



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
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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.

- 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

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

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.

mahlum

23 OCTOBER 2019
CONCEPTUAL MASTER PLAN COMMITTEE MEETING #2

Cleveland High School CMP

Portland Public Schools

GROVER CLEVELAND HIGH SCHOOL

ENGAGEMENT ACTIVITY 01

HISTORIC SIGNIFICANCE

(Preservation Priorities)

:: Identify places the **community values**

:: Where is **change necessary?**

:: Identify places of **memory** or **historic value**



CMPC-02 :: PROGRAM & ANALYSIS

AGENDA

2.1 ENGAGEMENT ACTIVITY 01 (20min)
(Historic Significance)

2.2 CMPC-01 RECAP (10 min)

2.3 PROGRAM ASSESSMENT (30 min)

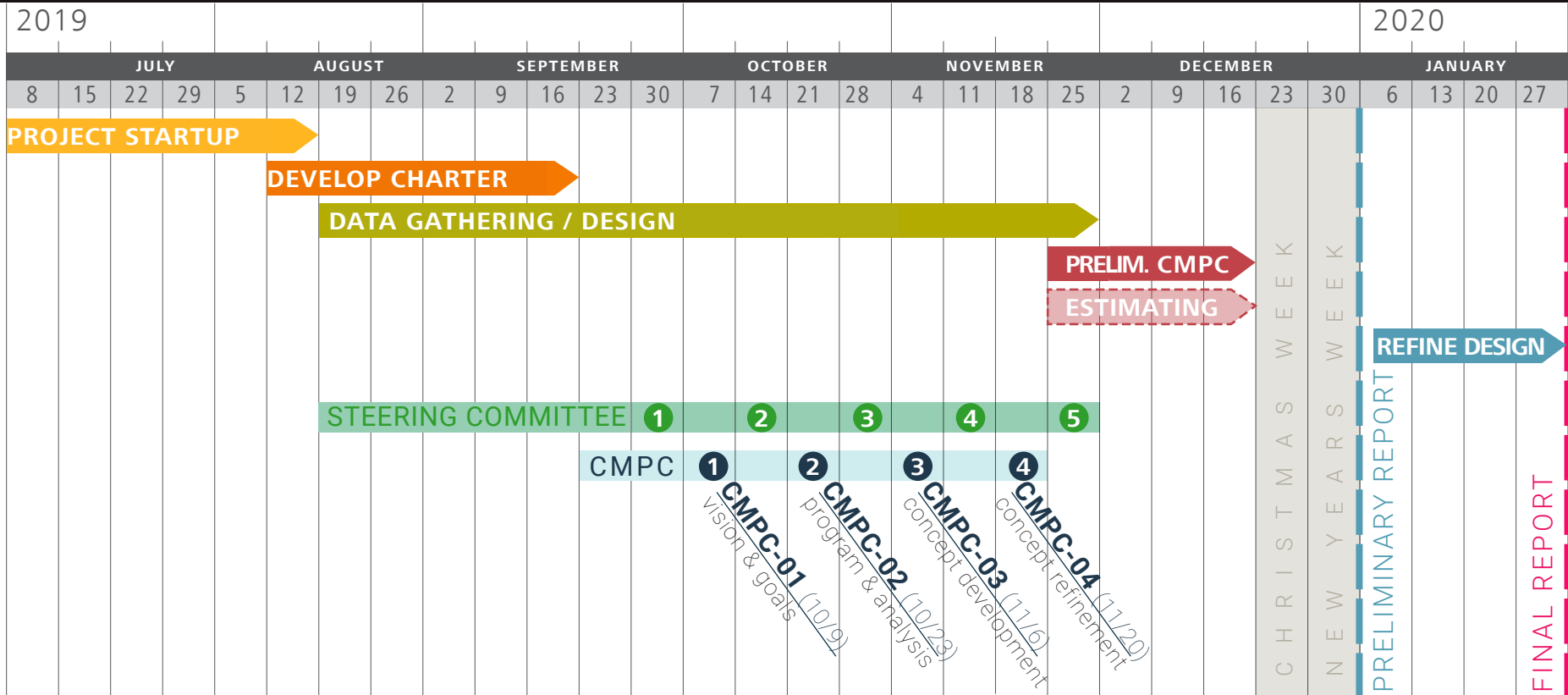
2.4 PLANNING CONCEPTS (25 min)

2.5 ENGAGEMENT ACTIVITY 02 (25 min)
(Spectra)

2.6 QUESTIONS & NEXT STEPS (10 min)



PROJECT SCHEDULE



Portland Public Schools Reimagined

DISTRICT VISION

The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.



Portland Public Schools Reimagined

DISTRICT CORE VALUES

Students at the center

We believe that all students have the ability to succeed and that positive impacts on **students are at the center of each decision and action**. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Honesty and Integrity

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision making in service of our students, families, staff, and community.

Racial Equality and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Excellence

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Joyful Learning and Leadership

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.



CMPC PROCESS

What is Conceptual Masterplanning?

The conceptual master planning process is a planning strategy that will provide the framework to determine each school's overall program needs, site layout, and estimated costs for historic modernization vs. new construction. The early planning effort will help us more accurately determine the cost estimates for the modernization or the rebuilding of that school. This information will help PPS in the planning of future capital improvement bonds.



CMPC MEMBER CHARTER

The Cleveland Conceptual Master Planning Committee (CMPC) is a group of school and community stakeholder representatives who work together to help provide feedback for the Cleveland master plan.

MEMBER ROLES & RESPONSIBILITIES

- Attend meetings to advise project team on school community concerns, issues, goals and aspirations.
- Abide by code of conduct for the CMPC.
- Report to and bring feedback from groups and organizations CMPC members represent.



FOUNDATIONAL QUESTION

Top Priorities for Modernization

SPACES TO HONOR NON-ACADEMIC NEEDS

SCHOOL AS COMMUNITY CENTER

(OPEN SITE)
FINDING SOMETHING UNIQUE
CONSIDER CONSOLIDATION

EXPLORE HIGHER USE OF PARKING

SAFETY

HUMAN COMFORT

CREATE SPACES THAT MAKE STUDENTS WANT TO STAY

EMBODY UNIVERSAL DESIGN
INCORPORATE ALL NEEDS

SUPPORT A MIX OF LEARNING STYLES

INNOVATIVE & STRATEGIC USE OF EXISTING PPS PROPERTIES IN THE OHS AREA

CONTIGUOUS CAMPUS

CREATE A WELCOMING ENVIRONMENT FOR ALL

FEEL COMFORTABLE & WANT TO STAY

ENVIRONMENTAL POLICY:
EXCEED FDR CLIMATE ACTION PLAN

FLEXIBLE OPEN ENVIRONMENTS

CONNECT WITH THE ARTS

ATHLETIC FIELD @ 31st & POWELL

LAND SWAP WITH THE PARK

HEALTH & WELLNESS

SAFETY RELATED TO HWY 26

CONNECT TO NATURAL ENVIRONMENT

FLEXIBLE FUTURE READY & SCALABLE

STUDENT INVOLVEMENT IN DESIGN ENTIRE PROCESS

CONNECTIVITY ON CAMPUS (SPACE & HOW WE USE IT)

PRESERVATION OF HISTORICAL DETAILS

(PRIORITIES & ADDRESS STUDENT NEEDS THAT ARE NOT OFTEN MET)

SAFE BUT WELCOMING LEARNING ENVIRONMENT

BUILDING AS A TEACHING TOOL (FOR SUSTAINABILITY)

SPACES FOR ARTS, ATHLETICS, SOCIAL SPACES

INCORPORATE LESSONS LEARNED

CONNECTIVITY TO COMMUNITY

TIMELESS DESIGN IDEAS

PROMOTE INTERNATIONAL FOCUS

CONSIDER BALANCE OF SAFETY & OPENNESS

VIEW OF POWER
PUBLIC IMAGE

FOUNDATIONAL QUESTION

Top Priorities for Modernization

CREATE COMFORTABLE ENVIRONMENTS

Human Comfort
Feel Comfortable &
Want to Stay

Create Spaces that Make
Students Want to Stay

RELATIONSHIP
TO COMMUNITY

CLIMATE
POLICY

CORE STUDENT
LEARNING &
NEEDS

Contiguous Campus
Explore Higher Use of Parking
Athletic Field at 31st and Powell
Finding Something Unique: Consider
Consolidation

PROMOTE CONNECTIVITY

Innovative Strategic Use of
Existing PPS Properties
Connectivity on Campus
Safety Related to HW 26
Land Swap with Park

BUILDING
SAFETY

SUPPORT LEARNING FOR ALL

Address student needs
that are not often met
Spaces to Honor
Non-Academic Needs
Connect with the Arts
Spaces for Arts, Athletes, Social
Spaces
Embody Universal Design,
incorporate all needs
Support a mix of learning
styles

Flexible Future
Ready and Scalable
Connect to Natural Environment

PROVIDE FLEXIBILITY

Preservation of Historical Details
Flexible Open Environments
Timeless Design Ideas

INTER-
NATIONAL
FOCUS

BUILDING AS
TEACHING
TOOL

OCCUPANT
HEALTH



2.3 Program Assessment

PROGRAM ANALYSIS

What are Ed Specs?

Educational specifications are a set of building design characteristics that establish the ways the facilities support programs and curriculum. The comprehensive ed spec establishes a baseline of equitable facilities standards for school construction efforts across PPS. As a specific school is modernized, the comprehensive ed spec is tailored through the masterplanning process to suite the individual school.

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Total Recommended
CORE PROGRAM ⁷					
Career Preparation CTE ⁸					
Classrooms		TBD per site			
Specialized classrooms/labs					4,800
Maker Space	1	1,200			1,200
Sub-Total Career Prep CTE					6,000
General Education Classrooms - Core Program Recommendations ^{9,10,11,12}					
English	11	980			10,780
Math	8	980			7,840
Social Studies	8	980			7,840
Health	2	980			1,960
World Language	6	980			5,880
Electives ¹³	6	980			5,880
Sub-Total Gen Ed Classrooms	41				40,180
Specialized Classrooms - Core Program Recommendations					
Science Lab	11	1,500			16,500
Chemical Storage	1	180			180
Prep Rooms	4	200			800
Sub-Total Specialized Classrooms	11				17,480
Smaller Instructional Spaces ¹⁴			10	500	
Flexible Learning Areas ¹⁴			8	1,000	
Sub-Total Optional				13,000	
Sub-Total Recommended Classrooms					63,660
SUB-TOTAL RECOMMENDED: CORE PROGRAM + FLEXIBLE LEARNING + SMALLER INSTRUCTIONAL					76,660

Notes:

⁷ Bold italics text in quantity column indicates teaching station

⁸ See "Career Preparation Spaces" and "STE(A)M" for a list of Career Preparation | CTE | STE(A)M spaces. Space devoted to classrooms and/or labs for career preparation above and beyond the area allocated for career preparation needs to be taken from the area for electives.

⁹ See Education support for computer labs, SPED Learning Resource Centers, and ELL classrooms. Programmatic needs for ELL and SPED Resource Centers may also be met in Smaller Instructional Spaces.

¹⁰ Classrooms greater than 1,000 SF require two exits

¹¹ Advanced classes held in regular classrooms

¹² Assumes general education classrooms could be used all periods. See classroom utilization in Program Development above.

¹³ "Electives" include core and non-core program subjects; some electives may require specialized classroom space which will make them unavailable for general education classroom space

¹⁴ Smaller Instructional Spaces and Flexible Learning Areas as defined in room information sheet are optional. HOWEVER, the general requirements, functions, and location as defined in the room information sheet need to be considered during the design process and the spaces (not necessarily the area) provided to meet this function identified in the design. The sub-total area for Core Program + Flexible Learning Areas + Smaller Instructional Spaces needs to be maintained.

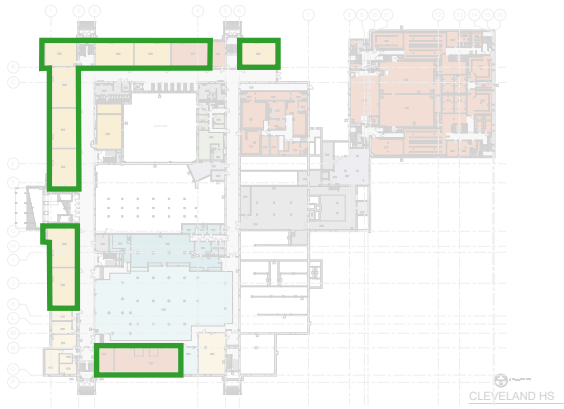
PPS COMPREHENSIVE HIGH SCHOOL(S) AREA PROGRAM

	TEACHING STATIONS ED SPEC	SQUARE FOOTAGE ED SPEC
General Education Classrooms	41	53,180
Science Labs	11	17,480
Career Preparation/CTE	3	6,000
Fine & Performing Arts (Drama, Theater)	4	21,150
Athletics (includes area for PE instruction)	3	35,580
Education Support	2	67,400
Community Partners		1,200
Wrap-Around Service Providers		4,700
SUB-TOTAL	64	206,690
Net to Gross Ratio of 36%		74,408
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA		281,098

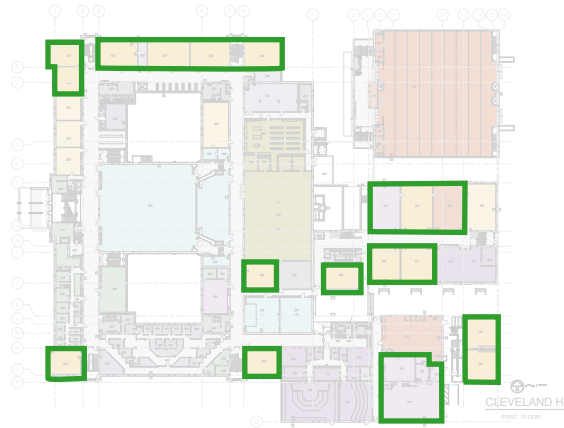
PPS ED SPECS :: CORE PROGRAM

	TEACHING STATIONS ED SPEC	SQUARE FOOTAGE ED SPEC
General Education Classrooms	41	40,180
Smaller Instruction & Flexible Learning		13,000
Science Labs	11	17,480
Career Preparation/CTE Classrooms	2	4,800
Maker Space	1	1,200

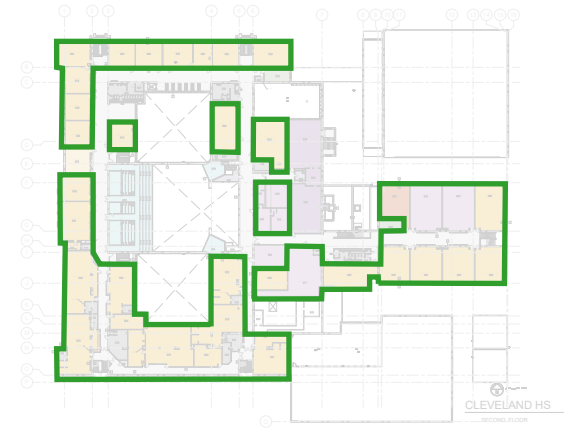
CLEVELAND HIGH SCHOOL :: CORE PROGRAM



BASEMENT



FIRST FLOOR



SECOND FLOOR

CLEVELAND HIGH SCHOOL :: CORE PROGRAM

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	[Delta]	ED SPEC	CHS CURRENT	[Delta]
General Education Classrooms	41	47	[+6]	40,180	39,394	[-786]
Smaller Instruction & Flexible Learning				13,000	-	[-13,000]
Science Labs	11	10	[-1]	17,480	15,607	[-1,873]
Career Preparation/CTE Classrooms	2	4	[+2]	4,800	5,565	[+765]
Maker Space	1	1	[--]	1,200	3,157	[+1,957]



PPS ED SPECS :: CORE PROGRAM

KEY OBSERVATIONS

(What makes Cleveland unique?)

:: More teaching stations vs. Ed Spec (IB);
Smaller average classroom areas

:: Fewer science labs vs. Ed Spec

:: Wide **variation** in classroom/lab areas

:: **Lacking smaller instruction** and
flexible learning spaces

:: Is Career Prep/CTE space adequate
& aligned with learning objectives?



PPS ED SPECS :: CORE PROGRAM

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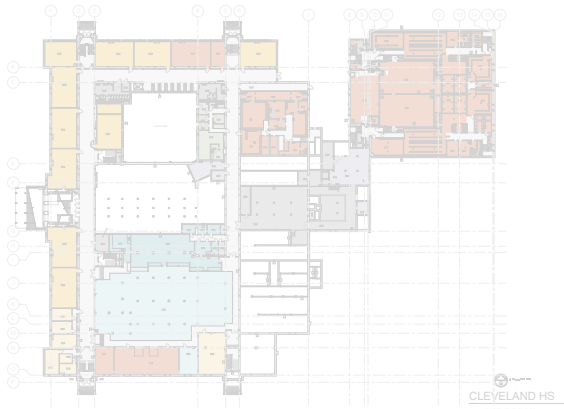
CMP PROGRAM RECOMMENDATIONS

- :: **Align teaching station count** with Ed Spec
- :: **Add (1) science lab** to match Ed Spec
- :: **Incorporate smaller instruction** and flexible learning spaces to match Ed Spec
- :: **Maintain Career Prep / CTE space, but allow for future flexibility** [+2,720 SF vs Ed Spec]

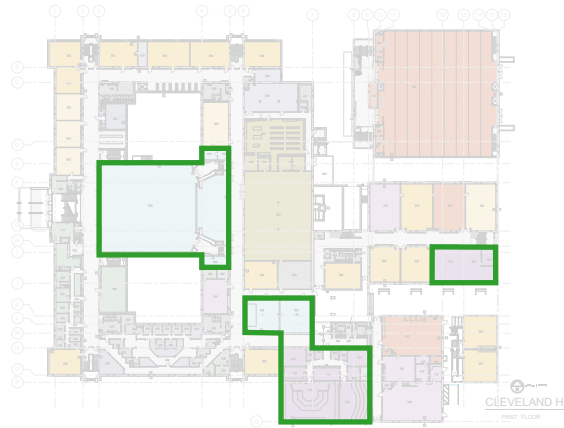
PPS ED SPECS :: FINE & PERFORMING ARTS

	TEACHING STATIONS ED SPEC	SQUARE FOOTAGE ED SPEC
2D Art & 3D Art	2	3,080
Band	1	3,470
Choir	[Opt]	[1,700]
Theater / Dance	1	14,600
SUB-TOTAL		21,150

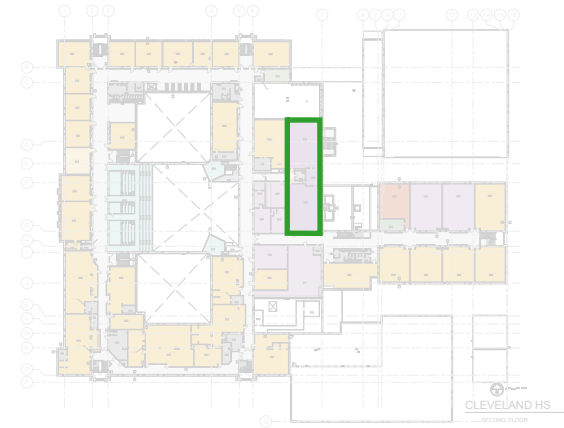
CLEVELAND HIGH SCHOOL :: FINE & PERFORMING ARTS



BASEMENT



FIRST FLOOR



SECOND FLOOR

PPS ED SPECS :: FINE & PERFORMING ARTS

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	[Delta]	ED SPEC	CHS CURRENT	[Delta]
2D Art & 3D Art	2	3	[+1]	3,080	4,844	[+1,764]
Band	1	1	[--]	3,470	3,145	[-325]
Choir	[Opt]	1	[+1]	[1,700]	1,612	[+1,612]
Theater / Dance	1	1	[--]	14,600	14,631	[+31]
SUB-TOTAL				21,150	24,232	[+3,082]



PPS ED SPECS :: FINE & PERFORMING ARTS

KEY OBSERVATIONS

(What makes Cleveland unique?)

- :: Higher number of **Arts** classrooms, including Optional Choir Room
- :: **Auditorium** exceeds EdSpec size for Theater, but lacks key support spaces (orchestra pit, green room, scene shop, ticket/concession)
- :: **Stage** is much smaller than EdSpec
- :: **Sound/Control** room is much smaller than EdSpec



PPS ED SPECS :: FINE & PERFORMING ARTS

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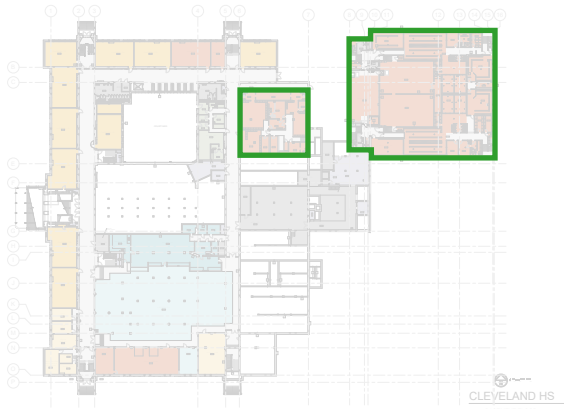
CMP PROGRAM RECOMMENDATIONS

- :: Maintain Arts & Choir program spaces [+3,050 SF]
- :: Enlarge stage area [+1,700 SF]
- :: Add theater support spaces and accessible seating [+1,400 SF]
- :: Enlarge sound/control booth [+200 SF]

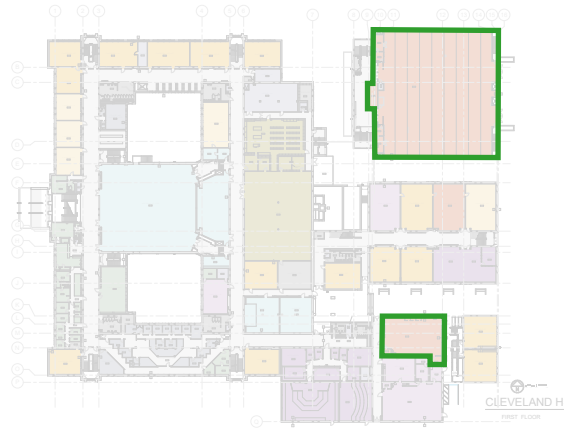
PPS ED SPECS :: ATHLETICS

	TEACHING STATIONS ED SPEC	SQUARE FOOTAGE ED SPEC
Main Gym	2	13,000
Mat / Wrestle / Dance / Weight Room	1	5,250
Auxiliary Gym (Inc. Bleachers/Storage)	1	7,200
Support (Lockers / Storage / Team / Office, etc.)		10,130
SUB-TOTAL		35,580

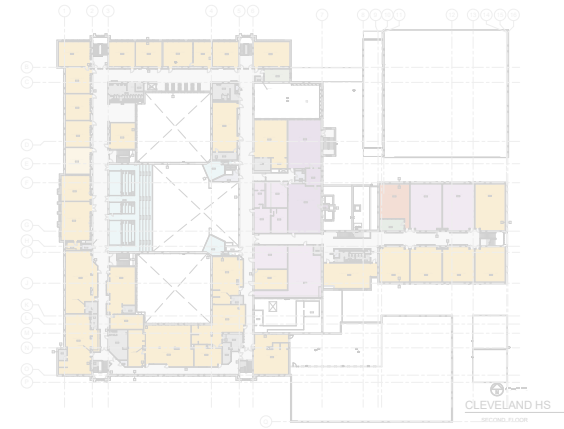
CLEVELAND HIGH SCHOOL :: ATHLETICS



BASEMENT



FIRST FLOOR



SECOND FLOOR

PPS ED SPECS :: ATHLETICS

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	[Delta]	ED SPEC	CHS CURRENT	[Delta]
Main Gym	2	2	[--]	13,000	12,071	[-929]
Mat / Wrestle / Dance / Weight Room	1	1	[--]	5,250	6,057	[+807]
Auxiliary Gym (Inc. Bleachers/Storage)	1	0	[-1]	7,200	0	[-7,200]
Support (Lockers / Storage / Team / Office, etc.)				10,130	13,355	[+3,225]
SUB-TOTAL				35,580	31,483	[-4,097]



PPS ED SPECS :: ATHLETICS

KEY OBSERVATIONS

(What makes Cleveland unique?)

- :: Undersized **Main Gymnasium**
- :: Lack of **Auxiliary Gymnasium**
- :: **Distributed storage**; many smaller storage rooms and undersized total square footage
- :: Locker Room in 1929 building disconnected from main locker areas (1957); inefficient repurposing
- :: **Wrestling room** disconnected from Locker areas (former Metal Shop)



PPS ED SPECS :: ATHLETICS

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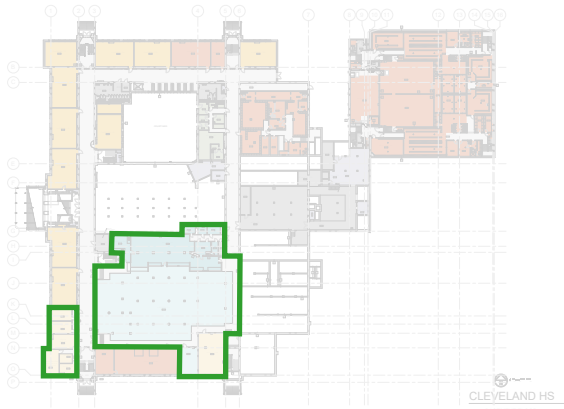
CMP PROGRAM RECOMMENDATIONS

- :: **New Gym and Auxiliary Gym per Ed Specs**
- :: **Consolidate and enlarge storage areas**
- :: **Enhance connections from locker rooms to other athletic instruction and support spaces (team space, wrestling)**

PPS ED SPECS :: EDUCATION SUPPORT

	TEACHING STATIONS ED SPEC	SQUARE FOOTAGE ED SPEC
Administration / Counseling / Ath. Dir.		18,265
Computer Labs		5,500
SPED & ELL	2	6,700
Student Center (Commons)		12,620
Library / Media / Virtual Scholars		10,220
Custodial / Storage / Miscellaneous		14,095
SUB-TOTAL		67,400

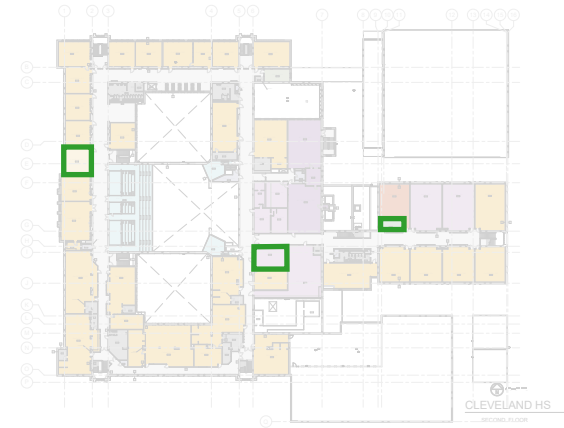
CLEVELAND HIGH SCHOOL :: EDUCATION SUPPORT



BASEMENT



FIRST FLOOR



SECOND FLOOR

PPS ED SPECS :: EDUCATION SUPPORT

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	[Delta]	ED SPEC	CHS CURRENT	[Delta]
Administration / Counseling / Ath. Dir.				18,265	7,030	[-11,235]
Computer Labs				5,500	2,629	[-2,871]
SPED & ELL	2	2	[--]	6,700	7,244	[+544]
Student Center (Commons)				12,620	11,028	[-1,592]
Library / Media / Virtual Scholars				10,220	8,572	[-1,648]
Custodial / Storage / Miscellaneous				14,095	13,729	[-366]
SUB-TOTAL				67,400	50,232	[-17,168]



PPS ED SPECS :: EDUCATION SUPPORT

KEY OBSERVATIONS

(What makes Cleveland unique?)

- :: Lack of **Teacher's offices*** & undersized **Administrative** spaces
- :: Undersized **Career Center, Library & Commons**
- :: Fewer (and smaller) dedicated **computing labs** than EdSpec
- :: **Life Skills** classroom lacks key support areas (reception, office, toilet, conference)
- :: No gender neutral shower

* Teachers offices are optional in Ed Spec but area square footage must be maintained.



PPS ED SPECS :: EDUCATION SUPPORT

KEY OBSERVATIONS

(What makes Cleveland unique?)

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- :: Fewer (and smaller) dedicated **computing labs** than EdSpec
- :: **Life Skills** classroom lacks key support areas (reception, office, toilet, conference)
- :: No gender neutral shower

* Teachers offices are optional in Ed Spec but area square footage must be maintained.

CMP PROGRAM RECOMMENDATIONS

- :: Provide administrative spaces, including space for **Teacher's offices***, per Ed Specs
- :: Align **Career Center, Library & Commons** areas with Ed Specs
- :: **Enlarge and increase** number of dedicated computing labs to match Ed Spec
- :: Align **Life Skills** instructional and support space with Ed Spec
- :: **Expand gender inclusive facilities**

PPS ED SPECS :: COMMUNITY PARTNERS & WRAP-AROUND SERVICE PROVIDERS

SQUARE FOOTAGE
ED SPEC

Community Partners

Clothing /Food Closet

1,200

After School Instruction

[Opt]

Wrap-Around Service Providers

Health Clinic

1,600

Teen Parent Services

2,100

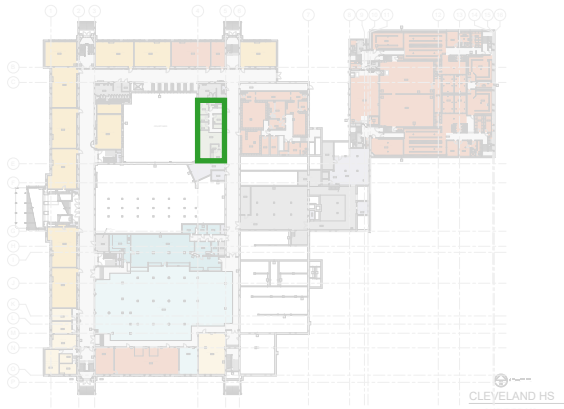
Community Classroom

1,000

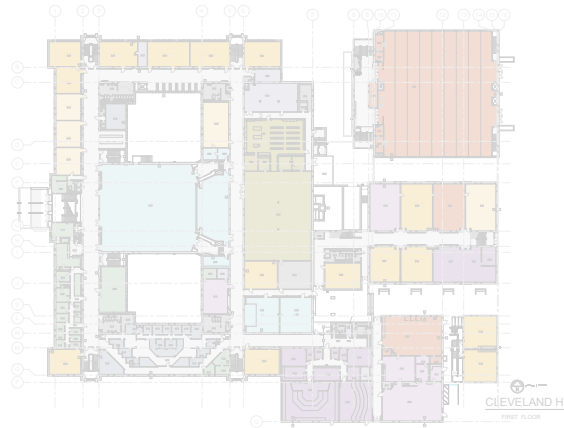
SUB-TOTAL

5,900

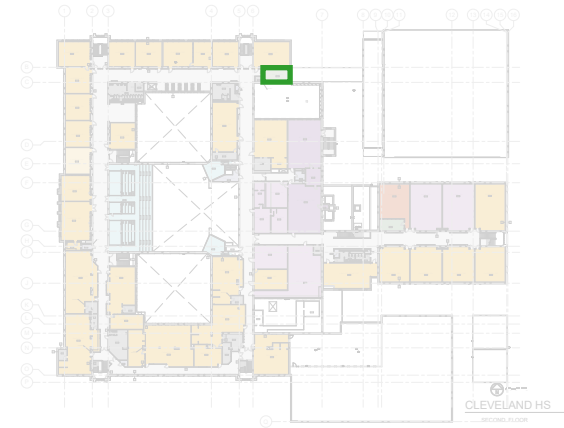
CLEVELAND HIGH SCHOOL :: COMMUNITY PARTNERS & WRAP-AROUND SERVICE PROVIDERS



BASEMENT



FIRST FLOOR



SECOND FLOOR

PPS ED SPECS :: COMMUNITY PARTNERS & WRAP-AROUND SERVICE PROVIDERS

SQUARE FOOTAGE
ED SPEC CHS CURRENT [Delta]

Community Partners

Clothing /Food Closet

1,200 0 [-1,200]

After School Instruction

[Opt] 289 [289]

Wrap-Around Service Providers

Health Clinic

1,600 1,025 [-575]

Teen Parent Services

2,100 0 [-2,100]

Community Classroom

1,000 0 [-1,000]

SUB-TOTAL

5,900 1,314 [-4,586]

PPS ED SPECS :: COMMUNITY PARTNERS & WRAP-AROUND SERVICE PROVIDERS

KEY OBSERVATIONS

(What makes Cleveland unique?)

- :: Undersized **Health Clinic**
- :: Lack of **Teen Parent** space
- :: Lack of **classroom space** for community partners and wrap-around service providers
- :: Lack of **pantry** or **clothing/food closet**



PPS ED SPECS :: COMMUNITY PARTNERS & WRAP-AROUND SERVICE PROVIDERS

KEY OBSERVATIONS

(What makes Cleveland unique?)

- :: Undersized **Health Clinic**
- :: Lack of **Teen Parent** space
- :: Lack of **classroom space** for community partners and wrap-around service providers
- :: Lack of **pantry** or **clothing/food closet**

CMP PROGRAM RECOMMENDATIONS

- :: **Align Health Clinic** program with Ed Spec
- :: **Provide community partner and wrap-around service provider space** per Ed Specs

PPS COMPREHENSIVE HIGH SCHOOL(S) AREA PROGRAM

	TEACHING STATIONS		SQUARE FOOTAGE	
	ED SPEC	CHS	ED SPEC	CHS CURRENT
General Education Classrooms	41	47*	53,180	39,394*
Science Labs	11	10	17,480	15,607
Career Preparation/CTE	3	5	6,000	8,722
Fine & Performing Arts (Drama, Theater)	4	6	21,150	24,232
Athletics (includes area for PE instruction)	3	3	35,580	31,483*
Education Support	2	1	67,400	50,232
Community Partners			1,200	289
Wrap-Around Service Providers			4,700	1,025
SUB-TOTAL	64	72	206,690	170,984
Net to Gross Ratio of 36% (49%)			74,408	83,271
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA			281,098	254,255

*INCLUDES (2) PORTABLE CLASSROOMS (1,993 SF) & FIELDHOUSE

PPS COMPREHENSIVE HIGH SCHOOL(S) AREA PROGRAM

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	[Delta]	ED SPEC	CHS CURRENT	[Delta]
General Education Classrooms	41	47*	[+6]	53,180	39,394*	[-13,786]
Science Labs	11	10	[-1]	17,480	15,607	[-1,873]
Career Preparation/CTE	3	5	[+2]	6,000	8,722	[+2,722]
Fine & Performing Arts (Drama, Theater)	4	6	[+2]	21,150	24,232	[+3,082]
Athletics (includes area for PE instruction)	3	3	[--]	35,580	31,483*	[-4,097]
Education Support	2	1	[-1]	67,400	50,232	[-17,168]
Community Partners				1,200	289	[-911]
Wrap-Around Service Providers				4,700	1,025	[-3,675]
SUB-TOTAL	64	72	[+8]	206,690	170,984	[-36,478]
Net to Gross Ratio of 36% (49%)				74,408	83,271	[+13%]
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				281,098	254,255	[-26,843]

*INCLUDES (2) PORTABLE CLASSROOMS (1,993 SF) & FIELDHOUSE

CLEVELAND HIGH SCHOOL CONCEPTUAL PROGRAM

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	CHS CMP	ED SPEC	CHS CURRENT	CHS CMP
General Education Classrooms	41	47	41	53,180	39,394	53,180*
Science Labs	11	10	11	17,480	15,607	17,480
Career Preparation/CTE	3	5	5	6,000	8,722	8,720
Fine & Performing Arts (Drama, Theater)	4	6	6	21,150	24,232	27,500
Athletics (includes area for PE instruction)	3	3	3	35,580	31,483	35,580
Education Support	2	1	2	67,400	50,232	67,400
Community Partners				1,200	289	1,200
Wrap-Around Service Providers				4,700	1,025	4,700
SUB-TOTAL	64	72	68-74	206,690	170,984	214,260
Net to Gross Ratio of 36% (49%) (36%)				74,408	83,271	77,134
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				281,098	254,255	293,434

* ASSUMES TEACHING STATIONS COUNT ALIGNED WITH ED SPEC

CLEVELAND HIGH SCHOOL CONCEPTUAL PROGRAM

WHAT MAKES CHS UNIQUE?

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	CHS CMP	ED SPEC	CHS CURRENT	CHS CMP
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SUB-TOTAL	64	72	68-74	206,690	170,984	214,260
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TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				281,098	254,255	293,434

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2.4 Planning Concepts

PLANNING CONCEPTS

What is Modernization?

Modernization will **completely reconfigure and update learning spaces** with a focus on indoor environmental quality, sustainability and historic preservation. Full modernizations retain the historic character of the school while bringing those buildings up to code and concurrently creating a more modern learning environment. In the case of Cleveland it may be determined that a partial or complete rebuild might be the best approach. This decision will be determined during conceptual master planning.



FOUNDATIONAL QUESTION

Top Priorities for Modernization

CREATE COMFORTABLE ENVIRONMENTS

Human Comfort
Feel Comfortable &
Want to Stay

Create Spaces that Make
Students Want to Stay

RELATIONSHIP
TO COMMUNITY

CLIMATE
POLICY

CORE STUDENT
LEARNING &
NEEDS

Contiguous Campus
Explore Higher Use of Parking
Athletic Field at 31st and Powell
Finding Something Unique: Consider
Consolidation

PROMOTE CONNECTIVITY

Innovative Strategic Use of
Existing PPS Properties
Connectivity on Campus
Safety Related to HW 26
Land Swap with Park

BUILDING
SAFETY

SUPPORT LEARNING FOR ALL

Address student needs
that are not often met
Spaces to Honor
Non-Academic Needs
Connect with the Arts
Spaces for Arts, Athletes, Social
Spaces
Embody Universal Design,
incorporate all needs
Support a mix of learning
styles

Flexible Future
Ready and Scalable
Connect to Natural Environment

PROVIDE FLEXIBILITY

Preservation of Historical Details
Flexible Open Environments
Timeless Design Ideas

INTER-
NATIONAL
FOCUS

BUILDING AS
TEACHING
TOOL

OCCUPANT
HEALTH

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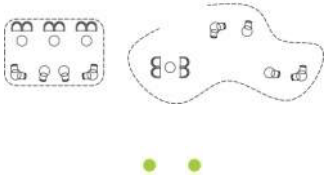
OCCUPANT
HEALTH

Qualities of environments that are **COMFORTABLE**

- :: **Soft** ... flexible furniture that can be altered to accommodate a variety of comfort levels
- :: **Destination** ... spaces people want to be in, and gravitate towards
- :: **Safe** ... spaces that provide an area of refuge and security
- :: **Scalable** ... provide for a variety of group sizes for both privacy and collaboration



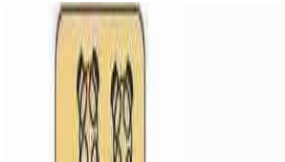
SPATIAL MODELS FOR CREATING COMFORTABLE ENVIRONMENTS



INDIVIDUAL SPACE
SMALL GROUP SPACE
COMMUNITY GATHERING



- :: Alone-together
- :: Accessory learning space
- :: Connectivity for portable technology
- :: Introspective/contemplative
- :: Acoustically separated



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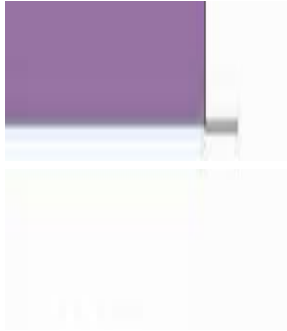
OCCUPANT
HEALTH

Qualities of spaces that **provide for FLEXIBILITY**

- :: **Open** ... easy to move to and through
- :: **Moveable** ... furniture can be arranged for a variety of functions
- :: **Conrollable** ... ability for users to control and manipulate spaces
- :: **Adaptbale** ... Modular systems and building components that can be reconfigured over time

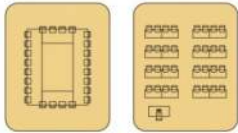


SPATIAL MODELS FOR PROMOTING FLEXIBILITY



**FORUM / LECTURE
LAB / WORKSHOP
SEMINAR**

- :: Presentation space
- :: Demonstration area
- :: Multi functional seating
- :: Multiple concurrent classes
- :: Flexible divisions
- :: Flat floor
- :: Cross disciplinary



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HEALTH

Qualities of spaces that **support learning for all**

- :: **Flexible** ... to accommodate a variety of student interests and needs
- :: **Diverse** ... balance programmed and un-programmed spaces in close proximity
- :: **Inclusive** ... Incorporate all needs
- :: **Equitable** ... Support a mix of learning styles



SPATIAL MODELS THAT SUPPORT LEARNING FOR ALL



LARGE GROUP
LAB / WORKSHOP / MAKER
SMALL GROUP

- : Universally accessible
- :: Easily observable spaces
- :: Range of group sizes
- :: Acoustically separated



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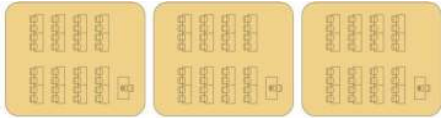
OCCUPANT
HEALTH

Qualities of spaces that **PROMOTE** **CONNECTIVITY**

- :: **Spacious** ... easy to move to and through
- :: **Transparent** ... everyone can see each other
- :: **Contiguous** ... visually or physically connected
- :: **Organized** ... structured for easily perceived wayfinding



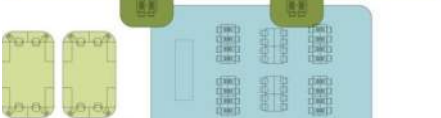
SPATIAL MODELS FOR PROMOTING CONNECTIVITY



:: Traditional learning environment



:: 21st Century / collaborative learning environment

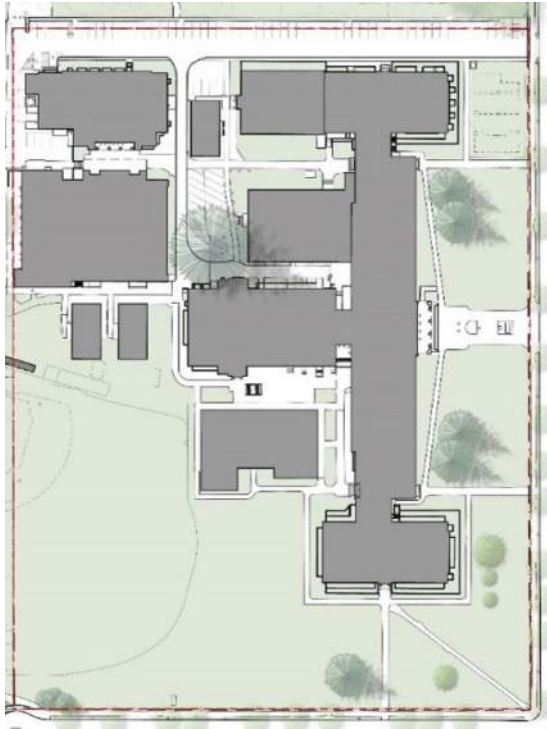


GRANT HIGH SCHOOL BEFORE & AFTER

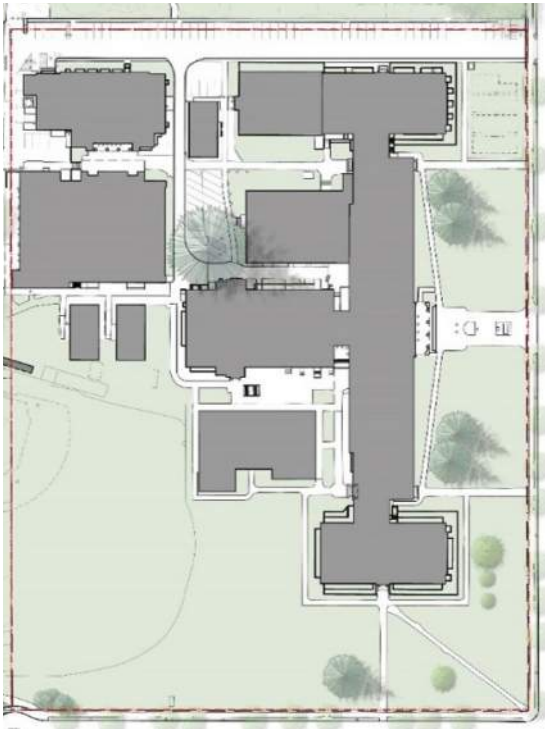
CLASSROOM CONNECTIVITY



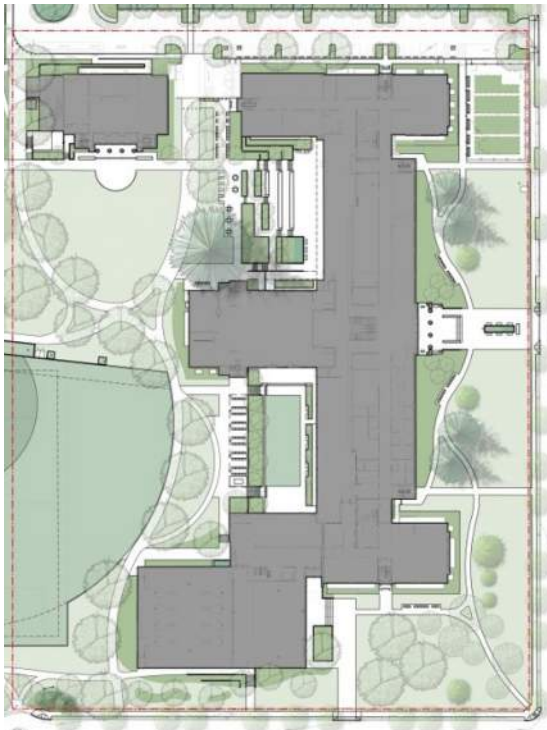
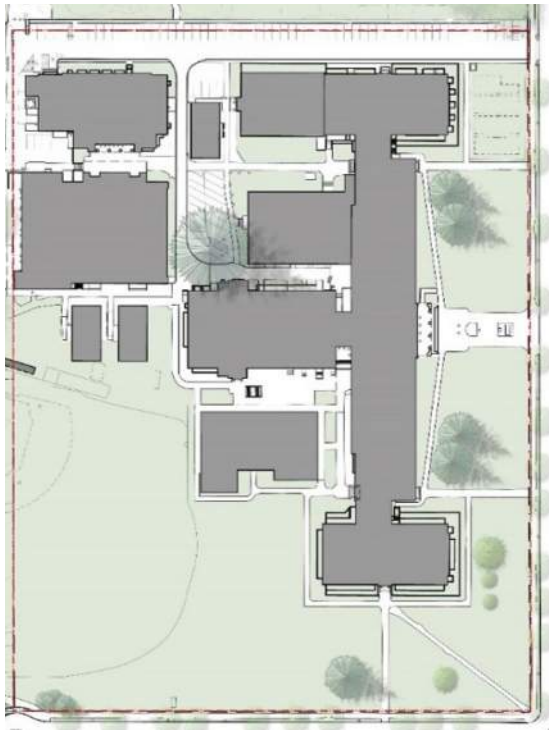
CAMPUS CONNECTIVITY CASE STUDY: GRANT HIGH SCHOOL



**CAMPUS CONNECTIVITY
CASE STUDY: GRANT HIGH SCHOOL**



CAMPUS CONNECTIVITY CASE STUDY: GRANT HIGH SCHOOL



GRANT HIGH SCHOOL BEFORE & AFTER

CAMPUS CONNECTIVITY





2.5 Engagement Activity

GROVER CLEVELAND HIGH SCHOOL

ENGAGEMENT ACTIVITY 02

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



Wrap around services
at back of house

Wrap around services at
front of house



Counseling near admin

Counseling near students



Centralized dining

Distributed dining

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



Distributed facilities with less
open space

Consolidated facilities with more
open space



Leave adjacent lot as
parking

Consider alternative uses
of adjacent lot



Neighborhood
3-story building scale

Urban
4-6 story midrise

ENGAGEMENT ACTIVITY 02

How should the following spaces be organized in order to address **student needs** and **comfort**



Grouped CTE classrooms

Distributed CTE classrooms



Consolidated SPED classrooms

Integrated SPED classrooms



Departmental

Interdepartmental



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

Move location of front entrance to a different street



Keep contributing historic components

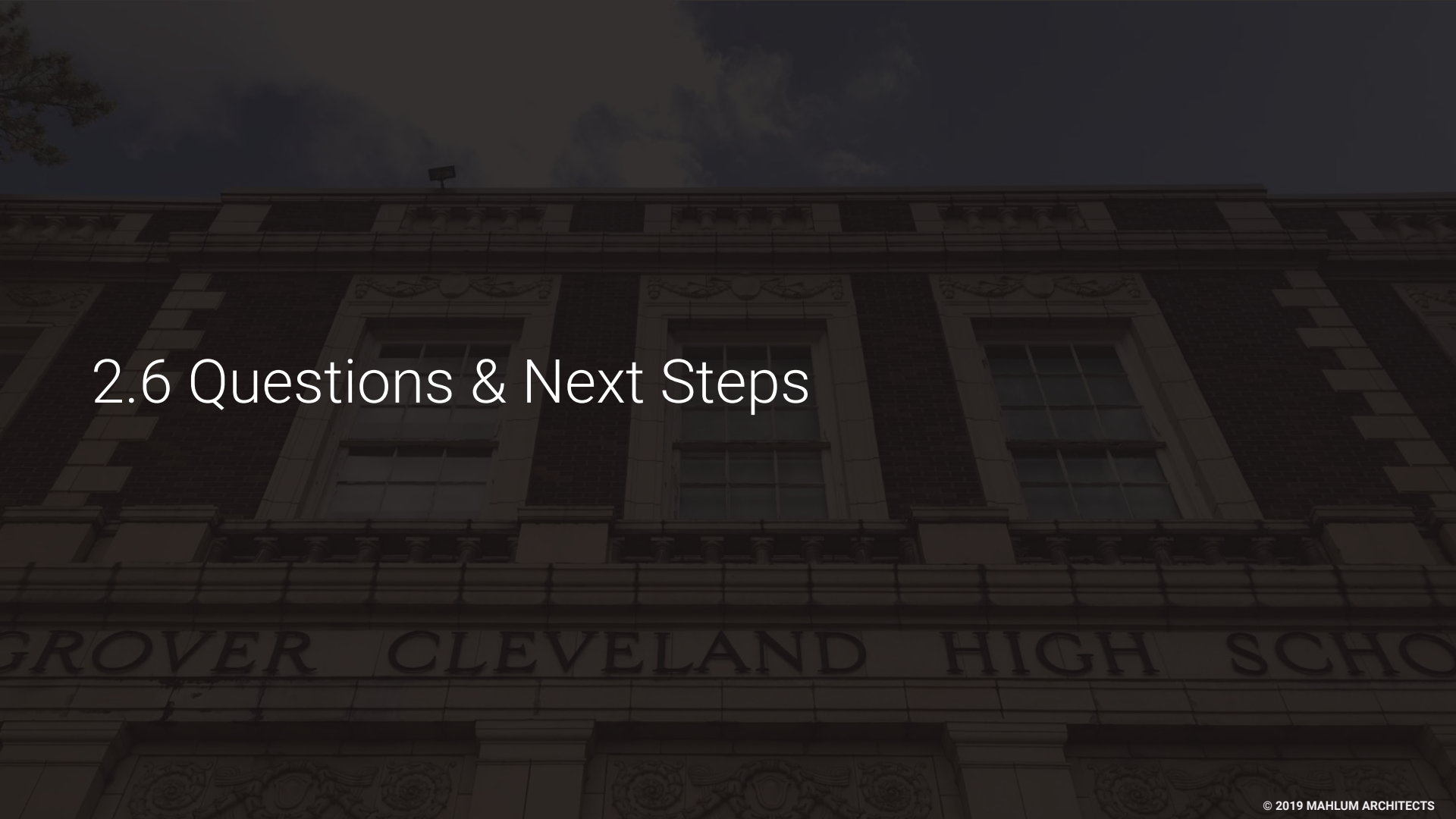
Clear the site and build all new



Modernize the existing performing arts theater

Repurpose the existing performing arts theater





2.6 Questions & Next Steps

