



**Dull Olson Weekes - IBI Group Architects, Inc.**  
 907 SW Stark Street  
 Portland OR 97205 USA  
 tel 503 226 6950  
 fax 503 273 9192



# Meeting Notes

**From** David Johnson **Date** November 6, 2013  
**Project** Franklin HS Modernization **Project No.** 13-023  
**Subject** Design Advisory Group (DAG) #7  
 Franklin HS Library  
 November 5, 2013 5:00 – 7:00 PM

## INVITEES

(Attendees in Bold)

### Project Team

**Debbie Pearson, PPS OSM**  
 CJ Sylvester, PPS OSM  
 Jim Owens, PPS OSM  
**Rolando Aquilizan, PPS OSM**  
 Jenn Sohm, PPS OSM  
**David Mayne, PPS Communications**  
**Kimm Fox-Middleton, PPS Communications**  
**Karina Ruiz, DOWA-IBI Group**  
 Steve Olson, DOWA-IBI Group  
**David Johnson, DOWA-IBI Group**  
**Tonie Esteban, DOWA-IBI Group**

Shay James, FHS Principal  
 Marshall Haskins, FHS Vice Principal  
 Ivonne Diblee, FHS Vice Principal  
 Dennis Joule, FHS Vice Principal  
**Steve Mathews, FHS Business Manager**

### Design Advisory Group (DAG)

**Greg Belisle, School Board Representative**  
 Leigh Brown, SPED Representative  
**Maria Carlsen, Student Representative**  
**Joyce Gago, Community Representative**  
**Jeff Hammond, Neighbor & Local Business Rep**  
**Roger Kirchner, Parent Representative**  
 Pam Knuth, FHS Alumni President  
**Heidi Leineweber, Teacher Representative**  
 Amber McGill, SUN School Representative  
**Dana Vinger, Teacher Representative**  
**Lisa Zuniga, Parent Representative**

Tom Peterson, Bond Accountability Committee  
**Kevin Spellman, Bond Accountability Comm**

5 Members of the Public

## SUMMARY

The following is a brief summary of the discussions that took place at this meeting. Action items will be specifically noted.

Debbie Pearson reviewed PPS process to date relative to identifying the correct target student population and resulting architectural space program. PPS has recommended a target population of 1,700 students and budget of \$220 per square foot.

Karina Ruiz reviewed the team's process to date including presentations to the community, staff, and students; the identification of common themes and unique ideas; and the development of four master plan ideas.



### Master Plan Concepts - General Discussion

- Members initially expressed concern about placing a “big box” at the corner of 52<sup>nd</sup> and Woodward. Further discussion identified the potential for the Fine and Performing Arts program to become an inviting and beautiful iconic element – an opportunity to turn heads and to send the message to the community that the Arts are important at FHS.
- The committee discussed whether separations between buildings were desirable. Currently, narrow enclosed connectors between buildings provide an opportunity to enjoy views and natural light from circulation spaces. The committee discussed how current exterior walls could be developed as elements within new interior spaces.
- Committee members discussed the attitude that should be developed toward unique program elements such as the Law Program. Discussion identified an idea that spaces should be designed to accommodate and celebrate the distinct needs of these programs in a way that also is adaptable as the identities and needs of these programs change over time.
- Members stated that solutions must address safety, security, and access control while changing the barbed wire character of the site
- A member questioned whether covered bike parking could be provided near the main Woodward entry
- The committee stressed that architectural solutions must facilitate and mirror pedagogical and educational objectives while capitalizing on the opportunity for culture and educational methods to shift
- Committee members expressed the desire for architectural solutions that provide lots of natural light to the majority of spaces

### Scheme B Discussion

- Committee members stated that this scheme places athletic program too far from the fields and creates a potential parking issue for athletic events.
- Members also felt that it would be difficult to make the large gym volumes “pretty” and feared that placing athletics at the primary corner sent the message that “sports is king”.
- A member felt that the black box drama classroom was too isolated from other classrooms and learning spaces.
- A member stated that he had nothing good to say about this scheme and thus would refrain from commenting.

### Scheme C

- The committee felt that a media center would be a sympathetic reuse of the existing auditorium space
- A member felt that the vehicular circulation along the east property line to the parking area located near athletics could be “a little funky”. Members felt that parking areas could be used for various drop-offs including parent, special education busses, and team buses. The committee also felt that

the location of primary parking areas adjacent to the athletic building and near to the Fine and Performing Arts Center would facilitate scheduling of simultaneous events. There was a feeling however, that the City and PPS need to better coordinate signage and parking requirements along Woodward to help address the general parking issue that exists. Committee members also wondered how access controls could be developed to regulate parking access in such a way to allow varied use of parking areas during different times of day.

- The committee wondered whether North-South pedestrian and bicycle pathways could be developed along the east and west edges of the site in order to facilitate access to the athletic program from both Woodward and Division. Members felt that this strategy could activate the historically underutilized central portion of the site.
- A member wondered if the North Lawn could be developed in such a way to provide open, covered outdoor space
- Members wondered how the edge of the north lawn would be developed as a result of the track reconfiguration and if it could become an amphitheater with tiered and terraced outdoor spaces for students to dine and gather
- A student representative mentioned that the current 10 minute passing period was more than adequate and felt the passing time would provide plenty of opportunity to circulate to PE classes located in the new athletic building
- The committee overwhelmingly favored Scheme C and felt that there were fewer negatives associated with the scheme

#### Scheme D

- A member felt the scheme was cluttered and had an overly inward focus
- In a number of forums, students have responded favorably to the ideas of multiple and varied spaces for students to gather, study, and learn. The committee discussed the degree to which this desire corresponds with current culture. Currently, students have supervised study halls, scheduled lunch periods, and limited opportunities to gather and self-manage study and learning opportunities.

#### Scheme E

- The committee discussed the polarizing nature of the scheme and discussed whether negative reactions were focused primarily on the location of the student areas and circulation corridors along Woodward. The architectural team asked the committee to comment only on the proposed location of Fine and Performing Arts and Athletic spaces along Woodward. Members felt that the proposed Athletic building location was still too remote from outdoor athletic fields and that the location of both large program volumes would create a "wall" along Woodward.
- The committee appreciated, however, the location of the main entry closer to a Woodward drop-off and the way in which the scheme used enclosed courtyards to potentially increase utilization of outdoor spaces. The committee wondered whether similarly defined spaces for outdoor dining and

gathering could be developed in other schemes. Members also expressed desire for covered outdoor areas in the favored architectural scheme.

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,  
Dull Olson Weekes – IBI Group Architects Inc.

David A. Johnson, AIA



## REIMAGINING FRANKLIN HS

---



DAG MEETING #7  
NOVEMBER 5, 2013

## WHAT WE'VE LEARNED

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

## MASTER PLANNING SCHEME REVIEW

- PRESENTATION OF SCHEMES B, C, D & E
- INPUT & FEEDBACK PER SCHEME

## CONCLUSIONS & NEXT STEPS

- NEXT STEPS

# PUBLIC PROCESS TO DATE

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

July 25, 2013 – DAG Meeting #2

August 8, 2013 – DAG Meeting #3

August 19, 2013 – DAG Meeting #4

September 11, 2013 – DAG Meeting #5

September 21, 2013 – Community Design Workshop

October 2, 2013 – DAG Meeting #6

October 4, 2013 – Sustainability Design Workshop

October 9, 2013 – Latino Parents Presentation

October 9, 2013 – PTSA Presentation

October 26, 2013 – Community Design Workshop

October 28, 2014 – FHS Staff Presentation

October 31, 2013 – FHS Student Presentation

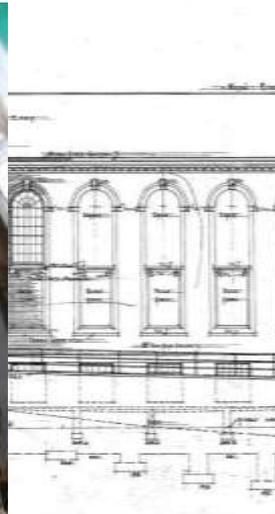


**Dull Olson Weekes – IBI Group Architects**  
Portland Public Schools – Franklin HS Modernization

**21<sup>st</sup> Century Learning in an Historic Building**  
November 5, 2013



# DUE DILIGENCE



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

21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013



# HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENT PRIORITIZATION

## Franklin High School

5405 SE Woodward St, Portland OR, 97206

[View Site in Google Maps](#)

### Building Periods

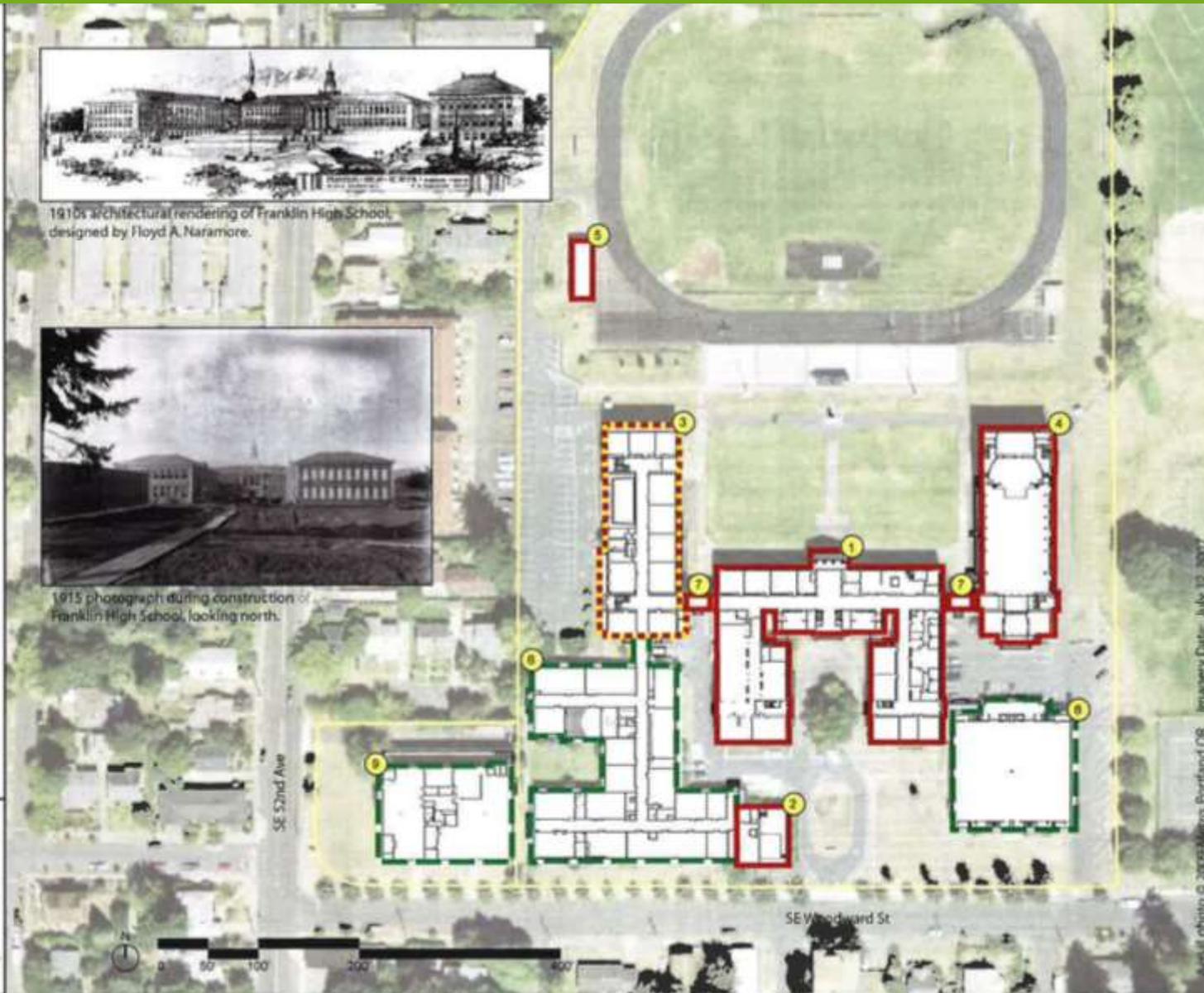
1. Original Building (215A), 1915
2. Boiler Building (215D), 1915
3. Gymnasium Building (215B), 1916 (remodeled to classrooms in 1986)
4. Auditorium Addition (215C), 1924
5. Field House, 1950
6. Classroom Wing (215D), 1950
7. Connecting Addition (215C), 1954
8. Gymnasium (215E), 1954
9. Shop Building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



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



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



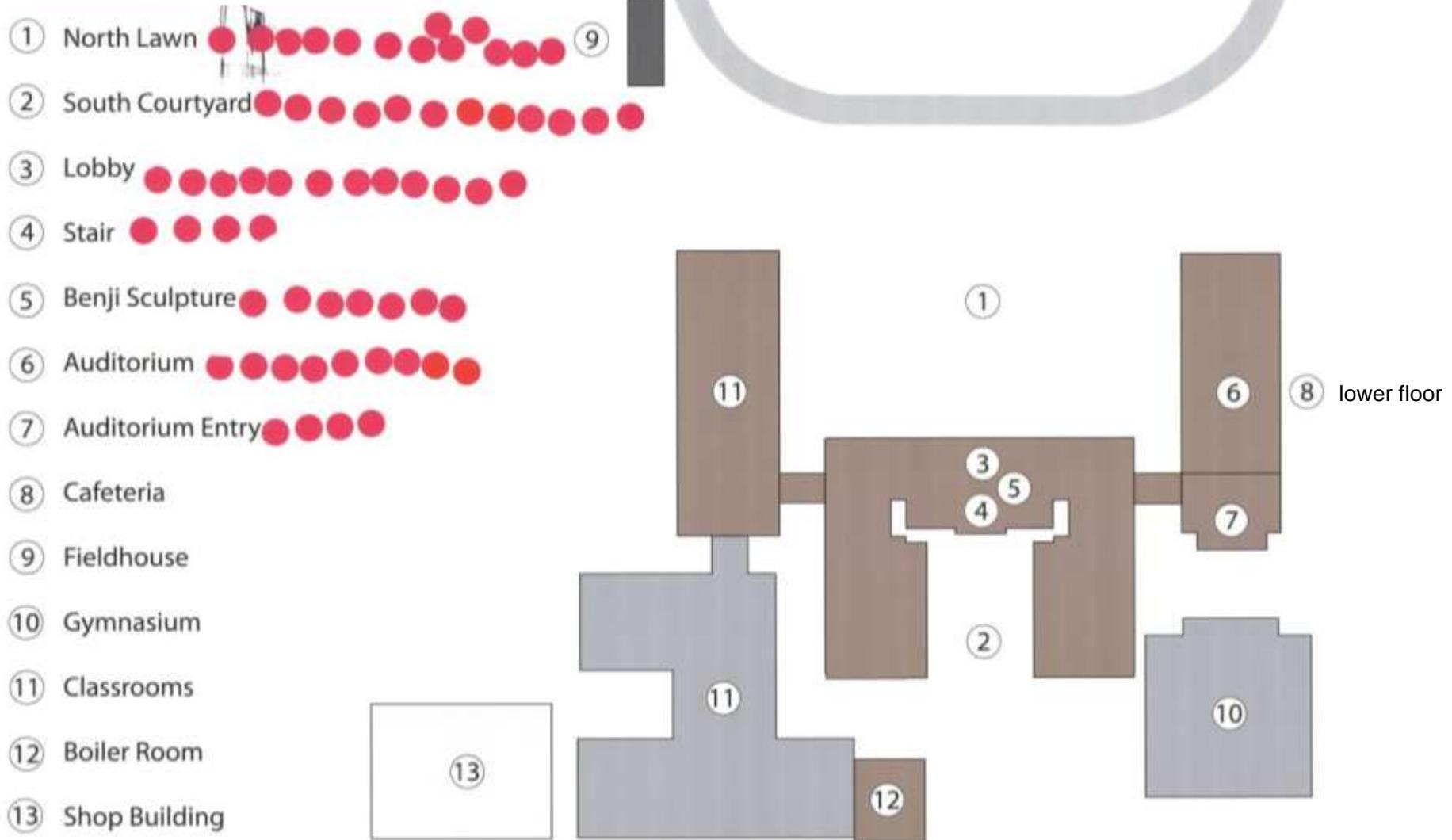
### Historical Significance and Building Integrity

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



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

# HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENT PRIORITIZATION



# HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENT PRIORITIZATION

① North Lawn

② South Courtyard

③ Lobby

④ Stair

⑤ Benji Sculpture

⑥ Auditorium

⑦ Auditorium Entry

⑧ Cafeteria

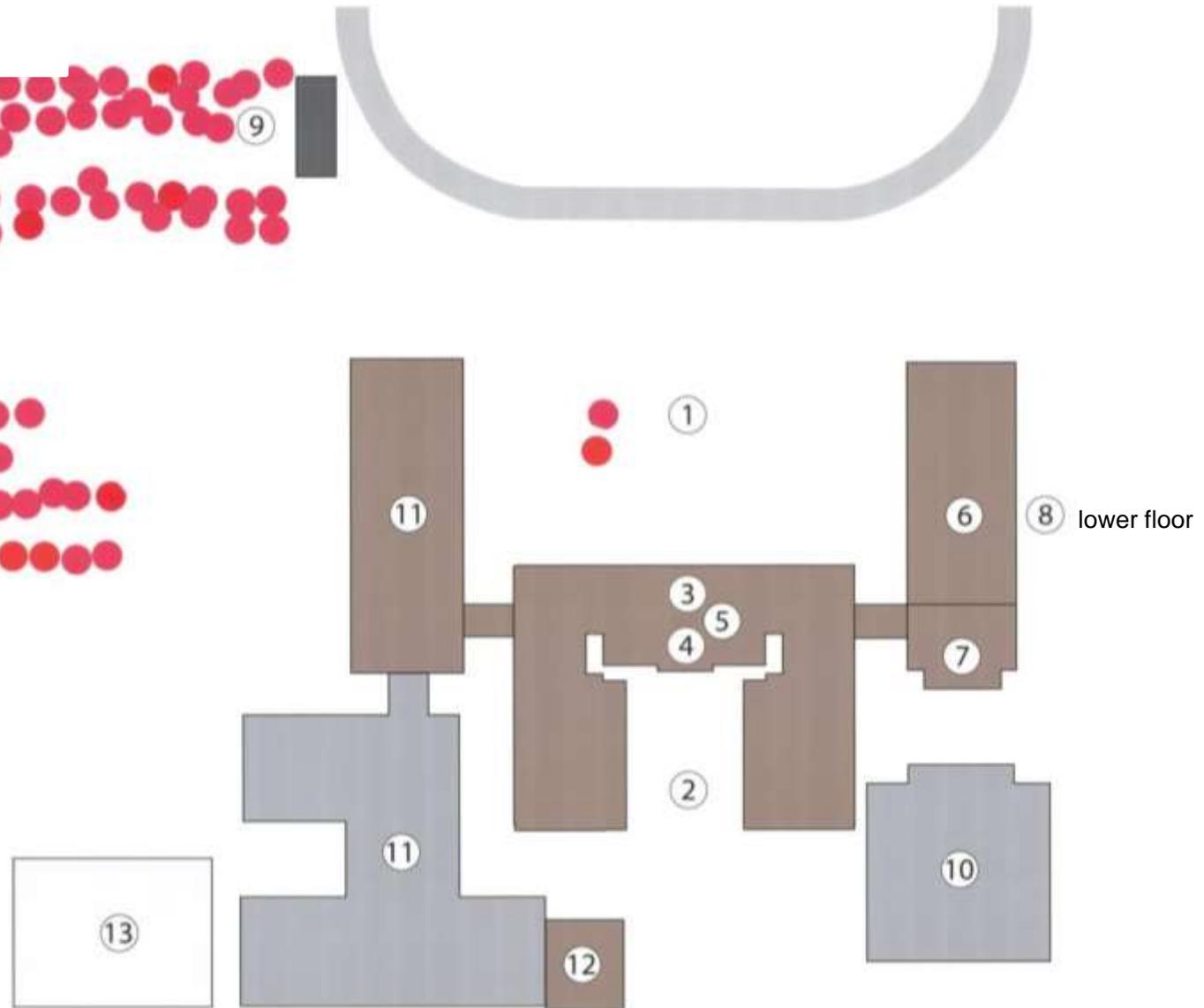
⑨ Fieldhouse

⑩ Gymnasium

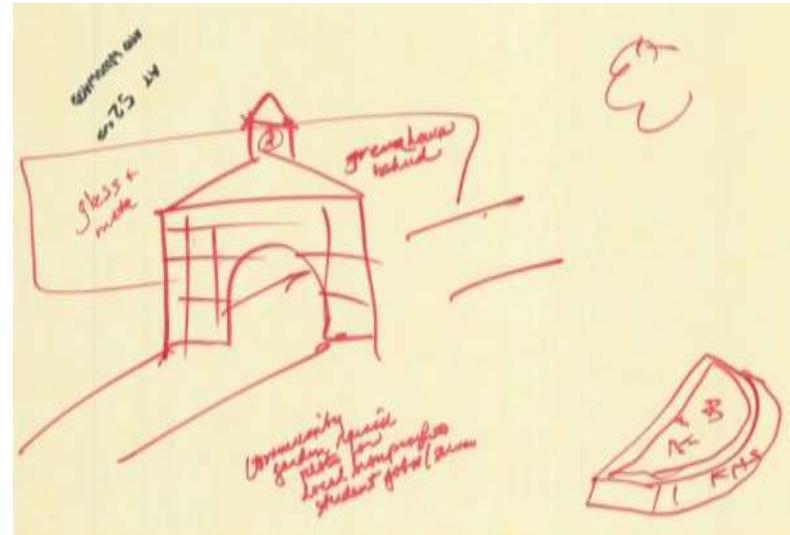
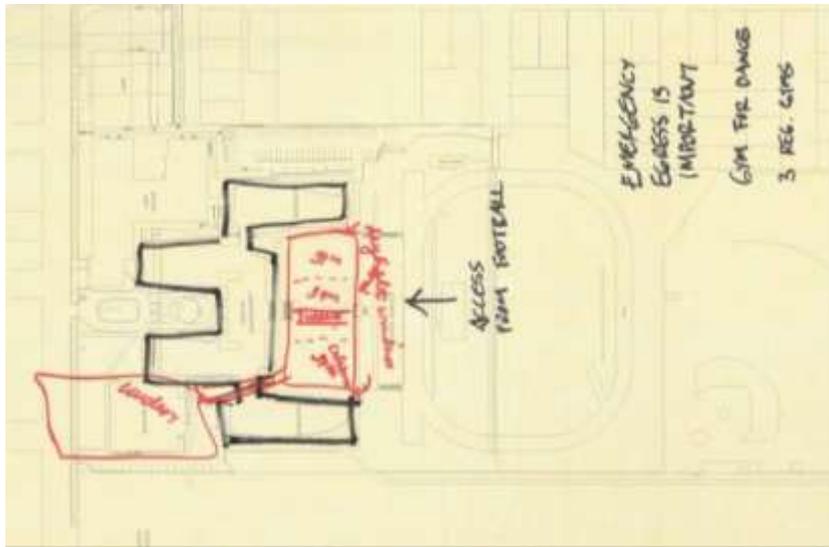
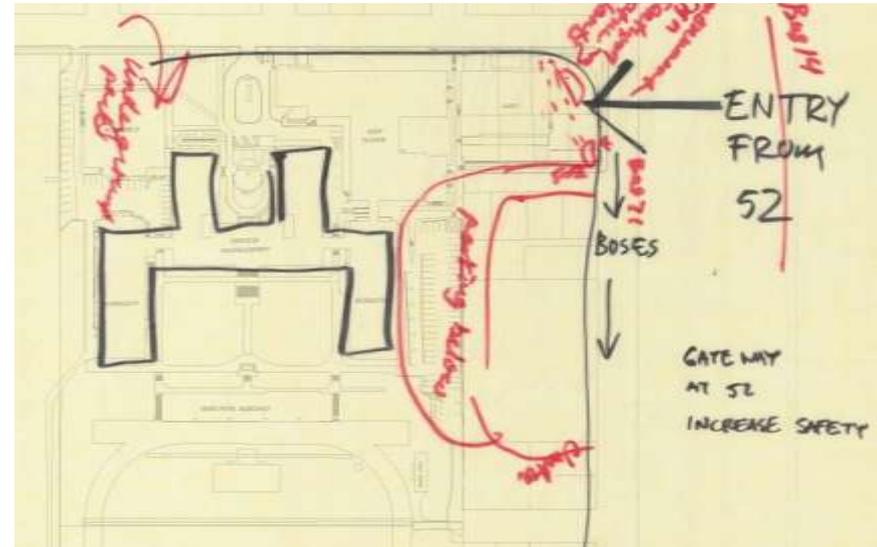
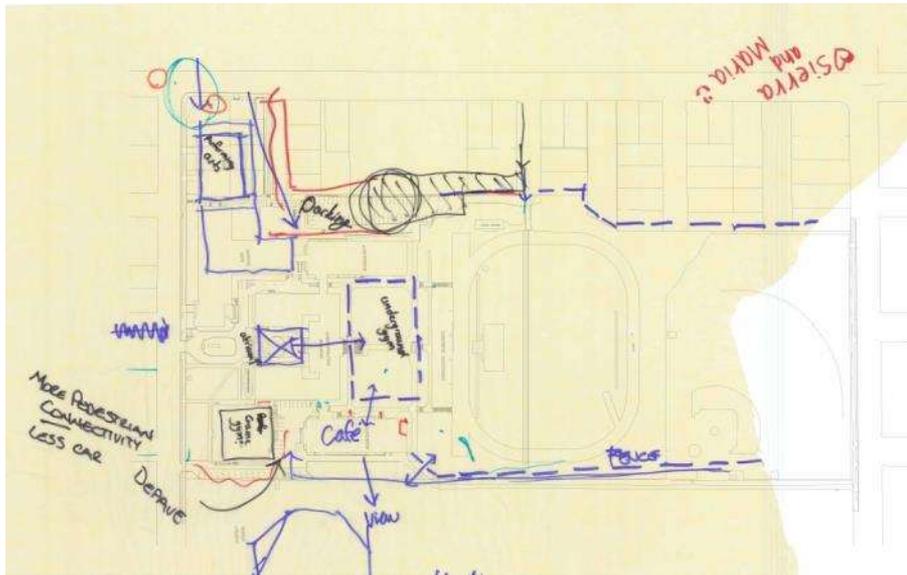
⑪ Classrooms

⑫ Boiler Room

⑬ Shop Building



# FRANKLIN HS – DAG DESIGN WORKSHOP





# FRANKLIN HS – COMMUNITY DESIGN WORKSHOP

## COMMUNITY FEEDBACK

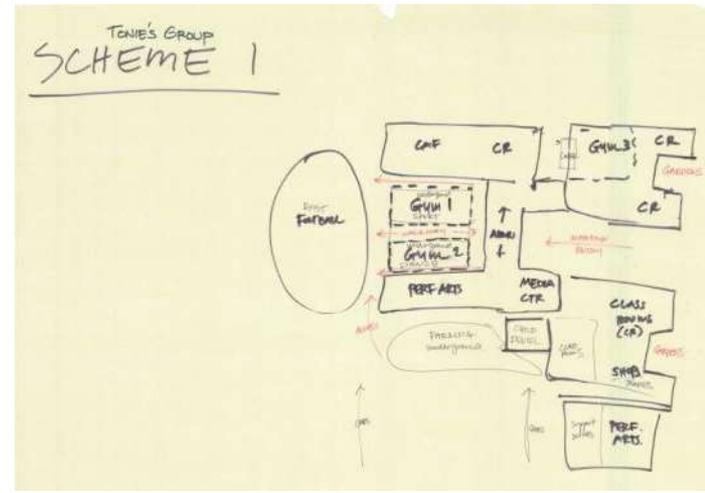
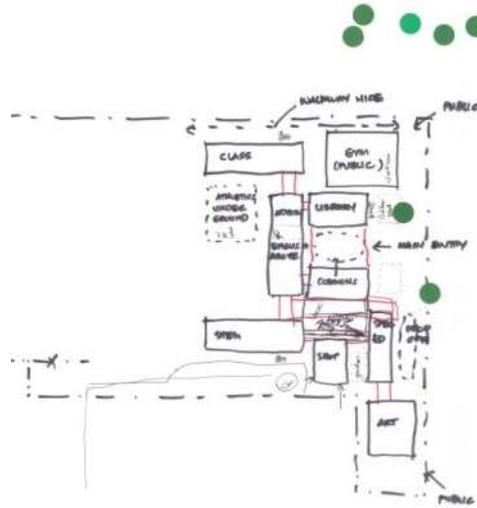
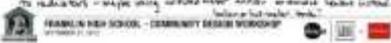
WHAT ARE THE KEY VALUES AND CHARACTERISTICS THAT ARE ESSENTIAL TO EMBED IN THE REIMAGINED FRANKLIN HS?  
 Historic Building, New buildings should blend in and coordinate with symmetry

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

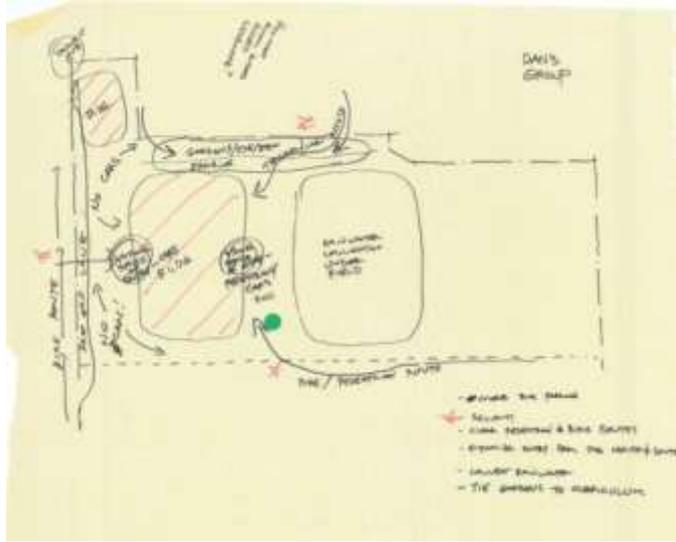
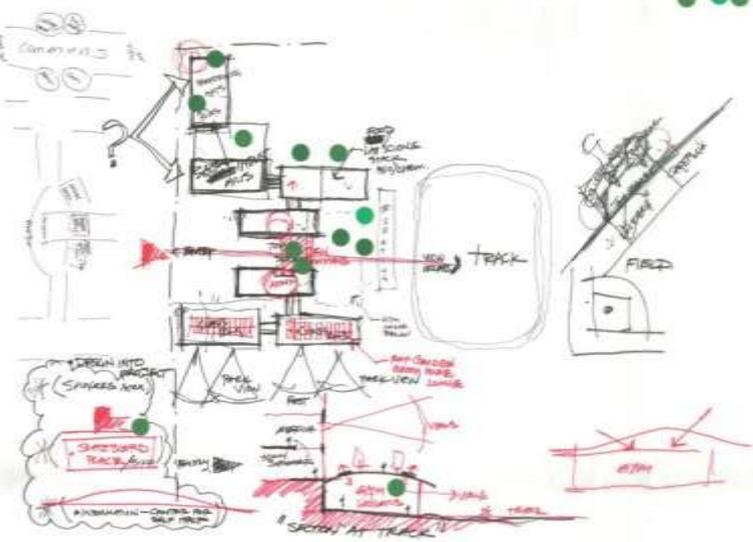
- North Lawn
- South Courtyard
- Lobby
- Star
- Open Auditorium
- Auditorium → To think old auditorium beauty, but it doesn't function
- Classrooms
- Synagogue
- Classrooms (1991)
- Boiler Room
- Shop Building → Not, but want it to be fully loaded with no access
- Other?

### FURTHER COMMENTS / IDEAS?

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



## MARC'S GROUP



## COMMUNITY FEEDBACK Sat. Oct. 12

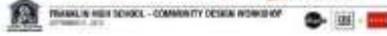
WHAT ARE THE KEY VALUES AND CHARACTERISTICS THAT ARE ESSENTIAL TO EMBED IN THE REIMAGINED FRANKLIN HS?  
 modernize, open, light learning spaces  
 build up and open spaces

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

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

### FURTHER COMMENTS / IDEAS?

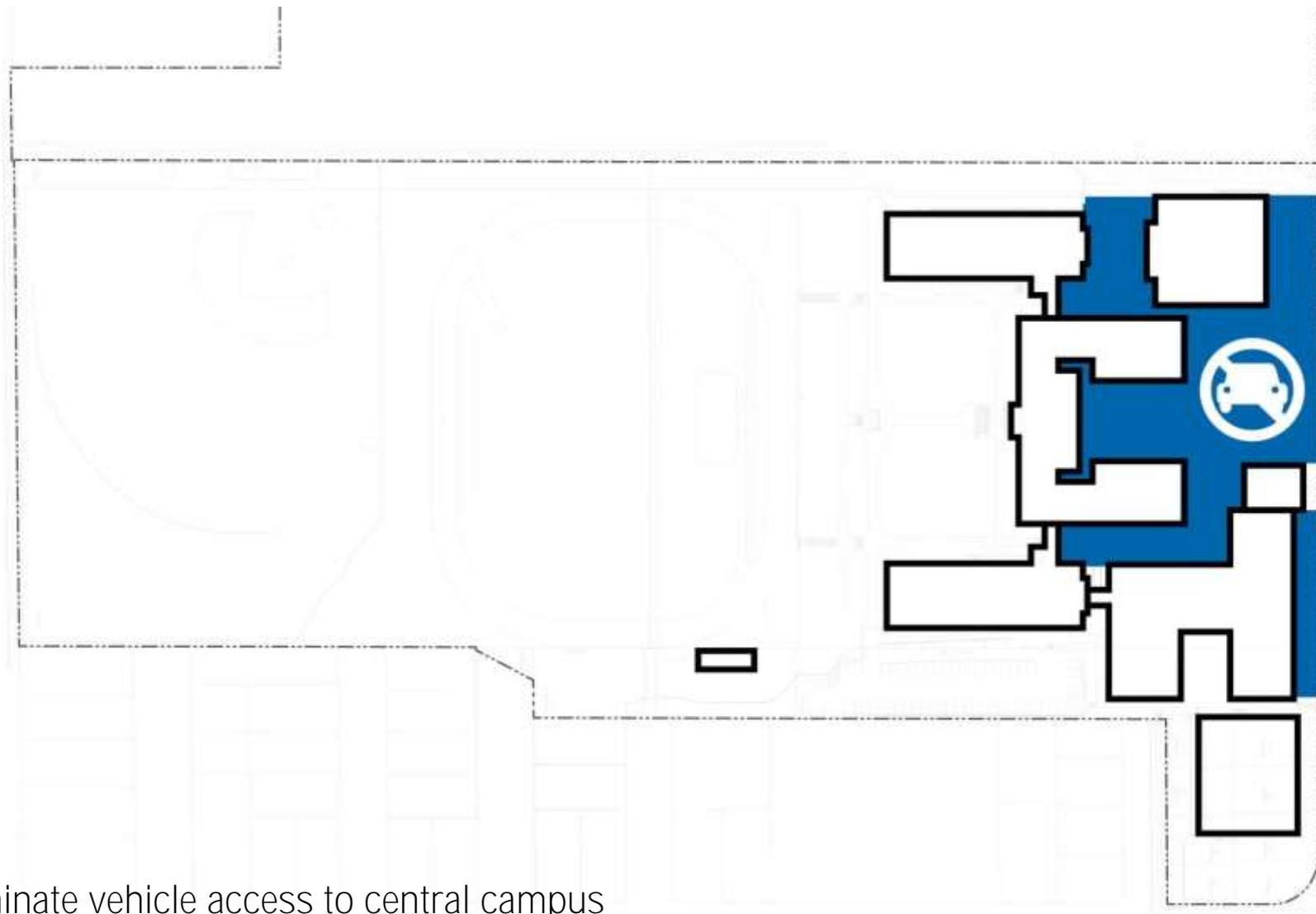
- open community spaces
- bike lanes / more access
- think on 52nd - community focus
- modern eco-friendly responsive learning environment



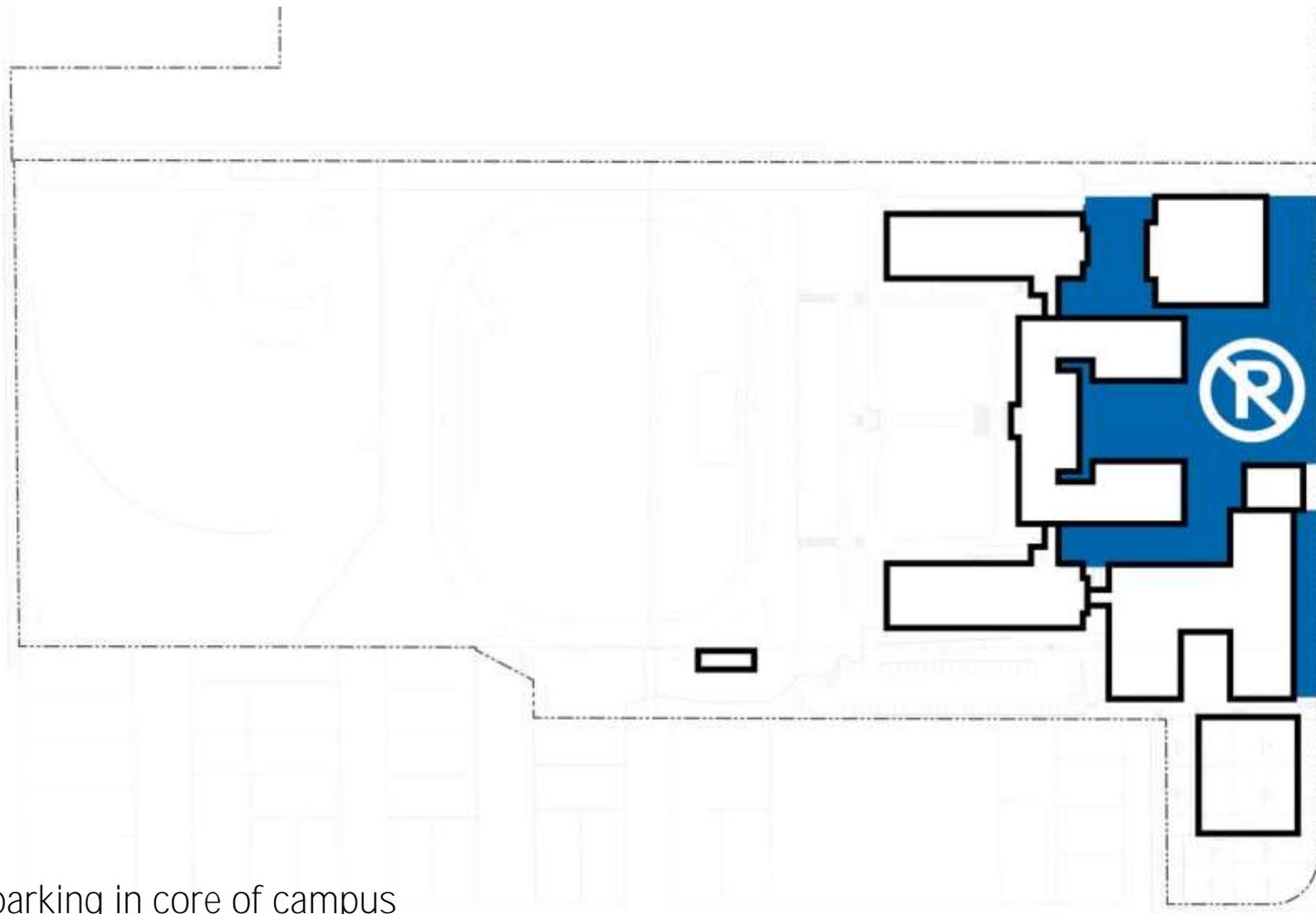
Dull Olson Weekes – IBI Group Architects  
 Portland Public Schools – Franklin HS Modernization

21<sup>st</sup> Century Learning in an Historic Building  
 November 5, 2013

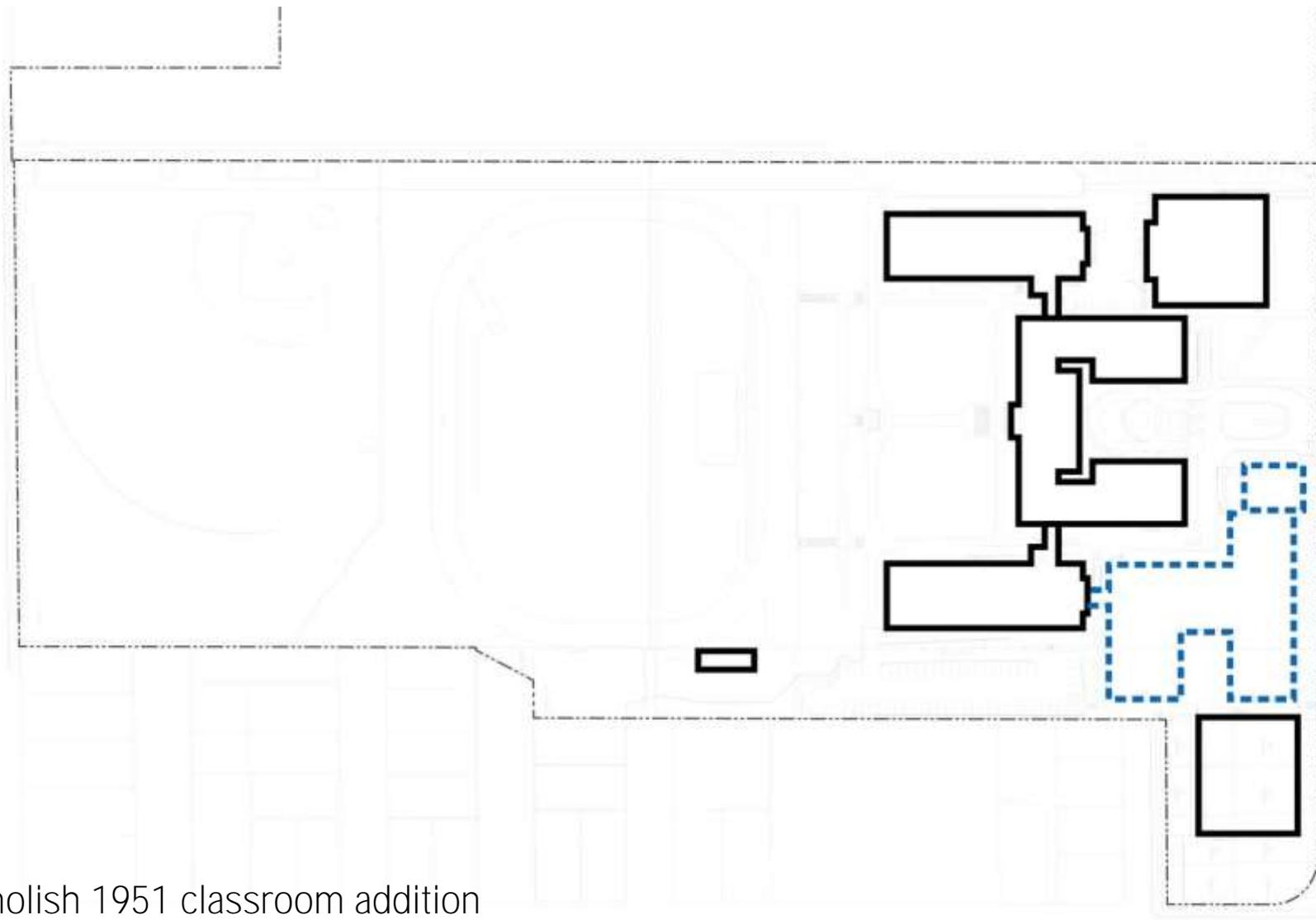




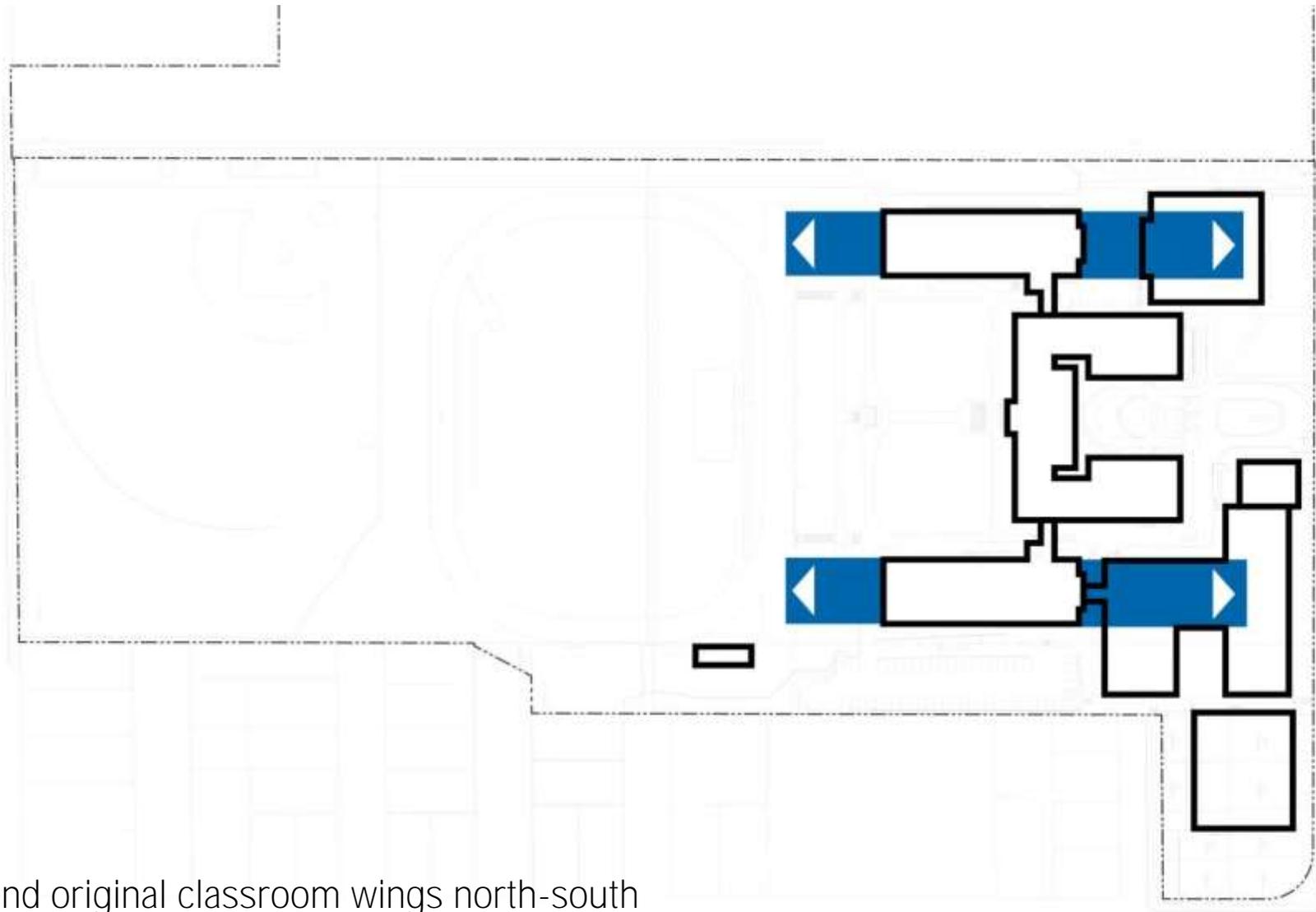
eliminate vehicle access to central campus



no parking in core of campus

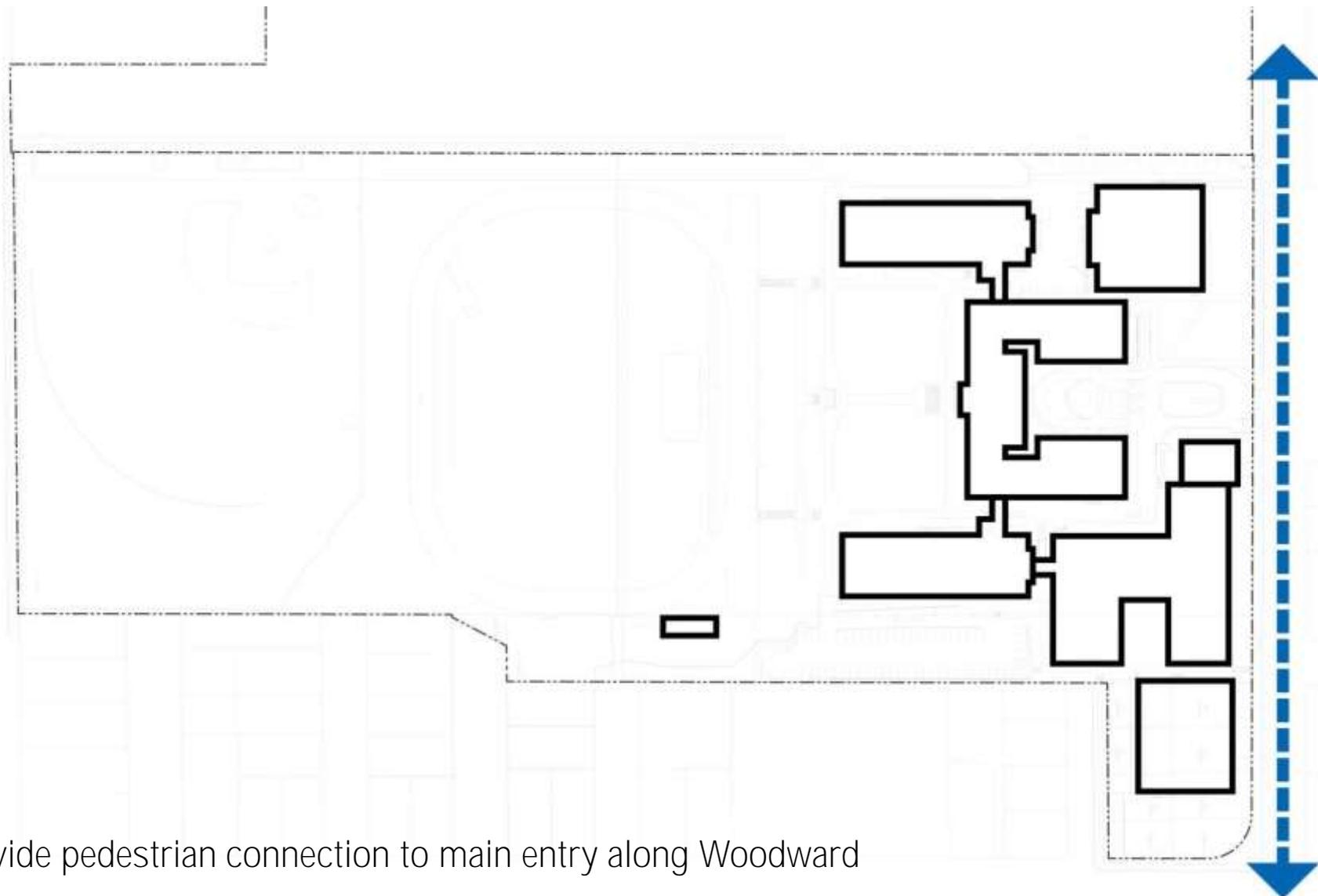


demolish 1951 classroom addition



extend original classroom wings north-south

# FRANKLIN HS – COMMON THEMES



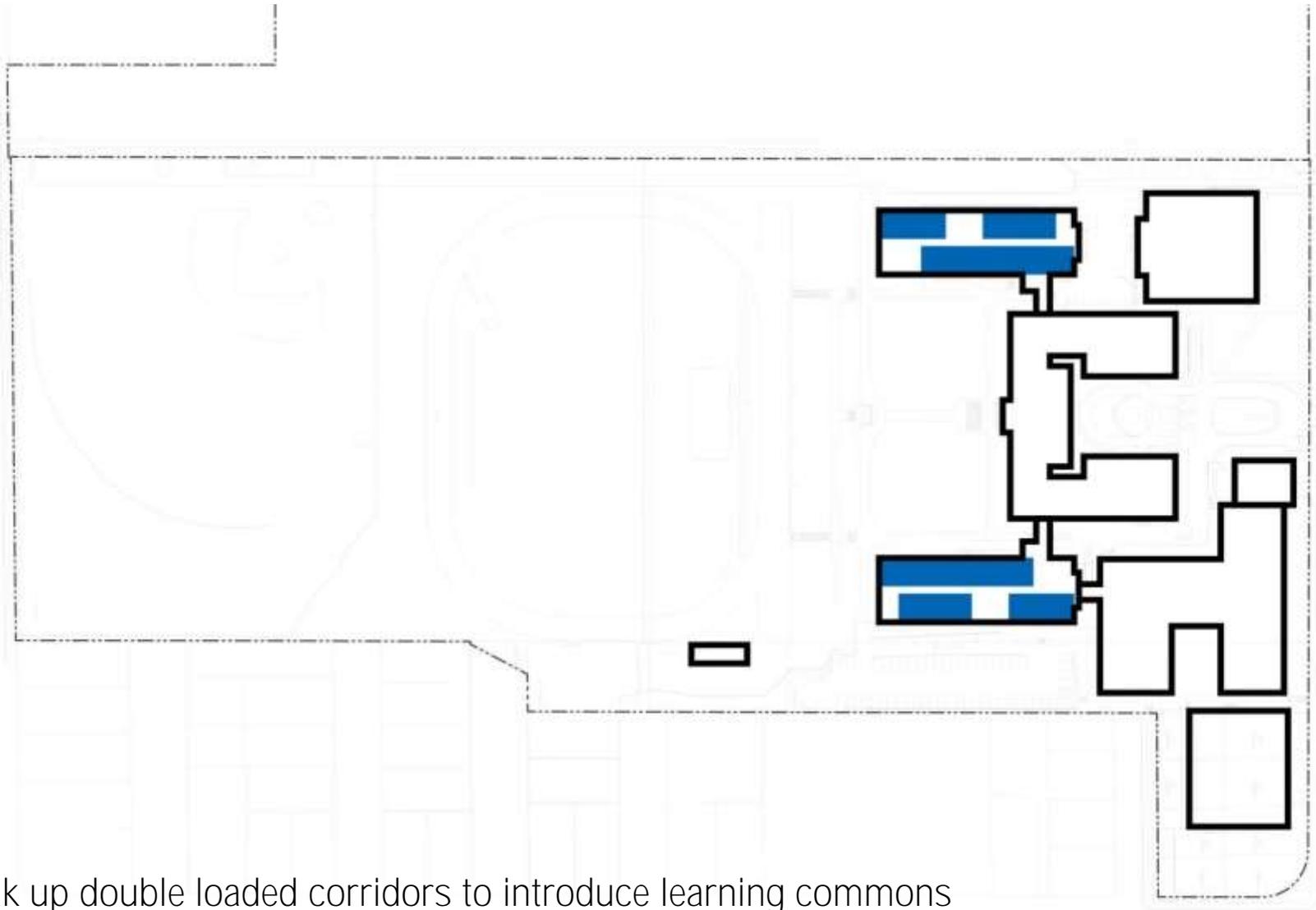
provide pedestrian connection to main entry along Woodward

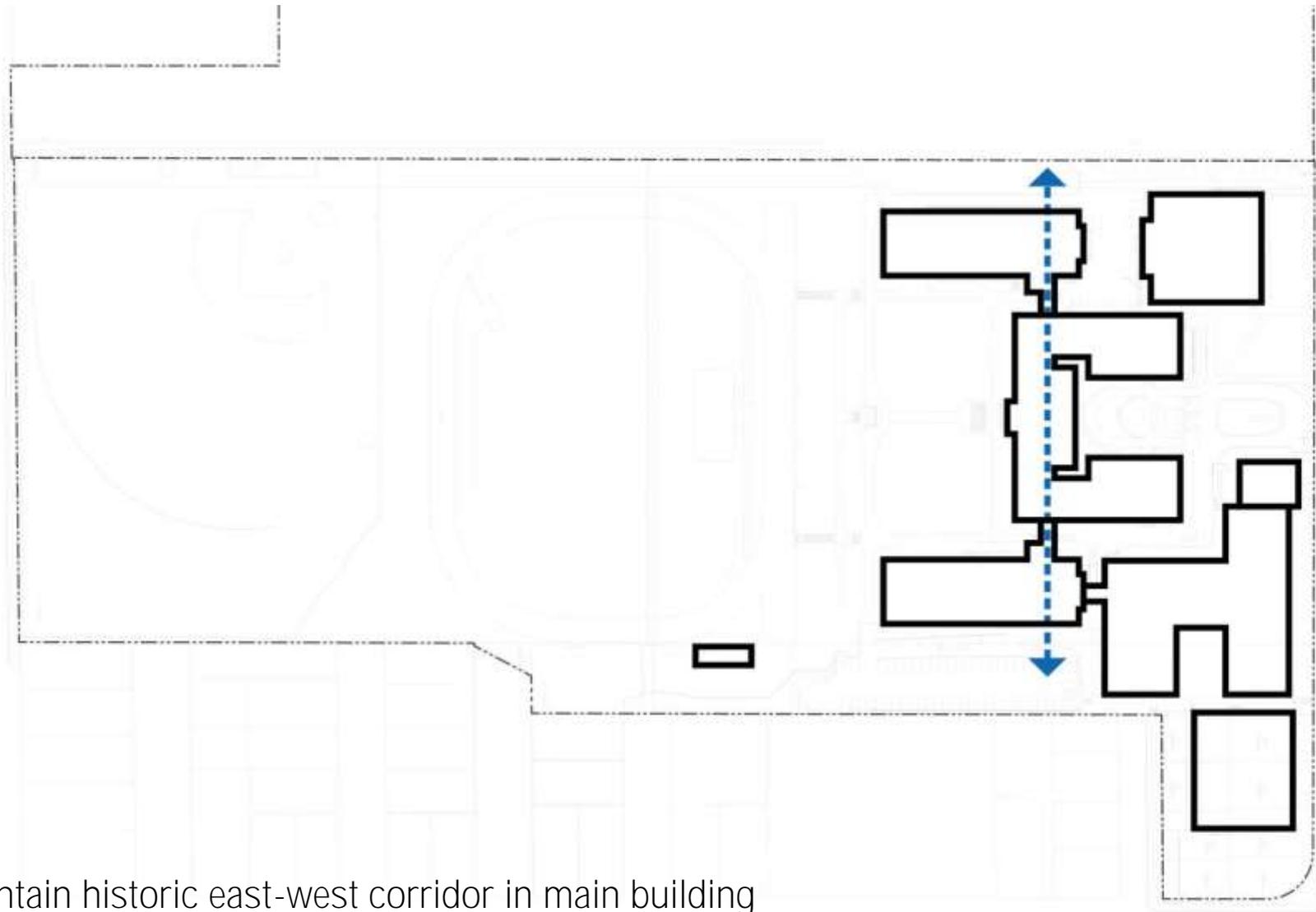


Dull Olson Weekes – IBI Group Architects  
Portland Public Schools – Franklin HS Modernization

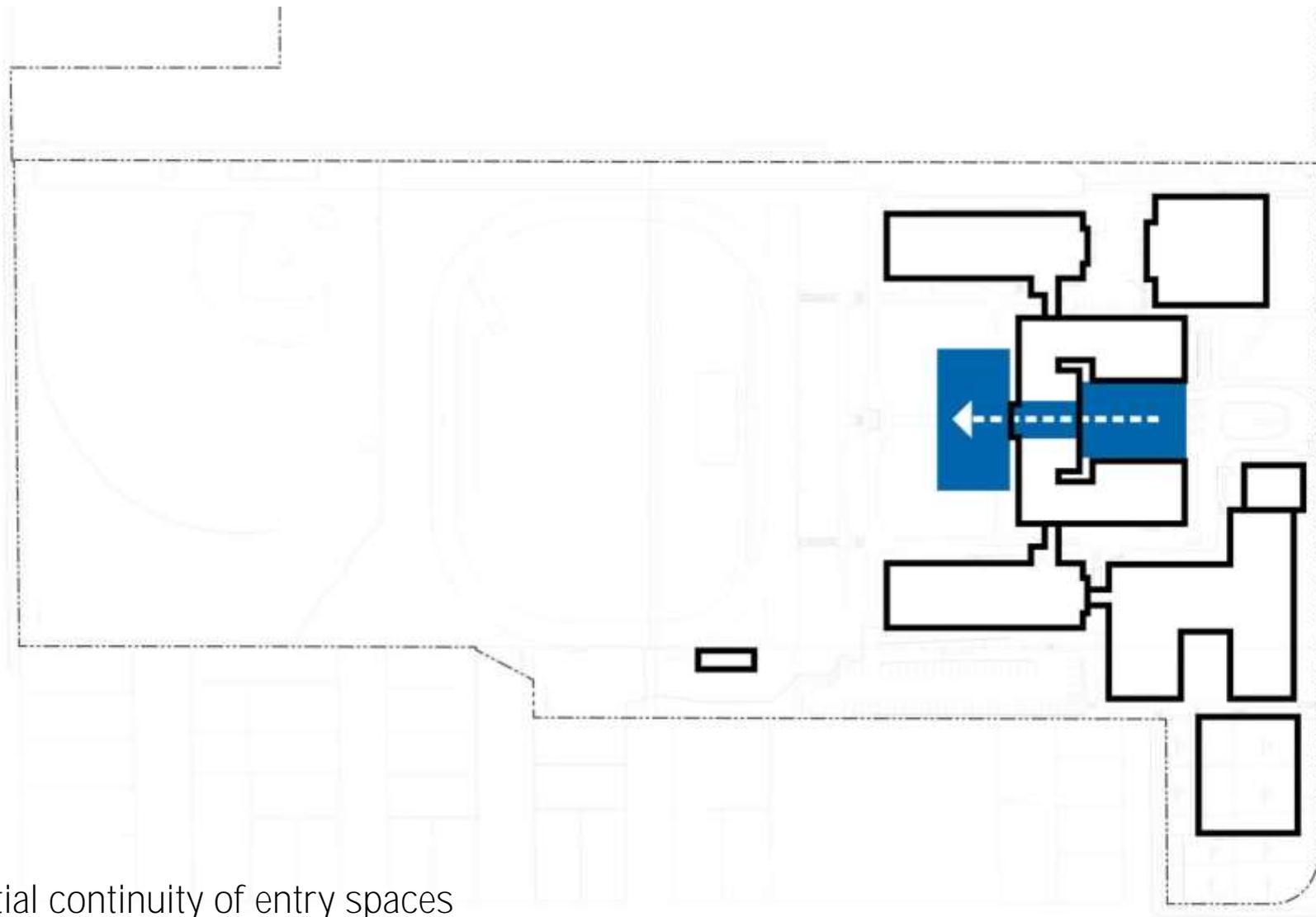
21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013



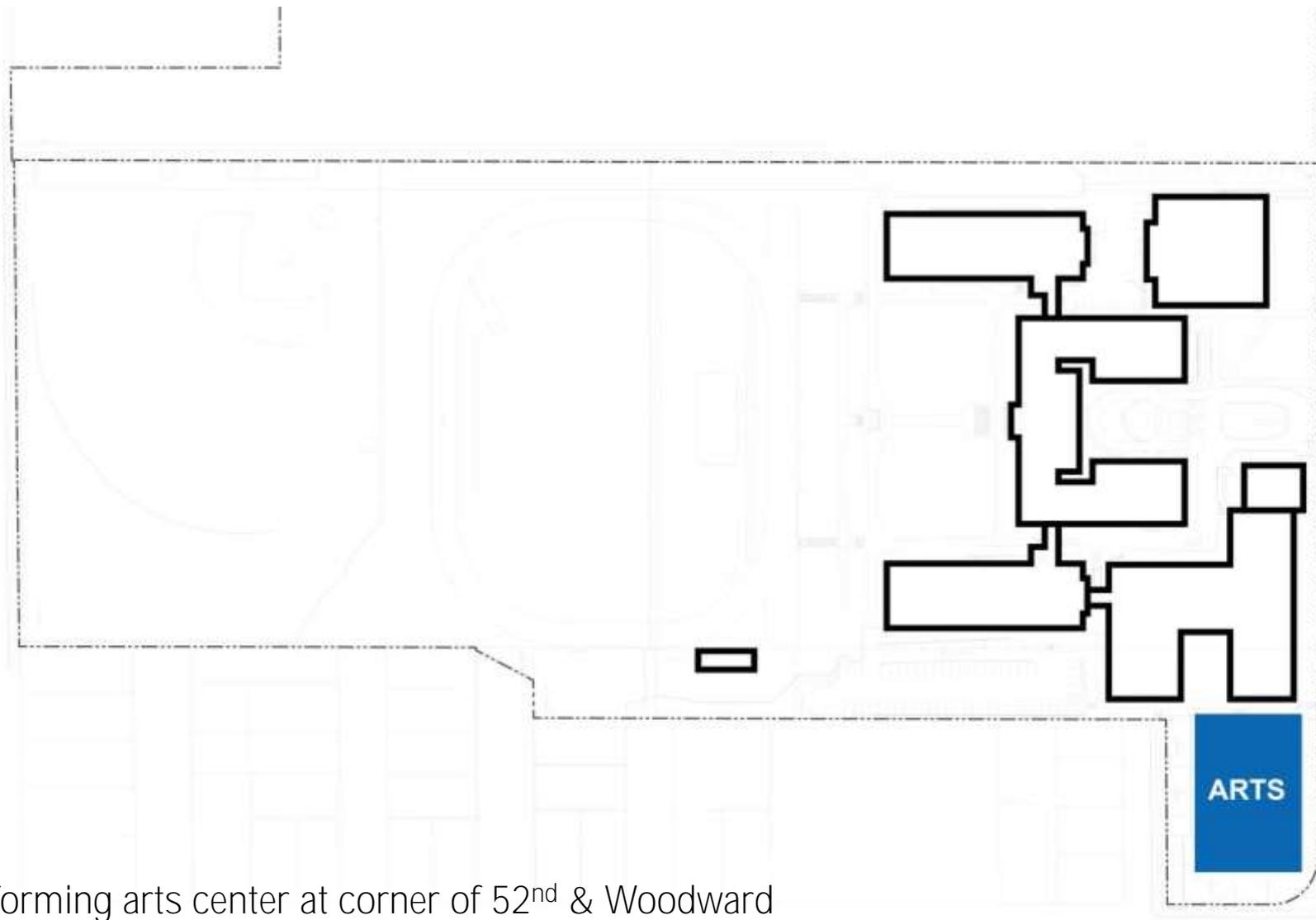




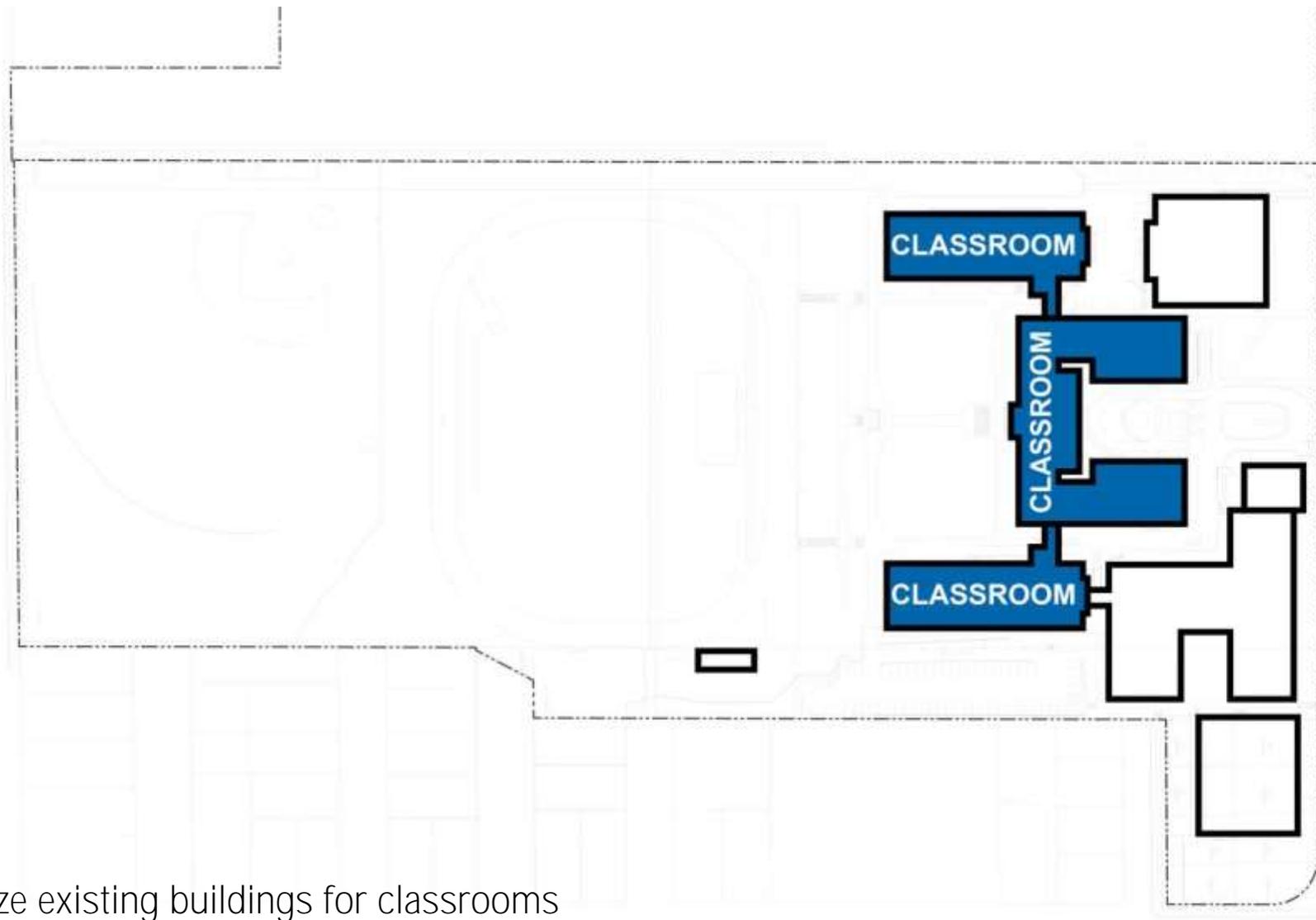
maintain historic east-west corridor in main building



spatial continuity of entry spaces

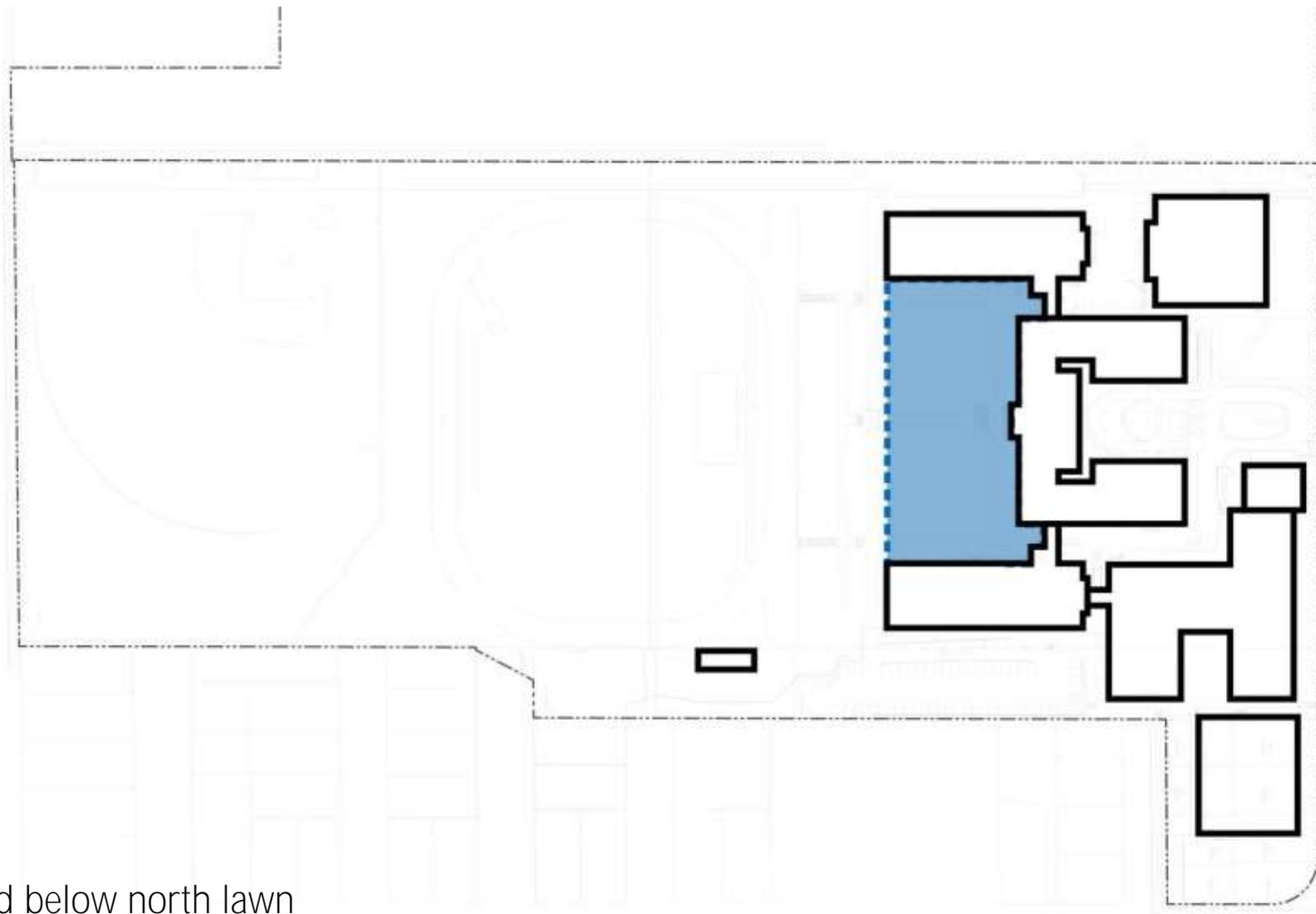


performing arts center at corner of 52<sup>nd</sup> & Woodward



utilize existing buildings for classrooms

# FRANKLIN HS – COMMON THEMES



build below north lawn

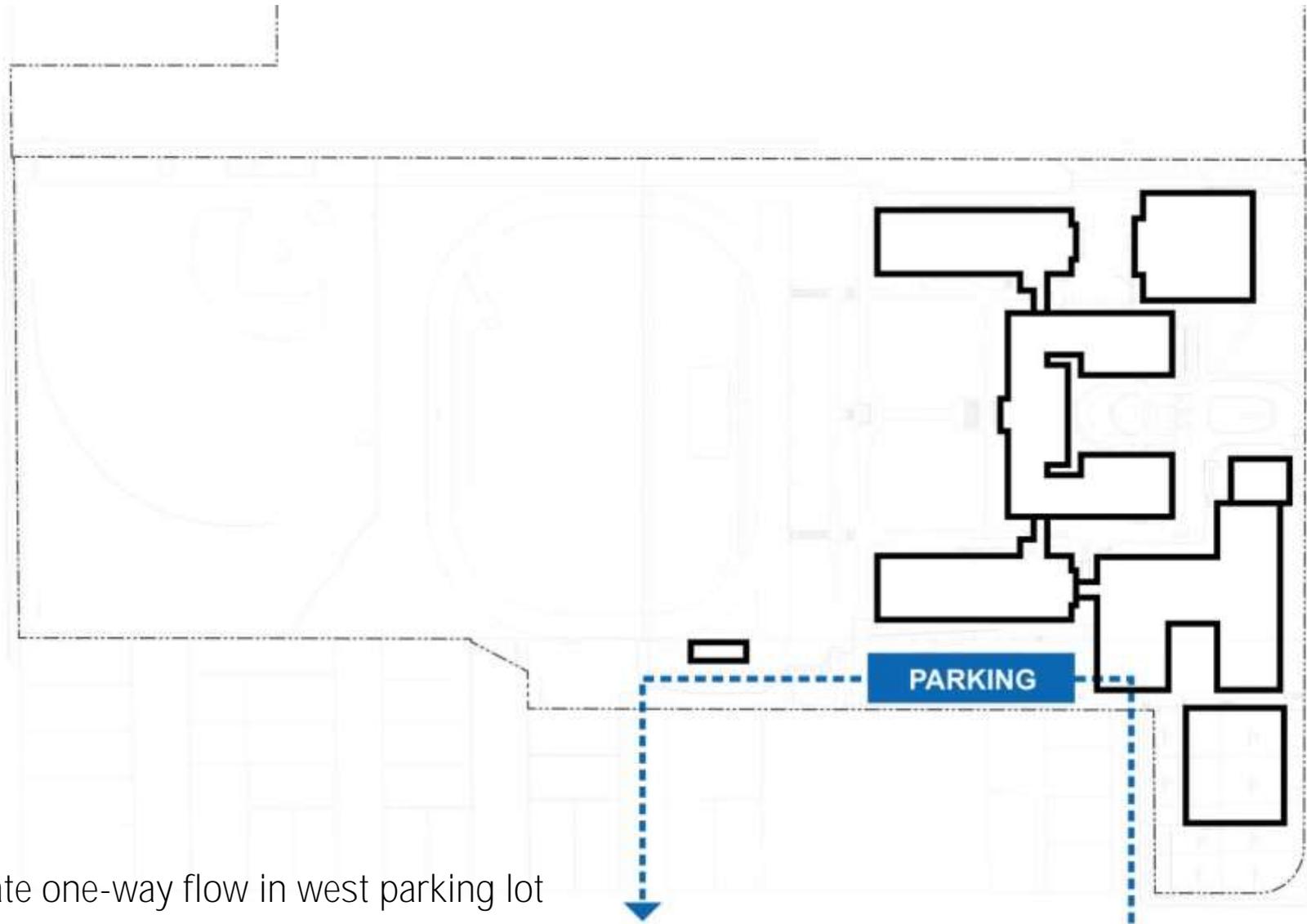


Dull Olson Weekes – IBI Group Architects  
Portland Public Schools – Franklin HS Modernization

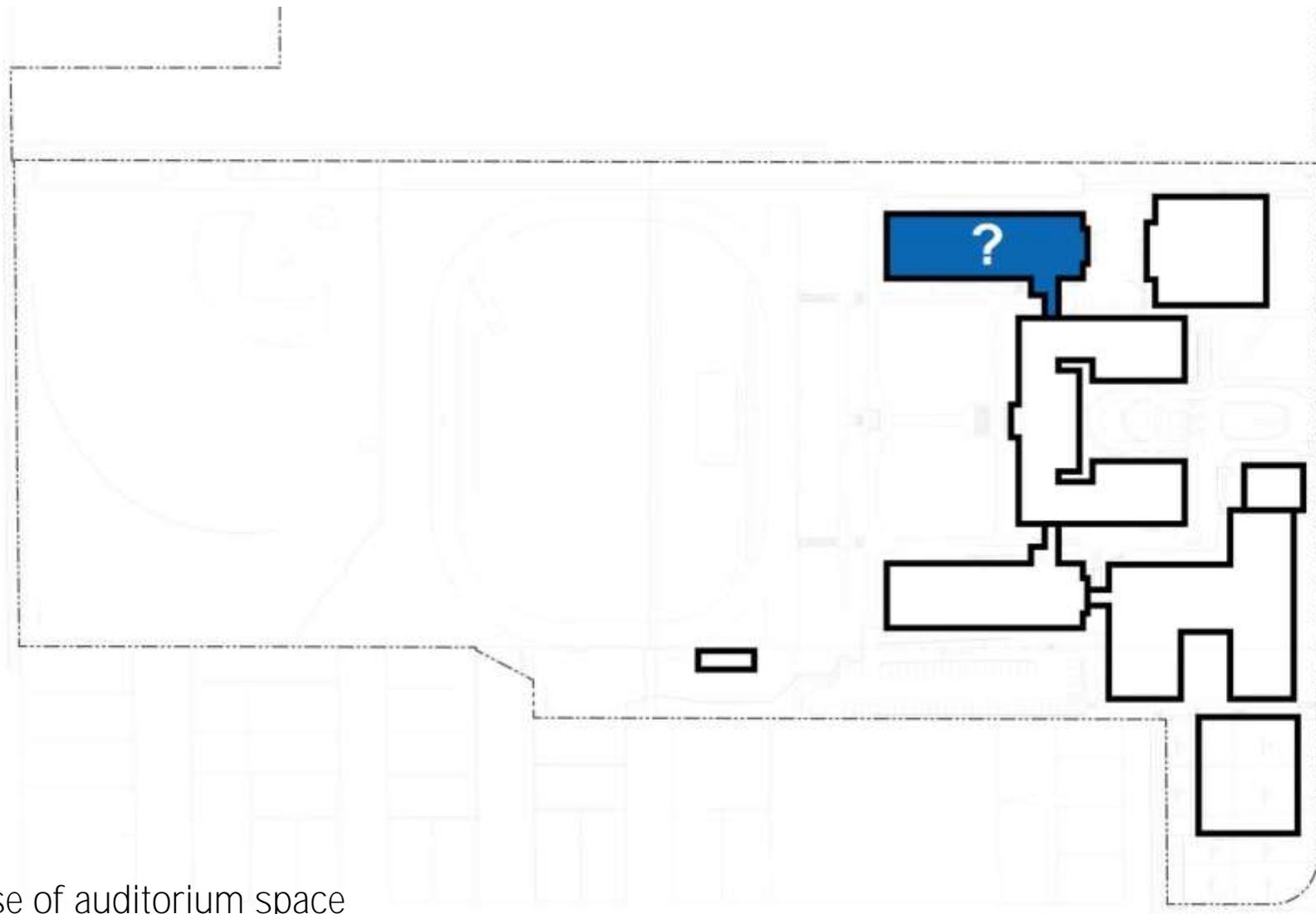
21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013



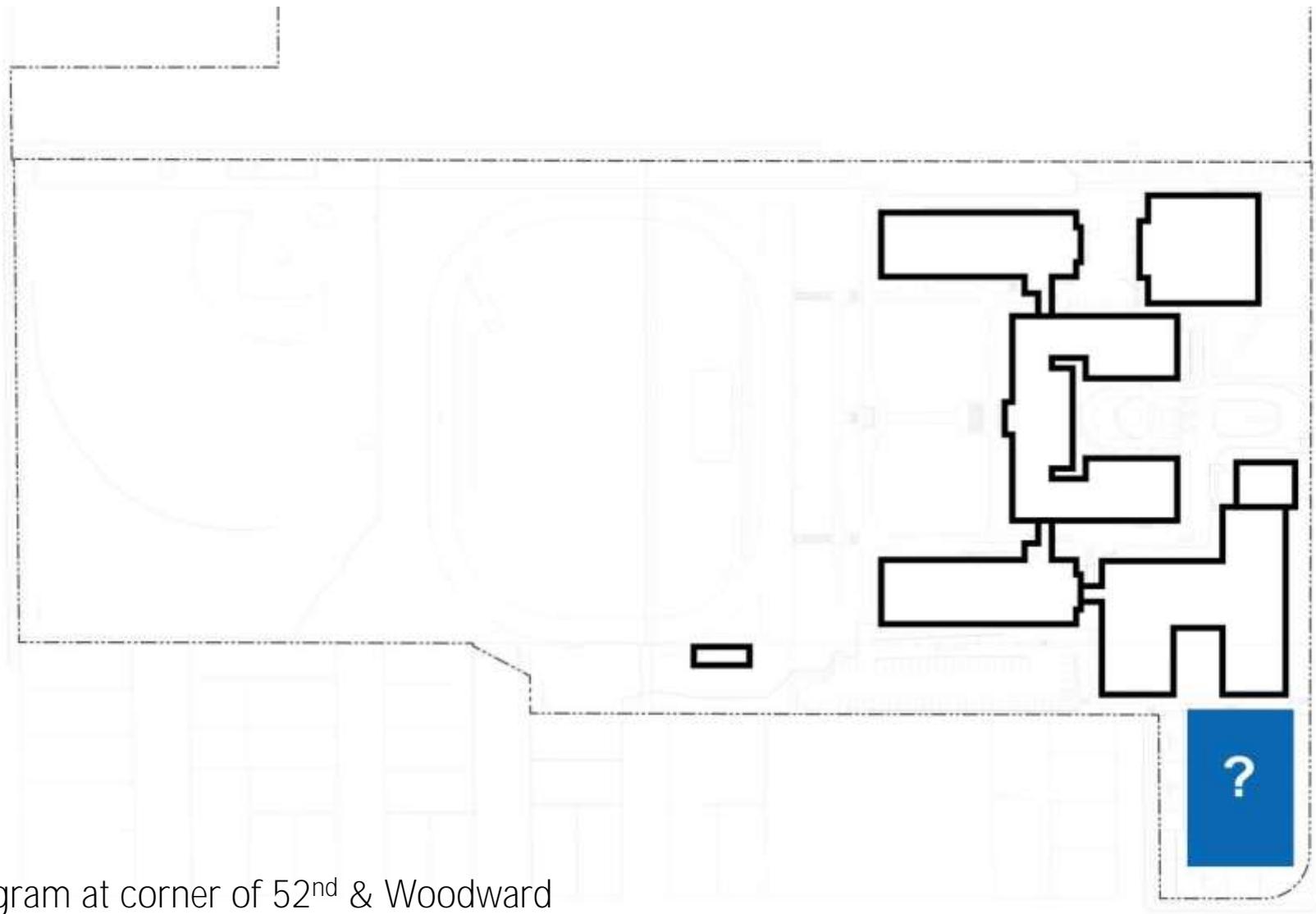
# FRANKLIN HS – COMMON THEMES



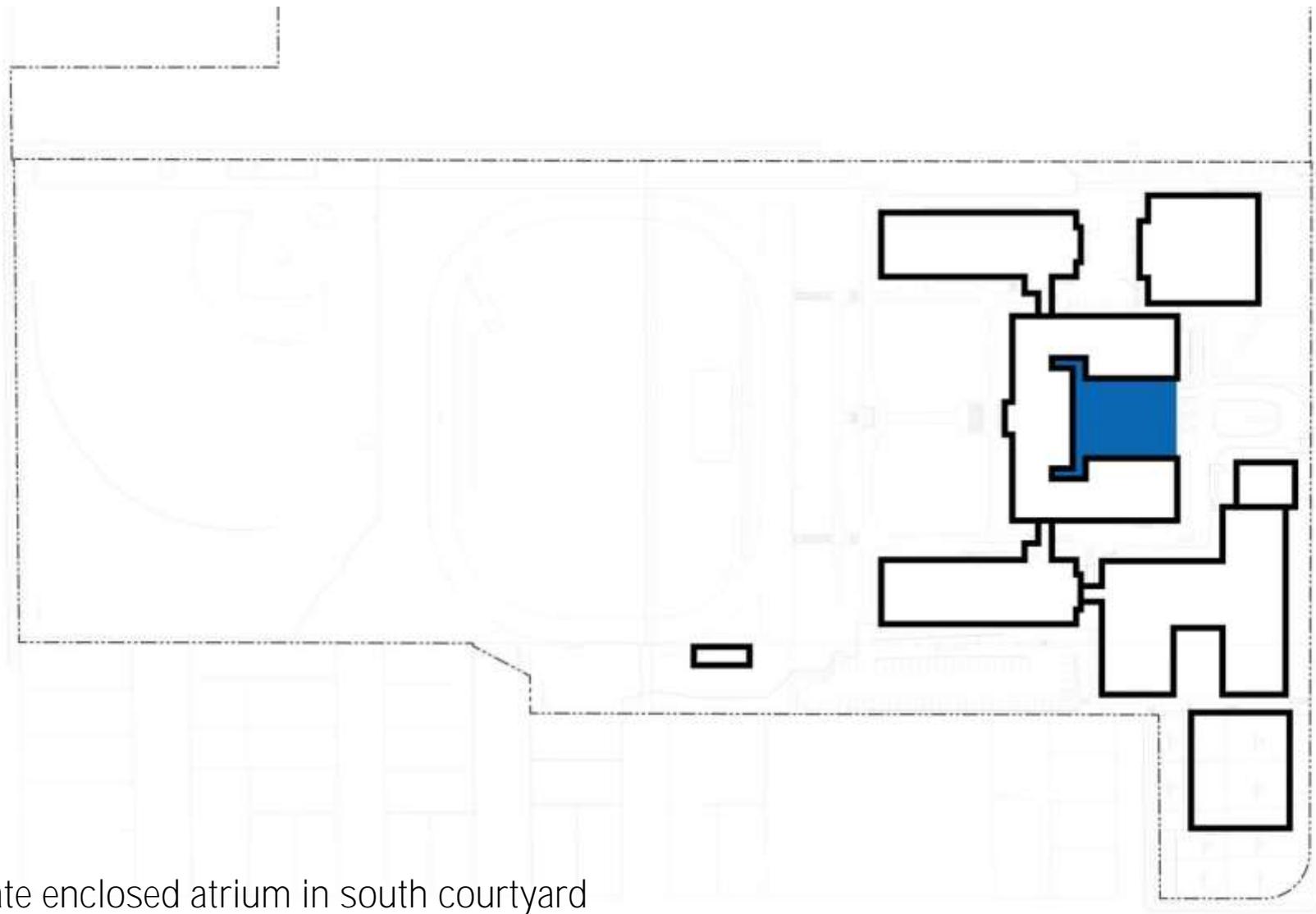
create one-way flow in west parking lot



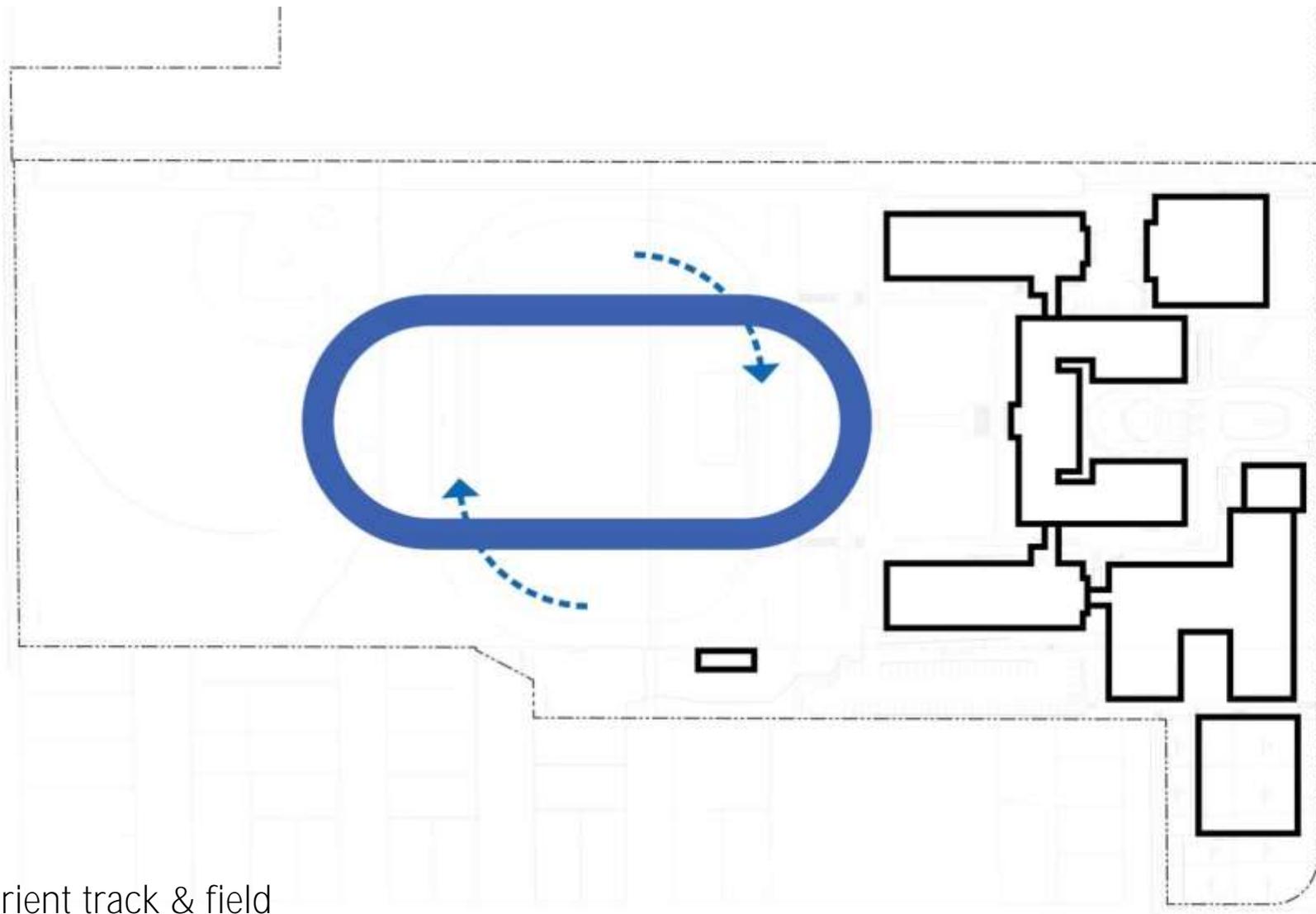
reuse of auditorium space



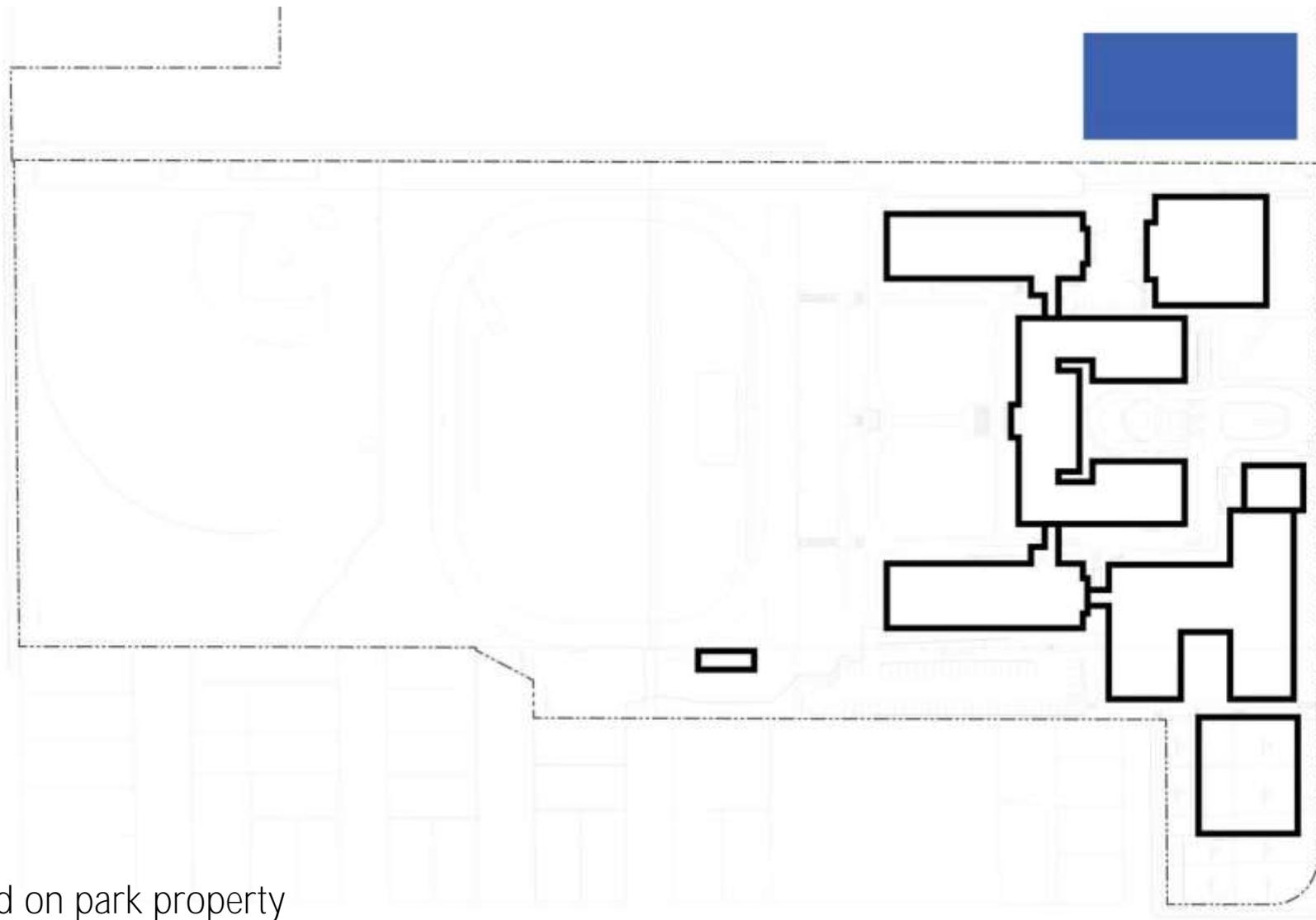
program at corner of 52<sup>nd</sup> & Woodward



create enclosed atrium in south courtyard

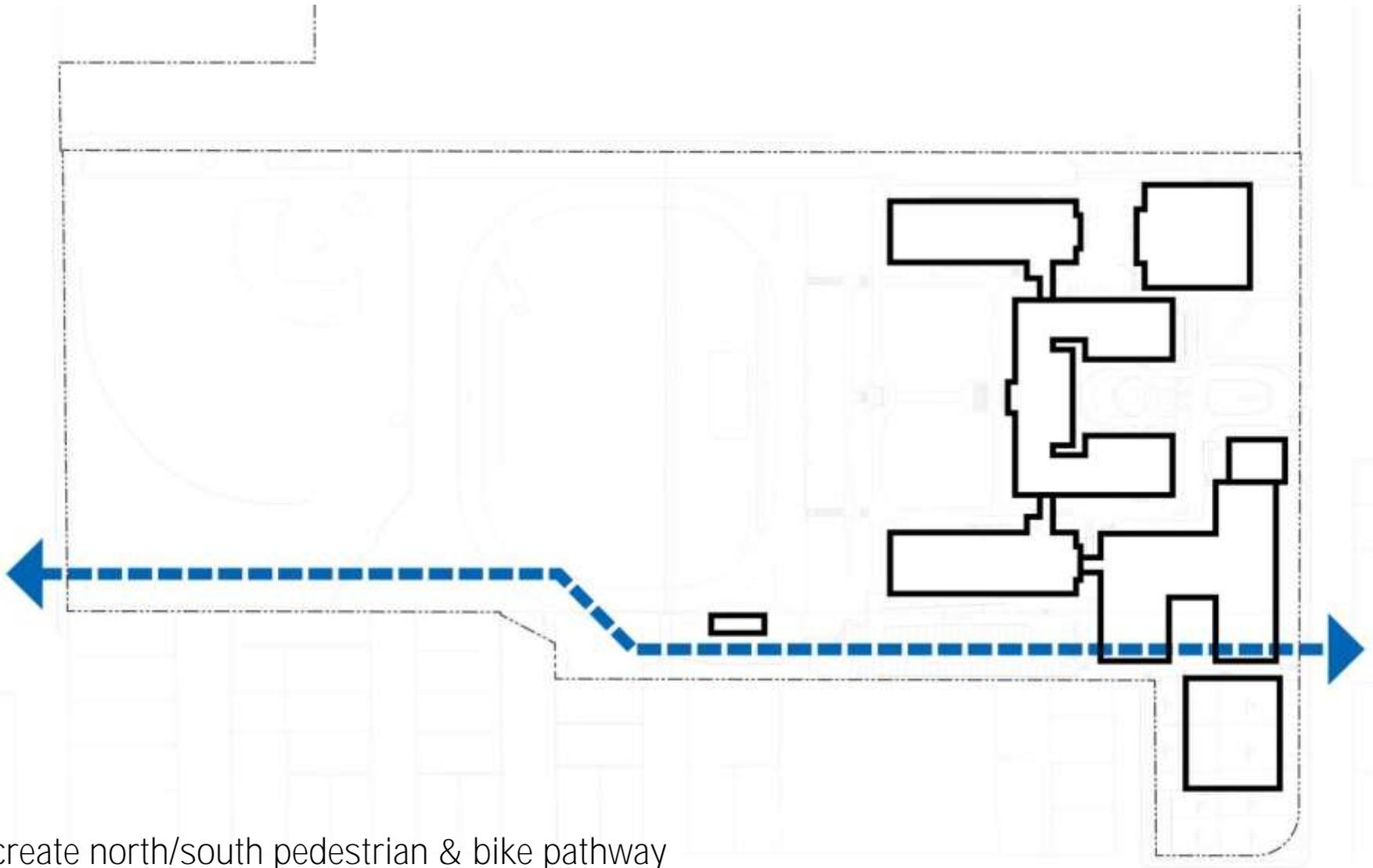


re-orient track & field

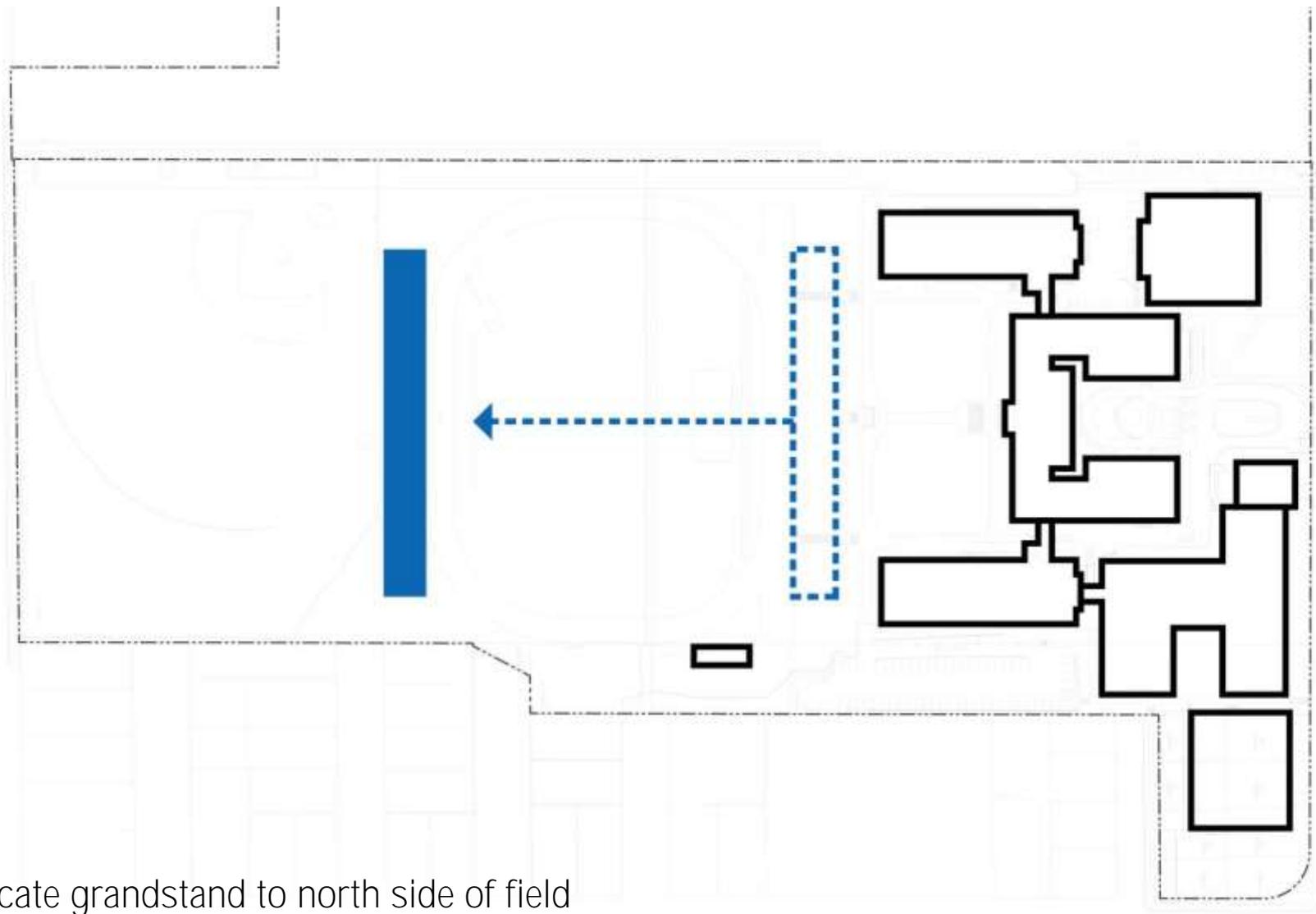


build on park property

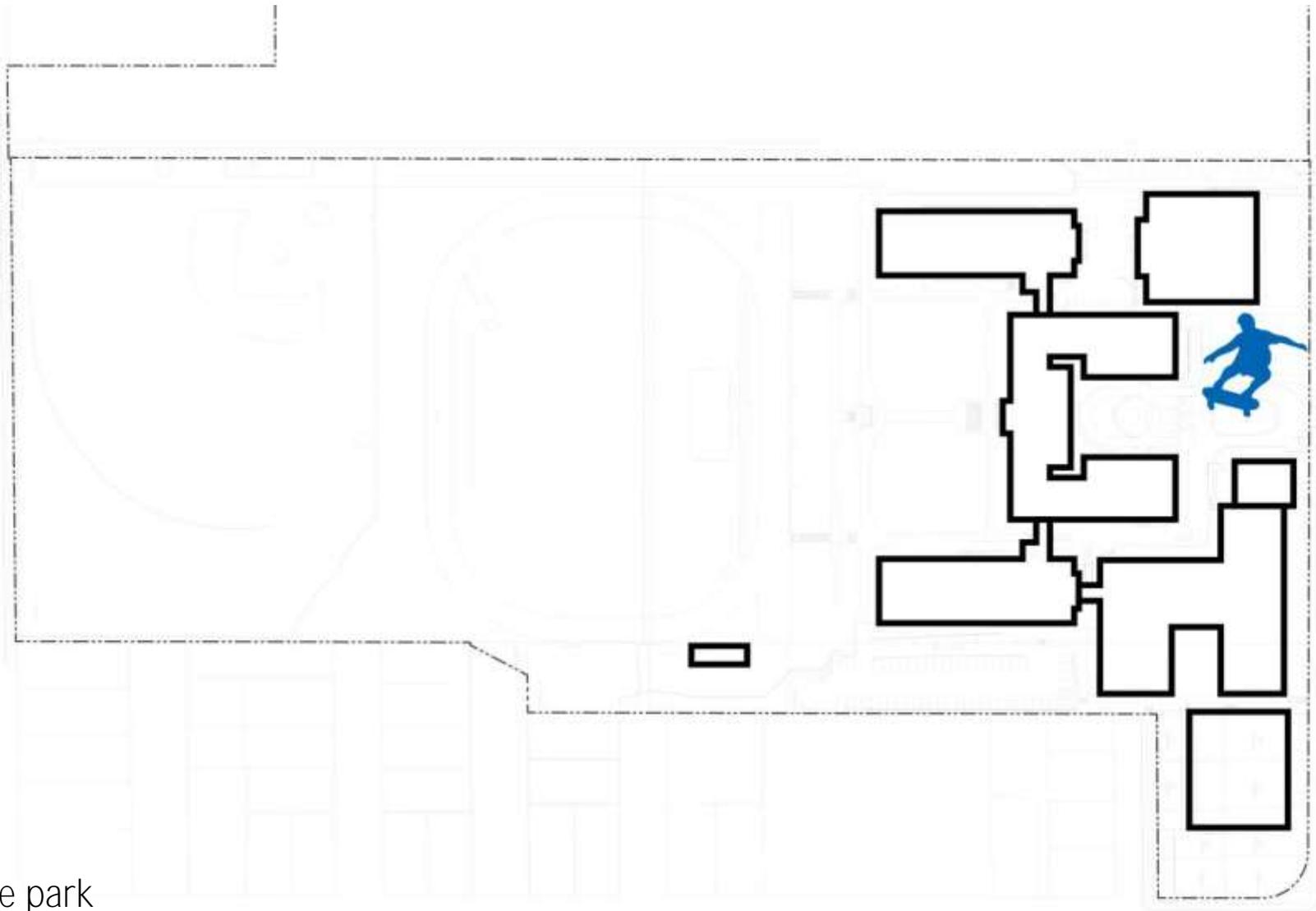




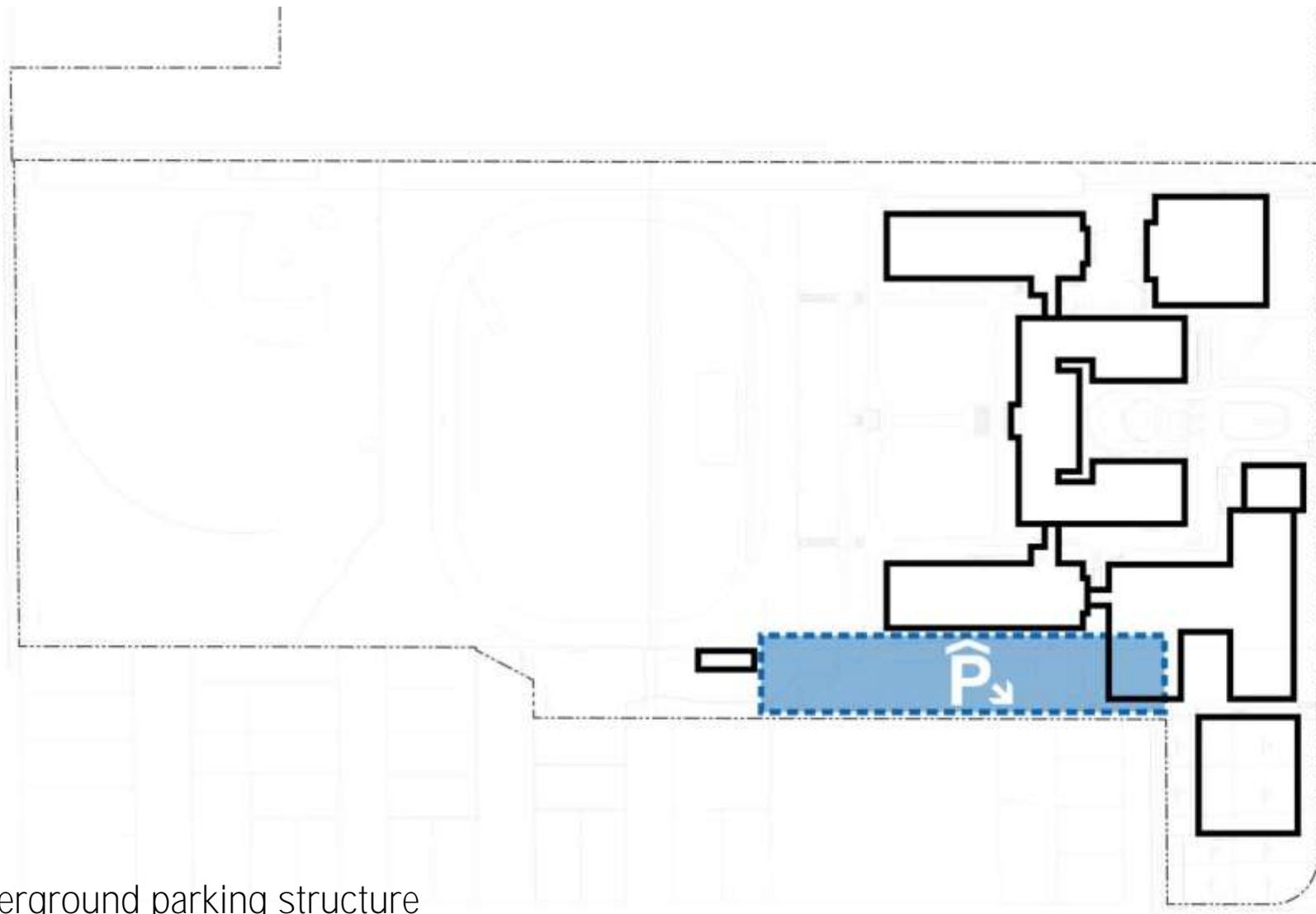
create north/south pedestrian & bike pathway



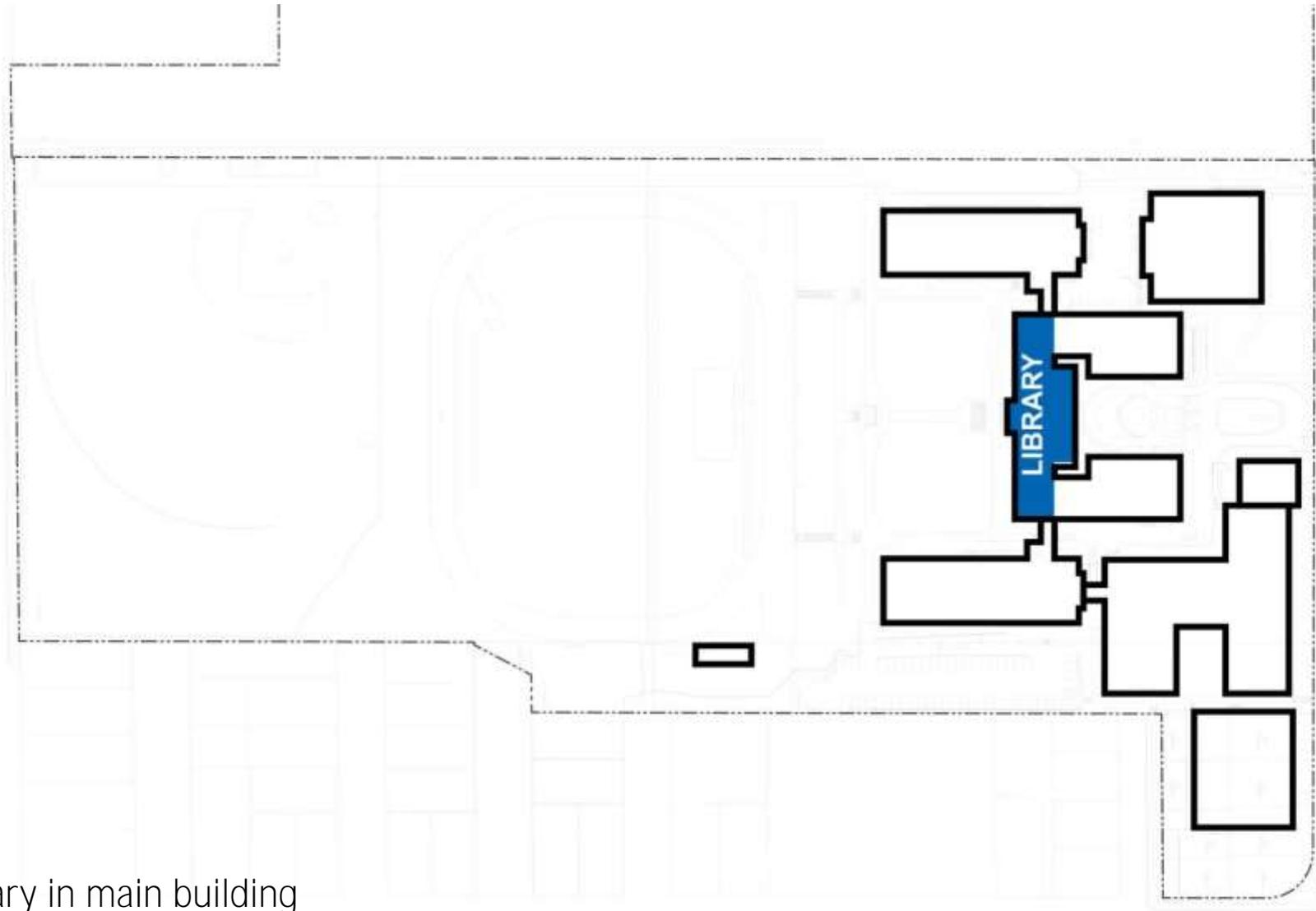
relocate grandstand to north side of field



skate park

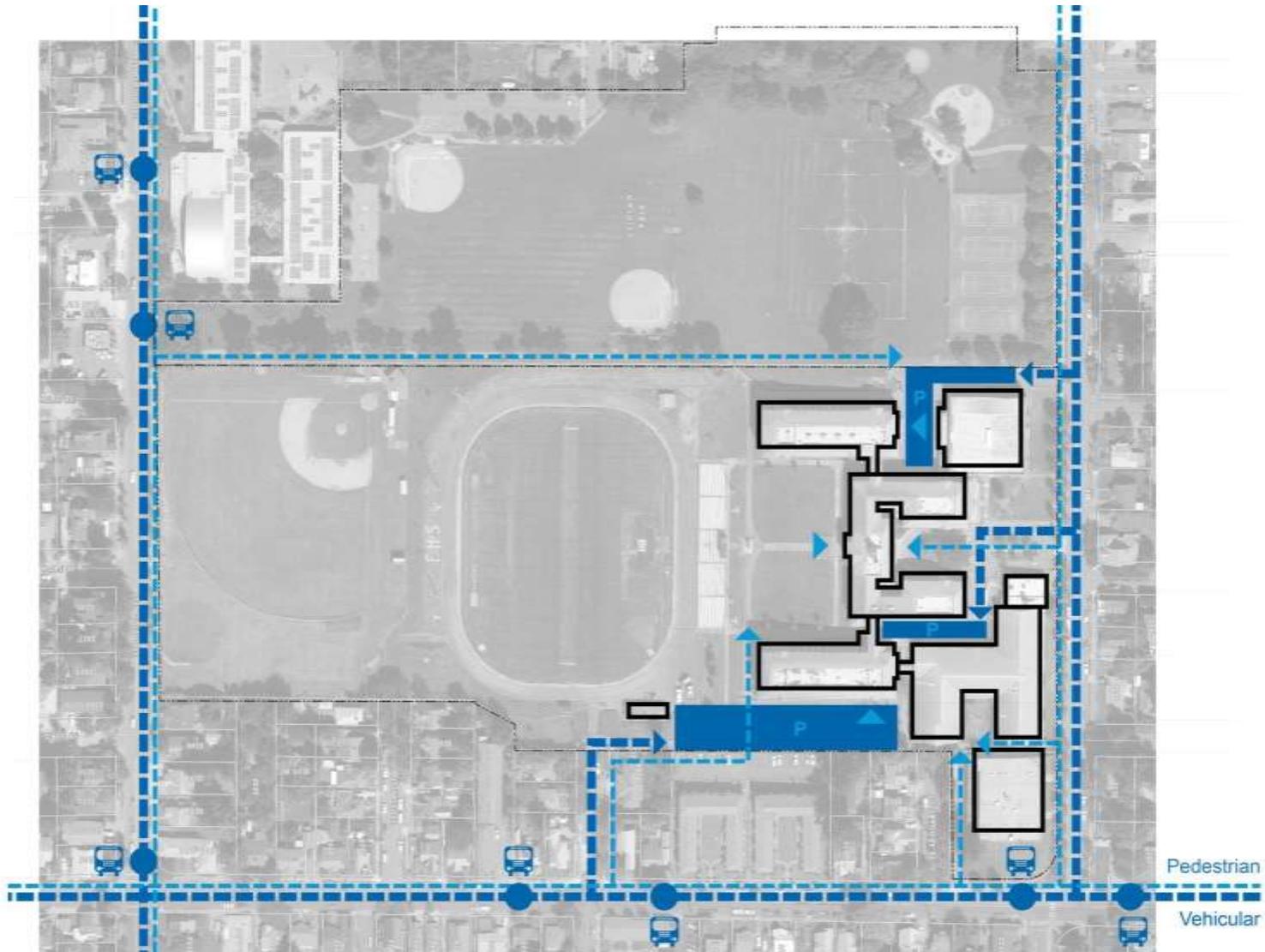


underground parking structure



library in main building

# FRANKLIN HS – CIRCULATION



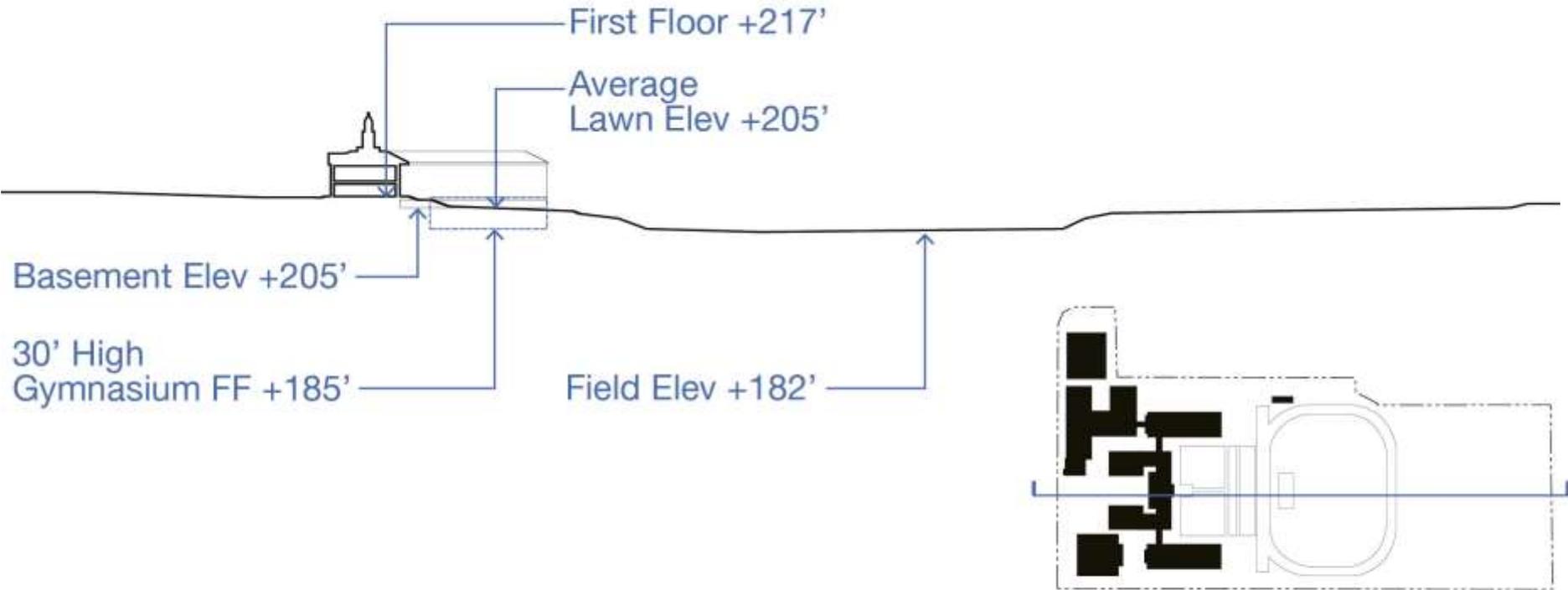
# FRANKLIN HS – HISTORIC PRESENCE



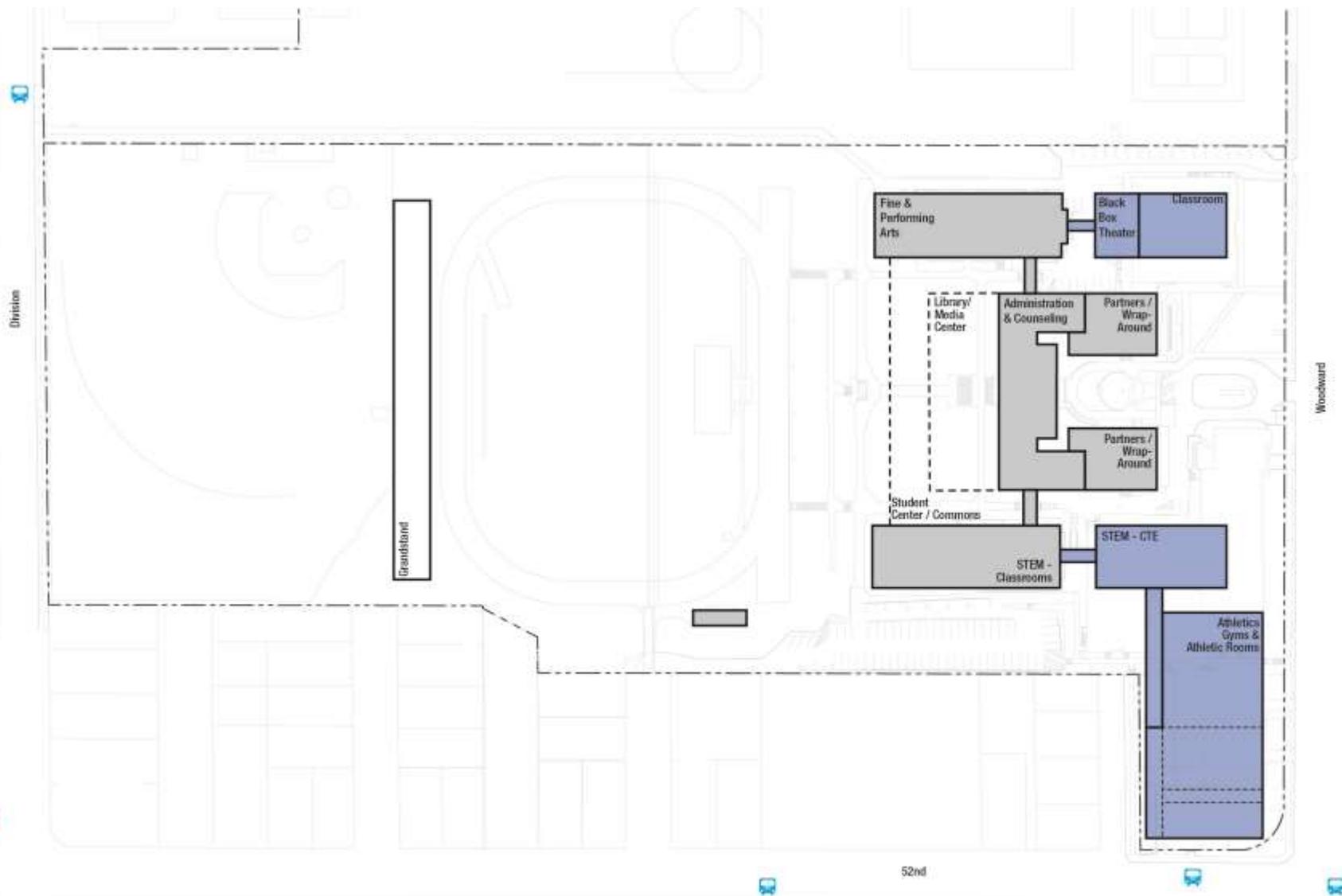
# FRANKLIN HS SITE SECTION

Approximate  
Woodward Avenue  
Elev +220'

Approximate  
Division Street  
Elev +208'



# FRANKLIN HS – MASTER PLAN OPTION B

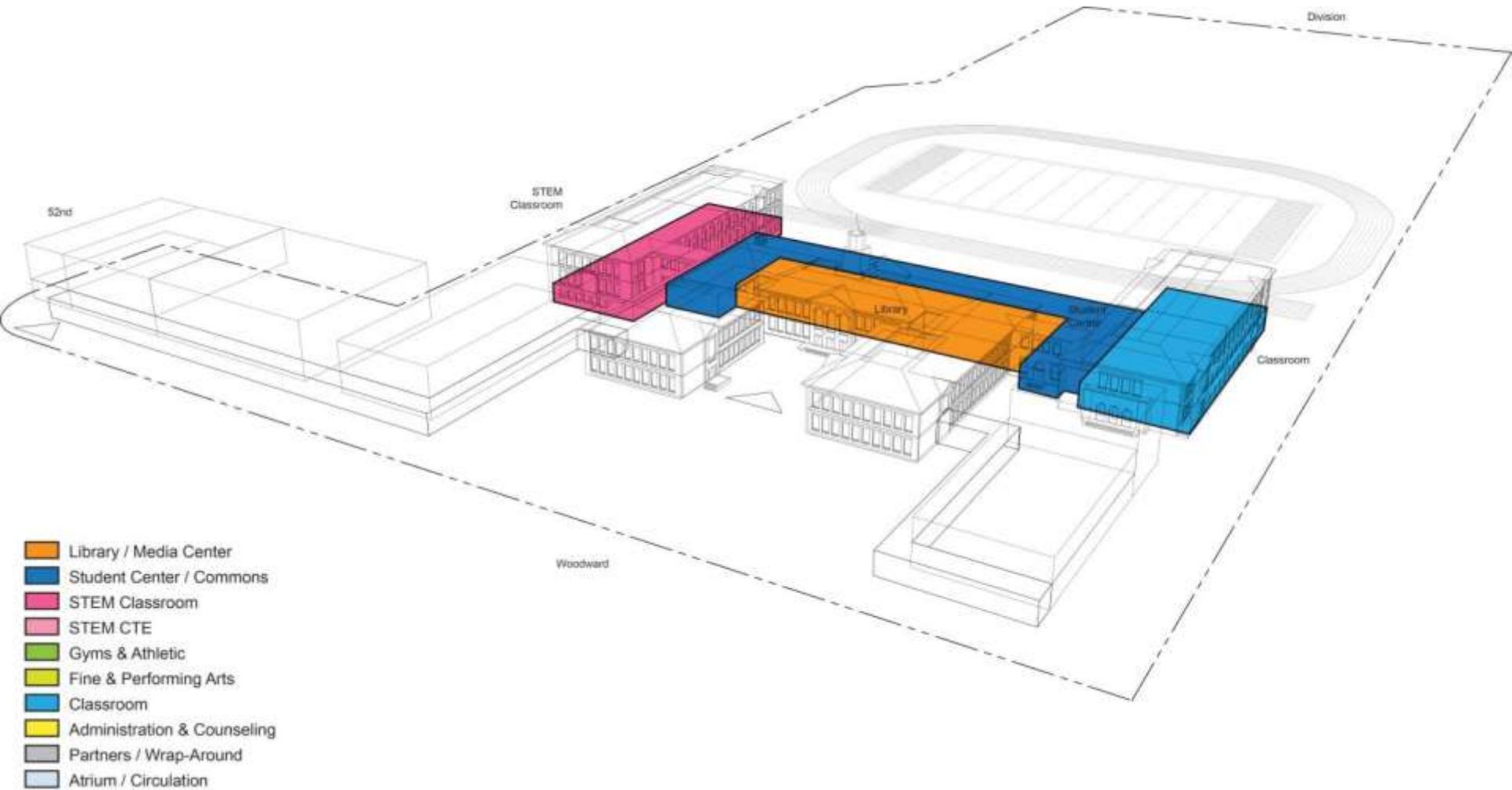


Dull Olson Weekes – IBI Group Architects  
Portland Public Schools – Franklin HS Modernization

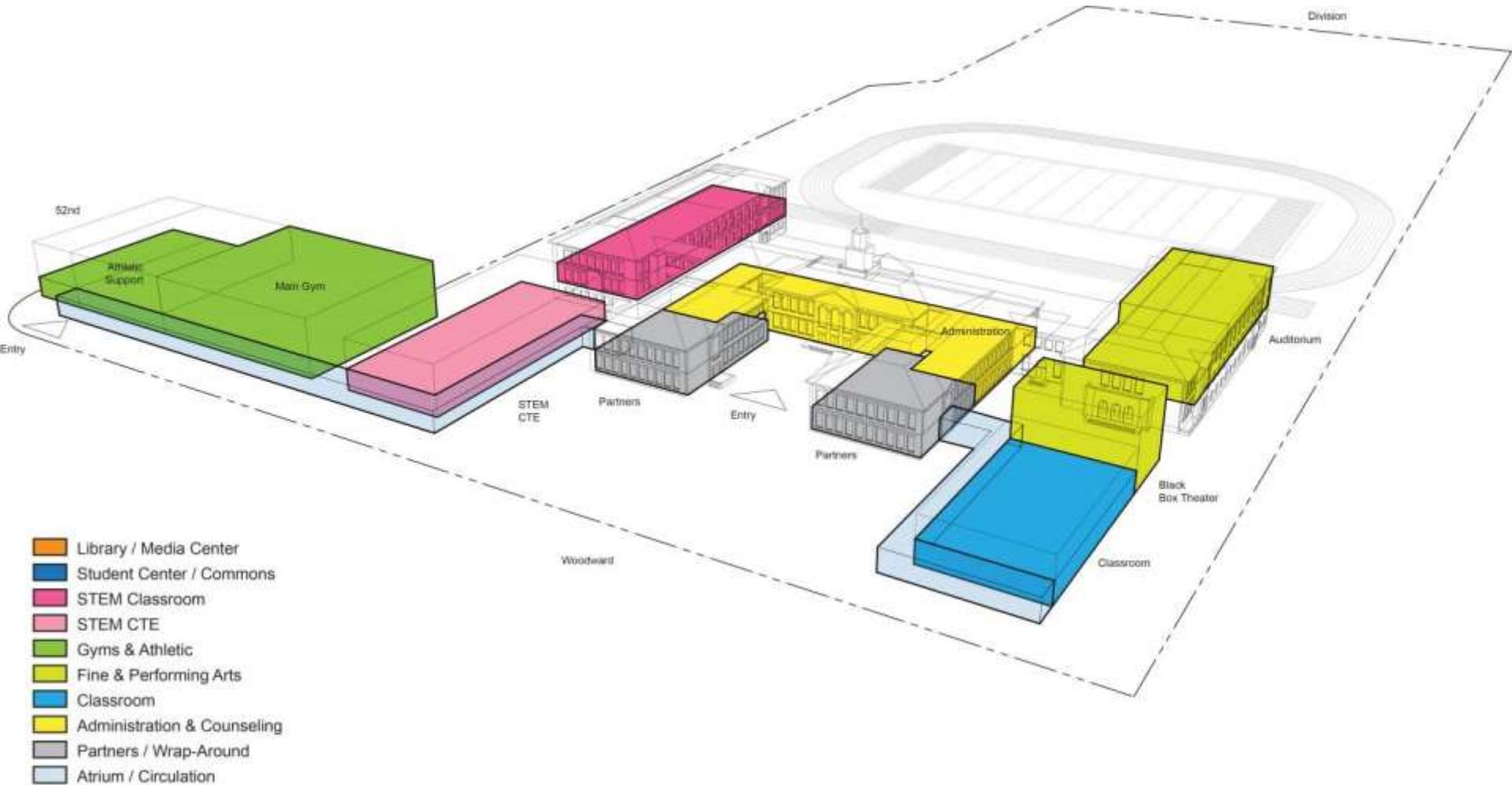
21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013



# FRANKLIN HS – MASTER PLAN OPTION B – BASEMENT LEVEL



# FRANKLIN HS – MASTER PLAN OPTION B – FIRST FLOOR

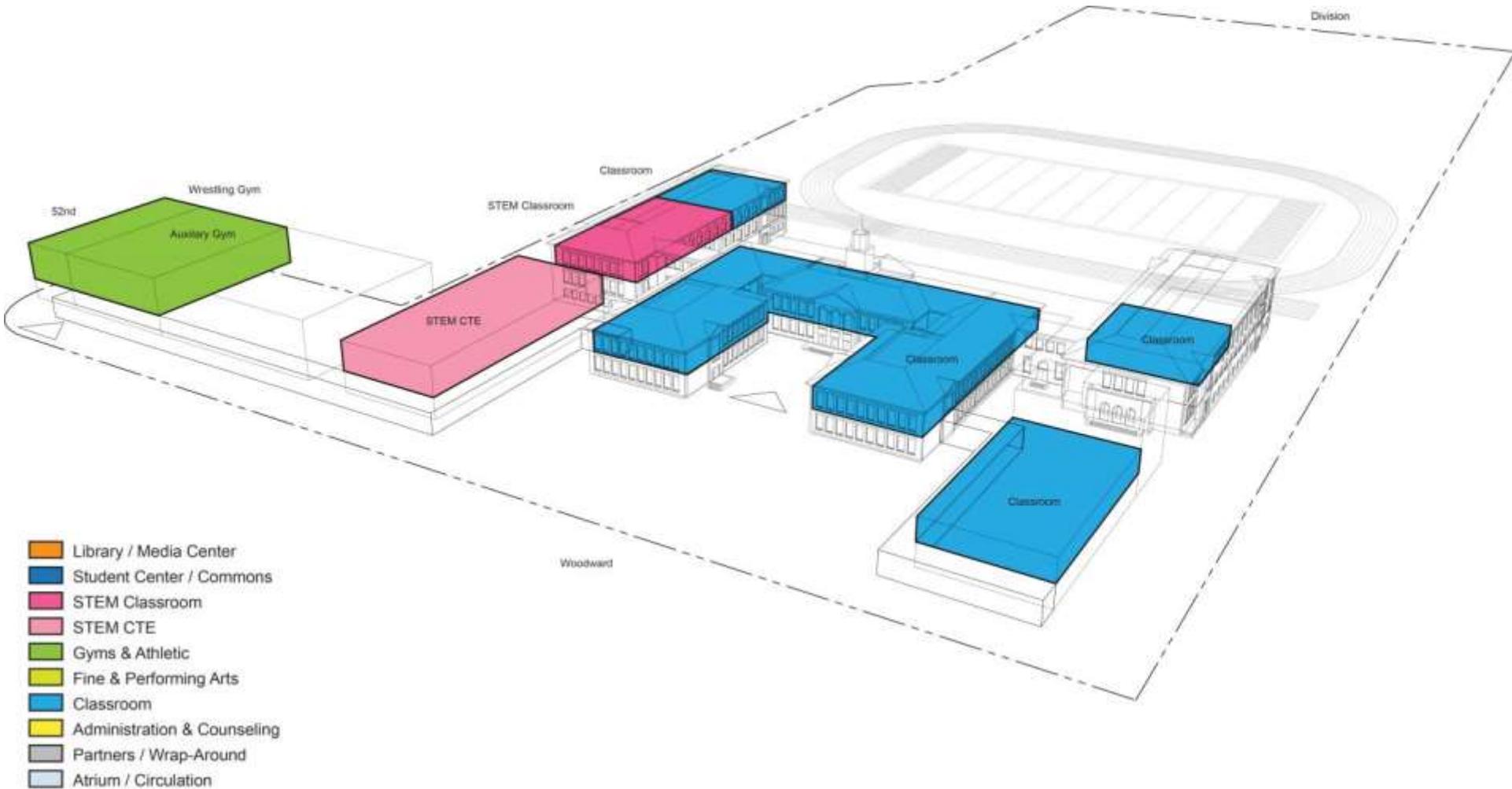


**Dull Olson Weekes – IBI Group Architects**  
 Portland Public Schools – Franklin HS Modernization

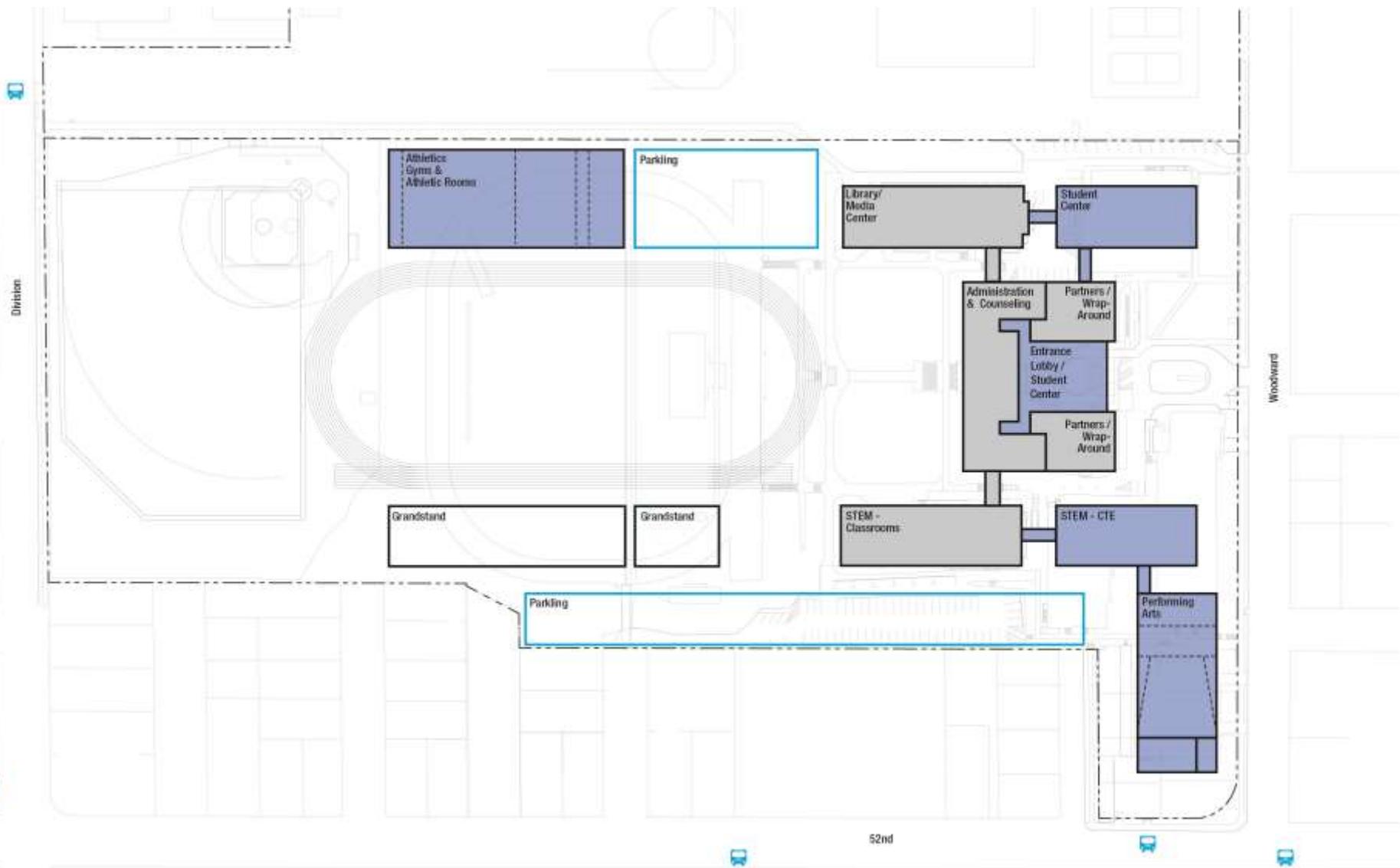
**21<sup>st</sup> Century Learning in an Historic Building**  
 November 5, 2013



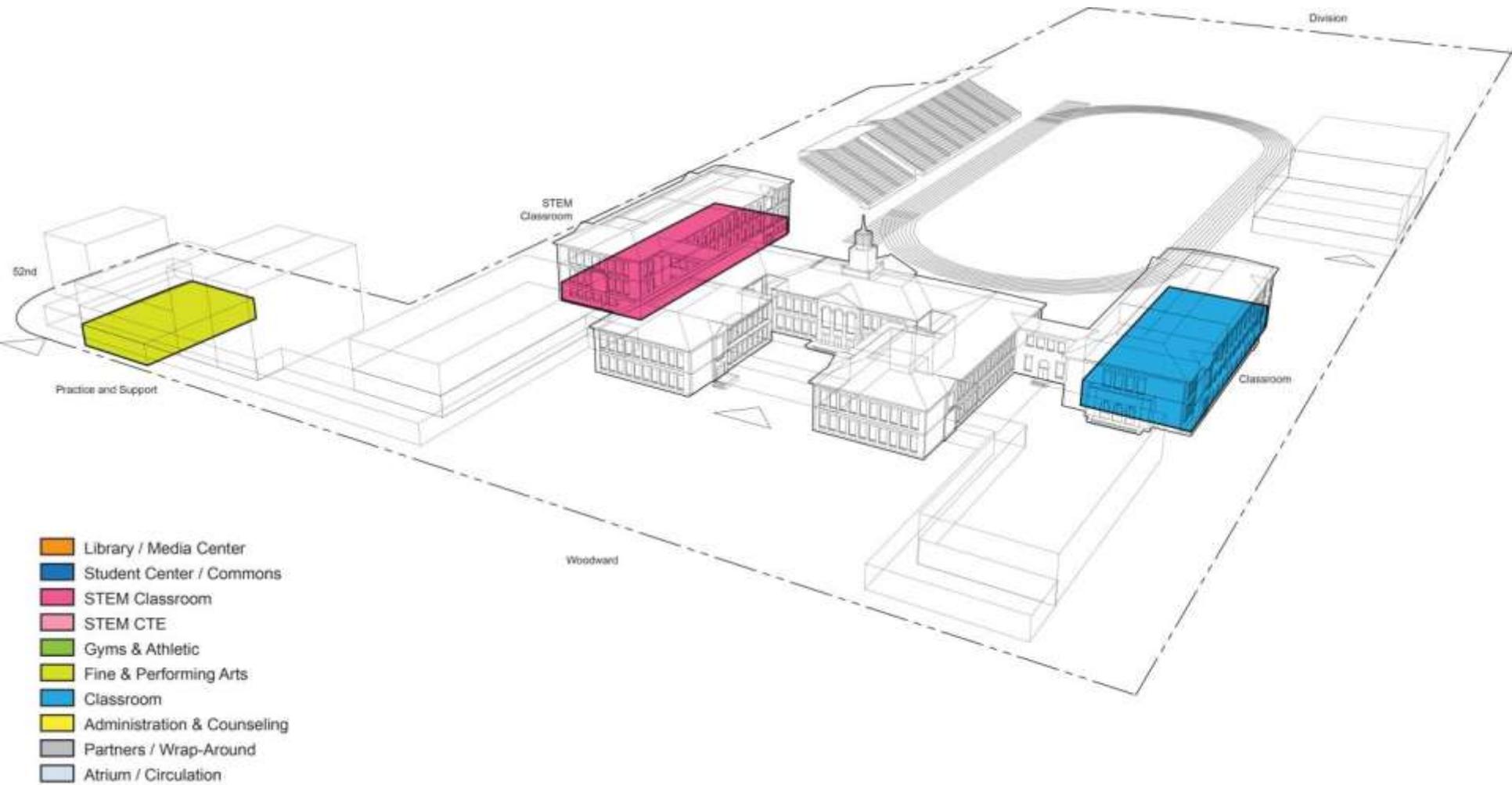
# FRANKLIN HS – MASTER PLAN OPTION B – SECOND FLOOR



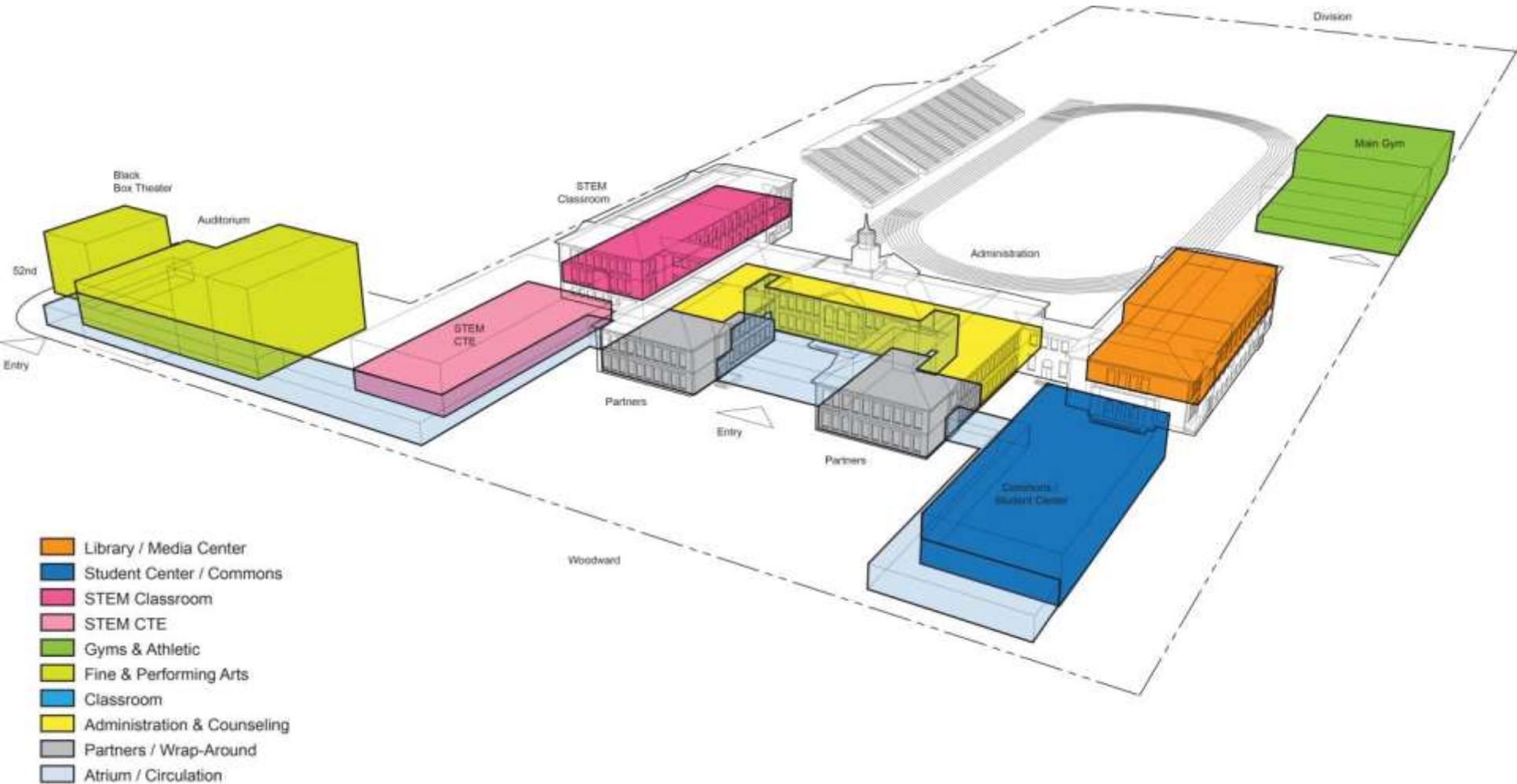
# FRANKLIN HS – MASTER PLAN OPTION C



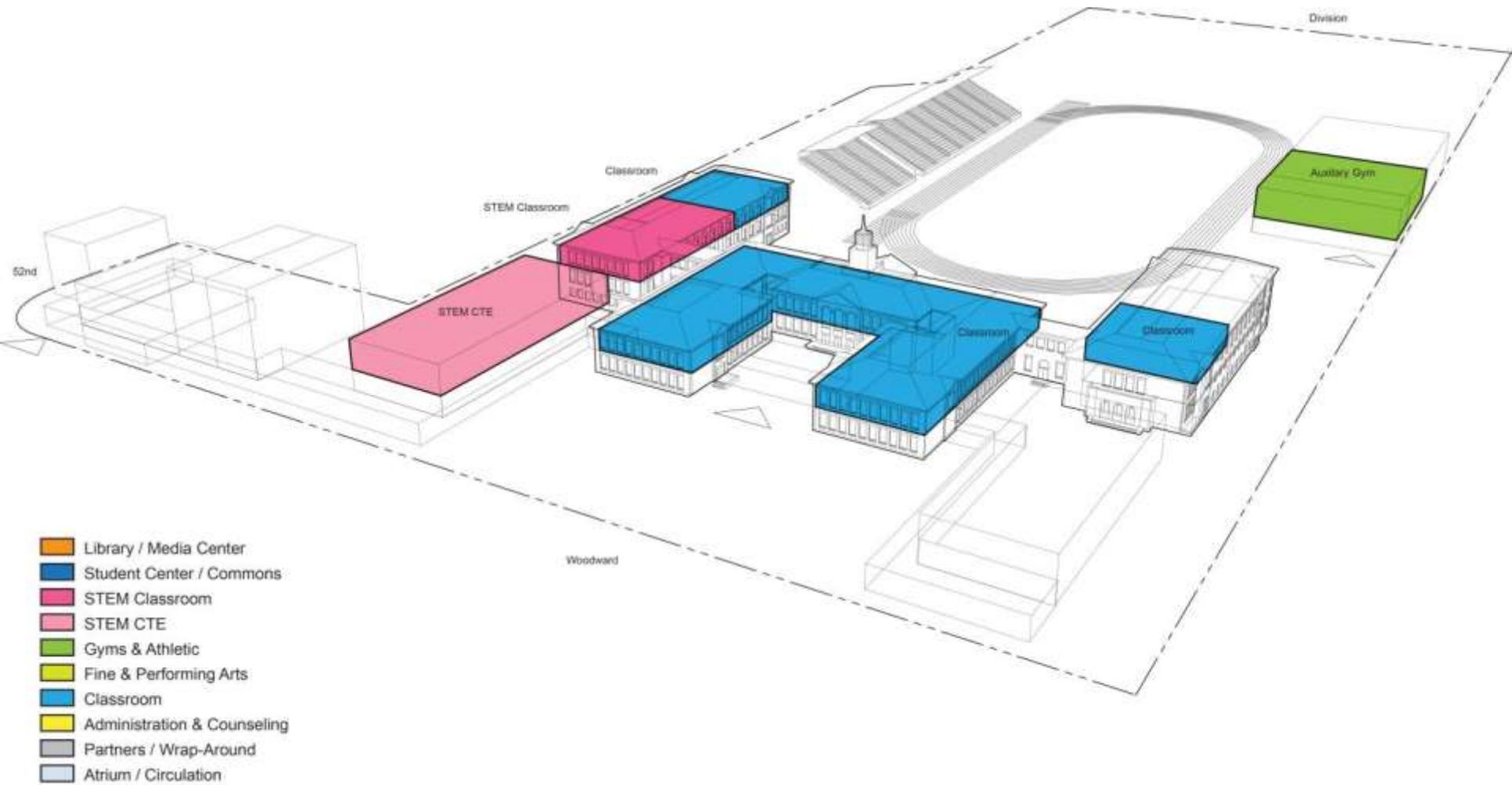
# FRANKLIN HS – MASTER PLAN OPTION C – BASEMENT LEVEL



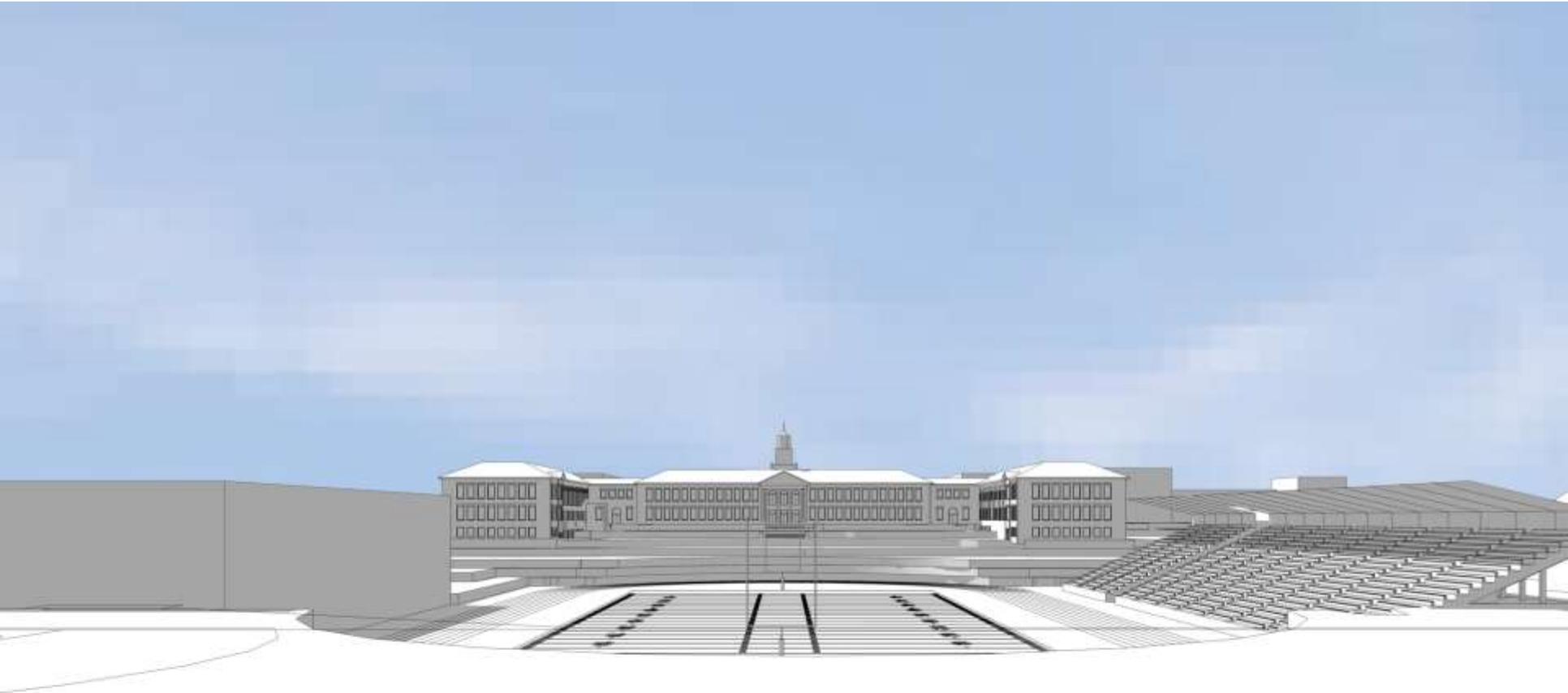
# FRANKLIN HS – MASTER PLAN OPTION C – FIRST FLOOR



# FRANKLIN HS – MASTER PLAN OPTION C – SECOND FLOOR



# FRANKLIN HS – MASTER PLAN OPTION C - VIEW FROM DIVISION

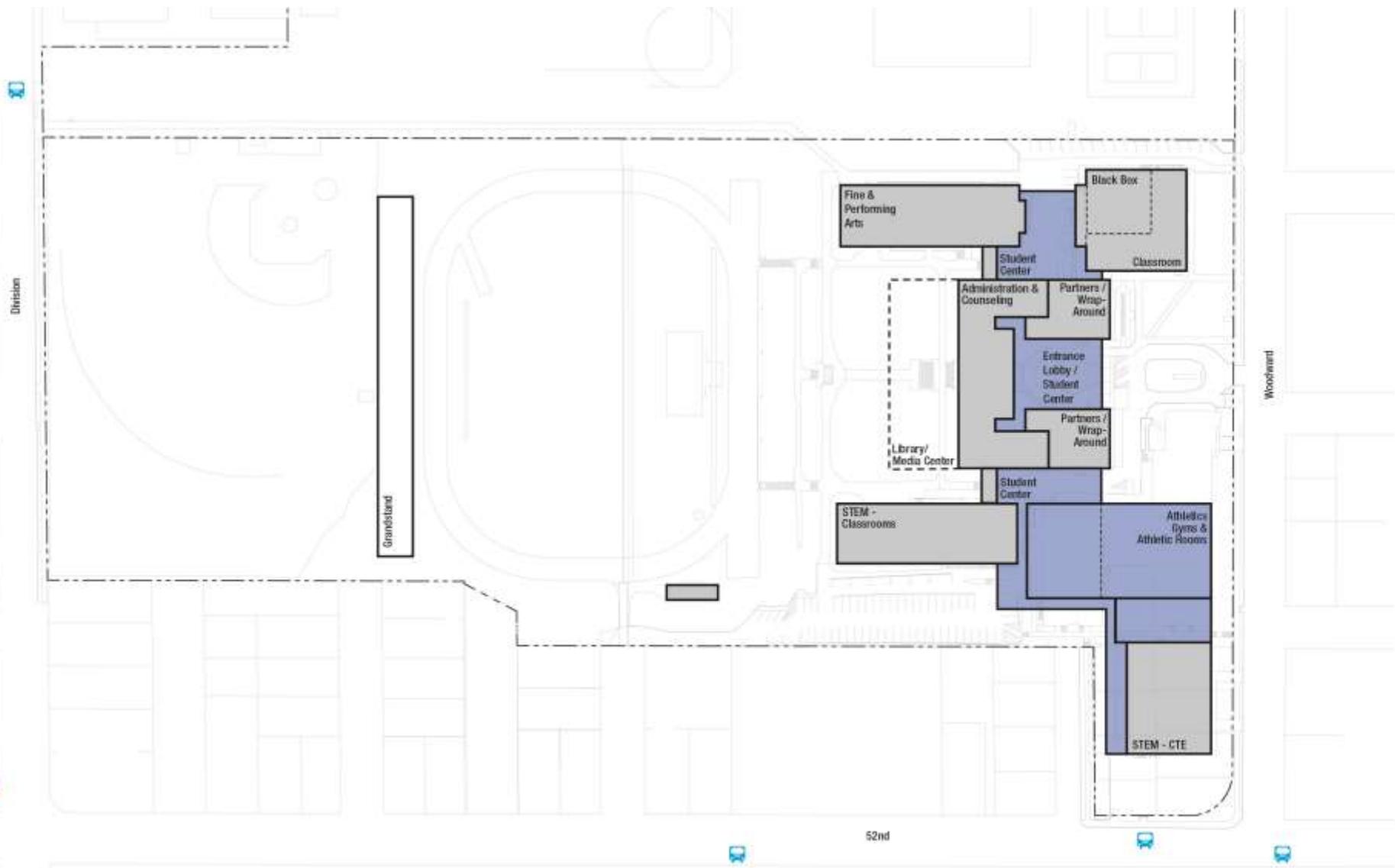


**Dull Olson Weekes – IBI Group Architects**  
Portland Public Schools – Franklin HS Modernization

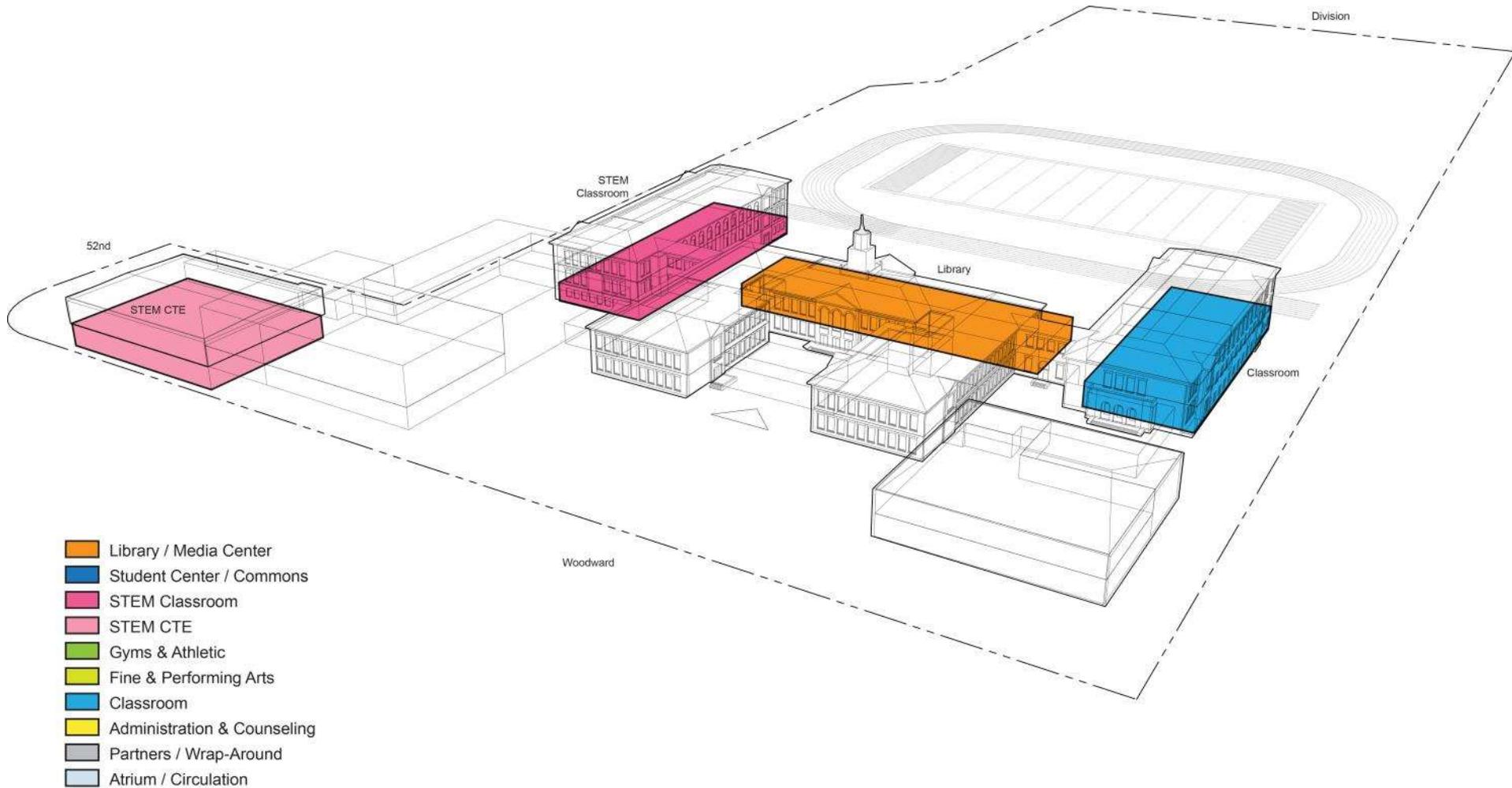
**21<sup>st</sup> Century Learning in an Historic Building**  
November 5, 2013



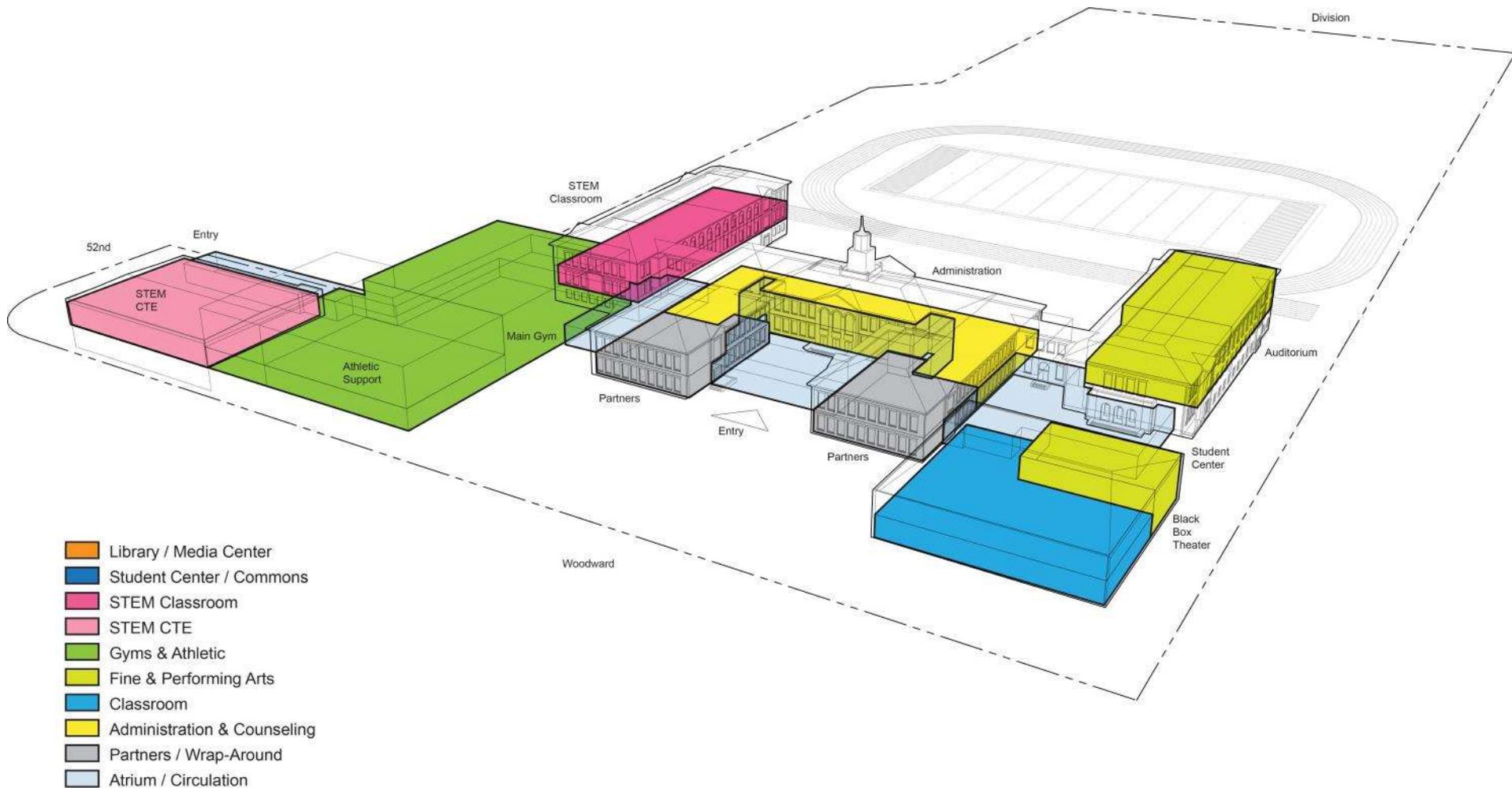
# FRANKLIN HS – MASTER PLAN OPTION D



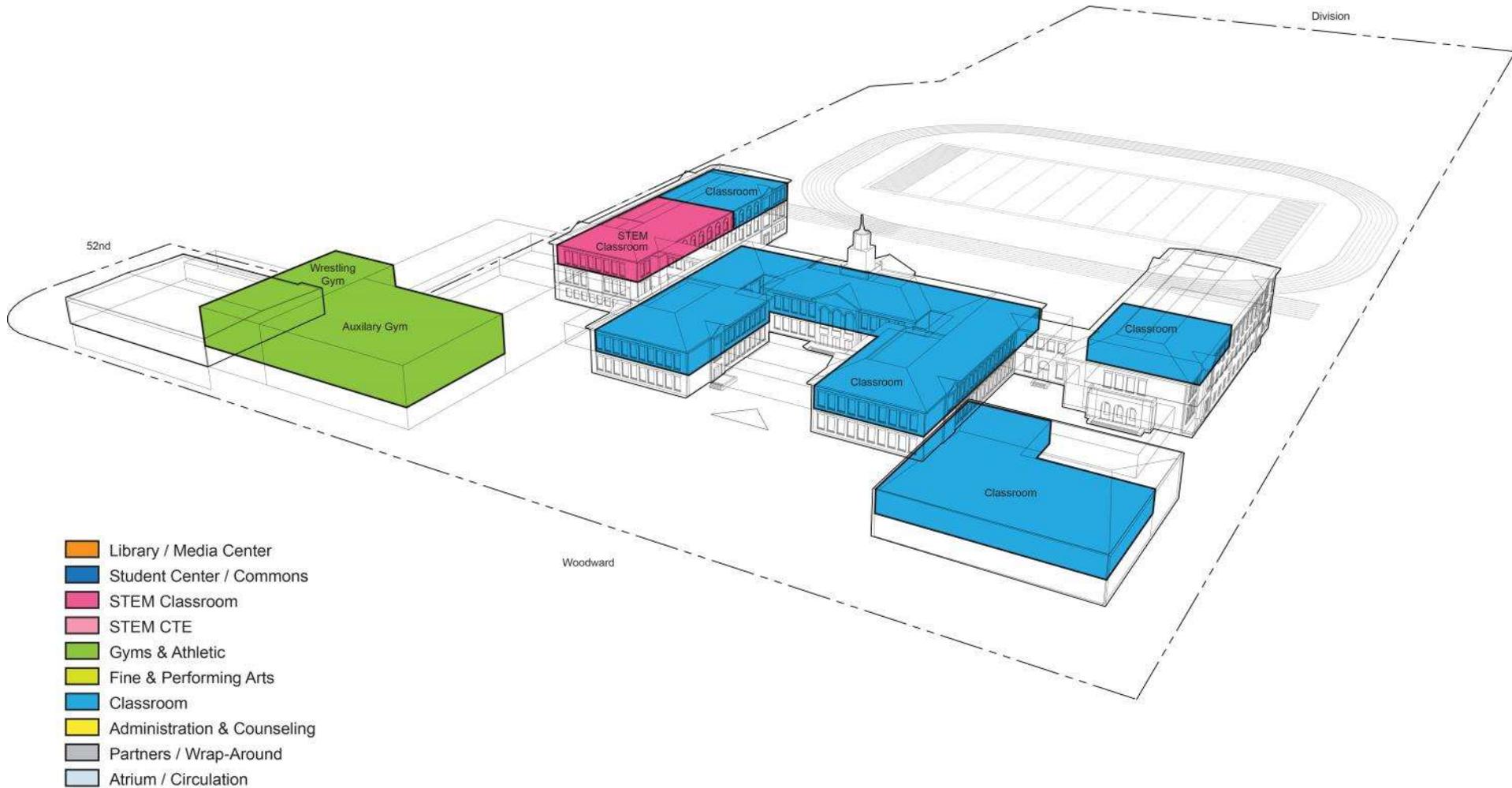
# FRANKLIN HS – MASTER PLAN OPTION D – BASEMENT LEVEL



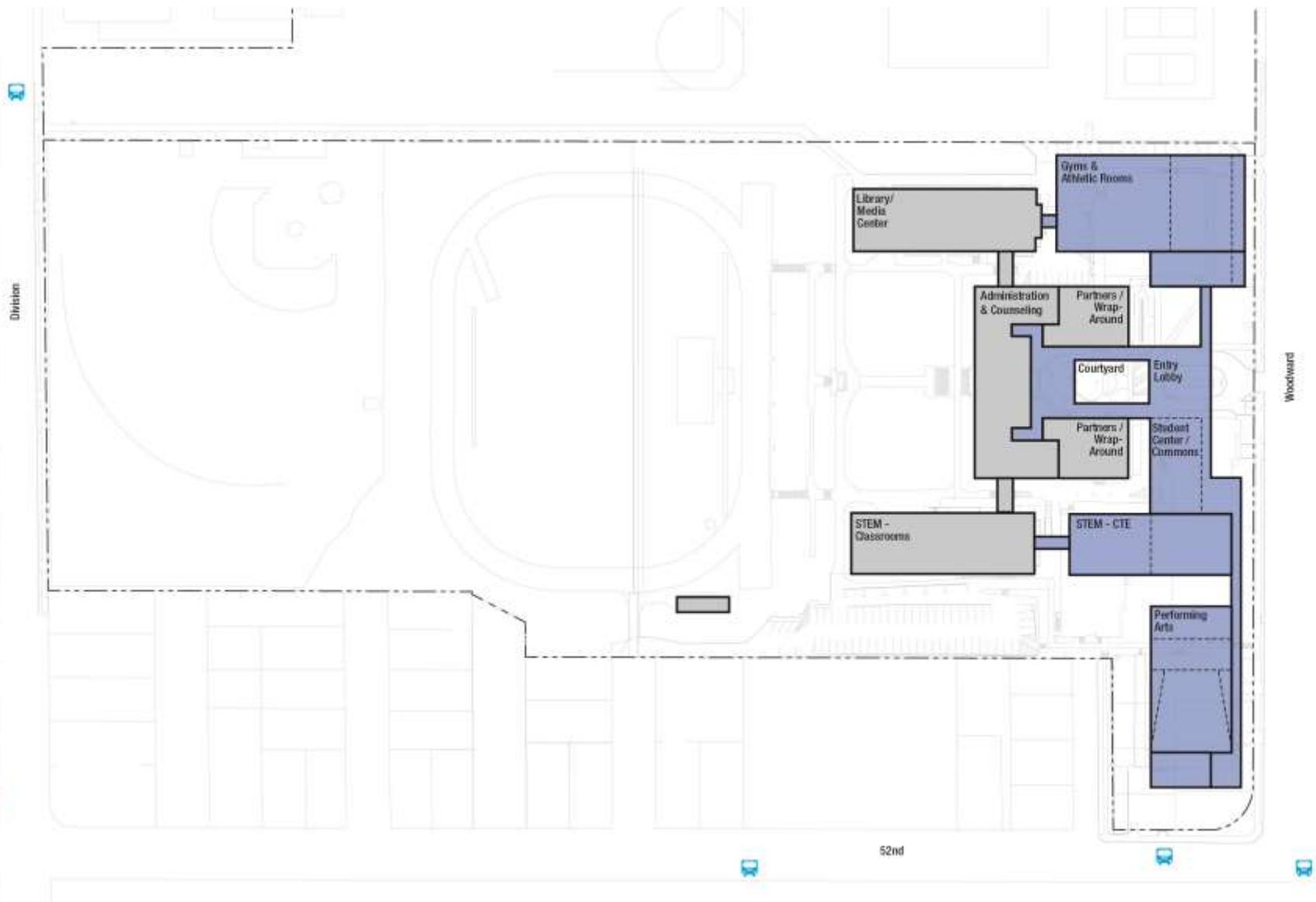
# FRANKLIN HS – MASTER PLAN OPTION D – FIRST FLOOR



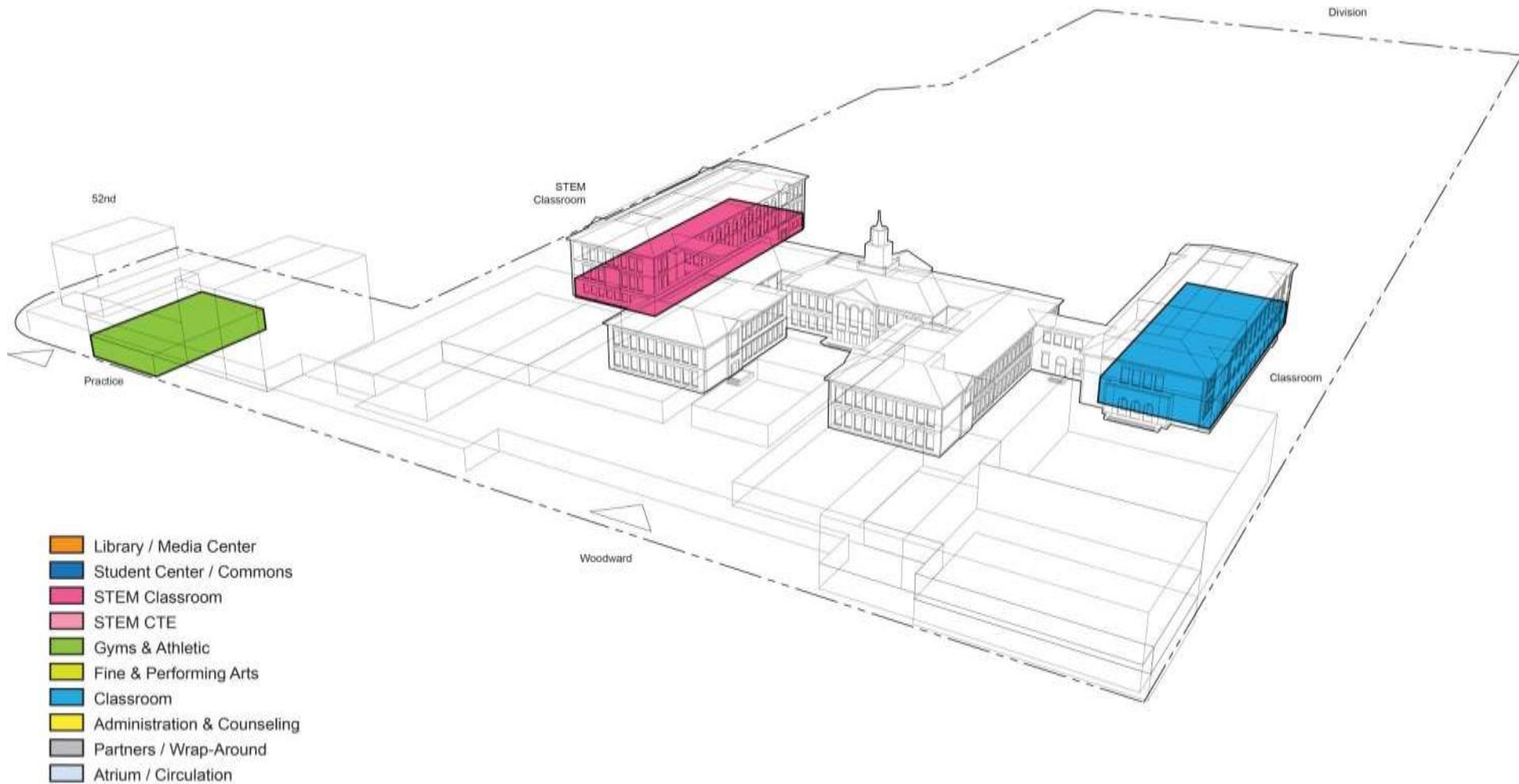
# FRANKLIN HS – MASTER PLAN OPTION D – SECOND FLOOR



# FRANKLIN HS – MASTER PLAN OPTION E



# FRANKLIN HS – MASTER PLAN OPTION E – BASEMENT LEVEL

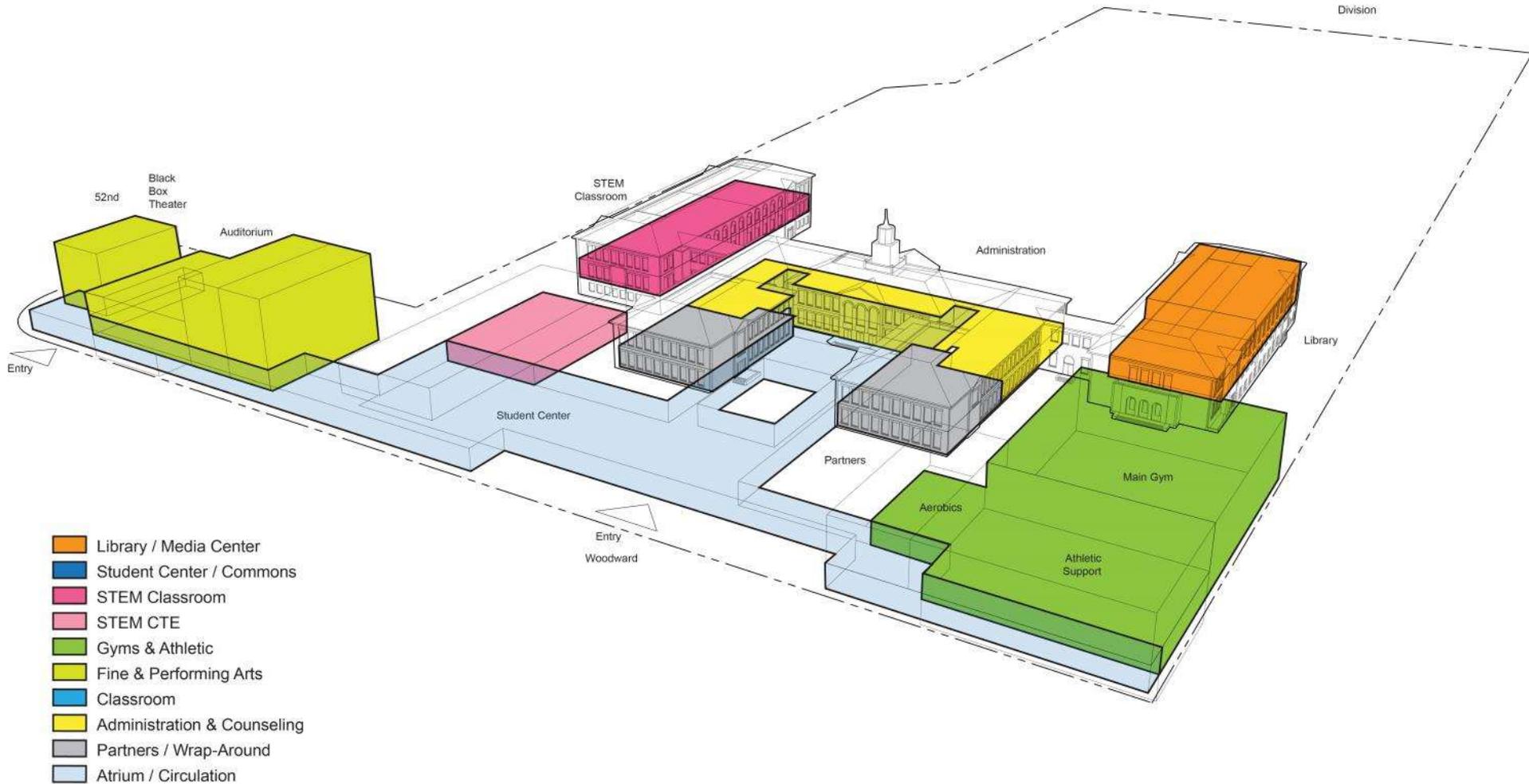


**Dull Olson Weekes – IBI Group Architects**  
Portland Public Schools – Franklin HS Modernization

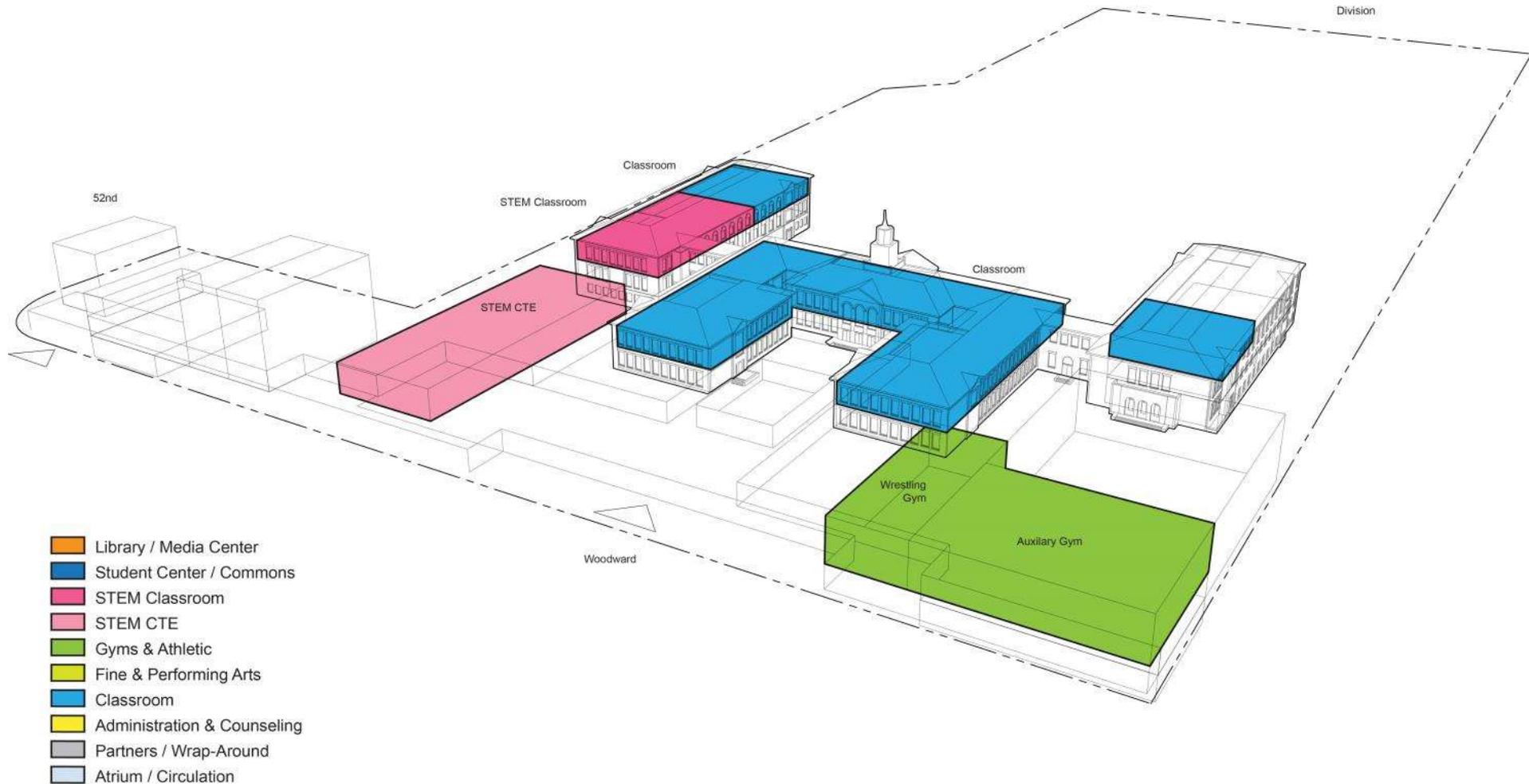
**21<sup>st</sup> Century Learning in an Historic Building**  
November 5, 2013



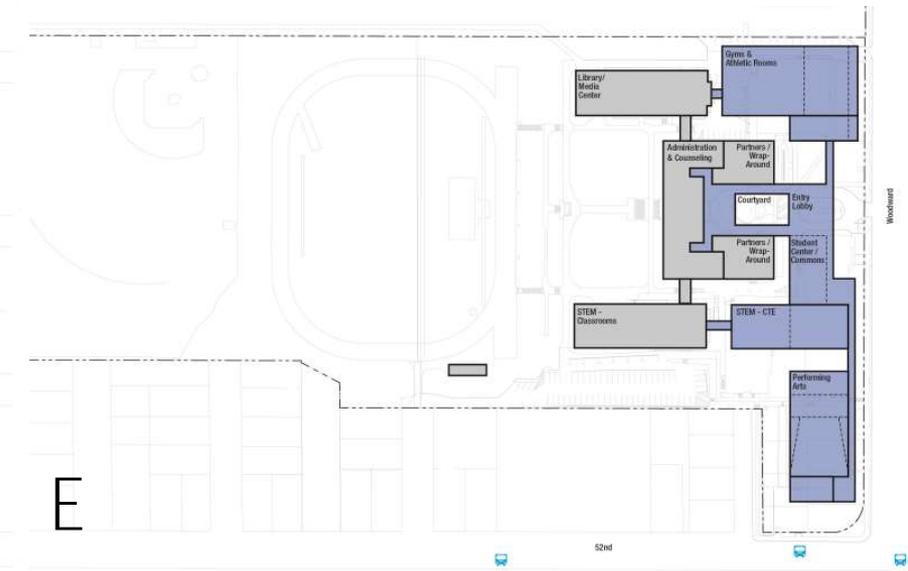
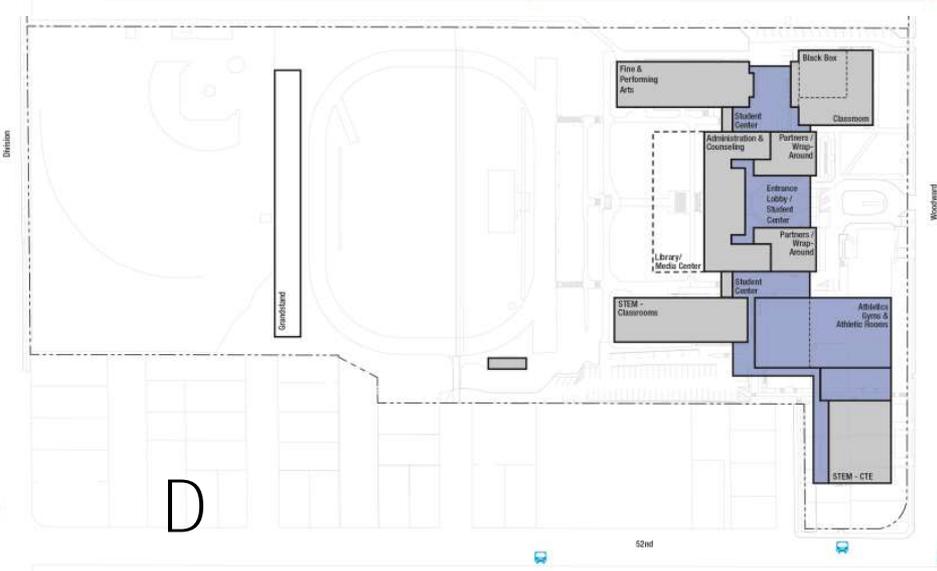
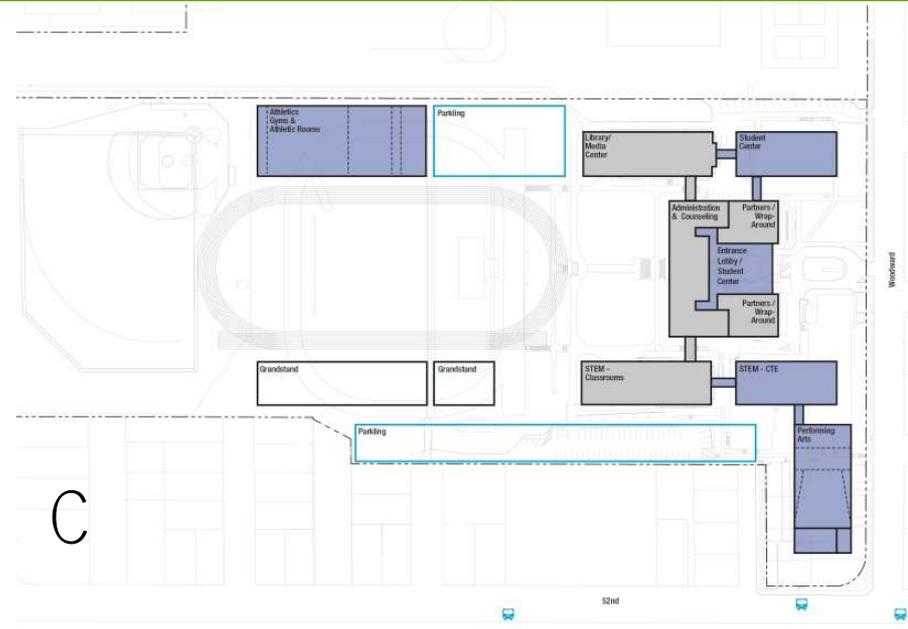
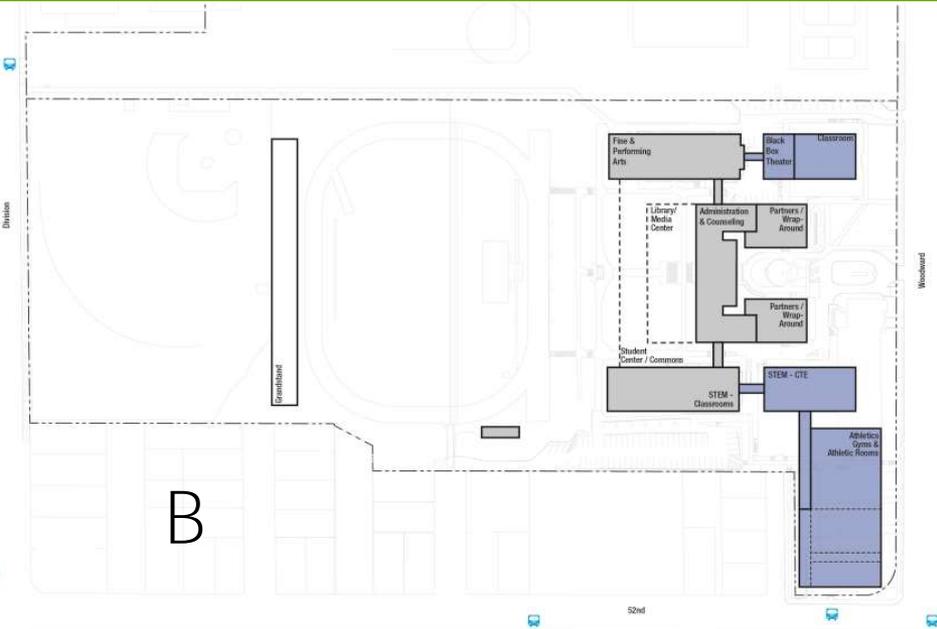
# FRANKLIN HS – MASTER PLAN OPTION E – FIRST FLOOR



# FRANKLIN HS – MASTER PLAN OPTION E – SECOND FLOOR



# FRANKLIN HS – MASTER PLAN OPTIONS





Parking inadequate in all schemes, in particular at performing arts and gymnasium --investigate structured or underground options

Location of Performing Arts at corner of Woodward and 52<sup>nd</sup> (C,E) preferred

Preferred Media Center under North Lawn

Preferred adjacency of STEM CTE and Classroom spaces (B,C,E)

Strong desire to relocate grandstand to the north side of track

Preserve open space at Woodward entrance (B,C,D)

Preserve views from both Division and Woodward (B,C,D)

Incorporate pedestrian connections into building edges -- mixed opinion whether connections should be covered or enclosed

Study: access for special needs kids and team buses; emergency egress; fire-drill requirements; covered drop-off

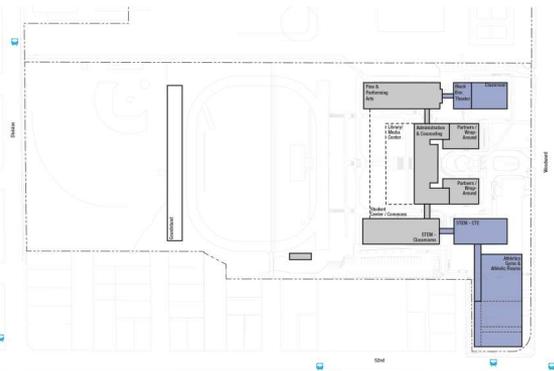
Overwhelmingly preferred scheme C -- feels like a campus; feels like it looks to the future

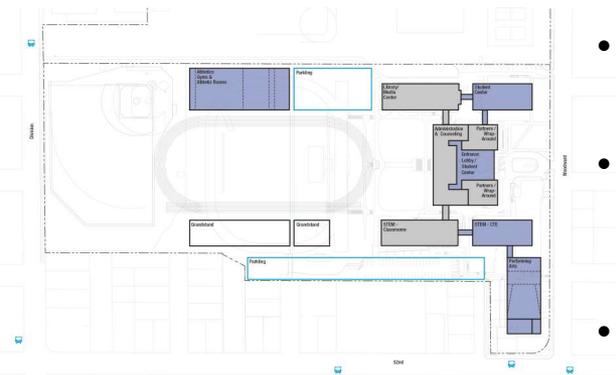


- Gym location in Scheme B preserves challenging relationship to outdoor athletic facilities

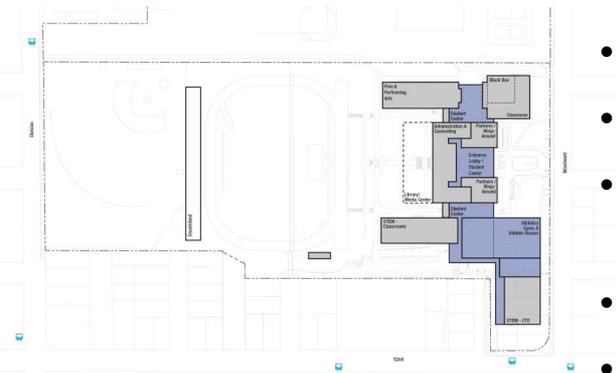
Distribution of buildings in Scheme B presents an open feel toward community and Woodward, openness toward Clinton Park, and an overall campus-like feel

Appreciated efficient pedestrian connections from 52<sup>nd</sup> in Scheme B

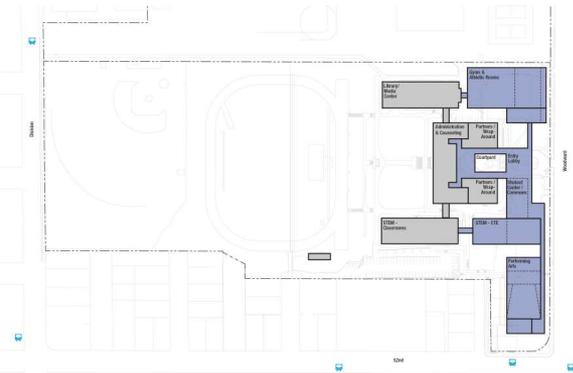




- Feels as though Scheme C looks to the future – open for future development
- Distribution of buildings presents an open feel toward community and Woodward
- Provides good adjacencies between track, outdoor fields, and gymnasium, although some requested investigation into placement of gym on west side of track
- Reorientation of track seen as favorable
- Would be improved with addition of underground library under north lawn
- Impact of gym and grandstand on historic Division view mixed – some felt it focused view; others felt it blocked view
- Some felt that scheme projects a positive image toward Division – “I want to go there”, while others felt placement of gymnasium closer to Division could send message that Athletics are more important than academics
- Placement of parking between gym and classrooms needs to be sensitive to pedestrian/bike safety and preference



- Distribution of buildings presents an open feel toward community and Woodward
- Compact development provides room for future development
- Some disliked asymmetry of building distribution
- Some felt development of CTE program at 52<sup>nd</sup> corner resulted in less crowded first image
- Mixed reactions on split of STEM classroom and CTE spaces
- Re-use of existing auditorium for performing arts seen as problematic
- Preserves challenging relationship to outdoor athletic facilities
- Student common spaces feel too separated



- Location of main entry closer to Woodward generally seen as a positive
- Some felt that placing one story structures along and close to Woodward would detract from the appreciation of historic structure, while others felt there was potential to develop really nice solution
- Some viewed the enclosure and definition of open spaces along Woodward was better utilization of space, while others did not appreciate the enclosure of open spaces, investigate opening courtyard to Woodward
- Imbalanced distribution of buildings felt like the scheme cluttered Woodward in order to preserve Division street image
- Parking seen as too remote from athletics and performing arts
- Pedestrian corridors felt unfocused and maze-like
- Some liked the Gym location but felt it preserves challenging relationship to outdoor athletic facilities
- Scheme should incorporate relocation of grandstand



The project should capitalize on the opportunity to create a **“low Impact”** green building

Questions were raised relative to the cost differential between schemes. Staff recommended that a holistic cost/benefit analysis be conducted taking into consideration both economic and environmental considerations

Evaluate passive vs. active HVAC systems



There is a need to minimize the multiple access points that currently exist and to develop secure key card access

Architectural solutions should avoid segregating or stigmatizing STEM CTE students

Multiple staff requested providing adjacencies between Library and design and production CTE spaces, and between Library and Sounseling



The team should study the optimal location of the Dance Program – Performing Arts vs. Athletics

The team should study how the entire student body is best accommodated for assembly. Should also consider the unique needs of different types of assembly: Senior Assembly, Rose Festival, etc.

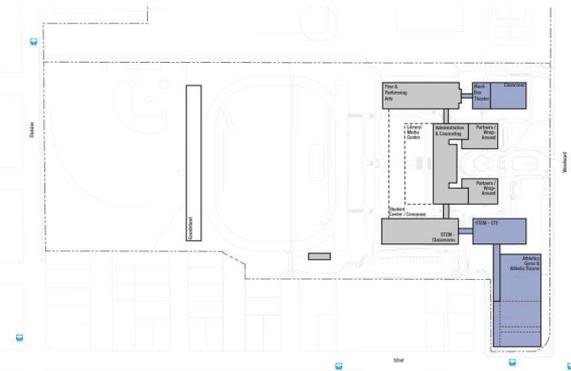
Technology solutions should provide broadband and Wi-Fi access



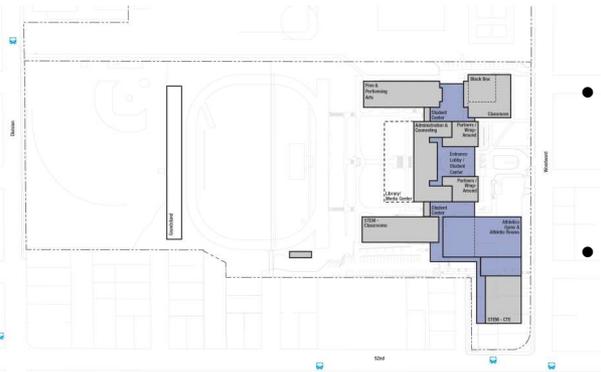
Flexible learning spaces must be designed to accommodate a variety of functions including computer and mock trial

Schemes should provide an appropriate degree of flexibility and anticipate the frequency of change when evaluating flexible options

Some staff expressed the preference for schemes that develop program space under the north lawn



- Staff feel that Scheme B is a “**conservative** solution with good **flow**”
- Staff appreciated placement of library at center of Scheme B but expressed a desire for two story library space
- Staff appreciated plans to keep and renovate the existing “**beautiful**” auditorium
- The reorientation of the track in Scheme C was seen as a positive
- Questions were raised relative to the remoteness of the gym in Scheme C from the balance of academic spaces and the impact on passing time between classes
- Some staff expressed that Scheme C feels good with a desirable arrangement of buildings and use of space. Others felt the scheme was too spread out and lacked cohesion



- Staff appreciated the reuse of existing facilities and the resultant potential cost savings in Scheme D
- Felt that Scheme D could be very creative and modern – “a great solution”
- Some staff loved the flow and gathering potential possible in Scheme E and felt that one-story circulation spaces would not block views of the historic structure; others felt that the scheme felt crowded and **would only work if the Woodward buildings were “very attractive”**
- Some felt that Scheme E provided good incorporation of green design principles through the use of naturally lit, glass enclosed areas.
- Staff appreciated the ability to easily provide after-hours community access to specific program areas
- Some staff felt that the scheme best preserved land for future development

# STUDENT PRESENTATION – GENERAL COMMENTS



Concerns regarding preserving the historical and cultural significance of the auditorium including performer signatures backstage. Students stressed the importance of student artwork and murals in corridors and other areas.

Students viewed the relocation of the grandstand positively but wondered about the ability to develop Home and Away grandstand sections

Students really liked the idea to locate program underground below the north lawn and to better utilize basement areas of existing buildings as long as these areas provide natural light



Students talked a lot about connectivity of buildings and providing sheltered pathways

Students liked providing exterior extended learning areas in courtyards

Students responded favorably to locating either performing arts and athletics at the corner of Woodward and 52<sup>nd</sup>. Some students wondered about the need to devote so many resources to athletics

A few students expressed a desire for different types of study areas (other than lunch room and library)



# STUDENT PRESENTATION – GENERAL COMMENTS CONTINUED



Students suggested use of efficient windows, motion sensors for lighting, low-flow toilets, natural ventilation, solar panels, natural light, green roofs, rainwater collection

Schemes should accommodate program areas such as Law, AP English, and Psychology that are unique and significant to Franklin

Multiple students stressed the preservation of the traditional shop program but noted that the current space is unsafe

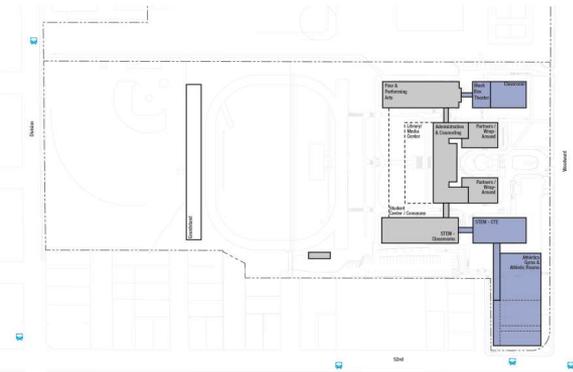


Students expressed the desire to have a swimming pool included in the program

A student noted that glass classroom walls (like at Sandy HS) limit teachers' ability to post educational material, and would distract students

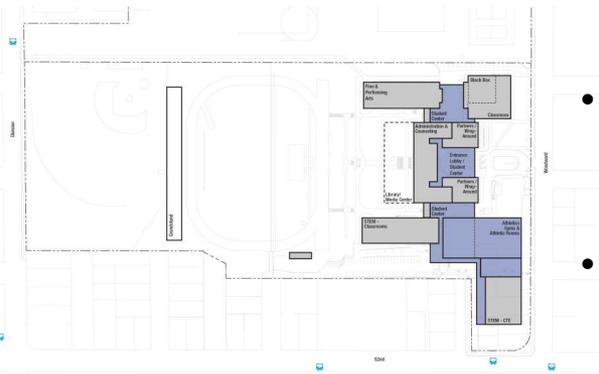
Many students were intrigued by the idea of underground parking

Many student were excited about having a skate park on campus



- Scheme C was the favorite of many students
- Many thought that rotating track and locating athletics adjacent to track in Scheme C was a positive, but some worried about the use of funds to relocate track, the potential impact to the baseball field, and the time required to get to PE classes
- Some students felt the location of the athletics building adjacent to Clinton Park in Scheme C would be unsympathetic and would disconnect the school from the park and community
- Students liked the idea of multiple student center spaces in Scheme D and felt that distributing these spaces would help with passing time issues after lunch and reduce the need to leave campus for lunch
- Students were mixed over the reuse of existing buildings in Scheme D

# STUDENT PRESENTATION – SPECIFIC COMMENTS

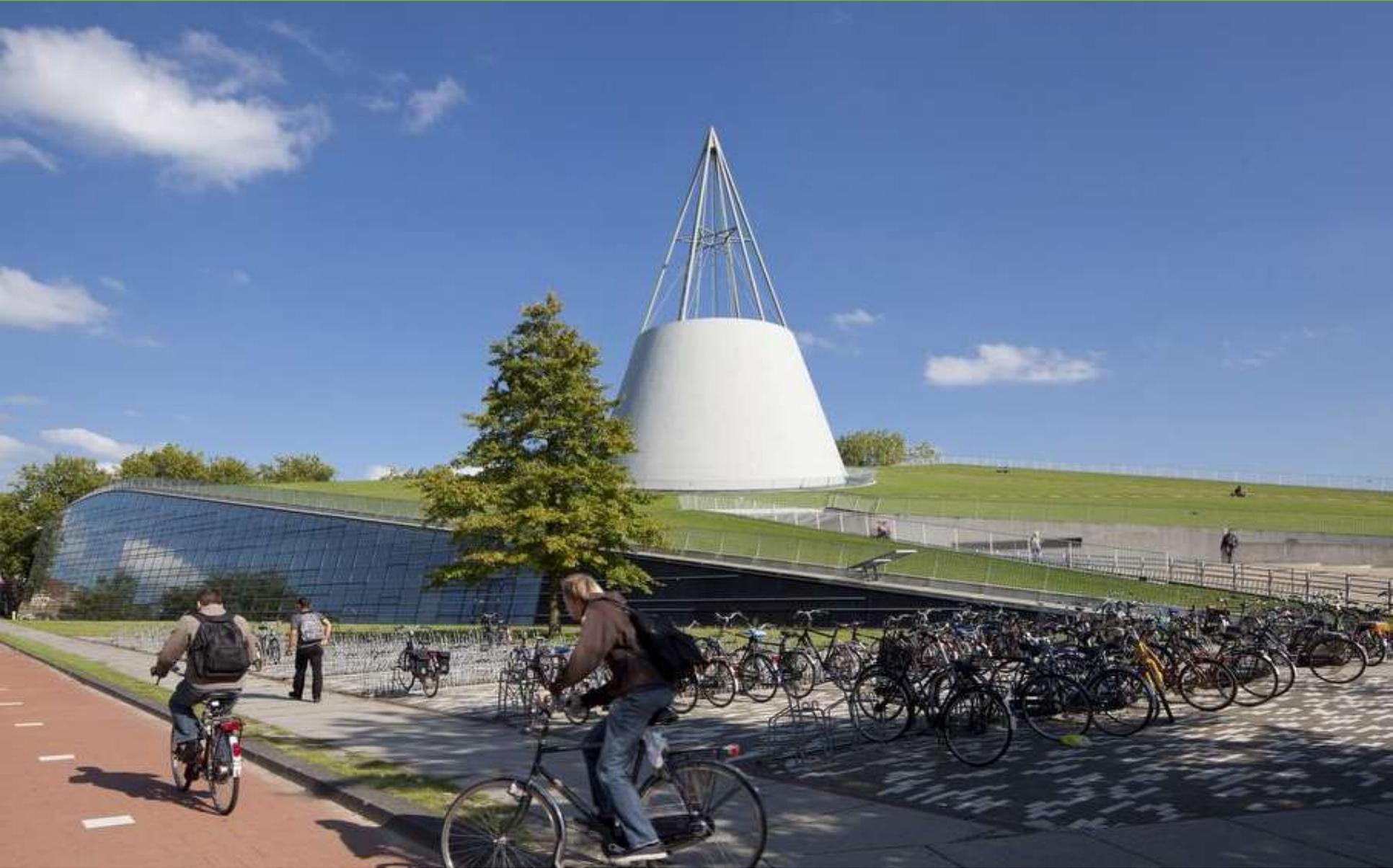


- Some students felt Scheme E was more interesting than others and could be the prettiest.
- Students reacted favorably to the placement of new buildings in Scheme E and liked the contrast between historic and modern spaces
- Many students liked the connectivity between spaces in Scheme E; others disliked the density along Woodward

# SUBTERRANEAN ARCHITECTURE EXAMPLES



# SUBTERRANEAN ARCHITECTURE EXAMPLES



# SUBTERRANEAN ARCHITECTURE EXAMPLES



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

**21<sup>st</sup> Century Learning in an Historic Building**  
November 5, 2013



# SUBTERRANEAN ARCHITECTURE EXAMPLES



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

21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013



# ATRIUM EXAMPLES



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

21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013



# ATRIUM EXAMPLES



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

21<sup>st</sup> Century Learning in an Historic Building  
November 5, 2013

SERA

# SUBTERRANEAN ARCHITECTURE EXAMPLES



# ATRIUM EXAMPLES



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

**21<sup>st</sup> Century Learning in an Historic Building**  
November 5, 2013



PPS General Bond Info:

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



Franklin HS Bond Info:

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

