

DRAFT

mahlum



PREPARED FOR:  
PORTLAND PUBLIC SCHOOLS

# CLEVELAND HIGH SCHOOL CONCEPTUAL MASTER PLAN

VOLUME 1 - REPORT

10 JANUARY 2020

EDUCATION OF THE PEOPLE  
INSURES THE PRESERVATION  
OF THEIR LIBERTIES



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## PARTICIPANTS

### CONCEPTUAL MASTER PLANNING COMMITTEE

Curt Smeller, *Cluster Parent*  
 Terry Franks, *PTA / PTSA*  
 Carrie Leonard, *Cluster Parent*  
 Jeff Butler, *Cluster Parent*  
 Brad Demby, *CHS Parent*  
 Jeff Hartnett, *PTA / PTSA*  
 Pia da Silva, *PTA / P TSA*  
 Heather Fraser, *PTA / PTSA*  
 Rashmi Vasavada, *Abernathy PTA / PTSA*  
 Daniel Chin, *Cluster Parent / PTA / PTSA*  
 Christine Pitts, *Business Association / PTA / PTSA*  
 Michael Sweeten, *Cluster Parents*  
 Ed Pike, *Cluster Parents / PTA / PTSA*  
 Niki Trueblood, *CHS Alumni, PPS Staff*  
 Dana Hepper, *CHS Alumni, Cluster Parent*  
 Ross Swanson, *PTA / PTSA*  
 Matthew Packwood, *Cluster Parent*  
 Abigail Bokman, *Cluster Parent / PTA / PTSA*  
 Neil Gibson, *Cluster Parent, School Counselor*  
 Jane Alexander, *PTA / PTSA*  
 Justin Monahan, *Cluster Parent / PTA / PTSA*  
 Jago Dorn, *Program / Site Use*  
 Devon Burke, *Students*  
 Kellie Cook, *Teacher / Athletic Director*  
 Keska Kemper, *Teacher / Cluster Parent*  
 Keith Daily, *Cluster Parent / PTA / PTSA*  
 Steve Szigethy, *Cluster Parent*  
 Jan Watt, *CHS Alumni Boosters / Cluster Parents / PTA / PTSA*  
 Jonathan Lundstrom, *Community Member*  
 Christina Marcoules, *Foundation President*  
 Michelle Jasso, *Cluster Parent / PTA / PTSA*  
 John Sheehan, *Cluster Parent / PTSA / Volunteer in the CCC*  
 Andrew Pitts, *Cluster Parent*  
 Michael O'Connell, *Parents / PTA / PTSA*  
 James Mast, *Parents / PTA / PTSA*  
 Michael Szwaya, *Parents / PTA / PTSA*  
 Laurie Blount, *Parents / PTA / PTSA*  
 Aaron Malone, *Parents / PTA / PTSA*  
 Lilly Windle, *Parents / PTA / PPS High School Teacher*  
 Margaret Griffith, *Teacher*  
 Bryan Ross, *Parents / PTA / PTSA*  
 David Williams, *Cluster Parent / PTA / PTSA / Cleveland Foundation*  
 Heath Korvola, *Parents / PTA / PTSA*  
 Nicholas Overall, *Parents / PTA / PTSA*  
 Rebekah Disbrow, *Cluster Parent / PTA / PTSA*  
 Jacquilyn E. Saito, *Parents / PTA / PTSA*  
 Heavenly Escobar, *Students*  
 Brad Hathaway, *Neighborhood Association / Parent*

### STEERING COMMITTEE

Dan Jung, *PPS / COO*  
 Marina Cresswell, *PPS / OSM*  
 Scott Perala, *PPS / OSM*  
 Darren Lee, *PPS / OSM*  
 Steve Effros, *PPS / OSM*  
 Sue Brent, *PPS / OSM*  
 Joe LaFontaine, *PPS / OSP*  
 Leo Lawyer, *PPS / Cleveland High School Principal*  
 Margaret Calvert, *PPS / Jefferson High School Principal*  
 Filip Hristic, *PPS / Wilson High School Principal*  
 Claire Hertz, *PPS / B&O*  
 Jere High, *PPS / FAM*  
 John Payne, *PPS / Security*  
 Stephen Weeks, *BORA*  
 Becca Cavell, *BORA*  
 Christopher Almeida, *BORA*  
 Rebecca Grant, *IBI*  
 Jim Fitzpatrick, *IBI*  
 Levi Patterson, *IBI*  
 Alyssa Leeviraphan, *Mahlum*  
 Christopher Brown, *Mahlum*  
 Octavio Gutierrez, *Mahlum*  
 Daniel Junge, *RLB*  
 Scott Usher, *RLB*  
 Rebekah Disbrow, *Cleveland High School CMPC*  
 Mike Nolan, *Wilson High School CMPC*

### MAHLUM ARCHITECTS (DESIGN TEAM)

Leroy Landers, *Principal in Charge*  
 Alyssa Leeviraphan, *Associate Principal, Project Manager*  
 Chris Brown, *Associate, Project Architect*  
 Octavio Gutierrez, *Associate, Project Designer*  
 Jennifer Huang, *Technical Support*  
 Robyn Wroblecki, *Technical Support*

### RIDER LEVETT BUCKNALL (COST ESTIMATORS)

Daniel Junge CEP, *Associate*  
 Scott Usher, *Associate*  
 Srinivas Goparaju, *Cost Manager*



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## SECTION 01 EXECUTIVE SUMMARY

### CONCEPTUAL MASTER PLANNING

This conceptual master plan (CMP) studies the potential modernization of Cleveland High School, a comprehensive high school in the Portland Public School (PPS) system serving Southeast Portland. Modernization will completely reconfigure and update learning spaces with a focus on indoor environmental quality, sustainability and the potential for historic preservation. The conceptual planning information contained in this report is intended to help PPS in planning future capital improvement bonds.

This report addresses the following CMP goals:

- :: Determine Cleveland High School's overall program needs, using the 2017 PPS Educational Specification for Comprehensive High Schools (2017 Ed Spec) as a foundation.
- :: Develop conceptual site and building massing layouts.
- :: Develop cost estimates for school modernization, including the potential renovation and/or rebuilding of CHS.

Conceptual master planning of Cleveland High School began in the fall of 2019 and is a collaboration between PPS, Mahlum Architects and stakeholder groups. Data gathering began in August 2019 and was followed by stakeholder engagement in October and November 2019. PPS conducted a community forum in December 2019 and an open house in January 2020. The schedule for the modernization of Cleveland High School has not been determined at this time and is contingent on the passage of a future school improvement bond. A preliminary cost model has been prepared by Rider Levett Bucknall (RLB) and

takes the unknown timeline into consideration.

### STAKEHOLDER ENGAGEMENT AND CONCEPT DEVELOPMENT

For the development of the conceptual master plan, PPS assembled a Conceptual Master Planning Committee (CMPC) consisting of school and community stakeholder representatives who provided feedback for the Cleveland High School CMP. A Steering Committee (SC) consisting of PPS leadership and Office of School Modernization (OSM) staff, high school principals, design professionals and the CMPC chair provided additional guidance.

The first CMPC meeting kicked off with an introduction of the Mahlum design team, PPS, and CMPC members and was followed by an overview of the project schedule, expectations for the CMPC members' role, and explanation of the conceptual master planning process. The design team then gave a brief presentation on the history of Cleveland High School, highlighting the architectural features of the school and outlining the timeline of the construction of the original 1929 building and the series of modifications and additions that have occurred. This included a review of the 2009 Historic Building Assessment of historical significance and building integrity.

Based on feedback from the CMPC, the CMP process generated modernization priorities for a re-imagined Cleveland High School (CMPC Meeting #1). The modernization priorities establish the vision and goals for modernization as seen by the CMPC and provides an understanding of elements that contribute to the

emotional and physical health of a school.

The key themes when considering the top priorities for the Cleveland High School modernization include:

- :: Promote Connectivity
- :: Support Learning for All
- :: Provide Flexibility
- :: Create Comfortable Environments

The CMPC also provided qualitative and quantitative guidance on how to adapt the 2017 Ed Spec to accommodate Cleveland's unique site and program offerings (CMPC Meeting #2). Modernization priorities and confirmation of program spaces allowed the design team to develop site and building massing options, which the CMPC evaluated for potential opportunities and challenges (CMPC Meeting #3).

Finally, three conceptual development options for the modernization of Cleveland High School were summarized at CMPC Meeting #4. These options were guided by two key concepts: retaining all, some, or none of the historically contributing elements of the existing CHS building (Historic vs. New), and consolidating all program on the existing main building CHS site or distributing it across SE 26th Ave. to include program on the existing PPS-owned property currently serving as a



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surface parking lot (Consolidated vs. Distributed).

The CMPC expressed a preference for a modernization approach that maintained the historic character and/or components of the existing CHS. However, retaining existing building components must address challenges posed by the constraints of historic design and construction: lack of outdoor open space at the existing main entrance location, accessibility issues, and overall site orientation and building organization. An all-new building provides greater flexibility and potential efficiency and sustainability in responding to the 2017 Ed Spec recommendations.

Consolidation on one site was perceived by the CMPC as essential for a cohesive and unified campus best equipped to promote student safety and security. While the Ed Spec space program can be accommodated on the main CHS site, building height would need to be balanced with adequate open space. Distribution of program across two sites allows the building to maintain its existing neighborhood scale while simultaneously increasing outdoor open space. However, the CMPC expressed concerns for safety and

increased travel times for students crossing SE 26th Ave.

## CMP MODERNIZATION OPTIONS & ALTERNATES

Due to the wide range of opportunities and challenges raised by the CMPC, the steering committee confirmed that including multiple development options in the CMP report would present PPS leadership with a more complete picture of modernization priorities. Three options have been identified as possible development scenarios that adapt the 2017 Ed Spec to the Cleveland High School site. All options include field upgrades (replacement of the existing field house, bleachers, and landscape upgrades). These concepts are further described in Section 05 "Planning Concepts" and the CMPC meeting minutes included in the appendix.

While the three concepts address a broad range of concerns expressed by the CMPC, Steering Committee, and students, it was determined that several alternates should be considered in any Cleveland High School modernization project. Although these alternates generally relate to development outside of PPS-owned property, they are considered critical to enhancing student safety and promoting academic success. These

## CMP MODERNIZATION OPTIONS



alternates are further described in Section 08 "Alternates," of this report.

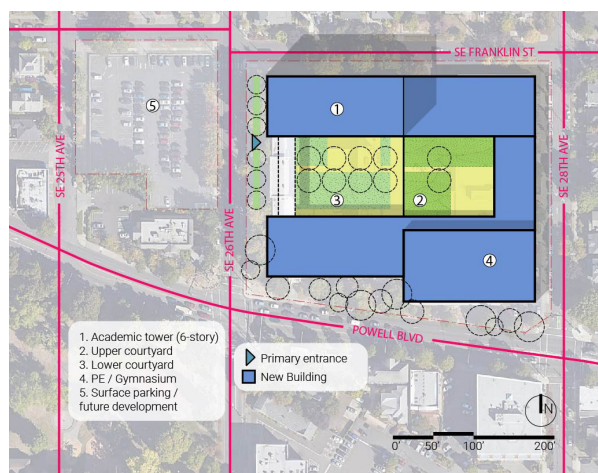
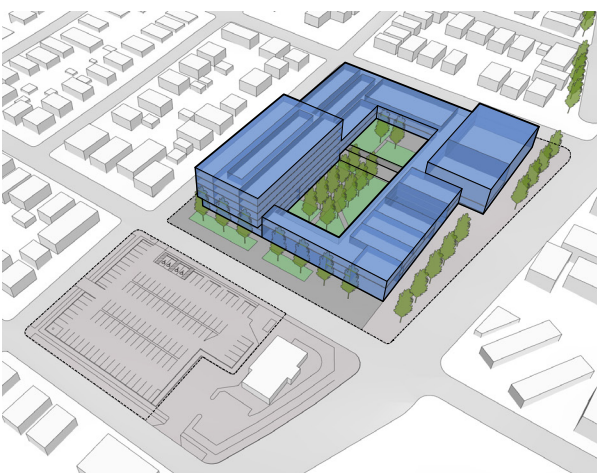
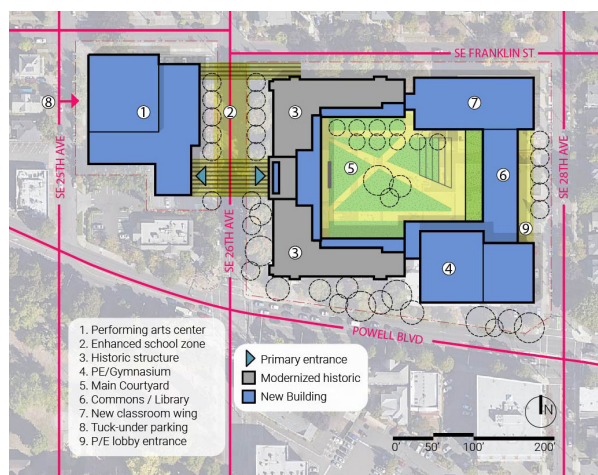
**HISTORIC :: DISTRIBUTED** (293,434 SF - \$XXXM) - preserves and renovates all of the historically significant building structures (c.1929), including the entirety of the west elevation, the north and south elevations, and the existing 1,300-seat auditorium. All other structures on site are removed including the cafeteria (commons) in the basement level of the 1929 building and the east wing of the 1929 building containing locker rooms, the library and arts classrooms. This concept includes renovation of 123,695 square feet of existing building, with an overall

total building area of 293,434 square feet accommodated on three floors and distributed across the two adjacent PPS parcels.

**PARTIAL HISTORIC :: DISTRIBUTED** (284,798 SF - \$XXXM) - preserves all of the historically significant building structures from the Historic :: Distributed scheme except for the existing auditorium. This option removes the existing 1,300-seat auditorium and replaces it with a 500-seat theater located in a new performing arts facility across SE 26th Ave. This concept includes renovation of 100,878 square feet of existing building, with an overall total building area of 284,798 square

feet accommodated on three floors distributed across the two adjacent PPS parcels.

**NEW :: CONSOLIDATED** (284,798 SF - \$XXXM) - replaces all existing structures with all-new construction. This concept includes an overall building area of 284,798 square feet, with the program accommodated on 6 floors in order to maximize the available open space on the main campus site.





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## SECTION 02 ENGAGEMENT PROCESS

### CONCEPTUAL MASTER PLANNING COMMITTEES (CMPC)

The Conceptual Master Planning Committee (CMPC) at each of the high schools (Cleveland, Jefferson, Wilson) advised the District's Project Team in developing a comprehensive, equitable, integrated and visionary school design with authentic school community engagement. The Project Team worked directly with the CMPC to ensure that their concerns and aspirations were understood and considered.

The conceptual master planning process determined each school's overall program needs, site layout, and estimated costs for modernized or rebuilt facilities. The purpose of this early planning effort was to 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.

There was an outreach and engagement effort by which community members aided in developing the conceptual master plans. Members of each high school community had the opportunity to join a CMPC which was part of a collaborative process with design teams and staff to develop a vision, program and conceptual options for each school.

The CMPC consisted of parents, teachers, students, and community stakeholders who worked together to help provide feedback for the development of the conceptual master plans. CMPC members synthesized community-wide input and shared the evolving details of the project to others in the community.

The Cleveland High School CMPC was approximately 50-members strong, and also included the school principal and the PPS school board liaison.

### CMPC MEMBER CHARTER

The CMPC was assembled to:

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

The conceptual master planning process included a total of four bi-weekly meetings with the CMPC from October through mid-November 2019, as well as one student engagement day.

CMPC meetings were facilitated by the design team and were formatted to encourage interactive engagement. Meetings were opened with a review of project goals and key findings from data review or prior engagement activities. Following a presentation by the design team, CMPC members were asked to offer feedback with the aim of identifying community concerns and prioritizing goals for the modernization of Cleveland High School.

### COMMUNITY FORUM EVENT

The Community Forum events provided each of the school communities the opportunity to learn about the Conceptual Master Planning process and provide feedback about this process as well as the capital improvement bond planning effort.

Members of the community had the opportunity to hear from members of the Project Team, the CMPC, the school principal, and the representative Board member, and share with them their own vision, interests and concerns. This input and feedback will be incorporated into the final version of this report.

### OPEN HOUSE EVENT

The culmination of the CMPC meetings was the creation of recommended conceptual master plan options. At the Open House event, the public is invited to provide valuable feedback to the Project Teams for the three high schools as these conceptual master plan options are formally presented to the School Board.



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## ENGAGEMENT STRATEGY

The community engagement process is an exciting time in the conceptual master plan phase that offers the first unifying moment for various contributing voices to come together and explore areas of consideration and compromise. The design team used interactive engagement activities to provide key information and gather feedback with the aim of identifying community perspectives and prioritizing goals for the modernization of Cleveland High School.

Engagement exercises included listening stations, voting spectrums and forum discussions, and were targeted at individual, small group and large group engagement.

Information was synthesized and developed into modernization priorities, site massing diagrams, and conceptual design themes that illustrate the requirements for additional consideration during future phases of the Cleveland High School Modernization project.

Outreach and input included:

- :: CMPC meetings (four total, once every two weeks)
- :: Steering Committee meetings (five total, once every two weeks)
- :: Student Engagement (one)
- :: Community Forum (one)
- :: Open House Event (one)

## VISION & GOALS CMPC MEETING 01 (09 October 2019)

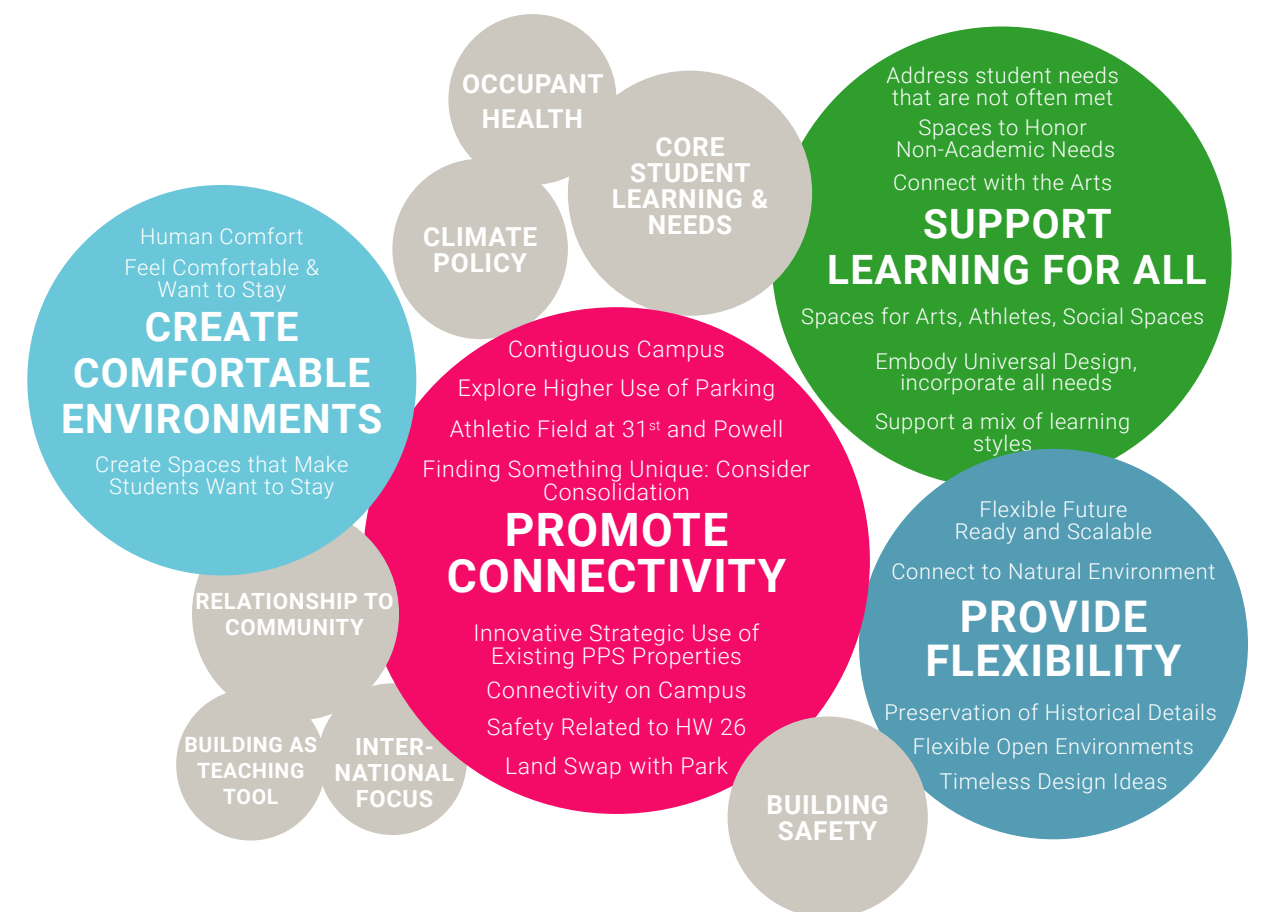
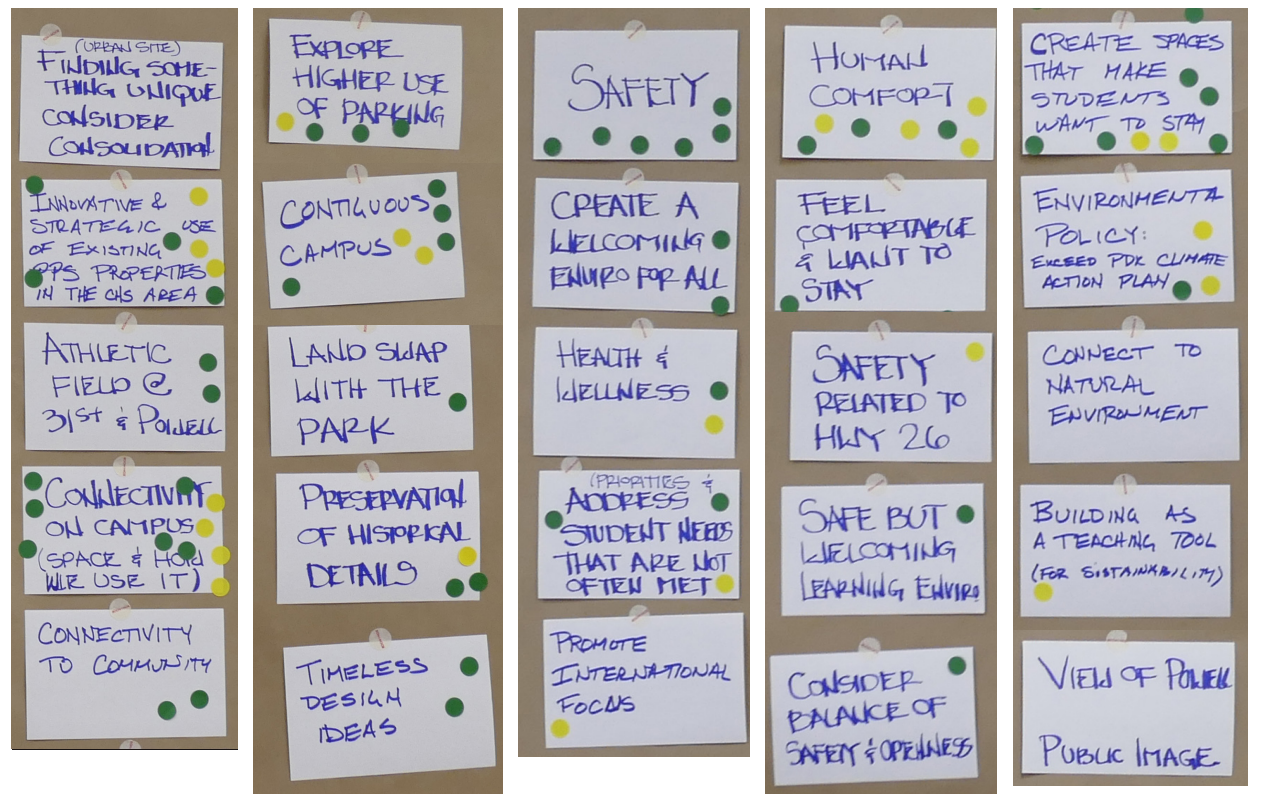
The first meeting kicked off with an introduction of the Mahlum design team, PPS, and the CMPC followed by an overview of the project schedule, expectations for the CMPC members' role, and explanation of the conceptual master planning process.

The design team then gave a brief presentation on the history of Cleveland High School, highlighting the architectural features of the school and outlining the timeline of the construction of the original 1929 building and the series of modification and additions that have occurred. This included a review of the 2009 Historic Building Assessment of historical significance and building integrity.

Following that, the design team presented the CMPC with a "foundational question" to understand the CMPC priorities for modernization and their understanding of elements that contribute to the emotional and physical health of a school.

### CMPC 01 ENGAGEMENT ACTIVITY WHAT SHOULD OUR TOP PRIORITIES BE FOR THE CLEVELAND HIGH SCHOOL MODERNIZATION? Format: 1 - 2 - 4 - ALL

The CMPC responded first by individually writing their top three priorities for modernization on a note card, then took time to discuss and share their collective thoughts in groups of two, then in a larger group of four, and finally back to the entire CMPC. The modernization priorities were documented during the discussion with the whole



CMPC and displayed at the front of the meeting room.

### CMPC 01 EXIT ACTIVITY VOTING DOTS

After hearing the priorities from the group, individual members were asked to identify their top three priorities. Each member was given three dots (two green dots and one yellow dot) and instructed to use their yellow dot on their single top priority. The priorities were later analyzed and sorted into modernization themes that informed program and concept development.

### KEY FINDINGS:

- :: Promote Connectivity
- :: Support Learning for All
- :: Provide Flexibility
- :: Create Comfortable Environments



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## PROGRAM & ANALYSIS CMPC MEETING 02 (23 October 2019)

The second CMPC meeting began with an engagement activity geared towards understanding the CMPC priorities for preservation and historic value. Alongside plans, aerial photos and images of Cleveland High School, the design team asked the CMPC a series of questions to identify the following in terms of the Cleveland High School culture:

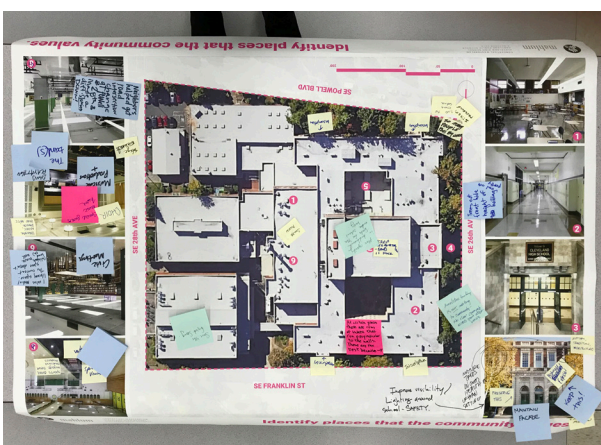
- :: Identify places that the community values.
- :: Identify places of memory or historic value.
- :: Where is change necessary?

After the CMPC members completed the opening engagement activity, the design team quickly shifted gears and dove into the specifics of the PPS Educational Specifications. The comprehensive “Ed Spec” establishes a baseline of equitable facility standards for school construction efforts across the district. As a specific school is modernized, the Ed Spec is tailored through the master planning process to suit the unique needs of the school.

A programmatic assessment highlighted where the existing Cleveland High School programs deviate from the PPS Ed Spec including a summary of initial observations and key findings. From the assessment the design team highlighted what makes Cleveland High School unique and proposed recommendations for a modernized comprehensive high school broken out by academic program. It is important to note that further Ed Spec analysis will need to be revisited with considerations given to the unique aspects and needs of the student and teaching body during the future phases of the Cleveland High School modernization project.

After providing a quantitative data analysis of the Ed Spec and program requirements, the design team presented strategies and spatial models to address the top CMPC priorities for modernization that were identified in CMPC 01. These included qualities of environments that are comfortable, flexible, promote connectivity, and support learning for all.

Finally, a series of questions were asked on voting ‘spectra’. The spectrum format allows voters to place a dot on a line between two concepts to tease out subtle differences of opinion that a simple ‘yes or no’ question would allow. The design team asked a series of questions on seemingly polarizing issues, such as site continuity and safety, historic preservation and modernization, and program organization and adjacencies.



### IDENTIFY PLACES THAT THE COMMUNITY VALUES.

- :: Facade and main entrance were noted as potential elements for historic preservation.
- :: The Theater and Auditorium space coupled with the schools strong performing arts program were noted of high importance.
- :: Track and field at 31st Ave and Powell Blvd were noted as community assets for the surrounding neighborhood.
- :: Maintaining the Powell Park as a public asset.
- :: Strong presence on the corner of SE 26th Ave and Powell Blvd.



### IDENTIFY PLACES OF MEMORY OR HISTORIC VALUE.

- :: Facade and inscriptions above 1920's historic building entrances.
- :: Historic materials and marble sculpture in the entrance foyer.
- :: Hallways were noted as historic significance for the roll they play in providing space for students to gather.



### WHERE IS CHANGE NECESSARY?

- :: School entrance needs to be more welcoming with less barriers to universal design
- :: Lack of flexible student spaces.
- :: Lack of natural light.
- :: Lack of adequate outdoor open space.
- :: Improve site safety and security in relation to SE 26th Ave and Powell Blvd.
- :: Improve interior connections between classroom wings and connections to track and field.
- :: Cramped unwelcoming building footprint that does not encourage students to remain on campus.



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## SPECTRUM

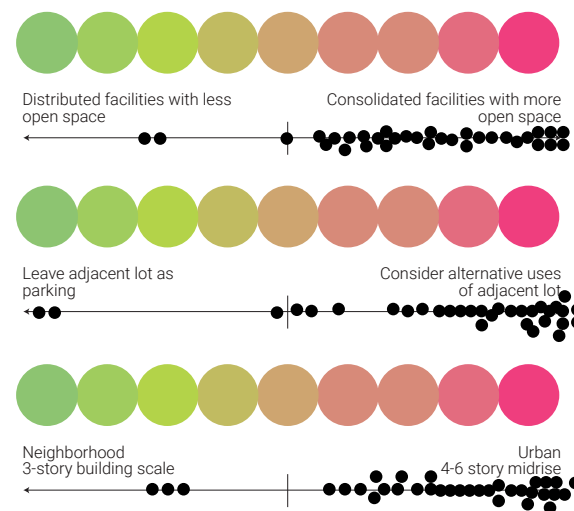
### CMPC 02 ENGAGEMENT ACTIVITY (23 October 2019)

#### KEY FINDINGS

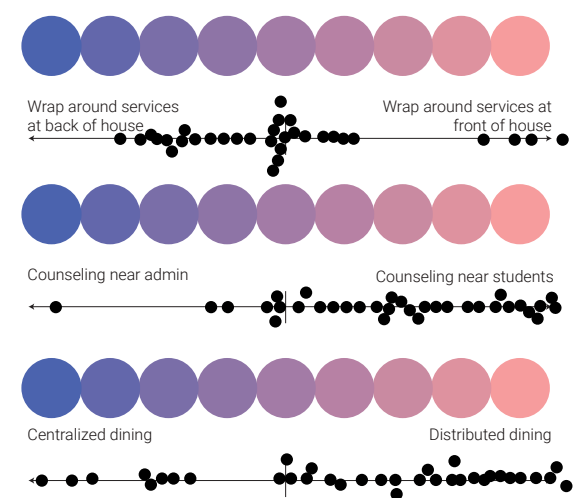
- :: Consider consolidating the building facility to allow for more open space.
- :: Consider alternate uses for adjacent lot currently used as surface parking.
- :: Consider a midrise scale.
- :: Explore grouped CTE classrooms.
- :: Explore integrated SPED classrooms.
- :: Consider modernizing the existing performing arts theater.
- :: Work with school community to develop better understanding of CMPC concerns surrounding programmatic adjacencies. CMPC appeared divided or neutral when responding to program adjacency related spectra.
- :: Work with school community to further develop understanding of CMPC concerns surrounding historic preservation and new construction. CMPC appeared divided when asked whether to relocate historic building entrance as well as whether or not to clear the entire site and start all new.



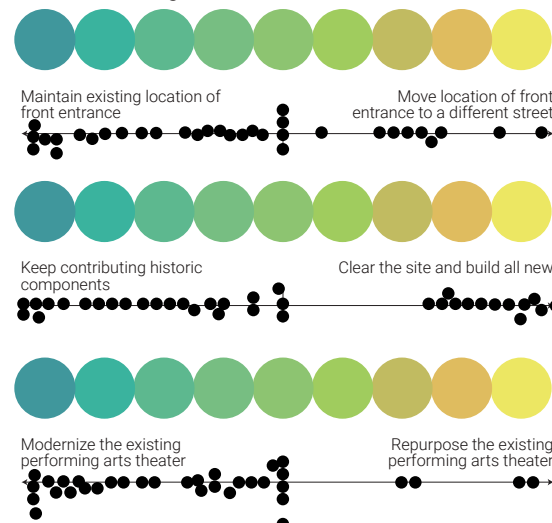
#### How should the site massing and open space be arranged to encourage **site continuity and safety**?



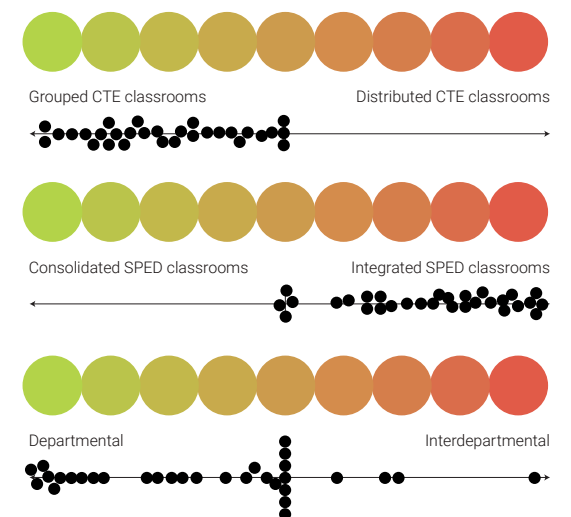
#### How should the following spaces be organized in order to foster a strong sense of **community**?



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



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





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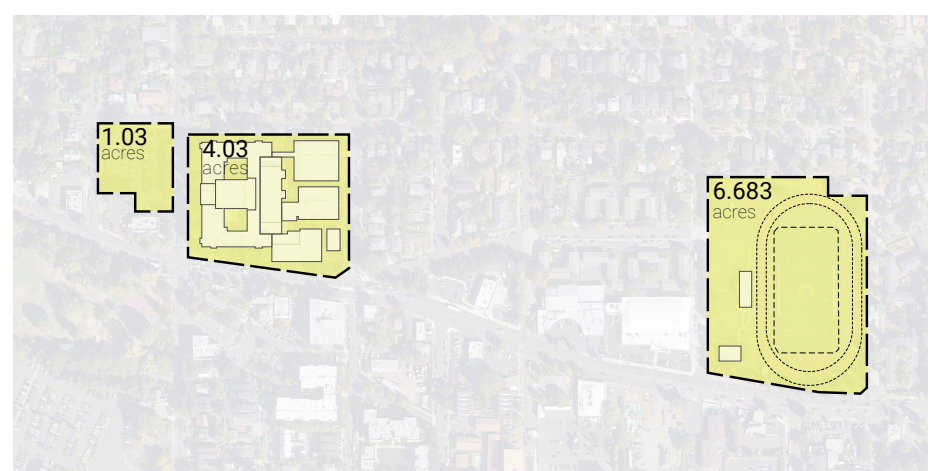
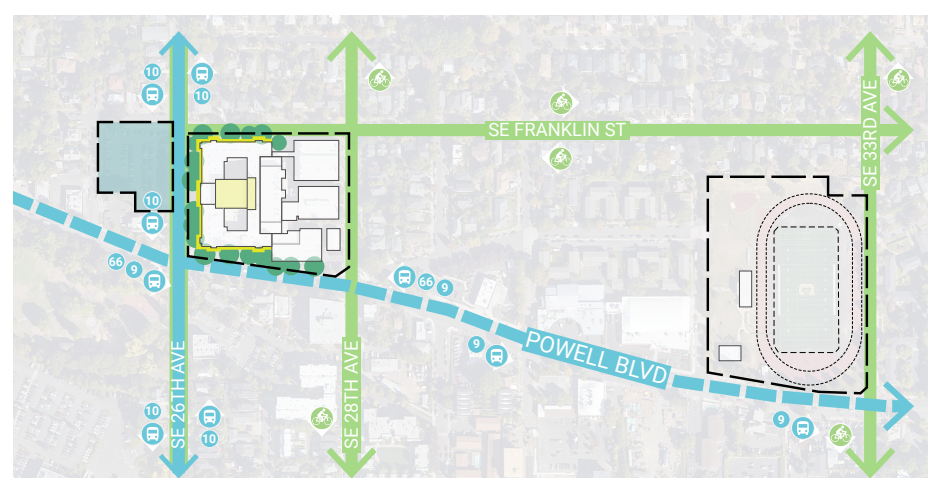
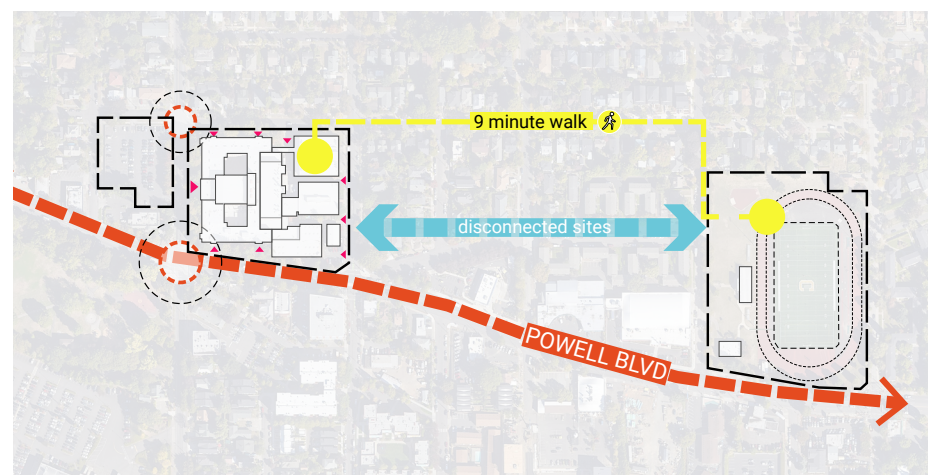
## CONCEPT DEVELOPMENT CMPC MEETING 03 (06 November 2019)

CMPC Meeting 03 kicked off with a recap of the findings from the first and second CMPC meetings followed by a brief site analysis to serve as a foundation for the introduction of five site massing concepts developed by the design team.

The Cleveland High School site presents unique challenges because it is discontinuous and one of the smallest high school sites in the district. The site boundary is distributed on three parcels of land, divided and bounded by major arterial roads in an urban part of the SE Portland neighborhood. It should be noted that a portion of the CMPC expressed a strong desire for the district to consider purchasing property adequately sized for a modernized CHS on a single contiguous site to promote equity among the high schools. The district clarified that property acquisition should not be included as part of the CMPC process but that the suggestion of the CMPC for potential land acquisition would be communicated back to the district for future consideration. This information is included in Section 09 "Parking Lot of Ideas".

Given the unique nature of the site boundaries and location, the design team presented a range of site massing options intended to explore the benefits of historic preservation versus new construction, as well as consolidating the main school facility on one site versus distributing the school on two sites.

Five total site massing concepts were presented alongside correlating CMPC spectra responses that conveyed the range of options.



### Legend

- Major Roads
- Path from Gym to Fields
- Dangerous Intersection
- Building Entrance
- Bike Route
- Bus Route
- Existing Tree Canopy
- Historic Facade



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## LISTENING STATIONS

### CMPC 03 ENGAGEMENT ACTIVITY

(06 November 2019)

The overarching site massing themes of historic versus new and consolidated versus distributed were considered by CMPC members with a listening station exercise where CMPC members provided written feedback on opportunities, challenges, and questions for each of the five site massing diagrams.

#### KEY FINDINGS

From this engagement activity the team learned that there was a lack of consensus in the CMPC preferences as it relates to the constraints of the CHS site.

- :: **Property Acquisition:**  
Some members of the CMPC believe that the existing CHS site boundary is not sufficient for a fully modernized and equitable school and voiced a preference for the district to consider purchasing land adequately sized in comparison to other schools in the district, while others indicated a preference for working within the constraints of the existing PPS properties.
- :: **Historic Preservation:**  
While some CMPC members considered preservation of the historic elements of the school to be paramount, others felt that it unduly constrained the ability to provide a school that best meets the needs of students. Additionally, preserving and modernizing the existing theater was considered preferable by some CMPC members over a new smaller theater per the Ed Spec if the existing theater space was to be re-purposed or demolished.
- :: **A Unified and Contiguous School:**  
In order to meet the spatial requirements for the Ed Spec and the CMPC desire to have outdoor space, the new building would need to be considerably larger than the current Cleveland High School. In order to accommodate a larger building with adequate outdoor space, the design team considered distributing the school program on two sites as well as condensing the general classrooms into a taller urban structure.

The feedback gathered from the listening station activity indicated a diversity of opinions within the CMPC on how to address the larger site massing themes. Due to the varied feedback and inconclusive results from the CMPC 03 engagement activity, it was apparent that any further conceptual development would be contingent upon unresolved site issues regarding the site boundary, potential street closures, and site acquisition that require further in-depth study and analysis. The design team and CMP Steering Committee determined that as a result of the condensed engagement process and the commitment to transparency and participation, it would be preferable to include several representative design concepts in the CMP report and cost estimating process rather than narrowing the Master Plan concepts to only one.





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## CMPC 03 ENGAGEMENT ACTIVITY RESULTS SYNTHESIS

### HISTORIC :: CONSOLIDATED KEY FINDINGS

The main opportunity for this scheme as seen by the CMPC results is the security of the internal private courtyard spaces. Responses also indicate a preference for the gym to be located in the SE corner of the site. The main challenge of this scheme is the use of the adjacent lot as a field with tuck under parking. Many of the CMPC members regarded this as not the highest and best use for the site. Another challenge as noted by the comments is the size and scale of the smaller interior courtyards feeling potentially cramped and with inadequate access to daylighting preventing them from being used.

### HISTORIC :: DISTRIBUTED KEY FINDINGS

The CMPC saw the skybridge as both the greatest opportunity and greatest challenge for this scheme. The main opportunity of the skybridge is its potential to create a safer crossing for SE 26th Ave. It is also seen as a way to create a cohesive campus across two sites. Those that referred to the skybridge as a challenge questioned the feasibility of the connection, its impact on the historic facade and its overall functionality. It should also be noted that many of the CMPC responses indicate a preference for distributed dining and gathering spaces.

### PARTIAL HISTORIC :: DISTRIBUTED KEY FINDINGS

The large central courtyard received the most comments for opportunities by the CMPC results in this scheme. The courtyard provides ample daylight, a place to stay and a clear organization to the building layout. Responses to the opportunities gathered for this scheme also indicated a preference for enhancing SE Waverleigh Blvd as a connection to the fields. The main challenge to this scheme, as seen by the CMPC, is the inherent risks in having students cross the high traffic SE 26th Ave and the perception of silos with a school program split on two sites.

### NEW :: CONSOLIDATED KEY FINDINGS

The generous entry plaza along Franklin St received the most comments for opportunities by the CMPC results in this scheme. Leaving the parking lot untouched was seen as an opportunity for future growth and flexibility. Responses gathered also indicated that an open space located on the main campus be reserved for academic functions and student social activities, and consider that the inclusion of athletic fields on site is redundant and distracting when placed next to academic functions.

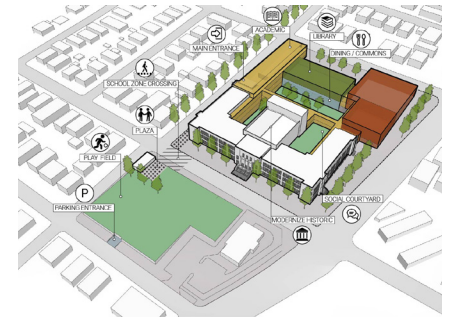
### NEW :: DISTRIBUTED KEY FINDINGS

The CMPC responses indicate a preference for a large entry plaza and open field as an opportunity for much needed open space that is severely lacking in the existing Cleveland High School site. Challenges to this scheme are similar to the Partial Historic :: Distributed scheme and mainly pertained to the nuances of having a campus split on two sites bisected by SE 26th Ave.

### SCHEME 1 SUMMARY

#### HISTORIC :: CONSOLIDATED

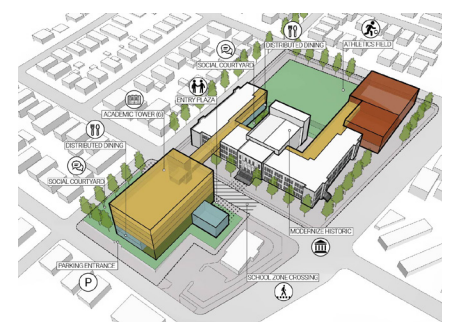
- :: Modernize historic building
- :: Provide a series of smaller interconnected interior courtyards.
- :: Re-purpose adjacent lot for athletics field and tuck under parking.



### SCHEME 2 SUMMARY

#### HISTORIC :: DISTRIBUTED

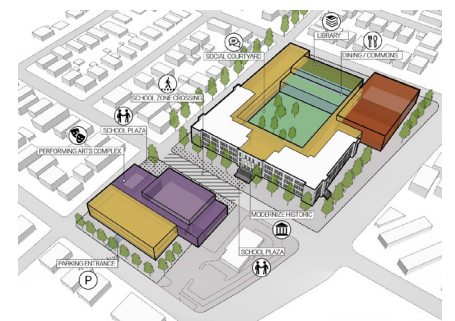
- :: Modernize historic building
- :: Provide skybridge connection to academic building at adjacent lot.
- :: Provide athletic outdoor space in NE corner of site.



### SCHEME 3 SUMMARY

#### PARTIAL HISTORIC :: DISTRIBUTED

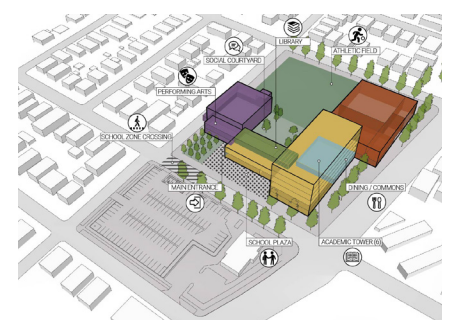
- :: Modernize historic entrance and academic wings of historic building.
- :: Create new performing arts complex on adjacent lot.
- :: Create large open interior courtyard.
- :: Improve pedestrian crossing and surface connection at 26th Ave.



### SCHEME 4 SUMMARY

#### NEW :: CONSOLIDATED

- :: Provide athletic outdoor space in NE corner of site.
- :: Keep adjacent lot as surface parking and space for future growth.
- :: Relocate main entrance to NW corner of main building site and provide academic tower along Powell and 26th Ave.



### SCHEME 5 SUMMARY

#### NEW :: DISTRIBUTED

- :: Provide full sized athletic field along the east edge of site.
- :: Create new performing arts complex on adjacent lot.
- :: Create large plaza at NW corner of site.





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## CONCEPT REFINEMENT CMPC MEETING 04 (20 November 2019)

The design team began the fourth and final CMPC meeting with a brief recap of the findings from CMPC 03. In reviewing the perceived opportunities and challenges, the design team highlighted underlying off-site considerations that were consistent across all five site organization and massing options.

The off-site concepts do not directly pertain to the building massing and are listed as alternates for consideration during future phases of the modernization project. Further discussion of these alternates may be found in Section 8, "Alternates".

The following topics emerged from CMPC 03 and were used to refine the massing concepts and help generate preliminary building organization plan diagrams:

- :: Adequately sized and programmed outdoor space that provide natural light and to promote a comfortable campus with spaces for students. Outdoor spaces should vary in character to accommodate a variety of activities.
- :: Safe street crossings and a street presence that responds to the pressures of the surrounding major arterials, including Powell Blvd and SE 26th Ave.
- :: Building height that responds to the urban nature of the site.
- :: Historic preservation goals that reflect the desires of the surrounding community.
- :: Modernization of existing theater that considers the benefits of maintaining the existing larger theater or creating a new smaller theater in accordance to the Ed Spec.
- :: Considerations for the highest and best use of the adjacent lot.

The remaining time with the CMPC was geared towards allowing members to provide their final thoughts surrounding the three refined schemes as it relates to key differentiators including: historic versus new, and consolidated versus distributed. It should be noted that the findings are to be viewed as a snapshot in time and will need to be revisited for the future phases, as the design team gleans more comparative information from other user groups.

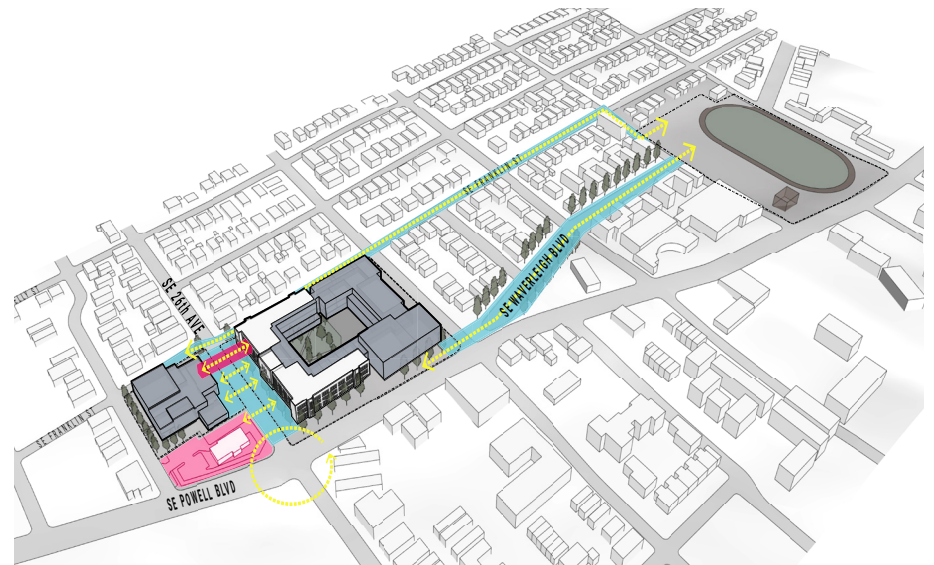
The CMPC members were asked to respond to the following questions identified as the key differentiators. By first writing their individual responses for challenges and opportunities per scheme, the members then proceeded to share their collective thoughts in groups of four and then back to the entire CMPC.

### CMPC 04 ENGAGEMENT ACTIVITY (20 November 2019)

WHAT ARE THE MAIN CHALLENGES AND OPPORTUNITIES TO MAINTAINING THE HISTORIC BUILDING AND ALL NEW CONSTRUCTION?  
Format: 1 - 4 - ALL

#### KEY FINDINGS:

- :: **Historic Opportunities:** A building layout that maintained the historic components of the existing CHS is considered by the CMPC as the best approach to maintaining the historic character of the existing school. Modernizing the existing larger auditorium rather than constructing a newer smaller theater to meet the Ed Specs is perceived by some CMPC members as the preferable approach to accommodating the arts program in a modernized CHS. Some respondents feel that preserving the existing school is more sustainable than demolishing and rebuilding.
- :: **Historic Challenges:** The main challenges to this approach are the perceived limitations the historic configuration places on a modernized building including safety of the existing entrance location, accessibility issues, and overall site orientation and building organization.
- :: **New Opportunities:** A building layout that proposes the demolition of the entire existing CHS is seen by the CMPC as the easiest way to provide the greatest flexibility of design and response to the requirements of a fully modernized CHS. The blank slate approach is considered to allow for greater creative to rethink the overall design holistically and intentionally. The responses received from the CMPC also indicate a perception that a clean slate will allow for a more sustainable building approach with advanced building materials.
- :: **New Challenges:** The loss of the timeless historic components is seen as a challenge that disconnects the school from its history and the surrounding community.



#### HISTORIC :: NEW

opportunities	- Keeps historic large theatre - Keeps historic markers	* New materials and programming - Assembles w/ entire student body in gym - Safe & Security - People like to watch - Light and bright/flexible spaces for programming
challenges	- Building is outdated - Theatre is centrally located and hard to work around - Theatre still does not accommodate entire student body - Safety & Security	- Loss of some historic elements - Safety across streets

#### CONSOLIDATED :: DISTRIBUTED

opportunities	CAN MAKE IT ALL HAPPEN WITHOUT CROSSING THE STREET.	ABILITY TO ARRANGE THE PROGRAM MORE FREELY
challenges	FINDING THE DESIRED BREATHING ROOM AND GREEN SPACE, WHICH IS LACKING NOW.	- DISCONNECTED DEPARTMENTS example / ARTS ACROSS THE STREET

WHAT ARE THE MAIN CHALLENGES AND OPPORTUNITIES FOR A CONSOLIDATED SITE AND A DISTRIBUTED SITE?  
Format: 1 - 4 - ALL

#### KEY FINDINGS:

- :: **Consolidated Opportunities:** A building layout consolidated on one site provides the greatest sense of a cohesive and unified campus with the best response to safety and security.
- :: **Consolidated Challenges:** Challenges to consolidating the building on one site are accommodating the entire Ed Spec program while maintaining an open feel with adequately sized open space and a reasonable building height that fits into the neighborhood scale.
- :: **Distributed Opportunities:** The opportunities afforded by a building layout distributed on two sites as seen by the CMPC include site utilization that allows the building to maintain its existing neighborhood scale while simultaneously providing site area for outdoor open space. Spreading out on two sites was perceived as providing a 'campus feel', allowing for more flexibility of space and for future growth.
- :: **Distributed Challenges:** Main challenges as seen by the CMPC include increased travel time and safety concerns for students crossing SE 26th Ave. The split campus is also perceived as creating silos with an academic program that is disconnected between two buildings.



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## VOTING CARDS

### CMPC 04 EXIT ACTIVITY

(20 November 2019)

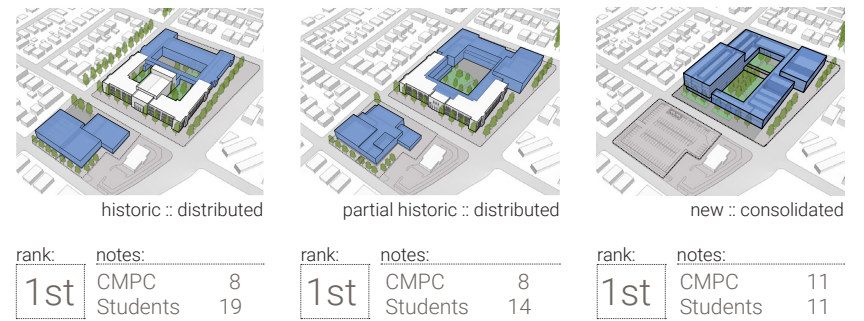
The final exit activity was an effort to understand the diversity of opinion of the CMPC members related to the site massing challenges. The CMPC was asked to rank the three schemes presented with a focus on prioritizing the extent of historic building to remain, with “1” being their most preferred and “3” being their least preferred. They were also asked to comment on their preference of having the school consolidated on the current school site versus distributed between the current school and parking lot sites. Future master-planning efforts may use this information as a jumping off point for site massing considerations during future phases of the Cleveland High School Modernization project.

#### KEY FINDINGS:

Twenty-seven CMPC members provided voting card feedback. The results are consistent with prior engagement activity responses in relation to the main site massing considerations.

As a result of the divided feedback and shortened time frame of this process, these underlying site considerations should be revisited for further consideration during future master-planning phases of the Cleveland High School Modernization project.

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



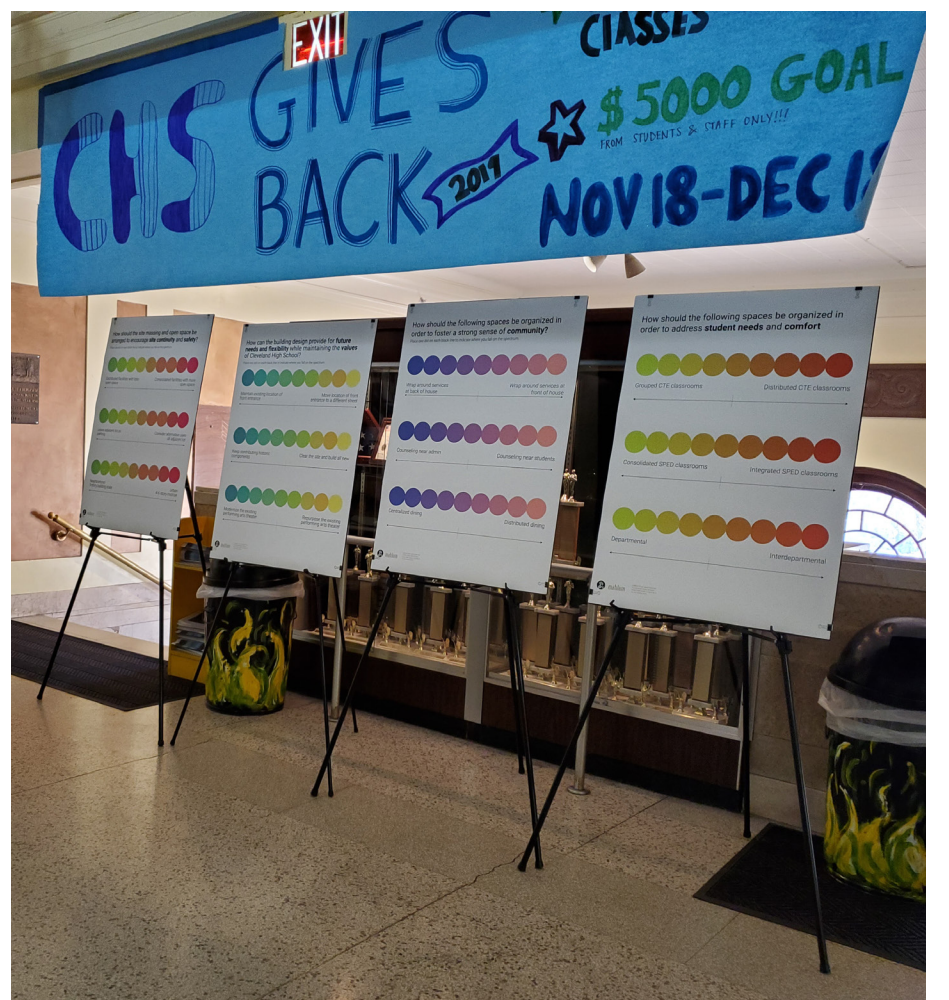
## STUDENT ENGAGEMENT

(21 November 2019)

The design team also met with students during their afternoon flex period at Cleveland High School to share the concepts and gather their input. Display boards were set up in the hallway by the main entry, and the design team informally engaged with the students as they were passing.

Boards illustrating the three concepts were set up on one side of the hall. As groups of interested students approached the boards, the design team engaged with students by giving a brief description of each concept and hearing their feedback. Some students also provided written feedback, with comments captured on stick notes. Several expressed their favorite scheme by placing a check mark directly on the boards. The final tally included 19 votes for the Historic Distributed scheme, 14 votes for the Partial Historic scheme and 11 votes for the New Consolidated scheme.

The spectrum activity from CMPC 02 was set up on the other side of the hallway. The students were presented with the same questions as the CMPC but given the nature of the engagement, they did not receive the same background information that the CMPC had received at prior CMPC meetings. However, the students who actively participated in the spectrum activity provided feedback similar to the CMPC.





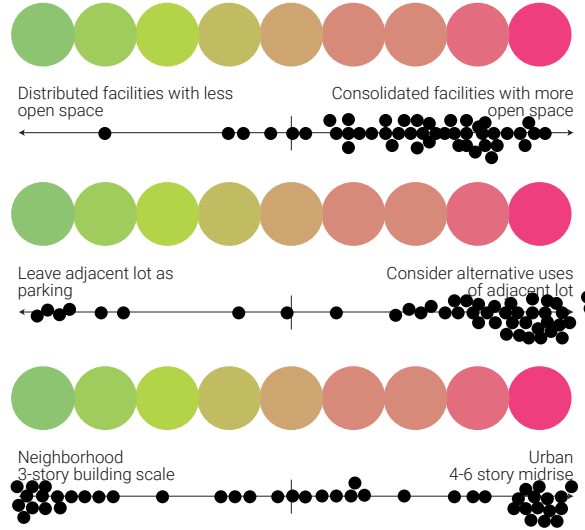
SPECTRUM  
STUDENT ENGAGEMENT ACTIVITY  
(21 November 2019)

KEY FINDINGS

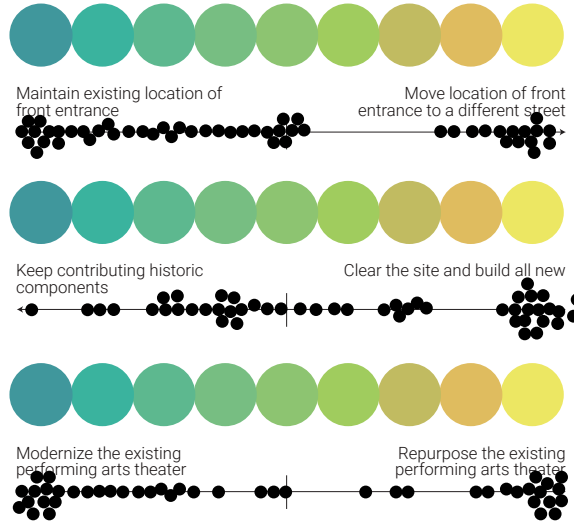
- :: Consider consolidating the building massing to allow for more open space.
- :: Consider alternate uses for adjacent lot currently used as surface parking.
- :: Consider locating counseling services near students.
- :: Explore grouped CTE classrooms.
- :: Consider departmental classroom clusters.
- :: Work with student community to better understand concerns surrounding building scale.
- :: Students appeared divided when considering flexibility of design and historic preservation. Design team to work with students to further understand concerns surrounding historic preservation and complete new construction.

STUDENT RESPONSE

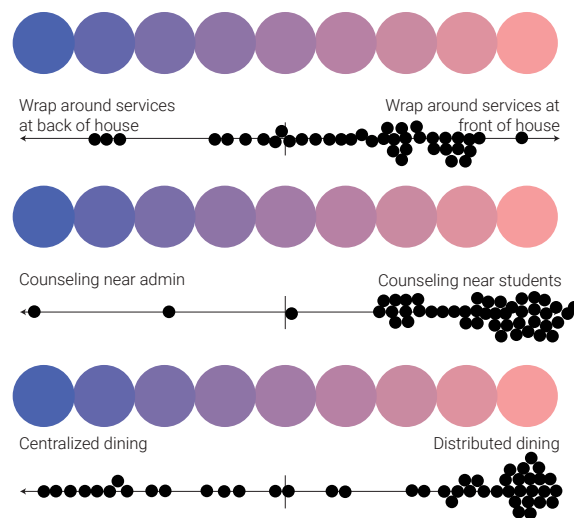
How should the site massing and open space be arranged to encourage **site continuity** and **safety**?



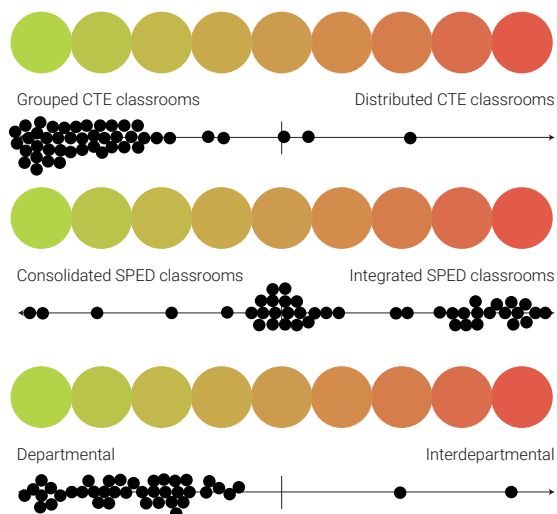
How can the building design provide for **future needs and flexibility** while maintaining the **values** of Cleveland High School?



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

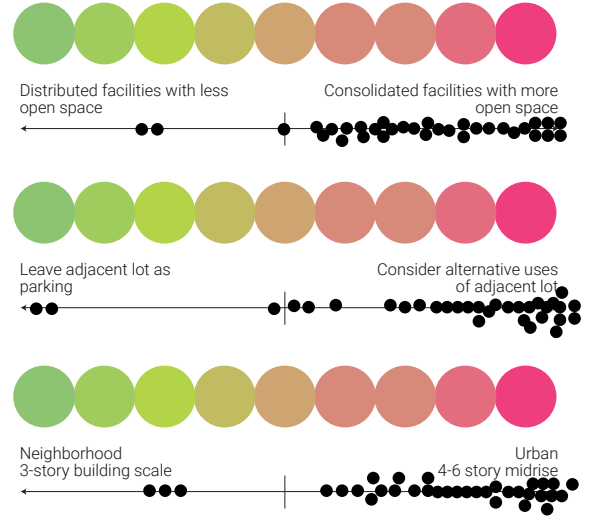


How should the following spaces be organized in order to address **student needs and comfort**?

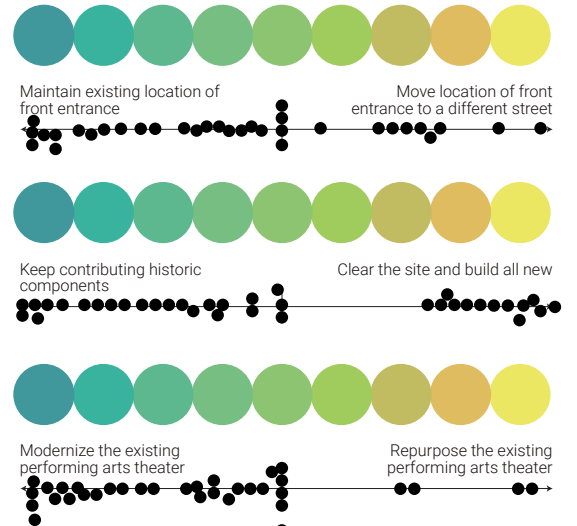


CMPC RESPONSE

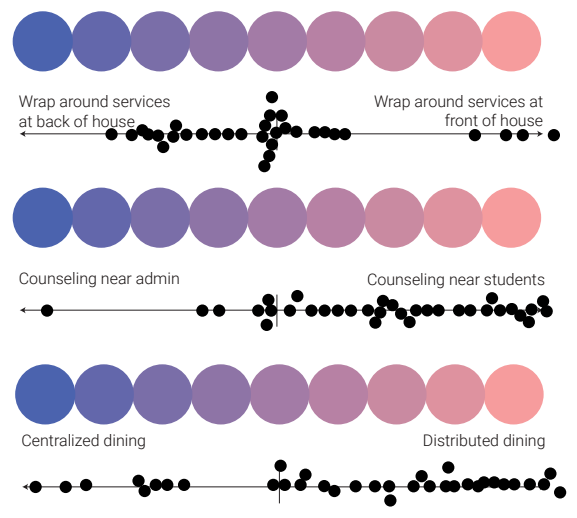
How should the site massing and open space be arranged to encourage **site continuity** and **safety**?



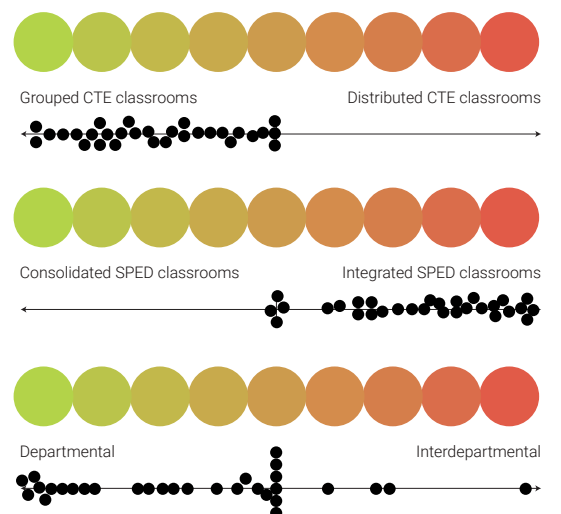
How can the building design provide for **future needs and flexibility** while maintaining the **values** of Cleveland High School?



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

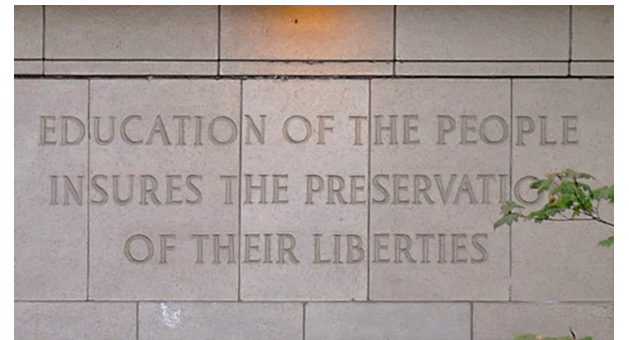


How should the following spaces be organized in order to address **student needs and comfort**?





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## SECTION 03 EXISTING CONDITIONS

Serving the inner southeast neighborhood of Portland, Cleveland High School has an enrollment of approximately 1,560 (2019-2020) students in grades 9 - 12. The existing building facility encompasses a total of approximately 254,200 gross square feet on three floors of the original 1929 building, the gymnasium addition, one portable classroom, one classroom wing addition and the music and shop addition.

The Cleveland High School property is spread across three parcels of land, varying in size, and totaling just under 12 acres. The main building complex is located on a parcel between SE 26th and SE 28th Ave. on the north side of SE Powell Blvd. and is approximately 4.04 acres. The main entrance to the building is located on SE 26th Ave, midway between Powell Blvd and SE Franklin St. Adjacent and to the west of the main school complex lot sits another site at 1.03 acres used for staff parking with approximately 125 parking stalls accessed from NE Franklin St and SE 26th Ave. The Cleveland Fields site serves the Cleveland High School athletics program. Located east of the main school complex, between 31st and 33rd Aves on the north side of Powell Blvd, the 6.27 acre field site accommodates a small 2,400 sq. ft field house, running track, football field, shot-put and press box structure with attached bleachers stands.

### HISTORICAL CONTEXT

Cleveland High School was founded in 1916. It was originally located on land that is now part of the Portland State University campus in Southwest Portland, and it was known as the High School of Commerce. In 1929 the school moved across the river to its current site in Southeast Portland, replacing the Clinton Kelly School that was previously located on the site. The land on which the school now sits had been donated by Oregon pioneer Clinton Kelly with the provision that it be used for a school facility. The new 1929 high school building was designed by district architect George Jones, a Portland native who received his architectural degree from the Massachusetts Institute of Technology and who is renowned for the many buildings he completed for Portland Public Schools.

The 1929 building was roughly square and sits on the western portion of the site. The concrete structure has a wire-brushed, stretcher-bond brick veneer with terra cotta ornament in a Classical Revival style. The main entry is the most ornate featuring decorative terra cotta voussoirs, festoons, balustrades, engaged pilasters and staggered quoins. On the north and south facades are four secondary entries that also feature terra cotta ornament including inspirational educational inscriptions above each pair of doors.

The interior of the building was constructed with two large interior lightwells surrounding the central auditorium space and a primarily single loaded corridor ring providing access to perimeter classrooms. Art-Deco style ornament

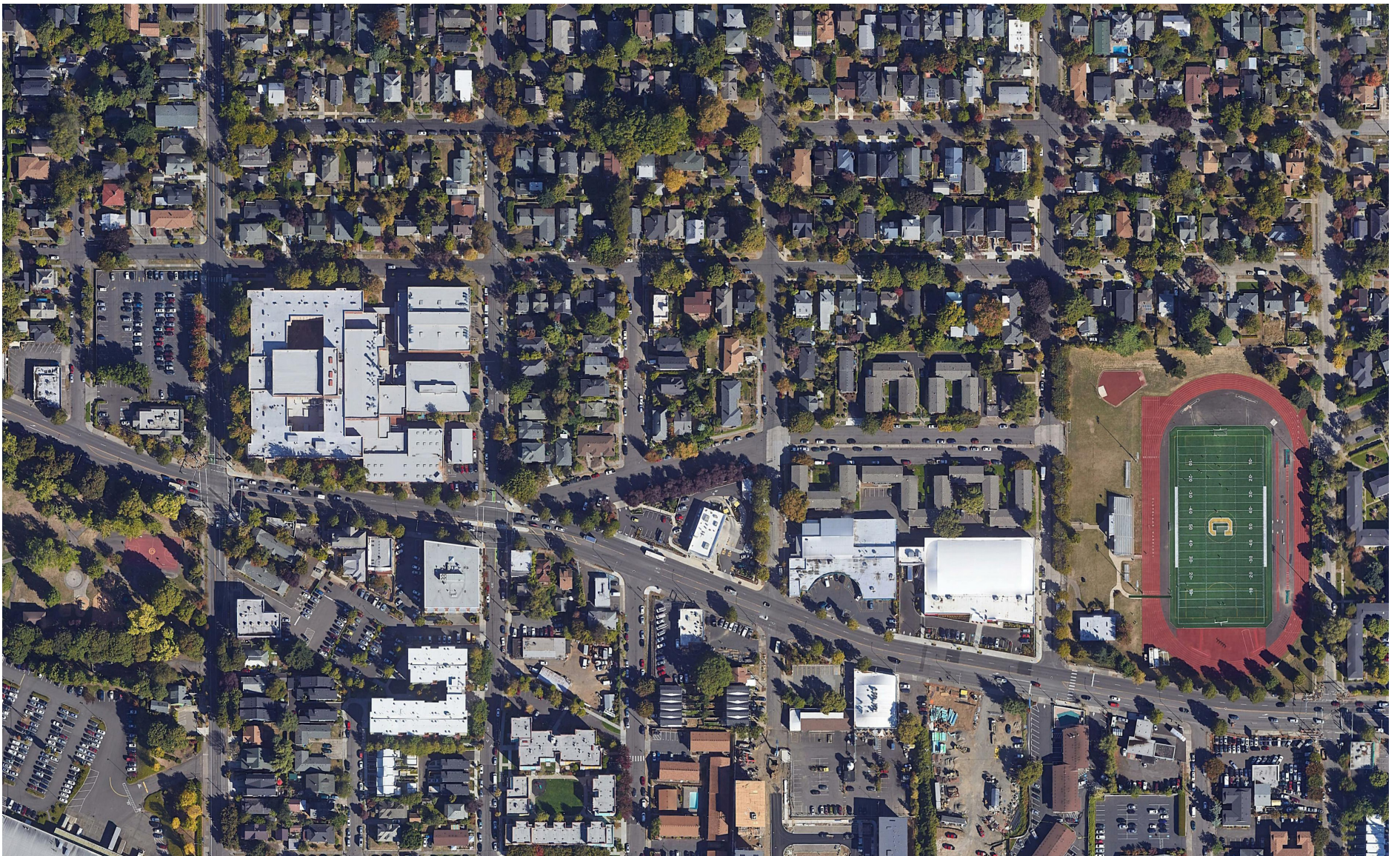
characteristic of the time is used inside the building. At the main entry there is a grand stair with terrazzo stair treads and risers, marble baseboard, 'zenitherm' tile wall finishes and bronze handrails. The auditorium still has its original wood seats and Art-Deco style chandeliers. The original gymnasium space was at the east end of the 1929 building, this space has since been infilled with a second floor and is used as classroom space. Many of the classrooms retain their wood built-in cabinets.

To accommodate growth, in the 1950's and 60's a brick-clad gymnasium, choir, shop and additional classroom spaces were added at the east end of the site, along with a portable building. In addition to the modifications to the original 1929 gymnasium, there have been several changes to the layout of interior spaces, particularly on the south side of the building to accommodate science lab and counseling spaces. With the exception of the windows above each of the building entries, most of the wood windows in the 1929 building were replaced with metal windows in 1988.

In 2009 the District performed a Historic Assessment of the facility, which noted that Cleveland High School remains eligible for the National Register of Historic Places under Criterion A because it retains most of its historic integrity. The majority of the original 1929 building was classified as 'contributing' and 'highly significant'. The original 1929 gym space, which has been heavily modified, is 'contributing' and 'moderately significant', which the 1950's and 60's additions are 'non-contributing'.



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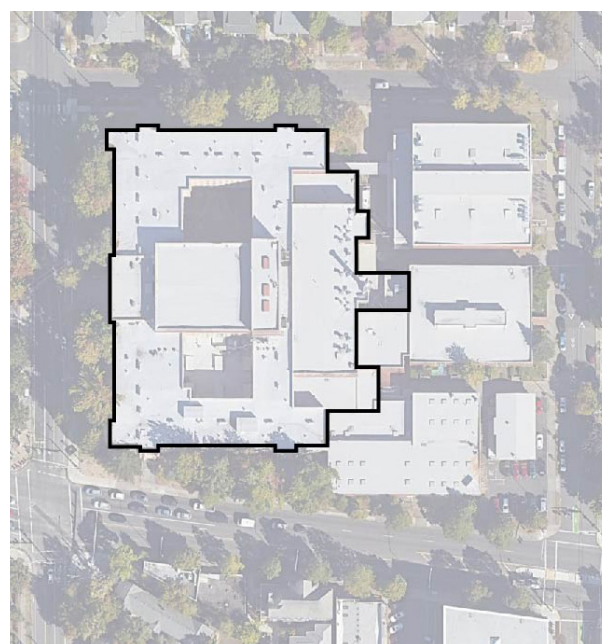
## FACILITY ASSESSMENT SUMMARY

The following sections summarize reports provided by PPS and offer preliminary observations and descriptions of the condition of the existing Cleveland High School site, facility and buildings for the purpose of providing support information and additional context to the conceptual master plan effort. This information is described in further detail in the technical reports included with the appendix of this report. No new facility assessments have been conducted for the purpose of this report. It is anticipated that further in-depth analyses will be required for future phases of the Cleveland High School modernization project.

### STRUCTURAL

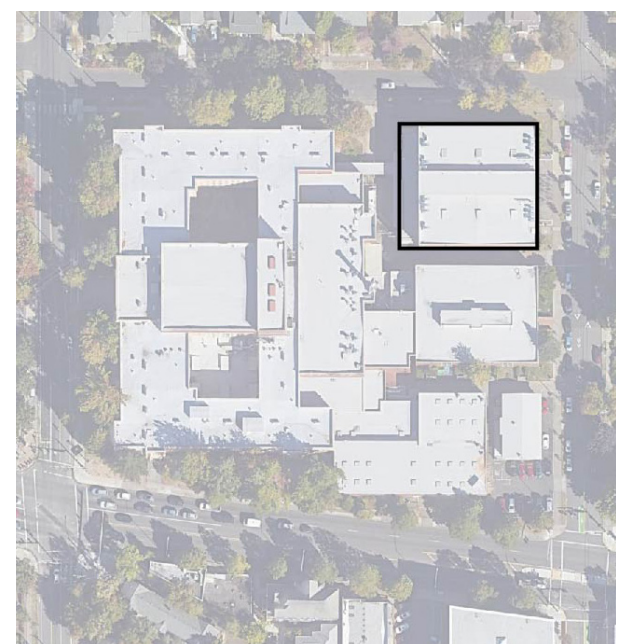
The following structural summary is gathered from a facility record completed in 2002 by James G. Pierson Structural Engineers and a 2009 seismic report by KPFF Consulting Engineers. This summary is provided for the purposes of cost estimating and providing background information of this conceptual master plan effort. Facilities included in this structural summary include:

- :: 1929 Original school facility
- :: 1949 Field House
- :: 1957 Gymnasium addition
- :: 1958 Music & shop addition
- :: 1963 Portable Classroom
- :: 1968 Classroom addition
- :: 1990 Bleacher grandstand



### 1929 HISTORIC BUILDING

The 1929 original school facility building is a 2-story Type I-B construction with partially exposed basement. The 1929 building is partially sprinklered. The main structural system consists of exterior poured-in-place concrete bearing walls over spread footings with concrete joists and a one-way cast-in-place concrete floor slab. The exterior bearing walls are clad in brick veneer, though attachment of the brick veneer is unverified. Unreinforced clay tile walls can be found throughout the interior of the facility mostly between classrooms and along corridors facing classrooms. The roof support structure at the auditorium is a concrete "Riblath" slab supported by steel bar joists and heavy steel trusses. Similarly, heavy steel supports span above the library with wood decking above. The wood diaphragm was later strengthened alongside parapet bracing and a complete reroof throughout the entire school completed in 2017.

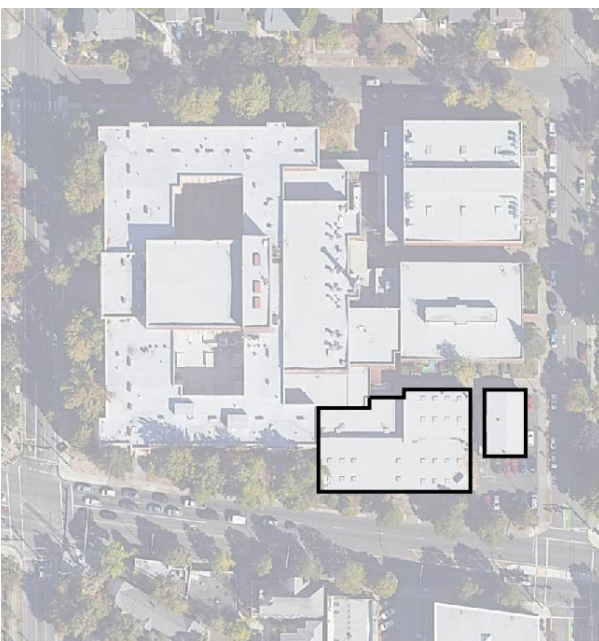


### GYMNASIUM

The 15,362 sq. ft gymnasium addition completed in 1957 is a 1-story Type II-B construction building with basement. The addition sits fully separate from the 1929 original building in the NE corner of the site and is connected by a covered walkway. The main structural system is a concrete slab roof supported by steel trusses. The main floor is a cast in place concrete slab and the basement floor is a concrete slab on grade. The exterior bearing walls are cast in place and precast concrete on the north, east and south sides and URM along the west face. The gymnasium building is also clad in brick veneer.

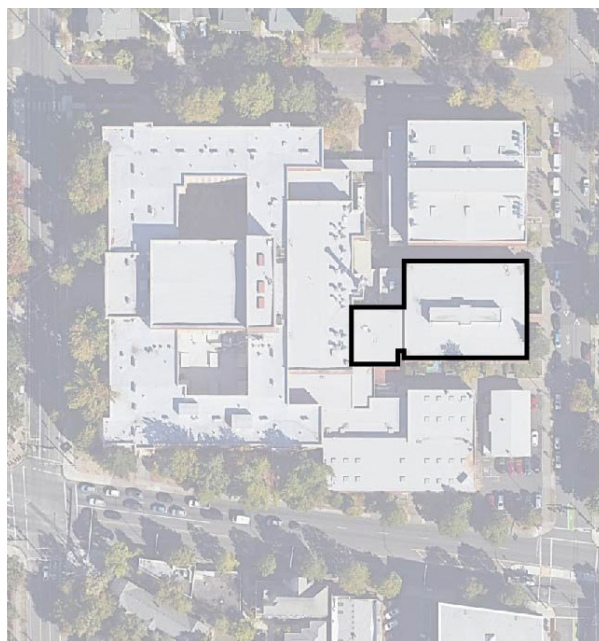


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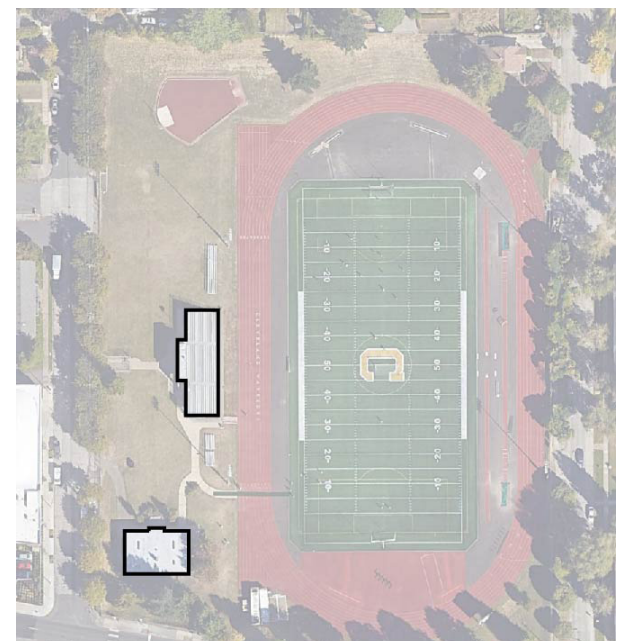
### SHOP MUSIC WING & PORTABLES

The 15,095 sq. ft music and shop addition completed in 1958 and is a 1-story Type II-B construction building. The main structural system is a 3 inch tectum roof supported by steel trusses and infilled with 6 inch thick CMU exterior shear walls. The exterior bearing walls are reinforced concrete on spread footings with brick veneer. A portable classroom was added to the east of the shop wing addition in 1963.



### CLASSROOM WING

The 59,334 sq. ft classroom addition completed in 1968 is a 2-story Type II-B construction building with a third level mechanical penthouse located above the central corridor. The main structural system is a concrete floor slab supported by precast concrete tees. The precast flanges were later attached to the shear walls by steel angles in 2001. The exterior bearing walls are reinforced concrete on spread footings with brick veneer. A portion of the roof above the penthouse is a concrete slab on steel decking supported by steel trusses, and the remaining section of the roof is poured in place concrete joist/slab system. The addition sits to the east of the 1929 boiler room and is seismically separated by a very small 1/2 in gap.



### FIELD HOUSE & BLEACHER GRAND STANDS

The 2,400 sq. ft field house structure completed in 1949 is cast in place concrete wall structure supporting a wood roof frame. The facility is located 2 blocks to the east of the main school facility on the athletic fields between SE 31St. and SE 33rd Ave. to the north of SE Powell Blvd. The 1990s grandstand and press box structure is also located on the Cleveland Fields site. The main structural system is a CMU bearing walls which supports cast in place concrete floor and roof. The aluminum bleachers are attached to the east of the structure and are formed by aluminum seating plans with galvanized steel risers beams and girders.



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## MECHANICAL, ELECTRICAL, PLUMBING AND TECHNOLOGY SYSTEMS

The 1929 building was constructed with a central boiler feeding radiators. Ventilation was only provided through operable windows and passive ventilation shafts inside the interior walls of the classrooms. Use of the operable windows is problematic in many spaces because of noise from the adjacent highway. 2' x 4' troffer lights and linear florescent lighting are typical throughout the school. Electrical and data outlets are insufficient throughout most of the school. Complaints about the MEPT systems are common and temperatures in the school were observed to be uncomfortable at each of the CMPC meetings which occurred at different locations throughout the school. It is assumed that a full upgrade of MEPT systems will be needed when the modernization project occurs

## ACCESSIBILITY

The Cleveland High School building facility exhibits extensive accessibility barriers stemming from a significant change in elevation (over 25 feet across the main site) and the incremental nature of the building additions in the 1950's and 1960's. Prior bond projects have addressed several isolated accessibility barriers such as door hardware, drinking fountains and handrail heights. However, these minor accessibility improvements are not integrated with the architectural design or style of the original building and do not address the fundamental inequalities and absence of universal design principles.

The primary building entrance is located midblock at SE 26th Ave, through the 1929 building, and is not an accessible entrance. To enter, students must climb a set of concrete steps which lead to a split-level landing. The split-level landing then requires navigating a second set of stairs to take students down to the basement level or up to the first-floor level. There is only one accessible entrance to the main building, located over 500 feet away from the main entrance and accessed through a shared service drive located midblock on SE Franklin St to the north of the site.

There is no direct internal access to the gymnasium from the main building. All students must leave the main building through the accessible entrance, across the service drive and into the basement level of the gym. The basement level of the gym includes weight rooms, a mat room, lockers and additional gym support spaces, accessed by two sets of stairs or an ADA lift.

There is no direct internal access from the main building to the 1968 classroom wing addition on the basement or first floor levels. In order to access a classroom on the same level all students must either go up a floor, over to the classroom wing addition, and back down to the same floor or leave the main building and the 1968 addition from the back-of-house exterior. For a student with accessibility issues to access a classroom on a different level in the same 1968 classroom wing they must exit the addition on the first floor level, enter the main 1929 building and travel to the farthest northwest corner to access the elevator, go to the second floor and travel back for a total travel distance of 800 feet just to move between floors in the same classroom wing addition.

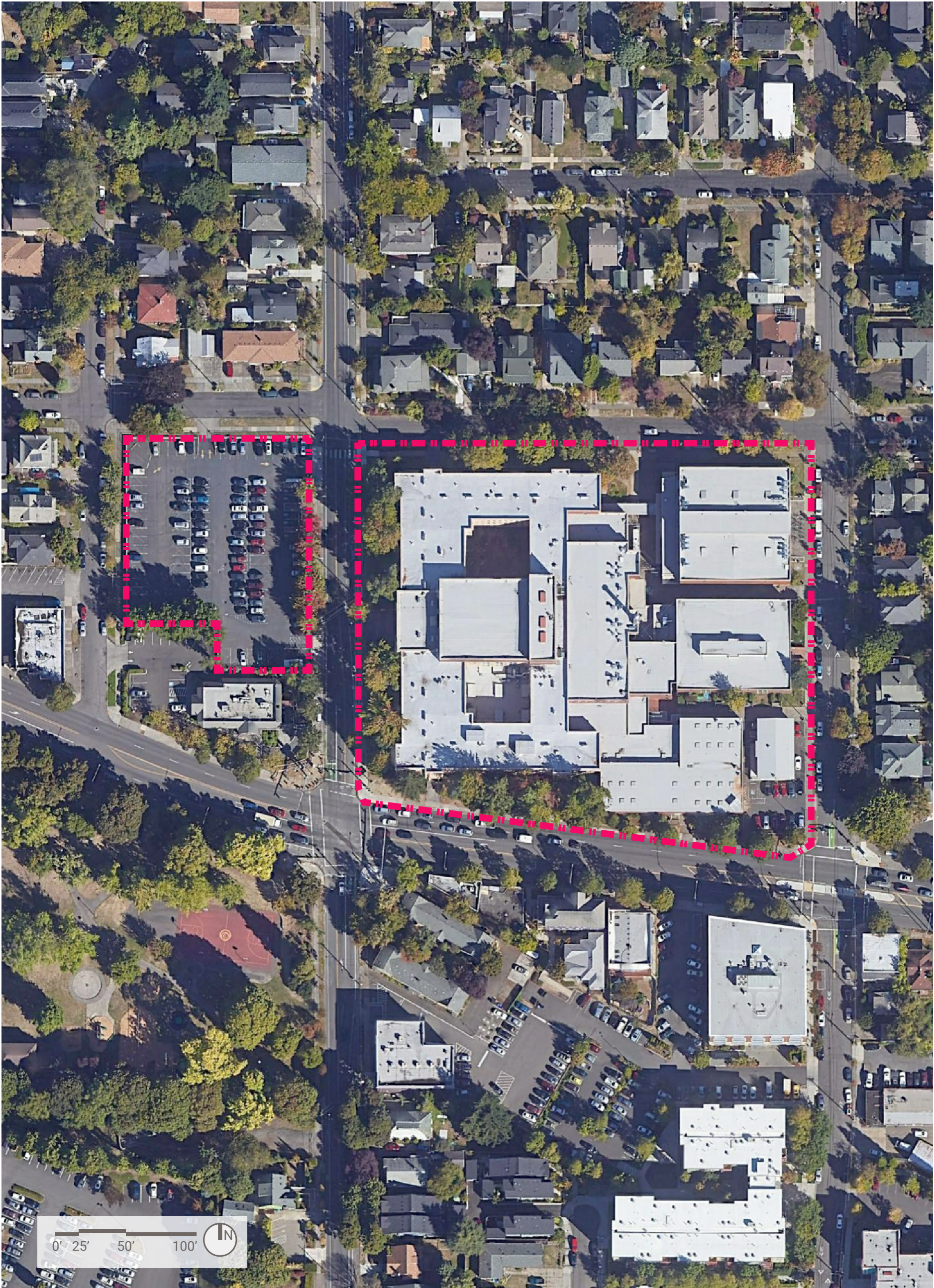


## HAZARDOUS MATERIALS

Although a hazardous materials survey was not provided for the purposes of this report, prior capital improvement projects at CHS have referenced work conducted by abatement consultants. The results of the hazardous material survey and abatement are not included in this report. Consideration for the extent of abatement and resulting cost implications will need to be coordinated with the district during future phases of the Cleveland High School modernization project.



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EXECUTIVE SUMMARY	ENGAGEMENT PROCESS	<b>EXISTING CONDITIONS</b>	AREA SPACE PROGRAM	PLAN & STUDIES	BUDGET SUMMARY	PROJECT SCHEDULE	ALTERNATES	PARKING LOT OF IDEAS



**EXISTING SITE : AERIAL VIEW**



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EXECUTIVE SUMMARY	ENGAGEMENT PROCESS	EXISTING CONDITIONS	AREA SPACE PROGRAM	PLAN & STUDIES	BUDGET SUMMARY	PROJECT SCHEDULE	ALTERNATES	PARKING LOT OF IDEAS



EXISTING SITE : AERIAL VIEW



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DEPARTMENT

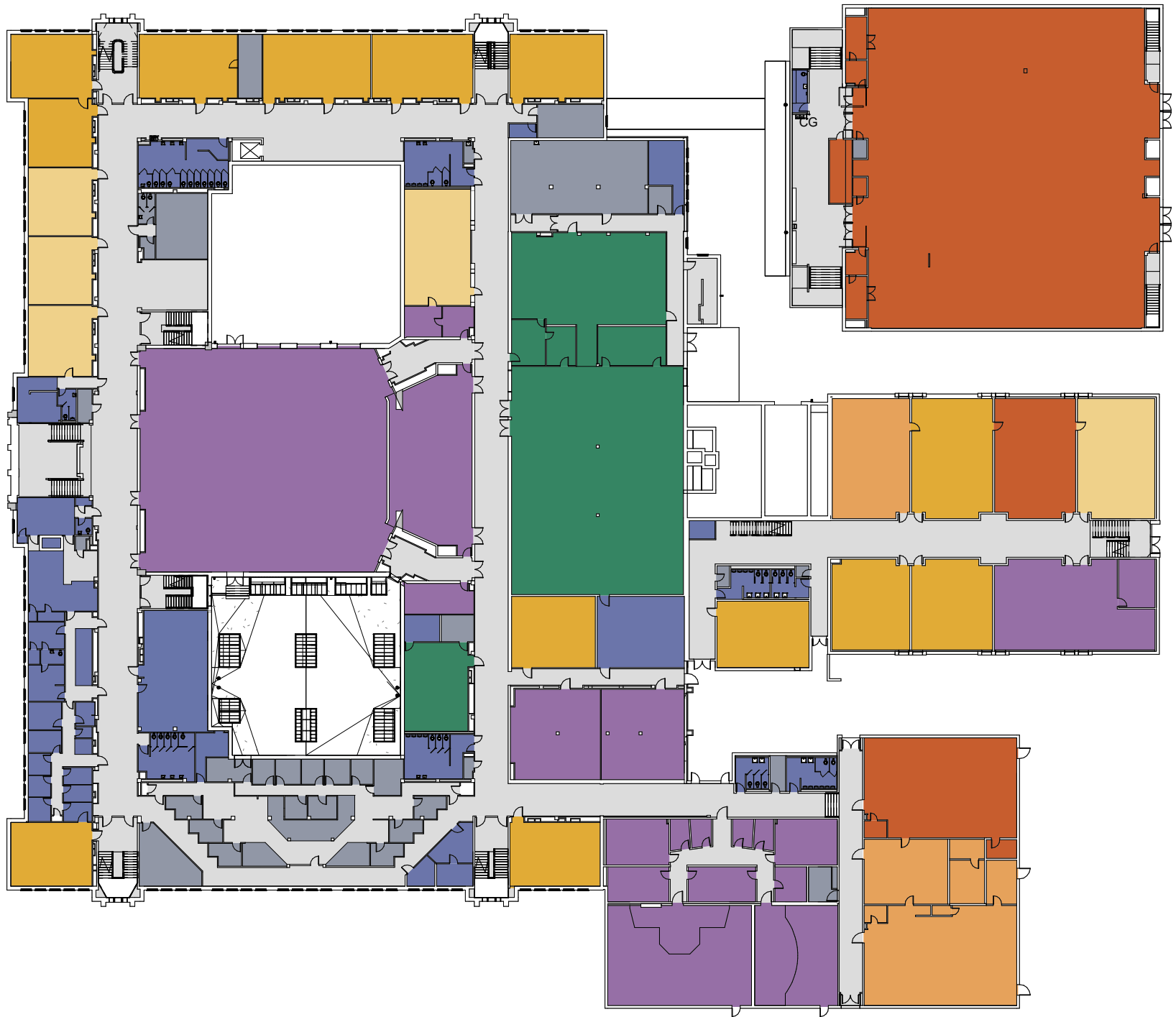
- PE / ATHLETICS
- CAFETERIA / COMMONS
- ADMINISTRATION
- GENERAL EDUCATION CLASSROOMS
- SCIENCE CLASSROOMS
- EXTENDED LEARNING
- CTE
- FINE ARTS / PERFORMING ARTS
- MEDIA / LIBRARY



## EXISTING BUILDING PLAN : BASEMENT



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DEPARTMENT

- PE / ATHLETICS
- CAFETERIA / COMMONS
- ADMINISTRATION
- GENERAL EDUCATION CLASSROOMS
- SCIENCE CLASSROOMS
- EXTENDED LEARNING
- CTE
- FINE ARTS / PERFORMING ARTS
- MEDIA / LIBRARY



## EXISTING BUILDING PLAN : LEVEL 1



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DEPARTMENT

- PE / ATHLETICS
- CAFETERIA / COMMONS
- ADMINISTRATION
- GENERAL EDUCATION CLASSROOMS
- SCIENCE CLASSROOMS
- EXTENDED LEARNING
- CTE
- FINE ARTS / PERFORMING ARTS
- MEDIA / LIBRARY



## EXISTING BUILDING PLAN : LEVEL 2



# DRAFT

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## SECTION 04 AREA SPACE PROGRAM

### EDUCATIONAL SPECIFICATIONS (ED SPEC)

Revised in September of 2017, the Portland Public Schools Educational Specifications (Ed Spec) represent a foundation on which modernization planning and design work can begin: it outlines desired building characteristics for all PPS schools. The intent of the Ed Spec is to provide spaces for 21st century teaching to occur while providing flexibility to adapt to future changes. The Ed Spec area program identifies the quantity and size of spaces within a comprehensive high school needed to deliver the District's education program for a range of xxx to xxx students, with a stated goal of providing parity of program at each comprehensive high school. The Conceptual Master Planning process for a modernized Cleveland High School adapts the 2017 Ed Spec to meet site-specific constraints and program needs.

### CLEVELAND HIGH SCHOOL PROGRAM OBSERVATIONS

As part of the CMP process, a tour with school leadership and visual surveys of the existing facilities was conducted to determine the number, type and general quality of existing spaces at Cleveland High School. A review of the master schedule provided a comprehensive view of the overall use of classroom spaces. The sizes of spaces was determined from existing drawings from past campus improvement projects. An essential goal of touring and observing existing facilities, class schedules, and CMPC engagement was to identify the features that make Cleveland High School unique in order to capture these characteristics in a conceptual building program.

Cleveland is one of two PPS high schools offering the International Baccalaureate (IB) Diploma Programme. The Diploma Programme curriculum at Cleveland consists of three core elements (Theory of Knowledge, Extended Essay, and Creativity/Activity/Service) and six subject groups: Language and Literature, Language Acquisition (World Languages), Societies and Individuals, Experimental Sciences, Mathematics, and the Arts. Cleveland also offers unique Career Preparation and CTE courses, including computer science, culinary arts, digital media, mass communications and marketing, and woodshop (including robotics). The number of classroom spaces and teaching stations at CHS currently support these programs, and although they exceed the 2017 Ed Spec in quantity of spaces, they are generally smaller than the Ed Spec classroom.

CHS is also uniquely distinct from the Ed Spec Comprehensive High School in the manner in which it has adjusted to the constraints of a nearly 100-year-old structure. For example, the library program has been adapted to fit in the location of the original gymnasium, which is partially below grade with limited access to daylight. The cafeteria (commons) is located in the basement level, underneath the south lightwell, with limited accessibility and no access to views. Other educational support spaces have been similarly adapted to fit the floorplate of the 1929 building. A complete summary of existing spaces, including descriptions of how they align with or deviate from the Ed Spec, is included with the conceptual program.

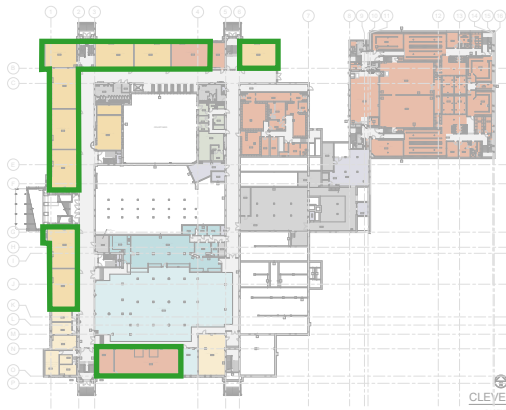
### CONCEPTUAL PROGRAM RECOMMENDATIONS

The following section summarizes the existing and proposed conceptual building program at Cleveland High School and compares it to the 2017 PPS Ed Spec for Comprehensive High Schools. The summary is organized by department, including key observations within each department. A grand total of all program areas is included at the end of this section and a detailed numeric program is located in the appendix.

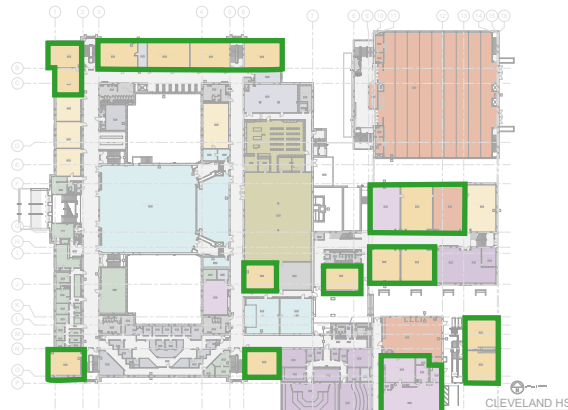
During the second CMPC meeting, the program comparison was presented to the committee members for feedback. The committee confirmed the findings, acknowledging that the proposed conceptual program should maintain flexibility to accommodate the unique features of the existing school, such as the IB Programme, Arts, and CTE/ Career Prep spaces.



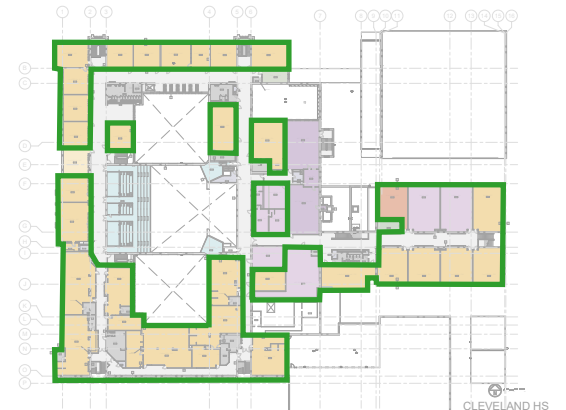
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BASEMENT



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## GENERAL EDUCATION CLASSROOMS

Cleveland High School currently includes 47 general education classrooms, occupying approximately 39,394 square feet. While the number of classrooms exceeds the Ed Spec requirement of 41 teaching stations, this is due primarily to the expanded IB offerings. Since classrooms at CHS are principally located in the narrower 1929 building floorplates, they are often smaller than the Ed Spec guideline of 980 square feet per classroom, resulting in a total area that is smaller than the Ed Spec requirement of 40,180 square feet. Cleveland does not exhibit any of the smaller instruction and flexible learning spaces dictated by the Ed Spec. The proposed CMP program recommends maintaining the current teaching station count within the Ed Spec target square footage and incorporating the additional smaller instruction and flexible program spaces (13,000 SF) to match the Ed Spec.



## SCIENCE LABS

CHS currently includes 10 science laboratories, which is one lab short of the Ed Spec requirement of 11 labs for a comprehensive high school. Science prep and chemical storage rooms were distributed, typically accessed through individual lab classrooms. Although a wide variation in lab classroom size was observed, the average square footage of the 10 existing labs is in alignment with the Ed Spec, and the proposed CMP program recommends adding a science lab and matching the minimum Ed Spec square footage for each lab for a total program area of 17,480 square feet.



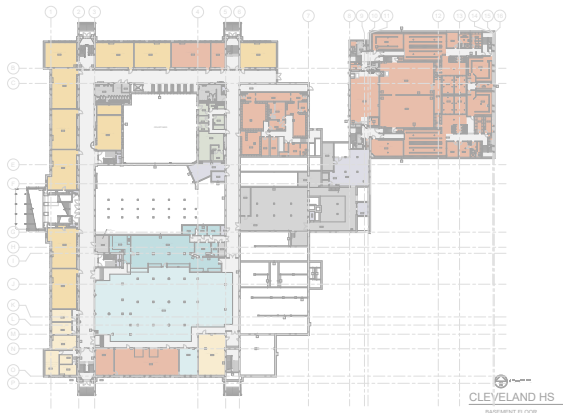
## CAREER PREP / CTE

Career Prep, CTE and Maker Space at Cleveland High School includes computer science, culinary arts, digital media, mass communication and marketing, and woodshop; a mall robotics lab is accessed through the woodshop and is not included in the total teaching station count. Cleveland's total of 5 career prep/CTE/maker space teaching stations exceeds the Ed Spec, allowing CHS to provide these unique offerings. However, during the school tour, it was observed that some of these spaces – particularly those in the 1958 shop wing addition and the 1968 classroom addition – have accessibility challenges and do not have adequate systems (HVAC & electrical) to support comfortable learning environments. The CMP program recommends maintaining the current size for Career Prep, CTE and Maker Space offerings at CHS, with a total program area of approximately 8,722 square feet.

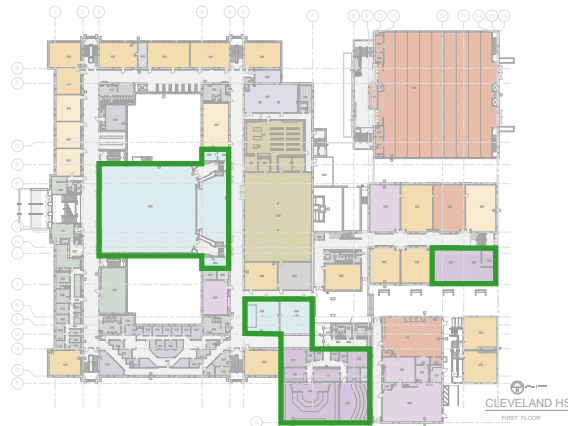




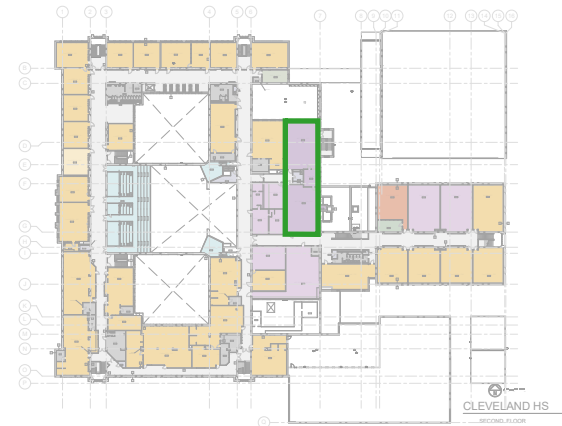
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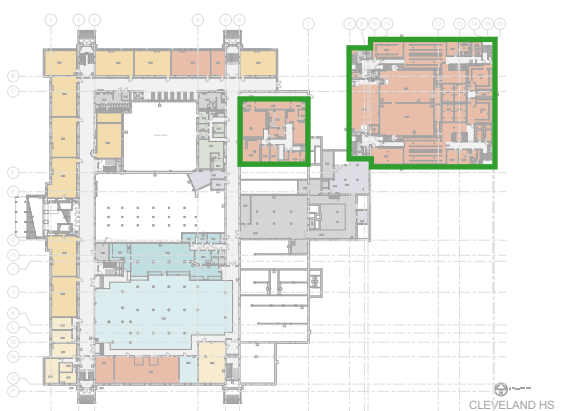
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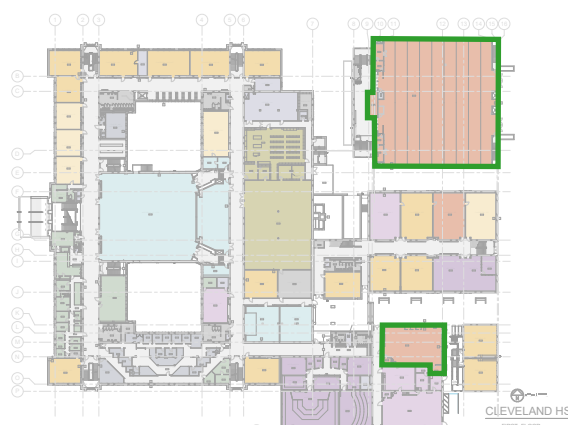
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## FINE AND PERFORMING ARTS

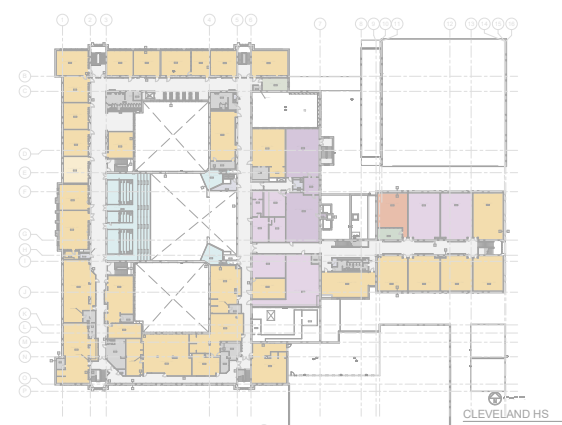
Fine and performing arts spaces at Cleveland High School include 2D and 3D art classrooms, band, choir, and drama/theater. CHS is unique in that it includes one additional art classroom, a choir room, and a larger 1,300-seat auditorium (used as a theater) when compared to the district Ed Spec. Although the existing CHS auditorium currently serves as a theater and assembly space, the auditorium lacks key support spaces that are currently included in the Ed Specs. CHS lacks an orchestra pit, green room, and ticketing/concessions; the stage, sound/control room, and scene shop are undersized relative to the Ed Spec; and the black box theater and dressing rooms are located in repurposed classrooms. The proposed CMP program recommends maintaining the current space types for 2D/3D arts, band, and choir (at Ed Spec sizes), and recommends enhancing the Auditorium to include an enlarged stage and all support spaces identified in the Ed Spec – an increase of approximately 6,350 square feet from the Ed Spec. Should the auditorium be removed and replaced in a modernization, the Fine and Performing Arts program area could be sized to match the Ed Spec at 21,150 square feet, which includes a 500-seat theater.



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## PHYSICAL EDUCATION & ATHLETICS

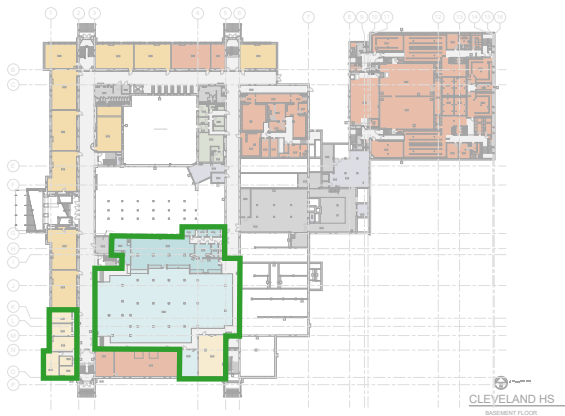
The physical education (PE) space areas are distributed between the original 1929 building, the 1957 gymnasium and 1958 shop wing addition, and the fieldhouse at SE 31st Ave and Powell Blvd. All spaces are generally deficient when compared to the Ed Spec. The 1957 gym addition is smaller than the current Ed Spec, lacking adequate storage, and there is currently no auxiliary gymnasium at Cleveland High School. The original 1929 building contains team locker rooms but is disconnected from other locker room areas and has many smaller distributed storage rooms. The wrestling room is currently located in the shop wing (former metal shop) and is disconnected from the main locker areas. The field house contains storage, a small service/concession stand, non-ADA compliant restrooms and lockers/changing areas for boys teams with a shared restroom (also non-ADA compliant).

The CMP program recommends replacing the gymnasium and adding an auxiliary gym in conformance with the Ed Spec. The new PE and athletics facilities should be proximate in location and include the larger storage and support areas as recommended by the Ed Spec. The proposed CMP program also recommends replacing the fieldhouse at SE 31st Ave and Powell Blvd. to include adequate restrooms and changing/locker rooms for all gender identities. The Ed Spec recommended area for all PE and athletics spaces is 35,580 square feet.

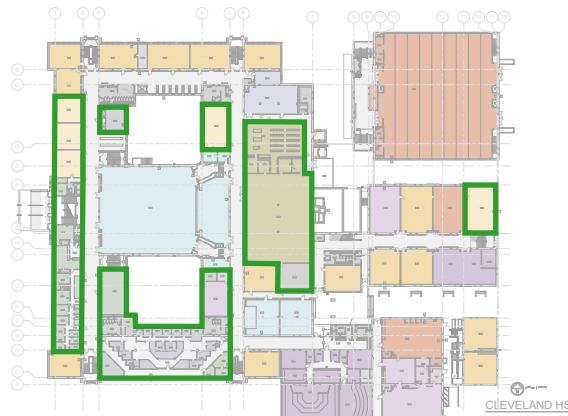




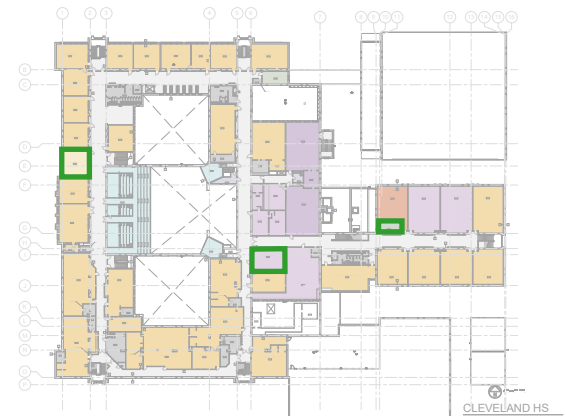
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## EDUCATIONAL SUPPORT

Education support spaces include administration, counseling, special education (SPED) and english language learner (ELL), computer labs, student center (cafeteria / commons), library / media center, virtual scholars, and other miscellaneous spaces such as restrooms, storage, and custodial spaces. As a whole, the total area for education support spaces is approximately 17,168 square feet smaller than the Ed Spec recommendation of 67,400 SF, with the largest space deficiency in the administration and counseling departments (11,235 SF smaller than the Ed Spec), which is elaborated upon later in this section.

Other Ed Spec discrepancies in Education Support at Cleveland High School include: computer labs (2,871 SF smaller than the Ed Spec, with two fewer labs than recommended), library / media center (2,462 SF smaller), and a Virtual Scholars classroom (814 SF, not in the Ed Spec). Due to high number of circulation paths through the commons (needed to traverse from East to West at the south end of the 1929 building – there is no east-west corridor at the basement level) and a smaller kitchen/servery, the effective area of the commons is also smaller than the Ed Spec by approximately 1,592 SF. Although the SPED and ELL space area meets the Ed Spec recommendation, the life skills program lacks key support spaces (reception, office, toilet room, conference room) and is located in the 1968 classroom addition, which has accessibility challenges.

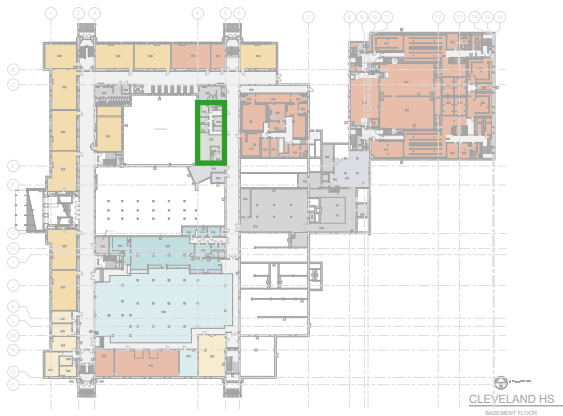
With regards to administration areas, the current Ed Spec identifies teacher planning and collaboration areas as "Optional", but recommends that the sub-total area for administration include a total of 9,800 square feet of these planning / collaboration spaces sized and located for potential instructional space as needed (10 spaces at 980 SF each – the recommended Ed Spec size for general education classrooms). Cleveland does not currently include teacher's offices.

The proposed CMP program recommends aligning the quantity and size of Educational Support spaces with the Ed Spec, including the expansion of gender inclusive facilities ("all user" restrooms) throughout the school.

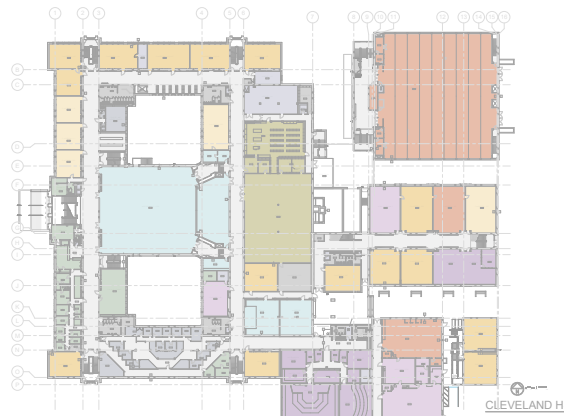




<b>SECTION 01</b> EXECUTIVE SUMMARY	<b>SECTION 02</b> ENGAGEMENT PROCESS	<b>SECTION 03</b> EXISTING CONDITIONS	<b>SECTION 04</b> <b>AREA SPACE PROGRAM</b>	<b>SECTION 05</b> PLAN & STUDIES	<b>SECTION 06</b> BUDGET SUMMARY	<b>SECTION 07</b> PROJECT SCHEDULE	<b>SECTION 08</b> ALTERNATES	<b>SECTION 09</b> PARKING LOT OF IDEAS
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## COMMUNITY PARTNERS & WRAP-AROUND SERVICE PROVIDERS

Dedicated spaces for community partners and wrap-around service providers at Cleveland High School include one after-school Instruction (tutoring) room and a Multnomah County Health Department school-based health center (clinic). A pantry and clothing/food closet is co-located with the counseling department. While the tutoring room is “optional”, it is smaller than the Ed Spec size; the Ed Spec also lists up to (4) optional after-school instruction rooms. The clinic is approximately 575 square feet smaller than the Ed Spec recommended size of 1,600 SF. CHS does not currently have the Ed Spec recommended dedicated teen parent service spaces or community classrooms. The proposed CMP recommends aligning all Community Partner and Wrap-Around Service Provider spaces with the Ed Spec, for a total space program area of 5,900 SF.

### CLEVELAND HIGH SCHOOL CONCEPTUAL PROGRAM RENOVATED AUDITORIUM

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	CHS CMP	ED SPEC	CHS CURRENT	CHS CMP
General Education Classrooms	41	47	41-47 <sup>5</sup>	53,180	39,394	53,180 <sup>1</sup>
Science Labs	11	10	11	17,480	15,607	17,480
Career Preparation / CTE	3	5	5	6,000	8,722	8,720 <sup>3</sup>
Fine & Performing Arts (Drama, Theater)	4	6	6	21,150	24,232	27,500 <sup>2</sup>
Athletics (includes are 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
<b>SUB-TOTAL</b>	<b>64</b>	<b>72</b>	<b>68-74<sup>5</sup></b>	<b>206,690</b>	<b>170,984</b>	<b>215,760</b>
Net to Gross Ratio of 36% (49%) (36%)				74,408	83,271	77,674
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>				<b>281,098</b>	<b>254,255</b>	<b>293,434</b>

### CLEVELAND HIGH SCHOOL CONCEPTUAL PROGRAM NEW PERFORMING ARTS BUILDING

	TEACHING STATIONS			SQUARE FOOTAGE		
	ED SPEC	CHS	CHS CMP	ED SPEC	CHS CURRENT	CHS CMP
General Education Classrooms	41	47	41-47 <sup>5</sup>	53,180	39,394	53,180 <sup>1</sup>
Science Labs	11	10	11	17,480	15,607	17,480
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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
<b>SUB-TOTAL</b>	<b>64</b>	<b>72</b>	<b>68-74<sup>5</sup></b>	<b>206,690</b>	<b>170,984</b>	<b>209,410</b>
Net to Gross Ratio of 36% (49%) (36%)				74,408	83,271	75,388
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>				<b>281,098</b>	<b>254,255</b>	<b>284,798</b>

#### FOOTNOTES

1. Assumes Ed Spec number of teaching stations and classroom areas.
2. Assumes renovating existing auditorium.
3. Assumes maintaining CTE/Career Prep offerings at CHS.
4. Assumes new theater at Ed Spec capacity.
5. Range represents difference between Ed Spec and current CHS teaching station count for general education classrooms.

## TOTAL COMPREHENSIVE HIGH SCHOOL – CONCEPTUAL PROGRAM REQUIRED AREA

The subtotal area of all Ed Spec recommended spaces is 206,690 square feet. Cleveland High School’s current area for comparable spaces is 170,984 square feet, which is 36,478 SF smaller than the Ed Spec. Given Cleveland’s unique IB Programme, Career Prep / CTE, and Arts programs, the CMP space area program recommends a subtotal of 215,760 square feet if retaining the existing auditorium, and 209,410 square feet with a new theater.

The unique configuration of CHS, which includes many single-loaded corridors, also results in a relatively high net-to-gross ratio of 49% - giving CHS a total existing area of 254,255 square feet. Modernization should allow a reimagined Cleveland High School to improve on net-to-gross efficiencies. Therefore, the total recommended gross square footage for the Cleveland High School conceptual master plan includes a 36% net-to-gross factor, for a total range of 284,798 to 293,434 SF.



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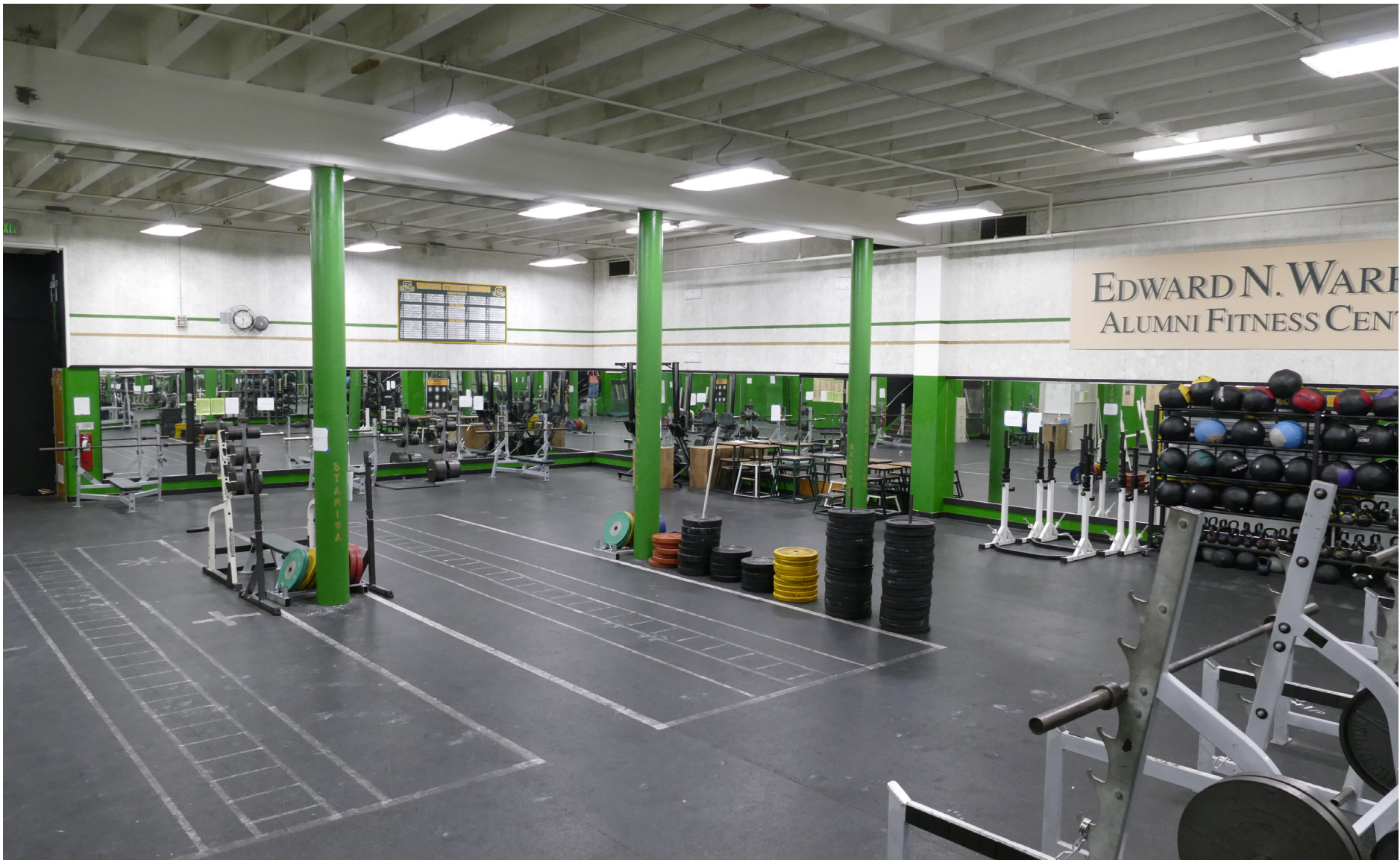
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## SECTION 05 PLAN & STUDIES

### SITE AND BUILDING ORGANIZATION

The Cleveland High School CMPC studied a range of modernization options primarily guided by two key principles: retaining all, some or none of the historically contributing elements of the existing CHS building (Historic vs. New), and consolidating all program on the existing CHS site (bounded by SE 26th and SE 28th Aves, Powell Blvd, and SE Franklin St) or distributing it across SE 26th Ave to include program on the existing PPS property west of the main campus that is currently serving as a surface parking lot (Consolidated vs. Distributed). During the final CMPC meeting, committee members were asked to consider the opportunities and challenges of these two principles irrespective of modernization options:

The CMPC expressed a preference for a modernization approach that maintained the historic character and/or components of the existing CHS. However, retaining existing building components must address challenges posed by the constraints of the historic design and construction: entry security, accessibility issues, and overall site orientation and building organization. An all-new building would provide greater flexibility and spatial efficiency in responding to the 2017 Ed Spec recommendations.

Consolidation on one site was perceived by the CMPC as essential for a cohesive and unified campus best equipped to promote student safety and security. While the Ed Spec space program can be accommodated on the main CHS site, building height would need to be balanced with adequate open space. Distribution of program across two sites allows the building to maintain its existing neighborhood scale while simultaneously increasing outdoor open space. However, the CMPC expressed concerns for safety and increased travel times for students crossing SE 26th Ave which would need to be addressed in a 'distributed' layout.

### MODERNIZATION OPTIONS

For the third CMPC meeting, five preliminary site and building organization options were presented to the committee members to solicit feedback in the form of Listening Stations, where members were asked to describe their perceived opportunities, challenges, and general questions for each concept. The five options further described in Section 02 Community Engagement / Process & Outcomes, and the CMPC meeting minutes, tested the concepts of consolidated versus distributed development, and various levels of existing building reuse.

### CONCEPTUAL MODERNIZATION SCHEMES

Based on perceived opportunities and challenges, the modernization options were refined into three conceptual schemes that further tested site and building organization, as well as conceptual program accommodation. While some feedback was not incorporated into the scope of these concepts, it is further described in the "Alternates" listed in Section 08 and the "Parking Lot" of ideas in Section 09.

These three refined schemes were presented at the final CMPC meeting, are described below, and have been assigned conceptual budgets by the cost estimator (RLB).



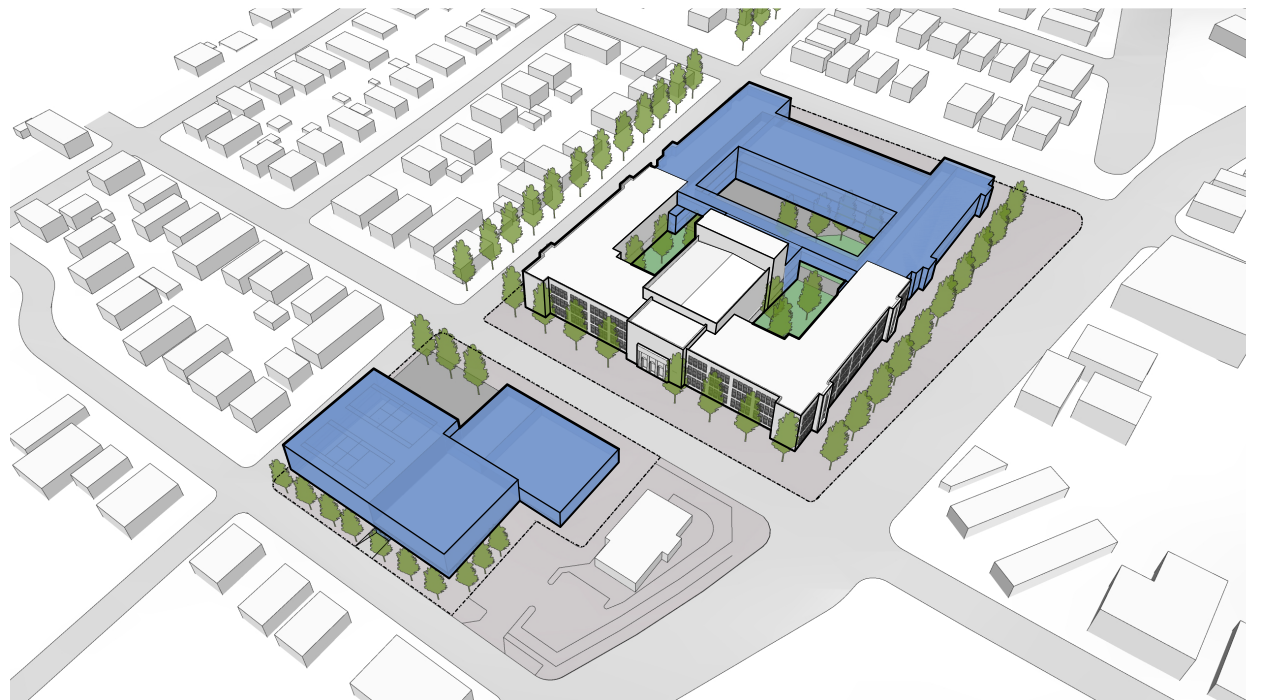
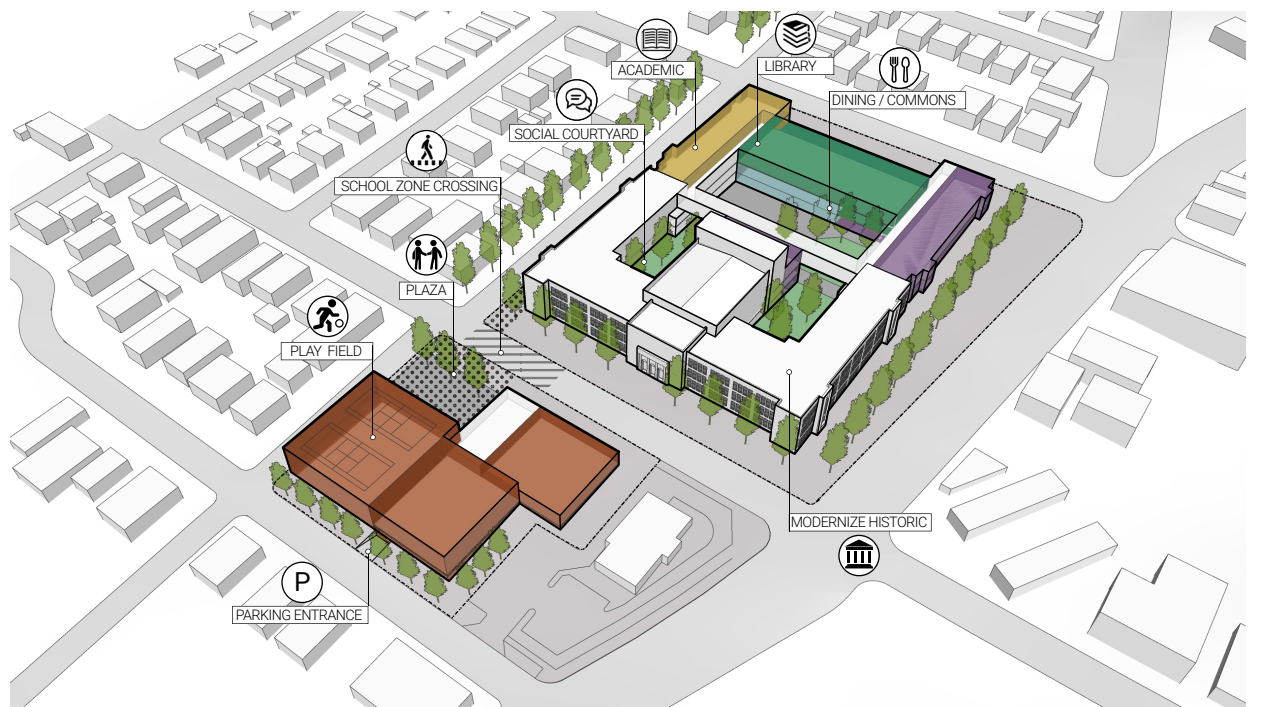
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## PLANNING CONCEPT SCHEME 1 HISTORIC :: DISTRIBUTED

The Historic :: Distributed concept preserves and modernizes nearly all portions of the existing 1929 building identified as “contributing and highly significant” in the 2009 Historic Building Assessment, including the entirety of the west, north and south elevations, and the existing 1,300-seat auditorium. With this development concept, all other structures on site are removed including the cafeteria (commons) in the basement level of the 1929 building and the east wing of the 1929 building containing locker rooms, the library, and arts classrooms. The Historic :: Distributed concept includes renovation of 123,695 square feet of existing building, with an overall total building area of 293,434 square feet accommodated on three floors and distributed across the two adjacent PPS parcels. The square footage of this concept is greater than the others because it maintains the existing 1,300-seat auditorium rather than removing and replacing it with a 500-seat auditorium as indicated in the ed spec.

Key features of the 1929 building are the large lightwells on the north and south side of the existing auditorium. Although these lightwells are not currently accessible, this modernization option proposes transforming them into occupied courtyards accessible from the lowest level (ground floor). By removing the existing structures to the east of the auditorium, this concept also introduces a third, larger social courtyard with a longer north-south orientation that connects to the two smaller courts, forming a larger “U” shaped outdoor space. Service access to the internal courtyard could occur midblock along SE Franklin St.



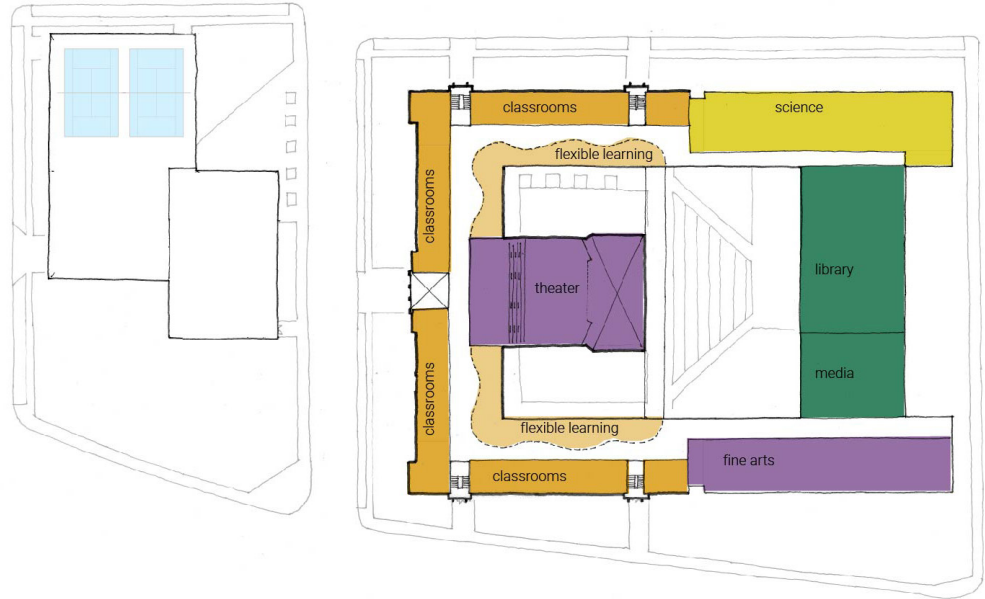


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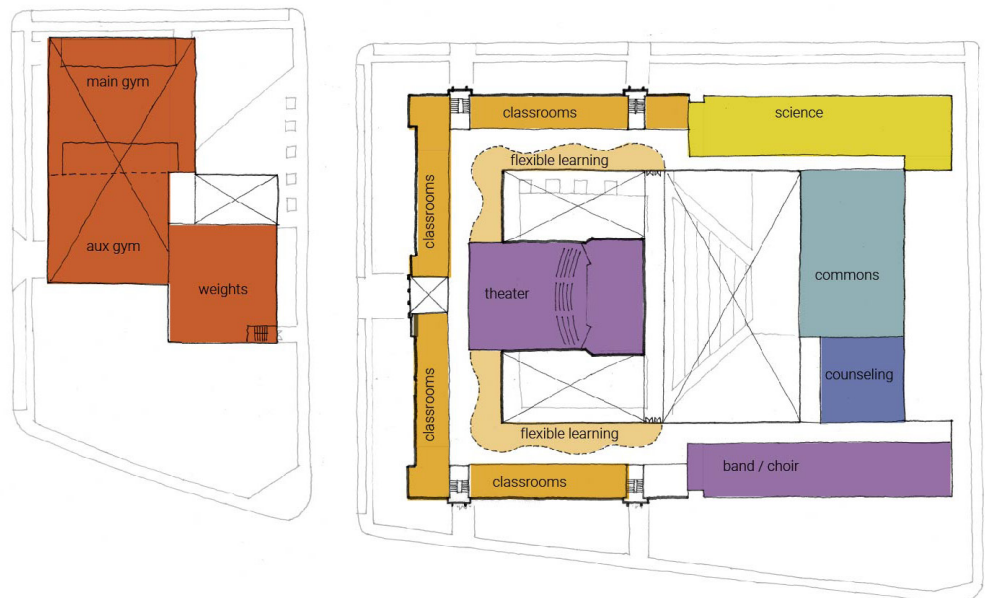
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New three-story classroom additions on the main campus would extend the north and south wings along SE Franklin St and Powell Blvd, with new building program (commons, library, and other student support spaces) connecting the wings at the east end of the site, along SE 28th Ave. Student support spaces could potentially connect directly to the new courtyards. A pedestrian bridge on the east side of auditorium connects new program in the north and south wings.

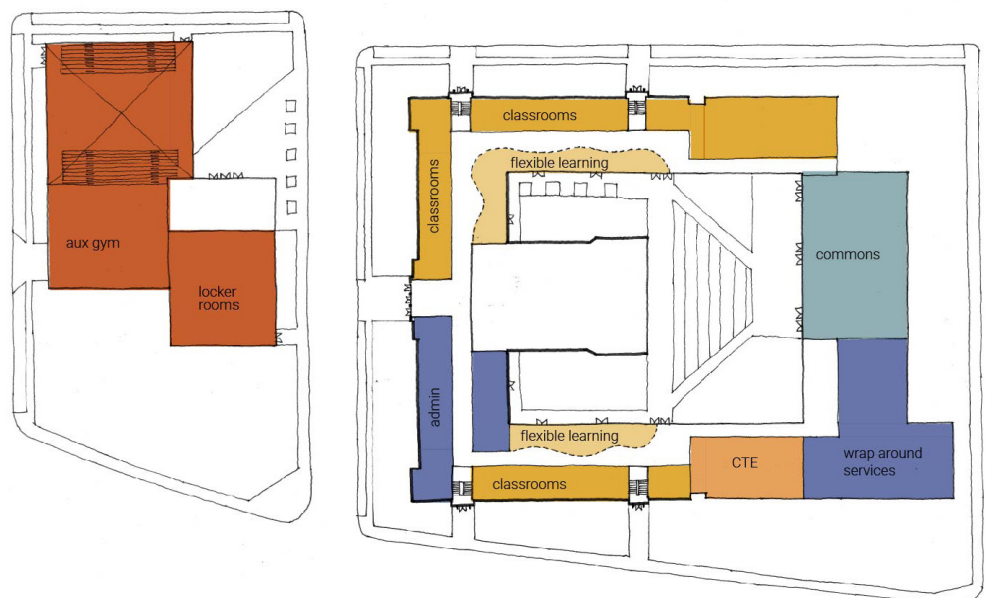
In the Historic :: Distributed scheme, physical education program is located across SE 26th Ave on the existing surface parking lot. In this scheme, parking is structured below the gymnasium and the rooftop of the new PE facility could potentially include sports courts (i.e. tennis). A portion of the parking lot site is developed as a school plaza directly outside the gymnasium, and improvements such as a street closure, pedestrian bridge or improved street crossing are recommended to improve safety crossing 26th Ave and are identified in section 08 Alternates.



PLAN DIAGRAM - LEVEL 03



PLAN DIAGRAM - LEVEL 02



PLAN DIAGRAM - LEVEL 01

## DEPARTMENT

- PE / ATHLETICS
- CAFETERIA / COMMONS
- ADMINISTRATION
- GENERAL EDUCATION CLASSROOMS
- SCIENCE CLASSROOMS
- EXTENDED LEARNING
- CTE
- FINE ARTS / PERFORMING ARTS
- MEDIA / LIBRARY

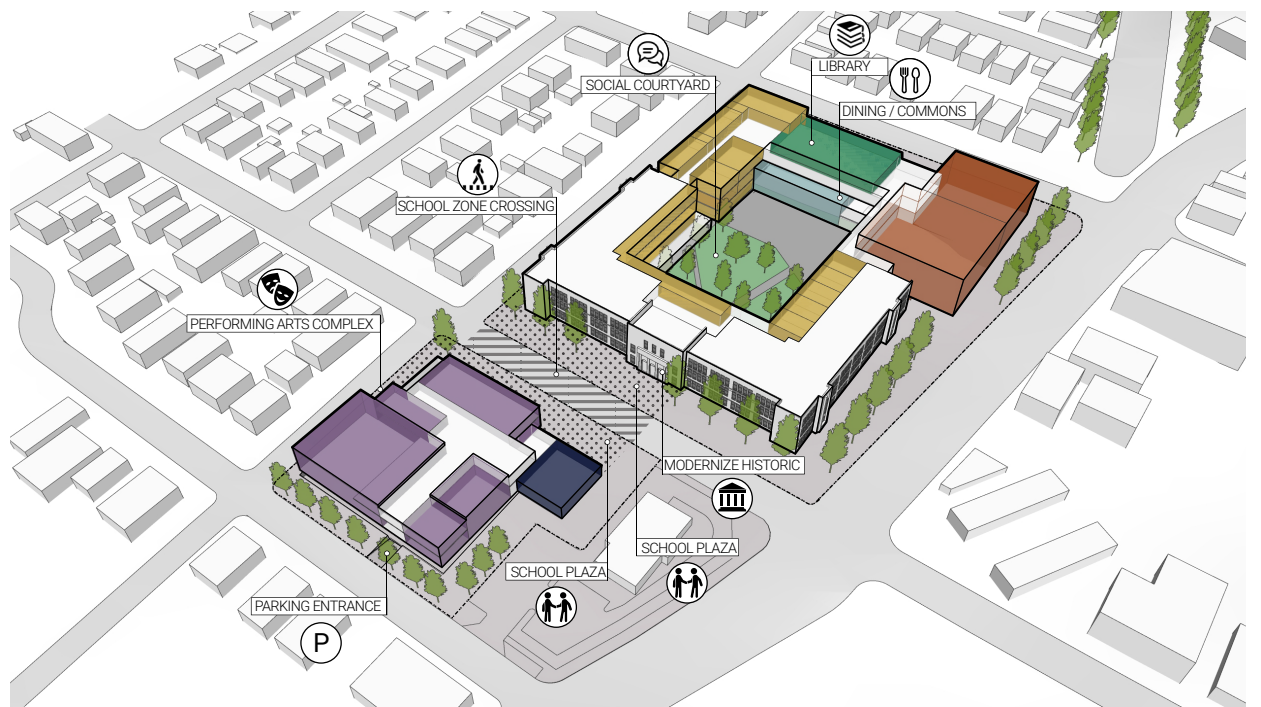


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## PLANNING CONCEPT SCHEME 2 PARTIAL HISTORIC :: DISTRIBUTED

The Partial Historic :: Distributed concept preserves all of the historically significant building structures from the Historic :: Distributed scheme except for the auditorium. This option removes the existing 1,300-seat auditorium and relocates the theater to a new performing arts facility across SE 26th Ave. The Partial Historic :: Distributed concept includes renovation of 100,878 square feet of existing building, with an overall total building area of 284,798 square feet accommodated on three floors distributed across the two adjacent PPS parcels. This scheme modernizes the historic 1929 entrance in its existing location by excavating most of the interior courtyard space such that entrances to the first 'basement' level through to the courtyard all occurs on grade from SE 26th Ave.



One of the main opportunities afforded by removing the existing auditorium, which is located near the center of the main campus, is a large contiguous open space at the heart of the main campus. The central open courtyard is meant to provide clarity to the building organization, improve wayfinding and access to daylight, which is an aspect of design that is severely lacking in the current layout of the Cleveland High School building facility. The Partial Historic :: Distributed scheme would also remove the walls surrounding the existing lightwells in the 1929 building to provide for more transparent connections from the main campus building to, and through, the new main courtyard space. Service access to the internal courtyard could occur midblock along SE Franklin St.



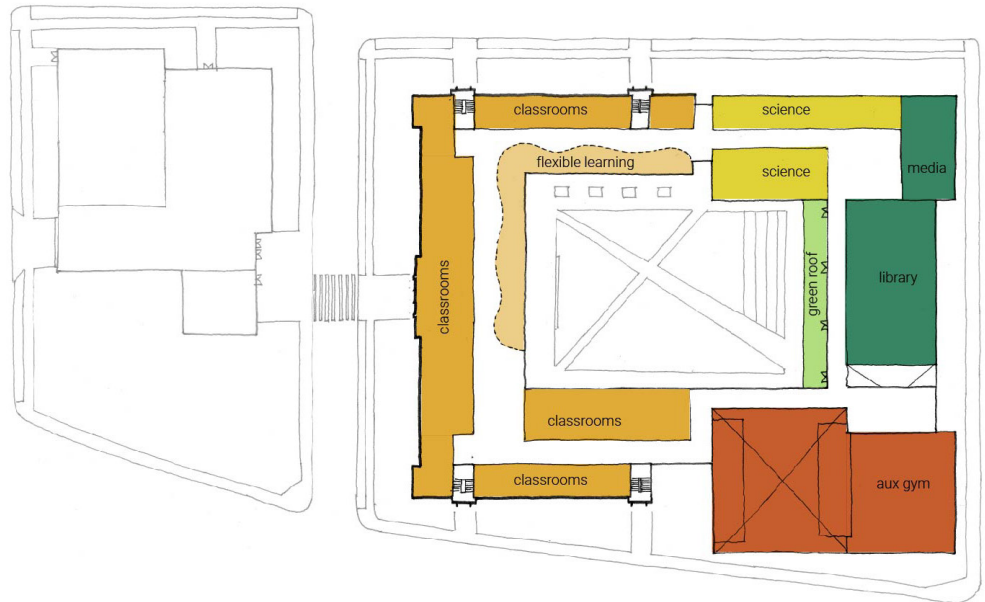


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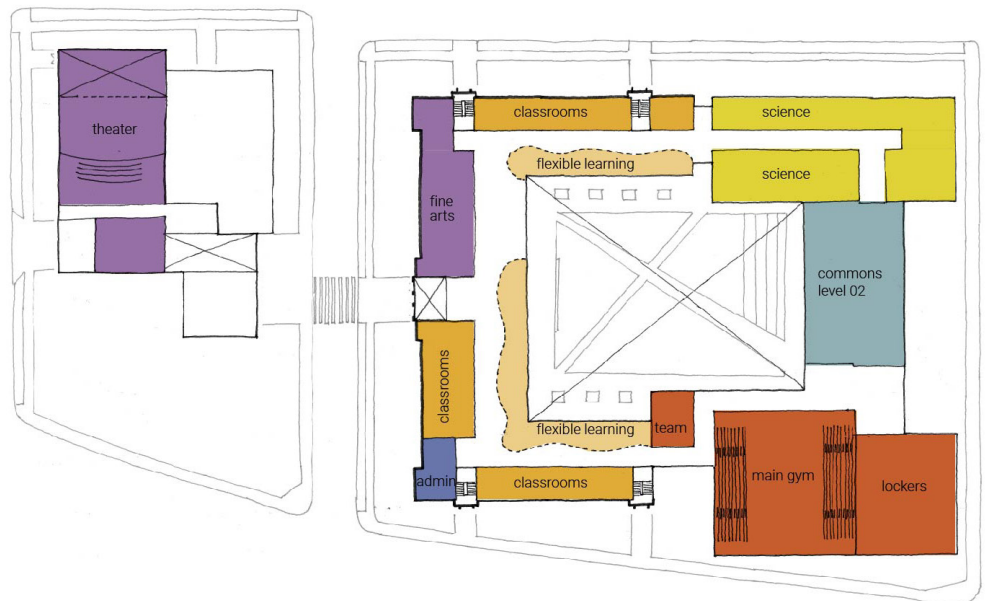
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The existing north and south classroom wings in the 1929 original structure are widened to accommodate general classroom program space on the exterior with flexible learning program space oriented along the interior, providing shared views and access to the central open courtyard. Administrative program functions are located on the lower level of the 1929 original structure and are oriented to a modernized grade level entrance along SE 26th Ave and the new performing arts facility. The new performing arts facility is a two-story structure, sized to fit on the existing surface parking lot parcel located to the west of the main school facility. This facility will accommodate the performing arts program including the main theater, drama and band classroom spaces with a tuck-under parking garage.

A new science classroom wing is added to the north wing of the 1929 building. The southeast corner of the main building site is anchored by the PE program and accommodates a new gymnasium, auxiliary gym, weight rooms, locker rooms and PE support spaces. Adjacent to the PE program is a small exterior plaza meant to accommodate a gathering space for students ready to commute along Waverleigh Blvd, to the PE fields located two blocks to the east between 31st Ave and 33rd Ave to the north of Powell Blvd. Finally, to enclosed courtyard on the main building site is a double height student commons and cafeteria space. The main floor of the commons has direct access to the open courtyard and is adjacent to the PE program. The third floor of this addition houses the library and media lab with access to a green roof.



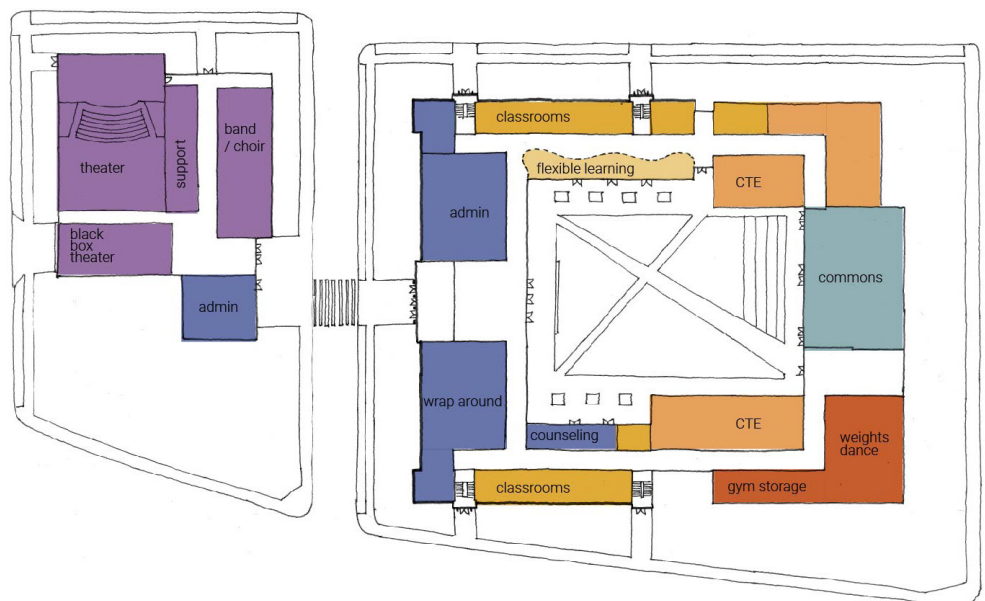
PLAN DIAGRAM - LEVEL 03



PLAN DIAGRAM - LEVEL 02

## DEPARTMENT

- PE / ATHLETICS
- CAFETERIA / COMMONS
- ADMINISTRATION
- GENERAL EDUCATION CLASSROOMS
- SCIENCE CLASSROOMS
- EXTENDED LEARNING
- CTE
- FINE ARTS / PERFORMING ARTS
- MEDIA / LIBRARY



PLAN DIAGRAM - LEVEL 01



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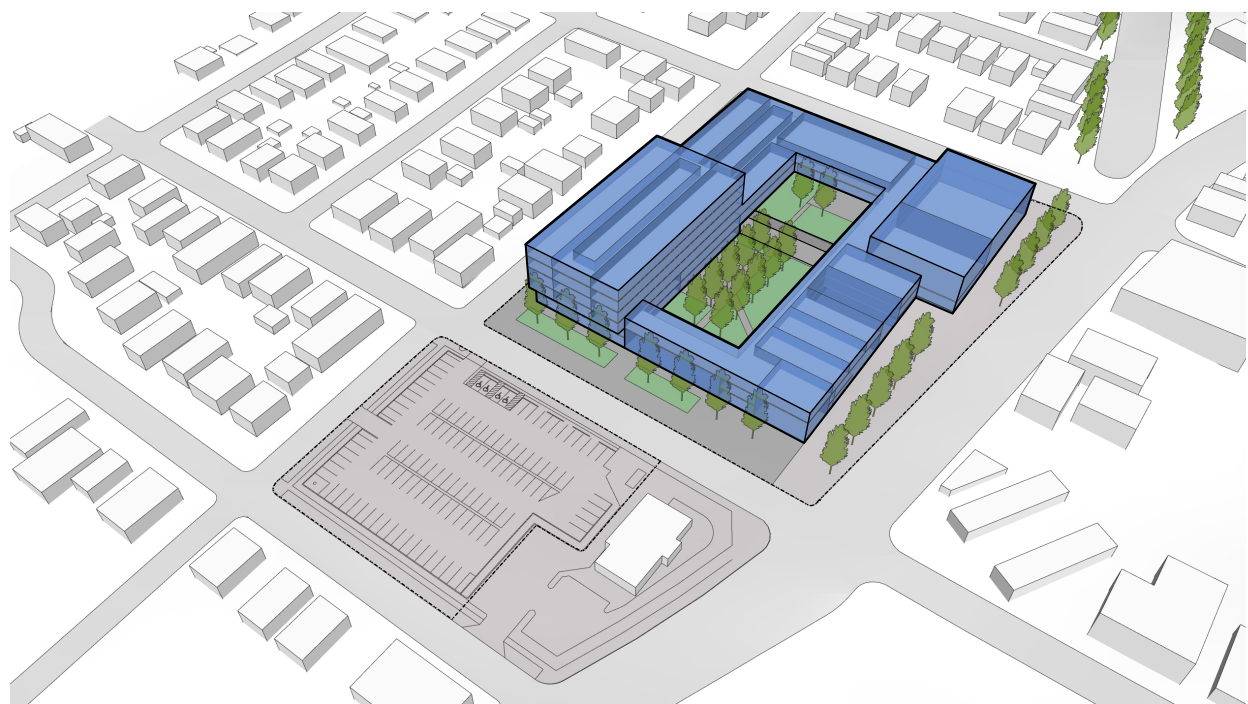
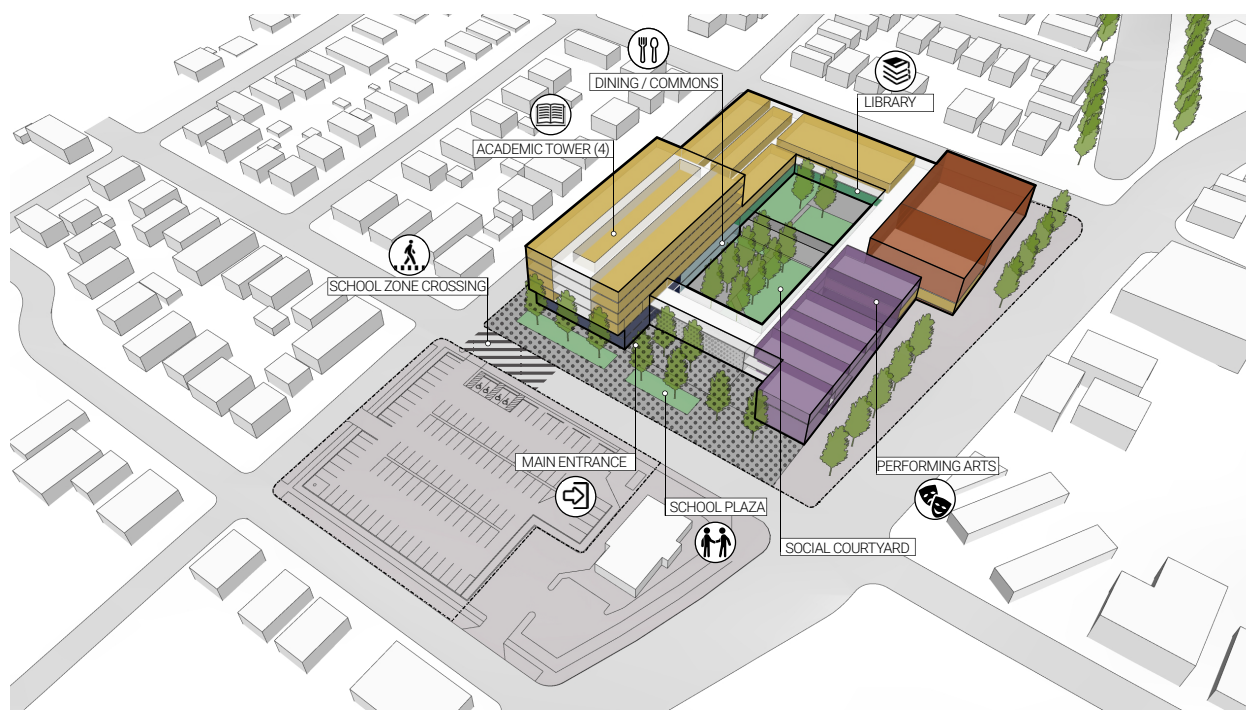
### PLANNING CONCEPT SCHEME 3 NEW :: CONSOLIDATED

The New :: Consolidated concept does not preserve any existing structures, instead exploring all-new construction consolidated on the existing main campus site. The New :: Consolidated concept includes an overall building area of 284,798 square feet, with the program accommodated on 6 floors in order to maximize the available open space on the main campus site. The existing parking lot site could remain surface parking or could be converted to play fields/open space with tuck-under parking as described in the Alternates.

All-new construction allows the creation of a new entrance plaza and at-grade main building entrances. This scheme depicts a new school plaza along SE 26th Ave., with the school buildings set back further from the street. The plaza serves as an entrance to the main administration areas (primary student entrance), as well as a pre-function entry plaza to the performing arts center located at the corner of SE 26th Ave. and Powell Blvd.

Another opportunity provided by consolidating program in a mid-rise massing approach is the potential for creating large social courtyards on the main campus site.

\* Note that the current zoning of the site does not allow structures of this height, and coordination with the City of Portland would be required to confirm this approach.



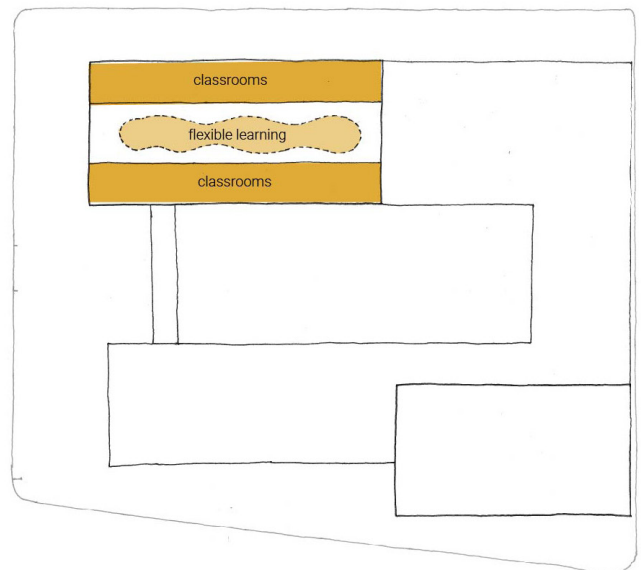
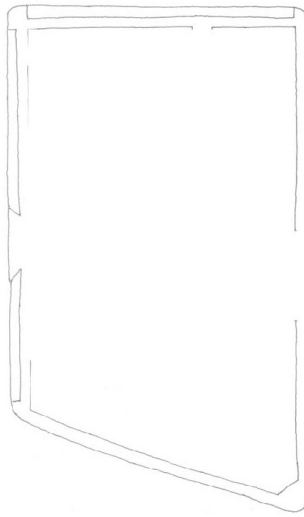


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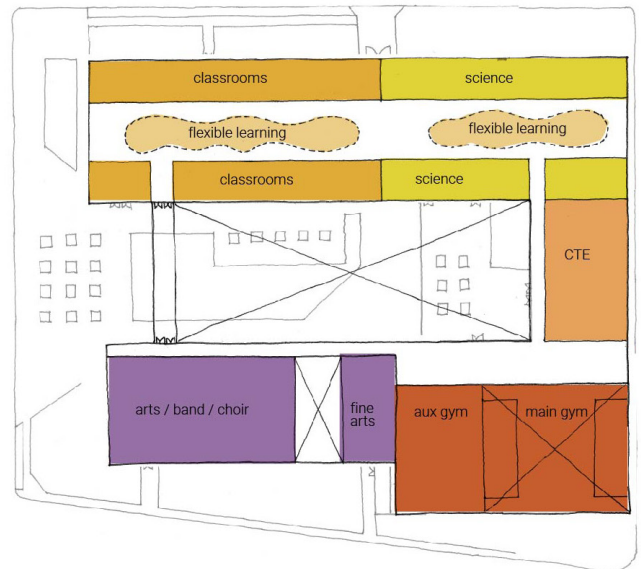
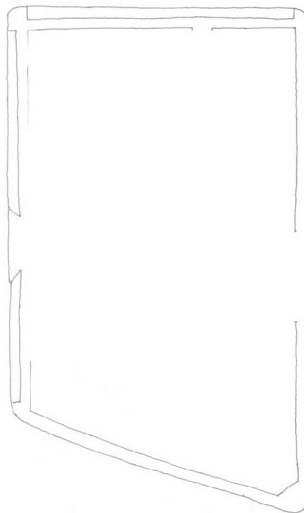
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This development concept shows two levels of outdoor courtyards accessed by the more student-support-oriented elements of the program. The dining commons, library/media center, performing arts, and physical education components of the program are located at grade and have direct connections to the internal courtyards. The PE program is located at the southeast corner of the site to enhance the potential connection to the sports field (via SE Waverleigh Blvd.).

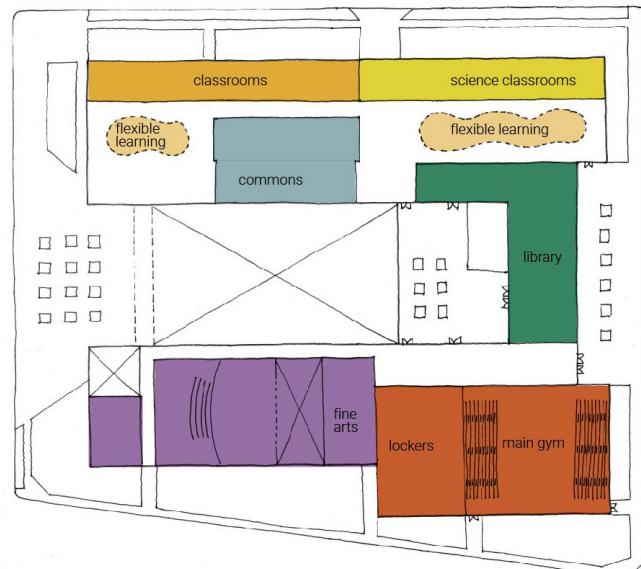
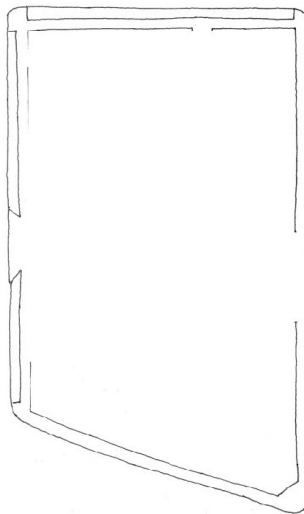
The New :: Consolidated scheme places the majority of general education classrooms on the upper four floors of the 6-story academic tower in the northwest corner of the main campus site. Located away from the noise of Powell Blvd., the classroom tower is oriented east-west, which is optimized for daylighting in classroom spaces.\*



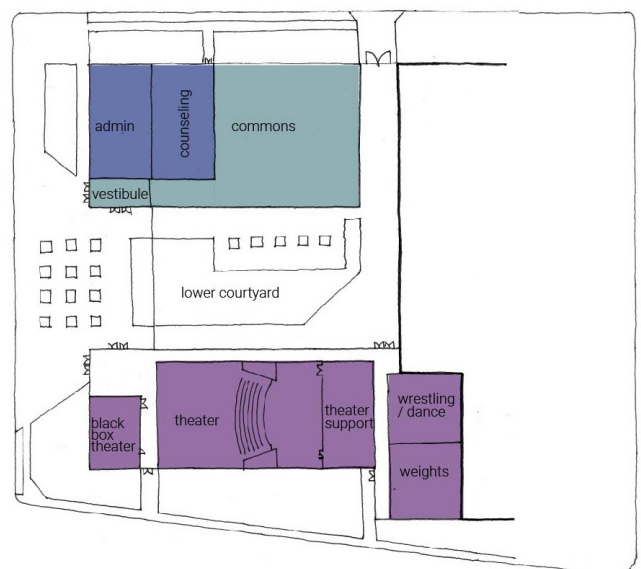
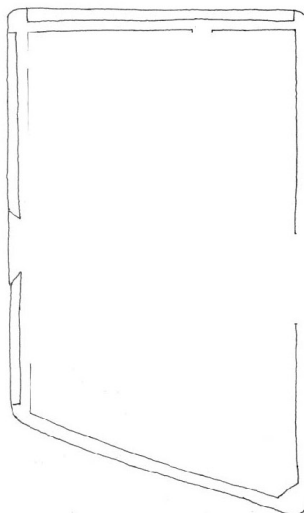
PLAN DIAGRAM - LEVEL 04 - 06



PLAN DIAGRAM - LEVEL 03



PLAN DIAGRAM - LEVEL 02



PLAN DIAGRAM - LEVEL 01

## DEPARTMENT

- PE / ATHLETICS
- CAFETERIA / COMMONS
- ADMINISTRATION
- GENERAL EDUCATION CLASSROOMS
- SCIENCE CLASSROOMS
- EXTENDED LEARNING
- CTE
- FINE ARTS / PERFORMING ARTS
- MEDIA / LIBRARY



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**SECTION 06**  
**BUDGET**  
**SUMMARY**

PLACEHOLDER



# DRAFT

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SECTION 07  
MASTER PROJECT  
SCHEDULE

PLACEHOLDER



# DRAFT

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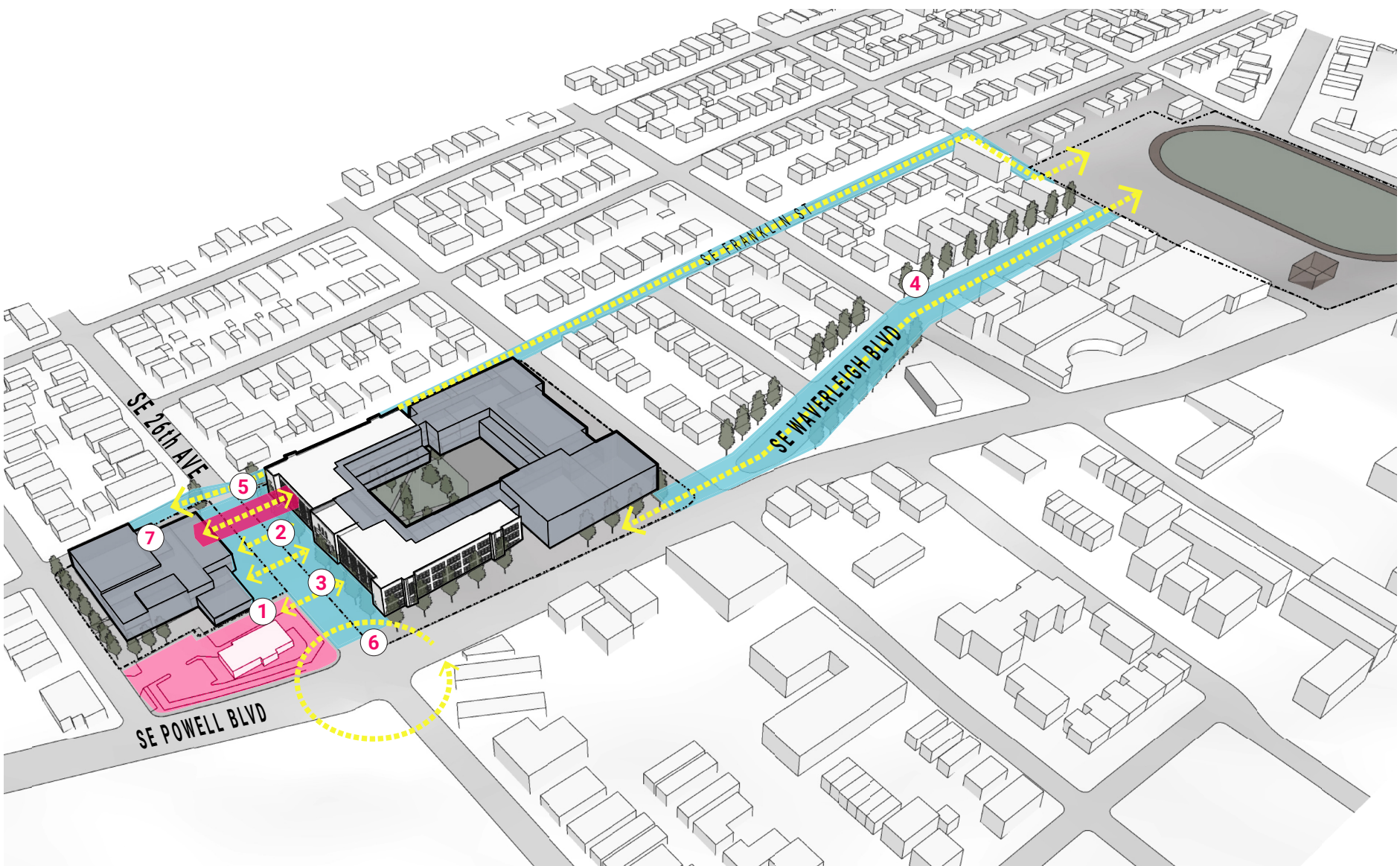
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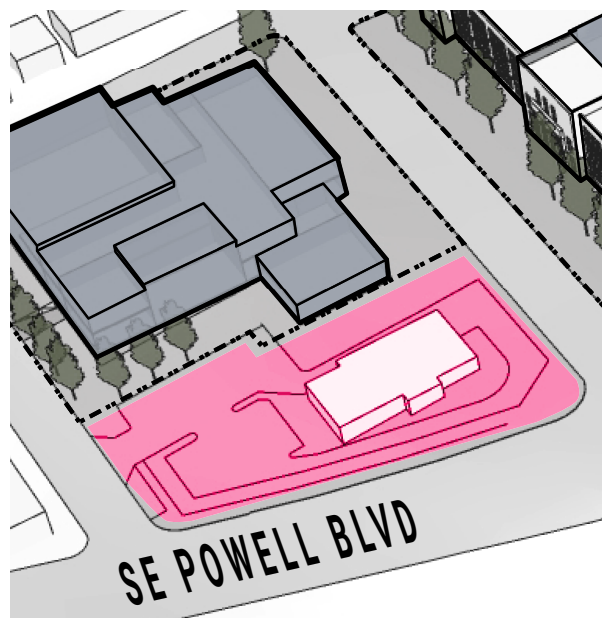
## SECTION 08 ALTERNATES

Given the urban nature and physical constraints of the existing Cleveland High School sites, a variety of site alternates could be considered to create a more cohesive and contiguous campus.

While these site improvements are considered alternates, upgrades to the existing Cleveland field at SE 31st Ave and Powell Blvd should be considered in the base bid. Field upgrades include a replacement of the existing field house, grandstand (bleachers), and landscape upgrades to the site west of the running track and south of the shot put. Two tennis courts should also be added to the west of the current grandstands.

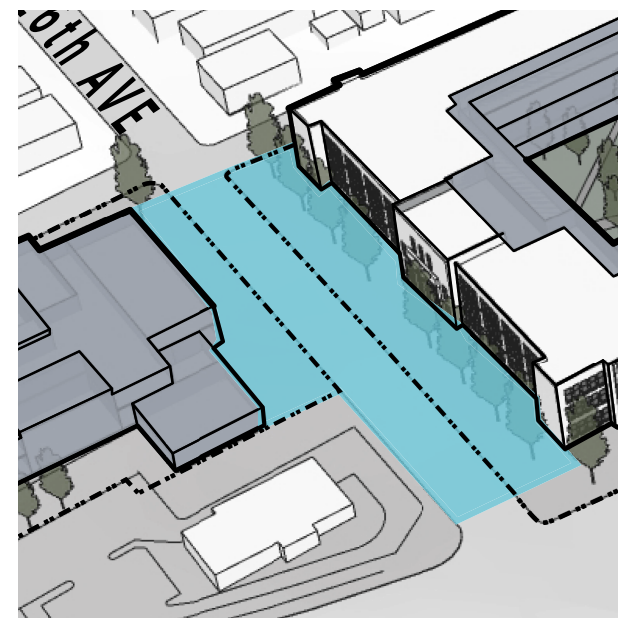
### PROPOSED ALTERNATES

1. Acquire Burgerville site
2. Vacate SE 26th Ave
3. Improve SE 26th Ave crossing
4. Improve Waverleigh Connection
5. Add SE 26th Ave pedestrian bridge
6. Add Powell Blvd crossing pedestrian bridge
7. Provide tuck-under parking



#### 1. ACQUIRE BURGERVILLE SITE

Alternate 1 includes purchasing the parcels of land immediately to the south of the existing staff parking lot site between SE 25th Ave and SE 26th Ave and north of SE Powell Blvd. The address for the site acquisition is 3432 SE 25th Ave and is currently operated by Burgerville, owned by the Holland Inc. The site is comprised of property ID# R122785, R122784 and R122787. The site acquisition improves the viability of accommodating a single consolidated and contiguous school building site by eliminating the SE 26th Ave street crossing with a potential street vacation, subject to City of Portland approval. The resulting school site would span from SE 25th Ave to SE 28th Ave, north of SE Powell Blvd and south of SE Franklin St.

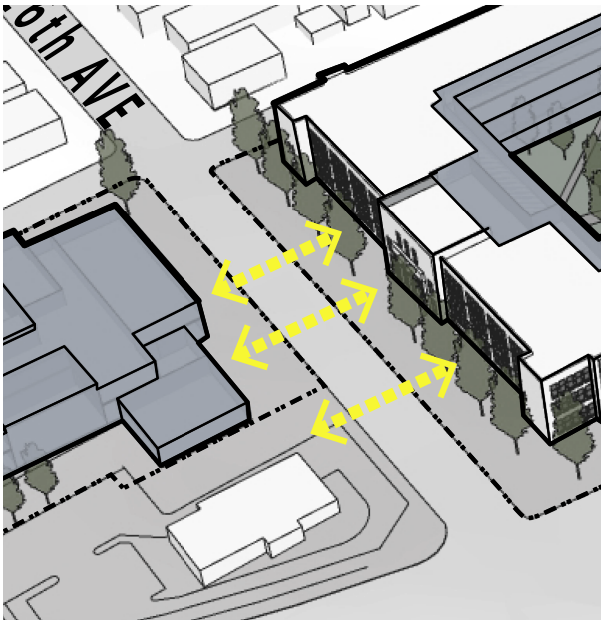


#### 2. VACATE SE 26TH AVENUE

Alternate 2 includes vacating SE 26th Ave of vehicular traffic and improving the site area currently occupied by the street.



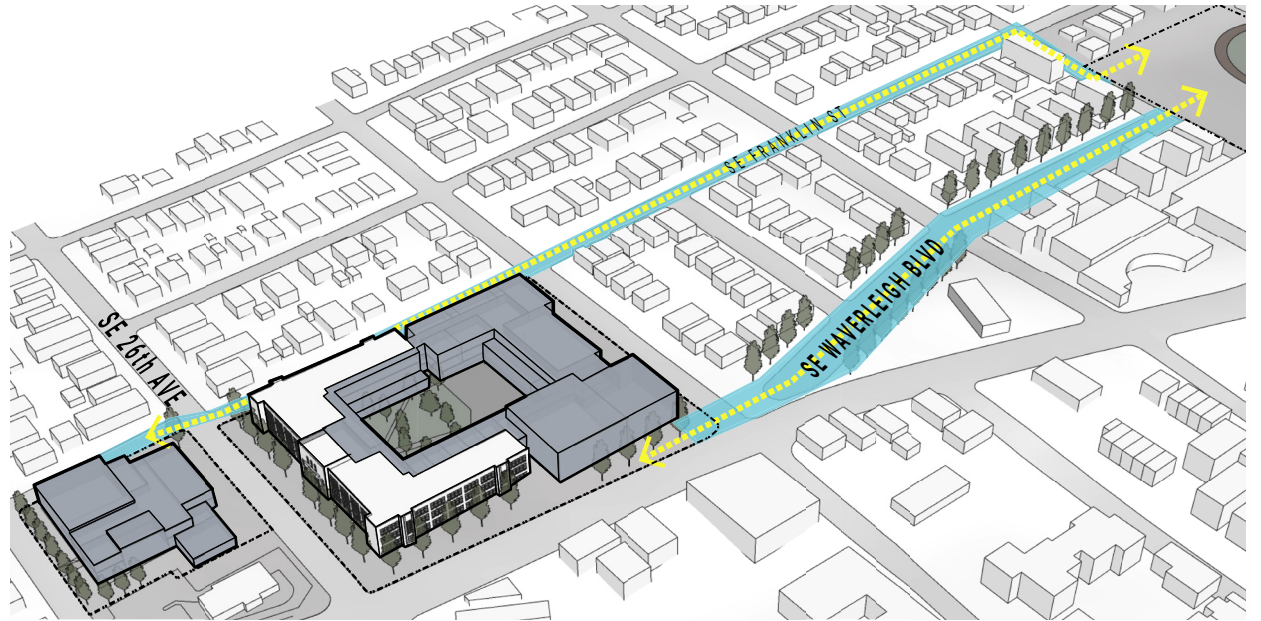
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### 3. IMPROVE SE 26TH AVENUE CROSSING

Alternate 3 includes street improvements to enhance crossing SE 26th Ave. The purpose of this alternate is to increase safety of staff and students crossing SE 26th Ave between SE Franklin St and SE Powell Blvd. The following elements would require City of Portland approval and are to be considered for pricing only:

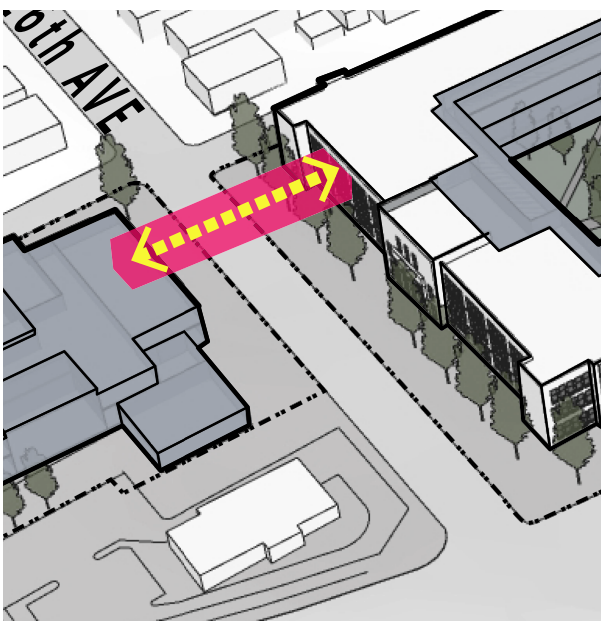
- :: Devices to allow potential street closure during school operating hours (i.e. retractable bollards).
- :: Street paving changes, including raised crosswalks and sidewalk widening.
- :: Crossing lights and signage for midblock crossing at existing SE 26th Ave entrance.



### 4. IMPROVE WAVERLEIGH CONNECTION

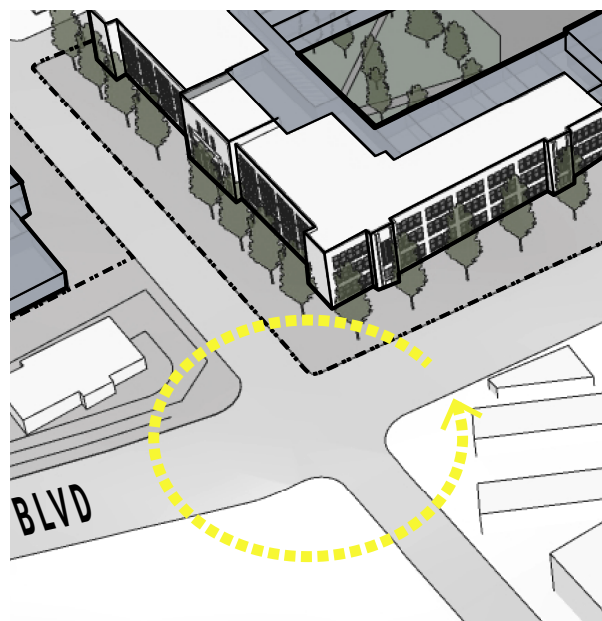
Alternate 4 includes streetscape improvements to Waverleigh Blvd between SE 28th Ave and SE 31st Ave. The western most portion of Waverleigh Blvd stops short of intersecting SE Powell Blvd in a small cul-de-sac and continues east until interrupted by the Cleveland High School Track & Sports Field. The traffic pattern of Waverleigh Blvd changes east of SE 29th Ave and turns from a two-way street with parking on both sides to a one-way couplet with parallel street parking on both sides and median, for a total of four lanes of parking in a one block stretch. Potential alternates are intended to improve student safety while walking between the main school building complex and the athletics field. The following elements are to be considered for pricing:

- :: Improved pedestrian crossing at SE 28th Ave, including raised crosswalk.
- :: Small plaza and surface improvements at the existing cul-de-sac at SE 28th Ave and Waverleigh Blvd.
- :: Sidewalk widening along the south side of Waverleigh Blvd, between SE 28th Ave and SE 29th Ave. This area currently accommodates angled street parking, which would be displaced and subject to City of Portland approval. Include new pedestrian scaled street lighting and bioswales.
- :: Widened median landscaping and walkway between SE 29th Ave and SE 31st Ave. This area currently accommodates parallel parking on either side of a narrow median walkway strip.



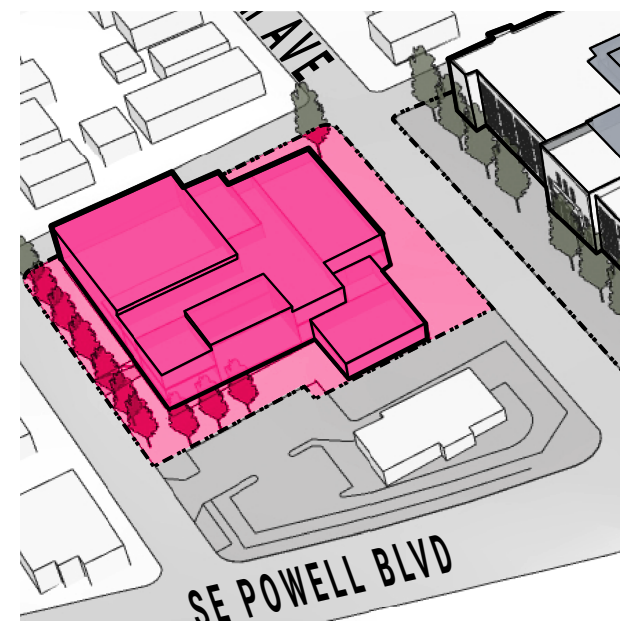
### 5. ADD SE 26TH AVENUE PEDESTRIAN BRIDGE

Alternate 5 includes a single level enclosed and conditioned pedestrian skybridge connecting future buildings located on the existing parking lot site and the main school complex site. The skybridge would connect at the 3rd level above grade to the main school complex on the east side of SE 26th Ave. The western connection to new structures would vary based on the development options.



### 6. ADD POWELL CROSSING PEDESTRIAN BRIDGE

Alternate 6a includes on-grade crossing improvements to all four street crossings at the intersection of SE 26th Ave and SE Powell Blvd. Alternate 6b adds an open air pedestrian bridge crossing over Powell Blvd from the current Burgerville site to the northeast corner of Powell Park.



### 7. PROVIDE TUCK-UNDER PARKING

Alternate 7 includes one level of tuck-under parking at the current parking lot site. For the Historic :: Distributed and Partial Historic :: Distributed schemes, the base bid is to add a building on the site west of SE 26th Ave, and the alternate is to add one full level of parking underground. For the New :: Consolidated scheme the base bid is to re-surface and re-stripe the existing parking lot. The alternate adds a turf field at the elevation of SE 26th Ave. An elevator from the parking level to the field level and restrooms at the field level should also be included with this alternate. An elevator from the parking level would be included as part of the new building in the Historic :: Distributed and Partial Historic :: Distributed schemes.



SECTION 01	SECTION 02	SECTION 03	SECTION 04	SECTION 05	SECTION 06	SECTION 07	SECTION 08	SECTION 09
EXECUTIVE SUMMARY	ENGAGEMENT PROCESS	EXISTING CONDITIONS	AREA SPACE PROGRAM	PLAN & STUDIES	BUDGET SUMMARY	PROJECT SCHEDULE	ALTERNATES	<b>PARKING LOT</b>



## SECTION 09 PARKING LOT OF IDEAS

### PARKING LOT DESCRIPTION

During the course of the engagement process a number of community concerns not pertaining directly to the master planning process surfaced to the top of the CMPC discussion. The following summary of the 'parking lot of ideas' are those community concerns that will need to be revisited during future phases of the Cleveland High School modernization project.

### PROPERTY ACQUISITION

The Cleveland High School building site presents a unique challenge as being one of the smallest in the district as well as the only school site that is discontinuous. The site boundary is distributed on three parcels of land, divided and bounded by major arterial roads in an urban part of inner SE Portland. As a result, some of the CMPC believe that the existing CHS site boundary will never be sufficient for a fully modernized and equitable school and voiced a preference for the district to consider purchasing land adjacent to the school site or at an alternate site that is contiguous and adequately sized in comparison to other schools in the district.

### AUDITORIUM SIZE

The existing Cleveland High School Auditorium / Theater is part of the 1929 original building facility and has a capacity of 1,300. Many of the CMPC voiced a preference for modernizing the existing theater over new construction in order to maintain a higher seat count. Other CMPC members proposed increasing the existing seat count to 1700 in order to accommodate the entire student body. And others still proposed increasing the Ed Spec count of a 500-seat auditorium to an 800-seat auditorium.

### STUDENT ENROLLMENT

The target enrollment range centered at 1700 students for the Ed Spec was seen by some CMPC members as insufficient for capturing the swiftly growing neighborhood and increased density of inner southeast Portland. A deeper analysis of the Ed Spec student capacity in conjunction with student population projections for this particular neighborhood may be required for future phases of the CHS modernization project.

### TEACHER OWNED CLASSROOMS

During the CMPC 02 program and analysis meeting, many of the CMPC members expressed a preference for teacher owned classrooms. An in depth analysis of the program standards and new spatial models may be required for the community to respond to and fully understand the benefits and concessions proposed by the new classroom standards in the Ed Spec.

### BATTING CAGE

At the conclusion of CMPC 03 the design team was informed of a potential batting cage addition at the field site. The CMP recommends coordinating these improvements with future modernization plans.



# DRAFT

SECTION 01 EXECUTIVE SUMMARY	SECTION 02 ENGAGEMENT PROCESS	SECTION 03 EXISTING CONDITIONS	SECTION 04 AREA SPACE PROGRAM	SECTION 05 PLAN & STUDIES	SECTION 06 BUDGET SUMMARY	SECTION 07 PROJECT SCHEDULE	SECTION 08 ALTERNATES	SECTION 09 <b>PARKING LOT</b>
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