

LINCOLN HIGH SCHOOL

Design Advisory Group Meeting Two

March 8, 2018



Agenda

- | | | |
|-------------------------------------------|-------------------|---------------------|
| - Welcome and Role of the DAG Chairs | 5 minutes | Erik Gerding |
| - Lincoln High School's Mission and Goals | 5 minutes | Peyton Chapman |
| - The Ed Specs and the Program | 10 minutes | Chris Linn |
| - Activity & Report | 40 minutes | All / Becca Cavell |
| - Break | 10 minutes | |
| - Sustainability Workshop Report | 5 minutes | Erik Gerding |
| - Design Goals | 5 minutes | Chris Linn |
| - Design Update | 10 minutes | Christopher Almeida |
| - Discussion | 15 minutes | All |
| - Schedule Review | 5 minutes | Becca Cavell |
| - Public Comment Period | 10 minutes | All |

VISION STATEMENT

“The redeveloped Lincoln campus will be an innovative hub of life-long learning; it will help students reach their goals in a safe, inclusive, and inspiring environment. The campus will be the center of an active, healthy, urban community and will support educationally related public and private partnerships. The project will be an example of schools promoting positive change in our neighborhood, city, state and region.”

Inspired. Global. Thinkers.

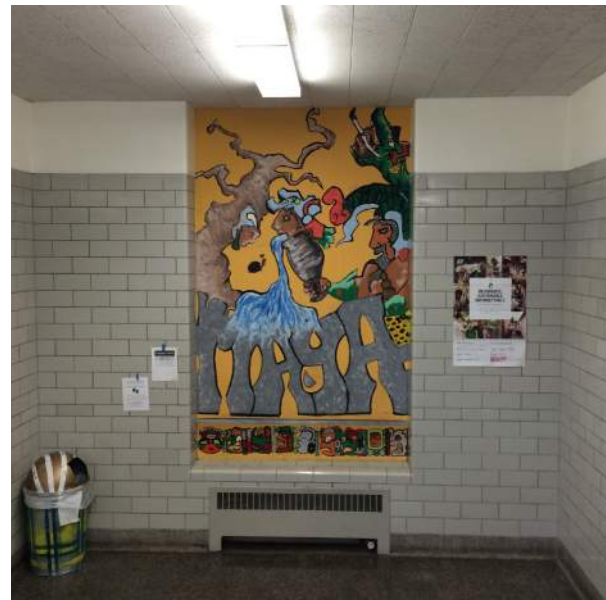
The Education Specifications and the Lincoln High School Program



Education Specifications (Comprehensive High Schools)



Lincoln High School Today





Existing Gen Ed Classroom



General Education Classrooms

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
General Education Classrooms	41	32,631	41	40,180



Existing Science Classroom



Science Classrooms

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Science Classrooms	10	11,027	11	17,480



Existing Robotics Space



Career Preparation

<u>Program Area</u>	<u>LHS Existing</u>	<u>Ed Spec</u>
	<u>#</u> <u>NSF</u>	<u>#</u> <u>NSF</u>
Maker Space		1 1,200
Other (Model UN, Robotics, Culinary Arts etc)	3 1,710	TBD 4,800
Career Preparation	3 1,710	TBD 6,000



Flex / Extended Learning Areas

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Flex / Extended Learning Areas	0	0	8	8,000



Fine & Visual Arts

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Fine & Visual Arts	2	3,539	2	3,080



Existing Band Classroom



Band, Orchestra & Choir

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Band / Orchestra / Choir		2,716		3,670



Theater / Dance

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Theater / Dance	1	9,366	2	14,600

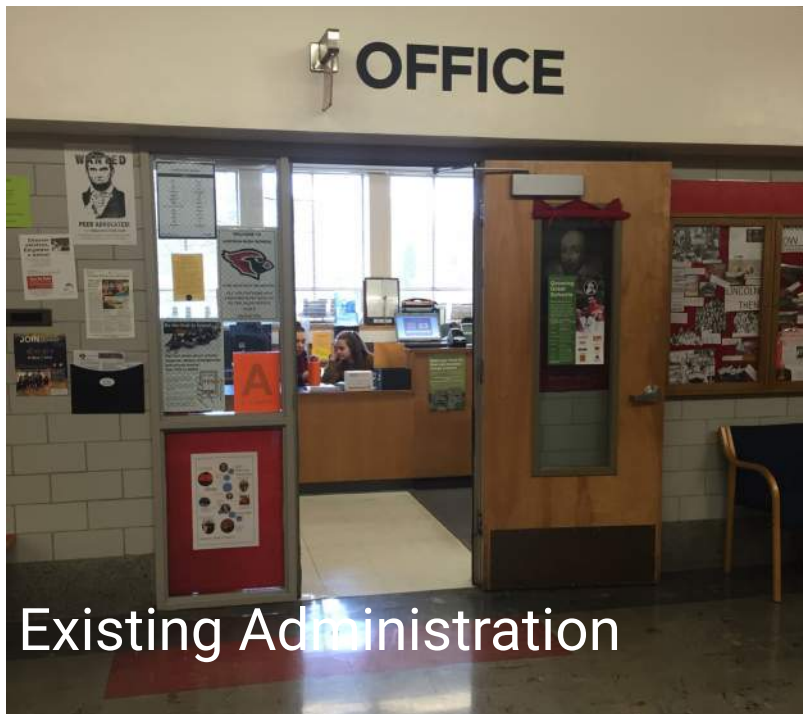


Existing Gym



Physical Education / Athletics

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Physical Education / Athletics	4	26,933	5	35,850



Existing Administration



Admin / Counseling / Teacher Collaboration

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Admin / Counseling / Teachers		7,063		17,995



Special Education (SPED)

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Special Education	2	1,306	10	5,900



Existing Commons



Student Center

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Total Student Center		6,557		12,820



Existing Library



Media Center / Library

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Media Center / Library		3,629		6,720

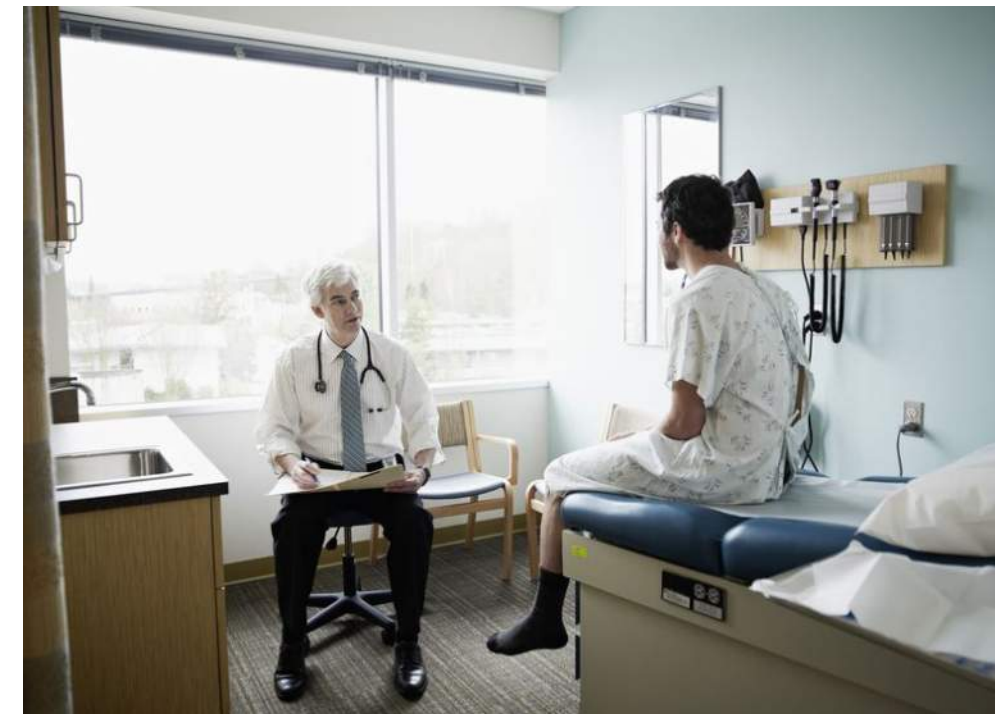


Existing Computer



Technology Access

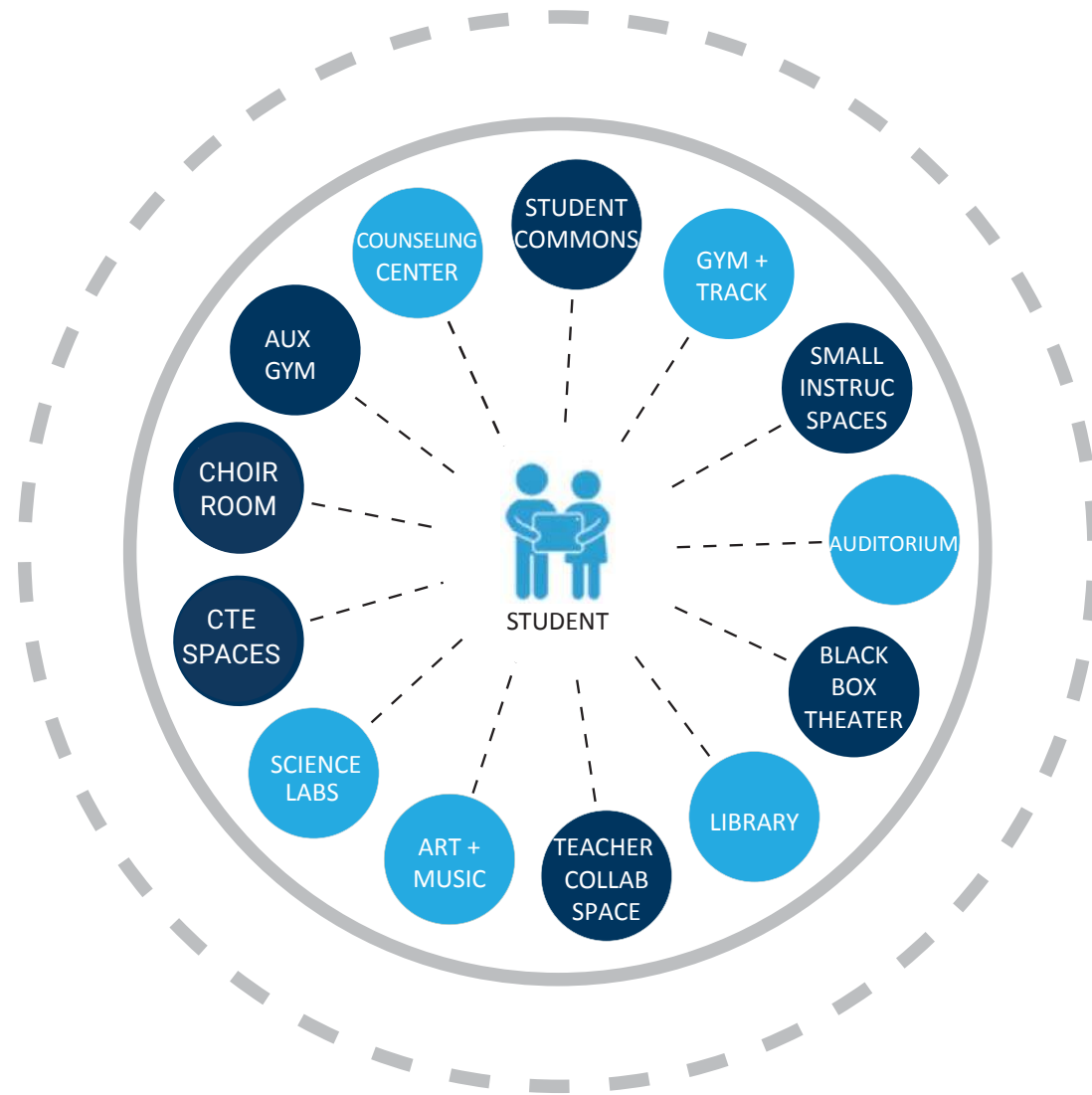
<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
TBD: (Communication, Graphic Art, Computer Science, Videography Etc.)	0	0	5	5,500
Technology Access	0	0	5	5,500



Partner & Community Use / Wrap-Around Service Providers

<u>Program Area</u>	<u>LHS Existing</u>		<u>Ed Spec</u>	
	<u>#</u>	<u>NSF</u>	<u>#</u>	<u>NSF</u>
Partner, Community Use & Service	0	0	5,900	

Lincoln High School Program



Career Preparation | CTE

Including Culinary Arts, Model UN and Robotics

General Education Classrooms

Science Labs

Extended Learning Areas

Flex Spaces and Small Project Rooms

Fine & Visual Arts

2D Art, Ceramics, Product Design, and Photography

Band/Orchestra/Choir

Band Room, Choir Room, and Practice Rooms

Theater & Performing Arts

Theater, Black Box/Drama Classroom, & Scene Shop

PE / Athletics

Gyms, Weights, Yoga, Movement, and Wrestling

Technology Access

Graphic Design, Digital Photography & Videography, and Communications

Special Education and Emerging Language Learning

Student Center

Student Commons and Kitchens

Media Center/Library

Administration

Counseling/Career

Clothing / Food Closet

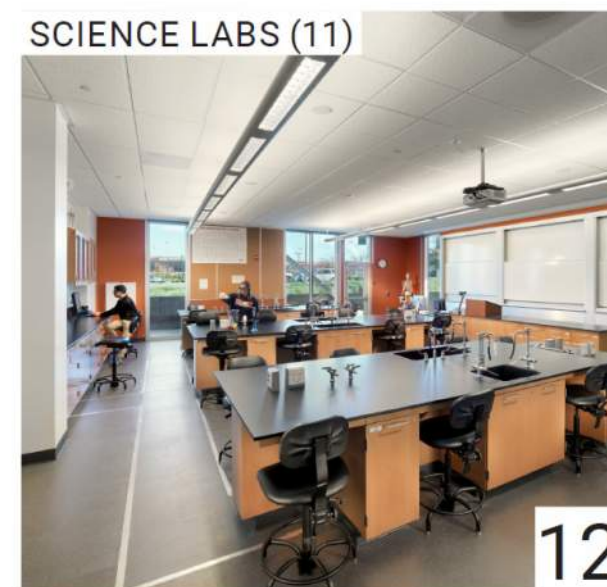
Health Clinic

Teen Parent Services

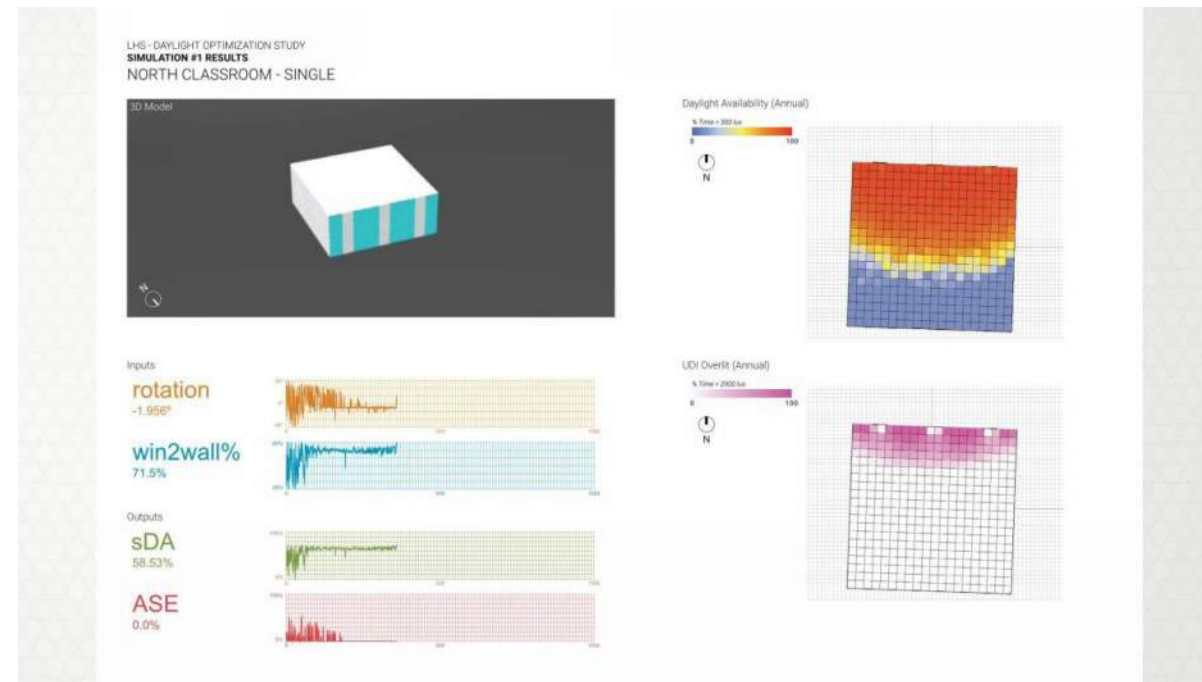
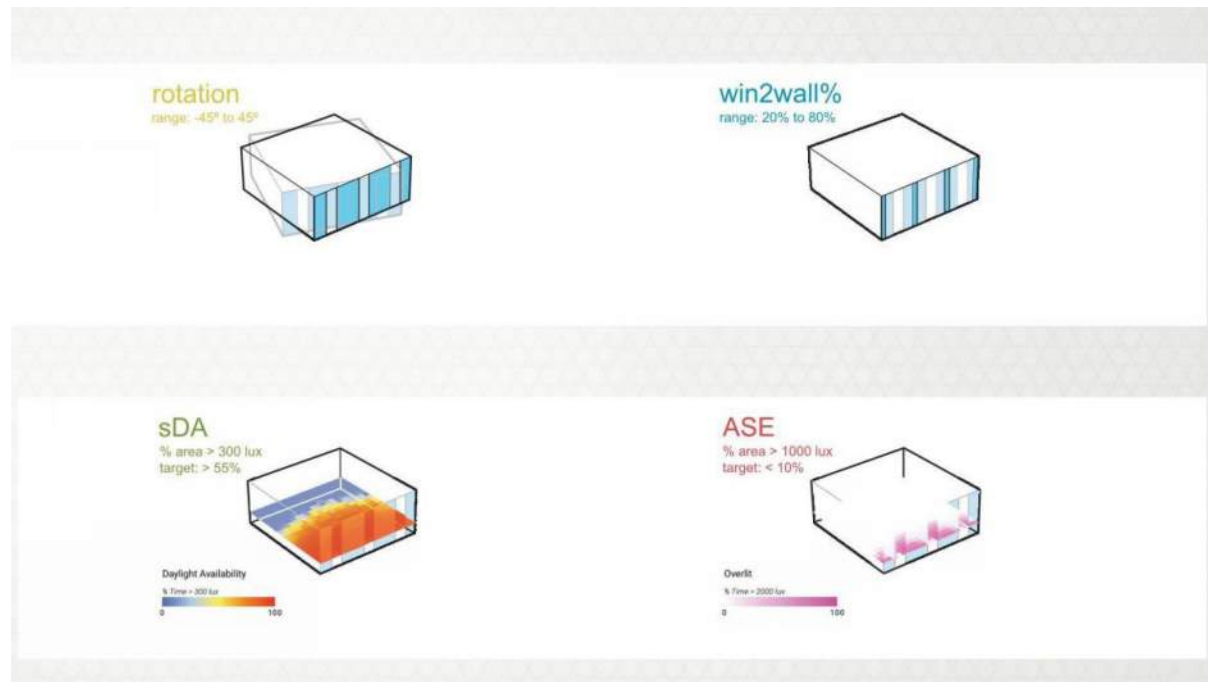
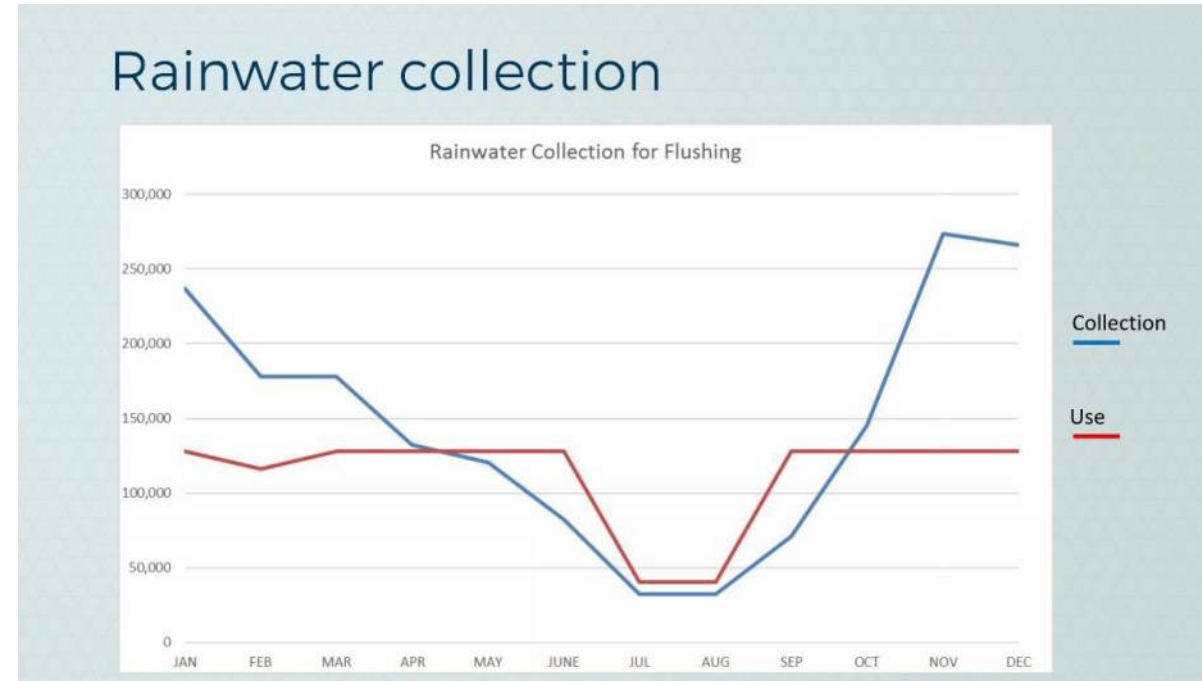
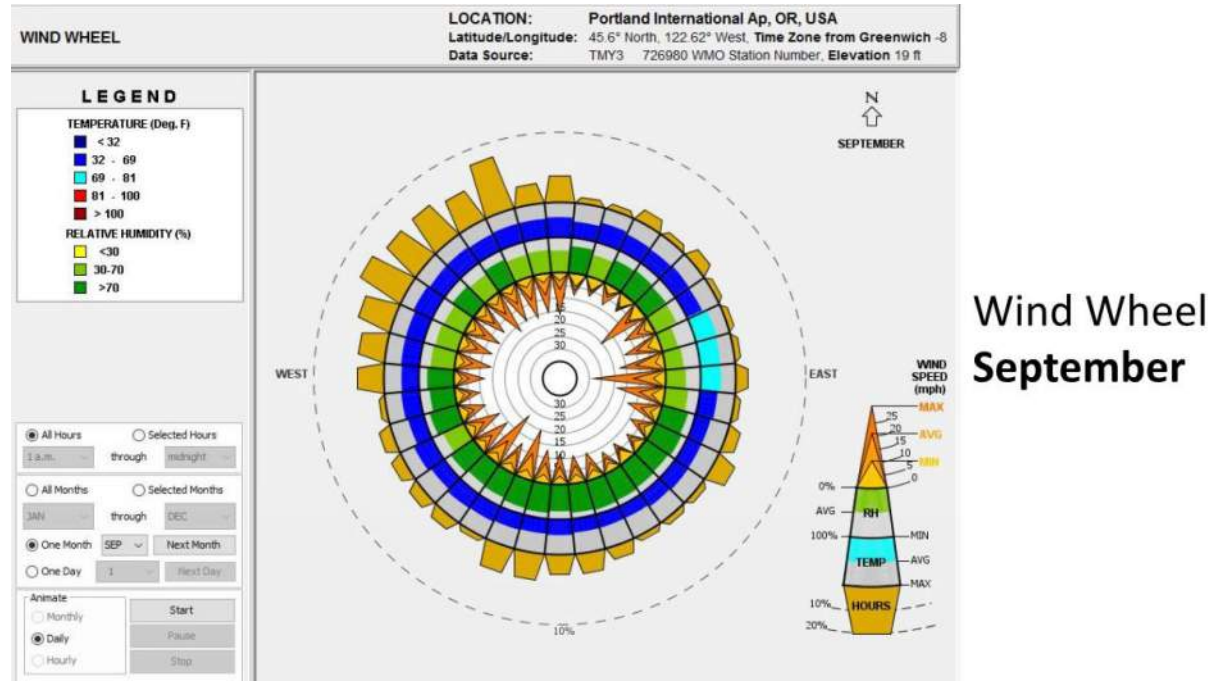
Custodial / Support

Total Building Area: 281,370 Gross Square Feet per Education Specification

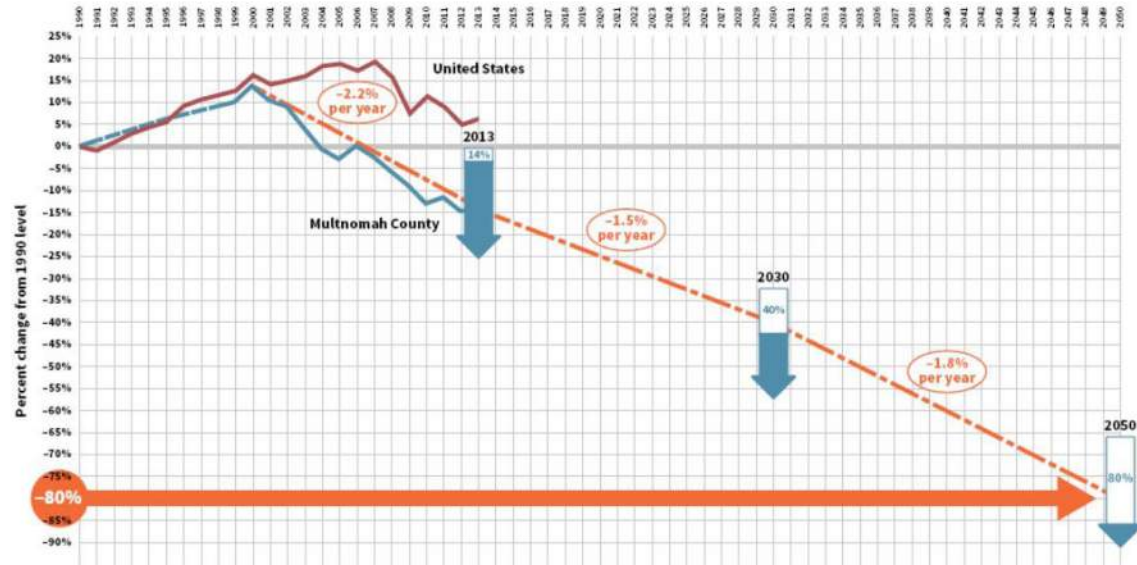
ACTIVITY - Program Card



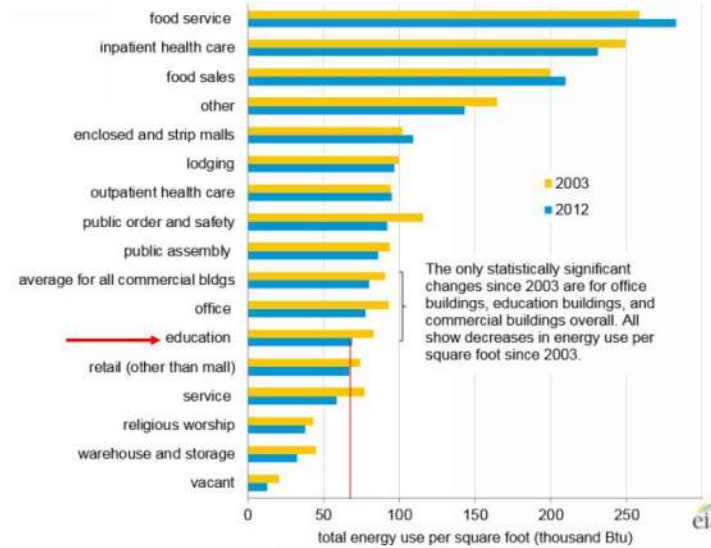
Sustainability Workshop - analytics



Sustainability Workshop - energy



City of Portland Climate Action Plan



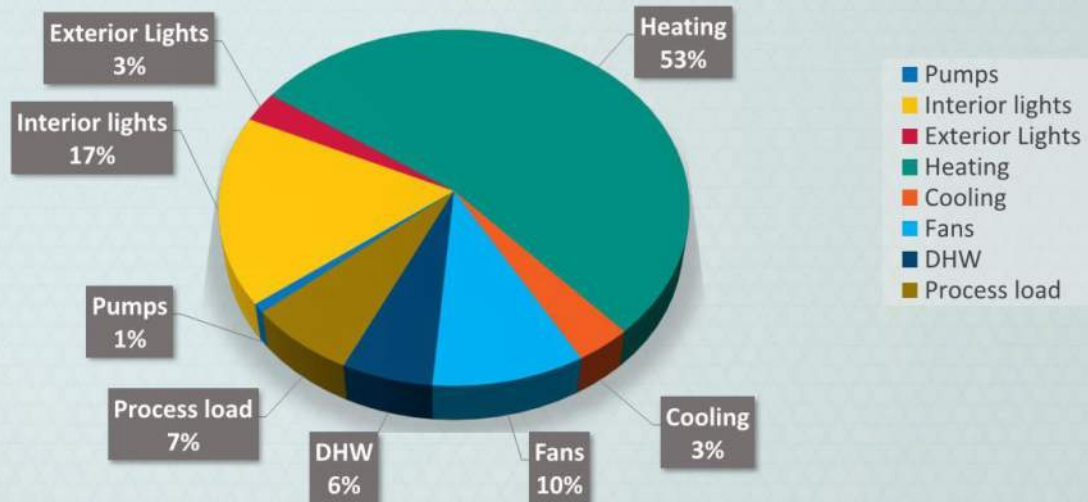
Source: U.S. Energy Information Administration, Commercial Buildings Energy Consumption Survey.

Energy Use Intensity: National vs. PPS

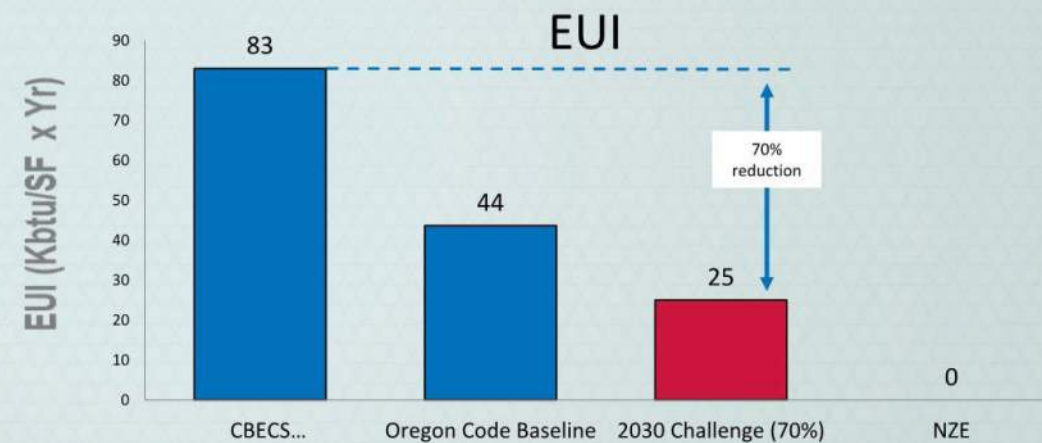
US average EUI for schools
65 kBTU/sf/yr

PPS average EUI for schools
49.8 kBTU/sf/yr

Oregon Code Baseline Energy Model: By End Use (44 EUI)



Project Energy Goals



Sustainability Workshop - small groups

PPS LINCOLN HIGH SCHOOL
SUSTAINABILITY WORKSHOP REPORT
January 31, 2018



GREEN
BUILDING
SERVICES

19. SMALL GROUP DISCUSSIONS - SITE AND WATER

Teams reported back with the following measures or strategies for consideration:

Storytelling of the Site - Tie the past to the future by using the site to tell the story of Lincoln High School and incorporate into student curriculum, including the following:

- **Tanner Creek** - Celebrate the creek via water-exchange for heating the building, by micro-hydro power, or as an art piece that celebrates the sounds or visuals of the creek. These strategies were considered more feasible than daylighting the buried creek.
- **Indigenous Chinese Culture** - Tell the story of the Chinese indigenous culture that previously existed on the site, potentially as curriculum or building and site as a learning tool.
- **Existing School** - Materials from the existing school can be used for finishes, paving, and artwork created by the Lincoln High School students. Some opportunities for material reuse include reusing existing bricks, topsoil, existing trees for landscape materials or mulch, casework, glass for artwork, and bleachers. The existing concession stand was built in honor of Kraig Crowe and should be considered for reuse. Preserve existing trees on site, specifically the heritage tree, and maintain the bird sculpture and statue Abraham Lincoln.

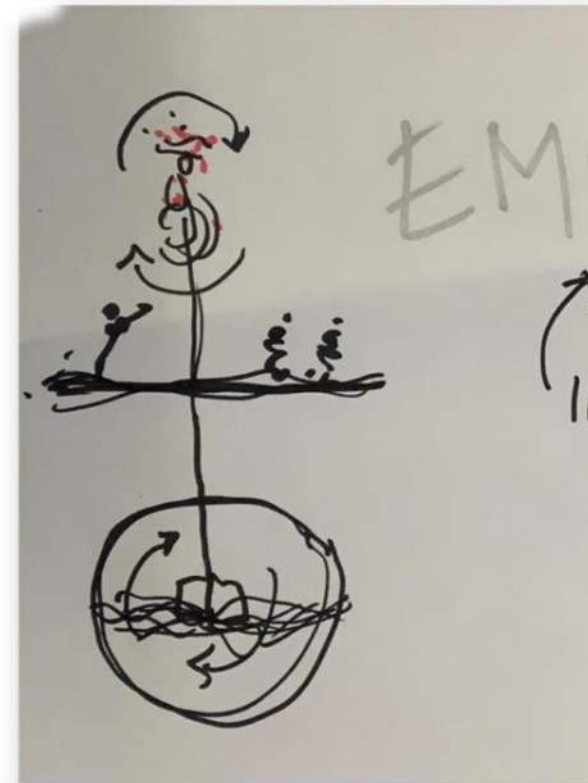


Image 14: Art Impeller illustrating the flow of Tanner Creek. As the flow increases the artwork spins faster.

Project Goals

DAG MEETING 1 "How Should It Feel" EXCERCISE



- Safe, comfortable and diverse environment
- Mutally supportive (can carry a load)
- Interconnected
- Age-diverse
- Inclusion
- Community
- Global



- Sustainable, Healthy, Green, Vibrant
- Emerging growth
- Unlocking potential / Emerging potential
- Local
- Green, alive, ecological
- Connection to Forest Park
- "Portland"



- Taking risks
- Pushing yourself
- Testing your limits
- It takes courage to take a leap
- Launching into something new
- Risk-taking / safe landing
- Can be anyone: now and in the future

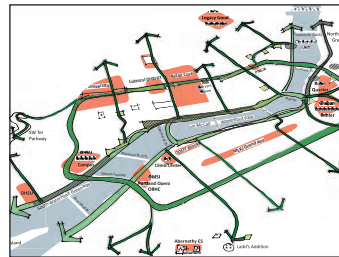
Master Planning Evaluation Criteria

PREREQUISITE 1: MEETS THE MPC VISION STATEMENT



- Center of urban community
- Promotes school as a catalyst for the neighborhood

PREREQUISITE 2: MEETS CITY REQUIREMENTS



- Pedestrian and bicycle connections through the site
- Open/green space
- Robust street presence per Central City Guidelines
- Neighborhood engaged in the design process
- Covered parking (upcoming Central City Plan revisions)

CRITERION 1: SUPPORTS THE ED SPECS



- Educational Specifications will be accommodated
- Optimal configuration to support active learning

CRITERION 2: FITS THE SITE



- The athletic program includes track and field areas
- Usable outdoor space for students, staff and community
- 100 parking places on site

CRITERION 3: ACTIVE CONNECTED AND SAFE SITE DESIGN



- Front door visible from SW Salmon Street
- Pedestrian connectivity through the site
- Layout provides safety and security
- Active ground floor uses and street edges per Central City guidelines
- Resiliency: Provide Category 4 Seismic Performance in the gymnasium

CRITERION 4: IMPROVES OFF-SITE CONDITIONS



- Safer pedestrian crossings
- Improved student and visitor drop-off experience
- Safe access for service vehicles
- Safe and convenient bus access

CRITERION 5: FITS THE BUDGET



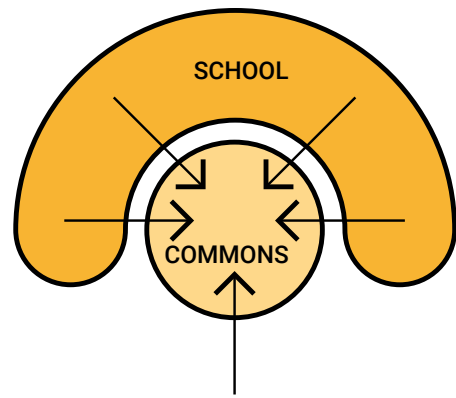
- Provides best long term value for the District
- Is affordable within the anticipated Bond capacity
- Minimizes long-term operational costs

CRITERION 6: MEETS SCHEDULE

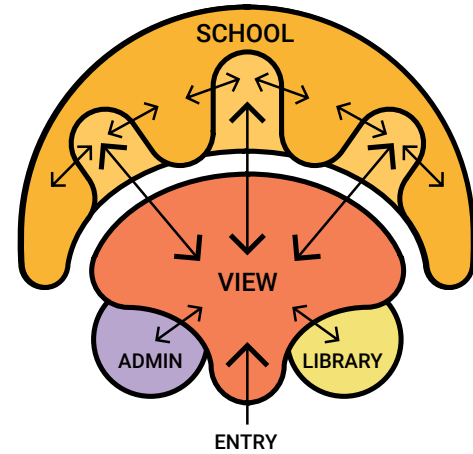


- Can be completed within the required time frame
- Can safely provide temporary swing facilities on site
- Minimizes impact on teaching and learning during the construction period

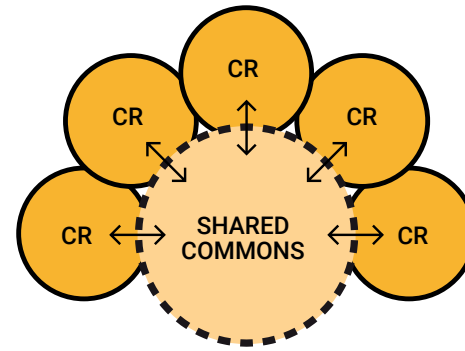
PPS HIGH SCHOOL PLANNING PRINCIPLES 9/17 Ed Spec



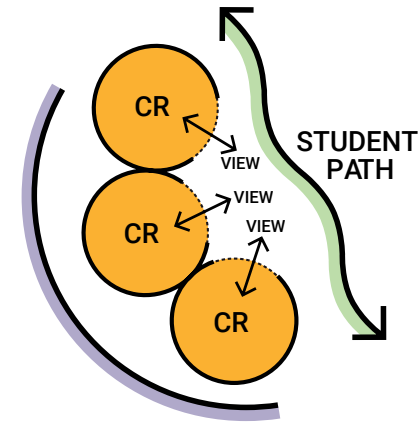
School Heart



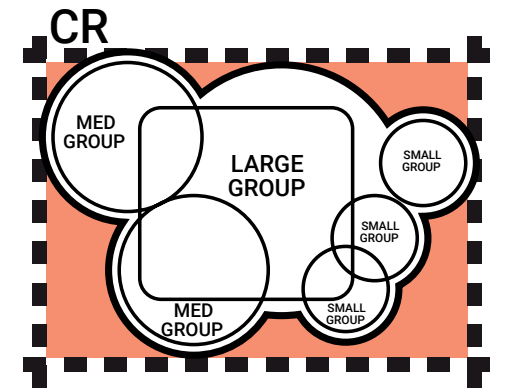
Viewable



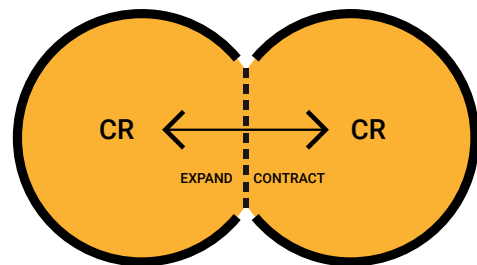
Learning Suite



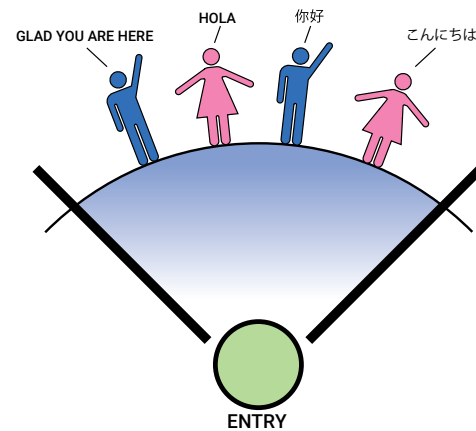
Transparent



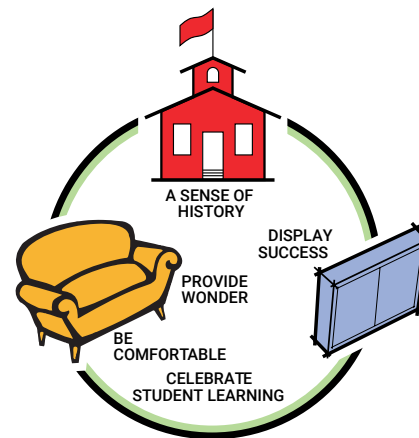
Variety



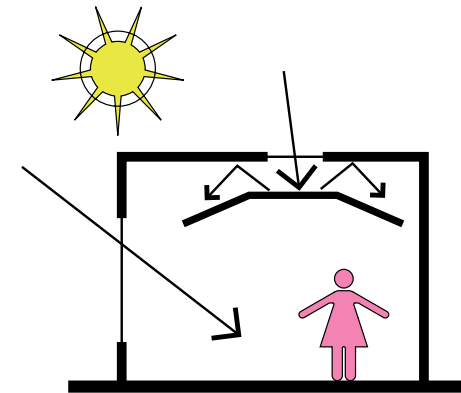
Flexible/Agile



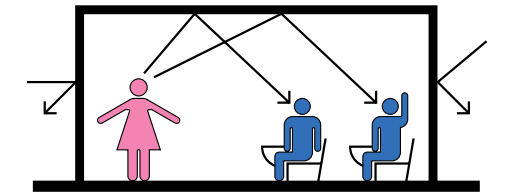
Entry



A School Should



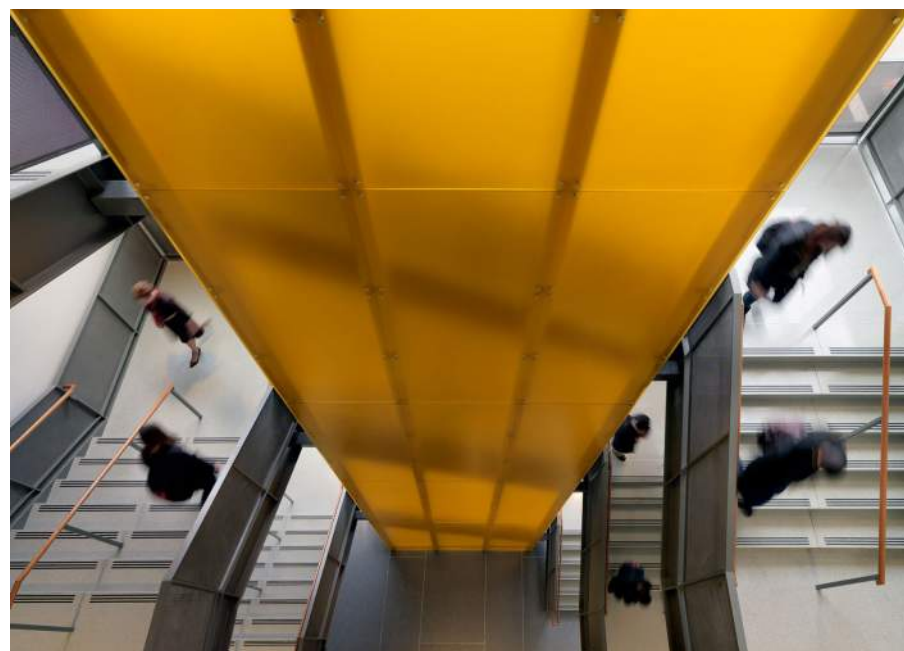
Natural Light



Acoustics

DESIGN GOALS

Achieve a Visible Expression of Movement



DESIGN GOALS

Create an Active Urban Edge

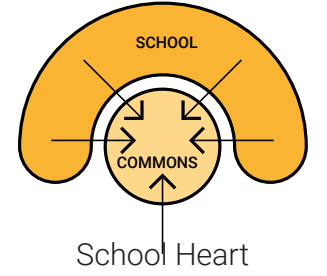


DESIGN GOALS

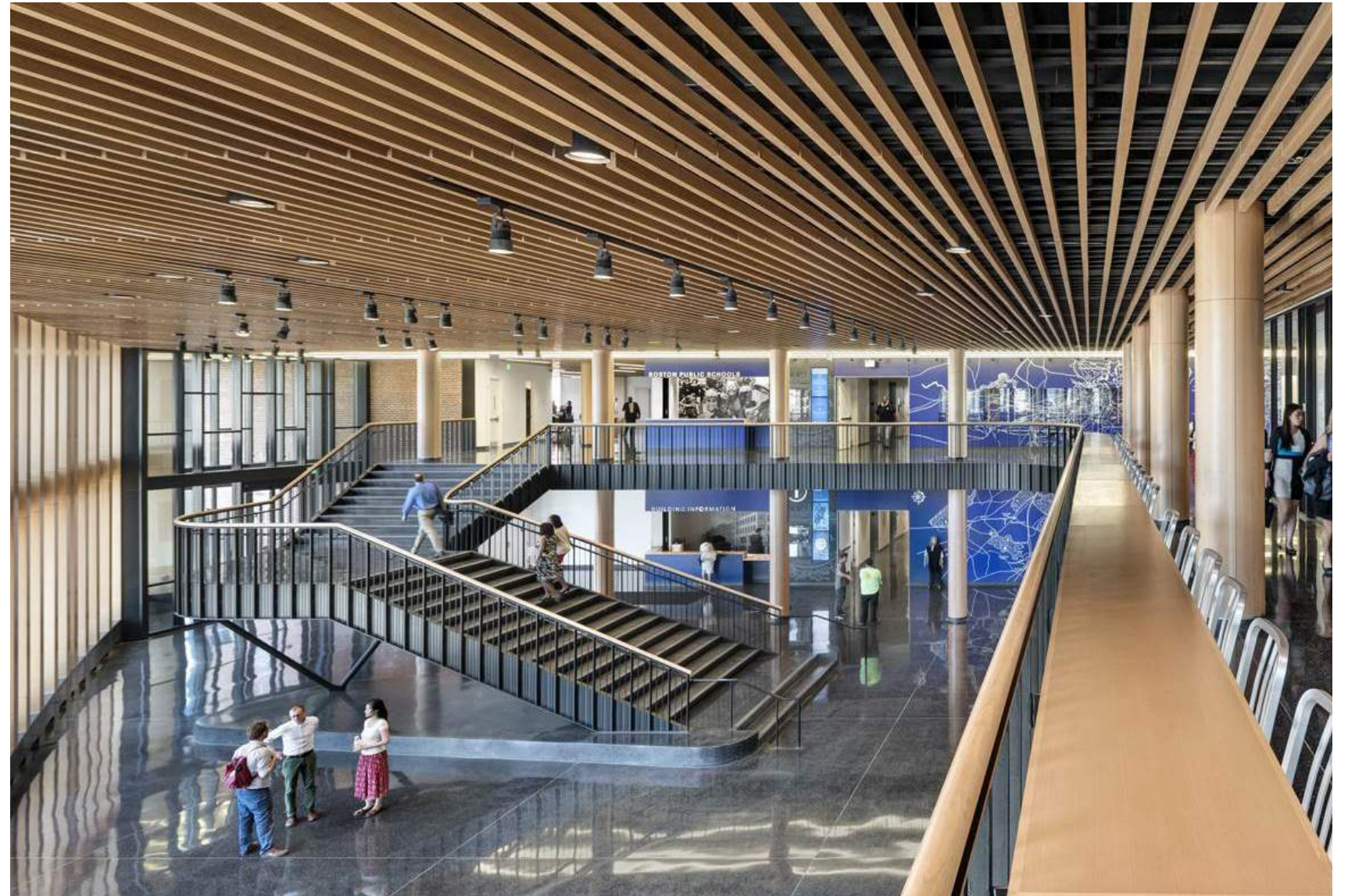
Create a Cohesive and Singular Building Expressed in Form and Materiality



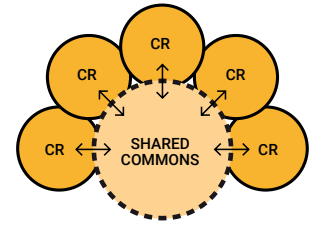
DESIGN GOALS



Create a Clear Central Public Space



DESIGN GOALS



Learning Suite

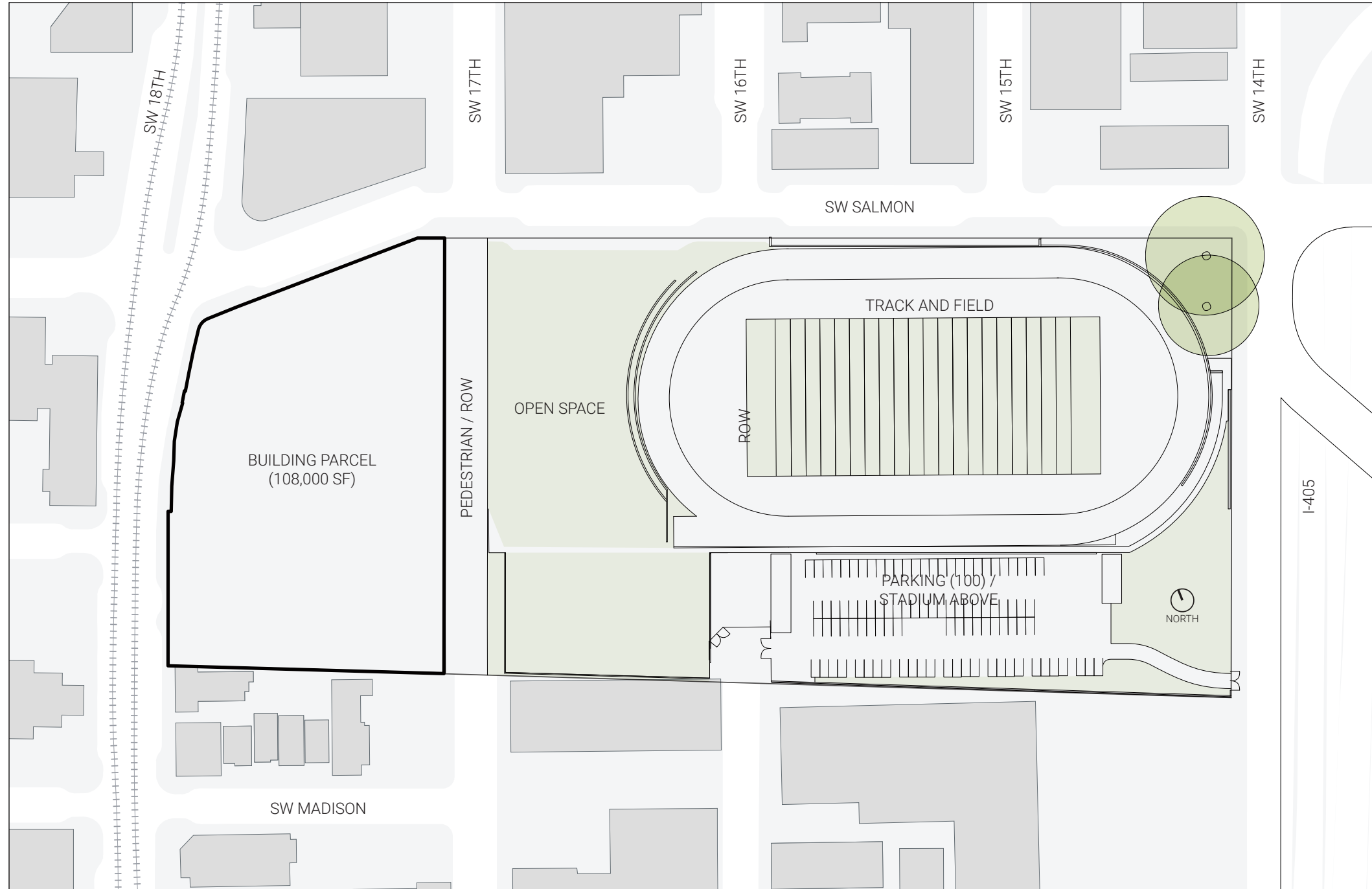
Establish Learning Suites at Main Vertical Circulation Zones



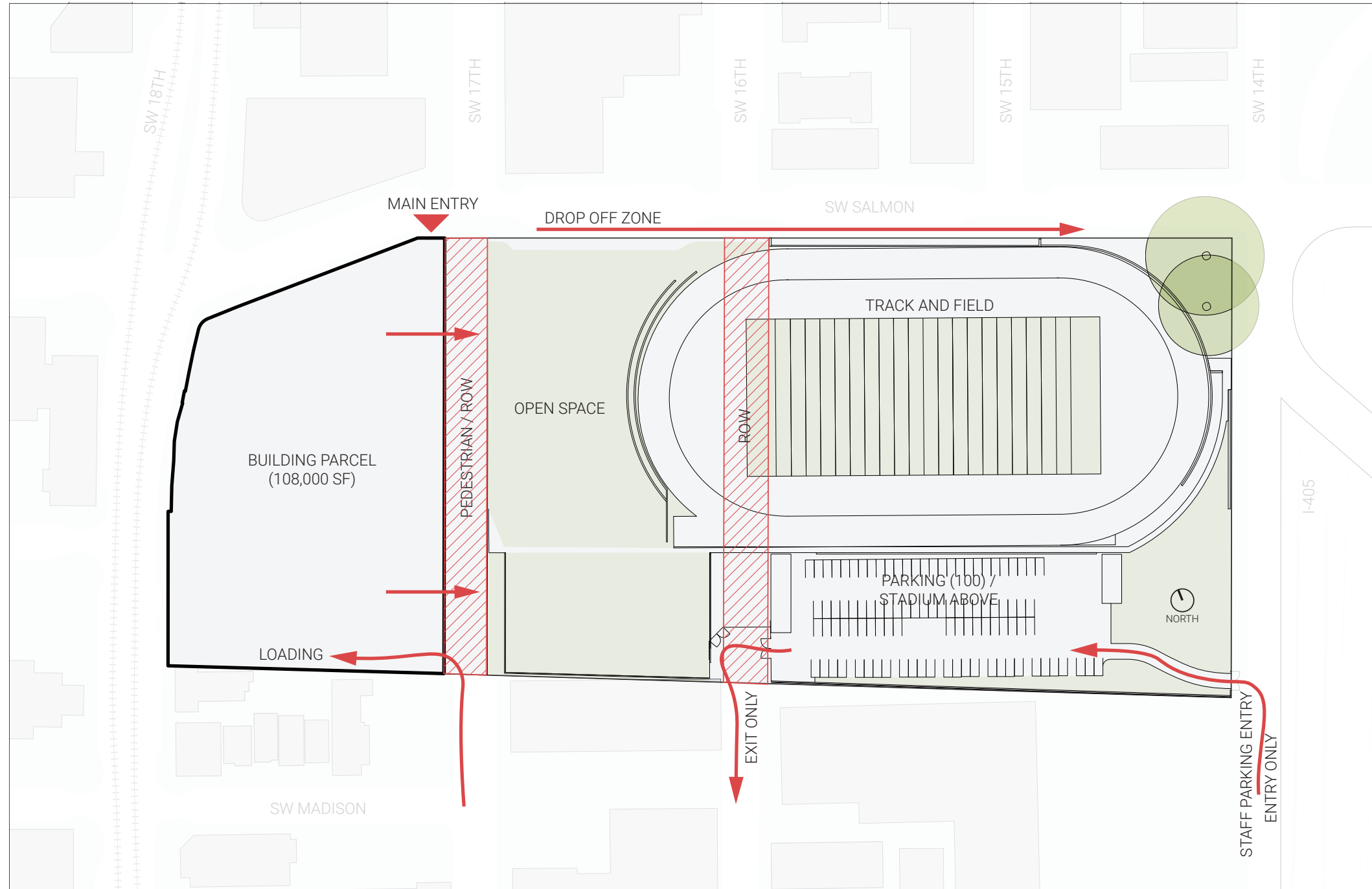
AERIAL VIEW Existing



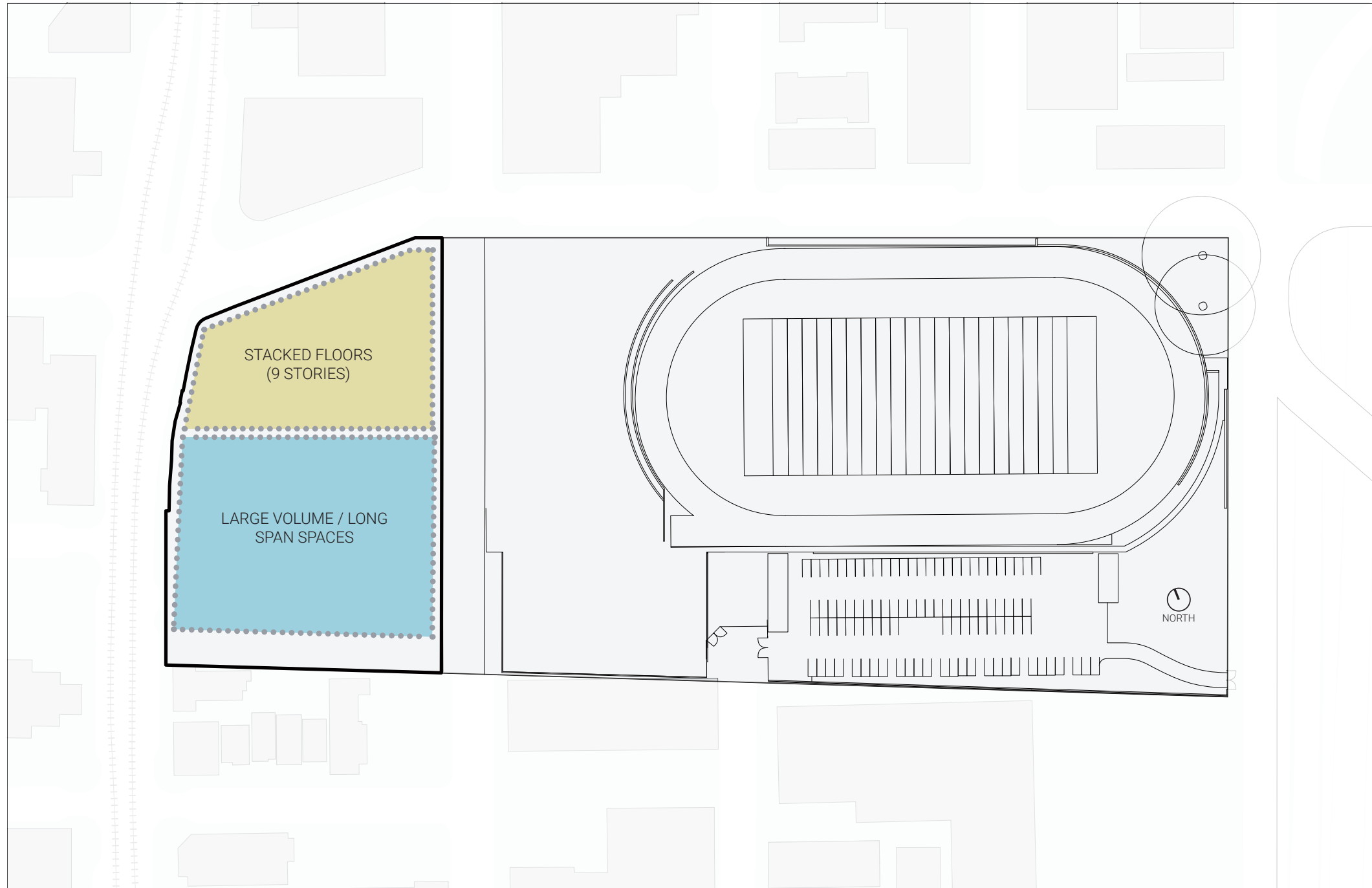
SITE DIAGRAMS Site Plan



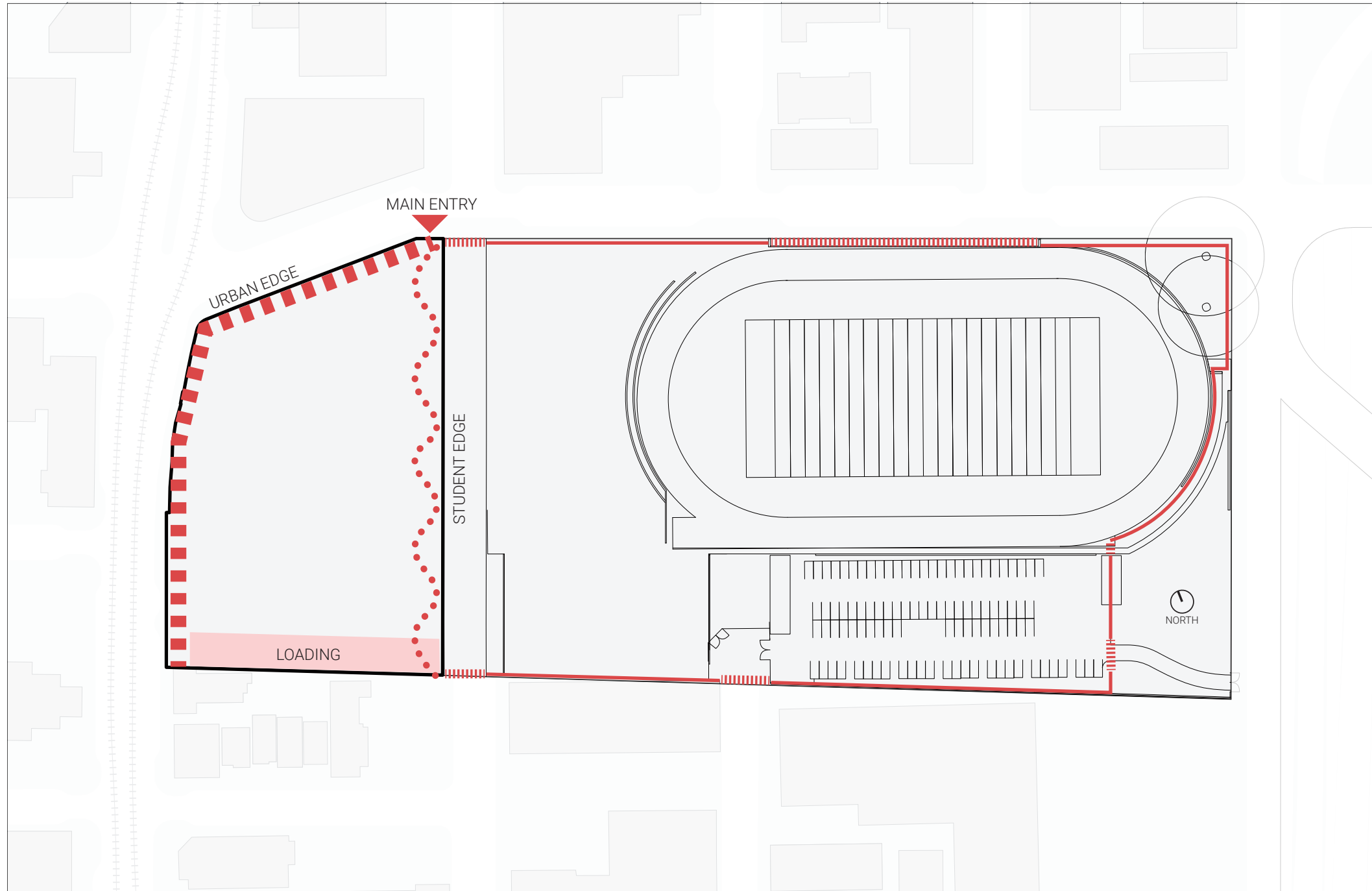
SITE DIAGRAMS Site Circulation



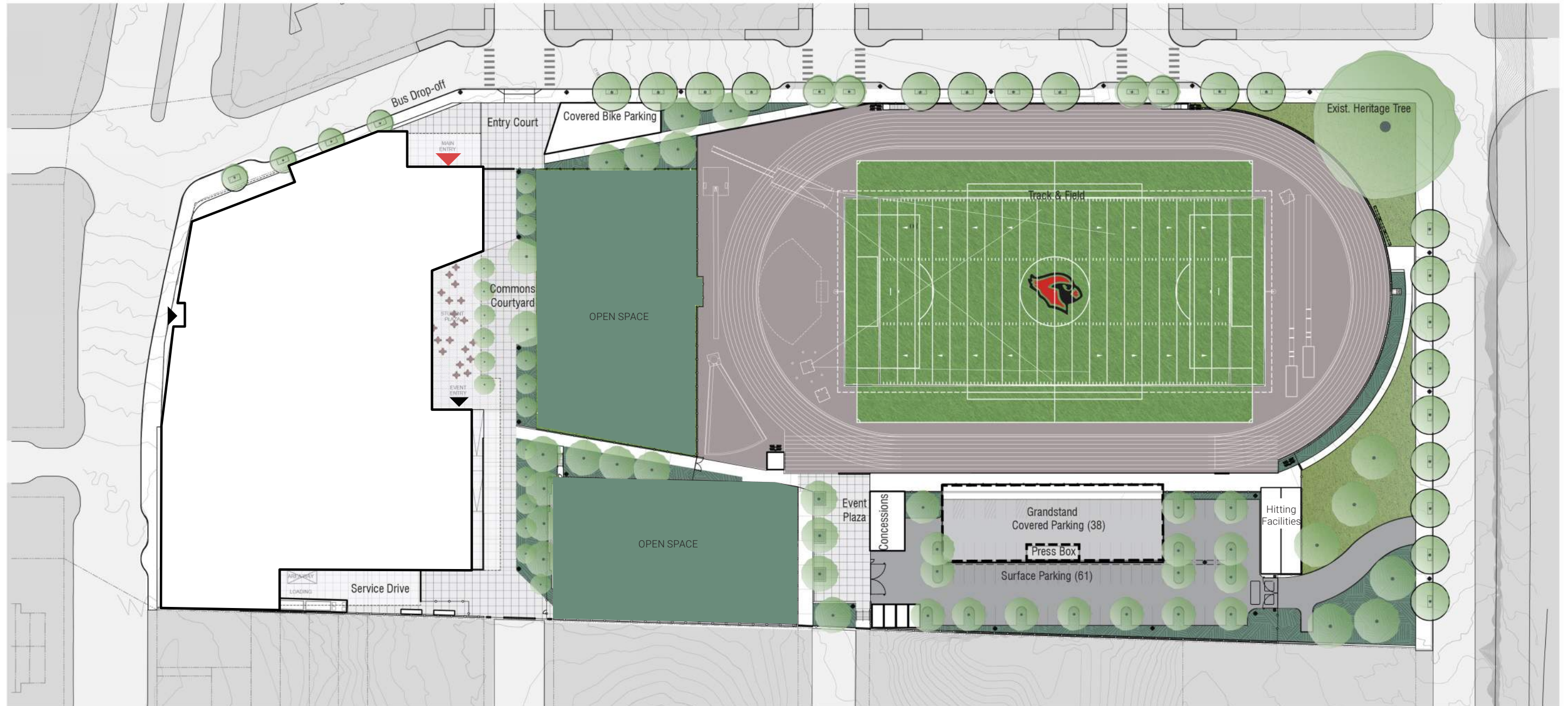
SITE DIAGRAMS Building Orientation



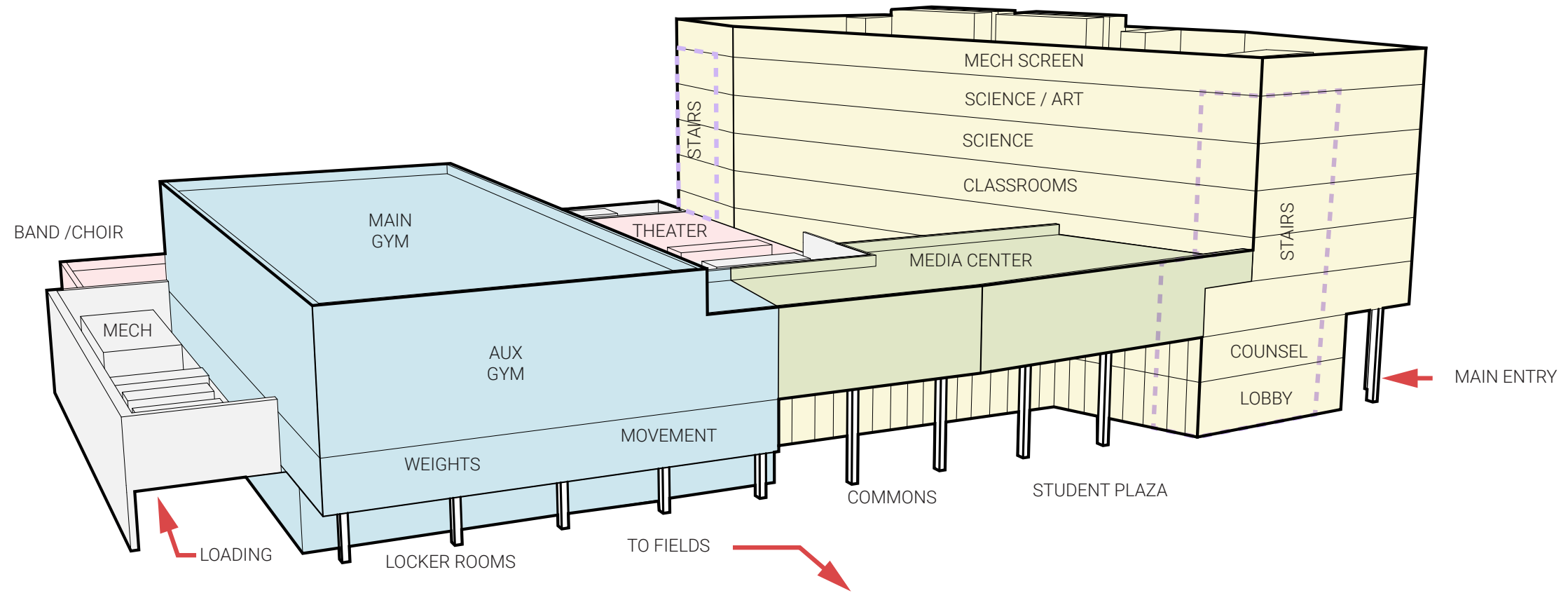
SITE DIAGRAMS Site Edges



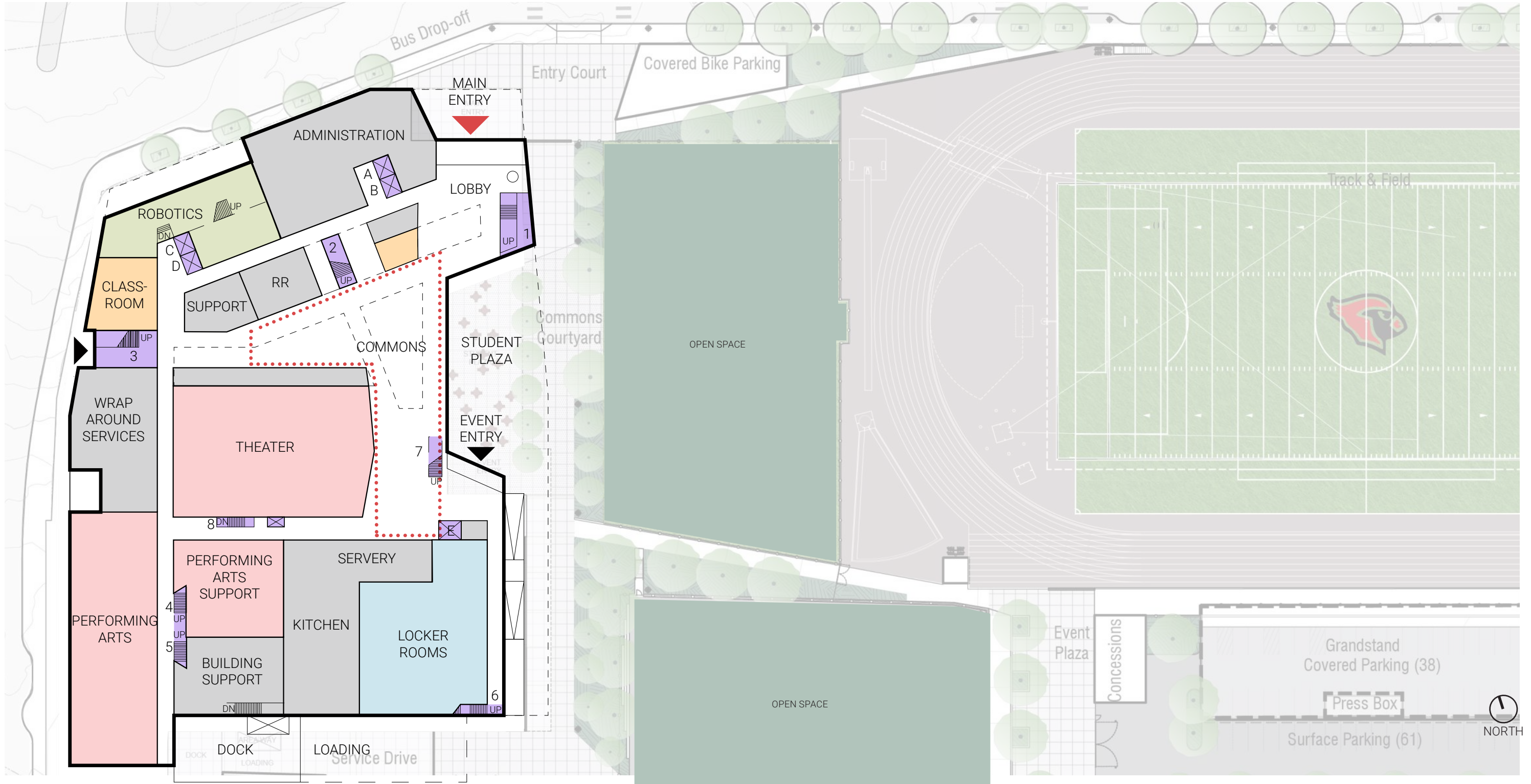
SITE DESIGN



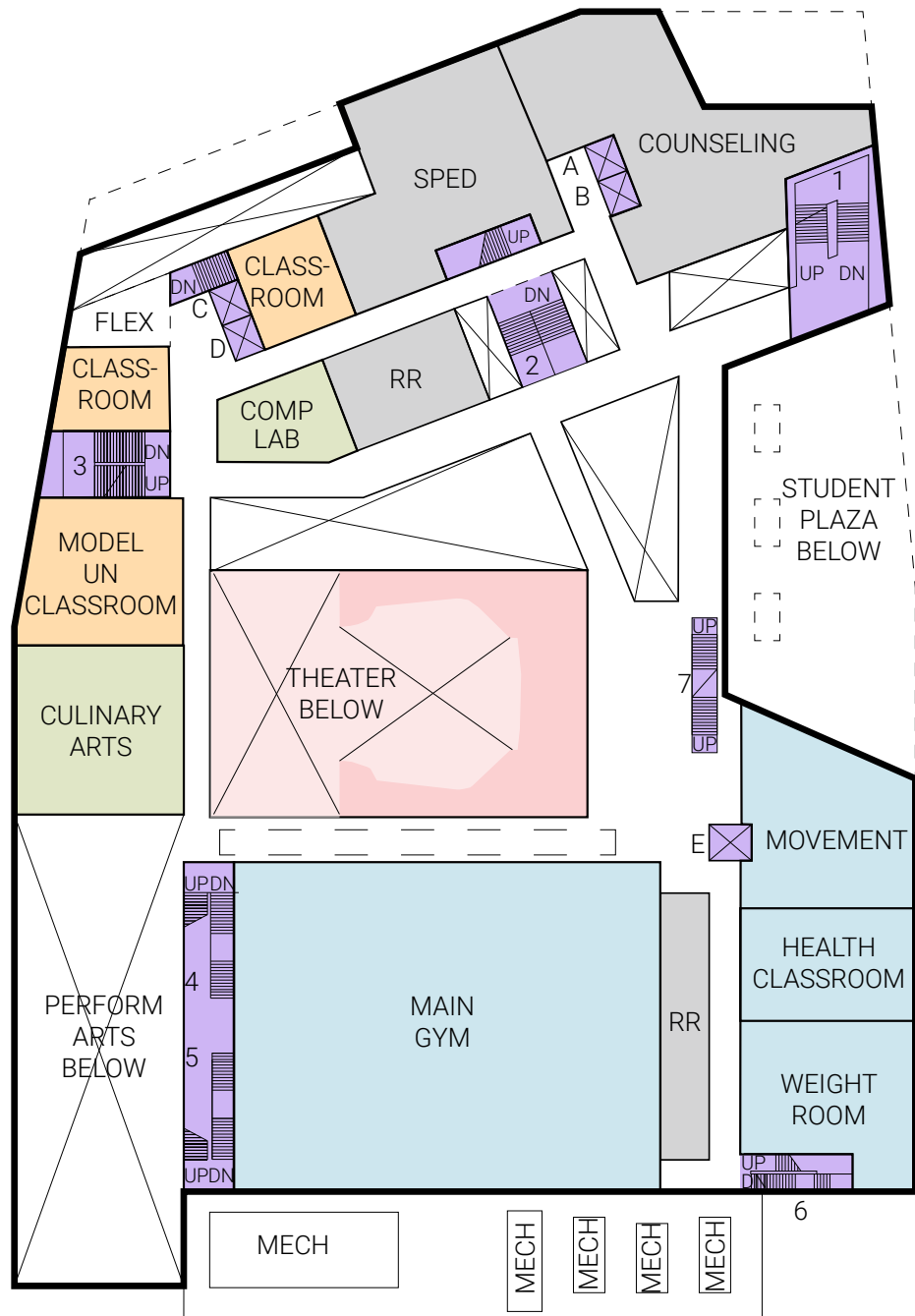
AERIAL VIEW From South East



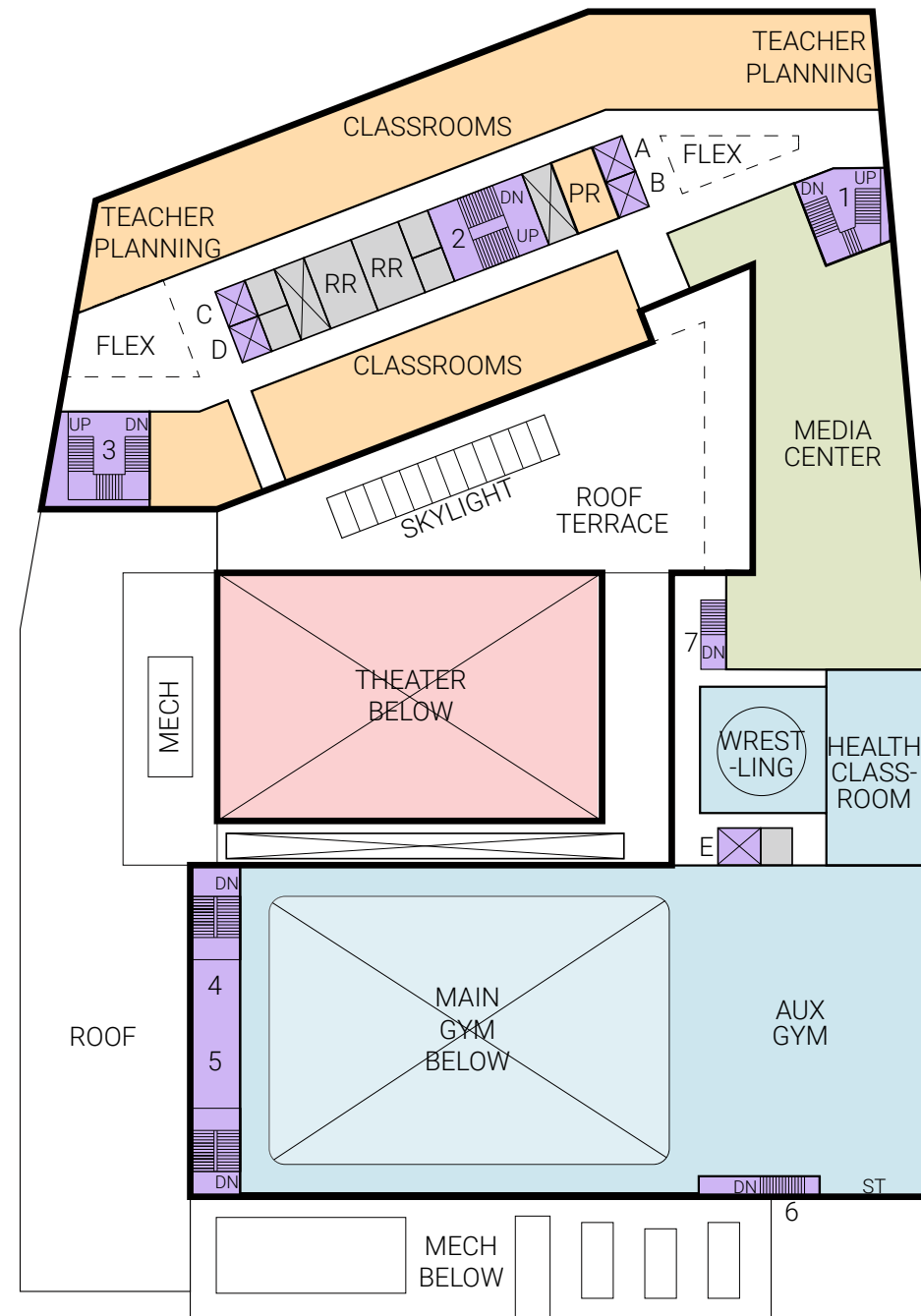
FLOOR PLAN DIAGRAMS Ground Floor



FLOOR PLAN DIAGRAMS



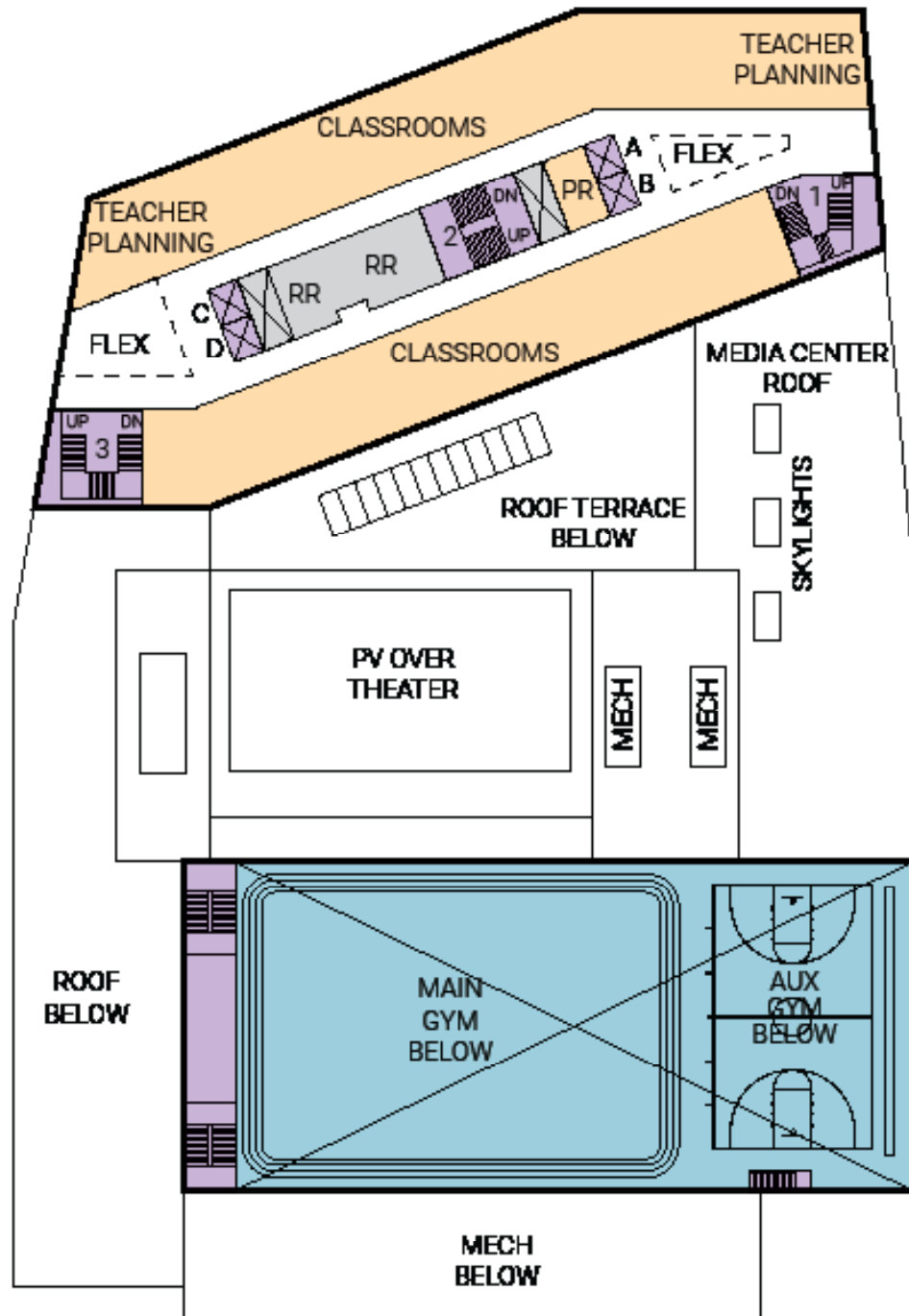
Second Floor



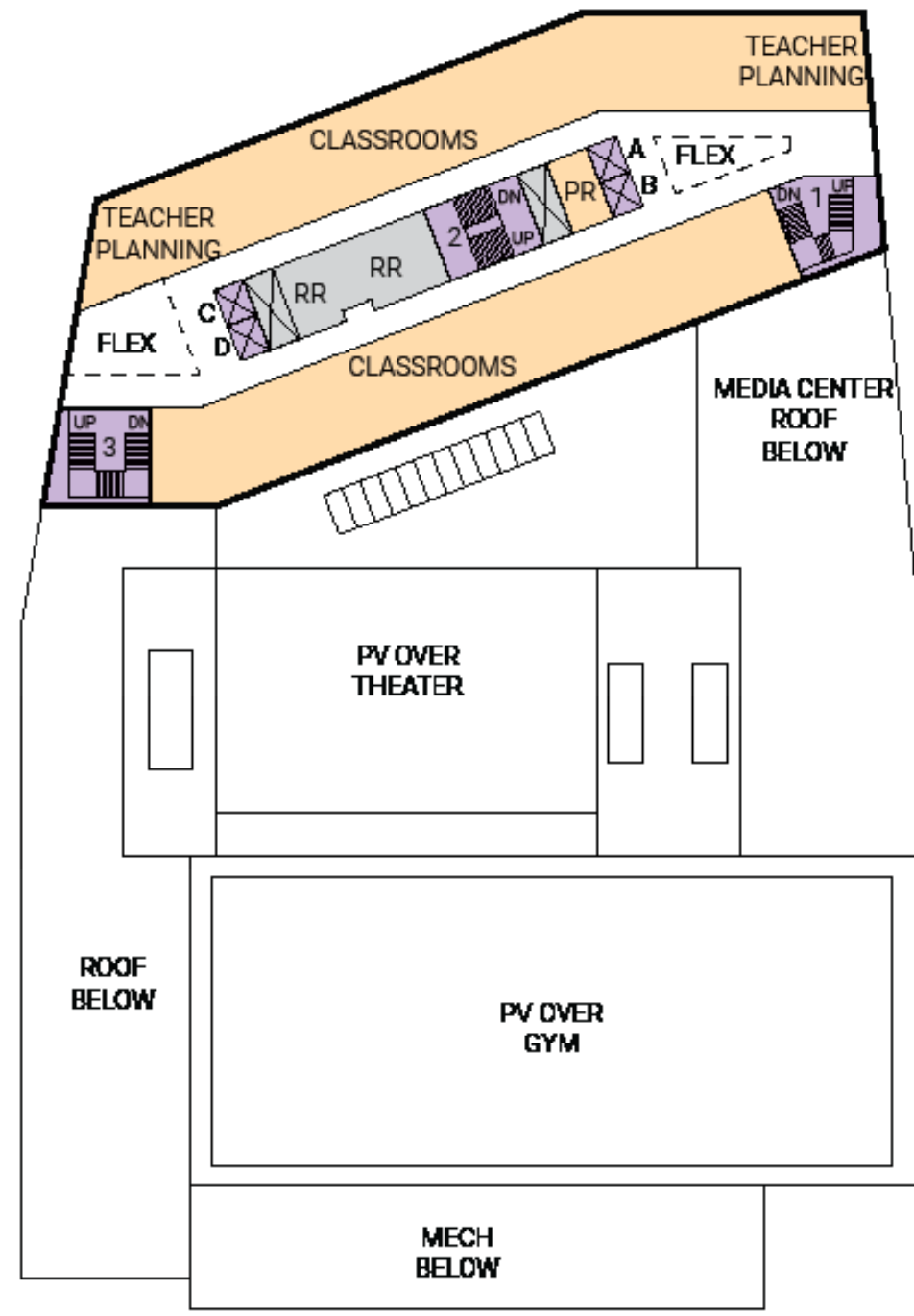
Third Floor



FLOOR PLAN DIAGRAMS



Fourth Floor

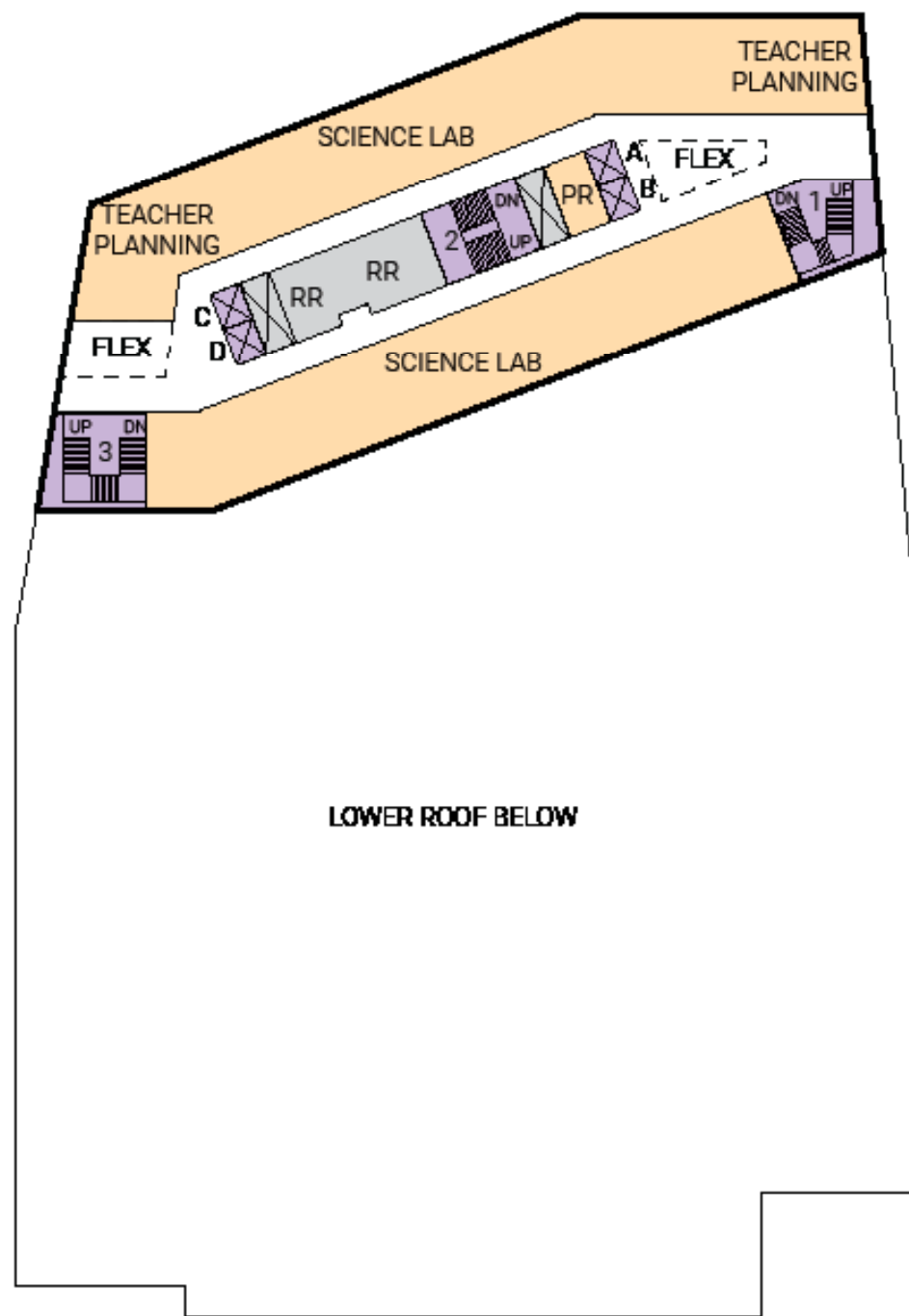


Fifth Floor

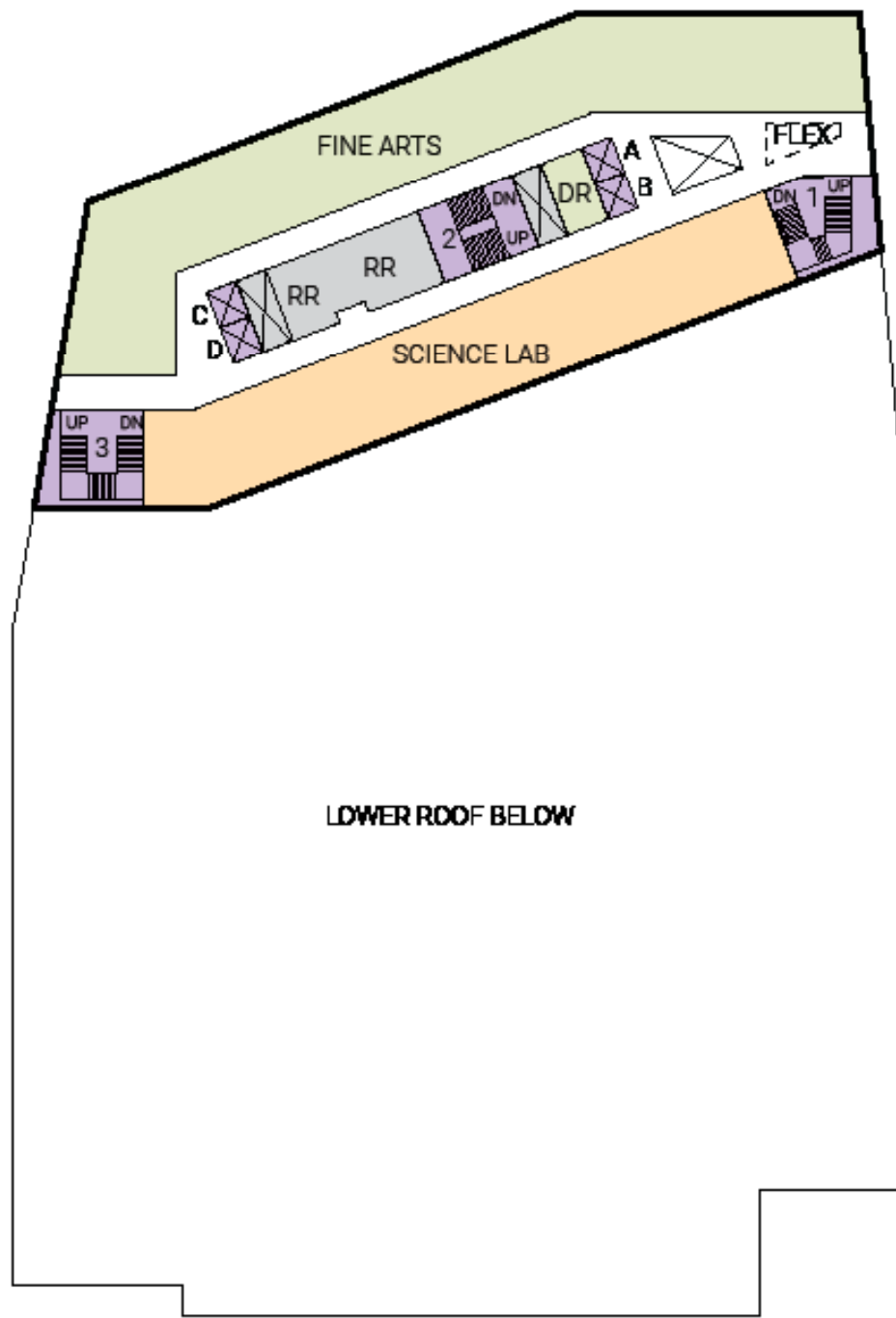


NORTH

FLOOR PLAN DIAGRAMS



Sixth Floor



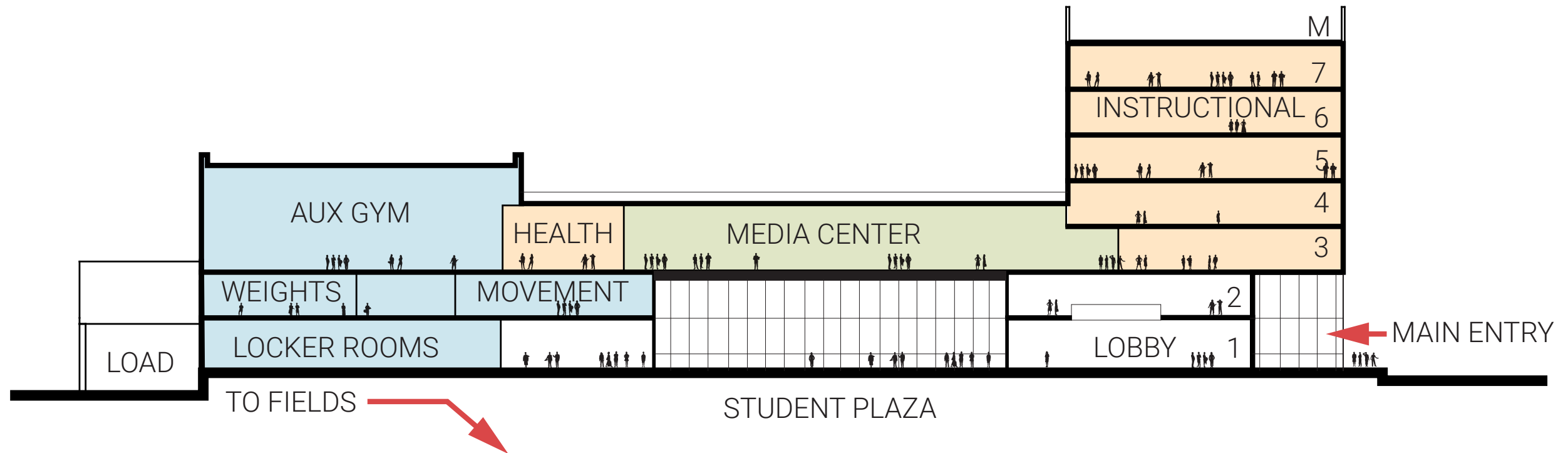
Seventh Floor



NORTH

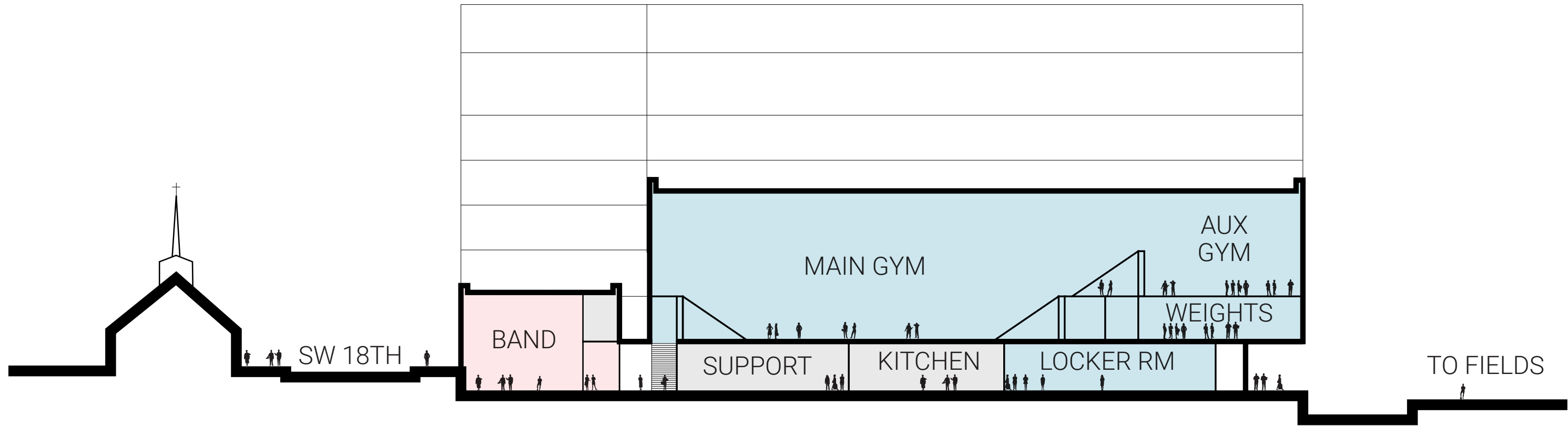
PROPOSED BUILDING SECTION

North-South Section - looking west



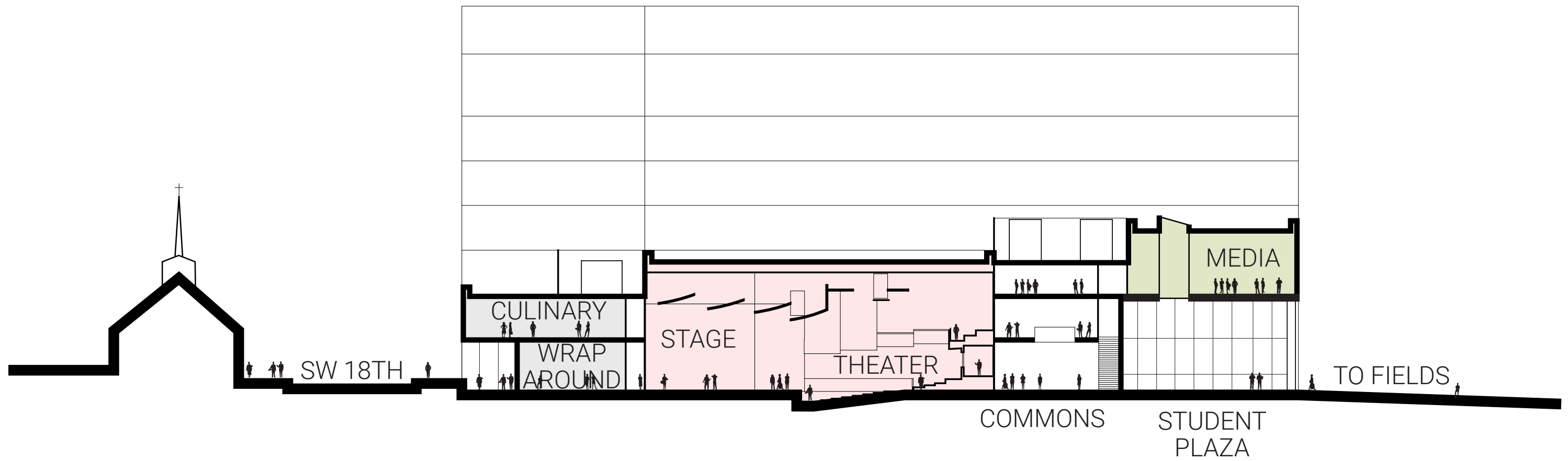
PROPOSED BUILDING SECTION

East-West Section through Gyms - looking north

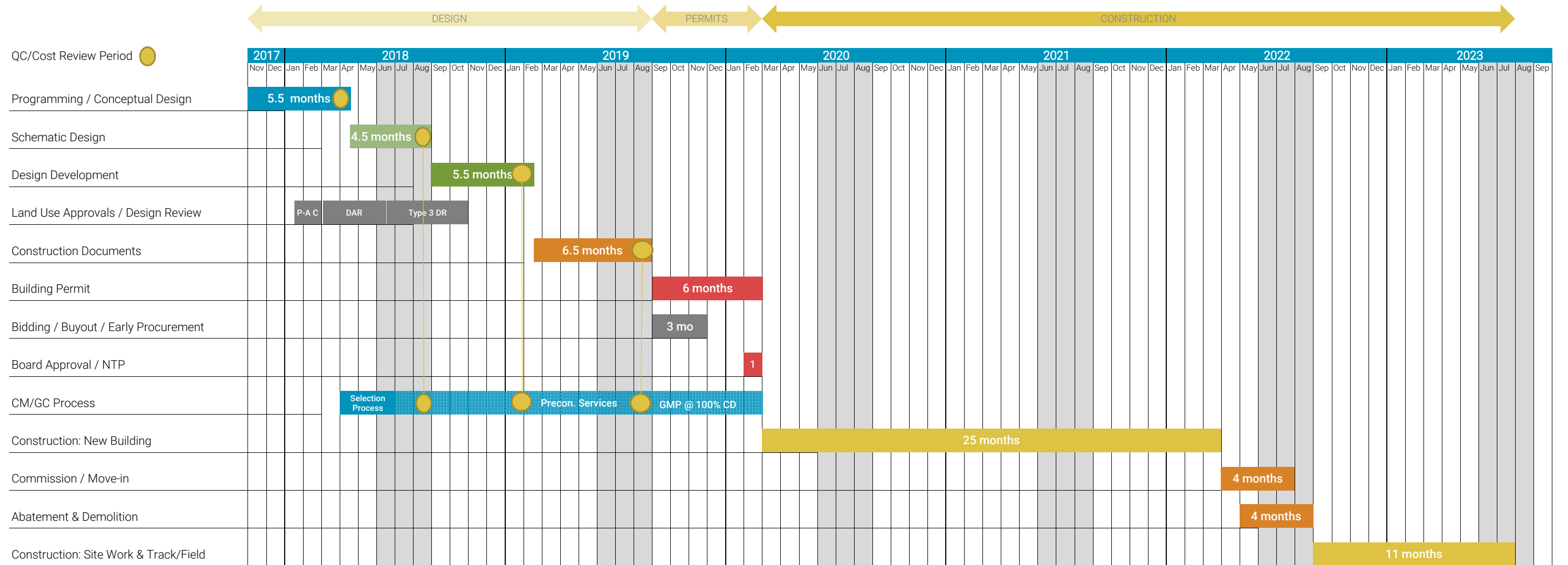


PROPOSED BUILDING SECTION

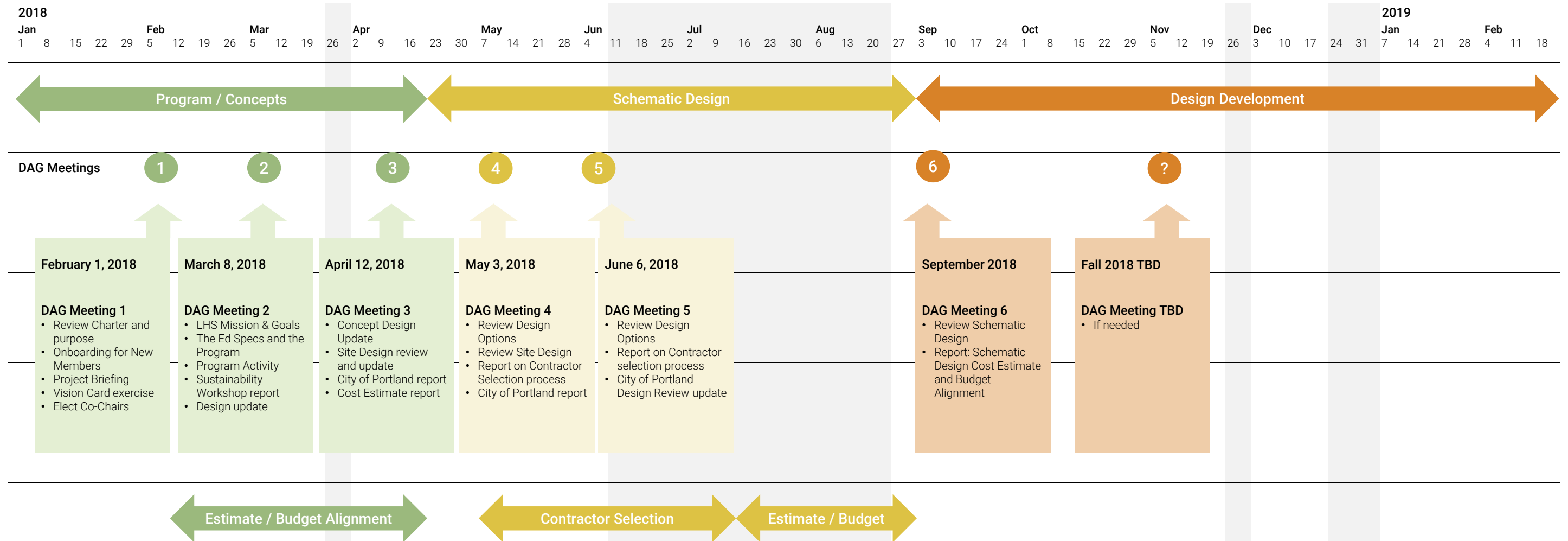
East-West Section through Media Center - looking north



SCHEDULE - March 2018



SCHEDULE - DAG Involvement



Public Comment Period

