

The Concord School Reuse Study

Oak Grove, Oregon

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PROJECT TEAM

OWNER

North Clackamas School District

ADVOCATE

The Concord Partnership

ARCHITECT

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ACKNOWLEDGEMENTS

Funding Resources

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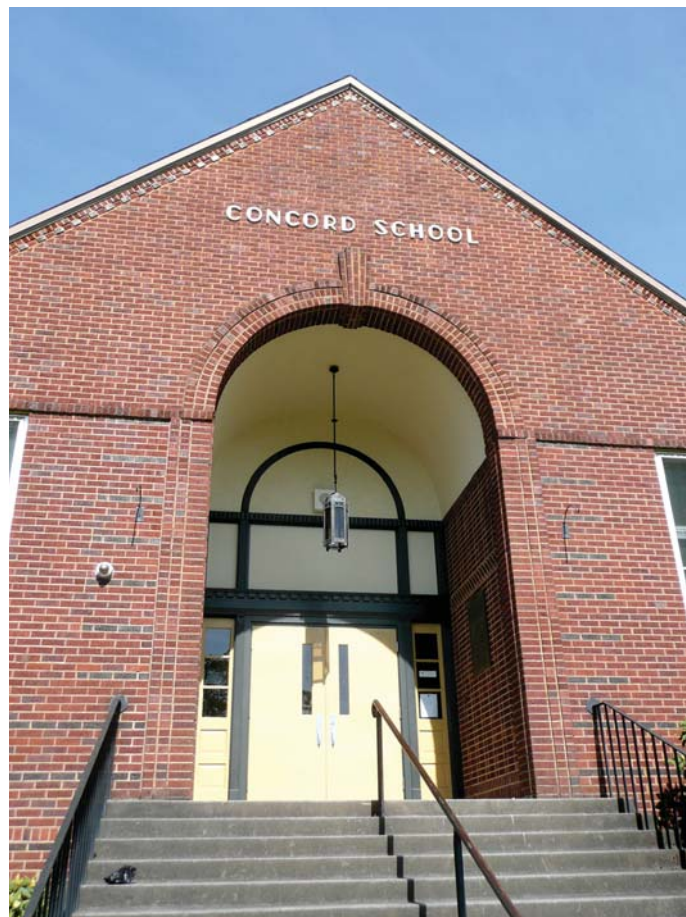
LIMITATIONS AND USE

Statement of Limitations

The assessments and conclusions contained in this report have been developed from information provided by the Owner and through onsite visual inspection of the property in question. Inspections were limited to features that are readily visible, accessible, and discernible to the assessor's eye, and no material testing or probing was conducted. Inspection of hidden or inaccessible areas is not included as part of the assessment, unless specifically noted. Conclusions were drawn from obtainable data, requiring assumptions to be made that may not be verifiable without more involved inspection, additional expense, or the destruction of materials.

Use of Report

This report has been prepared for the sole use of the parties listed as members of the project team. Use of this report by any other party or parties constitutes use without permission, and the author accepts no responsibility for any work conducted in this manner.



1. EXECUTIVE SUMMARY

OVERVIEW

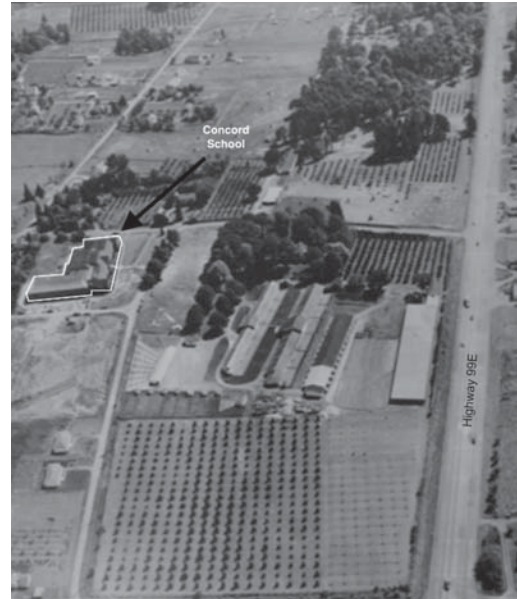
The Concord Partnership (Partnership) commissioned Paul M. Falsetto Architect (PMFA) to develop reuse concepts for the Concord School, a former elementary school standing vacant since 2014. Multiple concepts were explored, with three chosen for refinement. The principal focus for all concepts was to demonstrate reuse opportunities that provide the highest and best use of the building for public benefit, while retaining the historic qualities of the building.

The Partnership provided PMFA with a range of background information made available by the School District, including AutoCAD drawings. Floor plans were generated showing each concepts layout, comprising the principal deliverable product for this study.

The Partnership will use the developed concepts as examples of reuse options that benefit the community. These will be presented to all interested parties, including the North Clackamas School District, the North Clackamas Parks and Recreation District (NCPRD), and the citizens of Oak Lodge and surrounding communities. Ideally, one or more concepts will be of interest to the future owner of the Concord School, and ultimately provide uses and amenities highly desired by the community.

REPORT FINDINGS

Three concepts with distinct themes were developed, providing a range of potential community uses. It was understood that each of the concepts was within the managerial focus of NCPRD, the potential new owner of the school and grounds.



Early aerial of the Concord School and environs

The concept that received the deepest vetting was the relocation of the Oak Lodge Branch Library to the lower level of the Concord School, which appears to provide multiple benefits. The current branch library is in a strip mall on McLoughlin Boulevard, and lacks space to support expanding library collections and desired functions. Relocation to the Concord School would more than double the available square footage, while locating the library in an acknowledged community landmark. The library could share a mutually-beneficial relationship with other uses in the building, such as that of a community center. Finally, the library is within the same jurisdictional structure as NCPRD, allowing their participation to fit naturally with the District's mission and management organization.

A press announcement issued February 2, 2017 revealed the development of a sales proposal involving the transfer of funds and a property swap. This proposal is currently under review by the School District Board.

NEXT STEPS

- School District to keep the building secure and monitored.
- All involved parties to advance the ownership transfer process between the School District and the Parks and Recreation District.
- The Concord Partnership to continue disseminating information through the hosting of public meetings.
- School District to work with SHPO to develop a Memorandum of Agreement regarding the consideration of historic features.



Clackamas Review article

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2. PROJECT DESCRIPTION & CONSIDERATIONS

PROJECT BACKGROUND

Upon conclusion of the 2014 school year, the North Clackamas School District closed the Concord Elementary School as part of a budgetary and consolidation process addressing changing enrollment. This was coupled with a concern for student and staff safety, as the school lacks the full seismic structural upgrades required to meet current building code standards.

In 2015, North Clackamas School District initiated a two-year moratorium to engage the community for input and direction. The following common themes were received:

- Community use is the preference, with non-profit community use preferred over a for-profit structure.
- A sentimental attachment to the building was expressed both as a school and a historic structure.
- The Concord area lacks public parks and open spaces, and this public open space presents a rare opportunity to fill that void.

A vacated Concord School concerned the neighboring citizens, who wanted the highly visible and well-loved school put to a new use, before degradation sets in. To help expedite this process, a non-profit organization called The Concord Partnership was created, with the stated mission of preserving and repurposing the school and its grounds for community use and benefit.

In early 2015, The Partnership held a series of community meetings to communicate the school's situation, and gather comments about desired reuses. The

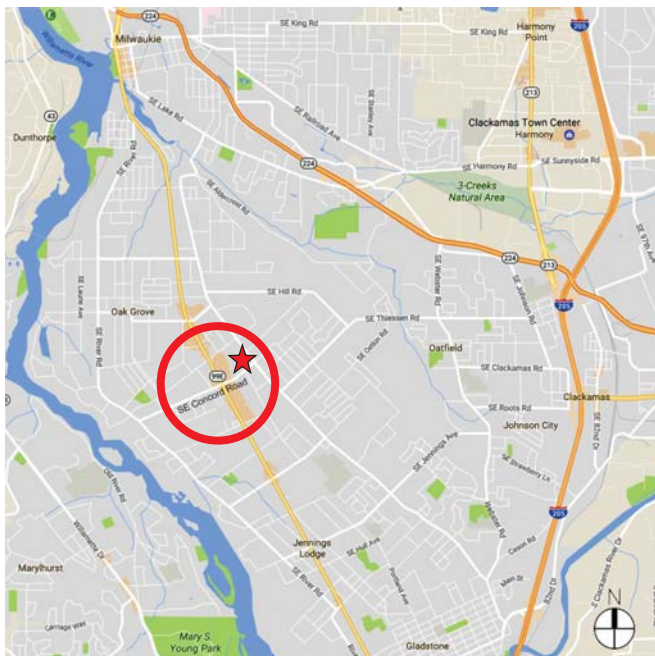
Partnership wanted the historic character of the school to be recognized, and submitted it to Restore Oregon for formal consideration to their Most Endangered Places program. Concord School received that recognition in November of 2015, based on threats from deterioration, and concerns of an ownership change without protections placed on the building's historic features.

During the moratorium, the School District has been in prolonged negotiations with the North Clackamas Parks and Recreation District (NCPRD), who is exploring the reuse of the school and grounds to provide mission-based services to the community.

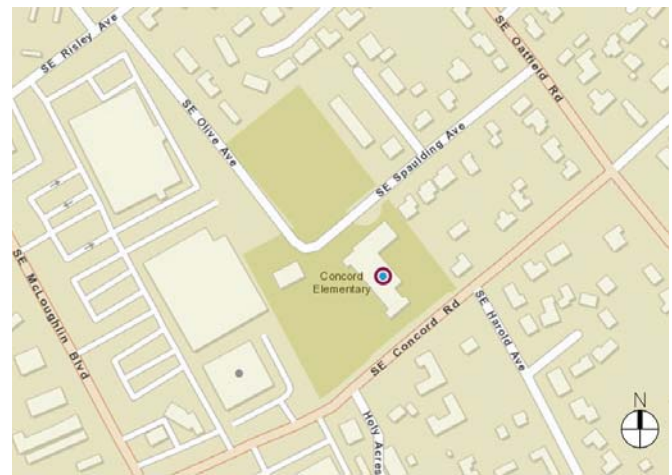
PURPOSE OF THE STUDY

The intent of this study is to define a number of reuse concepts for the school, and demonstrate how these would be accommodated using floor plan layouts. These concepts would then be widely distributed for consideration by the general public and NCPRD's staff and board.

The specific goal of the study was to determine if a variety of public uses could fit into the school in an accommodating manner, while retain the character-defining features that help makes the building a neighborhood landmark. This was purely a conceptual-level exercise, and assumes that specific rehabilitation direction and cost budgeting would be part of a future scope of work performed by others.

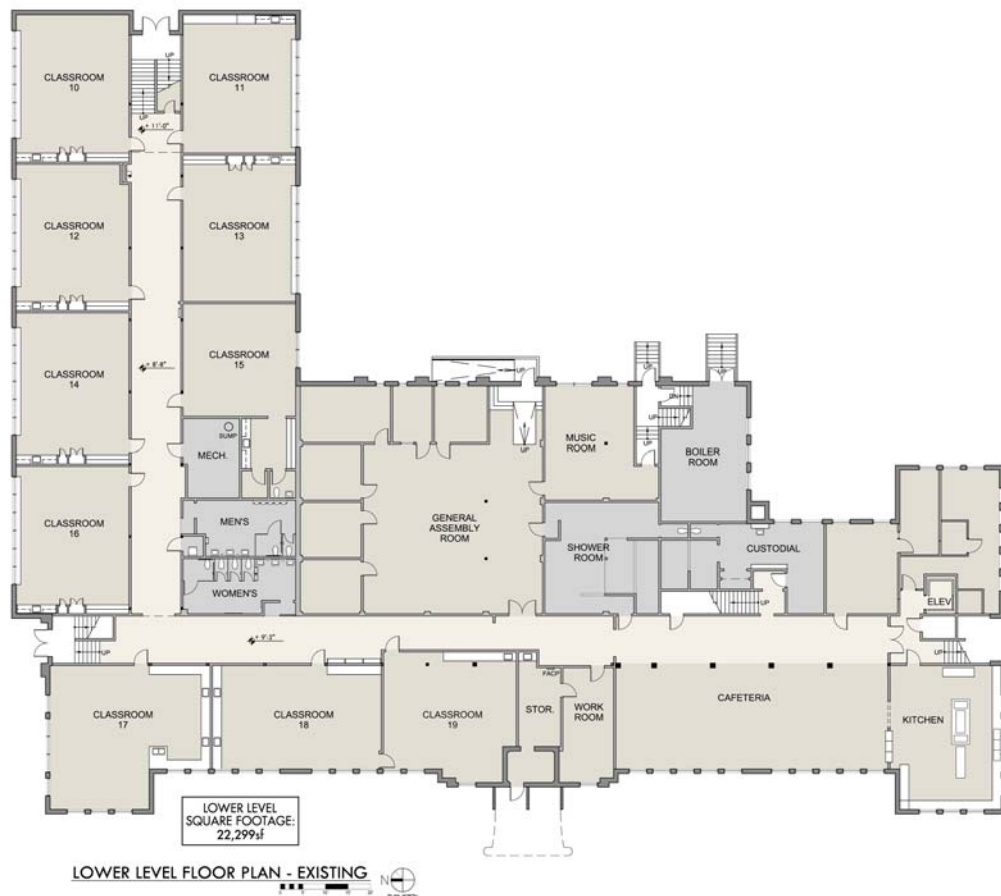


Vicinity map



Project site map

EXISTING FLOOR PLANS





Aerial of property

PROPERTY DESCRIPTION

General Information

Name:	Concord Elementary School
Address:	3811 SE Concord Road Oak Grove, Oregon
Date of Construction:	1936, with a major addition in 1948
Historic Status:	Determined to be National Register Eligible
Site Size:	5.97 acres
Building Size:	Lower Level – 22,299 sf Upper Level – 22,244 sf
Construction:	unreinforced brick veneer over hollow clay tile wall
Jurisdiction:	Clackamas County

Description

The Concord School was constructed in 1936 during the depths of the Great Depression, with construction funding provided in part through a Federal Emergency Administration of Public Works grant. The firm of noted architect F.M. Stokes developed the building design, and in a Tutor revival style. Stokes practiced in Portland

for fifty years, designing a number of grade schools and high schools throughout the region.

The initial building form is that of a 'bar', set perpendicular to Concord Road. Centrally located and extending eastward is the gymnasium and stage. A double loaded corridor bisects the plan layout, with a twin pair of classrooms at each end and capped with a cross-gabled roof. The upper level originally contained classrooms, staff offices, a library, and toilet rooms. The lower level, set about four feet below grade and fully daylight, provided a play area, cafeteria, kitchen, and locker rooms. The building's main entry was located at the center of the complex, facing west and accessed from a wide flight of stairs. Additional exits were provided at the north and south ends of the corridor.

The primary exterior material is a rug-faced, red-blended brick, laid in a running bond pattern. This brick is a veneer, attached to the structural wall of two-wythe clay tile. A double-high archway was created within the main entry pediment, capped with a brick keystone. Other rather subtle brick details are evident, and indicative of the restricted budget of a depression-era structure.



Main (west) facade of school and landscaping

The windows are set in square rough openings, in single or ganged configurations. A majority of the original windows have been replaced with ones manufactured from aluminum or vinyl. The original twelve-lite wood windows over the side exits remain, as do windows in some of the toilet rooms. The original exterior doors have been replaced over time.

In 1948, the north wing was constructed, extending eastward from the north end of the building, and abutting the gymnasium. It replicates the exterior materials of the original structure constructed just twelve years prior. This new building provided additional classrooms and a library at the upper level, and an open play room at the lower level, with toilet rooms included at both levels. The play room was eventually converted into classrooms echoing the layout of the upper level.

Besides the unreinforced masonry exterior wall on a concrete foundation, the remainder of the structural system consists of wood post or metal columns supporting wood beams and joists. The roof is wood framed and comprised of gables and hips, with composition asphalt shingles covering the steep sloped portions and a built-up roof covering the low slope areas.

Interior finishes include lath and plaster or gypsum board, with the lower portion of the walls receiving an additional covering of wood board or pin-up board with a top rail. The classrooms are typically appropriated with chalk boards, cupboards, closets, and bookshelves. Many rooms have a counter with a sink and lower cupboards. Ceilings are mainly covered with acoustical tiles. Flooring is a mix of vinyl composite tile, laminate, and carpet, with the gymnasium retaining its hardwood surface.

The lower level was designed with a 9'-2" floor-to-ceiling height at in the original portion of the building, and 11'-0" at the north wing. This height drops to 8'-8" at the corridor to conceal utilities. The ceiling height at the upper level is a generous 11'-10".

The kitchen still contains a majority of its cooking equipment, though the School District might remove items it can reuse elsewhere. Most all other furnishings have been removed from the premises.

The heating system is hot water based, using a central boiler and fans units located in the various spaces to distribute warm air. Air conditioning was provided in select spaces, such as the computer lab. Ventilation was provided through the operable windows. The building contains a full fire sprinkler system.

The site has a noticeable slope from the northern extent down towards Concord Street. The landscaping enfronting the school includes mowed lawn with ornamental trees and bushes. Two parking lots are provided, one that connects to SE Concord Road, and the other at SE Spaulding Avenue near where it intersects with SE Olive Avenue. A play area has been provided west of the school with both soft and hard surfacing, the latter partially covered by an open-air shed. A sports field containing two baseball diamonds is positioned north of the school, across Spaulding Avenue.

The Concord School received a variety of changes over the intervening years as the School District worked to keep it current. This included ADA improvements and select seismic upgrades to its unreinforced masonry structure. An Otis elevator was installed recently at the south end of the building, where the exterior grade was adjusted to allow access into the stair landing. Other ADA improvements were made to the toilet rooms, and a ramp was added to provide compliant access to the upper level north wing, adjacent to a small flight of stairs.

Seismic upgrade work was conducted in 2000 to address the four main entries, the east wall of the North Addition, and the east wall of the gymnasium. This helped improve the ability to safely exit the complex during a seismic event. This work addressed approximately 30% of the building walls, leaving the remainder and other structural systems yet to be upgraded for full compliancy.



Gymnasium (left) and the north addition



Parking lot from Concord Road, with play area beyond

CHARACTER-DEFINING FEATURES

The character-defining features listed below are to be respectfully considered when conducting any renovation work on the Concord School. This list is not meant to be either exclusive or exhaustive, but to provide a general understanding of features and relationships that allow the school and grounds to convey their significance.

Site and Setting

- grassy knoll with ornamental trees, bushes, flag pole, and monument sign
- stairs ascending to the main entrance
- play fields

Exterior Features

- building form comprised of original structure and north addition
- brick veneer and entry arch
- banks of windows daylighting classroom spaces

Interior Features

- double loaded corridors on main floor
- classroom spaces with chalk board and cabinets
- gymnasium and stage



Gymnasium



Cafeteria



Typical upper level classroom



Typical lower level classroom

HISTORIC CONSIDERATIONS

The Concord School currently has no formal historic status, though the State Historic Preservation Office (SHPO) has determined it to be eligible for listing in the National Register of Historic Places. This determination was made upon the conclusion of a state-wide inventory conducted to address statute ORS 358.653. This statute, titled "Conservation Program", states that

Any state agency or political subdivision responsible for real property of historic significance in consultation with the State Historic Preservation Officer shall institute a program to conserve the property and assure that such property shall not be inadvertently transferred, sold, demolished, substantially altered or allowed to deteriorate.

A letter from SHPO dated December 16, 2013, expressed caution regarding a transfer of the Concord School from public to private ownership without any binding agreement addressing the retention of key character-defining features. This agreement is to be crafted through negotiations between the North Clackamas School District and SHPO, resulting in a Memorandum of Agreement that clearly defined stipulations.

REGULATION

Zoning and Land Use

The Concord School property resides into two different zones. The building itself is in the Low Density Residential (LDR) zone, and part of the adjacent residential neighborhood. The open area containing the sports and play areas has been spot zoned as Public and Community Use Open Space (PCU) zone.

If the open area designated PCU during any site reuse remains for play and sports uses, no zoning issues should be triggered. For the building, a likely repurposing from a school to any other type of use will trigger a zoning and land use review. Certain uses are not allowed under the LDR zone, such as a library and a variety of commercial uses. These would have to receive a conditional use permit via the established review process. Other uses considered to be acceptable by right include indoor recreation facilities and community meetings, if government owned.

Building Code

The Concord School is considered an "Education" occupancy classification, based on its existing construction and ongoing use as an elementary school. Any reuse of the building beyond that of a school will result in a change in occupancy, which itself is a trigger for a number of upgrades, including that of a full seismic upgrade.

As a rule of thumb, the Building Code Official should be engaged before the start of any rehabilitation work



to determine the level of compliance that the building can provide while still maintaining important historic materials and configurations.

Hazardous Materials

No report has been provided regarding any hazardous material testing for the Concord School, though lead paint was surely used as an early coating. It is recommended to have the various finishes tested for any hazardous elements before any involved construction commences.



Stage in gymnasium

3. REUSE CONCEPTS

OVERVIEW

Multiple reuse concepts were considered during the course of this study, with the common theme of providing services with strong community benefit. Three concepts were ultimately selected, and are as follows:

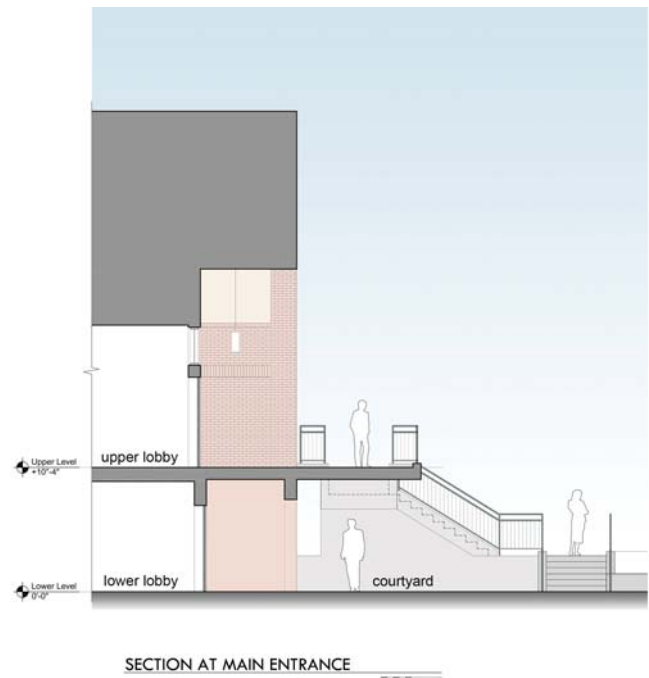
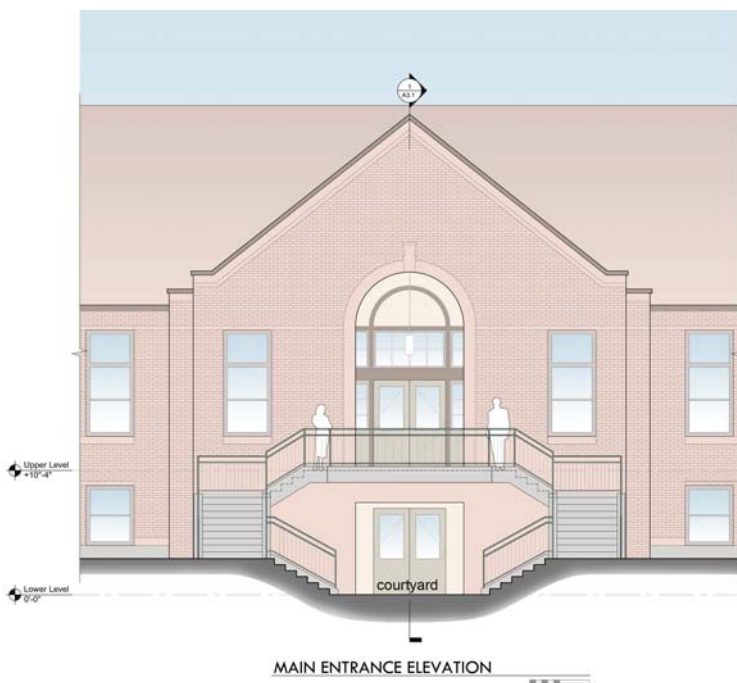
- **Concept 1 - “Community Center”**, with a library at the lower level and a recreation and community center at the upper level.
- **Concept 2 - “Intergenerational Learning Center”**, with a library at the lower level and a early learning center and senior learning center at the upper level.
- **Concept 3 - “Arts Center”**, with leased studios and a performing arts center at the lower level, and an arts center and community and recreation center at the upper level.

An important consideration for all reuse concepts was to retain, as much as possible, the upper level configuration and spaces. This was especially true for the gymnasium, which provides a valued sport court along with the potential of converting into a performance venue through use of the original stage.

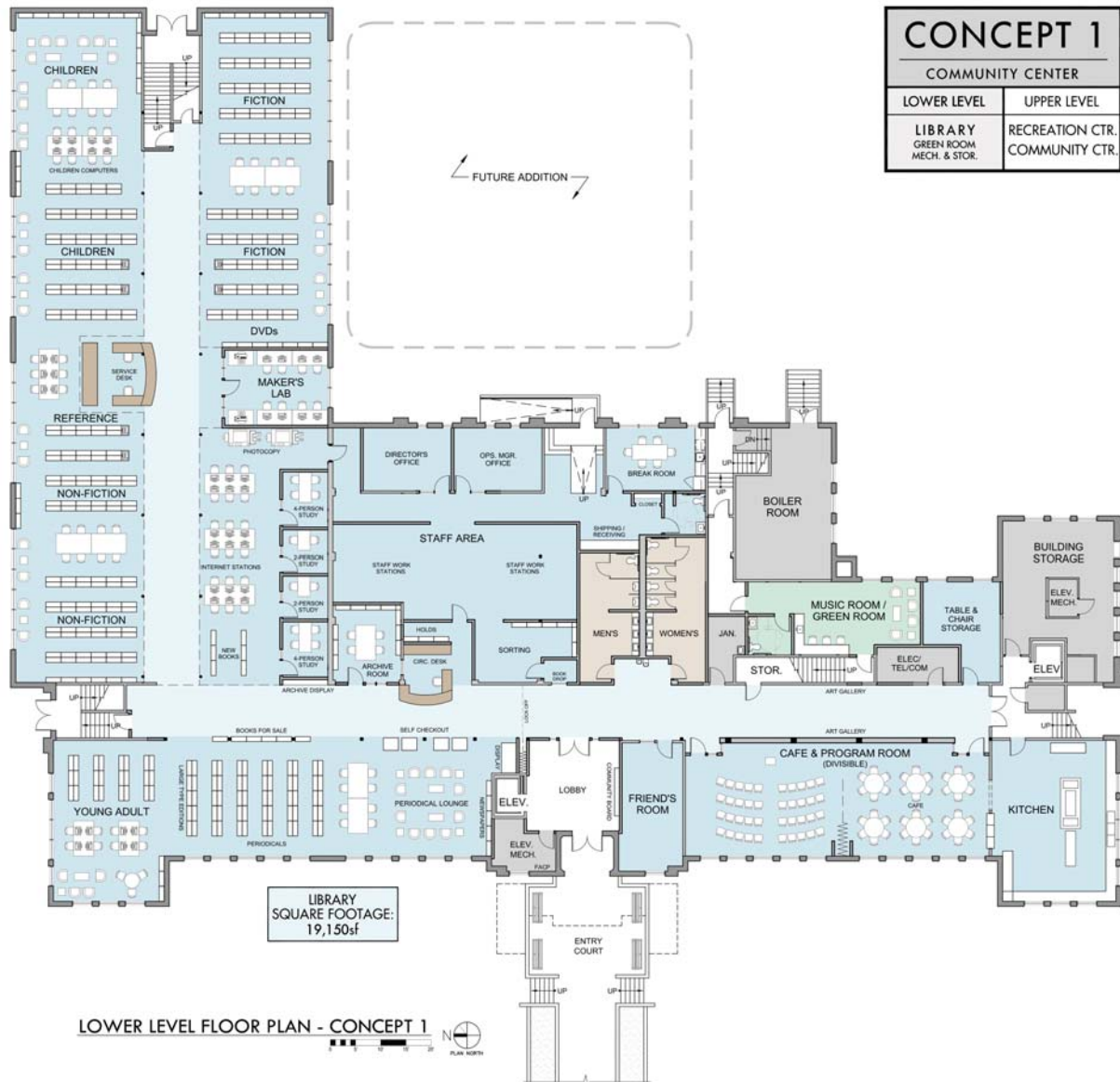
Knowing that the Parks and Recreation District was in negotiations to take over ownership of the school and grounds, it was deemed important that this study show the type of uses the District tends to operate. This focused on recreation and community center uses, which are included in some manner in each concept.

The Oak Lodge Branch library is located in a commercial development on SE McLoughlin Blvd, and at 8,800 square feet is considered well above capacity and lacking in a number of desired amenities. It has been determined that over twice this floor area is needed to best serve the community. Both Concept 1 and 2 show a 19,000sf library as the lower level tenant. This design has been presented to the Oak Lodge Community Library Advocates, and was well received.

It was understood that the library would need its own entry that was highly visible and befitting of this important civic institution. A design was developed that creates a new entry at the lower level immediately below that of the main building entry (see the elevation and section, below). This requires a reconfiguration of the stairs from its wide, single run layout to a pair of mirrored stairs wrapping around each side of an upper landing. The stair intersect the sidewalk, and then descend down to a sunken courtyard that accesses the lower level. This courtyard also connects to a sidewalk with direct access to the parking lot and a bank of ADA parking stalls. New paired doors lead from the courtyard into the lower lobby, where a new elevator provides access to the upper level lobby. It is acknowledged that this new arrangement changes the exterior appearance of the main entry. This change, though, benefits the complex in that it provides centralized entries to both levels, and in a manner that is ADA compliant.



CONCEPT 1 — COMMUNITY CENTER (LOWER LEVEL)



CONCEPT 1 — COMMUNITY CENTER

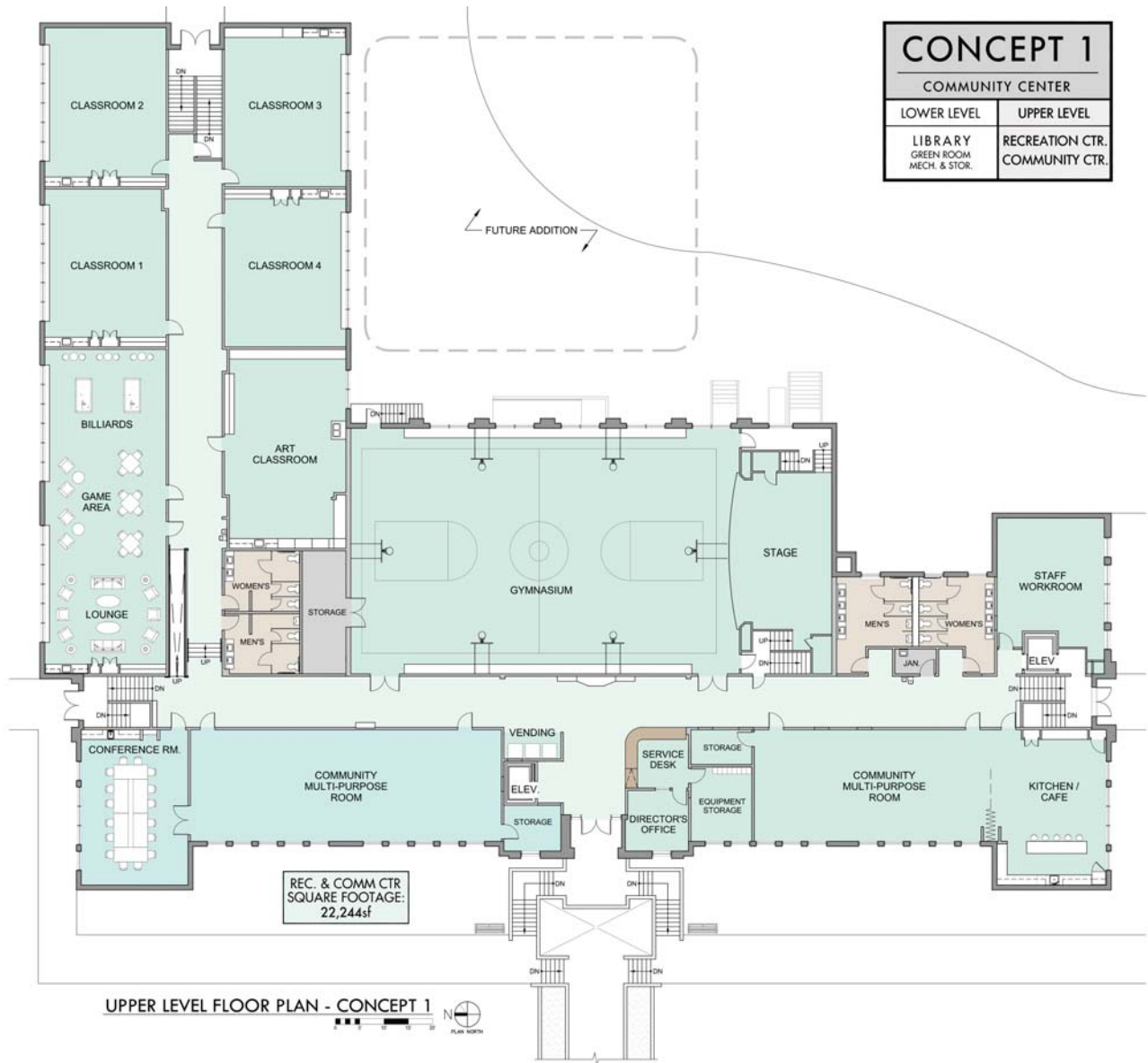
Lower Level Description of Uses

In this concept, a majority of the lower level is dedicated to a relocated Oak Lodge Branch Library (spaces shown in blue, above). Patrons will access the library from the lobby, centrally located on the west facade. Spaces to the north of the lobby contain the majority of library services, such as collections, seating, and service desks. Spaces to the south have more independent usage, and include the Friend's Room, the Program Room, and a cafe with its associated kitchen.

To open up the northern portion of the floor plan for daylight and visibility, the partition walls have been removed, leaving the original cast iron posts. This was the initial configuration of the space when constructed.

The portion of the floor plan that might have the most sound transference is the area directly below the gymnasium. The staff area and restrooms have been placed here, since these spaces are considered to be the most accommodating of any sound transference.

CONCEPT 1 – COMMUNITY CENTER (UPPER LEVEL)



CONCEPT 1 – COMMUNITY CENTER

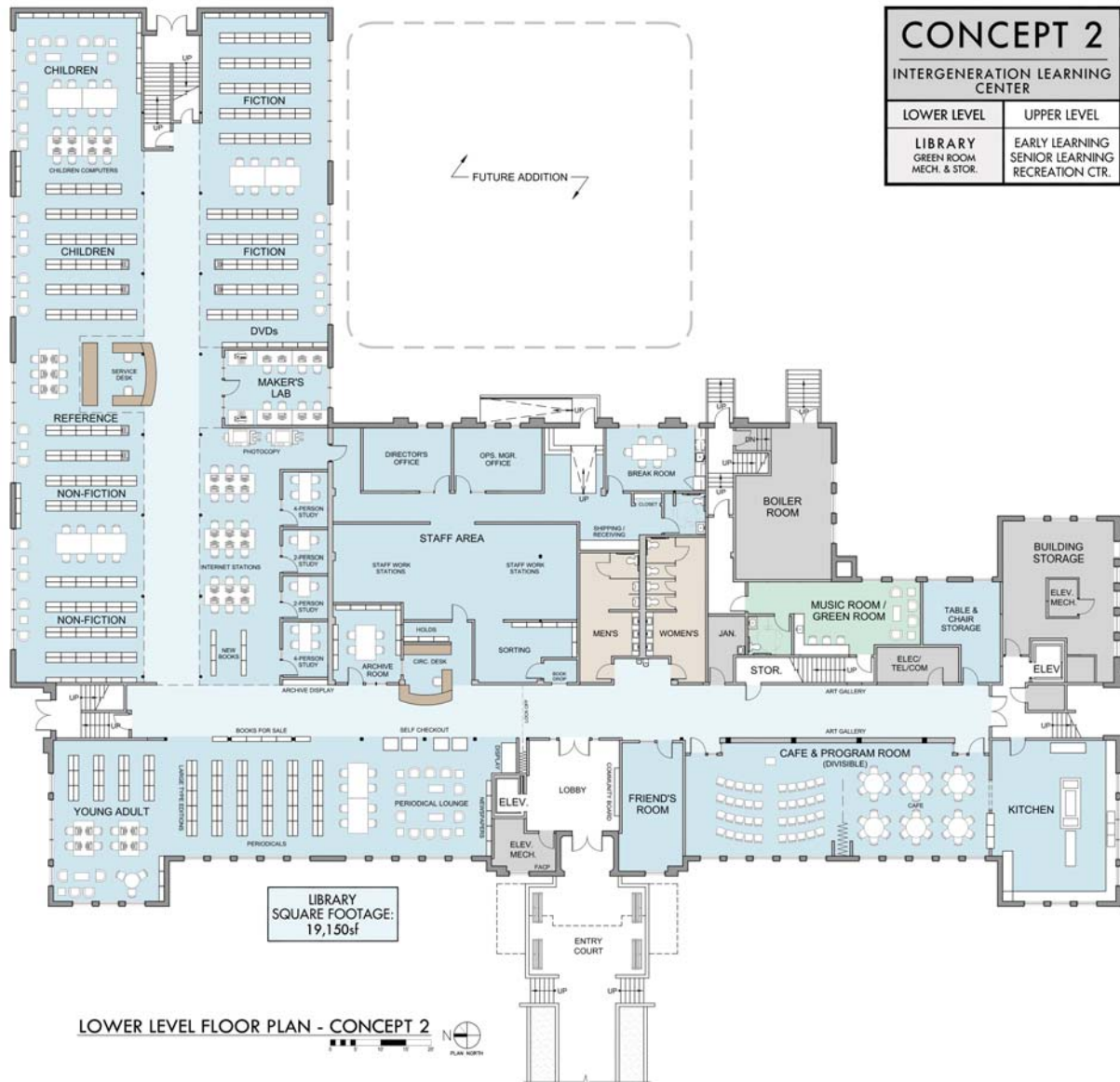
Upper Level Description of Uses

A variety of community and recreation uses are accommodated on the upper level. Patrons access this level at the center of the west facade, via the exterior stairs or the elevator. A service desk off the entry lobby monitor patron needs. The gymnasium should be a well-scheduled space, transitioning into an auditorium for theatrical and music performances. A music room/ green room has been located at the lower level, easily accessed from a back stage stair.

Community multi-purpose rooms flank the lobby. The north community room connects to a dedicated conference room, and the south room to a cafe with kitchen. The north addition houses a game room and lounge, along with five classrooms. Restrooms and a staff workroom make up the remainder of the spaces.

To provide required security between the lower and upper level uses, the doors at the north, south and east exit stairs will be alarmed, and the elevator lockable.

CONCEPT 2 — INTERGENERATIONAL LEARNING CENTER (LOWER LEVEL)



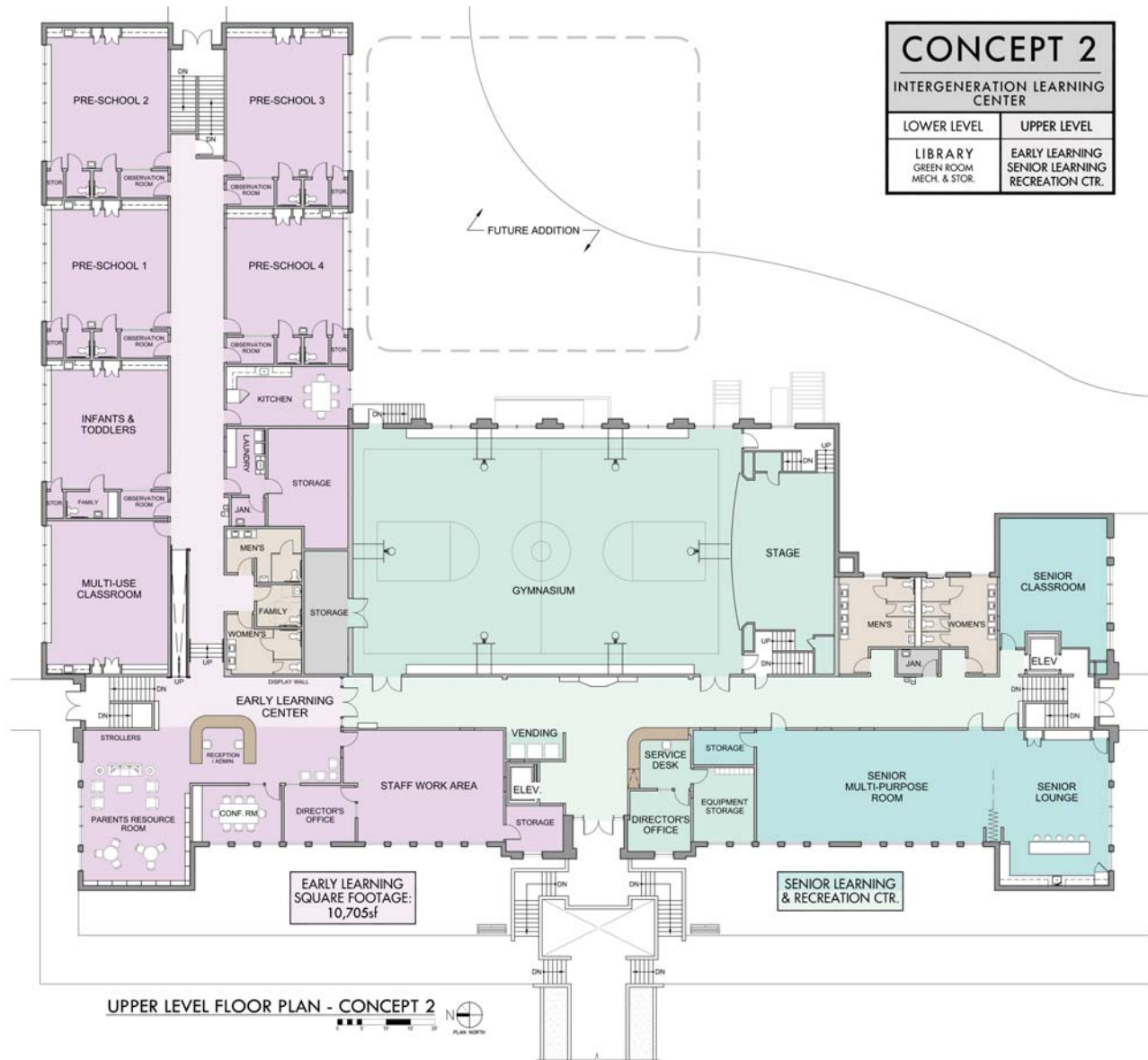
CONCEPT 2 — INTERGENERATIONAL LEARNING CENTER

Lower Level Description of Uses

A relocated Oak Lodge Branch Library would be the primary tenant of the lower level, exactly as shown in Concept 1. This was seen as a strong programmatic partner with the other learning center uses on the upper level.

CONCEPT 2 – INTERGENERATIONAL LEARNING CENTER

(UPPER LEVEL)



CONCEPT 2 — INTERGENERATIONAL LEARNING CENTER

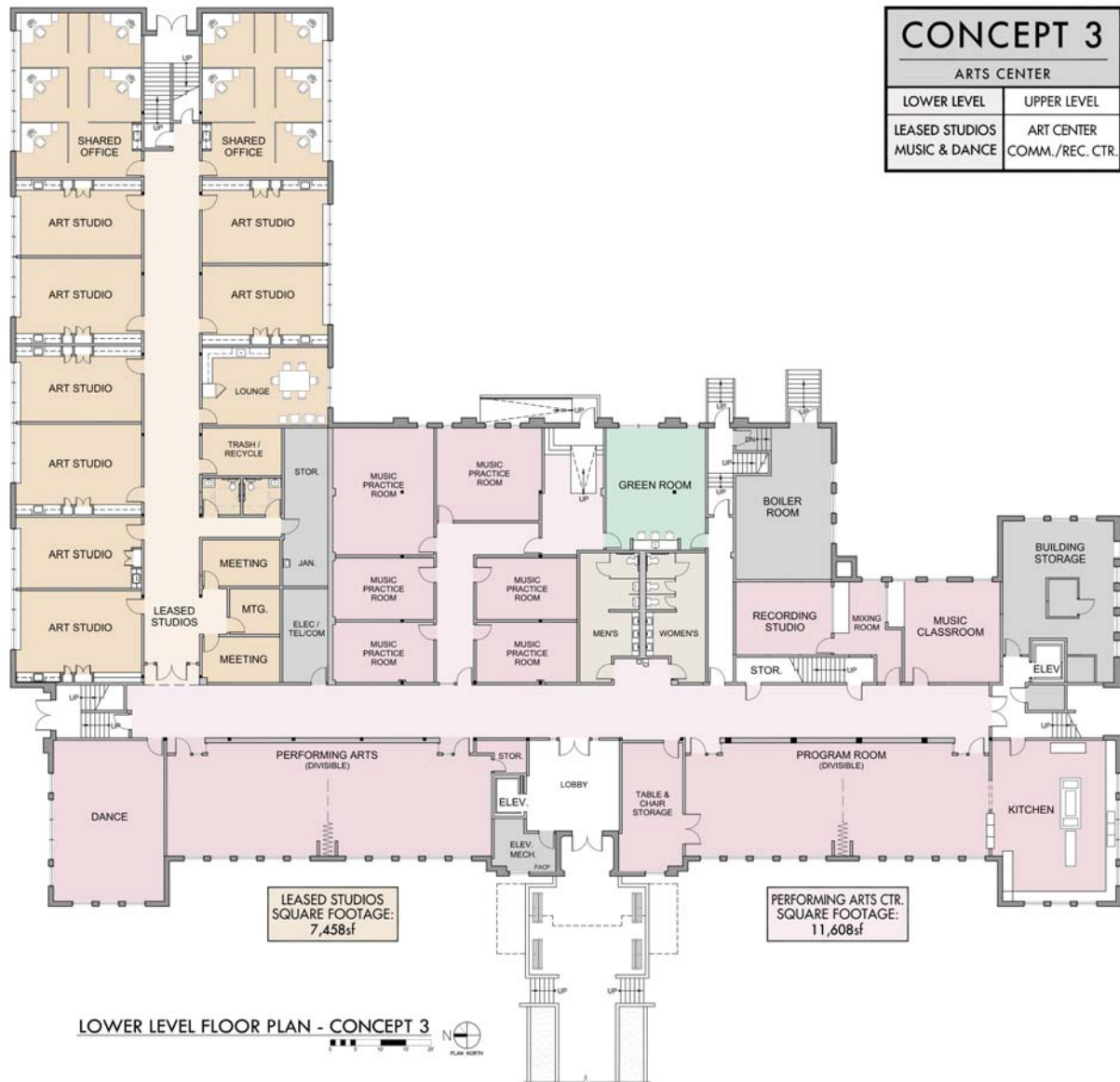
Upper Level Description of Uses

The “intergenerational” aspect of this concept is on full display with the upper level uses. The northern portion houses an Early Learning Center, with accommodations for infants and toddlers, along with four pre-school classrooms. The Center would have a direct connection to an outdoor play area accessed through the north doors. The library and all its services is easily available to augment learning resources.

The Senior Learning and Recreation Center is located at the southern portion of the upper level, providing a large multi-purpose room with connecting lounge, and a dedicated classroom.

The gymnasium would be used by both the seniors and the children for physical activities. Similar to Concept 1, the gym would easily transition into an auditorium for theatrical and music performances. Its associated music room/green room is located at the lower level.

CONCEPT 3 — ARTS CENTER (LOWER LEVEL)



CONCEPT 3 — ARTS CENTER

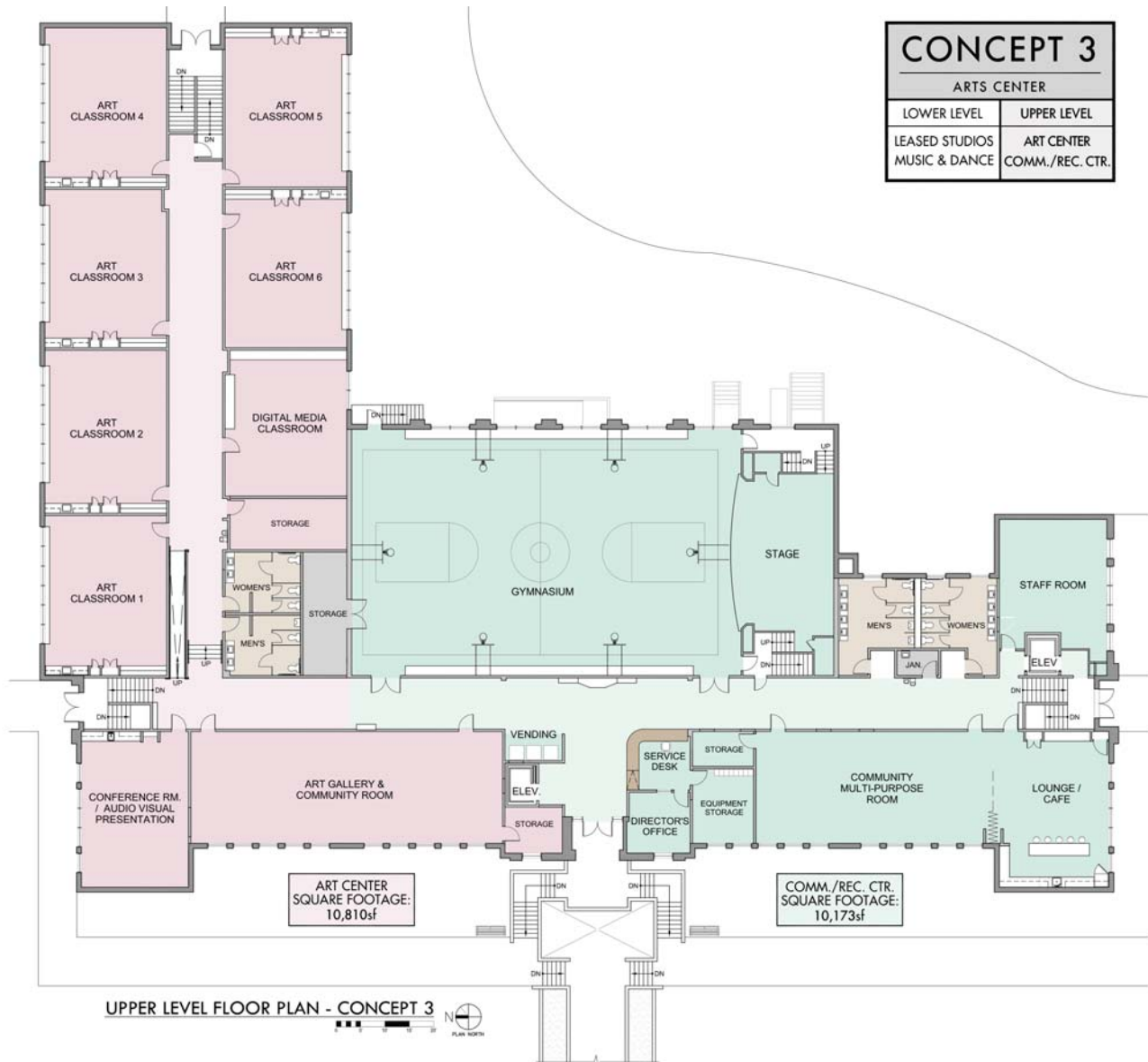
Lower Level Description of Uses

The lower level of this concept is divided between studio spaces leased to art and design professionals, and a performing arts center.

The leased spaces (shown in orange) constitute a self contained area, with security doors requiring a keycard access. It includes ten arts studios ranging from 375 to 450 square feet, and two shared offices with five desks each. Common spaces include a lounge with kitchenette, restrooms, and meeting rooms.

The performing arts center (shown in the rose color) contains two large dividable program rooms for practice or performance, and a dedicated dance room. Six music practice rooms are provided, along with a music classroom and recording studio. The commercial kitchen remains available to allow the hosting of larger dining events.

CONCEPT 3 — ARTS CENTER (UPPER LEVEL)



CONCEPT 3 — ARTS CENTER

Upper Level Description of Uses

The northern portion of the upper level comprises the Arts Center, and provides seven art classrooms, with one dedicated to digital media. Two dual purpose rooms serve as audio visual presentation and gallery spaces, along with the ability to host a variety of meetings.

The southern portion accommodates community and recreation center uses. A large multi-purpose room connects to a lounge and cafe. The gymnasium at the center is available for physical activities, or can easily

transition into an auditorium for theatrical and music performances. The associated music room/green room has been located at the lower level.