KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
PROGRAMMING REPORT

KELLOGG MIDDLE SCHOOL
6909 SE Powell Blvd.
Portland, OR 97206

Version B 11/20/17

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Project

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Part 1 - Executive Summary

1.1 Project Intent
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1.1 Project Intent

The purpose of this report is to present master planning and programming analysis for Kellogg Middle School, a new educational facility for Portland Public Schools (PPS). Oh planning + design, architecture (OHP+D) has collaborated with PPS on Education Specifications and building requirements, documenting key planning and design characteristics with Kellogg Middle School serving as a key model for future PPS middle grade buildings. This document will present the desired organization characteristics of PPS middle schools, the interrelationships of spaces, specific room requirements and square footages, and most importantly, represent the core educational values of PPS

Source Documentation

The following documents have been provided by the District, and have been utilized to guide the design process:

- 2017 Health, Safety and Modernization Bond
- $32 million construction budget per 2017 Health, Safety, and Modernization Bond
- 2015 PPS Middle School Educational Specifications
- PPS Design Guidelines & Standards
- Middle Grades Framework Draft Document (Dated 4/14/2017)
- PPS Long Range Facilities Plan
- Site Survey
- Geotechnical Engineering Report
- Phase II Environmental Site Assessment

Kellogg Middle School

Kellogg Middle School, built in 1917 and currently a vacant building for the last decade, will be demolished and rebuilt from the ground up to accommodate the growing population in Portland Public School District boundaries. Located on S.E. 69th and Powell Boulevard, Kellogg Middle School will act as a cornerstone for subsequent school building projects and renovations by head-starting innovative ideas and creating an overall building-as-education experience. Programming for Kellogg Middle School takes into consideration Leadership in Energy and Environmental Design (LEED) and sustainable design strategies such as solar energy, stormwater capture, and natural daylighting, and analyzes them with the newest educational curriculum trends such as collaborative, active learning environments, cutting-edge STEAM laboratories and exploratory programs, and multi-purpose interior and exterior spaces.

The overall goal of this new middle school building is to incorporate the programmatic and educational goals of PPS while meeting all current building codes to ensure the life, safety, and welfare of all students and faculty. The school will also engage with the local neighborhood and its residents, providing a framework that is student centered, culturally relevant, and intellectually, socially, and emotionally engaging. The building itself will contribute to the middle school curriculum, providing the most cutting-edge design solutions meant to support the Portland Public School system as it strives to lead in innovative course opportunities, modern technologies, and progressive community partnerships.

PPS Bond and Funding Allotment

The 2017 PPS Health, Safety & Modernization Bond has established a $32 Million dollar construction budget for the new Kellogg Middle School. After the successful bond campaign, PPS has worked with OHP+D to plan the best use of this dollar amount in regard to square footage and space allotment. This process has involved reconciling program areas by engaging internal stakeholders at PPS.

Per the programming efforts (see section 3 of this report), it has been determined that 100,412 square feet is the preferred size for the new Kellogg Middle School. It has been established that a $327.86/sf budget is in line with current market trends, and will be used as the target project cost.

Budget Alignment Next Steps

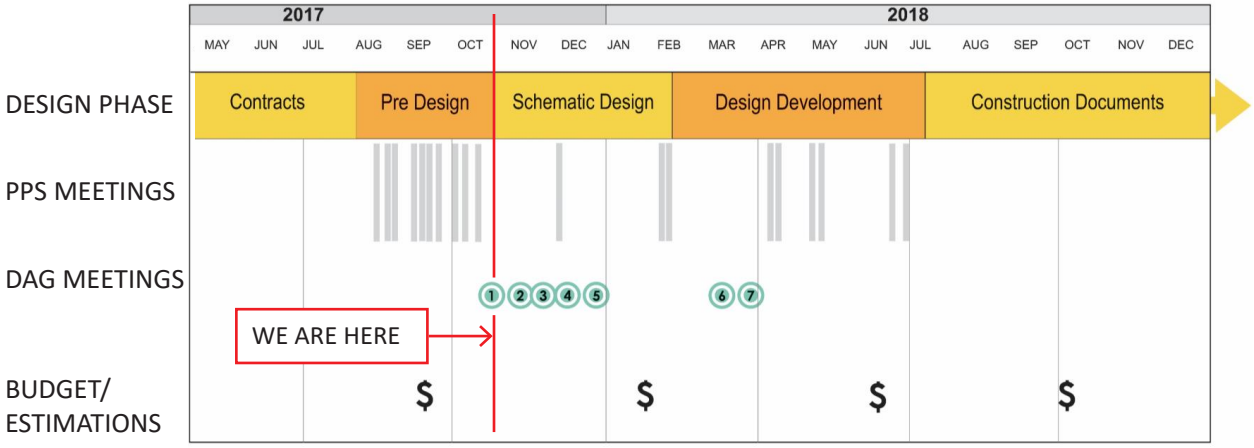
Based on the current market-rate of $327.86/SF for construction, and Kellogg Middle School Program area of 100,412 SF, the project is approximately $920,668 over budget. In order to align the project goals with the budget, some adjustments will need to be made to the program in order to reduce program space areas by approximately 3,300 SF. Options for reduced areas will be presented to internal and external stakeholders to determine the outcomes that best meet the programming needs.

The chart below compares the educational specifications square footage range to the 2017 bond budget and shows the square footage outcome of a building based on the current market-rate for construction.

Project Schedule

PPS MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS	PROJECT BUDGET	POSSIBLE OUTCOMES
School Square Footage Range		$/SF
100,412 SF	**$32,920,668**	**$327.86/sf**
Kellogg Space Program	**Program Estimate**	
Student Design Capacity: 675	Includes $500,000 offsite improvements $2,533,991 demolition costs $1,843,855 site improvements $28,042,822 building (279/sf) $2,766,657 estimating contingency	Schematic Design (SD) Goals - Reduce scope by $920,668 - Reduce building area (3,300 sf) *Example (980 sf computer lab)* - Provide deductive options at SD - Reduce demolition salvage

The schedule below indicates the current project progress. This programming report concludes the Pre Design phase. Budget alignment is scheduled at the end of all the major phase milestones and the midpoint of the Construction Documents phase. A detailed schedule is available upon request.



Internal Stakeholders

Internal stakeholder meetings have been organized with various District departments to gain an understanding of the District's needs, key components, and most valuable assets to the new Kellogg facility and the educational experience. OHP+D is in the process of working directly with consulting groups to take these design challenges and create tangible solutions.

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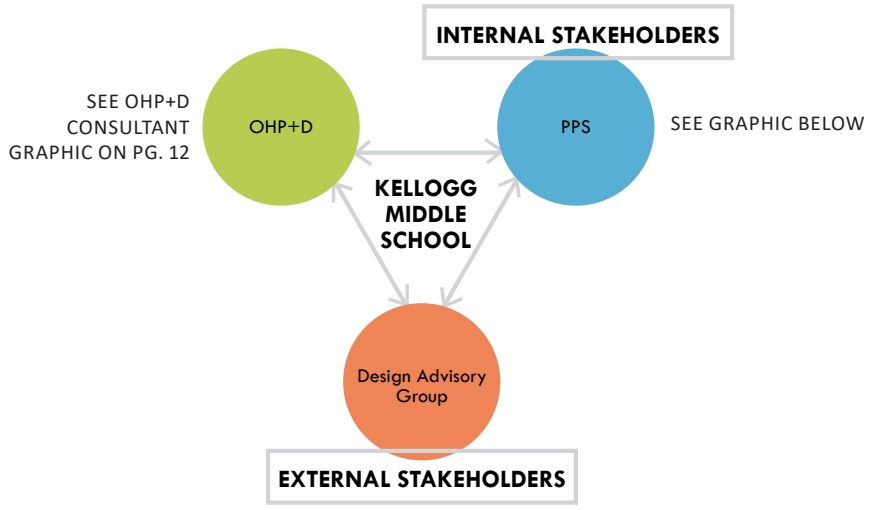
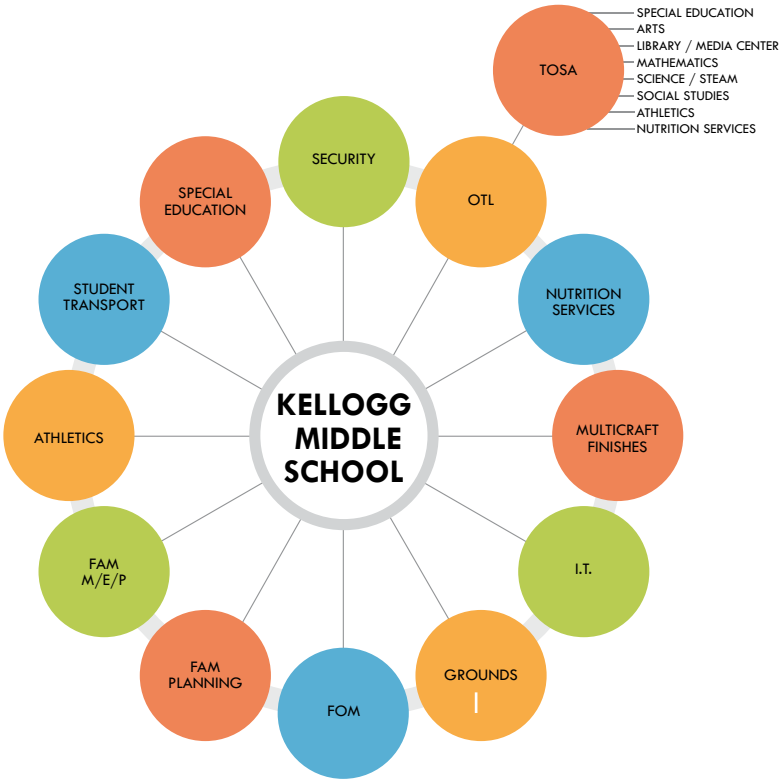
Stakeholder Engagement



Internal Stakeholders - PPS Focus Groups



The following outcomes from the Focus Group meetings have been summarized. See the meeting minutes in the appendix for additional information:

ATHLETICS
- Locker rooms will not be provided at Kellogg Middle School since students do not dress down for PE class and they are not required for athletic support at middle school sites.
- Middle school athletic programs utilize high school facilities and fields in their cluster.
- The covered play area will be attached to a solid, flat wall of the school to benefit PE curriculum.

FACILITIES & ASSET MANAGEMENT (FAM) - PLANNING & PARTNERSHIPS
- Kellogg will provide spaces for the District's main general partners - Schools Uniting Neighborhoods (SUN) and the Parent Teacher Association (PTA) - and will have the potential for other 3rd party groups from the business community and neighborhood to lease after hours for training through the civic use of buildings (CUB) program.
- The community spaces will be adaptable to multi-use functions and shared amenities.
- The community space will have direct access to the parking lot.

MAINTENANCE - MECHANICAL / ELECTRICAL / PLUMBING (MEP)
- The District's energy standards will be updated with current aspirations and goals for Kellogg Middle School.
- Convenient access will be provided for mechanical systems, keyed shut-off valves, alarm panels, and lighting.
- The mechanical system will be selected to limit air pollution concerns from SE Powell Blvd.

FACILITIES & OPERATIONS
- The loading dock will provide space for (2) five yard garbage and (1) five yard recycling containers and a delivery area.
- The mechanical room and equipment will be located on the ground floor with direct access to the exterior.
- Building operations supplies are delivered by 26 foot box truck, 1-3 times per month.

MAINTENANCE - GROUNDS
- Landscape features and trees will be spaced at a minimum of 10 feet to provide clearances for landscaping equipment
- The site plan will provide straight on access to garbage and recycling containers that do not have wheels and are not in a gated enclosure.
- No lawns on site will be sloped over 15%.

INFORMATION TECHNOLOGY (IT)
- The District's latest access control software and programming standards will be integrated into the school design.
- Technology storage and support will be considered in the classroom layouts and data/power locations.
- The Office of Teaching and Learning (OTL) and IT will define technology needs in the classroom during the Schematic Design phase.

MAINTENANCE - MULTI-CRAFT / FINISHES
- Durable finish materials selected to limit maintenance demands on the minimal PPS maintenance staff.
- All finish selections will be reviewed by PPS to allow for maintenance input.
- Provide roof parapets instead of fall protection systems that require training for custodians.

NUTRITION SERVICES

- Kitchen supplies are delivered by a 26 foot freezer truck, approximately nine deliveries per week occur between 4:30 am and noon, but not during student drop off time.
- Cashiers with two pin pad/card scanners per cashier will be provided for each of the three serving stations at Kellogg.
- The square footages of the cafeteria, servery, and kitchen will be balanced proportionally to insure proper use of spaces.

OFFICE OF TEACHING & LEARNING (OTL)

- Flexible learning environments and programming increases to shared spaces allow Kellogg to support a student enrollment capacity range from 600 to 810 students.
- 30 students per classroom has been used for scheduling and planning capacities.
- Gymnasium will be used as an assembly/performance space at Kellogg, not the cafeteria/commons.
- The cafeteria, servery, and kitchen will be sized to provide lunch in two periods for the maximum student enrollment.
- Student lockers will be replaced by cubbies in classrooms for student storage. A limited number of day lockers will be provided for student and community use.

SECURITY

- The number of access doors will be reviewed by Security and all exit only doors will not have exterior door hardware.
- Security camera locations will be reviewed and labeled with the District's approval.
- Clear and secure zoning of the building will allow extended access hours to the community for events and civic use of buildings (CUB).
- Single occupancy, gender neutral restrooms will open into a hallway for supervised use.

SPECIAL EDUCATION

- The Special Education program at Kellogg will create a classroom experience for students.
- Special Education spaces will be adjacent to classrooms and centrally located close to services and the outdoors.
- Special Education spaces will be flexible to meet shifting programming needs.

STUDENT TRANSPORTATION

- Bus parking will be parallel to a straight curb, not angled on a curve, to allow safe drop off
- Bike racks will be clearly separated from the bus drop off loop.
- Provide Special Education bus drop off area adjacent to the main ADA entrance.

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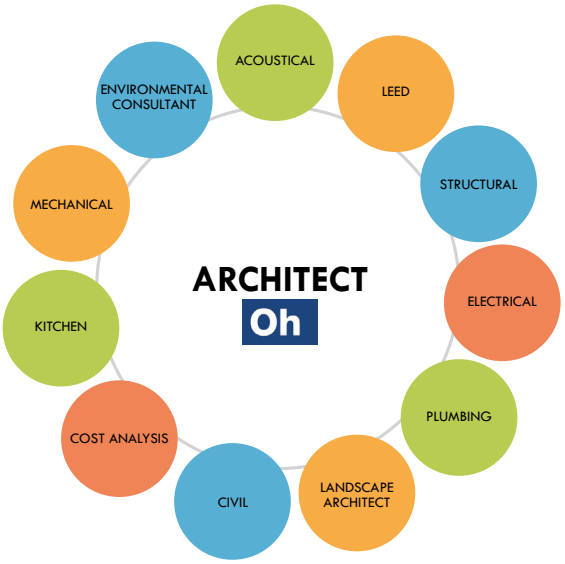
OHP+D also holds the following consultants to provide a comprehensive design team:

- Interface Engineering: Mechanical/Electrical/Plumbing (MEP)
- KPFF Consulting Engineers: Structural & Civil Survey
- EcoTone: Landscape Architect
- Listen Acoustics: Acoustical
- Halliday: Kitchen Specialist
- Green Building Services: LEED & Commissioning
- GeoEngineers: Environmental Consultant
- Cost Estimating: Cumming

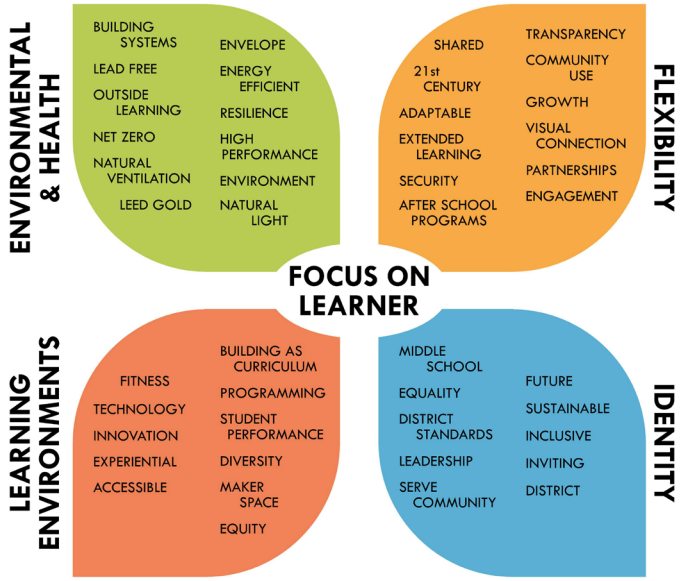
OHP+D Consultants



Priorities and Objectives

Project goals based on the 2017 bond priorities and objectives have been developed into four categories: Environmental & Health, Learning Environments, Flexibility, and Identity. These goals will be vetted and confirmed by the District and the public through the programming and public engagement phase.

Project Goals



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External Stakeholders

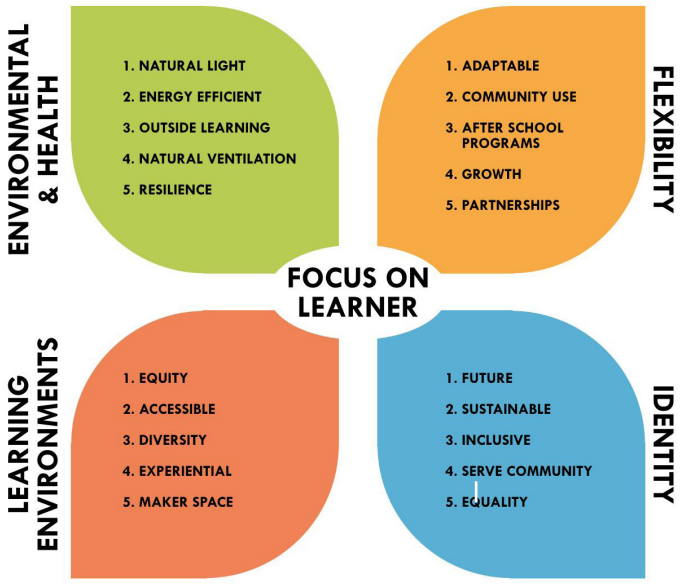
PPS and OHPD will work with the Design Advisory Group (DAG) throughout the process to ensure public concerns and aspirations are consistently understood and considered. The DAG consist of members of neighborhood associations, business leaders, government employees, parents, teachers, and engaged community members.

The primary intentions of surveying and involving the community in the process are to create opportunities for previously under-served demographics and low-income residents, creating a culturally relevant and inclusive learning environment. Effective school and family partnerships result in healthier, engaging practices and support services that aid in personal and social youth development. The Design Advisory Group (DAG) for PPS is the most prominent external stakeholder for the discussion of design elements for Kellogg School. The group is working directly with PPS and OHP+D, collaborating in various design-related discussions and assisting in problem-solving and brainstorming creative and practical design solutions.

The first two Design Advisory Group meetings were held on October 26th and November 9th at 6:30 pm at Franklin High School.

DAG meeting # 1 gave the DAG members an introduction and orientation to where the Kellogg project is to date, including budget, timelines, and expectations for upcoming meetings. The DAG's roll is to present the public concerns and aspirations so that these factors can be considered throughout the process while providing feedback on alternative options. Input was received from the DAG members from Comment Cards and from an activity where the members were asked to circle five (5) words from four category that represent goals and objectives for the new school. The full results of these two activities can be found in the appendix under, 'DAG #1 Comment Card Results,' and, 'DAG #1 Project Goals Results'.

Project Goals / DAG Meeting #1 Results



DAG meeting # 2 gave a short recap of the previous meeting, and addressed questions and comments identified from the Comment Cards from meeting 1. The main focus of DAG # 2 focued on site planning and blocking, discussing site related concerns and considerations such as pedestrian and bike safety, fencing, neighborhood and vicinity concerns, outdoor educational spaces and sports fields, traffic, parking and bus loop space, and the overall impact of the new building on students, staff, and community members. The DAG members participated in a site blocking activity that involved arranging the required program spaces on the site, so to identify building footprint opportunities or concerns. The DAG was able to share their experience as parents, educators, and community members as feedback on what the community would like to see throughout this design process. The full results of the activity, along with the comment card results can be found in Part 5 - Appendix under, 'DAG #2 Site Design Summary,' and, 'DAG #2 Comment Card Results,' respectively.

DAG Group Diagram Examples

There are 7 meetings scheduled with the community and DAG to gain community input. The topics for each meeting are listed below. These topics and dates may change as the community informs PPS and OHP+D of their priorities for Kellogg Middle School.

DAG Meeting 1: Oct. 26th, 2017 - Kick-off, orientation & expectations.
DAG Meeting 2: Nov. 9th, 2017 - Site
DAG Meeting 3: Nov. 21st, 2017 - Budget, Educational Specifications, review plans
DAG Meeting 4: Dec. 7th, 2017 - Update plans, blocking activity, massing
DAG Meeting 5: Dec. 21st, 2017 - Update plans, massing, eco update, systems
DAG Meeting 6: Mar. 8, 2018 - Site, stormwater, site lighting, access, parking, fields
DAG Meeting 7: Mar. 22nd, 2018 - Building envelope and materials, LEED update

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1.2 Program Analysis

The Middle School Curriculum Framework

The PPS Middle School Framework dated April 17, 2017 combined with the PPS Middle School Educational Specifications was used as the basis for the programming of the new Kellogg Middle School

PPS will be using Kellogg School, not only as a cornerstone for all future middle school development and construction projects, but as a way to set into motion a modern, active learning based classroom curriculum. PPS places importance on all aspects of the classroom, including: demonstration equipment, classroom acoustics, and community involvement. In looking at the PPS curriculum, it is most important in the Programming phase to look at preferred classroom size and teacher preferences, so as to allot the proper square footages in alignment with PPS goals.

Square Footage Requirements

Capacity Calculations

The planning capacity for Kellogg Middle School based on the PPS Educational Specifications is 675 students. The typical PPS classroom is 980 square feet for 30 students (33 square feet per student). Using the long range facility plan utilization rate of 75% and 30 classroom spaces with a capacity of 30 students, the 675 student enrollment is achieved.

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

	Floor	Target	Planning Capacity
Middle School	450	600	675

BOND CAPACITY CALCULATION | Oh planning+design,architecture

Planning Capacity

22 GENERAL CLASSROOMS
5 SCIENCE CLASSROOMS
1 ESL CLASSROOM*
2 GYM CLASSES
x 75% = UTILIZATION RATE
16½ GENERAL CLASSROOMS
3¾ SCIENCE CLASSROOMS
¾ ESL CLASSROOM*
1½ GYM CLASSES
22½* TOTAL CLASSROOMS
x (30) STUDENTS/ CLASSROOM
= 675 STUDENTS

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

The minimum capacity of 600 students considers only the 27 classrooms with a capacity of 30 students and the utilization rate of 75%

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MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

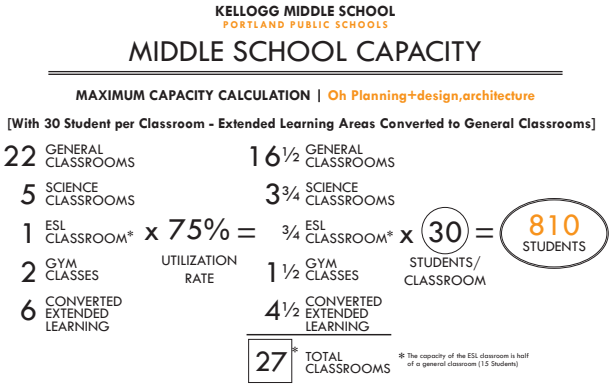
	Floor	Target	Planning Capacity
Middle School	450	600	675

MINIMUM CAPACITY CALCULATION | Oh planning+design,architecture

Target Capacity

22 GENERAL CLASSROOMS
5 SCIENCE CLASSROOMS
x 75% = UTILIZATION RATE
16½ GENERAL CLASSROOMS
3¾ SCIENCE CLASSROOMS
20 TOTAL CLASSROOMS
x (30) STUDENTS/ CLASSROOM
= 600 STUDENTS

The maximum capacity of 810 students is reached by calculating the 6 Extended Learning spaces as 6 general classrooms with a 30 student per classroom capacity. When the school capacity is increased, shared spaces such as the cafeteria, servery, kitchen, and assembly spaces must be designed to meet the needs of an increased student enrollment.



Educational Specifications

PPS has developed an Educational Specification baseline that discusses the interrelationships of spaces, overriding themes and values, and specific room requirements expected for development of all new educational facilities. These Educational Specifications, in relationship with the project budget, develop the most comprehensive program that aligns PPS square footage requirements with realistic goals.

Kellogg Space Program

The following major spatial designations, based on input from PPS Educational Specifications, focus groups, and stakeholders, have been determined as requirements for Kellogg Middle School, and are defined in greater detail in Part 3:

- Classrooms: 36,452 SF
- Exploratory: 6,220 SF
- Media/Technology: 3,600 SF
- Athletics: 9,360 SF
- Administration: 2,328 SF
- Counselling: 660 SF
- Special Education: 2,680 SF
- Community Support: 1,240 SF
- Cafeteria/Commons: 8,919 SF
- Community/Partner: 950 SF
- Building Support: 5,430 SF
- Circulation: 22,573 SF

TOTAL KELLOGG MIDDLE SCHOOL PROGRAM GROSS AREA: 100,412 SF

1.3 Evidence Based Design and Active Learning

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1.2 Program Analysis
1.3 Evidence Based Design and Active Learning
1.4 LEED and Sustainability

The process of using research and data as the pilot for making informed design decisions is known as Evidence Based Design (EBD). This concept takes a critical thinking mind to analyze results and performance from previous projects and their influences on human interaction, performance, and satisfaction. In education, EBD is critical when executing building layouts and spacial elements; children spend most of their lives inside a school setting, and as developing adolescents, are susceptible to being impacted by their surroundings.

One way to look at EBD for education is to consider the building as curriculum. Every interior and exterior space is a potential place for learning and discovery. Incorporating both public and private spaces, multi-purpose classrooms, wayfinding, sustainability, and overall building layout and design created a welcoming, community driven environment that allows students to thrive and have the freedom to take education into their own hands. No two students think or behave in the same way, so the building must be able to accommodate a variety of teaching and learning styles. Considering this throughout the architectural design process leads to innovative advancements in building technologies that lead to improved student performance, higher test scores, and overall student health improvements.

Main points EBD has proven educational environments need to strategically be aware of and incorporate:

- Natural Daylighting and Views: daylit spaces have shown an 18% improvement in studies and increased test scores over artificially lit spaces
- Green Space and Outdoor Classrooms: exposure to the outdoors and vitamin D can boost cognitive outcomes in children and lead to better focus and participation
- Sustainable and Clean Indoor Air Quality: cleaner air benefits overall student well-being, decreases fatigue and improves demeanor and has shown a decrease in absenteeism.
- Acoustical Considerations: proper acoustic control reduces distractions enabling students to better focus, resulting in higher test scores
- Ergonomics and Furniture Flexibility: allows students to find personal comfort, which results in improved posture, better overall comfort, and increased test scores
- Color Theory for Emotional and Physical Response: color has been shown to connect neuropathways in the brain, and can strongly influence creativity, focus, happiness and memory. Lack of color has shown an IQ decrease of 10 points.

Active Learning Environments involve modular tables and seating to support a multitude of different teaching and learning styles. The idea of building as curriculum considers every aspect of the classroom used as an interactive teaching tool that can adapt to lessons and student preference. Collaborative furniture that includes hard and soft seating, group tables, and adjustable sit-stand workstations allow students to take learning into their own hands and be more active and involved in the classroom. Incorporating technology is a necessary part of the modern classroom, including Smart Boards and projection screens, individual student laptops, and a variety of equipment and machinery for Maker Spaces, STEAM Labs, Science classes, Arts classes, and Media Centers. Many studies prove the benefits of a flexible, collaborative environment.

1.4 LEED and Sustainability

LEED Gold Certification

Per the PPS Design Guidelines & Standards, Appendix P, this project will be designed to meet Leadership in Energy and Environmental Design (LEED) Gold standards, at a minimum. Wherever possible, the sustainable design practices will be put on display so they can be used as teaching tools. The following are a few key areas of LEED that this project will focus on to create a healthy learning environment.

Demolition and Salvage

A major factor of LEED is the sustainable management of building materials, both new and demolished. While the original Kellogg Middle School is not established as having historical significance, it is an important building to many, and has a story to tell. In demolishing the building, the goal is to preserve pieces that will help keep this history alive. This will also be used as learning and teaching tools throughout the new facility. Materials such as the wood flooring and bleacher boards will be salvaged and re-used in the new school. A large maple tree on the site can be cut into rounds to teach students about tree growth patterns and to mark historic events.

Daylighting

A key part to creating healthy spaces is providing adequate, natural daylight, which is encouraged by LEED. Effective daylighting in classroom spaces is critical for developing students, and has been shown to improve learning abilities and test scores, as well as physical health. A strong emphasis will be placed on providing natural daylight into as many spaces as possible, through the building layout and orientation. It is also important that rooms are not over-lit causing glare, so shading devices and other strategies will be implemented where necessary.

Rainwater Management

In addition to sustainable building practices, LEED also encourages sustainable site development and management of resources. Bioswales will be included in the parking lot planters, bus turn around, and other areas on site to effectively capture and treat rainwater before it returns to the ground.

Net Zero Energy

When a building consumes zero energy in operation and maintenance, it is considered a Net Zero Energy building. This is accomplished through incorporating sustainable, renewable energy sources into the building systems, including electrical, mechanical, and plumbing. This ultimately releases fewer greenhouse gasses into the atmosphere, and is an excellent design concept to follow when planning a LEED Certified building. Net Zero buildings are both sustainable in material and finance, as operation costs are typically lower when incorporating renewable energy sources such as solar and wind power and rainwater capture.

Part 2 - Site and Master Plan

2.1 Zoning and Neighborhood

Neighborhood Context

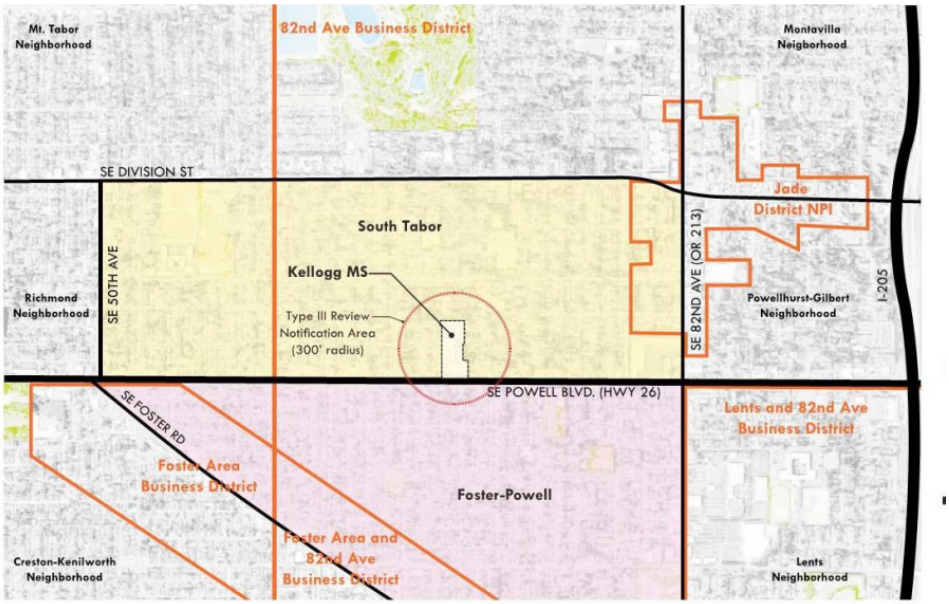
Kellogg Middle School is located in the South Tabor neighbor which is bounded by SE Division St., SE 50th Ave., SE 82nd Ave., and SE Powell Blvd. The southern end of the site abuts the Foster-Powell Neighborhood which is bounded by SE Powell Blvd., SE Foster Rd., and SE 82nd Ave. South Tabor and Foster-Powell are primarily single family residential neighborhoods with multifamily units and commercial structures along Powell Blvd., Division St., and Foster Rd. The site is adjacent to multiple business districts and the Jade District, which are mostly commercial areas. Incorporating neighborhood culture into the design of the new Kellogg middle school is important in creating a welcoming, inclusive space for all students and staff.

Neighborhood Demographics

To the east of the Kellogg Middle School site there is a large Chinese influence in the commercial properties on Powell Blvd., 82nd Ave., and Division St. Neighborhood demographics include a large Asian and Pacific Islander population (~14% according to the 2010 census).

Site Data

- The school site consists of 3 lots at 5.31 acres, 0.45 acres, and 0.24 acres, for a total of 6.18 acres.
- The existing school is setback over 250 feet from SE Powell Blvd., which is categorized as a Transit Street by the City of Portland.
- There is service access from SE Franklin Street at the existing site.



South Tabor Neighborhood Association
Foster-Powell Neighborhood Association
Business District Division Line
Main Street Arteries

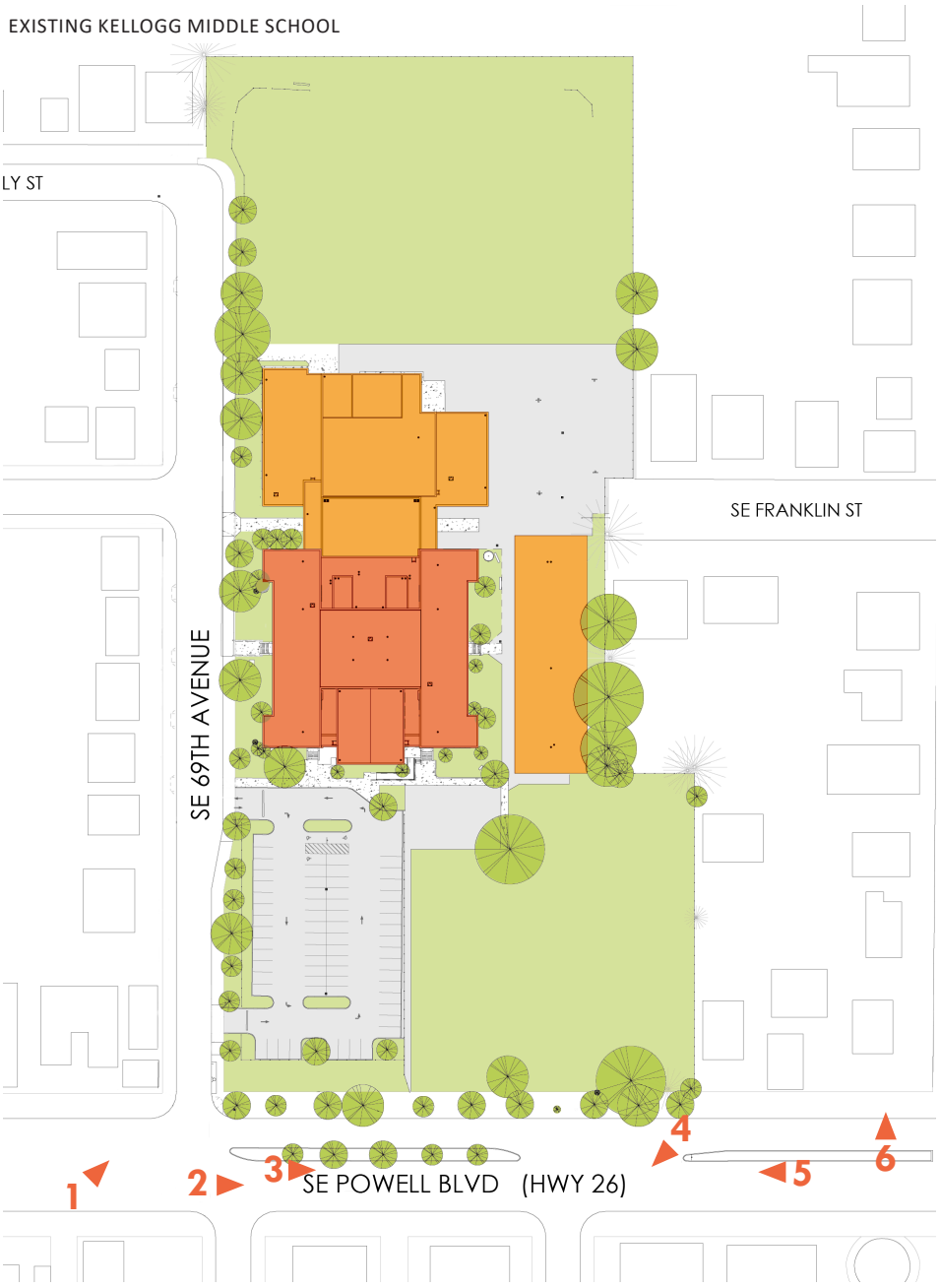
2.1 Zoning and Neighborhood
2.2 Preferred Site Plan
2.3 Building Orientation
2.4 Transportation
2.5 Outdoor Gathering and Student Gardens
2.6 Sports and Play Fields
2.7 Stormwater and Drainage

Neighborhood Associations

The south property line of the Kellogg Middle School site coincides with the neighborhood boundary between the South Tabor Neighborhood and the Foster-Powell Neighborhood. Meetings are scheduled on November 13th, 2017 for Foster-Powell and November 16th, 2017 for South Tabor to update the associations on the Kellogg Middle School project progress.

Business Districts

The school is located within the 82nd Avenue Business District and adjacent to the Foster Area Business District, two overlapping districts [Foster Area and 82nd Ave Business District and Lents and 82nd Ave Business District], and the Jade District.



SE Powell Blvd. Concerns

SE Powell Blvd. is a state highway and major source of motor vehicle traffic that must be addressed. Specific concerns have been identified for school's adjacency to the 4 lane highway:

Air Quality

Motor vehicles are a major source of air pollution. The EPA has found the highest level of motor vehicle pollutant concentrations within the first 500 feet of a roadway and reaching background levels within 2,000 feet of a roadway. Near road pollution can be reduced by ventilation, filtration, proper intake locations, vegetation, and proper actions by building occupants

Noise

SE Powell Blvd. is a major source of noise pollution. Noise pollution can be reduced through acoustical building treatments and creating physical barriers between the roadway and the school.

Safety

The site will be secured from activity on SE Powell Blvd. by locating all school entrances off of SE 69th Ave., providing a secure perimeter with walls and fencing, and by not installing exterior door hardware on all exit only doors.

Traffic

All student drop off areas will be accessed from SE 69th Ave. and multiple access points will be provided to the site away from SE Powell Blvd.

STREET VIEWS OF SE POWELL BLVD.

2.1 Zoning and Neighborhood
2.2 Preferred Site Plan
2.3 Building Orientation
2.4 Transportation
2.5 Outdoor Gathering and Student Gardens
2.6 Sports and Play Fields
2.7 Stormwater and Drainage

Zoning

The site is zoned R1 / R2 (multi-dwelling residential) and R5 (single dwelling residential) zones per Title 33 Planning and Zoning code for the City of Portland. The site plan below illustrates the required maximum setback distance of 20'-0" at SE Powell Blvd. for 50% of the structure's frontage and the landscaping and screening requirements. The north and east property lines will require landscaping that forms a high screen that creates a physical and visual separation. This can be accomplished with 6 ft. high evergreen shrubs and one large tree every 30 lf. The south and west property lines will require general landscaping. This can be in the form of one large tree every 30 lf and two low shrubs per 400 sf.

ZONING SITE PLAN

Property Line

Existing School Building

Zoning Boundary Line

Zoning Designation
R5a

Building Setback Line

Maximum Setback
Front Setback at Transit Street
- 20 ft for 50% of the length of the ground level street-facing facade or per Condition Use / Impact Mitigation Plan Reviews

Minumum Setback
Rear and Side Setback
- 1 ft for every 2 ft of building height (~50 ft high = 25 ft)

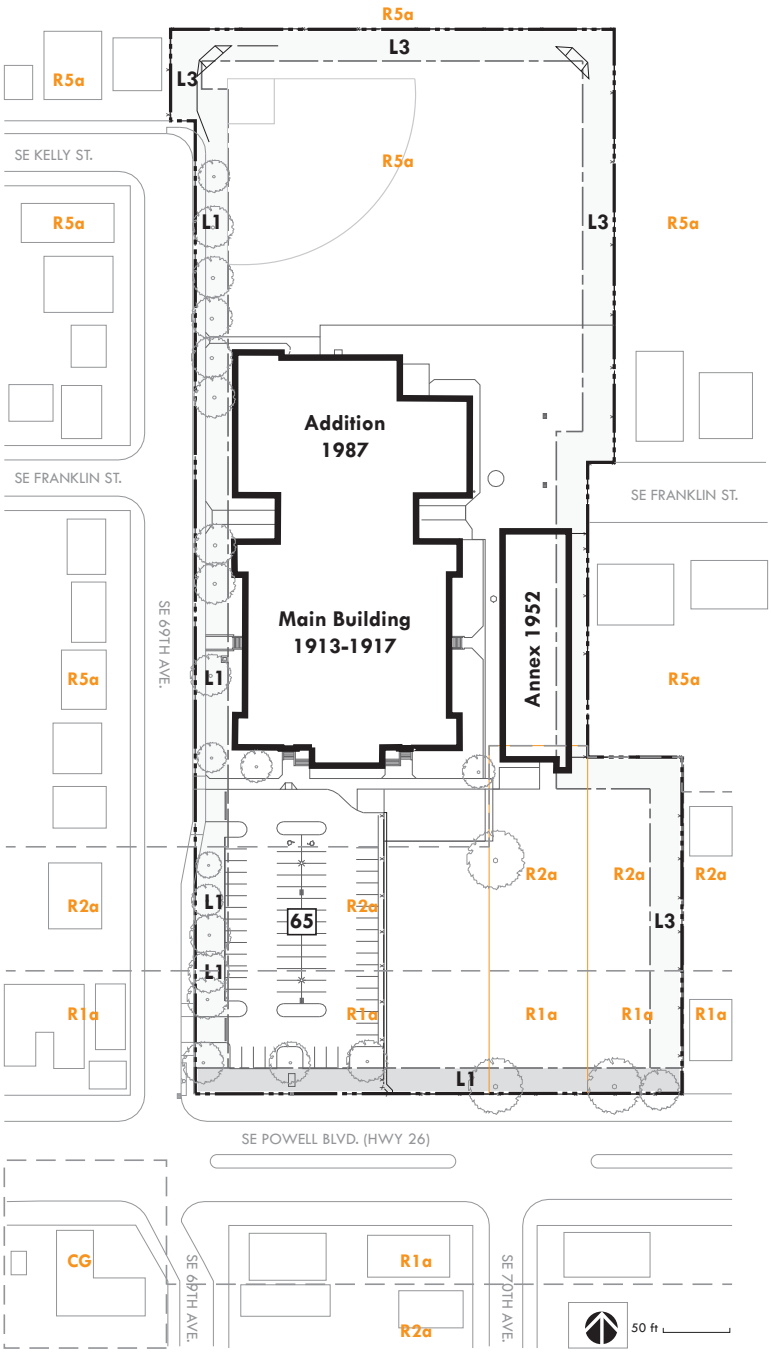
Landscaping Requirements

L1 General Landscaping
Open Areas
- (1) large tree/30 LF
- (2) low shrubs/400 SF
- Full ground cover

L3 High Screen
Physical and Visual Separation
- 6 ft high evergreen shrub
- (1) large tree/30 LF
- Full ground cover

Parking Count

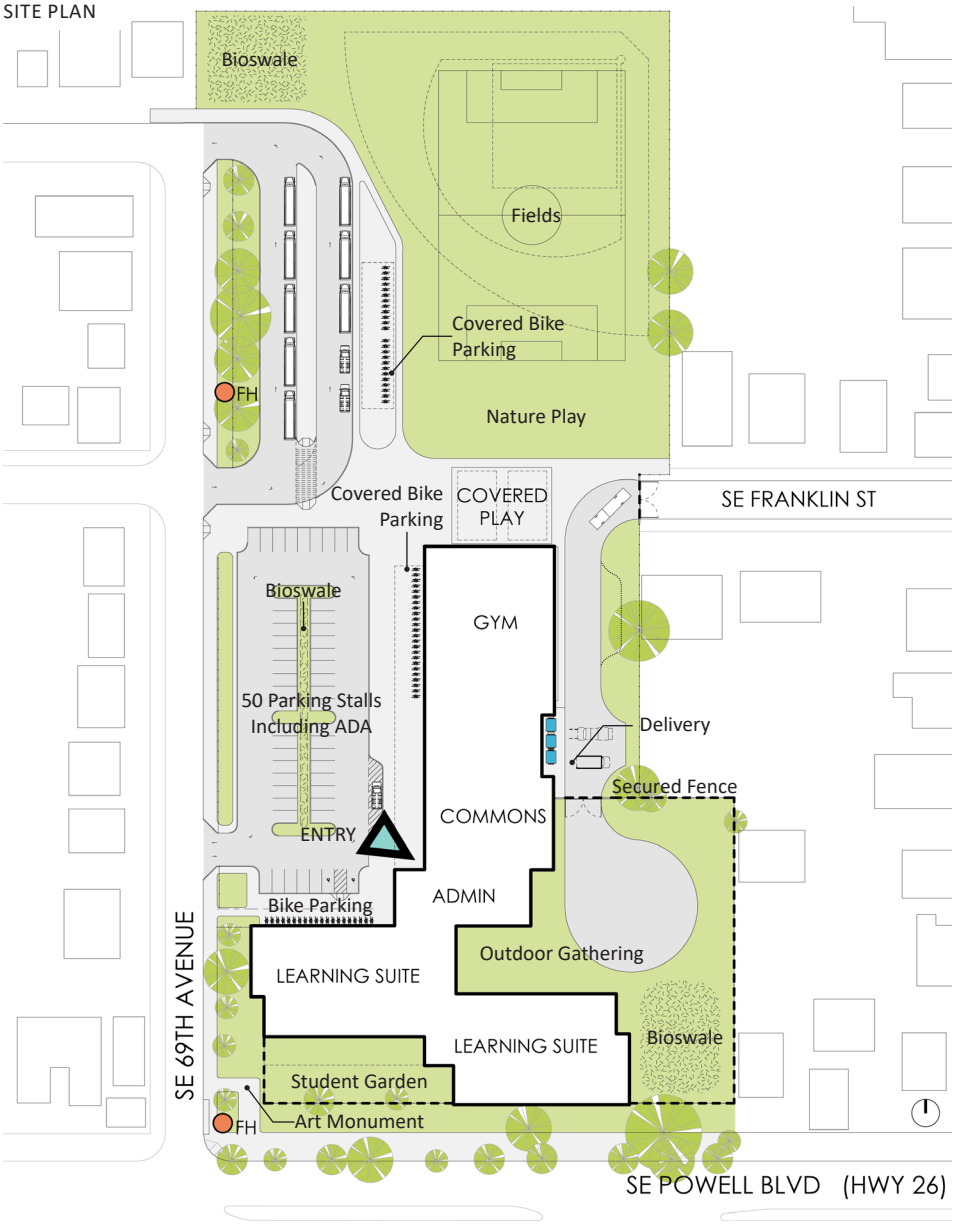
65 Number of Existing Parking Stalls



2.2 Preferred Site Plan

The preferred site layout aligns the bus loop, visitor and staff parking, and bike parking along the west property line. The organization of the transportation zone separates the buses from car traffic which allows students to safely access the buses or the parent drop off in the parking lot. The north-south orientation of the bus loop increases student safety by preventing students from ever crossing in front of or between buses. The creation of a vertical transportation zone allows greater connection between the school's gymnasium and the covered play area and outdoor fields to the north. This allows the students to walk out of the gym to the covered play or the fields without crossing any vehicle drives. This direct connection creates a waiting area either inside the gymnasium or under the covered play area for students during bad weather.

SITE PLAN



2.1 Zoning and Neighborhood
2.2 Preferred Site Plan
2.3 Building Orientation
2.4 Transportation
2.5 Outdoor Gathering and Student Gardens
2.6 Sports and Play Fields
2.7 Stormwater and Drainage

2.3 Building Orientation

The building has been located on the site to meet the city's requirements and maximize design strategies. The influencing factors for building orientation are:

- An East-West building orientation for the classroom building (Learning Suites) takes advantage of passive (daylighting, solar heat gain) and active (solar collectors) solar strategies.
- The city's required maximum setback of 20 feet on SE Powell Blvd. allows the building frontage to create a protected courtyard for site circulation at the building's main entry off of SE 69th Ave.
- The offset Learning Suites maximize daylighting and shape a private courtyard for an outdoor gathering and play area adjacent to the classrooms and commons and frame a student garden and outdoor gathering area south of the classrooms.
- The location of the school's administration and secure vestibule creates good visibility to bus and parent drop off areas and approaching visitors from a distance. This central control point allows access control to classroom suites and afterhours use of the gymnasium and commons.
- Required emergency vehicle access shared by delivery and garbage vehicles creates a service zone accessing the site from SE Franklin St. which eliminates vehicles crossing the site in areas of student activity.
- Stacking the Learning Suites achieves a greater site density to increase the size of athletic and playfields on-site.
- Locating the gymnasium to the north allows a direction connection to an attached covered play area and the protected athletic and playfields.

2.4 Transportation

Since SE Powell Blvd. is a major transit route and is under the jurisdiction of the Oregon Department of Transportation (ODOT), no site access will be provided from it. The main site access including pedestrian, bicycle, and bus drop off and parent drop off will be from the west on SE 69th Avenue. Per the Early Assistance Meeting PBOT is requiring a cul-de-sac to be located at the end of Franklin Street along with a ROW dedication, or a concrete strip would be allowed if approved by the Public Works Alternative Review Committee.

Emergency Vehicles
Fire apparatus access shall be provided to within 250 feet of all portions of the building. Access roads shall be within 150 feet of all portions of the exterior of the building; an approved turnaround is required if a dead end access road is more than 150 feet.

Bus Drop off
Space for eight, 40 foot student buses is required by the District. All buses must be able to drop off students parallel to the curb. It is preferred that the Bus drop off and vehicle parking area for staff and visitors is separated for safety

Delivery/Garbage Pick up/Loading Dock
Access to kitchen, mechanical, and building storage space is required for delivery trucks. Recycling and garbage containers must be directly accessible by service vehicles

Vehicle Parking
The city requires a minimum of 34 and a maximum of 51 parking stalls for staff and visitors.

Bicycles
136 bicycle parking spots are required based upon the number of classroom by the City of Portland.

In addition to the required elements, the District and the City have additional site preferences.

- On-site storm water treatment areas must be provided.
- For safety, the bus loop and the parking should be clearly separated and the buses should not be stacked.
- Access to the site should be aligned with the existing streets and the buses cannot drop off students at the curb cut that previously served the school.
- Buses should stay out of the neighborhood by accessing the site from SE Powell on SE 69th Ave. and return to the light at the intersection.
- There should be a planned special education bus drop off area located close to the main entrance.
- Limit the amount of cross site traffic from trash and deliveries that occur throughout the day.
- Bike commuting is encouraged with biking routes that are clearly distinguished from the vehicle movement areas

The preferred site layout aligns the bus loop, visitor and staff parking, and bike parking along the west property line. The creation of a vertical transportation zone allows greater connection between the school's gymnasium and the covered play area and outdoor fields to the north.

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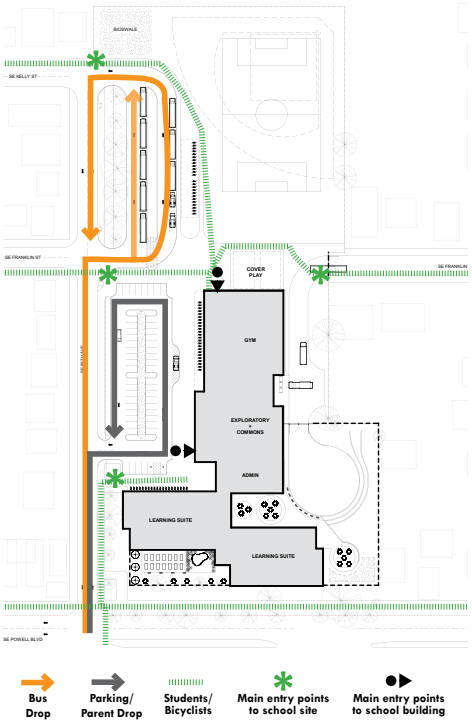
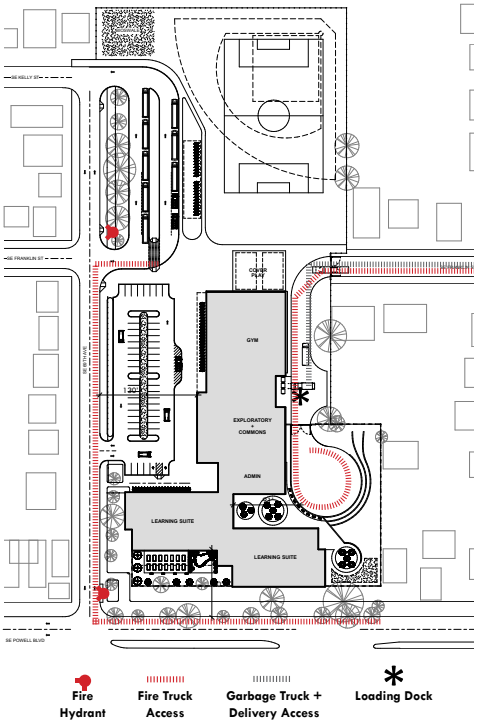
Student Arrival and Departure



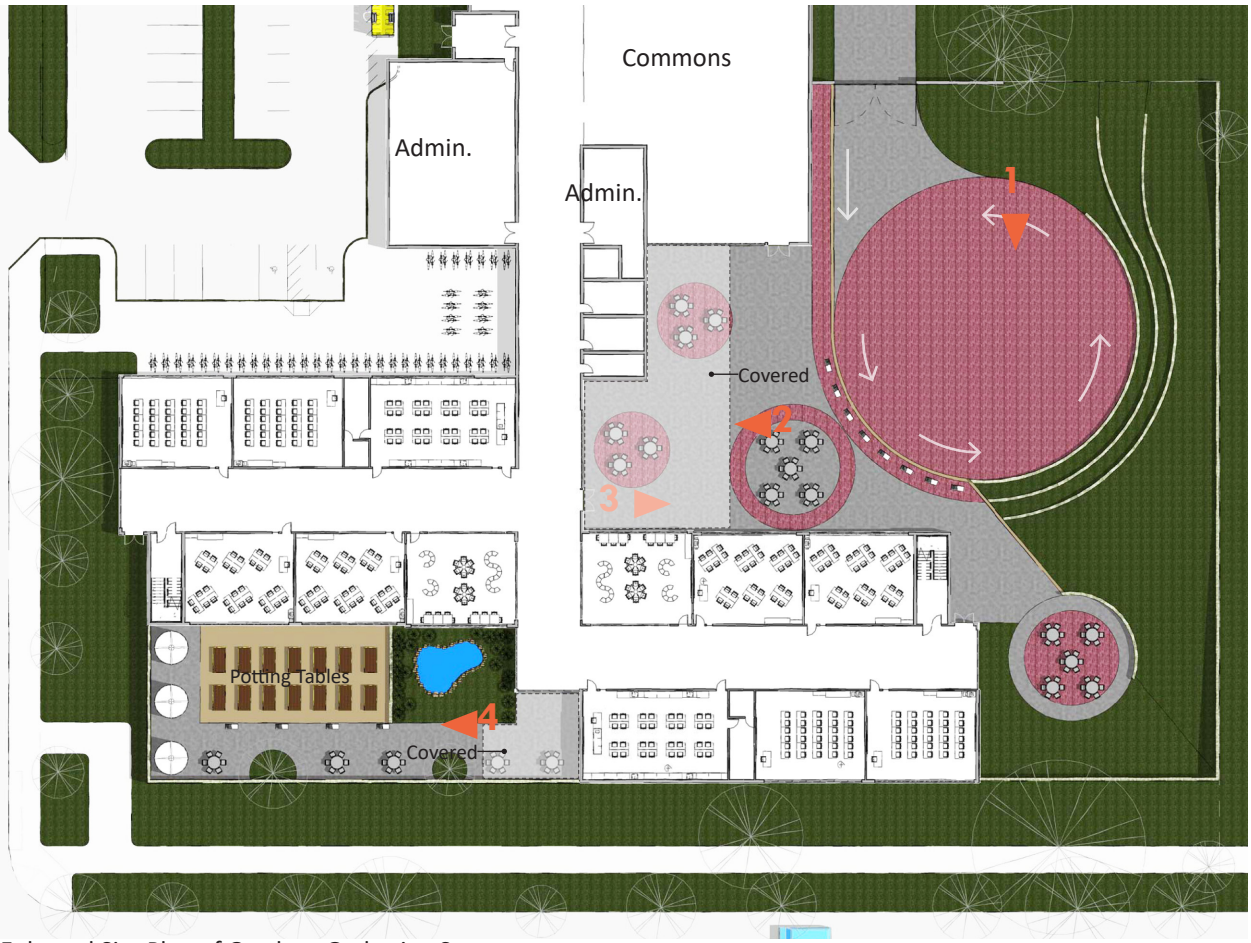
Delivery and Emergency Access



2.5 Outdoor Gathering and Student Gardens

Outdoor Gathering
The concept of incorporating an outdoor classroom into the building program allows students to get up and out of their seats, into a new, interactive setting that promotes hands-on learning. The Kellogg master plan includes a variety of outdoor activity locations with secure fencing and views from classroom or administration spaces. Studies show that the incorporation of nature and natural elements have extremely beneficial health factors on students.

Student Gardens
Student Gardens are common in school settings as they provide a variety of educational tools and opportunities for students. Gardens promote student collaboration and interaction, allowing them to learn about health and nutrition. The foods the students grow can then be studied in a science classroom setting, or be used in healthy cafeteria meals.



Enlarged Site Plan of Outdoor Gathering Spaces

East Outdoor Learning

The outdoor learning space at the east side of the site is adjacent to the Commons as well as being overlooked by the Learning Suites. The outdoor area has multiple zones with differing scales to allow for multiple classes and learning opportunities. Although there are multiple zones, the space is open to allow for visual security for its users. The bioswale at the south end of the space provides a noise and security buffer from Powell Blvd. The bermed seating around the fire access turn around also provides a sound barrier from the surrounding neighborhood.

* Building shown as reference only.
* Building design is in Schematic Design

2.1 Zoning and Neighborhood
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1 Eastern Outdoor Gathering Looking South

2 Eastern Outdoor Gathering Looking West

3 Eastern Outdoor Gathering Looking East

West Outdoor Learning

The outdoor learning space at the southern end of the site is overlooked by the Learning Suites which contains a mixture of extended learning, classrooms, and science classrooms. This space provides a safe and private environment for students with the 10 feet high wall enclosing it from Powell Blvd. The outdoor area has multiple zones to allow for multiple classes and learning opportunities. Although there are multiple zones, the space is open to allow for visual security for its users. On the west end, there is an option for three water storage tanks that hold water harvested from the roofs to irrigate the gardens. The raised planters can be used for urban gardening. The east end of the outdoor learning area is a rain garden with nature play integrated, another teaching tool.

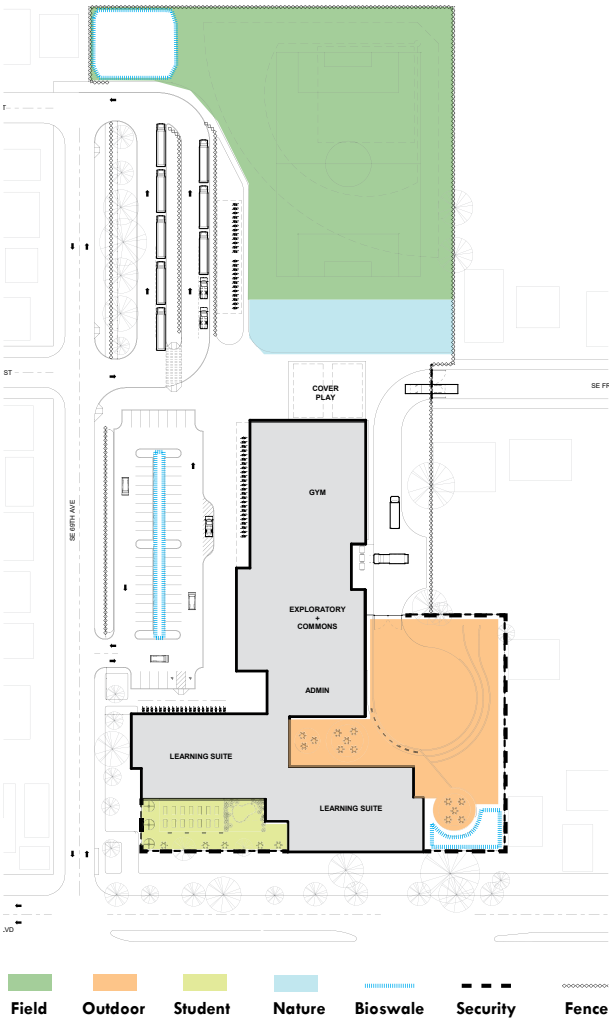
4 West Outdoor Learning Looking West

2.6 Sports and Play

Sports Fields
The main sports fields is located at the north end of the site away from the traffic of SE Powell Blvd. The softball and soccer field overlap however they are the largest fields the site can accommodates; 210' x 135' soccer field and 200' softball field. All practice and events for organized sports will be at the high school, these fields are to be used primarily for physical education.

Covered Play
PPS curriculum incorporates outdoor play or recess as part of their physical education requirements. Incorporating a covered play area lets students get outside for a longer period throughout the year, something that would not be otherwise possible due to weather restrictions. The preferred location for the covered play is next to the gymnasium in order to use the wall for games and the ease of access in bad weather.

Fields and Outdoor Spaces



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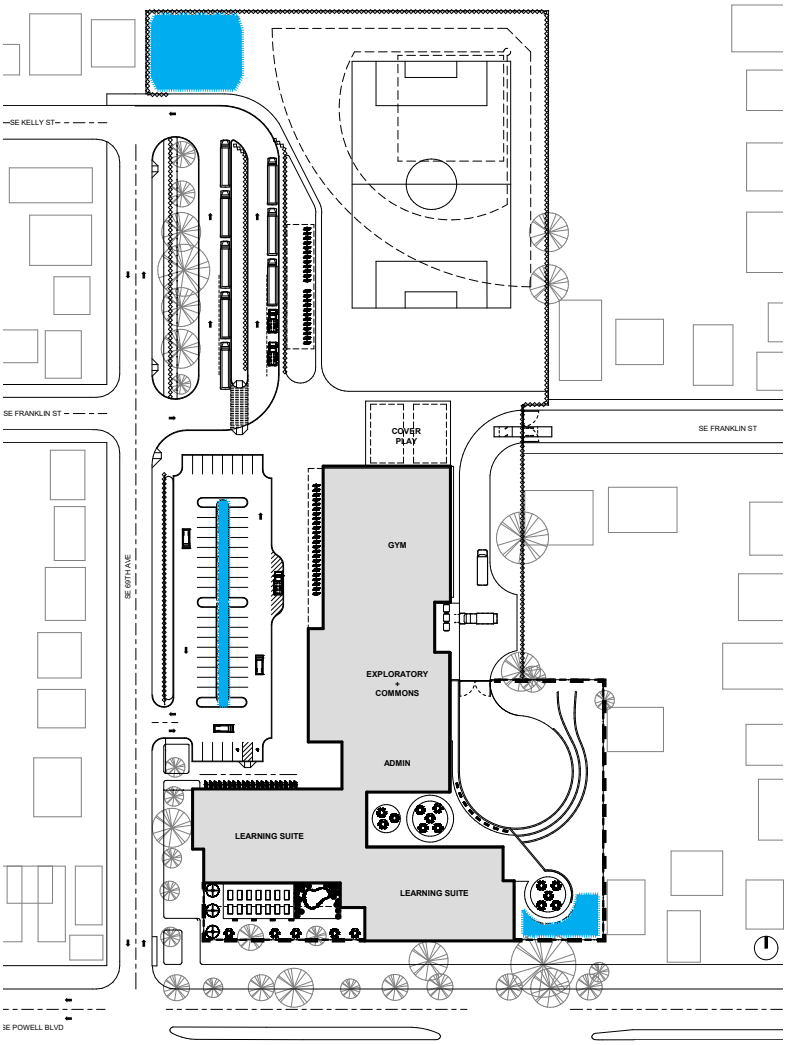
Nature Play

Nature Play areas use landscape development and other natural elements as play and teaching tools instead of metal or plastic play structures. Nature play areas give children more opportunity to define their play, encouraging imagination and creativity through physical action. Logs, boulders, bridges, and trees are just a few of the elements that can be incorporated into a Nature Playground.

2.7 Stormwater and Drainage

Per the City of Portland Public Improvements Ordinance 17 Kellogg is required to infiltrate the maximum amount of storm water on site that is feasibly possible. Three locations are being looked at, the south eastern corner of the site, within the parking stall median strip, and in the north west corner. The south-eastern location will create a barrier between Powell Blvd. and access onto the site for safety and will allow a teaching opportunity by the outdoor learning space. The other two locations are designed to address the parking lot and the bus drive lane impervious surfaces. The next step is for the civil engineer to calculate the proper size and location for the on-site bioswales.

Stormwater Strategies



Bioswale

Part 3 - Space Program

3.1 Kellogg Program

The PPS Middle School Educational Specifications were used as the starting point for the Kellogg Middle School Program. The needs of various internal stakeholders and focus groups were reviewed in meetings that provided recommendation for deviations from the current Middle School Educational Specifications' standards. The revisions to the Educational Specifications for the Kellogg Middle School program have been made for primarily 2 reasons:

- Accommodate future student enrollment growth
- Allow for flexible use of the facility

For example, the square footage of the Cafeteria/Commons space has been increased to allow the student enrollment to increase from 675 students up to 810 students, to accomodate future growth. The square footage of the special education Learning Center has been increased from 800 SF to 980 SF to match the size of a typical classroom so it can be converted to a general classroom if need in the future. Spaces such as Community and Special Education have been evaluated and adjusted to meet current needs. The full program and deviations from the Educational Specification are included on the following pages.

Square Footage Requirements

An important aspect of school building planning is taking into consideration future district growth and increases in capacity. While the baseline for Kellogg Middle School encompasses spatial requirements for 675 students, expected growth over the next decade must reflect an anticipated increase to 810 students. With that expectation, the Educational Specification square footages and classroom counts attribute to the required number and types of classroom spaces.

The following building and site programs list the type of spaces that will be incorporated into Kellogg Middle School according to the PPS Educational Specifications. Black text represents items required by the specifications, the red text represents a Scope Add that is not identified in the Educational Specifications, and the blue text represents a Preferred Add that is listed as an optional space in the Educational Specifications.

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SITE AND MASTER PLAN 2
SPACE PROGRAM 3
3.1 Kellogg Program, Enrollment, and Capacity
3.2 Evidence Based Design
3.3 Active Learning, and Extended Learning, Multi-Purpose
3.4 The Learning Suite
3.5 Flexible Solutions
3.6 Room Data Sheets
LEED AND SUSTAINABILITY 4
APPENDIX 5

Architecture Planning Interiors LEED Consulting

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OH PLANNING+DESIGN, ARCHITECTURE

KELLOGG MIDDLE SCHOOL PROGRAM

PROJECT NAME:
Portland Public Schools - Kellogg Middle School

PROJECT NO.: 90031
DATE: 10/30/2017

* Planning capacity for Middle School program is 675 students
* Target: 600 students
* Maximum: 810 Students

		Kellogg Middle School Program					Notes
Room Type	**Room Name**	Qty	**Cap.**	**Unit / student**	**Unit (SF)**	**Area (ASF)**	
Classrooms	Classroom	22	30	32.7	980	21,560	A,B
	ESL Classroom	1	15	65.3	900	900	C
Scope Add	ESL Classroom ADD	1			80	80	1
	Science Classroom	5	30	43.3	1,300	6,500	
	Science Prep	1			150	150	
Scope Add	Science Prep	2			150	300	2
	Science Storage	1			64	64	
Scope Add	Science Storage	2			64	128	2
	Extended Learning Area	6	30	33.3	1,000	6,000	D
	Student Lockers	3			190	570	
Preferred	Conference Room	1			200	200	
Subtotal ASF						**36,452**	
Exploratory	Music (Band & Choir) Rm	1			1,400	1,400	E
	Music Office	1			120	120	
	Art	1			1,200	1,200	
	Art Storage	1			120	120	
	Computer Lab	1			980	980	
Preferred	STEAM Lab	1			1,200	1,200	F
Preferred	Kiln Room	1			100	100	
Preferred	Dance	1			980	980	G,H
Preferred	Music/instrument Storage	1			120	120	
Subtotal ASF						**6,220**	
Media/Technology	Media Center	1			1,650	1,650	
Preferred	Media Center	1			1,550	1,550	3
	Media Workroom	1			200	200	
	Conference/Group Study	1			200	200	
Subtotal ASF						**3,600**	

		Kellogg Middle School Program					Notes
Room Type	Room Name	Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
Athletics	Gym	1	60	113	6,800	6,800	
	Athletics Storage	2			200	400	
	Club Storage	3			80	240	
	PE Office	1			120	120	
	Boy's Locker Room	1			800	800	
	Girl's Locker Room	1			800	800	
Scope Add	Table/Chair Storage	1			200	200	4
Subtotal ASF						**9,360**	
Administration	Reception/Secretary	1			450	450	
	Health Room/Toilet	1			200	200	
	Principal's Office	1			180	180	
	Assist. Princ. Office	1			120	120	
	Workroom/Mail	1			350	350	
	Staff Room	1			500	500	
	Conference Room	1			180	180	
Preferred	Conference Room ADD	1			20	20	6
	Restroom	2			45	90	
Preferred	Restroom ADD	2			19	38	7
	Lost & Found	1			50	50	
Preferred	Records Office	1			150	150	J
Subtotal ASF						**2,328**	
Counseling	Counselor's Office	2			120	240	
	Record Storage	1			100	100	
	Mediation/Tutorial Room	1			120	120	
Preferred	Conference Room	1			200	200	
Subtotal ASF						**660**	
Special Education	Learning Center	1			800	800	K
Scope Add	Learning Center ADD	1			180	180	8
Scope Add	Sensory Sup/Offices	3			150	450	9
	Special Needs Toilet	1			120	120	
Preferred	Sensory Support Room	1			150	150	
Preferred	Life Skills Room	1			980	980	L
Subtotal ASF						**2,680**	
Community Support	Parent/Volunteer Room	1			200	200	
	Parent/Community Room	1			800	800	M
Scope Add	Parent/Comm Room ADD	1			120	120	10
	Parent/Family Offices	1			120	120	
Subtotal ASF						**1,240**	

		Kellogg Middle School Program					Notes
Room Type	Room Name	Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	
Cafeteria/Commons	Cafeteria	1	283	15	4,250	4,250	
Preferred	Cafeteria ADD	1	17	15	250	250	11
Scope Add	Cafeteria ADD	1	105	15	1,580	1,580	12
	Kitchen	1			800	800	
	Dishwashing	1			250	250	
	Kitchen Freezer/Cooler				140		
	Kitchen Office/Alcove	1			60	60	
	Servery	1			900	900	
Scope Add	Servery ADD	1			315	315	13
	Kitchen Staff Lockers	1			20	20	
Preferred	Kitchen Staff Lockers ADD	1			80	80	14
	Kitchen Restroom	1			45	45	
Preferred	Kitchen Restroom ADD	1			19	19	15
	Table/Chair Storage	1			200	200	
	Kitchen Storage	1			150	150	
Subtotal ASF						**8,919**	
Community/Partner	Partner Program Office	2			150	300	16
	Pantry	1			200	200	
Preferred	Partner Prog. Stor/Office	4			88	350	17
Preferred	Laundry Room	1			100	100	18
Subtotal ASF						**950**	
Building Support	Restrooms	6			45	270	
	Toilets - Boys	3			200	600	
	Toilets - Girls	3			200	600	
	Custodial Rooms	4			100	400	
	Custodial Office/Lockers	1			150	150	
	Materials Storage	1			350	350	
	Custodial Storage	1			350	350	
	Building Stor./Receiving	1			650	650	
	MDF Room	1			160	160	
Preferred	MDF Room ADD	1			20	20	19
	IDF Rooms	3			80	240	
Preferred	IDF Rooms ADD	3			20	60	20
	Electrical Room	1			180	180	
Preferred	Electrical Room ADD	1			20	20	21
	Central Mechanical Room	1			600	600	
Preferred	Central Mechanical ADD	1			200	200	22
Preferred	Custodial Work Area	1			180	180	
Preferred	Electrical Generator Room	1			200	200	N
Preferred	Outdoor Equipment Stor.	1			200	200	
Subtotal ASF						**5,430**	

Room Type	Room Name	Kellogg Middle School Program Qty	Cap.	Unit / student	Unit (SF)	Area (ASF)	Notes
MS Program Total -REQUIRED AREA						67,119	
MS Program Total -PREFERRED AREA						7,267	
MS Program Total -SCOPE ADD AREA						3,453	
Total Net Square Footage						**77,839**	
New Construction - Building Circulation (Net to Gross ratio 29%)						22,573	
TOTAL MIDDLE SCHOOL PROGRAM GROSS SQUARE FOOTAGE						**100,412**	

SEE SEPARATE KELLOGG MS SITE PROGRAM SPREADSHEET FOR SITE REQUIREMENTS

Notes:

A "Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas
B Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks,
C Room should be divisible into two smaller classrooms
D One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000
E Music room should incorporate instrument storage if not built separately
F Dance Room with stage to be elevated 18-30 inches above adjacent gymnasium; separate with acoustic/operable wall that opens to gymnasium; stage to provide space for dance
G Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication
H Dance is part of the core program.
J Records Office reprogrammed out of Educational Specifications provided Records Storage space per OTL direction
K *Number of Learning Centers dependent on SPED population within school; (1) 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF*
L *Intensive Skills room dependent on the needs of the student population*
M *Includes Clothes Closet storage area*
N *Can be located outside building if site conditions allow; inside building preferred*

1 *80 sf added to ESL to provide future flexibility per OTL direction*
2 *(2) Science Prep and (2) Science Storage spaces added - One provided for each floor per OTL direction*
3 *3,200 sf Media Center preferred per Educational Specifications*
4 *200 sf added for chair storage to accommodate a capacity of 800 for a performance in the gymnasium per OTL direction*
5 *200 sf added for theater storage to accommodate the stage performances in the gymnasium per OTL direction*
6 *200 sf Conference Room preferred per Educational Specifications*
7 *64 sf single user preferred and gender neutral restrooms required per Educational Specifications*
8 *180 sf added to Learning Center to provide future flexibility per OTL direction*
9 *(3) additional Sensory Support Room/Offices added - One provided for each floor per OTL direction*
10 *120 sf Clothes Closet provided in Educational Specifications added to Parent / Community Room per OTL direction - Secure storage provided for Clothes Closet storage*
11 *4,500 sf Cafeteria and two lunch periods preferred per Educational Specifications*
12 *1,580 SF added to meet Educational Specifications preferred two lunch periods for an 810 student enrollment*
13 *315 sf added to meet Educational Specifications preferred two lunch periods for an 810 student enrollment*
14 *100 sf for staff lockers preferred per Educational Specifications*
15 *64 sf single user, gender neutral Kitchen Restroom preferred*
16 *(1) 150 sf Partner Program Office reprogrammed out the Educational Specifications preferred After School Instructional Space (500 sf) per OTL direction*
17 *(4) Additional 88 sf Partner Program Storage / Offices reprogrammed out of Educational Specifications preferred After School Instructional Space (500 sf) per OTL direction*
18 *100 sf Laundry Room reprogrammed out of Educational Specifications preferred Pantry space addition (100 sf) per OTL direction*
19 *180 sf MDF Room preferred per Educational Specifications*
20 *(3) 100 sf IDF Rooms preferred per Educational Specifications*
21 *200 sf Electrical Room preferred per Educational Specifications*
22 *800 sf Central Mechanical Room preferred per Educational Specifications*

The following preferred rooms and area increases to required rooms (Add) in the 2015 Educational Specifications have been removed per OTL direction: Practice Rooms, Student Project Storage, Media Office, Boy's and Girls Locker Room (Add), PE Office (Add), Flex Office, Principal's Office (Add), Asst. Princ. Office (Add), Itinerant Offices (Add), Parent/Family Office (Add), Stage, Stage Storage, Kitchen Office (Add), After School Instruction, Concessions, Restrooms (Add), Custodial Rooms (Add), Custodial Office (Add), Materials Storage (Add), Custodial Storage (Add), Building Storage (Add)

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Room Type	**Room Name**	Qty	**Cap.**	**Unit / student**	**Unit (SF)**	**Area (ASF)**	
Site/Athletics	Covered Play Area	1	30	133	4,000	4,000	
	Athletic Fields					0	
						0	
SITE TOTAL GROSS SQUARE FOOTAGE						**4,000**	

3.2 Evidence Based Design

The concept of Evidence Based Design (EBD) is derived from using data and research to determine the best possible solutions to design problems. EBD uses critical thinking to measure the influence of various design factors and their outcomes on user performance and satisfaction. Research is not only activity based, but client specific as well; in relation to educational environments, this strategy takes a look at the key influences on student performance, interaction, and health within the school. In order to make the best informed design decisions, it is crucial to take the existing research and apply it directly to the project at hand - in this case, Kellogg Middle School - and compare it to site findings, survey results, community input, demographics, and the PPS curriculum.

Natural Lighting

There is exceptional evidence in the correlation between the amount of natural daylight in the classroom and student performance. Studies find that classrooms with the most daylight, which typically include large windows or skylights, show students excel in their studies up to 18% more than those who learn in artificially lit spaces. Testing scores also increase when the windows are operable and give direct access to the outdoor environment.

STRATEGY : In spaces allowing, we aim to design for ample daylighting with use of exterior glazing throughout but also use shading elements and positioning to avoid glare and minimize effects of heat gain and loss. Additionally, glazing between interior partitions allows natural light into internal corridors and encourages collaborative learning.

NATURAL DAYLIGHTING USING CLERESTORY WINDOWS AND LIGHT SHELF

3.1 Kellogg Program, Enrollment, and Capacity
3.2 Evidence Based Design
3.3 Active Learning, and Extended Learning, Multi-Purpose
3.4 The Learning Suite
3.5 Flexible Solutions
3.6 Room Data Sheets

Green Space

Plant life and green space is a crucial factor in adolescent development. Studies show that green spaces, including outdoor learning spaces, community gardens, and recess or play areas, boost cognitive outcomes in children and lead to better focus and participation. A connection to nature allows students to leave the traditional, indoor classroom environment and connect with themselves and their surroundings, while being immersed in natural, quality air and Vitamin D. Indoor classrooms also benefit from expansive views of the natural outdoors.

STRATEGY : Design and integrate multi-functional outdoor gathering and learning spaces within the site. Capture views from interior learning spaces to the outdoors. Ample exterior glazing also helps to blur boundaries between the interior and exterior which can create a connection to the outside while enjoying indoor comforts.

NATURE PLAY OUTDOOR STUDENT AREA

OUTDOOR LEARNING SPACE

Indoor Air Quality

A sustainable HVAC system in the school can have extremely beneficial health benefits. By circulating out carbon dioxide, germs, and other airborne contaminants, an increased quality in breathable air has shown decreased student absenteeism, while poor air quality has proven to increase health risks including asthma and other respiratory issues. Overall student wellbeing and attainment benefits from clean air, improving student demeanor and decreasing fatigue.

STRATEGY : Design a robust mechanical system to filter out environmental contaminants. Sensors in the system will alert staff when levels are unsatisfactory. Weather permitting, operable exterior glazing can promote natural airflow. The mechanical system can also be highlighted either in part or throughout presenting an opportunity to transform the building into an instrument for curriculum.

Acoustics

A key factor for engagement is noise. External noises can be very distracting when students are trying to focus and concentrate, and is a stress factor that can increase blood pressure and shorten attention spans. Softer classroom environments that include installing carpets or acoustical ceiling tiles that absorb sound have proven to produce students with better focus and concentration, and overall higher test scores.

STRATEGY : Design with finishes appropriate to the use of the space such as soft and sound absorptive materials like carpet and acoustic ceiling for classrooms, media, and offices where sound would be disruptive to learning and activities. Use materials with high Noise Reduction Coefficients (NRC), such as acoustic ceiling clouds and wall panels to dampen noise and activities from spaces such as corridors, music classroom, and the gymnasium.

Ergonomics and Flexibility

Just as no two students learn the same way, no two students respond to the physical environment the same way. Classrooms have traditionally consisted of a simple desk and chair environment, with everyone sitting in rows and facing the front of the classroom. Traditional classroom furniture is on the way out and being replaced with adjustable, flexible furniture including group tables, sit/stand desks, and a variety of options for chairs and stools. Studies find that students using adjustable furniture receive higher testing scores by encouraging better postures and increasing health benefits, leading to better overall comfort.

STRATEGY : Design an array of spaces ranging from private nooks for a moment of solitude to larger gathering spaces which support learning in and out of the classroom and encourage multi-disciplinary, collaborative learning. Provide flexible furniture which allows for multiple teaching styles and individual control of comfort.

THIS STEAM LAB DEMONSTRATES MULTIPLE DESK AND SEATING OPTIONS

Color Theory

Color can help connect the neuropathways in the brain. Connecting with hormone regulating endocrine glands, the brain absorbs color information and translates it into emotional, psychological, and even physical responses. Many studies show relationships between color preferences and student performance, influencing creativity, focus, happiness, and memory. Color can even impact participation and absenteeism, and physical responses such as heart rate and respiration. Conversely, a lack of color, or an excess of black, white, and greys, has been proven to lower IQ about 10 points. Strategically placing certain colors in specific spaces, such as orange in common spaces or cafeterias and blues and greens in critical thinking and concentration spaces such as mathematics, history, and science classrooms can shape student disposition in these environments.

STRATEGY : Design with specific tones and colors to enhance the intended learning and activity within each space. Color will also be used throughout the building to define zones and spaces, and to assist in wayfinding.

3.1 Kellogg Program, Enrollment, and Capacity
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3.6 Room Data Sheets

The Finnish Example

Finland has some of the best schools in the world, consistently ranking at the top of the Program for International Student Assessments (PISA). What we can learn from their schools:

DAYLIGHTING AND VIEWS

NON TRADITIONAL CLASSROOMS

EVERY SPACE IS A LEARNING SPACE

MULTIPURPOSE VESTIBULES

3.3 Active Learning, Extended Learning and Multi-Purpose

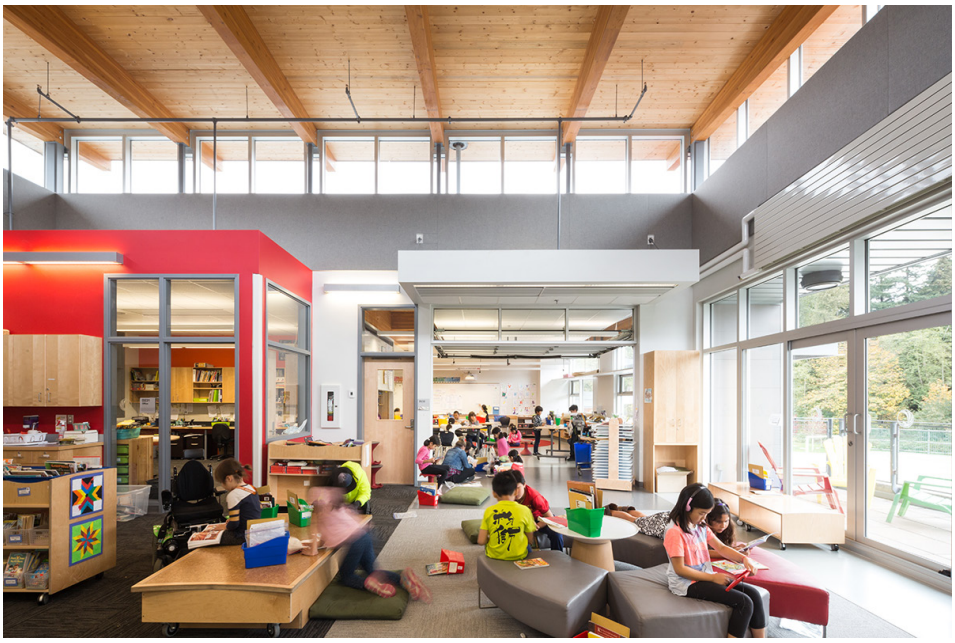
Classrooms are not only spaces for students to learn, but can be used as interactive teaching tools and active environments that promote exploration. Extended Learning spaces have been programmed into each Learning Suite (two per floor), and serve as multi-use spaces where students can get out of a traditional desk-chair classroom layout and into a modular, interactive space with soft, flexible seating and a variety of technology and teaching tools. The flexible space allows the faculty to reserve the extended learning spaces for a day or longer to meet project and teaching style demands.

Extended Learning spaces are beneficial when a school is challenged for square footage. They create a space that can be used for multiple disciplines and specialists to reduce required square footage and provide a variety of teaching environments.

The concept of Active Learning classroom styles uses interactive and modular furniture as a teaching tool, used to group students into teams and promote collaborative problem solving and learning.

The research behind Active Learning classrooms and Extended Learning spaces advocates for the many benefits of a flexible, collaborate environment. Not only are these spaces available for student but also for faculty and can accommodate small groups to larger project activities.

A Maker space/STEAM Lab is included in the Kellogg program to provide an interactive enviroment for student projects and group collaboration. In contrast to the extended learning spaces, the maker space can be taken over by a teacher and class for a longer period of time and facilitate fabrication and other interactive learning techniques.



ACTIVE LEARNING ALLOWS MULTIPLE FURNITURE SOLUTIONS FOR STUDENT ENGAGEMENT

3.1 Kellogg Program, Enrollment, and Capacity
3.2 Evidence Based Design
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3.4 The Learning Suite
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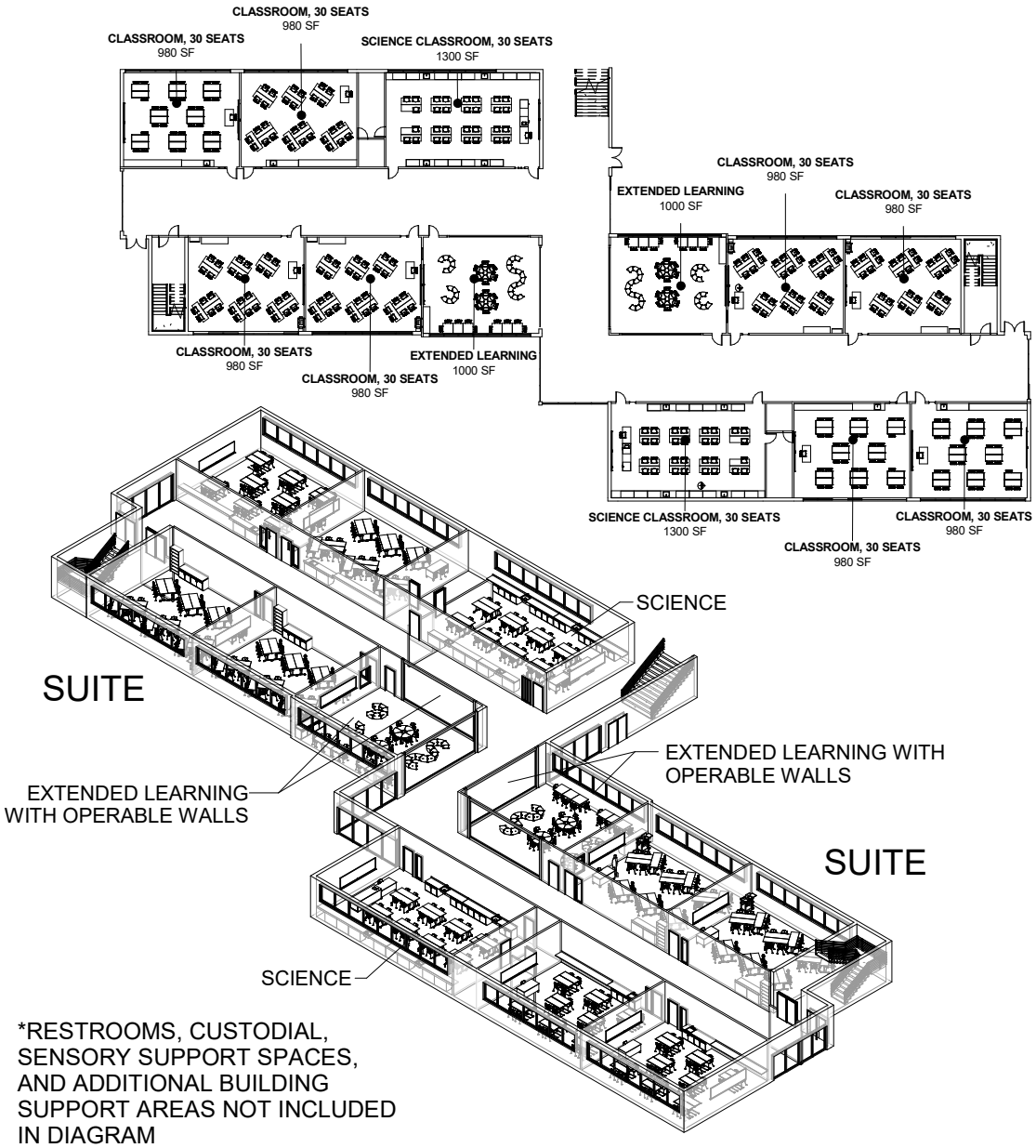
3.6 Room Data Sheets

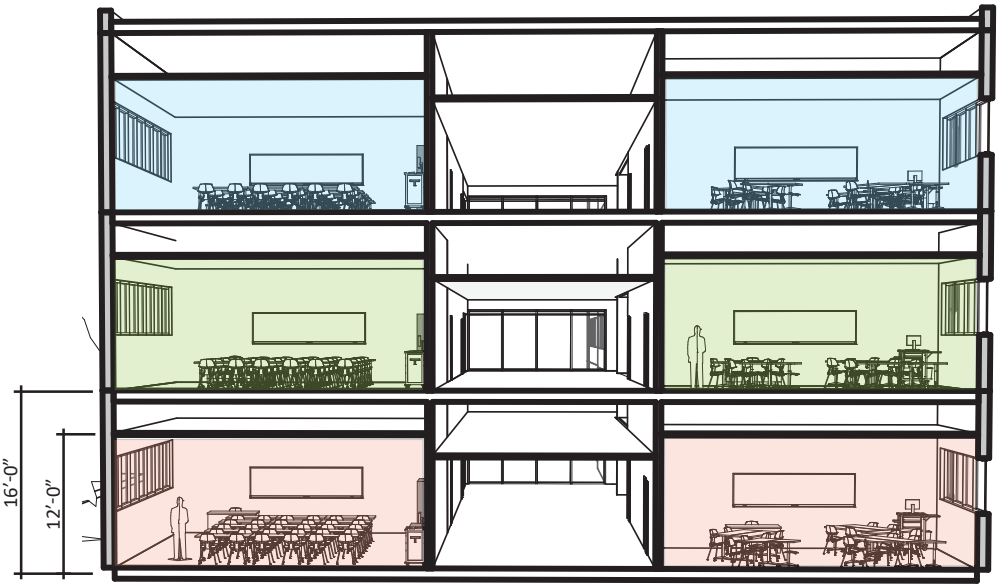
Furniture Solutions

Mobile, modular furniture that incorporates a variety of desk sizes and configurations, as well as casual soft seating allows for students to really take control of their environment. No two students learn the same way, so allowing for variation within the learning environment lets students be more involved in the classroom and more excited to participate in classroom discussions.

3.4 The Learning Suite

Innovate building orientation and classroom layout is important in creating a sense of identity for students and staff in a building. Creating a welcoming feeling of community is crucial for adolescent development, as children spend the majority of their days in a school environment.





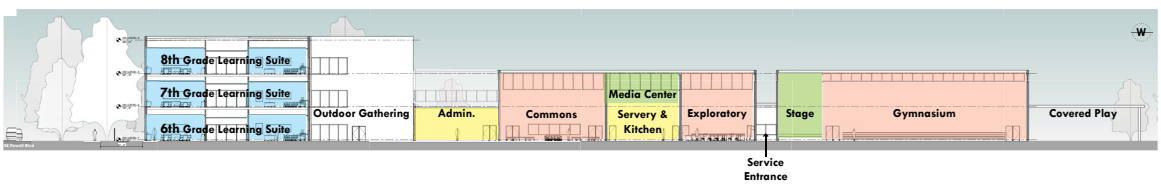
The concept of Learning Suites considers building wings as communities or neighborhoods. In a middle school setting, this allows grades to be grouped by floor, with each wing containing its own shared spaces such as extended learning classrooms and restroom clusters.

Core and Centralized Spaces

The concept of core spaces as centralized gathering locations promotes a sense of community and connectedness for students and staff. The Cafeteria/Commons, Media Center, Auditorium, and Gymnasium are common spaces where students assemble socialize, or be active. Locating these spaces in the core of the building with easy access to the main atrium and administration allows them to become hubs for various types of congregations, and can even be utilized by the community for fund raisers, theater productions, or PTA meetings. These spaces are usually louder and more boisterous than the typical classroom environment, and hold their own sense of identity and commonality.

Shared Classroom Spaces

In addition to the core program spaces, there are shared learning environments that create student unique engagement opportunities and interation within the classroom environment. The Maker Space/STEAM Lab, Art, Music/Band, Dance, Physical Education, ESL, and the Special Education Learning Center engage learning through specialized environments and promote interactions and physical learning.



3.1 Kellogg Program, Enrollment, and Capacity
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3.4 The Learning Suite
3.5 Flexible Solutions
3.6 Room Data Sheets

3.5 Flexible Solutions

When looking at a building program and classroom design, it is often the case that the allowed square footage cannot accommodate all the spaces required by the curriculum. Creative solutions to this problem involve multi-purpose, flexible spaces that can be used for a variety of purposes and classes.

Outdoor Gathering Spaces

Studies show that natural lighting provides a variety of benefits to students, including fighting fatigue, promoting positive mental health, and stimulating interest and interaction within the classroom. The option for an exterior learning environment, community garden, or natural play space gets students outside and active, and provides hands-on learning opportunities that would not be available in a traditional classroom environment.

Gymnatorium

Finding a location to accommodate an entire school assembly can be difficult when space is limited. Gymnasiums, which are typically planned to hold full sized courts and spectator seating, can be creatively designed to transform into an auditorium space for assemblies, school plays, musicals, and band performances. Adjacencies are crucial when developing this space, aligning the gymnasium, performance stage, and music room for a cohesive flow that coordinates with classroom schedule and curriculum.

Cafeteria/Commons

The cafeteria is not only a space where people eat, connect, and socialize, but a space where community groups can hold meetings, teachers can collaborate, and concessions can be held for plays and performances. Providing a variety of seating also allows the space to be used as an Extended Learning environment where students can get out and take a break from typical classroom monotony. This common space is important to be centrally located in the building so as to accommodate the many flexible uses.

CAFETERIA DOUBLES AS EXTENDED LEARNING SPACE


GRAND STAIRCASE TO CONNECT CORE SPACES

STEAM and Makerspace

STEAM Labs are spaces that focus on Science, Technology, Engineering, Arts, and Mathematics. The concept of using STEAM as part of the curriculum transform the way classrooms are designed, focusing on technology as a prominent teaching tool and encourages communicating project data in a creative manner.

Often incorporated into the design of a STEAM Lab is Makerspace requirements. A Makerspace is the modern equivalent of a shop class, utilizing technologies such as 3D printers, soldering irons, CADD and drafting programs, and other building tools as a platform for hands-on creation of anything from architectural models to robots and drones.

The Modern STEAM Lab and Makerspace consists of modular, collaboration style seating and table layouts that allow for a multitude of lessons and teaching styles. This allows students to work as a group or independently, usually with teacher assistance and hands-on demonstrations. Incorporating technology into the classroom can be done in many ways, typically through projection screens or Smart Boards, mobile laptop computer carts for student use, and ceiling mounted cord reel outlets for equipment.

STEAM CLASSROOM

3.6 Room Data Sheets

The following Room Data Sheets (RDS) provide an example of the ideal spacial layout of individual spaces, and were developed from PPS focus group input. The RDS look at square footage, capacity, furniture and equipment requirements, and general space planning.

3.1 Kellogg Program, Enrollment, and Capacity
3.2 Evidence Based Design
3.3 Active Learning, and Extended Learning, Multi-Purpose
3.4 The Learning Suite
3.5 Flexible Solutions
3.6 Room Data Sheets

(22) TYPICAL CLASSROOM - 980 SF

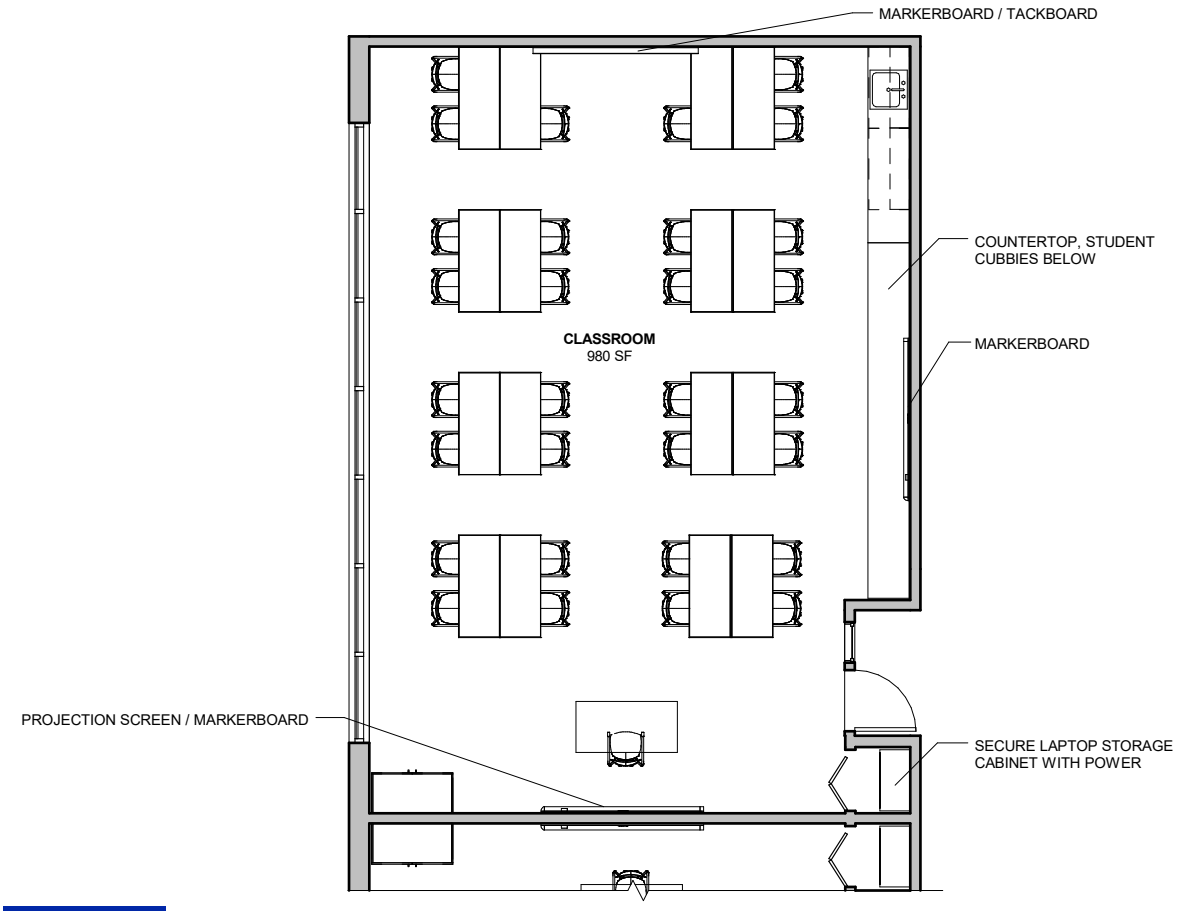
- MATHEMATICS, ENGLISH LANGUAGE, WORLD LANGUAGE, HISTORY
- 30 STUDENT/CLASS
- 2 STUDENT DESKS @ 60" X 24"
- SINK PROVIDED - NOT INCLUDED IN EDUCATIONAL SPECIFICATIONS

(1) ESL CLASSROOM - 980 SF

REQUIRED - 900 SF
SCOPE ADD - 80 SF FOR FUTURE FLEXIBILITY

REQUIRED ADJACENCIES:

- COMMONS / EXTENDED LEARNING
- "ZONED" ACCESS
- RESTROOMS
- GENDER NEUTRAL RESTROOM - 1 PER FLOOR



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KELLOGG MIDDLE SCHOOL

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PORTLAND

PRE-DESIGN
11-02-2017

RDS 1

CLASSROOM, TYP.

Project # 90031

3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

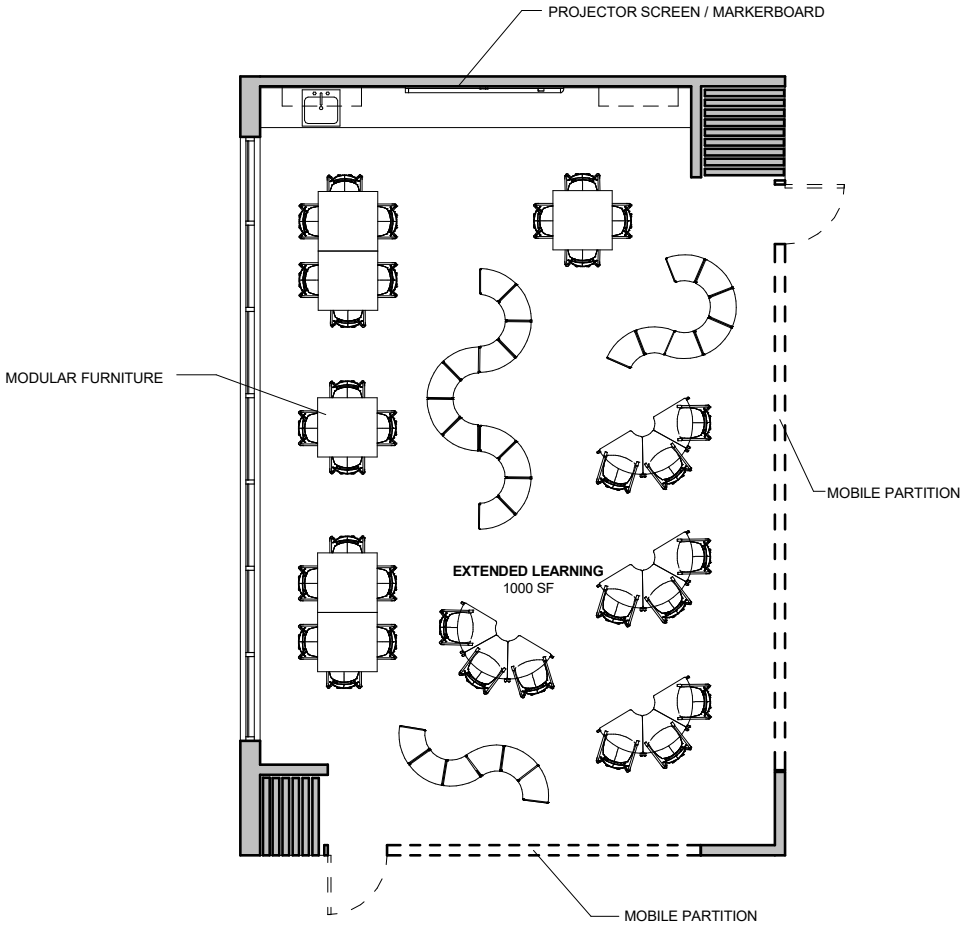
REQUIRED PROGRAM

(6) EXTENDED LEARNING - 1000 SF

- MOBILE PARTITIONS WITH STC RATING 45-50
- ONE MOBILE COMPUTER CART PER 2 CLASSROOMS

(3) REQUIRED ADJACENCIES:

- CENTRALLY LOCATED
- ONE PER LEARNING SUITE - 6 TOTAL



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RDS 2

EXTENDED LEARNING

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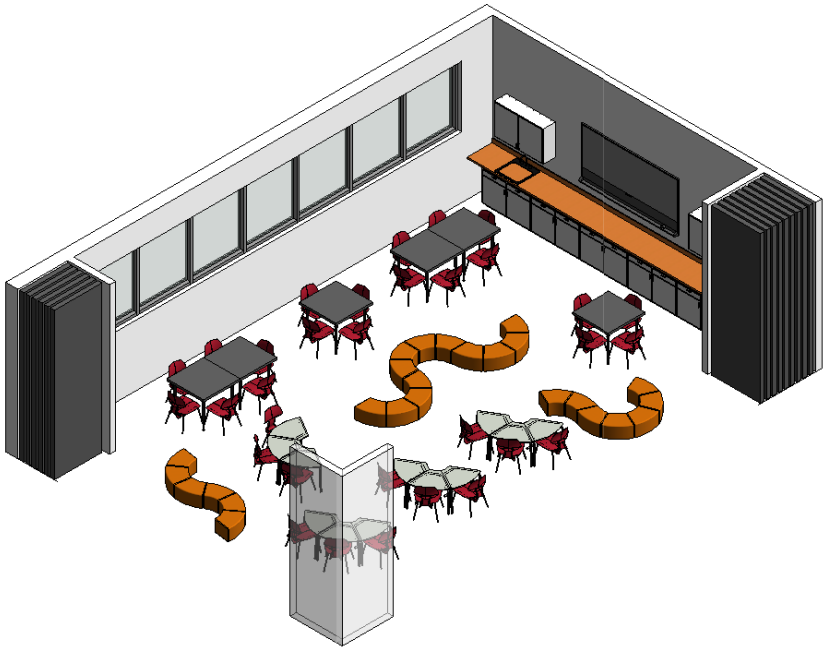


3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

REQUIRED PROGRAM

(5) SCIENCE CLASSROOM - 1300 SF
- EARTH SCIENCE, BIOLOGY, CHEMISTRY
- 30 STUDENTS/CLASS

(3) SCIENCE PREP - 75 SF
-SCOPE ADD OF (2) SCIENCE PREP 75 SF EA.

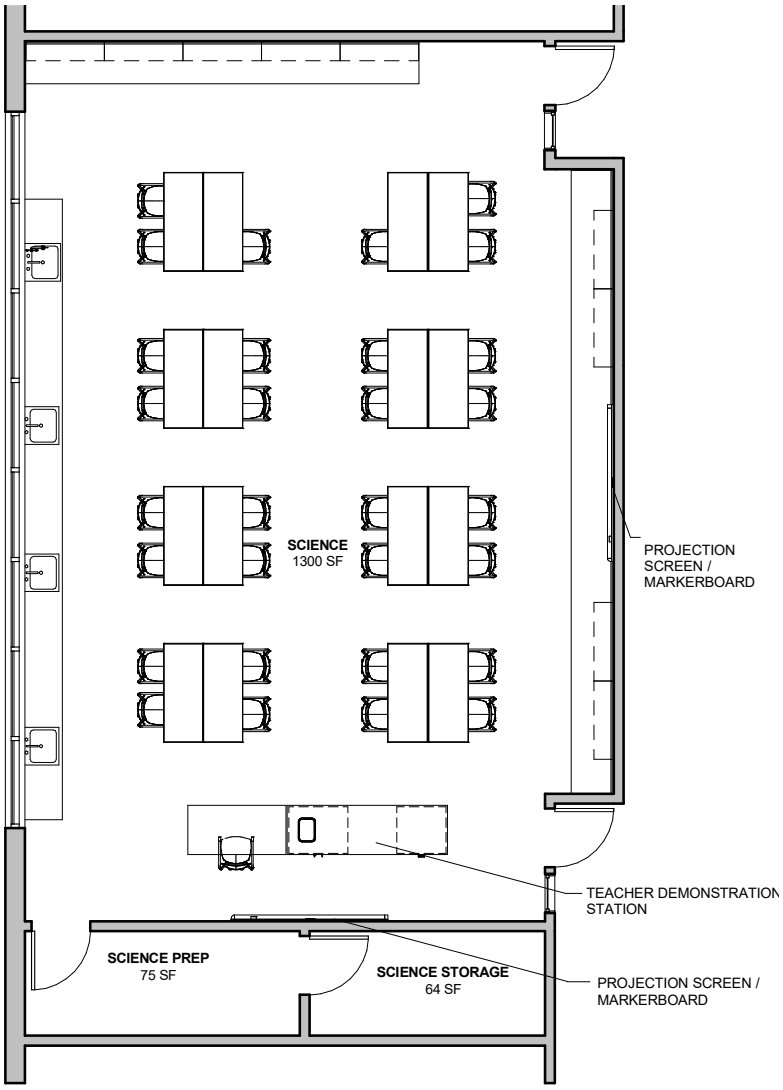
(3) SCIENCE STORAGE - 64 SF
- SCOPE ADD OF (2) SCIENCE STORAGE - 64 SF EA.

REQUIRED ADJACENCIES:
- STEAM LAB
- SUPPORT AND PREP SPACES
- RESTROOMS
- EXTENDED LEARNING AND COMMONS (WHERE APPLICABLE)

NOTES
- ONE MOBILE COMPUTER CART PER 2 CLASSROOMS

REQUIRED EQUIPMENT

- LAPTOPS / COMPUTER CART
- PROJECTOR
- GOGGLE SANITATION CABINET
- SAFETY EQUIPMENT CABINET
- BLANKET CABINET
- MICROWAVE
- HOTPLATES
- BEAKER DRYING RACK
- DOCUMENT CAMERA
- FUME HOODS
- GAS / AIR SPIGOTS
- EMERGENCY EYE WASH
- CHEMICAL RESISTANT COUNTERTOPS



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RDS 3

SCIENCE

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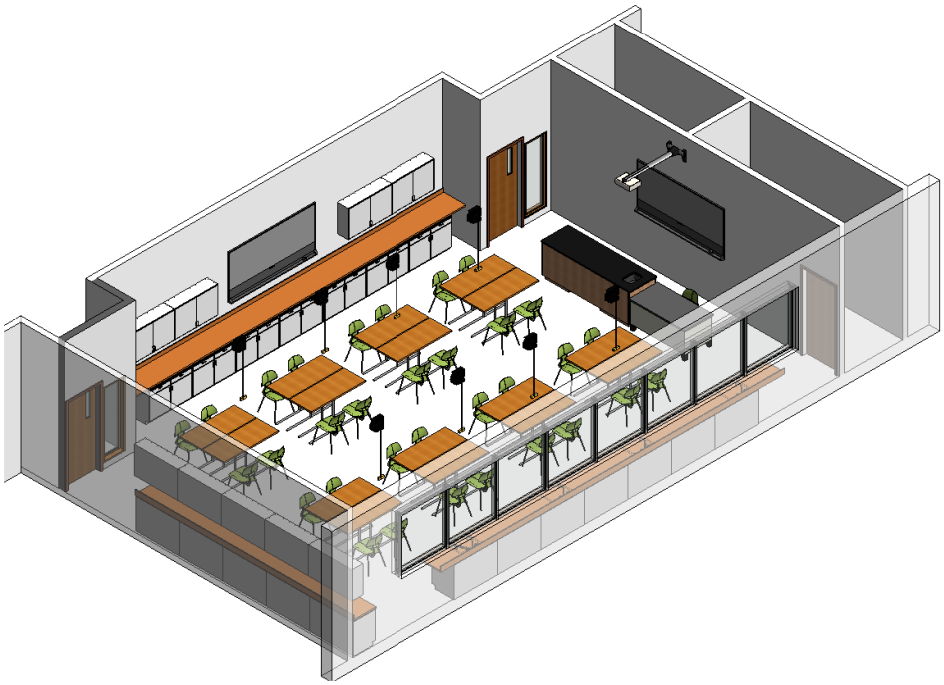


3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

PREFERRED PROGRAM

(1) STEAM LAB / MAKERSPACE - 1200 SF

REQUIRED ADJACENCIES:
- SCIENCE CLASSROOMS
- RESTROOMS

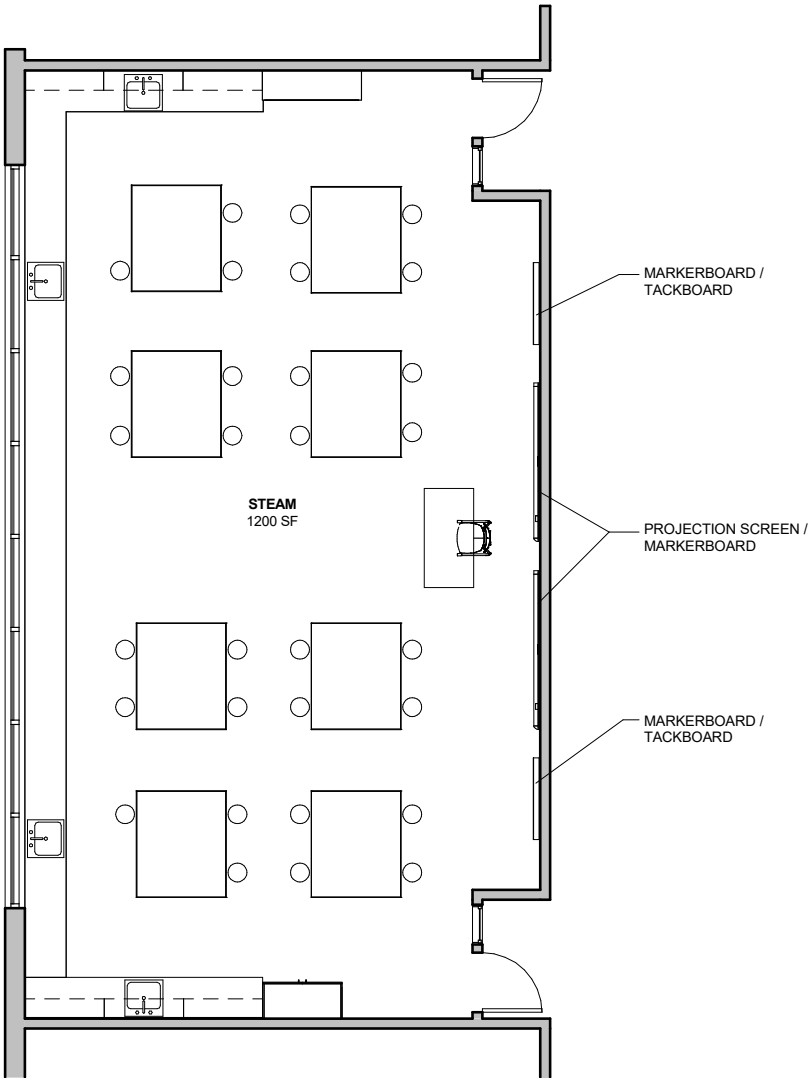
REQUIRED EQUIPMENT

- LAPTOPS / COMPUTER CARTS
- VIDEO PROJECTION SCREEN
- FIRE EXTINGUISHER

PREFERRED EQUIPMENT

- BLANKET CABINET
- GOGGLE SANITIZER
- BEAKER DRYING RACK
- MICROWAVE
- HOT PLATES

SCHOOL SPECIFIC MAKERSPACE / STEAM EQUIPMENT TO BE DETERMINED



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RDS 4

STEAM / MAKERSPACE

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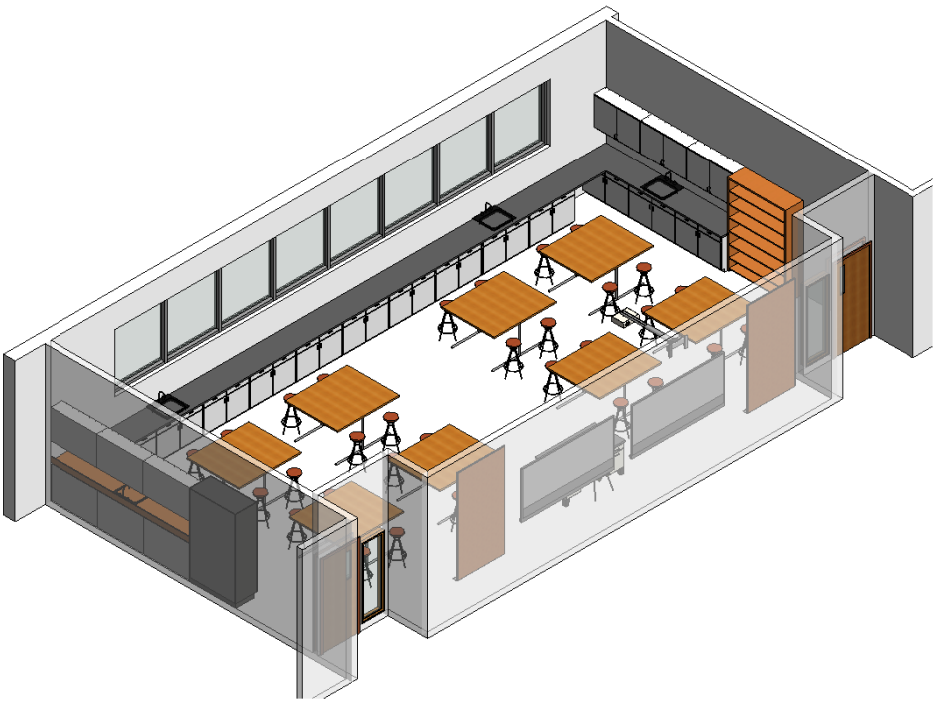


3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

REQUIRED PROGRAM

LEARNING CENTER - 800 SF
SCOPE ADD 180 SF FOR FUTURE FLEXIBILITY AS GENERAL CLASSROOM
PSYCHOLOGY OFFICE - 150 SF
RESTROOM - 120 SF

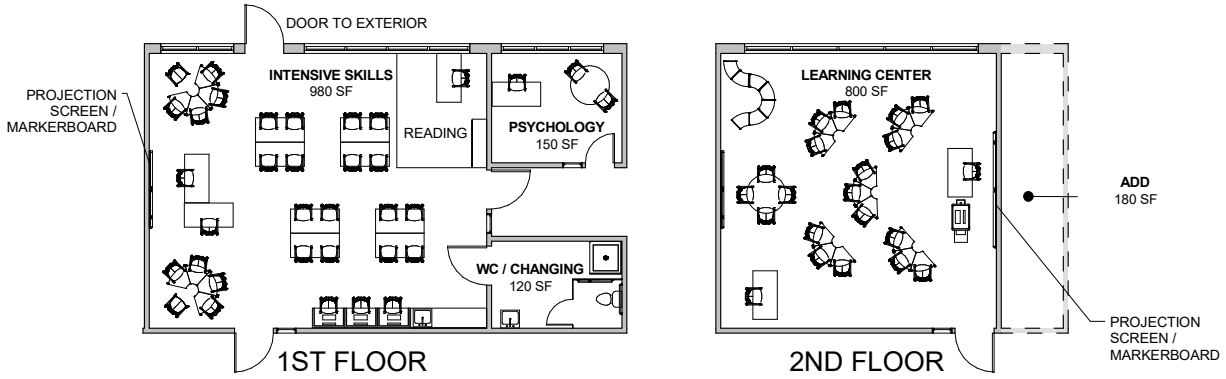
PREFERRED PROGRAM

INTENSIVE SKILLS - 980 SF
- TYP. 12 STUDENTS / CLASS
- ADA FIXTURES INCLUDING SINK AND SINK ACCESSORIES
- 4' DOORS WITH OPERATOR
- 3 TEACHER / AIDE DESKS (SPECS REQUIRE 4 TEACHER/AIDS)

(3) OFFICES / SENSORY SUPPORT - 150 SF EA.
- SCOPE ADD TO INCREASE SIZE OF (3) OFFICES TO 150 SF - 210 SF TOTAL

REQUIRED ADJACENCIES:
- PSYCHOLOGY ADJACENT TO INTENSIVE SKILLS
- OFFICE / SENSORY SUPPORT ROOM ON EACH FLOOR (3 TOTAL)
- LEARNING CENTER TO BE PART OF 2ND FLOOR LEARNING SUITE

NOT INCLUDED - SOCIAL-EMOTIONAL SKILLS CLASSROOM, PER SPECIAL EDUCATION MIDDLE SCHOOL PLANNING DOCUMENT, FALL 2017-18



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RDS 5

SPECIAL ED

Project # 90031

3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

REQUIRED PROGRAM

CAFETERIA - 2 PERIOD LUNCH - 6,080 SF
- REQUIRED - 4,250 SF
- SCOPE ADD - 1,580 SF
- PREFERRED ADD - 250

KITCHEN - 800 SF
DISHWASHING - 250 SF
SERVERY - 1,215 SF
- REQUIRED - 900 SF
- SCOPE ADD - 315 SF

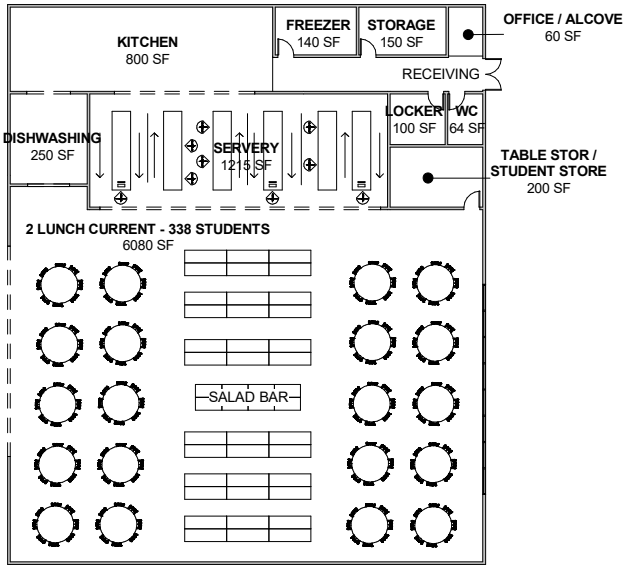
TABLE STORAGE - 200 SF
KITCHEN STORAGE - 150 SF
FREEZER - 140 SF
STAFF LOCKERS - 100
- REQUIRED - 20 SF
- PREFERRED ADD - 80 SF

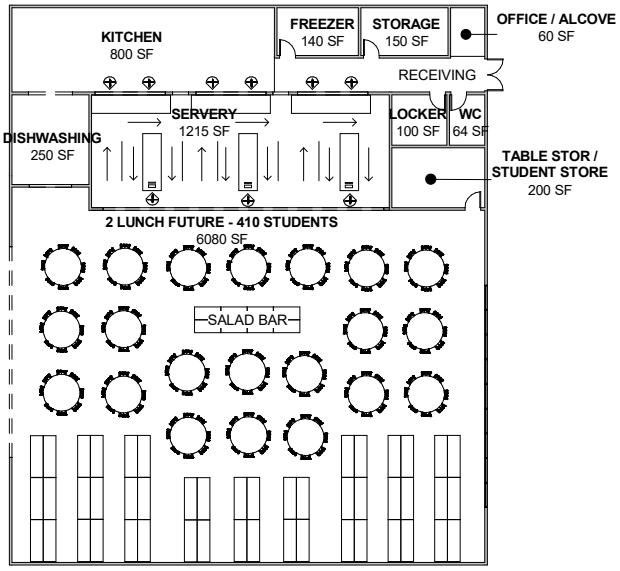
RESTROOM - 64 SF
- REQUIRED - 45 SF
-PREFERRED ADD - 19 SF

OFFICE/ALCOVE - 60 SF

REQUIRED ADJACENCIES:

- CENTRALLY LOCATED
- MEDIA CENTER
- ADMIN / ATRIUM
- COMMUNITY SPACES
- RECEIVING
- COURTYARD
- MUSIC SUITE
- GYMNASIUM
- STUDENT LOCKERS - 20% CAPACITY REQUIRED, CENTRALLY LOCATED ADJACENT TO CAFETERIA / COMMONS





CURRENT 675 STUDENT CAPACITY
- 2 PERIODS = 338 STUDENTS / PERIOD

TABLES
20 ROUND @ 8 STUDENTS = 160 STUDENTS
18 LINEAR @ 10 STUDENTS = 180 STUDENTS

FUTURE 810 STUDENT CAPACITY
- 2 PERIODS = 405 STUDENTS / PERIOD

TABLES
21 ROUND @ 8 STUDENTS = 168 STUDENTS
24 LINEAR @ 10 STUDENTS = 240 STUDENTS

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RDS 6

CAFETERIA / COMMONS

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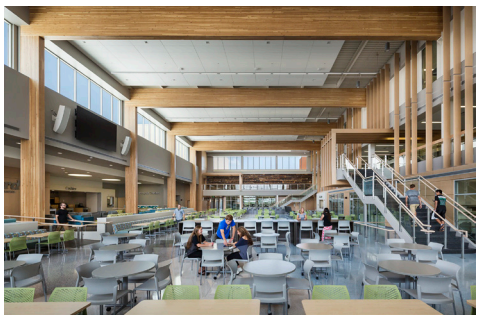



3.1 Kellogg Program, Enrollment, and Capacity

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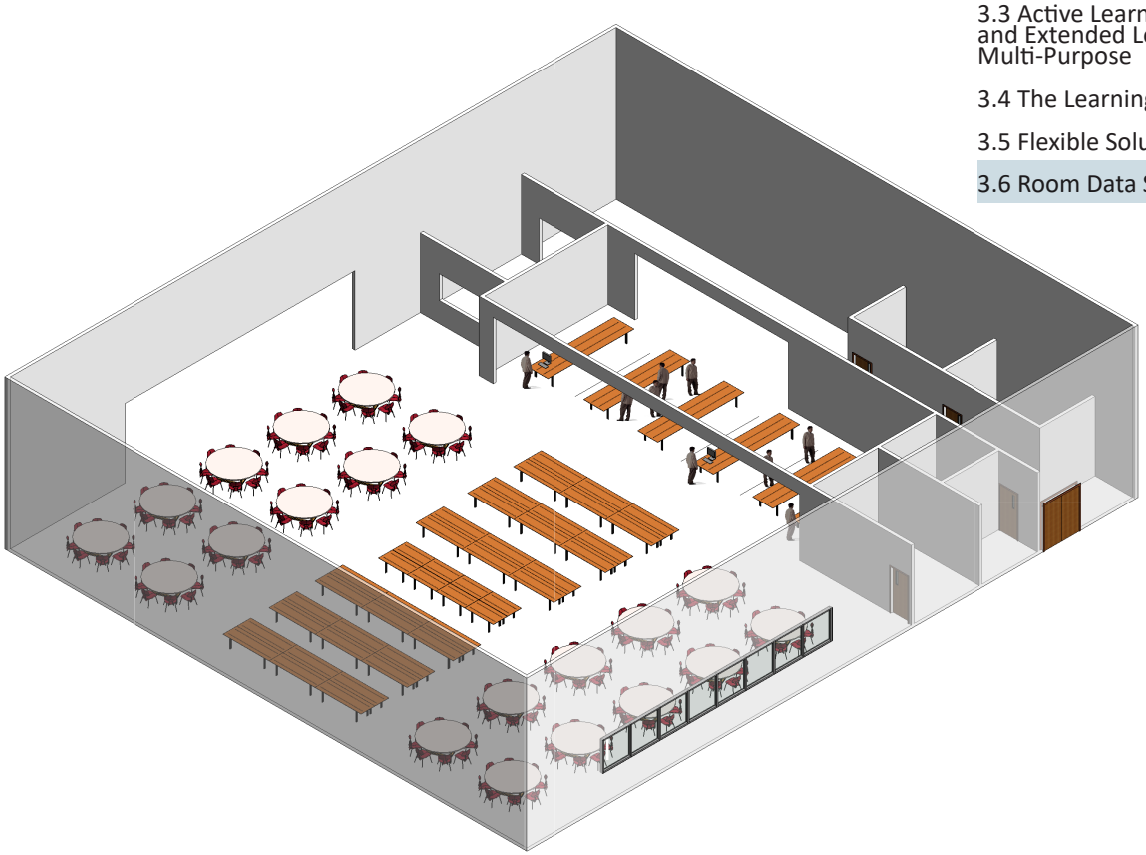
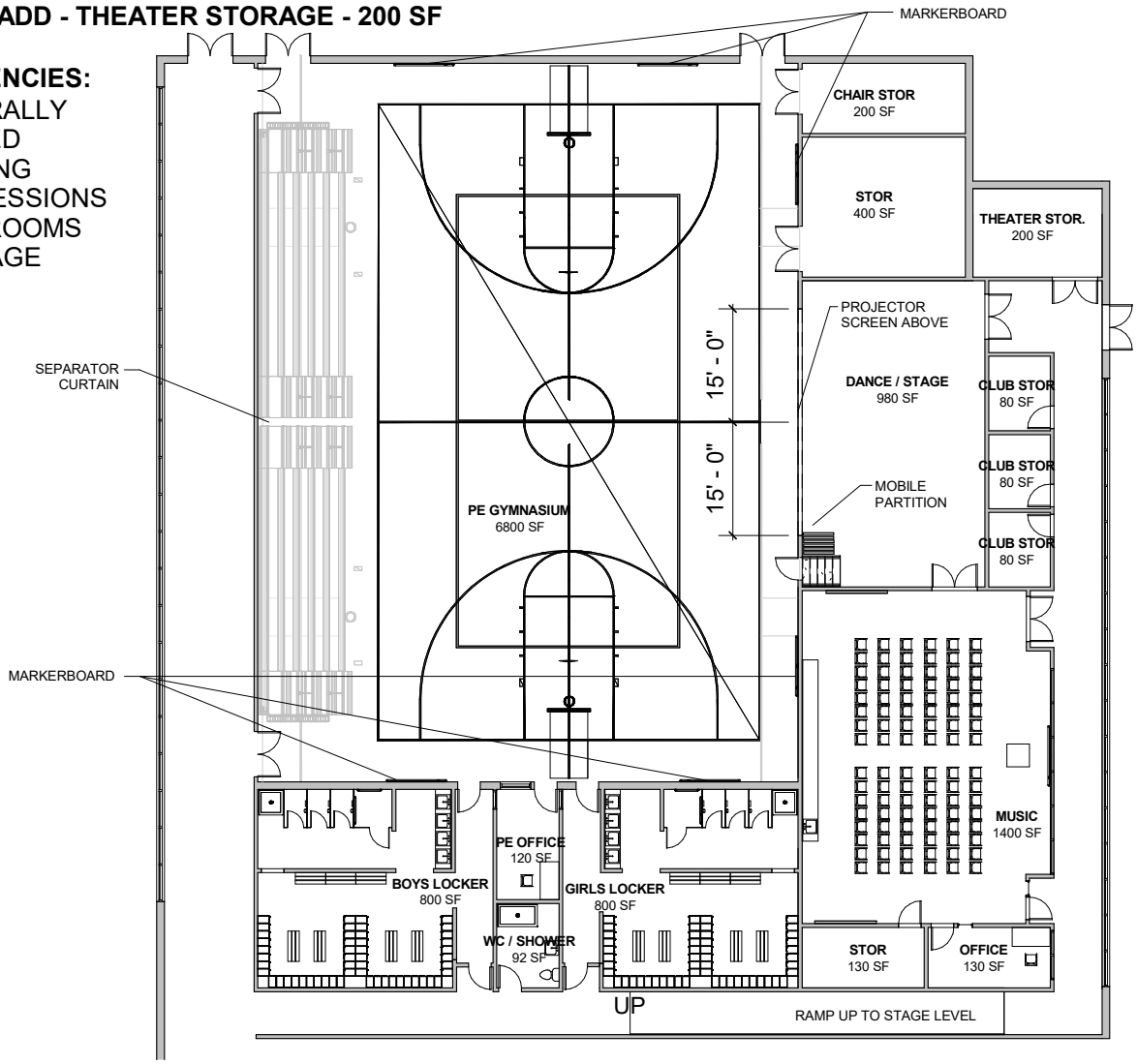


REQUIRED PROGRAM
GYMNASIUM - 6800 SF
(2) STORAGE - 200 SF EA.
(3) CLUB STORAGE - 80 SF EA.
(2) LOCKER / RESTROOM - 800 SF EA.
OFFICE - 120 SF
SCOPE ADD - CHAIR STORAGE - 200 SF
SCOPE ADD - THEATER STORAGE - 200 SF

MUSIC ROOM - 1400 SF
- BAND, CHOIR, THEATER
OFFICE - 120 SF

PREFERRED PROGRAM
STAGE / DANCE - 980 SF

ADJACENCIES:
- CENTRALLY LOCATED
- PARKING
- CONCESSIONS
- RESTROOMS
- STORAGE



BLEACHER SEATING
ATHLETIC EVENT : 216

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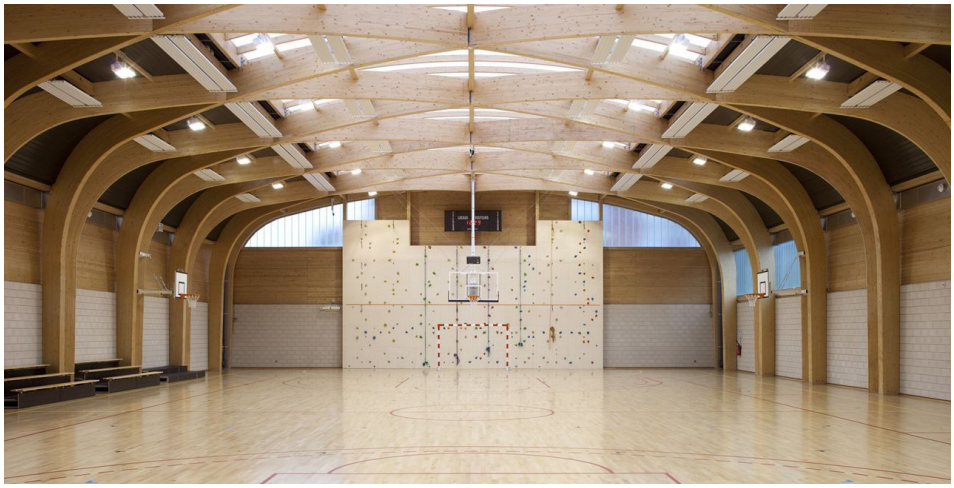
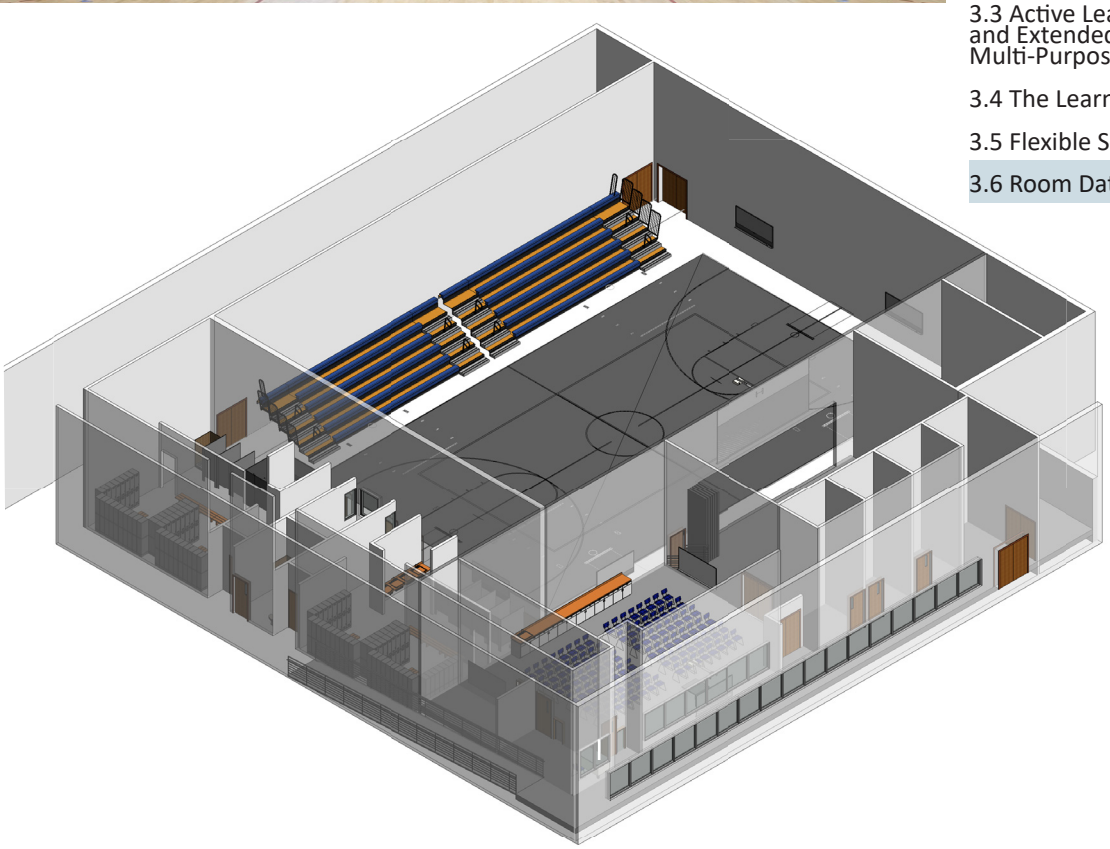
PRE-DESIGN
11-02-2017

RDS 7A

GYM - ATHLETICS

Project # 90031





3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

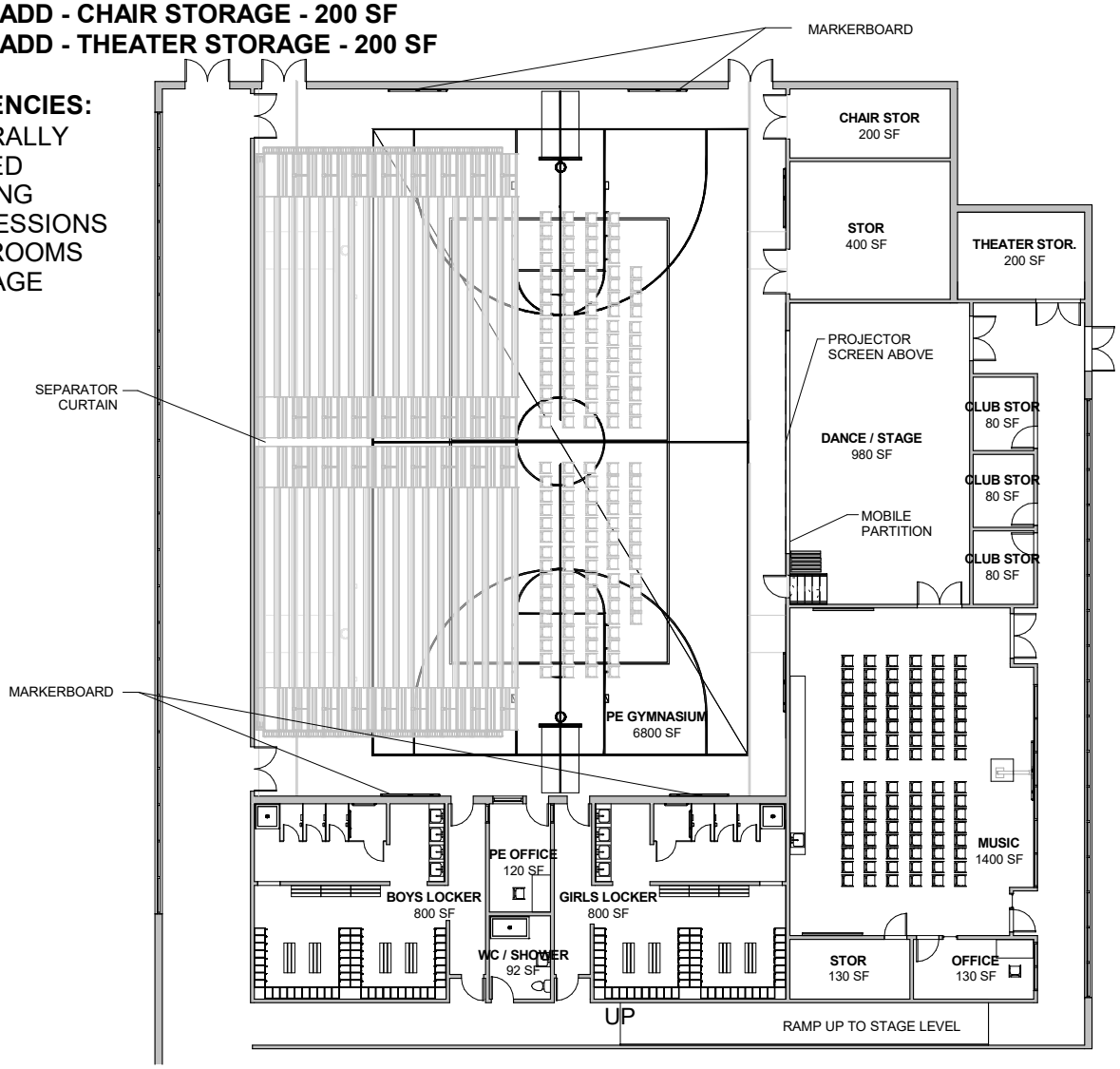
3.6 Room Data Sheets

REQUIRED PROGRAM
GYMNASIUM - 6800 SF
(2) STORAGE - 200 SF EA.
(3) CLUB STORAGE - 80 SF EA.
(2) LOCKER / RESTROOM - 800 SF EA.
OFFICE - 120 SF
SCOPE ADD - CHAIR STORAGE - 200 SF
SCOPE ADD - THEATER STORAGE - 200 SF

ADJACENCIES:
- CENTRALLY LOCATED
- PARKING
- CONCESSIONS
- RESTROOMS
- STORAGE

MUSIC ROOM - 1400 SF
- BAND, CHOIR, THEATER
OFFICE - 120 SF

PREFERRED PROGRAM
STAGE / DANCE - 980 SF



BLEACHER SEATING
PERFORMANCE : 648 + 152 CHAIRS = 800 CAPACITY

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KELLOGG MIDDLE SCHOOL

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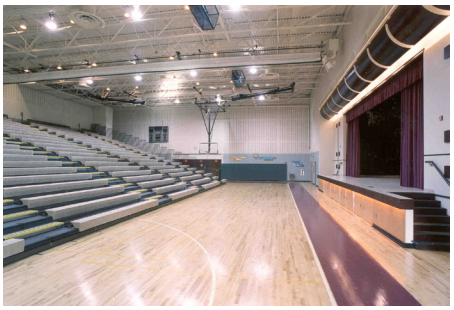
PORTLAND

RDS 7B

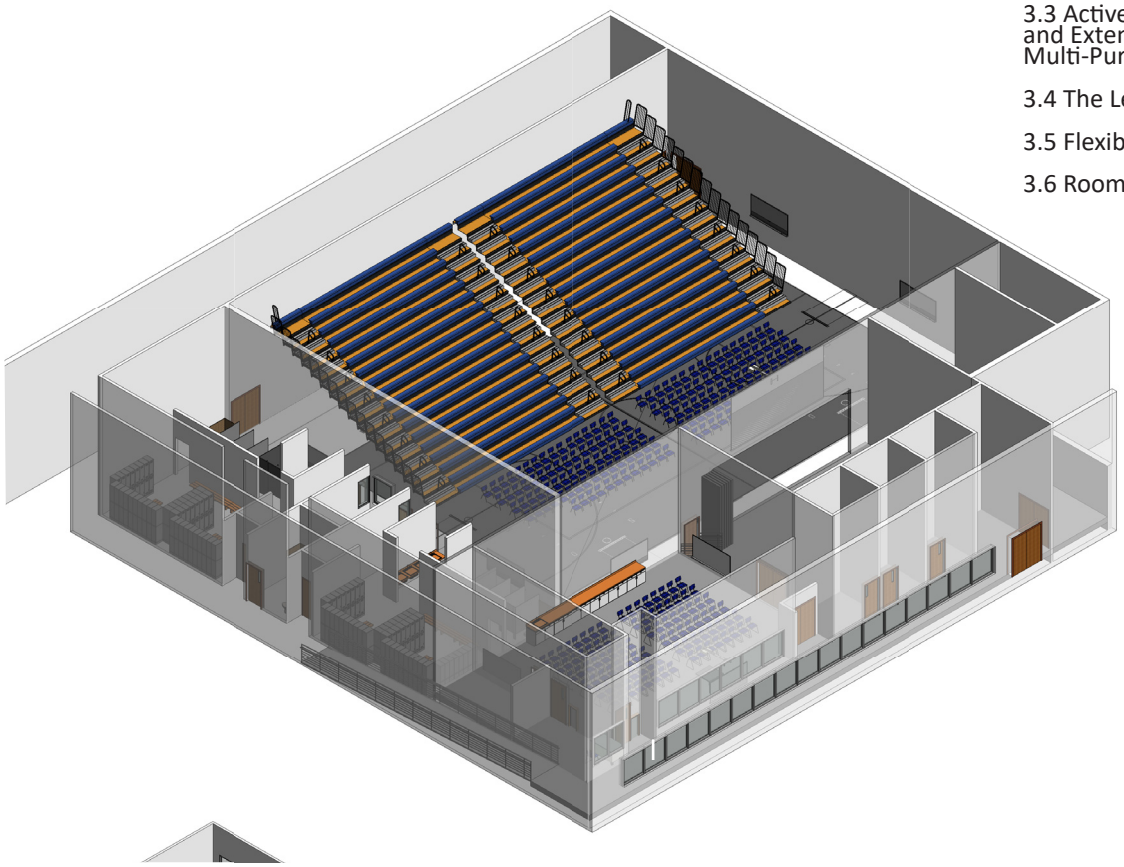
GYM - PERFORMANCE

PRE-DESIGN
11-02-2017

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity
3.2 Evidence Based Design
3.3 Active Learning, and Extended Learning, Multi-Purpose
3.4 The Learning Suite
3.5 Flexible Solutions
3.6 Room Data Sheets



REQUIRED PROGRAM

MUSIC ROOM - 1400 SF
- BAND, CHOIR, THEATER

OFFICE - 120 SF

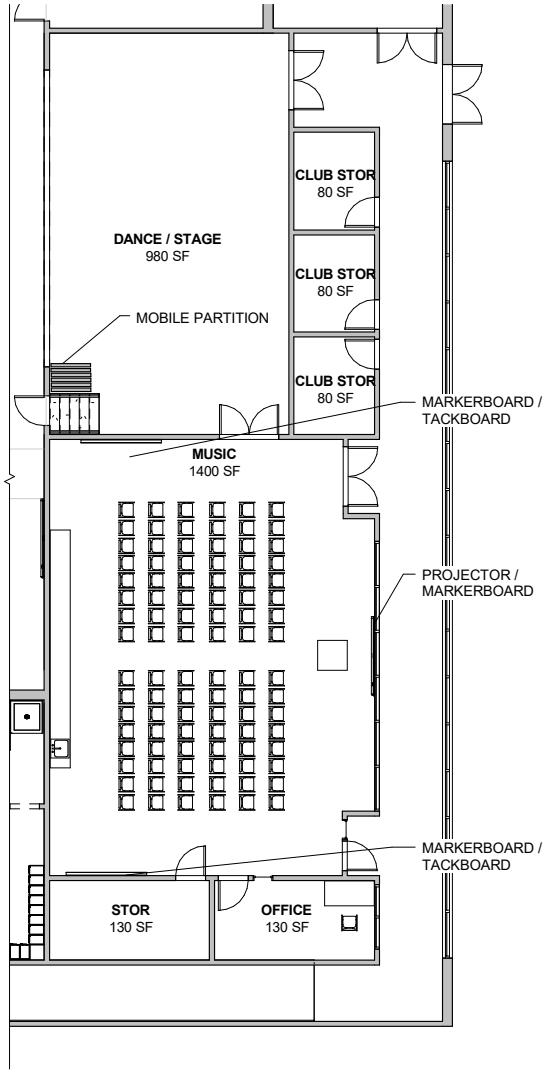
INSTRUMENT STORAGE - 120 SF

PREFERRED PROGRAM

DANCE / STAGE - 980 SF
- DANCE HAS BEEN SELECTED TO REPLACE MUSIC AS THE LEARNING SPACE SHARED BY THE STAGE DUE TO ACOUSTICAL CONCERNS

PREFERRED PROGRAM - STORAGE - 120 SF

REQUIRED ADJACENCIES:
- MUSIC OFFICES
- GYMNASIUM
- PRACTICE ROOMS



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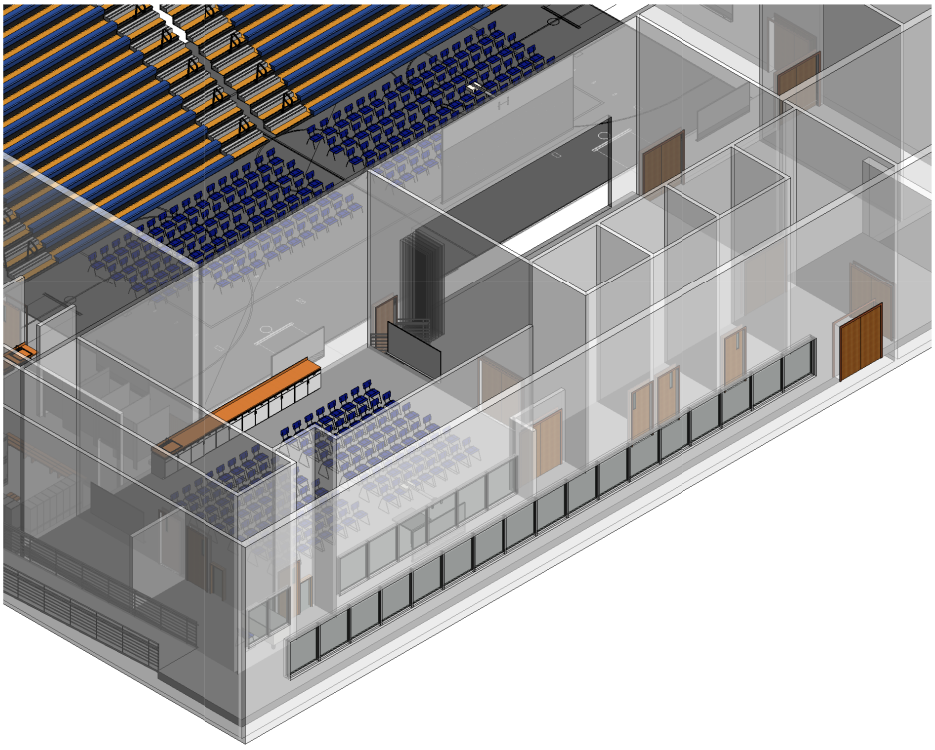
PRE-DESIGN
11-02-2017

RDS 8

MUSIC

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

REQUIRED PROGRAM

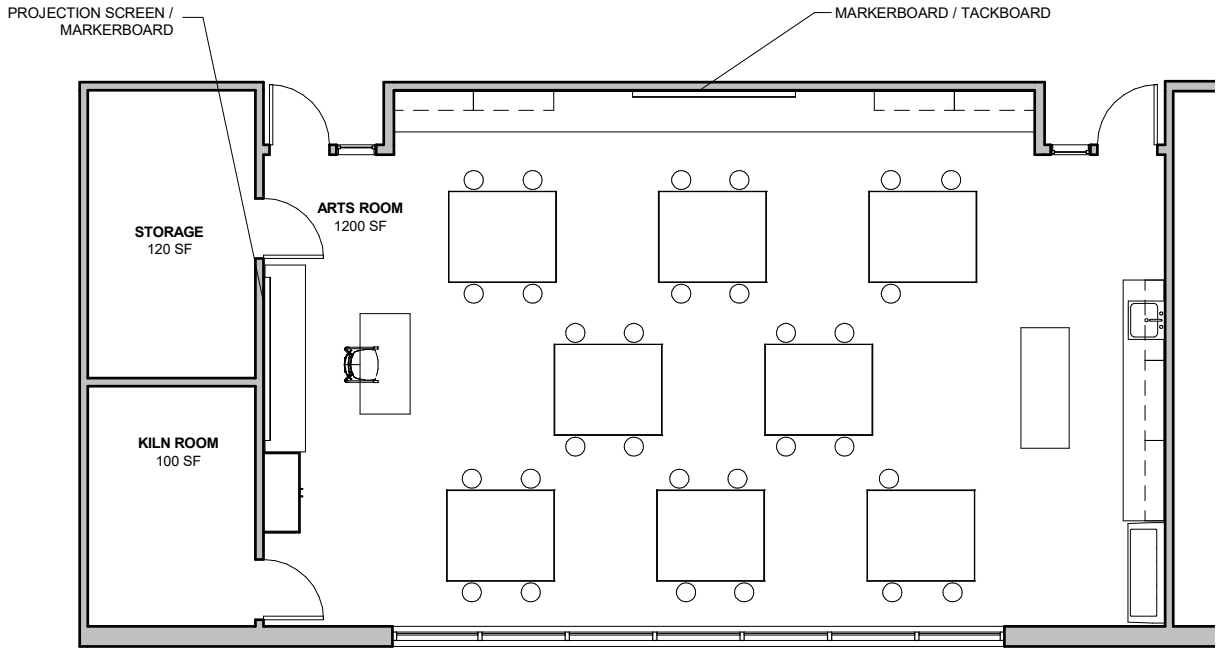
ART CLASSROOM - 1200 SF
STORAGE - 120 SF

PREFERRED PROGRAM

KILN ROOM - 100 SF

REQUIRED ADJACENCIES:

- EXTENDED LEARNING / COMMONS
- STORAGE ROOMS
- RESTROOMS / GENDER NEUTRAL RESTROOMS
- OTHER ARTS CLASSROOMS / STEAM ROOM



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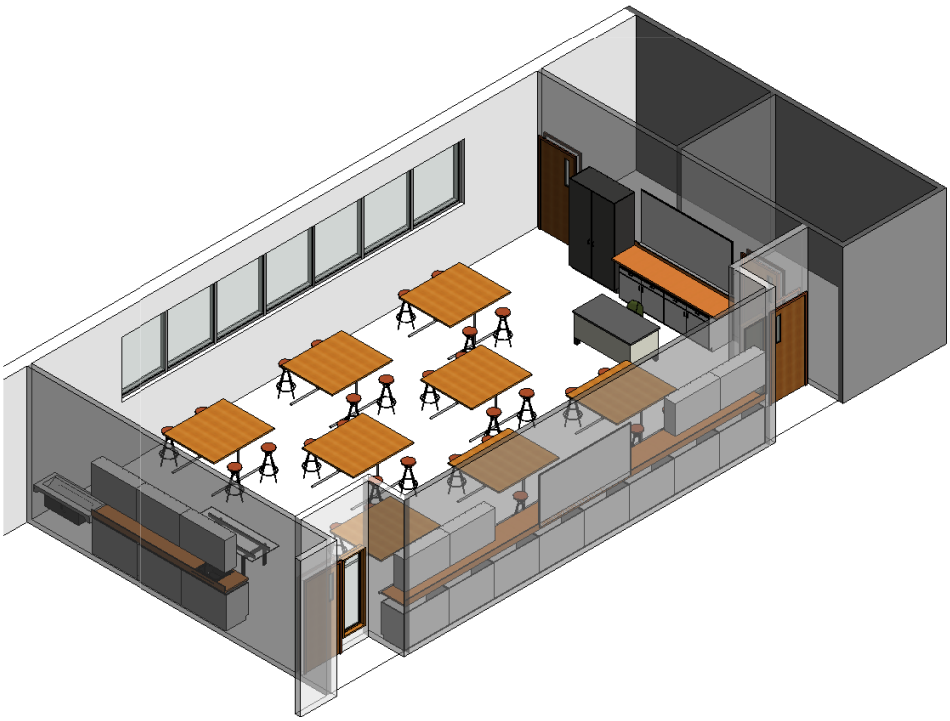
PRE-DESIGN
11-02-2017

RDS 9

FINE ARTS

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

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3.5 Flexible Solutions

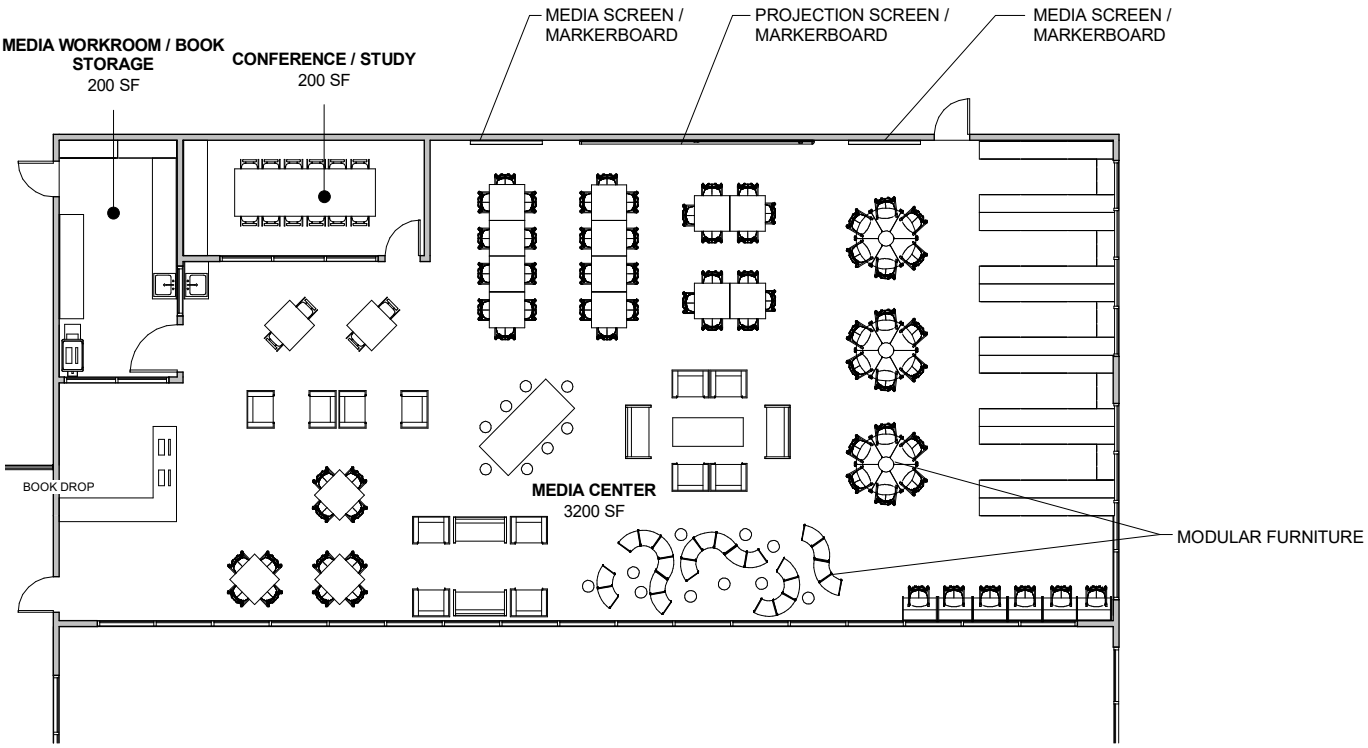
3.6 Room Data Sheets

REQUIRED PROGRAM

MEDIA CENTER - 3200 SF
- REQUIRED PROGRAM - 1650 SF
- PREFERRED ADD - 1550 SF

MEDIA WORKROOM - 200 SF
CONFERENCE ROOM - 200 SF

REQUIRED ADJACENCIES
- CENTRALLY LOCATED
- 2ND FLOOR, OVERLOOKING COMMONS
- VIEWS OR ACCESS TO COURTYARD
- RESTROOMS / GENDER NEUTRAL RESTROOM
- SECURITY CONTROLS (IF USED AFTER HOURS)



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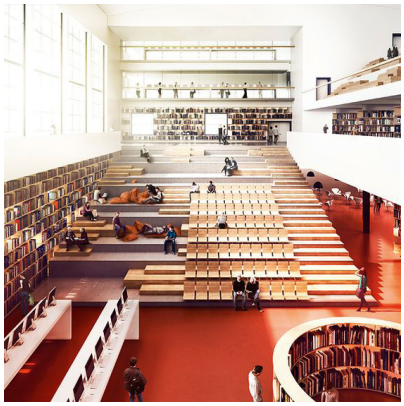
PRE-DESIGN
11-02-2017

RDS 10

MEDIA CENTER

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

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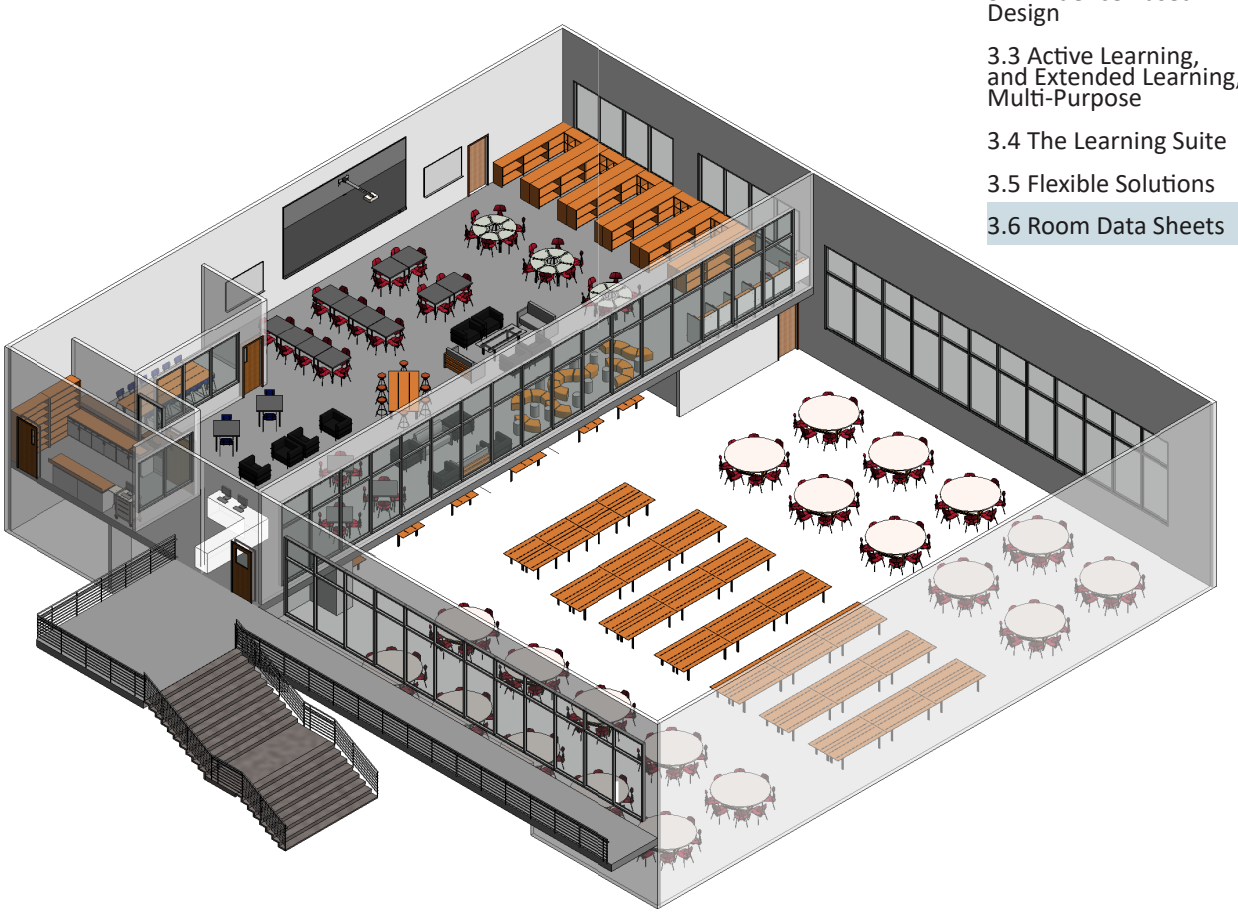


COMMUNITY SUPPORT

REQUIRED PROGRAM

(1) PARENT / COMMUNITY ROOM - 980 SF
- PROGRAM - 800 SF
- SCOPE ADD - 180 SF

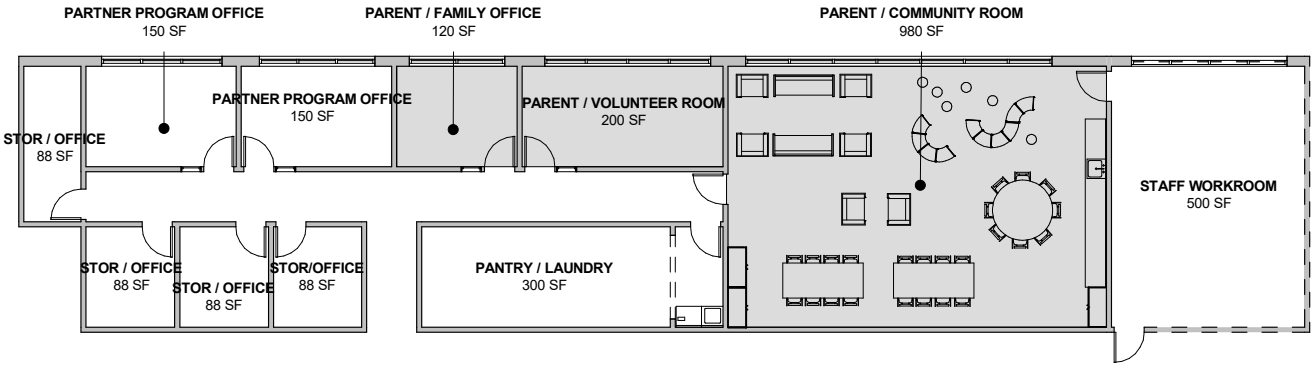
(1) PARENT / FAMILY OFFICE - 120 SF
(1) PARENT / VOLUNTEER ROOM - 200 SF

COMMUNITY / PARTNER (GRAY)

REQUIRED PROGRAM

(2) PARTNER PROGRAM OFFICE - 150 SF EA.
(1) PANTRY - 200 SF
SCOPE ADD - (1) LAUNDRY - 100 SF
PREFERRED ADD - (4) STORAGE / OFFICE - 88 SF EA.

- CENTRALLY LOCATED
- NEAR MAIN ENTRANCE
- NEAR MAIN OFFICE / ADMINISTRATION
- NEAR RESTROOMS / SINGLE USER RESTROOM
- ALL COMMUNITY AREAS TO BE ADJACENT TO EACH OTHER
- EASY ACCESS TO CUSTODIAL
- PARENT / COMMUNITY ROOM OPTION FOR DUAL USE AS CLASSROOM



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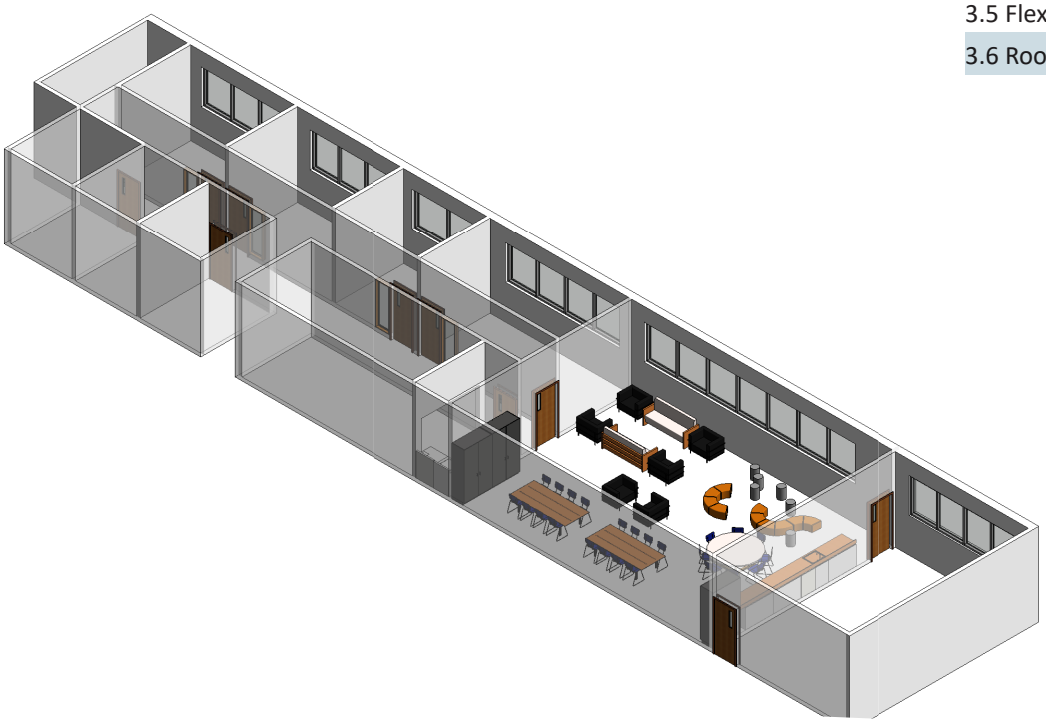
RDS 11

COMMUNITY

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

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3.6 Room Data Sheets

COUNSELING

REQUIRED PROGRAM

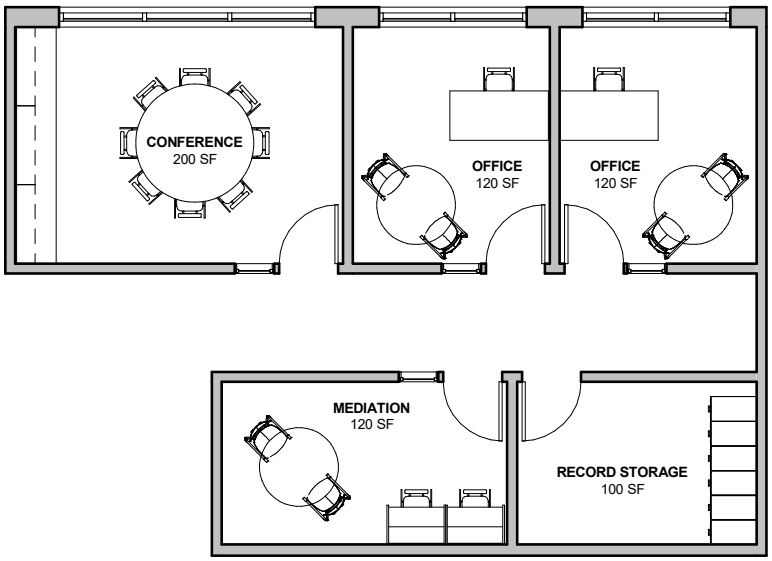
(2) COUNSELOR'S OFFICE - 120 SF
RECORD STORAGE - 100 SF
MEDIATION / TUTORIAL ROOM - 120 SF

PREFERRED PROGRAM

CONFERENCE ROOM - 200 SF

REQUIRED ADJACENCIES

- MAIN OFFICE / ADMINISTRATION
- RESTROOMS
- COMMUNITY SPACES



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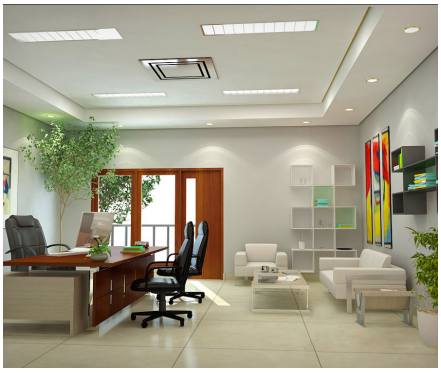
RDS 12
COUNSELING

Project # 90031



3.1 Kellogg Program, Enrollment, and Capacity

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3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

ADMINISTRATION

REQUIRED PROGRAM

RECEPTION / SECRETARY - 450 SF
HEALTH ROOM / TOILET - 200 SF
PRINCIPAL - 180 SF
ASSISTANT PRINCIPAL - 120 SF
WORKROOM / MAIL - 350 SF
STAFF ROOM - 500 SF
CONFERENCE ROOM - 200 SF
- REQUIRED PROGRAM - 180 SF
- PREFERRED ADD - 20 SF

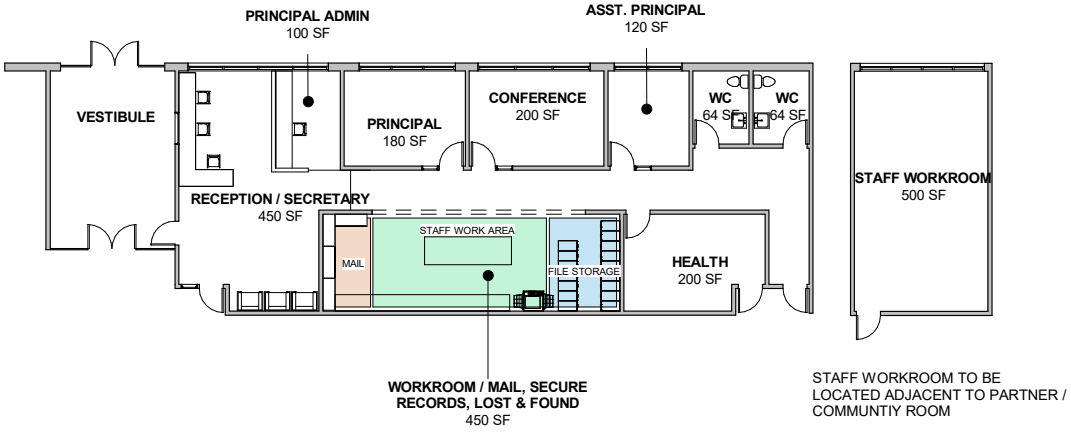
(2) RESTROOM - 64 SF EA.
- REQUIRED PROGRAM - 45 SF
- PREFERRED ADD - 19 SF

LOST AND FOUND - 50 SF

PREFERRED PROGRAM

SECURE RECORD STORAGE - 150 SF

REQUIRED ADJACENCIES:
- CENTRALLY LOCATED
- MAIN ENTRANCE
- COMMUNITY SPACES
- LOBBY / ATRIUM



3.1 Kellogg Program, Enrollment, and Capacity

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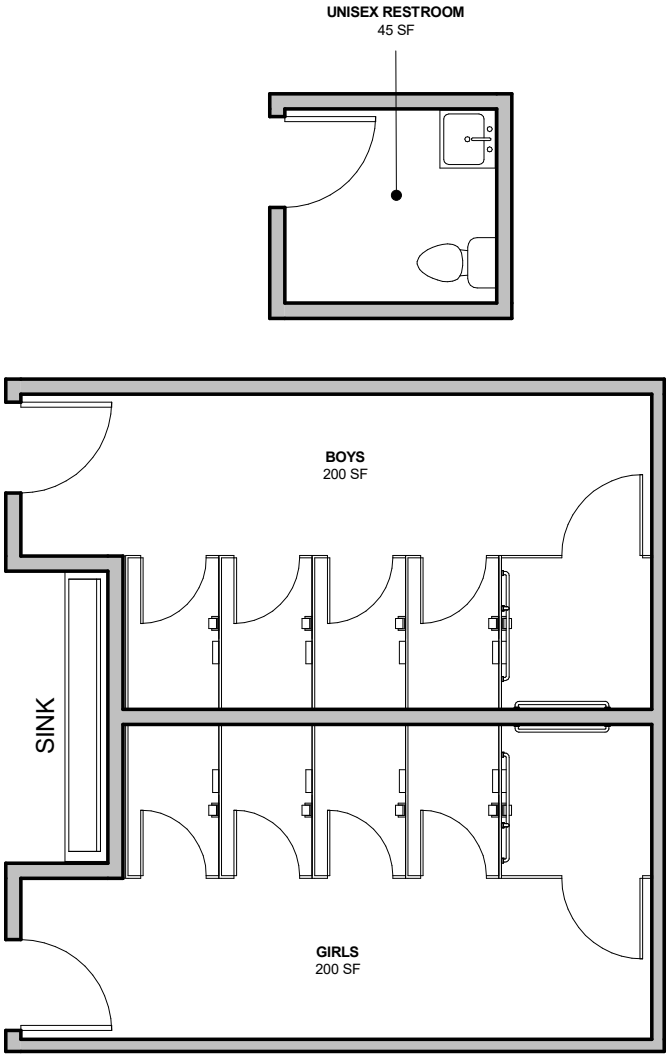
3.6 Room Data Sheets

RESTROOMS

REQUIRED PROGRAM

BOYS AND GIRLS - 200 SF EA.
SINGLE USER GENDER-NEUTRAL - 45 SF EA.

- CENTRALLY LOCATED
- ONE RESTROOM CLUSTER PER FLOOR



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RDS 14
RESTROOMS

Project # 90031

3.1 Kellogg Program, Enrollment, and Capacity

3.2 Evidence Based Design

3.3 Active Learning, and Extended Learning, Multi-Purpose

3.4 The Learning Suite

3.5 Flexible Solutions

3.6 Room Data Sheets

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Part 4 - LEED and Sustainability

This project will place a high emphasis on sustainable design features. This section provides an overview of a few of the primary areas of focus, and is not an inclusive list of all practices that will be implemented.

4.1 LEED Gold

LEED (Leadership in Energy and Environmental Design) is a green building certification program that recognizes sustainable building strategies and practices. To receive LEED certification, projects must satisfy prerequisites and earn points to achieve different levels of certification. There are four levels of certification: LEED Certified is the base level and requires 40-49 points, LEED Silver is achieved with 50-59 points, LEED Gold is earned with 60-70 points, and LEED Platinum, the highest level, indicates a building that obtained 80 or more points. By integrating technical and living systems, Kellogg Middle School can achieve high levels of building performance, human performance, and environmental benefits. The building will also be used as a teaching tool for the students to learn about the sustainable practices in effect. This project is currently targeting LEED Gold certification.

LEED is broken into multiple credit categories, based on the focus of the credits. The categories are:

- Location & Transportation (LT): Rewards thoughtful decision about building location, access to transportation, and connection to amenities.
- Sustainable Sites (SS): Provide credits with emphasis on the vital relationship between buildings and ecosystems.
- Water Efficiency (WE): Addresses water holistically, including indoor, outdoor and process uses, with an emphasis on water conservation.
- Energy and Atmosphere (EA): Provides credits for energy use reduction measures, energy-efficient design strategies, and renewable energy sources.
- Materials and Resources (MR): Focuses on minimizing the embodies energy and other impacts of building materials, and promotes resource efficiency.
- Indoor Environmental Quality (EQ): Rewards credits for good indoor air quality, thermal, visual, and acoustic comfort.
- Innovation in Design (ID): This category recognizes innovative building features and sustainable practices that exceed or are not addressed in other categories.
- Regional Priority (RP): Rewards projects for focusing on geographically specific environmental, social equity, and public health priorities.

The preliminary scorecard on the following page is an example of how Kellogg Middle School can be rated in order to reach LEED Gold Certification.

EXECUTIVE SUMMARY 1
SITE AND MASTER PLAN 2
SPACE PROGRAM 3
LEED AND SUSTAINABILITY 4
APPENDIX 5

4.1 LEED Gold
4.2 Demolition and Material Salvage
4.3 Daylighting Analysis
4.4 Stormwater Capture

Kellogg School - New Construction Option
LEED v4 for New Construction Scorecard

GREEN BUILDING SERVICES

Date: 10/17/2017

Available	Yes	Maybe	No			
INTEGRATIVE PROCESS						
1	1			Ipc	D	**Integrative Process**
1	1					Total Points for Integrative Process
LOCATION & TRANSPORTATION						
15			N	LTc	D	**LEED For Neighborhood Development Location**
1	1			LTc	D	**Sensitive Land Protection**
2		2		LTc	D	**High Priority Site**
5	1	3	1	LTc	D	**Surrounding Density and Diverse Uses**
4	1	2	1	LTc	D	**Access to Quality Transit**
1	1			LTc	D	**Bicycle Facilities**
1	1			LTc	D	**Reduced Parking Footprint**
1	1			LTc	D	**Green Vehicles**
15	6	7	2			
SUSTAINABLE SITES						
0	Y			SSp	C	**Construction Activity Pollution Prevention**
0	Y			SSp	C	**Environmental Site Assessment**
1	1			SSc	D	**Site Assessment**
2	2			SSc	C	**Site Development: Protect or Restore Habitat**
1		1		SSc	D	**Open Space**
3	2	1		SSc	D	**Rainwater Management**
2	2			SSc	D	**Heat Island Reduction**
1		1		SSc	D	**Light Pollution Reduction**
1	1			SSc	D	**Site Master Plan**
1	1			SSc	D	**Joint Use of Facilities**
12	9	3				Total Points for Sustainable Sites
WATER EFFICIENCY						
0	Y			WEp	D	**Outdoor Water Use Reduction**
0	Y			WEp	D	**Indoor Water Use Reduction**
0	Y			WEp	D	**Building-level Water Metering**
2	2			WEc	D	**Outdoor Water Use Reduction**
1	1			WEc	D	**Indoor Water Use Reduction: 25% Reduction**
1	1			WEc	D	**Indoor Water Use Reduction: 30% Reduction**
1	1			WEc	D	**Indoor Water Use Reduction: 35% Reduction**
1		1		WEc	D	**Indoor Water Use Reduction: 40% Reduction**
1		1		WEc	D	**Indoor Water Use Reduction: 45% Reduction**
1	1			WEc	D	**Indoor Water Use Reduction: Appliance and Process Water, Kitchen**
1		1		WEc	D	**Indoor Water Use Reduction: Appliance and Process Water, Other**
2			2	WEc	D	**Cooling Tower Water Use**
1	1			WEc	D	**Water Metering**
12	7	3	2			Total Points for Water Efficiency
ENERGY & ATMOSPHERE						
0	Y			EAp	C	**Fundamental Commissioning and Verification**
0	Y			EAp	D	**Minimum Energy Performance**
0	Y			EAp	D	**Building-Level Energy Metering**
0	Y			EAp	D	**Fundamental Refrigerant Management**
6	4	2		EAc	C	**Enhanced Commissioning**
16	8	8		EAc	D	**Optimize Energy Performance: Simulation 6%-50%**
1	1			EAc	C	**Advanced Energy Metering**
2		2		EAc	D	**Demand Response**
3		3		EAc	C	**Renewable Energy Production**
1		1		EAc	D	**Enhanced Refrigerant Management**
2		2		EAc	C	**Green Power and Carbon Offsets**
31	13	18				Total Points for Energy & Atmosphere

PRELIMINARY LEED SCORECARD (1/2)

Kellogg School - New Construction Option
LEED v4 for New Construction Scorecard

GREEN BUILDING SERVICES

Date: 10/17/2017

Available	Yes	Maybe	No			
MATERIALS & RESOURCES						
0	Y			MRp	D	**Storage and Collection of Recyclables**
0	Y			MRp	D	**Construction and Demolition Waste Management Planning**
5			5	MRc	C	**Building Life-Cycle Impact Reduction**
2	1	1		MRc	C	**Building Product Disclosure & Optimization - Environmental Product Declarations**
2	1	1		MRc	C	**Building Product Disclosure & Optimization - Sourcing of Raw Materials**
2	2			MRc	C	**Building Product Disclosure & Optimization - Material Ingredients**
2	2			MRc	C	**Construction and Demolition Waste Management**
13	6	2	5			Total Points for Materials & Resources
INDOOR ENVIRONMENTAL QUALITY						
0	Y			IEQp	D	**Minimum Indoor Air Quality Performance**
0	Y			IEQp	D	**Environmental Tobacco Smoke (ETS) Control**
0	Y			IEQp		**Minimum Acoustic Performance**
2	2			IEQc	D	**Enhanced Indoor Air Quality Strategies**
3	3			IEQc	C	**Low Emitting Interiors**
1	1			IEQc	C	**Construction Indoor Air Quality Management Plan**
2	1	1		IEQc	C	**Indoor Air Quality Assessment**
1	1			IEQc	D	**Thermal Comfort**
2	1	1		IEQc	D	**Interior Lighting**
3		3		IEQc	D	**Daylight**
1	1			IEQc	D	**Quality Views**
1	1			IEQc	D	**Acoustic Performance**
16	11	5				Total Points for Indoor Environmental Quality
INNOVATION IN DESIGN						
1	1			IDc	D	**School as a Teaching Tool**
1	1			IDc	D	**Low Mercury Lighting**
1	1			IDc	D	**Community outreach and involvement**
1	1			IDc	D	**Design for Active Occupants**
1	1			IDc	C	**Exemplary Performance**
1	1			IDc	C	**LEED® Accredited Professional**
6	6					Total Points for Innovation & Design
REGIONAL PRIORITY						
1		1		RPc		**Indoor Water Use Reduction: 45% Reduction**
1	1			RPc		**Rainwater Management**
1		1		RPc		**Renewable Energy Production**
1	1			RPc		**Building product disclosure and optimization - environmental product declarations**
4	2	2				Total Points for Regional Priority
110	**61**	**40**	**9**			**Total Points Attempting**
Current Level: Gold						Total Points Possible (Certified: 40-49, Silver: 50-59, Gold: 60-79, Platinum: 80+)

PRELIMINARY LEED SCORECARD (2/2)

4.1 LEED Gold
4.2 Demolition and Material Salvage
4.3 Daylighting Analysis
4.4 Stormwater Capture

4.2 Demolition and Material Salvage

One of the goals of LEED is to reduce the amount of construction and demolition waste that makes its way to landfills, by recovering, reducing and reusing as many products possible. Examples of materials that can be reused in the new building and site include, among others: wood flooring and bleacher boards for new feature walls; concrete for use as retaining walls; architectural terra cotta panels as benches and rain garden features; and existing trees milled into slabs for benches and teaching tools.

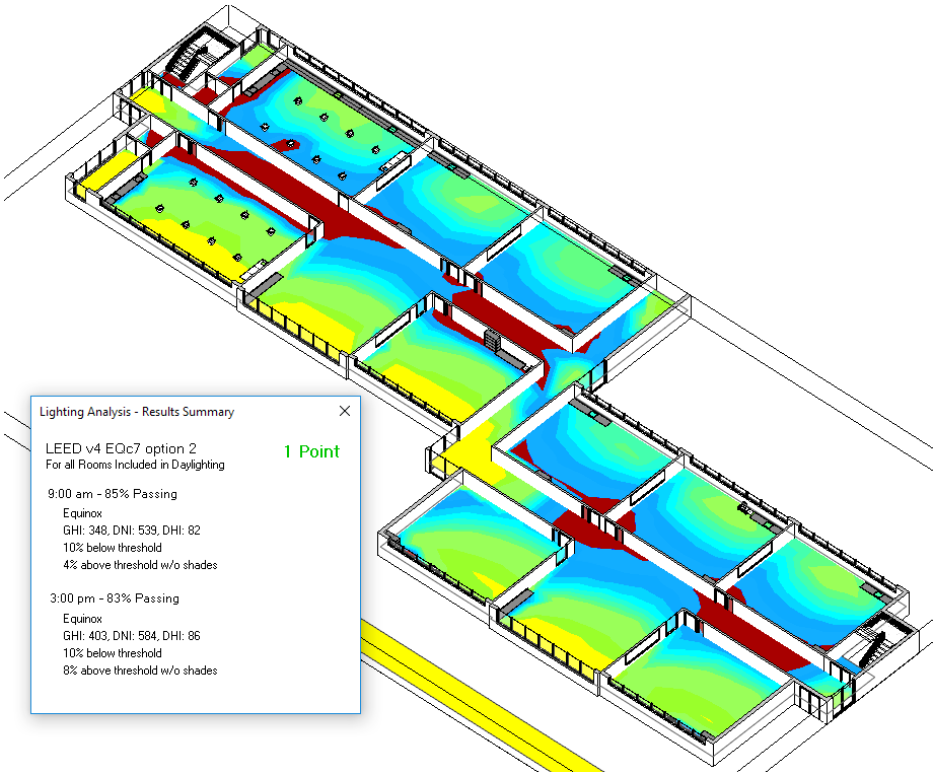
EXISTING GYMNASIUM WOOD FLOORING AS FEATURE WALL

For materials that cannot be directly reused in the new school building, alternative waste streams have been identified to prevent them from going to landfills. This includes recycling materials at appropriate facilities, and donating products that are still usable but not necessary for the new school.

4.3 Daylighting Analysis

Providing adequate, natural daylight is a crucial element in creating positive, healthy learning environments. Students spend up to 90% of their time indoors, and up to 40 hours a week in school buildings. Countless studies have shown that daylighting can improve academic performance, help resist fatigue, and gain better work habits. Students in daylit rooms have even been found to have fewer cavities and grow in height more than students in poorly lit classrooms. Daylighting strategies will be thoroughly evaluated throughout the design phases to ensure lighting needs are met, while still maintaining desired privacy, energy performance, and budget. In addition to the general benefits of good daylighting, points are available towards LEED certification.

In order to earn LEED points, the project must meet daylight level thresholds for at least 55-75% of all regularly occupied spaces. This includes all learning spaces, as well as offices, food services, the gymnasium and all common shared spaces. Restrooms and other support spaces are excluded from the requirement. The preliminary analysis of a classroom wing below shows that one LEED point may be earned. This analysis is based on windows with 5' high privacy sills, and approximately 30% of the facade area glazed. Additional evaluation will be required to determine if other spaces will meet the requirements for LEED credits, and what strategies may be required.



PRELIMINARY DAYLIGHTING ANALYSIS OF CLASSROOM WING

4.1 LEED Gold
4.2 Demolition and Material Salvage
4.3 Daylighting Analysis
4.4 Stormwater Capture

4.4 Stormwater Capture

The LEED program requirements for rainwater management include components for both quantity control and quality control. The intent is to use infiltration facilities to manage stormwater runoff to meet both LEED quantity and quality standards. Several possible infiltration facility locations include the bus turn around and parking lot planters. Detailed calculations will be performed to determine the exact sizes and locations required as the site plan elements are further developed.

By utilizing bioswales, the stormwater system can be put on display and used as an interactive teaching tool for students. These spaces can be actively used by science classes to study the ecology first hand. Signage can also be installed to inform and educate the general student population and public of the purpose and benefits of the swales.

BIOSWALE EXAMPLE

Part 5 - Appendix

5.1 List of Documents

a. Gender Neutral Restrooms - Memorandum

b. Zero Net Energy - Memorandum

c. Color Theory - Memorandum

d. Focus Group Meeting Minutes and Memorandums

- OTL Framework Meeting
- Facilities and Operations Meeting
- Nutrition Services Meeting
- Grounds Meeting
- Transportation Meeting
- Multicraft Meeting
- IT Meeting
- MEP Meeting
- Athletics Meeting
- Security Meeting
- OTL Meeting #2
- SPED Meeting
- OTL Meeting #3
- OTL Meeting #4
- OTL Meeting #5
- Partnership Meeting
- OTL Meeting #6
- Dual Language Meeting
- OTL Meeting #7
- DAG Meeting #1
- DAG Meeting # 2

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MEMORANDUM
Gender Neutral Restrooms

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
To: Deb France – OHPD, Tim Ayersman - OHPD
Prepared by: Juan Carlos Gaduno – OHPD, Bryan Thompson - OHPD
Distribution:
Date: 08/10/2017

The purpose of this memorandum is to review gender neutral restrooms, their programmatic use and impact, their special design and construction requirements, and cost implications for the Kellogg Middle School design.

Item 1. **Traditional Restrooms – "Gang Style" Restrooms**

A. Typical public restroom layout

1. Male and Female only design – various layout types
2. Rows of stalls installed opposite rows of wash basins
3. Involve predictable plumbing, mechanical exhaust, and fixture costs
4. Short doors and divider walls for passive behavior monitoring
5. Option of programmatically grouping male-female restrooms
   a. Although, these do not have to be grouped

Item 2. Gender Neutral Restrooms

A. An all user public restroom (gender neutral or all gender restroom) is a restroom that anyone of any gender can use.

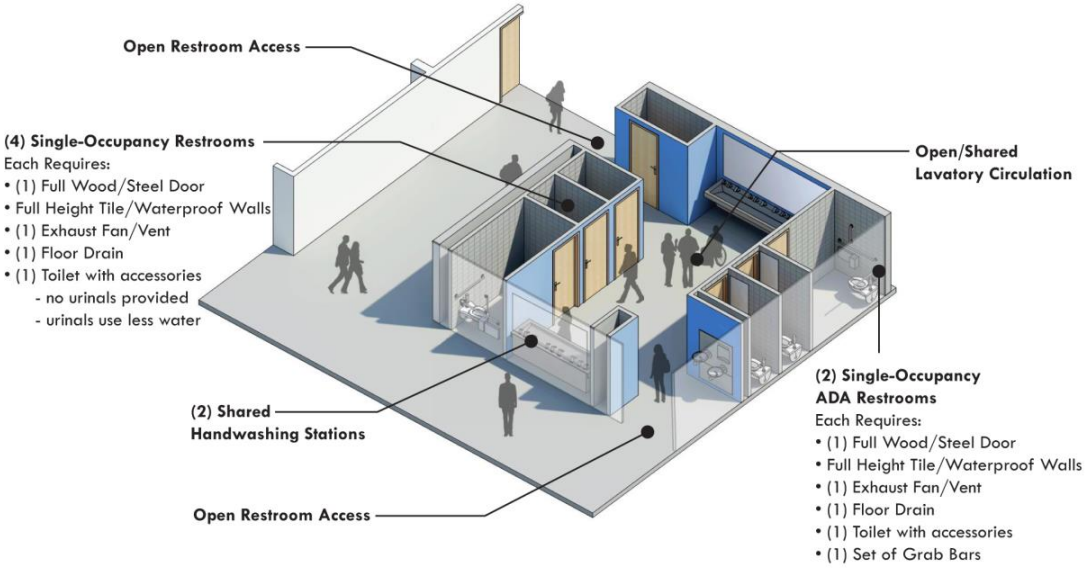
1. Can be single occupant or multi-room/stall
2. Benefits and serves many groups, including
   a. Parents with children of a different gender
   b. People with disabilities who may require the accompaniment of a different gender
   c. Transgender and diverse people

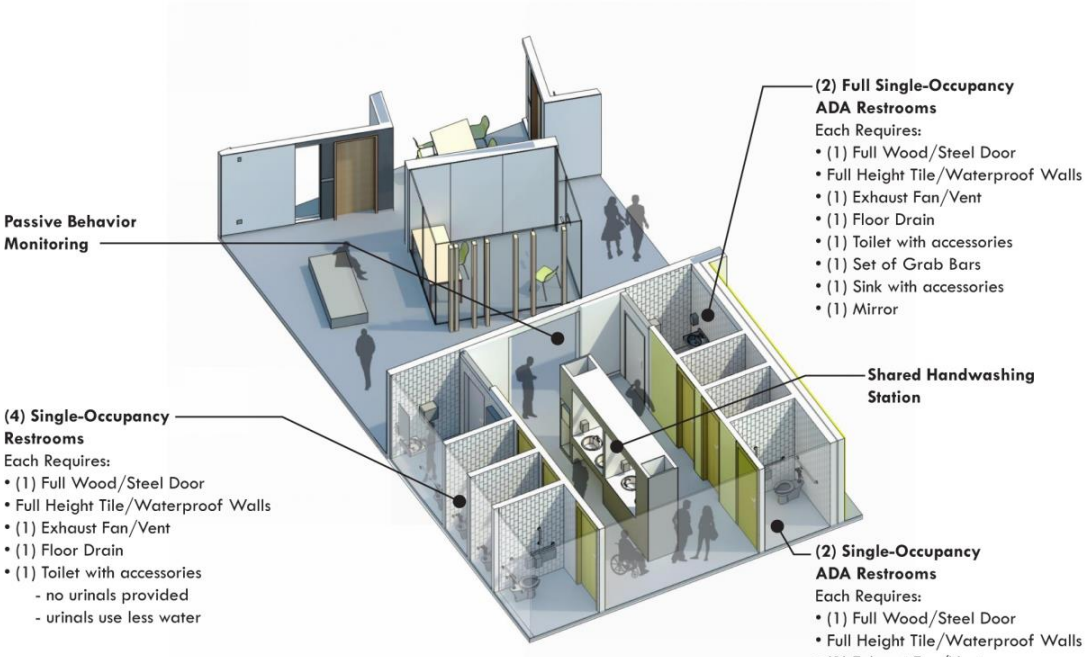
B. Gender policing/bullying reduced/eliminated

1. When transgender and gender diverse students use a gendered restroom, they may experience harassment and even violence because other people perceive them to be in the wrong restroom.

Gender Neutral Restrooms – Case Studies

Grant High School, Portland OR





2. Two entry layout decreases opportunities for bullying by eliminating dead-end restroom
3. Gender neutral restrooms increase feelings of inclusion

C. Design Layout

1. Male and Female shared lavatories with private restrooms/stalls – various layout types
2. Open restroom access – no entry doors/vestibules
3. Passive behavior monitoring from hallway through open entry
4. Use by students and staff to increase security
5. Shared handwashing stations
6. All private, fully-enclosed single-occupancy restrooms/stalls requires:
   a. (1) Full Wood/Steel Door, Full Height Tile/Waterproof Walls, (1) Exhaust Fan/Vent, (1) Floor Drain, (1) Toilet with accessories, no urinals provided - urinals use less water
7. Single-Occupancy ADA restrooms/stalls require:
   a. (1) Full Wood/Steel Door, Full Height Tile/Waterproof Walls, (1) Exhaust Fan/Vent, (1) Floor Drain, (1) Toilet with accessories, (1) Set of Grab Bars, (1) Sink with accessories, (1) Mirror
8. Option for a Full ADA restroom/stall that includes a sink with accessories and a mirror
9. Creates program flexibility and equity in facilities

D. Architectural Requirements in Addition to a Typical Restroom

1. Additional construction requirements for gender neutral restrooms
   a. Full height walls with water resistant finishes
   b. Full solid door
   c. Door hardware and lockset
   d. Floor drain and associated plumbing
   e. Light fixture
   f. Vent/exhaust fan

E. Additional Associated Costs Analysis

1. Based on a comparison of a 4 Occupant/Stall (275 SF) restroom:
   a. <u>Traditional Girls Gang Restroom</u>
      - Total Construction Cost: $ 56,344.00
      - Total Construction Cost per SF: $ 204.89
      - Total Construction Cost per Stall: $ 14,086.00
   b. <u>Traditional Boys Gang Restroom</u>
      - Total Construction Cost: $ 54,144.00

- Total Construction Cost per SF: $ 196.89
- Total Construction Cost per Stall: $ 13,536.00

c. Gender Neutral Restroom

- Total Construction Cost: $ 77,757.00
- Total Construction Cost per SF: $ 282.75
- Total Construction Cost per Stall: $ 19,439.00

d. Potential Variance

- An additional $77.86 per SF compared to a Girls restroom ($21,413 total for 275 SF example)
- An additional $85.86 per SF compared to a Boys restroom ($23,613 total for 275 SF example)
- An additional $5,353 for Girls and $6,028 for Boys per stall
- Trending around 40% more for the gender neutral option on a $ per SF basis (38% more for girls restroom example shown and 43.6% more for boys restroom example)

2. Based on a comparison of a Single Occupancy (50 SF) restroom:

a. Traditional Single Occupancy Restroom

- Total Construction Cost: $ 18,708
- Total Construction Cost per SF: $ 374.15

b. Gender Neutral Single Occupancy Restroom

- Total Construction Cost: $ 18,933
- Total Construction Cost per SF: $ 378.65

c. Potential Variance

- An additional $4.50 per SF
- Trending at 1-2% more for the gender neutral option on a $ per SF basis (1.2% more for example shown)

d. See attached Construction Cost Summary from Cumming.

F. Who Benefits from Gender Neutral Restrooms?

1. People who are uncomfortable in men's or women's rooms for many reasons; for example, people who are gender nonconforming.
2. Students who want more privacy
3. Parents/caregivers whose children are different gender from them
4. People with caregivers or personal attendants who are a different gender from them.

Item 3. Oregon Law

A. June 11, 2013

1. Multnomah County Chair Jeff Cogen signed an executive rule to require gender-neutral restrooms when upgrading or building new county facilities.

B. May 2016

1. Oregon Department of Education issued document "suggestions" for Oregon educators. The document provides guidelines to have an inclusive gender neutral educational facility (including gender neutral restrooms, dress code, self-identification, etc).

C. July 2017

1. Oregon becomes the first state in the U.S. to issue a gender-neutral driver's license, learner permit or identity card.

Item 4. Code

A. Current Conflicts

1. Code requirements in the International Building Code (IBC) and plumbing and accessibility codes may present conflict with gender neutral bathroom configurations and requirements.
   a. Some state and municipal plumbing codes mandate that all bathrooms be gender specific.
   b. These codes also have requirements for the number of male and female plumbing fixtures depending on the occupancy and nature of a business. It may be necessary to amend some plumbing codes and provide clarification as to how the gender neutral bathrooms impact formulas for fixtures.

B. Local/Municipal Rules

1. Cities and municipalities have been passing ordinances and amendments pertaining to human rights, to state that individuals have the right to use gender-specific restrooms in keeping with their gender identity, whether single or multiple stall restrooms. Laws have been adopted requiring gender neutral restrooms in new city buildings.
2. These ordinances have stated that where conflicts arise between municipal ordinances and the IBC or state plumbing code, the municipality's gender neutral requirements will control.

C. International Building Code

1. The 2018 edition of IBC is anticipated to include provisions for gender neutral bathrooms. "The use of single-user toilets has become increasingly beneficial system of providing not only better facilities, but more user-friendly facilities," the proposed policy change recommends. "A higher

level of privacy is achieved, the facilities are typically better maintained by the users, and the efficiencies of having unisex facilities where the users are of a dominate sex are significantly increased."

D. Plumbing Code

1. Plumbing codes need amended from requiring separate facilities for each gender, to specify that the fixtures in a gender neutral single—occupancy restroom can be included in the number of fixtures required by the Plumbing Code.
2. New York City's code previously required separate facilities for each gender. The New York City amendments removed this requirement and specify that the fixtures in a gender neutral single-occupancy bathroom can be included in the number of fixtures required by the Plumbing Code.
3. This can become a problem for municipalities when the state code presents issues/conflicts.
   a. For example, one design to facilitate gender neutral bathrooms places a shared sink in a common area outside the bathrooms. However, this is a violation of the Illinois Plumbing Code Section 890.810(a)(2)(C) that specifies all of the required plumbing fixtures must be placed within the restroom. The plumbing codes need to be revised to accommodate gender neutral bathrooms.

Item 5. Case Studies

A. Grant High School, Portland Oregon – 1,700 student enrollment

1. Garnered national attention in 2013 when it created gender neutral bathrooms for students and staff out of existing single use staff restrooms
   a. That arrangement still singles out students who use gender-neutral restrooms
2. All bathrooms will be gender neutral when current school renovation is complete in 2019
   a. All "gang-style" bathrooms will be replaced
   b. Communal restrooms with no boys or girls label
   c. Corner room with two entrances without doors to allow easier supervision for teachers
   d. Individual stalls with floor to ceiling doors
   e. Signage to identify type of bathroom facilities in each stall – such as a toilet
   f. Equitable toilet facilities
   g. Decision was reached after careful consideration by the deign advisory group and community input meetings
3. Termed "inclusive restrooms" by the school principal

B. University of Oregon, Eugene Oregon

1. Is nationally ranked on Campus Pride's top 25 list of LGBTQ-friendly campuses nationwide
2. Designated 111 single-user restrooms as "Gender-Inclusive Restrooms" for use by all.
3. Example shown is for a residence hall
4. Multi-stall gender neutral restrooms are located in or planned to be located in (14) U of O building projects
   a. Student union, athletic facilities, stadiums, residence halls, libraries

Item 6. Gender Neutral Restrooms – Related topics

A. Gender neutrality = gender equality

B. Code update

1. ADA code would apply as normal
2. Single user restroom code would apply to single user stall.

C. Construction cost difference

1. Expense to accommodate gender neutral restrooms would apply mostly to new design and construction.
2. Single user restrooms can automatically be used as gender neutral restrooms.
3. Existing gender specific restrooms would remain as such unless they undergo careful re-design and renovation.

D. Addressing Safety and Security Concerns – Perceived and Real

1. Do gender neutral bathrooms make people less safe?
   a. According to the Heartland Trans Wellness Group, segregated restrooms are not accessible spaces that everyone can use and do not make people safer.
      - Existing gender specific restrooms do not prevent sexual assaults. There are no physical barriers to potential predators.
      - Existing restrooms are secured only by the gender label and do not have a secured "locking" system in place.
      - Multiple person gender neutral restrooms could provide more safety (if carefully designed) since there would be more public spaces and make it less likely that a woman would be alone (self-behavior monitoring).
      - Gender neutral restrooms provide a floor-to ceiling fully enclosed stall (with a lockable door) compared to the typical half height metal/plastic stall with a low-tech locking device.

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END OF MEMORANDUM

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MEMORANDUM
Net-Zero Energy Building

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School Date: 07/20/2017
To: Deb France – OHPD, Tim Ayersman - OHPD
Prepared by: Tuan Kiet Do – OHPD, Juan Carlos Garduno – OHPD, Bryan Thompson - OHPD
Distribution:

The purpose of this memorandum is to provide an overview of Net-Zero Energy building design and construction as applied to Portland Public School's Kellogg Middle School project.

Item 1. Why Net-Zero / Living Building Challenge, what are the benefits to PPS

A. Living Building Challenge (net zero energy and water) is identified as a sustainability metric goal by the District. Achieving this goal within the project budget through design, partnerships, and creativity would set a new standard for the future District projects.

B. Proven Performance – Proven savings

1. Net-Zero Energy Building Certification is based on actual building performance data.
2. School Energy Use Reduction – Energy Use Index (EUI):
   - Typical Education Building: EUI = 62.3
   - Current building and energy codes: EUI = approximately 55
   - Proposed Kellogg Full Replacement: EUI = 44
   - Integrating all net zero best practices: EUI = approximately 18.
3. According to U.S. Department of Energy's analysis by the Pacific Northwest National Laboratory, there is an 11.4% cost savings between a Primary School with an EUI of 62.3 and and EUI of 55.5.
4. In many schools in America, spending on energy is second only to salaries (more than $6 billion a year)
   a. Schools spend more on electricity and natural gas than on textbooks and computers.
   b. Net zero energy schools virtually eliminate operating expense
   c. Most schools could save 25% of these costs by being smart about energy use alone which is taught, encouraged, and considered in a net zero school

5. Performance Case studies: Changes ranging from everyday occupant behaviors to operational protocols to complete retrofits have saved individual schools thousands of dollars annually.
   a. Seattle School District saved $20,000 a year by turning off the lights in its 250 vending machines.
   b. Oquirrh Hills Elementary School, Utah, has saved $22,521 a year in electrical and gas bills by undertaking energy retrofits.
   c. Daniel Boone High School in Washington County, TN, has achieved a 34% reduction in annual energy cost and has saved an average of $82,000 annually since 1995 when it installed a geothermal heating and cooling system.

C. Improved Learning Environments
1. Early examples and analysis show that net-zero school are more beneficial to districts, occupants, and the environment
   a. Improved health – Indoor air quality
   b. Increased productivity – Daylighting, thermal comfort
   c. Innovative education opportunities – Building as a learning lab – high level of design, technology integration, and measuring and monitoring of building systems

D. Sustainability and Climate Leadership
1. Kellogg Middle School could be the first Zero Net Energy verified school in Oregon
   a. There were (2) total Zero Net Energy Verified buildings in Oregon as of 2016
      - Pringle Creek Painter's Hall – Salem, OR – Public Assembly – 3,959 SF
      - Hood River Middle School Net-Zero Addition – Hood River, OR – Education – 5,331 SF
2. Supports climate leadership and educates tomorrow's leaders
3. Student can act as tour guides and ambassadors of net zero building design and systems

E. Designing for an Uncertain Future
1. Net-Zero energy buildings are proven to be resilient.
   a. Design features incorporate climate change adaptation and resiliency to extreme weather events that also reduce the building's dependency on aging infrastructure
   b. They can continue to function with their own power and can effectively serve as a community center in a natural disaster
   c. No dependence on volatile utility and fuel costs
   d. Net-Zero buildings consume only as much energy and water as produced, achieving sustainable balance and eliminating waste sent to landfill.

Item 2. Challenges – Perceived and Real

A. Cost – Upfront costs for improved energy efficient construction, building systems, and renewable energy systems.

1. Because of advances in solar technology, LEDs, other equipment and design techniques, the initial cost of a net zero school need be no higher than that of a conventional building.
2. The single largest cost is photovoltaic energy systems, however the solar panel system costs continue to fall
   a. Solar panel system costs are 9% lower in 2017 than a year ago.
   b. Oregon is below the national average for system installation ($3.16/watt) by average cost per watt by state
3. The return on investment varies depending on the local cost of electricity, but can be achieved in a decade on average.
4. From 2003 to 2014, Electrical rates increased by 43.5% in Oregon on average. According to the Portland Business Journal, Portland General Electric is seeking a rate increase
5. An overall cost increase for school construction is not readily available.
   a. As a comparable, with cost-effective design and construction, the energy saving features and solar collectors for a zero energy home may add 5 to 10% over the cost of a similar-sized home built to code after incentives.
   b. According to a 2013 study on large (office/apartment) buildings in Washington D.C., the Cost Premium Range were:

	Energy Conservation Measures	Net Zero Energy (Renewables with ECMs)
Office New Construction	1-6%	5-10%
Multifamily New Construction	2-7%	7-12%
Office Renovation	7-12%	14-19%

- *ECM – Energy Cost Measures

B. Not every building can be net zero – Why schools are the most promising net zero building type

1. Kellogg Middle School is a good candidate for a net zero building
   a. Low energy demand during 9 months of the year and for limited hours
   b. Predictable and constant occupant loads with low plug loads

c. Big footprint for photovoltaic panels relative to square footage served – most demand during the day when the sun generates electricity. One to two stories preferred.

d. School boards have long-term interest in reducing utility expenses and they possess bonding authority to fund long range projects.

C. Complicated Technologies and Systems – monitoring systems and building controls are an integral piece of net zero success

1. An integrated design team must be engaged from the start of the design project - it is necessary for the integrated design processes to deploy more time, energy, and resources up front to ensure smooth project delivery.
2. Building control problems – rarely seamless. These systems are here to stay so early energy targeting, installation and understanding is increasing
3. New systems may be unfamiliar to facilities managers and require training. Controls contractor and the building operator should get involved early in the design stage, during commissioning and after occupancy to ensure the smoothest transition possible.

D. Lack of Familiarity of Net Zero design

1. The biggest roadblock isn't technology or cost, it is a lack of engagement and familiarity from school officials.
2. Local building officials must be engaged and local rules and regulations must be examined and understood to educate and promote net zero energy buildings.
3. An integrated design process must be utilized to engage all professionals and share knowledge to think outside of the box.
4. "To create this kind of construction you need to be passionate about the project, well informed and courageous. Energy Efficiency in buildings is about attitude – the attitude to invest money."

Item 3. Cost and Design Approaches and Partnerships

A. Upfront and Operational Cost Solutions

1. Cost effective design strategies to achieve net zero energy, water, and waste goals
   a. Properly insulated and airtight envelope and roof
   b. Proper ventilation utilizing a heat-recovery ventilator
   c. Passive sun heating: building orientation
   d. Passive natural ventilation and lighting when available: operable windows, stack ventilation

e. Decrease the use of electricity by utilizing high performance building appliances and fixtures: LED lighting, automated/sensor lighting and appliances

f. Minimize total water consumption by using high performance, low flow, plumbing fixtures

g. Maximize alternative water sources by harvesting rainwater, storm-water, and foundation water (sump pump). Onsite water storage and treatment

h. Minimize wastewater discharge from the building and return water to the original water source: grey water system

i. Design waste systems to reduce, reuse, and recover waste streams to convert them to valuable resources with zero solid waste sent to landfills

j. Thoughtful design and construction modules to reduce or eliminate the production of waste during design, deconstruction, construction, operation, and end of building life.

2. Operational cost reductions

a. Automatic HVAC system: automated/sensor HVAC

b. Produce on-site electricity with photovoltaic panels

- Offsite exemptions may include electricity produced from solar panels, wind farms, or hydro-electricity

B. Partnerships

1. Solar 4R Schools: PPS has had past solar installation partnerships with Portland General Electric, Energy Trust of Oregon, MLS (Major League Soccer) WORKS, Gunderson, Pacific Power Blue Sky Renewable Energy, and Continental Tire. Potential partnerships include Bonneville Power Administration,
2. City of Portland
3. Multnomah County
4. PGE
5. Other PPS Schools in 2016 Bond – Lincoln, Madison, Benson
6. Community/Business Partners

Item 4. What is Net-Zero

A. Net-Zero Energy certification is achieved when one hundred percent of the building's energy needs on a net annual basis must be supplied by on-site renewable energy. The energy created can be achieved by various building systems and strategies.

1. Offsite renewable exceptions are granted under special conditions.

a. These exceptions to energy sources must be supplied from regional sources.

B. Certification Process

1. Net Zero Energy Building Certification (NZEB) is certified by the International Living Future Institute (ILFI).
   a. NZEB is one of three certification paths under the Living Building Challenge.
      - Path 1 Living Building Certification: Regenerative building: Highest standard
      - Path 2 Petal Certification: Above Net-Zero building: Medium standard
      - Path 3 Net Zero Energy Building Certification: Energy used equals energy produced by building: Base standard
2. Registration
   a. Fee: $900
   b. International Living Future Institute registration/membership is required
3. Documentation and Audit
   a. Project documentation begins as early as the pre-design process and ends 12 months after building has been fully occupied.
   b. Preliminary Audit
      - Occurs prior to building construction
      - Reviews documentation
   c. Final Audit
      - Occurs after 12 months of building occupancy to verify Net-Zero Energy usage.
      - The building will not be certified if it does not meet Net-Zero Energy standards
      - Final Audit and Net-Zero Certification fee: Commercial, Institutional, and Multi-Family Residential
        i. $4,000 for a 53,820sf – 107,639sf building
        ii. $9,000 for a 107,640sf – 538,194sf building

C. Benefits

1. A 1999 study by energy consulting firm Heschong Mahone Group revealed a correlation between the use of daylighting and improved student performance.
   a. In the Capistrano school district (California) students in classrooms featuring daylighting strategies, large windows, or a well-designed skylight performed 19-26 percent better on standardized reading than students in classrooms without these features.

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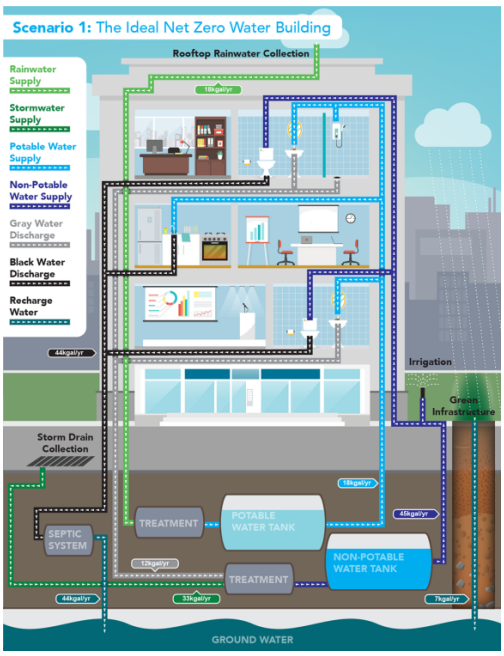
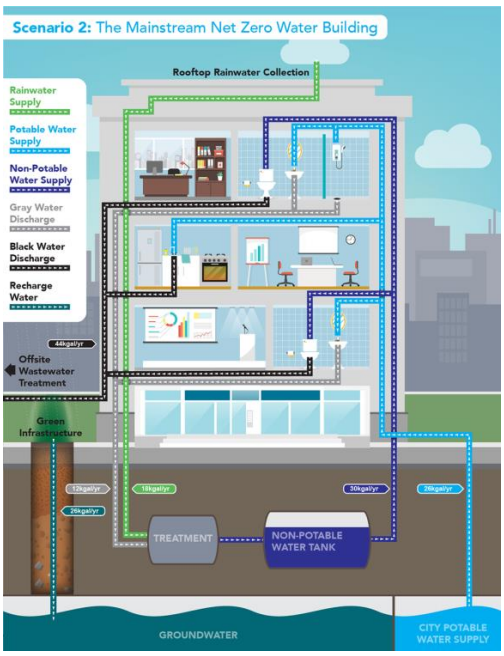
   a. In the Capistrano school district (California) students in classrooms featuring daylighting strategies, large windows, or a well-designed skylight performed 19-26 percent better on standardized reading than students in classrooms without these features.

2. School as a "Living Lab" – engaged students reduce consumption of energy and materials
3. Digital interactive displays, smart tools and meters, exposed structures, and ground-level photovoltaic installations demonstrate the building systems and sustainable features





Item 5. Net-Zero // LEED // Carbon Neutral

A. Does Net Zero qualify for LEED? NO, but the concept differs from LEED due to the fact that the assessment is done by measuring the amount of renewable energy overtime rather than giving points to systems that may work, but in the long run will not provide the same amount of energy savings overtime.

B. Is Net Zero the same as Carbon Neutral? NO, most of the 'green' building standards like LEED or GRIHA cover many aspects of the building design like recycled reclaimed material use or occupant comfort and well-being. Carbon Neutral and NZB focus on the energy use of the building.

C. What other project goals/certifications are out there?

Platinum: 80 points and above, Gold 60-79 points, Silver 50-59 points, Certified 40-49 points

1. Living Building Challenge

All Living Challenge Projects have a twelve-month performance period and are audited by third party before they can receive certification.

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END OF MEMORANDUM

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OH PLANNING+DESIGN, ARCHITECTURE

MEMORANDUM

Oh Project Number:	90031
Project Name:	Portland Public Schools – Kellogg Middle School
To:	
Date:	August, 2017
Subject:	Color Psychology in Education Environments
Prepared by:	Samantha Aleo

The purpose of this memorandum is to consider color as a definitive factor in brain stimulation in a middle school learning environment. This memorandum will look at color in the classroom as well as common spaces, and its relationship to memory, alertness, and overall disposition of both students and faculty.

Color Psychology – Introduction

Color psychology is the study of hues as influencing factors on human behavior. In creative fields, such as marketing, graphic design, architecture, and interior design, color choice can directly impact users' thoughts and feelings when interacting with a space or brand. Specifically in architecture and interior design, a space's utilization of color is crucial in influencing behavior and interaction. One critical application in architecture and design that is impacted greatly by color and material choice is in the education sector, where students of all ages are constantly being influenced by the information they take in, including the built environment around them.

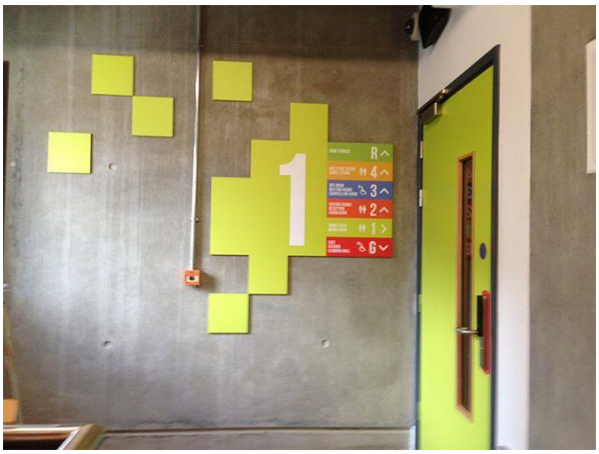
Adolescent Brain Development

Color can help connect the neuropathways in the brain. Connecting with hormone regulating endocrine glands, the brain absorbs color information and translates it into emotional, psychological, and even physical responses. Color information travels throughout the brain, impacting areas that detect motion, shapes, edges, and transitions, allowing people to develop a nuanced view of the world.

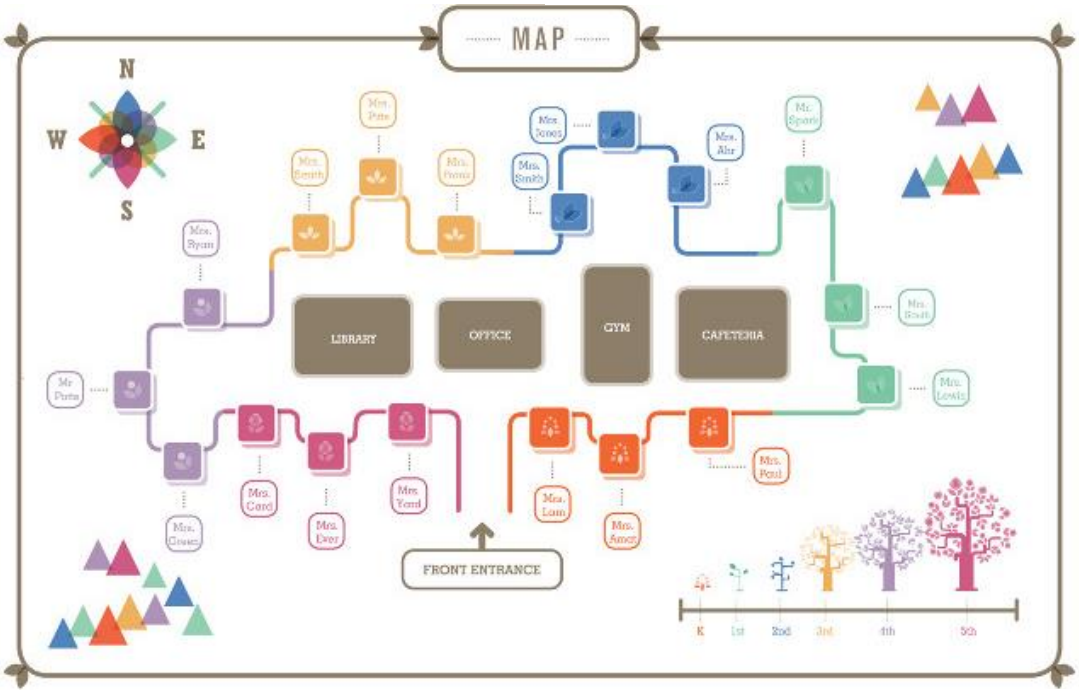
For adolescent brains constantly pulsing and absorbing new information, color can greatly impact daily experiences and behavior, as well as brain function in general. Many studies show relationships between color preferences and student performance, influencing creativity, focus, happiness, and memory. Color can even impact participation and absenteeism, and physical responses such as heart rate and respiration. Conversely, a lack of color, or an excess of black, white, and greys, has been proven to lower IQ about 10 points.

Color and Pattern Recognition

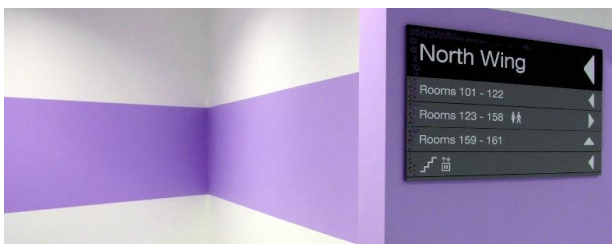
By the age of 3, children have already begun identifying and matching colors. Students performed up to 10% better on pattern recognition tests administered in color than black and white, boosting memory over time. Using color for wayfinding in educational facilities can further develop color and pattern recognition and aid in directing students throughout various spaces. Through graphic means, signage, furniture, or overall paint colors, designers can help distinguish various types of spaces by separating or emphasizing using color. Color can also aid in developing place identity and create a system of order within a school, especially to help classify smaller learning communities within a larger space. Studies suggest this comes from primal environmental reactions, giving various responses in indicating food, shelter, and danger.



Color used for wayfinding signage



This map uses colors to distinguish different classroom grades.



Eye Fatigue

Introducing natural light into schools through expansive windows or skylights has proven to be beneficial in increasing energy, creativity, and an overall positive disposition of students and staff. However, an uncontrolled brightness, or glare, can lead to eye strain, especially in classrooms that use technology and screens as the primary teaching tools. Eye strain is the result tightening of the ciliary muscle of the eye, and can lead to pupil overdilation, increased blinking and inability to focus, headaches, and eye pain. To combat eye fatigue in students, color plays an important role in reflecting, absorbing, or redirecting light in the classroom. One way to strategically color a space to reduce eye strain is to use a muted or pale color on the teaching wall, with more vibrant colors on the back wall, or as accents. Dull, darker, or muted colors on the sides relieve the eyes and prevent overstimulation. This allows students to take a break from their work, and refocus more efficiently.

Offset colors to provide relief for student eyes

Color Psychology at a Glance

Studies show that different colors effect the brain in different ways. While individuals are partial to their favorite colors, studies show trends in how specific colors impact emotional and physical responses. Below are some typical responses to the brain analyzing color information:

Reds – Intensify adrenal glands, give energy, identify threat. Can improve focus, performance, attention to detail, and repetition in small doses. In large doses can become unnerving. Increases heart rate.
Oranges – Encourages critical thinking and enhances memory. Promotes appetite, stimulation, and energy. Mood lifting and positivity.
Yellows - Promotes happiness, and creativity, but in large doses can cause stress or overstimulation.
Greens – Proven to be relaxing and calming. Good for multitasking and concentration, and is reminiscent of the natural world.
Blues – Stimulate creativity, productivity, and concentration. Slows heart rate for calmness and relaxation.
Violets- Attention grabbing, stimulates attraction, creativity, and imagination, and gives a sense of calmness.
Browns and Neutrals- Give a sense of security and relaxation. Reduces fatigue, but can be negative for children who typically prefer bright colors.
Black, White, Grey- lowers IQ, dulls learning.
Off-Whites – Calls attention, positivity.

Color in Learning Environments

Considering color's emotional stimulations, use of color in education environments can create spaces that are finely tuned to the type of study or activity per each classroom. Below are theory-recommended practices for various types of learning environments:

Science and Mathematics

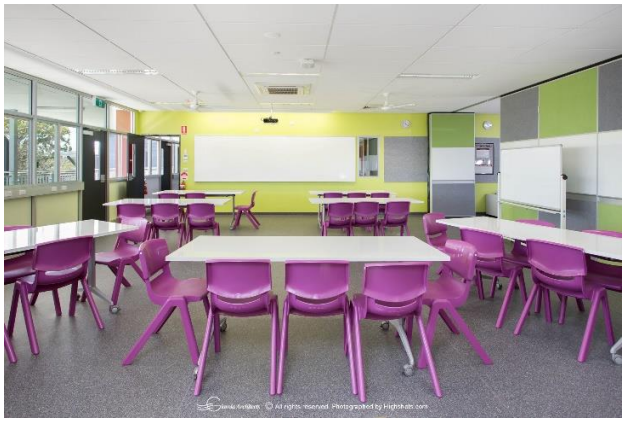
Blues lower heart rate and create a setting of calmness and concentration. Concentration and attention are needed in both mathematics and sciences studies, so shades of blue create the perfect environment to keep students grounded and focused. Throwing in a contrasting color, such as red or orange, can help in creating a bold, contrasting focal point to stimulate students.

History, Social Sciences, Counselling, and Libraries

Greens are great for multi-tasking, as they provide both the calmness of blue and creativity of yellow. Critical thinking and concentration are heightened in green environments, and with colors reminiscent of the natural world, greens provide a sense of security. For critical thinking courses such as history and research, greens are beneficial in providing and environment that stimulates brainwaves for the tasks at hand.

Languages, Fine Arts, Culinary Arts, Music and Dance

Yellows and purples are the colors of creativity. They stimulate the mind and draw attraction, creating an uplifting and imaginative environment. Great for music and arts classrooms, as well as English language arts and foreign language classes, as they can promote students to think outside the box. However, these colors should be used in moderation so to not overexcite or cause distraction. A strategic way to incorporate these bold colors would be to incorporate them through suggestive natural elements, such as pine or alder.

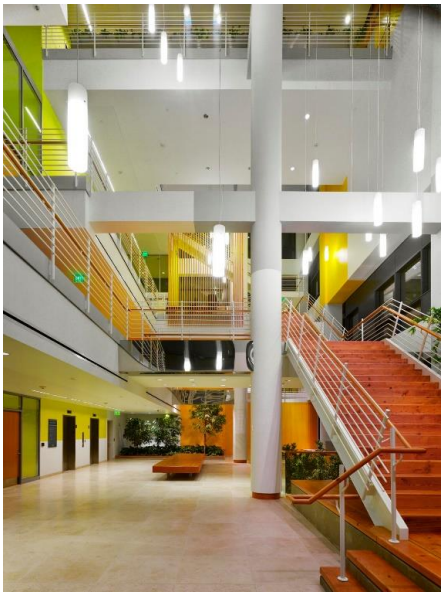


Athletics, Drama, Media, and Cafeterias

Oranges and reds are at the stimulating end of the color wheel, and thus are great for active and common spaces such as cafeterias, gymnasiums, and auditoriums. These colors will raise heart rate, increase appetite, and promote activity and interaction. Oranges in particular can be imitated by strategic use of natural woods, such as cherry or walnut, to achieve a warm and inviting atmosphere.

Entrances and Hallways

Bold, bright colors should be used in common areas such as hallways and atriums to excite students between classes. A bright, fun statement piece in a lobby or mezzanine will draw students in, and make them excited to start their day.



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MEETING MINUTES
OTL - Framework

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	08/31/17 @ CR-BESC-Building Services (15) 1st Floor
Prepared by:	Tim Ayersman
Present:	PPS: Steve Effros (SE) Brenda Fox (BF) John Hines (JH) Paul Cathcart (PC) OHP+D: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees

The purpose of the meeting was to describe the pre-design process that brought the Kellogg project to where it is now and review the Middle School Framework in detail with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Middle School Framework Discussion

A. The District is moving from K-8 model to middle school model.
   I. OTL has received different levels of input from over 250 people within the District to date.
   II. The annual State instructional minutes exceeds PPS schedule.
   III. A committee will be formed by OTL to refine areas such as STEAM, CTE, Health and Wellness, to name a few.
   IV. All day meeting is scheduled for September 27th with all advisory groups. Meeting to be hands on interactive meeting to engage the groups.

B. Standards are being worked on for Middle School
   I. For science, they will now have biology, chemistry, physics all during each year instead of one per year. This will affect the space requirement and add to the need for flexible spaces to having all three subjects in one room.
   II. Sixth grade may be self-contained in one room with the class going to a separate room for subjects such as art or science.

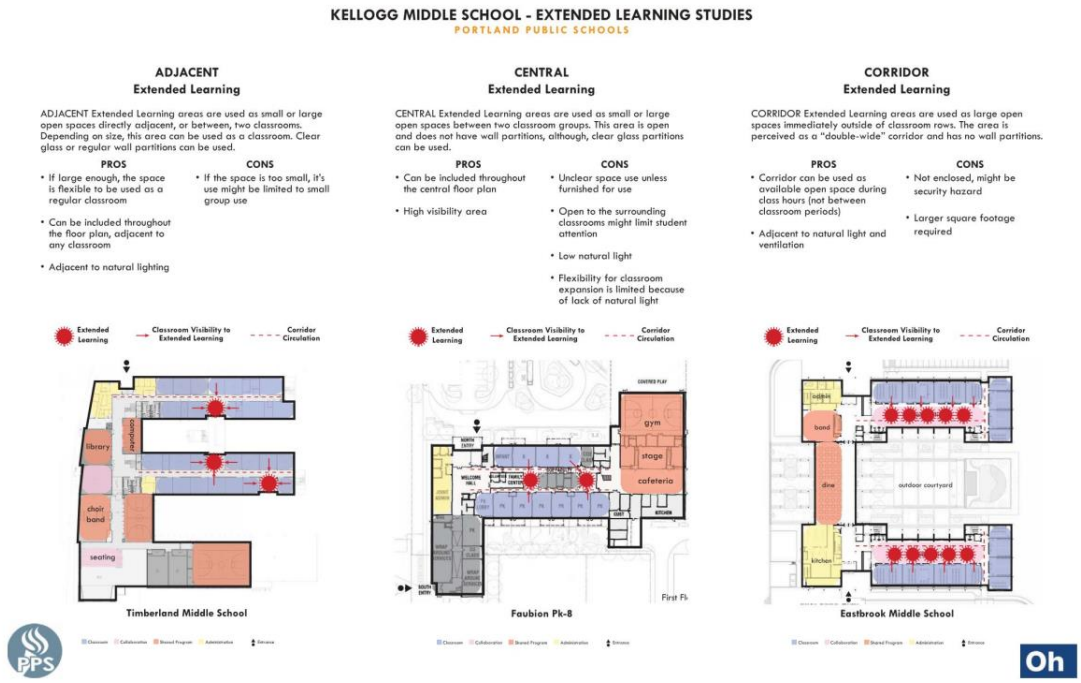
IV. PPS teachers do not want to share classroom spaces. The only exception is the special education space.
V. The preferred class size is 25-30, currently many Middle School classes in the District are at 35.
VI. The ESL should be the same size as a general classroom. (BF) Emerging bilingual ideal number of students is 20-25 and includes a second teacher work space. This room should be located with the general classrooms.
VII. Classroom sizes below 500 SF are hard to program and should be avoided. (BF) The average PPS class size in the District is 675-700 SF.
VIII. The Media Library serves as a teaching space and should have seating for one classroom at a minimum. Staff meeting occur in this space. The books are moving to a storage space with the schools using more digital books. The adjacency of the maker spaces should be with the media space. The maker space should have storage for equipment such as a 3D printer.
IX. Computer labs are not being used as much, mobile laptop carts are preferred. Each classroom should have a location dedicated for charging and storing a mobile cart.
X. Kellogg should have a vertical alignment with Franklin HS programs that are offered.(BF)

C. School, Family, and Community Partnerships
I. PPS prefers that all the partner services and programs are in one central location and with an entrance that can be monitored by staff. This helps with safety and security by know who is in the building and where.
II. Partner services should be located near the exterior of the building so those going to these services don't have to go too deep into the building. This also provides after hours separate entrance if needed.
III. Many of these programs are grant based and will come and go over the years so the space should be flexible. Each PPS school currently has 5-10 partners.
IV. Main program currently is SUN program, they use the school after hours and have a dedicated room typically. They require space for a food bank, clothing storage, and back pack programs.
V. A common conference room that seats 10-20 is prefered for all the partner programs to share. It should include a sink and a washer and dryer. Partner programs can share work space but need separate office space for confidentiality.
VI. A health clinic would be good to have, the area around Kellogg has a great need for this and Middle School families are not as comfortable going to the High School for these services. (BF)

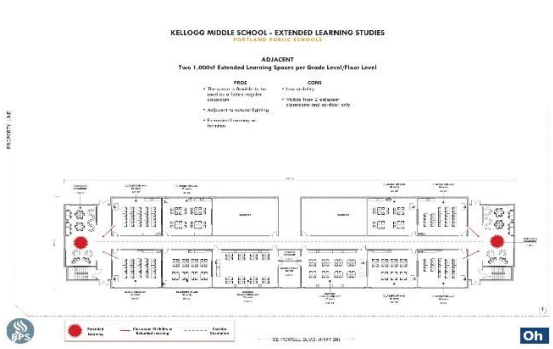
Item 2. Kellogg Middle School Pre-Design Review

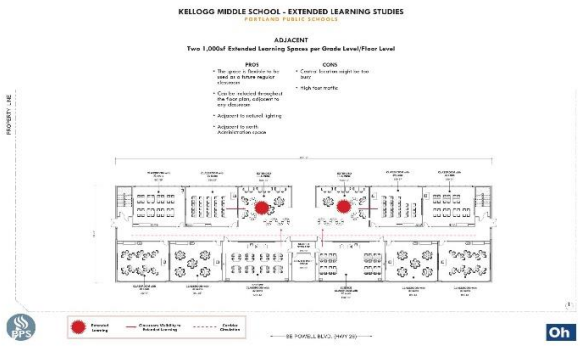
A. Case studies used for comparing current layouts in middle schools were reviewed.

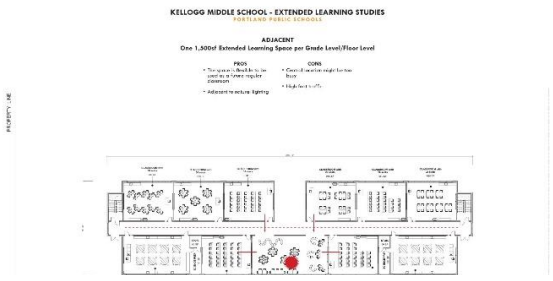
I. Timberland MS placed the extended learning adjacent to the classrooms, Faubion placed the extended learning centrally located to the classrooms, and Eastbrook placed extended learning with in the corridor.

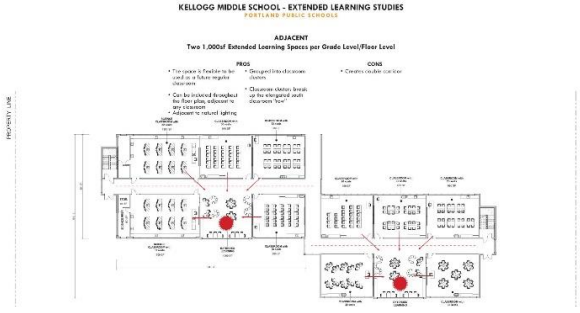


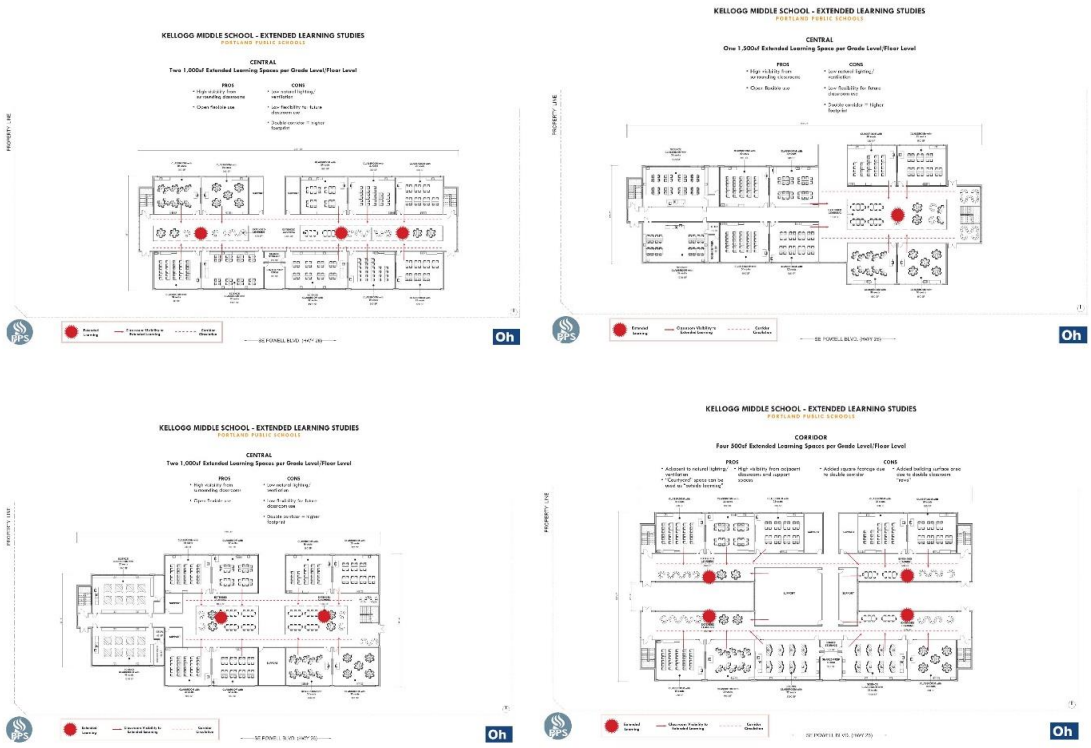
Topic – Sample Extended Learning











Topic - Adjacencies Options Applied To Kellogg Middle School

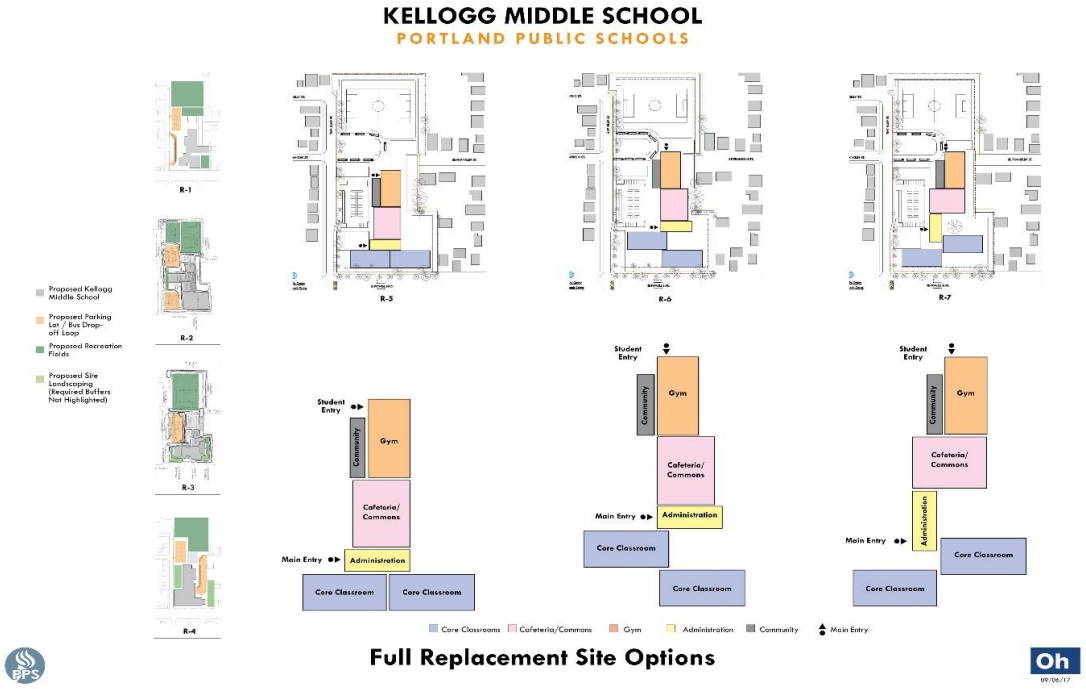
B. The site zoning diagram illustrating the existing conditions and requirements were reviewed.

I. The zoning requires that the building be located within 20' of Powell only. The classroom wing in the due diligence report was all along Powel Blvd. Options have been looked at to meet this requirement but pull one of the two wings back.

II. The first option has both wings along Powel Blvd. the second option pulls the west wing back creating a courtyard at the corner of Powel and 69th. The third option pulls the east wing back and creates an outdoor learning space around the large existing tree on site.

III. The first floor along Powel can also have higher windows with a mural along the street level for less visibility into the classrooms.

IV. An alternative is locating community partners and after hour spaces on the first floor adjacent to Powel. This would create better access for the community and move the classroom wings up, away from the street level.



Topic – School Adjacency to Powell Blvd Options

Item 3. Next Steps and Action Items

I. Brenda will send OHPD the strands in Franklin for our review.
II. OTL will attend the break out focus groups as their schedule allows. Steve will set up weekly OTL meetings.
III. The Focus Group Kick Off meeting is scheduled for September 6th, 10:00 am at PPS.
IV. OHPD to attend September 27th OTL committee meetings.

END OF MEETING MINUTES

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MEETING MINUTES
FACILITIES & OPERATIONS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/12/17 @ CR-BESC-Mezzanine (15) 2nd Floor
Prepared by:	Bryan Thompson
Present:	PPS: Jere High (JH) – Director – Maintenance and Operations, Portland Public Schools Frank Leavitt (FL)– Senior Manager – Facilities and Operations, Portland Public Schools Daniel Lemay (DL) - Facilities Operations Manager (FOM) – Franklin Cluster, PPS Steven Nitsch (SN) – Mechanical, Senior Manager, Portland Public Schools Glen Harrison (GH) – Warehousing – Manager, Supply & Logistics, PPS Brian Taylor (BT) – Electrical, Manager, Portland Public Schools Stephen Effros (SE) – Project Manager OHPD: Tim Ayersman (TA) Bryan A. Thompson (BAT)
Distribution:	Attendees; Dan Jung – PPS; Ken Fisher – Heery; Deb France – OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Facilities & Operations at Kellogg Middle School.

Item 1. Custodial (DL)

A. Educational Specifications meet needs for custodial closets and storage

B. Custodial closets to have electrical outlets for charging equipment and a mop sink with lip (not a waist high sink) – New Marysville (10 x 10) closets have preferred layout – Jen Sohm to provide standard layout options

C. Confirm a pallet jack is accessible to custodial storage

D. Deliveries 1-3 times per month – 26'-0" box truck

E. Preference for a wide loading dock with garbage on it – (2) 5-yard garbage and (1) 5-yard recycling containers

F. Use only standard restroom and science classroom dispensers

G. Preference for locking doors at restrooms for security/after-hours control – maintenance door to allow for open access design

H. Preference for (6-8) stall bathrooms – allows efficient cleaning

I. Gymnasium/afterhours to be self-contained with restrooms, etc.

J. Hand dryers being explored by a PPS committee led by Jen Sohm – they would be a supplement to paper towels – custodial has expressed concerns for mechanical failure and vandalism

K. Preference for recessed LED light fixtures with occupancy sensors – discourage pendant fixtures which require cleaning on top

L. Limit interior glass for maintenance/cleaning concerns

M. Preference for storage space for instructional spaces – temporary storage at building receiving adjacent to loading dock (GH)

N. Preference for an alarm panel in custodial office, MDF room, and main office – custodians responsible for disarming alarm

O. Do not use white paint

P. Provide a custodian space near kitchen/cafeteria

Q. Consider maintenance and access when selecting light fixtures in high ceilings

R. Identify, with signage, the ratings for stages and floors where lifts are required for maintenance

S. Coordinate doors sizes with lift access/movement requirements

Item 2. Mechanical (SN)

A. Prefer uniformity in equipment and controls selection – (3) different boilers in the (3) new schools [FHS, RHS, Faubion]

B. PPS to provide direction on aligning equipment and controls across school sites

C. Preference for equipment on ground floor with direct exterior access (overhead door) – design with replacement in mind - current equipment has shorter life span

Item 3. Electrical (BT)

A. Replacing LED lighting fixtures is an electrical operations duty – no longer bulb changing by custodians

B. Determine the amount of light fixture overstock to replace failures.

Item 4. Lessons Learned

A. Franklin High School

I. Overhang at loading dock is too low

II. Do not design school with multiple (2-3) stall bathrooms – requires more labor to clean

III. Mezzanine in gymnasium blocks lift access to light fixture for maintenance and replacement

IV. Do not place mechanical equipment on roof requiring crane access

V. Do not mount electrical panel in ceiling or @ 6'-0" requiring ladder access

VI. Design team to note diagrammatic drawings to reflect potential misinterpretations/conflicts by sub-contractors. For example: Shut off valves to be located within easy access – not feet above a drop ceiling

VII. Contractor has left behind construction debris in sewage pipes – GC to monitor/prevent

B. Faubion

I. Plumbing and electrical is exposed at bathroom sinks – provide tamperproof/keyed valves

II. Flooring at cafeteria and servery have different maintenance requirements

III. Sprinkler heads are located within reach of students on stairs

IV. Locker room walls and corners are split face block/brick – safety concern

V. Fall protection is installed because parapets are not high enough – make parapets high enough so fall protection is not required.

C. Grant High School

I. Concerns over cleaning/labor/safety at gender neutral bathrooms.

D. Roosevelt High School

I. Durable plaster walls with special finish – design team to consider this approach.

E. Consider the creation of diagrams for delivery and equipment movement access – show the route for a pallet jack from building receiving to storage areas to avoid conflicts and inefficiencies

Item 5. Action Items

A. Daniel (Maintenance) to provide preferred 10 x 10 custodian closet layout developed by Jen Sohm to OHPD

B. Daniel (Maintenance) to confirm desired width of interior corridors/doorways for pallet jack access on delivery route and provide to OHPD

C. Daniel (Maintenance) to provide minimum overhang height at loading dock to prevent conflict with delivery/garbage trucks and provide to OHPD

D. Steve (Mechanical) and Daniel/maintenance to follow-up on hand dryer committee findings with District/Jen Sohm and provide findings to OHPD

E. Steve (Mechanical) to provide preferred boiler and controls systems to the District and OHPD

F. Bryan (Electrical) to recommend the amount of LED light fixture overstock for failure replacement to the District and OHPD

G. OHPD to incorporate comments into schematic design for Facilities & Operations review

END OF MEETING MINUTES

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MEETING MINUTES
NUTRITION SERVICES

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/12/17 @ CR-BESC-Nehalem (15) L1
Prepared by:	Bryan Thompson
Present:	PPS: Whitney Ellersick (WE) – Interim Director Nutrition Services Ben Dandeneau (BD) – Assistant Director, Nutrition Services Stephen Effros (SE) – Project Manager OHPD: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; Ken Fisher – Heery; Deb France – OHPD; Laura Bourland – HAI; Kyle Mechling - Interface

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Nutrition Services at Kellogg Middle School.

Item 1. Deliveries

A. Programmatic Flow - Deliveries move from service dock to building receiving to kitchen dry storage or freezer/cooler to prep area to cooking area to serving area

B. (2) Trucks make deliveries: 25'-0" Freezer Truck and local dairy truck (Alpenrose)

C. Trucks can deliver to elevated loading dock or on ground – no preference

D. No stairs from point of delivery to building receiving area

E. Routing deliveries through the school is not preferred – elevators are problematic – make sure route is wide enough

Item 2. Frequency of Deliveries for 675 students

A. Freezer truck deliveries daily – start at 4:30 am and end at noon – Trucks reload around 8 am to avoid student drop off at school sites

B. Alpenrose milk truck delivers every other week

C. General supplies delivered weekly

D. Approximately (9) deliveries per week

E. School provides 3-4 meal programs per day

Item 3. Kitchen – Servery - Cafeteria

A. Open - No doors between servery and kitchen.

B. Wall off kitchen functions from server for presentation – or thoughtful design to provide educational opportunity

C. Overhead doors between servery and cafeteria/commons to restrict student access during off-hours

D. Locate merchandising/display coolers and all equipment behind secure overhead doors

E. Pass through merchandisers preferred in new kitchens

F. Provide (3) serving stations with the same food options in each

G. Cashier to be located at the end of the serving line at each station with (2) pin pad/card scanners per cashier

H. Provide balance of space between cafeteria, server, and kitchen – if cafeteria seats 200 students, size kitchen and server to serve 200 students – imbalance creates improper use

I. Locate cafeteria with a buffer between classrooms – music room, maker space as buffer space for noise and activity

J. Encourage the kitchen and cafeteria as a classroom and social space – design for noisy social interactions

K. Cafeteria can be used as a flex space – robotics, sewing, study hall, after hours program

L. Exterior areas at high schools have gas hook-ups which limits use of kitchen equipment during community events

M. Provide power to all dedicated work spaces

Item 4. Lunch Schedule/Cafeteria Capacity

A. Prefer each grade to have a lunch – (3) periods for middle school

B. No school successfully has over 200 students per lunch period – monitoring the space is the problem

I. Confirm preferred size / number of students per period with Brenda Fox

C. (4) lunch periods are OK for a large school – Harrison Park serves from 11am to 1:30pm

Item 5. Tables

A. Nutrition Services not involved in decisions but would like to be

B. Prefer different shapes and variety – not institutional type

Item 6. Lessons Learned

A. Roosevelt

I. Serving line not a good example – short and linear

II. No electrical connections for hot wells

III. Budget alignment/VE led to equipment clearance conflicts with walls (Dishwasher)

B. Roosevelt and Franklin have too many tables and table types which is a maintenance concern

Item 7. Action Items

A. Nutrition Services to confirm desired width of interior corridors/doorways for delivery route and provide to OHPD

B. OHPD to confirm maximum student capacity in cafeteria with Brenda Fox of OTL

C. OHPD to incorporate comments into schematic design for nutrition services review

END OF MEETING MINUTES

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MEETING MINUTES
GROUNDS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/13/17 @ CR-BESC-Nehalem (15) L1
Prepared by:	Bryan Thompson
Present:	PPS: Jere High (JH)– Director – Maintenance and Operations, Portland Public Schools Mark Franklin (MF) - Portland Public Schools Nancy Bond (NB) – Coordinator, Resource Conservation - Planning and Asset Management, Portland Public Schools Diane Lucas – Portland Public Schools Samantha Spring (SS) – AmeriCorp Environmental Projects Coordinator, PPS Stephen Effros (SE) – Project Manager Jerry Vincent (JV) – Chief Operating Office, PPS OHPD: Deb France (DF) Tim Ayersman (TA) Bryan A. Thompson (BAT) Ecotone: Daniel Edwards (DE)
Distribution:	Attendees; Dan Jung – PPS; Ken Fisher – Heery; Jen Sohm - PPS

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Grounds at Kellogg Middle School.

Item 1. Grounds Maintenance (MF)

A. (6) grounds crews for district – 2nd largest land owner in Portland
B. Grounds crews maintain trees and mow fields only – bio-swales are maintained on a contract basis
C. Equipment is trailered to the site – nothing is stored on site
D. Provide minimum 10'-0" between landscaping features, trees
E. Custodians need storage space for leaf blower, weed eater, and small equipment
F. 15% slope max for mowing
G. Provide a mowing strip at fence lines
H. Upgraded level of fencing for privacy at Powell
I. If it can be vandalized it will be vandalized

Item 2. Storm water (NB)

A. Preference to explore the option to capture and reuse storm water for toilets, irrigation, etc.
   I. This has been explored at Humboldt School – tank for toilets and garden
B. No grey water use in the district at this time

C. OHPD to provide analysis: Costs, life span, weighing advantages – White Stag Building as case study

D. There would be additional maintenance for these systems on a contract basis

E. Possible on-site water reuse for green roof, green wall, school garden

F. Preference to include an educational system – micro version for learning if a full-scale system is not feasible (JV)

G. Review success of green roofs at Multnomah county buildings – Mead Building

Item 3. Synthetic Fields (MF)

A. 9-10 year life span

B. District currently has multiple manufacturers – FieldTurf is one

C. Plan for future installation by providing plumbing to field (JV)

D. (3) local soccer associates should be contacted as partners (JV)

E. Event (Football) fields to be synthetic – baseball field type to be determined by situation/coach

F. Preference to provide storage for field infill material (rubber pellets) – currently different for each field – storage space for overstock and machine to spread – locked

Item 4. Loading Dock – Trash (NB)

A. Requires straight on access to garbage/recycling containers for ease of daily access

B. No gate on trash enclosure – preference is for driver to not exit cab

C. No wheels on containers

D. Provide a hose bib with a sewage drain, not a storm drain – preference for a sign to indicate drain usage (JV)

Item 5. Greening School Yards (NB)

A. Nature play areas – intentional boulders and logs for play with appropriate surfaces for falls – See installations at Sabin and Lewis

B. School garden space: Raised juniper beds with pathways, ADA height planters – access to water, not irrigated

C. Composting: Using city services – (24) schools using it right now – provide 60 gallon container

D. Nutrition Services accepts food grown in the school garden

E. If a school garden is not part of the initial design – plan a space and infrastructure for a future garden

F. Limit paving

G. Native plant gardens/arboretums have been used at other schools

H. Mark to provide preferred tree species and turf mix

I. Provide shade trees placed to maximize on-site shading

J. Mark and Nancy to provide input for design standard revisions

K. Mark to analyze the large maple in the south field at Kellogg to determine if it is worth keeping

L. Saving trees must be well thought out and intentional

M. PPS to provide guidelines for trees by fields

N. Nancy to connect design team to Bonneville Environmental Foundation (BEF) for renewable energy programs and their kiosk requirements

Item 6. Irrigation

A. Most is not working – not required at school gardens

B. Central controls systems – Prefer IMMS (Irrigation Management & Monitoring System) by Hunter

C. Systems managed by Mark in his office

D. Sub-meter provided at every school

E. Coordinate efficiency target with Aaron Presburg at PPS

F. Gate valves at drain

G. MP rotators: I25 not I40 – Hunter preferred

H. Make network connection before trench is filled

Item 7. Lessons Learned

A. Faubion
   I. Steep bank at football field – eliminate, mowing concern – unnecessary burden
   II. Synthetic turf under play areas is a great substitution for play chips – looks good – lower maintenance
   III. Concrete path material selection not confirmed with PPS

B. Franklin High School
   I. Provide 45-degree corners on walkways – do not have 90 degree turns. Prevents damage to sprinkler heads and eliminates corner cutting damage to grounds
   II. Embed large rocks/boulders into concrete – do not leave loose
   III. The loading dock is not successful

Item 8. Action Items

A. OHPD to provide storm water capture analysis: Costs, life span, weighing advantages – White Stag Building as case study

B. Mark (Grounds Maintenance) to provide preferred synthetic field manufacturer to District and OHPD

C. Mark (Grounds Maintenance) to provide storage requirements for synthetic field fill and machinery to District and OHPD

D. Mark (Grounds Maintenance) to provide preferred tree species and turf mix to District and landscape architect Daniel

E. Mark and Nancy to provide input for design standard revisions to District and OHPD

F. Mark (Grounds Maintenance) to analyze the large maple in the south field at Kellogg to determine if it is worth keeping

G. Mark (Grounds Maintenance) to confirm PPS guidelines for trees near synthetic fields and provide to OHPD

H. Nancy (resource Conservation) to connect design team/OHPD to Bonneville Environmental Foundation for renewable energy programs and their kiosk requirements

I. Mark (Grounds Maintenance) and OHPD to coordinate irrigation efficiency with Aaron Presburg

J. District to contact local soccer association for field partnership.

END OF MEETING MINUTES

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MEETING MINUTES
STUDENT TRANSPORTATION

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/13/17 @ CR-BESC-Wapati (10) L1
Prepared by:	Bryan Thompson
Present:	PPS: Sandy vanBaggen (SV) – Senior Training and Safety Specialist, PPS Stephen Effros (SE) – Project Manager
	OHPD: Deb France (DF) Tim Ayersman (TA) Bryan A. Thompson (BA
Distribution:	Attendees; Teri Brady – PPS; Dan Jung – PPS; Ken Fisher – Heery; Jen Sohm – PPS; Deb France – OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Student Transportation at Kellogg Middle School.

Item 1. Kellogg Site Plan (SV)

A. Nutrition services and transportation vehicle schedules do not interfere or overlap – bus loop can be shared for access to building receiving

B. Preference to partner with Safe Routes to School

C. Staff and students perform crosswalk duties

D. Students have option to use Trimet stop located adjacent to the school.

E. Do not show buses parked on the corners of the plan bus loop – should be able to pull parallel to curb

F. Leave 3'-0" clear between buses

G. Need Special Education bus drop off area – adjacent to ADA entrance

H. SE Kelly St. was used by buses at former site to loop back to SE Powell – limiting volume of traffic in neighborhood is encouraged

I. During arrival and release, plan on bulk of student traffic to enter through one open door – gymnasium or cafeteria is common

J. Sandy's City of Portland contact for early assistance is Robert Haley, PBOT

K. Jen Sohm is developing design standards for site plan best practices

Item 2. Vehicle Parking (SV)

A. Planning for maximum of 51 parking stalls, (2) accessible spaces and (1) van accessible space – Minimum of 34 per city code

B. City will be reluctant to take away parking from the front of homes

C. Special needs parking and access is program dependent – locate ADA entrance as close to drop off as possible

Item 3. Bicycle Parking (SV)

A. Planning for 136 bicycle parking spaces (4 per classroom)

B. Do not locate bike racks by the bus loop and drop off - Beverly Cleary/ Fernwood bike racks are located in bus loading area and doesn't work

C. Prefer bike racks by front doors in a position visible to administration staff (Ockley Green is a good example)

D. Limit opportunities for bicyclists to create short-cuts across the site

E. Clearly identify the bike route and parking locations – coordinate signage and stripping (green paint) with the city

Item 4. Designing for Expansion (SV)

A. Planning for a student capacity of 675 students

B. Definitive student transportation needs cannot be determined until DBRAC process is complete

C. Steve to provide information on former boundary and student populations

D. Double stacking buses is not preferred, but an option – buses do not move until all students are unloaded

E. Staggered bell times is an option, but not preferred

F. Bus loop can be used for afterhours parking

G. Local churches have been used as partners to increase parking for evening events

H. Asphalt covered play area are used for parking at other school sites

I. Explore the option of providing a curb cut similar to the old bus drop-off configuration in conjunction with a new bus loop to account for expansion

Item 5. Lessons Learned (SV)

A. Faubion
   I. Site plan working – Sandy has not visited yet
   II. Sandy to report back after the school year has begun

B. Roosevelt
   I. Good special education bus access
   II. Design intent was not communicated with staff, leading to improper use of site
   III. A straight through drop off lane was designed for big buses but they used the small buss drop off loop when the facility opened – removable bollards were blocking the access

C. Franklin
   I. Communication lacking between district and construction

Item 6. Action Items

A. Sandy to provide standards developed by Jen Sohm to OHPD

B. Steve to provide former Kellogg School boundary to OHPD

C. Sandy to provide feedback on Faubion and other 2012 Bond schools successes and lessons learned as the sites get used

D. OHPD to incorporate comments into schematic design for Student Transportation review

END OF MEETING MINUTES

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MEETING MINUTES
MULTICRAFT - FINISHES

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/14/17 @ CR-BESC-Building Services (15) 1st Floor
Prepared by:	Bryan Thompson
Present:	PPS: Jere High (JH) – Director – Maintenance and Operations, PPS Mike Smithey (MS) – Senior Maintenance Manager – FAM Multicraft Shop, PPS Patrick McMenomy (PM) – Foreman – FAM Multicraft Shop, Portland Public Schools Stephen Effros (SE) – Project Manager, PPS Dan Jung (DJ) – Senior Director of Office of School Modernization, PPS OHPD: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Ken Fisher – Heery; Gene Osborn – Assistant Foreman – FAM Multicraft Shop, Portland Public Schools

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Multicraft - Finishes at Kellogg Middle School.

Item 1. Floors (MS, PM)

A. Polished concrete preferred – sealed concrete used at Grant – no preference on sealer finish was provided, matte vs. glossy

B. Do not specify marmoleum – it is too soft

C. Do not use VCT

D. Floors are stripped in the summer so they meet expectations to shine at the beginning of the year – there is not sufficient staff for this process

E. Mondo rubber flooring has been used in classrooms by OHPD (DF) – OHPD to provide choices for consideration

F. Poured epoxy flooring with an integral cove base is preferred over the quarry tile (which does break) specified in the design standards for Kitchens (PM) – you can use the same maintenance methods as a VCT floor, mopping

G. Is terrazzo an option for PPS? (MS) – Tends to be more expensive, but a very good investment, durable over time

Item 2. Walls

A. PPS standard plaster veneer over high impact resistant gypsum board is preferred to other materials used for 2012 bond work

B. Multicraft to keep OHPD informed on how installed surfaces work out in the new schools (DF)

C. Exposed concrete walls are acceptable

D. Glass corridor walls – challenging for maintenance – not desirable (PM). What are translucent glass options. Design team to provide options to Multicraft if interior glass is designed

E. Only use FRP in custodian closets

Item 3. Roof

A. Single Ply is not the PPS Design Standard

B. Provide proper slope to drain. The District prefers ½" per foot roof slope for all new roofs, with ¼" per foot slope allowed in areas that do not require crickets or roof valleys to direct water to drain collectors – Oregon code requires ¼" per foot minimum with no exceptions for valleys

C. Do not like interior drains (MS) – freeze and leak – maintenance problems with exterior drains too – Both MS and PM prefer exterior drains

D. Skylights are not preferred – maintenance nightmare. Schools like Vestal have lightwells with no access

E. Provide a stairway/ships ladder to roof access. Size appropriately for rooftop equipment and maintenance needs

F. Parapet is best option for fall protection – custodians are not trained to use fall protection

G. An analysis is required on harvesting rainwater – an underground collection tank in a vault with filtration costs money to maintain – see Sunnyside school collection system

Item 4. Ceilings

A. Exposed ceilings with clouds can catch flying objects

B. No 4x4 ceiling tiles – preference for 2x4 tiles, easy to change

C. Consider how to access lights for maintenance

Item 5. Paint/Finishes

A. White is not a practical paint color

B. Before colors were standardized excess amount of paints were stored – high paint costs – limit the amount of colors

C. OHPD to start with PPS standards and explore options base upon educational performance

Item 6. Door and Hardware

A. Keycard access at all perimeter doors preferred – make them vandal proof – protected by a piece of glass, recessed

B. Focus approach on the points of access, the daily flow of students and staff

C. The cost of re-keying annually is high

D. Hardwire all exterior doors for future considerations (PM)

E. Discuss with Jaime Olsen at PPS

Item 7. Exterior

A. Expect broken windows and graffiti – design to reduce opportunities

B. Anti-graffiti is sacrificial – PPS to provide preferred product. PROVIDED: Bare Brick Stone & Masonry Remover (BBSM), Product Code - WB0010 by Urban Restoration Group.

C. Provide good sight lines for safety – Grant HS has a sunken courtyard that is not visible

D. Salvage (2) pallets of brick from existing building (~1,000 bricks)

Item 8. General Notes

A. If building use is not apparent or understood, it will be used incorrectly – consider providing a user manual for the building – how to move walls, modify space – operational manual

B. PPS does not have enough employees for proper maintenance – assume that it will get neglected – design and make selections for finishes to last as long as possible with minimal maintenance.

C. Solid Surface countertops preferred – Plastic laminate is a maintenance problem, prefer wood cabinets

D. Label material storage space to prevent incorrect use

E. Diagram service routes and requirements for lift and delivery access

F. Suggestion to use electronic screen to show off student work at CTE, Art, etc. (See attachment)

G. Get input from Multicraft on finish selections

Item 9. Lessons Learned

A. Faubion

I. Access to skylights will be difficult

II. Exterior door hardware coordination not successful – interior classroom hardware acceptable

III. Display cases below relight windows on interior are problematic for maintenance

B. Franklin High School

I. Standards were ignored or material selections were changed during VE process without proper vetting – wall protection

C. Roosevelt High School

I. PPS wall finish standards (Veneer Plaster) were dropped during the project (DJ)

II. No reasonable way to change lights in Auditorium

Item 10. Action Items

A. OHPD to provide rubber flooring choices for consideration by the District in DD

B. Multicraft to keep OHPD informed on how installed surfaces work out in the new schools

C. OHPD to provide options to Multicraft if interior glass is used in SD

D. OHPD to provide examples of successful student work shown on tv screens – Aloha (attached)

E. Multicraft to provide anti-graffiti product – COMPLETED – (attached)

END OF MEETING MINUTES

ALOHA HIGH SCHOOL CTE

Visual Dispay Panels at Main Lobby Entry for Maker Space, CAD Classroom, and Construction Lab
(2) - 80” HDR (Ultra HD) Home Theater Display

Visual Display Panels at Computer Programming and Film & Media Classroom Entries
(4) - 50” HDR (Ultra HD) Home Theater Displays

planning+design,
architecture

Bare Brick Stone & Masonry Remover

For the quick, safe and non damaging removal of
GRAFFITI, GREASE and GRIME

Product Data Sheet **Product Code: WB0010** **Issued: August 8, 2016**

PRODUCT DESCRIPTION

BARE BRICK STONE & MASONRY REMOVER (BBSM) is a highly effective, economical and biodegradable remover for spray can paints, paint over spray, grease, grime smoke and oil stains as well as other marks on porous brick, stone and concrete surfaces including cinder block, split face block and exposed aggregate.

FEATURES & BENEFITS

- Easily rinsed with a small pressure washer requiring very little rinsing water. Any resultant run-off is a readily biodegradable gray water soap that can be left to biodegrade, recycled or further diluted for use in gardens etc.
- No shadows, no damage, no harsh scrubbing required.
- Pleasant smelling and non toxic.
- Safe and effective to use on all types of natural stone (such as limestone, granite and marble), stainless steel, trees, plastics and playground equipment.
- May be used on painted surfaces as well as natural building surfaces after first wetting surface with water. See product use instructions for further details.

Achieve professional results first time, every time!

FOR EXPERT TECHNICAL ADVICE ON YOUR REMOVAL JOB, PLEASE CALL 1-818-247-2555 OR EMAIL SALES@GRAFFITIREMOVALINC.COM

INSTRUCTIONS FOR USE: REMOVING GRAFFITI FROM BRICK, STONE & MASONRY SURFACES

BBSM is applied to the surface with a nylon brush, broom or pump-up sprayer, 3 times at 3 minute intervals, liberally flooding the graffiti / stain with the product.

For typical graffiti, approximately three minutes after the final application, rinse using a hot or cold pressure washer (hot is best) at low pressure. If one is not available then a stiff nylon brush and bucket of water may suffice.

Agitation, as you apply this product, can be of great assistance. Continued experience with the product will enable the user to judge how many applications are necessary for varying surfaces and particular spray cans.

On older / thicker graffiti, patience is the key. Keep the graffiti wet with the product, as long as possible before rinsing.


Brush on


Broom on


Spray on

Remember, a pressure washer in this instance is used as a quick release rinse of the dissolved graffiti, and not the primary means of cleaning.

Ideally use 1500 - 2000 psi with a 15º or 25º fan jet at about 6 inches from the surface.

URBAN RESTORATION GROUP US INC MAIL: 1146 N Central Ave. #531, Glendale CA 91202 USA. WAREHOUSE: 5439 San Fernando Rd. W, Los Angeles CA 90039 USA. TEL: 1-818-247-2555. FAX: 1-818-247-2515. EMAIL: sales@graffitiremovalinc.com. WEB: www.graffitiremovalinc.com

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When rinsing dissolved graffiti with a pressure washer try to remove a LITTLE of the graffiti from the bottom of the tag without wetting the whole area. If satisfied, then proceed to full scale. Wash the whole area from top to bottom.

Remember if the remover has not done its job then no amount of 'blasting' will fix the problem. Failures are usually a result of not flood coating adequately and not leaving product on long enough and cannot be resolved by blasting too close or at higher pressures.

Do not use 'turbo' type nozzles, or blast too close, as you may cause damage and will possibly only remove a small percentage more.


Though cold water pressure washers will usually suffice, hot water yields the best results.

TIPS FOR EFFECTIVE USE OF BARE BRICK STONE & MASONRY REMOVER

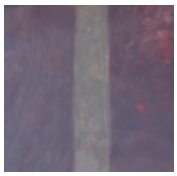
TIP 1 Some spray cans such as reds can stain surfaces. Other spray cans change colors once Bare Brick Stone & Masonry Remover has been applied. For complete and total removal of these stains use our FELTPEN FADEOUT after or while BBSM is still on the stain.

TIP 2 If you are fixing someone else's former failure and may be having problems, then BBSM can be left overnight on the wall (if safe to do) ensuring maximum dwell time. Return in the morning and the problem will usually be solved with another application and a wash-off.

TIP 3 As a general rule, avoid trying to remove spray can graffiti from porous unpainted surfaces, whilst the walls are facing the hot summer sun. Wherever possible, try to work in the shade or during a cooler time of day. On days when there is a likelihood of the graffiti remover drying out within minutes or less, the wall can be thoroughly wet with water first and towel patted dry BEFORE applying BBSM).


Red spray can bubble writing


Broom on 3 coats of BBSM


FPFO brushed on - does the trick!

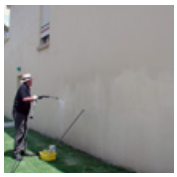
INSTRUCTIONS FOR USE: REMOVING GRAFFITI FROM PAINTED SURFACES

Some larger tags on pre-painted acrylic walls, can be removed without damage using BBSM and the technique described below. Of course the best alternative is to color match and repaint, but if this is not an option, proceed as follows;

1. Thoroughly wet down wall with pressure washer.

2. Using a soft nylon broom and a rectangular bucket containing BBSM, apply and agitate about 10 square feet of the graffiti until approximately half disappears (the graffiti is dissolving and running).

3. Using low pressure, quickly rinse the treated area, and thoroughly wet down ahead to repeat the same on the next section. Approximately 95% of the spray can graffiti should be gone. If you find that it is affecting the underlying paint, you will have to shorten your initial application time. The reason you stop at approximately half dissolved is because the rinsing tends to remove another 50% more than you have.



Broom on BBSM, rinse off with cold water


Rinsing larger graffiti after applying BBSM

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4. Carefully spot clean any uncleaned areas using SENSITIVE SURFACE REMOVER.

If the dissolved graffiti has stained the wall, a dilute application of FELTPEN FADEOUT will return it to its former glory. With this technique never use hot water! (It will blister the underlying paint).

REMOVING GRAFFITI FROM WOODEN FENCES

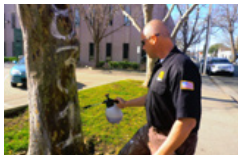
If color matching and painting is not a preferable option, BBSM may be used to clean a wooden fence. Always test first in an inconspicuous area to ensure there is no discoloration. Use BBSM per instructions for brick, stone and masonry surfaces above. You will most likely leave a clean patch when rinsing with a pressure washer requiring you to rinse an entire section of fence.

If BBSM appears to darken the surface on your test patch, TRANSGEL may be a better option.

REMOVING GRAFFITI FROM TREES

Brush on BBSM and agitate with the brush as you apply. Depending on the type of graffiti, you may need more than one coat and a little dwell time between coats to ensure the spray can is fully dissolved before rinsing.

Once the graffiti has dissolved, use a pressure washer to rinse, taking care not to blast too close to the tree so as not to remove any bark or etch the surface. Using a yellow 15° tip, or green 20° tip, stand back as much as possible and keep the wand moving along the tree to avoid damage, as seen in the photos below; Alternatively, a stiff bristled nylon scrub brush and a bucket of water can be used to rinse the tree's surface.



REMOVING OIL STAINS FROM PAVEMENTS AND DRIVEWAYS

Flood coat BBSM onto oil stains on concrete and leave for as long as possible. Agitate with a nylon scrubbing brush whilst adding more applications. When satisfied that all oil is dissolved, then use high pressure water to rinse away the stain (hot water is best).

REMOVING CHEWING GUM RESIDUAL ('GUM GHOSTS')

Some stains are often left after removing gum with hot, high pressure water or steam. Brush BBSM onto the residue and high pressure hot wash.

REMOVING SMOKE DAMAGE FROM BRICK OR STONEWORK

BBSM can be highly effective in the removal of burnt in or resistant smoke damage. Use as instructed for brick, stone & masonry applications.

SAFETY ISSUES

BARE BRICK STONE & MASONRY REMOVER is very safe to use in comparison to most graffiti removal products. However, the intended use is for stripping paint, waxes and oils from building surfaces and is thus naturally much more aggressive on skin and eyes than normal every day cleaners.

If the intended user is not familiar or confident in implementing the safety precautions below, we urge that they do not use the products.

1. Always wear solvent alkali protective gloves, goggles and long sleeve clothing.

2. Be sunsmart. Wear a wide brimmed hat; after all, you are outside.

3. Always know where water is available in case of a splash.

4. Carry a spare set of clothing. Do not leave contaminated clothing on.

5. Use in well-ventilated areas.

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LIMITATIONS

- BBSM can occasionally mark aluminum or galvanized steel surfaces.
- Use synthetic brushes and plastic buckets. BBSM can damage natural fibers like hair or wool.
- Do not spray BBSM unless determined safe to do so.
- Do not dilute BBSM (use as supplied).

CAUTION

Before commencing any large scale use, always test first in an inconspicuous area. This product is designed to remove all types of markers and stains, and may have an unpredictable or even damaging result on certain man-made or stained surfaces. If necessary, wait for surface to dry to ensure perfect results.

COVERAGE GUIDELINES

1 gallon of BBSM will remove approx.:

- 200 sq ft of typical graffiti on concrete, brick, block or masonry surfaces.
- 80 sq ft per gallon on sandstone, limestone and other soft absorbent surfaces (per 3 flood coat application).
- 1000 sq ft per gallon on painted / coated surfaces.

Exact coverage varies depending on type of stain and the porosity of surface material.

TEMPERATURE USAGE

Hot weather removals: Where possible avoid large scale removals in direct sunlight on very hot days. Wet surface down first and apply BBSM per the above instructions to damp (not dripping wet) wall. This speeds up the removal process considerably.

Cold weather removals: Allow for longer dwell times in cold weather. Expect considerably slower reaction times in weather below 40° F / 5°C. Dwell times need to be 2-3 times longer to yield the same results, and it's often helpful to leave product on much longer than that.

It helps to keep the product indoors and even inside the car so that the products are at room temperature when you apply them.

Use a hot water pressure washer / steam cleaner if possible. Sometimes it helps to use it to first heat up a section of graffiti before removing it.

During the winter months we will sometimes apply BBSM remover several times and then leave TRANSGEL on over that which helps it stay wetter for longer and eats through all the thicker bits of graffiti as well as penetrating and dissolving from behind.

As a rule: larger graffiti removal projects are best left for warmer weather rather than cold / freezing conditions.

TECHNICAL DATA

Composition

Bare Brick, Stone & Masonry Remover is a premium aromatic liquid blended from natural alcohols, citrus oils and water soluble surfactants. BBSM is designed to penetrate and fully dissolve graffiti and other marks, then rinse away easily from these surfaces.

Properties

Color: Orange Brown liquid.
Odor: Citrus solvent odor.
PH: ~ 12-14
Storage: Store in a cold dry place away from heat or flames.
Shelf Life: Approximately 2 years but up to 5 years in unopened container.
Precaution: Flammable.
DOT Markings: UN2924, Flammable liquid, corrosive,, n.o.s., (Ethyl Alcohol, Potassium Hydroxide), 3, (8), PG III

ENVIRONMENTAL CARE

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MEETING MINUTES
IT

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/19/17 @ CR-BESC-Nehalem (15) L1
Prepared by:	Bryan Thompson
Present:	PPS: Mark Lancaster (ML) – Network Administrator Supervisor, Portland Public Schools Ryan Morales (RM) – Director of Technical Operations, Portland Public Schools Stephen Effros (SE) – Project Manager Jerry Vincent (JV) - Chief Operating Officer, PPS OHPD: Tim Ayersman (TA) Bryan A. Thompson (BAT)
Distribution:	Attendees; Laura Parker – Chief Information Officer, PPS; Candi Malone – Information Technology, PPS; Stacey Jung – Senior Manager-Security & Change Control, PPS; Dan Jung – PPS; Ken Fisher – Heery; Deb France - OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing IT at Kellogg Middle School.

Item 1. Access controls (ML)

A. Access controls require IT coordination of access control software systems with door hardware and security requirements

B. Security (separate focus group meeting) will provide guidance on access control locations

C. Rick Jermain with Allegion is a good resource who performs both door hardware and access controls duties

D. The District wants an electrical single-line diagram to communicate design intent at main access doors

E. PPS to develop software and programming standards for access control

F. PPS to identify the District's hardware representative and bring them into discussion on access controls

G. Seek consultant for recommendation on physical security platform standards - Dan and Ken to participate in security meetings for a unified direction – there are not established standards at the District

H. Can PPS develop patterns/protocols with the city for physical security – PPS is not an expert on this topic

Item 2. School Technology (RM)

A. Mark is the district resource for infrastructure

B. IT and OTL need to connect and define technology in the classroom

C. Middle School Classroom Innovation – Ryan developing model classroom prototype and standards – IT to be included in OTL classroom types/options

D. PPS is planning on self-funding a grant for a school to demonstrate new technology in a classroom during next spring – identifying top teachers to participate in the mock-up

E. The District should provide the backbone for interactive technology (JV)

Item 3. Technology Carts (ML, RM)

A. In a new school, provide an assigned space for technology carts (dashed on plans in documents) - Space and support for technology carts is not currently considered in classroom/furniture layouts and data/power locations

B. PPS prefers all classrooms have assigned technology cart locations

C. Female wall connection is not working, too fragile - provide flexibility to connect to TV or projector

D. Wireless connection is not an option

Item 4. General Notes

A. Provide an IDF on each floor in a multiple floor school (ML)

B. The fiber backbone is a single mode 1310 nano – see update to Division 27 (September 2017)

C. Provide badge control into all IT spaces

D. A responsibility, RACI (Responsible, accountable, consulted and informed) matrix must be created to clarify the hand off and responsibilities – who is paying, installing, configuring for the equipment and systems

E. If the district standard IP based Valcom system is VE'd, IT must be consulted

F. Preference for a separate room for telecommunications systems 4-post racks

Item 5. Lessons Learned

A. 2012 Bond

I. There are multiple areas of ownership for access controls and physical security - requires (3) department coordination - define who is the primary customer: school or security services

II. Currently dealing with ADA door access issues

III. Lightspeed wireless speaker systems are installed in Faubion, Franklin, and Roosevelt but are not being used – connecting to wireless devices is problematic and creates service calls that cannot be responded to

Item 6. Action Items

A. The District to develop software and programming standards for access control and provide to OHPD

B. PPS to identify the District's hardware representative and provide OHPD with contact information

END OF MEETING MINUTES

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MEETING MINUTES
MEP - FAM

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/19/17 @ CR-BESC-Nehalem (15) L1
Prepared by:	Bryan Thompson
Present:	PPS: Jere High (JH) – Director – Maintenance and Operations, PPS Mechanical Steven Nitsch (SN) – Senior Maintenance Manager – FAM Mechanical Shop, PPS Wyatt Whitson (WW) – Foreman – FAM Mechanical Shop, Portland Public Schools Electrical Stacy Milnes (SM) – Assistant Foreman – FAM Electrical Shop, PPS Brian Taylor – Forman – FAM Electrical Shop, Portland Public Schools Plumbing Steven Nitsch – Senior Maintenance Manager – FAM Mechanical Shop, PPS Jerry Turney – Foreman – FAM Plumbing Shop, Portland Public Schools Energy Aaron Presberg (AP) – Energy Program Manager – FAM, Portland Public Schools Stephen Effros (SE) – Project Manager OHPD: Tim Ayersman (TA) Bryan A. Thompson (BAT) Interface: Kyle Mechling (KM) – Mechanical Engineer Jeffrey Glanville (JG) – Electrical Engineer
Distribution:	Attendees; Dan Jung – PPS; Jen Sohm – PPS; Ken Fisher – Heery; Deb France – OHPD

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing MEP- FAM at Kellogg Middle School.

Item 1. Mechanical (SN, WW)

A. Inconsistent boiler and mechanical system controls selections – Delta Controls is a preferred vendor – used at 80% of school sites (SN)

B. Preference to access boiler from ground floor – units are disposable – 10-15-year life span

C. Provide convenient access to shut off valves – keynote documents to indicate limits of valve location above ceiling grid

D. Consider size of mechanical curbs – if equipment is high off floor, provide platform for access – ladder access is not acceptable

E. For roof top equipment, locate in areas where fall protection is not required – Preference for parapets tall enough to eliminate fall protection requirements

F. Provide signage to indicate floor ratings for maintenance equipment, lifts. Post signage on walls/columns – structural engineers have had to review floors in existing schools

Item 2. Plumbing (SN, JT)

A. Provide keyed shut off valves in bathrooms – no handles

B. Prevent major repairs to plumbing by detailing connections at wall with IPS nipples, not compression valves. Provide a stronger sacrificial connection – add keynotes or details in documents

C. PPS to clarify water connection location – preference to make new connection at street – vaults are not up to date – city is requiring higher standards

D. Radiant flooring systems have been installed in the (3) 2012 bond schools' cafeterias to offset floor temperature of the concrete floors – Provide redundancies in case of failure. Older systems are challenging with their carbon steel medium, leaks

E. Provide sub-meter on irrigation system to prevent sewer charges

Item 3. Electrical (BT, SM)

A. Jen Sohm is working on changes to electrical specifications – PPS to pass along changes to OHPD

B. PPS to require LED fixtures in revised electrical specifications

C. Recessed lighting is preferred

D. Provide generators with integral fuel polishing system – experiencing bad fuel issues caused by bio-diesel

E. Provide seismic upgrades for generators – quick disconnect. Evaluate whether generators are connected to enough equipment for District needs – kitchen equipment, refrigeration, freezer, large assembly areas, mechanical systems, heating.

F. OHPD studying resilience possibilities – get full picture, budget implications early in the process

Item 4. Energy (AP)

A. The Districts Standards are outdated and do not contain current aspirations and goals – Aaron is looking into project requirements

B. LEED checklists cover many items that the District is requiring

C. There is no uniformity across the District - Roosevelt has web based lighting controls, other 2012 projects do not

D. Preference for Eaton lighting controls – VisionTouch web-based controls user interface software

E. All schools to have properly sized cooling systems

F. Solar feasibility study to be performed by the Energy Trust of Oregon

G. Energy Trust coordination is required to pursue incentives of up to $500,000 – make sure systems (lighting) qualifies for incentives – maximizing solar

H. Locate solar panels to protect from vandalism, damage from gym balls

I. Provide monitoring system for production data – Bonneville Environmental Foundation – URL dashboard is a user friendly, educational component – iPad kiosk that can monitor all schools in the District – this system is being added to all (3) schools after construction

J. PPS has no EUI standards – target 40 EUI, provide full energy modeling (AP)

Item 5. Engineering / Basis of Design (KM, JG)

A. Displacement ventilation removes contaminants and more efficient than standard VAV system, runs at 52-65 degrees, not 55 degrees – fin tubes for skin load at perimeter – radiant slab at larger spaces, using fin tubes/cabinet heaters

B. Classrooms: Displacement ventilation with (2) AHU's – Gym on dedicated system as a shelter with full capabilities – After hours dedicated unit – (4) total units, package roof top units with screening

C. High efficiency boiler at ground level – cooling through displacement ventilation – DX cooling in package units

D. Access plans to be provided for each piece of equipment with clearance paths

E. Separate water heaters throughout building – domestic water is on its own system

F. Redundant systems – End plus one for boilers and water systems

G. If proposed geothermal system is shutdown, boiler takes load

H. Design HVAC to handle heating as back-up system – fans for heating mode in displacement ventilation as an alternative

I. Can ceiling fans (natural ventilation) be used for cooling with this system? Fans do not benefit a displacement system for cooling – system relies on stratified air and mixed is not wanted

J. Air pollution on Powell – Design to locate air handler in-takes away from pollution – natural ventilation would be limited or ruled out for pollution concerns – filters need negative pressure

Item 6. General Notes

A. Involve PPS MEP staff in site visits during construction

B. PPS Design Standards did not make it into project specifications for 2012 bond work

C. Provide alarm panel in main office, MDF, and custodian office

D. Intrusion Panel listed in Design standards is being phased out – replace DSC 4020 main panel with DSCDNeo

E. Alarm notification devices (Potter units) should have "ALERT" not "FIRE" on the strobe.

F. Drinking fountain standards will be revised (SE)

Item 7. Lessons Learned

A. Faubion

I. Did not install motion sensor for intrusion – relying on access control – a window break-in is not detectable

II. Roof is leaking - No walking/protection pads provided at pathways or equipment on single ply roof

III. HVAC controls in rooms not tamper proof – recess controls

IV. Counter weighted arm barrier gate is a safety concern – no weight sensor or protection on counterweight

B. Franklin High School

I. Inaccessible pumps mounted up in ceiling at 15'-0"

II. Electrical room sized for storage and equipment but was not separated

III. A 40-year-old generator was installed for savings

IV. Redundancy piping for water heaters not installed correctly – a seamless transition is not possible when a repair or replacement is required – provide detailed notes in documents to prevent

V. Mechanical equipment is on the roof – difficult access

VI. Main fire panel was installed in the hallway of the main office, not in the MDF – the District is moving the fire panel in other schools. Document cabinet not provided

VII. No sub-meter provided on irrigation system

VIII. Franklin did not get full Energy Trust funds ($200,000 of $500,000) due to portion of 1.5% solar requirement covering structural requirements for panels – maximize production of panels. Chiller also added to project to decrease incentive amount

IX. No tracking system for energy usage/production

X. No pull station covers provided

C. Roosevelt

I. Clearances around boiler not sufficient for replacement – must be placed on its side to remove and install a new unit (SN)

II. Generator challenges with GC, pad thickness, bolting, inconsistencies, document language

III. Roosevelt did not get full Energy Trust funds ($300,000 of $500,000) – maximize production of panels

Item 8. Action Items

A. PPS MEP to provide OHPD with updated electrical standards that Jen Sohm is compiling

B. PPS Energy (Aaron Presburg) to clarify energy standards for the project

END OF MEETING MINUTES

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MEETING MINUTES
ATHLETICS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/20/17 @ CR-BESC-Columbia 2nd Floor
Prepared by:	Bryan Thompson
Present:	PPS: Marshall Haskins (MH) – District Athletic Director, Portland Public Schools Marci McGillivray (MM) – Senior Manager Athletics, Portland Public Schools Jerry Vincent (JV) – Chief Operating Officer, PPS Via Phone: Angel Humphrey (AH) – Physical Education Specialist at Cesar Chavez School (K-8) Stephen Effros (SE) – Project Manager, PPS OHPD: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; Ken Fisher – Heery; Deb France – OHPD; Mark Wharry – KPFF Civil; Danielle Pruett – KPFF Civil; Daniel Edwards – Ecotone Environmental

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Athletics at Kellogg Middle School.

Item 1. Typical PPS Middle School (MM)

A. Gymnasiums are used for:

I. Fall – volleyball

II. Winter – girls and boys basketball

III. Spring – no designated use, basketball teams want to use it for their spring leagues (AAU, Portland City League, 5th grade practice) – Civic use of Buildings (CUB) will use gym

B. Outdoor fields are used for practice – Middle school athletics use outdoor high school facilities in their cluster. Cross country uses parks or high school grounds, football (added to middle school this fall) practice in parks or at high schools.

I. No locker room needs for athletics – players do not gear up at middle school

II. Baseball and softball fields will be used if on site – right now middle school students use high school's fields

C. PE Storage vs. Athletics Storage – separate facilities needed. No storage for teams, coaches are expected to bring equipment

D. Other districts have tracks – PPS does not commonly have tracks at middle schools

Item 2. Kellogg Site Plan (MH)

A. PPS does not have specifications for athletic / PE fields

B. Kellogg fields will be used for practice

C. The District is currently short on facilities right now – renting gym space for $30,000 / year

D. Multiple stakeholders will be using the Kellogg facilities – (8) volleyball teams, (10) basketball teams – one gym will not be sufficient

E. Athletics prefers the gym to be configured for (2) full basketball courts – preference for (2) gyms and a full soccer field

F. Educational Specifications do not require (2) gymnasiums or a full soccer field

G. Football practice is current occurring at Kellogg field

H. A community track would benefit PE – Preference for a 100 meter straight away and an overall length that is a divisible by a ¼ or ½ mile.

Item 3. Gymnasium (MH)

A. Typical middle school PE activities: badminton, volleyball, pickle ball, floor hockey, basketball, futsal.

B. PPS to provide the District's intent in meeting the state's PE requirements (SE) – 225 minutes per week

C. There is never enough PE storage provided – need space for hockey equipment, sports balls, etc.

D. Typically, there are (3) separate storage needs – Athletics (team storage), PE, and Other (SUN Schools programs, PE teacher storage) – SUN programs provide their own equipment/balls

E. Educational Specifications only call out Athletic Storage (240 SF) and PE Storage (400 SF)

Item 4. Covered Play / Outdoor Activities (MH, AH)

A. Covered play lined for basketball – provide border line around perimeter – (2) modified half courts – side by side, not a full court – (4) hoops

B. Angel Humphreys, PE Teacher from Cesar Chavez provided recommendation over the phone: Four square court; side by side basketball courts – sideways to the full length of the structure; provide a solid flat wall on one side of covered play for wall ball, tennis, etc. – 30 feet wide – 15 feet high – can have a gap between the wall and the roof - prefer east side to block east winds; kids love tetherball – portable tetherball has worked; consider 6 foot high transverse rockwall; a covered play area is required to make schedules work

Item 5. Lessons Learned

A. Franklin High School

I. Overall, the gymnasium has been a better experience for students than Roosevelt – you can feel the difference – students can't wait to get there – it feels special and new

II. Facility has (4) courts as opposed to the (3) at Roosevelt

B. Roosevelt High School

I. The gymnasium cannot seat the full bleacher capacity of 1,750 for a game because the bleachers extend onto the court – maximum capacity for a basketball/volleyball game is 900

II. Wood backboards were installed with the project that had to be replaced through soliciting donations for glass backboards

III. Facility has (3) courts as opposed to (4) courts at Franklin

Item 6. Action Items

A. PPS (SE) to provide the District's intent on how a new facility will meet the State of Oregon's PE requirements

END OF MEETING MINUTES

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MEETING MINUTES
SECURITY

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/20/17 @ CR-BESC-Building Services 1st Floor
Prepared by:	Bryan Thompson
Present:	PPS: John Payne – Security Manager, Portland Public Schools Mark Lancaster – IT Network Administrator Supervisor, Portland Public Schools Don Rath – IT Network Services/Systems Manager, Portland Public Schools Jonathan Gilbert – IT Analyst / Coordinator,PPS Stephen Effros (SE) – Project Manager, PPS OHPD: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; Ken Fisher – Heery; Molly Emmons – Emergency Preparedness Manager, PPS; Stacy Milnes – Assistant Foreman – FAM Electrical Shop, PPS; Allen Carpenter – FAM Project Manager, PPS

The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Security at Kellogg Middle School.

Item 1. Introductions

A. Jonathan Gilbert – Provides programming for access controls

B. Mark Lancaster – Supervises telecom/IT, Lead on hardware support and software, partners with facilities and security –- security systems are on IP network – Division 28 should be expanded upon

C. John Payne – Responsible for criminal background checks – law enforcement background, human threat mitigation - access to all monitors/cameras for investigation, high quality video is the goal, spec cameras by manufacturer

D. Donald Rath – IT, surveillance, phone, emergency broadcast messages – inconsistent systems and equipment across school sites, New to organization, familiarizing himself with Division 28 specifications, standardization, and the (3) completed bond schools

Item 2. Security

A. Include language in specifications to require PPS approval on surveillance camera set-up, labeling, and locations – invite John Payne to review number of cameras and installation locations

B. Concise labeling of cameras allows efficient review when event is being investigated

C. 10 days of camera recording storage is standard for PPS

D. Standardize ADA door operators across the build so they can be secured (locked down) / released (lock out) during an event – contractors are currently interpreting the standard differently

E. Extended access hours to buildings are being provided by the district, requires clear and secure separations

F. Provide proper zoning of afterhours areas – roll down door at Rosa Parks are successful to separate school from girls and boys club

G. Security recommends a secondary access point for student arrival and release – entrance monitored by staff

H. If exit only doors to the exterior are provided, do not install exterior hardware

I. Consider card readers in stairs to limit access during afterhours – successfully used in Roosevelt

J. Preference for card reader access over keyed access

K. Preference for Operations and Maintenance manual to be issued when building is turned over to the district

L. Systems need to be functional if the system is turned over before O&M is provided – Pass off between contractor and the District must be coordinated

M. The human threat is the greater than natural disaster threats – security views the school design through this lens

Item 3. Gender Neutral Restrooms

A. There is no crime data on this subject

B. Security has concerns with full height locking doors

C. Shyness or anxiety can exclude students with this configuration

D. Security recommends a single occupancy gender neutral restroom that opens into a hallway

E. Steve Effros to confirm PPS single occupancy use policy

Item 4. Lessons Learned

A. Faubion

I. No motion detection sensors on alarm system

II. Multi-use segregation and zoning of alarm systems was a failure – unclear who signed off on the changes – process needs refined – Providing a checklist for review process would be beneficial

III. School layout allows for comingling of public (community partner spaces) and students during the school day at main (north) entry vestibule

IV. Students arrive at gymnasium/cafeteria entry with staff monitors – JP recommends this approach which separates students at arrival and release.

V. Inconsistencies in door hardware selection, some are on auto closers, some are not, card readers on both sides of the door. Principal and teachers does not understand the design intent for the building – how do we close the loop

VI. Why are ADA operators installed at single use bathrooms, nursing rooms?

VII. Handover of responsibilities for access controls system is lacking in definition, vague process. Where does PPS programming start and where does contractor's responsibilities end – too many parties responsible for delivery - currently (4) contractors required for (1) door installation – Can specifications require the contractor to bring the (4) groups together prior to commencement of work

VIII. Recommendation for IT and Facilities to be park of commissioning procedures

IX. Hidden power supplies for ADA operators not marked on ceiling tiles

B. Roosevelt High School

I. No separation between public and students at clinic – Entrance at Ida Street needs to be divided for the separate used

II. Roll down gates to prevent access to school during afterhours events/civic use of building (CUB) activity were VE'd. $600,000 worth of damage could have been prevented

Item 5. Action Items

A. Steve Effros to confirm PPS single occupancy use policy and design implications

END OF MEETING MINUTES

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MEETING MINUTES
OTL MEETING #2

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/25/17 @ CR-BESC-Nehalem L1
Prepared by:	Bryan Thompson
Present:	PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools Paul Cathcart (PC) – Senior Project Manager – Office of School Modernization, PPS Stephen Effros (SE) – Project Manager OHP+D: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery

The purpose of the meeting is to review the Middle School Framework and Educational Specifications in detail with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Budget Alignment

A. Planning and Programming prioritization to be reviewed by planning principals – Brenda to ask all Middle School principals to review content

B. 98,500 SF is a realistic building square footage for the project budget – additional areas are provided as options (PC)

Item 2. Project Goals

A. PPS to give feedback on project goals graphic provided by OHPD – ask to circle 5 goals in each category

Item 3. School Capacity

A. Middle School Educational Specification indicates 675 student enrollment – this number was established in the District's Long-Range Facility Plan – based on a 25 students per classroom model and an overall staffing/student ratio – does not include special education (PC)

B. The framework is being used by Paul to discuss changes to educational specifications

C. What are the opportunities in the Educational Specifications to achieve the enrollment numbers – flexible spaces, extended learning spaces – what are the creative solutions?

D. Extended learning spaces have potential to be general classrooms at times of high enrollment

Item 4. School Schedule

A. To meet school board mandates, a modified block schedule is being used (BF)

I. 63 minutes of Language Arts and Math are taught everyday

II. Social Studies and Science on alternating days

III. Specialized services, PE (3 quarters PE – 1 quarter Health) everyday

B. Paul has requested a mock-up of a schedule from OTL

C. Scheduling committee starts next month for middle schools – Antonio [confirm last name, Lopez?] is directing the process (BF)

D. (3) schedules for middle schools to choose from is anticipated – Immersion schools and size of school are factors (BF)

E. 30 students per classroom is used for scheduling – Cap classes at 32 – Schools that have 36 students in a classroom for this school year are being encouraged to make changes (BF)

Item 5. Classroom Capacity

A. The Educational Specifications indicate 980 SF classrooms, which is tight on space for an active learning classroom of 30 students, 26 is optimal – An active learning layout gives teachers options in the classroom – teachers want to create work areas, flexible areas

B. Sample classroom layouts will be provided by OHPD to get feedback from principals

C. A classroom must have space for teacher's storage and student's storage (pack packs, hoodies, coats, etc.)

D. Preference for small group instruction in classrooms – no small table shown in sample room layouts presented by OHPD

Item 6. Classroom Furniture/Equipment/Storage (BF)

A. Preference for round or rectangular table in classrooms for small group instruction – do not use half round table

B. Teaching carts are the current classroom technology – obstruct students view, power strips are not ideal – What will be the IT solution in the new school?

C. Backpacks in the classrooms is the current model – provide cubbies

D. Lockers are not used by today's students (BF)

E. High schools are going away from lockers – Half size lockers are an option (PC)

F. Day use lockers can be provided close to administration and available for afterhours use (DF)

G. Music instrument storage should be provided in the hallway to increase access – not in music room

H. Student's do not dress down for PE, so lockers rooms are not needed – most showers in the District are turned off (BF)

I. Middle school athletics are conducted at High School sites – are locker rooms rented or used by Civic Use of Buildings (CUB)

J. Chair-desk combinations are not preferred

Item 7. School Organization

A. Organizing school by suites/clusters/units provides flexibility with enrollment per grade

B. Should the school be grouped by content/subject area or by grade – can the ground floor be an active learning area with Science Classrooms, extended learning areas, creating a cross use of the entire building

C. Room data sheets that show classroom areas, capacities, layouts, and subject presented by OHPD to gain an understanding for PPS's preferences for space layouts and specifics

D. What is the driver for school organization – academy model or grade separation (PC)

E. Preference for the subject grouping model (BF)

F. When we bring smaller learning communities together, students improve – the houses/suites model is the direction of PPS (BF)

G. Extended learning in the hallway is not preferred (BF)

Item 8. Cafeteria

A. Two lunch periods are optimal and preferred – valuable administrative time is lost to supervising lunches (BF)

B. An overcrowded cafeteria (of any size) is harder to supervise than a large (not-overcrowded) cafeteria

C. When salad bars are located in the seating area of the cafeteria, administrative supervision is required – preference for salad bar to be located within the servery

D. Observing and supervising more than 200 students is not a problem (BF) – Nutrition Services said 200 is a problem – Brenda denied that statement

E. (2) period lunch scheduling options: Staggered lunch – (3) servings in (2) period timeframe; Mixed lunch – 6th grade alone, 7th and 8th together

F. Educational specifications present a contradiction by saying that (2) periods is preferred, but only provides space for 1/3 of the enrollment

G. Brenda prefers round tables - round cafeteria tables reduce discipline problems

H. Expect push back from custodial and facilities on table selection – validate selections by providing proper storage

I. Faubion (K-8) is getting complaints that the cafeteria is too small

J. OHPD to diagram cafeteria service flow

Item 9. Gymnasium as Auditorium/Theater Space

A. Preference for Gymnasium to double as auditorium/theater space, not the cafeteria (BF)

B. The gymnasium is easier to schedule school assemblies in – cafeteria has limited timeframes of availability

C. The stage can be used as an additional learning space if doors are provided on the stage

D. If mixed use spaces are part of the design, provide storage spaces for each

E. Students do not dress down for PE class (BF) – potentially eliminating the need for locker rooms adjacent to gymnasium

Item 10. Teachers on Special Assignment (TOSA)

A. Introduction meeting scheduled on Friday with Van Truong – Assistant Superintendent of Teaching and Learning – provide vertical alignment with Franklin High School

B. What is the larger context of TOSA?

Item 11. Design Advisory Group (DAG)

A. Brenda's input for DAG will be critical – OTL's attendance is encouraged

B. Stakeholders to tour local school facilities to gain look and feel for spaces – Virtual Reality experiences will be promoted by OHPD

C. The Association for Learning Environments (A4LE) has released its schedule for local school tours – OHPD will provide information on relevant tours

D. Both Deb and Tim are board members at A4LE

Item 12. Action Items

A. Paul and Brenda to provide capacity analysis for classrooms and middle school.

B. Middle School principal survey/engagement to be compiled by OHPD for distribution by Brenda – (COMPLETE) Provided to Steve Effros on 9/27/17

C. OTL to provide feedback in (2) weeks on Educational Specifications "Preferred" space, classroom/school arrangement and organization, lockers, project goals – Included in MS Principal survey

D. Brenda to provide strands from Franklin High School Programs to OHPD

E. OHPD to provide cafeteria service flow diagram

F. Schedule weekly meeting between OHPD and OTL

G. OHPD to provide information on upcoming A4LE school tours

END OF MEETING MINUTES

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MEETING MINUTES
SPECIAL EDUCATION

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
Date & Location: 09/26/17 @ CR-BESC-Wapiti L1
Prepared by: Bryan Thompson
Present: PPS: Robert Cantwell – Director Special Education, Portland Public Schools
Jerry Vincent – Chief Operating Officer, Portland Public Schools
Paul Cathcart - Senior Project Manager – Office of School Modernization, PPS
Stephen Effros (SE) – Project Manager, Portland Public Schools
OHPD: Deb France (DF)
Tim Ayersman (TA)
Bryan Thompson (BT)
Distribution: Attendees; Mary Pearson – PPS; Dan Jung – PPS; Ken Fisher – Heery

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The purpose of the meeting was to kick off the pre-design process by engaging PPS focus groups to prompt input, recommendations, and responses to questions addressing Special Education at Kellogg Middle School.

Item 1. Special Education Implementation (RC)

A. The goal is to keep kids close to neighborhood (home) school if possible by providing for needs within the facility - Provide a full continuum of service for students with needs

B. Kellogg is an opportunity to set up an example of how every school should be organized

C. There are geographic implications for the Kellogg Middle School SPED program – Pioneer School, the PPS Special School Program, is close.

D. The primary focal point for the special education program is to create a classroom experience for the students

Item 2. Special Educational at Surrounding Schools (RC)

A. Pioneer Campus [Holladay (K-6), Youngson (5-9), Pioneer HS] – District wide program with only special education students with intense needs (mental health, stress, anxiety, therapeutic support) – preference for students to be there temporarily and return to home school

B. Atkinson Elementary – (2) intensive skills classrooms (pediatric nursing, Providence kids program)

C. Mt. Tabor Middle - (1) focus classroom – Columbia regional Deaf and Hard of Hearing program

D. Arleta K-8 – Social and emotional skills classroom (6-8) program – 13 students, (1) teacher, (2) paraeducators per 10-15 students – SES classroom

Item 3. Program Needs

A. A full understanding of all program needs is requested of Robert so the design can shift gears if needed – Flexible design is required at Kellogg (JV)

B. Staffing needs and student capacities are not included in the current special education specifications utilized for Tubman (Former 6-12 facility that is currently closed) and Roseway Heights (Current K-8 Schools to be converted to Middle Schools). Robert to add this information to understand student to teacher ratio

C. Learning Center teachers need their own dedicated space (RC)

D. Two critical adjacency options for Special Education: Student spaces on each floor adjacent to classrooms -or- located close to services, outdoors, gymnasium, etc.

E. Social, emotional rooms should be adjacent to general classrooms. They provide access to special education teachers and spaces to receive special instruction, strategies - Social, emotional skills room is adjacent to therapeutic rooms at Vernon Elementary School – creates an isolation of behavioral students

F. Preference for a regular size classroom for (15) students, (1) teacher, and (2) paraeducators – next to general education classrooms with sensory room – providing immediate access to a quiet space away from other students

G. Preference for a dual-purpose office among floors as quite space

H. Special education should be located centrally (2nd floor at new Kellogg) – Not far from the drop off area

I. Provide a covered element for the special education bus drop off area

J. Robert to provide an assumption of the SPED population to OHPD to coordinate SPED transportation needs

K. Robert to provide thoughts on current Educational Specifications

Item 4. Lessons Learned

A. Faubion K-8

I. Early Childhood development wing is a good example of a program co-located by Kindergarten with access to outdoor play

II. Inclusive practices are executed in the middle school grade levels – theses spaces need to be seen, not located in the corner of the building – 6th graders with special needs must to be with 6th graders

III. Successful use of natural light, common areas between spaces, visual connections into classrooms, small group learning is encouraged with tables and chairs for both kids and adults

B. Franklin High School

I. Location of Special Education program was criticized by a staff member and the public – perception is that it is in the corner of the building, in the basement – engage community on decision making process – DAG to address these issues

II. OHPD to provide diagrams for Special Education layout engagement

III. Teachers must be engaged in the selection of equipment – a special education teacher at a feeder school could be engaged for Kellogg

IV. Consider how a room will be converted for medically fragile students – restroom and life skills functions

C. Roosevelt High School

I. Pullout counseling area with washer and dryer, shower area is successful – perception was that it is not needed, but the facility is prepared for future considerations – it is a forward-thinking facility

Item 5. Action Items

A. Robert to provide Special Education program requirements to Steve/OHPD

B. Robert to provide Special Education specifications for recent middle school conversions (Tubman and Roseway Heights) and add staffing and student capacity information

C. Robert to provide an assumption of the SPED population to OHPD to coordinate SPED transportation needs

D. Robert to provide thoughts on current Educational Specifications

E. OHPD to provide diagrams for Special Education layout engagement with Robert

F. OHPD and the District to engage the DAG and inform the community on special education decisions – location, services

END OF MEETING MINUTES

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MEETING MINUTES
OTL MEETING #3

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	09/29/17 @ CR-BESC-Nehalem L1
Prepared by:	Bryan Thompson
Present:	PPS: Kehaulani Haupu (KH) – Assistant Director – ESL, Portland Public Schools Glennon Stratton (GS) – MakerSpace Project Manager, Portland Public Schools Stephen Effros (SE) – Project Manager OHP+D: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Van Truong – PPS, Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery; Deb France – OHP+D

The purpose of the meeting is to discuss Kellogg Middle school programming and planning with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Introductions

A. Kehaulani Haupu – Senior Director, middle school planning, oversees maker space

B. Glennon Stratton – business operations analyst, maker space project director for 2012 bond

Item 2. Educational Strategies (KH)

A. Van Truong, executive director of OTL, not in favor of TOSA's (Teachers On Special Assignment) working on Kellogg at this phase (Programming)

B. The District's new superintendent will review the middle school framework – anticipate the skeletal framework to be redone, based on San Francisco United School Districts new middle school framework (KH)

C. There is no timeline on when the framework will be reviewed or revised with the superintendents input

D. The framework provides structure for the school, program offerings, transition times, imbedded programs (ESL, SPED), TAG structures, degrees of arts programs, CTE in middle schools, how is science taught in middle schools, etc. – Curriculum selection is principal driven

E. Master planning for Kellogg will begin at the end of October – anticipate direction from OTL leadership by the end of October

F. A new building needs to operate differently than the other 100-year-old buildings in the District

Item 3. OTL Operation

A. Van to sign off on critical decisions

B. OTL hires principals to participate in the planning phase, these will be the principals at the new middle schools.

C. Natasha Butler is the planning principal for Tubman, charged with implementing and aligning student needs - Kathleen Ellwood is the planning principal for Roseway Heights, evaluating student population, dual language programs in feeder schools

D. Kellogg may require a planning principal to be hired when the process requires it, this has yet to be determined by Van Truong

E. These principals will be implementing the framework that Brenda Fox is responsible for

F. New superintendent to work with Yousef at Panasonic Foundation on new framework in the next two weeks – visioning work, Panasonic Foundation as a thought partner

Item 4. Dual language (KH)

A. The principals at schools with dual language programs should be included in the planning feedback and surveys, Steve to confirm – they have a good sense of how a facility helps or impedes the learning process - dual language operates as a school within a school

B. Schools with dual language programs – Mt. Tabor (2 programs), Scott, Rigler, Richmond, Bridger, King, Woodstock

C. Michael Bacon is the director of dual language

D. Dual language programs understand flexibility and use multiple models – the language component is driving changes in facilities

Item 5. Maker Space (GS)

A. Should be included in the Kellogg Program as a standalone 1,200 SF space – currently labeled as STEAM Lab in PPS Educational Specifications

B. The room is run by a technician who supports the general education teacher - This space supplements general learning – classes sign up to use the space on a rotational basis

C. Locate the maker space in a visible, encouraging, prominent part of the building that supports the focus of the school if it has one – The welcome hall atrium at Faubion looks up into the maker space

D. Provide large windows to look in and excite staff, students, and visitors

E. Do not place it in a deep corner or in another building like older CTE programs

F. This is a noisy space –- the space does not need to be pared with the media center – should not be located close to the Special Education Learning Center

G. Provide intentional adjacencies, rooms that use it the most should be close to it

H. At Faubion it is located next to the art and computer lab

I. At Roosevelt, the engineering and computer lab maker space is adjacent to the computer science lab – 3D printer, laser engraver, CNC machine

J. Glennon to provide an equipment list – Adrianne Howard of PPS Instructional Resources has knowledge of materials and structures for outfitting maker spaces

K. Glennon to send a link to an overview video of the program

Item 6. Action Items

A. Van/Kehaulani to provide SFUSD middle school framework document to Steve/OHPD

B. Steve to confirm that dual language principals have been engaged in the planning, feedback, and principal surveys

C. Glennon to provide equipment list for maker spaces

D. Glennon to provide the link to an overview of the maker space program

END OF MEETING MINUTES

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MEETING MINUTES
OTL MEETING #4

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/03/17 @ FAM Back Table L1
Prepared by:	Bryan Thompson
Present:	PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools Paul Cathcart (PC) – Senior Project Manager – Office of School Modernization, PPS Stephen Effros (SE) – Project Manager OHP+D: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. School Capacity

A. Basis of the 675 – 75% utilization Rate, home room, free period/hour – 6-8 model with partial split day – 8 period teaching day

B. OHPD presented capacity scenarios for 600, 675, 810, & 864 student enrollments based on usage of (22) General Classrooms, (5) Science Classrooms, (1) ESL Classroom at half capacity, (2) Gym Classes, & (6) Converted Extended Learning Areas. Expansion is built-into the scenarios for classroom use, however the supporting spaces (cafeteria) will also be considered.

C. The preferred approach at this time is to show the 600 model (attached to these minutes) with the expansion for 675 and 810 as the highest level of enrollment. These can be demonstrated to also have adequate support space for the enrollment growth.

D. Per contract, 180 students per day is the caseload for teacher – (30) students x (6) periods = 180 students per day – (32) students per class increases caseload to 192 students – Grading demands increase when caseloads are high – PE and art teachers can have caseloads over 180

E. 30 students/classroom is more likely than the 25 students/classroom that the PPS Long Range Facility Plan is based on – ESL (15 students/classroom) and Gymnasium (2 classes per period) are justified as assigned spaces

F. For overall building space modeling, 150 SF/student is used as a benchmark, a 675 student enrollment would result in a 101,250 SF school. At 125 SF/student is the result of expanding school enrollment to 810 students in a 101,250 SF school. The school at 810 students would be a tight sf/student ratio for middle school design, but it could be done.

G. If 100% utilization rate is used, prep rooms for teacher will be required – not currently included in the middle school educational specifications. Educators are about the real estate/space – teachers do not want to share their classroom – this is becoming an issue in collective bargaining

H. ESL no longer utilizes the pull-out model – it is being taught together with Language Arts

I. English language development and English language arts are taught in the same size classroom – ESL classroom is used for language arts

J. The 900 SF ESL (per Educational Specifications) should be the standard classroom size 980 SF – this adds flexibility

K. The middle school gymnasiums are currently used every day for recess – library is used for rainy day recess and every day recess – covered play typically not big enough for recess and dangerous (James John's covered play is small and has posts that cause injuries). Brenda confirmed that the gym can be used for recess and as an assigned classroom.

Item 2. Suites Model

A. OHPD provided a suite layout with the agenda that shows (4) General Classrooms, (1) Science Classrooms, and (1) Extended Learning – Extended learning spaces shown with stacking glass walls

B. Movable walls will be on a track with film for levels of visibility – movable walls were not movable in the past (BF) – active shooter scenario must be address, blinds are an option

C. Opening the walls of the extended learning presents the opportunity for increased visibility, flexible use of space, and gathering the entire suite or grade at the same time

D. Extended learning – individual students will not be placed in the space without supervision, entire classes will use the space on a daily basis – principals will monitor use of space and prevent teachers from claiming it – AVID tutors and clubs can use the space – after school programs could sign the space out if the

Item 3. OTL Protocols

A. TOSA's will not be involved in the Kellogg process until floor plans have been developed in Schematic Design

B. The middle school framework from the superintendent's former District (SFUSD) is similar to PPS's middle school frame work (BF)

C. Van has requested a liaison to work with the design team

D. Brenda is the OTL representative for the Kellogg project

E. The superintendent must be given a chance to provide input - Jerry Vincent will direct how information is discussed at the superintendent level through OSM – Van will not be the intermediary

F. Decision making process needs to be on a schedule to keep Kellogg project moving forward

G. Brenda will be part of the DAG process

Item 4. OTL Programming

A. OHPD to create a draft programming document to communicate decisions that are being made to PPS leadership

B. The building's programming and square footages need to be fixed before the design can begin – there is a (3) week window for alignment

Item 5. Special Education Prioritization

A. Special education offices do not need to be adjacent to the life skills room

B. The learning center should be pulled away from the life skills room – locate on different floors – preference to locate school psych next to life skills room

C. Typically, a life skills room and a behavioral classroom are not in the same building

D. Offices to be used as mixed-use spaces – office as a sensory support room

Item 6. Educational Specifications

A. Brenda provided responses to principal survey prioritizing the preferred programming space

B. These decisions will be used to create a Kellogg Middle School program

C. The following preferred rooms and area increases to required rooms (see attached)

Item 7. Project Goals

A. Brenda indicated the following as project goal priorities in each of the (4) categories provided by OHPD

B. Additional input on project goals and priorities will be received from the Principal's and the DAG.

END OF MEETING MINUTES

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

	Floor	Target	Planning Capacity
Middle School	**450**	**600**	**675**

PPS CAPACITY CALCULATION

Planning Capacity

22 GENERAL CLASSROOMS
5 SCIENCE CLASSROOMS
= 27 TOTAL CLASSROOMS x 25 STUDENTS/CLASSROOM = 675 STUDENTS

75% UTILIZATION RATE indicated in the May 29, 2012 PPS LONG RANGE FACILITY PLAN (page V-7) does not appear to be factored into this calculation

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

	Floor	Target	Planning Capacity
Middle School	**450**	**600**	**675**

CAPACITY CALCULATION | Oh planning+design,architecture

Target Capacity

22 GENERAL CLASSROOMS
5 SCIENCE CLASSROOMS
x 75% UTILIZATION RATE
= 16½ GENERAL CLASSROOMS + 3¾ SCIENCE CLASSROOMS / 20 TOTAL CLASSROOMS
x 30 STUDENTS/CLASSROOM
= 600 STUDENTS

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

	Floor	Target	Planning Capacity
Middle School	**450**	**600**	**675**

CAPACITY CALCULATION | Oh planning+design,architecture

Planning Capacity

22 GENERAL CLASSROOMS
5 SCIENCE CLASSROOMS
1 ESL CLASSROOM*
2 GYM CLASSES

x 75% = UTILIZATION RATE

16 ½ GENERAL CLASSROOMS
3 ¾ SCIENCE CLASSROOMS
¾ ESL CLASSROOM*
1 ½ GYM CLASSES

22 ½ * TOTAL CLASSROOMS

x 30 = STUDENTS/CLASSROOM

675 STUDENTS

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

Oh 10/03/17

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

2012 LONG RANGE FACILITY PLAN | Portland Public Schools

	Floor	Target	Planning Capacity
Middle School	**450**	**600**	**675**

CAPACITY CALCULATION | Oh planning+design,architecture

Planning Capacity

22 GENERAL CLASSROOMS
5 SCIENCE CLASSROOMS
1 ESL CLASSROOM*
2 GYM CLASSES

x 75% = UTILIZATION RATE

16½ GENERAL CLASSROOMS
3¾ SCIENCE CLASSROOMS
¾ ESL CLASSROOM*
1½ GYM CLASSES

22½ *TOTAL CLASSROOMS

x 30 STUDENTS/CLASSROOM = 675 STUDENTS

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

Oh
10/03/17

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL CAPACITY

MAXIMUM CAPACITY CALCULATION | Oh Planning+design,architecture

[With 32 Student per Classroom - Extended Learning Areas Converted to General Classrooms]

22	GENERAL CLASSROOMS		16½	GENERAL CLASSROOMS			
5	SCIENCE CLASSROOMS		3¾	SCIENCE CLASSROOMS			
1	ESL CLASSROOM	x 75% =	¾	ESL CLASSROOM	x 32 =	864	STUDENTS
2	GYM CLASSES	UTILIZATION RATE	1½	GYM CLASSES	STUDENTS/ CLASSROOM		
6	CONVERTED EXTENDED LEARNING		4½	CONVERTED EXTENDED LEARNING			
			27	TOTAL CLASSROOMS*			

* The capacity of the ESL classroom is half of a general classroom (16 Students)

10/03/17

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MEETING MINUTES
OTL MEETING #5

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/10/17 @ FAM Back Table L1
Prepared by:	Bryan Thompson
Present:	PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools Paul Cathcart (PC) – Senior Project Manager – Office of School Modernization, PPS Stephen Effros (SE) – Project Manager OHP+D: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery; Deb France

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Community Support and Community/Partner Spaces

A. The program has a limited area for partners spaces. The nearly 2,000 sf of provided space allows for a meeting area and two offices.

B. The Kellogg community/partner space will be geared toward existing/conventional PPS partnerships (SUN, PTA). These partnerships will be aligned during the Partnership Opportunities/Guidelines meeting with Sara King today.

C. The community/partner space must be flexible since there are potential partnerships that the District has not already explored.

D. The school must consider the clientele and the distractions that a potential partnership will attract and its effect on the student's experience (BF).

E. The two separate groupings of spaces (Community Support and Community/Partner) in the Educational Specifications will function together (BF). Preference for one bigger, flexible space that can accommodate staff meetings and large group gatherings

F. Educational Specifications do not include bathrooms or plumbing for any Community/Partner Spaces.

G. Since the Food Pantry does not store much food on-site, re-program and move the 100 SF of preferred Pantry addition in the Educational Specifications into a separate Laundry Room for Kellogg Program (BF)

H. OTL prefers the Parent/Community Room as a Dual-Purpose Space.

I. The clothes closet space and the laundry room will be combined into an expanded Parent/Community Room (BF).

II. Clothes closet does not hang clothes, they are stored in Rubbermaid bins that can be stored in cabinets (BF).

III. The Parent/Community Room will be adjacent to the Staff Room so they can share kitchenette access on opposite schedules.

- Sharing of spaces is successful If community and partners are invited into areas that are designated as school spaces.

IV. The Parent/Community Room user are not permitted to use the kitchen for afterhours events without Nutrition Services assistance

V. Provide a residential quality to the space, not institutional (SE). A preference for an inviting living room feel to the space (BF)

I. After School Instruction Space

I. The After School Space in current schools functions as ESL testing, SPED or TAG testing, DHS interview spaces during the school day (BF).

II. Since the current after school program (SUN) already uses 8-12 general classrooms, there is no need for a dedicated after school space (BF). Replace the After School Instruction space provided in the Educational Specifications with (1) Program Partner Office and (4) ±80 SF office/storage spaces adjacent to the other Partner Program Office (BF)

III. There is a need for privacy and storage for supplies and personal storage at the (4) office/storage spaces (BF).

IV. These spaces should be thought of as Tenant Improvement spaces that can be reconfigured when changes are needed (SE).

Item 2. Special Education

A. Speech office needs to be 150 SF (BF).

B. Intensive Skills is the new name for Life Skills Room.

C. Steve to follow-up with Robert Cantwell for action items from Special Education meeting.

D. Doors are not located in the corners of the room to allow for teachers to use the room corners (TA, BF)

E. Seating along the perimeter of the room can be set up for independent computer use/online programming/personal space with privacy screens (BF).

F. Brenda will ask Special Education teachers their preferences on furniture types and layout

G. There will be (3) adults in the intensive skills room – all (3) need desks and a place to lock their personal belongings (BF).

H. A carpeted area is preferred since the range of developmental need is wide in the Special Education program.

I. A sink and exterior door are preferred in the Intensive Skills room when a medically fragile student is present.

J. An Exterior door reduces stress and provides options for students with mobile impairment by eliminating movement through crowded hallways.

K. A centrally located Learning Center on the 2nd Floor that is part of the learning suite and provides access from First and Third floors is preferred to integrate the Learning Center students and staff with the general education students and staff.

Item 3. Site Plan

A. Providing a separate SPED bus drop off area option close to the SPED classrooms and away from the other buses is preferred so the staff have options (BF).

B. The parking stall count of 50 is not enough for a staff that will exceed 50 (BF). PPS facilities rarely offer enough parking for all staff (PC)

C. At 6 acres, the Kellogg school site is small by national and local standards (TA). It is common for PPS to ask for modifications to parking requirements through the conditional use process but is not anticipated for Kellogg due to the lack of space on the site (PC).

Item 4. Cafeteria

A. A third serving station with (6) POS stations is the preference of Nutrition Services and OTL since food serving and selection is the slowest process in the cafeteria. A third station will be provided in an increased Servery area.

B. Steve to confirm with Nutrition Services if they can staff (3) serving stations.

C. OHPD to contact Kitchen Consultant for Space requirements for (3) serving stations – Faubion has (2) serving stations with (4) POS stations

D. Show salad bar inline of sight with serving station (BF) – place with plenty of room around it so kids can serve food from it on all sides

E. Brenda confirmed that locating lunch tables against the wall is an ok configuration for monitoring students – clearance around entire table not required

F. Each pay station can be accessed from both sides, creating (2) POSs per pay station

G. Brenda confirmed that monitoring large amounts of students is not a problem in a properly size cafeteria

H. The cafeteria will be increased to 6,080 SF to serve 405 students (half of a maximum 810 enrollment) since the Educational Specifications sized cafeteria (4,500 SF) can only serve 283 students and (3) lunch periods is not preferred by OTL.

I. A designated recycling and trash area is not required since custodians locate garbage cans in the center of the cafeteria (BF)

J. Participation rate was discussed – the number of students bringing lunches to school is decreasing – it fluctuates – stay with full participation rate for planning

Item 5. Lockers

A. The common space will have 20% of the required lockers as day use lockers (BF).

B. Most books are kept in classrooms, eliminating students taking heavy backpacks home (BF).

C. Cubbies can be included in classrooms for use each period (BF).

Item 6. Technology

A. Vendors want to present technology options to the District (BF).

B. Flexible planning must be done at Kellogg to allow for technology improvement (SE)

C. Furniture can provide technology mounting solutions – Vendors such as Steelcase have furniture to provide equal access to technology (TA)

D. Steve to contact maintenance for comments and concerns on providing floor outlets for technology in learning environments.

Item 7. Action Items

A. OHPD to revise Community Support and Community/Partner space program and provide adjacent kitchenette from Staff Room

B. Steve to follow-up with Robert Cantwell's action items from Special Education meeting.

C. Brenda will ask Special Education teachers their preferences on furniture types and layout.

D. OHPD to contact Kitchen Consultant for Space requirements for (3) serving stations in SD.

E. Steve to confirm if Nutrition Services can staff (3) serving stations.

F. Steve to contact maintenance for comments and concerns on floor outlets.

END OF MEETING MINUTES

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MEETING MINUTES
DISTRICT PARTNERSHIPS

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/10/17 @ BESC Wapiti L1
Prepared by:	Bryan Thompson
Present:	PPS: Sara King – Program Director Planning and Asset Management, Portland Public Schools Stephen Effros (SE) – Project Manager TD&A Tamara DeRidder (TD) – Land Use/Project Facility Planner, Tamara DeRidder & Assoc. OHP+D: Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; Jen Sohm – PPS; Ken Fisher – Heery; Deb France – OHP+D

The purpose of the meeting is to discuss the Kellogg Middle school partnership opportunities with Portland Public Schools' (PPS) Director of Planning and Asset Management.

Item 1. General Partners

A. General Partners are the District's typical organizations that support students and family.

B. The main general partners for the District are Schools Uniting Neighborhoods (SUN), the Parent Teacher Association (PTA), Health Clinics, and PPS Head Start.

C. Health clinics are preferred to be located at high schools and would require funding processes that should already have been started. A clinic will not be provided in the Kellogg program unless Steve confirms that funding processes have been started.

D. PPS Head Start will not be included in the Kellogg Middle School project because it has federally mandated design standards and requirements that will not be able to be funded within the project budget.

E. There is potential for other 3rd party groups from the business community and the neighborhood to lease spaces for after hour training through civic use of buildings (CUB). These will not require additional programming.

Item 2. Capital Partners

A. Capital Partners are complicated partnerships that will not be utilized at Kellogg.

B. District examples:

I. Rosa Parks School entered in a three-way condominium agreement with the Boys and Girls Club and a community center (separate HVAC, power systems, etc.)

II. Faubion is in a complicated agreement with Concordia University that meshed the two together in the building creating a difficult operational model.

Item 3. Partner/Community Space Programming

A. A food pantry, clothes closet, partner offices, and a partner/community room are the main general partner spaces that are included in the Kellogg program. The community room will have direct access to parking lot.

B. Community spaces should be adaptable to multi-use functions and shared amenities

C. Security and utility zoning needs to be considered in a sharing facility.

D. PPS may provide mobile clinics on site in parking lots. This would require power and water that is not currently included in the program for Kellogg.

Item 4. Action Items

A. Steve to confirm that a clinic will not be included in the Kellogg program.

B. Sara to provide heat maps for languages spoken in the District to Tamara.

END OF MEETING MINUTES

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MEETING MINUTES
OTL MEETING #6

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/17/17 @ FAM Back Table L1
Prepared by:	Bryan Thompson
Present:	PPS: Brenda Fox (BF) – Office of Teaching and Learning, Portland Public Schools
	Stephen Effros (SE) – Project Manager
	OHP+D: Deb France (DF)
	Tim Ayersman (TA)
	Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; John Hinds – PPS; Paul Cathcart – PPS; Ken Fisher – Heery;

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Programming Document

A. A draft of the programming report will be submitted to Steve on Friday. The final programming report will be submitted on November 1st.

Item 2. Programming Recap

A. Special Education

I. Brenda's preference is for the 800 SF Learning Center to be increased in size to match the 980 SF general classroom size for future program flexibility. This area addition will be shown as a preferred option in the Kellogg Program

II. 42-inch-wide doors with automatic door operators that swing out will be provided at the Intensive Skills Room.

III. Permanent carpet with transition strips will be provided at reading area in Intensive Skills room to reduce trip hazards. Do not provide area rugs.

IV. Brenda will provide photos of existing sensory spaces to inform the interior layout and shape of the space.

B. Gymnasium

I. OHPD will show both the assembly/performance layout with an 800-student capacity and the athletics layout that maximizes the capacity for a sporting event.

II. The assembly layout may require placing chairs on the floor that will be stored in an adjacent chair storage room that will be added to the Kellogg program.

III. OHPD will confirm if telescoping bleachers are capable of being pulled out halfway to provide use for sporting events and assemblies.

IV. The dance room will be shown as the flexible stage space instead of the music room due to acoustic concerns for the movable partition between the gymnasium activities and the music/choir activities.

V. Recessed theatrical lighting in the gymnasium ceiling is preferred.

VI. A dedicated space for theater storage will be added to the Kellogg program for costumes and props.

VII. Provide a double door from music room into dance/stage.

VIII. Provide a sink in the music room, but not on the stage / in the dance room.

IX. Do not provide access to the exterior from the locker rooms.

X. There is a preference for a secure shower in a unisex bathroom for flexible use by the school. No showers will be provided in the locker rooms.

C. General Classrooms

I. Provide lockable storage within the 6 to 8-foot-long built-in cabinets and countertop.

II. The classroom layout needs to allow teaching to occur on either the short or long wall of the classroom. Teachers have different preferences, so this must be flexible to accommodate projecting and teaching in multiple locations in the classroom.

III. Brenda prefers a sink in every classroom, but they are not required by the Educational Specifications.

IV. Locate the student storage cubbies near the door for convenience.

D. Learning Suites

I. A gender-neutral restroom on every wing of every floor was discussed. The cost of remote plumbing will be prohibitive. Restroom layout will be explored in SD.

II. Provide storage space for one mobile technology cart for every two classrooms.

III. Brenda will provide the amount of text books that will be the basis of a book storage space.

E. Administration

I. Space for (3) administrative assistants will be shown in the administrative reception area.

II. Principal's office must be adjacent to reception/administrative assistant space and Records Office.

III. Locate conference room between principal's office and assistant principal's office.

IV. Locate administrative records storage cabinets and teacher's mailboxes in the administrative work room

V. The 150 SF Records Storage space provide in the Educational Specifications will be a Records Office per Brenda's direction.

F. Cafeteria

I. Install a Dutch door at the Table Storage room so it can double as a student store.

II. Day lockers to be located adjacent to the cafeteria/commons. 20% of the 675 student enrollment = 135 day lockers of various sizes.

Item 3. Media Center Programming

A. Locate reception desk and media specialist station close to the door with an adjacent workroom.

B. Replace fixed computer stations with dedicated space for a mobile technology cart.

C. Shelving in the media center should not be full height, unless it is against the wall.

D. Since the media center is used as a testing space, provide spaces and furniture that are flexible and adaptable for various testing environments and an area where the media specialist can teach to a full class of 32 students.

E. The library should not be open to the commons due to noise and distractions. Providing a visual connection is encouraged.

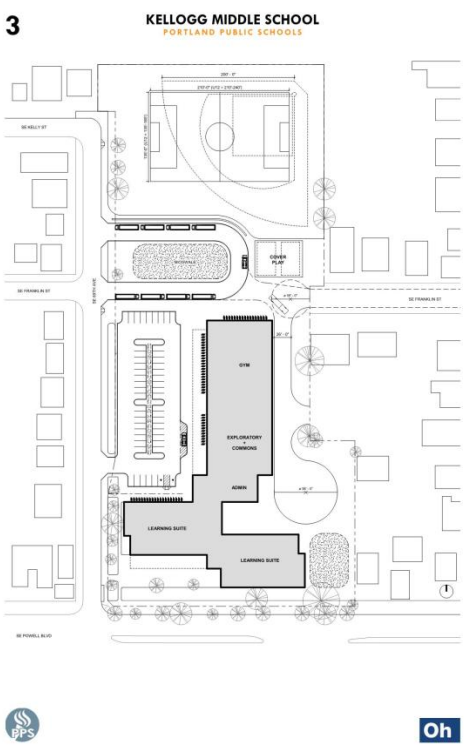
Item 4. Site Plan

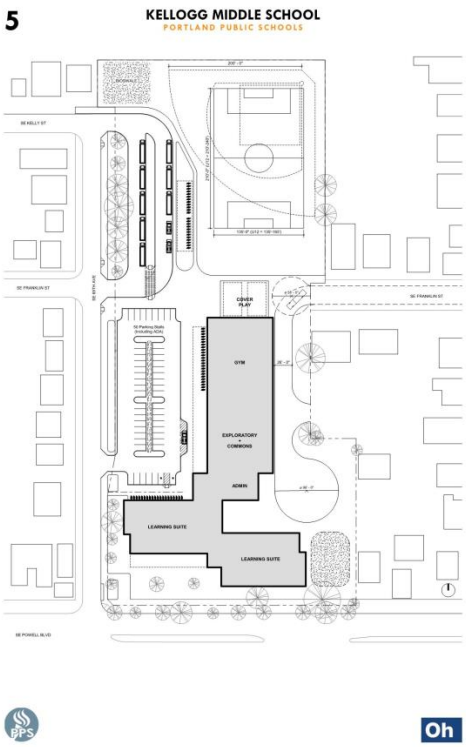
A. The site plan must consider fire drill and evacuation requirements. Steve to provide fire alarm drill and required evacuation distances.

B. Eliminate site traffic by maintenance vehicles that crosses over student activities during the day. Site Plan 3 creates a pinch point where the delivery, maintenance, and disposal vehicles maneuver between the gymnasium and the playfield.

C. Site Plan 5 with a north-south bus drop off loop and an attached covered play area is the preferred site plan.

D. Outdoor gathering spaces need to be clearly programmed for school activities and be visible to mitigate safety concerns.





Item 5. Action Items

A. Brenda will provide photos of existing sensory spaces to Steve.

B. OHPD will confirm operational capabilities of telescoping bleachers

C. Brenda will provide the amount of text books that will be the basis of a book storage space.

D. Steve to provide fire alarm drill and evacuation distance requirements.

END OF MEETING MINUTES

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MEETING MINUTES
DUAL LANGUAGE

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/19/17 @ BESC Wapiti L1
Prepared by:	Tim Ayersman
Present:	PPS: Michael Bacon (MB) – Asst Dir - Acad Prog – Dual Languages Glennon Stratton (GS) – Business Program Ops Spec - Maker Space Project Manager Stephen Effros (SE) – Project Manager OHP+D: Deb France (DB) Tim Ayersman (TA)
Distribution:	Attendees; Dan Jung – PPS; Jen Sohm – PPS; Ken Fisher – Heery

The purpose of the meeting is to discuss the Kellogg Middle school dual language opportunities with Portland Public Schools' (PPS) Director of Planning and Asset Management.

Item 1. Typical Dual Language in Schools

A. The specific types and number of languages that will be at Kellogg is dependent on the feeder schools. (MB) The feeder schools will be determined by DBRAC.

B. Currently 20% of kindergarteners in PPS require dual language support. Kellogg is located in an area with the greatest number of dual language elementary schools.

C. What is taught at a dual language school is the same as at any other Middle School it is just taught in two (or more) languages. (MB)

D. A dual language school would be staffed with teachers and administrators that know both languages.

E. For a dual language school changing the physical space is not as critical as making sure the students with different first languages are co-mingled. (MB)

Item 2. Design for Dual Language

A. If there are more than two languages on signage it can make wayfinding confusing. (DF)

B. The classrooms need to be designed to enhance the ability to hear. (MB)

C. Dual language testing is web based, typically done on a laptop or mobile devices. The students need an area where they can focus.

I. Open spaces are a challenge for testing.

II. A little distance from each student is needed. Study carrels or screens can be used.

D. One classroom per suite will be designed at a higher acoustic performance standard. (DF)

Item 3. Action Items

A. Once the feeder schools and the number of languages for Kellogg have been determined. Oh will coordinate with PPS on the appropriate number of languages for wayfinding.

END OF MEETING MINUTES

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MEETING MINUTES
OTL MEETING #7

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/24/17 @ FAM Back Table L1
Prepared by:	Bryan Thompson
Present:	PPS: Stephen Effros (SE) – Project Manager OHP+D: Deb France (DF) Tim Ayersman (TA) Bryan Thompson (BT)
Distribution:	Attendees; Dan Jung – PPS; Brenda Fox – PPS; John Hinds – PPS; Paul Cathcart – PPS; Ken Fisher – Heery;

The purpose of the meeting is to review Kellogg Middle school programming progress with Portland Public Schools' (PPS) Office of Teaching and Learning (OTL).

Item 1. Counseling Programming

A. No waiting space is included in the counseling area.

B. PPS to confirm the location of counseling in relationship to the main administration. Confirm if they will be separate and adjacent or combined into the same office suite/area.

Item 2. Outdoor Gathering

A. PPS to provide programming goals for outdoor gathering areas.

B. PPS to provide requirements for outdoor furniture and equipment at programmed outdoor gathering areas.

Item 3. Programming Report

A. The draft report will be sent to Brenda and Paul by Steve to review before next week's OTL meeting that will be the final review of the document.

B. The cost estimator is working off this draft document.

Item 4. Bond Check in Process

A. School Board will vote on the Kellogg program at November 28th Board Meeting

B. Finance Accounting Operations (FAO) will review document before the board meeting.

C. Kellogg program will be finalized in the Programming Report document that is due to PPS on November 1st.

D. Bond Accountability Committee (BAC) is currently reviewing the Kellogg schedule. OHPD to update project schedule and schedule time to discuss with Ken Fisher.

Item 5. Action Items

A. PPS to provide programming goals and furniture and equipment requirements for outdoor gathering spaces

B. PPS to provide the number of staff anticipated at the new Kellogg Middle School.

C. PPS to provide the programmatic "strands" that link Kellogg to Franklin High School.

D. OHPD to update project schedule and meet with Ken Fisher.

END OF MEETING MINUTES

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MEETING MINUTES
DAG MEETING #1

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.:	90031
Project Name:	Portland Public Schools - Kellogg Middle School Replacement
Date & Location:	10/26/17 @ Franklin High School - Media Center
Prepared by:	Tim Ayersman

Present:

DAG: (*: Present, *A*: Absent)

A Michael Burton (MB)	*Danielle Meyer (DM)
*Alicia O'Brien (AO)	*A* Kara Mortimer (KM)
*Scott Morris (SM)	*Lisa Kensel (LK)
*Christy Thomas (CT)	*Chuck Billedeaux (CB)
A Kathryn Schmidt (KS)	*Brian Harper (BH)
A Stephen Karmol (SK)	*Hannah Back (HB)
*Maija Anderson (MA)	*Kyla Tanaka (KT)
*Sarah Richardson Green (SR)	*Rick Toth (RT)
*Sarah Toth (ST)	*Collin Cordoza (CC)
*Aron Goffin (AG)	*Nathan Junkert (NJ)
*Tina Kimmey (TK)	*Kieran O'Donnell (KO)
*Noelle Harding (NH)	*Erin Telford (ET)
*Shelley Rouleau (SR)	*A* Ben Wixon (BW)
A Judy Hilsenteger (JH)	*A* Jaime Cale (JC)
*Jennifer Patterson (JP)	*Pam Joyner

PPS: Derek Henderson (DH) – Senior Specialist-OSM Support
Stephen Effros (SE) – Project Manager
Mike Rosen (MR) – PPS Board Member

TDR: Tamara DeRidder (TD) – Community Outreach Consultant

OHP+D:	Deb France (DF)	Tim Ayersman (TA)
	Bryan Thompson (BT)	Christine Nelson (CN)
	Juan Carlos Garduno (JG)	Samantha Aleo (SA)

Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery

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The purpose of the meeting is to give the Design Advisory Group (DAG) an orientation on the history , budget, and expectations of the members for the Kellogg Middle School DAG meetings.

Item 1. Introduction of project team and Design Advisory Group members.

A. The design team was introduced to the members of DAG and the list of consultants that will participate in the design were listed. (See Introduction Slide)

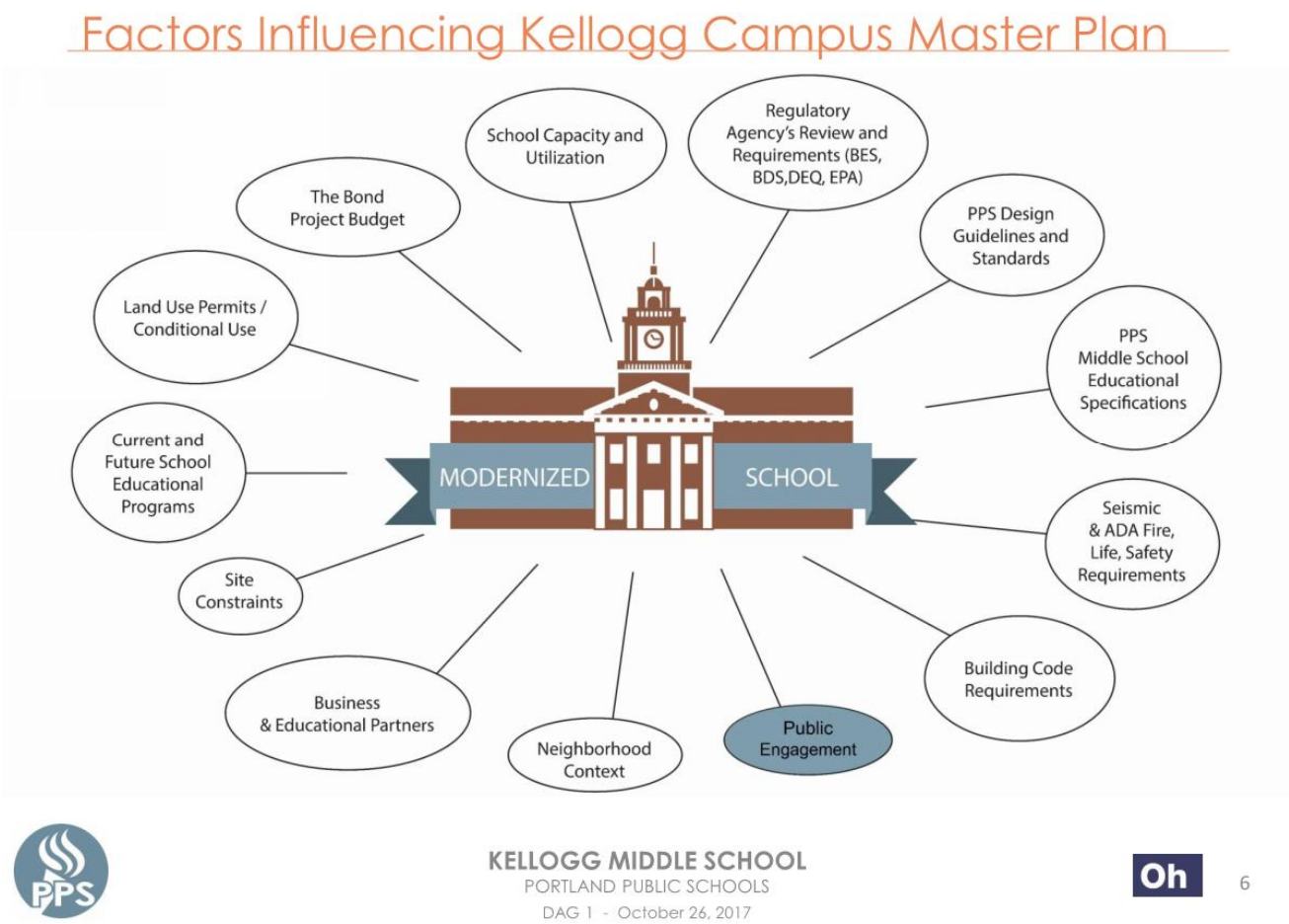
B. The Internal stake holders groups were listed that have given input on the programming requirements. (See Introduction Slide)

C. The members of the Design Advisory Group introduced themselves and described their interest in the new Kellogg Middle School.

Introduction Slide

D. There are many factors that will influence the design of the new Middle School. One of these influences is the DAG team. A slide was presented showing the factors with the DAG teams participation highlighted. (See Factors Influencing Kellogg Slide)

E.



Factors Influencing Kellogg Slide

Item 2. Schedule and agendas for DAG meetings

A. The schedule for the new Kellogg Middle School is for the programming and design phase to go from August 2017 to July 2018. There are seven (7) DAG meetings schedule over that time starting at the end of Pre-Design and continuing into early Design Development. The Permitting and Construction phase will begin in late summer 2018 and continue into fall of 2020. (See Kellogg Schedule Slide)

B. A tentative agenda has been outlined for the next seven (7) DAG meetings. These agendas will be modified based on the concerns and priorities of the members.

I. DAG Meeting 1: October 26th 2017; Kick-off, orientation, budget, and expectations.

II. DAG Meeting 2: November 7th 2017; Site and Budget.

III. DAG Meeting 3: November 21st 2017; Faubion School tour.

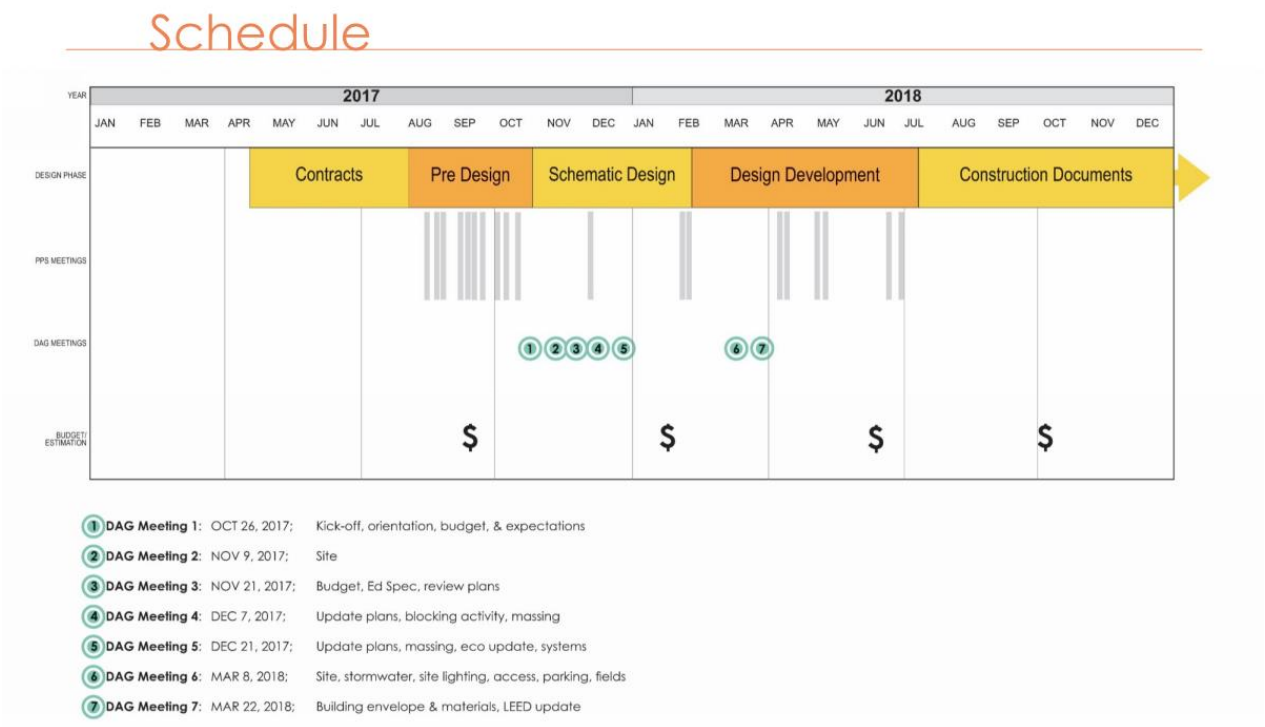
IV. DAG Meeting 4: December 7th 2017; Plans, blocking activity, massing.

V. DAG Meeting 5: December 21st 2017; Updated plans, massing, eco updated, systems.

VI. DAG Meeting 6: March 8th 2018; Site, stormwater, site lighting, access, parking, fields.

VII. DAG Meeting 7: March 22nd 2018; Building envelope and materials, LEED update.

C. It was pointed out that the tentative schedule for meeting 2 on November 9th is during PPS parent teacher conference. We have rescheduled it to November 7th.



Item 3. Discussion of DAG roles and spectrum of participation

A. The DAG's roll is to present the public concerns and aspirations so that these factor can be considered throughout the process while providing feed back on alternative options. (See Spectrum of Participation Slide)

Spectrum of Participation

Decreasing Level of Public Input

	Involve	Consult	Inform
Public participation goal	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To obtain public feedback on analysis, alternatives and/or decisions.	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.
Promise to the public	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will keep you informed.
Example techniques	Workshops, deliberative polling	Public comment, focus groups, surveys, public meetings	Fact sheets, web sites, open houses

KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
DAG 1 - October 26, 2017

Oh 5

Spectrum of Participation Slide

Item 4. Goals and guiding principles exercise.

A. Keeping 'Learning' as the central focus, four categories have been identified for setting goals and priorities, they are;

I. Environmental and Health

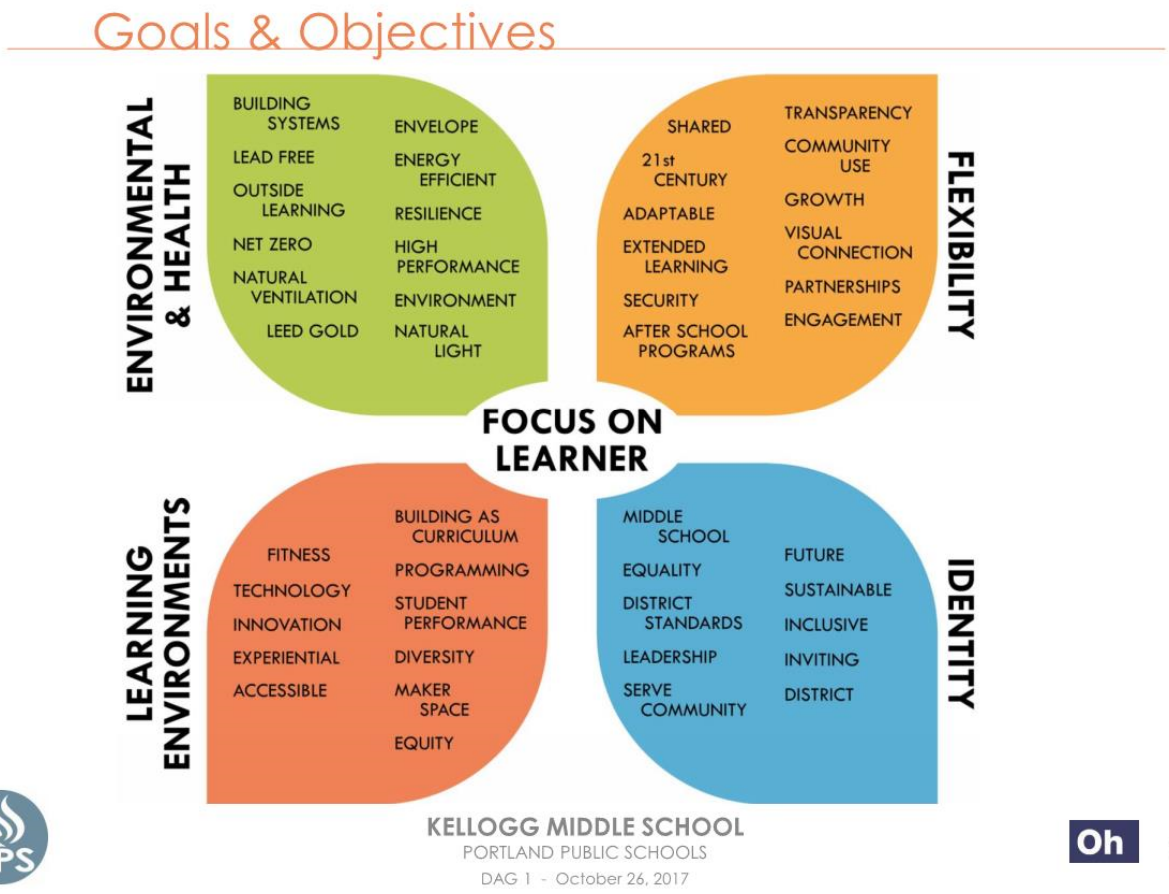
II. Flexibility

III. Learning Environments

IV. Identity

B. Activity:

Within these categories words that describe the priorities have been listed. (See Goals and Objective Slide) The DAG members were asked to circle five (5) words in each category that was their priority or to add a word that described it if needed. Refer to the attached Memo 'Project Goals Results' for the outcome of the activity.



Goals and Objectives Slide

Item 5. Work progress to date.

A. Factors that are influencing the design of the new middle school included the budget and programing requirements.

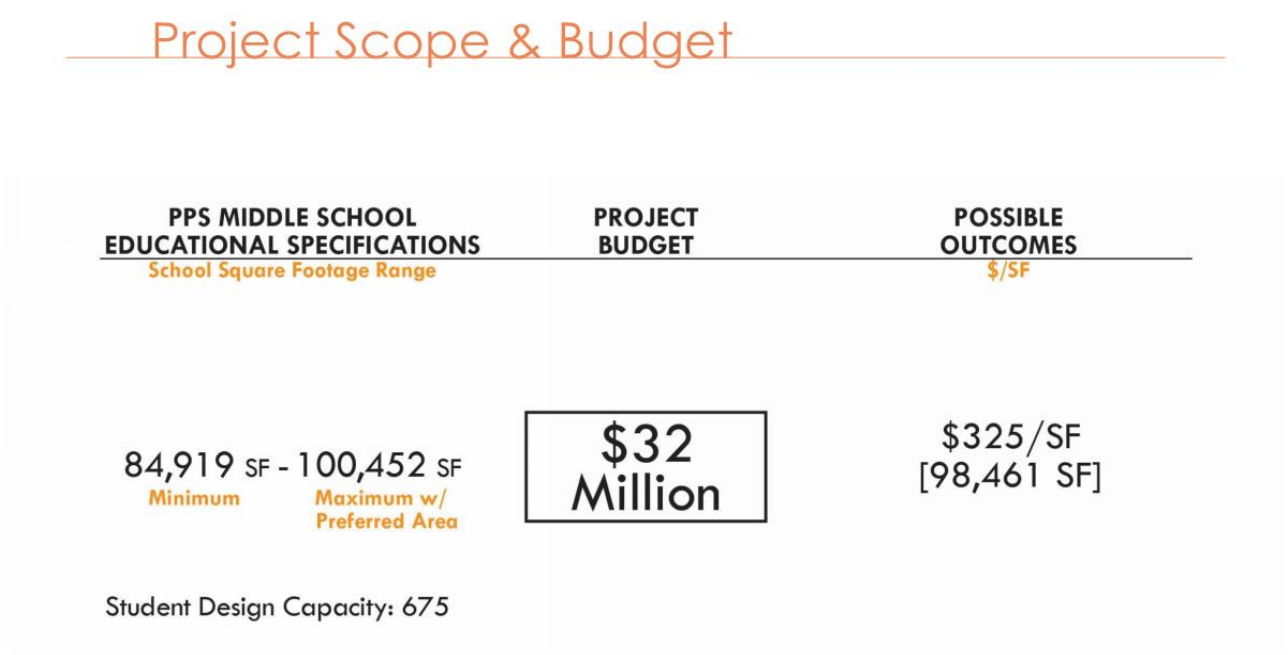
I. The PPS Educational Specifications gives a range of 84,919 sf to 100,452sf for a new Middle School with a capacity of 675 students.

II. The 2017 May bond that was passed by the voters was for a new Kellogg Middle School with a construction budget of 32 million.

III. The current market cost for construction a new Middle school is $325 per square foot.

B. These factors put the new Middle School size at 98,461 sf to be on budget. (See Scope and Budget Slide) The current design has the building over this size by 2000 sf.

C. It was asked if Franklin High School was on budget and if we can share the Programing spread sheet. We will find out if Franklin was on budget and we will share the Programing spread sheet. (SE)



Scope and Budget

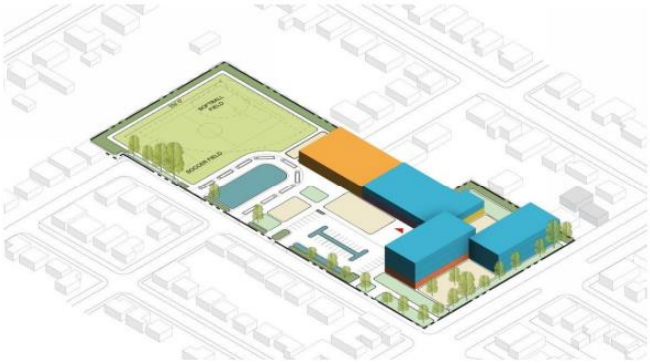
D. During the Feasibility Study two options were reviewed for the bond, modernizing the existing facility and full replacement. Based e cost estimate for the new school being lower and the modernization requiring sacrifices in programing to fit within the existing building the PPS Board selected the full replacement for the 2017 May Bond Ballot. (See Site and Building Study Slide)

E. It was asked if the roof could be used as outdoor space. We will review that option as we move forward with the design. (DF)

Site and Building Study – 2016 Bond

Renovate 3D View

Proposed Replacement 3D View



KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
DAG 1 - October 26, 2017

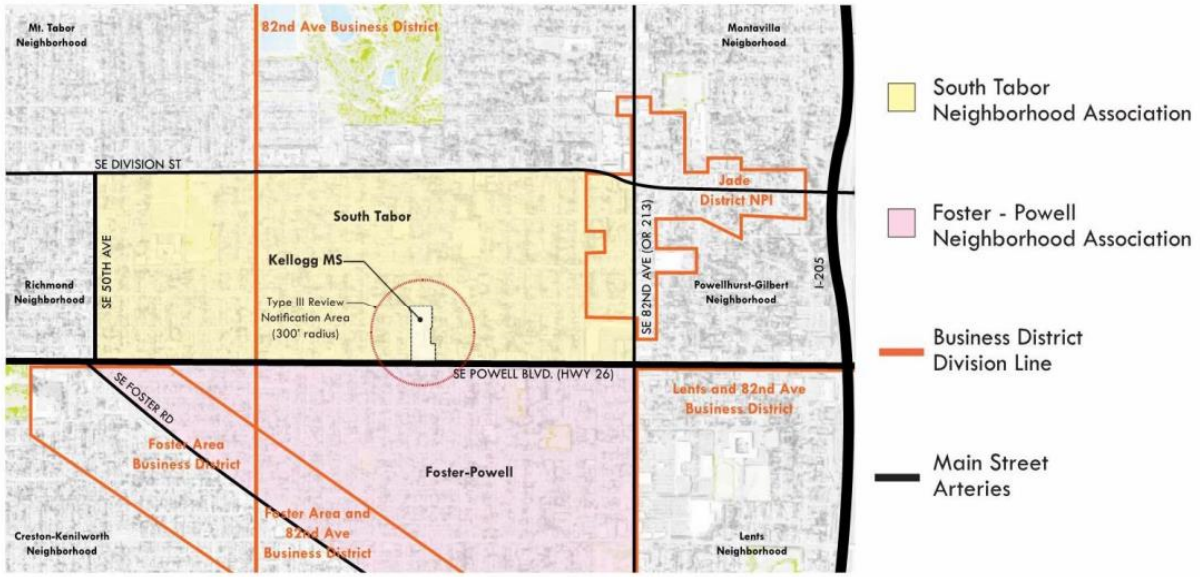
11

Site and Building Study

F. The Kellogg Middle School site is situated between the South Tabor Neighborhood on the north and Foster-Powel Neighborhood on the south.

G. The elementary schools that will feed into the new middle school will be determined by the PPS District-wide Boundary Review Advisory Committee (DBRAC). These schools have not been identified at this time.

Neighborhood Context



Neighborhood Context

H. The Kellogg property is located next to Powel Boulevard which is primarily a commercial street. Factors which requires careful review will be traffic, noise, air quality, and safety.

I. It was asked if the speed limit will be lowered in this location and what the status of PBOT and ODOT transfer of Powel. We will look into these questions.

Powell Boulevard Slide

J. Demolition of the existing school will begin in early 2018. The intent is to have as little of the existing school go to the landfill as possible. Currently we estimate that only 1% will go to landfill, 9% will be hazardous material, 44% recycled, 36% donated, and 10% reused within the new building. (See Demolition Waste Management Slide)

K. Some of the items intended for reuse include the gymnasium wood floors and bleacher seats as potential wall paneling. Reusing the terracotta lions and owls and the concrete floors stacked and used as retaining walls and outdoor seating.

Demolition Waste Management Slide

L. There are many factors that have been reviewed for the site design.

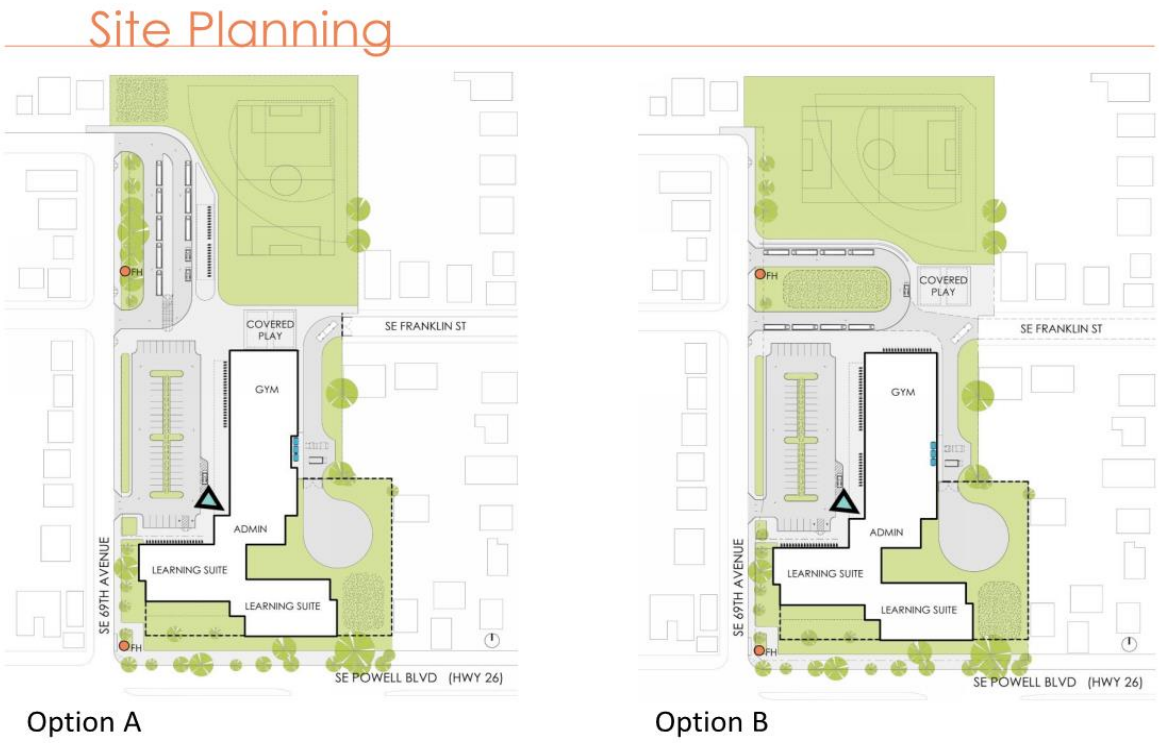
I. Emergency vehicle access is required on the east side of the building. This requires a 90 foot turnaround.

II. Delivery access, parent drop off, and buss drop off all need to be separated for student safety.

III. The location of the fields and the covered play from the gymnasium.

IV. Locations for outdoor gathering spaces.

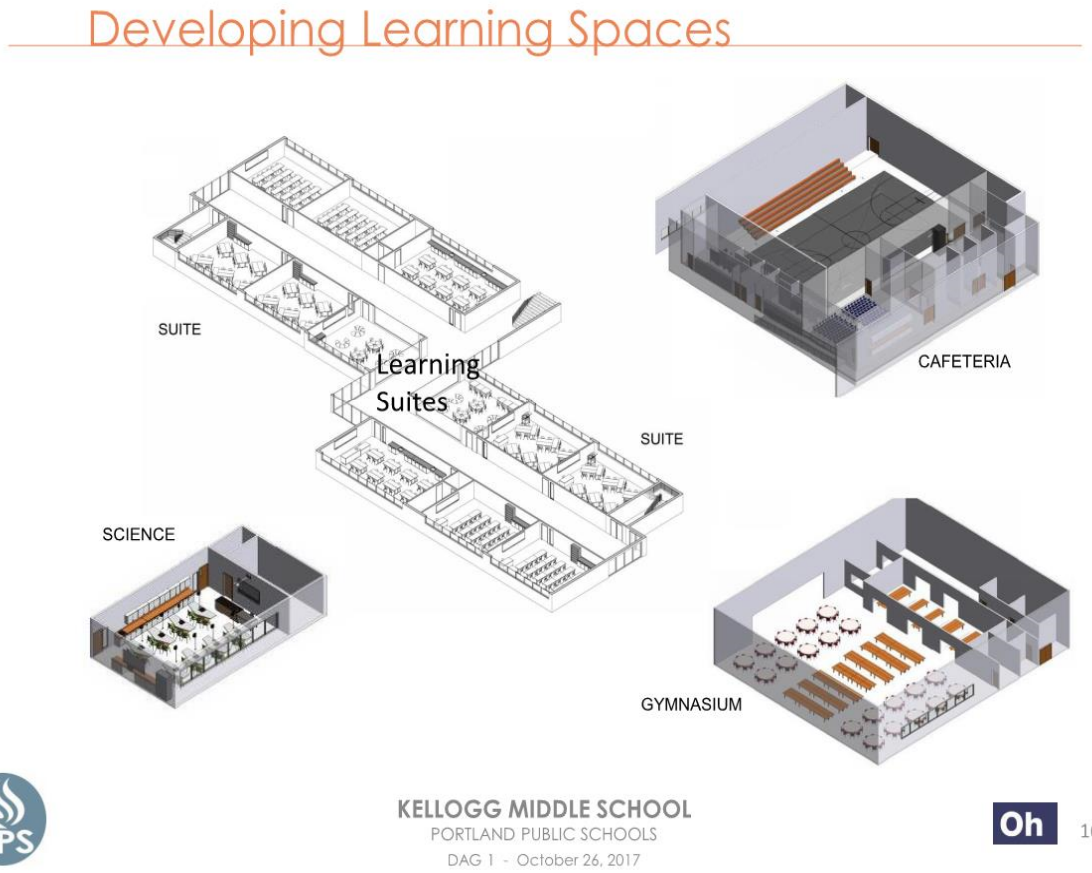
V. Site storm water management.



Site Plan

M. Using Evident Based Design and PPS focus group input room layouts have been developed to identify what is needed in these spaces and their required adjacencies to other rooms. In Schematic Design these rooms will be combined to explore the adjacencies and develop the building foot print.

N. The classroom suite will be paired together and stacked up three floors this portion of the building will be able to be closed off from the remaining two story building for after hour security.



Developing Learning Spaces

Item 6. Questions and Comments.

A. Comment Cards were distributed to the DAG members with three questions;

I. Was this presentation useful?

II. What topics are important to you?

III. Questions and Comments.

B. The DAG members were asked to vote for a Chair and Co-Chair for the DAG and write their votes on the back of the Comment cards. Nominations for Chair were:

   I. Shelly

   II. Collin

   Nominations for Co-Chair were:

   III. Collin

   IV. Brian

   V. Scott

C. The DAG members were asked to fill out the cards and turn them in at the end of the meeting. These comments have been combined into one list and responses to the questions have been added. Refer to the attached Memo 'Comment Card Results'.

Item 7. Action Items

A. Steve will post the PowerPoint on the Facebook site after the presentation.

B. Steve will send out notification of the date for the next DAG meeting to all members.

END OF MEETING MINUTES

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MEMORANDUM
Design Advisory Group Meeting #1 – Project Goals Results

OH PLANNING+DESIGN, ARCHITECTURE

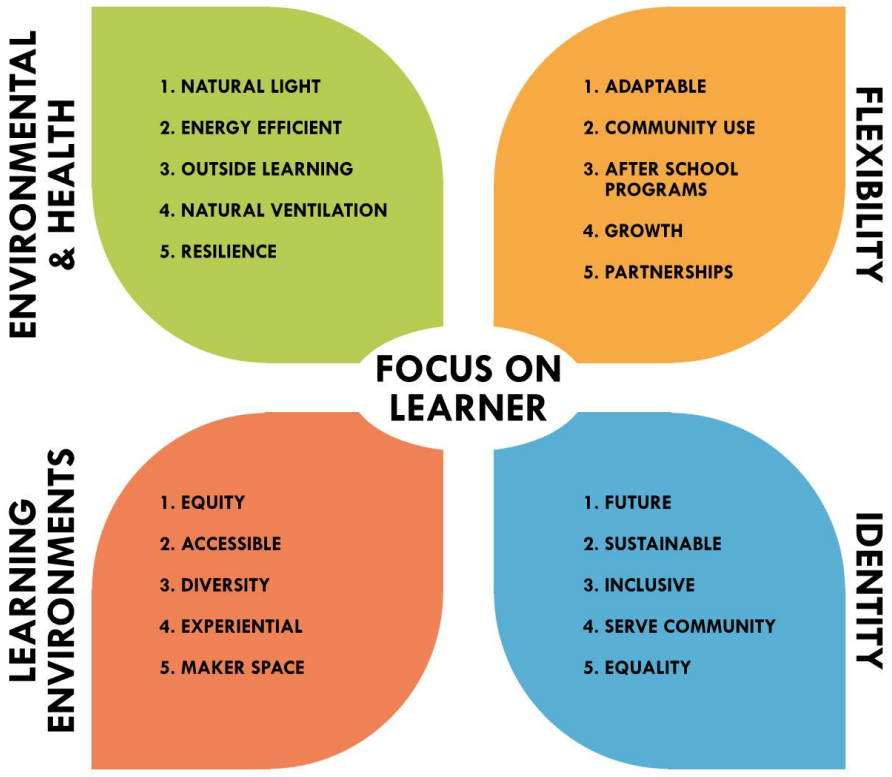
Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
To: Steve Effros – PPS
Prepared by: Juan Carlos Garduno – OHPD
Distribution: file

Date: 10/27/2017

The purpose of this memorandum is to summarize D.A.G. Meeting #1 Project Goals "preferences" exercise. A total of 22 participant sheets were counted and tallied in this memorandum.

Item 1. OUTCOMES



Listed from most votes to lower votes:
bold = top 5
bullet point = added comments.
(between parenthesis) = added terms

Item 2. ENVIRONMENTAL & HEALTH

- *"Very important for the planet."*

1. **Natural light = 19**
   - *"In every classroom"*
2. **Energy efficient = 15**
3. **Outside learn = 12**
   - *"Outside space."*
   - *"And outdoor gathering places: courtyards, gardens away from the streets, etc."*
   - *"Students LOVE outdoor/learning; experiential"*
4. **Natural ventilation = 10**
5. **Resilient = 10**
6. Environment = 9
7. Lead free = 6
   - *"This should not be an option"*
8. Net Zero = 6
9. LEED Gold = 5
   - *"Or whatever level is appropriate to aspire to."*
   - *"Does this certification unlock additional funding?"*
10. High performance = 4
    - *"Consistent heating and cooling."*
11. Building system = 4
12. (Sensitive to neighbors) = 3
13. (Storage) = 3
14. (Garden) = 2
15. (Heating and cooling) = 1

Item 2. FLEXIBILITY

- *"Needs to be able to grow with the community, city, PPS."*

1. **Adaptable = 14**
2. **Community use = 14**
   - *"How can we better engage with our communities to create connections for families?"*
   - *"Bringing community into space will bring resources and aid in diversity as well."*
3. **After school program = 13**
4. **Growth = 11**
5. **Partnership = 8**
   - *"How do we assure our kids have all the resources they need?"*

6. Extended learning = 8
7. Visual connection = 7
   - *"Intuitive wayfinding and layout."*
   - *"Less white majority norms; culture represented in space."*
8. Engagement = 7
9. 21st Century = 7
   - *"Enough outlets, wifi, to meet needs in tech heavy spaces."*
10. Security = 5
11. Transparency = 5
12. Shared = 4
    - *"Teachers moving? – not ideal for MS students!"*
13. (Multi-purpose) = 3
14. (Bike parking) = 2
15. (Dog field) = 1

Item 3. LEARNING ENVIRONMENT

- *"How to create an environment to keep students healthy and fair."*

1. **Equity = 14**
   - *"How do we assure fairness and justice for every student?"*
   - *"Especially access to tools that may be unaffordable."*
   - *"Unclear how equity (bridging racial achievement gap) is addressed for the learning environment vs space for programs."*
2. **Accessible = 13**
   - *"How do we serve SPED/504 student needs in general education spaces?"*
3. **Diversity = 13**
4. **Experiential = 12**
5. **Maker space = 12**
6. Technology = 9
7. Building as curriculum = 9
   - *"Especially outdoor rooftop? Greenhouse?"*
8. Innovation = 8
9. Student performance = 8
10. Fitness = 7
    - *"Physical activity and play"*
11. Programing = 5
12. (Acoustics) = 4
13. (Play) = 1
14. (Rooftop) = 1
15. (Green house) = 1
16. (Immersion program) = 1

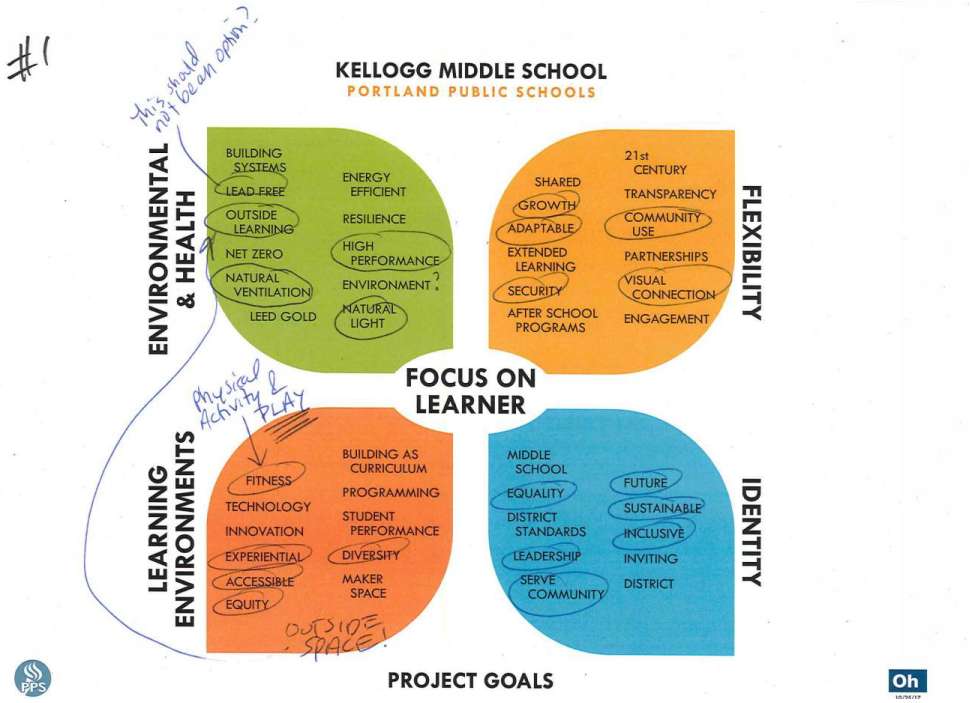
17. (Teacher collaboration space) = 1
    - *"Any focus on teachers/people that will work at Kellogg."*

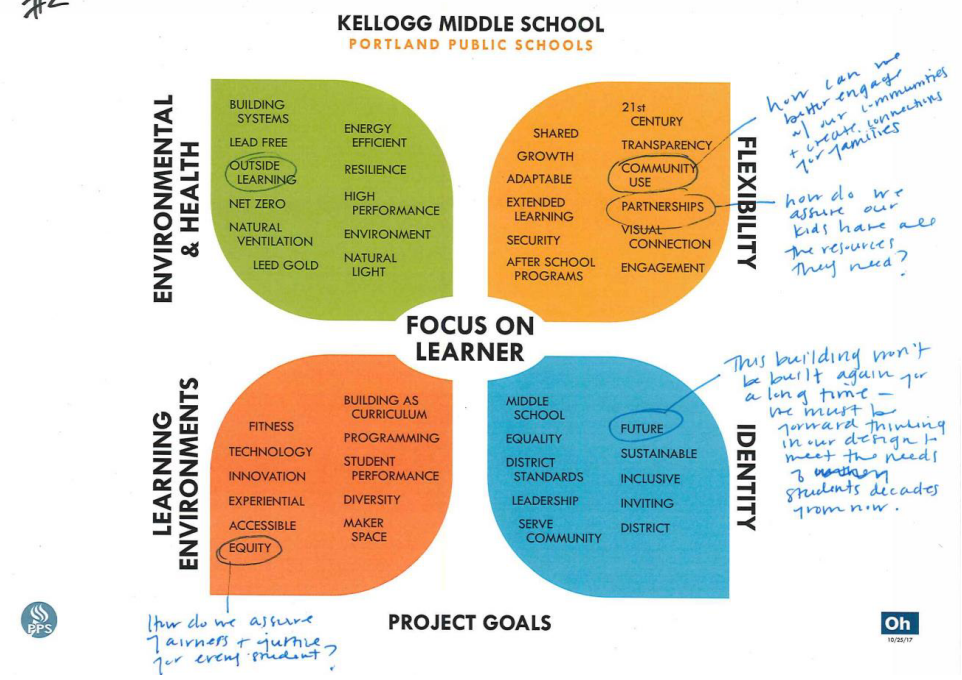
Item 4. IDENTITY

- *"The identity of the school Kellogg is the sustainable school."*

1. **Future = 16**
    - *"This building won't be built again for a long time. We must be forward thinking in our design to meet the needs of students decades from now."*
    - *"How will spaces/design seem dated or timeless?"*
2. **Sustainable = 15**
3. **Inclusive = 15**
4. **Serve the community = 15**
    - *"Recognize community relationship with existing building and site (history)."*
    - *"And how does traffic impact? Could we have a bus drop-off loop on the property? Parking?*
5. **Equality = 14**
    - *"How does this mean connected to identity?"*
6. Inviting = 10
7. Middle school = 10
    - *"Embrace not being a k-8"*
    - *"How are you connecting to current MS teachers/admin/parents for views from people in 6-8 environments already?"*
8. (Inspirational) = 7
9. (History) = 4
    - *"Historic nature of building"*
10. Leadership = 3
11. (Teachers) = 3
12. District standards = 2
13. (Parents) = 1
14. (Administration) = 1

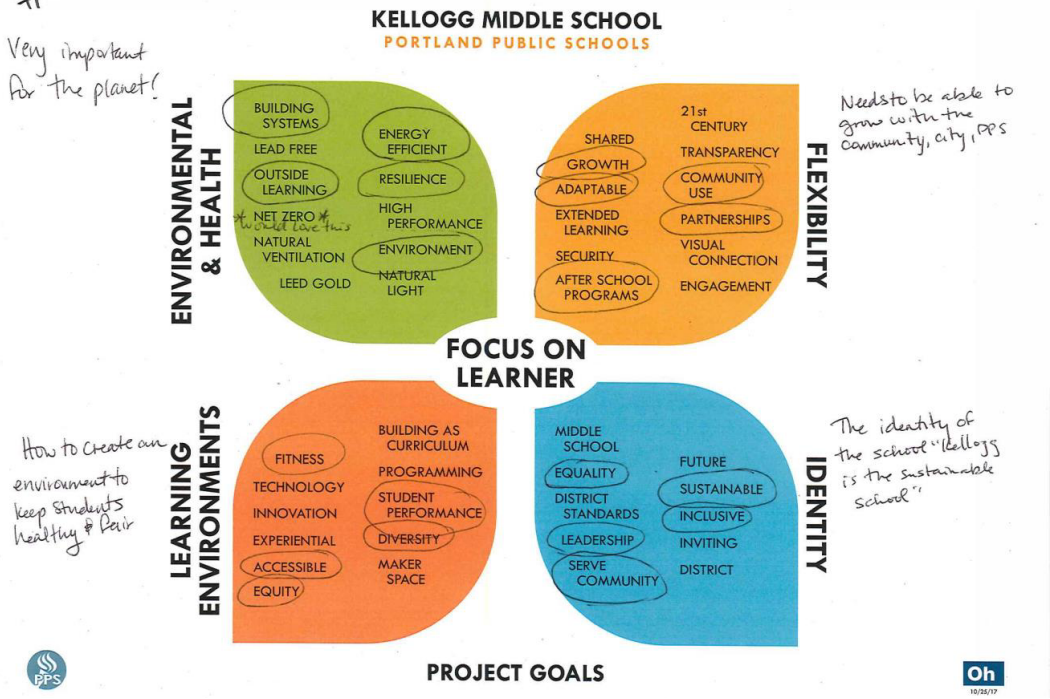
Item 5. **Project Goals - scanned responses**





#3

Very important for the planet!

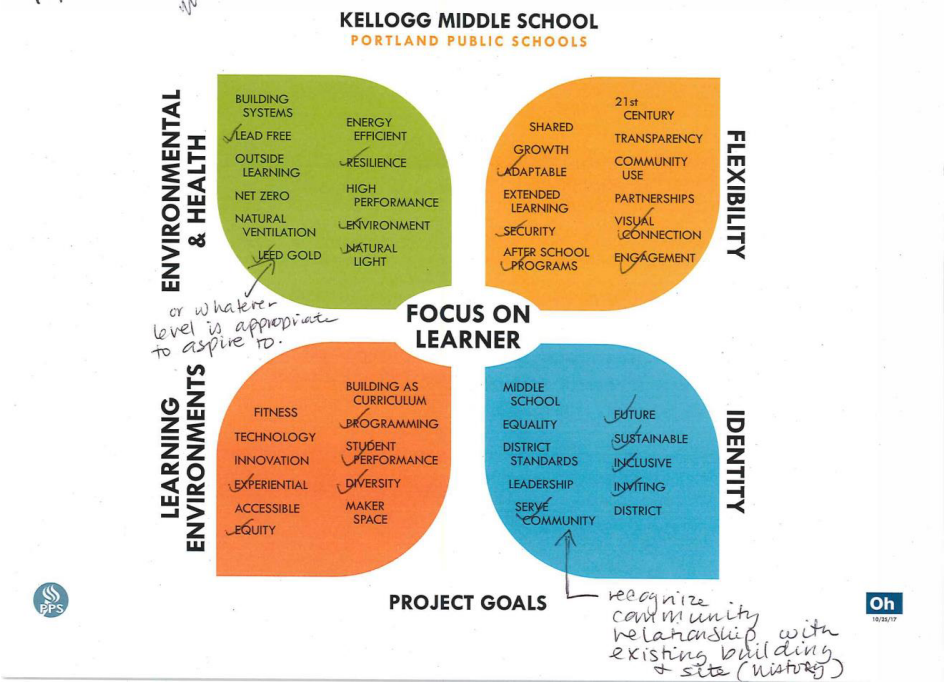


Needs to be able to grow with the community, city, PPS

How to create an environment to keep students healthy & safe

The identity of the school "Kellogg is the sustainable school"

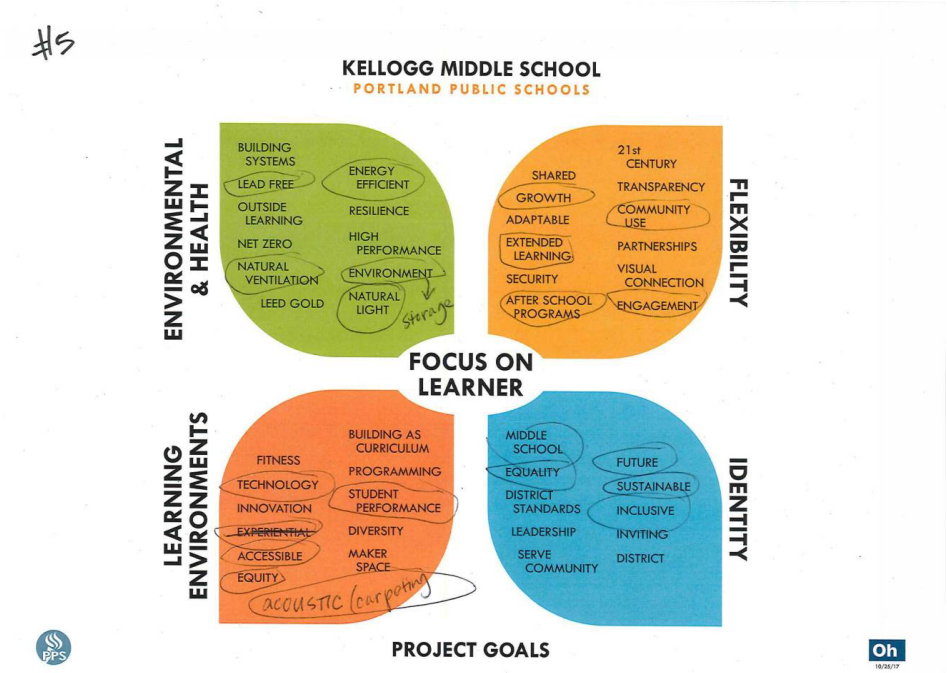
#4



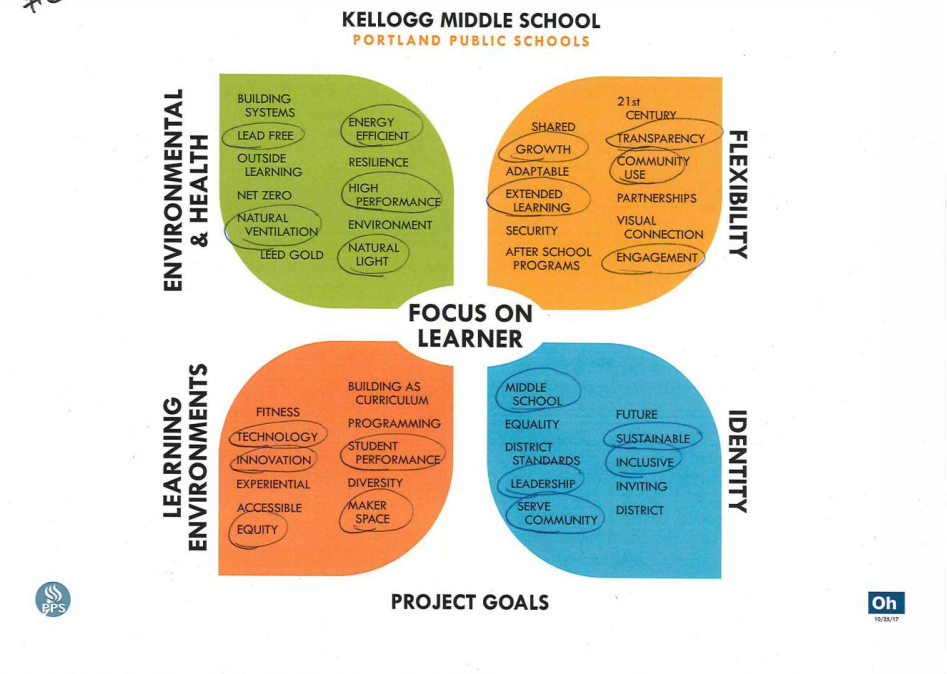
or whatever level is appropriate to aspire to.

recognize community relationship with existing building & site (history)

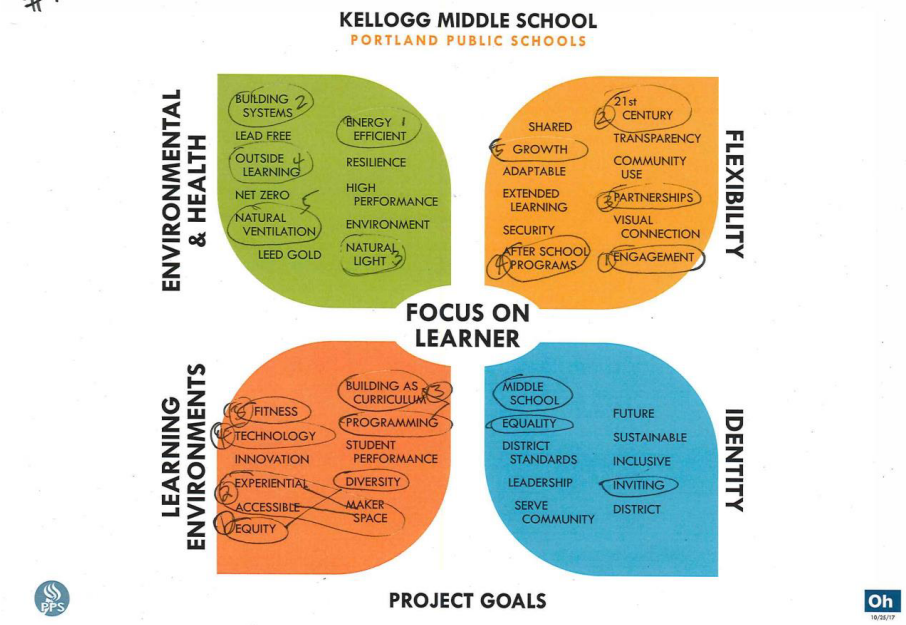
#5


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
storage
FLEXIBILITY
21st CENTURY
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
acoustic (carpeting)
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

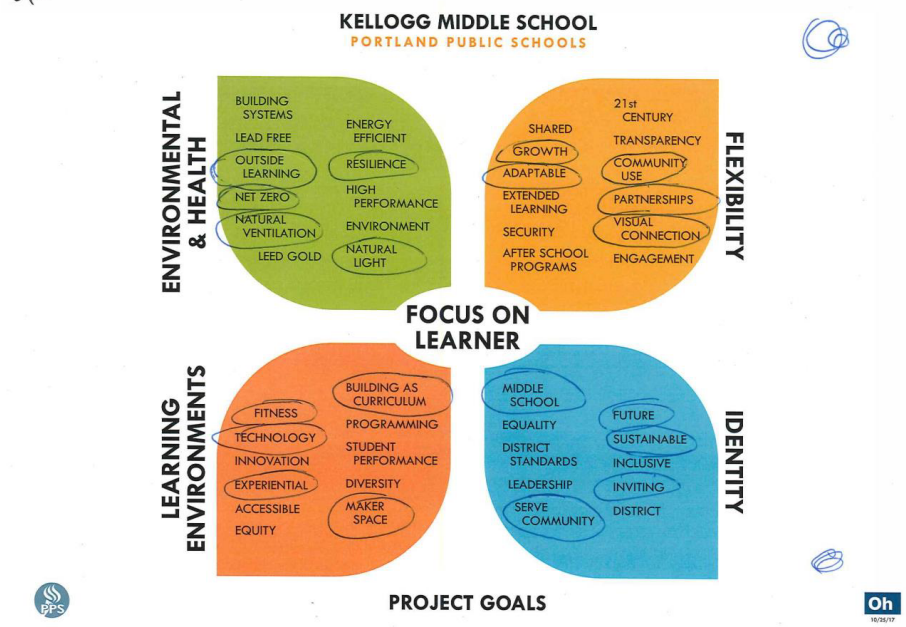
#6


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
21st CENTURY
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

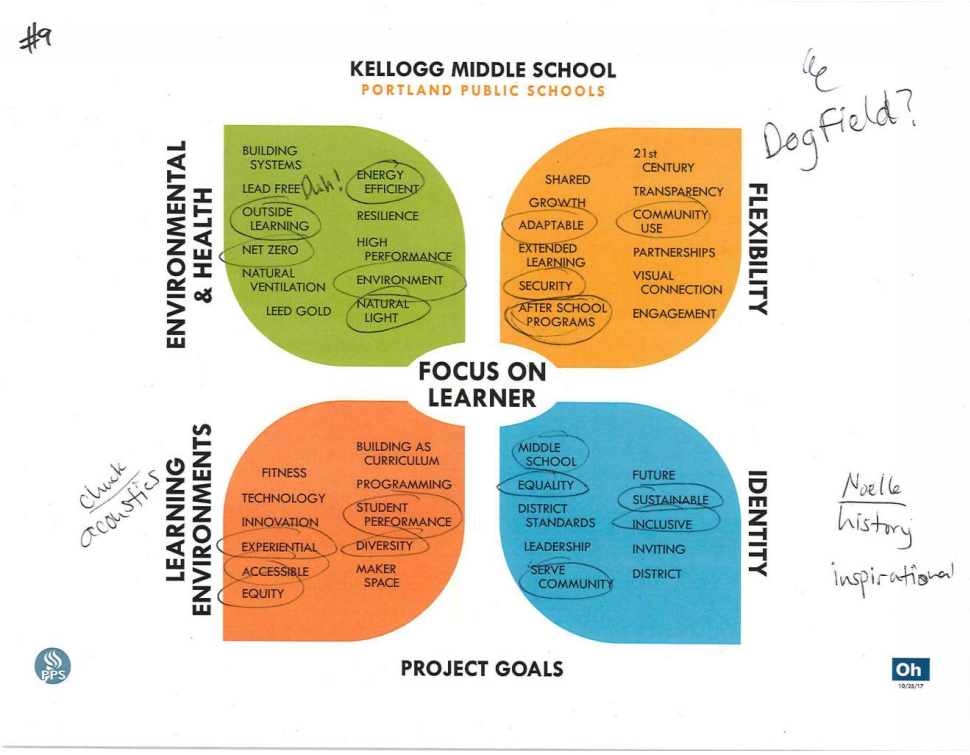
#7


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

#8


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

#9


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
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NATURAL LIGHT
FLEXIBILITY
SHARED
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EXTENDED LEARNING
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TRANSPARENCY
COMMUNITY USE
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LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
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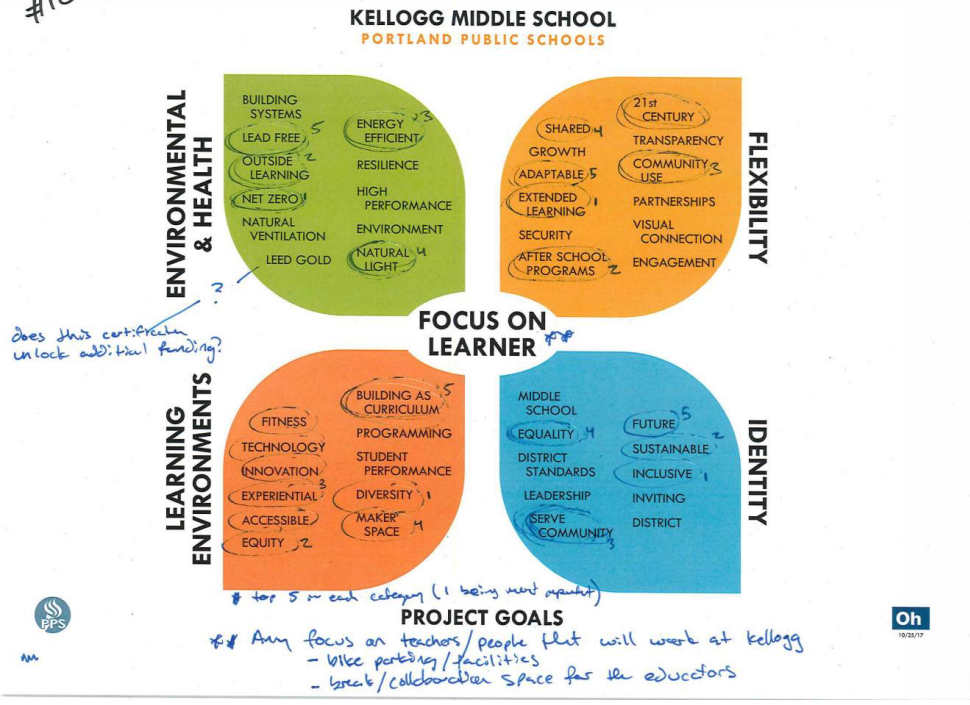
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS
Oh
10/25/17

#10


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
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RESILIENCE
HIGH PERFORMANCE
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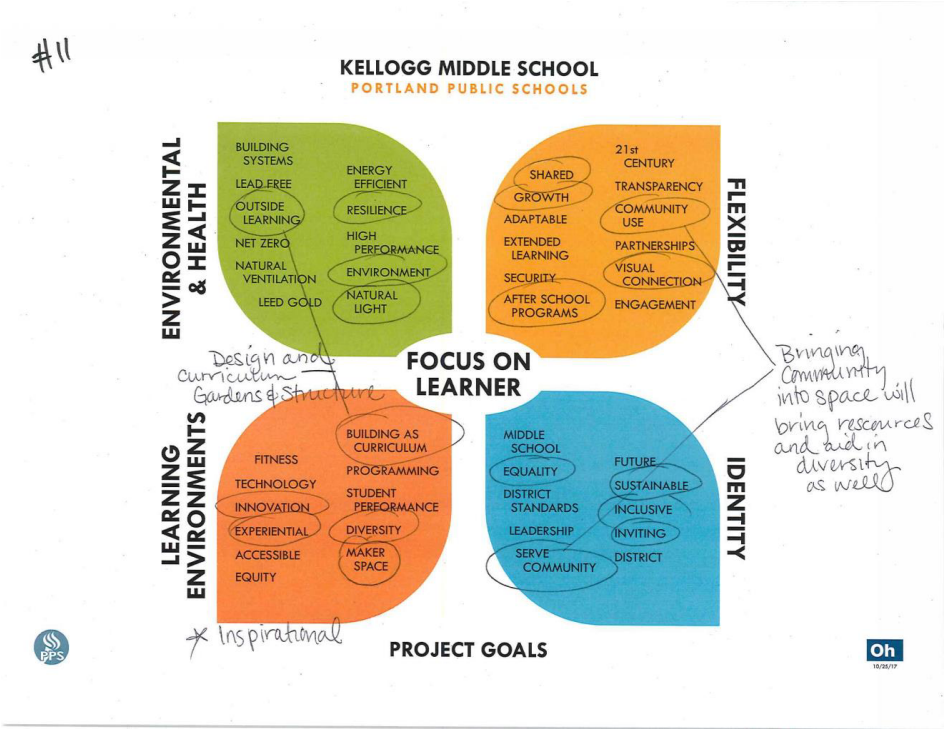
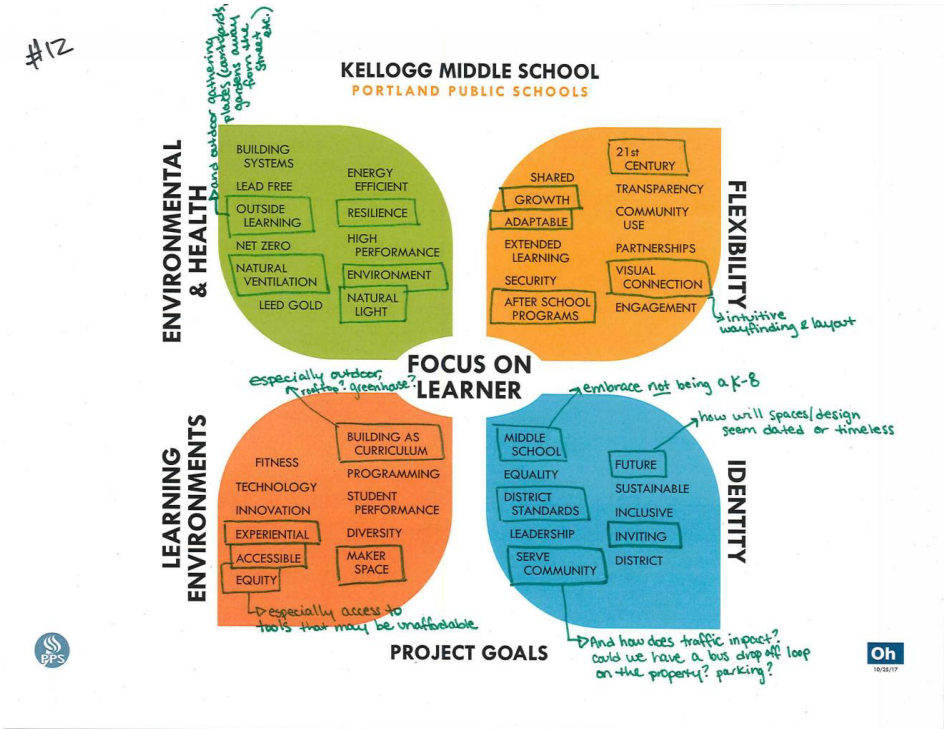
NATURAL LIGHT
FLEXIBILITY
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS
Oh
10/25/17

#11


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
FOCUS ON LEARNER
Design and curriculum Gardens & Structure
Bringing community into space will bring resources and aid in diversity as well
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
* Inspirational
PROJECT GOALS

#12


Plant outdoor screening plants (courtyards, gardens away from street etc.)
KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
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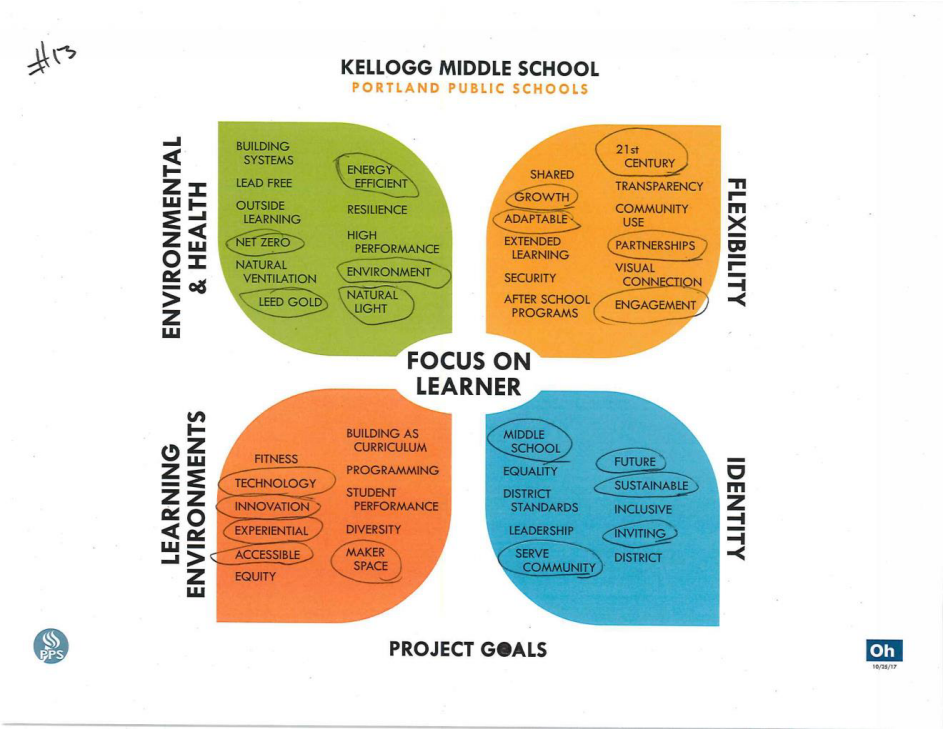
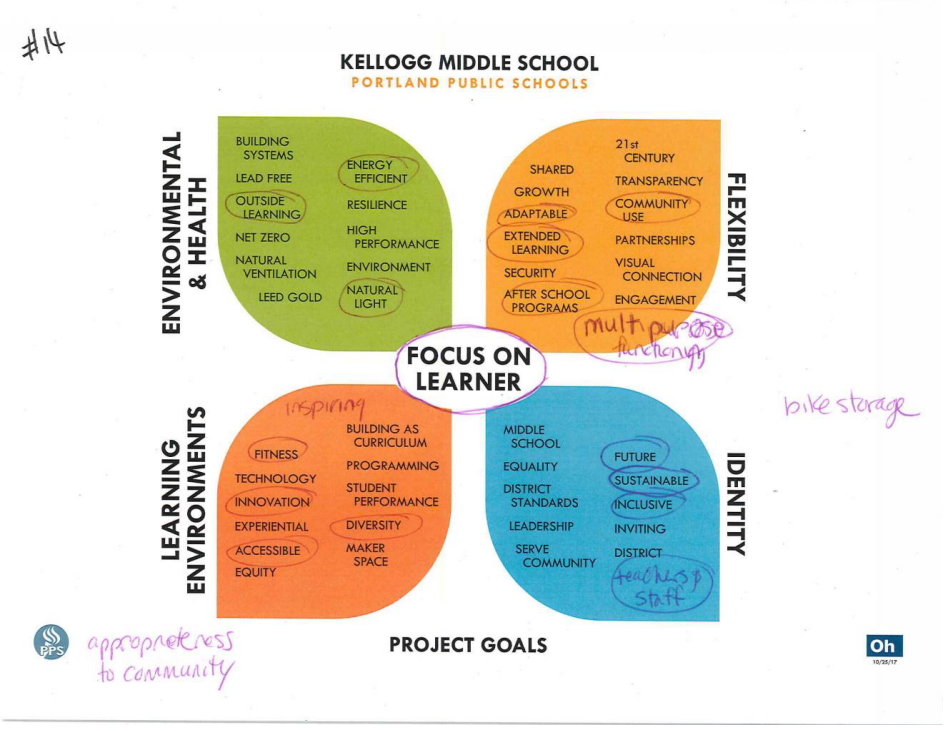
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
intuitive wayfinding & layout
FOCUS ON LEARNER
especially outdoor, rooftop? greenhouse?
embrace not being a K-8
how will spaces/design seem dated or timeless
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
especially access to tools that may be unaffordable
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS
And how does traffic impact? could we have a bus drop off loop on the property? parking?

#13


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

#14


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
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FLEXIBILITY
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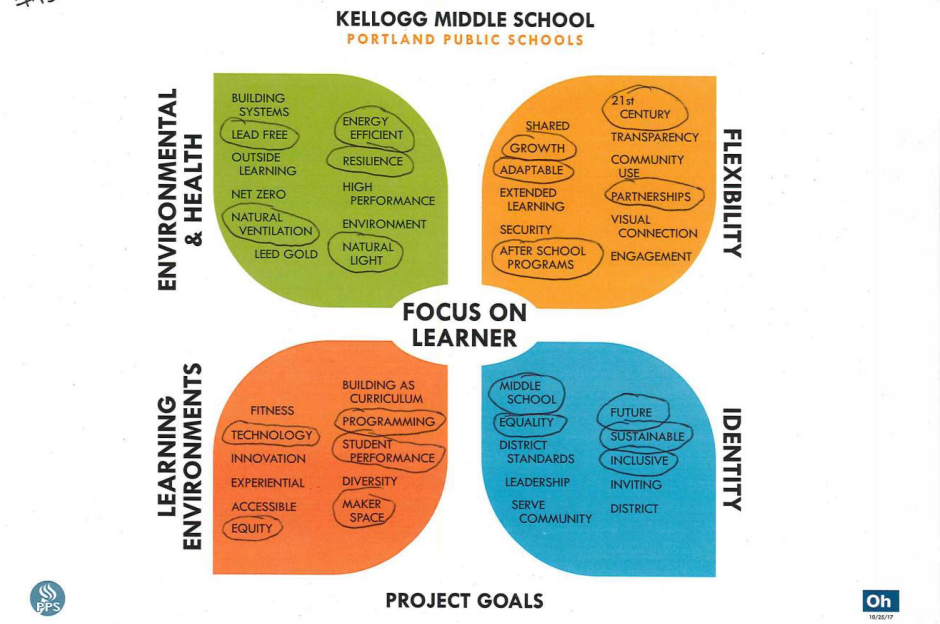
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
ENGAGEMENT
multi purpose functionality
FOCUS ON LEARNER
LEARNING ENVIRONMENTS
inspiring
FITNESS
TECHNOLOGY
INNOVATION
EXPERIENTIAL
ACCESSIBLE
EQUITY
BUILDING AS CURRICULUM
PROGRAMMING
STUDENT PERFORMANCE
DIVERSITY
MAKER SPACE
IDENTITY
bike storage
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
teachers & staff
PROJECT GOALS
appropriateness to community

#15


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
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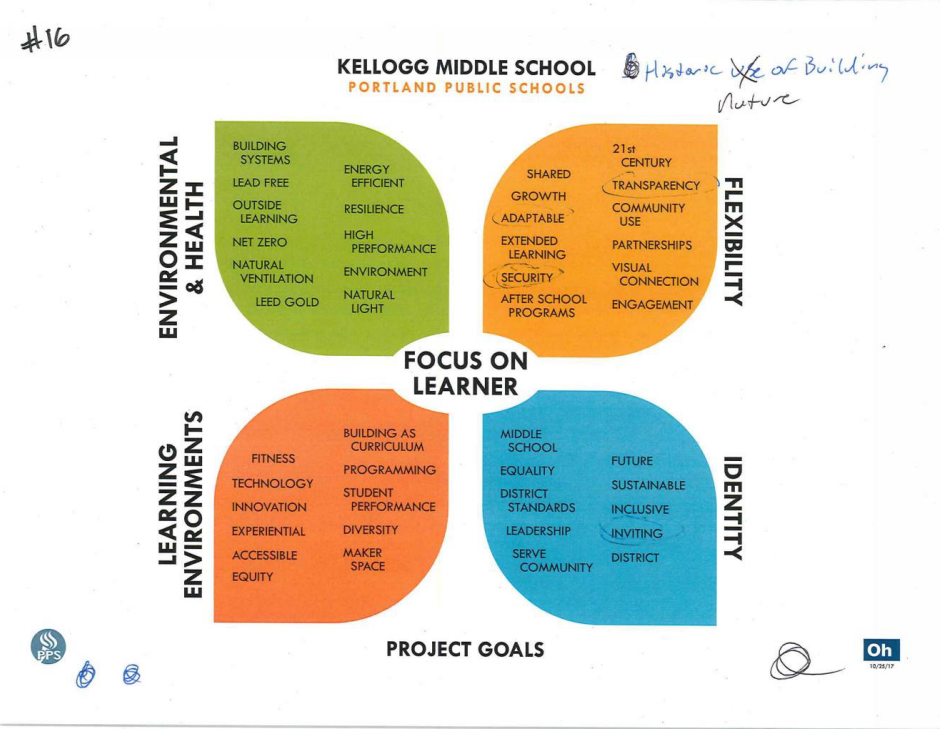
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

#16


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
Historic Use of Building
Nature
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
ENERGY EFFICIENT
RESILIENCE
HIGH PERFORMANCE
ENVIRONMENT
NATURAL LIGHT
FLEXIBILITY
SHARED
GROWTH
ADAPTABLE
EXTENDED LEARNING
SECURITY
AFTER SCHOOL PROGRAMS
21st CENTURY
TRANSPARENCY
COMMUNITY USE
PARTNERSHIPS
VISUAL CONNECTION
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FOCUS ON LEARNER
LEARNING ENVIRONMENTS
FITNESS
TECHNOLOGY
INNOVATION
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BUILDING AS CURRICULUM
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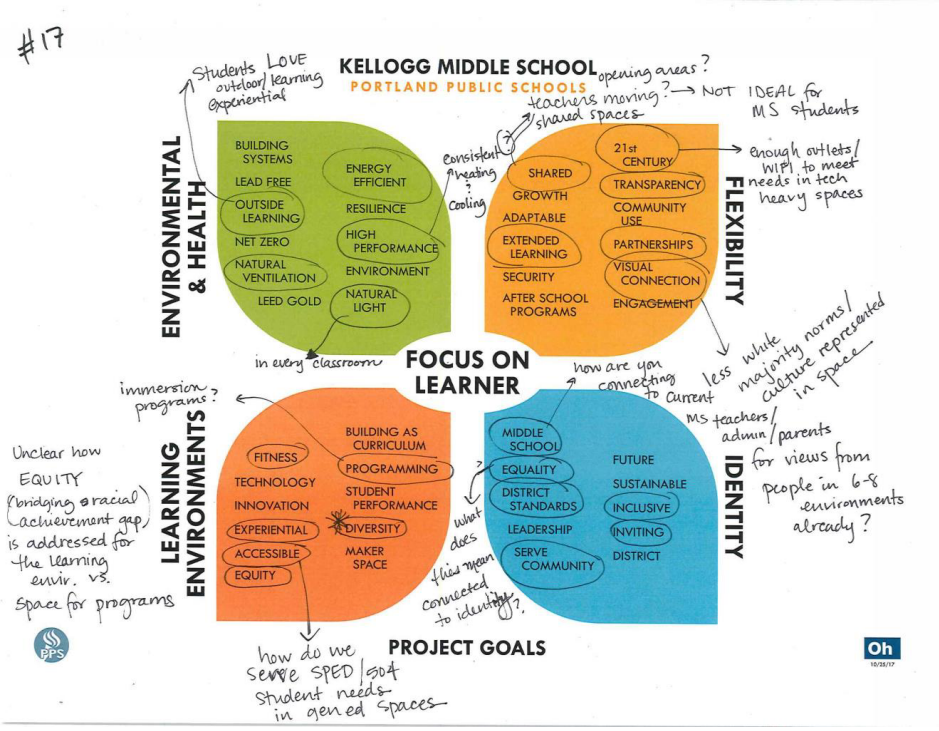
DIVERSITY
MAKER SPACE
IDENTITY
MIDDLE SCHOOL
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS

#17


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
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21st CENTURY
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PARTNERSHIPS
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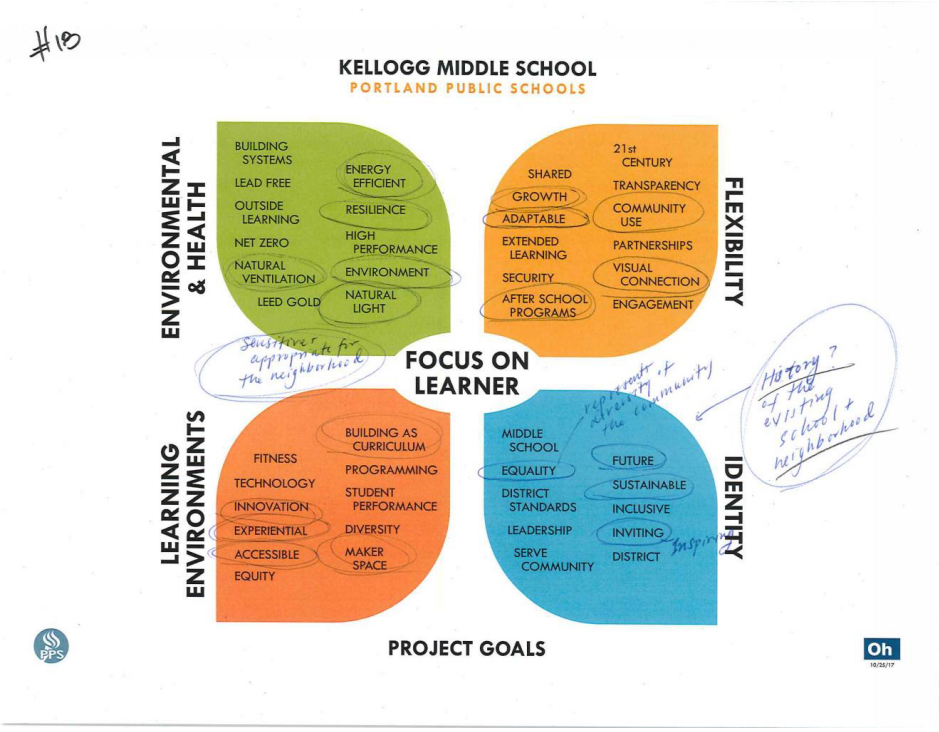
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS
Students LOVE outdoor learning Experiential
opening areas?
teachers moving? → NOT IDEAL for MS students
shared spaces
consistent heating ? cooling
enough outlets/ WIFI to meet needs in tech heavy spaces
in every classroom
how are you connecting to current MS teachers/ admin/ parents
less white majority norms/ culture represented in space
for views from people in 6-8 environments already?
immersion programs?
Unclear how EQUITY (bridging racial achievement gap) is addressed for the learning envir. vs. space for programs
what does this mean connected to identity?
how do we serve SPED/ SOAT student needs in gen ed spaces

#18


KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS
ENVIRONMENTAL & HEALTH
BUILDING SYSTEMS
LEAD FREE
OUTSIDE LEARNING
NET ZERO
NATURAL VENTILATION
LEED GOLD
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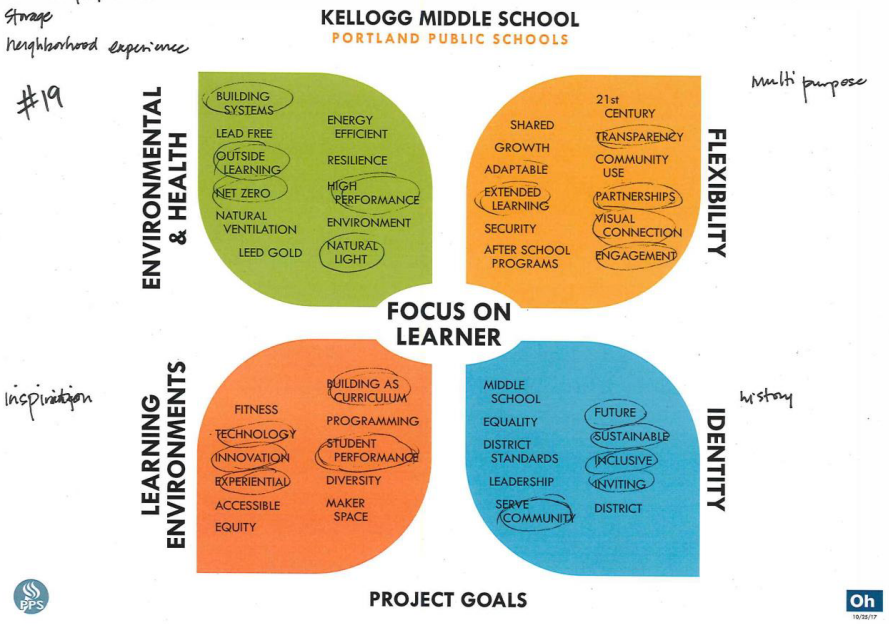
EQUALITY
DISTRICT STANDARDS
LEADERSHIP
SERVE COMMUNITY
FUTURE
SUSTAINABLE
INCLUSIVE
INVITING
DISTRICT
PROJECT GOALS
History? of the existing school + neighborhood

Acoustic performance
Storage
Neighborhood experience

#19

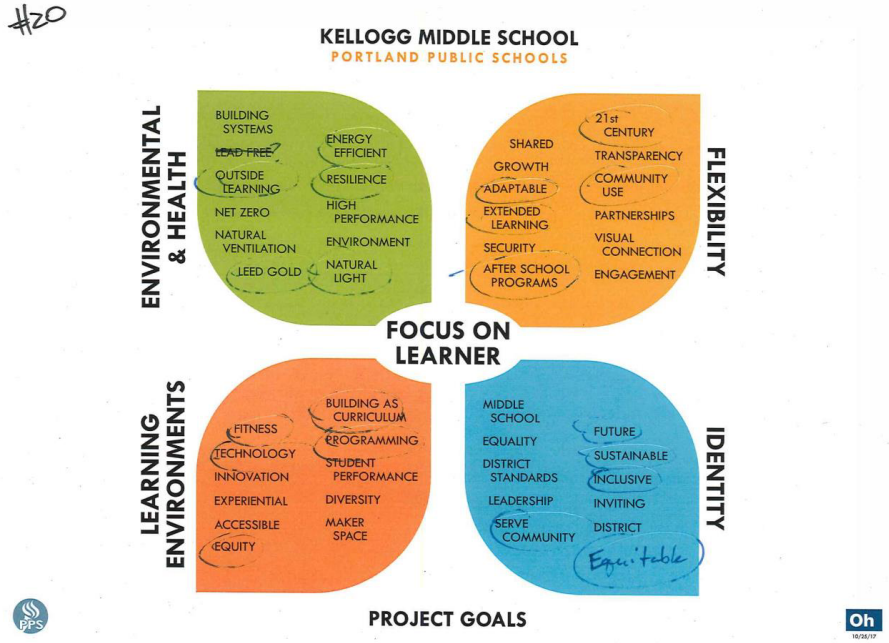


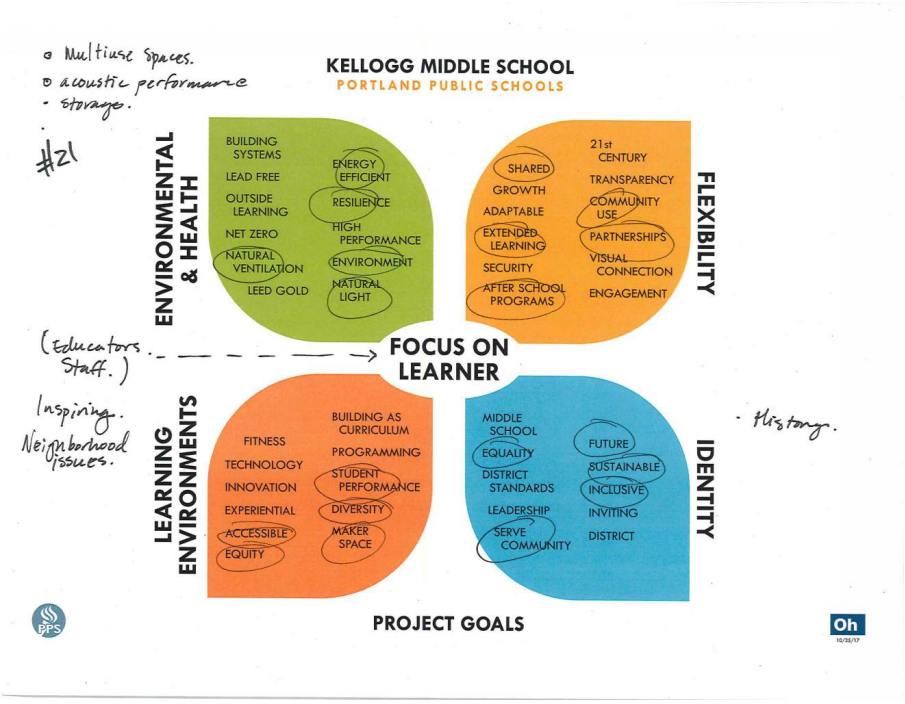
multi purpose

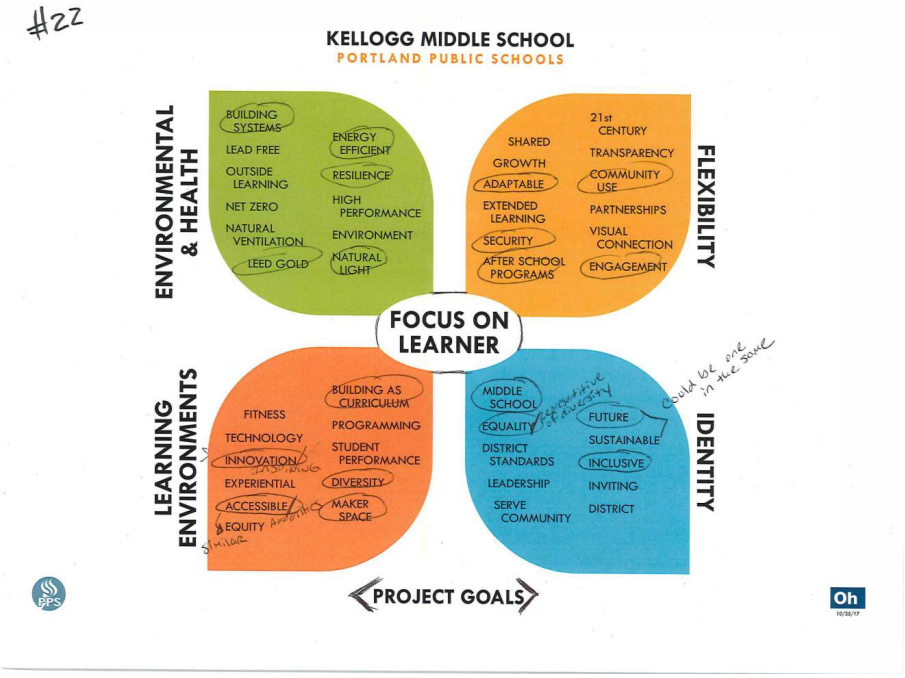
inspiration

history

#20







END OF MEMORANDUM

Architecture Planning Design LEED Consulting

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MEMORANDUM
Design Advisory Group Meeting #1 – Comment Card Results

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools – Kellogg Middle School
To: Steve Effros – PPS
Prepared by: Sheena Hewett – OHPD
Distribution: File

Date: 10/30/2017

The purpose of this memorandum is to summarize D.A.G. Meeting #1 comment card results and identify themes to follow up in next discussions.

Item 1. RESULTS

#	Was this presentation useful?	What topics are important to you?	Questions and Comments	Responses
1	Yes	Site design, impacts to the neighborhing communities	Good for any day the week of Nov 9th	-
2	Yes	Making sure that students remain our focus	Nov 9th + Nov 21st are challenging meeting dates due to school conflicts	The next DAG meeting has been rescheduled for November 7th to accommodate conflicts with District-wide Teacher-Parent conferences
3	Somewhat. Lots of exposition, which is not unexpected for a 1st meeting. Probably good for others not familiar w/ these type of processes	Site Layout. Information about past projects and how much "value engineering" occurred on them.	Is there a similar Middle School Project in PPS (or other district) that we could see cost details on? Are we confident that the $32million is enough? Can we get some ideas on how the soccer/baseball field will be constructed? Turf? Grass?	Cost comparisons will be provided at a future DAG meeting. The $32 million budget will not detract from the goal of delivering a healthy, safe, and innovative facility for students to learn, grow, and connect with the community. The field construction will be a material decisions to be made in future phases. The DAG is encouraged to inform this decision.
4	Absolutely. Excellent intro to our roles + the process	Student + environment	(Environment)Microphone would be helpful, Space tables to allow more room, Receiving PPT presentation ahead of time +/or in print. Nov 9th>Not available the 7th, the 9th works as does the 8th	Microphones will be used at the next DAG meeting. The next DAG meeting will be conducted in the Commons to improve seating arrangements. The Power Point presentation will be distributed to DAG members after the next meeting.

				next meeting.
5	Good Information, for never having gone through this before	Classroom Environment, sinks, drinking fountains, storage and carpenting	The next meeting (site) is during my Parent/Teacher conferences. What to do when I really wanted to be here for it. I could do the Tuesday(the 9th) before, or the next week (Not	See response to Question 1
6	Yes	Learning suites/classroom design	Nov 9th - need to check Parent-Teacher Conference Schedule. Possibly just arriving a bit late.	See response to Question 1
7	Yes, overview was comprehensive and gives a vision for DAG-participation	Site plan, programming considerations "Focus on student" schematic priorities	I appreciated the positive vibe of the presenter	Thank you! It was a pleasure to meet and interact with all of the engaged DAG members
8	Yes	Community connection to site + school prioritizing learning experience + healthy environment	Available Nov 6th, 8th, 9th. Not available Nov 7th	See response to Question 1
9	Yes. It seems like the site plan is already set. It seems like the buildings have already been designed for the most part	I think we all need to visit + walk the site prior to the next meeting.	Can we do an actual site visit as a group?-This seems very important! Are we (DAG) really the deciding body in the design. I thought I'd read that we only gave input. I didn't think we made decisions. What influence, if any, does the historic building + materials, history of the existing school have on the design of the new school building? What neighborhood does Kellogg school fall into?	You are welcome to walk the exterior of the Kellogg Site, but due to safety concerns, entry is restricted. Coordinating a visit for 30+ people is not practical. Thank you for this clarification. The roles of the DAG (Involve, Consult, Inform) are described in the Levels of Public Participation handout. You are correct, decisions are not made by the DAG. The history of the building and the site will be honored in the new facility as a teaching tool through salvage, reuse, and documention. The DAG input will inform these efforts. Kellogg is in the South Tabor Neighborhood.
10	Yes	Building energy, LEED and beyond, innovation	Due to proximity of spring break, can the last meeting be rescheduled? Audio is fine, slide font needs to be bigger. Can you maximize roof for outdoor play space? Nov 9th meeting:Mon or Wed work for me.	Moving the date for DAG Meeting #7 is under consideration. The slide font will be increased for the next DAG meeting. Roof space will be used for solar installations but can be considered for other uses during the upcoming schematic design.
11	Yes, a lot of great information	Environmental needs for site, students & staff-environmental education as well	If we want to minimize height, could we have some parts of the building underground? Currently there is a planned storage unit (3 floors high) @ 7 Dees sites. Nov 9 mtg-best days that week;Nov 7,8, & 10	Building below grade has not been considered due to significant cost increases and providing daylighting to these spaces. Thank you for bringing the self-storage unit on SE 60th and SE Powell to our attention.

12	-	Community Partnership-Creating a Free community space and commitment to the community. How do we encourage cross participation teachers, students, and parents through design? Green space-How can we encourage green space and outdoor learning? Technology-Top of the line technology should be available.	How do we connect families w/resources?	During design, the activation of the Kellogg website will create opportunites for community engagement and the exchange of information. On completion of construction, partnerships and community programs will benefit from the Civic Use of Buildings (CUB) at the Kellogg site.
13	Yes-good to understand our role in the overall process	Education Philosophy & how it is incorporated into the design. Health & wellness of the kiddos	Nov 9th availability is flexible for the entire week.	
14	Yes! I would love to see the presentations online after meetings. As you look @ ideal space/classroom sizes, how do address class size @ other middle schools?	How will the school reach out & serve the larger community? Not clear how equity (PPS defined as eliminating racial achievement gap) and equality are being used in design docs & building planning.	How are communities of color included in the planning & stakeholder process? Only one person of color(obviously) on committee, How does the building meet the social-emotional needs of young adolescents? Is anyone from equity dept. participating? -Is there flexibility in 11/9(PPS Conferences),11/21(Thanksgiving week),12/21(Winter break-PPS), M/T would be preferred that week.	The district continues to reach out to include all members of the community as well as impacted families within the projected boundaries. DAG outreach included specific groups such as APANO, Latino Network, VNCO, Multi-Cultural Collaborative, IRCO, and Coalition of Communities of Color for example. We Welcome suggestions on engaging communities of color. We can also attach the presentation to each set of meeting notes. Spaces and services will be provided for social-emotional support within the school (Sensory Support Spaces, Psychology Office).
15	-	Physical spaces and learning environments other than traditional classrooms. How to plan for neighborhood population growth, create adaptabe design so it won't feel overcrowded	Concern that next meeting conflicts with PPS. Would love to talk lots about powell safety & preventing night camping(current Kellogg site is prime camping). {Flexible any other evening that week 11/8-11/10}	Activating and securing the site for safety is a primary objective of all PPS projects. The DAG will continue to discuss safety objectives.
16	Yes	It's all important	I am available to re-schedule meetings to help the teachers who are in parent-teacher meetings (or other members w/ other engagements)(?)	
		Multi-use space-light		

17	Yes	Multi-use space-light, Green Building & Gardens as well as outdoor classroom/Multi-use space	Nov 9th, alt availability: Monday night & Friday evening works for me. Not available Tues evening.	
18	Yes, very informative & inclusive	Thinking beyond the next ten years for this space/school	Any night 6:30-8 the week of 11/6 works for me.	
19	Yes	Site Plan,Site Lighting-Associated traffic routes,Preservation of historic nature of building, Privacy.	Why was DAG not given opportunity to influence decision to renovate or rebuild?	The decision to renovate vs. rebuild was approved by the school board and voted on as a part of the 2017 bond initiative. The recommendation to rebuild was based on safety, seismic hazards, learning environments, cost, and the condition of the existing building that has been vacant for over a decade.
20	Yes!	Budget/Project Delivery Method...Community Involvement	I'll be out of town 11/9	
21	Yes	Design	Open Availibility	

18	Yes, very informative & inclusive	Thinking beyond the next ten years for this space/school	Any night 6:30-8 the week of 11/6 works for me.	
19	Yes	Site Plan,Site Lighting-Associated traffic routes,Preservation of historic nature of building, Privacy.	Why was DAG not given opportunity to influence decision to renovate or rebuild?	The decision to renovate vs. rebuild was an ongoing study over a number of years and was necessary to initiate the bond process which was voted on by the school board.
20	Yes!	Budget/Project Delivery Method...Community Involvement	I'll be out of town 11/9	
21	Yes	Design	Open Availibility	

Item 2. EMERGING THEMES

- Impacts to the surrounding neighborhood – Identify and understand sensitivities of the neighbors then address and produce strategies and solutions.
- Community connections – Kellogg MS is an opportunity to connect the student population, teachers, families, and the community beyond all amongst their own circles but also across the circles. How do we organize and design spaces which foster these connections while ensuring welfare and safety of each user?

- Learning environment – Classrooms, flexible learning spaces, student resources, and explorative studies shall be accessible and conducive to educational equity by providing a healthy environment and innovative technology.
- Efficiency and built to last – The facility and site should be designed and built to maximize resources, use minimal energy, perform as a learning tool, and provide a healthy place for people to congregate and learn for a long time to come.

END OF MEMORANDUM

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MEETING MINUTES
DAG MEETING #2

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement
Date & Location: 11/07/17 @ Franklin High School
Prepared by: Tim Ayersman
Present:

DAG: (*: Present, *A*: Absent)

*Michael Burton (MB)	*Danielle Meyer (DM)
A Alicia O'Brien (AO)	* Kara Mortimer (KM)
*Scott Morris (SM)	*A* Lisa Kensel (LK)
*Christy Thomas (CT)	*Chuck Billedeaux (CB)
* Kathryn Schmidt (KS)	*Brian Harper (BH)
A Stephen Karmol (SK)	*Hannah Back (HB)
A Maija Anderson (MA)	*Kyla Tanaka (KT)
*Sarah Richardson Green (SR)	*Rick Toth (RT)
*Sarah Toth (ST)	*Collin Cordoza (CC)
A Aron Goffin (AG)	*Nathan Junkert (NJ)
*Tina Kimmey (TK)	*Kieran O'Donnell (KO)
*Noelle Harding (NH)	*Erin Telford (ET)
A Shelley Rouleau (SR)	*A* Ben Wixon (BW)
* Judy Hilsenteger (JH)	*A* Jaime Cale (JC)
A Pam Joyner (PJ)	*A* Toby Nicastro (TN)

PPS: Derek Henderson (DH) – Senior Specialist-OSM Support
Stephen Effros (SE) – Project Manager
Dan Jung (DJ) – PPS Senior Director, OSM

TDR: Tamara DeRidder (TD) – Community Outreach Consultant

OHP+D:	Deb France (DF)	Tim Ayersman (TA)
	Bryan Thompson (BT)	Christine Nelson (CN)
	Juan Carlos Garduno (JG)	Samantha Aleo (SA)
	Colin McNamara (CM)	

Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Ken Fisher – Heery; file

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The purpose of the meeting is to discuss the budget status and host a site planning activity with the Design Advisory Group (DAG).

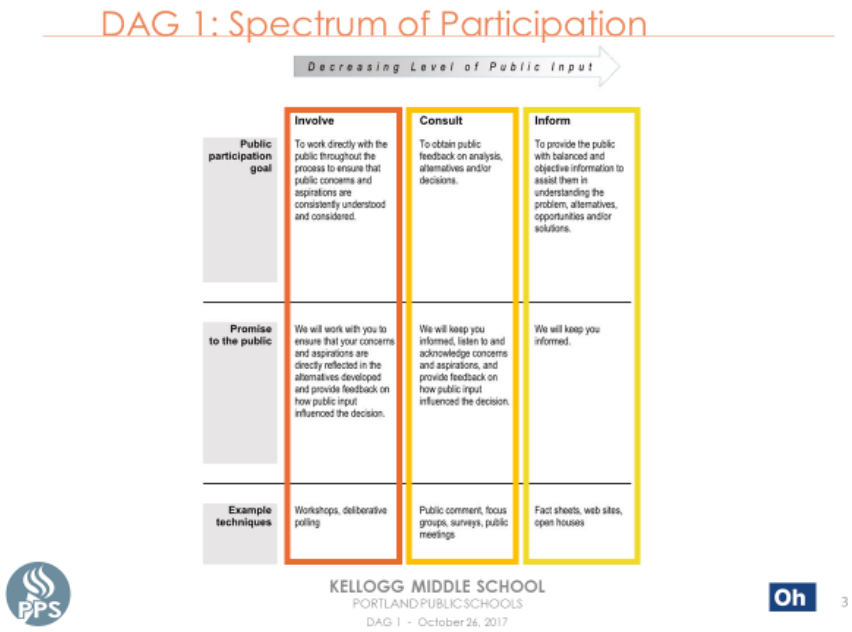
Item 1. DAG Meeting 1 Recap (goals activity & comments).

A. The DAG's roll is to present the public concerns and aspirations so that these factor can be considered throughout the process while providing feedback on alternative options. (See Spectrum of Participation Slide)

B. It was asked if the DAG is a neutral group representing the community? From a community member's experience on the Grant DAG, there were tensions on understanding responsibilities. It was Clarified that the DAG role is not to make specific design decisions; more about process and issues for the community. The DAG members report to a larger group that they represent, and that they share the information with their larger groups outside the DAG.

C. It was asked why were 2 similar site plans included in minutes from DAG 1? Is the DAG just to review and approve? The site plans were included to show process and progress that had been made. The DAG will be reviewing the site plan today for input (DF).

D. A community member asked why they (the community) was not included in the decision to keep or remove the existing building? The decision was needed to be made pre-bond, based on the feasibility study in order to set the bond budget. The options of replacing the school or modernizing the existing were presented to the Board and the replacement option was selected. (SE)



Spectrum of Participation Slide

E. A tentative agenda has been outlined for the next DAG meetings. These agendas will be modified based on the concerns and priorities of the members. The DAG meeting 7 was on the 29nd but will be moved to be after PPS spring break, tentatively scheduled for April 5th.

I. DAG Meeting 1: October 26th 2017; Kick-off, orientation, budget, and expectations. DONE

II. DAG Meeting 2: November 7th 2017; Site and Budget. DONE

III. DAG Meeting 3: November 21st 2017; Faubion School tour.

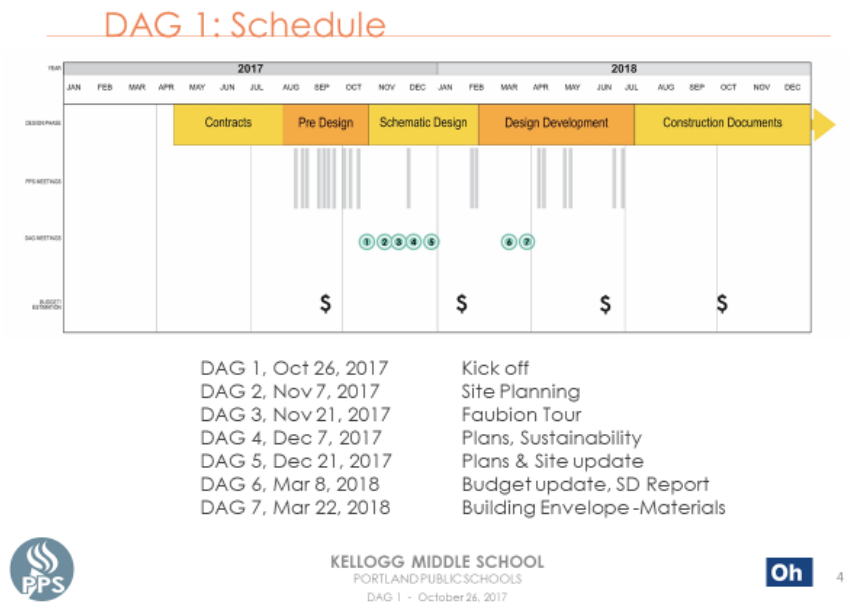
IV. DAG Meeting 4: December 7th 2017; Plans, blocking activity, massing.

V. DAG Meeting 5: December 21st 2017; Updated plans, massing, eco updated, systems.

VI. DAG Meeting 6: March 8th 2018; Site, stormwater, site lighting, access, parking, fields.

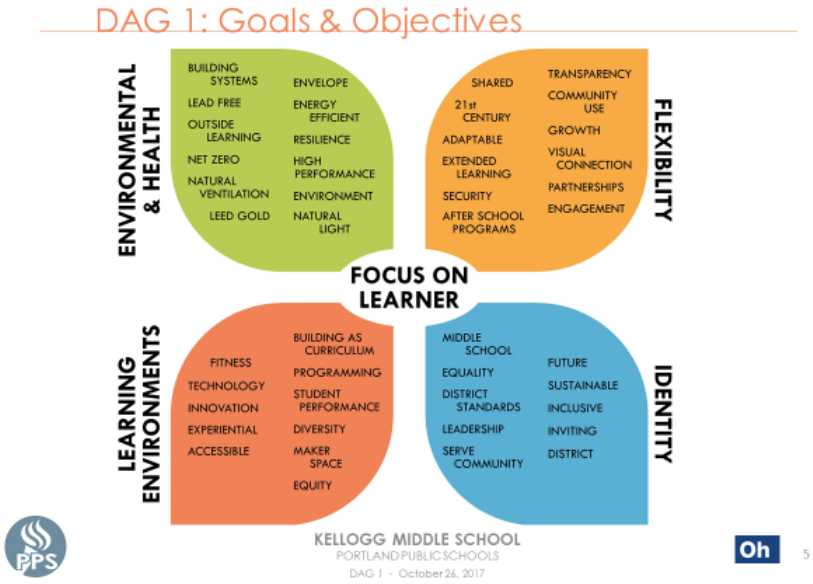
VII. DAG Meeting 7: April 5th 2018; Building envelope and materials, LEED update.

F. It was asked when the Demolition phasing would be made available and when demolition is planned to begin. The phasing plan will be made available once the contractor is selected. The demolition is scheduled to be bid by February.



DAG Schedule

G. The results of the goals and objective activity was reviewed. This activity had the DAG members review four categories; Environment and Health, Flexibility, Learning Environments, and Identity. With in these categories were words that describe the priorities. See 'Goals and Objective Slide'. The DAG members were asked to circle five (5) words in each category that was their priority or to add a word that described it if needed. The results are shown in the slide 'Goals and Objective Results'.



Goals and Objective original slide.

Goals and Objective DAG Results slide

H. A few of the questions from the DAG meeting 1 comment cards were review.

I. Can the building be reduced in height by placing part of the building underground? Answer: The classrooms need daylighting and going underground would eliminate that. (DF)

II. How do we connect minorities families and resources? Answer: Tamara explained her role for community out reached and the groups she has contacted and meet with.

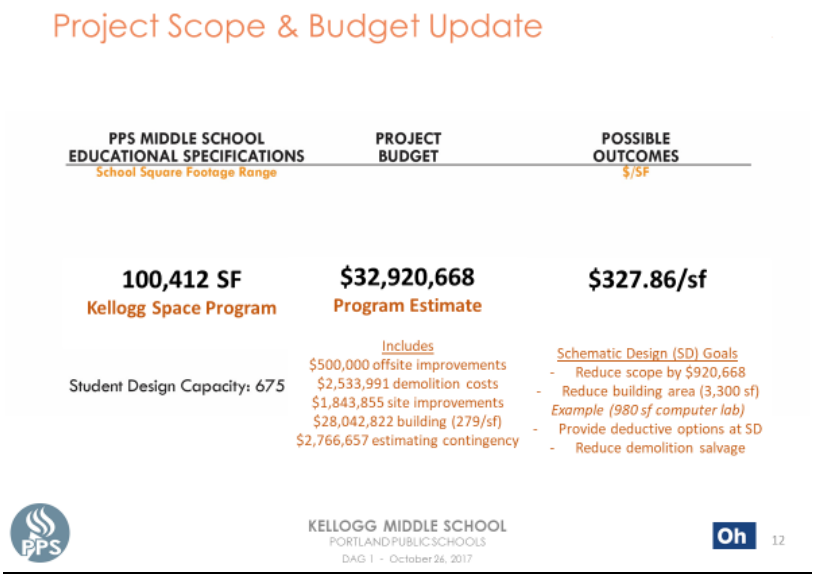
III. It was mentioned by a community member that until the District map is finalized and feeder schools are determined, it is going to be difficult to get community members involved. They will care more if they know their kids will be going to Kellogg.

I. The full list of questions and responses from the DAG 1 comment cards can be found in the 'DAG 1 Meeting Minutes'.

Item 2. Budget Alignment Update

A. The budget for the new Kellogg middle school is $32,000,000, the programming cost estimate has come in at $32,920,668. This includes $500,000 for offsite improvements, $2,533,991 for demolition/salvage cost, along with an estimate contingency of $2,766,657.

B. The goal in Schematic Design is to reduce the scope by $920,668. Options for this included reducing the building size, reducing the demolition salvage, and deductive options. (See Scope and Budget Update slide)



Project Scope and Budget Update slide

Item 3. Kellogg Programming Report

A. The programming phase is completed and the schematic design phase is beginning. The programing phase reviewed the learning spaces with the focus groups. These spaces were;

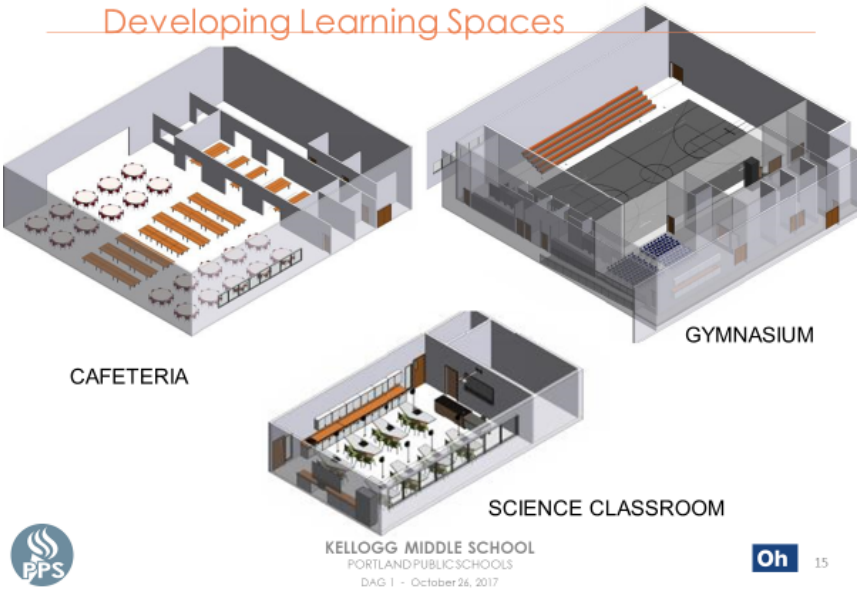
I. Learning spaces contributing to the 675 capacity.

- 22 Standard classrooms.
- 5 Science classrooms.
- 1 ESL classroom
- 2 Gym classes in the gymnasium

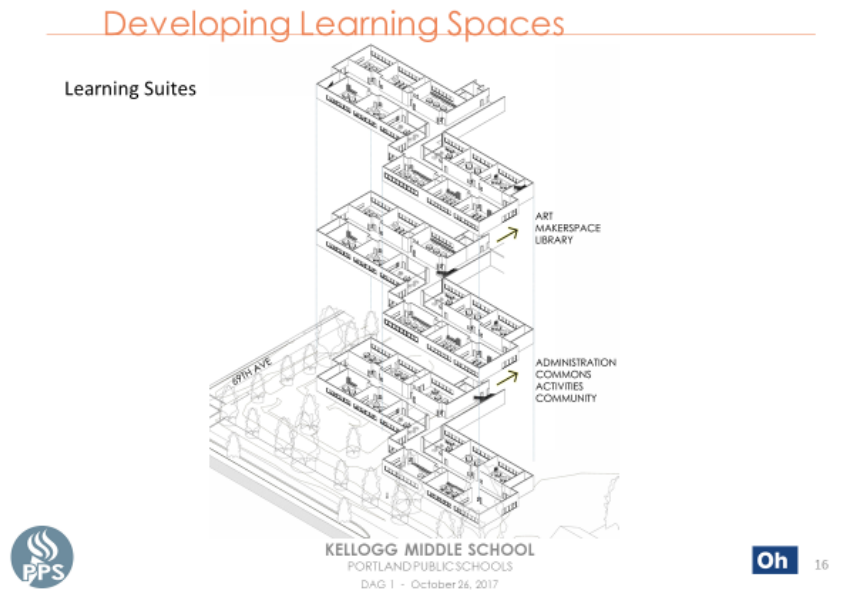
II. Non-capacity contributing instructional spaces include;

- 6 Exploratory learning spaces.
- 1 Music room.
- 1 Dance room.
- 1 Art room
- 1 STEAM / Maker Space lab
- 1 SPED learning center.
- 1 SPED intensive skills .
- 3 SPED sensory support rooms.
- 1 Media center
- 1 Cafeteria / Commons

B. The programming report will be made available at the next DAG meeting.



Learning Spaces Slide



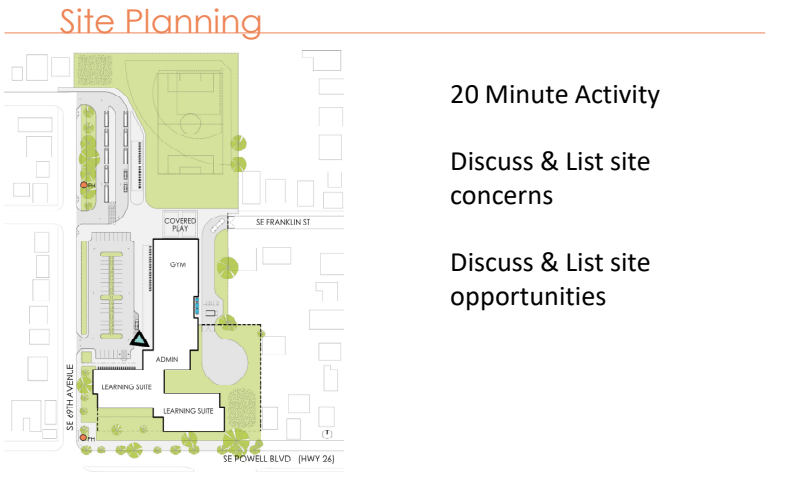
Learning Suites Slide

Item 4. Site VR Tour

A. A virtual reality (VR) tour of the site was shown to the DAG members giving a better perspective of the site and potential building scale.

Item 5. Site Planning Activity and Results.

A. DAG members were divided into 4 tables. At the table was a scaled site plan and building blocks, representing each of the building program elements. (See Activity Site Plan slide) The teams were tasked with arranging the program blocks on the site and to note the challenges and opportunities they discover. Attached to the meeting minutes is the 'Site Plan Activity memorandum' with the results of the activity.



Site Plan

I. Activity Site Plan slide

B. DAG Concerns based on the Site Activity:

- All program spaces want to be on the first floor to have direct access as an important part of the curriculum, but that is not possible
- Mechanical space takes up too much space. Can it be moved to the roof or underground? Can smaller or split systems be looked at?
- Security on the site after school hours, especially the back space and other visually isolated areas.
- Noise from deliveries and trash will impact neighbors. What can be done to minimize that?
- Keep outdoor play and teaching spaces separate from dumpsters and deliveries.
- Intrigued by building higher, but it needs to be clear what the extra site space would be used for.
- How do we maintain solar access in courtyard spaces so they are welcoming and usable by cafeteria, library, art and maker spaces?
- Traffic on Powell.

C. DAG Site Opportunities based on the Site Activity:

• Can covered play area go on the roof and be active play spaces? This would free up site space and provide access to green roof spaces.

• Move mechanical spaces to roof to free up space in the building.

• Can Art and Maker spaces be on the top floor to provide great natural light and access to outdoor patios?

• Critical adjacencies of program spaces can create great opportunities

• Learning Center and Life Skills need to be integrated into the heart of the school, not separated spaces.

• Media center between classroom wings can act as a central common space

• Pedestrian and bicycle access from Franklin to provide safe route to school, away from bus and car traffic on 69th.

Item 6. Questions and Comments.

A. Comment Cards were distributed to the DAG members.

B. It was suggested that the DAG meeting agendas be sent to the Chair and Co-Chair before the meeting for their input and review.

C. The DAG members wanted to know what the original feeder schools for Kellogg were. These were; Creston, Arleta, Bridger, Youngson (which is now Pioneer Program Grades 5-9), Woodstock, Atkinson, and Marysville.

Item 7. Action Items

A. The Next meeting is November 21 at Faubion School, 2930 NE Dekum St.

B. Once the Programming Report has been approved it will be made available to the DAG members.

END OF MEETING MINUTES

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OH PLANNING+DESIGN, ARCHITECTURE

MEMORANDUM

Oh Project Number: 90031
Project Name: Kellogg Middle School

To:

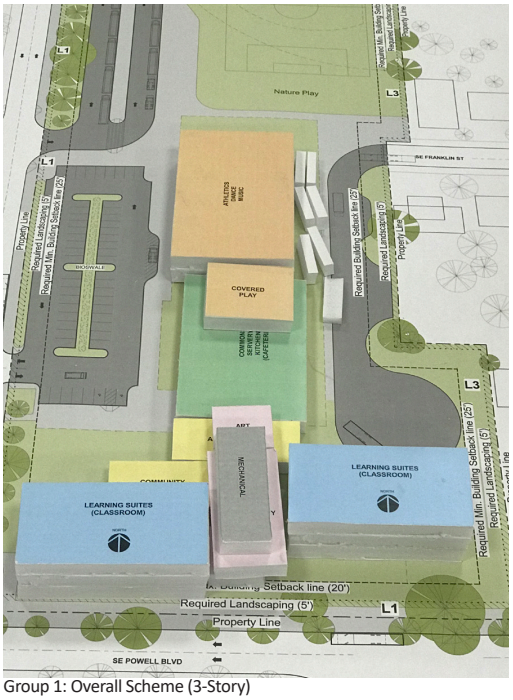
Date: 11/09/2017

Subject: DAG #2 Site Design Summary
Prepared by: Colin McNamara
Distribution:

The purpose of this memorandum is to provide a summary of the Site Planning exercise outcomes from the DAG #2 Meeting on 11/7/17. During the meeting, DAG members were divided into 4 tables. Each table was provided with a scaled site plan and building blocks, representing each of the building program elements. The teams were tasked with arranging the program blocks on the site, within a few parameters provided.

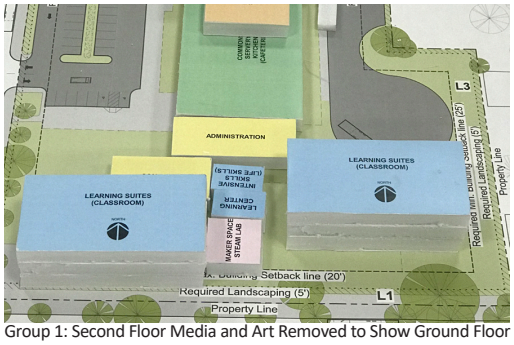
The following images are the final blocking layouts developed by each of the teams.

Group 1



Group 1: Overall Scheme (3-Story)

Group 1: Upper Level Mechanical Removed to Show Second Floor



Group 1: Second Floor Media and Art Removed to Show Ground Floor

Group 2

Group 2: Overall Scheme (3-Story)

Group 2: Upper Mechanical and Community Spaces Removed to show Ground Floor Spaces

Group 3

Group 3: Overall Scheme (3-Story)

Group 3: Upper Level Commons and Kitchen Removed to Show Ground Floor

Group 4

Group 4: Overall Scheme (4-Story)

Following the design exercise, each group shared their findings with the overall DAG, focusing on the Site Challenges and Opportunities they discovered through the process.

Site Challenges:

- All program spaces want to be on the first floor to have direct access as an important part of the curriculum, but that is not possible
- Mechanical space takes up too much space. Can it be moved to the roof or underground? Can smaller or split systems be looked at?
- Security on the site after school hours, especially the back space and other visually isolated areas. How do we make sure those spaces are safe and undesirables are kept out?
- Noise from deliveries and trash will impact neighbors. What can be done to minimize that?
- Keep outdoor play and teaching spaces separate from dumpsters and deliveries.
- Intrigued by building higher, but it needs to be clear what the extra site space would be used for.
- How do we maintain solar access in courtyard spaces so they are welcoming and usable by cafeteria, library, art and maker spaces?
- Traffic on Powell.

Site Opportunities

- Can covered play area go on the roof and be active play spaces? This would free up site space and provide access to green roof spaces.
- Move mechanical spaces to roof to free up space in the building.
- Can Art and Maker spaces be on the top floor to provide great natural light and access to outdoor patios?
- Critical adjacencies of program spaces can create great opportunities
- Learning Center and Life Skills need to be integrated into the heart of the school, not separated spaces.
- Media center between classroom wings can act as a central common space
- Pedestrian and bicycle access from Franklin to provide safe route to school, away from bus and car traffic on 69th.

END OF DOCUMENT