

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

A low-angle, green-tinted photograph of the facade of Grover Cleveland High School. The building features classical architectural elements, including large windows with decorative lintels and a prominent inscription. The sky is visible at the top, and a small tree branch is on the left.

Who is in the room?

GROVER CLEVELAND HIGH SCHOOL

Public Comment

10 MINUTES

GROVER CLEVELAND HIGH SCHOOL

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

GROVER CLEVELAND HIGH SCHOOL

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

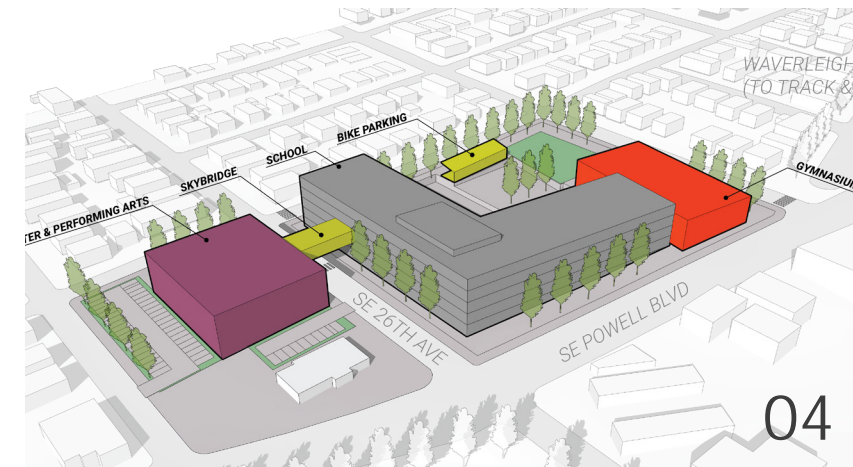
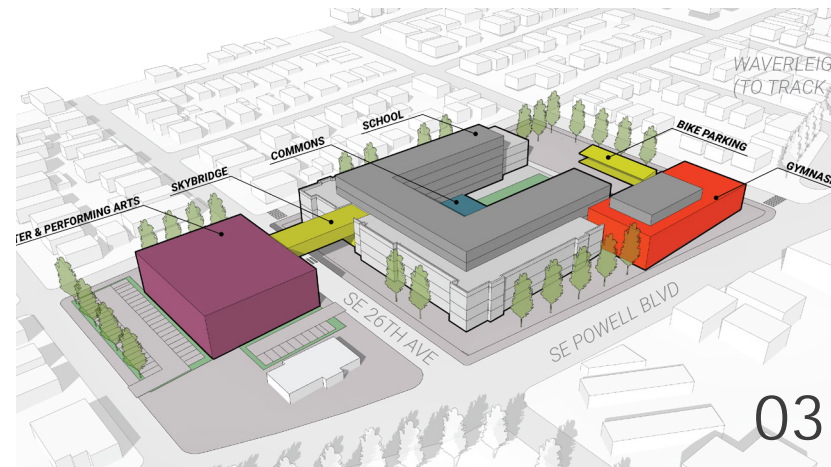
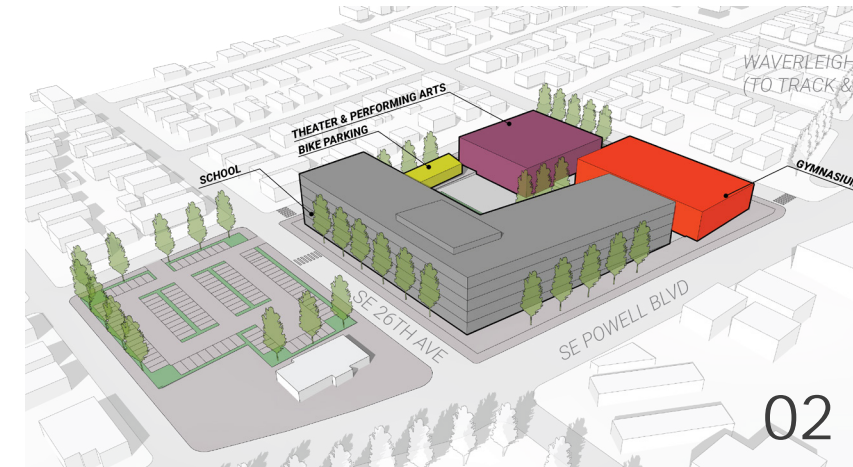
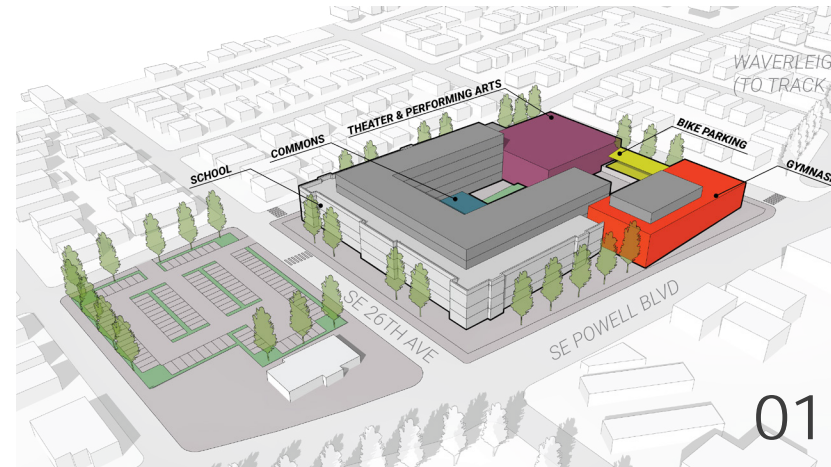
Preview

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?



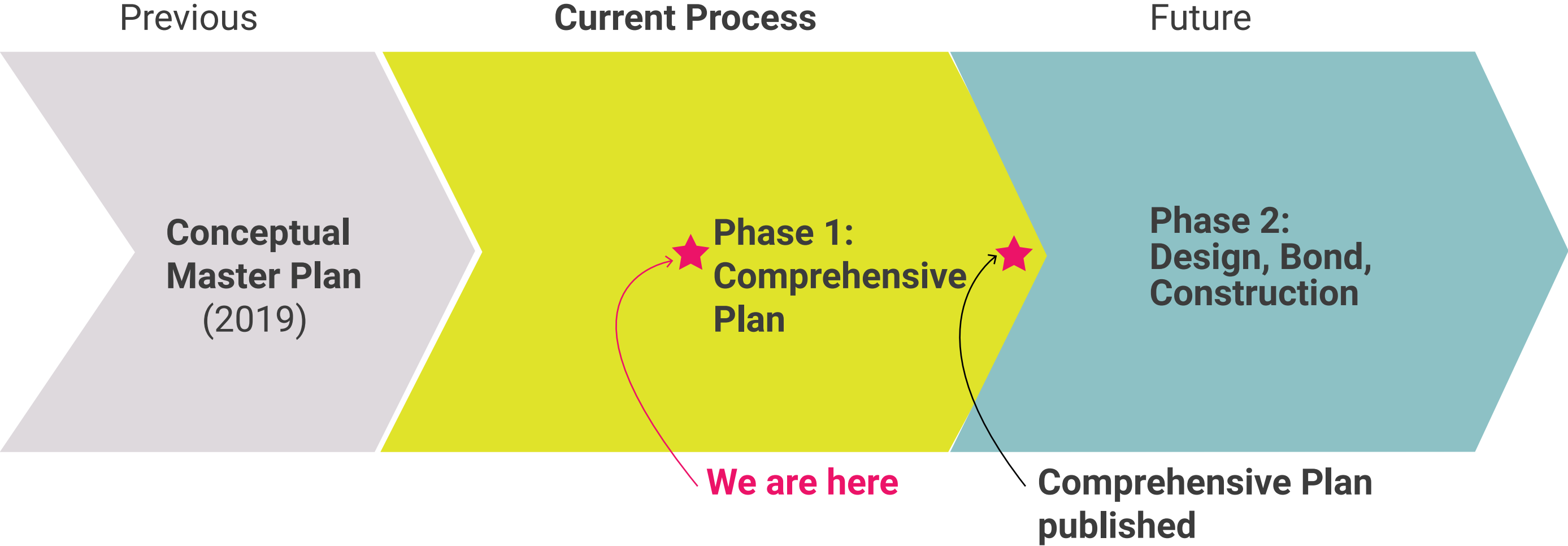


Comprehensive Plan Overview

GROVER CLEVELAND HIGH SCHOOL

Overview

Comprehensive Planning Schedule



Overview

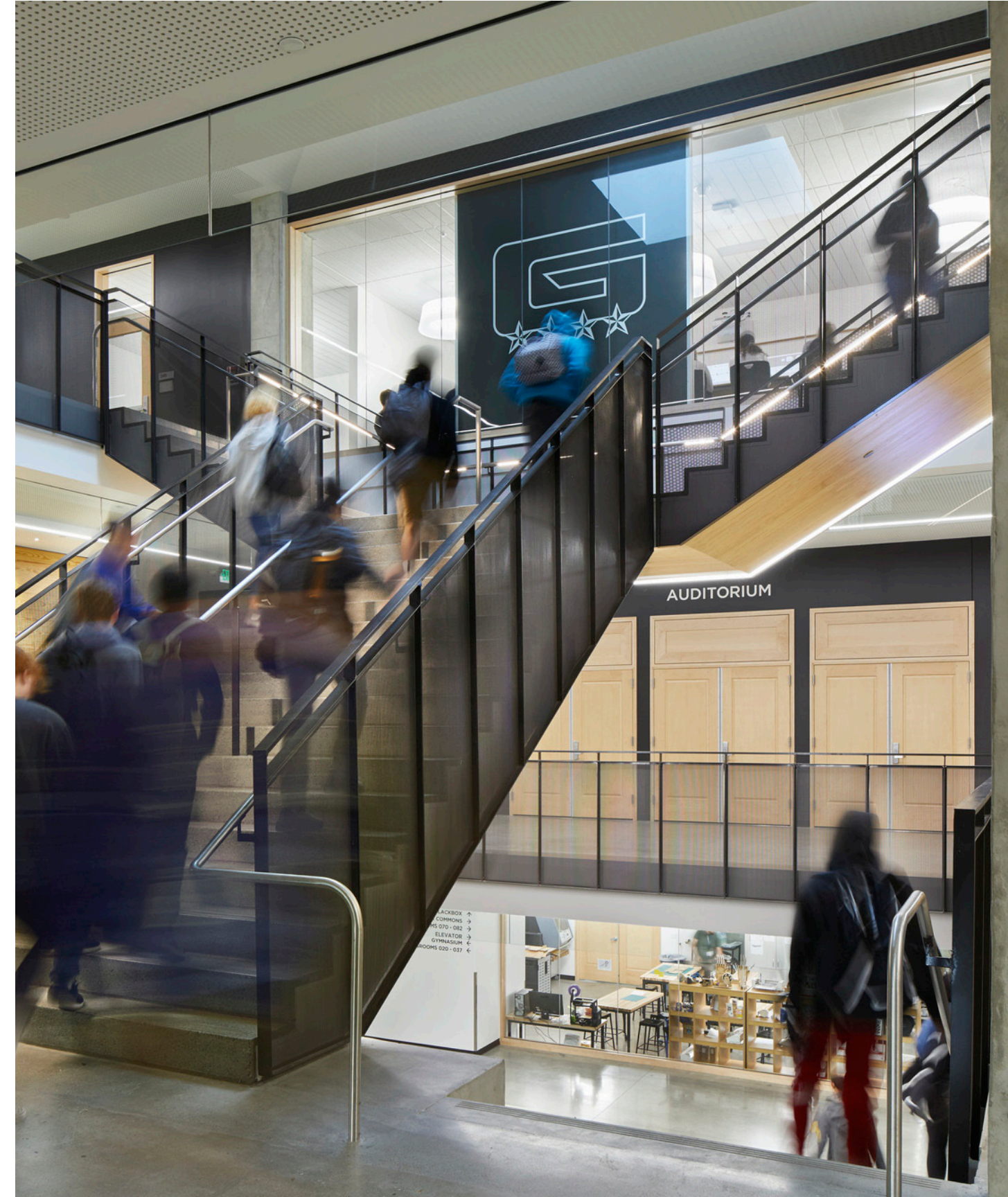
What Does “Modernization” Mean?

Modernization = Transformation

Space allocation based on Educational
Specification (Ed Spec):

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

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

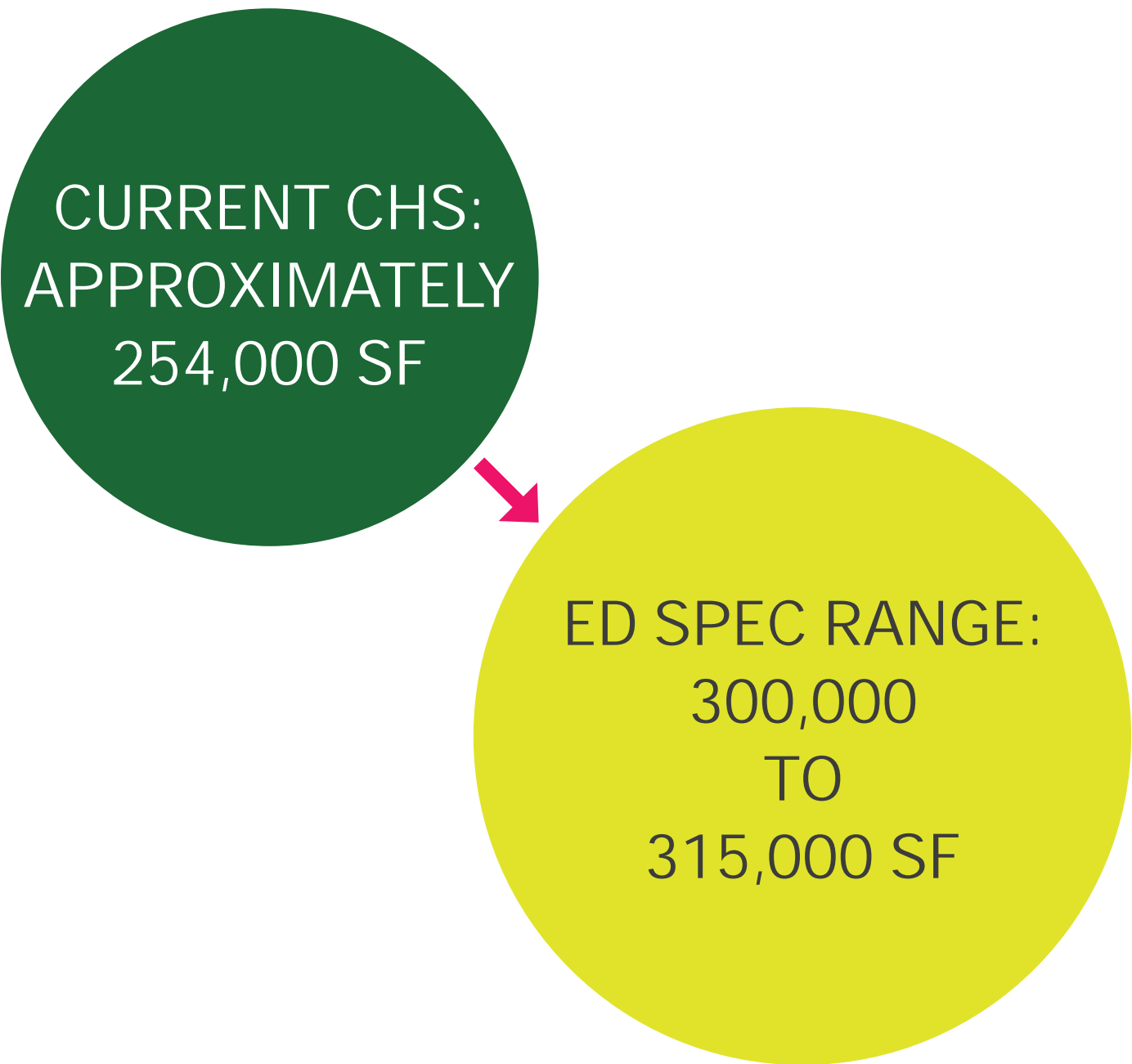


Overview

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



A diagram consisting of two circles. The top-left circle is dark green and contains the text 'CURRENT CHS: APPROXIMATELY 254,000 SF'. A pink arrow points from the bottom-right of this circle to the top-left of a second circle. The second circle is yellow and contains the text 'ED SPEC RANGE: 300,000 TO 315,000 SF'.

CURRENT CHS:
APPROXIMATELY
254,000 SF

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

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

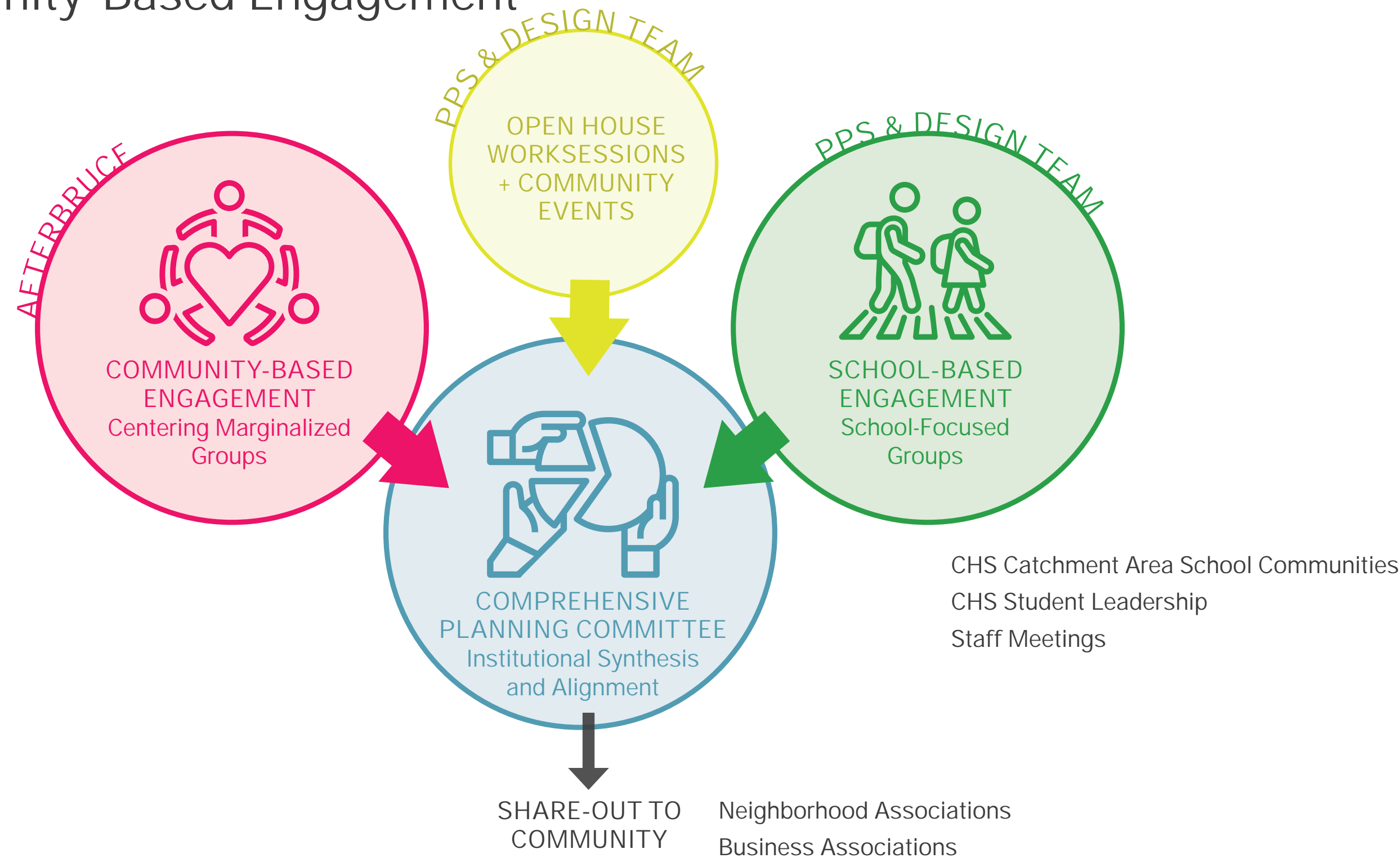
- > Vision and goals
- > '7WTIGM04TVSKVEQ needs
- > Support marginalized groups



Community Based Engagement

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)

7104,SV

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
~~IMPITIVSVQERGIWTEGI~~
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

Theater / performing arts collocated
with main HS programs

Theater / performing arts separate
from main building

On-site surface parking

Open space on sites

PE interior spaces collocated
with main CHS programs

PE interior spaces
near track and fields

Whether or not to keep
the 1929 building

Keep most significant historic building/
More restrictions on remainder of site

Rebuild entire building/
Fewer restrictions on site

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

The background is a photograph of the Grover Cleveland High School building, tinted in a solid green color. The building is a multi-story structure with a classical architectural style, featuring large windows with decorative lintels and a prominent entrance area. The name "GROVER CLEVELAND HIGH SCHOOL" is visible in large, raised letters on the facade.

Variable: Existing Building

GROVER CLEVELAND HIGH SCHOOL

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



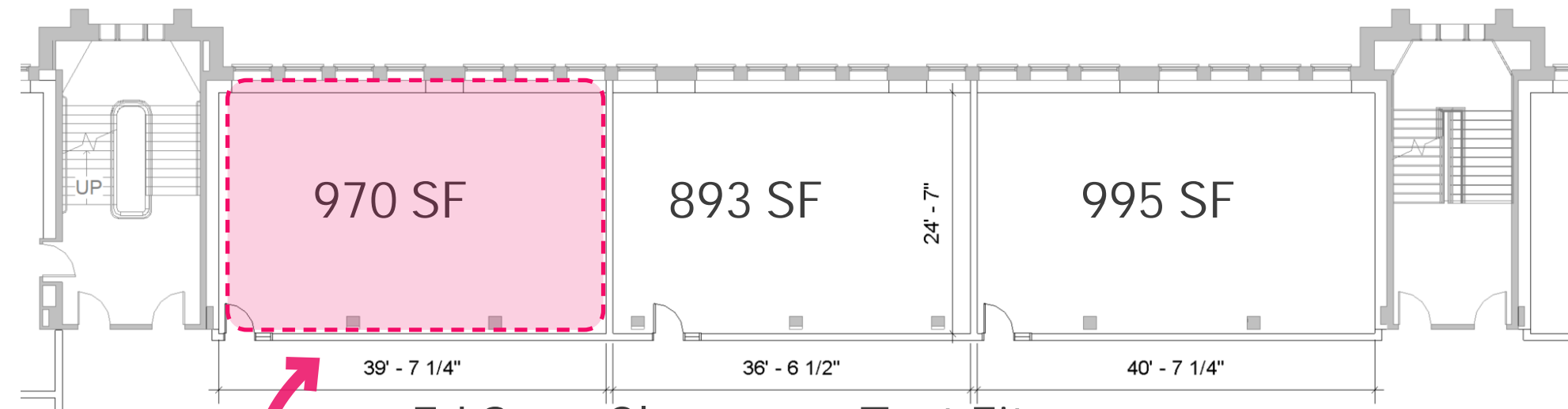
Lincoln High School
Typical Classroom ~890 SF

Existing Building

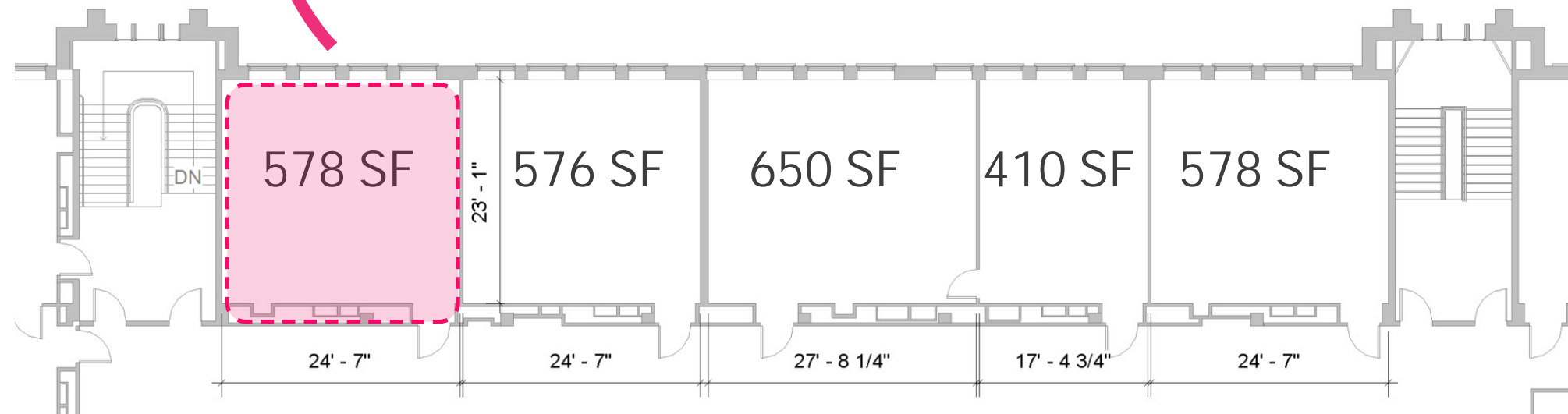
Classroom Fit and Function

- > Close to Ed Spec requirements (980 SF)
- > Longer room provides more balanced daylighting, students further from teaching wall
- > Existing wing: potential administration, counseling, ~~MEGLIVS~~ ~~64W~~

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

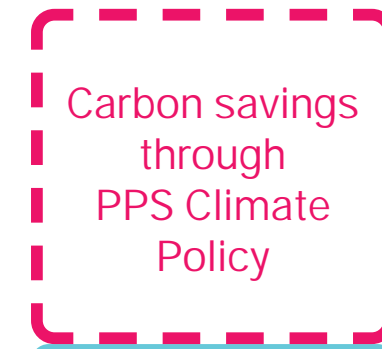
Requirements for all buildings

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

- >)04MIRG1VKI19-1V)9-GSHIQMRMQ0
- > Priority: envelope, HVAC, lighting, plumbing, solar
- > Integrated Design
- > Energy Life Cycle Cost Analysis
- > All-electric MEP Systems
- > 0))('IVM1GEMSR
- > Phase out fossil fuels



50 kgCO₂e/ft²-year



150 kgCO₂e/ft²-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



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

Carbon savings
by retaining
1929 building

11.5
kgCO₂e/ft²-year



Embodied Carbon
Renovation/Addition:
31.2 kgCO₂e/ft²-year



Embodied Carbon
New Building:
42.7 kgCO₂e/ft²-year

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.



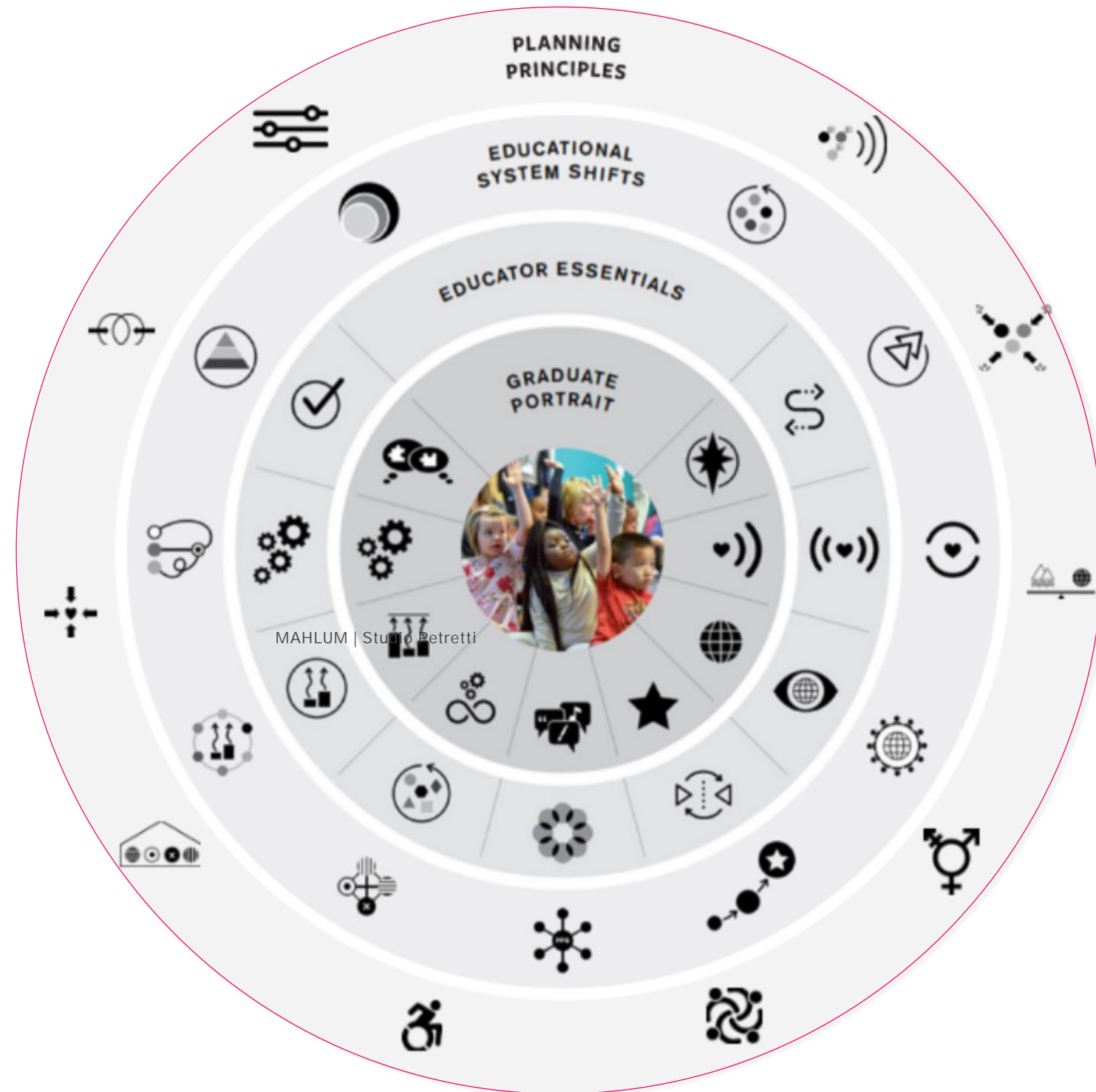
Social Narrative

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

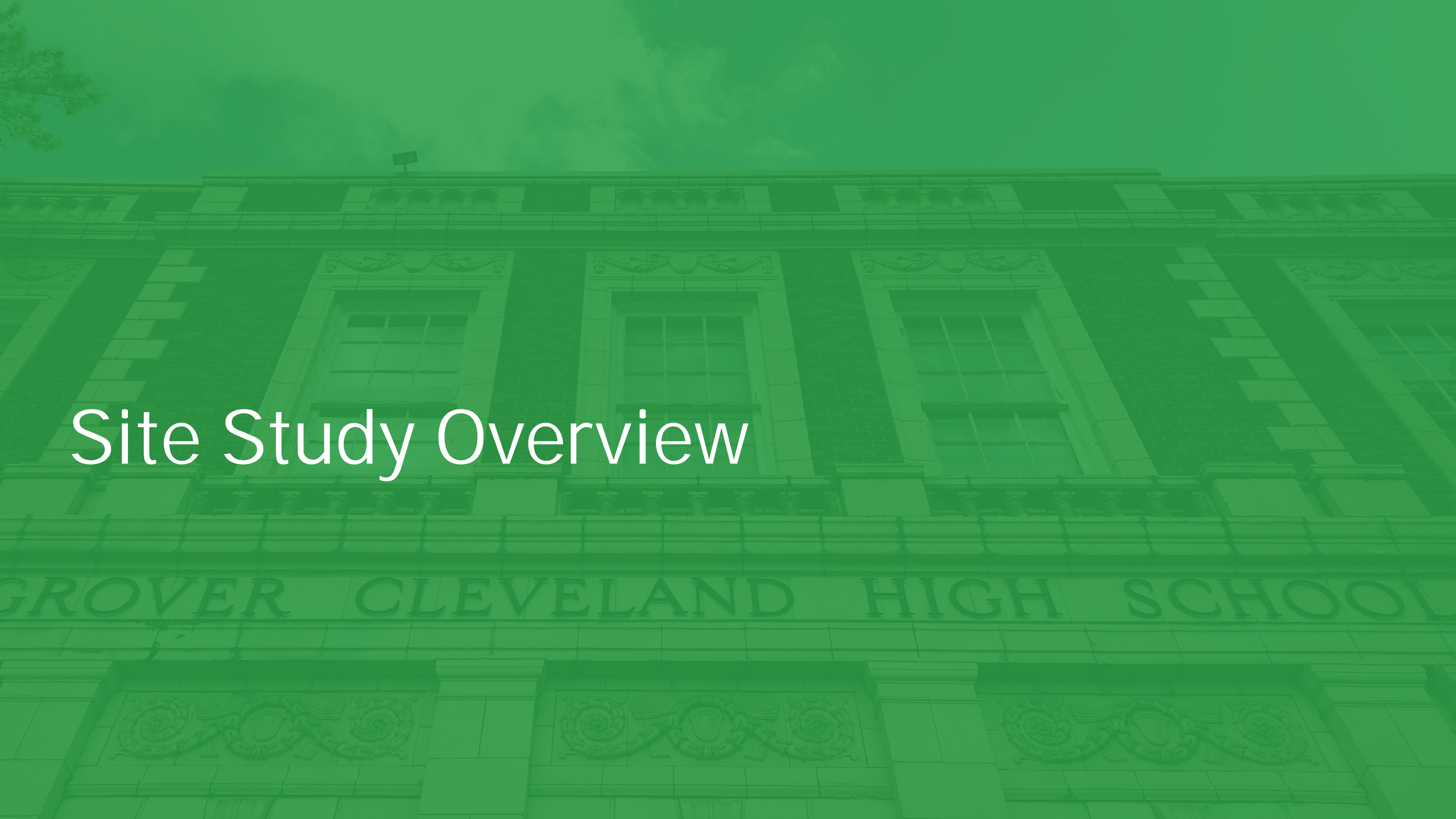
How can we change the narrative?

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



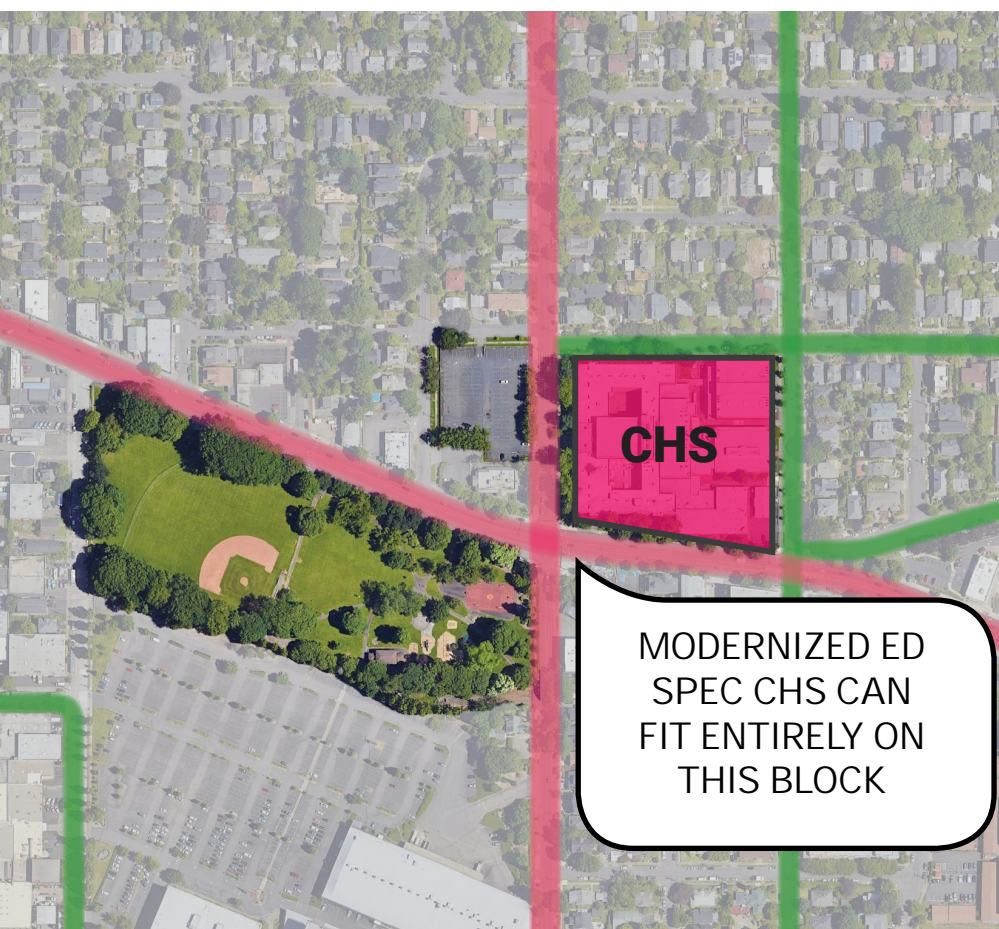
“4th Ring” of Graduate Portrait
PPS Long Range Facilities Plan 2021



Site Study Overview

GROVER CLEVELAND HIGH SCHOOL

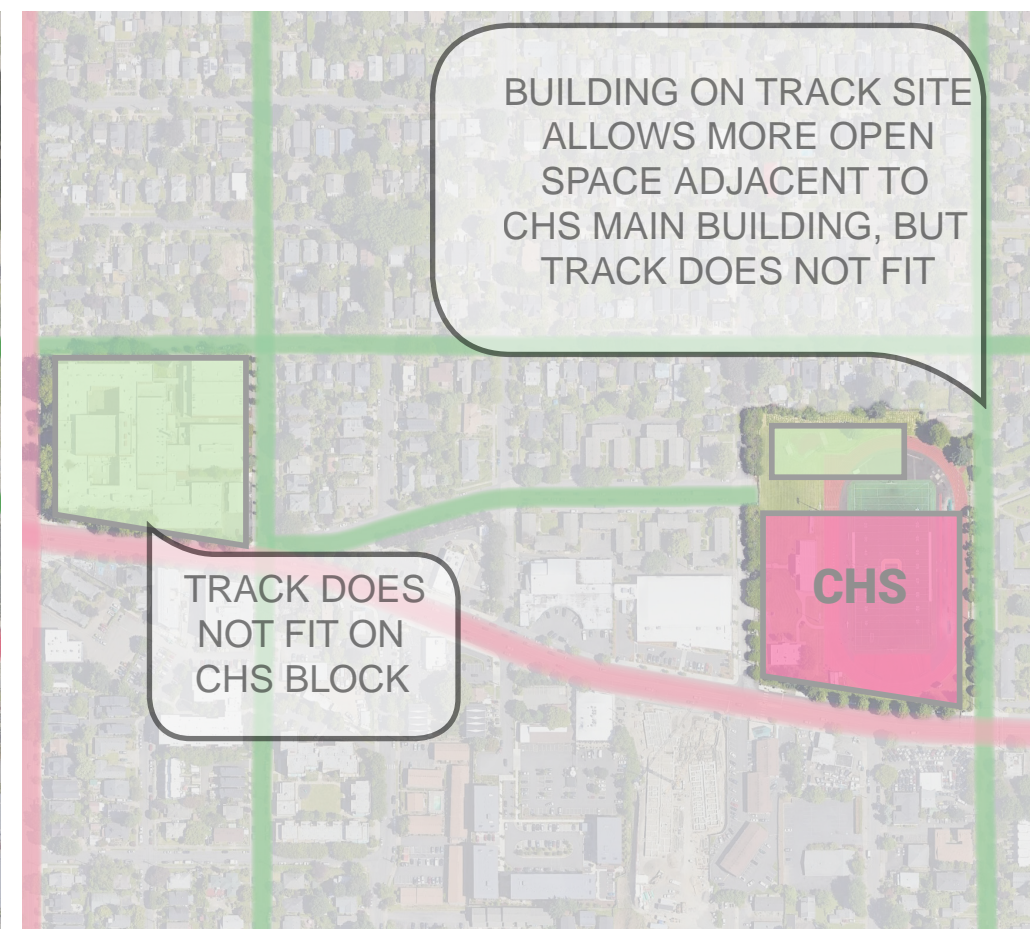
Site Study Review



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

GROVER CLEVELAND HIGH SCHOOL

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



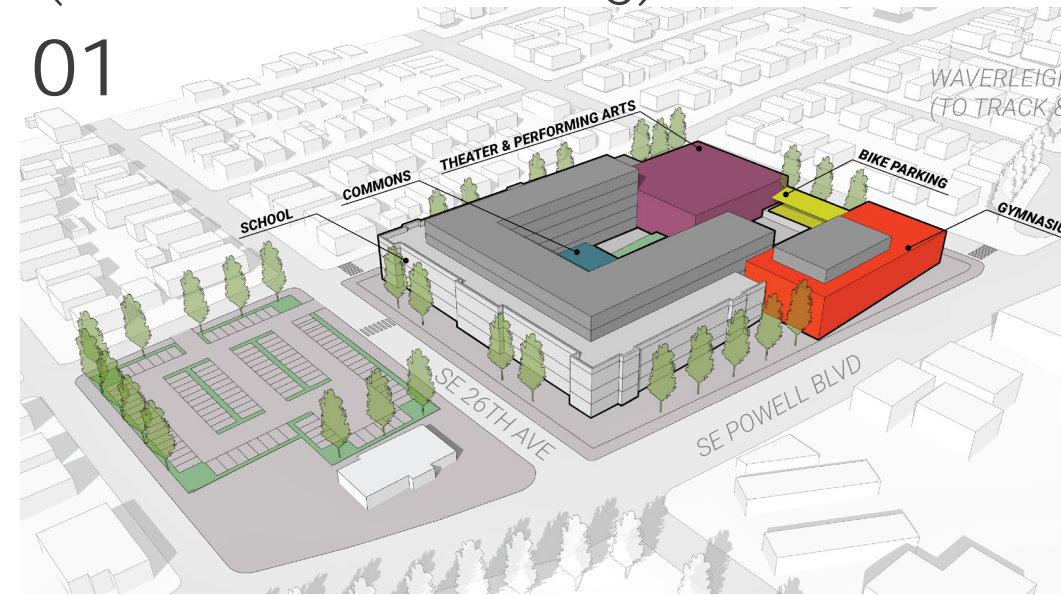
We'll recap details about these factors and then ask you to evaluate approaches relative to the project vision and goals

Site Layout Options

Partial Existing
(Retain 1929 Building)

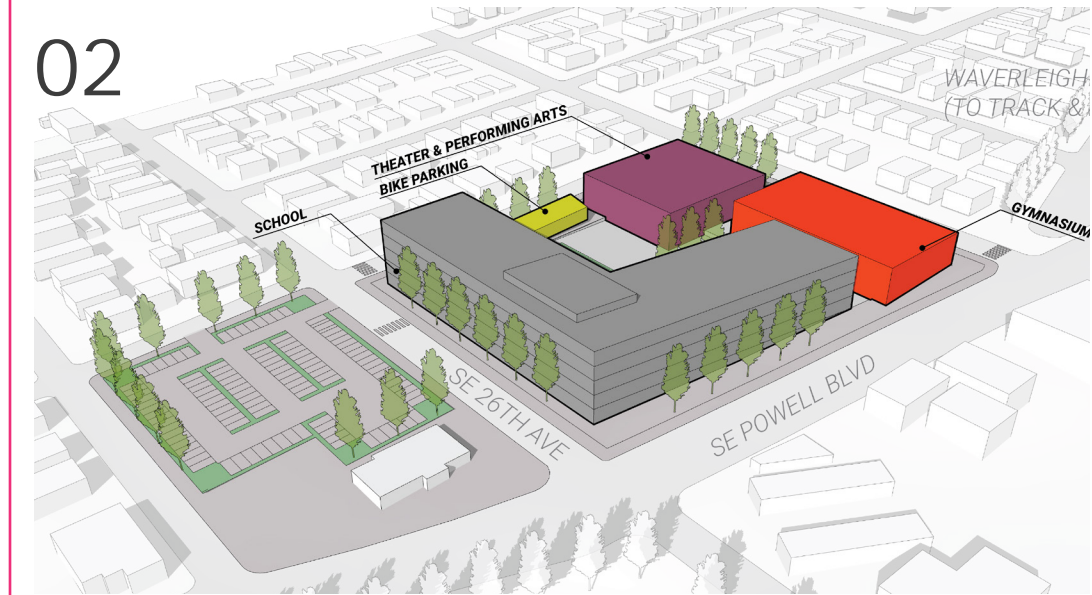
01

Consolidated
(One Property)



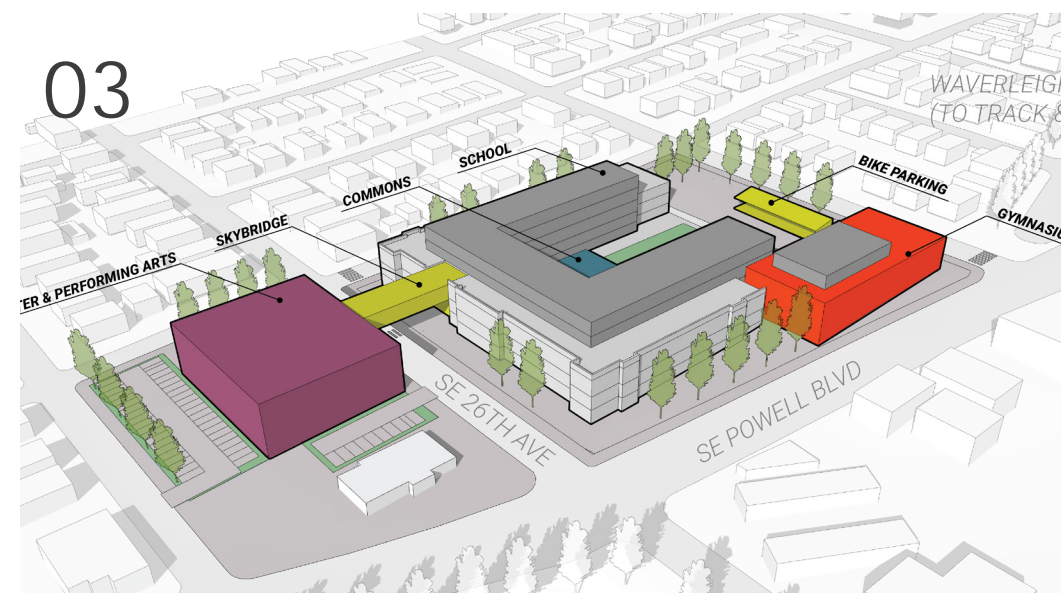
All New Construction

02



03

Distributed
(Two Properties)



04



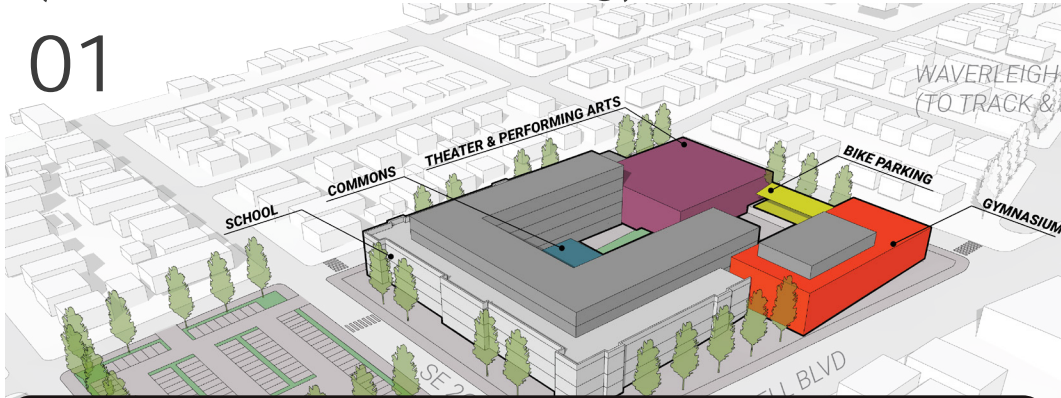
Site Layout Options

Parking & Open Space

Consolidated
(One Property)

Partial Existing
(Retain 1929 Building)

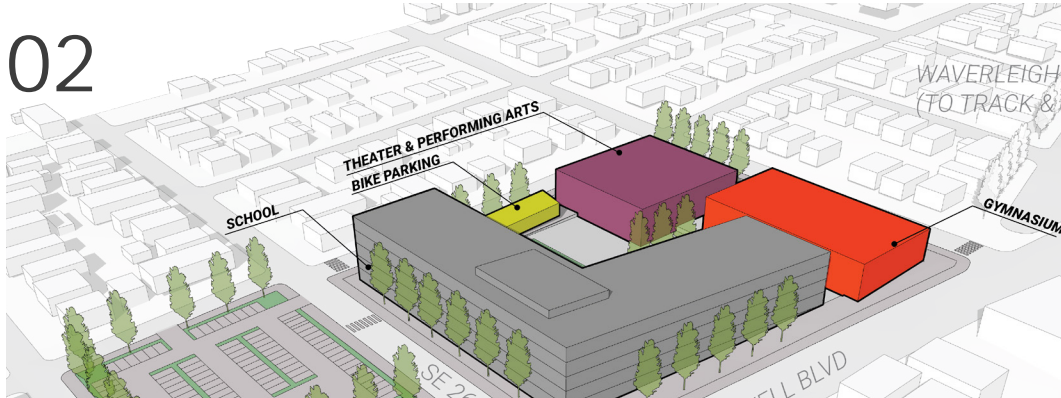
01



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

All New Construction

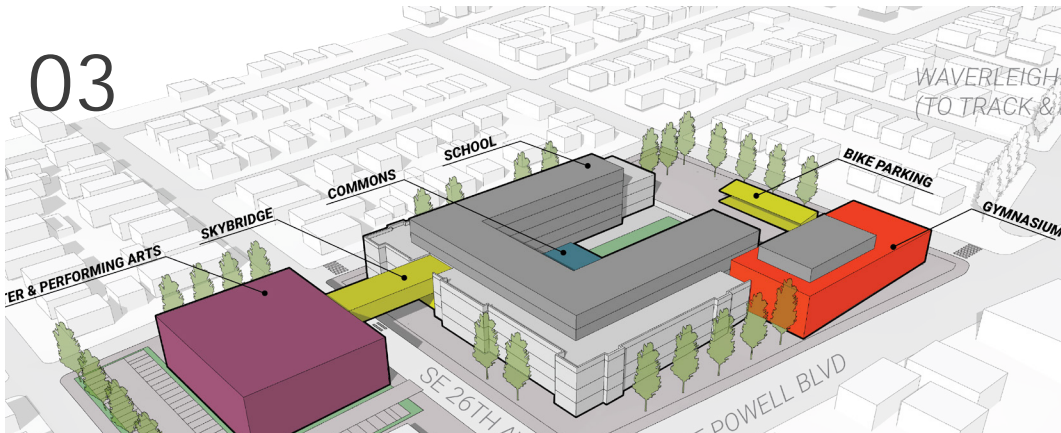
02



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

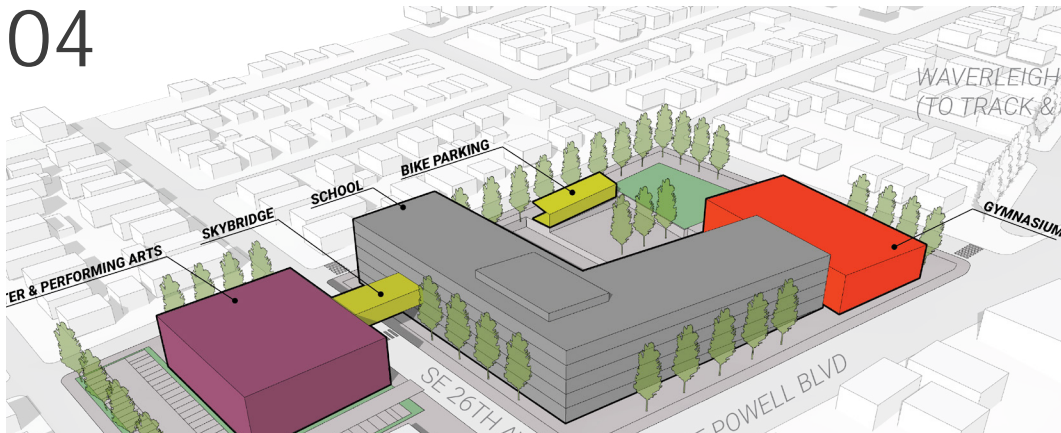
Distributed
(Two Properties)

03



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

04



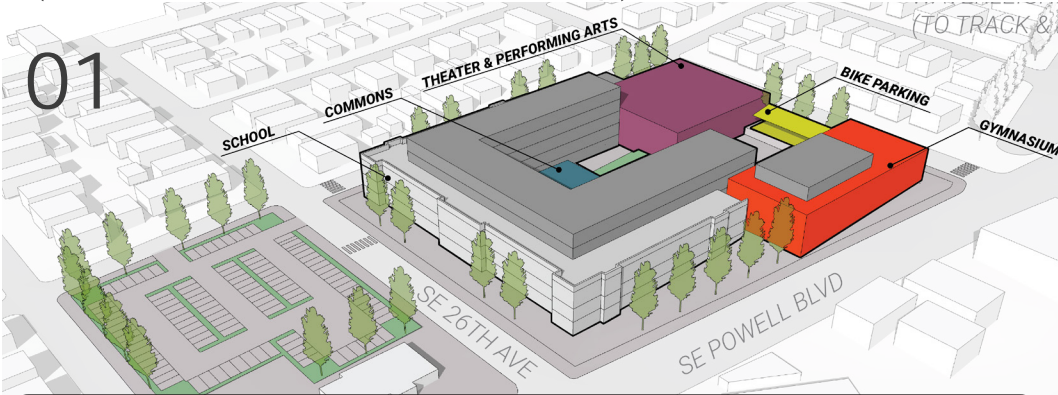
Largest open space on site; Less on-site parking available.

Site Layout Options

Cost Comparison

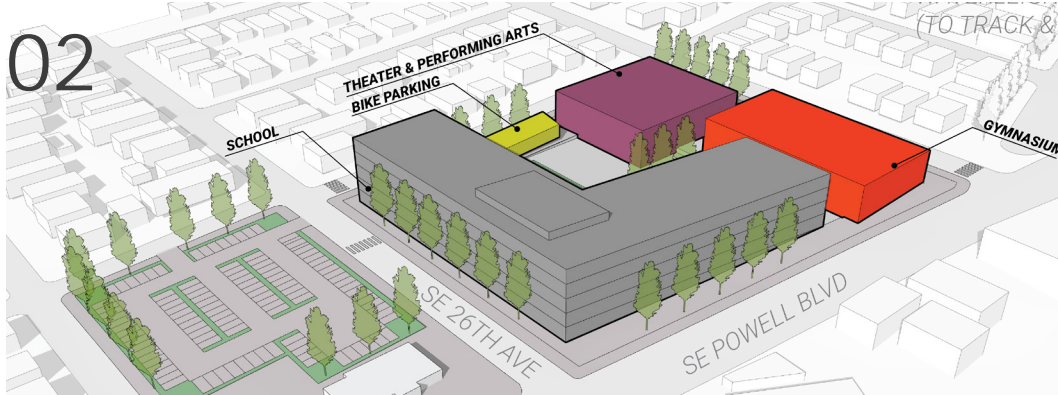
Consolidated
(One Property)

Partial Existing
(Retain 1929 Building)



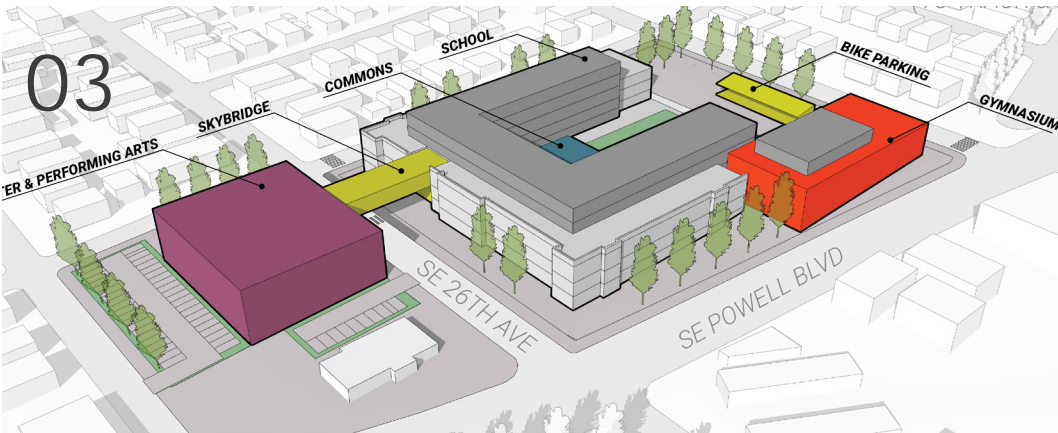
+\$10m over baseline due to spatial
MRIGMIWGRHGSRWXGMSRGSQTPIMX

All New Construction

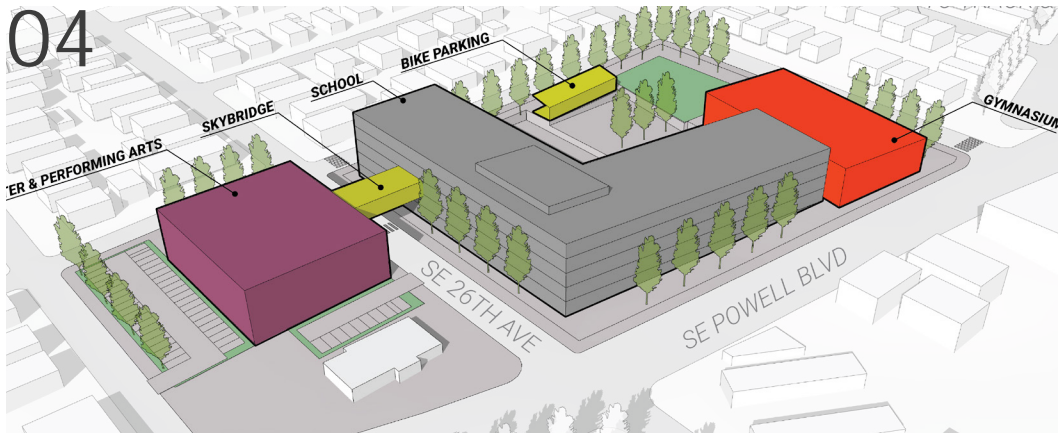


Baseline Cost Approach

Distributed
(Two Properties)



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

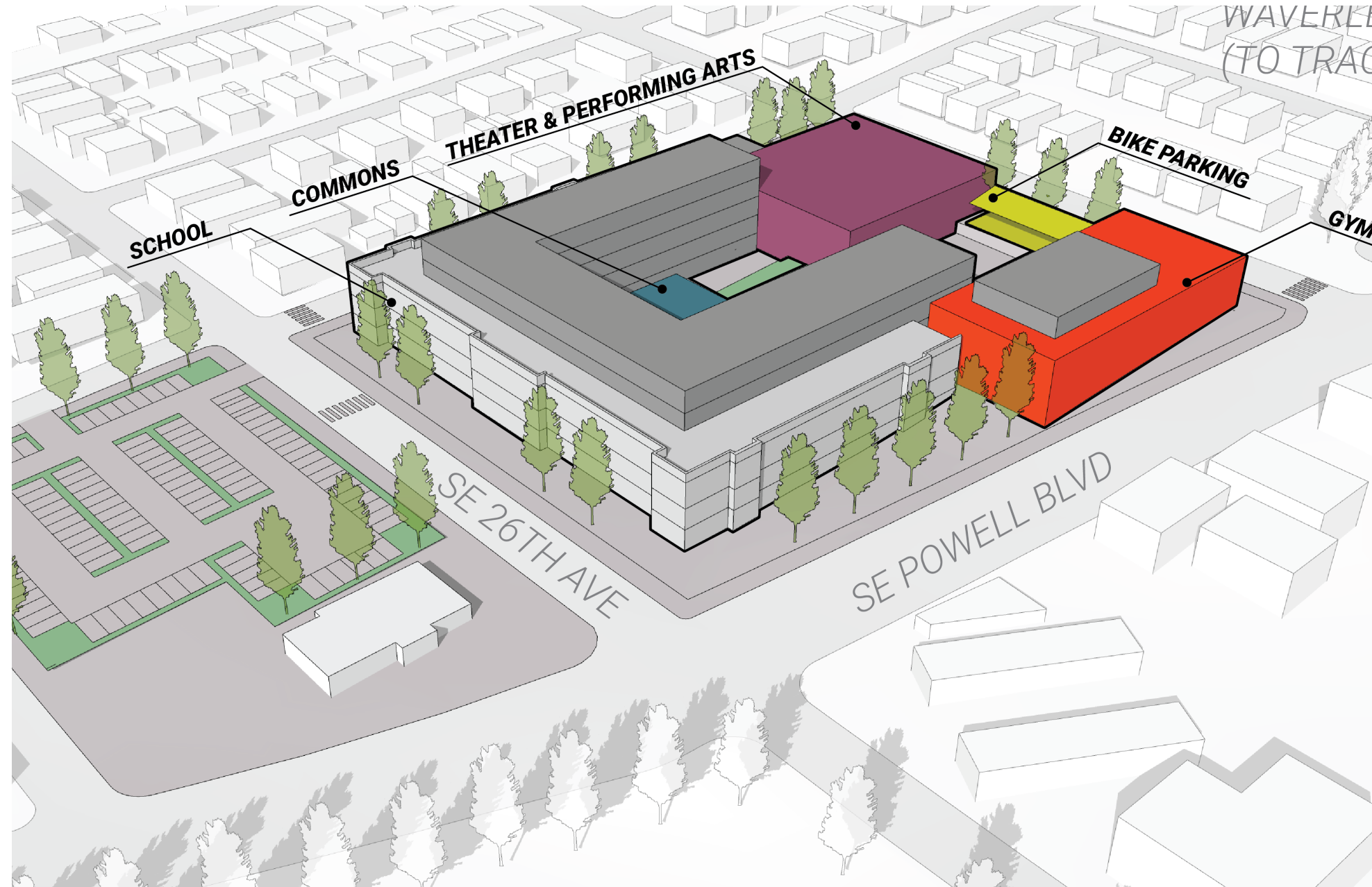


+\$25m over baseline due to skybridge and
building on two sites

Site Layout Options

01: Consolidated / Partial Existing

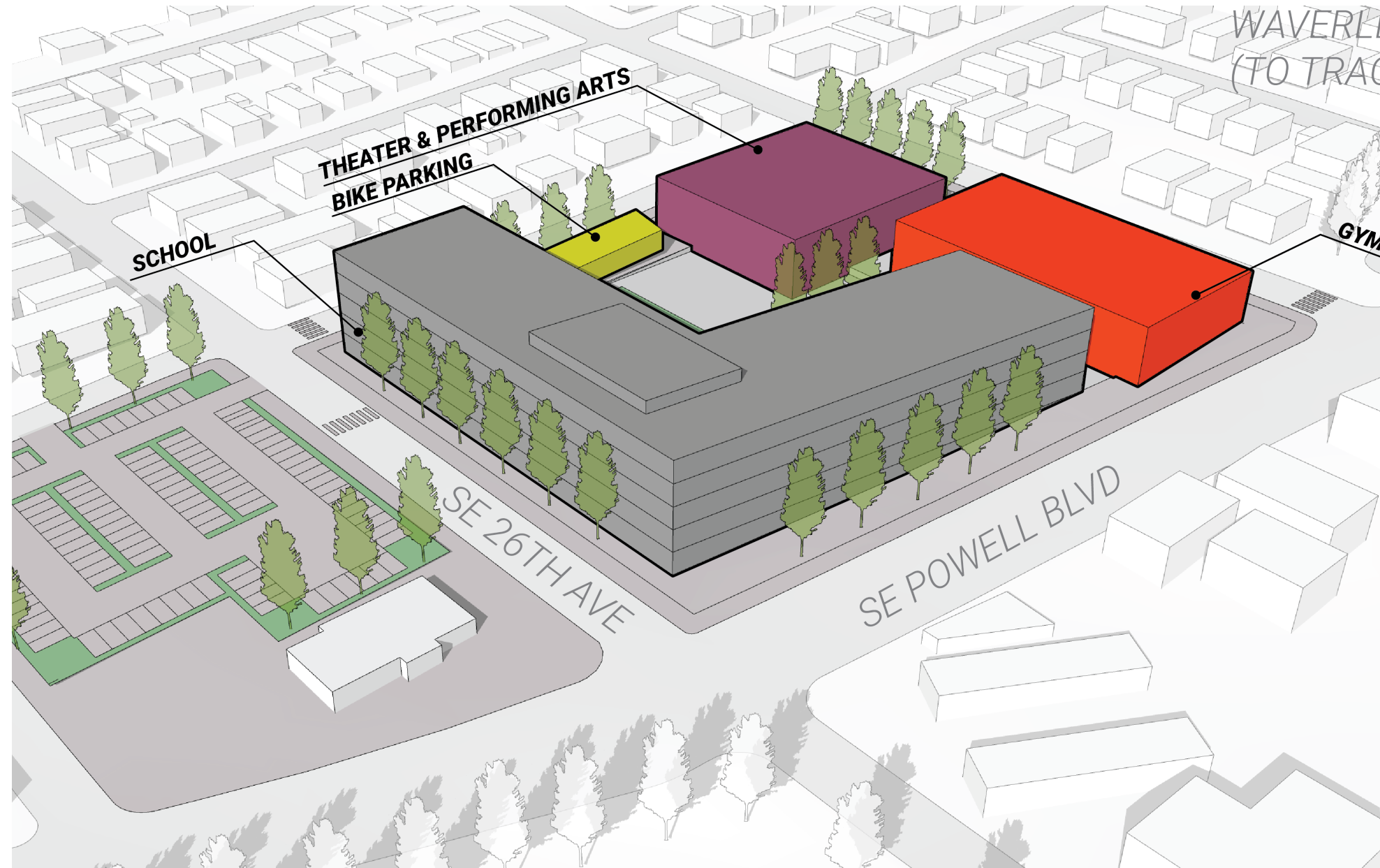
- > All program on one lot
 - > Preserves SE 26th Ave frontage and setbacks
 - > Theater & performing arts on SE 28th / Franklin St
 - > 2/3 new construction
 - > Smallest open space
 - > +\$10m over baseline
- HVAC WTE MEP MRIG MIRGMIW
and construction complexity



Site Layout Options

02: Consolidated / All New

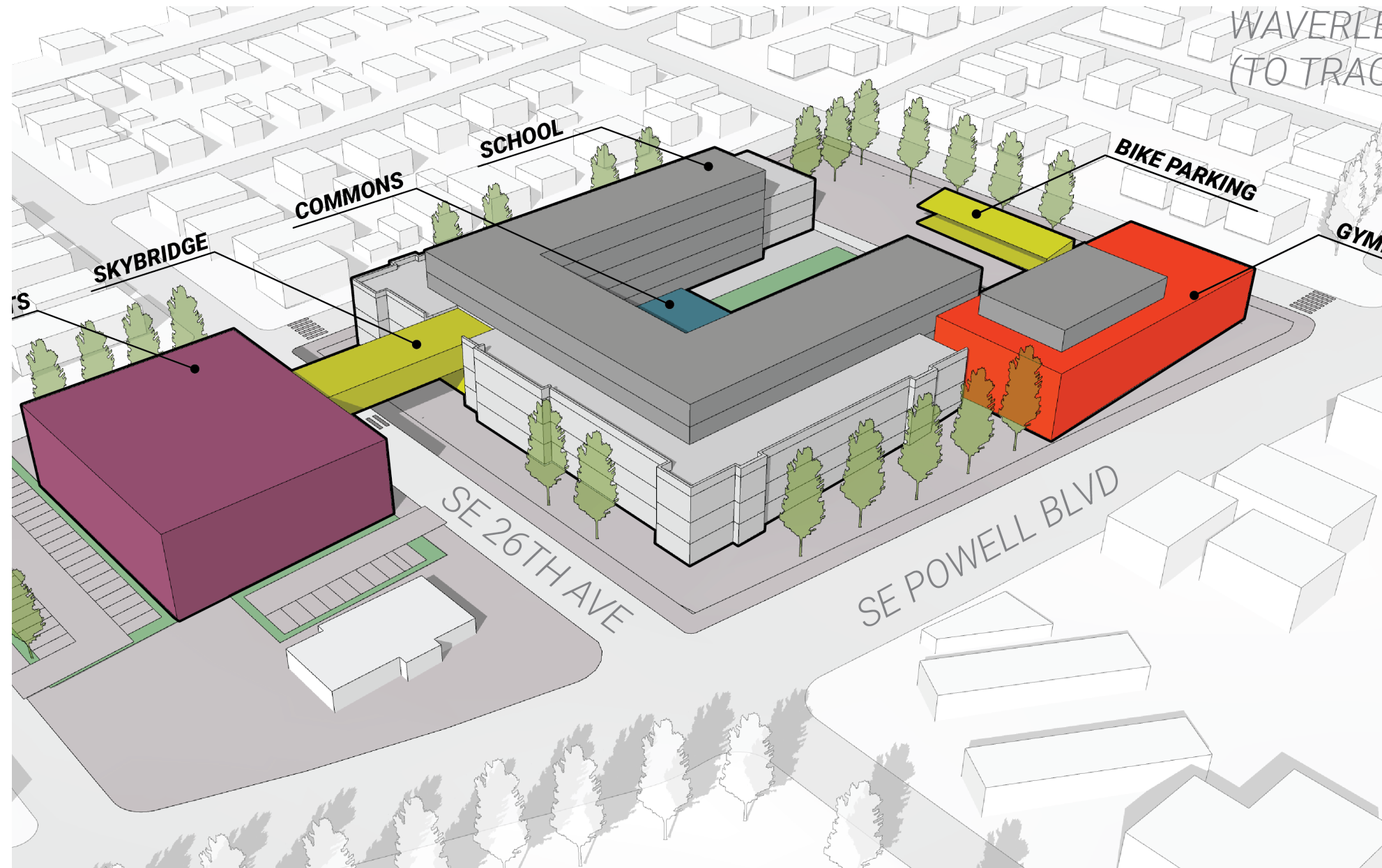
- > All program on one lot
- > Theater & performing arts on SE 28th / Franklin St
- > Minimum setbacks from sidewalk edges
- > Medium sized open space
- > Baseline (lowest cost)



Site Layout Options

03: Distributed / Partial Existing

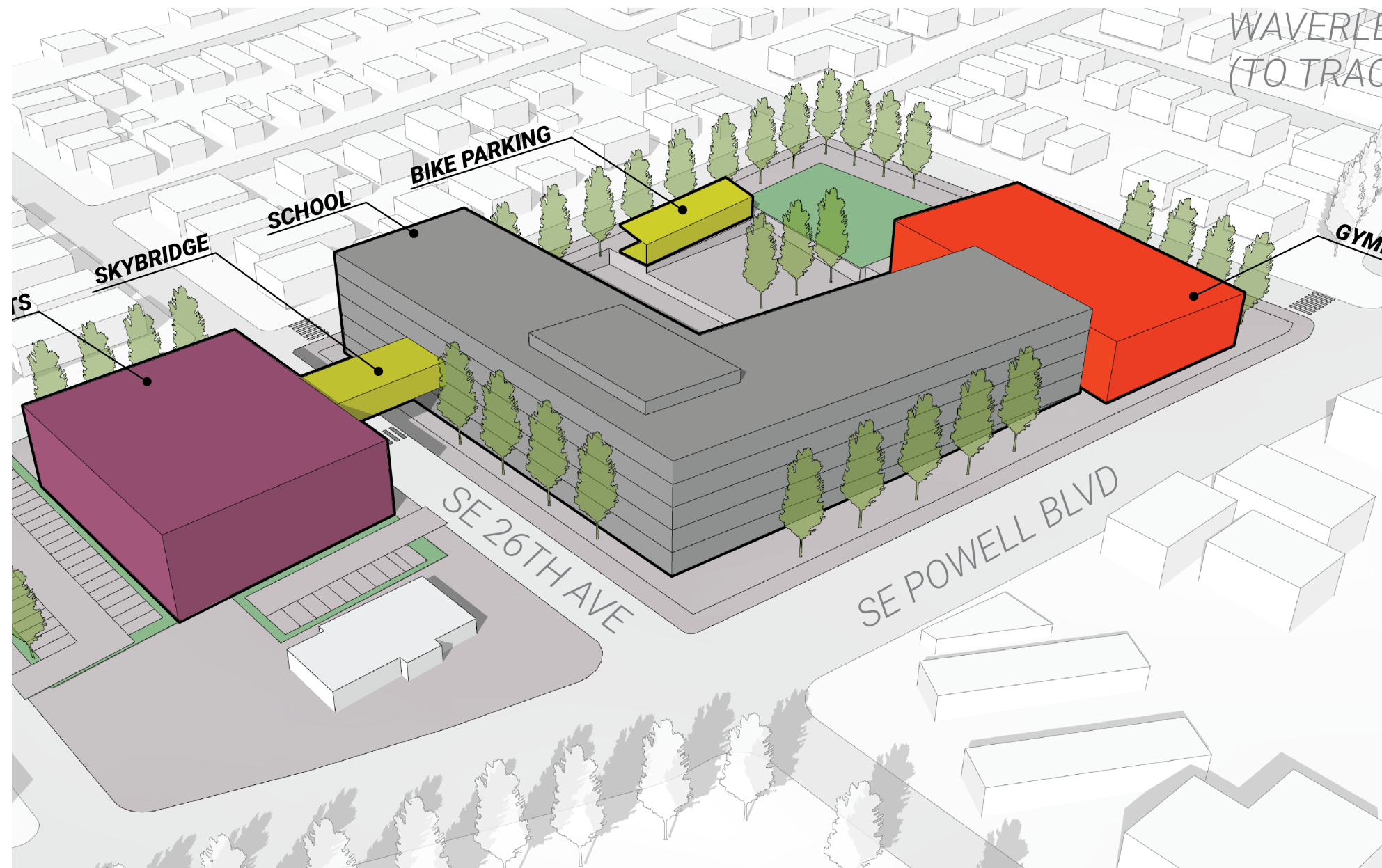
- > Program on two properties
- > Preserves SE 26th Ave frontage and setbacks
- > Theater & performing arts on current parking lot
- > 2/3 new construction
- > Requires skybridge
- > Medium sized open space
- > +\$10m over baseline due to skybridge, spatial complexity



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

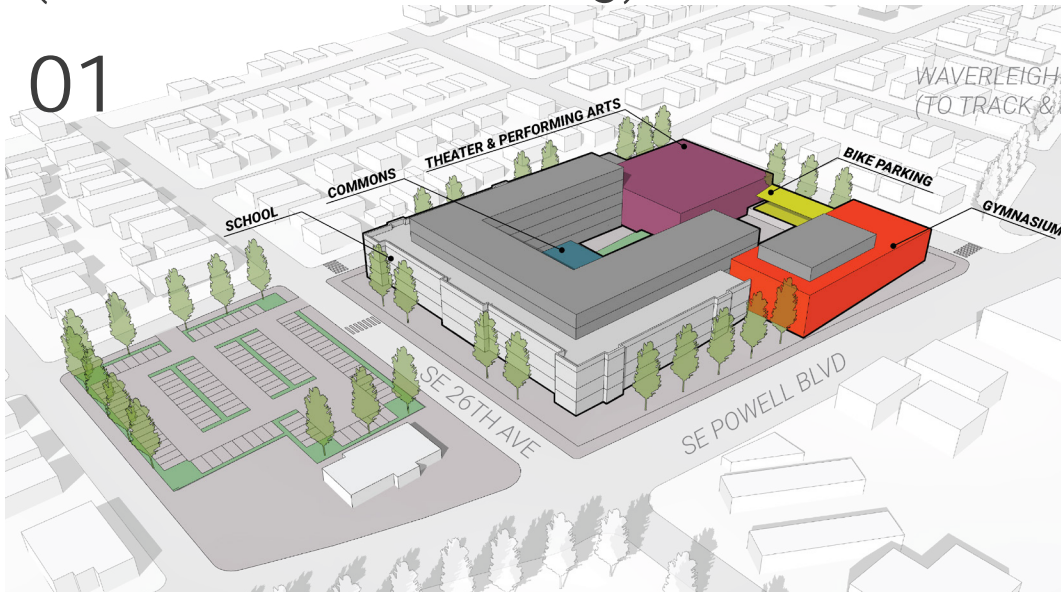


Site Layout Options

Partial Existing
(Retain 1929 Building)

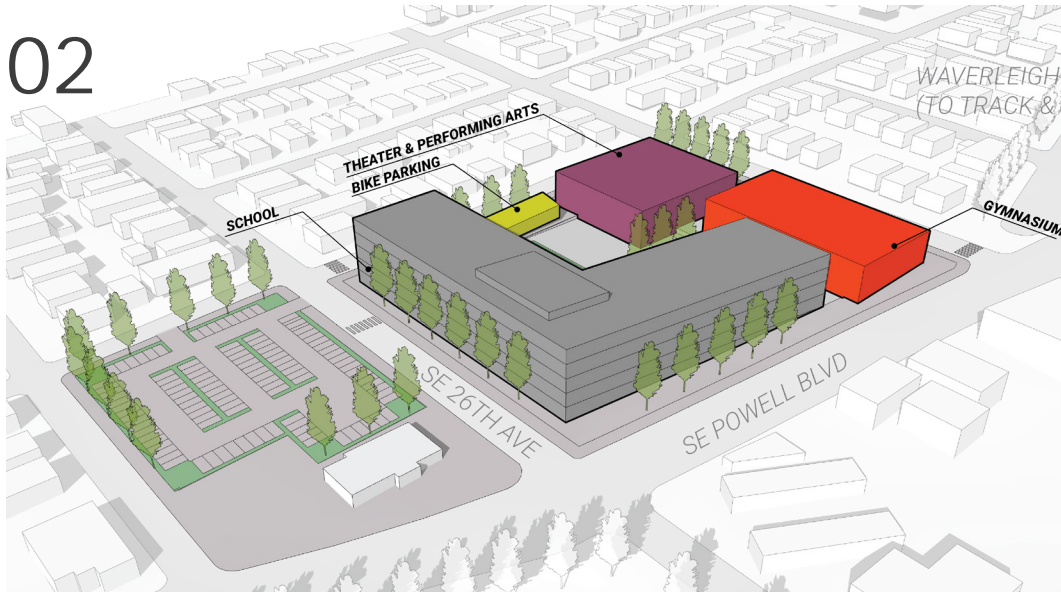
01

Consolidated
(One Property)



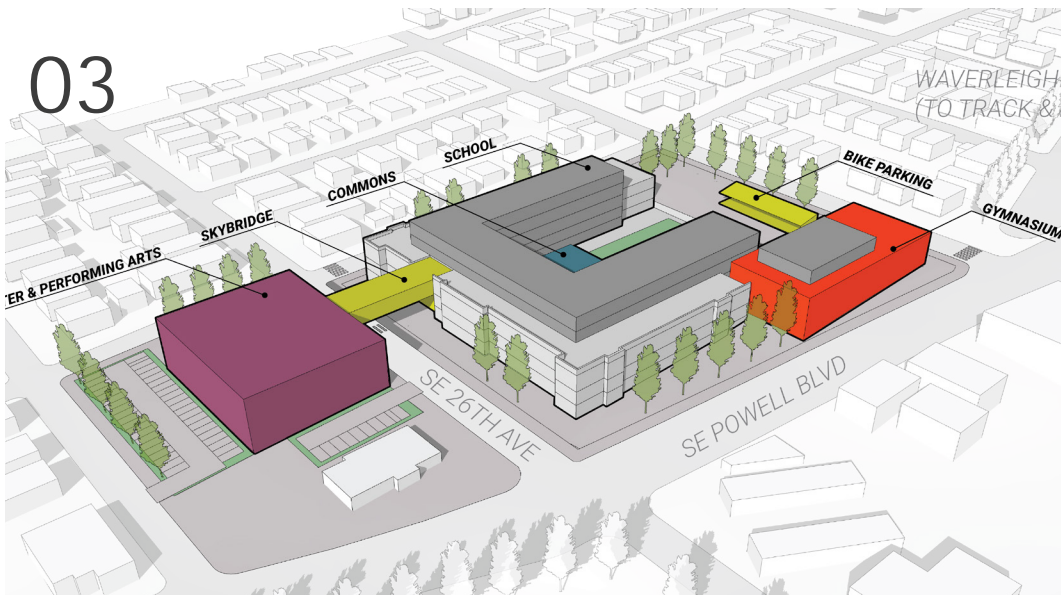
All New Construction

02

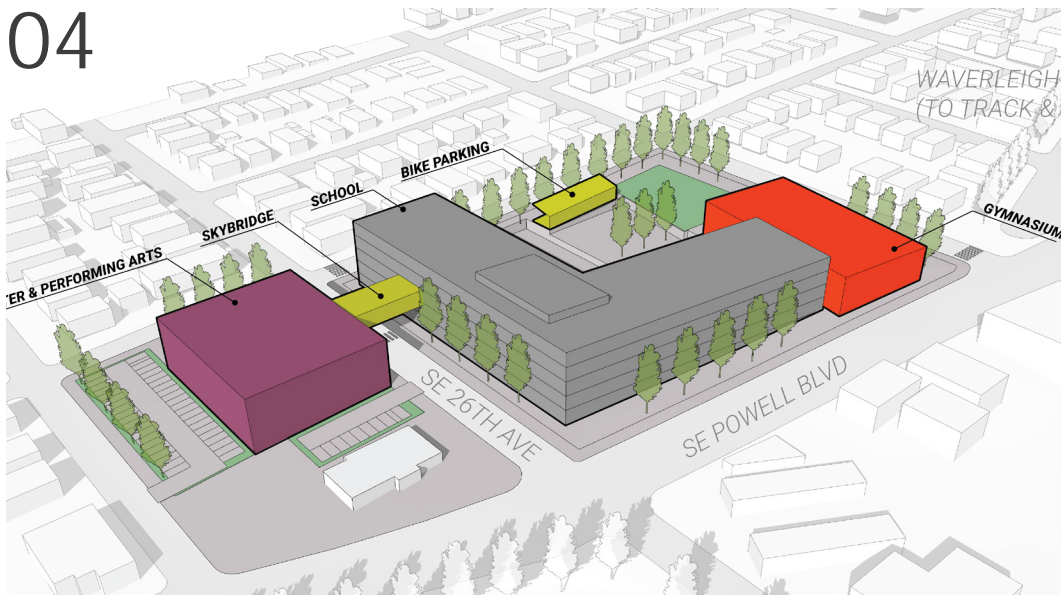


03

Distributed
(Two Properties)



04



Activities

30 MINUTES

Comprehensive Planning

Next Steps

Feb. 15th CPC Meeting #5

Mar. 14th CPC Meeting #6 (Final)





Thank You!

GROVER CLEVELAND HIGH SCHOOL