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PREPARED FOR:
PORTLAND PUBLIC SCHOOLS

CLEVELAND HIGH SCHOOL CONCEPTUAL MASTER PLAN

VOLUME 2 - APPENDICES

20 DECEMBER 2019

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APPENDIX

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MEETING MINUTES

PROJECT:	Cleveland High School Conceptual Master Plan	**PROJECT NO:**	2019912.00
DATE:	15 October 2019	**FILE NAME:**	191009_CMPC01_Minutes
SUBJECT:	Conceptual Master Planning Committee Meeting 01		
MEETING DATE:	09 October 2019	**TIME:**	6:30 – 8:30 PM
LOCATION:	Cleveland High School Room 220		

ATTENDEES:	Stephen Effros	PPS	seffros@pps.net
	Sue Brent	PPS	sbrent@pps.net
	LeRoy Landers	Mahlum	llanders@mahlum.com
	Alyssa Leeviraphan	Mahlum	alyssal@mahlum.com
	Chris Brown	Mahlum	cbrown@mahlum.com
	Octavio Gutierrez	Mahlum	ogutierrez@mahlum.com
	CMPC Committee	See attached attendee list	
COPY TO:	Attendees		

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ACTION ITEMS

:: Mahlum to distribute the instructions for Engagement Activity 02 (See item 1.5 below) so that CMPC members can come prepared for the activity to start the next meeting.

ITEM	DISCUSSION	ACTION BY
1.1	Introductions :: Stephen Effros, PPS Project Manager for the Conceptual Master Plan projects, welcomed everyone to the meeting and explained the CMP process and goals. :: LeRoy Landers of Mahlum Architects reviewed the evening's agenda. :: The members of the CHS CMP Committee were polled about what groups they represented (teachers, students, staff, community, etc.) to give everyone a better idea of the composition of the committee. :: Mahlum introduced the members of their team and reviewed some of their relevant project experience.	

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:: Mahlum gave a brief case study presentation to introduce the committee to their work at Grant High School, specifically as it related to how the input from the Grant master planning committee influenced the built design of the building.
  :: The GHS master planning committee identified some of the following concerns that had a big influence on the project:
  :: Accessibility and Connectivity
  :: Socioeconomic Divide
  :: Equity and Inclusion
  :: Beloved Historic School
  :: Performing Arts Theater

1.2 CMPC Process and Schedule

:: Introduced the 'PPS ReImagined' District Vision and Core Values and discussed how those priorities can be translated into built facility designs.
:: Introduced the Conceptual Master Plan process as it is envisioned by PPS for this project.
:: Introduced the PPS High School Education Specification (Ed Spec) and how it will by used as part of the master planning process and beyond.
:: Discussed the concept of a 'full modernization' of a high school, particularly as it has been executed recently on other PPS high schools.
:: Reviewed the CMPC Member Charter.
:: Reviewed the CMP schedule.

1.3 Cleveland High School History

:: Briefly reviewed the history of Cleveland High School since its founding as the School of Commerce in 1916 and the history of the school facilities that have occupied the current Cleveland High School site.
:: Discussed the District's relationship with the State Historic Preservation Office (SHPO) and the type of review that will be part of the process of making changes to the CHS facilities.
:: Reviewed the Historical Significance and Building Integrity plan document for CHS that was completed as part of the PPS 2009 Historic Building Assessment Report.
:: Reviewed the CHS Mission Statement along with the inscriptions above the CHS side entry doors.

Q&A Questions and Answers

:: The floor was opened to questions from the CMP Committee.
:: Many of the questions were focused on defining the scope of the CMP process, particularly with respect to constrained urban site where the school is located and the potential for options that address the non-contiguous nature of the PPS owned parcels.
:: Discussed concerns about the Ed Spec target of creating a 1700 student school vs. the population of schools such as Franklin HS which have a larger

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population than the target. This item was added to the 'Bike Rack' for issues that are important to carry forward to the future but are not part of the scope of the current CMP process.

1.4 Engagement Activity 01: Foundational Questions

:: Desired outcome of activity: Understand modernization priorities
:: Foundational Question: What should our top priorities be for the Cleveland High School modernization?
:: Format: 1-2-4 All. Notecards were given to each participant and participants were asked to write down response to the question. The participants then paired up to discuss their responses with others in groups of 2, then 4 (or 5), participants. Each group of 4 (or 5) then shared their priorities with the whole group. Mahlum Architects recorded the priorities and posted them at the front of the room.

1.5 Engagement Activity 02: Historic Significance

:: Due to the time spent in the Q & A section above there was not time to do this activity during the meeting. As 'homework', Mahlum will distribute instructions for this activity so that committee members can come prepared to the next meeting with their thoughts and complete the activity then.
:: *Desire Outcome: Understand the community's preservation priorities*
Engagement Activity: Provide aerial site plan, floor plans, images, etc. and ask participants to mark directly on the site plan (or with sticky notes) to respond to the following questions:
    :: Identify the places that the community values?
    :: Where is change necessary?

Identify places of memory or historic value?

1.6 Exit Activity

:: Participants were given (2) green dots to place on the cards describing priorities from Engagement Activity 01 that they feel were very important and (1) yellow dot to place on the card of the priority that they feel is the most important.
    :: The results will be tabulated for review at the next meeting and are provided as an attachment to these meeting minutes. If participants later think of priorities that were not captured during the discussion, they may bring them to the next meeting.

1.7 Questions and Next Steps

:: As noted under item 1.5 above, the instructions for Engagement Activity 02 will be distributed to the CMPC to prepare for the activity as part of meeting #2.
:: The focus of CMPC meeting #2 will be on Program and Analysis. The meeting will be held at 6:30 PM on October 23rd at CHS.

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MEETING MINUTES

PROJECT:	Cleveland High School Conceptual Master Plan	**PROJECT NO:**	2019912.00
DATE:	4 November 2019	**FILE NAME:**	191023_CMPC02_Minutes
SUBJECT:	Conceptual Master Planning Committee Meeting 02: Program & Analysis		
MEETING DATE:	23 October 2019	**TIME:**	6:30 – 8:30 PM
LOCATION:	Cleveland High School Cafeteria		

ATTENDEES:

Sue Brent	PPS	sbrent@pps.net
Derek Henderson	PPS	dhenderson@pps.net
LeRoy Landers	Mahlum	llanders@mahlum.com
Alyssa Leeviraphan	Mahlum	alyssal@mahlum.com
Chris Brown	Mahlum	cbrown@mahlum.com
Octavio Gutierrez	Mahlum	ogutierrez@mahlum.com
CMPC Committee	See attached attendee list	

COPY TO:

Attendees		
Stephen Effros	PPS	seffros@pps.net

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ITEM **DISCUSSION**

2.1 Engagement Activity 01: Historic Significance

:: Prior to the meeting, the following questions had been emailed to CMP Committee members:
  :: Identify places that the community values.
  :: Where is change necessary?
  :: Identify places of memory or historic value.
:: Plans of the neighborhood and of the current school were provided and members noted their comments on the plans.
:: The resulting comments have been documented and a summary will be provided as part of the next CMPC meeting.

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2.2 CMPC 01 Recap

:: Briefly reviewed some of the content of CMPC 01, including schedule, district values, CMPC process and CMPC member charter.

:: Shared back the results of the CMPC 01 engagement activity which identified community priorities for Cleveland High School and the priorities which were identified as most important by committee member voting. The team provided a subjective categorization of the priorities into larger groups and discussed how they had been grouped. The categories were identified in order of votes as:

1. Promote Connectivity
2. Support Learning for All
3. Create Comfortable Environments
4. Provide Flexibility

Note: See attached presentation for more detail.

2.3 Cleveland High School Program Assessment

:: Program Analysis – Briefly reviewed the definition and framework for the comprehensive high school Educational Specifications (Ed Specs).

:: Departmental Program Summary – Summarized the departmental program areas (both in quantity of spaces and in square footage) that are represented in the Ed Spec and compared them to the existing program areas at Cleveland HS.

:: Key Observations – Noted key differences between the Ed Spec and the existing Cleveland HS program and identified potential causes for the discrepancies.

:: Program Recommendations – Identified recommended strategies for better alignment with the Ed Spec.

:: Overall Program Summary – Summarized the overall program area differences between the Ed Spec and CHS and proposed a revised square footage number for this conceptual master planning process:

- Comprehensive HS Ed Spec 281,098 SF
- CHS Current 254,255 SF
- CHS CMP Proposed 293,434 SF

:: Based on this analysis and feedback from the CMPC, the design team will move forward with this target square footage number for the conceptual master plan.

2,4 Planning Concepts

:: What is modernization? – Reminded the CMPC that the intent of a modernization is to completely reconfigure and update learning spaces.

:: Where the Program Assessment section of the presentation focused on the size and quantity of spaces, this Planning Concepts section focused on the qualitative aspects of the program spaces and how they relate to the top priorities for modernization as identified in the CMPC 01 meeting.

:: Create Comfortable Environments:

- Qualities of comfortable environments: Soft, Destination, Safe, Scalable
- Spatial models for creating comfortable environments: Individual, Small Group, Community Gathering

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:: Provide Flexibility
- Qualities of flexible spaces: Open, Movable, Controllable, Adaptable
- Spatial models of flexible spaces: Forum/Lecture, Lab/Workshop, Seminar

:: Support Learning for All
- Qualities of spaces that support learning for all: Flexible, Diverse, Inclusive, Equitable
- Spatial models that support learning for all: Large Group, Lab/Workshop/Maker, Small Group

:: Promote Connectivity
- Qualities of spaces that promote connectivity: Spacious, Transparent, Contiguous, Organized
- Spatial models that promote connectivity: Traditional Learning Environment (double-loaded corridor) vs. 21st Century / Collaborative Learning Environments
- Interior example highlights integrating varied, flexible, student-owned spaces into the learning core.
- Exterior case study highlights consolidating buildings and creating organized structures in order to capture more contiguous, exterior, student-centered open space.

2.5 Engagement Activity 02: Spectra

:: CMPC members were asked to place a dot along a spectrum of two seemingly opposing ideas that address the following questions:

:: How should the following spaces be organized in order to foster a strong sense of community?
- *Wrap around services at back of house* VS. *Wrap around services at front of house*
- *Counseling near admin* VS. *Counseling near students*
- *Centralized dining* VS. *Distributed dining*

:: How should the site massing and open space be arranged to encourage site continuity and safety?
- *Distributed facilities with less open space* VS. *Consolidated facilities with more open space*
- *Leave adjacent lot as parking* VS. *Consider alternative uses of adjacent lot*
- *Neighborhood 3-story building scale* VS. *Urban 4-6 story midrise*

:: How should the following spaces be organized in order to address student needs and comfort?
- *Grouped CTE classrooms* VS *Distributed CTE classrooms*
- *Consolidated SPED classrooms* VS. *Integrated SPED classrooms*
- *Departmental* VS *Interdepartmental*

:: How can the building design provide for future needs and flexibility while maintating the values of Cleveland High School?
- *Maintain existing location of front entrance* VS. *Move location of front entrance to a different street*
- *Keep contributing historic components* VS. *Clear the site and build all new*
- *Modernize the existing performing arts theater* VS. *Repurpose the existing performing arts theater*

:: The resulting comments have been documented and a summary will be provided as part of the next CMPC meeting.

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2.6 Committee Chair Identification

:: There was a sign-up sheet posted for individuals who would be interested in serving as the committee chair. Chairperson responsibilities will include representing the CHS CMPC at the Conceptual Master Plan Steering Committee meetings which take place from 3 to 5 on Thursdays on the alternate weeks when there is no CMPC meeting.

:: PPS will determine the process by which the chair is selected from the volunteers who added their names to the sign-up sheet.

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MEETING MINUTES

PROJECT:	Cleveland High School Conceptual Master Plan	**PROJECT NO:**	2019912.00
DATE:	15 November 2019	**FILE NAME:**	191106_CMPC03_Minutes
SUBJECT:	Conceptual Master Planning Committee Meeting 03: Concept Development		
MEETING DATE:	6 November 2019	**TIME:**	6:30 – 8:30 PM
LOCATION:	Cleveland High School Library		

ATTENDEES:

Sue Brent	PPS	sbrent@pps.net
Stephen Effros	PPS	seffros@pps.net
LeRoy Landers	Mahlum	llanders@mahlum.com
Alyssa Leeviraphan	Mahlum	alyssal@mahlum.com
Chris Brown	Mahlum	cbrown@mahlum.com
Octavio Gutierrez	Mahlum	ogutierrez@mahlum.com
CMPC Committee	See attached attendee list	

COPY TO: All Attendees

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ITEM **DISCUSSION**

3.0 PPS Intro

:: Revisit the premise of the conceptual master plan (CMP): Reminded the group that this is the very first step in the master planning process, and is an opportunity for the committee to identify and prioritize vision and goals, help develop program parameters, and to look toward concept development for the Cleveland HS modernization.

:: Deliverables: The comprehensive CMP report will be a high-level review of the program and concepts developed, including a detailed account of the community's input. Although some ideas may not make it into the actual concepts or plans, the information will be recorded so that it is available for the next master planning process. CMP reports will be delivered to the board in January.

:: Board update: Eilidh Lowery has been assigned as the board member representing the Cleveland HS CMPC process.

:: Upcoming PPS Events: Two events are planned that will help to bridge the CMP process and the upcoming bond planning process:

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1. School community/committee-based forums – Venue for an early to mid-December gathering with board member Eilidh Lowery, principal Leo Lawyer, and committee participation for additional conceptual master planning discussion.
2. Culmination of District wide PPS community event is tentatively schedule in January. This would mark the handover of this committee driven effort, report, and cost estimate to the board.

:: Committee Chair Vote: Nominees (based on volunteers from CMPC 02): Brad Hathaway, Jeff Hartnett, Rebekah Disbrow. 31 of 46 votes have been counted. Voting will be left open for additional member votes. The elected chair will represent this group at steering committee meetings scheduled for Nov 14th & Dec 5th.

:: Optional HS Tours:
- Tour of Roosevelt HS is scheduled for next two Wednesdays, Nov 13 & 20 at 4pm.
- Tour of Grant HS is in the works.

3.1 CMPC 02 Recap

:: Briefly reviewed previous CMPC content including schedule, district values, CMPC process and CMPC member charter.

:: Reminded the group of the CMPC 01 engagement activities and responses.

:: Shared back the results from the CMPC 02 engagement activity 01 which included displaying plans of the neighborhood and of the current school and asking committee members to note their comments on the plans related to three key questions as indicated below. The responses were then grouped into themes with the number of responses associated with each common theme identified in (parentheses).

1. Identify places that the community values.
   - Facades & Inscriptions (11)
   - Trach & Field (11)
   - Theater / Auditorium (9)
   - Powell Park (7)
   - Gym (4)
   - Site Presence (3)
   - Trees (3)
   - Library (2)
2. Identify places of memory or historic value.
   - Facades & Inscriptions (13)
   - Entry (6)
   - Presence (2)
3. Where is change necessary?
   - Safety/Security (20)
   - Connections/Adjacencies (17)
   - Track & Field (13)
   - Natural Light (11)
   - Need More Space (10)
   - Courtyards/Outdoor Open Space (10)
   - Welcoming (8)
   - Flexible Student Space (7)

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- Universal Access (6)
- HVAC (6)
- Renewable Energy (5)
- Technology (2)

:: A collection of all detailed responses was provided (see attached).
NOTE: Emailed responses were inadvertently not included but have since been added.

:: Shared back the results of CMPC 02 engagement activity 02 where CMPC members were asked to place a dot along a spectrum of two seemingly opposing ideas that address the following questions:

1. How can the building design provide for future needs and flexibility while maintaining the values of Cleveland High School?

- *Maintain existing location of front entrance* VS. *Move location of front entrance to a different street*
- *Keep contributing historic components* VS. *Clear the site and build all new*
- *Modernize the existing performing arts theater* VS. *Repurpose the existing performing arts theater*

2. How should the site massing and open space be arranged to encourage site continuity and safety?

- *Distributed facilities with less open space* VS. *Consolidated facilities with more open space*
- *Leave adjacent lot as parking* VS. *Consider alternative uses of adjacent lot*
- *Neighborhood 3-story building scale* VS. *Urban 4-6 story midrise*

3. How should the following spaces be organized in order to address student needs and comfort?

- *Grouped CTE classrooms* VS *Distributed CTE classrooms*
- *Consolidated SPED classrooms* VS. *Integrated SPED classrooms*
- *Departmental* VS *Interdepartmental*

4. How should the following spaces be organized in order to foster a strong sense of community?

- *Wrap around services at back of house* VS. *Wrap around services at front of house*
- *Counseling near admin* VS. *Counseling near students*
- *Centralized dining* VS. *Distributed dining*

:: See attached presentation for results of engagement activity 02.

3.2 Site Analysis

:: Connectivity Challenges – Identified connectivity challenges of the site including three separate noncontiguous parcels of land with the track and field located three blocks away (approximate nine-minute walk). The school is also adjacent to Powell Blvd. which is a busy highway, and the baseball field Cleveland HS uses is on Portland Parks & Recreation property (Powell Park) which is located across the busy highway.

:: Site Assets – Identified bus routes on SE 26th Avenue and on Powell Boulevard, and bike routes on SE 28th and SE 33rd Avenues, and on SE Franklin Street.

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:: Site Analysis – Identified acreage of each parcel of PPS property which is a total of 11.74 acres across the three sites.
- Acquisition of land has been a strategy that the CMPC has been interested in exploring. This is definitely a possibility; however, a decision was made to only consider PPS owned property for this conceptual master planning process. The design team will include the steering committee's feedback in the report.

:: Potential Connections – Identified potential site improvements and connections along Franklin Street and/or Waverleigh Avenue to connect to the track and field. Also identified potential skybridge connection and/or improved on-grade street level connection across SE 28th Avenue to the adjacent PPS site, as well as a potential improved street level connection across Powell Boulevard to Powell Park.

3.3 Massing & Organization

:: Massing Concept Organization – How should the building massing be arranged to accommodate the Ed Spec program and address community priorities?

:: The team presented five potential concepts for the Cleveland HS modernization. Each scheme is illustrated adjacent to the spectra responses that we received.

1. HISTORIC :: CONSOLIDATED
- Keeps and fully modernizes the historically significant portion of the school (shaped like and "E" in plan view).
- Demolishing the remaining additions.
- Moves the main entrance to the north side of the property along Franklin Street.
- Adds new construction consolidated on the existing site.
- Creates different internal courtyards of various sizes, on varying levels for student use.
- Identifies green space / field on the existing parking lot site with below grade parking.

2. HISTORIC :: DISTRIBUTED
- Keeps and fully modernizes the historically significant portion of the school (shaped like and "E" in plan view).
- Keeps the main entrance on SE 26th Avenue.
- Adds new construction on the existing school site as well as on the adjacent parking lot site.
- Shows the potential for a skybridge connection between the two sites.
- Creates a single larger green space / field on the existing school site.
- Identifies below grade parking under the new building on the current parking lot site.

3. PARTIAL HISTORIC :: DISTRIBUTED
- Demolishes the existing theater but keeps and fully modernizes the other historically significant portion of the school (shaped like and "C" in plan view).
- Keeps the main entrance on SE 26th Avenue but brings it down to street.
- Demolishing the remaining additions.
- Adds new construction on the existing school site and creates a large central courtyard.
- Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
- Proposes enhanced on street crossing along SE 26th Ave.

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4. ALL NEW :: CONSOLIDATED
- Demolishes all buildings on the existing school site.
- Consolidates all new construction on the existing school site.
- Creates a 6-story classroom tower along Powell Boulevard.
- Provides a social outdoor space and a new field on the current school site.
- Identifies a field / outdoor space with below grade parking (which could also be kept as surface parking).

5. ALL NEW :: DISTRIBUTED
- Demolishes all buildings on the existing school site.
- Adds new construction on the existing school site.
- Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
- Creates a classroom tower along Powell Boulevard.
- Provides a large entry plaza and a new full-size soccer field on the current school site.

3.4 Engagement Activity: Listening Stations (See attached boards)

:: Design team members set up listening stations for each of the five presented concepts.

:: CMPC members were split into groups and rotated around to each listening station, and were asked to consider the following three questions and provide comments:

1. What opportunities does each approach present?
2. What questions, concerns, or curiosities do you have?
3. What challenges does this approach present?

:: The resulting comments will be documented, and a summary will be provided as part of the next CMPC meeting.

3.5 Questions & Considerations

:: QUESTION: Is there a difference in cost between renovation and new?
RESPONSE: There is a difference in cost, but that is dependent on several factors. At this stage, we are not asking the CMPC to take cost into consideration but instead would like them to focus on the proposed layouts as they relate to the priorities the CMPC has identified.

:: QUESTION: Would the physical address need to change?
RESPONSE: Potentially but an address change can be appealed at the City.

:: QUESTION: Why are we not looking at other sites? Can PPS research site acquisition?
RESPONSE: Although there is the possibility of acquiring property in the future, the decision is that for this high-level process we will focus on concepts that include property currently owned by PPS. The report will identify the challenge of having (3) separate sites and will note that the committee would like for PPS to consider acquiring new land as a potential option.

:: Potential off-site work for future consideration (likely from least to most difficult):
1. Upgrades to Franklin Street, Waverleigh Avenue, or 26th Avenue
2. Acquisition of the Burgerville site
3. Vacating/Closing 26th Avenue
4. Acquisition of multiple parcels

:: Cost estimator may be able to put a rough order of magnitude (ROM) cost for various components for estimating purposes.

:: COMMENT: Proposed options don't seem to indicate a need to acquire additional land.

:: COMMENT: If we want a new school we need to be grounded in some reality.

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MEETING MINUTES

PROJECT:	Cleveland High School Conceptual Master Plan	**PROJECT NO:**	2019912.00
DATE:	10 December 2019	**FILE NAME:**	191120_CMPC04_Minutes
SUBJECT:	Conceptual Master Planning Committee Meeting 04: Concept Refinement		
MEETING DATE:	20 November 2019	**TIME:**	6:30 – 8:30 PM
LOCATION:	Cleveland High School Cafeteria		

ATTENDEES:

Sue Brent	PPS	sbrent@pps.net
Stephen Effros	PPS	seffros@pps.net
LeRoy Landers	Mahlum	llanders@mahlum.com
Alyssa Leeviraphan	Mahlum	alyssal@mahlum.com
Chris Brown	Mahlum	cbrown@mahlum.com
Octavio Gutierrez	Mahlum	ogutierrez@mahlum.com
Robyn Wrobleski	Mahlum	rwrobleski@mahlum.com
CMPC Committee	See attached attendee list	

COPY TO: All Attendees

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ITEM **DISCUSSION**

4.0 PPS Intro

:: Upcoming community forum scheduled for Dec 10, 2019 from 5-7pm.
- The public is invited to meet with CMPC team members including the design team, CHS representative board member, CHS principal, CMPC chair, and other committee members, to discuss the CMPC process, the recommended concepts, and address any questions or concerns.
- Committee members to lead and be the face of the process. The design team will be in the background, but available for questions.
- Steve will reach out to the group and work with Rebekah for volunteers from CMPC members.

:: Board bond planning effort: timing of bond has not yet been determined.

:: In January there will be a district wide open house and official hand-off of the report.

:: CMPC meeting minutes can be shared out to broader community.

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4.1 Recap

:: Briefly reviewed previous CMPC content including:
- Overall CMPC schedule.
- Top priorities for modernization as identified in CMPC 01 – shared goals and objectives.
- Area program comparing the comprehensive HS ed spec, the existing Cleveland HS, and the proposed Cleveland HS as presented in CMPC 02.
- Review of the (5) concept studies presented at CMPC 03, including potential off-site upgrades for consideration. Explored the gamut from keeping a large portion of the building to all new construction.
- Look at potential off-site improvements that are somewhat out of our control but will be captured in the report.
- Parsed comments from each of the individual 5 concepts, pulled out a series of themes, and used that information to create (3) refined concepts.
- Goal for tonight: Use the engagement exercises to hear from the CMPC regarding very specific differentiators that we see in these schemes: HISTORIC vs. NEW and CONSOLIDATED versus DISTRIBUTED. Our goal is to receive clear input on these differentiators and capture it so that PPS, future committees, and the future design team understands what was discussed and the CMPC's position.
- Clarification that rather than a single solution, all three concepts will be included in the report.

4.2 CMPC 03 Share Back

:: Shared back the results from the CMPC 03 engagement activity which included listening stations for the (5) concepts presented. CMPC members were split into groups, rotated around to each listening station, and were asked to consider the following three questions and provide comments:
1. What opportunities does each approach present?
2. What questions, concerns, or curiosities do you have?
3. What challenges this does approach present?

:: The responses were then grouped by common topics with the number of responses associated with each of the topics identified in (parentheses). *See attached presentation.*

1. HISTORIC :: CONSOLIDATED

:: Concept summary:
- Keeps and fully modernizes the historically significant portion of the school (shaped like and "E" in plan view).
- Demolishes the remaining structures.
- Moves the main entrance to the north side of the property along Franklin Street.
- Adds new construction consolidated on the existing site.
- Creates different internal courtyards of varying sizes, on varying levels for student use.
- Identifies green space / field on the existing parking lot site with below grade parking.

:: Notable opportunities based on CMPC feedback:
- Safe interior courtyards
- Preserve cultural history

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:: Notable challenges based on CMPC feedback:
- Small interior courtyards
- Location of auditorium
- Inefficient use of parking lot

2. HISTORIC :: DISTRIBUTED
:: Concept summary:
- Keeps and fully modernizes the historically significant portion of the school (shaped like and "E" in plan view).
- Keeps the main entrance on SE 26th Avenue.
- Adds new construction on the existing school site as well as on the adjacent parking lot site.
- Shows the potential for a skybridge connection between the two sites.
- Creates a single larger green space / field on the existing school site.
- Identifies below grade parking under the new building on the current parking lot site.

:: Notable opportunities based on CMPC feedback:
- Skybridge crossing
- Preserve cultural history
- Use of parking lot site

:: Notable challenges based on CMPC feedback:
- Feasibility of skybridge
- Security of open field
- Maintaining historic

3. PARTIAL HISTORIC :: DISTRIBUTED
:: Concept summary:
- Demolishes the existing theater but keeps and fully modernizes the other historically significant portion of the school (shaped like and "C" in plan view).
- Keeps the main entrance on SE 26th Avenue but brings it down to street.
- Demolishes the remaining structures.
- Adds new construction on the existing school site and creates a large central courtyard.
- Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
- Proposes enhanced on street crossing along SE 26th Ave.

:: Notable opportunities based on CMPC feedback:
- Large central courtyard
- Performing arts complex

:: Notable challenges based on CMPC feedback:
- Safely crossing 26th Ave.
- Theater site

4. ALL NEW :: CONSOLIDATED
:: Concept Summary:
- Demolishes all buildings on the existing school site.
- Consolidates all new construction on the existing school site.
- Creates a 6-story classroom tower along Powell Boulevard.
- Provides a social outdoor space and a new field on the current school site.

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- Identifies a field / outdoor space with below grade parking (which could also be kept as surface parking).

:: Notable opportunities based on CMPC feedback
- Entry plaza
- Future opportunity

:: Notable challenges based on CMPC feedback:
- Demand for athletic space
- Height of building
- Powell is noisy

5. ALL NEW :: DISTRIBUTED

:: Concept Summary:
- Demolishes all buildings on the existing school site.
- Adds new construction on the existing school site.
- Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
- Creates a classroom tower along Powell Boulevard.
- Provides a large entry plaza and a new full-size soccer field on the current school site.

:: Notable opportunities based on CMPC feedback
- Entry plaza
- Powell presence

:: Notable challenges based on CMPC feedback
- Need for athletic space
- Crossing 26th Ave.

NOTE: See attached CMPC-03 Synthesis for all responses (opportunities, challenges, questions) for each of the (5) options.

4.3 Concept Updates

:: Graphic that takes the feedback and graphically shows the themes identified by the CMPC.

1. HISTORIC :: DISTRIBUTED
- Keeps and fully modernizes the historically significant portion of the school (shaped like and "E" in plan view).
- Keeps the main entrance on SE 26th Avenue.
- Demolishes the remaining structures.
- Adds new construction of classrooms, commons, and library on the existing school site as well as a new gym complex with rooftop tennis courts on the adjacent parking lot site.
- Creates different internal courtyards of various sizes, on varying levels for student use.
- Identifies below grade parking under the new building on the current parking lot site.
- Proposes enhanced on street crossing along SE 26th Ave.

2. PARTIAL HISTORIC :: DISTRIBUTED
- Demolishes the existing theater but keeps and fully modernizes the other historically significant portion of the school (shaped like and "C" in plan view).
- Keeps the main entrance on SE 26th Avenue but brings it down to street.
- Demolishes the remaining structures.

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- Adds new construction on the existing school site and creates a large central courtyard.
- Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
- Proposes enhanced on street crossing along SE 26th Ave.

3. ALL NEW :: CONSOLIDATED
- Demolishes all buildings on the existing school site.
- Consolidates all new construction on the existing school site.
- Creates a 6-story tower with 4 floors of classrooms on Franklin Street.
- Provides a large central social outdoor courtyard.
- Identifies a field / outdoor space with below grade parking (which could also be kept as surface parking).

4.4 Engagement Activity: 1:4:ALL

:: Option/Observations of the differentiators: philosophical

:: Desired outcome of activity: Understand challenges and opportunities around key concept differentials:
1. HISTORIC versus NEW
2. CONSOLIDATED versus DISTRIBUTED

:: Format: 1-4-All. Notecards were given to each participant and participants were asked to write down response to the question. The participants then teamed up to discuss their responses with others in groups of 4. Each group of 4 selected a spokesperson who then shared their groups priorities with the whole CPMC.

Engagement Activity: Outcomes. Key identifying themes are listed below.

:: HISTORIC – OPPORTUNITIES
- Connection to the past / Community identity (7)
- Auditorium (6)
- Neighborhood character 5)
- Sustainability (4)
- Quality / Workmanship (3)
- Beauty (3)
- Trees (2)
- Artifacts (2)
- Other (2)

:: HISTORIC – CHALLENGES
- Space constraints / Limitations (13)
- Entry / Universal access (6)
- Expense (6)
- System upgrades (3)
- Seismic (3)
- Auditorium (3)
- Old outdated building (3)
- Proximity to street (2)
- Safety and security (2)
- Other (1)

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:: NEW – OPPORTUNITIES
- Clean slate / Maximize flexibility (27)
- Sustainability / Nature (7)
- Advanced building materials (2)
- Other (6)

:: NEW – CHALLENGES
- Loss of history and character (11)
- Modern design is not desirable (11)
- No perceived challenges (5)
- Loss of larger auditorium (4)
- Other (10)

:: CONSOLIDATED – OPPORTUNITIES
- Unified site (18)
- Safety / Security (15)
- Future Flexibility (5)
- Sustainability / Energy Efficiency (4)
- Open Space (4)
- Other (7)

:: CONSOLIDATED – CHALLENGES
- Building height – stories (12)
- Constricted (10)
- Exterior open space (7)
- Adjacent site underutilized (4)
- Natural light (3)
- Other (7)

:: DISTRIBUTED – OPPORTUNITIES
- Exterior open space (13)
- Flexibility / more space (11)
- Better use of adjacent site / Campus feel (7)
- Neighborhood scale (2)
- Other (10)

:: DISTRIBUTED – CHALLENGES
- Safety – Street crossing (22)
- Divided campus (14)
- Distance / Travel time between classes (12)
- Other (2)

NOTE: See attached CMPC-04 Synthesis for all responses.

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4.5 Next Steps

:: Student engagement (November 21)
:: Upcoming steering committee meeting (December 5)
:: Cleveland HS public forum (December 10)
:: Cost models – all three concepts will move forward equally in the report so that pricing is available for all.
:: CMPC Report – capture all of information from the CMPC process which will feed into a more comprehensive master planning process in the future.

4.6 Exit Activity

:: CMPC was asked to rank the (3) schemes presented with a focus on prioritizing HISTORIC versus PARTIAL HISTORIC versus ALL NEW (with 1 being their most preferred and 3 being their least preferred). They were also asked to comment on their preference of having the school CONSOLIDATED on one site, versus DISTRIBUTED on two sites.

NOTE: See final CMPC report for results.

4.7 Student Engagement

:: The design team met with students and staff at Cleveland High School during flex period (2:24-3:15pm) on November 21st to share the (3) concepts. The students also participated in the same spectra activity completed by the committee at CMPC 02.

NOTE: See final CMPC report for results.

END OF MINUTES

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CONCEPTUAL MASTER PLANNING

Cost Estimating Kick-Off Meeting

October 2, 2019

ATTENDEES

Steve Effros, PPS
Daniel Junge, RLB
Scott Usher, RLB
Rebecca Grant, IBI
Alyssa Leeviraphan, Mahlum
Chris Brown, Mahlum
Christopher Almeida, Bora

MEETING SUMMARY (needs items underlined)

1. Introductions

2. Project design team / cost estimating team coordination
    a. Programmatic requirements
    b. Historical preservation requirements
    c. Site constraints
    d. Phasing, project time horizons/project schedules
        - Consider timing, swing sites and other impacts on schedule and cost
    e. Bid alternates
        - Include potential bid alternates during conceptual phase to allow for cost reduction options during future phases of planning & design

- As-builts/historic documents: Steve will share as-builts and historic documents for the three schools with RLB
- Design team site overview: design teams will share site overviews of each school with RLB to provide project background
- RLB site visits: RLB will use this background documentation to prepare for visits to each site so they can become more familiar with each facility
- Steering Committee (SC) meeting 3, Oct. 31: RLB will attend SC meeting 3 to be able to be part of the discussion about program, analysis and concept development, and how costs will be developed for each project
- Individual project team meetings: set up meetings between RLB and individual design teams, 2-3 hours each, stacked across a couple days; the timing of these meetings can be coordinated later in the process

3. Procurement models
    - Project delivery: it was agreed that project delivery method should be appropriate to each specific project and its needs

4. Jurisdictional requirements (namely design features mandated by the city like bird-friendly glazing, security fencing, etc.)

5. District budget targets, if they exist

6. District facility goals
    - Sustainability goals
        - Steve reviewed the new PPS energy efficiency goals and how they were translated into recommended building systems that can be incorporated into these concepts and costs
    - Resilience goals
        - Steve reviewed the current PPS resilience goals, including RC IV for gym/commons spaces
    - Seismic performance goals
        - Steve agreed with RLB and the design teams that it will be critical to have pre-conceptual structural input on modernization options to provide accurate scope and cost to meet seismic performance requirements; he will pursue this with OSM leadership
    - Others

7. Design team deliverables with respect to level of detail, timing of issuance
    - Multiple options: it was agreed that with 2-3 options being explored, it would be helpful to have early RLB input on high level, relative cost impacts of these different options
    - Coordination: RLB emphasized the importance of coordinating among the design teams as to the content and timing of deliverables so that the cost estimates can be developed efficiently within the prescribed timeframe

8. Contingencies
    - Master spreadsheet: RLB will develop a master spreadsheet tool to allow PPS to look at different bond scenarios
    - Soft costs: PPS needs to provide direction on soft costs to feed into this spreadsheet

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) Meeting 1

October 4, 2019

MEETING SUMMARY NOTES (in blue, with needs underlined)

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Margaret Calvert, PPS/JHS
Alyssa Leeviraphan, Mahlum
Chris Brown, Mahlum
James Fitzpatrick, IBI
Stephen Weeks, Bora
Christopher Almeida, Bora
Leo Lawyer, PPS/CHS
Levi Patterson, IBI
Darren Lee, PPS/OSM
Claire Hertz, PPS/B&O
Marina Cresswell, PPS/OSM
Joe LaFontaine, PPS/ISC
John Payne, PPS/Security

1. Introductions

2. Recent accomplishments since last meeting
    a. Communication/outreach: following Conceptual Master Planning Committee (CMPC) communications plan, principals reached out to their communities to apply to be members of these committees, applications were downloaded and members are being invited to participate on the CMPCs for the three high schools
        - Steve E reviewed the CMPC outreach goal of bringing in a broad, diverse group of participants. There are currently 30-40 applicants to consider, with the deadline extended to the end of today/Friday; he will download the list of applicants and send an acceptance letter later today that includes a schedule, charter and expectations of behavior to each participant
        - Margaret wanted to confirm that language services would be provided to support the CMPC process.
            - Meeting follow-up:
                - Document translation: please see attached screenshot of CMP website with underlined/linked translations of documents provided
                - Meeting translation services: meeting translation services are being provided as requested by principals
    b. Lessons learned: completed lessons learned process among design teams and senior OSM staff

c. Data gathering: project teams gathered data and developed school specific project understanding
d. Cost estimating: cost estimating services firm is under contract and a kick-off meeting was held to set assumptions for the teams going forward
    - Steve E reviewed the cost estimating services, which included a kick-off meeting and will incorporate assistance during early concept development and participation in the third SC meeting.
e. Contracting process for background title reports/surveys/geotech letters will begin soon

- Steve E reviewed the CMP timeline and that it would be a speedy process, requiring decisions to be made quickly; he described the comprehensive review of each school's vision, program goals, concept development and final deliverable of a report and cost estimate to the Board
- Steve E discussed how the CMP process, which combines school design team and administrator participation during SC meetings, will benefit all three schools by allowing everyone to learn about program and design ideas
- School principal input/feedback:
    - WHS: Filip shared some of the skepticism of the Wilson community; there is an understanding that there was a low degree of likelihood of more than one high school on the next bond; Marina explained that the goal of this effort was to produce useful scope & cost information without the level of effort of past master planning processes
    - JHS: Margaret reminded all that the 2017 Bond communicated that master planning would occur soon after the Bond passed; there is also fatigue based on what people have experienced in the past; she recommended as much detail as possible be provided to the community
    - CHS: Leo explained that he is pleasantly optimistic, looking forward to the process and motivated to see updates to a 100-year-old building

3. Next steps before next meeting
    a. Conceptual Master Planning Committee (CMPC) meetings (see attached meeting schedule for reference)
        - Overview of CMPC meeting agendas
        - Typical review of prior CMPC meeting (starting with SC meeting 2)
        - Review of next CMPC meeting outline presentation material

- Steve E shared the schedule of meetings, with a focus on the compressed schedule; he explained that the teams had been working hard up to this point, and that the fast schedule of alternating meetings meant that there is not time to spare, and decisions will need to be made quickly

4. Cost estimating update
    a. Cost estimating
        - Kick-off meeting included discussion about programmatic requirements, historical preservation, site constraints, sustainability/resilience goals, design team deliverables, and contingencies

- Procurement model assumptions
- Design team deliverable details and timing
- Collaboration between design and cost estimating teams
- Cost estimate deliverable format and timing
- Development of master spreadsheet tool, including owner soft costs

5. Schedule update
    a. See attached project schedule

6. Major risks/opportunities for team
    a. Comprehensive approach: see communication flyer for the first CMPC meeting that puts the CMP process into the broader context of planning for a future bond
    b. CMPC meeting focus: it is important that the CMPC meetings are kept on task so that each meeting agenda can be fully covered and community input incorporated into conceptual master planning process
    c. District program goals: PPS/OSM needs to ensure, on behalf of the project teams and CMPCs, that the HS Ed Specs will be applied to the three schools in a manner that addresses their unique program focus while equitably incorporating the District's high school program goals
        - SC members discussed College & Career Readiness and specifically future plans for Career & Technical Education (CTE); Joe said that Aurora Terry/Himmel can provide more information
        - Steve E described the lessons learned document that was generated between the design teams and project managers; Stephen W suggested this would be a helpful document to share at the next SC meeting, so Steve E will do that
    d. District facility goals: PPS/OSM needs to ensure, on behalf of the project teams and CMPCs, that District facility goals are applied uniformly across the three schools so that the conceptual scope and cost of each is as complete as possible
    e. Pre-conceptual input on structure: need input from engineer on structural system assumptions for each modernization option so that the scope and cost can be accurately estimated
        - Steve E described his conversation with KPFF about getting a structural update for all of the high schools to provide data for the cost estimates
    f. Limited scope/future analysis: as there will be a certain amount of input/data that cannot be incorporated into the shorter CMP process, determine how it can be documented for further analysis within a more comprehensive, future Bond master planning process
        - Steve E said that even scope outside the parameters of the CMP process should be brought to these meetings so that it can be memorialized in the reports; Levi raised the idea of a "Parking Lot" which Steve E agreed would be a good approach for recording and bringing ideas forward
    g. Others?

7. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership

a. School-specific approaches: discuss how school-specific programs and partnerships can be best be incorporated into the three high schools while maintaining the core District Ed Spec requirements
b. Confirm District facility goals: confirm District facility goals, including seismic, resilience, security, universal design, gender inclusion, and others
c. CMP options: confirm how CMP options should be developed and shared with the SC & CMPC, and how the preferred option is selected for the cost estimate
d. Public design survey/open house: while a typical public design workshop is not part of the scope of this process, discuss what other options would work for PPS to oversee, including a possible public design survey and open house
e. Others?
    - Cleveland: Leo described the priorities for CHS, including security, athletic facilities, CTE facilities, heating/cooling, and music/arts; there is a lot of community support for music/arts, so he would hate to see the auditorium go away, but it would be ideal if it was modernized
    - Safety/security: Filip asked what the standards are for safety and security, how are priorities determined and how are decisions made; John provided background on security, including that any VE on security requires PPS Security approval; Marina explained that VE is an important discussion, but is not part of CMPC process; John explained that just about anyone can make a standards change, and that needs to change, with responsibility given to specific PPS departments in charge; Marina asked to catch up with John on what OSM is doing now to tighten up this process
    - Other District programs: Margaret asked about how other programs, including SPED, are accommodated in high school; Steve E will consult with John Lyons and Marina will consult with Dana White about the ongoing master planning process for SPED programs
    - Other Bond meetings: Filip asked about other Bond planning meetings; Marina confirmed that Planning, Operations and other departments are gathering data to feed to a Bond, but she will confirm with Dan Jung, COO, that all of the groups are communicating about this Bond planning effort
    - Conceptual options: in past MPC processes, a single preferred option has been developed from 2-3 options; Levi sees this as a feasibility study where multiple versions are looked at on a spectrum, with the preferred option used as a gauge for what the budget should be; James explained that conceptual options allow for design to be fully developed in the future; Alyssa asked and Steve E confirmed that real conceptual options are the goal, with each unique building and site helping determine the cost; Margaret said it would be helpful to understand what happened at other Bond modernization sites, what are the lessons learned; Filip asked is the commitment there to modernize at all; Marina confirmed that the goal is to fully modernize

Next meeting: October 17, 3-5 pm, there are no BESC spaces available, but consider possible meeting at modernized Grant HS?

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #2

October 17, 2019

MEETING SUMMARY NOTES (in blue, with <u>needs</u> underlined)

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Leo Lawyer, PPS/CHS
Margaret Calvert, PPS/JHS
Filip Hristic, PPS/WHS
Chris Brown, Mahlum
Octavio Guiterrez, Mahulm
Becca Cavell, Bora
Rebecca Grant, IBI
Levi Patterson, IBI
Marina Cresswell, PPS/OSM
Joe LaFontaine, PPS/ISC
Frank Leavitt, PPS/O&M

1. Recent accomplishments since last meeting (30 minutes)

    a. Review of CMPC #1 by each project/design team
        i. CHS/Mahlum
        - CMPC #1 overview -
            - What is modernization
            - Impromptu Q & A; one issue to include on “bike rack” is the number of students, which per the Ed Specs is 1700; there is concern that this process reaches the right number for the site & future growth
            - Engagement activities: foundational question – top priorities for CHS modernizing with dot voting
                - Building design issues: preservation regarding history, sustainability, healthy environment, social spaces, community connectivity, playing fields and distance from school, questions about parking lot, safety along Powell
                - Activity 2 was sent for homework – what spaces are valuable for people?
                - Leo: staff says, remove it all up except the auditorium

        ii. JHS/Bora
        - CMPC #1 overview –
            - CMPC is very racially diverse, with teachers, students, alumni, community

- One activity: JHS now, aerial view of property; what are the three most important aspects of a successful JHS with 1700 students; shared top three in small groups and then with whole group; collected post-its, may use all comments with a survey
    - Group A: performing arts focus with everything vocational around it; welcoming to everyone, transparent in every way
    - Group B: flexible space; school by day, community by night, restoring historic building
    - Group C: STEM, STEAM, STEMS (sport); safe and resilient
    - Group D: entrepreneurial arts
- General discussion: safety of building; no loud bells
- Margaret: challenge of structure; how to get current student voice; posters now up in hallway with questions; students planning a panel; want materials from meeting to share with students; there are 5 students who will participate; juniors and seniors worried about having freshman, sophomore, and middle school voice; how do you include students during the day; how do students get to make decisions rather than just adults; tensions that will surface with parents of kindergarteners sharing their visions vs. those who have been in the building for a long time; how do others on the committee share and bring a broader perspective; staff is interested as well, how do they see meeting contents – video recordings of meetings would allow them to be informed

iii. WHS/IBI Group

- CMPC #1 overview –
    - Started with visioning: interactive process; want to include students for next time; everyone felt heard and valued; group shifted as the night went on
    - Key takeaways or themes: community; community use of facilities; open to community; school currently a barrier to the community, want it to be open to all peoples; fears include that Bond won't pass, will run out of money, Wilson won't be included
    - School pride: community embraces Wilson; want to see high levels of academic rigor continue; energy efficient; survive the big one
    - Survey: giving time to engage with the comments through a survey; the project team will take results and finalize/confirm at CMPC #2
    - Survey/video tools: Steve/Sue will talk with David Mayne (Bond Comms) about how to use survey tools and videos to reach students

- Equity outreach: Joe will reach out to Jonathan Garcia's group for assistance; there will be a "bike rack" for ideas that aren't used so that they are recorded and documented

b. Budget revisions have been approved, and purchase orders being issued for background title reports/surveys/geotech letters; will try to expedite these services as much as possible to feed into design team concept development process
   - Steve updated the group that these reports are underway and he will get drafts asap to teams

c. Proposals for pre-conceptual structural input have been received and are under review; following budget revisions, agreements will be issued; will try to expedite these services as much as possible to feed into design team concept development process
   - There will be KPFF meetings with all three project teams
   - KPFF's structural input will transition to RLB (cost estimator) assistance

2. Next steps before next meeting (15 minutes)

   a. Overview of CMPC #2 agenda
      - Rebecca: shared Wilson's draft agenda for next meeting; program analysis activity – perception vs reality and relative differences
      - Octavio: pick up where building left off with historical significance; recap first meeting; program analysis; building has 30-40,000 sq ft less than Ed Specs; activity – 21st Century learning environment
      - Becca: generate survey; familiarize them with Ed Specs; activity – quick dot exercise with space, majority of time with program priorities as a card game

3. Cost estimating (5 minutes)

4. Schedule update (5 minutes)

5. Major risks/opportunities for team (30 minutes)
   a. Review efficacy of communication/outreach/engagement timeframe & approach to-date
   b. Expand engagement process to be more inclusive of high school (& middle school?) students
   c. Consider possible web-based survey approach to incorporate broader community & student input
   d. Determine the best way for design teams to understand high school partner programs in a short amount of time
      - Wrap-around programs, health clinics, JHS-SEI program; how to incorporate a variety of partner programs into individual school programs
   e. Other issues?

6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)

a. Review current process by College & Career Readiness to plan the future of Career & Technical Education
   - Marina had shared a draft Master Plan for College & Career Readiness (dated October 1, 2019)
   - Overall approach is to better reflect national & regional jobs, to better align with PPS Vision, and to present options and scenarios; it is intended to provide a vision for PPS 20-30 years down the road
   - Steve's takeaway from a first pass at this draft document is that it is trying to provided consistency across District schools, using historical, school foundation to provide focus for academic-career path approach
   - Flexible use CTE space – what is the future use; see Benson for interesting work with flexibility of CTE space
   - JHS offers more program- & site-specific issues, including the fact that many of its partners offer year-round classes (PCC, SEI) as well as the issue of how to transport students to other PCC campuses
   - Steve will share the draft document with the SC members
b. Share and discuss HS Ed Specs lessons learned from 2012/17
   - Lessons learned document shared with SC members
   - Discussion about health centers in schools without income need
c. Discuss how to address the spectrum of school-specific approaches to educational programs
d. Review information gathered about SPED program master planning effort
   - It is not 100% clear what this effort is, but spoke with planning team; appears to be an inventory of SPED related spaces, with a focus on those facilities that aren't modernizing; while this may have an impact in the future, it is not currently changing Ed Specs
   - JHS stores SPED equipment for everyone in the District; it stores material across half the first floor, with its woodshop used for adaptive PE
e. Review shared classrooms and teacher office approach
   - Shared classrooms and teacher office approach is well defined in the Ed Specs; the teacher offices are optional in the Ed Specs; it was a contentious issue at Franklin HS; Carol Campbell (Grant HS) created a schedule where teachers have to share; Lincoln HS will reduce the amount of these spaces
   - Margaret raise the issue that there is not enough room for teachers to store and share material; schools are still heavily reliant on books and other non-digital materials
   - OSM does not have a stance about this approach to share classroom/teacher office space
   - It would be helpful to gather stakeholder input from teachers
f. Review gender neutral/inclusive restroom approach
g. Discuss how to set up public workshops for each project
h. Review overall Bond planning efforts and Board next steps
i. Other topics?

7. Meeting recap, to do items & next steps

Next meeting: October 31, 3-5 pm

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #3

October 31, 2019

MEETING SUMMARY NOTES (in blue, with needs underlined)

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Leo Lawyer, PPS/CHS
Margaret Calvert, PPS/JHS
Filip Hristic, PPS/WHS
Alyssa Leeviraphan, Mahlum
Chris Brown, Mahlum
Becca Cavell, BORA
Stephen Weeks, BORA
Rebecca Grant, IBI
Levi Patterson, IBI
Dan Jung, PPS/COO
Marina Cresswell, PPS/OSM
Jere HIgh, PPS/O&M
Daniel Junge, RLB

AGENDA

1. Recent accomplishments since last meeting (15 minutes)
    a. Review of CMPC #2 by each project/design team
        i. CHS/Mahlum
            - Overview: addressed issues of a small site; looking for more open space, seeking understanding with group on Ed Specs; the meeting included a dot survey on the site
        ii. JHS/Bora
            - Overview: activity, dot survey on what is valued in school; take-away was weight of historical value of program and school; JHS has small but robust performing arts program and all want to keep a larger theater; dance program is valued and they want it maintained as is
        iii. WHS/IBI Group
            - Overview: reviewed visioning statement, reality vs. perception with Ed Specs; activity, site program; homework is to look at adjacencies for programs and what they might want to save, architecturally, historically
    b. Status of technical reports

2. Next steps before next meeting (10 minutes)

a. Overview of CMPC #3 agenda

3. Cost estimating (15 minutes)
    a. Status of RLB cost estimate to improve existing buildings to seismic code, PPS resiliency & PPS EUI
        - Steve: design teams met with RLB, Dan Junge and Scott Usher; cost estimating needs to determine appropriate cost models for energy efficiency, resilience, seismic resistance; RLB is available to talk with teams about conceptual options
        - Dan Junge: each team identify base (conceptual) option as a starting place; RLB will use Excel file to make it live version to allow for changes as needed to play with the values; won't have a lot of detail in designs; looking for square footage, addition vs renovation, massing, narrative on program, what needs to remain and what that means; any areas of building that need special attention; then coordinate meetings with teams to set up costs; District needs to begin first pass beginning of December
        - KPFF: will review background documents and visit sites, and meet with teams to understand site issues; this will feed in to the cost estimating process

4. Schedule update (5 minutes)

5. Major risks/opportunities for team (30 minutes)
    a. CMPC process: some members of JHS CMPC, having reviewed the Ed Specs, believe that PPS is not following the outlined approach to Master Planning, including having a PPS Board member participate on the MPC, which is not happening at JHS, engendering distrust; recommend clarifying what the CMPC process is intended to achieve and what the next steps will be
        - Concern: Board members not present; Jefferson Board member is being determined; Amy (board chair) just assigned people to schools; all requests had to go through Board office but OSM doesn't have a list of who was assigned to which school; Marina will reach out to Rosanne in the Board office about next week's meetings; Dan Jung will ping them again
        - Concern: how this process is different than full process; Steve brought explanatory document, can review again; suggestion from Becca about how to address the difference; Steve will review this at upcoming CMPC meetings
    b. JHS community tensions & distrust: it would be good to talk about community tensions and distrust around this project, and to introduce the topic of racial justice
        - Discussion: thinking about how outreach can be done to address this issue; address the future of Jefferson; need the Board or others to determine a separate (from this process) conversation to address this issue; what follows this CMPC process; Marina, think about what we're promising, not promising; listen and document for future work
        - Becca: should we create a comprehensive HS for 1700; or a specialized program
        - Margaret: how do the Ed Specs get affected by focus option schools; what about space issues for JHS-MC program

- Marina: 1700 enrollment number is a range; depending on utilization enrollment could range from 1400 to 2100, not capped at 1700, not hard and fast; at 2100, classrooms are totally full
- Alyssa: CHS angst is the number of classrooms for IB program; growing other programs and classrooms are shrinking
- Marina: every school has its unique program and qualities; RHS struggling with using rooms in different ways

6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
    a. Share and discuss HS Ed Specs lessons learned from 2012/17
        - JHS CMPC request: JHS CMPC has asked about lessons learned from prior HS projects, including feedback from teachers; anecdotal stories that the Flex areas at FHS are not used; what are PPS's plans to modify, or not, the Ed Specs based on lessons learned
            - Dan Jung: Facilities Condition Assessment will move to an update of HS Ed Specs, also meet with specific members, probably beginning of next year
    b. School specific program issues
        - JHS Dancers: this program is currently reflected in 4 heavily used dance studios, a very significant amount of support space and storage, and a perceived or real need for a 1,000+ seat theater; should these spaces be provided IN ADDITION to a 1,700 student comprehensive HS program, or should cuts be made to the Ed Spec to allow the overall building area to remain the same (see Benson HS example, where specialty technical programs are provided necessary space over and above the provisions for the comprehensive HS)
            - OSM direction: provide Ed Spec "Plus" for the purpose of program, concept, and costing
        - CHS IB program: how do we address the IB program
            - Mahlum: modifications made for IB and testing; double classroom added
    c. Review shared classrooms and teacher office approach
        - CHS CMPC input: several questions were raised regarding teacher offices; we would like to make sure we are messaging consistently across projects
            - Alyssa: Ed Spec change; optional and space needs to remain in the building; space will be provided
            - Dan Jung: how to communicate to projects; if there's a clear change from planning teams, should bring it forward
            - Becca: once you move over 75% utilization, you need to go to another model; you'll have a space to plan
            - Dan: if there is an either/or, could have District leadership address
            - Margaret: if there is additional square footage, prioritize storage space
            - Get input from Joe LaFontaine and then get other instructional leaders in the room to hear the discussion and concern
    d. Site specific conditions and constraints

- CHS CMPC requests: how to address requests to acquire property (eminent domain) and to vacate adjacent streets
  - Alyssa: CHS CMPC wants to have Mahlum team look at other property options; does CHS need to remain on the site; is there an option that can be shared; what is PPS perspective that can be shared
  - Dan Jung: this project has a timeline; it can't be determined in this process; we need to go forward with what property we have now; include this community input in report; cut down on the variables and limit the current process, but ensure that this can be raised in the future
  - Margaret: could sites separate out a performing arts building, for example, adjacent, in a non-contiguous way to allow opportunities for community; Filip: build safety must be integrated into concept
- Sports fields strategy: existing site(s) will not accommodate all fields outlined in the Ed Specs
  - Alyssa: do we stick with what they have now; or try to meet the Ed Spec
  - Stephen Weeks: will just add what they have space for and note what won't fit
- WHS pool: discuss Portland Parks & Recreation (PP&R), WHS pool, and PPS relationship with PP&R
  - How do you treat the pool vs the improvements that want to be made on the WHS site; could it return to school; Filip, it's an epicenter so it would be a loss; but wouldn't want to jeopardize students and facilities to keep a community use in summer; Levi, do we give the option to keep or remove; Dan Jung, give the option

e. Review gender neutral/inclusive restroom approach
- Square footage: consider whether to increase program SF to provide gender neutral restrooms
  - Grant model is expensive and takes space; Lincoln is doing hybrid approach; Franklin has a mix; no district standard; renewed effort to replace the standard on this
  - Dan Jung: assume to be conservative and include a higher cost and space increase in planning; Grant is a pilot to assess gender-neutral locker rooms

f. CMPC design options: provide more detail on how the CMPC developed design options will be used in master planning
  - A single option goes forward and what is included in cost estimate
  - Scalable cost option – post report presentation to the Board

g. Discuss how to set up public workshops for each project
  - Possible pre-CMPC meeting, small interactive process; Becca, workshop implies activity; Stephen Weeks, Open House to engage in conversation; Steve and Becca; Open House to follow last meeting; make clear it's a beginning of a process; outcome of process and what's going to Board; Steve will discuss with Marina and Dan; find ways for Shanice Clarke to help coordinate community engagement; Marina, if something like this happens, it should be in the community; JHS wants

decision-makers in the room for the process; Steve, could it be something prior to a Board meeting

h. Review overall Bond planning efforts and Board next steps
i. Other topics?
    - JHS-location of mobility team and where they will go; Steve shared meeting with Dana White and John Lyons

7. Meeting recap, to do items & next steps (15 minutes)

Next meeting: November 15, 3-5 pm

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #4

November 15, 2019

MEETING SUMMARY NOTES

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Leo Lawyer, PPS/CHS
Margaret Calvert, PPS/JHS
Filip Hristic, PPS/WHS
Alyssa Leeviraphan, Mahlum
Chris Brown, Mahlum
Stephen Weeks, BORA
Becca Cavell, BORA
Chris Linn, BORA
Rebecca Grant, IBI
Levi Patterson, IBI
Dan Jung, PPS/COO
Marina Cresswell, PPS/OSM
Scott Perala
Darren Lee
Jere HIgh, PPS/O&M
Daniel Junge, RLB
Rebekah Disbrow, CHS CMPC
Mike Nolan, WHS CMPC

AGENDA

- Recent accomplishments since last meeting (30 minutes)
    a. Introduction of CMPC Chairs to SC members
    b. Review of CMPC #3 by each project/design team
        i. CHS/Mahlum
            - Recap of engagement activities, areas of value to the community and where change is necessary
            - Review of spectrum exercise
            - Review of site constraints and overall traffic patterns; proposition of acquiring property which would need to be part of a future process
            - Review of overall site concepts, including 2 schemes that would save the entire historic core, 1 scheme that would remove the historic theater, and 2 schemes that would rebuild the entire site; also schemes look at consolidated and distributed sites; listening stations asked about

challenges, opportunities and questions about each option; no consensus about historic vs new
- CMPC #4: will report back on feedback to site concept options
- See value in carrying two or three options into final report to provide some flexibility for future decision-making
- Rebekah Disbrow, CHC CMPC Chair, talked about the fact that we're at this point but without a bond; based on recent press about bond project budgets, there is concern about costs and being careful about public funds; Cleveland really needs a new school, so there is concern about what is actually achievable as part of a modernization, balancing vision/goals with what is practical; Steve said that this may support the idea of bringing forward multiple concepts for cost estimating

ii. JHS/BORA
- The team has been working carefully to build trust; came back to the third meeting with the group themes re-written in a more deliberate manner; one of the key themes is "honoring Jefferson's history as Portland's black high school and celebrating its future diversity"
- Brought a kit of parts for CMPC teams to work on to come up with site options; had heard that original, 1909 H-shaped building was really important so they made a 3d printed version of that; created cards for fields, printed version of 1928 gym, and other blocks labeled as program components; provided scaled site plans
- 4 CMPC team ideas; at next meeting, will present common themes, including preservation of 1928 gym as a center of the site, modernized to be the student commons, and removal of the 1928 gym, with the gym or theater taking that place
- Summary of universal themes: student commons placed centrally, co-locate theater (of same size as current) and dance (important to school & community) program, retain the existing track & field (limited by original building placement + emotional attachment), and parking as universal concern
- Summary of commons themes: use the parking lot for the new theater or gym, place the gym to the north/south, allow community access to the theater and gym (see potential for controlled entrances for security), view from Alberta Street (provide strong presence), main entry at A-floor, desire to retain original historic gym building
- Summary of cool ideas: tennis courts on top of gym, science garden/courtyard, separate performing arts complex
- CMPC #4: looking at zoning code and field use, possible shared resources; developed three options for evaluation by CMPC
- Margaret described it as interesting process, how far people were willing to think; will share kit of parts with staff to come up with ideas; seeing site constraints, what is next step if not all fields can fit; helpful to acknowledge press about next bond, and to hear about Community

Forum and Open House events, with Board representation; transparency is key going forward

iii. WHS/IBI Group

- Recap about early discussion regarding a Community Forum to be able to have a broader community-based discussion with the Wilson Board member, Andrew Scott
- Review of revised vision statements; no comments from CMPC members; reflected on these statements during review of concepts
- Reported back on site homework; 4 site components jumped out – Wilson Pool, Farmer Market, Football/Track, Theater
- Review of critical thinking exercise around Wilson site, including site pieces; presentation of 4 design paths, including remodel/addition with pool, remodel/addition with no pool, new building with pool, and new building with no pool
- Lengthy discussion in CMPC about the pool; complex issue because connected to Wilson, with shared locker rooms and mechanical system, and there are problems because of this joint use; CMPC members were concerned about whether PP&R was committed to renovation and maintenance of the facility, concern about the long-term viability of this relationship; pool is a community asset but not a student asset because it is not a school-year facility; concern about how the status of this community asset would impact a future bond
- Voting exercise yielded consensus for a new building with the pool; notwithstanding the history of the existing building, this decision seemed to be driven by the values statements developed by CMPC members
- Filip felt the absence of students in the room, would have been interested in their input; the pool will no longer be attached to the building, so there will be a whole new set of issues to address for PP&R & PPS; would like to preserve this community asset, but not be limited by it
- Mike Nolan was struck by the fact that none of the existing school was preserved; regarding the pool, it is less of an asset to Wilson High

c. Status of technical reports

- Next steps before next meeting (15 minutes)
  a. Overview of CMPC #4 agenda
     - See item 1.b.i. above
  b. Development of CMP reports; see draft report outline
     - See attached revised draft report outline
     - See attached May/June 2018 area space program reporting for consistent Board reporting format among teams, with footnotes for discrepancies

- Cost estimating (15 minutes)

a. Review of PPS goals that will be incorporated into RLB cost estimates
    i. PPS Resilience: gym structure designed to meet Risk Category IV
        - See Lincoln HS as an example of some measures that exceeded OSM requirements
    ii. Sustainability:
        - LEED certification –
            - New construction: LEED Gold
            - Renovation/addition: LEED Silver
            - See new guidance in PPS Standards/Guidelines for how to prioritize different LEED measures
            - There area costs associated with enhanced commissioning as well as individual LEED measures
        - EUI (Energy Use Index/energy efficiency) –
            - New construction: 25
            - Renovation/addition: 35
            - See new guidance that Aaron Presberg/PAE came up with for reaching these EUI targets
    iii. Universal design
    iv. Gender inclusive restroom approach
        - There are different models that are under consideration, including the Grant model; for the sake of a conservative starting point, the Grant model will be used to provide sufficient cost
        - OSM will continue to monitor from a safety/security standpoint, including adding more cameras for visibility
    v. Roof access/fall protection
    vi. Other goals/standards
        - State of Oregon, Green Energy Technology (GET) requirements: these have changed recently and PPS will share that information; also, the new Energy/Sustainability goals have shifted GET costs from individual projects to the program level
        - Jere High raised the importance on behalf of Maintenance/Operations to keep systems as simple as possible
        - Regarding “right-sizing” costs, RLB will be borrowing heavily from recent projects and associated lessons learned, applying that to the cost model, particularly on the historic side

b. Possibility of several site options/scenarios being brought through cost estimating if a single option couldn’t be selected during CMPC process

- Diagrams, notes & narratives: each team can determine how best to describe conceptual options to RLB for the purpose of costing; for structural input by KPFF, either a narrative or marked up floor plan/diagram
- Site staging/constraints: off-site and on-site swinging, including possible move of students off-site, will be both a CMPC consideration and part of the project & program costs related to each project

- Schedule update (15 minutes)
    - Steve will provide more specific deliverable dates to project teams
    - Marina will share when the Board has narrowed down dates for their bond planning process

- Major risks/opportunities for team (tbd)

    - Issues?

- Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
    - Public events
        i. Community forums: individual, school-based opportunities for principals and CMPC members to present the CMPC process and the final recommended conceptual plan to the community as well as have an open discussion with represented Board members about the next step in the Board's Bond planning efforts; early to mid-December timeframe
        - OSM will be driving these events; Steve will be developing a template for 4 event posters, one per CMPC meeting, and will ask each team for graphic material for each poster; OSM will print posters and bring to the sites; look to develop survey material for each forum; Margaret asked that the term "parking lot" be used instead of "bike rack"

        ii. Open house: general District, community-wide, informational session, marking the formal hand-off of the CMP reports for all three schools to the Board as part of their Bond planning and decision-making process; January timeframe
- Review current Bond planning efforts and Board next steps
- Athletic fields discussion
    - OSM will look to have break-out sessions with Marshall Haskins and each of the teams
    - There is some interest in possible joint use facilities for each District quadrant; would this benefit a future bond; each site wouldn't have to accommodate all of the amenities of full, competition fields
- Possible follow-up meeting with CMPC, at design team discretion, to get final input on conceptual options
- Additional topic: Rebekah inquired if there is a lessons learned document; Marina explained that there are multiple lessons learned documents, including through the project management software where managers enter lessons learned on a monthly basis; currently OSM is putting together new structure for this information to make it easier to reference
- Additional topic: Marina is reaching out to school principals to coordinate the next three Bond Accountability Committee (BAC) meetings at the three CMP schools; there are tours prior to each meeting, so this would be an opportunity to show BAC members, and BOE members in attendance, specific site issues

  - Additional topic: both Cleveland and Wilson teams will coordinate with principals to set up student CMP sessions (similar to Jefferson)
  - Additional topic: can PPS put together a description of Cleveland's specific property issues, including commercial development opportunities and safer transportation options

- Meeting recap, to do items & next steps (15 minutes)

Next meeting: December 5, 3-5 pm

CONCEPTUAL MASTER PLANNING

Steering Committee (SC) #5

December 5, 2019

MEETING SUMMARY NOTES

Attendees:

Steve Effros, PPS/OSM
Sue Brent, PPS/OSM
Leo Lawyer, PPS/CHS
Margaret Calvert, PPS/JHS
Filip Hristic, PPS/WHS
Alyssa Leeviraphan, Mahlum
Stephen Weeks, BORA
Becca Cavell, BORA
Chris Linn, BORA
Rebecca Grant, IBI
Levi Patterson, IBI
Daniel Junge, RLB
Claire Hertz, PPS/Dep Supt B&O
Marina Cresswell, PPS/OSM
Darren Lee, PPS/OSM
Jere High, PPS/O&M
John Payne, PPS/Security
Rebekah Disbrow, CHS CMPC
Mike Nolan, WHS CMPC

AGENDA

1. Recent accomplishments since last meeting
    a. Review of CMPC #4 by each project/design team
        i. CHS/Mahlum
            - CHS/Mahlum team is coordinating with RLB to develop ROM cost alternates for several off-site improvements that were previously raised by CMPC members; these alternates could include local pedestrian-related street improvements to provide a safer crossing between the main school parcel & current parking lot parcel and better connectivity between the main school parcel & the remote athletic field parcel, as well as a possible future redevelopment opportunity with Burgerville to allow for greater possibilities in the re-use of the parking lot parcel
            - CMPC #4 (see online meeting notes/presentation for more details) included a discussion of 3 options that were presented to the members, with the challenges and opportunities compared for each one; the

guiding concepts for these options were the degree of historic elements to retain and how much to consolidate or distribute program across the parcels; the exit exercise was to vote on these guiding concepts among the 3 options

- Leo Lawyer commented on positive feedback to the CMPC process, including Mahlum's work and the development of guiding principles by CMPC members
- Rebekkah Disbrow responded positively to the passion of the community brought out through the CMPC process

ii. JHS/BORA

- CMPC #4 & #5 (see online meeting notes/presentation for more details) included a review of the conceptual options and a further engagement activity to allow CMPC members to look at site layout options within zoning limitations; one of the important themes that came up was the importance of maintaining the front steps on the 1909 building while prioritizing universal access to a modernized school; some of the concerns raised by the CMPC related to setback limitations and the possible loss of a baseball field
- Margaret Calvert discussed how student discussions during the CMPC process demonstrated how kids have different views than adults about issues, including how the design of their environment is perceived; she also raised several future project risks including construction on an occupied site and the Northwest Natural station on the south site

iii. WHS/IBI Group

- CMPC #4 (see online meeting notes/presentation for more details) included a discussion about partner use/wrap-around services and a review of new building options; there was a lot of discussion around where new building should go, with a focus on the benefits of flipping the site so that students don't need to be bussed to Marshall during the construction phase; the design team then integrated comprehensive CMPC member input into 2 conceptual master plan options
- Mike Nolan discussed the issues related to keeping the grandstands
- Filip Hristic discussed the risks associated with a pending Board decision and public vote and whether people are voting for these specific concepts; it was agreed that the process going forward will include greater stakeholder participation, but these concepts represent the best thinking at the time, and that these concepts will be further tested during the comprehensive master planning process
- John Payne emphasized the importance of analyzing the security issues associated with the community use of the site for this and the other high schools

b. Submittal of draft conceptual options to RLB
c. Start of CMP report drafting process
d. Other items

2. Next steps before completion of CMP process
    a. Development of CMP reports
        - The report outline was revised to consolidate sections and include appropriate reference material in the appendix
    b. Preparation for Community Forums
        - Posters are being developed for the community forum events; there will be community input at these events, whether a possible engagement activity or the collection of community comments
        - Margaret emphasized that the collection of comments should be expanded so that it includes a broader and more representative cross section of the community
    c. Other items

3. Cost estimating
    a. Coordination between design teams, KPFF & RLB
    b. Development of cost estimating models
    c. Other items

4. Schedule update
    a. Review of timeline for balance of CMP process
        - December 2: submittal of CMP concepts to RLB
        - December 10-12: CMPC Community Forums
        - December 16:
            - Draft preliminary report: draft preliminary CMP reports submitted for internal PPS review
            - Draft preliminary costs: draft CMP costs submitted for internal PPS review
        - December 16-20: PPS internal review of draft preliminary CMP reports/costs and continuing development of costs, with comments provided to project teams
        - January 6: submittal of preliminary CMP reports to PPS/Board
        - January (timeframe TBD): coordination between PPS staff/Board and RLB on program-level cost models/options
            - Marina Cresswell clarified that OSM will not be asking for approval from the Board but that it will be presenting these reports, including the costs, to the Board Bond Committee on January 16 so that those committee members can discuss the options; it is not yet clear what the process will be to transmit these reports to the full Board
        - January (date TBD): CMP Open House event; presentation boards from CMPC Forum events, revised/re-printed as necessary with updated imagery
        - January 27: submittal of final/record CMP reports to PPS

5. Major risks/opportunities for team

- Issues?

6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
    - Topics?
    - Margaret raised the issue of District-wide field limitations; the possibility of a combined/shared athletic facility was discussed as a means of taking some of the burden off individual high school sites

7. Meeting recap, to do items & next steps

DRAFT

CMPC 01

1-4-ALL
PRIORITIES FOR MODERNIZATION

Chris
Mel
Lise
Jeff
Grit
Wills
Ben
Frank

- SAFETY
  - getting to campus/traffic conflicts
  - main bldg ⟷ clvd field
  - seismic upgrades
- MODERN ED SPACES
  - relevant to learning and living for future
  - invites equity
- LEGIBLE ENVIRONMENT
  - can find my way around intuitively
  - connection to daylight and context of neighborhood

ACTIVITY 1.

one teacher/other employees

Student & equity.

~~Student & safety~~

Make sure project is planning for future
- technology
- space
- facilities
- access

Career - sustainability

~~teaching~~

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1. CONNECT THE LEARNING METHODS TO DESIGN
   CREATIVITY = LITERACY
2. ADAPTABILITY - HOW DO WE SET OUR SCHOOL UP FOR SUCCESS?
   HOW DO WE CONNECT LEARNING METHODS TO DESIGN?
3. ENVIRONMENTALITY - EXCEED CITY CLIMATE ACTION PLAN

IN SUMMARY: RESILIENCE
WHAT DOES SUCCESS LOOK LIKE?
INCLUSIVE DESIGN

PLAN FOR AND
- ACCOMODATE LONG TERM GROWTH
- HEALTHY ENVIRONMENTS + SAFETY (INCL. PRINCIPLES OF SEIZMIC, FITWEL, SAFETY, ACCESS TO OUTDOORS, ETC.)
- FUTURE THINKING + TECHNOLOGY

Room to Learn → Breath → Excel, thrive

1. Connecting Campus | Facilities
2. Adequate size of facilities
3. Adjust/Remediate challenges of Urban site (noise, traffic, neighbors)

- 21st-CENTURY FACILITY THAT offers A FULLY MODERNIZED CAMPUS TO HELP REALIZE STUDENTS' ASPIRATIONS
- A FACILITY THAT ALLOWS FOR FULL INCLUSIVITY AND EQUITY ACROSS THE ENTIRE HS NEIGHBORHOOD BOUNDARY
- A FACILITY THAT OFFERS A FULL SET OF RESOURCES FOR THE ARTS AND CREATIVE DISCIPLINES

- Safety
- Modernization of Facilities (light, tech, material, etc.)
- Agility of Space for Need & Purpose (large grp. break out, etc.)
- Biophilic Design
  - Health & Wellness
- Student Focus as User (Empathy Interviews)

Top priorities for CHS modernization? → not the building but the way learning can occur

Success — the whole school is a learning opportunity; connectivity — legalize sustainability — commerce; Iconic

Globalization [future ready] [timeless] > timelessness, culture, identity, values shared, civic & community focused, accepting, student focused

> Relational > openness, opportunities for connecting, display, ideating, critiquing, creating together, discussing

Make people want to stay; gathering; indoor/outdoor; Community centered; connectedness; important valued; expansion; [UDL]; what do we value; Need Room; connectivity — sports, community, lack of resources

[Nonacademic] Innovation → urban, connecting, unique; ~~Innovative~~ Strategic use; Safety

{Community field} — Powell Park —

Matthew Packwood who ... [human needs, legalities]

- earthquakes - not just student safety but community support
- support high level academics. & Wide Range of {woodshop, Band, arts}
  → f.ex. IB - support office
  - multiple science classes per student
  - science classrooms all together
  - science classrooms 1/teacher
  → study spaces & student leadership/group spaces ← BSU, sport, leadership
- Max natural light - view of west hills
  - community space ("roof top lounge")
  - Move cafeteria out of basement
- natural space w/ safety (outdoor space, still inside building)
- if saying goodbye to old building gives us more flexibility in design do it! ... save 4 stone savings?

- Campus connectivity w/ field
- Accessibility / Universal design (beyond code) (ramps vs stairs) space for all.
- Campus feel - inside/outside space balance

- Civic Importance | Pride
- Gathering Places
- Room to Learn | Breath
- Connections - How?
  - Building should reflect openess to the world out there

What Should our top priorities be?

1. Universal design - how can we modernize CHS to foster the success of students most likely to experience academic disparities (students w/ IEPs, 504s, disabilities, children of color + DLL, etc AND their families) Avoid Franklin HS placing SPED in the basement.
2. Equal weighting for academic + elective courses/spaces - not all kids will thrive in English + Math courses. Make sure we have equally beautiful and functional spaces for art, music, athletics, drama, etc. that help keep all kids engaged and find their passion.
3. Space that supports mental health - counseling offices, calming spaces, etc. Love the flexible bathroom spaces!

Question: Does Cleveland need spaces for PARTNERSHIPS with outside entities that would benefit student least engaged? ie washing machine for homeless, health clinic, ?? I don't know.

~~STUDENTS~~

- QUAKE SAFETY
- AIR QUALITY (AC CLIMATE CHANGE) READY
- WATER & BATHROOMS
- FIELD CLOSE BY, SWAP PARKS, SKY BRIDGE
- SOUND
- CHANGE READY STARTUP WIRING PLAN
- TRAFFIC SAFETY - CLOSE 26th & 25th
- CONDEMN PARKING GARAGE & ...
- FUTURE READY AC FOR LABS
- FACILITIES USABLE BY COMMUNITY

MAKER SHOP

- CENTRAL PATH EFFICIENCY

PRIORITIES — FACILITY ~~BUILDING~~ SHOULD EMBODY & PROMOTE

- HEALTH/WELLNESS - ACCESS TO NATURAL LIGHT, FRESH AIR, NATURE...
- STUDENT SUCCESS THROUGH PERSONALIZED LEARNING — FLEXIBLE CLASSROOMS THAT SUPPORT DIFFERENT LEARNING STYLES & FOSTER COMMUNITY & COLLABORATION

SAFETY. COMMUNITY

- EQUITY/DIVERSITY!! - CONSIDER ALL HELD IDENTITIES & INTERSECTIONALITIES

CENTER

- COMMUNITY - GATHERING

---

1. Contiguous Campus further separated from Highway 26 / Powell Blvd to provide for improved Campus Community, Safety & Traffic Flow
   - move school or move Hwy 26
2. All weather aquatic facility at this (& all PPS HS campuses)
3. Facilities like aquatic but also meeting rooms, open campus that can be used by broader Community

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Innovative + strategic use of existing properties. PPS owns + uses in Cleveland footprint.

- Infrastructure upgrades - bathrooms, water, common areas, courtyard, lunch room, lights!, human comfort
- maintain historical character of building - words above doors, design components, theatre

safety

STEP ONE - ONE PERSON
1. CONSOLIDATION OF CAMPUS/FIELDS - INTERIOR
2. MODERNIZATION OF UTILITIES, LIVABILITY IN ~~BLDG~~
3. FLEXIBLE SPACES FOR COMMUNITY USE/GATHERING
4. BETTER URBAN DESIGN/CONTEXT/~~CREATIVITY~~

- URBAN SETTING - IMPROVE, FIND THE UNIQUE
- LARGER CLASSROOMS/BETTER SPACING; IMPROVE SHOP/THEATER/GYM
- ← TWO PEOPLE

4 PERSON
- ELBOW ROOM
- PUBLIC ART
- URBAN DESIGN CONNECTIONS
- INNOVATIVE LIVABLE SPACES

Space

Safety - Environmental, utilities, seismic

Continuity - internal to this property & External to off-campus sites (e.g. fields, parking, etc.)

A Place at civic importance

Expansion of outdoor

Tech and modern open spaces gathering space.

Top Priorities
- Building for cohesive school community
- Facilities that reflect PORTLAND'S Commitment to responsible environmental stewardship - carbon neutral?
- More ~~outdoor~~ connection to neighborhood/outdoors.

Flexible to future...

Places of importance
1. Expansion of outdoor space
2. Technological

Place of gathering

Flexible more open spaces that work with! - an urban environment - for more global world

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- EMPHASIZE ORIGINAL MASONRY & STRONG CORNER
- EXPAND Shop / FLEXIBLE SPACES in small footprint.
- Waverleigh greenway?

Activity 1

Accessibility

Safety (Violence / Earthquake / Petty crime)

Competitive Advantage

10.9.2019

- EQUITY/SECURITY — IN THE FORM OF 'CONTIGUOUS CAMPUS'
- COMFORT/LEARNING ENVIRONMENT — EFFICIENT BUILDING ENVELOPE
- SAFETY/STANDARDS — EARTHQUAKE PREP, RECIRCULATED AIR, ETC

- safety/comfort
- more space (classrooms, common areas)
- Athletics (spaces) aux gym, flex spaces

ACTIVITY 1.

one teacher/other employees

Student & equity.

~~Student & safety~~

Make sure project is planning for future
- technology
- space
- facilities
- access

Career - sustainability

~~teaching~~

1·2·4·all protocol

- physical spaces that support teaching & learning
  - natural light, noise, HVAC, technology, etc.
- safety & security
- space that honors student needs beyond the academic
  - athletics, art/music/theater, counseling, social spaces, library

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Flexible classrooms students want to be in with temperature comfort, light, space, quiet

International focus and encouragement of the Chinese Immersion / IB program

A beautiful school students will be proud to attend and graduate from

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Activity #1
PRIORITIES
1. Larger classroom space
2. Structurally safe Bldg.
3. Improved Gym, Shop, Theatre areas

Priorities

2. Arts area - music, theater, film production*, visual arts, architecture

~~Security~~ safe environment for population

3. Sports area - indoor/outdoor
4. Vocational area - woodworking/culinary, technology
1. growth/Security — Waverleigh Blvd - green space

*needed in Portland - bring to Cleveland

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1. EXPAND BUILDING IN EXISTING PARKING AREA FOR TYPES OF SPACE NOT POSSIBLE IN CURRENT STRUCTURE (DE-EMPHASIZE PARKING ON PRECIOUS LAND) CLOSE STREET BETWEEN
2. HUMAN COMFORT IN ALL CLASSROOMS (INCLUDING CLASS SIZE - # OF STUDENTS)
3. FLEXIBILITY TO MEET NEEDS OF EVOLVING WAYS OF TEACHING

Layout:
- The layout of the back half of the property has no continuity
- It can be hard to reach the other half the building
- Somethings

Updates:
- Heating and cooling is a BIG concern for students
- Make wifi universal
- Update structual integrity to mitigate effects of earthquake

WHAT SHOULD OUR TOP PRIORITIES BE FOR THE CLEVELAND HIGH SCHOOL MODERNIZATION

OPEN SPACE (15)

:: Relational: openness, opportunities for connecting (connectivity - sports - community - lack of resources), display, ideating, critiquing, creating together, discussing
:: Make people want to stay
:: Gathering indoor/outdoor
:: Community space (rooftop lounge), move cafeteria out of basement
:: Natural space w/ safety (if outdoor space, still inside building)
:: Campus feel - inside/outside space balance
:: Gathering places
:: Room to learn/breath
:: Building should reflect openness to the world out there
:: Expansion of outdoor
:: Tech and modern open spaces, gathering space
:: Space
:: Expansion of outdoor space, "technological"
:: Waverleigh greenway?
:: Waverleigh blvd - green space

FUTURE ADAPTABILITY (14)

:: Relevant to learning and living for future
:: Make sure project is planning for future - technology, space, facilities, access
:: Plan for and accommodate long term growth
:: Future thinking + technology
:: Connect the learning methods to design. Creativity = literacy. How do we connect learning methods to design?
:: Adaptability - how do we set our school up for success?
:: Agility of space for need and purpose (large group, break out, ect.)
:: Importance valued expansion
:: Flexible to future
:: More space (classrooms, common areas)
:: Athletics (spaces) aux gym, flex spaces
:: Plan for growth - the inner SE baby boom
:: Growth/security
:: Flexibility to meet needs of evolving walls of teaching

SAFETY (13)

:: Student/teacher/other employees safety
:: Healthy environments + safety including principles of seismic, fitwel, safety, access to outdoors, ect.
:: Safety
:: Human needs/strategic USP safety
:: Safety - community
:: Safety
:: Safety - environmental, utilities, seismic
:: Safety (violence/earthquake/petty crime)
:: Safety/Standards: earthquake prep, recirculated air, ect
:: Safety/comfort
:: Safety: Against natural & sociological disasters
:: Safety & security
:: Safe environment for population

CONNECTIVITY (13)

:: Connecting Campus/Facilities
:: Connectedness
:: Connectivity: legality, sustainability, iconic commerce
:: Campus connectivity w/ field
:: Connections - how?
:: Contiguous Campus further separated from highway 26/Powell Blvd to provide for improved Campus Community, Safety & traffic flow. Move school or move highway 26
:: Innovative & strategic use of existing properties.
:: Continuity - internal w/in this property & external to off-campus sides (e.g. fields, parking, ect.)
:: Building for cohesive school community
:: Equity/Security: In the form of "contiguous campus"
:: Expand building in existing parking area for types of space not possible in current structure (de-emphasize parking in precious land - use street between)
:: Main building to field
:: Traffic safety - close 26th + 25th

SCHOOL PROGRAMS (12)

:: A facility that offers a full set of resources for the arts and creative disciplines
:: Support high level academics & wide range of woodshop, band, arts
:: Equal weighting for academic + elective courses/spaces - not all kids will thrive in English + Math courses. Make sure we have equally beautiful and functional spaces for art, music, athletics, drama, ect. That help keep all kids engaged and find their passion
:: More shop
:: Competitive advantage
:: Expand shop/flexible spaces in small footprint
:: Equitably serve different learning interests (athletics, music, drama, art, trades)
:: International focus and encouragement of the Chinese Immersion/IB program
:: Improved gym, shop, theatre areas
:: Arts area - music, theatre, film production (needed in Portland - bring to Cleveland), visual arts, architecture
:: Sports area - indoor/outdoor
:: Vocational area - woodworking/culinary/technology

FACILITIES MODERNIZATION (11)

:: 21st century facility that offers a fully modernized campus to help realize students as patrons
:: Modernization of facilities (light, tech, material, ect.)
:: Water + bathrooms
:: Sounds
:: Change ready start up wires + piping
:: Future ready AC for labs
:: Central path efficiency
:: Infrastructure upgrades - bathrooms, water, common areas, courtyard, lunch room, lights!, human comfort
:: Modernization of utilities, livability in interior
:: Physical spaces that support teaching & learning (natural light, noise, HVAC, technology, etc.)
:: Updates: heating and cooling is a BIG concern for students, make wifi universal, update structural integrity to mitigate effects of earthquakes

EQUITY (8)

:: Invites equity
:: Student/teacher/other employees equity
:: Inclusive design
:: A facility that allows for full inclusivity and equity across the entire HS neighborhood boundary
:: Accessibility/universal design (beyond code) (ramps vs. stairs) space for all
:: Universal design - how can we modernize CHS to foster the success of students most likely to experience academic disparities (students w/ IEPs, 504s, disabilities, children of color + DLL, ect. AND their families) Avoid Franklin HS placing SPED in the basement.
:: Equity/Diversity Center!! - consider all held identities & intersectionalities
:: Accessibility

CLASSROOM SPACE (7)

:: IB: support office, multiple science classes per student, science classrooms all together, science classrooms 1/teacher
:: Study spaces & student leadership/group spaces (BSU, SAGA, leadership)
:: Student success through personalized learning flexible classrooms that support different learning styles & foster community & collaboration
:: Larger classrooms/better spacing, improve shop/theater/gym
:: Flexible classrooms students want to be in with temperature comfort, light, space, quiet
:: Larger classroom space
:: Human comfort in all classrooms (including class size - # of students)

COMMUNITY (7)

:: Community centered
:: Facilities usable by community
:: Community - Gathering
:: Facilities like aquatic but also meeting rooms, open campuses that can be used by broader community
:: Flexible spaces for community use/gathering
:: More connection to neighborhood/outdoors
:: Question: Does Cleveland need spaces for PARTNERSHIPS with outside entities that would benefit students least engaged? Ie washing machine for homeless, health clinic?? I don't know.

CIVIC LANDMARK (6)

:: Identity
:: Globalization: timelessness, culture, identity, values shared, civic + community focused, accepting, student focused, future ready
:: Civic importance/pride
:: A place of civic importance
:: State of the art (competitive with a brand new HS in the burbs)
:: A beautiful school students will be proud to attend and graduate from

SUSTAINABILITY (6)

:: Career - Sustainability
:: Environmental Quality - exceed city climate action plan
:: Resilience
:: AC climate change ready
:: Facilities that reflect Portland's commitment to responsible environmental stewardship - carbon neutral?
:: Comfort/learning environment: efficient building envelope

STUDENT HEALTH (5)

:: Biophilic Design (health & wellness)
:: Space that support mental health - counseling offices, claiming space, ect. Love the flexible bathroom spaces!
:: Air quality
:: Health/Wellness - facility should embody & promote access to natural light, fresh air, nature…..
:: Space that honors student needs beyond the academic (athletics, art/music/theater, counseling, social spaces, libra

URBAN SITE (5)

:: Adjust/deal with challenges of urban site (noise, traffic, neighbors)
:: Nonacademic innovation, urban connecting unique
:: Better urban design/context
:: Urban setting - improve, find the unique
:: Place of flexible more open gathering spaces that work with! - and urban environment - for more global world
:: Getting to campus/traffic conflicts

ALTERNATIVE SITES (4)

:: Community field - powell park
:: Field close by, swap parks, sky bridges
:: Condemn poker palace & Burgerville
:: Consolidation of campus/fields

SEISMIC SAFETY (4)

:: Seismic upgrades
:: Earthquakes - not just student safety but community support
:: Quake Safety
:: Structurally safe building

DAYLIGHT (2)

:: Connection to daylight and context of neighborhood
:: Max natural light - view of west hills

HISTORIC CHARACTER (2)

:: Maintain historical character of building - words above doors, design components, theatre
:: Emphasize original masonry & strong corner

SCHOOL BUILDING AS A LEARNING OPPORTUNITY (2)

:: Success: the whole school is a learning opportunity
:: Modernization: not the building but the way learning can occur

SCHOOL SIZE (2)

:: Adequate size of Facilities
:: Room to learn, breath, thrive

WAYFINDING (2)

:: Can find my way around intuitively
:: Layout: The layout of the back half of the property has no continuity, it can be hard to reach the other half of the building, somethings

NEW BUILDING (1)

:: If saying goodbye to old building give us more flexibility in design DO IT! Save 4 stone sayings?

NEW PROGRAMS (1)

:: All weather aquatic facility at this (& all PPS HS) campuses

STUDENT CENTERED PROCESS (1)

:: Student focus as user (empathy interviews)

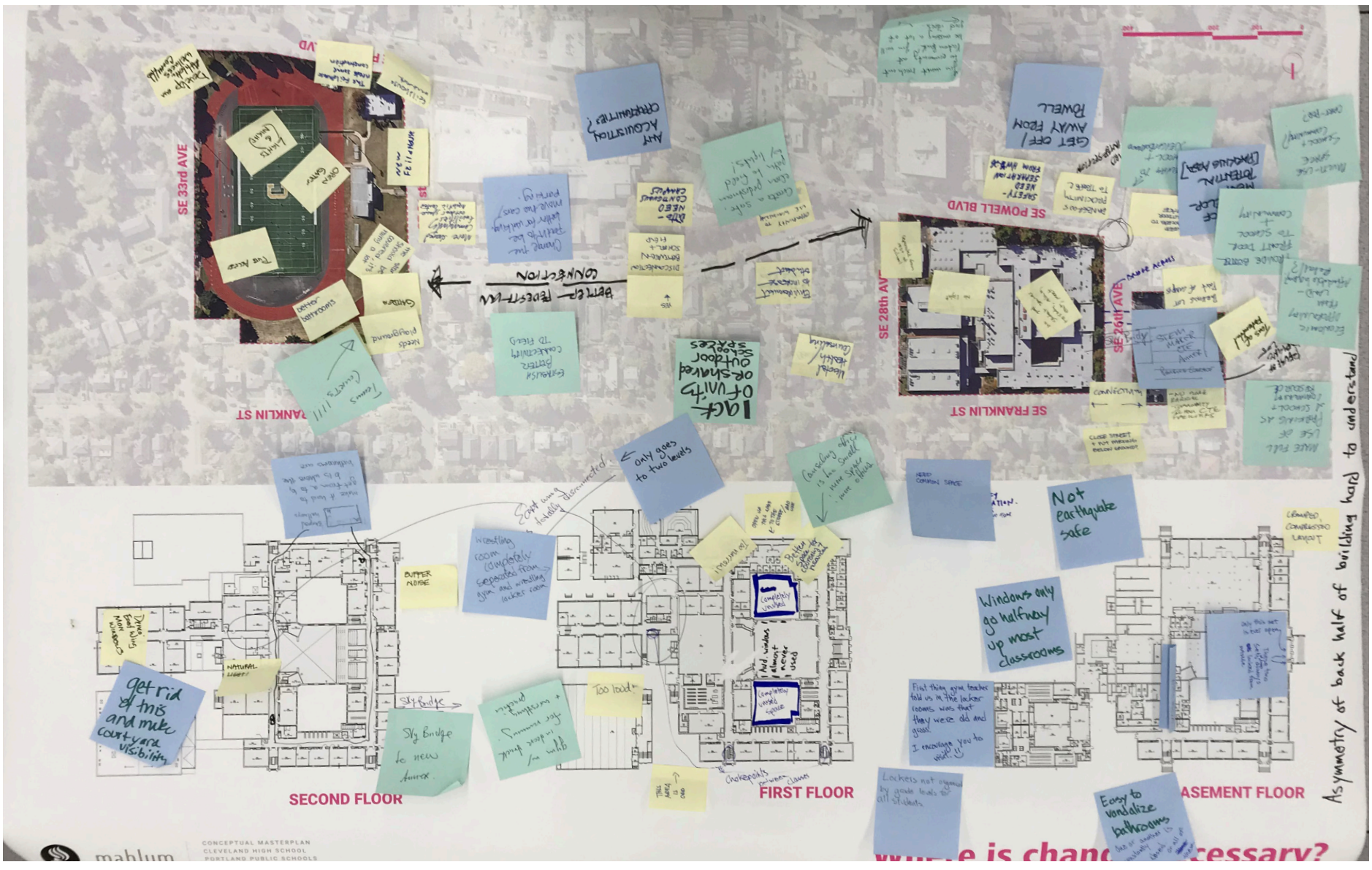
CMPC 01

MASTER PLAN PRIORITIES EXERCISE SUMMARY

	green	yellow
SITE ISSUES (31)		
finding something unique consider consolidation	0	0
explore higher use of parking	3	1
contiguous campus	4	2
athletic field at 31st and powell	2	0
innovative strategic use of existing pps properties in the area	4	3
connectivity on campus	6	4
safety related to highway 26	0	1
land swap with the park	1	0
BUILDING DESIGN (17)		
Preservation of historical details	2	1
timeless design ideas	2	0
Flexible open environments	2	0
Flexible future read and scalable	6	4
Connect to natural environment	0	0
CORE STUDENT LEARNING & NEEDS (11)		
Address student needs that are not often met	2	1
Embody universal design incorporate all needs	1	4
Support a mix of learning styles	3	0
ADDITIONAL STUDENT LEARNING AND NEEDS (14)		
Spaces for arts, athletes, social spaces	4	3
Spaces to honor non academic needs	6	0
connect with the arts	0	1
CLEVELAND AS DESTINATION (16)		
Human Comfort	3	4
Feel comfortable & want to stay	1	0
Create spaces that make students want to stay	6	2
BUILDING SAFETY (10)		
Safety	6	0
Create a welcoming environment for all	2	0
Safe but welcoming learning environment	1	0
Consider balance of safety & Openness	1	0
COMMUNITY CONNECTIVITY (6)		
View from Powell - public image	0	0
School as community center	3	1
connectivity to community	2	0
CLIMATE POLICY (3)		
Environmental policy exceed pdx climate action plan	1	2
OCCUPANT HEALTH (2)		
Health & Wellness	1	1
BUILDING AS A TEACHING TOOL (1)		
Building as a teaching tool	0	1
incorporate lessons learned	0	0
Student involvement in the entire process	0	0
INTERNATIONAL FOCUS (1)		
Promote international focus	0	1

CMPC 02

WHERE IS CHANGE NECESSARY?



WHERE IS CHANGE NECESSARY?	General location of comment
SAFETY/SECURITY (20)	
Security	Entrance
Security throughout	General
Safe on 'campus' outdoor spaces to enter & exit	Gym
Safer pedestrian access	SE 26th Ave & Powell
Safe entry and re entry = access	SE Franklin & SE 26th Ave
Two sets of main entry doors are always locked from outside	Front entrance
Improve visibility lighting around school - safety	Entrance exterior
Not earthquake safe	General
Enhance public presence and safety at 26th and powell	SE 26th Ave & Powell
Danger (along 26th)	SE 26th Ave
Safe drop off on 26th for cans	Entrance exterior
Biker leg severed / bike killed	SE 26th Ave & Powell
Get off away from powell	SE Powell Blvd
Not on a highway	SE Powell Blvd
Safety need separation from highway	SE Powell Blvd
Dangerous proximity to traffic	SE Powell Blvd
Diesel fumes	Powell
Exterior façade upgrades / thermal / noise	Powell
Buffer noise	General
Too loud	General
CONNECTIONS/ADJACENCIES (18)	
Connectivity	SE 26th Ave
Library needs to be connected to rest of school	Library
Cafeteria out of the basement	Cafeteria
Raze and raise the cafeteria	Cafeteria
Separated from rest of school	Portables
East wing is totally disconnected	58/68 Additions
Wrestling room completely separated from gym and locker room	58/68 Additions
Choir & band wing and the other late wing and the gym feel disconnected from the building. It would be great if there were a way to bring more coherence to those additions and really make them feel like they are a part of the school and not just additions.	Additions
(CONNECTION TO TRACK & FIELD)	
Create a safe clear pedestrian path to fields with lights	SE Waverleigh Blvd
Disconnected between school and fields	SE Waverleigh Blvd
Ditto need contiguous campus	SE Waverleigh Blvd
Any acquisitional opportunities	SE Waverleigh Blvd
Change the path to be better for walking move the cars to parking	SE Waverleigh Blvd
Establish better connectivity to field	SE Waverleigh Blvd
Better pedestrian connection	SE Waverleigh Blvd
Opportunity to use waver leigh	SE Waverleigh Blvd
Well marked pathway to field	Track & Field
Fix the path (cars on one side / bike paths on the other side of the street)	Track & Field
NATURAL LIGHT (11)	
Daylight	Library
Natural light	Library
Daylighting	Library
Daylight	Library
Daylighting	Between 58/68 Additions
Natural light	Cafeteria
Natural light	Cafeteria
More windows and natural light	Cafeteria
Would be better with windows	Cafeteria
Lack of light	General
No light	58/68 Additions
NEED MORE SPACE (10)	
More gym space	Gym
More capacity in Auditorium seats for the entire school body	Theater
Cramped, dark and difficult to traverse	Interior corridor
Cramped learning spaces	Classroom
Lack of space	General
Bigger space for eating on campus	Cafeteria
Make it bigger	Cafeteria
Cramped compressed layout	General
Counseling is too small	General
Too narrow	General

COURTYARDS/OUTDOOR OPEN SPACE (9)

Remove some building to create open space "move to building lot"	Library
Remove and replace with green commons	Library
Provide more openness to campus but w/ defined 'defensible' access	Service access
Courtyard accessible	North courtyard
Open up this space to street	SE Powell Blvd
Need access to outdoor space	SE 26th Ave & Powell
Get rid of all this and make courtyard visible	Gym
Lack of units or shared outdoor space	General
Take away portables but leave ability to walk outside to class	Portables

WELCOMING (9)

More visibility of school presence	SE 26 & SE Franklin
Cramped drab dark foyer	Entrance foyer
Entrance is foreboding and unwelcoming, immediately divides	Entrance foyer
Open welcoming foyer	Entrance foyer
Not an inspiring entry space	Entrance foyer
Open up interior courtyards add greenery	Courtyards
Make cafeteria inviting for all	Cafeteria
Dead space here looks dreary. Can be put to better use	Service access
Monolithic building is not inviting to community - no clear community access point after hours	General

FLEXIBLE STUDENT SPACE (8)

Spaces for group study & alternate studying / learning	Library
Need big comfy meeting space for (student groups, community groups, professional development for staff)	SE 26 & SE Franklin
More gather social space	Interior corridor
Experimental space for classes	Classroom
More non-class room space	General
Need common space	General
No good student spaces to study, relax, eat meet	General
Making the campus more welcoming would be a great improvement.	*General*

UNIVERSAL ACCESS (7)

Stairs are barrier to universal design	Entrance exterior
Access for mobility challenged (front entrance)	Entrance exterior
Universal access (front entrance)	Entrance exterior
Provide clear main entrance inviting to all (universal design)	Entrance exterior
Ramps	Entrance exterior
Universal design access for all	Entrance +
Accessible entry to the school. Look at ways to ensure the school is accessible to parents and students with physical disabilities – not around the back of the building through an obscure locked door, but in the main entry ways and front door. Prioritize equal accessibility for people with disabilities in this process.	*Entrance*

HVAC (6)

Cooling system	Gym
HVAC!	Library
HVAC seats	Theater
Heating and cooling	General
Utilities (heat and cool)	General
Demo the east wing (no light, no HVAC, no airflow)	East wing

RENEWABLE ENERGY (5)

Solar Access	General
Roof solar panels	General
Reusable energy (solar / wind)	General
Solar panels	General
Solar panels	General

TECHNOLOGY (2)

Computers	Library
Computers information technology	Library

GENERAL UPDATES

Gateway to school & neighborhood	SE 26th Ave & Powell
Provide better front door to school & community	SE 26th Ave
Library needs updated and lesser space	Library
I value media library space the current space doesn't work well (windows sound, etc)	Library
This space needs updating (Stage)	Theater
First thing gym teacher told us in the locker rooms was that they were old and gross	Gym
New furniture, get rid of desks / chairs	Classroom
Better spaces for counseling resources	General
Windows only go halfway up most classrooms	General
Easy to vandalize bathrooms	General
School store (coffee shop / gear)	Cafeteria
Update needed (cafeteria)	Cafeteria
Make quality of space and quality of food better	Cafeteria
Impressed by Grant's new cafeteria! I received free lunch in high school (but so did like 80% of the kids – so it wasn't really something that made me stand out or feel embarrassed, and it didn't distinguish us in the cafeteria). But I would say that the cafeteria was not a cool place to stay and eat your lunch. We just grabbed lunch and went to the hallway. An improved Cafeteria with some natural light and opening to outdoor (maybe covered, for rain) space (not sure if that's possible with the building lay-out…) would be amazing. I also could see with Cleveland's changing demographics and neighborhood gentrification that NOT changing the cafeteria could result in a Grant-like segregated system now. This could also help keep students on-campus for lunch, given that a lot of kids have always gone to a fast food restaurant nearby and sometimes don't come back.	*Cafeteria*

SOLUTIONS/SUGGESTIONS

Consider making franklin side main entrance - students gather here	Service access
No Portable, extend building	Portables
Turn parking lot into second built-in into school with bridge	SE 26th Ave
Could everything east of line be disposed of? (non contributing historic)	General
Sky bridge to new annex	Parking lot
Start again / reimagine	SE 26th Ave & Powell
Raze and rebuild	General
Demo east wing	58/68 addition
All lockers should have two shelves inside	Interior corridor
black lockers new tile in Hallways	Interior corridor
New tile (white)	Interior corridor
Multi-use space school + community? Cart-pod?	Parking lot
Loads of redevelopment potential	Parking lot
Parking lot as part of campus	Parking lot
Economic opportunity from land affordable housing retail	Parking lot
Tons of potential	Parking lot
Make full use of parking as a school community resource	Parking lot
Acquire FM property	General

TRACK & FIELD

Garden	Track & Field
Needs playground	Track & Field
Better bathrooms	Track & Field
Public access	Track & Field
Lights at night	Track & Field
Open gate	Track & Field
Bathrooms	Track & Field
The stands should be covered	Track & Field
Fieldhouse needs work	Track & Field
The fieldhouse needs some construction	Track & Field
Develop on athletic wellness community hub	Track & Field
Tennis courts	Track & Field
More shared community facilities, outdoor spaces and aquatic center	Track & Field

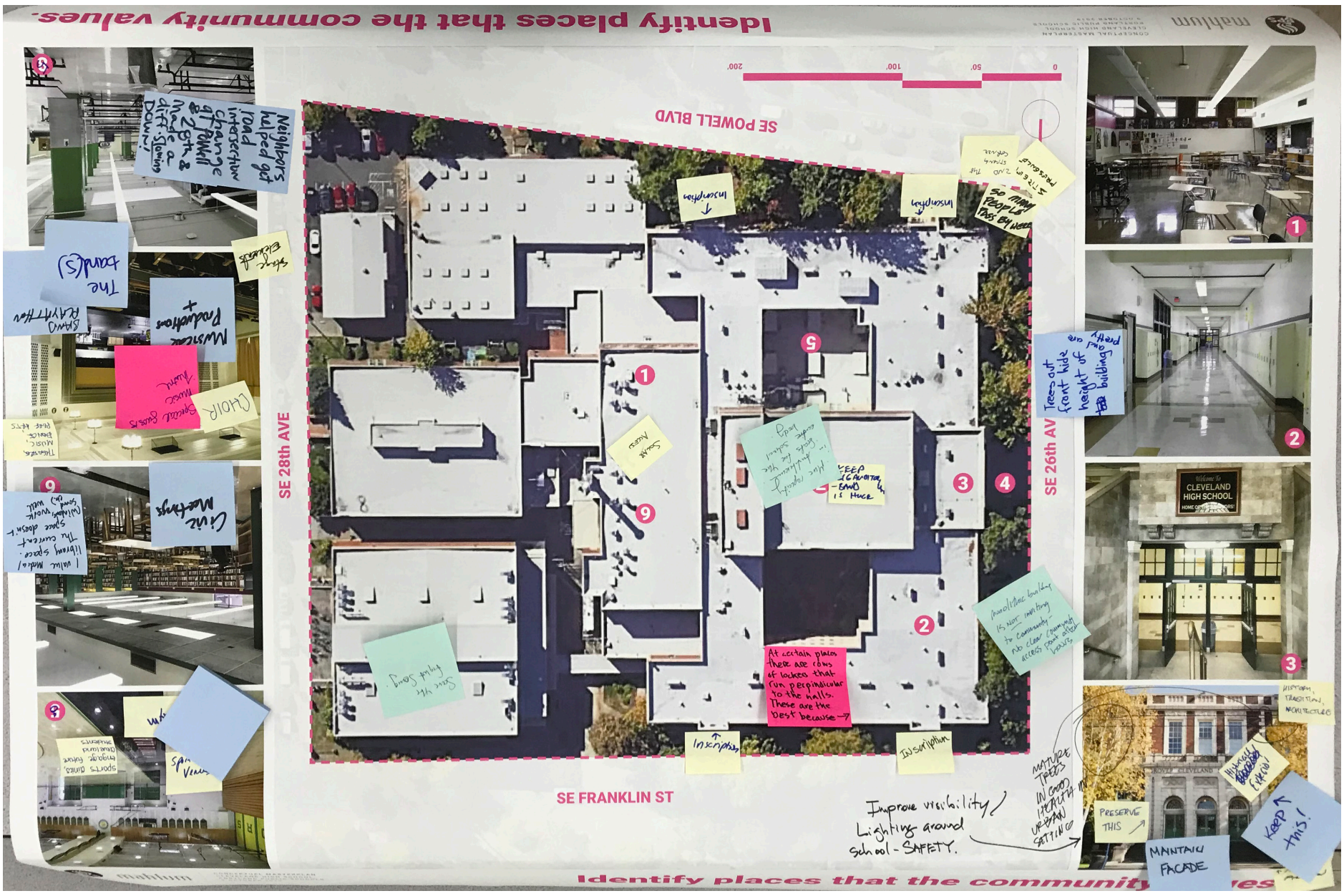
ADDITIONAL COMMENTS

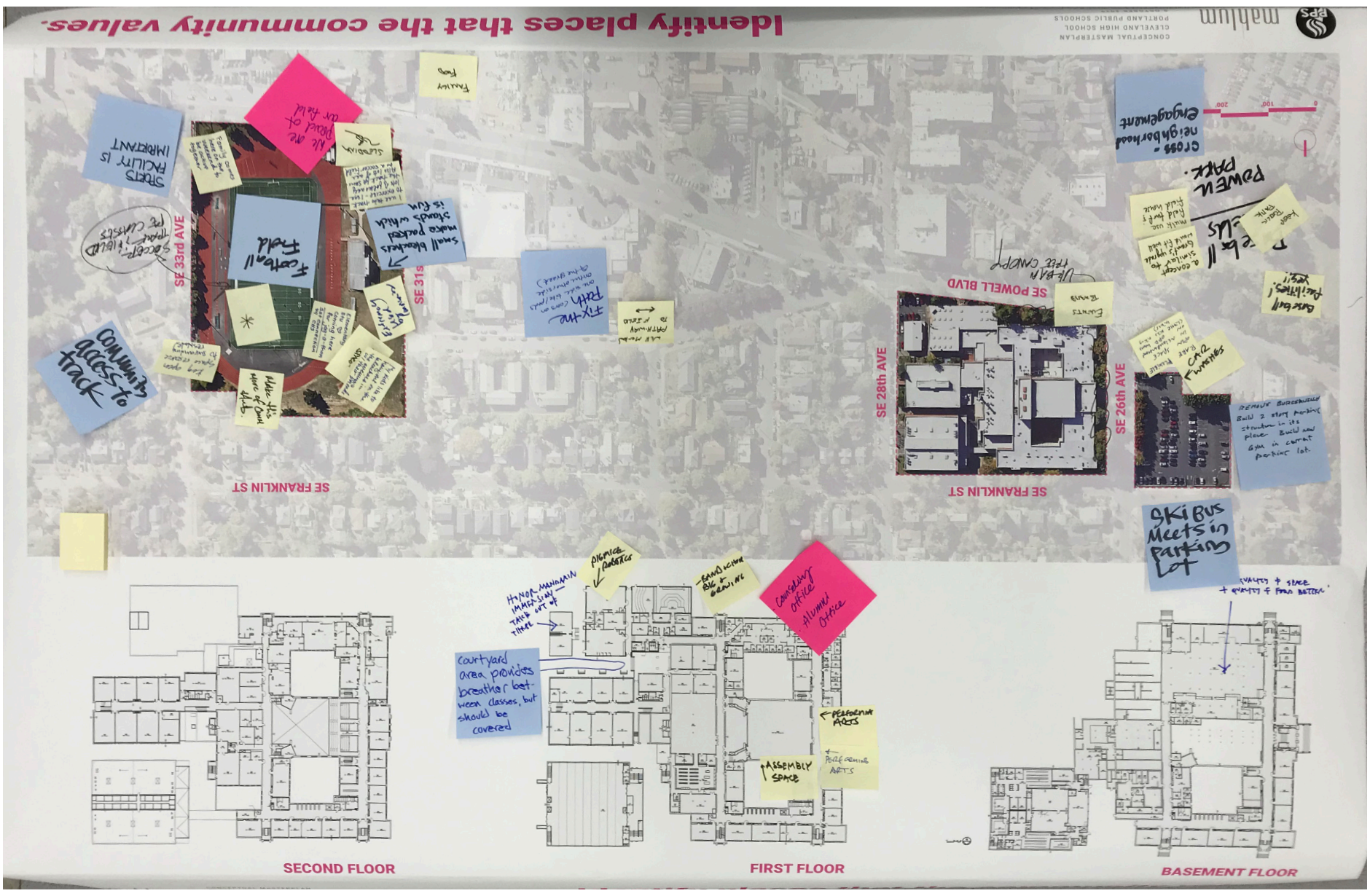
This area is odd	SE Franklin St (alley way)
Asymmetry of back half of building hard to understand	58/68 Additions
Lockers not organized by grade levels for all students	Gym

NOTE: *Italicized text are comments that were received via email and have been added since the CMPC-03 presentation.*

CMPC 02

IDENTIFY PLACES OF COMMUNITY VALUE





IDENTIFY PLACES THAT THE COMMUNITY VALUES	General location of comment
TRACK & FIELD (12)	
We are proud of our field	Track & Field
Sledding	Track & Field
I use this track to exercise I see lots of folks use the track for same also lots of use as a soccer field	Track & Field
Family comes here on weekend to be active together	Track & Field
Sports facility is important	Track & Field
Football field	Track & Field
Open Space	Track & Field
My kids like to hang out on the bleachers in the evening with their friends	Track & Field
Key open space resource to surrounding residents	Track & Field
Make this more of a community asset	Track & Field
Community asset to track	Track & Field
PE classes would head up to the track or bowling alley depending on the unit of study in PE	*Track & Bowling Alley*
FACADES & INSCRIPTIONS (11)	
Maintain façade	SE 26 Ave
Entrance needs to be preserved	Entrance exterior
Preserve this (Entrance)	Entrance exterior
Keep this (Entrance)	Entrance exterior
Must be preserved (Entrance)	Entrance exterior
Historical Exterior	Entrance exterior
Historical tradition architecture	Entrance exterior
Inscription	SE Powell Blvd
Inscription	SE Powell Blvd
Inscription	SE Franklin
Inscription	SE Franklin
THEATER/AUDITORIUM (9)	
Keep big auditorium - band is huge	Theater
Stage Elements	Theater
The bands	Theater
Special guests music theater	Theater
Choir	Theater
Theater music dance performing arts	Theater
Band playing	Theater
Assembly space	Theater
Performing arts	Theater
POWELL PARK (7)	
Cross neighborhood engagement	Powell Park
Baseball facilities	Powell Park
Keep public park	Powell Park
Baseball fields	Powell Park
Powell park	Powell Park
A concept similar to grants upgrade would fit well	Powell Park
Multi use field turf and field house	Powell Park
GYM (4)	
Gym	Gym
Sports clinics engage future students	Gym
Save the fight song	Gym
Sporting venues	Gym

PRESENCE (3)	
Site presence	SE 26th Ave & Powell
The strong corner	SE 26th Ave & Powell
So many people pass by every week	SE 26th Ave & Powell
TREES (3)	
Trees out front hide height of building and are pretty	Entrance exterior
Mature trees in good health in urban setting	SE Franklin
Urban Canopy	SE Powell Blvd
LIBRARY (2)	
I value media library space (the current space doesn't work well)	Library
Civic meetings	Library
ADDITIONAL COMMENTS - EXTERIOR	
Neighbors helped get road intersection change at powell & 28th and made a difference slowing down	SE 28th & Powell
Views of the west hills	General
Rows of perpendicular lockers let in light	Interior corridor
Courtyard provides breather between classes but should be covered	Portables
Alumni office	1929 Original
Ski bus meets in parking lot	Parking lot
There's a lot to the neighborhood that was important	*General Neighborhood*
Taking walks with friends on nice days	*General Neighborhood*
Leverage the urban feel of the campus (on a limited city block) as an opportunity and not as much as a deficit	*Current School Site*
ADDITIONAL COMMENTS - INTERIOR	
Honor mandarin immersion - take out of portables	Portables
Pigmick robotics	Shop Wing (1958)
Band and choir big and growing	Shop Wing (1958)
Counseling office	1929 Original

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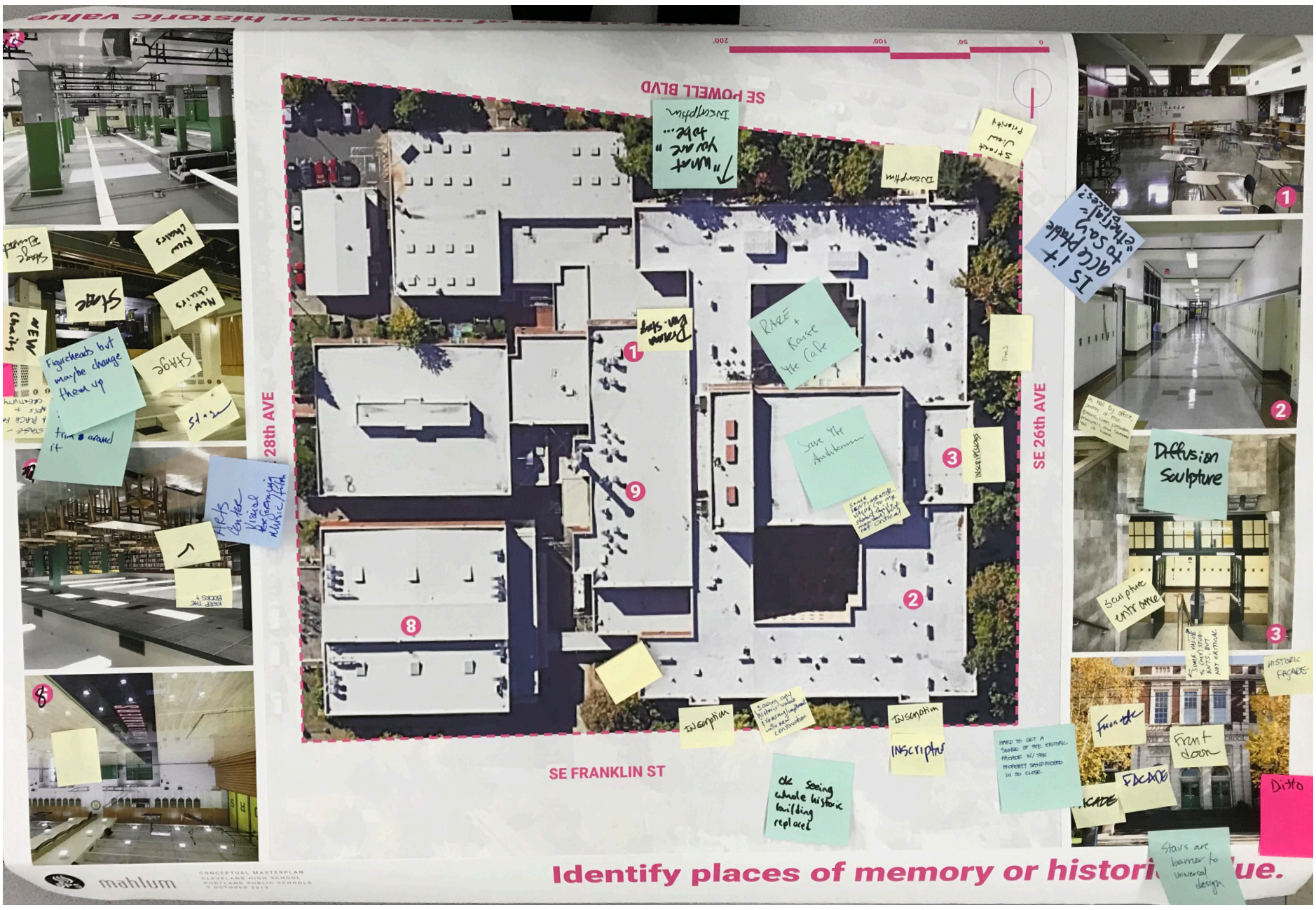
CMPC 02

IDENTIFY PLACES OF MEMORY OR HISTORIC VALUE



IDENTIFY PLACES OF MEMORY OR HISTORIC VALUE	General location of comment
FAÇADES & INSCRIPTIONS (13)	
Façade	Entrance exterior
Façade	Entrance exterior
Façade	Entrance exterior
Front Door	Entrance exterior
Ditto	Entrance exterior
Historic Façade	Entrance exterior
View of building from west and south	SE 26th Ave & Powell
"What you are to be" inscription	SE Powell
Inscription	SE Powell
Inscription	SE 26th Ave
Inscription	SE Franklin
Inscription	SE Franklin
Inscription	SE Franklin
(COUNTER COMMENTS)	
Ok seeing whole historic building replaced	Not historic value
Some value to façade but not critical	Not historic value
Some sentimental value (not critical)	Not historic value
Hard to get a sense of the historic façade with the property sandwiched in so close	Not historic value
ENTRY (5)	
Diffusion sculpture	Entry foyer
Keep the marble	Entry foyer
3 sculpture entrance	Entry foyer
Keep the sign	Entry foyer
Saving any historic value and reusing important into new construction	General
HALLWAYS (2)	
In hall by office photos of rose queens, class president, principals, and cleveland hall of fame	Hallway
Each grade had a hallway - decorated periodically for homecoming, etc. with themes. This served as a back-up space to eat lunch and convene with others, hangout with friends between classes and at lunch.	*Hallway for each grade*
PRESENCE (2)	
Presence on Powell	SE 26th Ave & Powell
Entry point to neighborhood	SE 26th Ave
ADDITIONAL COMMENTS	
Street view priority	SE 26 & Powell
Trees	SE 26th Ave
Save the Auditorium	Theater
Drama room stage	Theater
Homecoming games	Track & Field
Is it acceptable to say ethereal places?	General
The hallways where the lockers jut out into the hall: Seniors were 2nd floor, Juniors were 3rd floor, Freshman were 1st floor, and Sophomores were in the music wing where the choir and band were. Sophomore hall definitely was the worst – smaller, cramped, less amazing space for decorating, fewer lockers so sophomores are more dispersed. I'd be interested if this still happens and and whether current teachers and students see the utilization of these hallways spaces as meaningful. This is the place I usually hung out with friends between class and at lunch. We would just sit on the floor, but it could also be cool to have actual seating options and collaboration spaces in the hallway, maybe??	*Lockers in hallways*

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CMPC 02

PARKING LOT OF IDEAS

TEACHER OWNED CLASSROOM

CORE LRNG.

AUDITORIUM - THINK OF FUTURE GROWTH

YOGA? EXERCISE ROOM?

PANTRY IN STUDENT SERVICES CENTER

LOWER CLASS SIZES MORE TEACHERS

NEIGHBORHOOD GROWTH

How will that be accommodated?

PTA CLOSET?
IT IS INCLUDED IN SPEC

Is there cross fit or yoga room in the Ed. Spec

-More flexibility for teaching space: Full utilization is not ~~required~~ desirable

HARD FOR TEACHERS TO BE TRANSIENT

- SCENE SHOP
- COSTUME STORAGE HAVE @ CLEVELAND

IB PROGRAM NEEDS TO BE ACCOUNTED FOR

DRUG/ALCOHOL RAPHAEL HOUSE

NEIGHBORHOOD GROWTH.

Rafael House & Drug and Alcohol also currently use space

Oversight that IB is not listed?

How is it addressed at Lincoln?

WHY IS THERE NO AQUATIC CENTER?

- concerns about teachers not 'owning' their classrooms

ED SPEC:
200 more students
less classrooms

AQUATIC FACILITY (PPS does not have)

LINCOLN HS
How are they addressing IB?

INITIATE PARTNERSHIPS?

STUDENT SUCCESS MONEY

OTHER COMMUNITY PARTNERS?
OHSU?

Need for non-program space
Where do student socialize, eat, etc.

Desire to have a 'dark space' for photography
IB program not captured in Ed Spec

IB-ART PHOTOGRAPHY

BLEACHER SPACE NEEDS TO BE ACCOUNTED FOR

PTA CLOSET

CORE LEARNING SPACES
REDUCTION IN CLASSROOMS

NATURAL ENVIRONMENT
COMFORTABLE ENVIRONS

PANTRY IS IN STUDENT CENTER

(5) SPED/ELL @ CHS NOT (2)

Do have scene shop
Building lacks storage
Do have storage room

CMPC 02

DETAILED PROGRAM ANALYSIS

	Ed Spec Program				CHS Existing Program				Recommended CMP Program				Notes
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	
CORE ACADEMIC PROGRAMS													
Career Preparation / CTE													
CTE Classroom	1	1	2,400	2,400	4	4		5,565	3	3	1,700	5,100	
Culinary Arts						**281**	1,205						
Graphic Design						**372**	1,661						
Silkscreen						**361**	368						
Other CTE						367	358						
Other CTE						367A	372						
Other CTE						367B	352						
Photo/Video						**385**	1,249						
Specialized Classroom / Lab	1	1	2,400	2,400	0	0		0	1	1	1,700	1,700	
Makers Space	1	1	1,200	1,200	1	7		3,157	1	1	1,920	1,920	
Woodhsop						**248**	1,907						
Robotics						250	711						
Shop Storage						248B	200						
Shop Storage						248BA	90						
Shop Storage						248S	175						
Shop Storage						248S	24						
Shop Office						248T	50						
Subtotal - Career Prep / CTE	***3***			***6,000***	***5***			***8,722***	***5***			***8,720***	
General Education Classrooms													
English	11	11	980	10,780	12	12	910	10,925	12	12	855	10,260	
ROOM #106						106	922						
ROOM #110						110	872						
ROOM #113						113	981						
ROOM #127						127	797						
ROOM #263						263	1,250						
ROOM #277						277	784						
ROOM #280						280	798						
ROOM #282						282	904						
ROOM #284						284	939						
ROOM #300						300	1,002						
ROOM #368						368	582						
ROOM #378						378	1,094						
Math	8	8	980	7,840	11	11	646	7,107	11	11	855	9,405	
ROOM #311						311	578						
ROOM #313						313	576						
ROOM #315						315	578						
ROOM #317						317	578						
ROOM #319						319	682						
ROOM #325						325	578						
ROOM #327						327	576						
ROOM #329						329	650						
ROOM #333						333	578						
ROOM #335						335	796						
ROOM #384						384	937						
Social Studies	8	8	980	7,840	12	12	847	10,160	12	12	855	10,260	
ROOM #109						109	931						
ROOM #115						115	872						
ROOM #117						117	878						
ROOM #119						119	679						
ROOM #125						125	835						
ROOM #135						135	792						
ROOM #220						220	679						
ROOM #225						225	832						
ROOM #229						229	920						
ROOM #382						382	899						
ROOM #386						386	938						
ROOM #388						388	905						
Health	2	2	980	1,960	4	4	1,243	4,972	4	4	854	3,415	
ROOM #129						129	847						
ROOM #285						285	1,249						
ROOM #381						381	938						
ROOM #MALL						MALL	1,938						
World Language	6	6	980	5,880	8	8	779	6,230	8	8	855	6,840	
ROOM #217						217	578						
ROOM #219						219	682						
ROOM #232						232	763						
ROOM #233						233	862						
ROOM #235						235	795						
ROOM #307						307	670						
ROOM #P1						P1	930						
ROOM #P2						P2	950						
Electives	6	6	980	5,880	0	0	0	0	0	0	0	0	*Included in Above*
Subtotal - Gen Ed Classrooms	***41***			***40,180***	***47***			***39,394***	***47***			***40,180***	
Specialized Classrooms													
Science Lab	11	11	1,500	16,500	10	11	1,218	13,398	11	11	1,500	16,500	
ROOM #308/310						308/310	1,517						
ROOM #312						312	994						
ROOM #314						314	424						
ROOM #320						320	1,528						
ROOM #330						330	1,632						
ROOM #336						336	1,174						
ROOM #344						344	1,257						
ROOM #355						355	1,228						
ROOM #363						363	1,080						
ROOM #366						366	1,114						
ROOM #387						387	1,204						

	Ed Spec Program				CHS Existing Program				Recommended CMP Program				Notes
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	
Chemical Storage		1	180	180		9	134	1,206		1	180	180	
ROOM #310A					310A		126						
ROOM #312A					312A		83						
ROOM #320A					320A		82						
ROOM #320B					320B		81						
ROOM #344A					344A		223						
ROOM #344B					344B		152						
ROOM #355A					355A		206						
ROOM #363A					363A		162						
ROOM #366A					366A		91						
Prep Rooms		4	200	800		2	502	1,003		2	400	800	
ROOM #330A					330A		528						
ROOM #332						332	475						
Subtotal - Specialized Classrooms	***11***			***17,480***	***10***			***15,607***	***11***			***17,480***	
Extended Learning													
Smaller Instruction Spaces		10	500	5,000		0	500	0		10	500	5,000	*Optional per Ed Spec; area to be maintained*
Flexible Learning Areas		8	1,000	8,000		0	1,000	0		8	1,000	8,000	*Optional per Ed Spec; area to be maintained*
Subtotal - Extended Learning	***0***			***13,000***	***0***			***0***	***0***			***13,000***	
TOTAL - CORE ACADEMIC PROGRAMS	***55***			***76,660***	***62***			***63,723***	***63***			***79,380***	
FINE & PERFORMING ARTS													
Fine & Visual Arts													
Art Room (2D)	1	1	1,200	1,200	**2**	2	1,502	3,003	**2**	2	1,500	3,000	*1,700 SF Preferred per Ed Spec*
ROOM #286						**286**	1,624						
ROOM #359						**359**	1,379						
Art Room (3D)	1	1	1,500	1,500	**1**	**1**	1,382	1,382	**1**	**1**	1,500	1,500	*1,700 SF Preferred per Ed Spec*
Kiln Room		1	100	100		1	228	228		1	100	100	
Supply / Storage		1	160	160		1	231	231		1	160	160	
Art Office(s)		1	120	120		0	120	0		1	120	120	
Subtotal - Fine & Visual Arts	***2***			***3,080***	***3***			***4,844***	***3***			***4,880***	
Band/Orchestra													
Band Room	1	1	2,200	2,200	**1**	1	1,878	1,878	**1**	1	2,200	2,200	*2,400 SF Preferred*
Large Instrument Storage		1	250	250		1	376	376		1	250	250	
Music Library & Uniform Storage		1	200	200		1	281	281		1	200	200	
Small Equipment Storage		1	200	200		0	200	0		1	200	200	
Large Practice Room / Music Lab		1	300	300		0	300	0		1	300	300	*(+1) Preferred*
Small Practice Rooms		2	100	200		4	76	302		2	100	200	*(+1) Preferred*
ROOM #234-2					234-2		74						
ROOM #234-2					234-2		74						
ROOM #234-3					234-3		77						
ROOM #234-4					234-4		77						
Band/Choir Office		1	120	120		1	308	308		1	120	120	
Subtotal - Band/Orchestra	***1***			***3,470***	***1***			***3,145***	***1***			***3,470***	
Choir													
Choir Room	0	0	1,500	0	**1**	1	1,091	1,091	**1**	1	1,500	1,500	*Optional in Ed Spec*
Equipment & Robe Storage		0	200	0		2	261	521		1	200	200	*Optional in Ed Spec*
Robe storage					234-7		146						*Optional in Ed Spec*
Choral Storage					234-5		375						*Optional in Ed Spec*
Subtotal - Choir	***0***			***0***	***1***			***1,612***	***1***			***1,700***	
Theater/Dance													
Theater (500 seats)		1	5,000	5,000		1	10,245	10,245		1	8,895	8,895	*6,000 SF Preferred per Ed Spec*
Orchestra Pit		1	500	500		0	500	0		**1**	**500**	**500**	*Included with auditorium area at CHS*
Stage		1	3,500	3,500		1	1,714	1,714		1	3,400	3,400	
Drama Classroom / Black Box	1	1	1,600	1,600	**1**	1	1,042	1,042	**1**	1	1,050	1,050	*2,600 SF Preferred per Ed Spec*
Multi-Purpose Production Area		0	1,500	0		0	1,500	0		0	1,500	0	*Optional in Ed Spec*
Laundry		1	150	150		0	150	0		**1**	**150**	**150**	*Could be added back to auditorium area to maintain CHS area*
Control Room		1	200	200		1	112	112		1	200	200	
Sound Room		1	100	100		0	100	0		1	100	100	
Office		1	70	70		1	149	149		1	70	70	
Box Office/Tickets		1	100	100		0	100	0		**1**	**100**	**100**	*Could be added back to auditorium area to maintain CHS area*
Concession Stand		1	100	100		0	100	0		**1**	**100**	**100**	*Could be added back to auditorium area to maintain CHS area*
Scenery Construction/Production Storage		1	1,500	1,500		0	1,500	0		1	1,105	1,105	
Equipment Storage		1	120	120		1	391	391		1	120	120	
Lighting Storage		1	100	100		0	100	0		**1**	**100**	**100**	*Could be added back to auditorium area to maintain CHS area*
Costume Storage		1	400	400		0	400	0		**1**	**400**	**400**	*Could be added back to auditorium area to maintain CHS area*
Make-Up Room		1	400	400		1	978	978		1	400	400	
Boy's Dressing		1	250	250		0	250	0		1	250	250	
Girl's Dressing		1	250	250		0	250	0		1	250	250	
Girl's Toilet		1	130	130		0	130	0		1	130	130	
Boy's Toilet		1	130	130		0	130	0		1	130	130	
Green Room		0	400	0		0	400	0		0	400	0	*Optional in Ed Spec*
Subtotal - Theater/Dance	***1***			***14,600***	***1***			***14,631***	***1***			***17,450***	
TOTAL - FINE & PERFORMING ARTS	***4***			***21,150***	***6***			***24,232***	***6***			***27,500***	

	Ed Spec Program				CHS Existing Program				Recommended CMP Program				Notes
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	
PHYSICAL EDUCATION/ATHLETICS													
Physical Education/Athletics													
Main Gym	2	1	13,000	13,000	**2**	1	12,071	12,071	**2**	1	13,000	13,000	*14,676 SF Preferred in Ed Spec*
Mat/Wrestle | Dance		1	2,750	2,750		1	1,991	1,991		1	2,750	2,750	*3,500 SF Preferred in Ed Spec*
Mat/Wrestle | Dance						1	1,071	1,071					
Weight Room/Aerobics/Spinning	1	1	2,500	2,500	**1**	1	2,995	2,995	**1**	1	2,500	2,500	*3,000 SF Preferred in Ed Spec*
Boy's PE Coaches Office/Toilet/Shower/Lockers		1	300	300		1	449	449		1	300	300	
Girl's PE Coaches Office/Toilet/Shower/Lockers		1	300	300		1	297	297		1	300	300	
Boy's Locker Room/Shower		1	1,900	1,900		1	2,878	2,878		1	1,900	1,900	
Girl's Locker Room/Shower		1	1,900	1,900		1	2,902	2,902		1	1,900	1,900	
Multi-Purpose Toilet/Shower		1	150	150		0	150	0		1	150	150	
PE Office						1	72	72					
PE Storage		2	200	400		19	81	1,531		2	200	400	
ROOM #252S					252S		74						
ROOM #G15					G15		62						
ROOM #G26					G26		37						
ROOM #G1008					G1008		22						
ROOM #G1011					G1011		65						
ROOM #G1011A					G1011A		82						
ROOM #G1014					G1014		60						
ROOM #G1017					G1017		98						
ROOM #G1021					G1021		211						
ROOM #G1022					G1022		81						
ROOM #G1024					G1024		121						
ROOM #G1025					G1025		135						
ROOM #G1026					G1026		50						
ROOM #G1031					G1031		28						
ROOM #G2101					G2101		67						
ROOM #G2102					G2102		118						
ROOM #G2103					G2103		119						
ROOM #G2104					G2104		67						
ROOM #G2105					G2105		34						
Training Room		1	580	580		1	76	76		1	580	580	
School Team Room		1	800	800		0	800	0		1	800	800	*(+1) Optional in Ed Spec*
Athletic Storage - Large		1	1000	1,000		0	1000	0		1	1000	1,000	
Athletic Storage - Small		1	500	500		0	500	0		1	500	500	
Concessions		1	100	100		1	189	189		1	100	100	*200 SF Preferred in Ed Spec*
Laundry Room		1	200	200		0	200	0		1	200	200	
Uniform/Equipment Storage		1	1,000	1,000		0	1,000	0		1	1,000	1,000	
Field Equipment Storage		1	1,000	1,000		1	254	254		1	1,000	1,000	
Fieldhouse Boys Locker						2	486	972					
Fieldhouse Boys Lavatory						2	155	309					
Fieldhouse Girls Lavatory						1	219	219					
Fieldhouse Service/Concessions						1	109	109					
Fieldhouse Custodial Room						1	45	45					
Fieldhouse Mechanical						1	38	38					
Boy's Locker Room/Shower (OLD) - Rm 137						1	2,014	2,014					
Boy's Locker Storage (OLD) - Rms 137-X						1	601	601					
Boy's PE Coaches Office/Toilet/Shower/Lockers (OLD)						1	400	400					
Auxiliary Gym (Practice Gym)		1	5,700	5,700		0	5,700	0		1	5,700	5,700	*7,500 SF Preferred in Ed Spec*
Auxiliary Gym Bleachers		1	1000	1,000		0	1000	0		1	1000	1,000	
Auxiliary Gym Storage		1	500	500		0	500	0		1	500	500	
TOTAL - PHYSICAL EDUCATION/ATHLETICS	***3***			***35,580***	***3***			***31,483***	***3***			***35,580***	
EDUCATIONAL SUPPORT													
Administration													
Reception/Lobby		1	400	400		1	471	471		1	400	400	
Waiting Area		1	100	100		0	100	0		1	100	100	
Principal's Office		1	200	200		1	308	308		1	200	200	
Principal's Restroom						1	36	36					
Principal's Secretary		1	125	125		1	148	148		1	125	125	
Vice Principal's Office		2	150	300		2	108	215		2	150	300	
Vice Principal's Secretary		2	120	240		2	64	127		2	120	240	
Dean of Students		1	120	120		1	59	59		1	120	120	
Teacher Offices (10 staff/office)		10	980	9,800		0	980	0		10	980	9,800	*Optional but area must be maintained*
Office						1	83	83					
Office						2	138	275					
Office						1	122	122					
Office						1	251	251					
Faculty Lounge						1	1,059	1,059					
Attendance		1	120	120		1	62	62		1	120	120	
Book Keeper		1	120	120		1	63	63		1	120	120	
Resource Officer / Campus Monitor		1	200	200		1	71	71		1	200	200	
Camera Monitors		1	100	100		0	100	0		1	100	100	
Office Tel.						1	24	24					
Restrooms		2	60	120		0	60	0		2	60	120	
Records Storage		1	200	200		0	200	0		1	200	200	
Office Storage		1	125	125		0	125	0		1	125	125	
Business Manager		1	120	120		1	240	240		1	120	120	
Business Manager Restroom						1	67	67					
Health Office		1	120	120		0	120	0		1	120	120	
Sick Room		1	150	150		1	170	170		1	150	150	*(+1) Optional in Ed Spec*
Sick Toilet		1	100	100		1	45	45		1	100	100	
Student Support/Mediation Office		1	700	700		0	700	0		1	700	700	
Student Support/Mediation Support		1	300	300		0	300	0		1	300	300	
Workroom/Mail/Delivery Proess Center		1	300	300		1	159	159		1	300	300	
Staff Room		1	400	400		0	400	0		1	400	400	
Conference Rooms		2	150	300		0	150	0		2	150	300	
Parent Volunteers/Family Resource/PTA/Boosters/Alumni Room		1	500	500		1	363	363		1	500	500	
Subtotal - Administration	***0***			***15,260***	***0***			***4,418***	***0***			***15,260***	

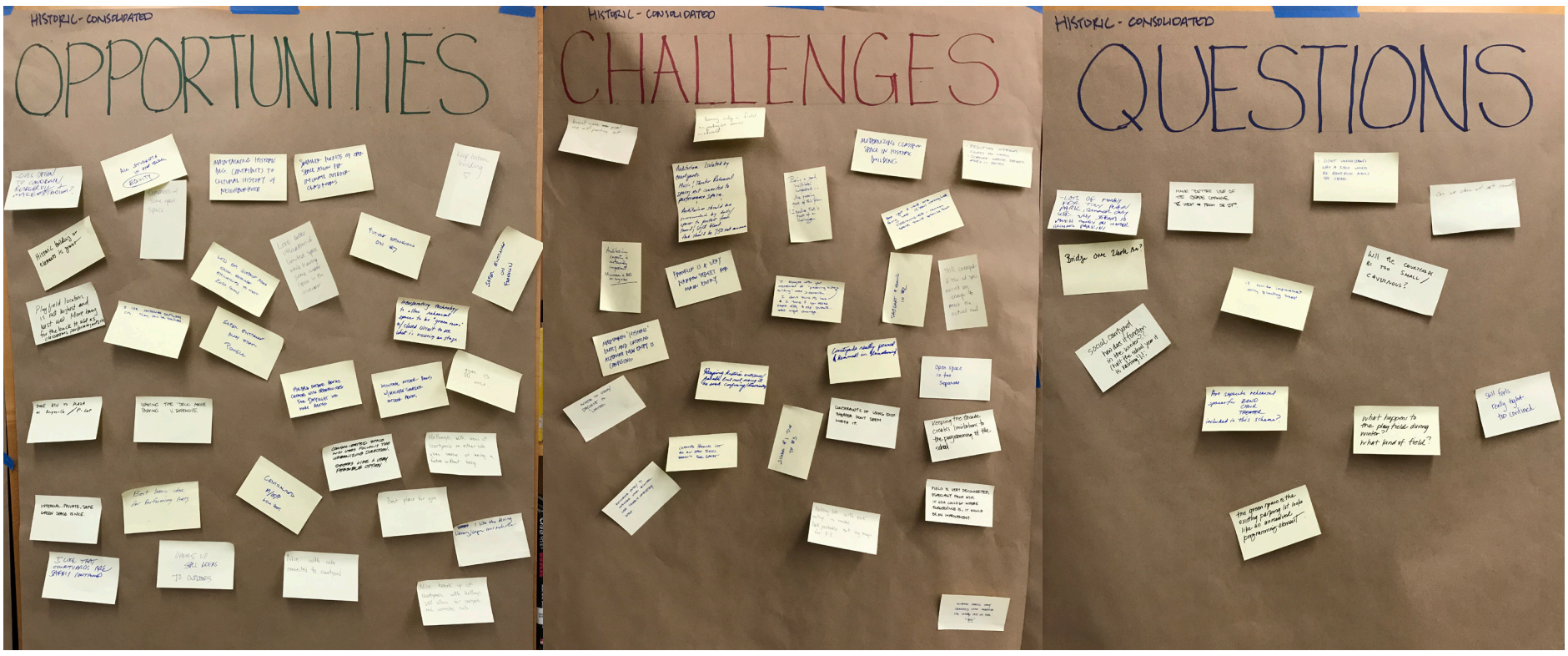
	Ed Spec Program				CHS Existing Program				Recommended CMP Program				Notes
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	
Counseling/Career													
Counseling Offices		5	120	600		13	81	1,052		5	120	600	
ROOM #226-F						226-F	72						
ROOM #226-G						226-G	83						
ROOM #226-H						226-H	72						
ROOM #226-J						226-J	83						
ROOM #226-K						226-K	72						
ROOM #226-M						226-M	66						
ROOM #226-N						226-N	85						
Counseling Room						226-A	86						
Counseling Room						226-B	86						
Counseling Room						226-C	94						
Counseling Room						226-Q	82						
Counseling Room						226-R	86						
Counseling Room						226-S	85						
Counseling Secretary/Waiting		1	400	400		1	492	492		1	400	400	
Drug/Alcohol Counselor Office		1	125	125		0	125	0		1	125	125	
Conference Room Large		1	240	240		0	0	0		1	240	240	
Conference Room Medium		1	150	150		2	135	270		1	150	150	
Career Center		1	700	700		1	444	444		1	700	700	*980 SF Preferred per Ed Spec*
Career Center Office		1	120	120		0	120	0		1	120	120	
Career Counselor		1	100	100		0	100	0		1	100	100	
Secure Records Storage		1	180	180		1	37	37		1	180	180	
Restroom		2	60	120		0	60	0		2	60	120	
Subtotal - Counseling/Career	***0***			***2,735***	***0***			***2,295***	***0***			***2,735***	
Student Activities													
Atletic Director		1	150	150		1	317	317		1	150	150	
AD Support Staff		1	120	120		0	0	0		1	120	120	
Subtotal - Student Activities	***0***			***270***	***0***			***317***	***0***			***270***	
Technology Access													
Computer Lab (dedicated)		4	1,100	4,400		2	943	1,885		4	1,100	4,400	
ROOM #370						370	635						
ROOM #383						383	1,250						
Computer Lab (non-specialized)		1	1,100	1,100		1	744	744		1	1,100	1,100	
Subtotal - Student Testing	***0***			***5,500***	***0***			***2,629***	***0***			***5,500***	
Special Education (SPED)													
Sensory Support Room		1	900	900		0	900	0		1	900	900	
Learning Resource Center		3	900	2,700		5	669	3,343		3	900	2,700	
ROOM #209						209	601						
ROOM #211						211	578						
ROOM #215						215	578						
ROOM #263						263	1,008						
ROOM #309						309	578						
Café		0	0	0		1	964	964					
Life Skills													
- Low Intensity Classroom (includes kitchen)	2	2	600	1,200	**1**	1	1,204	1,204	**2**	2	600	1,200	
- Storage		1	100	100						1	100	100	
- Reception		1	100	100						1	100	100	
- Conference		1	120	120						1	120	120	
- Office(s)		1	100	100						1	100	100	
- Special Needs Toilet		1	200	200						1	200	200	
Itinerants													
- Speech Pathologist offices		2	120	240		3	252	755		2	120	240	
- Psychologist Offices		2	120	240		2	132	263		2	120	240	
Pioneer Program		0	0	0		1	305	305					
Subtotal - SPED	***2***			***5,900***	***1***			***6,834***	***2***			***5,900***	
Emerging Language Learning (ELL)													
Emergent Bi-Lingual Classroom	1	1	800	800	1	1	410	410	1	1	800	800	
Subtotal - ELL	***1***			***800***	***1***			***410***	***1***			***800***	
Student Center													
Student Center/Commons: One lunch @ 600 students		1	7,800	7,800		1	7,615	7,615		1	7,800	7,800	
Main Servery		1	1,700	1,700		1	1,991	1,991		1	1,700	1,700	*1,800 SF Preferred in Ed Spec*
Food Prep/Kitchen		1	1,500	1,500		0	1,500	0		1	1,500	1,500	
Dish Washing		1	200	200		1	378	378		1	200	200	
Dry Storage/Cart Storage		1	500	500		1	171	171		1	500	500	
Cooler		1	200	200		2	77	153		1	200	200	
Freezer		1	200	200		1	109	109		1	200	200	
Office		1	120	120		1	102	102		1	120	120	
Staff Lockers/Dressing Room		1	150	150		1	76	76		1	150	150	
Table Storage		1	250	250		1	433	433		1	250	250	
Subtotal - Student Center	***0***			***12,620***	***0***			***11,028***	***0***			***12,620***	
Media Center / Library													
Library		1	8,000	8,000		1	5,129	5,129		1	8,000	8,000	*4,500 optional (if new structure) in Ed Spec*
Office		2	120	240		1	149	149		2	120	240	
Workroom		1	200	200		0	200	0		1	200	200	
Text Storage		1	750	750		1	1,932	1,932		1	750	750	
Collaboration Space		1	400	400		1	345	345		1	400	400	
Multi-Use Rooms		3	150	450		0	150	0		3	150	450	
IT Repair / Tech Coordinator		1	180	180		1	203	203		1	180	180	
Library Classroom		0	980	0		0	980	0		0	980	0	*Optional in Ed Spec*
Subtotal- Media Center	***0***			***10,220***	***0***			***7,758***	***0***			***10,220***	
Student Suport Space													
Virtual Scholars		0	0	0		1	814	814					*Not in EdSpec but include in CHS Program*
Subtotal - Student Support Space	***0***			***0***	***0***			***814***	***0***			***0***	
Student Space													
Student Government Room/Office		1	200	200		0	200	0		1	200	200	
Subtotal - Student Space	***0***			***200***	***0***			***0***	***0***			***200***	

	Ed Spec Program				CHS Existing Program				Recommended CMP Program				Notes
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	
Custodial													
Custodial Office		1	250	250		1	137	137		1	250	250	
Custodial Rooms		10	100	1,000		18	59	940		10	100	1,000	
ROOM #100H					100H		37						
ROOM #141						141	27						
ROOM #145						145	44						
ROOM #173						173	392						
ROOM #180						180	30						
ROOM #205						205	63						
ROOM #206x					206x		20						
ROOM #242						242	76						
ROOM #244						244	19						
ROOM #245						245	31						
ROOM #246						246	22						
ROOM #249						249	27						
ROOM #253						253	72						
ROOM #254						254	19						
ROOM #256						256	35						
ROOM #257						257	27						
ROOM #257D					257D		84						
ROOM #G4					G4		34						
Building Storage		1	2,000	2,000		14	260	4,071		1	2,000	2,000	
ROOM #146						146	1,064			146	1,064		
ROOM #175						175	113			175	113		
ROOM #178						178	60			178	60		
ROOM #179						179	30			179	30		
ROOM #181						181	60			181	60		
ROOM #225A					225A		199		225A		199		
ROOM #237						237	289			237	289		
ROOM #239						239	141			239	141		
ROOM #243						243	35			243	35		
ROOM #247						247	24			247	24		
ROOM #251						251	113			251	113		
ROOM #255						255	1,307			255	1,307		
ROOM #258						258	139			258	139		
ROOM #339						339	67			339	67		
Material Storage		1	500	500		0	500	0		1	500	500	
Flammable Storage		1	100	100		0	100	0		1	100	100	
Subtotal- Custodial	***0***			***3,850***	***0***			***5,148***	***0***			***3,850***	
Miscellaneous													
Lobby		1	2,000	2,000		0	2,000	0		1	2,000	2,000	
Student Lockers		850	1	850			425	1,275		850	1	850	
Basement							439						
First Floor							588						
Second Floor							248						
Student Toilets		12	250	3,000		14	289	4,041		12	250	3,000	
Boys - Basement					Gym		92						
Boys - Basement					B		362						
Boys - 1st Floor						1	362						
Boys - 1st Floor						1	362						
Boys - 1st Floor						1	164						
Boys - 2nd Floor						2	362						
Boys - 2nd Floor						2	163						
Girls - Basement					Gym		117						
Girls - Basement					B		481						
Girls - 1st Floor						1	544						
Girls - 1st Floor						1	311						
Girls - 1st Floor						1	122						
Girls - 2nd Floor						2	479						
Girls - 2nd Floor						2	120						
Gender Neutral Toilet		1	60	60		3	73	218		1	60	60	*64 SF Preferred per Ed Spec*
					Career		66						
					Gym B		67						
					Gym 1		85						
Gender Neutral Shower		1	100	100		0	100	0		1	100	100	
Boiler Room		1	2,000	2,000		1	1,801	1,801		1	2,000	2,000	
MDF		1	180	180		1	61	61		1	180	180	
IDF		5	80	400		4	56	225		5	80	400	
ROOM #HDF-2					HDF-2		50						
ROOM #HDF-3					HDF-3		71						
ROOM #HDF-4					HDF-4		62						
ROOM #HDF-5					HDF-5		42						
Main Electrical Room		1	240	240		1	267	267		1	240	240	
Sub Electrical Room		5	75	375		1	198	198		5	75	375	
Restroom (teacher offices)		10	70	700		3	125	374		10	70	700	
ROOM #238					238		138						
ROOM #242					242		204						
ROOM #326A					326A		32						
Riser Room		1	60	60						1	60	60	
Elevator Room		1	80	80		2	61	121		1	80	80	
Mechanical Fan Rooms		0	2,000	0		0	2,000	0		0	2,000	0	
Corridors		1	0	0		1	0	0		1	0	0	*Varies*
Subtotal- Miscellaneous	***0***			***10,045***	***0***			***8,581***	***0***			***10,045***	
TOTAL - EDUCATIONAL SUPPORT	***2***			***67,400***	***1***			***50,232***	***2***			***67,400***	

	Ed Spec Program				CHS Existing Program				Recommended CMP Program				Notes
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	
PARTNER & COMMUNITY USES													
Partner Program Office		0	150	0		0	150	0		0	150	0	*Optional*
Pantry		0	200	0		0	200	0		0	200	0	*Optional; No dedicated space identified @ CHS, shared with other uses*
Clothing/Food Closet		1	1,200	1,200		0	1,200	0		1	1,200	1,200	*2,000 SF Preferred per Ed Spec*
After School Instruction		0	500	0		1	289	289		0	500	0	*(4) Optional*
Subtotal- Partner & Community Uses	***0***			***1,200***	***0***			***289***	***0***			***1,200***	
TOTAL REQUIRED - PARTNER & COMMUNITY USI	***0***			***1,200***	***0***			***289***	***0***			***1,200***	
WRAP AROUND SERVICE PROVIDERS													
Health Clinic		1	1,600	1,600		1	1,025	1,025		1	1,600	1,600	
Teen Parent Services				2,100								2,100	
- Infant Room		1	500			0	500			1	500		
- Breastfeeding Room		0	50			0	50			0	50		*Optional*
- Toddler Room		1	500			0	500			1	500		
- Crawler Room		1	500			0	500			1	500		
- Toilet		1	50			0	50			1	50		
- Changing Area		1	50			0	50			1	50		
- Nap Area		1	200			0	200			1	200		
- Storage/Kitchen		1	300			0	300			1	300		
Office Space Social Service Providers (includes SUN, STEP UP, ESL)		0	200	0		0	200	0		0	200	0	*(5) Optional*
Classroom(s)		2	500	1,000		0	500	0		2	500	1,000	
Subtotal- Wrap Around Service Providers	***0***			***4,700***	***0***			***1,025***	***0***			***4,700***	
TOTAL REQUIRED - WRAP AROUND SERVICE PRO	***0***			***4,700***	***0***			***1,025***	***0***			***4,700***	
TOTAL ASSIGNABLE AREA	**60**			**206,690**	**72**			**170,984**	**74**			**215,760**	
Net x 36%				**74,408**				**83,271**				**77,674**	49%
Building Support (circulation & walls)													
Building Efficiency % (Net/Gross)				73.5%				67%				74%	
Unassignable Area				*26.5%*				*33%*				*26%*	
TOTAL BUILDING GROSS SF				**281,098**				**254,255**				**293,434**	

CMPC 03

HISTORIC CONSOLIDATED
CHALLENGES :: OPPORTUNITIES :: QUESTIONS



OPPORTUNITIES

COURTYARDS (7)
:: Internal, private, safe green space is nice
:: I like that courtyards are safely contained
:: I like contained courtyards. City. They can be trashed
:: Smaller pockets of open space allow for intimate outdoor classrooms
:: Love better utilization of limited space while having some outdoor common space in the interior
:: Consolidated open space and uses follows the urbanizing direction. Seems like a very feasible option
:: Multiple outdoor areas creates nice opportunities for daylight into more areas, courtyard

CONNECTION TO OUTDOORS (5)
:: Commons w/ some open space
:: Nice with café connected to courtyard
:: Hallways with views of courtyards on either side gives sense of being in nature without being
:: Nice break up of courtyards with hallways still allows for courtyards and connected halls
:: Opens up areas to outdoor green space

HISTORIC BUILDING (3)
:: Historic buildings or elements is great
:: maintaining historic building contributes to cultural history of neighborhood
:: keep historic building

SAFETY & SECURITY (3)
:: Safer entrance on Franklin
:: Safer entrance alley from Powell
:: All students in one building = Equity

GYM LOCATION (3)
:: Gym is Nice
:: Best place for gym
:: I like the dining library / gym near each other

OTHER (5)
:: Best basic idea for performing arts
:: Less exterior surface area, easier envelope efficiency to meet 2050 goals
:: Centralized MEP = low volt
:: Future expansion on #7
:: Incorporating technology to allow rehearsal spaces to be 'green room' w/ closed circuit

CHALLENGES

TIGHTLY CONTAINED COURTYARDS (7)
:: Resulting interior courtyard too small, scheme where theater moves is better
:: Courtyards really penned (hemmed) in.
:: Shaded open space #1 due to #5
:: optimize that
:: Access to views / daylight is limited
:: Scheme feels very cramped with keeping the middle leg of the E
:: Daylight at ground in #2

PARKING LOT SITE UNDERDEVELOPED (7)
:: performing arts
:: Leaving parking lot as an open field doesn't feel great
:: Having only a field in parking lot seems inefficient
:: More development to plaza at Burgerville / parking lot
:: Doesn't make good use of parking lot
:: Parking lot with park on top is wasted. Park probably not big enough for PE
:: Wasting the deck above the parking. V. expensive

OLD OUTDATED BUILDING (4)
:: its historic & I think if you asked people < 50, & especially students… votes might change
:: Keeping the façade creates limitations to the programming of the school
:: Modernizing classroom space in historic building
:: Constraints of using existing theater don't seem worth it.

UNCLEAR ENTRY (3)
:: Keeping historic entrance / façade but not using it as such. Confusing / disorienting
:: Maintaining historic entry and creating alternate new entry is confusing
:: Relocating entry is awkward when original west facade is completely intact

AUDITORIUM LAYOUT (2)
:: Auditorium isolated by courtyards. Music & Theater Rehearsal spaces not connected
:: And should be 750 seat minimum.

DISCONNECTED SITE (2)
:: it would be an improvement
:: Field space is too separate

OTHER (4)
:: Franklin is a very narrow street for main entry
:: Auditorium capacity is extremely important. Minimum is 800 in my view
:: Being a good neighbor important…like parking part of this plan (I realize that is part of a challenge)
:: Still cramped if the ed specs currently not big enough to meet the actual need

QUESTIONS

FIELD SPACE IS UNRESOLVED
:: The green space @ the existing parking lot looks like an unresolved programming element.
:: What happens to the play field during winter? What kind of field?
:: Lots of money for tiny plain park, summer only use. Why spend so much money on unused ground parking
:: Don't understand why a field would be beneficial across the street

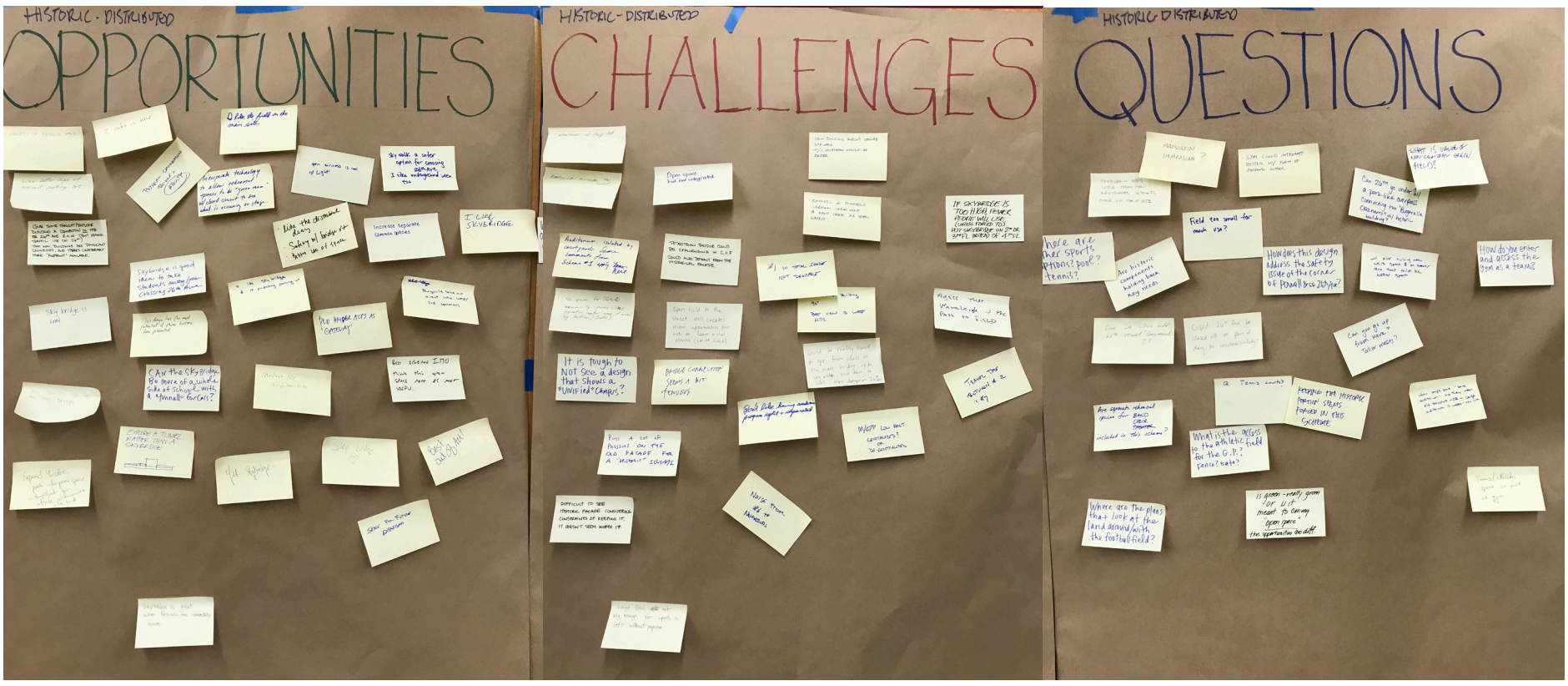
FUNCTIONALITY OF COURTYARDS
:: Social courtyard. How does it function in the winter? Half the school year it is raining
:: Will the courtyard be too small / cavernous

26TH STREET CLOSURE
:: Can we close off 26th street
:: Bridge over 26th avenue?

OTHER
:: Gives option to condemn Burgerville and make a soccer stadium?
:: Are separate rehearsal space for band / choir / theater included in this scheme?
:: Still feels really tight. Too confined.
:: Make better use of the grade change west and from se 27th
:: Is corridor improvement only planting trees?

CMPC 03

HISTORIC DISTRIBUTED
CHALLENGES :: OPPORTUNITIES :: QUESTIONS



OPPORTUNITIES

TUNNEL POTENTIAL (2)

:: can the skybridge be more of a whole side of school with a "tunnel" for cars?
:: explore a tunnel rather than a skybridge

SKYBRIDGE (11)

:: skybridge is good idea to take students away from crossing at 26th avenue
:: skybridge is great. Solves hazards and connectivity issues
:: I like skybridge and repurposing parking lot
:: skybridge is cool
:: big thumbs up to the skybridge
:: Yes skybridge
:: skybridge <3
:: I like skybridge
:: physical connection bridge = EQUITY
:: open bridge acts as 'gateway'
:: sky walk a safer option for crossing 26th avenue, I like the underground idea too

THEATER MODERNIZATION (3)

:: expand theater, push into green space, amphitheater for outside performances out back
:: modernize auditorium
incorporate technology to allow rehearsal spaces to be "green room" w/ close circuit to see
:: what is occurring on stage

OTHER (13)

:: like the distributed dining, safety w/ bridge and better use of space
:: this design as the most potential of three historic ideas presented
:: I like the field on the main site
:: give some thought/explore building a connection in the 26th avenue ROW (but leaving traffic use on 26th)
that way buildings are physically connected and there's considerably more "footprint" available
:: like better usage of current parking lot
:: Burgerville take out direct into west/2nd commons
:: variety of exterior open space
:: increase separate common spaces
:: best scheme IMO, think this open space may be most useful
:: 2 cafes is nice
:: open airiness is cool. <3 light
:: space for future expansion
:: best out of all!

CHALLENGES

HISTORIC BUILDING (3)

:: Puts a lot of pressure on the old façade for a "historic" scheme
:: Pedestrian bridge could be challenging in C.O.P., could also detract from the historical façade
:: Difficult to see historic façade. Considering constraints of keeping it, it doesn't seem worth it.

TRAVEL TIME (3)

:: Could be really hard to get from class in the main building, up to sky bridge, back down to class. More danger on 26th avenue
:: if skybridge is too high, fewer people will use (unless forced to) put skybridge on 2nd or 3rd floor instead of 4th floor
:: Travel time return #2 & #7 skybridge

SKYBRIDGE (2)

:: Bridge connection seems a bit tenuous
:: Bridges and tunnels seldom seem like a good idea 20 years later

DISCONNECTED CAMPUS (4)

:: Don’t like having academic program split and separated
:: It is tough to not see a design that shows a "unified" campus?
:: Open field to the street still creates more opportunities for kids to leave & not return (like at lunch)
:: Open space but not integrated

OTHER (11)

:: auditorium isolated by courtyards. Some comments from scheme #1 apply here
:: #1 field in total shadow not desirable
:: Agree that Waverleigh is the path to field
:: Footprint/acreage green space so small
:: New building doesn't utilize site well, North-South orientation would be better
:: Large field not big enough for sports, is left without purpose
:: Interface w/ HWY 26
:: No space for (future?) community spaces (like aquatic center - ever if owned by Portland Parks)
:: Turn west building 90 degrees, best view is west hills
:: Noise from #6 to neighbors
:: M/C/P low volt. Centralized? Or decentralized

QUESTIONS

SAFTEY ALONG 26TH (4)

:: Can we close off 26th street? (segment?)
:: Could 26th avenue be close all of part of day to increase safety?
:: Can 26th go underground w/ a park-like overpass connecting the "Burgerville Classrooms" w/ historic building?
:: How does this design address the safety issue of the corner of Powell & SE 26th avenue?

OLD OUTDATED BUILDING (4)

:: when people said "save auditorium" did they mean old structure - or- large auditorium is needed new is ok
:: Are historic components holding back key needs
:: Keeping the historic portion seems forced in this scheme
:: Will older building mean we're spend $ on support/reno that could be better spent

ATHLETIC FIELD UNNECESSARY (4)

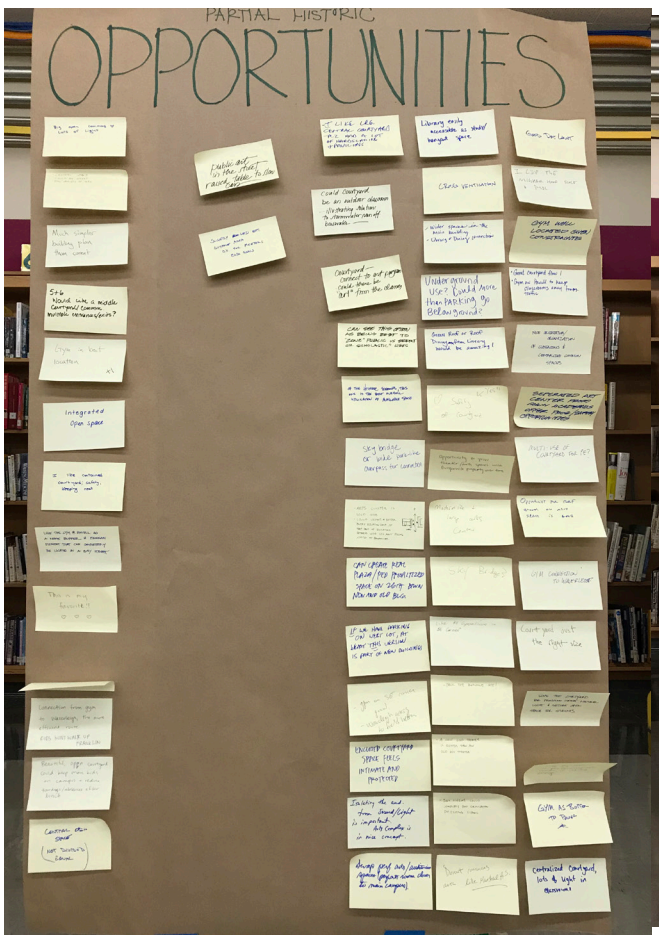
:: Problem - very little need for additional athletic field on main site
:: Where are the plans that look at the land around/with the football field?
:: Field too small for much use?
:: What is the value of non-central green field?

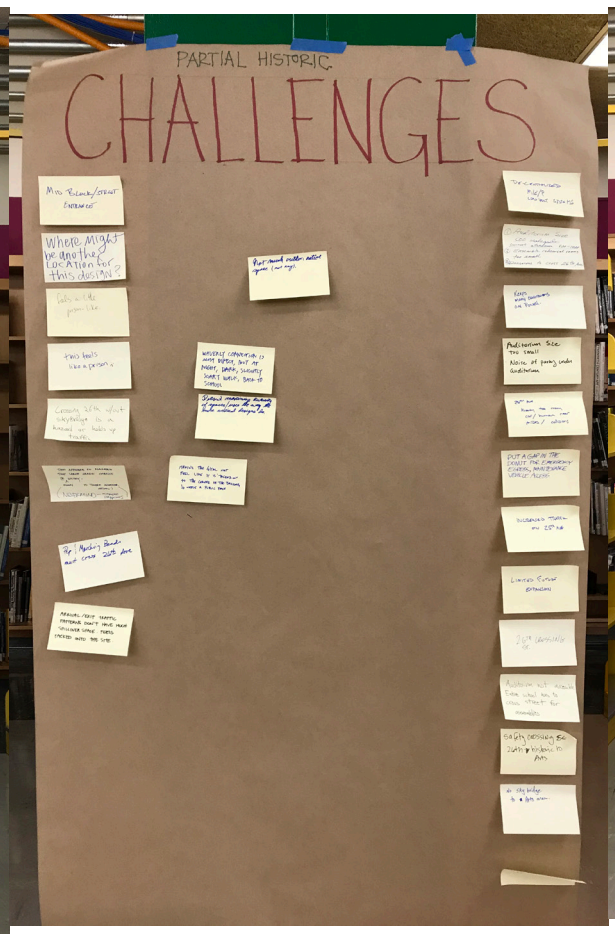
OTHER (10)

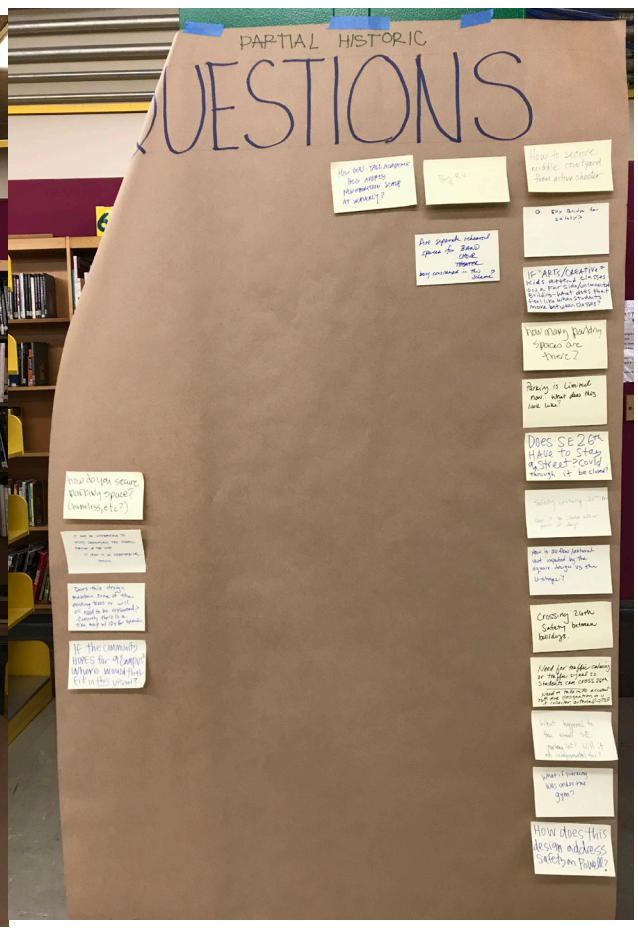
:: What is the access to the athletic field for the G.P.? Fence? Gate?
:: Where are other sports options? Pool? Tennis?
:: Teams/athletic space on roof of gym
:: Are separate rehearsal spaces for band, choir, theater included in this scheme?
:: Is green really green or is it meant to convey "open space" the opportunities are different
:: Mandarin immersion?
:: Gym could integrate better w/form of existing school
:: Q. Tennis Courts?
:: Can you go up from here? Taller masses?
:: How do you enter and access the gym as a team?

CMPC 03

PARTIAL HISTORIC
CHALLENGES :: OPPORTUNITIES :: QUESTIONS







OPPORTUNITIES

PERFORMING ARTS CENTER (8)

:: Separated performing art center from main academics offer program / safety opportunities
:: Isolating the and from second / light is important. Performing Arts complex is a nice concept
:: performing arts cluster is good idea
:: modernize and large performing arts center
:: A new good theater is better than an old big theater
:: Opportunity for more growth on performing arts spaces is good
:: Opportunity to grow theater / arts spaces with burger Ville property over time
:: Like the idea of performing arts center if its big enough

ADDITIONAL SKYBRIDGE (3)

:: skybridge or wide park like overpass for connection
:: skybridge?
:: sky bridge or wide parking overpass for connection

INTERIOR COURTYARD (16)

:: Love the courtyard for providing great natural light & secure open space for students
:: I like contained courtyards; safety. Keeping neat
:: Yes! Love safety of courtyard
:: I like large central courtyard, please add a lot of hardscaping and pavilions
:: Centralized courtyard lots of light in classrooms
:: Great courtyard flow! Gym on Powell to keep classrooms away from traffic
:: Central open space, not divided = equal
:: Beautiful open courtyard could keep more kids on campus & reduce tardiness / absences after lunch
:: integrated open space
:: Central open space could be great for variety of uses
:: enclosed courtyard space feels intimate and protected.
:: courtyard connect to art program could be there be 'art from the classes
:: Could courtyard be an outdoor classroom illustrating solutions to stormwater runoff bioswales
:: Nice orientation / organization of classrooms & centralized open space
:: Multiple use of courtyard for PE?
:: Courtyard is just the right size

OPPORTUNITIES

GYM LOCATION (8)

:: Gym on SE corner good. Waverleigh access to field better
:: Connection from gym to Waverleigh, the more efficient route. Kids won't walk up Franklin
:: Like the gym @ Powell as a noise buffer & program element that can comfortably be located on a busy street
:: Gym as buffer to Powell
:: Gym in best location +1
:: Like PE gymnasium in SE corner
:: Gym well located given constraints
:: gym connection to Waverleigh

BUILDING ORGANIZATION (7)

:: Swap performing arts / auditorium spaces (performing arts closer to main campus)
:: Much simpler building plan than current
:: could create a better entry relationship if that part of buildings rotated with vis arts facing north on Broadway
:: Can see this option as being best to zone public vs student or scholastic uses
:: Library easily accessible as study hangout space
:: this scheme could simplify bad circulation in existing school
:: Donut continuous area like Marshall HS

SOCIAL SPACES (4)

:: Library & dining connection
:: Green roof or roof dining from library would be amazing
:: Big open space commons, love lots of light
:: can create real plaza / ped prioritized space on 26th between new and old building

OTHER (13)

:: of the historic schemes this one is the best overall utilization of auxiliary parking lot space
:: If we have parking on west lot at least this version is part of new buildings
:: Underground uses? Could more than parking go below ground?
:: Pack the BurgerVille site.
:: Make sub-grade connection under SE 26th avenue use ROW for additional floor area
:: 5+6 would like a middle courtyard / common space. Multiple entrances / exits?
:: This is my favorite
:: public art in the street, raised table to slow cars
:: Slightly less exterior area, ok for meeting 2050 goals
:: Cross ventilation
:: Wider spaces in the main building
:: Good daylight
:: I like the neighborhood scale & feel

CHALLENGES

CROSSING 26TH AVENUE (10)

:: crossing 26th without skybridge is a hazard or holds up traffic
:: Pep & Marching bands must cross 26th avenue
:: arrival / exit traffic patterns don't have much spillover space. Feels like packed onto the street
:: Safety crossing se 26th - historic to arts
:: 26th avenue already too many car / human near misses/ collisions
:: increases traffic on 25th avenue
:: 26th crossing street
:: Safety crossing se 26th - historic to arts
:: Mid block street entrance off of 26th
:: Auditorium not accessible. Entire school has to cross street for assemblies

PRISON (2)

:: feels a little prison like
:: this feels like a prison

OUTDOOR SPACES (2)

:: Not much active outdoor green space (not any)
:: doesn't maximize diversity of spaces / uses the way the more vertical designs do

AUDITORIUM SIZE (2)

:: Auditorium size 500 inadequate. Current attendance 800-1000, Ensemble rehearsal rooms too small. Dangerous to cross 26th avenue
:: Auditorium size too small. Noise of parking under auditorium

OTHER (9)

:: Keeps many classrooms on Powell
:: where might be another location for this design?
:: making the gym not feel like it is 'tacked on' to the corner of the building - needs a public face
:: Waverleigh connection is most direct but at night, dark slightly scary walk back to school
:: No skybridge to arts area
:: Long trek from main building to the arts classrooms
:: Decentralized MEP low volt systems
:: limited future expansion
:: Put a gap in the donut for emergency egress, maintenance vehicle access.

QUESTIONS

CROSSING 26TH AVENUE (5)

:: Need for traffic calming or traffic signal so students can cross 26th. Need to take into account 26th avenue designation . Is it a collector, arterial -> TSP?
:: Safety crossing 26th and can it be closed all or part of the day?
:: crossing 26th safety between buildings.
:: Does se 26th have to stay as a through street? Could it be closed?
:: Skybridge for safety?

PARKING (4)

:: What happens to the small SE parking lot? Wil it be compensated for?
:: how many parking spaces are there?
:: parking is limited now, what does this look like?
:: What if parking was under the gym?

SECURITY (2)

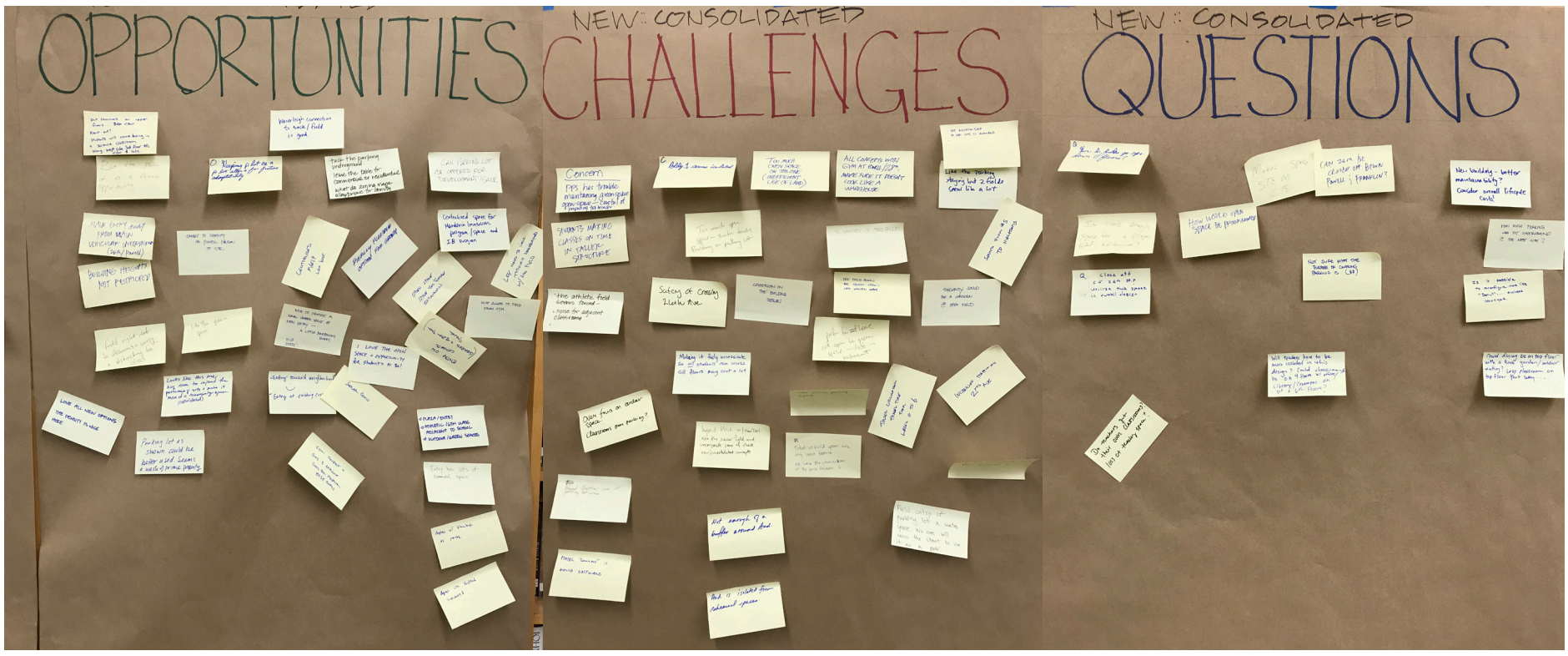
:: How do you secure parking space? Homeless etc
:: How to secure middle courtyard from active shooter

OTHER (8)

:: buy Burgerville
:: Does this design maintain some of the existing trees or will all need to be replanted? Currently there is a tree map with IDs for species
:: it may be interesting to study densifying the Powell portion of the site if open to an asymmetrical design
:: if the community hopes for a campus where would that fit in this vision
:: How does tall academic building address neighborhood scale at waver leigh
:: are separate rehearsal spaces for band choir theater being considered in this scheme
:: If "Arts / creative" kids attend classes on a far side / unconnected building what does that feel like when students move between classes?
:: How is airflow / natural vent impacted by the square design vs the u shape

CMPC 03

NEW CONSOLIDATED
CHALLENGES :: OPPORTUNITIES :: QUESTIONS



OPPORTUNITIES

PARKING LOT SAVED FOR FUTURE (7)

:: Open space for future expansion
:: Can parking lot be offered for development / sale
:: Love the parking lot as a future opportunity
:: Tuck the parking underground. Lease the table for commercial or residential. What do zoning maps allow for density
:: Keeping plot as a plot allows for future adaptability
:: Love all new options the density is nice here
:: Really flexibility option for growth

RECONFIGURED ENTRY (7)

:: Love plaza entry, athletic gym class adjacent to school, outdoor green spaces
:: Entry has lots of communal space
:: Nice to provide a small green space at new entry - a little breathing room. Nice Entry!
:: Agree with shifted entrance
:: Entry toward neighborhood :). Entry at existing crosswalk
:: Main entry away from main vehicular intersection at 26th and Powell
:: Entry on corner (grouped and buffer from Powell)

OPEN GATHING SPACE (2)

:: I love the open space & opportunity for students to be!
:: Like the green open space

OTHER (12)

:: Centralized space for mandarin immersion program / space and IB program
:: Nice access to field from gym
:: Agree with Waverleigh as route
:: Less need to walk through neighborhood with a field
:: Semi compact and good southern exposure. Good for meeting 2050 goals
:: Waverleigh connection to track & field is good
:: Centralized MEP / low volt
:: Solar gain
:: Put commons no upper floors, best view. Rent out? Students will come hang in a science classroom along west side 3rd floor b/c view & cozy.
:: Smart to densify on Powell portion of site
:: Building heights not restricted
:: Looks like this one has room to expand the performing arts & make it more of a community space

CHALLENGES

ATHLETIC FIELD UNNECESSARY (8)

:: the athletic field seems forced, noise for adjacent classrooms
:: hybrid this with new distributed. Axe the soccer field and incorporate some of these new
:: Field right next to classrooms = noise & distracting for class
:: Security could be a concern at open fields
:: PPS has trouble maintaining green space open space - careful or proposing too much
:: Too much open space, inefficient use of land
:: Prefer to have cafeteria open to green space - not in basement
:: Small courtyard not central

DISCONNECTED SCHOOL (8)

:: Students making classes on time in taller structure
:: Building 1 seems isolated
:: Safety of crossing 26th avenue
:: Auditorium is isolated from rehearsal spaces.
:: Making it fully accessible so all students can access all floors may cost a lot
:: Cohesion in the building design
:: 6 stories is too much
:: 6 stories is too much

PARKING LOT SITE UNDERDEVELOPED (3)

:: need better use of parking lot area
:: overflows on outdoor space? Classrooms over parking?
:: Under utilizes parking space

OTHER (7)

:: maybe commons is moved eastward
:: not enough of a buffer around auditorium
:: Total rebuild options are my least favorite, we loose the character of the brick facades
:: Increased traffic on 25th avenue
:: All concepts with gym at Powell / 28th make sure it doesn't look like a warehouse
:: The relationship to the site is awkward
:: Sounds from #5 to neighbors

QUESTIONS

PARKING LOT SITE UNDERDEVELOPED (6)

:: Field on top of parking lot a wasted space. No one will cross the street to use it as a park
:: Like the parking staying but 2 fields seems like a lot
:: Parking lot as shown could be better used. Seems a waste of prime property
:: Not sure what the purpose of covering parking is
:: Field access across the street feels like wasted space
:: How would open space be programmed

26TH AVENUE VACATION (2)

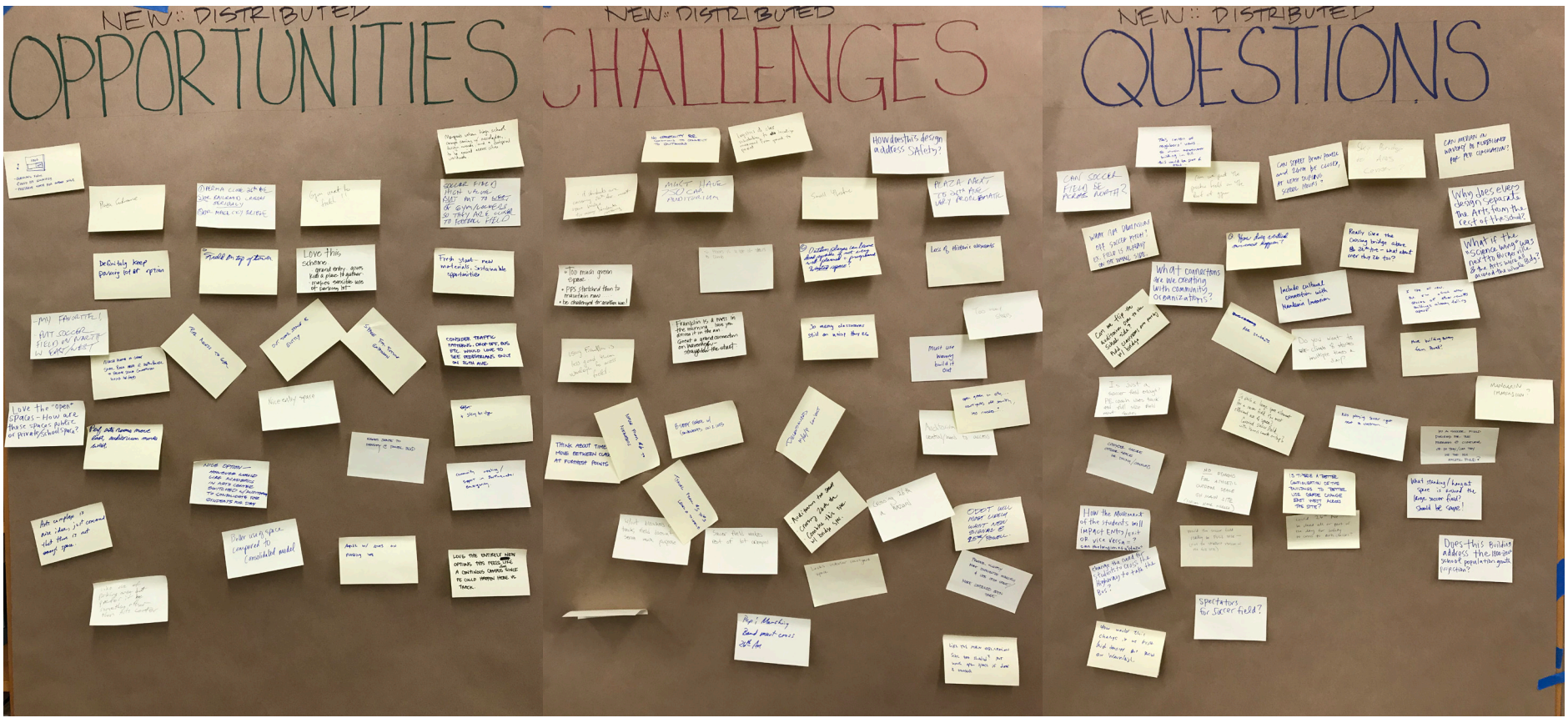
:: Can 26th be closed off between Powell & Franklin
:: Close off SE 26th street? Utilize this space in overall design

OTHER (9)

:: How much parking can fit underground @ the west site
:: How do fields go up and down between floors
:: Marker space TEM & CTE
:: Is there enough space for a proper sized auditorium?
:: Do teachers get their own classrooms? Loss of teacher space?
:: Will teachers have to be more isolated in this design? Could classrooms be on 4 floors with offices / library / commons on 1st and 6th floors?
:: Could dining be on top floor with a roof garden / outdoor eating? Less classroom on top floor that way
:: New building - better maintainability? Consider overall lifecycle costs?
:: Is it possible to reconfigure more like 'donut' enclosed courtyard

CMPC 03

NEW DISTRIBUTED
CHALLENGES :: OPPORTUNITIES :: QUESTIONS



OPPORTUNITIES

ENTRY PLAZA (6)

:: Plaza entrance
:: Love this scheme. Grand entry gives kids a place (plaza) to gather makes sensible use of parking lot
:: Outdoor open space & entry
:: Nice entry space
:: North plaza is great. Small plaza area @ 26th and Powell to relieve some congestion would be good
:: Love the open spaces - how are these spaces public or private / school space?

FIELD NEXT TO GYM (4)

:: Gym next to field!!
:: Soccer field high value but put to west of gym / lockers so they are closer to football field
:: Love the entirely new options this feels like a continuous campus since PE could happen here vs track.
:: My favorite! Put soccer field on north with east west orientation

NEW SCHOOL (2)

:: Fresh start - new materials, sustainable opportunities
:: Marquis urban high school camps. Coming with accolades, design awards, and footprint to be envied across cities worldwide

OTHER (14)

:: Fields on top of tower
:: Space for future expansion
:: Consider traffic patterns, drop-off bus etc. would love to see pedestrians only on 26th avenue
:: Skybridge
:: Community meeting / support in earthquake emergency
:: Makes sense to densify @ Powell bl
:: Better use of space compared to consolidated model
:: Public access to gym
:: Building form could be simplified preserve north for outdoor space
:: Definitely keep parking lot option
:: Like use of parking are but prefer it be something other than arts center
:: Nice option however would like academic in arts center switched with auditorium to consolidate for students average day
:: Agree with arts on parking lot
:: Performing arts rooms move east, auditorium moves west.

CHALLENGES

SAFETY CROSSING 26TH AVENUE (8)

:: Auditorium too small crossing 26th avenue, combine this spec with bridge spec
:: Crossing 26th a hazard
:: How does this design address safety?
:: Plaza next to 26th avenue very problematic
:: ODOT will most likely want new signal @ 25th and Powell
:: If students crossing 26th avenue, must have bridge, too many students crossing.
:: Permanently close 26th avenue Or railroad crossing seriously. Or make sky bridge
:: Pep & Marching band must cross 26th avenue

OPEN SPACE (8)

:: Open green in city - courtyards off security, less needles…?
:: Outdoor plazas can become dead spaces if not very well planned and programmed, wasted space
:: Prefer slightly more distributed massing & less open space / more contained open space
:: Too much green space, peps stretched thin to maintain new. Be challenged for another use
:: No opportunity for commons to connect to outdoors
:: Lacks interior courtyard space
:: Soccer field makes rest of lot cramped.
:: Field is too open No separation from Powell

CIRCULATION (7)

:: 8 - story school with components on 2 lots
:: Travel from #5 to #3 level 0 to level 6
:: think about time to move between classes at furthest points
:: Decentralized MEP low volt
:: Logistics of class scheduling to localize movement from period to period
:: 6 floors is a lot of stairs to climb
:: Too many stairs

OTHER (11)

:: Auditorium is not central / hard to access
:: Small theater
:: Must have 250 cap auditorium
:: Low on historic elements
:: must use Waverleigh build it out
:: So many classrooms still on noisy Hwy 26th
:: Like this main orientation. Site too shaded? Not worth open space if dark and unused
:: Franklin is a mess in the morning…have you driven it in the am? Great a grand connection on waverleigh - straighten the street.
:: Using franklin is less good than Waverleigh for access field
:: Noise from #6 to neighbors
:: W/out bleachers or track, field doesn’t serve much purpose

QUESTIONS

SOCCER FIELD (11)

:: Is a soccer field desired for the programs @ Cleveland or do they / can they use the big athletic field?
:: What standing / hangout space is around the large soccer field? Should be some!
:: Is such a large space allotment for a soccer field the most efficient use of space?
Covered soccer field with tennis courts on top?
:: Can soccer field be across north?
:: What are dimensions of soccer pitch? Existing field is already on the small side.
:: Is just a soccer field enough? PE coach uses track and full size field most classes.
:: Would the soccer field really be full size / not the smallest version of the full size
:: Spectators for the soccer field
:: Can we put the practice field on the roof of the gym
:: Kids playing soccer right next to classrooms…
:: No demand for athletic outdoor space on main site - social space needed

CIRCULATION (6)

:: How does vertical movement happen?
:: Do you want to climb 8 stories multiple times a day?
:: How the movement of the students will impact entry / exit or vice versa = can the location of a 'plaza'
:: Consider secure outdoor space for dining / commons
:: Can we flip the auditorium over to the school side? And classrooms over parking with bridge?
:: What if the science wing was next to burger Ville and the arts were all around the whole building?

26TH AVENUE CONNECTION (4)

:: Sky bridge to arts center?
:: Can street between Powell and 26th be close at least during school hours
:: Really like the crossing bridge above 26th avenue What about over highway 26 too?
:: Could 26th avenue be closed all or part of the day for safety to cross arts classes?

WAVERLEIGH IMPROVEMENTS (3)

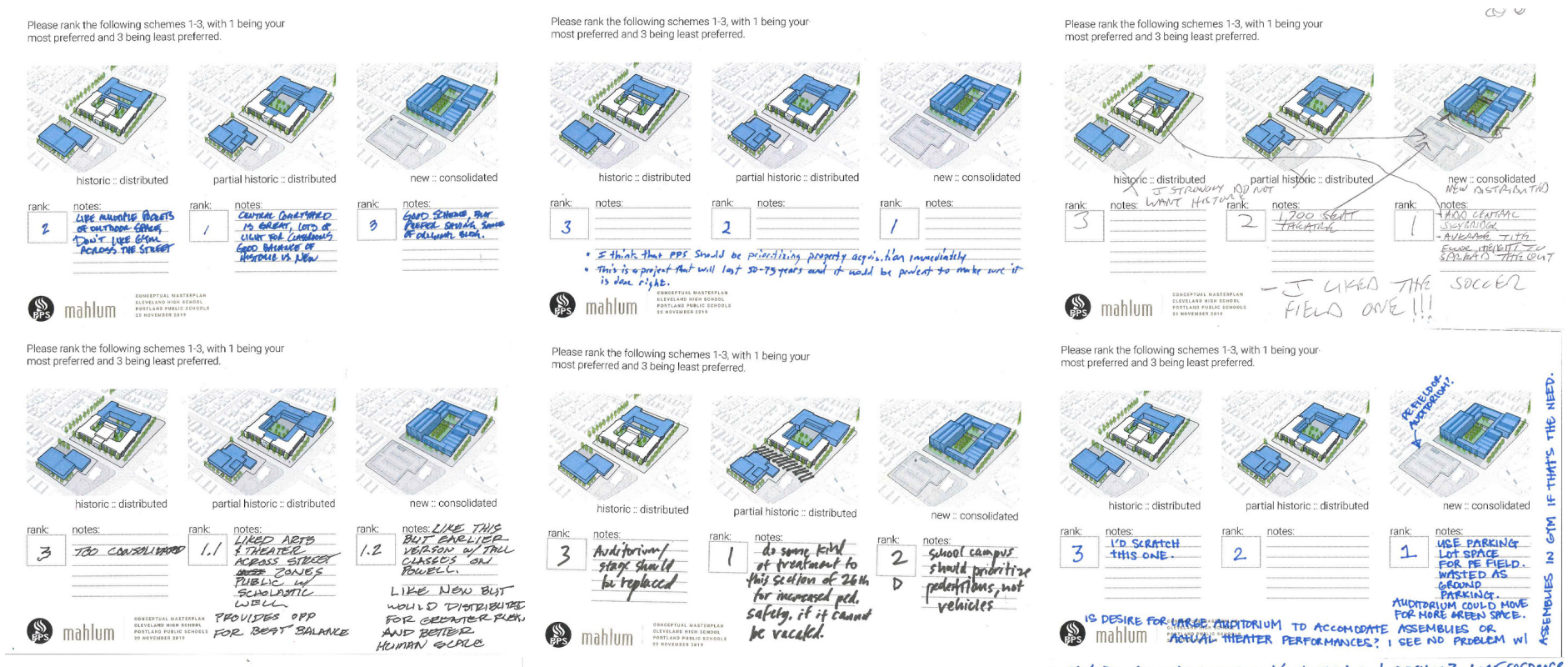
:: Can median on Waverleigh be redesigned for pedestrian circulation
:: How would this change if we kept the high density but focus on waver leigh
:: Can median on Waverleigh be redesigned for pedestrian circulation

OTHER (11)

:: Why does every design separate the arts from the rest of the school
:: Include cultural connection with mandarin immersion
:: Ask students
:: I like all new. But I'm afraid after stories of other new peps buildings already falling apart
:: Move building away from Powell
:: Mandarin immersion?
:: Does this building address the 1800-2000 school population growth projection?
:: Is there a better configuration of the buildings to better use grade change east and west across the site?
:: This concern of neighbors' view so much apartment buildings infill…this would be a part of the trend…
:: What connections are we creating with community organizations?
:: Change the need for students to cross the highway to take the bus?

CMPC 04

VOTING CARDS



APPENDIX C

CMPC 04 ENGAGEMENT ACTIVITY RESULTS

Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
3	To confined	2	A lot of potential unknowns. 26th Ave travel	1	Safer. Keep some historic elements. Partner w/ City to create a shared performing Arts center in parking lot sized Appropriately

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I like that all three of these have ~~not~~ an enclosed courtyard

Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
3		1		2	

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keep parking area but as a lower level

Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
2	Could be nice to keep the historic theater space (size) and incorporate Still important court yard spaces	1	I love the open, central courtyard and a new, modern theater! I'd love to see open, airy commons, possibly w/ rooftop access? (safe, secure)	3	less of character and Undervalization of parking lot

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Could the CLASSRooms all be on main campus?

Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
3		2	This was going to be my #2. However, there I support using the embodied energy in using a good chunk of existing building.	1	

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
2		1		3	

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
1	need safe crossing on 26th. Maximize new building space. If 1,300 kids use gym at for ~~assembly~~	2	if auditorium is rebuilt it has to fit 1,200 ppl. It ~~is~~ is used by our community and school. ~~people~~	3	big aud. needed, 2 gyms

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
1	Best route to preserving icon and continuing identity. History + why we live in this neighborhood.	2	Serious Concerns about Making auditorium ~~and~~ due to Volume	3	Highest ICK factor. I would leave the neighborhood if this was built.

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
1	Great location but SE corner MUST HAVE Bridge(s)	2	Bigger theater! Best Must Have Bridge(s)	3	Too Dense Total loss of character.

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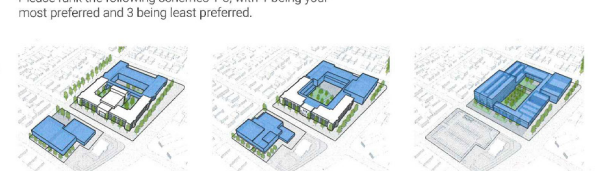
Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.



rank:	notes:	rank:	notes:	rank:	notes:
3		2	+ Physical Scale + Better for Multi-Uses	1	+ Equality + Efficiency + Future 2050 Expansion

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
2	Cluttered, but still preserves history	1	Best compromise. Best outdoor space. Good use of Parking lot.	3	While it would be shiny & new a major loss of history.

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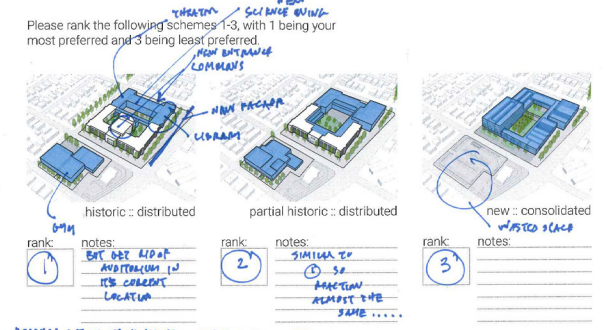
Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.



rank:	notes:	rank:	notes:	rank:	notes:
1	But get rid of auditorium in it's current location	2	Similar to ① so function almost the same.....	3	

Address future technology - solar panels, etc.

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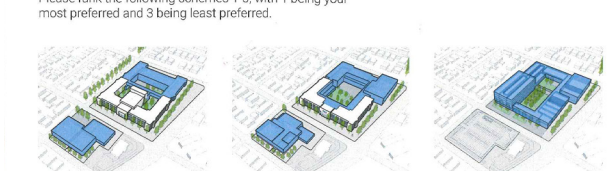
Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.



rank:	notes:	rank:	notes:	rank:	notes:
3	While I really like the back of this building it doesn't look to modern, add to the older part.	2	I'm mostly hesitant about keeping the main entrance there.	1	Consider the plaza entry at corner of Franklin + 26th. Use parking lot space for activity.

Please revisit the ed spec science classroom size. Safety in science classrooms highly recommends 70 sq ft per student without lab table & counter.

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
2		1		3	

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
1	Keep the auditorium. Keep the historic	2	get that parcel	3	We keep some historic

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
2	- Theatre - Courtyard	3		1	- Efficiency - Modern - Access - Safety & Security - Green Space

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Please rank the following schemes 1-3, with 1 being your most preferred and 3 being least preferred.

rank:	notes:	rank:	notes:	rank:	notes:
3	The theatre size should not dictate the overall quality of the design. Too crammed	2	Loosing the street is too difficult for a variety of reasons.	1	I will miss the old building, but this is better for student unity + interior space

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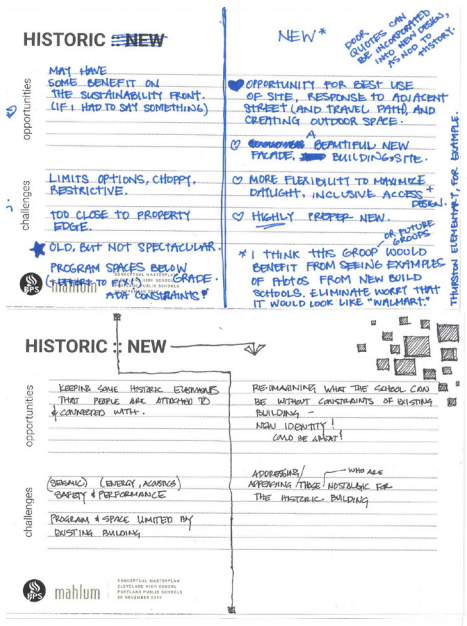
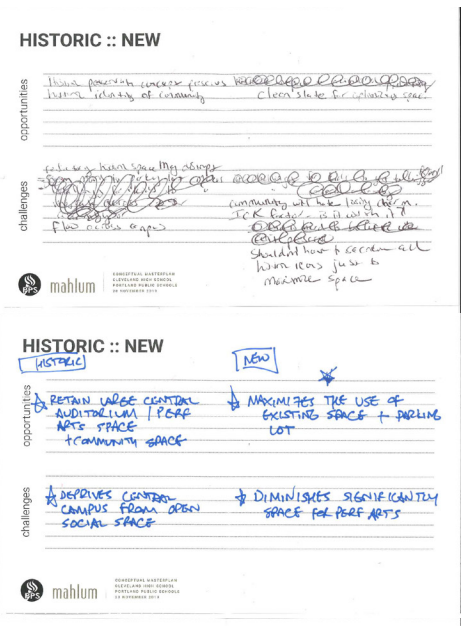
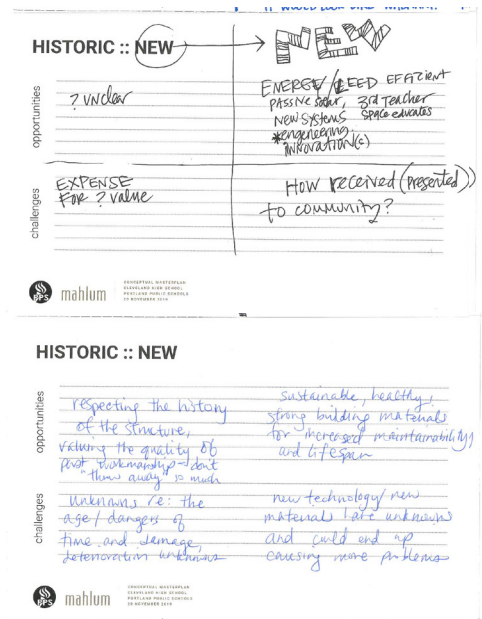
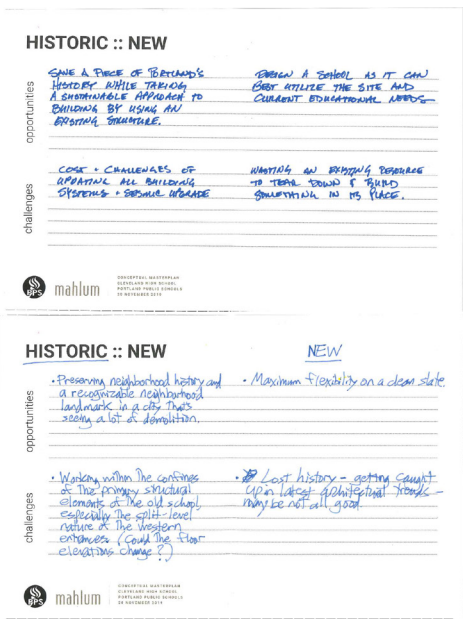
CMPC 04

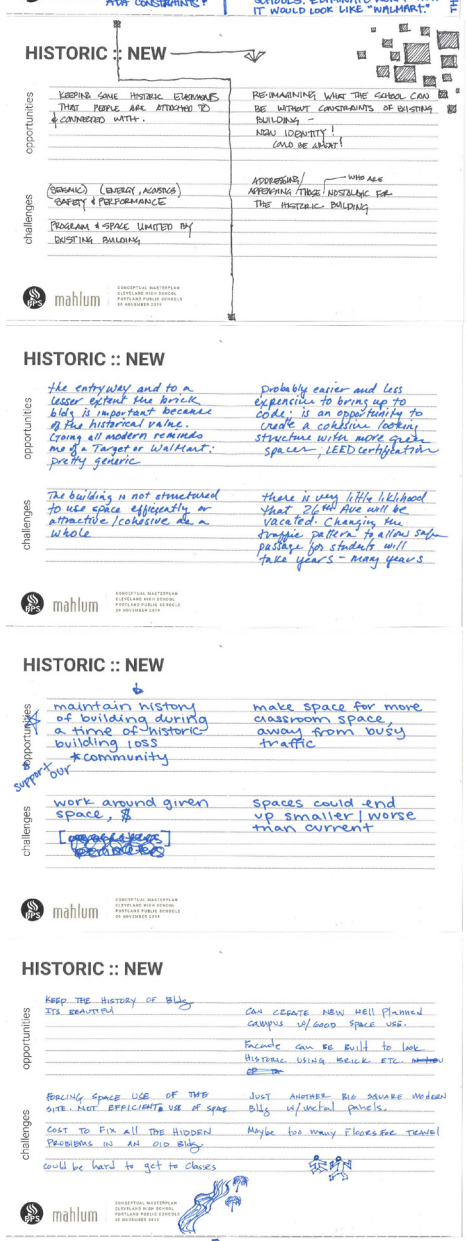
1-4-ALL (INDIVIDUAL)
OPPORTUNITIES :: CHALLENGES

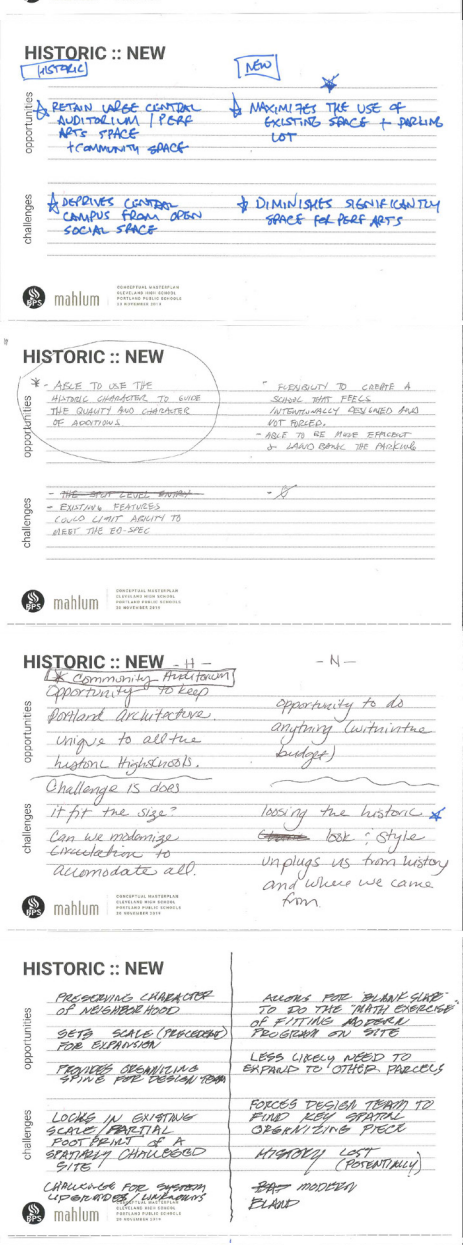


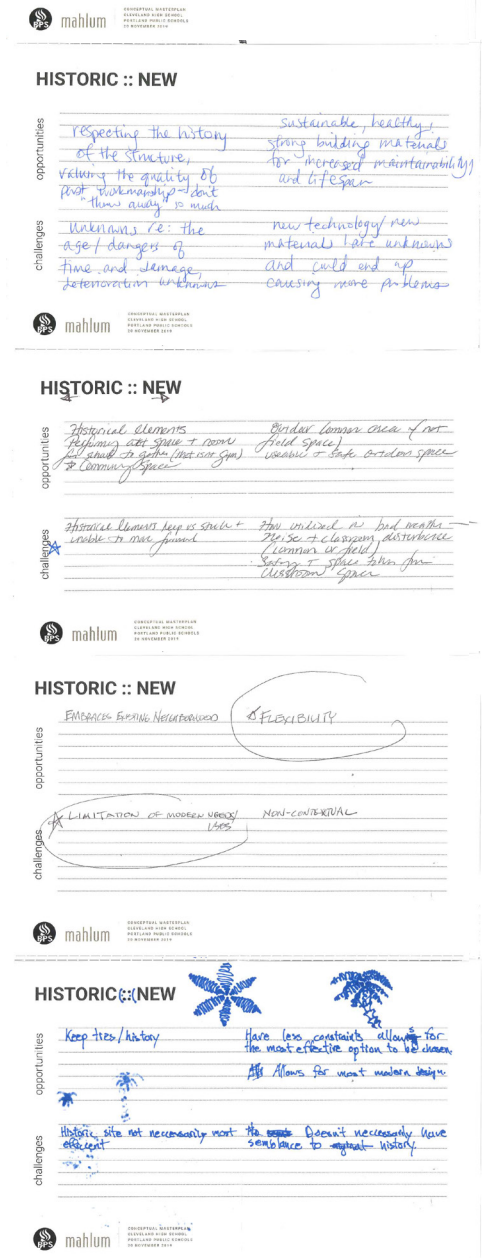


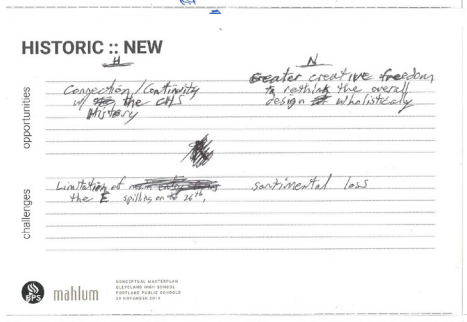


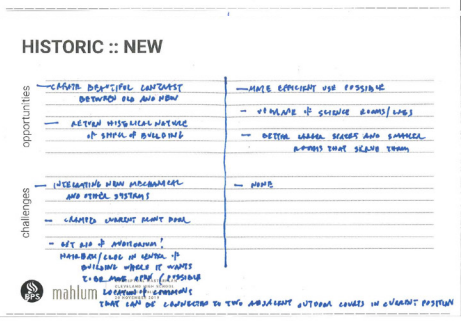


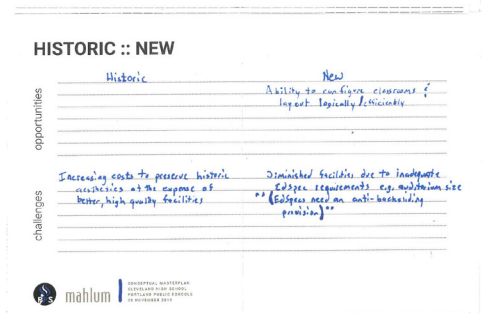


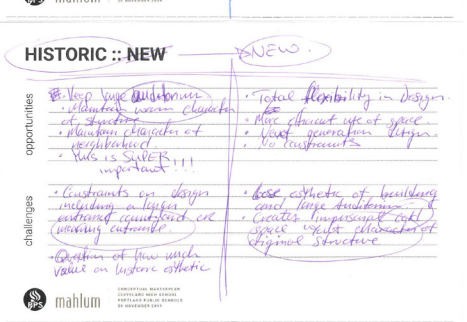


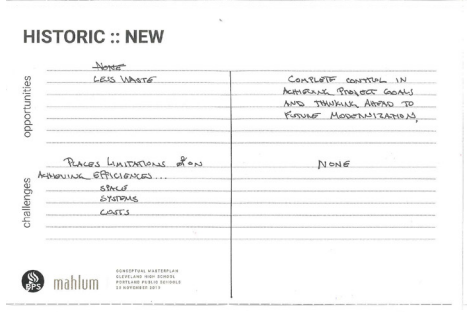


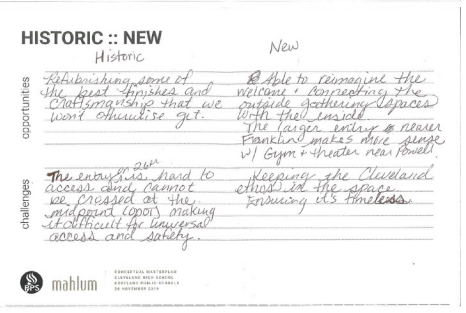


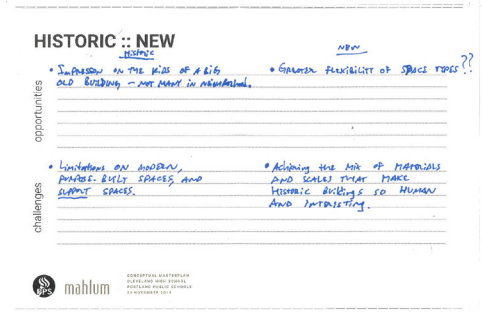


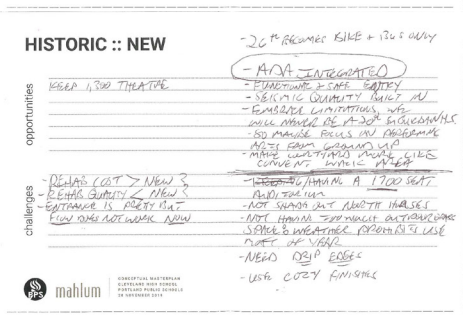


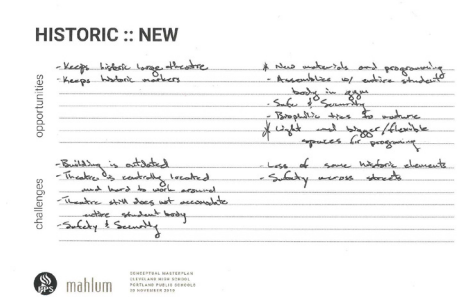












CMPC 04

1-4-ALL (ALL)
OPPORTUNITIES :: CHALLENGES

H·O HISTORY & ID OF NEIGHBORHOOD

N·O CLEAN SLATE, FLEXIBILITY

H·C UNKNOWNS - WHAT'S HERE CONFINING

N·C LOSING HISTORY Q's AS TO HOW SCHOOL WILL AGE

H·O SAVE HISTORY SUSTAINABLE APPROACH

H·C "HOW HISTORICAL IS IT?" COST OF RENO. HISTORIC HOW MUCH SHELL CAN DÉ

N·O · CLEAN SLATE
- SUSTAINABLE STRATEGIE
- BUILD TO SUIT
- FLEXIBILITY

N·C · LOSS OF HISTORY
- HOW TO REUSE PARTS
- LOSS OF OPP. FOR LEED

H·O· SAVE HISTORY DURING LOSS OF HISTORY IN COMM. SUPPORTS COMMUNITY

H·C· "KEEPS US STUCK"

N·O· FLEXIBILITY

N·C - LOSS UNPLUGS FROM HISTORY

H·O· . SAVE LOOK IS WORTH SOMETHING

H·C · NOT SET UP FOR BEST USE OF SPACE
- UNKNOWN DISCOVERIES DURING DEMO

N·O · EASIER TO BUILD NEW, UP TO CODE
- GREEN SPACE, NEED

N·C · GIVE UP IN "SOUL"
- CROSSING 26th - CHALL. FOR STUDENTS

H·O· - HISTORIC LOOK
- REFURB. BEST FINISHES BETTER THAN NEW MATS.
- KEEP THEATER

H·C· - ENTRY - GRADES
- NO MEETING SPACE - ON STAIRS OR STREET

N·O · PLAZA ENTRY
- OPEN SPACE FOR & GATHER. @ ENTRY
- FLEXIBILITY

N·C - BUILDING LOOKS TIMELESS
- KEEP MARQUEE, POSSIBLY BRICK FACADE

H·O· - KEEP AUDITORIUM, CHARACTER

H·C· ENTRY / EXIT "DUMPS YOU ON 26th"

N·O· TOTAL FLEXIBILITY

N·C· - COULD BE COLD, IMPERSONAL, LOSS OF WARMTH

H·O· USE HIST. CHARACTER TO GUIDE ## TRADITION

H·C·

N·O· FLEXIBILITY

N·C - MEETING ALL EXPECT.

H·O· USE HIST. CHARACTER TO GUIDE ## TRADITION

H·C·

N·O· FLEXIBILITY

N·C - MEETING ALL EXPECT.

H·O· - ORG. PRINCIPLE ACCEPTED BY COMM.

H·C· SPATIAL CONUNDRUM

N·O ·

N·C· HISTORY IS LOST
- BLAND LOOK

Q's H - STRUCTURE - CAN KEEP FACADE ONLY?
- LOTS OF PROGRAMMING IS BELOW GRADE.
- GRANT: REUSED SOME COMPONENTS
- ADA ENTRY

CMPC 04

HISTORIC OPPORTUNITIES 1-4-ALL (ALL)
OPPORTUNITIES :: CHALLENGES

CONNECTION TO THE PAST / COMMUNITY IDENTITY (7)
:: Save a piece of Portland's history.
:: Keeping some historic elements that people are attached to & connected with.
:: Respecting the history of the structure.
:: The entryway and to a lesser extent the brick building is important because of the historical value.
:: Maintain history of building during a time of historic building loss and support our community.
:: Connection/Continuity w/ the CHS history.
:: Historic preservation concept preserves historic identity of community.

AUDITORIUM (6)
:: Retain large central auditorium/performing arts space & community space.
:: Historical elements, performing art space & room for school to gather (that isn't gym). COMMUNITY SPACE.
:: Community Auditorium. Opportunity to keep Portland architecture unique to all the historic high schools.
:: Keep 1,300 theater.
:: Keeps historic large theatre. Keeps historic markers.
:: Keep large auditorium. This is SUPER important.

NEIGHBORHOOD CHARACTER (5)
:: Preserving neighborhood history and a recognizable neighborhood landmark in a city that's seeing a lot of demolition.
:: Embraces existing neighborhood.
:: Preserving character of neighborhood. Sets scale (precedent) for expansions. Provides organizing spine for design.
:: Maintain warm character of structure. Maintain character of neighborhood. This is SUPER important.
:: Impression on the kids of a big old building - not many in neighborhood.

SUSTAINABILITY (4)
:: May have some benefit on the sustainability front (if I had to say something).
:: Taking a sustainable approach to building by using an existing structure.
:: Don't "throw way" so much.
:: Less waste.

QUALITY / WORKMANSHIP (3)
:: Valuing the quality of past workmanship.
:: Able to use the historic character to guide the quality and character of additions.
:: Refurbishing some of the best finishes and craftsman ship that we won't otherwise get.

BEAUTY (3)
:: Keep the history of building, it's beautiful.
:: Beauty + aesthetics. Nostalgia.
:: Create beautiful contrast between old and new. Return historical nature of shell of building.

TREES (2)
:: Possibly save significant trees adjacent to historic building.
:: Keeps trees/history.

ARTIFACTS (2)
:: Keep something memorable (artifact) but not structure.
:: Door quotes can be incorporated into new design, as nod to history

OTHER COMMENTS (2)
:: None (did not identify opportunities with keeping historic)
:: Unclear (of opportunities)?

SPACE CONSTRAINTS/LIMITATIONS (13)
:: Limits options, choppy, restrictive. Program spaces below grade (+effort to fix!)
:: Program & space limited by existing building.
:: The building is not structured to use space efficiently or attractive/cohesive as a whole.
:: Existing features could limit ability to meet the ed-spec.
:: Work around given space.
:: Challenge is does it fit the size?
:: Places limitation on achieving efficiencies.
:: Limitation of modern needs/uses.
:: Limitation on modern, purpose-built spaces, and support spaces.
:: Redesigning for historic space may disrupt flow across campus.
:: Forcing space use of the site. Not efficient use of space. Could be hard to get to classes.
:: Locks in existing scale/partial footprint of a spatially challenged site.
:: Historic site not necessarily most efficient.

ENTRY / UNIVERSAL ACCESS (6)
:: The entry on 26th is hard to access and cannot be crossed at the midpoint (ODOT) making it difficult for universal access and safety.
:: Entrance is pretty BUT flow does not work now.
:: ADA constraints!
:: Working within the confines of the primary structural elements of the old school, especially the split-level nature of the western entrances. (Could the floor elevati
:: Can we modernize circulation to accommodate all?
:: Constraints on design including a longer entrance courtyard or moving entrance. Question of how much value on historic aesthetic.

EXPENSE (6)
:: Expense for value.
:: Cost.
:: Expensive, unknowns, $ goes into the unknowns, repair, structural shoring, etc..
:: Increasing costs to preserve historic aesthetics at the expense of better, high quality facilities.
:: Rehab cost > new? Rehab quality<new?
:: Cost to fix all the hidden problems in an old building.

SYSTEM UPGRADES (3)
:: Challenges of updating all building systems.
:: Integrating new mechanical and other systems.
:: Challenge for system upgrades/unknowns.

SEISMIC (3)
:: (Seismic) safety & (energy, acoustics) performance.
:: Seismic retrofit.
:: Challenges of seismic upgrade.

AUDITORIUM (3)
:: Get rid of auditorium! Hairball/clog in center of building where it wants to be more open (possible location of commons that can be connected to tow adjacent outdoor courts in current position).
:: Theatre is centrally located and hard to work around. Theatre still does not accommodate entire student body.
:: Deprives central campus from open social space.

OLD OUTDATED BUILDING (3)
:: Old but not spectacular.
:: Building is outdated.
:: Historical elements keep us stuck & unable to move forward.

PROXIMITY TO STREET (2)
:: Limitation of the E spilling on to 26th.
:: Too close to property edge.

SAFETY & SECURITY (2)
:: Safety & security.
:: Unknowns re: the age/danger of time and damage, deterioration unknowns.

OTHER (1)
:: None (did not identify challenges with keeping historic).

CLEAN SLATE / MAXIMIZE FLEXIBILITY (24)

:: Opportunity for the best use of site, response to adjacent street (and travel path), and creating outdoor space. A beautiful new façade, building site. More flexibility to maximize daylight, inclusive access + design. Highly prefer new.
:: Clean slate for optimized space
:: Design a school as it can best utilize the site and current educational needs
:: Re-imagining what the school can be without constraints of existing building - New Identity! Could be great!
:: Maximizes the use of existing spaces & parking lot.
:: Maximum flexibility on a clean slate.
:: Flexibility to create a school that feels intentionally designed and not forced. Able to be more efficient & land bank the parking.
:: Make space for more classroom space, away from busy traffic.
:: Opportunity to do anything (within the budget).
:: Flexibility.
:: Can create new well planned campus w/ good space use. Façade can be built to look historic using brick, etc..
:: Allows for blank slate - to do the "math exercise" of fitting modern program on site. Less likely need to expand to other parcels.
:: Have less constraints allows for the most effective option to be chosen. Allows for most modern design.
:: Fresh start - fewer constraints.
:: Greater creative freedom to rethink the overall design holistically.
:: More efficiency use possible.
:: Ability to configure classrooms & layout logically/efficiently.
:: Total flexibility in design. More efficient use of space. Next generation design. No constraints.
:: Complete control in achieving project goals and thinking ahead to future modernization.
:: Able to reimagine the welcome + connecting the outside gathering spaces with the inside.
:: Greater flexibility of space types?
:: ADA INTEGRATED. Functional & safe entry. 26th becomes bike + bus only. Seismic quality built in. Embrace limitations, we will never be a 20th suburban high school. So maybe focus on performance areas from ground up. Make courtyard more like convent, walk area.
:: Light and bigger/flexible spaces for programming. Assemblies w/ entire student body in gym. Safe & security.
:: Opportunity to modernize school, 21st century.

SUSTAINABILITY / NATURE (7)

:: Sustainable, healthy, strong building materials for increased maintainability and lifespan.
:: Reduced carbon footprint, sustainable practice/LEED.
:: Access to outside courtyards, green space.
:: Energy/LEED efficient, passive solar, 3rd teacher, new systems, space educates, engineering innovation(s).
:: Probably easier and less expensive to bring up to code: is an opportunity to create a cohesive looking structure with more green spaces; LEED certification.
:: Biophilic ties to nature.
:: Outdoor common area (not field space).

ADVANCED BUILDING MATERIALS (2)

:: Technologically advanced building methods & materials improves user experience and building efficiency.
:: New materials and programming.

OTHER (4)

:: I think this group, or future groups, would benefit from seeing examples of photos from new build schools. Eliminate worry that it would look like "Walmart".
:: Better larer spaces and smaller rooms.
:: Relationships of varied uses for greater efficiency & flow of students.
:: The larger entry nearer Franklin makes more sense with gym and theater near Powell.

OLD OUTDATED BUILDING (3)

:: Old but not spectacular.
:: Building is outdated.
:: Historical elements keep us stuck & unable to move forward.

PROXIMITY TO STREET (2)

:: Limitation of the E spilling on to 26th.
:: Too close to property edge.

SAFETY & SECURITY (2)

:: Safety & security.
:: Unknowns re: the age/danger of time and damage, deterioration unknowns.

OTHER (1)

:: None (did not identify challenges with keeping historic).

LOSS OF HISTORY / CHARACTER (11)
:: Community will hate losing charm. Shouldn't have to sacrifice all historic icons just to maximize space.
:: Wasting an existing resource to tear down & build something in its place.
:: Addressing/Appeasing those who are nostalgic for the historic building.
:: Lost history.
:: Losing the historic look & style unplugs us from history and where we came from.
:: History lost (potentially). Forces design team to find key spatial organizing piece.
:: Doesn't necessarily have semblance to history.
:: Loss of some historic elements.
:: Loss of character.
:: Sentimental loss.
:: Lose aesthetic of building.

MODERN DESIGN (11)
:: Non-contextual.
:: Keeping the Cleveland ethos in the space. Ensuring it's timeless.
:: Achieving the mix of materials and scales that make historic buildings so human and interesting.
:: Bland modern.
:: Just another big square modern building w/ metal panels.
:: Spaces cold end up smaller/worse than current.
:: Creates impersonal cold space without character of original structure.
:: Getting caught up in latest architectural trends - not all good.
:: Going all modern reminds me of a Target or Walmart: pretty generic.
:: ICK factor!
:: New technology/new material are unknowns and could end up causing more problems.

NONE (5)
:: None (did not identify challenges for new construction).
:: None (did not identify challenges for new construction).
:: None (did not identify challenges for new construction).
:: None (did not identify challenges for new construction).
:: None (did not identify challenges for new construction).

AUDITORIUM (4)
:: Having a 1700 seat auditorium.
:: Lose large auditorium.
:: Dimished facilities due to inadequate ed spec requirements e.g. auditorium size "(Ed specs need an anti-backsliding provision)".
:: Diminishes significantly spaces for performing arts.

OTHER (10)
:: Meeting everyone's expectations and establishing priorities.
:: How received (presented to community?)
:: Not shading north houses.
:: Maybe too many floors for travel.
:: How utilized in bad weather - noise & classroom disturbance (common in field). Safety.
:: Safety across streets.
:: There is very little likelihood that 26th Ave will be vacated. Changing the traffic pattern to allow safer passage for students will take years - many years.
:: Not having too much outdoor grass space: weather prohibits use most of the year.
:: Need drip edges.
:: Use cozy finishes.

PROXIMITY TO STREET (2)
:: Limitation of the E spilling on to 26th.
:: Too close to property edge.

SAFETY & SECURITY (2)
:: Safety & security.
:: Unknowns re: the age/danger of time and damage, deterioration unknowns.

OTHER (1)
:: None (did not identify challenges with keeping historic).

DRAFT

CMPC 04

1-4-ALL (INDIVIDUAL)
OPPORTUNITIES :: CHALLENGES

CMPC 04

1-4-ALL (ALL)
OPPORTUNITIES :: CHALLENGES

C·O : SAFER, MORE SECURE
BETTER TRAVEL TIME

C·C : TOWERS HARD TO NAV.
CRAMPED,
NOISE

C·O : TIGHT KNIGHT COMM.

C·C : FITTING ALL PROGRAM,
DAYLIGHT

C·O : SAFETY, SECURITY (ADMIN.)
UNIVERSAL DESIGN

C·C : ~~SAME~~

C·O : COHESIVE CAMPUS
SAFETY

C·C : STUCK IN SMALL SPACE
NO ROOM FOR GROWTH

C·O : AREA AVOID CROSS. 26TH
- UNIFIED CAMPUS

C·C : LIMITS OPP. FOR OUTDOOR
UNITED
- NATURAL LIGHT -UNDERUT. PARKING
- 'HIGH & TIGHT'

1

D·O : MORE OPEN SPACE
PROGRAMMING w/ COMM.

D·C : CROSSING 26th
TRAVEL TIMES
"EAST vs. WEST" SILOS

1
3

D·O : MORE OPEN SPACE

D·C : SAFETY -
SILOS

3
5

D·O : ID. OF PROGRAMMING
SOME GREEN SPACE ON CAMPUS
~~SAME~~

D·C : SAFETY, (ADMIN.)

5
6

D·O : MAX. EFFICIENCY

D·C : LOSS OF CONNECTION
SAFETY

6

D·O : OPP. FOR MORE PROGRAM
USE MORE SITE
BV: GROWTH, CAMPUS FEEL
- USE FIELDS ON FRANK - I.E. TENNIS, MORE PROGRAM ON PLC.

D·C : SILOS - FEELING ANNEXED
CROSSING 26th - SAFETY
SECLUSION

8

C·O : EMBRACE URBAN SITE

C·C :

C·O : BETTER USE OF SPACE
ENERGY EFF.

C·C : HEIGHT OF BLDG.

C·O : SAFETY, SECURITY (ADMIN.)
UNIVERSAL DESIGN

C·C : ~~SAME~~

C·O : EASIER ACCESS

C·C : MORE CROWDED

Q's - IS IT POSSIBLE TO INCLUDE NEW THEATER AT LARGER SIZE (VS. ED SPEC.)

2

D·O : EASIER TO ZONE
PUBLIC VS. SCHOOL

D·C : MORE OPP. FOR EXP.

2

D·O : LOW RISE FITS BETTER

D·C : HIGHER FLOORS / DISCONNECTED FROM SEASONS

D·C - SAFETY, TRAFFIC ~~SILOS~~
- DISTANCE OF TRAVEL

4
5

D·O : ID. OF PROGRAMMING
SOME GREEN SPACE ON CAMPUS
~~SAME~~

D·C : SAFETY, (ADMIN.)

5

D·O : FLEXIBILITY
NEW WORK

D·C : TRAVEL
SAFETY

7

CMPC 04

CONSOLIDATED OPPORTUNITIES 1-4-ALL (ALL) OPPORTUNITIES :: CHALLENGES

UNIFIED SITE (18)

:: Cohesive, unified campus, all of one piece.
:: Densification on the site, less ground to cover between program.
:: Ease of access for all.
:: Easier access for student between classes. Future opportunities for flexibility before uses existing spaces.
:: Easier to maintain/manage.
:: Efficient use of existing space.
:: Efficient use of space.
:: Integrated - opportunities to co-mingle.
:: Interaction.
:: Shorter commutes between classrooms.
:: Travel time.
:: More community being on one campus.
:: One Site.
:: Simpler.
:: Opportunity to keep students on campus and reduce opportunities/transition that make it easy to leave.
:: Tight-knit community.
:: Travel time to classes.
:: Unified - no department would be "annexed".

SAFETY / SECURITY (15)

:: Ability to avoid having to cross 26th. Opportunity for a secured courtyard space on the main site.
:: Can make it all happen without crossing the street.
:: Management of students & safety.
:: Opportunities for different parking but not traffic safety issues. Can provide more safety & security of campus.
:: Safer/security.
:: Kids or staff don't get hit while walking across street w/ airpods in while texting.
:: Less travel across 26th.
:: Not required to cross street.
:: Program is contained in the existing footprint, safe.
:: Safer with a single unified campus.
:: Safety.
:: Safety & Security. Student management.
:: Less likely to need to cross 26th.
:: Limits traffic/crossing conflicts.
:: Safety.

SUSTAINABILITY / ENERGY EFFICIENCY (4)

:: Efficiency in operating systems.
:: Energy efficiencies.
:: More efficient energy use.
:: Sustainable urban footprint.

OPEN SPACE (4)

:: Increases amount of open space.
:: More opportunity for green space.
:: More open spaces outside and another space for PE programs.
:: Site/ Outdoor use : drop off, entry courtyard, social outdoor, PE space.

FUTURE FLEXIBILITY (5)

:: Opportunity for future growth.
:: Leaves land for future growth.
:: More flexible for expansion.
:: Land bank parking for development.
:: Parking lot becomes "future ready" because Burgerville will go out of business someday then we pounce and make a big sports field.

OTHER (7)

:: Less money potentially in capital expansion.
:: More urban - Celebrates different character than suburban model of all other school.
:: Keep parking. Use of roof top facilities.
:: Form & function.

BLDG HEIGHT - STORIES (12)
:: Height.
:: How a taller building will be received by the neighborhood.
:: Pressure to go above 3 stories, what changes character.
:: Building heights grow and no longer fit in community necessarily.
:: Put high stories by Powell so we don't shade out no houses (and east) (triple glazing solves noise).
:: Height challenges/ADA.
:: Towers are hard to navigate, hard on neighborhood. Accessibility.
:: Travel times and accessibility.
:: Difficult for kids to get to class.
:: Height of buildings. Time in passing if tall buildings.
:: Going "up" doesn't always work for users w/ 5 min to get somewhere (there is a sweet spot on a scale for 1700 people).
:: Height required - challenge of climbing from floor 1 to 6/8 plus neighbors may object to 6 story building on Franklin Street.

CROWDED (10)
:: Crowded - not enough space for flexible areas? Not much space for athletics.
:: Fail to make optimal use of footprint. Density of student body.
:: Fitting all desired programming.
:: Flexibility? Tight.
:: More constricted areas - less opportunity for innovative use of space.
:: Potentially crowded….can we use rooftop spaces?
:: Space, something gives.
:: Stuck w/ a small space.
:: Thoughtfully densifying the site.
:: Will it all fit? (though I understand that population ebbs and flows)

EXTERIOR OPEN SPACE (7)
:: Insufficient green space.
:: Limits the chance for outdoor space/natural light on the main site. Leaving a surface parking lot is a waste of land.
:: Small land space deprives campus of open/social spaces.
:: Green/outdoor space.
:: Cramped/lack of open space on campus.
:: Finding the desired breathing room and green space, which is lacking now.
:: Does not provide exterior spaces.

ADJACENT SITE UNDER UTILIZED (4)
:: Does not make use of available land.
:: Misuse of parking lot space.
:: I'd like to see the new consolidated scheme show parking underground and use space more effectively.
:: Parking lot wasted.

NATURAL LIGHT (3)
:: Natural light.
:: Natural light.
:: Daylight.

OTHER (7)
:: Relief/shelter.
:: Repetition or retention of possible entrance. Exit.
:: Noise (possible in classroom).
:: Limits events or volume to existing uses (functional uses).
:: How would it work for growth?
:: Can the SE 33rd & Powell FB field site be used as gym, tennis, etc?
:: None (did not identify challenges for a consolidated site).
    :: Keep parking. Use of roof top facilities.
    :: Form & function.

EXTERIOR OPEN SPACE (13)

:: Absolutely paramount to make use of all existing property. Courtyards are not possible w/out making parking lot and perhaps another building on that site a part of master plan.
:: Possibility of green space.
:: Accommodates more outdoor open space.
:: More outdoor space.
:: More courtyard space.
:: Allows for more courtyard/open space on main site.
:: Larger more meaningful outdoor commons area on main site.
:: Open space.
:: Opportunities for courtyards.
:: Potential for more open space to support student (and staff) mental health and positive connections.
:: More opportunities for green space - for light, sports, gathering/community.
:: More open space.
:: Green spaces.

FLEXIBILITY / MORE SPACE (11)

:: Ability to arrange the program more freely.
:: Allows for more flexible programming. Allows for rooftop uses (above/underground parking).
:: Better feeling of space - less cramped.
:: Better space planning, flexible building layouts.
:: Better use of all properties for smaller buildings.
:: Expand commons & cafeteria. Synergy w/ community programming.
:: More flexibility of light gathering space, more internally located flex space.
:: Programming flexibility.
:: Room to grow, use what we have.
:: Spread out! Have space.
:: Urban character could be positive. Flexibility in program/services. Build for expansion. Easier to "zone" public vs. scholastic.

BETTER USE OF ADJACENT SITE / CAMPUS FEEL (7)

:: Showcase "new" and improved feature of school gym or theatre to create new icon.
:: Chance for more program, utilizes parking lot for better purpose.
:: Better use of parking lot, new icons for community. (skybridges in new buildings?)
:: Create more of a campus.
:: Ability to "create" a faux campus with some more resting outdoor spaces.
:: Maximizes potential for use of entire campus efficiently including parking lot.
:: Higher, better use of parking lot.
:: Development of athletic facility

NEIGHBORHOOD SCALE (2)

:: Low rise/not really a "high rise" neighborhood. Trees outside the window.
:: Maintains the neighborhood character.

OTHER (10)

:: Swimming pool!
:: Identity of programs.
:: Synergy w/ other entities/agencies - physical ed in parking lot/Portland parks or performing arts/community arts. SW community center or Mt. Scott like facility w/ sharing by school. (even with aquatics if we would have Burgerville site).
:: With limited site, it's critical to utilize all spaces, but that doesn't mean a building on the parking lot.
:: Looks better.
:: "Performing arts center" 1700 GO BIG great auditorium.
:: Giving different functions different character appropriate to their functions.
:: Eventual closing of 26th Ave. Make street (26th) bike & bus only + skybridge.
:: I've given up on athletic field (embrace the limits, no HS sport in rest of world).
:: Implement universal design.
:: None (did not identify opportunities for distributed site).

SAFETY - STREET CROSSING (22)

:: Traffic Safety. Safety & security of campus.
:: Crossing 26th Ave.
:: Crossing 26th Ave.
:: Crossing 26th Ave.
:: Crossing 26th Ave. multiple times per day for students.
:: Crossing 26th Ave. - but we do it EVERY day - blinking crosswalk signage can help alleviate safety concerns. These are HS students, not elementary.
:: Crossing 26th Ave. - must have some bridge or major traffic control.
:: Crossing 26th Ave. - safety issues.
:: Crossing 26th Ave. especially if south of Franklin Street.
:: Crossing 26th Ave.
:: 26th Ave. and traffic.
:: Access across 26th Ave.
:: Connection - tunnel?
:: Safety.
:: Safety.
:: Safety & Security. Student Management.
:: Safety (road crossing). Weather - crossing in rain/fowl weather.
:: Safety in crossing streets and controlling crowd movement during all school functions.
:: Safety traffic/crossing conflicts.
:: Safety crossing street.
:: Safe crossing.
:: Safe pedestrian connections.

DIVIDED CAMPUS (14)

:: Segregation.
:: Segregation.
:: Complexity of collaboration.
:: A department would be separated from other academics.
:: Disconnected department example/ arts across the street.
:: Isolation on campus.
:: Fragmented campus which already has separation w/ field.
:: Loss of building connection.
:: Connection across depts/students.
:: Something will feel secluded (less important potentially).
:: Feelings of detachment between buildings.
:: Connection w/ the rest of the campus.
:: Feeling of connection to the campus street activity. Too easy to leave and not come back?
:: Further journeys for either performers or athletes to the field or eastern classrooms.

TRAVEL TIME / DISTANCE (12)

:: Long distance between classrooms.
:: Going "long" doesn't always work for folks w/5min to get somewhere (there is a sweet spot on a scale for 1700 people)
:: Travel time.
:: Distance to travel crossing the street.
:: Passing time - distance.
:: Getting to and from expanded space - time crunch.
:: Long walks/travel between classes.
:: Longer time to circulate to 5 mins limits of building (?)
:: Travel issues across 26th Ave.
:: Time required to travel between blocks.
:: Travel time.
:: Time/Distance to travel between areas.

OTHER (2)

:: What is the best program to put in parking lot space?
:: Costs in site development.

Oregon Historic Site Form

Grover Cleveland High School
3400 26th Ave
Portland, Multnomah County

LOCATION AND PROPERTY NAME

address: **3400 SE 26th Ave** ☐ apprx. addrs

Portland ☐ vcnty **Multnomah County**

historic name: **Grover Cleveland High School**

current/ other names: **Cleveland High School, Clinton Kelly High School Of Commerce**

Optional Information

assoc addresses:
(former addresses, intersections, etc.)

location descr:
(remote sites)

block nbr: ____ lot nbr: ____ tax lot nbr: ____

township: ____ range: ____ section: ____ 1/4: ____

zip: ____

PROPERTY CHARACTERISTICS

resource type: **Building** height (# stories): **3**

elig. evaluation: **eligible/significant**

primary constr date: **1929** (c.) ☐ secondary date: **1957** (c.) ☐
(optional--use for major addns)

primary orig use: **School**

secondary orig use:

primary style: **Classical Revival: other**

secondary style:

primary siding: **Brick:Other/Undefined**

secondary siding: **Glazed Terra-Cotta**

plan type: **School (General)**

comments/notes: **HRI Rank II.**

total # eligible resources: **1** total # ineligible resources: **2**

NR status:

NR date listed: (indiv listed only; see Grouping for hist dist)

orig use comments:

prim style comments:

sec style comments:

siding comments:

architect: **Jones, George H.**

builder:

GROUPINGS / ASSOCIATIONS

survey project name or other grouping name		
	Portland Public Schools - Outer East Side 2007	Survey & Inventory Project
	PPS Historic Building Assessment 2009	Survey & Inventory Project

farmstead/cluster name:

external site #: 213
(ID# used in city/agency database)

SHPO INFO FOR THIS PROPERTY

NR date listed:

ILS survey date: **6/25/2009**

RLS survey date: **6/25/2009**

Gen File date:

106 Project(s)

West elevation

Oregon Historic Site Form

Grover Cleveland High School
3400 26th Ave
Portland, Multnomah County

ARCHITECTURAL / PROPERTY DESCRIPTION

(Include expanded description of the building/property, setting, significant landscape features, outbuildings, and alterations)

Description Summary

Cleveland High School consists of two separate properties. The main school campus is located at 3400 SE 26th Ave. in the Hosford-Abernethy neighborhood, while the Cleveland Field is located at 3100 SE Powell Blvd in the Richmond neighborhood in southeast Portland. The school property consists of 4.04 acres (as well as another 1.03 acre parking lot) while the Cleveland Field is approximately 6.27 acres. Designed in the Classical Revival style, the three story main school building (1929, 213A) exhibits an extensive use of terra cotta panels to emphasize the main entrance, ancillary entrances, windows, corners, cornice, and parapet. The detailing on these panels includes the use of engaged pilasters, fanlights, voussoirs, festoons, balustrades, and staggered quoins. The interior of the original building features a square corridor plan with several additions situated to the east. These additions include a gymnasium (1957, 213B), shop wing (1958, 213C), classroom addition (1968, 213D), as well as a detached portable (1963, 213P1). The Cleveland Field property lies to the east of the main school property and features a restrooms building (1949, no number) as well as grandstands, a track, and an athletic field.

Architectural Description

The main school campus of Cleveland High School is located in the Hosford-Abernethy neighborhood while the Cleveland Field property is in the Richmond neighborhood in southeast Portland. The 4.04 acre campus is nearly entirely developed and positioned between SE Franklin Street to the north, SE 26th Avenue to the west, SE Powell to the south, and SE 28th Avenue to the east. Development in the surrounding area consists of commercial as well as single and multi-family residential built between 1890 and 1950 (Sanborn Maps 1924-1928, 1908-1950). Much of the commercial development is centered on Powell Blvd. that borders both properties to the south. Slender ground level grassy planting strips surround most of school property.

Approached from the west, the two story main school building is a concrete structure with a wire brushed brick veneer laid in an all stretcher bond with some brick panels featuring diapering. The square shaped part of the school composed of the western part of the campus consists of the original Classical Revival style section that was constructed in 1929. The exterior of the main school building exhibits terra cotta staggered quoins at building corners, Classical Revival entries, terra cotta watertables, cornices and coping.

Decorative emphasis is placed on the principal and ancillary entrances on the original building. The main entrance slightly projects from the main exterior walls and is differentiated by the use of staggered quoins. The entrance itself consists of three double door entries with glazed semicircular fanlights. Each of the doorways is separated by one story pilasters and elaborated with voussoirs with a console keystone as well as a terra cotta panel further accentuate each entry bay. Above this composition is a terra cotta balustrade and original nine-over-nine wood windows that are topped with a festoon-adorned terra cotta panel.

Secondary entrances located on the north and south elevations generally consist of a double door entry with a terra cotta surround that consists of engaged Doric columns and an entablature topped by a modest parapet and an original stairwell window composed of slender nine-over-nine window flanked by eighteen light sidelights. A terra cotta panel above each doorway also features an inspirational quote.

Several additions lie to the east of the main original building. These additions include a detached, double-height, brick-faced gymnasium constructed in 1957, a two story brick faced, concrete classroom addition built in 1968, as well as an attached, double-height band, choir, and shop addition erected in 1958.

The interior of the main building exhibits a square-shaped double-loaded corridor plan. The most intensely embellished space of the school is the main split-level entryway. The entry features bronze handrails, marble baseboards, terrazzo stair treads and risers, and "zenitherm" tile walls that simulate the use of ashlar. The main corridor also features corner pilasters, boxed beam ceiling, as well as original light fixtures with Art Deco style bases. The auditorium features a stage with a Greek-fret surround flanked on either side by a metal grill. The space also retains its original seating with urn-decorated seat ends and Art-Deco chandeliers with sunburst-pattern bases. The corridors have 12" by 12" tiles and are typically lined with lockers. The classrooms within the main building are generally square shaped, exhibit tubular fluorescent lighting and built in wood cabinetry. Two open lightwells are located to the north and south of the central auditorium. The exterior walls present in the lightwells are tan colored to maximize the amount of light coming into the classrooms.

Alterations/Integrity

Since the original building was erected in 1929, the building has received several additions including a new gymnasium in 1957, music and shop addition in 1958, and a classroom addition in 1968. All of these additions are situated to the rear of the main building and do not significantly diminish the integrity of the building. Several interior modifications have also occurred and include the replacement of nearly all windows in 1988 (except those located near exterior entries), and the modification of corridors on the second and third floors on the south side of the building for science-oriented classrooms in 1977 and office space in 1989. While the latter change affected the original square-shaped corridor plan of the building, it affected a small portion of the school complex. The school, therefore, retains its integrity of feeling, association, materials, location, setting, and workmanship.

HISTORY

(Chronological, descriptive history of the property from its construction through at least the historic period [preferably to the present])

Oregon Historic Site Form

Grover Cleveland High School
3400 26th Ave
Portland, Multnomah County

Significance Statement

In 1869, the first high school, housed in two rooms of the former North School building in Portland, was opened (Powers and Corning 1937: 74). Despite early struggles in the development of a consistent curriculum, the high school persisted at the will of the city's residents until the Oregon School Code, adopted in 1878, officially authorized the construction of high schools in the city (Sevetson 2007: 465). The first purpose built high school in Portland was the 1883 Portland High School built on Southwest Fourteenth and Morrison. Before it was even built, the school was the subject of a serious debate among prominent citizens, including George Atkinson and Harvey Scott as to the necessity of a publicly funded high school. Despite the conflict, the 1883 "Transition Gothic" styled Portland High School established a high design standard for the city's high schools as it was prominently featured in William Thayer's "Marvels of the New West" in 1887 (Thayer 1887: 334). Future high schools in the city would be built on a similarly grand scale.

Beginning with the construction of the main building and attached auditorium in 1929, Grover Cleveland High School was part of a dramatic building program begun by Portland Public Schools in the early 1900s. Gradually influenced by John Dewey's Progressive Education Movement, Portland Public Schools responded to changing city demographics and ideas concerning school safety, sanitation, and child centered instructional methods beginning in the first decade of the 1900s (Rippa, 1997: passim; Cremin 1961: 135-153; Cubberley 1915: 283-290).

After several well-publicized school fires elsewhere in the United States, calls for a more fundamental change in the building stock of the district began as early as 1906 when Mayor Lane called for the construction of new "fireproof" school buildings (Oregonian, 10-31-1906). In 1910, various city neighborhood "advancement clubs" joined forces to discuss the unfit school buildings in their respective neighborhoods (Oregonian 07-31-1910). Soon after this meeting, on August 16, 1910, the Portland City Council enacted a requirement that all schools constructed after January 1, 1911 would have to be of fire proof construction (Powers and Corning 1937: 183). By 1914, the first joint meeting between Portland city officials, Multnomah County Commissioners, and the school board resulted in officials agreeing to work with building code officials to implement adequate fire safety measures in all existing and future schools in a more cost effective manner (Oregonian 03-31-1914).

In 1908, Portland Public Schools created the Bureau of Properties in an effort to centralize the management of the district's various properties (Powers and Corning 1937: 182). Within this office, the District architect took on a more formalized role in the design and maintenance of school facilities. Two of the most influential district architects during this period included Floyd Naramore and George Jones, who designed a majority of the schools from 1908 to 1932. George H. Jones, the architect for the Grover Cleveland High School, was well versed in the design of school facilities through his role as the school district's architect. The son of Thomas J. Jones, who had also served as district architect for many years, George Jones was born in Portland in 1887. After attending Oregon State College for two years, George Jones obtained a degree in architecture in 1913. Jones worked in New York for several years before serving with the U.S. Army Combat Engineers during World War I. Following his return to Portland in 1920, Jones obtained his architecture license. He quickly assumed the position of school architect after his predecessor Floyd A. Naramore became district architect for the Seattle School District.

The idea for a creating a school of commerce began in 1919 when the school board created a school dedicated to developing the commercial acumen of students. Originally housed in the Shattuck School, the school of commerce was soon overcrowded, poorly funded, and lacked the necessary equipment. Eventually PPS planned to move the Clinton Kelly School to another location and use the former lot for the new high school. In 1893, PPS annexed the Clinton Kelly School property from Multnomah County School District No. 2 and subsequently constructed a new frame school on tracts that were within the Waverleigh Heights subdivision (PPS Chronology Binder). This property had been donated by Oregon pioneer Clinton Kelly in 1860 to District No. 2 with the expressed provision that it be used for educational purposes (PPS history). Between 1910 and 1912, the 1893 building was expanded using designs by school district architect T.J. Jones. By 1923 parents of students declared the building that occupied the property as unsafe and demanded another school be built (Oregonian 6-4-1923). It was not until 1928, however, until designs were prepared for the building by George Jones. Bids were subsequently requested and builder H.E. Doering submitted the lowest bid of $509,843. The school board, however, opposed the awarding of the contract to Doering "on the ground that the contractor made unreasonable delays in his previous work for the district and required constant supervision at extra expense to the school district" (Oregonian 11-20-1928). While it is unclear who was awarded the contract, the former Clinton Kelly Elementary School was demolished and PPS began construction of the then-named Clinton Kelly School of Commerce in 1929 just as the Great Depression began. The school opened in 1930 and was immediately inundated with students such that between 1930 and 1933 the school could not accept first year students (Powers and Corning 1937: 239). In 1939, funds received from the Works Progress Administration were used to improve the Cleveland field property situated a few blocks east of the school (PPS Chronology Binder; Oregonian 6-8-1939). In 1948, the school was renamed Grover Cleveland High School after the former President (Oregon Journal 8-13-1948).

After World War II, several additions to the school to expand its capacity. This included a new gymnasium in 1957, shop addition in 1958, and a classroom addition in 1968.

With all of the additions placed on the east side of the school and in spite of the replacement of its original windows, Grover Cleveland High School remains eligible for the National Register of Historic Places (NRHP) as it retains much of its historical integrity. Associated with the expansion of high school education in Portland, the school also reflects the diversity of educational offerings by PPS by the early 1930s and is therefore eligible for the NRHP under Criterion A. Cleveland High School is also a good example of the Classical Revival style and retains much of its integrity. The original main building with its square-shaped corridor plan and its extensive use of cast stone classical detailing is representative of the period and reflects Jones' ability to design larger high school buildings. Due to the association with Jones and the building's expression of the Classical Revival style it is eligible for the NRHP under Criterion C.

RESEARCH INFORMATION

(Check all of the basic sources consulted and cite specific important sources)

Oregon Historic Site Form

Grover Cleveland High School
3400 26th Ave
Portland, Multnomah County

☐ Title Records	☐ Census Records	☐ Property Tax Records	☑ Local Histories
☑ Sanborn Maps	☑ Biographical Sources	☑ SHPO Files	☐ Interviews
☐ Obituaries	☑ Newspapers	☐ State Archives	☑ Historic Photographs
☐ City Directories	☐ Building Permits	☐ State Library	

Local Library: Multnomah County Library
University Library: Portland State University Library
Historical Society: Oregon Historical Society
Other Repository: PPS Archives

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PPS

Principal (west) elevation, main entrance (213A).


Typical side entrance, north side entrance, main school building (213A).


Classroom addition (213D), looking east.


Field house at Cleveland Field parcel, looking south.


Entrance to new gymnasium (213B), looking Northeast.

Grover Cleveland High School
Exterior Photos
ENTRIX, 2009

ENTRIX

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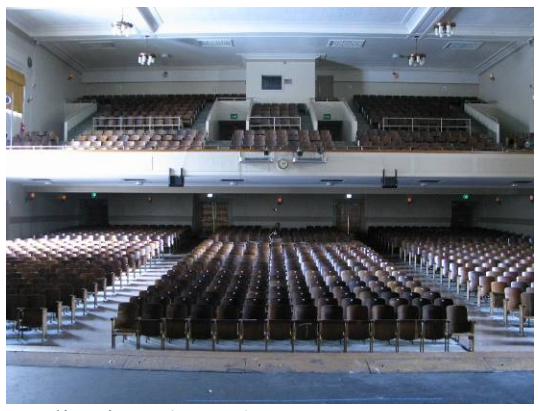
Main entrance and stairwell (213A).



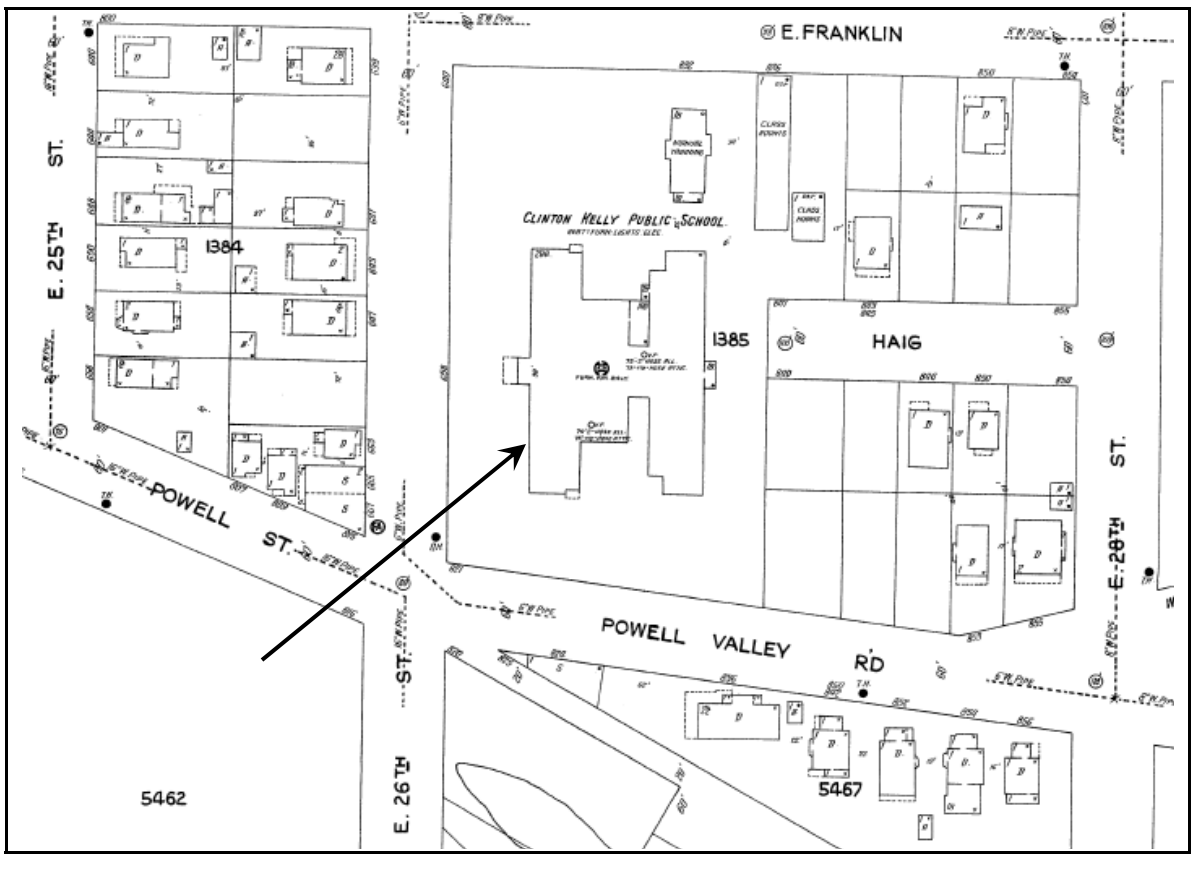
Auditorium (213A).

Auditorium (213A).

Main (west) corridor (213A).

Alterations to south corridor (213A).

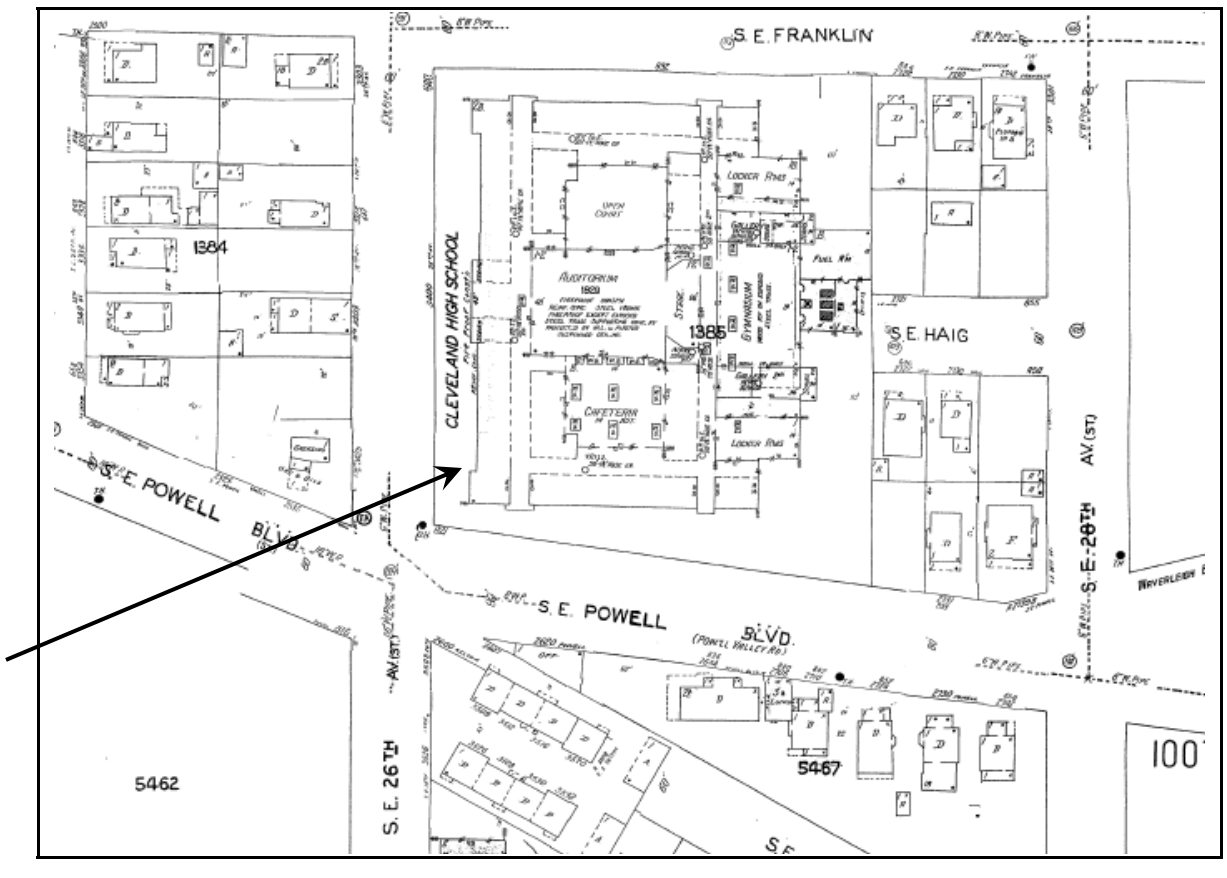
Grover Cleveland High School
Interior Photos
ENTRIX, 2009



1924-1928, Sanborn Fire Insurance Company Map, Portland, Oregon, Map 1006. Arrow points to future location of Cleveland High School, previously the location of Clinton Kelly Public School.

APPENDIX D

OREGON HISTORIC SITE FORM



Updated to 1950 Sanborn Fire Insurance Company Map, Portland, Oregon, Map 1006.
Arrow points to Cleveland High School.

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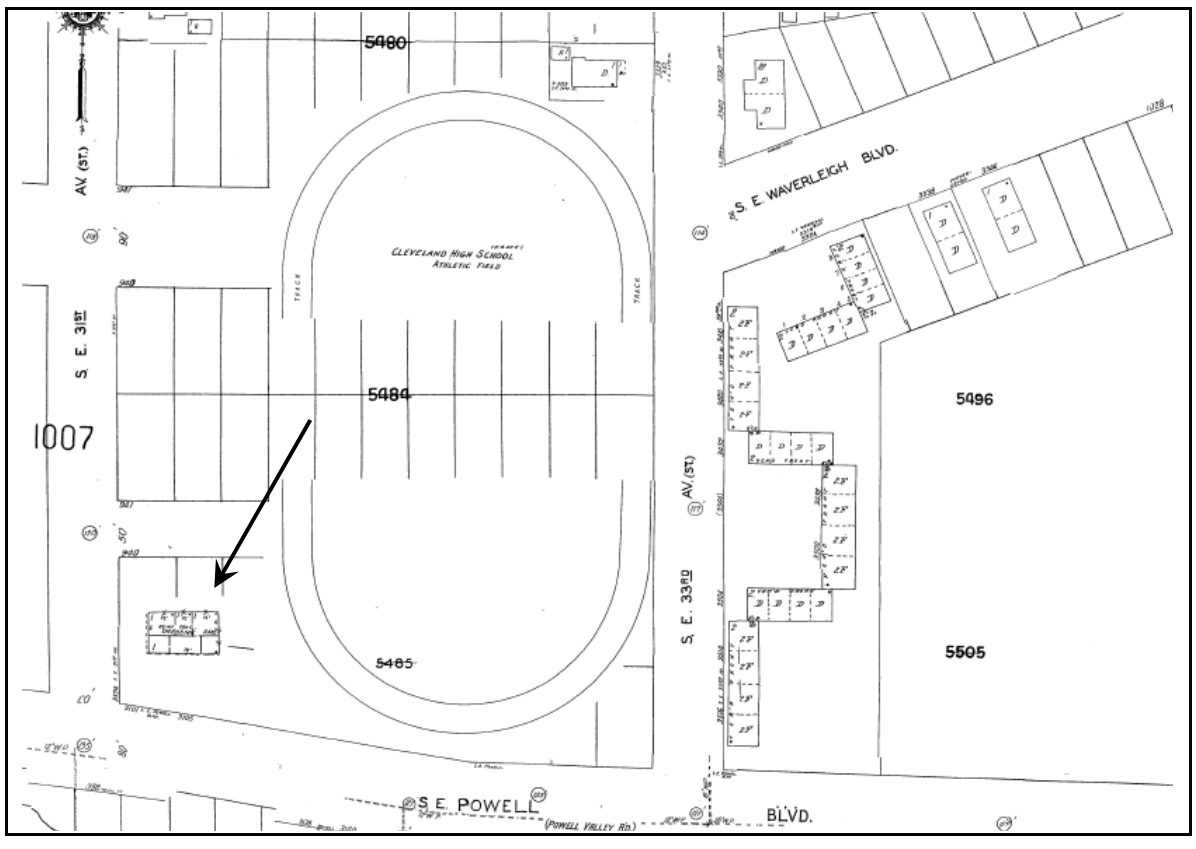
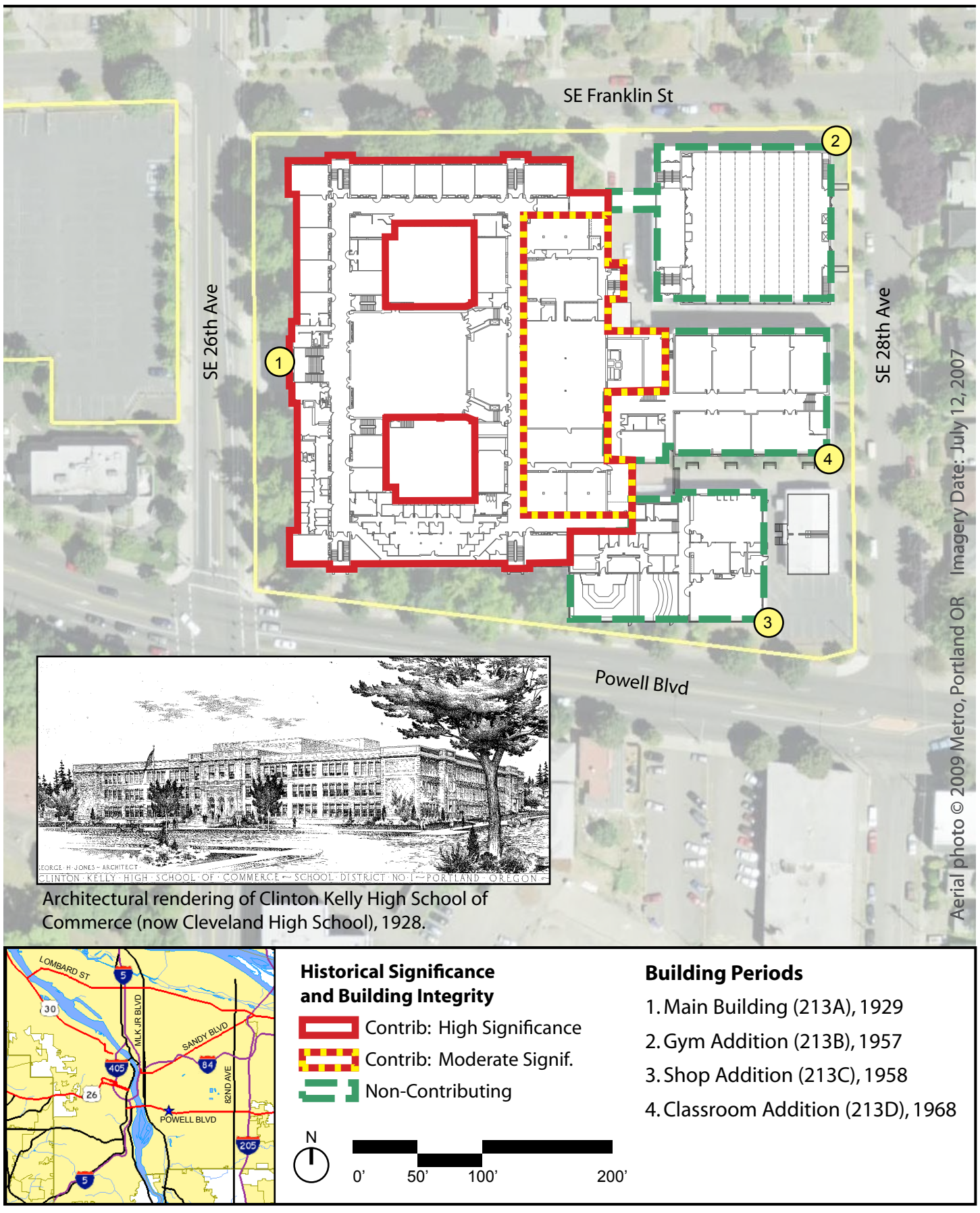


1950 Sanborn Fire Insurance Company Map, Portland, Oregon, Map 1008. Arrow points to the Cleveland High School Athletic Fieldhouse.

Cleveland High School

3400 SE 26th Ave, Portland OR, 97202

View Site in Google Maps



Architectural rendering of Clinton Kelly High School of Commerce (now Cleveland High School), 1928.

Historical Significance and Building Integrity

- Contrib: High Significance
- Contrib: Moderate Signif.
- Non-Contributing

N

0’ 50’ 100’ 200’

Building Periods

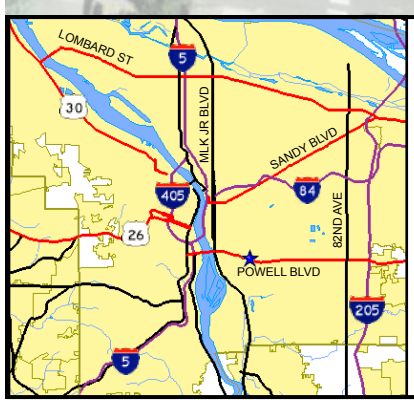
1. Main Building (213A), 1929
2. Gym Addition (213B), 1957
3. Shop Addition (213C), 1958
4. Classroom Addition (213D), 1968

Cleveland Field House

3100 SE Powell Blvd, Portland OR, 97202

View Site in Google Maps

2009 photograph of Cleveland Field House



Historical Significance and Building Integrity

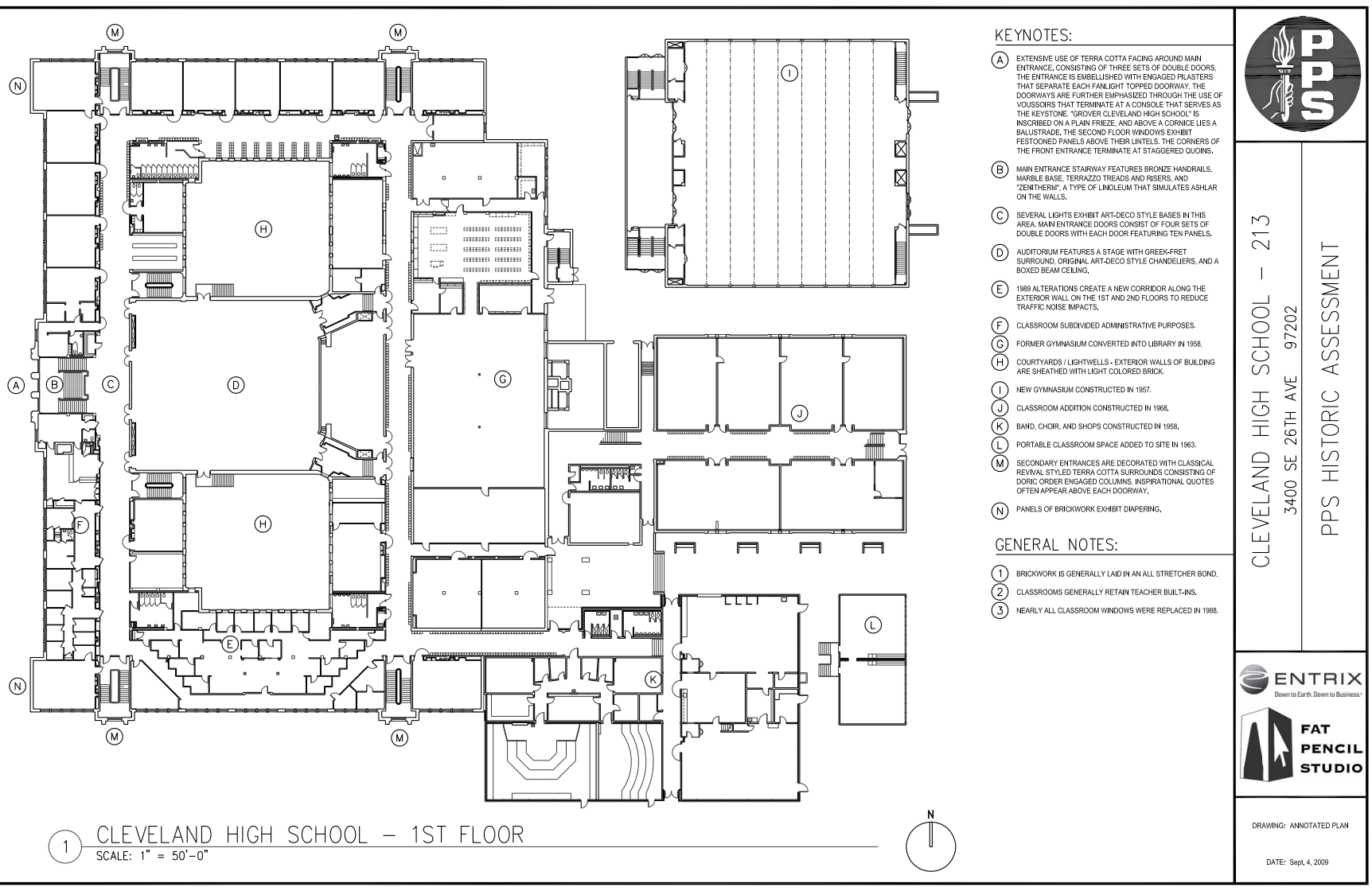
- Contrib: High Significance
- Contrib: Moderate Signif.
- Non-Contributing

N

0’ 50’ 100’ 200’

Building Periods

1. Restrooms, 1949
2. Grand Stands, n.d.


KEYNOTES:
A EXTENSIVE USE OF TERRA COTTA FACING AROUND MAIN ENTRANCE. CONSISTING OF THREE SETS OF DOUBLE DOORS, THE ENTRANCE IS EMBELLISHED WITH ENGAGED PILASTERS THAT SEPARATE EACH FANLIGHT TOPPED DOORWAY. THE DOORWAYS ARE FURTHER EMPHASIZED THROUGH THE USE OF VOUSSOIRS THAT TERMINATE AT A CONSOLE THAT SERVES AS THE KEYSTONE. "GROVER CLEVELAND HIGH SCHOOL" IS INSCRIBED ON A PLAIN FRIEZE, AND ABOVE A CORNICE LIES A BALUSTRADE. THE SECOND FLOOR WINDOWS EXHIBIT FESTOONED PANELS ABOVE THEIR LINTELS. THE CORNERS OF THE FRONT ENTRANCE TERMINATE AT STAGGERED QUOINS.
B MAIN ENTRANCE STAIRWAY FEATURES BRONZE HANDRAILS, MARBLE BASE, TERRAZZO TREADS AND RISERS, AND "ZENITHERM", A TYPE OF LINOLEUM THAT SIMULATES ASHLAR ON THE WALLS.
C SEVERAL LIGHTS EXHIBIT ART-DECO STYLE BASES IN THIS AREA. MAIN ENTRANCE DOORS CONSIST OF FOUR SETS OF DOUBLE DOORS WITH EACH DOOR FEATURING TEN PANELS.
D AUDITORIUM FEATURES A STAGE WITH GREEK-FRET SURROUND, ORIGINAL ART-DECO STYLE CHANDELIERS, AND A BOXED BEAM CEILING.
E 1989 ALTERATIONS CREATE A NEW CORRIDOR ALONG THE EXTERIOR WALL ON THE 1ST AND 2ND FLOORS TO REDUCE TRAFFIC NOISE IMPACTS.
F CLASSROOM SUBDIVIDED ADMINISTRATIVE PURPOSES.
G FORMER GYMNASIUM CONVERTED INTO LIBRARY IN 1958.
H COURTYARDS / LIGHTWELLS - EXTERIOR WALLS OF BUILDING ARE SHEATHED WITH LIGHT COLORED BRICK.
I NEW GYMNASIUM CONSTRUCTED IN 1957.
J CLASSROOM ADDITION CONSTRUCTED IN 1968.
K BAND, CHOIR, AND SHOPS CONSTRUCTED IN 1958.
L PORTABLE CLASSROOM SPACE ADDED TO SITE IN 1963.
M SECONDARY ENTRANCES ARE DECORATED WITH CLASSICAL REVIVAL STYLED TERRA COTTA SURROUNDS CONSISTING OF DORIC ORDER ENGAGED COLUMNS. INSPIRATIONAL QUOTES OFTEN APPEAR ABOVE EACH DOORWAY.
N PANELS OF BRICKWORK EXHIBIT DIAPERING.
GENERAL NOTES:
1 BRICKWORK IS GENERALLY LAID IN AN ALL STRETCHER BOND.
2 CLASSROOMS GENERALLY RETAIN TEACHER BUILT-INS.
3 NEARLY ALL CLASSROOM WINDOWS WERE REPLACED IN 1988.
1 CLEVELAND HIGH SCHOOL – 1ST FLOOR
SCALE: 1" = 50'-0"
N
CLEVELAND HIGH SCHOOL – 213
3400 SE 26TH AVE 97202
PPS HISTORIC ASSESSMENT
ENTRIX
Down to Earth. Down to Business.
FAT PENCIL STUDIO
DRAWING: ANNOTATED PLAN
DATE: Sept. 4, 2009

Memo

Date: November 22, 2019
Project: PPS Design Standards
Project Number: 19-1638
To: Aaron Presberg (PPS)
From: Ruwan Jayaweera, Forest Tanier-Gesner
Subject: District EUI Targets and Efficiency Strategies
Distribution: Reilly Loveland, (NBI); Amy Cortese, (NBI)

District EUI Targets and Efficiency Strategies

To help focus PPS Design Standards around attainable sustainability goals, PAE has reviewed current design best practices and previous project energy use reductions to identify a prioritized list of energy efficiency strategies and energy use intensity (EUI) targets.

PRIORITIZED EFFICIENCY STRATEGIES

Table 1 | Recommended Strategies

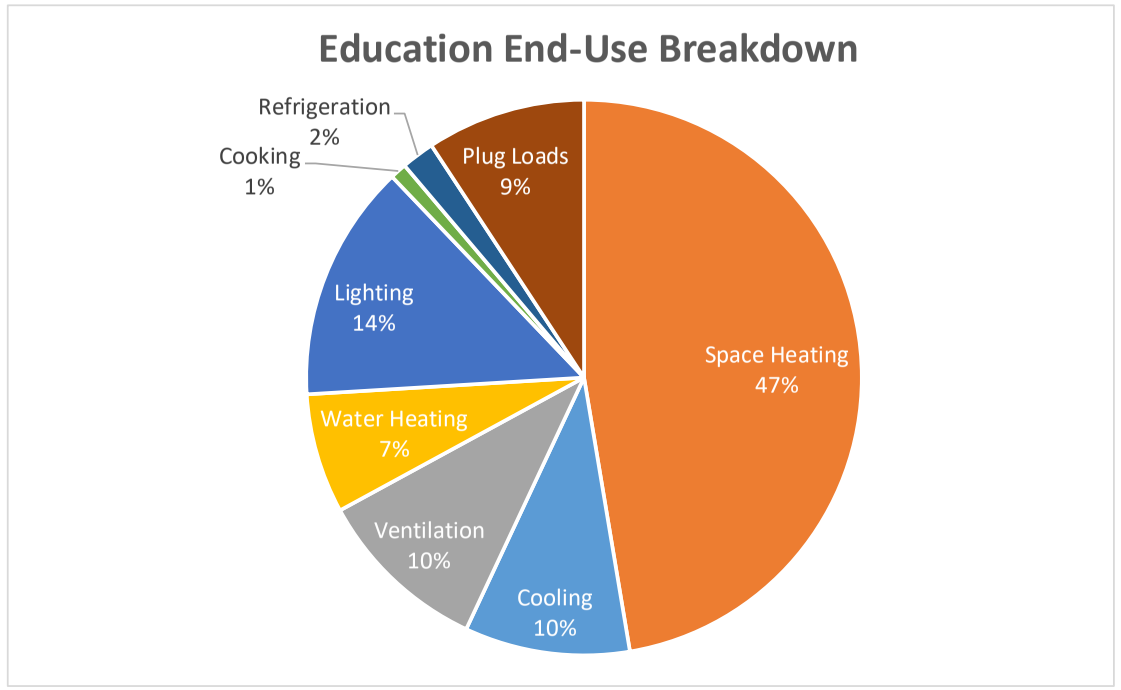
Priority	Envelope New/Addition	Envelope Modernization	HVAC All	Plumbing All	Lighting All	Plug Load All	Kitchen Equipment All
1	Continuous air barrier achieving air leakage rate max of **0.20** cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)	Caulking and sealing existing to achieve air leakage rate max of **0.35** cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)	Air-water heat pumps for primary central heating/chilled water with back-up electric boilers and radiant or 4PFC distribution. DOAS units with heat recovery for ventilation and CO2 based DCV Air-air packaged heat pumps where hydronic not appropriate	Separate air-water heat pumps for heating locker rooms and kitchens On-demand electric heaters serving restrooms and breakrooms	Space Type LPD (W/ft2): Whole building-primary school = 0.40 Whole building-secondary school = 0.45 Gym/multipurpose-primary school = 0.50 Gym/multipurpose-secondary school = 0.80 Cafeteria = 0.40 Classroom = 0.40 Mechanical = 0.40 Restroom = 0.40 Auditorium = 0.50 Office = 0.50 Art room = 0.60 Kitchen = 0.60 Corridor = 0.25 Library/media center-primary school = 0.40 Library/media center-secondary school = 0.50 Lobby = 0.70	Energy Star office equipment/appliances	Energy Star kitchen equipment
2	WWR not exceeding 40% with Window assembly max U-values of 0.28	New window assembly max U-values of 0.28 Air sealing all existing windows Window inserts on all fixed windows	For new construction option, consider Passivhaus level envelope with DOAS heat recovery, passive cooling and electric cove heaters. **(requires expand thermostat settings)**	Shower fixtures not exceeding 1.75 gpm Lav fixtures not exceeding 0.5 gpm Kitchen fixtures not exceeding 1.0 gpm	Lighting controls package meeting or exceeding 90.1-2019 requirements.	Occupancy controlled outlets for admin workstations	All electric Energy Star kitchen equipment package
3	Wall assembly max U-values of 0.064	Wall assembly max U-values of 0.064	Mixed mode natural ventilation with operable window and green light control strategy	Heat tape temperature maintenance rather than HW recirculation	Task tuning of installed fixtures to maintain foot candle levels within a max/min range defined by space/workstation type		
4	Roof assembly max U-values of 0.032	Roof assembly max U-values of 0.032	Ceiling fans and radiant heating in commons	Hybrid urinals			

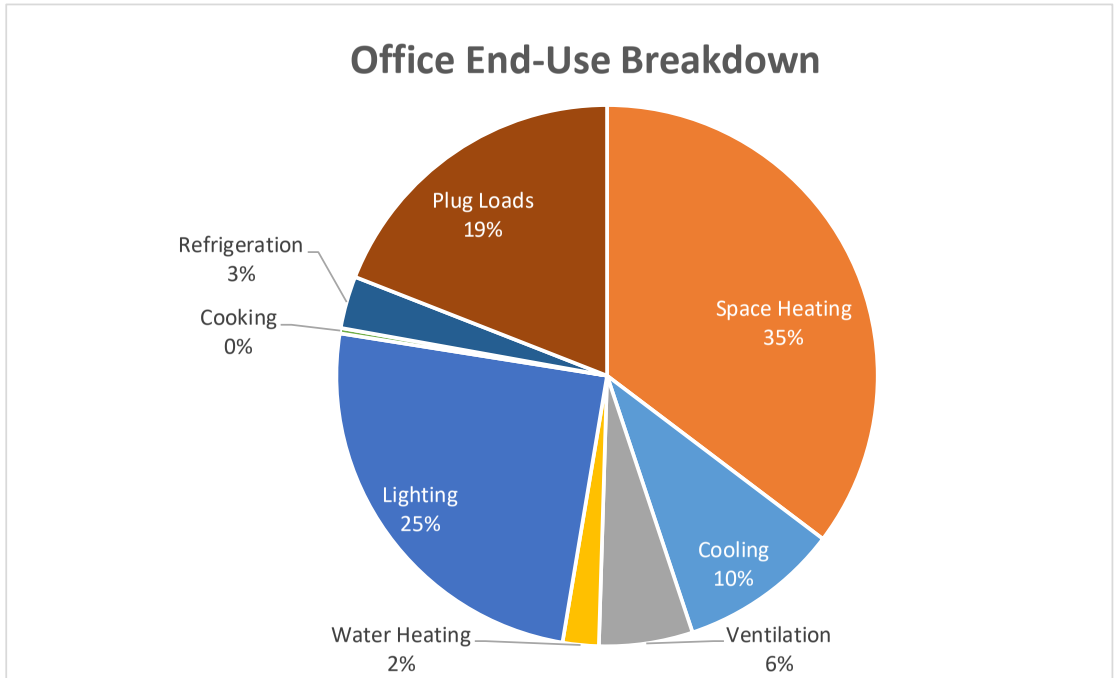
November 22, 2019

END USE BREAKDOWN

The primary basis of the energy efficiency strategy prioritization is the breakdown of the major energy uses of the District building types. Figure 1 below shows the Education and Office End-Breakdowns of the existing building stock from the 2003 CBECS dataset. In general, buildings in this region are heating load dominated and the energy consumption of the building space heating equipment is significantly higher than all other end-uses. Therefore, reducing heating loads through envelope improvements and shifting the heating source to higher efficiency equipment is going to be the 1st priority for most projects. Efficient distribution and control of the ventilation will address both ventilation and cooling energy uses, and then efficient equipment selection and controls will address DHW, Lighting, and Plug Load end-uses.

Figure 1 | Photo





EUI TARGETS

PAE has reviewed PPS building energy consumption data and previous project energy reduction data to come up with EUI goals by building type for both new construction and building modernization projects. Table 1 outlines the condensed existing building data and the recommended EUI targets.

Table 2 | PPS Building EUIs and Recommended Targets

Building Type	Existing Weighted Average EUI (kBtu/sf/yr)	Recommended New Bldg Target EUI (kBtu/sf/yr)	Recommended Modernization Target EUI (kBtu/sf/yr)
Admin/Other	57.4	25	30
K-5 or less	57.3	20	30
K-8	48.0	25	30
Middle School	55.6	25	30
High School	58.4	30	35
		Overall District EUI Goal	
ALL	55.0	**30**	

EXHIBIT MAP

SHOWING EXISTING CONDITIONS ON CLEVELAND HIGH SCHOOL PROPERTY, LOCATED IN THE CITY OF PORTLAND, MULTNOMAH COUNTY, OREGON

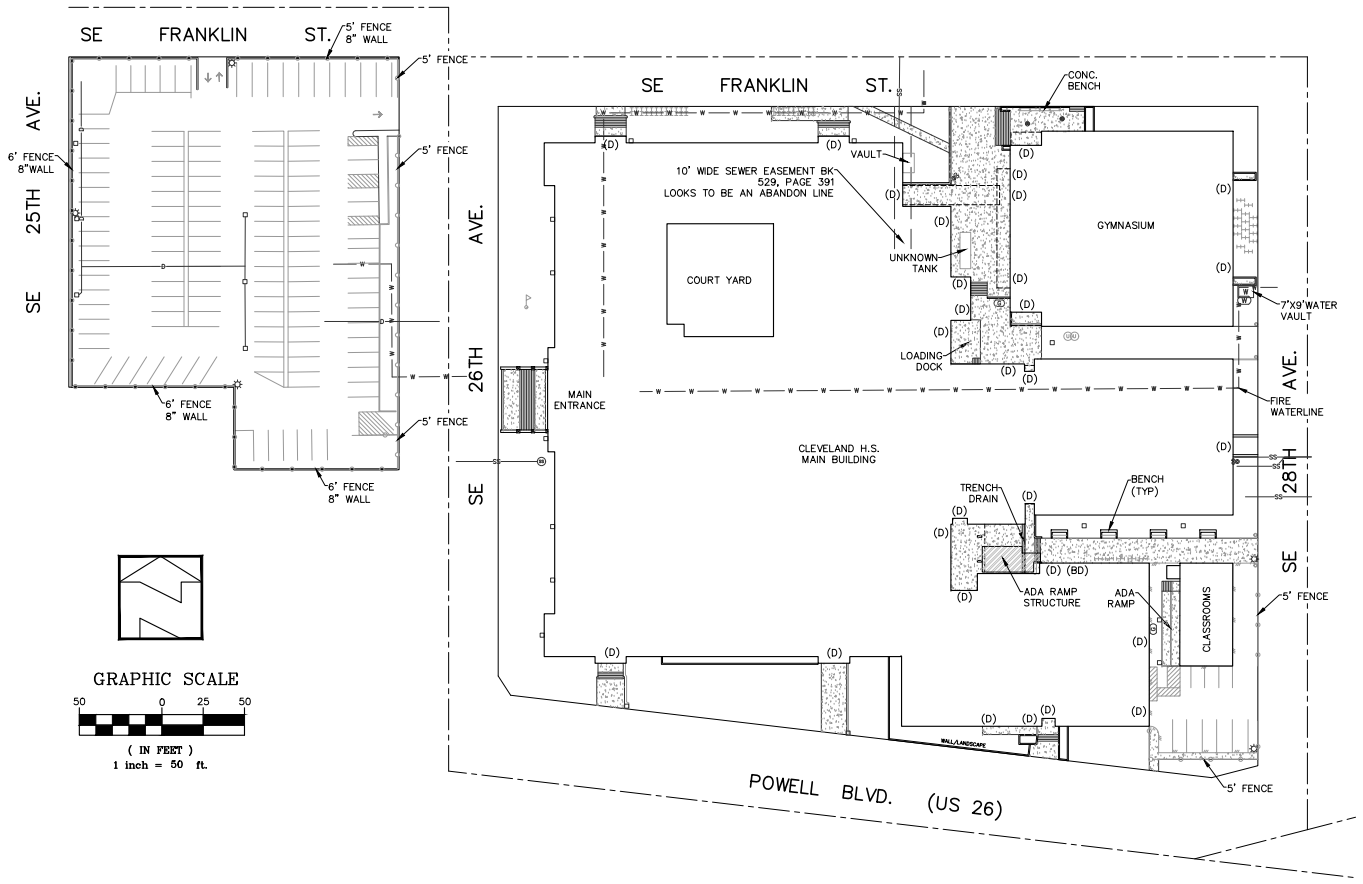
SCALE 1" = 50'

NOTES:

INFORMATION AND LINE WORK SHOWN ON THIS DRAWING WAS COMPILED FROM VARIOUS SOURCES SUCH AS RECORD SURVEYS, DEEDS, DESIGN PLANS AND AERIAL PHOTOS.

THE UNDERGROUND UTILITIES SHOWN HAVE BEEN LOCATED FROM PORTLAND MAPS AND EXISTING DRAWINGS. FIRWOOD MAKES NO GUARANTEE THAT THE UNDERGROUND UTILITIES SHOWN COMPRISE ALL SUCH UTILITIES IN THE AREA, EITHER IN SERVICE OR ABANDONED. FIRWOOD DOES NOT WARRANT THAT THE UNDERGROUND UTILITIES SHOWN ARE IN THE EXACT LOCATION INDICATED. HOWEVER UTILITIES ARE LOCATED AS ACCURATELY AS POSSIBLE FROM INFORMATION AVAILABLE.

THIS DRAWING IS NOT A RECORD OF SURVEY AND IS ONLY FOR EXHIBIT USE SHOWING EXISTING CONDITIONS



GRAPHIC SCALE

50 0 25 50

(IN FEET)
1 inch = 50 ft.

LEGEND & ABBREVIATIONS

- SEWER MANHOLE
- CATCH BASIN
- DRAIN
- CLEANOUT
- UNKNOWN MANHOLE
- WATER VAULT
- STAND PIPE
- GAS METER
- ELECTRICAL VAULT
- LIGHT POLE
- FLAG POLE
- BOLLARD
- BIKE RACKS
- CONCRETE SURFACE

- SEWER LINE
- COMBINED SEWER
- STORM LINE
- WATERLINE
- EDGE OF PAVEMENT
- CHAINLINK FENCE
- EASEMENT
- BUILDING OVERHANGS/COVERED WALKWAYS
- WALL
- (D) DOOR
- (BD) BAY DOOR

FDG
Firwood Design Group, LLC
SURVEYING ✦ ENGINEERING ✦ PLANNING

359 E HISTORIC COLUMBIA RIVER HIGHWAY
TROUTDALE, OREGON 97060
BUS: (503) 668-3737 ✦ FAX: (503) 668-3788

CLIENT: PORTLAND PUBLIC SCHOOLS
SITE: CLEVELAND HIGH SCHOOL
JOB NUMBER: S19-030

SHEET 1 OF 2
FILE: S19030.dwg
PLOT DATE: 12/16/19

EXHIBIT MAP

SHOWING EXISTING CONDITIONS ON CLEVELAND HIGH SCHOOL PROPERTY, LOCATED IN THE CITY OF PORTLAND, MULTNOMAH COUNTY, OREGON

SCALE 1" = 50'

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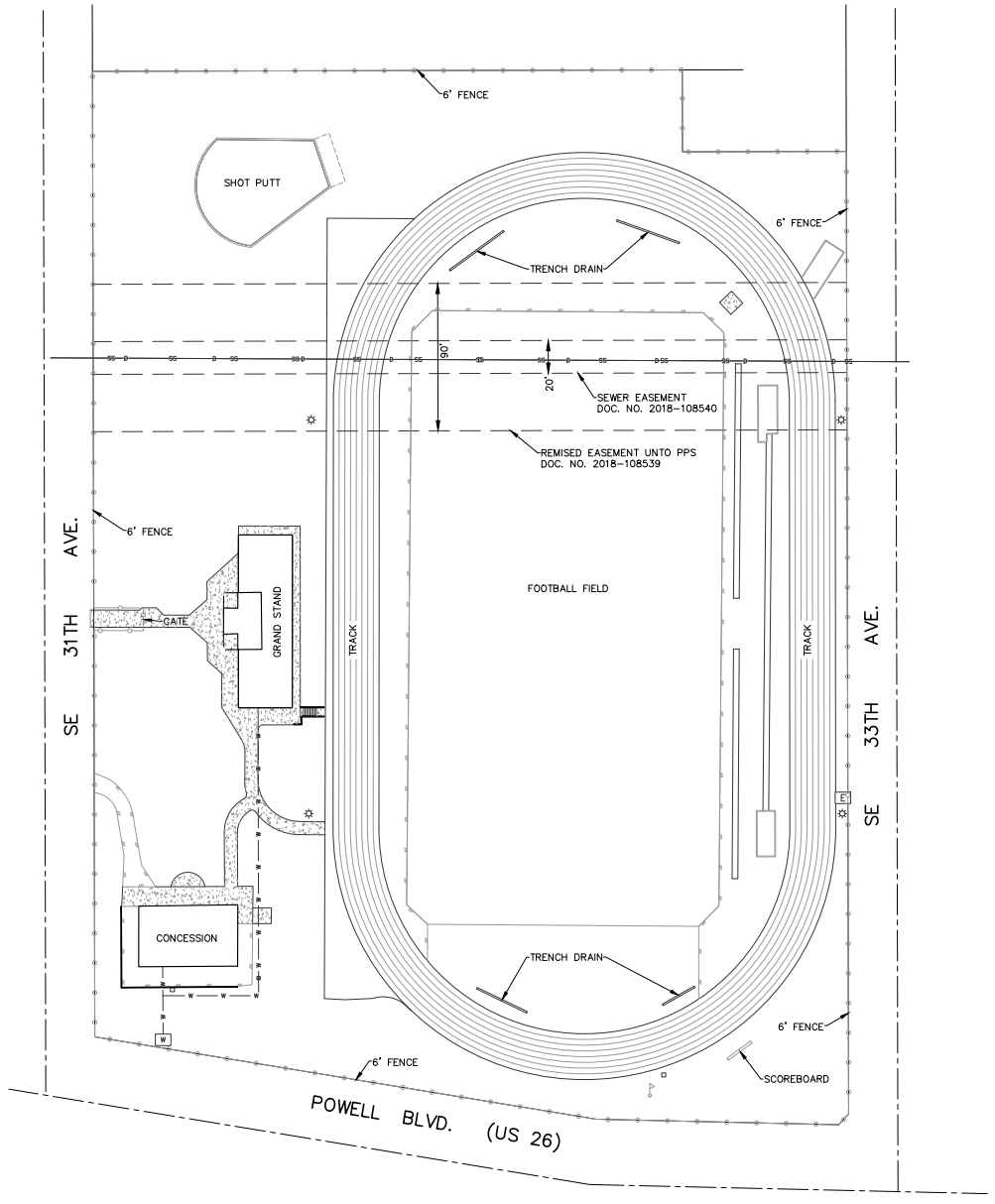
- WALL
- (D) DOOR
- (BD) BAY DOOR



GRAPHIC SCALE

50 0 25 50

(IN FEET)
1 inch = 50 ft.

FDG
Firwood Design Group, LLC
SURVEYING ✦ ENGINEERING ✦ PLANNING

359 E HISTORIC COLUMBIA RIVER HIGHWAY
TROUTDALE, OREGON 97060
BUS: (503) 668-3737 ✦ FAX: (503) 668-3788

CLIENT: PORTLAND PUBLIC SCHOOLS
SITE: CLEVELAND HIGH SCHOOL
JOB NUMBER: S19-030

SHEET 2 OF 2
FILE: S19030.dwg
PLOT DATE: 12/16/19

GRI
9750 SW Nimbus Avenue
Beaverton, OR 97008-7172
p | 503-641-3478 f | 503-644-8034

November 5, 2019

Portland Public Schools
Facilities and Asset Management
PO Box 3107
Portland, OR 97208

Attention: Steve Effros

SUBJECT: Geotechnical Evaluation
Cleveland High School
3400 SE 26th Avenue
Portland, Oregon

As requested, GRI completed a geotechnical evaluation for the above-referenced property in Portland, Oregon. The Vicinity Map, Figure 1, shows the general location of the site. The evaluation was conducted to provide information regarding the subsurface conditions at the site and discuss pertinent geotechnical and geologic issues to assist Portland Public Schools with initial master planning for future improvements to the Cleveland High School campus. This letter describes the work accomplished and provides our evaluation of the site with respect to geotechnical considerations to assist with preliminary master planning.

SITE DESCRIPTION

Cleveland High School is located at 3400 SE 26th Avenue in Portland, Oregon. The high school campus is bordered by SE 26th Avenue to the west, SE Powell Boulevard to the south, SE 28th Avenue to the east, and SE Franklin Street to the north. Buildings occupy the majority of the high school campus. A football field and track are located east of the site at the northeast corner of the intersection between SE Powell Boulevard and SE 31st Avenue. Figure 2 shows the existing improvements within the high school campus.

A review of the U. S. Geologic Survey (USGS) Lake Oswego Quadrangle (2017) indicates the high school campus slopes down to the west from about elevation 115 ft (North American Vertical Datum of 1998 [NAVD 1988]) at the eastern property margin to about elevation 90 ft at the western margin.

SUBSURFACE CONDITIONS

Subsurface materials and conditions at the site were evaluated based on our review of available geotechnical and geologic information. The general area is underlain by a variable thickness of Pleistocene-age alluvial deposits that typically consist of silt, clay, and fine-grained sand underlain at depth by gravel deposits (Madin, 2004). Figure 3 shows the majority of the high school campus is underlain by fine-grained flood deposits (Qff). The western margin of the campus is underlain by channel facies characterized by coarse-grained flood deposits (Qfch). Fill soils of variable thickness associated with previous site development may also be present within the campus.

Groundwater

A review of the USGS Scientific Investigations Report 2008-5059 (Snyder, 2008) suggests the regional groundwater is located at depths of about 50 to 60 ft. We anticipate perched groundwater in the low-permeability alluvial deposits mantling the site could approach the ground surface during periods of heavy and prolonged rain and the wet winter season. The perched groundwater will be the lowest during the normally dry late-summer and early fall months.

GEOLOGIC HAZARDS

A review of the City of Portland PortlandMaps website indicates the southern and northern property margins of the site are designated as steep-slope areas (see Figure 4). A steep slope is defined as ground surface having an inclination greater than 20% (or 5H:1V [Horizontal to Vertical]). A site reconnaissance indicated the majority of these steep-slope areas appear to be associated with site retaining walls and other manmade structures.

The Oregon Department of Geology and Mineral Industries (DOGAMI) has a Statewide Landslide Information Database for Oregon (SLIDO), which compiles landslides that have been identified on published maps. A review of the SLIDO website indicates no mapped landslides or historical landslides have been documented within the Cleveland High School campus.

The City of Portland PortlandMaps website indicates the Cleveland High School campus has a low liquefaction susceptibility. The nearest known faults mapped by the 2014 USGS National Seismic Hazard Maps (Petersen et al., 2014) are the East Bank Fault, about 1.1 miles to the north, and the Portland Hills Fault, about 1.4 miles to the west.

SUMMARY OF FINDINGS

General

Our review of available geologic and geotechnical literature indicates the site is likely mantled with variable thickness of fill soils and alluvial flood deposits of sand, silt, and clay. Fill soils, where present, may not be suitable for the support of on-grade structures depending on the fill composition, magnitude of foundation loads, and settlement sensitivity. The fine-grained fill and alluvial soils are extremely sensitive to moisture content and easily disturbed by construction activities when wet. Careful working procedures and the use of imported granular fill material may be necessary if site preparation and grading are undertaken during wet weather and wet ground conditions.

Foundations

The foundation design of proposed structures will depend on the building type and finished grade elevation. One- or two-story structures with a finished floor at existing grades may be able to be supported on conventional spread and wall footings if the foundation loads are relatively light. Fill soils beneath proposed structures will likely need to be recompacted and/or replaced with compacted structural fill or reinforced with ground improvement. Buildings that have moderate to high foundation loads and are constructed at existing grades need to be supported on firm alluvial soils, ground improvement, or pile foundations.

Buildings designed with below-grade levels may be supported on shallow footings, ground improvement, or piles based on their depth of excavation, subgrade soil materials, and foundation loads. We anticipate

foundation support for buildings with below-grade levels extending into firm alluvial materials can be provided by spread footings or a mat foundation. It may be cost effective to support perimeter-wall loads on soldier piles that are a part of an excavation shoring system. The soldier piles will likely need to extend into firm alluvial material at least 15 ft below the bottom of the excavation. If these piles are incorporated into the foundation system, it is likely this depth will be increased.

Excavation Support

Below-grade excavations in the Portland metropolitan area are usually supported with shoring consisting of cast-in-place soldier piles and lagging with soil anchors (tieback anchors). Soil-nail methods can also be used to support excavations. Soldier piles can also be designed and constructed to support perimeter-wall loads. Soldier-pile shoring systems are usually more appropriate where underpinning of adjacent structures is necessary. It may also be feasible to use internal braces and struts in lieu of soil anchors. The most appropriate shoring method will depend on soil type and depth, the foundation system, performance (deformation) criteria, easement considerations for soil anchors or soil nails, schedule, and cost.

Groundwater in Excavations

Groundwater or perched groundwater may be encountered in the bottoms of utility and below-grade excavations depending on the excavation depth and time of year. Dewatering of below-grade excavations with sump pumps and/or wells may be required. Below-slab groundwater-control measures may consist of perforated polyvinyl chloride (PVC) pipes installed below the basement floor slab and connected to sump pumps that remove groundwater below the slab. The sump pumps should be connected to the sanitary sewer system. Alternatively, the basement slab and retaining walls may be designed for hydrostatic pressure.

Seismic Considerations

We anticipate the building design of new structures will be performed per the American Society of Civil Engineers (ASCE) 7-16 document with 2019 Oregon Structural Specialty Code (OSSC) modifications. The ASCE 7-16 design methodology uses two spectral response coefficients, S_S and S_1, corresponding to periods of 0.2 and 1.0 sec to develop the Risk-Targeted Maximum Considered Earthquake (MCE_R) response spectrum. The bedrock (Site Class B/C) spectral response coefficients were obtained from the USGS Uniform Hazard Response Spectra Curves for the coordinates of 45.4985° N latitude and 122.6386° W longitude. The S_S and S_1 coefficients identified for the site are 0.89 and 0.39 g, respectively. The site class required for structural design will need to be evaluated based on a site-specific geotechnical investigation.

Slope Stability

Local areas within the Cleveland High School campus currently have slopes that exceed an inclination of 20%. Site-specific geotechnical studies will need to be performed to evaluate the stability of existing and proposed slopes once site improvement plans are more developed.

LIMITATIONS

This letter has been prepared to aid in preliminary evaluation of the property. The scope is limited to the specific location described herein, and our description of the project represents our understanding of the existing site improvements and conditions. A site-specific geotechnical investigation, including field explorations, laboratory testing, and engineering analysis, should be performed when site development plans become available.

GRI

Submitted for GRI,

A. Wesley Spang, PhD, PE, GE
Principal

George A. Freitag, CEG
Principal

This document has been submitted electronically.

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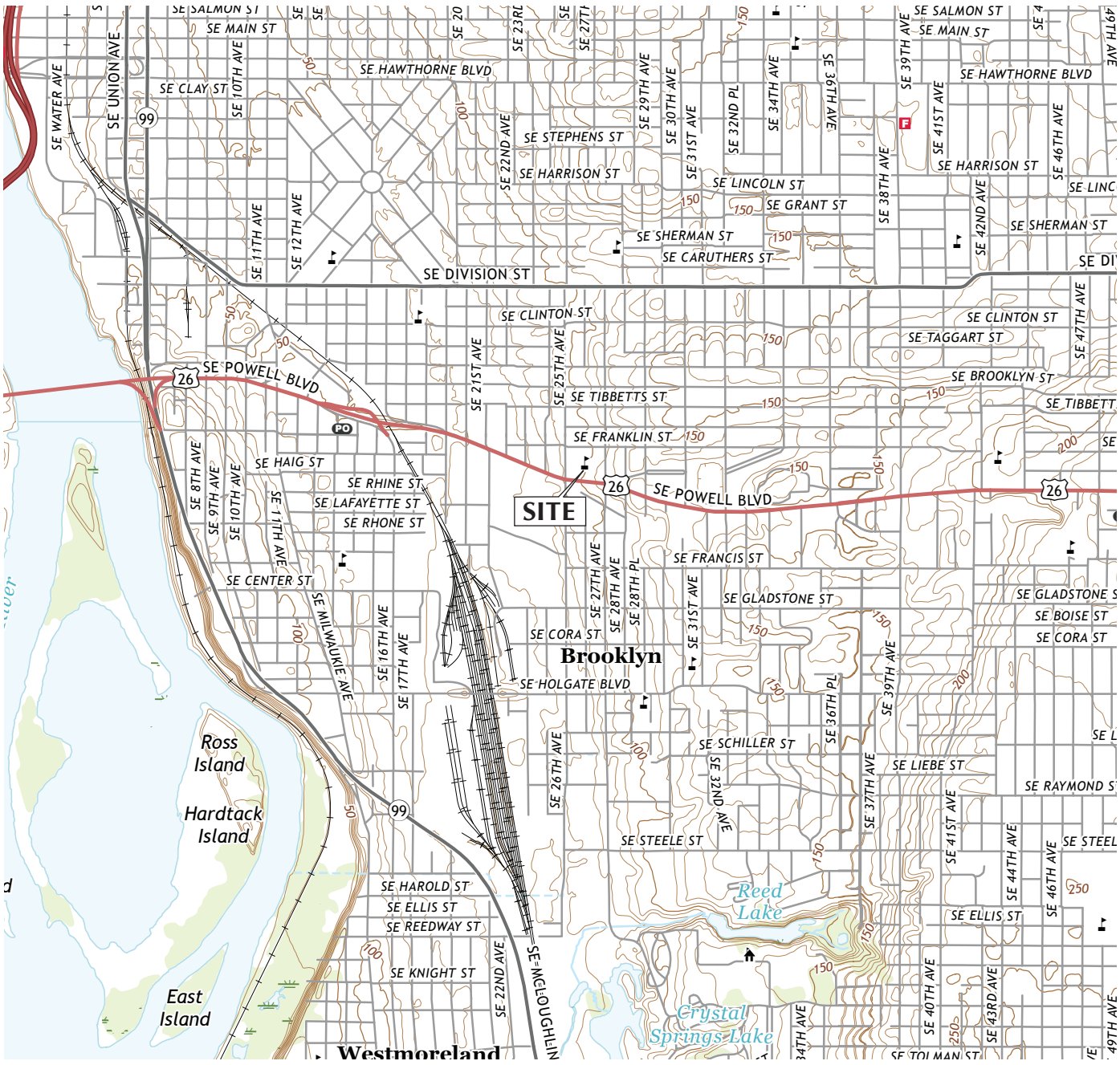
GRI



USGS TOPOGRAPHIC MAP
LAKE OSWEGO, PORTLAND, GLADSTONE, MOUNT TABOR, OREG. (2017)

North

0 1/2 1 MILE

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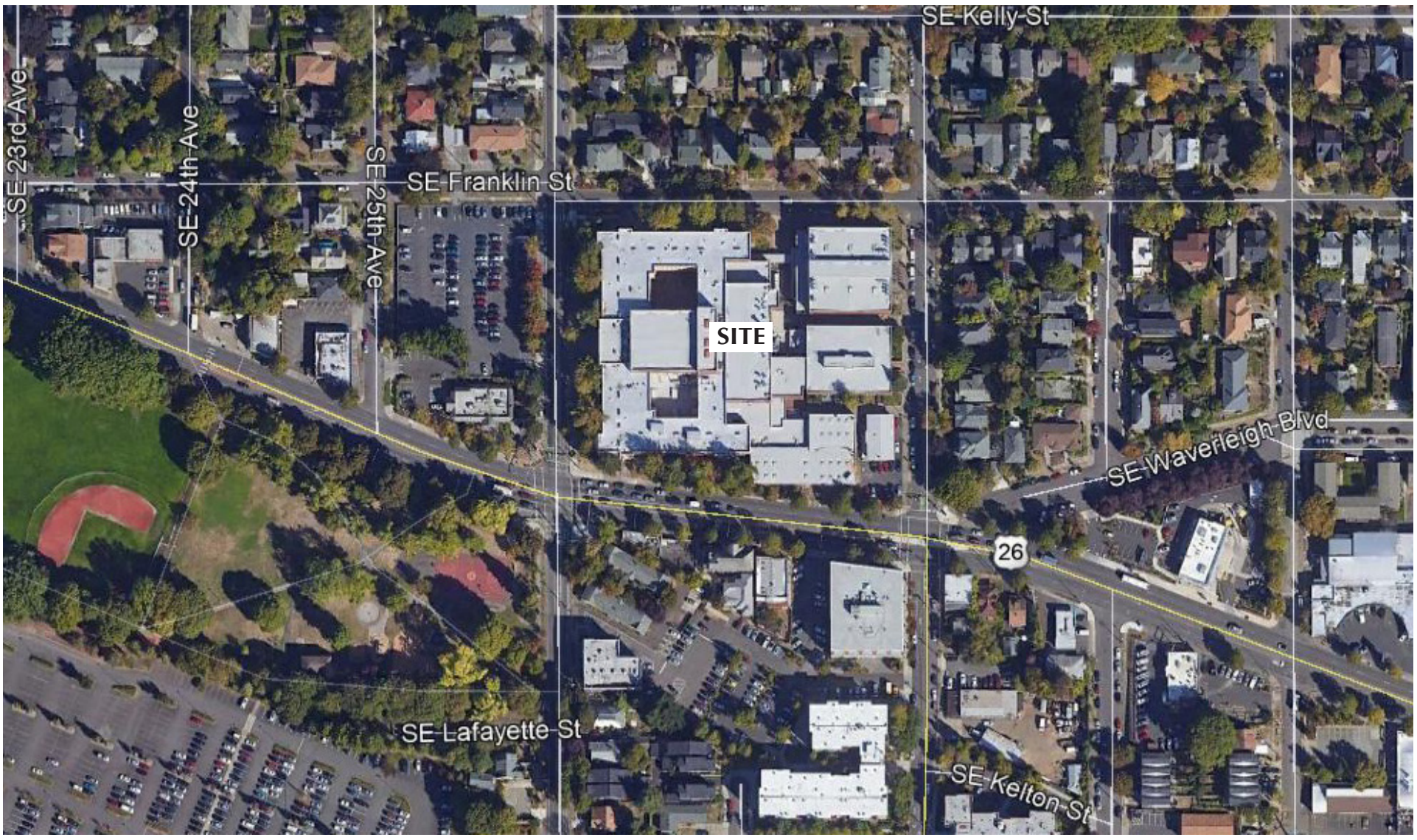
VICINITY MAP

NOV. 2019 JOB NO. 6303 FIG. 1



SITE PLAN FROM GOOGLE EARTH (IMAGE DATE OCTOBER 2019)

North

0 200 400 FT

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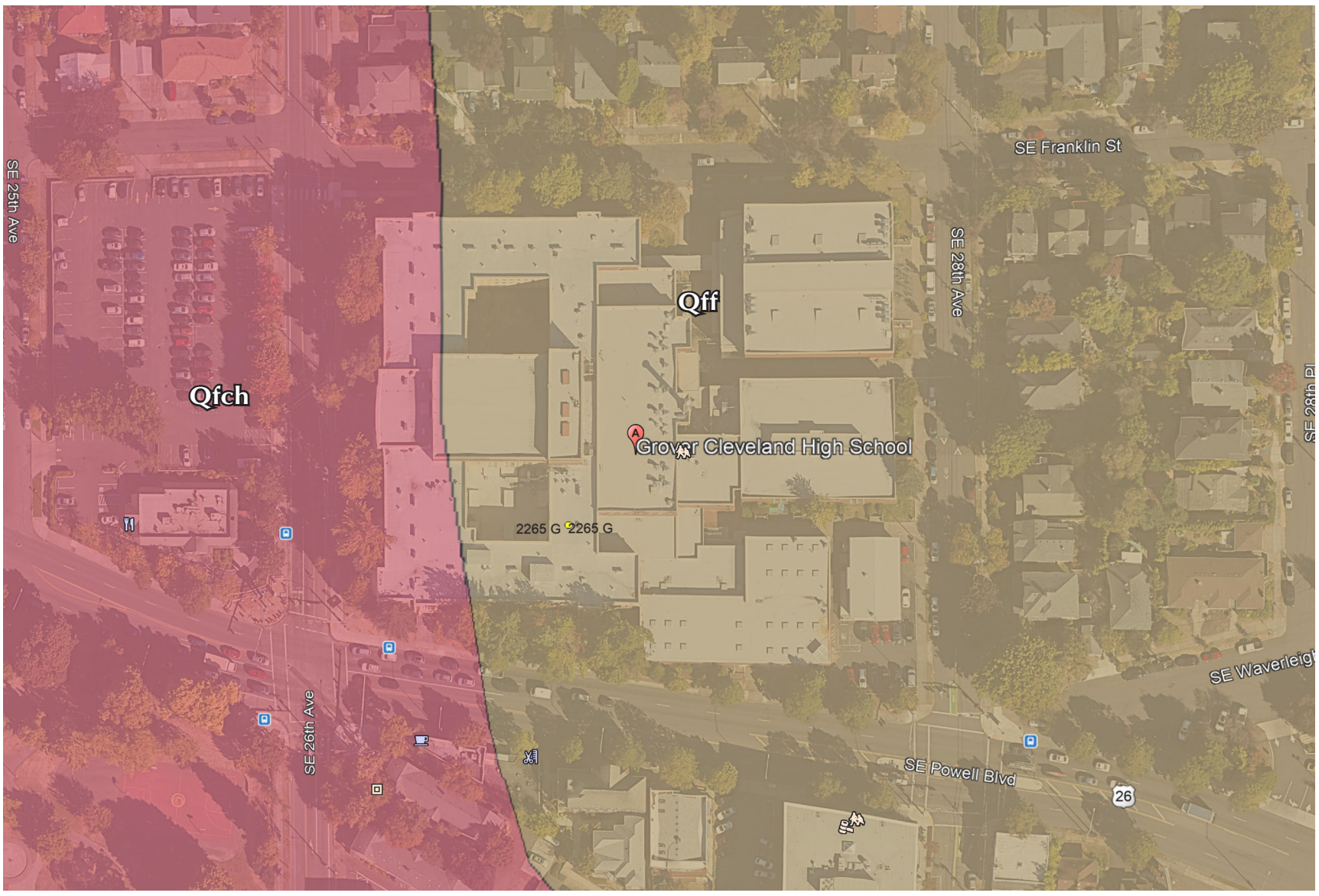
PORTLAND PUBLIC SCHOOLS
CLEVELAND HIGH SCHOOL

SITE PLAN

NOV. 2019 JOB NO. 6303 FIG. 2



LEGEND

Qff	CATASTROPHIC FLOOD DEPOSITS, FINE GRAINED FACIES
Qfch	CATASTROPHIC FLOOD DEPOSITS, CHANNEL FACIES

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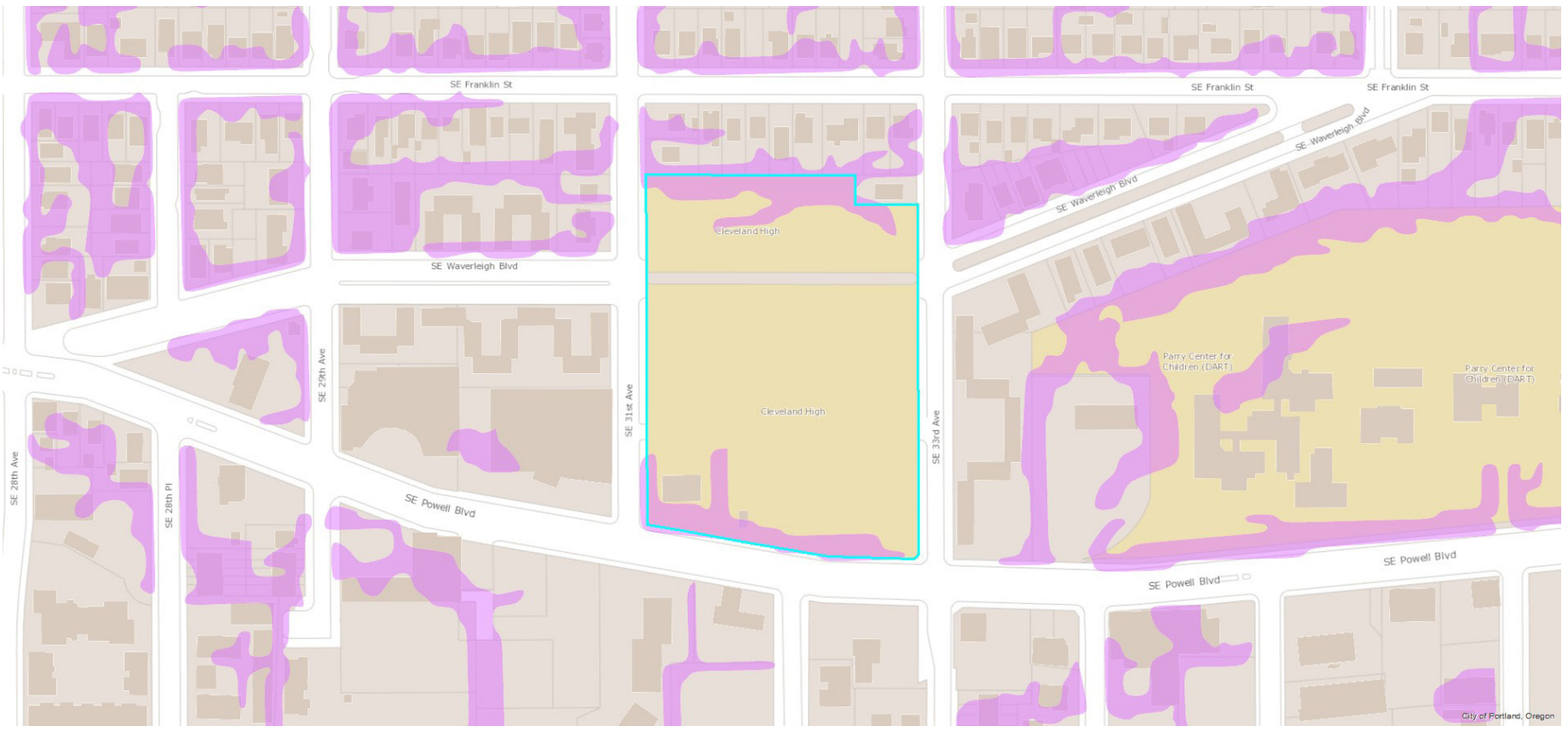
LOCAL GEOLOGY

NOV. 2019 JOB NO. 6303 FIG. 3

APPENDIX D

PRELIMINARY GEOTECHNICAL REPORT



SOURCE: PORTLANDMAPS.COM (ACCESSED OCTOBER 2019)

AREAS WITH SLOPE GREATER THAN 20%

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STEEP SLOPE HAZARD

NOV. 2019 JOB NO. 6303 FIG. 4