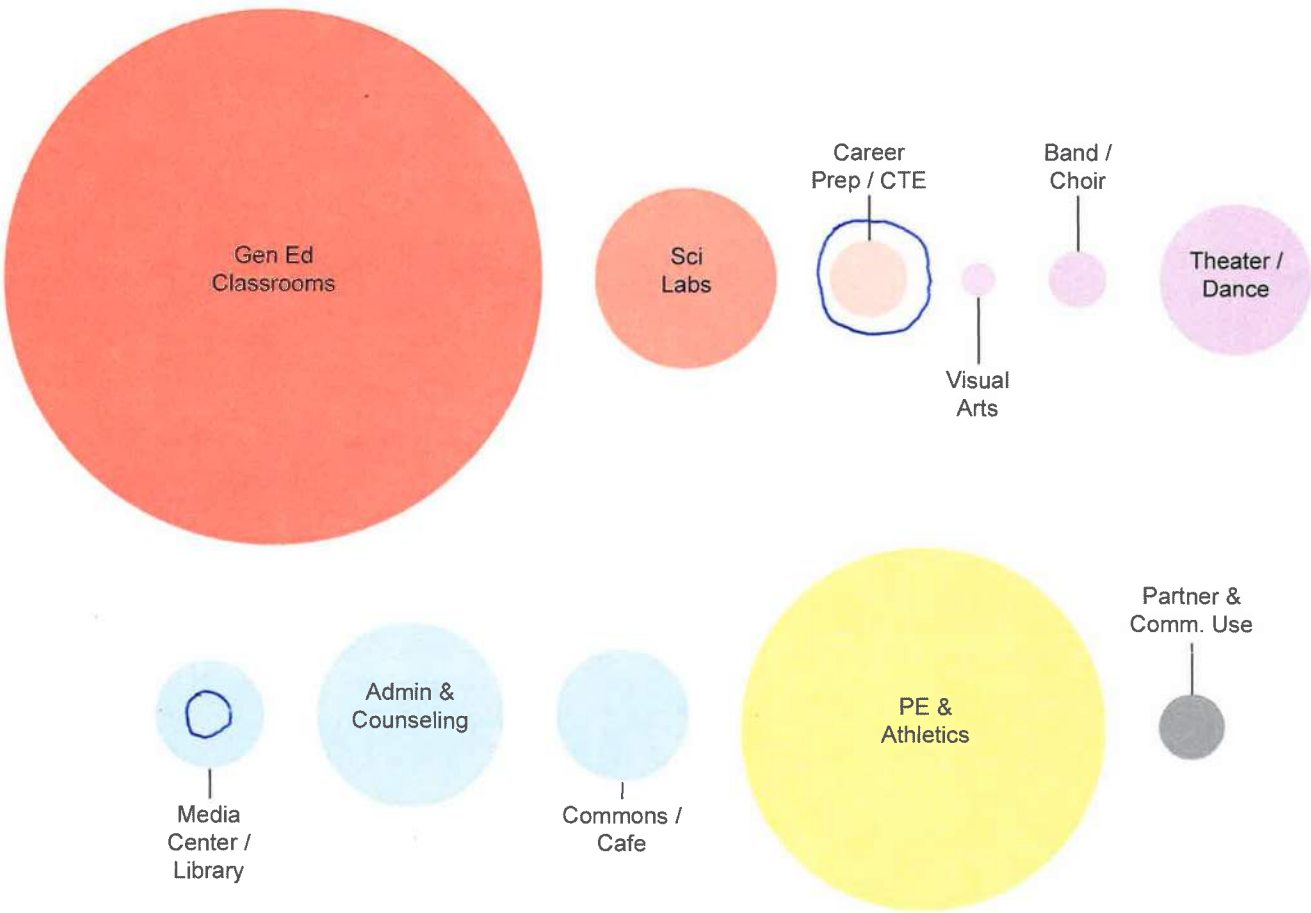
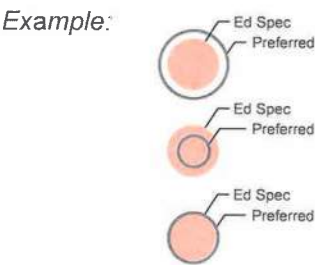
Notes I would put the teacher collaboration area in the library so they have to materials.

I think it is more important for ~~each~~ teachers to have their own classrooms than ^{multiple} collaborative spaces.



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes

Since WHS is nearly the square footage called for in the Ed Specs, and program sizes are close to what's recorded in specs, I don't have any strong ~~feels~~ feelings one way or another about greatly increasing or reducing certain programs. I did reduce size of WHS media center/library and gave some of that to Career Prep/CTE because the latter is becoming less of a focus point in high schools, and I think there's room for growth in the way of computer science, CTE. Otherwise, I trust the recommendations on the Ed Specs at this point.

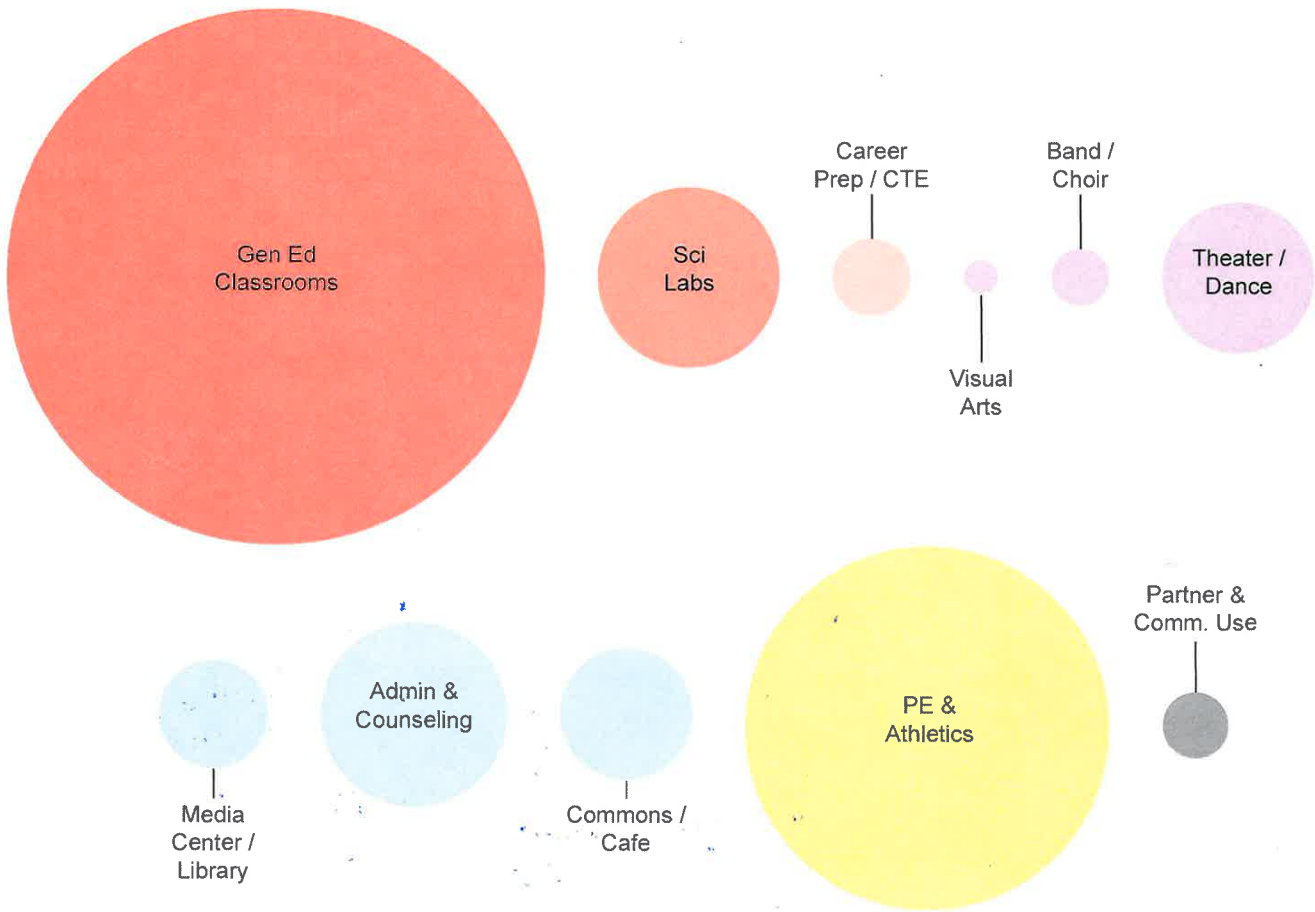
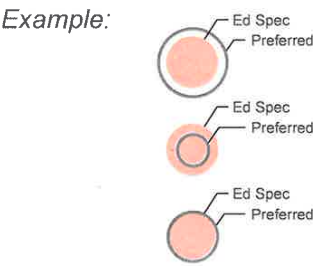


+



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes I think this is fine

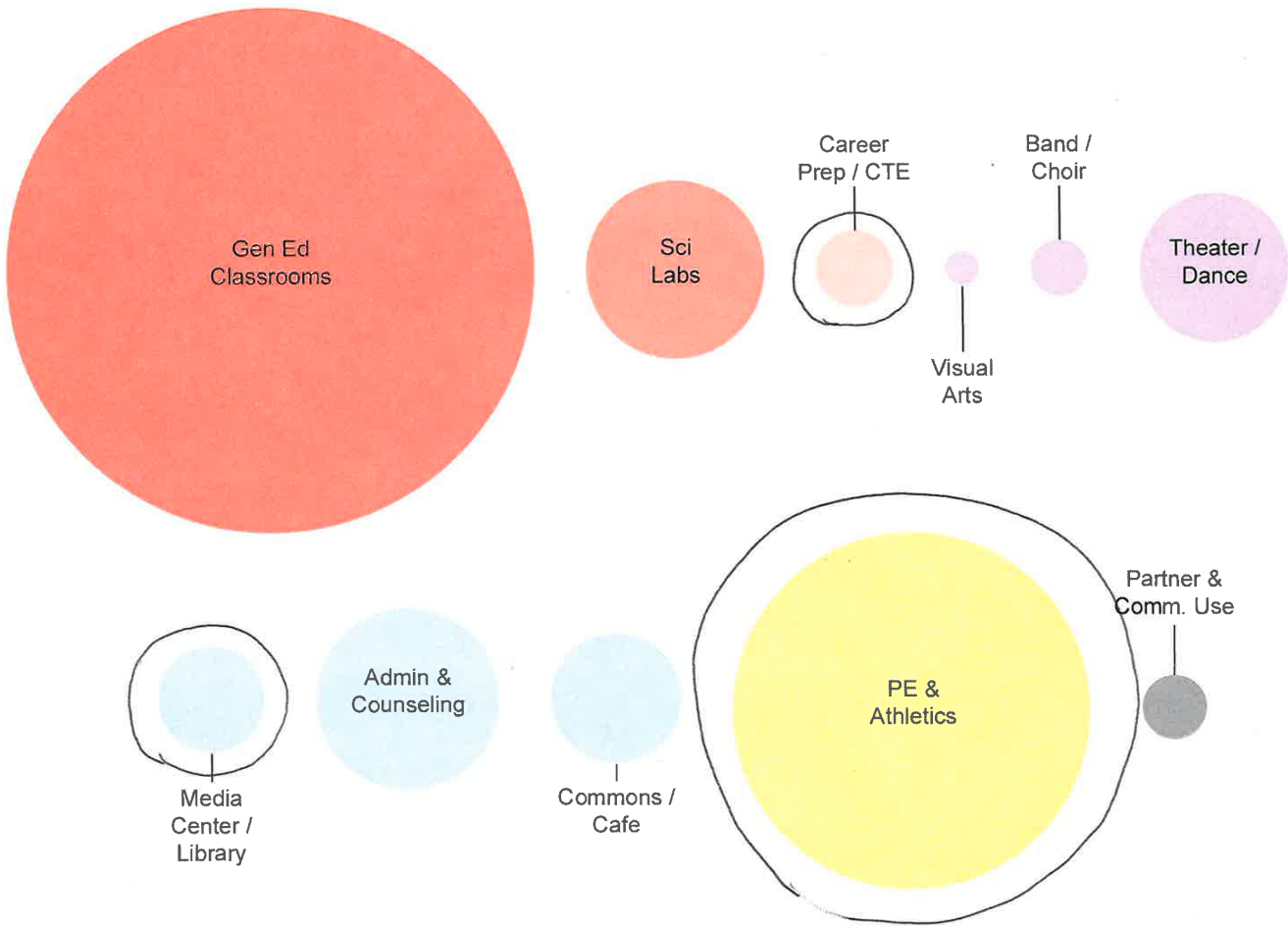
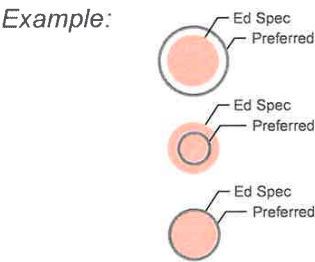


+



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes PE/Athletics → Athletics are the front porch of your building. They should be a symbol pride, enthusiasm, and built to satisfy the demands of a growing community. They should be safe spaces where the needs of student-athletes are met.

CTE - In an ever changing socio-economic world we live in, students should have the opportunity to be exposed to industries that might not require a 4-year commitment to a major university.

Media - This space should be an inclusive, welcoming environment where students have the opportunity to collaborate, mingle, and have the tools to engage in the learning process.

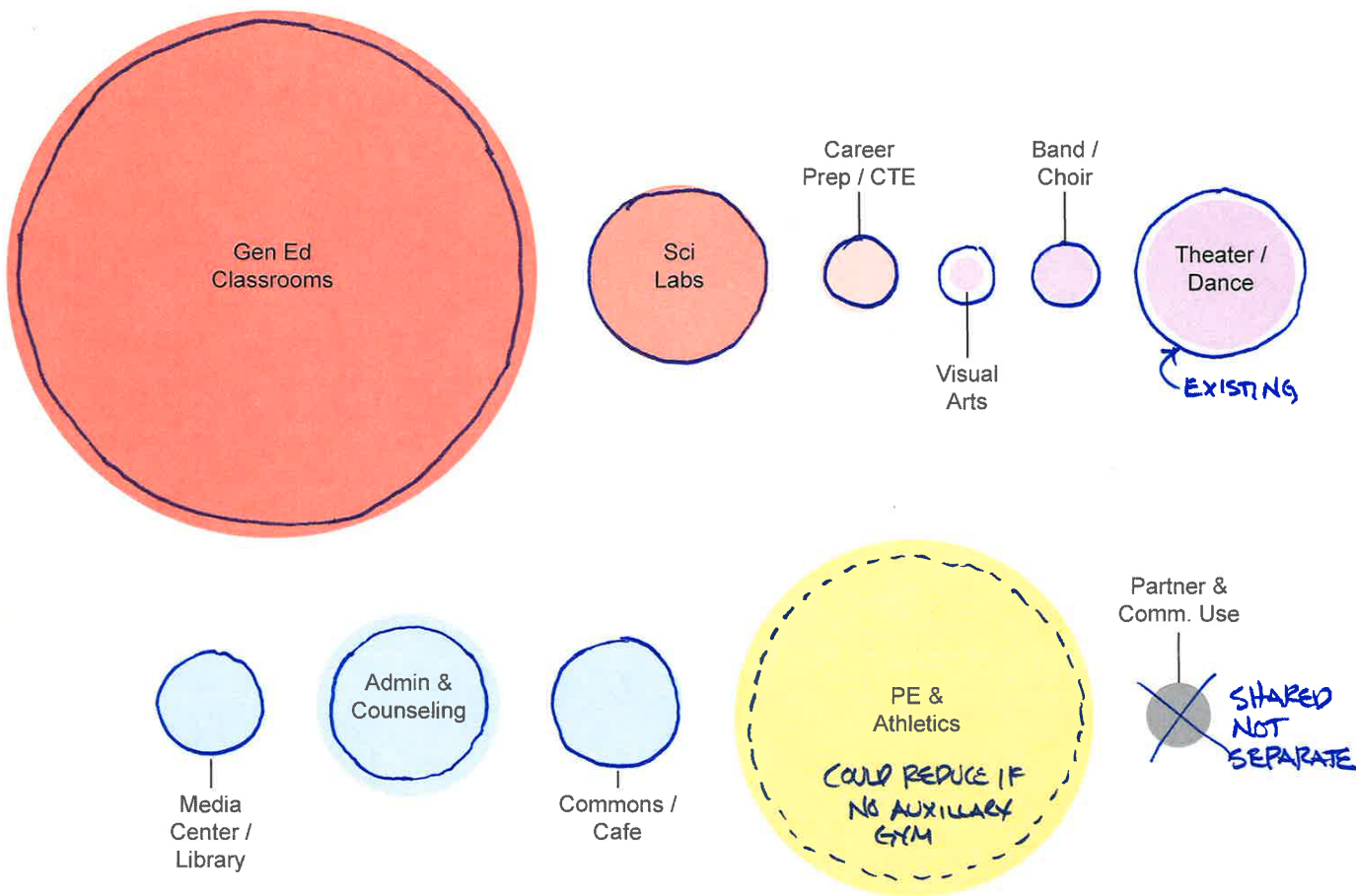
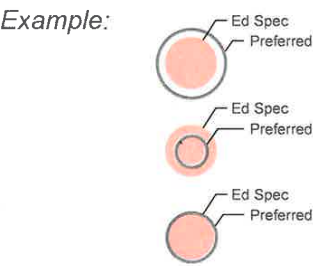


+



What *programs* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.

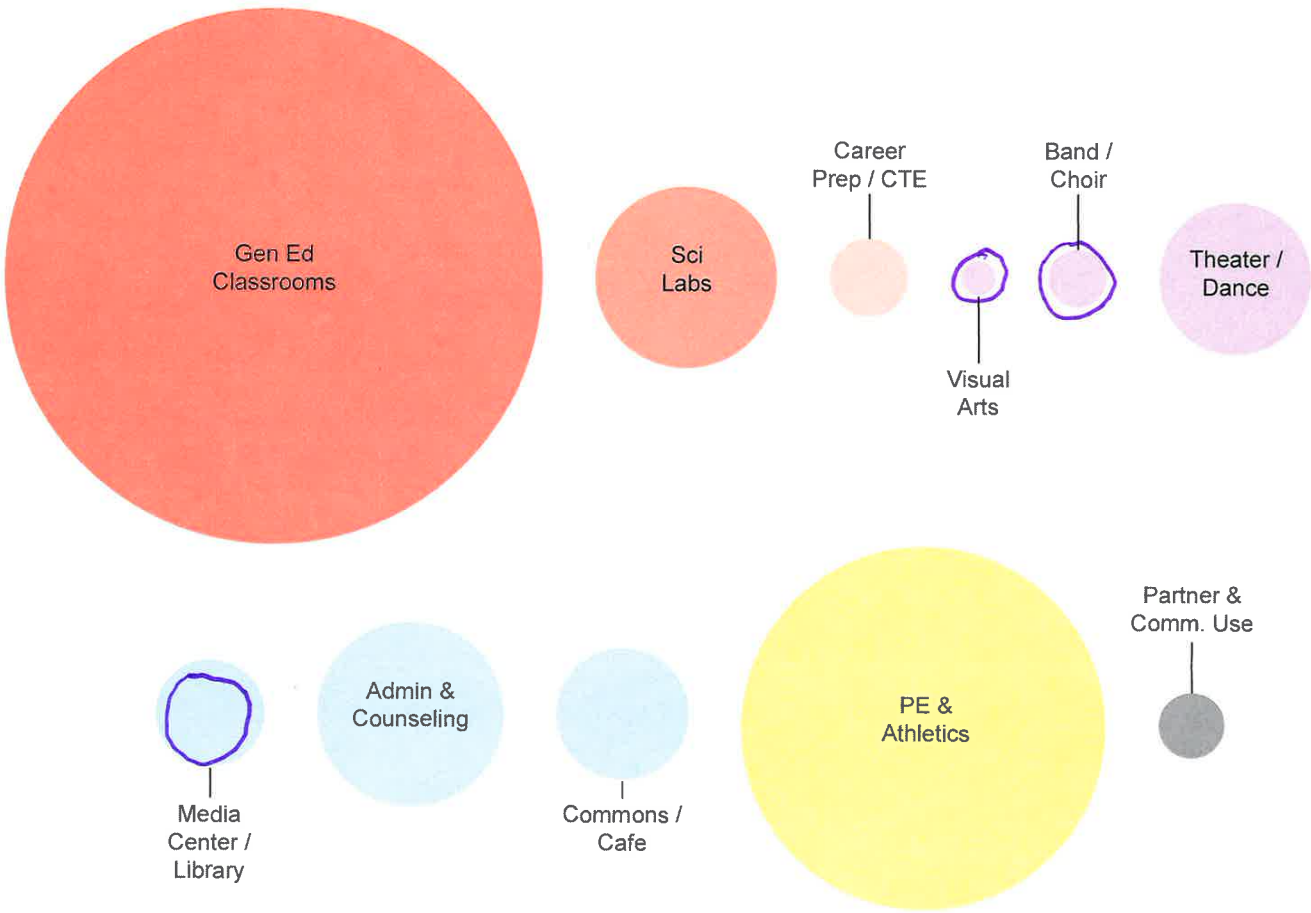
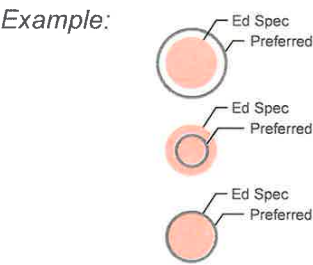


Notes GENERAL ED - REDUCED BASED ON SHARED AND REDUCED CAPACITY (NOT 1,700)
THEATER/DANCE - MAINTAIN EXIST. WHICH IS LARGER THAN ED SPEC.
PE & ATHLETICS - IS AN AUXILIARY GYM NECESSARY?
ADMIN/COUNSELING - SEEMS EXCESSIVE ... IT'S EVEN LARGER THAN COMMONS!



What **programs** are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. At the same scale, please draw circles indicating the size of the programs you would like to see at a fully modernized Wilson High School. Remember if some circles are larger, others must be smaller to maintain the same overall project size. Please explain the reasons why you enlarged, shrunk, or maintained program size below.



Notes: Arts larger - Award-winning teachers & huge potential in student's is not currently being maximized.

Media center - Anticipate future use will require less space w/ increase in digital media



MEETING 3

MINUTES



Minutes

To/Attention	Notes to File	Date	November 5, 2019
From	Rebecca Grant	Project No	122287
Subject	Conceptual Master Planning Meeting #3 Wilson High School, Room 145 November 5, 2019 @ 6:30pm		
Present (shown in bold)	<div><div><div>IBI Group:</div><div>Rebecca Grant</div><div>Levi Patterson</div><div>Matt Rolston</div></div><div><div>PPS:</div><div>Steve Effros</div><div>Sue Brent</div><div>Filip Hristić</div></div><div><div>CMPC:</div><div>Aaron Stevens</div><div>Allison McGillivray</div><div>Ayesha Freeman</div><div>Benjamin Hall</div><div>Cassandre Lanzas</div><div>Catherine Saunders Hartoch</div><div>Christopher Klich</div><div>Colin Fowler</div><div>Daisy Meade</div><div>Dan Nissen</div><div>Danny Bradach</div><div>Dave Elkin</div><div>Deborah Kurtz</div><div>Don Baack</div><div>Eric Schwindt</div><div>Erica Caldwell</div><div>Hannah Lauer</div><div>Ian Mickelson</div><div>Jacob Hockett</div><div>Jamie Miller</div><div>Jane Eichenberger</div><div>Jennifer Samsom</div><div>Jeremy Shetler</div><div>Jessica Davis</div><div>Jeston Black</div><div>Joe Minato</div><div>Jon Clausen</div><div>Julia Jarrett</div><div>Kari Russill</div><div>Kirsten Justice</div><div>Melissa Nelson</div><div>Mikaela Vanderperren</div><div>Mike Nolan</div><div>Natasha Eikanas</div><div>Noel Mingo</div><div>Raymond Anderson</div><div>Robert Allen</div><div>Sonya Bastendorff</div><div>Stavi Pfau</div><div>Toby Ethridge</div></div><div><div>Members of the Public:</div><div>none</div></div></div>		

Objectives:

- This was the third meeting of the Wilson High School Conceptual Master Planning Committee.
- The primary purpose of this meeting was to decide the design path and direction for Wilson HS.
- The site homework exercise from the second meeting informed the development of site organization options within the four major design paths. CMPC members were asked to vote on the four design paths.
- During this meeting CMPC members shared their thoughts on what community is.

Corrections to CMPC #2 Minutes

- Allison McGillivray was not marked present (shown in bold). Allison was present and signed in on the sign in sheet. CMPC #2 minutes have been updated and the version included in the Conceptual Master Plan Report will be correct.

Wilson HS CMPC Meeting #3
Wilson HS, Room 145
November 5, 2019 @ 6:30pm

Item Discussed

1 Wilson HS CMPC #3 Welcome – Steve Effros

- Steve welcomed everyone to CMPC #3 where we will focus on Concept Development.
- Steve thanked everyone for their participation in CMPC #2 and apologized for missing the meeting due to illness. Steve mentioned from the minutes it appeared to be a very productive meeting.

2 Charter + Schedule – Steve Effros (see attached PowerPoint slides)

- Steven reminded everyone the Conceptual Master Plan (CMP) process is one of many steps towards a future project. CMP input will feed into a cost estimate and comprehensive report. We don't know the details and specifics of the next steps after the report.
- The CMP process is accelerated and will be followed by a full Master Planning process.
- Steve noted the Board has gained new members. Board members have been assigned to CMPC's and Andrew Scott has been assigned to Wilson. Andrew is digesting the meeting minutes published to date. Unfortunately, Wilson's CMPC meetings on Tuesday evenings align with Board meetings so Andrew will not be able to attend CMPC #4. If the CMPC wants Andrew to attend the last meeting, we could change the date to Monday November 18th. Steve noted that the Office of School Modernization (OSM) is planning an Open House event and Andrew would attend that. The Open House will be early December and before the Board vote. We would have a month to plan the Open House and can advertise widely. OSM is considering holding the Open House at Grant HS so attendees have an opportunity to see a modernized high school.
 - A Committee member asked what the advantage is to having Andrew attend the last CMPC meeting. Steve responded the advantage is having them see the process.
 - A committee member noted Andrew appears to be very dedicated to the Wilson community and trusts he will read the minutes. They added the notes appear comprehensive.
 - A committee member added Andrew would bring a lot to the table, that he has great energy, and could prove to be an asset.
 - Another committee member commented they are concerned Andrew would not have all the context and information discussed to date by just reading the minutes.
 - A committee member noted Andrew is a voice for our recommendations to the Board. Steve confirmed the board members are intended to be an advocate for each project to the Board.
 - Filip asked if we could have something specific to this neighborhood in addition to the Open House at Grant HS because some people might not drive that far. Filip added that Andrew will need to address many competing needs. Filip wants Andrew to advocate for us, and for him to feel our passion. There is only so much you can glean from the notes. Filip stated he wants Wilson on the 2020 Bond. Filip asked if we could have a separate meeting to showcase our good work? Andrew would be there, and he could be an attraction factor for people to attend and engage. Steve responded that he is meeting with the Bond Communications Manager tomorrow and will review the request with them.
 - A committee member mentioned the commercial neighbors and that the greater neighborhood doesn't know what is going on and that we need to engage them. An Open House gives Andrew a chance to hear from the greater community.
 - A committee member interjected that in Open Houses people don't learn anything and advocated for a forum discussion.
 - A committee member who has worked with Andrew noted he is used to receiving information from many people and advice from many people. They added it is important for Andrew to attend a CMPC meeting to feel the passion and energy.
 - A committee member responded it is too short notice to reschedule the last CMPC meeting. Steve confirmed we will not reschedule the last CMPC. We will

Wilson HS CMPC Meeting #3
Wilson HS, Room 145
November 5, 2019 @ 6:30pm

schedule a Wilson only Open House that Andrew attends.

- A committee member asked if the CMPC chairperson attended the last Steering Committee (SC) meeting. Steve responded Cleveland and Jefferson didn't have their chairpersons selected so Wilson's chairperson couldn't attend.
 - Steve summarized the CMP process deliverable will be a report and each project team will structure their report the same way. Board members will have a comprehensive idea of what we have discussed. At the start of 2020 a more comprehensive planning process will start.
 - Steve reiterated the schedule for modernization has not been determined. At Board meetings the formative stages for the next bond are beginning to be discussed.
 - Steve confirmed the last SC meeting was very productive with Dan and Marina present and we received great input from the SC for all three high schools.
- 3 **Chairperson Selection + Site visits – Sue Brent**
- Sue announced that Mike Nolan is the chairperson representative. As chairperson he will attend the next SC meeting with the other high school chairpersons.
 - Sue heard from another CMPC they want to see examples of how historic buildings are modernized. Sue is organizing small group tours of Grant HS and Roosevelt HS. There will be four tour opportunities and she will send out a calendar sign-up.
- 4 **CMPC #3 Introduction – Levi Patterson**
- Levi reminded the group our charge is a recommendation of what could go on a future bond.
 - Levi recapped on CMPC #2 and how we presented a lot of information. The goal of CMPC #2 was to set the stage for today's meeting and discussions. Our conversations will remain high level and conceptual. We will not be determining how the building will look or how individual spaces are designed.
- 5 **Visioning – Levi Patterson** (see attached PowerPoint slides)
- Levi revisited the vision statement draft from CMPC #2 and outlined how we changed it based on the discussion at CMPC #2.
 - There were no comments on the revised vision statements from the CMPC.
- 6 **Site Homework Feedback – Levi Patterson** (see attached PowerPoint slides)
- IBI created a heat map based on people's comments on the Site Homework, illustrated by depth of color and line weight.
 - For each site and building component IBI presented representative quotes from the Site Homework exercise to illustrate common themes and sentiment, and summarized opportunities and challenges.
 - Levi noted the Site Homework feedback informed the options we will present today. Levi encouraged the CMPC to draw on their thoughts from the homework exercise as we review the different options today.
- 7 **Critical Thinking: Site + Program + Building – Levi Patterson** (see attached PowerPoint slides)
- Levi reminded the CMPC we are keeping things very high level and very conceptual because that is what we have been asked to do by PPS.
 - IBI created common site graphic/design language to illustrate the different options. Levi noted community space was added as an element because we heard community connection and a community joint use facility is important.
 - Levi explained we need to decide the path the Wilson HS project might follow and there are four paths to select from at this point. We will present and discuss the opportunities and challenges for each path.
 - CMPC members had many thoughts and questions about Wilson Pool and there was a robust discussion about the status of the Pool.
 - A committee member asked about the Pool and thought we were not able to touch it.

Wilson HS CMPC Meeting #3

Wilson HS, Room 145

November 5, 2019 @ 6:30pm

- A committee member asked if it’s “a” Pool or “that” Pool. Levi responded this is a good question and we need to talk about it today.
- A committee member noted that if the Pool goes away there is a possibility SW wouldn’t have an outdoor Pool.
- Steve noted the Pool is almost attached to the building. It has benefits and challenges to the building.
- A committee member asked if we decide there is no Pool how that gets communicated to PP&R. The property is PPS and they have an agreement with PP&R. Steve discussed the Pool with the PPS property manager. The committee member wanted to know how the negotiation could affect the project and how that might inform their decision.
- A committee member asked if we could cover the Pool. Levi responded it’s a possibility, however, many people like the Pool being an outdoor Pool.
- Filip asked how we think about remodeling and how Wilson is connected to the Pool. Boilers heat the Pool and the two (HS & Pool) are connected. Filip has had bad experiences with HVAC systems and is concerned. Levi noted it could get complicated when it we look at a new building and keeping the Pool because the Pool and building are so closely connected, for example they share locker rooms in addition to HVAC systems. Building a new Pool would not be on a PPS bond, it would be a PP&R bond. A committee member noted it could be incredibly complicated to work with PP&R on a new Pool.
- A committee member asked if school improvement money could be used to modernize the Pool, probably not because its PP&R property. Could the Pool fulfill the vision statement? Levi asked Filip to address. Filip noted community connection is one parameter, however we need to make decisions about where to put the money. When Filip thinks about the experience of a Wilson HS student in four years, the Pool is significantly less important because it’s used by the community in summer, not by students during the school year, and the money would be better spent on improvements that directly impact the student. The Pool has needs that are separate from the building.
- A committee member noted there is a possibility PP&R could create Pool facilitates separate from Wilson HS.
- Levi added there is no clear right or wrong answer, there are trade-offs with each option, and CMPC members need to decide based on what they value.
- A committee member asked about HVAC and getting a professional on board to provide input. Levi responded that is getting too much into the details and we cannot worry about details like that here.
- A committee member noted she looks at Wilson students as pre-K through grade 12. Future Wilson students come to the Pool in summer and that is their connection to Wilson HS.
- A committee member noted they have a philosophical value that schools should be open to the community and part of the community.
- A committee member noted they can’t help but think about the Pool and how it is only used by students when school isn’t in session. Is there a way to increase its use by students?
- A committee member asked about Grant HS and the PP&R Pool. The pool remained, and it is very close to the school. However, they are not physically connected. Grant Pool is on PP&R property and not PPS property.
- A committee member noted the Pool was originally part of Wilson HS and was planned to be enclosed. If you reference the original drawings, you see it is enclosed.
- A committee member asked about the current condition of the pool and if PP&R has any planned improvements to the Pool. Levi responded he doesn’t know. A committee member noted the Pool was improved a few years ago.

Wilson HS CMPC Meeting #3

Wilson HS, Room 145

November 5, 2019 @ 6:30pm

Page 5 of 7

- Filip asked hypothetically if we decide to keep the Pool, do we get a chance to change our mind in the future? Filip noted he fluctuates between keeping the Pool and demolishing the Pool. Filip mentioned Benson and how there were many significant design changes early on. Steve explained we are at the first step of the Boards decision making process. RLB will cost estimate the options and there will be an opportunity to evaluate some more options. For example, if the Board decides the Pool is an issue as well they could have the cost estimator evaluate keeping it or removing it. The cost estimate will run through different options at the Boards direction. Steve noted the Pool is at the crux of this discussion and our decision.
 - A committee member noted we need to be clear in the Bond if the Pool is staying or going. The Pool brings many patrons to the area in summer and is important to them.
 - A committee member noted they have a jaded energy towards PP&R and their ability to commit, renovate and look after facilities. They asked if PP&R could commit to a 20-year agreement to continue to run the Pool at Wilson.
 - A committee member noted that PP&R will require PPS to replace the Pool.
 - Remodel / Addition with Pool
 - A committee member asked if environmental stewardship is an opportunity or a challenge? We need to consider resource conservation. Levi responded we would need to upgrade the existing building substantially to meet modern high school standards.
 - Remodel / Addition with No Pool
 - A committee member asked what the disruption would be during construction, is it one school year or two? Levi noted it depends on how invasive the remodel and addition are. Roosevelt was a “swing” site and construction occurred while students were onsite. Franklin and Grant construction periods were two years.
 - A committee member asked about construction costs, and how so many factors are involved, existing structure, soils, remodel could be less expensive or more expensive than new construction. A committee member noted the soils at Lincoln are poor and work is being done to reinforce the ground.
 - Filip asked about historical importance, how that isn’t as important to the student experience, and how do you quantify those other benefits?
 - A committee member asked about seismic resiliency and its costs.
 - A committee member asked if we can we have a preferred option with caveats, and noted people are concerned about making a finite decision and it being absolute.
 - A committee member asked about how changing the entries makes the building more secure. Levi responded the diagram shows entries from the mid-point of the site, and the diagram is communicating entry off public streets and potentially combining administration.
 - New building with Pool
 - New building no Pool
 - CMPC members were asked to vote on the four paths. 1 represents their first choice, 4 represents their fourth choice.
- 8 **Community – Levi Patterson** (see attached PowerPoint slides)
- We want to hear from the CMPC what they consider community to be.
 - Levi googled the definition of community and noted the definition is vague.
 - A committee member agreed geography matters and it is the immediate area around the school. They mentioned shared resources and shared space, including the Farmers Market.
 - A committee member noted they think about PPS and the greater District as the community. Wilson HS draws students from outside of the Wilson cluster.
 - A committee member thinks of it as an opportunity to think globally, act locally. We need to be examples to students about how to act in the world as global citizens. Community is a feeling of joint ownership.

Wilson HS CMPC Meeting #3
Wilson HS, Room 145
November 5, 2019 @ 6:30pm

- A committee member noted she walks her dog through Wilson every morning and every night and sees the same neighbors. The campus could feel more collegiate. It could be more pedestrian and could encourage more community members to use it.
- Levi mentioned how in a one high school town how the high school defines the town, people agreed this applies to Wilson.
- A committee member noted people resent PPS’s direction to charge for use of school spaces and the community feels pushed out. We need to consider Wilson as a PPS asset, and they want to build a community asset as well.
- A committee member noted when more people are present at a school campus it feels safer. Levi noted there are site design opportunities to create a safer campus.
- A committee member noted she thinks of community connection as an educator, and she thinks of students participating in the community, for example going to Hillsdale library, or looking at ecology in the surrounding landscape. The words “open to the community” feel different to her than what is being discussed. Levi added the perspective on community changes depending on makeup of the community and the point of view.
- A committee member noted the definition of community is the student community during the four years they are here. We need to leverage facility opportunities for the community where possible, but that is a bonus.
- Erica added she’s worked at Wilson HS for 13 years. The school has always had 14-18-year old’s and that won’t change. However, what you need from the community changes as you age.
- A committee member noted the Bond must have value for community members who don’t have kids otherwise the Bond won’t be passed. The building needs to be aesthetically pleasing, the community needs to be able to use the theater, and people need to be able to walk their dogs through the site. Jackson kids will be here, and they are located far from the school. One community member noted their kids are at a charter school on the east side, but they will go to Wilson. Wilson is a place where other people come to gather. Levi noted the Wilson community has paid for bonds that haven’t affected Wilson yet.

9 **Critical Thinking: Selected Design Path – Levi Patterson** (see attached Design Path Prioritization and Feedback sheets)

- IBI tallied the voting results and presented them to the group. Note the lowest score wins because 1 represents first choice and 4 represents fourth choice.
 1. New with Pool - 45 total
 2. New without Pool - 60 total
 3. Remodel with Pool - 65 total
 4. Remodel without Pool - 80 total
- A committee member asked if we should be reconsidering the third and fourth ranked options of remodel and asked about the embodied energy.
- Rebecca commented the voting shows people want a new school.
- A committee member noted Wilson’s historic design is as significant as Grant. Building new doesn’t mean it will look good.
- A committee member added they appreciate the design of the school after the historic presentation. They are also very surprised about the attachment of the CMPC to the Pool.
- A committee member asked if people were thinking about cost and moving kids around and if that subconsciously affected people’s decisions.
- A committee member noted Wilson Pool is a big money maker, and for it to disappear would be a big fight with PP&R. The connection of the Pool to the community is very strong. Removing the Pool could cause voters to vote no.
- Erica noted two months ago when she walked around the school with IBI she realized how beautiful the school is and was surprised when she voted for a new school.
- A committee member noted there is no mention of historic connection or significance in the vision statement. The vision statement talks about safety and security.

Wilson HS CMPC Meeting #3
Wilson HS, Room 145
November 5, 2019 @ 6:30pm

Page 7 of 7

- A committee member added it felt strange to vote for new.
- A committee member noted they have been in the Wilson community from preschool to high school and the Pool is more special as a memory than the school building. She added that experiences hold the memory, not the school building. We have such great programs at Wilson to connect to the community. A new school building could really enhance the student experience and the idea of removing the Pool eliminates that memory connection.
- A committee member added that remodeling a high school or building a new high school will not change the fact that a student will still hate high school.
- A committee member recalled that when discussing the process with community members, the community likened the building to East Berlin, and that they find it brutal.
- A committee member added the Pool is the piece of nostalgia and is the connection to the community.
- A committee member noted that they are thinking of this from the perspective of an educator and are asking how it serves the students. Students need to come first. The connections to the Pool are for people around here. She is questioning how important the pool is to a vision for students.
- Levi noted the consensus is to dive deeper into the top two paths, a new building with a pool, and new building without a pool.
- Filip asked if there could be more flexibility about how we look at the Pool. Our charge is to build the best possible school for our students. The Pool being on the campus is awesome, however the limitations for the design is the complicating factor. If the Pool is no longer a limiting factor, then the complications are removed.
- Steve suggested we label the Pool as the “footprint of a Pool” and separate the PPS and PP&R conversation. By highlighting the footprint, we can treat it as a separate component.

10 **Next Steps**

- CMPC #4 Concept Refinement

Attachments: CMPC #3 Sign-in Sheet
 CMPC #3 Agenda
 CMPC #3 Presentation
 CMPC #3 Design Path Prioritization
 CMPC #3 Design Path Feedback

Next meeting: Tuesday November 19th, 2019 at Wilson HS at 6:30pm

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by
IBI Group

MEETING 3
PRESENTATION



CMPC CHARTER

Role

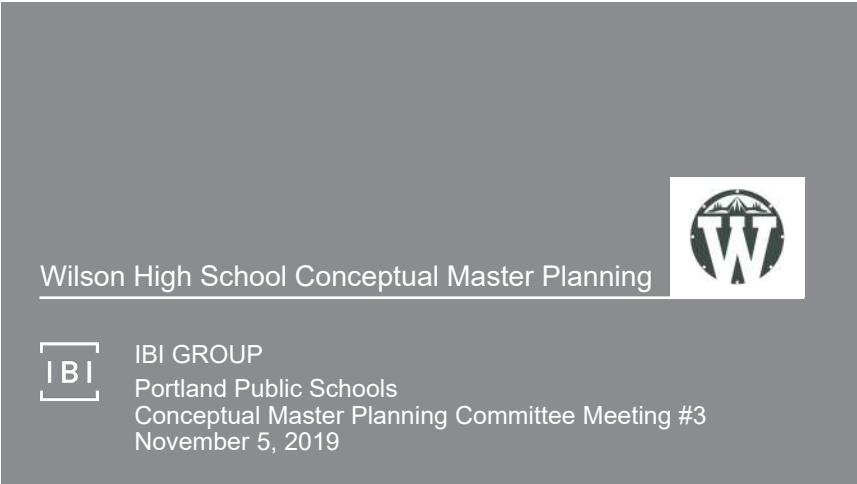
- advise the Project Team in developing a comprehensive, equitable, integrated and visionary conceptual master plan with authentic school community engagement.

Scope

- determine each school’s overall program needs, site layout, and estimated costs for historic modernization vs new construction.

Purpose

- more accurately determine the cost estimates for the modernization or the rebuilding of that school to help PPS in the planning of future capital improvement bonds.



CMPC CHARTER

Deliverable: Conceptual Master Planning Report

- Executive Summary
- Analysis of Existing Conditions
- Area Space Program
- Site Organization Plan
- Building Organization Plan
- Building Massing Studies (preliminary & recommended)
- Budget Summary (provided by PPS)
- Master Project Schedule
- CMPC meeting minutes
- SC minutes (provided by PPS)



CMPC CHARTER

Remember

- schedule for the full modernization or rebuild of these schools has not been determined.
- contingent on the passage of a future school building improvement bond.

Future

- PPS will move forward with full Master Plans to provide timely and relevant guidance for the design and construction that will immediately follow.
- new Master Planning Committee’s will be formed for each school and they will work through full master planning and the design process.



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

CMPC + Steering Committee Meetings

- CMPC #1: October 10, 2019

• Vision & Goals
- CMPC #2: October 22, 2019

• Program & Analysis
- CMPC #3: November 5, 2019

• Concept Development
- CMPC #4: November 19, 2019

• Concept Refinement
- SC #1: October 4, 2019
- SC #2: October 17, 2019
- SC #3: October 31, 2019
- SC #4: November 14, 2019
- SC #5: December 5, 2019



Draft Vision Statements

- The new Wilson will...

• be a place of pride for the students, staff, and community, where everyone feels connected to and positively influenced by the vibrant life of the school.

• be a place that encourages the highest levels of achievement, fosters a love of learning, inspires creativity, and promotes environmental stewardship.

• meet current student needs through equitable consideration of diverse selection of student pathways with a focus on elevating educational outcomes and increasing student wellness.

• meet future student needs by planning for growth, responding to future program needs, and adapting to a world not yet realized.



CMPC Schedule

TASK	September 2019					October 2019				November 2019				December 2019					January 2020			
	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27
Site & Building Research																						
Vision & Goals																						
Program & Analysis																						
Concept Development																						
Concept Refinement																						
Steering Committee Meetings						#1		#2		#3					#5							
CMPC Meetings							#1		#2		#3		#4									
Coordinate with PPS Cost Estimator																						
PPS Conceptual Master Plan Review & Comment																						
Refine Conceptual Master Plan Design																						
Present and Submit to PPS Leadership																						



Vision Statements - REVISED

- The new Wilson will...

...be a place of pride for the students, staff, and community where everyone feels positively connected to and influenced by the vibrant life of the school and the community it serves.

...be a place that encourages the highest levels of achievement, fosters a love of learning, inspires creativity, and promotes environment stewardship.

...be a place where all are welcome in a school that provides for the social, emotional, and physical wellness of the people it serves in safe and secure environment.

...meet student needs through equitable consideration of a diverse selection of student pathways with a focus on elevating educational outcomes and increasing student wellness.

...meet future student needs by planning for growth, responding to future program needs, and adapting to a world not yet realized.



WILSON HS CMPC #3

- [Charter + Schedule]
- [Visioning]
- [Site Homework Feedback]
- [Critical Thinking: Site + Program + Building]
- [Community]
- [Critical Thinking: Selected Design Path]
- [Next Steps]

WILSON HS CMPC #3

- [Charter + Schedule]
- [Visioning]
- [Site Homework Feedback]
- [Critical Thinking: Site + Program + Building]
- [Community]
- [Critical Thinking: Selected Design Path]
- [Next Steps]

WILSON HS VISION STATEMENT

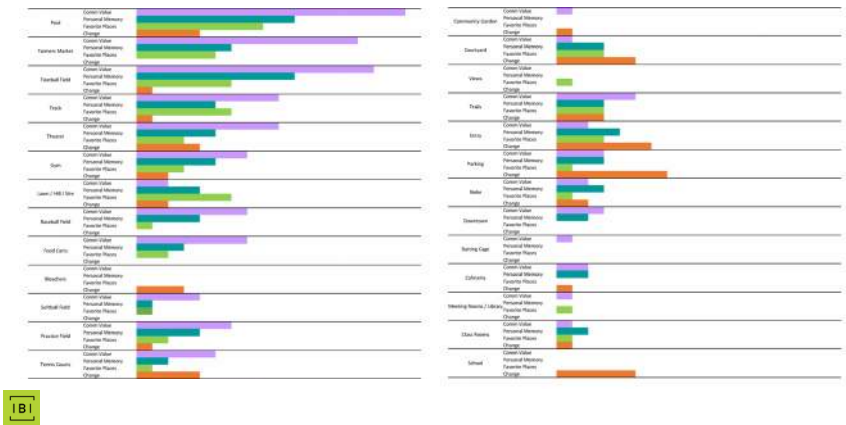
SITE HOMEWORK REPORT BACK



+



Wilson HS Site Homework



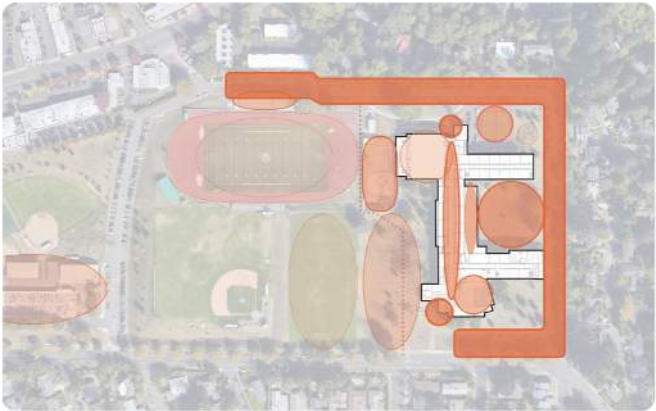
Wilson HS Site – Favorite Places



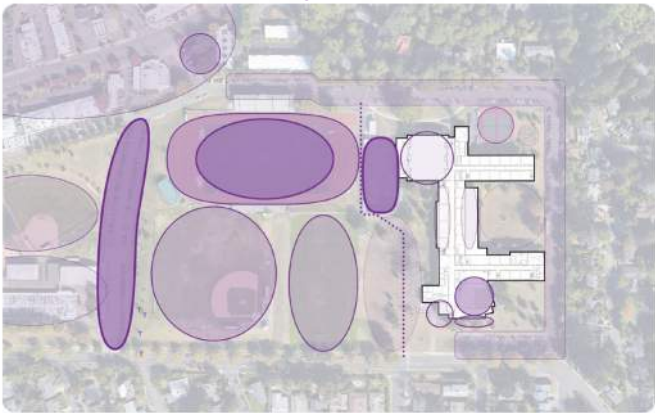
Wilson HS Site



Wilson HS Site – Change



Wilson HS Site – Community Value



Wilson HS Site – Pool



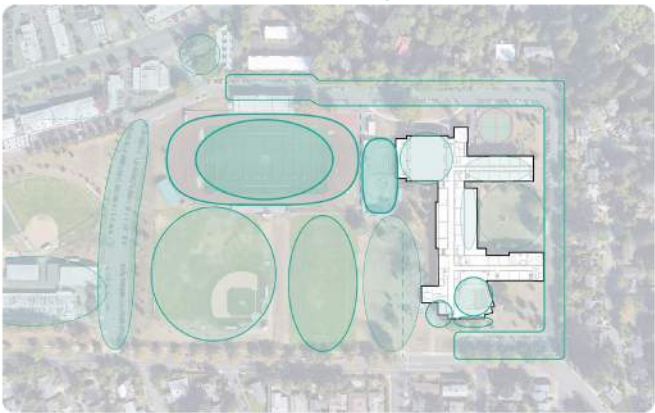
Community Value
"Wilson Pool is a community treasure"
"Cool down and connect with friends"
"A Hillsdale/Wilson staple"

Personal Memory
"Lazy summer days with the family..."
"Memories of the halcyon days of my kids' childhoods"

Favorite Place
"I've never had a bad visit to the pool"
"Would never want to see the pool taken out"
"Our favorite place to frequent during summer months"

Change
"Needs to be seriously upgraded"
"Vandalism to locker rooms"

Wilson HS Site – Personal Memory



Wilson HS Site – Farmers Market



Community Value
"Supports local business"
"It has grown to be an integral part of the community"

Personal Memory
"Meeting vendors, seeing friends, playing at Rieke after"

Favorite Place
"We go every week!"

Change
"Connection to Wilson HS is lacking"
"Would be nice to have more attractive street"

Wilson HS Site – *Football / Track*



Community Value

"A safe place for many runners and walkers"

"An opportunity to gather as a group/community"

"More than just WHS sports"

Personal Memory

"Proud parent memories"

Favorite Place

"My daughter's soccer league used the field"

"Even if we have bad game, they are still fun to go to"

Change

"Stadium stands are unsightly, especially from the back"

Current Model

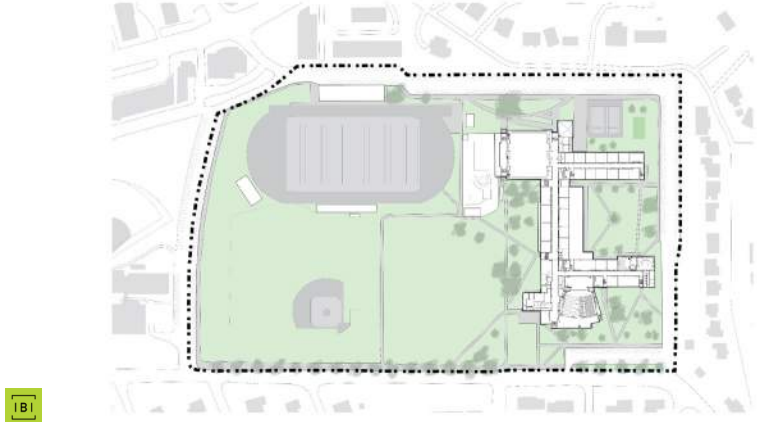
Personal Memory

Favorite Place


Change

IBI

Design Paths



Wilson HS Site – *Theater*



Community Value

"Celebrate student performers"

"Plays that are always a pleasure to watch"

Personal Memory

"My second home!"

"Art shows in the foyer"

Favorite Place

"Great size!"

Change

"Space felt old and stuffy, like items stored in an attic"

"A space for the orchestra pit would be nice"

"Foyer too small"

Current Model

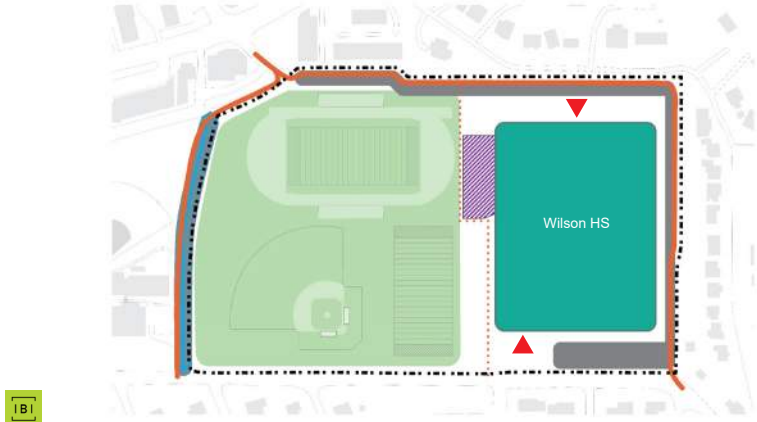
Personal Memory

Favorite Place

Change

IBI

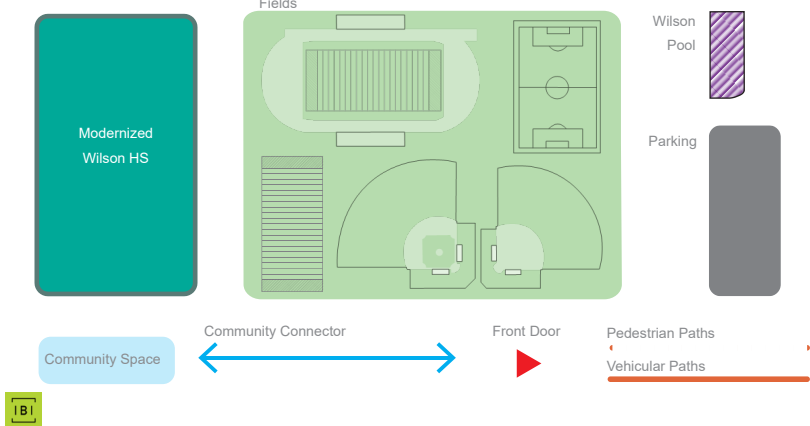
Design Paths



WILSON HS CMPC #3

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- [Charter + Schedule]
- [Visioning]
- [Site Homework Feedback]
- [Critical Thinking: Site + Program + Building]
- [Community]
- [Critical Thinking: Selected Design Path]
- [Next Steps]

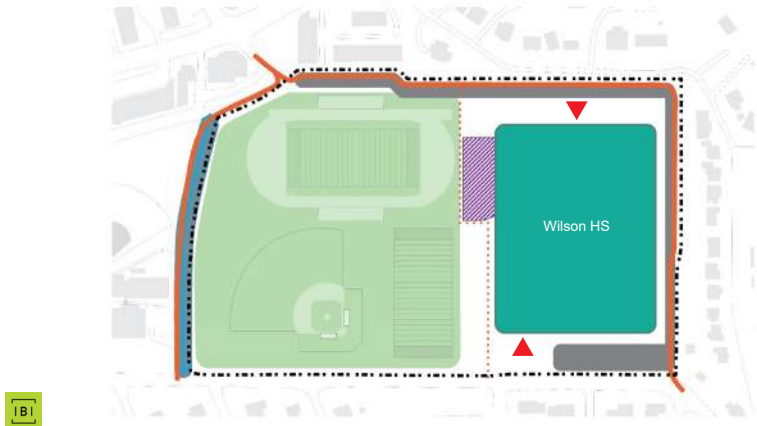
Site Pieces



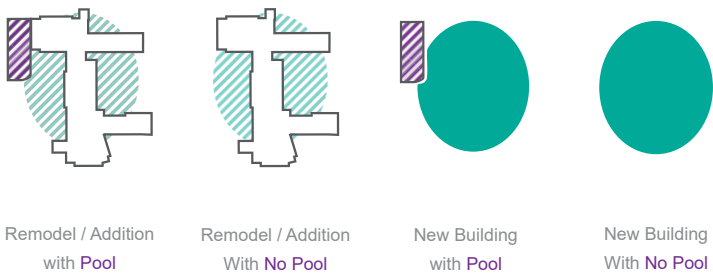
CRITICAL THINKING: SITE + PROGRAM + BUILDING



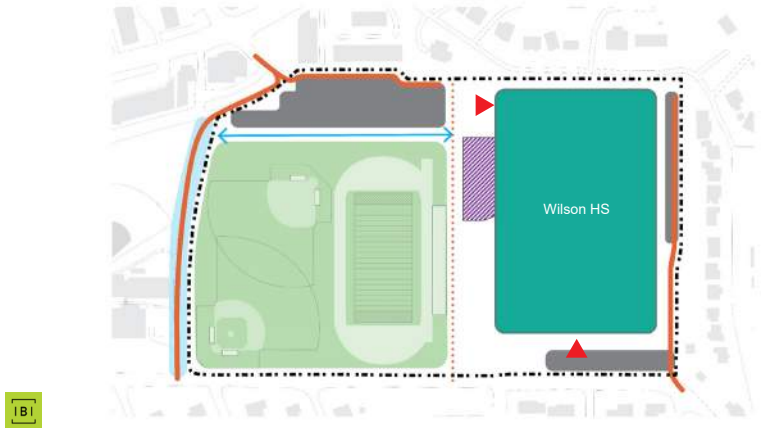
Design Paths



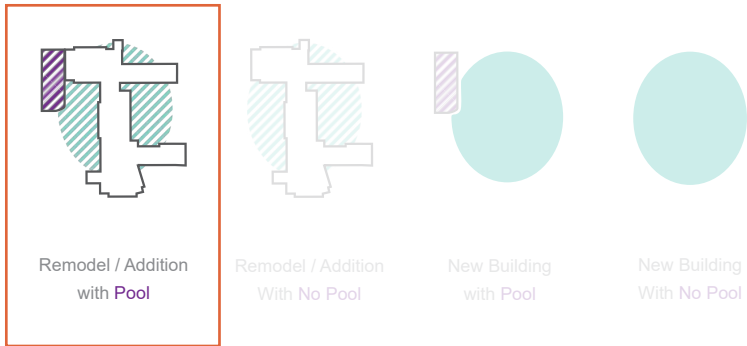
Design Paths



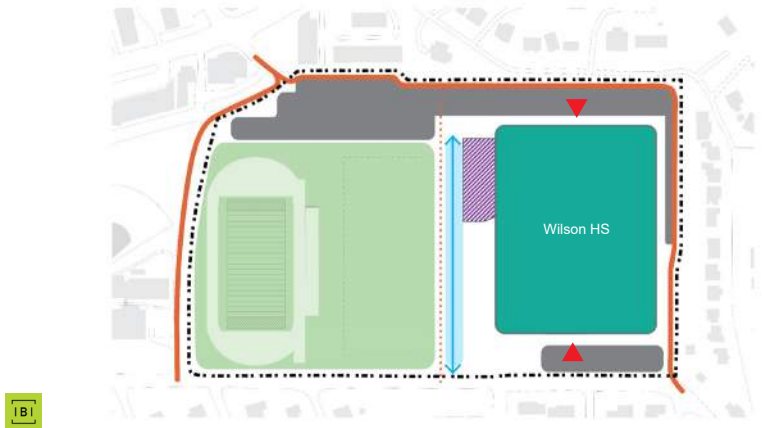
Design Paths



Design Paths



Design Paths



Design Path: Remodel / Addition - with Pool

Opportunities

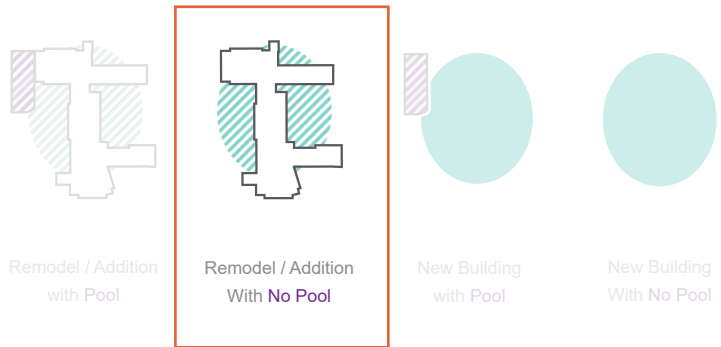
- Least amount of change (familiar)
- Keeps some of the existing building
- Keeps pool
- Potential to keep larger theater
- Potential to keep large athletics support spaces (team rooms)
- Familiar student experience

Challenges

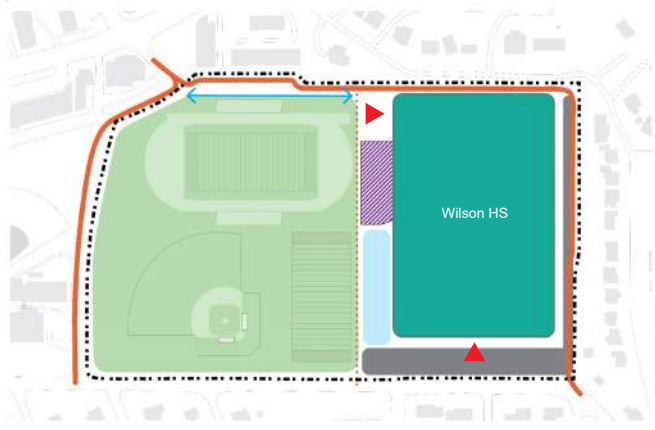
- Pool limits site flexibility
- Pool limits site area and potential for community connections
- Existing building constraint potentially limits safety & security upgrades
- Requires program "trade-offs"
- Potential for temporary school disruption during construction
- Potentially limits future flexibility
- Pool limits where you can add to existing building
- Pool is not under control of PPS and the future is uncertain
- Reduced potential in modernization options



Design Paths



Design Paths



Design Path: Remodel / Addition - No Pool

Opportunities

- Increased site flexibility
- Increased site area and potential for community connections
- Potential for better building addition locations
- Potential to keep larger theater
- Potential to keep large athletics support spaces (team rooms)
- Familiar student experience

Challenges

- Loss of pool removes an existing community connection
- Existing building constraint potentially limits safety & security upgrades
- Requires program "trade-offs"
- Potential for temporary school disruption during construction
- Potentially limits future flexibility
- Reduced potential in modernization options



1

2

3

4

5

6

7

8

9

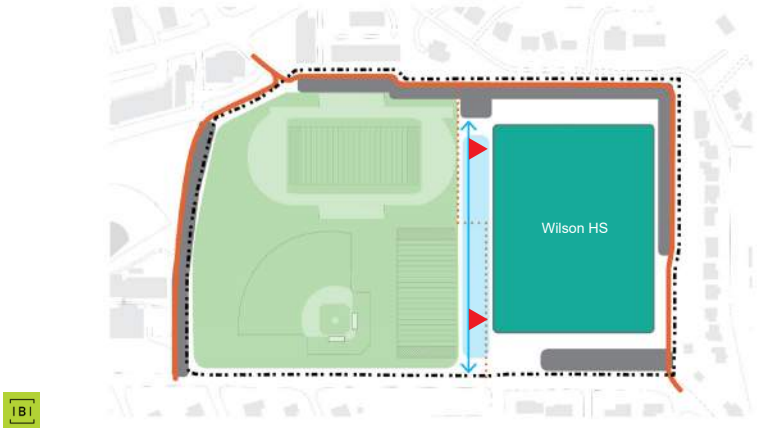
10



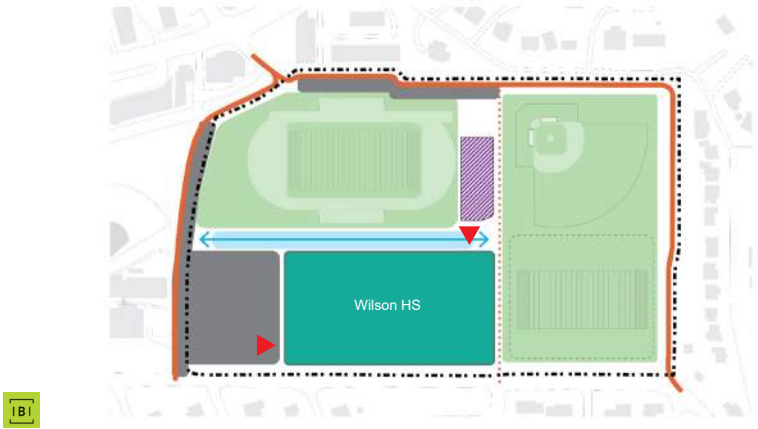
+



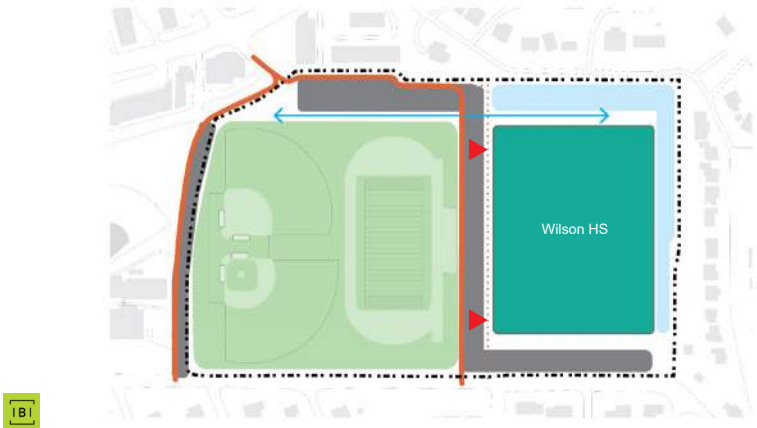
Design Paths



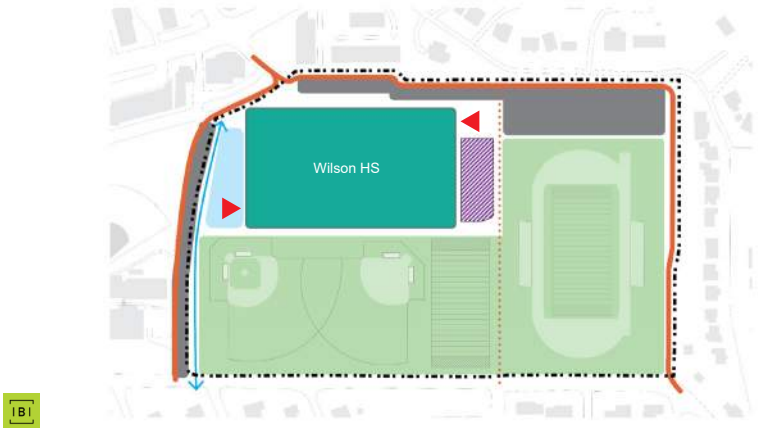
Design Paths



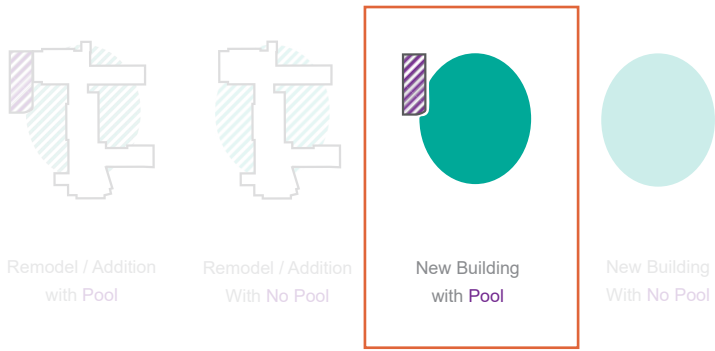
Design Paths



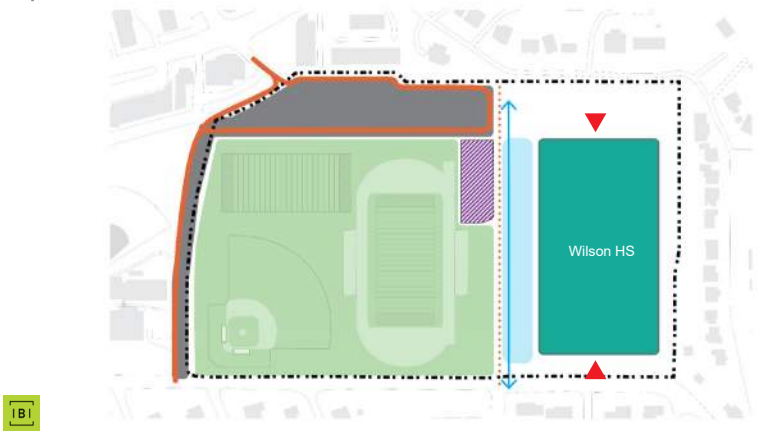
Design Paths



Design Paths



Design Paths



Design Path: New Building with Pool

Opportunities

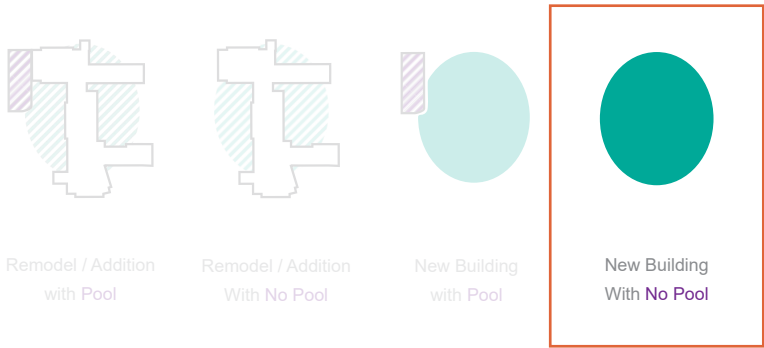
- Keeps pool
- Meet the PPS Education Specification (doesn't require "trade-offs")
- Fully modernized Wilson
- Increased potential for future flexibility of school
- Potential for no school disruption during construction (with new building location)
- Potential to create a new community connection and increase school presence
- Increased control over safety & security upgrades
- Increase control over community connection/presence of school

Challenges

- How do you keep the pool?
- Who provides services to the pool?
- Meets the PPS Education Specification (requires following framework)
- Unfamiliar (expectations, attachments)
- Potential for temporary school disruption during construction (with existing building location)
- Potentially limits future flexibility
- Reduced potential in modernization options



Design Paths



| Design Path: New Building - No Pool

Opportunities

- Increased site flexibility
- Increased site area and potential for community connections
- Meet the PPS Education Specification (doesn't require "trade-offs")
- Fully modernized Wilson
- Increased potential for future flexibility of school
- Potential for no school disruption during construction (with new building location)
- Potential to create a new community connection and increase school presence
- Increased control over safety & security upgrades



Challenges

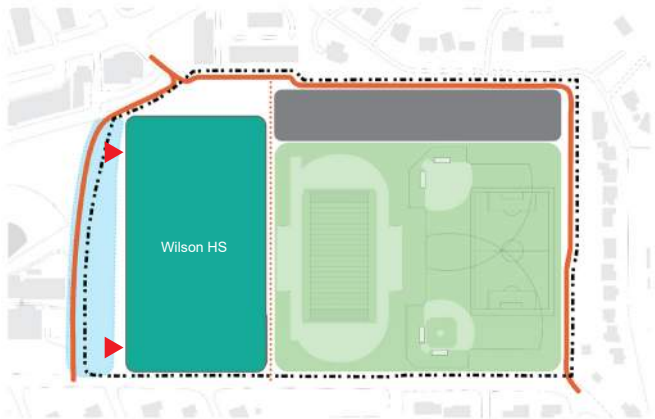
- Loss of pool removes an existing community connection
- Potential for temporary school disruption during construction
- Meets the PPS Education Specification (requires following framework)
- Unfamiliar (expectations, attachments)
- Potential for temporary school disruption during construction (with existing building location)



WILSON HS CMPC #3

- [Charter + Schedule]
- [Visioning]
- [Site Homework Feedback]
- [Critical Thinking: Site + Program + Building]
- [Community]
- [Critical Thinking: Selected Design Path]
- [Next Steps]

| Design Paths

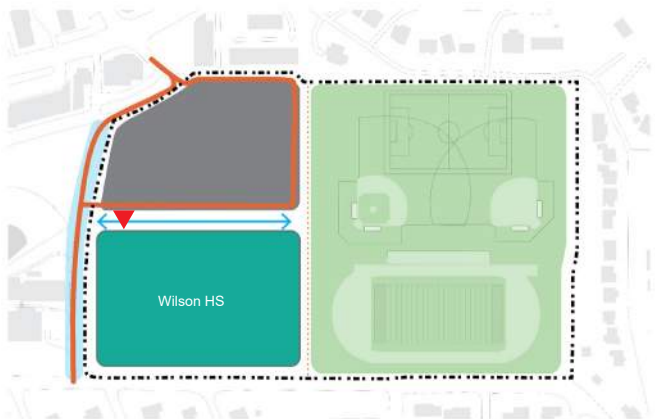


| Community: Definition

1. a group of people living in the same place or having a particular characteristic in common
 - a group of people living together in one place, especially one practicing common ownership
 - a particular area or place considered together with its inhabitants
 - a body of nations or states unified by common interests
 - the people of a district or country considered collectively, especially in the context of social values and responsibilities; society
 - denoting a worker or resource designed to serve the people of a particular area
2. a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals
 - a similarity or identity
 - joint ownership or liability



| Design Paths



WHAT DOES COMMUNITY MEAN TO YOU?

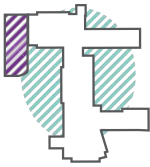


DISCUSSION: SITE + PROGRAM + BUILDING



CMPC #4

Design Paths



Remodel / Addition
with Pool



Remodel / Addition
With No Pool



New Building
with Pool



New Building
With No Pool

What to Expect Next

- CMPC #4: Tuesday November 19, 6:30-8:30pm
- Review site and building concept refinement
- Report back on program size and adjacency homework from CMPC #2

Design Path: Discussion

- Does this option reflect our CMP vision statement?
- Does this option reflect the value of the Wilson HS community?
- Would you vote “yes” for this option on a future bond?
- Consider the **Challenges** of this option
- Consider the **Opportunities** of this option.



WILSON HS CMPC #3

- [Charter + Schedule]
- [Visioning]
- [Site Homework Feedback]
- [Critical Thinking: Site + Program + Building]
- [Community]
- [Critical Thinking: Selected Design Path]
- [Next Steps]

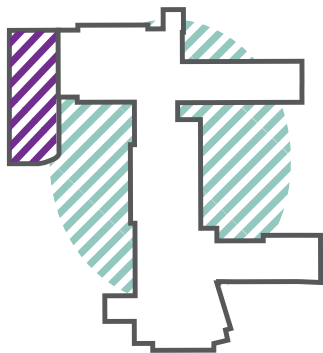
Thank you



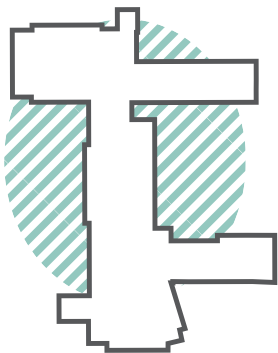
MEETING 3
DESIGN PATH

Design Path Prioritization

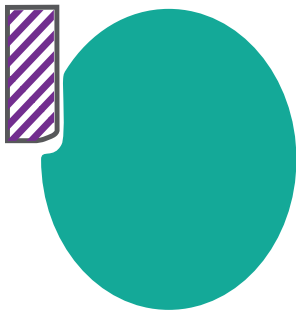
Please rank the design paths below
1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



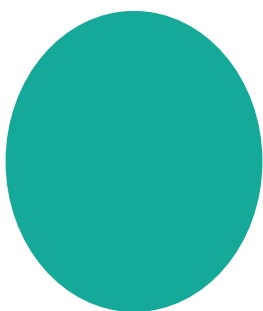
Remodel / Addition
with Pool



Remodel / Addition
with No Pool



New Building
with Pool



New Building
with No Pool



Design Path Feedback

Does this option reflect our CMP vision statement?

.....

.....

Does this option reflect the values of Wilson HS?

.....

.....

Would you vote “yes” for this option on a future bond?

.....

.....

Consider the **Challenges** of this option.

.....

.....

Consider the **Opportunities** of this option.....

.....

.....



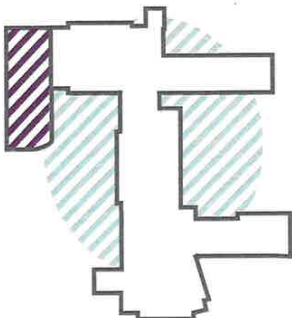
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

MEETING 3
DESIGN PATH PRIORITIZATION EXERCISE

Design Path Prioritization

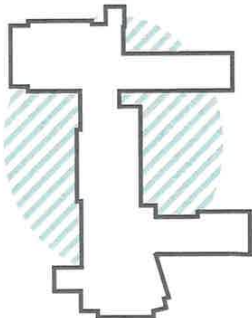
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



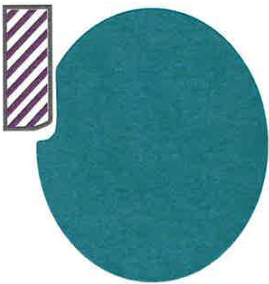
Remodel / Addition
with Pool

3



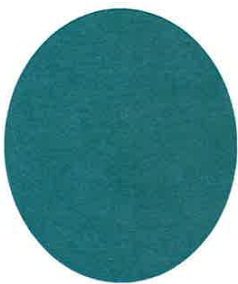
Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

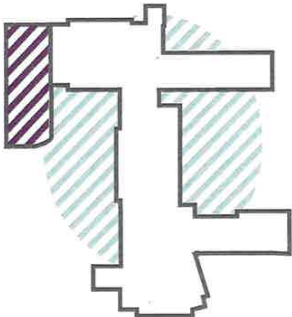
2

IBI

Design Path Prioritization

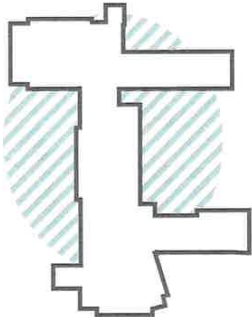
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



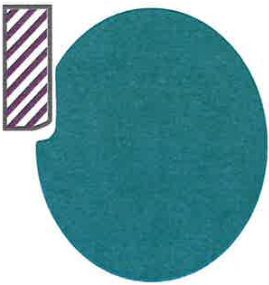
Remodel / Addition
with Pool

2



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

3

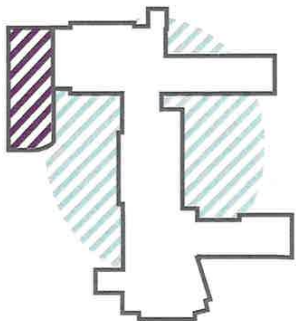
IBI

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Path Prioritization

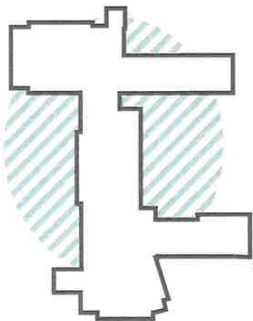
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



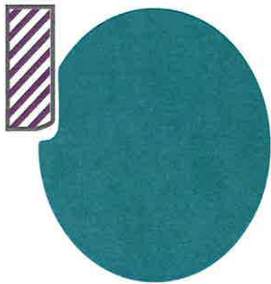
Remodel / Addition
with Pool

1



Remodel / Addition
with No Pool

3



New Building
with Pool

2



New Building
with No Pool

4

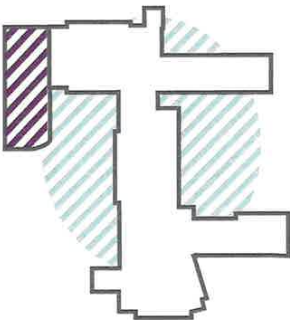
★ Pool = revenue, jobs, work experience for kids, community engagement!

IBI

Design Path Prioritization

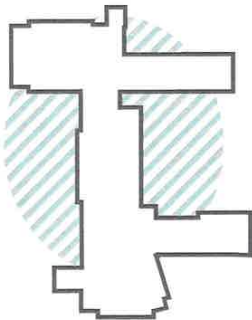
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



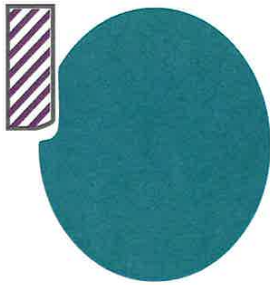
Remodel / Addition
with Pool

3



Remodel / Addition
with No Pool

2



New Building
with Pool

4



New Building
with No Pool

1

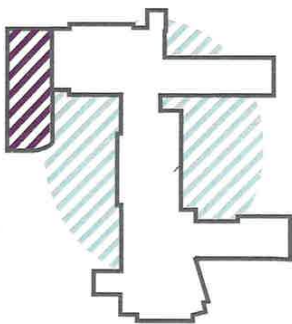
IBI

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Path Prioritization

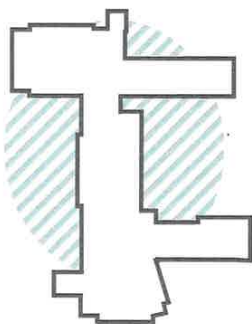
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



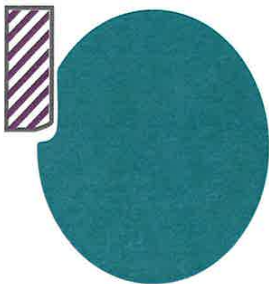
Remodel / Addition
with Pool

2



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

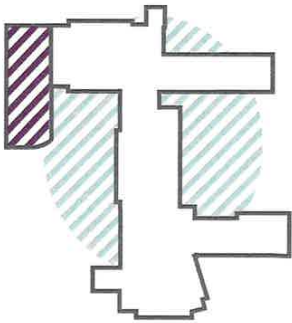
3



Design Path Prioritization

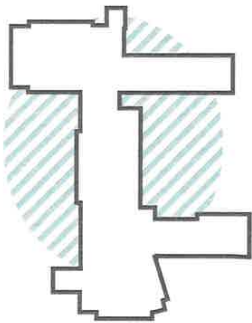
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



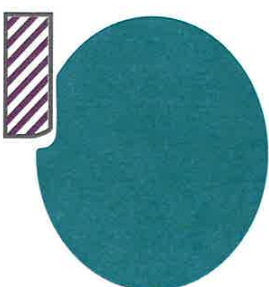
Remodel / Addition
with Pool

4



Remodel / Addition
with No Pool

2



New Building
with Pool

1



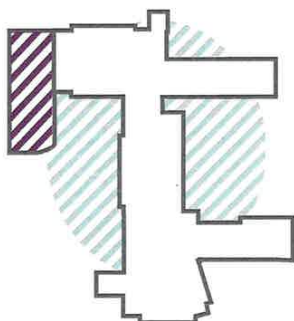
New Building
with No Pool

3



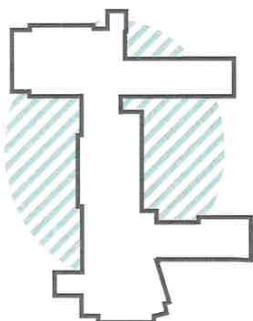
Design Path Prioritization

Please rank the design paths below
1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



Remodel / Addition
with Pool

3



Remodel / Addition
with No Pool

4



New Building
with Pool

1



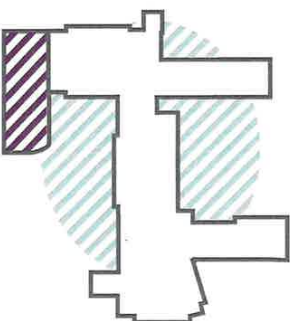
New Building
with No Pool

2

IBI

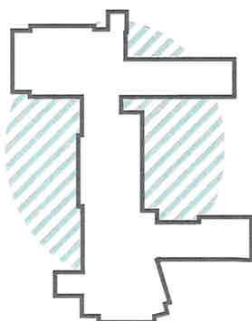
Design Path Prioritization

Please rank the design paths below
1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



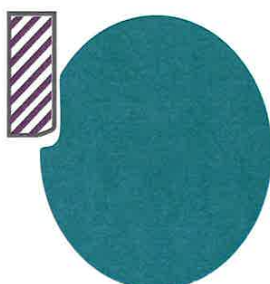
Remodel / Addition
with Pool

3



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

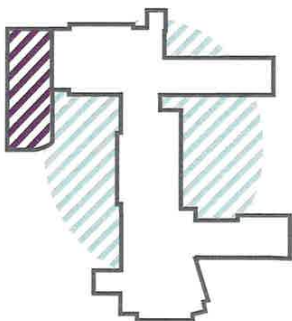
2

IBI

Design Path Prioritization

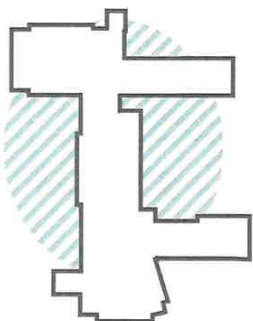
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



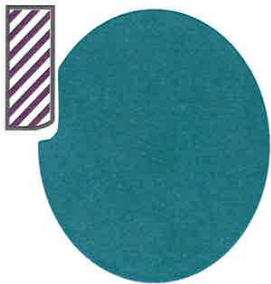
Remodel / Addition
with Pool

3



Remodel / Addition
with No Pool

4



New Building
with Pool

2



New Building
with No Pool

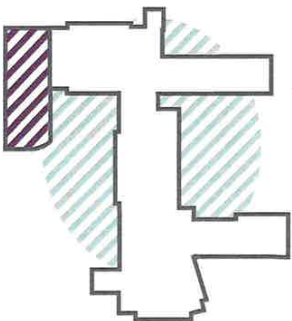
1

IBI

Design Path Prioritization

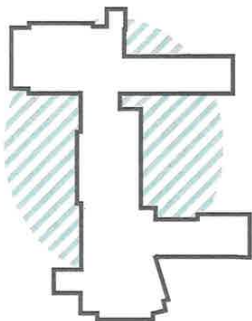
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



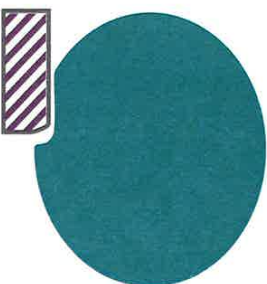
Remodel / Addition
with Pool

1



Remodel / Addition
with No Pool

4



New Building
with Pool

2



New Building
with No Pool

3

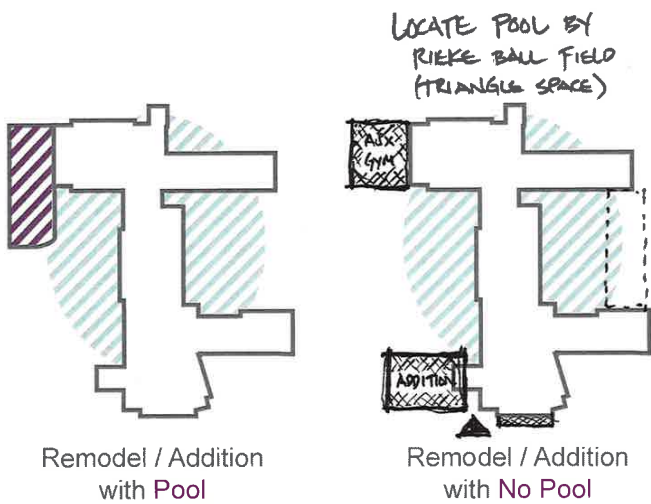
IBI

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Path Prioritization

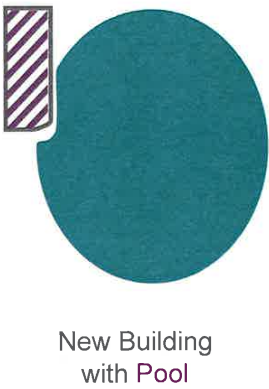
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice

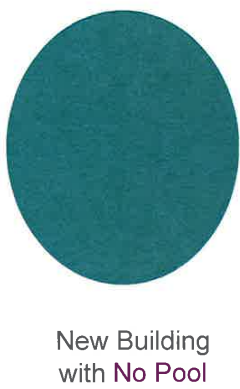


*2

*1



3



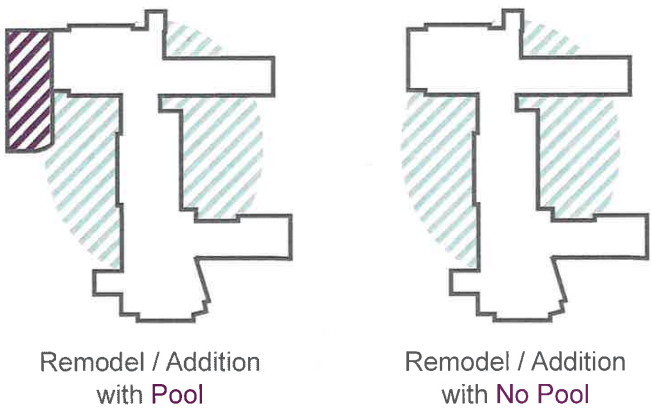
4

IBI

Design Path Prioritization

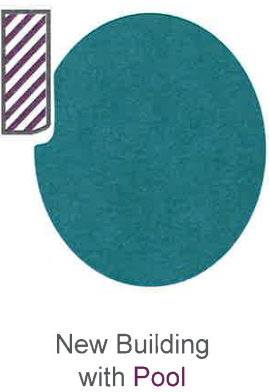
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



4

2



3



1

IBI

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

IBI

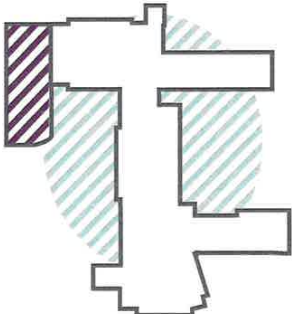
+



Design Path Prioritization

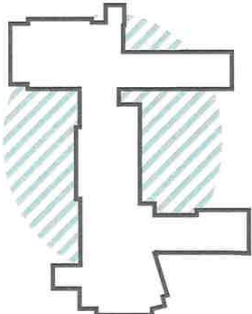
Please rank the design paths below

1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



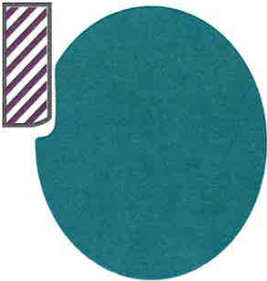
Remodel / Addition
with Pool

3



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

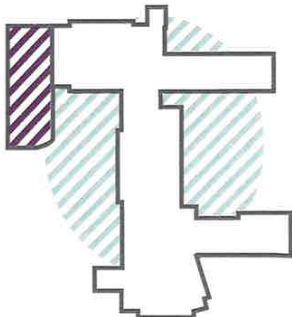
2

IBI

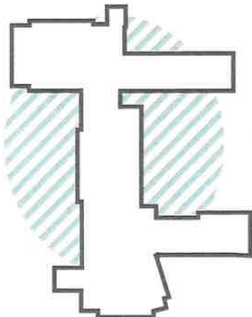
Design Path Prioritization

Please rank the design paths below

1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



Remodel / Addition
with Pool



Remodel / Addition
with No Pool



New Building
with Pool



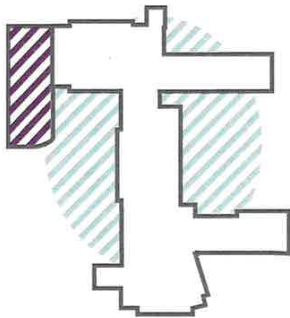
New Building
with No Pool

IBI

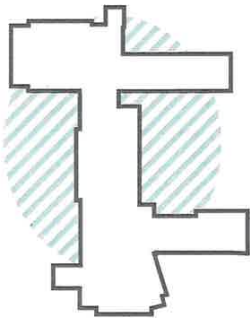
Design Path Prioritization

Please rank the design paths below

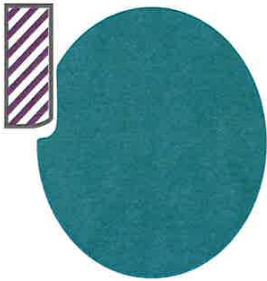
- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



Remodel / Addition
with Pool

☐

Remodel / Addition
with No Pool

☐

New Building
with Pool

☐

New Building
with No Pool

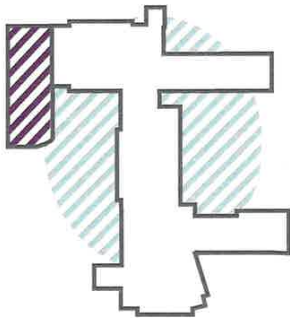
☒

IBI

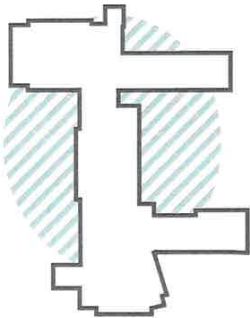
Design Path Prioritization

Please rank the design paths below

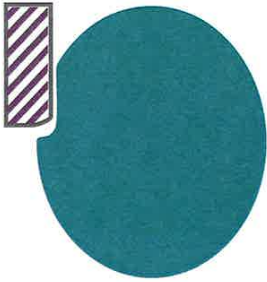
- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



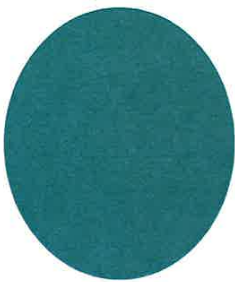
Remodel / Addition
with Pool



Remodel / Addition
with No Pool



New Building
with Pool



New Building
with No Pool

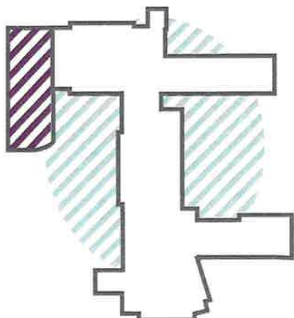
IBI

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Path Prioritization

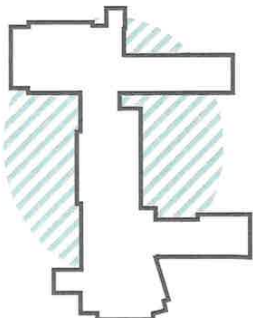
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



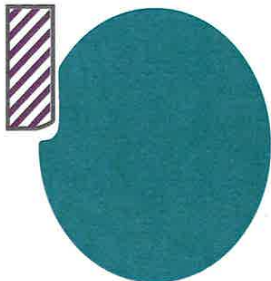
Remodel / Addition
with Pool

4



Remodel / Addition
with No Pool

3



New Building
with Pool

2



New Building
with No Pool

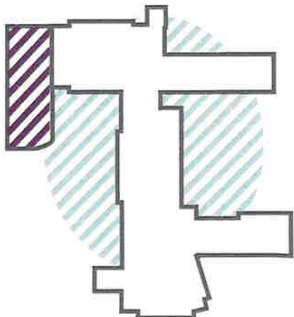
1

[B]

Design Path Prioritization

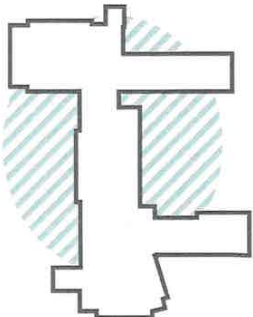
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



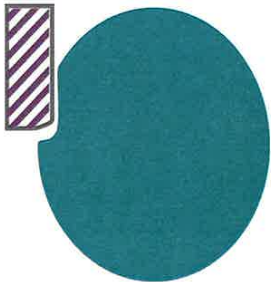
Remodel / Addition
with Pool

1



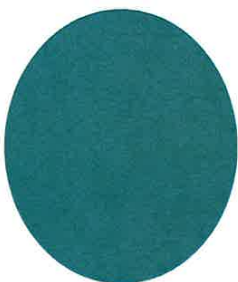
Remodel / Addition
with No Pool

2



New Building
with Pool

3



New Building
with No Pool

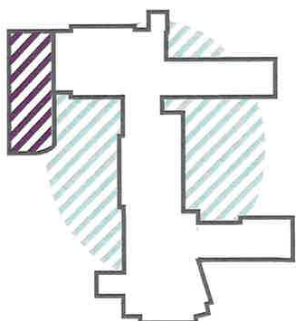
4

[B]

Design Path Prioritization

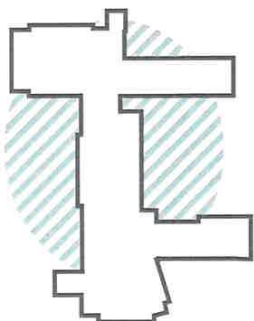
Please rank the design paths below

1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



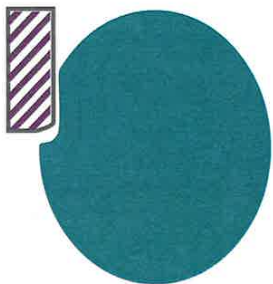
Remodel / Addition
with Pool

2



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

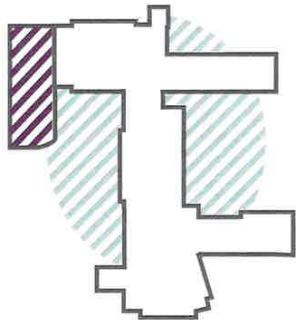
3

IBI

Design Path Prioritization

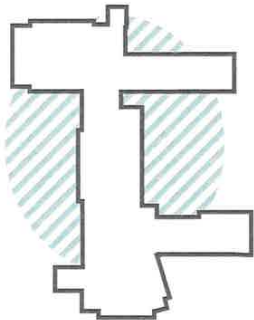
Please rank the design paths below

1 - First Choice
2 - Second Choice
3 - Third Choice
4 - Fourth Choice



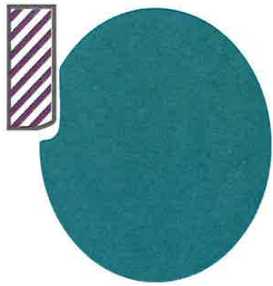
Remodel / Addition
with Pool

1



Remodel / Addition
with No Pool

3



New Building
with Pool

2



New Building
with No Pool

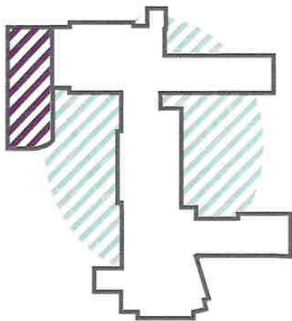
4

IBI

Design Path Prioritization

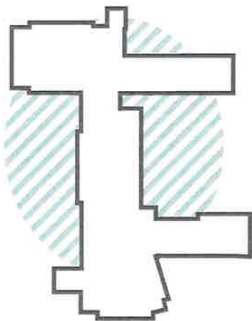
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



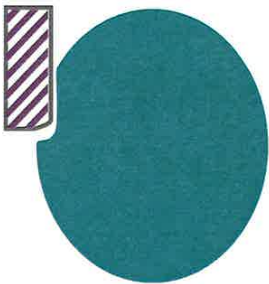
Remodel / Addition
with Pool

3



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

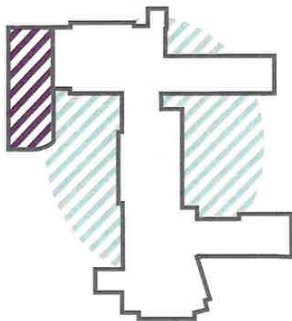
2

IBI

Design Path Prioritization

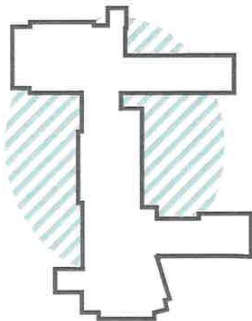
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



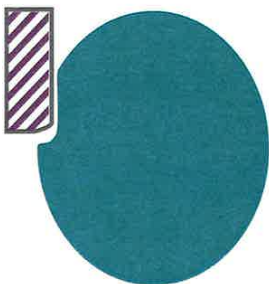
Remodel / Addition
with Pool

4



Remodel / Addition
with No Pool

1



New Building
with Pool

3



New Building
with No Pool

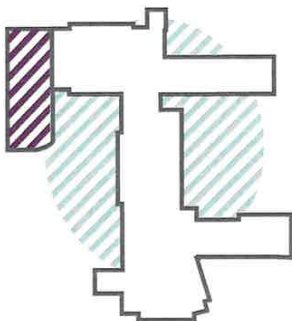
2

IBI

Design Path Prioritization

Please rank the design paths below

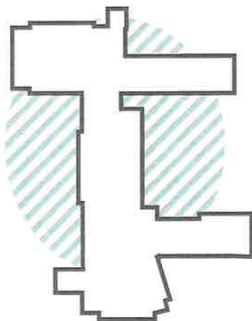
- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



Remodel / Addition
with Pool



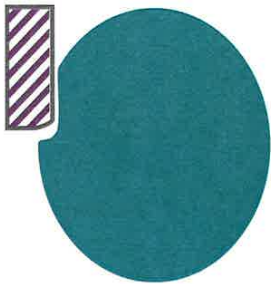
4



Remodel / Addition
with No Pool



3



New Building
with Pool



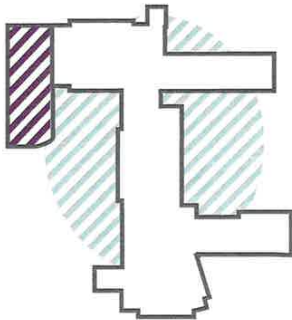
New Building
with No Pool



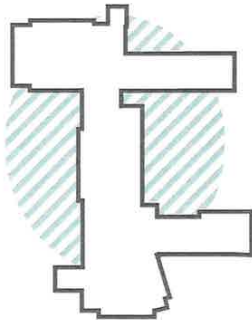
Design Path Prioritization

Please rank the design paths below

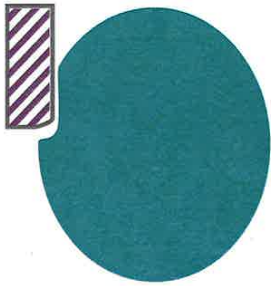
- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



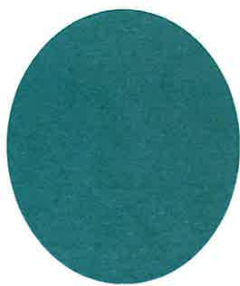
Remodel / Addition
with Pool



Remodel / Addition
with No Pool



New Building
with Pool



New Building
with No Pool



1

2

3

4

5

6

7

8

9

10



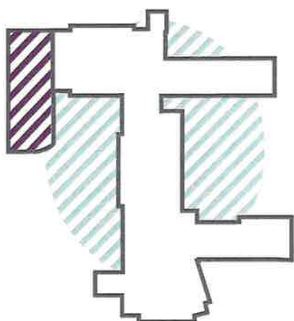
+



Design Path Prioritization

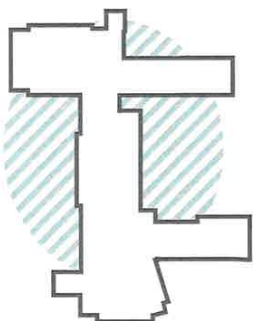
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



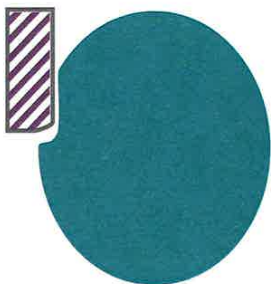
Remodel / Addition
with Pool

2



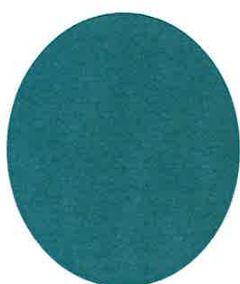
Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

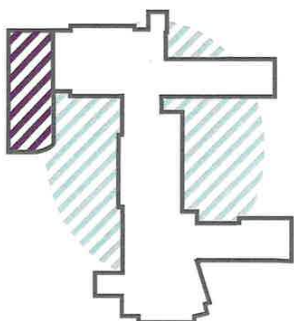
3

IBI

Design Path Prioritization

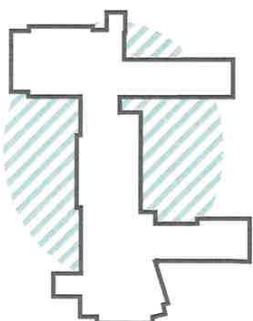
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



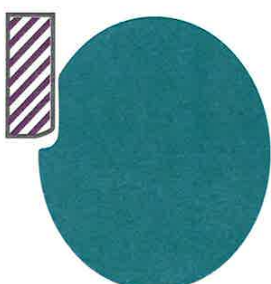
Remodel / Addition
with Pool

2



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

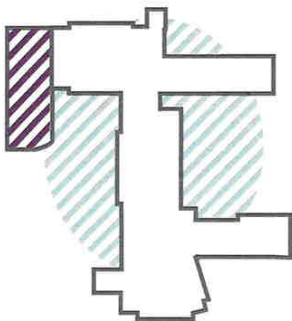
3

IBI

Design Path Prioritization

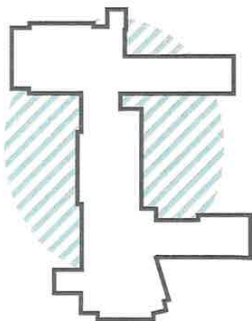
Please rank the design paths below

- 1 - First Choice
- 2 - Second Choice
- 3 - Third Choice
- 4 - Fourth Choice



Remodel / Addition
with Pool

2



Remodel / Addition
with No Pool

4



New Building
with Pool

1



New Building
with No Pool

3

IBI

MEETING 3
DESIGN PATH FEEDBACK

Design Path Feedback

Note: Build the pool + school. Build a splash pad w/ a dog run on PPR property. Move field to Wilson. Everyone wins! 😊

Does this option reflect our CMP vision statement? No. By keeping the pool, it only serves a small part of the vision. It does not meet student or programmatic needs. I also don't think an old pool students don't use contributes to pride in the space.

Does this option reflect the values of Wilson HS? No. It puts the students' needs last. The building need to serve the students first.

Would you vote "yes" for this option on a future bond? Yes

Consider the Challenges of this option. It is too limiting.

Consider the Opportunities of this option. Parents w/ young kids get to feel good about the plan.

IBI

Design Path Feedback

New w/ pool

Does this option reflect our CMP vision statement? yes.

Does this option reflect the values of Wilson HS? yes

Would you vote "yes" for this option on a future bond? yes

Consider the Challenges of this option. Pool constraints, but w/ new building more flexibility to address it.

Consider the Opportunities of this option. New footprint of building visible from Capital Hwy allows greater identification w/ building. Right now it's hidden back.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Path Feedback

Does this option reflect our CMP vision statement? *NO! Pool has very little connection to the school other than job opportunities for students in the summer. It is a separate entity that could be removed (except for the fact that it is PPAR's most successful school pool. More money about from Wilson pool than all other pools combined.*

Does this option reflect the values of Wilson HS? *Wilson pool than all other pools combined.*

Would you vote "yes" for this option on a future bond? *Yes*

Consider the **Challenges** of this option. *1 2 3 4 25 x 10 250*

Consider the **Opportunities** of this option *80 60 65 45 250*

IBI

Design Path Feedback *new or remodel with pool*

Does this option reflect our CMP vision statement? *pool: yes - community engagement, engaged youth, jobs, teacher responsibility*

Does this option reflect the values of Wilson HS? *yes - connection to community, interaction with businesses, Rickle and Gray*

Would you vote "yes" for this option on a future bond? *yes - no pool would be a deal breaker. pool was remodeled - waste of taxpayer dollars*

Consider the **Challenges** of this option. *cover over pool for school use during school year*

Consider the **Opportunities** of this option *potential to save money by repurposing the building*

IBI

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Path Feedback

Does this option reflect our CMP vision statement? **Creates a lot of pride. The POOL raises so many questions about environmental impact + other programs. Meets future needs.*

Does this option reflect the values of Wilson HS? *Not sure as we don't know how it sits on the site. I love the ideas of ONE entrance + going high for view. What does an entrance on east side look like? Thus "backside" would have big view + sports fields.*

Would you vote "yes" for this option on a future bond? *yes! But it does make me nervous if we ask for too much.*

Consider the **Challenges** of this option.
*• Have PPR person research dedication to pool.
• NOT knowing cost
• Housing students during construction.*

Consider the **Opportunities** of this option
SO many! Now we just need community support!

Which option will get most community support/approval??

Design Path Feedback

Does this option reflect our CMP vision statement? *Consider putting back space over pool -*

Does this option reflect the values of Wilson HS?

Would you vote "yes" for this option on a future bond? *YES IF POOL STAYS OR IS REPLACED AT PPS EXPENSE - OTHERWISE NO*

Consider the **Challenges** of this option.

Consider the **Opportunities** of this option *Connection to Community - As Place - As STUDENTS CONNECTION TO COMMUNITY - FACILITIES NEED TO BE AVAILABLE TO LARGER COMMUNITY - NOT JUST STUDENTS.*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

| Design Path Feedback

Does this option reflect our CMP vision statement? *Not really. It almost seems like we are building a pool or keeping a pool and building a school around it. The pool is a community asset but it does not serve Wilson High School.*

Does this option reflect the values of Wilson HS? *No. Wilson HS. has no connection to the pool. It is not an asset that is enjoyed by Wilson Students.*

Would you vote "yes" for this option on a future bond? *Yes*

Consider the **Challenges** of this option. *Will the pool keep its structural integrity? Structural Limitations /*

Consider the **Opportunities** of this option *Keep the pool. Not much more than that.*



MEETING 4
MINUTES



IBI GROUP
907 SW Harvey Milk Street
Portland OR 97205 USA
tel 503 222 2045 fax 503 273 9192
ibigroup-edpnw.com

Minutes

To/Attention	Notes to File	Date	November 19, 2019
From	Rebecca Grant	Project No	122287
Subject	Conceptual Master Planning Meeting #4 Wilson High School, Room 145 November 19, 2019 @ 6:30pm		
Present (shown in bold)	<u>IBI Group:</u> Rebecca Grant <u>PPS:</u> Steve Effros <u>CMPC:</u> Aaron Stevens Benjamin Hall Christopher Klich Dan Nissen Deborah Kurtz Erica Caldwell Jacob Hockett Jennifer Samsom Jeston Black Julia Jarrett Melissa Nelson Natasha Eikanas Robert Allen Toby Ethridge <u>Members of the Public:</u> none	Levi Patterson Sue Brent Allison McGillivray Cassandre Lanzas Colin Fowler Danny Bradach Don Baack Hannah Lauer Jamie Miller Jeremy Shetler Joe Minato Kari Russell Mikaela Vanderperren Noel Mingo Sonya Bastendorff	Matt Rolston Filip Hristić Ayesha Freeman Catherine Saunders Hartoch Daisy Meade Dave Elkin Eric Schwindt Ian Mickelson Jane Eichenberger Jessica Davis Jon Clausen Kirsten Justice Mike Nolan Raymond Anderson Staci Pfau

- Objectives:
- This was the fourth and last meeting of the Wilson High School Conceptual Master Planning Committee.
 - The primary purpose of this meeting was to decide the design path and direction for Wilson HS.
 - During this meeting CMPC members shared their thoughts on potential Partner Community Use + Wrap-around Services.
 - The program adjacency and size homework exercises from the third meeting were synthesized and common themes were presented.
- Item Discussed
- 1 **Wilson HS CMPC #4 Welcome – Levi Patterson**
 - Levi welcomed everyone to CMPC #4 where we will focus on Concept Refinement.
 - Levi outlined the agenda for tonight.
 - 2 **Bond Planning Update + Schedule – Steve Effros** (see attached PowerPoint slides)
 - Steve reminded everyone of the larger design and decision-making process. The CMP process is first step to gather vision, goals, and develop a preferred concept.



+



Wilson HS CMPC Meeting #4
Wilson HS, Room 145
November 19, 2019 @ 6:30pm

- Steve talked about The Oregonian article that was published two weeks ago. Steve and Sue were at the Jefferson CMPC when the article came out. Steve noted the article should have said the Board was beginning the bond planning process and is in the process of comparing options for timing and scope.
 - PPS has set up two events for broader engagement per Filip’s suggestion in CMPC #3, there will be a Community Forum for the Wilson community and an Open House for the greater PPS community.
 - The Community Forum is an opportunity to present the CMP process and have a conversation with Board member Andrew Scott.
 - Steve shared the flyer of Community Forum with CMPC members. The event will be on Thursday December 12th from 5-7pm. The Community Forum precedes a choir event at Wilson, and hopefully that will encourage more people to participate in the Community Forum.
 - Steve will reach out to the CMPC chairperson for CMPC input. The intent for the Community Forum is not for PPS or the Design Team to present, it is for the CMPC members and chairperson to present. Four posters will summarize the CMPC process and options considered. The first half of the Forum will be a presentation, the second half will be open to discussion. Steve asked for volunteers and a few people showed interest, enough to cover the four stations. Steve noted he will share a more detailed agenda soon.
 - The Open House will be in January for all three schools. It is a combined event to share the same images from the Community Forum’s for all three schools. The Open House will mark formally the hand-off from the Design Teams to the Board.
- 3 **Partner Community Use + Wrap-around Services – Steve Effros** (see attached PowerPoint slides)
- Steve noted IBI asked for information on community partners and wrap-around services at other high school sites. We need to consider partnerships that we want to include in the future Wilson.
 - SEI has a long-standing relationship at Jefferson.
 - Latino Network participates throughout PPS.
 - A Multnomah County Health Clinic is largely out of our hands. It is up to the County to determine clinic locations. Sue noted locations are needs based and SW is unlikely to get a clinic. A committee member noted the school nurse would like a school-based clinic run through Multnomah County. Sue responded this is unlikely to happened. Another committee member added there are no Multnomah County clinics in SW.
 - There is dedicated space in the Ed Spec for community partners and wrap-around services.
 - CMPC members provided the following suggestions:
 - Farmers market
 - OSHU
 - Portland Ballet
 - Neighborhood House
 - SW Trails
 - Western Psych is a program that is already at Wilson
 - Tool library
 - Oregon Children’s Theater and NW Children’s Theater are both looking for new homes
 - Kungfu
 - Alumni meeting space like Grant
 - Community use tie into focus options at school, for example health services
 - Bike repair
 - Additional comments
 - PPS to provide access to spaces without charging a significant fee.
 - AVID is a school-based program.

Wilson HS CMPC Meeting #4
Wilson HS, Room 145
November 19, 2019 @ 6:30pm

- 4
- Program Homework Feedback – Levi Patterson (see attached PowerPoint slides)
- Program size
 - IBI didn’t see any markups or comments that indicated Wilson’s program spaces should be significantly different than the Ed Specs.
 - CTE had eight people who indicated it needed to be larger.
 - Fine and Visual Arts had people indicating it should be larger and smaller.
 - Conclusion is the Ed Spec program appears to be appropriate for Wilson.
 - Program relationships and adjacencies
 - IBI received 14 responses. The responses were overlaid on top of each other to see if there were themes and commonalities between responses. From the combined overlays IBI created a diagram to synthesize the preferred program adjacencies and relationships.
 - IBI will use the preferred program adjacencies and relationships diagram to develop a 3d building organization diagram. It will not be “the plan” that gets built, but “a plan” to develop cost, and it will be based on the Ed Specs.
 - A committee member asked for clarification on the Ed Specs total SF, Levi confirmed it is 281,000 SF.
 - Today we will focus on building and site program adjacencies. At the end of the meeting we hope to have a building and site program diagram that IBI can use as the base to develop a 3d building organization diagram for the CMP deliverable. The CMPC will see the 3d building organization diagram at the Community Forum.
- 5
- New Building Options – Levi Patterson (see attached PowerPoint slides)
- A committee member asked if the fields count as landscape? Levi noted good question, we need to confirm, he was not sure about synthetic turf.
 - Levi noted a three-story building feels about right to IBI.
 - A committee member agreed, less stories the footprint is too large, more stories feels too tall compared to the neighborhood. Levi added the site is not Lincoln and urban.
 - A committee member noted the theater is 50 feet tall, so imagine adding another 25 feet to get to the maximum building height of 75 feet.
 - A committee member noted they are not opposed to taller if it allows us to have more community elements that we want, for example more fields on site. A committee member added 3+ stories is good.
 - A committee member asked about security and building height, and how building height affects security. Levi responded we don’t know yet because we haven’t laid the program out. Program arrangement is like a game of tetris and there are many ways a building program can come together. We are trying to get information from the group today to help inform how the program might come together.
 - A committee member asked about mobility issues and how kids get up and down in tall buildings. Levi noted elevators are often not used heavily in schools. The committee member asked if taller means more elevators? Levi noted height, elevators and mobility have many variables that contribute to the solution, such as scheduling for a Principal and supervision.
 - A committee asked about fire alarms and getting people out of a tall building quickly, Levi noted the building code has requirements that we must follow for exiting.
 - New building location questions and comments
 - A committee member asked about keeping a field in use during construction and if its an option. Levi responded it could be, and suggested the decision be based on what is best long term, not just during construction.
 - A committee member asked about the connection to Rieke, and why we need a connection to Rieke, and why its important.
 - A committee member noted they have a daughter there and she loves it when the high school kids come down and participate in Rieke activities.

Wilson HS CMPC Meeting #4
Wilson HS, Room 145
November 19, 2019 @ 6:30pm

Page 4 of 7

- A committee member noted Wilson has a bullying problem, and middle school and high schools have bigger problems than elementary schools and wondered if separation helps.
 - A committee member noted Wilson and Rieke are close enough as is and they are currently not connected, and they don't see why they need to be closer. Levi clarified we are not proposing they be physically connected, just closer in proximity to each other.
 - A committee member noted proximity could be an opportunity and a challenge. Currently there is a literal fortress between the two and they consider a closer visual connection as positive.
 - A committee member reiterated their daughter loves the Wilson kids coming to her school.
 - A committee member noted concern about the fields switching location and the field light proximity to the neighborhood.
 - A committee member noted Lincoln is flipping their site and Wilson is absorbing some of their PE programs and that is putting a strain on scheduling and access. Where do Wilson PE programs go if we flip the site? Lincoln? A committee member noted Jackson has large fields and Jackson was designed as a HS. Should PPS invest in Jackson? A committee member added that displacing fields is more logical than displacing the kids, where do 1700 kids go during construction? Marshal is not an option, it is too far, a two-hour commute, and is not a logical option. Do Wilson kids go to Lincoln?
 - A committee member noted the parking situation at Rieke is a challenge, Wilson kids park there, and they are new drivers and not the best drivers. They are concerned that providing more Wilson parking near Rieke is a safety issue.
- Traffic flow questions and comments
 - A committee member asked about the road and parking between Wilson and Rieke, how do we treat that? Rieke traffic flows need to be considered. A committee member added there is agreement between the City and PPS for the road.
- Site program questions and comments
 - A committee member asked about the tennis courts and why they are not represented. Levi responded they are part of the program and will be included, however they are smaller and more easily squeezed in, so they were not included as an element to consider when laying out the site. Community garden is also included in the program and is another element that is more easily squeezed in.
 - A committee member asked about the softball field on Rieke, and the PP&R soccer field that was recently finished. Does the Ed Spec include a soccer field as a separate element? Are the Rieke facilities additional resources to Wilson?
 - Steve added perspective on the other two high school projects. At Jefferson they did an exercise of what can fit and realized not all the site elements can fit. At Cleveland the fields are on a separate property. PPS recognizes not all site program elements can fit on site and prioritization of site program elements needs to occur.
 - Mike noted we cannot get rid of the soccer field on Rieke, however we have an opportunity to bring softball up onsite. Filip noted if we increased our useable field space it is an opportunity to provide more space for the community to use. A committee member asked if we could just vote to remove the soccer field from the equation and leave it as-is. Levi noted all fields could fit on site if they overlapped, however scheduling becomes an issue. If you keep the fields separate they probably won't fit.
 - A committee member asked if we went taller and more efficient could we fit more fields?
 - Mike noted field orientation is typically north and south. What they have now works the way it is, it's just not ideal.

1

2

3

4

5

6

7

8

9

10

Wilson HS CMPC Meeting #4

Wilson HS, Room 145

November 19, 2019 @ 6:30pm

- General questions
 - A committee member asked about the blue line and community connection and what it is? Levi responded it's a conceptual idea and could be anything you want it to be, it could be a path or a program element.
 - A committee member asked about the grade difference between the east and west side. Levi responded for this exercise we will not be considering grade.
 - A committee member asked about parking spaces. Levi responded we are not counting parking spaces at this point.
 - A committee member asked if the building address would change with a new location?
- Where should the new building go?
 - On the existing footprint? A committee member noted views are important and traffic flows are good with the current building location.
 - A committee member asked if we should be worrying about cost? We have existing fields, track, and grand stand should we consider keeping them?
 - A few committee members noted they liked Options C and D.
 - Maintain good access to the pool.
 - Pedestrians can flow through the space.
 - Pass through traffic from Vermont to Hillsdale is problematic.
 - Good options for field space.
 - Neighborhood will have a fit with field lights close to houses.
 - Grant HS doesn't have lights because its PP&R property. Steve noted they are trying to get field lights.
 - Locating the school too close to Hillsdale could cause safety issues with kids pouring on Hillsdale highway.
 - If fields move closer to Vermont it is probably better as it's the least residential with the street being a buffer between the school and houses.
 - A few committee members noted they like Option E.
 - Drop off by intersection on Hillsdale is a bad idea. Drop off on Vermont is better. People like to drop off as close to the building as possible.
 - Still get views.
 - A committee member noted the busses on Hillsdale have significant ridership and we should look at traffic analysis and impact on community and businesses. Steve responded at the Comprehensive Master Planning stage there will be more in-depth conversations on traffic, partnerships, use, etc.
 - Filip noted he thinks about field lights that have a lot of pollution, especially old lights like Wilson's. He noted new lights are much more focused and precise. The new baseball field at Roosevelt has lights and the neighbors are not complaining about the lights and they are located right next to the fields. New field lights would not look like what we have here now.
 - Filip noted he is stuck on logistics and what the two years of construction would look like. Another committee member noted there are no realistic solutions for where the kids would go. Filip added we need to figure that out precisely and how realistic that is. We probably only have a few realistic options: Marshall is not an option; portables are not an option.
 - A committee member added it is borderline irresponsible to send kids offsite. If the kids stay onsite we have an opportunity to expose kids to the construction process with a collaborative piece during construction.
 - A committee member acknowledged while there is a logistical problem to house kids during construction, we are building a school for the future, and we need to select the right location. Is the existing site the most awesome location? Levi added you could design an awesome building anywhere onsite.

Wilson HS CMPC Meeting #4

Wilson HS, Room 145

November 19, 2019 @ 6:30pm

- A committee member asked how long construction will be? Such formative years for kids, is this fair? Could construction be longer than two years?
- A committee member asked if our vision is forcing us to build on the existing footprint?
- A committee member noted we have agreed bussing kids offsite is not wanted, and they added why would we replace the track, field and grand stand when we have them in place?
- A committee member noted bussing for Grant and Franklin families appeared to not be an issue.
- A committee member added if we are not crossing town to use Marshall it could help our schedule. Cleveland will need to use Marshall because they have so little land and cannot flip their site.
- A committee member asked about the current footprint of Wilson, Levi responded about it is about 75,000 SF.
- A committee member asked how much we should be considering cost and if we are too ambitious and want too much will it affect the likelihood of the project? Steve responded that he could not speak directly to the Board decision making process, that budget will be part of the process, however it should not be a major consideration. There will be some alternates, so the Board has flexibility to pull elements out and put them back in and is not stuck with fixed parameters.
- A committee member noted they would like to see the building be more prominent. The building feels hidden when using the pool and visiting the farmers market. Closer to Rieke is more positive. Vermont feels more neighborhood and Hillsdale more urban.
- A committee member noted the flow of kids is good in the current location with Rieke release time and Wilson release time.
- A committee member noted if we build on the western side you will lose the view west from fields. Foul balls into the pool in summer could be an issue. A committee member responded that having a view is not in the vision, and having a view is not a good reason to locate the building in its current location.
- Filip noted it does come down to money, and the question is what we spend that money on, we could spend a lot of money on busses and that would come from our bond. When he looks at Option G he sees the money we would save that would go into the new building and fields - intentional focused use of the funds. Funds not being used to pay for unessential changes. Filip is not seeing a compelling reason to ship kids across town. He remembers on Roosevelt running out of money and not having enough to spend on all the things they wanted. Filip added we can put a green roof on the new school to enhance the view west. A committee member highlighted what Filip said is important. The two choices are a new building with a flip site, or remodel, if you keep the existing location you might as well remodel the existing building.
- Filip noted there can be excitement to dream, and then a sense of loss when trying to decide. We want the community to get excited. We are committed to a new building, kids will be here, there will be a pool, and we are committed to these values and aspirations (our vision statements). Whether the building is here or there is somewhat irrelevant.
- A committee member asked about construction traffic plus student traffic, and how much we want to suffer onsite? Verses going offsite to another school that is setup to meet all their needs?
- A committee member asked if we could vote on Option G? A committee member added we are out of time and need to decide.
- Filip provided a summary: we are building a new building, we are keeping the pool, we have options to have the least disruptive impact on our students and provide a building that meets their needs for the next 80 years.
- A committee member added if we don't decide about bussing the kids offsite, the Board

Wilson HS CMPC Meeting #4
Wilson HS, Room 145
November 19, 2019 @ 6:30pm

- will decide for us. We need to have strong consensus. Filip noted the Roosevelt kids have a real sense of ownership on their new school because they witnessed construction. Filip added we are not going to spend money on anything other than the building and site. We could have more support from voters if we use bond money for the building and not use it on secondary costs of transportation, which could equal the cost of a new football field.
- A committee member asked if the Master Planning Committee could reverse our decisions? It is possible, so we need to have compelling reasons why we are making our decisions, so they understand our perspective.
 - The CMPC decided they needed to vote.
 - Flip site: 26. We don't want to bus our kids across town.
 - Keep as-is: 1

Attachments: CMPC #4 Sign-in Sheet
CMPC #4 Agenda
CMPC #4 Presentation
CMPC #4 Design Path Feedback

Next meeting:

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by
IBI Group


MEETING 4

PRESENTATION



BOND PLANNING UPDATE + SCHEDULE

Wilson High School Conceptual Master Planning



IBI

IBI GROUP
Portland Public Schools
Conceptual Master Planning Committee Meeting #4
November 19, 2019

CMPC + Steering Committee Meetings

- CMPC #1: October 10, 2019

• Vision & Goals
- CMPC #2: October 22, 2019

• Program & Analysis
- CMPC #3: November 5, 2019

• Concept Development
- CMPC #4: November 19, 2019

• Concept Refinement
- SC #1: October 4, 2019
- SC #2: October 17, 2019
- SC #3: October 31, 2019
- SC #4: November 14, 2019
- SC #5: December 5, 2019

WILSON HS CMPC #4

[Bond Planning Update + Schedule]

[Potential Partner & Community Use + Wrap-around Service Providers]

[Program Homework Feedback]

[New Building Options]

[PPS Sustainability + Resiliency Goals]

[Next Steps]

CMPC Schedule

TASK	September 2019					October 2019				November 2019					December 2019				January 2020			
	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27
Site & Building Research																						
Vision & Goals																						
Program & Analysis																						
Concept Development																						
Concept Refinement																						
Steering Committee Meetings																						
CMPC Meetings																						
Coordinate with PPS Cost Estimator																						
PPS Conceptual Master Plan Review & Comment																						
Refine Conceptual Master Plan Design																						
Present and Submit to PPS Leadership																						

WILSON HS CMPC #4

[Bond Planning Update + Schedule]

[Potential Partner & Community Use + Wrap-around Service Providers]

[Program Homework Feedback]

[New Building Options]

[PPS Sustainability + Resiliency Goals]

[Next Steps]

WILSON HS CMPC #4

- [Bond Planning Update + Schedule]
- [Potential Partner & Community Use + Wrap-around Service Providers]
- [Program Homework Feedback]
- [New Building Options]
- [PPS Sustainability + Resiliency Goals]
- [Next Steps]

PARTNER COMMUNITY USE

- Partner Community Use
- Self Enhancement Inc. (SEI)
 - Non-profit organization supporting at-risk urban youth
 - Latino Network
 - Non-profit whose mission is to positively transform the lives of Latino youth, families, and communities throughout Portland, Oregon

WILSON HS CMPC #4

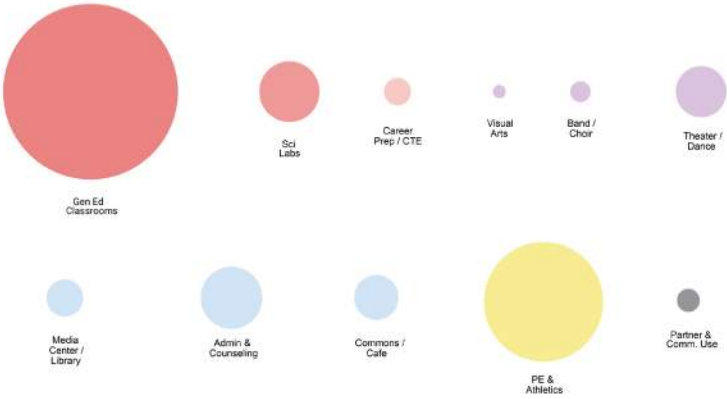
- [Bond Planning Update + Schedule]
- [Potential Partner & Community Use + Wrap-around Service Providers]
- [Program Homework Feedback]
- [New Building Options]
- [PPS Sustainability + Resiliency Goals]
- [Next Steps]

FEEDBACK LOOP

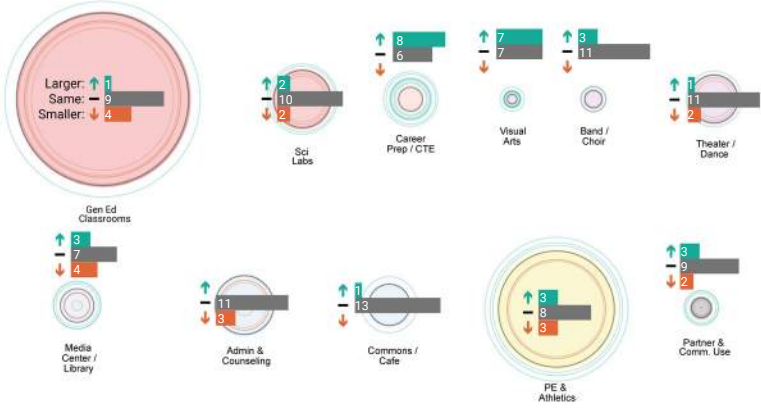
WRAP-AROUND SERVICES

- Wrap-around Services
- Multnomah County Health Clinic
 - Teen Parent Services
 - Office space for Social Service providers: SUN, STEP UP, ESL
 - Schools Uniting Neighborhoods (SUN) and is a Multnomah County program that provides neighborhood hubs for services that help students and families
 - STEP UP: afterschool tutoring, mentoring, and leadership development program for 9th and 10th graders
 - English as a Second Language (ESL)
 - Classrooms: TRIO and ETS
 - TRIO federally funded pre-college/college access program
 - Educational Talent Search (ETS) is a college access and retention program sponsored by Portland State University

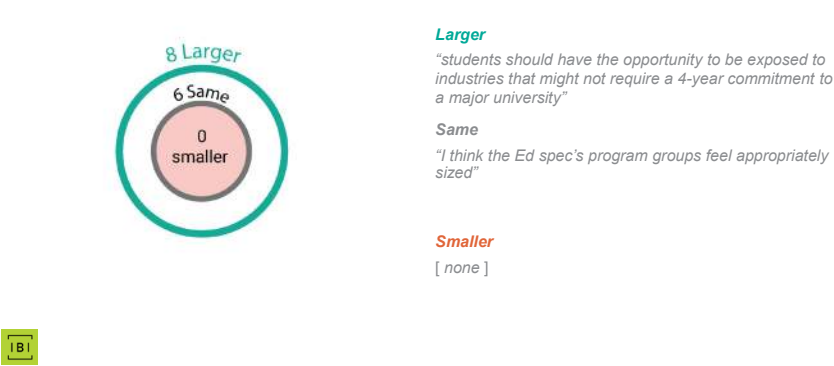
Wilson Program Sizes



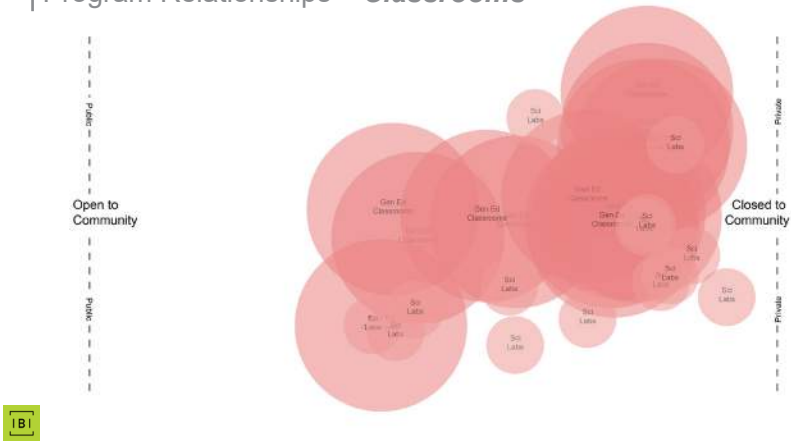
Wilson Program Sizes



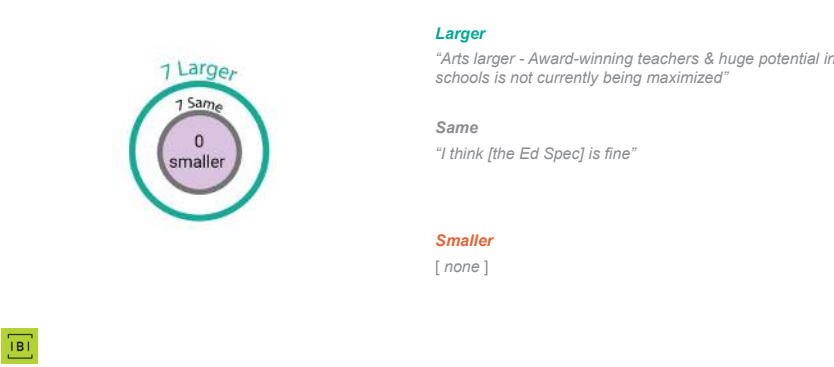
Wilson Program Sizes – Career Prep / CTE



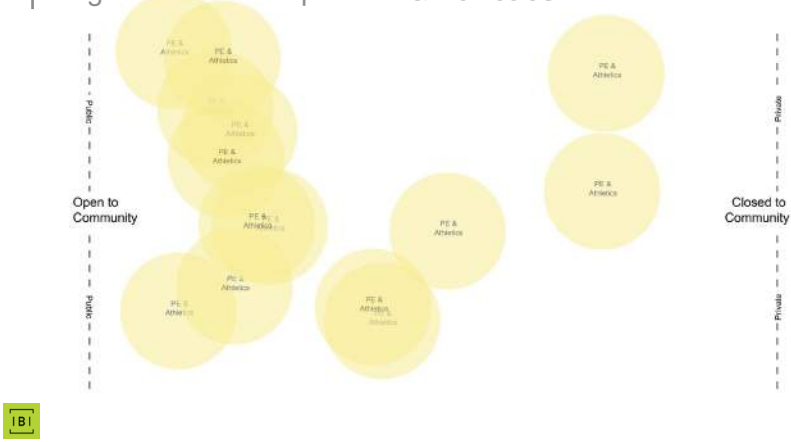
Program Relationships – Classrooms



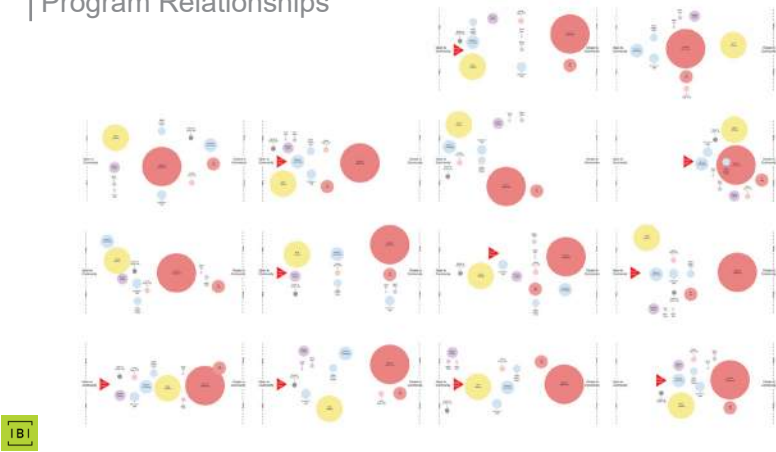
Wilson Program Sizes – Fine & Visual Arts



Program Relationships – PE & Athletics



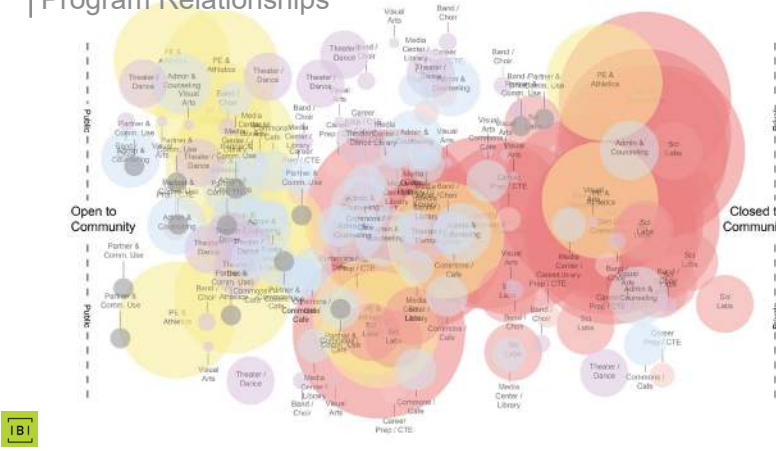
Program Relationships



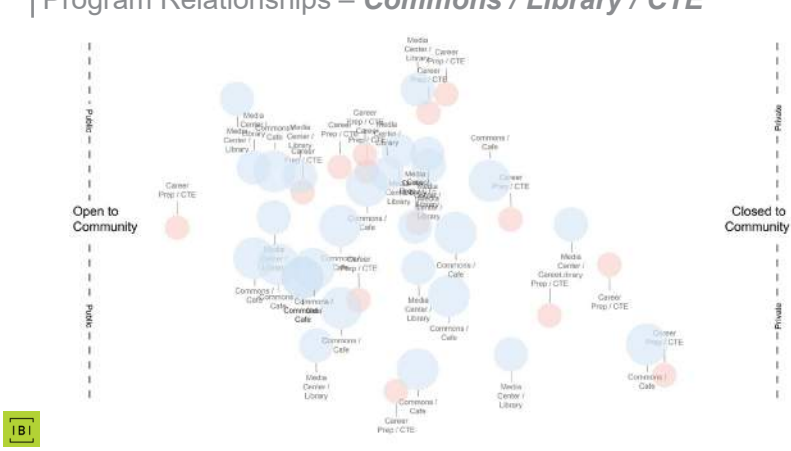
Program Relationships – Theater / Dance



Program Relationships



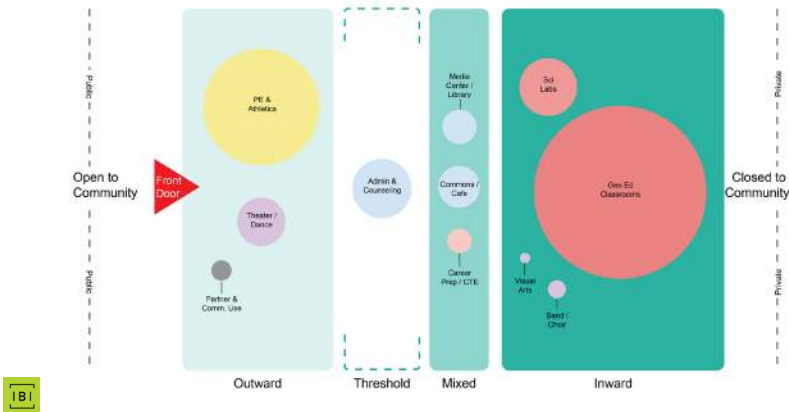
Program Relationships – Commons / Library / CTE



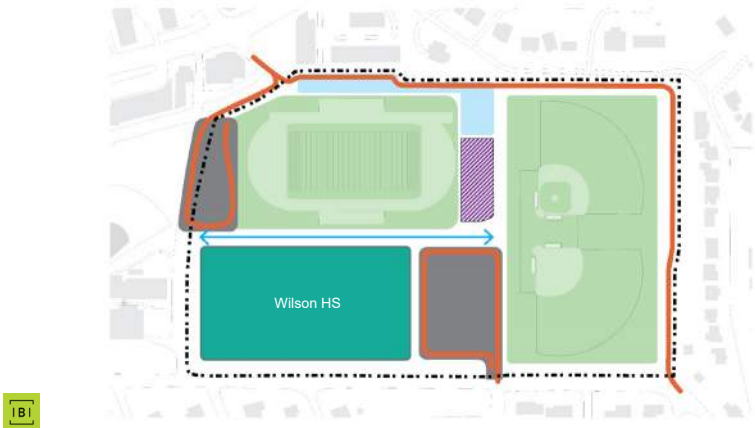
SYNTHESIS

CONCEPTUAL MASTER PLAN DELIVERABLES

Program Relationships

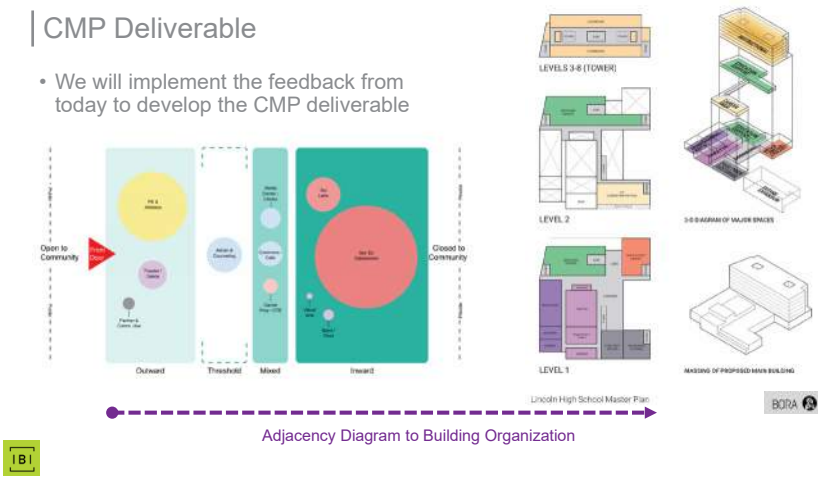


CMP Deliverable



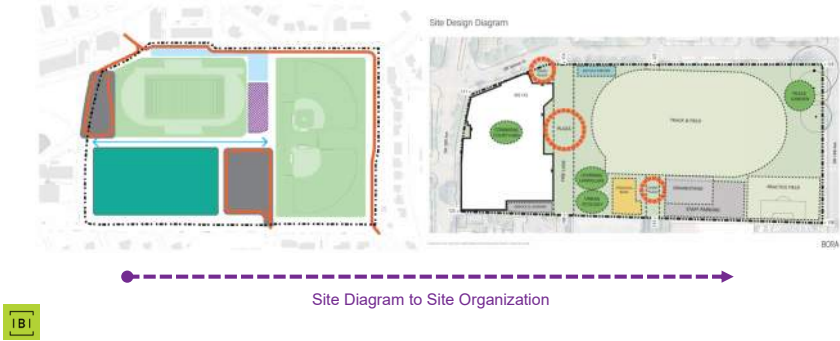
CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



WILSON HS CMPC #4

- [Bond Planning Update + Schedule]
- [Potential Partner & Community Use + Wrap-around Service Providers]
- [Program Homework Feedback]
- [New Building Options]
- [PPS Sustainability + Resiliency Goals]
- [Next Steps]

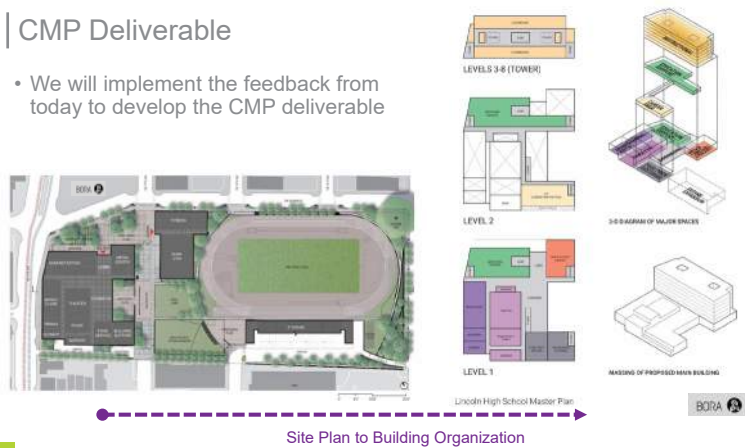
CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



CMP Deliverable

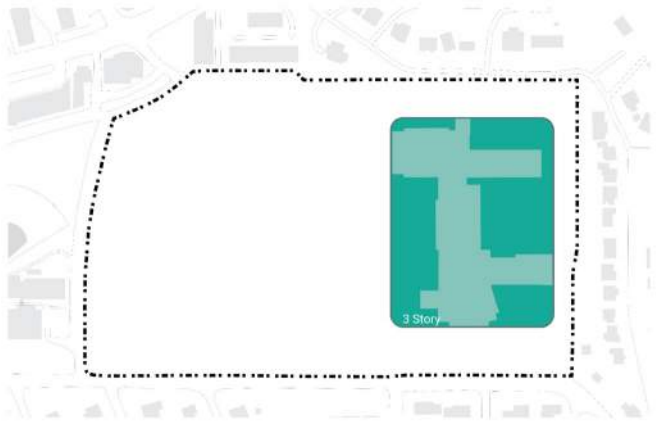
- We will implement the feedback from today to develop the CMP deliverable



BUILDING HEIGHT

SITE DESIGN CONSIDERATIONS

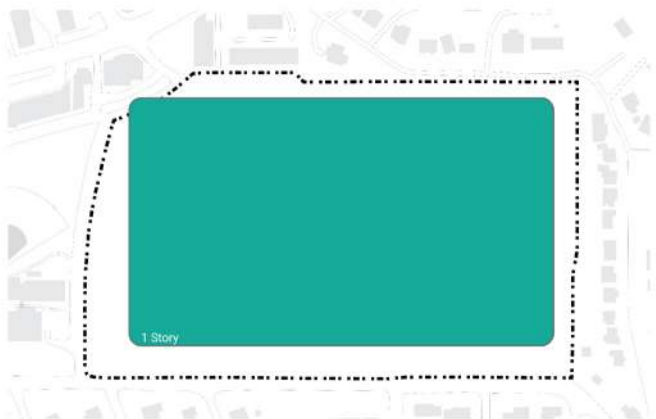
Wilson HS – *Building Area*



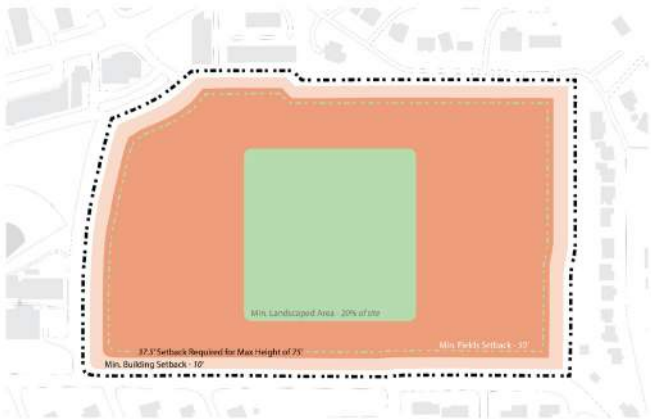
Wilson HS Community Context



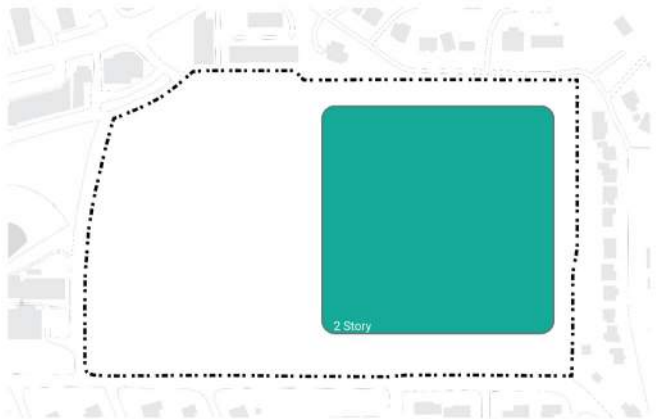
Wilson HS – *Building Area*



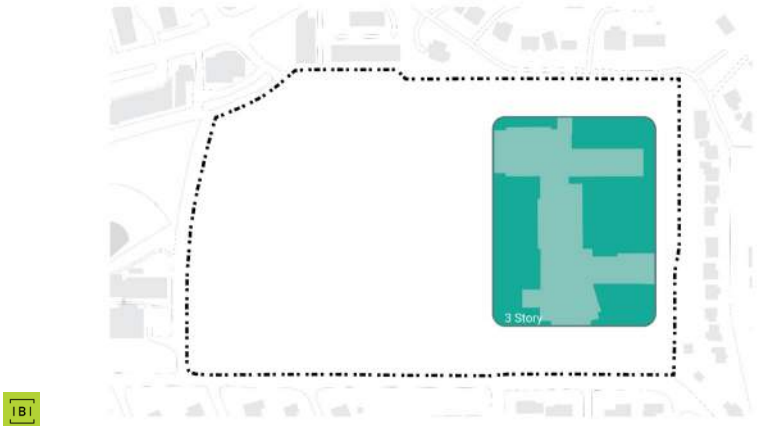
Wilson HS Zoning Parameters



Wilson HS – *Building Area*



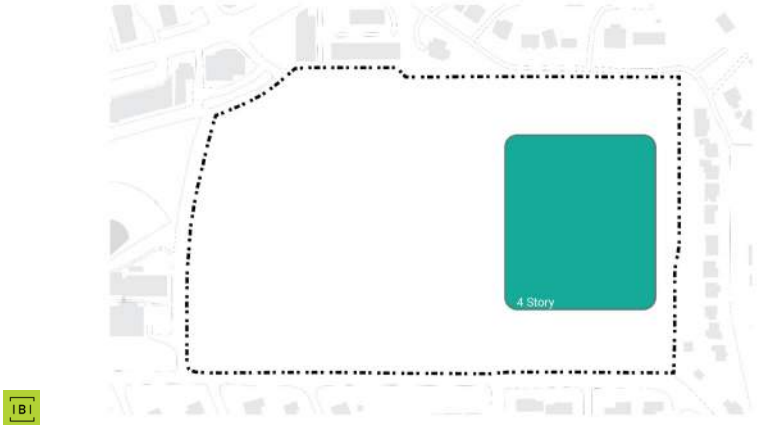
Wilson HS – *Building Area*



NEW BUILDING FOOTPRINT LOCATION



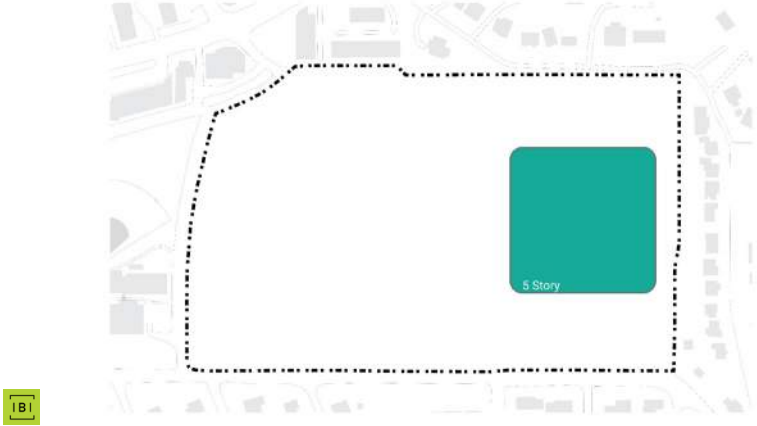
Wilson HS – *Building Area*



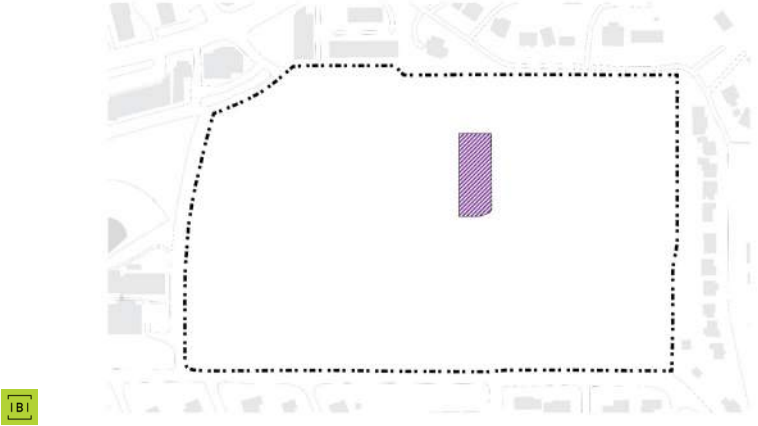
Where does the new building go?



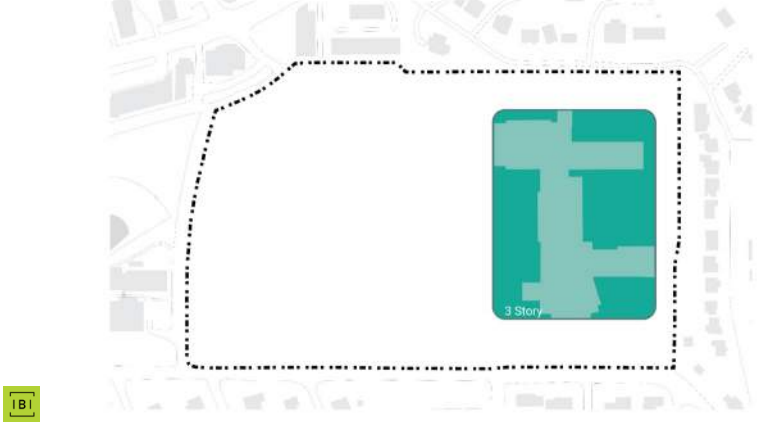
Wilson HS – *Building Area*



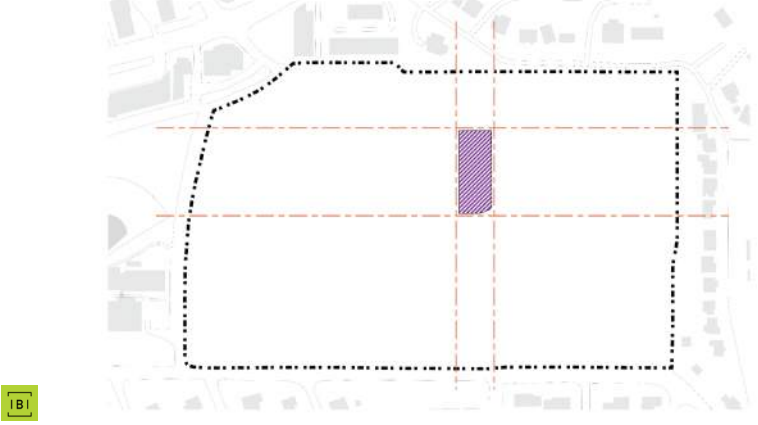
Wilson HS Site



Wilson HS – *Building Area*



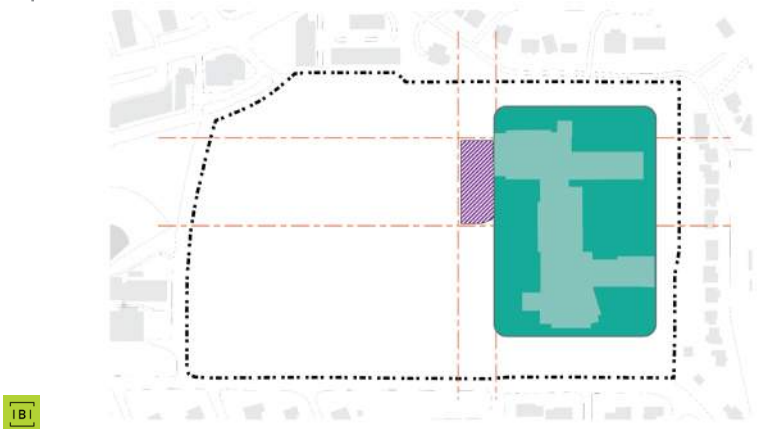
Wilson HS Site



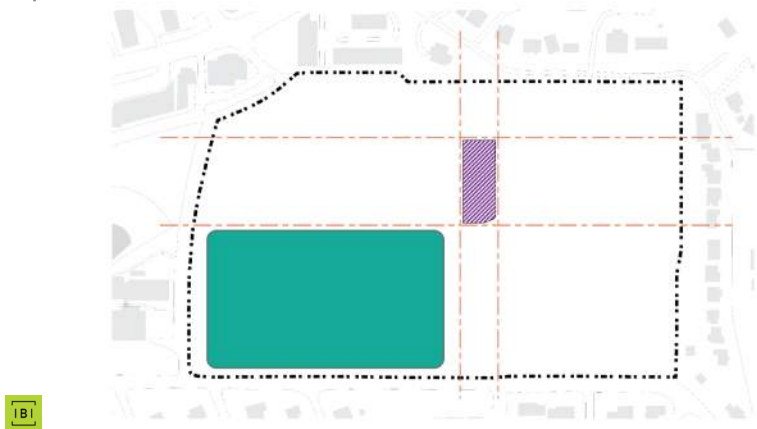
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



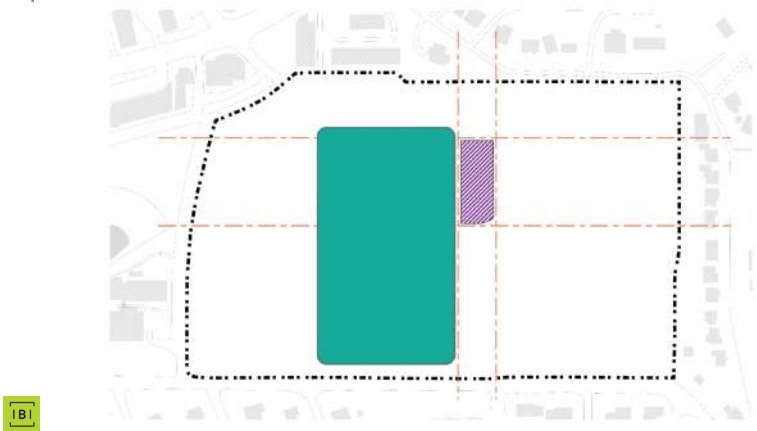
Wilson HS – *Building Footprint Location*



Wilson HS – *Building Footprint Location*



Wilson HS – *Building Footprint Location*



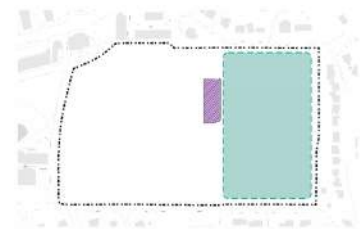
Wilson HS – *Existing Location*

Opportunities

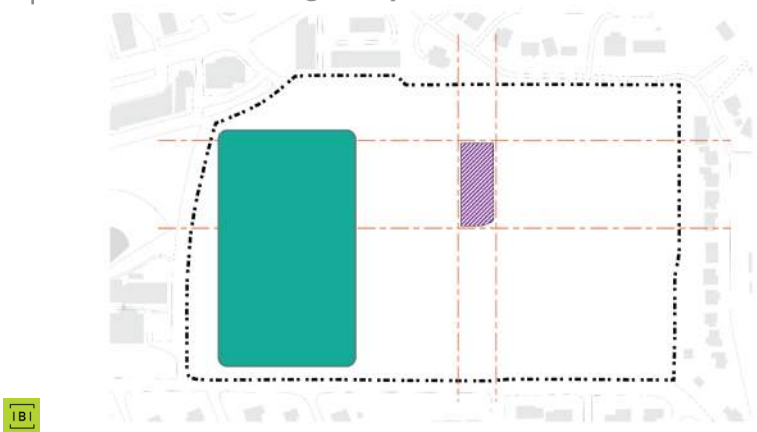
- Maintains current relationships to neighborhood and Hillsdale context
- Wilson remains separate from Rieke ES
- Potential to reconfigure site program (fields)
- Pool could continue to share use of school facilities in new design
- Could maintain some current fields

Challenges

- Students move off-site during construction
- Wilson remains separated from Rieke ES
- Pool could continue to share use of school facilities in new design
- Could maintain some current fields



Wilson HS – *Building Footprint Location*



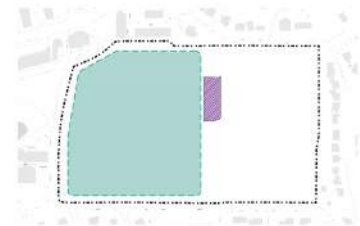
Wilson HS – *New Location*

Opportunities

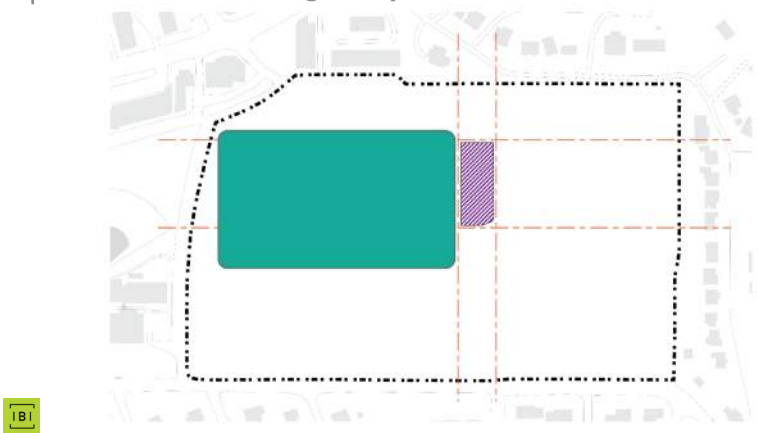
- Students stay on-site during construction (flipped site)
- Wilson HS connection to Rieke ES
- Increased proximity to fields at Rieke ES
- Visual connection of school to Capital Highway & major public thoroughfare
- Potential to reconfigure site program (fields)
- Pool could continue to share use of school facilities in new design
- Potentially all new construction (building & fields)

Challenges

- Fields proximity to neighborhood
- Reduced opportunities for territorial views
- Pool could continue to share use of school facilities in new design
- Potentially all new construction (building & fields)



Wilson HS – *Building Footprint Location*



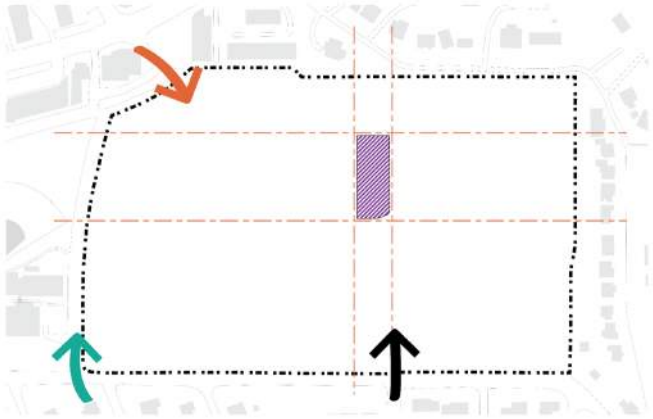
SITE TRAFFIC PATTERNS



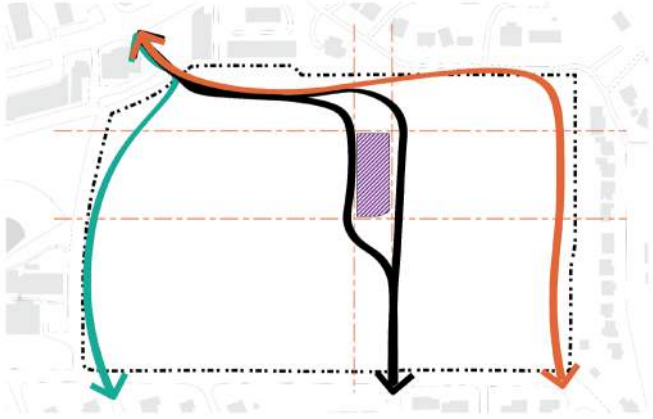
How should traffic patterns change on site?



Wilson HS - *Separated*



Wilson HS - *Connected*



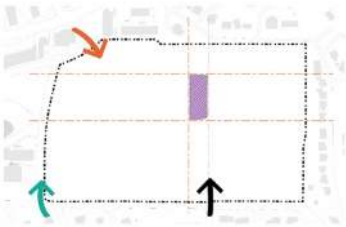
Wilson HS – *Separated*

Opportunities

- Potentially increase on-site safety
- Potentially provides more space for outdoor learning and community use space
- Some increased flexibility to locate site amenities
- Potentially more pedestrian and “school-use” friendly

Challenges

- Eliminates current traffic patterns through site
- Potentially pushes more traffic to public streets



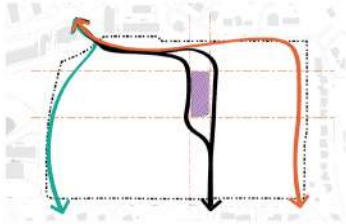
Wilson HS – *Connected*

Opportunities

- Retains familiar neighborhood vehicular connector
- Potentially reduces some traffic to public streets
- Potentially more vehicle friendly

Challenges

- Potentially decreases on-site safety
- Potentially provides less space for outdoor learning and community use space
- Some decreased site flexibility to locate site amenities



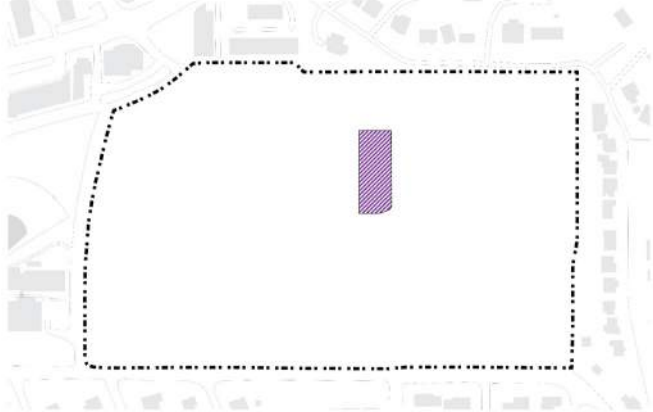
SITE PROGRAM OPTIONS (FIELDS)



What site program (fields) do we put on site and where?



Wilson HS Site



+



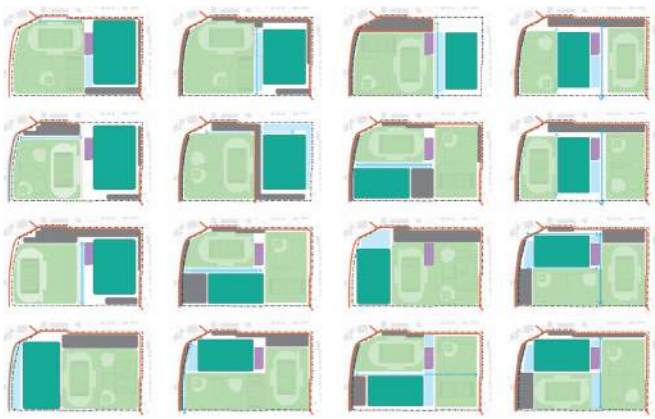
Site Pieces



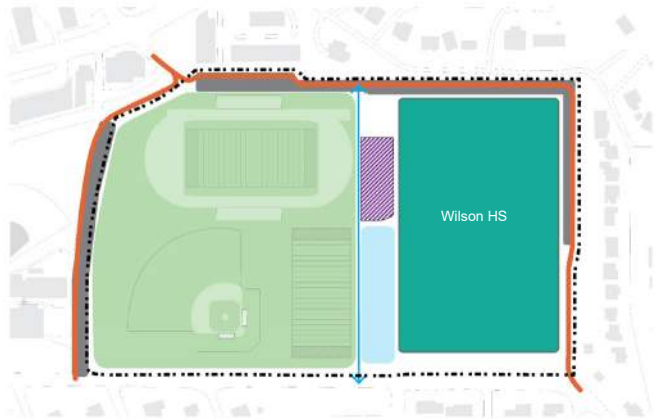
DESIGN PROVOCATIONS



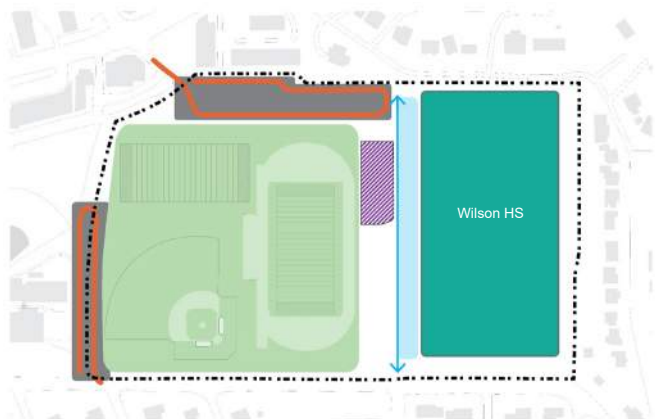
Wilson HS – Design Paths



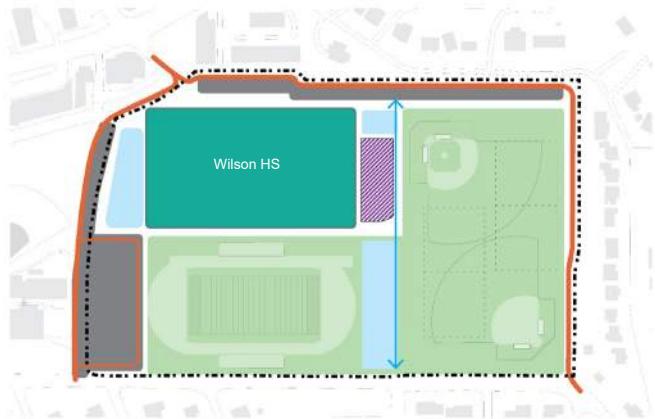
A



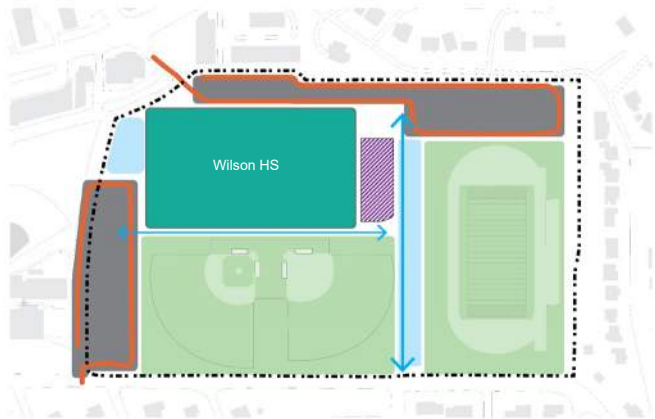
B



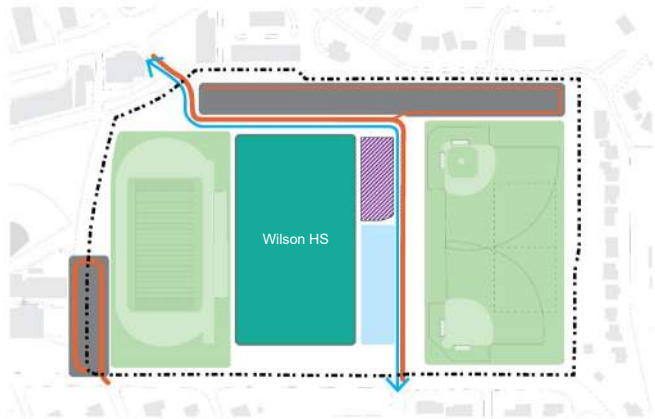
C



D

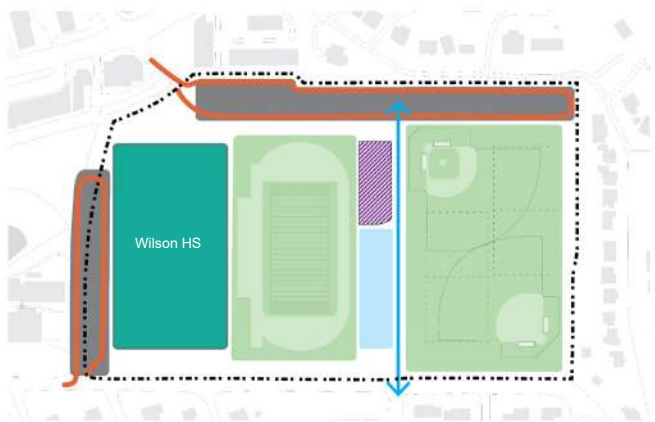


E



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

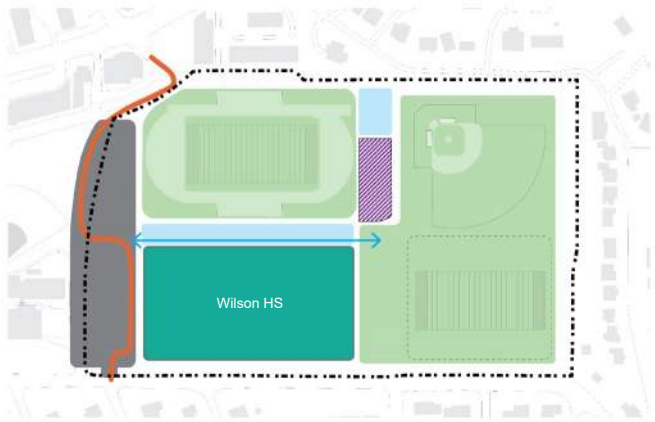
| F



WILSON HS CMPC #4

- [Bond Planning Update + Schedule]
- [Potential Partner & Community Use + Wrap-around Service Providers]
- [Program Homework Feedback]
- [New Building Options]
- [PPS Sustainability + Resiliency Goals]
- [Next Steps]

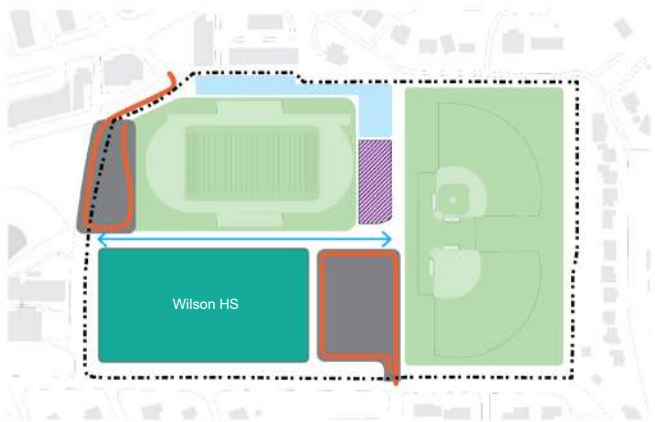
| G



PPS Sustainability & Resiliency Goals



| H



PPS Sustainability & Resiliency Goals

- | Sustainability Targets | Resiliency Targets |
|---|---|
| <ul style="list-style-type: none">• LEED Gold Certification• New Construction EUI 25 | <ul style="list-style-type: none">• Gym Category IV Immediate Occupancy |



| Review concept design options

Key Decisions

- Where should the new building go?
 - Where is the front door?
 - Where should the community connection be?
 - Do we connect to Rieke ES?
- How should traffic patterns change on site?
 - Vehicular traffic patterns?
 - Pedestrian traffic patterns?
 - Edges vs the middle?
 - No vehicular connection through?
- Where should the fields go?



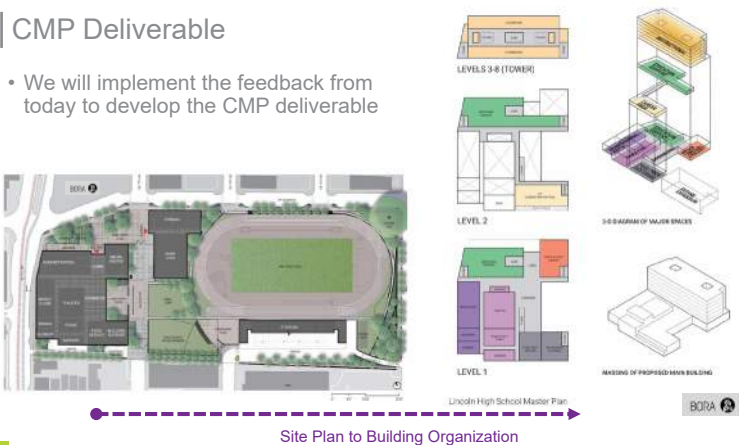
WILSON HS CMPC #4

- [Bond Planning Update + Schedule]
- [Potential Partner & Community Use + Wrap-around Service Providers]
- [Program Homework Feedback]
- [New Building Options]
- [PPS Sustainability + Resiliency Goals]
- [Next Steps]

Next Steps

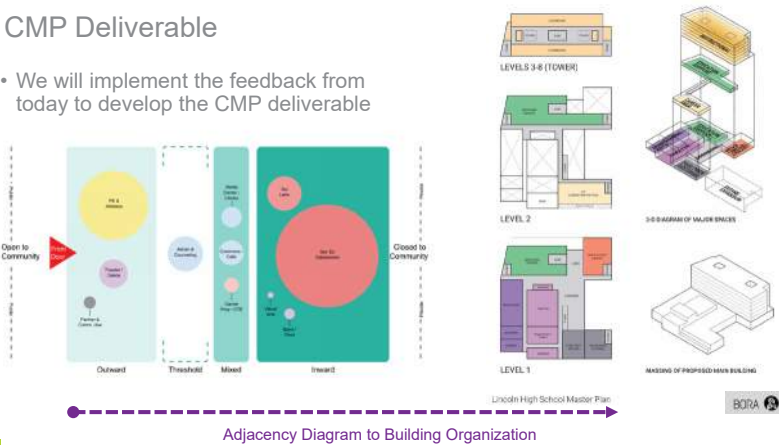
CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



Reflect & Share

CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



Vision Statements

The new Wilson will...

...be a place of pride for the students, staff, and community where everyone feels positively connected to and influenced by the vibrant life of the school and the community it serves.

...be a place that encourages the highest levels of achievement, fosters a love of learning, inspires creativity, and promotes environmental stewardship.

...be a place where all are welcome in a school that provides for the social, emotional, and physical wellness of the people it serves in safe and secure environment.

...meet student needs through equitable consideration of a diverse selection of student pathways with a focus on elevating educational outcomes and increasing student performance.

...meet future student needs by planning for growth, responding to future program needs, and adapting to a world not yet realized.

CMP Deliverable

- We will implement the feedback from today to develop the CMP deliverable



Reflect & Share...

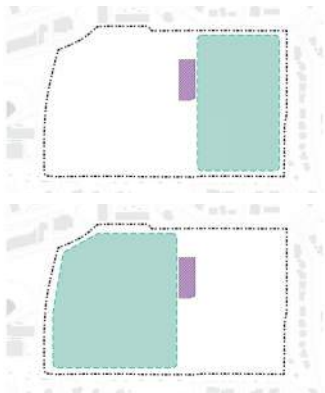
...last thoughts and input.



MEETING 4
KEY NOTES

| Key Questions

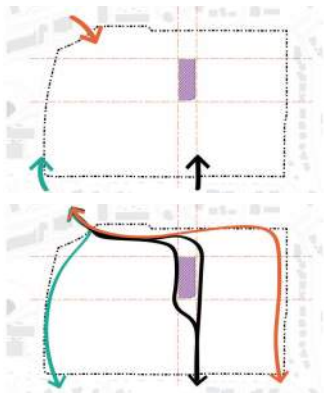
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes

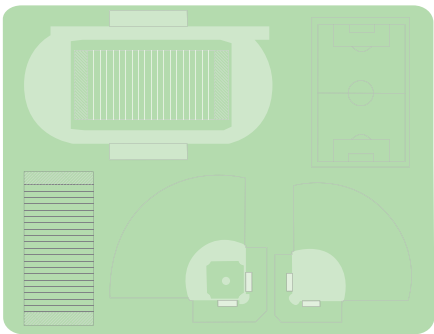
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Where should the fields go?

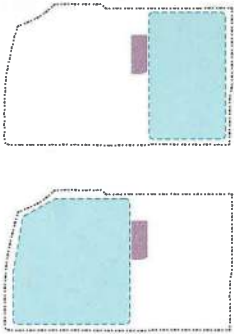


Notes



Key Questions

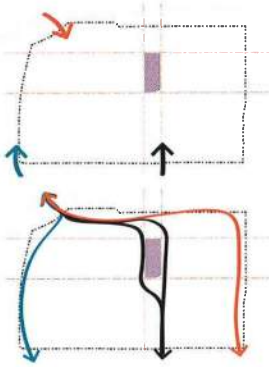
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes when do kids go?
when do fields go?

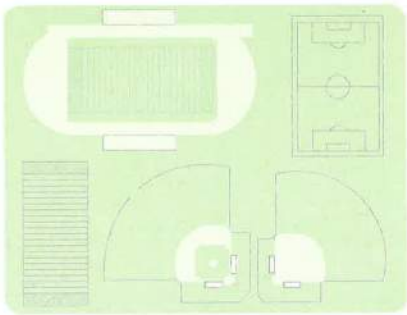
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Where should the fields go?

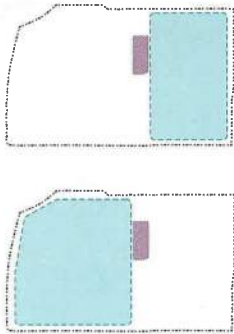


Notes



Key Questions

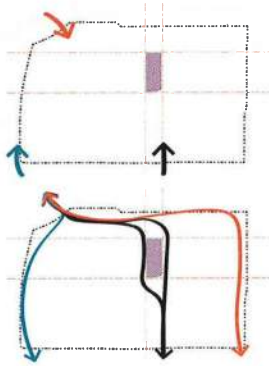
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes
I agree with what the Principal says... build a new building ~~on this~~ on this site with the least amount of impact on the students. I think bussing ~~is~~ seems \$\$\$ - money better used on construction of the new ~~site~~ building. Also, it seems very disruptive to a huge # of students and their families.
The building can be fantastic anywhere on this site! I trust the experts to conceptualize a plan that works,

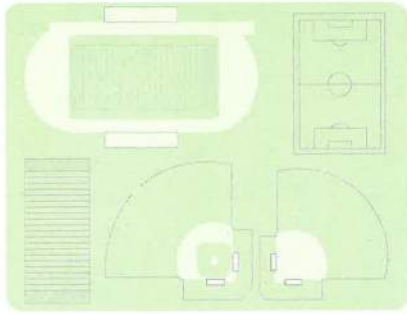
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Where should the fields go?

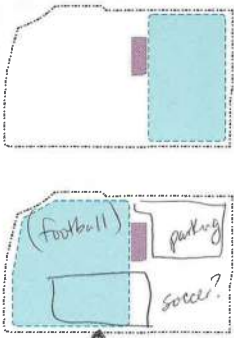


Notes



Key Questions

Where should the new building go?

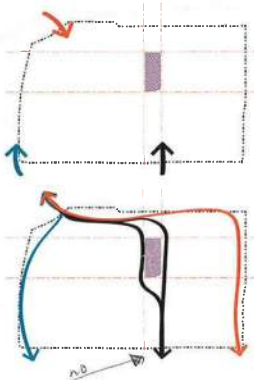


Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes G+H combo?

Handwritten notes area for the first key question.

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Handwritten notes area for the second key question.

Where should the fields go?



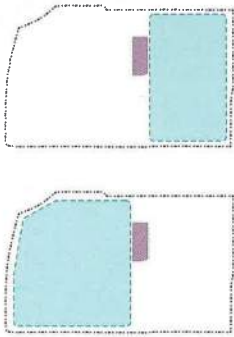
Notes

Handwritten notes area for the third key question.



Key Questions

Where should the new building go?

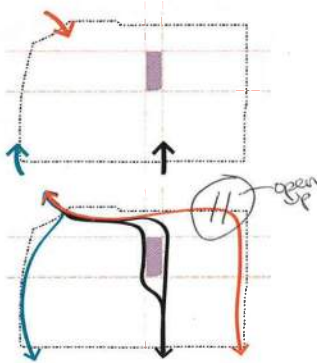


Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes

Handwritten notes for the first key question in the second section. Includes notes like 'Some combination of E+G - I love E with the school at the heart of the campus. I also respect the cost savings of G, but think it lacks traffic flow + adds congestion to Rieke. Do NOT bus kids off site - that's unacceptable when we have SO MANY better options. *E Rules* Also ditch the pool. :)'

How should traffic patterns change on site?

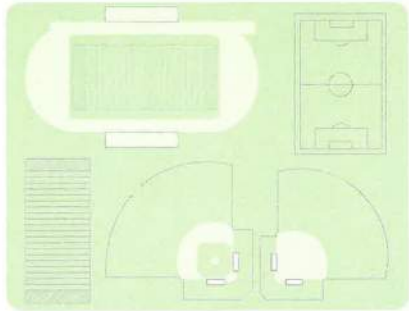


Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Handwritten notes for the second key question in the second section. Includes notes like 'Something through the middle that can be closed off for safety when necessary would be good. Also open up a pass-through to the street parallel to parking to direct students to other ways out of the campus'

Where should the fields go?



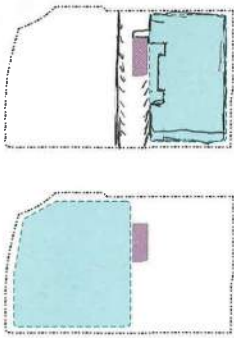
Notes

Handwritten notes for the third key question in the second section. Includes notes like 'This is our ONE CHANCE to re-orient the football field to North-South. Keep the soccer + softball at Rieke'



Key Questions

Where should the new building go?

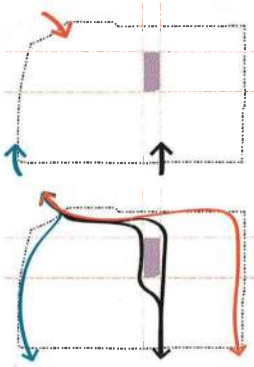


Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes F - Crushes Rieke
G - Less so from ↑

* Personal choices for a variety of reasons → E ①
→ G ② (at some point)

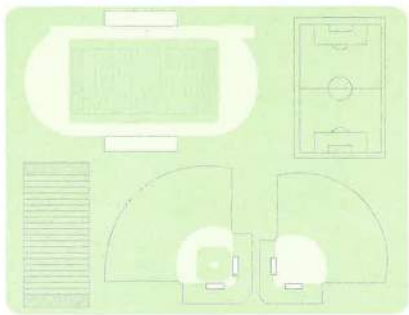
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes F - Pushes Rieke traffic
↑
H Hillside to Vermont access & all → should be single? - Please Minimize Pool should have access from one side/parking on the other

Where should the fields go?

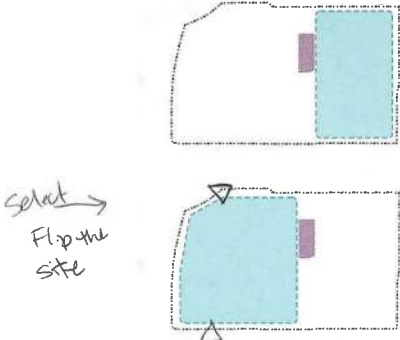


Notes • Do we need a foot ball practice field?
• Can 'community space' double parking?
• How are we defining 'community space'?



Key Questions

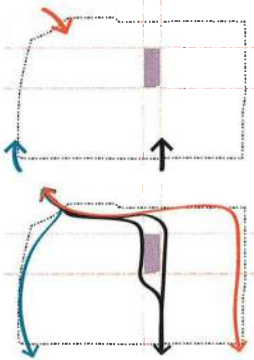
Where should the new building go?



① Where is the front door?
② Where should the community connection be?
③ Do we connect to Rieke ES?

Notes
② direct connection from Capital Highway needed - Greater Presence access point
① The school's front door can be at either side noted on lower site plan. depends on vehicle/pedestrian circulation.
③ No - adjacent sites is acceptable. Possible to share parking.

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes Vehicle information should be avoided.

Where should the fields go?



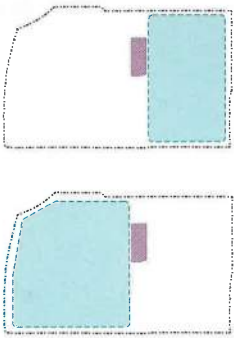
Notes
Diagram 'D' - allows for football field orientation that is advantageous. it also vehicle circulation to be split based on building vs field access.

Diagram 'E' - again good orientation for football field. Grade change may also play into design of stadium seating at this location. I also like that the building remains close to the swimming pool.



Key Questions

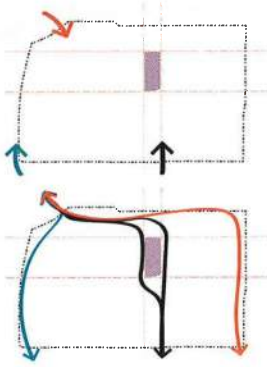
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes
I prefer option 6 with the school oriented on Vermont and keeping the football field at its current location. I would suggest a connection (pedestrian) between Vermont and Capital Hwy.

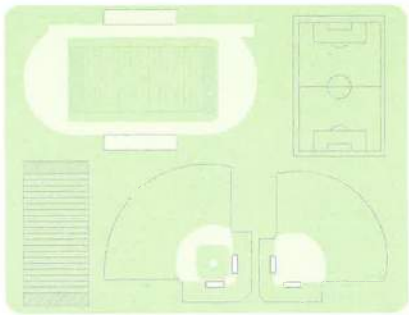
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes
traffic should stay at the perimeter of the site and not cut through the property.

Where should the fields go?

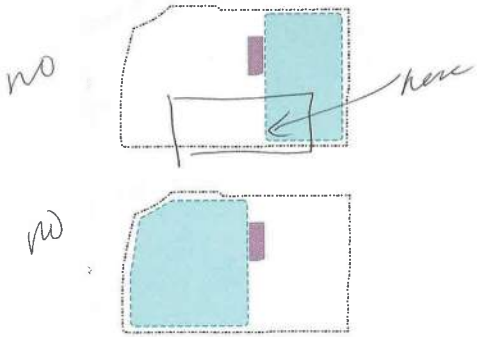


Notes
fields should stay connected to each other and not be separated by the school building.



Key Questions

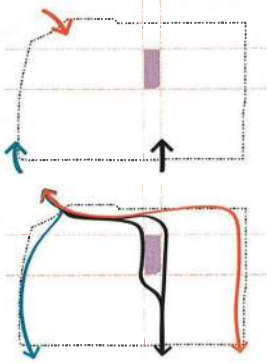
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes
front facing - clear adm entry

How should traffic patterns change on site?



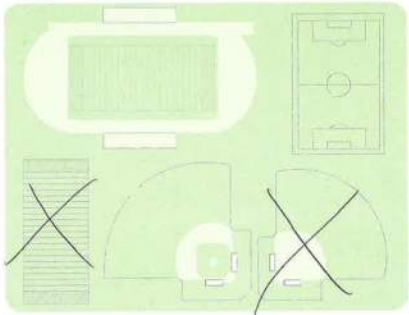
Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes
need a pass through for vehicles

Kid relocation - research SW options

underground parking!
under greenspace

Where should the fields go?



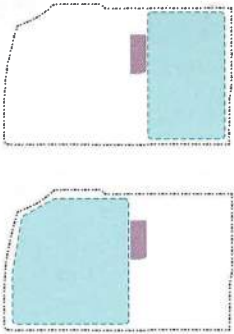
Notes



Jane E

Key Questions

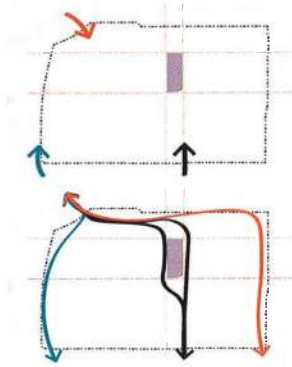
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes Slide West, either NW or SW corners of the lot. I like how the SW would be less intrusive (football field).

How should traffic patterns change on site?

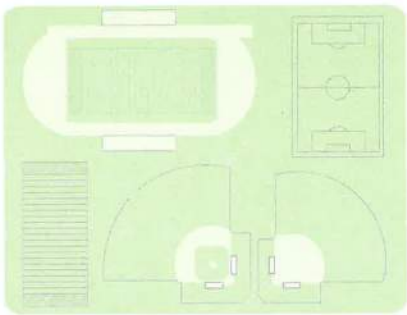


Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes Bigger lots on the edges, not single-row lots. OK w/ a cut through the middle, but I'd rather avoid it.

Options D + G

Where should the fields go?

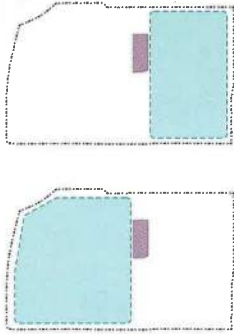


Notes Keep soccer and softball at Rieke. Baseball/softball East. Practice field in remaining section.



Key Questions

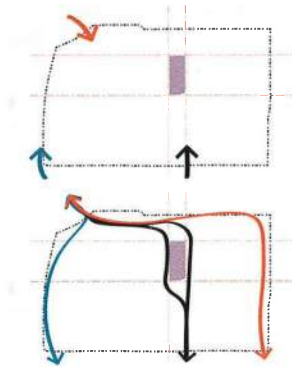
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes Flip the site. Include the expected students in the vision and consider their well being.

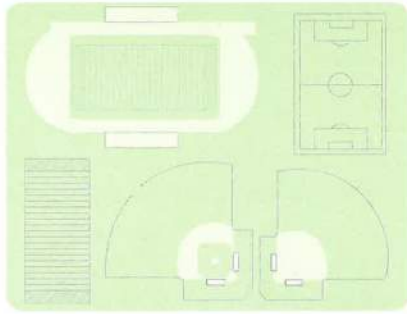
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Where should the fields go?

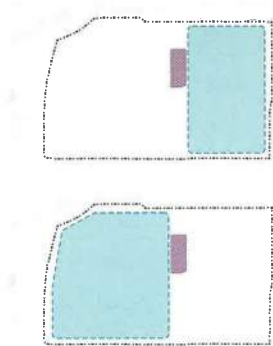


Notes



Key Questions

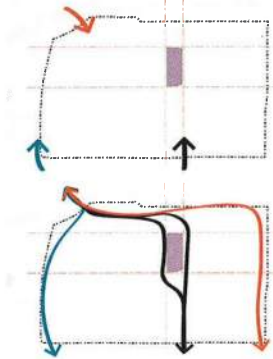
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes It should not go ~~down~~ on the existing footprint. I think it should be spanning north to south so there are several ways to connect/drop off kids and keep arteries clear, like option E. I think the front door should face W.

How should traffic patterns change on site?

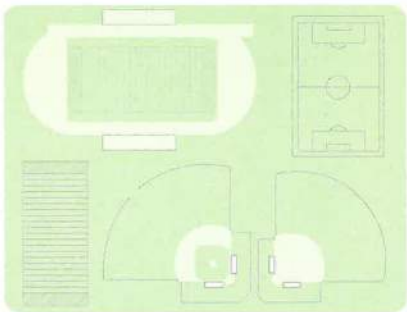


Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes I think there should be pedestrian connectors through campus but not vehicle traffic through the middle of the site. I'd like to separate traffic flow from Rieke if possible.

I really love community connector areas in G because it seems like a great home/extension for farmers market and other community or school events

Where should the fields go?

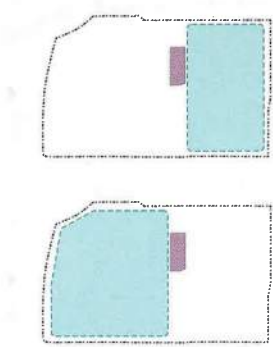


Notes I'd like to overlap the softball and baseball fields and still fit a practice/soccer field as well.



Key Questions

Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

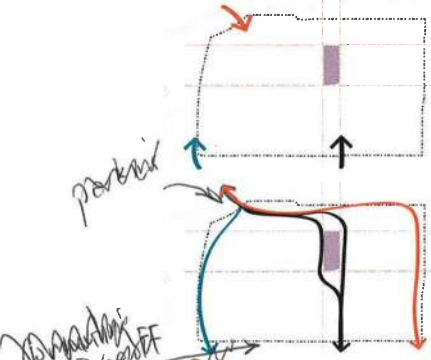
Notes Best approach building is - from the south

the layout should leverage the community zone for benefit of fields

community connection should originate near the front

Move it.

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes G/H

parking entrance from the north

buses/drop off from Vermont

Keep the moving in the school

Where should the fields go?



Notes

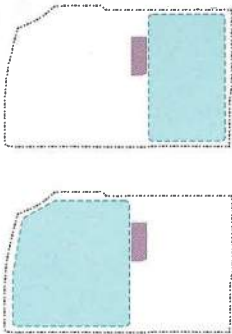
Connector

Diagram showing a connector area between two fields, with a dashed line indicating a potential connection or boundary.



Key Questions

Where should the new building go?

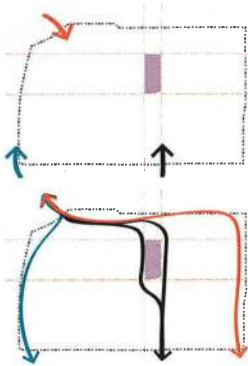


Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes

community near pool
is the new the direct
closer to commercial center
do not bus the kids across town
deepen sense of community
by watching it being built

How should traffic patterns change on site?

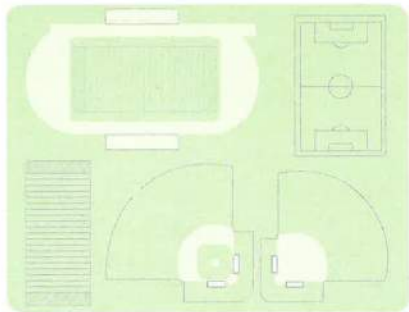


Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

parking closer to fields & community space, pool
(not through site)
multiple traffic pathways in and out of grounds but not cut through the middle

Where should the fields go?



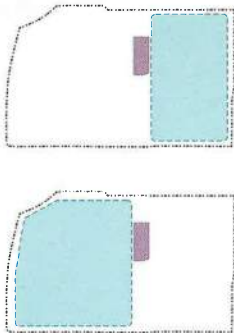
Notes

nice to keep them together? (bathrooms, seating)
- scoreboards compete now
- more baseball out of the wind?
- keep sunset?
~~could be a problem~~
if possible to add soccer fields for community
make fields accessible, close to parking



Key Questions

Where should the new building go?

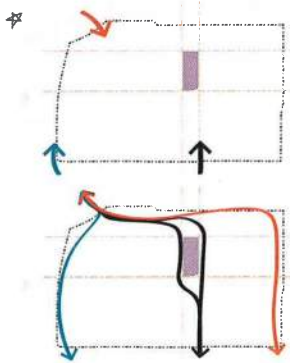


Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes

Front Door: Facing to Capital Hwy.
Establishes the school as direct connection to community. Makes it part of the visible community landscape, which I think increases pride in school & in both directions.
② I like the community connection touching the school & the fields. More physical connection on the Hwy / business side makes more sense.
③ Moving the school closer to the elementary is not necessary to maintain the nature of the connection between the schools. A visual connection - being able to see each school from the other - would be nice, includes the "small town in the big city" vibe.

How should traffic patterns change on site?

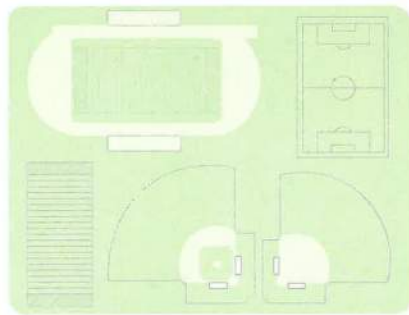


Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

I prefer the closed/edges option
People driving through and using the parking lots as a through street not appropriate. I do it myself for convenience but for safety and just maintenance, keep the traffic on roads as much as possible.
Pedestrian paths around the perimeter and potentially through the middle are ok.

Where should the fields go?



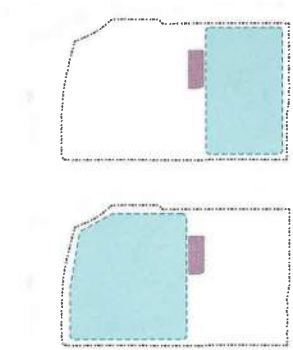
Notes

Football field - stay where it is, OR move to border w/ Rieke, w/ lights - moving it to the highest point will be a non-starter. The fancy houses in the adjacent neighborhood there would NEVER let it happen.
- Keep soccer @ Rieke
- Keep softball @ Rieke
I like the idea of the football stadium in the location of option C.



Key Questions

Where should the new building go?

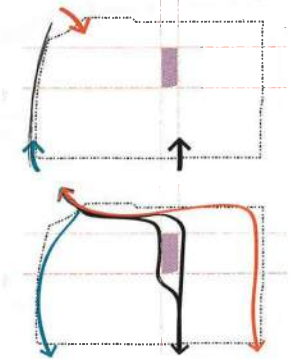


Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes

→ New building where the fields are currently. either on the north or the highway.
→ E or G are the best ones

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

Where should the fields go?

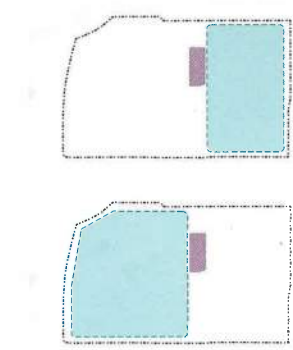


Notes



Key Questions

Where should the new building go?



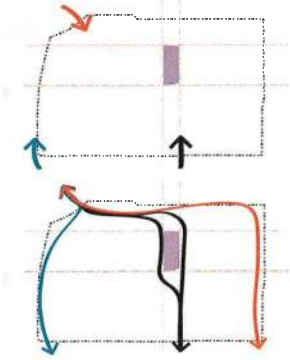
Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes

I like option G like Phillippe (Principal's) selected but concerned about parking being shared between Rieke & Wilson.

I would add additional of pool parking in the top, right corner - along Boringame.

How should traffic patterns change on site?



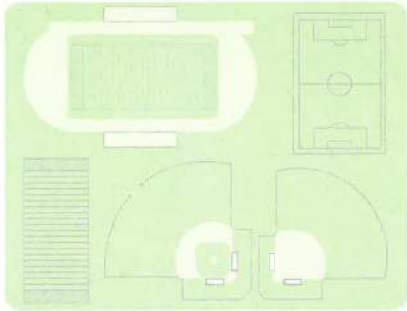
Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes

I feel strongly that cars should no longer be allowed to drive through.
→ Edges, please!

Must have significant parking & traffic analysis.

Where should the fields go?



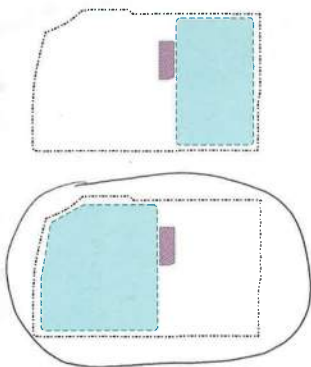
Notes

→ I don't care about which field goes where... :)
My husband says it would cost \$500K to move the football field.



Key Questions

Where should the new building go?



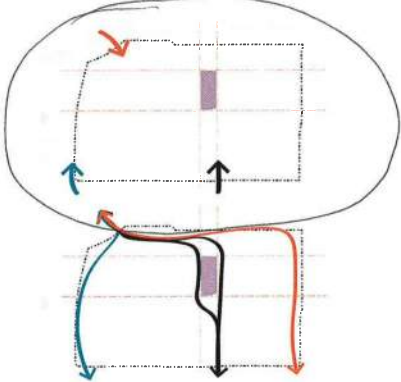
Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes
Pathways to connect Rieke ES, walkways. Front door is either on the north side facing Capital Hwy or southside on Vermont. Community connection should be on all sides, but definitely to Hillsdale and Rieke.

My choices:

- ① Option D
- ② Option G
- ③ Option H

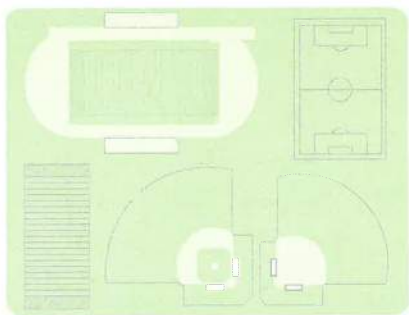
How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes
Keep traffic on the edges, without through traffic.

Where should the fields go?

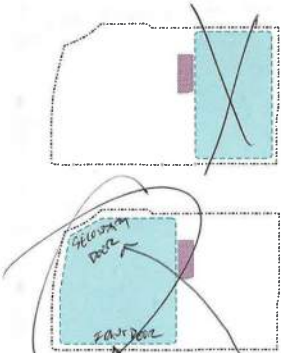


Notes
Fields are least of my worries, they will get upgraded. A north south orientation to football field might be nice.



Key Questions

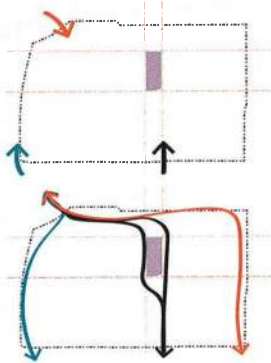
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes
*FRONT DOOR SHOULD FACE
SECONDARY DOOR SHOULD FACE HERE*

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes
TRAFFIC THROUGH SITE SHOULD BE KEPT TO A MINIMUM IF HAD AT ALL. BECAUSE ADJACENT TRAFFIC SHOULD ALSO BE KEPT TO A MINIMUM FOR SAFETY.

Where should the fields go?



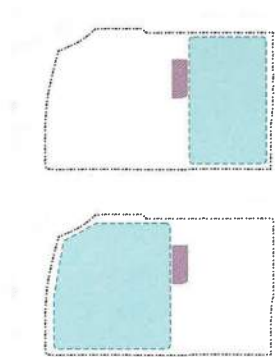
Notes
*WHILE THE SMALL NEIGHBORHOOD GROUP WAREHOUSE AND THE FIELD UP ABOVE, IS THE BEST LOCATION FOR NEW CAMPUSES.
SECONDARY GRASSY LEAVE AS IS. COST SAVINGS !!*



THANK YOU!

Key Questions

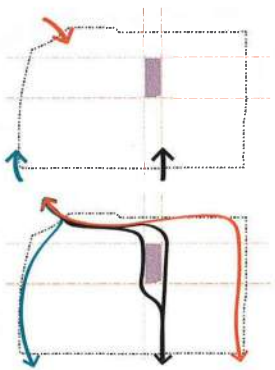
Where should the new building go?



Where is the front door?
Where should the community connection be?
Do we connect to Rieke ES?

Notes Option 6. It makes the most sense in terms of not displacing too many students and allows for flexibility when it comes to heavy programs. Option 6 also keeps the neighborhood aspect of our school as well.

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle?
No vehicular traffic through?

Notes larger parking lot at Rieke. Option 6 allows for more foot traffic on the site.

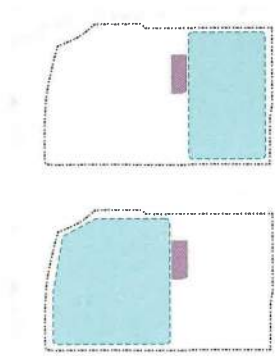
Where should the fields go?



Notes Adding a renovated baseball and soccer field is a plan. Still need to ~~renovate~~ renovate the stadium though. It is outdated and not ADA approved.

Key Questions

Where should the new building go?

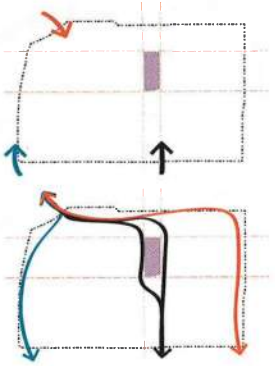


Where is the front door? VIA VERMONT
Where should the community connection be?
Do we connect to Rieke ES? NOT A PRIORITY

Notes

GET RID OF POOL!

How should traffic patterns change on site?



Vehicular traffic patterns? Pedestrian traffic patterns?
Edges vs the middle? DON'T BISECT SITE W/ CARS!
No vehicular traffic through?

Notes

Where should the fields go?



Notes

1

2

3

4

5

6

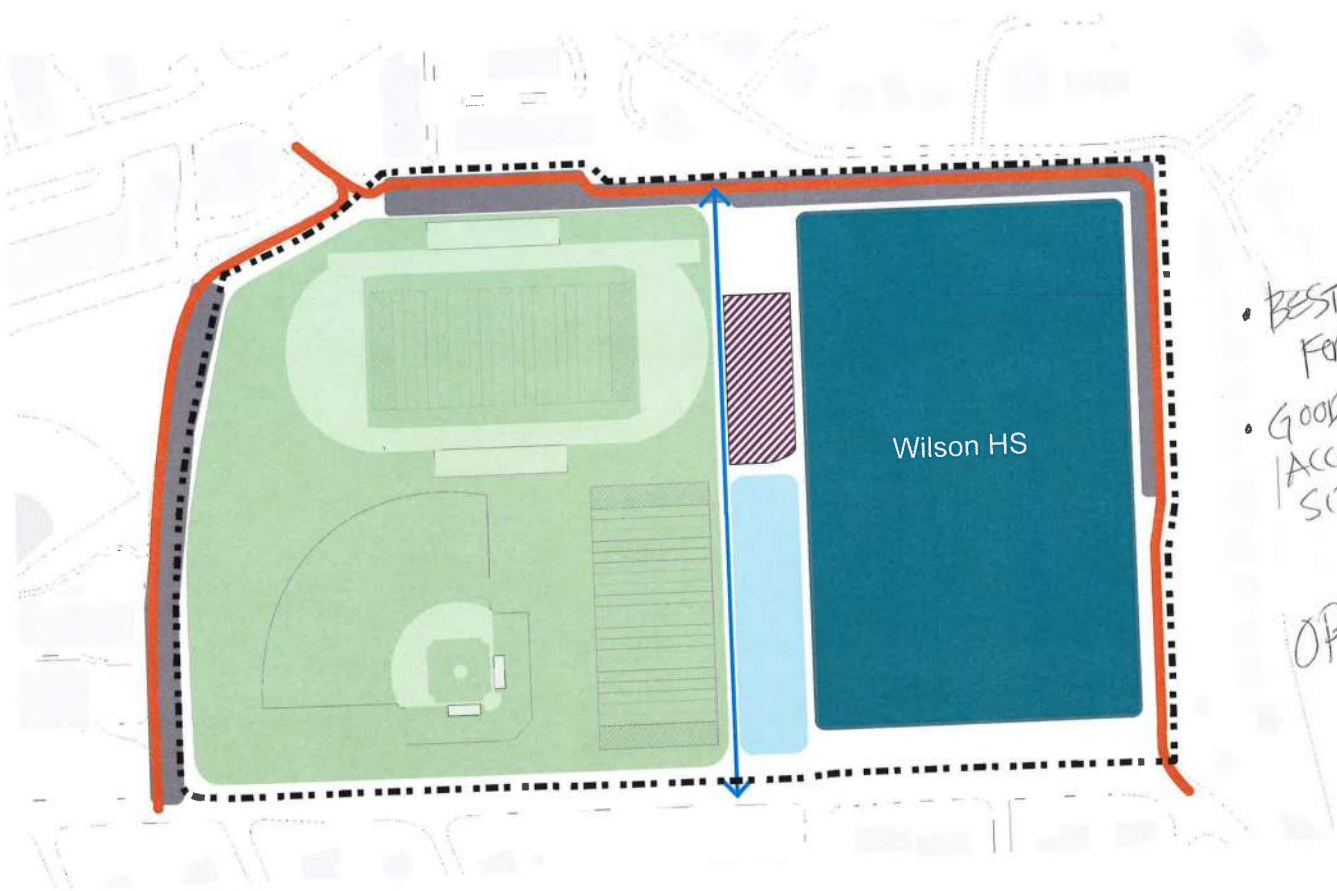
7

8

9

10

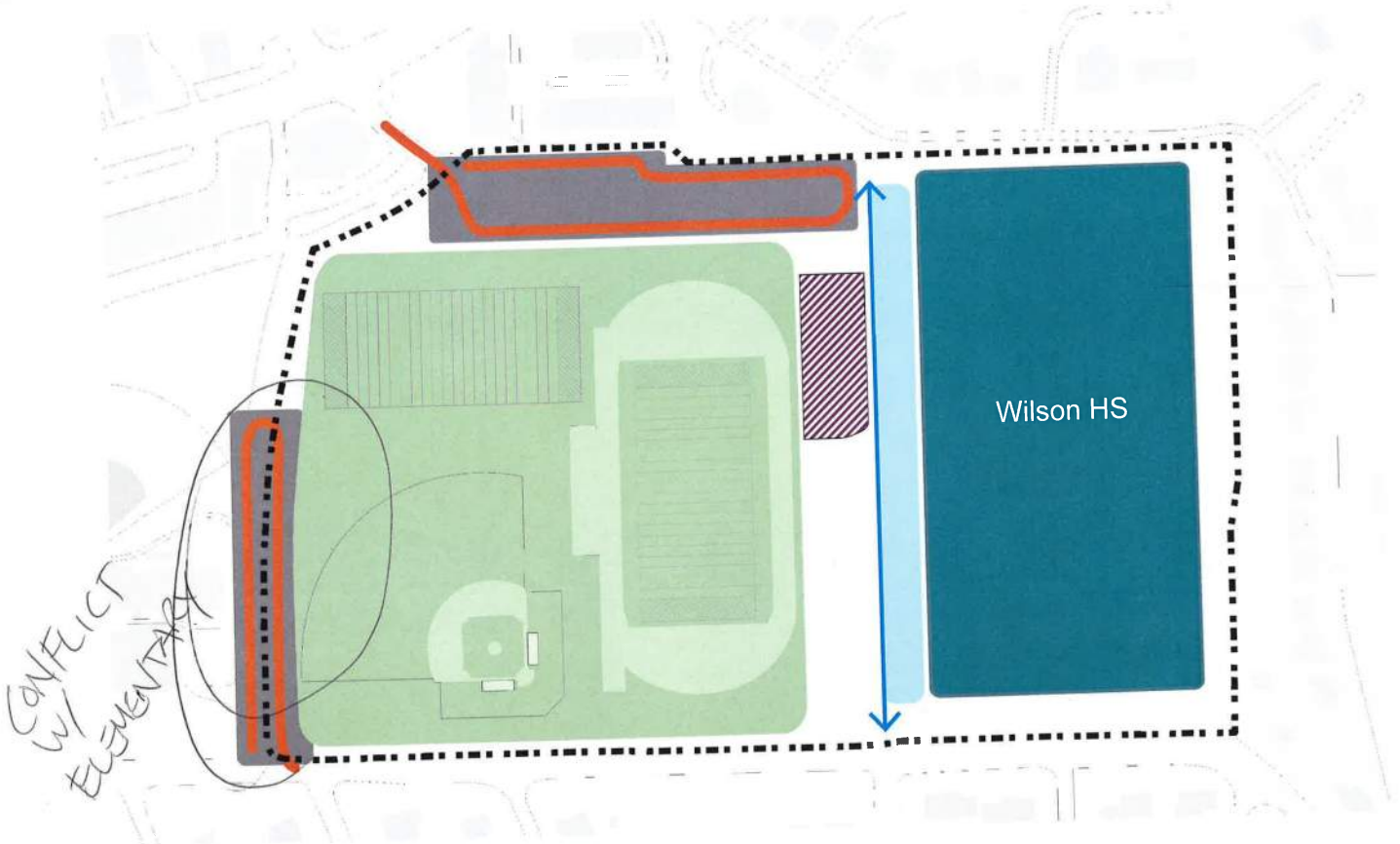
| A



• BEST VIEWS FOR SCHOOL
• GOOD COMMUNITY ACCESS THRU SITE

OPT 2

| B



CONFLICT W/ ELEMNTARY

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



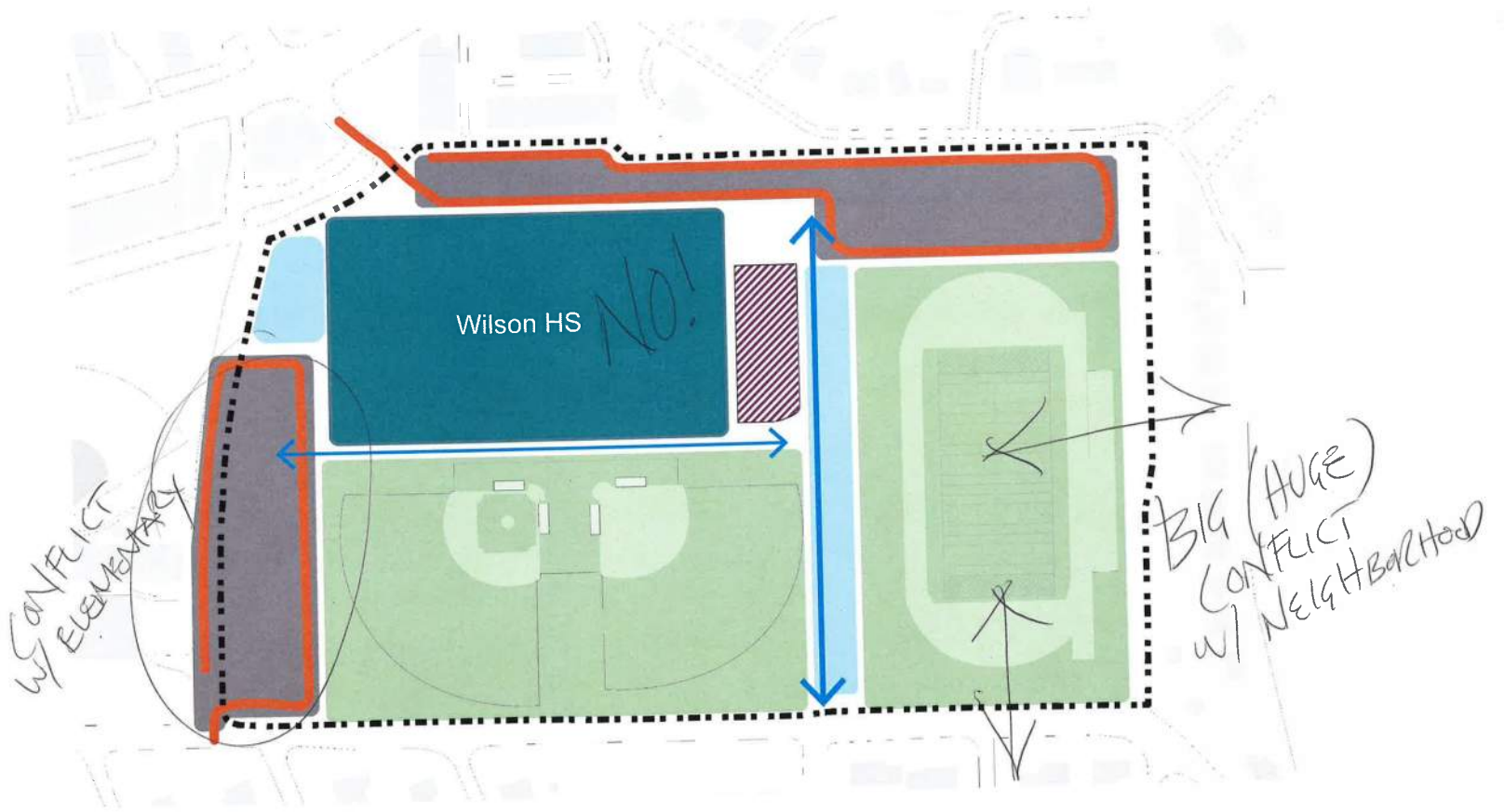
+



|c



|D



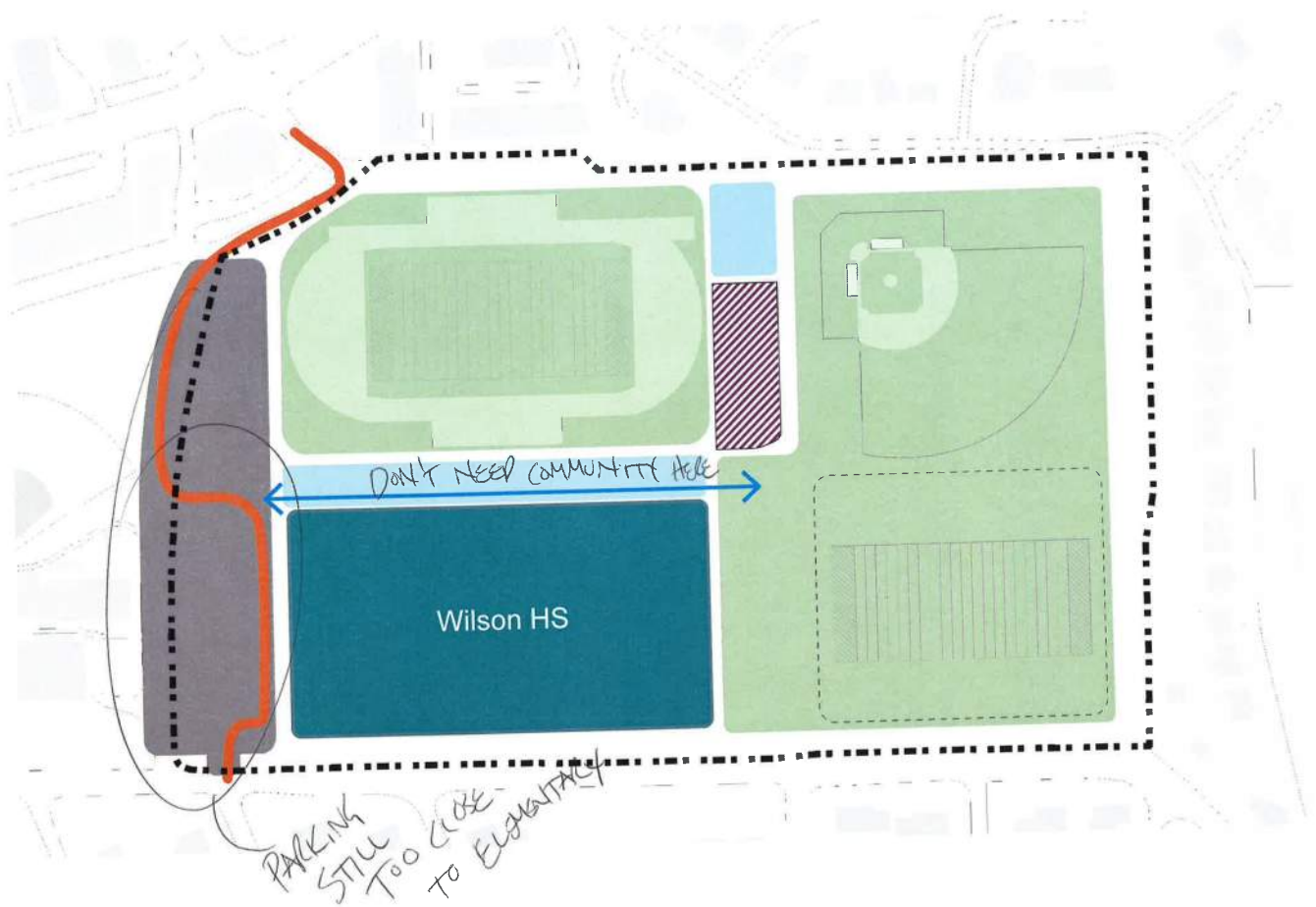
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



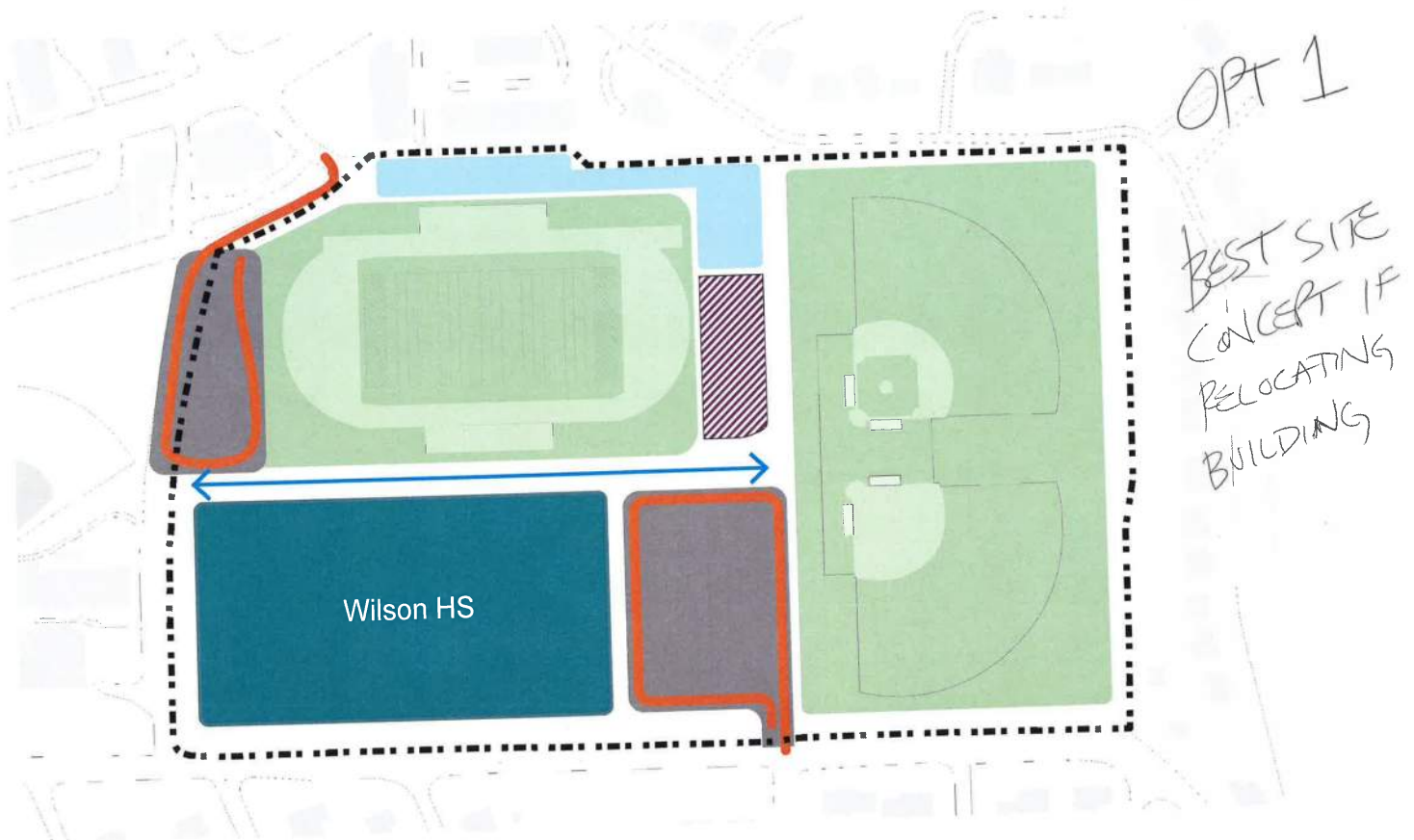
+



| G



| H



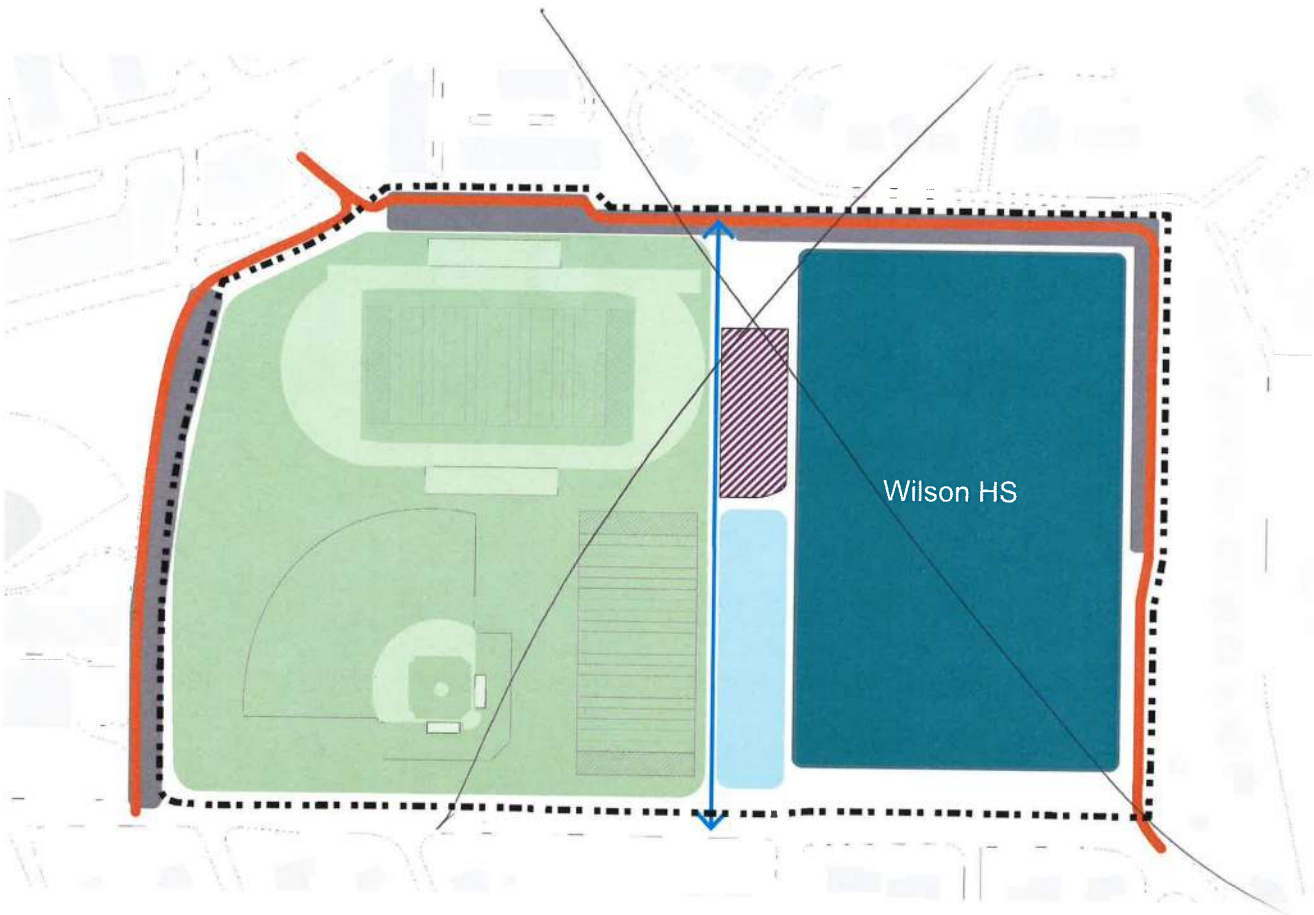
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



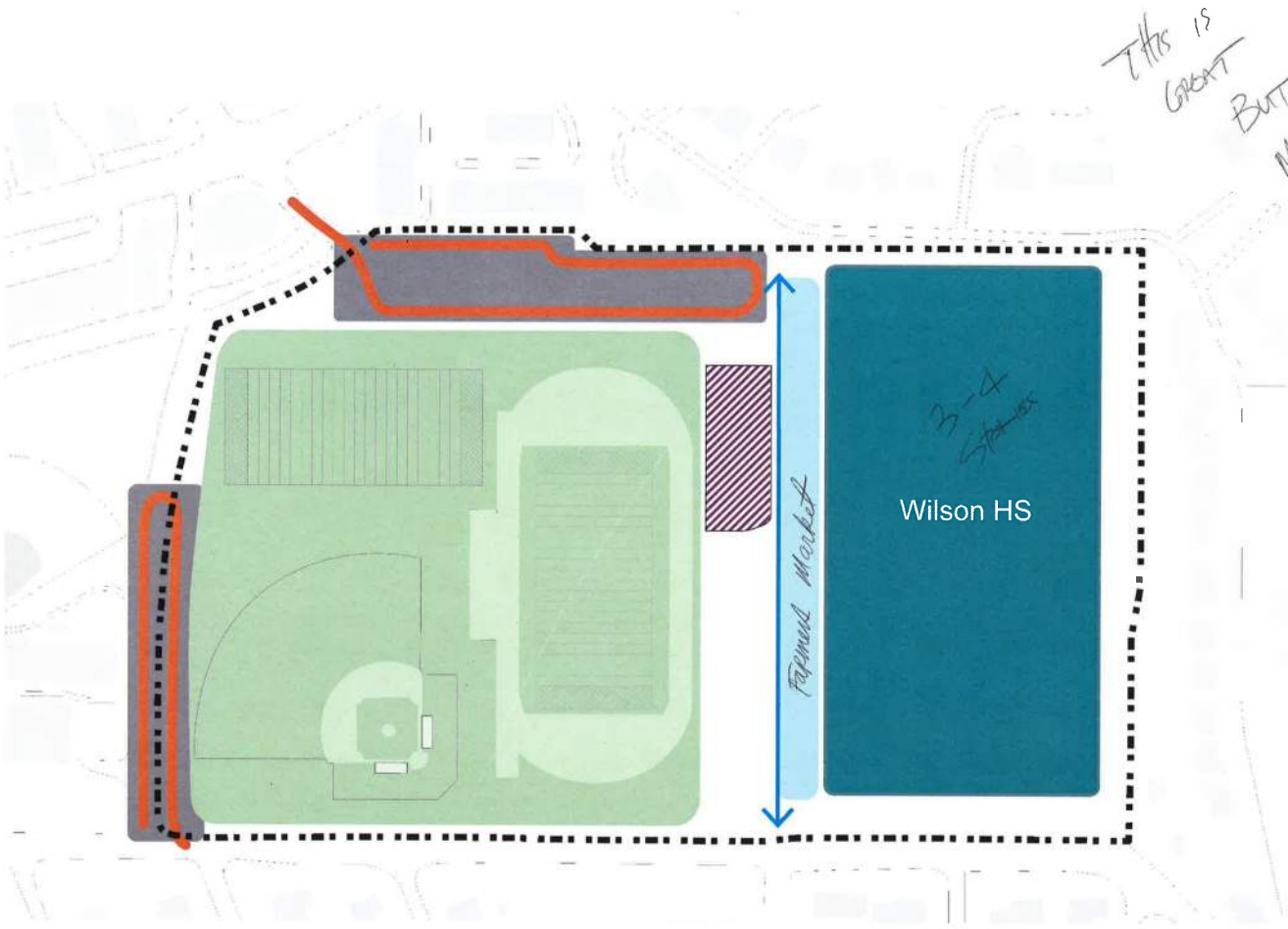
+



| A



| B



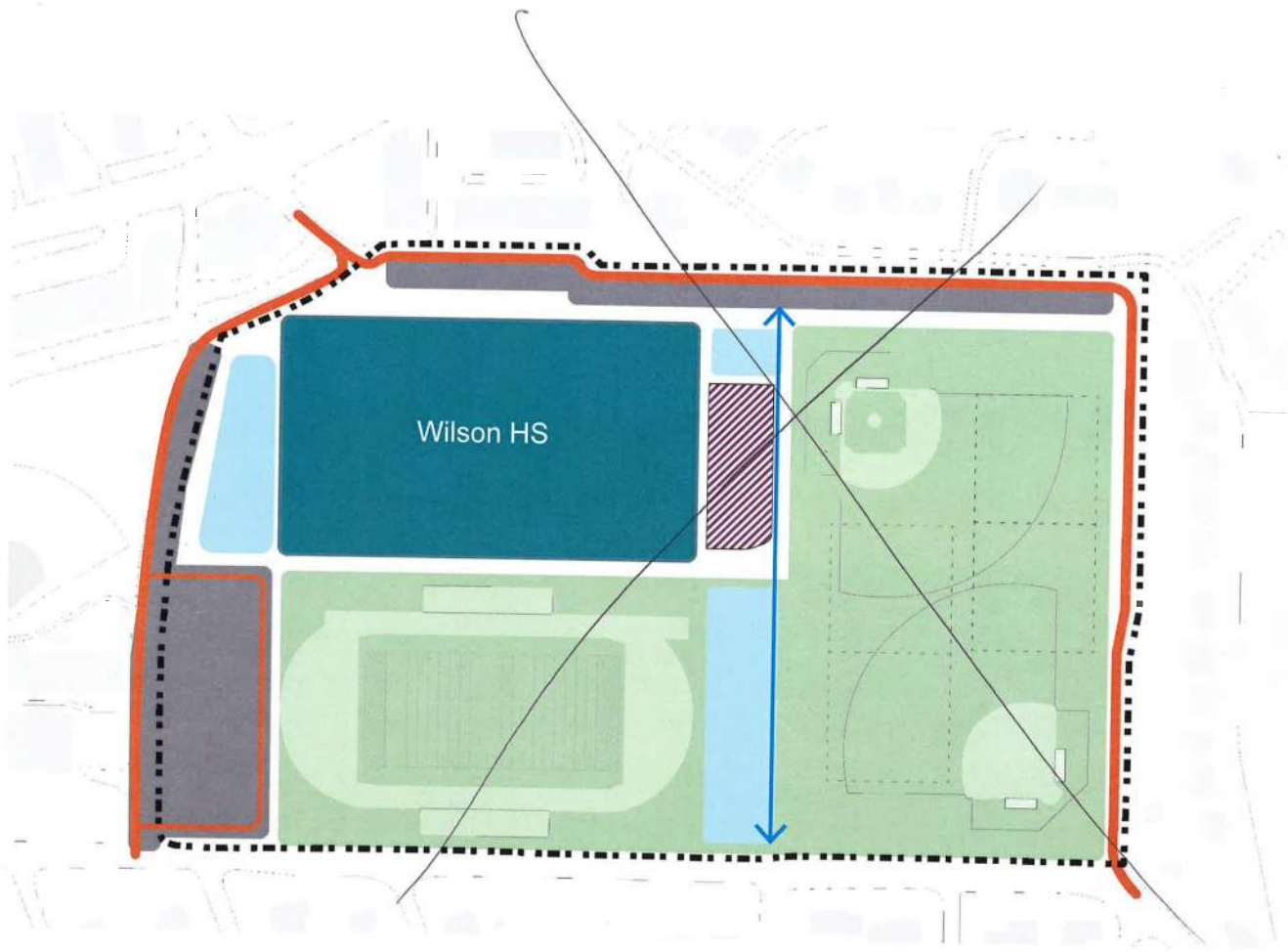
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



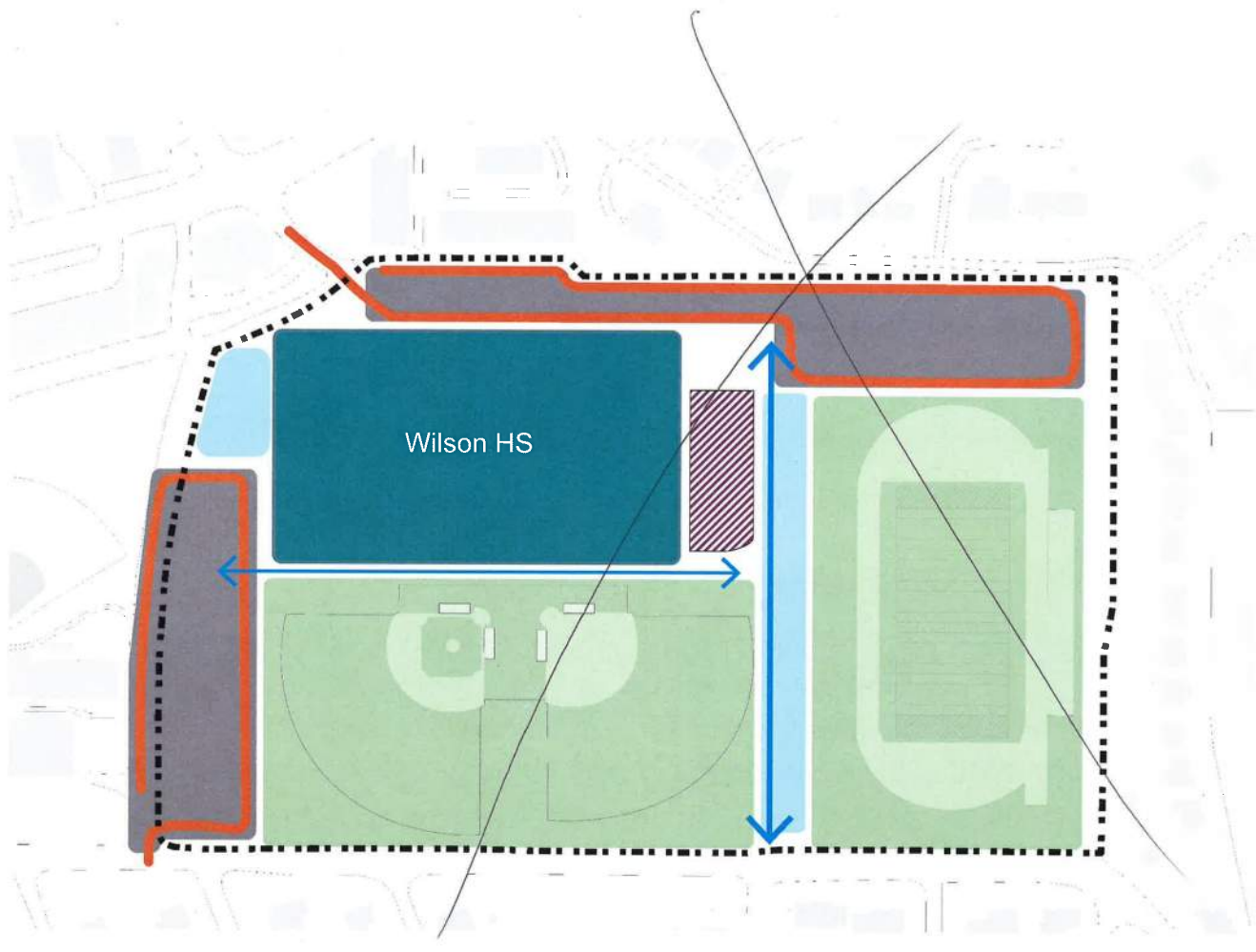
+



| C



| D



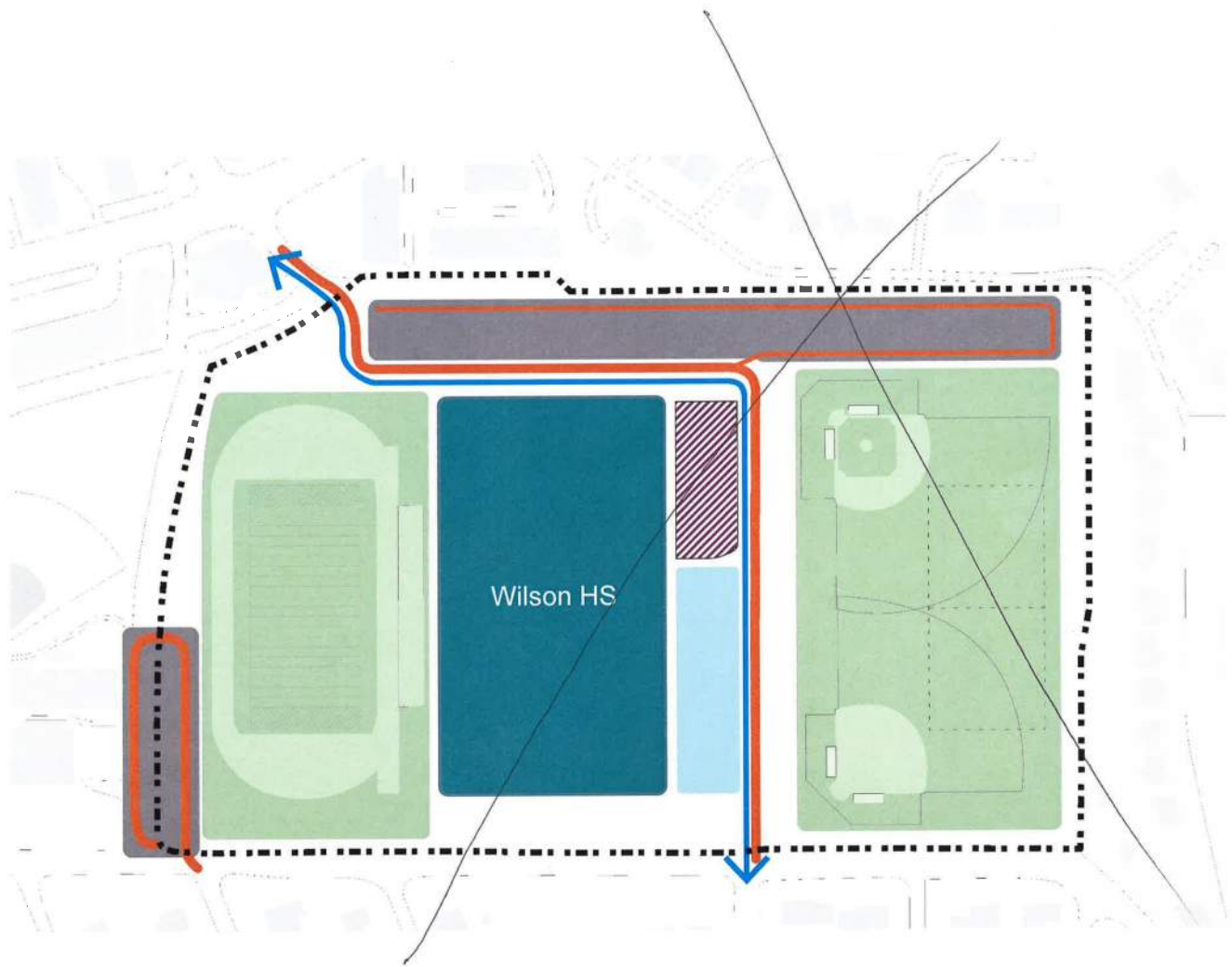
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



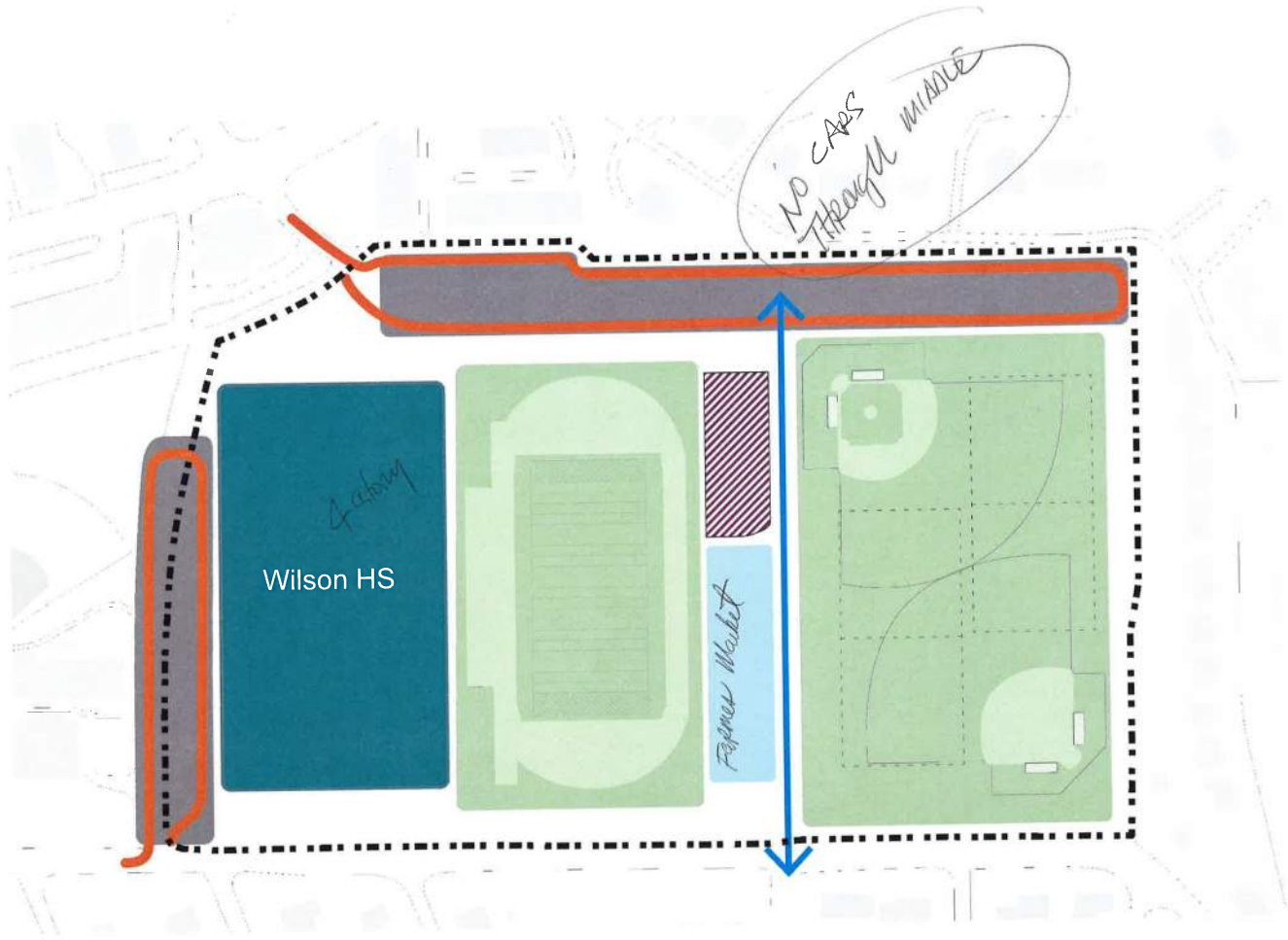
+



| E



| F

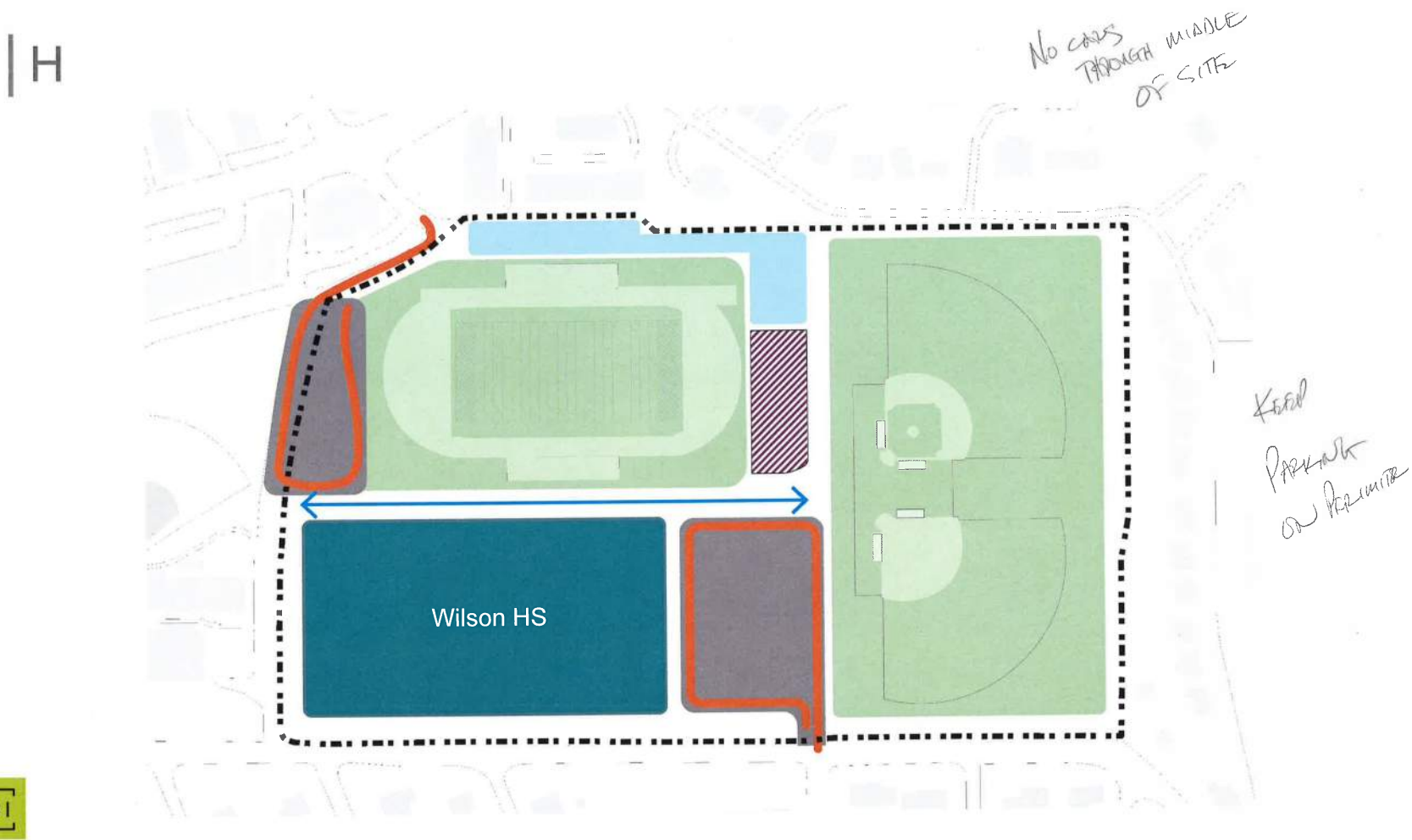
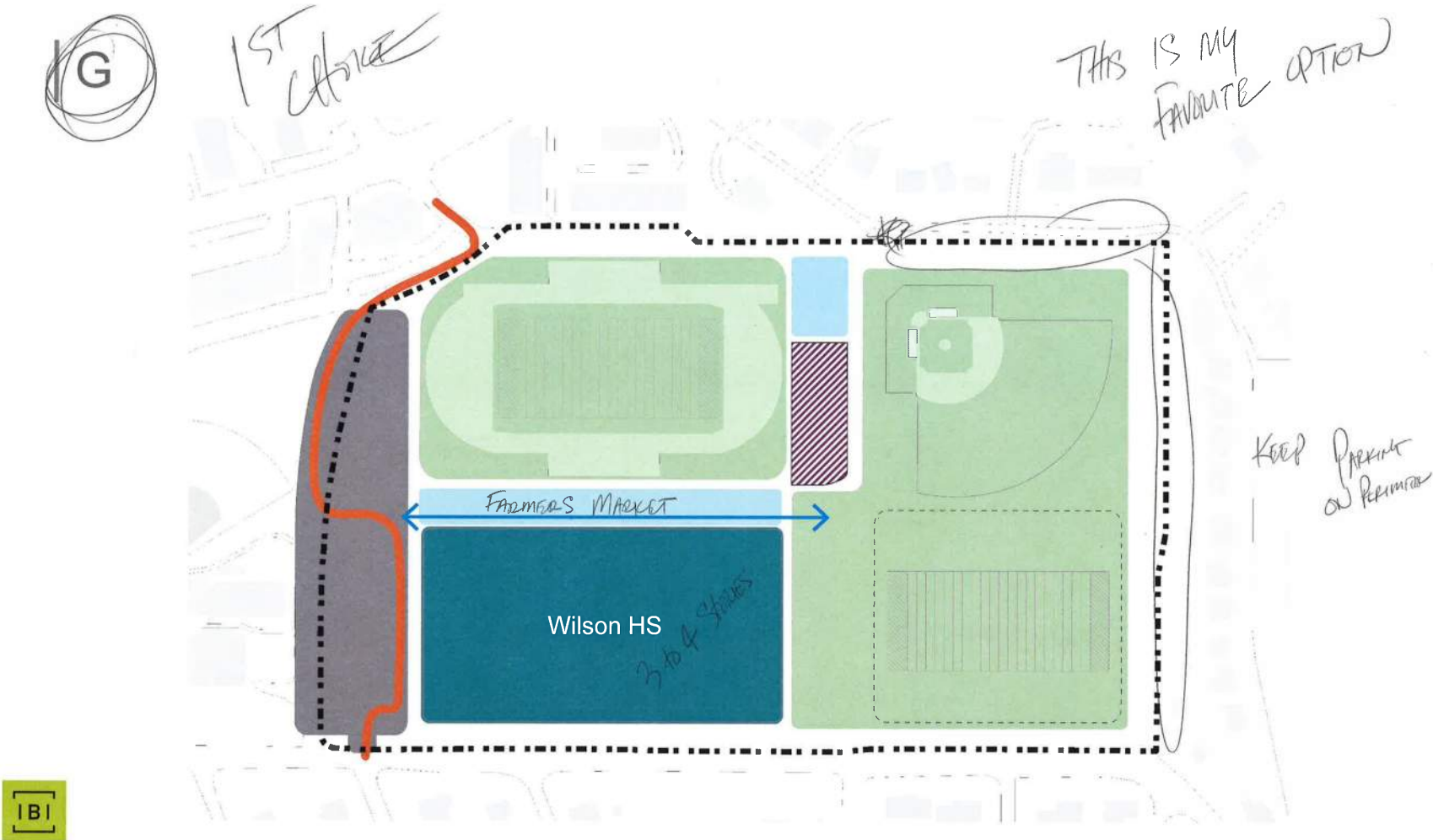


- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



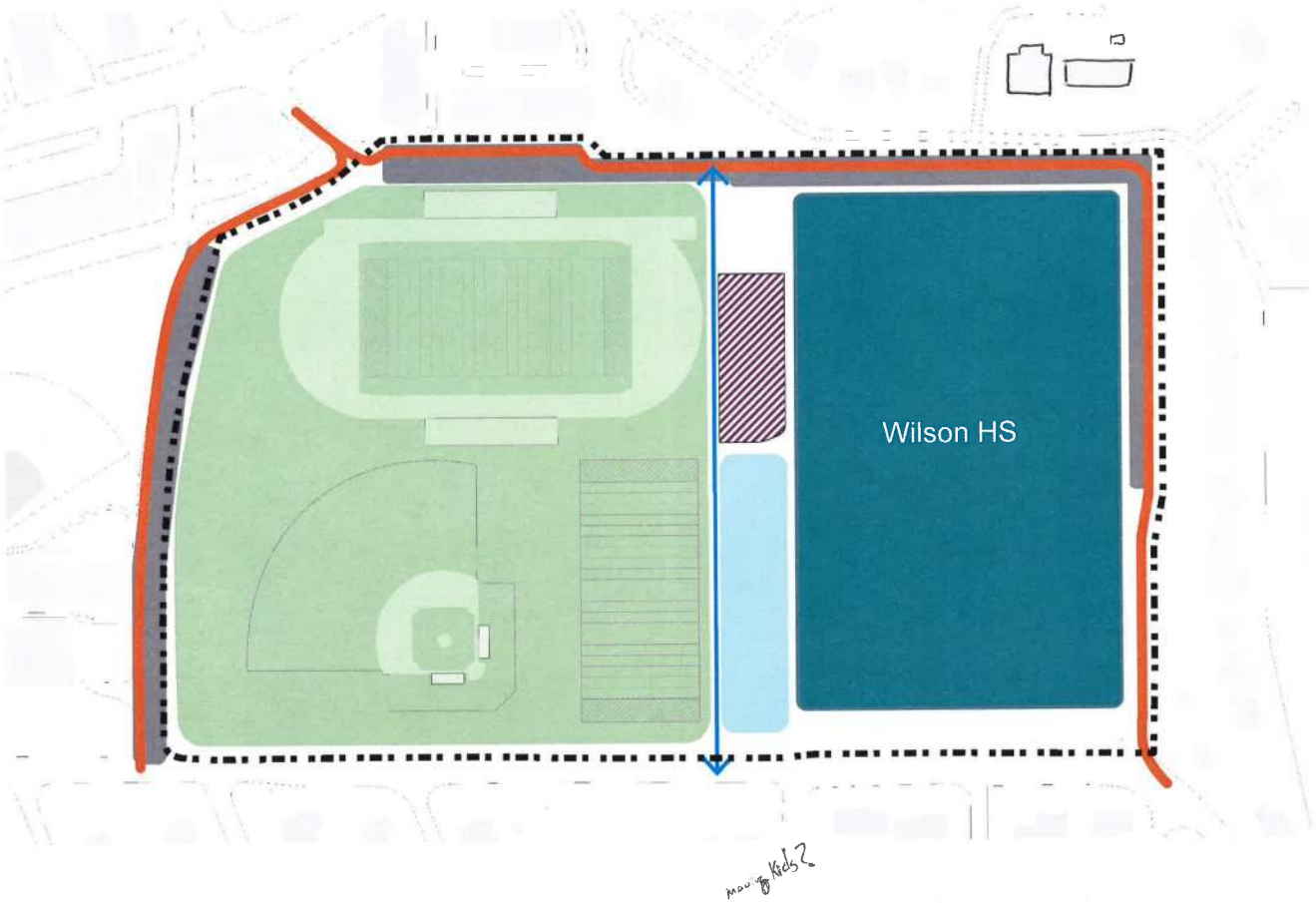
+



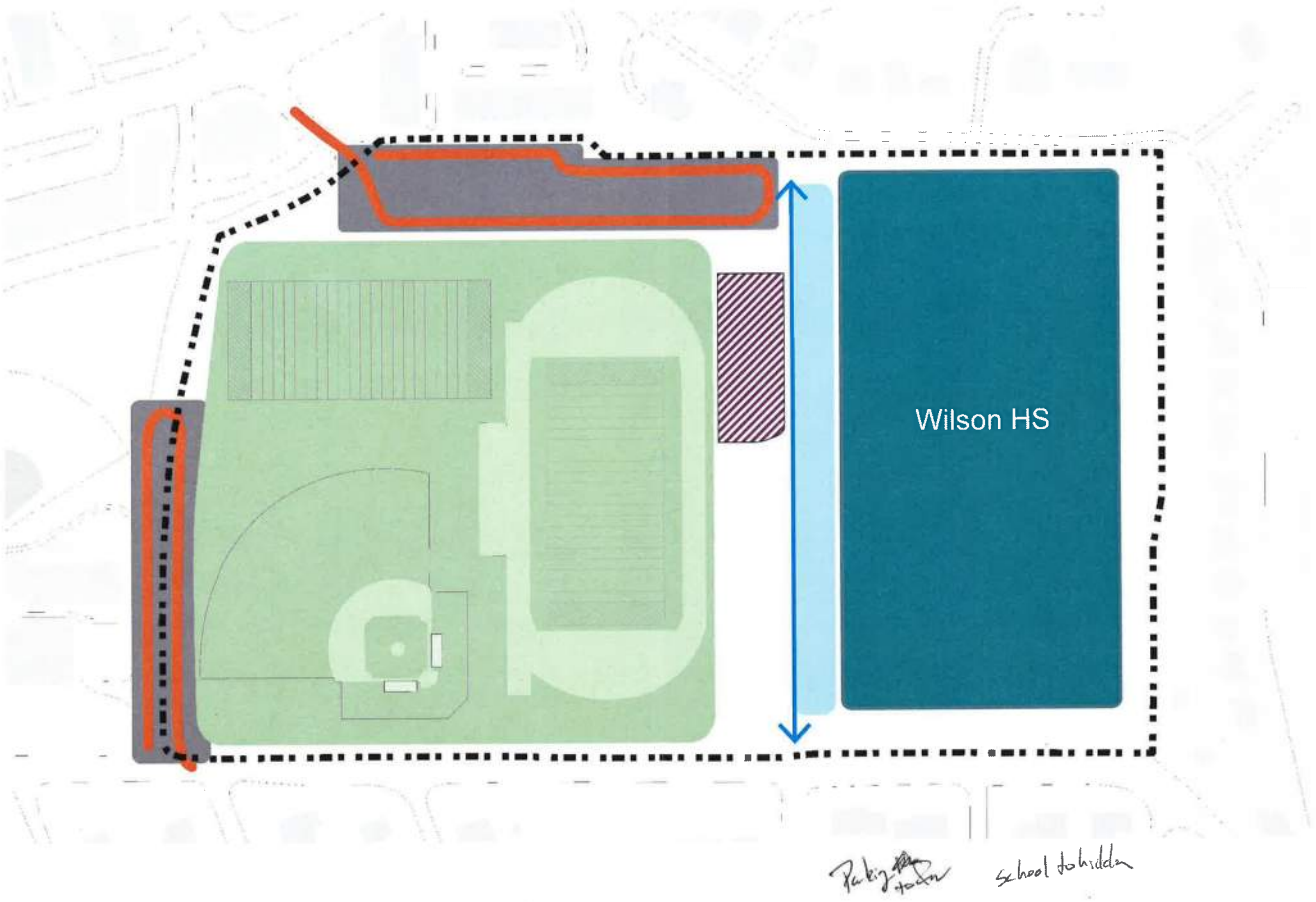


- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

| A



| B



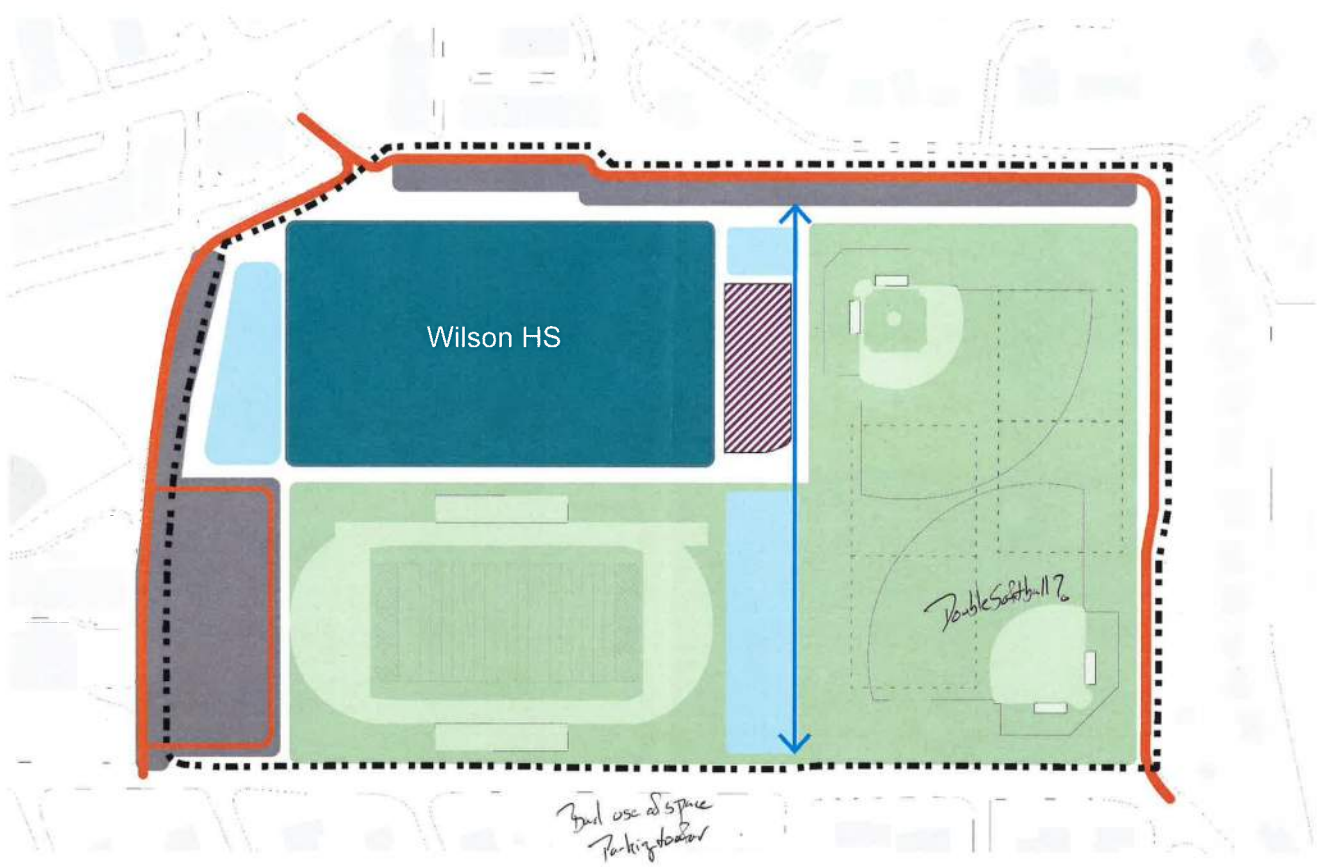
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



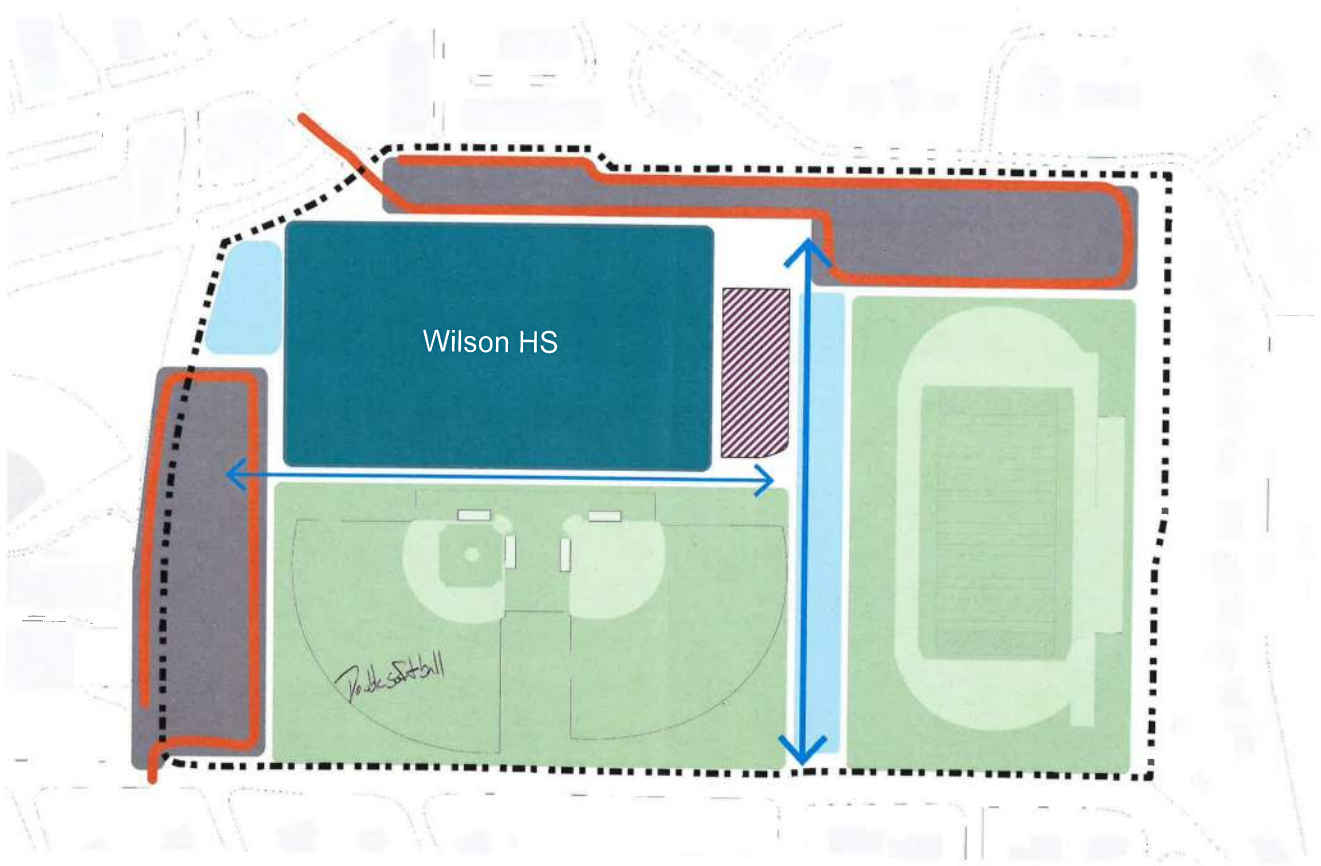
+



|c



|D



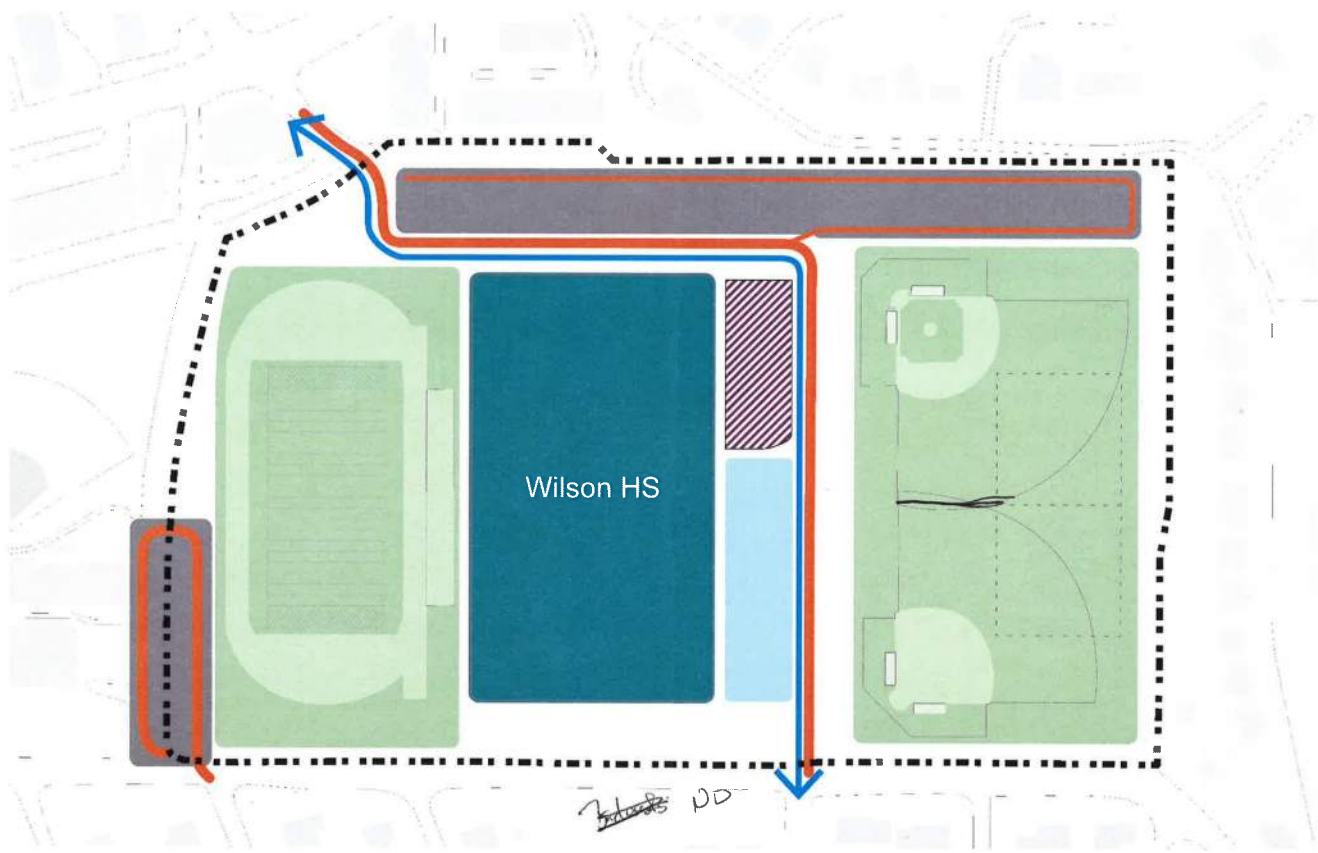
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



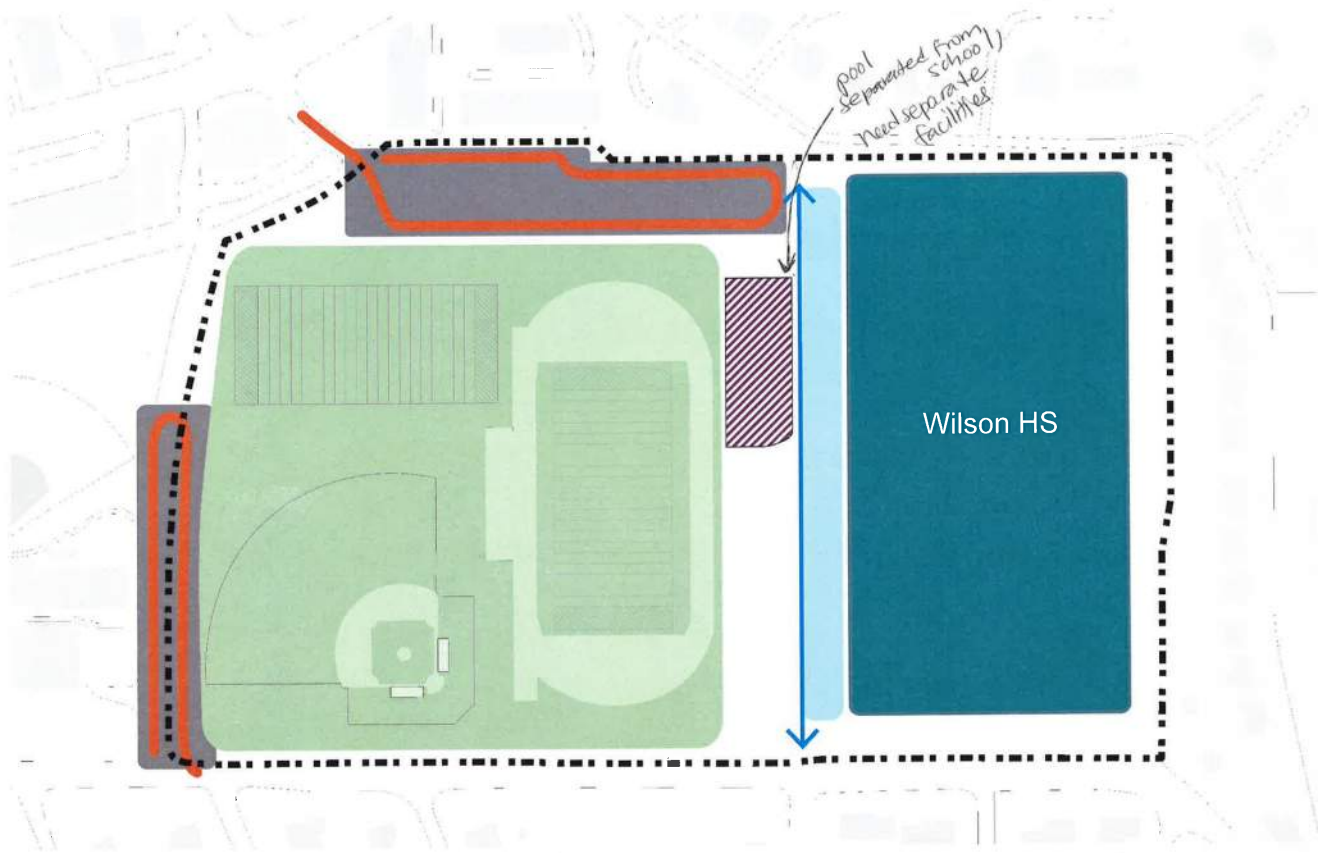
+



| E



| B



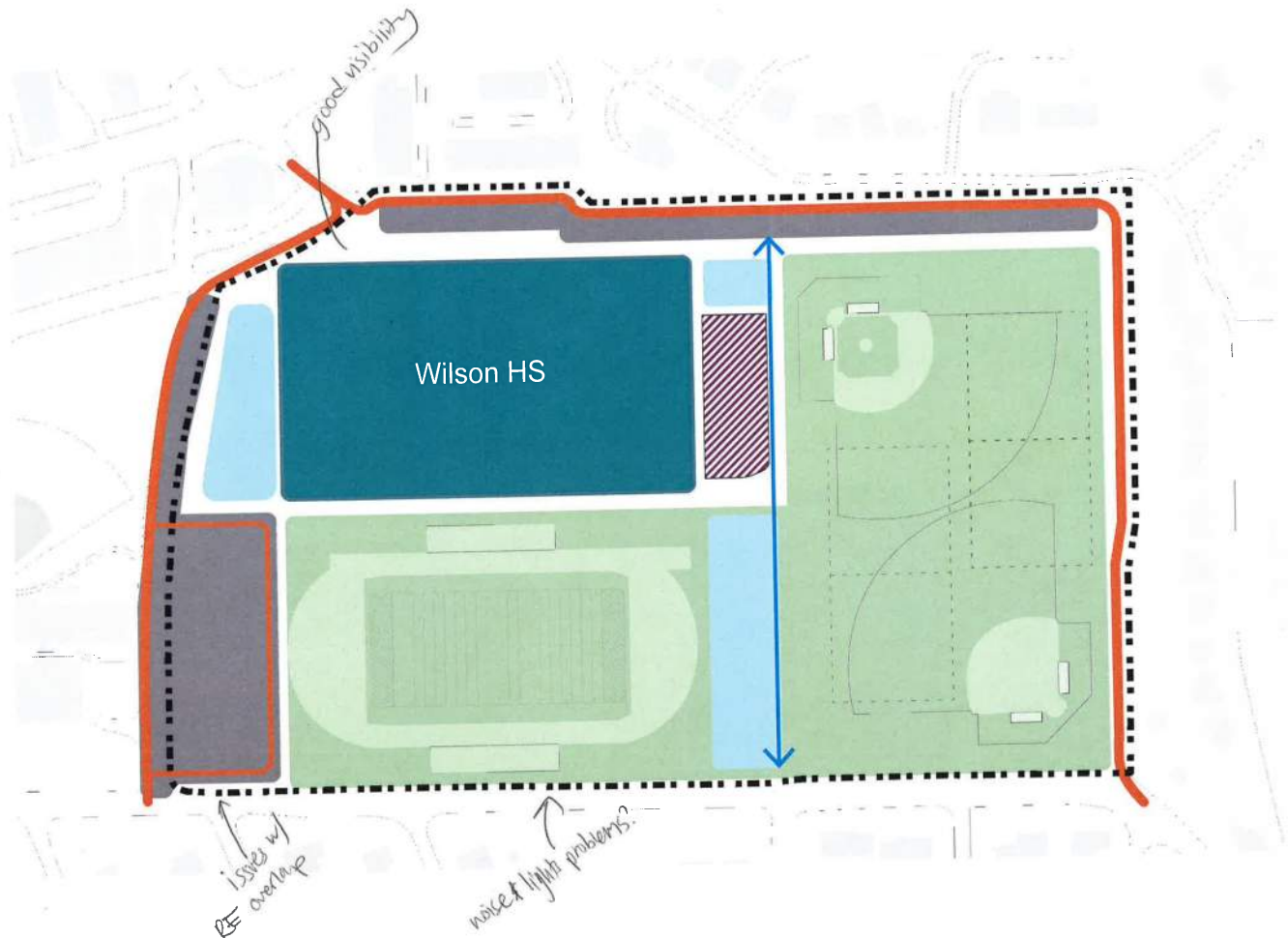
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



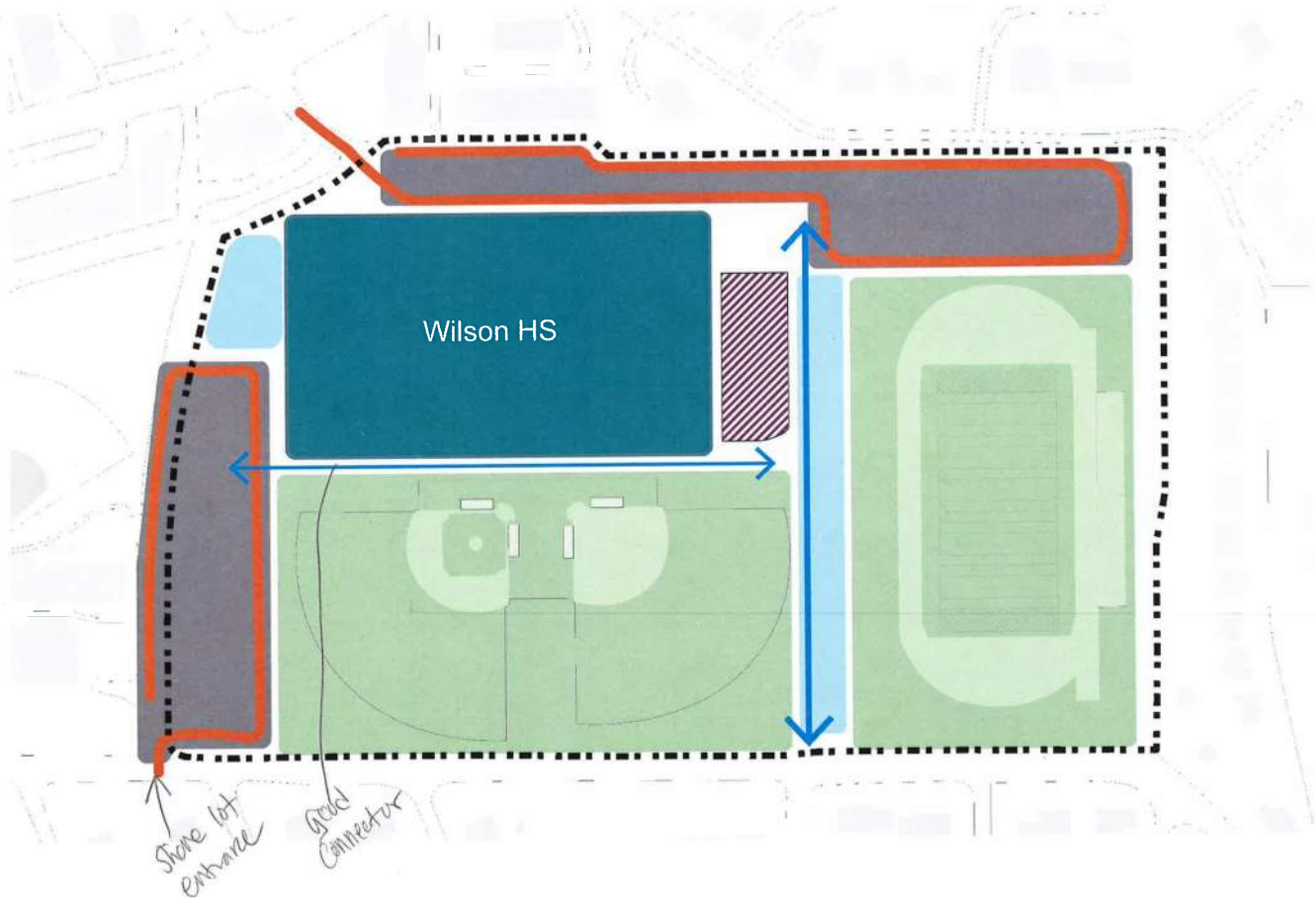
+



|c



|D



1

2

3

4

5

6

7

8

9

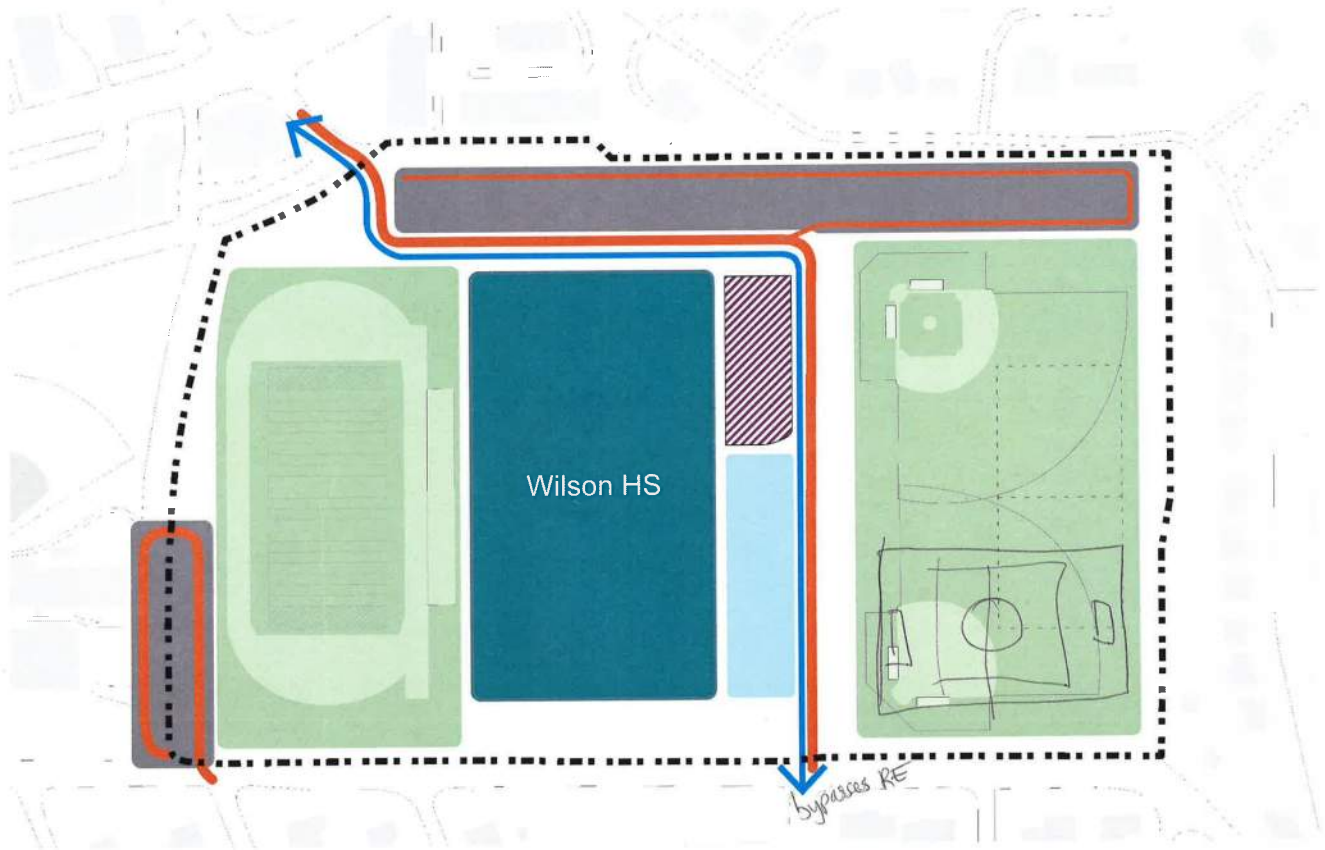
10



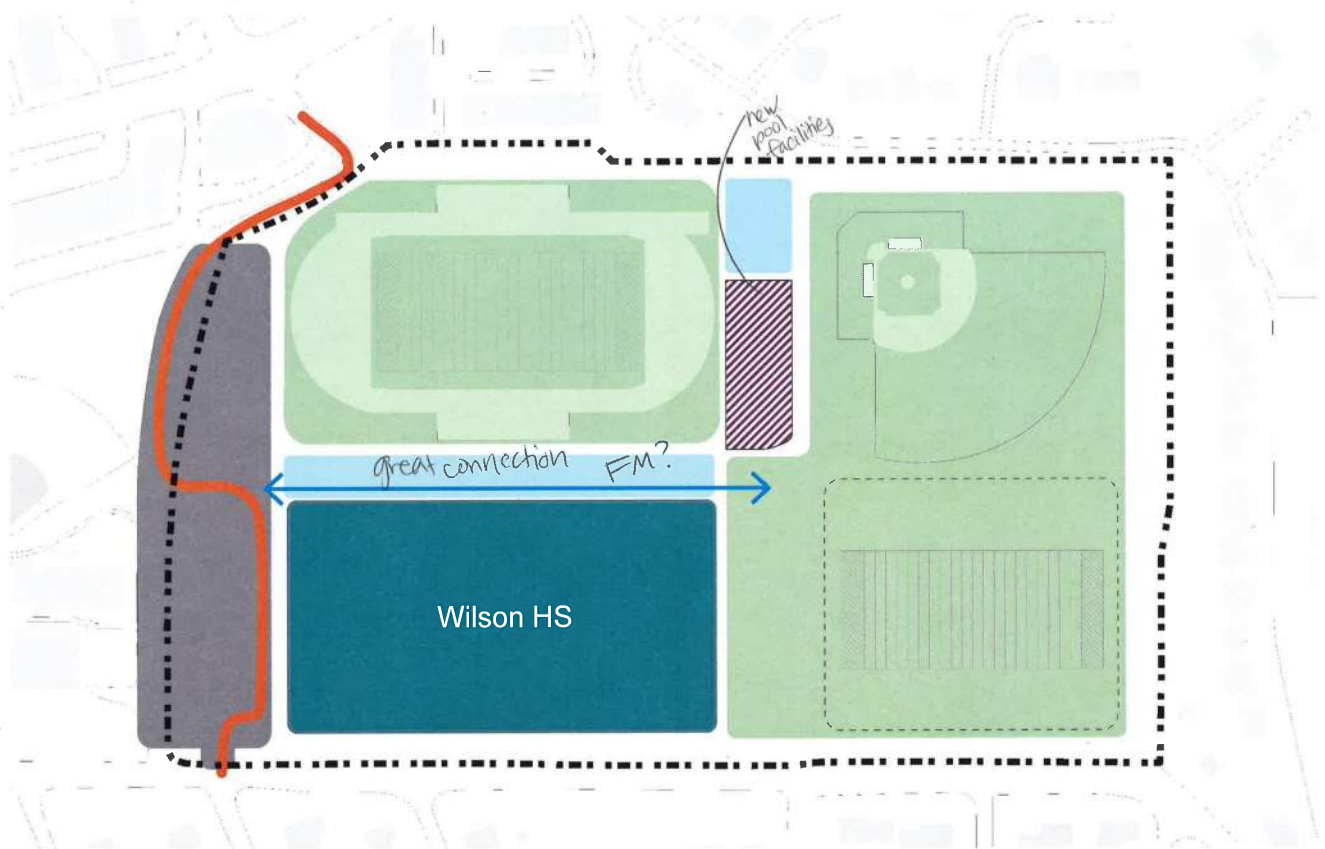
+



| E



| G



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



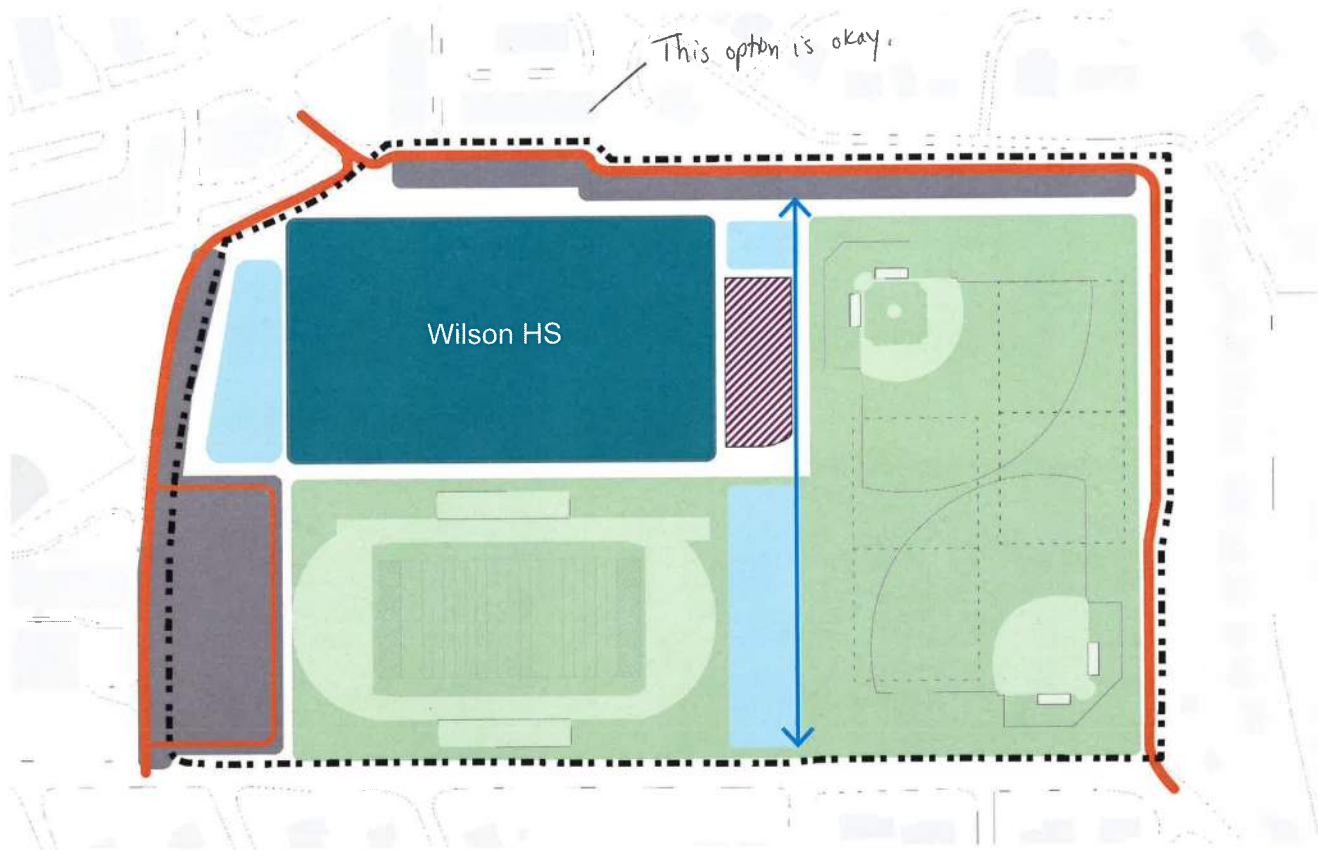
+



| A



| c



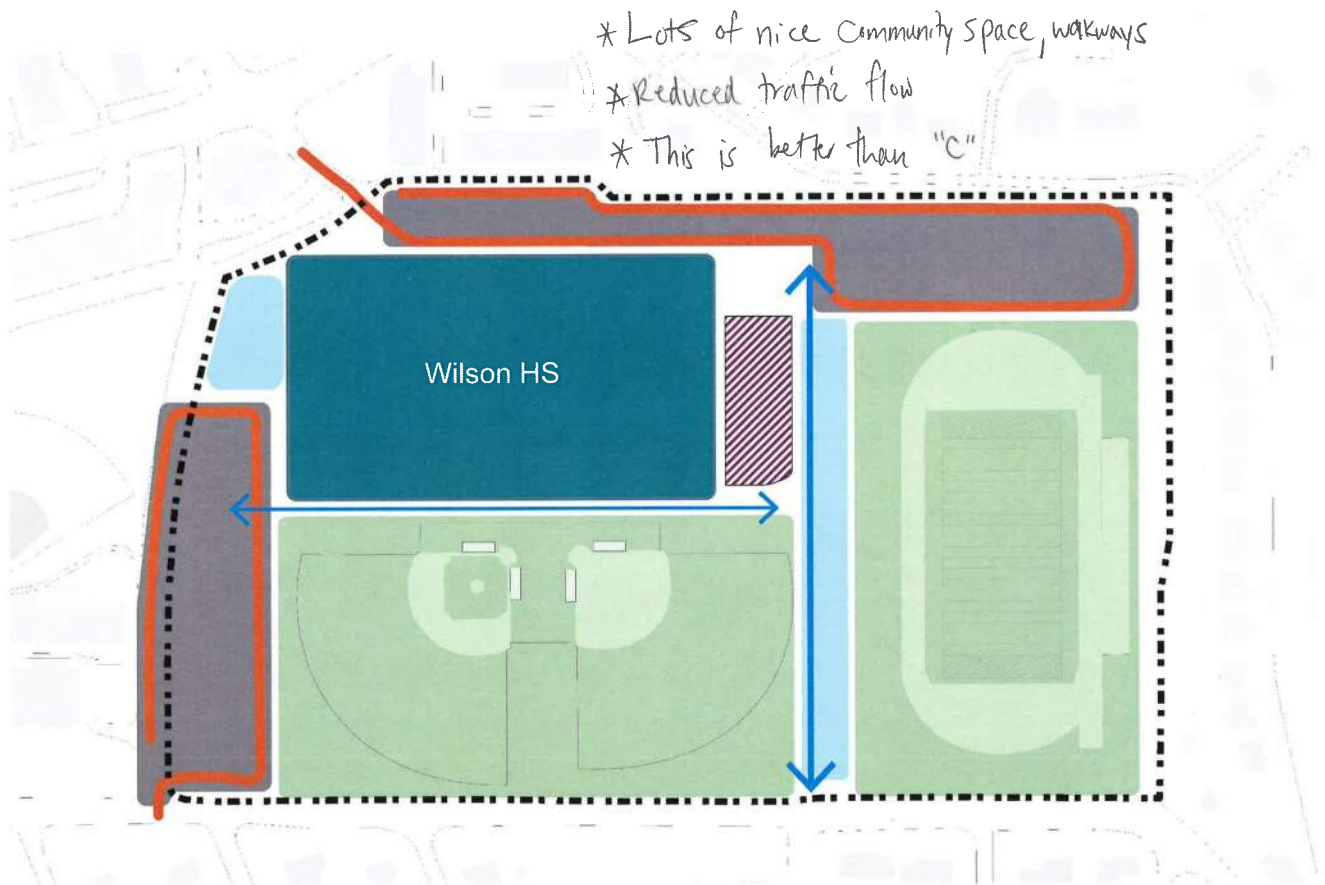
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



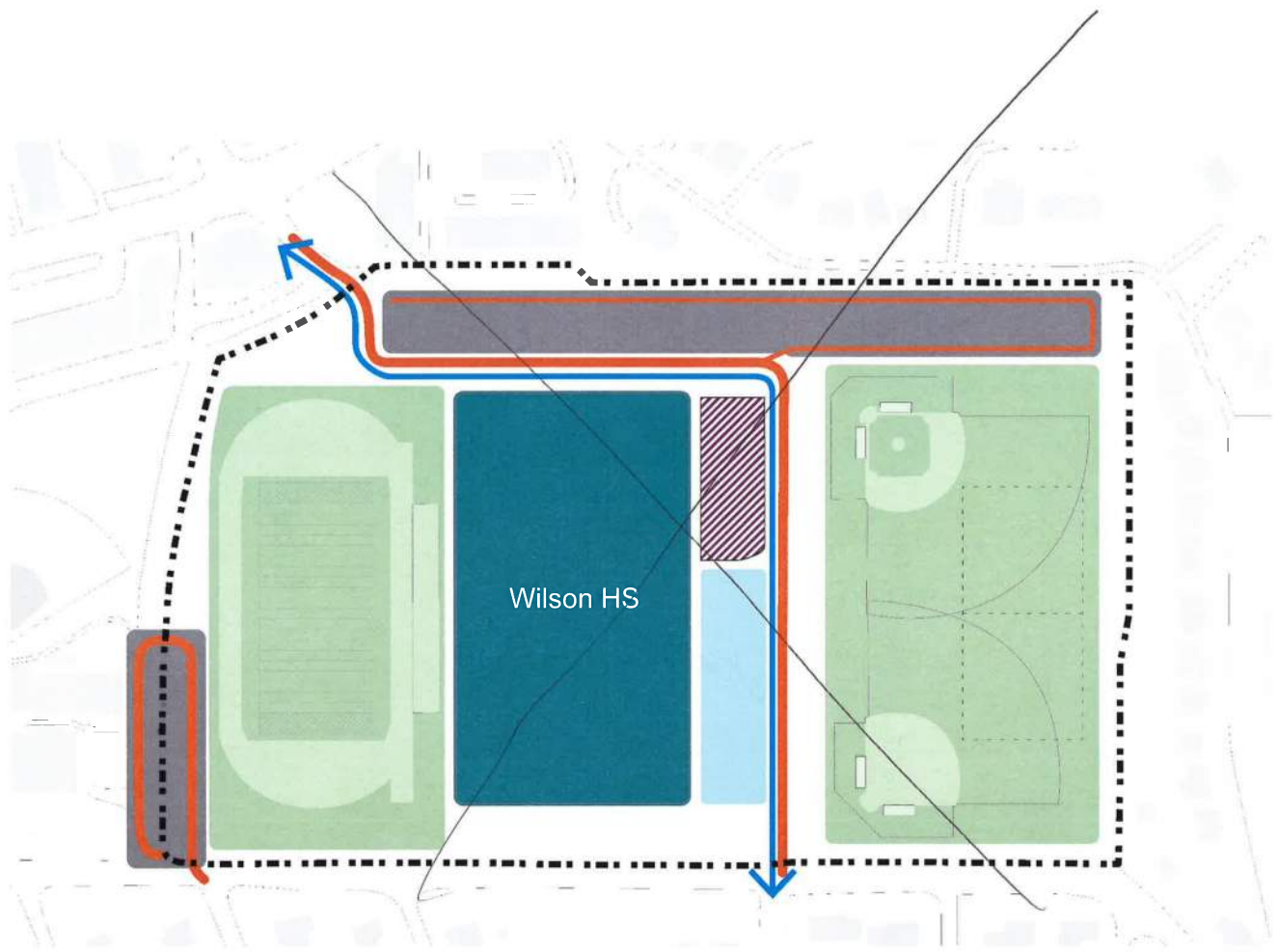
+



| D



| E



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

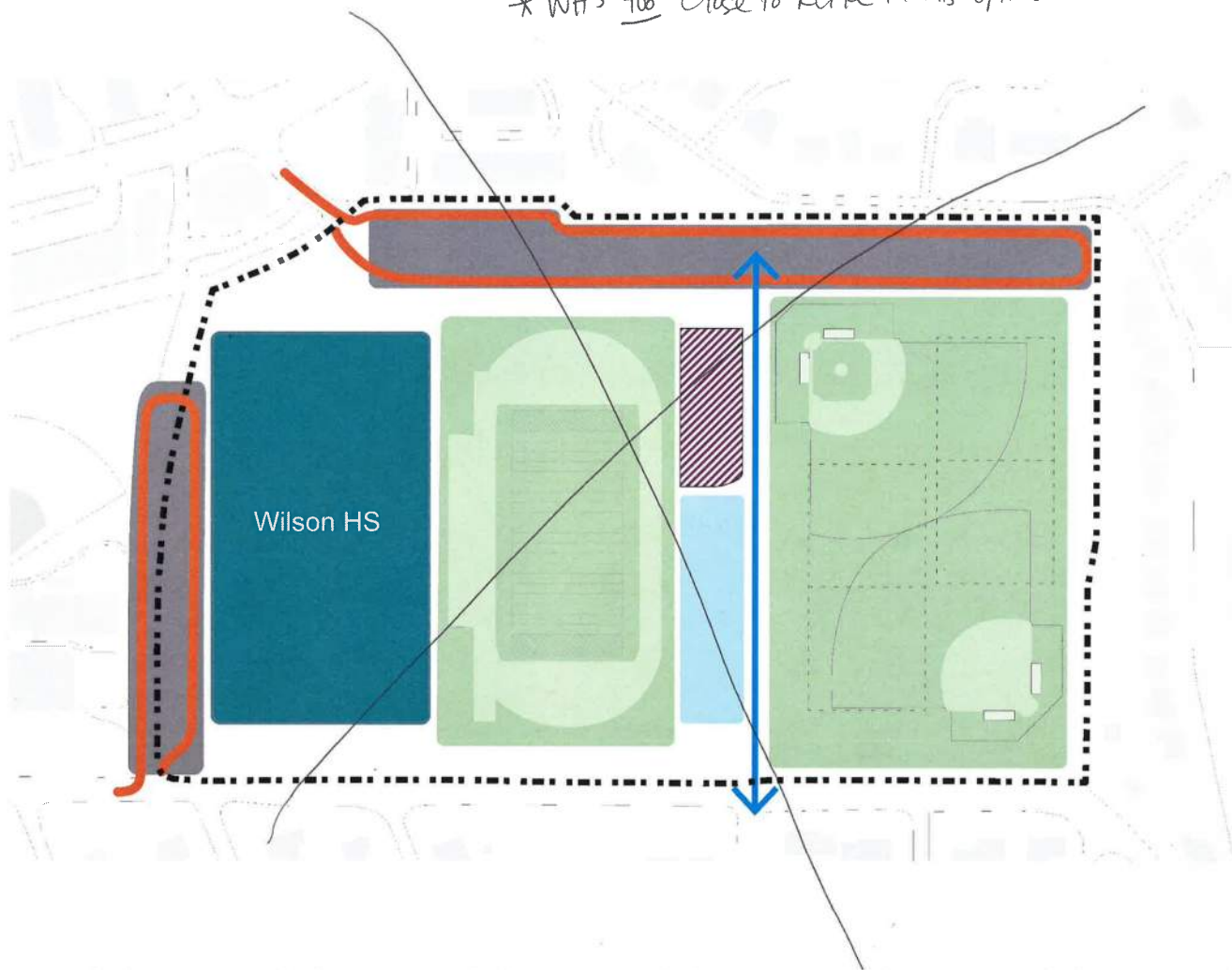


+

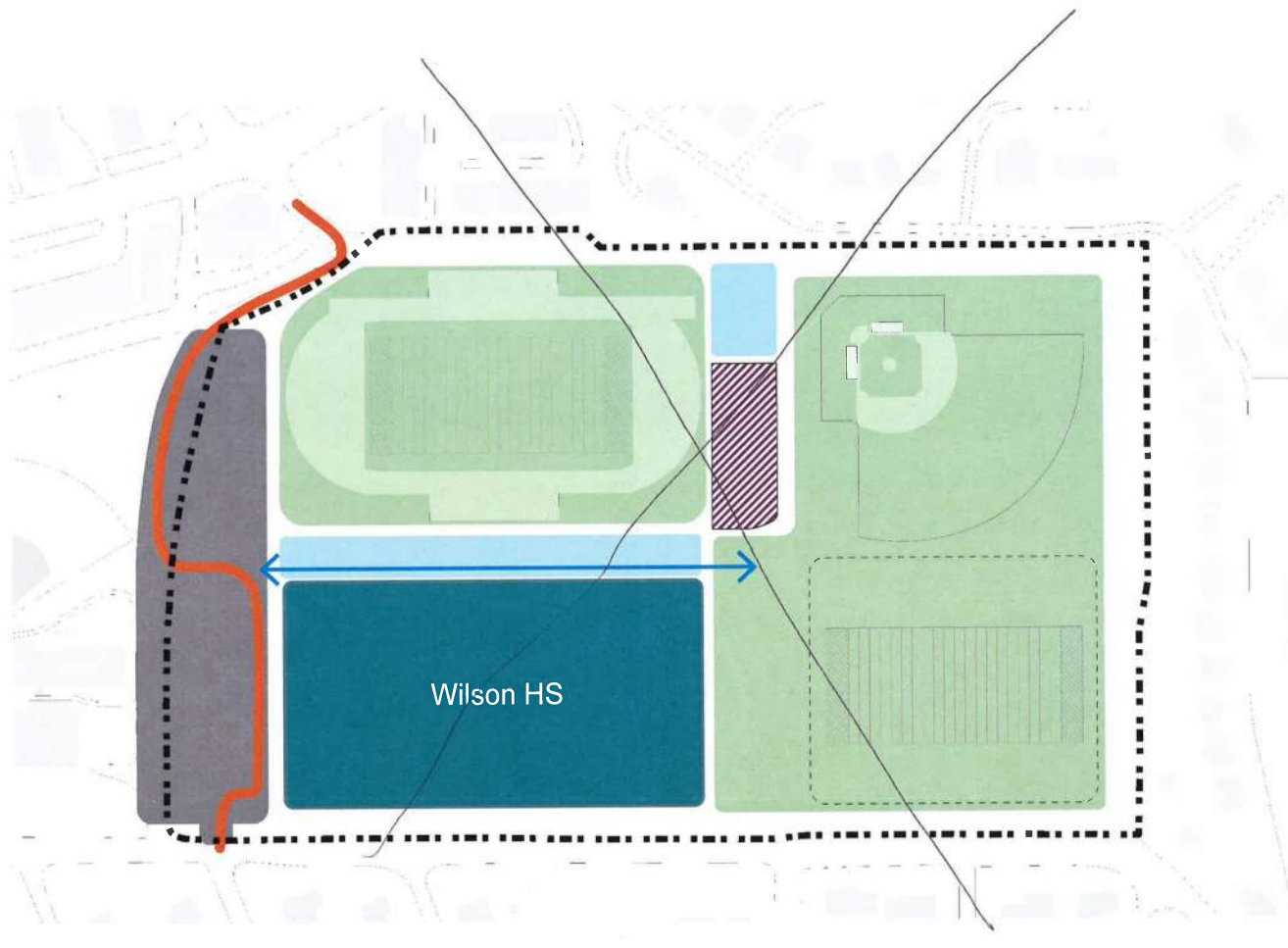


| F

*WHS too close to Reike in this option



| G



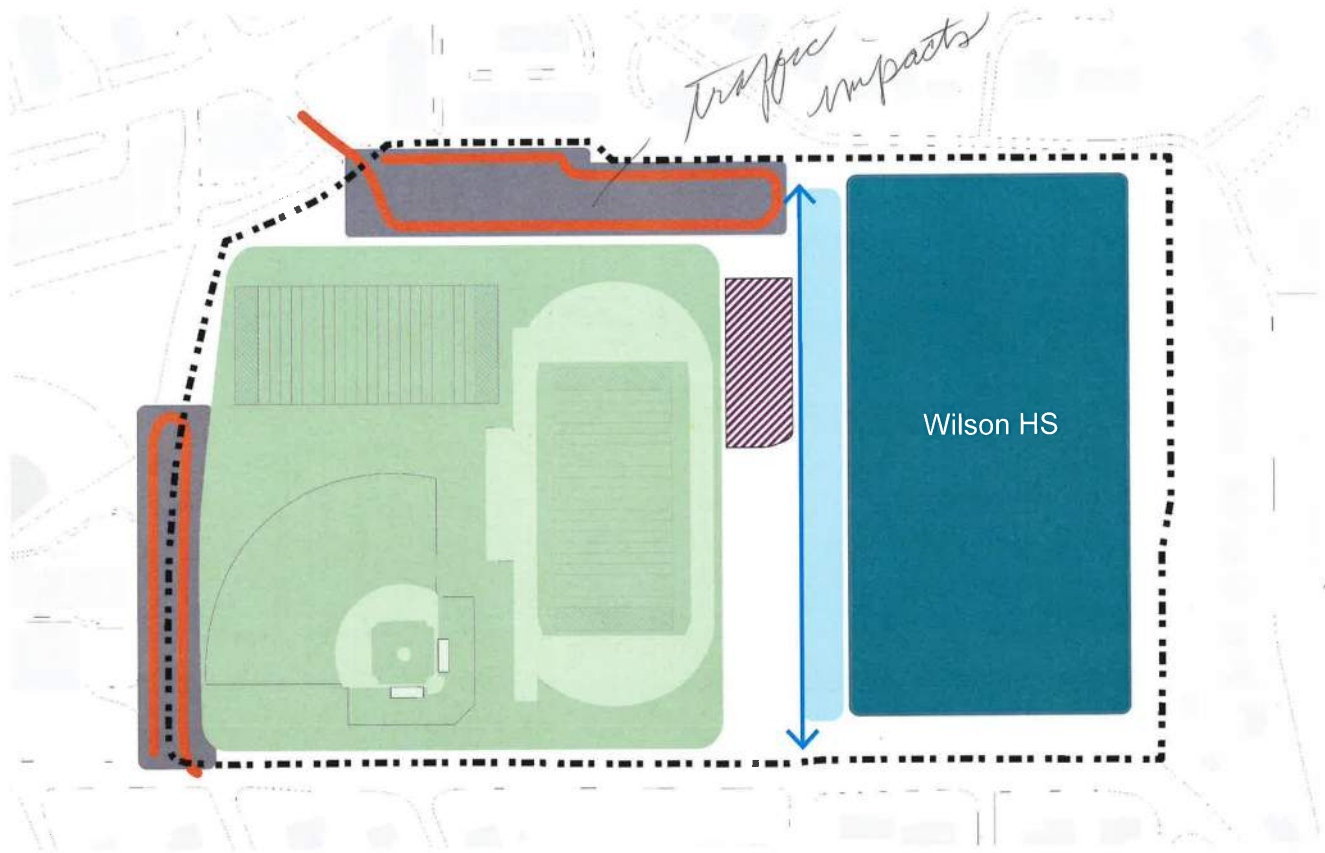
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



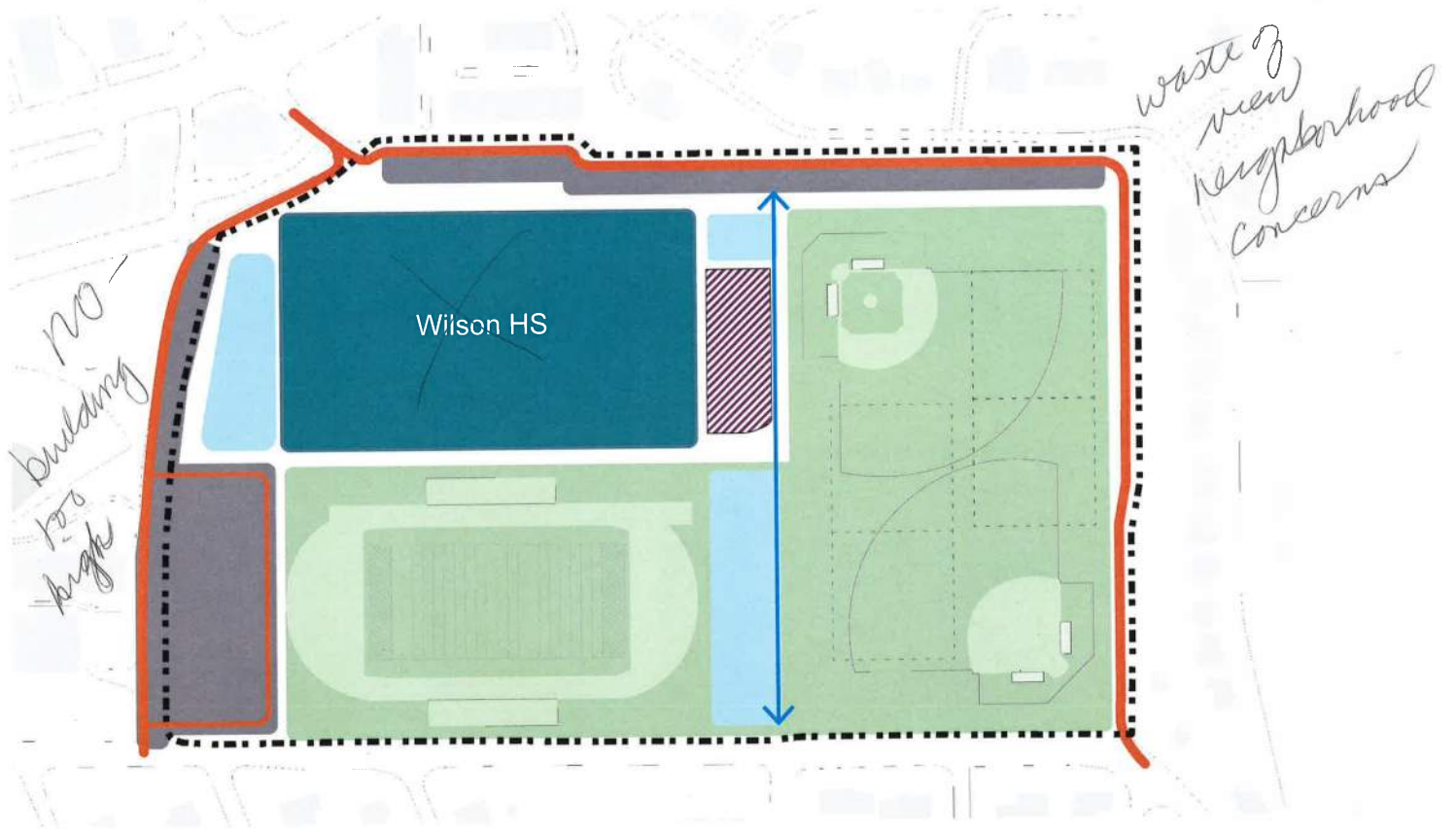
+



| B



| c



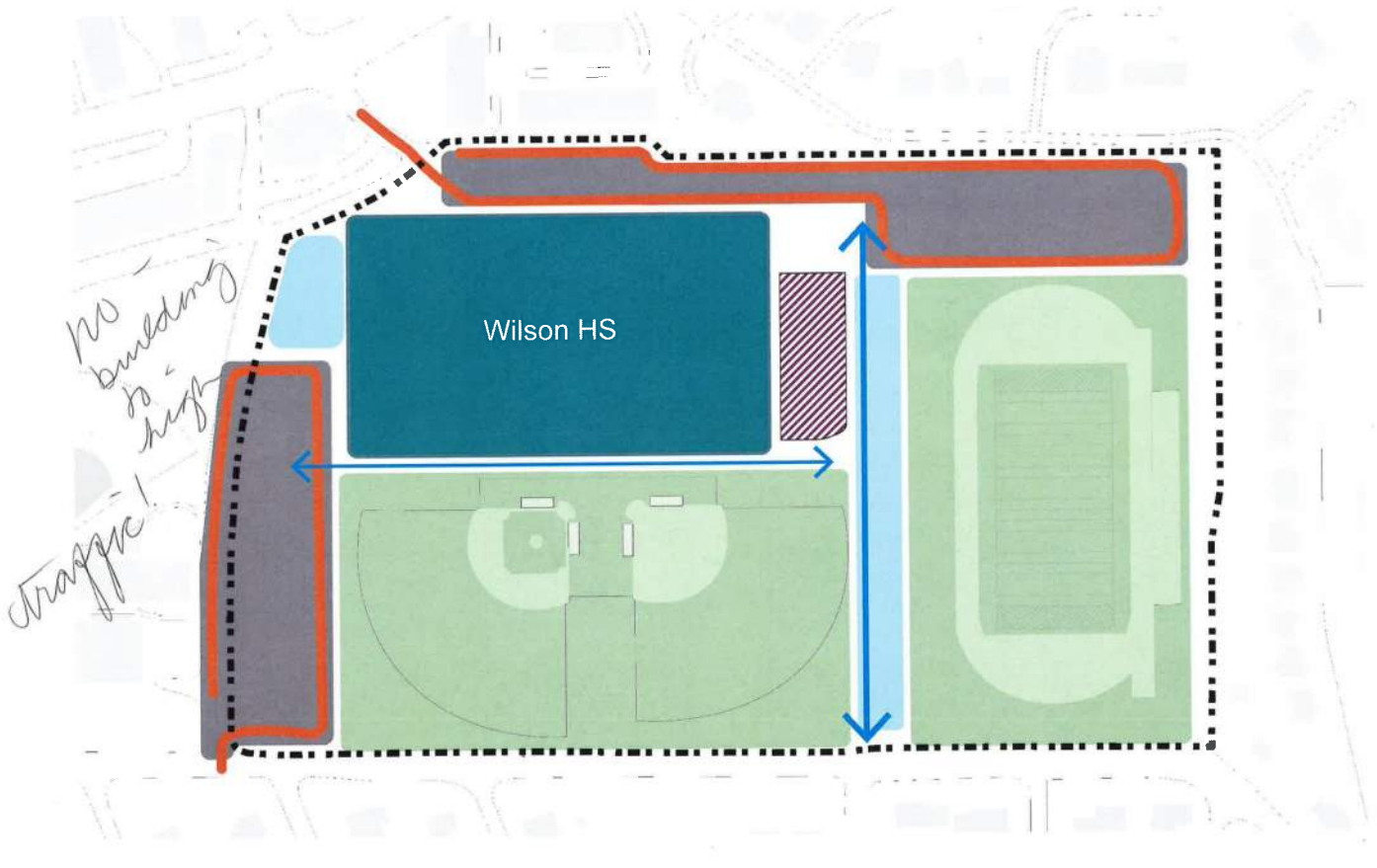
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



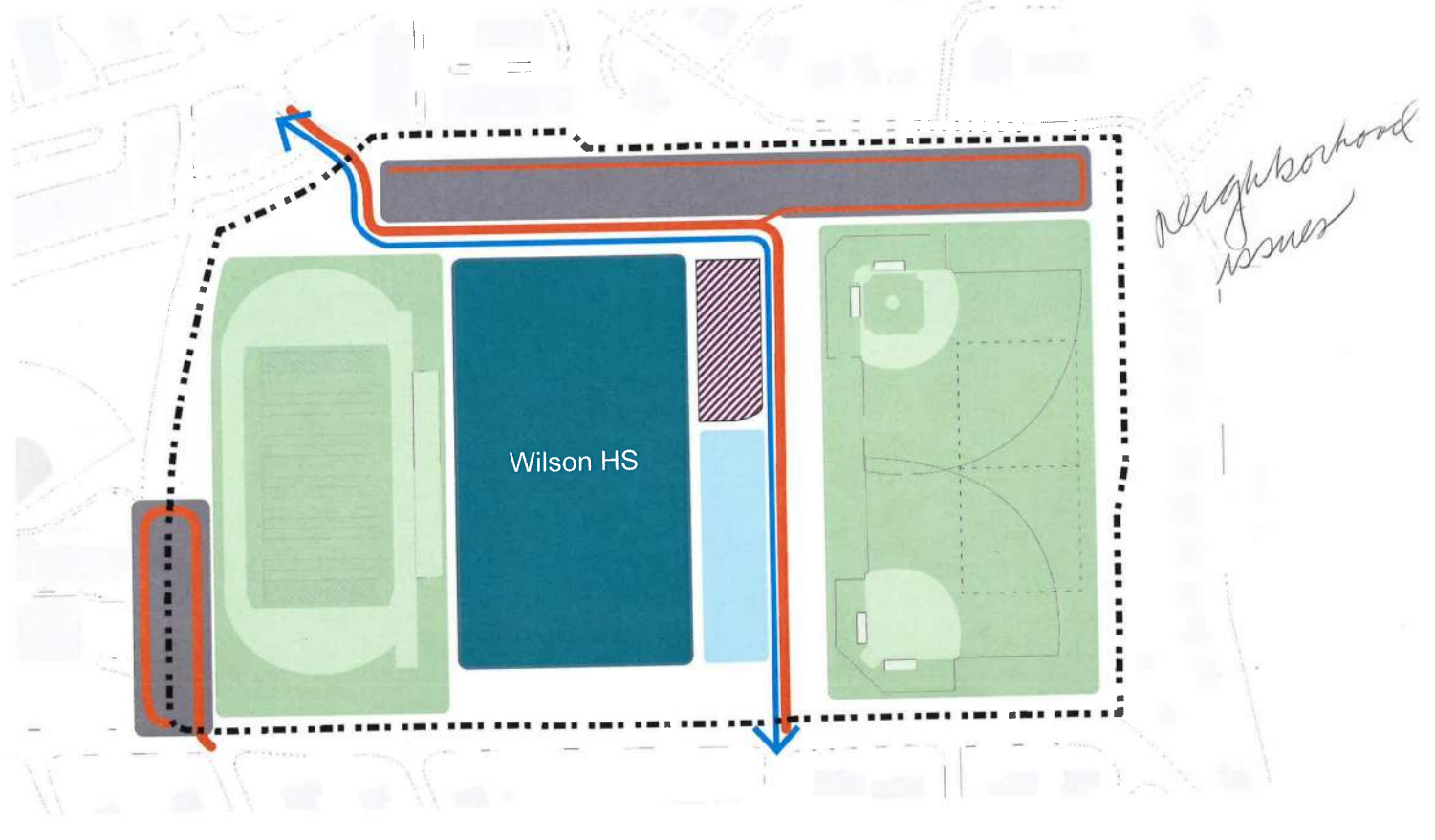
+



| D



| E



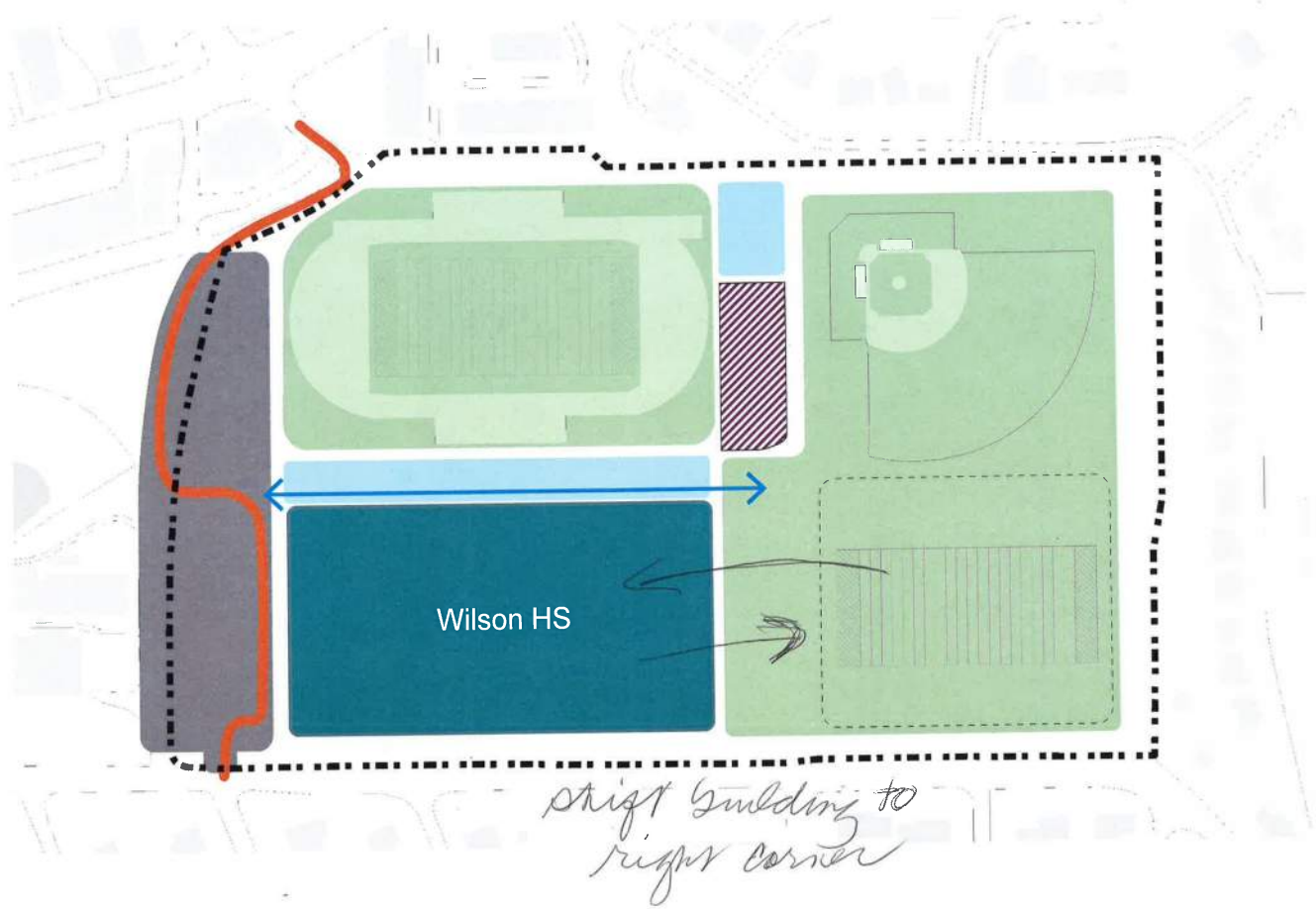
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



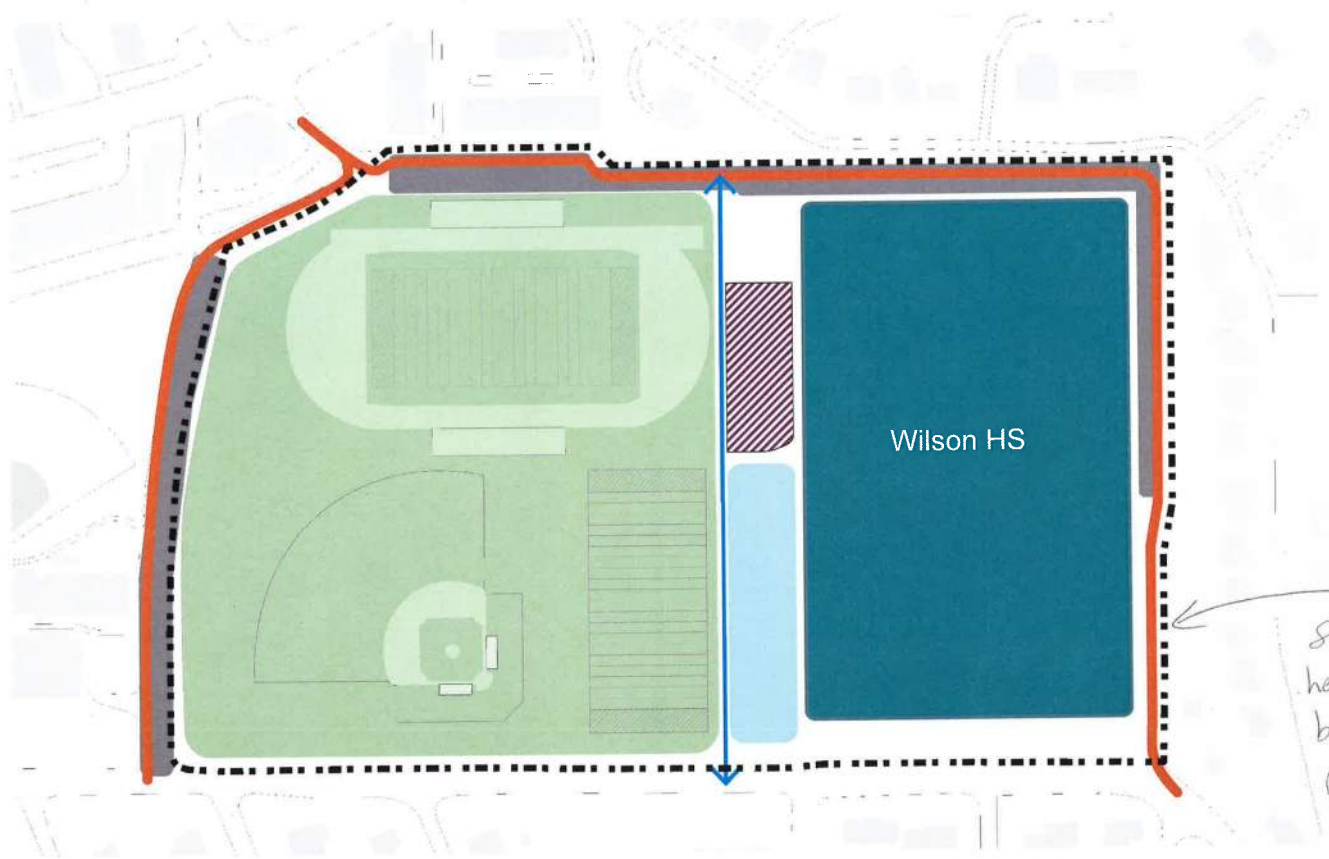
+



| G



| A
curved



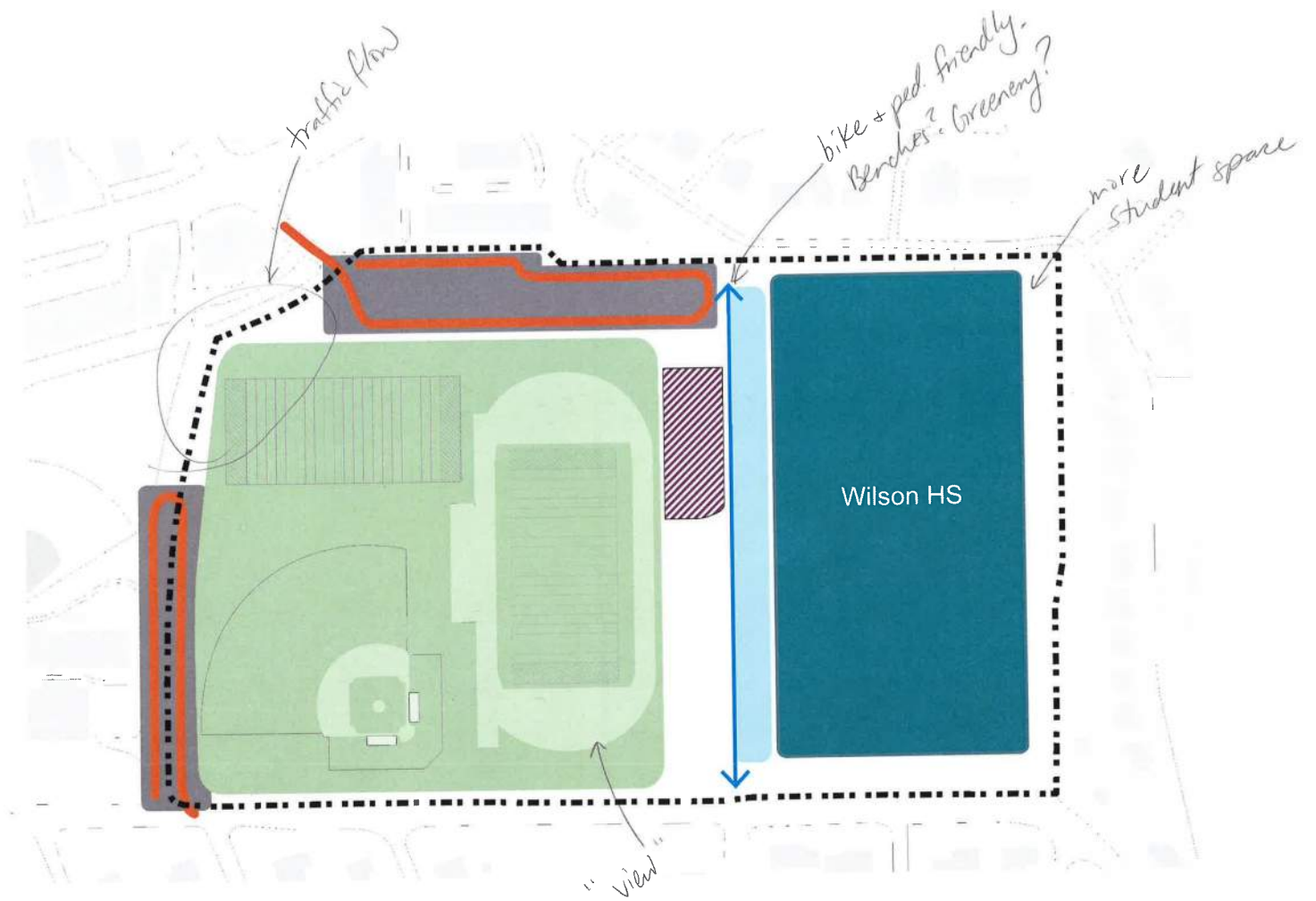
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



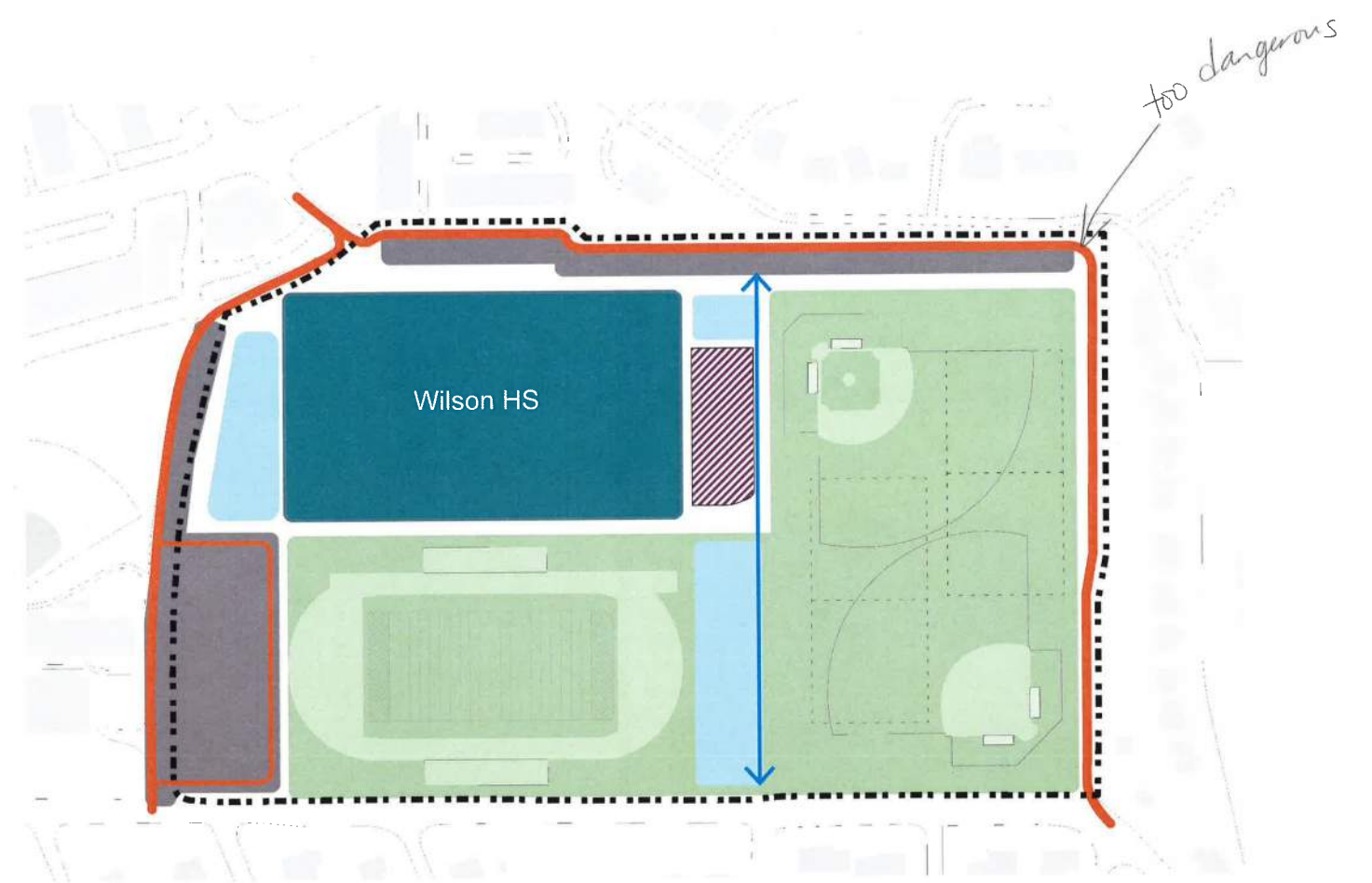
+



| B



| c



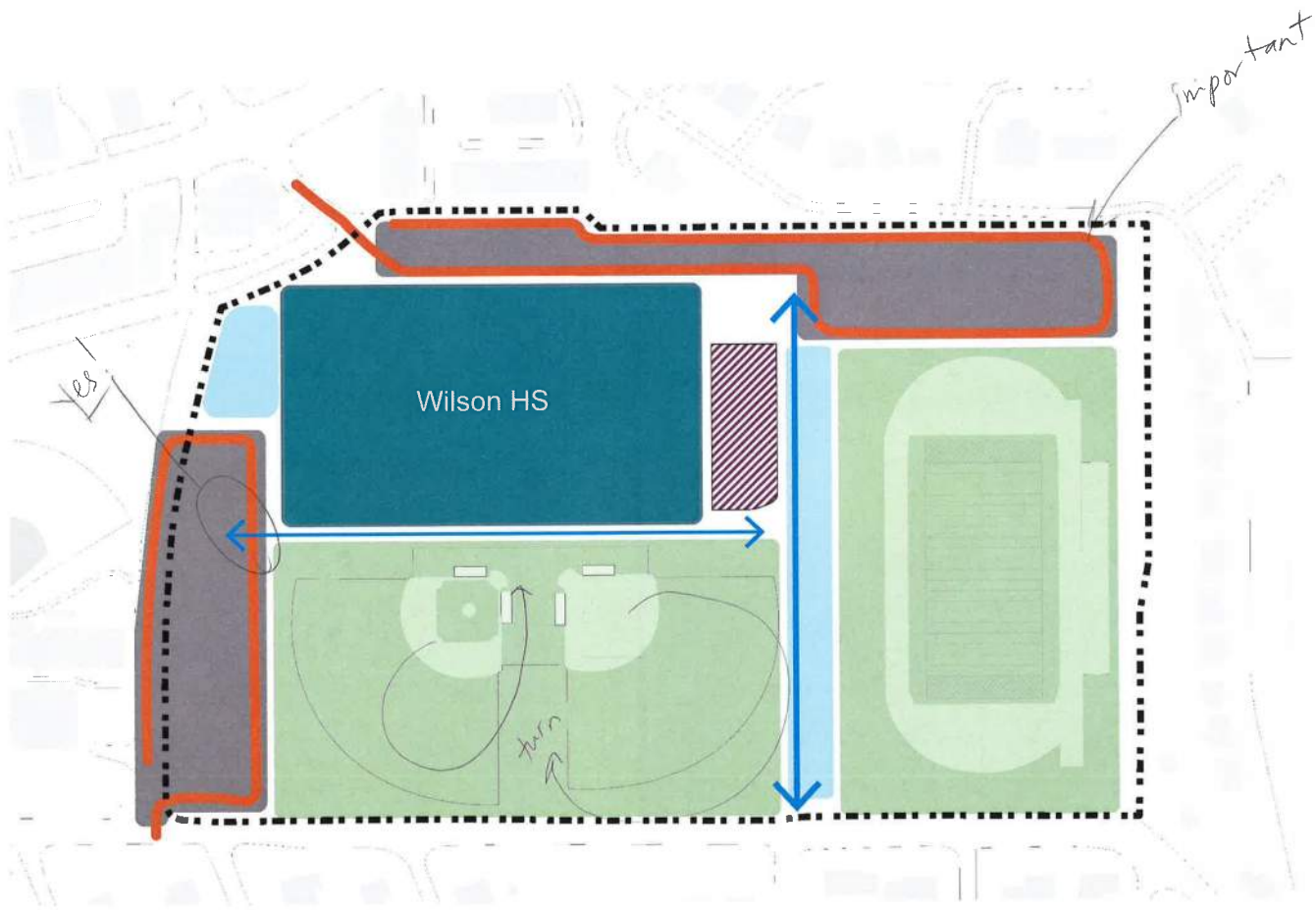
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



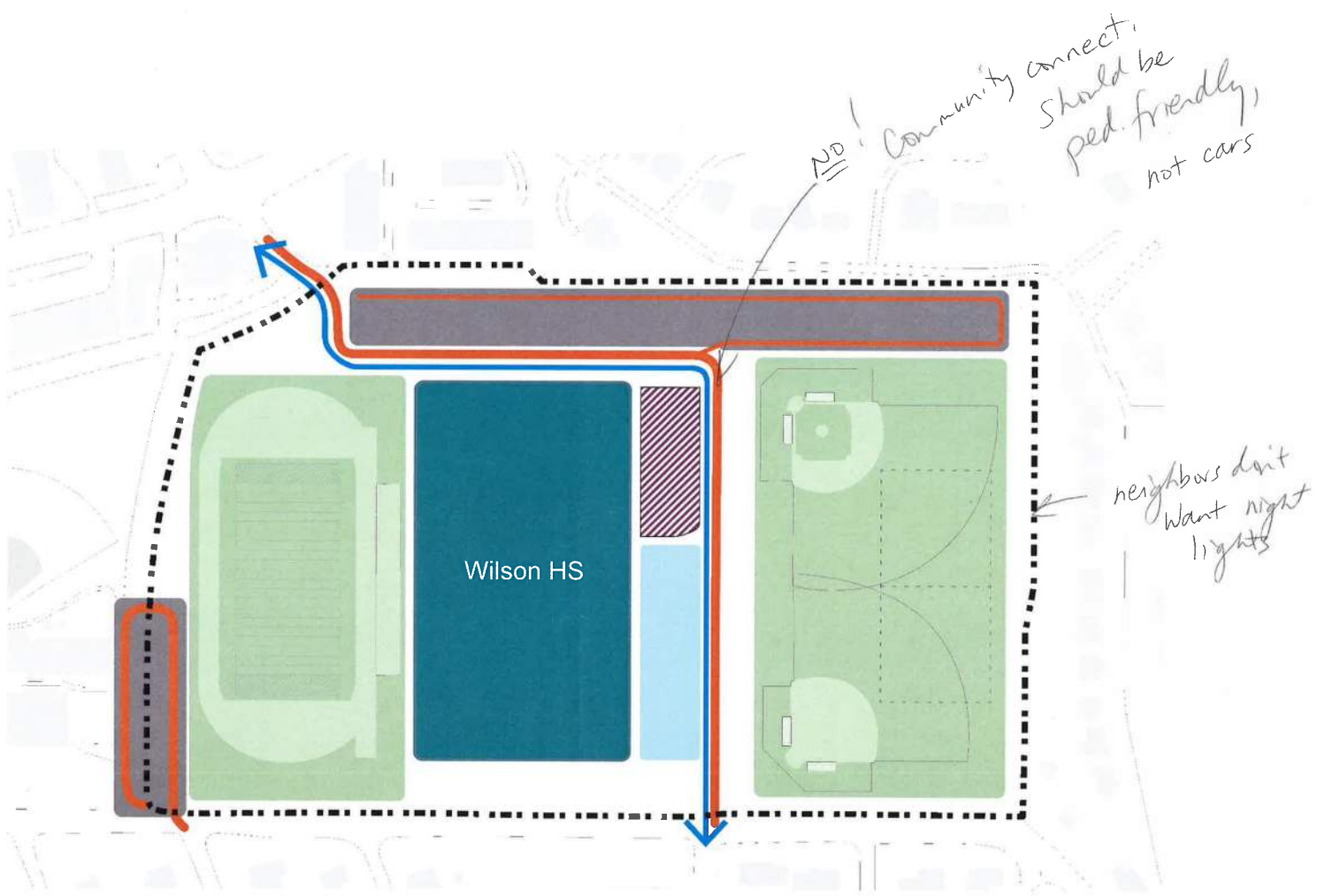
+



| D



| E



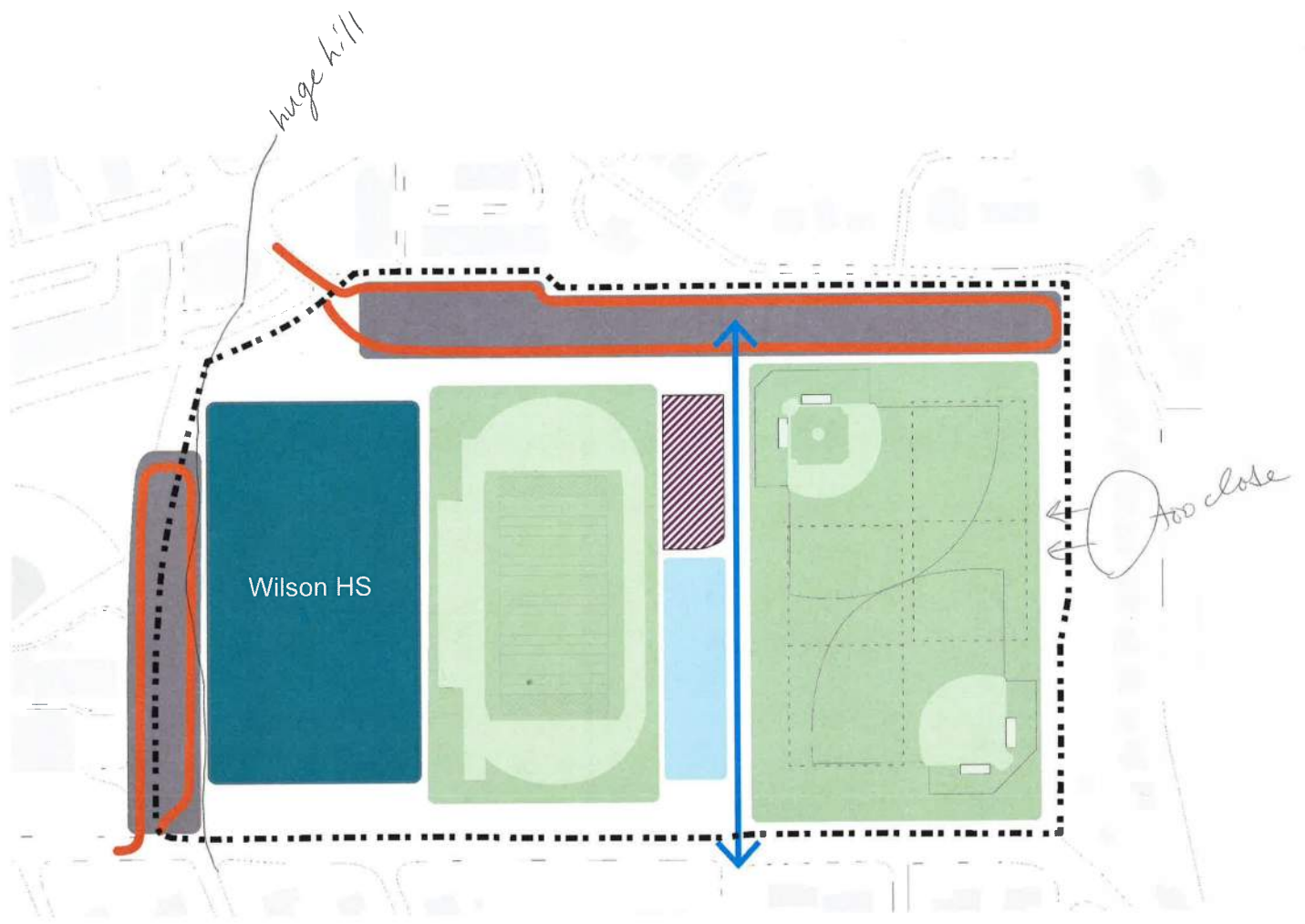
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



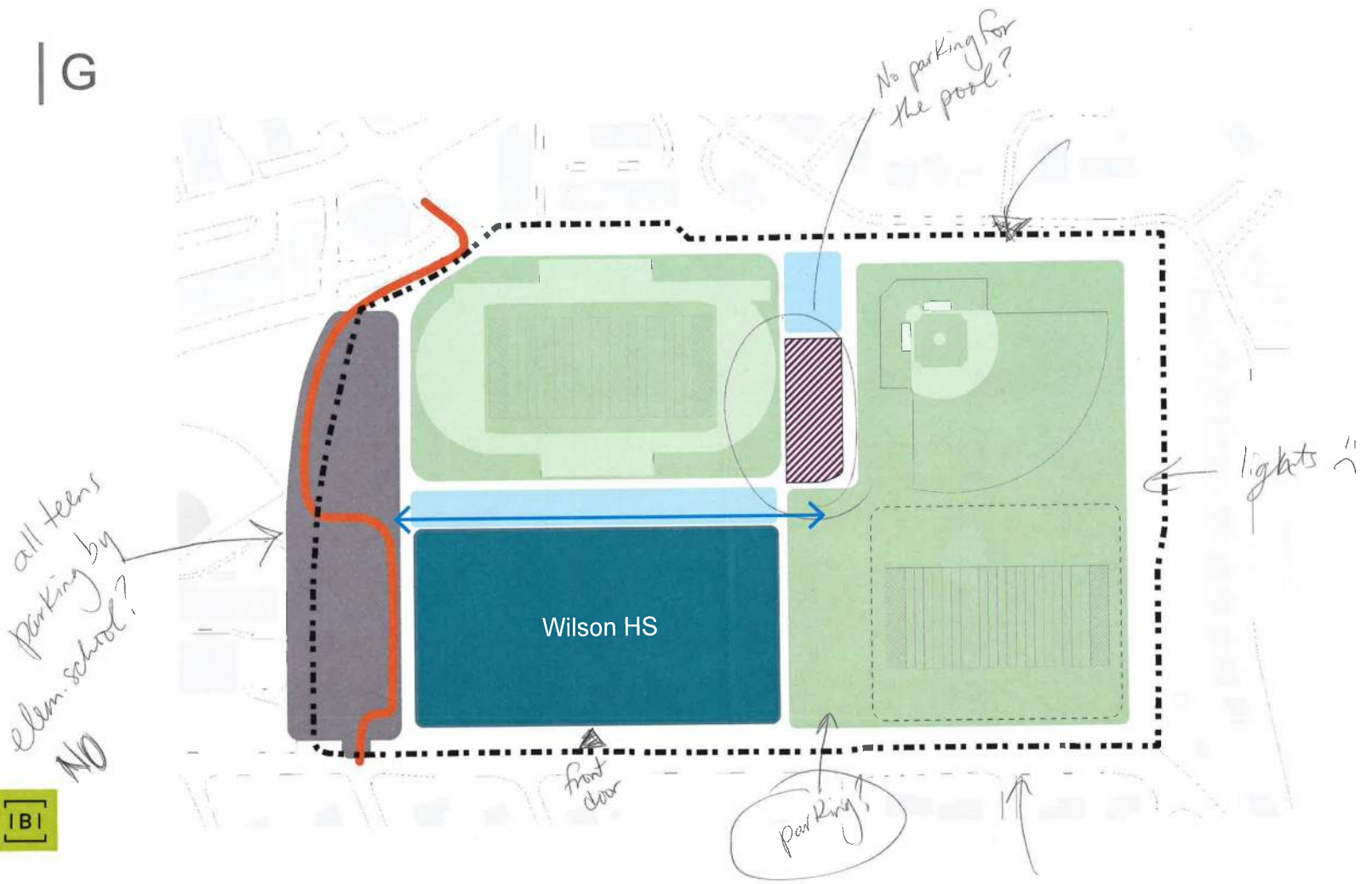
+



| F



| G



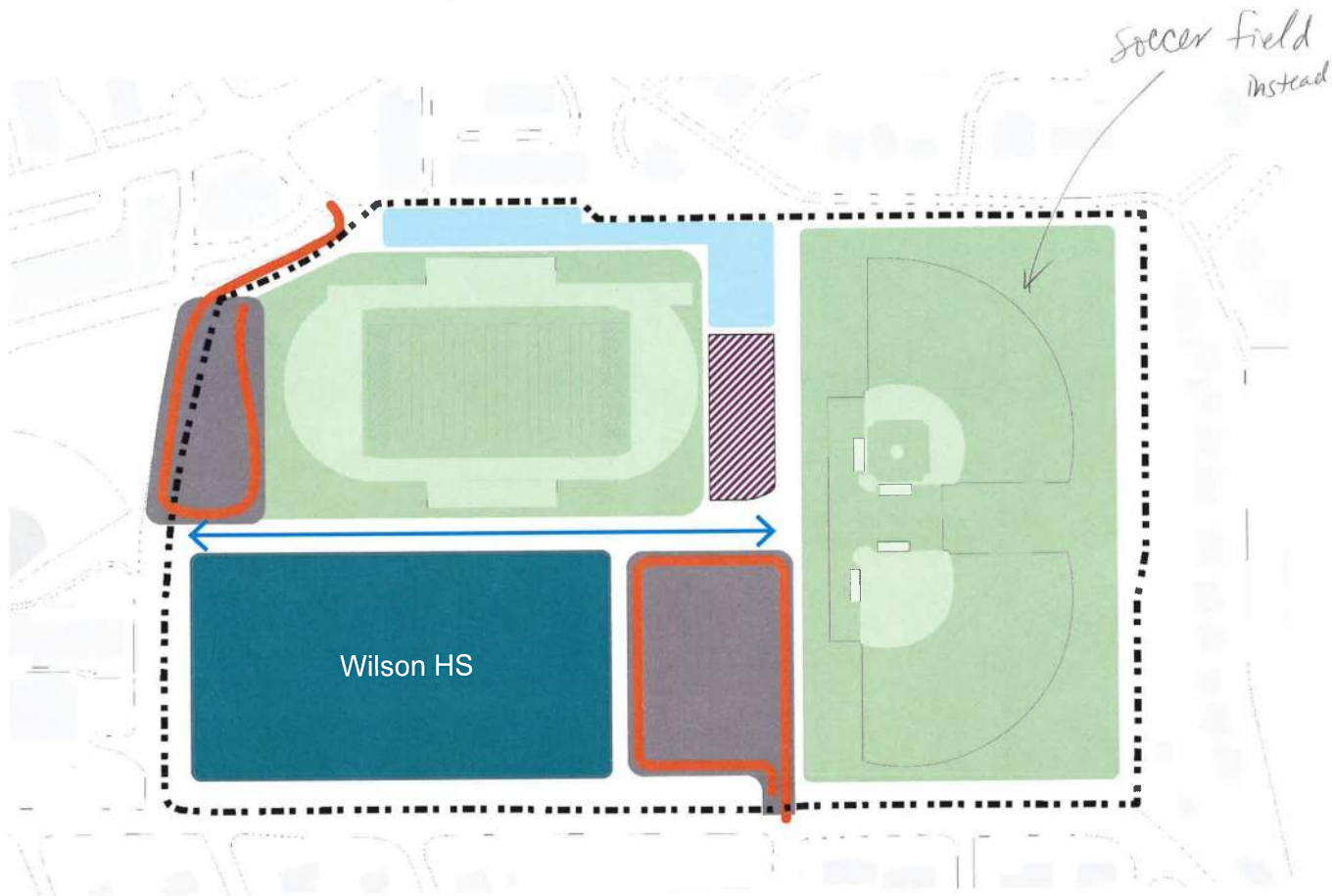
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



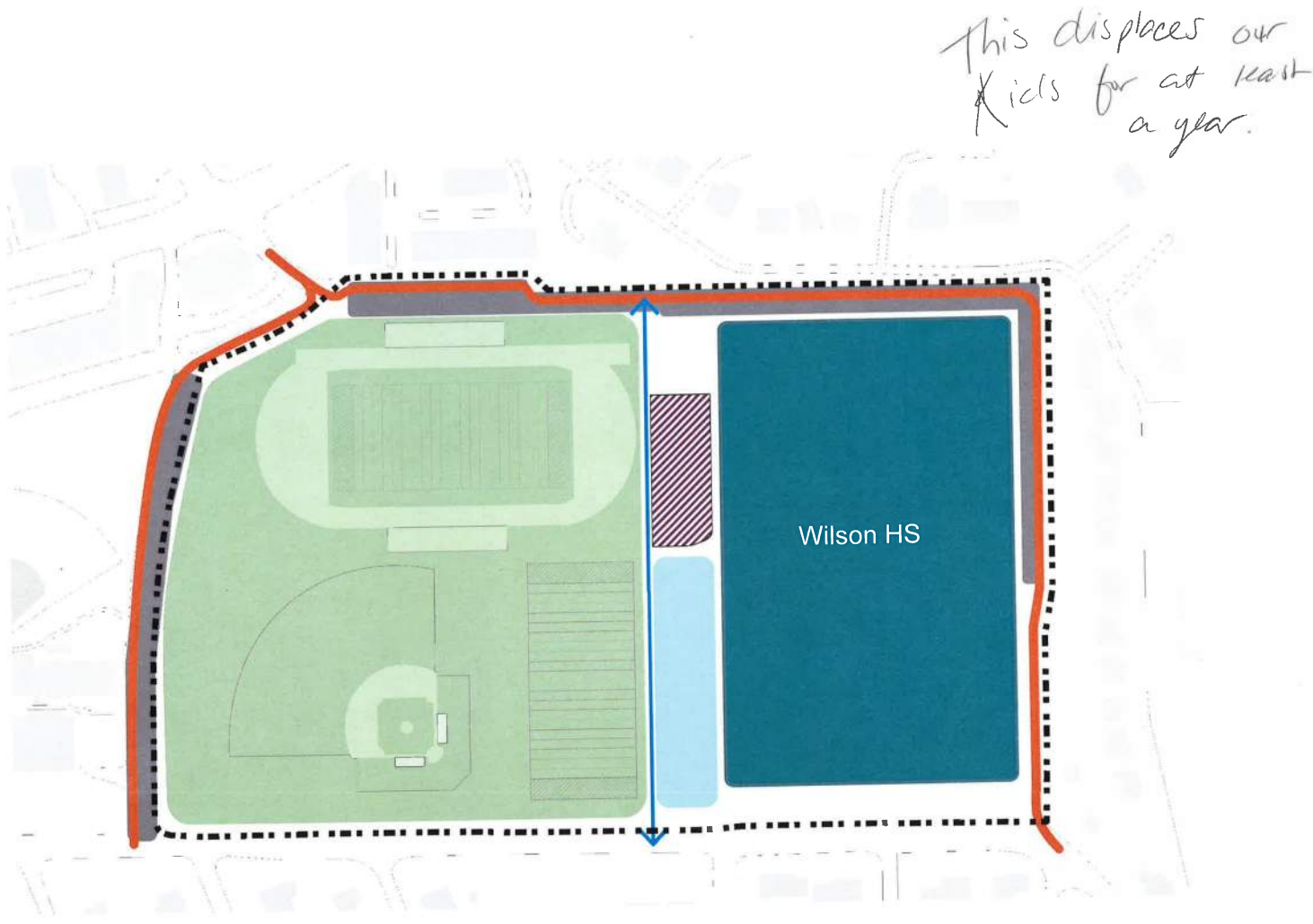
+



| H



| A



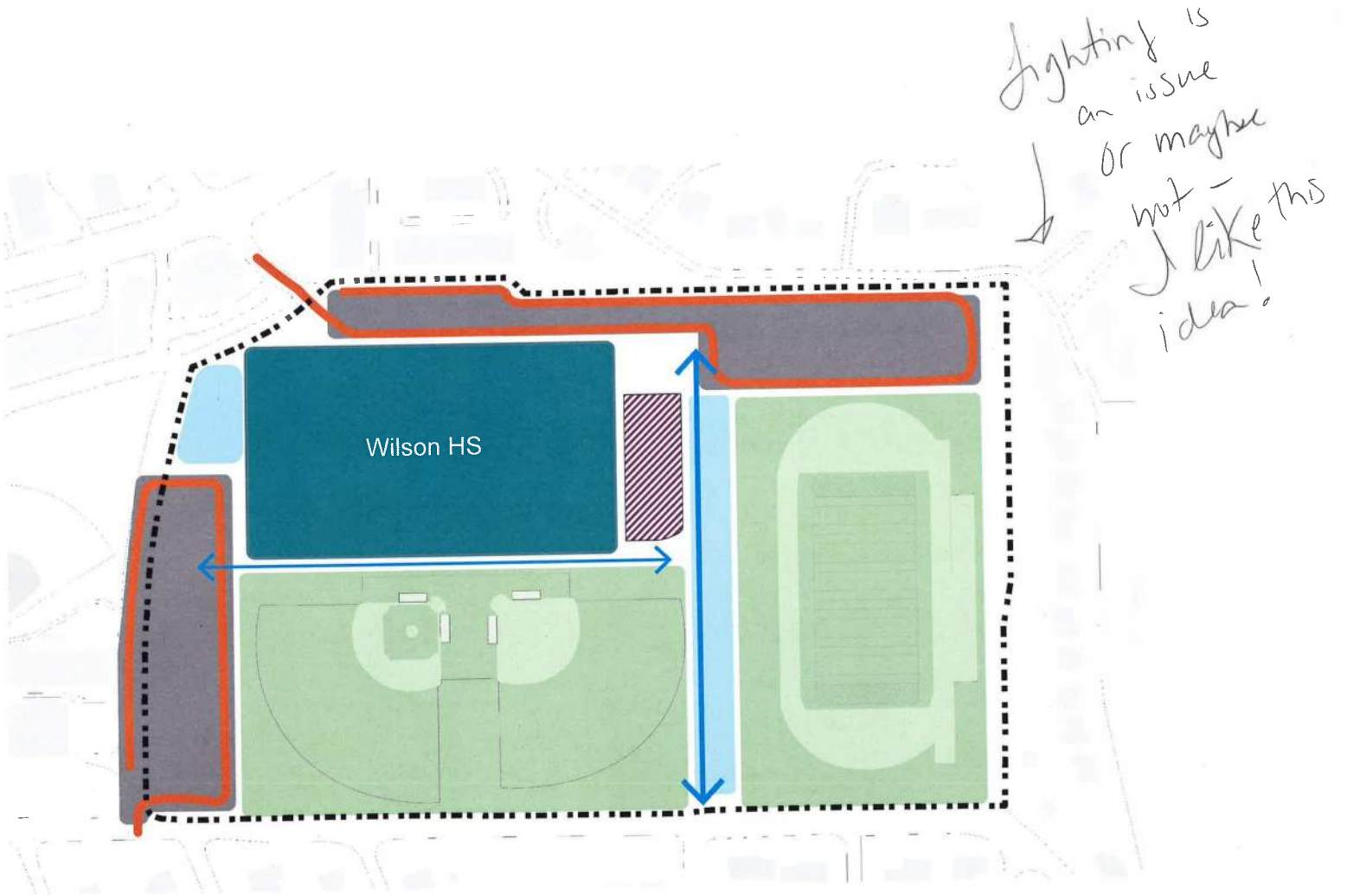
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



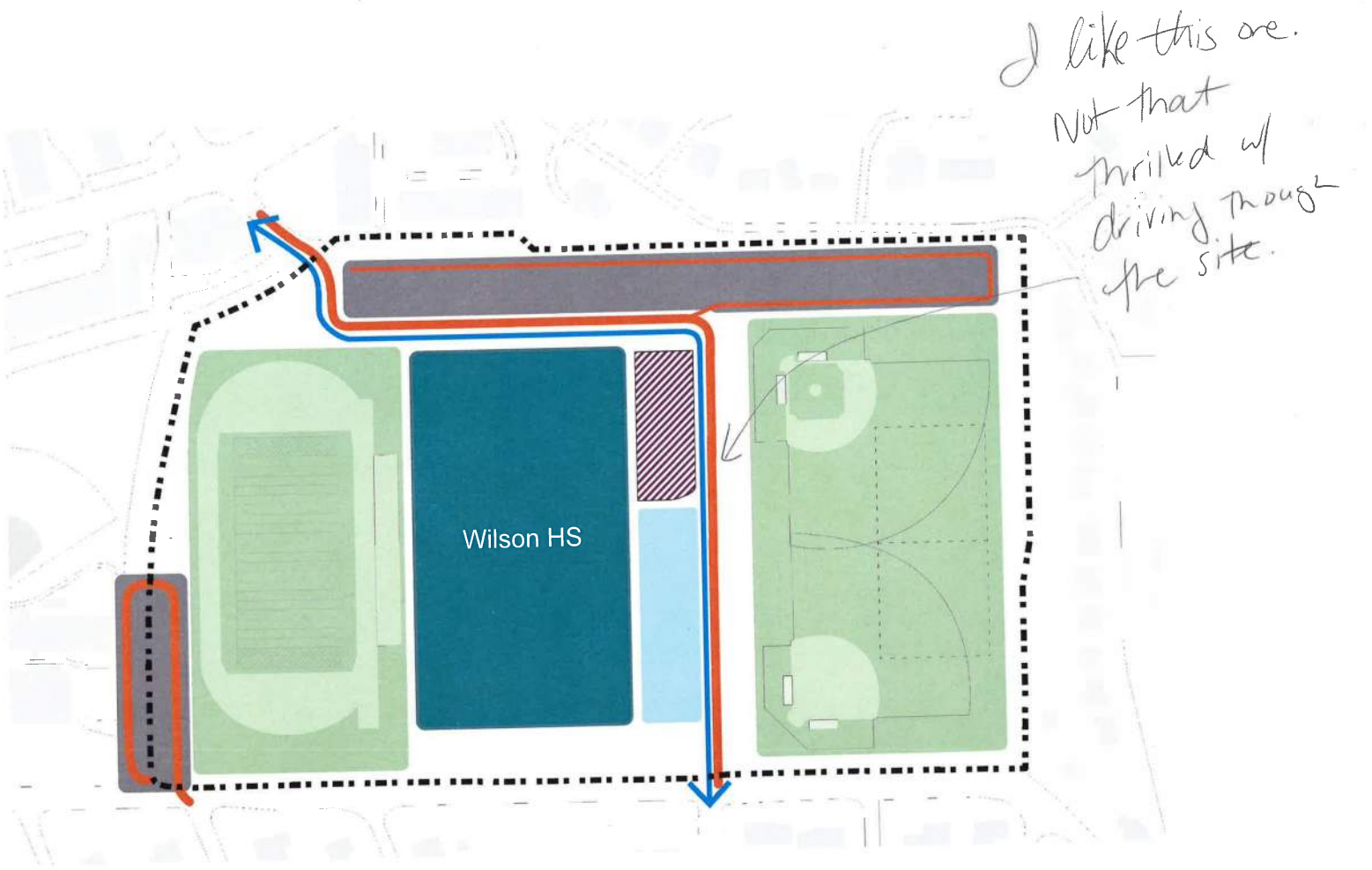
+



| D



| E



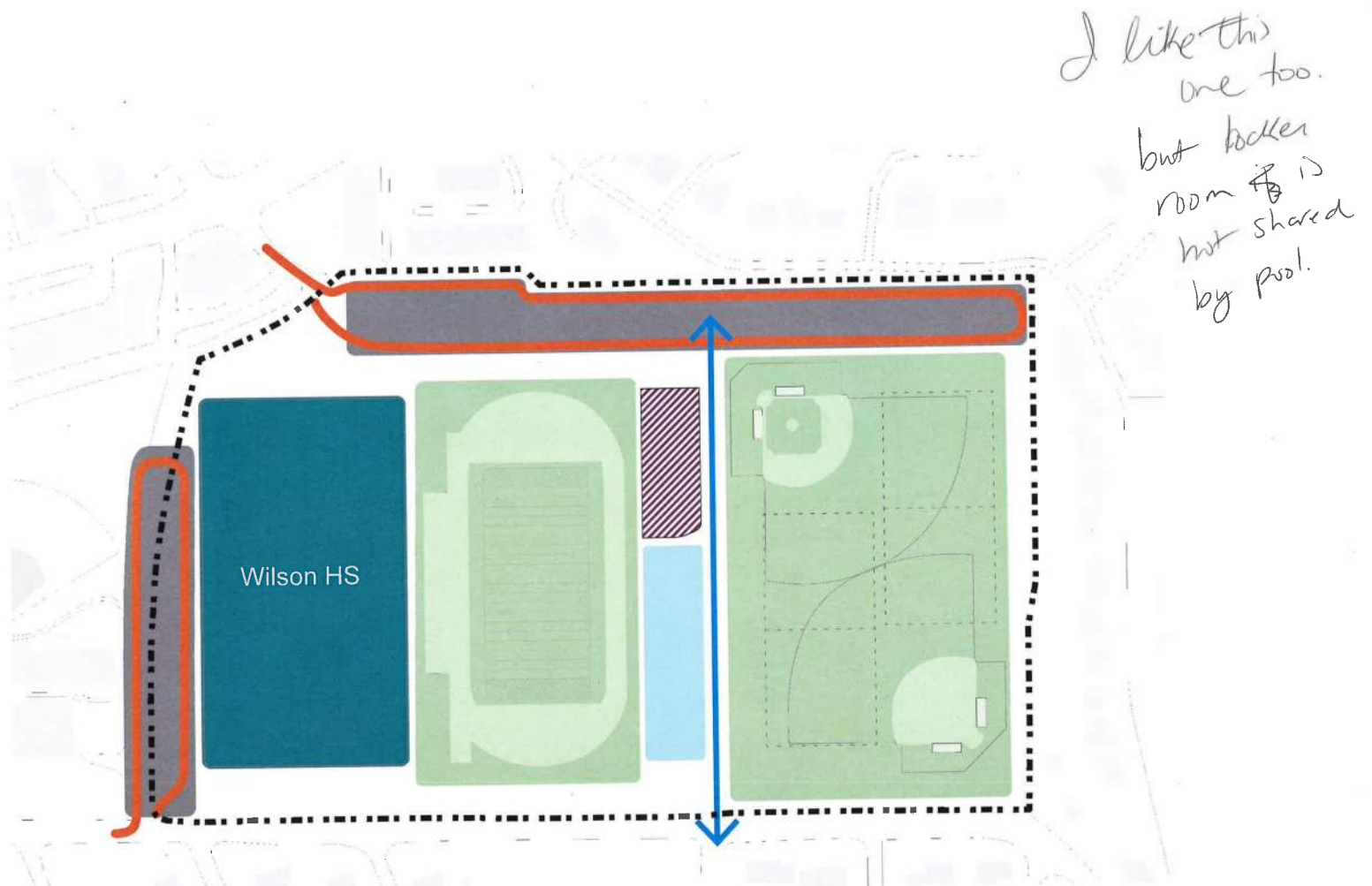
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



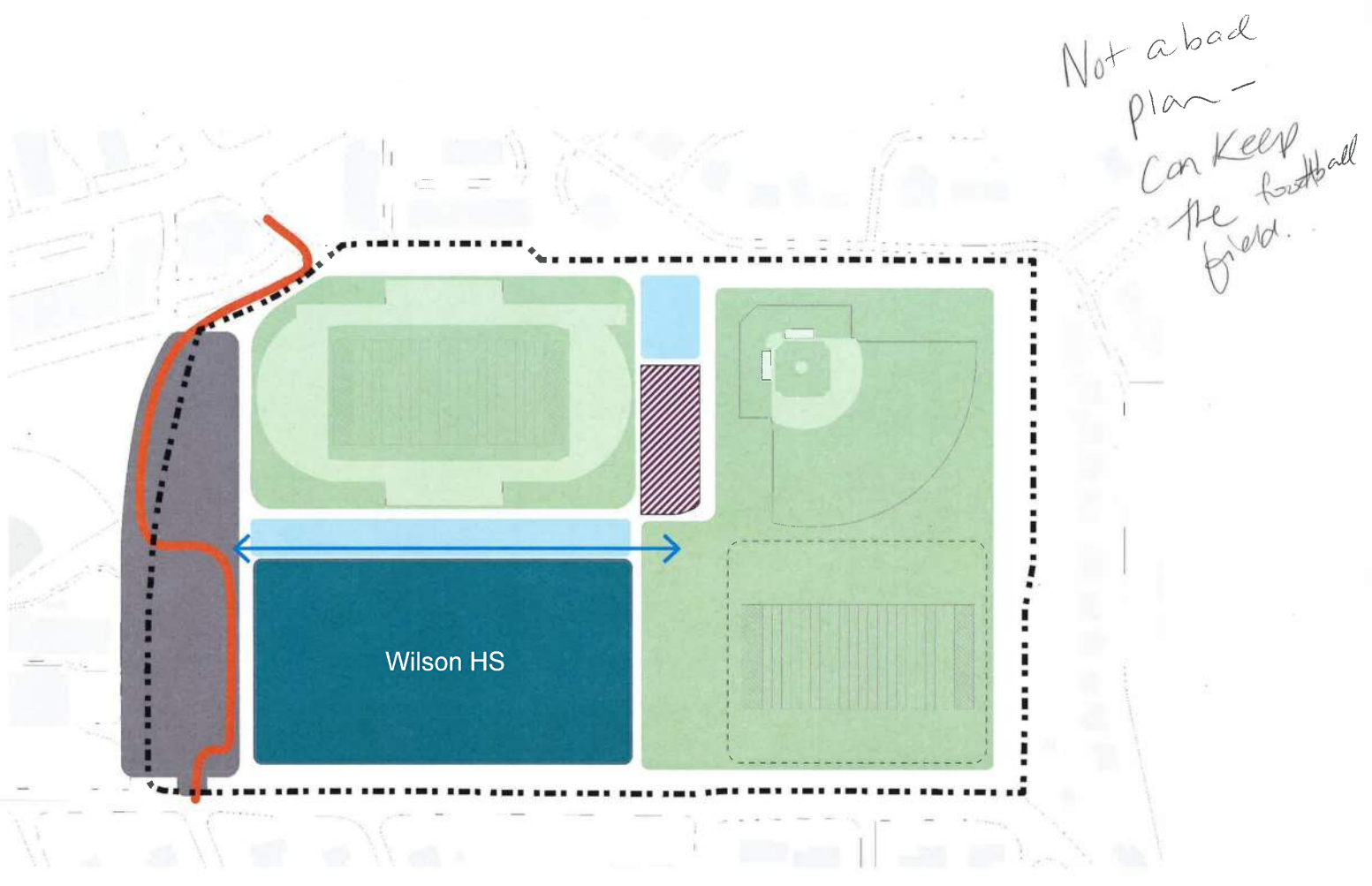
+



| F



| G



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

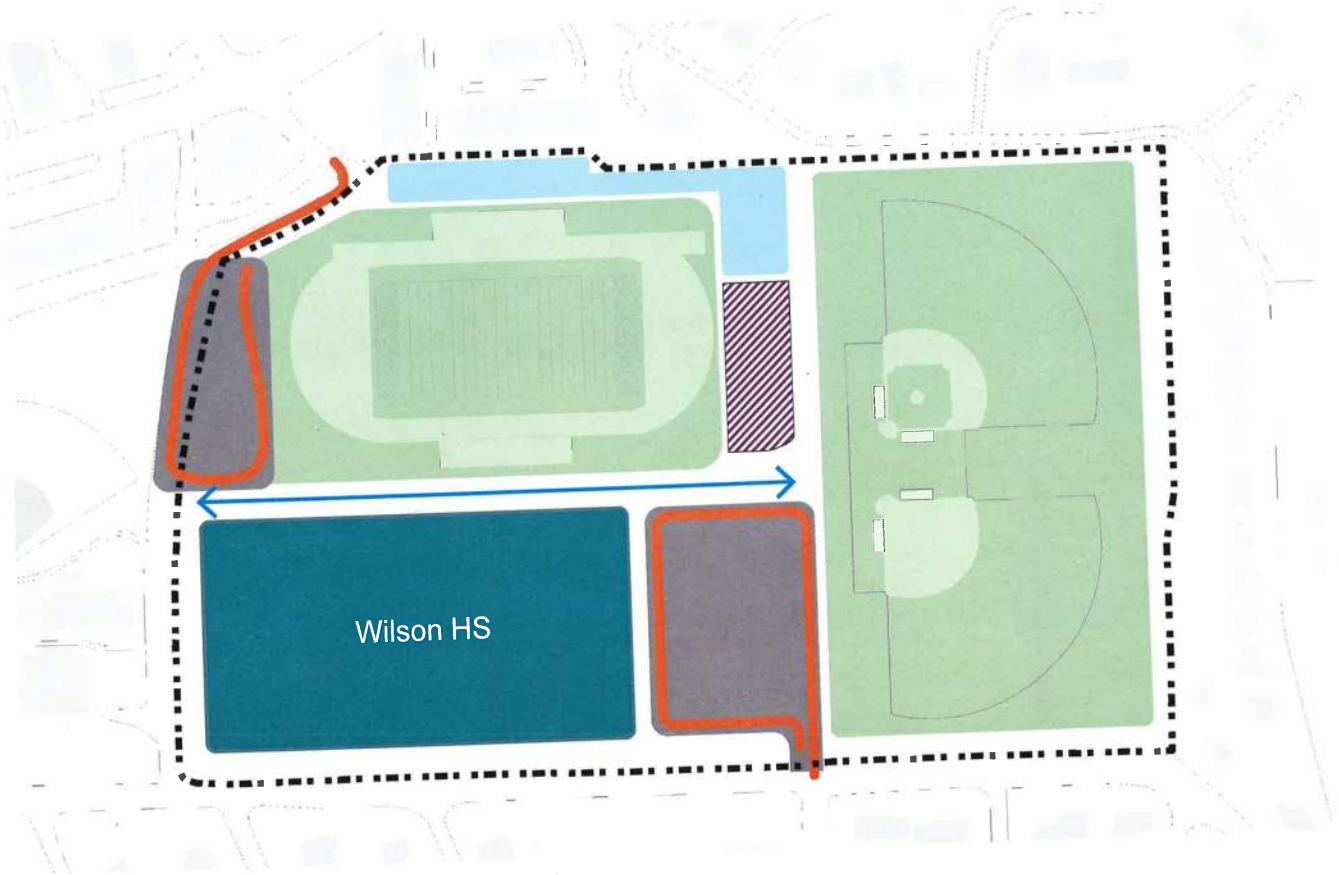


+



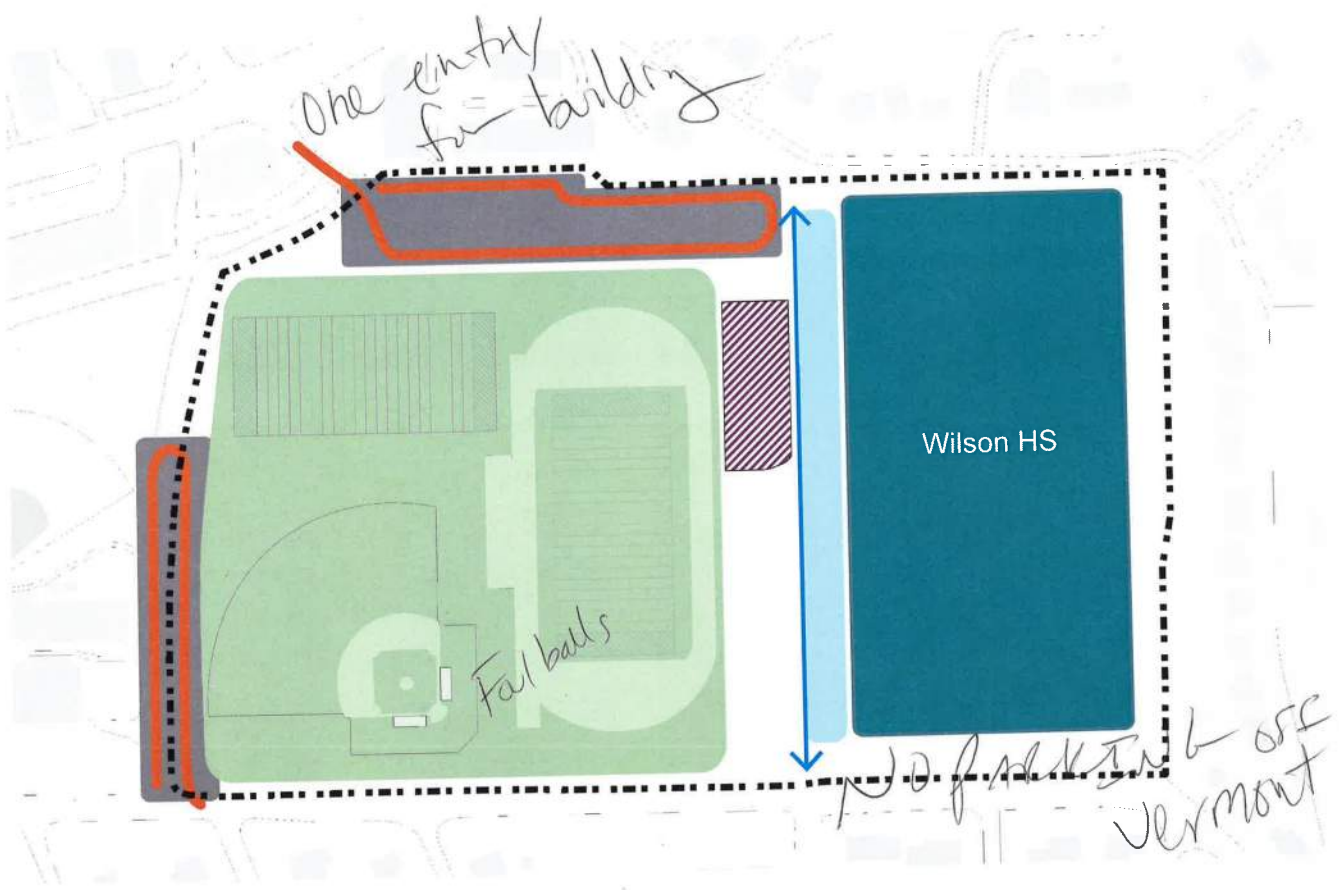
| H

This side plan is great



| B

One entry for building



No parking or Vermont?



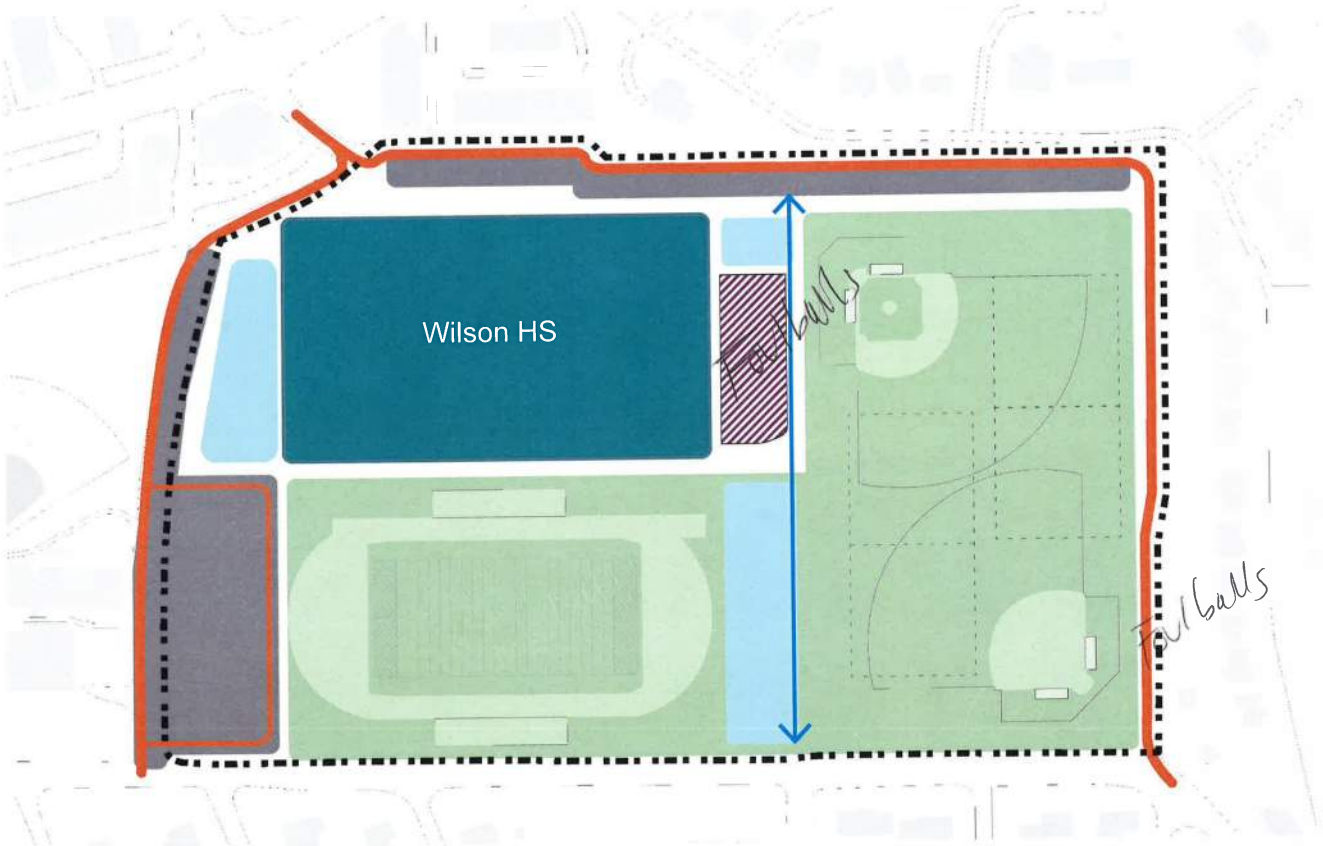
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



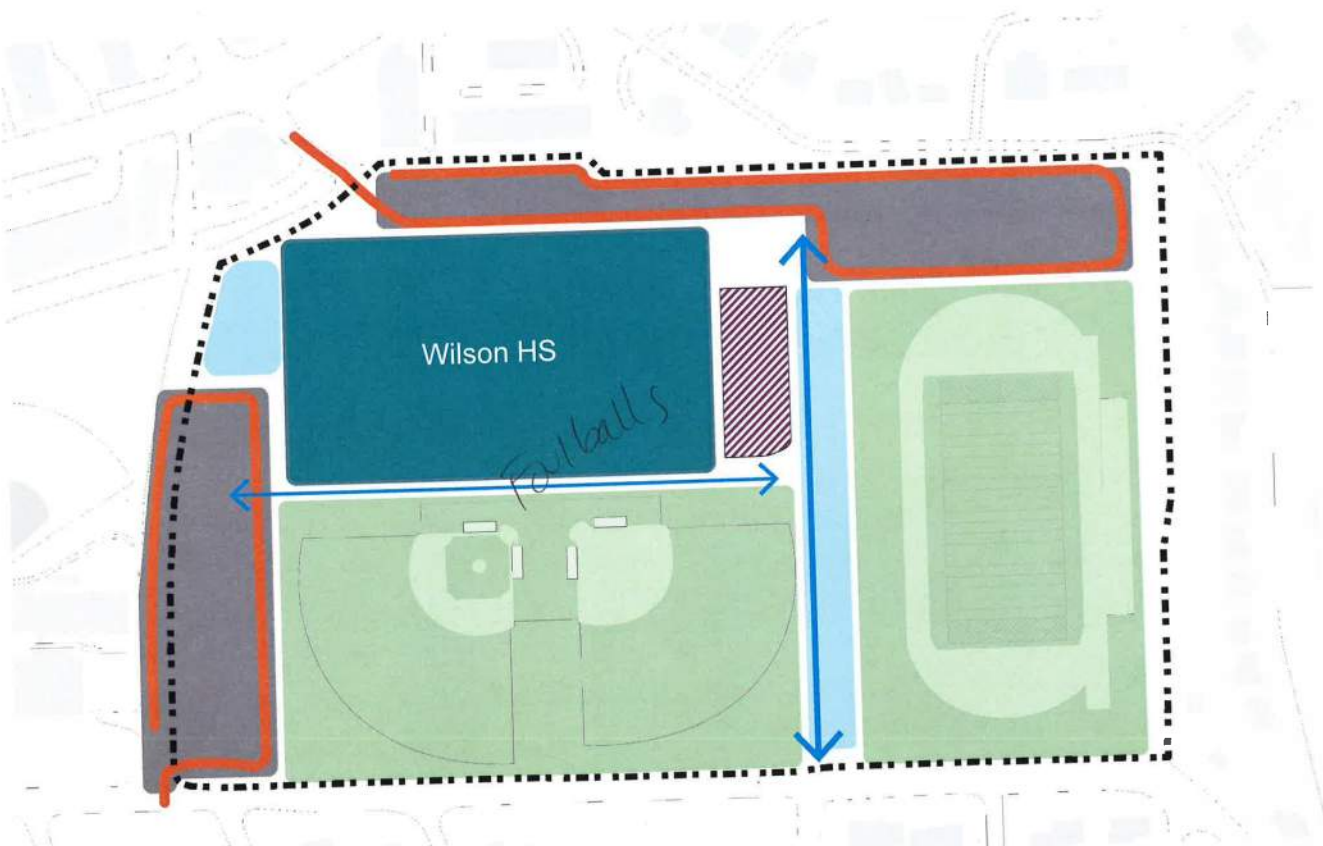
+



|C



|D



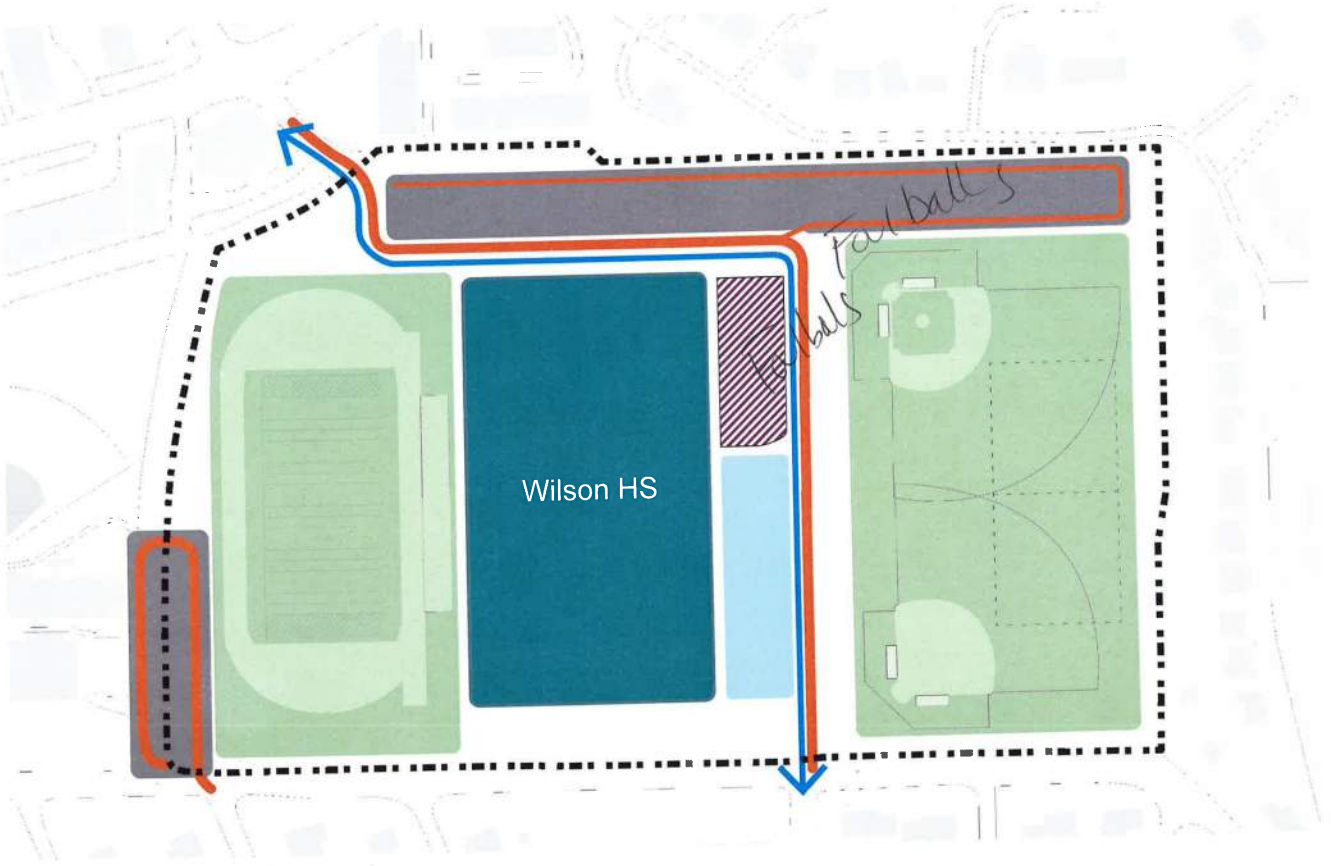
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



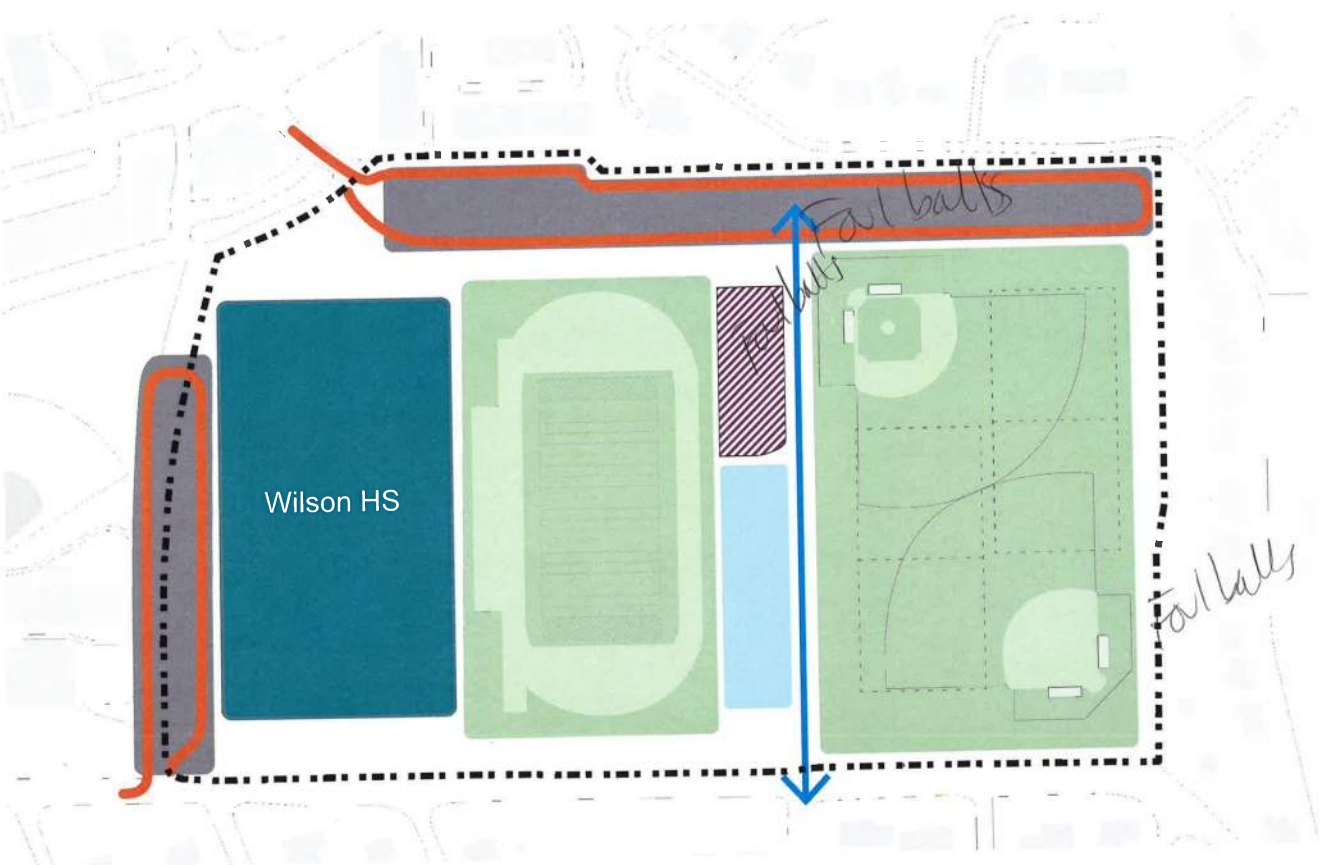
+



| E



| F



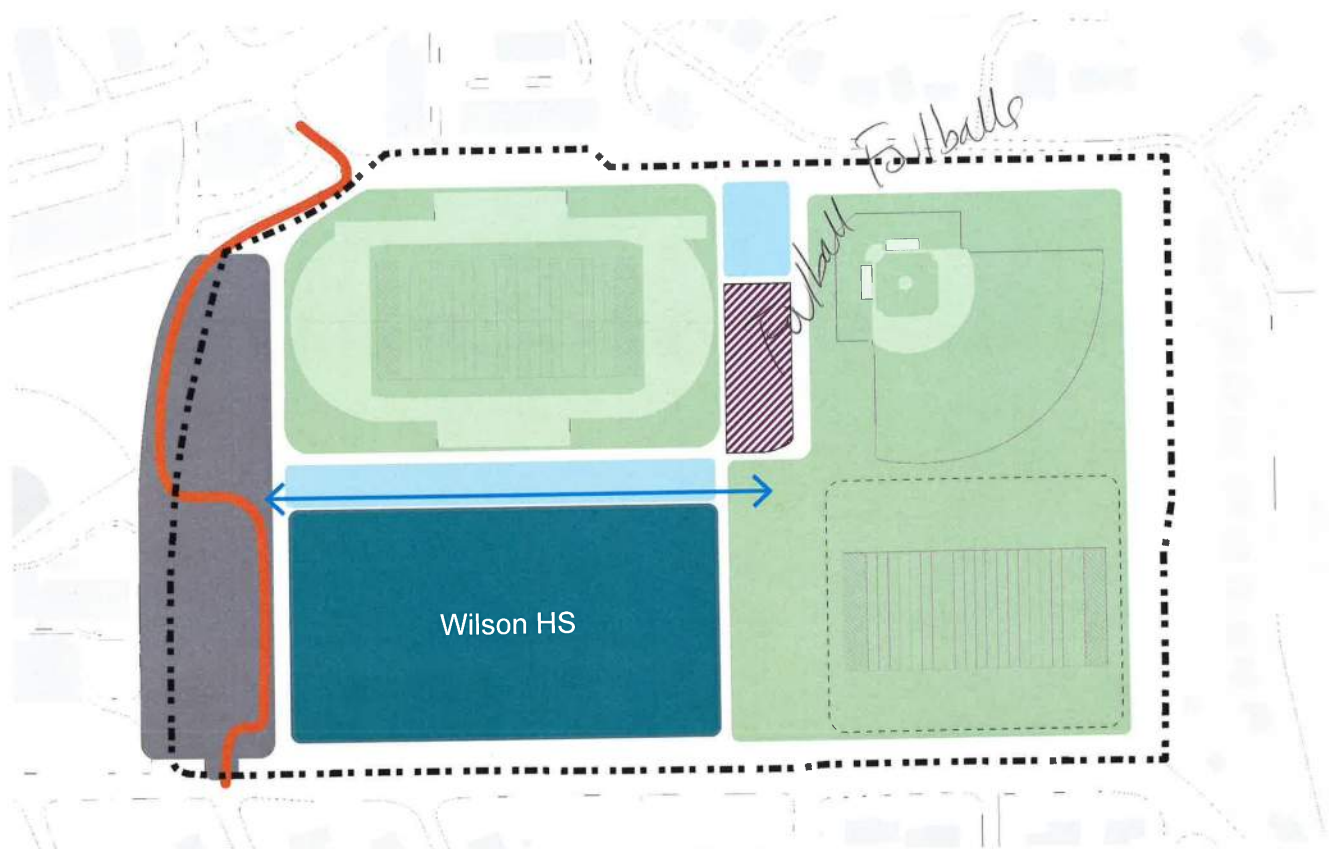
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



+

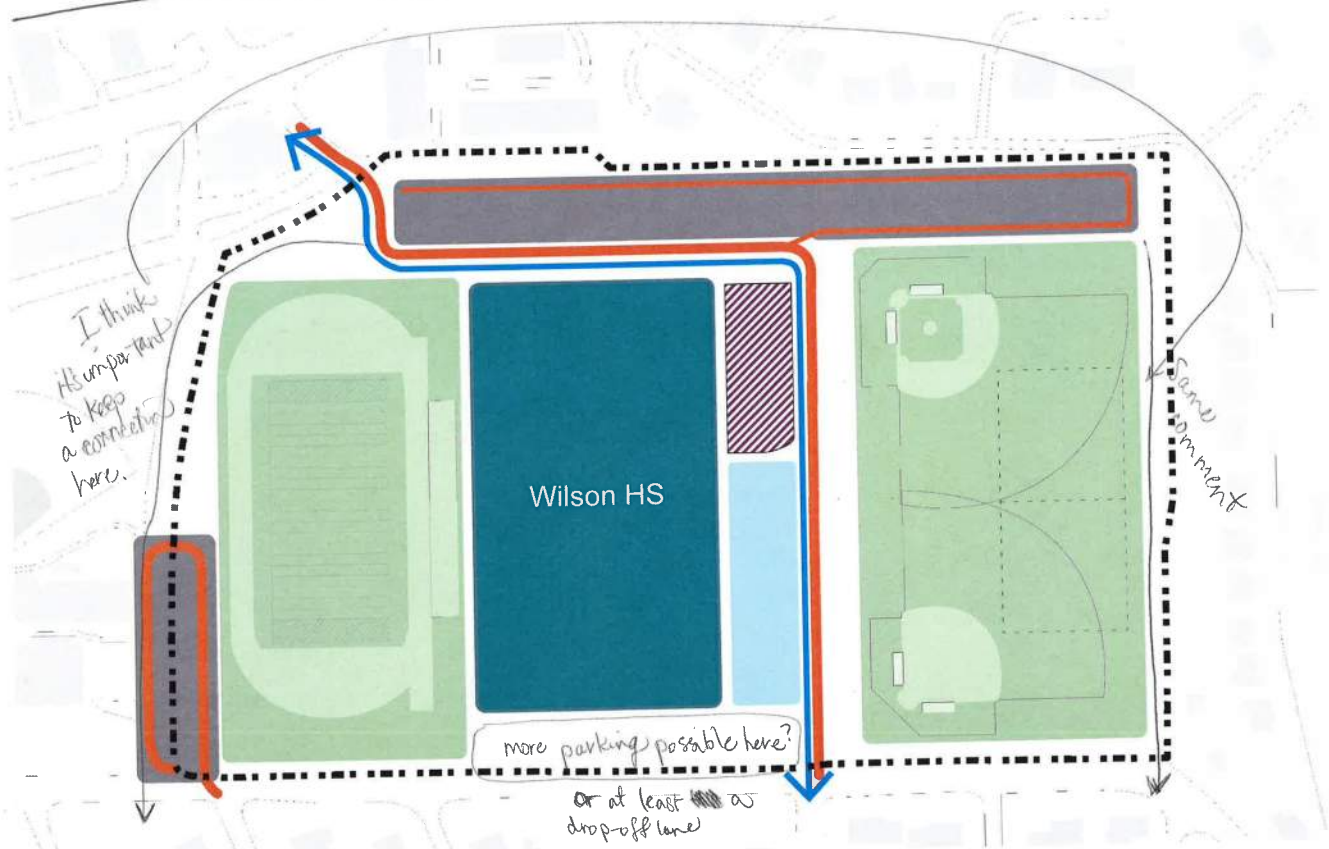


|G



|E

This is my favorite.



*OR flip the school with the softball/baseball fields?
I'm conflicted about this!*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



+



MEETING 1

MEETING SUMMARY

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) Meeting 1

October 4, 2019

MEETING SUMMARY NOTES (in blue, with needs underlined)

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Margaret Calvert, PPS/JHS
Alyssa Leeviraphan, Mahlum
Chris Brown, Mahlum
James Fitzpatrick, IBI
Stephen Weeks, Bora
Christopher Almeida, Bora
Leo Lawyer, PPS/CHS
Levi Patterson, IBI
Darren Lee, PPS/OSM
Claire Hertz, PPS/B&O
Marina Cresswell, PPS/OSM
Joe LaFontaine, PPS/ISC
John Payne, PPS/Security

1. Introductions
2. Recent accomplishments since last meeting
- a. Communication/outreach: following Conceptual Master Planning Committee (CMPC) communications plan, principals reached out to their communities to apply to be members of these committees, applications were downloaded and members are being invited to participate on the CMPCs for the three high schools
- Steve E reviewed the CMPC outreach goal of bringing in a broad, diverse group of participants. There are currently 30-40 applicants to consider, with the deadline extended to the end of today/Friday; he will download the list of applicants and send an acceptance letter later today that includes a schedule, charter and expectations of behavior to each participant
- Margaret wanted to confirm that language services would be provided to support the CMPC process.
- Meeting follow-up:
- Document translation: please see attached screenshot of CMP website with underlined/linked translations of documents provided
- Meeting translation services: meeting translation services are being provided as requested by principals
- b. Lessons learned: completed lessons learned process among design teams and senior OSM staff

- c. Data gathering: project teams gathered data and developed school specific project understanding
- d. Cost estimating: cost estimating services firm is under contract and a kick-off meeting was held to set assumptions for the teams going forward
 - Steve E reviewed the cost estimating services, which included a kick-off meeting and will incorporate assistance during early concept development and participation in the third SC meeting.
- e. Contracting process for background title reports/surveys/geotech letters will begin soon
- Steve E reviewed the CMP timeline and that it would be a speedy process, requiring decisions to be made quickly; he described the comprehensive review of each school’s vision, program goals, concept development and final deliverable of a report and cost estimate to the Board
- Steve E discussed how the CMP process, which combines school design team and administrator participation during SC meetings, will benefit all three schools by allowing everyone to learn about program and design ideas
- School principal input/feedback:
 - WHS: Filip shared some of the skepticism of the Wilson community; there is an understanding that there was a low degree of likelihood of more than one high school on the next bond; Marina explained that the goal of this effort was to produce useful scope & cost information without the level of effort of past master planning processes
 - JHS: Margaret reminded all that the 2017 Bond communicated that master planning would occur soon after the Bond passed; there is also fatigue based on what people have experienced in the past; she recommended as much detail as possible be provided to the community
 - CHS: Leo explained that he is pleasantly optimistic, looking forward to the process and motivated to see updates to a 100-year-old building

3. Next steps before next meeting

- a. Conceptual Master Planning Committee (CMPC) meetings (see attached meeting schedule for reference)
 - Overview of CMPC meeting agendas
 - Typical review of prior CMPC meeting (starting with SC meeting 2)
 - Review of next CMPC meeting outline presentation material
- Steve E shared the schedule of meetings, with a focus on the compressed schedule; he explained that the teams had been working hard up to this point, and that the fast schedule of alternating meetings meant that there is not time to spare, and decisions will need to be made quickly

4. Cost estimating update

- a. Cost estimating
 - Kick-off meeting included discussion about programmatic requirements, historical preservation, site constraints, sustainability/resilience goals, design team deliverables, and contingencies

- Procurement model assumptions
- Design team deliverable details and timing
- Collaboration between design and cost estimating teams
- Cost estimate deliverable format and timing
- Development of master spreadsheet tool, including owner soft costs

- Schedule update
 - See attached project schedule
- Major risks/opportunities for team
 - Comprehensive approach: see communication flyer for the first CMPC meeting that puts the CMP process into the broader context of planning for a future bond
 - CMPC meeting focus: it is important that the CMPC meetings are kept on task so that each meeting agenda can be fully covered and community input incorporated into conceptual master planning process
 - District program goals: PPS/OSM needs to ensure, on behalf of the project teams and CMPCs, that the HS Ed Specs will be applied to the three schools in a manner that addresses their unique program focus while equitably incorporating the District’s high school program goals
 - SC members discussed College & Career Readiness and specifically future plans for Career & Technical Education (CTE); Joe said that Aurora Terry/Himmel can provide more information
 - Steve E described the lessons learned document that was generated between the design teams and project managers; Stephen W suggested this would be a helpful document to share at the next SC meeting, so Steve E will do that
 - District facility goals: PPS/OSM needs to ensure, on behalf of the project teams and CMPCs, that District facility goals are applied uniformly across the three schools so that the conceptual scope and cost of each is as complete as possible
 - Pre-conceptual input on structure: need input from engineer on structural system assumptions for each modernization option so that the scope and cost can be accurately estimated
 - Steve E described his conversation with KPFF about getting a structural update for all of the high schools to provide data for the cost estimates
 - Limited scope/future analysis: as there will be a certain amount of input/data that cannot be incorporated into the shorter CMP process, determine how it can be documented for further analysis within a more comprehensive, future Bond master planning process
 - Steve E said that even scope outside the parameters of the CMP process should be brought to these meetings so that it can be memorialized in the reports; Levi raised the idea of a “Parking Lot” which Steve E agreed would be a good approach for recording and bringing ideas forward
 - Others?
- Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership

- a. School-specific approaches: discuss how school-specific programs and partnerships can be best be incorporated into the three high schools while maintaining the core District Ed Spec requirements
- b. Confirm District facility goals: confirm District facility goals, including seismic, resilience, security, universal design, gender inclusion, and others
- c. CMP options: confirm how CMP options should be developed and shared with the SC & CMPC, and how the preferred option is selected for the cost estimate
- d. Public design survey/open house: while a typical public design workshop is not part of the scope of this process, discuss what other options would work for PPS to oversee, including a possible public design survey and open house
- e. Others?
 - o Cleveland: Leo described the priorities for CHS, including security, athletic facilities, CTE facilities, heating/cooling, and music/arts; there is a lot of community support for music/arts, so he would hate to see the auditorium go away, but it would be ideal if it was modernized
 - o Safety/security: Filip asked what the standards are for safety and security, how are priorities determined and how are decisions made; John provided background on security, including that any VE on security requires PPS Security approval; Marina explained that VE is an important discussion, but is not part of CMPC process; John explained that just about anyone can make a standards change, and that needs to change, with responsibility given to specific PPS departments in charge; Marina asked to catch up with John on what OSM is doing now to tighten up this process
 - o Other District programs: Margaret asked about how other programs, including SPED, are accommodated in high school; Steve E will consult with John Lyons and Marina will consult with Dana White about the ongoing master planning process for SPED programs
 - o Other Bond meetings: Filip asked about other Bond planning meetings; Marina confirmed that Planning, Operations and other departments are gathering data to feed to a Bond, but she will confirm with Dan Jung, COO, that all of the groups are communicating about this Bond planning effort
 - o Conceptual options: in past MPC processes, a single preferred option has been developed from 2-3 options; Levi sees this as a feasibility study where multiple versions are looked at on a spectrum, with the preferred option used as a gauge for what the budget should be; James explained that conceptual options allow for design to be fully developed in the future; Alyssa asked and Steve E confirmed that real conceptual options are the goal, with each unique building and site helping determine the cost; Margaret said it would be helpful to understand what happened at other Bond modernization sites, what are the lessons learned; Filip asked is the commitment there to modernize at all; Marina confirmed that the goal is to fully modernize

Next meeting: October 17, 3-5 pm, there are no BESC spaces available, but consider possible meeting at modernized Grant HS?

MEETING 2

MEETING SUMMARY

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #2

October 17, 2019

MEETING SUMMARY NOTES (in blue, with needs underlined)

Attendees:

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHs
- Chris Brown, Mahlum
- Octavio Guiterrez, Mahulm
- Becca Cavell, Bora
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Marina Cresswell, PPS/OSM
- Joe LaFontaine, PPS/ISC
- Frank Leavitt, PPS/O&M

1. Recent accomplishments since last meeting (30 minutes)
- a. Review of CMPC #1 by each project/design team

i. CHS/Mahlum

- CMPC #1 overview -
 - What is modernization
 - Impromptu Q & A; one issue to include on “bike rack” is the number of students, which per the Ed Specs is 1700; there is concern that this process reaches the right number for the site & future growth
 - Engagement activities: foundational question – top priorities for CHS modernizing with dot voting
 - Building design issues: preservation regarding history, sustainability, healthy environment, social spaces, community connectivity, playing fields and distance from school, questions about parking lot, safety along Powell
 - Activity 2 was sent for homework – what spaces are valuable for people?
 - Leo: staff says, remove it all up except the auditorium

ii. JHS/Bora

- CMPC #1 overview –
 - CMPC is very racially diverse, with teachers, students, alumni, community

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #2

October 17, 2019

MEETING SUMMARY NOTES (in blue, with needs underlined)

Attendees:

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHs
- Chris Brown, Mahlum
- Octavio Guiterrez, Mahulm
- Becca Cavell, Bora
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Marina Cresswell, PPS/OSM
- Joe LaFontaine, PPS/ISC
- Frank Leavitt, PPS/O&M

- 1. Recent accomplishments since last meeting (30 minutes)
 - a. Review of CMPC #1 by each project/design team
 - i. CHS/Mahlum
 - CMPC #1 overview -
 - What is modernization
 - Impromptu Q & A; one issue to include on “bike rack” is the number of students, which per the Ed Specs is 1700; there is concern that this process reaches the right number for the site & future growth
 - Engagement activities: foundational question – top priorities for CHS modernizing with dot voting
 - Building design issues: preservation regarding history, sustainability, healthy environment, social spaces, community connectivity, playing fields and distance from school, questions about parking lot, safety along Powell
 - Activity 2 was sent for homework – what spaces are valuable for people?
 - Leo: staff says, remove it all up except the auditorium
 - ii. JHS/Bora
 - CMPC #1 overview –
 - CMPC is very racially diverse, with teachers, students, alumni, community

- One activity: JHS now, aerial view of property; what are the three most important aspects of a successful JHS with 1700 students; shared top three in small groups and then with whole group; collected post-its, may use all comments with a survey
 - Group A: performing arts focus with everything vocational around it; welcoming to everyone, transparent in every way
 - Group B: flexible space; school by day, community by night, restoring historic building
 - Group C: STEM, STEAM, STEMS (sport); safe and resilient
 - Group D: entrepreneurial arts
- General discussion: safety of building; no loud bells
- Margaret: challenge of structure; [how to get current student voice](#); posters now up in hallway with questions; students planning a panel; want materials from meeting to share with students; there are 5 students who will participate; juniors and seniors worried about having freshman, sophomore, and middle school voice; how do you include students during the day; how do students get to make decisions rather than just adults; tensions that will surface with parents of kindergarteners sharing their visions vs. those who have been in the building for a long time; how do others on the committee share and bring a broader perspective; staff is interested as well, how do they see meeting contents – [video recordings of meetings would allow them to be informed](#)

iii. WHS/IBI Group

- CMPC #1 overview –
 - Started with visioning: interactive process; want to include students for next time; everyone felt heard and valued; group shifted as the night went on
 - Key takeaways or themes: community; community use of facilities; open to community; school currently a barrier to the community, want it to be open to all peoples; fears include that Bond won't pass, will run out of money, Wilson won't be included
 - School pride: community embraces Wilson; want to see high levels of academic rigor continue; energy efficient; survive the big one
 - Survey: giving time to engage with the comments through a survey; the project team will take results and finalize/confirm at CMPC #2
 - Survey/video tools: [Steve/Sue will talk with David Mayne \(Bond Comms\) about how to use survey tools and videos to reach students](#)

- Equity outreach: Joe will reach out to Jonathan Garcia’s group for assistance; there will be a “bike rack” for ideas that aren’t used so that they are recorded and documented
 - b. Budget revisions have been approved, and purchase orders being issued for background title reports/surveys/geotech letters; will try to expedite these services as much as possible to feed into design team concept development process
 - Steve updated the group that these reports are underway and he will get drafts asap to teams
 - c. Proposals for pre-conceptual structural input have been received and are under review; following budget revisions, agreements will be issued; will try to expedite these services as much as possible to feed into design team concept development process
 - There will be KPFF meetings with all three project teams
 - KPFF’s structural input will transition to RLB (cost estimator) assistance
- 2. Next steps before next meeting (15 minutes)
 - a. Overview of CMPC #2 agenda
 - Rebecca: shared Wilson’s draft agenda for next meeting; program analysis activity – perception vs reality and relative differences
 - Octavio: pick up where building left off with historical significance; recap first meeting; program analysis; building has 30-40,000 sq ft less than Ed Specs; activity – 21st Century learning environment
 - Becca: generate survey; familiarize them with Ed Specs; activity – quick dot exercise with space, majority of time with program priorities as a card game
- 3. Cost estimating (5 minutes)
- 4. Schedule update (5 minutes)
- 5. Major risks/opportunities for team (30 minutes)
 - a. Review efficacy of communication/outreach/engagement timeframe & approach to-date
 - b. Expand engagement process to be more inclusive of high school (& middle school?) students
 - c. Consider possible web-based survey approach to incorporate broader community & student input
 - d. Determine the best way for design teams to understand high school partner programs in a short amount of time
 - Wrap-around programs, health clinics, JHS-SEI program; how to incorporate a variety of partner programs into individual school programs
 - e. Other issues?
- 6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)

- a. Review current process by College & Career Readiness to plan the future of Career & Technical Education
 - Marina had shared a draft Master Plan for College & Career Readiness (dated October 1, 2019)
 - Overall approach is to better reflect national & regional jobs, to better align with PPS Vision, and to present options and scenarios; it is intended to provide a vision for PPS 20-30 years down the road
 - Steve’s takeaway from a first pass at this draft document is that it is trying to provided consistency across District schools, using historical, school foundation to provide focus for academic-career path approach
 - Flexible use CTE space – what is the future use; see Benson for interesting work with flexibility of CTE space
 - JHS offers more program- & site-specific issues, including the fact that many of its partners offer year-round classes (PCC, SEI) as well as the issue of how to transport students to other PCC campuses
 - Steve will share the draft document with the SC members
- b. Share and discuss HS Ed Specs lessons learned from 2012/17
 - Lessons learned document shared with SC members
 - Discussion about health centers in schools without income need
- c. Discuss how to address the spectrum of school-specific approaches to educational programs
- d. Review information gathered about SPED program master planning effort
 - It is not 100% clear what this effort is, but spoke with planning team; appears to be an inventory of SPED related spaces, with a focus on those facilities that aren’t modernizing; while this may have an impact in the future, it is not currently changing Ed Specs
 - JHS stores SPED equipment for everyone in the District; it stores material across half the first floor, with its woodshop used for adaptive PE
- e. Review shared classrooms and teacher office approach
 - Shared classrooms and teacher office approach is well defined in the Ed Specs; the teacher offices are optional in the Ed Specs; it was a contentious issue at Franklin HS; Carol Campbell (Grant HS) created a schedule where teachers have to share; Lincoln HS will reduce the amount of these spaces
 - Margaret raise the issue that there is not enough room for teachers to store and share material; schools are still heavily reliant on books and other non-digital materials
 - OSM does not have a stance about this approach to share classroom/teacher office space
 - It would be helpful to gather stakeholder input from teachers
- f. Review gender neutral/inclusive restroom approach
- g. Discuss how to set up public workshops for each project
- h. Review overall Bond planning efforts and Board next steps
- i. Other topics?

7. Meeting recap, to do items & next steps

Next meeting: October 31, 3-5 pm

MEETING 2

LESSONS LEARNED

CONCEPTUAL MASTER PLANNING

Lessons Learned - 2012/17 Bond Projects

HS Ed Specs Lessons Learned

Educational Area	HS Ed Spec Lessons Learned
admin space	Program spaces that are in Ed Specs but perhaps are not needed in all/each school: - Records storage in Administration (LHS uses electronic record keeping)
athletic space	Team Room(s): location, size, number and gender assignment should be reviewed.
athletic space	Light on information for outdoor fields (i.e. synthetic turf, track, football, tennis, concessions, etc.)
capacity/enrollment	Capacity/enrollment as a range rather than a number
casework	Casework in Gen Ed Classrooms: suggest that casework requirement for classrooms be reviewed – requirement appears to contradict strategy that classrooms are not “owned” by individual teachers.
casework	Casework in Science Classrooms should be reviewed for quantity and type. - Fixed island stations for higher level Chemistry instruction are not defined but seem to be required. More detail needed from PPS - General science casework actual needs are different from Ed Spec
classroom size	General Education Classrooms: while the Ed Spec has 960 SF as the target area for GE classrooms, this has been adjusted on many projects. Some classrooms are far smaller. Suggest a review of this size recommendation
cte programs	Career Preparation /CTE: “CTE” has one meaning in the Ed Spec and another in the current PPS effort to meet State-funded CTE curriculum development. Suggest aligning the two languages. Specifically, the Maker Space is NOT CTE per the State-funded curriculum. For LHS, we have been asked to clearly label all CTE spaces as such in our plans. Should this be standardized?
ed spec deviations	Collection of previously approved deviations would be beneficial
equitable approach	Equity / Area: We heard from the Board during the LHS project how important equity was, and a desire to have the same size project for each HS. Will this be the same approach for these CMPs?
equitable approach	Untangle the politics before design – what are the charged issues and how does PPS want to operate now and in the future? (example: restrooms)
equitable approach	Lack of specificity in ed spec can lead to inequity between schools
gender inclusive	Program spaces that are not in Ed Spec but should be considered: - Gender Inclusive restrooms - Gender Inclusive dressing rooms / shower facilities / locker room facilities - Mothers Room for PPS staff - Gallery / Display space - Student Government
media center size	Media Center: the size options for the media center varies wildly in the Ed Spec – understand this is because some HS’s planned to re-use old theater spaces for their libraries, but it’s a strange place to have so much variety built in at the start. Also, we have heard anecdotally that the “IT Repair /Tech Coordinator” space is not needed as this is addressed centrally and not at individual schools.
partner space	Community Partners: if you don’t have any community partners, what should you include? IF you have numerous partners, how do you prioritize?
program approach	Determine how Jefferson HS program will be evaluated, and what options will be presented - look at focus and comprehensive program approaches

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

10/16/2019

school specific qualities	Addressing sensitive topics - programs and spaces at current school that are not included in Ed Specs
school specific qualities	Tell the story: Understanding what makes each school unique
school specific qualities	Clear process for deviating from ed spec to meet specific school characteristics both in terms of the school facility and the school curriculum
sped programs	Special Education: there should be more certainty/ direction around this key program element. - Where should these classrooms be located? At LHS we have a very compressed First Floor; we were directed to place SPED on the first floor, and then redirected to move it to the second floor. Perhaps establishing a hierarchy of relationships to address complex/nuanced situations would help? - Review space naming standards as the Ed Spec appears to be using outdated terminology. EG: “Life Skills / Low Intensity Classroom to be renamed “Intensive Skills Classroom” - Clarity required re: Sensory Support space size and function
teacher space	Addressing sensitive topics - sharing classrooms and a teacher collaborative office space
teacher space	Teacher Planning spaces should be discussed in more detail.
teacher space	Define classroom utilization for planning – do teachers own classrooms?
technical standards	Standardize calculation of square footage and grossing factor
technical standards	Integration of other related documents such as technical standards, sustainability, visioning, signage, safety/security procedures, etc.
technology access	Technology Access: the Ed Spec identifies four dedicated computer classrooms and one non-specialized computer lab. Suggest review of this baseline, since dedicated labs may only be required if specialized software access is part of the curriculum.
theater size	Theater: there is a disconnect in the seating capacity of the theater (500 seats) and the size of the house. And, the area of the stage is probably larger than needed.
wrap around services	Wrap Around Service Providers: The Health Clinic has been very challenging for LHS and is no longer in the project – GHS has created the space but has no operator. Suggest rethinking this standard.

MEETING 3
MEETING SUMMARY

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #3

October 31, 2019

MEETING SUMMARY NOTES (in blue, with needs underlined)

Attendees:

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHs
- Alyssa Leeviraphan, Mahlum
- Chris Brown, Mahlum
- Becca Cavell, BORA
- Stephen Weeks, BORA
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Dan Jung, PPS/COO
- Marina Cresswell, PPS/OSM
- Jere High, PPS/O&M
- Daniel Junge, RLB

AGENDA

- Recent accomplishments since last meeting (15 minutes)
 - Review of CMPC #2 by each project/design team
 - CHS/Mahlum
 - Overview: addressed issues of a small site; looking for more open space, seeking understanding with group on Ed Specs; the meeting included a dot survey on the site
 - JHS/Bora
 - Overview: activity, dot survey on what is valued in school; take-away was weight of historical value of program and school; JHS has small but robust performing arts program and all want to keep a larger theater; dance program is valued and they want it maintained as is
 - WHs/IBI Group
 - Overview: reviewed visioning statement, reality vs. perception with Ed Specs; activity, site program; homework is to look at adjacencies for programs and what they might want to save, architecturally, historically
 - Status of technical reports
- Next steps before next meeting (10 minutes)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- a. Overview of CMPC #3 agenda
- 3. Cost estimating (15 minutes)
 - a. Status of RLB cost estimate to improve existing buildings to seismic code, PPS resiliency & PPS EUI
 - Steve: design teams met with RLB, Dan Junge and Scott Usher; cost estimating needs to determine appropriate cost models for energy efficiency, resilience, seismic resistance; RLB is available to talk with teams about conceptual options
 - Dan Junge: each team identify base (conceptual) option as a starting place; RLB will use Excel file to make it live version to allow for changes as needed to play with the values; won't have a lot of detail in designs; looking for square footage, addition vs renovation, massing, narrative on program, what needs to remain and what that means; any areas of building that need special attention; then coordinate meetings with teams to set up costs; District needs to begin first pass beginning of December
 - KPFF: will review background documents and visit sites, and meet with teams to understand site issues; this will feed in to the cost estimating process
- 4. Schedule update (5 minutes)
- 5. Major risks/opportunities for team (30 minutes)
 - a. CMPC process: some members of JHS CMPC, having reviewed the Ed Specs, believe that PPS is not following the outlined approach to Master Planning, including having a PPS Board member participate on the MPC, which is not happening at JHS, engendering distrust; recommend clarifying what the CMPC process is intended to achieve and what the next steps will be
 - Concern: Board members not present; Jefferson Board member is being determined; Amy (board chair) just assigned people to schools; all requests had to go through Board office but OSM doesn't have a list of who was assigned to which school; Marina will reach out to Rosanne in the Board office about next week's meetings; Dan Jung will ping them again
 - Concern: how this process is different than full process; Steve brought explanatory document, can review again; suggestion from Becca about how to address the difference; Steve will review this at upcoming CMPC meetings
 - b. JHS community tensions & distrust: it would be good to talk about community tensions and distrust around this project, and to introduce the topic of racial justice
 - Discussion: thinking about how outreach can be done to address this issue; address the future of Jefferson; need the Board or others to determine a separate (from this process) conversation to address this issue; what follows this CMPC process; Marina, think about what we're promising, not promising; listen and document for future work
 - Becca: should we create a comprehensive HS for 1700; or a specialized program
 - Margaret: how do the Ed Specs get affected by focus option schools; what about space issues for JHS-MC program

- Marina: 1700 enrollment number is a range; depending on utilization enrollment could range from 1400 to 2100, not capped at 1700, not hard and fast; at 2100, classrooms are totally full
- Alyssa: CHS angst is the number of classrooms for IB program; growing other programs and classrooms are shrinking
- Marina: every school has its unique program and qualities; RHS struggling with using rooms in different ways

6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
 - a. Share and discuss HS Ed Specs lessons learned from 2012/17
 - JHS CMPC request: JHS CMPC has asked about lessons learned from prior HS projects, including feedback from teachers; anecdotal stories that the Flex areas at FHS are not used; what are PPS’s plans to modify, or not, the Ed Specs based on lessons learned
 - Dan Jung: Facilities Condition Assessment will move to an update of HS Ed Specs, also meet with specific members, probably beginning of next year
 - b. School specific program issues
 - JHS Dancers: this program is currently reflected in 4 heavily used dance studios, a very significant amount of support space and storage, and a perceived or real need for a 1,000+ seat theater; should these spaces be provided IN ADDITION to a 1,700 student comprehensive HS program, or should cuts be made to the Ed Spec to allow the overall building area to remain the same (see Benson HS example, where specialty technical programs are provided necessary space over and above the provisions for the comprehensive HS)
 - OSM direction: provide Ed Spec “Plus” for the purpose of program, concept, and costing
 - CHS IB program: how do we address the IB program
 - Mahlum: modifications made for IB and testing; double classroom added
 - c. Review shared classrooms and teacher office approach
 - CHS CMPC input: several questions were raised regarding teacher offices; we would like to make sure we are messaging consistently across projects
 - Alyssa: Ed Spec change; optional and space needs to remain in the building; space will be provided
 - Dan Jung: how to communicate to projects; if there’s a clear change from planning teams, should bring it forward
 - Becca: once you move over 75% utilization, you need to go to another model; you’ll have a space to plan
 - Dan: if there is an either/or, could have District leadership address
 - Margaret: if there is additional square footage, prioritize storage space
 - Get input from Joe LaFontaine and then get other instructional leaders in the room to hear the discussion and concern
 - d. Site specific conditions and constraints

- CHS CMPC requests: how to address requests to acquire property (eminent domain) and to vacate adjacent streets
 - Alyssa: CHS CMPC wants to have Mahlum team look at other property options; does CHS need to remain on the site; is there an option that can be shared; what is PPS perspective that can be shared
 - Dan Jung: this project has a timeline; it can't be determined in this process; we need to go forward with what property we have now; include this community input in report; cut down on the variables and limit the current process, but ensure that this can be raised in the future
 - Margaret: could sites separate out a performing arts building, for example, adjacent, in a non-contiguous way to allow opportunities for community; Filip: build safety must be integrated into concept
 - Sports fields strategy: existing site(s) will not accommodate all fields outlined in the Ed Specs
 - Alyssa: do we stick with what they have now; or try to meet the Ed Spec
 - Stephen Weeks: will just add what they have space for and note what won't fit
 - WHS pool: discuss Portland Parks & Recreation (PP&R), WHS pool, and PPS relationship with PP&R
 - How do you treat the pool vs the improvements that want to be made on the WHS site; could it return to school; Filip, it's an epicenter so it would be a loss; but wouldn't want to jeopardize students and facilities to keep a community use in summer; Levi, do we give the option to keep or remove; Dan Jung, give the option
- e. Review gender neutral/inclusive restroom approach
 - Square footage: consider whether to increase program SF to provide gender neutral restrooms
 - Grant model is expensive and takes space; Lincoln is doing hybrid approach; Franklin has a mix; no district standard; renewed effort to replace the standard on this
 - Dan Jung: assume to be conservative and include a higher cost and space increase in planning; Grant is a pilot to assess gender-neutral locker rooms
- f. CMPC design options: provide more detail on how the CMPC developed design options will be used in master planning
 - A single option goes forward and what is included in cost estimate
 - Scalable cost option – post report presentation to the Board
- g. Discuss how to set up public workshops for each project
 - Possible pre-CMPC meeting, small interactive process; Becca, workshop implies activity; Stephen Weeks, Open House to engage in conversation; Steve and Becca; Open House to follow last meeting; make clear it's a beginning of a process; outcome of process and what's going to Board; Steve will discuss with Marina and Dan; find ways for Shanice Clarke to help coordinate community engagement; Marina, if something like this happens, it should be in the community; JHS wants

decision-makers in the room for the process; Steve, could it be something prior to a Board meeting

- h. Review overall Bond planning efforts and Board next steps
- i. Other topics?
 - JHS-location of mobility team and where they will go; Steve shared meeting with Dana White and John Lyons

7. Meeting recap, to do items & next steps (15 minutes)

Next meeting: November 15, 3-5 pm

MEETING 4

MEETING SUMMARY

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #4

November 15, 2019

MEETING SUMMARY NOTES

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Leo Lawyer, PPS/CHS
Margaret Calvert, PPS/JHS
Filip Hristic, PPS/WHs
Alyssa Leeviraphan, Mahlum
Chris Brown, Mahlum
Stephen Weeks, BORA
Becca Cavell, BORA
Chris Linn, BORA
Rebecca Grant, IBI
Levi Patterson, IBI
Dan Jung, PPS/COO
Marina Cresswell, PPS/OSM
Scott Perala
Darren Lee
Jere High, PPS/O&M
Daniel Junge, RLB
Rebekah Disbrow, CHS CMPC
Mike Nolan, WHS CMPC

AGENDA

- 1

2

3

4

5

6

7

8

9

10
- Recent accomplishments since last meeting (30 minutes)
 - Introduction of CMPC Chairs to SC members
 - Review of CMPC #3 by each project/design team
 - CHS/Mahlum
 - Recap of engagement activities, areas of value to the community and where change is necessary
 - Review of spectrum exercise
 - Review of site constraints and overall traffic patterns; proposition of acquiring property which would need to be part of a future process
 - Review of overall site concepts, including 2 schemes that would save the entire historic core, 1 scheme that would remove the historic theater, and 2 schemes that would rebuild the entire site; also schemes look at consolidated and distributed sites; listening stations asked about

challenges, opportunities and questions about each option; no consensus about historic vs new

- CMPC #4: will report back on feedback to site concept options
- See value in carrying two or three options into final report to provide some flexibility for future decision-making
- Rebekah Disbrow, CHC CMPC Chair, talked about the fact that we’re at this point but without a bond; based on recent press about bond project budgets, there is concern about costs and being careful about public funds; Cleveland really needs a new school, so there is concern about what is actually achievable as part of a modernization, balancing vision/goals with what is practical; Steve said that this may support the idea of bringing forward multiple concepts for cost estimating

ii. JHS/BORA

- The team has been working carefully to build trust; came back to the third meeting with the group themes re-written in a more deliberate manner; one of the key themes is “honoring Jefferson’s history as Portland’s black high school and celebrating its future diversity”
- Brought a kit of parts for CMPC teams to work on to come up with site options; had heard that original, 1909 H-shaped building was really important so they made a 3d printed version of that; created cards for fields, printed version of 1928 gym, and other blocks labeled as program components; provided scaled site plans
- 4 CMPC team ideas; at next meeting, will present common themes, including preservation of 1928 gym as a center of the site, modernized to be the student commons, and removal of the 1928 gym, with the gym or theater taking that place
- Summary of universal themes: student commons placed centrally, co-locate theater (of same size as current) and dance (important to school & community) program, retain the existing track & field (limited by original building placement + emotional attachment), and parking as universal concern
- Summary of commons themes: use the parking lot for the new theater or gym, place the gym to the north/south, allow community access to the theater and gym (see potential for controlled entrances for security), view from Alberta Street (provide strong presence), main entry at A-floor, desire to retain original historic gym building
- Summary of cool ideas: tennis courts on top of gym, science garden/courtyard, separate performing arts complex
- CMPC #4: looking at zoning code and field use, possible shared resources; developed three options for evaluation by CMPC
- Margaret described it as interesting process, how far people were willing to think; will share kit of parts with staff to come up with ideas; seeing site constraints, what is next step if not all fields can fit; helpful to acknowledge press about next bond, and to hear about Community

Forum and Open House events, with Board representation;
transparency is key going forward

iii. WHS/IBI Group

- Recap about early discussion regarding a Community Forum to be able to have a broader community-based discussion with the Wilson Board member, Andrew Scott
- Review of revised vision statements; no comments from CMPC members; reflected on these statements during review of concepts
- Reported back on site homework; 4 site components jumped out – Wilson Pool, Farmer Market, Football/Track, Theater
- Review of critical thinking exercise around Wilson site, including site pieces; presentation of 4 design paths, including remodel/addition with pool, remodel/addition with no pool, new building with pool, and new building with no pool
- Lengthy discussion in CMPC about the pool; complex issue because connected to Wilson, with shared locker rooms and mechanical system, and there are problems because of this joint use; CMPC members were concerned about whether PP&R was committed to renovation and maintenance of the facility, concern about the long-term viability of this relationship; pool is a community asset but not a student asset because it is not a school-year facility; concern about how the status of this community asset would impact a future bond
- Voting exercise yielded consensus for a new building with the pool; notwithstanding the history of the existing building, this decision seemed to be driven by the values statements developed by CMPC members
- Filip felt the absence of students in the room, would have been interested in their input; the pool will no longer be attached to the building, so there will be a whole new set of issues to address for PP&R & PPS; would like to preserve this community asset, but not be limited by it
- Mike Nolan was struck by the fact that none of the existing school was preserved; regarding the pool, it is less of an asset to Wilson High

c. Status of technical reports

- Next steps before next meeting (15 minutes)
 - a. Overview of CMPC #4 agenda
 - See item 1.b.i. above
 - b. Development of CMP reports; see draft report outline
 - See attached revised draft report outline
 - See attached May/June 2018 area space program reporting for consistent Board reporting format among teams, with footnotes for discrepancies
- Cost estimating (15 minutes)

- a. Review of PPS goals that will be incorporated into RLB cost estimates
 - i. PPS Resilience: gym structure designed to meet Risk Category IV
 - See Lincoln HS as an example of some measures that exceeded OSM requirements
 - ii. Sustainability:
 - LEED certification –
 - New construction: LEED Gold
 - Renovation/addition: LEED Silver
 - See new guidance in PPS Standards/Guidelines for how to prioritize different LEED measures
 - There area costs associated with enhanced commissioning as well as individual LEED measures
 - EUI (Energy Use Index/energy efficiency) –
 - New construction: 25
 - Renovation/addition: 35
 - See new guidance that Aaron Presberg/PAE came up with for reaching these EUI targets
 - iii. Universal design
 - iv. Gender inclusive restroom approach
 - There are different models that are under consideration, including the Grant model; for the sake of a conservative starting point, the Grant model will be used to provide sufficient cost
 - OSM will continue to monitor from a safety/security standpoint, including adding more cameras for visibility
 - v. Roof access/fall protection
 - vi. Other goals/standards
 - State of Oregon, Green Energy Technology (GET) requirements: these have changed recently and PPS will share that information; also, the new Energy/Sustainability goals have shifted GET costs from individual projects to the program level
 - Jere High raised the importance on behalf of Maintenance/Operations to keep systems as simple as possible
 - Regarding “right-sizing” costs, RLB will be borrowing heavily from recent projects and associated lessons learned, applying that to the cost model, particularly on the historic side
- b. Possibility of several site options/scenarios being brought through cost estimating if a single option couldn’t be selected during CMPC process
 - Diagrams, notes & narratives: each team can determine how best to describe conceptual options to RLB for the purpose of costing; for structural input by KPFF, either a narrative or marked up floor plan/diagram
 - Site staging/constraints: off-site and on-site swinging, including possible move of students off-site, will be both a CMPC consideration and part of the project & program costs related to each project

- Schedule update (15 minutes)
 - Steve will provide more specific deliverable dates to project teams
 - Marina will share when the Board has narrowed down dates for their bond planning process
- Major risks/opportunities for team (tbd)
 - Issues?
- Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
 - Public events
 - i. Community forums: individual, school-based opportunities for principals and CMPC members to present the CMPC process and the final recommended conceptual plan to the community as well as have an open discussion with represented Board members about the next step in the Board’s Bond planning efforts; early to mid-December timeframe
 - OSM will be driving these events; Steve will be developing a template for 4 event posters, one per CMPC meeting, and will ask each team for graphic material for each poster; OSM will print posters and bring to the sites; look to develop survey material for each forum; Margaret asked that the term “parking lot” be used instead of “bike rack”
 - ii. Open house: general District, community-wide, informational session, marking the formal hand-off of the CMP reports for all three schools to the Board as part of their Bond planning and decision-making process; January timeframe
 - Review current Bond planning efforts and Board next steps
 - Athletic fields discussion
 - OSM will look to have break-out sessions with Marshall Haskins and each of the teams
 - There is some interest in possible joint use facilities for each District quadrant; would this benefit a future bond; each site wouldn’t have to accommodate all of the amenities of full, competition fields
 - Possible follow-up meeting with CMPC, at design team discretion, to get final input on conceptual options
 - Additional topic: Rebekah inquired if there is a lessons learned document; Marina explained that there are multiple lessons learned documents, including through the project management software where managers enter lessons learned on a monthly basis; currently OSM is putting together new structure for this information to make it easier to reference
 - Additional topic: Marina is reaching out to school principals to coordinate the next three Bond Accountability Committee (BAC) meetings at the three CMP schools; there are tours prior to each meeting, so this would be an opportunity to show BAC members, and BOE members in attendance, specific site issues

- Additional topic: both Cleveland and Wilson teams will coordinate with principals to set up student CMP sessions (similar to Jefferson)
 - Additional topic: can PPS put together a description of Cleveland’s specific property issues, including commercial development opportunities and safer transportation options
-
- Meeting recap, to do items & next steps (15 minutes)

Next meeting: December 5, 3-5 pm

MEETING 4

OUTLINE

CONCEPTUAL MASTER PLANNING

DRAFT REPORT OUTLINE

- Executive Summary
- Community Engagement/Process & Outcomes
 - Conceptual Master Planning Committees
 - Community Forum Events
 - Open House Event
- Analysis of Existing Conditions
- Area Space Program
 - Comparison to Comprehensive HS Ed Specs
 - Determination of Net to Gross Multiplier
- Site Organization Plan
- Building Organization Plan (“bubble diagram”)
- Building Massing Studies
 - Preliminary
 - Recommended
- Budget Summary (provided by PPS)
- Master Project Schedule / Durations (staging/constraints, unique to each site)
- Conceptual Master Planning Committee Minutes
- Community Forum & Open House Feedback
- Steering Committee Minutes
- Alternates for Each Project Concept (Wilson pool, Cleveland parcels/access, Jefferson Middle College)
- Parking Lot of Ideas
- Appendices
 - Technical reports

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

MEETING 5

MEETING SUMMARY

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #5

December 5, 2019

MEETING SUMMARY NOTES

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Leo Lawyer, PPS/CHS
Margaret Calvert, PPS/JHS
Filip Hristic, PPS/WHS
Alyssa Leeviraphan, Mahlum
Stephen Weeks, BORA
Becca Cavell, BORA
Chris Linn, BORA
Rebecca Grant, IBI
Levi Patterson, IBI
Daniel Junge, RLB
Claire Hertz, PPS/Dep Supt B&O
Marina Cresswell, PPS/OSM
Darren Lee, PPS/OSM
Jere High, PPS/O&M
John Payne, PPS/Security
Rebekah Disbrow, CHS CMPC
Mike Nolan, WHS CMPC

AGENDA

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
1.

Recent accomplishments since last meeting

a.

Review of CMPC #4 by each project/design team

i.

CHS/Mahlum

•

CHS/Mahlum team is coordinating with RLB to develop ROM cost alternates for several off-site improvements that were previously raised by CMPC members; these alternates could include local pedestrian-related street improvements to provide a safer crossing between the main school parcel & current parking lot parcel and better connectivity between the main school parcel & the remote athletic field parcel, as well as a possible future redevelopment opportunity with Burgerville to allow for greater possibilities in the re-use of the parking lot parcel

•

CMPC #4 (see online meeting notes/presentation for more details) included a discussion of 3 options that were presented to the members, with the challenges and opportunities compared for each one; the

- guiding concepts for these options were the degree of historic elements to retain and how much to consolidate or distribute program across the parcels; the exit exercise was to vote on these guiding concepts among the 3 options
 - Leo Lawyer commented on positive feedback to the CMPC process, including Mahlum’s work and the development of guiding principles by CMPC members
 - Rebekkah Disbrow responded positively to the passion of the community brought out through the CMPC process
- ii. JHS/BORA
- CMPC #4 & #5 (see online meeting notes/presentation for more details) included a review of the conceptual options and a further engagement activity to allow CMPC members to look at site layout options within zoning limitations; one of the important themes that came up was the importance of maintaining the front steps on the 1909 building while prioritizing universal access to a modernized school; some of the concerns raised by the CMPC related to setback limitations and the possible loss of a baseball field
 - Margaret Calvert discussed how student discussions during the CMPC process demonstrated how kids have different views than adults about issues, including how the design of their environment is perceived; she also raised several future project risks including construction on an occupied site and the Northwest Natural station on the south site
- iii. WHS/IBI Group
- CMPC #4 (see online meeting notes/presentation for more details) included a discussion about partner use/wrap-around services and a review of new building options; there was a lot of discussion around where new building should go, with a focus on the benefits of flipping the site so that students don’t need to be bussed to Marshall during the construction phase; the design team then integrated comprehensive CMPC member input into 2 conceptual master plan options
 - Mike Nolan discussed the issues related to keeping the grandstands
 - Filip Hristic discussed the risks associated with a pending Board decision and public vote and whether people are voting for these specific concepts; it was agreed that the process going forward will include greater stakeholder participation, but these concepts represent the best thinking at the time, and that these concepts will be further tested during the comprehensive master planning process
 - John Payne emphasized the importance of analyzing the security issues associated with the community use of the site for this and the other high schools
- b. Submittal of draft conceptual options to RLB
- c. Start of CMP report drafting process
- d. Other items

2. Next steps before completion of CMP process

a. Development of CMP reports

 - The report outline was revised to consolidate sections and include appropriate reference material in the appendix

b. Preparation for Community Forums

 - Posters are being developed for the community forum events; there will be community input at these events, whether a possible engagement activity or the collection of community comments
 - Margaret emphasized that the collection of comments should be expanded so that it includes a broader and more representative cross section of the community

c. Other items
3. Cost estimating

a. Coordination between design teams, KPFF & RLB

b. Development of cost estimating models

c. Other items
4. Schedule update

a. Review of timeline for balance of CMP process

 - December 2: submittal of CMP concepts to RLB
 - December 10-12: CMPC Community Forums
 - December 16:
 - Draft preliminary report: draft preliminary CMP reports submitted for internal PPS review
 - Draft preliminary costs: draft CMP costs submitted for internal PPS review
 - December 16-20: PPS internal review of draft preliminary CMP reports/costs and continuing development of costs, with comments provided to project teams
 - January 6: submittal of preliminary CMP reports to PPS/Board
 - January (timeframe TBD): coordination between PPS staff/Board and RLB on program-level cost models/options
 - Marina Cresswell clarified that OSM will not be asking for approval from the Board but that it will be presenting these reports, including the costs, to the Board Bond Committee on January 16 so that those committee members can discuss the options; it is not yet clear what the process will be to transmit these reports to the full Board
 - January (date TBD): CMP Open House event; presentation boards from CMPC Forum events, revised/re-printed as necessary with updated imagery
 - January 27: submittal of final/record CMP reports to PPS
5. Major risks/opportunities for team

- Issues?
6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
- Topics?
 - Margaret raised the issue of District-wide field limitations; the possibility of a combined/shared athletic facility was discussed as a means of taking some of the burden off individual high school sites
7. Meeting recap, to do items & next steps

COMMUNITY FORUM AND OPEN HOUSE FEEDBACK

Pending content.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



TECHNICAL REPORT

OREGON HISTORIC SITE FORM

Oregon Historic Site Form

Wilson High School

1151 Vermont St

Portland, Multnomah County

LOCATION AND PROPERTY NAME

address: 1151 SW Vermont St

☐ apprx. addr

historic name: Wilson High School

current/ other names: Woodrow Wilson High School

Portland

☐ vcnty

Multnomah County

Optional Information

assoc addresses:
(former addresses, intersections, etc.)

location descr:
(remote sites)

block nbr: lot nbr: tax lot nbr:

township: range: section: 1/4:

zip:

PROPERTY CHARACTERISTICS

resource type: Building

height (# stories): 3

total # eligible resources: 1

total # ineligible resources: 0

elig. evaluation: eligible/significant

NR status:

primary constr date: 1954 (c.)

☐

secondary date: 1960 (c.)

☐

(optional--use for major addns)

NR date listed: (indiv listed only; see Grouping for hist dist)

primary orig use: School

orig use comments:

secondary orig use:

prim style comments:

primary style: International

sec style comments:

secondary style:

siding comments:

primary siding: Concrete: Other/Undefined

architect: Edmundson & Kochendoerfer

secondary siding: Standard Brick

builder: Hoffman, W. Burns

plan type: School (General)

comments/notes: HRI Rank II.

GROUPINGS / ASSOCIATIONS

survey project name or other grouping name

PPS Historic Building Assessment 2009

Survey & Inventory Project

farmstead/cluster name:

external site #: 126

(ID# used in city/agency database)

SHPO INFO FOR THIS PROPERTY

NR date listed:

ILS survey date: 6/26/2009

RLS survey date: 6/26/2009

Gen File date:

106 Project(s)



West elevation

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Oregon Historic Site Form

Wilson High School
1151 Vermont St
Portland, Multnomah County

ARCHITECTURAL / PROPERTY DESCRIPTION

(Include expanded description of the building/property, setting, significant landscape features, outbuildings, and alterations)

Description Summary

Woodrow Wilson High School is located 1151 SW Vermont Street in the Hillsdale Neighborhood of southwest Portland. The 26 acre campus includes the original high school building (1953, 126A). The two story, International Style school building is a U-shaped finger plan with the gymnasium, auditorium, and music wing all differentiated from the main classroom sections of the school by different massing, building materials, heights, and overall shapes. The classroom sections of the building were constructed of “lifted” concrete slabs and the auditorium, gymnasium, and music wing were constructed using the more conventional tilt slab concrete. Most of the main classrooms lie behind a glazed curtain wall and the second floor library is cantilevered over the first floor.

Architectural Description

Wilson High School is situated in the Hillsdale neighborhood of southwest Portland. The campus occupies an expansive 26 acre rectangular shaped parcel that is positioned between SW Vermont Street to the south, SW Capitol Highway and SW Burlingame Avenue to the north, Mary Rieke School to the west, and a residential development to the east. Development in the surrounding area consists primarily of single family residences built between 1950 and 1990 (www.portlandmaps.com). Playing fields as well as a football field and track are located to the west of the high school. A fence-enclosed outdoor pool is also situated to the west of the gymnasium. The pool is owned by Portland Parks and Recreation.

The finger plan school's main entrance is situated on the west elevation. The school is approached via a parking lot located just off SW Vermont Street. Additional surface parking is situated to the east and north sides of the school.

Two types of exterior sheathing are present on the school. Most classroom spaces feature a curtain wall composed of three part plate glass windows with an opaque panel below. The bottom plate is typically a functional hopper window. The remaining sections of the school – the auditorium, gymnasium, and music rooms are sheathed with face bricks laid in an all stretcher bond.

The main entrance to the school overlooks broad athletic fields that sprawl to the west of the school. The topography descends from the school down to these facilities. The main entrance, consisting of two sets of double doors, is recessed into the building and sheltered by classrooms above that are supported by two columns. The west elevation also features a one story extension that houses administrative offices located immediately beside the main entry. This elevation also exhibits a cantilevered bay on the second floor which creates additional space for the library. The gymnasium also projects from this side of the high school. It is largely unfenestrated.

The main classroom “fingers” extend to the east forming a grassy courtyard with a central concrete planting bed. Due to changes in the site’s topography, these two sections of the school rise three stories. The music wing projects northward from the south finger and is differentiated from the other classrooms by its lack of windows, its projected volume, and by a series of round columns that support it. Between the two fingers is a one story projection that houses the school cafeteria. The exterior of the cafeteria is entirely glazed with plate glass windows.

The south side of the high school is dominated by the auditorium. A curtain wall of windows projects from the south side of the auditorium, but this component of the building is otherwise unfenestrated. The function of this section of the school is communicated by its angular-shaped walls and double-height volume.

The interior double-loaded corridors of the school form a U-shaped plan with the special function spaces such as the auditorium, gymnasium, administration wing, and music rooms extending outwards from the main corridor. The locker-lined corridors feature 12” by 12” tile floors with the main corridor exhibiting exposed brick walls. Several classrooms also feature exposed brick walls. The classrooms and corridors are illuminated by tubular fluorescent lighting and classrooms are generally square shaped and exhibit acoustic ceiling tiles. The stairs feature polished metal stairs with closed strings and curved metal balusters.

Alterations/Integrity

Wilson High School has not been extensively modified and retains much of its original historical integrity. The lone addition to the building consisted of a classroom addition to the north finger in 1960. The addition is barely discernable as it used similar materials and construction methods. A slender brick wall, visible on the interior and exterior of the building represents the former extent of the original finger. Its exterior face is now left exposed in the classrooms. Classrooms have been extended or re-fitted to reflect changes in instructional priorities but these modifications are minor and do not diminish the building’s most important character-defining features. The school therefore retains its integrity of design, association, location, setting, materials, feeling, and workmanship.

HISTORY

(Chronological, descriptive history of the property from its construction through at least the historic period [preferably to the present])

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Oregon Historic Site Form

Wilson High School
1151 Vermont St
Portland, Multnomah County

Significance Statement

In 1945, the citizens of Portland approved a ballot measure that provided \$5,000,000 over five years to construct, improve, and rehabilitate its public school buildings (Portland Public Schools 1945: 2). The ballot measure enabled PPS to respond to the explosive growth in school-age children that had occurred in the city as a result of the arrival of defense plant workers and their families, as well as the deferred maintenance arising from the lack of funds during the depression (Portland Public Schools 1945: 2-3). Beginning with this initial bond measure, PPS embarked on an effort to improve its school facilities through renovations, additions, and new construction of over fifty schools between 1945 and 1970.

For the new building program, PPS adopted the call of architects and school planners across the country for new types of schools. Nationally known architects including Richard Neutra, the Walter Gropius led Architects Collective, and the Perkins Will architectural firm promoted new school types that reflected both evolving educational practices and design philosophies (Ogata 2008: 567-568; Perkins and Cocking 1949: 238-246). Emphasizing the need for economy and rapid construction, the designers adopted new materials that were standardized and mass produced including steel, plywood, glass block, and aluminum. In many buildings, architects achieved flexibility through the building’s structure by employing non-load-bearing partitions walls and zoned ventilation and heating systems. Folding walls and moveable cabinets provided additional flexibility intended to enable teachers to rearrange rooms based on lesson plan and activities (Ogata 2008: 568).

Although many of the architects for schools in Portland continued to design their schools to be extensible, designers turned away from the two-story schools with centralized massing and the period revivals that were popular in the 1920s. Instead many architects adopted the principles of the Modern movement and its regional variant, the Northwest Regional style, choosing to express functional areas through massing and materials to create innovative forms (McMath 1974: 628). Classrooms featured extensive built-ins that included sinks, slots for bulky rolls of paper, and coat storage. Many buildings incorporated interior courtyards which facilitated access to the outdoors and expanded the opportunities for passive ventilation and daylighting.

In the aftermath of World War II, residential development in southwest Portland boomed as new, more suburban neighborhoods sprung up on the periphery of Portland’s city limits. In 1949, PPS acquired the former Fulton Park Dairy property in the Hillsdale neighborhood for \$63,927.32 just north of SW Vermont for the new Wilson High School as well as an elementary school that would occupy another lot further to the west (Mary Rieke Elementary) (Oregonian 4-12-1953; PPS Chronology Binder). Due to the rapid increase in high school age students, PPS needed to act quickly as it retained architects Edmundson and Kochendoerfer to develop an architectural and structural design that would meet the needs of the district.

A native of Oregon, Donald Edmundson graduated from Salem High School before attending North Pacific Evangelistic School and classes at the University of Oregon Extension School. In the mid-1920s Edmundson gained experience in the office of Houghtaling & Dougan, the architects of Washington High School. During World War II he worked for the Vancouver Housing Authority. From 1943-1953 Edmundson worked independently until he formed a partnership with Neil R. Kochendoerfer. The firm added Evan Kennedy, as engineer to the partnership Edmundson, Kochendoerfer & Kennedy in 1962. Edmundson is listed as the sole architect of Clinton Kelly School, Columbia School, and an addition to Cleveland High School. With Neil Kochendoerfer he designed Wilson High School. During Kennedy’s tenure, the firm designed the gymnasium addition for Cleveland High School. Other important projects designed by the firm were Morgan’s Alley and O’Bryant Park in Portland and hospitals in the Dalles, Hood River, and Pendleton, Oregon (Ritz 2003: 122).

For Wilson High School, the architectural firm of Edmundson and Kochendoerfer and builder W. Burns Hoffman employed the first use of lift-slab construction in the Northwest region. Pioneered in Texas, this form of construction was rapidly gaining popularity in California and around the U.S. The economical means of building eliminated the need for extensive formwork by instead pouring each slab on the ground and lifting them, beginning with top floor, into place. The use of the steel frame to support the concrete slabs of the roof and floors enabled the architects to approach the exterior as a curtain wall. In addition to extensive glazing, the school featured porcelain glazed steel panels hung between the steel supporting columns (Oregon Journal 01-01-1956). Wilson remains one of the only post-war high schools that exhibit a near complete curtain wall composed of glass as well as a cantilevered second floor space. The unique design and construction of the school, which cost \$3.237 million dollars, drew structural engineers, “building men, and school architects from many parts of the country” (Oregon Journal 01-01-1956). The school design was also published in the Architectural Record in 1953 (Architectural Record 1953: 48-3).

Like many of Portland’s elementary schools erected during the period, the new Wilson High School featured a finger plan that effectively decentralized and segregated classroom instruction from other school functions housed in the gymnasium, auditorium, music rooms, as well as the cafeteria. The architects also changed building materials from glass to brick, varied building heights, and designed different patterns of massing to communicate the different functions of the building. Other noteworthy details offered by the “Architectural Record”, aside from the lift-slab techniques, included the coordination of planning the school with a nearby park as well as the gymnasium roof construction which, through design efficiencies featured exterior walls that were ten feet lower due to the “use of two carrying trusses with long-span joists on each side” and the use of “penthouse construction around the trusses” (Architectural Record. 1953: 48-3).

The most significant alteration to the high school occurred in 1960 with the two story classroom addition that occurred on the north finger of the school. The addition is not readily identifiable on the exterior due to the use of nearly identical building materials and methods.

Given the high level of integrity and the school’s unique method of construction, Wilson High School is eligible for the National Register of Historic Places (NRHP). As a resource eligible under NRHP Criterion A, the school is associated with the post-war suburban expansion of Portland’s neighborhoods and the simultaneous need for larger educational facilities to accommodate the increased numbers of high school age students. The school is also eligible under Criterion C as an excellent example of how post-war schools utilized new structural forms to erect larger, more complex schools. The school also reflects the design mastery of Edmundson and Kochendoerfer and the ability of builder W. Burns Hoffman to implement new forms of construction.

RESEARCH INFORMATION

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Oregon Historic Site Form

Wilson High School
1151 Vermont St
Portland, Multnomah County

(Check all of the basic sources consulted and cite specific important sources)

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Title Records | <input type="checkbox"/> Census Records | <input type="checkbox"/> Property Tax Records | <input checked="" type="checkbox"/> Local Histories |
| <input checked="" type="checkbox"/> Sanborn Maps | <input checked="" type="checkbox"/> Biographical Sources | <input checked="" type="checkbox"/> SHPO Files | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Obituaries | <input checked="" type="checkbox"/> Newspapers | <input type="checkbox"/> State Archives | <input checked="" type="checkbox"/> Historic Photographs |
| <input type="checkbox"/> City Directories | <input type="checkbox"/> Building Permits | <input type="checkbox"/> State Library | |

Local Library:	Multnomah County Library	University Library:	Portland State University Library
Historical Society:	Oregon Historical Society	Other Repository:	PPS Archives

Bibliography: Bibliography

Architectural Record. Woodrow Wilson High School. August 1953.

McMath, George. "A Regional Style Comes to the City." In Space, Style and Structure: Buildings in Northwest America. Ed. Thomas Vaughan, 467-499. Portland: Oregon Historical Society, 1974.

Ogata, Amy F. "Building for Learning in Postwar American Elementary Schools." Journal of the Society of Architectural Historians, Vol. 67, no. 4, December 2008: 562-591.

Oregon Journal. "School of 'First's': Portland's Woodrow Wilson High School Built with New Structural Techniques." 1-1-1956.

Perkins, Lawrence B and Walter D. Cocking. Schools. New York: Reinhold Publishing Corporation, 1949.

Portland Public Schools. Repairing, Rehabilitating and Modernizing the School Plant. Portland: Portland Public Schools. Office of the Superintendent, 1945.

_____. School Chronology Binder.

Ritz, Richard. E. Architects of Oregon. A Biographical Dictionary of Architects Deceased – 19th and 20th Centuries. Portland: Lair Hill Publishing, 2003.



West elevation



South elevation



Entry



East elevation



West elevation

Wilson High School
Exterior Photos
ENTRIX 2009

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Entry hall



Music room



Shop area



Cafeteria



Auditorium entry

Wilson High School
Interior Photos
ENTRIX 2009

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

DATE: Sept. 4, 2009

TECHNICAL REPORT
PRELIMINARY SURVEY AND TITLE: TITLE REPORT



First American Title Insurance Company
National Commercial Services
200 SW Market Street Suite 250
Portland, OR 97201
(503)795-7600 - Fax (866)678-0591

Title Officer: **Tina Carleton**
(503)795-7606
tcarleton@firstam.com
(866)678-0591

LOT BOOK SERVICE

Portland Public Schools
501 N Dixon
Portland , OR 97227

Order No.: NCS-985973-OR1

Attn: Kirsten Cowden
Phone No.: (503)916-3913 - Fax No.:
Email: kcowden1@pps.net

Re: Wilson High School

We have searched our Tract Indices as to the following described property:

The land referred to in this report is described in Exhibit A attached hereto.

and as of October 23, 2019 at 8:00 a.m.

We find that the [last deed of record runs to](#)

School District No. 1, Multnomah County, Oregon

We also find the following apparent encumbrances prior to the effective date hereof:

1.
- Easement, including terms and provisions contained therein:
Recording Date:
Recording Information:
In Favor of:

For:
Affects:

October 10, 1950
[Book 1436, page 304](#)
The Pacific Telephone and Telegraph Company, a California corporation
Pole line
Parcel I

First American Title Insurance Company

Lot Book Service

Guarantee No.: **NCS-985973-OR1**
Page 2 of 6

2.
- Easement, including terms and provisions contained therein:
Recording Date: December 20, 1961
Recording Information: [Book 2095, page 382](#)
In Favor of: The City of Portland
For: Water main
Affects: Parcel II
3.
- Conditions and restrictions contained in Conditional Use Permit No. CU 42-64 recorded June 10, 1964 in [Book 60, page 250](#)

(Affects Parcel III)
4.
- Conditions and restrictions contained in Conditional Use Permit No. CU 2-69 recorded March 3, 1969 in [Book 665, page 1226](#)

(Affects Parcel III)
5.
- The terms and provisions contained in the document entitled "Revocable Roadway Permit" recorded July 17, 1979 as [Book 1367, page 871](#) of Official Records.
6.
- Conditions and restrictions contained in Ordinance No. 147873, a copy of which was recorded September 14, 1979 in [Book 1382, page 2651](#).

(Affects Parcel II)
7.
- Conditions and restrictions contained in Conditional Use Permit No. CU 49-85 recorded September 16, 1985 in [Book 1850, page 1973](#)

(Affects Parcels II and III)
8.
- Conditions and restrictions contained in Conditional Use Permit No. CU 74-86 recorded July 23, 1986 in [Book 1922, page 2129](#)

(Affects Parcels II and III)
9.
- Conditions and restrictions contained in Conditional Use Permit No. CU 111-86 recorded October 14, 1986 in [Book 1946, page 1955](#)

(Affects Parcels II and III)
10.
- Conditions and restrictions contained in Conditional Use Permit No. CU 55-87 recorded November 19, 1987 in [Book 2059, page 2119](#)

(Affects Parcels II and III)
11.
- Conditions and restrictions contained in Land Use Review File No. LUR 92-00168 recorded May 7, 1992 in [Book 2540, page 644](#)
12.
- Conditions and restrictions contained in Land Use Review File No. LUR 96-00933 CU recorded April 1, 1997 as Recording No. [97047668](#)

First American Title Insurance Company



Lot Book Service

Guarantee No.: **NCS-985973-OR1**
Page 3 of 6

(Affects Parcel III)

13. Easement, including terms and provisions contained therein:
Recording Date: July 31, 1998
Recording Information: [98135725](#)
In Favor of: The City of Portland
For: Traffic signal facility
Affects: Parcel II

14. The terms and provisions contained in the document entitled "Mutual Easement Agreement for Access Purposes" recorded February 14, 2001 as Recording No. [2001-020805](#) of Official Records.

Document(s) declaring modifications thereof recorded December 13, 2013 as Recording No. [2013-160024](#) of Official Records.

15. Easement, including terms and provisions contained therein:
Recording Date: September 18, 2002
Recording Information: [2002-166831](#)
In Favor of: The City of Portland
For: Public street
Affects: Parcel I

Document(s) declaring modifications thereof recorded September 17, 2007 as Recording No. [2007-165679](#) of Official Records.

16. Conditions and restrictions contained in Land Use Review File No. LU 07-119231 CU AD recorded June 5, 2007 as Recording No. [2007-100120](#)

(Affects Parcel I)

17. Conditions and restrictions contained in Land Use Review File No. LU 09-111701 CU recorded August 3, 2009 as Recording No. [2009-110893](#)

(Affects Parcel I)

18. The terms and provisions contained in the document entitled "Operations & Maintenance" recorded August 7, 2009 as Recording No. [2009-113637](#) of Official Records.

(Affects Parcel III)

19. The terms and provisions contained in the document entitled "Operations & Maintenance" recorded July 1, 2010 as Recording No. [2010-081452](#) of Official Records.

(Affects Parcel I)

20. Conditions and restrictions contained in Land Use Review File No. LU 10-115344 CU recorded July 19, 2010 as Recording No. [2010-088647](#)

(Affects Parcel I)

First American Title Insurance Company



Guarantee No.: **NCS-985973-OR1**
Page 4 of 6

- 363

Exhibit "A"

Real property in the County of Multnomah , State of Oregon, described as follows:

PARCEL I:

A TRACT OF LAND IN SECTION 16, TOWNSHIP 1 SOUTH, RANGE 1 EAST, OF THE WILLAMETTE MERIDIAN, IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON, DESCRIBED AS FOLLOWS:

BEGINNING AT AN IRON PIPE AT THE INTERSECTION OF THE NORTH LINE OF SW VERMONT STREET WITH THE WESTERLY LINE OF A TRACT OF LAND CONVEYED TO SCHOOL DISTRICT NO. 1, BY DEED RECORDED SEPTEMBER 08, 1949 IN PS DEED [BOOK 1357 AT PAGE 192](#), SAID IRON PIPE BEING NORTH 89°53' WEST 229.06 FEET AND NORTH 0°131/2' EAST 29.53 FEET FROM THE SOUTH QUARTER CORNER OF SAID SECTION 16;
THENCE RUNNING NORTH 0°13'30" EAST ALONG SAID WESTERLY LINE 805.74 FEET TO AN IRON PIPE SITUATED IN A LINE PARALLEL TO THE SOUTHERLY LINE OF SW CAPITOL HIGHWAY AND 125.0 FEET DISTANT THEREFROM MEASURED AT RIGHT ANGLES;
THENCE SOUTHWESTERLY PARALLEL TO THE SOUTH LINE OF SW CAPITOL HIGHWAY, 182.36 FEET ON THE ARC OF A CURVE TO THE RIGHT HAVING A RADIUS OF 1274.72 FEET AND CHORD BEARING SOUTH 71°26'35" WEST 182.20 FEET TO AN IRON ROD;
THENCE SOUTH 75°32'30" WEST PARALLEL TO THE SOUTHERLY LINE OF SW CAPITOL HIGHWAY, 736.94 FEET TO AN IRON PIPE;
THENCE NORTH 18°30' WEST 37.86 FEET TO THE SOUTHEAST CORNER OF TRACT OF LAND CONVEYED TO MCCALL PETROLEUM COMPANY BY DEED RECORDED NOVEMBER 13, 1951 IN PS DEED [BOOK 1508, PAGE 205](#);
THENCE SOUTH 75°32'30" WEST ALONG THE SOUTHERLY LINE OF SAID MCCALL TRACT 102.88 FEET TO A POINT IN THE EASTERLY LINE OF COUNTY ROAD NO. 910;
THENCE SOUTH 4°37'45" WEST ALONG THE EASTERLY LINE OF SAID ROAD, 157.64 FEET TO A POINT OF CURVE;
THENCE SOUTHERLY 87.77 FEET ALONG THE LINE OF SAID ROAD ON THE ARC OF A CURVE TO THE LEFT HAVING A RADIUS OF 135.0 FEET AND A CENTRAL ANGLE OF 37°15';
THENCE SOUTHERLY ALONG THE LINE OF SAID ROAD 375.10 FEET TO A POINT IN THE NORTHERLY LINE OF SW VERMONT STREET;
THENCE NORTH 89°53' EAST 819.16 FEET ALONG SAID NORTHERLY STREET LINE AND PARALLEL TO THE SOUTH LINE OF SAID SECTION 16, TO THE POINT OF BEGINNING.

EXCEPTING THEREFROM ALL THAT LAND LYING NORTHERLY OF THE FOLLOWING DESCRIBED LINE:

BEGINNING AT THE NORTHEAST CORNER OF THAT TRACT OF LAND CONVEYED BY ELIZABETH WARDIN, ET AL TO SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY, OREGON, BY DEED DATED JUNE 30, 1953 AND RECORDED IN DEED [BOOK 1636, PAGE 338](#), MULTNOMAH COUNTY DEED RECORDS, SAID NORTHEAST CORNER BEING SOUTH 0°13'30" WEST 50.89 FEET FROM THE SOUTHWEST CORNER OF LOT 1, BLOCK 64, BURLINGAME, A DULY RECORDED PLAT;
THENCE SOUTH 65°13'30" WEST 140.00 FEET;
THENCE SOUTH 25°16'11" WEST 68.85 FEET TO A POINT ON A LINE WHICH IS PARALLEL TO AND 190.00 FEET SOUTHEAST OF THE SOUTHERLY LINE OF SW CAPITOL HIGHWAY AS MEASURED AT RIGHT ANGLES TO SAID SOUTHERLY LINE;
THENCE ALONG SAID PARALLEL LINE SOUTH 75°32'30" WEST 878.05 FEET TO A POINT ON THE EAST SIDE OF SW BERTHA COURT, 30 FEET WIDE.

ALSO EXCEPTING THEREFROM THE SOUTH 10 FEET CONVEYED TO THE CITY OF PORTLAND FOR ROAD PURPOSES BY INSTRUMENT RECORDED JANUARY 27, 1955 IN [BOOK 1702, PAGE 424](#).

First American Title Insurance Company

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Lot Book Service

Guarantee No.: **NCS-985973-OR1**
Page 6 of 6

PARCEL II:

A PARCEL OF LAND LOCATED IN SECTION 16, TOWNSHIP 1 SOUTH, RANGE 1 EAST, OF THE WILLAMETTE MERIDIAN, IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON, DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT ON THE SOUTH LINE OF JOHN A. SLAVIN'S DONATION LAND CLAIM 761.64 FEET WEST OF THE SOUTHEAST CORNER OF SAID DONATION LAND CLAIM;
THENCE NORTH 888 FEET;
THENCE WEST 441.4 FEET;
THENCE SOUTH 888 FEET TO THE SOUTH LINE OF SAID JOHN A. SLAVIN'S DONATION LAND CLAIM;
THENCE EAST ON THE SOUTH LINE OF SAID DONATION LAND CLAIM, 441.4 FEET TO THE POINT OF BEGINNING.

EXCEPTING THEREFROM THAT PORTION LYING WITHIN THE BOUNDARIES OF SW VERMONT STREET.

PARCEL III:

THE FOLLOWING DESCRIBED TRACT OF LAND SITUATED IN THE SOUTHEAST QUARTER OF SECTION 16, TOWNSHIP 1 SOUTH, RANGE 1 EAST OF THE WILLAMETTE MERIDIAN, IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON:

BEGINNING AT A POINT ON THE SOUTH LINE OF JOHN A. SLAVIN'S DONATION LAND CLAIM, 761.64 FEET WEST OF THE SOUTHEAST CORNER OF SAID DONATION LAND CLAIM;
THENCE NORTH 888 FEET TO THE SOUTH LINE OF VACATED DAKOTA STREET;
THENCE EAST, ALONG THE SOUTH LINE OF VACATED DAKOTA STREET AND THE SOUTH LINE OF SW BURLINGAME AVENUE, 761.64 FEET, MORE OR LESS, TO THE WEST LINE OF THE THOMAS L. STEPHENS DONATION LAND CLAIM NO. 41;
THENCE SOUTH, ALONG THE WEST LINE OF THE THOMAS L. STEPHENS DONATION LAND CLAIM NO. 41, TO THE POINT OF BEGINNING.

EXCEPTING THEREFROM, THAT PORTION LYING WITHIN THE BOUNDARIES OF SW VERMONT STREET.

PARCEL IV:

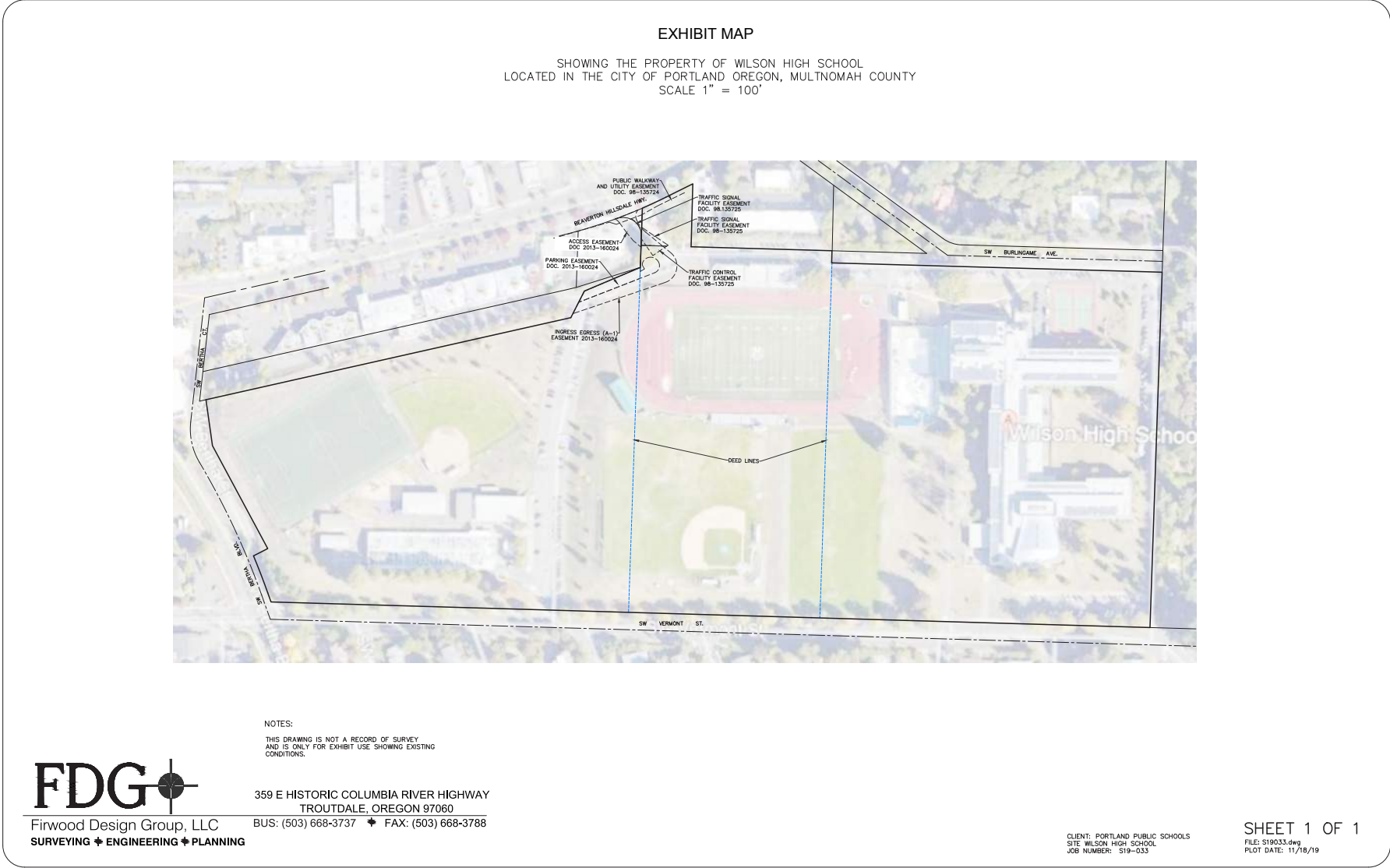
AN EASEMENT FOR INGRESS AND EGRESS AS DISCLOSED BY "MUTUAL EASEMENT AGREEMENT FOR ACCESS PURPOSES" DOCUMENT RECORDED FEBRUARY 14, 2001 AS FEE NO. [2001-020805](#).

First American Title Insurance Company

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



TECHNICAL REPORT
PRELIMINARY SURVEY AND TITLE: SURVEY



TECHNICAL REPORT

PRELIMINARY GEOTECH REPORT: GEOTECHNICAL EVALUATION



9750 SW Nimbus Avenue
Beaverton, OR 97008-7172
p | 503-641-3478 f | 503-644-8034

October 29, 2019

6302 GEOTECHNICAL EVALUATION

Portland Public Schools
Facilities and Asset Management
PO Box 3107
Portland, OR 97208

DRAFT

Attention: Steve Effros

**SUBJECT: Geotechnical Evaluation
Wilson High School
1151 SW Vermont Street
Portland, Oregon**

At your request, GRI completed a geotechnical evaluation for the above-referenced property in Portland, Oregon. The Vicinity Map, Figure 1, shows the general location of the site. The evaluation was conducted to provide information regarding the subsurface conditions at the site and discuss pertinent geotechnical and geologic issues to assist Portland Public Schools with initial master planning for future improvements to the Wilson High School Campus. This letter describes the work accomplished and provides our evaluation of the site with respect to geotechnical considerations to assist with preliminary master planning.

SITE DESCRIPTION

Wilson High School is located at 1151 SW Vermont Street in Portland, Oregon. The high school campus is bordered by SW Vermont Street to the south, Rieke Elementary School to the west, and residential development to the north and east. Buildings occupy the eastern half of the campus. A football field and track occupy the northwestern corner of the property while athletic fields occupy the southwestern portion of the property. Asphalt concrete (AC) pavement driveways and parking cover the western, northern, and eastern margins of the campus. Figure 2 shows the existing improvements within the high school campus.

A review of the U.S. Geological Survey (USGS) Lake Oswego Quadrangle (2017) indicates the central portion of the high school campus is relatively flat at about elevation 550 ft (North American Vertical Datum of 1988 [NAVD 88]). The eastern, southern, and western property margins slope down to adjacent grades.

SUBSURFACE CONDITIONS

Subsurface materials and conditions at the site were evaluated based on our review of available geotechnical and geologic information. The general area is underlain by a variable thickness of Pleistocene-age alluvial deposits that typically consist of silt, clay, and fine-grained sand underlain by several geologic formations. Local areas of fill soil are commonly present in the vicinity. Figure 3 shows the major geologic formations that underlie the surficial alluvial deposits within the high school campus and surrounding area (Madin, 2004). The upper portion of the geologic formations may consist of residual soil derived from weathering of the underlying basalt rock.

GEOTECHNICAL ■ PAVEMENT ■ GEOLOGICAL ■ ENVIRONMENTAL
Since 1984



+



Groundwater

A review of the USGS Scientific Investigations Report 2008-5059 (Snyder, 2008) suggests the regional groundwater is located within the underlying bedrock units. However, we anticipate perched groundwater in the low-permeability alluvial deposits and residual soil mantling the site during periods of heavy and prolonged rain and the wet winter season could approach the ground surface. The perched groundwater will be the lowest during the normally dry late summer and early fall months.

GEOLOGIC HAZARDS

A review of the City of Portland *PortlandMaps* website indicates portions of the site are designated as steep slope areas (see Figure 4). A steep slope is defined as a ground surface having an inclination greater than 20% (or 5H:1V [Horizontal to Vertical]). The Oregon Department of Geology and Mineral Industries (DOGAMI) has a Statewide Landslide Information Database for Oregon (SLIDO), which compiles landslides that have been identified on published maps. A review of the SLIDO website indicates no landslides have been documented within the Wilson High School campus. One landslide has been mapped in the near vicinity of the site, as shown on Figure 5. These landslides are typically within drainages, over-steepened natural slopes, or poorly compacted fill slopes.

The geologic contact between the Gingko and Sentinel Bluffs basalt units is an ancient soil layer called the Vantage Horizon. Landslides have occurred along the Vantage Horizon at several locations in the Portland metropolitan area. As shown on Figure 3, the contact between these two geologic units is east of the site and is not anticipated to have any impact on site development.

The City of Portland *PortlandMaps* website indicates the Wilson High School campus is not within an area of liquefaction susceptibility. The nearest known faults mapped by the 2014 USGS National Seismic Hazard Maps (Petersen et al., 2014) are the Oatfield Fault about 0.4 mile to the west and the Portland Hills Fault about 1.7 miles to the east.

SUMMARY OF FINDINGS

General

Our review of available geologic and geotechnical literature indicates the site is mantled with variable thickness of local fill soils and alluvial sand, silt, and clay. The fill and alluvial materials are underlain by various geologic formations, including the Hillsboro Formation and several basalt rock formations. Fill soils, where present, may not be suitable for the support of on-grade structures depending on the fill composition, magnitude of foundation loads, and settlement sensitivity. The fine-grained fill and alluvial soils are extremely sensitive to moisture content and easily disturbed by construction activities when wet. Careful working procedures and the use of imported granular fill material may be necessary if site preparation and grading are undertaken during wet-weather and wet-ground conditions.

Excavations that encounter rock may require additional effort to remove. Areas of highly fractured or weathered rock may be able to be excavated with a large dozer and/or hydraulic excavator equipped with a rock bucket and rock teeth. More specialized rock-excavation techniques such as chipping, splitting, or expansive grout may be necessary if zones of less-weathered, less-fractured rock are encountered.



Foundations

The foundation design for proposed structures will depend on the building type and finished grade elevation. One- or two-story structures with a finished floor at existing grade may be able to be supported on conventional spread and wall footings if the foundation loads are relatively light. Fill soils beneath proposed structures will likely need to be recompacted and/or replaced with compacted structural fill or reinforced with ground improvement. Buildings that have moderate to high foundation loads and are constructed at existing grade need to be supported on firm alluvial or formational soils, ground improvement, or pile foundations extending into the underlying formational materials.

Buildings that are designed with below-grade levels may be supported on shallow footings, ground improvement, or piles based on their depth of excavation, subgrade soil and rock materials, and foundation loads. We anticipate foundation support for buildings with below-grade levels extending into formational materials can be provided by spread footings or a mat foundation. It may be cost effective to support perimeter wall loads on soldier piles that are a part of an excavation shoring system. The soldier piles will likely need to extend into the underlying formational material at least 15 ft below the bottom of the excavation. If these piles are incorporated into the foundation system, it is likely that this depth will be increased.

Excavation Support

Below-grade excavations in the Portland metropolitan area are usually supported with shoring consisting of cast-in-place soldier piles and lagging with soil anchors (tieback anchors). Soil-nail methods can also be used to support excavations. Soldier piles can also be designed and constructed to support perimeter wall loads. Soldier pile shoring systems are usually more appropriate where underpinning of adjacent structures is necessary. It may also be feasible to use internal braces and struts in lieu of soil anchors. The most appropriate shoring method will depend on soil type and depth, the foundation system, performance (deformation) criteria, easement considerations for soil anchors or soil nails, schedule, and cost.

Groundwater

Groundwater or perched groundwater may be encountered in the bottom of below-grade excavations, depending on the excavation depth and time of year. Dewatering of below-grade excavations with sump pumps and/or wells may be required. Below-slab groundwater-control measures may consist of perforated PVC pipes installed below the basement floor slab and connected to sump pumps that remove groundwater below the slab. The sump pumps should be connected to the sanitary sewer system. Alternatively, the basement slab and retaining walls may be designed for hydrostatic pressure.

Seismic Considerations

We anticipate the building design of new structures will be performed per the American Society of Civil Engineers (ASCE) 7-16 document with 2019 Oregon Structural Specialty Code (OSSC) modifications. The ASCE 7-16 design methodology uses two spectral response coefficients, S_s and S_1 , corresponding to periods of 0.2 and 1.0 second to develop the Risk-Targeted Maximum Considered Earthquake (MCE_R) response spectrum. The bedrock (Site Class B/C) spectral response coefficients were obtained from the USGS Uniform Hazard Response Spectra Curves for the coordinates of 45.4770° N latitude and 122.6899° W longitude. The S_s and S_1 coefficients identified for the site are 0.89 and 0.40 g, respectively. The site class required for structural design will need to be evaluated based on a site-specific geotechnical investigation.



Slope Stability

Local areas within the Wilson High School campus contain slopes that exceed an inclination of 20%. Site-specific geotechnical studies will need to be performed to evaluate the stability of existing and proposed slopes once site-improvement plans are more developed.

LIMITATIONS

This letter has been prepared to aid in preliminary evaluation of the property. The scope is limited to the specific location described herein, and our description of the project represents our understanding of the existing site improvement and conditions. A site-specific geotechnical investigation, including field explorations, laboratory testing, and an engineering analysis should be performed when site-development plans become available.

Submitted for GRI,

A. Wesley Spang, PhD, PE, GE
Principal

George A. Freitag, CEG
Principal

This document has been submitted electronically.

References

City of Portland, 2019, *PortlandMaps* website, www.portlandmaps.com.

Madin, I. P., 2004, Geologic Mapping and Database for Portland Area Fault Studies, Final Technical Report, Oregon Department of Geology and Mineral Industries, Open-File Report OFR O-04-02.

Oregon Department of Geology and Mineral Industries (DOGAMI), 2017, Statewide landslide information database of Oregon release 3.4 (SLIDO-3.4).

Petersen, M. D., Moschetti, M. P., Powers, P. M., Mueller, C. S., Haller, K. M., Frankel, A. D., Zeng, Y., Rezaeian, S., Harmsen, S. C., Boyd, O. S., Field, N., Chen, R., Rukstales, K. S., Nico, L., Wheeler, R. L., Williams, R. A., and Olsen, A. H., 2014, Documentation for the 2014 update of the United States national seismic hazard maps, U.S. Geological Survey, Open-File Report 2014–1091, 243 pages, <http://dx.doi.org/10.3133/ofr20141091>.

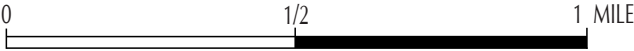
Snyder, D. T., 2008, Estimated Depth to Ground Water and Configuration of the Water Table in the Portland, Oregon Area, U.S. Geological Survey, Scientific Investigations Report, 2008-5059.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10





USGS TOPOGRAPHIC MAP
LAKE OSWEGO, OREG. (2017)

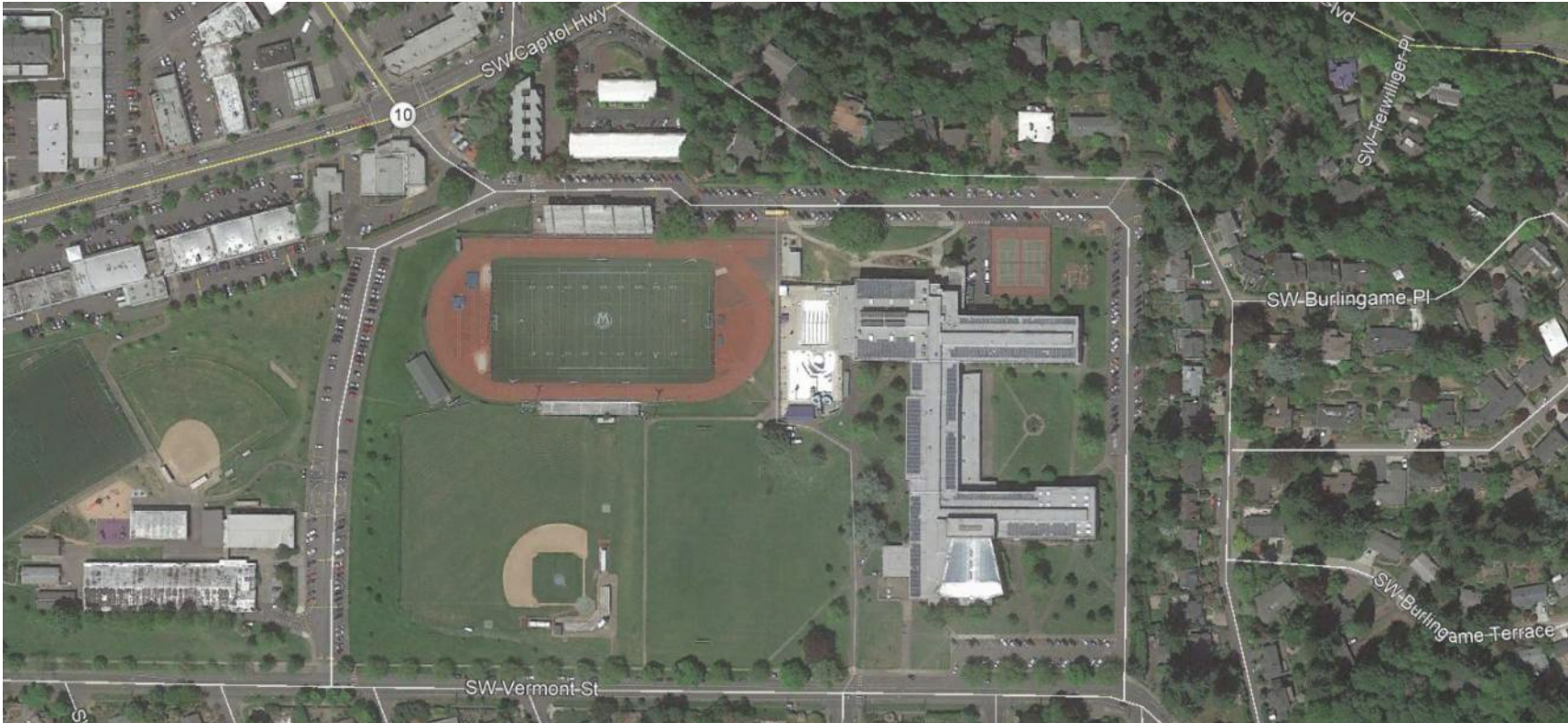


PORTLAND PUBLIC SCHOOLS
WILSON HIGH SCHOOL

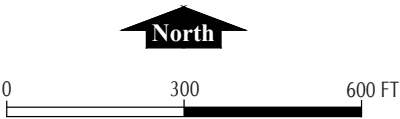
VICINITY MAP

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10





SITE PLAN FROM GOOGLE EARTH (IMAGE DATE MAY 2019)

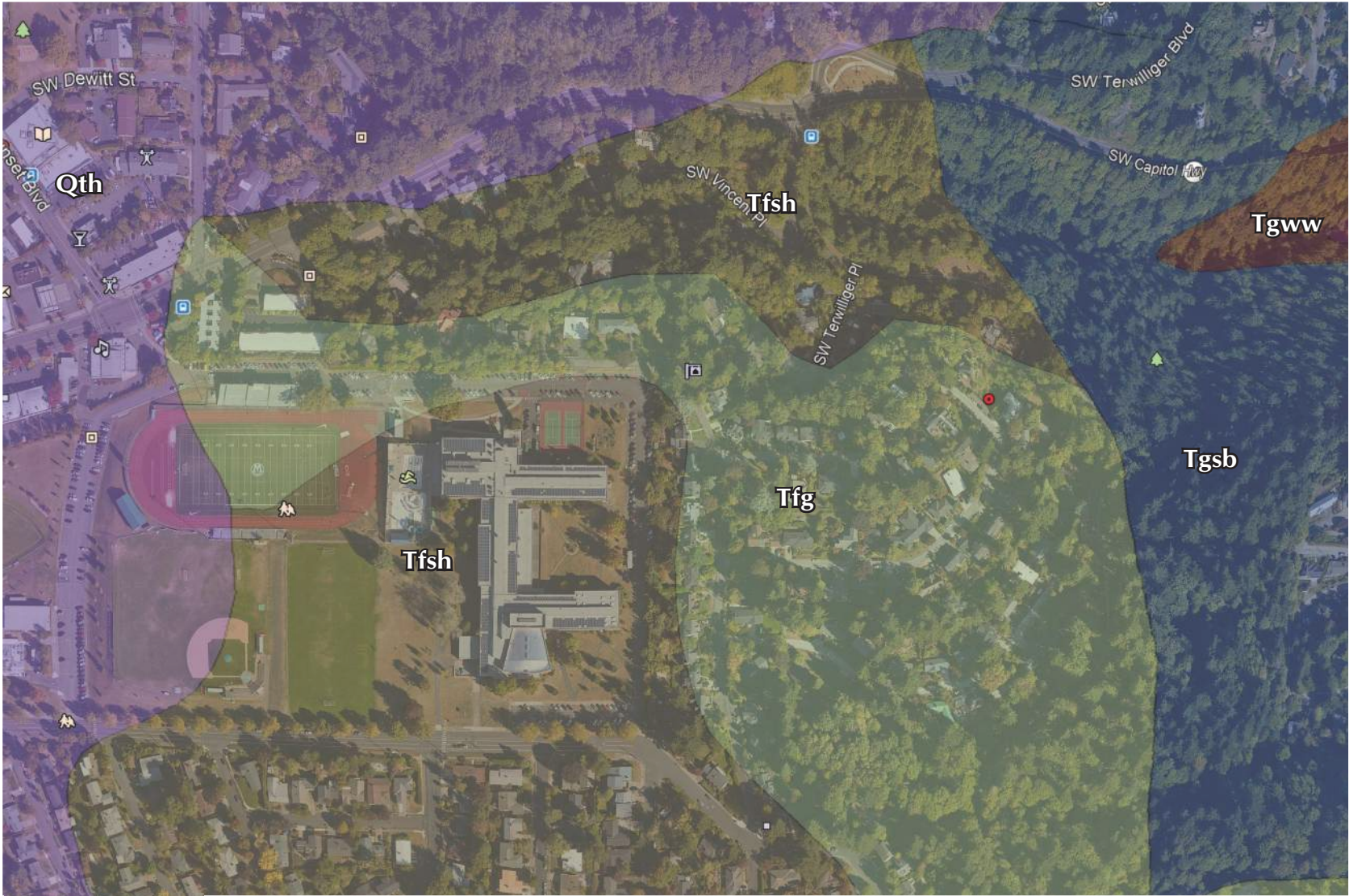


GRI PORTLAND PUBLIC SCHOOLS
WILSON HIGH SCHOOL

SITE PLAN

OCT. 2019 JOB NO. 6302 FIG. 2

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



LEGEND

- Qth HILLSBORO FORMATION
- Tfsh BASALT OF SAND HOLLOW (WANAPUM BASALT)
- Tfg BASALT OF GINGKO (WANAPUM BASALT)
- Tgsb SENTINAL BLUFFS UNIT (GRANDE RONDE BASALT)
- Tgww WINTER WATER UNIT (GRANDE RONDE BASALT)



LOCAL GEOLOGY

OCT. 2019 JOB NO. 6302 FIG. 3



SOURCE: PORTLANDMAPS.COM (ACCESSED OCTOBER 2019)

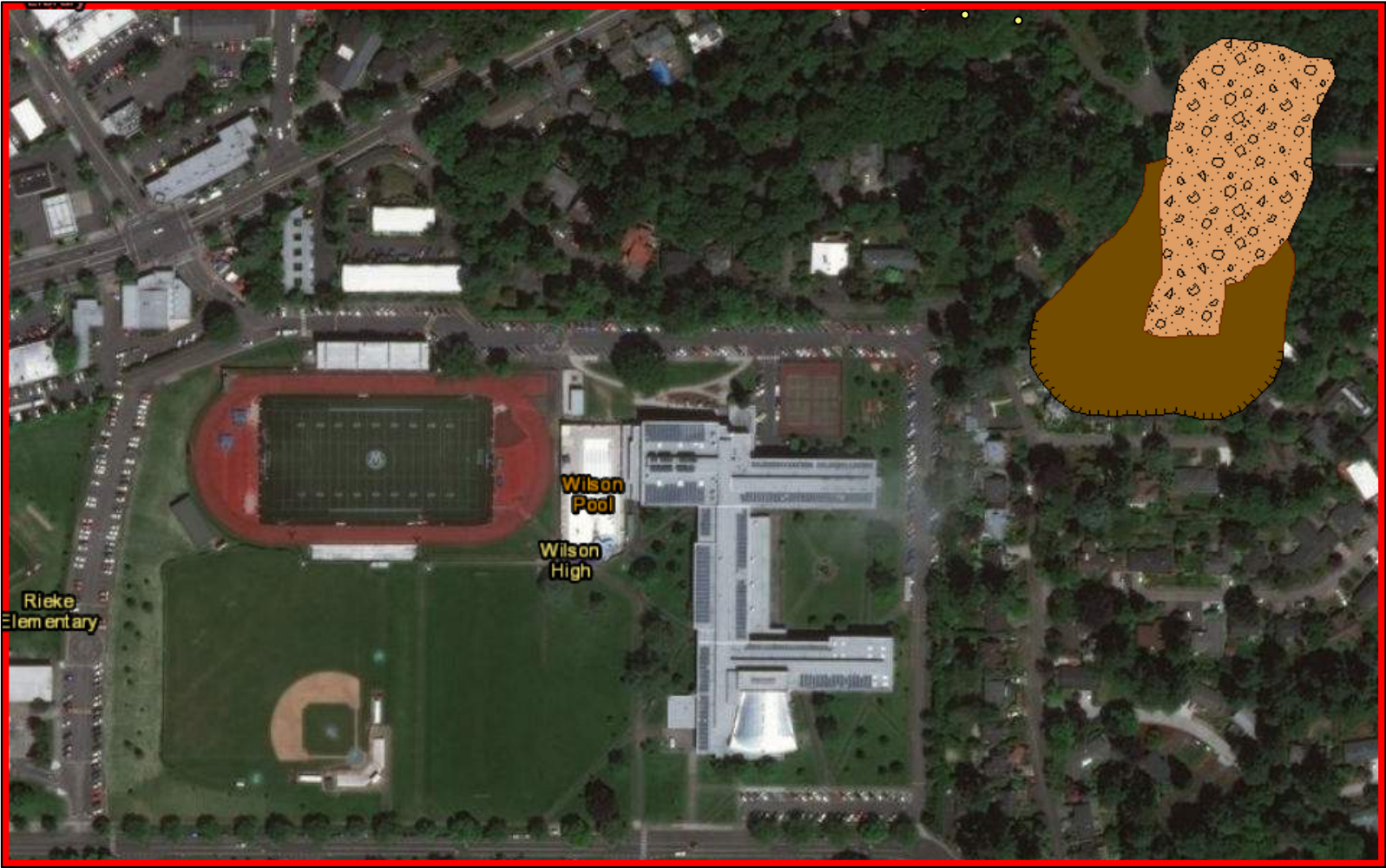
AREAS WITH SLOPE GREATER THAN 20%

GRI PORTLAND PUBLIC SCHOOLS
WILSON HIGH SCHOOL

STEEP SLOPE HAZARD

OCT. 2019 JOB NO. 6302 FIG. 4

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user

- Historic Landslide Data Inventory
- Head Scarp Deposits
- ▤

Scarp
- ▤

Landslide

GRI PORTLAND PUBLIC SCHOOLS
WILSON HIGH SCHOOL

LANDSLIDE MAP

OCT. 2019 JOB NO. 6302 FIG. 5

TECHNICAL REPORT

PPS PAE ENERGY USE INTENSITY TARGETS MEMO



Memo

Date: November 22, 2019
Project: PPS Design Standards
Project Number: 19-1638
To: Aaron Presberg (PPS)
From: Ruwan Jayaweera, Forest Tanier-Gesner
Subject: District EUI Targets and Efficiency Strategies
Distribution: Reilly Loveland, (NBI); Amy Cortese, (NBI)

District EUI Targets and Efficiency Strategies

To help focus PPS Design Standards around attainable sustainability goals, PAE has reviewed current design best practices and previous project energy use reductions to identify a prioritized list of energy efficiency strategies and energy use intensity (EUI) targets.

PRIORITIZED EFFICIENCY STRATEGIES

Table 1 | Recommended Strategies

Priority	New/Addition	Envelope Modernization	HVAC All	Plumbing All	Lighting All	Plug Load All	Kitchen Equipment All
1	Continuous air barrier achieving air leakage rate max of 0.20 cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)	Caulking and sealing existing to achieve air leakage rate max of 0.35 cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)	Air-water heat pumps for primary central heating/chilled water with back-up electric boilers and radiant or 4PFC distribution. DOAS units with heat recovery for ventilation and CO2 based DCV Air-air packaged heat pumps where hydronic not appropriate	Separate air-water heat pumps for heating locker rooms and kitchens On-demand electric heaters serving restrooms and breakrooms	Space Type LPD (W/ft2): Whole building-primary school = 0.40 Whole building-secondary school = 0.45 Gym/multipurpose-primary school = 0.50 Gym/multipurpose-secondary school = 0.80 Cafeteria = 0.40 Classroom = 0.40 Mechanical = 0.40 Restroom = 0.40 Auditorium = 0.50 Office = 0.50 Art room = 0.60 Kitchen = 0.60 Corridor = 0.25 Library/media center-primary school = 0.40 Library/media center-secondary school = 0.50 Lobby = 0.70	Energy Star office equipment/appliances	Energy Star kitchen equipment
2	WWR not exceeding 40% with Window assembly max U-values of 0.28	New window assembly max U-values of 0.28 Air sealing all existing windows Window inserts on all fixed windows	For new construction option, consider Passivhaus level envelope with DOAS heat recovery, passive cooling and electric cove heaters. (requires expand thermostat settings)	Shower fixtures not exceeding 1.75 gpm Lav fixtures not exceeding 0.5 gpm Kitchen fixtures not exceeding 1.0 gpm	Lighting controls package meeting or exceeding 90.1-2019 requirements.	Occupancy controlled outlets for admin workstations	All electric Energy Star kitchen equipment package
3	Wall assembly max U-values of 0.064	Wall assembly max U-values of 0.064	Mixed mode natural ventilation with operable window and green light control strategy	Heat tape temperature maintenance rather than HW recirculation	Task tuning of installed fixtures to maintain foot candle levels within a max/min range defined by space/workstation type		
4	Roof assembly max U-values of 0.032	Roof assembly max U-values of 0.032	Ceiling fans and radiant heating in commons	Hybrid urinals			

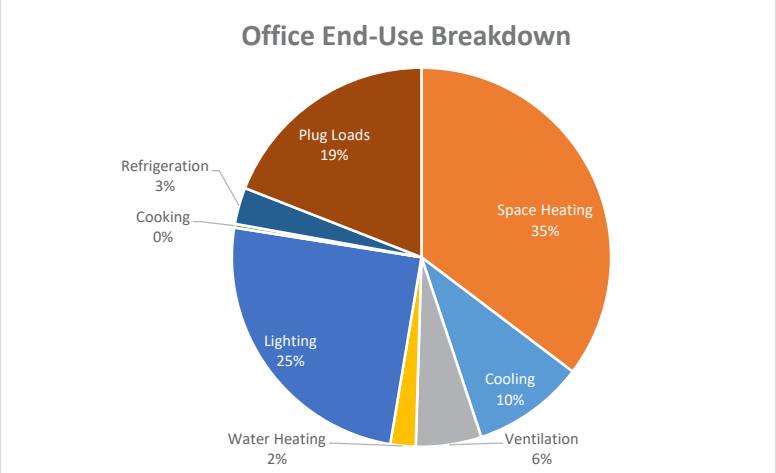
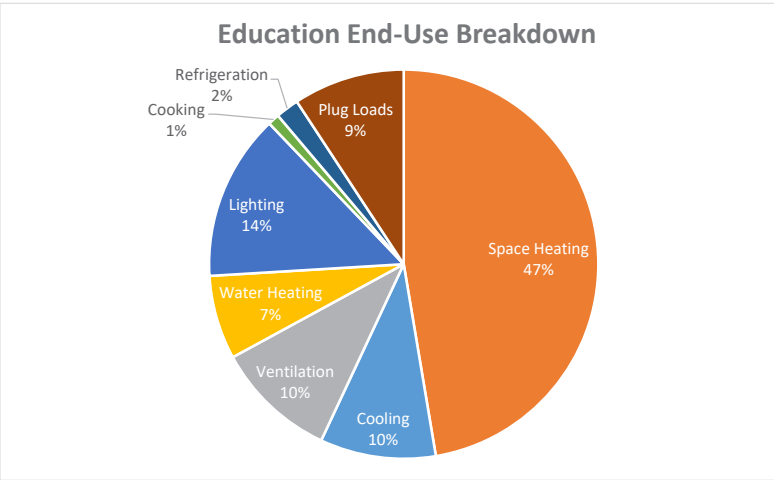
November 22, 2019



END USE BREAKDOWN

The primary basis of the energy efficiency strategy prioritization is the breakdown of the major energy uses of the District building types. Figure 1 below shows the Education and Office End-Breakdowns of the existing building stock from the 2003 CBECs dataset. In general, buildings in this region are heating load dominated and the energy consumption of the building space heating equipment is significantly higher than all other end-uses. Therefore, reducing heating loads through envelope improvements and shifting the heating source to higher efficiency equipment is going to be the 1st priority for most projects. Efficient distribution and control of the ventilation will address both ventilation and cooling energy uses, and then efficient equipment selection and controls will address DHW, Lighting, and Plug Load end-uses.

Figure 1 | Photo



EUI TARGETS

PAE has reviewed PPS building energy consumption data and previous project energy reduction data to come up with EUI goals by building type for both new construction and building modernization projects. Table 1 outlines the condensed existing building data and the recommended EUI targets.

Table 2 PPS Building EUIs and Recommended Targets			
Building Type	Existing Weighted Average EUI (kBtu/sf/yr)	Recommended New Bldg Target EUI (kBtu/sf/yr)	Recommended Modernization Target EUI (kBtu/sf/yr)
Admin/Other	57.4	25	30
K-5 or less	57.3	20	30
K-8	48.0	25	30
Middle School	55.6	25	30
High School	58.4	30	35
Overall District EUI Goal			
ALL	55.0	30	

HILLSDALE BUSINESS PROFESSIONAL ASSOCIATION



December 3, 2019

Dear Amy Kohnstamm and the Portland Public Schools Board of Education:
cc Superintendent Guadalupe Guerrero
cc Steve Effros
cc The IBI Group

We, the Hillsdale Business & Professional Association, urge you to weigh seriously and fully the impact that plans for reconfiguring Wilson High School’s campus would have on our Hillsdale community.

Consider the following:

1. The Wilson pool, which a few years ago was completely rebuilt, is one of our area’s largest draws. The pool is a joyous summertime gathering spot for surrounding Southwest neighborhoods. The pool is an economic driver for our commercial Town Center. A covered pool would be a year-round attraction to a growing SW Portland population. The pool should not be abandoned.
2. The Hillsdale Farmers' Market, founded 17 years ago, has flourished on the parking lot between Wilson and Mary Rieke Elementary School. The Market has been a leading attraction to Hillsdale and a boon to our local economy. It has also served as an “incubator” for several successful businesses. It is important to maintain vehicle access to the Market. It is also vital to maintain pedestrian access to the market from both the north and the south.
3. The Hillsdale Food Cart Park is a community eatery and gathering spot for Hillsdale and Wilson High School. It now boasts an outdoor community funded

HILLSDALE BUSINESS & PROFESSIONAL ASSOCIATION
PO Box 80885 – Portland, OR 97280
HBPA – “Promoting Business, Supporting Community”
www.HillsdalePDX.com



and supported performance stage. Another key Hillsdale business is the Portland Ballet, which shares the access road to Wilson. Access to the food carts and parking for the food carts and the ballet should be maintained during and after the Wilson rebuilding project, so these businesses can continue to thrive and serve the students and the community.

4. It is important to continue Accessible Urban Trail and Bicycle Greenway access across this super block of school property. This includes along the north perimeter of the property, the north south route between the pool and track and the existing road with parking between Wilson and Rieke.

5. Adequate parking for the many events at Wilson and Rieke and the pool is crucial. Firstly, adequate parking areas and good traffic management help to maintain the safety of students as they transit to and from school. Others that need adequate parking include school faculty of Wilson and Rieke; visitors and volunteers to the schools; sports event attendees including soccer, softball, football and other stadium events; pool users; and farmer’s market shoppers.

6. Due to the importance of traffic movement on Vermont, Capitol Hwy, the route between Wilson and Rieke, the Wilson and Rieke and Wilson drop-offs and the impact on the local business community, we request a traffic study be a part of the initial vision investigation to avoid problems that may become visible downstream.

7. If Wilson is to be rebuilt, do it on the present site. During construction PPS could temporarily relocate Wilson’s programs and classes to Jackson Middle School (originally built as a high school) and to a re-opened Smith Elementary.

8. The rebuilding of the Wilson track and resurfaced football field was done at a considerable cost within the past five years. The track is well used by our community. The private and public investment in it must be protected and preserved.

9. The stadium and associated lights were accomplished after extensive community input and debate. Relocating the stadium would likely trigger strong neighborhood resistance concerned about lighting, noise and parking.

10. The vision design should anticipate the arrival of self-driving cars and provide a simple, safe and logical drop-off site on both the north and south parts of the Wilson campus as well as for Rieke.

HILLSDALE BUSINESS & PROFESSIONAL ASSOCIATION
PO Box 80885 – Portland, OR 97280
HBPA – “Promoting Business, Supporting Community”
www.HillsdalePDX.com



- 11. Be aware of the likely significant change in student arrival on foot from the south from the SW Corridor light rail station at SW 13th and Barbur. A shuttle bus for handicapped students may be required.
- 12. The new theater should be designed with acoustics in mind. To make it usable for community music concerts and as a community theater, the new theater should be able to be accessed easily and separately from the main school entrance. It should also contain its own bathrooms for theater attendees.
- 13. Amenities that are needed around Wilson include drinking fountains at NW corner and at south side adjacent to pedestrian route.

Thank you for your consideration. We will be actively monitoring and participating in your planning process.

On behalf of the Hillsdale Business and Professional Association,

Jay Hadley, President

Wilson High School



**WELCOME
WILSON
STUDENTS**

