mahlum   STUDIO PETRETTI ARCHITECTURE

PPS

25 JANUARY 2024
COMPREHENSIVE PLANNING COMMITTEE MEETING #4

Cleveland High School CPC

PORTLAND PUBLIC SCHOOLS

Land Acknowledgement

The Portland Metro area rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River. Indigenous people have created communities and summer encampments to harvest and enjoy the plentiful natural resources of the area for the last 11,000 years.

We want to recognize that Portland today is a community of many diverse Native peoples who continue to live and work here. We respectfully acknowledge and honor all Indigenous communities—past, present, future—and are grateful for their ongoing and vibrant presence.

We also acknowledge the systemic policies of genocide, relocation, and assimilation that still impact many Indigenous/Native American families today. As settlers and guests on these lands, we respect the work of Indigenous leaders and families, and pledge to make ongoing efforts recognize their knowledge, creativity, and resilience. Within the Cleveland community we also acknowledge how we have systematically failed native students, and commit to ensuring a better future for the Indigenous and Native students and families who have continued to contribute to bettering our community despite our failings.

~written by Cleveland High School students

Introductions
The Team

Portland Public Schools

Erik Gerding
Sr. Project Manager

Hector Lopez
Project Manager

Mayer Reed

Anne Samuel
Landscape
Architect

Jeramie Shane
Landscape
Architect

Mahlum

Abby Dacey
Principal-in-Charge

Alyssa Leeviraphan
Project Manager

Chris Brown
Project Architect

**Andrew
Weller-Gordon**
Architect

Pip Allen
Architect

Rene Berndt
Project Designer

Studio Petretti

Amanda Petretti
Design Strategy

Hannah Allender
Design and
Engagement

Luke Smith
Design and
Presentation

After Bruce

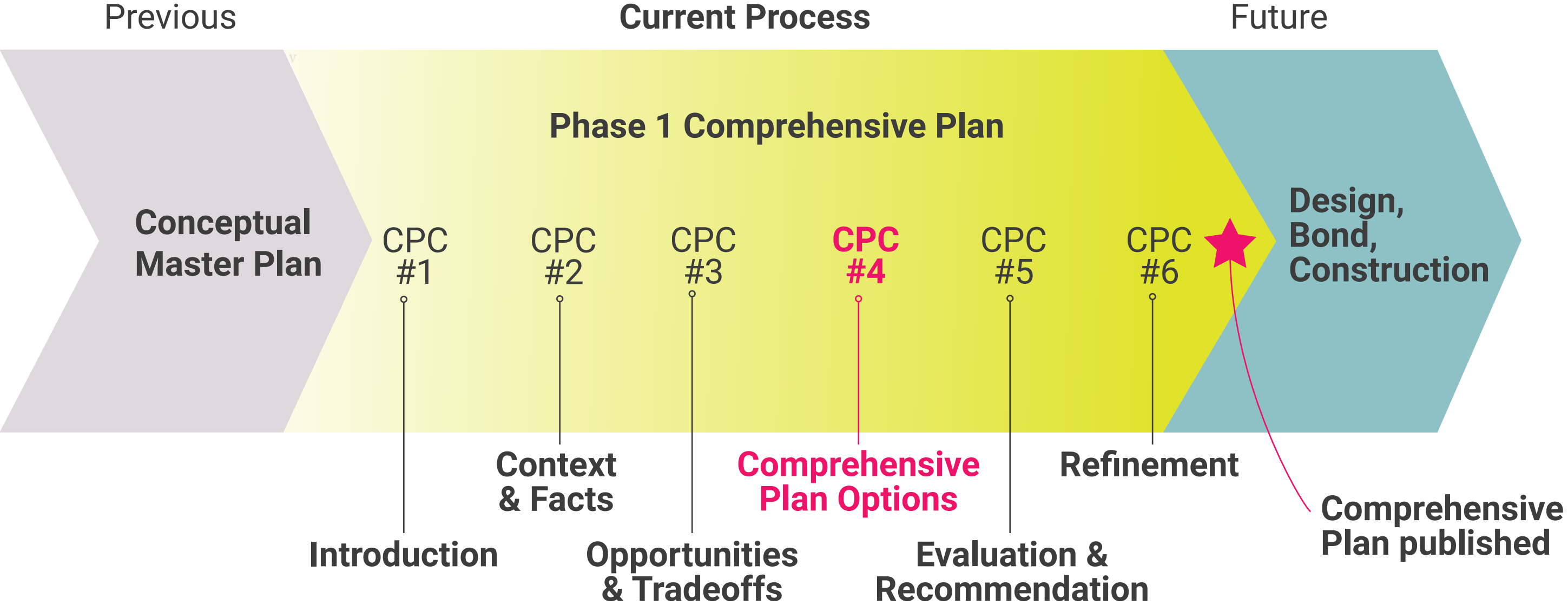**Thy Daniels**
Project Manager

Mireaya Medina
Co-lead

Rhonda Teeny
Engagement
Co-lead

# CPC Process

Comprehensive Planning Schedule (detail)

Previous

Current Process

Future

Phase 1 Comprehensive Plan

Conceptual Master Plan

CPC #1

CPC #2

CPC #3

CPC #4

CPC #5

CPC #6

Design, Bond, Construction

Introduction

Context & Facts

Opportunities & Tradeoffs

Comprehensive Plan Options

Evaluation & Recommendation

Refinement

Comprehensive Plan published

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CPC #3 Review
Opportunities & Tradeoffs

Information about:

> PPS comprehensive high schools

> Site program elements

> Existing building features

Requested CPC Feedback:

> High school tours

> Retaining historical features

> Auditorium

> Balancing site/building program with building location & height across the 3 PPS sites
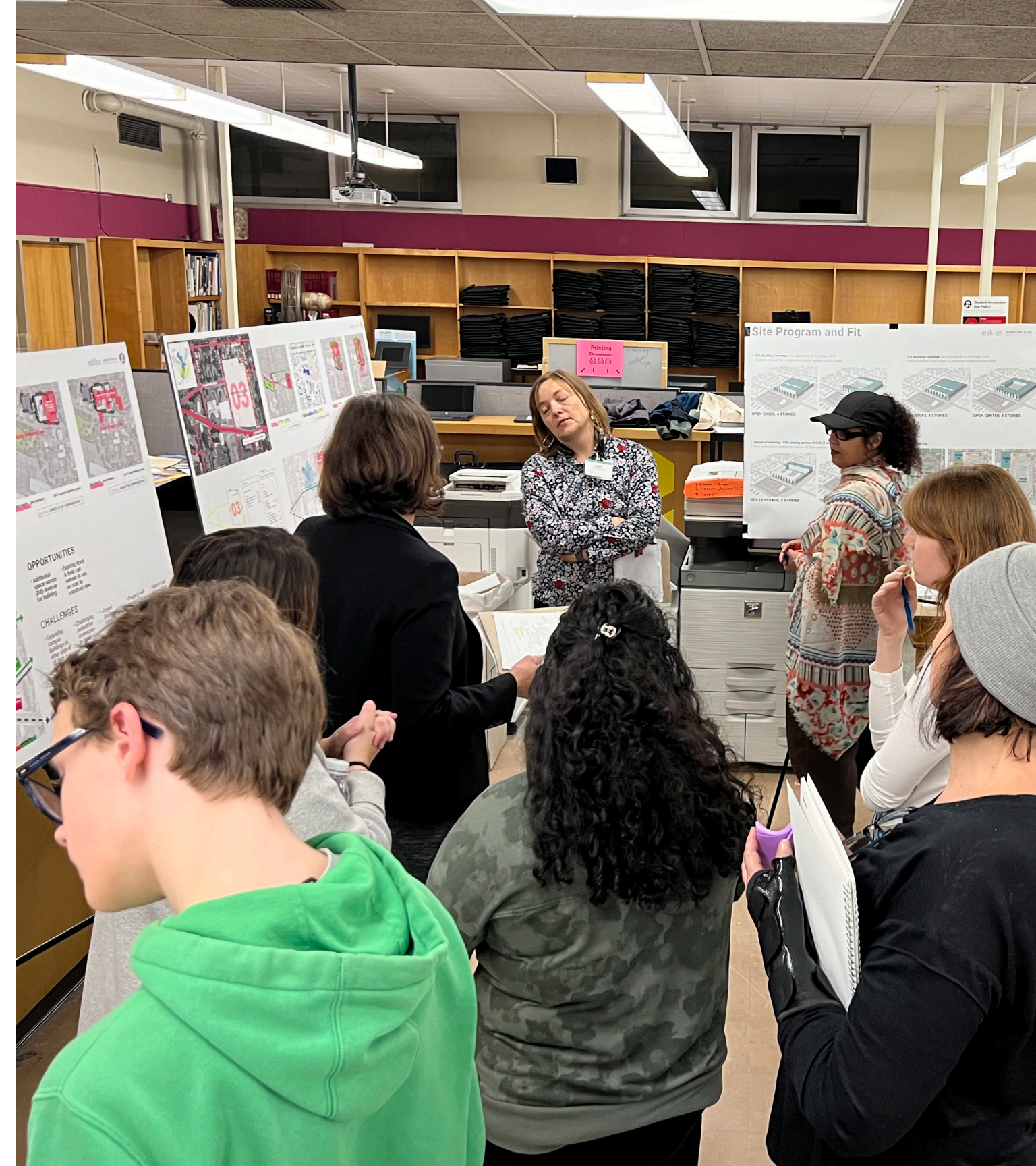
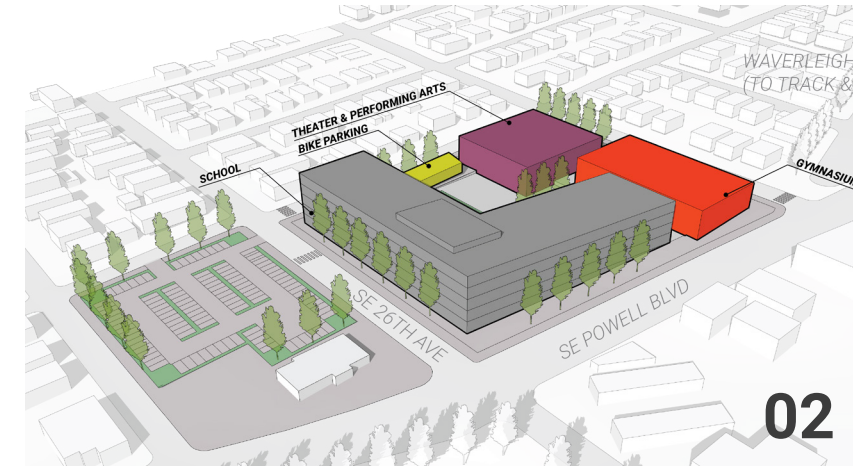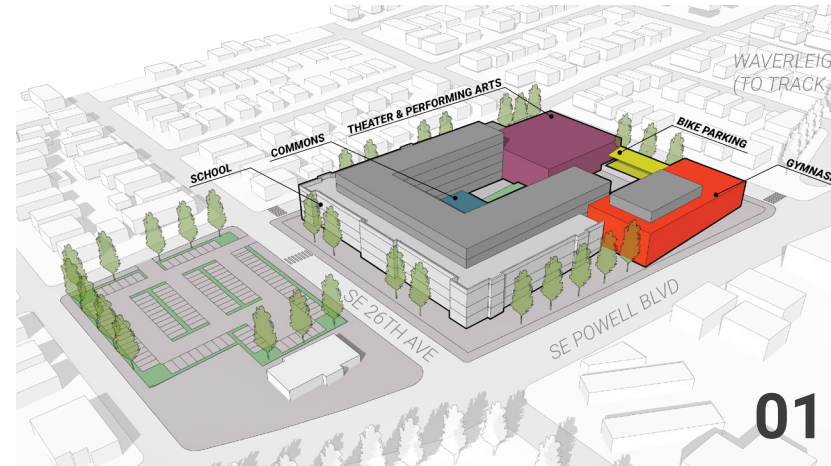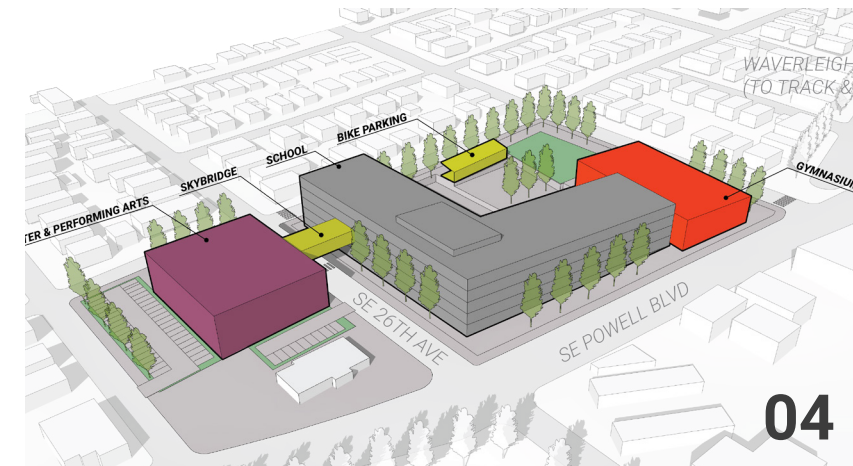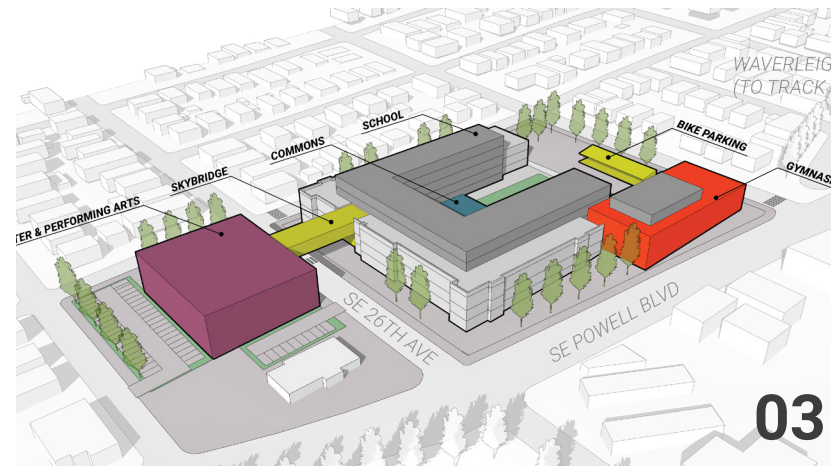# CPC #4 Preview
Comprehensive Plan Options

Information about:

> Community-based engagement
> Updated vision and goals
> 4 comprehensive design approaches
> Ways the design meets the goals

Requested CPC Feedback:

> Vision and goals
> 4 design approaches
> Variables

CPC #4 Preview

Desired Outcomes

> Grounding in a shared vision, supported by community engagement.

> Understanding of comprehensive plan approaches.

> Clarity around key variables.
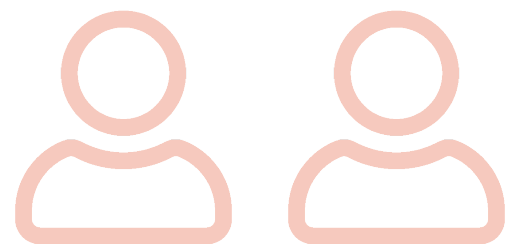
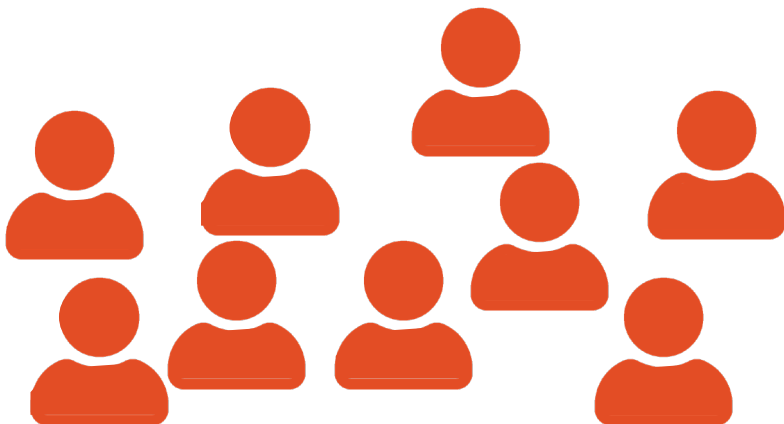> Evaluation of comprehensive plan approaches.

Community-Based Engagement

Community-Based Engagement
Types of engagement we've had

✓ Stakeholder Interviews
Complete

**Community Listening
Sessions + Office Hours
Late January- Early March**

**DIY Facilitators Guide
Late January**

Survey
February

Community-Based Engagement

When we're meeting

> Stakeholder interviews helped us identify **additional folks** to engage, as well as **locations and approaches** to specific communities

> Using this insight, we adjusted our **Listening Session recommendations** and the questions we plan to ask

Disability Community - Paraeducators & Staff	1/23
Student Leaders of Affinity Groups	1/31
Disability Community - CHS Students with Disabilities	1/31
Teachers & Staff of Color	2/12
CBOs serving the communities	2/13
Students & Families of Color	2/20
English Language Learners Students	2/22
Broader community from intergenerational families / communites	3/6
CHS Office Hour	3/11

Community-Based Engagement
What we've heard

> The importance of **engaging the Special Education and disability community** in several ways

> Questions about belonging will need **subsets of questions adapted for the range of experiences** between identities

> There is a critical need to **support student leaders** in facilitating and gathering student feedback

> Questions should aim to understand the **role of athletic opportunities, after-school programs, and other events outside of school hours**

> It is important to understand the **use of cafeteria and lunch space** and how it impacts belonging, alienation, and support

Community-Based Engagement
PPS Outreach

> **CHS Catchment Area School Communities**

> **Neighborhood Associations**
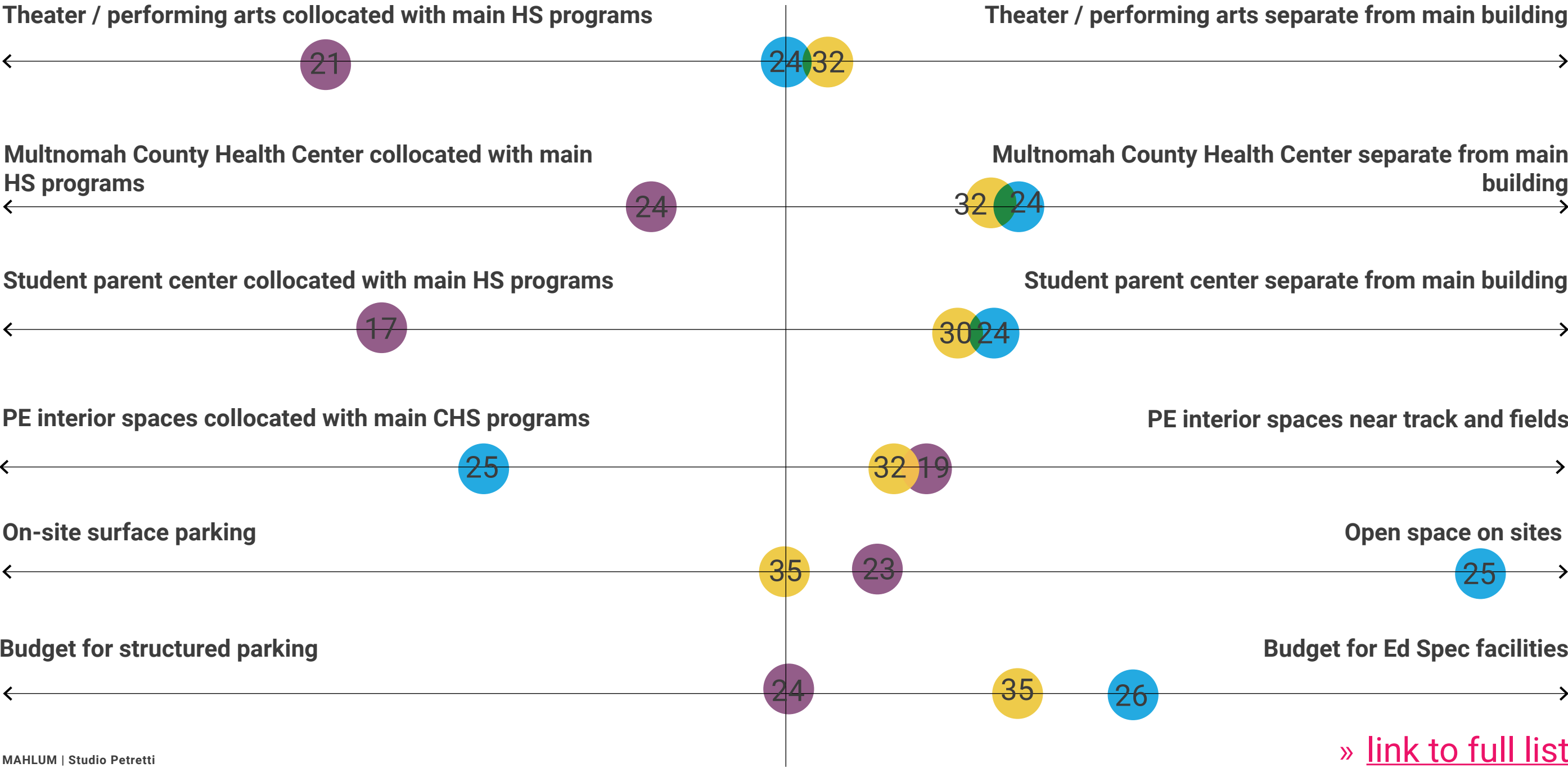
> **Business Associations**

> **CHS Student Leadership**

Spectrum Share-back

Program Organization
Spectrum share-back

CPC Public Staff

Theater / performing arts collocated with main HS programs **Theater / performing arts separate from main building**

21 24 32

Multnomah County Health Center collocated with main HS programs **Multnomah County Health Center separate from main building**

24 32 24

Student parent center collocated with main HS programs **Student parent center separate from main building**

17 30 24

PE interior spaces collocated with main CHS programs **PE interior spaces near track and fields**

25 32 19

On-site surface parking **Open space on sites**

35 23 25

Budget for structured parking **Budget for Ed Spec facilities**

24 35 26

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» link to full list

Program Components
Spectrum share-back

CPC Public Staff

Taller building with more vertical circulation (i.e. stairs)   **Shorter building with more horizontal circulation (i.e. hallways)**

38 ← 47 26 →

Academic program split across two sites= shorter buildings = students crossing SE 26th Avenue during the day   **Academic program concentrated on one block= taller buildings=students do not need to cross streets during school day**
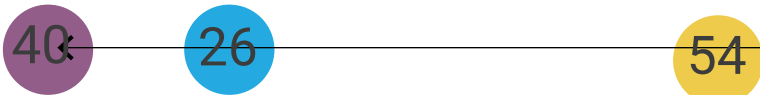
← 45 24 .... 29 →

Keep most significant historic building/More restrictions on remainder of site   **Rebuild entire building/ Fewer restrictions on site**

← .... 51 .... 28 .... 36 →

Ground level outdoor space (i.e. courtyards, lawns)/ Taller building height   **Less ground level outdoor space (ie courtyards, lawns) / Lower building height**

40 ← 26 .... 54 →

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» link to full list

Spectrum Share-back
Further discovery needed

CPC Public Staff

Theater / performing arts collocated with main HS programs
Theater / performing arts separate from main building

On-site surface parking
Open space on sites

PE interior spaces collocated with main CHS programs
PE interior spaces near track and fields

Keep most significant historic building/More restrictions on remainder of site
Rebuild entire building/ Fewer restrictions on site

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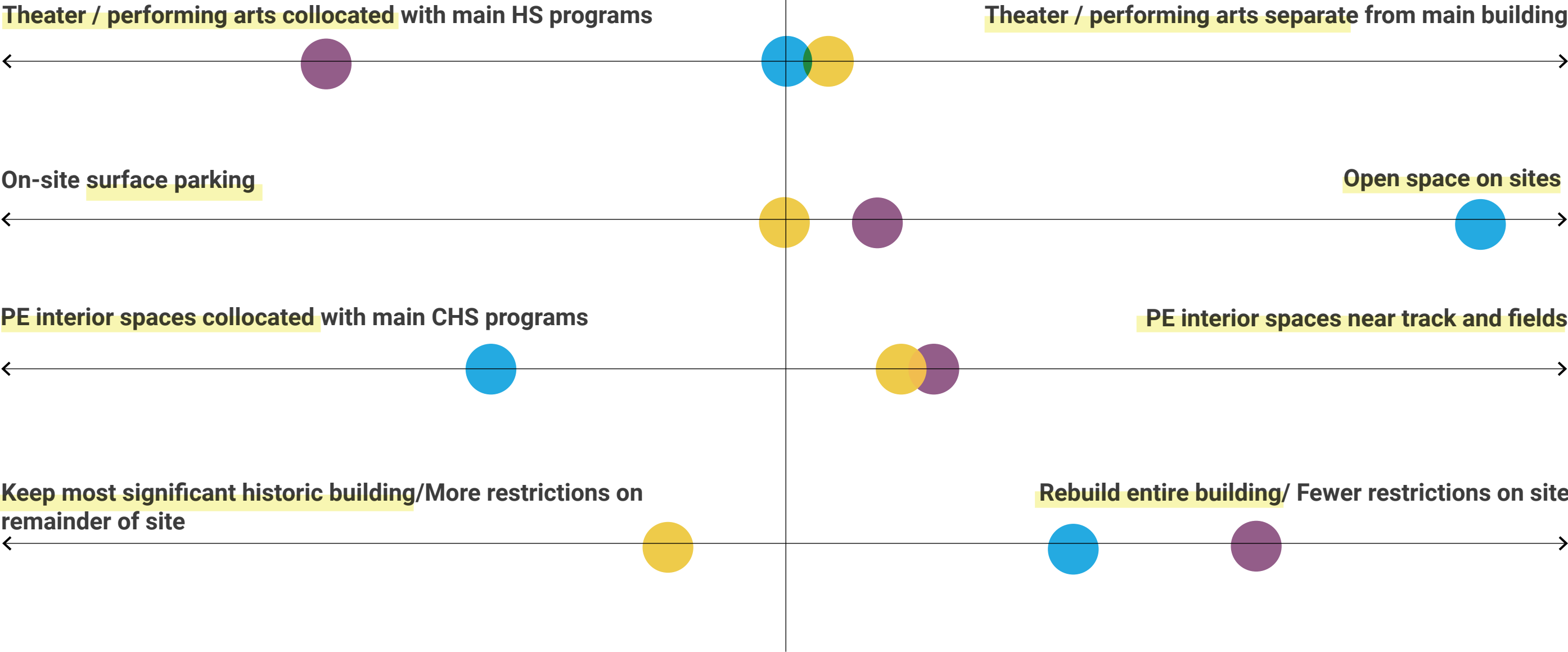
The Modernized CHS will draw inspiration from its context to create a vibrant campus that centers students and staff. The design will celebrate the school's role as the heart of the CHS community, a vital part of the neighborhood, and an enduring presence in SE Portland.

Vision Development
Goal Statements

Develop academic and extracurricular excellence with intercultural understanding

Promote health, wellness, and climate resiliency

Improve student safety in and around the sites

Create a welcoming, inclusive environment that supports students and staff

Acknowledge the Indigenous legacy of the site

Enhance CHS's role as a civic presence and community resource

Site Study Review

Site Study Review

Site Study #1 Limit Building to One Block

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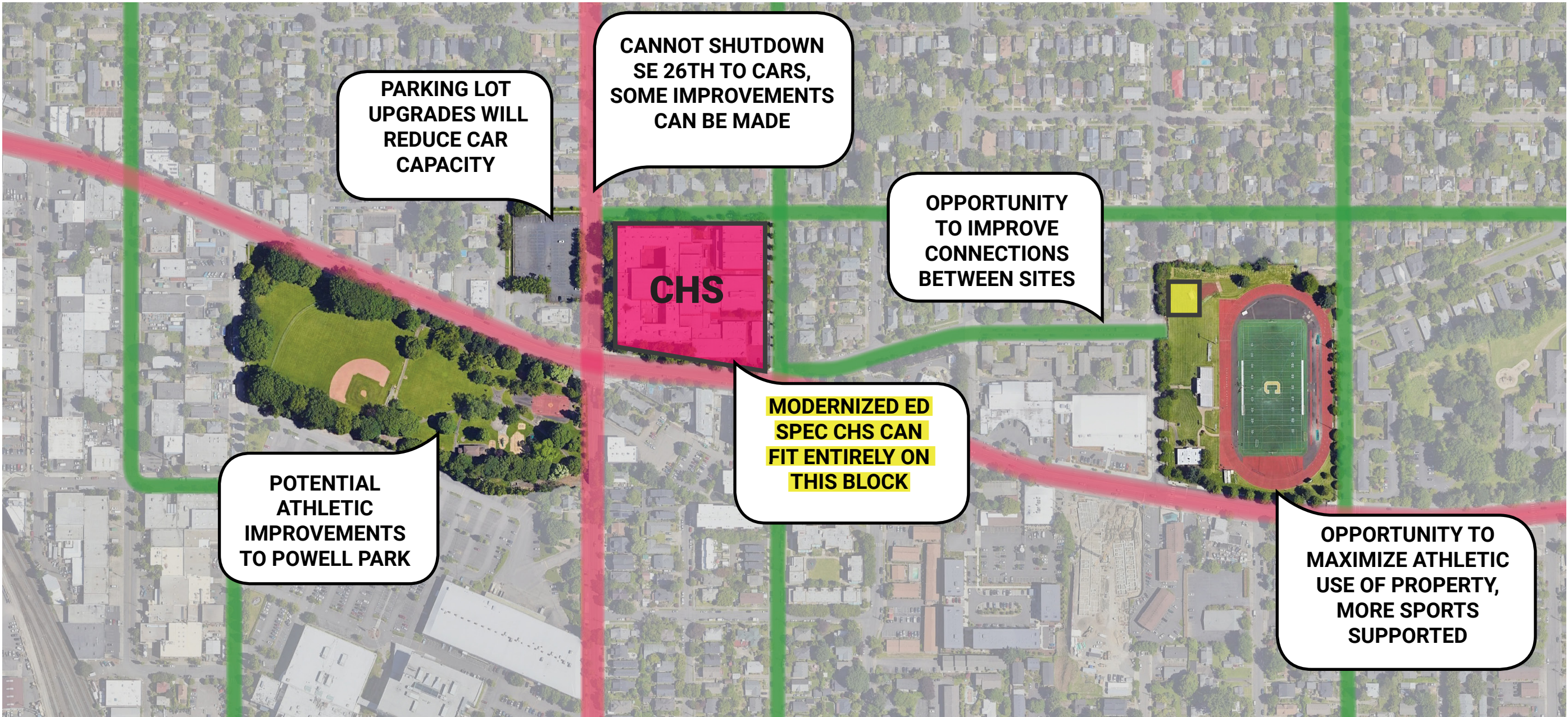
Site Study Review

Site Study #2 Expand CHS over 26th
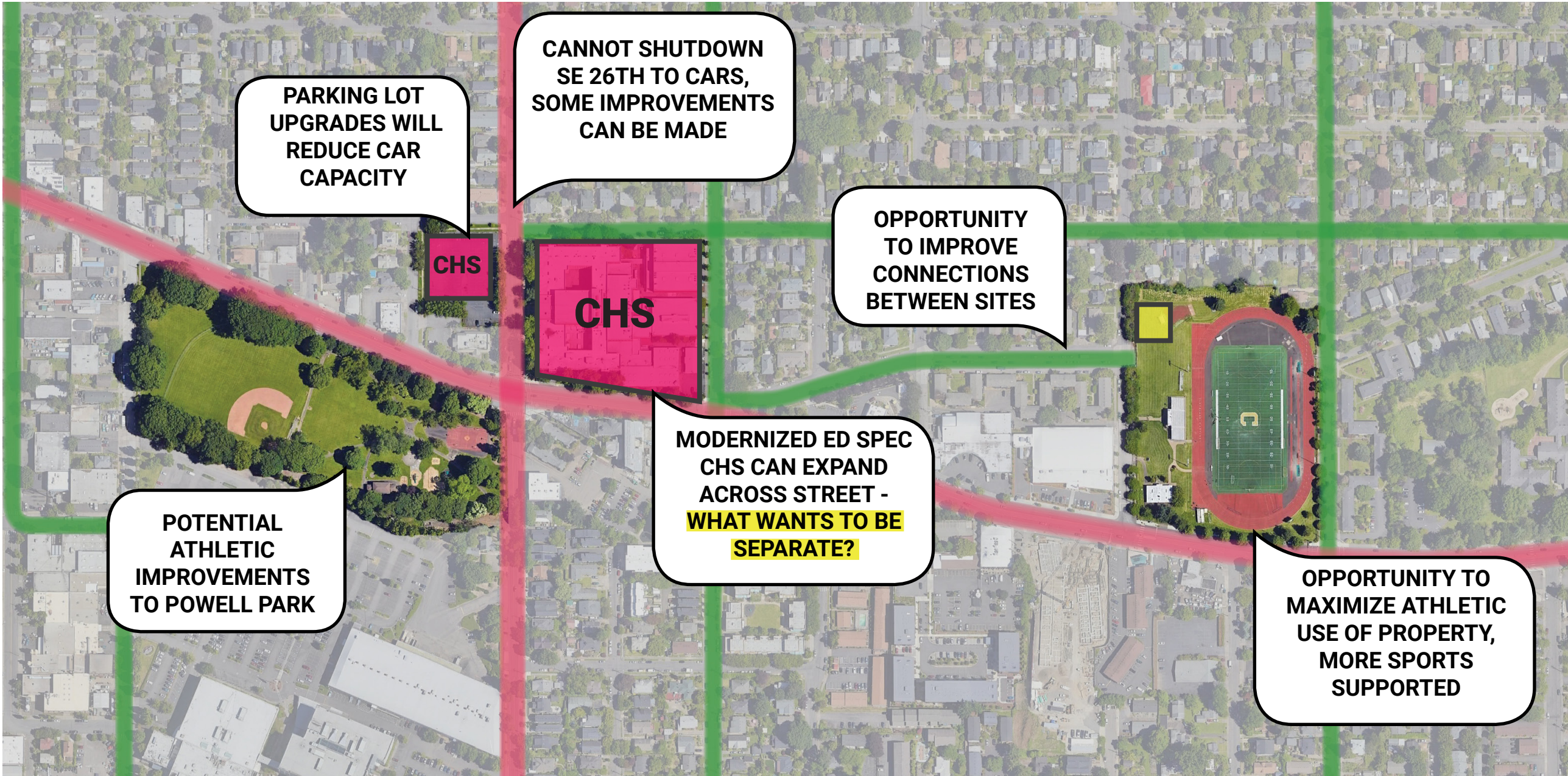
Site Study Review

Site Study #3 Move CHS to current Track & Field
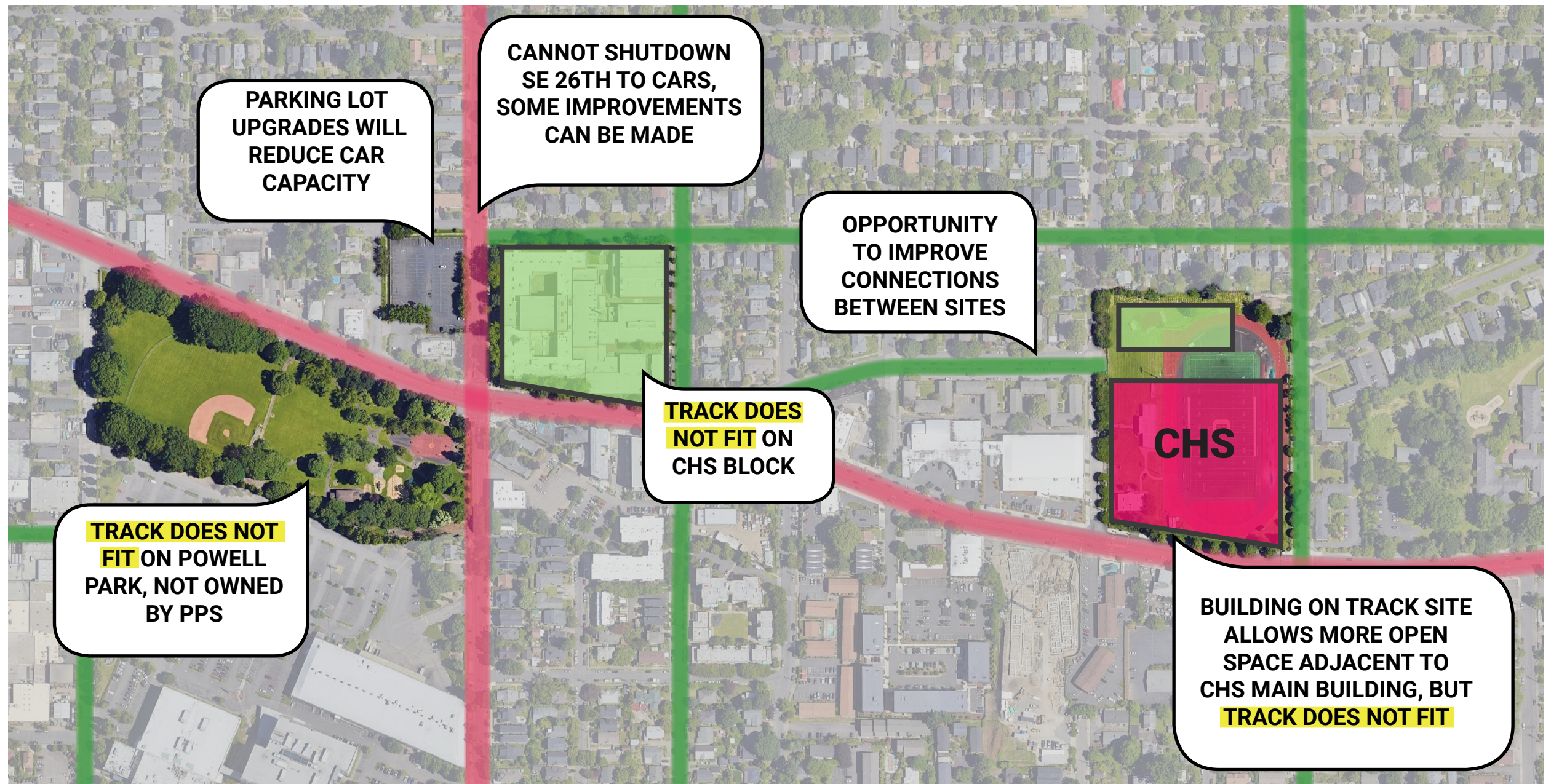
Site Study Review
Site 03 Opportunities

> Field House w/ restrooms
> Grandstand upgrades
> Tennis Courts
> Entrance Plaza
> Event Staff Parking
> Flexible Green Space

Waverleigh Blvd

Tennis Courts (4)

Plaza

Fieldhouse

Grandstands

Parking

Flexible Greenspace

Powell Blvd

Site Layout Options

We'll look at (4) conceptual approaches informed by:

Retaining The 1929 Building // Or Not

and

Building On One Property Or Two Properties

→

Each Approach Will:
> **Be Experientially Rich And Cohesive**
> **Improve Safety Around The Sites**

We Have Choices That Will Impact:
> **Open Space / Parking Quantity**
> **Fit / Function / Scale**
> **Social Narrative Of Preservation**
> **Embodied Carbon**

→

We'll recap details about these factors and then ask you to evaluate approaches relative to the project vision and goals.

Site Layout Options

(Retain 1929 Building)
Partial Existing

All New Construction

Consolidated
(One Property)

Distributed
(Two Properties)

Site Layout Options
01: Consolidated / Partial Existing

WAVERLEIGH BLVD
(TO TRACK & FIELD)

THEATER & PERFORMING ARTS

COMMONS

SCHOOL

BIKE PARKING

GYMNASIUM

SE 26TH AVE

SE POWELL BLVD

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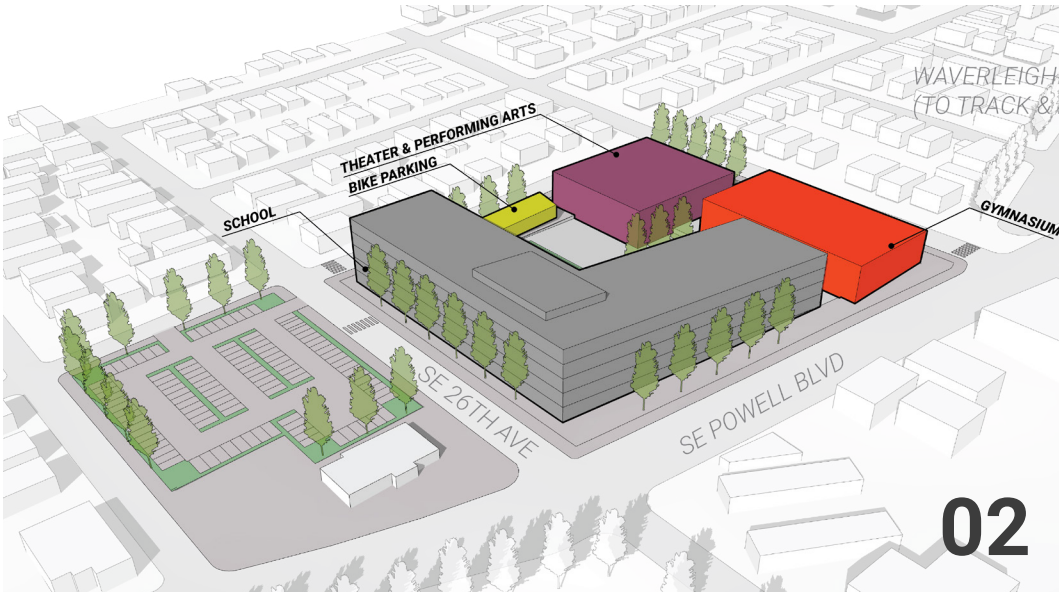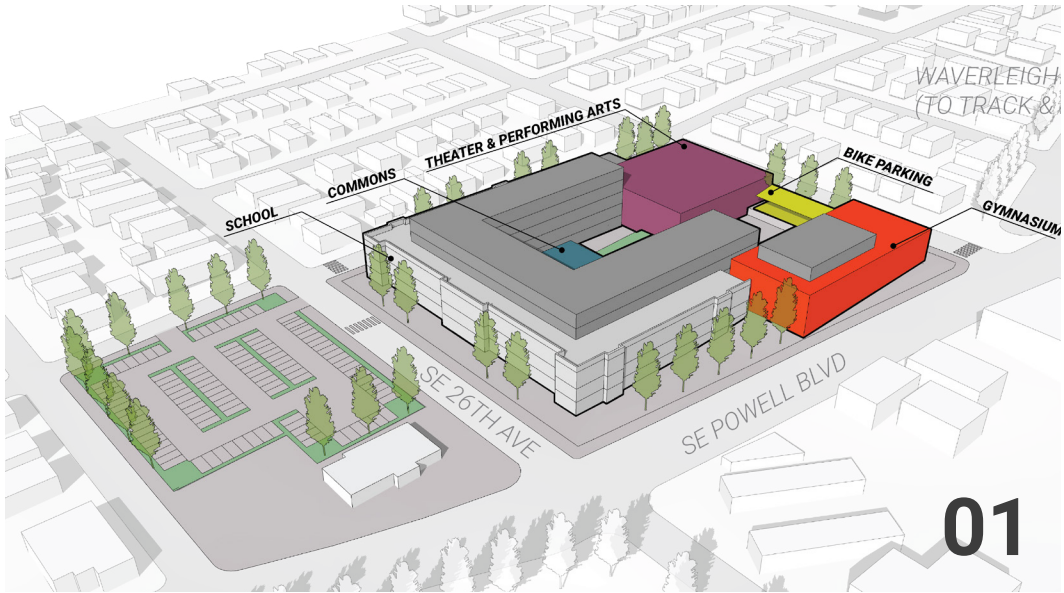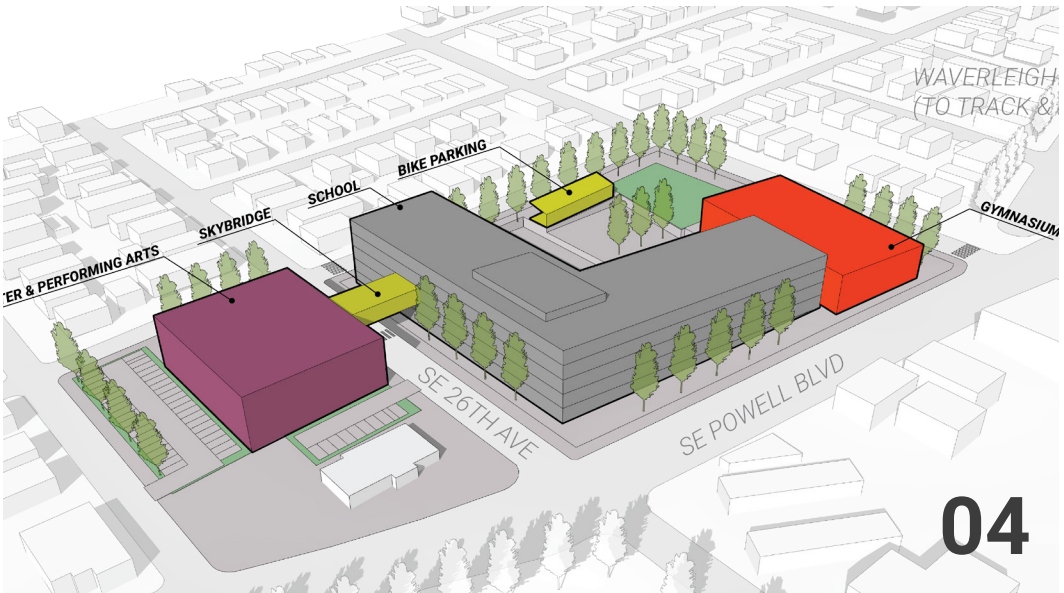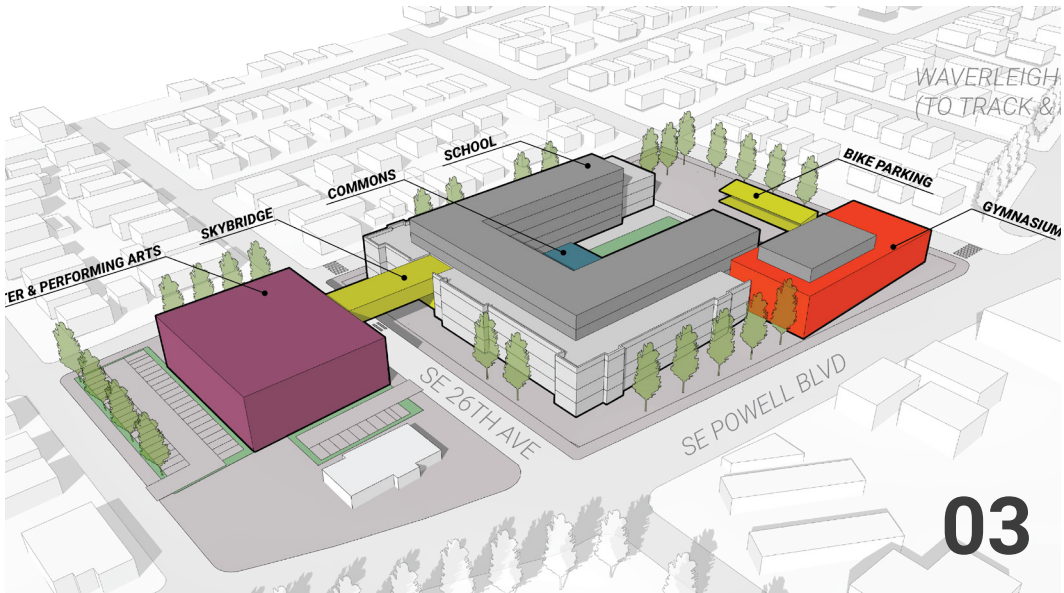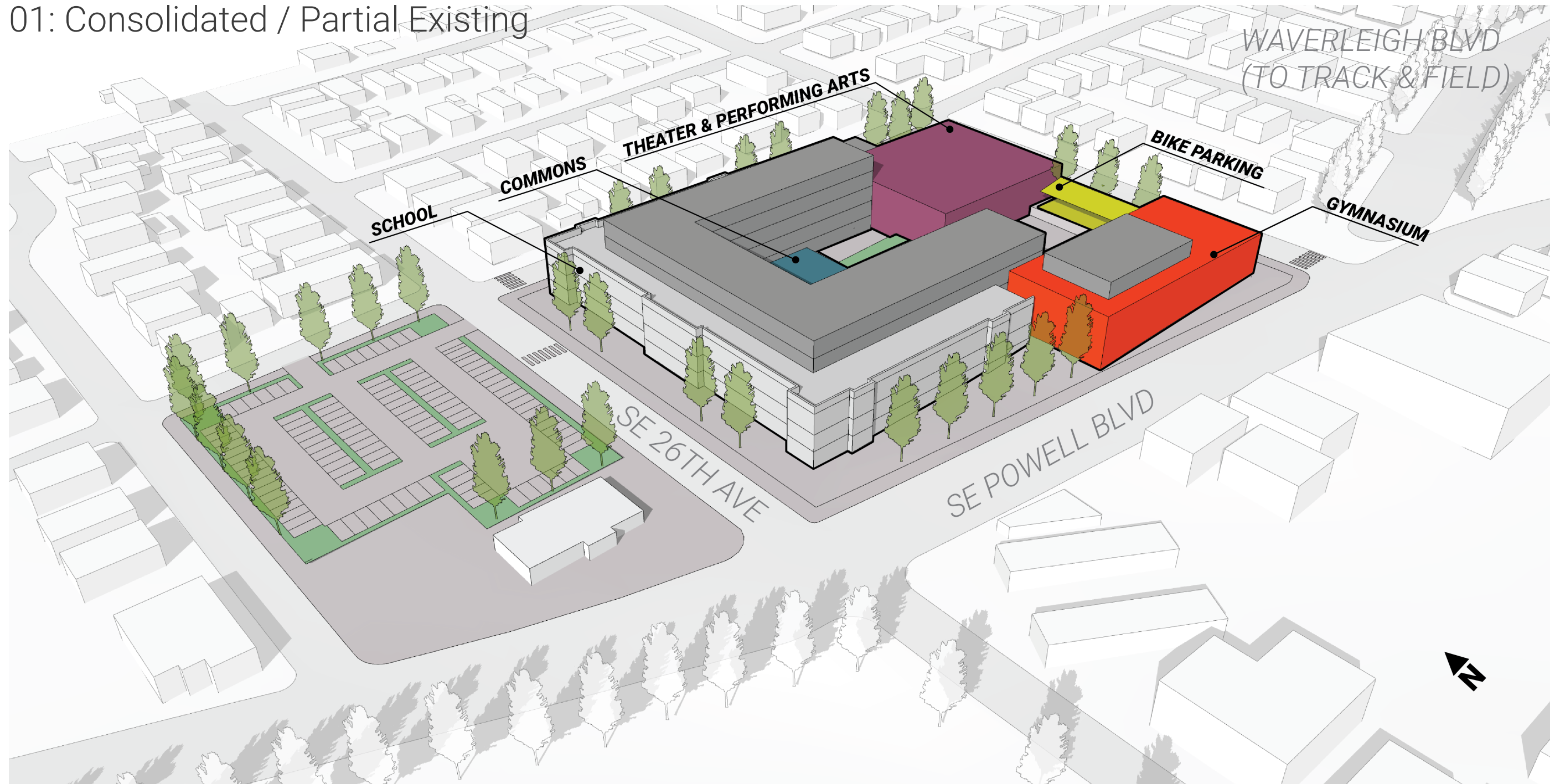
Site Layout Options

01: Consolidated / Partial Existing

> All program on primary property

> Preserves existing historic frontage and setbacks on SE 26th Ave

> Theater & performing arts on SE 28th / Franklin St

> 2/3 new construction

> Smallest open space, likely divided into two parts

> Overall building larger than all new

SCHOOL

COMMONS

GYMNASIUM

BIKE PARKING

SE 28TH AVE

THEATER & PERFORMING ARTS

SE FRANKLIN ST

Site Layout Options
02: Consolidated / All New

THEATER & PERFORMING ARTS

BIKE PARKING

SCHOOL

GYMNASIUM

WAVERLEIGH BLVD
(TO TRACK & FIELD)

SE 26TH AVE

SE POWELL BLVD

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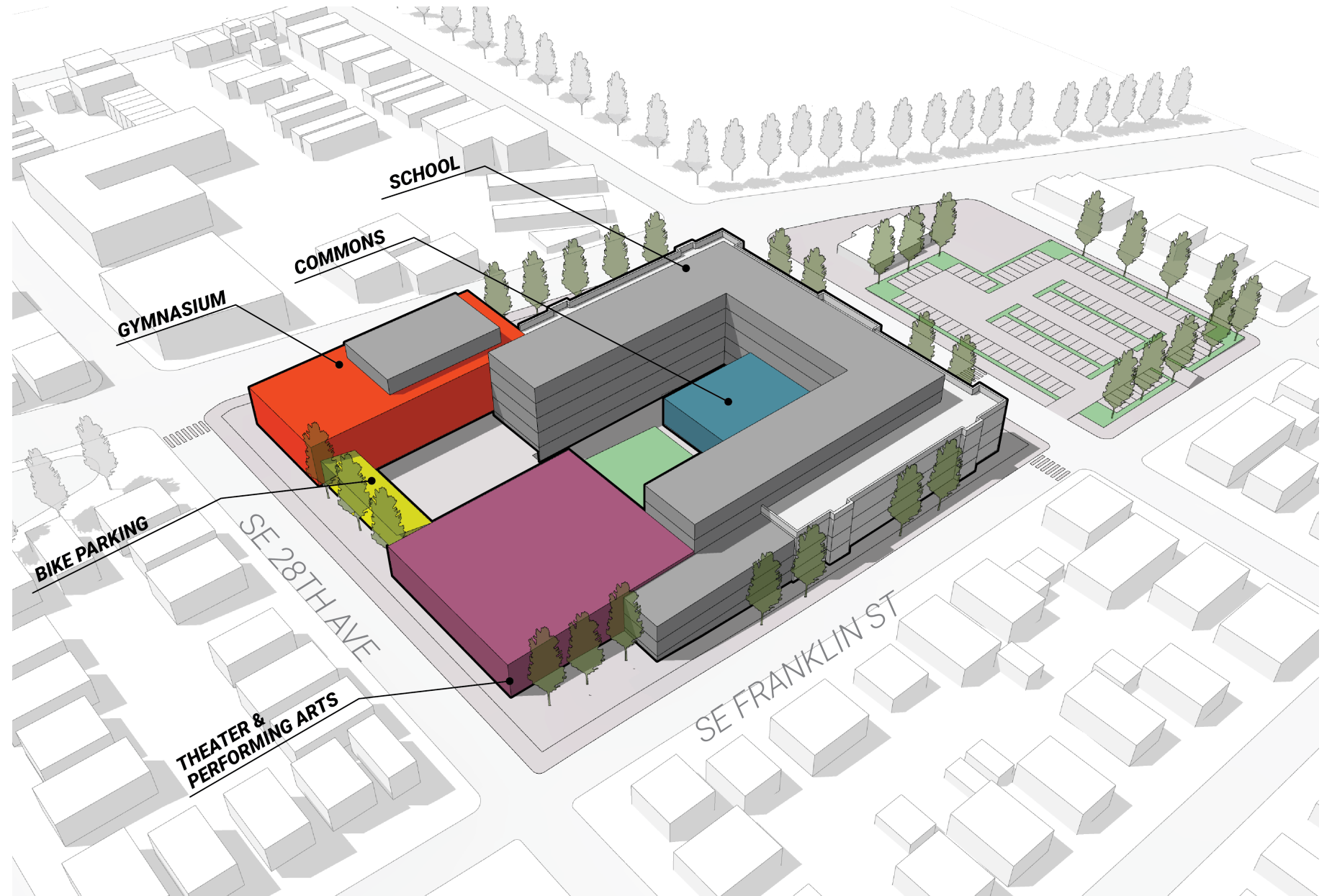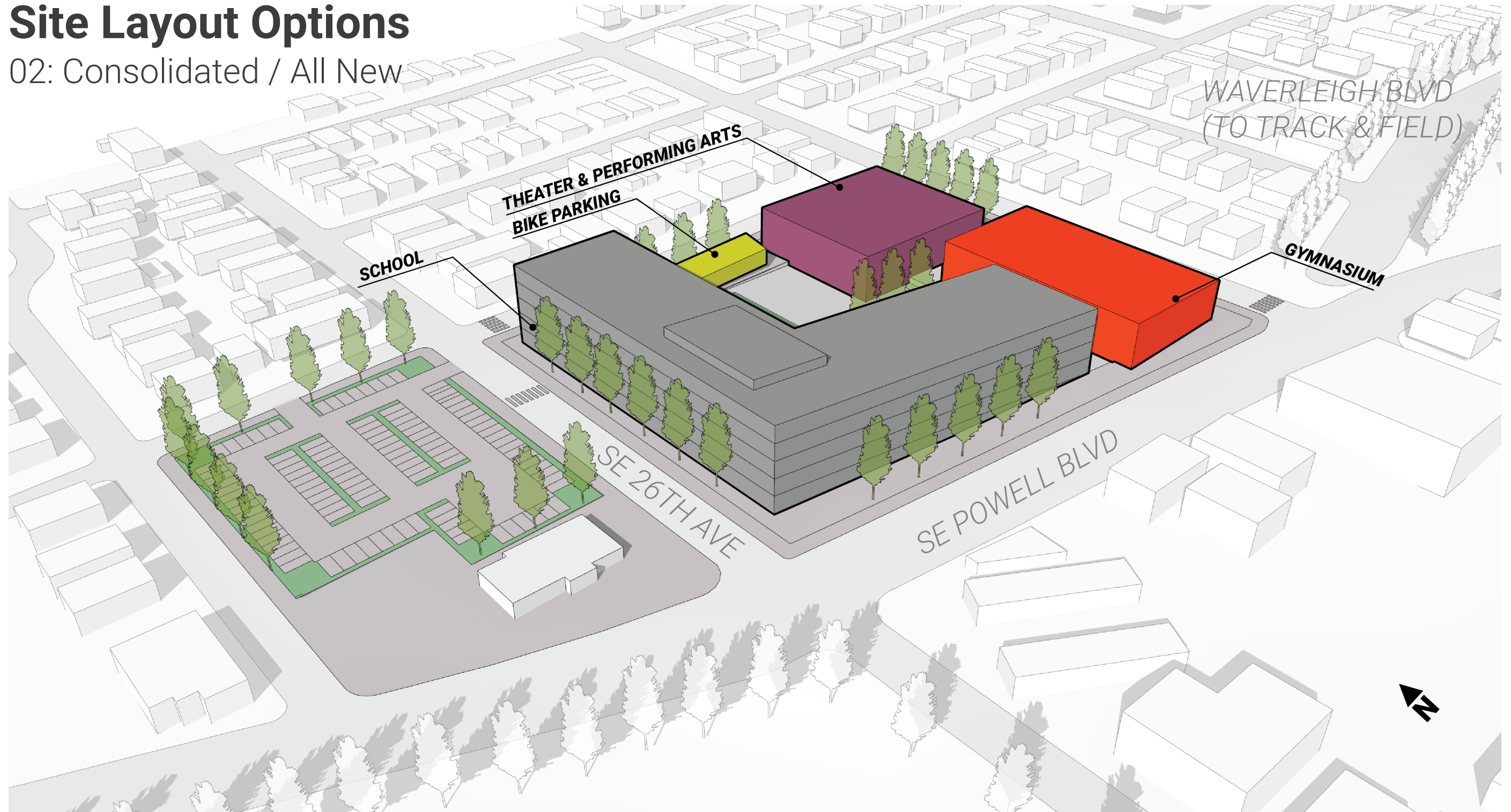
Site Layout Options

02: Consolidated / All New

> All program on primary property

> Theater & performing arts on SE 28th / Franklin St

> Minimum setbacks from sidewalk edge

> Medium sized open space possible, options for shape

> New building is more efficient in organizing space, with control over proportion of classrooms

GYMNASIUM

COMMONS

SCHOOL

BIKE PARKING

SE 28TH AVE

SE FRANKLIN ST

THEATER & PERFORMING ARTS

Site Layout Options
03: Distributed / Partial Existing

THEATER & PERFORMING ARTS

SKYBRIDGE

COMMONS

SCHOOL

BIKE PARKING

GYMNASIUM

WAVERLEIGH BLVD
(TO TRACK & FIELD)

SE 26TH AVE

SE POWELL BLVD
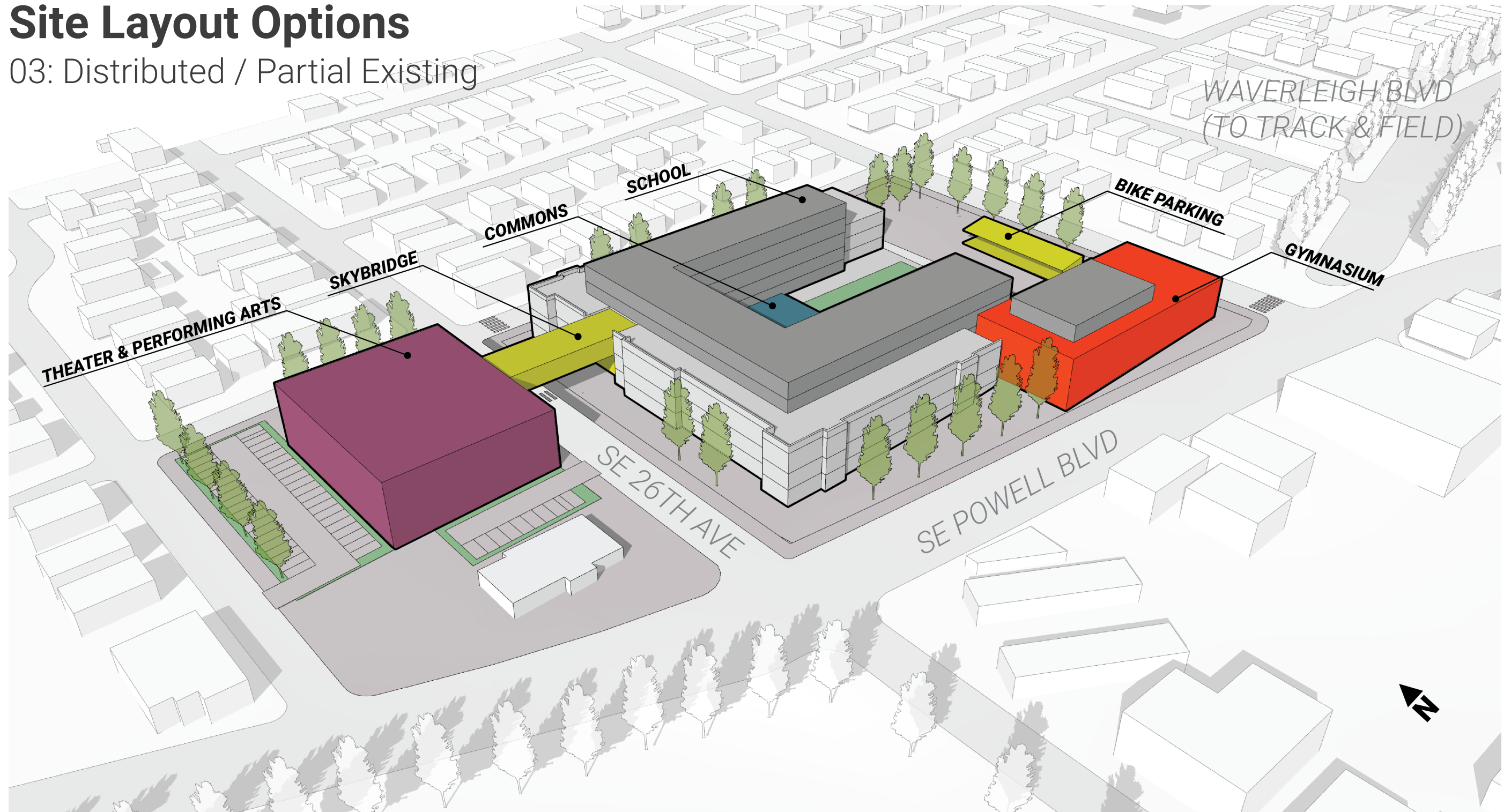
Site Layout Options

03: Distributed / Partial Existing

> Program on two properties separated by SE 26th Ave

> Preserves existing historic frontage and setbacks on SE 26th Ave

> Theater & performing arts on current parking lot

> 2/3 new construction

> Requires skybridge over SE 26th

> Medium sized open space possible, options for shape

> Historic building is less efficient / overall building will be larger than all new

> Higher cost approach because of building on two properties

THEATER & PERFORMING

SCHOOL

COMMONS

GYMNASIUM

BIKE PARKING

SE FRANKLIN ST

Site Layout Options

04: Distributed / All New

WAVERLEIGH BLVD
(TO TRACK & FIELD)

BIKE PARKING

SCHOOL

SKYBRIDGE

THEATER & PERFORMING ARTS

GYMNASIUM

SE 26TH AVE

SE POWELL BLVD
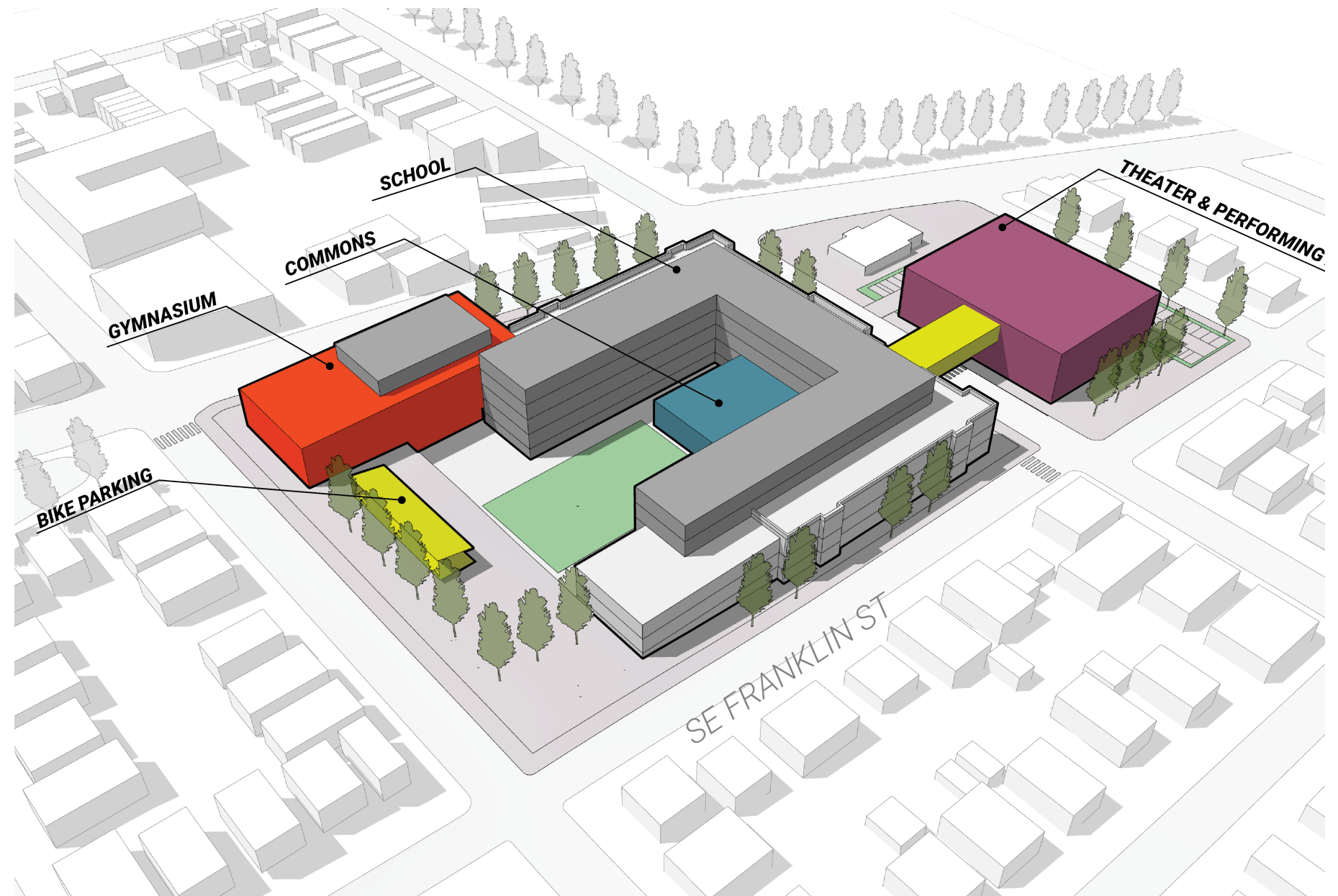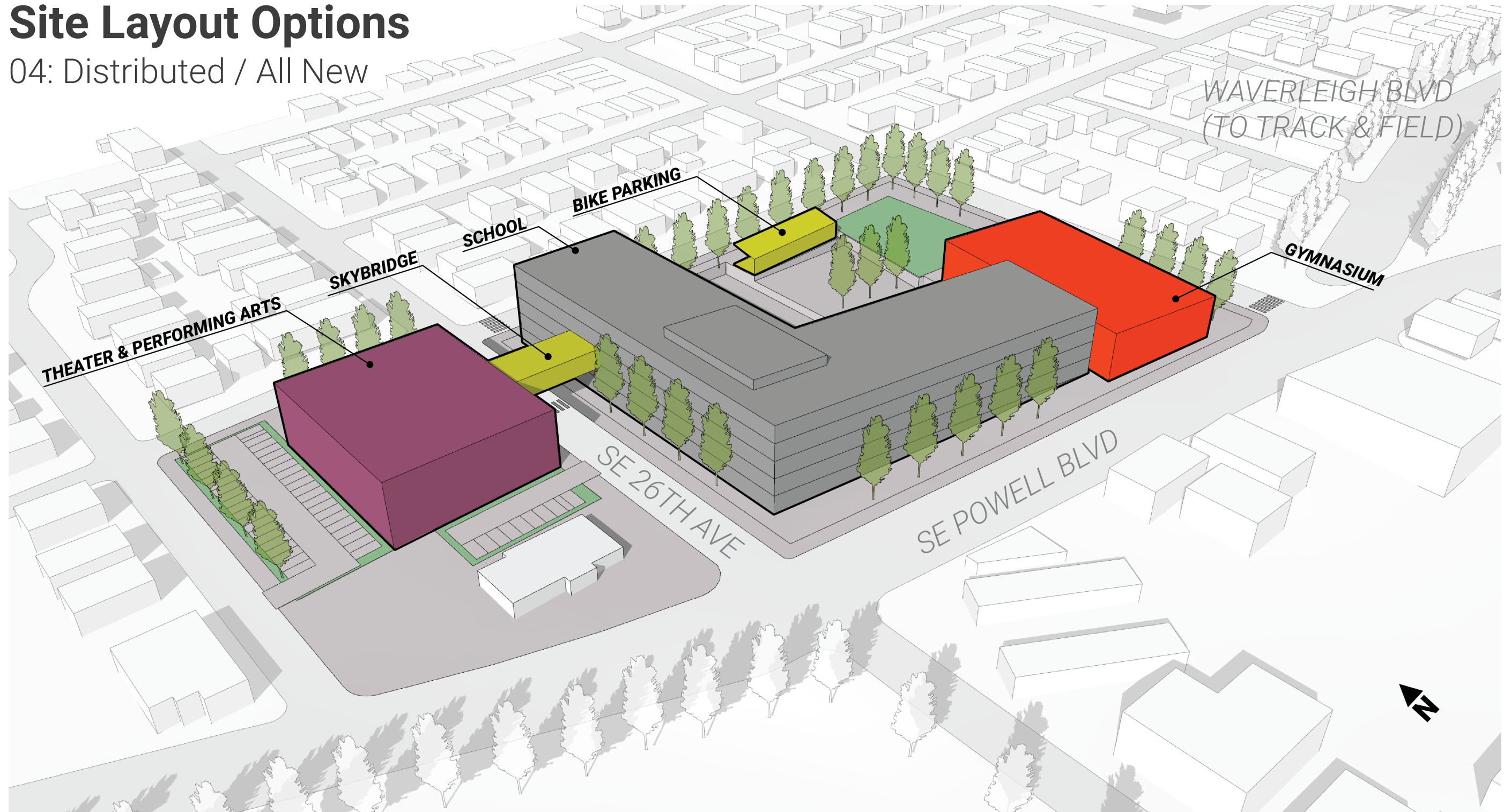
Site Layout Options

04: Distributed / All New

> Program on two properties separated by SE 26th Ave

> Minimum setbacks from sidewalk edge

> Theater & performing arts on current parking lot property

> Requires skybridge over SE 26th Ave

> Largest open space possible

> New building is more efficient in organizing space, with control over proportion of classrooms

> Higher cost approach because of building on two properties

Site Layout Options

(Retain 1929 Building)
Partial Existing

All New Construction

Consolidated
(One Property)

Distributed
(Two Properties)

01

02

03

04

We'll look at (4) conceptual approaches informed by:

Retaining the **1929 building // or not**

and

building on site **01 // 01 and 02**

Each approach will:
> Be experientially rich and cohesive
> Improve safety around the sites

We have **choices** that will impact:
> Open space / parking quantity
> Fit/function/scale
> Social narrative
> Embodied carbon

We'll recap details about these factors and then ask you to **evaluate approaches** relative to the project vision and goals

Cohesive Campus

Cohesive Campus

Signaling Entrance

> Clear Entry

> Refuge From The Weather

> Informal Gathering

> Transition From Public To School

> Using Form and Structure to Create Transitional Space
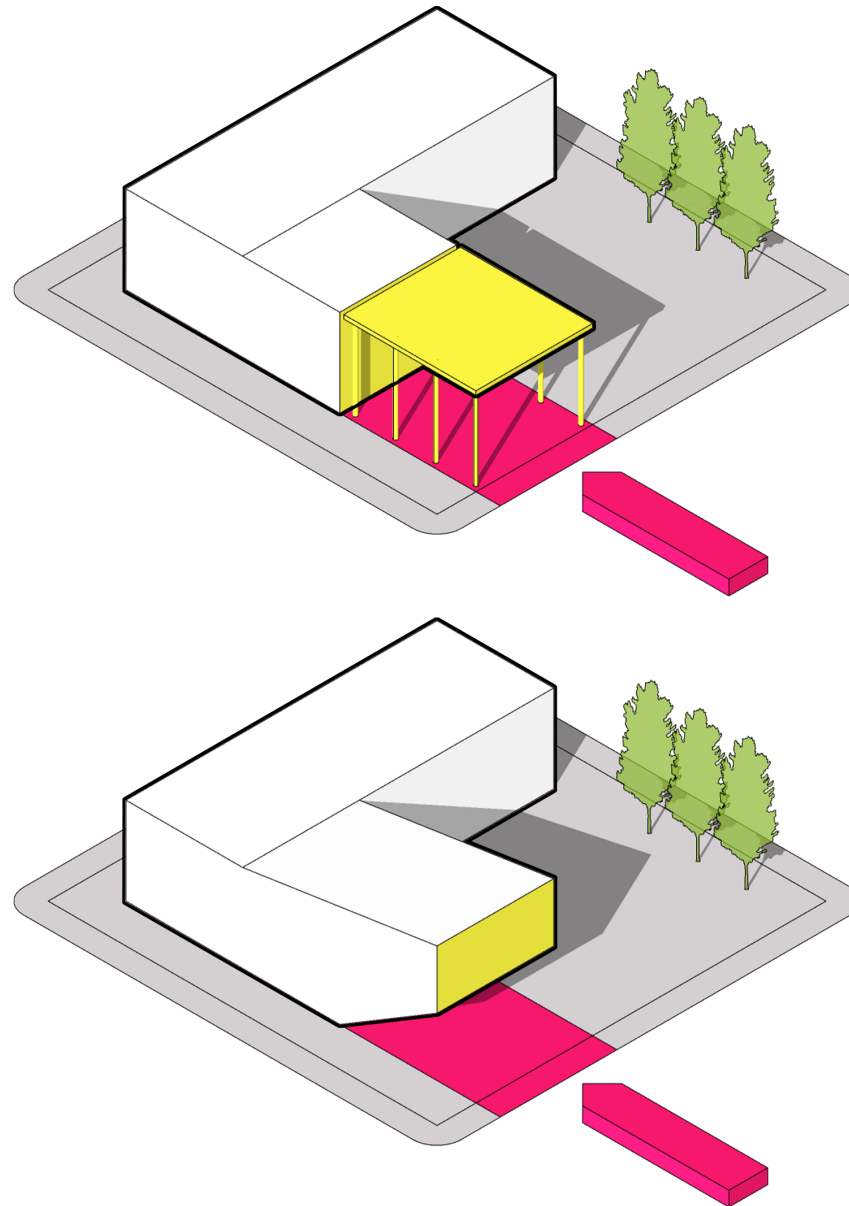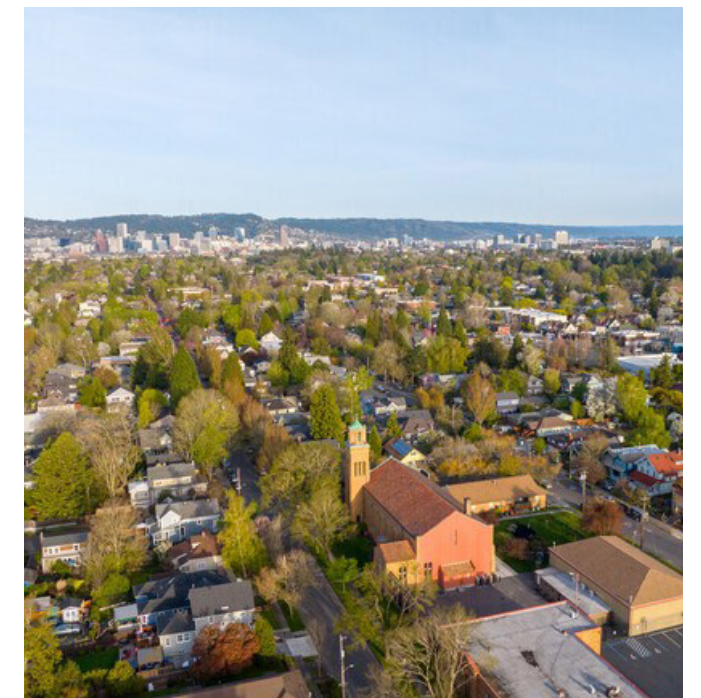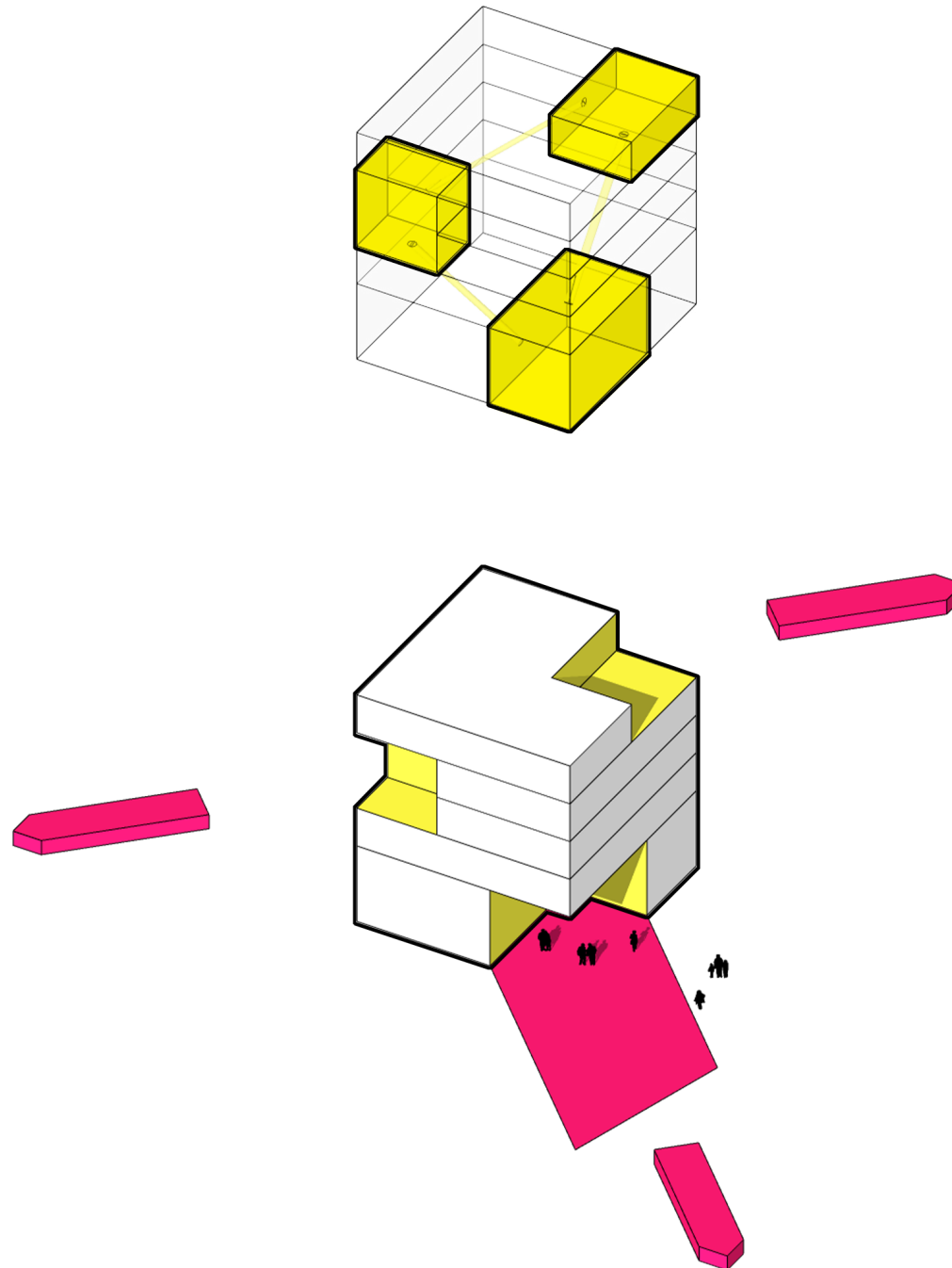
Cohesive Campus
Creating a Human Scale Entry Sequence

Entry Courtyard

Secure Check-in

Threshold

Interior Clear Access
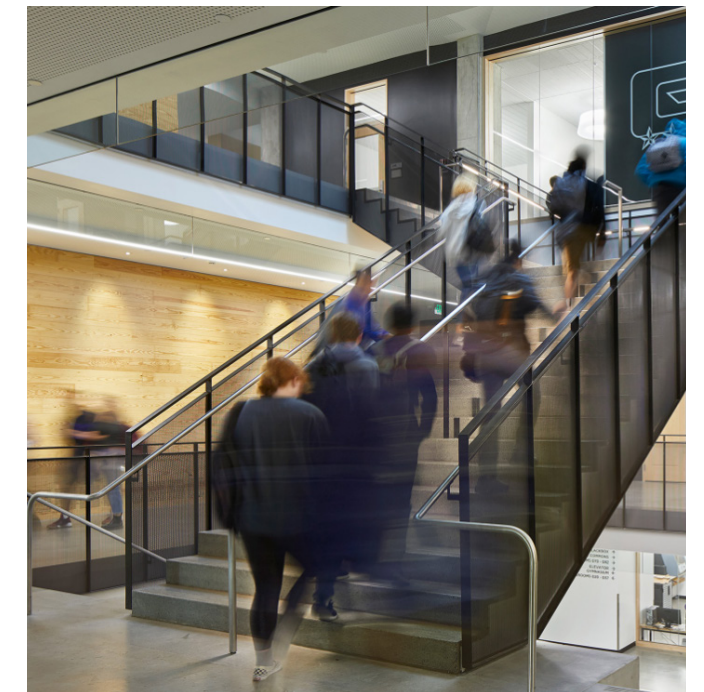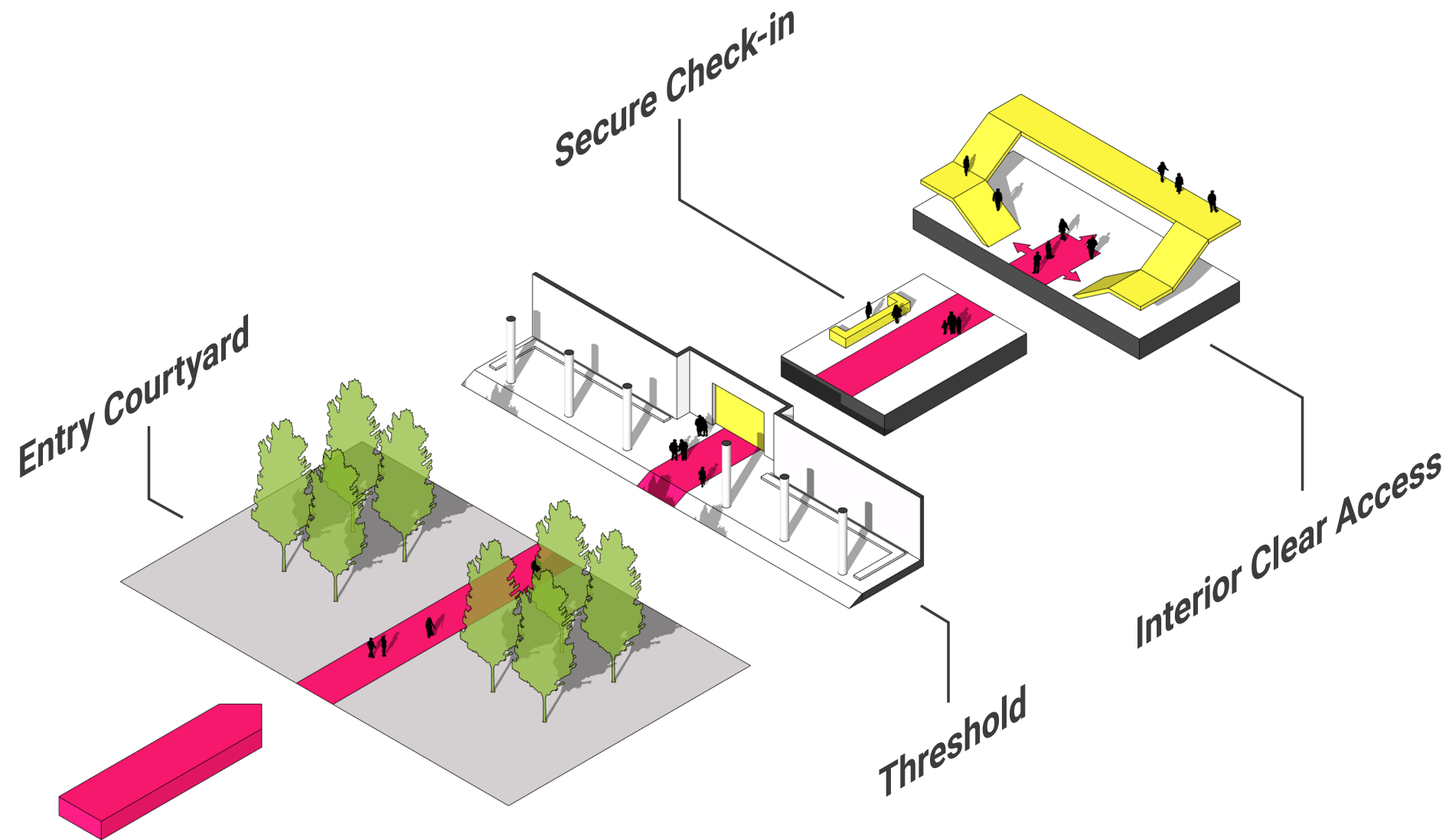
Cohesive Campus
Creating Active Space

> Heighten Connection To The Outdoor Environment At All Levels

> Create Indoor/Outdoor Spaces

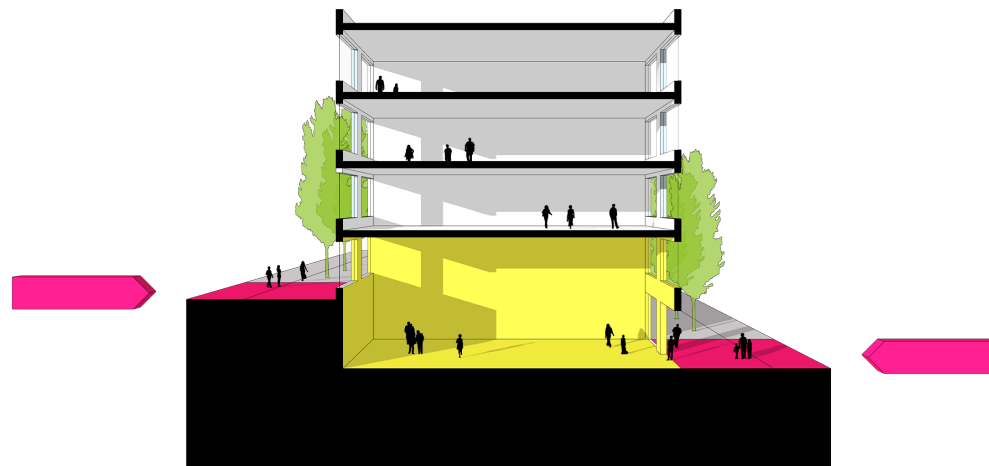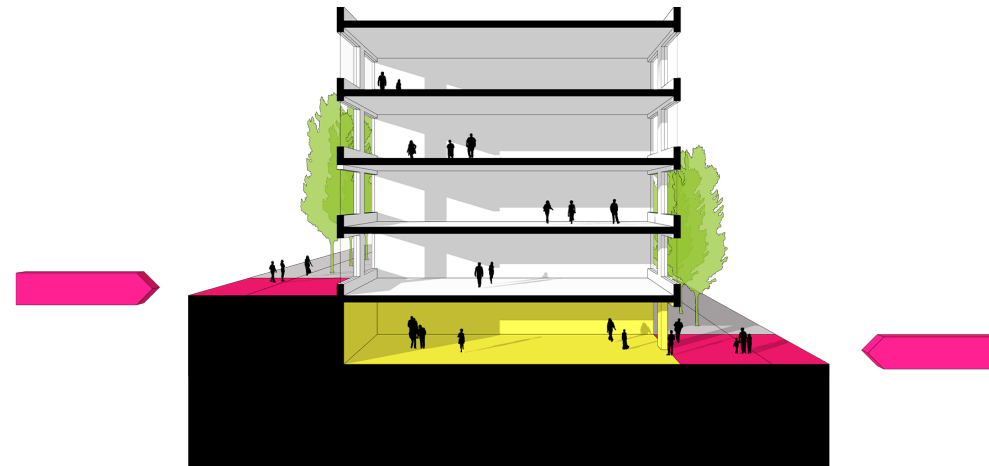> Activate space throughout the building

> Highlight neighborhood views

Cohesive Campus
Level Change On Site

> Take Full Advantage Of Grade Change

> Create Indoor/ Outdoor Spaces

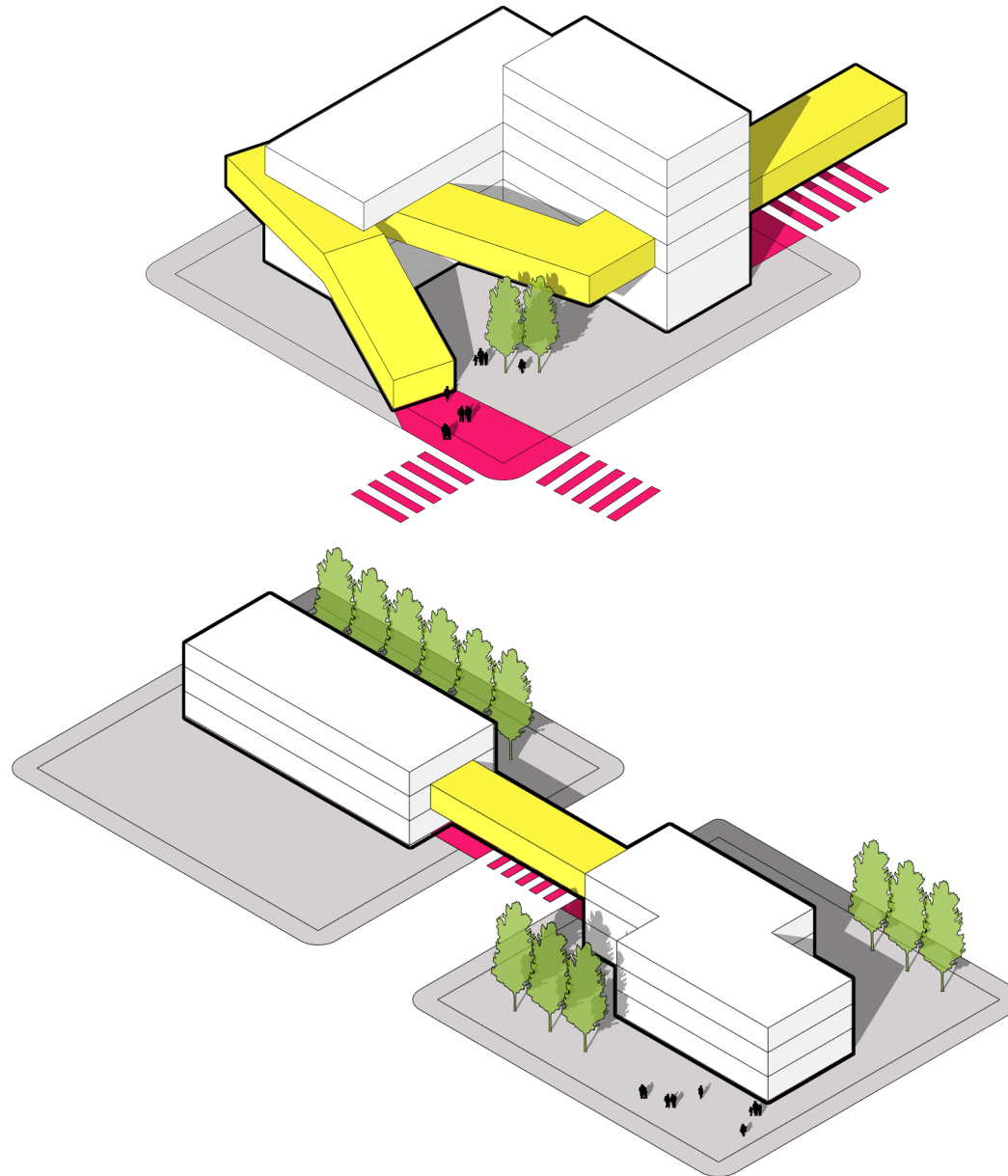> Sink Tall Spaces Into Site To Mitigate Impact Of Large Building

Cohesive Campus
Connection and Safety

> Continuous Experience Across Properties

> Clear Path Of Travel

> Varied Experience Along The Path

> Prioritize student safety

> Connecting sites

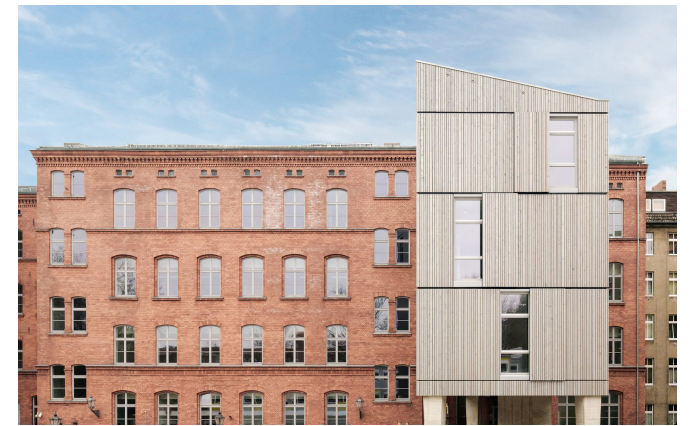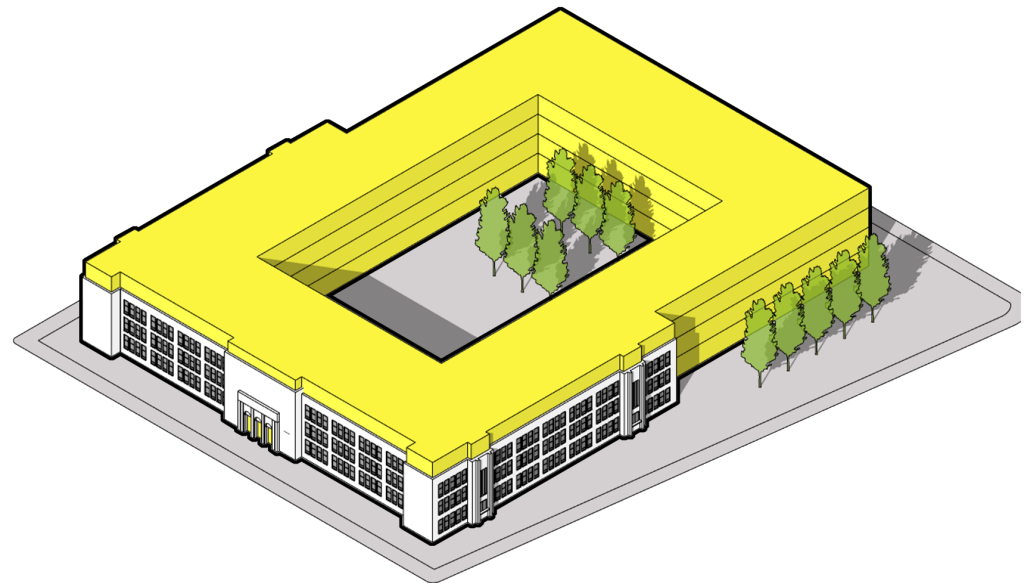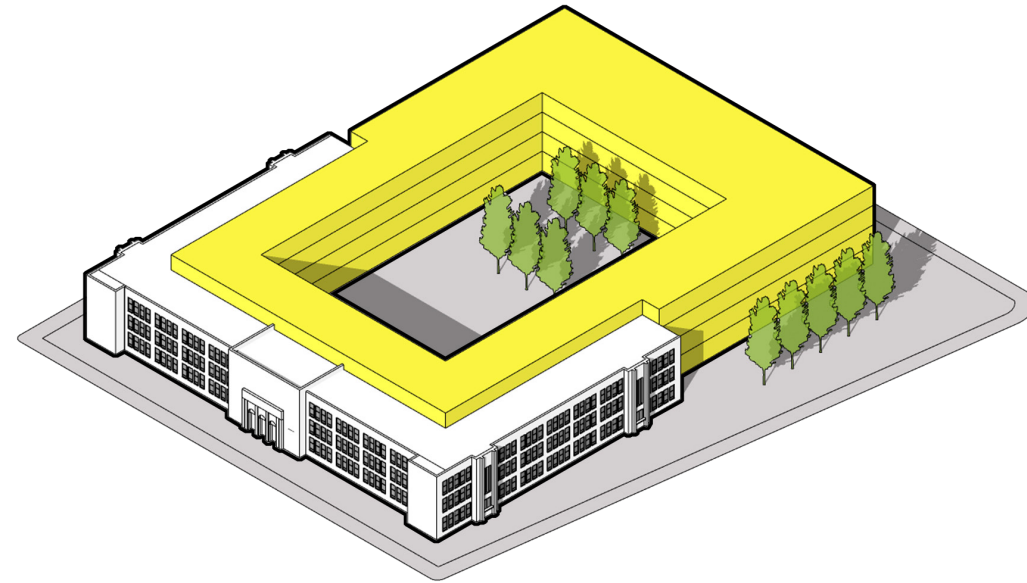# Cohesive Campus
Historic Re-Use

> Different Extents of Preservation Possible

> Reusing Face of Building Vs. Structure

> Contrast Old & New

> Opportunity to re-frame history of built environment

Site Connections

Supporting Details
Site Connections, Overview

> Safely connect the campus
> Safe connection to fields that builds school pride
> Safe and welcoming connection across 26th Ave.
> Increase safety and awareness at Powell Intersection

Supporting Details
Site Connections, Crossing Options Studied

26th Ave
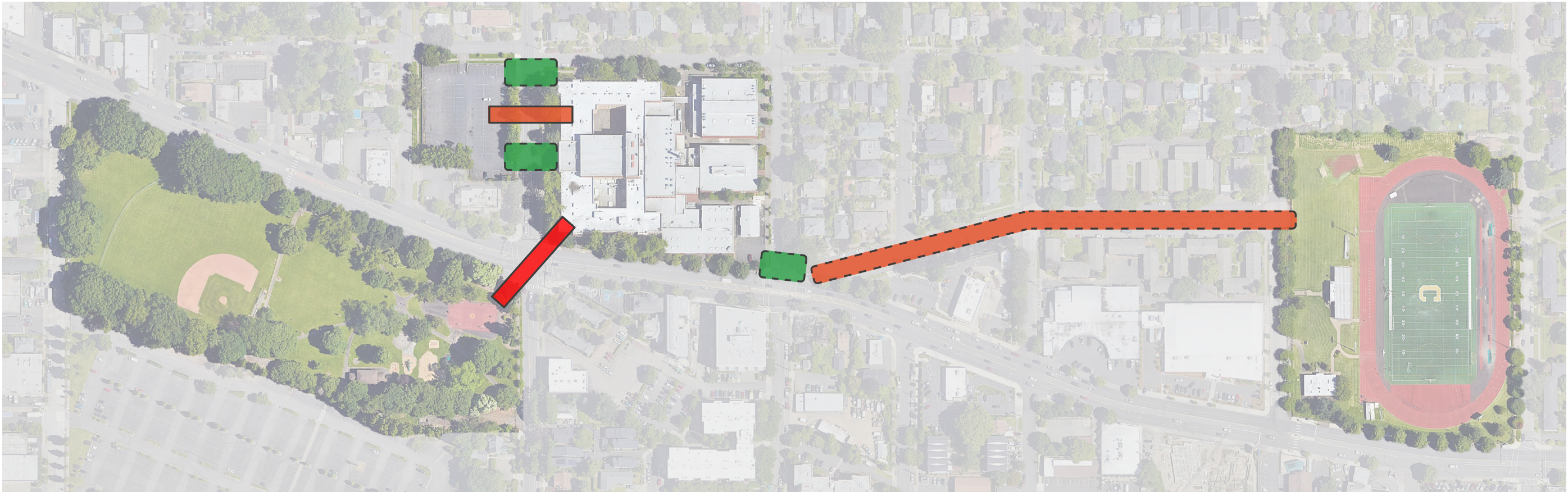> Grade level crossings
> Sky bridge connections
> Tunnel Connections

Powell Blvd
> Grade level crossings
> Sky bridge connections
> Tunnel Connections

28th Ave and Waverleigh
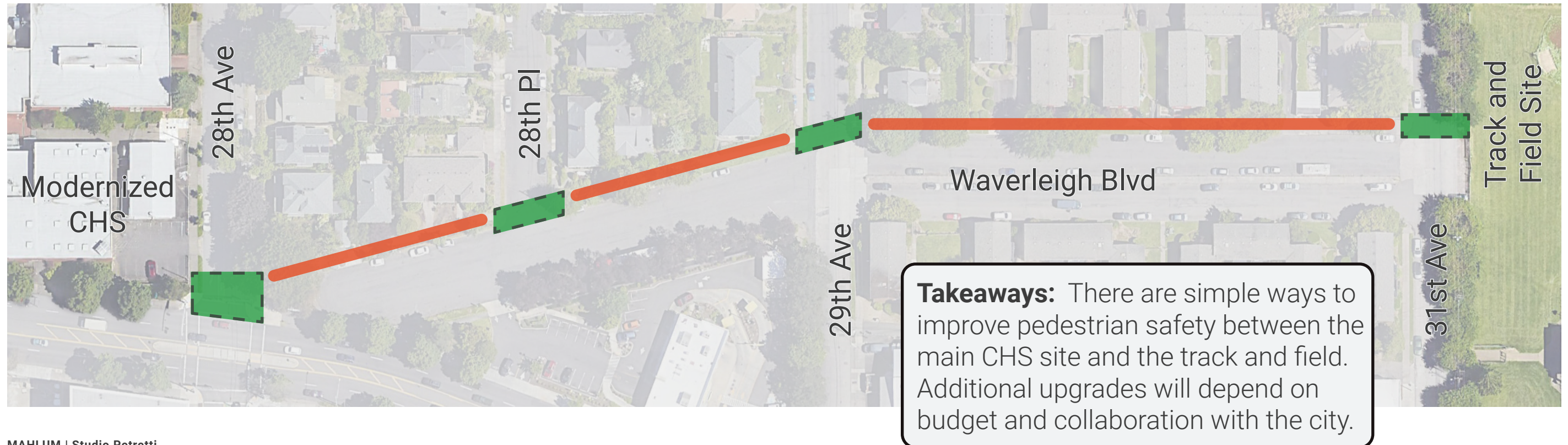> Grade level crossings
> Path improvements

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Supporting Details

Site Connections, Waverleigh and 28th Ave Crossing

> Safe connection to fields on north side of street that fosters student pride

> Upgraded pedestrian crossings at side streets

> Revised striping and curb extensions at 28th Ave to remove right turn from Powell

> Potential upgraded sidewalks

> Cost would come from project budget, not PBOT

> Permitting likely. Cost of replacing sidewalks is high

Modernized CHS

28th Ave

28th Pl

29th Ave

Waverleigh Blvd

31st Ave

Track and Field Site

Takeaways: There are simple ways to improve pedestrian safety between the main CHS site and the track and field. Additional upgrades will depend on budget and collaboration with the city.

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Supporting Details

Site Connections, Grade Level at 26th and Franklin

> New grade level crossing at Franklin or mid-block

> Existing and new ADA accessible ramps

> Raised center pedestrian refuge median

> Flashing HAWK signals

> Cost would come from project budget, not PBOT

> Permitting likely, and costs are relatively low

Takeaways: An improved grade level crossing at Franklin, or a new mid-block crossing, are both achievable.
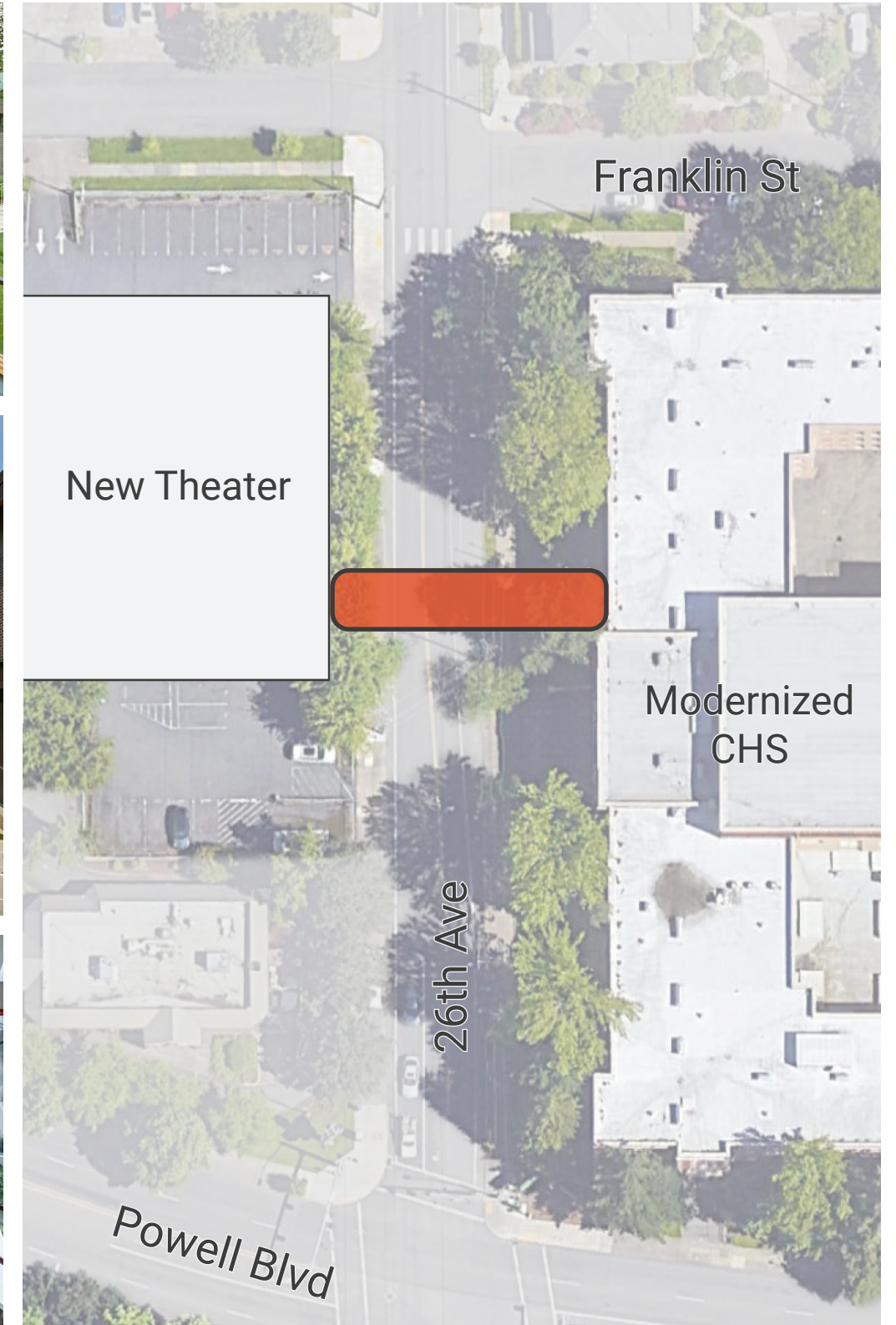
Supporting Details

Site Connections, Bridge over 26th Ave

Goal is to seamlessly connect educational spaces across 26th Ave. with the main building

> Requirement if CHS is built on two sites

> Steel truss structure, fully enclosed and conditioned

> Building to building connection at 3rd floor level

> Requires approval from City Council and is not guaranteed

> Costs are high

Takeaways: A safe and welcoming bridge will be required if the theater is located on the parking lot site, but will require a complex approval process with the city and increase the cost and complexity of the project.
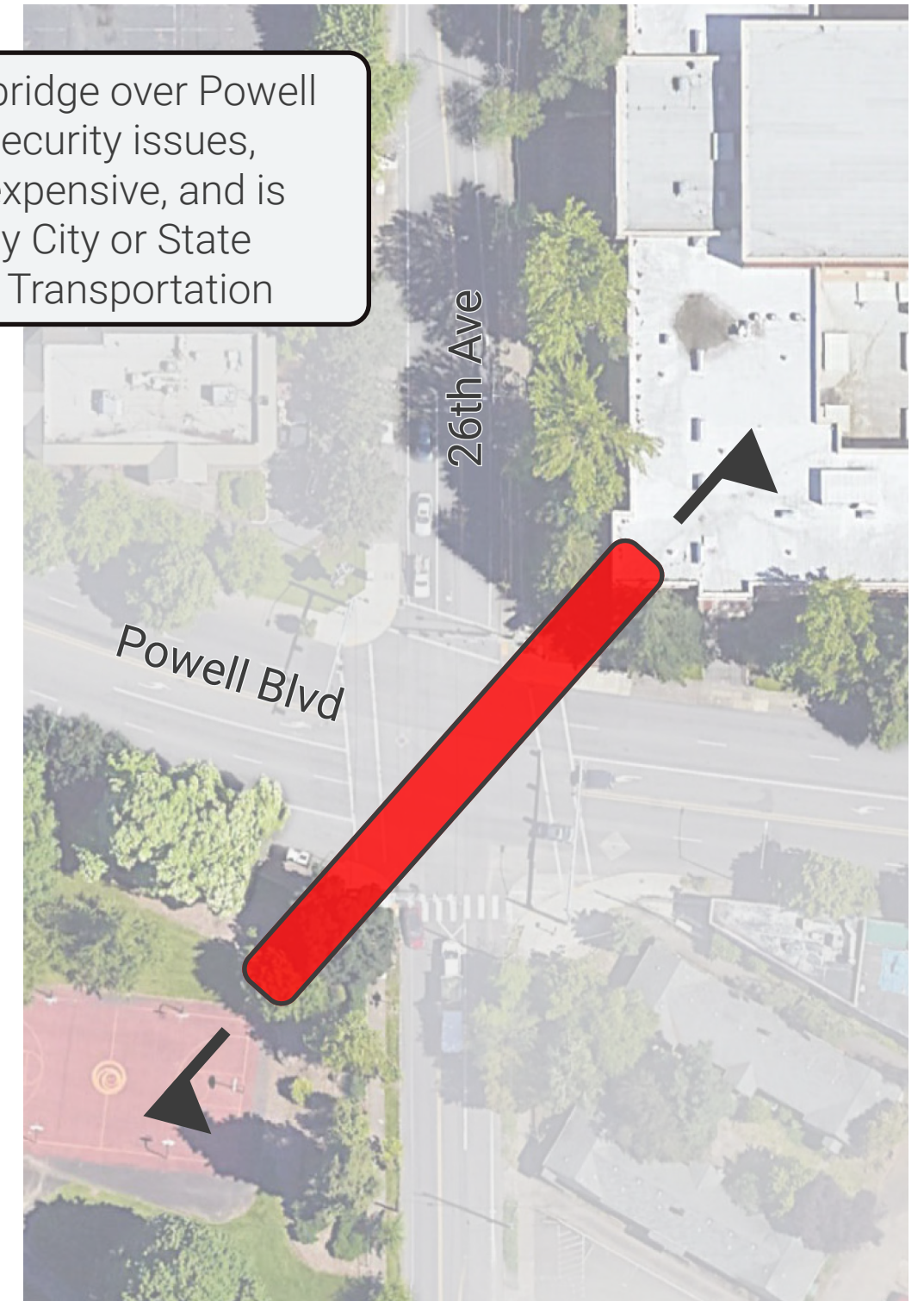

Pat Knight   https://www.flickr.com/photos/kightp

Franklin St

New Theater

Modernized CHS

26th Ave

Powell Blvd

Supporting Details

Site Connections, Bridge over Powell Blvd

> Spanning over state highway very difficult

> Security concerns by not connecting to building in Park

> 4 floor elevation differential would require stair tower and elevator

> Requires approval from City Council

> Permitting is very difficult and not likely
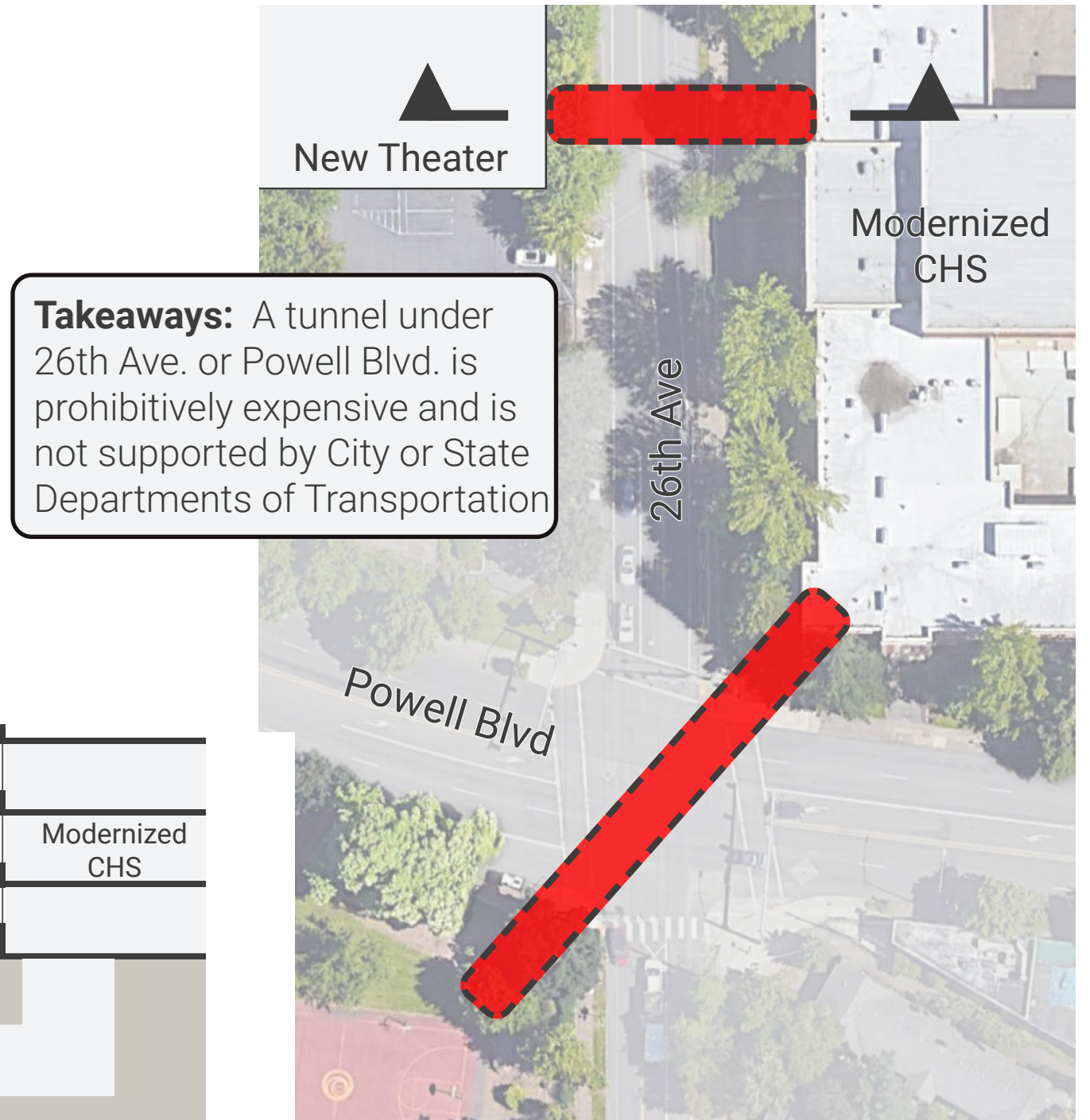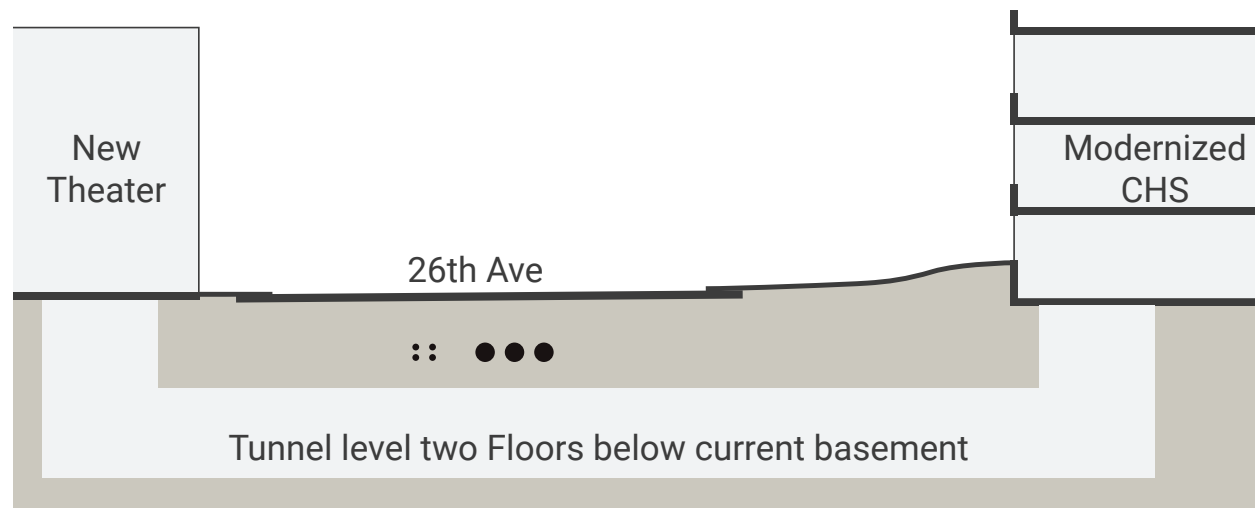
> Costs are very high
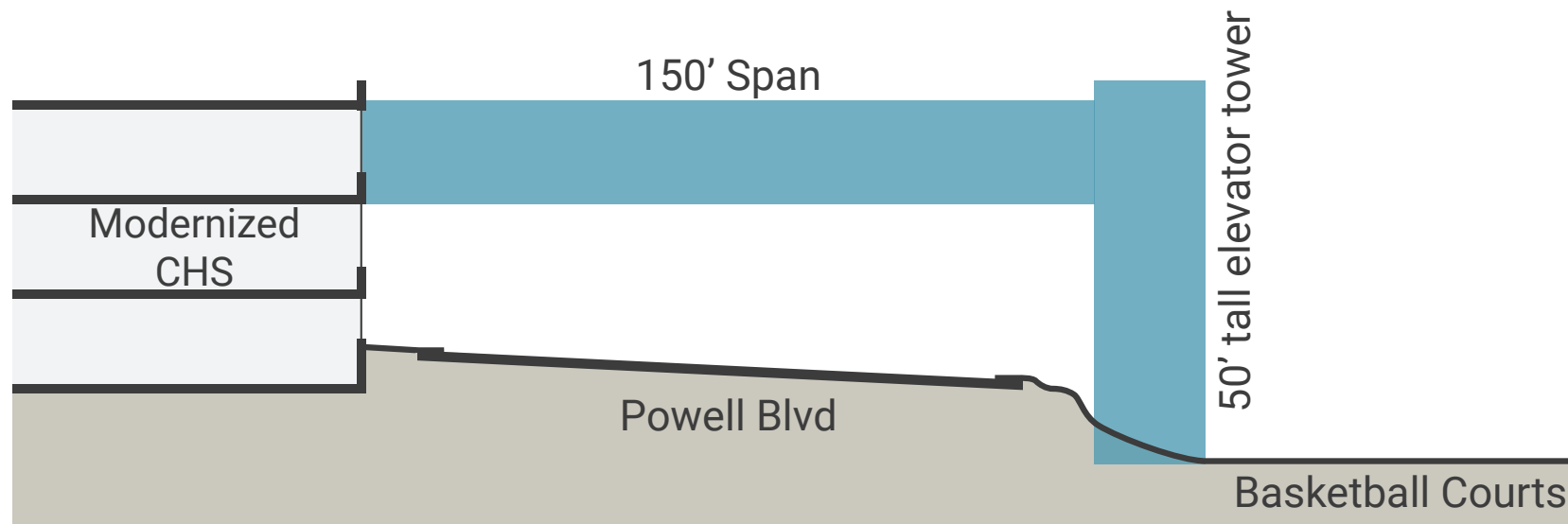
Takeaways: A bridge over Powell Boulevard has security issues, is prohibitively expensive, and is not supported by City or State Departments of Transportation

150' Span

50' tall elevator tower

Modernized CHS

Powell Blvd

Basketball Courts

26th Ave

Powell Blvd

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Supporting Details

Site Connections, Tunnels under Powell or 26th

> Buried utilities under streets require deep tunnels and access

> Creating basement floor levels to connect to requires large amount of excavation

> Construction requires lengthy street closures

> Security and safety concerns

> Requires approval from City Council

> Permitting is very difficult and not likely

> Costs are very high

Takeaways: A tunnel under 26th Ave. or Powell Blvd. is prohibitively expensive and is not supported by City or State Departments of Transportation

New Theater

Modernized CHS

26th Ave

Tunnel level two Floors below current basement

New Theater

26th Ave

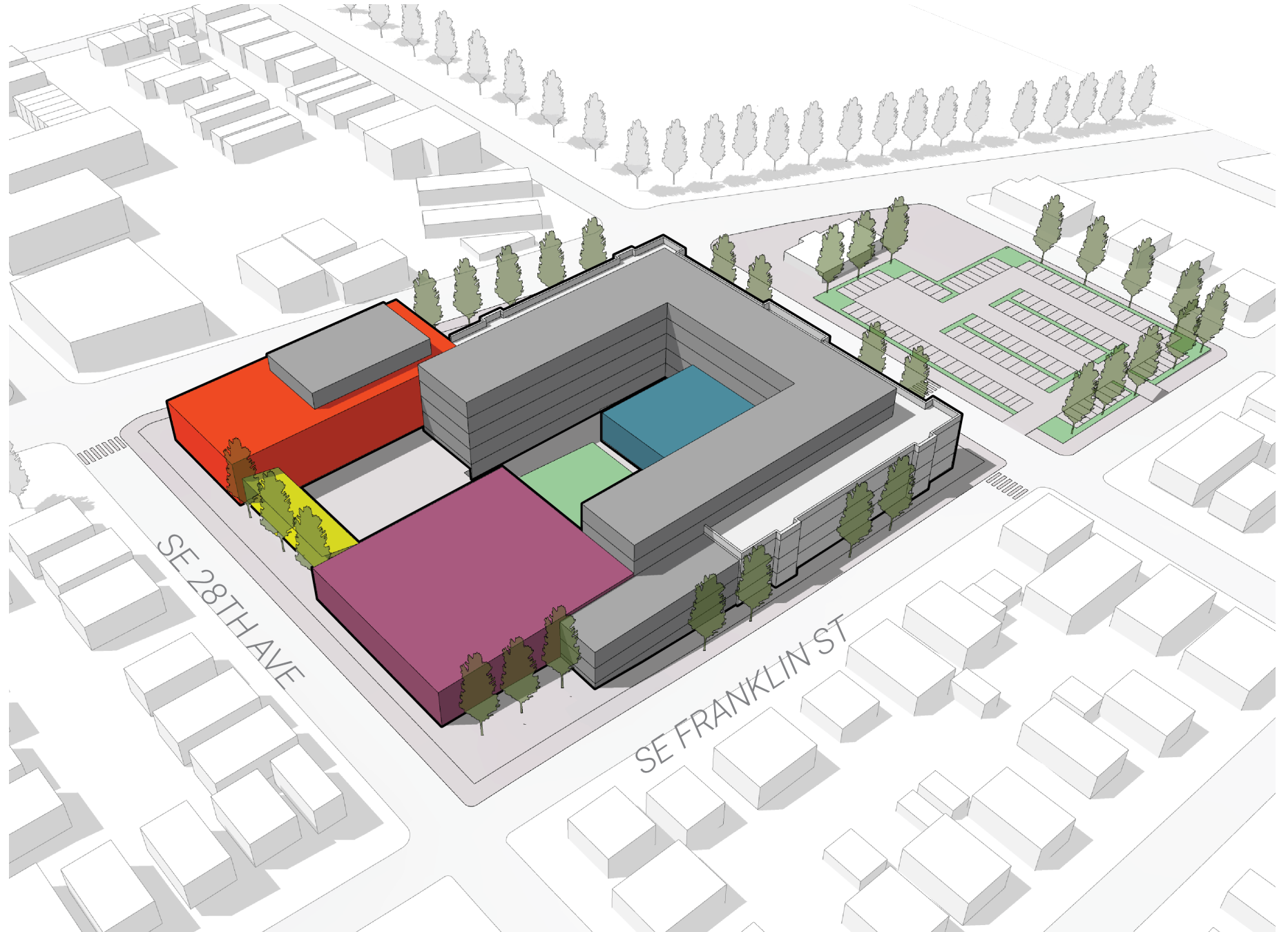Powell Blvd

Modernized CHS

Variable: Open Space

1 Consolidated / Partial Existing
Open Space

Promote health, wellness, and climate resiliency

Improve student safety in and around the sites

GRANT HS TURF: 10,000 sf

FRANKLIN HS PLAZA: 9,500 sf

Takeaways: Smallest open space on site; More on-site parking available.

SE 28TH AVE

SE FRANKLIN ST

2 Consolidated / All New
Open Space

KELLOGG MS PLAZA: 17,000 sf

SE 28TH AVE

SE FRANKLIN ST

Takeaways: Medium open space on site; More on-site parking available.
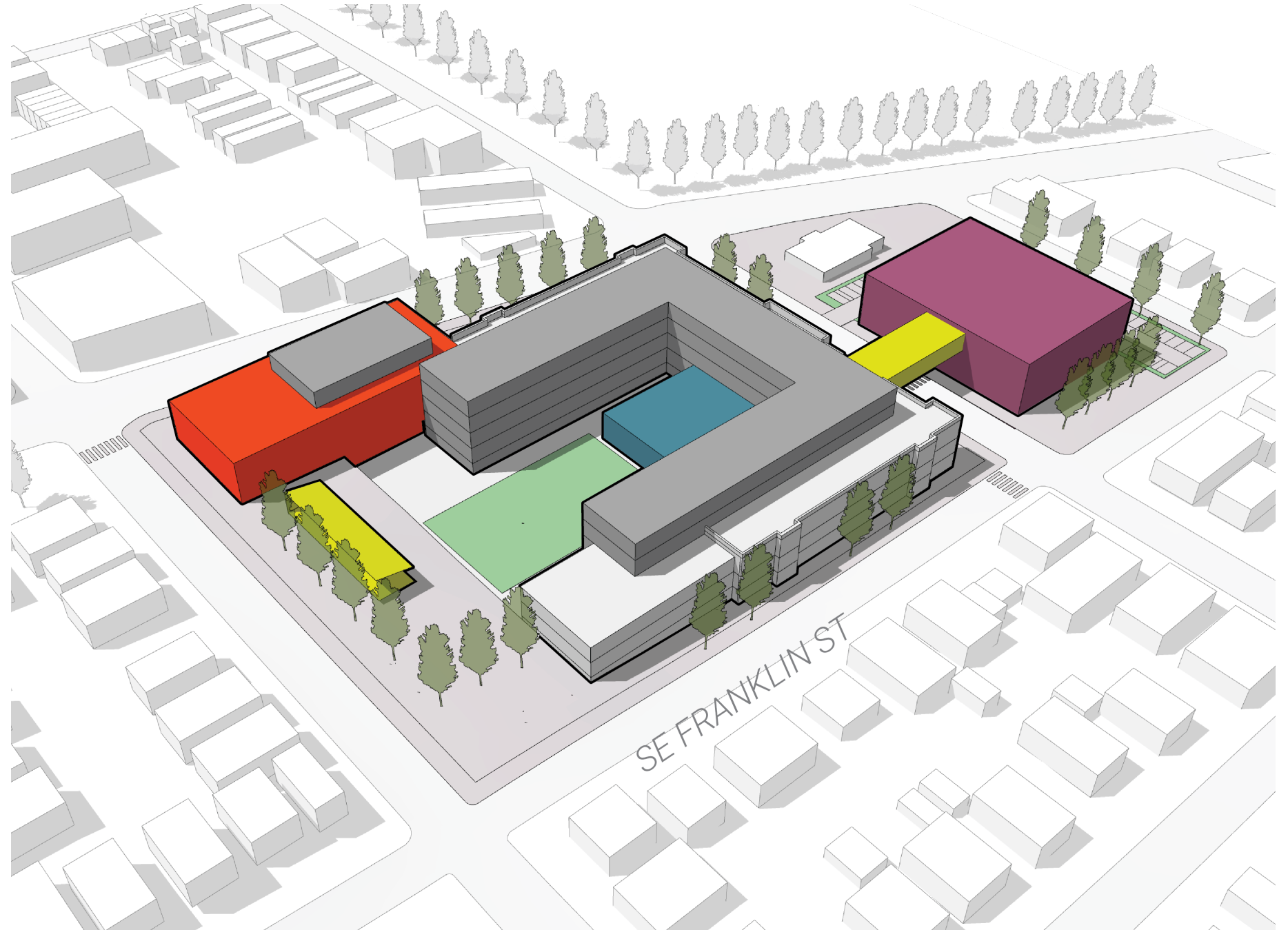
3 Distributed / Partial Existing
Open Space

KELLOGG MS PLAZA: 17,000 sf

SE FRANKLIN ST

Takeaways: Medium open space on site; Less on-site parking available.

4 Distributed / All New
Open Space

DIRECTOR PARK: 25,000 sf

SE 28TH AVE

SE FRANKLIN ST

Takeaways: Largest open space on site; Less on-site parking available.

Variable: Existing Building

Existing Building
Classroom Fit and Function

Ed Spec: 980 SF Classrooms

Develop academic and extracurricular excellence with intercultural understanding

Create a welcoming, inclusive environment that supports students and staff

Cleveland High School (Existing)
Typical Classroom ~580 SF

Grant High School
Typical Classroom ~790 SF

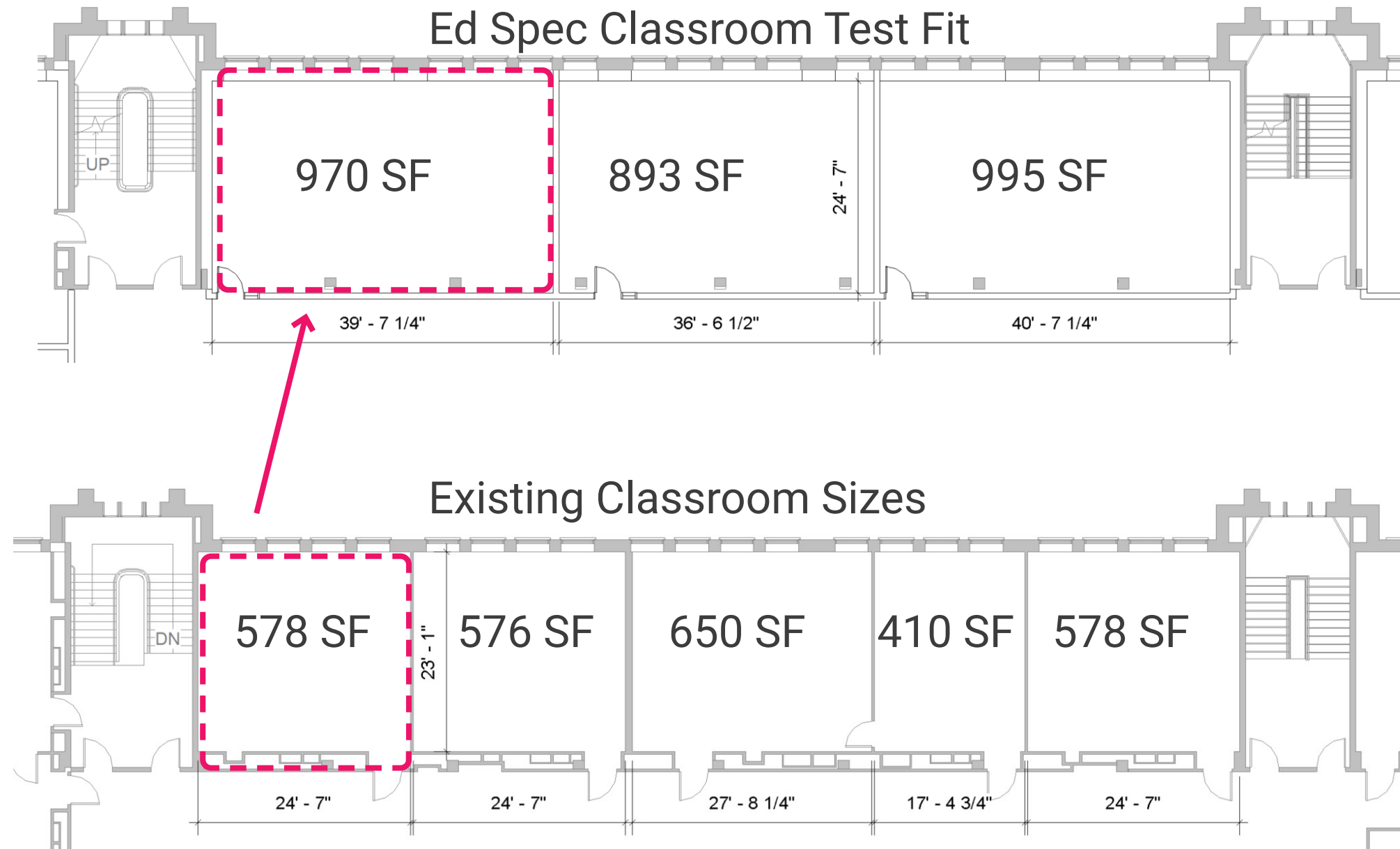Lincoln High School
Typical Classroom ~890 SF

Existing Building
Classroom Fit and Function

> Close to Ed Spec requirements (980 SF)

> Longer room provides more balanced daylighting but positions students further from teaching wall.

> Existing wing also good for administration, counseling, teacher offices

Takeaways: The 1929 structure can be updated to accommodate near-Ed Spec requirements, potential compromises to teaching & learning experience and technology.

Ed Spec Classroom Test Fit

970 SF	893 SF	995 SF
39' - 7 1/4"	36' - 6 1/2"	40' - 7 1/4"

24' - 7"

Existing Classroom Sizes

578 SF	576 SF	650 SF	410 SF	578 SF
24' - 7"	24' - 7"	27' - 8 1/4"	17' - 4 3/4"	24' - 7"

23' - 1"

UP

DN

Existing Building
Site Fit and Scale

> 1929 portion is part of neighborhood context.

> Retaining 1929 structure **restricts** available height and building area along Franklin, 26th Ave, and Powell Blvd.

> Retaining 1929 structure increases likelihood of retaining existing mature **trees** on west half of site.

Takeaways: The 1929 building has become part of the neighborhood context. It fixes the building and tree positions on the west side of the site. It reduces the ability to maximize buildable area and consolidate open space.

Create a welcoming, inclusive environment that supports students and staff

Acknowledge the Indigenous legacy of the site

Enhance CHS's role as a civic presence and community resource

Existing Building
Social Narrative

> Existing Classical Revival style represents European notions of civic architecture.

> Design can hold memory and nostalgia.

> Design can also represent systemic and social injustices for some members of the community.

How can we change the narrative?

Takeaways: In order to meet the PPS Vision, the design approach (partial existing or all new) will need to build a shared language and vision to address:
> welcomeness
> power
> identity
> representation

Create a welcoming, inclusive environment that supports students and staff

Acknowledge the Indigenous legacy of the site

Enhance CHS's role as a civic presence and community resource
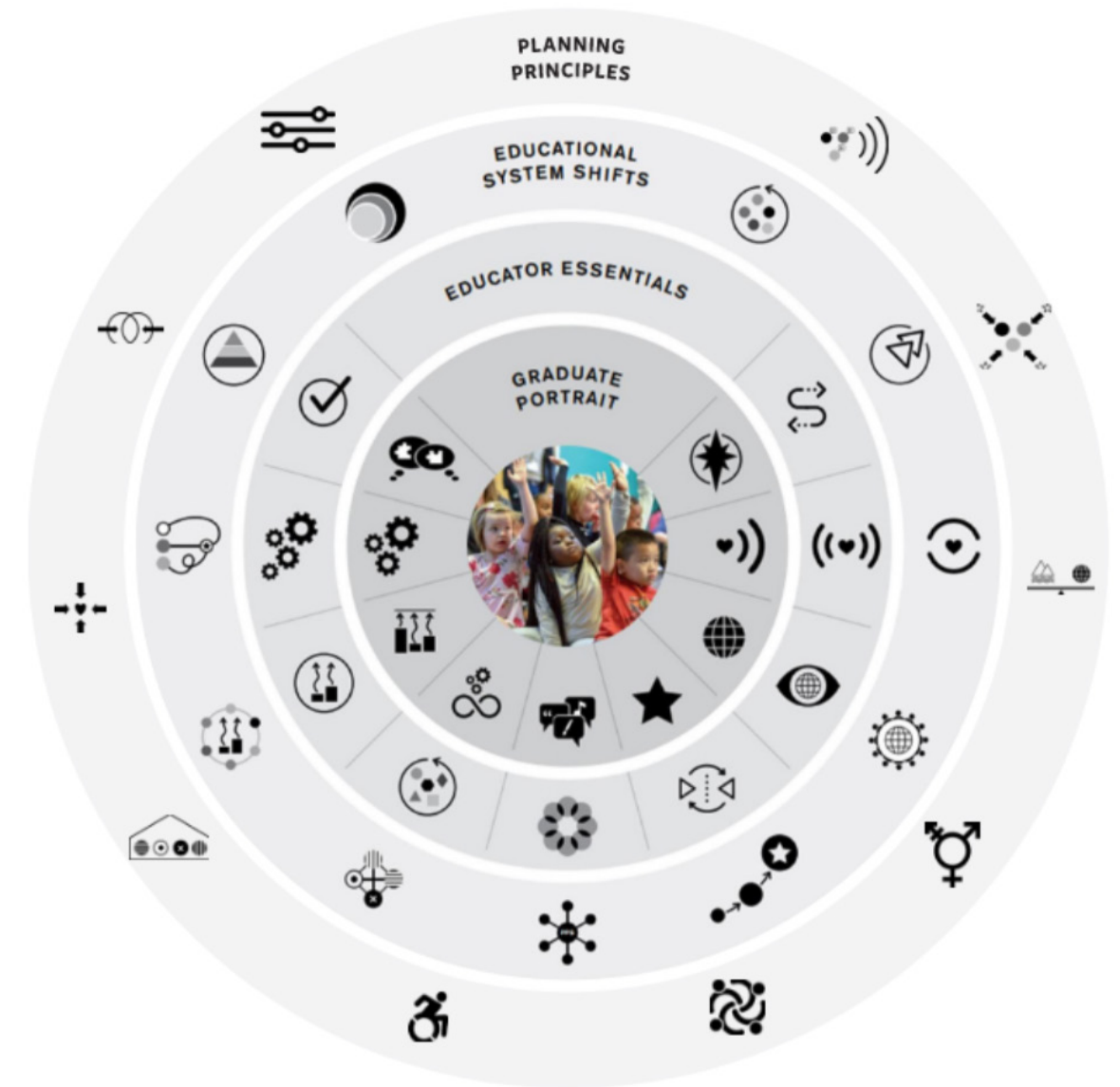
"4th Ring" of Graduate Portrait
PPS Long Range Facilities Plan 2021

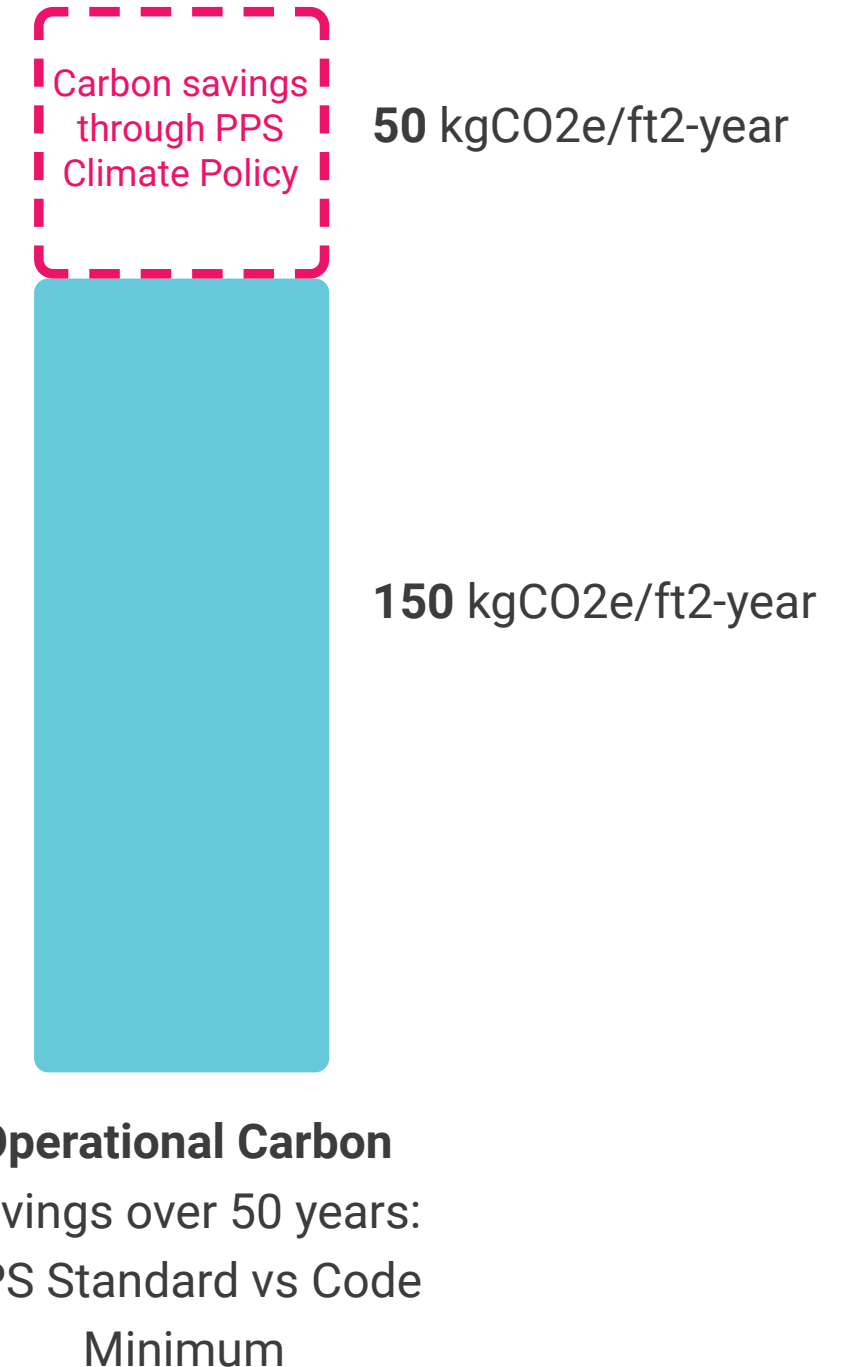# Climate Crisis Response

Requirements for all buildings

PPS District Policy: Climate Crisis Response and Climate Justice and Sustainability Practices Policy

> Reduce environmental impacts

> Improve health and wellness

> Teach climate change, sustainability, and climate justice

PPS District Energy & Sustainability Standards

> Efficiency target: 30EUI (vs. 40EUI code minimum)

> Prioritization of: building envelope, HVAC, lighting, plumbing efficiency and solar

> Integrated Design

> Energy Life Cycle Cost Analysis

> Use of all-electric MEP Systems

> LEED Certification

> Phase out fossil fuels

Carbon savings through PPS Climate Policy

50 kgCO2e/ft2-year

150 kgCO2e/ft2-year

Operational Carbon
Savings over 50 years:
PPS Standard vs Code
Minimum

Carbon Impact
Embodied Carbon

> Embodied carbon: greenhouse gas emissions from the manufacturing, transportation, installation, maintenance, and disposal of building materials.

> Calculations based on the CARE tool show the estimated Cradle to Gate embodied carbon for CHS.

Carbon savings by retaining 1929 building

11.5
kgCO2e/ft2-year

Embodied Carbon
Renovation/Addition:
31.2 kgCO2e/ft2-year

Embodied Carbon
New Building:
42.7 kgCO2e/ft2-year

Takeaways: Retaining ~100,000 sf of the existing building results in a lower carbon footprint for the project.
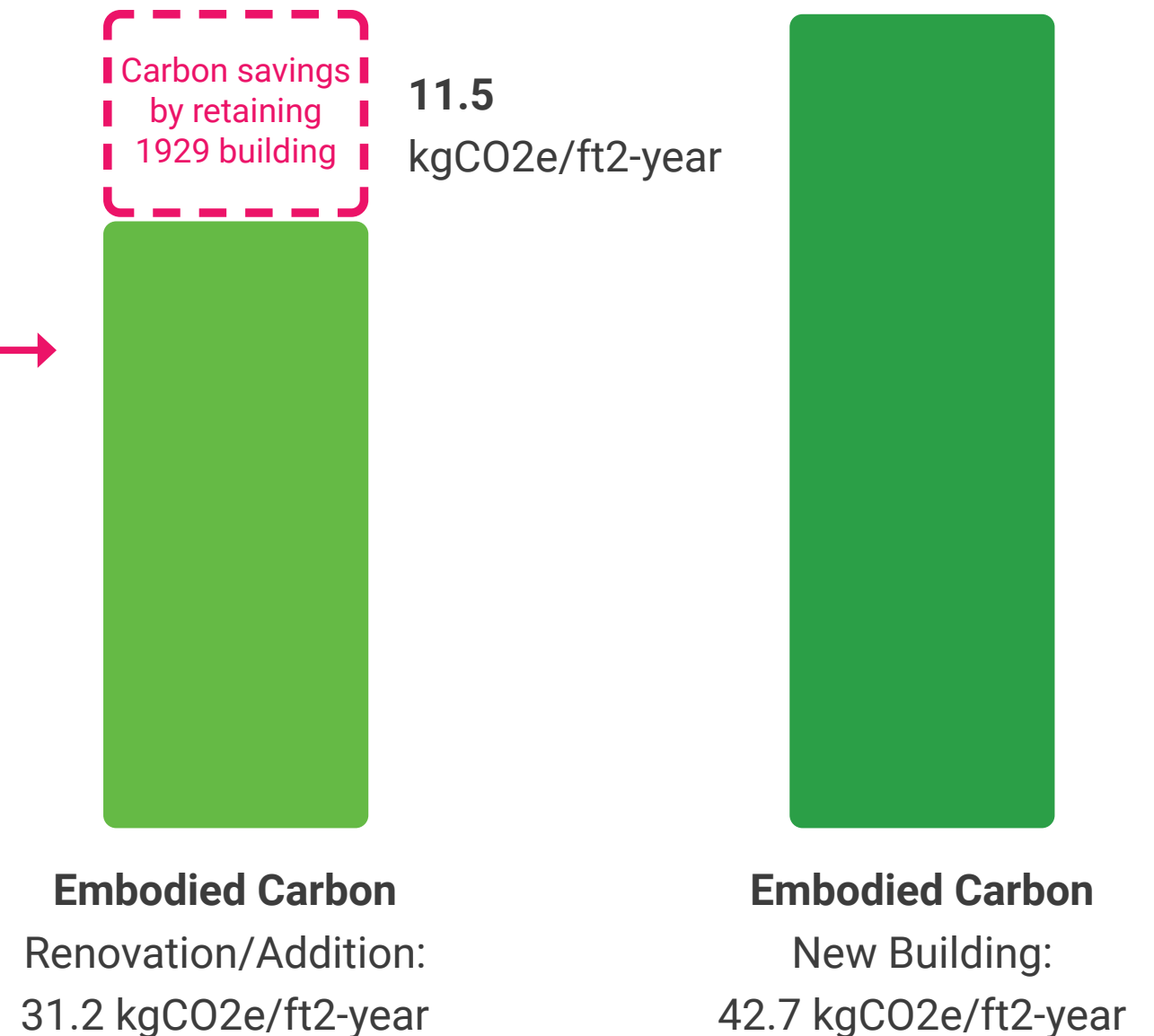
We'll look at (4) conceptual approaches informed by:

Retaining the **1929 building // or not**

and

building on site **01 // 01 and 02**

➡️

Each approach will:
> Be experientially rich and cohesive
> Improve safety around the sites

We have **choices** that will impact:
> Open space / parking quantity
> Fit/function/scale
> Social narrative
> Embodied carbon

➡️

We'll recap details about these factors and then ask you to **evaluate approaches** relative to the project vision and goals

Comprehensive Planning
Next Steps

Feb. 3rd   Public Workshop #2, 9:30-11:30am

Feb. 15th   CPC Meeting #5

Mar. 14th   CPC Meeting #6 (Final)

Thank You!

Appendix
Spectrum Feedback

School	When	What	Who	Prompt	Category/Topic	Location	Comment/Notes	Concatenate
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Design Considerations	General (CHS)	**Taller Building with more vertical circulation**	**24**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Design Considerations	General (CHS)	Shorter building with more horizontal circulation	2
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Design Considerations Students	General (CHS)	Academic program split across two sites= shorter buildings	3
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Design Considerations Students	General (CHS)	**Academic program concentrated on one block= taller buildings**	**26**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Historic Elements	General (CHS)	Keep most significant historic building/More restrictions on remainder of site	6
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Historic Elements	General (CHS)	in between historic and new	3
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Historic Building	General (CHS)	**Rebuild entire building/ Fewer restrictions on site**	**19**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Outdoor Spaces	General (CHS)	**Ground level outdoor space/Taller building height**	**27**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	Outdoor Spaces	General (CHS)	Less ground level outdoor space / Lower building height	1
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Design Considerations	Auditorium/Theater	**Theater / performing arts collocated with main HS programs**	**10**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Design Considerations	Auditorium/Theater	in between Theater on site and separate	3
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Design Considerations	Auditorium/Theater	**Theater / performing arts separate from main building**	**11**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	Multnomah County Health Center collocated with main HS programs	7
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	in between Multnomah County Health co-located or separate	1
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	**Multnomah County Health Center separate from main building**	**15**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	Student parent center collocated with main HS programs	6
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	in between student parent center on site and separate	5
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	**Student parent center separate from main building**	**13**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Athletics	Gym	**PE interior spaces collocated with main CHS programs**	**19**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Athletics	Gym	PE interior spaces near track and fields	6
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Parking	Parking	On-site surface parking	1
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Parking	Parking	in between open space and surface parking	3
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Outdoor Spaces	Outdoor Spaces	**Open space on sites**	**21**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Parking	Parking	Budget for structured parking	4
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Parking	Parking	in between structured parking and Ed spec	4
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	Students Supports Students and Staff	Common Areas General (CHS)	**Budget for Ed Spec facilities**	**18**
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	What else?	Outdoor Spaces	Use rooftops and indoor/outdoor space for community!	
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	What else?	Outdoor Spaces	Can you include non- ground level outdoor space	
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Program Organization	What else?	Outdoor Spaces	Rooftop outdoor space+ outdoor lounge/dining and yard games	
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	What else?	Parking	Structured parking if it means more parking for other facilities	
CHS	12/05/23	CPC Meeting 3	CPC Member	Spectrum: Site Program	What else?	Parking	Questions about binary between standard parking/ ed spec money at odds?	
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Design Considerations	General (CHS)	**Taller Building with more vertical circulation**	**46**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Design Considerations	General (CHS)	Shorter building with more horizontal circulation	3
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Design Considerations Students	General (CHS)	Academic program split across two sites= shorter buildings	11
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Design Considerations Students	General (CHS)	inbetween	7
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Historic Elements	General (CHS)	**Academic program concentrated on one block= taller buildings**	**25**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Historic Elements	General (CHS)	**Keep most significant historic building/More restrictions on remainder of site**	**20**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Historic Elements	General (CHS)	inbetween	10
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Historic Building	General (CHS)	**Rebuild entire building/ Fewer restrictions on site**	**21**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Outdoor Spaces	Outdoor Spaces	**Ground level outdoor space/Taller building height**	**44**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Site Program	Outdoor Spaces	Outdoor Spaces	Less ground level outdoor space / Lower building height	7
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Curriculum Design	Auditorium/Theater	**Theater / performing arts collocated with main HS programs**	**18**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Curriculum Design	Auditorium/Theater	in between	6
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Curriculum Design	Auditorium/Theater	Theater / performing arts separate from main building	11
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	Multnomah County Health Center collocated with main HS programs	5
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Promotes Health and Wellbeing	Multnomah County Health	**in between**	**15**

Appendix
Spectrum Feedback, cont.

School	When	What	Who	Prompt	Category/Topic	Location	Comment/Notes	Concatenate
					Supports Students and Staff			
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	**Multnomah County Health Center separate from main building**	**12**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	Student parent center collocated with main HS programs	7
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	in between	9
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	**Student parent center separate from main building**	**14**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Athletics	Gym	PE interior spaces collocated with main CHS programs	8
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Athletics	Gym	**in between**	**16**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Athletics	Gym	PE interior spaces near track and fields	8
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Parking	Parking	**On-site surface parking**	**15**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Parking	Parking	in between	2
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Outdoor Spaces	Outdoor Spaces Parking	**Open space on sites**	**18**
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Parking	Parking	Budget for structured parking	7
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Parking	Parking	in between	3
CHS	12/16/23	Public Workshop 01 (12/16)	Public	Spectrum: Program Organization	Supports Students and Staff	General (CHS) Parking	**Budget for Ed Spec facilities**	**23**
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Curriculum Design	Auditorium/Theater	Theater / performing arts collocated with main HS programs	14
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Curriculum Design	Auditorium/Theater	in between	3
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Curriculum Design	Auditorium/Theater	Theater / performing arts separate from main building	0
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	Multnomah County Health Center collocated with main HS programs	11
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	in between	3
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Multnomah County Health	Multnomah County Health Center separate from main building	10
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	Student parent center collocated with main HS programs	14
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	in between	1
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Promotes Health and Wellbeing Supports Students and Staff	Student Parent Center	Student parent center separate from main building	2
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Athletics	Gym	PE interior spaces collocated with main CHS programs	4
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Athletics	Gym	in between	6
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Athletics	Gym	PE interior spaces near track and fields	9
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Parking	Parking	On-site surface parking	8
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Parking	Parking	in between	6
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Outdoor Spaces	Outdoor Spaces Parking	Open space on sites	9
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Parking	Parking	Budget for structured parking	8
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Parking	Parking	in between	7
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Program Organization	Supports Students and Staff	General (CHS) Parking	Budget for Ed Spec facilities	10
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Design Considerations	General (CHS)	Taller Building with more vertical circulation	35
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Design Considerations	General (CHS)	in between	2
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Design Considerations	General (CHS)	Shorter building with more horizontal circulation	0
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Design Considerations Students	General (CHS)	Academic program split across two sites= shorter buildings	6
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Design Considerations Students	General (CHS)	in between	5
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Design Considerations Students	General (CHS)	Academic program concentrated on one block= taller buildings	18
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Historic Elements	General (CHS)	Keep most significant historic building/More restrictions on remainder of site	2
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Historic Elements	General (CHS)	inbetween	8
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Historic Building	General (CHS)	Rebuild entire building/ Fewer restrictions on site	29
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Outdoor Spaces	Outdoor Spaces	Ground level outdoor space/Taller building height	39
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Outdoor Spaces	Outdoor Spaces	inbetween	3
CHS	01/02/24	Staff Workshop 01 (01/02)	Staff	Spectrum: Site Program	Outdoor Spaces	Outdoor Spaces	Less ground level outdoor space / Lower building height	0