

mahlum STUDIO PETRETTI  
ARCHITECTURE



FEBRUARY 3RD, 2024  
PUBLIC WORKSHOP #2

# Cleveland High School CPC

PORTLAND PUBLIC SCHOOLS

GROVER CLEVELAND HIGH SCHOOL

This is a public meeting and is being recorded

# Land Acknowledgment

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

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

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

-written by Cleveland High School students

# Introductions

## The Team

### Portland Public Schools



Erik Gerding  
Sr. Project Manager



Hector Lopez  
Project Manager

### Mayer Reed



Anne Samuel  
Landscape  
Architect



Jeramie Shane  
Landscape  
Architect

### Mahlum



Abby Dacey  
Principal-in-Charge



Alyssa Leeviraphan  
Project Manager



Chris Brown  
Project Architect



Andrew  
Weller-Gordon  
Architect



Pip Allen  
Architect



Rene Berndt  
Project Designer

### Studio Petretti



Amanda Petretti  
Design Strategy



Hannah Allender  
Design and  
Engagement



Luke Smith  
Design and  
Presentation

### After Bruce



Thy Daniels  
Project Manager



Mireaya Medina  
Co-lead



Rhonda Teeny  
Engagement  
Co-lead

Who is in the room?

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# Public Comment

10 MINUTES

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# Agenda

- > Introduction/Welcome (5 min)
- > Public Comment (10 min)
- > Comprehensive Plan Overview (5 min)
- > Community-Based Engagement (15 min)
- > Context- Site & Existing Building (15 min)
- > Concept Approaches (25 min)
- > Activity (30 min)
- > Close

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# Public Workshop 01 Review

## Opportunities & Tradeoffs

### Information about:

- > PPS comprehensive high schools
- > Site program elements
- > Existing building features

### Requested Feedback:

- > High school tours
- > Retaining historical features
- > Auditorium
- > Balancing site/building program with building location & height across sites



# Public Workshop 02

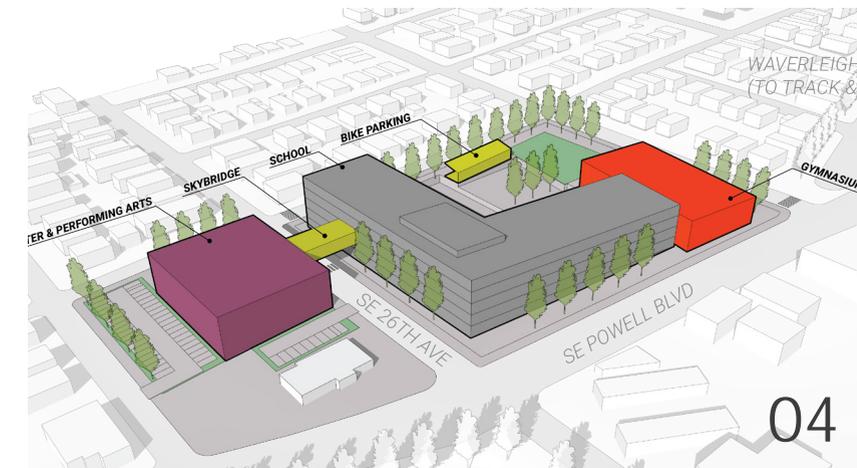
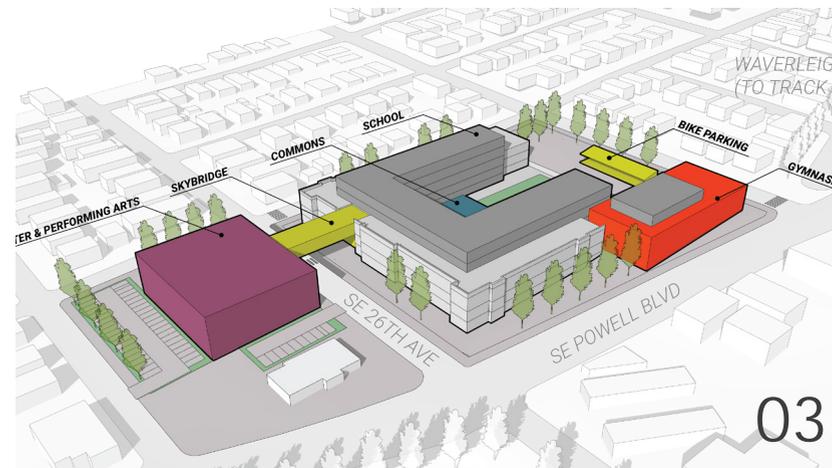
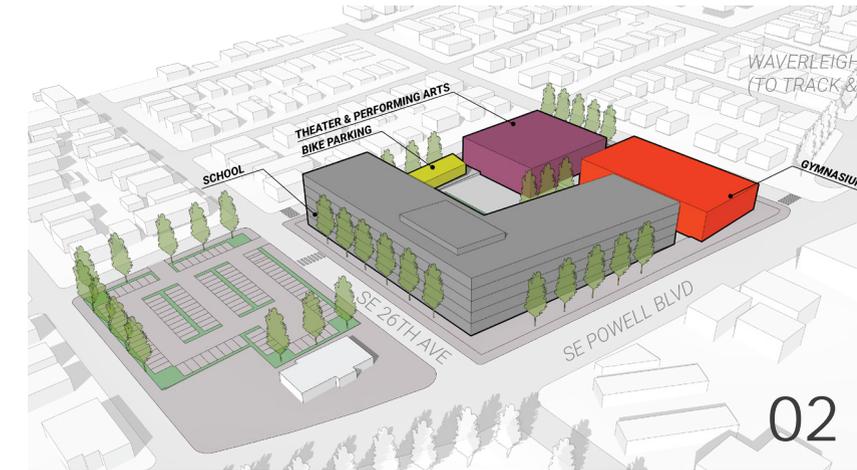
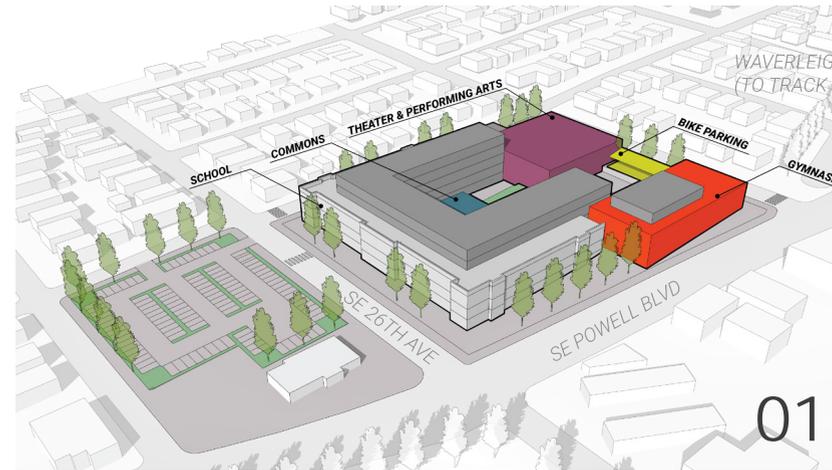
## Preview

### Desired Outcomes:

- > Grounding in a shared vision
- > Understanding of comprehensive plan approaches
- > Clarity around key variables
- > Evaluation of comprehensive plan approaches

### Requested Feedback:

- > Vision and goals
- > 4 design approaches
- > Variables
- > Keep part of the existing building or all new?
- > Build on two properties or one?

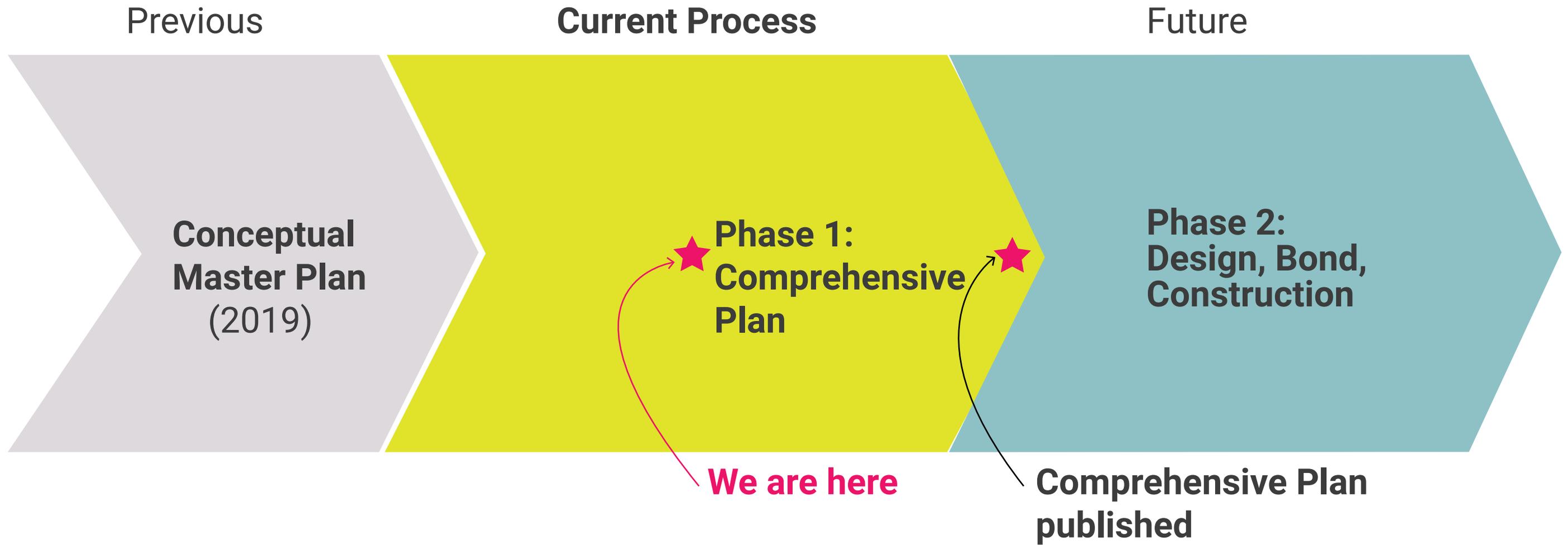


# Comprehensive Plan Overview

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# Overview

## Comprehensive Planning Schedule



# Overview

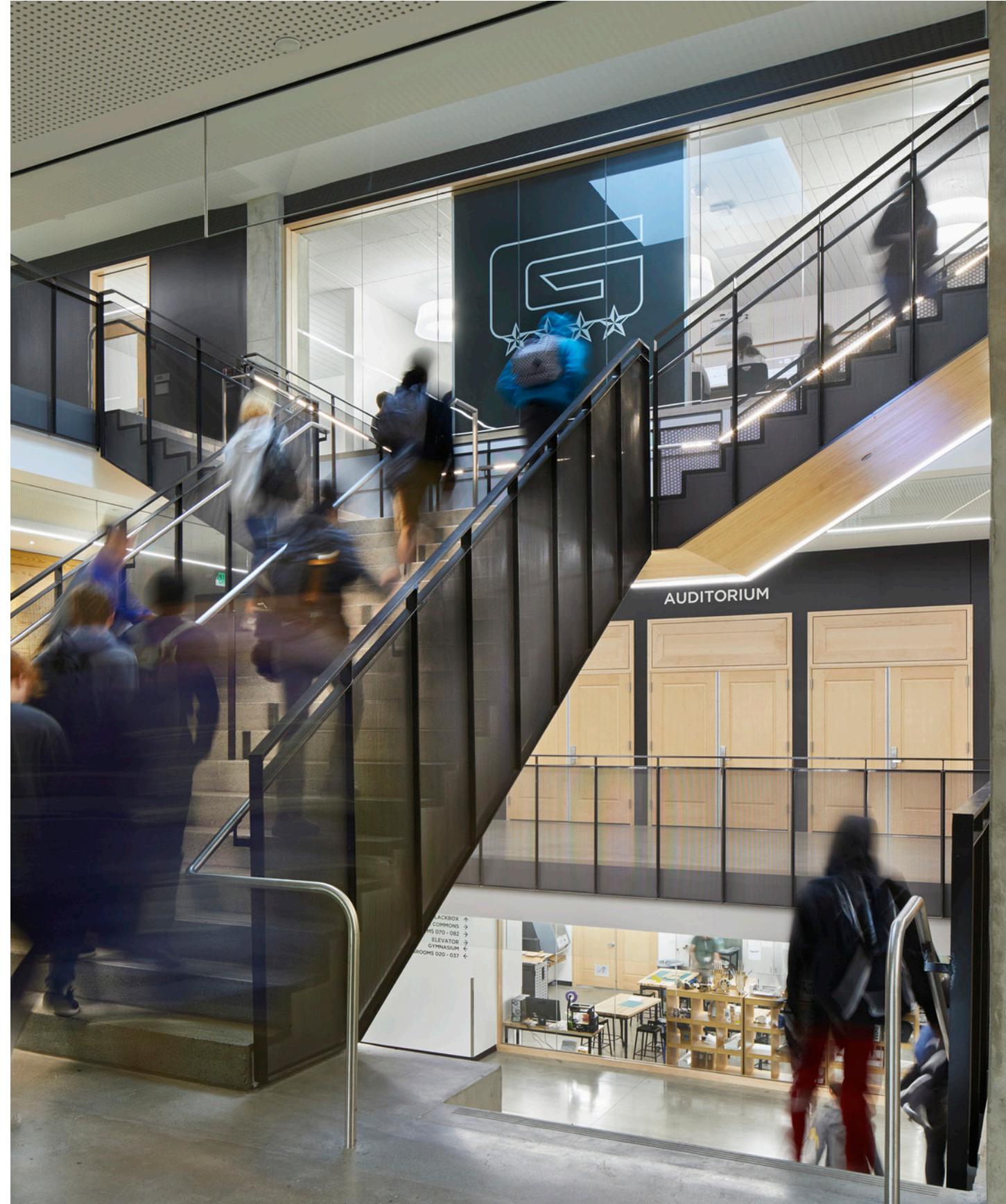
What Does “Modernization” Mean?

Modernization = Transformation

Space allocation based on Educational **Specification** (Ed Spec):

- > 4VSKVEQLMGLMHIRWIXI area and quantity and size of spaces
- > Strives to provide same components at each comprehensive high school

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

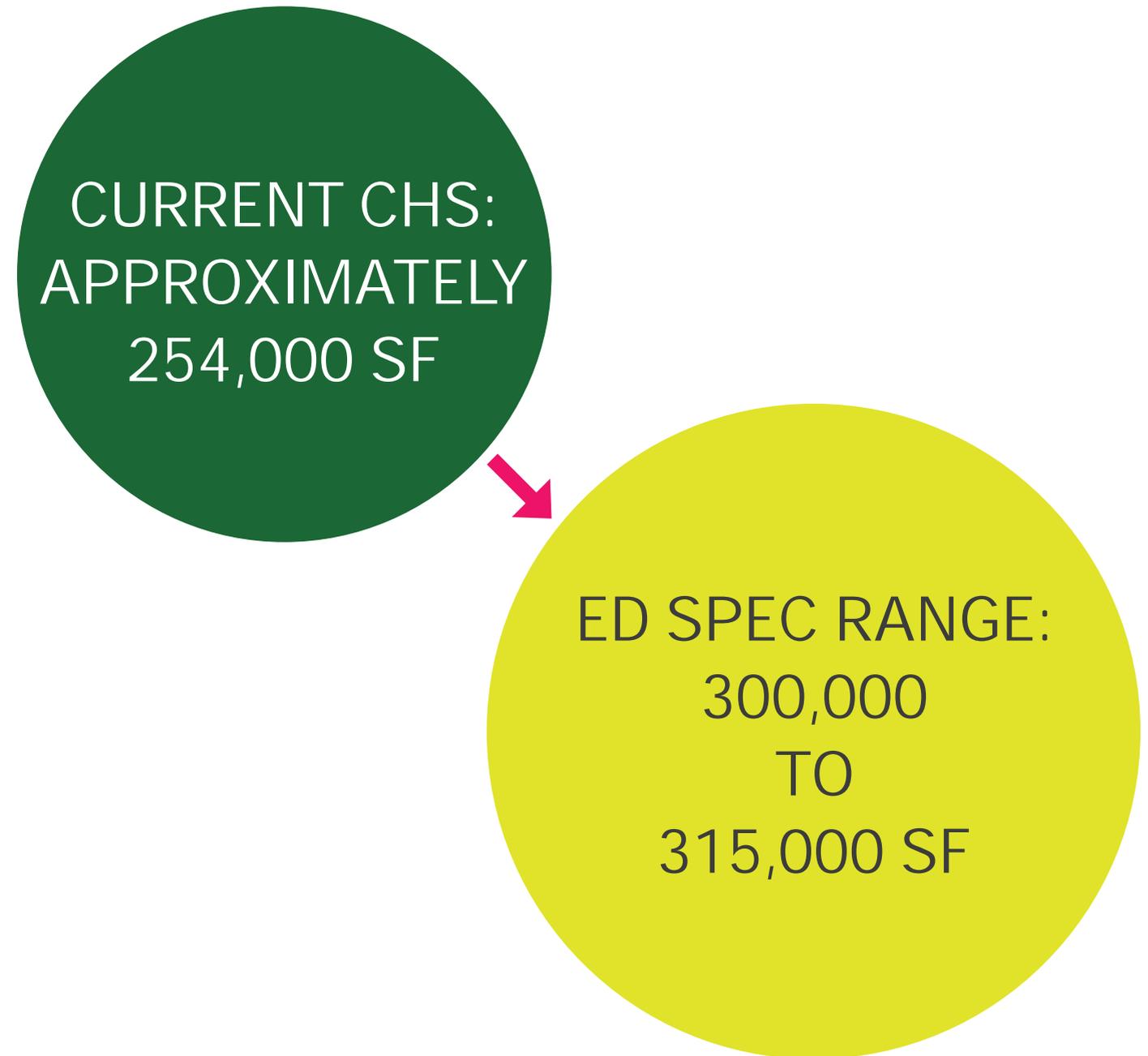


# Overview

What will the Ed Spec mean for CHS?

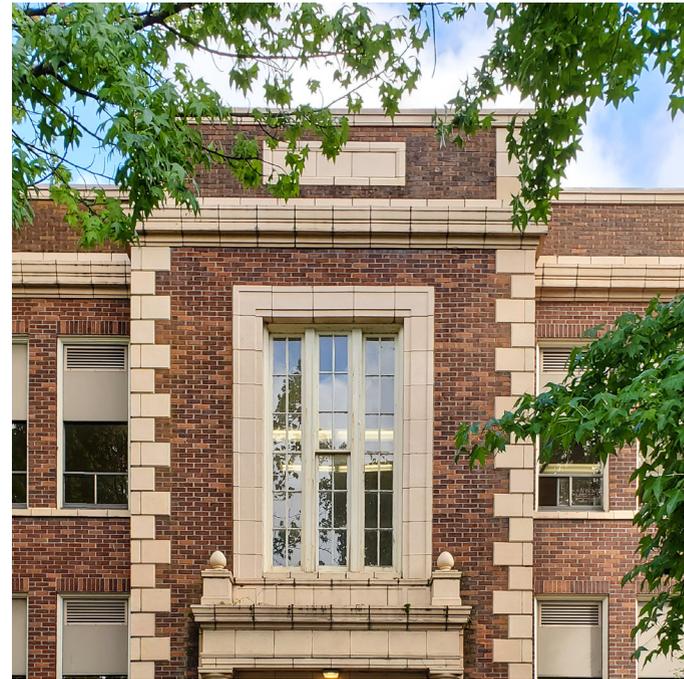
Program spaces included in the Ed Spec that Cleveland currently does not have:

- > Teacher Planning / Collaboration Areas
- > Smaller Instruction Spaces
- > Flexible Learning Areas
- > Larger Main Gym
- > Auxiliary Gym
- > Clothing/Food Closet
- > Teen Parent Services
- > Maker Space
- > Special Education Suite
- > Black Box Theater



# Comprehensive Plan

Specific topics we plan to cover



## Sites

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

## Building

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

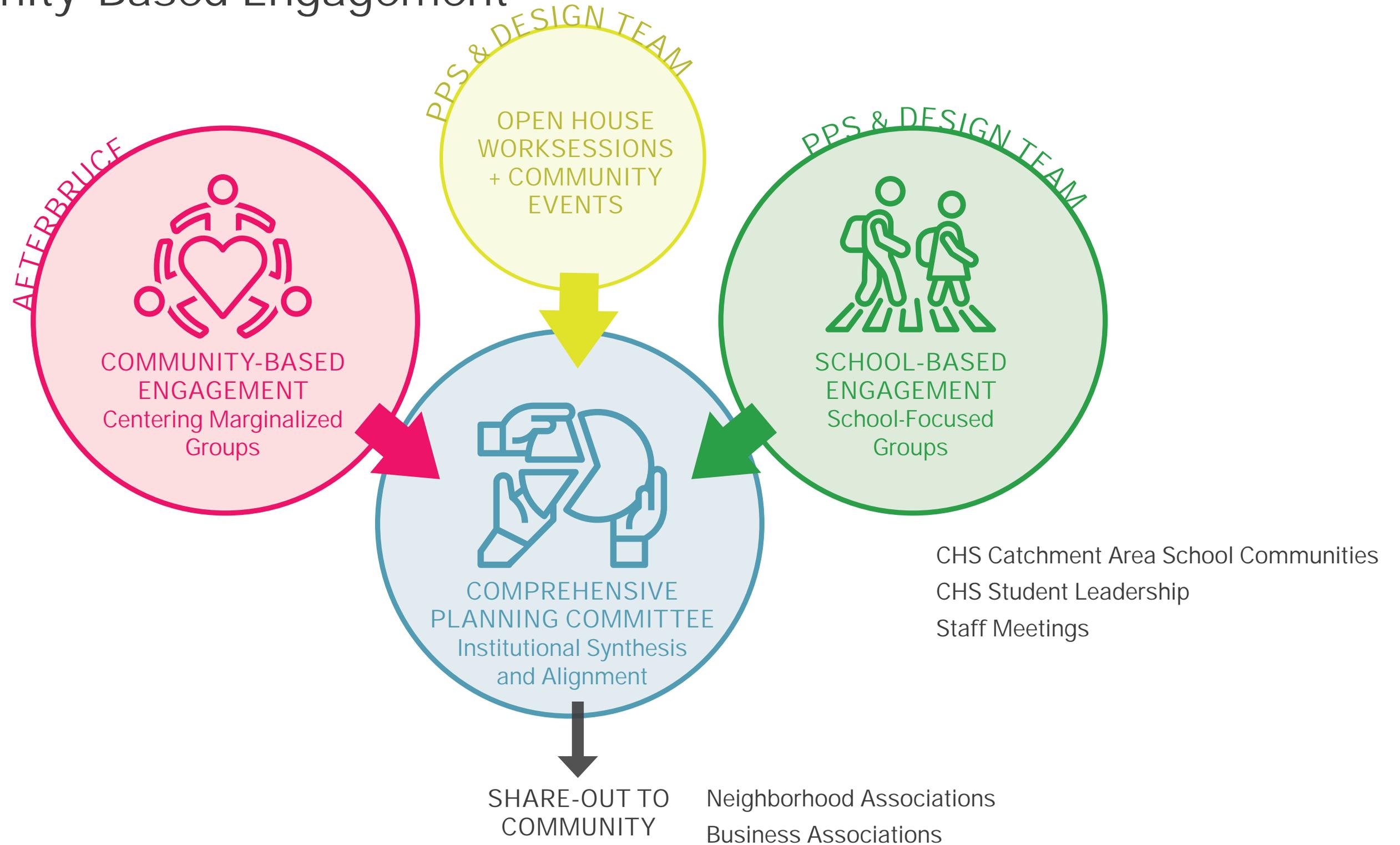
## Priorities

- > Vision and goals
- > '7WTIGM@TVSKVEQ needs
- > Support marginalized groups

# Community Based Engagement

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# Community-Based Engagement Overview



# Community-Based Engagement Update

- > Stakeholder interviews complete
- > Stakeholder interviews helped us identify additional folks to engage, as well as locations and approaches
- > Adjusted our Listening Session recommendations and questions
- > Listening Sessions are occurring now through March



Disability Community - Paraeducators & Staff

Disability Community - CHS Students with Disabilities (Part 1)

Teachers & Staff of Color

CBOs serving the communities

Students & Families of Color

Disability Community - CHS Students with Disabilities (Part 2)

7MIRXIEHIVWS%RMKVSYW

Broader intergenerational families/communities

English Language Learners Students

'7304,SV

# Community-Based Engagement

What we've heard so far

Aim to understand the role of athletic opportunities, after-school programs, and other events outside of school hours

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

Questions about belonging needs subsets of questions adapted for the range of experiences between identities

Critical need to support student leaders in facilitating and gathering student feedback

Importance of engaging the Special Education and disability community

# CPC, School-based and Open House Feedback

What we've heard



# CPC, School-based and Open House Feedback

CTE and technologically updated design and art classrooms

Opportunities for our intensive skills classrooms to learn and practice life skills

Maybe keep façade in some fashion and integrate small pieces of history but need new build!

When kids leave campus there is no space outside that feels safe. Interior outside space is key.

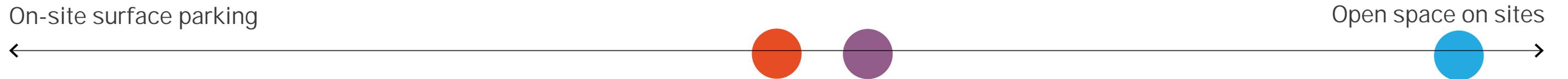
Multi-disciplinary and ~~W~~MFPIV\$VQERGIWTEGI  
Don't keep theater stuck in the 20th century.

# CPC, School-based and Open House Feedback

Further discovery needed



How we balance needs across one or two sites



Whether or not to keep the 1929 building



# Vision Development

## Final Vision Statement

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

# Vision Development

## Goal Statements

Develop academic and extracurricular excellence with intercultural understanding

Promote health, wellness, and climate resiliency

Improve student safety in and around the sites

Create a welcoming, inclusive environment that supports students and staff

Acknowledge the Indigenous legacy of the site

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

Variable: Existing Building

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# Existing Building

## Classroom Fit and Function

Ed Spec: 980 SF Classrooms



Existing Cleveland High School  
Typical Classroom ~580 SF



Grant High School  
Typical Classroom ~790 SF



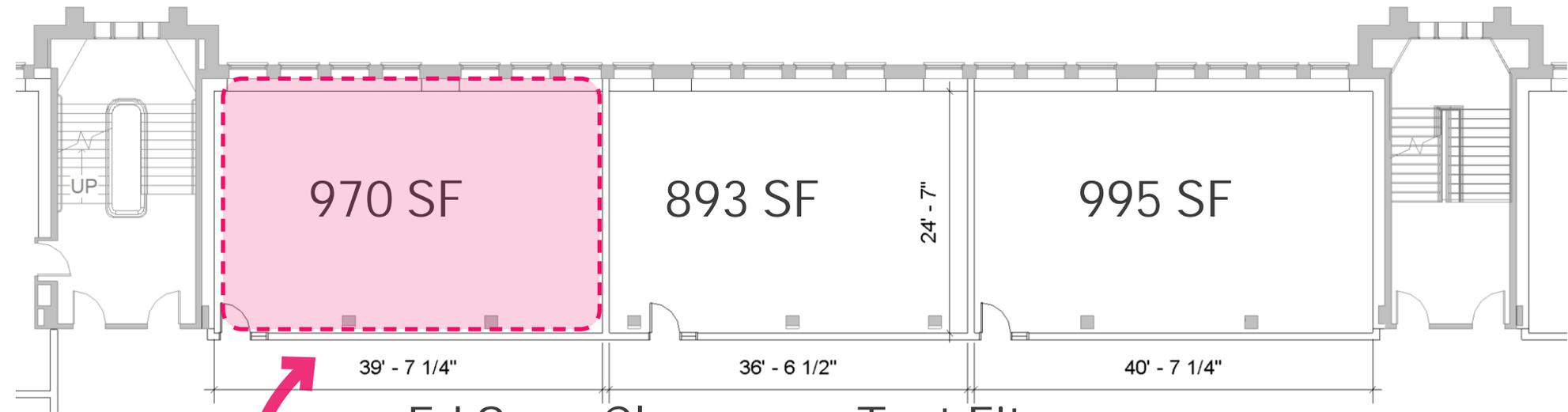
Lincoln High School  
Typical Classroom ~890 SF

# Existing Building

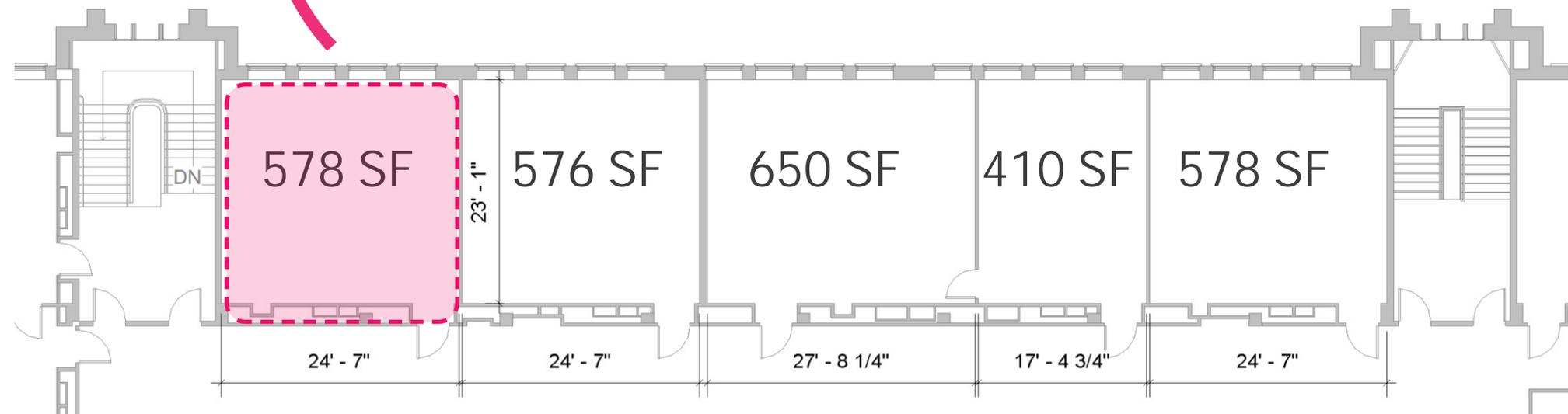
## Classroom Fit and Function

- > Close to Ed Spec requirements (980 SF)
- > Longer room provides more balanced daylighting, students further from teaching wall
- > Existing wing: potential administration, counseling, ~~REGLIVS~~ ~~W~~

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



Ed Spec Classroom Test Fit



Existing Classroom Sizes

# Climate Crisis Response

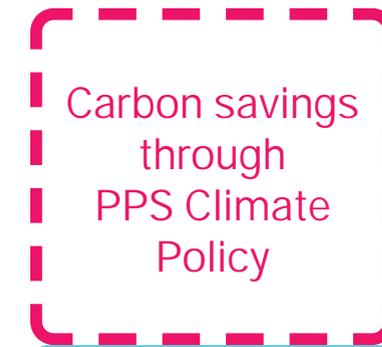
Requirements for all buildings

## PPS District Policy: Climate Crisis Response & Climate Justice & Sustainability Practices Policy

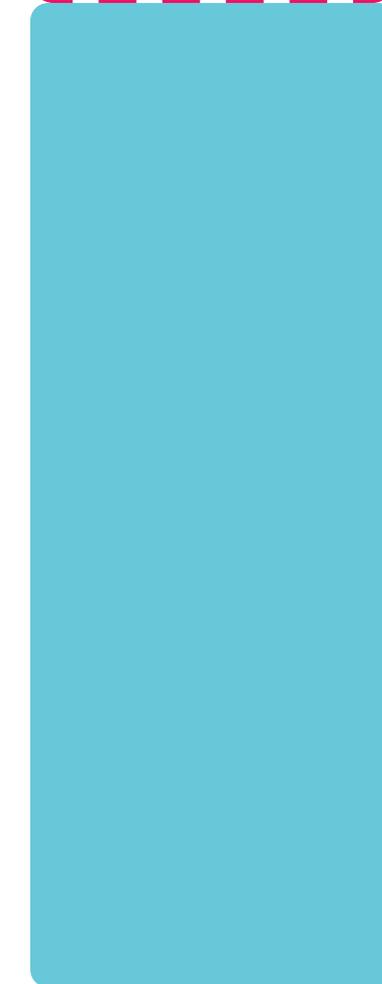
- > Reduce environmental impacts
- > Improve health and wellness
- > Teach climate change & justice, sustainability

## PPS District Energy & Sustainability Standards

- > Priority: envelope, HVAC, lighting, plumbing, solar
- > Integrated Design
- > Energy Life Cycle Cost Analysis
- > All-electric MEP Systems
- > Phase out fossil fuels



50 kgCO<sub>2</sub>e/ft<sup>2</sup>-year



150 kgCO<sub>2</sub>e/ft<sup>2</sup>-year

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

# Carbon Impact

## Embodied Carbon

- > Embodied carbon: greenhouse gas emissions from manufacturing, transportation, installation, maintenance, and disposal of building materials
- > Calculations based on the CARE tool show the estimated embodied carbon for CHS

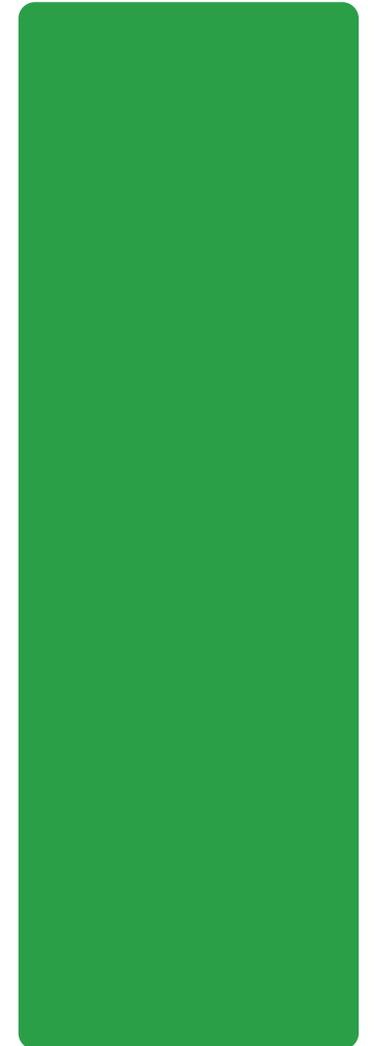


Carbon savings  
by retaining  
1929 building

11.5  
kgCO<sub>2</sub>e/ft<sup>2</sup>-year



Embodied Carbon  
**Renovation/Addition:**  
31.2 kgCO<sub>2</sub>e/ft<sup>2</sup>-year



Embodied Carbon  
New Building:  
42.7 kgCO<sub>2</sub>e/ft<sup>2</sup>-year

Takeaways: Retaining ~100,000 sf of the existing building results in a lower carbon footprint for the project.

# Existing Building

## Site Fit and Scale

- > 1929 portion is part of neighborhood context
- > Retaining 1929 structure restricts available height and building area along Franklin, 26th Ave, and Powell Blvd
- > Retaining 1929 structure increases likelihood of retaining existing mature trees on west half of site

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



# Existing Building

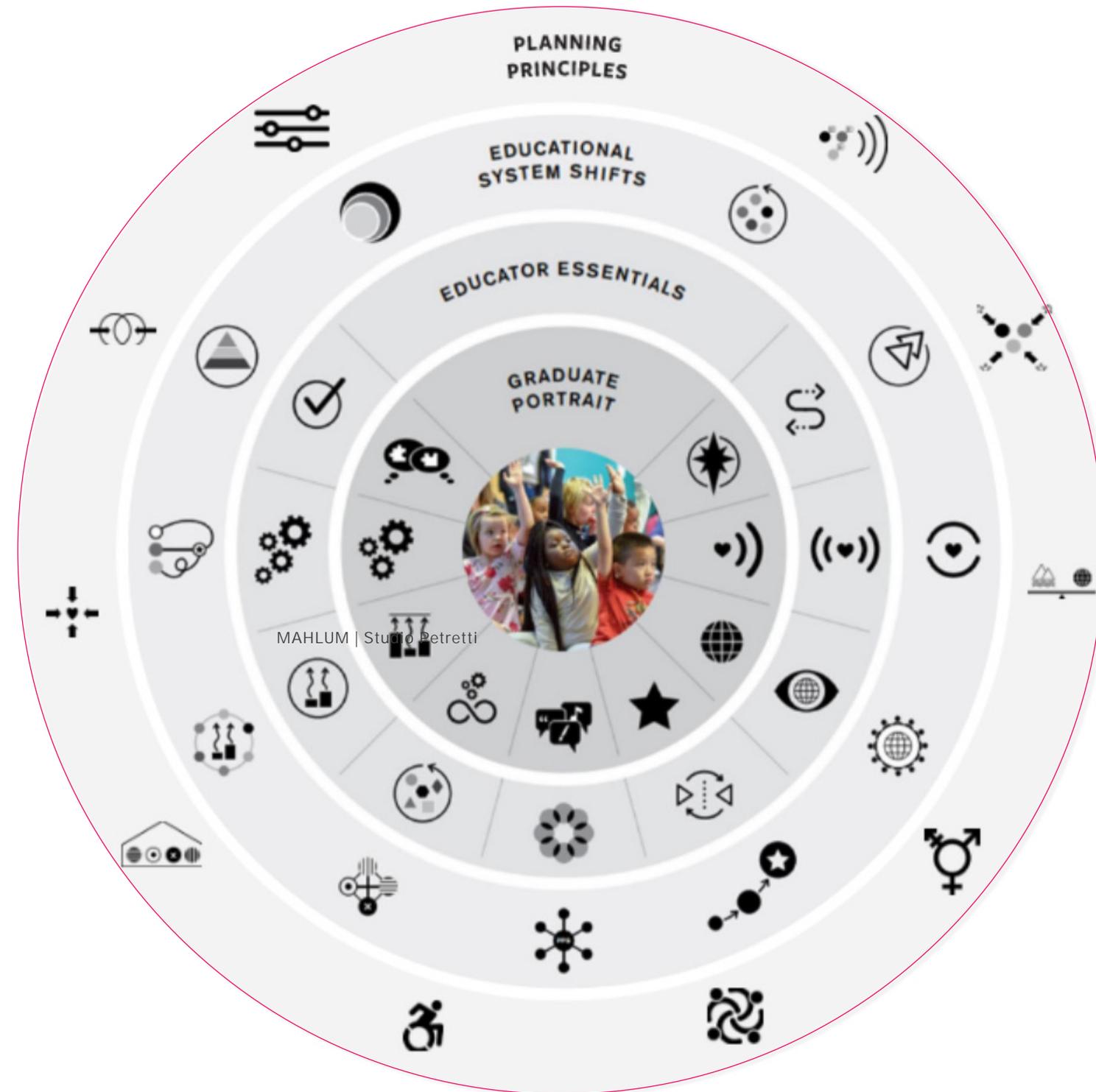
## Social Narrative

- > Existing Classical Revival style represents European notions of civic architecture
- > Design can hold memory and nostalgia
- > Design can also represent systemic and social injustices

## How can we change the narrative?

Takeaways: In order to meet the PPS Vision, the design approach will need to build a shared language and vision to address:

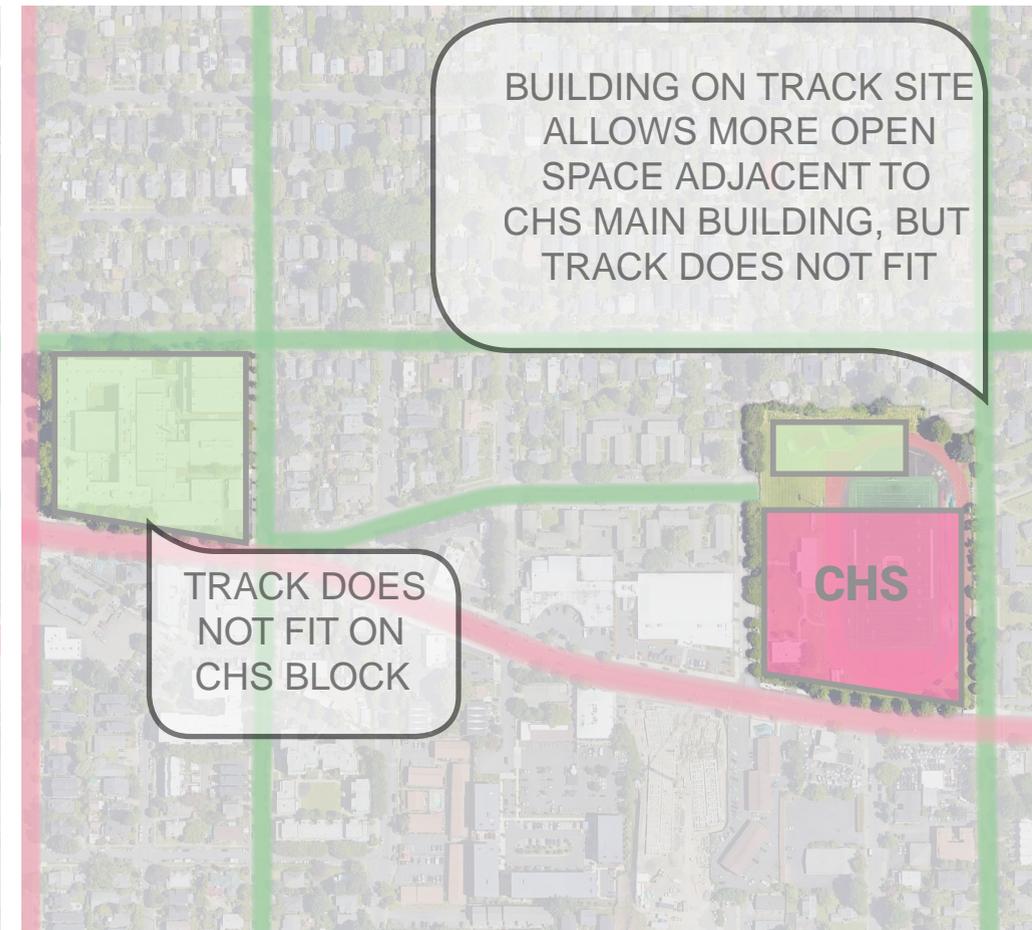
- > Welcomeness
- > Power
- > Identity
- > Representation



# Site Study Overview

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# Site Study Review



Site Study 01  
Limit Building to One Block

Site Study 02  
Expand CHS over 26th

Site Study 03  
Move CHS to current  
Track & Field

# Site Study Review

## Decisions Made to-Date:

- > Use PPS-owned sites
- > Meet Ed Spec: future building will include more features than current CHS
- > Will cover approximately 60-70% of site
- > Will be 4-5 stories tall
- > Will not re-use the existing theater

## Future conversations:

- > Look and feel of the design
- > Where is the front door
- > ) \ E G X U Y E R X M X ] E R H C  
parking
- > Program on Track site
- > Improvements to roadways, sidewalks, crossings

# Site Layout Options

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

Retaining the 1929 building  
or not  
&  
Building on one property  
or two properties



Each approach will:

- > Be experientially rich
- > Improve safety around the sites

Choices will impact:

- > **Open space / parking**
- > **Fit/function/scale**
- > Social narrative
- > Embodied carbon

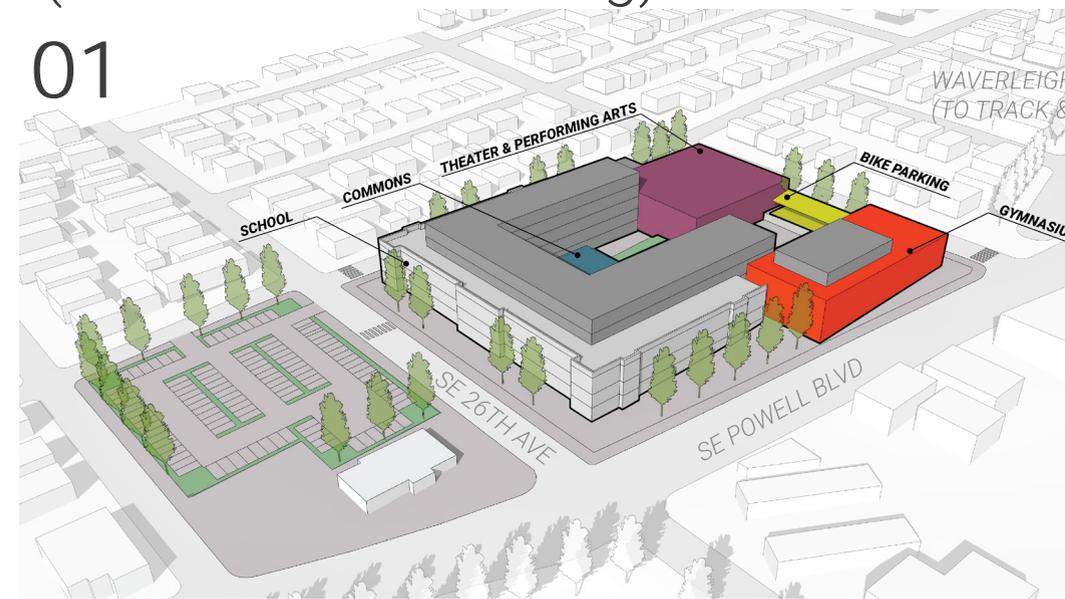


We'll recap details about these factors and then ask you to evaluate approaches relative to the project vision and goals

# Site Layout Options

Partial Existing  
(Retain 1929 Building)

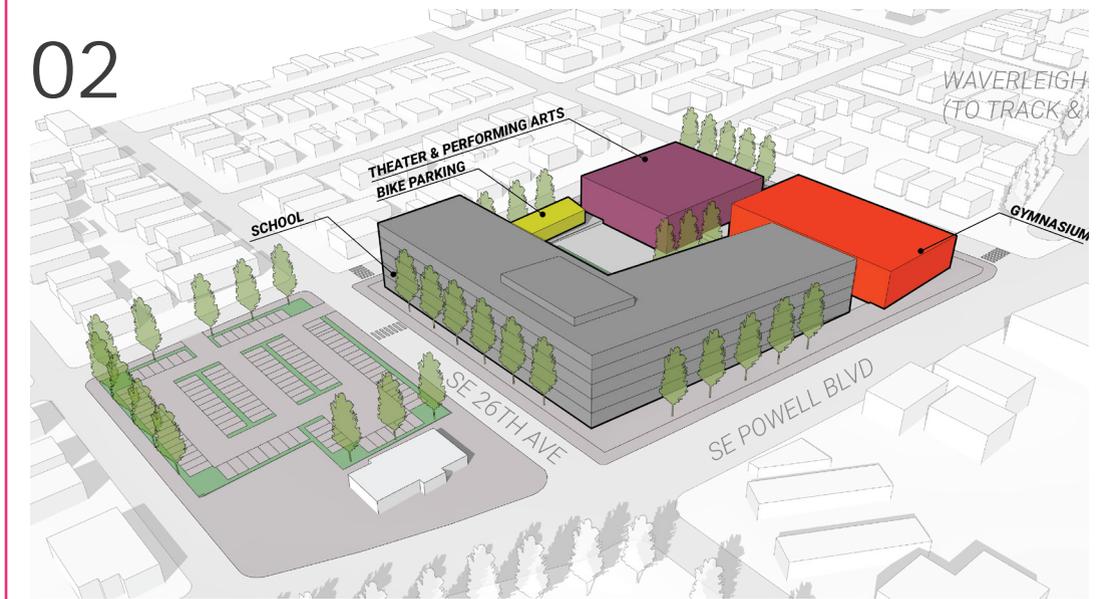
01



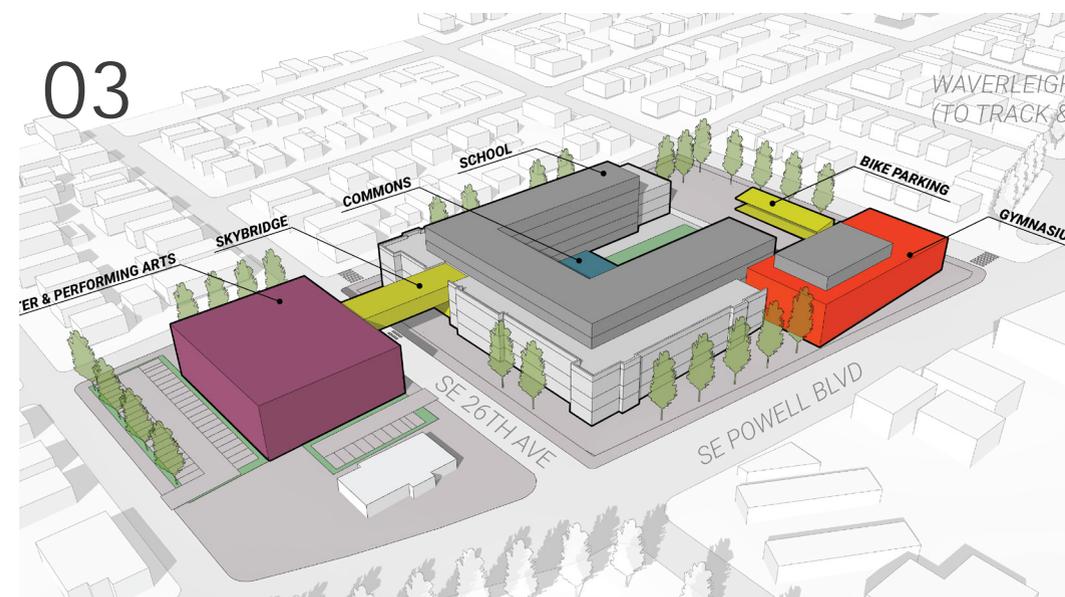
Consolidated  
(One Property)

All New Construction

02



03



Distributed  
(Two Properties)

04

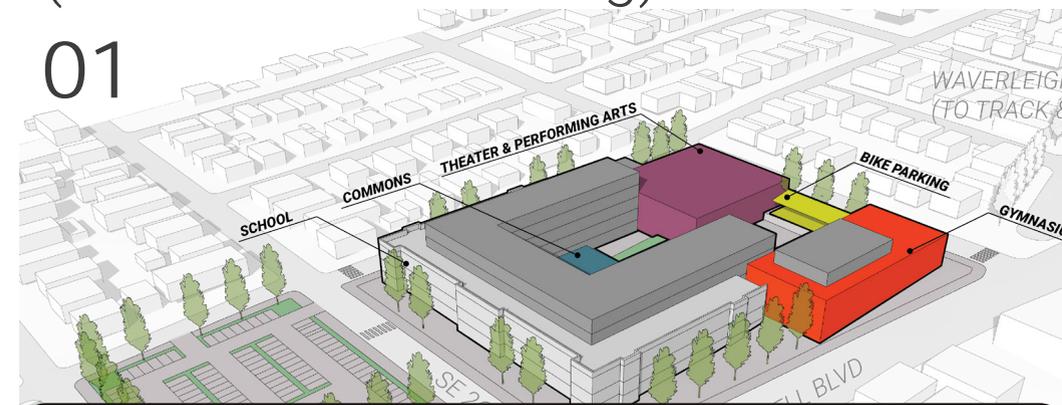


# Site Layout Options

## Parking & Open Space

Partial Existing  
(Retain 1929 Building)

01



Consolidated  
(One Property)

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

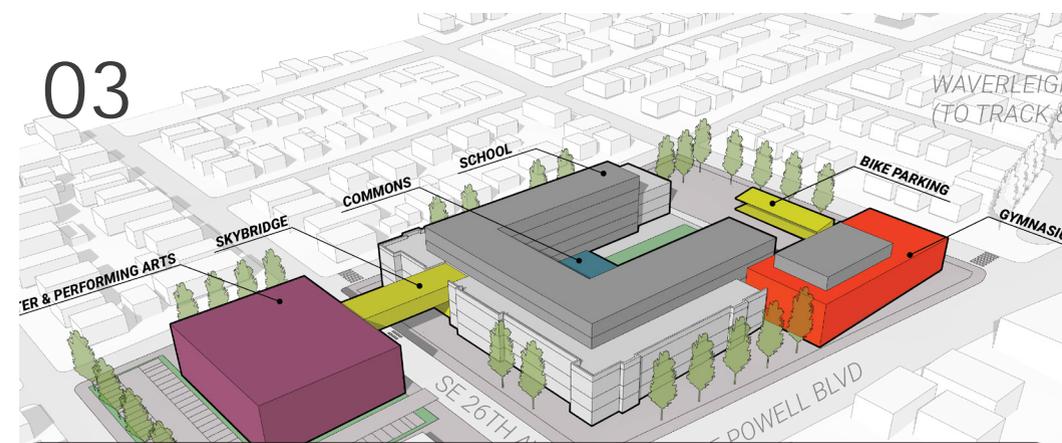
All New Construction

02



Medium open space on site; More on-site parking available.

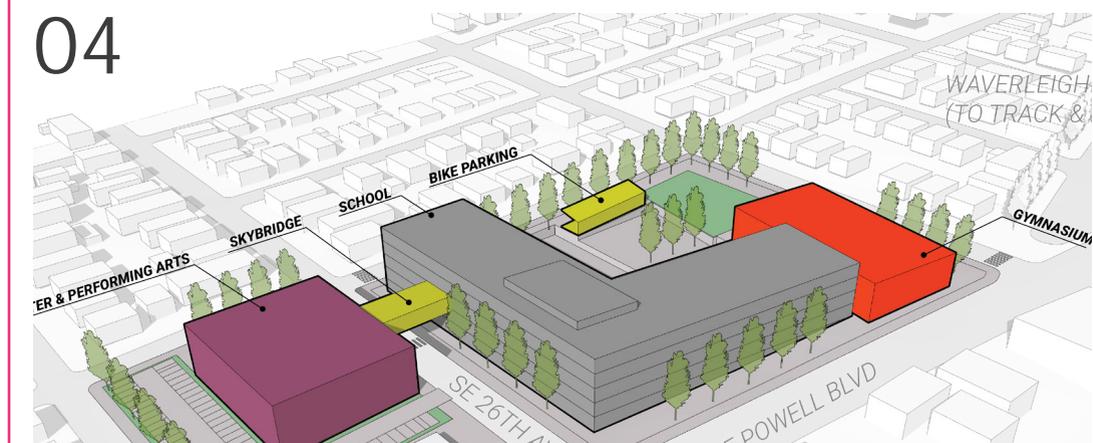
03



Distributed  
(Two Properties)

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

04



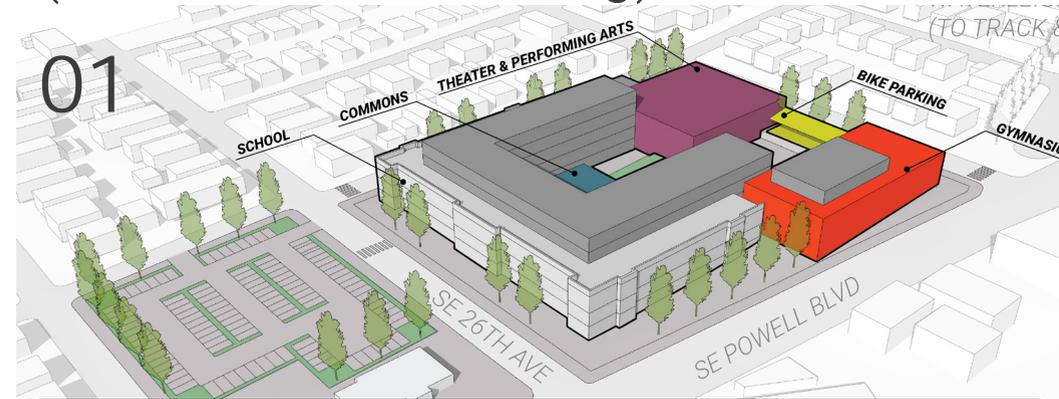
Largest open space on site; Less on-site parking available.

# Site Layout Options

## Cost Comparison

Consolidated  
(One Property)

01 Partial Existing  
(Retain 1929 Building)



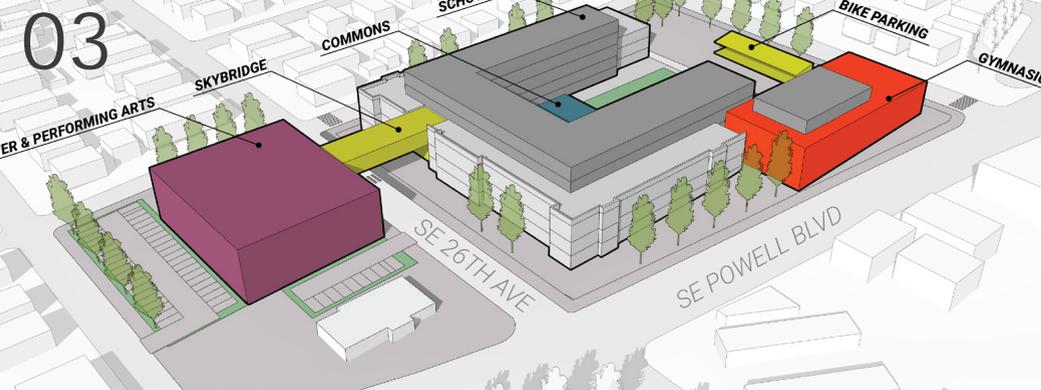
+\$10m over baseline due to spatial  
MRIGMIWGRHGSRWXGMSRGSQTPIMX

02 All New Construction

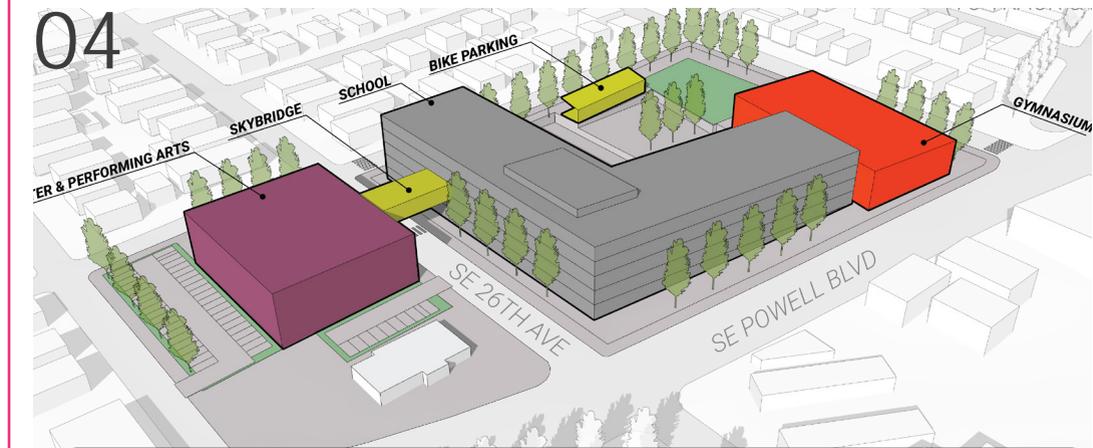


Baseline Cost Approach

Distributed  
(Two Properties)



+\$35m over baseline due to skybridge, spatial  
MRIGMIWGRHGSRWXGMSRGSQTPIMX

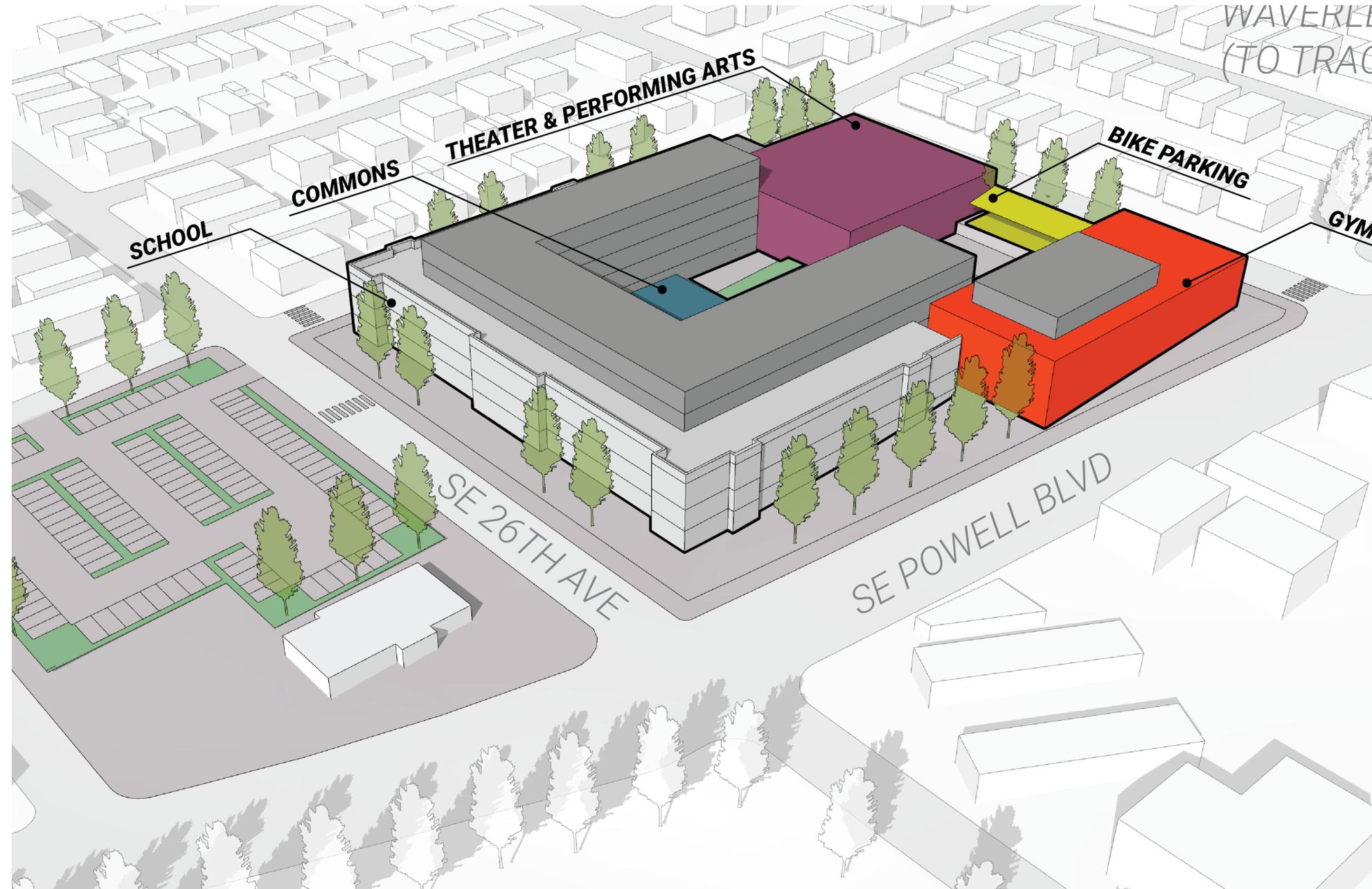


+\$25m over baseline due to skybridge and  
building on two sites

# Site Layout Options

## 01: Consolidated / Partial Existing

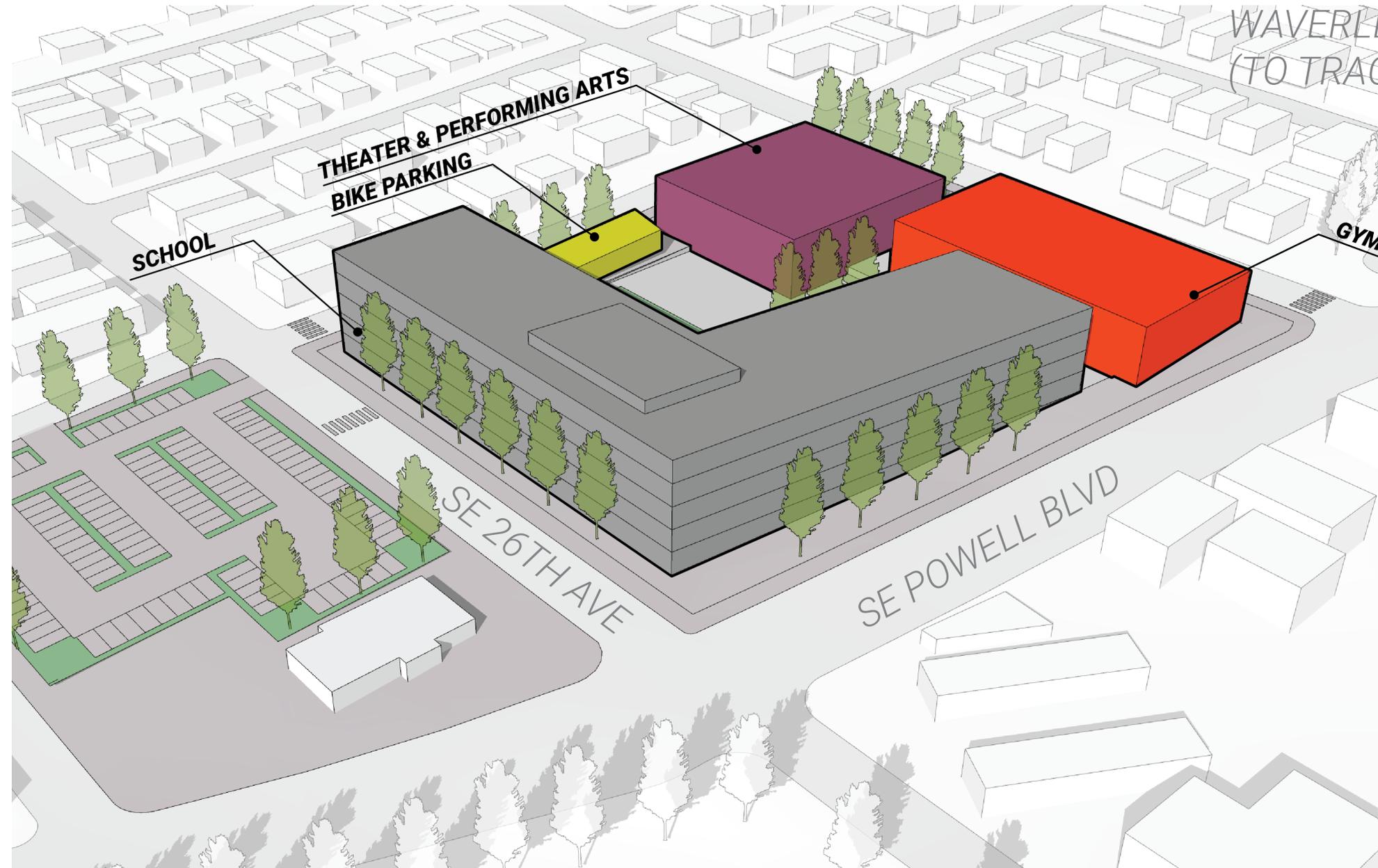
- > All program on one lot
- > Preserves SE 26th Ave frontage and setbacks
- > Theater & performing arts on SE 28th / Franklin St
- > 2/3 new construction
- > Smallest open space
- > +\$10m over baseline
- > H&WTEMEPMRI&MIRGMIW and construction complexity



# Site Layout Options

02: Consolidated / All New

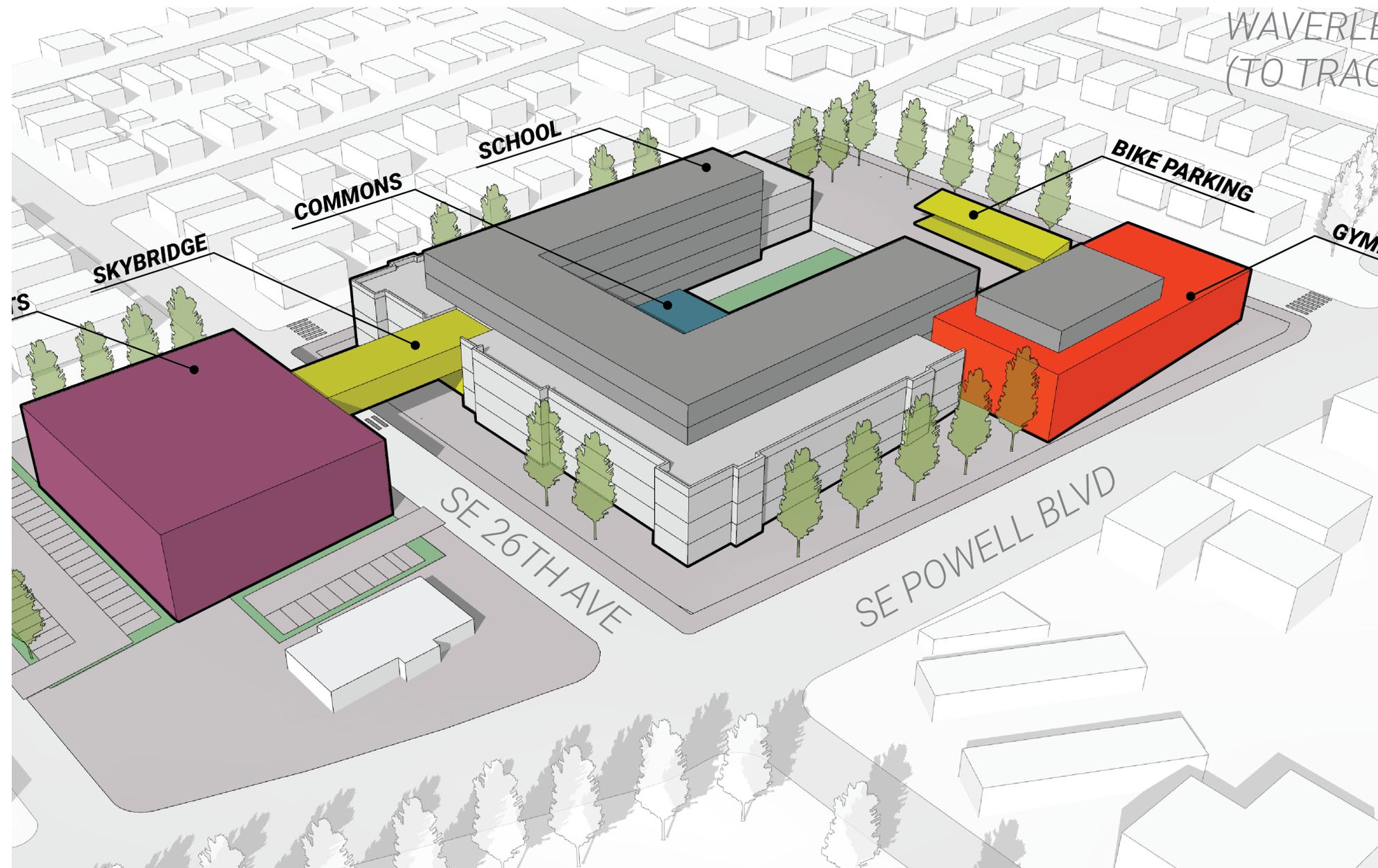
- > All program on one lot
- > Theater & performing arts on SE 28th / Franklin St
- > Minimum setbacks from sidewalk edges
- > Medium sized open space
- > Baseline (lowest cost)



# Site Layout Options

## 03: Distributed / Partial Existing

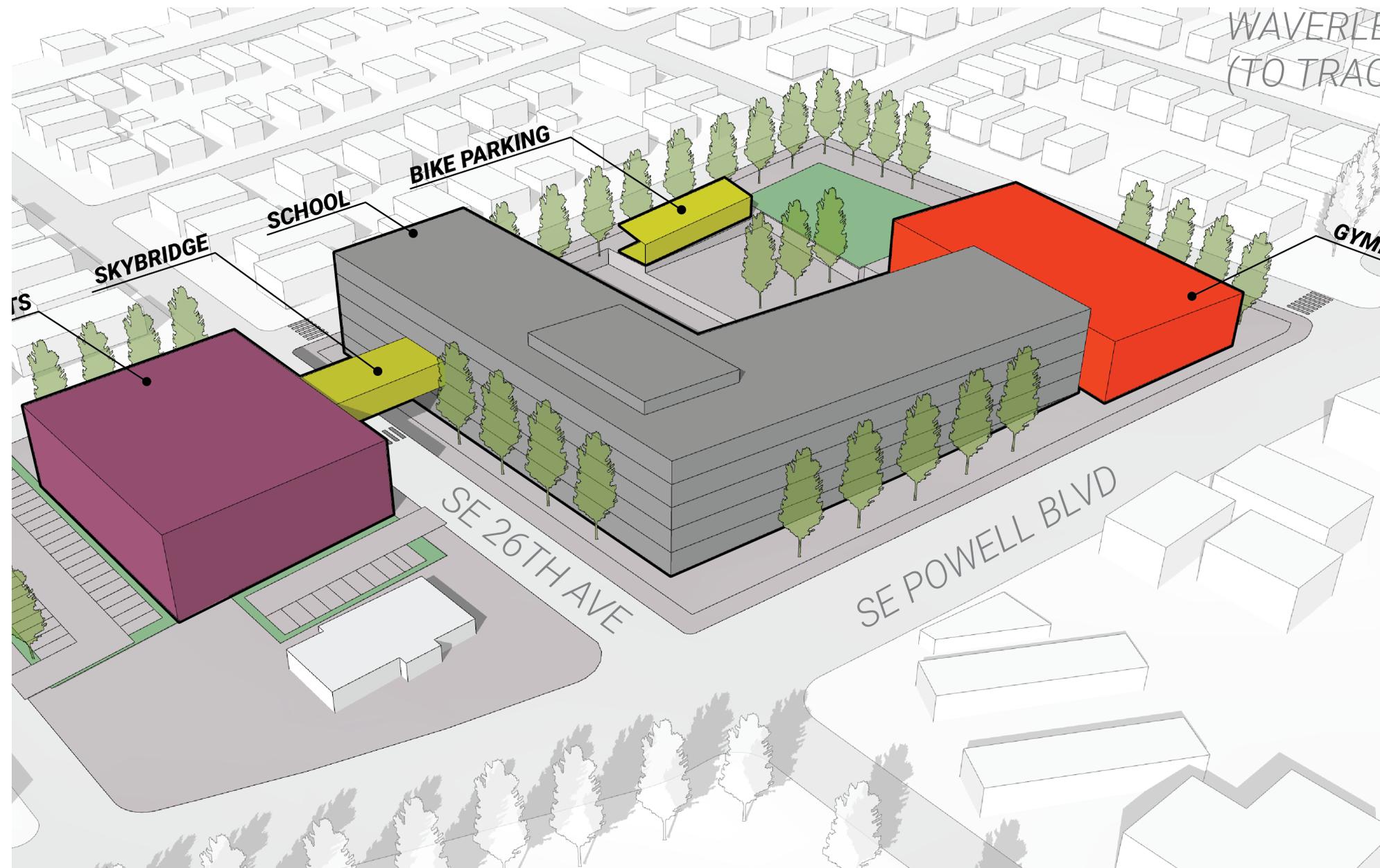
- > Program on two properties
- > Preserves SE 26th Ave frontage and setbacks
- > Theater & performing arts on current parking lot
- > 2/3 new construction
- > Requires skybridge
- > Medium sized open space
- > +\$10m over baseline due to skybridge, spatial complexity



# Site Layout Options

04: Distributed / All New

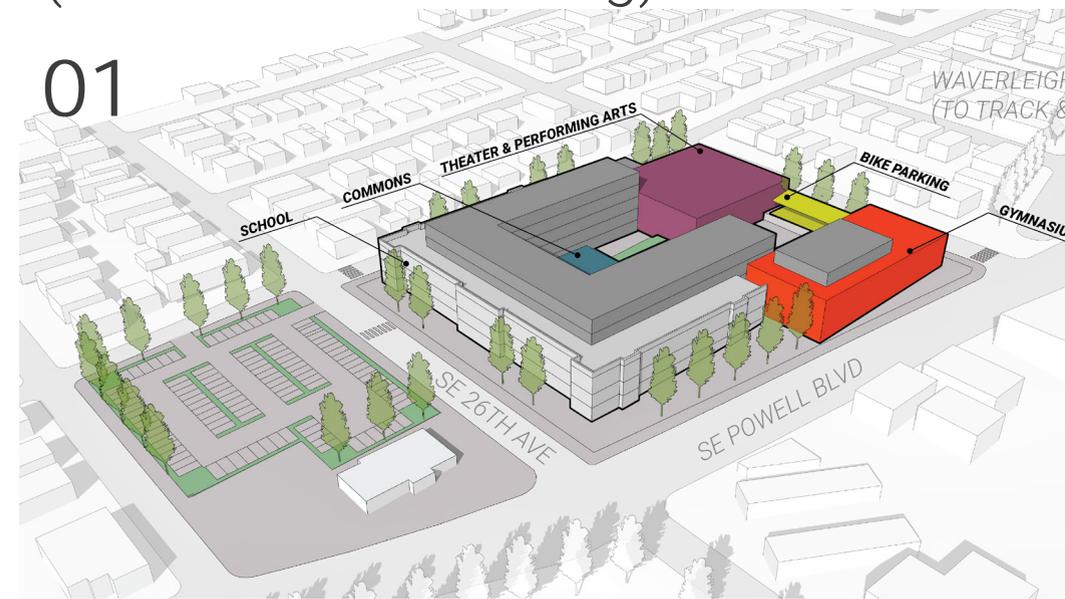
- > Program on two properties
- > Minimum setbacks from sidewalk edges
- > Theater & performing arts on current parking lot property
- > Requires skybridge
- > Largest open space possible
- > +\$25m over baseline due to skybridge and building on two sites



# Site Layout Options

Partial Existing  
(Retain 1929 Building)

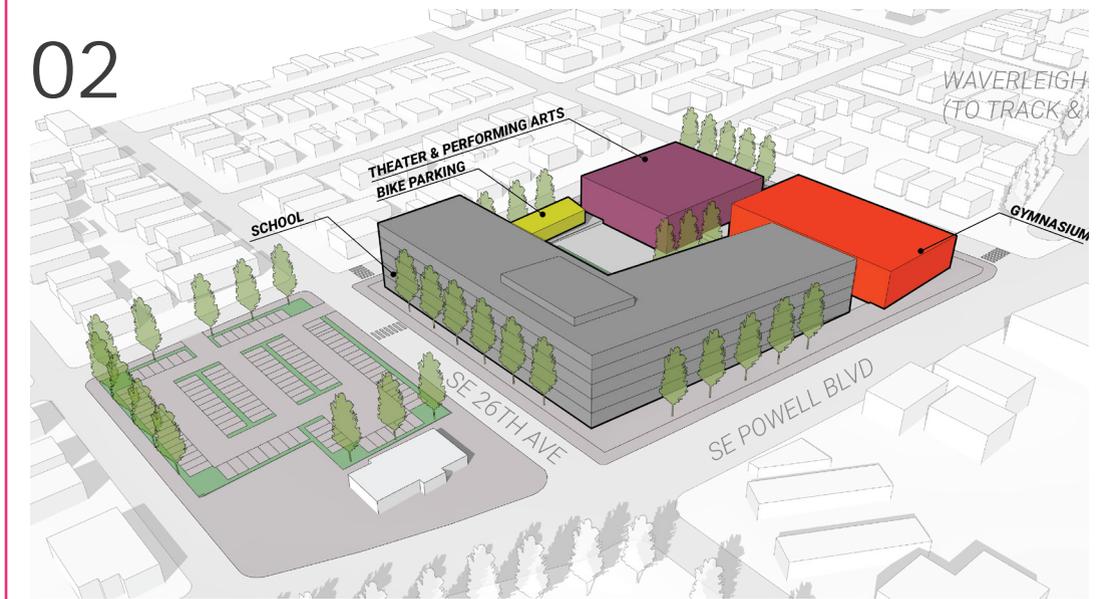
01



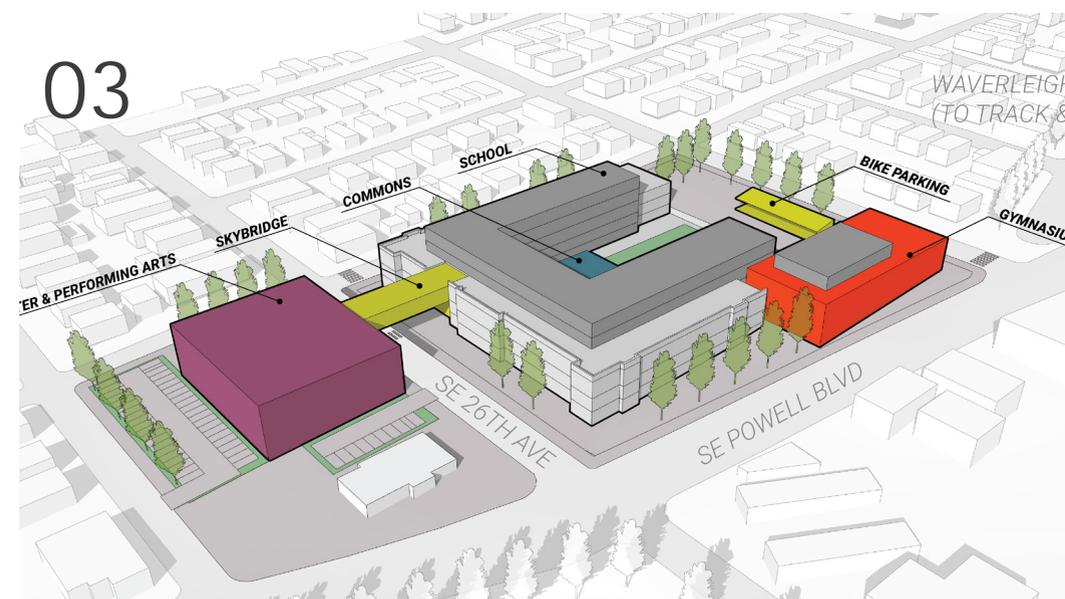
Consolidated  
(One Property)

All New Construction

02

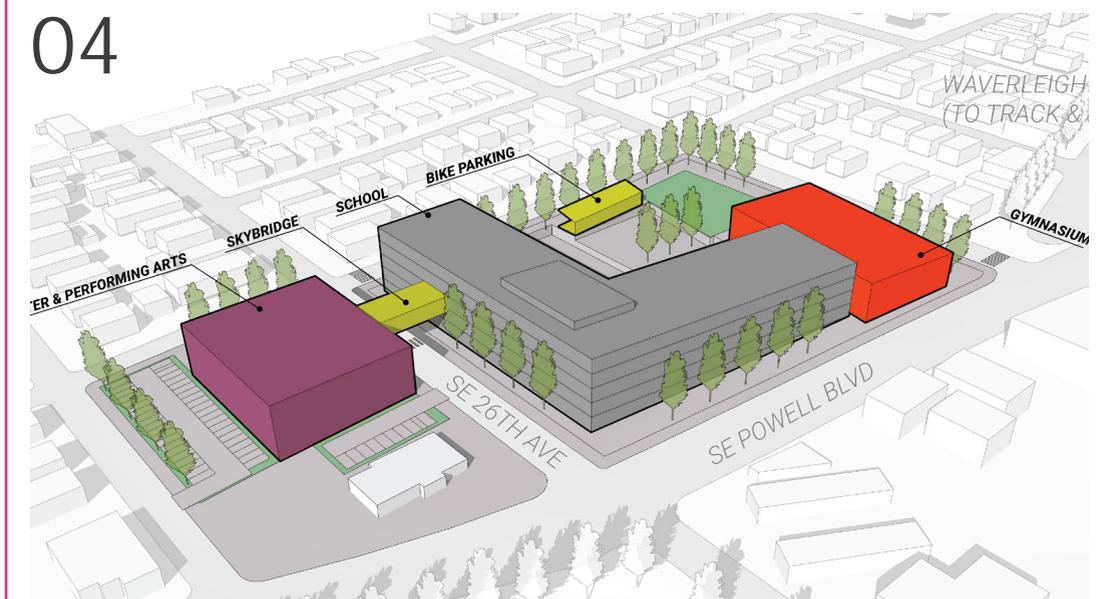


03



Distributed  
(Two Properties)

04



# Activities

30 MINUTES

# Comprehensive Planning

## Next Steps

Feb. 15th      CPC Meeting #5

Mar. 14th      CPC Meeting #6 (Final)



Thank You!

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