

mahlum STUDIO PETRETTI
ARCHITECTURE



16 NOVEMBER 2023
COMPREHENSIVE PLANNING COMMITTEE MEETING #2

Cleveland High School CPC

PORTLAND PUBLIC SCHOOLS

GROVER CLEVELAND HIGH SCHOOL

Comprehensive Planning

CPC #2 Context & Facts

AGENDA

- 2.1 Introductions
- 2.2 Community-Based Engagement
- 2.3 CPC Process
- 2.4 Vision Development
- 2.5 Context
- 2.6 Site Studies



Introductions

Desired Outcomes

- > Shared understanding of engagement, modernization, and CPC process.
- > Preliminary goals for CHS Comprehensive Plan.
- > Grounding in process-to-date and facts of building and site.
- > Understanding of Site Opportunities



Introductions

The Team

Portland Public Schools



Erik Gerding
Sr. Project Manager



Hector Lopez
Project Manager

Mahlum



Abby Dacey
Principal-in-Charge



Alyssa Leeviraphan
Project Manager



Chris Brown
Project Architect



Andrew
Weller-Gordon
Architect



Pip Allen
Architect

Studio Petretti



Amanda Petretti
Design Strategy



Hannah Allender
Design and
Engagement



Luke Smith
Design and
Presentation

After Bruce



Thy Daniels
Project Manager



Mireaya Medina
Engagement Lead



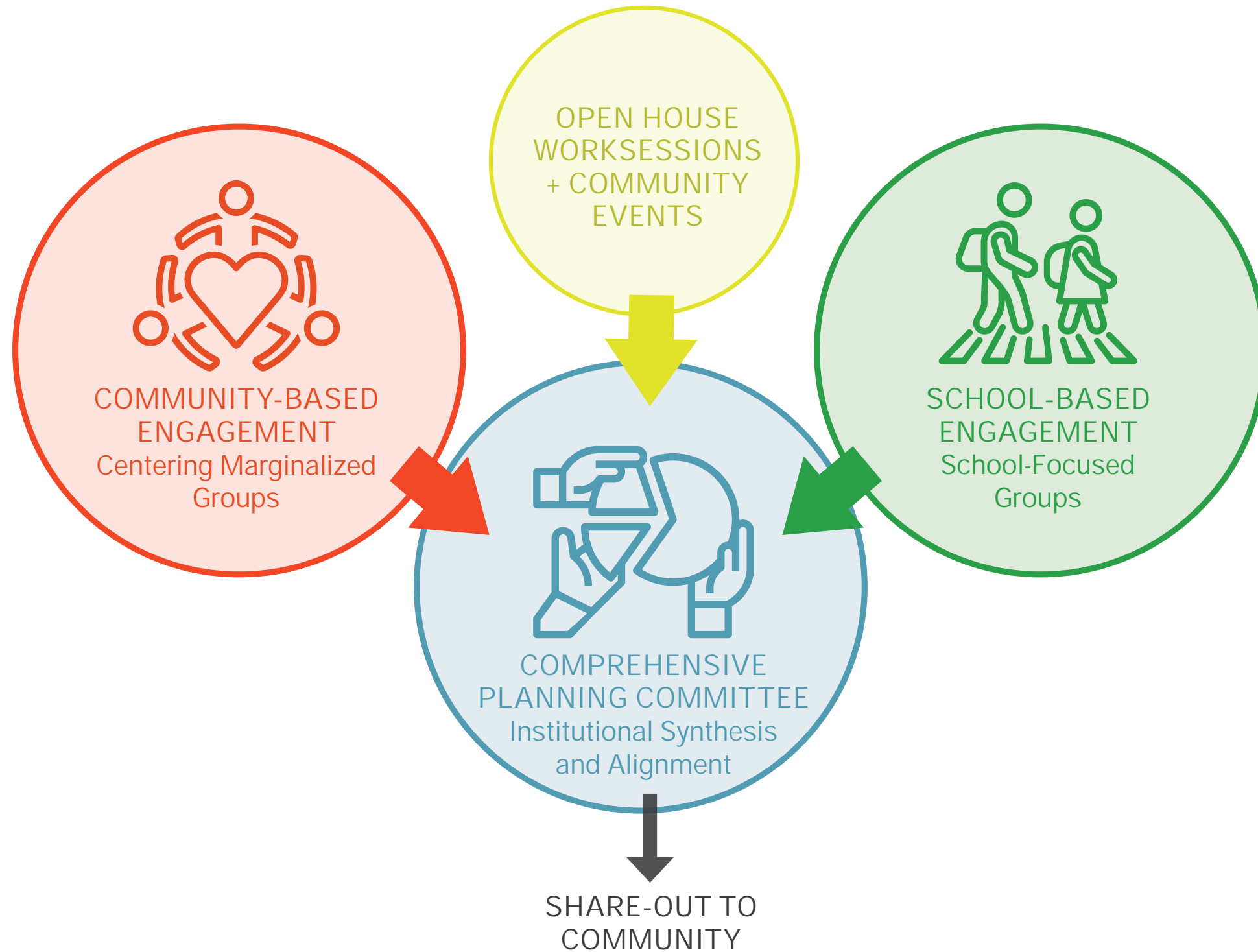
Tracy
Nguyen-Chung
Lead Strategist



Community-Based Engagement

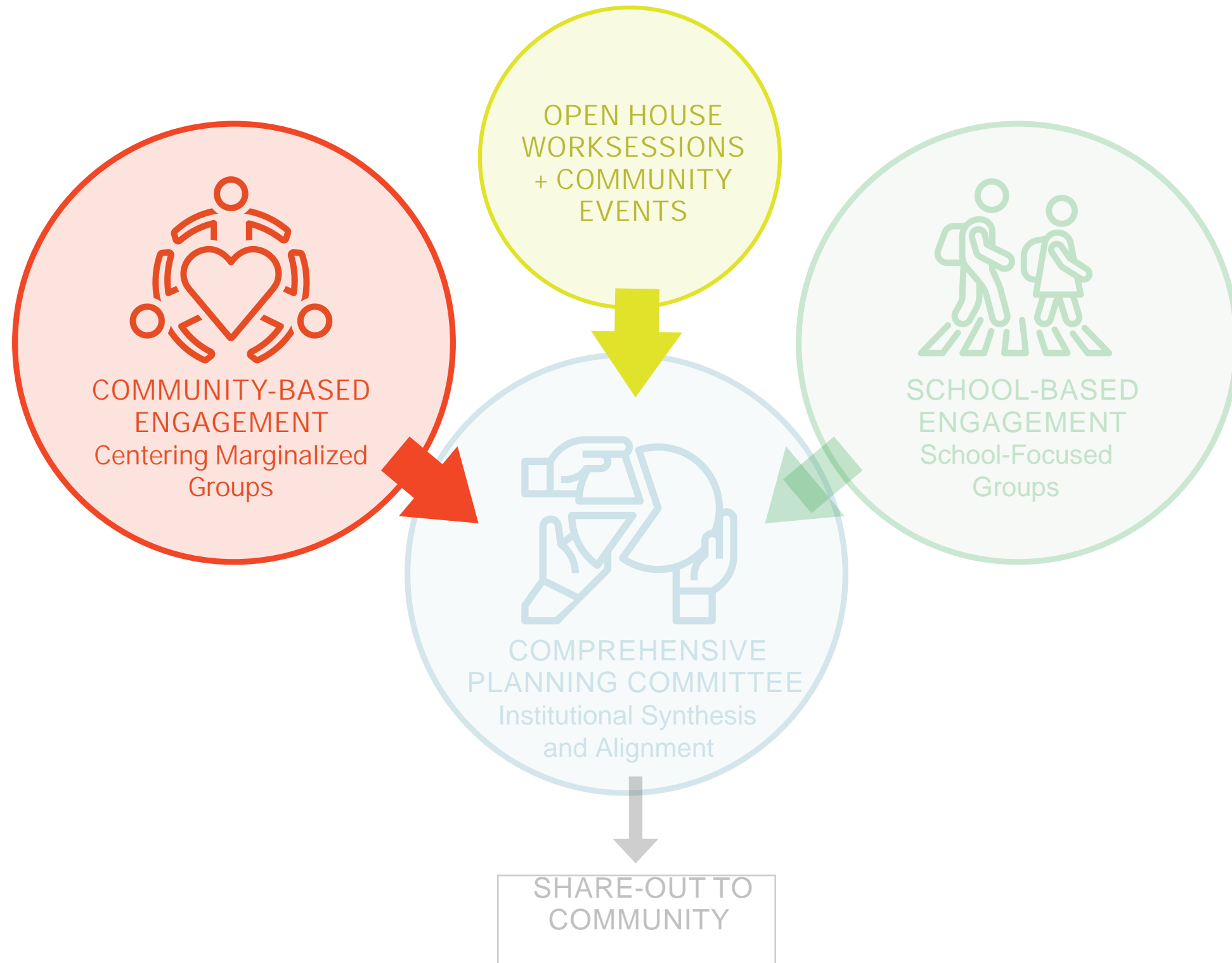
Community-Based Engagement

Overview



Community-Based Engagement

Overview



Community-Based Engagement

After Bruce Introduction

After Bruce is a communications agency that delivers strategic, creative solutions to improve communities and build movements nationwide.

How do we work?

- > We're human-centered- we co-create with the people most impacted by the challenges we seek to solve.

Who do we serve?

- > Communities impacted by systemic inequity.

Centering community:

- > We support our collaborators to work with and within communities in ways that are more specific, responsive, and impactful.

Community-Based Engagement

After Bruce Introduction

Our community-based engagement approach looks like:

- > Centering the experience of people who have historically been overlooked and under-served by the public sector
- > Leading with a strengths-based and trauma-informed approach
- > Building and maintaining reciprocal relationships in the communities we serve

Community-Based Engagement

Overview



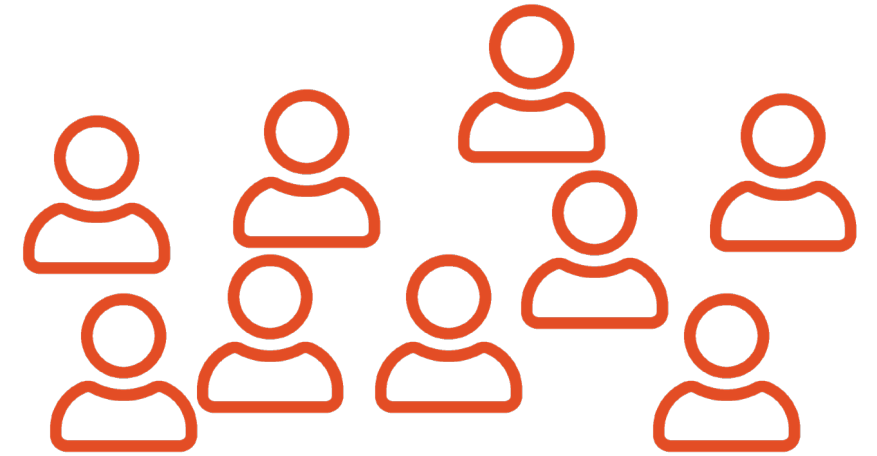
- > Leaders at organizations directly serving CHS families
- > Affinity group advisors & student leaders
- > Immigrant & refugee community members
- > Disability community
- > Latiné & Asian American-students
- > Black & Indigenous students
- > Students & families of color
- > Caretakers of students in Special Education
- > Special Education staff

Community-Based Engagement

Types of Engagement



Survey



Community Listening Sessions



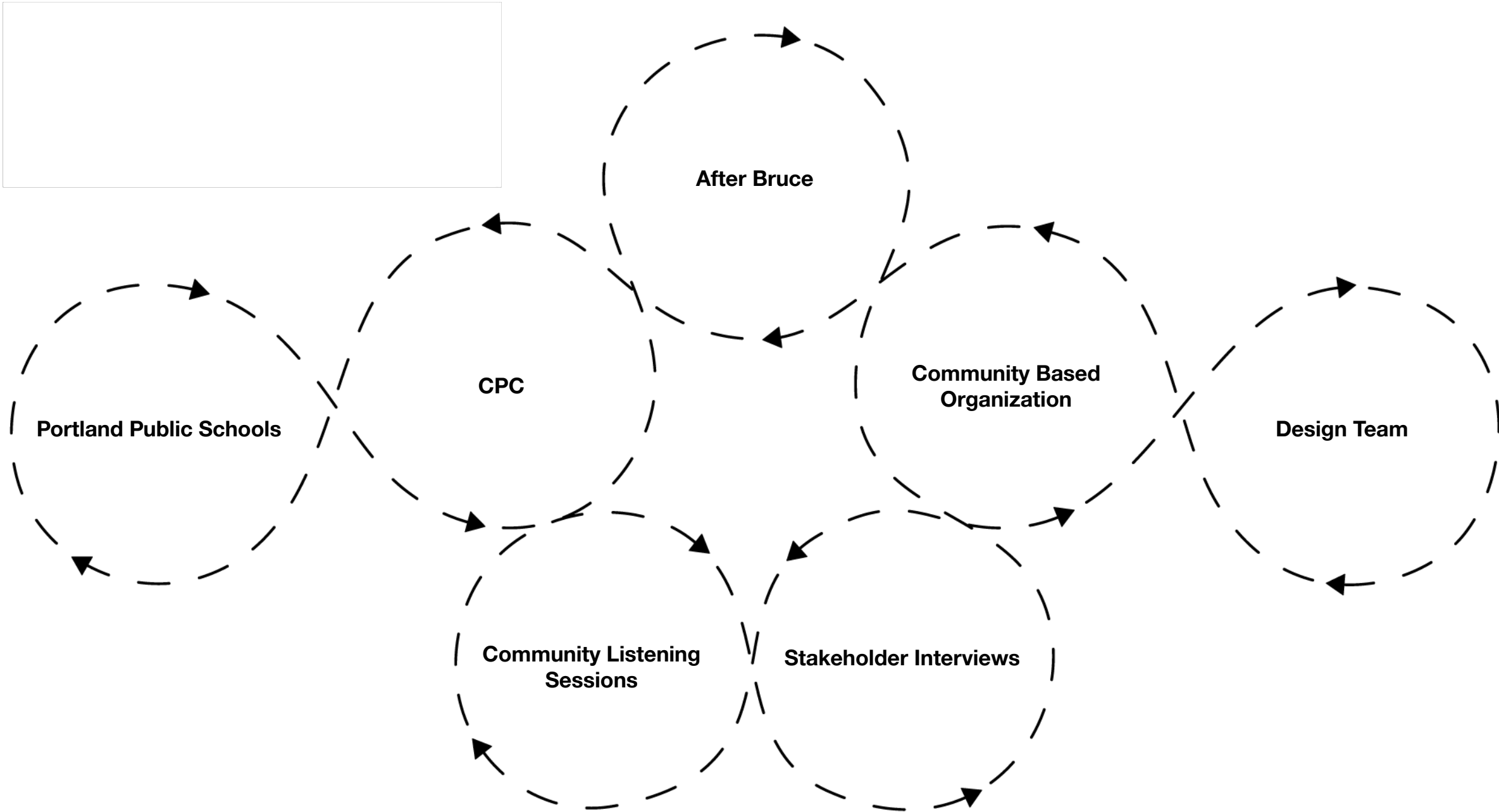
Stakeholder Interviews



DIY Facilitators Guide

Community-Based Engagement

Feedback Loop



Community-Based Engagement

CPC #1: Question 2- Community Engagement Ideas

Incorporate design process into **class**, conduct student **survey**, offer school **tour**, learn from other schools

Various **events**, **surveys**, and **meetings** to gather input from students, staff, and feeder schools

Booths at farmers markets

Articles in SE examiner & Sellwood Bee

Staff meetings, **block party event**, free food for high schoolers, **neighborhood meetings**, and **open house**.

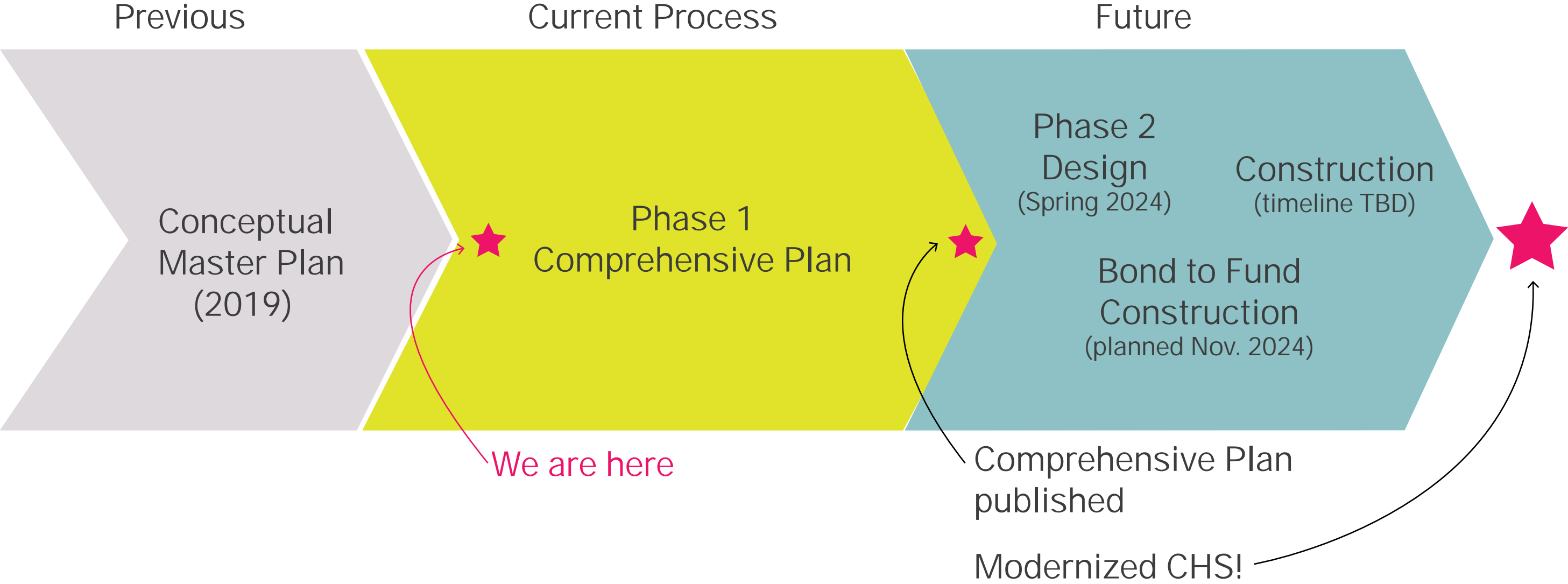
» [link to full list](#)

CPC Process

GROVER CLEVELAND HIGH SCHOOL

CPC Process

Comprehensive Planning Schedule



CPC Process

What Does “Modernization” Mean?

An opportunity to extensively renovate or rebuild a school in order to:

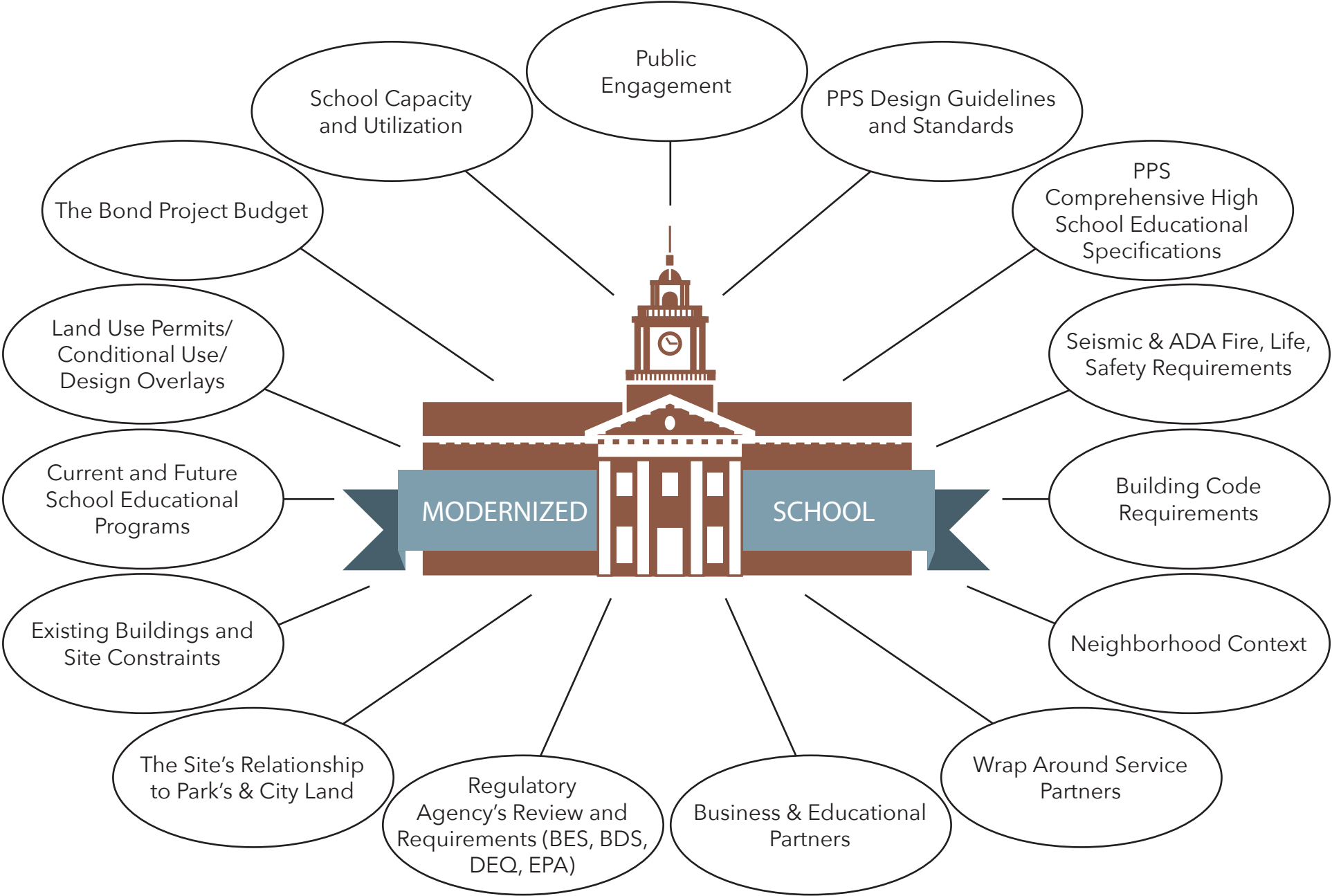
- > Create a building that meets **current building + energy codes**
- > Create a **modern learning environment**
- > **Reflect the unique needs** of the school, site, + neighborhood
- > Align with **PPS guiding documents**

» [link to Modernization details](#)

» [link to PPS Guiding documents](#)

CPC Process

Factors Influencing Cleveland Comprehensive Plan



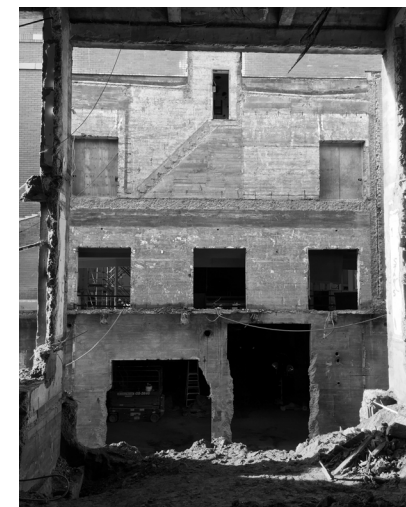
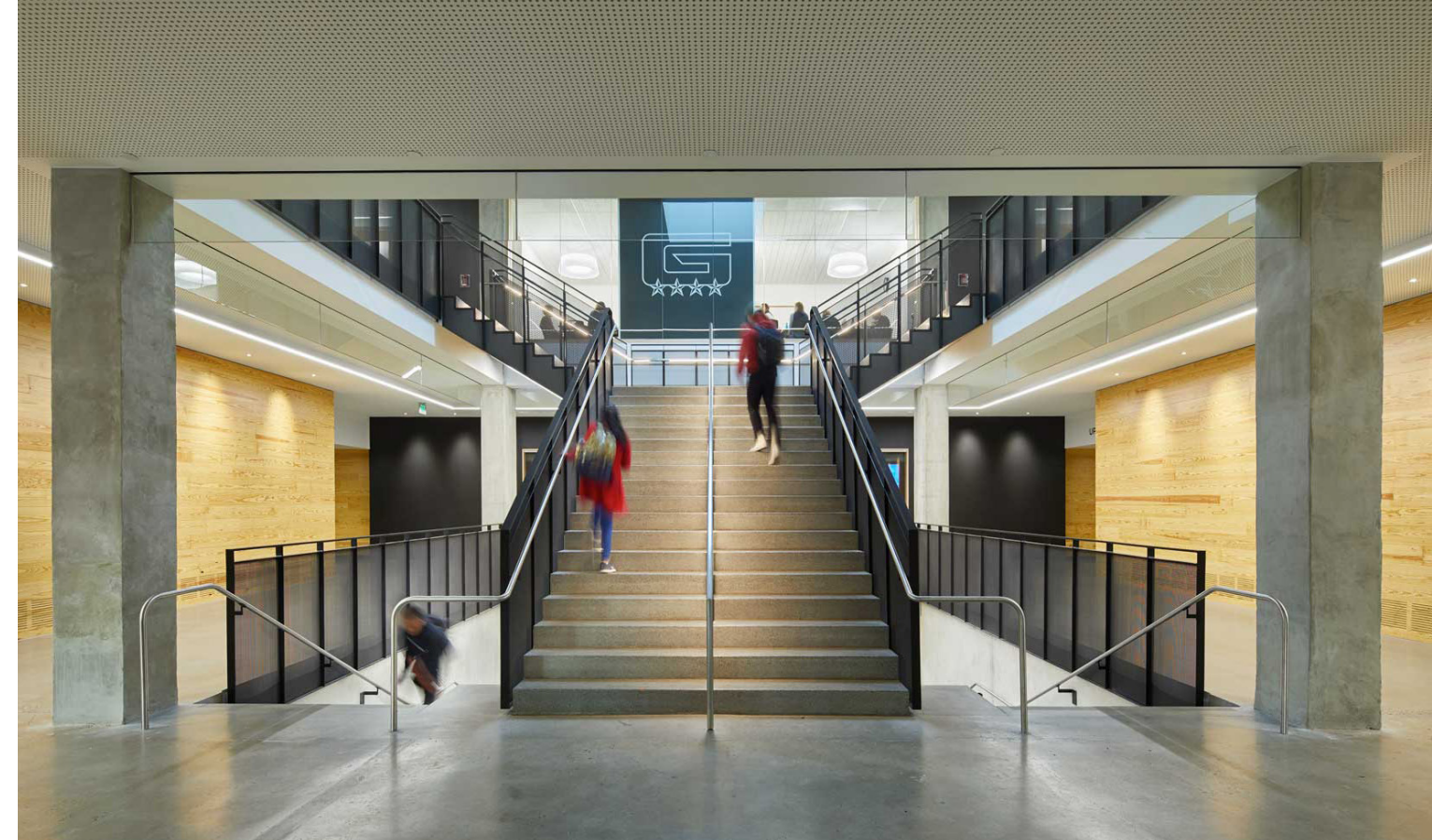
CPC Process

What Does “Modernization” Mean?

Three common types of building projects that could fall into the modernization category:

- > Remodel
- > Remodel & addition
- > New construction

Modernization = Transformation



CPC Process

Recent examples have included renovation & addition or new construction:



Lincoln High School (new construction)



Franklin High School (remodel & addition)



McDaniel High School (remodeled + addition)



Kellogg Middle School (new construction)

CPC Process

What Does “Modernization” Mean?

All modernization projects include:

- > Updated heating/cooling systems
- > Seismic upgrades + code required seismic design
- > Technology upgrades
- > Improved safety considerations
- > New furniture + equipment throughout
- > Mechanical, electrical + plumbing systems upgrades
- > Lighting improvements for energy efficiency + longevity
- > Upgraded athletic facilities

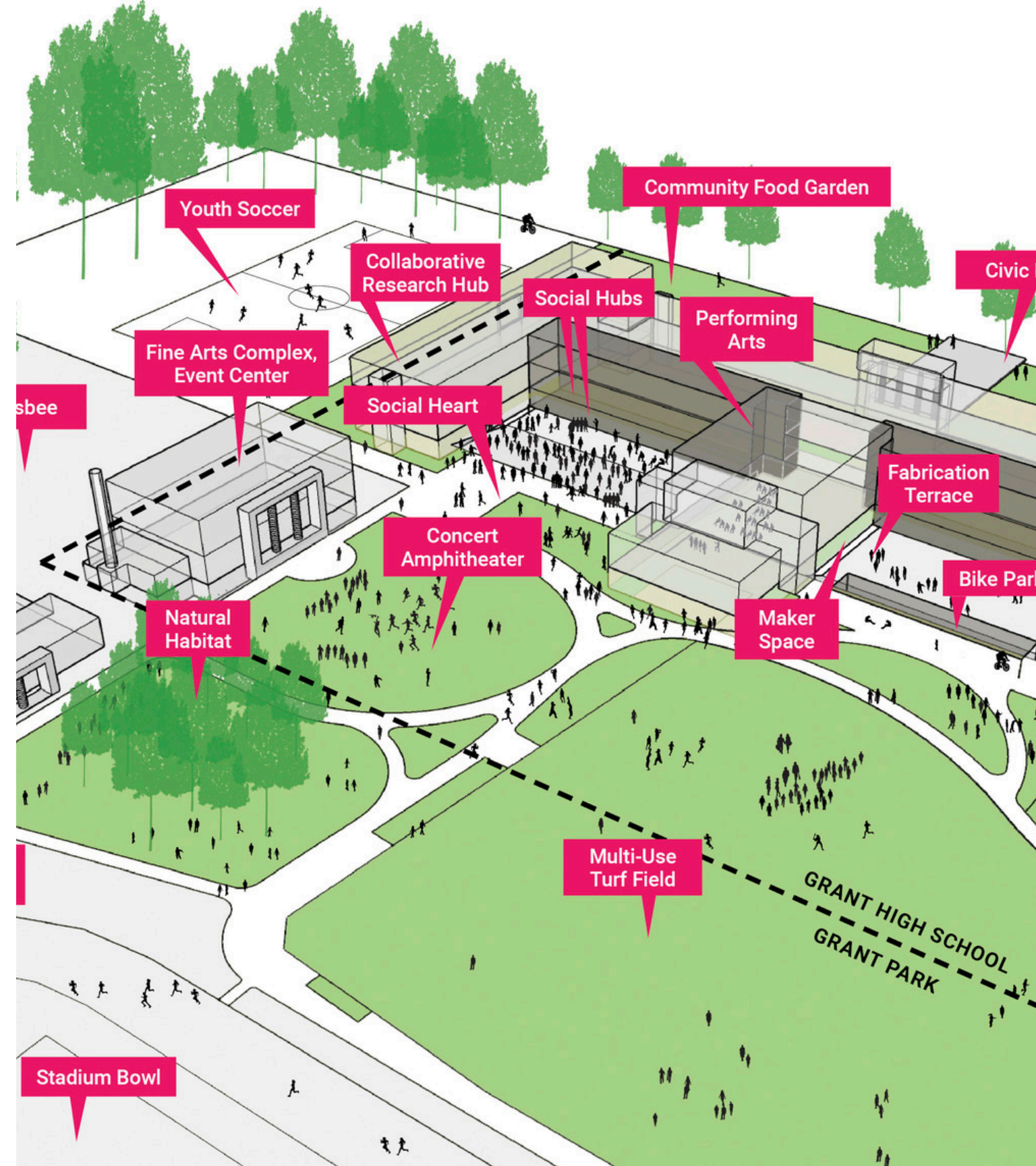
CPC Process

What is a Comprehensive Plan?

A community-centered process
(Comprehensive Planning Committee)

+

A high-level plan for the future of the
school building and site(s)



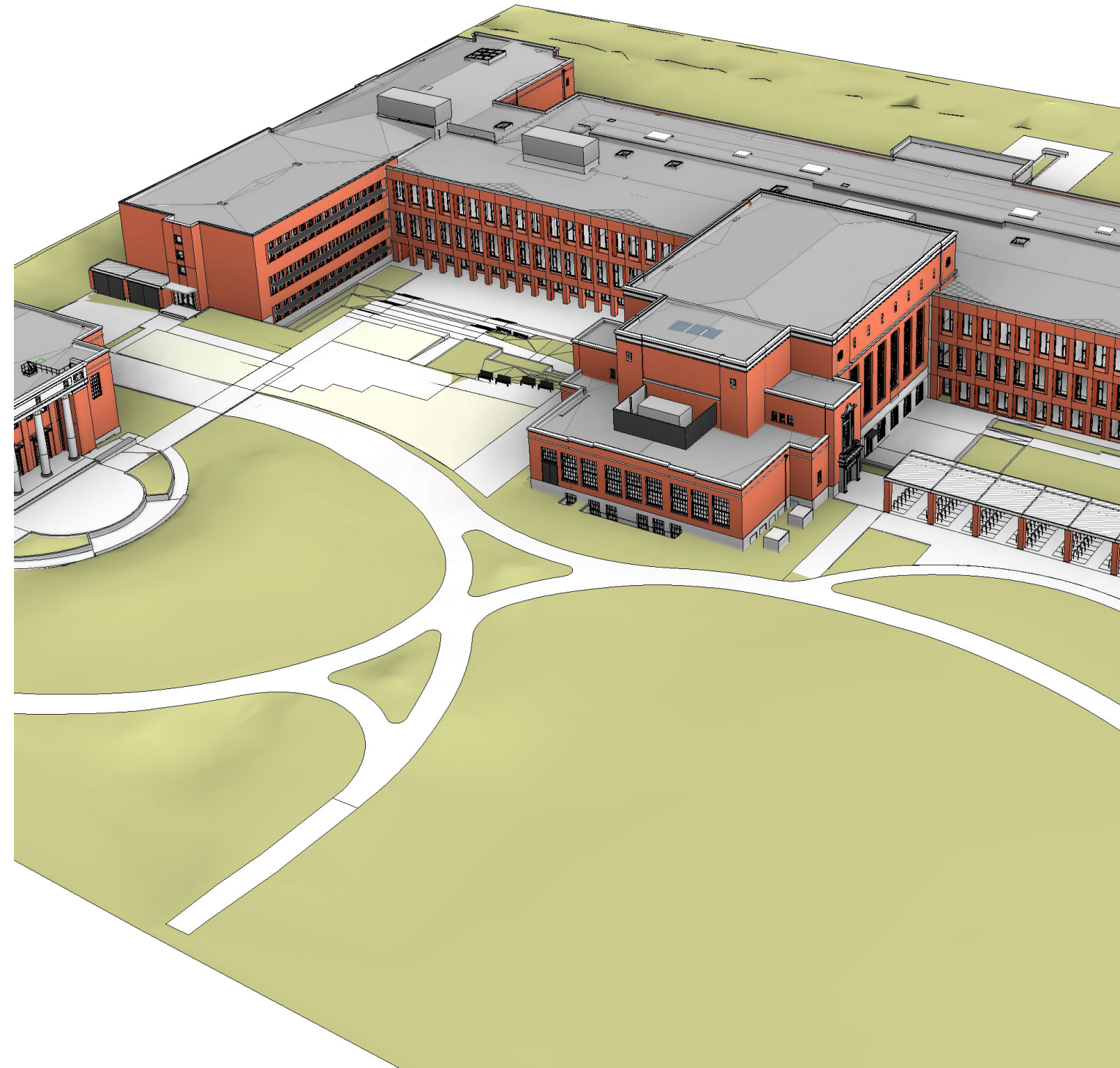
CPC Process

What is the Design Phase?

A community-centered process
(Design Advisory Group)

+

A detailed set of documents
that describe site and building
requirements



CPC Process

Specific topics we plan to cover:



Site(s)

- > Best + highest use of each PPS site
- > Improving student safety in + around campus
- > Site program elements

Building

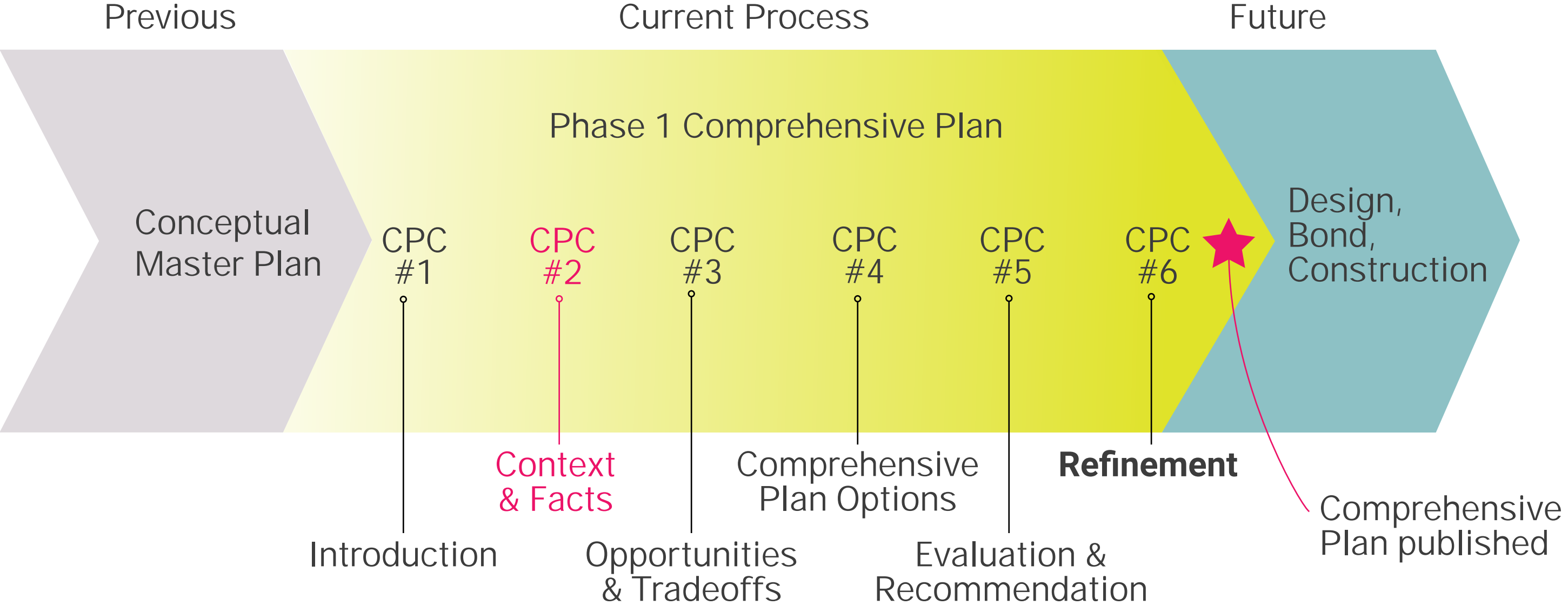
- > Retaining existing buildings (or not)
- > Location + height

Priorities

- > Vision + goals
- > CHS-specific program needs
- > Support marginalized groups

CPC Process

Comprehensive Planning Schedule (detail)



Vision Development

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Vision Development

CPC #1: Question 1- What would success look like?

Student/youth participation in design process (ownership), trauma informed design, inspiring/beautiful place to learn (source of neighborhood pride), reasonable budget

High level of approval for final design

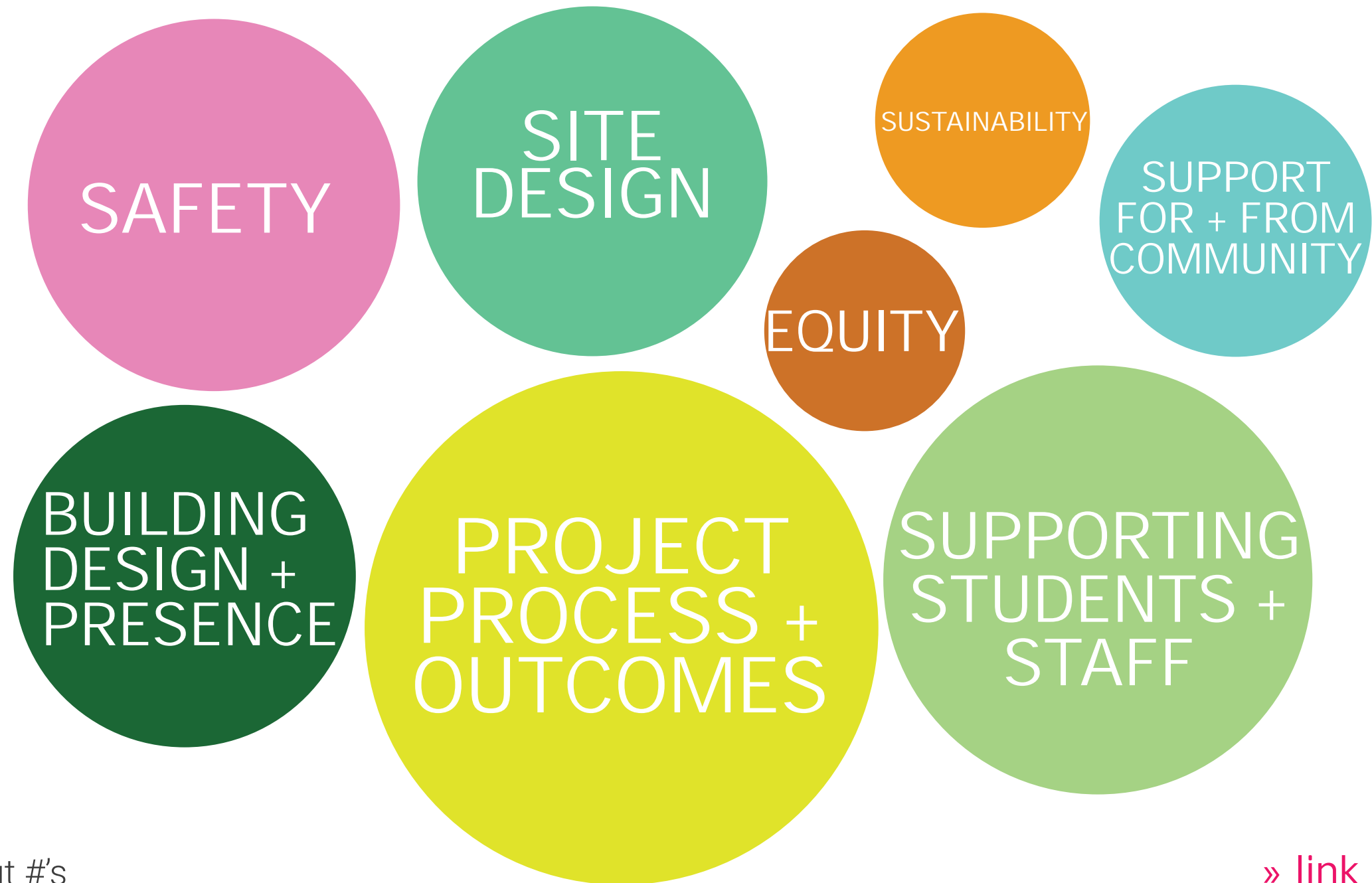
Students feel safe, welcome & successful at school

The new building and its campus are a joy to the neighboring community. Good design that adds to the streetscape.

» [link to full list](#)

Vision Development

Emerging Themes



fewer#

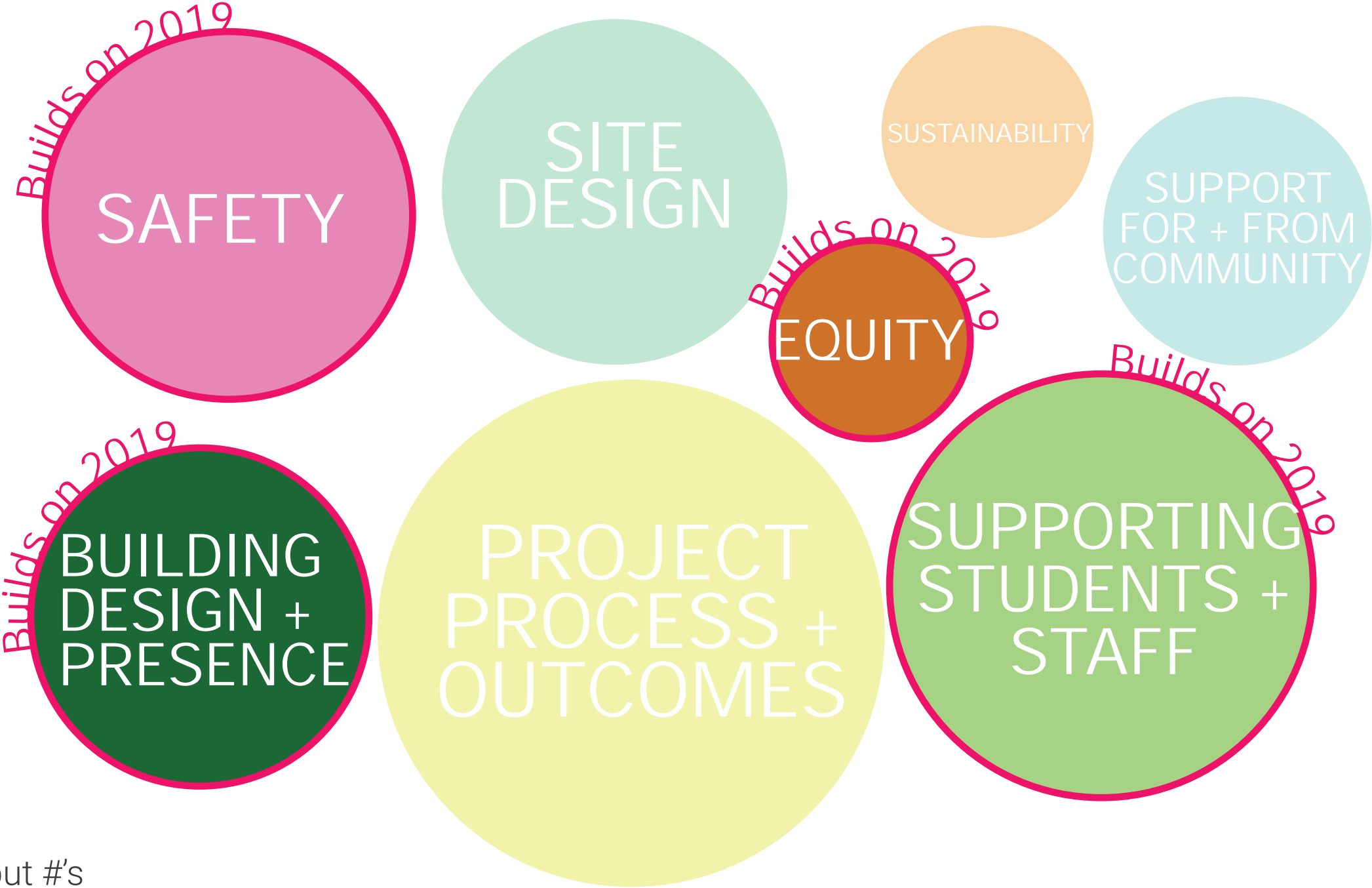
more #

Scale based on input #'s

» [link to full list](#)

Vision Development

2019 Themes



fewer#

more #

Scale based on input #'s

Vision Development Activity 01: Cleveland-Specific Goals

Reference board

- > What aspects of the CHS community are unique?
- > Which spaces/places does the CHS community value?
- > How might CHS be the center of community?

Vision Development Activity 02: Cleveland-Specific Criteria

Reference board

> What other factors should be considered?



Context

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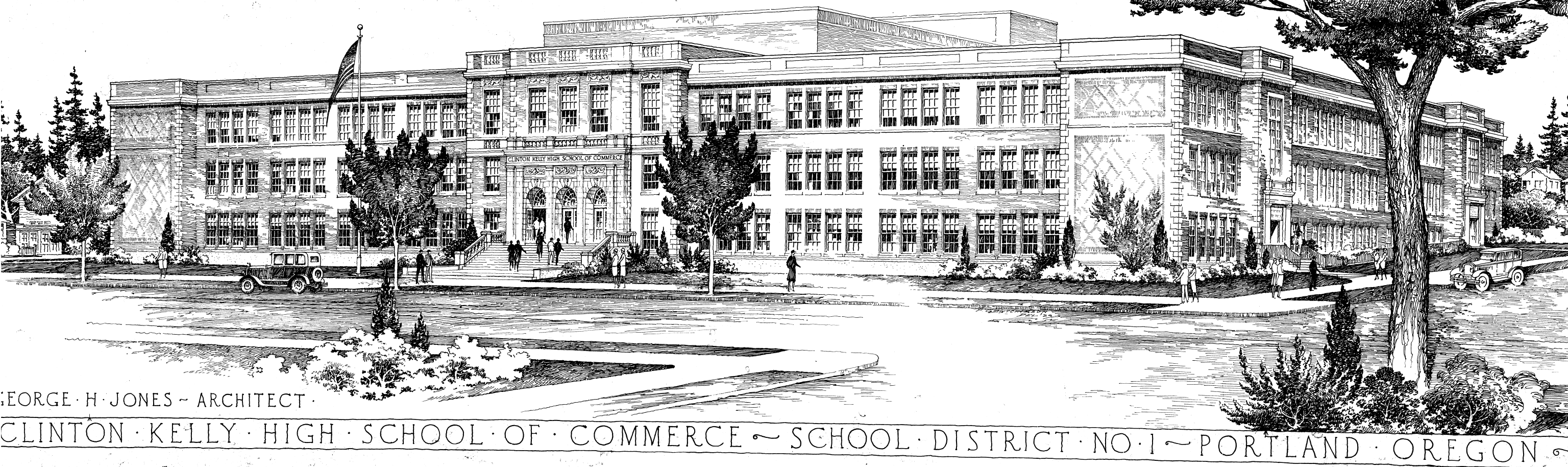
Context

Cleveland High School Sites



Context

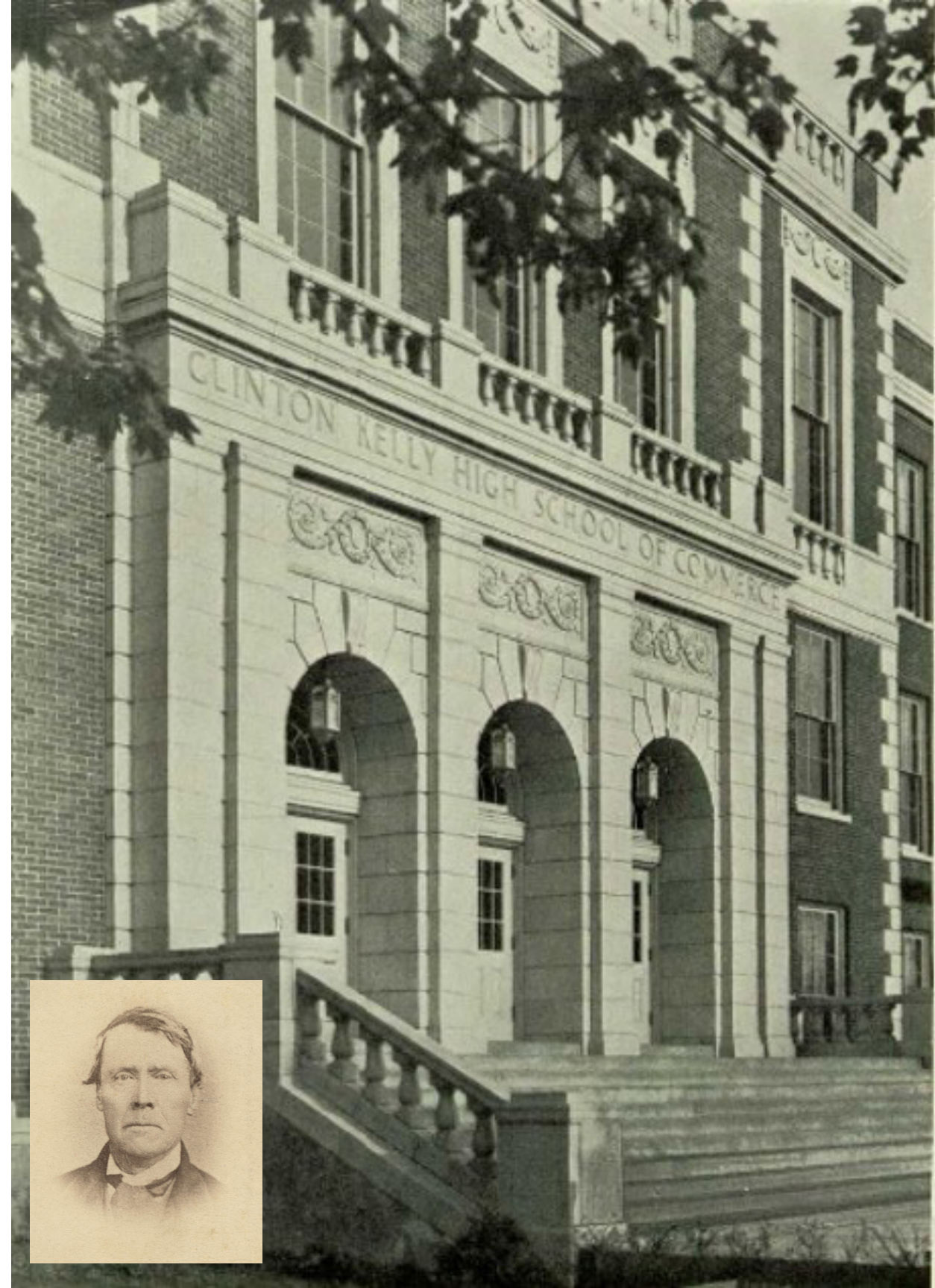
Cleveland High School



Context

Key Dates

- > 1860: Oregon pioneer Clinton Kelly donates parcel to Multnomah County School District
- > 1916: High School of Commerce established with Shattuck School building in west Portland
- > 1929: School constructed on current site:
 - Renamed Clinton Kelly HS of Commerce
 - Designed by George C. Jones
 - Built in the Classical Revival Style
- > 1948: Renamed Grover Cleveland HS
- > 1957: Gymnasium addition
- > 1958: Shop addition
- > 1968: Classroom addition



Context

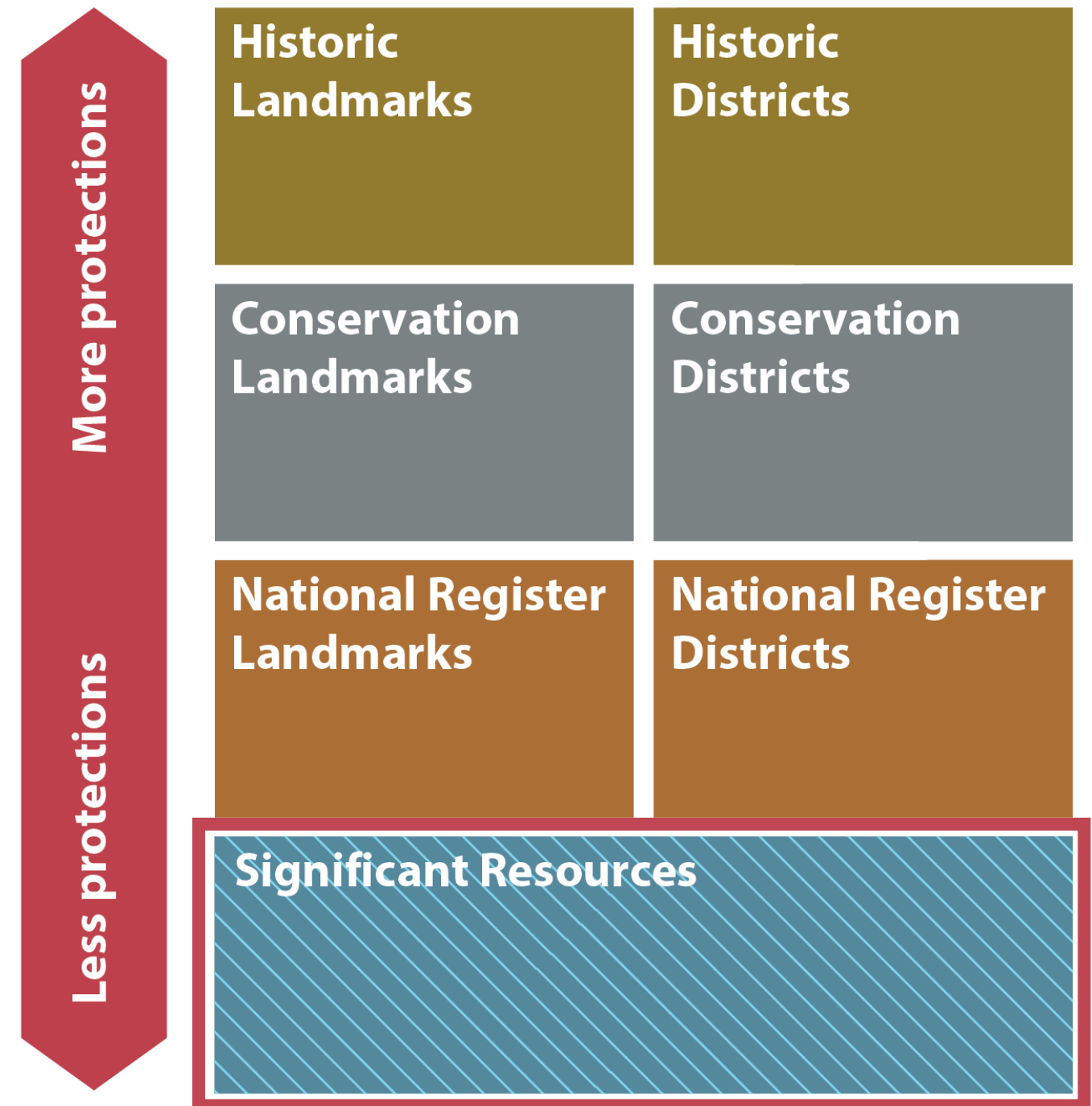
Historic Resource Types

Classifications

- > “Significant Resource” - lowest tier (City of Portland)
- > “Eligible/Contributing” State Historic Preservation Office (SHPO)

Process (ORS 358.653)

- > SHPO does not “approve” or “deny” work
- > Not required to keep the building
- > Consult with SHPO during design
- > Mitigation may be required to offset impacts to the historic structure
- > The extent and nature of necessary mitigation will depend on the level of impact






Context

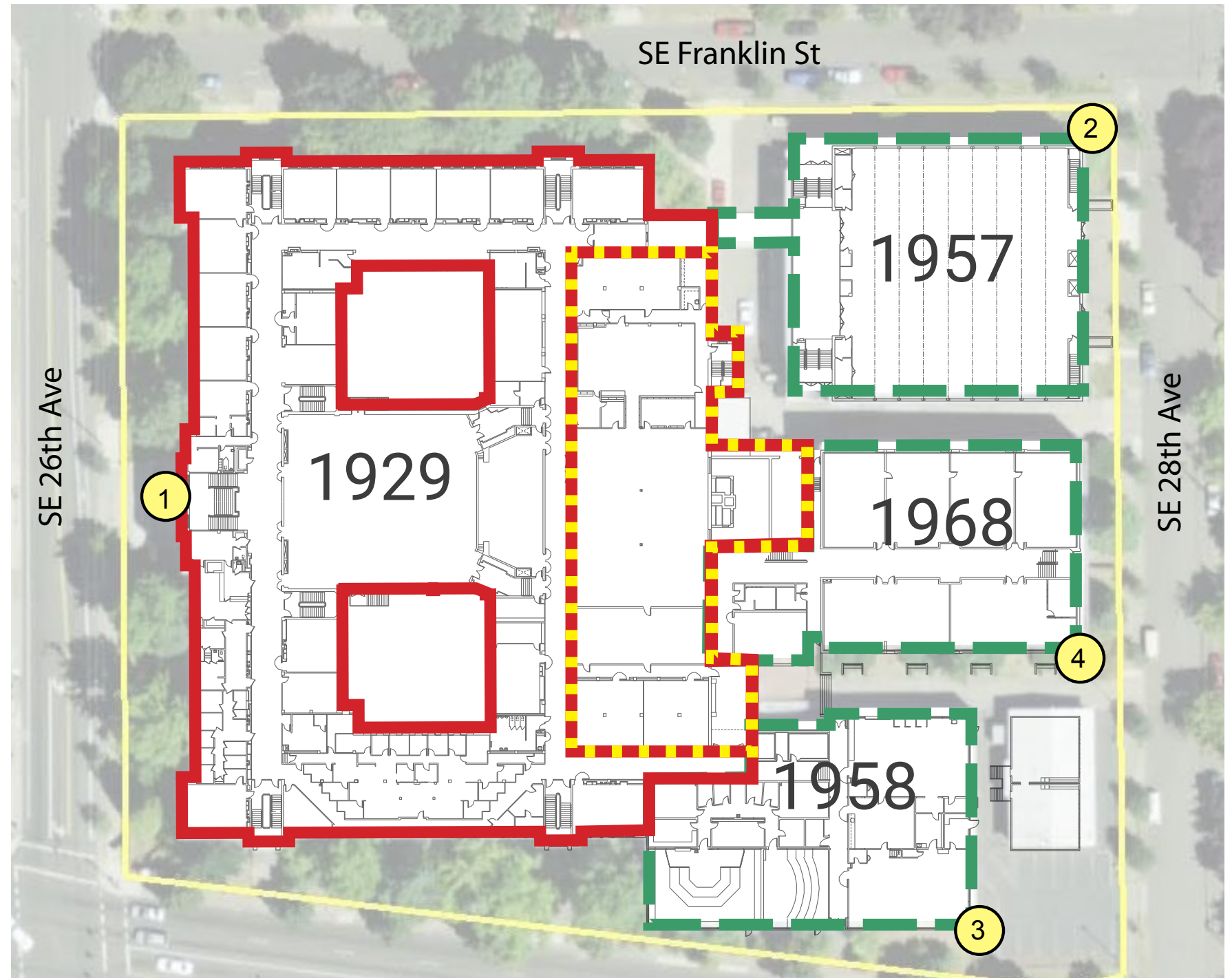
Contributing Factors

2009 Evaluation

- > Original main structure identified as high significance
- > Original gymnasium (renovated to classrooms) identified as moderate significance
- > All additions (gymnasium, shop, and classrooms) identified as non-contributing features

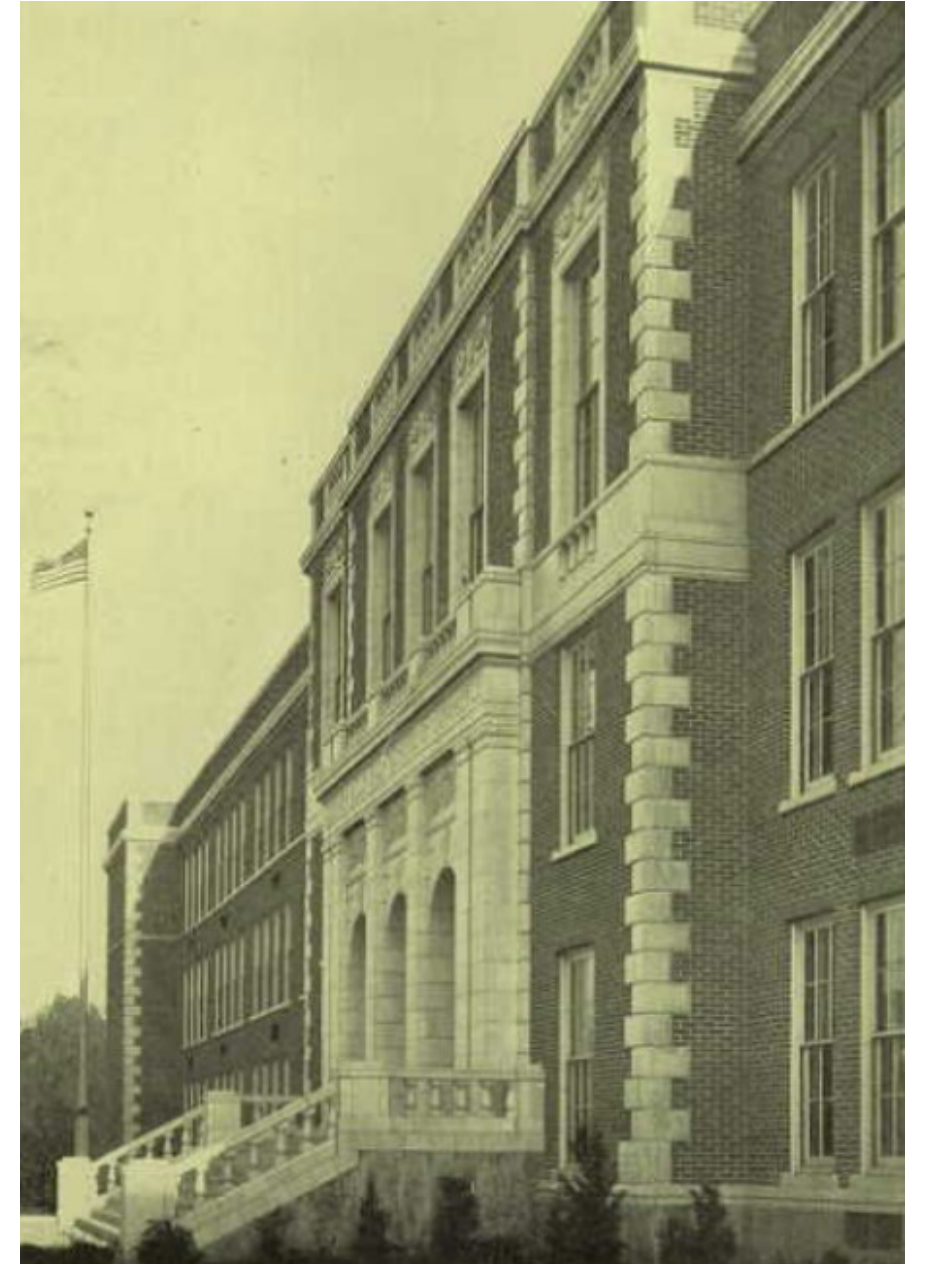
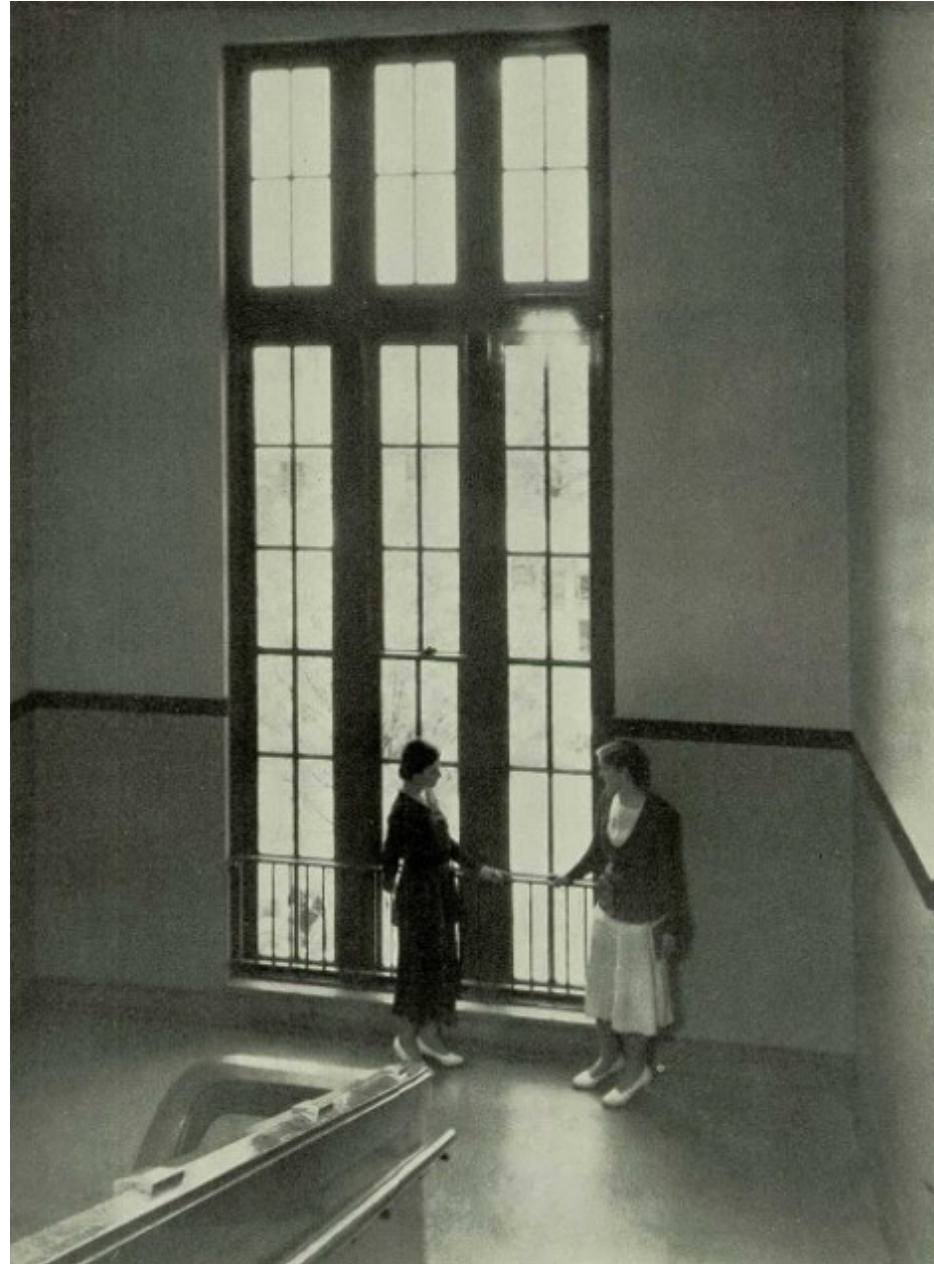
Historical Significance and Building Integrity

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



Context

Character Defining Features



Context

2019 CMP Process Overview

- > Approximately 50 CMPC members
- > 4 CMPC meetings
- > 5 Steering Committee meetings
- > 1 Student engagement session
- > 1 Community forum
- > 1 Open House

What we asked:

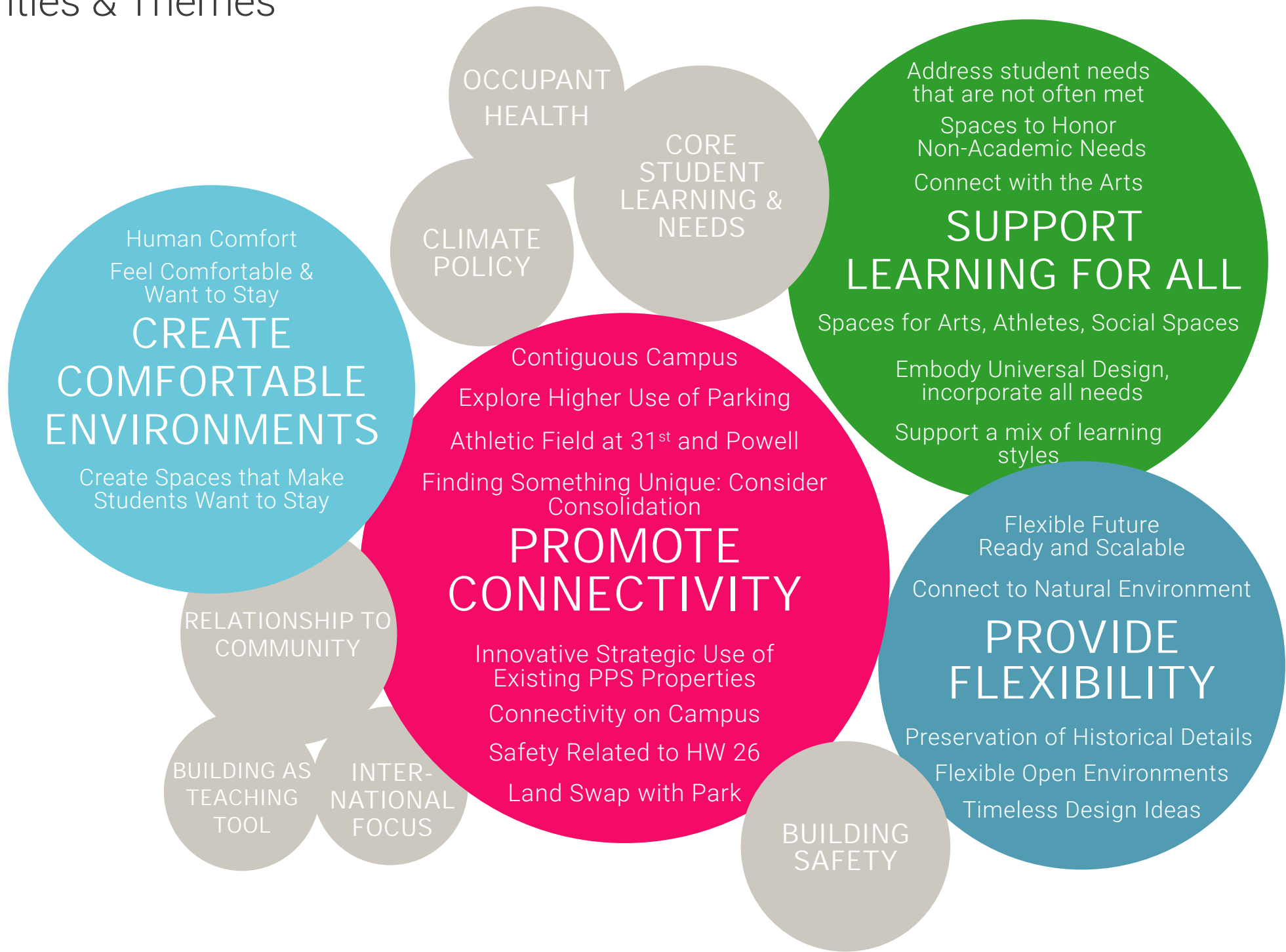
- > Identify places the community values
- > Identify places of memory or historic value
- > Where is change necessary?

[Link to Conceptual Master Plan](#)



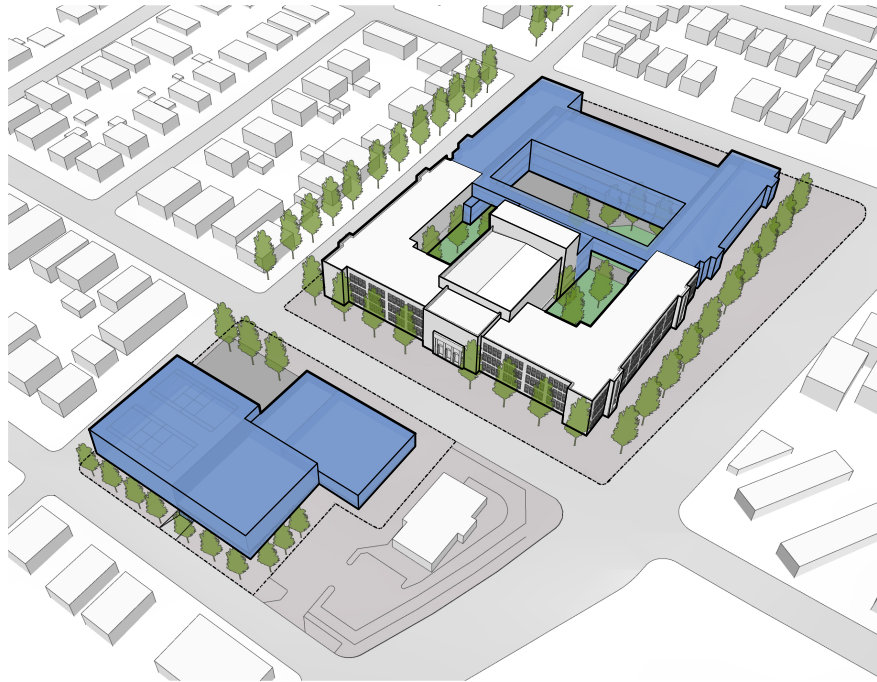
Context

2019 CMP Priorities & Themes



Context

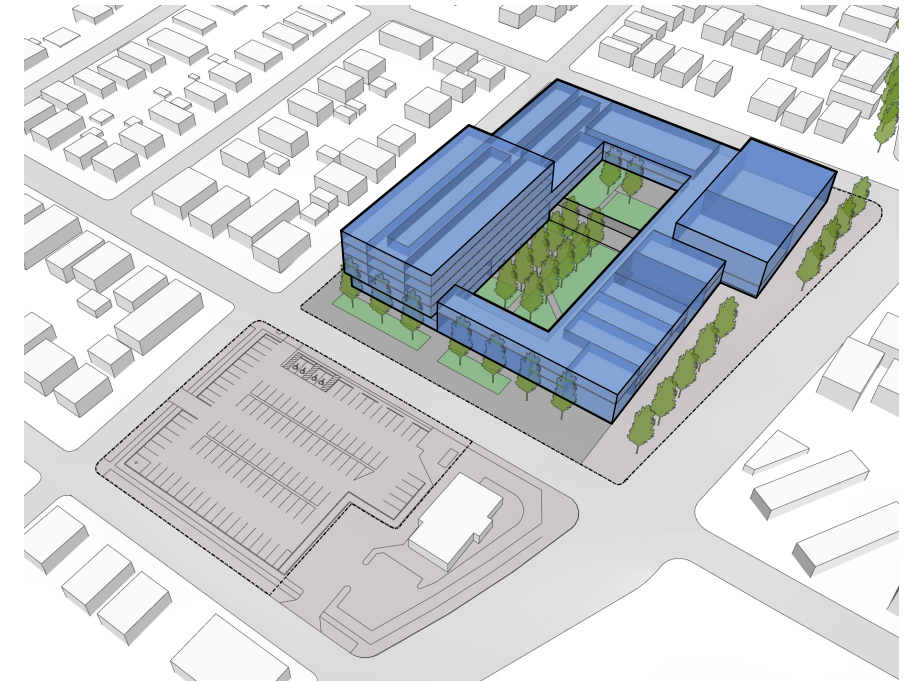
2019 CMP Historic vs. New :: Distributed vs. Consolidated



Historic :: Distributed



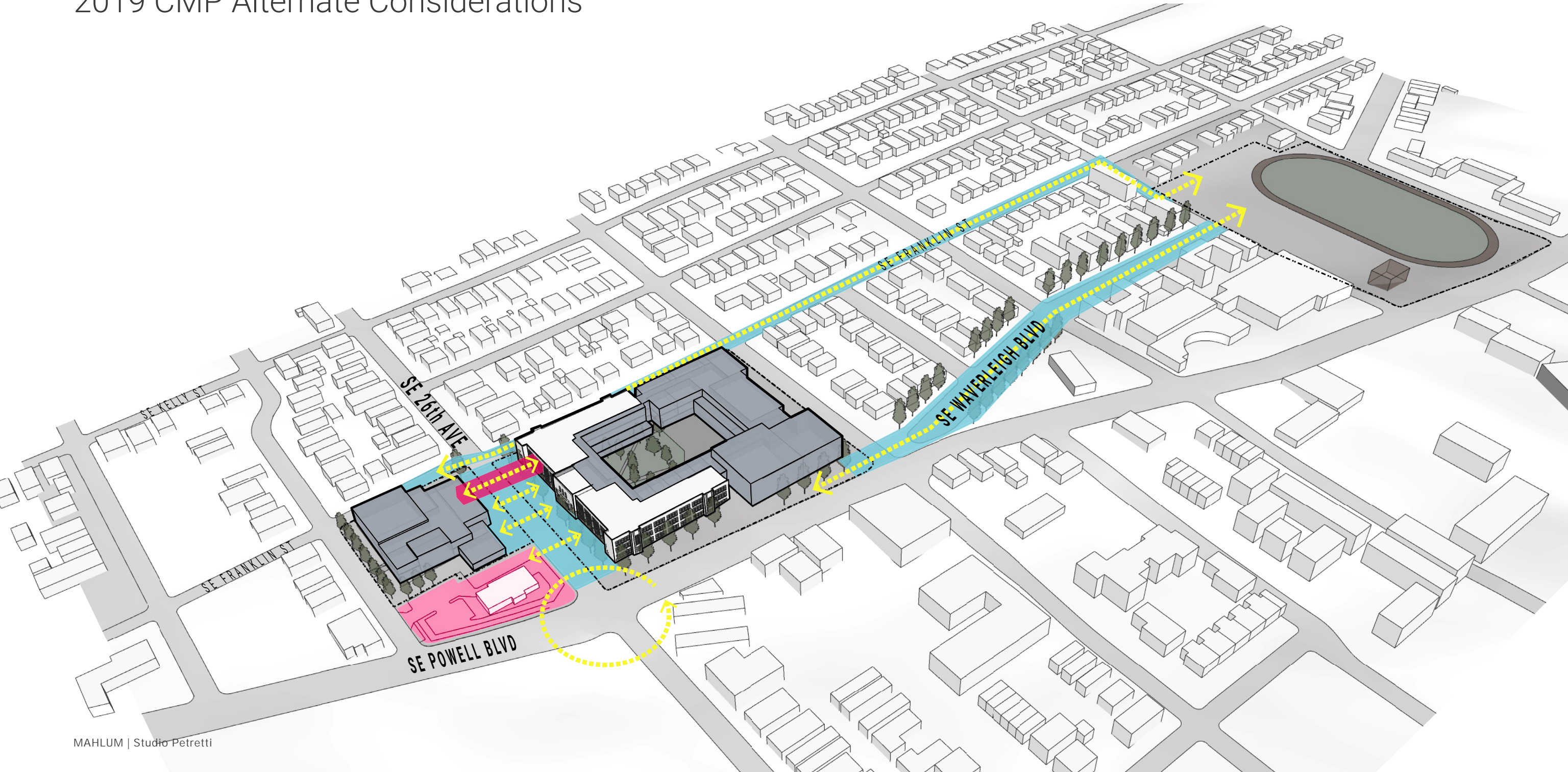
Partial Historic :: Distributed



New :: Consolidated

Context

2019 CMP Alternate Considerations





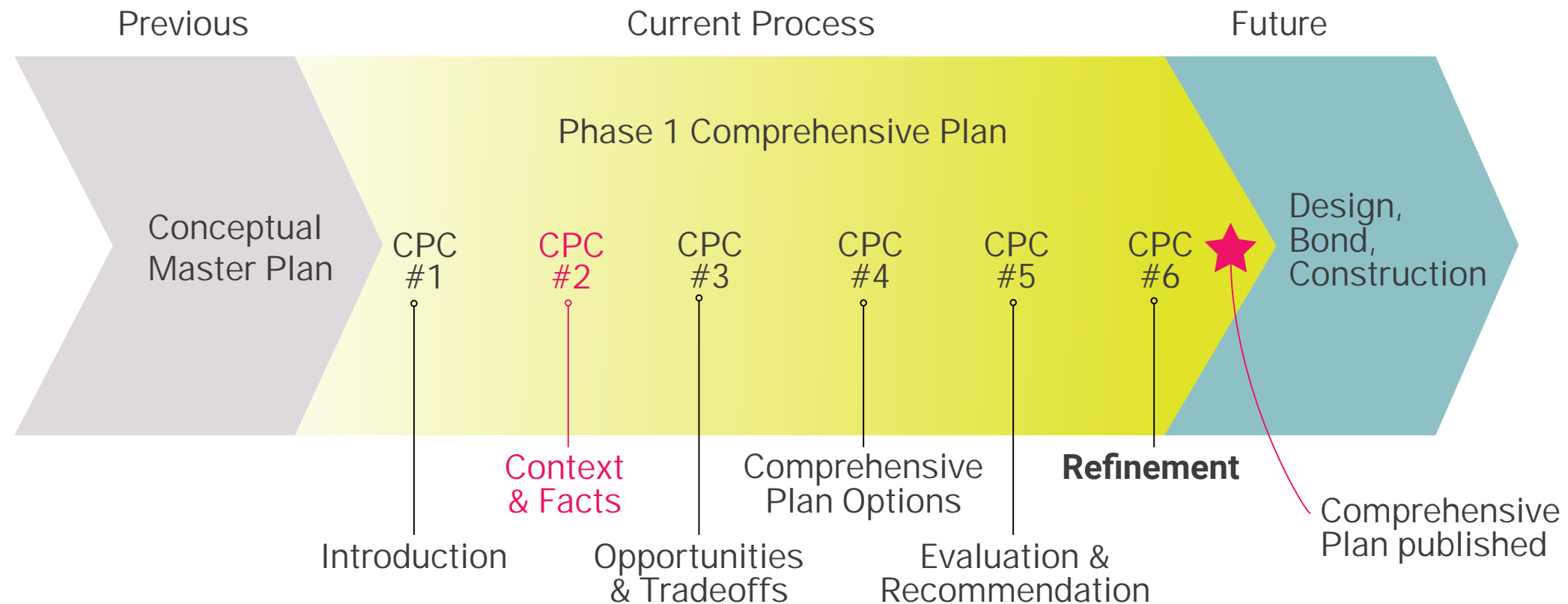
Site Studies

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Site Studies

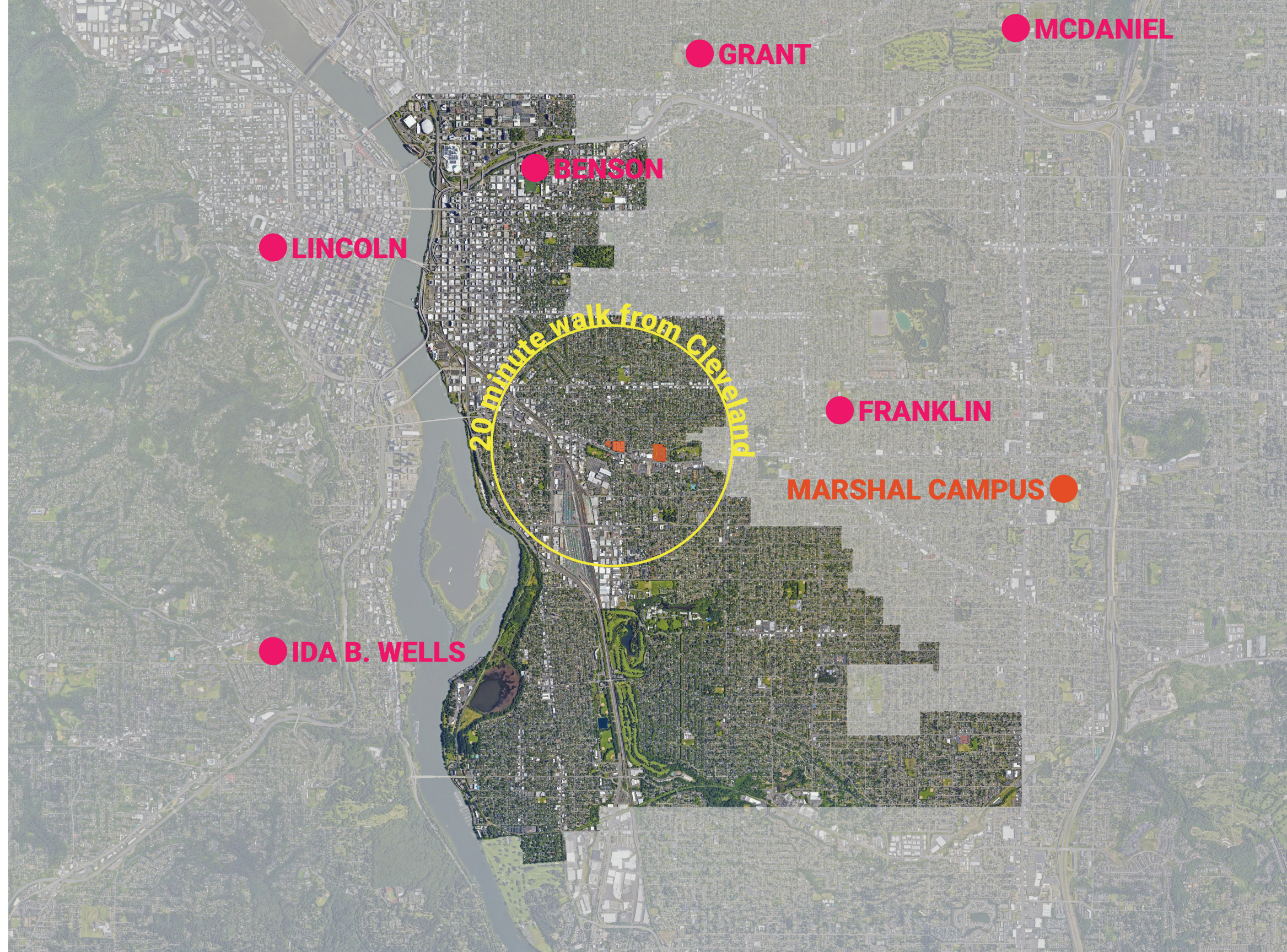
Comprehensive Planning Schedule (detail)

- > Building on the CMP process with site studies.
- > PPS owns the current CHS site, opportunities for improvements - help us confirm opportunities and challenges.
- > Not currently investigating sites not owned by PPS



Site Studies

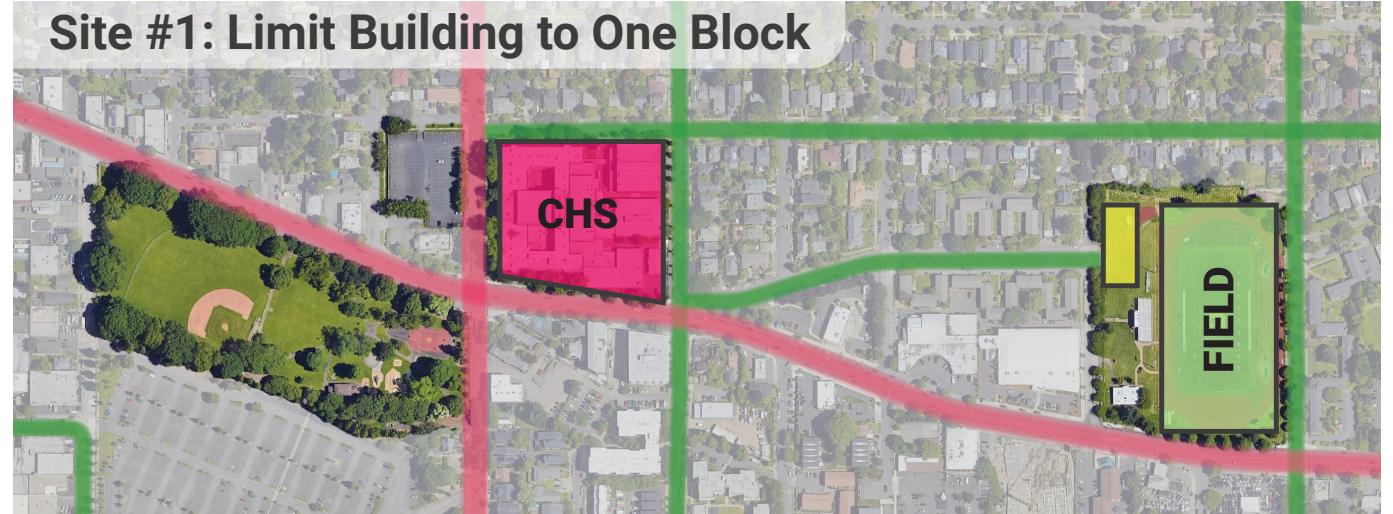
Catchment Area



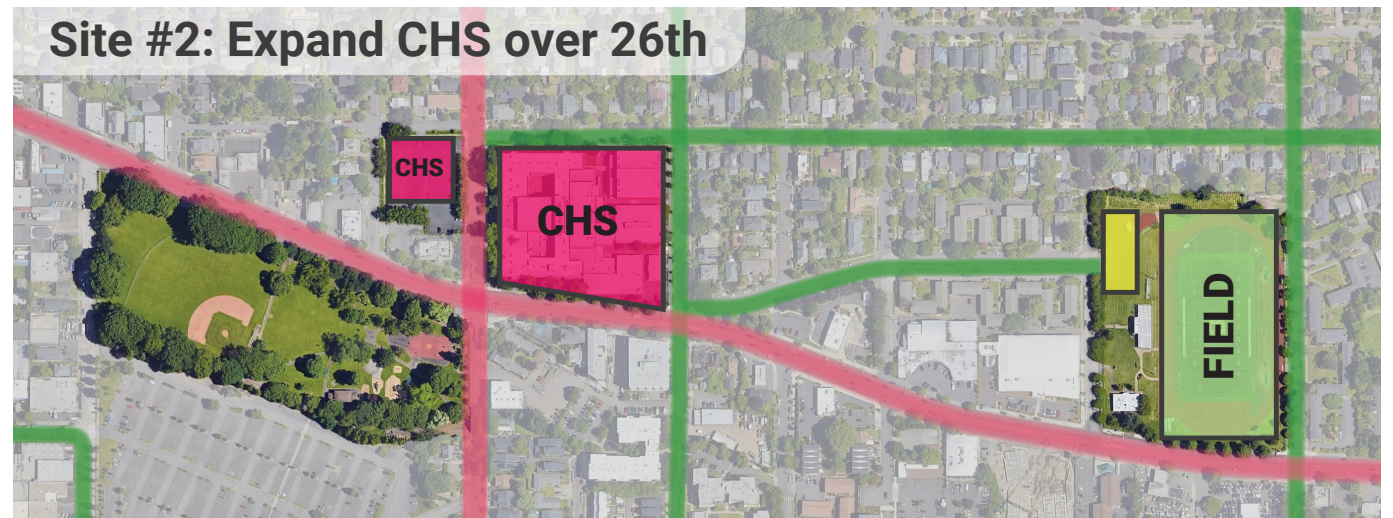
Site Studies

- > Establish facts: Size and scale of CHS compared to other PPS HS campuses.
- > We are studying three fundamental approaches, utilizing property PPS owns.
- > Help us confirm opportunities and challenges of each use of property, from your perspective.
- > Today we will start gathering your input. We will return to this topic of site selection in more detail at our next event. Our goal is a single recommended site approach to PPS.

Site #1: Limit Building to One Block



Site #2: Expand CHS over 26th



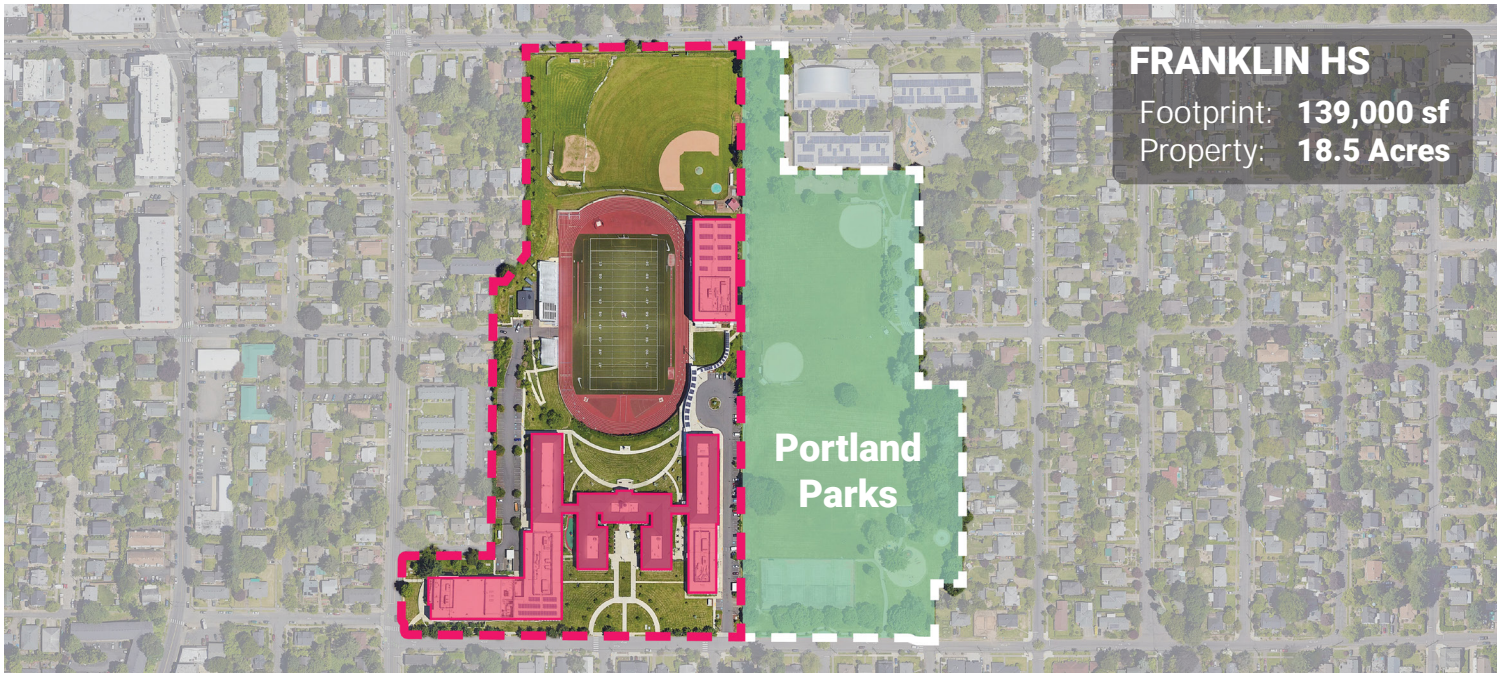
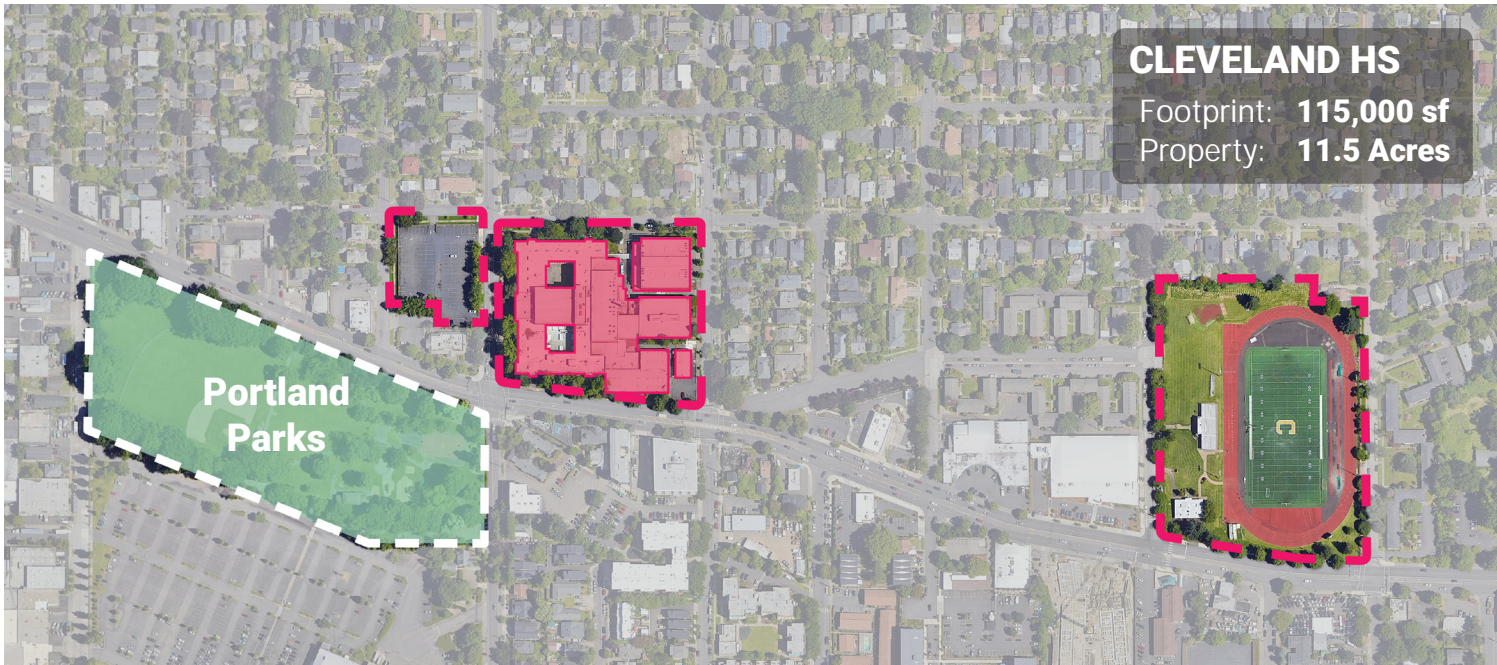
Site #3: Move CHS to current track & field location



Site Studies

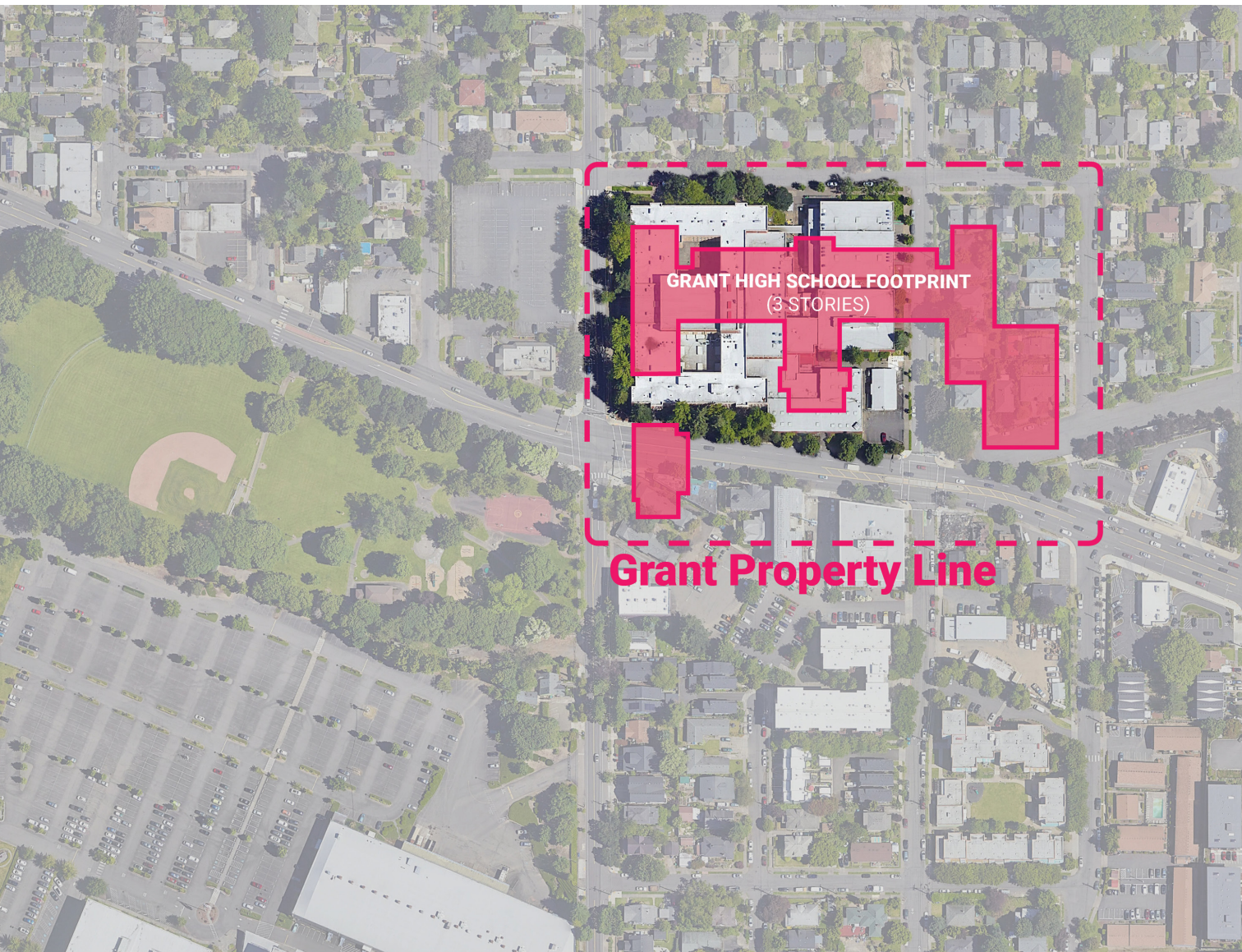
PPS High School Campuses

500 feet 250 feet 100 feet

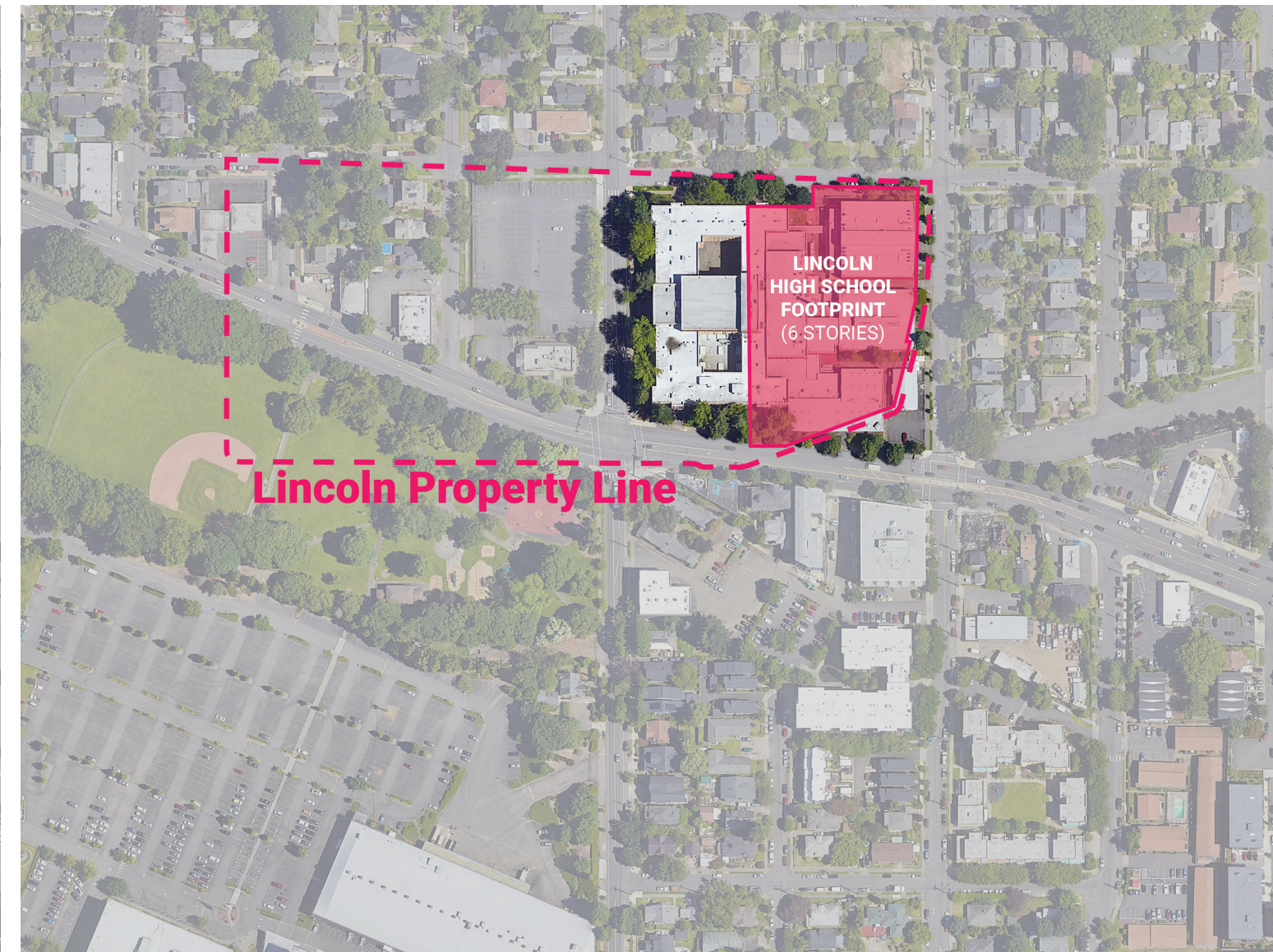


Site Size and Building Approach

Site #1: Limit building to one block



Low and long building



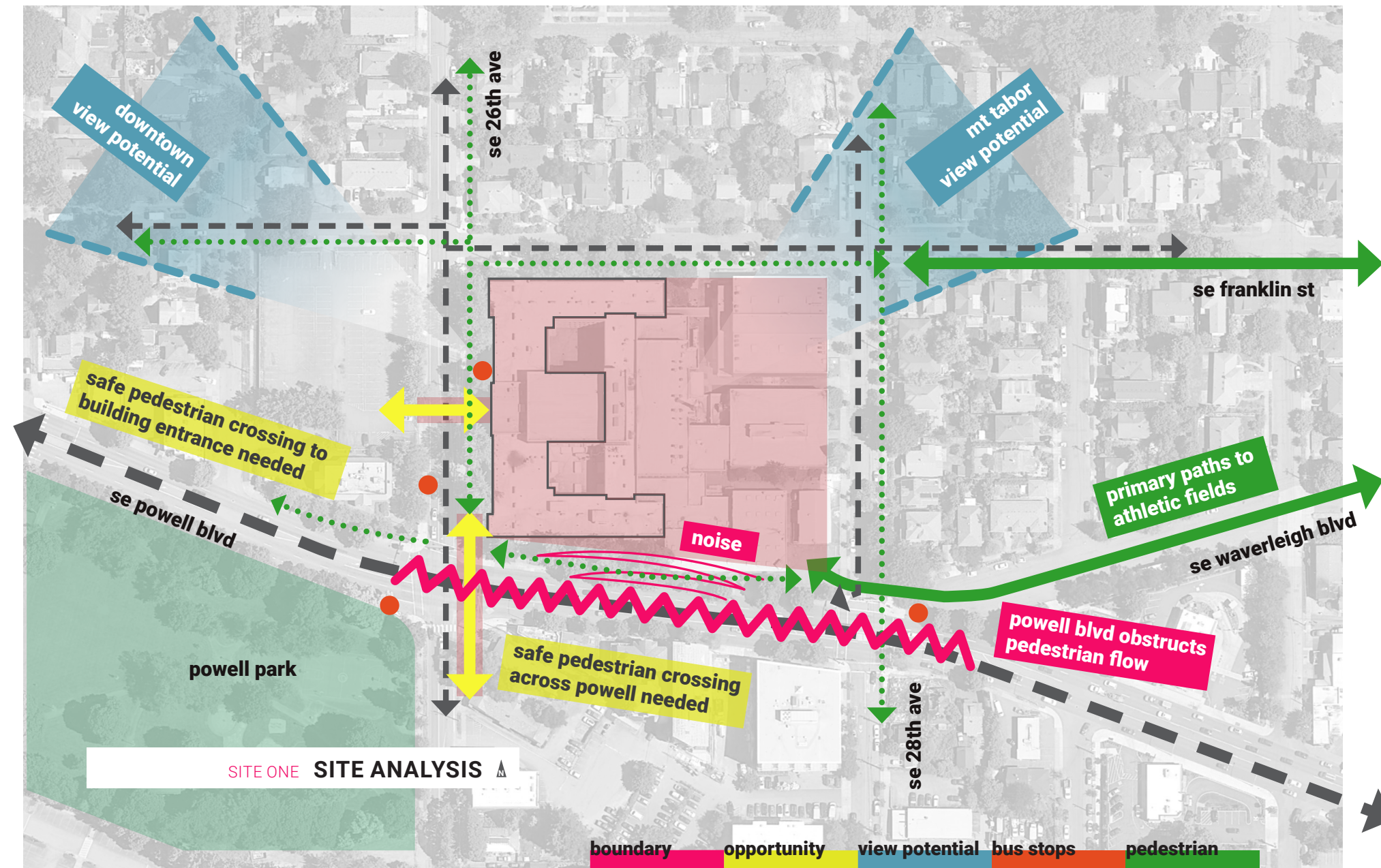
Tall and compact building

Site Studies

Site #1: Limit building to one block

Opportunities

- > No students crossing street to access major interior spaces.
- > Existing track & field can remain in use, no cost construct new.
- > CHS parking lot can be used for construction staging area.

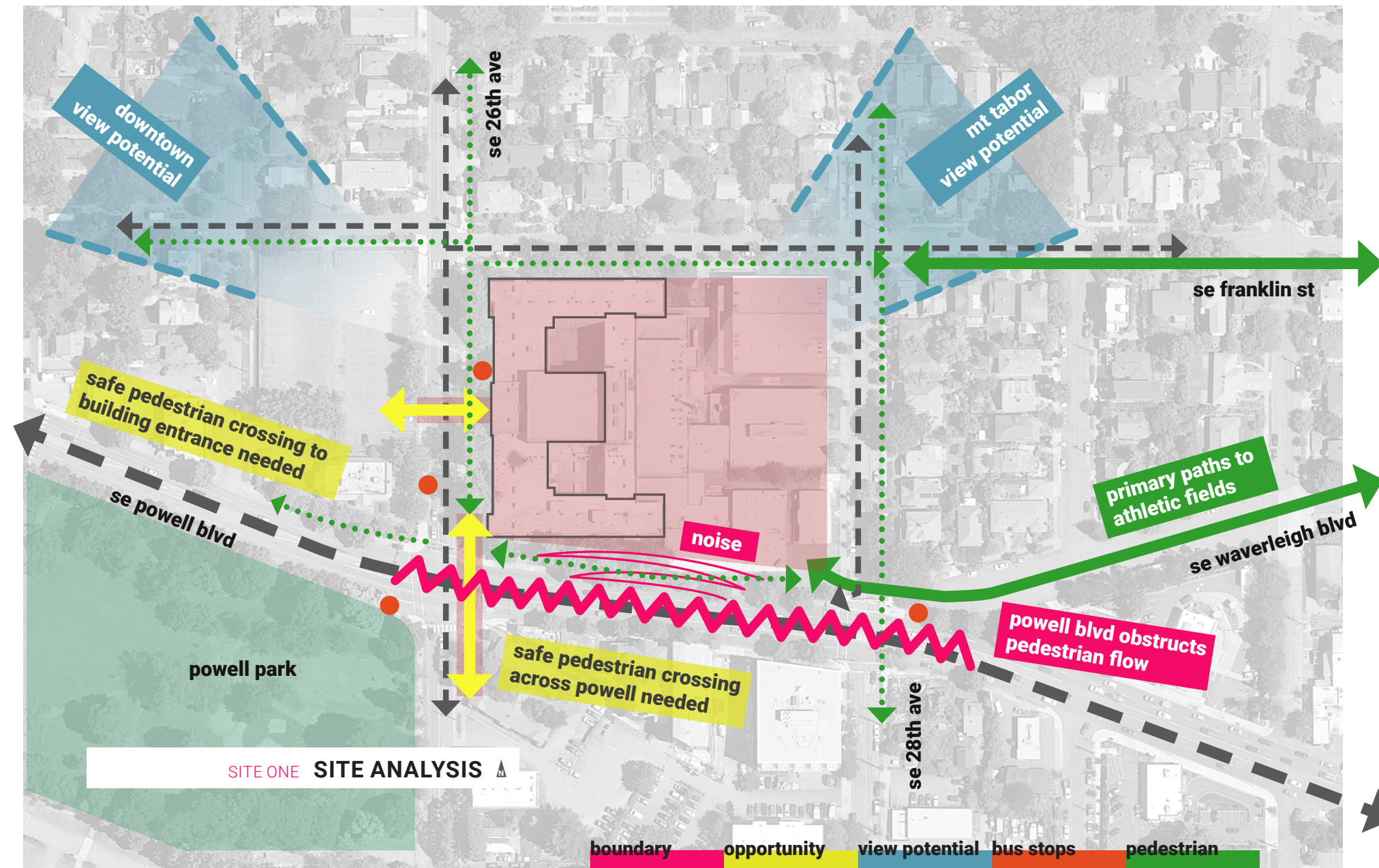


Site Studies

Site #1: Limit building to one block

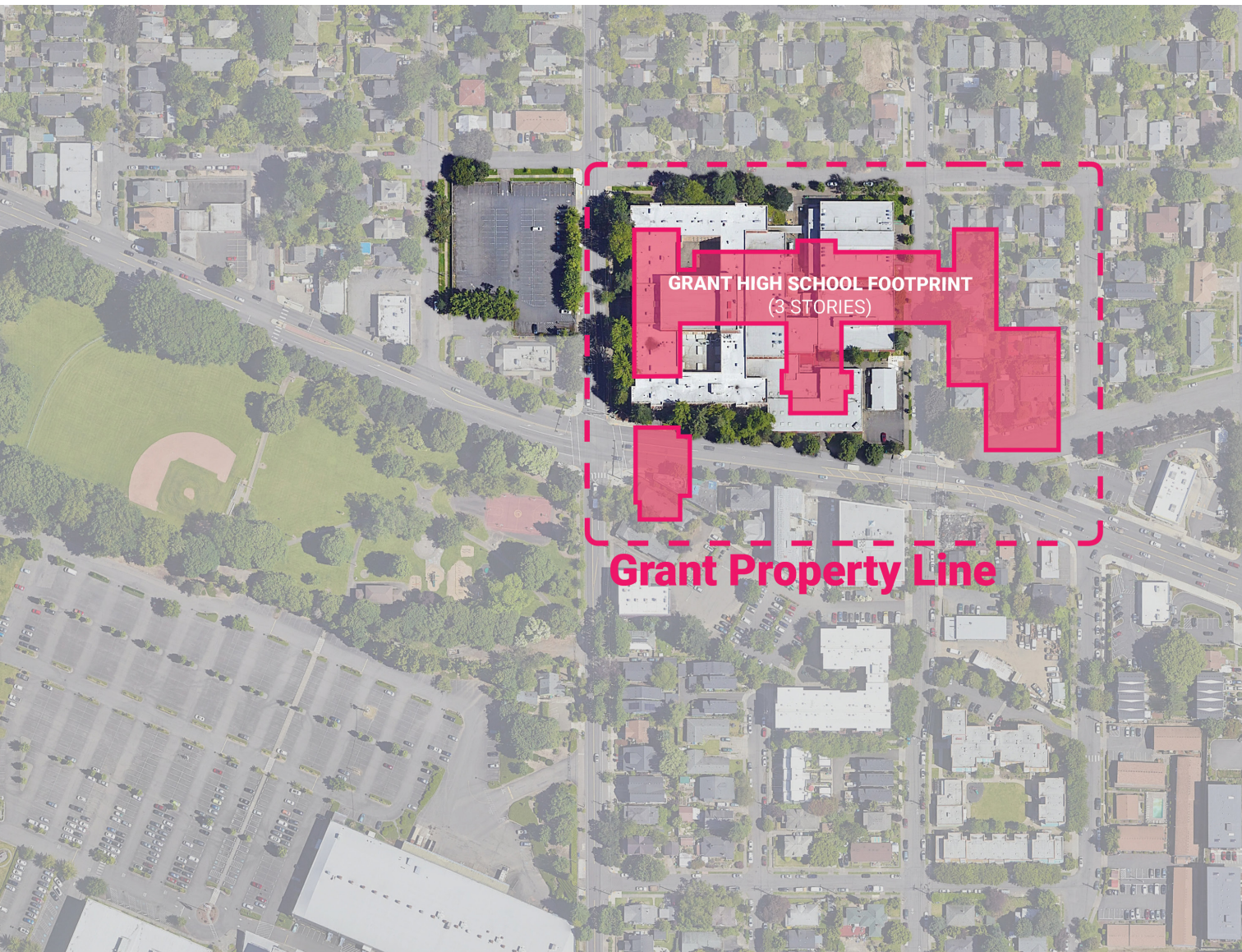
Challenges

- > Challenging pedestrian connection to fields via Waverleigh Street, improvements required.
- > Powell Boulevard and 26th Avenue crossing improvements required.
- > Property will need to be rezoned, time and money required.

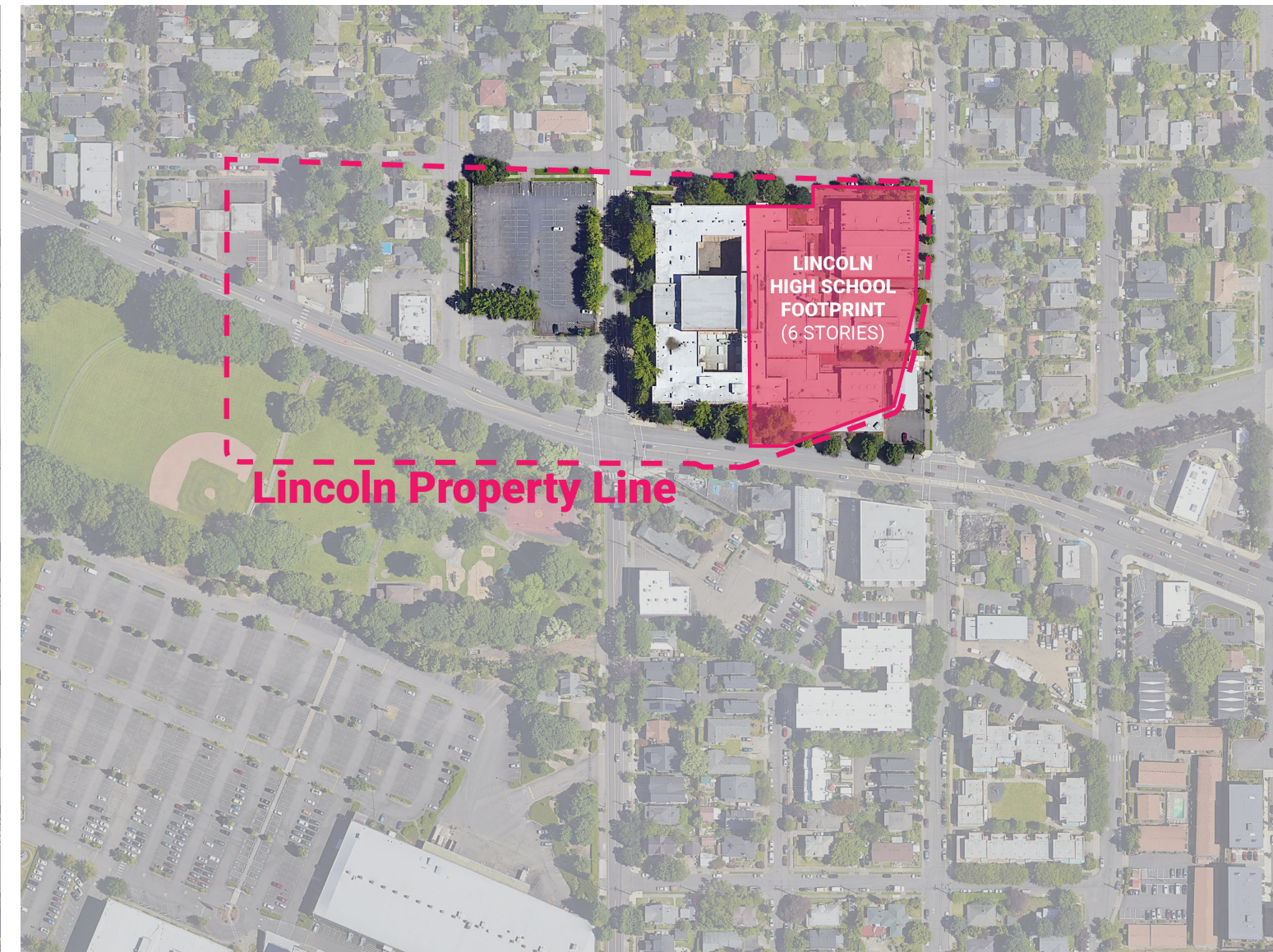


Site Size and Building Approach

Site #2: Expand CHS over 26th



Low and long building



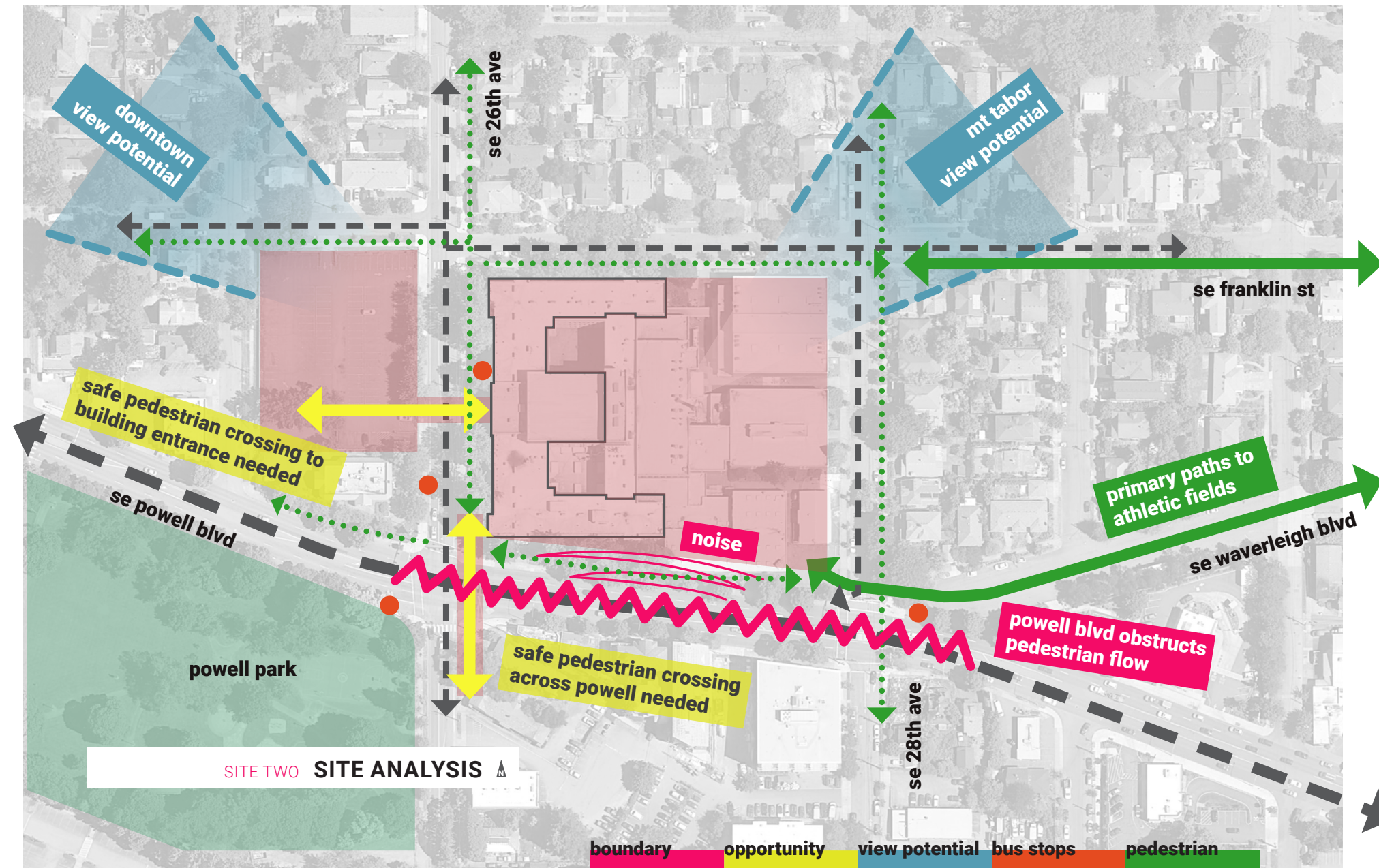
Tall and compact building

Site Studies

Site #2: Expand CHS over 26th

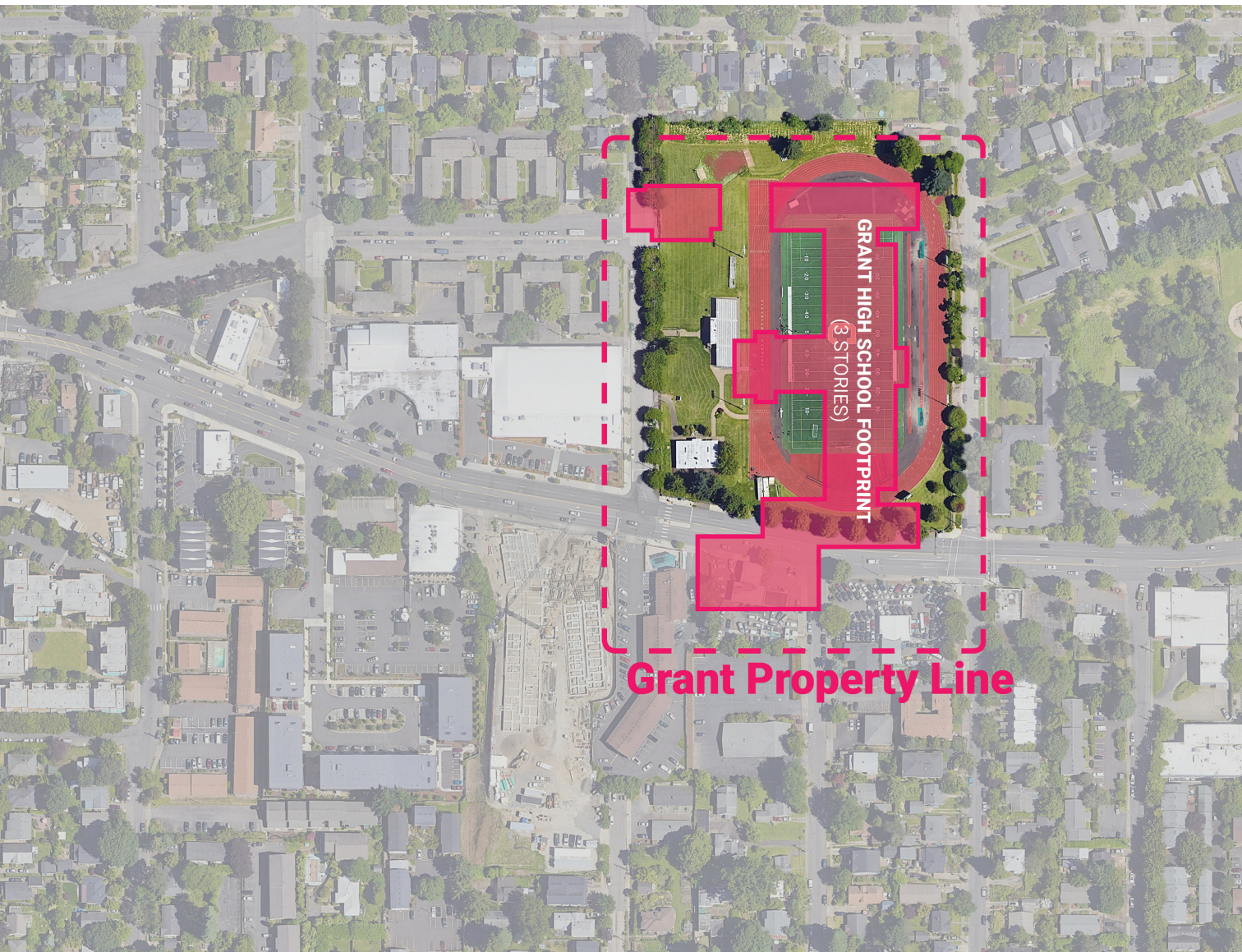
Challenges

- > Expanding campus buildings to the other side of 26th Avenue includes pedestrian risk.
- > Challenging pedestrian connection to fields via Waverleigh Street, improvements may be required.
- > Powell Boulevard crossing improvements required.
- > Property will need to be rezoned, time and money required.
- > Higher cost for multiple structures/sites.



Site Size and Building Approach

Site #3: Move CHS to current track & field location



Low and long building



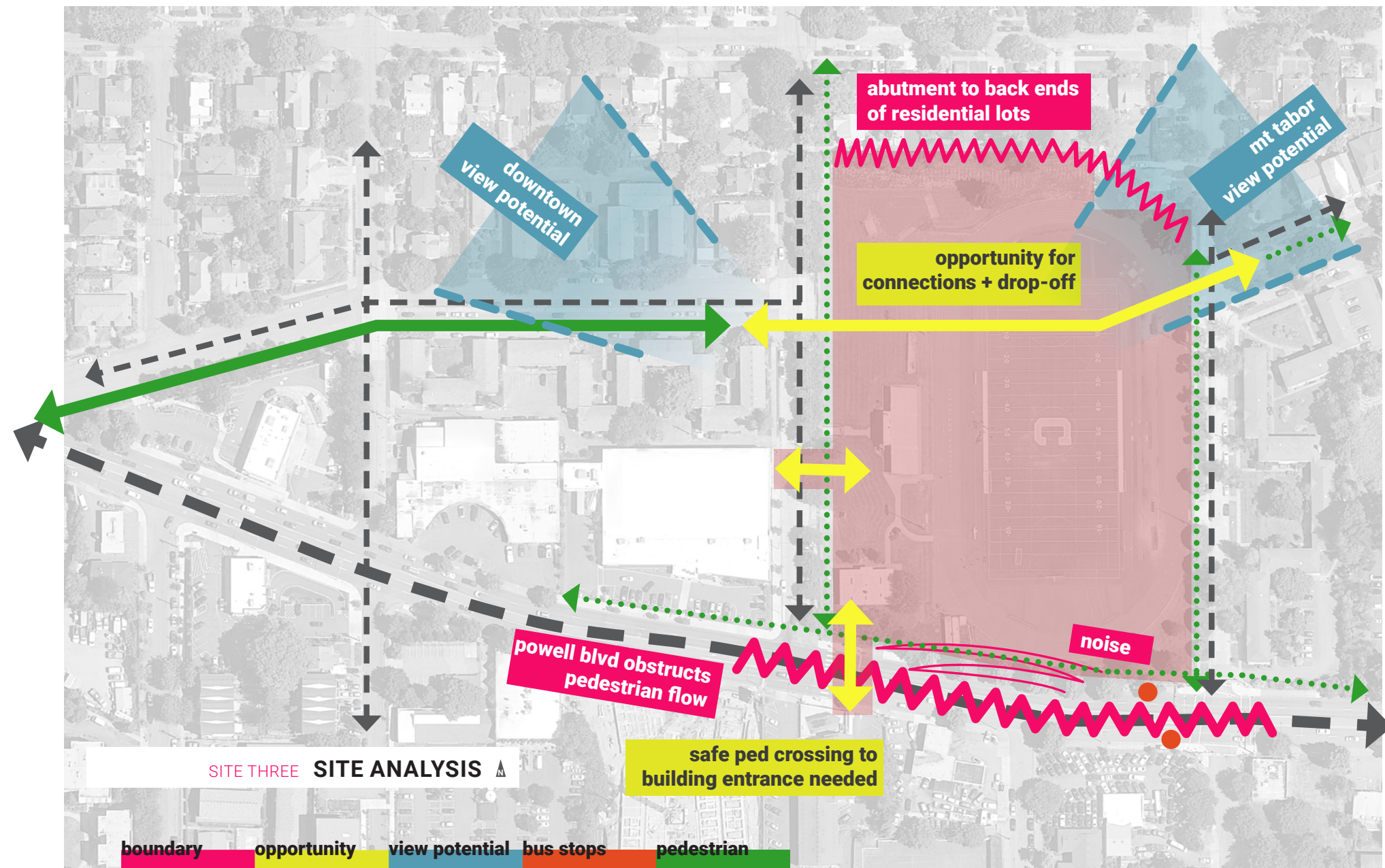
Tall and compact building

Site Studies

Site #3: Move CHS to current track & field location

Opportunities

- > Building on this property allows students to stay at CHS building during construction.
- > Might be possible to collocate building and some fields.
- > If CHS building is relocated to here, removes risks inherent in modernizing historic structure.

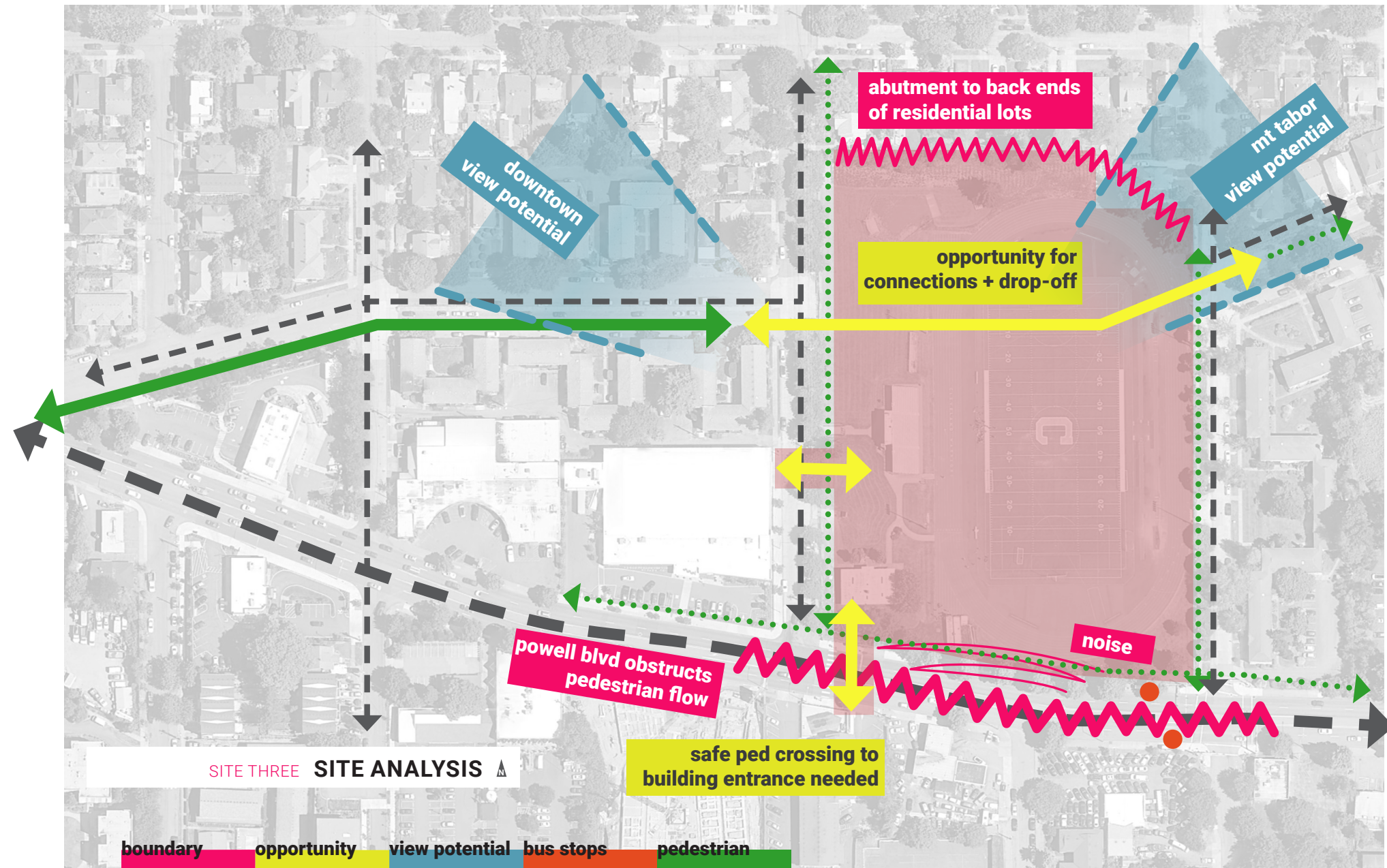


Site Studies

Site #3: Move CHS to current track & field location

Challenges

- > Property will need to be rezoned, time and money required.
- > Track & field must be relocated, land and construction cost to replace.
- > Steep site grading, complicated street relationship.



Site Studies Activity 03: Review Site Information Boards

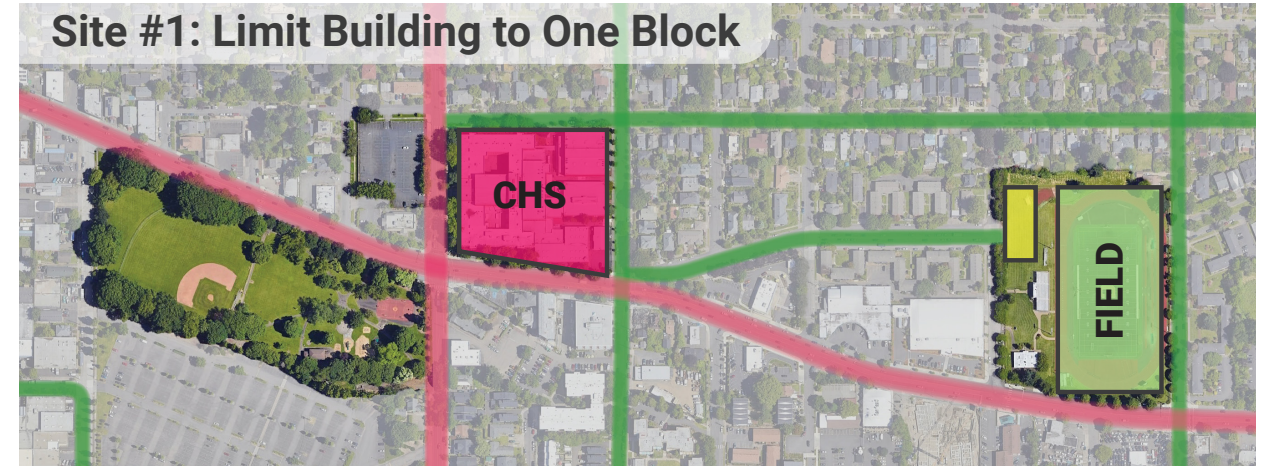
5 minutes at each board

- > PPS owns the current CHS properties and there are opportunities for improvements and are reconsidering how they are used.

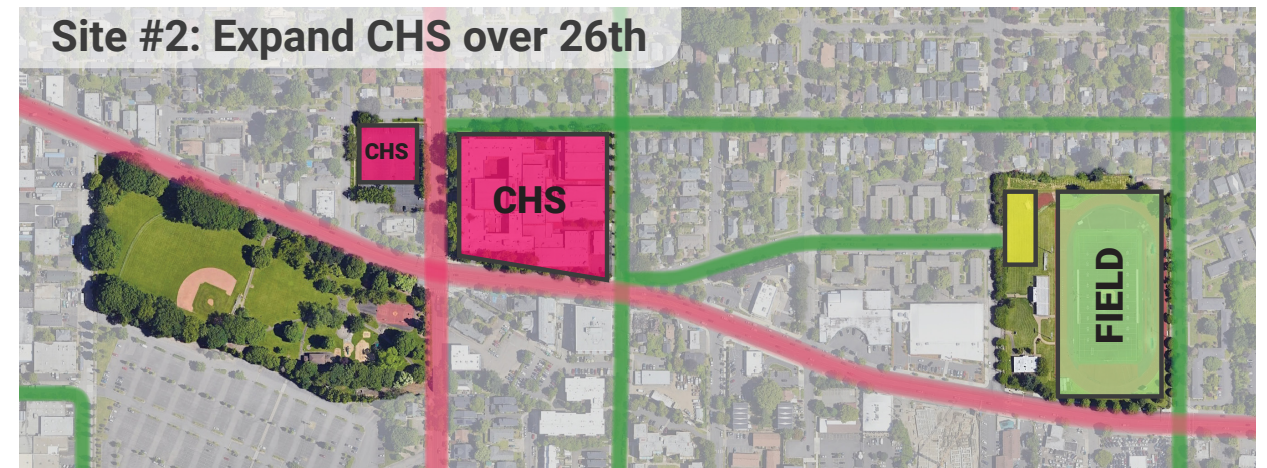
Questions:

- > Help us review the facts of each site. What opportunities or challenges do you see?
- > Our goal today is to start gathering your input, we will return to this topic of site selection in more detail at our next event. By CPC #5, we will recommend a single site approach to PPS.

Site #1: Limit Building to One Block



Site #2: Expand CHS over 26th



Site #3: Move CHS to current track & field location



Comprehensive Planning

Next Steps

Nov. 29th	Lincoln HS Tour (6-8pm)
Nov. 30th	Grant HS Tour (5:30-7pm)
Dec. 2nd	Grant HS Tour (10:30am-12pm) Lincoln HS Tour (1-2:30pm)
Dec. 5th	Cleveland HS Tour (5-6pm) CPC Meeting #3
Dec. 16th	Cleveland Public Design Workshop
Jan. 18th	CPC Meeting #4





Thank you!

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Appendix

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Appendix: CPC #1 Feedback

The following is a transcription of the responses submitted by CPC participants during meeting #1.

Question 1: How do you define success for this project?

Equity

- > Create a welcoming environment for all
- > We agree on a design that supports learning and the needs of a diverse student body
- > Address student needs that are not often met

Safety

- > Allow safety of students to lead the project
- > The school design promotes safety and health of students: good ventilation, temperature regulated, etc.
- > Safety Powell, 26th
- > Safety related to HWY 26
- > Students feel safe, welcome + successful at school
- > Consider balance of safety and openness
- > Mainly an accessible safe location
- > Safe but welcoming learning environment

Sustainability

- > Designed with climate crisis in mind
- > Building as a teaching tool for sustainability
- > Environmental policy: exceed PDX Climate Action Plan

Supporting Students + Staff

- > "A place where students and staff feel safe and invested in. A facility that is up to date where all students have access to the tools and tech to learn and help them be successful and competitive for years to come."
- > Staff have easier time delivering quality instruction than they do now. Listen to teacher input.
- > Cleveland staff are much happier about the environment in which they work

- > Safe long-term space for students & staff that brings a sense of pride to the community and its feeders
- > Create a safe environment for students to embrace learning and community
- > Human comfort
- > Feel comfortable and want to stay
- > Designing a building that meets the needs of today's students
- > Plenty of space for counseling and student service providers. And windows to exterior
- > More common space + feeling of campus
- > A building that is designed for student success as its primary goal. Even if hard decisions must be made about keeping or starting new
- > Create spaces that make students want to stay
- > Space that catalyzes active, engaged and responsible students
- > Students have a place to learn that they enjoy. Natural light, great interior design, modern facilities.
- > Promote international focus

Support for + From the Community

- > The neighborhood/community feels the Cleveland modernization was significantly invested in as the prior HS modernizations (Grant, Lincoln)
- > Arts (film, fine arts, music, music production) in the neighborhood for possible partnerships* there are a lot!
- > Connectivity to community
- > Developing a vision for Cleveland High School also develops trust + enthusiasm in our school community
- > The new building and its campus are a joy to the neighboring community. Good design that adds to the street scape.

Appendix: CPC #1 Feedback, cont.

Support for + From the Community, cont.

- > Modern for students and staff. Inclusive building that the community can view as an asset to the neighborhoods livability

Building Design/Presence

- > Timeless design ideas
- > When the project is complete and the school has room to grow!
- > **Technology.** Design & implement to the highest technological standards for both the buildings and the learning
- > **Future proof** (within reason) Configurable spaces that are more easily adapted to what's important then
- > Settling on a design that encourages students to want to be on campus
- > Connect to natural environment
- > Preservation of historical details
- > The historic building is repurposed and not demolished

Project Success/Outcomes

- > The right balance of stakeholder's wish list w/ budget requirements
- > Successes and failures of recent modernizations taken into consideration to inform Cleveland project
- > Exhaust all options
- > Putting forth a design that is functional, accepted by the community, has a budget that will be approved
- > 1. Timely decision 2. Happy community/high approval 3. Well thought out action plan/ minimal disruption 4. Goals met/on budget
- > Agreement from board as well as the community. Also, a clear forerunner for location
- > Minimize disruption to student population at time of actual project

- > Allowing neighborhood to have chance to feel + be heard. While still remaining focused. Beyond the staff student interests

- > On time and on budget. Meets and exceeds expectations

- > **Success could be defined by providing a design with a high approval rate and folks feel like input was heard. 80% approval**

- > **A campus we're proud of & excited for w/as little disturbance to current students in the transition**

- > Community engagement remains a priority emphasis on stakeholder (students, parents, educators) input. Teacher input was welcomed + authentically addressed

- > Student led for priorities. Us old folks shouldn't decide their future. What's important to them now?

- > A reasonable bond as well as funding from Phil Knight

- > The vision for Cleveland High School generates support for community investment in Portland

- > Schools

- > The cluster school communities support the project

- > **High level of approval (approval rate) for final design**

Site Design

- > Contiguous campus

- > **Athletic field at 31st & Powell**

- > (Urban site) Finding something unique- consider consolidation

- > Land swap with the park

- > A building that is safe to walk and bike to and that has outdoor areas where people can stop and gather

- > Connectivity on campus (space and how we use it)

- > Explore higher use of parking

- > Innovative and strategic use of existing PPS properties in the CHS area

Appendix: CPC #1 Feedback, cont.

Engagement

- > Articles in SE examiner & Sellwood Bee”
- > Connect with middle school groups
- > Offer tour of a school that has been modernized.
- > Teachers have students fill out online survey (+ open spaces for ideas) during instruction time
- > Block party. Open house @ 8th grade open house
- > Link in Monday emails that link to summary of meetings
- > Social media account for Cleveland modernization specifically
- > Build this into curriculum for classes- design process in technology class, student survey run by leadership class, etc.”
- > Events on the field. Open house. Online survey. Assembly speaker. Student govt
- > This groups extends out to their networks
- > Coaches
- > Outreach to upper elementary students for visions of their high school-videos and sharing to the community for buy-in and acceptance
- > Posters in existing spaces where students can write what they'd like to see in the type of space-library, gym, cafeteria, etc. Essentially meet people where they are-literally
- > Online Survey-short and sweet-QR code-make QR code flyer-student govt
- > So many problems to solve! Staff meetings. Block party
- > Families. PTA. Foundation. Booster. Performing Arts
- > Staff/teacher committee counsellors
- > Have elementary teachers spend a day or two
- > Event. Free food for High schoolers
- > PTA Meetings. School staff meetings. Block party. Feeder school. Survey current students + feeder schools. Next door. Survey schools that already remodeled
- > Other community groups. Kateri Park. IRCO, Engaging BiPoc families in community
- > Check in with other schools-what worked-what didn't- Franklin?”
- > Staff meetings. Class announcements. Community events – block party. Feeder schools. Input survey. Student surveys
- > Richmond neighborhood association. SE examiner. Open house. QR code
- > Local girl scout/ boy scout troops etc.
- > Hold smaller meetings by neighborhood
- > Play up to students and allow them to contribute via survey. Announce at assembly w/ committee member speaking
- > Booths at farmers markets
- > Local youth sports organization like SE Portland girls’ basketball. SE soccer clubs etc.”
- > Send monthly newsletters update from each meeting
- > Student leadership team to spread information to existing High School students
- > FACT Oregon family networks (work with families with youth disabilities, special education, etc.
- > Show up at sporting events- QR codes for information
- > Social media- targeted promoting by zip code is inexpensive next door is free a+ reaches geographic communities
- > Portland govt can have a survey page. CHS PTA. CHS Foundation
- > Messaging through Triverty. Post mig. In school announcements

Appendix: CPC #1 Feedback, cont.

General Comments, multiple categories

- > Get wild
- > View of power (public image)
- > Student/youth participation in design process (ownership), trauma informed design, inspiring/ beautiful place to learn (source of neighborhood pride), reasonable budget
- > Plan agreed upon by majority, that is safe, modern + quality construction at strong value/ low cost. Plan that will improve the local area + community aesthetically, functionally and educationally.
- > Can grow academically, socially + personally and through their extra curriculars, stem, fine arts + performing, CTE. A community invested in and school feels welcoming
- > A safe beautiful place to learn and grow that anchors the community and reflects its values
- > Solutions that respect past. Respect future. Address safety. Community driven solutions. On budget on time. Little student disruptions
- > 1. Safe school 2. Minimal disruption 3. Streamline time line from start to completion 4. Community acceptance of design 5. Universal facility school fields etc. 6. Long standing facility (timeless)
- > Light & air. Third spaces. Community amenity. Technical spaces. Ancillary building at field. Not leave a hole in the neighborhood. Feel like WA high was exceptional.

Appendix: CPC #1 Feedback, cont.

Question 2: What are some community engagement ideas?

- > “Link in Monday emails that link to summary of meetings”
- > “Articles in SE examiner & Sellwood Bee”
- > “Check in with other schools-what worked-what didn’t- Franklin?”
- > “Hold smaller meetings by neighborhood”
- > “Send monthly newsletters update from each meeting”
- > “Social media- targeted promoting by zip code is inexpensive next door is free a+ reaches geographic communities”
- > “Offer tour of a school that has been modernized. ”
- > “Build this into curriculum for classes- design process in technology class, student survey run by leadership class, etc.”
- > “Posters in existing spaces where students can write what they’d like to see in the type of space-library, gym, cafeteria, etc. Essentially meet people where they are-literally”
- > “Make it a classroom activity”
- > “PTA messaging”
- > “Booth at Clinton St fair. Social media”
- > “ Bus tour to other facilities”
- > “Connect with middle school groups”
- > “Social media account for Cleveland modernization specifically”
- > “Staff/teacher committee counsellors”
- > “Coaches”
- > “Families. PTA. Foundation. Booster. Performing Arts”
- > “Other community groups. Kateri Park. IRCO, Engaging BiPoc families in community”
- > “Local girl scout/ boy scout troops etc.”
- > “Local youth sports organization like SE Portland girls’ basketball. SE soccer clubs etc.”
- > “Show up at sporting events- QR codes for information”
- > “Student leadership team to spread information to existing High School students”
- > “Robotics, affinity groups, St equity canal. Class cabinets”
- > “Student groups. Leadership. Athletes. Care”
- > “Report to PTA”
- > “Posters with QR codes for survey”
- > “ Play up to students and allow them to contribute via survey. Announce at assembly w/ committee member speaking”
- > “Staff meetings. Class announcements. Community events – block party. Feeder schools. Input survey. Student surveys”
- > “Teachers have students fill out online survey (+ open spaces for ideas) during instruction time”
- > “Arts (film, fine arts, music, music production) in the neighborhood for possible partnerships* there are a lot!”
- > “This groups extends out to their networks”
- > “Booths at farmers markets”
- > “Block party. Open house @ 8th grade open house”
- > “So many problems to solve! Staff meetings. Block party”
- > “PTA Meetings. School staff meetings. Block party. Feeder school. Survey current students + feeder schools. Next door. Survey schools that already remodeled”
- > “Messaging through Triverty. Post mig. In school announcements”
- > “FACT Oregon family networks (work with families with youth disabilities, special education, etc.”
- > “Have elementary teachers spend a day or two”
- > “Portland govt can have a survey page. CHS PTA. CHS Foundation”
- > “Online Survey-short and sweet-QR code-make QR code flyer-student govt.”
- > “Richmond neighborhood association. SE examiner. Open house. QR code”
- > “Event. Free food for High schoolers”
- > “Events on the field. Open house. Online survey. Assembly speaker. Student govt”

Appendix: What is a Modernization?

Current Process (Comprehensive Plan)

- > Broad community input
- > Engagement centering marginalized groups
- Adaptation of the Ed Spec for this school & site
- > Assessment of existing building(s) and site(s)
- > Approximate footprint, and height of school building(s)
- > Summary of major building systems
- > Summary of important goals that will influence design of school and site
- > Where on the site(s) the school and fields will be located, whether existing building(s) will remain
- > Outline partner and wrap-around service space
- > Estimate of probable construction cost & schedule

Future Process (Design)

- > Detailed meetings with school building user groups
- > Detailed building plans
- > Final materials for look and feel of school building
- > Specifics: storage, technology, lighting, colors
- > Decisions about where specific offices, classrooms, or support spaces will be located

Other Forums:

- > Decisions about staffing, enrollment, curriculum, building name or other subjects outside Office of School Modernization purview

» [link to guiding documents](#)

Appendix: What are the PPS Guiding Documents?

PPS Comprehensive HS Education Specifications

» [LINK to document](#)

PPS Energy & Sustainability Standards

» [LINK to document](#)

PPS Technical Design and Construction Standards

» [LINK to document](#)

PPS Vision

» [LINK to document](#)

PPS Long Range Facilities Plan

» [LINK to document](#)

Purpose

"Building design characteristics that establish the ways facilities support programs and curriculum" equitably across all high schools

"Goals, processes and strategies for occupant health, indoor air quality, and resource efficiency"

Provide reference standards for building materials

Focuses on "what we want to be true for our graduates"

Defined "Planning Principles" to express District values for physical space as a reflection of the Graduate Portrait

Example

11 Science Labs, 1,500 square feet each; "Supports biology, chemistry, physics, anatomy, physiology, geology and astronomy curriculums"

"All bond projects will commence with an Integrated design charrette . . . strategies and systems necessary to meet the EUI target and district climate policy goals"

"Windows should be designed to contribute to daylighting without introducing unnecessary glare and minimizing heat gain"

"Includes a Graduate Portrait; a set of Educator Essentials; a set of Educational System Shifts; and a set of Core Values."

"District buildings will include gender-neutral facilities with appropriate signage and recognize all personal pronouns in signage"

the CPC will use to:

recommend CHS-specific adjustments for specialized programs

look for building/site options that support passive solar & other strategies

review existing conditions analysis in making recommendations to retain or remove existing structures

reference LRFP for Planning Principles

confirm building includes dedicated space for community programs, wellness, inclusion

The Design Advisory Group (DAG) will use to:

understand functional requirements of school (storage, technology, etc)

understand design team's approach

understand design team's selections

reference LRFP for Planning Principles

consider how design process & building will be organized to best support Planning Principles