

mahlum **STUDIO PETRETTI**
ARCHITECTURE



OCTOBER 15TH, 2024
DESIGN ADVISORY GROUP

Cleveland High School

PORTLAND PUBLIC SCHOOLS

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 to 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

Cleveland Modernization DAG 05

Agenda

- > Welcome, What we heard at DAG 04, Public Workshop, and Agenda (15 min)
- > Community Voice Informing Student Experience (20 min)
- > Interior Experience, Activities, Share-back (60 min)
- > Updates: Marshall HS, Fields, etc. (20 min)
- > Reminders & Close (5 min)

Introductions

The Team

Portland Public Schools



Erik Gerding
Sr. Project Manager



Hector Lopez
Project Manager

After Bruce



Thy Daniels
Project Manager



Ryan Fukuda
Engagement
Co-lead



Rhonda Teeny
Engagement
Co-lead

Mahlum



Abby Dacey
Principal-in-Charge



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Project Architect



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Weller-Gordon
Architect



Stephen Endy
Architect



Fartun Abdi
Designer



Alyssa Leeviraphan
Project Manager



Rene Berndt
Designer



Mariko Park
Interior Designer



Robyn Wrobleski
Architect

Studio Petretti



Amanda Petretti
Design Strategist



Hannah Allender
Designer



Luke Smith
Architect



Jenelle Wakeling
Designer

Mayer Reed - Landscape

ARG - Historic

DCW - Cost Consultant

Gamut - Constructability

KPFF/ABE - Structural engineer

PAE/Burman/Vertex - Mechanical, Plumbing & Technology

Samata - Electrical Consultant

Shalleck Collaborative - Theater Design

Vega - Civil Engineer

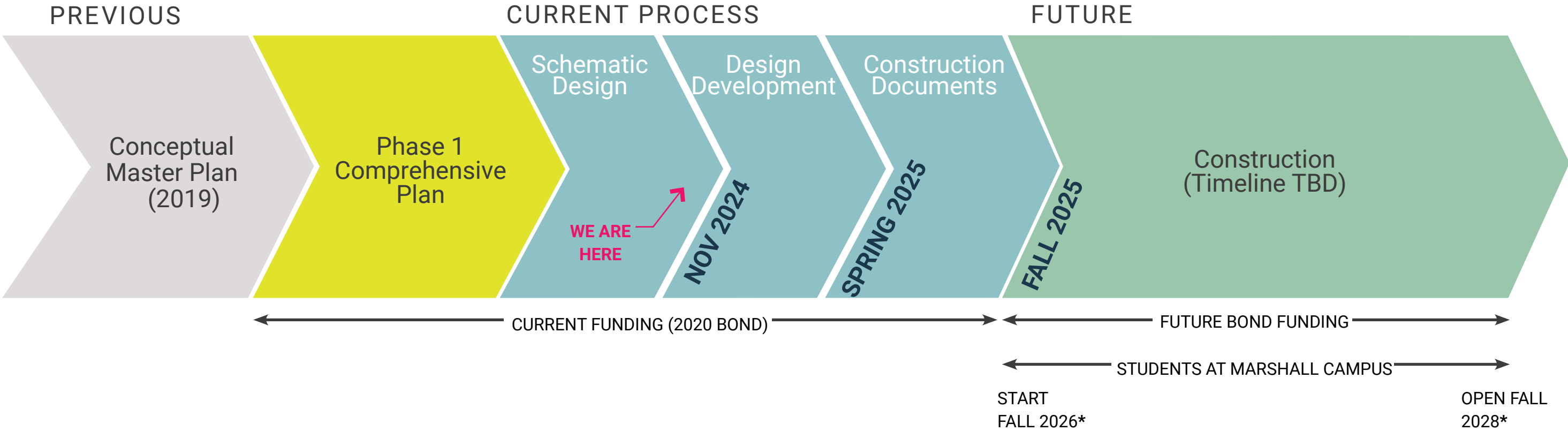
Winterbrook - Land Use Planning

Greenbusch - Acoustics, A/V, Vertical Transportation

Halliday - Food Service

General Contractor- Skanska

Schedule Overview

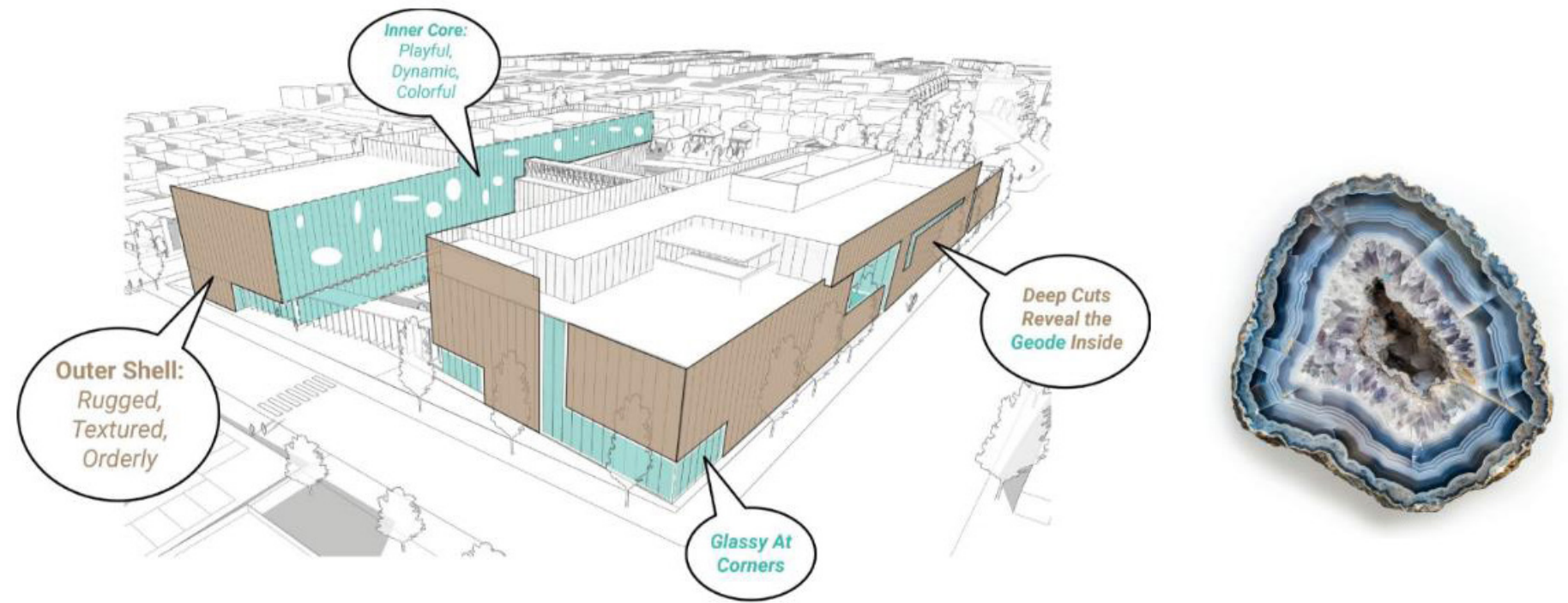


TIMELINE IS DEPENDENT ON BOND FUNDING + CONSTRUCTION SCHEDULE



DAG 04, September 12th

DAG 04, September 12th



Feedback:

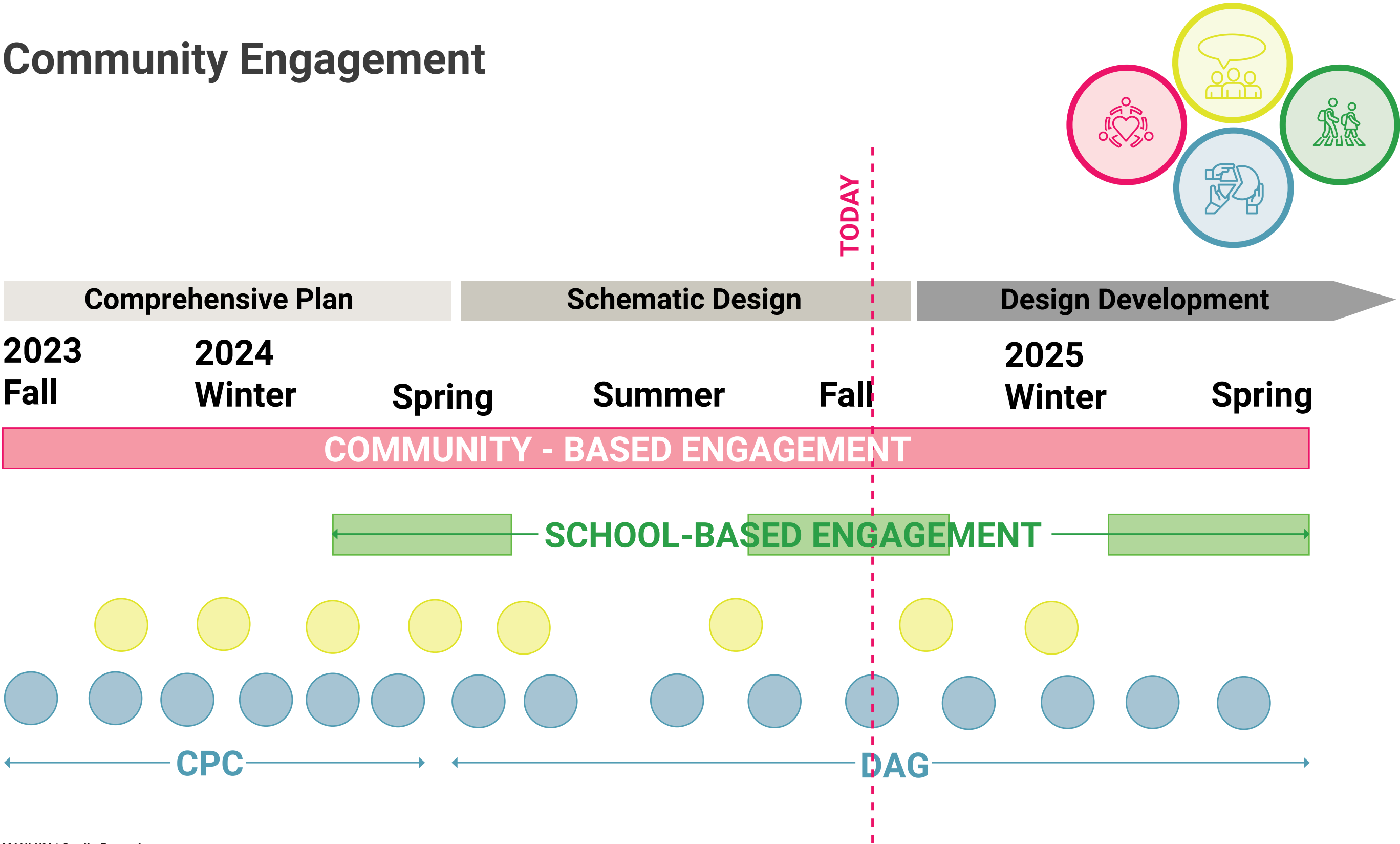
- > Overall support for the conceptual approach
- > Strong support for brick as exterior material, spaces that feel "warm, natural, lived-in"
- > Concern for concrete as exterior material, or materials that make the space feel "cold, heavy, ugly"
- > Support for use of color and glass in the courtyard, so long as it is not too colorful or juvenile
- > Desire for the building to 'look like a school' and identify CHS to the larger neighborhood

Public Workshop 02 Recap



Community Voice

Community Engagement



Community Engagement



Who We've heard from this Fall:

- Sexuality and Gender Alliance Students
- Affinity Group Students
 - Black Student Union
 - Asian American + Pacific Islander Student Union
 - Latinx Student Union
 - Disabled And Neurodivergent Student Union
 - Sexuality and Gender Alliance
 - Native Student Union
 - Jewish Student Union

What we've heard:

Facilitator Learnings

- Students have a voice; seen and unforeseen barriers make it hard for voices to be heard sometimes.
- Continue to increase participation accessibility

From Students:

- Safe spaces for students are associated with safe adults' spaces
- Space size is a balance
- Students want more privacy
- Covered areas at entry points needed
- Navigational aids throughout the school

School-Based Engagement

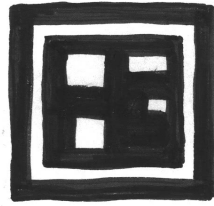


Who We've heard from this Fall:

- PPS Transportation & Kittelson
- Athletics
- Instructional Leadership Team
- Wrap Around Services & Community Partners
- Staff Meeting
 - CTE
 - Science
 - Gen Ed
 - Admin
 - Counseling
 - Visual Arts
 - Performing Arts
- SPED
- Facilities: Grounds and Grounds maintenance (Site visits)
- Woodshop
- County Health department
- Nutrition Services

How does DESIGN help shape interior experience?

Current framework



GENERIC + RESTRICTIVE

Adapting learning around the building

Future framework



DYNAMIC + EMPOWERING

Building ELEVATES the learning experience

Design Responses

ISSUE

Current experience feels institutional, which **does not feel safe or welcoming for all**

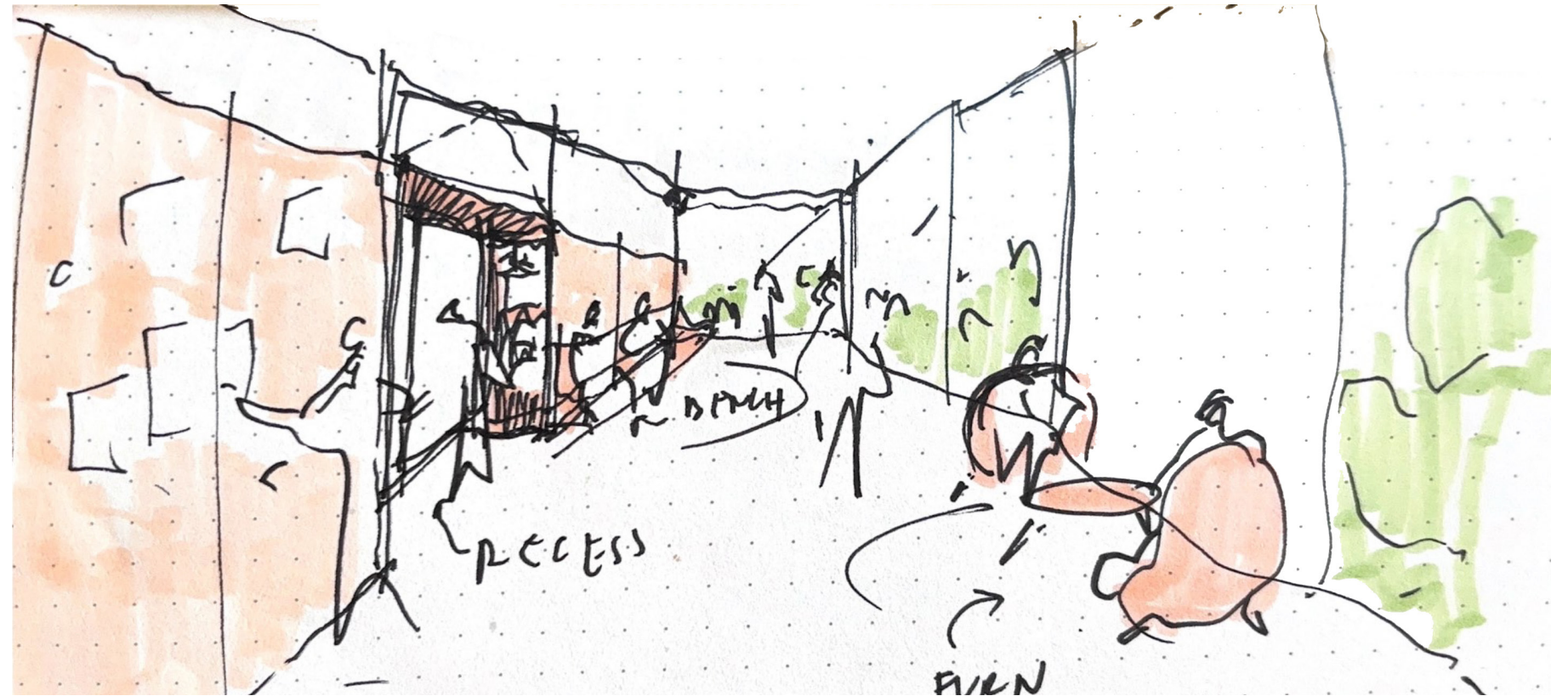
ASPIRATION

The new school will create an **inviting atmosphere that is easy to navigate, balanced with safety features**

DESIGN STRATEGY

BEST PRACTICES FOR SAFE + INVITING INTERIORS

- Signifies welcome
- Invites personalization
- Active + supervisable
- Appropriate visibility + transparency, with options for securing spaces



DEVELOPMENT: Design iteration & PPS feedback

Design Responses

ISSUE

Current school creates a **stressful environment that impacts culture**

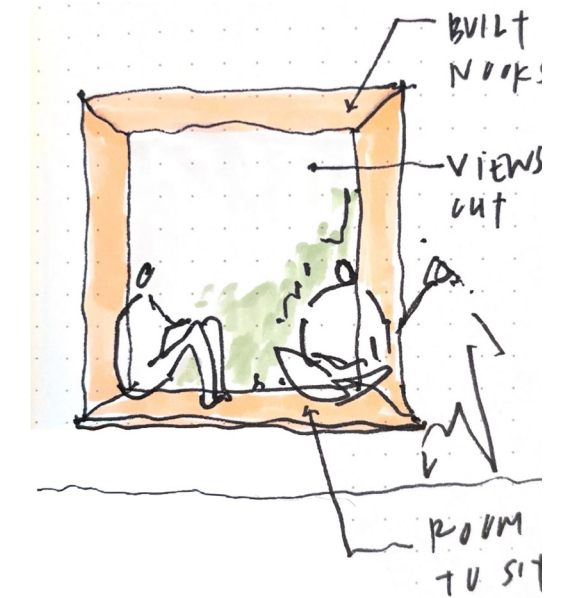
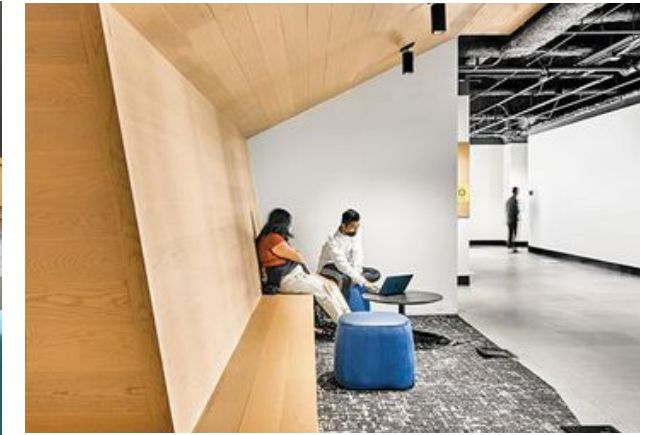
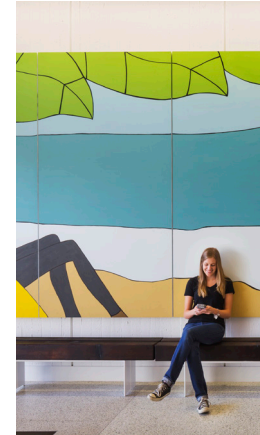
ASPIRATION

Supports pause and rest
so students can thrive

DESIGN STRATEGY

MOMENTS OF PAUSE THROUGHOUT BUILDING

- Hallway benches
- Adjustable lighting
- Varied acoustics
- Views to nature
- Biophilic design



DEVELOPMENT: Design iteration & PPS feedback

Design Responses

ISSUE

Limited **permanent or consistent** spaces

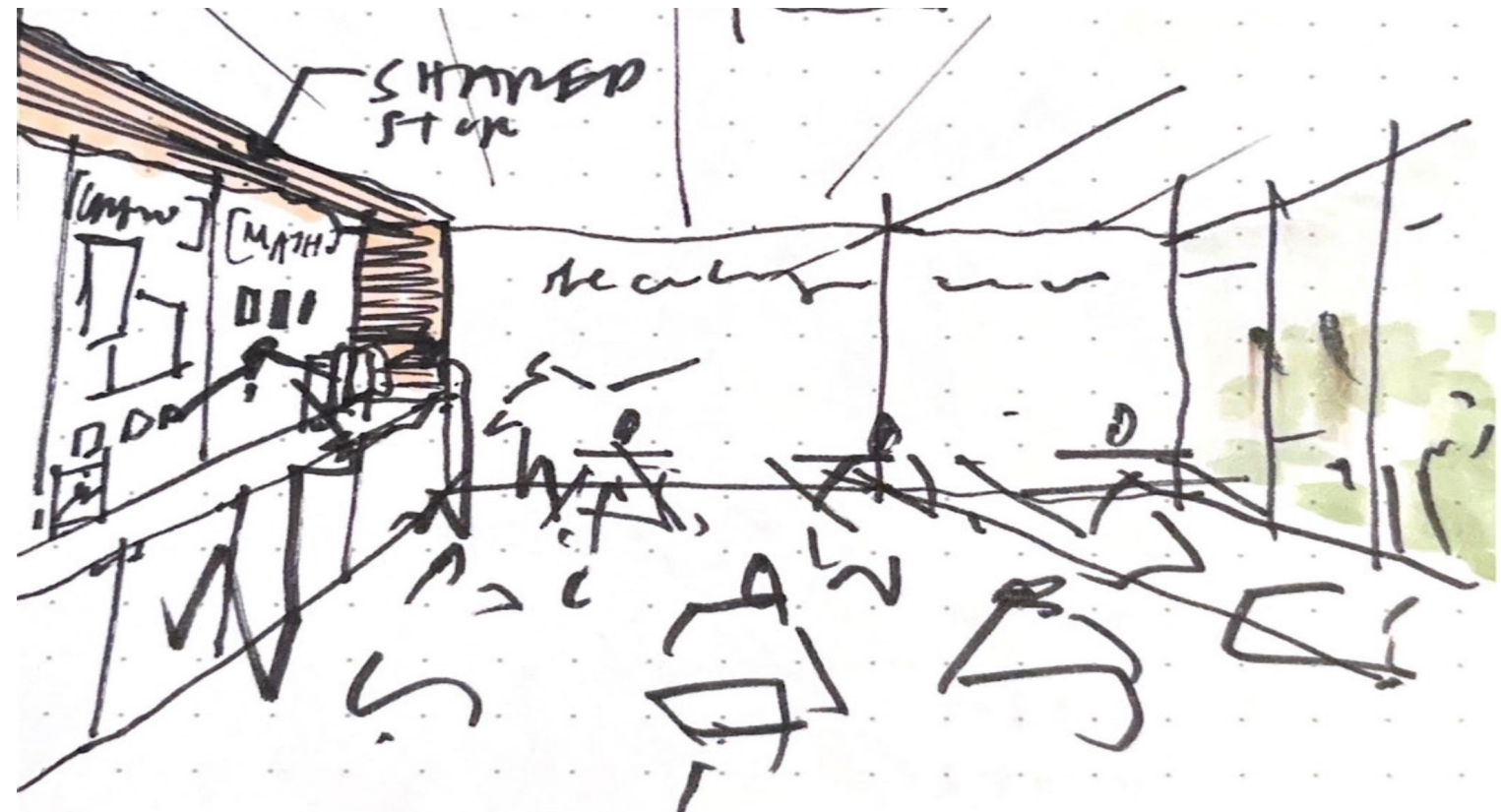
ASPIRATION

Dedicates student-centered spaces to anchor marginalized communities and foster a sense of belonging.

DESIGN STRATEGY

A RANGE OF SPACES FOR STUDENT USE

- Levels of enclosure
- Distributed + centralized locations
 - Dedicated storage
- Variety in materials + colors
 - Areas for display + personalization



DEVELOPMENT: Design iteration & student feedback

Design Responses

ISSUE

Current building does not support the needs of many school communities

ASPIRATION

Provide options and resources to **uplift and support all students** without stigma or isolation

DESIGN STRATEGY

INCLUSIVE, COMFORTABLE, + SAFE SPACES

- Easy to locate services
 - No hidden spaces
 - Non-gendered toilet + changing spaces



DEVELOPMENT: Design iteration & PPS feedback

Design Responses

ISSUE

The work to shift perspectives falls to marginalized communities

ASPIRATION

Encourage all students to explore different cultures and worldviews across the school

DESIGN STRATEGY

WINDOWS (REAL + VIRTUAL) TO SHARE CULTURE

- Student-curated display
- “Kitchen table” spaces
 - Art gallery
- Permanent representation
- Framework for adding new items



DEVELOPMENT: Workshop on Representation & Display

Design Responses

ISSUE

Native students/
community members **feel
invisible**

ASPIRATION

Acknowledges the Native
American origins of this land
and current presence of Native
peoples

DESIGN STRATEGY

POTENTIAL PLACES FOR NATIVE COMMUNITY

- Reflect important spatial organizations
 - Orient to sun's path
- Express natural materials
 - Use native plants
- Display cultural symbols



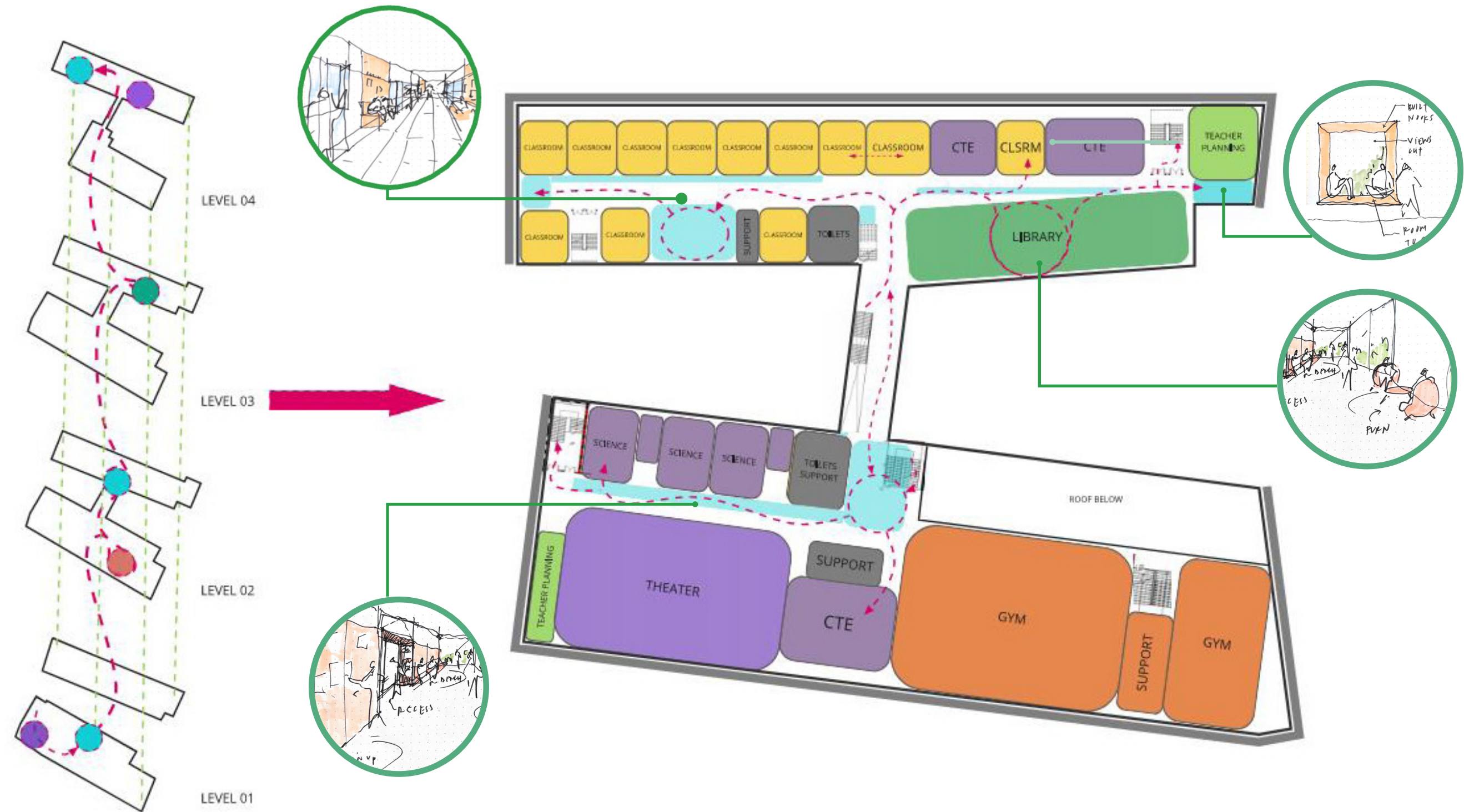
If your community were to gather
at CHS, what types of spaces
(interior or exterior) would
support this?

How might your
culture feel more
present at the
school?

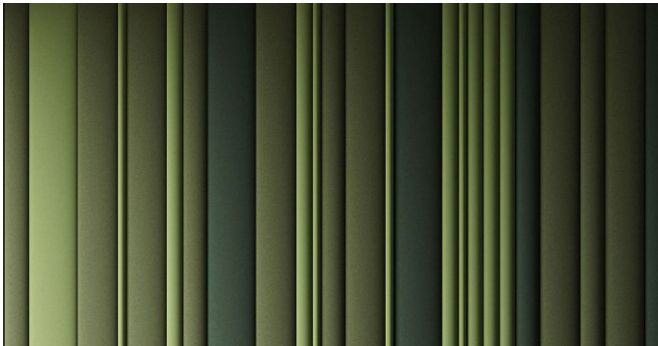
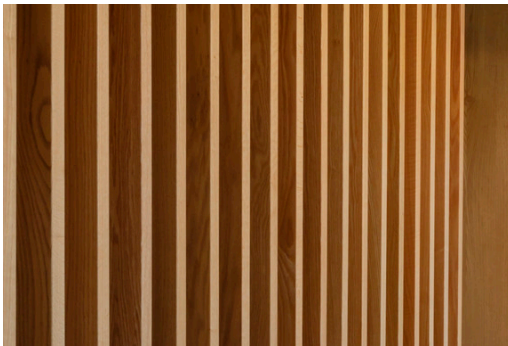
What building or site features
would help you explore your
identity?

DEVELOPMENT: NA listening session, workshop

Organization



Materials and Color



Natural and Neutral

Distinctively Select

Collectively Celebratory



Wayfinding + Orientation



Activities

A Day in the Life (15 min)

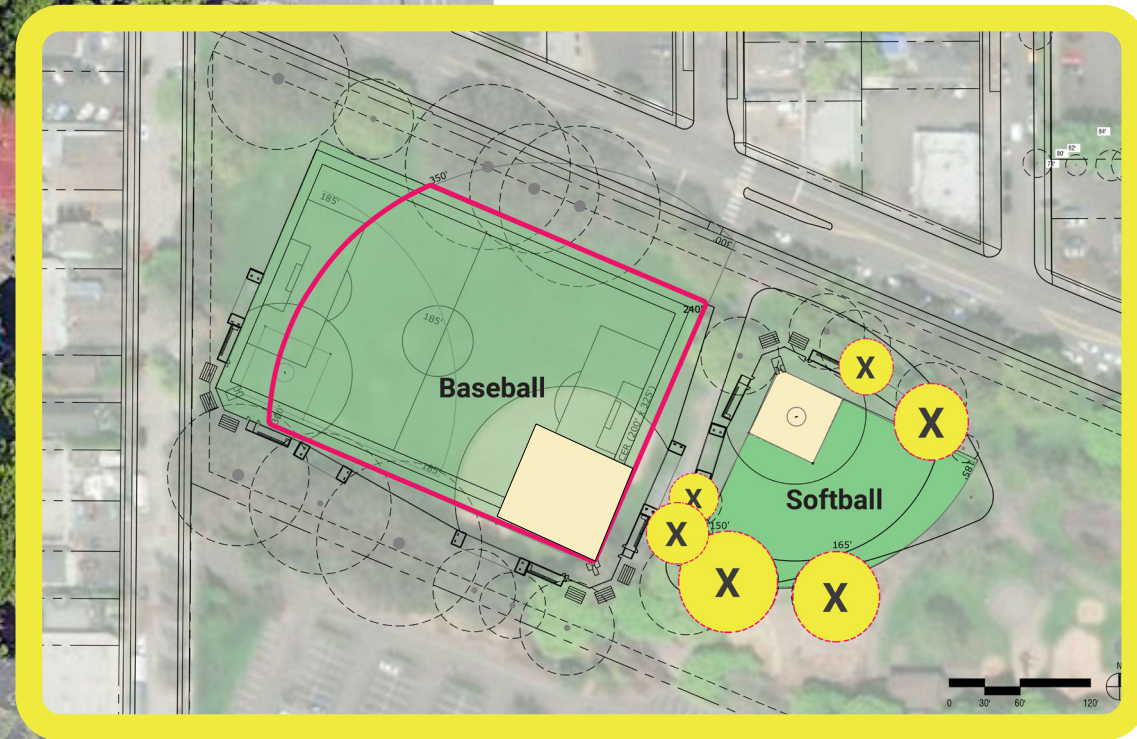
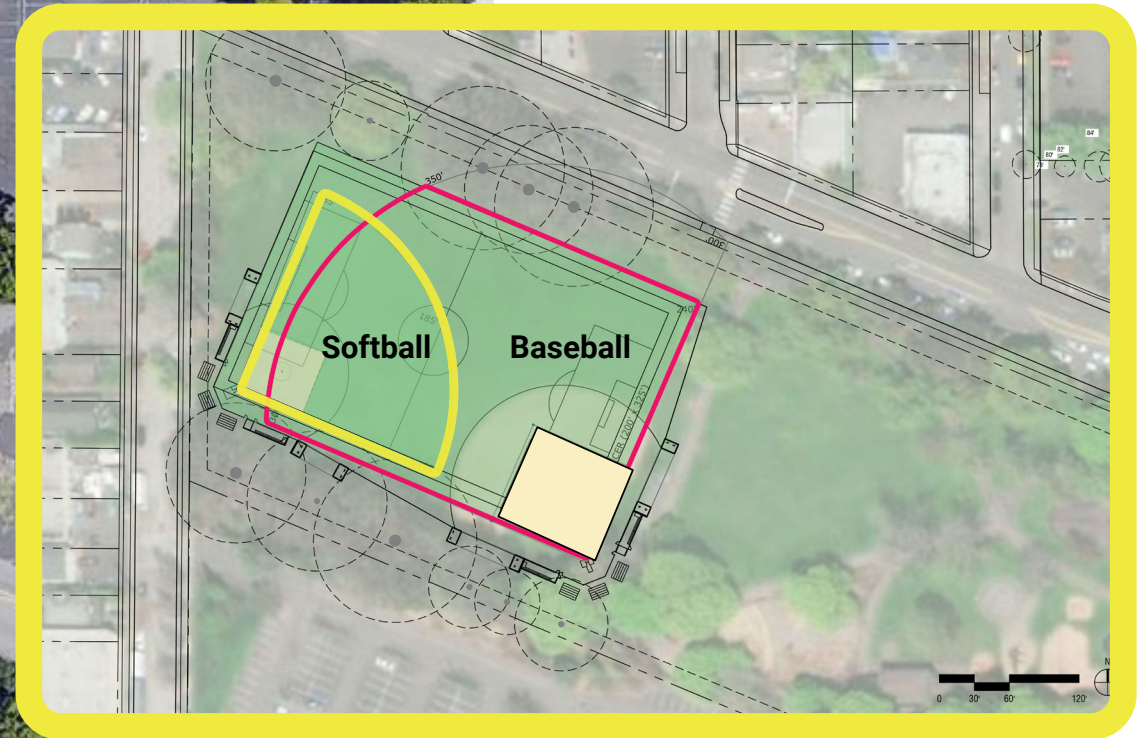
A Different Perspective (15 min)

Share back (15 min)

Other Updates

Field Update

Existing
Baseball



Marshall High School Swing Site

- > Approximately 4 miles east of Cleveland
- > Previously used by Franklin, Grant, McDaniel, Benson

Features:

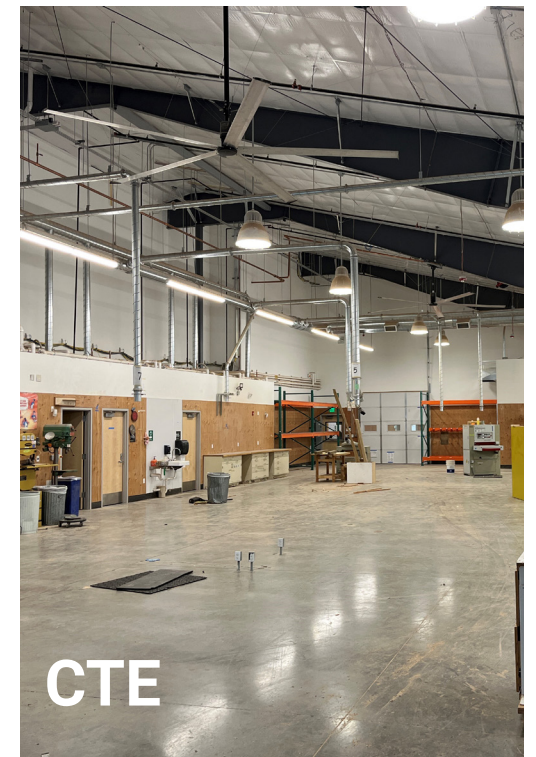
- > Campus connected to the sports fields baseball/football
- > Campus has a private exterior courtyard with access to the cafeteria
- > Dedicated CTE spaces w/ exterior work area
- > Admin office with counseling suite



Courtyard

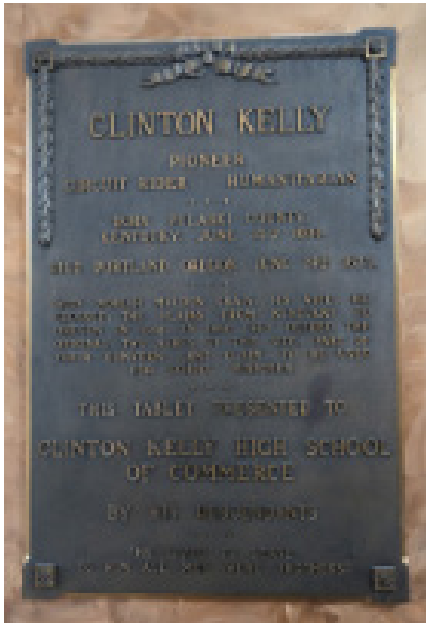


Cafeteria



CTE

Memorabilia + Material Reuse



Preview: December 14th Workshop

Next Steps

Listening Sessions with After Bruce

Programming meetings with PPS: Ongoing

DAG 06: Thursday, December 12 **(new date)**

Public Workshop: Saturday, December 14, 9:30-12

Upcoming Community Engagement Events

- Listening Session: Parents - October
- Focus groups with District and CHS staff: September/October
- DAG 05: Today!
- Listening Session: Affinity group students and student leaders of color - September/October
- Listening Session: Special Education Staff, Paraeducators, Teachers and Students: October
- Listening Session: Native Student Union Part 2 - October
- Public Workshop: December 14
- Listening Session: Enhanced Engagement- Affinity Groups of Color- November



Thank You!

Appendix: What are the PPS Guiding Documents?

PPS Comprehensive HS Education Specifications

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20Comp%20HS%20Ed%20Specs%20September%2017.pdf>

Purpose

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

Example

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

the CPC will use to:

recommend CHS-specific adjustments for specialized programs

The Design Advisory Group (DAG) will use to:

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

PPS Energy & Sustainability Standards

<https://www.pps.net/climatecrisispolicy>

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

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

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

understand design team's approach

PPS Technical Design and Construction Standards

<https://www.pps.net/Page/15497>

Provide reference standards for building materials

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

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

understand design team's selections

PPS Vision

https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS_Final%20Report_Update_081821.pdf

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

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

reference LRFP for Planning Principles

reference LRFP for Planning Principles

PPS Long Range Facilities Plan

<https://www.pps.net/Page/954>

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

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

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

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