PORTLAND PUBLIC SCHOOLS
Office of School Modernization
501 North Dixon Street • Portland, OR 97227

Board of Education
Meeting Materials Cover Sheet May 8, 2018

A. PowerPoint Presentation

B. Madison Master Plan Report – DRAFT 03.09.2018

- The attached is the draft report prepared in March based upon the master plan identified at that time.
- Due to time constraints, only portions of the draft master plan will be updated for master plan approval by May 22.

C. Madison Steering Committee Presentation – 05 01 2018

- Includes updated master plan information

D. Kellogg Master Plan Resolution

- Provided as reference

Brief Overview of High School Modernization Options

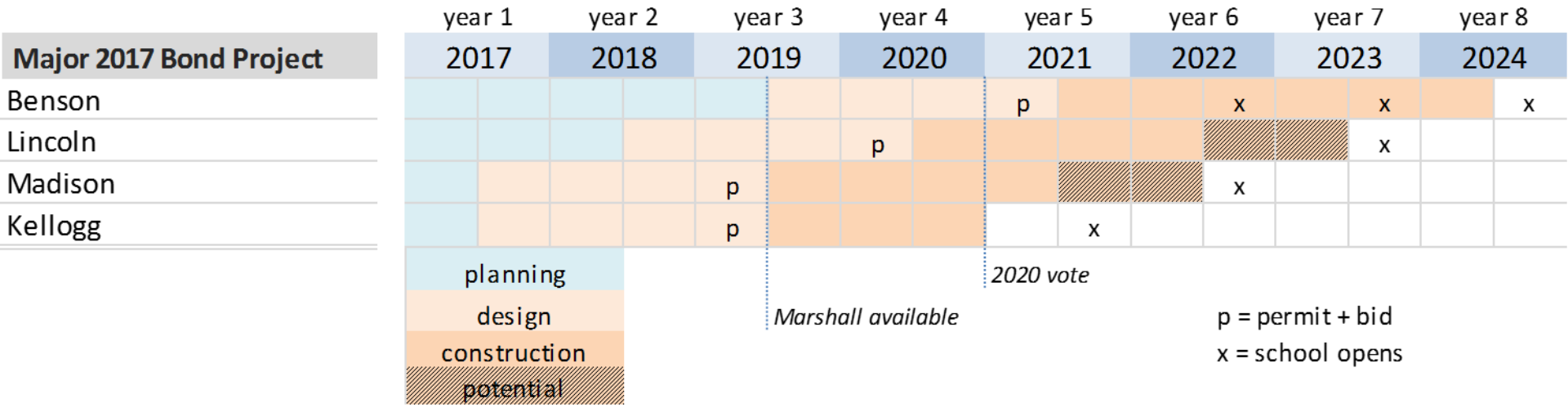
May 8, 2018

Master Plan Process

- Ed Specs
  - Identify recommended and optional high school requirements and optional spaces
  - Total HS size ranges from 283,000 SF to 332,000 SF

- Master Plans
  - Incorporate ed specs with existing site/building constraints and school programs
  - Evaluate optional spaces
  - Recommend a final “master plan” program

Project Schedules



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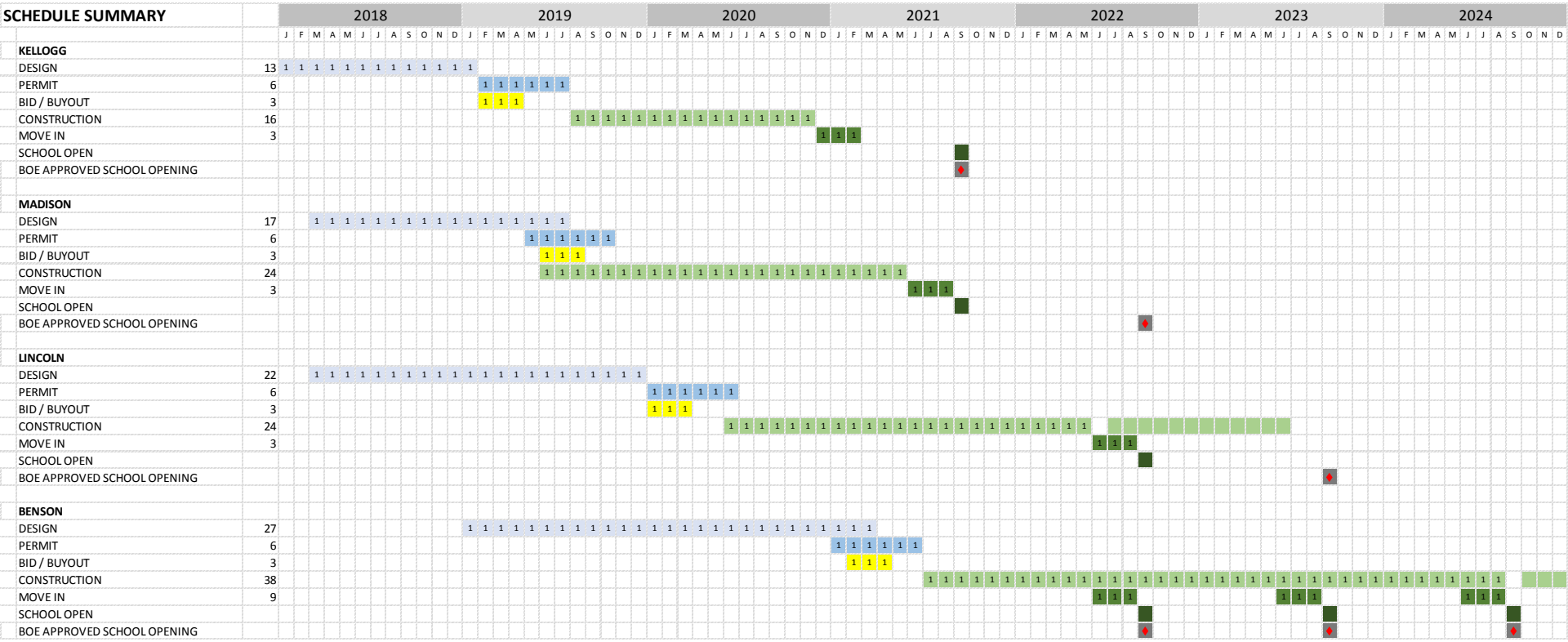

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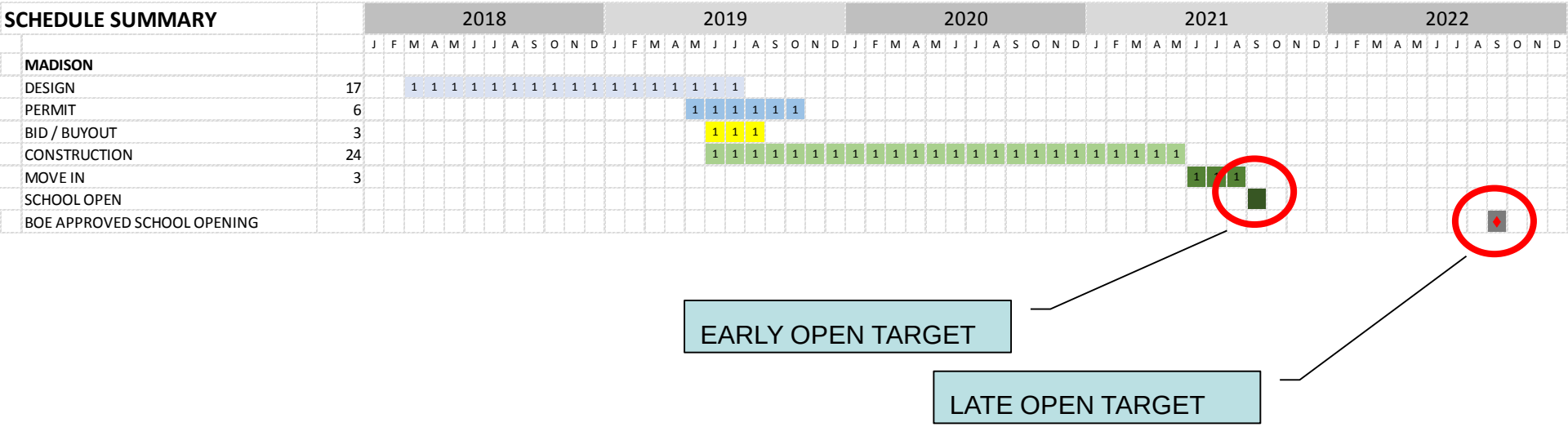

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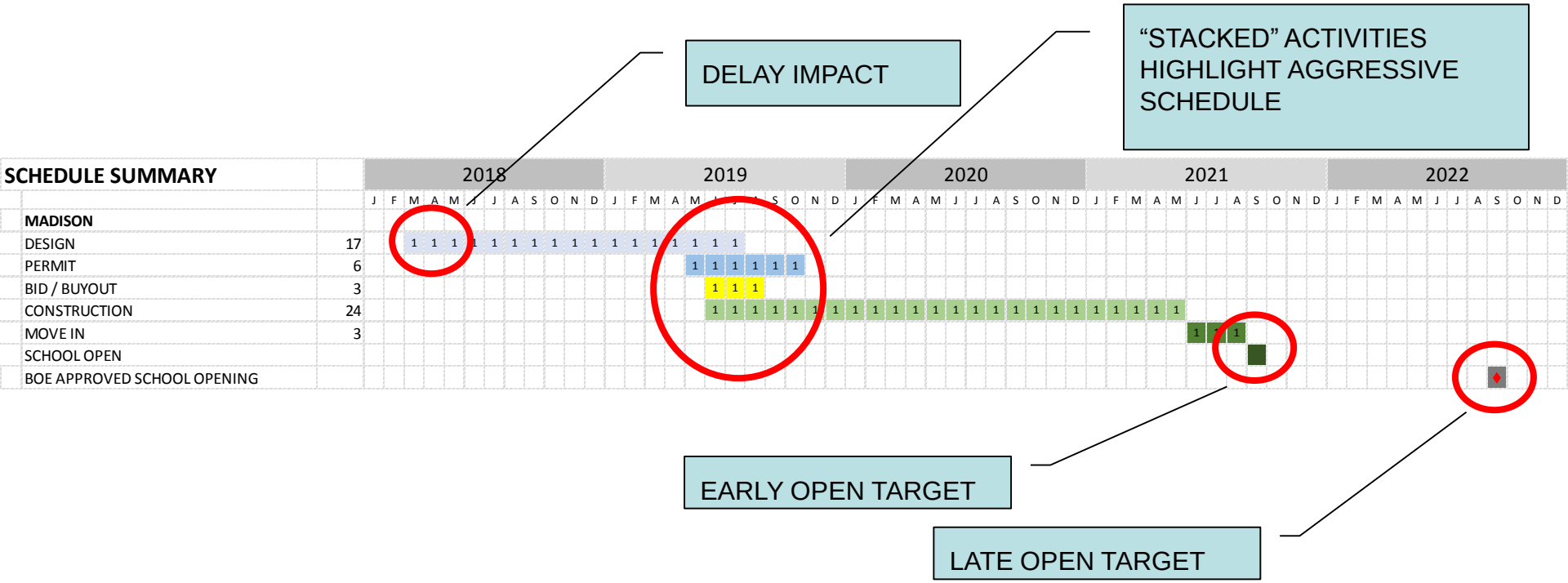

Recent Activity

- April 18 – Board Work Session
  - High School Ed Specs Review
- April 24 - Board Meeting
  - Kellogg, Benson, Lincoln, Madison project status updated and Area Program Summary Review
  - BOE Direction: Develop Options for Proceeding with Madison, Lincoln and Benson
- April 30 – Board Work Session
  - Budget Overview
- **May 1 – Steering Committee Meeting (Madison, Lincoln and Benson)**

Steering Committee Agenda

- Master plan overview
- Review program/cost reduction options
- Discuss evaluation criteria
- Rate options against criteria
- Develop prioritized list of possible program reductions for May 8 Board Meeting

Steering Committee Attendees

- **Board Members**: Paul Anthony, Scott Bailey, Amy Kohnstamm
- **PPS Leadership**: Stephanie Soden, Luis Valentino
- **BAC Chair**: Kevin Spellman
- **Directors**: Marshall Haskins, Jere High, Dan Jung
- **Principals**: Petra Callin, Peyton Chapman, Curtis Wilson
- **OSM**: Erik Gerding, Scott Perala, Jessie Steiger
- **Architects**: Bassetti, Bora, Opsis

Evaluation Criteria

- Guiding principles stated by Board members:
  - Equity
  - Safety
  - Maintain partner / wrap-around services
  - Collaboration
- Additional evaluation criteria:
  - Student Impact
  - Flexibility
  - Community Process / Involvement
  - Negotiable / Non-Negotiable

Madison High School Options

	Option	Approx. Cost	Permanent / Phased
1.	Deduct 2 science labs	$1.5M	Phased
2.	Deduct 5 teacher collaboration and 5 small instructional spaces	$2.0M	Phased
3.	Delete stadium renovations	$1.8M	Phased
4.	Delete softball field and turf on south fields	$3.5M	Phased
5.	Delete south parking upgrades	$0.8M	Phased
6.	Delete immediate occupancy upgrade to aux gym	Up to $1.0M	Permanent
7.	Delete auxiliary gym	$2.2M	Phased
8.	Delete choir room	$0.5M	Phased
9.	Reduce capacity of theater to 350	$0.6M	Permanent
10.	Eliminate sustainable agriculture program / "messy" lab	$0.4M	Permanent
11.	Eliminate additional flexible learning spaces	$0.4M	Permanent

Lincoln High School Options

	Option	Approx. Cost	Permanent / Phased
1.	Reduce Classroom size from 930 SF to 900 SF	$380K-$575K	Permanent
2.	Delete 1 General Education Classroom	$210K-$315K	Permanent
3.	Delete 1 Science Lab	$320K-$480K	Permanent
4.	Delete 5 Smaller Instructional Spaces	$580K-$870K	Permanent
5.	Delete Culinary Arts CTE spaces (2 teaching stations)	$370K-$560K	Permanent
6.	Delete Photography Classroom and Darkroom	$290K-$435K	Permanent
7.	Delete dedicated Wrestling Room	$370K-$560K	Permanent
8.	Reduce Theater capacity to 425	$190K-$290K	Permanent
9.	Grass in lieu of turf at Practice Field	$350K-$500K	Phased
10.	Shell Health Center	$240K-$320K	Phased

Benson High School Options

OPTIONS DISCUSSED WITH BENSON TECH MASTER PLANNING COMMITTEE

- Reduce masterplan area from approx. 380,000 SF to 368,000 SF to match existing footprint. A key priority for the MPC is not getting less area than their existing school has.
- Exact program components to be reduced to meet this reduction is TBD pending criteria from PPS Ed Spec discussion for general education, wrap around services, etc. that need to be in parity with other high schools. Some Benson Tech specific ideas brainstormed by the group include:
  - Some sharing between academic and CTE programs
  - Finding opportunities for shared CTE shops/spaces/computer labs within programs
- Provide up to 50k SF of CTE space that is core & shell to reduce upfront costs – utilize industry partners to help with the fit and finish of these spaces.
- Eliminate FF&E budget – use a combination of existing equipment and industry partnerships to help provide funding or donations for any new furniture or equipment.
- Move construction start one year earlier, to 2020, to reduce escalation costs.

Evaluation Concept

- Have Steering Committee objectively rate the options based on the criteria
- Lowest total scores could be viable options

Project Evaluation Sheets

MADISON HIGH SCHOOL

Score each field with 1-5, 1 being no or low impact, 5 being high impact

	Option	Equity	Student Impact	Safety	Partner Spaces	Flexibility	Collaboration	Community Process	Total Score	Approximate Cost	Permanent / Phased	Notes
1	Deduct 2 science labs									$1.7M	Phased	
2	Deduct 5 teacher collaboration and 5 small instructional spaces									$2.2M	Phased	
3	Delete stadium renovations									$2.0M	Phased	
4	Delete softball field and turf on south fields									$3.8M	Phased	
5	Delete south parking upgrades									$1.0M	Phased	
6	Delete immediate occupancy upgrade to aux gym									Up to $1.0M	Permanent	
7	Delete auxiliary gym									$2.4M	Phased	
8	Delete choir room									$0.5M	Phased	
9	Reduce capacity of theater to 350									$0.6M	Permanent	
10	Eliminate sustainable agriculture program / "messy" lab									$0.4M	Permanent	
11	Eliminate additional flexible learning spaces									$0.4M	Permanent	

LINCOLN HIGH SCHOOL

Score each field with 1-5, 1 being no or low impact, 5 being high impact

	Option	Equity	Student Impact	Safety	Partner Spaces	Flexibility	Collaboration	Community Process	Total Score	Approximate Cost	Permanent / Phased	Notes
1	Reduce Classroom size from 930 SF to 900 SF									$380K-$575K	Permanent	
2	Delete 1 General Educaiotn Classroom									$210K-$315K	Permanent	
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9	Grass in lieu of turf at Practice Field									$350K-$500K	Phased	
10	Shell Health Center									$240K-$320K	Phased	

Conclusions

- Based on discussion points and options presented, the committee found the options to be non-negotiable and elected not to complete the rating exercise

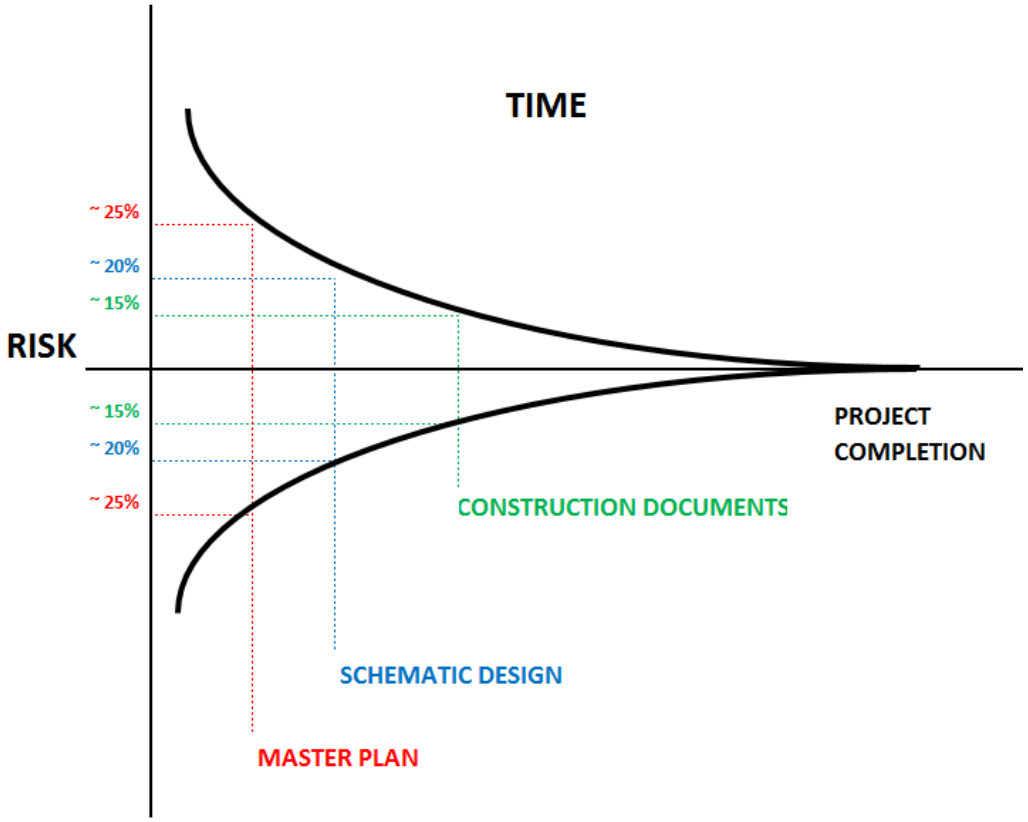
- As a result, the most viable option to proceed is to move forward with full master plans (without program reductions)

Next Steps

- Madison
  - Finalize master plan documents for review by BOE next week
  - May 22: Master Plan Approval
- Lincoln
- Benson

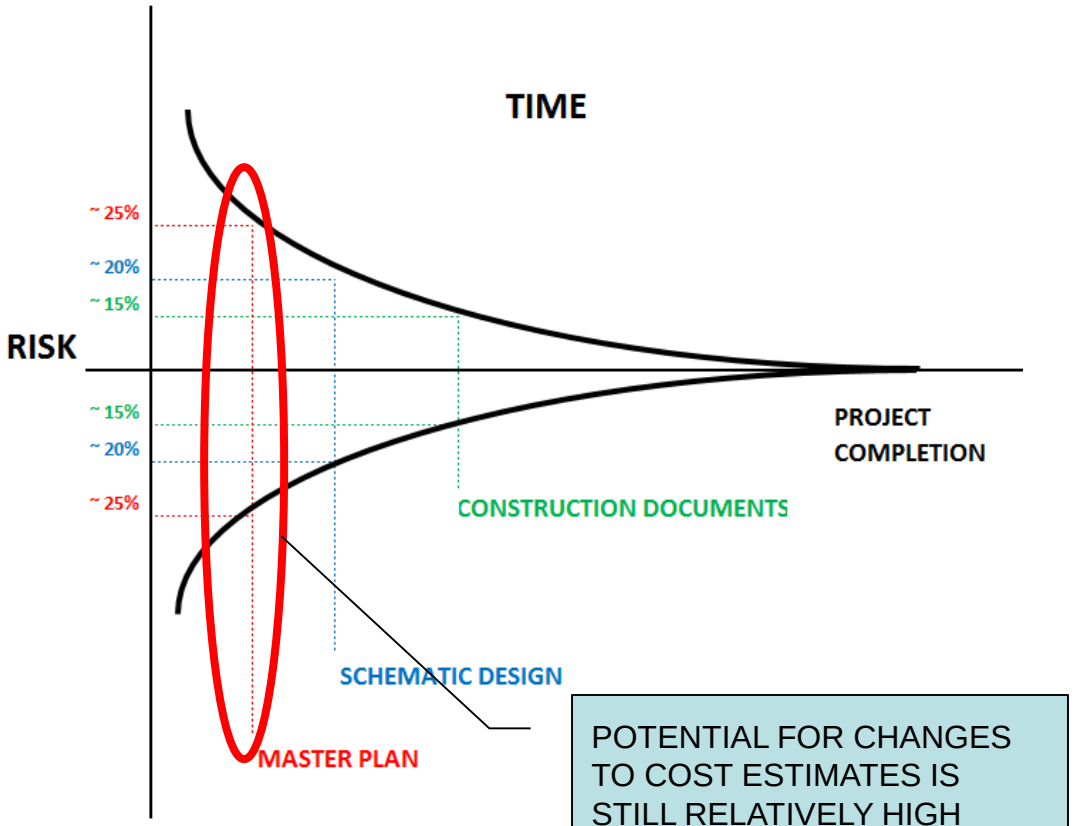
Risk

BOND BUDGET PROGRESSION - TIME AND RISK



Risk

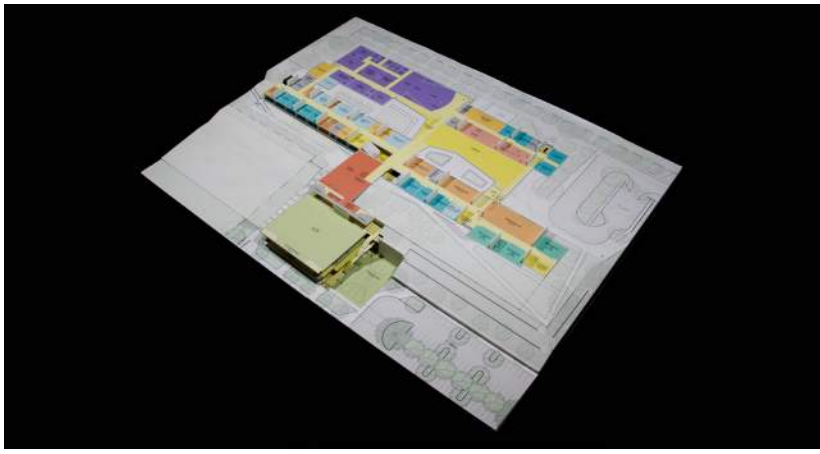
BOND BUDGET PROGRESSION - TIME AND RISK



POTENTIAL FOR CHANGES TO COST ESTIMATES IS STILL RELATIVELY HIGH

MADISON HIGH SCHOOL

Master Plan Update



FINAL REPORT

03.06.2018

DRAFT 03.09.2018

opsis architecture | **dao** architecture

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PARTICIPANTS

DAG Committee

Raymond Cheng, *Co-Chair - City of Portland resident.*
Ana Muñoz, *Co-Chair - Program partners*
Doug Pruitt, *Co-Chair - High school cluster parents, Parents / PTA / PTSA, Teachers*

Eric Bennett, *Alumni, Boosters, High school cluster parents, Neighborhood Association, Program partners, Students*
Brian Butenschoen, *High school cluster parents, Neighborhood Association, Parents / PTA / PTSA, Students*
Yolanda Cabrera
Elena Collazo-Santiago, *Parents / PTA / PTSA, Students, Migrant Parent Advisory Committee*
Kelly Dwight, *Teachers*
Laura Gifford, *Alumni, High school cluster parents*
Maria Paz Herrera, *Program partners*
Jim Holstein, *High school cluster parents, Parents / PTA / PTSA*
Sue House, *Students, Teachers*
Chuck Jones, *Parents / PTA / PTSA, Students, Teachers*
Amber Lamadrid, *High school cluster parents*
Kathryn Lindstrom, *Community Members, PPS Parents*
Anita Lord, *Alumni, Business Association, High school cluster parents, Parents / PTA / PTSA*
Taylor Marrow III, *High school cluster parents*
Kelly McCombs, *Neighbor – Dharma Rain*
Nicolas Meneses, *Former MPC*
Lucy Nobles, *High school cluster parents, Parents / PTA / PTSA*
Tamara O'Malley, *High school cluster parents, Neighborhood Association, Teachers*
Jennifer Piper, *Community College Partner*
Mark Robb
Laura Spidell, *Neighborhood Association, Parents / PTA / PTSA*
Nancy Sullivan, *Teachers*
Thao Duc Tu, *Vietnamese Community leader*
David Valenzuela, *High school cluster parents, Teachers*
Chad Whipple, *Parents / PTA / PTSA*

Opsis Architecture

Alec Holser, *Principal*
Randall Heeb, *Project Manager*
Steven Nelsen, *Project Manager*
Kirsten Justice, *Interior Designer*
Bryce Tolene, *Architect*
Max Frixone, *Architect*

DAO Architecture

Joann Dao Le, Associate *Architect*
David Horsley, Associate *Architect*
Max Archer, *Junior Designer*
Kirstine Merkel, *Junior Designer*

Consultant Team

Nancy Hamilton, *Nancy Hamilton Consulting*
Carol Mayer-Reed, *Mayer/Reed*
Anne Samuel, *Mayer/Reed*
Emily Kuo, *Mayer/Reed*
Randall Toma, *ABHT Structural Engineers*
Andy Frichtl, *Interface Engineering*
Brain Butler, *Interface Engineering*
Flaviano Reyes, *Reyes Engineering*
Bert Klawa, *Reyes Engineering*
Cathy Corliss, *Angelo Planning Group*
Frank Angelo, *Angelo Planning Group*
Graham Roy, *RLB Cost*
Daniel Junge, *RLB Cost*
Peter Meijer, *Peter Meijer Architect*
Halla Hoffer, *Peter Meijer Architect*
Geoff Larsen, *BHE Group*

01 EXECUTIVE SUMMARY

Vision Statement

The new Madison High School will be a welcoming, safe and secure place that builds upon the diversity and resiliency of everyone in the Madison High School community – students, parents, teachers and neighbors alike.

In the 21st Century, teaching and learning happens everywhere. As such, the new Madison High School will serve as a rigorous and engaging learning atmosphere that helps students embrace the future and solve real world problems by utilizing flexibility, creativity and the strength of a diverse community.

Master Plan Update

This Master Plan Update for the Modernization of Madison High School represents the conclusion of the conceptual design process that was initiated as part of the 2017 bond. The concept design aligns the program scope and budget and will serve as the basis of design for the rest of the project. The process to reach this plan has included reviews by the District Steering Committee and the Madison High School project Leadership Team, along with extensive stakeholder engagement.

2016 Master Plan Update

In the spring of 2016, PPS undertook the master planning of Benson, Lincoln and Madison high schools. This document summarizes the activities of the master plan for the future of Madison High School in northeast Portland Oregon. The vision and key design themes presented in the August 2016 Draft Master Plan document reflected the collaborative effort of the Madison High School Master Plan Committee (MPC) and the input received by Madison High School students, teachers, staff, parents, and community members.

Due Diligience Study

The MPC was re-assembled in late 2016 / early 2017 for a due-diligence review of the Draft Master Plan. The study included more detailed engineering reviews of the existing building and an updated cost estimate. The committee established a prioritization of program elements that might be considered to achieve needed cost reductions. The revised cost estimate for the Draft Master Plan was $105M in December 2017 (not escalated to mid-point of construction).

DAG Concept Design / Master Plan Updated

Beginning in November 2017 programming and concept design phase was initiated with the newly formed DAG (Design Advisory Group) to refine the Master Plan based on the project budget established after the passage of the Bond. This updated Final Master Plan will set the stage for the further development of a design that balances the specific needs of the school, the budget realities in a volatile construction market and the Ed Spec standards recently updated by PPS.

While details of the plan vary from the preferred Draft Master Plan Concept Design, the design continues to address the challenges of the existing facility and the guiding principles developed by the MPC in the Master Plan as described below:

Existing Challenges

- A Diverse Community with an antiquated school building that creates a barrier between cultures.
- Existing building is an opaque space that is not inviting or welcoming, discouraging future students from considering attending MHS
- The building systems are well beyond their life-cycle and are in need of replacement to increase efficiency, reduce operating costs, and improve occupant comfort
- A Lack of “maker space” that enhance innovative learning programs, including urban agriculture, Career Technical Education (CTE), computer science, sustainability and textiles
- Disjointed places of learning that make it difficult to integrate the site and building, thereby hindering community connections and safety
- Building does not meet current seismic, ADA or safety codes
- A significant lack of athletic facilities for students who are not on formal MHS teams
- Insufficient facilities for the student and community valued, wrap-around services.

Guiding Principles

- **Create State-of-the-Art 21st century learning environments** – Transform the school’s facilities to stimulate learning.
- **Community Connections** – Make the school the heart of the Neighborhood and a “beacon” to 82nd Street.
- **Social and Academic Connections** – Reflect the diversity of the students, teachers and neighborhoods surrounding MHS
- **Indoor / Outdoor Connections** – Create stronger connections between the school’s interior and its outdoor courtyards and gardens.
- **Example of Sustainability** – Create safe and convenient access points for students on foot, bike, bus, and car
- **Access and Security** – Create safe and convenient access points for students on foot, bike, bus, and cars.
- **Improve connectivity within the building** – Create visual landmarks and open sightlines and improve access and flow.
- **Site Environment** – Optimize the school’s topography and adjacent amenities and views, while enhancing the building’s use of solar energy.
- **Building’s Systems** – Modernize the school’s structural, mechanical, electrical, and technological systems.

DAG 01

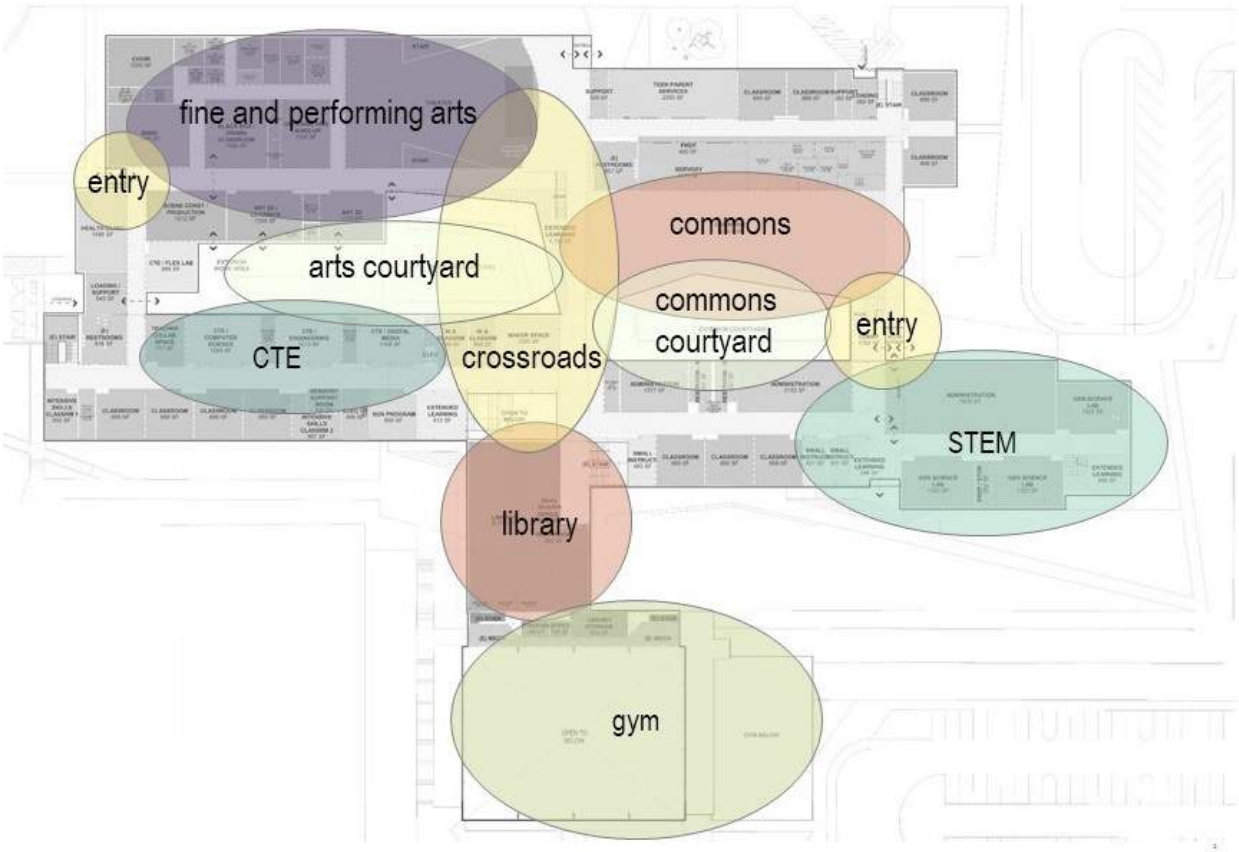
DAG Process / Master Plan Refinement

The DAG committee was convened in December 2017 and included many of the original MPC members providing a strong continuity of understanding of the Master Plan principals and goals. The DAG committee through a series of hands-on workshops developed a deeper understanding of the specific details of how the learning spaces defined in the Master Plan could be developed. Members of the committee toured the completed Roosevelt and Franklin High School projects.

In early 2018, the design and engineering team created a number of revised master plan options for reducing the project scope to better align with the overall project budget. These options were tested through a series of cost estimates that included revised projected construction cost escalation rates and construction contingencies based on recent regional bid data, including the Grant High School project bids.

Master Plan Refinements:

- Reducing risk and decreasing building floor area by demolishing the existing very large theater and rebuilding a smaller (to Ed Spec size) and much improved new performing arts wing.
- Reduction of Circulation space by decreasing corridor width by elimination of un-used locker space and excessive corridors and lobbies around the large existing theater
- Reduction of area allocated to non-teaching spaces including Teacher Collaboration spaces and Extended Learning spaces
- Reduction in general classroom size to fit within the existing structural grid while maintaining the 32 student capacity
- Reduction of two science labs based on projected needs with planning for add alternate or future additions if needed
- Reduction of site work to essential needs



Master Plan update

Existing Conditions

The existing Madison High School is a classic mid-century design with a large central theater and radiating wings of classrooms. The placement of the "solid" theater creates a series of circulation "off-sets" that in turn make the wayfinding through the school difficult. Views through the school typically dead-end into the theater or to the end of the classroom wings. Additionally the dead-end wings do not allow for any loop circulation through the building. This results in longer paths between classes and a fragmentation of the school. The location of the existing cafeteria on the far west end of the building exacerbates this discontinuity and does not create a place for building connections and community. The interior hard surfaces and dated finishes create an institutional character that don't support a 21st century learning environment.

From the outside, the building is not distinguished by any landmark space or architectural feature. One of the primary goals of the project is to create a new Madison that presents a dynamic, recognizable and welcoming face to the neighborhood. The existing vehicle and pedestrian circulation around Madison creates a number of safety conflicts and accessibility restrictions that will be addressed in the project. The existing original building MEP systems are at the end of their life and will be replaced. To meet the PPS seismic design goals, all areas of the building will need structural upgrades. Lastly the building envelope of walls and roofs was not designed to meet existing energy codes and will require major improvements.

Concept Design

The updated concept plan reorients the Commons to an east / west orientation that connects the Commons to the center of the school. The major deviation from the original masterplan is to replace the existing large auditorium with a theater that meets the EdSpec program and is better suited to the teaching needs. This approach significantly reduces the area of the building needing renovation and also eliminates the high risks of associated with renovation and seismic upgrades with the existing large, long-span structure. Additionally the removal of the existing auditorium opens up the center of the building to create much improved connectivity, visibility and natural light: all primary principles of the Master Plan goals.

The updated Master Plan concept design represents a project of approximately 279,000 SF that is significantly reduced in size from the original masterplan concept size of 315,000 SF. The reduction in floor area was the result of an extensive review of the specific Madison High School program needs and the recognition of the rapid escalation of construction costs during the last year and the expected continuation of this trend through to the bidding time for this project. The plan preserves the core teaching space needs including the EdSpec 41 general classrooms and CTE labs. Classroom sizes were reduced 10%, however they are designed to still meet the programmed student capacity. Reductions were made in lowering the Science labs from the 11 in the EdSpec to 9. Teacher Collaboration spaces were reduced by 50% from the EdSpec. Additionally based on the feedback from the completed Roosevelt and Franklin projects, the extended learning spaces were reduced in area and placed to be most effectively utilized by the students. The plan includes a number of Add Alternates for expanding the area to bring the program closer to the EdSpec for Teacher Collaboration spaces and Science Labs. Other Add Alternates include improved grandstand facilities and fields.

The total construction cost for the project is estimated at $129,400,000 dollars. Add alternates total $10,600,000 dollars. These costs include approximately 19.5 % projected escalation in construction costs to the mid-point of construction in mid 2020.

02 PROCESS

An interactive exercise to explore a key area of the building design

DAG 01

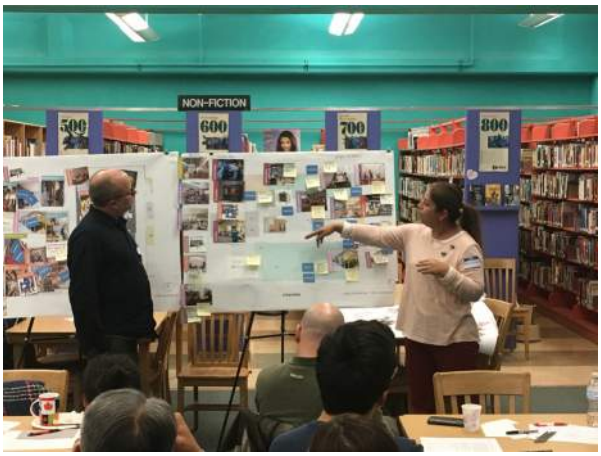
Meeting Date: December 12, 2017

The goal of the first Design Advisory Group Meeting was to welcome back members from the orginal MPC and to introduce the project to new DAG members. The Design Team and PPS staff introduced themselves. The DAG was tasked with selecting co-chairs and those interested indicated their desire and relevant experience. The Design Team described the purpose of the Master Plan Update, what it is and what it is not. A schedule for the Master Plan Update was presented and PPS staff reviewed how the Madison High School Master Plan fits within the overall planning process. The design team reviewed program area relationships being explored in the predesign phase, as well as key areas for potential cost savings.

Following the review of the committee's responsibilities, the members split into 6 groups to begin its work with an interactive exercise, focused on exploring learning possibilities in key areas of the program:

- » Career and Technical Education (CTE)
- » Science
- » Visual and Performing Arts

Note: All MPC meeting presentations, agendas, meeting minutes, and graphic presentation boards can be found in the Appendix of this document.



DAG 1 TAKEAWAYS

CTE SCIENCE

- Make it interesting to attract students not already engaged
- Transparent and active – not looking like a typical classroom
- Place to demonstrate – visible to public or visitors
- A “home-base” for teachers where teachers can get together within their department is important to create a community – this could have a fridge, printers, coffee, restroom…
- Labs that open to the outside and a garden / Natural Light
- Small group learning areas if they are highly transparent and visible
- Open space for students to work so they are not on the floor in the hallway
- Flexible and Modular work tables / Overhead retractable power

FINE AND PERFORMING ARTS

- More accessible and visible art and performance space to the public (hard to find now) – Use Commons as a lobby and access point to auditorium
- Open gallery space
- Flexible work space that could be used by different groups – scene shop is a dirty makerspace
- Open student work areas for projects – need mobile white boards, work tables etc – not sitting on the floor
- Group student work rooms – would they reserve them?
- Greater connectivity between arts –scattered now
- Outdoor work area for theater and fine arts

Discussing the desires and needs of the Commons and Crossroads spaces

DAG 02

Meeting Date: January 22, 2018

The goal of the second DAG meeting was to bring the members up to speed on developments in the building organization and program layout. Cost reduction options were also discussed. The design team presented a fly-through of the 3D model visualization, which sparked an open discussion within the group.

The DAG members broke off into four groups - two to discuss the Commons/Crossroads and two to discuss a typical Classroom and Extended Learning area.

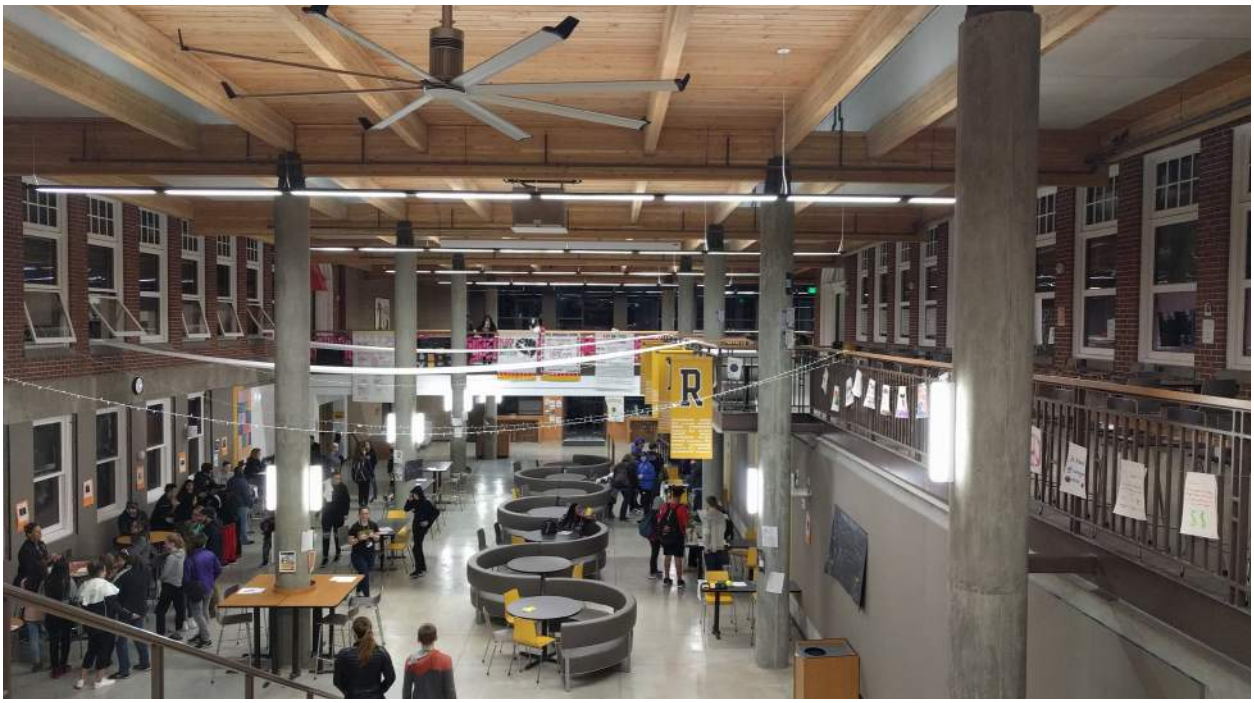
DAG 2 TAKEAWAYS

CLASSROOM/EXTENDED LEARNING:

- Flexible furniture is important, allow for break outs of small group work
- Classrooms should accomodate multiple layouts and after school programs
- If Extended Learning areas are immediately outside of classroom and visible from classrooms, they would more likely be used.
- Informal study and work areas would get used often by after school programs that currently are always searching for areas to meet.

COMMONS/CROSSROADS:

- Commons should accomodate a variety of functions.
- Furniture needs to be flexible and should be varied in size and scale.
- Glass, views and connection to the outdoors are a positive
- Current cafeteria is undersized for the student population and new Commons should be sized to allow for greater number of students.
- Acoustics in the large space should be considered carefully.

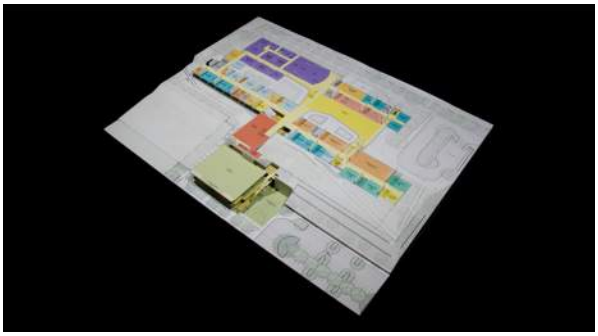


Roosevelt Commons

DAG Voluntary Tour : Roosevelt HS

Meeting Date: February 12, 2018

A voluntary tour of Roosevelt was held in between the regularly scheduled DAG meetings for those member who were interested and available.



Commons / Cafeteria:

- » Use of flexible seating in multiple arrangements
- » Large windows daylighting the space during school hours

Main Entry

- » A gracious entry that is a gathering place for students (has snack cart)

General Classroom space

- » Transparency between instructional spaces, with the ability to provide some privacy with window coverings
- » Furnishings allow for a flexible learning environment
- » Access to technology, including projection and access to WIFI

Science Labs

» Seating arrangement at island counters provide ample room for students
» Utilities (water, gas) are provided at instructional stations
» Ample flow allowing students to move around
» Gym / Athletics
» Exterior windows are providing natural light and connection to outdoors
» Space provides support for a variety of uses beyond athletics
» The space is usable after non-school hours maximizing use of space without having the whole school open
» Re-use of materials (flooring) from old school into the new design
» Access to technology appropriate for instruction

SPED

» Mobile furnishings allowing for flexible learning arrangements
» Access to appropriate equipment to allow for life skills

Theater and Black Box

» Flexible seating arrangements in the Black Box
» Good public access to the theater and black box without having to navigate through the whole school

Band and Choir

» Adequate secure storage for equipment and instruments
» Well equipped with current technology
» Acoustically separated between instructional spaces and practice rooms

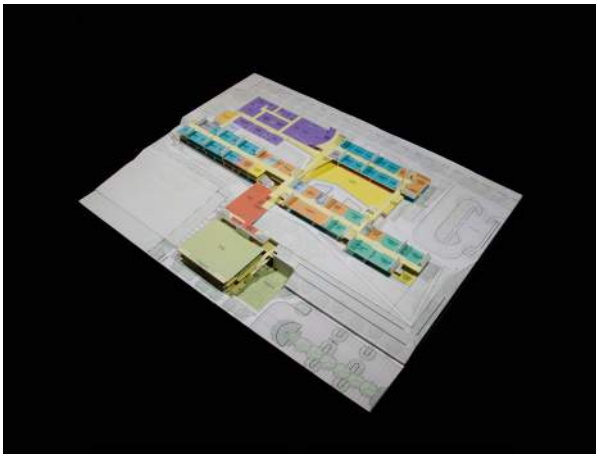
Discussion in the new Franklin Choir room

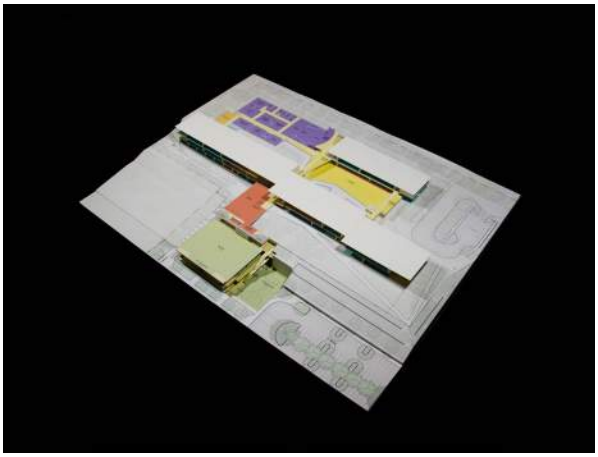
DAG 03 : Franklin HS Tour

Meeting Date: February 26, 2018

The third DAG meeting occured at the completed Franklin High School. The design team provided an overview of updates to the conceptual plans, including modifications to the building organization or progam layouts updated since the last DAG Meeting in January. Revisions included the following:

- Relocation of the CTE program spaces to a centralized location near the performing arts
- Relocation of the Auxillary Gym to the East side of the existing Main Gymnasium, including improved after hours and ADA access
- Demolition of the existing Theater, and reconstruction aligning with PPS Ed Spec requirement. Reconstruction will help mitigate costs associated with seismic improvements. The new layout will improve visual and functional connections between the theater to the Commons, and strengthen the connection to the Crossroads.





Franklin CRE Computer Lab

Entrance / Front Office

» Anti-social and closed off
» There were no windows to view what is actually going on inside the school – a safety concern

The Commons

» Nice view once you get through the main doors.
» Stairs that students can sit on or walk down. They can sit and chat, study or watch mini performances
» Below is the "commons" which also feeds into the Cafeteria seating area.
» The "exterior windows" are the counselor's area, again shades drawn, no one checking on

Hallways

» Did not feel open and you can get lost in the school. Perhaps a result of existing building?
» Limited stair compared to what Madison has. In the main hall there were stairs at each end of the hall, behind closed glass doors.
» Security Concerns The doors do not lock for security at the end of the night. When an event is being hosted in the Auditorium, or Gym or even the Commons / Cafeteria area, people have access to the rest of the building.

Library

» A lot of "conference" rooms created in a "learning" facility.
» Usable / display space not easily accessible.
» Small book cases in the middle of the room and tables places against the walls.
» Projector and screens are not easily seen from those sitting at the tables.

Music / Choir Rooms

» A Music/ Band room but no separate Choir room. This makes for a very crowded room, not to mention the moving of equipment when needed.
» The storage for instruments is wonderful and airy.

Franklin Auditorium

Collaborative Spaces

» Perhaps too many and not visible by all classrooms/teacher's/Staff.
» Would be great "work spaces" if they were set up as such and less as sitting areas for students to hang out in.

Teacher's Spaces

» Seemed smaller and more crowded than Franklin teacher spaces.
» Auditorium / Theater Areas -
» The "Little Theater" feels spacious and not claustrophobic at all – a better shape than Franklins
» Roosevelt's auditorium was very nice, small, and sat up to 500 people.
» The handicapped/ wheelchair seating was evenly spread around.
» It is not designed for all school assemblies (those happen in the Gym).

Gym

» The gym looked great - closed bleachers showing R-H-S and their design.

Concessions

» A double use concessions. Since Roosevelt's gym is on the ground floor, they are able to use their concessions for both indoor events and outdoor events at the same time.

Science Labs

» Science class rooms, set up for 6 students per science table (although they are really only designed for 4 per table).
» No space for books or backpacks while in class as you work on a science experiment.

Art on display

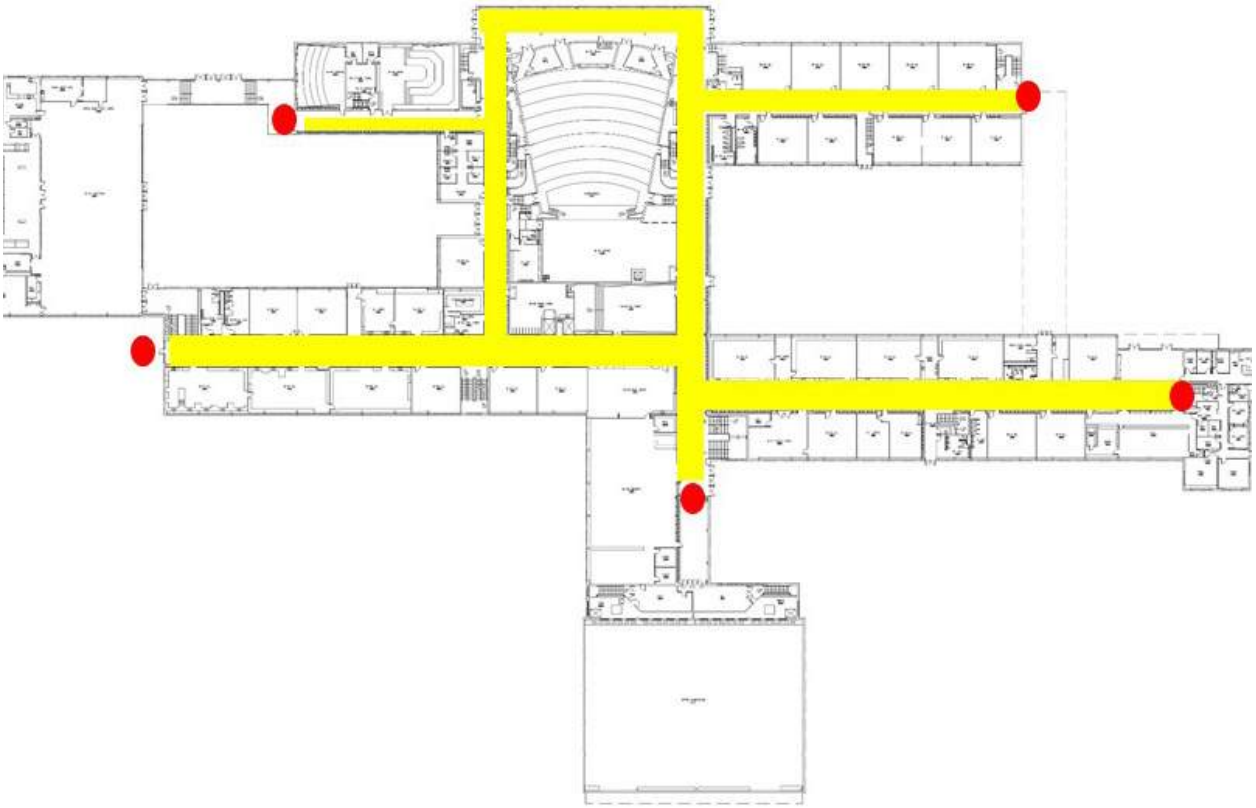
Beautiful art work displaying the school history placed in hallways that have very little use.

03 PLANNING CONCEPT

Existing Conditions

The existing Madison High School is a classic mid-century design with a large central theater and radiating wings of classrooms. The placement of the "solid" theater creates a series of circulation "off-sets" that in turn make the wayfinding through the school difficult. Views through the school typically dead-end into the theater or to the end of the classroom wings. Additionally the dead-end wings do not allow for any loop circulation through the building. This results in longer paths between classes and a fragmentation of the school. The location of the existing cafeteria on the far west end of the building exacerbates this discontinuity and does not create a place for building connections and community. The interior hard surfaces and dated finishes create an institutional character that don't support a 21st century learning environment.

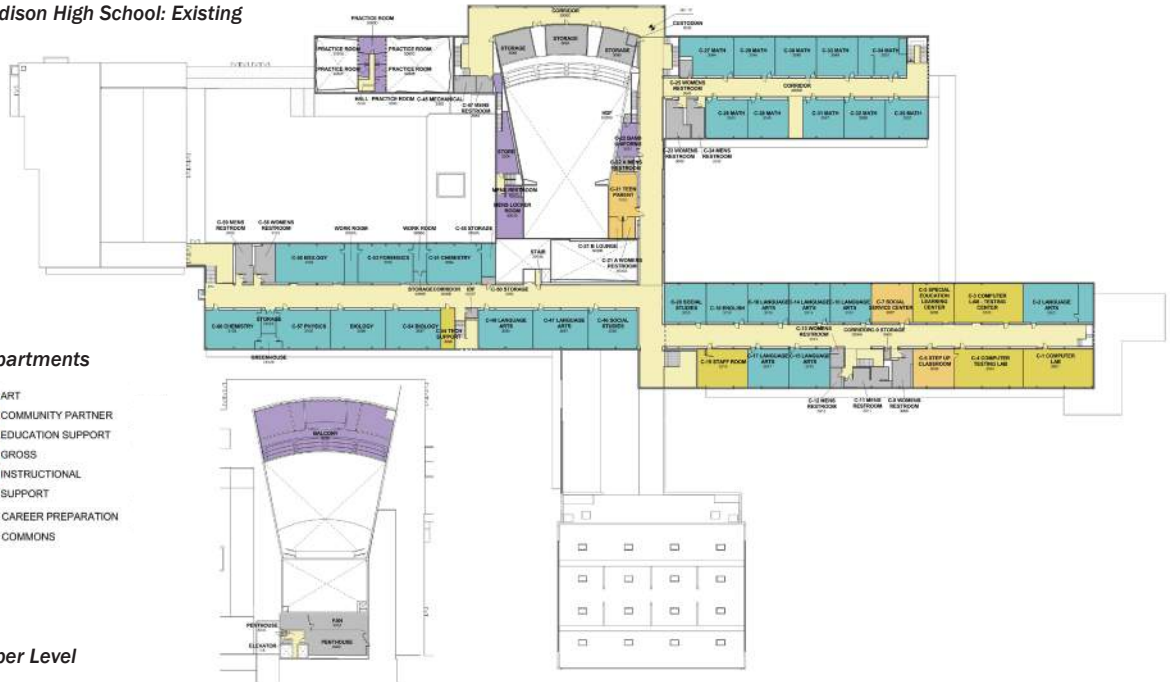
From the outside, the building is not distinguished by any landmark space or architectural feature. One of the primary goals of the project is to create a new Madison that presents a dynamic, recognizable and welcoming face to the neighborhood. The existing vehicle and pedestrian circulation around Madison creates a number of safety conflicts and accessibility restrictions that will be addressed in the project. The existing original building MEP systems are at the end of their life and will be replaced. To meet the PPS seismic design goals, all areas of the building will need structural upgrades. Lastly the building envelope of walls and roofs was not designed to meet existing energy codes and will require major improvements.



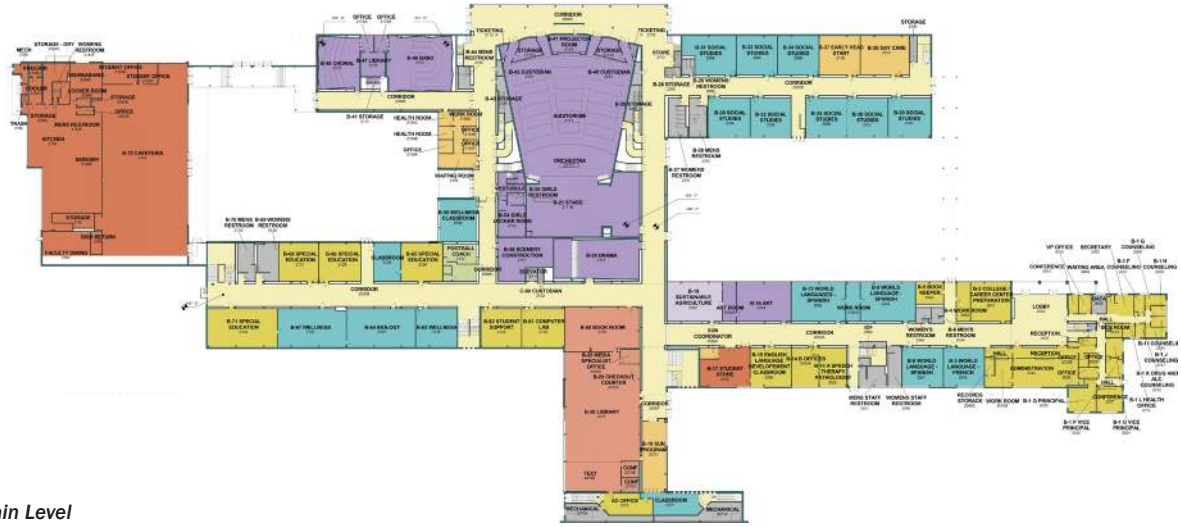
Madison High School: Existing

Departments

- ART
- COMMUNITY PARTNER
- EDUCATION SUPPORT
- GROSS
- INSTRUCTIONAL
- SUPPORT
- CAREER PREPARATION
- COMMONS



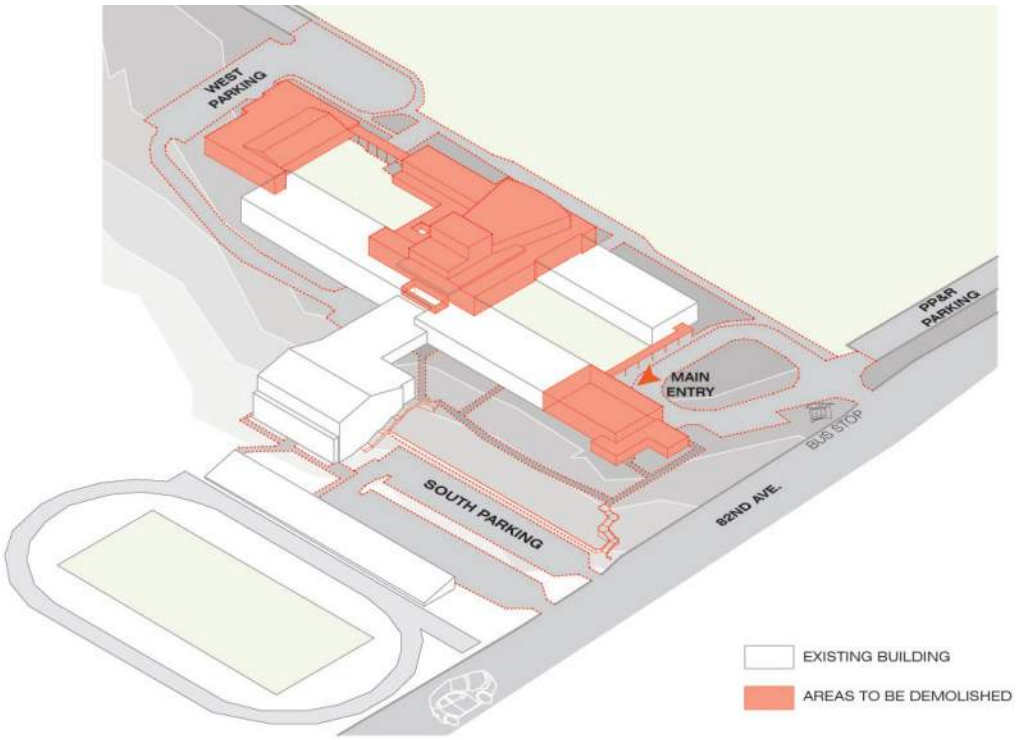
Upper Level



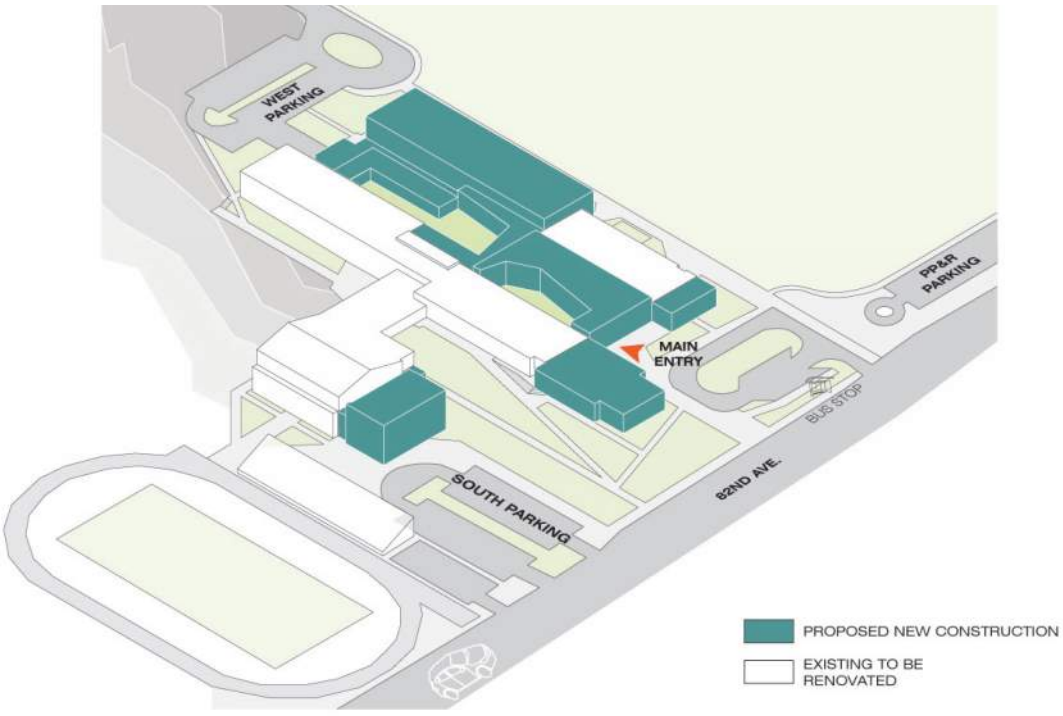
Main Level

Basement 01 *Basement 02* *Lower Level*


B46
B55



Demolition Diagram
Areas of demolition occur in perimeter zones, to be addressed with modernized new construction areas.



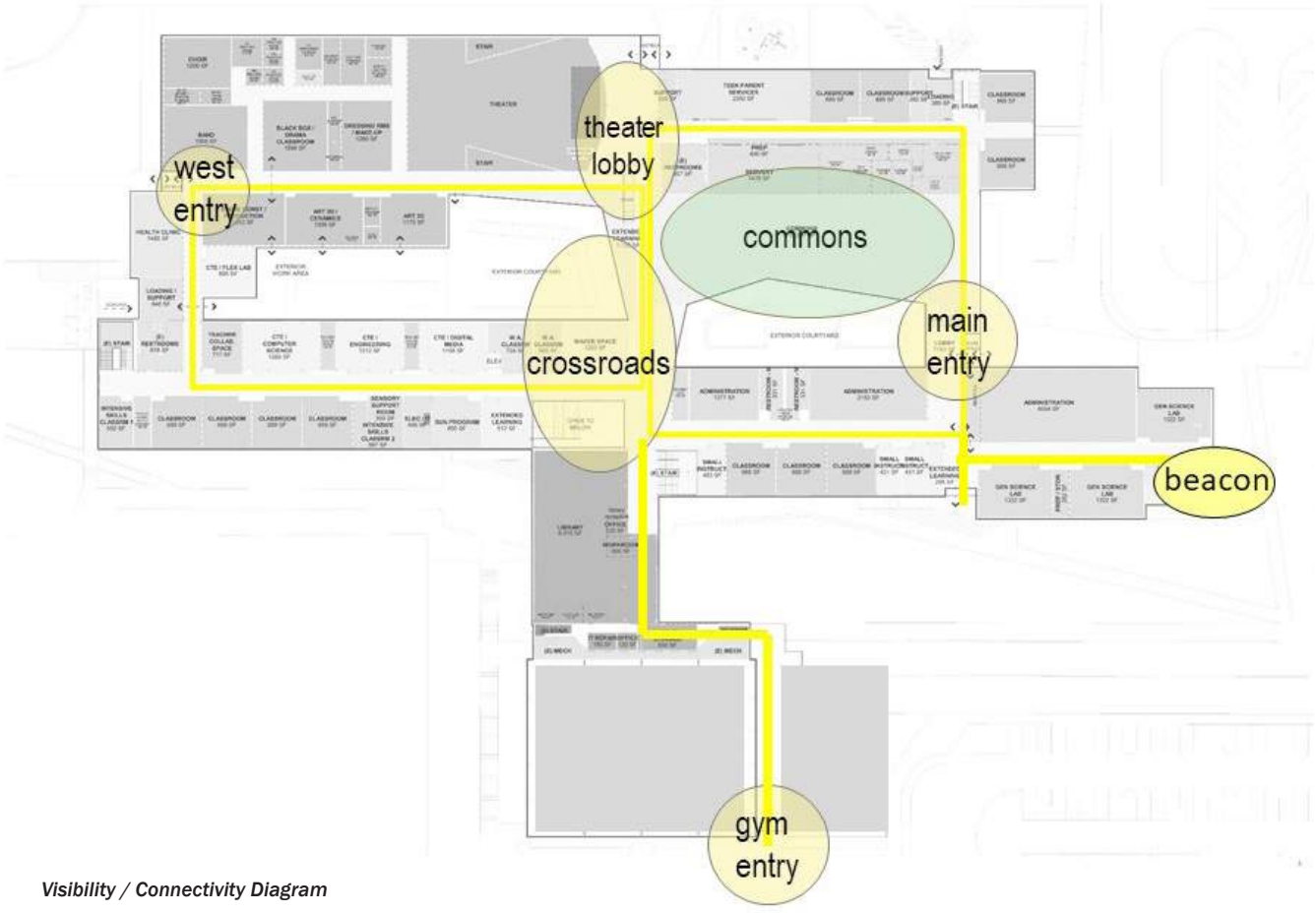
Areas of Proposed New Construction
The areas of proposed new construction are located to efficiently address as many modernization goals as possible.

Concept Design

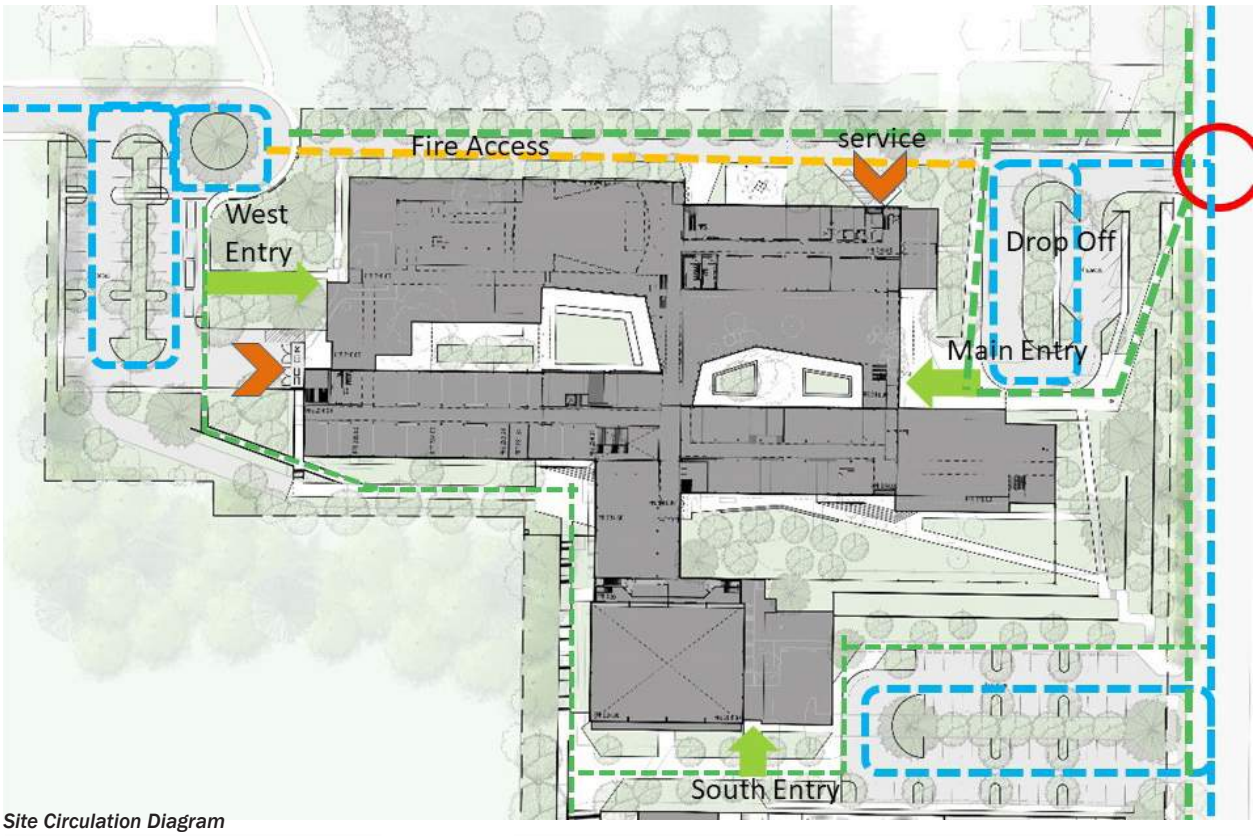
The concept design continues to reinforce the key design principles of the masterplan to create a dynamic, connected 21st century learning environment that builds on the strong diverse community of Madison HS. The plan has continued to refine the specific needs of each program area and how they are placed in relationship to each other to reinforce existing synergies and support the development of new connections. Overall the plan results in a building area of 279,000 SF with add alternates that would increase the area by up to 10,000 SF.

Site Redevelopment

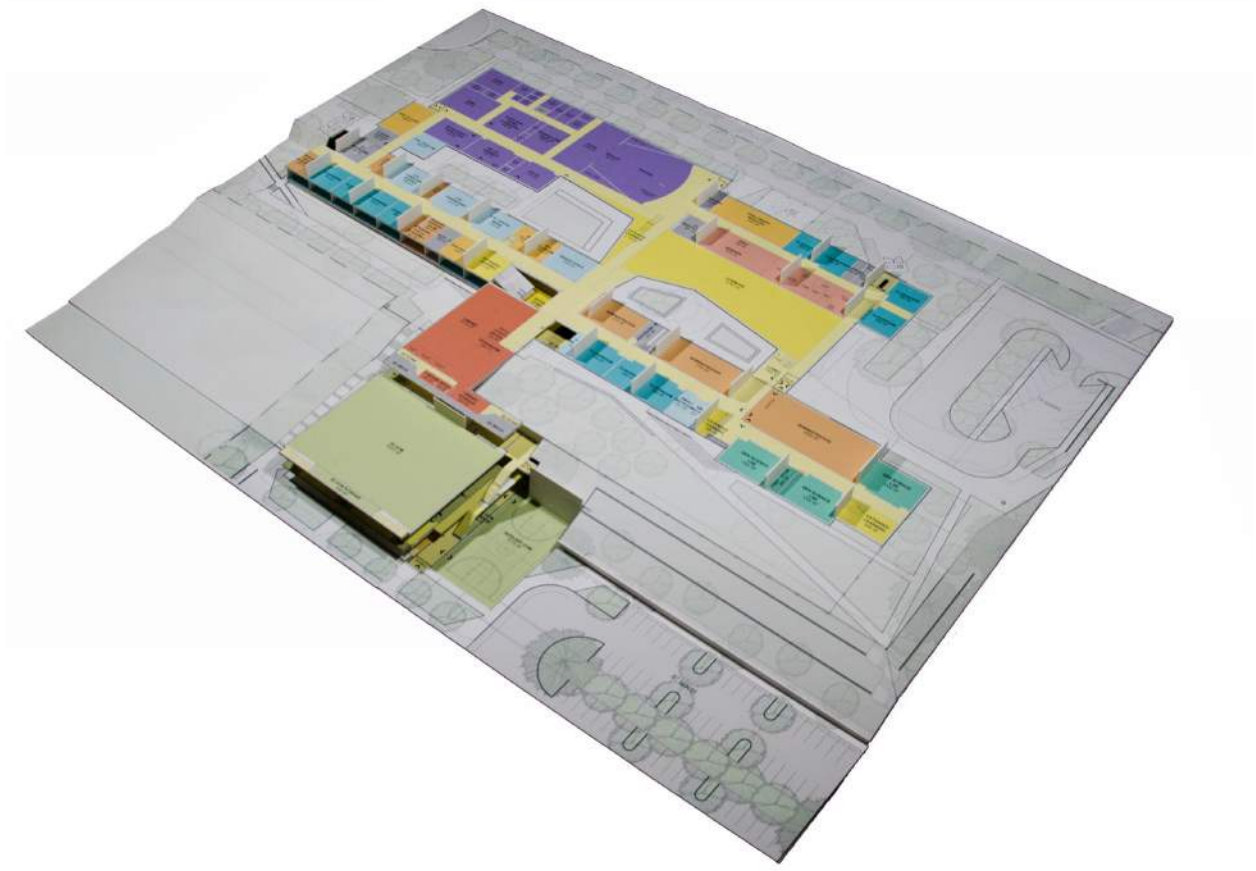
The new entry loop drive will create a safer and more attractive front door to the community through realignments of the roadways, improved short-term parking and the elimination of access to the parking lot to reduce vehicular circulation conflicts at the main entry/exit point. Around the site pedestrian paths are improved for better connectivity. The south parking lot will be reconfigured for an improved bus drop-off location and to accommodate the new Auxiliary Gym located to the east of the existing gym building. The new Aux Gym building three level lobby will create a new fully accessible south entry connection by a new elevator and stairs connecting the school through all 5 levels. Add alternates to the plan include a new stadium concessions / restroom building, upgrades to the grandstand and a field turf renovation to the south sport field to accommodate soft ball.



Visibility / Connectivity Diagram



Site Circulation Diagram



Upper Level Commons

Commons / East Courtyard

The new Madison Commons will be a highly transparent welcoming front door to the school facing 82nd street. The light filled space stretches west to connect to the center of the school Crossroads. Along the south edge the space will open out to a garden courtyard and outdoor dining opportunities. Second floor extended learning spaces overlook the Commons to create a dynamic sense of community and allow for additional lunch time seating. The new kitchen servery is placed the existing northeast classroom wing. The Commons is designed to be able to be separated from the rest of the school for after hour events and can become an extension of the theater lobby space. Together the Commons and new Theater create a new community asset easily accessible to the public.

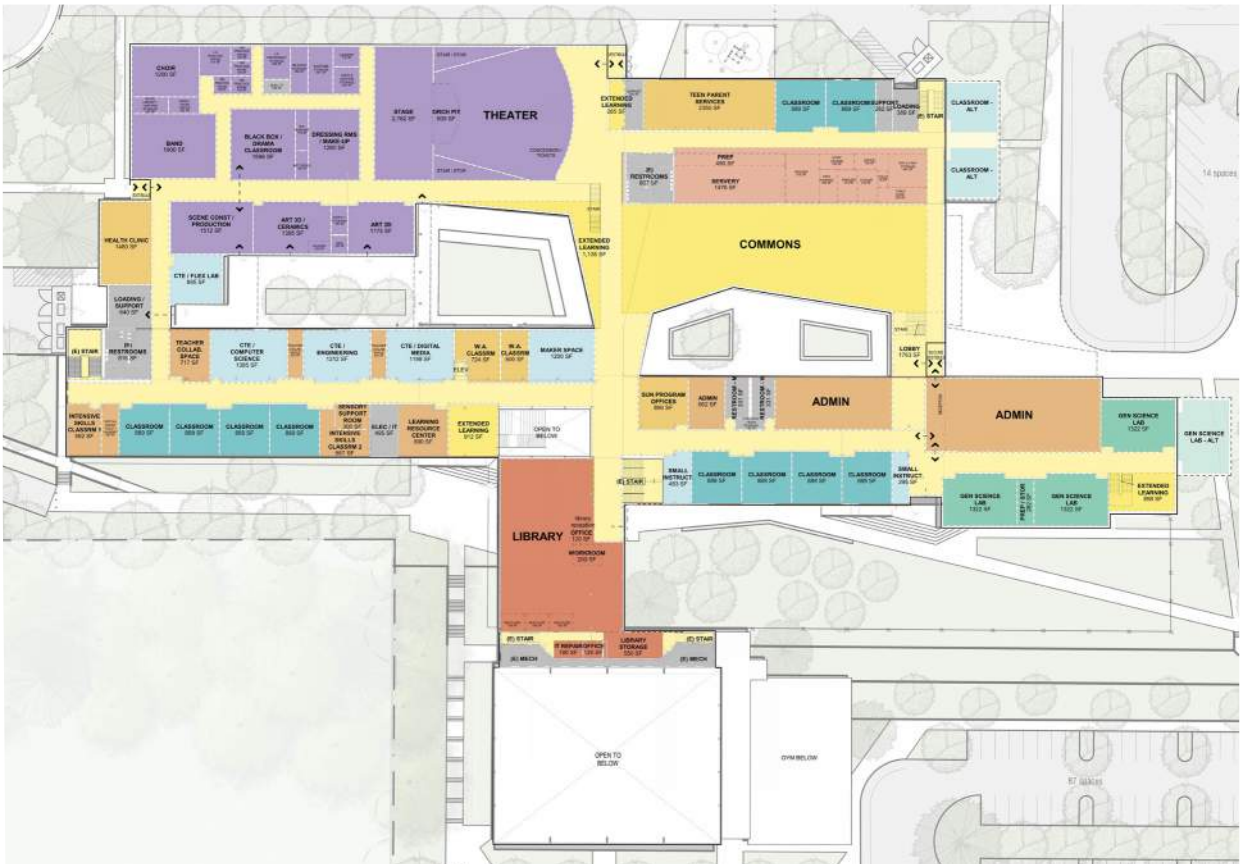
Crossroads / Loop Circulation

The updated plan expands the concept of the Crossroads from the multi-story atrium space adjacent to the library to connect into the center of the school currently occupied by the existing auditorium. This will dramatically improve the north / south connectivity within the school. The Crossroads will now open out to the West Courtyard bringing in substantial natural light. Standing at the center of the school one will be able to see all four quadrants making it ideal for wayfinding and efficient movement of students. The tiered theater like seating connecting the Crossroads to the lower level will provide a place for informal student events and bring activity and natural light to this partially below-grade level. The new northwest arts wing will connect around to the existing southwest classroom wing to create the new west circulation loop to compliment the east loop created by the new Commons.

Madison High School: Preferred Design

Upper Level

Main Level



West Arts Courtyard

The new west courtyard is planned to include a large outdoor gathering space connected to the west end of the Commons. The courtyard will also connect to the new Theater lobby providing a spill over space during evening performances. The west half of the courtyard is envisioned as a hands-on learning classroom / work area with direct connections to CTE labs, Art Labs and the Scene Shop.

Science Wing Beacon

The new southeast science wing creates a new two story “beacon” to 82nd Avenue in the form of an extended learning space surrounded by new science labs. The new construction of the addition will allow for the new infrastructure required for the labs to be efficiently integrated. On the ground floor a new administration front office area will create a new reception lobby that is accessed through the main entry vestibule providing a fully secure visitor entry sequence.

CTE / Maker Space Labs

The CTE labs are located along the existing southwest wing an open out to the courtyard and adjacent fine arts labs. This community of CTE and Fine Arts reinforces one of the unique aspects of the existing Madison CTE program that connects art, design and technology. A Flex lab has been included to accommodate changing program needs over the life of the building.

Library renovation

The library will now connect directly and visually to the Crossroads through a glass wall, eliminating the current hidden entry location. With the adjacent extended learning areas surrounding the Crossroads it is anticipated this central hub will be a major focus for student informal learning opportunities.

General Classrooms

The seismic renovation upgrades require removing most of the interior corridor walls which opens up the opportunity of capture under-utilized locker spaces. This will allow the ability through clerestory upper windows to bring natural light to the corridors.

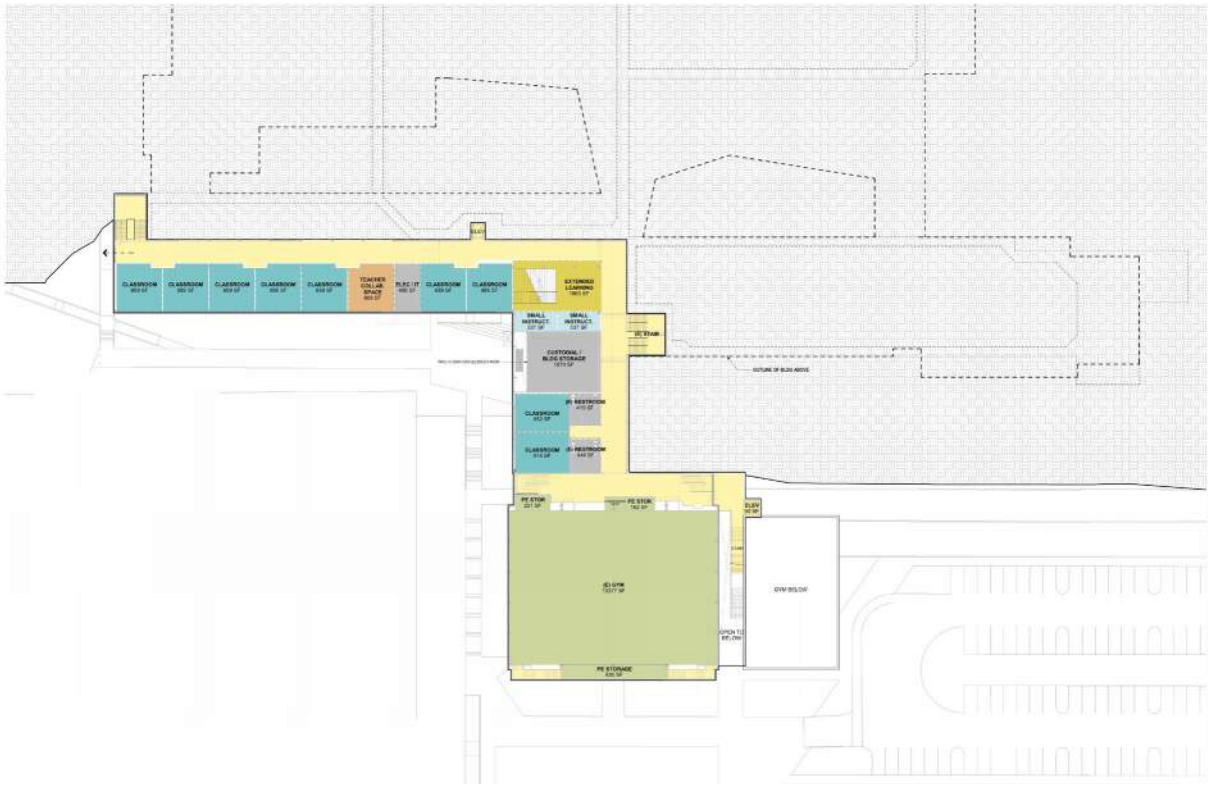
SPED Programs

The SPED programs have been distributed around the school to integrate with the full school and support students ‘where they are”. New SPED spaces at the recently completed high schools will provide a model for their development.

Wrap Around Services

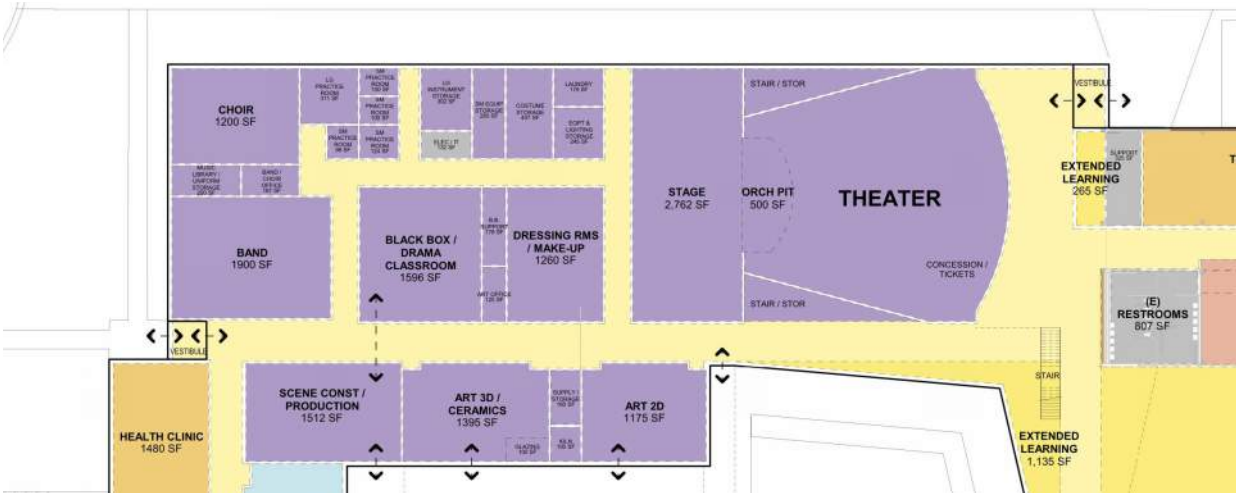
With the greatest diversity of students in the District, Madison is home to a number of specialized services. The plan provides these spaces in key locations in the center of the school where they will be easily visible and accessible to students on a daily basis. The health clinic has been located in the new west addition where it can have a separate outside entry and be easily accessed from the west parking area.

Lower Level



Crossroads Stair
Connecting the circulation loops throughout the building and activating these with open, daylit, common centers will improve flow, wayfinding, and enhanced orientation.

Enlarged Fine & Performing Arts



500 seat Theater examples

Performing / Fine Arts

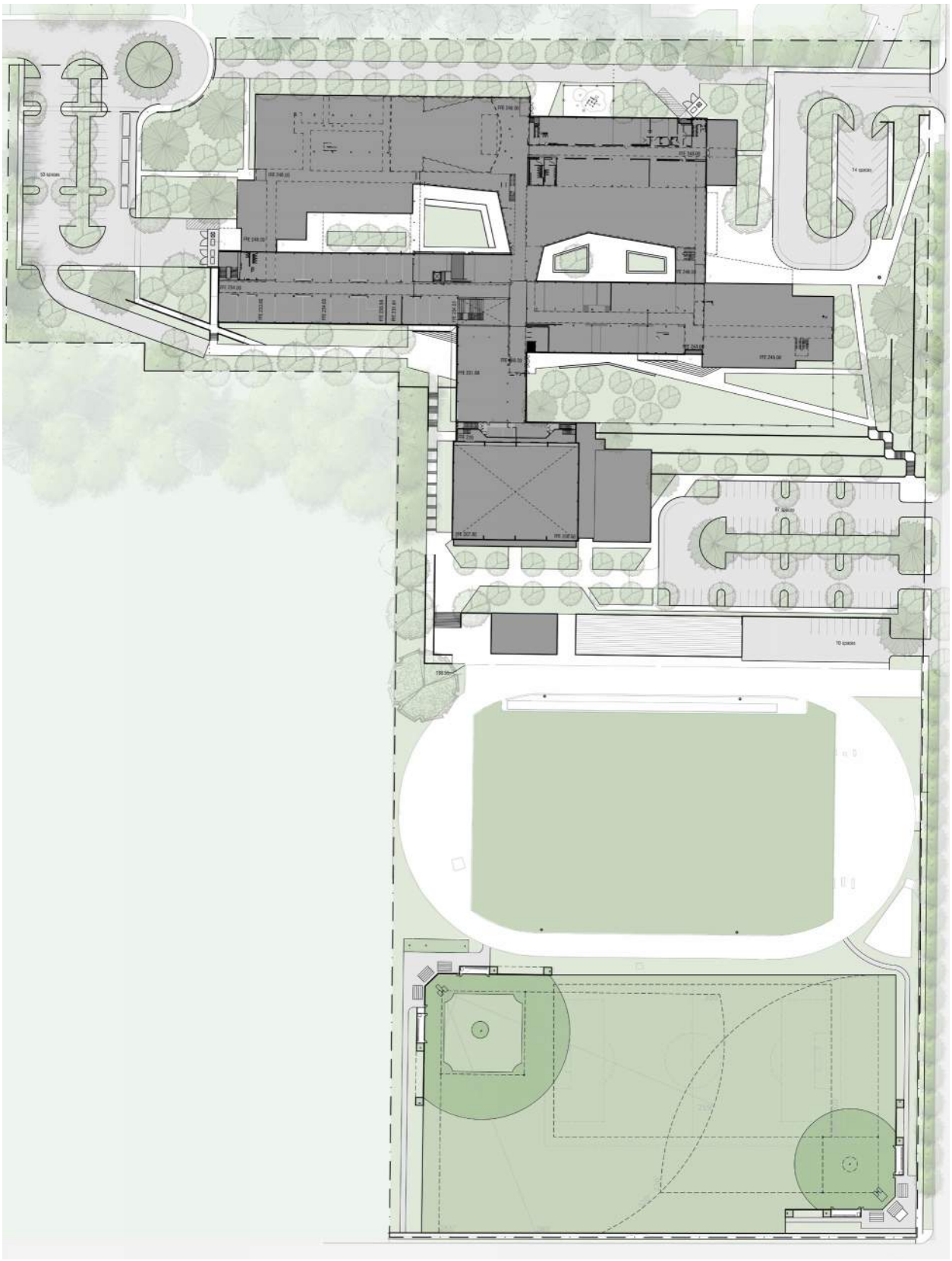
The new wing allows for the planning of ideal relationships between the scene shop, stage and black box for the flow of materials and scenery. Dressing rooms will be designed to accommodate gender-neutral design criteria and be located with full accessibility to the stage level. New music and choir rooms will provide greatly improved acoustics and accessibility in the band room with a flat floor. The wing will include new art rooms (currently located in the lower level) that will open out to exterior covered work areas.

500 seat Theater examples

Roosevelt High School Performing Arts

LCC Rose Center Performing Arts

Franklin High School Performing Arts



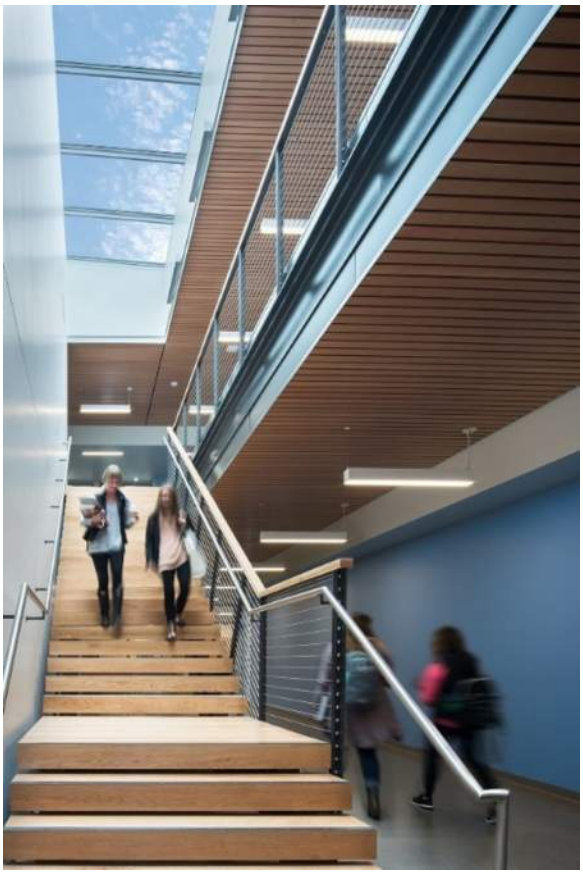
Basement 01

Basement 02

Main Gym / Auxiliary Gym

The Main gym building will go through a full renovation necessitated by seismic upgrades throughout. The locker room floor renovations will allow a separation of coaches and shared use spaces to be isolated from the locker rooms. The current mid-floor inaccessible mat room will be raised to the second floor level and be renovated as multi-purpose room. The addition of the new Aux Gym to the east creates a multi-level lobby space that will now for the first time provide a fully accessible route through all five levels of the school.

Open stair connecting levels



SPACE USE	ED SPEC REQ'D			MADISON CONCEPT			
	Quantity	Room Area	Area	Quantity	Room Area	Area	
CORE PROGRAM							
CTE Classrooms / Labs	4	1,200	4,800	4	1,175	4,700	
Maker Space	1	1,200	1,200	1	1,200	1,200	
	5		**6,000**	**5**		**5,900**	
General Education Classrooms	41	980	40,180	41	890	36,500	1
	41		**40,180**	**41**		**36,500**	
Science Labs	11	1,500	16,500	9	1,320	11,880	2,3
Prep Rooms / Chem Storage	5		980	4		780	
	11		**17,480**	**9**		**12,660**	
Extended Learning Areas	8	1,000	8,000	9	745	6,700	4
	8		**8,000**	**9**		**6,700**	
Sub-Total Core Program	**65**		**71,660**	**64**		**61,760**	
Small Instructional Spaces	10	500	5,000	6	405	2,430	5
Sub-Total Small Instructional Spaces	**10**		**5,000**	**8**		**2,430**	
FINE & PERFORMING ARTS							
Visual Arts - 2D & 3D Art	2		3,080	2		2,950	
New Band Room & Support Spaces	1		3,470	1		3,580	
New Choir Room	0		200	1		1,200	6
New 500 seat Theater & Back of House	1		14,600	1		15,000	
Sub-Total Fine & Performing Arts	**4**		**21,350**	**5**		**22,730**	
PHYSICAL EDUCATION / ATHLETICS							
Large Gym / Locker Rooms / Weight Room	3		28,380	3		32,000	7
New Auxilary Gym	1		7,200	1		6,100	
Sub-Total Physical Education / Athletics	**4**		**35,580**	**4**		**38,100**	
EDUCATION SUPPORT							
Administration Spaces / Counseling / Career Center			8,195			11,400	
Teacher Collaboration Spaces / Offices	10	980	9,800	7	640	4,500	
Computer Labs	5		5,500	1		1,200	8
SPED	2		5,900	2		4,900	
Commons / Kitchen & Servery Spaces	1		12,620	1		15,500	9
Library / Media Center			10,220			7,630	10
Support - Mechanical / Custodial / Miscellaneous			13,895			13,860	
Sub-Total Education Support	**8**		**67,400**	**4**		**58,990**	
PARTNER & COMMUNITY USES							
Sub-Total Partner & Community Uses			**1,200**			**600**	11
WRAP AROUND SERVICE PROVIDERS							
Sub-Total Wrap Around Service Providers			**4,700**			**6,800**	12
TOTAL HIGH SCHOOL - NET AREA	91		**206,890**	85		**191,410**	
TOTAL HIGH SCHOOL - GROSS AREA			**281,370**			**278,900**	

The total Gross Floor Area and Net Floor areas exclude the existing 9,750 SF Basement level 2 storage / mechanical spaces which is currently leased to School House Supplies. Long term use of this underground space that has no exterior access to natural light is assumed to be for storage for Madison or general PPS use. Renovation of this space is limited to seismic improvements required for the gym spaces above.

Footnotes

#1 - General Ed Classroom size is at 890 SF a reduction from Ed Spec size of 980 SF due to structural bay spacing of the existing building structure and for budget alignment. The room data sheet analysis with furniture indicates that the reduced size still allows for a capacity of 30-32 students in both group and row formats.

#2 – (9) Science Labs have been provided, a reduction of (2) from the Ed Spec quantity of (11). Following user group meetings and utilization analysis, it was determined that a reduction in number of labs would not limit current course loads and future increased capacity could be achieved through a higher utilization rate achieved through shared use. Site area for (2) additional future Science Labs are shown in the masterplan site plan.

#3 - Science lab typical size is at 1,320 SF, down from Ed Spec size of 1,500 SF based on the fix bench labs recently built at Roosevelt and Franklin High Schools.

#4 – Flex/Extended Learning space is at a total of 6,700 SF, reduced from Ed Spec size of 8,000. Where possible extended learning spaces have been sized for flexible conversion to classroom or small instruction spaces.

#5 – Small Instruction Space is at a total of 2,430 SF reduced from Ed Spec size of 5,000 SF. Where possible small instruction spaces are grouped together for future flexible conversion to standard classroom sizes.

#6 – Choir room (optional in Ed Spec) is included in program per current High School program. The DAG committee emphasized the need to provide core program spaces for the Arts based on a long-term planning view. Franklin High Schools late in the process conversion of a classroom into a choir space reinforced the need to anticipate increased student participation with a newly renovated high school.

#7 – Locker Room / Gym total SF is at a total of 32,000 SF an increase from Ed Spec size of 28,320 SF due to utilizing of existing building enclosure. The schematic design phase will study further programming of this floor area that with the new Auxiliary Gym / vertical circulation core will be better connected to the rest of the school and may allow for additional program spaces to be located at this level.

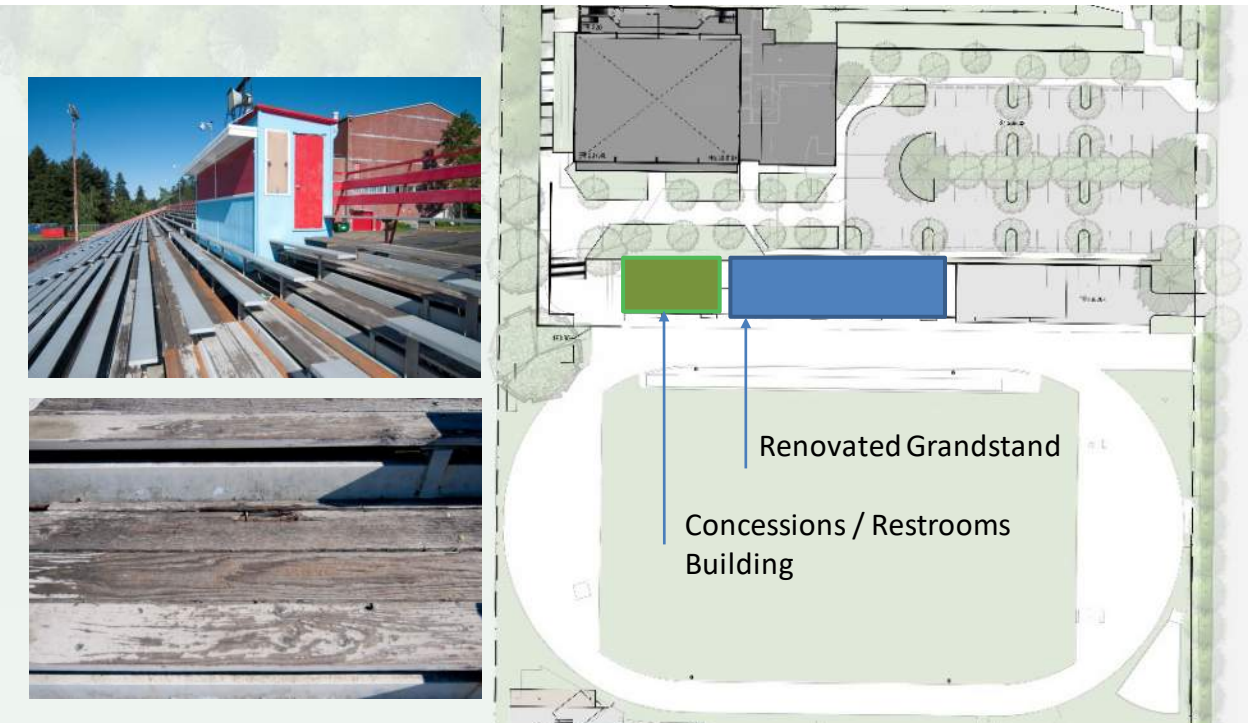
#8 – Computer Lab quantity has been reduced to (1) General Purpose Computer Lab at 1,200 SF w/ Mobile Computer Cart storage, down from the Ed Spec quantity of (5) Computer Labs at 5,500 SF. The school goal is to convert general computer lab use to mobile carts and the specific Madison CTE programs for Engineering, Digital Arts and Computer Science are discipline dedicated computer labs.

#9 – Student Center/Commons is at 15,500 SF, up from Ed Spec size of 12,260 SF due to projected higher utilization of Commons (above the PPS average) during breakfast/lunch and after school.

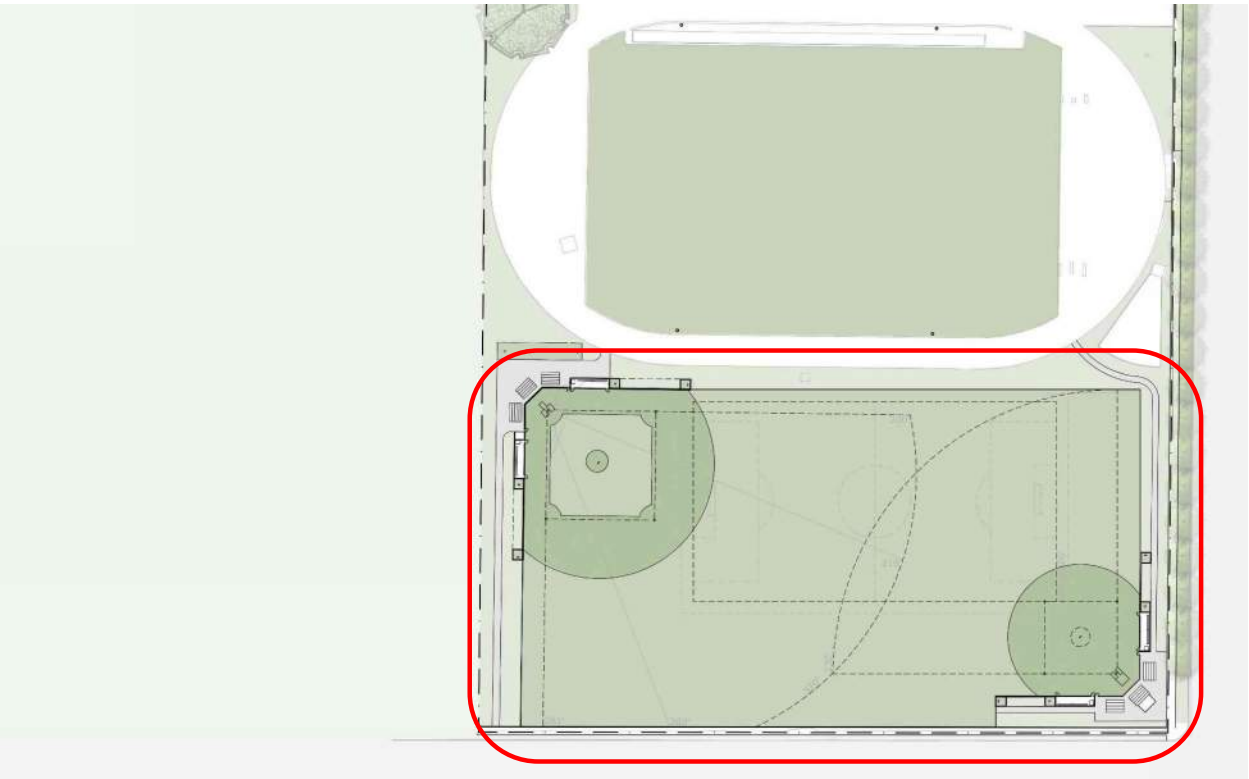
#10 – Library is at 7,630 SF an increase from the current library area of 7,200 SF but reduced from Ed Spec size of 10,220 SF. The current library is extensively used for student study during the day and after hour meetings. The inclusion of Extended Learning spaces and small instruction spaces throughout the school should reduce the day to day student seat demand. After hour meeting spaces will now include the Commons and the new Theater.

#11 – Food/Clothing Closet is reduced to 600 SF reduced from Ed Spec size of 1,200 SF per user group discussions that Food Pantry is only use and there is no Clothing Closet currently. As this space is located on the lowest level of the Gym building where Schoolhouse supplies currently exists there is substantial space for expansion of this use if needed in the future.

#12 – Wrap Around Service SF is at 6,800 SF increased from the Ed Spec size of 4,700 SF due to having optional spaces included for the SUN program & ESL Classroom.



Add Alternate - Stadium Bleachers / Concessions



Add Alternate - Soft Ball / South Turf Fields

04 IMPLEMENTATION

Cost Estimating

The updated Master Plan phase included a detailed cost estimating effort to compare the updated plan cost assumptions to the original Master Plan cost estimate. New detailed narrative were created by each discipline sub-consultant (see appendix) to further describe the expected new systems. Cost information from the recent bidding process for the Grant High School project was also provided to the cost estimator. The plan was initially estimated with the existing auditorium in place and renovated. After the concept of a new theater was developed a second preliminary estimate was developed to test its cost viability. The results of that effort indicated that the new much smaller theater would be a cost "wash" to the full seismic renovation of the existing large auditorium. The planning for the concept of the new theater was further developed and a new full cost estimate for the final masterplan was completed. This estimate (see appendix) provides the basis of the projected masterplan construction costs.

Escalation

The cost estimate was developed with current (march 2018) dollar values and escalated to the mid-point of construction based on a June 2019 construction start. The estimate include not only a current standard 5 to 6 % per year cost escalation but also an additional 5% market volatility escalation factor to accommodate possible highly tight market bidding conditions that currently exist and could exist at the time of the bidding.

Building	$ 95.0 million
Site Work	$ 12.1 million
Overhead (PreCon, GC, B&I, O&P)	$ 20.6 million
1.5% Solar	$ 1.7 million
Total Cost	$129.4 million*
* 26 million over budget	
Add Alternates	
(4) Classroom Addition	$ 2.0 million
Grandstand / Restrooms	$ 1.8 million
Turf Field / Softball	$ 3.0 million
South Parking Rebuild	$ .8 million
(2) Science Lab Addition	$ 3.0 million

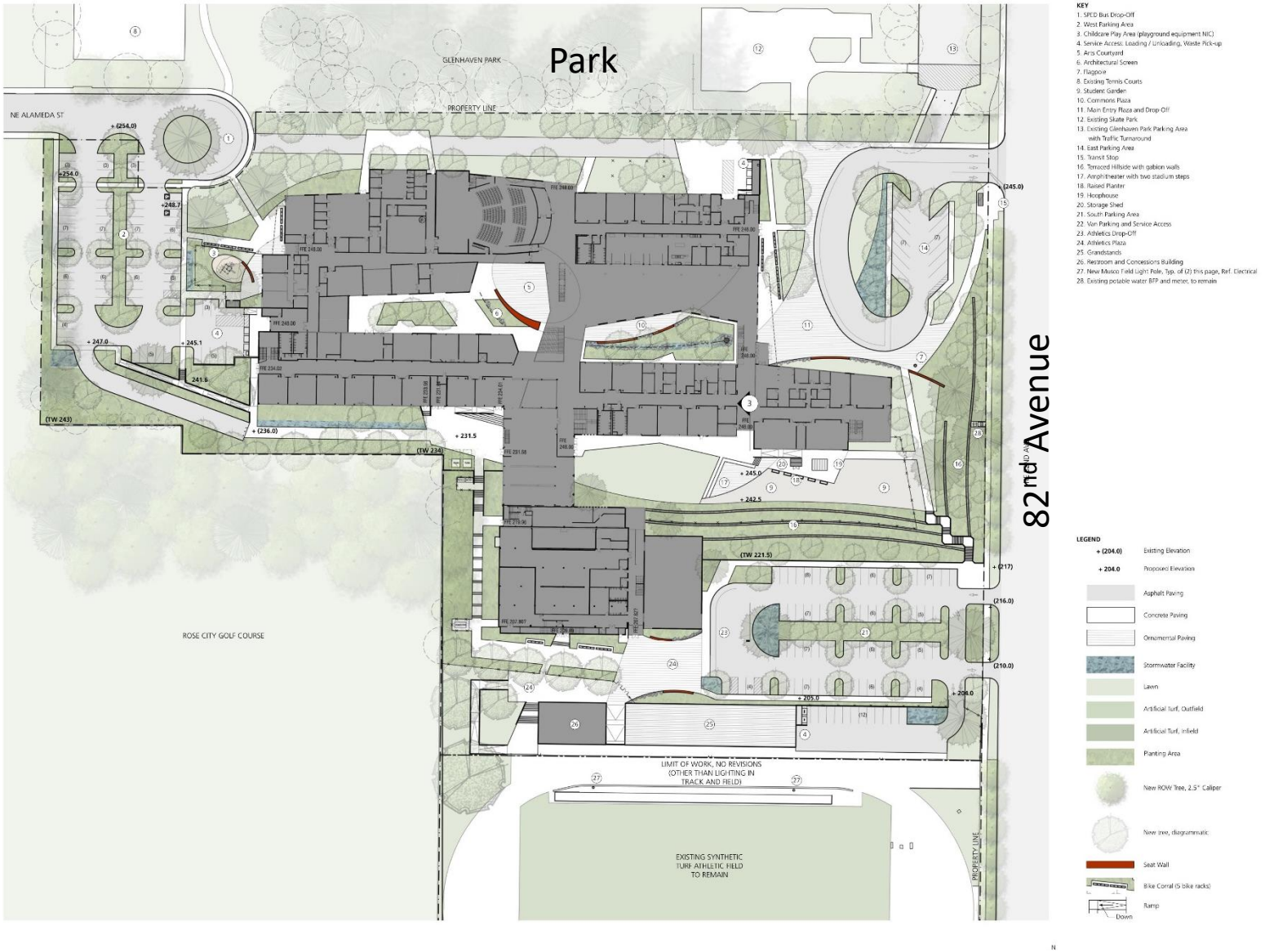
APPENDICES

MADISON HIGH SCHOOL REVISED MASTER PLAN

STEERING COMMITTEE

APRIL 23 2018

OVERALL SITE PLAN



opsis + dao

DETAILED SITE PLAN

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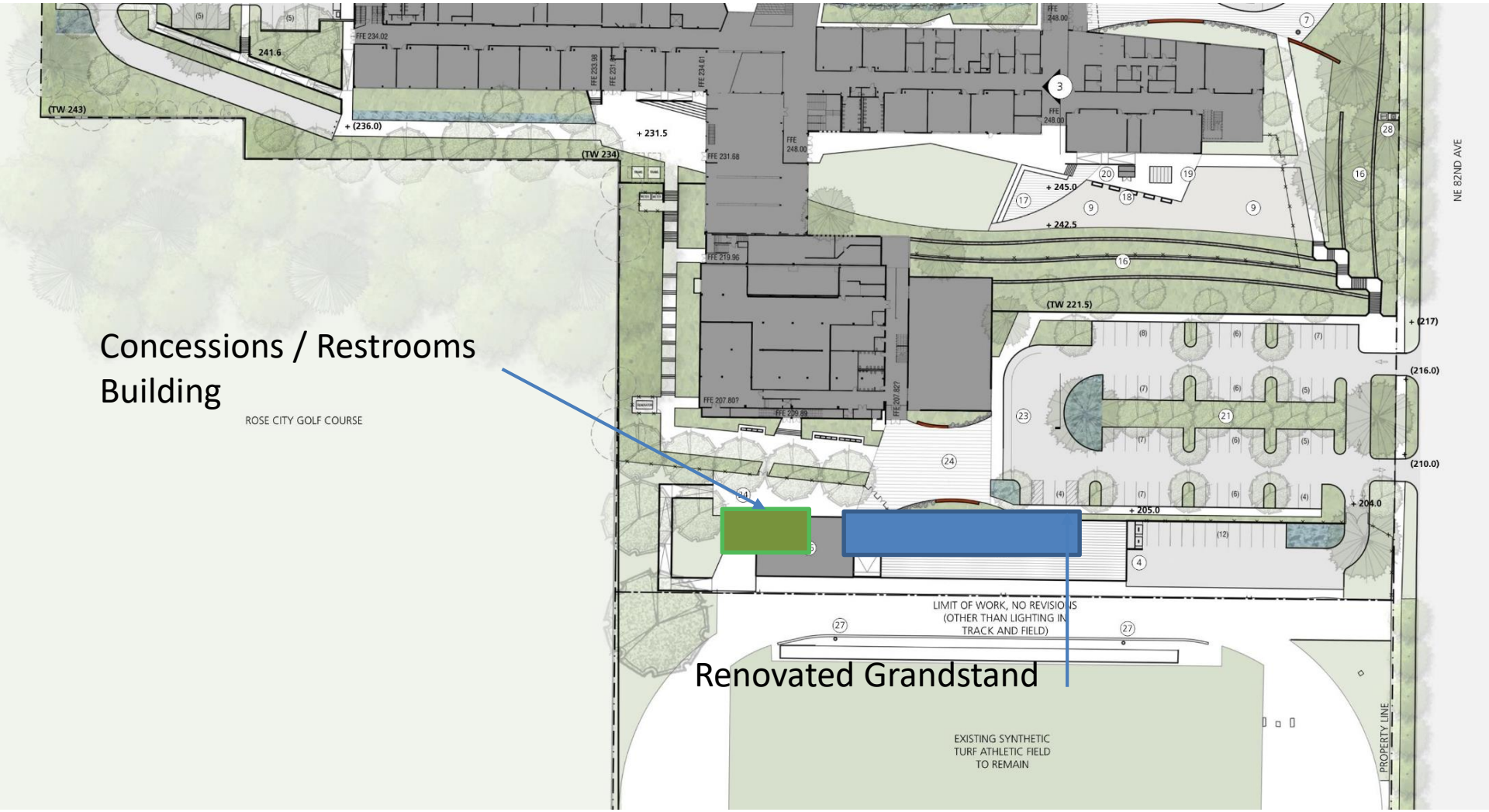
DETAILED SITE PLAN

DETAILED SITE PLAN



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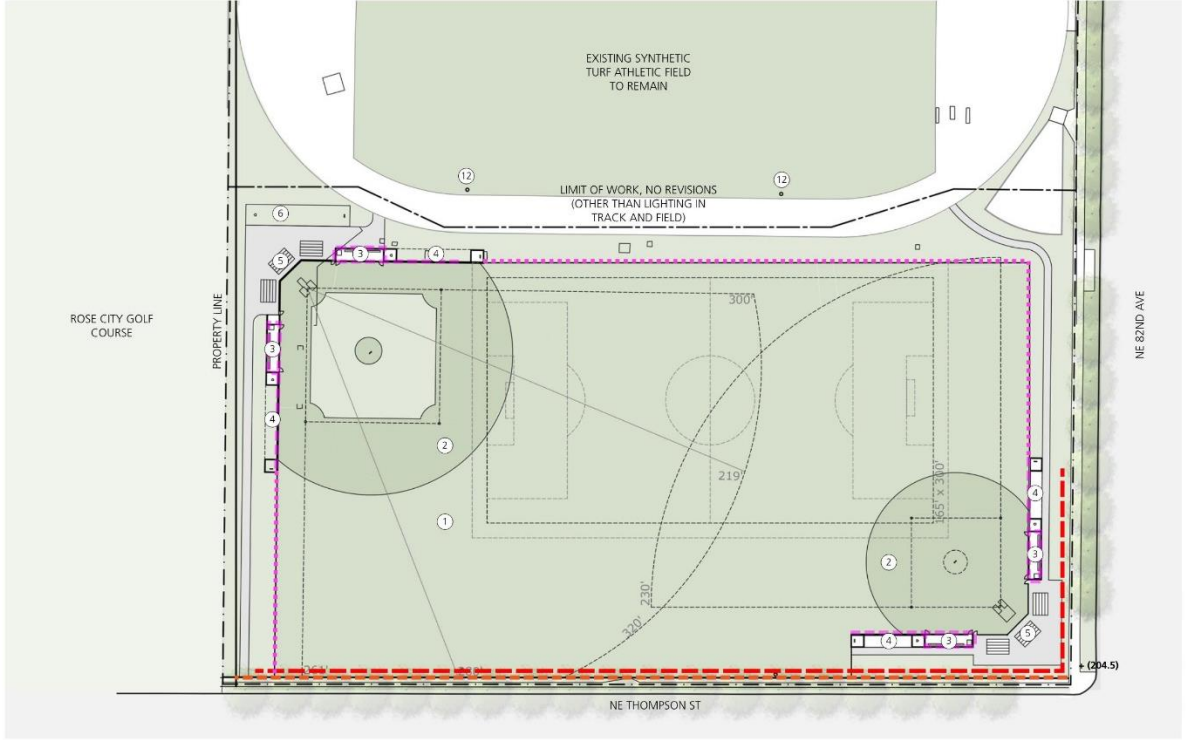
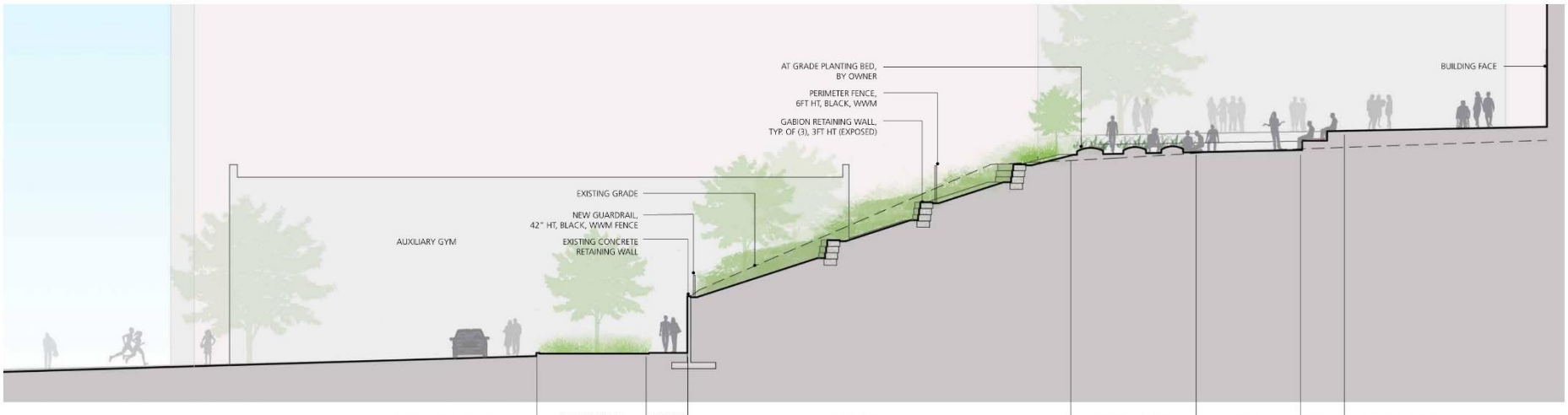
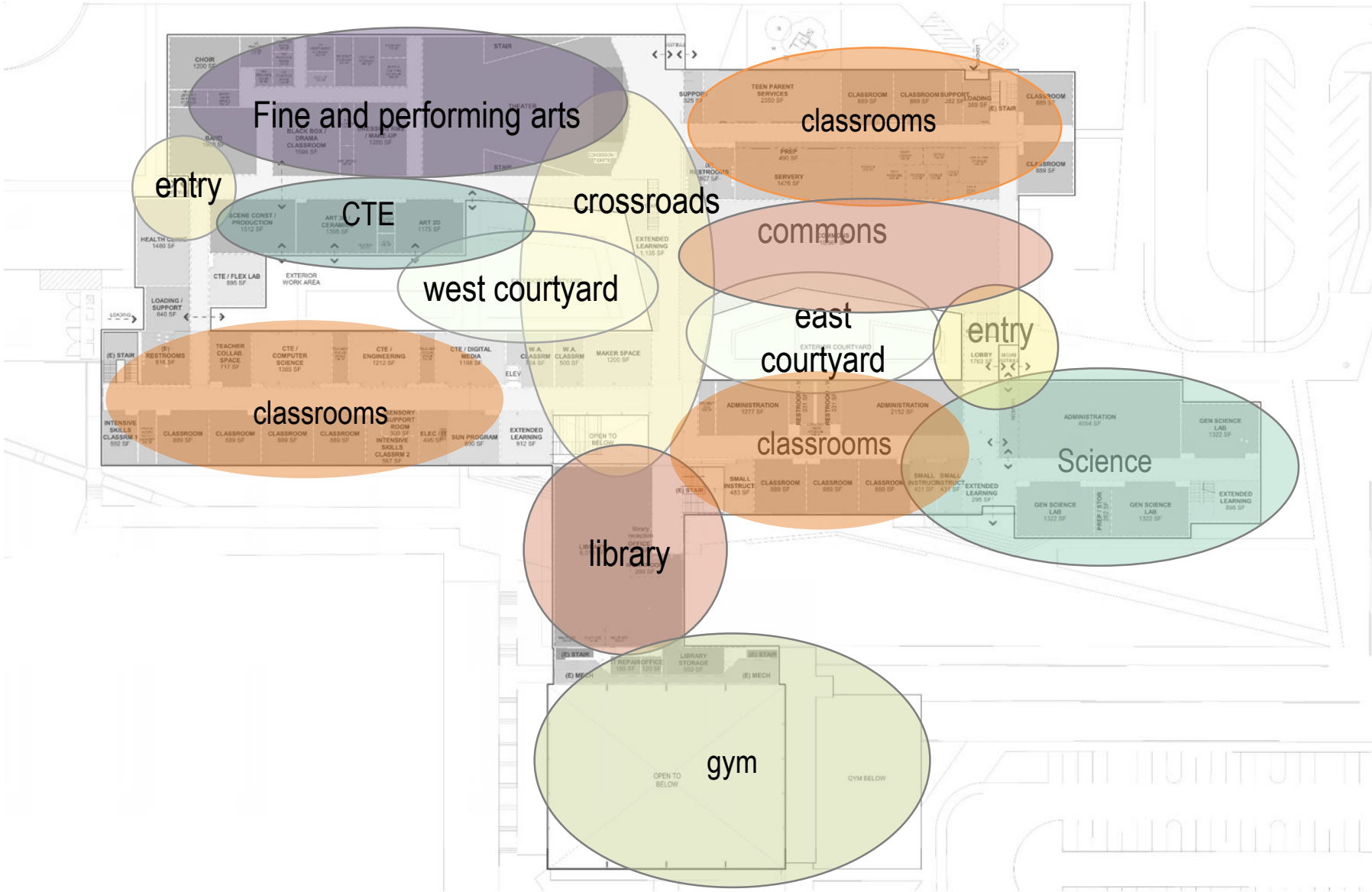


2 **SITE PLAN - SOUTH**
Scale: 1"= 40'- 0"



CONCEPT PLAN

NEIGHBORHOODS



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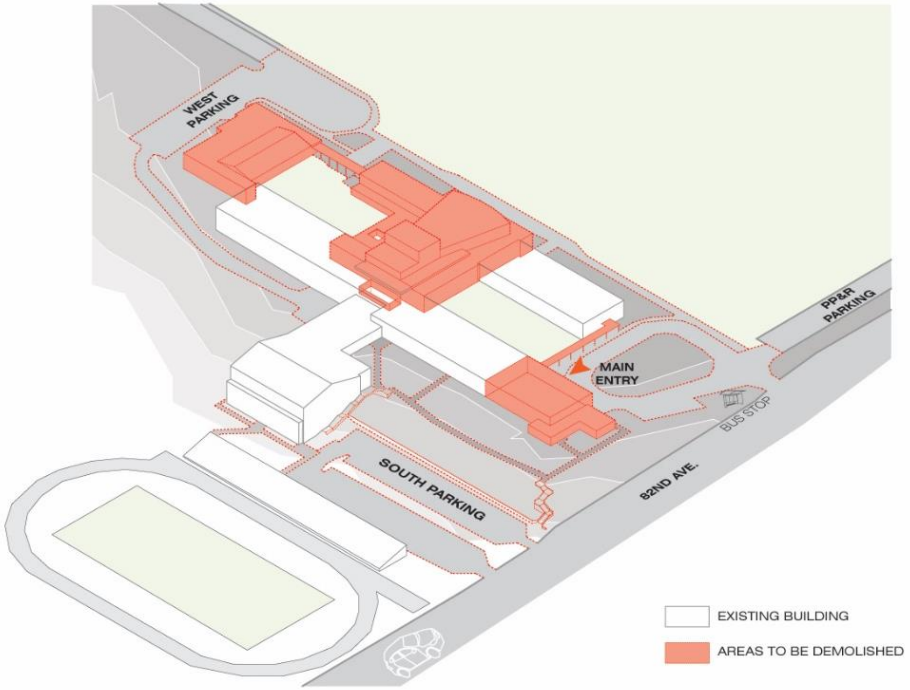
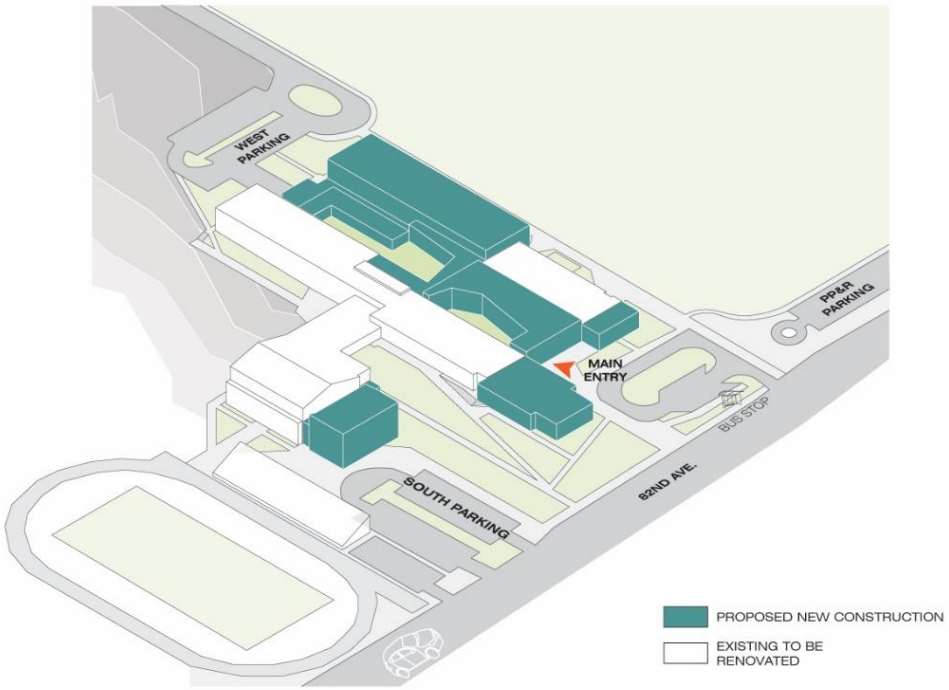
NEW CONSTRUCTION



DEMOLITION DIAGRAM



AREAS OF PROPOSED NEW CONSTRUCTION

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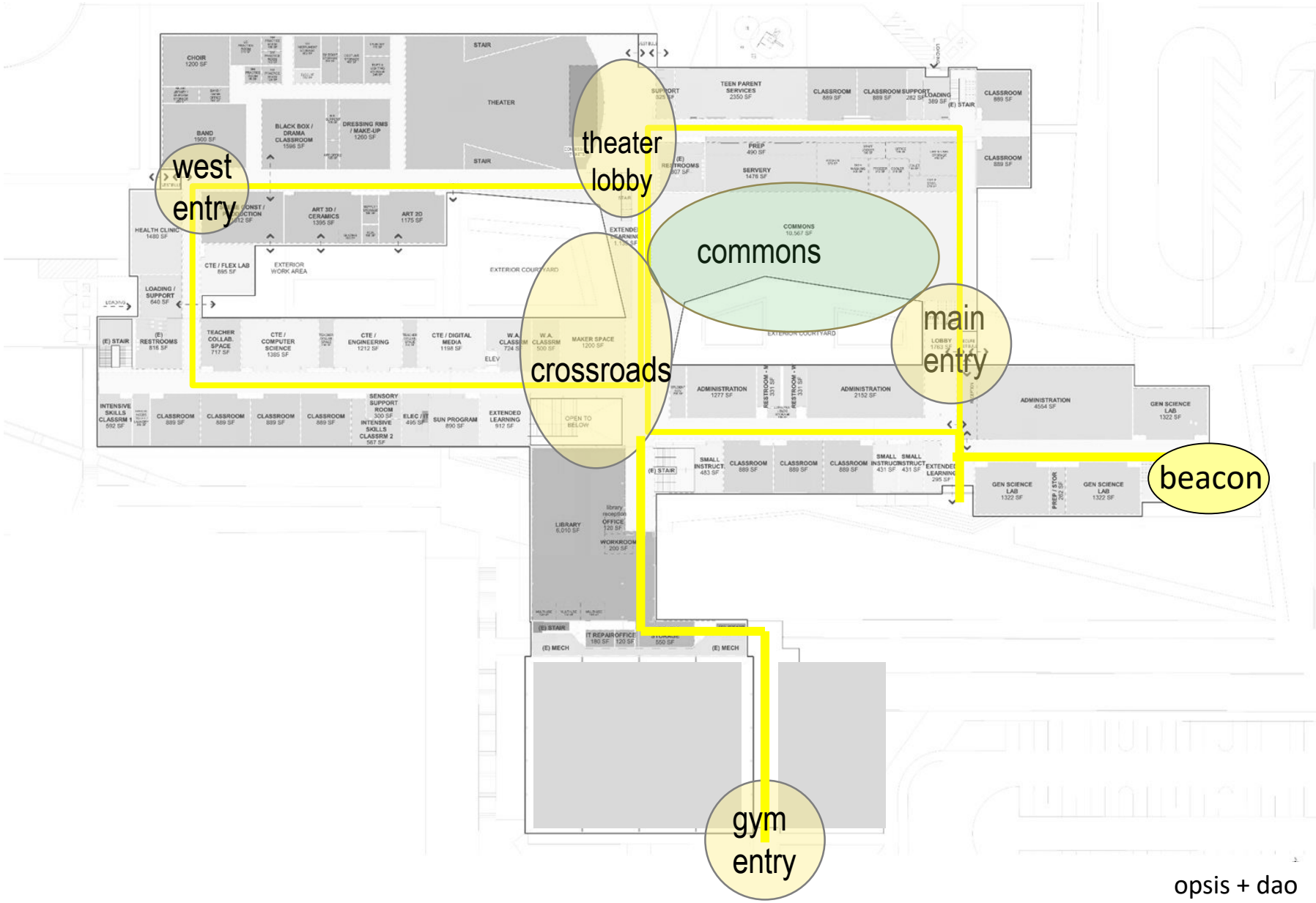
CONCEPT PLAN

CONNECTIVITY



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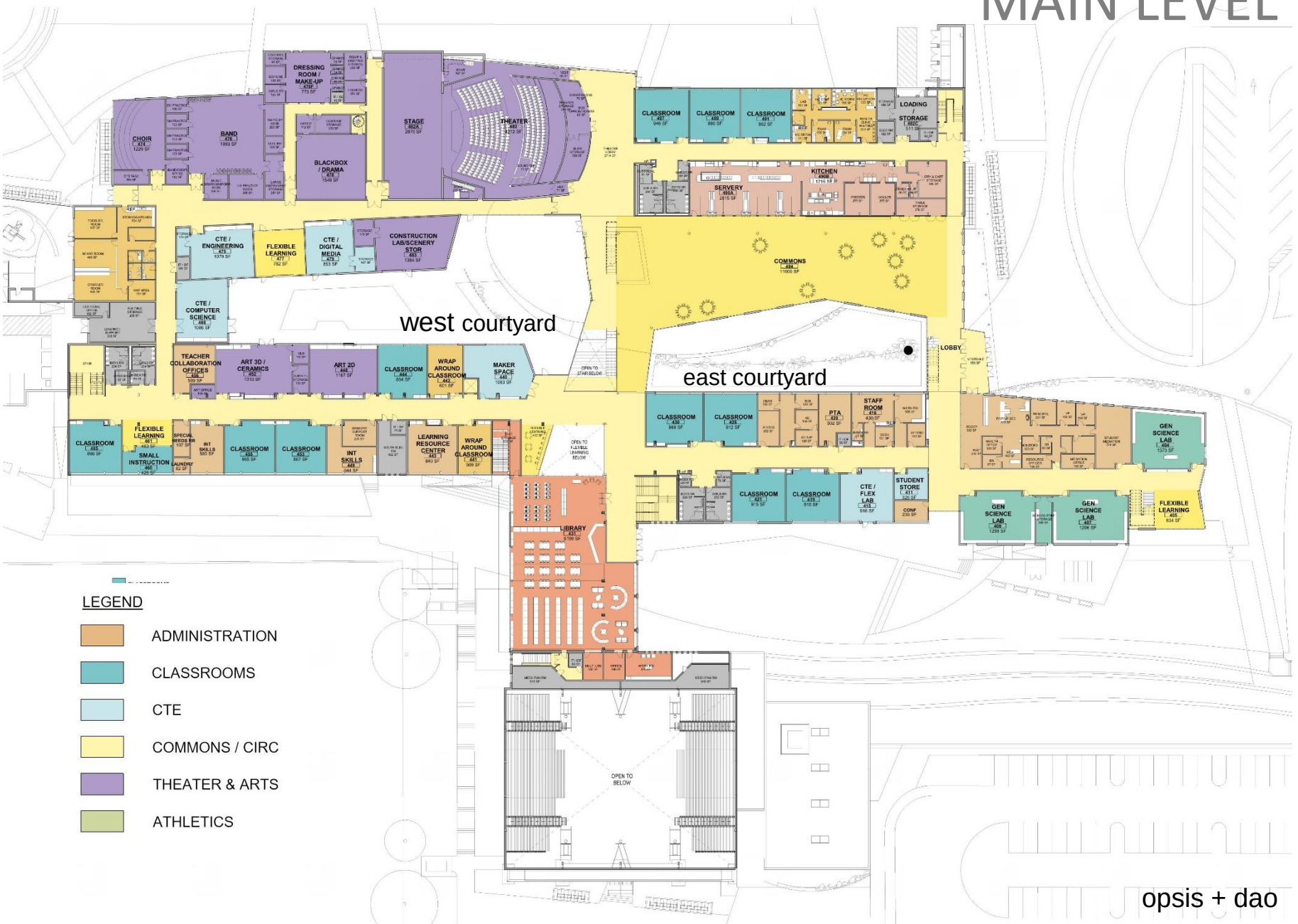
COMMONS

MAIN LEVEL



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COMMONS

COMMONS

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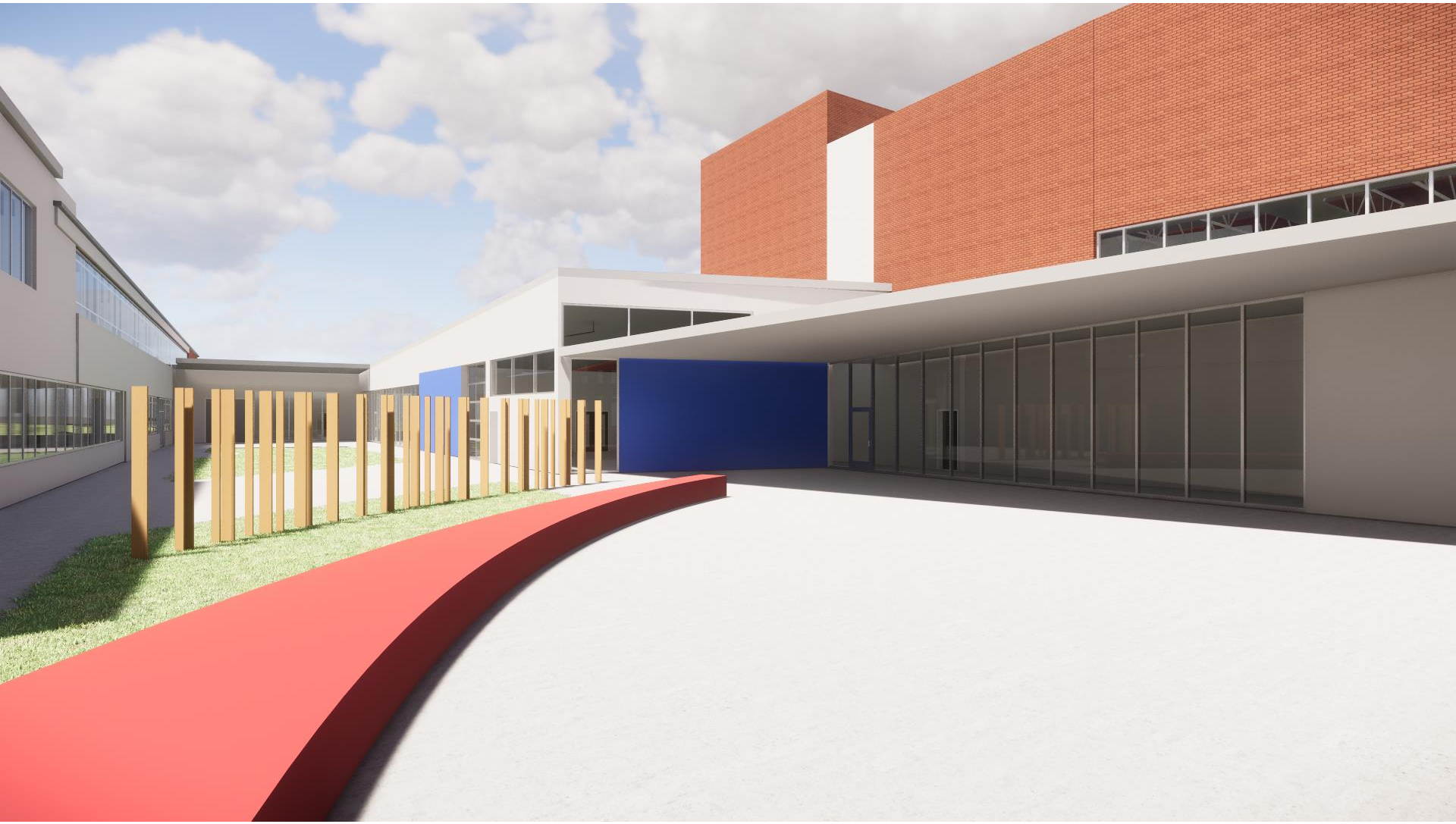
COMMONS

WEST COURTYARD



WEST COURTYARD

THEATER

THEATER

UPPER LEVEL

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COMMONS

COMMONS

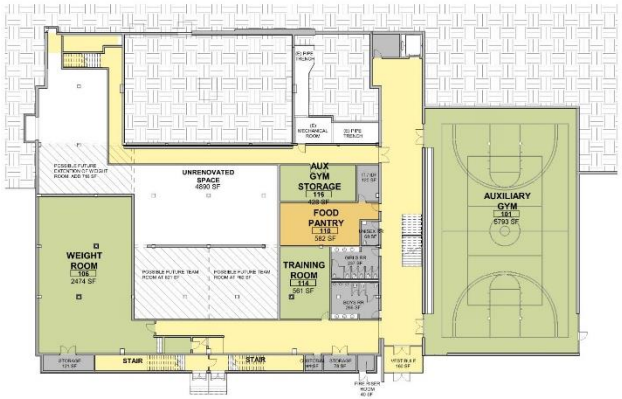
COMMONS

COMMONS

COMMONS

COMMONS

LOWER LEVELS



1 | FLOOR PLAN - LEVEL 1
AP1.1 1" = 20'-0"

2 | FLOOR PLAN - LEVEL 2
AP1.1 1" = 20'-0"

3 | FLOOR PLAN - LEVEL 3
AP1.1 1" = 20'-0"

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SOUTH ENTRY

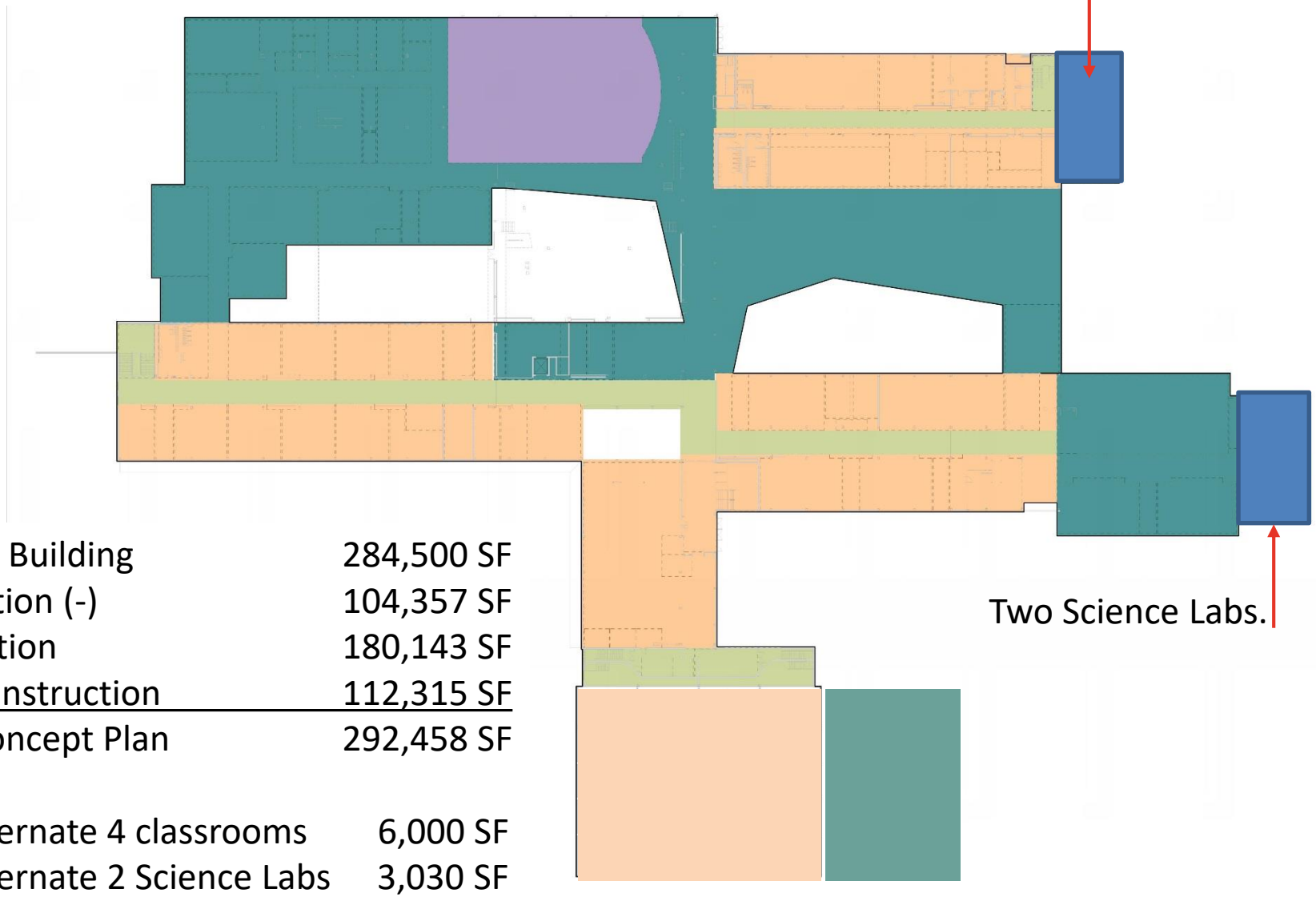
AUX GYM

AUX GYM

AUX GYM

SCHEMATIC PLAN

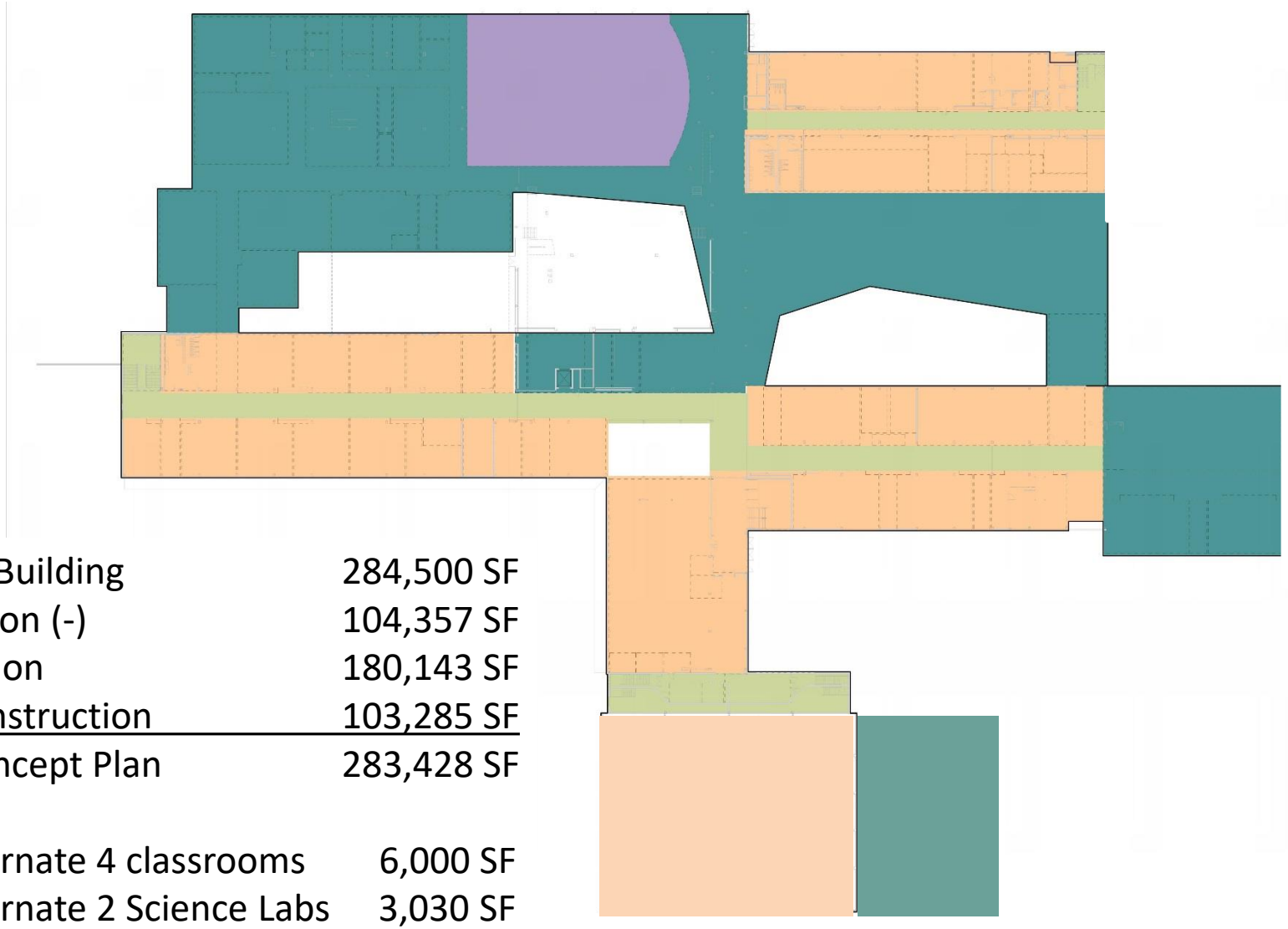
OPTION A



Existing Building	284,500 SF
Demolition (-)	104,357 SF
Renovation	180,143 SF
New Construction	112,315 SF
Total Concept Plan	292,458 SF
Add Alternate 4 classrooms	6,000 SF
Add Alternate 2 Science Labs	3,030 SF

SCHEMATIC PLAN

OPTION B



Existing Building	284,500 SF
Demolition (-)	104,357 SF
Renovation	180,143 SF
New Construction	103,285 SF
Total Concept Plan	283,428 SF
Add Alternate 4 classrooms	6,000 SF
Add Alternate 2 Science Labs	3,030 SF

MP PROGRAM / ED SPEC COMPARISON

SPACE USE	ED SPEC RECOMMENDED		CONCEPT OPTION A			CONCEPT OPTION B		
AREA [1,2]	Unit	S.F. Total	Unit	S.F. Room	S.F. Total	Unit	S.F. Room	S.F. Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS								
General Education (Gen-Ed) Classrooms	41	53,180	41		49,965	41		46,939
Science Labs	11	17,480	11		15,216	9		12,576
Fine & Performing Arts (Drama, Theater)	4	21,350	4		23,836	4		23,836
Career Preparation/CTE [3]	3	6,000	3		5,631	3		5,631
Athletics (incudes area for P.E. instruction)	3	35,580	**3**		**36,691**	**3**		**36,691**
Education Support [4]	2	67,400	**2**		**63,699**	**2**		**63,165**
Sub-Total Recommended Teaching Stations	***64***	***200,990***	**64**		**195,038**	**62**		**188,838**
Community Partners [5]		1,200			**647**			**647**
Wrap-Around Service Providers [5]		4,700			**6,726**			**6,726**
Sub-Total		***5,900***			**7,373**			**7,373**
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA		***206,890***			**202,411**			**196,211**
Net to Gross Ratio of 36% [6]		***74,480***		*formula*	**72,868**		*formula*	**70,636**
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED		***281,370***			**275,279**			**266,847**

MP PROGRAM / ED SPEC COMPARISON

SPACE USE AREA [1,2]	ED SPEC RECOMMENDED Unit		S.F. Total	CONCEPT OPTION A Unit	S.F. Room	S.F. Total	CONCEPT OPTION B Unit	S.F. Room	S.F. Total
CORE PROGRAM [7]									
Career Preparation | CTE [8]									
Specialized classrooms/labs			4,800	4	1,139	4,555	4	1,139	4,555
Maker Space	1	1,200	1,200	1	1,076	1,076	1	1,076	1,076
Sub-Total Career Prep | CTE			***6,000***	**5**		**5,631**	**5**		**5,631**
General Education Classrooms: Core Program Recommendations [9,10,11,12]									
Sub-Total Gen Ed Classrooms	***41***		***40,180***	**41**	**902**	**36,965**	**41**	**902**	**36,965**
Specialized Classrooms - Core Program Recommendations									
Science Lab	***11***	1,500	16,500	11	1,313	14,440	9	1,311	11,800
Chemical Storage	1	180	180	1	173	173	1	173	173
Prep Rooms	4	200	800	3	201	603	3	201	603
Sub-Total Specialized Classrooms	***11***		***17,480***	**11**		**15,216**	**9**		**12,576**
Smaller Instructional Spaces [14]	10	500		10	500	5,000	5	553	**2,763**
Flexible Learning Areas [14]	8	1,000		9	889	8,000	9	801	**7,211**
SUB-TOTAL CORE + FLEXIBLE LEARNING + SMALL INSTRUCTIONAL			***76,660***	**52**		**70,812**	**50**		**65,146**
FINE & PERFORMING ARTS									
Sub-Total Fine & Visual Arts	2		***3,080***	**2**		**2,860**	**2**		**2,860**
Sub-Total Band/Orchestra			***3,470***	**1**		**3,529**	**1**		**3,529**
Sub-Total Choir		***1700***	***200***	***1***		***1,311***	***1***		***1,311***
Sub-Total Theater/Dance			***14,600***	**2**		***16,136***	**2**		***16,136***
SUB-TOTAL FINE & PERFORMING ARTS			***21,350***			***23,836***			***23,836***
PHYSICAL EDUCATION/ATHLETICS									
Gym (large; two teaching stations) [31]	**1**	13,000	13,000	**1**	13,627	13,627	**1**	13,627	13,627
Mat/Wrestling/Dance [32]	1	2,750	2,750	1	2,868	2,868	1	2,868	2,868
Weight Room/Aerobics/Spinning	**1**	2,500	2,500	**1**	2,478	2,478	**1**	2,478	2,478
Field Equipment Storage [35]	1	1,000	1,000						
Athletic Support Spaces			9,130			11,943			11,943
Auxiliary Gym / Bleachers / Storage			7,200			5,775			5,775
SUB-TOTAL PHYSICAL EDUCATION / ATHLETICS			***35,580***	**3**		**36,691**	**3**		**36,691**

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MP PROGRAM / ED SPEC COMPARISON

SPACE USE	ED SPEC RECOMMENDED			CONCEPT OPTION A			CONCEPT OPTION B		
AREA [1,2]	Unit		S.F. Total	Unit	S.F. Room	S.F. Total	Unit	S.F. Room	S.F. Total
EDUCATION SUPPORT									
Teacher Planning/Collaboration Area [36]	10	980	9,800	5	766	3,831	5	659	3,297
Sub-Total Administration			***5,460***			5,399			5,399
Sub-Total Administration + Teacher Planning/Collaboration Areas [36]			***15,260***			***9,230***			***8,696***
Sub-Total Counseling/Career			***2,735***			2,693			2,693
Sub-Total Student Activities			***270***			270			270
Sub-Total Student Testing / Computer Lab			5,500			907			907
Sub-Total SPED			***5,900***	5		4,807	5		4,807
Sub-Total ELL			***800***	1		937	1		937
Sub-Total Student Center			***12,620***			16,108			16,108
Sub-Total Media Center			***10,220***			8,074			8,074
Sub-Total Student Space			***200***			300			300
Sub-Total Custodial			***3,850***			3,016			3,016
Sub-Total Miscellaneous			***10,045***			17,357			17,357
SUB-TOTAL RECOMMENDED EDUCATIONAL SUPPORT			***67,400***	6		63,699	6		63,165
PARTNER & COMMUNITY USES [47]									
SUB-TOTAL COMMUNITY & PARTNER USES			1,200			647			647
WRAP AROUND SERVICE PROVIDERS [48]									
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS			4,700			6,726			6,726
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL RECOMMENDED AREA			206,890	67		202,411	65		196,211
Net to gross ratio of 36% [50]			281,370		289,185	289,185			281,560

MADISON HS CAPACITY CALCULATION

EDUCATION SPECIFICATIONS

MAX CAPACITY Area	TS	*	Util	= Available	*	Ave Students per Classroom	=	# of Students
General Classrooms	41		95%	38.95		30		1,169
Science	9		75%	6.75		30		203
CTE + Tech Access	5		75%	3.75		30		113
Fine Art	2		75%	1.50		30		45
Band / Choir	2		50%	1.00		40		40
Theater / Dance	2		50%	1.00		30		30
PE / Athletics	3		75%	2.25		40		90
SPED / Life Skills	5		75%	3.75		10		38
Stud. Suppt. / ELL	1		75%	0.75		20		15
Small Instructional Space	9		50%	4.50		10		45
Total Teaching Stations	***79***		***70%***					***1,786***

NOTE: If ave. students per class is capped at 27 per current contract, total capacity drops to **1633**

FUNTIONAL CAPACITY Area	TS	*	Util	= Available	*	Ave Students per Classroom	=	# of Students
General Classrooms	41		75%	30.75		25		769
Science	9		75%	6.75		25		169
CTE + Tech Access	5		75%	3.75		22		83
Fine Art	2		75%	1.50		25		38
Band / Choir	2		50%	1.00		30		30
Theater / Dance	2		50%	1.00		25		25
PE / Athletics	3		75%	2.25		35		79
SPED / Life Skills	5		75%	3.75		10		38
Stud. Suppt. / ELL	1		75%	0.75		20		15
Small Instructional Space	9		25%	2.25		10		23
Total Teaching Stations	***79***		***65%***					***1,266***

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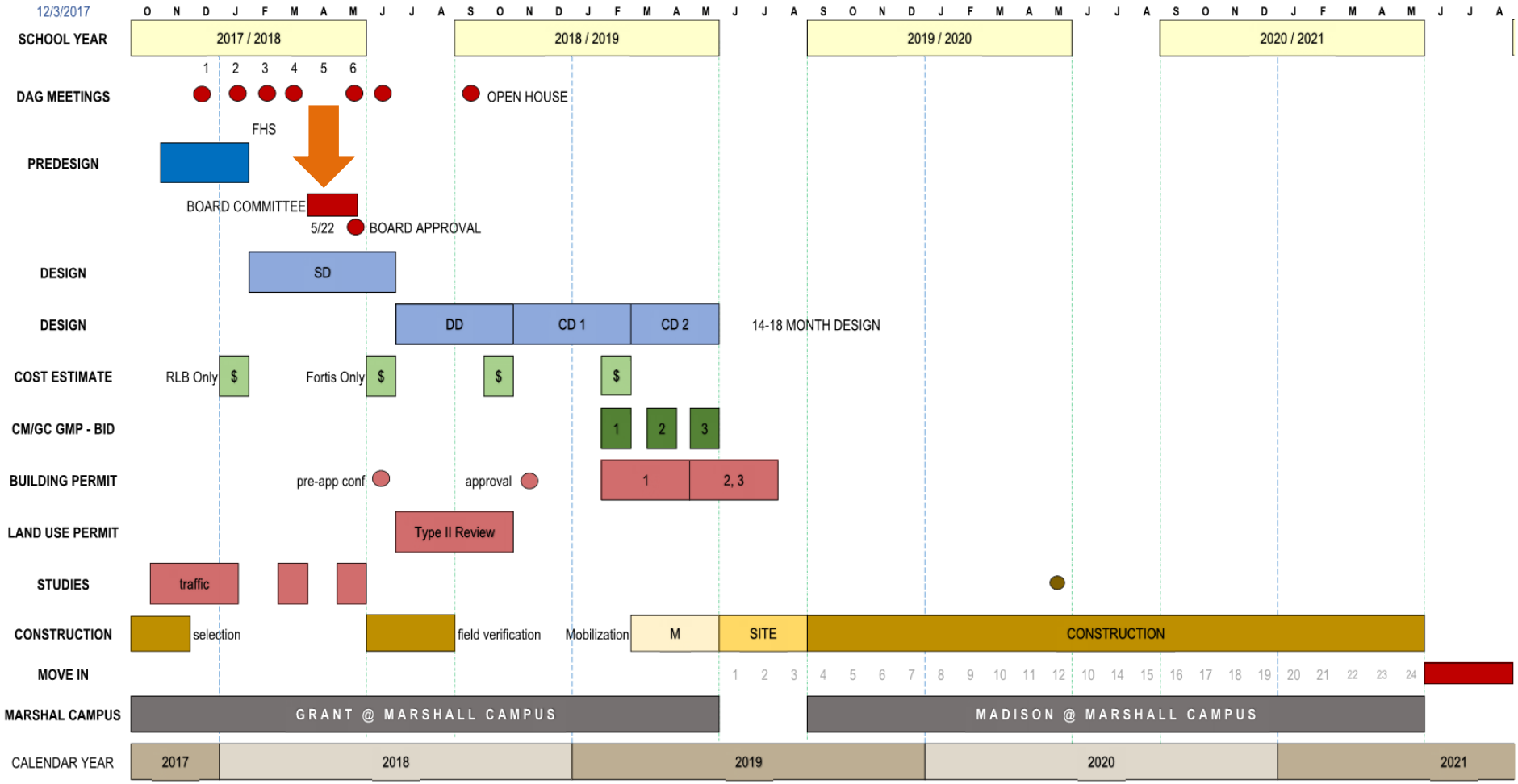
BUDGET / COST ESTIMATE

2.22.18 Estimate

Building / Site	$108.4 million	$108.4 million
Escalation / Grants		
Market Volatility / 5%	$ 5.3 million	
Market Volatility / 3%		$ 3.2 million
Escalation 30 M / 14.5%	$ 15.7 million	$ 15.7 million
Seismic / ETO Grants	$ -2.5 million	$ -2.5 million
Total Cost	$126.9 million	$ 124.8 million
Add Alternates		
4 Classroom Addition	$ 2.0 million	
Grandstand / Restrooms	$ 1.8 million	
Turf Field / Softball	$ 3.0 million	
South Parking Rebuild	$ .8 million	

SCHEDULE



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COMMONS

RESOLUTION No. <fill in>

Resolution Authorizing Kellogg Middle School Full Replacement Master Plan as Part of the 2017 Capital Bond Program

RECITALS

A. At the conclusion of the Kellogg Middle School Pre-Design Diligence process in February, 2017, Board Resolution 5394 referred the Kellogg Full Replacement Option to voters in May 2017.

B. The election was duly and legally held on May 16, 2017 (the "2017 Bond Election") and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.

C. Board Resolution 5471 accepts certification from Multnomah County, Clackamas, Washing Counties for May 16, 2017 voter approval of authorizing Portland Public Schools to issue up to $790 million of general obligation bonds to improve health, safety, learning by modernization, report schools.

RESOLUTION

1. The Board of Education directs staff to design a full replacement for Kellogg Middle School for an enrollment capacity of 675 students.

2. The Board of Education directs staff to utilize the current Kellogg Middle School Area Program Summary as a guide to construct the new Kellogg Middle School to an approximate size of 100,412 square feet.

3. The Board of Education approves the Master Plan Preferred Site Plan for Kellogg Middle School.