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Minutes

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

Objectives:

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

Item Discussed

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

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

2 **Agenda & Schedule Review – Levi Patterson** (see attached PowerPoint slides)

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

3 **Visioning – Levi Patterson** (see attached PowerPoint slides)

- 36 people completed the online poll, and the votes were a mixture of evenly distributed and grouped/weighted on one or a few statements.
- Levi presented the high vote (more than 15 votes) statements for fears, aspirations, and success.
- Two high votes fears – funding equity and overcrowding due to inadequate enrollment projections and school boundaries – are not vision statements and are outside the CMPC process.
- In addition to the high vote statements IBI grouped key themes and totaled votes for themes.
- Levi presented the first draft of the vision statements. Levi reminded everyone the vision statements are not static, and they can be revised as we go along.
- Below are the initial CMPC thoughts and comments on the draft vision statements:
 - a. A committee member asked if the vision statements are for the design process of the new space, or for the overall life of Wilson? Levi explained how the full master planning process will occur after the bond passes and the vision statement could be revisited by that design team. The committee member added “vibrant life of the school” feels less about the design of the building, for example a more diverse population is what brings vibrancy.
 - b. A committee member suggested we replace “life” with “environment” on the first statement.
 - c. A committee member suggested the first and second statements could be combined. Another committee member disagreed and liked them being separate.
 - d. A committee member suggested “current” is removed from the third statement, but leave “future” on last statement.
 - e. A committee member suggested “Be a safe place that encourages ...” on second statement.
 - f. A committee member suggested “community” is added to statement one “vibrant life of school and community”. A committee member added pride in the school and pride in the connection between the school and the community.
 - g. The four vision statements are intended to be combined as one to move forward with. We can use all four bullet points. They were broken into four bullet points for presentation clarity.
 - h. A committee member suggested we replace “stewardship” with “local and global connectivity”, it’s about ethic awareness.
 - i. Filip noted he loves all the statements and echoed the importance of adding safety. Filip added that some of the statement values could come into tension with each other. Filip reflected on his experience at Roosevelt and how safety was implemented there. Recently when Filip standing in the entry doorway at Wilson welcoming students back from lunch he noticed the entry felt very claustrophobic and tight. He had very limited vision past the students right in front of him.

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

4 Critical Thinking: Site – Levi Patterson (see attached PowerPoint slides)

- Levi explained the importance of understanding our regional, neighborhood and site context.
- Levi encouraged feedback from the CMPC on the site analysis diagrams.
- A committee member suggested we add arrows to indicate the SW Community Center and Robert Gray that are nearby as they are significant community resources.
- A committee member noted the soccer field by Rieke is owned by Portland Parks & Recreation.
- A committee member noted Vermont is very congested and it is the main drop-off area.
- A committee member noted people use the road between Wilson and Rieke. The northern end of the road used to be closed off to prevent through traffic.
- Filip asked if there is any opportunity to build a facility that generates revenue. Food carts are not on the property, what would happen if they were? School is underused in summer, empty at winter break and weekends. Are there other models of joint use in other states? A committee member noted Tigard HS has a theater that is rented out to the community and asked if opening the buildings up to the community help with security?
- A committee member noted the rooftop solar array is leased by PPS to PGE.
- A committee member noted the topography is a unique asset and provides views. The recommended we include views on site mash-up plan.
- Levi noted we need to edit the pick up and drop off heat map diagram to better reflect student movement. A committee member noted Trimet can provide the boarding numbers at Hillsdale highway bus stops.

5 Critical Thinking: Site Program Activity (see attached documentation of activity)

- CMPC members participated in a table group exercise to discuss site program elements. Should they remain as-is, or should they move?
- After ten minutes of discussion each table was asked to report back:
 - Did you demolish the building?
 - What were the opportunities?
 - What were the challenges?
- Table 1 (started in the northwest corner of Rm 145, moved counterclockwise to table six in the northeast corner by the door into Rm 145)
 - Overall view is important. The current building doesn't take advantage of view
 - Current building doesn't flow
 - Green space "make out bowl" isn't used
 - Home team facing west, watch the sunset from stadium
 - Reconfigure to building
 - Entry way is unsafe, hidden & uninviting, anyone could sneak in
- Table 2
 - Dilemma of keeping pool or not
 - Where do students go if building demolished?
 - Removing the field costs money
 - Everything you move costs more
 - Auditorium and gym grouped together
 - Put buildings over pool and cover?
 - Phase construction so students can stay onsite
 - New front door on Vermont an opportunity
 - Building needs to face south to connect to community
- Table 3
 - Can the existing building handle a third floor?
 - Demolished existing building
 - Completely flipped footprint to the other direction (facing west and not east)

- Courtyard on downhill side and capitalize views
- Brought softball field up from Rieke. At Grant two fields are overlapped. Opportunity to overlap site program
- Pool removed or moved down towards Rieke
- New buildings three stories
- Existing building is an asset in that it is already constructed, however, building aside the group evaluated the site for what it needs
- Table 4
 - Basic layout of the fields remained the same
 - School stayed up high to maintain views
 - Inverted layout of school slightly
 - Open area in middle, main entry facing west out to the sun. Travel paths through middle.
 - Shield neighborhood from game day noise
 - Media center, auditorium and commons in center
 - Access to CTE spaces for loading, equipment, etc.
 - One of the challenges is where to put the front door and how to connect to the Hillsdale community
- Table 5
 - Similar responses to the other tables
 - Face west to take advantage of views
 - Overhangs for outdoor spaces.
 - Front of existing building is beautiful to save this would be great. Is covered up with trees but could be exposed.
- Table 6
 - Demolished building
 - Created community space and CTE area where practice fields are. Culinary spaces and a restaurant. Community center with childcare at pool located underground to capitalize on view. Brought services onsite to connect to community, verses trying to project out to the community to connect.
 - Leave remaining fields as-is
 - Main entry facing Vermont with an atrium
 - Parent of a Rieke child likes the combining of the Rieke and Wilson campuses with cross generational connections
- A committee member noted noise from the current stadium is not an issue for neighbors, lights are an issue. They expressed concern about moving the stadium and the negative effect on neighbors

6 Critical Thinking: Program + Building – Levi Patterson (see attached PowerPoint slides)

- The Ed Spec is a guide for us to follow. Levi outlined what an Ed Spec is, how it is used and why it was developed by PPS.
- A committee member noted the overall SF and program is driven by total number of students. Levi confirmed the Ed Spec is built around a total capacity of 1700 students.

7 Critical Thinking: Program + Building Perception Activity (see attached documentation of activity)

- CMPC members participated in an individual exercise where they reflected on and sketched the perceived size of program at Wilson.
- After five minutes of individual consideration they discussed as a table for five minutes, then each table was asked to report back.
- Table 6 (started in the northeast corner by the door into Rm 145, moved clockwise to table one in the northwest corner)
 - Science labs are bigger
 - SPED included where? It is part of the Ed Spec, it is not separated as its own category in the Ed Specs

- Table 5
 - Everything is smaller
 - Close on Gen Ed
 - PE/Athletics too small
- Table 4
 - Everything smaller
 - PE/Athletics too small
 - Performing & Visual Arts too small
 - Gen Ed about right
- Table 3
 - Undersized on classrooms
 - Science labs way undersized
 - Media center larger
- Table 2
 - More general ed.
 - Low on athletics
 - Minimal community programs
- Table 1
 - Smaller on all areas
 - PE/Athletics smaller
 - No partner or community use. Really need a health clinic
 - Library needs to be bigger
 - 1300 students' seat in current theater. 100 people per production in a big theater feels very empty
 - Portland Ballet partner program
 - Science too small
- A committee member asked about Benson and how the CTE spaces are sized. Levi noted we cannot really compare Wilson to Benson, better to compare Wilson to Grant or Lincoln.
- A committee member noted they are surprised the difference between Wilson and Ed Spec is only 20,000 SF and the total numbers are so close.
- A committee member asked if the net to gross percentage could be improved with more efficient design and systems. Levi noted 21st Century school design typically has larger net to gross factors. Net to gross is not just a representation of efficiency.
- Levi encouraged the CMPC to read the Ed Specs regarding teacher collaboration spaces, why they are included and what they are intended to be used for.

8 Site History – Levi Patterson (see attached PowerPoint slides)

- Wilson used to be a dairy farm.
- New school was built in 1954 in the International Style.
- International style was the dominant architectural style in the middle of the 20th century. Features large expanses of glass, cantilevers, and monolithic masonry.
- Oregon Historic Preservation Office considers Wilson historically significant.

9 Next Steps (see attached PowerPoint slides)

- Homework: Preferred program sizes
 - Draw circles indicating what future Wilson HS program areas you think should be larger than, the same as, or smaller than Ed Spec program areas. Note overall total building size cannot increase (cannot make every program bigger).
- Homework: Preferred program adjacencies
 - Arrange program circles to show preferred relationships and adjacencies.
 - What are the relationships to each other?
 - We are interested in what open to the public means and what closed/private means.

- CMPC #3 Concept Development

10 Public Comment

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

11 Select a CMPC Chairperson – Sue Brent

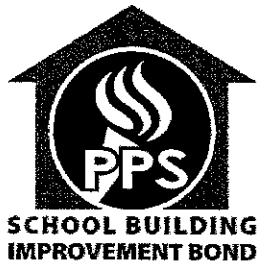
- A committee member asked if the commitment ends at the last SC meeting. Sue confirmed it does.
- Three people expressed interest in the CMPC chairperson role.
 - Colin Fowler
 - has a 6-year-old at Rieke
 - wants the process to be efficient and effective
 - works in environmental design signs and wayfinding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

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

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

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

Submitted by
IBI Group



**Wilson High School
Conceptual Master Plan Committee
MEMBER SIGN-IN SHEET**

PORTLAND PUBLIC SCHOOLS

Office of School Modernization

501 North Dixon Street • Portland, OR 97227

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Wilson High School: Conceptual Master Plan Committee #2

Date: Tuesday October 22nd, 2019, 6:30-8:30pm, Wilson High School

Name	Affiliation	Signature	Comment
Aaron Stevens	CMPC Member		
Allison McGillivray	CMPC Member		
Ayesha Freeman	CMPC Member		
Benjamin Hall	CMPC Member		
Cassandre Lanzas	CMPC Member		
Catherine Saunders Hartoch	CMPC Member		
Christopher Klich	CMPC Member		
Colin Fowler	CMPC Member		
Daisy Meade	CMPC Member		
Dan Nissen	CMPC Member		
Danny Bradach	CMPC Member		
Dave Elkin	CMPC Member		
Deborah Kurtz	CMPC Member		
Don Baack	CMPC Member		
Eric Schwindt	CMPC Member		
Hannah Lauer	CMPC Member		
Ian Mickelson	CMPC Member		
Jacob Hockett	CMPC Member		
Jamie Miller	CMPC Member		
Jane Eichenberger	CMPC Member		
Jennifer Samsom	CMPC Member		
Jeremy Shetler	CMPC Member		
Jessica Davis	CMPC Member		
Jeston Black	CMPC Member		
Joe Minato	CMPC Member		
Jon Clausen	CMPC Member		
Julia Jarrett	CMPC Member		
Kari Russill	CMPC Member		
Kirsten Justice	CMPC Member		
Melissa Nelson	CMPC Member		
Mikaela Vanderperren	CMPC Member		
Mike Nolan	CMPC Member		
Natasha Eikanas	CMPC Member		
Noel Mingo	CMPC Member		
Raymond Anderson	CMPC Member		
Robert Allen	CMPC Member		
Sonya Bastendorff	CMPC Member		
Stavi Pfau	CMPC Member		
Toby Ethridge	CMPC Member		

Add
Erica Cabot



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Wilson High School CMPC #2

2019-10-22 from 6:30-8:30pm, Wilson High School Room 145

Agenda

- 1. Gather** (6:30-6:35pm, 5 min)
- 2. Agenda & Schedule Review** (6:35-6:40pm, 5 min)
- 3. Visioning** (6:40-6:50pm, 10 min)
 - a. Review fears, aspirations, success voting results
 - i. Discuss survey methodology
 - b. Synthesize our Visions
 - i. IBI reviewed survey results and crafted draft vision based on voting
- 4. Critical Thinking: Site** (6:50-7:20pm, 30 min)
 - a. Site homework (*qualitative*)
 - i. Outline how IBI will use site homework
 - b. Site analysis (*quantitative*)
 - i. Regional Context
 - ii. Neighborhood
 - iii. Site
 - c. **Activity: Site priorities & organization** (table discussion 10 min, share back 10 min)
- 5. Critical Thinking: Program + Building** (7:20-8:15pm, 55 min)
 - a. Outline what we are doing today, remind group where we are going
 - b. PPS Comprehensive High School Educational Specifications (Ed Specs)
 - i. What is an Ed Spec?
 - ii. How do we use an Ed Spec?
 - c. Building analysis
 - d. **Activity: Program perception vs reality** (individual 5 min, table discussion 5 min, share back 10 min)
 - e. Program Analysis
 - i. Compare Wilson to Ed Spec
 - f. Historical Significance
- 6. Next Steps** (8:15-8:20pm, 5 min)
 - a. **Homework Handout: Preferred program sizes**
 - i. Draw circles indicating what future Wilson HS program areas you think should be larger than, the same as, or smaller than Ed Spec program areas
 - b. **Homework Handout: Preferred program adjacencies**
 - i. Arrange program circles to show preferred relationships and adjacencies
 - c. **CMPC #3: Concept Development**
 - i. IBI will present conceptual master plan options
- 7. Public Comment** (8:20-8:25pm, 5 min)
- 8. Select CMPC Chairperson** (8:25-8:30pm, 5 min)



Wilson High School Conceptual Master Planning



IBI GROUP

Portland Public Schools

Conceptual Master Planning Committee Meeting #2

October 22, 2019

WILSON HS CMPC #2

[Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

| Site Homework

- Please turn it in before you leave today
- We will use this to help us develop our options for our next meeting

SCHEDULE

| CMPC + Steering Committee Meetings

CMPC #1: October 10, 2019

- Vision & Goals

CMPC #2: October 22, 2019

- **Program & Analysis**

CMPC #3: November 5, 2019

- Concept Development

CMPC #4: November 19, 2019

- Concept Refinement

SC #1: October 4, 2019

SC #2: October 17, 2019

SC #3: October 31, 2019

SC #4: November 14, 2019

SC #5: December 5, 2019

CMPC Schedule

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

WILSON HS CMPC #2

[Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

WILSON HS VISION STATEMENT

| What is a *vision*?

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

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

| Poll Results

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

| Poll Results: Fears

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

| Poll Results: Aspirations

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

| Poll Results: Success

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

| Fears

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

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

| Key Words

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

| Poll Results

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

| Poll Results

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

| Draft Vision Statements

The new Wilson will...

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

WILSON HS CMPC #2

[Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

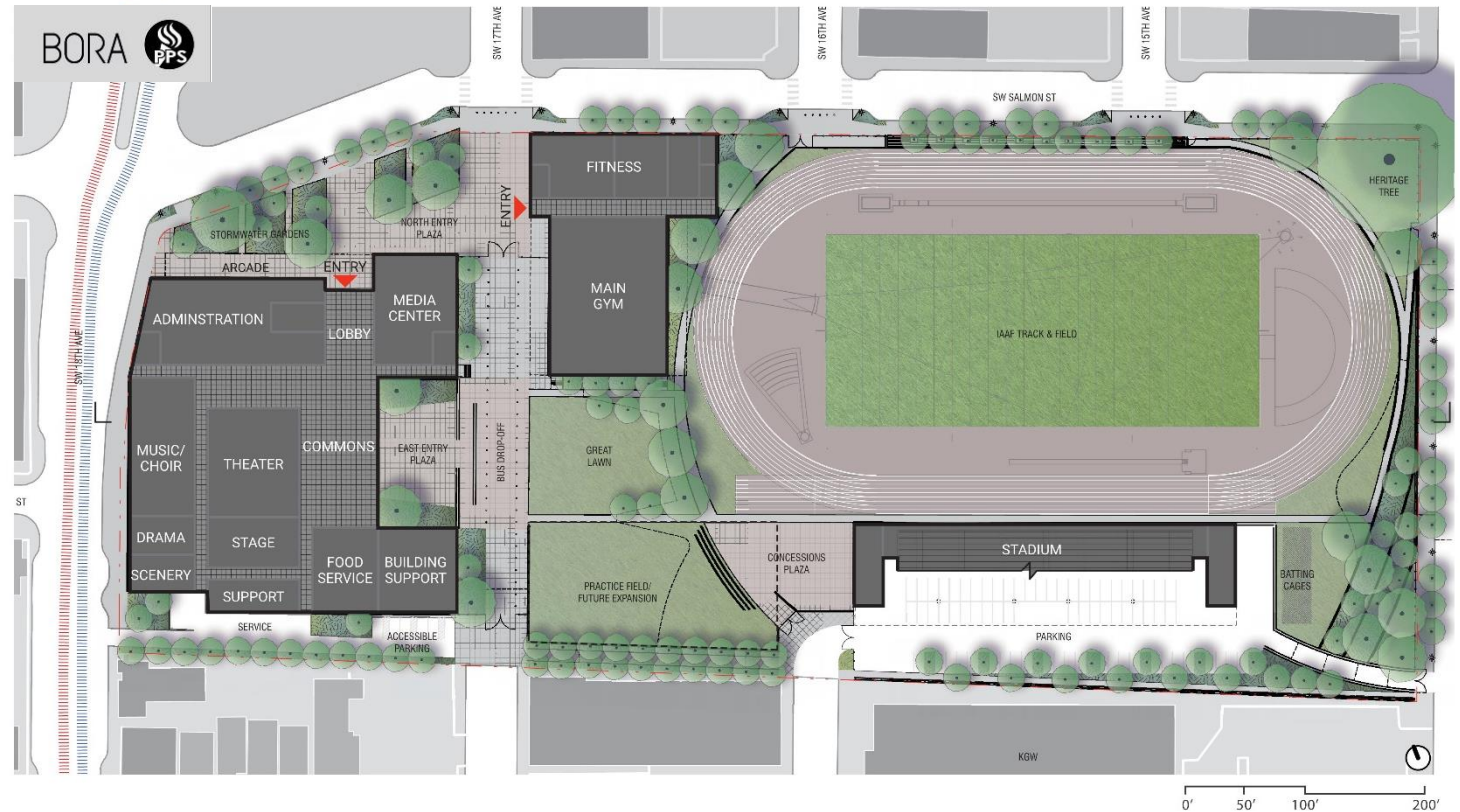
PREVIEW

| Where are we going today?

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

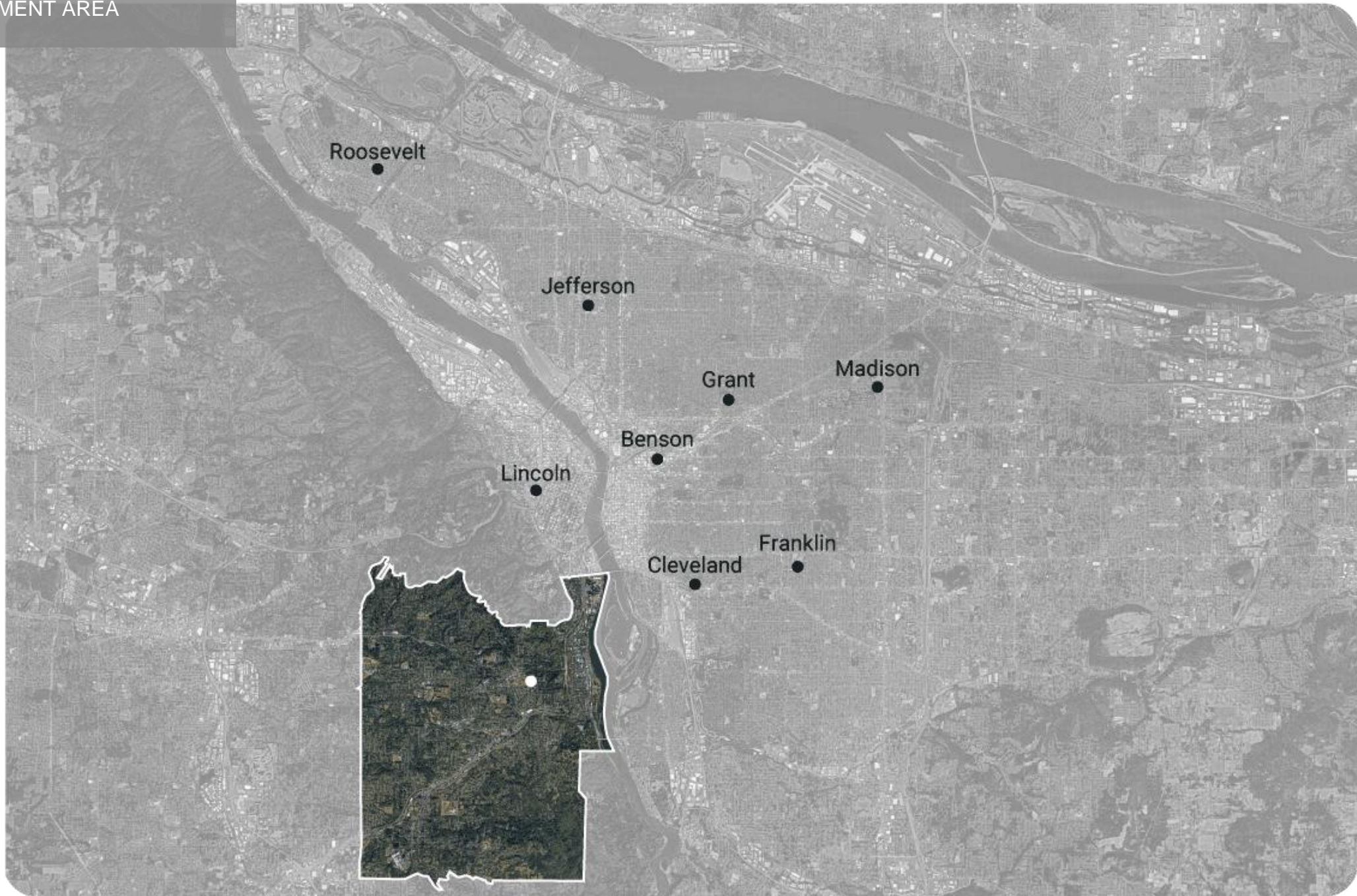
Where are we going tomorrow?

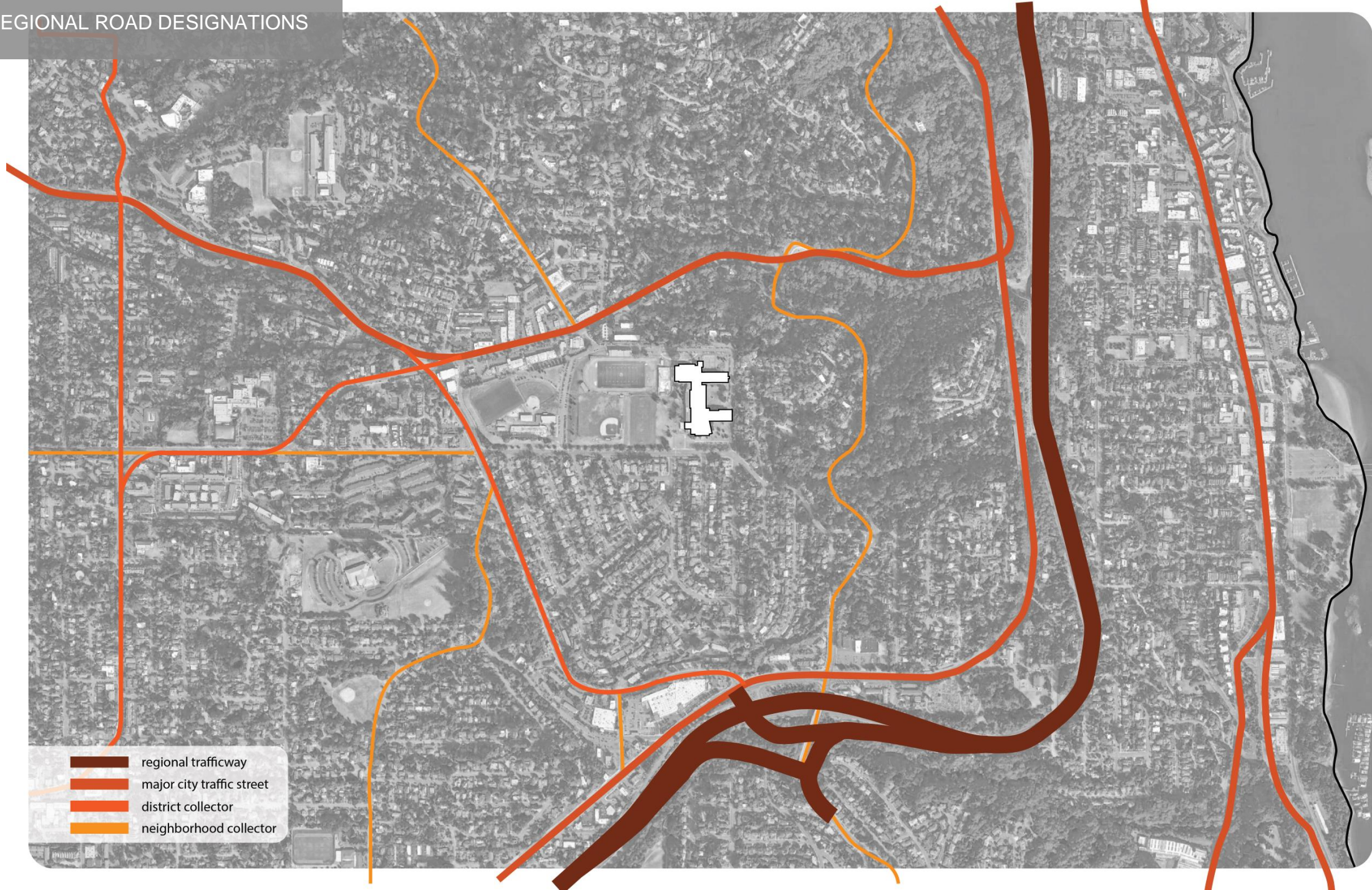
- Remember, it looks like this....



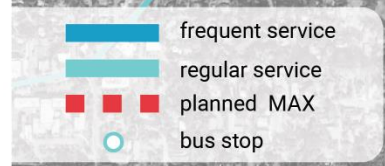
- But first, we need to understand our *context*...

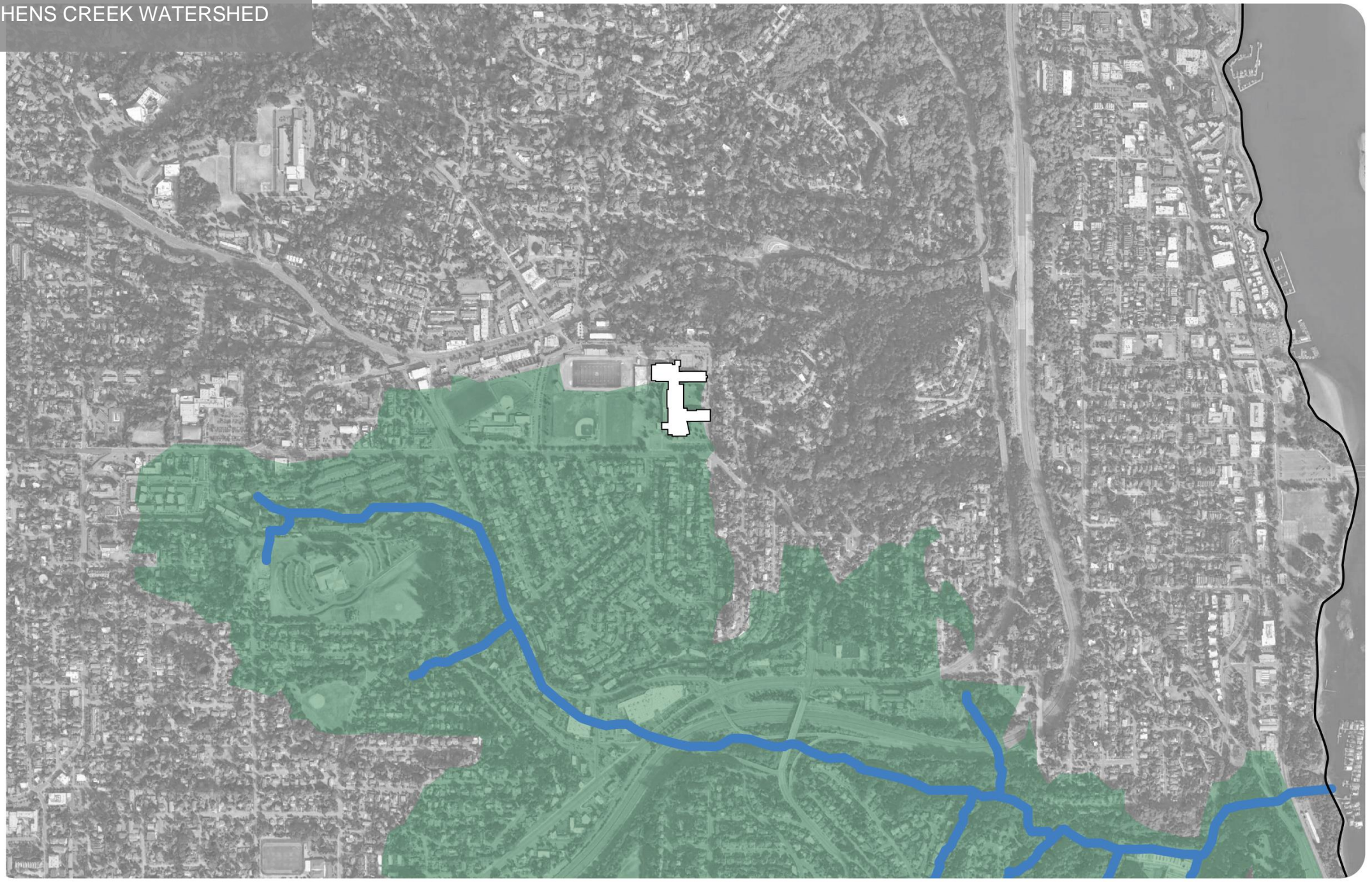
CONTEXT ANALYSIS



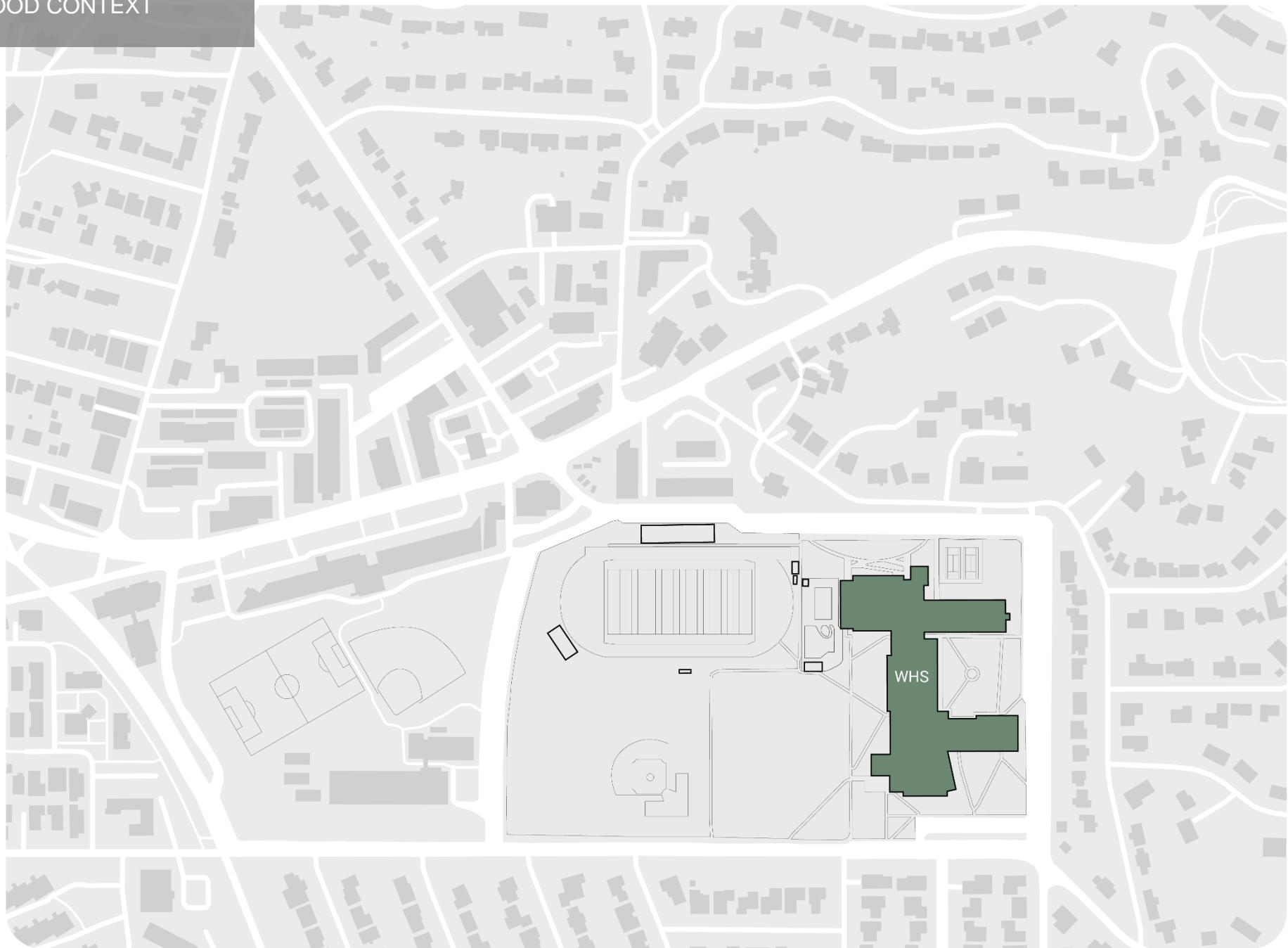


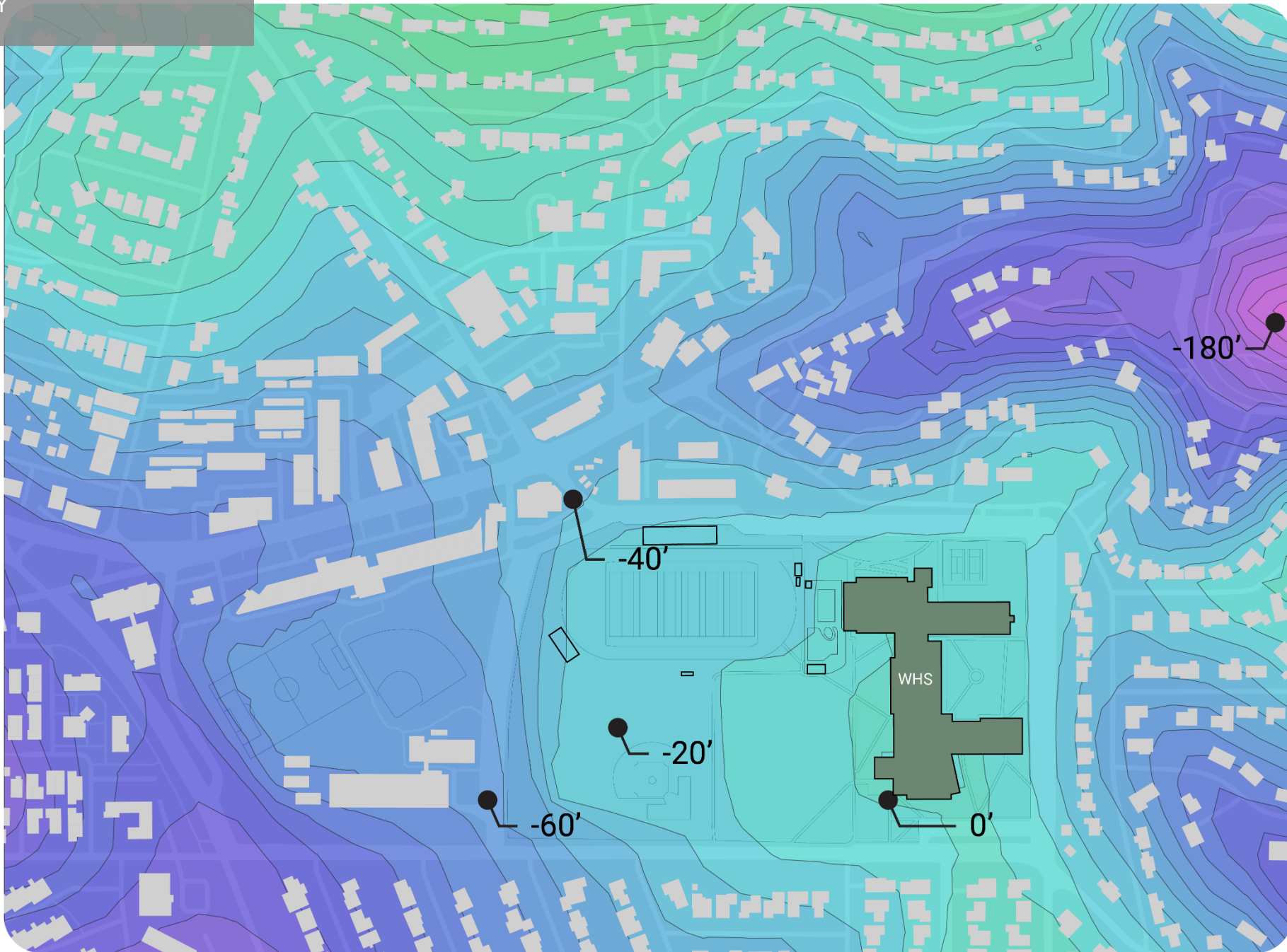
- regional trafficway
- major city traffic street
- district collector
- neighborhood collector



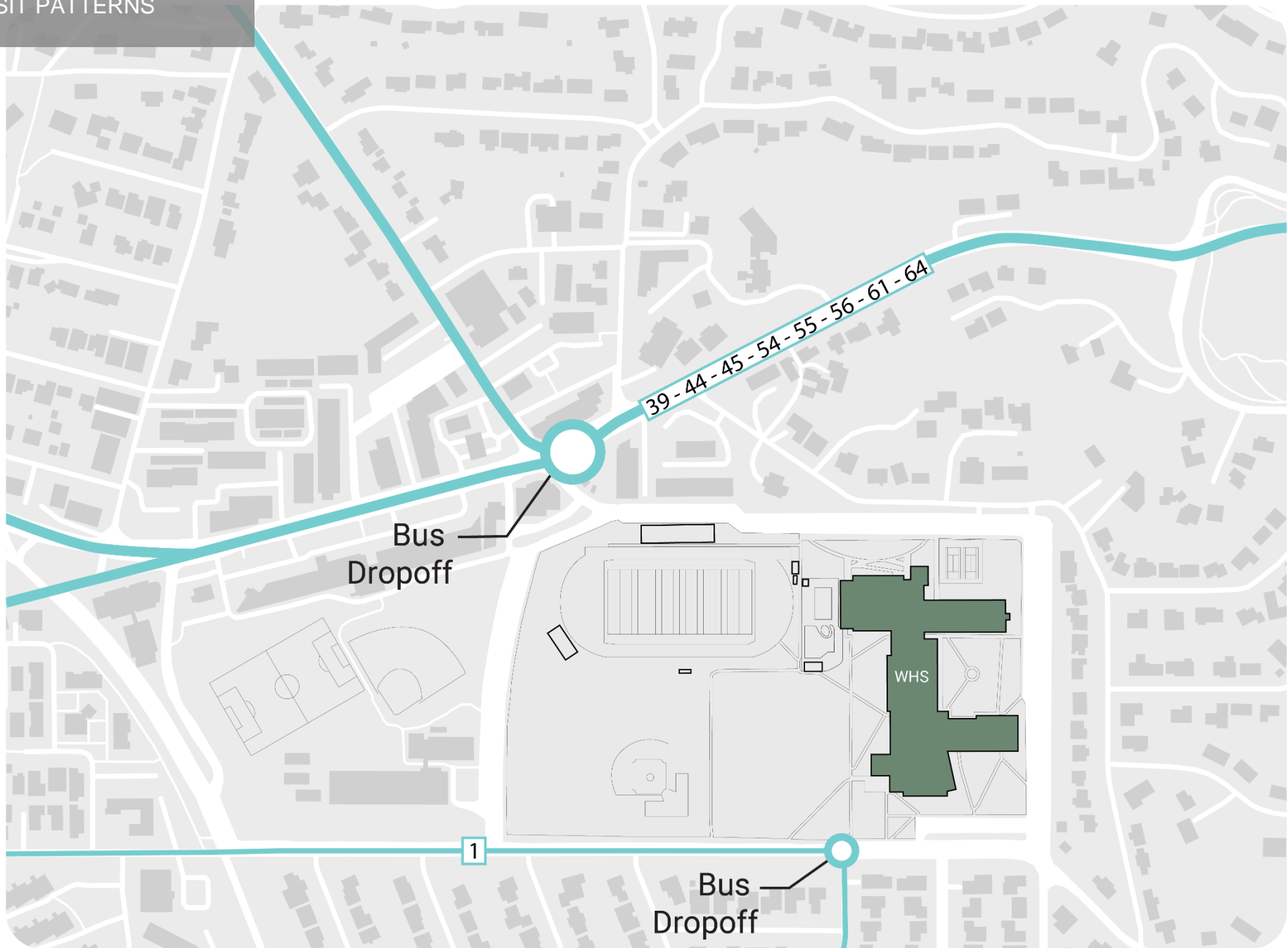


NEIGHBORHOOD ANALYSIS









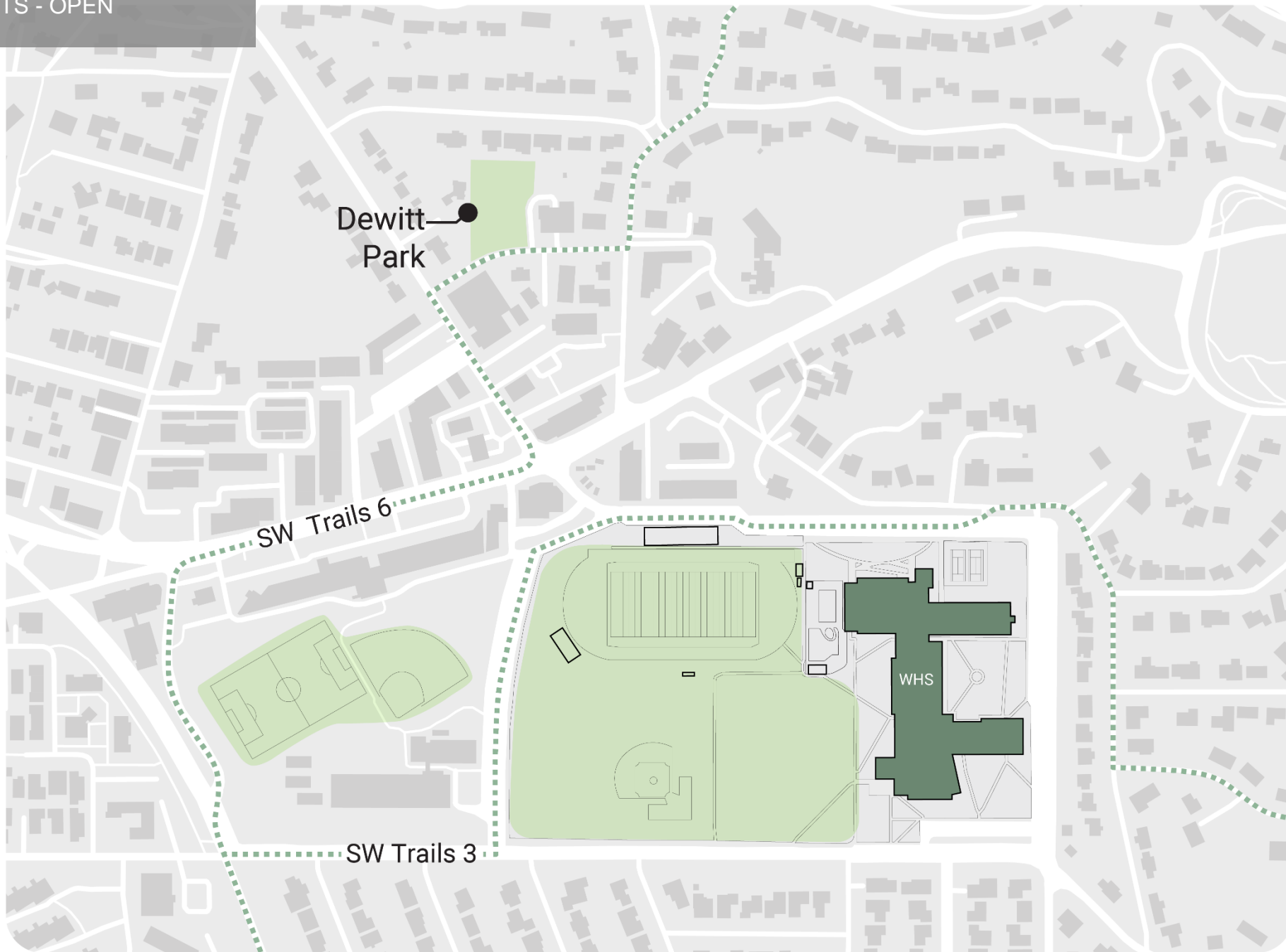


Hillsdale
Library

Wilson
Pool

Rieke ES

Wilson
High School

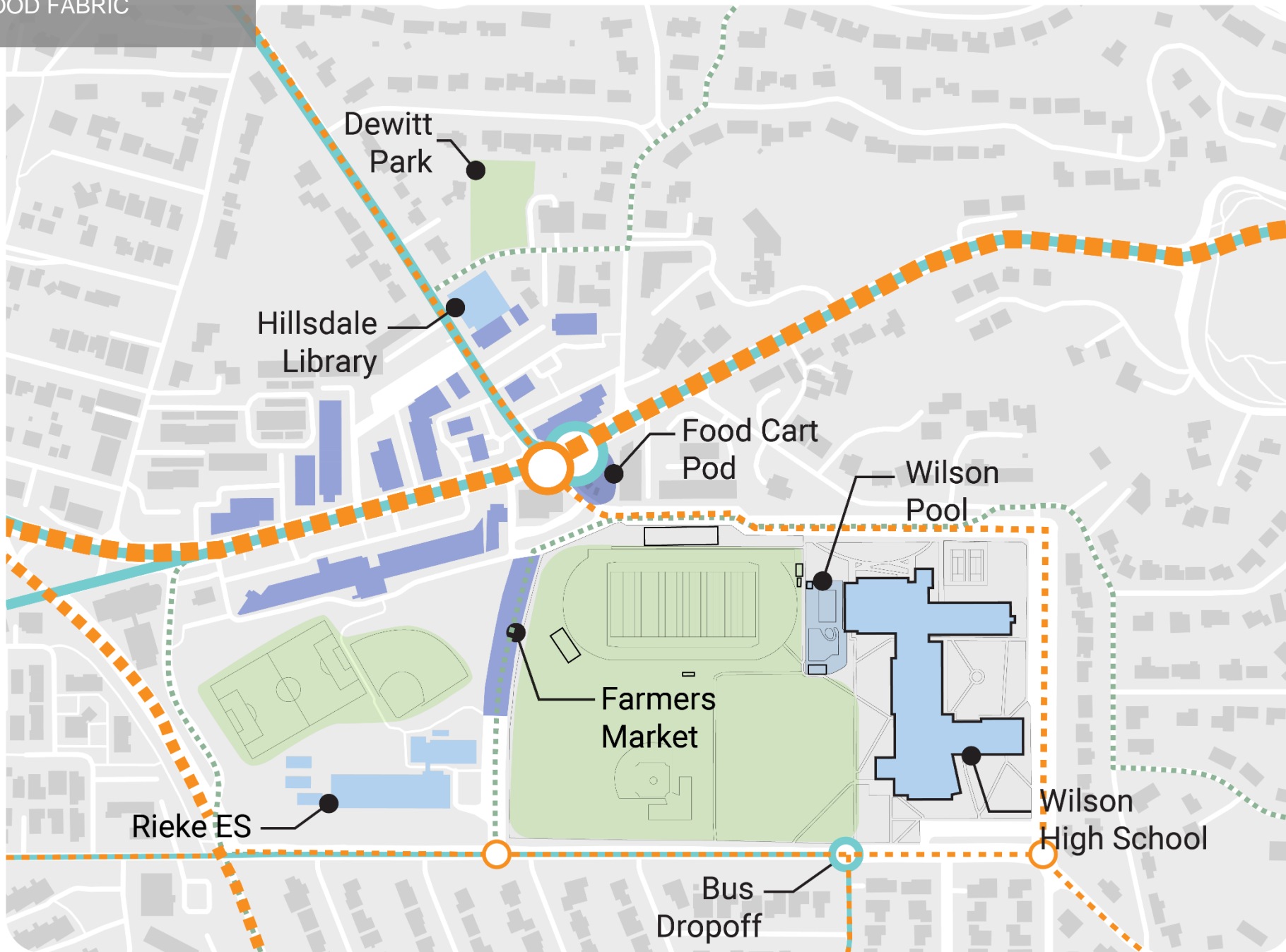




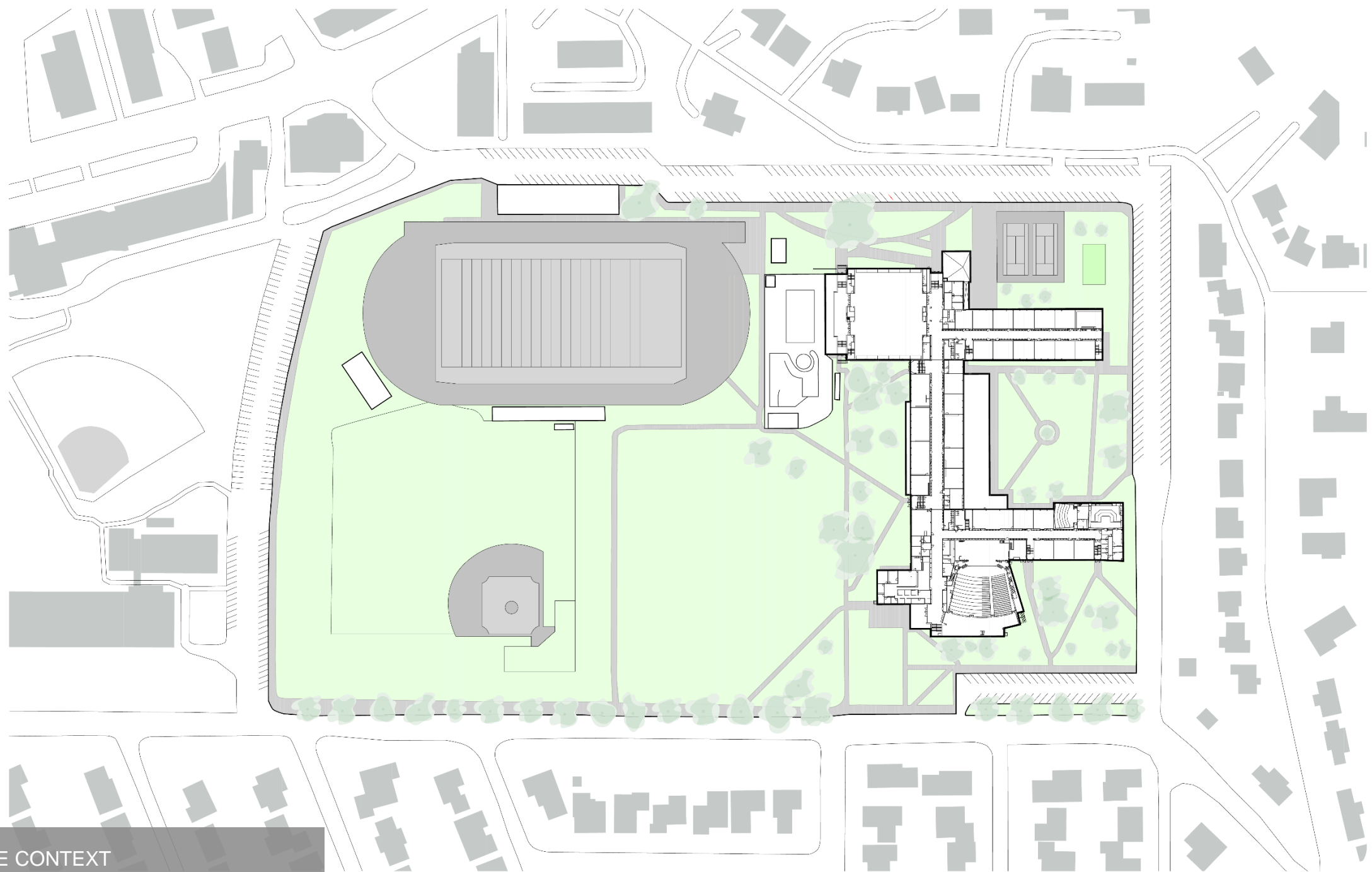
Food Cart Pod

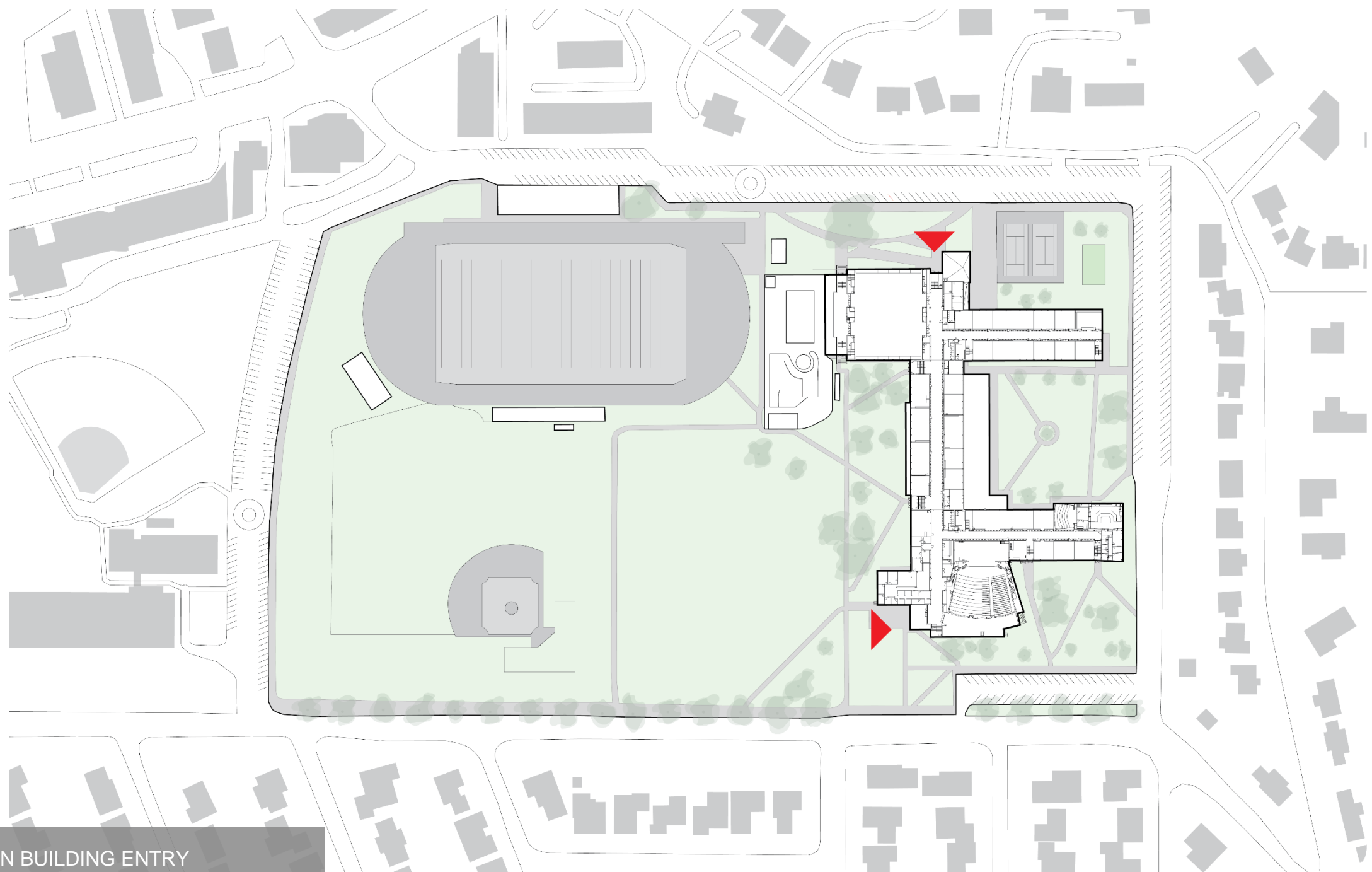
Farmers Market

WHS

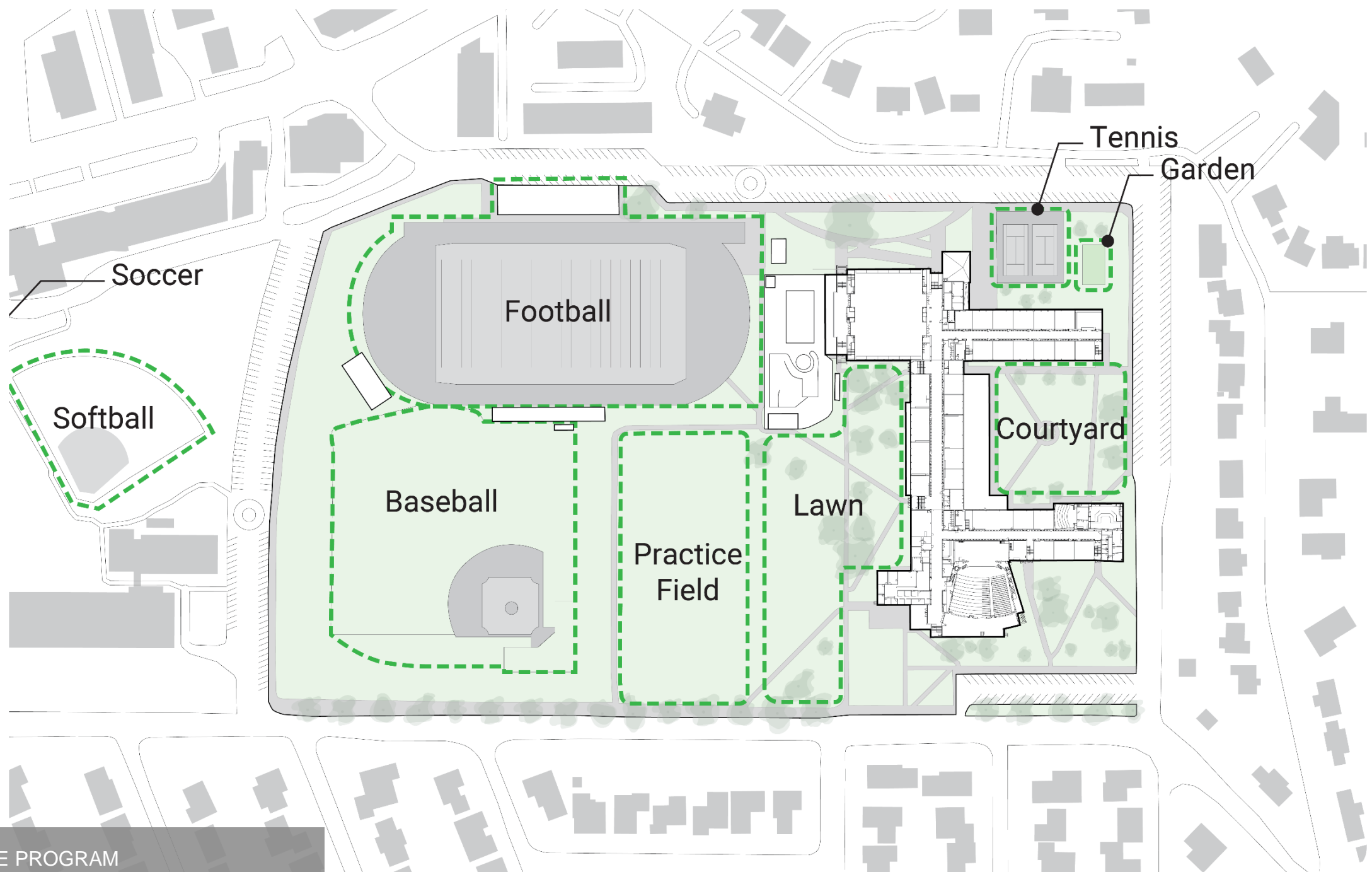


SITE ANALYSIS





MAIN BUILDING ENTRY



Soccer

Softball

Football

Baseball

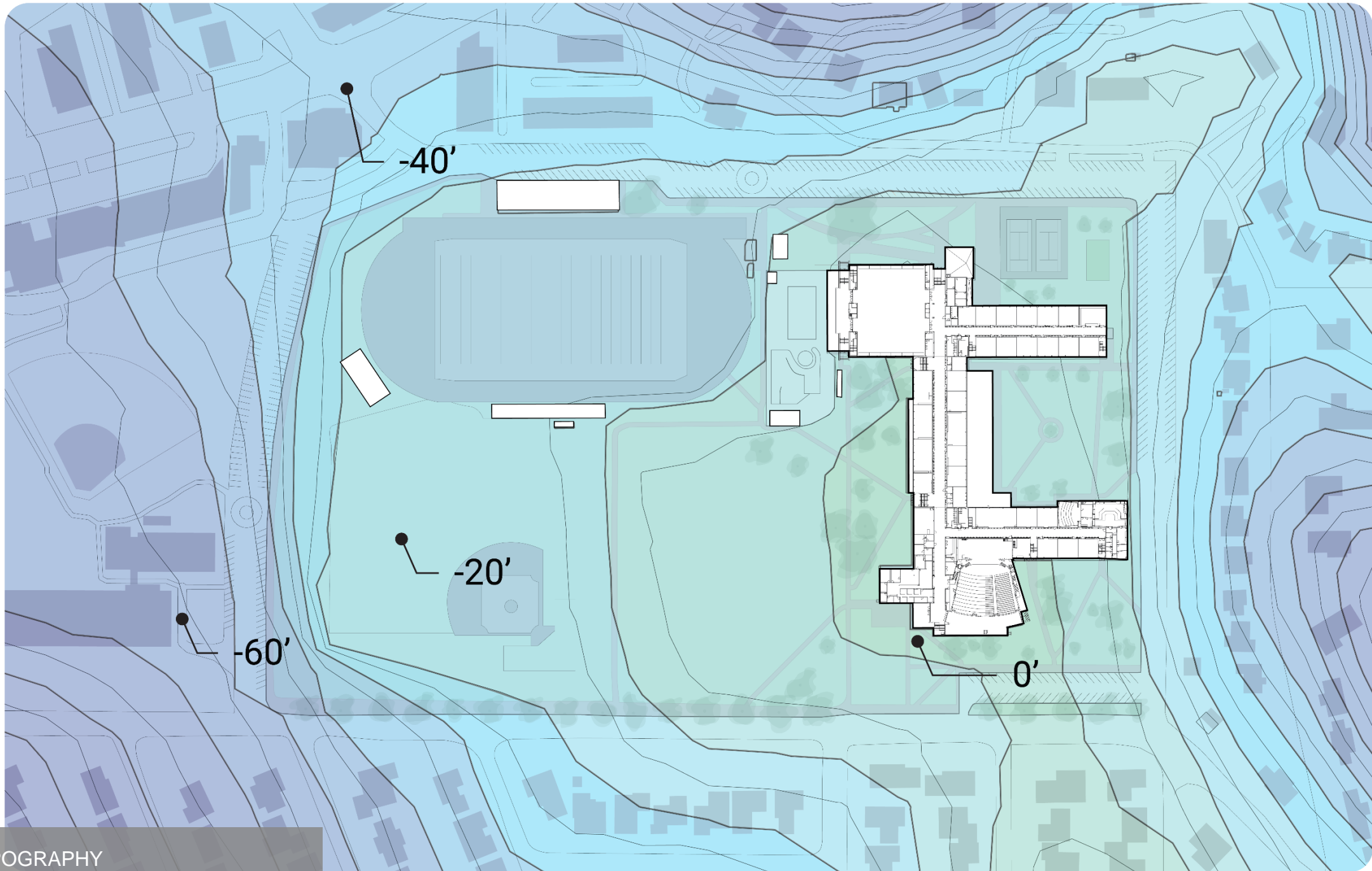
Practice Field

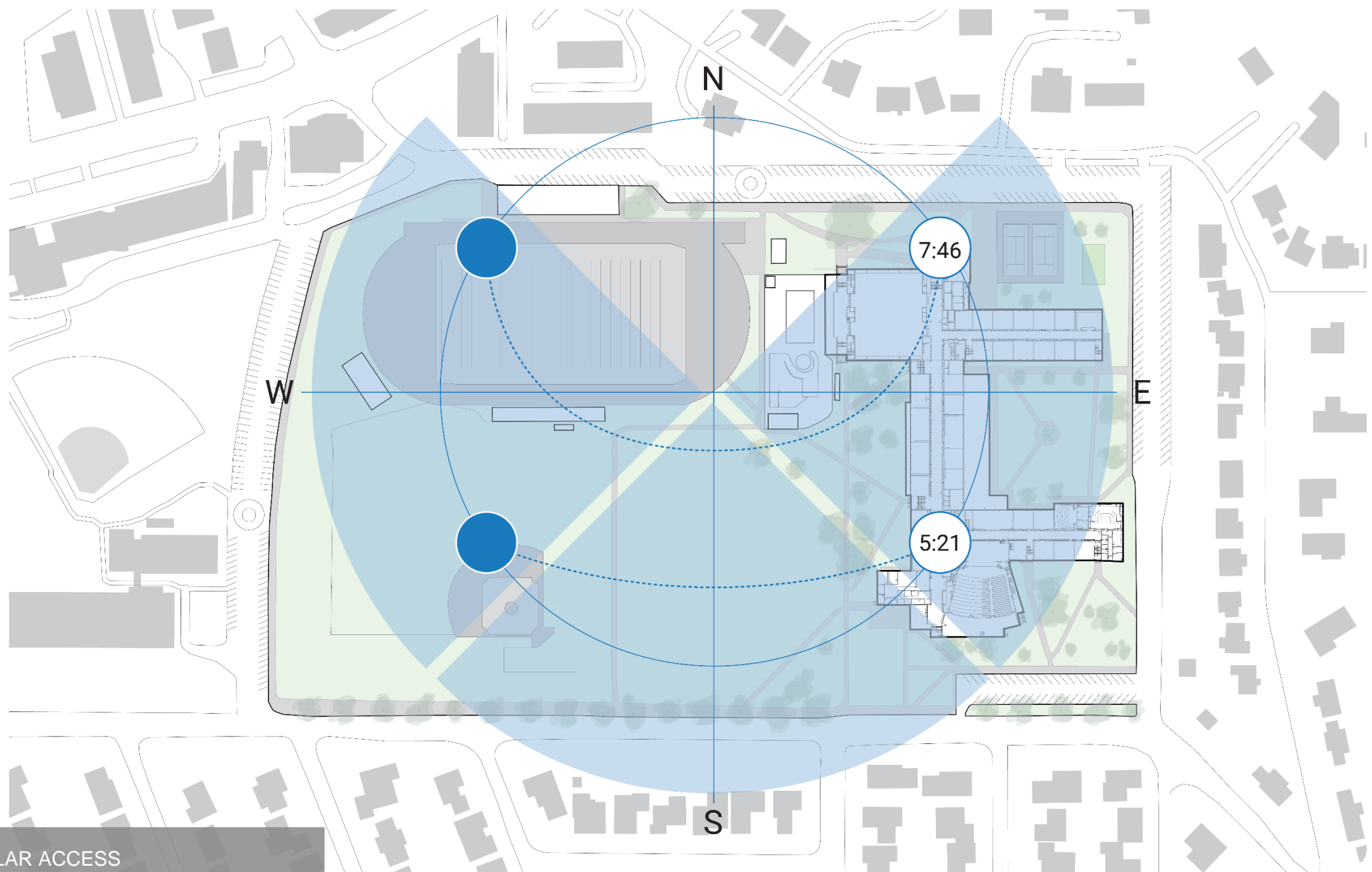
Lawn

Courtyard

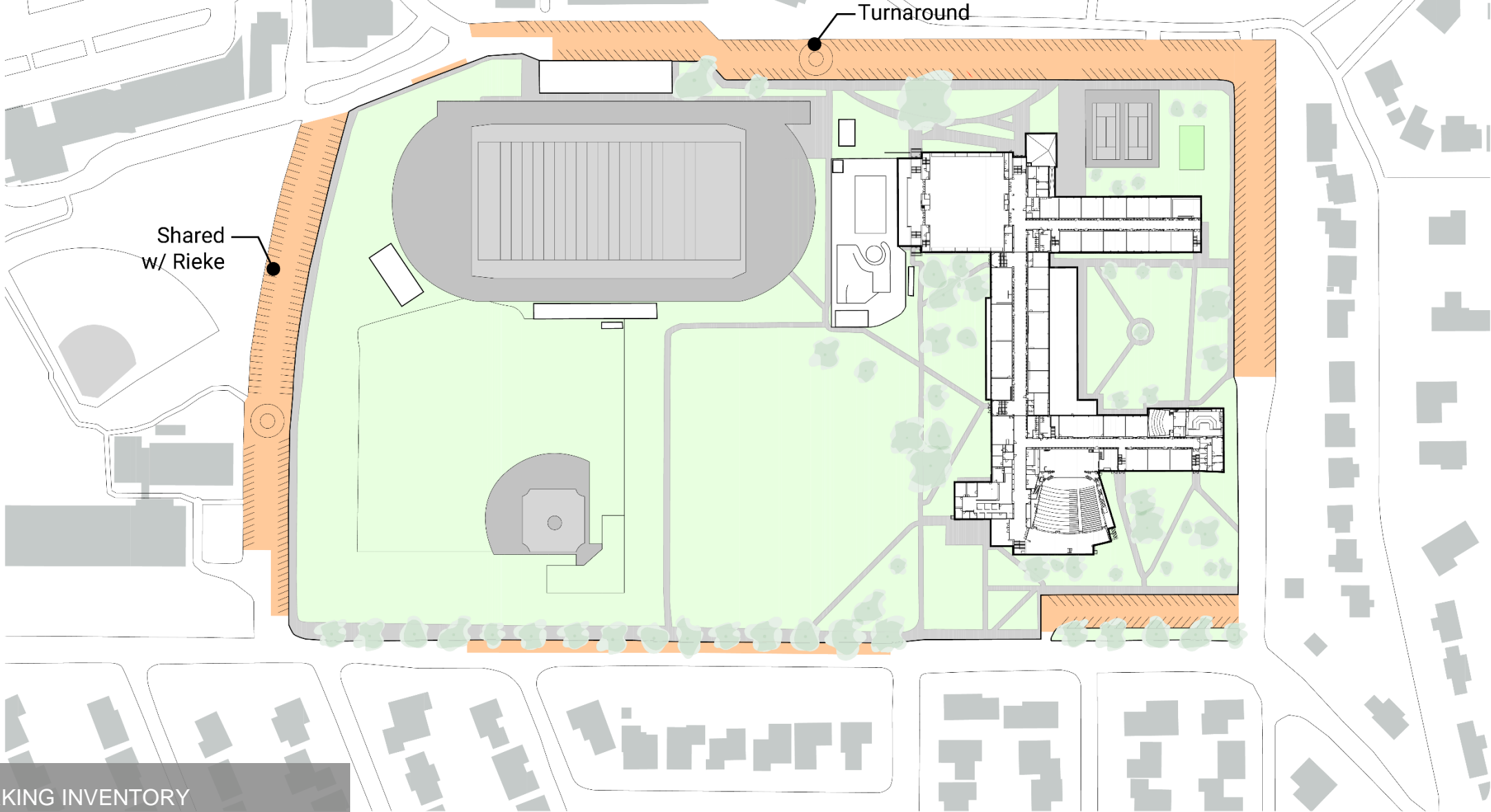
Tennis

Garden



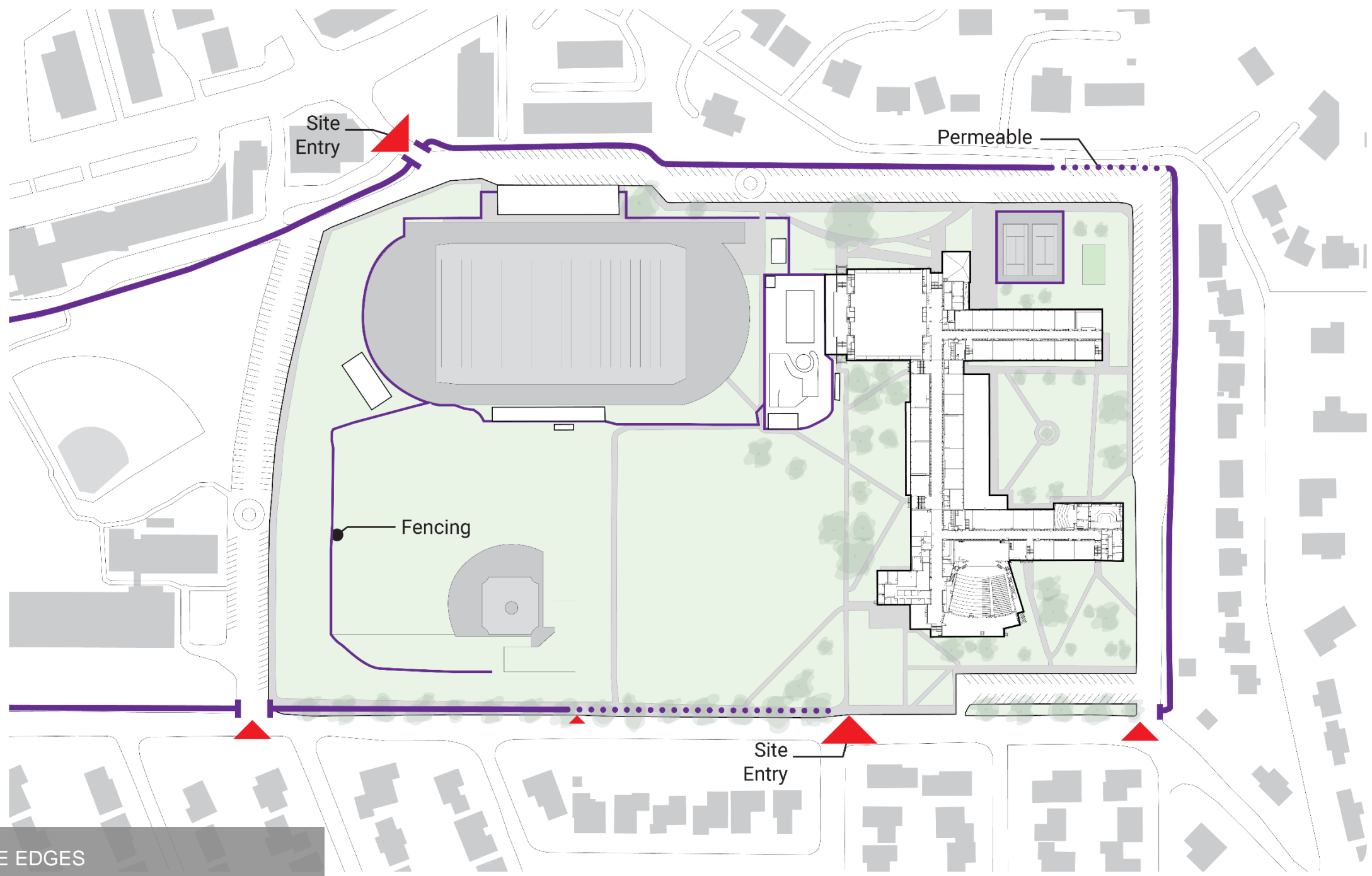


Parking



Turnaround

Shared w/ Rieke



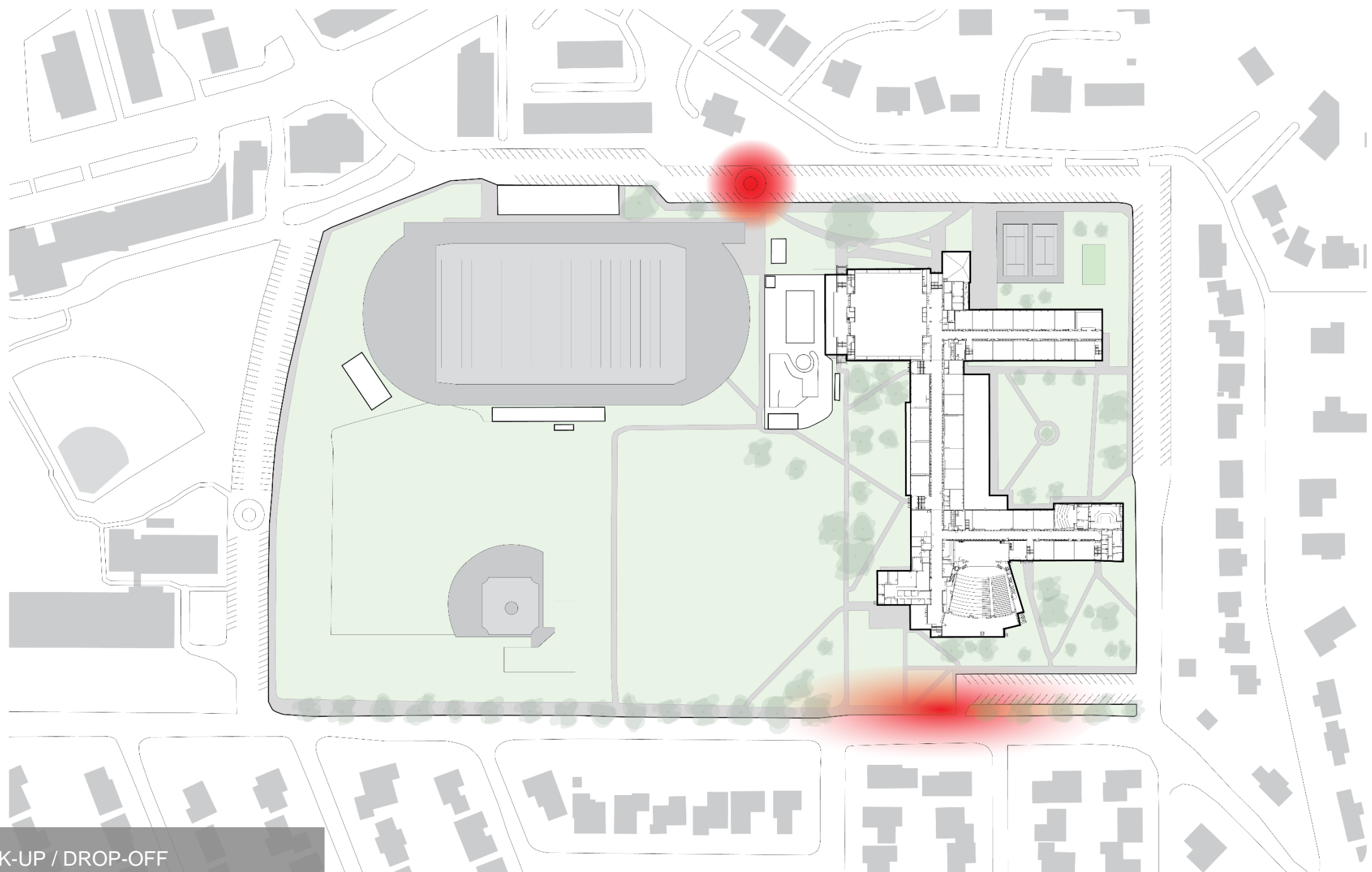
Site Entry

Permeable

Fencing

Site Entry





PICK-UP / DROP-OFF

| Activity: Site Priorities

Reasons

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

Rules

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

| Activity: Key Considerations

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

WILSON HS CMPC #2

[Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

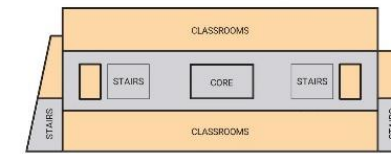
PREVIEW

| Where are we going today?

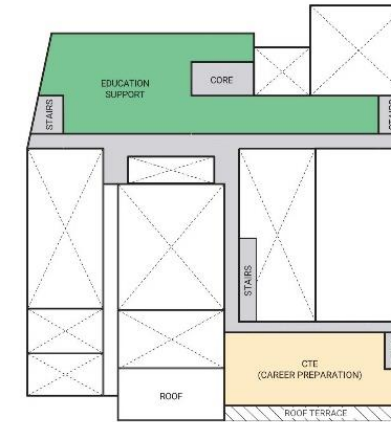
- We are going to roll up our sleeves and do some critical thinking about the building...
- This is not the final outcome, but rather a recommendation to PPS for what to consider for a bond...
- **When** a bond passes, this committee's work will be used as a guide in the official master planning process...

Where are we going tomorrow?

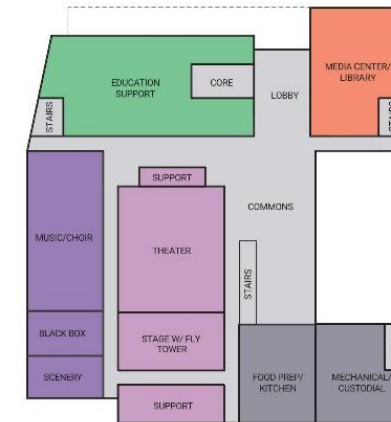
- Remember, it looks like this....



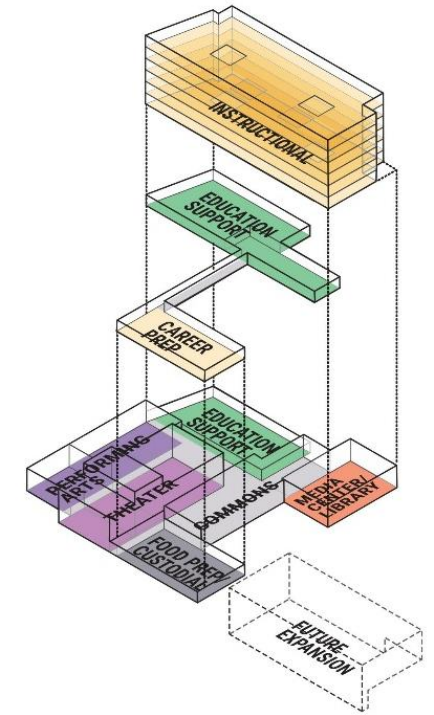
LEVELS 3-8 (TOWER)



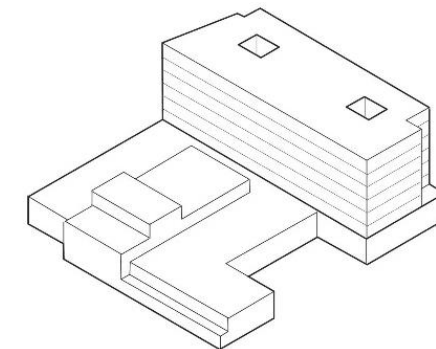
LEVEL 2



LEVEL 1



3-D DIAGRAM OF MAJOR SPACES



MASSING OF PROPOSED MAIN BUILDING

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

EDUCATION SPECIFICATION



Education Specifications (Comprehensive High Schools)



Portland Public Schools | Portland, Oregon
Revised September, 2017

sive high schools in PPS. They are conceptual buildings will require these concepts and themes be to the greatest extent feasible.

ter, a heart, that represents the school's highest. It should act like a town square, a gathering and the school spring. It should display the best the ly and yearly successes.

nd programs should be seen from internal gathering should feel open and accessible.

red commons. Classroom quantities depending on space, etc. These grouping should support a wide S.

	PREFERRED	OPTIONAL	
	Quantity	S.F./Room	Recommended Total
00	1	6,000	5,000
00			500
00			3,500
00	1	2,600	1,600
	1	1,500	
50			150
00			200
00			100
70			70
00			100
00	1	200	100
00			1,500
20			120
00			100
00			400
00			400
50			250
50			250
30			130
30			130
	1	400	
		8,800	
		1,900	
			14,600

ipment, lighting, costumes, make-up room, boys



| Why create an Ed Spec?

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

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

PPS Comprehensive High School(s) Area Program

SUMMARY

Preferred; additional to recommended; Optional; not required; area not part of total or

AREA ^{1,2}	RECOMMENDED	PREFERRED OPTIONAL		S.F. Total
	Quantity	Quantity	S.F. Room	
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS				
General Education (Gen-Ed) Classrooms	41			53,180
Science Labs	11			17,480
Fine & Performing Arts (Drama, Theater)	4			21,150
Career Preparation/CTE ³	3			6,000
Athletics (includes area for P.E. instruction)	3			35,580
Education Support ⁴	2			67,400
Sub-Total Recommended Teaching Stations	64			200,790
Community Partners ⁵				1,200
Wrap-Around Service Providers ⁵				4,700
Sub-Total				5,900
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				206,690
Net to Gross Ratio of 36% ⁶				74,408
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED				281,098

Notes:

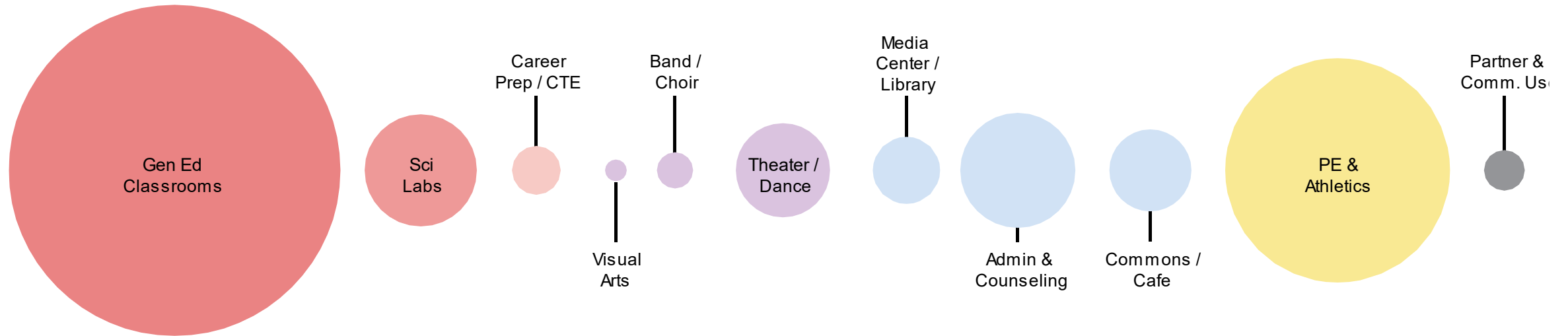
- ¹ Area program for 1,700 student enrollment. Required program refers to the education program needed to meet graduation requirements. The area program includes spaces to accommodate course offerings reflected in credit hours typically taken by students
- ² Areas identified in Area Program are more readily achieved in new construction; it is expected the area of rooms and spaces in existing buildings will vary from those of the area program to accommodate the floor plates and other structural limitations of existing buildings
- ³ Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation/CTE/Maker Space
- ⁴ Includes Optional Teacher planning/collaboration areas
- ⁵ Assumptions based upon current average area of partners/providers in high schools
- ⁶ Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work

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

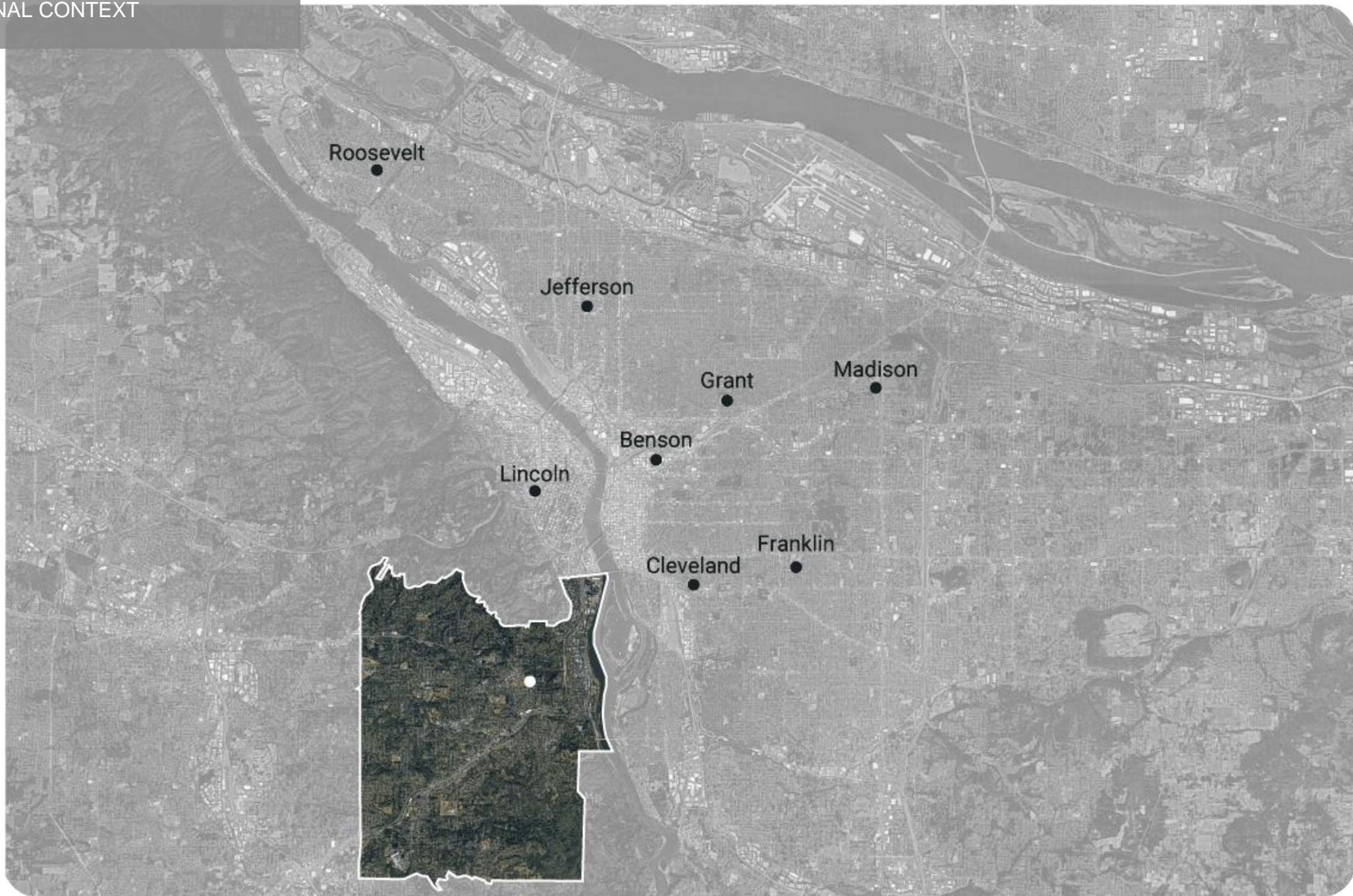
PPS Comprehensive High School(s) Area Program

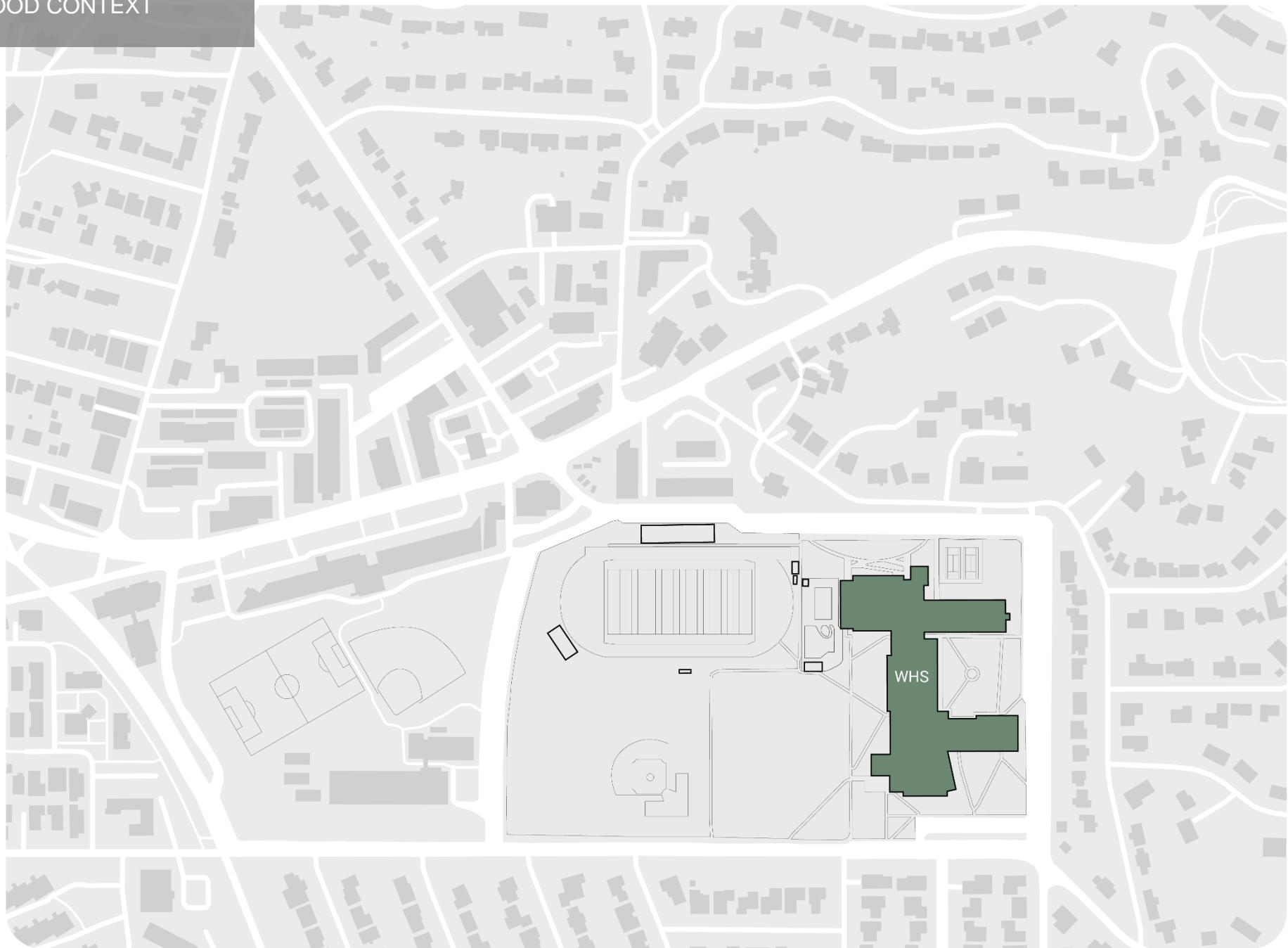
AREA	RECOMMENDED		PREFERRED/OPTIONAL		Total Recommended
	Quantity ⁷	S.F. Room	Quantity	S.F. Room	
CORE PROGRAM ⁷					
Career Preparation CTE ⁸					
Classrooms	TBD per site				4,800
Specialized classrooms/labs					
Maker Space	1	1,200			1,200
Sub-Total Career Prep CTE					6,000
General Education Classrooms - Core Program Recommendations ^{9,10,11,12}					
English	11	980			10,780
Math	8	980			7,840
Social Studies	8	980			7,840
Health	2	980			1,960
World Language	6	980			5,880
Electives ¹³	6	980			5,880
Sub-Total Gen Ed Classrooms	41				40,180
Specialized Classrooms - Core Program Recommendations					
Science Lab	11	1,500			16,500
Chemical Storage	1	180			180
Prep Rooms	4	200			800
Sub-Total Specialized Classrooms	11				17,480
Smaller Instructional Spaces ¹⁴			10	500	
Flexible Learning Areas ¹⁴			8	1,000	
Sub-Total Optional				13,000	
Sub-Total Recommended Classrooms					63,660
SUB-TOTAL RECOMMENDED: CORE PROGRAM + FLEXIBLE LEARNING + SMALLER INSTRUCTIONAL					76,660

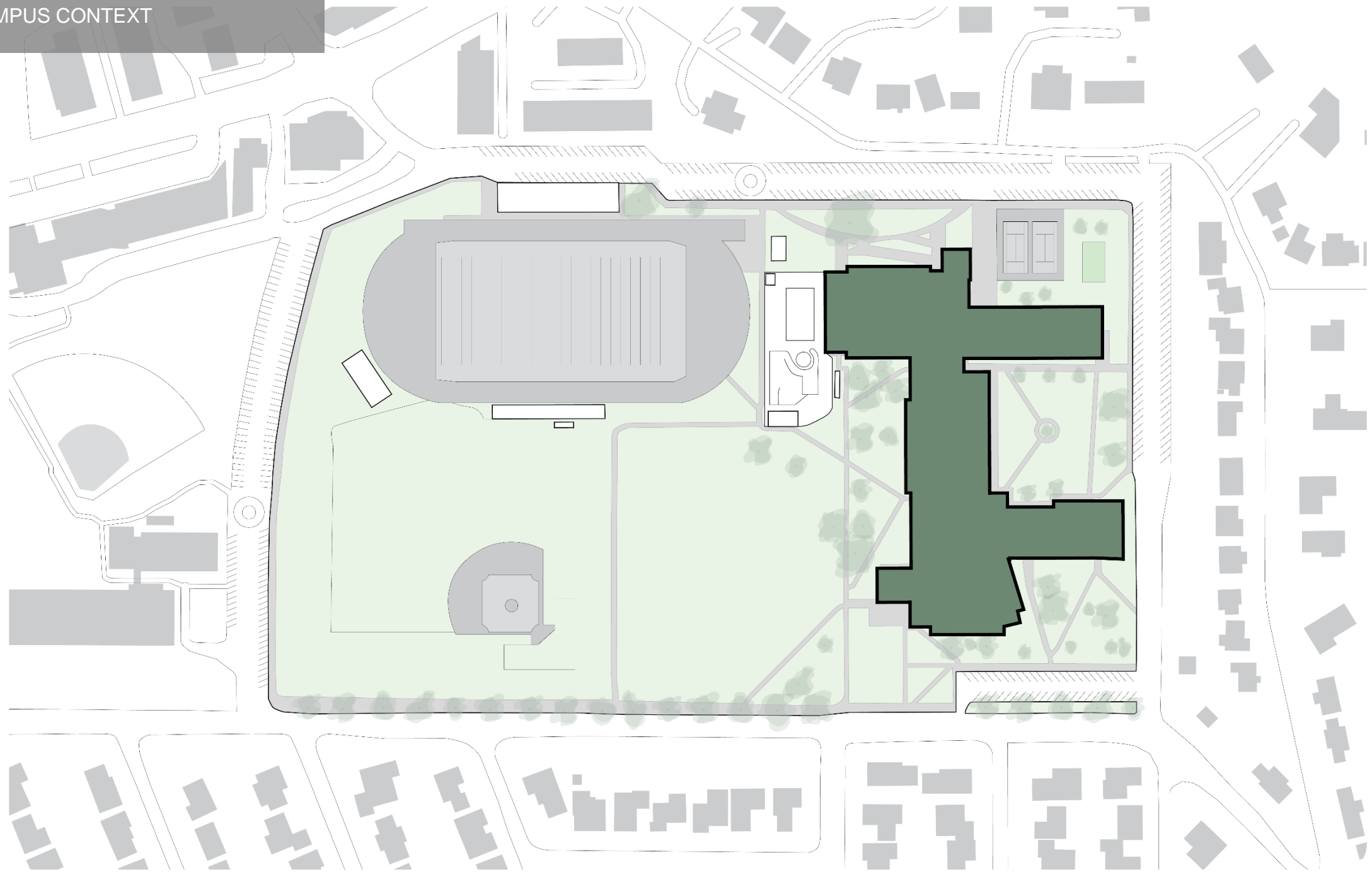
| How are we going to use the Ed Spec?

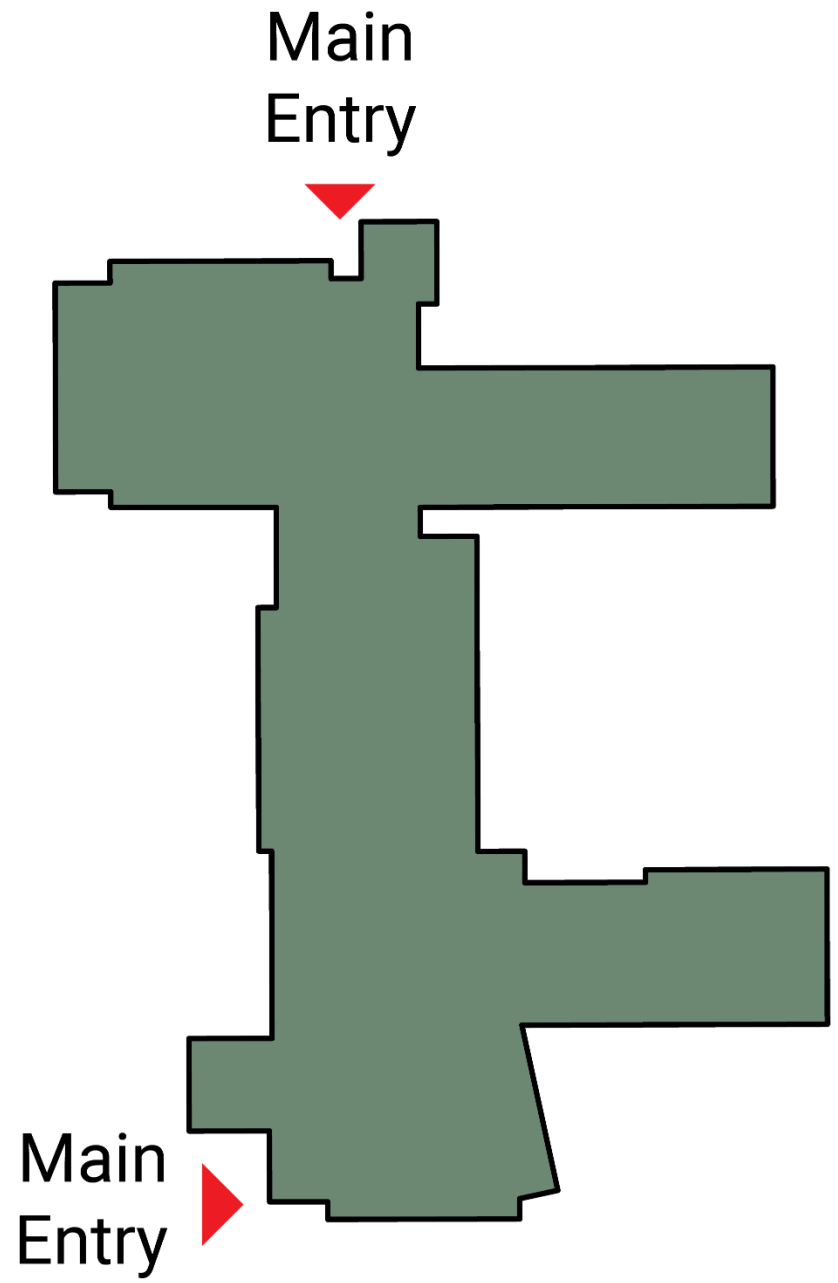


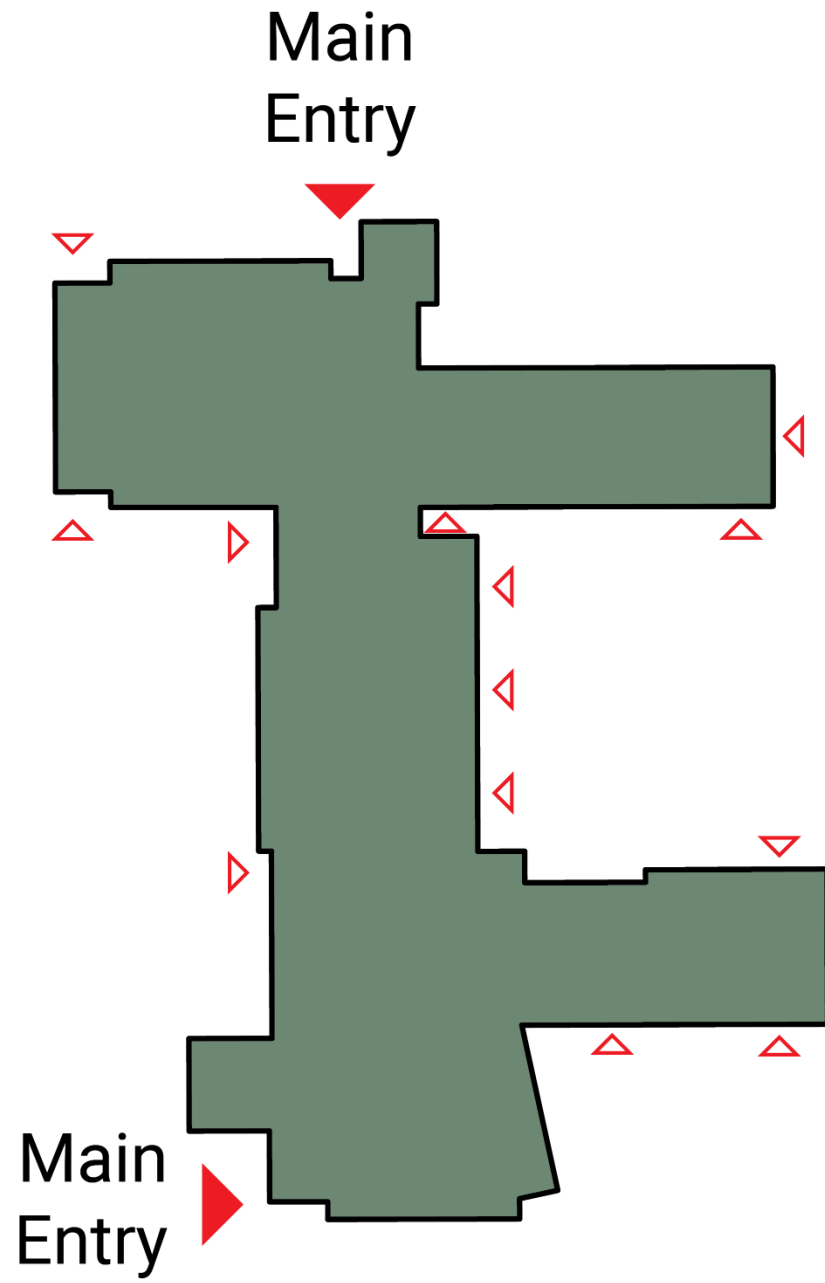
BUILDING ANALYSIS

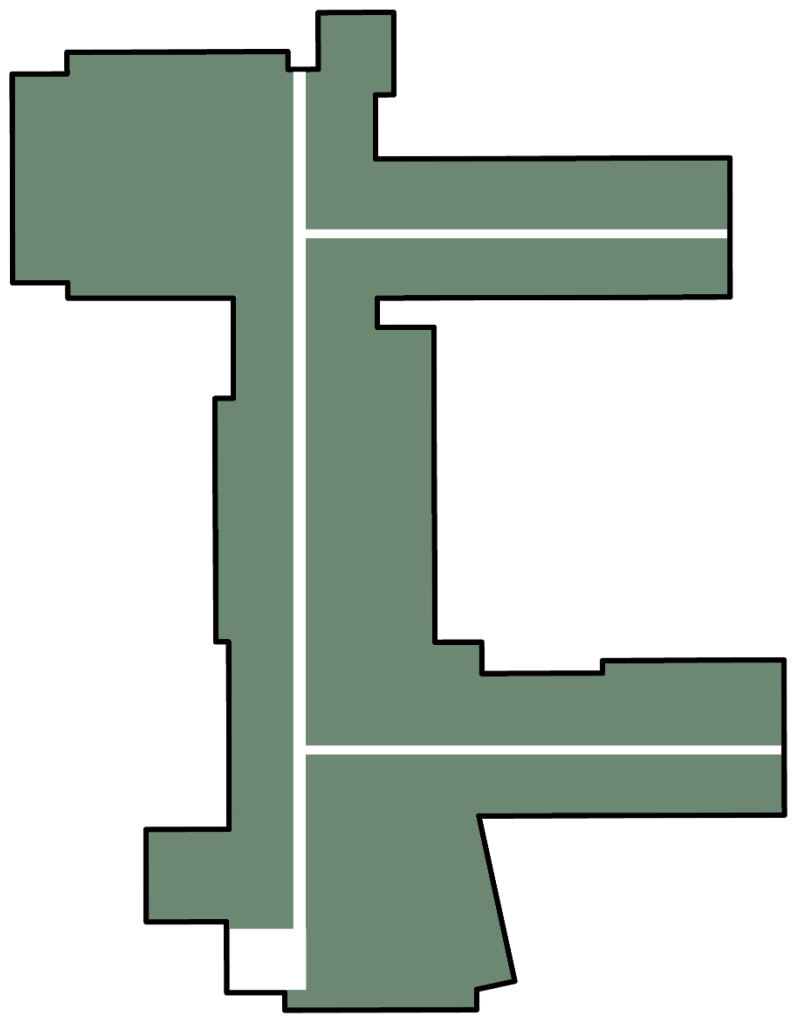


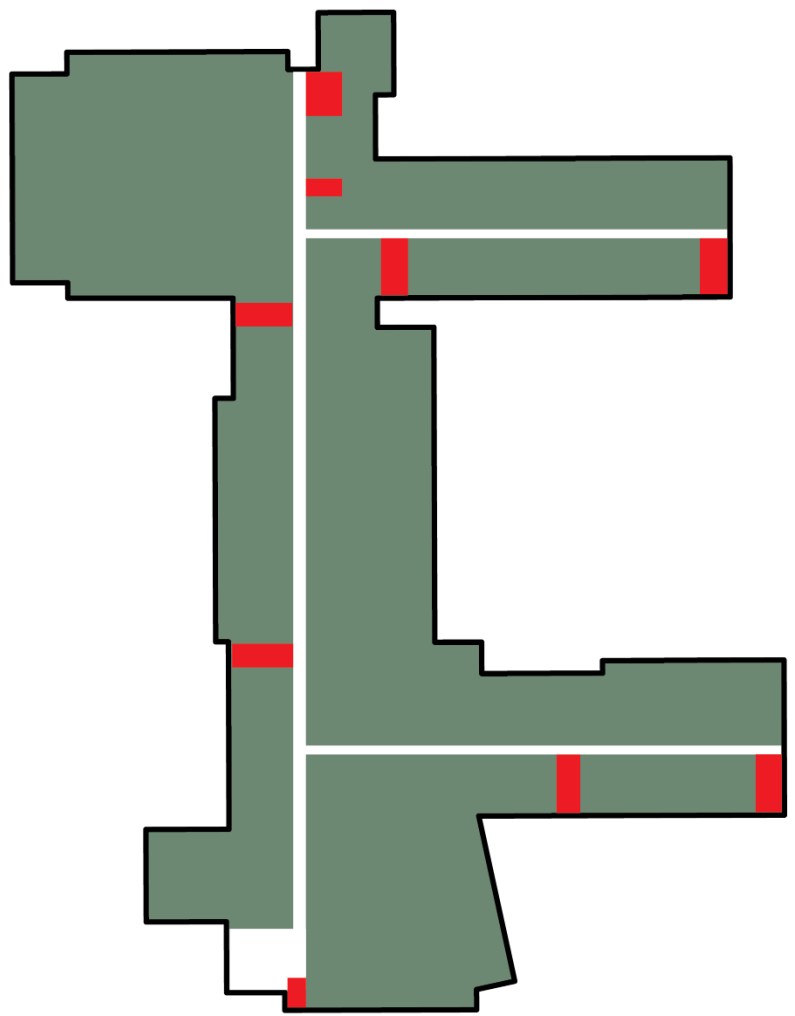


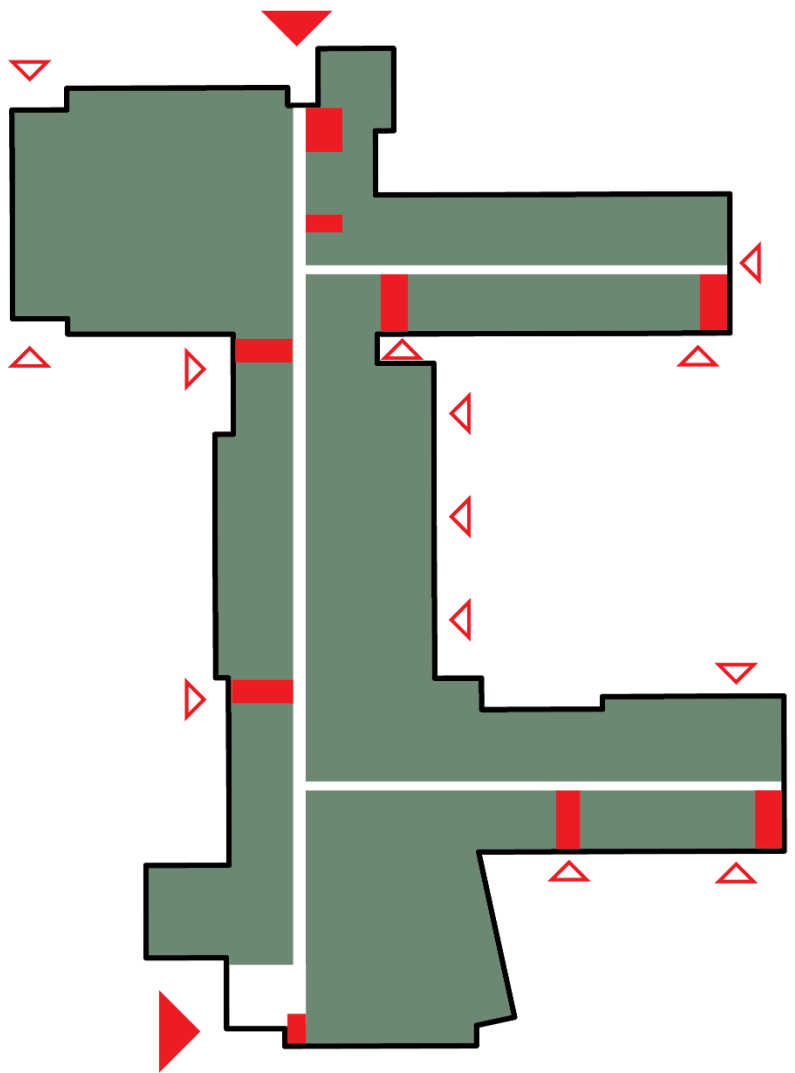


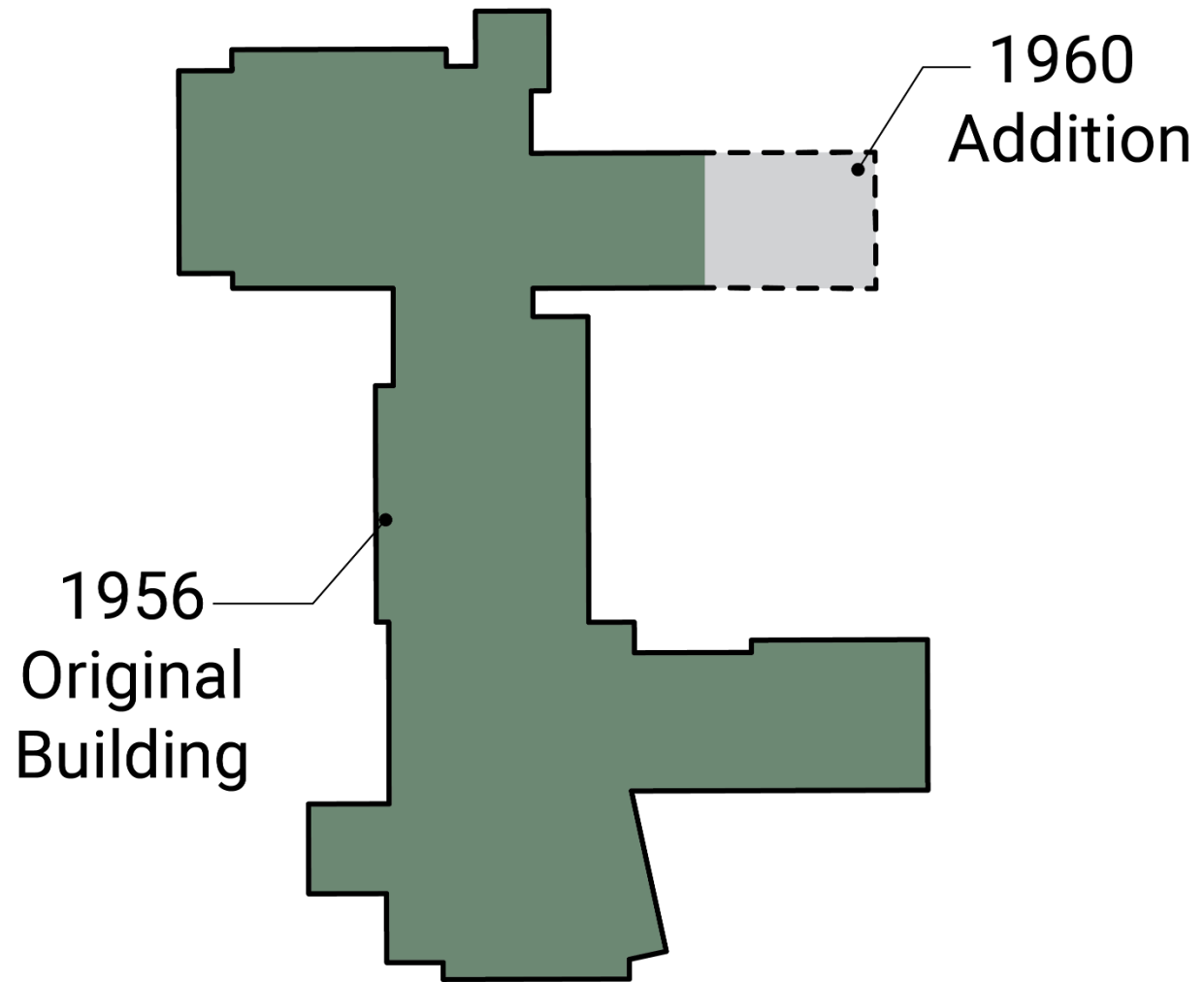






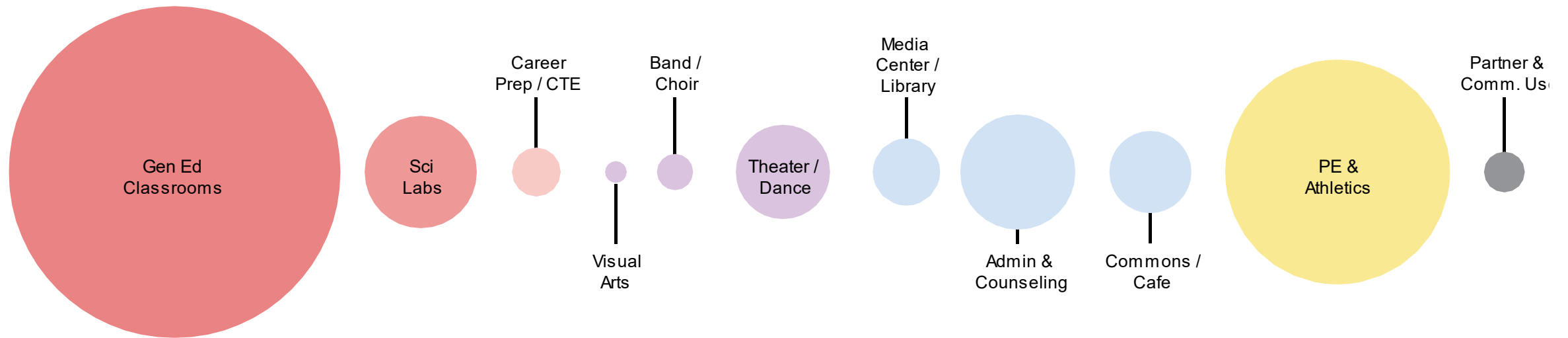




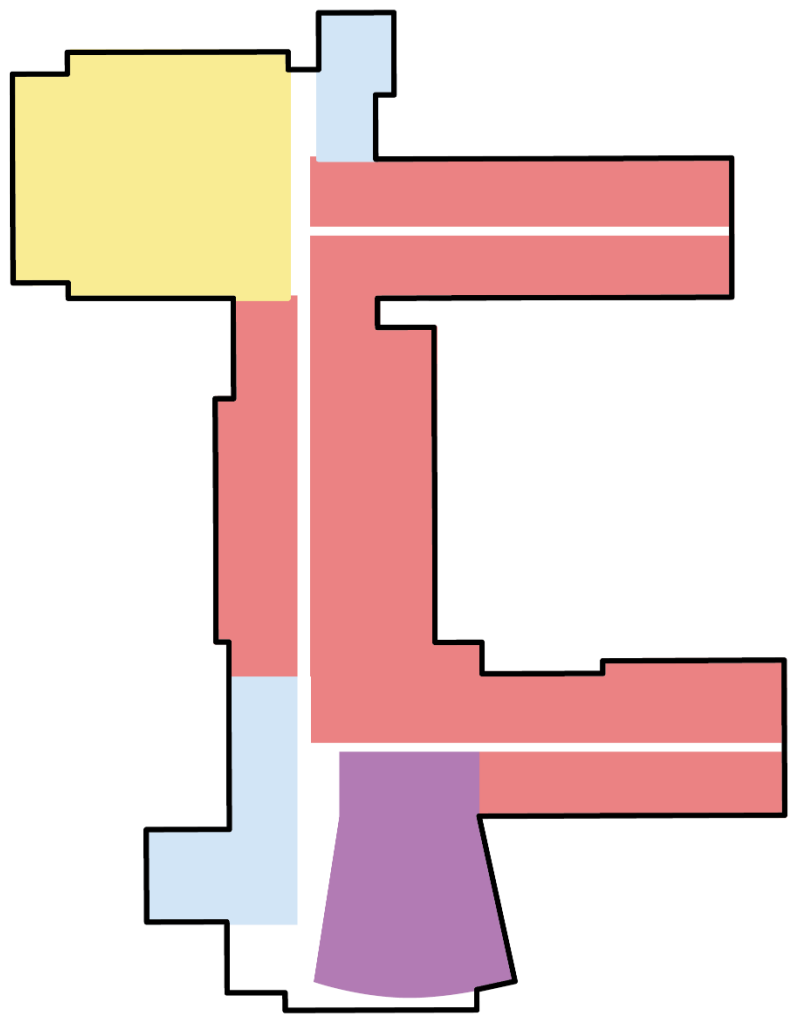




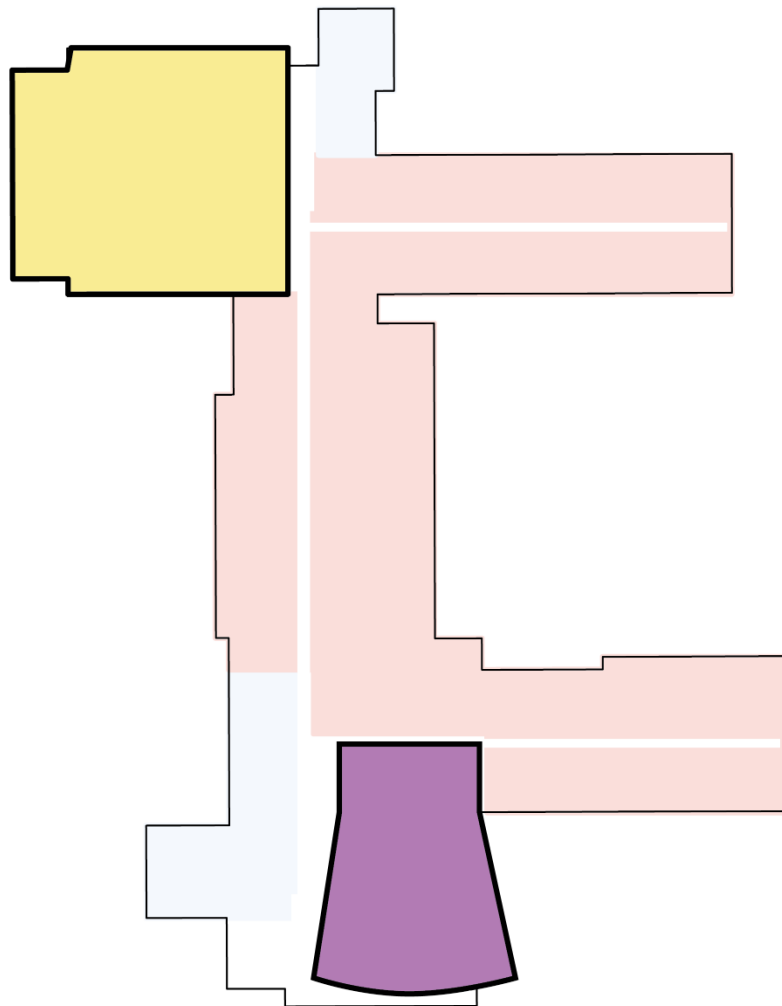
PROGRAM CATEGORIES

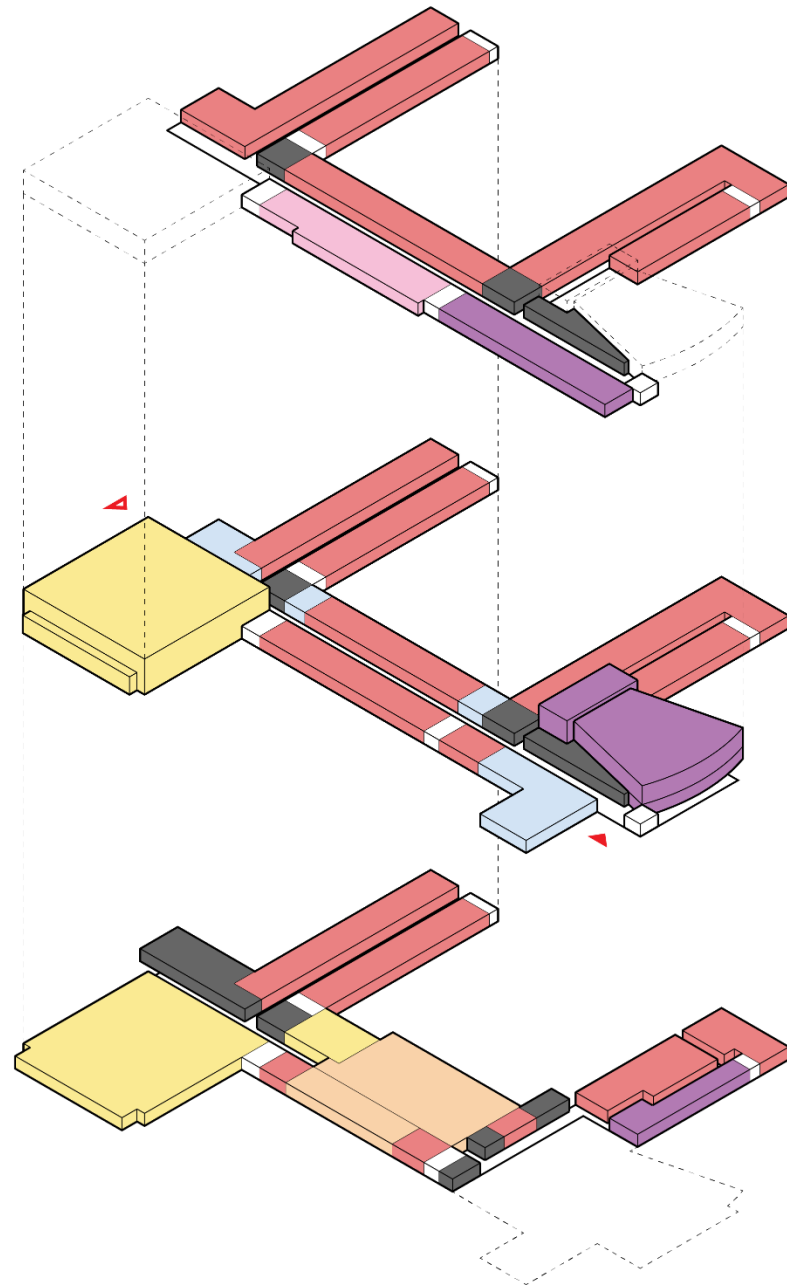


- Classroom
- Gym
- Admin
- Theater



- Classroom
- Gym
- Admin
- Theater

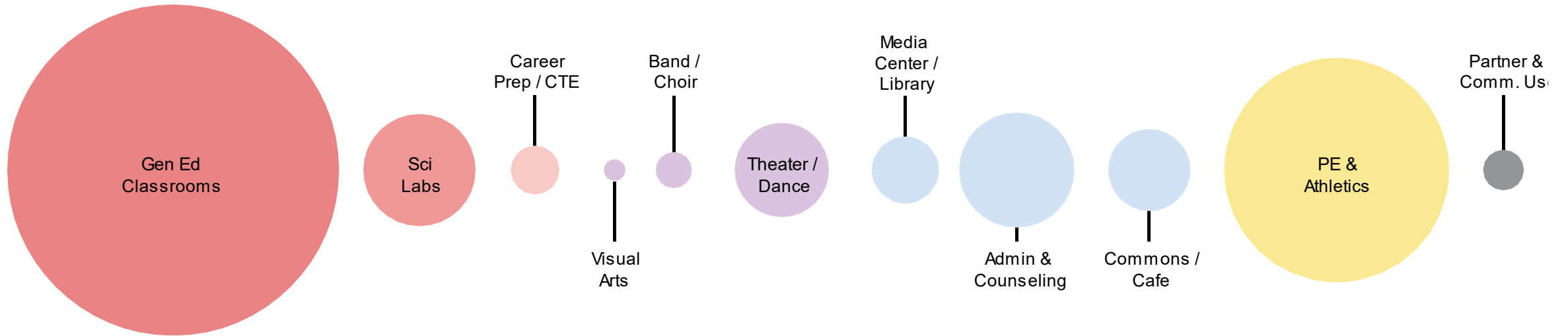




- Classroom
- PE / Athletics
- Admin
- Fine / Perf. Arts
- Library
- Commons
- Support
- Circulation

ACTIVITY: PROGRAM PERCEPTION VS REALITY

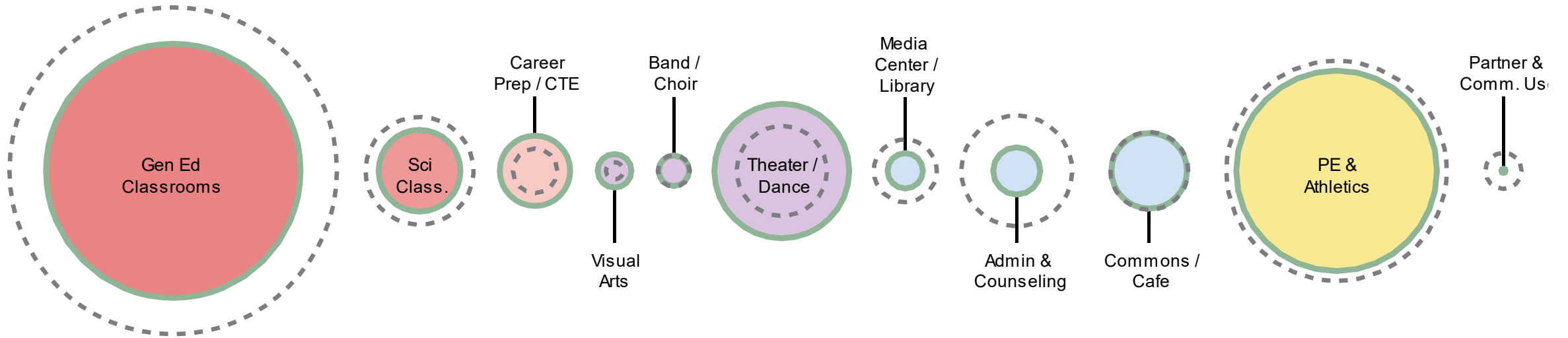
| Activity: Perception



Each circle above represents the relative size of program groupings listed in the PPS Comprehensive High School Ed Spec.

At the same scale, please draw circles corresponding to the size of similar programs at the current Wilson High School and how you believe those programs compare to the PPS Ed Spec.

Activity: Reality



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

PROGRAM ANALYSIS

Comprehensive High School Program

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

Wilson HS



Sandy HS



Core Program

General Ed Classrooms

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

Wilson HS



Sandy HS



Core Program

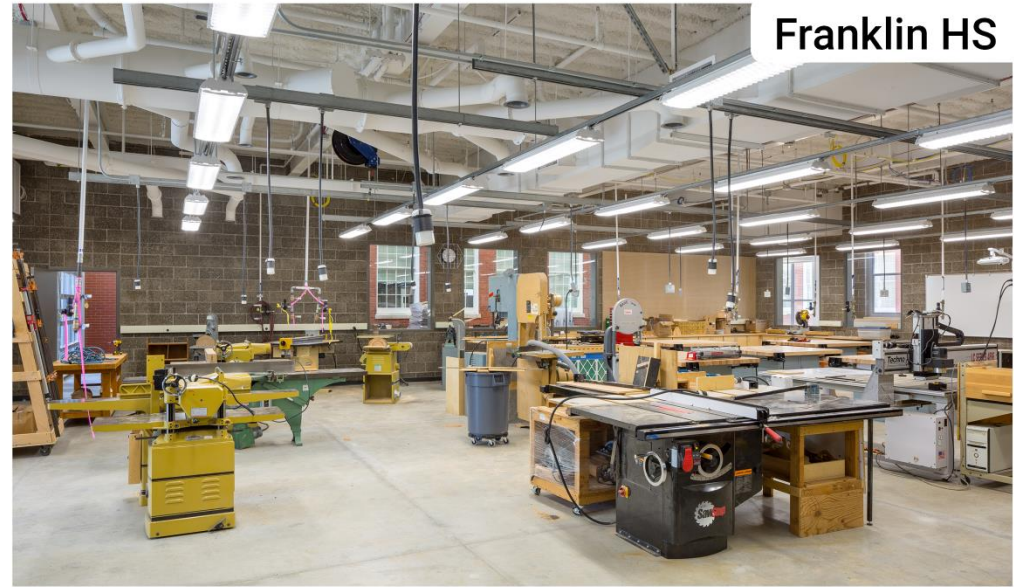
Science Labs

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

Wilson HS



Franklin HS



Core Program

Career Prep / CTE

(Includes Engineering, Finance/Business Management, Health Services, Marketing, Metal Shop, Wood Shop, Sound Engineering, and Computer Science)

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

Core Program Summary

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

Wilson HS



Ridgeview HS



Fine & Performing Arts

Fine & Visual Arts

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

Wilson HS



Sandy HS



Fine & Performing Arts

Band / Orchestra & Choir

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

Wilson HS



Sandy HS



Fine & Performing Arts

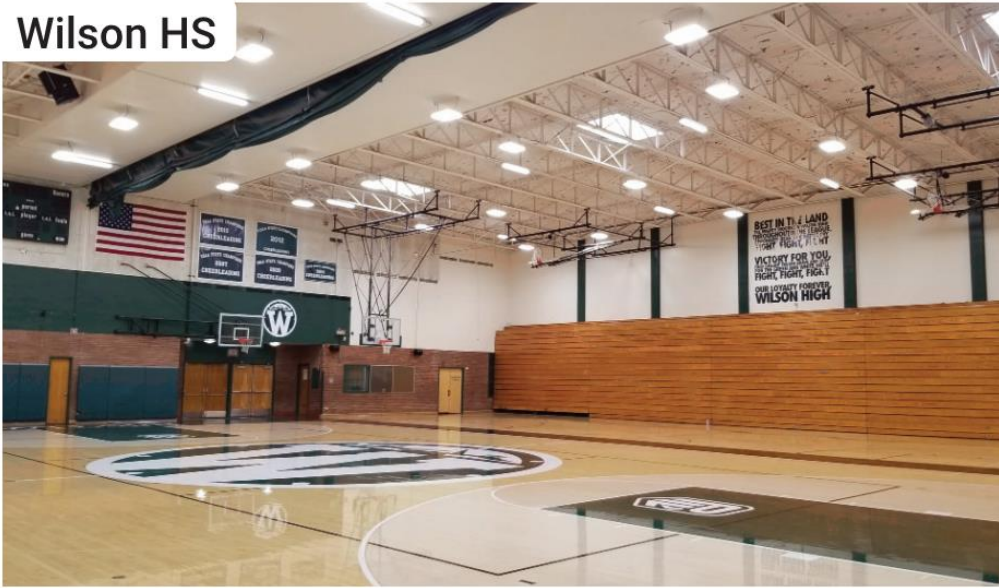
Theater / Dance

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

Fine & Performing Arts Summary

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

Wilson HS



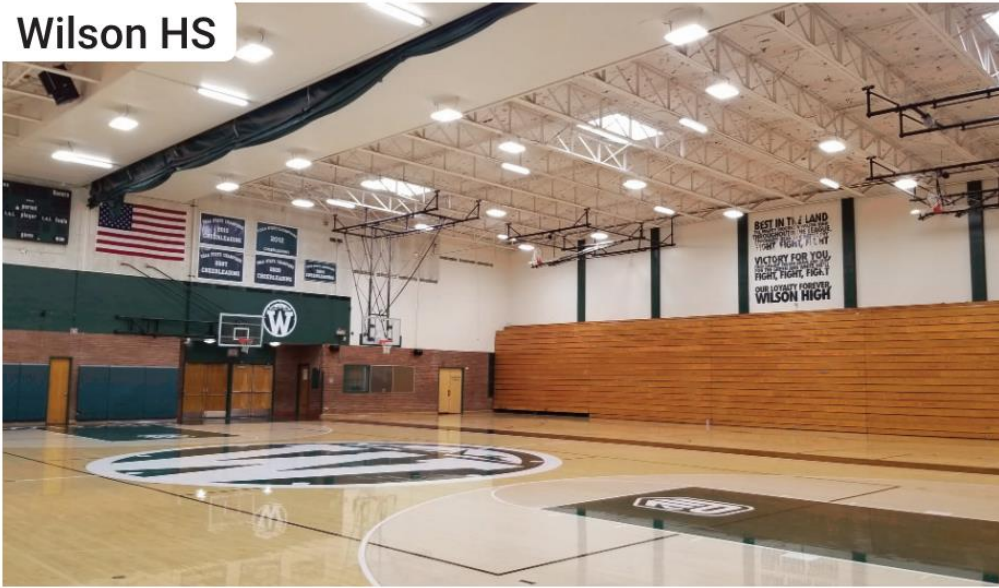
Sandy HS



PE / Athletics

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

Wilson HS



Sandy HS



PE / Athletics

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

Wilson HS



Franklin HS

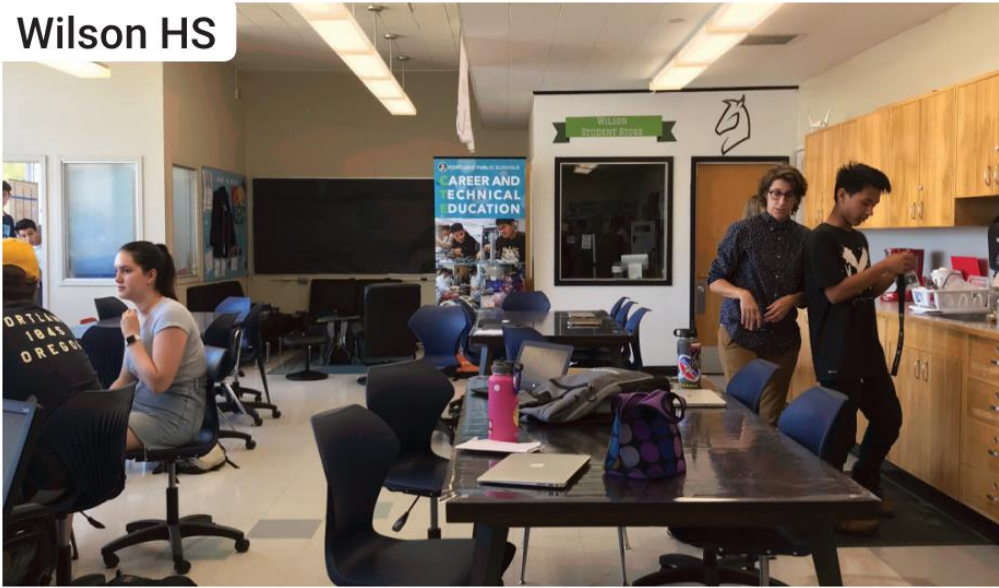


Education Support

Admin / Counseling

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

Wilson HS



Ridgeview HS



Education Support

Student Activities, Technology, ELL

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

Wilson HS



Ridgeview HS



Education Support

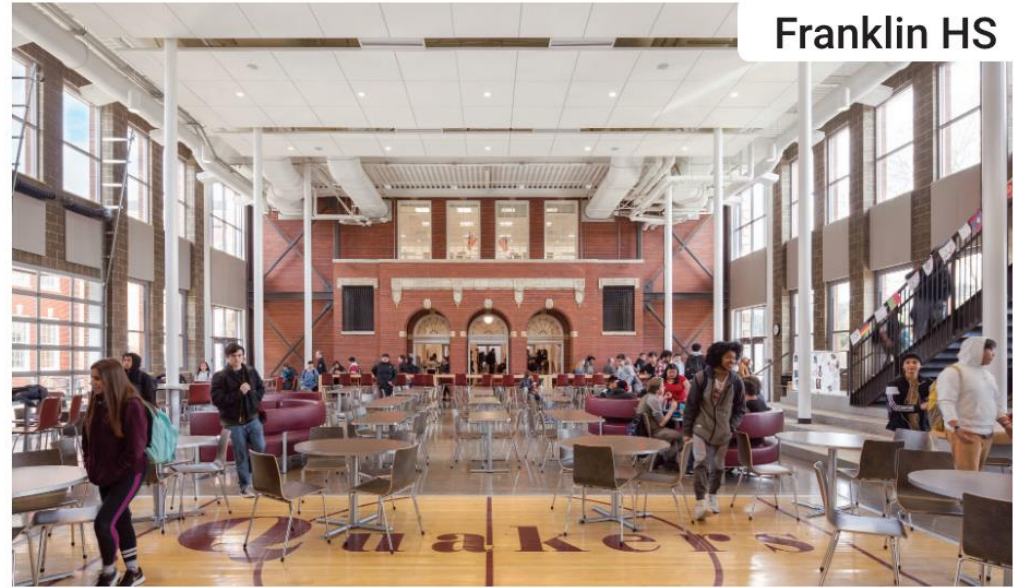
Special Education (SPED)

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

Wilson HS



Franklin HS



Education Support

Student Center / Commons

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

Wilson HS



Franklin HS



Education Support

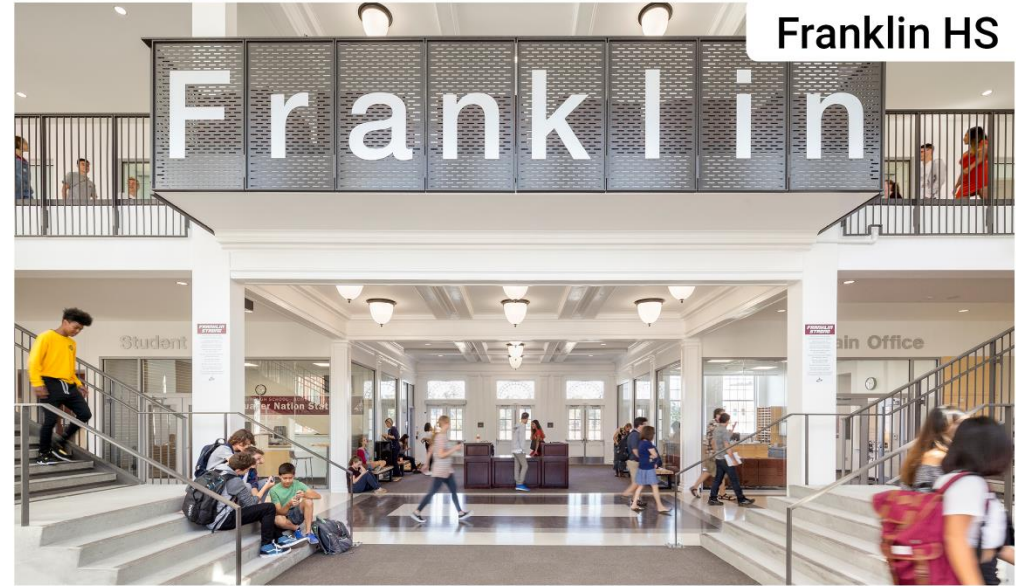
Media Center / Library

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

Wilson HS



Franklin HS



Education Support

Student Space, Custodial, Misc.

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

Education Support Summary

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



Education Support

Partner & Community Use

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

On Site Amenities

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

Comprehensive High School Program

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

HISTORICAL SIGNIFICANCE

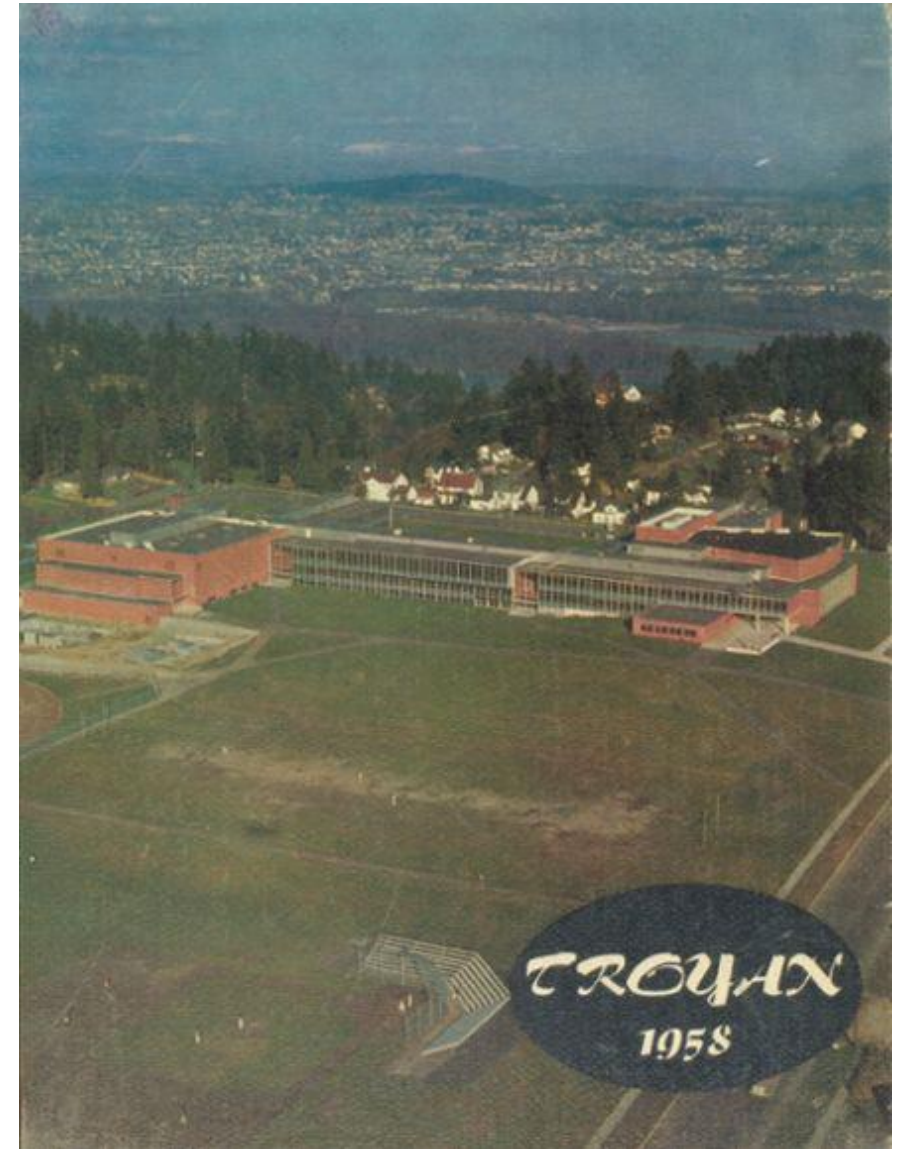


Fulton Dairy Farm, 1932
Site of Wilson HS | Portland, OR

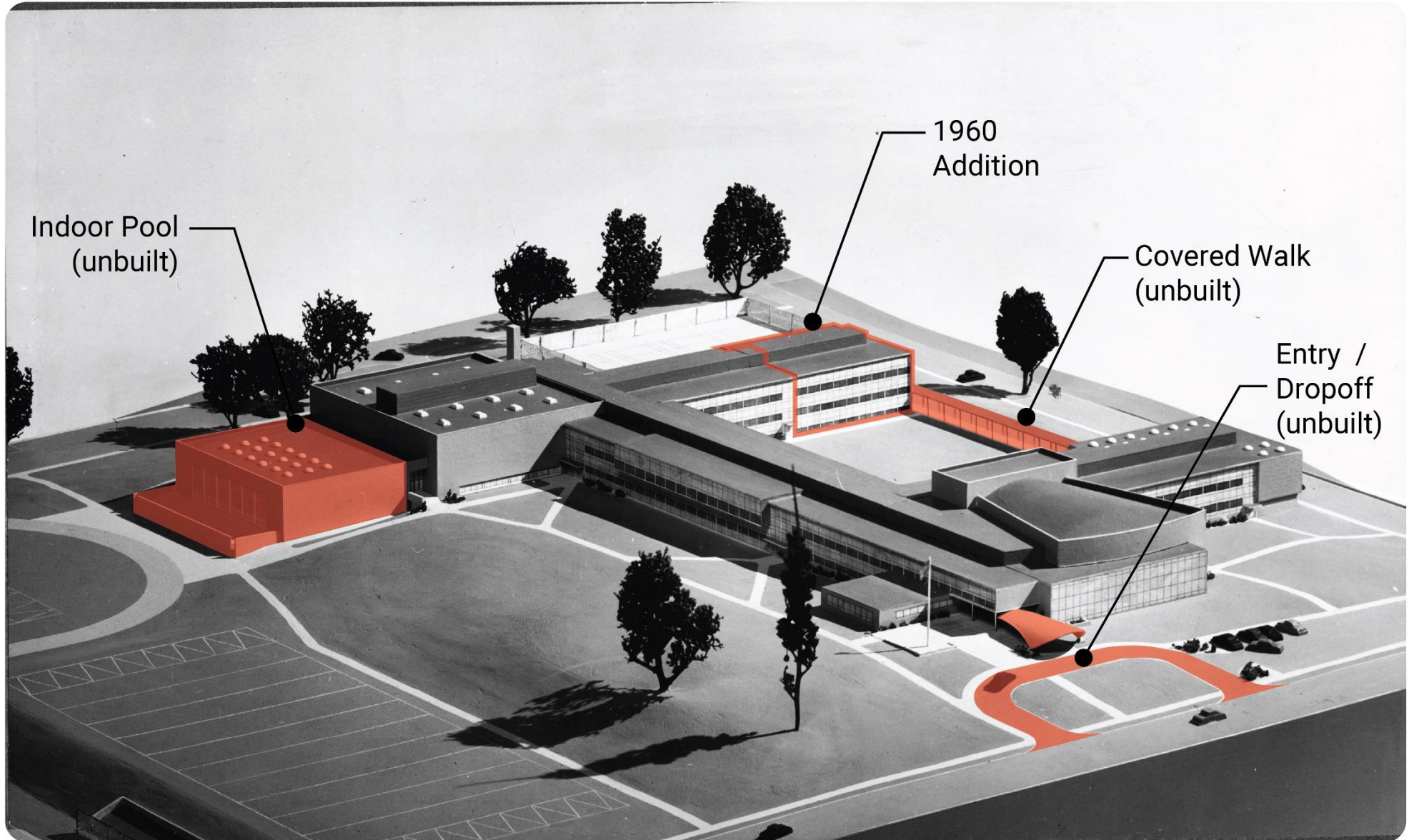


| Wilson High School: Historic Significance

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



Wilson High School: Historic Significance



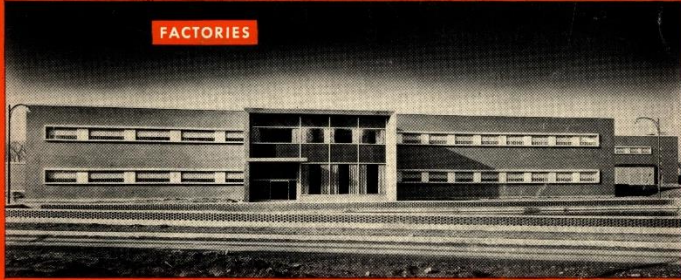
Architectural Record, Aug. 1953

AUGUST 1953

ARCHITECTURAL RECORD


AUG 13
PORTLAND, OREGON

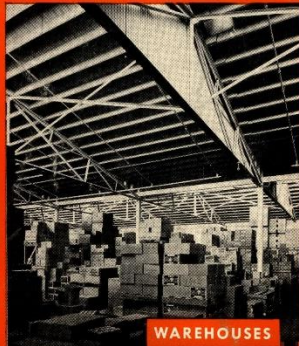
FACTORIES



INDUSTRIAL BUILDINGS

BUILDING TYPES STUDY NUMBER **201**





WAREHOUSES

WOODROW WILSON HIGH SCHOOL

Portland, Oregon
Edmundson and Kochendoerfer, Architects



PORTLAND'S Woodrow Wilson High School, on which construction will start next spring, has two aspects of special interest in the planning stage: its construction — the lift-slab method used on the classroom wing and tilt-up techniques on the gymnasium walls, and an ingenious detail by which the height of exterior walls on the gym will be reduced 10 ft—and the coordination of the school plant with local park development plans.

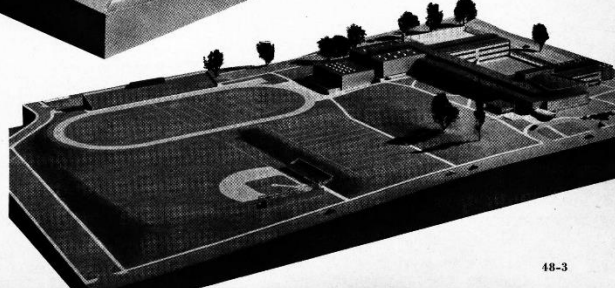
The gymnasium section features two carrying trusses with long-span joists at each side, while penthouse construction around the trusses keeps roof construction down to about 30 in. in height, thus making possible the reduction in height of the exterior walls.

The 37.5 acre plot provides for the high school and its extensive playfield, the auditorium, little theater, and gymnasium; a 20-room elementary school; and an area to be developed by the city park bureau. An indoor swimming pool, to be built later when funds are available, will be accessible both to the gym and to an outdoor terrace; it will be operated partly by the school and partly by the city park bureau.

Initially designed for 1700 students, Wilson High will ultimately provide for 2400. Its cost is estimated to run to \$4,500,000.



Left: model shows school from street. Cafeteria (center) opens on court and terrace. Below: auditorium is at right, playfield at left. Site of future elementary school is beyond playfield.



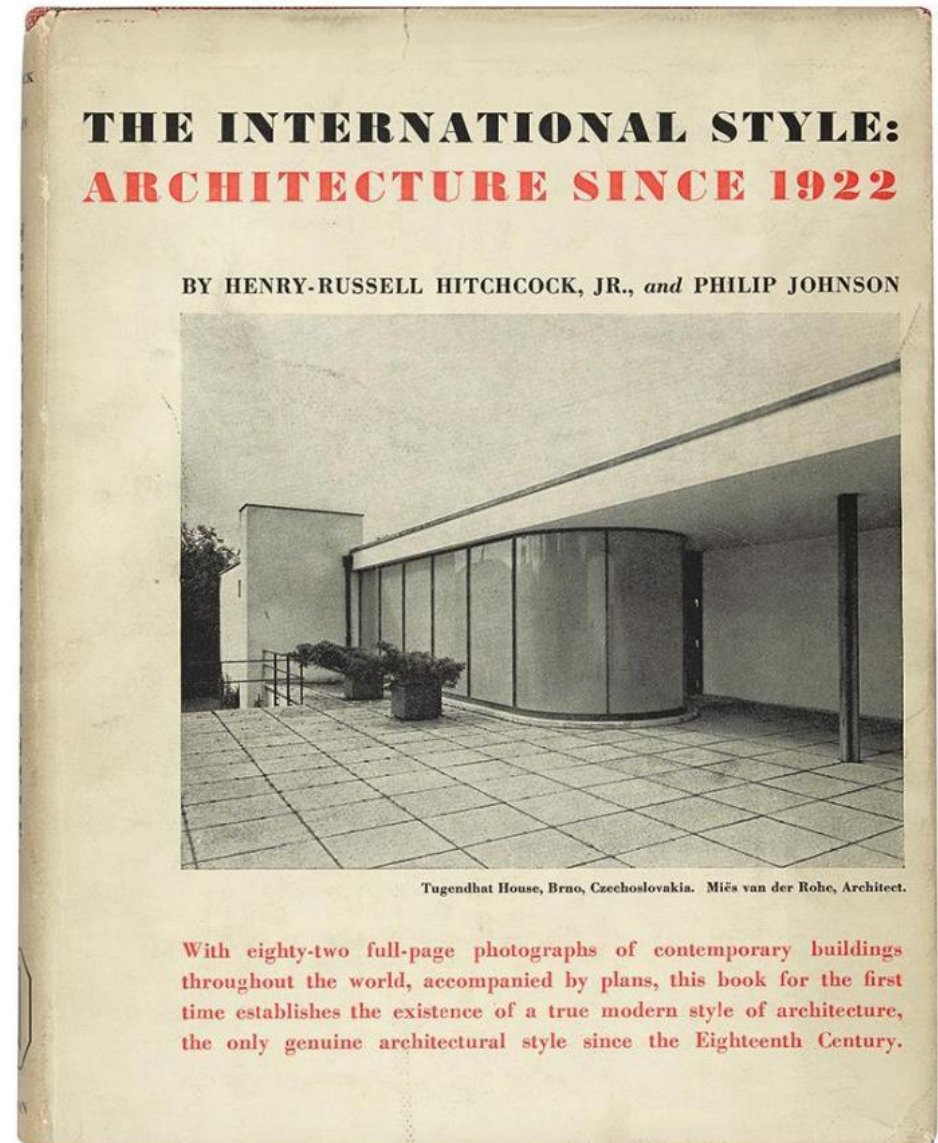
AUGUST 1953

48-3



| International Style

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



International Style Characteristics

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



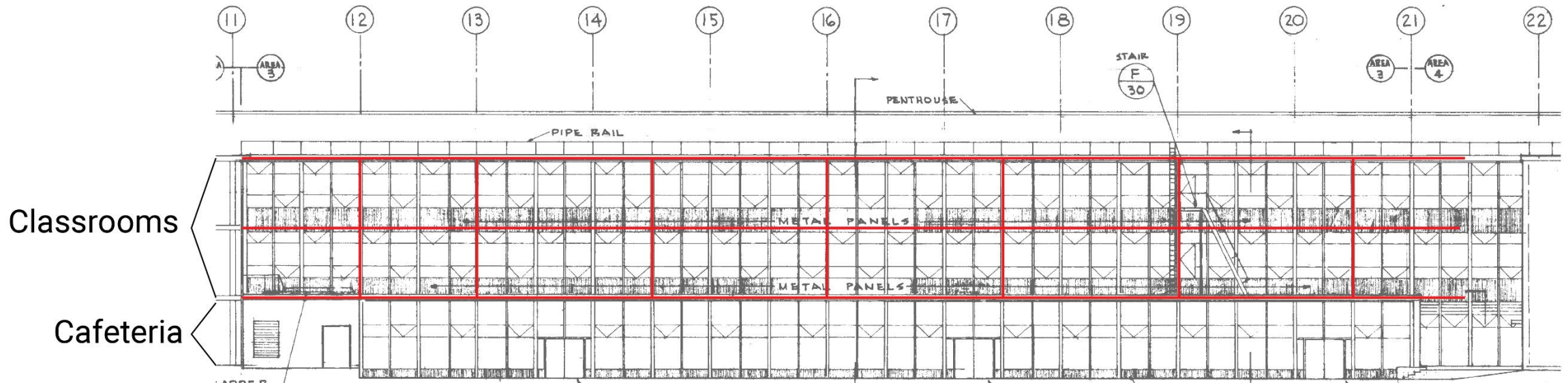
Chicago School
Ludwig Mies van der Rohe

International Style Characteristics

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



International Style Characteristics



WILSON HS CMPC #2

[Visioning]

[Critical Thinking: Site]

[Critical Thinking: Program + Building]

[Next Steps]

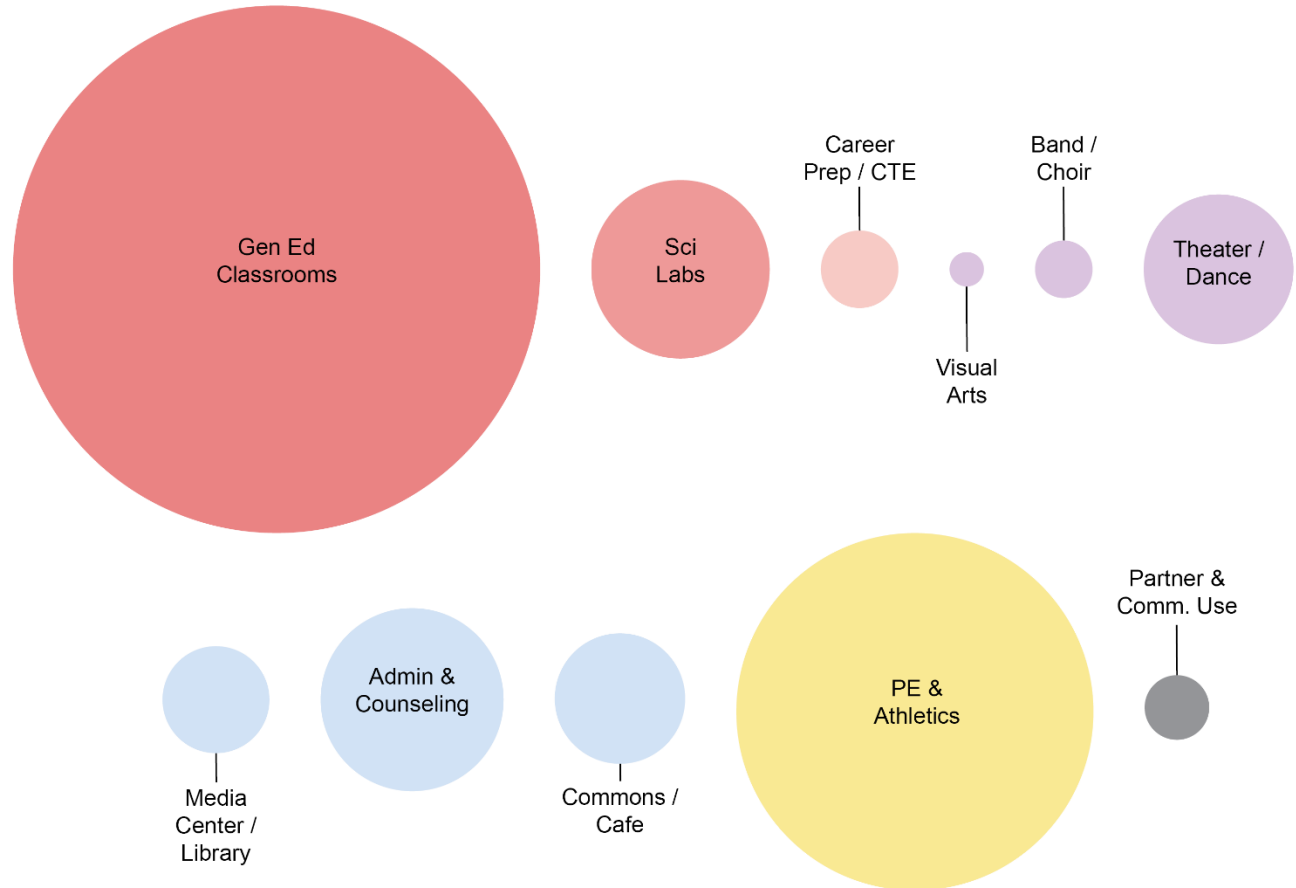
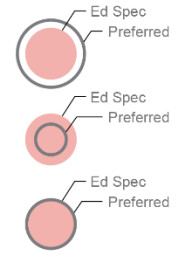
HOMEWORK

Homework #1

What *programs* are important and why?

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

Example:



Homework #2

What program *relationships* are important and why?

The colored circles represent the total relative size of the different program groups listed in the Ed Specs. In this exercise you will explore what programs should, or should not, be located near each other, and what is public/open to community and what is private/closed to community.

Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces.

Please explain the reasons why you arranged the programs in the notes section below.

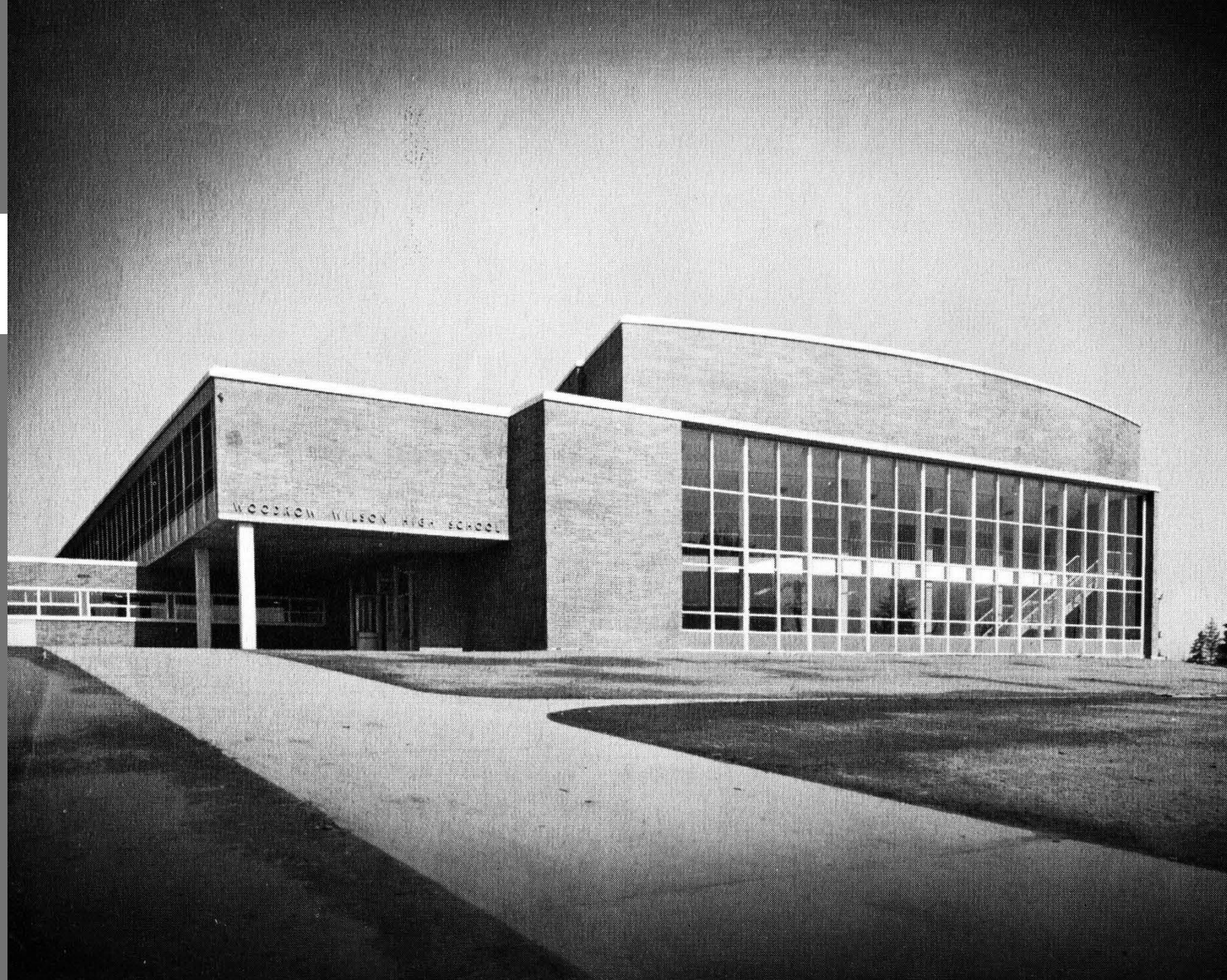


CMPC #3

| What to Expect Next

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

Thank you

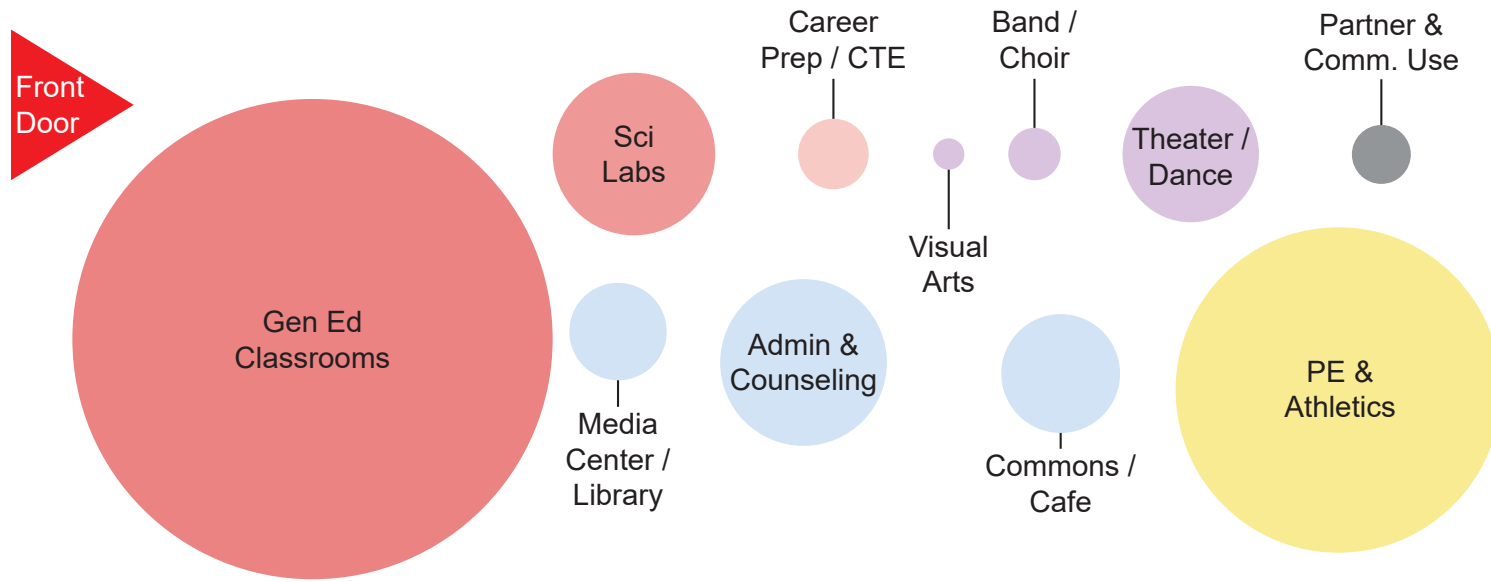


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Cut out the colored circles, or draw circles the same size, in the space below to show preferred program relationships and adjacencies. Program circles can be cut (or drawn) into smaller pieces.

Please explain the reasons why you arranged the programs in the notes section below.



Open to Community

Closed to Community

Notes

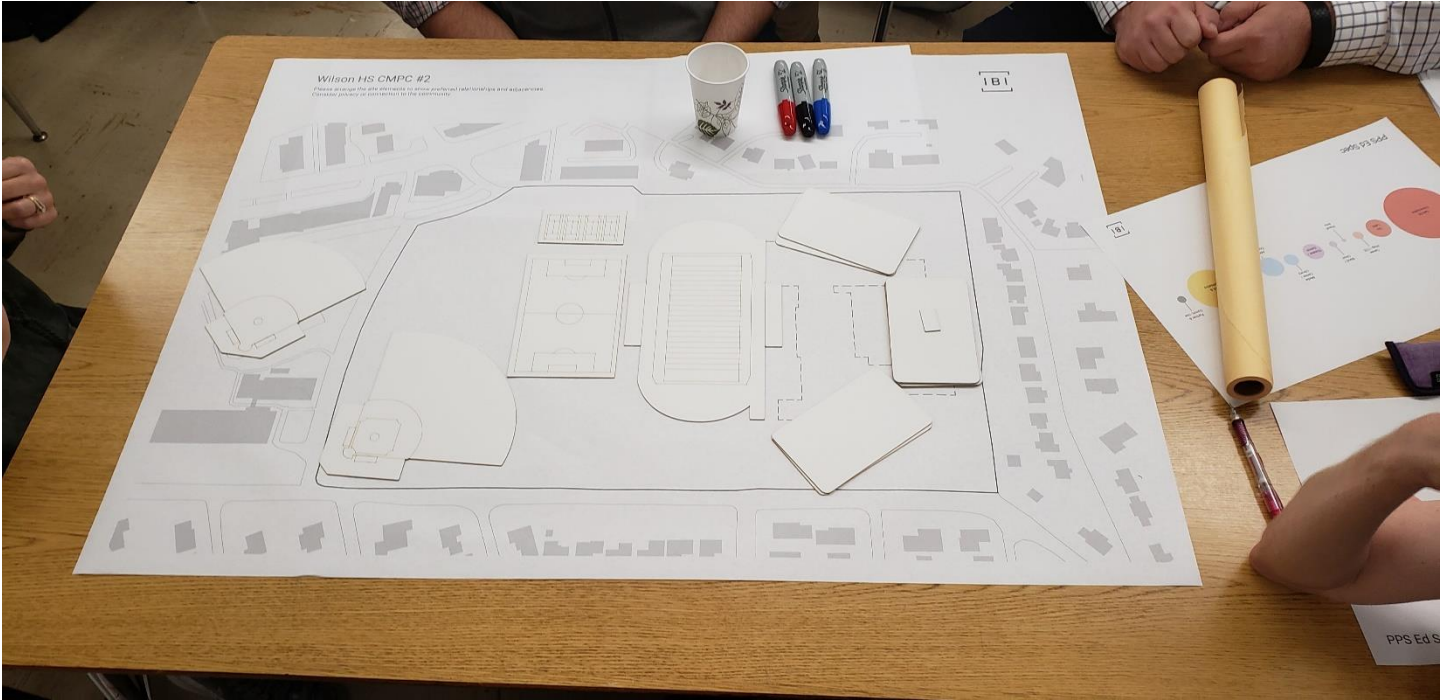




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Wilson High School CMPC #2 Site Program Exercise

Table #1

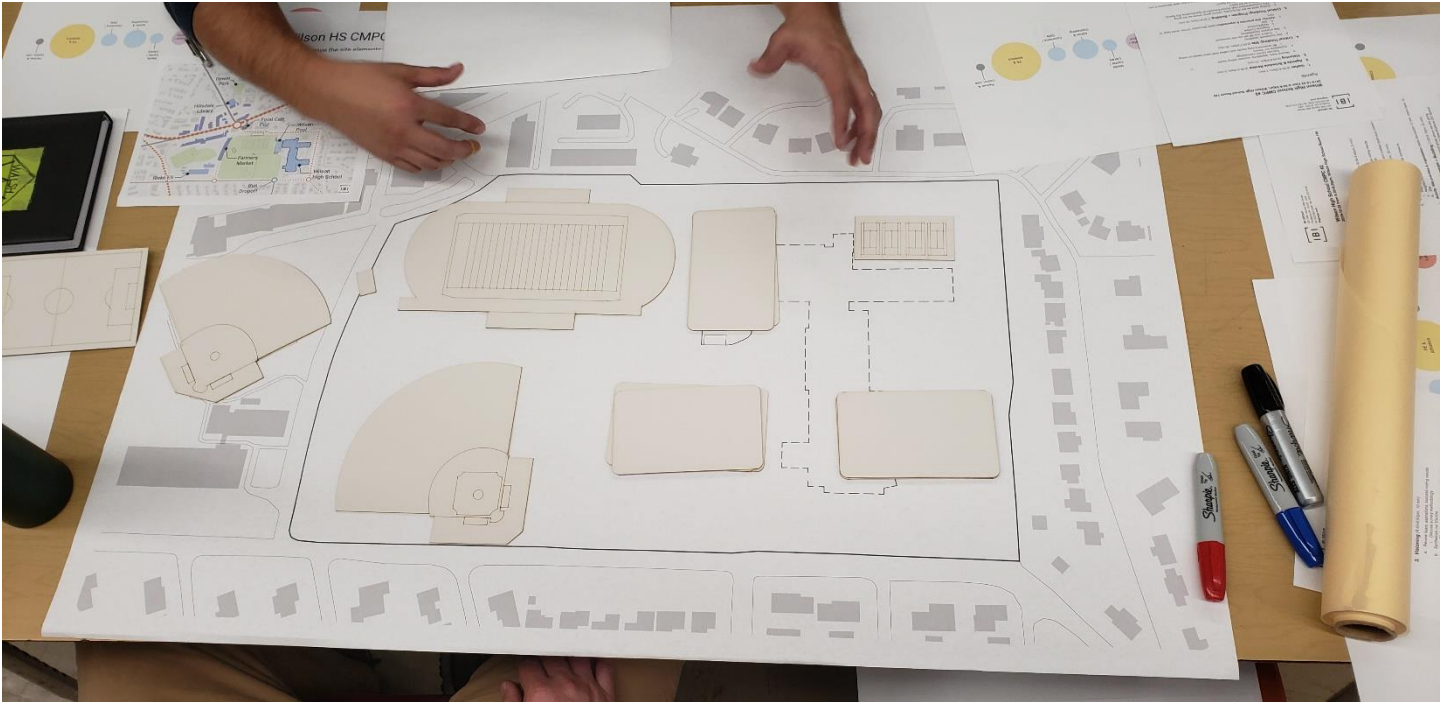


- Overall view is important. The current building doesn't take advantage of view
- Current building doesn't flow
- Green space "make out bowl" isn't used
- Home team facing west, watch the sunset from stadium
- Reconfigure to building
- Entry way is unsafe, hidden & uninviting, anyone could sneak in



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Table #2

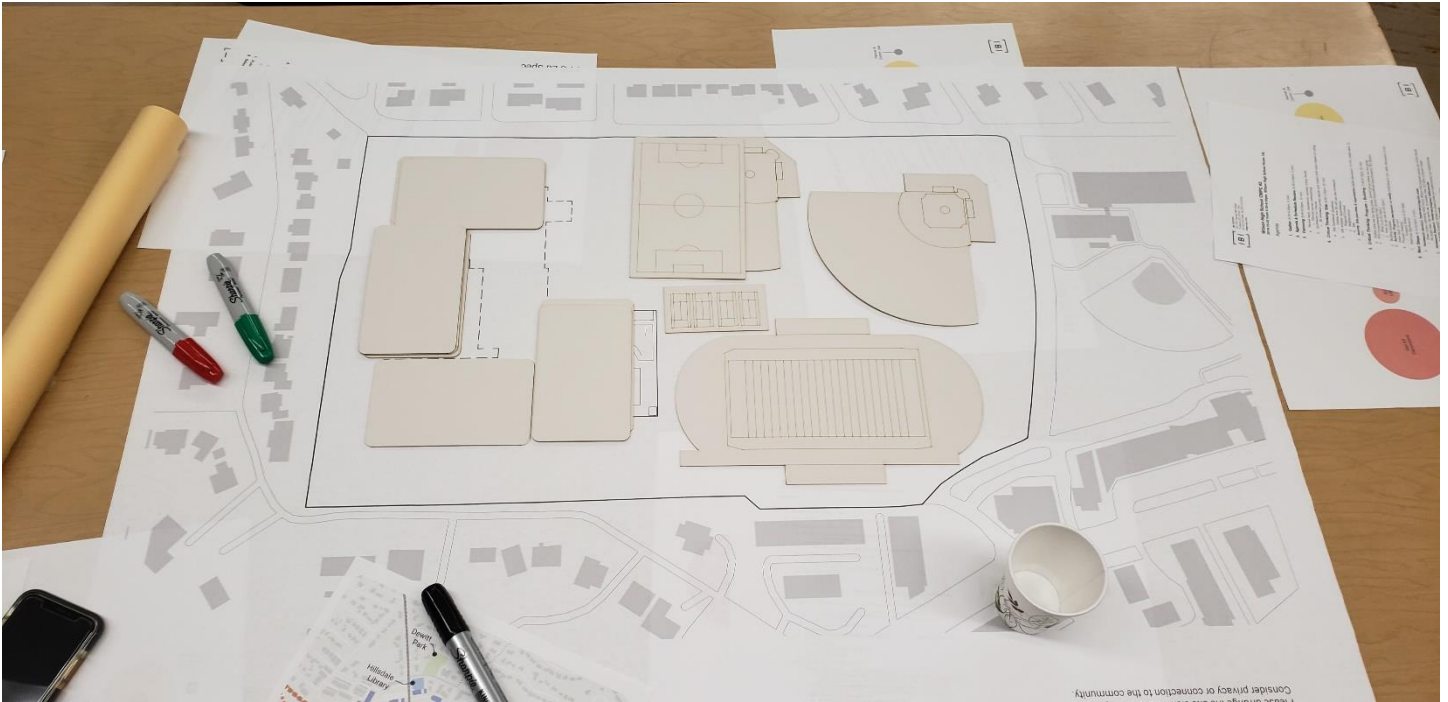


- Dilemma of keeping pool or not
- Where do students go if building demolished?
- Removing the field costs money
- Everything you move costs more
- Auditorium and gym grouped together
- Put buildings over pool and cover?
- Phase construction so students can stay onsite
- New front door on Vermont an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



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Table #3



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



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Table #4

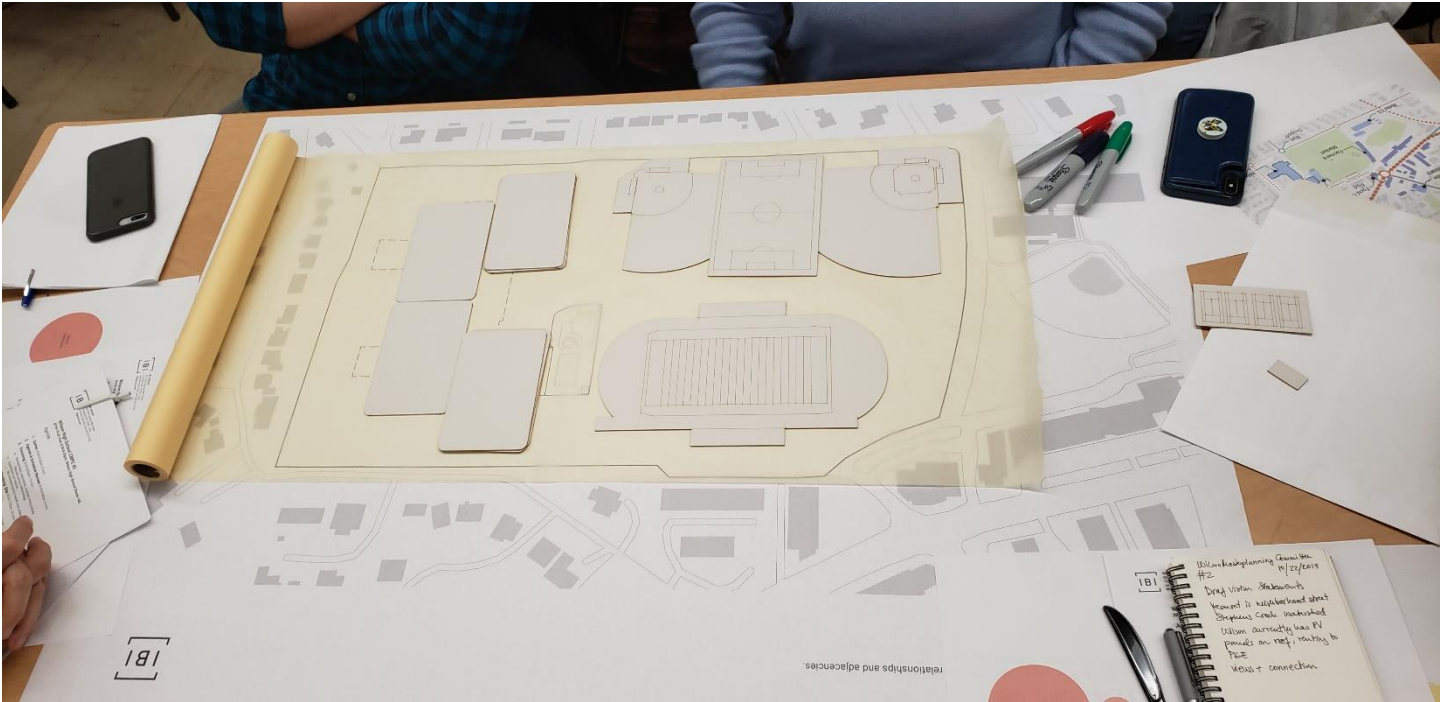


- Basic layout of the fields remained the same
- School stayed up high to maintain views
- Inverted layout of school slightly
- Open area in middle, main entry facing west out to the sun. Travel paths through middle.
- Shield neighborhood from game day noise
- Media center, auditorium and commons in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



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Table #5

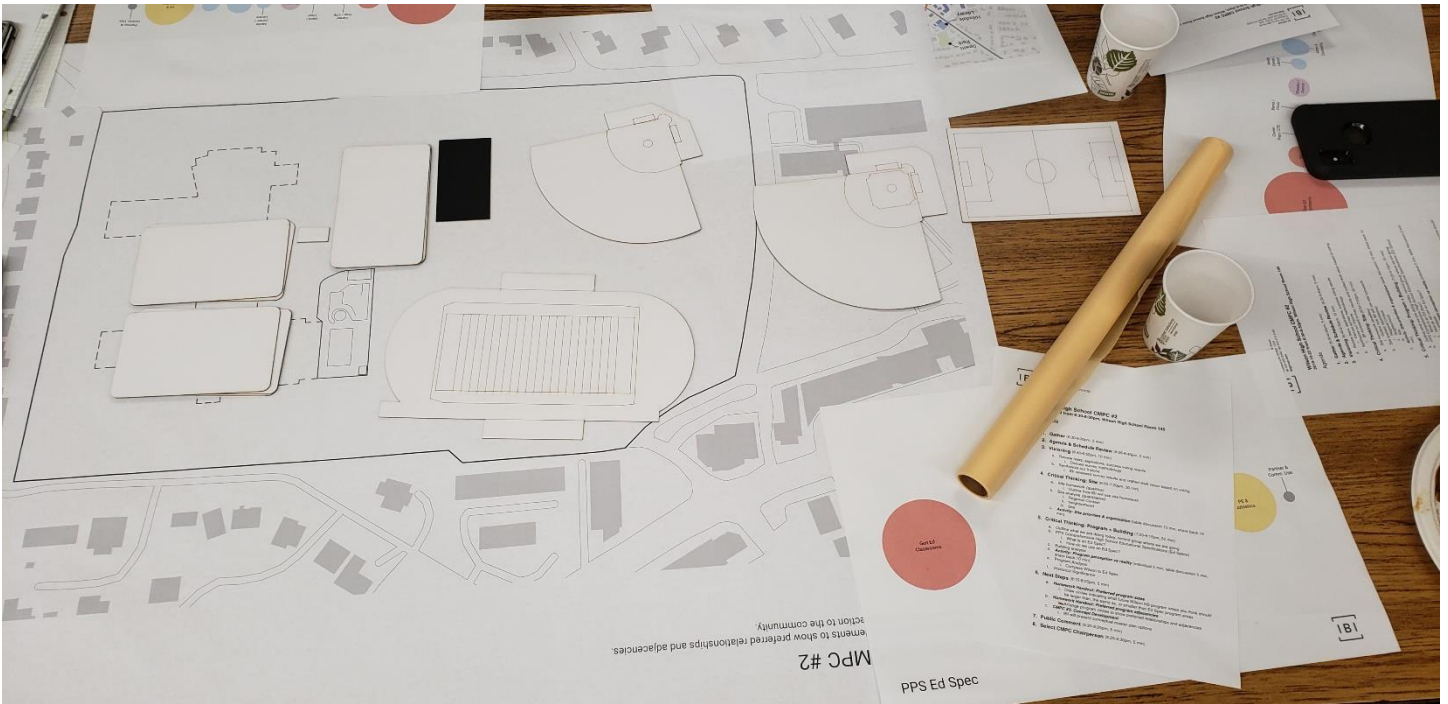


- Similar responses to the other tables
- Face west to take advantage of views
- Overhangs for outdoor spaces.
- Front of existing building is beautiful to save this would be great. Is covered up with trees but could be exposed.

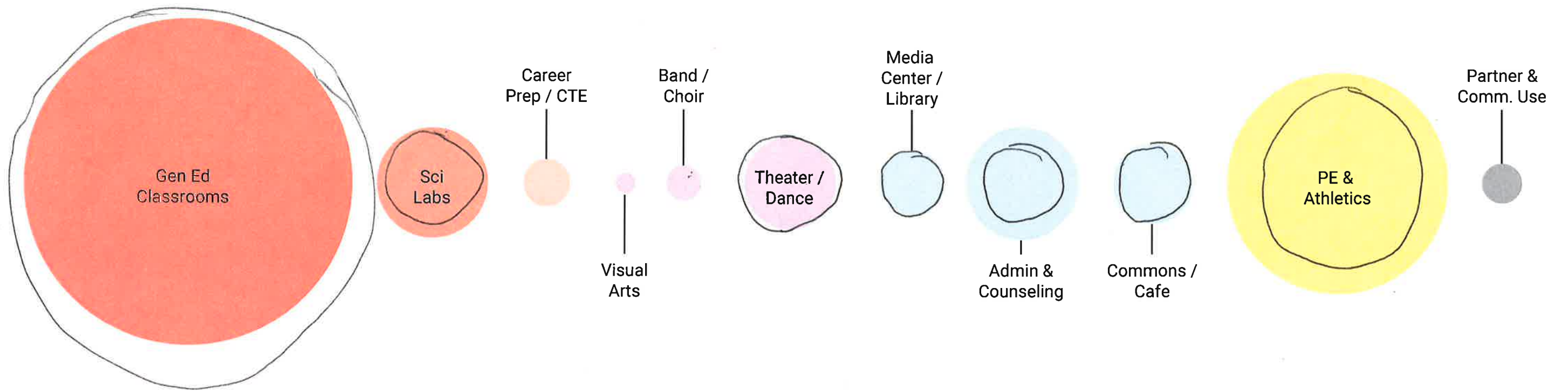


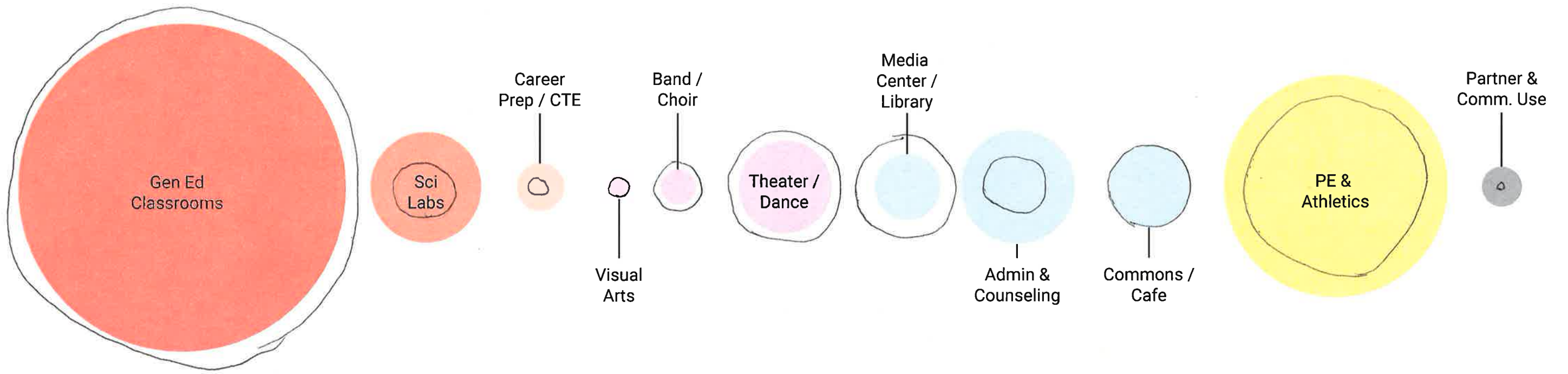
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Table #6

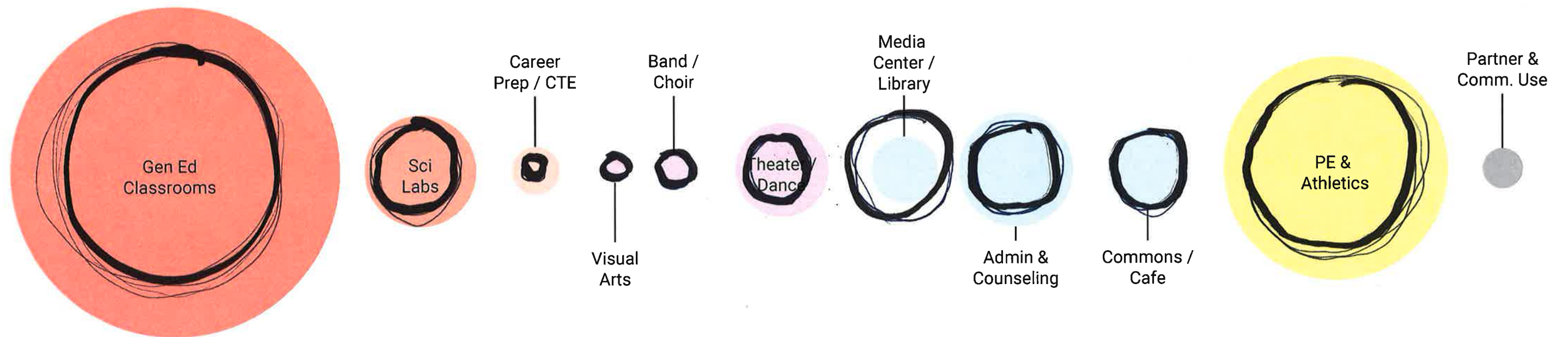


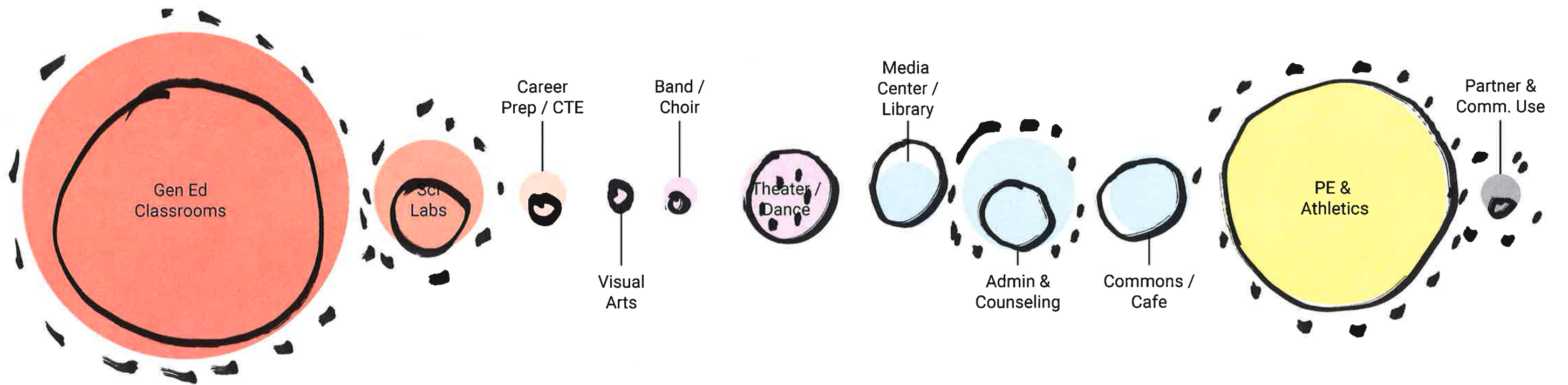
- Demolished building
- Created community space and CTE area where practice fields are. Culinary spaces and a restaurant. Community center with childcare at pool located underground to capitalize on view. Brought services onsite to connect to community, verses trying to project out to the community to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

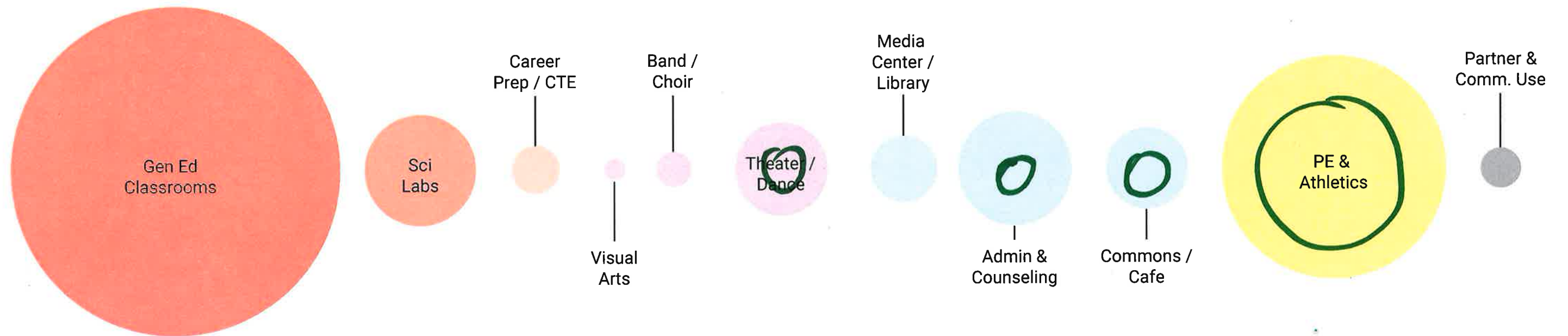


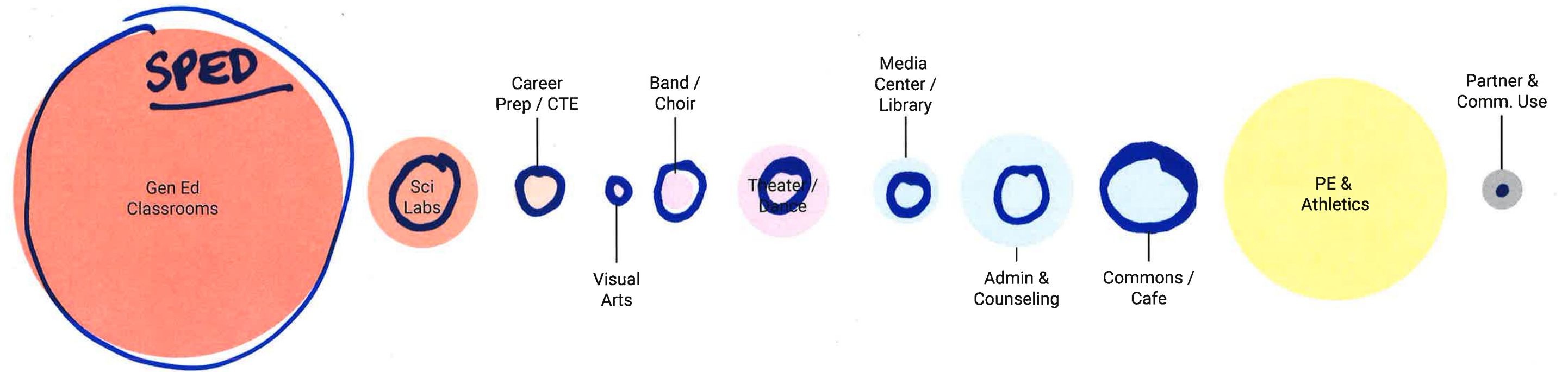


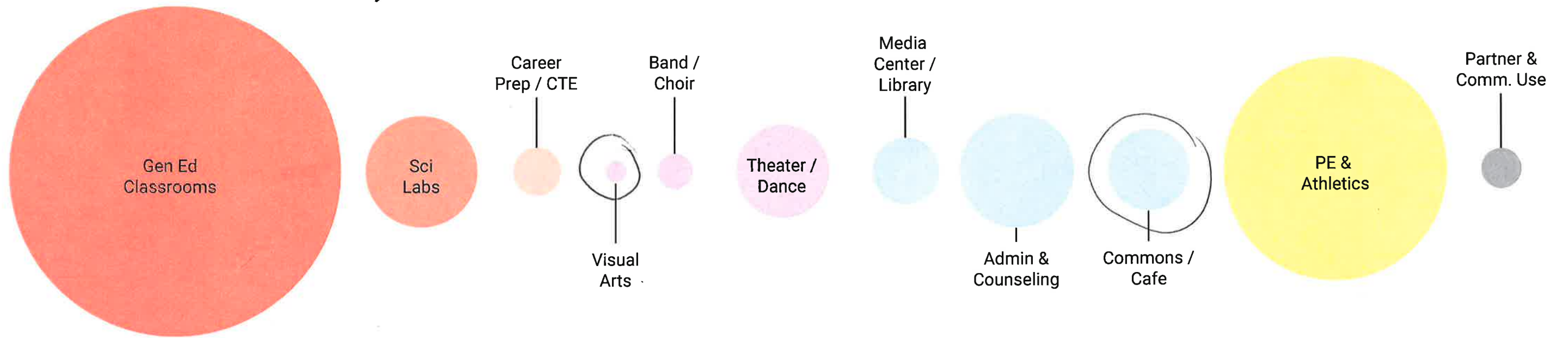
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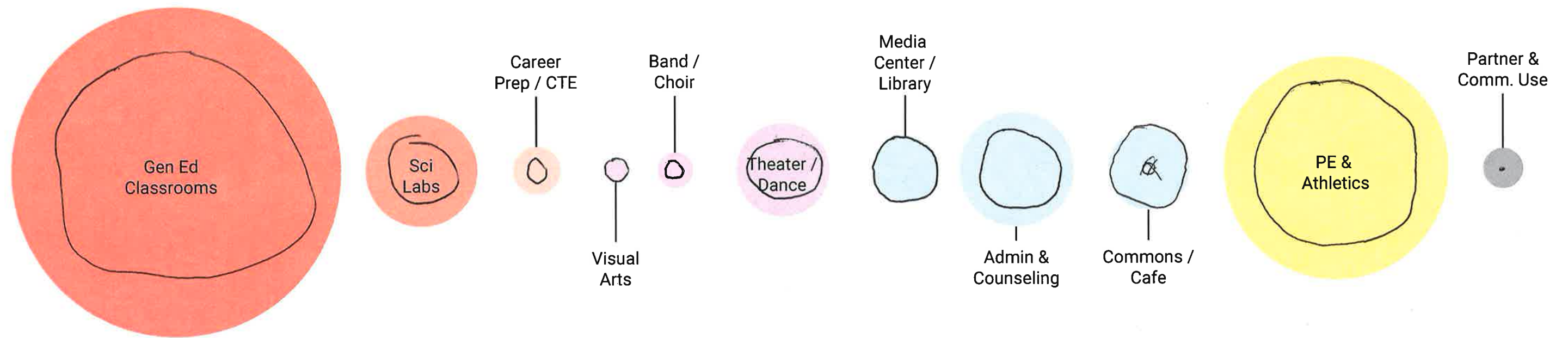


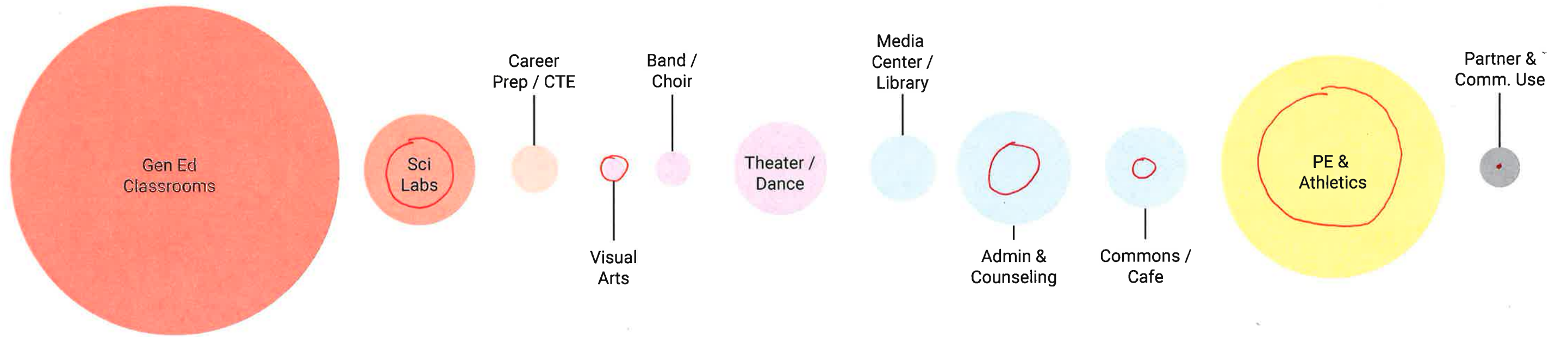


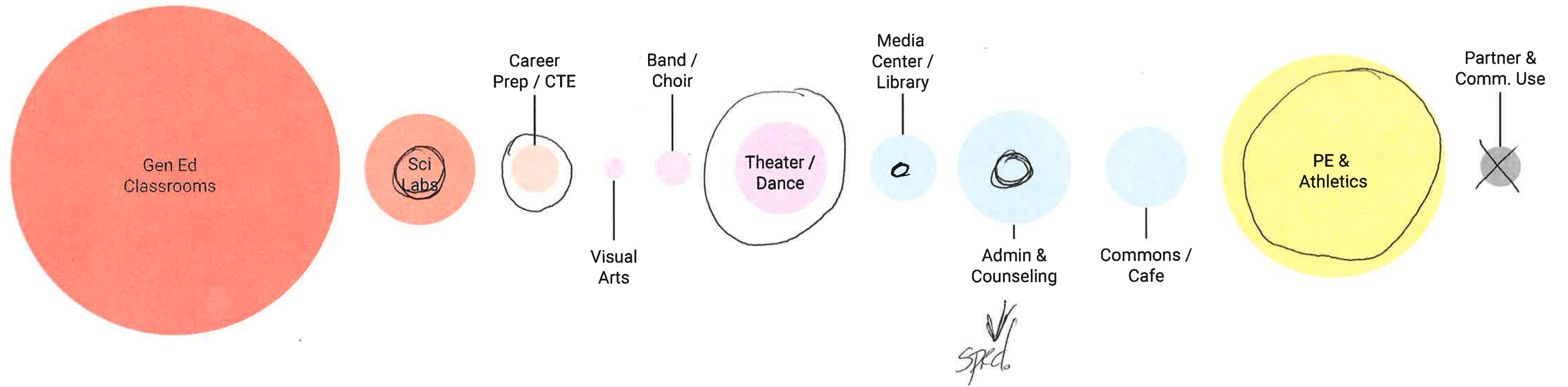












*7 200,000 sq feet
7 260,000 sq feet ~~at~~ carried*