

mahlum STUDIO PETRETTI  
ARCHITECTURE



05 DECEMBER 2023  
COMPREHENSIVE PLANNING COMMITTEE MEETING #3

# Cleveland High School CPC

PORTLAND PUBLIC SCHOOLS

GROVER CLEVELAND HIGH SCHOOL



# 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

### Studio Petretti



**Amanda Petretti**  
Design Strategy



**Hannah Allender**  
Design and Engagement



**Luke Smith**  
Design and Presentation

### The Shalleck Collaborative



**Adam Shalleck**  
Principal

### After Bruce



**Thy Daniels**  
Project Manager



**Mireaya Medina**  
Co-lead



**Rhonda Teeny**  
Engagement Co-lead

### Architectural Resources Group

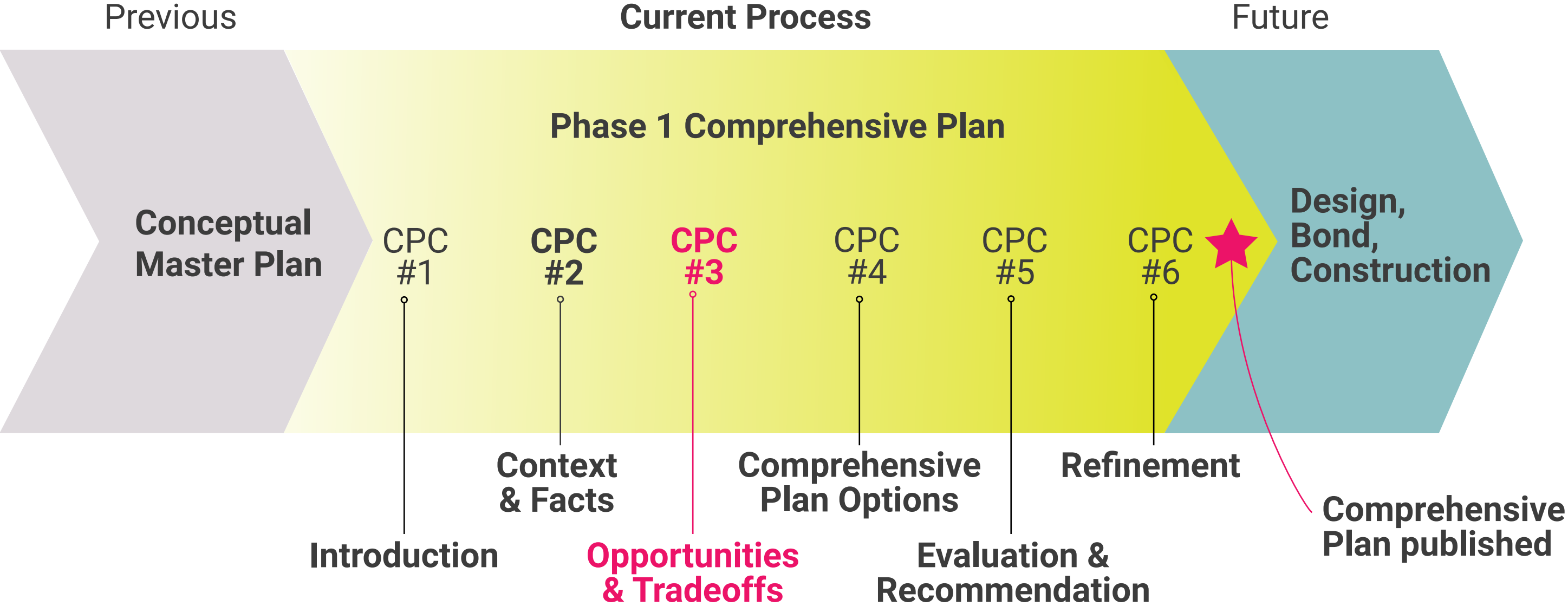


**Matt Davis**  
Principal



# CPC Process

Comprehensive Planning Schedule (detail)





# CPC #2 Overview

## Context & Facts

### Information about:

- > Community-based engagement
- > PPS modernizations
- > Building/site context

### Requested CPC Feedback:

- > What makes CHS unique?
- > Evaluation criteria
- > PPS-owned sites





# CPC #3 Preview

## 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

Existing Building Feedback

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PPS

There are existing features in the original CHS building (1929) that carry memory/ nostalgia and historical interest. We might have the opportunity to keep certain portions of the structure, salvage elements, or echo beloved features in a new building. What are your thoughts?

Building Location	Interest/Value	Potential Challenges
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Program Components

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PPS

CHS is currently organized so all of the interior "program" spaces (classrooms, gym, theater, offices, etc) are collocated on one site. In the modernization, we have options to place some elements on different sites. Would you rather see . . .

Place one dot on each black line to indicate where you fall on the spectrum

Theater / performing arts collocated with main HS programs

vs

Theater / performing arts separate from main building

Multnomah County Health Center collocated with main HS programs

vs

Multnomah County Health Center separate from main building

Student parent center collocated with main HS programs

vs

Student parent center separate from main building

PE interior spaces collocated with main CHS programs

vs

PE interior spaces near track and fields

PPS PREFERS TO PROVIDE SOME PARKING FOR STAFF, WHERE FEASIBLE:

On-site surface parking

vs

Open space on sites

Budget for structured parking

vs

Budget for Ed Spec facilities

MAHLUM | Studio Petretti



# CPC #3 Preview

## Desired Outcomes

- > Work is rooted in community-based voices.
- > CPC knows how the modernized site and building program interact with the CHS sites and existing building.
- > CPC shares priority trade-offs and pathways forward.







# Community-Based Engagement

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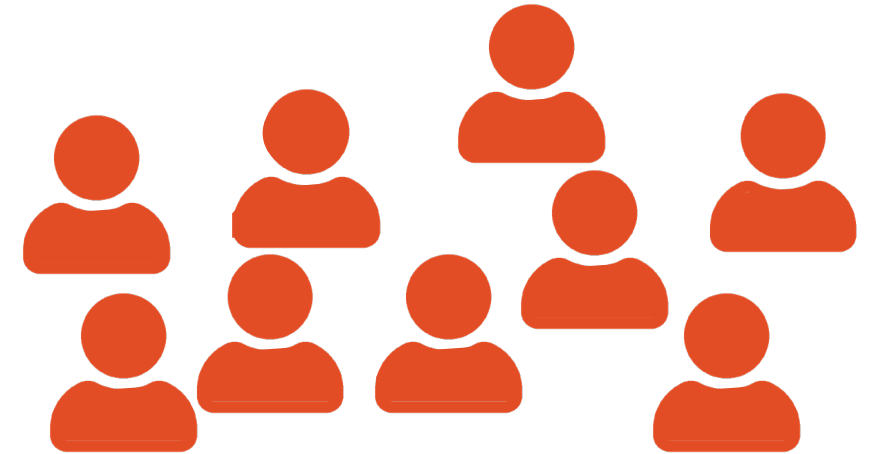


# Community-Based Engagement

Types of engagement we're doing

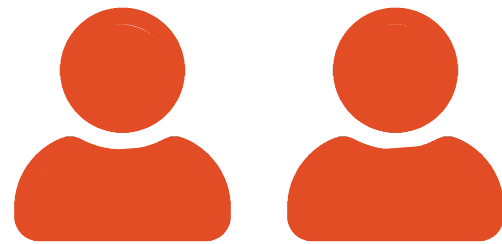


Survey



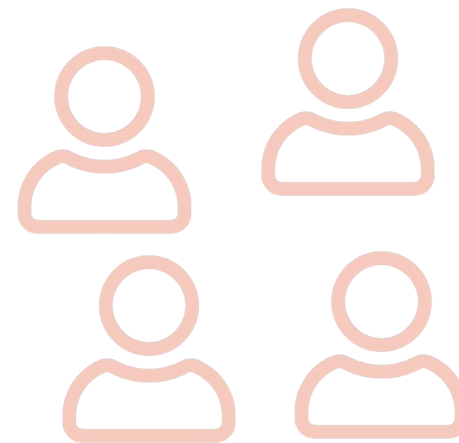
**Community Listening Sessions  
& Office Hours**

Mid December - February



**Stakeholder Interviews**

November to mid-December



DIY Facilitators Guide

# Community-Based Engagement

Who we'll be talking to

## Stakeholders

- > Jo Ann Wadkins - Principal
- > Student advisors
- > Special education staff
- > Community based organization leaders

## Community Listening Sessions

- > Disability Communities
- > Community based organizations
- > English Language Learners
- > Broader intergenerational community
- > Student Leaders of Affinity Groups + Friends
- > Students + Families of Color

## Office Hours

- > Community-led
- > Vibrant, inclusive + interactive
- > Share knowledge + learn from one another
- > Sense of togetherness + encourages active participation
- > Opportunity for Q + A



# 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

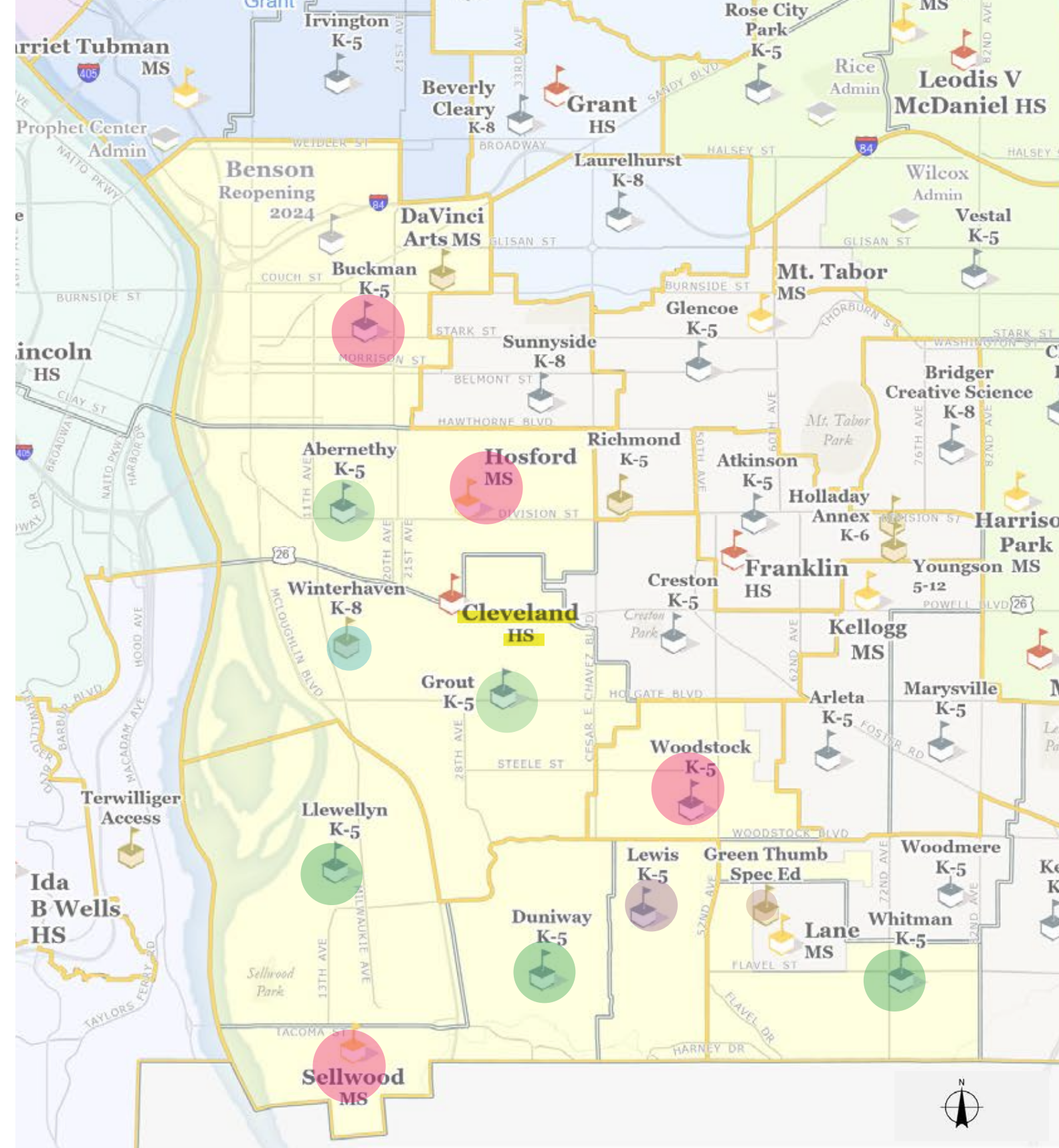


# Community-Based Engagement

## CPC #2 Information Request

### Functional Capacity

- > Buckman K-5: 654 students
- > Hosford MS: 696 students
- > Sellwood MS: 683 students
- > Woodstock K-5: 648 students
- > Abernethy K-5: 522 students
- > Grout K-5: 510 students
- > Llewellyn K-5: 528 students
- > Duniway K-5: 552 students
- > Whitman K-5: 493 students
- > Winterhaven K-8: 261 students
- > Lewis K-5: 442 students
- > Green Thumb Spec. Ed: 130 students





# Community-Based Engagement

CPC #2 Shareback

Speech + debate  
champs

Students interact with  
neighborhood walking  
between locations

Kids feel like part  
of community

Weight rooms give a  
sense of community,  
an alternative to class  
sitting. Focus on  
athletics.

Flex spaces for  
student life +  
clubs

CHS doesn't have a  
space for welcoming  
outside organizations  
or community uses.

» [link to full list](#)

# Site Development

CPC #2 Shareback: All sites

Site 01



- > ...Least "exciting"...fails to solve many issues re: relationship between school, fields, neighborhood
- > Having students all together in one building (Positive!)

Site 02



- > (Keep 1929 facade) and close 26th so it's not right at the street
- > Best overall option (if) underground parking, bridge over 26th.

Site 03

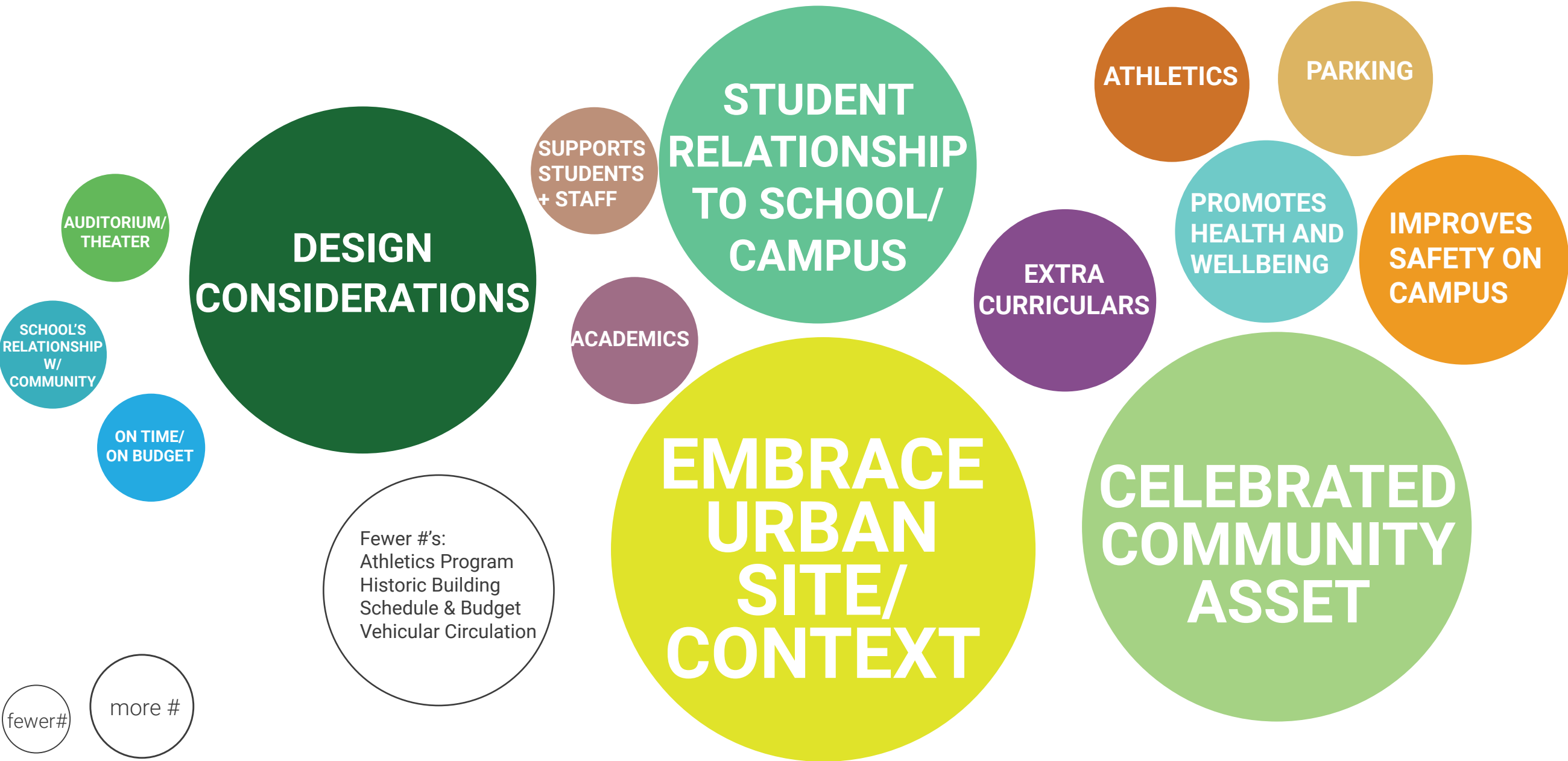


- > Like: more space, more distance from Powell, (no student move during construction)
- > Concern: distance to fields

» [link to full list](#)

# Vision Development

CPC #2 Emerging Themes



Scale based on input #'s

» [link to full list](#)



# Vision Development

## Draft Vision Statement

The Modernized CHS will draw inspiration from its unique urban context to create a vibrant campus that supports students, respects its neighbors and enhances the school's position as a community asset.

# Vision Development

## Draft Goal Statements

The Modernized CHS will...

- > Embrace the urban context of the CHS sites
- > Enhance CHS's position as a celebrated community asset
- > Create a welcoming environment that supports students and staff
- > Promote health and wellness
- > Encourage academic and extracurricular excellence







# Education Specifications


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# Education Specifications


What is an Ed Spec?

- > A set of **building design characteristics** that establish the ways the facilities support program and curriculum.
- > Establishes a **baseline of equitable facilities standards** for school construction efforts across PPS.
- > Will be tailored through the planning process to suit the **individual school**.
- > Includes an **area program** which identifies the area and quantity and size of spaces.

» [link to PPS Comprehensive HS Ed Spec](#)



Education Specifications  
(Comprehensive High Schools)



Portland Public Schools | Portland, Oregon  
Revised September, 2017

Classroom Utilization Comparison Example

Ed Spec (1,700 Students)

	Total SF	SF/75	TS	Util	Students per Classroom Range	Stud - low	Stud - high
General Classroom	34,800	980	35	95%	20	30	665
Science	16,500	1,500	11	95%	20	30	209
Specialized Instruction	varies	varies	18	90%	20	30	324
PE/Athletics	varies	varies	4	75%	20	30	60
Special Education	5,000	500	10	70%	20	30	28
Small Instructional							42
Total	281,370		80	70%	20	30	1,420

Proposed Program at 80% (1,700 Students)

	Total SF	SF/75	TS	Util	Students per Classroom Range	Stud - low	Stud - high
General Classroom	33,750	850	40	85%	20	30	675
Science	16,800	1,500	11	85%	20	30	190
Specialized Instruction	varies	varies	20	75%	20	30	300
PE/Athletics	varies	varies	5	50%	20	30	50
Special Education	5,000	500	10	70%	20	30	42
Small Instructional							63
Total	281,370		89	70%	20	30	1,257

Proposed Program at 70% (1,700 Students)

	Total SF	SF/75	TS	Util	Students per Classroom Range	Stud - low	Stud - high
General Classroom	33,750	850	40	75%	20	30	596
Science	16,800	1,500	11	75%	20	30	168
Specialized Instruction	varies	varies	20	75%	20	30	168
PE/Athletics	varies	varies	5	50%	20	30	50
Special Education	5,000	500	10	70%	20	30	42
Small Instructional							63
Total	281,370		89	70%	20	30	1,156

Yellow cells denote variables

Arts: Areas identified for performing arts, band/orchestra, and choir should be sufficient to accommodate the percentage of student enrollment taking these classes. Credit requirements will likely not require the need for additional spaces beyond what is identified in the area program.

Special Education: Special education classrooms include learning resource centers (LRC), behavioral classrooms, and medically fragile classrooms. The number of special education classrooms within each high school will be dependent on the number of students requiring special education instruction. The number of classrooms specified in the area program for 1,700 students is based on a District-wide average of SPED students. The threshold for changing the number of learning centers should be about 4-10 students receiving special education.

24 AREA PROGRAM INTRODUCTION




# Education Specifications


What is an Ed Spec?

- > Strives to **provide parity** of program by starting with the same components at each comprehensive high school.
- > Specific enough to **outline desired building design characteristics** that all comprehensive high schools in PPS should have.
- > Broad enough to **allow site based design decisions and modifications**, and **can adapt** to meet site specific building and site constraints as well as program needs.

» [link to PPS Comprehensive HS Ed Spec](#)



Education Specifications  
(Comprehensive High Schools)



Portland Public Schools | Portland, Oregon  
Revised September, 2017

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Small Instructional							0
Total	281,370		89	70%	20	30	1,136

Yellow cells denote variables

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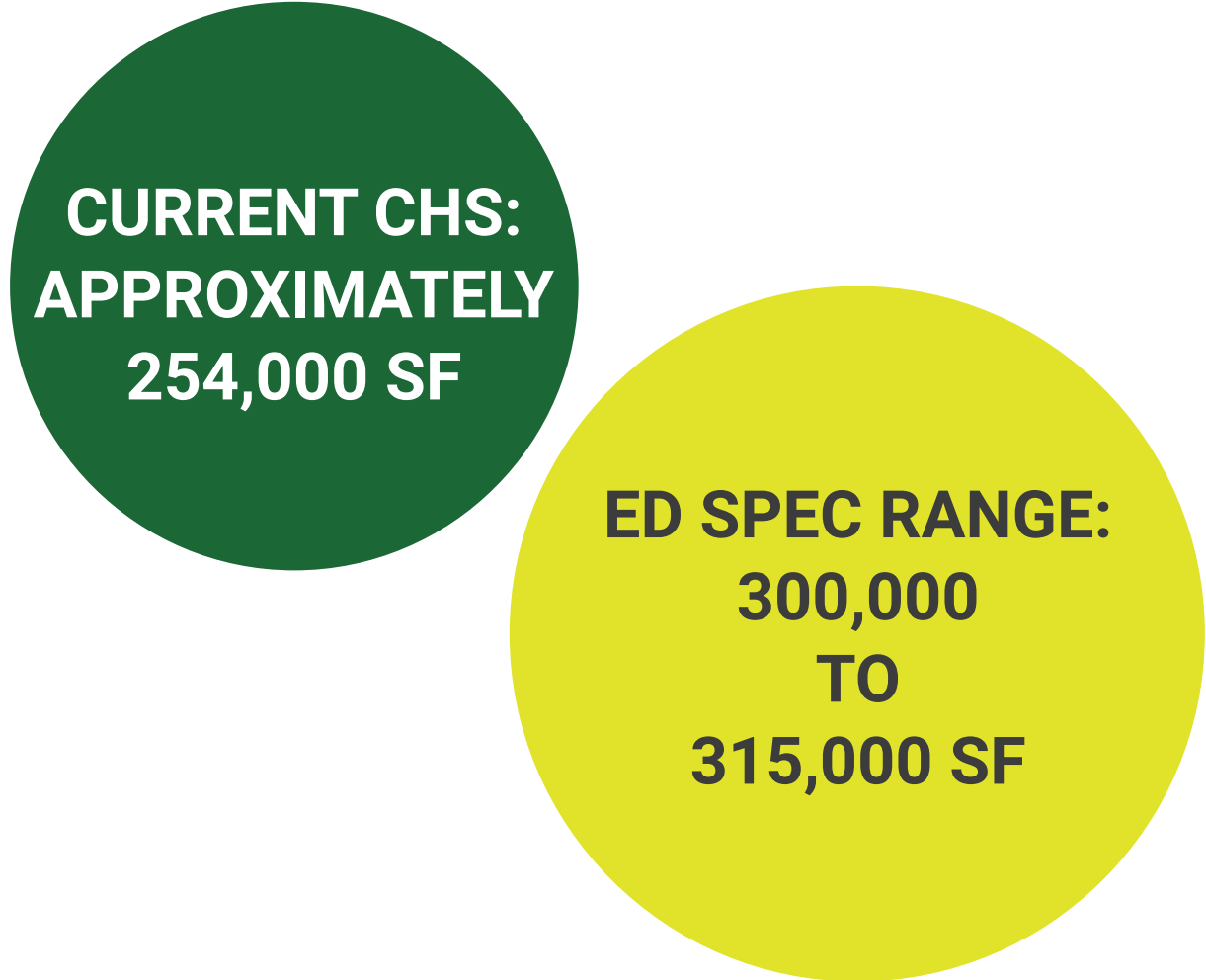
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24 AREA PROGRAM INTRODUCTION

# Education Specifications

Program spaces included in the Ed Spec that Cleveland currently does not have:

- > Teacher Planning / Collaboration Areas
- > Smaller Instruction Spaces
- > Flexible Learning Areas
- > Larger Main Gym
- > Auxillary Gym
- > Clothing/Food Closet
- > Teen Parent Services (Early Head Start Program)



**CURRENT CHS:  
APPROXIMATELY  
254,000 SF**

The diagram consists of two overlapping circles. The left circle is dark green and contains the text 'CURRENT CHS: APPROXIMATELY 254,000 SF'. The right circle is yellow and contains the text 'ED SPEC RANGE: 300,000 TO 315,000 SF'. The circles overlap in the center.

**ED SPEC RANGE:  
300,000  
TO  
315,000 SF**

» [link to PPS Comprehensive HS Ed Spec](#)



# School Tours

## High School Modernizations



Lincoln High School

MAHLUM | Studio Petretti



Grant High School



# School Tours

## Gymnasium



Lincoln High School  
MAHLUM | Studio Petretti



Grant High School



# School Tours

## Theater



Lincoln High School

MAHLUM | Studio Petretti

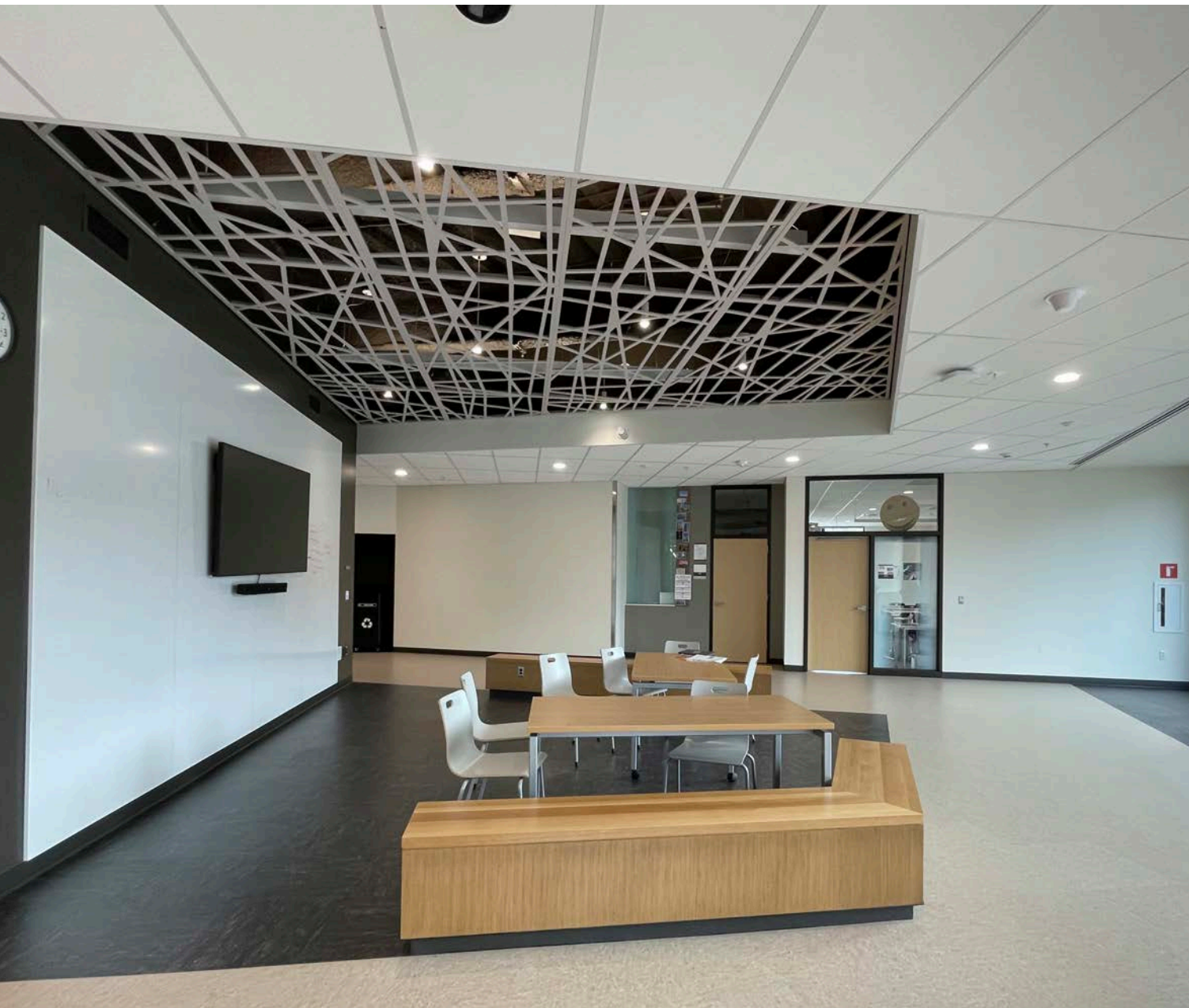


Grant High School



# School Tours

Flexible Learning



Lincoln High School  
MAHLUM | Studio Petretti



Grant High School



# School Tours

## High School Modernizations



Lincoln High School

MAHLUM | Studio Petretti



Grant High School



# School Tours

## Group Activity

Form groups of 3-4 people. Make sure each group has at least 1 person who toured Lincoln and Grant High School. SHARE...

What did you see that most clearly impacts the Cleveland HS Comprehensive Plan?

What planning ideas should the CPC consider?

What did you notice about the projects that you weren't expecting?



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# Site Program and Fit

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# Site Program and Fit

Today, we'll discuss:

How modernized CHS fits on the property, how key site uses could be accommodated:

- > Open space & outdoor student space
- > Athletics and physical education
- > Bike & automobile parking

**There are tradeoffs between these uses.  
Through an activity together, we will  
record your input on these tradeoffs.**



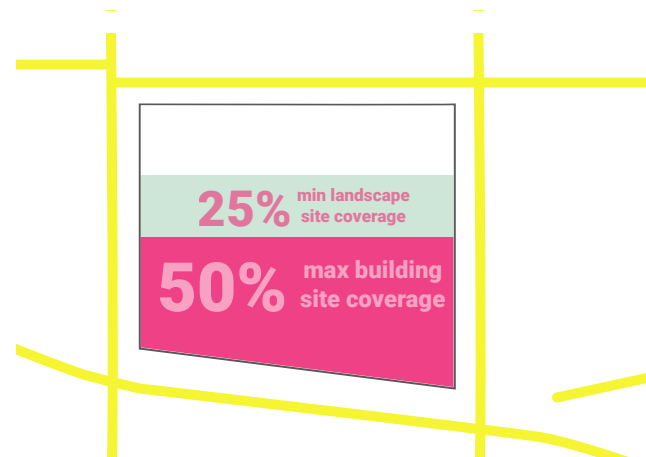


# Site Program and Fit

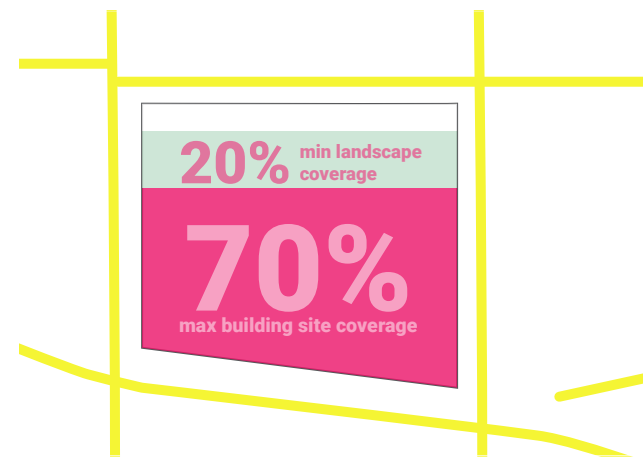
## Open Space

**There is a tradeoff between ground level green space and building height.**

Changing zoning will allow flexibility to design the right balance.



EXISTING ZONE R2.5  
50ft height limit (Inst.)



ZONE CHANGE TO "IRd"  
75ft height limit





# Site Program and Fit

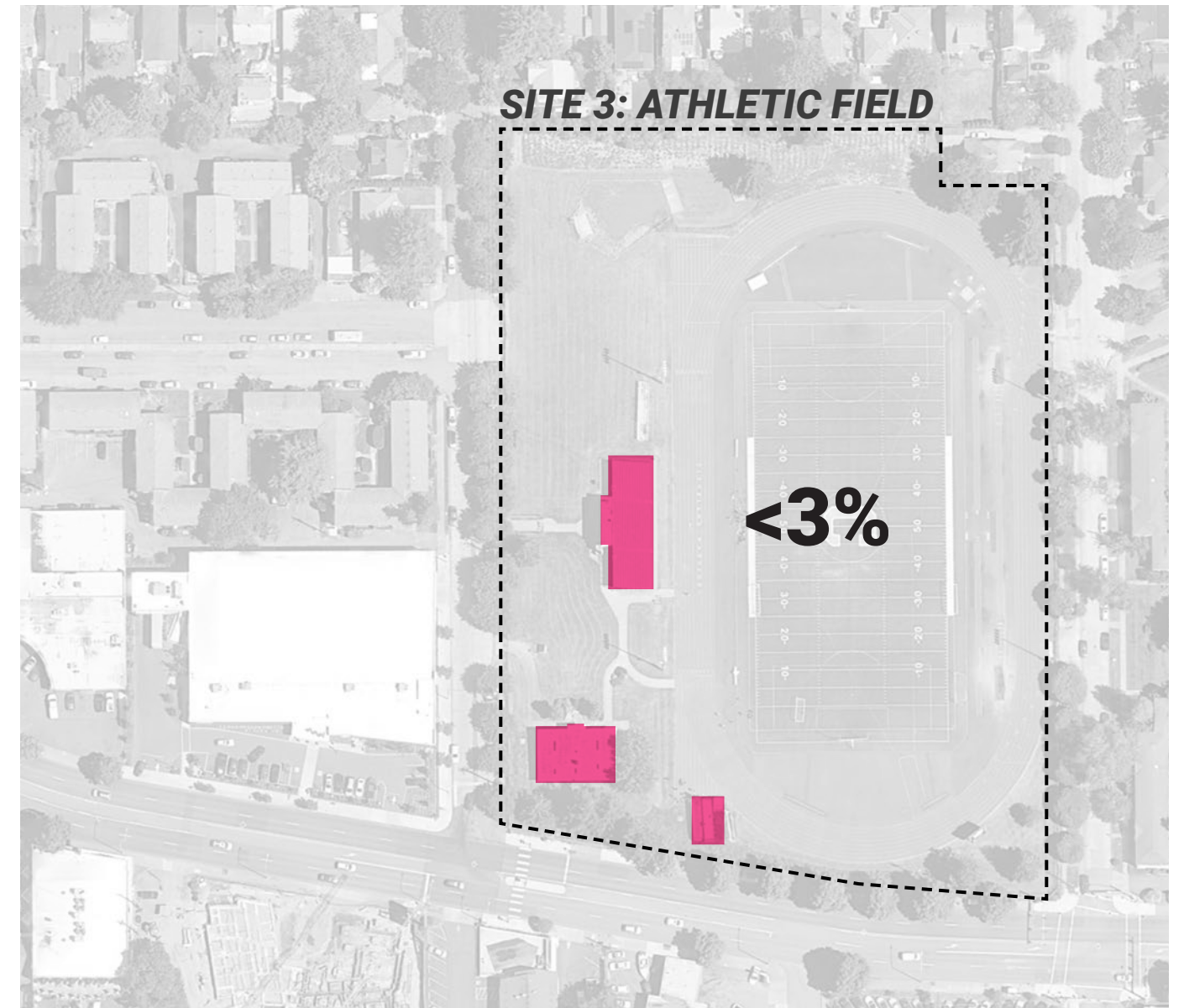
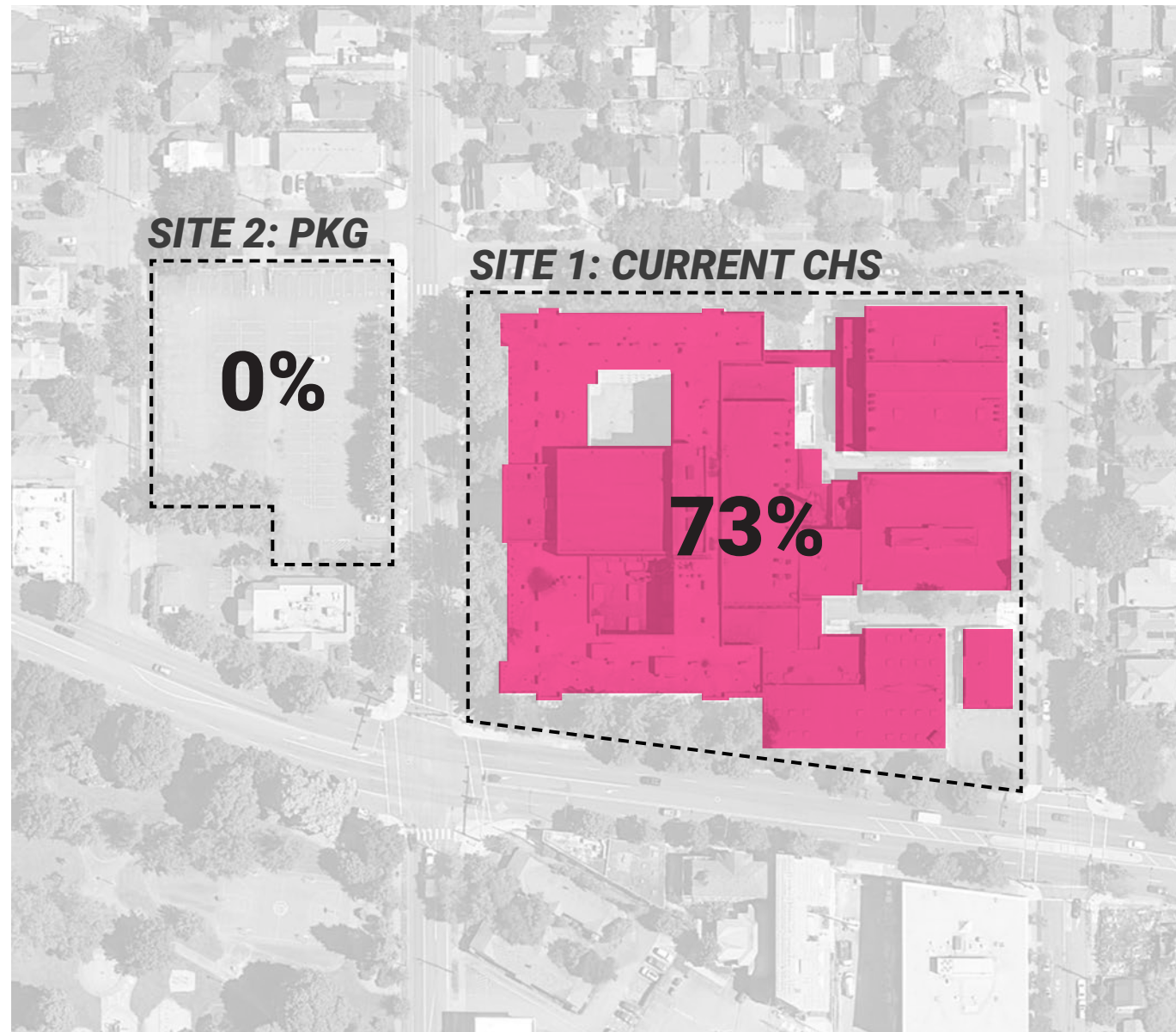
## Open Space





# Site Program and Fit

- > Existing Building Coverage on main lot is 73%, mix of 3 story and 1 story buildings
- > Slivers of landscape around edges and between additions on main block

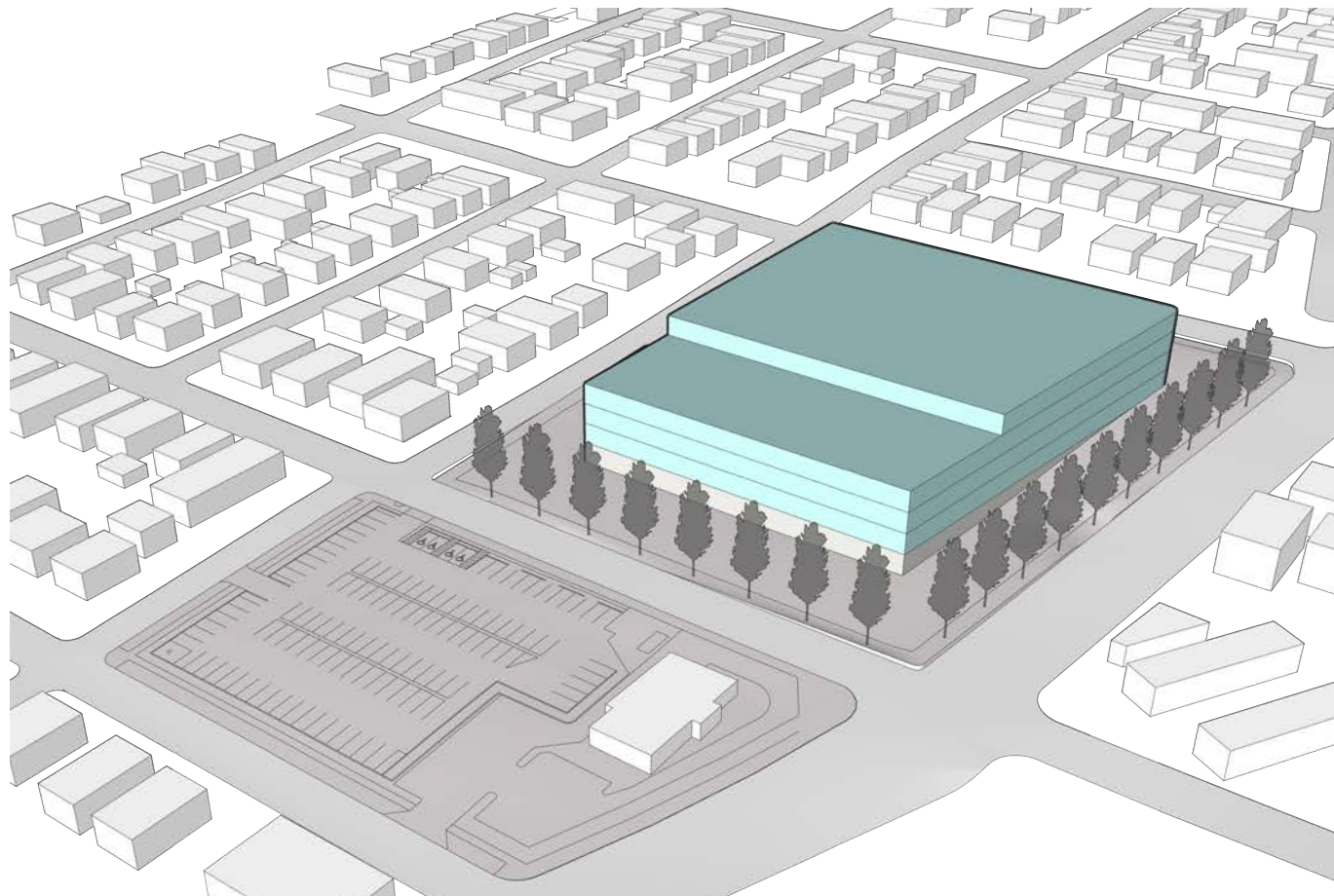




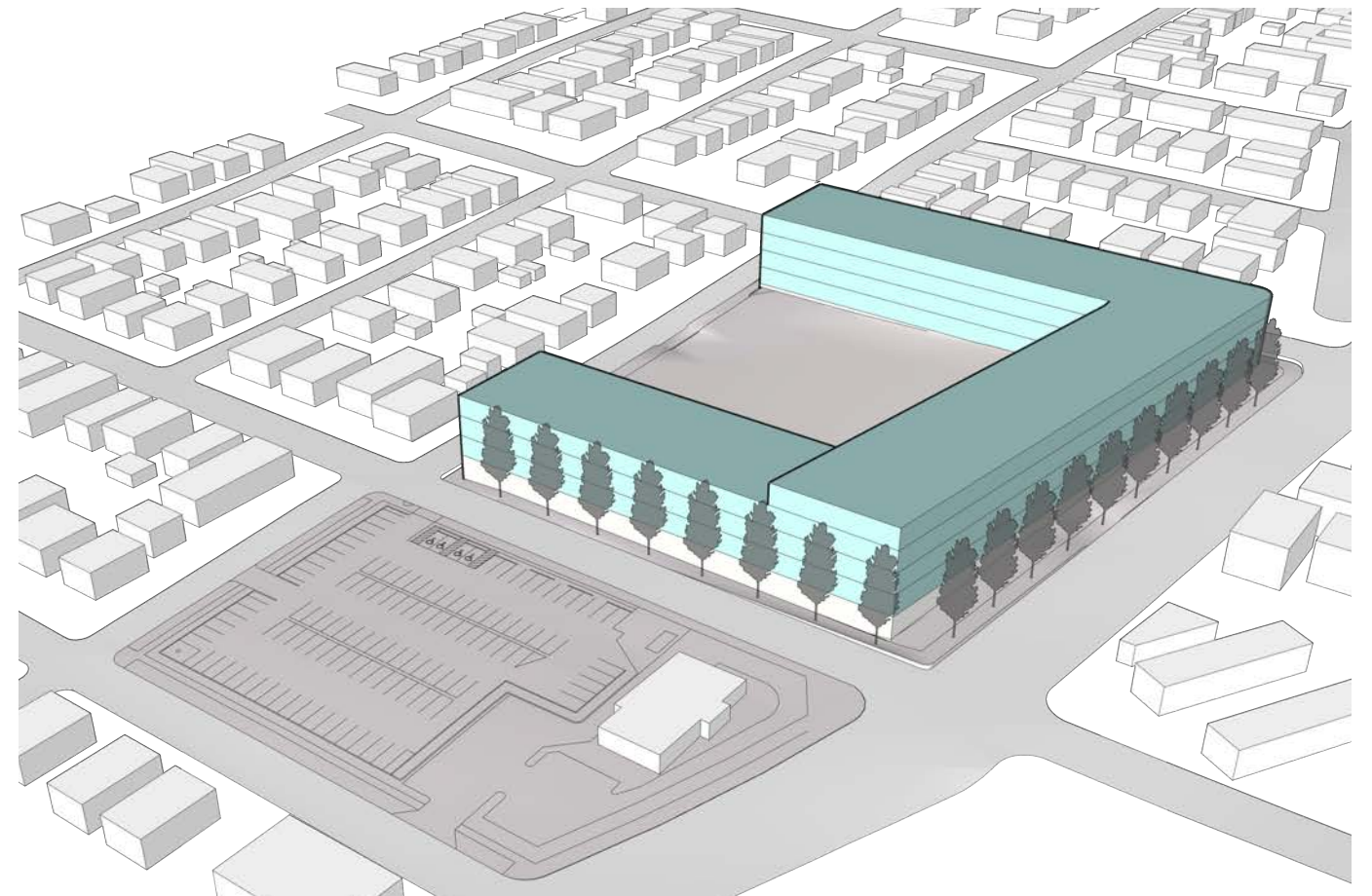
# Site Program and Fit

## Placing Building on Sites

- > **50% Building Coverage**, two approaches to fit EdSpec CHS
- > Increase setback from edges vs protected usable outdoor space



**OPEN EDGES, 4 STORIES**



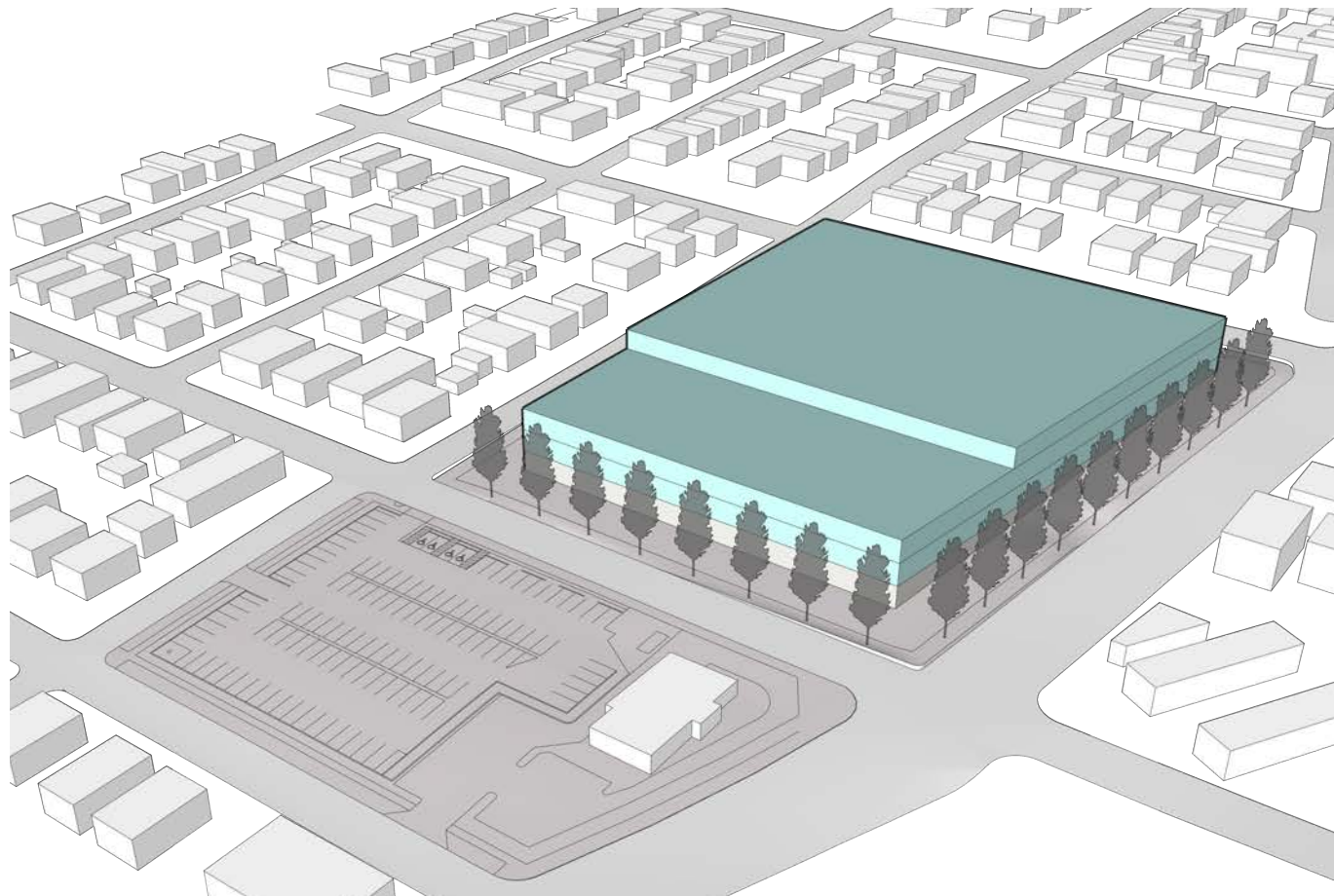
**OPEN CENTER, 4 STORIES**



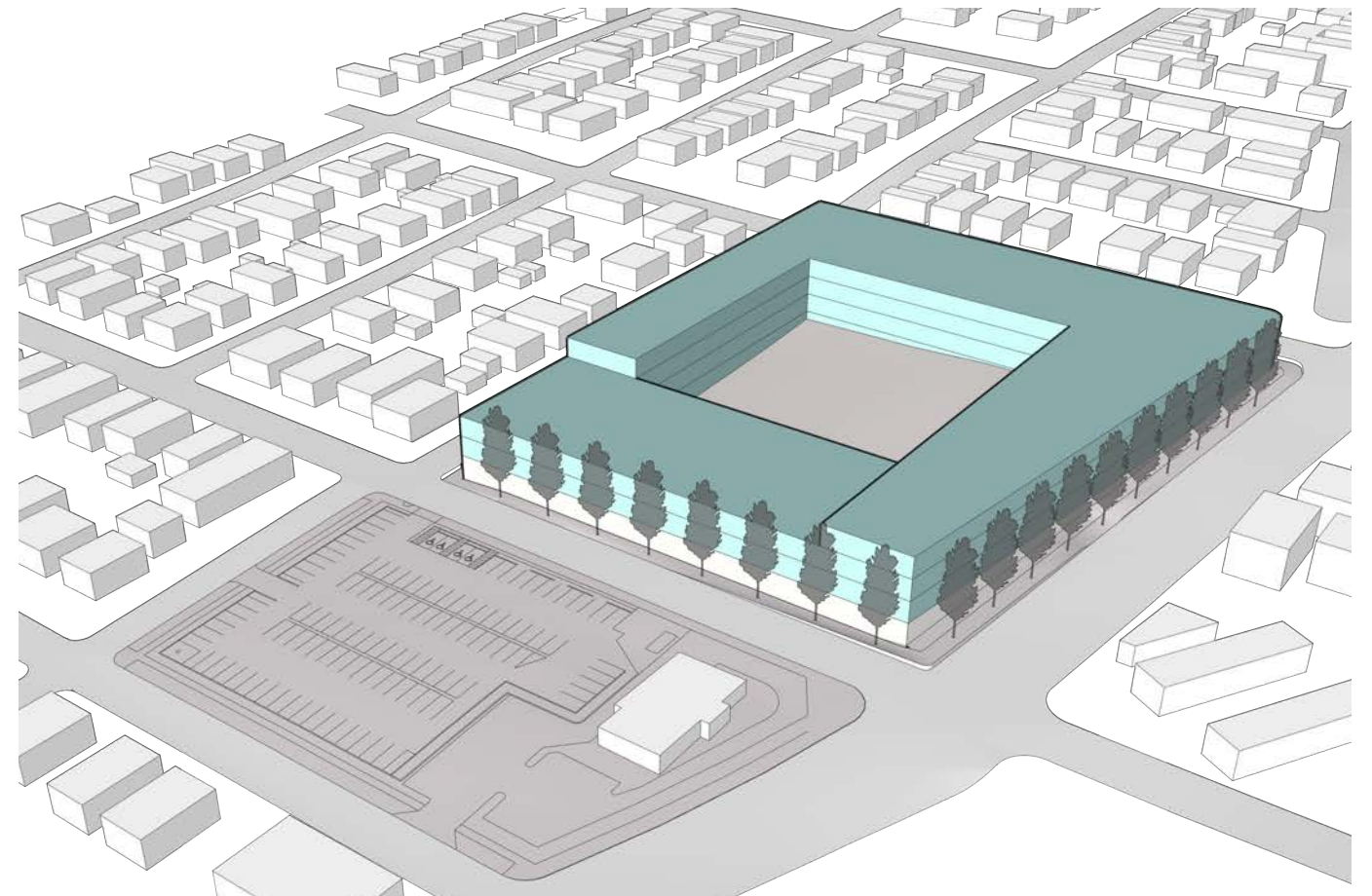
# Site Program and Fit

## Placing Building on Sites

- > **70% Building Coverage**, two approaches to fit EdSpec CHS
- > Increase setback from edges vs protected usable outdoor space



**OPEN EDGES, 3 STORIES**



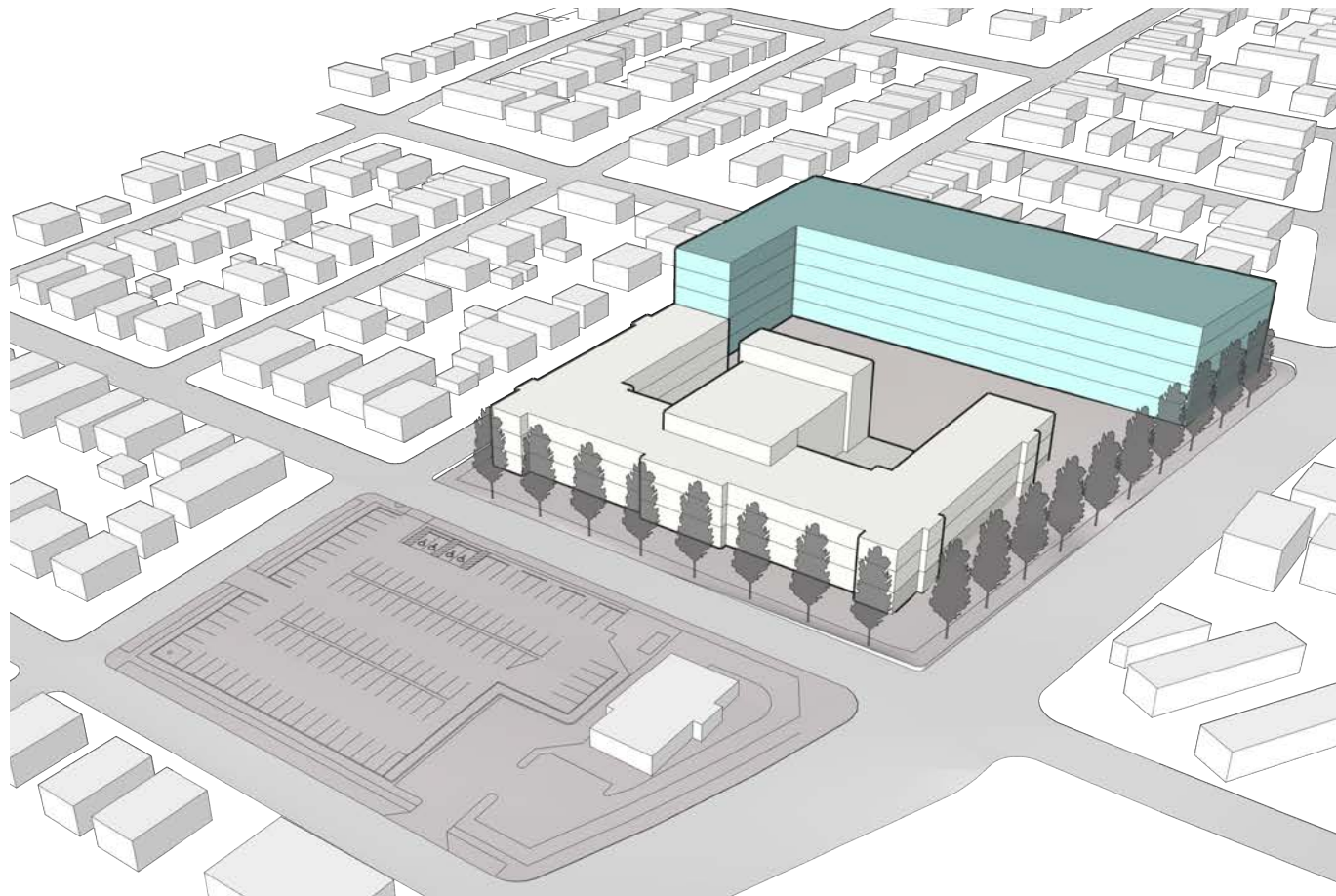
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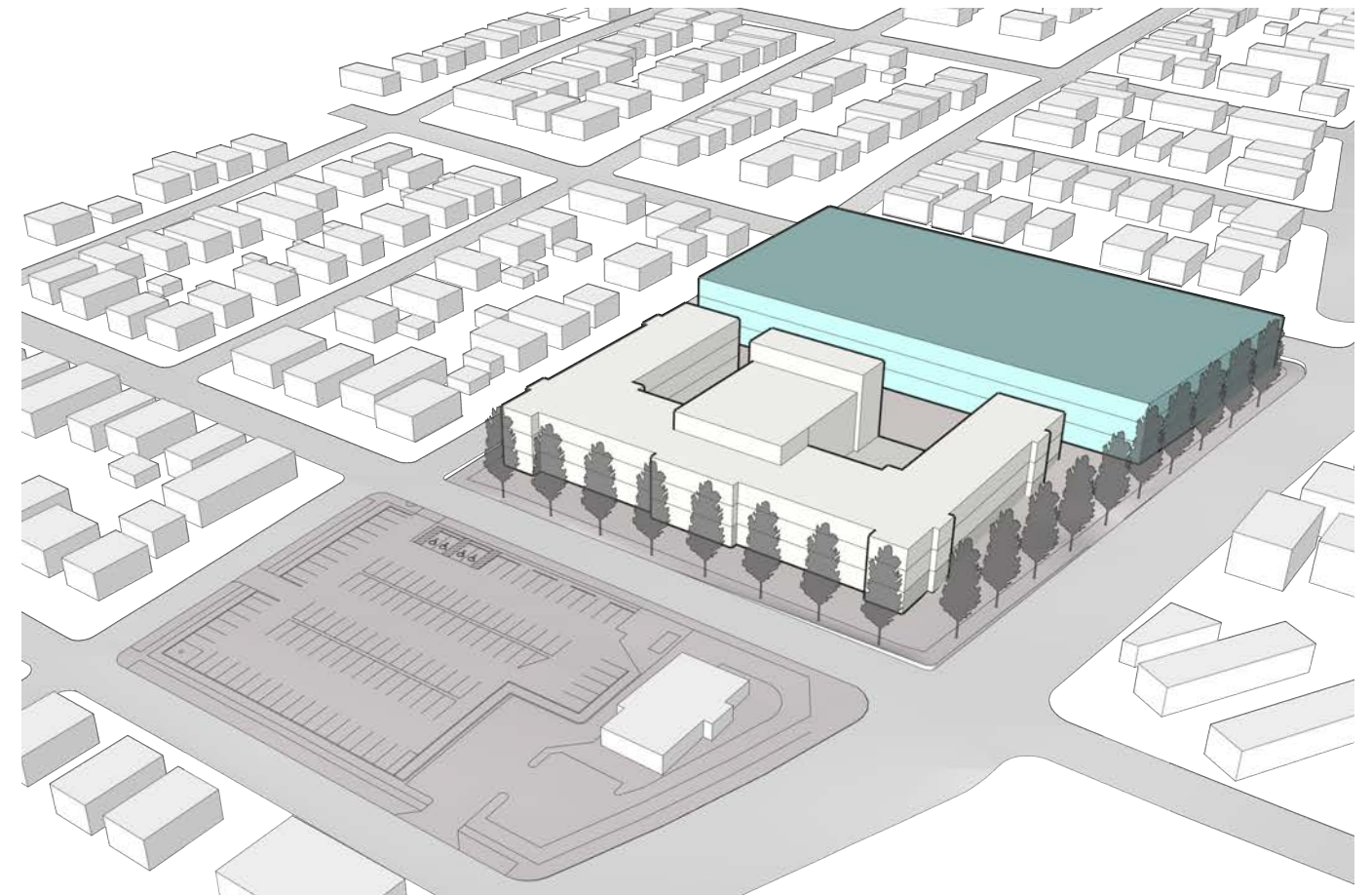
# Site Program and Fit

## Placing Building on Sites

- > **Impact of retaining 1929 existing portion of CHS (3 stories)**
- > New construction addition to achieve Ed Spec program, two approaches



**50% COVERAGE, 5 STORIES**



**70% COVERAGE, 3 STORIES**



# Site Program

Athletics and Physical Education

Existing athletics space is provided at Cleveland HS Track & Field site plus Powell Park.

Choices will need to be made about what to prioritize on the modernized campus.

## Current CHS Athletic Site Facilities:

**Track and Field**

**Football**

**Soccer**

**Lacrosse**

**PE Flex Greenspace**

Baseball (PP&R)

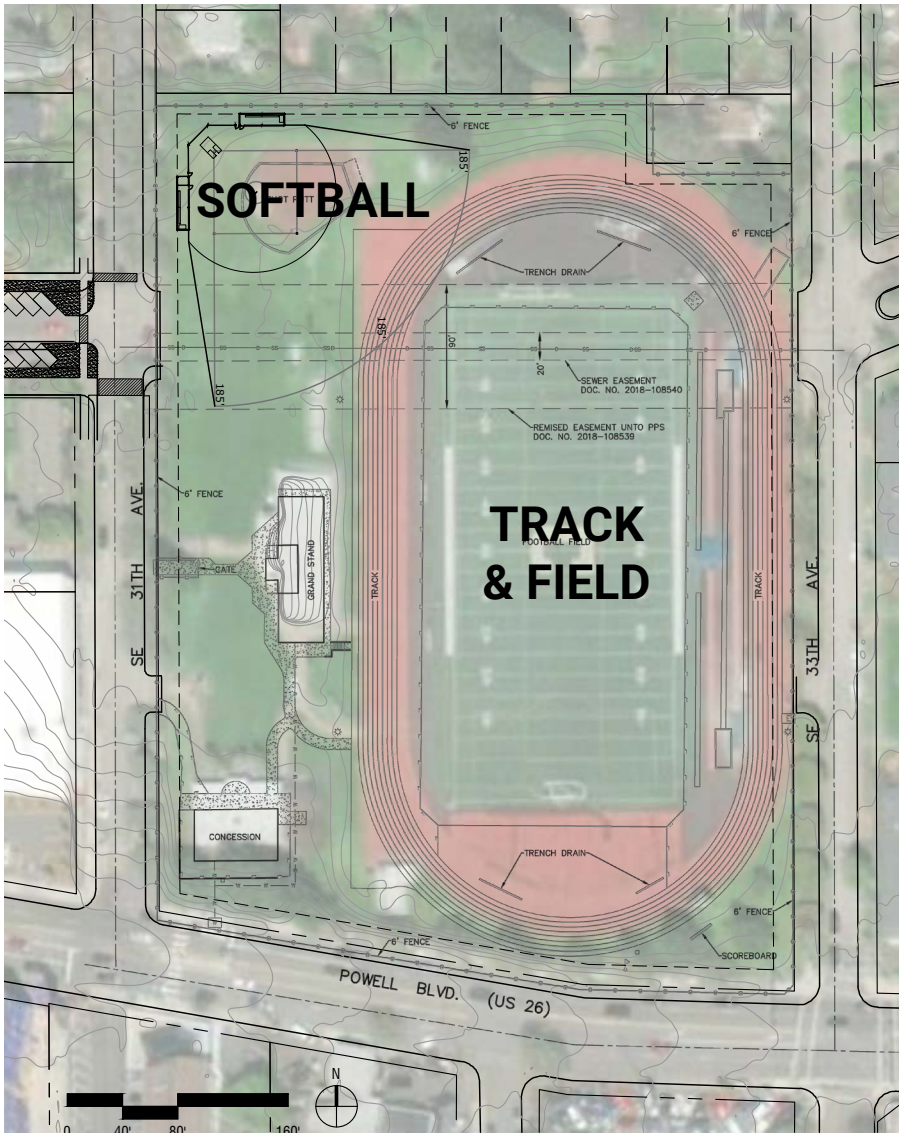
Outdoor Basketball (PP&R)



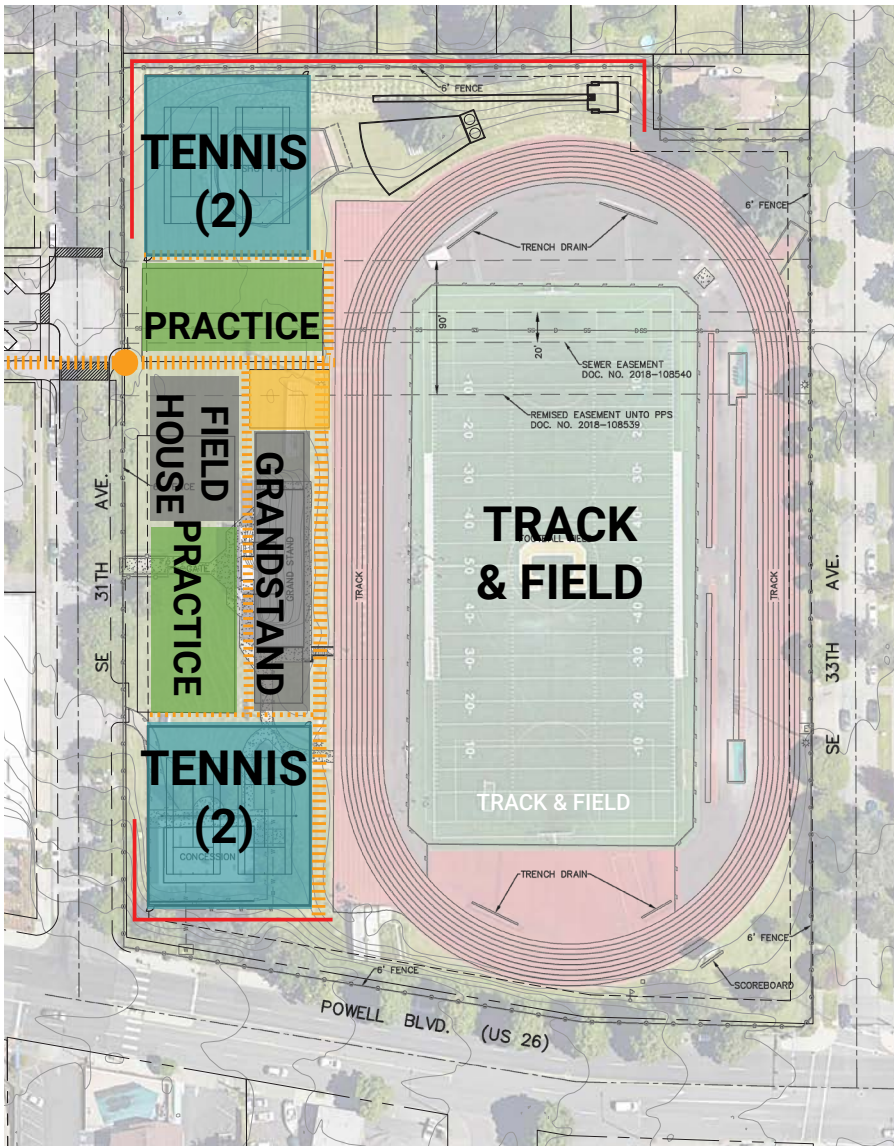


# Site Program and Fit

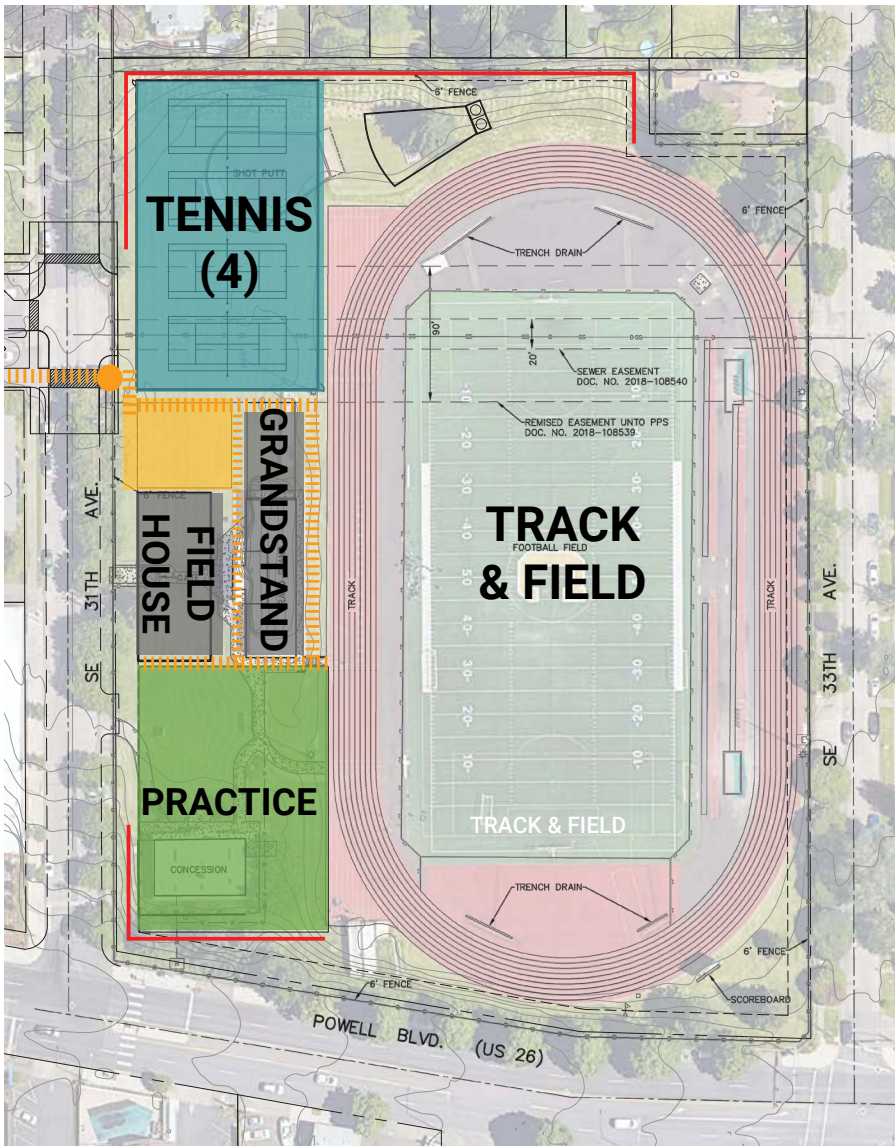
Athletics and Physical Education



Softball does not fit alongside track & field



Test fit to include tennis (4), practice space (2), field house



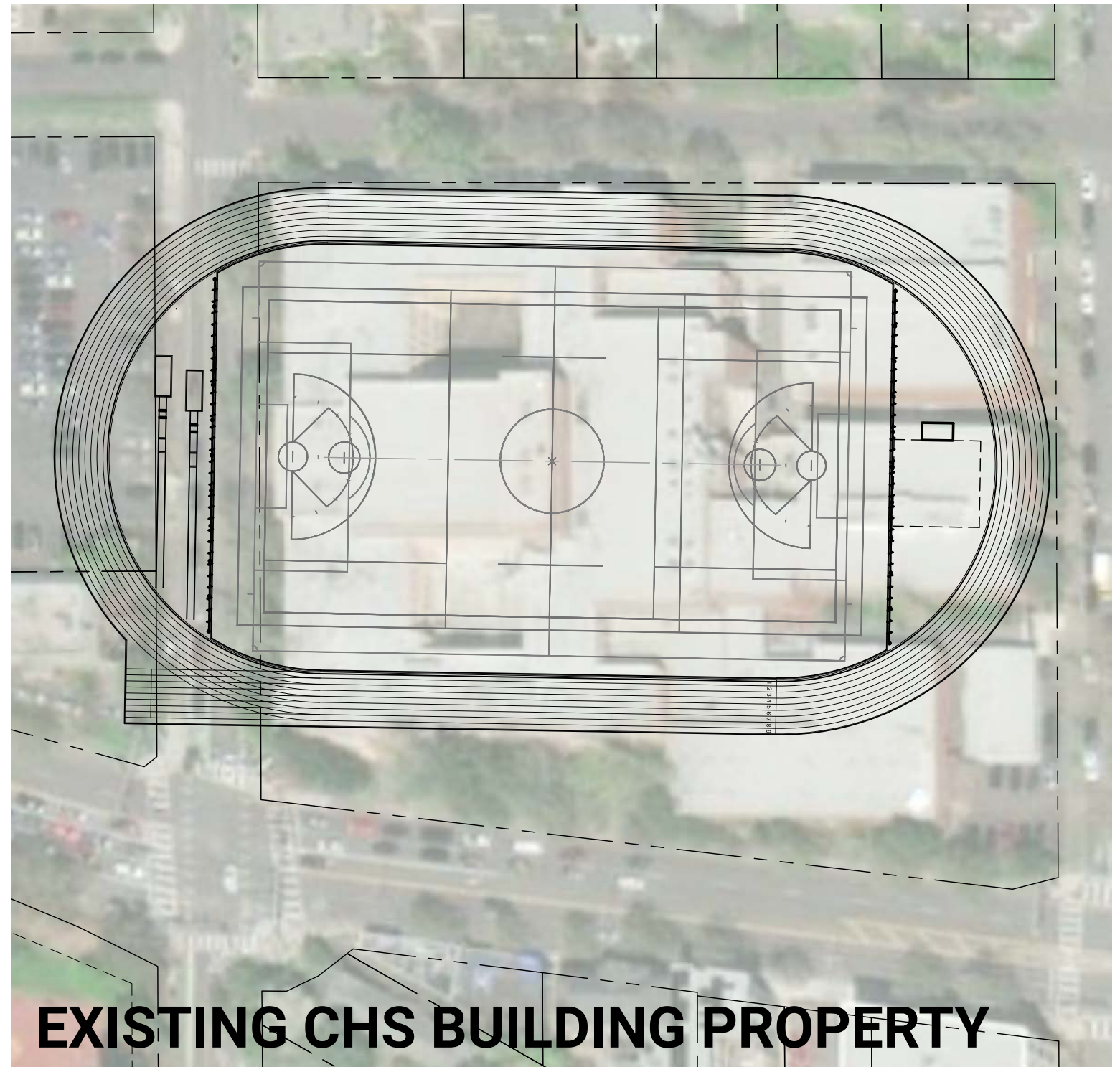
Test fit to include tennis (4), large practice space, field house



# Site Program and Fit

## Athletics and Physical Education

- > Track & field does not fit on current CHS building location (even if building is demolished)
- > SE 26th Ave cannot be closed off
- > Regrading and retaining walls required to create flat track/field
- > PPS standard grandstands do not fit
- > Expensive

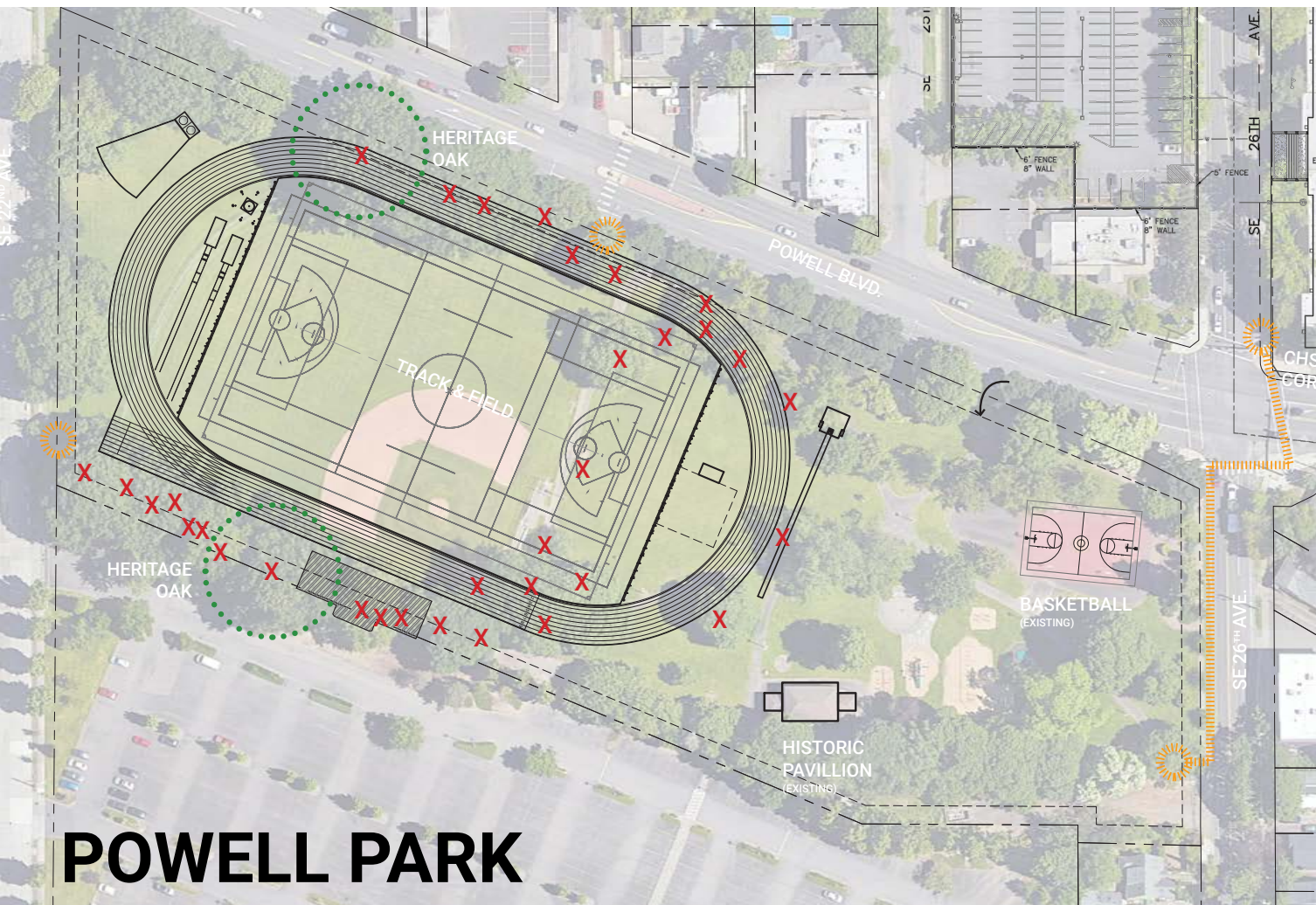




# Site Program and Fit

## Athletics and Physical Education

- > Does not support PPS standards for a track and field, does not fit
- > Large impact on heritage trees





# Site Program

## Key Uses in Project Planning

### > **Bike Parking: CODE REQUIRED**

Limited existing bike parking at Cleveland HS.

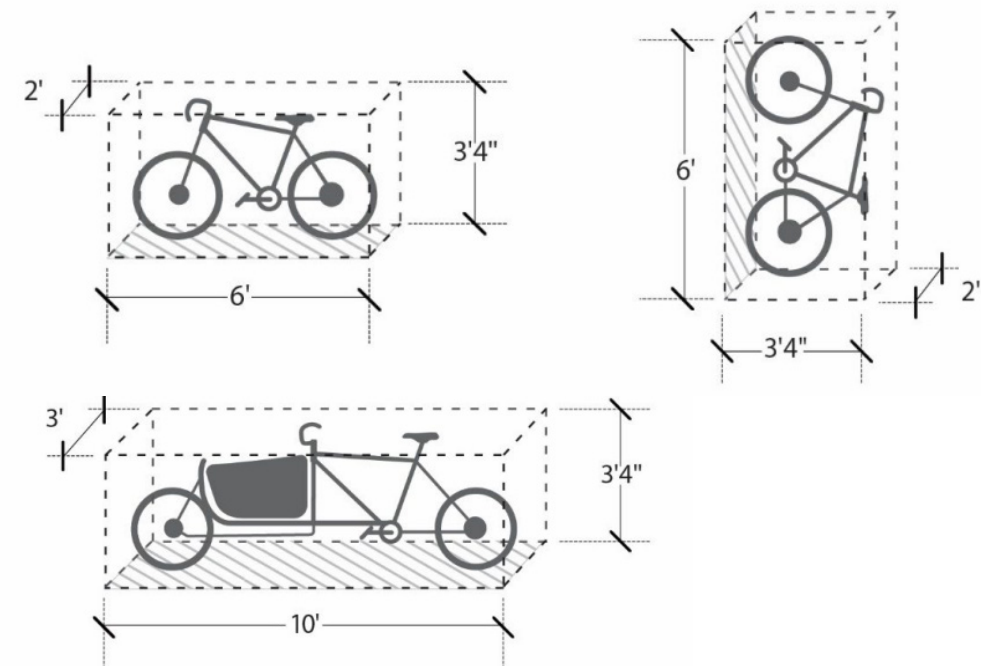
Code requires bike stalls, determined by # of classrooms. Option to provide more than the required amount.

Roughly 3,000-4,000sf for bikes = 3-4 classrooms

Half of the bike parking must be covered, some locked and some close to bldg main entry.



Above: 120 Bike Stalls at Grant High School





# Site Program

## Key Uses in Project Planning

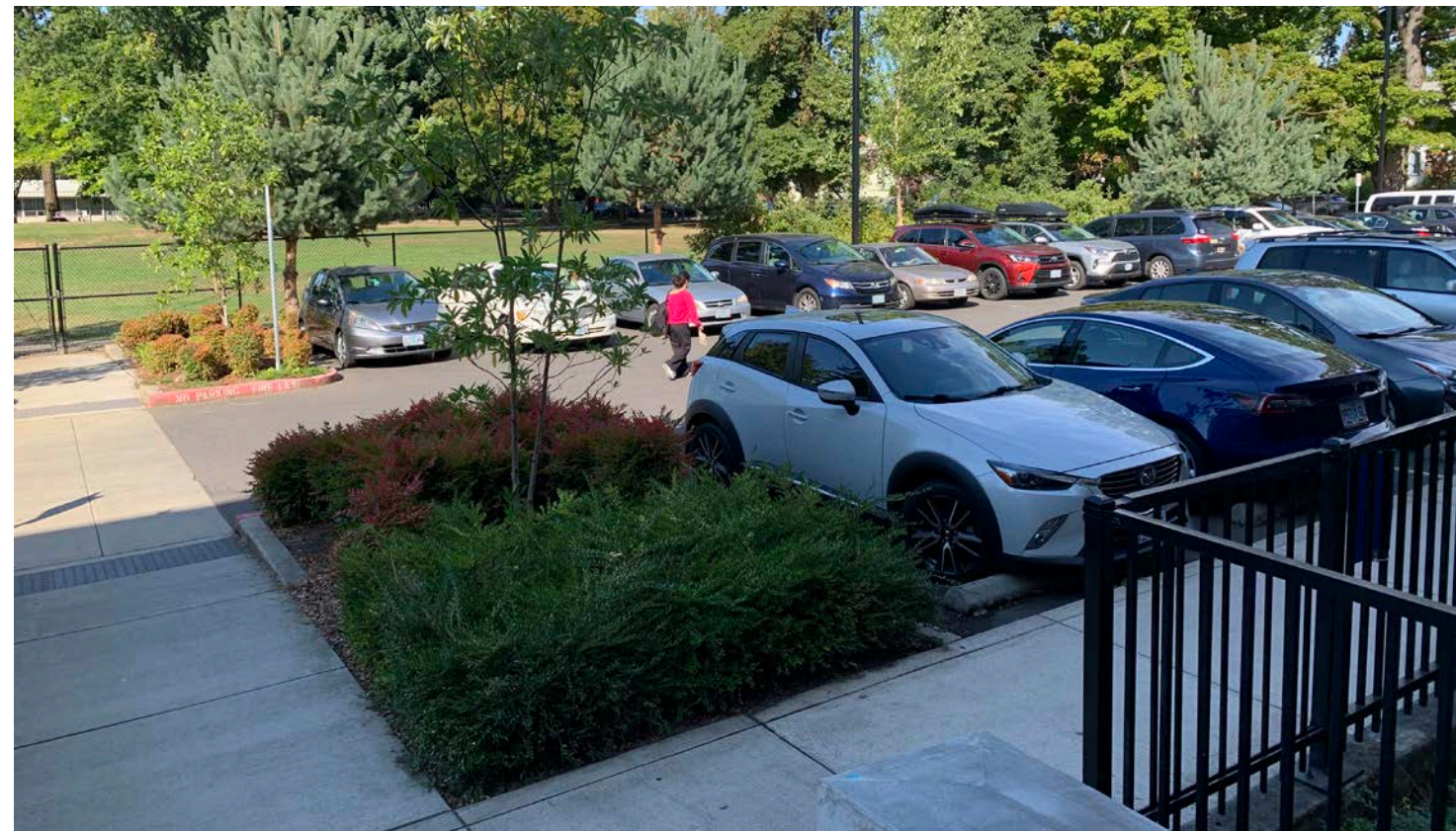
- > Automobile Parking

**Not required by code to provide parking at CHS.**

PPS prefers to provide some staff parking on the campus property where feasible.

~117 existing parking stalls, do not meet current code. **If parking remains, lot upgrades will be required** (accessibility, landscape screening, stormwater management) and will result in significant reduction in number of spaces.

Choices will need to be made about what uses to prioritize on the modernized campus.





# Existing Building

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# Existing Building

Why retain portions?

- > It can be less expensive to modernize rather than build new
- > It is less carbon intensive to modernize than to replace the structure
- > There are existing features in the original CHS building that can carry memory, nostalgia and historical interest
- > The building can be a teaching tool about history and reuse of historical structures
- > The existing building features craftwork and materials that we no longer have access to





# Existing Building

## Types of Building Reuse

- > Demolition and reuse of building elements
- > Full Modernization: reuse of structure and facade and targeted reuse of interior elements
- > Facadectomy: reuse of the facade only

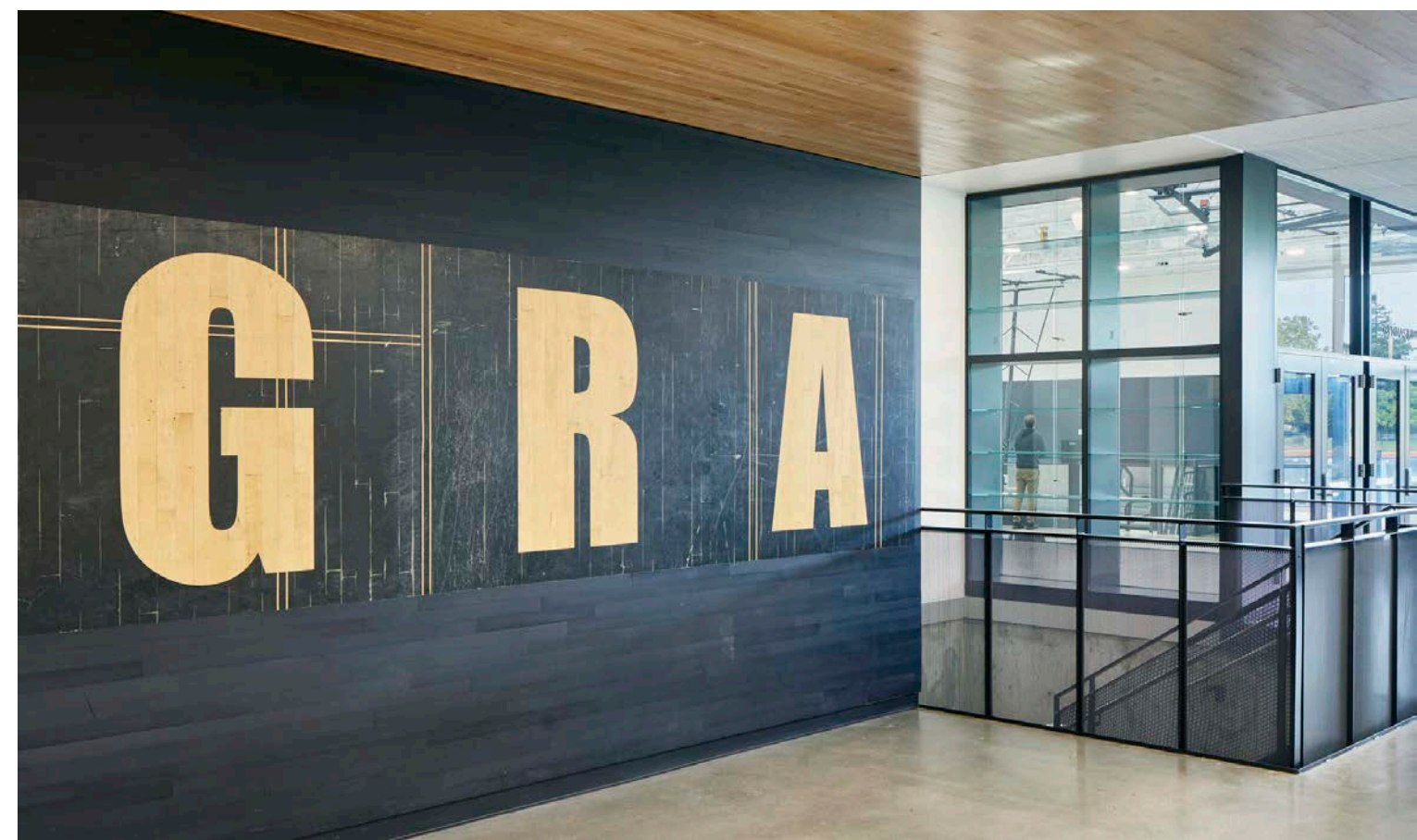




# Existing Building

Types of building reuse

- > **Reuse of building elements:** salvage and reinstallation of specific building elements like historic light fixtures or panelized wood doors.





# Existing Building

Types of building reuse

- > **Full Modernization:** Full modernization may consist of keeping only the structure and facade of the building, or it may mean that portions of the interior of the building are kept but improved with targeted upgrades.



MAHLUM | Studio Petretti





# Existing Building

Types of building reuse

- > **Facadectomy:** removal of the entire structure with the exception of the facade. This was done on portions of Benson.





# Existing Building

## Embodied Carbon

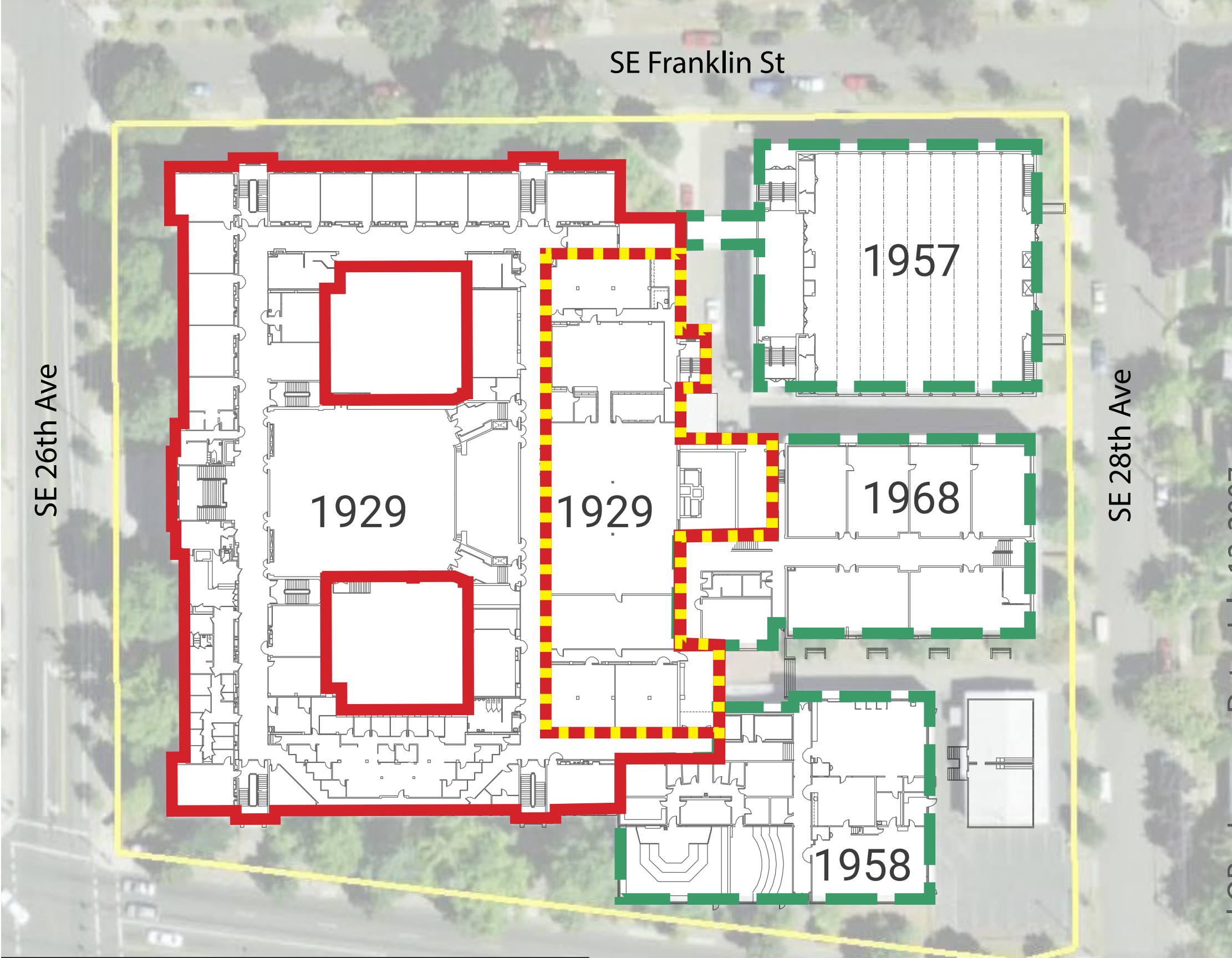
- > **Embodied Carbon:** The estimated amount of carbon that is embodied in the existing structure and facade is equivalent to...
  - > the carbon sequestered by 55,227 tree seedlings grown for 10 years
  - > 8,562,253 miles driven by an average gasoline-powered passenger vehicle








# Existing Building

## Site Plan



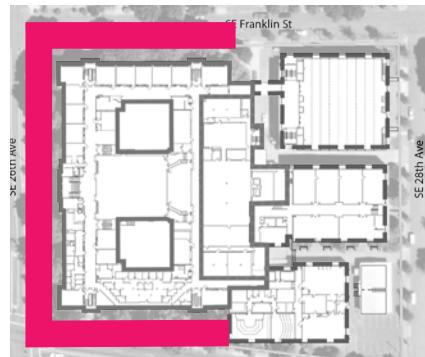
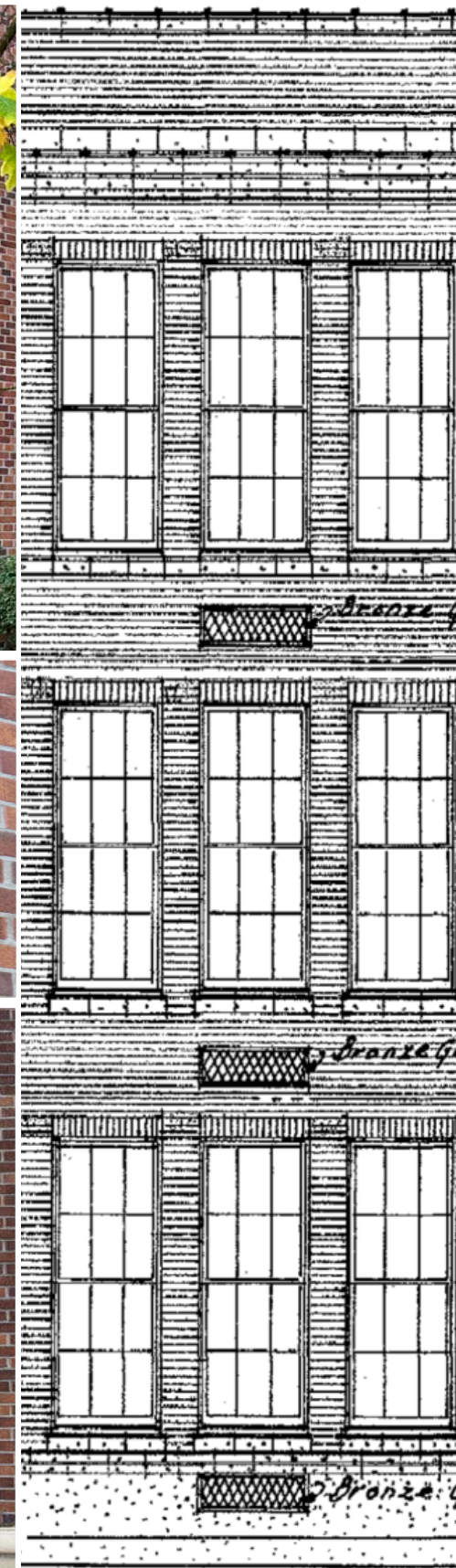
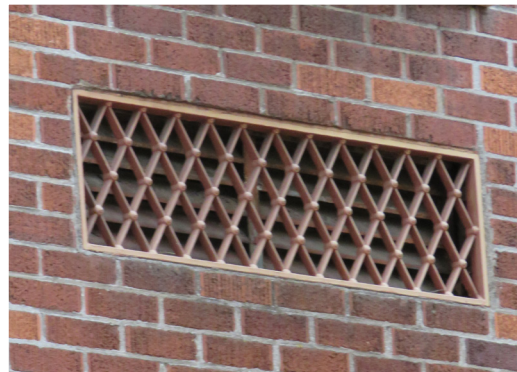
- Historical Significance  
and Building Integrity
-  Contrib: High Significance
  -  Contrib: Moderate Signif.
  -  Non-Contributing



# Existing Building

## Facade & Windows

- > Terra cotta ornament
- > Decorative brickwork
- > Bronze grilles
- > Stair tower railings
- > Wood windows at stair towers and main entry
- > Classroom windows were replaced and are not historic

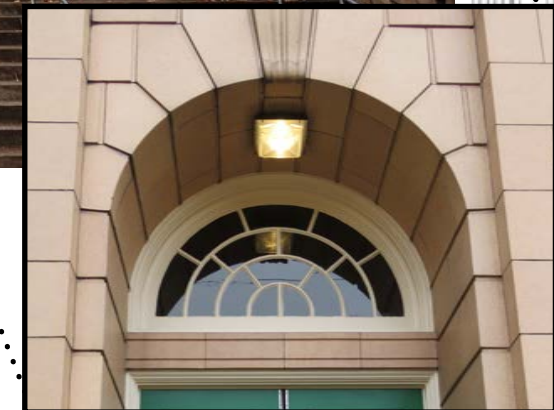
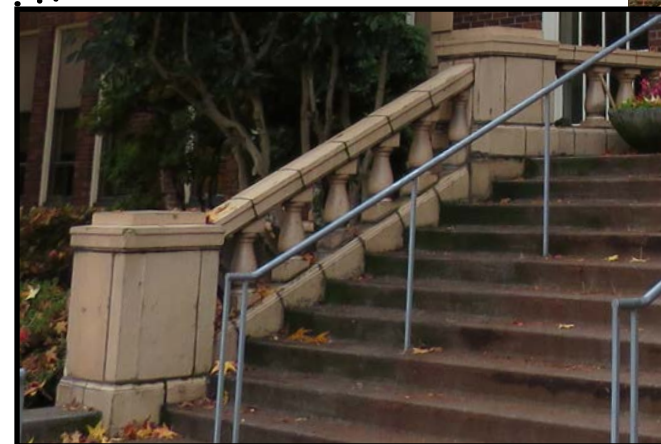
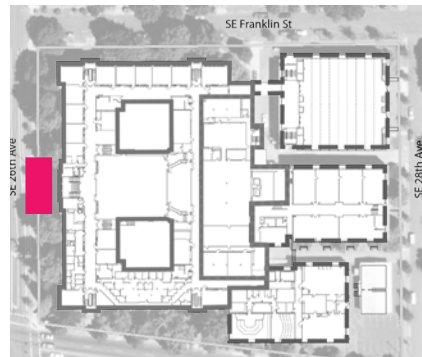
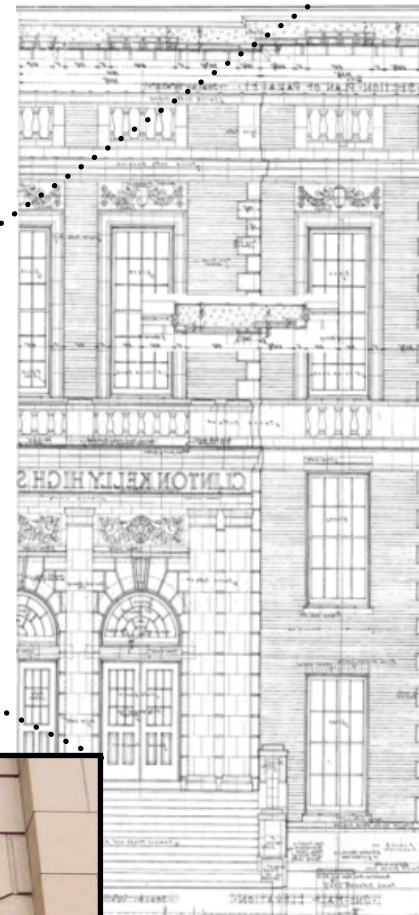




# Existing Building

## Main Entry

- > Terra cotta balustrades
- > Terra cotta facade ornament
- > Brickwork
- > Wood windows
- > Entry door transom

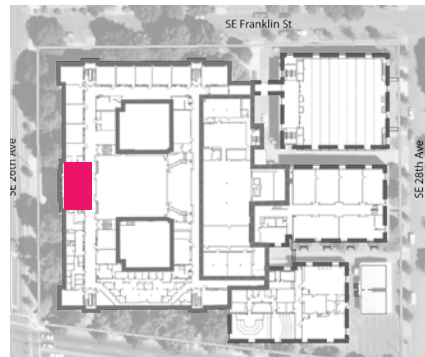
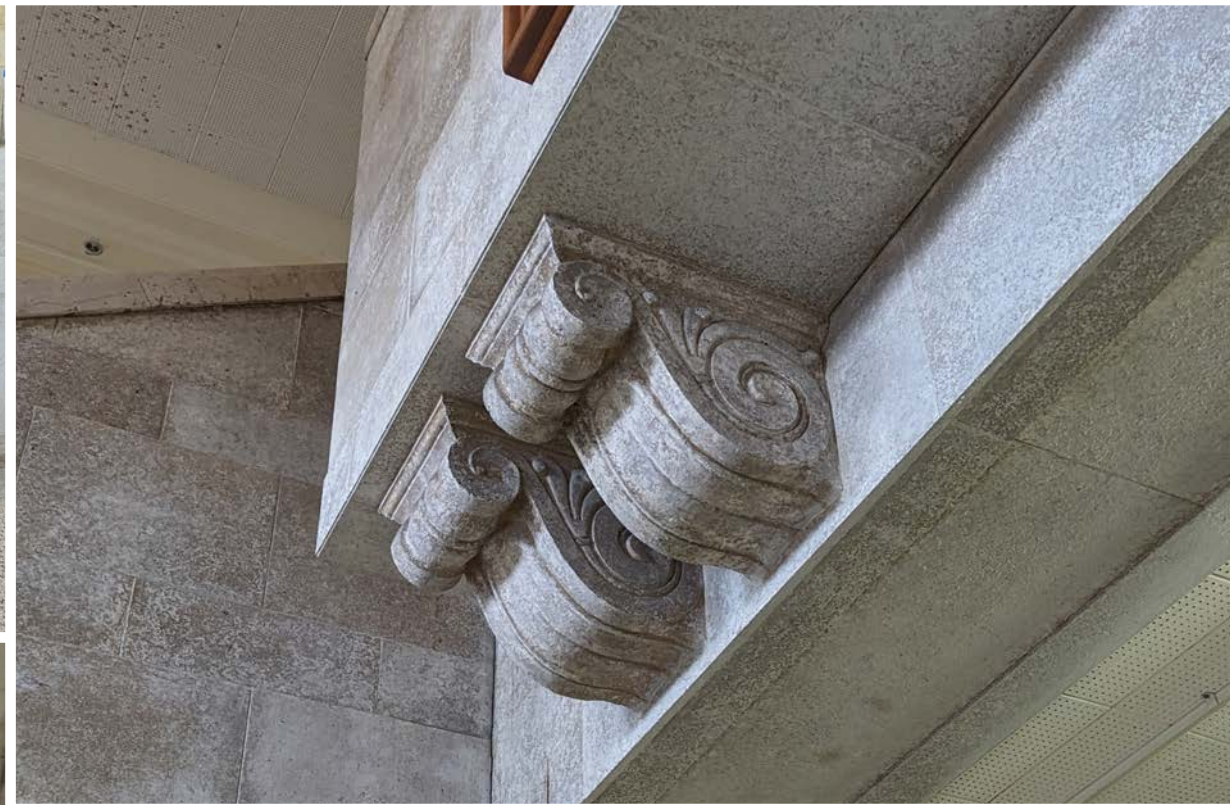
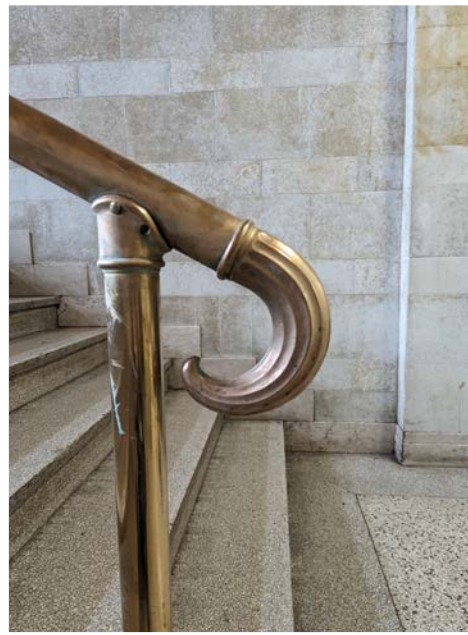




# Existing Building

## Grand Stair

- > Marble wall cap and base
- > Terrazzo flooring
- > Bronze handrails
- > Ornamental plaster pilaster caps and molding
- > “Zenitherm” wall finish
- > Metal radiator grilles

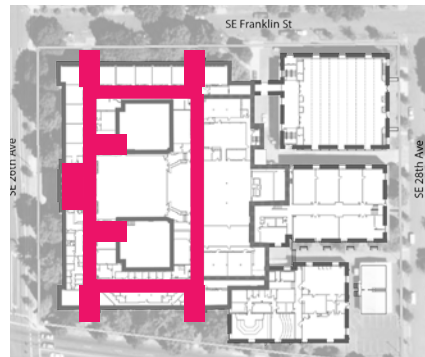
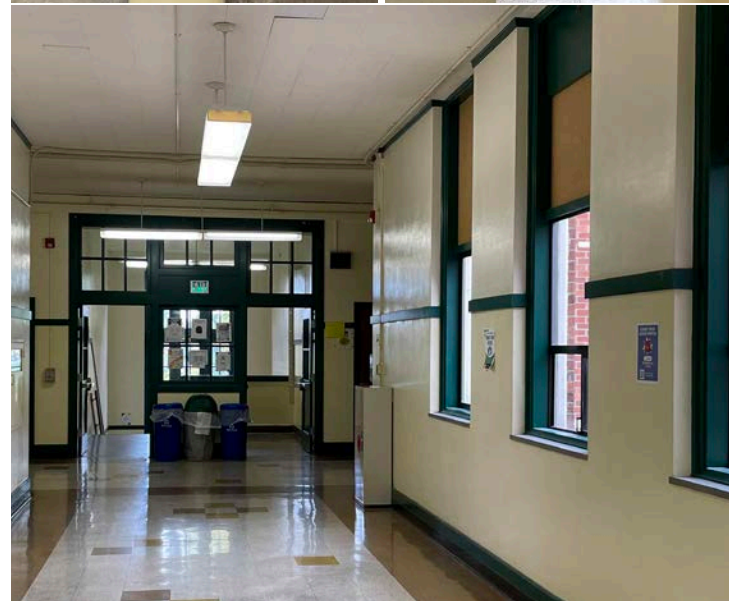
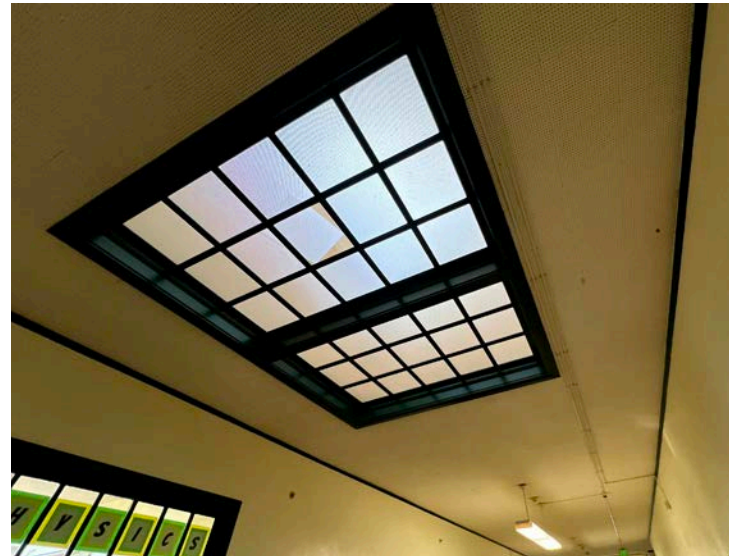




# Existing Building

## Staircases and Hallways

- > Stairwell doors & transom
- > 2nd floor skylights (x3)
- > Classroom doors
- > Stair treads, rails, and trim
- > Decorative plasterwork at locker bays
- > Historic building's loop circulation
- > Old Library

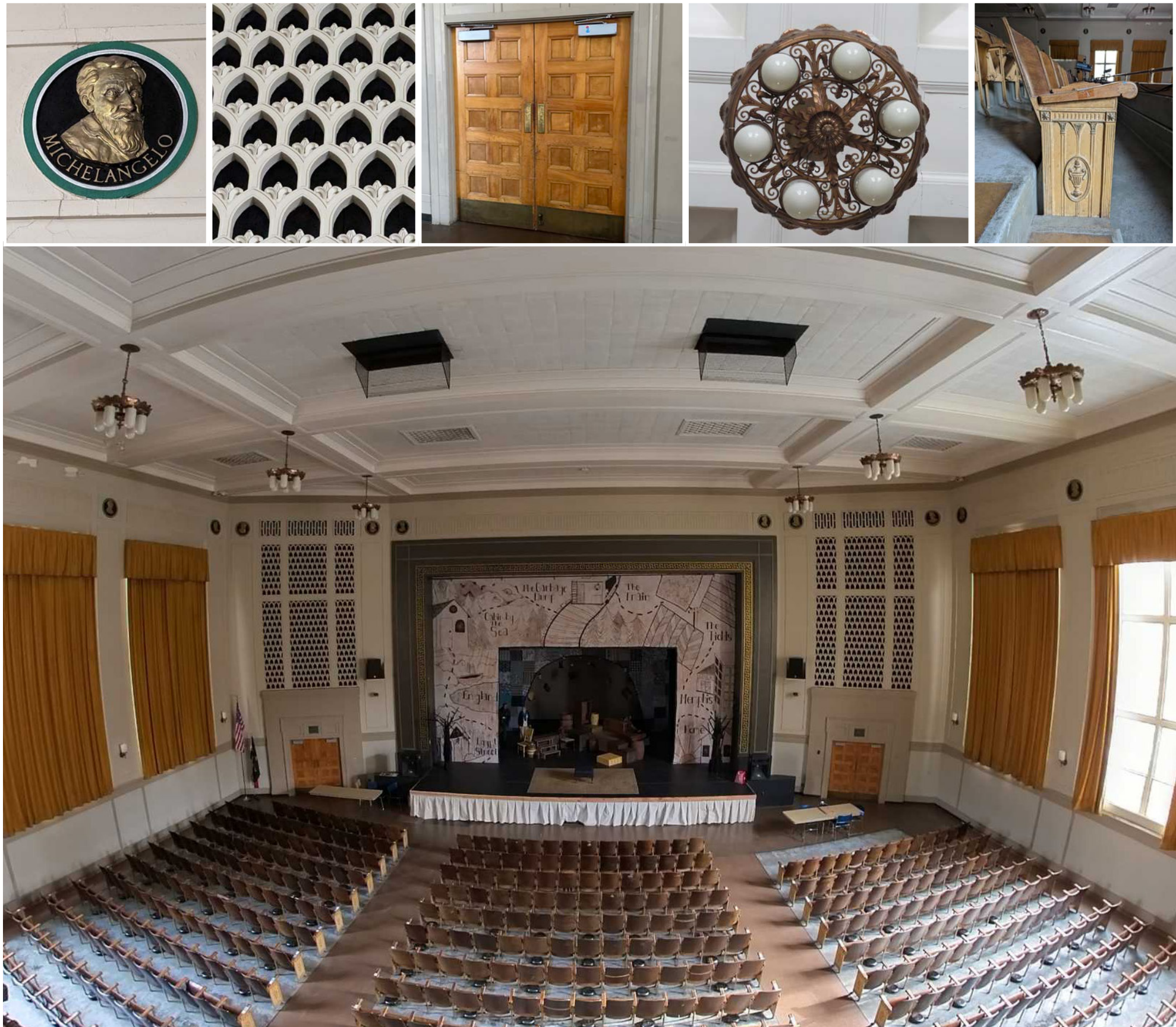
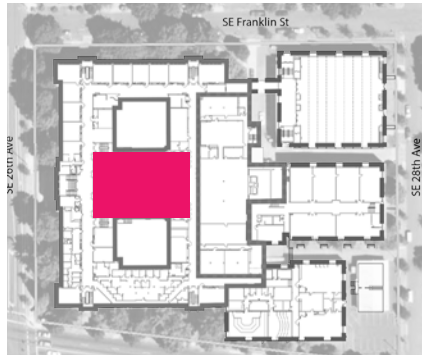




# Existing Building

## Auditorium

- > Plasterwork at proscenium opening and flanking walls
- > Boxed beam ceiling
- > Large windows
- > Panelized doors
- > Medallions
- > Chandeliers
- > Seating end panels

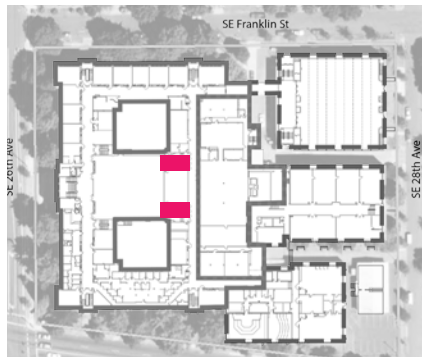




# Existing Building

## Organ Lofts

- > Kimball Organ originally installed in the Columbia Theatre in Longview, WA
- > Relocated to Benson HS in 1930s
- > Relocated to Cleveland HS in 1989 and restored
- > The organ is PPS' only theater organ





# Auditorium / Theater

Renovate or build new?

## Considerations

- > Seat count
- > Stage continuity & backstage
- > Balcony sight lines
- > Historic value
- > Balancing respectful historic intervention with modern technical requirements
- > Square footage

GHS



LHS



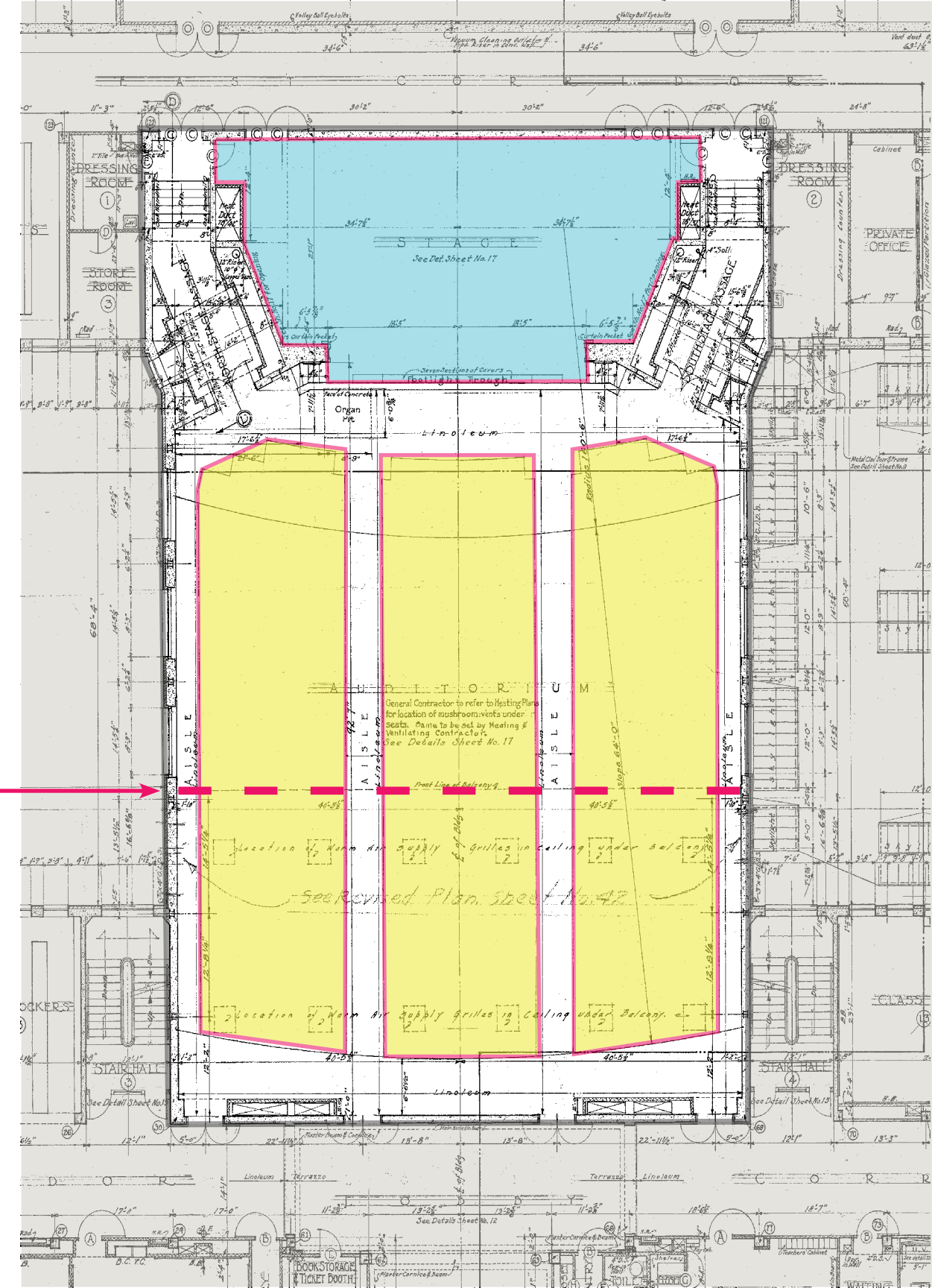


# Existing Auditorium

## Existing Conditions

- > Existing seat count: 1,379
- > Existing stage area: 963 sf (Ed Spec is 3500 sf)
- > No accessible route to stage platform or balcony
- > Inadequate stage lighting & access
- > No light locks
- > No control booth
- > Poor acoustics
- > Existing pipe organ

Face of balcony above





# Auditorium Renovation

Improvements to meet Ed Spec

- > Projected seat count after improvements to existing auditorium:
  - > Orchestra Level: 630
  - > Balcony: 100-250
  - > Total: 730-880
- > Expanded stage area: 3,818 sf
- > Accessible seating and stage access
- > Acoustics & lighting upgrades
- > Catwalks above historic ceiling
- > Manual counterweight rigging
- > Enlarged fly loft

Expanded stage wings

Expanded stage thrust

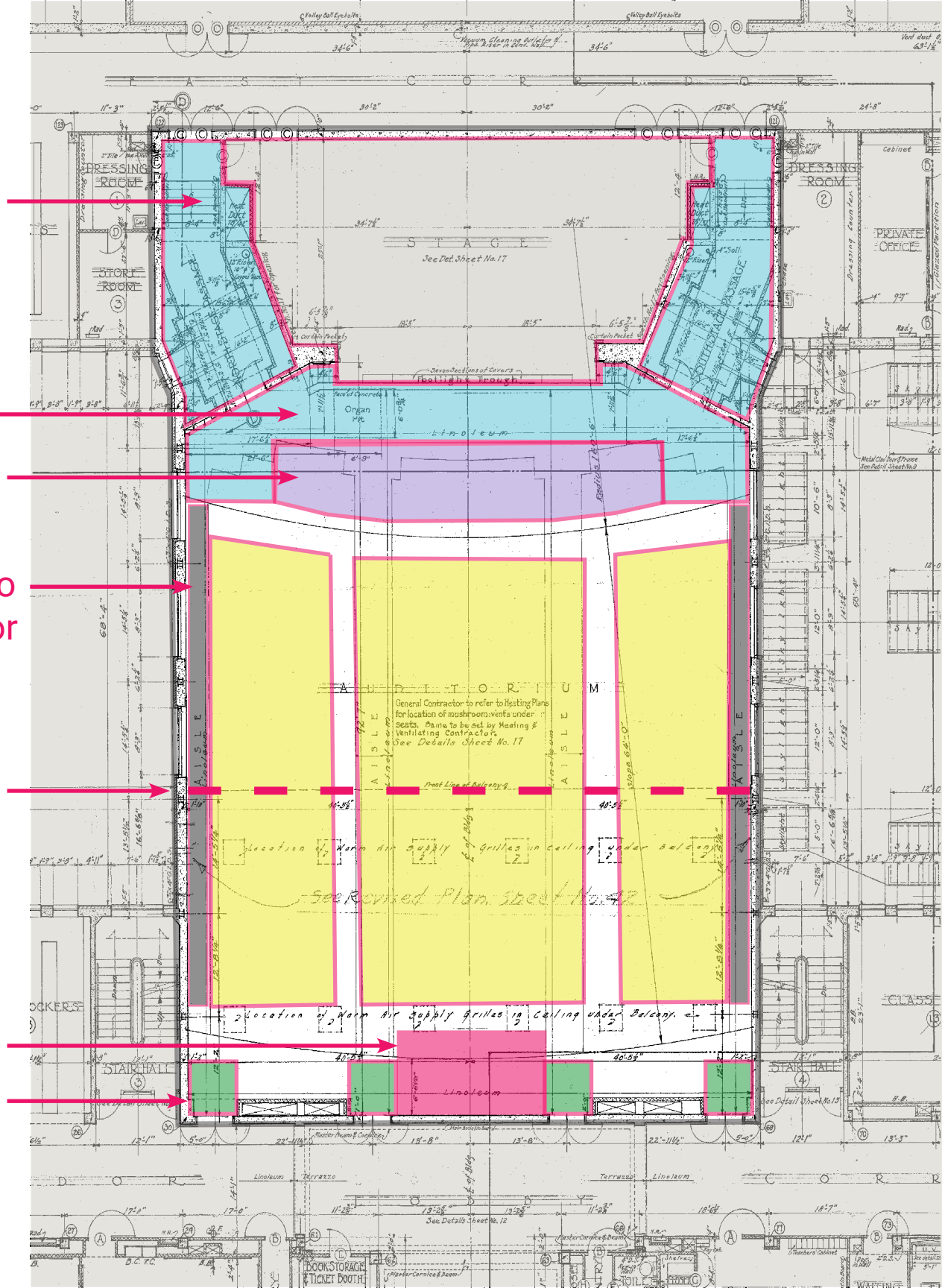
Orchestra pit

Level access to stage on one or both sides

Face of balcony above

Control booth

Light locks

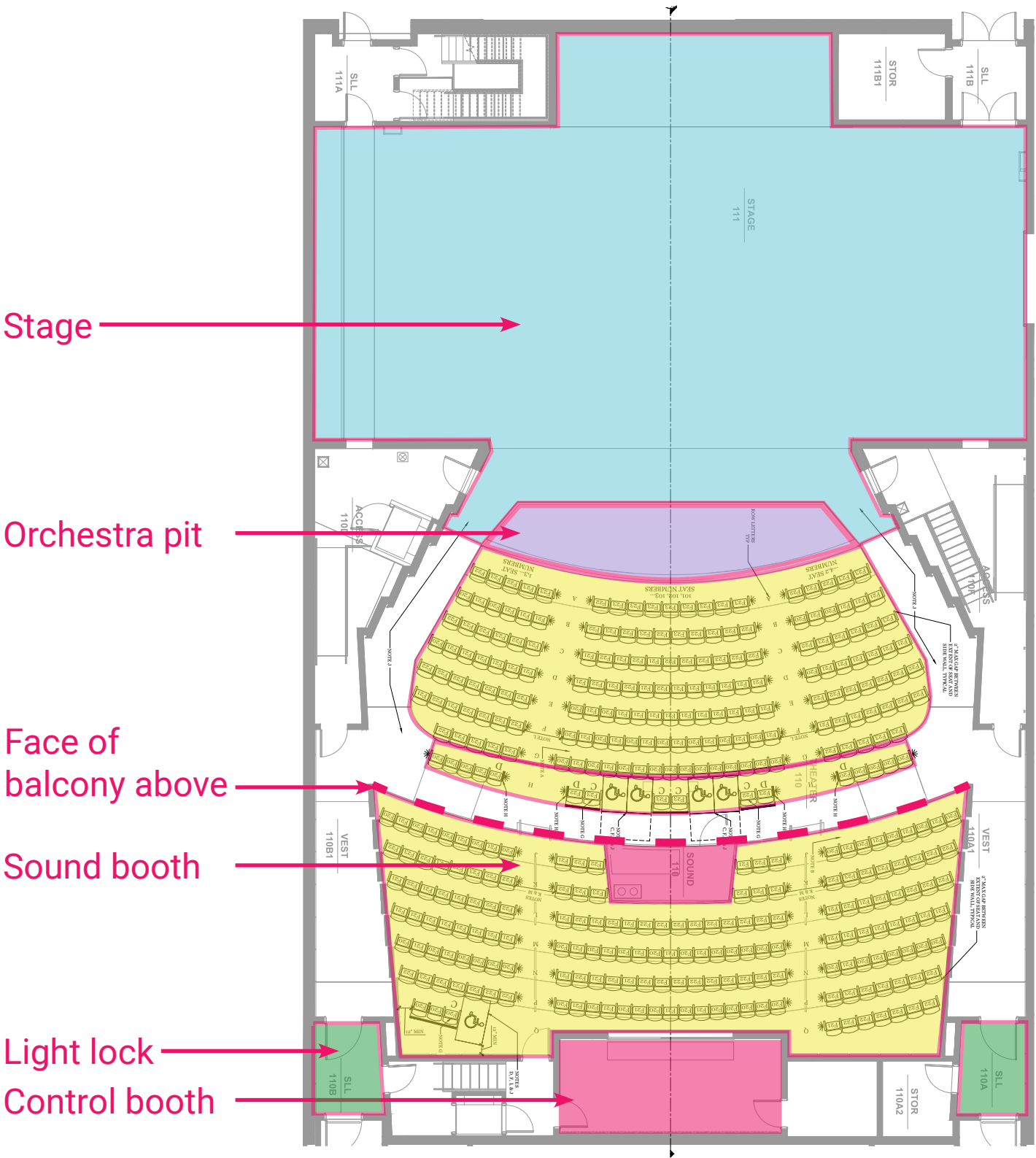




# New Theater Example

Lincoln High School

- > Seat Count: 510
- > Stage area: 3,576 sf

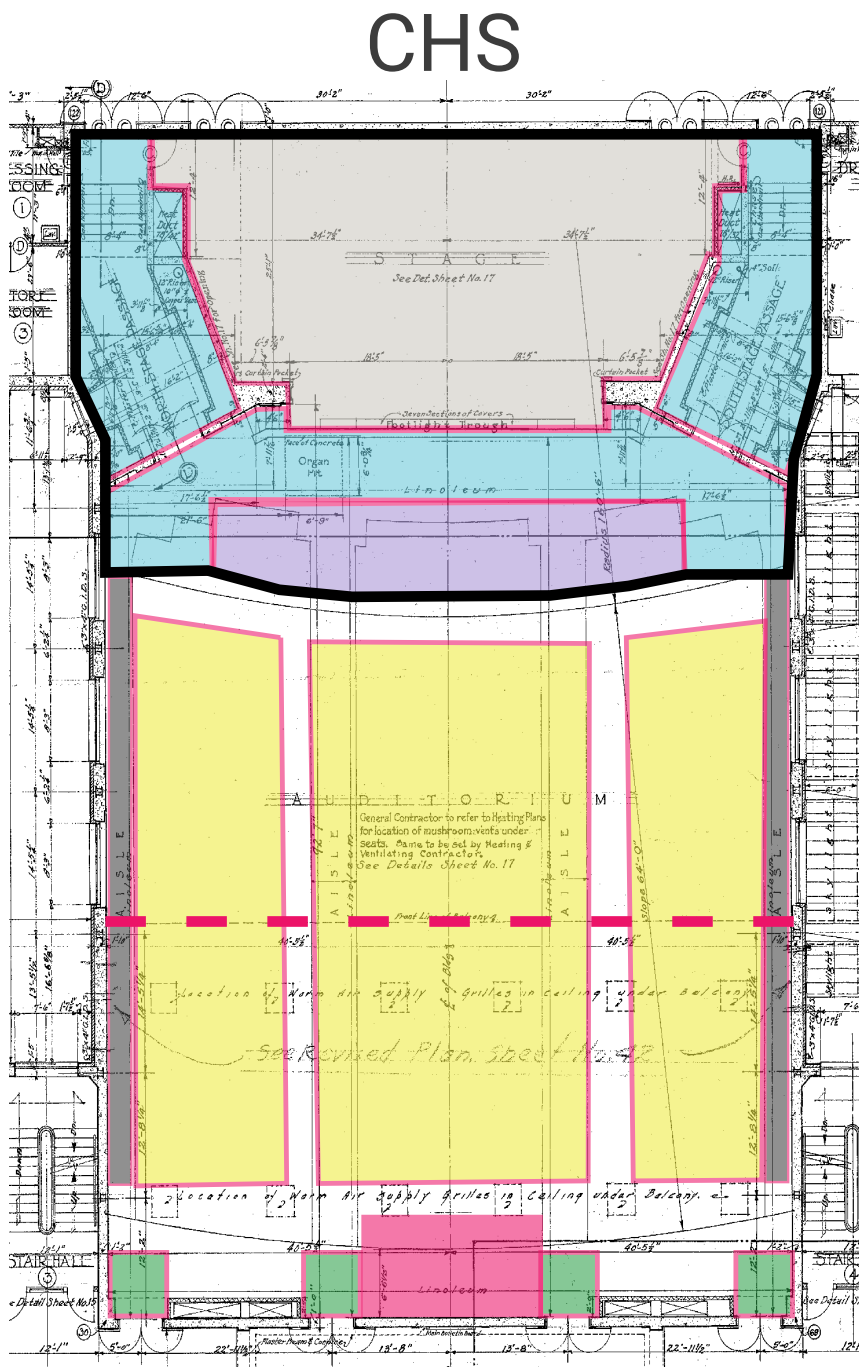
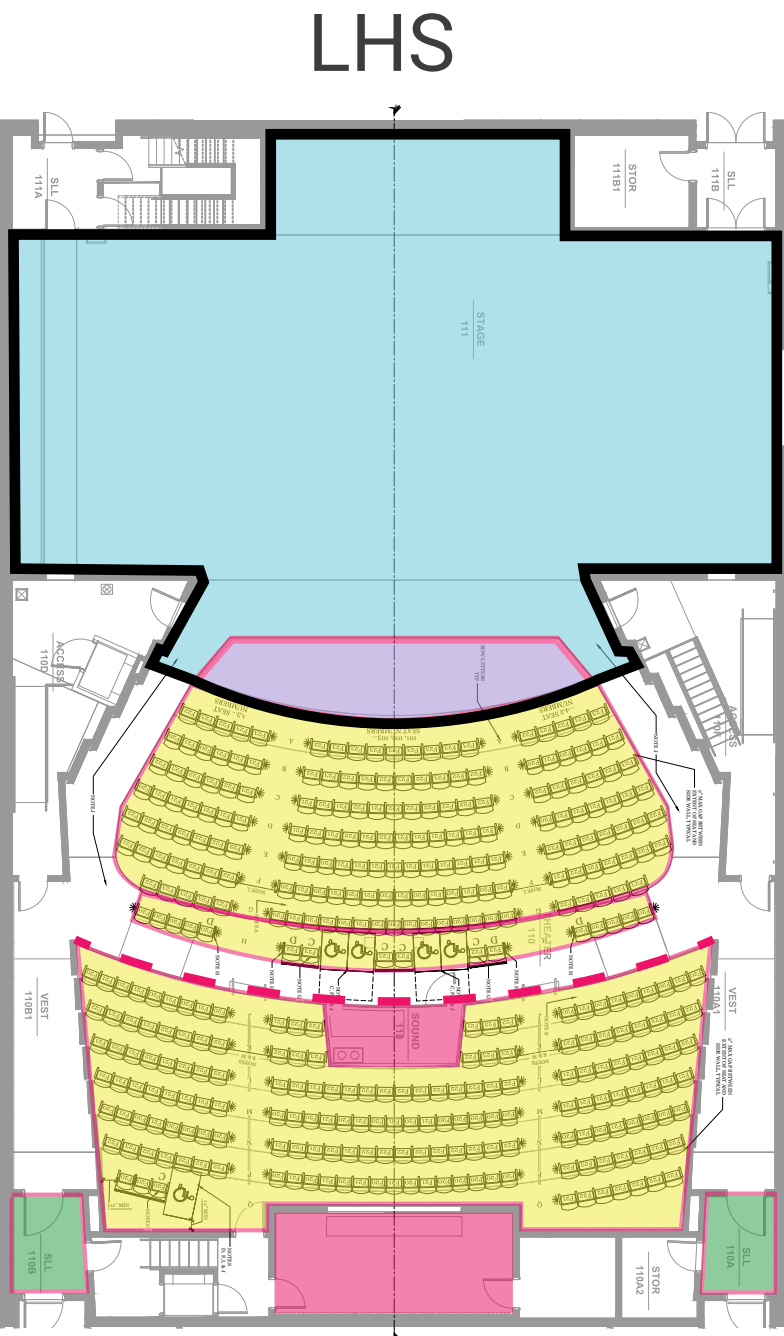




# Auditorium / Theater

Renovate or build new?

	LHS	CHS
Seat Count:	510	730-880
Stage area:	3,576 sf	3,818 sf
Sightlines:	Clear	Some issues
Footprint:	10,015 sf	10,193 sf





# Existing Building Feedback

Comment Boards

What are your thoughts about the existing building features?

More tour ideas to share?

Where do you see interest/value?

What trade-offs are most relevant when it comes to the auditorium?

Is it important to keep the existing pipe organ on campus?





# Site Organization Studies

GROVER CLEVELAND HIGH SCHOOL



# Comprehensive Planning

## Next Steps

**Dec. 16th**      Cleveland Public Design Workshop

**Jan. 18th**      CPC Meeting #4







# Appendix

GROVER CLEVELAND HIGH SCHOOL



# Site Organization Studies

## Key Building and Site Relationships

We are studying sites with 3 approaches to using the property that PPS Cleveland HS owns.

Prior to comprehensive design options for the modernized school, we are studying major uses to be placed carefully in relationship to existing conditions.

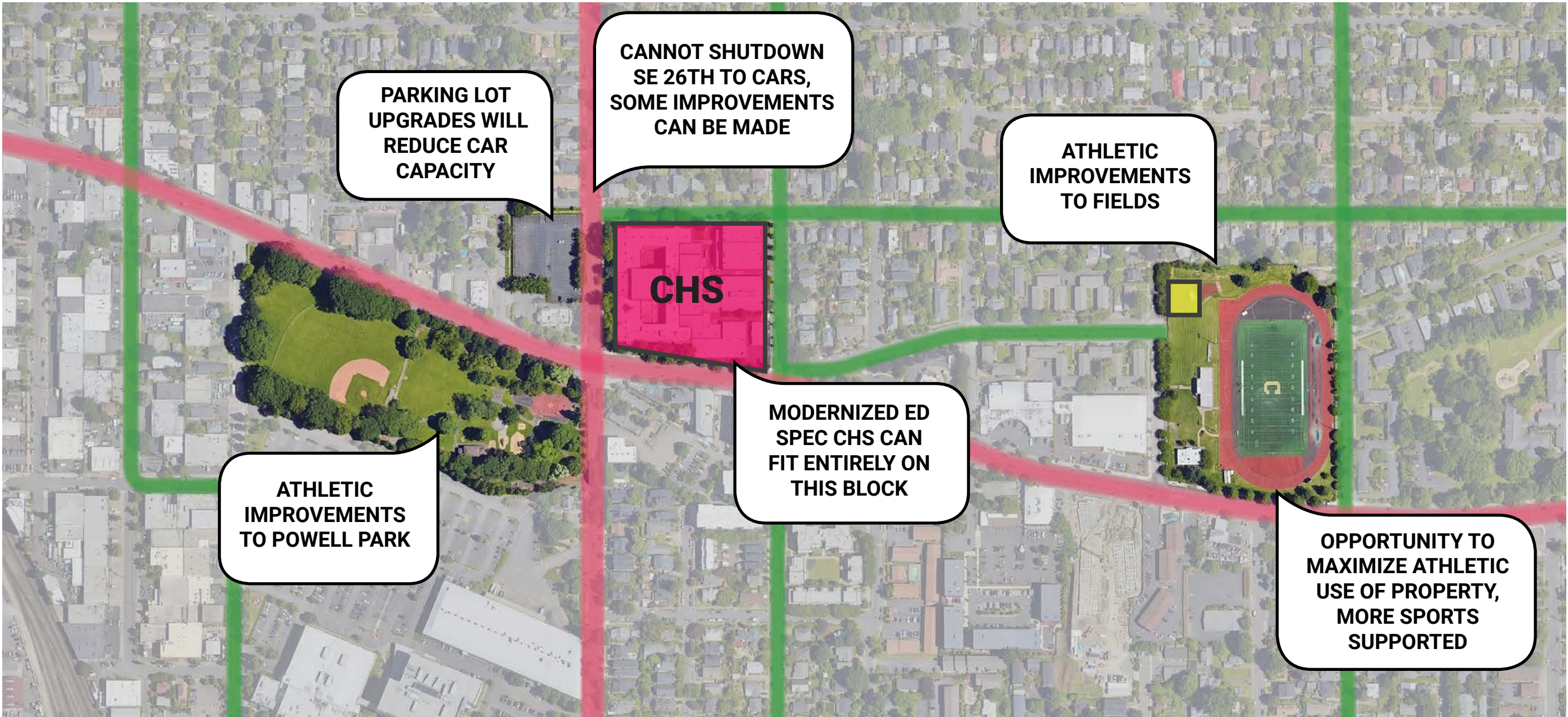
**We need your feedback on early studies -  
Are any approaches dropping out due to  
feasibility or poor tradeoffs?**





# Site Organization Studies

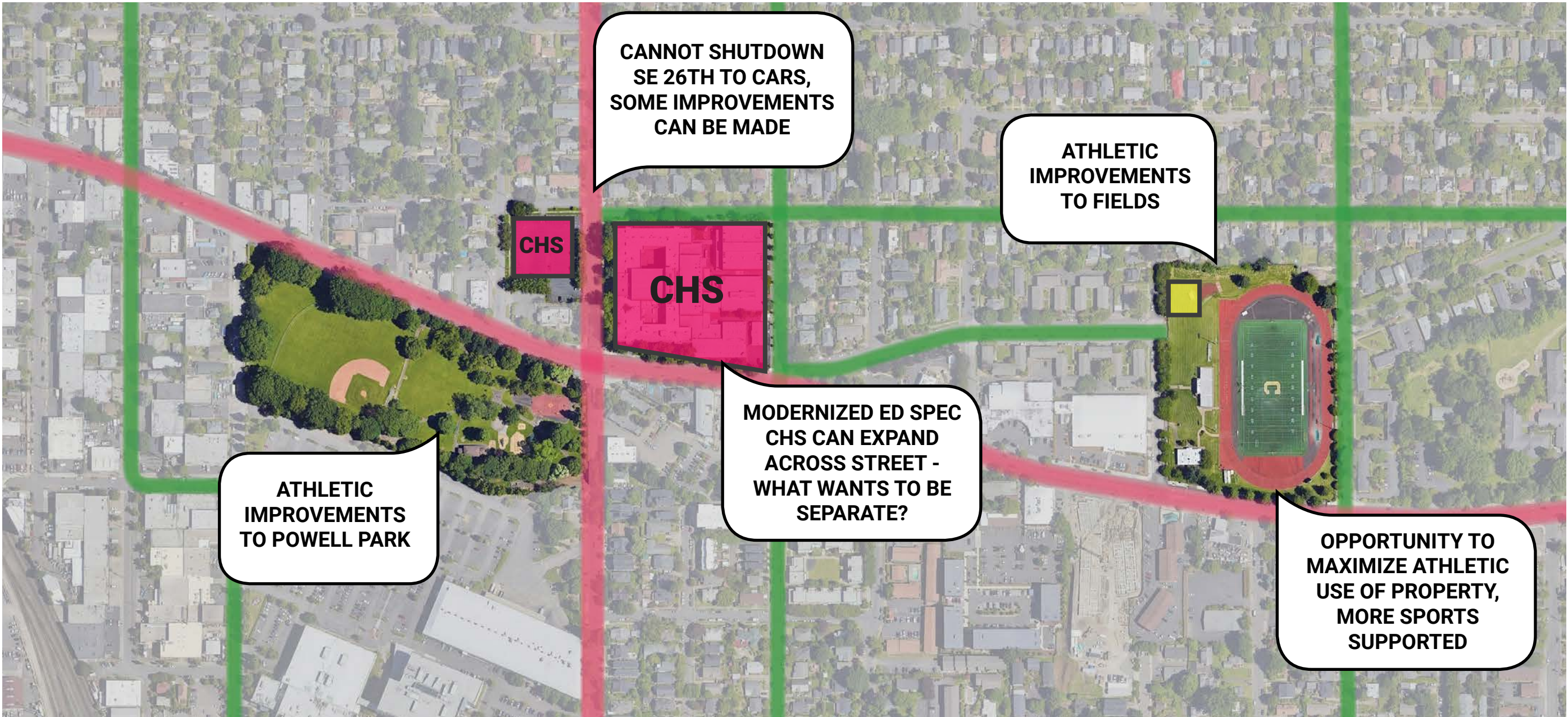
Site Study #1 Limit Building to One Block





# Site Organization Studies

Site Study #2 Expand CHS over 26th





# Site Organization Studies

Site Study #3 Move CHS to current Track & Field





# Appendix: CPC #2 Feedback

The following is a transcription of the responses submitted by CPC participants during meeting #2.

## ACTIVITY 01 + 02 : GOALS, UNIQUE ATTRIBUTES + DESIGN CRITERIA

### Celebrated Community Asset

- > Connectivity to community
- > Diverse blend of people and land use types
- > Fields closed off to community
- > Athletics + youth athletics K-8 (use facilities)
- > Pipe organ!
- > A library
- > SE PDX music, visual arts, multicultural
- > Other ways to partner w/ CBO's (community based organizations)
- > Organ is unique
- > Neighbors move into area to be near CHS
- > Field are a community center
- > Kids feel like part of community
- > Love to hear band/games
- > Using the idea of a (central?) multi-purpose field that would create opportunity to socialize as currently there are no spaces to socialize around the current building
- > The field is valued by community
- > Spaces/places of value: sport fields
- > How CHS c/b center of community: sports
- > Improved performing arts open to community
- > Safe area for those to gather
- > Invite community use- fields?
- > Don't close off the field
- > Having community space to engage.

### Embrace Urban Site/Context

- > Unique: separate fields
- > Unique: HWY 30/Powell
- > Our sports field is NOT connected to the building
- > Urban site - little green space
- > Like how it feels part of neighborhood
- > Not contiguous
- > Students interact with neighborhood walking between locations
- > Central Eastside Industrial Area
- > Integrated w/ urban neighborhood
- > What makes SE PDX unique?
- > closely integrated with urban neighborhood - opportunities + challenges
- > Separated properties
- > Skyway between buildings (want)
- > Focus adding height on Powell (Blvd)
- > proximity to Powell (Blvd) = a reality
- > beauty in working within context of the city
- > Variety in neighborhood vibes
- > really dies when students not there (neighborhood activity level)
- > Contiguous campus
- > Explore higher use of parking
- > Innovative and strategic use of existing PPS properties in the CHS area
- > (Urban site) Finding something unique- consider consolidation



# Appendix: CPC #2 Feedback, cont.

## Design Considerations

- > Hidden in plain sight - doesn't read as a school
- > Entrance on Franklin street (want)
- > Forums @GHS (Grant) are multi-purpose + great - would help w/ space claustrophobia
- > Need space for flexible use
- > Create a new environ for eating to enjoy
- > IB coordinator has small office.
- > CHS doesn't have a space for welcoming outside organizations or community uses.
- > Keep the essence of the building, not the building
- > Like loop of hallway
- > small footprint
- > Community: visible street presence
- > Powell side vs neighborhood consideration
- > Improve Powell/southern aesthetic
- > Casual spaces for clubs and after school activities
- > Connection to outside from inside (windows) in hallways
- > Add to aesthetic appeal of neighborhood
- > Avoid shoehorning!
- > Target?

## Student Relationship to School/Campus

- > Friends
- > Some (students) come from outside (CHS) boundary - bus from Beaverton
- > Some people can walk everywhere, but many are far (away from CHS)
- > Hour+ bus trip for some (to get to CHS)
- > Lots of students use trimet

- > School can be a home for some
- > Not a lot of great eating options on campus
- > Burgerville is very important :)
- > 1/3 of students leave for lunch
- > Want to welcome upcoming students into building

## Improves Safety on Campus

- > On a dangerous street
- > Waverleigh Blvd is the route students walk between locations - could be safer
- > Better way between sites desired
- > Desire for safe passage between sites
- > Bridge to Powell Park
- > Sidewalk too close to Powell
- > Benches
- > Improve bike/pedestrian safety and enjoyment on connecting streets students use to move from one part of campus to another

## Promotes Health + Wellbeing

- > Multnomah County Health Clinic
- > Weight rooms give a sense of community, an alternative to class sitting. focus on athletics.
- > Ability to move body during school day - weight room
- > Classes use nature park (Powell Park)
- > Powell noise and pollution- solutions other than trees which block the building
- > Stairs aren't bad
- > View of outdoor areas and trees
- > Place for lunch outside on school campus



# Appendix: CPC #2 Feedback, cont.

## Extracurriculars

- > Culinary classes
- > Carpentry classes
- > Robotics + constitution team.
- > Speech + debate champs
- > Robotics team is a highlight
- > Constitution team needs space
- > Flex spaces for student life + clubs
- > Speech + debate WINS

## Athletics

- > Athletic field at 31st & Powell
- > Athletic spaces that fit whole or multiple programs
- > PIL pathway connects MS students to CHS
- > SE athletic anchor
- > We all hear the field! And love it.
- > Playing fields
- > Community: utilize Powell Park for fields
- > Community: sell (E) fields

## Parking

- > Don't lose parking.

## Supports Students + Staff

- > CHS has diverse socio/economic groups
- > Students want to spend time in building
- > Cover the bleacher.

- > Design plans for future population growth
- > Site can fit entire PPS building and site program
- > Design plans for future population growth
- > Site can fit entire PPS building and site program

## Academics

- > IB program
- > 8th top high school in the state
- > High standard of academics
- > IB is a big identity for CHS

## Auditorium/Theater

- > Spaces/places: auditorium that fits entire school (want)
- > Center of community: performing arts productions
- > Big auditorium is unique - all school assembly/performance

## On Time/On Budget

- > Remodel vs new implications
- > Benson as model for comparison scale
- > Minimize time off site.

## School's Relationship with Community

- > Partnerships with Parks + Rec
- > Many people congregate around the fast food places as well as Powell Park



# Appendix: CPC #2 Feedback, cont.

## What else?

- > Leaving today's meeting it feels like this design team wants to build new (reference sketch with site #3)
- > Have you considered building up? I'm thinking about when the glass pyramids were built atop the Louvre or the modern glass addition being added to the old Carnegie library at the modernized North Portland library. Would it be possible to build a light-filled addition (1-2 stories) atop the original building? An additional rooftop patio could provide space for students to study or relax and provide views and access to nature. Just some crazy ideas:
- > If building or performing arts building in the parking lot across the street, consider closing the portion of the road between it and the main building, making it a pedestrian space with benches/parklike feel for students to hang out in. Would be an asset to neighbors as well.
- > Lifted/raised building? (Ref sketch with site #3)

## ACTIVITY 03: SITE COMMENTS

### Site 01

- > Building density (have to go higher)
- > Too dangerously close to Powell
- > Opportunity to improve experience along Waverleigh
- > What are the non-classroom spaces? (for Site #2)
- > Important to maintain parking + impact to neighborhood at large events & higher capacity school
- > Still need some parking for events
- > Concern still feels really tight
- > Having students all together in one building (positive!)
- > Why not put fields @ Powell Park?

- > I would love to re-orient the main entry to the north side (Franklin)
- > I like that PPS would not need to go through Parks for athletic fields
- > This option feels the least "exciting" because it fails to solve many issues re: relationship between school, fields, neighborhood
- > Could you combine this w/ field moves?
- > 6 story building may not sit well with neighbors on Franklin
- > Build up! new building
- > Close up 26th (between Franklin & Powell)
- > Not enough transformation - why bother?
- > Keep 1929 building & build upwards on east side; However, I think this option is the words of the 3.
- > This option doesn't provide anything NEW.
- > Parking area must be used for more than parking.
- > Next meeting: can we cross some options off the list? (i.e. 26th Ave closing to traffic)
- > Request: want SF of athletics vs. PE spaces
- > Concerns around high rise building

### Site 02

- > Health Center, Community Spaces, non-student spaces, resources Not different enough from #1 but nice to have more program space
- > Why not have fields @ Powell Park?
- > Concern about crossing streets
- > Potentially use Powell Park as track and field
- > Could you combine this with field move?
- > Cut off path from Franklin to Powell and create community space with trees and benches
- > The auditorium is a very historic part of the building



# Appendix: CPC #2 Feedback, cont.

- > The track should no longer have a fence
- > Consider combining this option with also moving field to Powell Park space to make a more 'campus' feel. Try to buy Burgerville and build a large new main building taking up all three lots (including that section of 26th).
- > This option is the best. Shut down 26th Ave and create a proper campus.
- > Consider park instead of existing field because it is closer
- > Keep 1929 facade and close 26th so it's not right at the street
- > Don't lose parking.
- > Parking should be underground or structured
- > Sky bridge
- > Rebuild add-ons
- > Please calculate to consider non-classroom space for placement west of 26th
- > Use parking lot to support services rather than classrooms
- > Could there be a raised viaduct from CHS up Waverly to the field?
- > Find the safer thru crossing Powell for field use
- > Parking can go underground
- > Maintain auditorium seating
- > Skybridge is good for the ego and bragging rights
- > Must shutdown 26th or have pedestrian bridge and temp barriers during parking (?) time
- > Safety needs to be a top priority if students are using both buildings during the day
- > Where does parking go?
- > Opportunities to improve athletic facilities and incorporate more athletic programs with efficient use of space
- > Make the walk from school and field an adventure. Paint a yellow and green path to follow.
- > Best overall option... underground parking, bridge over 26th.

## Site 03

- > Wild card idea: Rooftop track and field at this site
- > #03 Better with CLE (?) in current location but with fields @ Powell Park. Tunnel from school to fields under Powell.
- > Locate density on Powell
- > Escalator
- > Land swap with Powell Park for the field and have contiguous space?
- > Don't love that kids need to cross Powell to get to track/field
- > Parking for fields is very limited
- > PE could go outside on campus rather than walk to Powell
- > Love the option of not displacing students during construction
- > Not waiting for Marshall campus is a plus
- > Ability to create new building is exciting
- > Option to move CHS away from Powell
- > Move of primary fields across Powell is major concern (Niki) safety with more trips
- > Track that is so far away is very bad
- > Community loses the track and field space
- > Don't want (as student) to remove track for whole HS career
- > Where is parking? Buy Target
- > Perception of current fields being far way is fear-based, not from CHS students
- > What would we do with the existing main campus
- > Field and CHS seem way too far away from each other
- > Minimal disruption to students is appealing
- > Skybridge to field is a must
- > 31st + 33rd are skinny



# Appendix: CPC #2 Feedback, cont.

- > Lots of logistics would change (hassle)
- > Need to coordinate with Parks + Rec for athletic fields can cause extra complications
- > MS students come into CHS for some advanced classes
- > Like: more space, more distance from Powell, no student move
- > Concern: distance to fields
- > Field and school are even further apart, have to cross Powell
- > Love students get to stay in building
- > I am a neighbor. I am intrigued with this option, curious about traffic and street capacity
- > What are limitations for building sports building on Powell Park?
- > What does existing building turn into?
- > Streets are very thing on 31st + 33rd. Will need to make wider
- > This option would benefit from using Target property.
- > Target- swimming pool? Parking? Performing Arts? Tennis?
- > Dramatic change for neighbors
- > I like this one! You are not scrunched. Outdoor social area potential
- > Living through construction!
- > Students can cross the streets if they must, but crosswalk must be improved
- > Need to purchase Target space in this scenario
- > Can PE be accommodated adjacent to the building in this option?
- > I love running and current track
- > Buy Target site for parking