

2021

# LONG-RANGE FACILITY PLAN

VOLUME 2: SITE SUMMARIES

PORTLAND PUBLIC SCHOOLS

2021 DECEMBER 14

BOARD ACCEPTED ISSUANCE

This plan addresses the provisions of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts.

BR|IC  
ARCHITECTURE



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PRE-K & ELEMENTARY SCHOOLS

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# PRE-K SCHOOLS

# APPLEGATE EARLY LEARNING CENTER

## ADDRESS

7650 N COMMERCIAL AVE

## CONSTRUCTION DATE

1954 (PRIMARY)

## LEVELS

1

## BLDG AREA

27,785 SF

## SITE AREA

59,677 SF  
1.37 ACRES

## CLASSROOMS COUNT

13

## FUNCTIONAL CAPACITY

192 STUDENTS

## CLUSTER

JEFFERSON

## MODULAR CLASSROOMS

1

## ZONING

RESIDENTIAL 5,000 CU  
RESIDENTIAL 2,000 CU



## HISTORIC SUMMARY

Applegate Early Learning Center is located in the Piedmont Neighborhood of North Portland. The campus is situated at the south end of Farragut Park. In addition to the primary classroom building, the campus includes a portable classroom building located at the west portion of the property.

The main school building has a rectangular massing with a wood frame that rests on a poured concrete foundation. Designed in the Northwest Regional style, the building features a moderately pitched gable roof and overhanging eaves. Vinyl siding covers the single story building. Fenestration consists primarily of wood frame windows.

Development in the neighborhood consists of a mixture of single family houses, multi-family residences, and mid-size commercial and industrial buildings. In addition to the primary classroom building, the campus includes a portable located at the west portion of the property.

The school is not eligible for the NRHP under Criterion A.

## FACILITY CONDITION SUMMARY

The Applegate Early Learning Center facility is 67 years old, and in poor condition with a facility condition index (FCI) score of 0.14

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their typical design lives. The domestic water distribution equipment was recently replaced.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » The building did not have a fire suppression system.

- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.

### Electrical

- » The building's main electrical switchboard was replaced in 1996; however, four panel boards had exceeded their typical design lives. One panel board (IT1) had been added as part of a telecommunications upgrade in 1996.

### Arch/Struct/Site

- » The exterior windows of the main building had heavily weathered wood frames and the paint finish was peeling.
- » The roof hatch on the main building had weak springs and damaged latch hardware.
- » The carpet floor finish in the main building had excessive wear and staining in traffic areas.
- » The painted concrete floor finish in the main building had excessive wear and chipping throughout.
- » The concrete pedestrian paving at the main building's entrance had moderate cracking and settlement that had caused uneven surfaces.
- » The chain link perimeter site fencing had moderately rusted frames and chain link fabric.

## RECENT CAPITAL EXPENDITURES

- » Water Heater Replacement in 2018

## EDUCATIONAL SUITABILITY

- » Head Start classrooms are former elementary general classrooms. Classrooms are undersized for early learning (75% of size standard).
- » Fencing is minimal. The administrative area is near the entrance but does not have visual access or control of the main entry. There is no entry vestibule or buzzer system.

## EDUCATIONAL PROGRAM FORECAST

- » Facilities upgrades to pre-k classrooms to support the needs of early learners, including improvements to the Native culture classroom.

# CLARENDON EARLY LEARNING CENTER

## ADDRESS

9325 N VAN HOUTEN AVE

## CONSTRUCTION DATE

1970 (PRIMARY)

## LEVELS

1

## BLDG AREA

40,723 SF

## SITE AREA

185,566 SF  
4.26 ACRES

## CLASSROOMS COUNT

15

## FUNCTIONAL CAPACITY

165 STUDENTS

## CLUSTER

ROOSEVELT

## MODULAR CLASSROOMS

0

## ZONING

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

The Clarendon school campus consists of the 1970-1971 main classroom building and a 1970-1971 play shed. The main classroom building is a single story poured concrete structure comprised of a series of interconnected hexagons. The primary cladding is red brick and horizontal tongue-and-groove siding. Each hexagonal building unit features a modestly pitched hexagonal roof capped by a hexagonal-shaped cupola glazed with multi-colored glass. The expressive use of poured concrete on the interior as the primary structure with little emphasis on hierarchical ornamentation is illustrative of the Brutalist style.

Clarendon is situated in the Portsmouth neighborhood of Portland, Oregon. The neighborhood largely consists of residences constructed 1940-1970. Adjacent to residences to the north, east, and south, the parcel is also adjoined by the broad open play fields of Northgate Park to the west.

Given the uniqueness of both the design and planning process used to arrive at the design choice, the Clarendon School is eligible for the National Register of Historic Places under Criteria A and C.

## FACILITY CONDITION SUMMARY

The Clarendon Early Learning Center facility is 51 years old, and in fair condition with a facility condition index (FCI) score of 0.07.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives.
- » The domestic water distribution equipment was recently replaced and was in good condition.
- » The vast majority of the heating equipment, air handlers, exhaust fans, and associated equipment had exceeded their design lives.

### Fire Protection

- » Piping was estimated to be original to the building and had exceeded its intended useful design life.
- » An addressable fire alarm system headend (Silent Knight 5820XL) and associated detection and signal devices were installed in 2014.

### Electrical

- » The site's electrical distribution system (including main switchboard and panel boards) had exceeded its intended design life; however, three 208Y/120V panel boards had been replaced more recently.

### Arch/Struct/Site

- » The slab on grade had moderate linear cracking.
- » The roof hatch had weak springs, missing seals, and aged and corroded hardware.
- » The carpeting and lockers were approaching the end of typical design life.

## RECENT CAPITAL EXPENDITURES

- » HVAC Upgrades in 2018
- » Parking Restriping in 2019
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » The renovated former "open concept" school provides spaces that support a variety of teaching and learning styles. All instructional spaces include restrooms.

- » Doors except for the main entrance are secured. The main entrance is near the office/reception area allowing for visual access; however, there is not an entry vestibule or buzzer system.

## EDUCATIONAL PROGRAM FORECAST

- » Facilities upgrades to pre-k classrooms to support the needs of early learners.

# SACAJAWEA EARLY LEARNING CENTER

## ADDRESS

4800 NE 74TH AVE

## CONSTRUCTION DATE

1952 (PRIMARY)

## LEVELS

1

## BLDG AREA

18,862 SF

## SITE AREA

152,242 SF  
3.5 ACRES

## CLASSROOMS COUNT

11

## FUNCTIONAL CAPACITY

108 STUDENTS

## CLUSTER

MCDANIEL

## MODULAR CLASSROOMS

0

## ZONING

R7 RESIDENTIAL 7,000 CU



## HISTORICAL SUMMARY

The Sacajawea Head Start facility is located in a primarily residential neighborhood in Northeast Portland. Built in 1953, the International style school building (386A) is situated on a grass and asphalt-covered campus. The wood frame building sits on a poured concrete foundation. The main mass of the building is covered by a flat roof. The projecting wings on the east and west sides of the building are covered with shed roofs. Cladding consists of a mixture of red brick and vertical board and batten siding. The modified rectangular shape plan houses classrooms, a play room/cafeteria, a kitchen, and an administrative office.

The principal entry to the school is from the south on NE 74th Avenue. The playground and playfields are located directly to the north and the east of the school. The parking area is located directly to the north of the building.

A good example of the mid-century school design that retains its integrity with its floor plan,

interior finishes, fenestration, and cladding intact. The original Sacajawea Elementary School was built in response to the residential development in southwest Portland during the PPS program of post-war construction and is eligible for the National Register of Historic Places (NRHP) under Criterion A.

## FACILITY CONDITION SUMMARY

The Sacajawea Early Learning Center facility is 69 years old, and in fair condition with a facility condition index (FCI) score of 0.1.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » The 200-MBH gas water heater was replaced in 2010 and had no major deficiencies. The boiler appeared to be original to the

facilities construction; however, the burner assembly was retrofitted to gas in 1997.

- » There were two air handling units located in the mechanical room (Room 114). Both air handlers had exceeded their typical design lives. Additional heat was provided by fin tub radiators, which were located throughout the facility.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced and had no major deficiencies observed or reported.
- » No fire suppression systems were observed during the assessment.

### Electrical

- » The main switchboard at this facility was replaced in 1996 along with several distribution panels. The remaining electrical distribution panels were original to building construction in 1953 and had exceeded their typical design life.
- » The majority of the exterior lighting had recently been upgraded to LED with the exception of four fixtures that appeared to have been installed in 1996 with the other electrical upgrades. The interior lighting was predominantly T8 fluorescent fixtures, which also appeared to have been installed in 1996.

### Arch/Struct/Site

- » The carpeted areas were rippled in classrooms. A section of vinyl

composition tile at the east end of the east-west main hallway, (near the main office) was cracked and deteriorated.

- » Staff indicated there was an ongoing leak from a former repair to water piping in the Mechanical Room restroom.
- » The exterior wood windows were aged.
- » The roof was inaccessible; however, there were stains to the interior ceiling tile in Room 100. No other signs of water intrusion were observed.

## RECENT CAPITAL EXPENDITURES

- » Playground/fencing improvements in 2017
- » Select flooring replacements in 2018

## EDUCATIONAL SUITABILITY

- » There are very limited spaces to support differentiated learning or flexible groupings. Several vacant rooms provide some flexibility.
- » The early childhood rooms are undersized (approximately 74% of the size standard).
- » Each classroom has a sink.
- » The casework in the classrooms is not sized for early learners (too high).
- » The cafeteria is used as an activity space, as students eat in their classrooms. The kitchen lacks a dishwasher.
- » Early childhood spaces lack adjacent restrooms; the restrooms are located down a hall.
- » There is no covered play area and the only play structure is not accessible and is distant from

most of the classrooms.

- » Office staff have no active supervision of the main entrance.

## EDUCATIONAL PROGRAM FORECAST

- » Facilities upgrades to pre-k classrooms to support the needs of early learners.

# ELEMENTARY SCHOOLS

# ABERNETHY ELEMENTARY SCHOOL

**ADDRESS**

2421 SE ORANGE AVE

**CONSTRUCTION DATE**

1924 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

48,246 SF

**SITE AREA**

171,191 SF  
3.93 ACRES

**CLASSROOMS COUNT**

21

**FUNCTIONAL CAPACITY**

522 STUDENTS

**CLUSTER**

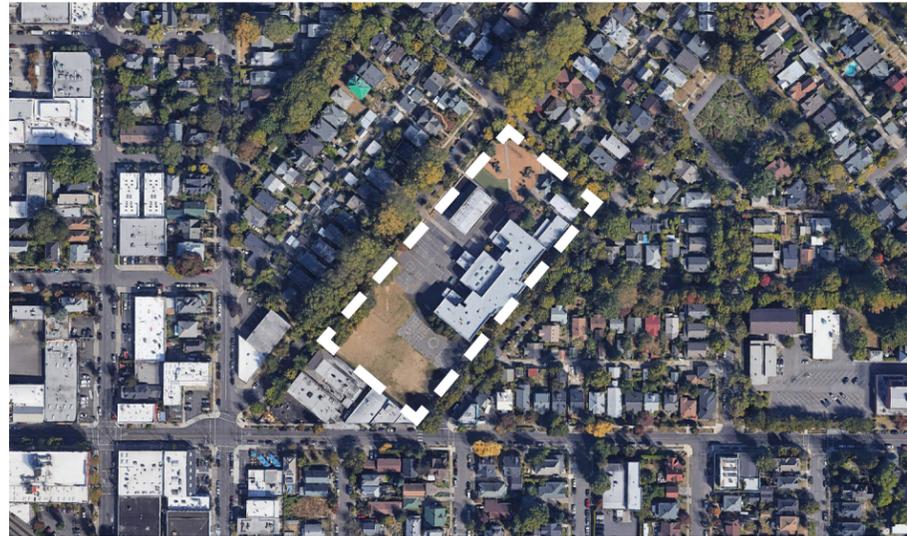
CLEVELAND

**MODULAR CLASSROOMS**

2

**ZONING**

RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

The Abernethy Elementary School consists of a two-story school building, an attached one-story classroom wing and two portable classrooms. Located in the primarily single family residential neighborhood of the Ladd's Addition Historic District in Southeast Portland, it was built in 1924 in the Classical Revival style.

The building is a reinforced concrete structure with brick veneer, cast stone, and terra cotta ornamentation. The two-story school building is covered by a flat roof and sits on a concrete foundation.

The school is situated on a grass-covered and asphalt campus with a play field southwest of the main building. There are asphalt-covered playgrounds west and south of the school. A covered, open-sided play shed is located northwest of the school. An arboretum/garden and gazebo are located to the north of the building. Two detached portable buildings occupy the northeast end of the parcel.

The 1924 Classical Revival style school is recommended as eligible for the National Register of Historic Places (NRHP) for its association with progressive era public school construction in Portland (Criterion A).

## RESJ CONSIDERATIONS

Facility improvements would not be especially impactful to underserved communities as Abernethy serves a less diverse student population with relatively low poverty levels compared to the district averages.

- » For the 2021-22 school year, 10% of students are historically underserved; this is well below the K-5 school mean (34%).
- » For the 2021-22 school year, 8% of students qualify for free or reduced lunch, significantly below the elementary school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year,

Abernethy is forecast at 90% utilization. By the 2030-31 school year, utilization is projected to decline to 84%.

## FACILITY CONDITION SUMMARY

Originally constructed in 1924, Abernethy Elementary School is 97 years old, and in poor condition with a facility condition index (FCI) score of 0.16. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the HVAC system had exceeded its typical design life. The boilers were aged; however, their burners were retrofitted to natural gas in 2006. The condensate pump package was heavily corroded. The classrooms had unit ventilators, while other areas of the facility utilized air handling units and fin tube radiators.
- » The facility's water heater, located in the boiler room, was replaced around 2012.
- » The plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had recently been replaced and had no

major deficiencies observed or reported.

- » The main facility was protected by a wet pipe sprinkler system covering the majority of the building including the corridors, stairwells, auditorium balcony, and classroom entrances. There were no major deficiencies observed or reported.

### Electrical

- » The main distribution switchboard and the majority of the panel boards in this facility had exceeded their typical design lives. The switchboard and some of the older panels were manufactured by Federal Pacific, whose breakers have been known to fail to trip when overloaded, thus creating a fire hazard.
- » The majority of the interior lighting had been replaced; however, there were still some older fixtures in place which were in need of replacement.

### Arch/Struct/Site

- » The flooring in the kitchen area was beyond design life. Staff reported that the floor's poor condition and kitchen cooler's elevation make it difficult to transfer food racks.

## RECENT CAPITAL EXPENDITURES

- » Carpet Replacement (one room) in 2018
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » Classrooms are significantly undersized (60% of size standard). Two kindergarten classrooms are located in portables. One kindergarten classroom lacks a dedicated, adjacent restroom.
- » The school does not include purposely designed spaces for special education. No SPED classrooms are present.
- » The school has neither a dedicated art room nor a science room.
- » Furniture and finishes are worn and dated in appearance.
- » A stage is present.
- » An appropriately sized, dedicated music classroom is provided.
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.
- » There are multiple security challenges at this site, including the lack of a controlled main entrance, inadequate fencing, and poor lines of sight.
- » The gym is greatly undersized (less than 50% of standard).
- » The library is undersized and is essentially a repurposed corridor.
- » The cafeteria and kitchen are undersized with poor acoustics.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, (including restrooms).
- » Re-purpose existing space

- » to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the District's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.

# AINSWORTH ELEMENTARY SCHOOL

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**ADDRESS**  
2425 SW VISTA AVE

**CONSTRUCTION DATE**  
1912 (PRIMARY)

**LEVELS**  
2

**BLDG AREA**  
57,188 SF

**SITE AREA**  
165.092 SF  
3.79 ACRES

**CLASSROOMS COUNT**  
28

**FUNCTIONAL CAPACITY**  
636 STUDENTS

**CLUSTER**  
LINCOLN

**MODULAR CLASSROOMS**  
4

**ZONING**  
RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

The Ainsworth Elementary School is situated in a primarily single family residential neighborhood in the Southwest Hills District of Portland, located on Vista Avenue. The campus consists of a main classroom building, gymnasium addition, a detached four- classroom wing, an annex that is located on a hill above the main campus, a covered playshed, and three interconnected portable buildings containing six classrooms. Built in 1912, the Collegiate Gothic style main building is a flat roof, two-story, reinforced concrete structure with brick veneer and terra cotta and cast stone ornamentation.

The school is situated on a tree-lined but predominantly asphalt-covered campus with playgrounds located to the northwest and southeast of the main building. A double height gymnasium was constructed in 1928. A covered, opensided play shed, built in 1935, is located adjacent to the northwest corner of the building. Three detached portable buildings located at the north end of the

parcel were added between 1948 and 1953. The rectangular, detached classroom wing was constructed in 1953, while the one story, L-shape annex was built in 1962.

The 1912 Collegiate Gothic style school is recommended as eligible for the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Facility improvements would not be especially impactful to underserved communities, as Ainsworth serves a slightly less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 23% of students are historically underserved; this is less than the K-5 school mean (34%).
- » For the 2020-21 school year, 6% of students qualified for free or reduced lunch, well below the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Ainsworth is forecast at 99% utilization. Utilization is projected to remain steady over the next decade, declining slightly to 98% by the 2030-31 school year.

## FACILITY CONDITION SUMMARY

Originally constructed in 1912, Ainsworth Elementary School is 109 years old, and in poor condition with a facility condition index (FCI) score of 0.16. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The boilers and air handlers in the main building were replaced in the 1970s.
- » Temperature control issues were reported in the main building and north addition.
- » The HVAC equipment for the gym addition was replaced in 2018.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The school had a wet pipe sprinkler system that served the basement of the building.
- » The fire alarm control panel

and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had exceeded typical design life.
- » Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » The main wood entry doors on the main building and north addition were heavily worn.
- » The wood window frames on the south addition were heavily weathered with flaking paint.
- » The exterior bricks on the west end of the south addition had significant step cracking and joint separation.
- » On the gym addition, the original wood window frames were heavily weathered with flaking paint.
- » The majority of the roof covering on the annex was covered in moss and appeared to be beyond its design life.
- » The gutters and downspouts were not draining properly.
- » The majority of the interior finishes in all buildings were well-maintained, but beyond their design lives.

## RECENT CAPITAL EXPENDITURES

- » Select Flooring Replacements in 2018-19
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » The layout of the campus has multiple detached buildings with poor lines of sight. Classrooms are distributed among five (5) buildings with disparate conditions.
- » Furniture and finishes are worn and dated in appearance.
- » A small art room is present in the Annex; however, it is less than 50% of the recommended size and positioned far from most classrooms.
- » Performing arts spaces are rated as adequate.
- » The school does not include purposely designed spaces for special education. No SPED classrooms are present.
- » The cafeteria and kitchen are undersized with poor acoustics and no natural light.
- » The gym is greatly undersized (less than 50% of standard).
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to

accommodate a variety of activities.

- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Facilities upgrades to existing art classroom to align with the district's Educational Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# ALAMEDA ELEMENTARY SCHOOL

## ADDRESS

2732 NE FREMONT ST

## CONSTRUCTION DATE

1922 (PRIMARY)

## LEVELS

2

## BLDG AREA

65,765 SF

## SITE AREA

159,865 SF  
3.67 ACRES

## CLASSROOMS COUNT

34

## FUNCTIONAL CAPACITY

792 STUDENTS

## CLUSTER

GRANT

## MODULAR BLDG

2

## ZONING

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated between the Irvington and Alameda neighborhoods of northeast Portland, the Alameda Elementary School campus consists of a 1922 Ushaped building and two 1918 portable buildings. The primary Colonial Revival building is a one-story wood structure ornamented by a pediment topped portico and gabled roofs with rounded dormers. Double loaded corridors provide access to the administrative offices located along the north wing and classrooms located along the east and west wings of the building. Two classroom additions were made to the original building in 1954 and 1992.

Within four years of the construction of the primary building, an auditorium and classroom wings located off the south end of the east and west sides of the building were added to the school. Also in 1925, the sheltered play courts, located along the interior elevations of east and west wings, were enclosed to form a gym and additional classroom space. Other additions include the construction of a kitchen in 1951,

classroom addition off the south end of the west wing in 1954, and more classrooms off the south end of the east elevation in 1992.

The 1922 Colonial Revival school and 1918 ancillary buildings are recommended as eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Facility improvements would not be especially impactful to underserved communities, as Alameda serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 10% of students are historically underserved; this is less than the K-5 school mean (34%).
- » For the 2020-21 school year, 4% of students qualified for free or reduced lunch, well below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Alameda is forecast at 84% utilization. By the 2030-31 school year, utilization is projected to decline to 81%.

## FACILITY CONDITION SUMMARY

Originally constructed in 1922, Alameda Elementary School is 99 years old, and in poor condition with a facility condition index (FCI) score of 0.2. As the average FCI score for K-5s is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The boilers and air handlers in the main building were replaced in the 1970s.
- » Temperature control issues were reported in the main building and north addition.
- » The HVAC equipment for the gym addition was replaced in 2018.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The school had a wet pipe sprinkler system that served the basement of the building.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had exceeded typical design life.
- » Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » The main wood entry doors on the main building and north addition were heavily worn.
- » The wood window frames on the south addition were heavily weathered with flaking paint.
- » The exterior bricks on the west end of the south addition had significant step cracking and joint separation.
- » On the gym addition, the original wood window frames were heavily weathered with flaking paint.
- » The majority of the roof covering on the annex was covered in moss and appeared to be beyond its design life.
- » The gutters and downspouts were not draining properly.
- » The majority of the interior finishes in all buildings were well-maintained, but beyond their design lives.

## RECENT CAPITAL EXPENDITURES

- » Water Heater Replacement in 2018
- » Replacement of Boiler Room Condensate Tank in 2018
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Classroom sizes vary greatly, with some rooms only 58-75% of required size standard. The two SPED classrooms only meet 75% of the size standard.
- » A dedicated art room is not present, though a kiln is located adjacent to the music room.
- » An auditorium with a small stage is present. There is also a second stage connected to the cafeteria in the Annex.
- » A library media center with a makerspace is present.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom

# ARLETA ELEMENTARY SCHOOL

**ADDRESS**

5109 SE 66TH AVE

**CONSTRUCTION DATE**

1929 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

71,185 SF

**SITE AREA**

182,081 SF  
4.18 ACRES

**CLASSROOMS COUNT**

29

**FUNCTIONAL CAPACITY**

696 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

0

**ZONING**

OS - OPEN SPACE CU



## HISTORICAL SUMMARY

Arleta Elementary School is located in the Mt. Scott-Arleta Neighborhood of Southeast Portland. In addition to the main school building and an L-shaped detached annex built in 1953, the campus includes a playfield and asphalt-covered play areas situated on a rectangular parcel. The primary school building is a rectangular, two-story structure covered by a flat roof. The reinforced concrete building, clad in variegated brick, rests on a poured concrete foundation. Designed in the Classical Revival style, the building is divided bi-laterally by a projecting bay embellished with pilasters and rounded arches.

Development in the Mt. Scott-Arleta Neighborhood consists of a mixture of single family houses, small commercial facilities, and multi-family residential buildings.

Arleta Elementary retains a high degree of integrity and is therefore eligible for the National Register of Historic Places under Criterion A as

an example of school planning.

## RESJ CONSIDERATIONS

Arleta’s student population is largely reflective of district-wide averages for K-5 schools:

- » For the 2021-22 school year, 27% of students identified as BIPOC; this is below the K-5 school mean (34%).
- » For the 2021-22 school year, 28% of students qualified for free or reduced lunch; this is slightly more than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Arleta is forecast at 49% utilization. By the 2030-31 school year, utilization is projected to decline to 44%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Originally constructed in 1929, Arleta Elementary School is 92 years old, and in poor condition with a facility condition index (FCI) score of 0.23. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives. Boiler 1 has had frequent issues. Both boilers’ associated piping was heavily corroded.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had exceeded design life.
- » The main facility had a wet-pipe sprinkler system typically covering the classrooms and corridors. No major deficiencies were observed or reported with the fire protection system at the time of assessment.

### Electrical

- » Half of the distribution panel boards had exceeded design life. The generator and transfer switch in the boiler room had exceeded design life. There was a photovoltaic array installed on the roof, installed around 2015. The PV array was in good condition.

### Arch/Struct/Site

- » Paint was chipped off the older steel window frames on the exterior allowing the steel to corrode.
- » Minor blisters and moderate degranulation was occurring on the rolled roofing, and some of the roof drains were partially clogged. There was heavy moss growth on the roof covering under the PV panels.
- » There were a few crumbled bricks in the exterior wall and the brick mortar appeared to be weakening or separating from the bricks.
- » The concrete stairs on the west exterior were heavily cracked and crumbling.
- » Where present, the wood window frames and trim have flaking paint and cracked sealant, mainly at the auditorium.

## RECENT CAPITAL EXPENDITURES

- » Water Heater Replacement in 2018
- » Replacement of Boiler Room Condensate Tank in 2018
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Classroom sizes vary greatly, with some rooms only 58-75% of required size standard. The two SPED classrooms only meet 75% of the size standard.
- » A dedicated art room is not present, though a kiln is located adjacent to the music room.
- » An auditorium with a small stage is present. There is also a second stage connected to the cafeteria

in the Annex.

- » A library media center with a makerspace is present.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Evaluate Arleta as a possible candidate for adding or repurposing space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners in Southeast Portland.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with

- and an accessible restroom per the district’s Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

Scholars.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the District’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual

# ATKINSON ELEMENTARY SCHOOL

**ADDRESS**

5800 SE DIVISION ST

**CONSTRUCTION DATE**

1953 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

54,472 SF

**SITE AREA**

132,858 SF  
3.05 ACRES

**CLASSROOMS COUNT**

25

**FUNCTIONAL CAPACITY**

567 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

0

**ZONING**

R2 RESIDENTIAL 2,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Constructed in the Northwest Regional style, Atkinson Elementary School is located northeast of Clinton Park in Southeast Portland. Designed to be expanded as enrollment increased, the campus consists of three buildings connected by covered passageways. The single-story buildings form a variation on a finger plan type school with decentralized functions that became popular in the mid-twentieth century.

Clinton Park surrounds the campus on the south and west. Franklin High School is also located adjacent to the park. The surrounding district comprises primarily single family residences built between 1900-1950. Directly adjacent to the tree shaded play areas of Clinton Park, the campus retains a pastoral quality despite its urban location. The facility consists of three single story building units configured in roughly an L-shaped plan with connecting corridors. Between the buildings courtyard spaces provide natural light and furnish connections to the

outdoors. An excellent example of a finger plan school with a decentralized and functionally segregated floor plan, Atkinson Elementary School is eligible for the NRHP under Criterion C.

**RESJ CONSIDERATIONS**

Facility improvements would not be especially impactful to underserved communities, as Atkinson serves a slightly less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 31% of students are historically underserved; this is below the K-5 school mean of 34%.
- » For the 2021-22 school year, 17% of students qualified for free or reduced lunch; this is less than the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Atkinson Elementary is forecast

at 70% utilization. By the 2030-31 school year, utilization is projected to decline to 62%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Originally constructed in 1953, Atkinson Elementary School is 68 years old, and in poor condition with a facility condition index (FCI) score of 0.18. The average FCI score for K-5 schools in PPS is 0.18.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives. Signage was present throughout indicating pipe and equipment insulation contained asbestos.

### Fire Protection

- » The fire alarm control panel and fire alarm devices were approaching the end of design life.
- » A sprinkler system was not observed in any of the facilities on site. However, there was a fire suppression standpipe connected to fire hose cabinets located throughout all facilities. There were no deficiencies observed or reported at the time of assessment.

### Electrical

- » Approximately 65% of the distribution panel boards had exceeded design life. There was a photovoltaic array installed on the roof, installed around 2015. The PV array was in good condition.

### Arch/Struct/Site

- » Stained acoustic ceiling tiles were observed.
- » A few cracked and missing floor tiles were observed in the student restrooms.
- » Exterior engineered wood wall panels have been repainted, but the underlying wood was heavily weathered.
- » The exterior metal doors were moderately dented
- » The exterior metal doors of Bldg B and C were moderately dented.
- » A few cracked and missing floor tiles were observed in the student restrooms of Bldg C.
- » The carpet in the library of Bldg C was worn and bunching.

### RECENT CAPITAL EXPENDITURES

- » Lead Paint Abatement in 2017.
- » Fire Alarm Upgrades in 2020.

### EDUCATIONAL SUITABILITY

- » There are few flexible spaces that allow for differentiated instruction.
- » The finishes are worn and dated throughout the building.
- » The kindergarten classrooms are 75% of the size standard.
- » The SPED classroom lacks a dedicated ADA restroom with

changing table.

- » The music room is greatly undersized (67% of size standard).
- » A dedicated art room is not present.
- » The gym is slightly undersized and lacks acoustical treatments.
- » The library media center is greatly undersized (55% of size standard) and not centrally located.
- » The multipurpose room/cafeteria is undersized with a small stage.
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational

Specifications.

- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# BEACH ELEMENTARY SCHOOL

**ADDRESS**

1710 N HUMBOLDT ST.

**CONSTRUCTION DATE**

1928 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

70,498 SF

**SITE AREA**

227,819 SF

5.23 ACRES

**CLASSROOMS COUNT**

33

**FUNCTIONAL CAPACITY**

750 STUDENTS

**CLUSTER**

JEFFERSON

**MODULAR CLASSROOMS**

3

**ZONING**

R5 - RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Beach School is situated in the primarily single family residential Overlook neighborhood in North Portland. The campus consists of a two-story school building with a ground floor basement, a detached classroom building, and an L-shaped portable. Built in 1928, the Collegiate Gothic style building is a reinforced concrete structure clad with brick veneer and cast stone ornamentation. The H-shaped corridor plan of the primary building sits on a concrete foundation.

The school faces North Humboldt Street, with play fields and playgrounds south and west of the main school building. South of the main building is a one story 13-classroom annex, and a one-story three-classroom Head Start facility. The school's parking area is located to the west of the main building.

In comparison with other Portland schools during the same period and constructed of similar styles, Beach Elementary School retains its integrity and is therefore eligible

for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Beach School's student population is largely reflective of PPS' district-wide averages for K-5 schools:

- » For the 2021-22 school year, 45% of students are historically underserved; this is above the K-5 school mean (34%).
- » For the 2021-22 school year, 24% of students qualified for free or reduced lunch; this is slightly below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Beach Elementary is forecast at 55% utilization. By the 2030-31 school year, utilization is projected to decline slightly to 53%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-

location with other programs.

## FACILITY CONDITION SUMMARY

Beach School is 93 years old, and in poor condition as with a facility condition index (FCI) score of 0.17. As the average FCI score for K-5 schools in PPS is 0.18, the building condition is slightly better than many elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of restroom lavatories, classroom sinks, and urinals had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and assumed to have exceeded typical design life.
- » One of the water heaters and both boilers had exceeded typical design life.
- » The classroom ventilators and fan coil units had exceeded typical design life.

### Fire Protection

- » The fire alarm control panel and alarm devices were in good condition with no deficiencies observed.
- » The fire suppression system had exceeded its design life.

### Electrical

- » Approximately 12 of the distribution panel boards had

exceeded typical design life.

### Arch/Struct/Site

- » Staff noted a known rodent issue in the main building, annex, and portable.
- » The exterior wood windows were aged beyond typical design life.
- » There were large areas of alligator cracking on the upper roof area of the main building. There was organic growth on the roof covering on the east sections of the lower roof.
- » The asphalt surfaces had large areas of alligator cracking.

## RECENT CAPITAL EXPENDITURES

- » Sewer Line Replacement in 2019
- » Sidewalk / Curb Replacement in 2018
- » Wireless Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » The building has very few flexible learning areas.
- » Classroom sizes range from 67% to 93% with most less than 80% of the size standard. The kindergarten classrooms are 75% of the size requirement.
- » The room finishes are worn and dated.
- » This facility does not have space that is purposely designed for special education.
- » The gym is 54% of the size standard.
- » The school has some VAPA resources, such as an undersized art room, a kiln, a small dedicated music room, and an

auditorium with a stage.

- » The cafeteria is 70% of the size standard with an undersized kitchen.
- » The east side of the campus has no perimeter fencing.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement

- room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# BEVERLY CLEARY - HOLLYROOD K-1

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**ADDRESS**  
3560 NE HOLLYROOD CT

**CONSTRUCTION DATE**  
1958 (PRIMARY)

**LEVELS**  
1

**BLDG AREA**  
15,541 SF

**SITE AREA**  
37,897 SF  
0.87 ACRES

**CLASSROOMS COUNT**  
9

**FUNCTIONAL CAPACITY**  
228 STUDENTS

**CLUSTER**  
GRANT

**MODULAR CLASSROOMS**  
0

**ZONING**  
R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Hollyrood Elementary School is located in the Grant Park neighborhood of Northeast Portland. The inconspicuous property includes only the main school building. The one story building reflects the International style through its horizontal appearance, glazed curtain walls, low slope butterfly roof and wide overhanging eaves.

The property is bounded by Hollyrood Ct. to the north, Grant Park to the south, NE 36th Ave. to the east, and NE 35th Pl. to the west. A playshed not located on PPS property is situated to the south of the school within Grant Park. The school occupies much of the property although a small play area is positioned to the east of the school. Development in the surrounding area consists primarily of single family residences built between 1910 and 1950.

The school is not eligible for the NRHP under Criterion A & C.

**RESJ CONSIDERATIONS**

- » Please refer to Beverly Cleary Fernwood (K-8).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Beverly Cleary (both Fernwood and Hollyrood combined) is forecast at 80%. Enrollment is expected to decline over the next several years, reaching 68% (for both Fernwood and Hollyrood combined) by 2030-31.

**FACILITY CONDITION SUMMARY**

Beverly Cleary (Hollyrood) School is 63 years old, and in fair condition with a facility condition index (FCI) score of 0.1. As the average FCI score for K-5 schools in PPS is 0.18, the building is in better condition than most elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the plumbing fixtures had exceeded their typical design lives. The domestic water distribution equipment was recently replaced.
- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment had exceeded their design lives.

**Fire Protection**

- » The building was partially sprinkled. The piping was estimated to be original to the building and had exceeded its typical design life.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.

**Electrical**

- » The building’s 208Y/120V main electrical switchboard was original to the building (1958) and had exceeded its typical design life. Four of the five panel boards were also original to the building and had exceeded their typical design lives, while panelboard IT1 had been added as part of a telecommunications upgrade in 1997.

**Arch/Struct/Site**

- » The metal roof hatch had weak springs that did not adequately support the weight of the hatch and the latch hardware had rust corrosion.
- » The play area’s bituminous paving had excessive alligator cracking throughout.
- » The parking lot’s top surface was degraded and there was linear and alligator cracking

throughout.

**RECENT CAPITAL EXPENDITURES**

- » ADA Upgrades (door knob replacements) in 2019
- » Drinking Fountain Fixture Replacements in 2020

**EDUCATIONAL SUITABILITY**

- » The school lacks a music room, and art room, and any sort of performing arts area or stage.
- » The school lacks a gym as well as a cafeteria. Makeshift classrooms are used both for physical activity and dining functions.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with

and an accessible restroom per the district’s Educational Specifications.

- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the District’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.



TITLE FUTURE SCHOOL  
 ARTISTS KORA JOHNSTON & EVY KAKUSKA  
 GRADE 7  
 SCHOOL JACKSON MS  
 TEACHER JESSICA HICKEY

# BOISE-ELIOT ELEMENTARY SCHOOL

**ADDRESS**

620 N FREMONT ST.

**CONSTRUCTION DATE**

1926 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

65,248 SF

**SITE AREA**

173,804 SF  
3.99 ACRES

**CLASSROOMS COUNT**

35

**FUNCTIONAL CAPACITY**

651 STUDENTS

**CLUSTER**

JEFFERSON

**MODULAR CLASSROOMS**

0

**ZONING**

R1 RESIDENTIAL 1,000 CU



## HISTORICAL SUMMARY

Boise-Eliot Elementary School is a two story reinforced concrete building with brick veneer designed in the Classical Revival style. The campus consists of a U-shaped building, a concrete block storage shed, and a covered play shed. Constructed in 1927, the school exhibits extensive use of cast-stone ornamentation to express its Classical Revival style. The school features projecting bays, bay windows, and bands of vinyl sash windows that are arranged symmetrically.

The neighborhood consists of a mix of single family residences, multi-story apartments, and commercial buildings built primarily between 1910 and 1950. The Boise-Eliot campus occupies one-and-one-half city blocks and part of a right-of-way. The school is located on the north end of the campus, with play areas and open space on the south end of the campus, and parking is provided on the west end of the campus. A covered play shed (1980) and a concrete block storage

building (1990) are located to the south of the primary building.

While Boise-Eliot Elementary School is a notable historic resource, it does not retain a level of historical integrity commensurate with other Portland schools constructed during the same period; therefore, it is not eligible for listing in the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Boise-Eliot Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 75% of students are historically underserved this is significantly above the K-5 school mean of 34%.
- » For the 2021-22 school year, 55% of students qualified for free or reduced lunch; this is significantly more than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Boise-Eliot is forecast at 56% utilization. Utilization is projected to remain steady with a slight decline to 55% by 2030-31.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Boise-Eliot Elementary School is 95 years old, and in poor condition with a facility condition index (FCI) score of 0.2. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and had assumed to have exceeded typical design life.
- » Both water heaters and boilers had exceeded typical design life.
- » The ventilation exhaust fans/supply fans had exceeded typical design life.
- » The pneumatic controls and associated air compressor had exceeded typical design life.

### Fire Protection

- » The fire alarm control panel and alarm devices were in good condition with no deficiencies observed.
- » The fire suppression system had exceeded its design life.

### Electrical

- » The head custodian reported the need for security around the attached playground/asphalt surface. No current fencing or cameras in the rear of the school.
- » The main distribution switchgear and approximately 15 of the distribution panels had exceeded typical design life.
- » The interior lighting and master clock system were approaching the end of typical design life.
- » The natural gas generator had exceeded typical design life.

### Arch/Struct/Site

- » Staff noted lack of security cameras and lack of adequate site fencing. Staff reported that needles were frequently found during early morning cleaning around the play areas.
- » Multiple staff noted a known rodent issue in ceiling areas.
- » The majority of interior architectural components had exceeded design life.
- » The metal exterior stairs and handrails had large areas of corrosion.
- » The metal canopy at the covered play area had areas of rust on the beams and columns.
- » The asphalt surfaces had large areas of alligator cracking.

## RECENT CAPITAL EXPENDITURES

- » Fire Sprinkler Repairs in 2019
- » Gym Floor Refinishing in 2019
- » Security Upgrades to Main Office in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » General classrooms and special education classroom are undersized. Kindergarten classroom sizes in particular only meet 50-60% of the size standard.
- » A small science room is present.
- » The gym is undersized with inadequate storage.
- » The school has both a music room and an art room.
- » An auditorium is present, though it has poor acoustics.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource

- » Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

**Moderate Priority**

- » Construct a new gymnasium.
- » Expand, relocate and/or re-purpose pre-k classroom space to support effective early childhood instruction and programming.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# BRIDGER ELEMENTARY SCHOOL

**ADDRESS**

7910 SE MARKET ST

**CONSTRUCTION DATE**

1951 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

48,948 SF

**SITE AREA**

253,955 SF  
5.83 ACRES

**CLASSROOMS COUNT**

26

**FUNCTIONAL CAPACITY**

561 STUDENTS

**CLUSTER**

FRANKLIN

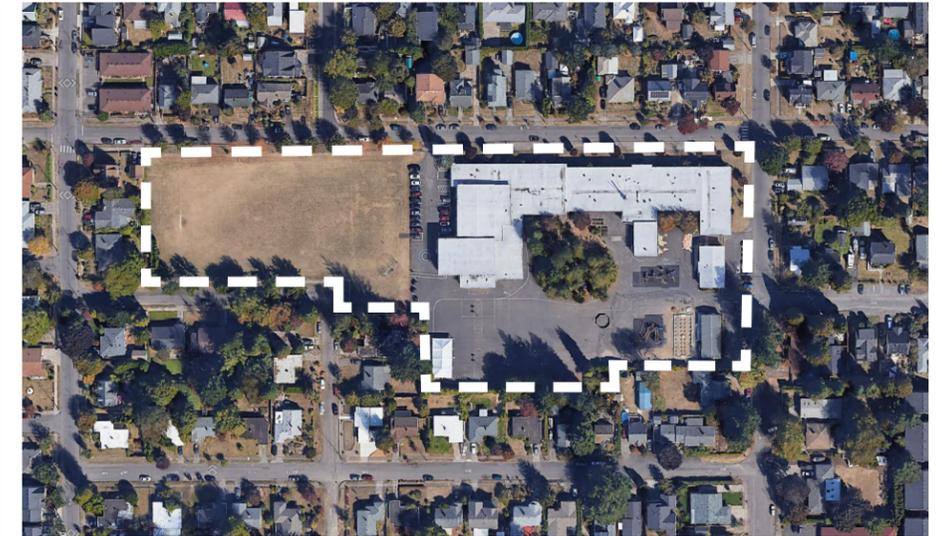
**MODULAR CLASSROOMS**

6

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

The Bridger School (originally Hudson Primary) is a one story brick veneer building designed in the International style. The campus consists of a single story brick-faced building built in 1951 expanded to form a modified E-shaped plan in 1959, and two portable classroom buildings. The wings that comprise the arms of the E-shaped plan are separated by two exterior courtyards and form a finger plan type school. The building features a linear composition and asymmetrical plan.

The campus occupies an irregular shaped parcel that is bound on the north by SE Market Street, on the east by SE 80th Street, on the south by SE Mill Street, and on the west by single family homes. The school is located on the east end of the campus, and parking is provided along the north and west sides of the building. Recreational facilities include playground space along the south end of the building, and play fields occupy the west end of the campus. Two portable classroom

buildings are located to the south of the main facility and along the east end of the campus.

While Bridger School is associated with PPS post war development, the building does not display the level of integrity and significance to make it eligible for listing in the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Bridger Elementary School has attributes that place it in a moderately high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 50% of students are historically underserved; this is greater than the K-5 school mean (34%).
- » For the 2021-22 school year, 24% of students qualified for free or reduced lunch, slightly less than the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Bridger School is forecast at 67% utilization. By the 2030-31 school year, utilization is projected to decline to 60%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Bridger School is 70 years old, and in poor condition with a facility condition index (FCI) score of .24. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The roof drains had missing or damaged covers and were blocked by debris build-up.
- » Most of the HVAC equipment was original to the facility's construction in 1951 and had exceeded its typical design life.

### Fire Protection

- » The facility did not have a fire suppression system.

### Electrical

- » The site's service entrance equipment was replaced in 1998. However, the majority of the electrical system was original to the facility's construction and had exceeded its typical design

life.

### Arch/Struct/Site

- » There was moderate ponding occurring across the roof covering. The coating on the roof covering was heavily deteriorated and cracking throughout the surface. The gutters were moderately corroded and detached in one area on the southwest corner.
- » The majority of the interior finishes were aged beyond their typical design lives, with many floor tiles or ACT ceiling tiles having been patched numerous times.
- » The exterior brick wall was heavily weathered, particularly on the south wall with major cracking occurring in the southeast corner of the building. The exterior wood siding on the south façade was weathered with flaking paint.
- » The exterior doors and windows had exceeded their design lives.

### RECENT CAPITAL EXPENDITURES

- » Select Flooring Replacements in 2018
- » Modular classroom addition in 2019
- » Drinking Fountain Fixture Replacements in 2020

### EDUCATIONAL SUITABILITY

- » There are no designed spaces to support differentiated learning activities or groups.
- » The school does not include purposely designed spaces for special education.
- » A slightly undersized science

classroom is present (82% of size standard).

- » The school lacks both a dedicated music room and art room.
- » The gym is undersized (62% of size standard).
- » The library media center lacks an office or work room.
- » The cafeteria has a stage. The servery is poorly configured.
- » The main entrance lacks a buzzer/camera system or security vestibule.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music

classroom configured and equipped per current Ed Specifications.

- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# BRIDLEMILE ELEMENTARY SCHOOL

**ADDRESS**

4300 SW 47TH DR

**CONSTRUCTION DATE**

1958 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

56,220 SF

**SITE AREA**

316,618 SF  
7.27 ACRES

**CLASSROOMS COUNT**

26

**FUNCTIONAL CAPACITY**

645 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

R7 RESIDENTIAL 7,000 CU



## HISTORICAL SUMMARY

Bridlemile School is located in Southwest Portland. The campus consists of the primary school building, a detached portable classroom, and a covered playshed. The finger plan type school incorporates an interior garden to provide maximum light and ventilation to the classrooms. The school's campus is located at the northwest corner of Hamilton Park. Development in the neighborhood consists primarily of single family residences on large parcels of land built between 1950 and 2000. Three playfields are located at the south end of the parcel.

The H-shaped primary school building rests on a poured concrete foundation. The wood frame building is clad in variegated brick. A moderately pitched gable roof covers the single story building.

A good example of the finger plan type school that retains its integrity with its floor plan, interior finishes, fenestration, and cladding, Bridlemile School is recommended

as eligible for the NRHP.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Bridlemile serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 17% of students are historically underserved; this is below the K-5 school mean (34%).
- » For the 2021-22 school year, 8% of students qualified for free or reduced lunch, significantly below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Bridlemile is forecast at 72% utilization. By the 2030-31 school year, utilization is projected to decline slightly to 69%.

## FACILITY CONDITION SUMMARY

Bridlemile School is 63 years old, and in poor condition with a facility condition index (FCI) score of 0.17. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives. Signage was present throughout indicating pipe and equipment insulation contained asbestos. The condensate pump package in the mechanical room has been actively leaking. The leak has caused the neighboring water heater and expansion tank to begin to corrode.

### Fire Protection

- » The fire alarm control panel and devices were upgraded in 2018 and were in good condition with no deficiencies observed.
- » The main facility had a wet-pipe sprinkler system typically that served the auditorium's back of stage area. No major deficiencies were observed or reported with the fire protection system at the time of assessment.

### Electrical

- » Approximately 75% of the distribution panel boards had exceeded design life. There was

a photovoltaic array installed on the roof, installed around 2015. The PV array was in good condition.

### Arch/Struct/Site

- » The exterior wood doors were moderately to heavily weathered.
- » Most of the downspouts were leaking during rain.
- » The exterior engineered wood paneling was flaking paint.
- » A few moderate to major cracks were observed in the brick interior walls in the north corridors and boiler room.
- » The gutter was leaking water down the exterior wall of Portable 1.
- » The parking lot was resealed in 2018. There were two significant potholes that need repaired.
- » The paved play area south of the school was moderately cracked and several locations heaved along tree line.
- » The concrete sidewalk was cracked north of the main entrance.
- » The covered play structure had damage to the wood cladding.

## RECENT CAPITAL EXPENDITURES

- » Portable Classroom Abatement in 2017
- » Play Structure Replacement in 2018
- » Select Flooring Replacements in 2018
- » ADA Upgrades in 2019
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » Finishes are worn and dated.
- » A dedicated art room is not present.
- » The SPED classroom is appropriately sized but lacks storage.
- » The gym is greatly undersized (63% of size standard).
- » The main entry is not easily supervised or directly visible.
- » A art room is not present.
- » A dedicated music room and a small performing arts area is provided.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom

- per the district’s Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# BUCKMAN ELEMENTARY SCHOOL

**ADDRESS**

320 SE 16TH AVE

**CONSTRUCTION DATE**

1921 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

74,161 SF

**SITE AREA**

211,702 SF  
4.86 ACRES

**CLASSROOMS COUNT**

28

**FUNCTIONAL CAPACITY**

654 STUDENTS

**CLUSTER**

CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Situated in the Buckman neighborhood of Southeast Portland, the 1921 Buckman Elementary School consists of a U-shaped plan. The two-story Collegiate Gothic building is constructed of concrete with a facing of decorative brickwork and terra cotta detailing.

The primary building was constructed in phases between 1922 and 1930. Alterations include the remodeling of the library in 1967 and 1977 and the school office in 1984. Other alterations include the replacement of ceiling tiles (1962), floor tiles (1985, 1988, and 1989), exterior doors (1987), windows (1987), classroom cabinets (1990), and lighting fixtures.

**RESJ CONSIDERATIONS**

Facility improvements would not be especially impactful to underserved communities, as Buckman serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 26% of Buckman’s students are historically underserved; this is less than the K-5 school mean of 34%
- » For the 2021-22 school year, 21% of students qualified for free or reduced lunch, below the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Buckman Elementary is forecast at 69% utilization. By the 2030-31 school year, utilization is projected to decline slightly to 66%.

**FACILITY CONDITION SUMMARY**

Buckman Elementary School is 100 years old, and in poor condition with a facility condition index (FCI) score of 0.19. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments

conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » There were temperature control issues in classroom 112 at the time of the assessment. The heat would not turn off and a portable air condition unit was being used to cool the room down.
- » The majority of the domestic water distribution equipment had been replaced in the past three years.
- » The boilers were replaced in the early 2000s, and in 2015 the rooftop exhaust fans were replaced and large destratification fans were added to the gym. The remaining equipment was original to facility construction.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

**Fire Protection**

- » The school had a wet pipe sprinkler system that served the entire building.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

**Electrical**

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

**Arch/Struct/Site**

- » Moderate cracking was occurring in the south exterior concrete wall.
- » One roof hatch was tearing at its hinge. Moderate surface corrosion was present on both roof hatches.
- » Multiple concrete exterior stairs had cracks or were crumbling or broken.
- » The VCT in the cafeteria was coming loose in spots, with stress cracking in many of the tiles.
- » The wood floor was delaminating throughout the cafeteria and gymnasiums.
- » There was a major crack in the southwest retaining wall.

**RECENT CAPITAL EXPENDITURES**

- » Sewer Line Repairs in 2018
- » Stage Refinishing in 2020
- » Drinking Fountain Fixture Replacements in 2021

**EDUCATIONAL SUITABILITY**

- » Small, poorly configured classrooms do not support a range of learning styles. General classrooms meet 75% of the size standard.
- » Finishes are worn and dated.
- » The school does not have purposely designed spaces for Special Education.
- » Music spaces are located adjacent to the cafeteria which creates noise issues during instructional periods.
- » Art rooms are present but have limited storage and equipment. The sinks and wet areas do not have the proper flooring, drains

- or ventilation.
- » The gym is undersized (72% of size standard) with worn flooring.
- » The cafeteria, kitchen and serveries are undersized and do not have access to natural light.
- » There are no designated parent / student pick-up and drop-off areas.
- » There are no controlled entrances throughout the building.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to

- easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

**Moderate Priority**

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# CAPITOL HILL ELEMENTARY SCHOOL

**ADDRESS**

8401 SW 17TH AVE

**CONSTRUCTION DATE**

1917 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

51,812 SF

**SITE AREA**

192,100 SF  
4.41 ACRES

**CLASSROOMS COUNT**

20

**FUNCTIONAL CAPACITY**

456 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

1

**ZONING**

RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Capitol Hill Elementary School is located in Southwest Portland. The primary building on the school campus is an E-shaped classroom and administrative building situated at the southeast corner of the lot. Originally constructed in 1917, the building received significant additions in 1948 and again in 1952. Other structures on the property include a 1968 portable classroom and a 1977 covered playshed.

The original building was designed in the Colonial Revival style with the primary architectural ornamentation focused on the entries to the original building.

The School is located in the Markham neighborhood. Development in the neighborhood consists of a mixture of educational and religious institutions, single family residences, and recent multi-family residential developments. An asphalt-covered parking lot and play areas provide a buffer from Interstate 5 which runs along the north and west sides of the campus.

Due to the lack of integrity the buildings are not eligible for the National Register of Historic Places under Criterion A, B, or C.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Capitol Hill serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 17% of students are historically underserved; this is below the K-5 school mean of 34%.
- » For the 2021-22 school year, 12% of students qualified for free or reduced lunch, as compared to a district-wide (K-5) school mean of 26%.

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Capitol Hill Elementary is forecast at 83% utilization. By the 2030-31 school

year, utilization is projected to decline to 78%.

## FACILITY CONDITION SUMMARY

Capitol Hill Elementary School is 104 years old, and in poor condition with a facility condition index (FCI) score of 0.20. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives. Signage was present throughout indicating pipe and equipment insulation contained asbestos. Ducting observed in the south addition's attic was damaged and not properly sealed allowing air to escape.

### Fire Protection

- » The fire alarm control panel and devices were upgraded in 2018 and were in good condition with no deficiencies observed.
- » No fire suppression systems were observed at the site.

### Electrical

- » Approximately 55% of the distribution panels had exceeded design life. The generator and transfer switch had both exceeded design life.

### Arch/Struct/Site

- » The roof was not accessible, but the gutters were full of debris that was visible from the ground level.
- » The exterior engineered wood siding and window trim was flaking paint and had signs of water infiltration.
- » The east exterior stairs of the North Building were spalling with some moderate cracks.
- » Acoustic ceiling tiles were stained in various areas.
- » The east concrete exterior stairs of the South Building were mossy with some moderate to major cracking.
- » The exterior door of Portable 1 was moderately dented.
- » The hard play area pavement was cracked, most noticeably at the northwest elevation. There were areas of pavement heaving caused by tree roots along west property line.
- » Parking stops were missing and/or deteriorated.

## RECENT CAPITAL EXPENDITURES

- » Security Upgrades in 2017
- » Installation of Boulderling Wall in Gym in 2017
- » Playground Addition in 2018
- » Asbestos Remediation in 2020
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » Classrooms and common spaces have dated and failing finishes.
- » The school does not have purposely designed spaces for

Special Education.

- » There is no dedicated music room.
- » An art room is present.
- » The gym is 74% of the recommended size.
- » There is no direct line of sight to the main entry. The entry doors cannot be remotely controlled from the main office.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# CHAPMAN ELEMENTARY SCHOOL

#### ADDRESS

1445 NW 26TH AVE

#### CONSTRUCTION DATE

1923 (PRIMARY)

#### LEVELS

3

#### BLDG AREA

64,385 SF

#### SITE AREA

294,901 SF  
6.77 ACRES

#### CLASSROOMS COUNT

28

#### FUNCTIONAL CAPACITY

618 STUDENTS

#### CLUSTER

LINCOLN

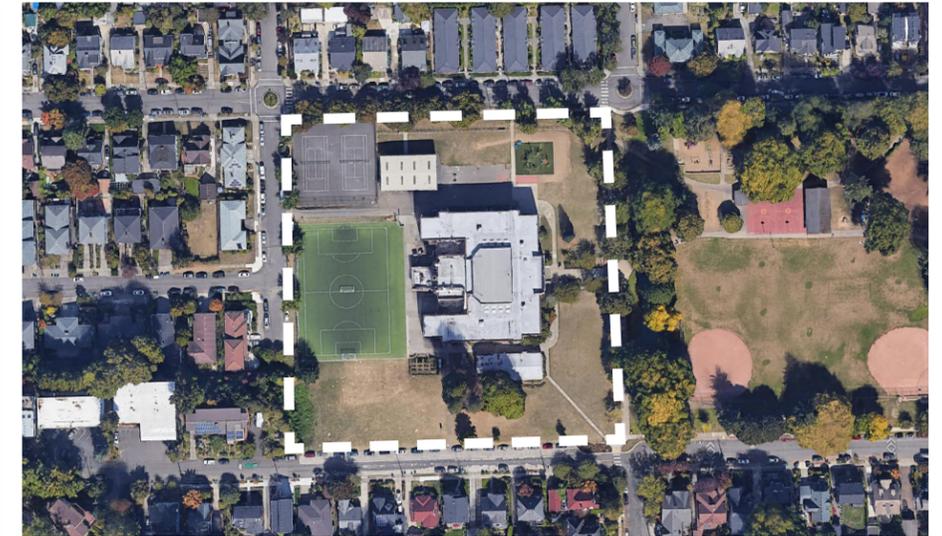
#### MODULAR CLASSROOMS

3

#### ZONING

R5 RESIDENTIAL 5,000 CU

## SITE SUMMARIES



### HISTORICAL SUMMARY

Situated in a primarily single family, residential neighborhood in the Northwest District of Portland, the Chapman Elementary School campus consists of a primary classroom building, a portable building, and a covered playshed. Built in 1923, the main building is a flat roof, reinforced concrete structure with brick cladding. The square mass of the building rests on a concrete foundation. Designed in the Classical Revival style, the building features cast stone ornamentation and a concrete classical-style front entry with Ionic columns. The two-story building features a basement, and provides facilities for classrooms, a gymnasium, an auditorium, playrooms, and an administrative office.

The Chapman Elementary School, which faces Wallace Park, is situated on a mostly grass-covered campus. Recreational facilities include a substantial playfield located to the west of the main building and asphalt covered playgrounds to the north and northwest of the school.

A covered, open-sided play shed is located on the northwest corner of the campus. The portable is located at the south end of the parcel.

Chapman Elementary School retains excellent integrity with minimal alterations to its plan, exterior, and interior finishes. The 1923 Classical Revival school is recommended as eligible for the National Register of Historic Places (NRHP) for its association with progressive era public school construction in Portland (Criterion A).

### RESJ CONSIDERATIONS

Facility improvements would not be especially impactful to underserved communities; Chapman’s student population is relatively less diverse and with lower poverty rates than the average PPS (K-5) school.

- » For the 2019-20 school year, 31% of Chapman’s students are historically underserved; this is less than the K-5 school mean of 34%.
- » For the 2020-21 school year, 27% of Chapman students qualified

for free or reduced lunch; this is slightly above the K-5 school mean of 26%.

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Chapman Elementary is forecast at 70% utilization. By the 2030-31 school year, utilization is projected to increase to 77%.

## FACILITY CONDITION SUMMARY

Chapman Elementary School is 98 years old, and in critical condition with a facility condition index (FCI) score of 0.43. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly worse condition than most other elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Plumbing fixtures were aged but operational. The water closet flush valves had been updated with dual-flush handles.
- » The boilers in the basement were replaced in 1977 and other major HVAC equipment was original to the facility.

### Fire Protection

- » The fire alarm system was observed to be in average condition with no major deficiencies.

### Electrical

- » Seven panels were found to be aged past typical design life. A majority of the electrical service and distribution had exceeded typical design life.
- » The interior lighting, generator, grounding system, and automatic transfer switch had exceeded typical design life.
- » The communications system was found to be in average condition with no major deficiencies.

### Arch/Struct/Site

- » The automatic door opener and lock mechanism at the ADA entrance were reported by facility staff to not function properly. The staff in the main office were often not able to activate the ADA door when someone uses the intercom system.
- » The HVAC system in Portable 1 was reported to be troublesome even after several parts were recently replaced. One of the units had caught fire last year, but has since been replaced with a "used" unit.
- » The roof coverings on the Main Building and Portable 1 were observed to be aged, blistered, cracked, and had moss growth in various areas.
- » The lower built-up roofs with metallic top coating had exceeded typical design life, their top coating was deteriorated and cracked, and significant debris had collected in ponding areas and drain paths.
- » The original metal frame skylights on the upper and lower roofs had corroded metal frames and deteriorated sealant.
- » The fiberglass domes on the newer skylights on the upper

- roof had a deteriorated top gel coat and exposed fiberglass mesh, which was also beginning to deteriorate.
- » Facility staff reported that the large wood mounted movable partitions between the gym/cafeteria and the auditorium were not operable.
- » The vinyl composition tile (VCT) in the kitchen had exceeded typical design life and had excessive cracking throughout.

## RECENT CAPITAL EXPENDITURES

- » New Playground Installation in 2018
- » Asbestos Remediation in 2020

## EDUCATIONAL SUITABILITY

- » There are few designed spaces to support differentiated learning or flexible groups.
- » The general classrooms in the building meet approximately 75% of the size standard.
- » No elevator is present.
- » The school lacks purposely designed special education spaces.
- » A dedicated music room and art room are present.
- » Two (2) spaces for P.E. are provided; however, one is a small cafegymnasium.
- » An auditorium with balcony seating and a small stage is present.
- » The library media center lacks an office and workroom. It is also located on the 2nd floor (no elevator).
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.
- » The school has some perimeter

- fencing, but is open on all sides.
- » The main entrance lacks a buzzer/camera system and remains open all day. There is no control of the main entrance from the office.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus

classroom, equipped with and an accessible restroom per the district's Educational Specifications.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# CHIEF JOSEPH ELEMENTARY SCHOOL

**ADDRESS**

2409 N SARATOGA STREET

**CONSTRUCTION DATE**

1949 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

44,859 SF

**SITE AREA**

129,809 SF  
2.98 ACRES

**CLASSROOMS COUNT**

20

**FUNCTIONAL CAPACITY**

499 STUDENTS

**CLUSTER**

JEFFERSON

**MODULAR CLASSROOMS**

2

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated in the Arbor Lodge neighborhood of North Portland, Chief Joseph Elementary School occupies the southern portion of the campus. In addition to the main school building, the campus also features a portable classroom building. The wood frame school building is constructed in the International style. Cladding consists of a mixture of horizontal board, brick, and poured concrete. A shallow pitched gable roof covers the rectangular shaped building that rests on a poured concrete foundation. The two-story east wing includes two floors of classrooms and a double height gymnasium and auditorium.

Development in the vicinity of the school consists of a mixture of single family residences built between 1929 and 1950, larger multi-family residential buildings, and commercial buildings. Arbor Lodge Park is located across N Delaware Avenue from the west side of the school campus. Asphalt covered play areas are located on the north side of the

campus.

A good example of a mid-twentieth century school design, that retains its integrity with its finger plan and many exterior and interior finishes intact, Chief Joseph Elementary School is recommended as eligible for the NRHP.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Chief Joseph Elementary School serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2019-20 school year, 26% of students are historically underserved; this is less than the K-5 school mean of 34%.
- » For the 2020-21 school year, 19% of students qualified for free or reduced lunch; this is less than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Chief Joseph Elementary is forecast at 64% utilization. By the 2030-31 school year, utilization is projected to decline to 58%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Chief Joseph Elementary School is 72 years old, and in poor condition with a facility condition index (FCI) score of 0.19. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and assumed to have exceeded typical design life.
- » The boiler had exceeded typical design life.
- » The ventilation exhaust fans/supply fans had exceeded typical design life.
- » The classroom ventilators and heaters had exceeded typical design life.
- » The pneumatic controls and associated air compressor had exceeded typical design life.

### Fire Protection

- » The fire alarm control panel and alarm devices were in good condition with no deficiencies observed.
- » The fire suppression system had exceeded its design life.

### Electrical

- » The main distribution switchgear and approximately 11 of the distribution panels had exceeded typical design life.
- » The interior lighting was approaching the end of typical design life.

### Arch/Struct/Site

- » The majority of interior architectural components had exceeded design life.
- » The exterior wood windows were aged beyond typical design life.
- » The paint on the exterior wood siding and soffits was beginning to deteriorate.
- » The asphalt surfaces had large areas of alligator cracking.
- » The carpeting in the portable had exceeded design life and the wood door was observed to be cracked.

## RECENT CAPITAL EXPENDITURES

- » Playground Restriping in 2017

## EDUCATIONAL SUITABILITY

- » There are few designed spaces to support differentiated learning.
- » The school lacks an elevator.
- » The school lacks purposely

designed special education spaces.

- » The gym meets approximately 65% of the size standard.
- » A dedicated art room is not present.
- » Music is taught in a general classroom.
- » A small stage is provided.
- » The school does not have a buzzer/camera at the front door and there is no active supervision of the door from the office.
- » The cafeteria is adequately sized, but the kitchen and servery are small.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.

- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

- » instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated

# CRESTON ELEMENTARY SCHOOL

**ADDRESS**  
4701 SE BUSH ST

**CONSTRUCTION DATE**  
1948 (PRIMARY)

**LEVELS**  
1

**BLDG AREA**  
79,978 SF

**SITE AREA**  
376,358 SF  
8.64 ACRES

**CLASSROOMS COUNT**  
27

**FUNCTIONAL CAPACITY**  
558 STUDENTS

**CLUSTER**  
FRANKLIN

**MODULAR CLASSROOMS**  
0

**ZONING**  
R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Creston Elementary School is situated in Creston Kenilworth neighborhood of Southeast Portland. Built in 1946, the school building is situated on a mostly grass-covered campus. Additional structures on the parcel include the 1953 Creston Annex which is a contributing resource. The International style school is L-shaped with flat and low pitched gable roofs. The single story building rests on a poured concrete foundation. Cladding for the wood frame structure consists of a mixture of brick veneer and stucco.

The school facilities include classrooms, a gymnasium, a library, an auditorium, and a cafeteria. Development in the surrounding area consists primarily of single family residences built after World War II and larger commercial buildings along SE Powell and SE Foster Roads. Grass covered playfields separate the main school building from the Creston Annex. The campus is adjacent to the tree shaded Creston Park.

Creston Elementary School is recommended as eligible for the National Register of Historic Places under Criterion A for its associations with the growth of the Portland Public School district in the mid twentieth century.

**RESJ CONSIDERATIONS**

Creston’s student population is largely reflective of district-wide averages for K-5 schools:

- » For the 2019-20 school year, 31% of students identified as BIPOC; this is slightly than the K-5 school mean of (34%).
- » For the 2020-21 school year, 24% of students qualified for free or reduced lunch, which is the same as the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Creston Elementary School is forecast at 47% utilization. By the 2030-31 school year, utilization is projected to decline to 42%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Creston Elementary School is 73 years old, and in poor condition with a facility condition index (FCI) score of 0.16. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Most of the domestic water equipment had been replaced in the past eight years and was observed to be in good condition.
- » The majority of HVAC equipment was original to the facility and had exceeded its typical design life.

### Fire Protection

- » The facility did not have a fire suppression system.

### Electrical

- » The majority of the site's electrical system, including the service entrance equipment and distribution panel boards, had exceeded their typical design lives. The lighting throughout both facilities had been retrofitted to LED.

### Arch/Struct/Site

- » The exterior wood trim was heavily weathered and cracking and much of the paint had flaked off.
- » The brick wall had severe separation and crumbling mortar; primarily on the south and west walls.
- » Many long, narrow cracks were observed in the finish layer on the exterior concrete walls. Much of the exterior paint on the exterior concrete walls or wood siding had been patched with different shades of paint.
- » Many of the interior wood doors displayed above-average surface wear.
- » Many of the interior finishes were in average condition but had exceeded their typical design lives, such as ACT ceiling tiles, vinyl tile flooring and ceramic tile floor and wall coverings.

### RECENT CAPITAL EXPENDITURES

- » Annex Playground Upgrades in 2017
- » ADA Upgrades to ISC Restroom in 2020
- » Boiler Reinsulation and Replacement of Condensate Tank in 2018
- » Drinking Fountain Fixture Replacements in 2020

### EDUCATIONAL SUITABILITY

- » General classrooms are generously sized, exceeding the size standard.
- » The self-contained special education space in the school

is a space originally designed for a music room. It does not have a sink, nor does it have an adjacent ADA restroom. The room also lacks natural light.

- » A slightly undersized science classroom is present (87% of size standard).
- » There is not a dedicated music room. Music is taught on the stage.
- » There is not a dedicated art classroom.
- » The gym is undersized (65% of standard) and lacks acoustical treatments.
- » The school lacks an entry vestibule. The main office does not have remote control of the main entry doors.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to

easily reconfigure spaces to accommodate a variety of activities.

- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Facilities upgrades to pre-k classrooms to support the needs of early learners.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# DUNIWAY ELEMENTARY SCHOOL

**ADDRESS**

7700 SE REED COLLEGE PL

**CONSTRUCTION DATE**

1926 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

68,775 SF

**SITE AREA**

245,243 SF  
5.63 ACRES

**CLASSROOMS COUNT**

27

**FUNCTIONAL CAPACITY**

552 STUDENTS

**CLUSTER**

CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated in the Eastmoreland neighborhood of Southeast Portland, Duniway Elementary School is a two story L-shaped building situated at the northwest corner of the parcel. The reinforced concrete structure, faced in red brick, rests on a poured concrete foundation. The gable roof that covers the central wing is clad in red clad pantiles. Designed in the Collegiate Gothic style, the building features prominent cross gable roofs that distinguish the entries to the building. The building also features a number of projecting bay windows typically situated above entries or at ends of an elevation.

The neighborhood is comprised primarily of single family residences built 1928-1950. An asphalt covered parking lot is located to the north of the building. Asphalt covered play areas and several grassy play fields occupy the south and east ends of the campus.

Duniway School retains a high degree of integrity and is therefore eligible for the National Register of

Historic Places under Criterion A as an example of school planning and the emerging development of the Eastmoreland neighborhood. The school is also eligible under Criterion C as an example of the work of George Jones in the Collegiate Gothic style.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Duniway serves a largely white student population with low poverty levels.

- » For the 2019-20 school year, 10% of students are historically underserved, which is significantly less than the K-5 school mean (34%).
- » For the 2020-21 school year, 5% of students qualified for free or reduced lunch, which is significantly lower than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Duniway Elementary is forecast at 89% utilization. By the 2030-31 school year, utilization is projected to decline to 85%.

## FACILITY CONDITION SUMMARY

Duniway Elementary School is 95 years old, and in poor condition as with a facility condition index (FCI) score of 0.13. As the average FCI score for K-5 schools in PPS is 0.18, the building is in better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was recently replaced and is in good condition.
- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment had exceeded their design lives.

### Fire Protection

- » The building did not have a sprinkler system.
- » An addressable fire alarm system headend (Silent Knight 5820XL) and associated detection and signal devices were installed (estimated) in 2014.

### Electrical

- » The building's main distribution switchboard was replaced in

1997, and a sub-distribution board had also been added at that time. A majority of the building's panel boards, however, were observed to have exceeded design life. Two new panel boards had been installed in 1997 as part of the telecommunications upgrade, and another in 2001 with the installation of the generator.

### Arch/Struct/Site

- » The window frames were aged, cracked and damaged.
- » The roof sections had ponding and were aged. Frequent leaks were reported above the cafeteria and east end of the second floor.
- » The majority of interior architectural components had exceeded design life.

## RECENT CAPITAL EXPENDITURES

- » Sidewalk / Curb Replacement in 2018
- » Seismic Evaluation in 2018
- » Abatement of Hazardous Substances in 2018-19
- » Security Upgrades in 2020
- » Roofing Replacement in 2020
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » Finishes are worn and dated.
- » The average classroom size is 82% of the standard.
- » The school lacks purposely designed special education spaces.
- » A slightly undersized music room is present (88% of size standard).
- » A very small (55% of size

standard) art room is present, as well as a kiln (though not adjacent).

- » Though two P.E. spaces are provided, the total sq. ft. of both gyms is only 76% of the standard.
- » A small stage is provided (50% of size standard).
- » The cafeteria and kitchen are undersized.
- » The site is not adequately fenced.
- » The main entrance is not supervised or controlled by the office.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area

- to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# FOREST PARK ELEMENTARY SCHOOL

**ADDRESS**

9935 NW DURRETT ST

**CONSTRUCTION DATE**

1998 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

62,833 SF

**SITE AREA**

6.62 SF  
288,367 ACRES

**CLASSROOMS COUNT**

22

**FUNCTIONAL CAPACITY**

546 STUDENTS

**CLUSTER**

LINCOLN

**MODULAR CLASSROOMS**

10

**ZONING**

R10 RESIDENTIAL 10,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

No Data

**RESJ CONSIDERATIONS**

Facility improvements would not be significantly impactful to underserved communities. While Forest Park Elementary has a moderately diverse student body, it has the lowest student poverty rates of any school in the district..

- » For the 2021-22 school year, 9% of students are historically underserved; this is below the K-5 school mean (34%).
- » For the 2021-22 school year, 0% of students qualified for free or reduced lunch, which is significantly below the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Forest Park Elementary is forecast at 68% utilization. By the 2030-31 school year, utilization is projected to decline to 59%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

**FACILITY CONDITION SUMMARY**

Forest Park Elementary School is 23 years old, and in good condition with a facility condition index (FCI) score of 0.05. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly better condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the domestic water equipment was replaced in 2015 and was observed to be in good condition.
- » The rooftop condensing unit serving the kitchen freezer had frozen cooling coils at the time of the assessment.

- » Most of the HVAC equipment was original to the facility's construction in 1998.

**Fire Protection**

- » The fire protection system was assumed to be original to construction and had exceeded typical design life.

**Electrical**

- » The electrical distribution system appeared to have been original to construction and was in good condition with no major deficiencies observed.

**Arch/Struct/Site**

- » The aluminum windows of the Main Building had evidence of water infiltration at the window frame/rough opening and at the perimeter glazing gasketing. (Second level windows at STR01 and room #128.)
- » The superstructure (supporting the metal roof) of the covered play area was observed to be corroded.
- » The roof coverings on all of the portable buildings (1-5) were observed to have moss and organic moss growth on the asphalt shingles causing accelerated deterioration.

**RECENT CAPITAL EXPENDITURES**

- » Wireless Upgrades in 2018.
- » Fire Alarm Upgrades in 2019.
- » Drinking Fountain Fixture Replacements in 2021.

**EDUCATIONAL SUITABILITY**

- » Half of the classrooms serving grades 3-5 are in portables. The average size of kindergarten classrooms is only 78% of the size standard.
- » The school lacks purposely designed special education spaces.
- » The music room is 78% of the recommended room size.
- » The PE space is 65% of the recommended size.
- » No art classroom is present.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space

- to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.



TITLE FUTURE SCHOOL  
 ARTIST YAEL HOROWITZ  
 GRADE 7  
 SCHOOL JACKSON  
 TEACHER JESSICA HICKEY

# GLENCOE ELEMENTARY SCHOOL

**ADDRESS**

825 SE 51ST AVE

**CONSTRUCTION DATE**

1923 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

60,094 SF

**SITE AREA**

252,648 SF  
5.8 ACRES

**CLASSROOMS COUNT**

27

**FUNCTIONAL CAPACITY**

600 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

1

**ZONING**

R2.5 RESIDENTIAL 2,500 CU



## HISTORICAL SUMMARY

Located in the Mt. Tabor neighborhood of East Portland, the 1923 Glencoe Elementary School consists of a two-story reinforced concrete that exhibits a stucco finish. The Mediterranean Revival building has a U-shaped plan with the auditorium and gymnasiums constructed between the arms that form the U-shape. Glencoe Elementary School is ornamented with simple concrete cornices and belt courses. The primary entrance, located on a central pavilion, is marked by a recessed opening with terra cotta detailing. Other entrances are marked by terra cotta surrounds, pilasters, and pediments. Bands of vinyl windows provide the fenestration. The building is capped by a hip roof with ceramic tile. Double loaded corridors provide access to the administrative offices, classrooms, and recreation spaces. The neighborhood consists of single family residences built primarily between 1920 and 1950. The primary entrance to the facility is from SE 51st Avenue. Play areas and open space occupy the western end of

the campus. A rectangular portable classroom with flat roof and T-111 siding is located to the north of the primary school facility.

Glencoe Elementary School does not retain a level of historical integrity commensurate with other Portland Elementary Schools constructed during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities. Glencoe Elementary has a less diverse student body than many elementary schools and low student poverty rates.

- » For the 2021-22 school year, 20% of students are historically underserved; this is below the K-5 school mean (34%).
- » For the 2021-22 school year, 11% of students qualified for free or reduced lunch, significantly less than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Glencoe Elementary is forecast at 70% utilization. By the 2030-31 school year, utilization is projected to decline to 66%.

## FACILITY CONDITION SUMMARY

Glencoe Elementary School is 98 years old, and in critical condition with a facility condition index (FCI) score of 0.31. As the average FCI score for K-5 schools is 0.18, the building is in significantly worse condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Plumbing fixtures were aged but operational. The water closet flush valves have been updated with dual-flush handles.
- » Blowdown water from the steam boiler system was causing the floor finish to flake in the boiler room. These flakes were getting caught in the floor drain which reportedly causes flooding.
- » The roof drains were blocked by debris build-up, which was causing ponding throughout the roof.
- » The boilers were original to the facility but had been retrofitted with gas burners in the past five years.

### Fire Protection

- » The fire protection system appeared to have been renovated and was in good condition with no major deficiencies observed.

### Electrical

- » There were 13 distribution panels that were original to construction and had exceeded their typical design life. The remaining electrical distribution equipment was in good condition with no major deficiencies observed.

### Arch/Struct/Site

- » The stucco exterior wall finish was observed to be cracked in numerous locations.
- » The flat roof covering was observed to be aged with blisters in various locations on the surface and the skylights were aged beyond typical design life. The sloped ceramic tile roof was observed to be cracked and had many loose, stained, cracked, and dislodged tiles.
- » Portable 1 was observed to be generally aged and had varying degrees of deteriorated interior and exterior systems.
- » The retaining walls located throughout the site were observed to have cracks throughout.
- » The built-up roof covering's top coats had excessive cracking and the roof had areas of blistering typically caused by moisture intrusion.
- » The sloped clay tile roof covering had many cracked and missing tiles throughout. The missing tile locations exposed the wood nailers to the elements and were

- rotting.
- » Two of the five roof hatches were made of wood with a sheet metal covering. They had far exceeded typical design life and had aged and loose hardware. One of the wood roof hatches was not locked from below, which causes a safety and security hazard.
- » The fiberglass domes on the skylights on the upper and lower roofs had a deteriorated top gel coat and exposed fiberglass mesh, which was also beginning to deteriorate.
- » The spectator seating in the auditorium mezzanine had exceeded typical design life, had worn surfaces, and broken and missing seating.

## RECENT CAPITAL EXPENDITURES

- » Select Flooring Replacements in 2018
- » Wireless Upgrades in 2018
- » Installation of Climbing Wall in Gym in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » This school has no designed spaces to provide flexible groupings or differentiated learning activities.
- » General classrooms meet approximately 76% of the size standard.
- » No elevator is present.
- » The school lacks purposely designed special education spaces.
- » The music room is slightly undersized (85% of standard) with acoustical issues.

- » There are two PE spaces: the gym and a second space also used for “indoor recess.”
- » The performing arts space is also the cafeteria. The room has both a main floor and a balcony area with fixed seating. An undersized stage is also present.
- » A small art room is present.
- » The cafeteria is adequately sized, but the kitchen is small. Acoustical treatments are needed in the cafeteria.
- » The main entrance lacks a buzzer or camera and the main office does not have active supervision of the door.
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.

- » easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.

Scholars.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to

# GROUT ELEMENTARY SCHOOL

**ADDRESS**

3119 SE HOLGATE BLVD

**CONSTRUCTION DATE**

1927 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

73,066 SF

**SITE AREA**

101,930 SF  
2.34 ACRES

**CLASSROOMS COUNT**

27

**FUNCTIONAL CAPACITY**

510 STUDENTS

**CLUSTER**

CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



**HISTORICAL SUMMARY**

The two-story school building is situated at the south corner of the parcel in the Creston-Kenilworth neighborhood of Southeast Portland. The reinforced concrete structure, faced in red brick rests on a poured concrete foundation. The flat roof is covered in asphalt roofing material. Variations in the brick work including the utilization of bands of soldier courses and sloping brick window sills, provides additional relief on the long elevations.

The Creston-Kelinworth neighborhood of southeast Portland is comprised primarily of single family residences built between 1928-1960. An asphalt-covered parking lot is located to the north of the building. Asphalt-covered play areas and several play fields occupy the north end of the parcel. The property does not contain any other ancillary buildings.

Grout Elementary School retains a high degree of integrity and is therefore eligible for the National Register of Historic Places under

Criterion A as an example of school planning and development of the Creston-Kenilworth neighborhood. The school is also eligible under Criterion C as an example of the work of George Jones in the Mediterranean style.

**RESJ CONSIDERATIONS**

Grout Elementary School has attributes that place it in a moderately high priority category for facility improvements that would advance the district’s racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 25% of students are historically underserved, below the K-5 school mean (34%).
- » For the 2021-22 school year, 32% of students qualified for free or reduced lunch; this is above the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Grout Elementary is forecast at 71% utilization. Utilization is projected to

increase slightly to 73% by 2030-31.

## FACILITY CONDITION SUMMARY

Grout Elementary School is 94 years old, and in poor condition with a facility condition index (FCI) score of 0.28. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly worse condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The roof drains were blocked by debris build-up which was causing ponding in some areas.
- » The building reportedly has had multiple instances of domestic water pipe failure.
- » The classroom unit ventilators were replaced in the 1980s, but the majority of the remaining HVAC equipment was original to facility construction.
- » The urinals had exceeded typical design life and were corroded.

### Fire Protection

- » The school had a wet pipe sprinkler system that served the entire building.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems

were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » The roof covering was moderately deteriorated with ponding occurring throughout.
- » The boys restroom on the main floor had daylight coming through a fist-sized hole in the ceiling indicating a hole in the roofing.
- » Many of the student lockers were dented and the paint was worn and chipped.
- » The carpet was worn and bunching in several classrooms.
- » The laminated wood flooring had water damage in the cafeteria and some delamination occurring in a couple areas.

### RECENT CAPITAL EXPENDITURES

- » Play structure Replacement in 2018
- » Boiler Reinsulate in 2018
- » Fire Alarm Upgrades in 2019
- » Drinking Fountain Fixture Replacements in 2021

### EDUCATIONAL SUITABILITY

- » Classroom sizes are 71% of the standard. Flexible learning areas are very limited.
- » Finishes are worn and dated.
- » Special education classrooms are undersized (76% of standard) and not located near supportive areas.
- » No dedicated music room is present.
- » A general classroom has been converted into a small art room (58% of size standard).

- » The gym is 36% of the recommended standard.
- » Aesthetically striking performing arts spaces is provided with a small stage.
- » The library media center is an inviting and creative space, but somewhat small (80% of size standard).
- » The cafeteria, kitchen and serveries are well-placed but undersized.
- » No visibility of controlled entry point to allow for monitoring of the main entry by office staff.

### EDUCATIONAL PROGRAM FORECAST

#### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and

- » project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

#### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

#### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# HAYHURST ELEMENTARY SCHOOL

**ADDRESS**

5037 SW IOWA ST

**CONSTRUCTION DATE**

1954 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

50,314 SF

**SITE AREA**

323,215 SF  
7.42 ACRES

**CLASSROOMS COUNT**

23

**FUNCTIONAL CAPACITY**

546 STUDENTS

**CLUSTER**

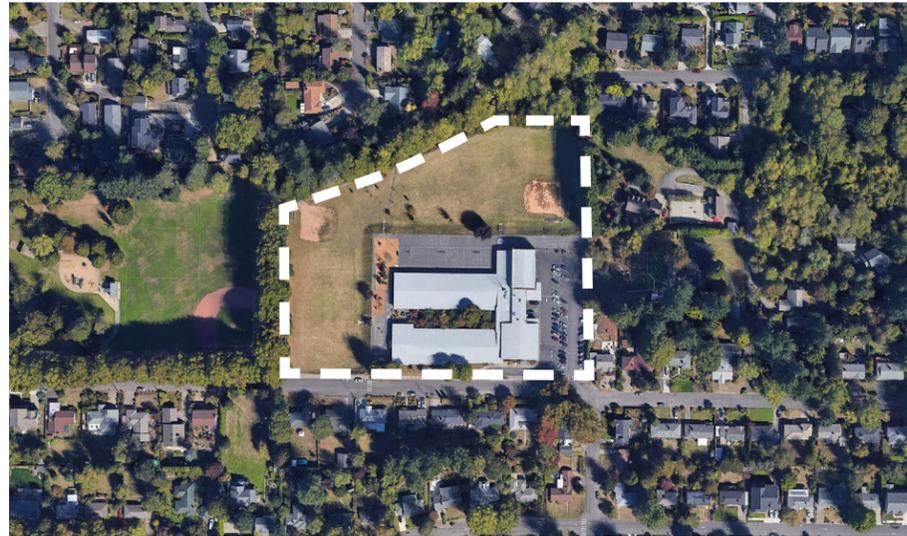
WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

R7 RESIDENTIAL 7,000 CU



## HISTORICAL SUMMARY

The primary school building is immediately surrounded by playgrounds and an asphalt-covered parking lot. Situated at the crest of a hill, several play fields associated with Pendleton Park are located on a terrace to the west of the school building. The U-shaped, finger plan type school incorporates an interior garden to provide maximum light and ventilation to the classrooms. Both variegated brick and board-and-batten siding cover the exterior of the building. A moderately pitched gable roof covers the Northwest Regional style building. Fenestration consists of grouped wood frame windows.

Hayhurst Elementary School in Southwest Portland. The school's campus is located at the northeast corner of Pendleton Park. Development in the neighborhood consists primarily of large-lot, single family residences built between 1950 and 2000.

A good example of the finger plan type school that retains its integrity

with its floor plan and many exterior and interior finishes intact, Hayhurst Elementary School is recommended as eligible for the NRHP.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Hayhurst serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 21% of students are historically underserved, well below the K-5 school mean (34%).
- » For the 2020-21 school year, 20% of students qualified for free or reduced lunch, well below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Hayhurst Elementary is forecast at 72% utilization. By the 2030-31 school year, utilization is projected to decrease to 64%.

## FACILITY CONDITION SUMMARY

Hayhurst Elementary School is 67 years old, and in poor condition with a facility condition index (FCI) score of 0.21. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » There were abandoned plumbing fixtures in the gym and in the restroom between classrooms 7 and 8. Rodents have reportedly entered the building through the water closet in the classroom restroom.
- » The boilers were original to the facility but had been retrofitted with gas burners within the past five years.

### Fire Protection

- » The fire protection system appeared to have been renovated and was in good condition with no major deficiencies observed.

### Electrical

- » There were approximately 10 panel boards that were original to facility construction. These panel boards were produced by Federal Electric Products and utilized Stab-Lok breakers. These breakers are known to not trip properly when overloaded,

leading to a potential fire hazard.

### Arch/Struct/Site

- » The building envelope was observed to be in good to average condition given the age of the building. No immediate deficiencies were observed.
- » What appeared to be original metal toilet partitions had exceeded typical design life, had excessive wear, and had been retrofitted with pieces of newer partition components.
- » The painted concrete floor finish in the kitchen and mechanical/boiler room was heavily worn. In several areas in the mechanical room, the paint had completely worn away to bare concrete.
- » The roof hatch opened toward an approximate 4-5 ft drop-off with no railing or caution striping.

## RECENT CAPITAL EXPENDITURES

- » Lead Paint Abatement in 2017
- » Installation of Climbing Wall in Gym in 2019
- » Seismic Upgrades in 2019

## EDUCATIONAL SUITABILITY

- » The school has no designated spaces to support flexible groupings and different learning styles.
- » Two SPED rooms are present. They have poor acoustical separation and lack access to an adjacent ADA restroom.
- » The school does not have a dedicated music room.
- » An art room / makerspace is provided, as well as a kiln.
- » A cafeteria with a stage is

present. The kitchen and servery are undersized.

- » The gym is undersized (68% of size standard).
- » The front door has no active control or supervision and no security vestibule.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# IRVINGTON ELEMENTARY SCHOOL

#### ADDRESS

1320 NE BRAZEE ST

#### CONSTRUCTION DATE

1932 (PRIMARY)

#### LEVELS

2

#### BLDG AREA

59,874 SF

#### SITE AREA

150,282 SF  
3.45 ACRES

#### CLASSROOMS COUNT

31

#### FUNCTIONAL CAPACITY

547 STUDENTS

#### CLUSTER

JEFFERSON

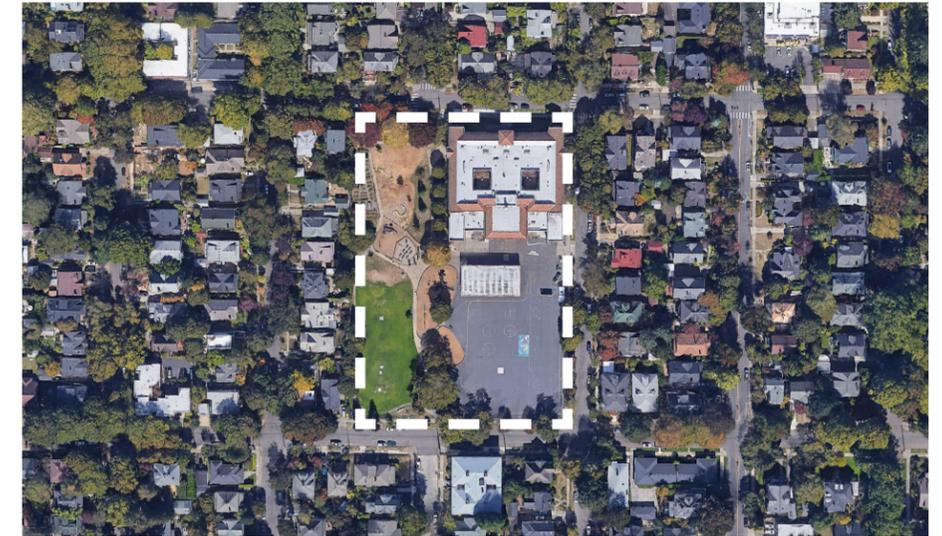
#### MODULAR CLASSROOMS

0

#### ZONING

OS OPEN SPACE CU

## SITE SUMMARIES



### HISTORICAL SUMMARY

The two story school building is situated at the northeast corner of the parcel. The reinforced concrete structure, faced in sand colored brick, rests on a poured concrete foundation. Designed in the Mediterranean Revival style, the gable roof is clad in red pantiles. Terra cotta embellishments include decorative panels, label moldings, quoins at the entry, and arched openings at the entries. Fenestration consists of a mixture of metal frame and multi-light wood frame windows.

The school is centered in the Irvington neighborhood of Northeast Portland. The neighborhood is comprised primarily of single family residences built between 1900-1950. A covered play shed and asphalt playground are located at the southeast corner of the campus. The west side of the campus features play equipment, an outdoor stage, and a community garden.

Irvington Elementary School is a good example of the schools

designed by George Jones during his tenure as PPS Superintendent of Building. The only school built by Portland Public Schools during the Depression, the school is an important example of community development during the period. In comparison with other Portland schools developed during the same period and constructed of similar styles, Irvington Elementary School retains a high degree of integrity and is therefore eligible for the National Register of Historic Places under Criterion A.

### RESJ CONSIDERATIONS

Irvington Elementary School has a moderately diverse student population with lower student poverty levels.

- » For the 2021-22 school year, 30% of students are historically underserved, slightly below the K-5 school mean (34%).
- » For the 2021-22 school year, 20% of students qualified for free or reduced lunch, below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Irvington Elementary School is forecast at 58% utilization. Utilization is project to remain steady at 58% through 2030-31.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Irvington Elementary School is 89 years old, and in poor condition with a facility condition index (FCI) score of 0.28. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the HVAC system had exceeded its typical design life. The boilers were aged; however, their burners were retrofitted to natural gas in 2012. The condensate pump package was corroded and degraded; the boiler feed water package was corroded and had signs of leaks. Most of the facility was conditioned by air handling units with heating coils as well as fin tube radiators. The supply air fan serving the classrooms made excessive noise during the time of assessment and required

- preventative maintenance. Unit ventilators were observed in classrooms 100, 101, 110 and 111.
- » The facility had two water heaters located in Room 99. One of the water heaters was replaced in 2019 and was in excellent condition. The other water heater was installed in 2005 and had exceeded its typical design life.
- » The plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles. A water cooler in this facility had signage stating that a lead hazard was present

### Fire Protection

- » The fire alarm control panel and fire alarm devices had recently been replaced and had no major deficiencies observed or reported.
- » No fire suppression system was observed in the facility.

### Electrical

- » The majority of the electrical distribution system, including the main switchboard, went through a full replacement in 1989; the system had exceeded its typical design life. The panel boards supporting the IT systems were the only exception as these panels were installed in 1998. It appeared that the majority of the lighting was also replaced around the 1989 electrical renovation; this system had also exceeded its typical design life with the exception of some new exterior LED lights and some interior exit lighting.

### Arch/Struct/Site

- » The roof was significantly cracked, and the skylights were beyond design life.
- » There were leaks in the boiler room and storage area. Staff reported that the source of the water may be from the adjacent playground hard surface.
- » Staff reported the flagpole was hit by a truck and not replaced.

## RECENT CAPITAL EXPENDITURES

- » Concrete Stairs Repair in 2018
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Educational suitability information was unavailable for this site.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space

- to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the District's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support

- new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# JAMES JOHN ELEMENTARY SCHOOL

**ADDRESS**  
7439 N CHARLESTON AVE

**CONSTRUCTION DATE**  
1929 (PRIMARY)

**LEVELS**  
2

**BLDG AREA**  
64,285 SF

**SITE AREA**  
144,184 SF  
3.31 ACRES

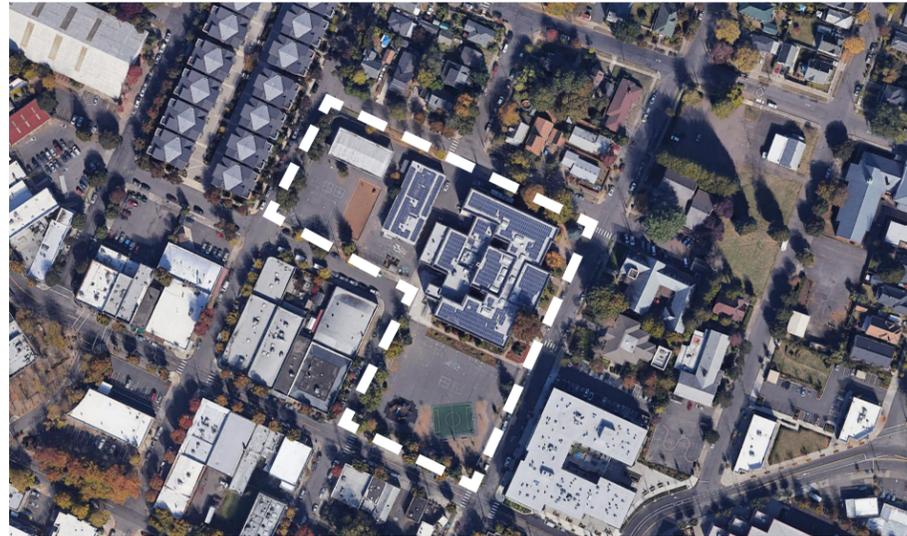
**CLASSROOMS COUNT**  
27

**FUNCTIONAL CAPACITY**  
513 STUDENTS

**CLUSTER**  
ROOSEVELT

**MODULAR CLASSROOMS**  
0

**ZONING**  
R1 RESIDENTIAL 1,000 CU  
CM2 COMMERCIAL MIXED USE 2



## HISTORICAL SUMMARY

James John Elementary School is a two story reinforced concrete building with brick veneer. The campus consists of a U-shaped building, a portable, and a play shed. Constructed in 1929, the school exhibits extensive use of cast-stone ornamentation to express its Classical Revival style.

The school features a central projecting bay and bay windows. Symmetrically arranged aluminum windows provide the fenestration. The middle bay of the front façade projects slightly from the rest of the building. The bay is trimmed with a dentil cornice, cast-stone quoins, and a decorative panel bearing the school's name. The main portals, located at the sides of the bay, are accented with Tuscan columns and a portico topped by an entablature. These classical elements, in addition to the building's symmetrical plan and fenestration, serve to reinforce the ideals of order, balance, and formality.

The North Portland neighborhood

consists of a mixture of single family residences, multi-story apartments, and commercial buildings built primarily between 1920 and 1950. The James John Elementary School campus occupies three city blocks and the vacated Kellogg Street/ John Street right-of-way; the school is located on the northeast end of the campus and play areas and open space are on the south and west ends of the campus. A 1944 portable building and 1978 play shed are located to the west of the primary building.

The 1929 Classical Revival school is recommended as eligible for the National Register of Historic Places (NRHP) as a strong example of the principles that characterized the design of schools during this era (Criterion A).

## RESJ CONSIDERATIONS

James John Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 53% of students are historically underserved, greater than the K-5 school mean (34%).
- » For the 2020-21 school year, 36% of students qualified for free or reduced lunch, significantly more than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, James John School is forecast at 68% utilization. By the 2030-31 school year, utilization is projected to decrease to 64%.

## FACILITY CONDITION SUMMARY

James John Elementary School is 92 years old, and in fair condition with a facility condition index (FCI) score of 0.1. As the average FCI score for K-5 schools in PPS is 0.18, the building is in better condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Multiple roof drains were blocked by debris and vegetation.
- » The rooftop exhaust fans were replaced in 2014 and the majority of the remaining HVAC equipment was original to facility construction.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping

### Fire Protection

- » The building did not have a fire suppression system.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The office staff do not have access to the security camera feed. They reported they lost access after the camera system was upgraded.
- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » In the gym, the recently repaired wood floor was already delaminated, splitting and water damaged.
- » In the west addition, the wood floor in the hallways was delaminating and separating.
- » The exterior wood doors and windows on the west addition were heavily weathered and worn.
- » The majority of the exterior and interior building components were well maintained, but beyond typical design life.
- » The exterior window frames in the portable were weathered and cracking.

## RECENT CAPITAL EXPENDITURES

- » Reinsulated Boiler in 2018
- » Playground Replacement in 2018
- » Drinking Fountain Fixture

Replacements in 2020

## EDUCATIONAL SUITABILITY

- » There are few designed spaces to support differentiated learning or flexible groupings.
- » General classrooms vary in size, but typically meet approximately 68% of the size standard.
- » The SPED classroom is undersized, dimly lit, and lacks a sink, restroom and changing table.
- » A music room is not present.
- » A small art room is provided (65% of size standard).
- » The gym has poor acoustics and only meets approximately 59% of the size standard.
- » The performing arts space maintains an inviting and stimulating environment with fixed seating.
- » The library media center is centrally located but only meets approximately 72% of the size standard.
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security /

- alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

**SITE SUMMARIES**

# KELLY ELEMENTARY SCHOOL

**ADDRESS**

9030 SE COOPER ST

**CONSTRUCTION DATE**

1952 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

77,995 SF

**SITE AREA**

400,316 SF  
9.19 ACRES

**CLASSROOMS COUNT**

38

**FUNCTIONAL CAPACITY**

670 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



**HISTORICAL SUMMARY**

Kelly Elementary School is located in Southeast Portland. The campus consists of the primary school building built in 1952 with additional wings added in 1958, a detached portable classroom built in 1969, and a detached L-shaped building built in 1969. The finger plan type school incorporates an interior garden to provide maximum light and ventilation to the classrooms. The single story building rests on a poured concrete foundation. Cladding on the wood frame building consists of a mixture of brick, board-and-batten, and stone. Moderately sloped butterfly and shed roofs cover the irregular mass of the building. Fenestration consists of grouped metal frame windows.

The school's campus is located at the southeast corner of Glenwood Park. Development in the neighborhood consists primarily of single family residences built between 1950-2000. The campus includes asphalt covered parking and play areas surrounding the school buildings. Play fields occupy the northwest

portion of the parcel.

A good example of the finger plan type school that retains its integrity with its floor plan and many exterior and interior finishes intact, Kelly Elementary School is recommended as eligible for the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Kelly Elementary School has attributes that place it in a moderately high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 34% of students are historically underserved, slightly below the K-5 school mean (34%).
- » For the 2021-22 school year, 46% of students qualified for free or reduced lunch, significantly more than the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Kelly

Elementary is forecast at 68% utilization. By the 2030-31 school year, utilization is projected to decline slightly to 67%.

## FACILITY CONDITION SUMMARY

Kelly Elementary School is 69 years old, and in poor condition with a facility condition index (FCI) score of 0.24. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The water heater serving the kitchen and the water heater serving the building had both exceeded their typical design lives.
- » Most of the HVAC equipment was original to the facility's construction in 1961 and had exceeded its typical design life.

### Fire Protection

- » The facility did not have a fire suppression system.

### Electrical

- » The site's service entrance equipment and a portion of the electrical system's interior distribution was replaced in 1998. However, most of the site's distribution panels and the lighting in the main facility had exceeded their typical design lives.

### Arch/Struct/Site

- » There was moderate ponding occurring across the roof covering. The coating on the roof covering was heavily deteriorated and cracking throughout. There were many leaks reported, and recent patching failed to address the issues.
- » There was a one-foot size hole in the wood panel exterior wall at the east mezzanine fan room, and the rest of the panels were heavily weathered, splintering and flaking paint.
- » Leaks were reported in the roof covering on the covered play area canopy.
- » The caulk had crumbled away from most of the exterior window frames, and some of the frame caps were loose or had been drilled through multiple times.
- » Many of the interior finishes had exceeded their typical design lives, such as ACT ceiling tiles, vinyl tile flooring and ceramic tile floor and wall coverings.
- » The wood flooring in the gym was becoming delaminated.

### RECENT CAPITAL EXPENDITURES

- » Play Structure Addition in 2018
- » Courtyard Improvements in 2017
- » Radon Mitigation in 2018
- » Drinking Fountain Fixture Replacements in 2020
- » Seismic Strengthened Roof in 2020

### EDUCATIONAL SUITABILITY

- » Both the main building and the

Annex lack designed spaces to support differentiated learning. Few spaces can accommodate flexible groupings.

- » Fixtures and finishes are worn and dated.
- » Some general classrooms have carpet, rather than sink/wet area flooring.
- » There are several rooms in the Annex used for Head Start. Only one room meets the size standard. The other rooms meet approximately 60% of the standard.
- » Special education classrooms are undersized (76% of size standard) and not located near supportive areas.
- » The music room is in a large, stand-alone building not connected to the main school building.
- » The art room meets approximately 68% of the size standard. There is no separate room for the kiln.
- » The gym meets approximately 70% of the size standard.
- » The library is located at the end of a hall of classrooms. It is impacted by playground noise.
- » The food service area is small for the enrollment and number of daily meals served. Some equipment is stored/serviced in the cafeteria.
- » Although the office in the main building is located near the entrance, it lacks visual or active supervision of the door. There is no security vestibule, no buzzer or camera at the entrance.

### EDUCATIONAL PROGRAM FORECAST

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

### Moderate Priority

- » Expand, relocate and/or re-purpose pre-k classroom space to support effective early childhood instruction and programming.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align

with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.

- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# LEE ELEMENTARY SCHOOL

**ADDRESS**

2222 NE 92ND AVE

**CONSTRUCTION DATE**

1953 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

63,170 SF

**SITE AREA**

396,396 SF  
9.1 ACRES

**CLASSROOMS COUNT**

25

**FUNCTIONAL CAPACITY**

443 STUDENTS

**CLUSTER**

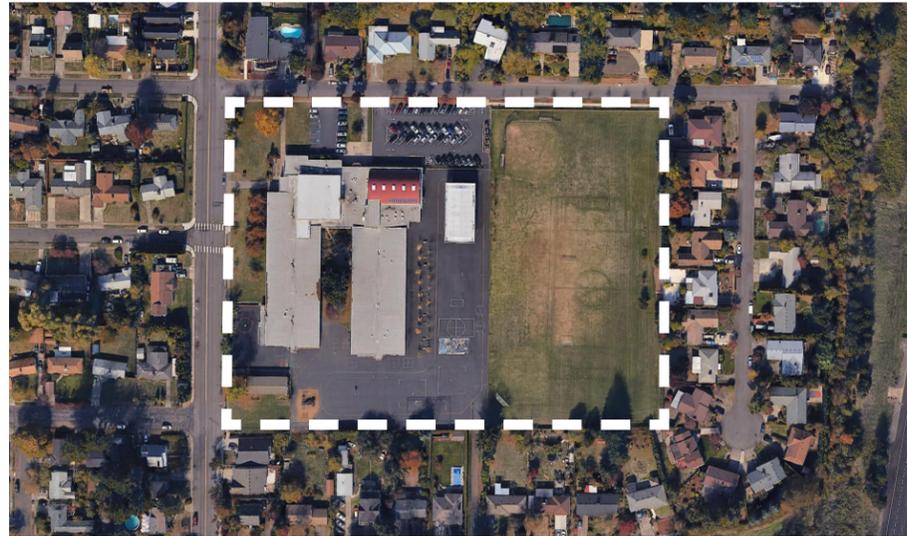
MCDANIEL

**MODULAR CLASSROOMS**

1

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Lee Elementary School is situated in a primarily residential neighborhood in Northeast Portland. Facilities on the grass and asphalt-covered campus include the U-shaped school building and a covered playshed. Built in 1953, the International style school building is clad in red brick. The one-story building sits on a poured concrete foundation. The wings that comprise the U-shaped plan are covered with a mixture of shed and flat roofs. The school provides facilities for classrooms, a gymnasium, a cafetorium, a library, and an administrative office. Entry to the school is from the west on NE 92nd Street. The playground, playfields, and a covered play shed are located directly south and east of the school. The parking area is located directly north of the building.

A good example of the finger plan type school in the International style that exhibits a high degree of integrity with its floor plan, cladding, and many interior finishes intact, Jason Lee Elementary School is

recommended as eligible for the NRHP.

## RESJ CONSIDERATIONS

Lee Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 44% of students are historically underserved, well above the K-5 school mean (34%).
- » For the 2021-22 school year, 40% of students qualified for free or reduced lunch, significantly higher than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Lee Elementary is forecast at 60% utilization. By the 2030-31 school year, utilization is projected to decrease to 56%.

Given this anticipated enrollment

pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Lee Elementary School is 68 years old, and in poor condition with a facility condition index (FCI) score of 0.16. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » The facility's water heater, located in Room 125, had exceeded its typical design life.
- » The main facility's boilers were original to the facility but had been retrofitted with gas burners in 2012.
- » Six PACE ventilation units were observed throughout the facility and had exceeded their typical design lives.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced and did not have any major deficiencies observed or reported.
- » The facility did not have a fire suppression system.

### Electrical

- » While several panel boards were recently installed or replaced, including the 1000 amp main distribution panel and several panels supporting the IT equipment, the majority of the electrical distribution equipment had exceeded its typical design life.
- » The exterior lighting had been upgraded to LED or CFL fixtures, but the majority of the interior lighting had exceeded its typical design life.

### Arch/Struct/Site

- » There was cracking and signs of water intrusion on the store room basement walls.
- » The exterior wood walls at the roof elevation were deteriorated.
- » The gymnasium floor was nearing its end of its design life.
- » The exterior wood siding of the covered play area structure was deteriorated.

## RECENT CAPITAL EXPENDITURES

- » Roof Repairs in 2018
- » Parking Lot Restriping in 2018
- » Security Upgrades (Fencing) in 2019
- » Playground Expansion for Head Start in 2019
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » There are few spaces that allow for flexible, differentiated instruction.

- » Dated and worn finishes throughout the building.
- » There is no restroom in the SPED communication behavior classroom. There is a changing table, but it is located in a restroom on the other side of the building.
- » The art and music rooms are both undersized.
- » The gym is 78% of the size standard
- » The stage adjacent to the multipurpose room is undersized.
- » The library media center is located in two conjoined classrooms (with an open divider curtain).
- » The main entrance doors cannot be remotely controlled by the main office.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating

options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.

- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# LENT ELEMENTARY SCHOOL

**ADDRESS**

5105 SE 97TH AVE

**CONSTRUCTION DATE**

1949 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

78,100 SF

**SITE AREA**

468,270 SF  
10.75 ACRES

**CLASSROOMS COUNT**

32

**FUNCTIONAL CAPACITY**

707 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

3

**ZONING**

R5 RESIDENTIAL 5,000 CU  
OS OPEN SPACE CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Situated in the Lents neighborhood of east Portland, the Oliver P. Lent Elementary School campus consists of primary classroom building, an annex, and two portable buildings. The primary building is a single story brick structure ornamented by detailed brick work and roofs clad in copper panels. Aluminum frame windows provide the fenestration. Double loaded corridors provide access to the classroom wings that are located at the north and south wings of the building.

The neighborhood consists of a mixture of single family residences built primarily between 1950 and 2000. The primary entrance to the facility is from SE 97th Street. Play areas and an open space that occupy the western edge of the campus provide a buffer between the school and Interstate 205. Although Lent Elementary School retains excellent integrity with its floor plan and many exterior and interior finishes intact, it is not recommended as eligible for the NRHP.

**RESJ CONSIDERATIONS**

Lent Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 65% of students are historically underserved, much higher than the K-5 school mean (34%).
- » For the 2021-22 school year, 46% of students qualified for free or reduced lunch, significantly higher than the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Lent Elementary is forecast at 43% utilization. By the 2030-31 school year, utilization is projected to decrease to 41%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Lee Elementary School is 72 years old, and in poor condition with a facility condition index (FCI) score of 0.28. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly worse condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The remaining equipment was original to facility construction.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The school had a wet pipe sprinkler system that served the entire building.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » Moderate cracking was

- occurring in the south exterior concrete wall.
- » One roof hatch was tearing at its hinge. Moderate surface corrosion was present on both roof hatches.
- » Multiple concrete exterior stairs had cracks or were crumbling or broken.
- » The VCT in the cafeteria was coming loose in spots, with stress cracking in many of the tiles.
- » The wood floor was delaminating throughout the cafeteria and gymnasiums.
- » There was a major crack in the southwest retaining wall.

## RECENT CAPITAL EXPENDITURES

- » Select Carpet Replacements in 2018
- » Wireless Upgrades in 2019
- » Fire Alarm Upgrades in 2019
- » Drinking Fountain Fixture Replacements in 2020
- » Roof Design for SRGP Grant in 2020

## EDUCATIONAL SUITABILITY

- » General classrooms are appropriately sized.
- » The finishes are worn and dated throughout the building.
- » The school lacks purposely designed special education spaces.
- » The science classrooms are converted general classrooms.
- » Music is taught in a portable classroom.
- » A dedicated art room is present. The space is somewhat undersized (82% of size standard).
- » The gym is small (70% of size

- standard), dated, and lacking acoustical treatments.
- » The library media center is significantly undersized (52% of size standard).
- » There is no line of sight from the main office to the main entrance (even though office is positioned relatively closely).

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.

- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently taught in a portable classroom.

Scholars.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual

# LEWIS ELEMENTARY SCHOOL

**ADDRESS**

4401 SE EVERGREEN ST

**CONSTRUCTION DATE**

1952 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

47,389 SF

**SITE AREA**

237,402 SF  
5.45 ACRES

**CLASSROOMS COUNT**

20

**FUNCTIONAL CAPACITY**

444 STUDENTS

**CLUSTER**

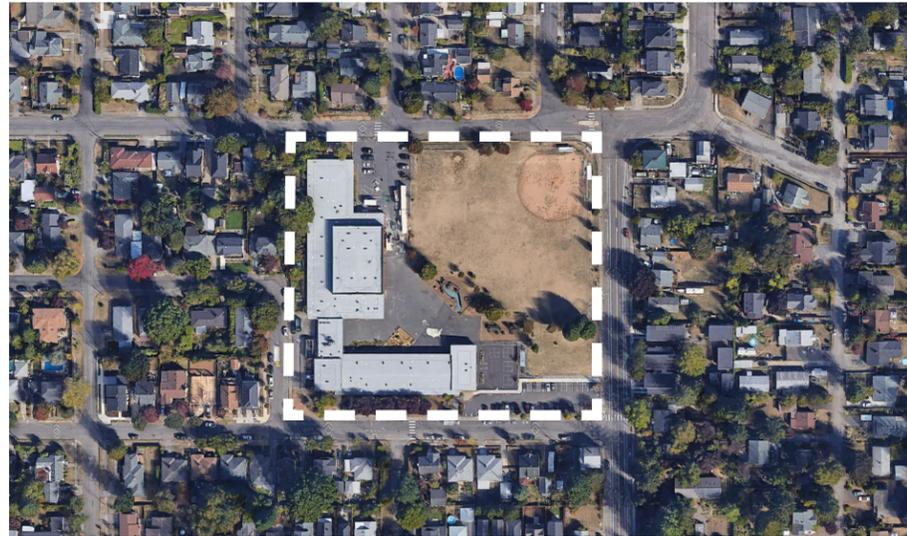
CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated in the Woodstock neighborhood of Southeast Portland, Meriwether Lewis Elementary School occupies the northwest portion of the campus. The primary entrance to the campus is from the south on SE Evergreen Street. The L-shaped wood frame building features a variety of cladding including brick veneer, tongue-and-groove wood, and concrete block. The single story building rests on a poured concrete foundation. The wings of the building are clad in a variety of intersecting shed and shallow pitched gable roofs. Fenestration consists of grouped metal and wood frame windows.

Development in the vicinity of the school consists of a mixture of single family residence, larger multi-family residential buildings, and commercial buildings. Asphalt covered play areas are located on the southeast side of the campus. The campus features notable gardens located along its northwest and south east elevations, developed through community

partnerships that provide opportunities for environmental education.

Although Lewis Elementary School retains its integrity with its floor plan and many exterior and interior finishes intact, it is not recommended as eligible for the NRHP.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Lewis serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2019-20 school year, 15% of students are historically underserved, well below the K-5 school mean (34%).
- » For the 2020-21 school year, 15% of students qualified for free or reduced lunch, well below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Meriwether Lewis Elementary is forecast at 90% utilization. By the 2030-31 school year, utilization is projected to decrease to 82%.

## FACILITY CONDITION SUMMARY

Lewis Elementary School is 69 years old, and in poor condition with a facility condition index (FCI) score of 0.2. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The classrooms in the north addition were experiencing temperature control issues at the time of the assessment. Staff reported classrooms reaching temperatures of 80 degrees Fahrenheit.
- » The plumbing fixtures were aged but operational. The water closet flush valves had been updated with dual-flush handles.
- » The boilers were original to the facility and reportedly have constant issues with piping leaks.
- » The urinals had exceeded typical design life and were corroded. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The school had a wet pipe

- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » Cracking was noted in the exterior brick wall around the gym.
- » In the north addition, wood frames were moderately weathered with some cracking caulk and paint. Several cracked window panes were noted.
- » In the north addition, exterior metal doors were heavily dented with some minor surface corrosion.
- » Most of the wood window frames were heavily weathered with flaking paint.

## RECENT CAPITAL EXPENDITURES

- » Repaved and Replaced Catch Basin on Site Grounds in 2018
- » Seismic Retrofit in 2018

## EDUCATIONAL SUITABILITY

- » Most general classrooms are sufficiently sized. There are some areas to accommodate flexible learning activities. The kindergarten classrooms are undersized (73% of standard).
- » The SPED classroom is

undersized and lacks an adjacent ADA restroom.

- » The library media center is greatly undersized (63% of standard).
- » No art room is present.
- » The school has a small dedicated music room.
- » The gym is greatly undersized (66% of standard).
- » The cafeteria is undersized and lacks natural light.
- » The office does not have remote control of the main entry doors.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.

- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# LLEWELLYN ELEMENTARY SCHOOL

**ADDRESS**

6301 SE 14TH AVE

**CONSTRUCTION DATE**

1928 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

52,204 SF

**SITE AREA**

143,312 SF  
3.29 ACRES

**CLASSROOMS COUNT**

24

**FUNCTIONAL CAPACITY**

528 STUDENTS

**CLUSTER**

CLEVELAND

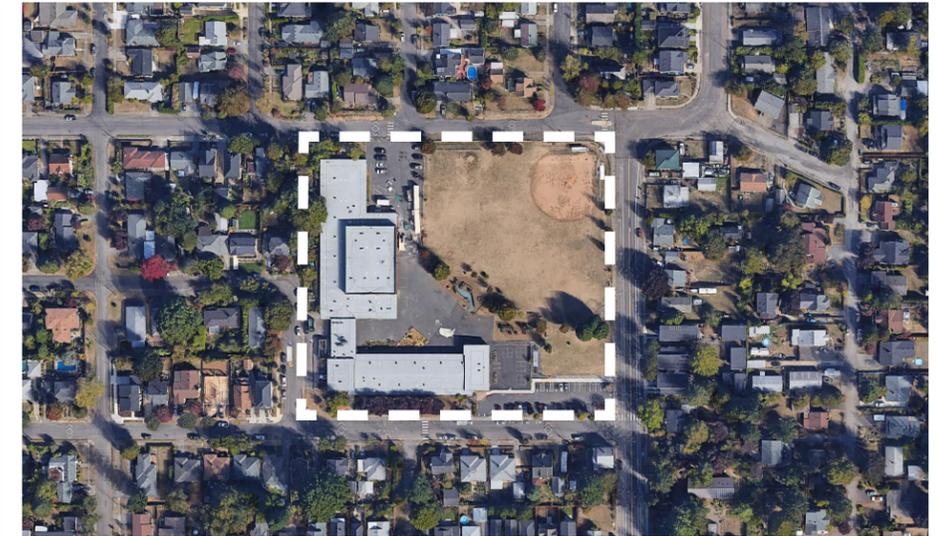
**MODULAR CLASSROOMS**

3

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Llewellyn Elementary School is situated in the Moreland neighborhood of Southeast Portland. Aligned on a north south axis, the two-story school building is situated at the east side of the campus. In addition to the main school building, the campus has a portable classroom located at its northwest corner and covered play structure at the southeast end. The reinforced concrete building, faced with a pale brown brick, rests on a poured concrete foundation. A flat roof with a parapet covers the rectangular building. Designed with Mediterranean Revival style components, cast stone is utilized as architectural ornament throughout the exterior elevations. Fenestration consists of a mixture of grouped metal frame and wood frame windows.

Development in the surrounding neighborhood consists primarily of single family residences. Much of the neighborhood had been developed by the 1920s but the area continued to experience growth through the

1950s. Asphalt covered play areas are situated at the west and south sides of the building. Grass covered play fields are located at the south end of the campus.

Llewellyn Elementary School does not retain a level of historical significance and integrity commensurate with other Portland Elementary Schools constructed of similar styles during the same period and is therefore not eligible for the National Register of Historic Places.

**RESJ CONSIDERATIONS**

Facility improvements would not be significantly impactful to underserved communities, as Llewellyn serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 16% of students are historically underserved, well below the K-5 school mean (34%).
- » For the 2021-22 school year, 7% of students qualified for free or reduced lunch, significantly less

than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Llewellyn Elementary is forecast at 93% utilization. By the 2030-31 school year, utilization is projected to decrease to 88%.

## FACILITY CONDITION SUMMARY

Llewellyn Elementary School is 93 years old, and in critical condition with a facility condition index (FCI) score of 0.4. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly worse condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The remaining equipment was original to facility construction.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The school had a wet pipe sprinkler system that served the entire building.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » Moderate cracking was occurring in the south exterior concrete wall.
- » One roof hatch was tearing at its hinge. Moderate surface corrosion was present on both roof hatches.
- » Multiple concrete exterior stairs had cracks or were crumbling or broken.
- » The VCT in the cafeteria was coming loose in spots, with stress cracking in many of the tiles.
- » The wood floor was delaminating throughout the cafeteria and gymnasiums.
- » There was a major crack in the southwest retaining wall.

## RECENT CAPITAL EXPENDITURES

- » Restroom Door Replacements in 2018
- » Select Flooring Replacements in 2018
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » Most classrooms are approximately 70% of size standard and do not support flexible learning.
- » The music room is located in a portable classroom.
- » The school does not have an art classroom.

- » The gym is greatly undersized (54% of standard).
- » Finishes are worn and dated.
- » No nurse's office is present.
- » There is no security vestibule at the main entry.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to

- » provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently held in a portable classroom.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the District's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# MAPLEWOOD ELEMENTARY SCHOOL

**ADDRESS**

7452 SW 52ND AVE

**CONSTRUCTION DATE**

1948 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

40,636 SF

**SITE AREA**

187,308 SF  
4.3 ACRES

**CLASSROOMS COUNT**

21

**FUNCTIONAL CAPACITY**

467 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

6

**ZONING**

R7 RESIDENTIAL 7,000 CU



## HISTORICAL SUMMARY

Maplewood Elementary School is located in Southwest Portland. The campus consists of the primary school building built in 1945 with additional wings added in 1953 and 1954 and a detached portable classroom built in 1961. The school expresses a modest inspiration from the Streamline Moderne style and rests on a poured concrete foundation. Cladding on the wood frame building consists of a mixture of brick, glass block, horizontal board, concrete panels, and board and batten. With the exception of the barrel vault that covers the two story gymnasium wing, the mass of the single story school is covered by a flat roof. Fenestration consists of grouped metal frame windows.

Development in the neighborhood consists primarily of single family residences on large parcels of land built between 1950 and 2000. Asphalt covered parking and play areas surround the school buildings. Play fields occupy the northwest portion of the parcel.

Maplewood Elementary School lacks integrity due to the extensive and incompatible additions and alterations and resulting lack of coherent building vocabulary, therefore, it is not eligible for the NRHP.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Maplewood serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 13% of students are historically underserved well below the K-5 school mean (34%).
- » For the 2021-22 school year, 10% of students qualified for free or reduced lunch, significantly less than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Maplewood Elementary is forecast

at 77% utilization. By the 2030-31 school year, utilization is projected to decrease to 72%.

## FACILITY CONDITION SUMMARY

Maplewood Elementary School is 73 years old, and in poor condition with a facility condition index (FCI) score of 0.28. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of domestic water equipment was replaced in 2019 and observed to be in good condition.
- » The drains on the roof area above the elevator shaft were blocked by debris build-up which was causing ponding.
- » The boiler was original to the facility but had been retrofitted with a gas burner within the past five years.

### Fire Protection

- » The fire protection system appeared to have been renovated around 2018 and was in good condition with no major deficiencies observed.

### Electrical

- » There were four distribution panels that were original to construction and had exceeded their typical design

life. The remaining electrical distribution equipment was in good condition with no major deficiencies observed.

### Arch/Struct/Site

- » The site was experiencing poor drainage (especially at the paved play area) due to a broken drainage pipe or an obstruction. Hazard cones have to be set up to keep the students away from the affected areas. Some of the drainage inlets around the site were observed to be clogged with debris and grass.
- » Portable 1 was observed to be in average to poor condition with aged and deteriorated interior finishes and aged exterior windows.
- » A new portable building (Portable 3) was recently installed at the site in the summer of 2019.
- » The exterior metal and wood windows were observed to be in poor condition. The frames were corroded, rotted, and deteriorated.
- » The exterior glass block and Masonite panel walls were observed to be aged and deteriorated. Some of the glass blocks were cracked and the Masonite panels were chipped, cracked, and deteriorated at the south and west elevations near the gym.
- » The roof hatches had deteriorated and corroding surfaces, worn seals, and broken and missing hardware.
- » The attic access door had a missing latch, hardware that made it difficult to open the door, and weak springs that would allow the door to swing

down freely causing a life safety hazard to a person trying to open the access door from the wall mounted ladder.

- » The VCT in the office addition was heavily cracked throughout.
- » The carpet throughout was heavily worn and had excessive staining in high traffic areas. Damaged carpet transitions to vinyl tile had been taped with duct tape causing a trip hazard.
- » The painted concrete and sealed concrete surfaces throughout were heavily worn and had areas of wear showing bare concrete.
- » The non-slip rubber sheet flooring on a corridor ramp was heavily worn down which decreased its slip resistance and caused a possible slip hazard.

## RECENT CAPITAL EXPENDITURES

- » Installation of Modular Classroom in 2019.
- » Drinking Fountain Fixture Replacements in 2021.

## EDUCATIONAL SUITABILITY

- » There are limited spaces for small group instruction.
- » The school lacks purposely designed special education spaces.
- » The school lacks a dedicated music room.
- » An undersized art room is provided; however, the space is poorly configured and not well-ventilated.
- » The physical education space is a shared space with the auditorium and is located on the second floor of the school making access challenging. The space is undersized (77% of

- space standard)
- » The library / media center meets 62% of the required size standard..
- » The basement-level cafeteria/ kitchen are undersized.
- » There is no separation between vehicle, pedestrian, and bus traffic creating a significant safety hazard.
- » There is no single controlled access point for entrance into the building.

- to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space

# MARKHAM ELEMENTARY SCHOOL

**ADDRESS**

10531 SW CAPITOL HWY

**CONSTRUCTION DATE**

1951 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

79,714 SF

**SITE AREA**

399,881 SF  
9.18 ACRES

**CLASSROOMS COUNT**

27

**FUNCTIONAL CAPACITY**

588 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

R2 RESIDENTIAL 2,000 CU  
CM2 COMMERCIAL MIXED USE 2



**HISTORICAL SUMMARY**

Markham Elementary School is situated in a residential neighborhood of Southwest Portland. Built in 1951, the Colonial Revival style school building is situated on a mostly grass-covered campus which includes a grass-covered commons in front of the main entrance. The modified H-shaped building has a wood frame clad with red brick which sits on a poured concrete foundation. The single story building is covered by gable roofs. The school building houses classrooms, an auditorium, a gymnasium, a media center/library, a cafeteria, and an administrative office. Playfields are located at the rear and to the west of the school. An asphalt- covered half-circular driveway is located in front of the northeast wing (Cafeteria). Parking areas are situated at the southeast corner of the property off Capitol Way, and another at the rear of the school.

Markham Elementary School retains excellent integrity with its floor plan, cladding, fenestration, and many

interior finishes intact. The school is recommended as eligible for the NRHP under Criterion A and C.

**RESJ CONSIDERATIONS**

Markham’s student population is largely reflective of district-wide averages for K-5 schools:

- » For the 2021-22 school year, 39% of students are historically underserved, slightly above the K-5 school mean (34%).
- » For the 2020-21 school year, 31% of students qualified for free or reduced lunch, slightly below the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Markham Elementary is forecast at 73% utilization. By the 2030-31 school year, utilization is projected to increase slightly to 74%.

**FACILITY CONDITION SUMMARY**

Markham Elementary School is 70

years old, and in poor condition with a facility condition index (FCI) score of 0.19. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the plumbing fixtures had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and assumed to have exceeded typical design life.
- » One of the water heaters had exceeded typical design life.
- » The ventilation exhaust fans/supply fans had exceeded typical design life.
- » The classroom ventilators and heaters had exceeded typical design life.
- » The pneumatic controls and associated air compressor had exceeded typical design life.

**Fire Protection**

- » The fire alarm control panel and alarm devices were in good condition and had no deficiencies observed.
- » The fire suppression system had exceeded its design life.

**Electrical**

- » The main distribution switchgear and 18 of the distribution panels had exceeded typical design life.
- » The interior lighting was

approaching the end of typical design life.

**Arch/Struct/Site**

- » Recommend review of the asphalt hard surface play area. The uneven surface presents trip hazards for the frequently used play area.
- » The roof was observed with organic growth and there was evidence of leaks. The roof was nearing the end of design life.
- » The wood windows and exterior doors were damaged and beyond typical design life.
- » The majority of interior architectural components had exceeded design life.
- » The asphalt at the north side of the play fields was damaged by tree roots. It was reported that the tree roots also impacted drainage and underground piping.

**RECENT CAPITAL EXPENDITURES**

- » ADA Upgrades (Restrooms) in 2018
- » Replacement of Boiler Condensate Tank in 2018
- » Asphalt Replacement at Play Areas in 2019
- » Stormwater Upgrades in 2018
- » Fire Alarm Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2021

**EDUCATIONAL SUITABILITY**

- » The ECE room meets approximately 75% of the size standard. There is no in-room restroom.
- » There are two rooms used for

special education. One is a small general classroom that meets approximately 72% of the size standard. There are two restrooms with electric lift tables for changing, but only one of them is located near these two classrooms.

- » The art room is large and cavernous and the single sink is located distant from the instructional area.
- » There is a main gym that meets approximately 85% of the size standard, as well as a smaller gym.
- » An auditorium with stage is present.
- » A dedicated music room is present.
- » A long, narrow library media center is present.
- » The cafeteria is adequately sized; however, the food prep area is undersized.
- » There is no security vestibule or active supervision of the entrances.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Re-purpose space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and

improvements to the security / alarm system.

- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# MARYSVILLE ELEMENTARY SCHOOL

**ADDRESS**

7733 SE RAYMOND ST

**CONSTRUCTION DATE**

1921 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

52,724 SF

**SITE AREA**

226,512 SF  
5.2 ACRES

**CLASSROOMS COUNT**

26

**FUNCTIONAL CAPACITY**

533 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

0

**ZONING**

R2.5 RESIDENTIAL 2,500 CU



## HISTORICAL SUMMARY

Marysville Elementary School is situated in the Foster-Powell neighborhood of Southeast Portland. The school facility, oriented on an east-west axis, consists of a U-shaped building that surrounds a central courtyard. The single story building rests on a poured concrete foundation. The wings that comprise the Colonial Revival style building are covered with hipped roofs. Cladding consists of horizontal vinyl siding. Fenestration consists primarily of groups of eight-over-twelve triple hung wood windows. The centrally located entry to the school is emphasized by an open bed pediment portico supported by four Tuscan columns. A cupola caps the south wing. Additional entries are located beneath more modest open bed pediment entries flanked by paired Tuscan columns.

The neighborhood is comprised of primarily single family residences built between 1900-1950. The primary entrance to the school is from the south on SE Raymond Street. Grass and asphalt covered

play areas occupy the north portion of the parcel.

The 1922 Colonial Revival school building is recommended as eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Marysville Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 43% of students are historically underserved, greater than the K-5 school mean (34%).
- » For the 2020-21 school year, 45% of students qualified for free or reduced lunch, well above the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Marysville Elementary is forecast at 51% utilization. By the 2030-31

school year, utilization is projected to decrease to 48%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Marysville Elementary School is 100 years old, and in poor condition with a facility condition index (FCI) score of 0.19. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The water heater serving the kitchen and the water heater serving the building had both exceeded their typical design lives.
- » One of the two boilers was original to the facility but had been retrofitted with a gas burner.
- » The unit ventilators on the west side of the facility were replaced in 2012 due to a fire.

### Fire Protection

- » A fire suppression system serving the entire building was installed 2012.

### Electrical

- » The site's service entrance equipment and the majority of

the electrical system's interior distribution was replaced in 2013. However, ten distribution panels located throughout the facility were observed to have exceeded their typical design lives.

### Arch/Struct/Site

- » Many of the exterior concrete steps were observed to be cracked or crumbling.
- » The historic wooden window frames, wood trim, and wood exterior doors had cracking paint. The exterior windows and doors had exceeded their typical design lives.
- » Though the east half of the school was rebuilt after a fire, many of the interior finishes in the west half had exceeded their typical design lives.
- » The exterior brick around the boiler room was heavily weathered with many chipped bricks.

## RECENT CAPITAL EXPENDITURES

- » ADA Access Upgrades (Exterior Doors) in 2017
- » Radon Mitigation in 2018-19
- » Replacement of Boiler Condensate Tank in 2018
- » Gym Soundproofing in 2019
- » Stair Replacement in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Classrooms are generally undersized (68-83% of size standard).
- » Kindergarten classrooms lack dedicated, adjacent restrooms.

- » Two (2) undersized SPED classrooms are present. One of the SPED classrooms is located next to the gym and experiences a high level of noise transference. The SPED rooms do not have adjacent, dedicated ADA restrooms or a changing table.
- » There is no dedicated music room.
- » A small art room (67% of size standard) is present, but is partially carpeted. The kiln is positioned in an outdoor storage shed.
- » The gym is severely undersized (33% of size standard) with poor acoustics.
- » A small multipurpose room and stage are provided.
- » The library media center is a converted gym space with an awkward layout.
- » There is no buzzer or other active control of the main entrance.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Evaluate Marysville as a possible candidate for adding or repurposing space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners in southeast Portland.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including

new classroom door locks and improvements to the security / alarm system.

- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# MLK JR ELEMENTARY SCHOOL

**ADDRESS**

4906 NE 6TH AVE

**CONSTRUCTION DATE**

1925 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

108,598 SF

**SITE AREA**

213,880 SF  
4.91 ACRES

**CLASSROOMS COUNT**

35

**FUNCTIONAL CAPACITY**

635 STUDENTS

**CLUSTER**

JEFFERSON

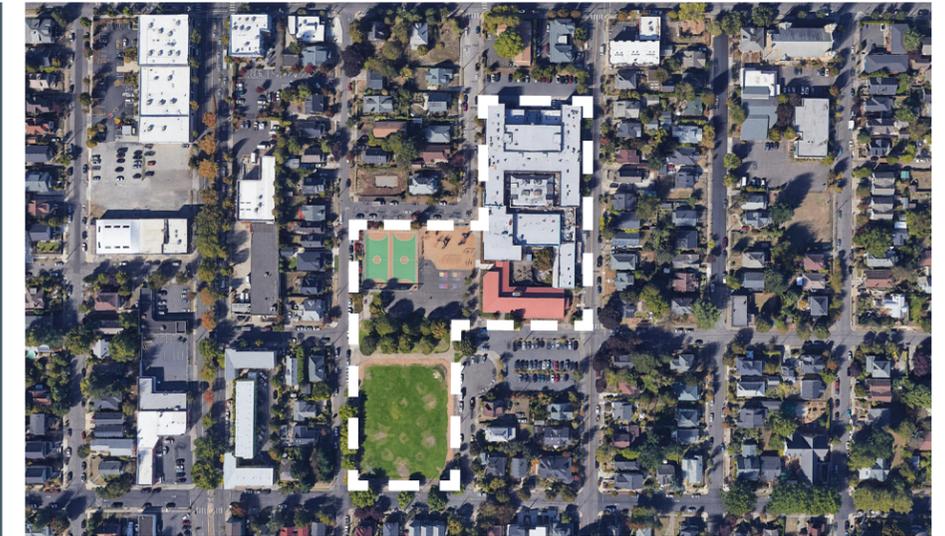
**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU  
OS OPEN SPACE CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Situated in the King neighborhood of Northeast Portland, MLK Jr. Elementary School was constructed over three distinct periods. The original 1926 section, consisting of the northernmost part of the building, rises two stories. It is a reinforced concrete building, faced with red brick that rests on a poured concrete foundation. A flat roof is concealed behind a parapet that exhibits widely spaced crenels and terra cotta coping. The 1926 building conveys its Collegiate Gothic style through the strategic use of cast stone architectural ornamentation at critical parts of the building.

The 1952 one and two story wing to the south is also constructed of concrete with red brick facing, but is largely stripped of architectural elaboration. The entrances are recessed into the building and are emphasized by the use of plain concrete. Fenestration consists primarily of grouped metal frame windows set in the original wood surrounds. The 1976 addition is also constructed of red brick but

reflects the influences of Brutalism in its asymmetrical fenestration and angular roof forms.

The school does not retain a level of historical integrity commensurate with other Portland Elementary Schools constructed of similar styles during the same period and is therefore not eligible for the National Register of Historic Places. While the Collegiate Gothic style is clearly discernible on the building, several alterations have diminished the building's integrity of materials, design, and feeling. These alterations include the removal of windows, prominent addition on the south elevation, construction of the Neighborhood facility at the south end of the property, extensive interior modifications that have blurred the original corridor plan and altered major spaces that included the original auditorium. Due to the loss of integrity, Martin Luther King Jr. Elementary School is not eligible under NRHP Criteria A, B, or C.

**RESJ CONSIDERATIONS**

MLK Jr. Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 61% of students are historically underserved, significantly greater than the K-5 school mean (34%).
- » For the 2020-21 school year, 45% of students qualified for free or reduced lunch, significantly more than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, MLK Jr. Elementary is forecast at 54% utilization. By the 2030-31 school year, utilization is projected to increase to 56%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

MLK Jr. Elementary School is 96 years old, and in fair condition with a facility condition index (FCI) score of 0.09. As the average FCI score for K-5 schools in PPS is 0.18, the building is in better condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the HVAC

system had exceeded its typical design life. The facility's three boilers were aged; however, their burners were retrofitted to natural gas in 2012. The condensate pump package and boiler feed water package were both corroded and had signs of leaks. The classrooms in the main facility had unit ventilators, while classrooms in the south addition and other areas throughout the buildings were heated via fin tube radiators and air handling units. The NBRHD facility had an air handling unit with a heating coil and a new rooftop package unit conditioning the facility.

- » An elevator was installed in the facility in 2018. The elevator served three floors and had no major deficiencies.
- » The facility had two water heaters located in Room 1. Both water heaters were installed in 2018. The NBRHD facility had an electric water heater located in the mechanical room that had exceeded its typical design life.
- » Plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles. A water cooler in this facility had signage stating that a lead hazard was present.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had recently been replaced and did not have any major deficiencies observed or reported.
- » The main facility, south addition, and NBRHD facility were all protected by a wet pipe sprinkler system. There were no major deficiencies observed or

reported.

### Electrical

- » The majority of the electrical distribution system, including the main switchboard, had exceeded its typical design life. The panels supporting the IT systems were installed in 1997. The majority of the interior lighting was much newer than the distribution equipment, but had exceeded its typical design life.

### Arch/Struct/Site

- » The roof was installed in 2018, however, there were known issues and water leaks.
- » There were interior water leaks in the NBRHD facility. Staff reported some of the roof drains were backing up.
- » There were leaks in the boiler room and adjacent storage room.
- » The kitchen flooring was beyond its typical design life. Staff reported the floor would be refinished over the holidays.

## RECENT CAPITAL EXPENDITURES

- » Wireless Upgrades in 2019
- » Drinking Fountain Fixture Upgrades in 2021

## EDUCATIONAL SUITABILITY

- » This school has been renovated to create flexible learning and working spaces adjacent to general classrooms.
- » Classrooms are undersized (approximately 71% of size standard) and many open to adjoining spaces that are used

for flexible grouping, acoustic separation is inadequate.

- » The school lacks purposely designed special education spaces.
- » While the school does have a dedicated science lab, it has neither an art classroom nor a music room.
- » The school has a small gym (75% of standard) and a separate dance room.
- » A cafeteria with a small stage is provided.
- » The library media center is located in a converted auditorium; the space is poorly configured.
- » There is no buzzer or camera at the main entry and the office is located across the corridor, providing no active control of the entrance.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations

of PPS' All Gender Task Force, including restrooms.

- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main

entry.

- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# PENINSULA ELEMENTARY SCHOOL

**ADDRESS**

8125 N EMERALD AVE

**CONSTRUCTION DATE**

1952 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

62,231 SF

**SITE AREA**

293,159 SF  
6.73 ACRES

**CLASSROOMS COUNT**

29

**FUNCTIONAL CAPACITY**

613 STUDENTS

**CLUSTER**

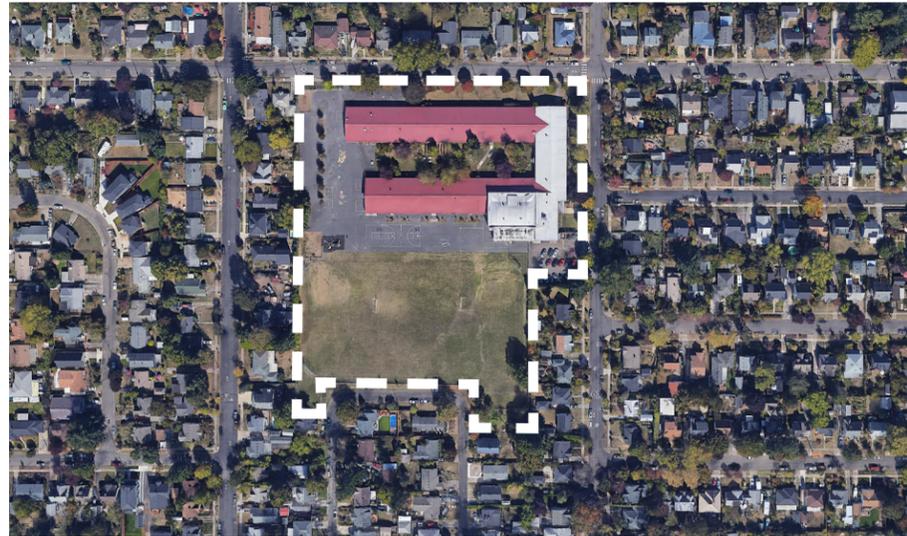
MCDANIEL

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

The Peninsula Elementary School is a one story brick veneer building designed in the International style. The campus consists of a 1952 single story brick-faced building that forms a U-shaped plan. The wings that make up the U-shaped plan are separated by a courtyard and form a variation on a finger plan type school. The building features International style elements such as a linear composition, bands of aluminum windows, flat roofs, overhangs, and a lack of ornamentation. These elements serve to reinforce the ideals of functionalism and minimalism.

Peninsula Elementary School is situated in the Portsmouth neighborhood of North Portland. The campus occupies a rectangular parcel between N Emerald Avenue on the east, N Halleck Street on the north, and single family residences on the south and west. The school is located on the north end of the campus, play grounds surround the south and east sides of the building, and play fields are located on the

south end of the campus.

Peninsula Elementary School retains excellent integrity of location, design, setting, materials, workmanship, feeling, and association with its plan and exterior and interior finishes. The 1952 International style influenced school is recommended as eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Peninsula Elementary School has attributes that place it in a moderately high priority category for facility improvements that would advance the district’s racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 44% of students are historically underserved, slightly above the K-5 school mean (34%).
- » For the 2020-21 school year, 27% of students qualified for free or reduced lunch; this is greater than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Peninsula Elementary is forecast at 45% utilization. By the 2030-31 school year, utilization is projected to decrease to 42%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Peninsula Elementary School is 69 years old, and in fair condition with a facility condition index (FCI) score of 0.09. As the average FCI score for K-5 schools in PPS is 0.18, the building is in better condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures were aged, but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » The main facility’s boilers were original to the facility but had been retrofitted with gas burners in 2012.
- » Four PACE ventilation units and four supply fans were observed in the attic space. All units had exceeded their typical design lives.
- » The vacuum pump in Room 131 was discharging excessive water and was heavily corroded.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced and did not have any major deficiencies observed or reported.
- » The facility did not have a fire suppression system.

### Electrical

- » While several panel boards were recently installed or replaced, including the 1000 amp main distribution panel and several panels supporting the IT equipment, the majority of the electrical distribution equipment was original to the 1953 building construction and was antiquated.
- » The exterior lighting had been upgraded to LED or CFL fixtures, but the majority of the interior lighting had exceeded its typical design life.

### Arch/Struct/Site

- » The gymnasium roof structure had failed and was recently repaired.
- » The gymnasium walls and ACT had water damage and were delaminated.
- » There was evidence of water intrusion and deterioration of attic insulation.
- » The roof was aged and had exceeded its design life.

## RECENT CAPITAL EXPENDITURES

- » Radon Mitigation in 2017-18
- » Emergency Generator Replacement in 2018

- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » A number of regular classrooms have been converted to space that can be used for multiple learning styles.
- » Four regular classrooms are used for special education programs (undersized for SPED with no specialized features).
- » Music is held in a traditional general classroom that is undersized for music with poor acoustics.
- » Art is held in a general classroom without storage, casework, or equipment needed for effective art instruction.
- » The multipurpose room is equipped with a stage.
- » The library media center is located in a repurposed space that was formerly two general classrooms.
- » The gym is undersized (75% of standard).
- » The cafeteria is adequately sized; however, the kitchen is small.
- » No entry vestibule is present at the main entry.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including

- » new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently held in a general classroom.
- » Facilities upgrades to general classroom currently used for art to create a space configured and equipped for visual arts, per current Ed Specifications, with a working, properly ventilated kiln. Art instruction currently occurs in a general classroom.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# RICHMOND ELEMENTARY SCHOOL

**ADDRESS**

2276 SE 41ST AVE

**CONSTRUCTION DATE**

1908 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

79,894 SF

**SITE AREA**

166,399 SF  
3.82 ACRES

**CLASSROOMS COUNT**

30

**FUNCTIONAL CAPACITY**

723 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

The Richmond School is situated in the Richmond neighborhood of Southeast Portland. The campus includes a two-story school building with a basement. Built in 1908, the building originally featured Classical Revival detailing, but all of these architectural embellishments were covered by a subsequent veneer of yellow brick. The building retains its interconnecting hip and gable roofs. The building's irregular shaped plan includes classrooms, a multi-purpose room, a gymnasium, a library, and an administrative office.

The Richmond School, which faces SE 41st Avenue, is situated on a grass-covered and asphalt campus with playgrounds and ball fields located to the south of the school. The primary entrance to the building is on SE 41st Avenue. The parking area occupies the north side of the building.

Although designed by Thomas Jones, the first district architect for Portland Schools, Richmond School does not retain a level of historical

integrity commensurate with other schools constructed during the early twentieth century and is therefore not eligible for the National Register of Historic Places.

**RESJ CONSIDERATIONS**

While Richmond serves a fairly diverse student population, student poverty levels are among the lowest of district's elementary schools.

- » For the 2021-22 school year, 10% of students are historically underserved; this is greater than the K-5 school mean (34%).
- » For the 2021-22 school year, 4% of students qualified for free or reduced lunch; this is far below the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Richmond Elementary is forecast at 84% utilization. By the 2030-31 school year, utilization is projected to decrease slightly to 83%.

**FACILITY CONDITION SUMMARY**

Richmond Elementary School is 113 years old, and in poor condition with a facility condition index (FCI) score of 0.2. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The domestic water distribution equipment was approaching the end of its typical design life.
- » Most of the HVAC equipment was replaced during the 1953 cafetorium addition and had exceeded its typical design life.

**Fire Protection**

- » A wet pipe sprinkler system served the entire building.

**Electrical**

- » The site’s service entrance equipment and a portion of the electrical system’s interior distribution was replaced in 1998. However, a portion of the system including distribution panels, transformers, and lighting throughout the facility had exceeded their typical design lives.

**Arch/Struct/Site**

- » Many of the acoustic ceiling tiles were patched, loose, missing, or stained.
- » The majority of the interior

finishes were beyond their design lives including loose vinyl tile floor and wall coverings and stained ceiling tiles.

- » Many of the shingles on the pitched roof were sagging or had detached and slid down the roof.
- » The interior vinyl tile wall finish in the annex was loose or missing in a few areas.
- » The exterior brick wall was heavily weathered in spots, with deep grooves in the mortar joints, or brick faces worn down to the mortar.

**RECENT CAPITAL EXPENDITURES**

- » Select Flooring Replacements in 2018
- » Roof Repairs in 2018
- » Fire Alarm Upgrades in 2020

**EDUCATIONAL SUITABILITY**

- » The school has some small spaces to accommodate differentiated learning or different grouping patterns. Eight general classrooms have small anterooms that provide limited space for small groups to work.
- » The school lacks purposely designed special education spaces.
- » No music room is present.
- » The small art room is long, narrow, and poorly configured. The kiln is in a separate room.
- » A large P.E. activity space is provided, but has poor acoustics.
- » The cafegymatorium has a small stage.
- » The main entrance is not locked and has no buzzer/camera or security vestibule and is not

under active supervision from the office which is located a floor above the doors.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed

Specifications.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# RIEKE ELEMENTARY SCHOOL

**ADDRESS**

1405 SW VERMONT ST

**CONSTRUCTION DATE**

1961 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

34,272 SF

**SITE AREA**

550,163 SF  
12.63 ACRES

**CLASSROOMS COUNT**

20

**FUNCTIONAL CAPACITY**

492 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

6

**ZONING**

CM2 COMMERCIAL MIXED USE 2  
R7 RESIDENTIAL 7,000 CU  
OS OPEN SPACE CU



## HISTORICAL SUMMARY

Rieke Elementary School is located in the Hillsdale neighborhood of Southwest Portland. The property includes the main school building, a multi-purpose building (1968), a playshed (1977), and a portable (2007). The one story building reflects International style influences through its horizontal appearance, glazed curtain walls, low sloping butterfly roof, and wide overhanging eaves.

The campus is bounded by the Ida B Wells (formerly Wilson) High School property to the east, Vermont St. to the south, SW Bertha Blvd. to the west, and commercial strip development to the north. The school occupies the south side of the lot along Vermont St. and is well shaded by trees to the south. Development in the surrounding area consists primarily of single family residences built between 1950 and 1990. Playing fields are largely located to the north of the school. Although the Rieke School retains its integrity with its floor plan and many of the exterior and interior finishes

intact, it is not recommended as eligible for the NRHP.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Rieke serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 15% of students are historically underserved, significantly below the K-5 school mean (34%).
- » For the 2021-22 school year, 6% of students qualified for free or reduced lunch, significantly below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Rieke Elementary is forecast at 74% utilization. By the 2030-31 school year, utilization is projected to decrease to 68%.

## FACILITY CONDITION SUMMARY

Rieke Elementary School is 60 years old, and in poor condition with a facility condition index (FCI) score of 0.17. As the average FCI score for K-5 schools in PPS is 0.18, the building condition is in slightly worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and had assumed to have exceeded typical design life.
- » The water heater and both boilers had exceeded typical design life.
- » The air handling units had exceeded typical design life.
- » The classroom ventilators and heaters had exceeded typical design life.
- » The pneumatic controls and associated air compressor had exceeded typical design life.

### Fire Protection

- » The fire alarm control panel and alarm devices were in good condition and had no deficiencies observed.
- » There was no sprinkler system observed.

### Electrical

- » The main distribution switchgear and eight of the distribution panels had exceeded typical design life.
- » The interior lighting was approaching the end of typical design life.
- » The natural gas generator and associated automatic transfer switch had exceeded typical design life.

### Arch/Struct/Site

- » The main building had evidence of roof leaks.
- » The north addition soffit was damaged.
- » The carpeting in Portable 1 had exceeded design life.
- » The wood canopy at the covered play area was aged beyond typical design life. The paint was weathered and there were areas of isolated damage.
- » The asphalt drive and parking lot had large areas of alligator cracking.

## RECENT CAPITAL EXPENDITURES

- » ADA Upgrades in 2018-19
- » Gym Flooring Replacement in 2019
- » Installation of Gym Climbing Wall in 2019
- » Playground Drainage Improvements in 2019
- » Drinking Fountain Fixture Replacements in 2021
- » Roof Replacement in 2021

## EDUCATIONAL SUITABILITY

- » The school lacks purposely designed special education spaces.

- » No dedicated music room is present.
- » A small art room is provided (78% of standard).
- » A small cafegymnasium is present, limiting use of the space.
- » No performing arts space or stage is provided at this school.
- » The library media center is undersized (72% of standard) with poor acoustics.
- » This school is on a high traffic street with no fencing between school building and road.
- » The main entry lacks a secure vestibule; remote control of doors from the office is not provided.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force,

- including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

**Moderate Priority**

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-

- based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# RIGLER ELEMENTARY SCHOOL

**ADDRESS**

5401 NE PRESCOTT ST

**CONSTRUCTION DATE**

1931 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

69,143 SF

**SITE AREA**

382,021 SF  
8.77 ACRES

**CLASSROOMS COUNT**

30

**FUNCTIONAL CAPACITY**

589 STUDENTS

**CLUSTER**

MCDANIEL

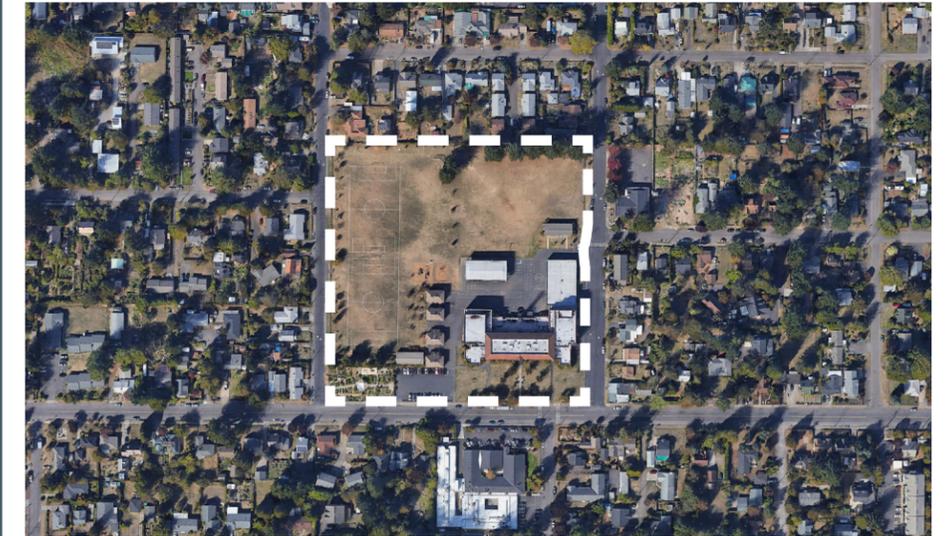
**MODULAR CLASSROOMS**

8

**ZONING**

R7 RESIDENTIAL 7,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Situated in the primarily single family residential neighborhood of Northeast Portland, the Rigler Elementary School is located on a campus that consists of a multi-story school building and four detached portable/modular classrooms. Built in 1931, the Mediterranean Revival style building with minor Art Deco influences and a pantile roof is a reinforced concrete structure with brick veneer and cast stone ornamentation. The building's modified L-shaped plan includes classrooms, a library, an auditorium, a gymnasium, a cafeteria, and an administrative office.

The school faces NE Prescott Street and is situated on a grass-covered and asphalt campus with play fields, a play shed, and playgrounds north and west of the school. During the mid-1950s, a one story brick addition was constructed onto the rear (east wing) of the building. The school's parking area is located to the southwest of the main building. Rigler School retains its integrity with minimal alterations to its plan

and exterior and interior finishes. The 1931 school is recommended as eligible for the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Rigler Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 81% of students are historically underserved, significantly above the K-5 school mean (34%).
- » For the 2020-21 school year, 46% of students qualified for free or reduced lunch, more than double the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Rigler Elementary is forecast at 47% utilization. By the 2030-31 school year, utilization is projected to decrease to 45%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Rigler Elementary School is 90 years old, and in poor condition with a facility condition index (FCI) score of 0.14. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » The main facility's boilers were original to the facility but had been retrofitted with gas burners in 2006.
- » All unit ventilators in the classrooms and air handling units throughout the facility had exceeded their typical design lives.
- » All rooftop exhaust fans had been replaced during the roof renovation in the summer of 2019.
- » Facility staff reported issues with the steam piping serving the portable units.
- » Both thru-wall heat pumps at Portable 5 used R-22 refrigerant.
- » Construction was underway on a

new passenger elevator for the main facility.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced and did not have any major deficiencies observed or reported.
- » The facility did not have a fire suppression system.

### Electrical

- » The main distribution panel and the majority of the remaining distribution panels were installed around 1970 and had exceeded their typical design life. The remaining electrical distribution equipment was more recently installed or replaced.
- » The majority of the exterior lighting had been upgraded to LED fixtures; however, staff reported that the exterior lighting was not sufficient. The exterior CFL fixtures and the majority of the interior lighting had exceeded its typical design life and needs replacement.

### Arch/Struct/Site

- » The roofs of the main school and portables were replaced in 2019.
- » Staff reported the portables flooring was rotted from steam piping.

## RECENT CAPITAL EXPENDITURES

- » Asbestos Remediation in 2020
- » Seismic Strengthened Roof in 2019
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » General classrooms vary in size. Most rooms meet approximately 75% of the size standard.
- » The school lacks purposely designed special education spaces.
- » No dedicated music room is present.
- » The art room is partially carpeted. The kiln is located down 2 flights of stairs in the boiler room.
- » The gym meets approximately 50% of the size standard and has poor acoustics.
- » A large auditorium is provided with a small stage area.
- » The cafeteria is large enough for the enrollment, but has several large columns located in the space that limit seating arrangements. The kitchen is undersized.
- » The main entrance lacks a buzzer or camera and the door is kept unlocked. The office has a view of the main door, but no active control of the entrance.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security /

alarm system.

- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

# ROSA PARKS ELEMENTARY SCHOOL

**ADDRESS**

8960 N WOOLSEY AVE

**CONSTRUCTION DATE**

2006 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

68,176 SF

**SITE AREA**

117,612 SF  
2.7 ACRES

**CLASSROOMS COUNT**

26

**FUNCTIONAL CAPACITY**

594 STUDENTS

**CLUSTER**

ROOSEVELT

**MODULAR CLASSROOMS**

0

**ZONING**

R2 RESIDENTIAL 2,000 CU  
CM2 COMMERCIAL MIXED USE 2



## HISTORICAL SUMMARY

Rosa Parks Elementary School was constructed in 2006 and does not have significant history.

## RESJ CONSIDERATIONS

Rosa Parks Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 86% of students are historically underserved; this is significantly above the K-5 school mean (34%).
- » For the 2021-22 school year, 65% of students qualified for free or reduced lunch, the highest of any elementary school in the district and significantly above the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Rosa Parks Elementary is forecast at 46%

utilization. By the 2030-31 school year, utilization is projected to decrease to 38%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Rosa Parks Elementary School is 15 years old, and in good condition with a facility condition index (FCI) score of 0.01. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly better condition than other elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » One of the condensing units for the kitchen refrigeration equipment had ice buildup on its refrigerant piping indicative of low refrigerant levels.

- » Two rooftop exhaust fans, EF-2 and EF-6, made excessive noise at the time of assessment indicating an alignment issue or failing bearings
- » The domestic water heaters at this facility had exceeded their typical design life and were in need of replacement. The remaining assets within the plumbing system were installed in 2006 during building construction and had no major deficiencies.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced and had no major deficiencies observed or reported.
- » There was a wet pipe sprinkler system observed throughout the entire facility. No deficiencies were observed or reported with the system.

### Electrical

- » The electrical distribution was original to building construction in 2006 and had no major deficiencies observed or reported. The majority of the lighting at this facility had been recently updated to LED.

### Arch/Struct/Site

- » The CMU wall at the trash bin area had signs of efflorescence.
- » There was an area of sidewalk at the northeast elevation that was displaced.

## RECENT CAPITAL EXPENDITURES

- » Select Carpet Replacements in 2018
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » The school lacks purposely designed special education spaces.
- » A separate art room is provided with access to an outdoor patio. It is slightly undersized (78% of standard).
- » A dedicated music room is present.
- » There is no fixed-platform performing arts space at the school.
- » The cafeteria is appropriately sized for the student population.
- » The main office has a camera/buzzer to open the main entrance, but has no active supervision/control over the door.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force,

- including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# ROSE CITY PARK ELEMENTARY SCHOOL

**ADDRESS**

2334 NE 57TH AVE

**CONSTRUCTION DATE**

1912 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

73,719 SF

**SITE AREA**

161,172 SF  
3.7 ACRES

**CLASSROOMS COUNT**

28

**FUNCTIONAL CAPACITY**

636 STUDENTS

**CLUSTER**

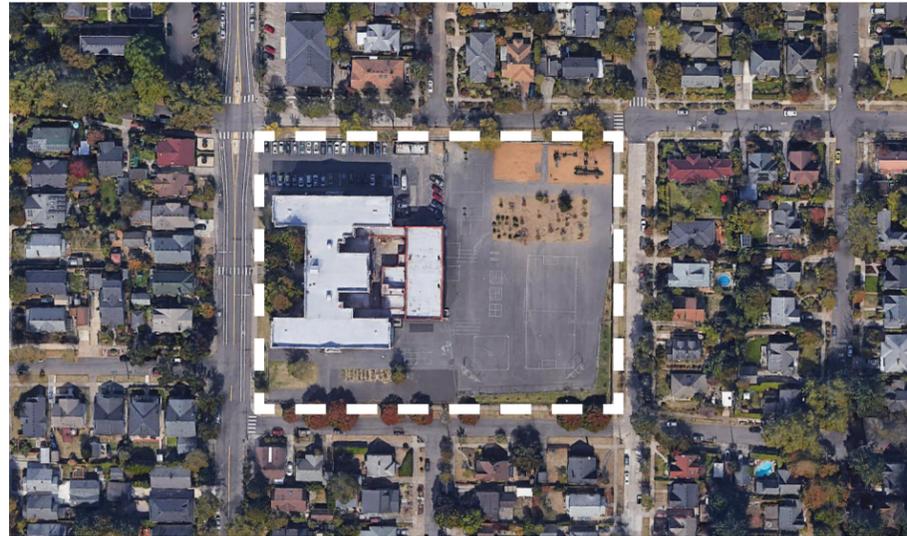
MCDANIEL

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Rose City Park Elementary School is located in Northeast Portland. The campus includes a primary, multi-story building surrounded by asphalt covered parking and play areas. The red brick building is covered by a flat roof. The irregular shaped mass of the building rests on a poured concrete foundation. The fenestration consists of a mixture of original wood frame and grouped metal frame windows. Designed in the Collegiate Gothic style, the school features glazed terra cotta coping, belt cornice, cartouches, window surrounds, and a cap for the poured concrete water table. Four-centered arches cap the entries to the building.

The primary school building is situated at the west end of a rectangular parcel. Development in the surrounding area consists primarily of single family residences built between 1900 and 1950. An asphalt parking area is located at the north end of the parcel.

Despite the alterations to the

school, Rose City Park School is an important historic resource in the city of Portland that is eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Rose City Park’s student population is largely reflective of district-wide averages for K-5 schools:

- » For the 2021-22 school year, 16% of students are historically underserved, slightly less than the K-5 school mean (34%).
- » For the 2021-22 school year, 17% of students qualified for free or reduced lunch; this is below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Rose City Park Elementary is forecast at 89% utilization. By the 2030-31 school year, utilization is projected to decrease to 78%.

## FACILITY CONDITION SUMMARY

Rose City Park Elementary School is 109 years old, and in poor condition with a facility condition index (FCI) score of 0.12. As the average FCI score for K-5 schools in PPS is 0.18, the building is in better condition than most of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their typical design lives. The domestic water distribution equipment had no major deficiencies.
- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment had exceeded their design lives.

### Fire Protection

- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.
- » The building was partially sprinkled.

### Electrical

- » The building’s 208Y/120V main electrical switchboard was last upgraded in 1977, and had exceeded its typical design life. Most of the panel boards had exceeded their design lives as well, with some dating before 1977. A sub-distribution panel board (SDP-IT) had been added in 1997 as part of a telecommunications upgrade, along with three subfed panel

boards (E, IT1, and IT2).

### Arch/Struct/Site

- » The roof hatch had exceeded typical design life and had a degraded surface finish, weak springs, and rusted hardware.
- » The original skylight had exceeded typical design life and had corroded frames and missing flashing.

## RECENT CAPITAL EXPENDITURES

- » ADA Upgrades in 2017
- » Wireless Upgrades in 2018
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Rose City Park Elementary does include some flexible areas to support collaboration and differentiated instruction.
- » General classrooms are undersized (70% of size standard), particularly kindergarten classrooms (60% of size standard).
- » The school lacks purposely designed special education spaces.
- » An undersized (65% of size standard) music room is provided, though it provides a poor environment for music instruction.
- » No art room is present.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow

all students to enter the building via the main entry and navigate all essential programming within the building.

- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.

- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the District’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# SABIN ELEMENTARY SCHOOL

**ADDRESS**

4013 NE 18TH AVE

**CONSTRUCTION DATE**

1928 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

65,769 SF

**SITE AREA**

158,123 SF  
3.63 ACRES

**CLASSROOMS COUNT**

31

**FUNCTIONAL CAPACITY**

610 STUDENTS

**CLUSTER**

JEFFERSON

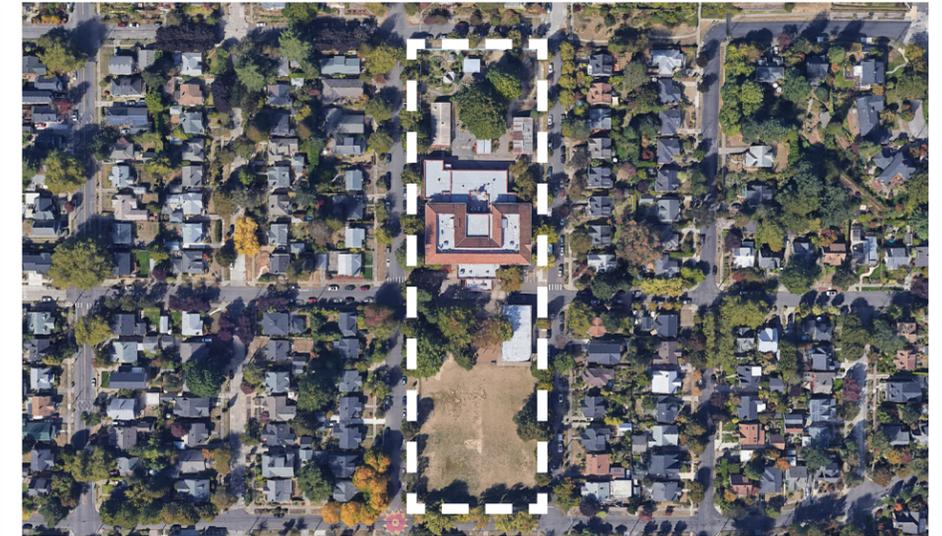
**MODULAR CLASSROOMS**

4

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Sabin Elementary School is situated in the Sabin neighborhood of northeast Portland. The campus consists of a primary school building, three portables, and a covered play structure. The reinforced concrete structure, faced with red brick, rests on a poured concrete foundation. Red pantiles cover the hipped roof. Designed in the Mediterranean Revival style, cast stone belt course, quoins, and cartouches divide the building horizontally and embellish significant architectural spaces. Fenestration consists primarily of grouped, metal frame windows and some original multi-light wood frame windows.

Development in the surrounding neighborhood consists primarily of single family residence built between 1900-1950. The campus consists of a primary school building, three portables, and a covered play structure. The north and south portions of the campus are utilized for play areas.

Due to the loss of integrity, Sabin

Elementary School is not eligible under either NRHP Criteria A, B, or C.

**RESJ CONSIDERATIONS**

Facility improvements would not be significantly impactful to underserved communities, as Sabin serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 29% of students are historically underserved, well below the K-5 school mean (34%).
- » For the 2020-21 school year, 18% of students qualified for free or reduced lunch, significantly less than the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Sabin Elementary is forecast at 60% utilization. Utilization is projected to remain steady over the next several years, staying at 60% in 2030-31.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

**FACILITY CONDITION SUMMARY**

Sabin Elementary School is 93 years old, and in fair condition with a facility condition index (FCI) score of 0.08. As the average FCI score for K-5 schools in PPS is 0.18, the building is in much better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the HVAC system had exceeded its typical design life. The boilers were aged; however, their burners were retrofitted to natural gas in 2012. Both boilers’ chemical circulation pumps had signs of leaks and were corroded. The classrooms had unit ventilators, while other areas of the facility utilized air handling units and fin tube radiators.
- » An elevator was installed in the facility in 2007. The elevator served three floors and no major deficiencies were observed.
- » The main facility had one water heater located in Room 102B, which was installed in 2018. Portable 1 had a small water heater located in a closet adjacent to the restroom. Portable 1’s water heater was installed around 2013.
- » Plumbing fixtures were aged but operational. The majority of the

water closet flush valves had been updated with dual-flush handles.

**Fire Protection**

- » The fire alarm control panel and fire alarm devices had been recently replaced and were observed to be in good condition with no major deficiencies noted or reported.
- » The main facility was protected by a wet pipe sprinkler system covering the corridors, stairwells, and classroom entrances. There were no major deficiencies observed or reported.

**Electrical**

- » With the exception of several newer panel boards, the electrical distribution system was installed during a 1978 electrical renovation which had exceeded its typical design life. All the exterior lighting had recently been upgraded to LED fixtures. The majority of the interior lighting was installed around 1990 and had exceeded its typical design life.

**Arch/Struct/Site**

- » A portion of the interior flooring finishes and classroom casework have exceeded their design lives.

**RECENT CAPITAL EXPENDITURES**

- » Fire Alarm Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2020

**EDUCATIONAL SUITABILITY**

- » Some classrooms are accessed by going through other classrooms, causing disruption.
- » Several classrooms and the library media center have very limited access to natural light.
- » Half of the SPED classrooms do not meet the size standard. None of the SPED classrooms have dedicated ADA restrooms.
- » The school does not have a dedicated music room, nor does it have an art room.
- » The school has a cafegymnasium, limiting use of the space.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and

- project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

**Moderate Priority**

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office,

and meeting space for Virtual Scholars.

# SCOTT ELEMENTARY SCHOOL

**ADDRESS**

6700 NE PRESCOTT ST

**CONSTRUCTION DATE**

1949 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

68,805 SF

**SITE AREA**

248,728 SF  
5.71 ACRES

**CLASSROOMS COUNT**

29

**FUNCTIONAL CAPACITY**

643 STUDENTS

**CLUSTER**

MCDANIEL

**MODULAR CLASSROOMS**

2

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated in the Roseway neighborhood of Portland, Harvey Scott Elementary School occupies the northeast corner of Wellington Park. The school was designed to be expanded as enrollment increased. The campus buildings include a 1949 main building in a modified H-shaped plan, a 1951 detached secondary classroom building, a 1967 industrial arts building, and a 1977 covered play shed. The single-story brick buildings, separated by courtyard spaces, form a variation on a finger plan type school.

The neighborhood consists of a mixture of single family residences built primarily between 1930 and 1950. The primary entrance to the facility is from NE Prescott Street. The play areas and ball fields that occupy the south portion of the campus provide visual continuity with the tree shaded areas of neighboring Wellington Park. The base of the main building features a concrete foundation, while the exterior concrete walls are faced with all stretcher bond bricks

exhibiting variegated colors. Harvey Scott School retains excellent integrity with its floor plan, cladding, fenestration, and many interior finishes intact. The school is recommended eligible for the NRHP.

## RESJ CONSIDERATIONS

Scott School has multiple attributes that place it in a high priority category for facility improvements that would advance the district’s racial equity and social justice (RESJ) goals..

- » For the 2021-22 school year, 61% of students identified as BIPOC, significantly greater than the K-5 school mean (34%).
- » For the 2021-22 school year, 47% of students qualified for free or reduced lunch, nearly double the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Scott Elementary is forecast at 74% utilization. By the 2030-31 school year, utilization is projected to

decrease slightly to 73%.

## FACILITY CONDITION SUMMARY

Scott Elementary School is 72 years old, and in fair condition with a facility condition index (FCI) score of 0.08. As the average FCI score for K-5 schools in PPS is 0.18, the building is in much better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Several water coolers, including two in the east addition, had signage stating that a lead hazard was present.
- » Plumbing fixtures were aged, but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » Two condensate pump packages were corroded and leaking. These condensate recovery systems had exceeded their typical design lives.
- » Air handling units throughout the main facility, shop building, and east addition had exceeded their typical design lives.
- » The main facility’s boilers were original to the facility but had been retrofitted with gas burners in 2007. The two boilers in the east addition were replaced in 2012.
- » The main facility had two new gas water heaters that were installed in 2017.
- » The facility had a new passenger elevator connecting the

cafeteria, classrooms, and gym levels.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced and did not have any major deficiencies observed or reported.
- » The facility did not have a fire suppression system.

### Electrical

- » While several panel boards were recently installed or replaced, including the 800 amp main distribution panel, the majority of the electrical distribution equipment had exceeded its typical design life.
- » The majority of the lighting at this facility was upgraded to LED at the end of 2018.
- » Staff reported that the solar array for the photovoltaic system was no longer functioning and required additional investigation to determine the issue.

### Arch/Struct/Site

- » Several of the exterior wood doors were deteriorated and had exceeded their design life.
- » The front pavement was cracked and uneven near the entrance along Prescott Street.

## RECENT CAPITAL EXPENDITURES

- » Replacement of Select Playground Equipment in 2017
- » Wireless Upgrades in 2018-19
- » ADA Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » All kindergarten classrooms share use of one restroom.
- » Some finishes are dated and worn.
- » The art and music classrooms are in an out-building that looks to be a converted storage shed with cinder block walls. Both rooms are undersized; the music room is 63% of standard and the art room is 61% of the standard.
- » The gym is undersized (73% of the size standard) and lacks acoustical treatments. A stage is present.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force,

- including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently taught in a former storage shed.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln. Art is currently taught in a former storage shed.

**Moderate Priority**

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to

support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# SITTON ELEMENTARY SCHOOL

**ADDRESS**

9930 N SMITH ST

**CONSTRUCTION DATE**

1949 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

58,487 SF

**SITE AREA**

302,742 SF  
6.95 ACRES

**CLASSROOMS COUNT**

29

**FUNCTIONAL CAPACITY**

467 STUDENTS

**CLUSTER**

ROOSEVELT

**MODULAR CLASSROOMS**

2

**ZONING**

R5 RESIDENTIAL 5,000 CU



**HISTORICAL SUMMARY**

Sitton Elementary School is situated in the primarily residential neighborhood of St. Johns in North Portland. Built in 1949, the school is a simplified version of the Northwest Regional style. The school building is situated on a grass and asphalt-covered campus. The single story building sits on a poured concrete foundation. Cladding for the wood frame structure consists of vertical boards with narrow battens. The building is covered by flat and low pitched gable roofs. The rectangular shape plan houses classrooms, a gymnasium, a covered play area, a courtyard, a media center, a cafeteria and an administrative office.

The playground and playfields are located directly to the south, west and north of the school. The parking area is located directly north of the school building.

Although Sitton School was one of the first schools constructed by Portland Public Schools after World War II, the building is not

recommended as eligible for the National Register of Historic Places.

**RESJ CONSIDERATIONS**

Sitton Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district’s racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 61% of students are historically underserved, significantly above the K-5 school mean (34%).
- » For the 2020-21 school year, 47% of students qualified for free or reduced lunch, more than double the K-5 school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Sitton Elementary is forecast at 76% utilization. By the 2030-31 school year, utilization is projected to decrease to 70%.

**FACILITY CONDITION SUMMARY**

Sitton Elementary School is 72 years old, and in poor condition with a facility condition index (FCI) score of 0.14. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » A water cooler in this facility had signage stating that a lead hazard was present.
- » The plumbing fixtures were aged, but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » The boilers were original to the facility but had been retrofitted with gas burners in 2012.
- » There were 13 unit ventilators located in classrooms throughout the facility. The unit ventilators had exceeded their typical design lives. Many teachers complained the units did not function properly and made excessive noise during class.
- » Air handling units observed throughout the facility had exceeded their typical design lives.
- » The facility had three gas water heaters located in Room 27. Two of the three water heaters were replaced in 2015 and the third water heater was replaced in 2017. All were in good condition and functioning properly.

**Fire Protection**

- » The fire alarm control panel and fire alarm devices had been recently replaced and had no major deficiencies observed or reported.
- » There was a wet pipe sprinkler system observed in the corridors and classrooms. No deficiencies were observed or reported with the system.

**Electrical**

- » While the main switchboard and panel boards supporting the IT equipment were installed in 1998 with no major deficiencies observed, the majority of the electrical distribution equipment had exceeded its typical design life and was in need of replacement.
- » Exterior lighting had been upgraded to LED was reported by staff to be insufficient. The interior lighting had mostly exceeded its typical design life.

**Arch/Struct/Site**

- » The roof was replaced in 2019.
- » The wood exterior enclosure of the main building was deteriorated.
- » There were moderate areas of cracking and repairs to the west walls of the main building.
- » The kitchen cooler was recently repainted; however, the paint was deteriorated.
- » The small wood retaining wall along the east property fence line was deteriorated.
- » Staff reported that the playground equipment had deteriorated.

**RECENT CAPITAL EXPENDITURES**

- » Sidewalk/Curb Replacement in 2018
- » Playground Improvements in 2018 and 2020
- » Select Flooring Replacements in 2018-19
- » Generator Replacement in 2019
- » Health and Safety Improvements in 2019
- » ADA Upgrades in 2019
- » Drinking Fountain Fixture Replacements in 2020

**EDUCATIONAL SUITABILITY**

- » There are few flexible spaces to support differentiated instruction.
- » Classrooms (including general, kindergarten, and ECE) range in size from 80-98% of the standard.
- » The SPED classroom does not have a dedicated ADA restroom.
- » A science classroom is provided.
- » The art classroom is located in a portable.
- » A dedicated music room is present.
- » The gym is undersized (63% of standard) with dated finishes.
- » The office does not have remote control of the main entry doors.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an

- art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln (note: art is currently taught in a portable classroom).

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align

- with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# STEPHENSON ELEMENTARY SCHOOL

**ADDRESS**

2627 SW STEPHENSON ST

**CONSTRUCTION DATE**

1965 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

40,460 SF

**SITE AREA**

381,150 SF  
8.75 ACRES

**CLASSROOMS COUNT**

20

**FUNCTIONAL CAPACITY**

552 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

R10 RESIDENTIAL 10,000 CU



## HISTORICAL SUMMARY

Stephenson Elementary School is situated in the residential neighborhood of Arnold Creek in Southwest Portland. The 1964 building features elements of the Northwest Regional style including a variety of cladding, roof types, and massing organized to furnish light and ventilation, and provide easy access to the outdoors. The wood frame building features an irregular massing comprised of several wings. The various wings are covered by a mixture of gable, flat and hip roofs. Siding consists of vertical board with battens and wood shingle. Facilities provided by the building include classrooms, a gymnasium/cafetorium, media center/library and an administrative office.

The campus provides plentiful space for play fields and future school expansion. There is an asphalt-covered half-circle driveway and parking lots located opposite the school's main entrance. An asphalt-covered playground is located directly to the east of the school. Stephenson School is not eligible

for listing in the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Stephenson serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 15% of students are historically underserved, significantly below the K-5 school mean (36%).
- » For the 2021-22 school year, 9% of students qualified for free or reduced lunch, significantly below the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Stephenson Elementary is forecast at 66% utilization. By the 2030-31 school year, utilization is projected to decrease to 62%.

## FACILITY CONDITION SUMMARY

Stephenson Elementary School is 56 years old, and in poor condition with a facility condition index (FCI) score of 0.15. As the average FCI score for K-5 schools in PPS is 0.18, the building is in slightly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and had assumed to have exceeded typical design life.
- » The ventilation supply/exhaust fans had exceeded typical design life.
- » The classroom ventilators and heaters had exceeded typical design life.
- » The pneumatic controls and associated air compressor had exceeded typical design life.

### Fire Protection

- » The fire alarm control panel and alarm devices were in good condition and had no deficiencies observed.
- » There was no sprinkler system observed.

### Electrical

- » The main distribution panel and

- 10 of the distribution panels had exceeded typical design life.
- » The interior lighting was approaching the end of typical design life.
- » The natural gas generator had exceeded typical design life.

### Arch/Struct/Site

- » Recommend investigation of the sub-floor in the main office and corridor areas. Flex in flooring was observed and tile was damaged.
- » The exterior wood siding showed signs of deterioration.
- » The VCT flooring was aged beyond design life and damaged throughout. The sub-floor appeared to be damaged in isolated areas.
- » The bus loop driveway had large areas of alligator cracking.

## RECENT CAPITAL EXPENDITURES

- » Select Flooring Replacements in 2018
- » Lead Paint Abatement in 2018
- » Asbestos Remediation in 2020
- » Fire Alarm Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » There are no group spaces, individual workstations or collaborative areas for students. The instructional spaces have little spatial configuration capability or flexibility.
- » The general education classrooms meet 72% of the size standard.
- » SPED spaces are not aligned for the instructional program

- needs and lack dedicated ADA restrooms.
- » An appropriately-sized, dedicated music room is provided.
- » The school lacks an art room.
- » The school has a small (53% of standard) cafegymatorium, limiting use of the space. A stage is present.
- » The food service / kitchen is undersized and can only be used primarily to warm prepared food from the PPS central kitchen.
- » The media center is an open concept layout, causing acoustical challenges.
- » There are no controlled entrances at the building doorways.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations

- » of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

**Moderate Priority**

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and

- » learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# VESTAL ELEMENTARY SCHOOL

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**ADDRESS**  
161 NE 82ND AVE

**CONSTRUCTION DATE**  
1929 (PRIMARY)

**LEVELS**  
2

**BLDG AREA**  
72,906 SF

**SITE AREA**  
206,474 SF  
4.74 ACRES

**CLASSROOMS COUNT**  
23

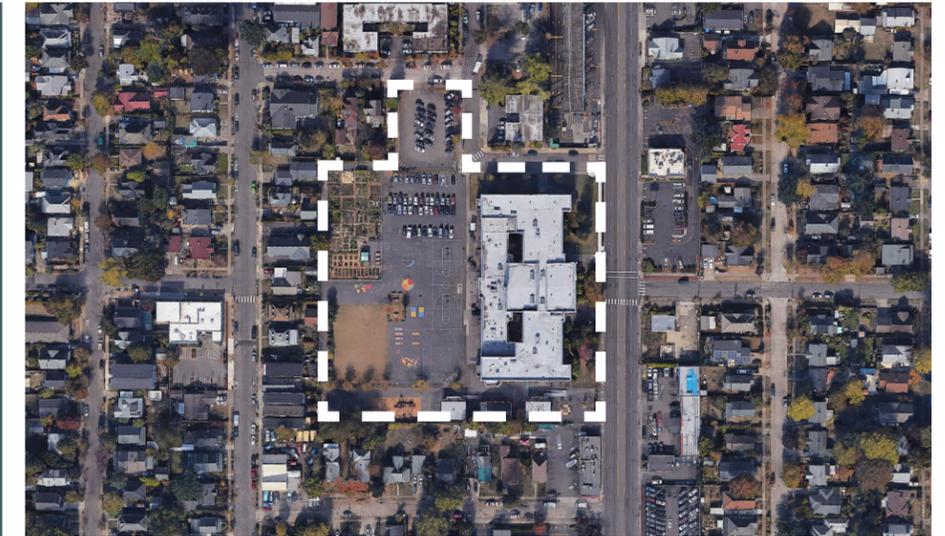
**FUNCTIONAL CAPACITY**  
554 STUDENTS

**CLUSTER**  
MCDANIEL

**MODULAR CLASSROOMS**  
3

**ZONING**  
R1 RESIDENTIAL 1,000 CU  
R2.5 RESIDENTIAL 2,500 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Vestal Elementary School is situated in the Montavilla neighborhood of east Portland. The campus consists of a primary rectangular shaped building and three portable buildings. The primary building is two-stories in height and constructed of reinforced concrete with brick veneer. The 1929 Collegiate Gothic style building is ornamented with buttresses, stone belt courses, and decorative motifs. Bands of aluminum windows with stone surrounds provide the fenestration. The front entrances, located along a central projecting bay with Tudor arched windows, feature stone surrounds and fan lights. The building is covered by a flat roof with stone cap along the parapet. The rectangular mass rests on a poured concrete foundation. Double loaded corridors provide access to the administrative offices, classrooms, and recreation spaces.

The neighborhood consists of single family residences built around the 1920s. The primary entrances to the facility are from NE 82nd Avenue.

Play areas and open space occupy the western end of the campus. South of the main building are three rectangular portable buildings arranged in a row from east to west featuring drop siding, fixed and hopper windows, and poured concrete foundations. The western and eastern buildings have flat roofs, while the central building is capped by a gable roof with shed roofed addition.

Vestal School retains excellent integrity of location, design, setting, materials, workmanship, feeling, and association with minimal alterations to its plan and finishes and is recommended as eligible for the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Vestal School has attributes that place it in a moderately high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year,

- 43% of students are historically underserved, exceeding the K-5 school mean (34%).
- » For the 2021-22 school year, 44% of students qualified for free or reduced lunch; this is greater than the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Vestel Elementary is forecast at 43% utilization. By the 2030-31 school year, utilization is projected to decrease to 41%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Vestal Elementary School is 92 years old, and in poor condition with a facility condition index (FCI) score of 0.21. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures were aged, but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » The main facility's boilers were original to the facility but had been retrofitted with gas burners in 2012. The boilers'

- chemical circulation pumps were corroded.
- » All unit ventilators in the classrooms and air handling units throughout the facility had exceeded their typical design lives.

### Fire Protection

- » The fire alarm control panel and fire alarm devices had been recently replaced in the main school. The fire alarm devices in the three portables were not replaced during the recent upgrade and had exceeded their typical design life.
- » The facility did not have a fire suppression system.

### Electrical

- » While several panel boards were recently installed or replaced, including the 800 amp main distribution panel, the majority of the electrical distribution equipment had exceeded its typical design life.
- » The exterior lighting had been upgraded to LED recently, but the majority of the interior lighting had exceeded its typical design life.

### Arch/Struct/Site

- » The roof was deteriorated and has exceeded its design life.
- » Window leaks were observed in gymnasium causing interior damage to gym floor and interior walls.
- » The concrete slab above the boiler room was deteriorated and had signs of water intrusion.
- » The majority of interior architectural components have

exceeded their design life.

## RECENT CAPITAL EXPENDITURES

- » ADA Upgrades in 2018
- » Wireless Upgrades in 2018
- » Construction of Select Permanent Walls in 2019-20
- » Asbestos Remediation in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Most of the general classrooms are 68% of the size standard, whereas kindergarten classrooms are 58% of the size standard. Additionally, one kindergarten classroom is located in a portable. There are few spaces to support differentiated learning.
- » The K-2 intensive skills classroom is 84% of the size standard. The 3-5th grade intensive skills classroom is 79% of the size standard.
- » The school does not have a dedicated music classroom.
- » The art classroom is located in a portable.
- » A small cafegymatorium is provided (60% of size standard), limiting use of the space.
- » There is an auditorium with a small stage that lacks acoustical treatments.
- » The main entrance is actively controlled, but is not located near the main office.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide

a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln. Art is currently taught in a portable classroom.

### Moderate Priority

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# WHITMAN ELEMENTARY SCHOOL

**ADDRESS**

7326 SE FLAVEL ST

**CONSTRUCTION DATE**

1954 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

57,244 SF

**SITE AREA**

316,681 SF  
7.27 ACRES

**CLASSROOMS COUNT**

26

**FUNCTIONAL CAPACITY**

493 STUDENTS

**CLUSTER**

CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R2 RESIDENTIAL 2,000 CU



## HISTORICAL SUMMARY

Marcus Whitman Elementary School is located in Southeast Portland. The campus consists of a U-shaped building built in 1954. The Northwest Regional style school incorporates an interior garden to provide maximum light and ventilation to the classrooms. Moderately sloped gable roofs cover the single story building. Fenestration consists of grouped metal frame windows. Also illustrative of the Northwest Regional style is the prominent gabled portico that marks the front entry, the exposed beam structure, and variations in massing to express internal functions on the building's exterior. The wood frame building, clad in red brick, rests on a poured concrete foundation. Moderately sloped gable roofs cover the single story building.

Recreational facilities include asphalt play areas located on the west side of the building and grass playfields on the south end of the campus. A good example of the finger plan type school in the Northwest Regional style that exhibits a high

degree of integrity with its floor plan, cladding, and many interior finishes intact, Marcus Whitman Elementary School is recommended as eligible for the NRHP.

## RESJ CONSIDERATIONS

Marcus Whitman Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 46% of students are historically underserved significantly greater than the K-5 school mean (34%).
- » For the 2021-22 school year, 45% of students qualified for free or reduced lunch, exceeding the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Whitman Elementary is forecast at 43% utilization. By the 2030-31 school year, utilization is projected to decrease to 41%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Whitman School is 67 years old, and in poor condition with a facility condition index (FCI) score of 0.18. As the average FCI score for K-5 schools in PPS is 0.18, the building is in similar condition to many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the domestic water distribution equipment had been replaced in the past five years.
- » The HVAC controls had been updated to DDC controls.
- » The majority of the HVAC equipment was original to facility construction in 1954.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The school had a wet pipe sprinkler system that served the entire building.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » The wood window frames were weathered, and much of the caulk was cracked and failing. The aluminum window frames were warped, old screw holes remained unfilled and many seals were failed around the window edges.
- » Many of the vinyl tiles in the cafeteria were crumbling or patched, with epoxy seal failing.
- » The majority of the interior finishes had exceeded their design lives.

## RECENT CAPITAL EXPENDITURES

- » ADA Upgrades in 2018
- » Construction of Head Start Playground in 2018
- » Wireless Upgrades in 2019
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » General classrooms are well-sized; however, kindergarten classrooms only meet 75% of the size standard and lack dedicated restroom access.
- » The school lacks purposely designed special education spaces.
- » A small music room is present (62% of size standard).
- » The school lacks a dedicated art classroom, but 1 kiln is present

- off of the faculty dining room.
- » The gym meets 78% of the size standard.
- » The cafeteria is equipped with a stage. The kitchen is undersized.
- » The main entrance has no visual or active control from the office. There is no buzzer/camera system and no security vestibule.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom

- per the district's Educational Specifications
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications (kiln is present).

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# WOODLAWN ELEMENTARY SCHOOL

**ADDRESS**

7200 NE 11TH AVE

**CONSTRUCTION DATE**

1926 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

106,432 SF

**SITE AREA**

223,898 SF  
5.14 ACRES

**CLASSROOMS COUNT**

32

**FUNCTIONAL CAPACITY**

644 STUDENTS

**CLUSTER**

JEFFERSON

**MODULAR CLASSROOMS**

3

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Situated in the Woodlawn neighborhood of Northeast Portland, the Woodlawn Elementary School campus consists of a primary U-shaped building and three detached buildings that house classrooms. The primary building was built in 1926 in the Collegiate Gothic style. The building is two-stories in height and constructed of reinforced concrete with brick veneer. It is ornamented with stone belt courses, quoins, and decorative motifs. Bands of aluminum windows with stone surrounds provide the fenestration. The primary entry to the building is through doors that flank a central projecting bay on the west elevation. Double loaded corridors provide access to the administrative offices, classrooms, and recreation spaces.

The neighborhood consists of single family residences built between 1920 and 1950 in association with the Scoffin's Addition to the City of Portland. The primary entrances to the facility are from 7200 NE 11th Avenue. Play areas and open spaces

occupy the eastern end of the campus. To the south of the main building are two portable buildings and a concrete block building arranged in a row from east to west. The portable buildings (1965, 1966) have gable roofs, aluminum hopper sash windows, and board and bat siding. The concrete block building (1966) features a flat roof and fixed aluminum windows.

Due to this loss of integrity, Woodlawn School is not eligible under either NRHP Criteria A, B, or C.

**RESJ CONSIDERATIONS**

Woodlawn Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 60% of students are historically underserved, significantly greater than the K-5 school mean (34%).
- » For the 2021-22 school year, 36% of students qualified for free or

reduced lunch, exceeding the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Woodlawn Elementary is forecast at 52% utilization. By the 2030-31 school year, utilization is projected to decrease to 47%.

Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Woodland Elementary School is 95 years old, and in fair condition with a facility condition index (FCI) score of 0.07. As the average FCI score for K-5 schools in PPS is 0.18, the building is in considerably better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the HVAC system had exceeded its typical design life. The boilers were aged; however, their burners were retrofitted to natural gas in 2004. The classrooms had unit ventilators, most of which appeared to have been replaced around 2000. Other areas of the facility utilized air handling units and fin tube radiators.
- » An elevator was installed in the facility in 2017. The elevator served two floors and did not

- » have any major deficiencies.
- » The main facility had two water heaters located in Room 1. The water heaters were installed in 2011 and 2013.
- » Plumbing fixtures were aged but operational. The majority of the water closet flush valves had been updated with dual-flush handles.

### Fire Protection

- » While the fire alarm control panel was fairly new, the majority of the fire alarm devices had exceeded their typical design lives.
- » The main facility was protected by a wet pipe sprinkler system covering the corridors and stairwells. There were no major deficiencies observed or reported.

### Electrical

- » The main distribution switchboard had been replaced in 2017 and the panels supporting the IT equipment were installed in 1997. The remaining pieces of the electrical distribution system were much older and had exceeded their typical design lives. The exterior lighting had recently been upgraded to predominantly LED fixtures. The majority of the interior lighting had exceeded its typical design life.

### Arch/Struct/Site

- » There was evidence of significant water intrusion in the locker room, storage room and gym. The large and small roof sections were ponding at several

- » locations.
- » Portable 1 and 2 roofs have exceeded their typical design life.
- » Staff reported the boiler room floods from the site drain located just outside at the exterior stairs.
- » The acoustical ceiling tiles were detached throughout the second floor.
- » The paint was deteriorating inside the kitchen cooler.

## RECENT CAPITAL EXPENDITURES

- » Drinking Fountain Fixture Replacements in 2020
- » Partial Roof Replacement in 2021

## EDUCATIONAL SUITABILITY

- » Classrooms are undersized. The kindergarten classroom lack dedicated restrooms.
- » The school lacks purposely designed special education spaces.
- » The gym is greatly undersized (less than 38% of standard).
- » The school lacks a dedicated music room.
- » Core areas, such as the library media center and cafeteria, are undersized.
- » An art classroom is provided.
- » The school lacks a controlled main entry.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within

- » the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align

- » with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# WOODMERE ELEMENTARY SCHOOL

**ADDRESS**

7900 SE DUKE ST

**CONSTRUCTION DATE**

1954 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

51,900 SF

**SITE AREA**

240,887 SF  
5.53 ACRES

**CLASSROOMS COUNT**

24

**FUNCTIONAL CAPACITY**

473 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

4

**ZONING**

R2.5 RESIDENTIAL 2,500 CU



## HISTORICAL SUMMARY

Woodmere Elementary School is located in the Brentwood Darlington neighborhood of Southeast Portland. The campus consists of an H-shaped building built in 1954 and two portable classrooms buildings. The Northwest Regional style school incorporates an interior garden to provide maximum light and ventilation to the classrooms. The wood frame building is clad in red brick. Moderately sloped gable roofs cover the single story building. Fenestration consists of grouped metal frame windows. Development in the neighborhood consists primarily of single family residences built between 1950 and 2000. Recreational facilities include asphalt play areas located on the south side of the building and grass playfields situated at the west end of the campus.

The Woodmere School is a good example of the finger plan type school in the Northwest Regional style that exhibits a high degree of integrity with its floor plan, cladding, and many intact interior finishes

and is eligible for the NRHP under Criterion A.

## RESJ CONSIDERATIONS

Woodmere Elementary School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 44% of students are historically underserved significantly greater than the K-5 school mean (47%).
- » For the 2021-22 school year, 50% of students qualified for free or reduced lunch, nearly double the K-5 school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Woodmere Elementary is forecast at 57% utilization. By the 2030-31 school year, utilization is projected to decrease to 55%.

Given this anticipated enrollment

pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Woodmere Elementary School is 67 years old, and in poor condition with a facility condition index (FCI) score of 0.21. As the average FCI score for K-5 schools in PPS is 0.18, the building is in worse condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives.
- » Signage was present throughout indicating pipe and equipment insulation contained asbestos.
- » Kitchen staff stated the kitchen's AHU had not operated for the last two years.

### Fire Protection

- » The fire alarm control panel and devices were upgraded in 2018 and were in good condition with no deficiencies observed.
- » The main facility had a wet-pipe sprinkler system typically that served the auditorium's back of stage area. No major deficiencies were observed or reported with the fire protection system at the time of assessment.

### Electrical

- » Approximately 85% of the distribution panel boards had exceeded design life.

### Arch/Struct/Site

- » The exterior wood cladding on was moderately to heavily weathered with flaking paint and some splintering panels on the roof.
- » The rolled roof covering had been coated but was severely deteriorated and cracking. A leak was reported in the YMCA room, but there were many stained ceiling tiles indicating other leaks. There was moderate ponding above the gym. Some of the gutters and downspouts were clogged causing water to drain into the soffit.
- » The brick stack at the boiler exhaust was heavily deteriorated with major separation at some joints.
- » The exterior metal doors were moderately dented, and some had been vandalized with graffiti.
- » The wood floor of the stage was heavily worn and chipped.
- » The carpeting in the classrooms was moderately worn.
- » The carpet was worn and stained in Portables 1 and 2.
- » The exterior metal doors of Portables 1 and 2 were heavily dented and damaged.
- » The exterior ramp and stairs of Portables 1 and 2 were weathered with flaking paint and signs of water damage.
- » The exterior engineered wood cladding of Portables 1 and 2 was moderately weathered with flaking paint. Staff reported that gutters were overflowing at door entrances.
- » The exterior steps at SE Duke

Street was missing a handrail.

## RECENT CAPITAL EXPENDITURES

- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » There are no designed spaces in the school to support differentiated learning activities or different sized groups
- » Classrooms are generally well-sized.
- » The two (2) SPED classrooms are located adjacent to a pair of restrooms, but do not have dedicated access from within the room. The changing table is located in the gender-neutral restroom across the hall from the classrooms.
- » No art room is present. A kiln is present but not vented.
- » Music is held in a general classroom that is undersized for music instruction (75% of size standard) and has poor acoustics.
- » The gym is undersized (63% of size standard).
- » While the cafeteria is appropriately sized (with a stage), the kitchen is small and poorly configured.
- » The main entrance is kept locked and has a buzzer to gain access, but there is no working camera and no active control of visitors once they have been admitted.
- » The campus lacks drop-off lanes; all vehicle and bus access is along the street.

## EDUCATIONAL PROGRAM

## FORECAST

### High Priority

- » Evaluate Woodmere as a possible candidate for adding or repurposing space to provide two (2) appropriately sized and designed pre-k classrooms to support the needs of early learners in southeast Portland.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and

equipped per current Ed Specifications. Music is currently held in a general classroom.

- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# WOODSTOCK ELEMENTARY SCHOOL

#### ADDRESS

5601 SE 50TH AVE

#### CONSTRUCTION DATE

1910 (PRIMARY)

#### LEVELS

1

#### BLDG AREA

65,221 SF

#### SITE AREA

219,542 SF  
5.04 ACRES

#### CLASSROOMS COUNT

28

#### FUNCTIONAL CAPACITY

648 STUDENTS

#### CLUSTER

CLEVELAND

#### MODULAR CLASSROOMS

0

#### ZONING

R5 RESIDENTIAL 5,000 CU

## SITE SUMMARIES



### HISTORICAL SUMMARY

Situated in the Woodstock neighborhood of Southeast Portland, Woodstock Elementary School occupies the south portion of Woodstock Park. The school facility consists of a modified E-shaped building. Built in the Classical Revival style, the entry to the school is located beneath a portico supported by Doric columns that divides the building bilaterally. Fenestration consists primarily of vinyl six-over-one double-hung windows with wood surrounds. Architectural embellishments in the Classical Revival style include a water table, entablature, and Tuscan corner boards with pilasters. The neighborhood is comprised of primarily single family residences built between 1900 and 1950.

The primary entrance to the school is from the east on SE 50th Street. Grass and asphalt covered play areas occupy the west portion of the parcel.

The Woodstock School is recommended as eligible for the

National Register of Historic Places (NRHP).

### RESJ CONSIDERATIONS

While Woodstock serves a fairly diverse student population, student poverty levels are relatively low compared to other elementary schools in the district.

- » For the 2021-22 school year, 10% of students are historically underserved, below the K-5 school mean (34%).
- » For the 2021-22 school year, 13% of students qualified for free or reduced lunch, below the K-5 school mean (26%).

### ENROLLMENT & UTILIZATION

For the 2021-22 school year, Woodstock Elementary is forecast at 87% utilization. By the 2030-31 school year, utilization is projected to decrease to 81%.

### FACILITY CONDITION SUMMARY

Woodstock Elementary School is 111 years old, and in fair condition with a facility condition index (FCI) score of 0.06. As the average FCI score for K-5 schools in PPS is 0.18, the building is in significantly better condition than many of the elementary schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The drinking fountain in the cafeteria was not operable due to lead. There were frequent problems with students using the portable drinking station.
- » The majority of the plumbing fixtures had exceeded their design lives.
- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment had exceeded their design lives.

**Fire Protection**

- » The building did not have a sprinkler system.
- » A new addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed within the past year.

**Electrical**

- » The site’s main distribution switchboard was installed in 1985 and had exceeded its design life. A sub-distribution board had been installed in 1997 and was observed to be in good condition. All of the building’s panel boards had been replaced in 1985 and had exceeded their

design lives, save for three panel boards added in 1997 as part of the telecommunications upgrade. A generator had been installed in 1997.

**Arch/Struct/Site**

- » The windows were difficult to operate and a portion of the windows had metal grates covering the window. The operability of the windows was a safety concern in the event of an emergency. There were sections of broken glass block window.
- » The sidewalk around the school was heaving and presented a trip hazard.
- » The VCT flooring was aged beyond design life and damaged. It was reported that the mastic possibly contained a hazardous substance.

**RECENT CAPITAL EXPENDITURES**

- » Lead Paint Abatement in 2017
- » Asbestos Remediation in 2018 and 2020
- » Drainage Improvements in 2018
- » Select Flooring Replacements in 2020

**EDUCATIONAL SUITABILITY**

- » The general classrooms meet 80% of the size guideline with limited access to spaces that support flexible learning.
- » The music room lacks acoustical treatments.
- » A converted general classroom is used for art instruction.
- » A cafegymatorium (with stage) is present, limiting the use of the

space.  
 » The layout of the servery area in the cafeteria creates congestion.  
 » Entrances are not well controlled.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district’s Educational Specifications.
- » Facilities upgrades to provide a dedicated visual arts space

configured and equipped per current Ed Specifications with a working, properly ventilated kiln (Note: art is currently taught in a general classroom)..

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# K-8 SCHOOLS

# ASTOR K-8 SCHOOL

**ADDRESS**

5601 N YALE ST

**CONSTRUCTION DATE**

1949 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

49,434 SF

**SITE AREA**

175,111 SF  
4.02 ACRES

**CLASSROOMS COUNT**

26

**FUNCTIONAL CAPACITY**

559 STUDENTS

**CLUSTER**

ROOSEVELT

**MODULAR CLASSROOMS**

4

**ZONING**

OS - OPEN SPACE CU



## HISTORICAL SUMMARY

The Astor K-8 School is situated in the residential neighborhood of University Park in North Portland. Built in 1949, the Northwest Regional style school building is situated on a grass and asphalt-covered campus. Directly northeast of the school is an asphalt-covered playground with a covered play shed. The building is a one-story with a wood frame.

The H-shaped mass of the school is oriented on a north-south axis and rests on a poured concrete foundation. The wood frame building is clad with vertical board and batten siding. Shallow pitched gable roofs cover the two parallel wings of the single story building. The finger plan facilitates direct access to the playground and other outdoor spaces from the classrooms.

The school was built in response to the residential development in North Portland during the PPS program of post-war construction and is eligible for the NRHP under Criterion A.

## RESJ CONSIDERATIONS

Astor's student population is largely reflective of district-wide averages for K-8 schools:

- » For the 2021-22 school year, 36% of students are historically underserved, slightly greater than the K-8 school mean (29%).
- » For the 2021-22 school year, 21% of students qualified for free or reduced lunch, slightly above the K-8 school mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Astor K-8 is forecast at 72% utilization. By the 2030-31 school year, utilization is projected to decrease to 60%.

## FACILITY CONDITION SUMMARY

Astor K-8 School is 72 years old, and in poor condition with a facility condition index (FCI) score of 0.16. As the average FCI score for K-8 schools in PPS is 0.16, the building is typical of other K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The domestic water boiler and storage tank were replaced in the 1990s and observed to be in average condition.
- » The majority of HVAC equipment was original to facility construction.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.
- » The AC units utilized R22 refrigerant which is being phased out of use.

### Fire Protection

- » The school had a wet pipe sprinkler system that served only the stage area.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » In the north addition, the aluminum window frames were moderately deteriorated with bent frames and many errant screw holes.
- » The VCT flooring in the cafeteria

had stress cracking throughout.

- » The majority of the interior finishes had exceeded their design lives.

## RECENT CAPITAL EXPENDITURES

- » Lead Paint Abatement in 2017
- » Radon Mitigation in 2018
- » Wireless Upgrades in 2018
- » Select Flooring Replacements in 2020
- » Fire Alarm Upgrades in 2020

## EDUCATIONAL SUITABILITY

- » There are few designed spaces to support differentiated learning. Most areas lack flexible break-out space.
- » The SPED classroom is undersized (70% of size standard) and lacks a dedicated ADA restroom. Students must use a staff restroom across the hall. A large Learning Resource Center is present.
- » Three (3) STEM classrooms are provided. All are equipped with appropriate sinks and casework. Two of the rooms have overhead power. One of the classrooms has inadequate ventilation. No formal art classroom is present.
- » The music room is located in a portable building.
- » The gym is undersized (66% of size standard).
- » The cafeteria is adequately sized with a small stage.
- » The school does not have a buzzer/camera at the front door and there is no active supervision of the door from the office.

## EDUCATIONAL PROGRAM

## FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently taught in a portable classroom.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align

with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.

- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# BEVERLY CLEARY - FERNWOOD K-8 SCHOOL

**ADDRESS**

1915 NE 33RD AVE

**CONSTRUCTION DATE**

1911 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

88,815 SF

**SITE AREA**

186,001 SF  
4.27 ACRES

**CLASSROOMS COUNT**

28

**FUNCTIONAL CAPACITY**

555 STUDENTS

**CLUSTER**

GRANT

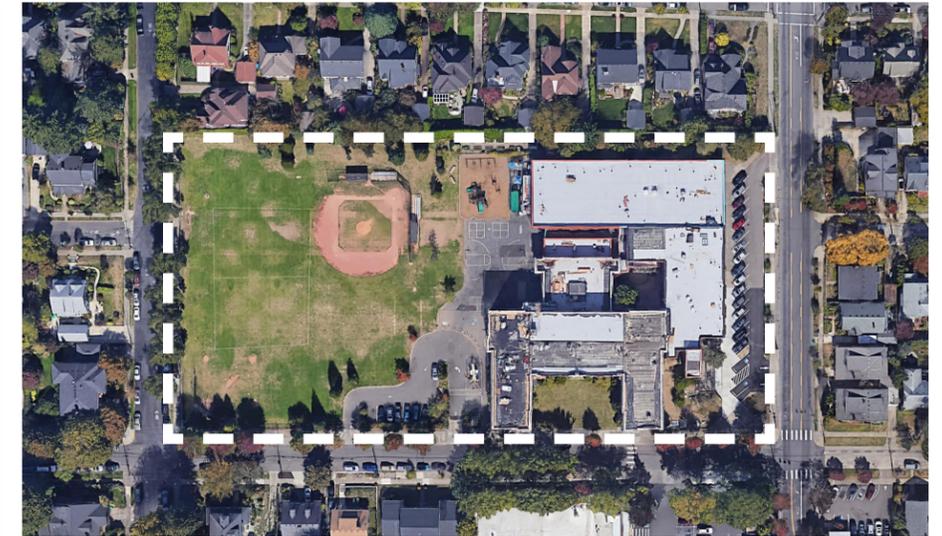
**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Situated in the Grant Park neighborhood of East Portland, the Fernwood K-8 School campus consists of a 1911-1924 U-shaped building with a large 1978 addition. The main building retains Classical Revival-style elements and is two-stories in height with a lighted basement. It is a reinforced concrete building with brick veneer. Ornamentation includes decorative brickwork, terra cotta belt courses, and terra cotta tiles. Other ornamentation includes pronounced terra cotta cornices and flat roofs with terra cotta caps along the parapets. Bands of aluminum windows provide the fenestration. The main entrance is marked by double doors, a terra cotta segmental pediment, and columns. Double loaded corridors provide access to the administrative offices, classrooms, and recreation spaces.

The Grant Park neighborhood consists of single family residences built primarily between 1920 and 1950. Play areas and open space occupy the western end of the

campus and are sited to the north of NE Hancock Street.

The Fernwood Middle School does not have integrity of design and materials to consider it eligible for listing in the National Register of Historic Places.

**RESJ CONSIDERATIONS**

Facility improvements would not be significantly impactful to underserved communities, as Fernwood serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 13% of students are historically underserved, well below the K-8 school mean (29%).
- » For the 2021-22 school year, 5% of students qualified for free or reduced lunch, significantly below the K-8 school mean (19%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Beverly Cleary (both Fernwood and Hollyrood combined) is forecast at 80%. Enrollment is expected to decline over the next several years, reaching 68% (for both Fernwood and Hollyrood combined) by 2030-31.

## FACILITY CONDITION SUMMARY

Beverly Cleary - Fernwood K-8 School is 110 years old, and in fair condition with a facility condition index (FCI) score of 0.1. As the average FCI score for K-8 schools in PPS is 0.16, the building is in comparatively better condition than most other K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was recently replaced and in excellent condition.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » The building was observed to be fully sprinklered.
- » An addressable fire alarm system headend (Silent Knight 5820) and associated detection and signal devices were installed (estimated) in 2014.

### Electrical

- » The site's main distribution switchboard was installed in 1978 and had exceeded its design life. The majority of the school's panel boards were installed in the same year and had exceeded their design lives. Three panel boards had been installed in 1998 as part of the technology upgrade and had no major deficiencies. One panel board was installed in 2005 for additional coverage of the kitchen and had no major deficiencies.
- » An exterior lighting upgrade occurred in late 2019 to bring exterior light levels up to code.

### Arch/Struct/Site

- » The carpet floor finish in the main building was aged and had excessive wear in high traffic areas.
- » The painted concrete floor finish in the main building was aged and had excessive wear and chipping.

## RECENT CAPITAL EXPENDITURES

- » ADA Improvements in 2018
- » Seismic Strengthened Roof in 2018
- » Water Heater Replacement in 2018
- » Plumbing Upgrades in 2019
- » Fire Alarm Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Science labs are undersized but in good overall condition.
- » SPED classrooms are undersized (69% of size standard).
- » Dedicated art and music rooms are present.
- » The gym is adequately sized but with worn finishes.
- » An auditorium is present.
- » The entrance to the school is not controlled or supervised.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus

classroom, equipped with and an accessible restroom per the district's Educational Specifications.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# CESAR CHAVEZ K-8 SCHOOL

**ADDRESS**

5103 N WILLIS BLVD.

**CONSTRUCTION DATE**

1928 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

78,061 SF

**SITE AREA**

211,266 SF  
4.85 ACRES

**CLASSROOMS COUNT**

32

**FUNCTIONAL CAPACITY**

589 STUDENTS

**CLUSTER**

ROOSEVELT

**MODULAR CLASSROOMS**

2

**ZONING**

R2 RESIDENTIAL 2,000 CU



## HISTORICAL SUMMARY

Situated in the primarily single family residential neighborhood of Portsmouth in North Portland, Cesar Chavez, formerly Clarendon-Portsmouth, School is a two-story school building with a ground floor basement. Built in 1928, the hybrid style building features Classical Revival detailing as well as Spanish Revival/Mediterranean Revival style tile roof. Cladding for the reinforced concrete structure consists of brick veneer with cast stone ornamentation. The building's irregularly shaped plan provides spaces for classrooms, a media center, an auditorium, a gymnasium, a cafeteria, and an administrative office.

Situated in the primarily single family, residential neighborhood of Portsmouth in North Portland, Cesar Chavez School, which faces North Willis Boulevard, is situated at the south side of the campus. The building is surrounded by asphalt covered parking lots and play areas. Grass covered play areas occupy the northeast portion of the campus.

While Portsmouth School is a notable historic resource that is representative of public school planning during the progressive era and the work of George Jones, it does not retain a level of historical integrity commensurate with other Portland Schools constructed during the same period; therefore, it is not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Chavez School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 77% of students are historically underserved, more than double the K-8 mean (29%).
- » For the 2021-22 school year, 47% of students qualified for free or reduced lunch, more than double the K-8 mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Cesar Chavez K-8 School is forecast at 92% utilization. By the 2030-31 school year, utilization is projected to decrease to 80%.

## FACILITY CONDITION SUMMARY

Cesar Chavez K-8 School is 93 years old, and in poor condition with a facility condition index (FCI) score of 0.14. As the average FCI score for K-8 schools in PPS is 0.16, the building is in slightly better condition than many K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the domestic water distribution equipment had been replaced in the past five years.
- » Most of the air handling units had been replaced around 1990 and the condensate recovery equipment was replaced in 2017.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported.

### Fire Protection

- » The building did not have a fire suppression system.
- » The fire alarm control panel and alarm devices had no deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed.

### Arch/Struct/Site

- » On the roof, the flashing around the parapet wall was heavily deteriorated. Significant ponding was occurring on the lower west roof.
- » The skylight frames had moderate corrosion, tears and dents.
- » The majority of the interior components were aged beyond typical design life.

## RECENT CAPITAL EXPENDITURES

- » Select Flooring Replacements in 2018
- » Refinished Gym Floor in 2019
- » Exterior Fencing Extension in 2018
- » Wireless Upgrades in 2018
- » Installation of Restroom at Modular Classroom
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » Classrooms are generally undersized (approximately 69% of size standards), particularly the kindergarten classrooms (60% of size standard). Some kindergarten classrooms lack a sink; others lack a dedicated restroom.
- » One small science lab is present (71% of size standard) and lacks an emergency shower.
- » The music room is located in the basement; an area with low ceilings and little natural light.

- » The art classroom is very small (58% of size standard).
- » The gym is only slightly undersized, but has poor acoustics. Locker rooms are dated.
- » A large library media center is present; however, the layout is awkward to navigate.
- » The main office retains active control of the main entry doors.
- » The servery in the cafeteria is undersized, causing bottlenecks.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space

to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entries of non-modernized schools to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# CLARK K-8 CREATIVE SCIENCE SCHOOL

**ADDRESS**

1231 SE 92ND AVE

**CONSTRUCTION DATE**

1955 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

50,227 SF

**SITE AREA**

300,564 SF  
6.9 ACRES

**CLASSROOMS COUNT**

23

**FUNCTIONAL CAPACITY**

495 STUDENTS

**CLUSTER**

MCDANIEL

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

The former William Clark Elementary School is now known as Creative Science School. The school is a one-story brick veneer building designed in the International style. The campus consists of the 1955 single story brick-faced building that forms a modified H-shaped plan. The single-story brick wings that comprise the building are separated by a courtyard and form a variation on a finger plan type school. The building features International style elements such as a linear composition and an asymmetrical plan. In addition, bands of aluminum windows, flat roofs, overhangs, and a lack of ornamentation serves to reinforce the ideals of functionalism and minimalism.

The Creative Science School is situated in the Montavilla neighborhood of East Portland. The campus occupies a long, narrow parcel between SE 92nd Avenue on the east and SE 89th Avenue on the west. The school is located on the east end of the campus, and parking is to the north. Recreational

facilities include play fields at the western end of the campus, and playgrounds at the south end of the campus. Berrydale Park is located immediately to the north of the school campus.

The school retains excellent integrity of location, design, setting, materials, workmanship, feeling, and association with its plan and exterior and interior finishes. The 1955 International style influenced school is recommended as eligible for the National Register of Historic Places (NRHP) for its association with the PPS program of post-war construction.

**RESJ CONSIDERATIONS**

Facility improvements would not be significantly impactful to underserved communities, as Creative Science School serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 17% of students are historically underserved, below the K-8

- school mean (29%).
- » For the 2021-22 school year, 14% of students qualified for free or reduced lunch, slightly below the K-8 mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Clark K-8 Creative Science School is forecast at 92% utilization. By the 2030-31 school year, utilization is projected to increase slightly to 93%.

## FACILITY CONDITION SUMMARY

Clark K-8 Creative Science School is 66 years old, and in poor condition with a facility condition index (FCI) score of 0.17. As the average FCI score for K-8 schools in PPS is 0.16, the building is in slightly worse condition than many K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The supply fan located in the gym fan room was not operating at the time of the assessment.
- » Most of the domestic water equipment had been replaced in the past eight years and was observed to be in good condition.
- » All the rooftop exhaust fans were replaced in 2015 and were in good condition. Most of the remaining HVAC equipment was original to the facility's construction.

### Fire Protection

- » There was a wet pipe sprinkler system that only served the stage area in the cafetorium.

### Electrical

- » The majority of the site's electrical system, including the service entrance equipment and distribution panel boards appeared to be original to the facility's construction and had exceeded typical design life.

### Arch/Struct/Site

- » The exterior brick wall was heavily weathered in spots, with some areas of minor to moderate cracking and patching. A major crack on the north wall of the gym had been patched but had since cracked through the repair.
- » Most of the interior architectural assets were observed to be in average condition. The ceramic tile flooring in the restrooms had exceeded its design life.
- » Many of the clerestory glass blocks in the north walls of the cafeteria and gym have been cracked or patched with unlike blocks.
- » The exterior metal doors had exceeded their design lives. The exterior doors to the gym were heavily dented.

### RECENT CAPITAL EXPENDITURES

- » ADA Upgrades in 2019-20
- » Design for SRGP Grant in 2021
- » Drinking Fountain Fixture Replacements in 2021

### EDUCATIONAL SUITABILITY

- » Classrooms are generally appropriately sized.
- » The school lacks purposely designed special education spaces.
- » The science labs are partially-converted general classrooms with only one sink, no gas, and insufficient outlets.
- » A separate music room is not provided; music instruction is held on the stage.
- » A small art room is provided, as well as a kiln (not adjacent).
- » The gym is significantly undersized (59% of size standard) and lacks acoustical treatments.
- » The library media center is adequately sized and in good condition.
- » The main office does not have active control of the main entry doors.
- » A multipurpose cafeteria/ auditorium is provided with a small kitchen.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of

All Gender Task Force, including restrooms.

- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# EAST SYLVAN K-8 SCHOOL

**ADDRESS**

1849 SW 58TH AVE

**CONSTRUCTION DATE**

1933 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

24,875 SF

**SITE AREA**

270,072 SF  
6.2 ACRES

**CLASSROOMS COUNT**

11

**FUNCTIONAL CAPACITY**

174 STUDENTS

**CLUSTER**

LINCOLN

**MODULAR CLASSROOMS**

0

**ZONING**

R20 RESIDENTIAL 20,000 CU



## HISTORICAL SUMMARY

Situated near the residential neighborhood of Sylvan Hills in West Portland, the East Sylvan Middle School was built in 1933. The Colonial Revival style school building rests at the crest of a hill on a mostly grass-covered campus. The main wing of the school is located in the upper story with additional classrooms located in a daylight basement. On the lower level of the school, a single story attached wing projects to the north. The modified L-shaped mass of the building is covered with cross-hip roofs. Clad with red brick, the wood frame building sits on a poured concrete basement. The school facilities include classrooms, a gymnasium/cafeteria, a library and computer lab, and an administrative office. The entry to the school is from the east on SW 58th Avenue. Recreational facilities on the campus consist of playfields that are situated to the west (rear) and north of the school. A driveway encircles the north and east sides of the school. An asphalt-covered parking area is located to the south of the school.

While the building is associated with a prominent architect and features some characteristic elements of schools designed in the early twentieth century, several alterations have diminished the building's integrity of materials, design, and feeling. Due to this loss of integrity, East Sylvan Middle School is not eligible under either NRHP Criteria A, B, or C.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities; East Sylvan has low poverty levels compared to the district average.

- » For the 2021-22 school year, 10% of students are historically underserved, below the K-8 mean (29%)
- » For the 2021-22 school year, 13% of students qualified for free or reduced lunch, below the K-8 school mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, East Sylvan is forecast at 140% utilization. By the 2030-31 school year, utilization is projected to increase slightly to 143%.

## FACILITY CONDITION SUMMARY

East Sylvan K-8 School is 88 years old, and in critical condition with a facility condition index (FCI) score of 0.32. As the average FCI score for K-8 schools in PPS is 0.16, the building is in significantly worse condition than most other K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives. Signage was present throughout indicating pipe and equipment insulation contained asbestos. There were signs of an active leak in the domestic water distribution piping in Room 26B.

### Fire Protection

- » The fire alarm control panel and devices were upgraded in 2018 and were in good condition with no deficiencies observed.
- » The main facility had a wet-pipe sprinkler system typically covering the classrooms and corridors. No major deficiencies were observed or reported with the fire protection system at the time of assessment.

### Electrical

- » Less than half of the distribution panel boards had exceeded design life. The 400-amp switchboard in the compressor room had exceeded design life.

### Arch/Struct/Site

- » The wood window frames and trim have flaking paint and cracked sealant.
- » There were a few cracked glass blocks on the west exterior.
- » Minor cracking was observed on most concrete exterior walls.
- » Stains on brick beneath windows indicate water may not be draining properly.
- » Interior stair treads were heavily worn.

## RECENT CAPITAL EXPENDITURES

- » Select Auditorium/Stage Upgrades in 2017
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » The spatial configuration of some of the general classrooms does not align with the instructional program.
- » The school lacks purposely designed special education spaces.
- » A dedicated music room is not present.
- » The school does not have a dedicated art classroom.
- » A small cafegymatorium is present.
- » The school site lacks appropriate

fencing.

- » The main office does not have remote control of the main entry doors.
- » The library media center is located in a converted general classroom; it is undersized.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.

- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

**Moderate Priority**

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# FAUBION K-8 SCHOOL

**ADDRESS**  
3039 NE ROSA PARKS WAY

**CONSTRUCTION DATE**  
2016 (PRIMARY)

**LEVELS**  
3

**BLDG AREA**  
170,638 SF

**SITE AREA**  
261,360 SF  
6.0 ACRES

**CLASSROOMS COUNT**  
44

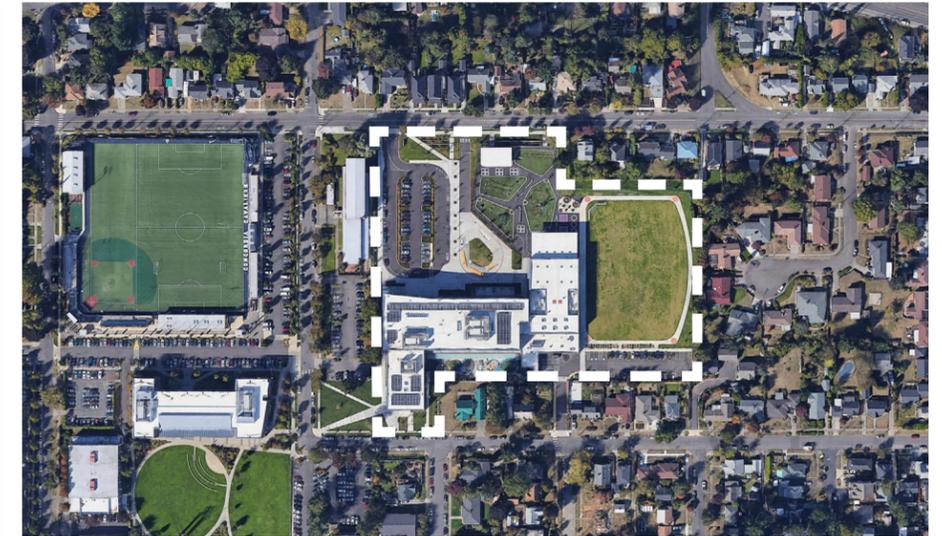
**FUNCTIONAL CAPACITY**  
710 STUDENTS

**CLUSTER**  
JEFFERSON

**MODULAR CLASSROOMS**  
0

**ZONING**  
R5 RESIDENTIAL 5,000 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

The Faubion K-8 School has undergone a modernization program and is a new building.

Faubion K-8 School is situated in the Concordia neighborhood of Northeast Portland. The campus occupies portions of two city blocks between NE Portland Street on the south and NE Dekum Street on the north. The school is located on the west end of the campus. Parking is to the south, the playground is to the north, and play fields are to the east. The formal entrance to the building is from N.E. Dekum. However, the NE Rosa Parks Way entrances are used often since parking is located along this end of the building. Residential buildings provide a buffer between NE Rosa Parks Way and the school campus.

Faubion Elementary School is not eligible under either NRHP Criteria A, B, or C.

**RESJ CONSIDERATIONS**

Faubion School has multiple

attributes that place it in a high priority category for facility improvements that would advance the district’s racial equity and social justice (RESJ) goals..

- » For the 2021-22 school year, 72% of students are historically underserved, more than double the K-8 school mean (29%).
- » For the 2021-22 school year, 44% of students qualified for free or reduced lunch, more than double the K-8 school mean (19%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Faubion K-8 School is forecast at 101% utilization. By the 2030-31 school year, utilization is projected to decrease to 98%.

**FACILITY CONDITION SUMMARY**

Faubion K-8 School is five years old, and in good condition with a facility condition index (FCI) score of 0.0. As the average FCI score for K-8 schools in PPS is 0.16, the building is

in significantly better condition than other K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The HVAC and plumbing systems and equipment were renovated in 2016 and had no deficiencies observed.

**Fire Protection**

- » Due to the 2016 full renovation, no major deficiencies were observed.

**Electrical**

- » Due to the 2016 full renovation, no major deficiencies were observed.

**Arch/Struct/Site**

- » Due to the 2016 full renovation, no major deficiencies were observed.

**RECENT CAPITAL EXPENDITURES**

No recent projects, as Faubion was constructed in 2016.

**EDUCATIONAL SUITABILITY**

- » As a newer school building, Faubion was designed based on the district’s Educational Specifications. As such, its educational suitability rating is very high.

**EDUCATIONAL PROGRAM**

**FORECAST**

**High Priority**

- » Re-purpose space to create an art exhibition area.
- » Security upgrades (as needed).
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual

Scholars.



TITLE FUTURE SCHOOL  
 ARTIST ELY WALTERS  
 GRADE 8  
 SCHOOL JACKSON  
 TEACHER JESSICA HICKEY

# LAURELHURST K-8 SCHOOL

**ADDRESS**

840 NE 41ST AVE

**CONSTRUCTION DATE**

1923 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

59,239 SF

**SITE AREA**

126,760 SF  
2.91 ACRES

**CLASSROOMS COUNT**

31

**FUNCTIONAL CAPACITY**

657 STUDENTS

**CLUSTER**

GRANT

**MODULAR CLASSROOMS**

8

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated in the Laurelhurst neighborhood of East Portland, the 1923 Laurelhurst K-8 School consists of a two-story, reinforced concrete with brick veneer building and a single story wood structure constructed in 1951 and added onto in 1968. Laurelhurst K-8 School is ornamented with quoins, decorative brickwork, and terra cotta belt courses and geometric details. Other details include a central entrance pavilion with terra cotta cartouche and entry surround. Bands of aluminum windows and arched multi-light windows with terra-cotta keystones provide the primary fenestration. The building is capped by a flat roof with a terra cotta capped parapet. Double loaded corridors provide access to the administrative offices, classrooms, and recreation spaces.

The neighborhood consists of a mix of single family residences built primarily between 1910 and 1950. The primary entrances to the school are from NE 41st Street. Play areas and open space occupy the eastern

end of the campus. Located to the northeast of the primary building is a 1951 single story annex with flat roof and wood shingle and brick veneer siding. A two room portable with flat roof and plywood walls was added to the east end of the annex in 1968.

The school is neither an exemplar of the Colonial Revival style nor does it retain a level of historical integrity commensurate with other Portland Elementary Schools constructed during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Laurelhurst serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 14% of students are historically underserved; this is less than half the K-8 school mean (29%).

- » For the 2021-22 school year, 6% of students qualified for free or reduced lunch, well below the K-8 school mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Laurelhurst is forecast at 106% utilization. By the 2030-31 school year, utilization is projected to decrease to 99%.

## FACILITY CONDITION SUMMARY

Laurelhurst K-8 School is 98 years old, and in poor condition with a facility condition index (FCI) score of 0.11. As the average FCI score for K-8 schools in PPS is 0.16, the building is in comparatively better condition than most other K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was recently replaced.
- » The vast majority of the heating equipment, air handlers, exhaust fans, and associated equipment had exceeded their design lives.

### Fire Protection

- » The building did not have a sprinkler system.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and

signal devices had been installed within the last year.

### Electrical

- » The site's main distribution switchboard was original to the building and had exceeded its design life. In 1998, a new sub-distribution had been added that in turn serves the building's panel boards. The majority of these panel boards were observed to have exceeded their respective design lives, though several had been installed in the last 20 years (including two as part of the telecommunications upgrade in 1997). A generator had been installed in 2002.

### Arch/Struct/Site

- » The exterior wood windows were aged beyond typical design life.
- » The majority of interior architectural components had exceeded design life.

## RECENT CAPITAL EXPENDITURES

- » ADA Upgrades in 2019
- » Fire Alarm Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2020

## EDUCATIONAL SUITABILITY

- » There are some open style classrooms which are used to supplement traditional instructional spaces.
- » General classrooms average 80% of the size guideline.
- » All Kindergarten classrooms are located in portables.
- » The SPED classroom is

- undersized (68% of standard).
- » The school has a small science lab (73% of size standard).
- » The art room is undersized (61% of size standard).
- » The school lacks a dedicated music room.
- » The school has a small gym (61% of size standard) and a separate PE activity room that is approximately 1,286 SF.
- » The school has a multipurpose cafetorium with dated finishes.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and

equipped per current Ed Specifications.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# SKYLINE K-8 SCHOOL

#### ADDRESS

11536 NW SKYLINE BLVD

#### CONSTRUCTION DATE

1939 (PRIMARY)

#### LEVELS

2

#### BLDG AREA

38,327 SF

#### SITE AREA

254,390 SF  
5.84 ACRES

#### CLASSROOMS COUNT

14

#### FUNCTIONAL CAPACITY

282 STUDENTS

#### CLUSTER

LINCOLN

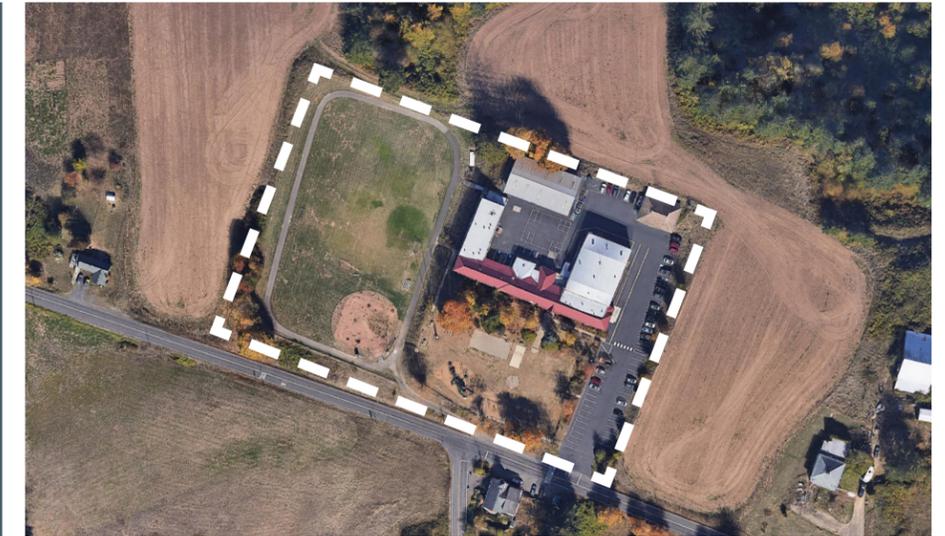
#### MODULAR CLASSROOMS

0

#### ZONING

RES RURAL ZONING  
EFU EXCLUSIVE FARM USE

## SITE SUMMARIES



### HISTORICAL SUMMARY

Situated on the rural fringes of Northwest Portland, Skyline School is located on NW Skyline Road. Built in 1939, the school building is situated on a mostly grass-covered campus. Additional structures on the parcel include a covered playshed located to the northwest of the main building and a garage building to the north. The school exhibits Minimal Traditional detailing. The modified U-shaped building is covered by a hipped roof and rests on a poured concrete foundation. The building is single story with a daylight basement. Cladding for the wood framing building consists of a mixture of brick veneer and vertical board siding. The school facilities include classrooms, a gymnasium, a library, and a cafeteria.

Development in the surrounding area is sparse with many large suburban residences set into the hills overlooking the Tualatin Valley. The building sits at the crest of a hill with playfields located on a terrace below the main level of the building. Additional grass covered play areas

are located to the south and east of the school. An asphalt covered parking lot is situated on the east side of the school.

Skyline School is recommended as eligible for the National Register of Historic Places (NRHP) under Criterion A for its associations with the growth of the Portland Public School district in the rural fringes of the city by the mid twentieth century.

### RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Skyline serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 12% of students are historically underserved; this is less than the K-8 school mean (29%).
- » For the 2021-22 school year, 7% of students qualified for free or reduced lunch, well below the K-8 school mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Skyline K-8 School is forecast at 75% utilization. By the 2030-31 school year, utilization is projected to increase slightly to 76%.

## FACILITY CONDITION SUMMARY

Skyline K-8 School is 82 years old, and in poor condition with a facility condition index (FCI) score of 0.18. As the average FCI score for K-8 schools in PPS is 0.16, the building is in slightly worse condition than many K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded typical design life.
- » The domestic water piping and sanitary waste piping was assumed to be original and had assumed to have exceeded typical design life.
- » Both of the water heaters and the boiler had exceeded typical design life.
- » The air handling unit and supply/exhaust fans had exceeded typical design life.
- » The classroom ventilators and heaters had exceeded typical design life.
- » The pneumatic controls and associated air compressor had exceeded typical design life

### Fire Protection

- » The fire alarm control panel and alarm devices were in good condition and had no deficiencies observed.
- » The fire suppression system had exceeded its design life.

### Electrical

- » The main distribution switchgear and eight of the distribution panels had exceeded typical design life.
- » The interior lighting was approaching the end of typical design life.
- » The natural gas generator and associated automatic transfer switch had exceeded typical design life.
- » School custodian and Principal reported that the backup generator is insufficient. Power outages are common and the generator can only power lights. No heat is provided when the children are waiting to be picked up. There is also no potable water during power outages because the school is on a well.

### Arch/Struct/Site

- » The windows in classrooms 109 and 110 were damaged and no longer opened. The windows were part of the emergency egress plan for students.
- » The exterior doors were aged beyond design life. They had areas of damage and were beginning to warp and not properly seal.
- » The majority of interior architectural components had exceeded design life.
- » The asphalt surfaces had large areas of alligator cracking.

## RECENT CAPITAL EXPENDITURES

- » Radon Mitigation in 2018
- » Select Flooring Replacements in 2018
- » Stair Replacement in 2019
- » Replacement of Damaged Ceiling Tiles in 2019

## EDUCATIONAL SUITABILITY

- » The school has no designed spaces to accommodate differentiated learning or grouping patterns.
- » The room finishes are worn/dated with old window blinds and cabinetry.
- » Most general classrooms meet approximately 78% of the size standard.
- » The school lacks purposely designed special education spaces.
- » The music room is located in an inaccessible basement and only meets approximately 50% of the size standard.
- » A science lab is present.
- » The school lacks a dedicated art room.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently held in a small basement area.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln.

### Moderate Priority

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# SUNNYSIDE K-8 SCHOOL

**ADDRESS**

3421 SE SALMON ST

**CONSTRUCTION DATE**

1925 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

56,245 SF

**SITE AREA**

135,036 SF  
3.1 ACRES

**CLASSROOMS COUNT**

27

**FUNCTIONAL CAPACITY**

546 STUDENTS

**CLUSTER**

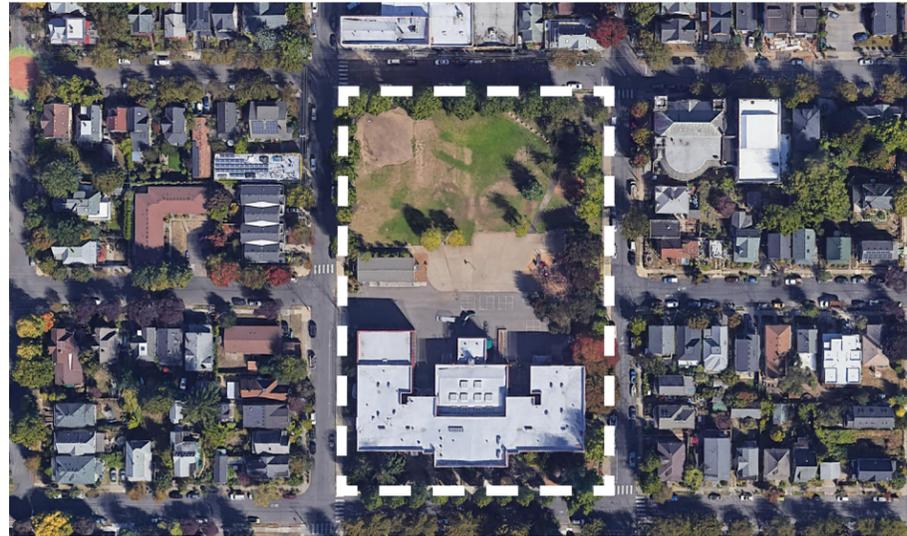
FRANKLIN

**MODULAR CLASSROOMS**

2

**ZONING**

OS OPEN SPACE CU



## HISTORICAL SUMMARY

Sunnyside K-8 School is situated in the primarily single-family residential Sunnyside neighborhood of Southeast Portland. Built in 1925, the two-story school building with a ground floor basement has a reinforced concrete structure and is covered with brick veneer. The exterior is distinguished by its Classical Revival style cast stone and terra cotta ornamentation. The building's irregular shaped plan includes classrooms, an auditorium, a gymnasium, a cafeteria, a library, and an administrative office.

The school building faces SE Salmon Street, and is situated on a campus covered with a mixture of grass and asphalt. East of the school parcel is Sunnyside School Park, a City/School distinct joint-use property maintained by the City of Portland which contains playgrounds and play fields. An extensive garden is situated along the front elevation. The primary entrance to the building is on SE Salmon Street.

Due to the loss of integrity,

Sunnyside K-8 School is not eligible under either NRHP Criteria A, B, or C.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Sunnyside serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 21% of students are historically underserved; this is less than the K-8 school mean (29%).
- » For the 2020-21 school year, 17% of students qualified for free or reduced lunch, slightly below the K-8 school mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Sunnyside K-8 School is forecast at 96% utilization. By the 2030-31 school year, utilization is projected to decrease significantly to 77%.

## FACILITY CONDITION SUMMARY

Sunnyside K-8 School is 96 years old, and in poor condition as with a facility condition index (FCI) score of 0.16. As the average FCI score for K-8 schools in PPS is 0.16, the building is typical of most K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, and associated equipment had exceeded their design lives.

### Fire Protection

- » The building was sprinkled in a single room. The piping was estimated to be original to the building and had exceeded its typical design life.
- » The fire alarm control panel (Silent Knight 5207) and associated detection and signal devices were installed in 1997 and had exceeded its typical design life.
- » The fire alarm control panel and alarm devices were in good condition and had no deficiencies observed.
- » The fire suppression system had exceeded its design life.

### Electrical

- » The site's main distribution switchboard had been replaced

in 1998. A majority of the panel boards in the building had also been either replaced or added within the last 20 years. Five panel boards, however, appeared to be original to the building and had exceeded their design lives. A generator had been installed at the school in 1998.

### Arch/Struct/Site

- » The roof coverings of the main building had areas of ponding, degranulating and debris buildup. Infrequent leaks were reported.
- » The asphalt shingle roof at the portable had a section of damaged shingles at the roof peak.

## RECENT CAPITAL EXPENDITURES

- » Exterior Fencing Extension in 2017-18
- » Sink Hole Repairs in 2020
- » Replacement of Auditorium Carpet in 2020
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » Classroom sizes are smaller than the size standard.
- » The school lacks purposely designed special education spaces.
- » A general classroom is used as a science classroom.
- » There is not a dedicated music room at this school.
- » The art classroom is undersized (70% of standard) and poorly configured.

- » The gym is greatly undersized (50% of space standard).
- » The library media center is undersized with worn finishes.
- » The site is not fenced. The main entrance is not easily supervised.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.

### Moderate Priority

- » Add an outdoor covered play structure or construct/re-

- purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district’s Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# VERNON K-8 SCHOOL

**ADDRESS**  
2044 NE KILLINGSWORTH ST

**CONSTRUCTION DATE**  
1931 (PRIMARY)

**LEVELS**  
3

**BLDG AREA**  
70,833 SF

**SITE AREA**  
162,914 SF  
3.74 ACRES

**CLASSROOMS COUNT**  
25

**FUNCTIONAL CAPACITY**  
579 STUDENTS

**CLUSTER**  
JEFFERSON

**MODULAR CLASSROOMS**  
4

**ZONING**  
R2.5 RESIDENTIAL 2,500 CU

**SITE SUMMARIES**



**HISTORICAL SUMMARY**

Vernon K-8 School is located in Northeast Portland. Aligned on an east-west axis, the two story school building is situated at the north end of the campus. Wood frame “portables” located at the south and east side of the main building provide additional classroom space. The 1931 reinforced concrete structure, faced with variegated brick, rests on a poured concrete foundation. A hipped roof, clad with red pantiles, covers the central mass of U-shaped building. The remaining bays of the irregular shaped school facility are covered by flat roofs with a parapet. Designed in a modified Georgian style, cast stone is utilized to divide the elevations horizontally and to distinguish significant architectural spaces on the exterior elevations. Fenestration consists of a mixture of grouped metal frame and wood frame windows. The surrounding neighborhood consists primarily of single family residences. Much of the neighborhood had been developed by the 1920s, but the area continued to experience growth through the 1950s.

Vernon K-8 School does not retain a level of historical significance and integrity commensurate with other Portland Elementary Schools constructed of similar styles during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Vernon’s student population is largely reflective of district-wide averages for K-8 schools:

- » For the 2021-22 school year, 38% of students are historically underserved, more than the K-8 school mean (29%).
- » For the 2020-21 school year, 25% of students qualified for free or reduced lunch, slightly above the K-8 school mean (19%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Vernon K-8 School is forecast at 106% utilization. By the 2030-31 school year, utilization is projected to

decrease to 97%.

## FACILITY CONDITION SUMMARY

Vernon K-8 School is 90 years old, and in poor condition with a facility condition index (FCI) score of 0.18. As the average FCI score for K-8 schools in PPS is 0.16, the building is in slightly worse condition than many K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » The building was partially sprinklered.
- » An addressable fire alarm system headend (Silent Knight SK-5208) and associated detection and signal devices were installed (estimated) in 2005.
- »

### Electrical

- » The site's main distribution switchboard was replaced in 1998 and had no major deficiencies. The majority of the school's panel boards, however,

appeared to be installed in 1979 and had exceeded their design lives. The original main distribution switchboard appeared to be re-fed from the new main distribution panel board and had exceeded its design life. Three panel boards had been installed in 1997 as part of a technology upgrade and had no major deficiencies. A generator had been installed in 2000 and had no major deficiencies.

### Arch/Struct/Site

- » One skylight on the main building roof over the boiler room appeared to be original to the building and had corroded frames, broken glazing and deteriorated sealant.
- » The carpet floor finish in the main building was aged and had excessive wear in high traffic areas.
- » The painted concrete floor finish in the main building was aged and had excessive wear and chipping.
- » The wood cabinet casework in Portable 1 was aged and had aged and damaged hardware.
- » The suspended acoustic panel ceiling in Portable 2 was aged and had discolored frames and mismatched, damaged, and dirty panels.

### RECENT CAPITAL EXPENDITURES

- » Installation of Climbing Wall in Gym in 2017
- » Boiler Reinsulate in 2018
- » Radon Mitigation in 2018
- » HVAC Repairs in 2017-18
- » Conversion of Courtyard to

- » Outdoor Learning Center in 2020
- » Asbestos Mitigation in 2020
- » Fire Alarm Upgrades in 2020
- » Drinking Fountain Fixture Replacements in 2020

### EDUCATIONAL SUITABILITY

- » Classrooms are generally undersized. Kindergarten classrooms are open with a shared ex space between them causing significant noise interference.
- » The SPED classroom is significantly undersized (54% of size standard) and lacks a restroom.
- » One small science classroom is present.
- » Music and art are each taught in portable buildings.
- » One small gym is present (51% of size standard).
- » The library media center is small and uninviting.
- » The main office does not have remote control of the main entry doors.

### EDUCATIONAL PROGRAM FORECAST

#### High Priority

- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating

- » options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications. Music is currently taught in a portable classroom.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln. Art is currently taught in a portable classroom.

#### Moderate Priority

- » Add an outdoor covered play structure or construct/re-purpose a structured movement room (2,000 SF) to support P.E. instruction.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

#### Lower Priority

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# WINTERHAVEN K-8 SCHOOL

**ADDRESS**

3830 SE 14TH AVE

**CONSTRUCTION DATE**

1930 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

41,345 SF

**SITE AREA**

213,444 SF  
4.9 ACRES

**CLASSROOMS COUNT**

15

**FUNCTIONAL CAPACITY**

261 STUDENTS

**CLUSTER**

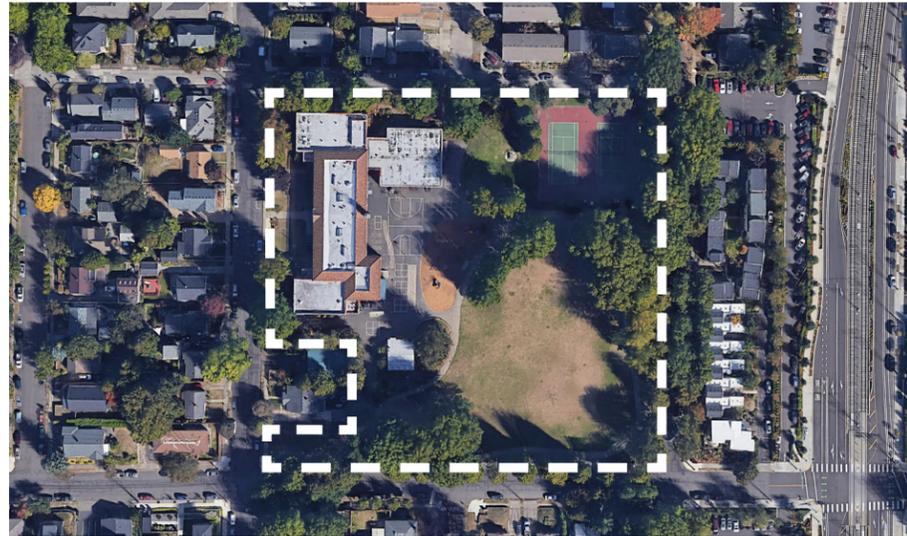
CLEVELAND

**MODULAR CLASSROOMS**

1

**ZONING**

OS OPEN SPACE CU



## HISTORICAL SUMMARY

Winterhaven School (formerly Brooklyn), is located in the Brooklyn neighborhood of Southeast Portland. The campus includes the L-shaped school building and a detached portable classroom.

Faced with variegated brick, the reinforced concrete building rests on a poured concrete foundation. Two bays project slightly from the west elevation to create a slight enclosure for the entry. The entry door is flanked by engaged pilasters and exhibits a wood window with a cast stone surrounded with bottom scrolls. Designed in the Mediterranean-Revival style, cast stone architectural details are located throughout the building and include cast stone coping, water table, and scroll work above the primary entry door. A brick chimney projects above the east elevation. Fenestration consists primarily of six-over-six, wood frame windows.

Asphalt covered play areas on the east side of the school connect to the larger open spaces of Brooklyn

School Park. Development in the surrounding neighborhood consists primarily of single family residences built between 1928- 1950.

Winterhaven K-8 School retains a high degree of integrity and is therefore eligible for the National Register of Historic Places.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Winterhaven serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 8% of students are historically underserved; this is less than the K-8 school mean (29%).
- » For the 2021-22 school year, 8% of students qualified for free or reduced lunch, significantly below the K-8 school mean (19%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Winterhaven K-8 School is forecast at 112% utilization. By the 2030-31 school year, utilization is projected to decrease to 108%.

## FACILITY CONDITION SUMMARY

Winterhaven K-8 School is 91 years old, and in poor condition with a facility condition index (FCI) score of 0.19. As the average FCI score for K-8 schools in PPS is 0.16, the building is in slightly worse condition than many K-8 schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives.
- » The domestic water distribution equipment was recently replaced and is in good condition.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » A fire sprinkler system was not observed in the building.
- » The fire alarm control panel (Silent Knight 5207) and associated detection and signal devices were installed in 2005.

### Electrical

- » The site's main distribution switchboard was installed in 1989 which puts it at the very end of its design life.
- » Three panel boards had exceeded their design lives, while two (B1 and B2) had been replaced more recently, and panel boards IT1 and IT2 had been added with the telecommunications upgrade in 1997.

### Arch/Struct/Site

- » The wood window frames were deteriorated on the main building and north addition.
- » The built-up roof was cracked and blistered.
- » The roof hatch had worn springs, missing seals, and aged hardware.
- » The majority of interior architectural components were nearing the end of design life.
- » There were roof leaks in the north addition in the corridor below roof drains and in room 10. There were also stained ceiling tiles in these areas.

## RECENT CAPITAL EXPENDITURES

- » Sidewalk/Curb Replacement in 2018
- » Refinished Gym Floor in 2018
- » Lead Paint Abatement in 2018
- » Select Auditorium Upgrades in 2019
- » Drinking Fountain Fixture Replacements in 2021

## EDUCATIONAL SUITABILITY

- » While the facility is dated there are updated instructional spaces that provide for flexibility.

- » Classrooms in the original building range from meeting 70 - 90% of the size standard. Those in the north addition meet the standard.
- » Kindergarten classrooms do not have adjacent dedicated restrooms.
- » The school lacks purposely designed special education spaces.
- » The science room has perimeter lab stations and good cabinetry.
- » Art is located in a portable classroom.
- » There is not a dedicated music room at this facility.
- » A cafegymatorium is present, limiting scheduling and use of the space.
- » Minimal fencing is present.
- » The main office is not able to effectively supervise the main entry and does not have remote control of the doors.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Add or re-purpose space for a structured movement room (2,000 SF) to support P.E. instruction. If space for a structured movement area is unavailable, construct an additional covered play structure.
- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and

- improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Provide new flexible classroom furnishings and student seating options to allow teachers to easily reconfigure spaces to accommodate a variety of activities.
- » Create an outdoor learning area to support STEM instruction and project-based learning.
- » Renovate an existing space to provide a minimum of one (1) multipurpose SPED focus classroom, equipped with and an accessible restroom per the district's Educational Specifications.
- » Re-purpose existing space to provide a dedicated music classroom configured and equipped per current Ed Specifications.
- » Facilities upgrades to provide a dedicated visual arts space configured and equipped per current Ed Specifications with a working, properly ventilated kiln. Art is currently taught in a portable classroom.

- renovation and/or relocation of the main office to provide direct visual supervision of the main entry.
- » Invest in facilities upgrades to support project-based learning activities.

**Lower Priority**

- » Modernize school to support new approaches to teaching and learning, emphasizing project-based learning, differentiated instruction, collaboration, and team teaching.
- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

**Moderate Priority**

- » Construct a new gymnasium.
- » Re-purpose an existing space into a wellness room.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with the district's Educational Specifications. This may require



TITLE                    FUTURE SCHOOL  
 ARTIST                 ELISSA PELLETIER  
 GRADE                 8  
 SCHOOL                JACKSON  
 TEACHER              JESSICA HICKEY

# MIDDLE SCHOOLS

# BEAUMONT MIDDLE SCHOOL

**ADDRESS**

4043 NE FREMONT ST

**CONSTRUCTION DATE**

1926 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

91,294 SF

**SITE AREA**

249,163 SF  
5.72 ACRES

**CLASSROOM COUNT**

34

**FUNCTIONAL CAPACITY**

701 STUDENTS

**CLUSTER**

GRANT

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Situated in the Beaumont-Wilshire neighborhood of East Portland, the Beaumont Middle School campus consists of a 1926 U-shaped building with two detached additions that house classrooms and recreation space. The primary two-story Classical Revival building is constructed of concrete with brick veneer and ornamented by a cast-stone façade with shield motif. Double loaded corridors provide access to the administrative offices, classrooms, and recreation spaces.

The neighborhood consists of a mix of commercial and single family residences built primarily between 1920 and 1950. Play areas and open space occupy the western end of the campus.

To the west of the main building is a single-story brick veneer building (1989) that houses a gym/auditorium, cafeteria, and art room; the two buildings—the 1929 primary building and the 1989 gymnasium/cafeteria building—are connected by a covered walkway.

Beaumont Middle School does not retain a level of historical integrity commensurate with other Portland schools constructed during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Facility improvements to Beaumont would be somewhat impactful underserved communities as RESJ indicators are similar to district averages.

- » For the 2021-22 school year, 40% of Beaumont’s students are historically underserved, slightly below the middle school mean (37%).
- » For the 2021-22 school year, 19% of Beaumont students qualified for free or reduced lunch, below the middle school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Beaumont is forecast at 75% utilization. By the 2030-31 school

year, enrollment is projected to decline to 61%. Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Beaumont is nearly a century old and in poor condition with a facility condition index (FCI) score of 0.12. As the mean FCI score for non-modernized middle schools in PPS is 0.12, the Beaumont building is in typical condition to many of the middle schools in the district.

Facility condition assessment conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their typical design lives. A portion of the domestic water distribution was replaced; however, many of the existing plumbing fixtures were noted to have lead present in the system and the water is not safe for consumption.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, and associated equipment had exceeded their typical design lives. Many of the perimeter steam heating units in classrooms were not functioning due to age.

### Fire Protection

- » The building was observed to have a wet-pipe sprinkler system providing coverage of approximately 50% of the

overall building. The piping and sprinkler heads were estimated to be original to the building and had exceeded their typical design life.

- » A new addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.

### Electrical

- » The majority of the site’s electrical distribution system had exceeded its typical design life. The building’s main distribution switchboard was upgraded in 1997. The original switchboard, however, had been installed in 1950 was still in service – having been back-fed from the new switchboard.

### Arch/Struct/Site

- » The roof over the gymnasium in the main building had concrete faced insulated panel roofing over a built-up roof covering. There were many broken and displaced insulated panels and organic growth throughout this section of roof.
- » The built-up roof covering of the Industrial Arts building had wrinkling and blistering throughout, top coat cracking throughout, and several areas that had been patched.
- » The remaining exterior architectural components are planned for future assessment.
- » The aged vinyl composition tile had worn surfaces and was cracked and chipped in several locations.
- » The painted and sealed concrete finishes had excessive wear and

chipping especially in the boiler room.

- » The carpet floor finish had excessive wear and staining throughout, and torn carpet seams in the library had been patched with duct tape.

## RECENT CAPITAL EXPENDITURES

- » Parking lot re-striping in 2019
- » Fire alarm upgrades in 2020
- » Drinking fountain fixture replacements in 2020
- » Re-roofed modular building in 2020
- » Library carpet replacement in 2020
- » Electrical improvements in one room in 2020
- » ADA upgrades (cafeteria door) in 2020
- » Asbestos abatement in 2021

## EDUCATIONAL SUITABILITY

- » Beaumont’s classrooms are undersized; most general classrooms are 70% of the size standard..
- » Some of the science labs are also undersized with insufficient sinks.
- » Band is held in a modular classroom.
- » SPED classrooms lack adjacent, dedicated accessible restrooms.
- » The administrative offices are not located near the main entry, creating supervision and access control challenges.

## EDUCATIONAL PROGRAM FORECAST

- High Priority**
- » Addition of accessible and age-

## SITE SUMMARIES

appropriate play equipment and a covered play structure.

- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms and locker rooms.
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district's updated Ed Specs.
- » Relocate main office so that it is adjacent to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for separate band and choir rooms with shared ensemble/practice rooms, music office, and music library. (Note: school currently only has one music room and it is located in a modular building)
- » Upgrades to existing stage and/or small drama classroom to create a flexible performance area.
- » Add a makerspace to support STEAM activities in alignment

with CTE pathways at the high school level.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.
- » Athletic upgrades including the addition of new turf field with a track. (Note: aux gym is present)

# DA VINCI MIDDLE SCHOOL

#### ADDRESS

2508 NE EVERETT ST

#### CONSTRUCTION DATE

1928 (PRIMARY)

#### LEVELS

3

#### BLDG AREA

88,659 SF

#### SITE AREA

435,600 SF  
10.0 ACRES

#### CLASSROOM COUNT

25

#### FUNCTIONAL CAPACITY

714 STUDENTS

#### CLUSTER

GRANT

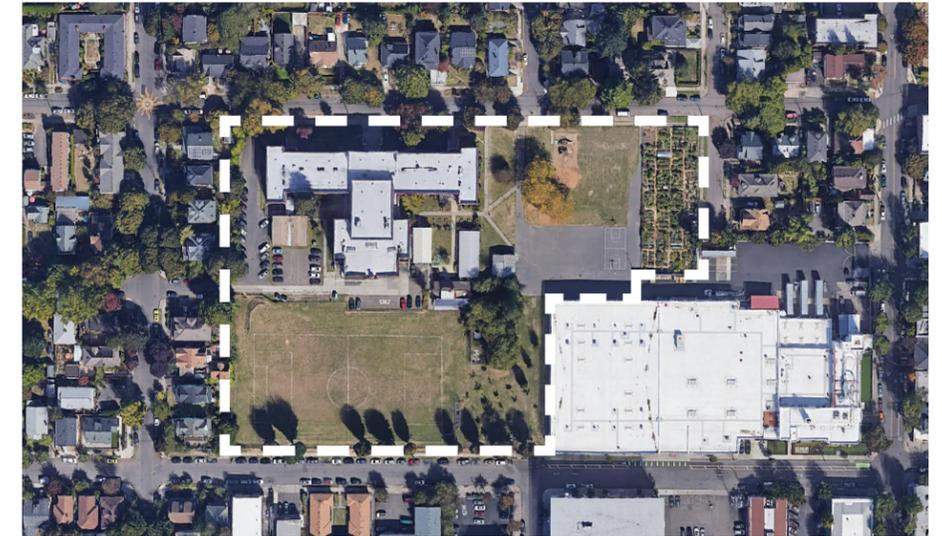
#### MODULAR CLASSROOMS

6

#### ZONING

R2.5 RESIDENTIAL 2,500 CU

## SITE SUMMARIES



### HISTORICAL SUMMARY

The Girl's Polytechnic High School (now known as da Vinci Arts Middle School) is a multi-story reinforced concrete structure with brick cladding designed in the Classical Revival style. The building is covered by a flat roof. The campus consists of a T-shaped building and four portable classroom buildings. Constructed in 1927, the school exhibits extensive use of cast-stone ornamentation to express its Classical Revival style.

The school features one and two-story projecting bays, as well as single and paired six-over-six double hung wood sash windows that are arranged symmetrically. The middle bay of the front façade, trimmed with recessed cast-stone balustrades and decorative panels, extrudes slightly from the rest of the building. The main portal protrudes off its face and is accented with Tuscan columns and a portico topped by an entablature.

Da Vinci Arts School is located in the Kerns neighborhood of Northeast

Portland. The neighborhood consists of a mix of single family residences, multi-story apartments, and commercial and industrial buildings built primarily between 1920 and 1950. The da Vinci Arts campus occupies two-and-one-half city blocks and part of the NE 26th Avenue right-of-way. The school is located on the northwest end of the campus and play areas and open space are on the southwest and east end of the campus. Parking is provided along the west (side) and south (rear) elevations of the school building. Four portable buildings are located to the south of the primary building.

The 1927 Classical Revival school is recommended as eligible for the National Register of Historic Places (NRHP) for its association with progressive era public school, particularly trade school, construction in Portland (Criterion A).

### RESJ CONSIDERATIONS

Facility improvements to da Vinci would be less impactful to

**SITE SUMMARIES**

underserved communities.

- » For the 2021-22 school year, 28% of da Vinci’s students are historically underserved, well below the middle school mean (37%).
- » For the 2021-22 school year, 15% of da Vinci students qualified for free or reduced lunch; this is below the middle school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, da Vinci is forecast at 63% utilization. Stable enrollment levels are forecasted over the next decade, with a utilization rate of 64% projected by the 2030-31 school year.

**FACILITY CONDITION SUMMARY**

da Vinci Middle School is 93 years old and in poor condition with a facility condition index (FCI) score of 0.11. As the average FCI score for non-modernized middle schools in PPS is 0.12, the building is in similar condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the plumbing fixtures had exceeded their design lives.
- » The domestic water distribution equipment was in good condition.
- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment

had exceeded their design lives.

**Fire Protection**

- » A fire sprinkler system was not observed in the building.
- » A new addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.

**Electrical**

- » The site’s electrical distribution system (including main switchboard and panel boards) had exceeded its intended design life.
- » The panel boards in the portable/industrial art buildings have also exceeded their design lives.

**Arch/Struct/Site**

- » A portion of the parapet flashing on the roof was loose and had torn off.
- » The exterior stairs were observed with moderate cracking.
- » The sheet vinyl flooring was observed with excessive wear and with chipped pieces.
- » The carpet in the main office was observed with excessive wear.
- » The exterior wall panels of Portable A had moderate denting.
- » The wood exterior walls of Portable B were deteriorated.
- » The wood frames and sealant of Portable E were heavily degraded. The roof was observed with missing tiles and organic growth.
- » The majority of architectural components were nearing or had

exceeded the end of design life.

**RECENT CAPITAL EXPENDITURES**

- » Asbestos abatement in stairwell (floor tiles) in 2018
- » Sewer work in 2019
- » Added foundation to modular building in 2020
- » Drinking fountain fixture replacements in 2021

**EDUCATIONAL SUITABILITY**

- » Music is held in a small general classroom.
- » Art class is held in a modular building.
- » The gym is undersized.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Addition of accessible and age-appropriate play equipment.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district’s updated Ed Specs. This may require renovating main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space to create two (2) visual arts classrooms, providing separate teaching stations for 2D and 3D visual arts instruction. (Note: art is currently taught in a modular building)
- » Add or re-purpose space to create two separate band and choir rooms with shared ensemble/practice rooms, music office, and music library. (Note: music is currently taught in a general classroom)
- » Upgrades to existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# GEORGE MIDDLE SCHOOL

**ADDRESS**

10000 N BURR AVE

**CONSTRUCTION DATE**

1950 (PRIMARY)

**LEVELS**

1

**BLDG AREA**

76,142 SF

**SITE AREA**

315,810 SF  
7.25 ACRES

**CLASSROOM COUNT**

31

**FUNCTIONAL CAPACITY**

617 STUDENTS

**CLUSTER**

ROOSEVELT

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Built in 1950, the Northwest Regional style George Middle School building is situated on a grass and asphalt-covered campus. The single story wood frame building is clad with brick veneer. The irregular shape plan building provides facilities for classrooms, a gymnasium, an auditorium, a media center, a cafeteria and an administrative office. Situated in a primarily residential area adjacent to the St. Johns neighborhood of North Portland the George Middle School, which faces North Burr Avenue, is built in the style of many post-World War II schools, with projecting “fingers” and courtyard. The asphalt-covered playground and playfields are located directly east and southeast of the school. An asphalt-covered half-circular driveway provides access to the front (west) elevation and the parking area is situated on the northwest corner of the school property near the front entrance.

George Middle School is a good example of the finger plan type

school in the Northwest Regional style that exhibits a high degree of integrity with its floor plan, roof forms, cladding, and intact interior finishes. The school is recommended as eligible for the NRHP. The school was built in response to the residential development in North Portland during PPS program of post-war construction and is eligible for the NRHP under Criterion A.

## RESJ CONSIDERATIONS

George Middle School has two attributes that place it in a high priority category for facility improvements to advance the district’s racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, eighty-two percent (78%) of George’s students are historically underserved; significantly above the middle school mean (37%).
- » For the 2021-22 school year, 56% of George students qualified for free or reduced lunch; significantly above the middle school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, George is forecast at 70% utilization. Over the next several years, enrollment is projected to decline, reaching 57% by the 2030-31 school year. Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

George Middle School is 71 years old and in poor condition with a facility condition index (FCI) score of 0.13. As the average FCI score for non-modernized middle schools in PPS is 0.12, George’s building is in slightly worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their typical design lives. The domestic water distribution equipment was recently replaced.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, controls and associated equipment had exceeded their typical design lives.

### Fire Protection

- » An addressable fire alarm system headend (Silent Knight 5895XL) and associated detection and signal devices were installed in 2014.

- » The building did not have a fire suppression system.

### Electrical

- » The building’s main electrical switchboard had exceeded their typical design life. Most of the panel boards had also exceeded their typical design life. A sub-distribution panel board (SDP1) had been added more recently (1998), along with two subfed panel boards (IT1 and IT2) as part of a telecommunications upgrade in 1998.

### Arch/Struct/Site

- » The athletic lockers in the main building gymnasium had moderate damage throughout including bent doors and dents.
- » The carpet floor finish in the main building had excessive wear and staining in high traffic areas.
- » The wood floor in the main building gymnasium had exceeded typical design life. The whole floor was rippled with curling plank edges and there were areas of water damage from previous roof leaks.

## RECENT CAPITAL EXPENDITURES

- » Drinking fountain fixture replacements in 2020

## EDUCATIONAL SUITABILITY

- » Only two (2) science labs are present.
- » Five (5) SPED rooms are provided, though none have access to a dedicated, adjacent

- accessible restroom.
- » Music is held in a small general classroom.
- » The administrative offices are located across the corridor from the main entry, creating supervision and access control challenges.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

### Moderate Priority

- » George MS is among several middle schools identified for athletic upgrades. This would include construction of an auxiliary gym and the addition of new turf field with a track. The aux gym should be constructed to a seismic performance level of immediate occupancy, serving as a potential community shelter in the event of a natural disaster.
- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space

- to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district’s updated Ed Specs. This may require renovating main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for separate band and choir rooms with shared ensemble/practice rooms, music office, and music library. (Note: school currently uses one general classroom for band instruction)
- » Upgrades to existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# GRAY MIDDLE SCHOOL

**ADDRESS**

5505 SW 23RD AVE

**CONSTRUCTION DATE**

1952 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

74,614 SF

**SITE AREA**

576,299 SF  
13.23 ACRES

**CLASSROOM COUNT**

26

**FUNCTIONAL CAPACITY**

622 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

R7 RESIDENTIAL 7,000 CU



**HISTORICAL SUMMARY**

The Gray Middle School site includes the primary school building and a covered playshed. The finger type plan school building exhibits some characteristics of the International style. The wings that comprise the U-shaped building are covered by a mixture of moderately pitched gable and flat roofs. The school is set into the crest of a hill with an upper rectangular wing that faces SW 23rd Avenue.

The basement level consists of two rectangular wings joined by a crawl space. Cladding for the wood frame structure consists of a mixture of brick veneer, concrete, and horizontal board siding. The school facilities include classrooms, a gymnasium, a cafeteria, media center/library, home economics, music room, and an administrative office. Gray is situated in the Hillsdale neighborhood of Southwest Portland. Development in the surrounding neighborhood consists primarily of large residential lots set amidst the hills of Southwest Portland. Grass covered playfields

are located to the north and west of the school. An asphalt-covered play area is located to the south of the school building.

Robert Gray is associated with the expansion of Portland’s southwest neighborhoods in the early 1950s and the emerging educational philosophies and planning of the period, and is therefore eligible under NRHP Criterion A.

**RESJ CONSIDERATIONS**

Facility improvements to Gray would be less impactful to underserved communities.

- » For the 2021-22 school year, 18% of Gray’s students identify as BIPOC, well below the middle school mean (37%).
- » For the 2021-22 school year, 9% of Gray’s students qualified for free or reduced lunch, well below the middle school mean (26%).

**ENROLLMENT & UTILIZATION**

**SITE SUMMARIES**

For the 2021-22 school year, Gray is forecast at 88% utilization. Over the next several years, enrollment is projected to decline, reaching 73% by the 2030-31 school year,

**FACILITY CONDITION SUMMARY**

Gray is 69 years old and in poor condition with a facility condition index (FCI) score of 0.15. As the average FCI score for non-modernized middle schools in PPS is 0.12, the Gray building is in worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

**Fire Protection**

- » The building was not observed to be sprinklered.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices had been installed within the last year.

**Electrical**

- » The site’s main distribution switchboard was replaced in 1998 and was observed to be in good condition. The majority of the school’s panel boards, however, were original to the building and had exceeded their design lives. Another group had been added during the mechanical systems upgrade in the basement in 1985, and while these two had exceeded their design lives, they were observed to have been well maintained. Two panel boards had been installed in 1997 as part of the technology upgrade.

**Arch/Struct/Site**

- » Consider structural assessment based on signs of potential structural movement and water infiltration at the north end of the building. Grading and drainage repairs had been made to remedy water intrusion but there was damage to concrete walls and stairs.
- » The wood framed windows were beyond typical design life. The frames had significant degradation on the interior and exterior. Staff commented that the window frames had lead paint. Previous repairs included adding exterior metal flashing on top of the wood frames with the most damage.
- » The majority of interior architectural components had exceeded design life.

**RECENT CAPITAL EXPENDITURES**

- » Mold remediation in 2018
- » Boiler repair and abatement in 2019

- » Fire alarm upgrades in 2020
- » Fire suppression back flow in 2020
- » Drinking fountain fixture upgrades in 2021

**EDUCATIONAL SUITABILITY**

- » Gray has only one small gymnasium.
- » Administrative offices are undersized; the principal does not have a dedicated office.
- » The administrative offices do not have sight lines to the main entry creating supervision and access control challenges.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Addition of accessible and age-appropriate play equipment.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

**Moderate Priority**

- » As a multi-level building without an elevator, Gray has been identified as a candidate for modernization under a future bond. Extensive accessibility upgrades to the building and site are needed.
- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district’s updated Ed Specs. This may require renovating the main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for a 2nd music room with shared ensemble/practice rooms, music office, and music library.
- » Create a flexible performance area by upgrading existing stage and/or repurposing space.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# HARRIET TUBMAN MIDDLE SCHOOL

**ADDRESS**

2231 N FLINT AVE

**CONSTRUCTION DATE**

1952 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

87,610 SF

**SITE AREA**

132,858 SF  
3.05 ACRES

**CLASSROOM COUNT**

33

**FUNCTIONAL CAPACITY**

732 STUDENTS

**CLUSTER**

JEFFERSON

**MODULAR CLASSROOMS**

0

**ZONING**

CM3 COMMERCIAL MIXED USE 3



## HISTORICAL SUMMARY

The Harriet Tubman (originally Eliot Elementary School) is a two story brick veneer building designed in the International style. The campus consists of the original L-shaped building built in 1952 and 1983 ribbed concrete additions that are located along the east (front) and west (rear) elevations of the building. The Brutalist styled addition is connected to the original building creating a modified rectangular plan. A rectangular concrete building is located to the north of the primary facility, and the two facilities are connected via a covered breezeway.

Harriet Tubman school is situated in the Eliot neighborhood of East Portland. The neighborhood consists of a mix of commercial, industrial, and single and multi family residences. The campus occupies an irregular shaped parcel that is bound on the north by Lillis Albina Park, on the east by N. Flint Avenue, on the south by commercial buildings, and on the west by Interstate 5. The school is located on the south end of the campus and an industrial

arts building is located to the north. Parking is provided along the south, west, and north sides of the building and play areas are provided in Lillis Albina Park to the north.

While Tubman is a notable historic building, it does not retain a level of historical integrity commensurate with other Portland schools constructed during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

As of this writing, Harriet Tubman Middle School is under consideration for relocation. Student population data is presented below.

- » For the 2021-22 school year, 62% of Tubman’s students are historically underserved; this is significantly higher than the middle school mean (37%).
- » For the 2021-22 school year, 35% of Tubman students qualified for free or reduced lunch; this is above the middle school mean

(26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Tubman is forecast at 60% utilization. Over the next several years, enrollment is projected to decline slightly to 57% by the 2030-31 school year, Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

## FACILITY CONDITION SUMMARY

Harriet Tubman Middle School is 69 years old, but in good condition as with a facility condition index (FCI) score of 0.05. The district invested significant funds to renovate Tubman in 2018, addressing facilities deficiencies as well as abatement of hazardous substances. As the average FCI score for non-modernized middle schools in PPS is 0.12; Tubman’s FCI score indicates that its building is in better condition than all other non-modernized middle schools.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The building had several plumbing fixtures that appeared to date from original construction, but the majority of plumbing fixtures appeared to have been replaced at the time of the South Addition project in 1986. The plumbing system was observed to be in good condition with no major

- deficiencies.
- » A majority of the HVAC system was upgraded in 2018 and is in excellent condition. Existing HVAC equipment serving the South Addition had not been replaced as part of the upgrade but appeared to be in good working condition.

### Fire Protection

- » The building was observed to have a wet-pipe sprinkler system. The piping and sprinkler heads were estimated to have been installed as part of the South Addition and renovation project in 1986 and were observed to be in average condition with no major deficiencies.
- » An addressable fire alarm system headend (Silent Knight 5820XL) and associated detection and signal devices were installed in 2014.

### Electrical

- » As part of the upgrade of the overall HVAC system in 2018, a 480Y/277V electrical service was added to the building. This new service is in excellent condition and is dedicated to the new HVAC systems. However, the majority of the building is served by a 208Y/120V service that was installed with the South Addition and renovation project in 1986. The main 208Y/120V electrical switchboard and its associated panel boards had exceeded their typical design lives. The original 208Y/120V switchboard had been backfed from the main switchboard and was still in use, serving panels also dating back

to original construction. These had all exceeded their typical design lives and should be replaced. A new sub-distribution board and associated panel board had been added in 1996 as part of a telecommunications upgrade.

### Arch/Struct/Site

- » The lockers in the locker rooms had exceeded typical design life and had excessive wear and denting throughout.
- » The aluminum south facing exterior windows of the Industrial Arts building had deteriorated frames and sealant. (The building function is now a dance room.)
- » The exterior architectural components are planned for future assessment.

## RECENT CAPITAL EXPENDITURES

- » Significant building system upgrades were completed in 2018 including a new mechanical system
- » Drinking fountain fixture replacements in 2021

## EDUCATIONAL SUITABILITY

- » Some classrooms lack windows.
- » The school’s SPED classroom is undersized.
- » The cafe/auditorium shares walls with classrooms, causing noise transference between spaces.
- » The health room lacks space for a cot.

## EDUCATIONAL PROGRAM FORECAST

**SITE SUMMARIES**

**High Priority**

- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Complete 2020 bond-funded security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory room.
- » Conduct inventory and assessment of SPED classrooms and support spaces to determine alignment with SPED programmatic goals.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for a 2nd music room with shared ensemble/practice rooms, music office, and music library.
- » Upgrades to existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support

STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.



|         |                        |
|---------|------------------------|
| TITLE   | <b>FUTURE SCHOOL</b>   |
| ARTIST  | <b>DELPHINA SEEGER</b> |
| GRADE   | <b>8</b>               |
| SCHOOL  | <b>JACKSON</b>         |
| TEACHER | <b>JESSICA HICKEY</b>  |

# HARRISON PARK MIDDLE SCHOOL (ANTICIPATED)

**ADDRESS**

2225 SE 87TH AVE

**CONSTRUCTION DATE**

1949 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

110,775 SF

**SITE AREA**

235,224 SF  
5.4 ACRES

**CLASSROOMS COUNT**

39

**FUNCTIONAL CAPACITY**

890 STUDENTS

**CLUSTER**

MCDANIEL

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

The Harrison Park School (originally Binnsmead Elementary) is situated in the Montavilla neighborhood of East Portland. The School is a single-story building with variegated brick veneer exhibiting limited elements of the International style.

Construction began on the campus in 1949, and today includes the main building, several additions made in 1975, and another addition built in 1987. The building features a linear composition and asymmetrical plan. These International style elements, in addition to bands of aluminum windows, flat roofs, overhangs, and lack of ornamentation, serve to reinforce the ideals of functionalism and minimalism.

The Montavilla neighborhood consists of single family homes and industrial and commercial buildings. The Harrison Park campus occupies a long rectangular shaped parcel that is bound on the north by Harrison Park, on the east by SE 87th Avenue, on the south by industrial buildings, and on the west by SE 85th Avenue.

The school is located in the middle of the campus with parking provided to the east and south of the building, a playground to the west, and play fields to the north.

While Harrison Park School is a notable historic building, it does not retain a level of historical integrity commensurate with other Portland schools constructed during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

At the time of this report, PPS is in the process of transitioning Harrison Park to a middle school configuration and changing the school's attendance boundaries. As such, future RESJ indicators are to be determined at this school.

## ENROLLMENT & UTILIZATION

Due to Harrison Park's impending transition to a middle school with resultant school boundary changes, enrollment projections for this

school are not indicative of future numbers. The school's transition to a middle school will also impact its functional capacity and utilization numbers. As such, this section should be updated following Phase II of the Enrollment and Program Balancing process in spring 2022.

## FACILITY CONDITION SUMMARY

Harrison Park is 72 old and in critical condition with a facility condition index (FCI) score of 0.35. As the average FCI score for non-modernized middle schools in PPS is 0.12, Harrison Park's building is in much worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The pumps on the condensate recovery system were observed to be corroded and reportedly have functionality issues.
- » Most of the domestic water equipment had been replaced in the past seven years and was observed to be in good condition.
- » The roof drains were missing covers and were blocked by debris build-up.
- » The boilers were original to the facility but had been retrofitted with gas burners.

### Fire Protection

- » The building did not have a fire suppression system.

### Electrical

- » The site's service entrance equipment and a portion of the electrical system's interior distribution was replaced in 2003. However, a portion of the system including distribution panels, the automatic transfer switch, and the lighting throughout the facility had exceeded their typical design lives.

### Arch/Struct/Site

- » There was a significant amount of standing water beneath the insulated roof panels, with some panels having been torn up and not replaced. Vegetation was growing throughout the inverted panel roof. There was evidence of roof leaks on the interior of the building.
- » Multiple exterior windows were observed to be cracked or broken from vandalism.
- » The exterior brick walls were weathered with minor to moderate cracking observed.
- » The majority of the interior finishes were observed to be aged beyond their design lives, with patched VCT flooring and worn carpet throughout. The wall tiles in the corridors were cracked in many areas.
- » Most of the wood interior doors had exceeded their typical design life.
- » The wood cabinets and casework in the classrooms had excessive surface wear, typical in most classrooms.

## RECENT CAPITAL EXPENDITURES

- » Fire alarm upgrades in 2020

- » Drinking fountain fixture replacements in 2020
- » Partial roof replacement in 2021

## EDUCATIONAL SUITABILITY

- » General classrooms are undersized (72% of size standard on average).
- » The school has a few purposely designed areas to accommodate flexible instruction.
- » The school has two (2) science labs, a purposely designed music room, and an art room. A kiln is also present.
- » The school has two (2) gyms and a dance room.
- » The school has a small auditorium.
- » The cafeteria is undersized for the current student enrollment.

## EDUCATIONAL PROGRAM FORECAST

- » Harrison Park's educational program forecast is dependent upon the results of Phase II of the PPS Enrollment and Program Balancing initiative that was in process at the time of this document.

# HOSFORD MIDDLE SCHOOL

**ADDRESS**

2303 SE 28TH PL

**CONSTRUCTION DATE**

1925 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

88,532 SF

**SITE AREA**

293,159 SF  
6.73 ACRES

**CLASSROOM COUNT**

32

**FUNCTIONAL CAPACITY**

696 STUDENTS

**CLUSTER**

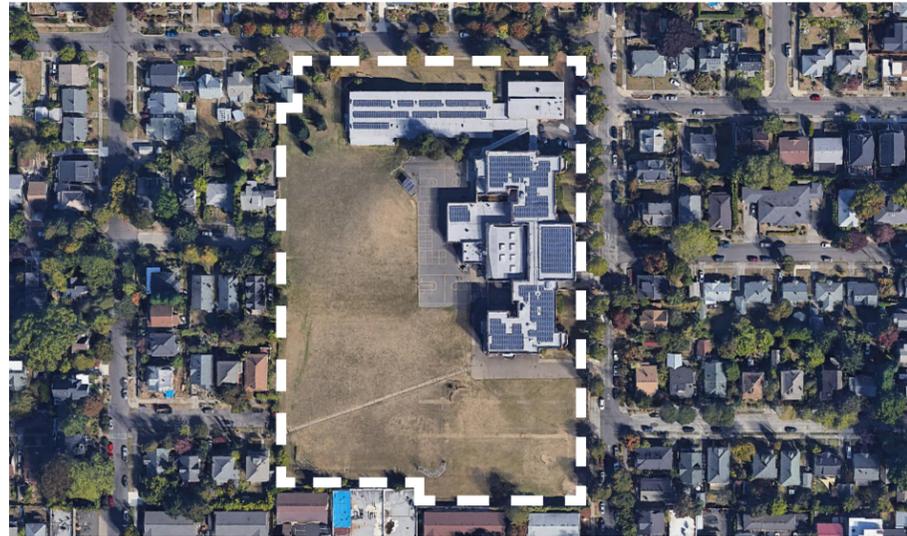
CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU  
R2.5 RESIDENTIAL 2,500 CU



## HISTORICAL SUMMARY

The Hosford Middle School is located on a campus that consists of a multi-story school building and north wing additions. Situated in the primarily single family residential neighborhood of Southeast Portland, the school was built in 1925 in the Classical Revival style.

The building is a reinforced concrete structure with brick veneer cladding. The elevations feature cast stone and terra cotta ornamentation. The irregular shaped plan includes classrooms, an auditorium, a gymnasium, a cafeteria, and an administrative office. The building, which faces SE 28th Place, is situated on a grass-covered and asphalt campus with play fields west of the school. There are asphalt-covered playgrounds located to the west and south of the school. Two rectangular wings are connected to the north and northwest sides of the main building.

Due to the loss of integrity, Hosford School is not eligible under NRHP Criteria A, B, or C.

## RESJ CONSIDERATIONS

Facility improvements to Hosford would be less impactful to underserved communities.

- » For the 2021-22 school year, approximately 20% of Hosford’s students are historically underserved, less than the middle school mean (37%).
- » For the 2021-22 school year, 20% of Hosford’s students qualified for free or reduced lunch; this is less than the middle school mean (26%).
- » Hosford would benefit from an additional elevator; the existing elevator does not serve all program areas.

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Hosford is forecast at 98% utilization. Over the next several years, enrollment is projected to decline, reaching 80% by the 2030-31 school year.

## FACILITY CONDITION SUMMARY

Hosford is 96 old and in fair condition with a facility condition index (FCI) score of 0.08. As the average FCI score for non-modernized middle schools in PPS is 0.12, Hosford’s building is in better condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » The building was not observed to be sprinklered.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices had been installed within the last year.

### Electrical

- » The site’s main distribution switchboard was replaced in 1998 and was observed to be in good condition. The majority of the school’s panel boards, however, were original to the building and had exceeded their design lives. Another group had been added during the

mechanical systems upgrade in the basement in 1985, and while these two had exceeded their design lives, they were observed to have been well maintained. Two panel boards had been installed in 1997 as part of the technology upgrade.

### Arch/Struct/Site

- » Consider structural assessment based on signs of potential structural movement and water infiltration at the north end of the building. Grading and drainage repairs had been made to remedy water intrusion but there was damage to concrete walls and stairs.
- » The wood framed windows were beyond typical design life. The frames had significant degradation on the interior and exterior. Staff commented that the window frames had lead paint. Previous repairs included adding exterior metal flashing on top of the wood frames with the most damage.
- » The majority of interior architectural components had exceeded design life.

## RECENT CAPITAL EXPENDITURES

- » Asbestos mitigation (wood shop flooring) in 2018
- » Playground equipment upgrades in 2018
- » Repaving of walkway in 2019
- » Asbestos abatement in 2020
- » Drinking fountain fixture replacements in 2021

## EDUCATIONAL SUITABILITY

- » General classrooms are greatly

undersized (58% of size standard on average).

- » The school lacks designated music rooms; the auditorium is used for this purpose.
- » Art classes are held in the basement in an area not designed for this purpose.
- » Only one small gym is present.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Complete 2020 bond-funded security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory room.
- » Conduct inventory and assessment of SPED classrooms and support spaces to determine alignment with SPED programmatic goals.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.

## SITE SUMMARIES

- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district's updated Ed Specs. This may require renovating the main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for separate band and choir rooms with shared ensemble/practice rooms, music office, and music library. (Note: music is currently taught in the auditorium)
- » Upgrades to existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.
- » Athletic upgrades including construction of an auxiliary gym and the addition of new turf field with a track. The aux gym should be constructed to a seismic performance level of immediate occupancy, serving as a potential community shelter in the event of a natural disaster.

# JACKSON MIDDLE SCHOOL

**ADDRESS**

10625 SW 35TH AVE

**CONSTRUCTION DATE**

1966 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

219,281 SF

**SITE AREA**

1,586,891 SF  
36.43 ACRES

**CLASSROOM COUNT**

40

**FUNCTIONAL CAPACITY**

908 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

OS OPEN SPACE CU



## HISTORICAL SUMMARY

Jackson Middle School is located in the West Portland Park neighborhood of Southwest Portland. The sprawling, interconnected campus encompasses the main school building, which consists of an office, auditorium wing, cafeteria, gymnasium, library, two “resource centers” (classrooms that encircle an open middle space), and a detached 1970 autoshop. Originally constructed as a high school, this “unit” plan school is indicative of trends in modernist architectural movements of the mid-1960s.

Constructed of precast concrete slabs with polished gravel exterior surfaces, the building’s various functions are communicated by the different heights, massing, and fenestration patterns for each section of the building. The building also reflects the influences of the more suburban context as it is situated off the main road, approached via a U-shaped drive, and set within an expansive property.

The campus occupies a roughly square shaped parcel that is bounded to the north by SW Alfred St., to the east by SW 35th Ave., to the west by SW 40th Ave. and to the south by residential development. The school building is approached via a U-shaped driveway that extends west of 35th Ave. to allow for easy drop off to a concrete column lined shelter on the front (east) side of the school. Development in the surrounding area consists primarily of single family residences built between 1930 and 2000.

The Jackson School retains its integrity with its floor plan, and many of the exterior and interior finishes remain intact. Therefore it is recommended as eligible for the NRHP. The school, as PPS’s only example of a unit plan design, is further eligible for the NRHP under Criterion C.

## RESJ CONSIDERATIONS

Facility improvements to Jackson would be less impactful to

underserved communities.

- » For the 2021-22 school year, 24% of Jackson’s students are historically underserved, below the middle school mean (37%).
- » For the 2020-21 school year, 15% of Jackson students qualified for free or reduced lunch, well below the middle school mean (26%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Jackson is forecast at 91% utilization. Over the next several years, enrollment is projected to decline, reaching 80% by the 2030-31 school year.

## FACILITY CONDITION SUMMARY

Jackson Middle School is 55 years old and in fair condition with a facility condition index (FCI) score of 0.09. As the average FCI score for non-modernized middle schools is 0.12, Jackson’s building is in better condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated

equipment had exceeded their design lives.

### Fire Protection

- » The building was not observed to be sprinklered.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices had been installed within the last year.

### Electrical

- » The site’s main distribution switchboard was replaced in 1998 and was observed to be in good condition. The majority of the school’s panel boards, however, were original to the building and had exceeded their design lives. Another group had been added during the mechanical systems upgrade in the basement in 1985, and while these two had exceeded their design lives, they were observed to have been well maintained. Two panel boards had been installed in 1997 as part of the technology upgrade.

### Arch/Struct/Site

- » Consider structural assessment based on signs of potential structural movement and water infiltration at the north end of the building. Grading and drainage repairs had been made to remedy water intrusion but there was damage to concrete walls and stairs.
- » The wood framed windows were beyond typical design life. The frames had significant degradation on the interior and exterior. Staff commented that

the window frames had lead paint. Previous repairs included adding exterior metal flashing on top of the wood frames with the most damage.

- » The majority of interior architectural components had exceeded design life.

## RECENT CAPITAL EXPENDITURES

- » Roof replacement and seismic upgrades in 2021.
- » Drinking fountain fixture upgrades in 2021.

## EDUCATIONAL SUITABILITY

- » The SPED classrooms do not have a dedicated, adjacent accessible restroom. Four (4) of the school’s science labs lack sinks.
- » Although there is an auditorium present, it is in poor condition with missing and damaged seats.
- » The fixed bleachers in the gymnasium are in disrepair and unusable.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Develop the Jackson campus as a regional athletics hub serving the district. At minimum, provide double-wide football/soccer fields (side-by-side) with artificial turf and field lighting. May also include additional interior and exterior athletic upgrades.
- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to

## SITE SUMMARIES

- » support student collaboration.
  - » Incorporate recommendations of All Gender Task Force, including restrooms and locker rooms (once finalized).
  - » Re-purpose space to create an art exhibition area.
  - » Complete 2020 bond-funded security projects, including new classroom door locks and improvements to the security / alarm system.
  - » Re-purpose an existing space into a sensory room.
  - » Conduct inventory and assessment of SPED classrooms and support spaces to determine alignment with SPED programmatic goals.
- » repurposing space and/or adding casework.
  - » Allocate instructional, office, and meeting space for Virtual Scholars.

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for a 2nd music room with shared ensemble/practice rooms, music office, and music library.
- » Upgrades to existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

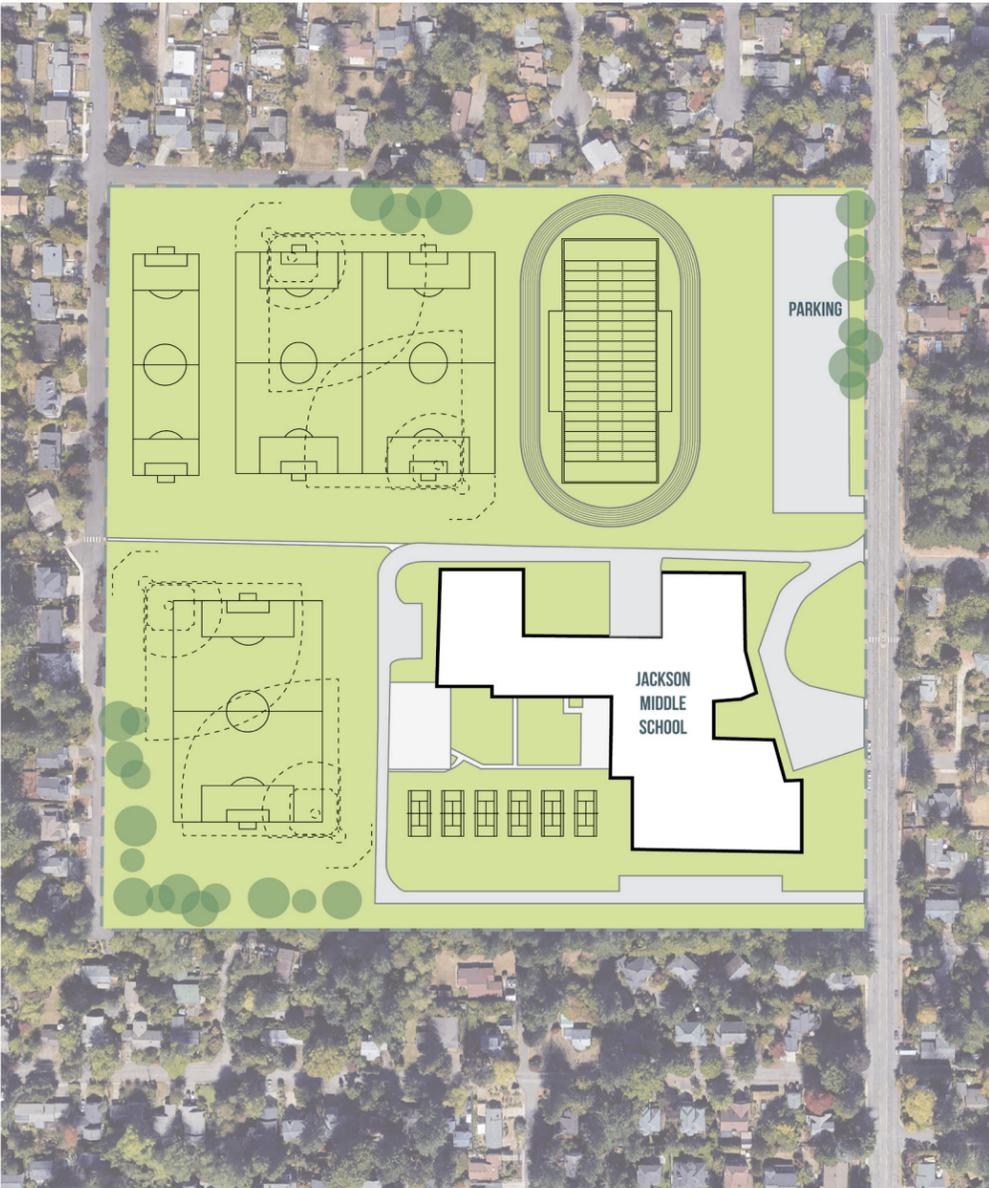
### Lower Priority

- » Expand P.E. storage by

# JACKSON MS SITE STUDY



Existing Site



Proposed Athletics Programming

# KELLOGG MIDDLE SCHOOL

## ADDRESS

3300 SE 69TH AVE

## CONSTRUCTION DATE

2021

## LEVELS

3

## BLDG AREA

108,110 SF

## SITE AREA

252,648 SF

5.8 ACRES

## CLASSROOMS COUNT

33

## FUNCTIONAL CAPACITY

803 STUDENTS

## CLUSTER

FRANKLIN

## MODULAR CLASSROOMS

0

## ZONING

R5 - RESIDENTIAL 5,000

RM1 - RESIDENTIAL MULTI-DWELLING 1

RM2 - RESIDENTIAL MULTI-DWELLING 2



## HISTORICAL SUMMARY

Kellogg Middle School was rebuilt in 2021.

# LANE MIDDLE SCHOOL

**ADDRESS**

7200 SE 60TH AVE

**CONSTRUCTION DATE**

1927 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

94,753 SF

**SITE AREA**

395,960 SF  
9.09 ACRES

**CLASSROOM COUNT**

39

**FUNCTIONAL CAPACITY**

770 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Lane Middle School is situated in the Brentwood Darlington neighborhood of southeast Portland. The two-story building rests on a poured concrete foundation. Constructed from reinforced concrete with a cladding of variegated light red brick, the Classical Revival style building features cast stone cartouches, arched window and door openings, and coping at the parapet. Later additions to the school are also clad in variegated brick but with minimal architectural ornamentation. Development in the neighborhood consists of primarily single family residences constructed between 1925 and 1950. The school campus retains a pastoral quality due to its location immediately to the south of Brentwood Park. Tennis courts, ball fields, and playgrounds occupy the east side of campus. The primary entrance to the campus is from 60th Avenue. Secondary entrances are located adjacent to the asphalt covered parking areas that occupy the north and south ends of the building.

Lane does not retain a level of historical integrity commensurate with other Portland Middle Schools constructed of similar styles during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Lane Middle School has multiple attributes that place it in a high priority category for facility improvements to advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 43% of Lane's students are historically underserved; above the middle school mean (37%).
- » For the 2021-22 school year, 44% of Lane students qualified for free or reduced lunch; above the middle school mean (26%).
- » Lane Middle School is a two-story building without an elevator preventing students with mobility challenges or physical disabilities from accessing spaces on the 2nd level.

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Lane is forecast at 53% utilization. Over the next several years, enrollment is projected to decline, reaching 41% by the 2030-31 school year. Given this anticipated enrollment pattern, the district should plan for program consolidation or co-location with other programs.

It is important to note that PPS is currently considering enrollment and program redistribution scenarios between Lane and Harrison Park as part of the conversion of Harrison Park into a middle school. As such, Lane's enrollment will likely differ significantly from the current forecast.

## FACILITY CONDITION SUMMARY

Lane is nearly a century old and in poor condition with a facility condition index (FCI) score of 0.13. As the average FCI score for non-modernized middle schools in PPS is 0.12, Lane's building is in slightly worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives.
- » The domestic water distribution equipment was recently replaced and was in good condition.

- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment had exceeded their design lives.

### Fire Protection

- » The building contained a partial fire sprinkler system. The related piping was estimated to be original to the building and had exceeded its intended useful design life.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2018. Some horn notification devices appeared to have been installed prior to this and were reused.

### Electrical

- » The majority of the site's electrical distribution system had exceeded its intended design life.
- » The main distribution switchboard was installed in 1987 (as were most of the building's panel boards); however, the original switchboard (installed in 1960) was still in service and had been back-fed from the new service.

### Arch/Struct/Site

- » The large roof hatch had weak springs and broken latch hardware. The small roof hatch had missing hardware.
- » The cabinets and countertops were observed with excessive wear.
- » There were damaged, cracked, and missing vinyl composition tile flooring throughout.
- » The carpeting in high traffic areas

- was observed with excessive wear.
- » There were missing glue-on acoustic ceiling tiles.
- » The windows, doors, and lockers were nearing the end of typical design life.

### RECENT CAPITAL EXPENDITURES

- » Asbestos abatement (boiler) in 2017.
- » Reader board repair in 2018.
- » Flooring replacement / asbestos abatement in one room in 2019.
- » Radon mitigation in 2019.
- » Kiln replacement in 2019.
- » Drinking fountain fixture replacements in 2021.
- » Hazardous substances mitigation (asbestos and lead painting) in 2021.

### EDUCATIONAL SUITABILITY

- » Interiors are dated in appearance.
- » Science labs are undersized and lack appropriate equipment.
- » Only one music room is present.
- » The school lacks an auxiliary gym.
- » The SPED classroom is undersized and lacks a dedicated, adjacent accessible restroom.

### EDUCATIONAL PROGRAM FORECAST

#### High Priority

- » As a multi-level building without an elevator, Lane is a strong candidate for modernization under a future bond. Extensive accessibility upgrades to the building and site are needed.

## SITE SUMMARIES

- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS' All Gender Task Force (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Add a sensory room.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

### Moderate Priority

- » Lane is among several middle schools identified for athletic upgrades. This would include construction of an auxiliary gym and the addition.
- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for a 2nd music room with shared ensemble/practice rooms, music office, and music library.
- » Create a flexible performance area by upgrading existing stage and/or repurposing space.
- » Upgrades existing stage / drama area (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high

school level.

# MT. TABOR MIDDLE SCHOOL

#### ADDRESS

5800 SE ASH ST

#### CONSTRUCTION DATE

1952 (PRIMARY)

#### LEVELS

1

#### BLDG AREA

79,477 SF

#### SITE AREA

323,215 SF  
7.42 ACRES

#### CLASSROOMS COUNT

31

#### FUNCTIONAL CAPACITY

682 STUDENTS

#### CLUSTER

FRANKLIN

#### MODULAR CLASSROOMS

0

#### ZONING

R2.5 RESIDENTIAL 2,500 CU



## HISTORICAL SUMMARY

The Mount Tabor Middle School (originally Mount Tabor School) is a one story brick veneer building designed in the International style. The campus consists of the 1952 Mount Tabor Middle School, which features a modified L-shaped plan, and a series of additions have been added to the south elevation of the building. These additions have enclosed the original L-shaped plan and formed a central courtyard. The building features a linear composition and asymmetrical plan. These International style elements, in addition to bands of aluminum windows, low sloped roofs, overhangs, and lack of ornamentation serve to reinforce the ideals of functionalism and minimalism. Mount Tabor Middle School has been extensively modified over time to meet the evolving needs of the Portland Public Schools.

The building has been expanded five times since its original construction. Additions (1958, 1968, 1976, 1987, and 1991) were constructed along

the south and east elevations of the main facility.

The neighborhood consists of a mix of commercial and single and multi family residences built primarily between 1920 and 1950. The Mount Tabor campus occupies a rectangular shaped parcel that is bound on the north by SE Ash, on the east by SE 60th Avenue, on the south by residential buildings, and on the east by SE 57th Avenue. The school is located on the west end of the campus and play fields are located on the east side of the campus. Parking is provided to the south and playgrounds are to the southeast of the facility.

Mount Tabor Middle School does not retain a level of historical integrity and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Improvements to Mt. Tabor Middle School would moderately advance the district's racial equity and social justice (RESJ) goals.

**SITE SUMMARIES**

- » For the 2021-22 school year, 18% of Mt. Tabor’s students are historically underserved; this is below the middle school mean (37%).
- » For the 2020-21 school year, 9% of Mt Tabor students qualified for free or reduced lunch, significantly below the middle school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, Mt. Tabor is forecast at 101% utilization. Over the next several years, enrollment is projected to decline, reaching 90% by the 2030-31 school year.

**FACILITY CONDITION SUMMARY**

Mt. Tabor Middle School is 69 years old and in poor condition with a facility condition index (FCI) score of 0.15. As the average FCI score for non-modernized middle schools in PPS is 0.12, Mt. Tabor building is in worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil

units, controls and associated equipment had exceeded their design lives.

**Fire Protection**

- » The building was not observed to be sprinklered.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices had been installed within the last year.

**Electrical**

- » The site’s main distribution switchboard was replaced in 1998 and was observed to be in good condition. The majority of the school’s panel boards, however, were original to the building and had exceeded their design lives. Another group had been added during the mechanical systems upgrade in the basement in 1985, and while these two had exceeded their design lives, they were observed to have been well maintained. Two panel boards had been installed in 1997 as part of the technology upgrade.

**Arch/Struct/Site**

- » Consider structural assessment based on signs of potential structural movement and water infiltration at the north end of the building. Grading and drainage repairs had been made to remedy water intrusion but there was damage to concrete walls and stairs.
- » The wood framed windows were beyond typical design life. The frames had significant degradation on the interior and

exterior. Staff commented that the window frames had lead paint. Previous repairs included adding exterior metal flashing on top of the wood frames with the most damage.

- » The majority of interior architectural components had exceeded design life.

**RECENT CAPITAL EXPENDITURES**

- » Drinking fountain fixture upgrades in 2021.
- » Partial roof replacement in 2021.

**EDUCATIONAL SUITABILITY**

- » Three (3) of the school’s science labs are converted general classrooms; all are undersized with inadequate sinks and electrical outlets.
- » The SPED classroom is undersized and lacks an a dedicated, adjacent ADA restroom.
- » Although both a main and aux gym are present, they are both undersized.
- » Administrative offices are not adjacent to the main entry creating supervision and access control challenges.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS’ All Gender Task Force,

including restrooms and locker rooms (once finalized).

- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for a 2nd music room with shared ensemble/practice rooms, music office, and music library.
- » Create a flexible performance area by upgrading existing stage and/or repurposing space.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# OCKLEY GREEN MIDDLE SCHOOL

**ADDRESS**

6031 N MONTANA AVE

**CONSTRUCTION DATE**

1925 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

74,018 SF

**SITE AREA**

226,512 SF  
5.2 ACRES

**CLASSROOM COUNT**

31

**FUNCTIONAL CAPACITY**

689 STUDENTS

**CLUSTER**

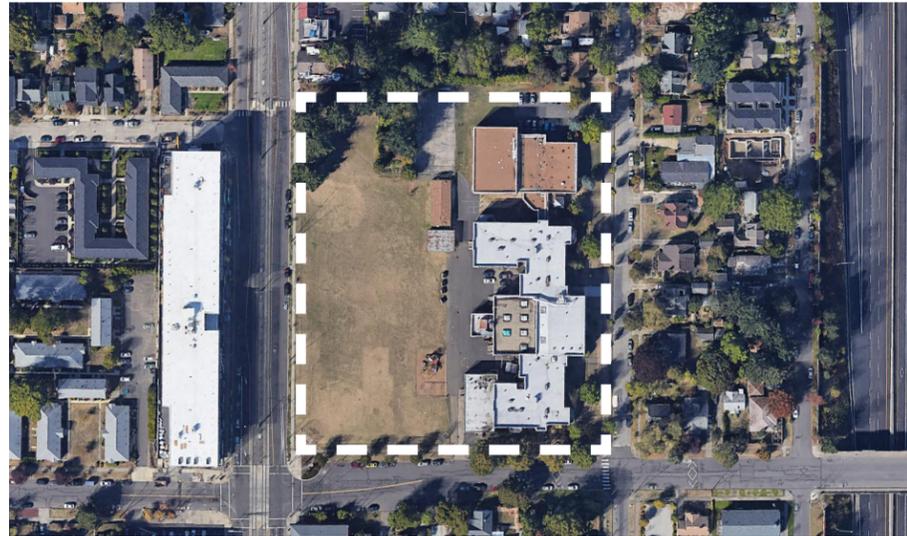
JEFFERSON

**MODULAR CLASSROOMS**

3

**ZONING**

OS OPEN SPACE CU



## HISTORICAL SUMMARY

Ockley Green Middle School is situated in the Arbor Lodge neighborhood of north Portland. Aligned on a north south axis, the two story school building is situated at the east side of the campus. In addition to the main school building, the campus has two portables located at its northwest corner and an attached gymnasium annex at the northeast corner of the campus. The reinforced concrete structure, faced with a variegated brick, rests on a poured concrete foundation. A flat roof with a parapet covers the rectangular building. Designed in the Collegiate Gothic style, cast stone architectural details highlight the windows doors and other significant elements of the exterior elevations. Variations in the brickwork below the parapet provide additional visual relief in the long elevations.

Development in the surrounding neighborhood consists primarily of single family residences built primarily between 1925-1950. Play fields are located at the west side of the campus.

Due to the loss of integrity, Ockley Green Elementary School is not eligible under either NRHP Criteria A, B, or C.

## RESJ CONSIDERATIONS

Ockley Green Middle School has multiple attributes that place it in a high priority category for facility improvements to advance the district's racial equity and social justice (RESJ) goals.

- » For the 2019-20 school year, 56% of Ockley Green's students are historically underserved, above the middle school mean (37%).
- » For the 2020-21 school year, 30% of Ockley Green students qualified for free or reduced lunch, exceeding the middle school mean (26%).
- » Ockley Green Middle School is a two-story building without an elevator, restricting students with mobility challenges or physical disabilities from accessing any spaces on the 2nd level.

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Ockley Green is forecast at 72% utilization. Over the several years, enrollment is projected to decline, reaching 66% by the 2030-31 school year.

## FACILITY CONDITION SUMMARY

Ockley Green is 96 years old and in poor condition with a facility condition index (FCI) score of 0.15. As the average FCI score for non-modernized middle schools in PPS is 0.12, Ockley Green's building is in worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » The building was not observed to be sprinklered.
- » An addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices had been installed within the last year.

### Electrical

- » The site's main distribution switchboard was replaced in 1998 and was observed to be in good condition. The majority of the school's panel boards, however, were original to the building and had exceeded their design lives. Another group had been added during the mechanical systems upgrade in the basement in 1985, and while these two had exceeded their design lives, they were observed to have been well maintained. Two panel boards had been installed in 1997 as part of the technology upgrade.

### Arch/Struct/Site

- » Consider structural assessment based on signs of potential structural movement and water infiltration at the north end of the building. Grading and drainage repairs had been made to remedy water intrusion but there was damage to concrete walls and stairs.
- » The wood framed windows were beyond typical design life. The frames had significant degradation on the interior and exterior. Staff commented that the window frames had lead paint. Previous repairs included adding exterior metal flashing on top of the wood frames with the most damage.
- » The majority of interior architectural components had exceeded design life.

## RECENT CAPITAL EXPENDITURES

- » Exterior masonry repair in 2018.

- » Wireless technology upgrades in 2019.
- » Drinking fountain fixture replacements in 2020.
- » Partial roof replacement in 2021.

## EDUCATIONAL SUITABILITY

- » General classrooms, science labs, and SPED rooms are undersized.
- » One small gym is present.
- » A performing arts space is present, but the stage lacks lighting or sound systems.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » As a multi-level building without an elevator, Ockley Green is a strong candidate for modernization under a future bond. Extensive accessibility upgrades to the building and site are needed.
- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.

**SITE SUMMARIES**

- » Re-purpose an existing space into a sensory motor room.

**Moderate Priority**

- » Ockley Green is among several middle schools identified for athletic upgrades. This would include construction of an auxiliary gym and the addition of new turf field with a track. The aux gym should be constructed to a seismic performance level of immediate occupancy, serving as a potential community shelter in the event of a natural disaster.
- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district’s updated Ed Specs. This may require renovating main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for a 2nd music room with shared ensemble/practice rooms, music office, and music library.
- » Upgrade existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# ROSEWAY HEIGHTS MIDDLE SCHOOL

**ADDRESS**

7334 NE SISKIYOU ST

**CONSTRUCTION DATE**

1923 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

103,610 SF

**SITE AREA**

371,567 SF  
8.53 ACRES

**CLASSROOM COUNT**

39

**FUNCTIONAL CAPACITY**

803 STUDENTS

**CLUSTER**

MCDANIEL

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



**HISTORICAL SUMMARY**

Roseway Heights Middle School is situated in northeast Portland. The two-story school building rests on a poured concrete foundation. The primary construction system is reinforced concrete. Parapets located on the flat roof mask the skylights and mechanical systems. The school features a variety of architectural styles including Collegiate Gothic embellishments on the central bay of the east elevation, Mediterranean embellishments on the north and south bays of the east elevation, and a contemporary hybrid of the Mediterranean and Modern styles on the west elevations.

The neighborhood consists primarily of single family residence built between 1920 and 1950. Oriented on a east-west axis, the school building is located at the northeast portion of a rectangular parcel. Playgrounds and playfields occupy the south portion of the campus. Asphalt covered parking lots are located on the south and west sides of the campus. The primary entrance to the

campus is from the north on Siskiyou Street. The path to the secondary entrance on the west elevation from the parking lot is flanked with columns.

Although designed by a noted Portland architect and associated with several events related to the growth of the Portland school district, Roseway Heights School does not retain a level of historical significance and integrity and is therefore not eligible for the National Register of Historic Places.

**RESJ CONSIDERATIONS**

Roseway Heights Middle School has multiple attributes that place it in a high priority category for facility improvements to advance the district’s racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 46% of Roseway Heights students are historically underserved; above the middle school mean (37%).
- » For the 2021-22 school year, 36% of Roseway Heights students

## SITE SUMMARIES

qualified for free or reduced lunch, exceeding the middle school mean (26%).

### ENROLLMENT & UTILIZATION

For the 2021-22 school year, Roseway Heights is forecast at 78% utilization. Over the next several years, enrollment is projected to decline, reaching 72% by the 2030-31 school year.

### FACILITY CONDITION SUMMARY

Roseway Heights is 98 years old and in fair condition with a facility condition index (FCI) score of 0.09. As the average FCI score for non-modernized middle schools in PPS is 0.12, Roseway Heights' building is in slightly better condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

#### Mechanical & Plumbing

- » Plumbing fixtures were aged, but operational. The majority of the water closet flush valves had been updated with dual-flush handles.
- » Thirteen air handling units were observed inside the facility, as well as two rooftop units. There were also 31 fan coil units located above the ceiling tiles throughout the facility. Many of the fan coil units made excessive noise and all units had exceeded their typical design lives.
- » Both of the facility's boilers were replaced in 2002.

#### Fire Protection

- » The fire alarm control panel was installed around 2010 and fire alarm devices had been recently replaced.
- » There was a wet pipe sprinkler system observed throughout the basement level. No deficiencies were observed or reported with the system.

#### Electrical

- » Four panels were added in 1996 to support IT equipment, but the remaining electrical distribution equipment was original to building construction in 1989 and had exceeded its typical design life.
- » The parking lot lighting was reported have had unidentified issues that require further investigation. These fixtures were also original to the 1989 construction and were in need of replacement.

#### Arch/Struct/Site

- » The exterior wall expansion joints were degraded, and areas of the exterior wall were cracked.
- » There were signs of water intrusion and deteriorating walls at the boiler room exterior doors.
- » The majority of interior architectural components had exceeded design life.
- » The exterior steps around the site were deteriorated.

### RECENT CAPITAL EXPENDITURES

- » Ceiling piping system improvements in 2018.

- » Drinking fountain fixture replacements in 2020.
- » Wooden loft removal in 2020.

### EDUCATIONAL SUITABILITY

- » The school has four (4) undersized science labs.
- » Two music rooms are provided with a shared music library and storage rooms.
- » The aux gym is significantly undersized (36% of size standard).
- » The school has an assortment of performing arts spaces, including an auditorium, drama classrooms, and a dance room.

### EDUCATIONAL PROGRAM FORECAST

#### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Complete 2020 bond-funded security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory room.

- » Conduct inventory and assessment of SPED classrooms and support spaces to determine alignment with SPED programmatic goals.

#### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Music room upgrades which may include increasing the size of the two (2) existing small music rooms and creation of shared ensemble/practice rooms, music office, and music library.
- » Upgrades existing stage / auditorium (as needed) to support performing arts instruction.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

#### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.
- » Athletic upgrades including construction of an auxiliary gym and the addition of new turf field with a track. The new aux gym should be constructed to a seismic performance level of immediate occupancy, serving

as a potential community shelter in the event of a natural disaster. (Note: existing aux gym is present, but is greatly undersized at only 36% of Ed Spec requirements)

# SELLWOOD MIDDLE SCHOOL

**ADDRESS**

8300 SE 15TH AVE

**CONSTRUCTION DATE**

1914 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

87,364 SF

**SITE AREA**

206,910 SF  
4.75 ACRES

**CLASSROOM COUNT**

30

**FUNCTIONAL CAPACITY**

683 STUDENTS

**CLUSTER**

CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Sellwood Middle School is located in the Sellwood neighborhood of southeast Portland. The campus includes a primary building and a connected annex surrounded by asphalt covered parking and play areas. The reinforced concrete structure, covered in white stucco, rests on a poured concrete foundation. A flat roof covers the irregular shaped mass of the building. The fenestration consists of a mixture of original multi-light wood frame and grouped metal frame windows.

Designed in the Art Deco style, the poured concrete is molded to create a water table, belt course, and parapet cap. The concrete also forms the pilasters, capped by gilded figures of eagles, which flank the entries to the building. Below the belt courses, bands of floral inscribed squares outlined in projecting concrete ribbons provide additional horizontal divisions to the multi-story structure. The single story gymnasium annex to the east was constructed in 1987.

Development in the surrounding area consists primarily of single family residences built between 1900 and 1950. The school building is situated at the north portion of a rectangular parcel. An asphalt covered parking area is located at the southwest side of the campus. Recreational facilities consist of two grass covered playfields on the southeast side of the parcel.

Sellwood School does not retain a level of historical integrity commensurate with other Portland schools constructed of similar styles during the same period, and is therefore not eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Sellwood's student body is less diverse than other district middle schools and has one of the lowest counts for students who qualify for free and reduced lunch.

- » For the 2021-22 school year, 14% of Sellwood students

- are historically underserved, significantly below the middle school mean (37%).
- » For the 2021-22 school year, 9% of Sellwood students qualified for free or reduced lunch, significantly below the middle school mean (26%).
- » Sellwood Middle School is a two-story building without an elevator preventing students with mobility challenges or physical disabilities from accessing spaces on the 2nd level.

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Sellwood is forecast at 83% utilization. Over the next several years, enrollment is projected to decline, reaching 72% by the 2030-31 school year.

## FACILITY CONDITION SUMMARY

Sellwood is 107 years old and in poor condition with a facility condition index (FCI) score of 0.17. As the average FCI score for non-modernized middle schools in PPS is 0.12, Sellwood's building is in worse condition than most middle schools in the district.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical

- design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, fan coil units, controls and associated equipment had exceeded their design lives.

### Fire Protection

- » The building was not observed to be sprinklered.

### Electrical

- » The site's main distribution switchboard was replaced in 1998 and was observed to be in good condition. The majority of the school's panel boards, however, were original to the building and had exceeded their design lives. Another group had been added during the mechanical systems upgrade in the basement in 1985, and while these two had exceeded their design lives, they were observed to have been well maintained. Two panel boards had been installed in 1997 as part of the technology upgrade.

### Arch/Struct/Site

- » The wood framed windows were beyond typical design life. The frames had significant degradation on the interior and exterior. Staff commented that the window frames had lead paint. Previous repairs included adding exterior metal flashing on top of the wood frames with the most damage.
- » The majority of interior architectural components had exceeded design life.

## RECENT CAPITAL EXPENDITURES

- » Parking lot improvements in 2018 (signs and re-striping).
- » Drinking fountain fixture replacements in 2021.

## EDUCATIONAL SUITABILITY

- » The school's aux gym is being used as an extension of the cafeteria and is not available for P.E. activities.
- » The school lacks purposely-designed music rooms; music is taught in a former shop area in the basement.
- » The administrative offices do not have direct visual access to the main entry creating supervision and access control challenges.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate all essential programming within the building.
- » As a multi-level building without an elevator, Sellwood is a strong candidate for modernization under a future bond. Extensive accessibility upgrades to the building and site are needed.
- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of All Gender Task Force, including restrooms and locker rooms (once finalized).

**SITE SUMMARIES**

- » Re-purpose space to create an art exhibition area.
- » Security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

- » casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

**Moderate Priority**

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate main entry to align with district’s updated Ed Specs. This may require renovating main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Add or re-purpose space for separate band and choir rooms with shared ensemble/practice rooms, music office, and music library. (Note: music is currently taught in a former shop area in the basement)
- » Create a flexible performance area by upgrading existing stage and/or repurposing space.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding

# WEST SYLVAN MIDDLE SCHOOL

**ADDRESS**  
8111 SW WEST SLOPE DR

**CONSTRUCTION DATE**  
1954 (PRIMARY)

**LEVELS**  
2

**BLDG AREA**  
108,187 SF

**SITE AREA**  
593,287 SF  
13.62 ACRES

**CLASSROOM COUNT**  
40

**FUNCTIONAL CAPACITY**  
987 STUDENTS

**CLUSTER**  
LINCOLN

**MODULAR CLASSROOMS**  
0

**ZONING**  
R7 CITY OF BEAVERTON



**HISTORICAL SUMMARY**

The West Sylvan Middle School is situated near the residential neighborhood of West Slope in East Beaverton. Built in 1954, the school building is situated on a mostly grass-covered campus. The modern period building exhibits some characteristics of the Northwest Regional style. A flat roof covers the irregularly shaped building. The modified finger plan building is a single story and rests on a poured concrete foundation. A two-story attached wing is located to the west of the main building. Cladding for the wood framing building consists of a mixture of brick veneer, concrete, and corrugated metal siding. The school facilities include classrooms, two gymnasiums (including an auditorium and cafeteria), media center/library, industrial shop, home economics, choir and band rooms, two courtyards, and an administrative office.

The West Sylvan School is situated on a suburban-style campus typical of post-World War II schools. Grass

covered playfields are located to the south and west of the school. An asphalt-covered driveway lies adjacent to the southeast of the school building and several parking areas are located to the southeast and east. A courtyard, with mixed deciduous growth, serves as the primary organizing element for the building. A smaller courtyard is located between the west wing and the main section of the school. West Sylvan School does not retain a level of historical integrity commensurate with other Middle Schools constructed of similar styles during the same period and is therefore not eligible for the National Register of Historic Places (NRHP).

**RESJ CONSIDERATIONS**

Facility improvements to West Sylvan would be less meaningful to the district’s racial equity and social justice goals than improvements at other middle schools.

- » For the 2021-22 school year, 16% of West Sylvan students are historically underserved, below

**SITE SUMMARIES**

- » the middle school mean (37%).
- » For the 2021-22 school year, 7% of West Sylvan students qualified for free or reduced lunch, significantly below the middle school mean (26%).

**ENROLLMENT & UTILIZATION**

For the 2021-22 school year, West Sylvan is forecast at 83% utilization. Over the next 15 years, enrollment is projected to decline, reaching 73% by the 2030-31 school year.

**FACILITY CONDITION SUMMARY**

West Sylvan is 67 years old and in poor condition with a facility condition index (FCI) score of .14. As the average FCI score for non-modernized middle schools in PPS is 0.12, West Sylvan’s building is in somewhat worse condition than most middle schools in the district.

Facility condition assessments conducted in 2018 -19 revealed the following deficiencies:

**Mechanical & Plumbing**

- » The majority of the plumbing fixtures had exceeded their design lives. The domestic water distribution equipment was nearing the end of its typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, controls and associated equipment had exceeded their design lives.

**Fire Protection**

- » The building was sprinklered throughout. The system is

- » estimated to be in good working condition.
- » An addressable fire alarm system headend (Silent Knight 5820XL) and associated detection and signal devices were installed (estimated) in 2014. Legacy smoke detection devices, however, were observed in the east addition and had not yet been upgraded.

**Electrical**

- » There were two 208Y/120V services at the school – one 1200A main distribution board was installed adjacent to the kitchen in 1988, and one 600A main distribution board was installed as part of the West Addition in 1990. The majority of panel boards in the facility had exceeded or were approaching the end of their design life, but had been well maintained. Those original to the main building were most in need of replacement, those installed with the west and north additions in 1985 and 1990, respectively, were a lower priority. Several panels installed with the technology upgrade in 1997 were newer. A generator had been installed as part of the west addition and had exceeded its design life.

**Arch/Struct/Site**

- » Consider emergency egress options for classrooms surrounding the interior courtyard areas. Staff reported that the windows which open to the interior courtyards are difficult to operate. Emergency plan includes opening windows,

- » exiting to the courtyard and then entering the school through windows on the other side of the courtyard.
- » The roof covering was observed with widespread areas of alligator cracking, soft spots, ponding, debris buildup and organic growth. There was evidence of leaks on the interior and staff reported leaks.
- » The windows were beyond typical design life and the frames had areas of damage.
- » The majority of interior architectural components had exceeded design life.
- » The asphalt had large areas of alligator cracking.

**RECENT CAPITAL EXPENDITURES**

- » Athletic field improvements in 2018.
- » Drainage improvements in 2018.
- » Water line repair in 2019.
- » Drinking fountain fixture replacements in 2021.

**EDUCATIONAL SUITABILITY**

- » West Sylvan is one of few middle schools in the district that has separate, purposely-designed band and choir rooms.
- » The cafeteria and kitchen are both undersized.

**EDUCATIONAL PROGRAM FORECAST**

**High Priority**

- » Accessibility upgrades to allow all students to enter the building via the main entry and navigate

- » all essential programming within the building.
- » Addition of accessible and age-appropriate play equipment and a covered play structure.
- » Add flexible furnishings to support student collaboration.
- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Complete 2020 bond-funded security projects, including new classroom door locks and improvements to the security / alarm system.
- » Re-purpose an existing space into a sensory motor room.

**Moderate Priority**

- » West Sylvan is among several middle schools identified for athletic upgrades. This would include the addition of new turf field with a track. (Note: an aux gym is present)
- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Renovate the main entry to align with district’s updated Ed Specs. This may require renovating main office to improve visual and/or physical connection to the main entry.
- » Re-purpose space to provide a dedicated security office.
- » Re-purpose space for a 2nd visual arts classroom, providing separate teaching stations for 2D and 3D visual arts instruction.
- » Provide shared practice /

- » ensemble rooms for existing band and choir rooms.
- » Create a flexible performance area by upgrading existing stage and/or repurposing space.
- » Add a makerspace to support STEAM activities in alignment with CTE pathways at the high school level.

**Lower Priority**

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# HIGH SCHOOLS

# BENSON HIGH SCHOOL

**ADDRESS**

546 NE 12TH AVE

**CONSTRUCTION DATE**

2024 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

371,189 SF

**SITE AREA**

378,972 SF

8.7 ACRES

**CLASSROOMS COUNT**

86

**FUNCTIONAL CAPACITY**

2,203

**CLUSTER**

CLEVELAND

**MODULAR CLASSROOMS**

0

**ZONING**

EX - CENTRAL EMPLOYMENT



## HISTORICAL SUMMARY

As of the writing Benson High School is being modernized

# CLEVELAND HIGH SCHOOL

**ADDRESS**

3400 SE 26TH AVE

**CONSTRUCTION DATE**

1929 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

256,984 SF

**SITE AREA**

493,535 SF  
11.33 ACRES

**CLASSROOMS COUNT**

75

**FUNCTIONAL CAPACITY**

1,859 STUDENTS

**CLUSTER**

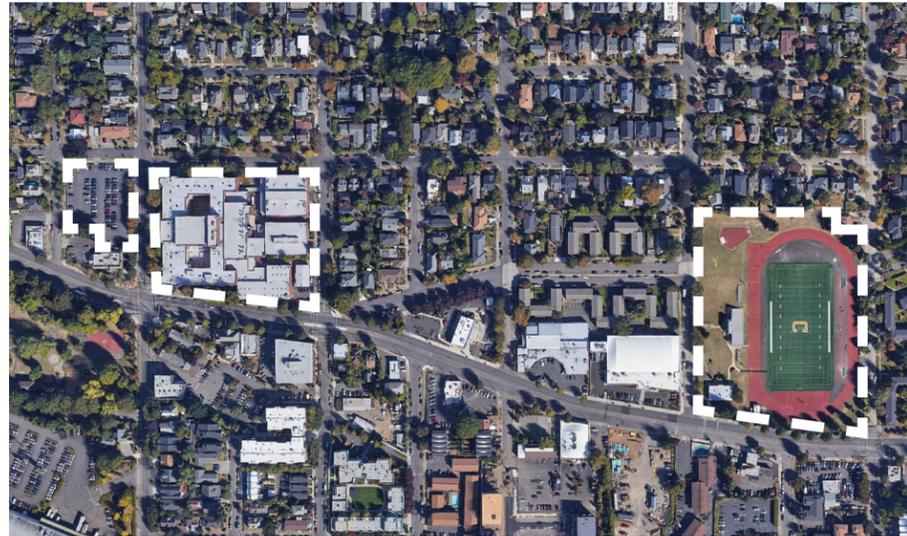
CLEVELAND

**MODULAR CLASSROOMS**

2

**ZONING**

R2.5 RESIDENTIAL 2,500 CU



## HISTORIC SUMMARY

Cleveland High School consists of two separate properties. The main school campus is located in the Hosford-Abernethy neighborhood, while the Cleveland Field is located at 3100 SE Powell Blvd in the Richmond neighborhood in southeast Portland. Designed in the Classical Revival style, the three story main school building exhibits an extensive use of terra cotta panels to emphasize the main entrance, ancillary entrances, windows, corners, cornice, and parapet. The interior of the original building features a square corridor plan with several additions situated to the east. These additions include a gymnasium, shop wing, classroom addition, as well as a detached portable. The Cleveland Field property lies to the east of the main school property and features a restrooms building as well as grandstands, a track, and an athletic field.

Development in the surrounding area consists of commercial as well as single and multi-family residential

built between 1890 and 1950. Much of the commercial development is centered on Powell Blvd. that borders both properties to the south.

With all of the additions placed on the east side of the school and in spite of the replacement of its original windows, Grover Cleveland High School remains eligible for the National Register of Historic Places (NRHP) as it retains much of its historical integrity.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Cleveland serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 17% of students are historically underserved, well below the high school mean (37%).
- » For the 2021-22 school year, 20% of students qualified for free or reduced lunch, less than the high

school mean (20%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Cleveland High School is forecast at 86% utilization. By the 2030-31 school year, utilization is projected to decrease to 80%.

## FACILITY CONDITION SUMMARY

Cleveland High School is 92 years old, and in poor condition with a facility condition index (FCI) score of 0.29. The average FCI score for non-modernized high schools in PPS is 0.24.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Main: steam boilers have considerable remaining useful life due to upgrades/repairs.
- » Piping and ducting (general): aged beyond useful design life.
- » Gym Addition: majority of water coolers not functional.
- » Plumbing fixtures: aged beyond useful design life and becoming erratic.

### Fire Protection

- » Main: coverage in corridors, entry/exit doors into classrooms.
- » Gymnasium: coverage in weight room/mat room.
- » East and South Additions: coverage in corridors and classrooms.

### Electrical

- » Electrical distribution: significant portion is aged despite upgrades in 1997.
- » Electrical capacity of the building is a concern in general.
- » Security/alarm system: generally insufficient coverage.
- » Exterior lighting: generally insufficient coverage (security concerns).

### Arch/Struct/Site

- » Interior finishes: all are aged beyond design life and deteriorated.
- » Auditorium: cracking in plaster wall finish/wall near balcony.
- » Parking areas: resurface and fill cracks.
- » Landscaping: clean up and thin out at all elevations.
- » ADA: handrails not compliant, door hardware not consistent.
- » Stadium: metal seating and stairs at the stadium is aged and deteriorated.

## RECENT CAPITAL EXPENDITURES

- » Football Field Turf Replacement in 2017
- » Select Flooring Replacements in 2018
- » ADA Improvements in 2018-19
- » Dust Collection System Replacement in 2019
- » Drinking Fountain Fixture Replacements in 2021
- » Planning and Design for Future Modernization in 2021

## EDUCATIONAL SUITABILITY

- » While the age of the facility limits the availability of modern learning style spaces, the

numerous wings and additions have provided a degree of flexibility.

- » General classrooms range in size from approximately 575 to over 1,000 square feet. On average classrooms meet approximately 70% of the size standard.
- » The special education space meets less than 50% of the size standard.
- » A number of the science classrooms have outdated physical environments that lack the necessary spatial components to allow for small group interaction.
- » Separate band and choir rooms are provided.
- » 3D and 2D art rooms are somewhat small (approximately 80% of size standard).
- » CTE spaces are dated and undersized.
- » While adequate gym space is provided the wrestling room and P.E. support areas are undersized.
- » The auditorium is sufficiently sized, but the stage is small per the district's space standards.
- » The kitchen is not utilized; equipment is not functional.
- » The campus lacks fencing. The building has numerous entrances that are difficult to monitor.

## EDUCATIONAL PROGRAM FORECAST

The district has started the process to fully modernize Cleveland High School. Planning and design work to modernize Cleveland High School is funded through the 2020 Bond. Construction costs are expected to be financed by future bonds.

# FRANKLIN HIGH SCHOOL

**ADDRESS**  
5405 SE WOODWARD ST

**CONSTRUCTION DATE**  
2017 (PRIMARY)

**LEVELS**  
3

**BLDG AREA**  
296,719 SF

**SITE AREA**  
797,148 SF  
18.3 ACRES

**CLASSROOMS COUNT**  
74

**FUNCTIONAL CAPACITY**  
1,744 STUDENTS

**CLUSTER**  
FRANKLIN

**MODULAR CLASSROOMS**  
0

**ZONING**  
IR INSTITUTIONAL RESIDENTIAL LCU



## HISTORICAL SUMMARY

Franklin High School is located in the South Tabor neighborhood of Southeast Portland. The large campus includes the original Colonial Revival style central building integrated into an entirely modernized building in 2017. Modernization includes a fully modernized gymnasium to east and a modernized stadium and athletic field.

The campus occupies an expansive rectangular shaped parcel that is positioned between SE Woodward St. to the south and Division St. to the north. Development in the surrounding area consists primarily of single family residences built between 1900-1950. Some multi-family housing and institutional buildings are situated in close proximity to the school, but they are not predominant. The property also includes expansive playing fields that include a football field and baseball field. Just to the east of the school are playing fields and tennis courts that are part of Clinton Park and Atkinson School. They are

situated to the northeast of the high school property. The grounds immediately in front (north) of the school are divided into two equal quadrants, while the rear (south) area features an oval shaped road and paths that lead to the rear entrance.

## RESJ CONSIDERATIONS

Franklin’s student population is largely reflective of district-wide averages for high schools:

- » For the 2021-22 school year, 31% of students are historically underserved, near the high school mean (37%).
- » For the 2020-21 school year, 22% of students qualified for free or reduced lunch, slightly above the high school mean (20%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Franklin High School is forecast at 118% utilization. By the 2030-31 school year, utilization is projected to decrease to 110%.

## FACILITY CONDITION SUMMARY

Franklin High School is four years old, and in good condition as with a facility condition index (FCI) score of 0.0.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The HVAC equipment, water distribution equipment, and plumbing fixtures had all been replaced during a 2017 renovation and were observed to be in good condition with no major deficiencies.

### Fire Protection

- » The fire protection equipment and fire alarm devices were all replaced during a 2017 renovation and was observed to be in good condition with no major deficiencies

### Electrical

- » The majority of the electrical distribution equipment and lighting was fully renovated in 2017, however, the natural gas generator and corresponding transfer switch in the second-floor boiler room had exceeded their design lives.

### Arch/Struct/Site

- » The interior walls throughout the library (SS-117) and other areas of the east wing were observed to be degraded from moisture and

- water infiltration.
- » The concrete floor was observed to be cracked throughout the café (SS-104).
- » The roof wall covering was observed to be loose/detached at the roof mechanical area of the auditorium wing.

## RECENT CAPITAL EXPENDITURES

- » Sidewalk/Curb Replacement in 2018
- » Assorted Repairs Following Modernization in 2019
- » Security Upgrades in 2020

## EDUCATIONAL SUITABILITY

- » There are two rooms for students supported through special education. The rooms are located near their bus loading area, but isolated from other instructional areas in the lower level and in a separate wing.
- » Science classrooms range from 78% to 89% of the size standard.
- » The metal shop and the robotics space have issues with adequate and appropriate electrical service.
- » There is no security vestibule present. The main office does not have remote control of the main entry doors. The campus layout makes supervision challenging. .

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms and locker

- rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Evaluate whether SPED focus classroom renovations are needed to support an inclusive instructional model and align with the updated district Educational Specifications.
- » Expand dedicated space(s) for community programs.
- » Re-purpose existing space(s) to provide dedicated supports for social emotional health (e.g. calming room).

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Add/re-purpose a smaller dedicated activity space for Adapted P.E.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# GRANT HIGH SCHOOL

**ADDRESS**

2245 NE 36TH AVE

**CONSTRUCTION DATE**

2019 (PRIMARY)

**LEVELS**

3

**BLDG AREA**

303,271 SF

**SITE AREA**

444,312 SF  
10.2 ACRES

**CLASSROOMS COUNT**

74

**FUNCTIONAL CAPACITY**

1,686 STUDENTS

**CLUSTER**

GRANT

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Grant High School is located in the Grant Park neighborhood of Northeast Portland. The ten acre campus includes an extensive collection of educational buildings constructed between 1923 and 1970 including the main original building. The majority of the school, including gymnasium, was rebuilt in 2019. Set within a flat, pastoral setting of trees and parkland, the front exterior of the building constructed in the 1920s at Grant High School. This portion exhibits a variety of character defining features including a bilaterally symmetrical U-shaped plan, a bold portico supported by fluted Ionic columns with a broad terra cotta frieze, ancillary entries with terra cotta Ionic columns or pilasters and classical entablatures, a concrete watertable, terra cotta stringcourse, terra cotta cornice and coping.

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to

underserved communities, as Grant serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 19% of students are historically underserved, well below the high school mean (37%).
- » For the 2020-21 school year, 11% of students qualified for free or reduced lunch, significantly less than the high school mean (20%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Grant High School is forecast at 122% utilization. By the 2030-31 school year, utilization is projected to decrease to 111%.

## FACILITY CONDITION SUMMARY

Grant High School is two years old, and in good condition with a facility condition index (FCI) score of 0.0.

## RECENT CAPITAL EXPENDITURES

- » Full Modernization in 2019
- » Gym Lighting Improvements in 2020
- » Grant Bowl Improvements in 2021

## EDUCATIONAL SUITABILITY

- » Educational suitability data was not available. Facility was constructed in 2019. The design aligned with the district's Educational Specifications.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Incorporate recommendations of PPS' All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Evaluate whether SPED focus classroom renovations are needed to support an inclusive instructional model and align with the updated district Educational Specifications.
- » Expand dedicated space(s) for community programs.
- » Re-purpose existing space(s) to provide dedicated supports for social emotional health (e.g., calming room).

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space

- to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Add/re-purpose a smaller dedicated activity space for Adapted P.E.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# JEFFERSON HIGH SCHOOL

**ADDRESS**

5210 N KERBY AVE

**CONSTRUCTION DATE**

1909 (PRIMARY)

**LEVELS**

4

**BLDG AREA**

318,790 SF

**SITE AREA**

610,711 SF  
14.02 ACRES

**CLASSROOMS COUNT**

74

**FUNCTIONAL CAPACITY**

1,817 STUDENTS

**CLUSTER**

JEFFERSON

**MODULAR CLASSROOMS**

0

**ZONING**

IR INSTITUTIONAL RESIDENTIAL LCU



## HISTORICAL SUMMARY

Jefferson High School is located in the Humboldt neighborhood of North Portland. The campus includes the original 1909 school building (with several subsequent additions), an auto shop, and a gymnasium. The high school building currently exhibits limited evidence of its former architectural style that once revealed the tensions between the Arts and Crafts and Classical Revival Movements. Several subsequent additions and exterior alterations, however, have diminished the building's architectural integrity.

The campus stretches from north to south between N. Kirby Ave. and N. Commercial Ave. and bisected by N. Alberta Ave. Development in the surrounding area consists primarily of single family residences built between 1890 and 1950 along N. Killingsworth Ave., which forms the northern boundary of the property, as well as mixed commercial and residential uses. The Jefferson High School campus consists of the original main building, gymnasium addition, auditorium addition,

girl's gymnasium, free-standing gymnasium, and an auto shop. Most of the buildings are clustered in the center of the property with a football field located to the north and a baseball field situated to the south.

Jefferson High School does not retain sufficient architectural integrity to be eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Jefferson High School has multiple attributes that place it in a high priority category for facility improvements that would advance the district's racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 67% of students are historically underserved, significantly greater than the high school mean (48%).
- » For the 2021-22 school year, 35% of students qualified for free or reduced lunch, exceeding the high school mean (20%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Jefferson High School is forecast at 34% utilization. By the 2030-31 school year, utilization is projected to increase slightly to 35%.

## FACILITY CONDITION SUMMARY

Jefferson High School is 112 years old, and in poor condition with a facility condition index (FCI) score of 0.21. The average FCI score for non-modernized high schools in PPS is 0.24.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The hydraulic elevator is nearing the end of its design life.
- » The majority of the plumbing fixtures and domestic water distribution equipment had exceeded their design lives.
- » The vast majority of the heating hot water equipment, exhaust fans, air handling units, fan coil units, and associated equipment had exceeded their design lives.

### Fire Protection

- » The fire riser, fire backflow preventer, and sprinkler system in the auditorium as well as the fire riser in the Boy's Gym had exceeded their design lives.

### Electrical

- » The majority of the site's

electrical distribution system had exceeded its intended design life. In addition, there was a Federal Pacific panel in Room TV03 which poses a safety concern. Federal Pacific panels contain breakers that may fail to trip resulting in overheating and potential fires.

### Arch/Struct/Site

- » The roof coverings, roof hatches, and skylights throughout all buildings were observed to be aged, cracked and dried, and had loose flashing at parapets. The roof hatches were difficult to operate and dangerous due to counterweights placed on the exterior.
- » The exterior metal fire escape structures (all locations) were observed to be extremely corroded, degraded and aged.
- » The exterior windows (TV Wing, Auditorium, Boys Gym) were observed to be aged, had broken glazing panes, degraded.
- » The interior finishes (TV Wing) were all were observed to be predominantly aged and degraded.
- » The wood gymnasium flooring (Boy's Gym) was observed to have some cracks and previous repairs; it may need replacement in the near future.
- » The stadium concrete structure was observed to be crumbling in various areas and the press box was observed to be degraded (all interior/exterior systems).

## RECENT CAPITAL EXPENDITURES

- » Boiler Repairs in 2017
- » Security Upgrades in 2017

- » Radon Mitigation in 2018
- » Fire Sprinkler Upgrades in 2019
- » Mold and Asbestos Abatement in 2020
- » Drinking Fountain Fixture Replacements in 2020
- » Pre-Bond Planning for Modernization

## EDUCATIONAL SUITABILITY

- » There are very few spaces that support multiple teaching and learning styles.
- » Most classrooms are appropriately sized with some falling below the district's size standard.
- » The school lacks purposely designed special education spaces.
- » Finishes are worn and dated.
- » The science rooms range from 58% to 78% of the room size standard. There are insufficient outlets to meet educational needs. The labs lack emergency showers.
- » Only one music room is present (band).
- » The art rooms range from 70% to 75% of the size standard.
- » The school's only career program is television/video production. Those spaces are inviting and stimulating. There are three unused CTE spaces that used to house wood and metals shops in the main building and an auto shop in an annex building. Those spaces now are used for storage or for the wrestling program.
- » The gym is 80% of the size standard. There is not enough seating for the entire student body.
- » A large theater is present, but the stage is undersized. The

school does not have a black box theater or drama classroom. A couple dance rooms with sprung floors are present.

- » The library media center is greatly undersized (51% of size standard) and uninviting with little natural light.
- » The cafeteria has large columns that limit flexible seating options.
- » This school has no locked doors, no security vestibule, no buzzer entry system, and is open on all sides to student traffic. The main office does not have visual supervision of any doors.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

Planning will commence in 2022 for the complete modernization of this facility. Construction will be complete in March 2027. The school will be designed per the district's Educational Specifications.

In the interim, provide CTE upgrades to increase the usability of career technical spaces until the facility can be fully modernized.

# LINCOLN HIGH SCHOOL

**ADDRESS**

1600 SW SALMON ST

**CONSTRUCTION DATE**

2022 (PRIMARY)

**LEVELS**

6

**BLDG AREA**

292,000 SF

**SITE AREA**

477,418 SF  
11.0 ACRES

**CLASSROOMS COUNT**

76

**FUNCTIONAL CAPACITY**

1,867

**CLUSTER**

LINCOLN

**MODULAR CLASSROOMS**

0

**ZONING**

CX - CENTRAL COMMERCIAL



**HISTORICAL SUMMARY**

- » As of this writing, Lincoln High School is being rebuilt.

# MCDANIEL HIGH SCHOOL

**ADDRESS**

2735 NE 82ND AVE

**CONSTRUCTION DATE**

2021 (PRIMARY)

**LEVELS**

4

**BLDG AREA**

273,646 SF

**SITE AREA**

1,053,281 SF  
24.18 ACRES

**CLASSROOMS COUNT**

77

**FUNCTIONAL CAPACITY**

1,739 STUDENTS

**CLUSTER**

MCDANIEL

**MODULAR CLASSROOMS**

0

**ZONING**

IR - INSTITUTIONAL RESIDENTIAL LCU



**HISTORICAL SUMMARY**

- » McDaniel High School was modernized and reopened in fall 2021

# ROOSEVELT HIGH SCHOOL

**ADDRESS**

6941 N CENTRAL ST

**CONSTRUCTION DATE**

2017 (PRIMARY)

**LEVELS**

4

**BLDG AREA**

NO DATA

**SITE AREA**

744,876 SF  
17.1 ACRES

**CLASSROOMS COUNT**

61

**FUNCTIONAL CAPACITY**

1,320 STUDENTS

**CLUSTER**

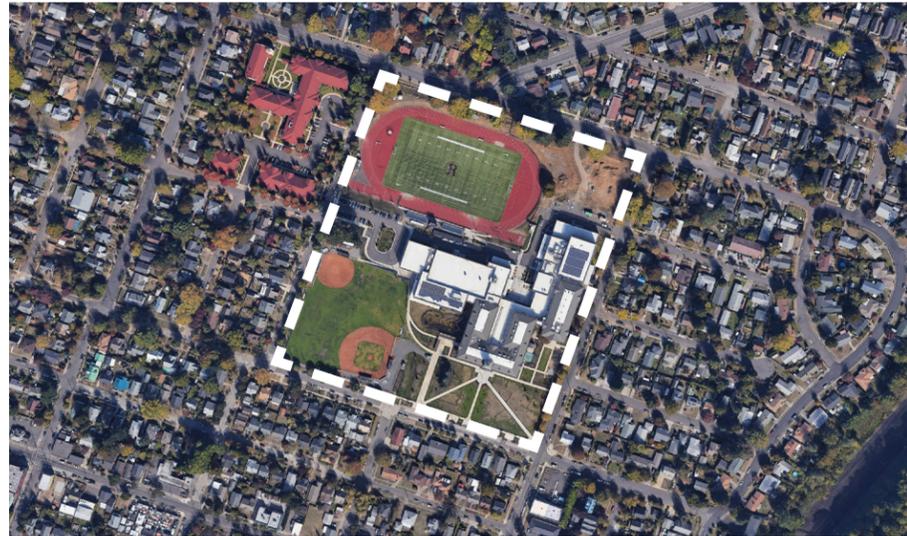
ROOSEVELT

**MODULAR CLASSROOMS**

0

**ZONING**

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Roosevelt High School is located in the St. Johns neighborhood of North Portland. The campus retained the face of the original school building (1921) which has gone through a modernization in 2017. The main building was designed in the Colonial Revival style and the front facade has been preserved.

The campus occupies a 17 acre, roughly square parcel bounded by N. Smith St. to the north, N. Ida St. to the east, N. Burr St. to the west, and Central Ave. to the south. The school occupies the southeast quadrant of the property with playing fields to the west, track and football field to the northwest, and tennis courts to the north.

Development in the surrounding area consists primarily of single family residences built between 1920 and 1950.

## RESJ CONSIDERATIONS

Roosevelt High School has multiple attributes that place it in

a high priority category for facility improvements that would advance the district’s racial equity and social justice (RESJ) goals.

- » For the 2021-22 school year, 63% of students are historically underserved, significantly greater than the high school mean (37%).
- » For the 2020-21 school year, 35% of students qualified for free or reduced lunch, exceeding the high school mean (20%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Roosevelt High School is forecast at 103% utilization. Utilization is expected to remain steady over the next decade; after a period of increase over the next 6-7 years, enrollment will then enter a period of decline, settling back at 103% enrollment by 2030-31.

## FACILITY CONDITION SUMMARY

Roosevelt High School is four years

old, and in good condition with a facility condition index (FCI) score of 0.0.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » Most of the roof drains were observed to be blocked by debris build-up and as a result, several areas of ponding water were observed on the roof.
- » All mechanical and plumbing equipment was replaced during the 2017 renovation and was observed to be in good condition with no major deficiencies noted.

### Fire Protection

- » All fire protection equipment and fire alarm devices were replaced during the 2017 renovation and were observed to be in good condition with no major deficiencies noted.

### Electrical

- » The electrical distribution equipment and lighting was fully renovated in 2017 and had no major deficiencies observed.

### Arch/Struct/Site

- » The wood soffit and areas of the exterior historic architectural features were observed to be deteriorated.
- » Broken windows (2) across from the baseball field were observed.
- » Previous repairs to the exterior brick wall at the roof elevation of the library were observed to

be cracked.

## RECENT CAPITAL EXPENDITURES

- » Initiated Phase IV and V Modernization Scoping in 2019 (ongoing)
- » Dust Collector Replacement in 2019
- » Historic Window Restorations in 2020

## EDUCATIONAL SUITABILITY

- » Roosevelt is a recently modernized school, designed to align with the district’s Educational Specifications. As such, the school received a high educational suitability rating.
- » The CTE spaces meet an average of 75% of the size standard guidelines.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

- » Incorporate recommendations of PPS’ All Gender Task Force, including restrooms and locker rooms (once finalized).
- » Re-purpose space to create an art exhibition area.
- » Re-purpose an existing space into a sensory motor room.
- » Evaluate whether SPED focus classroom renovations are needed to support an inclusive instructional model and align with the updated district Educational Specifications.
- » Expand dedicated space(s) for community programs.
- » Re-purpose existing space(s)

to provide dedicated supports for social emotional health (e.g. calming room).

### Moderate Priority

- » Re-purpose an existing space into a wellness room.
- » Re-purpose existing space to provide a Family Resource Center with kitchen equipment.
- » Allocate an area for a Reconnection Services office.
- » Add/re-purpose a smaller dedicated activity space for Adapted P.E.

### Lower Priority

- » Expand P.E. storage by repurposing space and/or adding casework.
- » Allocate instructional, office, and meeting space for Virtual Scholars.

# IDA B WELLS- BARNETT HIGH SCHOOL

**ADDRESS**

1151 SW VERMONT ST

**CONSTRUCTION DATE**

1954 (PRIMARY)

**LEVELS**

4

**BLDG AREA**

290,246 SF

**SITE AREA**

990,990 SF  
22.75 ACRES

**CLASSROOMS COUNT**

76

**FUNCTIONAL CAPACITY**

1,872 STUDENTS

**CLUSTER**

WELLS-BARNETT

**MODULAR CLASSROOMS**

0

**ZONING**

IR INSTITUTIONAL RESIDENTIAL  
LCU MIT PLAN



## HISTORICAL SUMMARY

Ida B Wells (formerly Woodrow Wilson) High School is located in the Hillsdale Neighborhood of Southwest Portland. The campus includes the original high school building (1953). The multi-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.

The campus occupies an expansive 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. 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.

Given the high level of integrity and the school’s unique method of construction, Ida B Wells-Barnett High School is eligible for the National Register of Historic Places (NRHP).

## RESJ CONSIDERATIONS

Facility improvements would not be significantly impactful to underserved communities, as Ida B. Wells-Barnett High School serves a less diverse student population with relatively low poverty levels compared to the district average.

- » For the 2021-22 school year, 19% of students are historically

- underserved, below the high school mean (37%).
- » For the 2020-21 school year, 10% of students qualified for free or reduced lunch, approximately half of the high school mean (20%).

## ENROLLMENT & UTILIZATION

For the 2021-22 school year, Ida B. Wells-Barnett High School is forecast at 88% utilization. By the 2030-31 school year, utilization is projected to increase to 90%.

## FACILITY CONDITION SUMMARY

Ida B. Wells High School is 67 years old, and in poor condition with a facility condition index (FCI) score of 0.24. The average FCI score for non-modernized high schools in PPS is 0.24.

Facility condition assessments conducted in 2019-20 revealed the following deficiencies:

### Mechanical & Plumbing

- » The remaining equipment was original to facility construction.
- » The plumbing fixtures had no deficiencies observed. The domestic water piping and sanitary waste piping were not visible for assessment, but had no deficiencies reported..

### Fire Protection

- » The school had a wet pipe sprinkler system that served the entire building.
- » The fire alarm control panel and alarm devices had no

deficiencies observed.

### Electrical

- » The electrical distribution equipment had no deficiencies observed. Distribution branch wiring and grounding systems were not visible for assessment, but had no deficiencies reported.

### Arch/Struct/Site

- » Moderate cracking was occurring in the south exterior concrete wall.
- » One roof hatch was tearing at its hinge. Moderate surface corrosion was present on both roof hatches.
- » Multiple concrete exterior stairs had cracks or were crumbling or broken.
- » The VCT in the cafeteria was coming loose in spots, with stress cracking in many of the tiles.
- » The wood floor was delaminating throughout the cafeteria and gymnasiums.
- » There was a major crack in the southwest retaining wall.

## RECENT CAPITAL EXPENDITURES

- » Library Media Center Upgrades in 2017
- » College Career Center Upgrades in 2017
- » Exterior Brick Wall Repairs in 2020
- » Drinking Fountain Fixture Repairs in 2021
- » Pre-Bond Planning for Modernization

## EDUCATIONAL SUITABILITY

- » Spaces are not flexible to allow for differentiated instruction.
- » The school lacks an auxiliary gym.
- » Finishes are worn and dated.
- » There is a lack of controlled entrances at this site.

## EDUCATIONAL PROGRAM FORECAST

### High Priority

Planning and design work to modernized Ida B. Wells High School is funded through the 2020 Bond. Construction costs are expected to be financed by future Bonds.

# ALTERNATIVE SCHOOLS

# GREEN THUMB COMMUNITY TRANSITION PROGRAM

**ADDRESS**

6801 SE 60TH AVE

**CONSTRUCTION DATE**

1974 (PRIMARY)

**LEVELS**

2

**BLDG AREA**

31,907 SF

**SITE AREA**

569,633 SF  
13.05 ACRES

**CLASSROOMS COUNT**

6

**FUNCTIONAL CAPACITY**

130 STUDENTS

**CLUSTER**

FRANKLIN

**MODULAR BLDG**

0

**ZONING**

OS OPEN SPACE CU



## HISTORICAL SUMMARY

The Green Thumb Facility is situated in the Brentwood Darlington neighborhood of southeast Portland. The large open campus consists of a residential style office/caretaker building, a classroom building, a rectangular portable, three greenhouses, a rectangular workshop building, a vehicle storage structure, and several small sheds. The collection of buildings is surrounded by large fields, several smaller planting areas, and multiple clusters of trees.

Development in the neighborhood consists of primarily single family residences constructed between 1925 and 1950. The campus retains a pastoral quality due to its location immediately to the west of Lane Middle School and Brentwood Park. Fields, planting areas, and fruit trees occupy the south and north portions of the campus. The primary entrance to the facility is from SE 60th Avenue. The principal structures on the campus are three greenhouses. Although representative of an innovative program designed to

assist students in developing job skills, the Green Thumb Facility does not appear to be eligible for the NRHP under Criterion A.

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the plumbing fixtures and domestic water distribution equipment had exceeded typical design life.
- » The vast majority of the heating and cooling equipment, exhaust fans, and associated equipment had exceeded typical design life.

### Fire Protection

- » There was no sprinkler system in any of the buildings at Green Thumb.
- » A new addressable fire alarm system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.

### Electrical

- » The panelboards in the house,

green house, and utility buildings had exceeded typical design life.

### Arch/Struct/Site

- » The exterior windows of the house had exceeded typical design life and had broken glazing seals and condensation between their panes.
- » The carpet floor finish of the house had exceeded typical design life and had heavy wear and staining throughout.
- » The wood siding of the house had exceeded typical design life. The wood siding on the east face of the building had excessive surface weathering and the boards were warped and curled.
- » The exterior corrugated fiberglass panel walls of the greenhouse had exceeded typical design life. The exterior surface of the fiberglass panels had heavy UV deterioration with peeling and missing top gelcoat and loose fibers.
- » The exterior doors of the greenhouse had exceeded typical design life. The doors had surface damage, were sagging and difficult to open or close, and had aged hardware.
- » The interior doors of the greenhouse had exceeded typical design life. The doors had surface damage, were sagging and difficult to open or close, and had aged hardware.
- » Several holes were observed in the wood cladding of the north classroom building. The interior acoustical ceiling tile in the classrooms was observed to be stained from water/moisture damage in a few areas.
- » The exterior metal doors (personnel doors) of the utility

building were observed to be aged and showing signs of corrosion. It appeared that the mechanical parts of the rolling overhead doors has been recently replaced extending the useful life of those doors.

- » The interior of the building was largely unfinished with a concrete floor slab throughout and minimal ceiling/wall finishes observed.

# MLC K-12

## ADDRESS

2033 NW GLISAN ST

## CONSTRUCTION DATE

1914 (PRIMARY)

## LEVELS

3

## BLDG AREA

70,349 SF

## SITE AREA

164,657 SF  
3.78 ACRES

## CLASSROOMS COUNT

22

## FUNCTIONAL CAPACITY

464 STUDENTS

## CLUSTER

LINCOLN

## MODULAR BLDG

0

## ZONING

RH HIGH DENSITY RESIDENTIAL CU



## HISTORICAL SUMMARY

The Metropolitan Learning Center is situated in a residential and commercial neighborhood in northwest Portland and was formerly designated the Couch Elementary School. The building faces an asphalt-covered playground, with a city park to the east and a school parking lot to the west. Hoyt and Glisan Streets border the school to the north and south respectively. The three story building is covered by a flat roof. The rectangular mass of the reinforced concrete structure is covered with brick veneer. Built in 1914, the Tudor Revival style building features glazed terra cotta decorative elements. The facilities include classrooms, a gymnasium, an auditorium, and an indoor pool.

The Metropolitan Learning Center/ Couch Elementary School retains its integrity with moderate alterations to its plan and exterior and interior finishes. The 1914 Tudor Revival style school is recommended as eligible for the National Register of Historic Places (NRHP) for its association

with progressive era public school construction in Portland (Criterion A).

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the plumbing fixtures and domestic water distribution equipment had exceeded typical design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, and associated equipment had exceeded typical design life.
- » Fire Protection
- » The fire suppression system was observed only in the mechanical/boiler room.
- » An addressable fire alarm system headend (Silent Knight 5820XL) and associated detection and signal devices were installed in 2014.

### Electrical

- » The majority of the site's electrical distribution system

(including the main switchboard and panelboards) had exceeded typical design life. This excludes the UPS and its associated panelboards (i.e. IT1 & IT2) added in the more recent IT upgrade project at the facility. Panelboard 'BP' in the pool area was water damaged and rusting. It was believed that the panelboard was no longer in use.

### Arch/Struct/Site

- » The built-up roofs with metallic top coating had exceeded typical design life. The roof covering was blistered throughout, and the topcoat had moderate cracking.
- » The interior doors had exceeded typical design life. Most of the classroom doors had excessive wear and two wood barn doors in the cafeteria were fixed in the open position due to a steel angle that had been welded to their tracks to keep them permanently open.
- » The casework had exceeded typical design life. Approximately 80 percent of the casework appeared to be original and was in poor condition with heavy wear and tear and chipped paint.
- » The wall finishes had exceeded typical design life. The glue-on acoustic tiles on the auditorium walls were heavily damaged with gouges throughout and missing and mismatched tiles were observed.
- » The carpet had exceeded typical design life.
- » The painted and sealed concrete floor finishes had exceeded typical design life. Excessive wear including chips and scratches was observed throughout the facility.
- » The ceiling finishes had exceeded typical design life. The gypsum ceiling finish backstage in the auditorium had excessive water damage.
- » The original metal frame skylight above the connecting corridor between the main building and the gymnasium had exceeded typical design life and had corroded metal frame components, cracked single pane wired glazing and deteriorated sealant.
- » The wood storage cabinets in the corridor between the main building and the gymnasium had exceeded typical design life. The cabinets had scratched surfaces and damaged and missing hardware.
- » The wood gym floor in the gym addition had exceeded typical design life. Facility staff reported that the floor had many dead spots where balls do not bounce well.
- » The wood windows of the main building and gym addition were observed to be aged, splintered, and had chipped/cracked painted finish exposing the wood to further deterioration.
- » Some of the exterior concrete steps were observed to be in poor condition with cracked treads, nosing and concrete balustrade.
- » The playground equipment was determined to be installed/funded (in the summer of 2019) and maintained by Portland Parks and Recreation.

# TERWILLIGER

## ADDRESS

6318 SW CORBETT ST

## CONSTRUCTION DATE

1916 (PRIMARY)

## LEVELS

1

## BLDG AREA

26,393 SF

## SITE AREA

144,184 SF  
3.31 ACRES

## CLASSROOMS COUNT

11

## FUNCTIONAL CAPACITY

N/A

## CLUSTER

WELLS-BARNETT

## MODULAR BLDG

2

## ZONING

R5 RESIDENTIAL 5,000 CU



## HISTORIC SUMMARY

Terwilliger School is a one story brick veneer building designed in the Colonial Revival style.

The school is situated in the Lair Hill neighborhood of Southwest Portland. Terwilliger School is a one story brick veneer building designed in the Colonial Revival style.

The campus consists of a U-shaped building and a portable. Constructed in 1916, the school features boxed cornices, brick soldier courses, and eyelid dormer vents along the roofline. Symmetrically arranged aluminum and multi pane casement windows provide the fenestration. The front façade features a central portico with entablature supported by square columns. The cornice of the entablature is ornamented with modillions. Along the roof line is an octagonal cupola with domical roof and weather vane. These Colonial Revival elements, in addition to the building's symmetrical plan and fenestration, serve to reinforce the ideals of order, balance, and formality.

The neighborhood consists of single family residences built primarily between 1920 and 1950. The campus occupies a long, narrow parcel that is located between SW Carolina and SW Dakota.

The school is located roughly in the center of the parcel, with open space located to the west (front) and play areas located to the east (rear) of the building. A linear walkway extends from SW Corbett to the building entrance. A 1948 portable building is located to the northeast of the primary building.

Terwilliger School is recommended as eligible for the National Register of Historic Places (NRHP).

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the mechanical and plumbing system were aged and had exceeded their intended design lives. The boiler's flue and associated piping were corroded and degraded. The backflow preventer had a constant

discharge piddling on the floor adjacent to an electrical junction box.

### Fire Protection

- » The fire alarm control panel and fire alarm devices were all in good condition with no deficiencies observed.
- » No fire suppression systems were observed at the site.

### Electrical

- » The electrical distribution equipment in the main building was approaching the end of design life.

### Arch/Struct/Site

- » The ACT was water stained in various areas throughout and some ceiling tiles were loose or had fallen off.
- » The carpet was heavily worn in corridors.
- » The paint on the floor in the mech room was heavily scraped and scuffed.
- » Many water stains on interior ceilings and walls indicated roof leaks. The shingled and flat, coated roof coverings were heavily deteriorated.
- » The interior wood doors were moderately worn with some chipping paint.
- » The engineered wood siding on the exterior had peeling paint and water stains.
- » The wood framing on the exterior windows had flaking paint and water damage at exposed wood.
- » The concrete foundation wall had minor cracking around the perimeter, with major cracking in

the northeast corner.

- » The foundation wall of Portable 1 had moderate cracking on the east end.
- » There was cracking and flaking engineered wood siding on the east exterior of Portable 1.
- » The exterior stairs/stoops of Portable 1 were heavily weathered and cracking.
- » The pavement at the north entrance had significant cracking and deterioration.
- » The two sets of steps on west side of property did not have handrail, were cracked and beyond their typical design life.
- » The sidewalk near the west entrance had major cracking near the storm drain.
- » Sections of the perimeter fence was aged and corroded.

# PIONEER PROGRAM - HOLLADAY CENTER

## ADDRESS

2600 SE 71ST AVE

## CONSTRUCTION DATE

1972 (PRIMARY)

## LEVELS

1

## BLDG AREA

30,568 SF

## SITE AREA

409,464 SF  
9.4 ACRES

## CLASSROOMS COUNT

9

## FUNCTIONAL CAPACITY

207 STUDENTS

## CLUSTER

FRANKLIN

## MODULAR BLDG

0

## ZONING

OS OPEN SPACE CU



## HISTORICAL SUMMARY

The Youngson-Holladay Campus for special needs children is situated in the South Tabor neighborhood of East Portland. The irregular shaped campus, which consists of three school facilities, is bound on the north by SE Division Street, the east by residences and SE 73rd Avenue, the south by residences, and the west by SE 71st Avenue. In the center of the campus is the 1972 Holladay Center. Each facility features its own parking and driveway.

The Holladay Center and Youngson School are attached via an enclosed walkway. The Holladay Center is a minimalistic square-shaped concrete building that exhibits a hybrid of architectural elements with no consistent style. The building features an open interior plan with classrooms lining the exterior walls. Exterior walls are punctuated by geometric shaped windows. The Holladay Center, known originally as the Holladay Center for the Handicapped, was designed for children with physical disabilities. The minimalistic building

reflects some principles of Modern architecture, while the interior spatial composition reflects the educational philosophies of the 1970s. The minimalistic building with its character defining plan and interior details reflects the architectural principles of the later twentieth century and school design for disabled children. The Holladay Center is, therefore, eligible for listing in the NRHP under Criterion A and C.

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the plumbing fixtures and domestic water distribution equipment had exceeded their design life.
- » The vast majority of the steam heating equipment, exhaust fans, air handling units, and associated equipment had exceeded typical design life.

### Fire Protection

- » The building was not sprinklered.
- » An addressable fire alarm system

headend (Silent Knight 5820XL) and associated detection and signal devices were installed in 2014.

### Electrical

- » The majority of the site's electrical distribution system (including the main switchboard and panelboards) had exceeded typical design life.

### Arch/Struct/Site

- » The glazed exterior doors in the connecting enclosed walkway with Youngson Main had exceeded typical design life and had aged and mismatched hardware.
- » The roof hatch had exceeded typical design life. The roof hatch had a degraded surface finish, weak springs and damaged and missing hardware.
- » The sheet vinyl floor finish had exceeded typical design life and had dents, chips and excessive surface wear throughout.
- » The main asphalt surface parking lot at the building was observed to have potholes and crumbling/deteriorating asphalt.
- » Several of the concrete sidewalks adjacent to the main parking lot were observed to be cracked with uneven/unlevel surfaces or grass growing in the cracks causing a possible tripping hazard.

# PIONEER PROGRAM - YOUNGSON

## ADDRESS

2704 SE 71ST AVE

## CONSTRUCTION DATE

1955 (PRIMARY)

## LEVELS

1

## BLDG AREA

31,781 SF

## SITE AREA

233,046 SF

5.35 ACRES

## CLASSROOMS COUNT

12

## FUNCTIONAL CAPACITY

295 STUDENTS

## CLUSTER

FRANKLIN

## MODULAR BLDG

0

## ZONING

OS OPEN SPACE CU



## HISTORICAL SUMMARY

The Youngson-Holladay Campus for special needs children is situated in the South Tabor neighborhood of East Portland. The irregular shaped campus, which consists of three school facilities, is bound on the north by SE Division Street, the east by residences and SE 73rd Avenue, the south by residences, and the west by SE 71st Avenue. At the south end of the campus is the 1955 Youngson School. Each facility features its own parking and driveway. For Youngson School parking is provided along the entire west side of the building, which is accessible via a short driveway off SE 71st Avenue. The only play area/open space is located at the south end of the campus. The design of Youngson School is influenced by the International style. The single story building that comprises the facility features linear wings that form exterior courtyard space. The horizontal massing of the building is emphasized by low sloping gable roofs and, in the case of Youngson School, bands of aluminum hopper windows. Elements such as a linear

composition, bands of metal sash windows, low gable roofs, and lack of ornamentation serve to reinforce the ideals of functionalism and minimalism. The Youngson School is a simple example of post war design principles. The Youngson School and Holladay Center are attached via an enclosed walkway.

Due to loss of integrity and the lack of notable post war design principles, the Youngson School is not eligible for listing in the National Register of Historic Places (NRHP).

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the plumbing fixtures and domestic water distribution equipment had exceeded typical design life.
- » The vast majority of the heating equipment, air handlers, exhaust fans, and associated equipment had exceeded typical design life.

### Fire Protection

- » The building was not sprinklered.
- » A new addressable fire alarm

system headend (Potter PFC-6800) and associated detection and signal devices were installed in 2019.

### Electrical

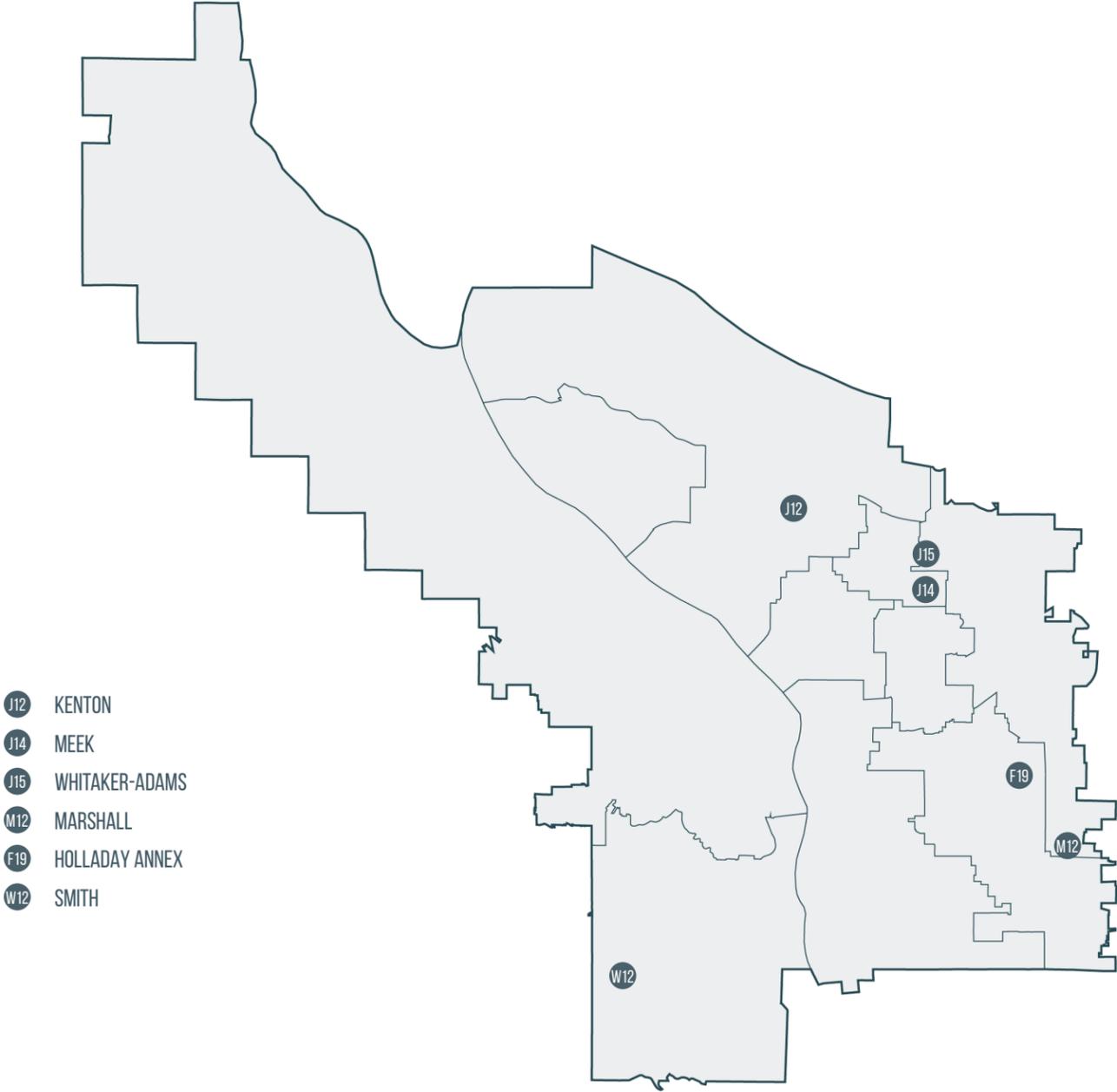
- » The site's electrical distribution system (including main switchboard and panelboards) had exceeded typical design life. This excludes the UPS and its associated panelboard (IT1) added in the more recent IT upgrade project at the facility. The existing generator (which feeds the automatic transfer switch in the Holladay Center) had also exceeded typical design life.

### Arch/Struct/Site

- » The standing seam roof was not accessible for assessment. During a rain event, water was observed pouring over gutters indicating a possible downspout clog, and pouring through holes caused by corrosion in the bottom of the gutter at downspout connection points.
- » The interior doors, casework, toilet partitions, and floor finishes were approaching the end of design life or had exceeded design life.
- » The acoustic ceiling tiles had exceeded typical design life and some were missing or damaged.
- » Several of the concrete sidewalks adjacent to the main parking lot were observed to be cracked with uneven/unlevel surfaces or grass growing in the cracks causing a possible tripping hazard.
- » The asphalt parking lot was observed to be cracked

throughout the surface.

# SWING & VACANT SITES



## CAPITAL FORECAST

Kenton and Marshall serve as the district’s swing sites. Marshall is a former high school and comfortably supports a high school student body. Kenton is closer in square footage and classroom count to an elementary school. Both sites currently support the programs to be sited on the Benson campus in 2024.

The district owns two vacant sites: Smith and Whitaker-Adams. Smith is a former elementary school, closed in 2005. The building is now derelict. Significant investments would be necessary before the structure could be operational. However, enrollment forecasts in the Southwest do not support reopening Smith.

District leadership identified Whitaker-Adams for future development as an athletics hub as part of the development of this plan.

# SMITH K-5 SCHOOL

## ADDRESS

8935 SW 52ND AVE

## CONSTRUCTION DATE

1958 (PRIMARY)

## LEVELS

1

## BLDG AREA

37,927 SF

## SITE AREA

439,085 SF  
10.08 ACRES

## CLASSROOMS COUNT

18

## FUNCTIONAL CAPACITY

184 STUDENTS

## CLUSTER

WELLS-BARNETT

## MODULAR BLDG

0

## ZONING

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Smith Elementary School is situated in southwest Portland on a 10.08-acre school campus. The primary school building is a wood frame structure that rests on a poured concrete foundation. The cladding consists of a mixture of red brick, plywood panels, and T-1-11 siding. Gable roofs cover the two wings of the single-story building. The building features elements of the Northwest Regional style, including broad roof overhangs, plywood siding, and fixed windows with louvers.

Although designed to be extensible, Smith Elementary School lacks integrity due to the additions, alterations, and resulting lack of coherent building vocabulary. The school was built during the PPS program of post-war construction, but archival research does not indicate that it influenced the design of other schools buildings, the curriculum, or future planning for the schools. Therefore, it is not eligible for the NRHP under Criterion A. The architects Payne & Scott and John

Storrs both had significant ties to the development of the Northwest Regional style; however this building is not a strong example of the style or of these architects' work. The alterations to the wing designed by John Storrs have significantly altered the original character of the school. Although the school exhibits characteristic features of twentieth century school design in the Northwest Regional style, due to the lack of integrity in comparison with other schools of this period in Portland, Smith Elementary School is not eligible for the NRHP under Criterion C.

## DEMOGRAPHIC CONTEXT

The Smith site is located in Census Tract 65.01, bordered by seven adjacent census tracts. PPS's attendance boundary runs to the west of the census tract that Smith falls within. In this area of the district, enrollment is projected to fall by 3% over the next 15 years.

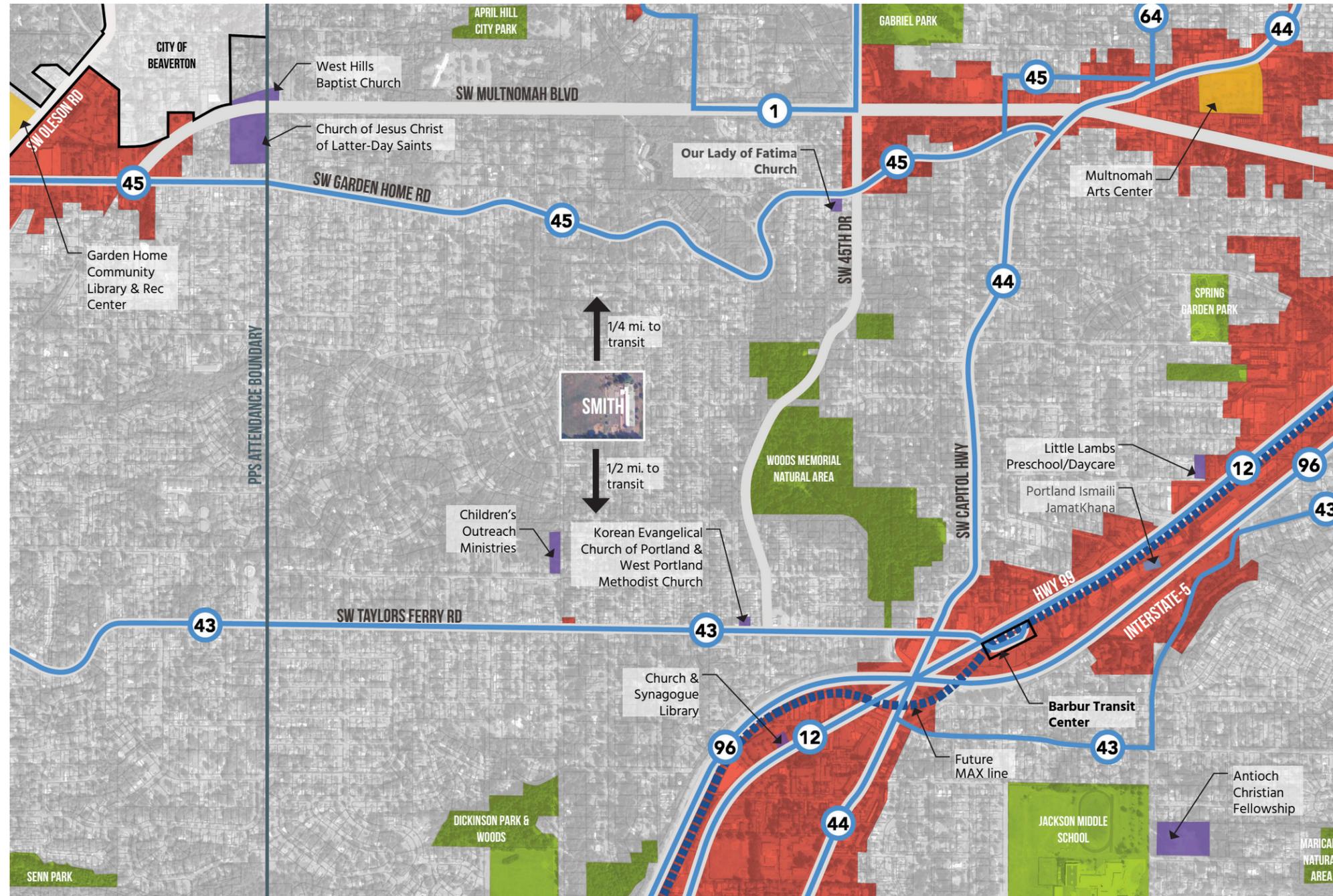
Of the population of the Smith site census tract, up to 15% identify as

BIPOC, up to 25% of households are cost-burdened, and up to 3% of children are experiencing poverty. The census tracts surrounding the site's census tract are more racially diverse (between 25% and 35% of the population identifying as BIPOC), and include a higher percentage of households experiencing cost burden (between 35% and 45%) and childhood poverty (between 7% and 15%).

## Credit

U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.

# SMITH SITE PHYSICAL CONTEXT



## TRANSPORTATION ACCESS

The Smith site is located in the Ashcreek neighborhood of Southwest Portland. SW Taylors Ferry Rd and SW Garden Home Rd / SW Multnomah Blvd are the primary east-west road corridors. I-5 and Hwy 99 are about a mile from the site, along with the Barbur Transit Center park and ride. The Southwest Corridor MAX light rail is planned along I-5 and would provide more convenient access to central Portland in the future. After voters declined to fund the new MAX line in 2020, the project was put on hold until funding can be identified. Major bus transit corridors are located north and south of the site.

## DISTRICT CONTEXT

The site is adjacent to PPS's attendance boundary to the west. Jackson Middle School, site of a future athletic hub, is located across I-5 to the southeast. Several city parks are located to the west of the site, and Smith is located 1.5 miles from Portland Parks and Recreation's Multnomah Arts Center to the east. Tualatin Hills Park and Recreation District's Garden Home Recreation Center is located to the west, outside the PPS attendance boundary. There are no PPS Early Childhood Education locations near

the site or on the west side of the Willamette River.

## ADJACENT USES

The Smith site is surrounded by residential neighborhoods. Commercial areas, services, and community uses are located closer to major roads like the I-5 corridor and Multnomah Blvd.

## LEGEND

- BUS LINE
- MAJOR ROAD
- FUTURE MAX LINE
- PARKS & SCHOOLS
- MIXED USE/ COMMERCIAL
- PLACE OF WORSHIP
- COMMUNITY USE





# MARSHALL HIGH SCHOOL

## ADDRESS

3905 SE 91ST AVE

## CONSTRUCTION DATE

1960 (PRIMARY)

## LEVELS

4

## BLDG AREA

273,646 SF

## SITE AREA

1,039,342 SF  
23.86 ACRES

## CLASSROOMS COUNT

74

## FUNCTIONAL CAPACITY

1,781 STUDENTS

## CLUSTER

MCDANIEL

## MODULAR BLDG

0

## ZONING

IR INSTITUTIONAL RESIDENTIAL LCU



## HISTORICAL SUMMARY

Marshall High School is located in the Lents neighborhood of southeast Portland. The campus includes only the main school building. The three-story building is largely devoid of architectural embellishments, but the internal functions of the school, such as the stair Wells-Barnett, hallways, library, auditorium, and gymnasium are clearly communicated by the building's fenestration patterns, overall massing, and varying building heights. The building mixes an external skin of variegated tan-colored brick with expansive banks of plate glass windows that form the building's curtain walls. Cantilevered overhangs shade the windows on each floor on the west and south sides, while no eaves are present on the north and east sides. The interior follows a square-shaped corridor plan that provides access to all classrooms, the auditorium, cafeteria, and the gymnasium.

The square-shaped property extends northward to gain access to SE 91st Avenue. Development in the

surrounding area consists primarily of single-family residences built between 1945 and 1970 as well as large-scale retail with the presence of large "big box" stores situated to the west at Eastport Plaza.

Despite the retention of its historical integrity, Marshall High School does not appear to be eligible for the National Register of Historic Places.

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » This facility utilized several air handling units, supply fans, and exhaust fans for heating and ventilation; most of which were original to building construction in 1960. All fans and their associated ductwork were observed to have exceeded their design life.
- » While the boilers were observed to have updated controls and burners, their storage tanks and the remainder of the heating hot water system (expansion tanks, backflow preventers, piping, etc.)

## SITE SUMMARIES

### DEMOGRAPHIC CONTEXT

The Marshall site is located in Census Tract 83.01, bordered by six other census tracts and located at the eastern edge of the PPS attendance boundary. In this area of the district, enrollment is projected to fall by 10% over the next 15 years, making it an area with one of the largest projected reductions in enrollment.

The Marshall site is located in an area with the highest concentration of BIPOC populations of all the alternative use sites studied; between 45% and 75% of residents in the Marshall site census tract and the tract to the east identify as BIPOC. Just to the west of the site, more than 45% of residents are cost burdened, and other surrounding residents are between 30% and 45% cost burdened.

Child poverty is also high in the immediate vicinity of the site--between 30% and 74% of children are living below the poverty level in the site census tract. The demographics of this area are consistent with patterns of displacement from rapidly gentrifying neighborhoods to the west, where more diverse populations have lost a foothold, with some seeking affordability further east.

### Credit

U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.

- had exceeded its design life.
- » Many water coolers throughout the facility had not been approved for water consumption due to potential lead hazards.
- » All plumbing fixtures and domestic water distribution equipment was observed to have exceeded their design lives.

### Fire Protection

- » The fire riser located in room B-65 and its associated sprinklers appeared to be original to building construction in 1960 and had exceeded their design life.

### Electrical

- » Seventy-one of the 89 panels identified on site as well as two switchgears and six interior distribution transformers were observed to have all exceeded their intended design lives.
- » All lighting throughout the facility was observed to have exceeded its intended design life.

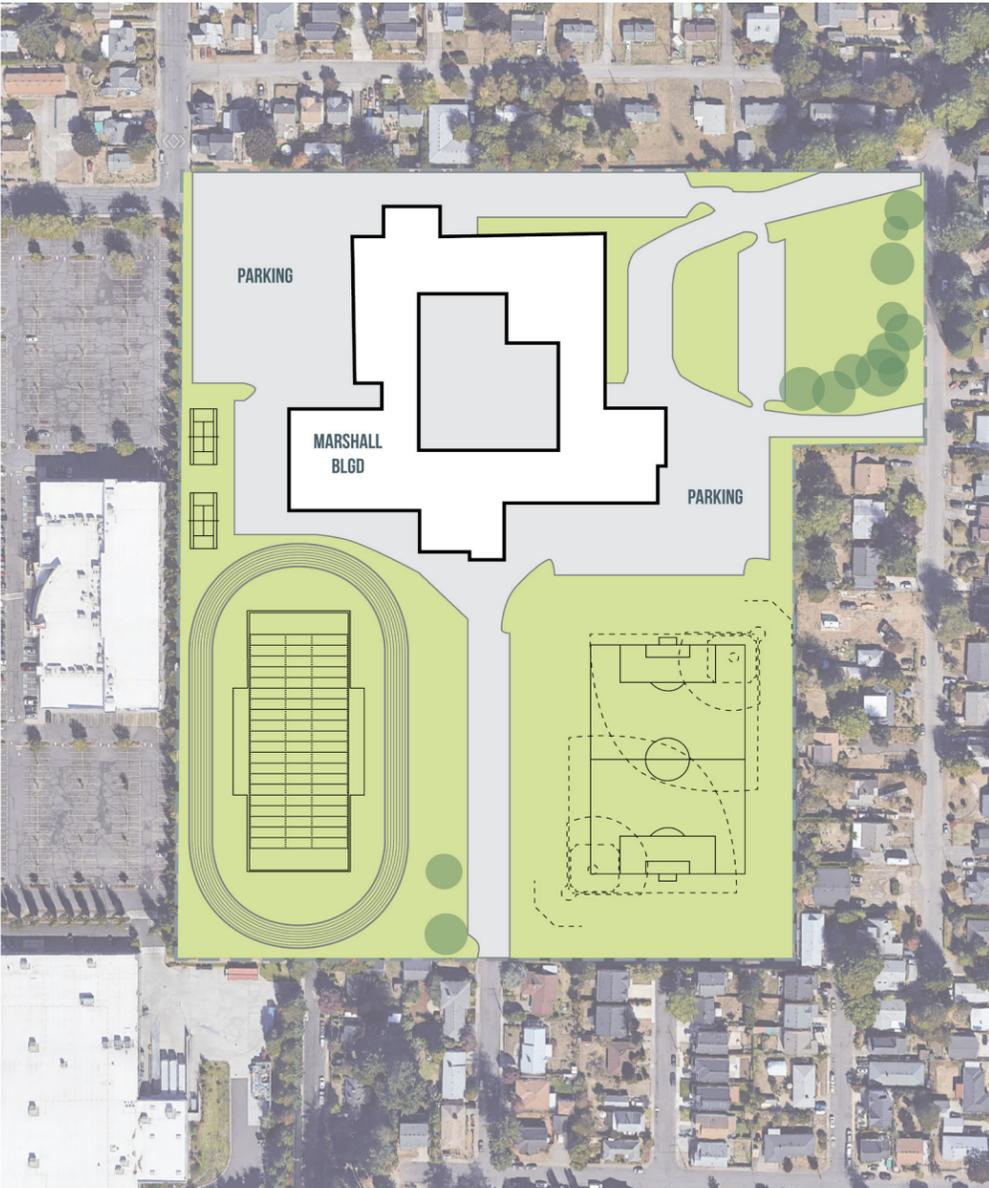
### Arch/Struct/Site

- » The exterior enclosure (section of glazed curtain wall, aluminum windows and exterior doors) were observed to be aged and degraded.
- » The roof access hatch was observed to be aged and degraded.
- » The interior floor finishes (including wood stage floor in auditorium), toilet partitions, lockers, and auditorium seating observed to be aged and degraded.

# MARSHALL SITE STUDY

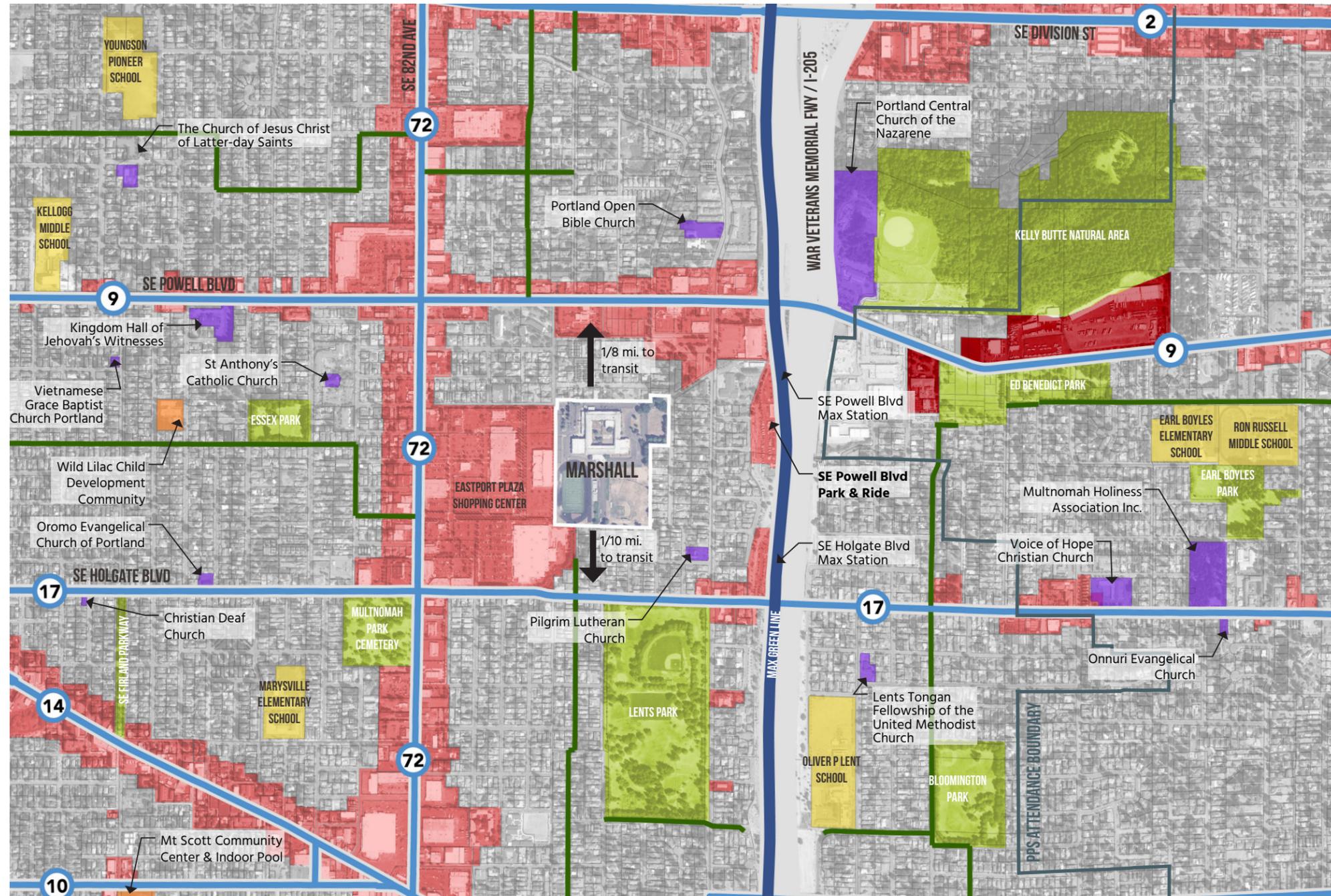


Existing Site



Proposed Athletics Programming

# MARSHALL SITE PHYSICAL CONTEXT



## TRANSPORTATION ACCESS

The Marshall site is located in the Lents neighborhood of Southeast Portland. The site sits between SE Powell Blvd (a Major City Traffic Street) and SE Holgate Blvd (Neighborhood Collector) as primary east-west road corridors and I-205 and SE 82nd Avenue as major north-south travel corridors. The MAX Green Line light rail runs adjacent to I-205, with two stops within a 5-minute walk of the site, at SE Powell and SE Holgate, providing convenient access to central Portland and other East Portland neighborhoods. Major bus transit corridors are located along SE Powell and SE Holgate with stops within a quarter mile walk of the site.

## DISTRICT CONTEXT

The PPS attendance boundary runs to the east of I-205, where David Douglas School District is adjacent. Two Title I schools, Marysville and Lent (which is also an Early Childhood facility), are located to the south, and Kellogg and Youngson Pioneer School are located to the northwest. Marshall is located within a 5-minute walk from Lents Park with its baseball stadium and soccer field. Three parks east of I-205: Kelly Butte, Ed Benedict and Bloomington parks.

## ADJACENT USES

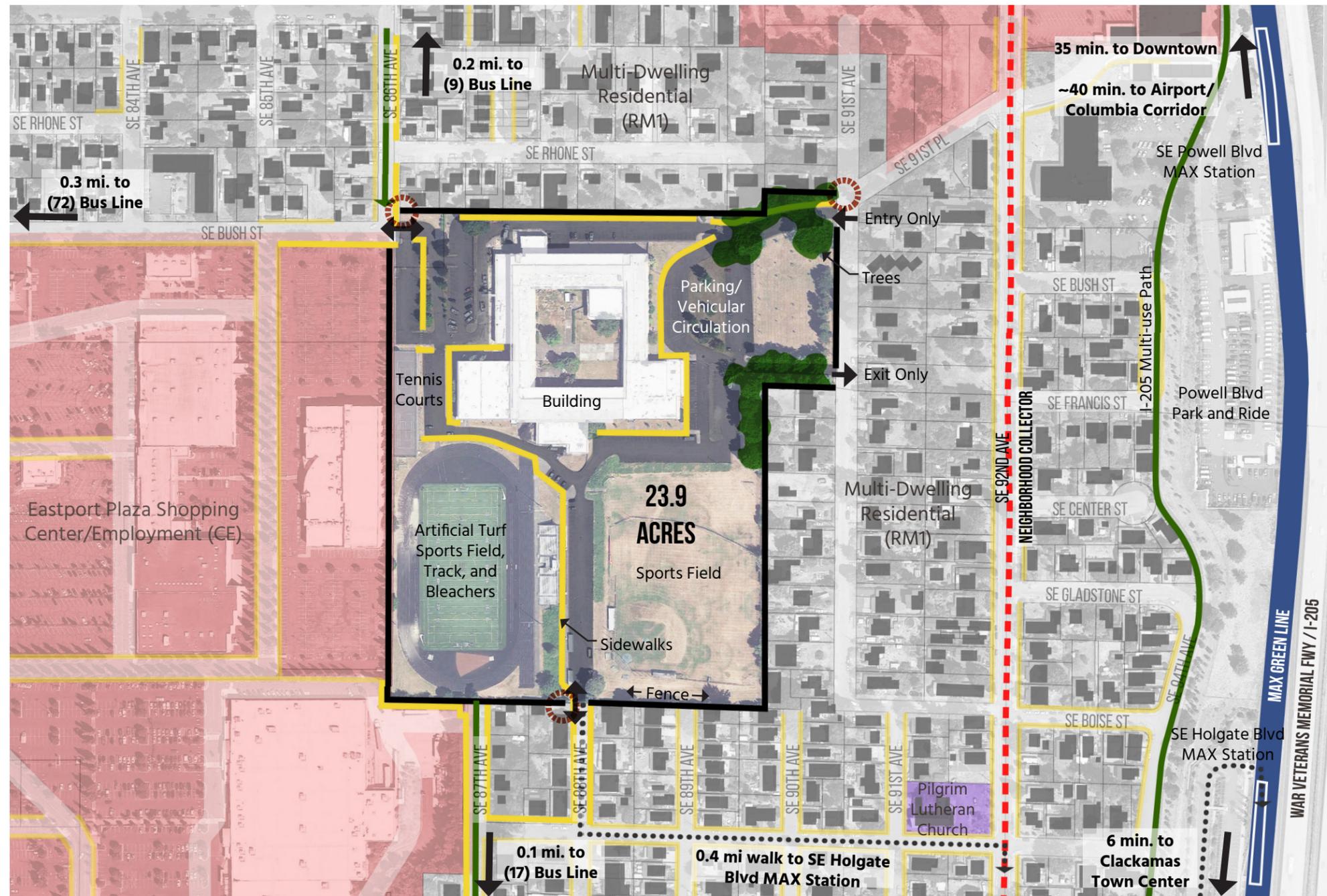
The Marshall site is surrounded by residential neighborhoods to the north and south east with a mix of housing types. The large Eastport Plaza retail center adjoins the site to the west and smaller commercial pockets are located along SE Powell Blvd.

### LEGEND

- BUS LINE
- NEIGHBORHOOD GREENWAY
- MAJOR ROAD
- EXISTING MAX LINE
- PARKS
- EMPLOYMENT
- MIXED USE/COMMERCIAL
- PLACE OF WORSHIP
- COMMUNITY USE
- SCHOOLS



# MARSHALL SITE ANALYSIS



## SITE ANALYSIS

The Marshall site is surrounded by multi-dwelling zoning (RM1) to the east, north and south and commercial zoning on the Eastport Plaza center to the west. The existing 220,000 gsf building is in fair condition. The building is ringed by 4 acres of surface parking lots, and sports fields are located south of the building, flanking the main entry drive extending north from SE 88th Ave. Existing vehicular access enters on this main drive as well as into parking lots at the northeast and northwest corners of the site. Most surrounding roads have sidewalks, except for SE 91st Avenue. There are three main pedestrian access points to the site. A City Bikeway traverses the site north-south, and the I-205 multi-use path is located 2 blocks west. The site is flat. Some mature trees are located east of the building.

## POTENTIAL SITE SUITABILITY

Program capital forecasts identified the need for district-wide athletic and CTE hubs at this location. The site's topography, existing fields, and building capacity support these uses, and its robust transit access makes it a logical location for a district hub.

### LEGEND

- BUS LINE
  - NEIGHBORHOOD COLLECTOR
  - CITY BIKEWAY
  - SIDEWALK
  - FENCE
  - VEHICULAR ACCESS
  - PEDESTRIAN SITE ACCESS
- 0 50' 100' 200'

# KENTON SCHOOL

## ADDRESS

7528 N FENWICK AVE

## CONSTRUCTION DATE

1913 (PRIMARY)

## LEVELS

3

## BLDG AREA

66,599 SF

## SITE AREA

172,498 SF  
3.96 ACRES

## CLASSROOMS COUNT

18

## FUNCTIONAL CAPACITY

NA

## CLUSTER

JEFFERSON\*

## MODULAR BLDG

3

## ZONING

R1 RESIDENTIAL 1,000 CU



## HISTORICAL SUMMARY

Kenton School is situated in the Kenton neighborhood of North Portland. The campus occupies a 4 acre, rectangular parcel on the north side of Lombard Avenue. Development in the surrounding area consists primarily of single family residences built between 1900-1950. More recent development includes multi-family buildings and commercial businesses are located on the arterial streets within the vicinity of the school particularly on the south side of Lombard and along Interstate Avenue to the east. The campus consists of a primary rectangular-shaped building with an attached gymnasium and auditorium and three portables located at the south side of the property.

In comparison with other Portland schools during the same period and constructed of similar styles, the building retains a high degree of integrity and is therefore eligible for the National Register of Historic Places under Criterion A as an example of school planning and the use of the extensible school type to

accommodate the rapidly expanding population of Portland. The school is significant as an extensible school building type and is significant under Criterion C. While the building is notable for its Mediterranean Revival style terra cotta detailing, superior examples of the style are found in other schools such as at Irvington.

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their typical design lives. A portion of the domestic water distribution had been replaced; however, many of the existing plumbing fixtures were noted to have lead present in the system and the water is not safe for consumption. The water heater was recently replaced, but most of the other domestic water distribution equipment has exceeded its typical design life and should be replaced.
- » The vast majority of the heating equipment, air handlers, exhaust fans, and associated equipment

had exceeded their typical design lives. Heating equipment and exhaust fans serving the auto shop and work shop areas did not have any major deficiencies.

## Fire Protection

## DEMOGRAPHIC CONTEXT

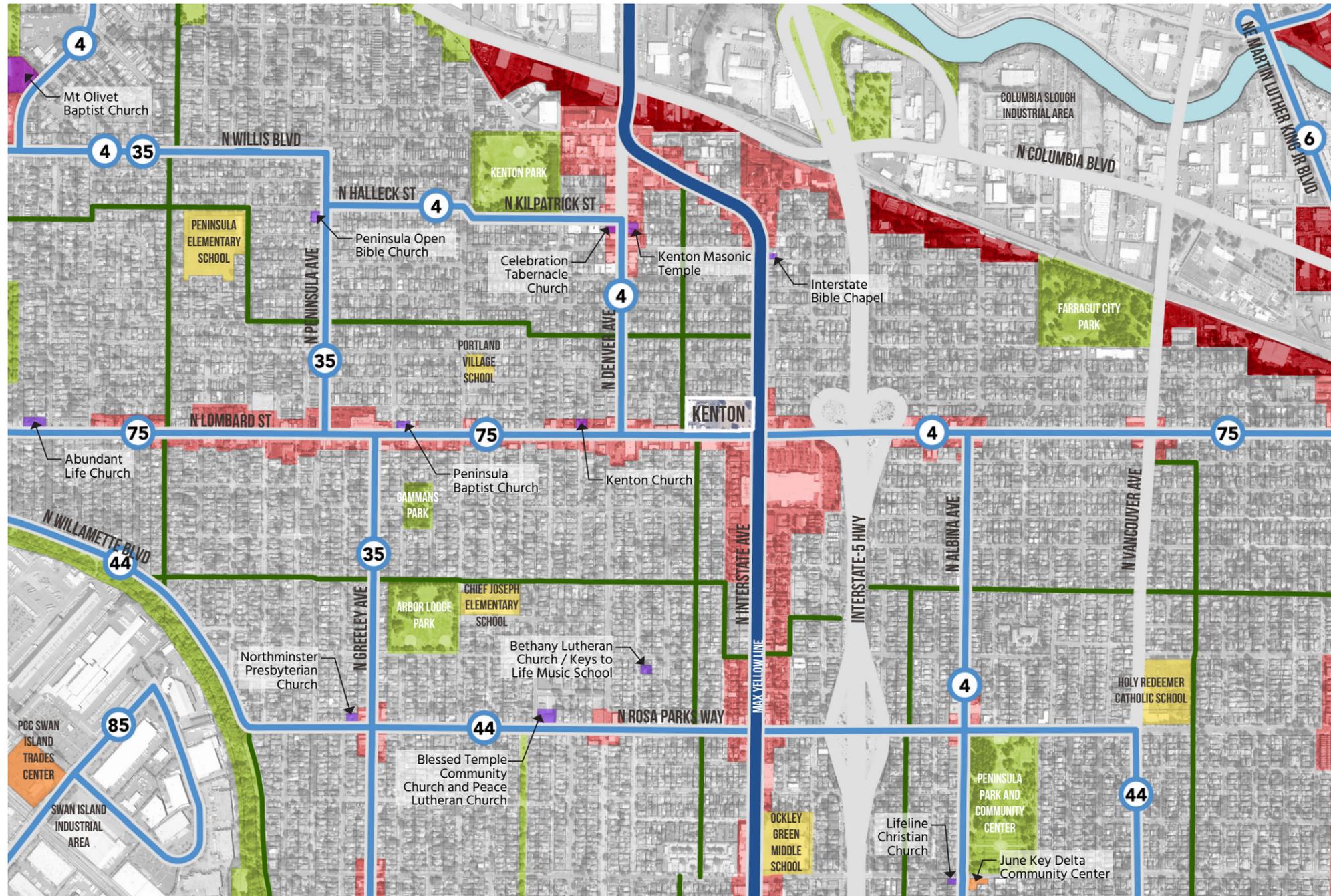
The Kenton site is located in Census Tract 38.01, bordered by four adjacent census tracts. In this area of the district, enrollment is projected to rise by 3% over the next 15 years.

Of the population of the Kenton site census tract, between 25% and 35% identify as BIPOC, about one third of households are cost burdened, and between 7% and 15% of children are experiencing poverty. The census tracts to the east and north are more racially diverse (35% to 45% of the population identifying as BIPOC), and include a higher percentage of households experiencing cost burden (up to 45%). Childhood poverty is more pronounced in the outer reaches of the site's context along the Columbia corridor and toward St. Johns as well as further east and south.

### Credit

U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.

# KENTON SITE PHYSICAL CONTEXT



## TRANSPORTATION ACCESS

The Kenton site is located in the Kenton neighborhood of North Portland. The site is located on N Lombard St, a District Collector that extends west to St Johns. N Interstate Avenue is a Neighborhood Collector running north-south on the east edge of the site. Interstate 5 provides regional vehicular access 3 blocks to the east on Lombard. The MAX Yellow Line light rail runs along Interstate Ave, providing convenient access to central Portland and employment areas to the south of Portland. N Lombard is a major bus corridor. A Neighborhood Greenway bike route runs along the west edge of the site on N Fenwick Ave., with an additional east-west route on N Terry St north of the site.

## DISTRICT CONTEXT

The site is within PPS's attendance boundary. Peninsula Elementary School is the closest PPS facility. Kenton Park and Farragut Park are large neighborhood park facilities within 1 mile of the site. The Kenton site was leased until this year by De La Salle HS, who have vacated the building and moved to St Charles Church on NE 42nd Ave.

## ADJACENT USES

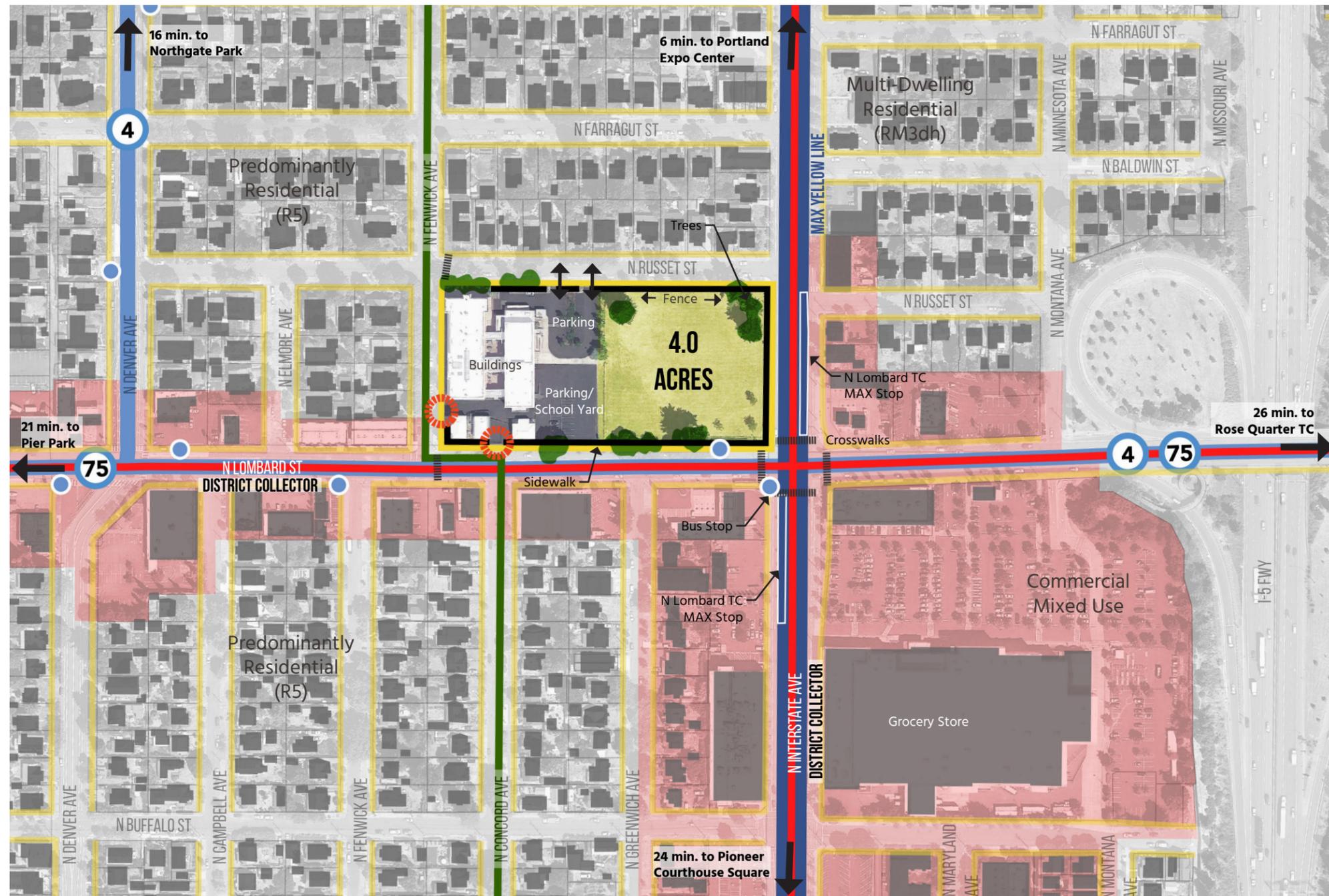
The Kenton site is located within a bustling hub of transit waiting areas, large commercial uses including a grocery store, and smaller commercial along N Lombard St. There are few community uses or places of worship surrounding the site.

### LEGEND

-  BUS LINE
-  NEIGHBORHOOD GREENWAY
-  MAJOR ROAD
-  EXISTING MAX LINE
-  PARKS
-  EMPLOYMENT
-  MIXED USE/COMMERCIAL
-  PLACE OF WORSHIP
-  COMMUNITY USE
-  SCHOOLS



# KENTON SITE ANALYSIS



## SITE ANALYSIS

The Kenton site is surrounded to the north and west by predominantly single-family homes, within R5 zoning. N Interstate and N Lombard St are District Collectors. All surrounding streets have sidewalks, and there are pedestrian access points to the site on the north, west and south sides of the site. There are 5 buildings on the site, including a large original 2-story structure built in 1913, with an adjacent gymnasium. Three small classroom portables are located along N Lombard. A paved school yard and two parking lots accessed from N Lombard and N Russet lie to the east of the existing buildings and a large grassy sportsfield occupies the eastern half of the flat site. Some mature conifers line the southern edge of this field.

## POTENTIAL SITE SUITABILITY

While athletics program need in North Portland is high, the site capacity is limited for athletic fields. Early childhood may not be compatible with the surrounding levels of traffic, but a small new facility could be accommodated along N Russet St. If the existing historic building was updated and preserved, this site could be repurposed as a future arts magnet school with the addition of a new theater and central storage area for

VAPA materials.

### LEGEND

- BUS LINE
  - DISTRICT COLLECTOR
  - CITY BIKEWAY
  - EXISTING MAX LINE
  - MAX STOP
  - BUS STOP
  - SIDEWALK
  - FENCE
  - VEHICULAR ACCESS
-

# MEEK PROF TECH SCHOOL

## ADDRESS

4039 NE ALBERTA CT

## CONSTRUCTION DATE

1953 (PRIMARY)

## LEVELS

1

## BLDG AREA

35,945 SF

## SITE AREA

234,353 SF

5.38 ACRES

## CLASSROOMS COUNT

16

## FUNCTIONAL CAPACITY

441 STUDENTS

## CLUSTER

MCDANIEL

## MODULAR BLDG

0

## ZONING

R5 RESIDENTIAL 5,000 CU



## HISTORICAL SUMMARY

Originally the Alberta Court (Meek) Elementary School when it was constructed in 1953, this Modernist Vernacular style building is situated on a grass and asphalt-covered campus. Clad in red brick, the wood frame structure sits on a poured concrete foundation. The single story building is covered by flat and slightly pitched roofs. The L-shaped plan houses classrooms, a cafetorium, a library, a music room, and an administrative office. Situated in a primarily residential neighborhood in Northeast Portland, the Meek Professional Technical High School was originally constructed in 1953, as the Alberta Court (Meek) Elementary School. The playground, play shed, and playfields are located directly north and northwest of the school. The parking area is located directly west of the building.

The school was built in response to the residential development in northeast Portland during the PPS program of post-war construction and is eligible for the NRHP under

Criterion A.

## FACILITY CONDITION SUMMARY

### Mechanical & Plumbing

- » The majority of the plumbing fixtures had exceeded their typical design lives. A portion of the domestic water distribution had been replaced; however, many of the existing plumbing fixtures were noted to have lead present in the system and the water is not safe for consumption. The water heater was recently replaced, but most of the other domestic water distribution equipment has exceeded its typical design life and should be replaced.
- » The vast majority of the heating equipment, air handlers, exhaust fans, and associated equipment had exceeded their typical design lives. Heating equipment and exhaust fans serving the auto shop and work shop areas did not have any major deficiencies.

### Fire Protection

- » The building was observed to have a wet-pipe sprinkler system providing coverage of approximately 25% of the overall building. The piping and sprinkler heads were estimated to be original to the building and had exceeded their typical design life.
- » An addressable fire alarm system headend (Silent Knight 5208) and associated detection and signal devices were installed in 2004.

### Electrical

- » The building's main electrical switchboard was upgraded in 1998; however, the majority of the panelboards had exceeded their typical design lives. This did not include three panelboards added in 1997 and two more added in 2004 as part of various upgrades.

### Arch/Struct/Site

- » The roof hatch had exceeded typical design life. The roof hatch had weak springs, aged hardware and missing seals.
- » The remaining exterior architectural components are planned for future assessment.

## DEMOGRAPHIC CONTEXT

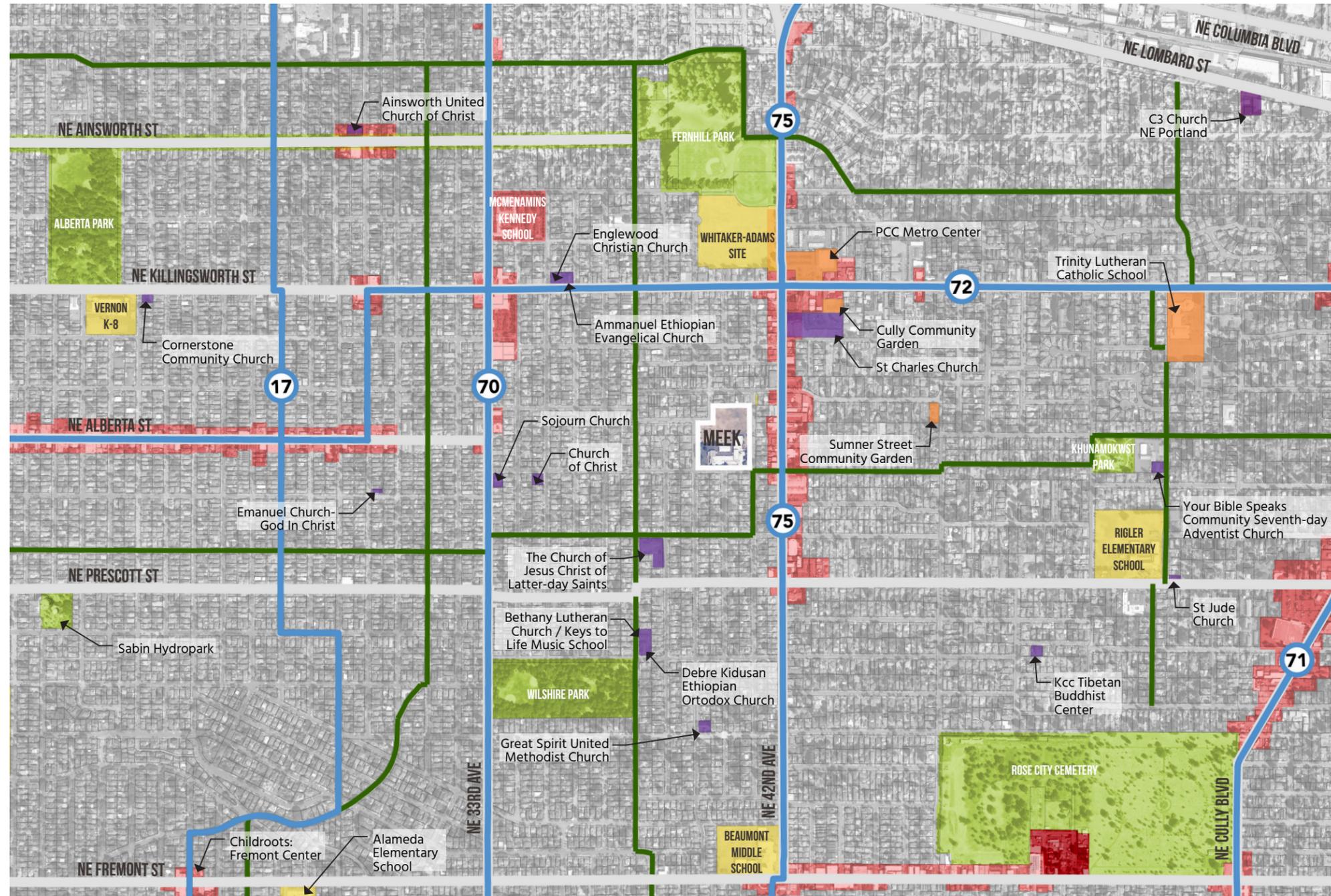
The Meek site is located in Census Tract 30, surrounded by five other census tracts. Enrollment is projected to increase by 6% over the next 15 years in this area of the district.

While the site's census tract contains relatively lower child poverty rates and housing cost burdened families, it is important to note that just east of the site, across NE 42nd Ave, the census tracts are significantly more diverse (between 45% to 75% identifying as BIPOC), more cost-burdened (between 35% to 45% of households), and experiencing higher rates of childhood poverty (between 30% and 74% of households). This pattern is consistent with recent gentrification and displacement pushing eastward in this area of Portland. It also overlaps with strong efforts by local community organizations to fight displacement by building affordable housing units in the Cully neighborhood on the east side of NE 42nd Ave.

### Credit

U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.

# MEEK SITE PHYSICAL CONTEXT



## TRANSPORTATION ACCESS

The Meek site is located in the Concordia neighborhood of NE Portland. The site is easily accessible by multiple modes of transportation. Major nearby road corridors include NE Killingsworth, a District Collector, and NE Prescott St, a Neighborhood Collector. NE 42nd Avenue (Neighborhood Collector) is a commercially-oriented corridor one block to the east. Bus transit serves NE Killingsworth and NE 42nd. A Major City Bikeway/Neighborhood Greenway runs north-south within 2 blocks of the site's west edge on NE 37th and another runs east-west and touches the site's southeast edge, making the site easily accessible by bike and on foot from surrounding neighborhoods.

## DISTRICT CONTEXT

Meek is a Title I CSI school currently being used as a campus for Alliance High School CTE programs. Rigler ES is 1/2-mile to the east along Prescott, Beaumont MS (a Title I, TSI school) is south along NE 42nd, and the vacant Whitaker-Adams site is north on NE 42nd, south of Fernhill Park.

## ADJACENT USES

The Meek site is surrounded by residential neighborhoods.

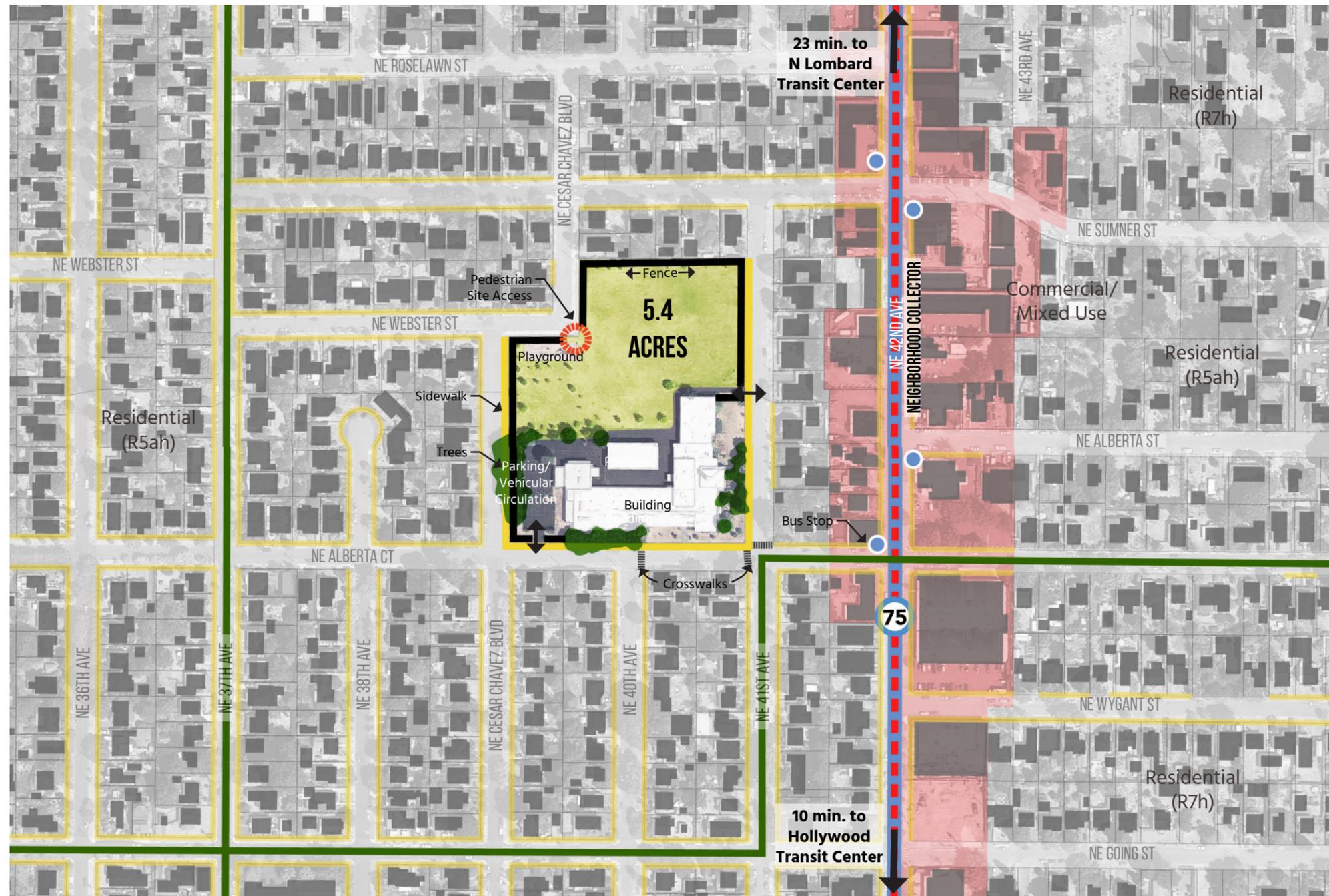
Commercial areas, services, and community uses are located nearby, along NE 42nd Avenue, with a node of activity at the corner of NE Killingsworth, including PCC's Metro Center, which will include space for community organizations and affordable housing managed by Home Forward.

### LEGEND

- BUS LINE
- NEIGHBORHOOD GREENWAY
- MAJOR ROAD
- PARKS
- MIXED USE/ COMMERCIAL
- EMPLOYMENT
- PLACE OF WORSHIP
- COMMUNITY USE
- SCHOOLS



# MEEK SITE ANALYSIS



## SITE ANALYSIS

The site is surrounded by residential blocks, primarily single-family detached homes. The surrounding sidewalk network is incomplete, with notable gaps on NE 41st Avenue and NE Cesar Chavez, as well as the south side of NE Alberta Court. The sidewalk network is lacking east of NE 42nd Ave. There are pedestrian access points to the site from the south and NW. The existing school building has a footprint of around 37,000 gsf. A fenced grassy school yard and playground occupies the northern half of the site, including a covered play area immediately north of the school building. Existing vehicular access enters a small parking lot at the southwest corner of the site. The site is flat.

## POTENTIAL SITE SUITABILITY

The building could be renovated or replaced to house a variety of PPS programs. For example, the site could be repurposed as a STEAM facility for nearby Beaumont MS. Its quiet but well-connected location could make it a good site for VAPA or other specialized uses. Its proximity to more affordable and diverse residential areas and its existing outdoor play area could also make it a candidate for early childhood services depending

on local demand and potential partnerships.

### LEGEND

- BUS LINE
  - NEIGHBORHOOD COLLECTOR
  - CITY BIKEWAY
  - BUS STOP
  - SIDEWALK
  - FENCE
  - VEHICULAR ACCESS
  - PEDESTRIAN SITE ACCESS
-

# WHITAKER - ADAMS VACANT SITE

## ADDRESS

5700 NE CESAR E CHAVEZ BLVD

## CONSTRUCTION DATE

NA

## LEVELS

NA

## BLDG AREA

NA

## SITE AREA

437,778 SF  
10.05 ACRES

## CLASSROOMS COUNT

NA

## FUNCTIONAL CAPACITY

NA

## CLUSTER

NA

## MODULAR BLDG

NA

## ZONING

CM2 COMMERCIAL MIXED USE 2  
R5 RESIDENTIAL 5,000 CU



## HISTORIC SUMMARY

First a high school and later, in 1983, a middle school, the Whitaker-Adams site has been vacant since 2007 following the discovery of radon and black mold in the existing school.

## DEMOGRAPHIC CONTEXT

The Whitaker-Adams site is located in Census Tract 36.03, bordered by six adjacent census tracts. In this cluster, enrollment is projected to fall by 10% over the next 15 years.

For site census tract, 25% to 35% identify as BIPOC, between 35% and 45% of households are cost-burdened, and between 7% and 15% of children are experiencing poverty.

The census tracts to the east of Whitaker-Adams are more racially diverse (between 45% and 75% of the population identifying as BIPOC). Childhood poverty is also more prevalent to the east, with between 30% and 74% of children under the poverty line.

## Credit

U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.

## EDUCATIONAL PROGRAM FORECAST

Whitaker-Adam is one of three athletics hubs identified by athletics program leadership. As a shared resource across several schools, hubs are a viable path toward expanding existing athletics programming for smaller sites and alleviating schedule constraints regionally.

Most schools do not have enough land area for multiple fields, seating, and lighting. Only one high school site supports comprehensive athletics programming: McDaniel; even McDaniel presents scheduling challenges for a three-tiered athletics schedule.

If developed into an athletics hub, Whitaker-Adams would

serve programs at Roosevelt, Grant, Jefferson, and McDaniel by providing:

- » Football field with artificial turf
- » Two soccer fields with artificial turf
- » Three baseball/softball fields
- » Bleacher seating around baseball/softball fields
- » 4 basketball courts
- » 6-lane olympic sized pool
- » Storage and support buildings

**Note:** Confirm middle school system capacity in the area before planning for this site (Ref: Board Resolution 3195).

# WHITAKER-ADAMS SITE STUDY

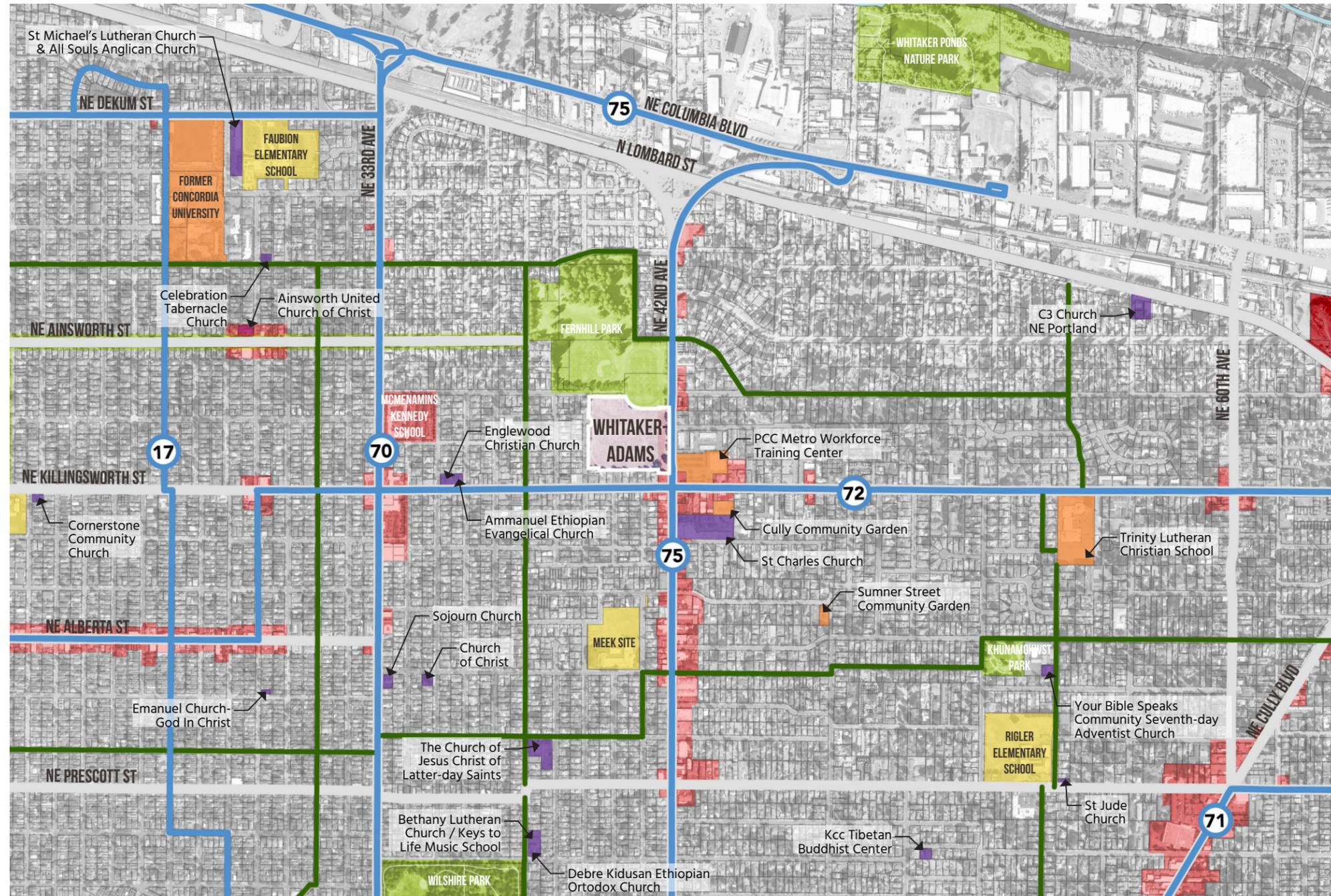


Existing Site



Proposed Athletics Programming

# WHITAKER-ADAMS SITE PHYSICAL CONTEXT



## TRANSPORTATION ACCESS

The Whitaker-Adams site is located in the Concordia neighborhood of Northeast Portland. The east edge of the site faces NE 42nd Ave, a Neighborhood Collector on which the 75 bus line operates. The 70 bus line on NE 33rd Ave is a 1/4 mile walk to the west. NE Killingsworth, a District Collector, is located a half-block to the south of the site. A Major City Bikeway/Neighborhood Greenway runs north-south within 2 blocks of the site's west edge on NE 37th.

## DISTRICT CONTEXT

Faubion K-8, and an Early Childhood facility, is a 1.2 mile walk to the northwest, the Meek site (currently Alliance HS) is a 1/2 mile walk directly south, and Rigler ES is a 1.3 mile walk southeast.

## ADJACENT USES

The site shares its north edge with Fernhill Park, with multiple existing sports fields that PPS already utilizes. PCC Metro Center is directly to the east, across NE 42nd Ave., with the Cully Community Garden located across the street. Commercial uses line NE 42nd Avenue. A residential neighborhood (zoned R5ah) north of Fernhill Park separates the site from

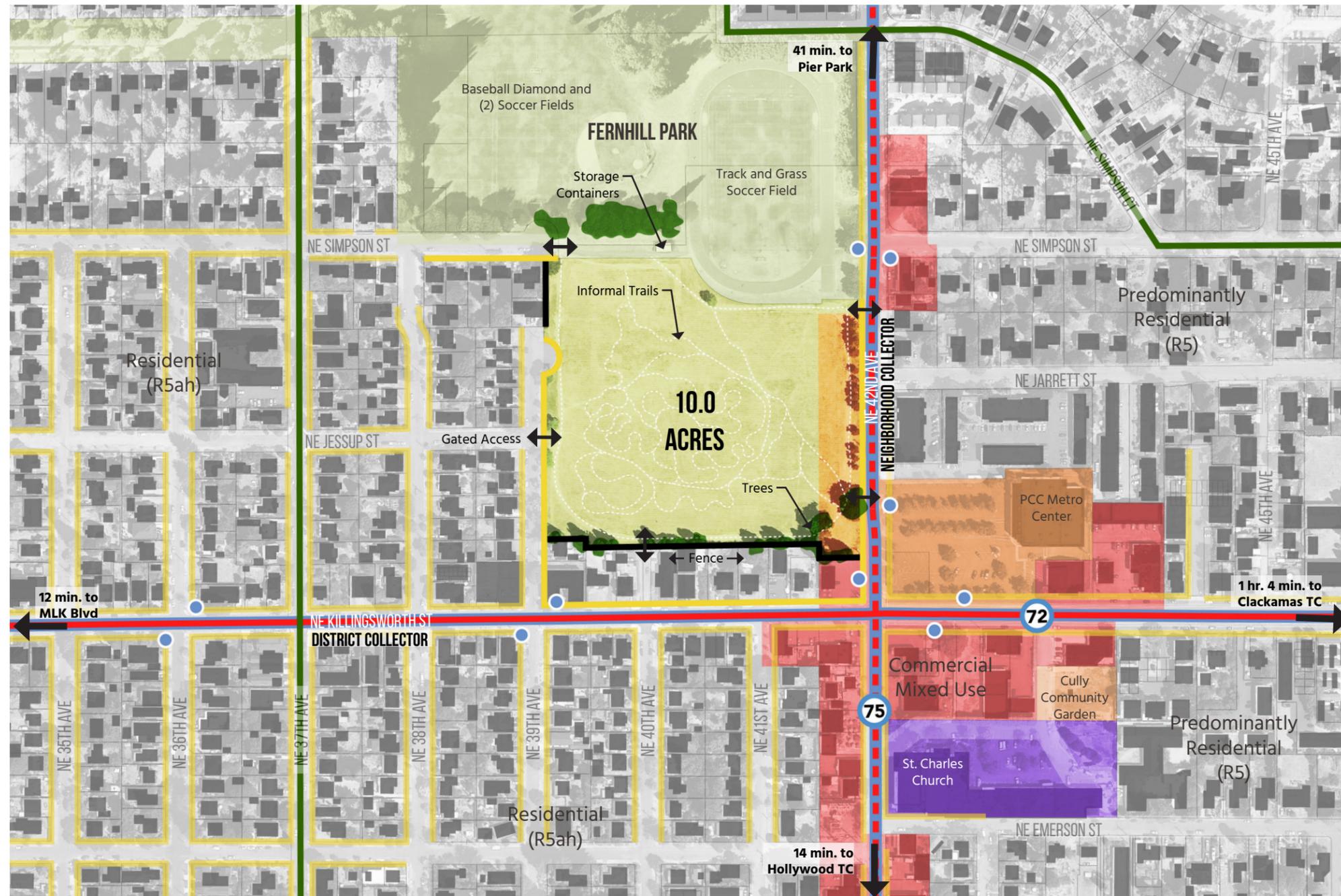
the Columbia Blvd industrial corridor.

### LEGEND

- BUS LINE
- NEIGHBORHOOD GREENWAY
- MAJOR ROAD
- EXISTING MAX LINE
- PARKS
- EMPLOYMENT
- MIXED USE/ COMMERCIAL
- PLACE OF WORSHIP
- COMMUNITY USE
- SCHOOLS



# WHITAKER-ADAMS SITE ANALYSIS



## SITE ANALYSIS

The 10-acre site is located adjacent to Fernhill Park to the north. It is treated as an informal park by a range of users, including cyclists that have created a network of trails. Four saplings have been recently planted at the top of the hill. The site slopes gently downhill from south to north. The site is separated from NE Killingsworth St to the south by a half-block of housing (zoned RM1h); backyards face the site at this edge.

Most surrounding streets have sidewalks, providing safe access to the site from NE Simpson, NE Jessup, NE 42nd and NE 40th. No parking currently exists on the site, but surrounding streets include on-street parking. NE 42nd Ave is a Neighborhood Collector and may require upgrades with major redevelopment.

## LEGEND

- BUS LINE
- DISTRICT COLLECTOR
- NEIGHBORHOOD COLLECTOR
- CITY BIKEWAY
- BUS STOP
- SIDEWALK
- FENCE
- VEHICULAR ACCESS
-

# HOLLADAY ANNEX

## ADDRESS

7100 SE DIVISION ST

## CONSTRUCTION DATE

1961 (PRIMARY)

## LEVELS

2

## BLDG AREA

29,800 SF

## SITE AREA

93,218 SF  
2.14 ACRES

## CLASSROOMS COUNT

4

## FUNCTIONAL CAPACITY

75 STUDENTS

## CLUSTER

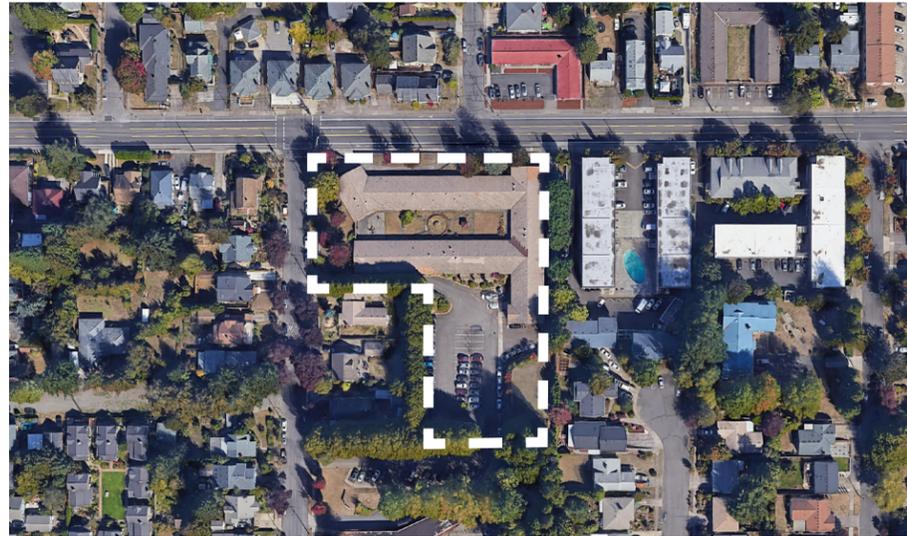
FRANKLIN

## MODULAR BLDG

0

## ZONING

R2 RESIDENTIAL 2,000 CU



## DEMOGRAPHIC CONTEXT

Release.

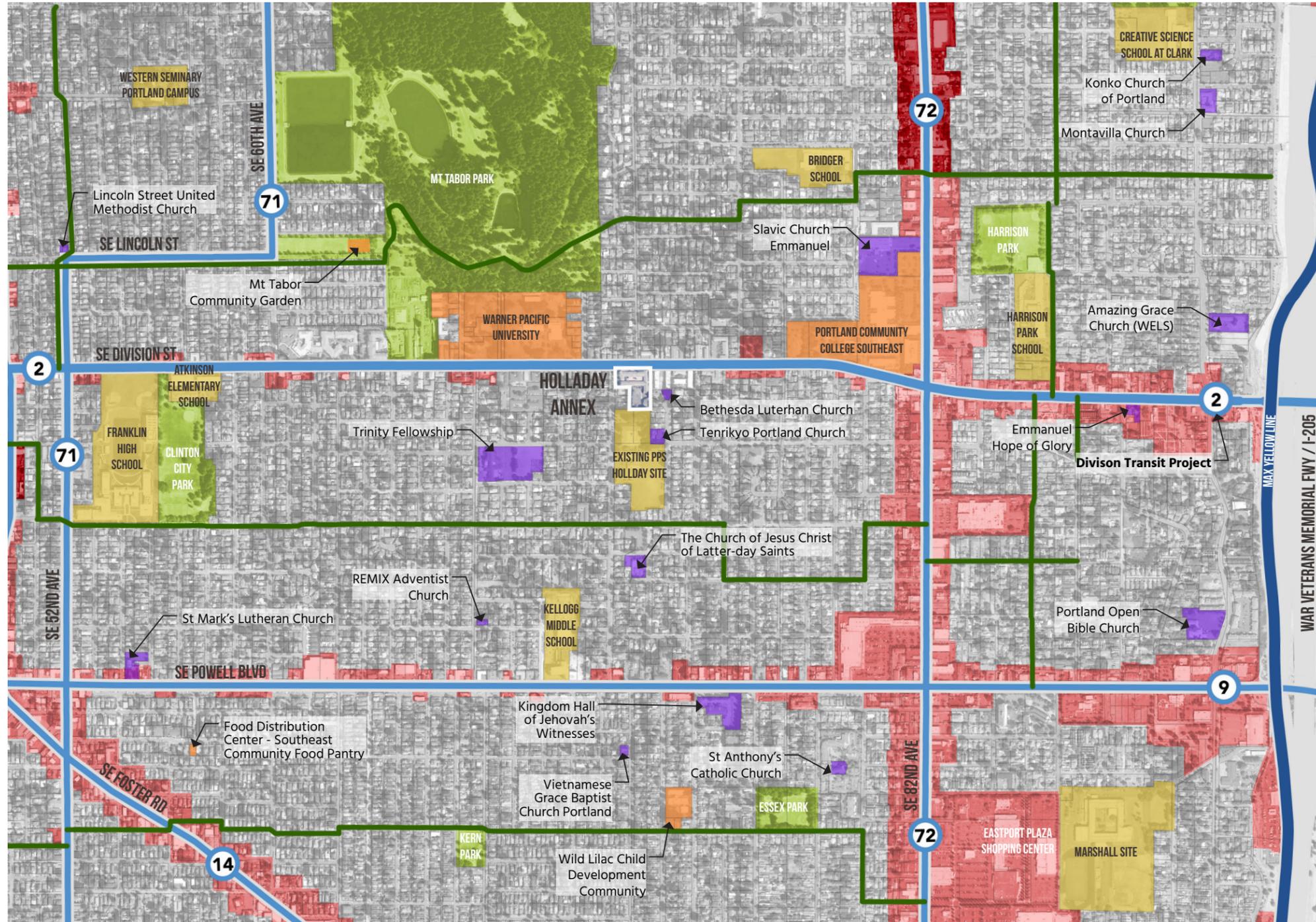
The Holladay Annex site is located in Census Tract 7.01, bordered by five adjacent census tracts. PPS's attendance boundary runs to the east of the site's adjacent census tract. In this area of the district, enrollment is projected to fall by 5% over the next 15 years.

Of the population of the Holladay Annex site census tract, between 25% and 35% identify as BIPOC, between 25% and 30% of households are cost-burdened, and between 3% and 7% of children are experiencing poverty. The census tracts east of the site are more racially diverse (between 45% and 75% of the population identifying as BIPOC), and include a higher percentage of households experiencing cost burden (more than 45% in some areas) and childhood poverty (between 30% and 74% just east of the site).

### Credit

U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019

# HOLLADAY ANNEX SITE PHYSICAL CONTEXT



## TRANSPORTATION ACCESS

The Holladay site is located in the South Tabor neighborhood of East Portland. The northern edge of the site faces directly onto SE Division St, a Neighborhood Collector where the Division Transit Project features frequent bus service. SE Powell Blvd, a primary east-west road corridor is a half-mile walk from the site. SE 82nd Ave is the major north-south road corridor that lies 0.65 miles to the east, with I-205 located a mile east of the site. A Neighborhood Greenway runs east-west along SE Woodward 1/4-mile to the south.

## DISTRICT CONTEXT

Holladay Annex is adjoined with the existing Youngson Pioneer School, an elementary special education program. The site is close to other PPS schools, including Kellogg MS, Atkinson ES, Franklin HS, Bridger School, and Harrison Park School. The Marshall site is 1.5 miles to the southeast, across SE 82nd Ave and south of SE Powell Blvd. Mt Tabor Park is a 0.4 mile walk to the northeast through the Warner Pacific University campus. PCC Southeast is also nearby, 1/3 of a mile to the east on the north side of SE Division St.

## ADJACENT USES

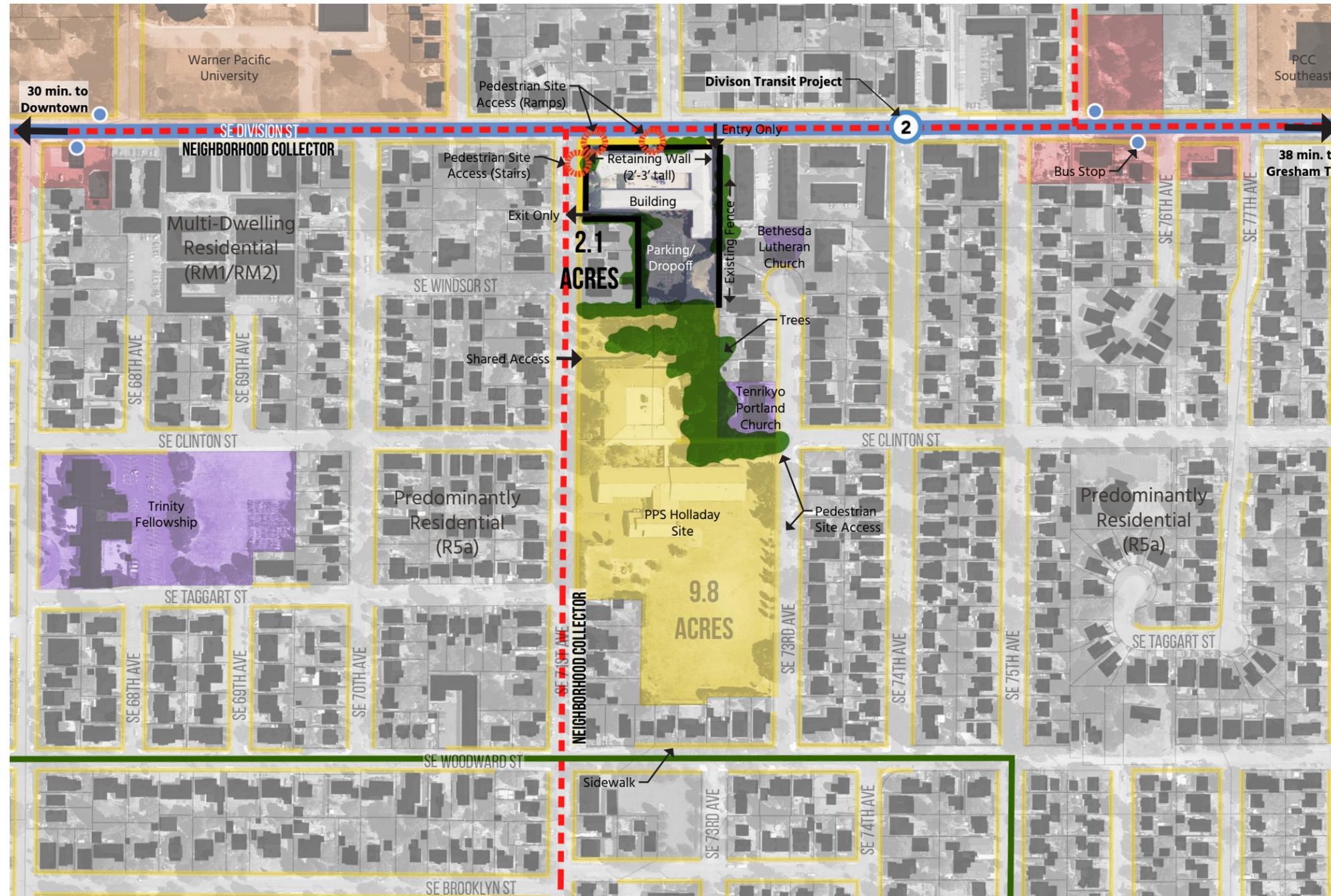
The site is located within a mosaic of different land uses, but surrounded predominantly by residential uses with a mix of housing types. SE 82nd Ave, SE Powell Blvd, and SE Division St are all nearby significant commercial/mixed use corridors. Several community uses (SE Community Food Pantry, Wild Lilac Child Development, Mt Tabor Community Garden) and places of worship are nearby.

### LEGEND

- BUS LINE
- NEIGHBORHOOD GREENWAY
- MAJOR ROAD
- EXISTING MAX LINE
- PARKS
- MIXED USE/COMMERCIAL
- PLACE OF WORSHIP
- COMMUNITY USE
- SCHOOLS



# HOLLADAY ANNEX SITE ANALYSIS



## SITE ANALYSIS

The Holladay Annex site is a 2.3 acre portion of the larger PPS Holladay site. Located on SE Division Street, it consists of a 30,000sf single-story building built in 1961 with a central courtyard and a surface parking lot on the south side of the site. The site is raised approximately 3' above the surrounding sidewalks on the west and northwest sides. Single family structures are adjacent to the west across SE 71st Ave, while a small apartment building flanks the eastern property line. SE Division St and SE 71st St are Neighborhood Collectors and may require street upgrades with major site redevelopment.

## POTENTIAL SITE SUITABILITY

The existing Youngson Pioneer School at the adjacent Holladay Campus has not identified on-site needs that the Annex site could meet. The site capacity is likely not sufficient for a large district hub for athletics, VAPA, or CTE; however, the Annex building has accommodated Kindergarten students in the past, and the site could be compatible as an Early Childhood site if retrofitted to provide adequate outdoor play space, drop-off, and parking.

## LEGEND

- BUS LINE
- NEIGHBORHOOD COLLECTOR
- BUS STOP
- SIDEWALK
- FENCE
- VEHICULAR ACCESS
- PEDESTRIAN SITE ACCESS
- 0 50' 100' 200'

