



APRIL 10, 2025
DESIGN ADVISORY GROUP

Cleveland High School

DAG 08

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

Agenda

- > Welcome - 5 min
- > Recap of DAG 07, Process - 20 min
- > Design Concept - 20 min
- > Site and Exterior Design Language - 20 min
- > Interior Design Language - 20 min
- > Gallery Walk - 15 min
- > Small Group Discussion - 15 min
- > Next Steps - 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



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Principal-in-
Charge



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Project Architect



**Andrew Weller-
Gordon**
Architect



Stephen Endy
Architect



Fartun Abdi
Designer



**Alyssa
Leeviraphan**
Project Manager



Rene Berndt
Designer



Mariko Park
Interior Designer



Robyn Wrobleski
Architect



Will Lagomarsino
Designer

Studio Petretti



Amanda Petretti
Design Strategist



Hannah Allender
Designer



Luke Smith
Architect



Jenelle Wakeling
Designer



Zeta Fernando
Designer

Mayer Reed - Landscape

ARG - Historic

DCW - Cost Consultant

Gamut - Constructibility

KPFF/ABE -
Structural Engineer

PAE/Burman/Vertex -
Mechanical, Plumbing
& Technology

Samata -
Electrical Consultant

Shalleck Collaborative -
Theater Design

Vega - Civil Engineer

Winterbrook -
Land Use Planning

Greenbush -
Acoustics, A/V, Vertical
Transportation

Halliday -
Food Service

Skanska -
General Contractor

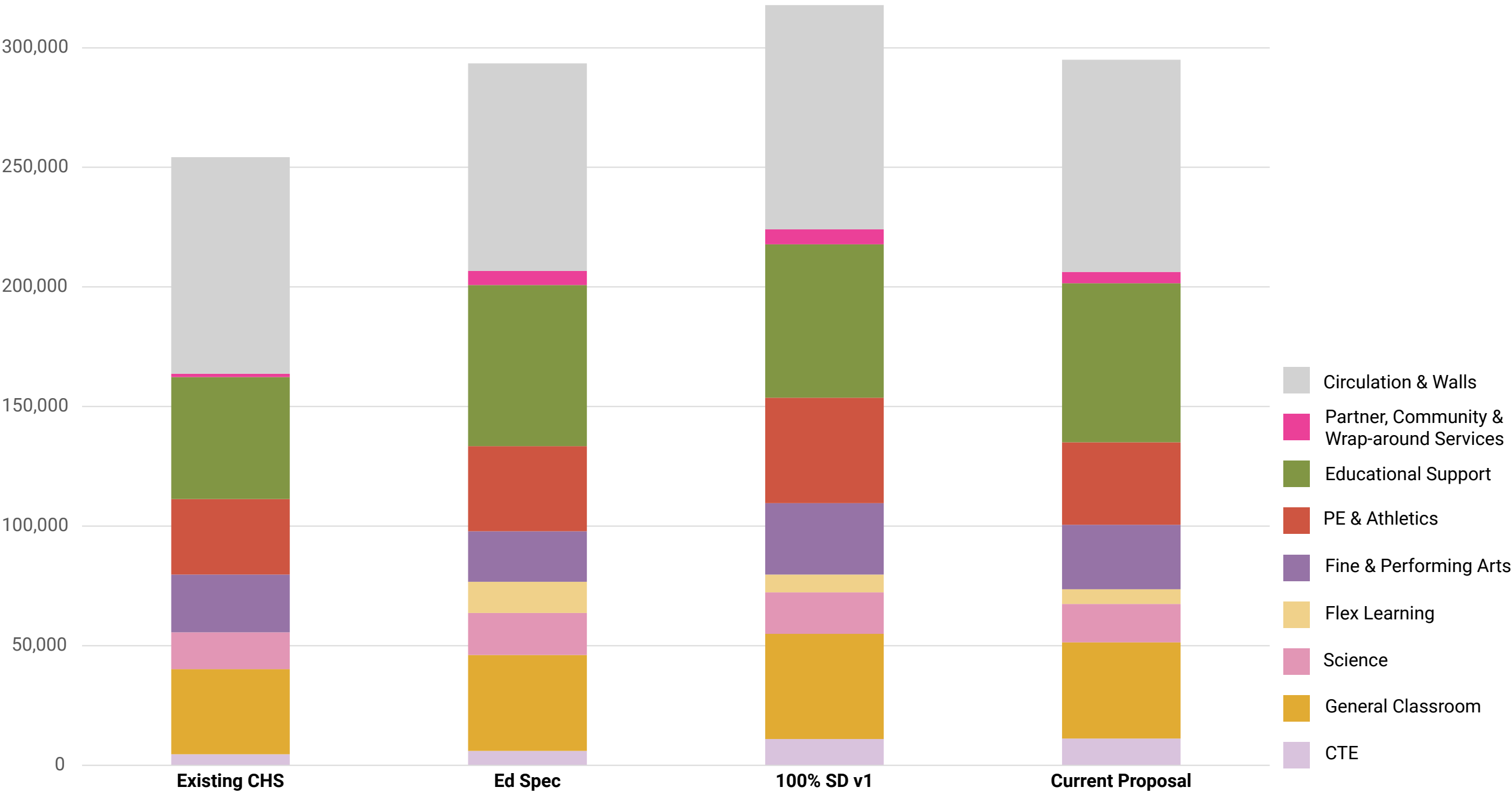
Recap of DAG 07 (March 20)

- > Following Board Cost Reduction Framework
- > New building will be ~295,000sf
 - > Aim to meet the Ed Spec “area program” minimum requirements for the number and size of spaces
 - > Overall reduction of approximately 7% of the current design
- > Vision & Goals are intact - school will support students, staff and community!
- > Includes provisions for softball and baseball



Proposed Program

How does it compare?



Proposed Program

What guides the revisions?

Educational Specifications

- > # of classrooms
- > Size of spaces

Actual CHS needs

- > IB program & support
- > CTE, choir, art programs
- > Counseling & Wrap-around services

PPS School Board Budget Parameters

- > Maintain all electric building
- > Minimize basement construction
- > Look for savings in LEED certifications, contracting, building system

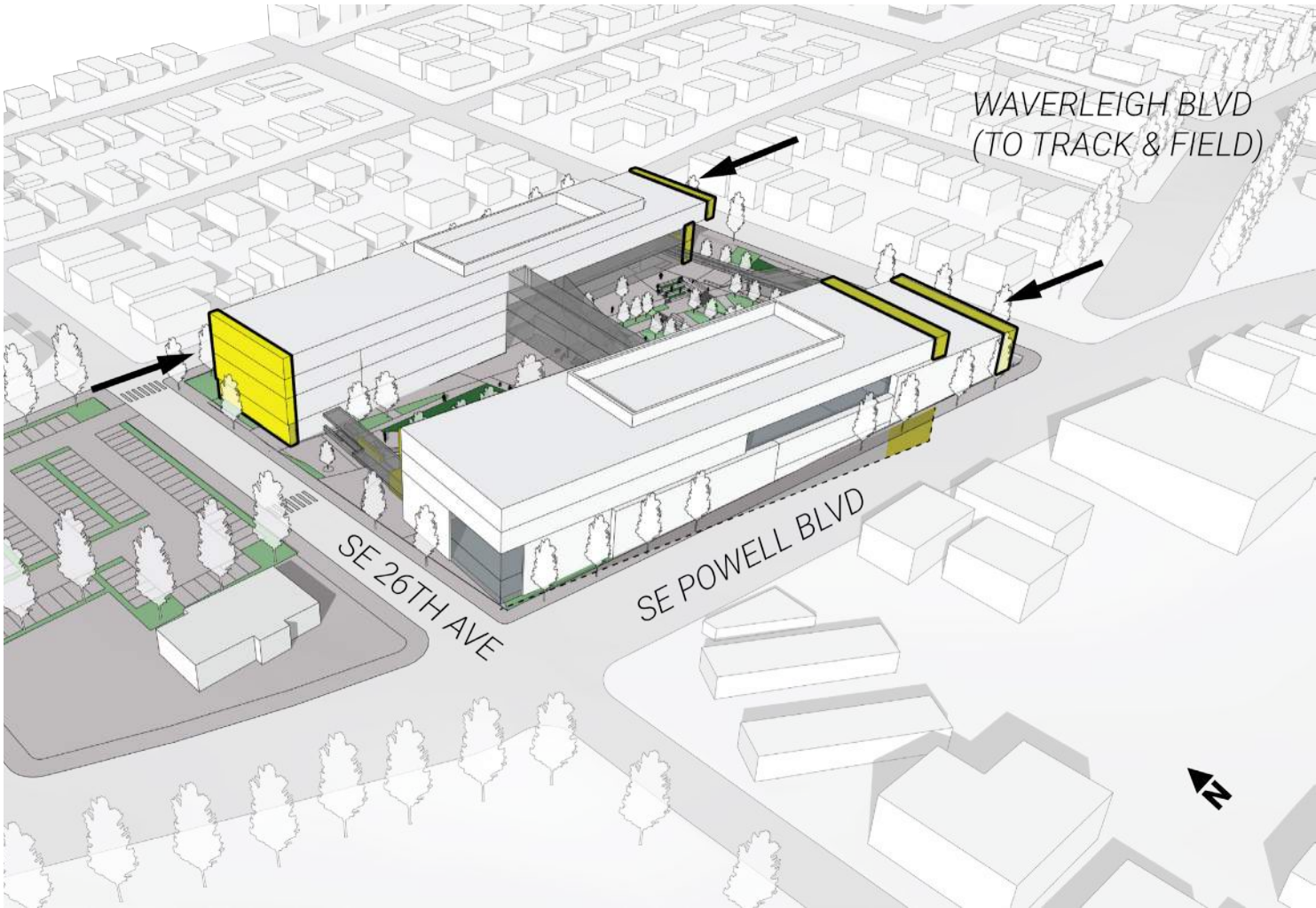
Proposed Program

What's in the school?

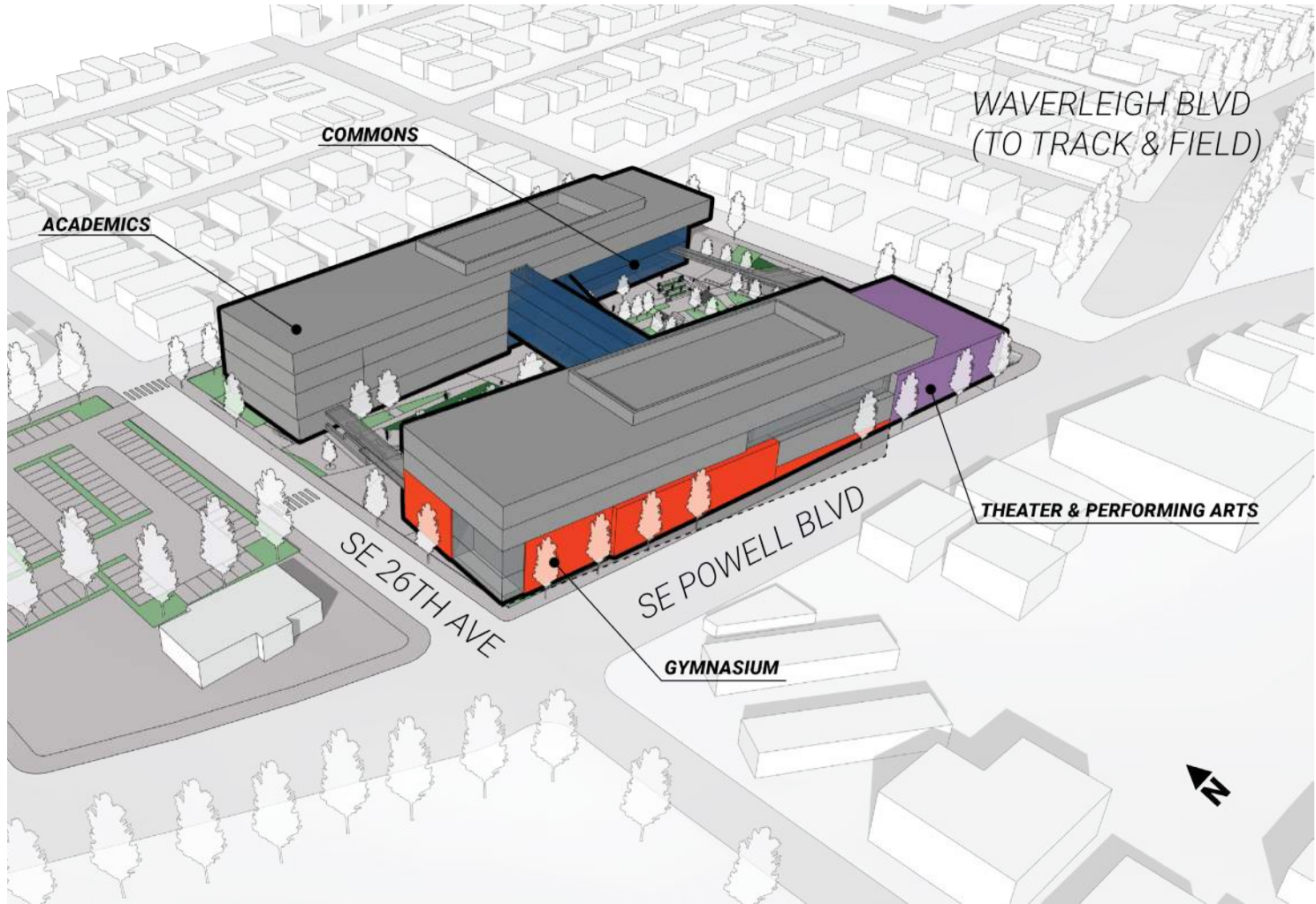
- > Core Academic Programs > 41 Gen Ed, 11 Science rooms
- > Fine & Performing Arts > 3 art rooms; performing arts follow Ed Spec sizes
- > PE /Athletics > 2 gyms; support spaces follow Ed Spec sizes
- > Administration & Counseling Offices > Customized to meet CHS needs
- > Commons > Follow Ed Spec sizes
- > Media Center > 15% below Ed Spec
- > Special Education > Customized to meet CHS needs
- > Building Support: Custodial > Exceeds Ed Spec
- > Partner, Community, Wrap-around > Customized to meet CHS needs

Proposed Changes

Proposed Change SW



Proposed Design SW

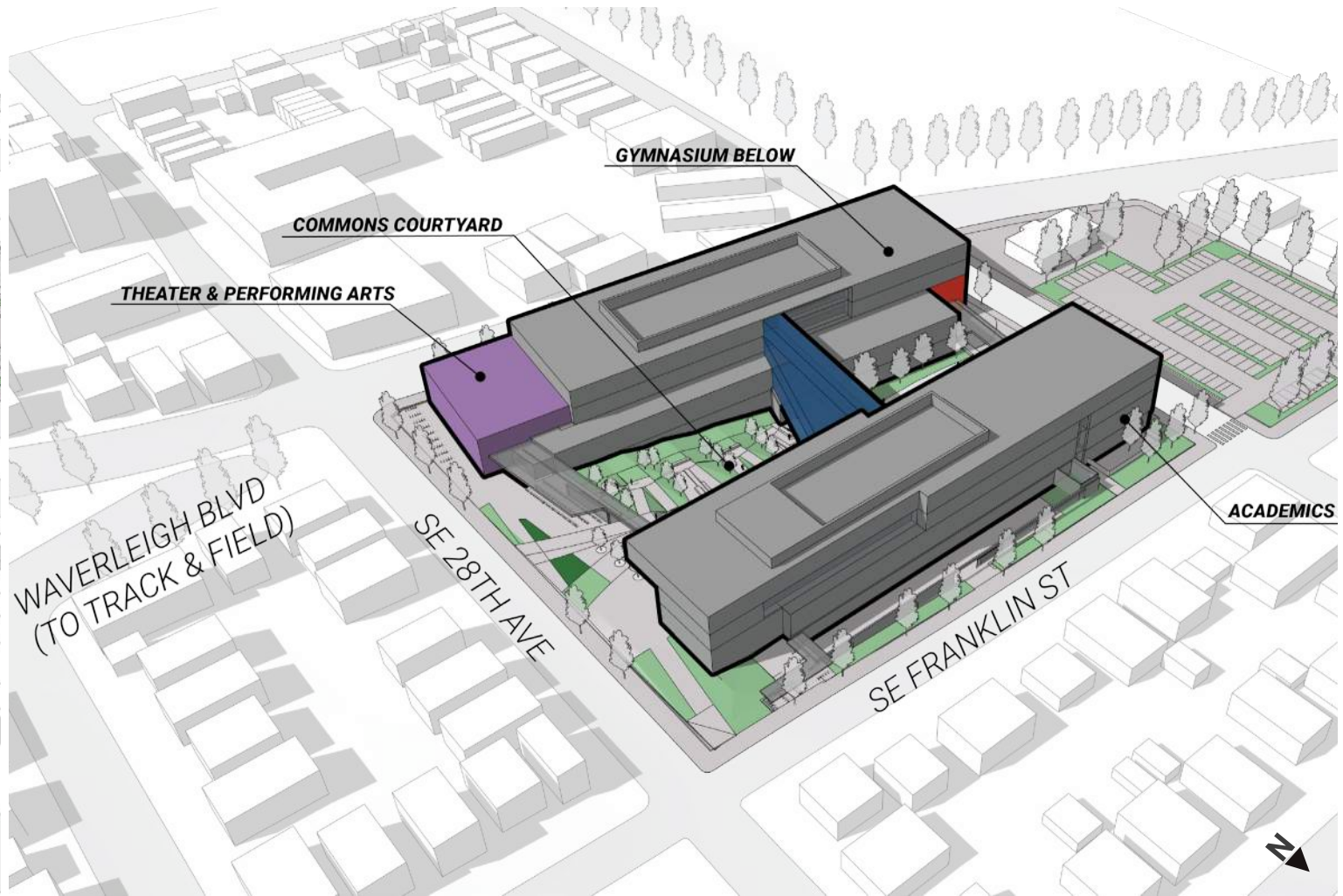


Proposed Changes

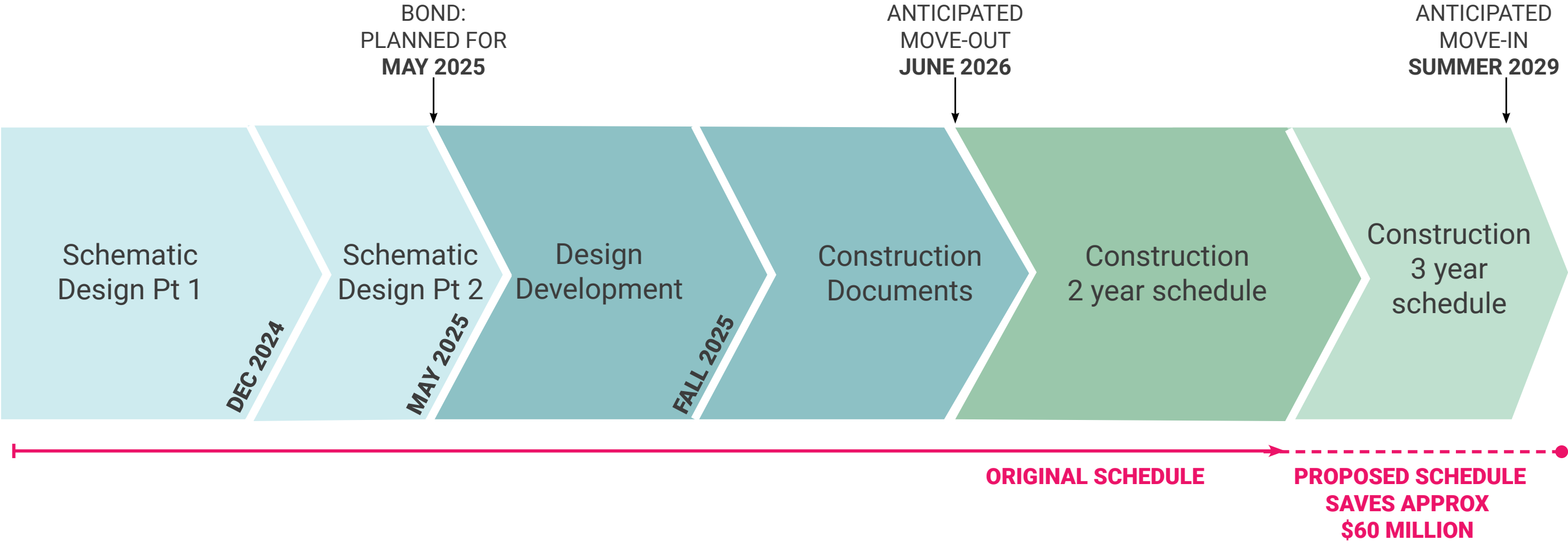
Proposed Change NE



Proposed Design NE

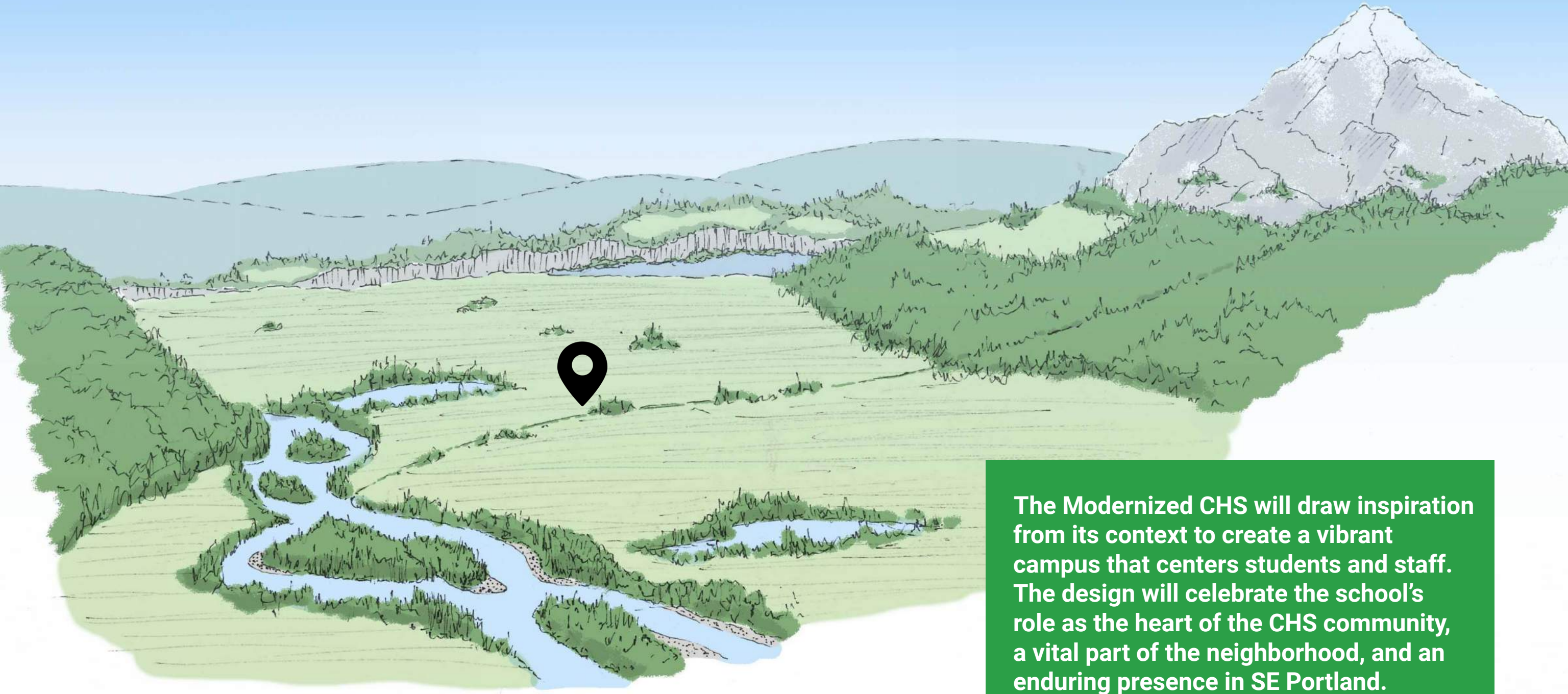


Project Schedule



TIMELINE IS DEPENDENT ON BOND FUNDING + CONSTRUCTION SCHEDULE AND SCHOOL BOARD DIRECTIVES

Site Context



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.

CHS Context



CURRENT CHS SITE

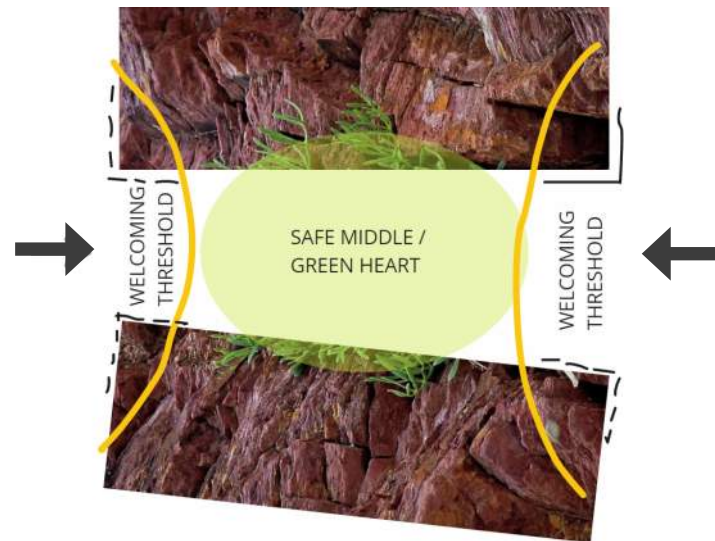


PROPOSED DESIGN ON SITE

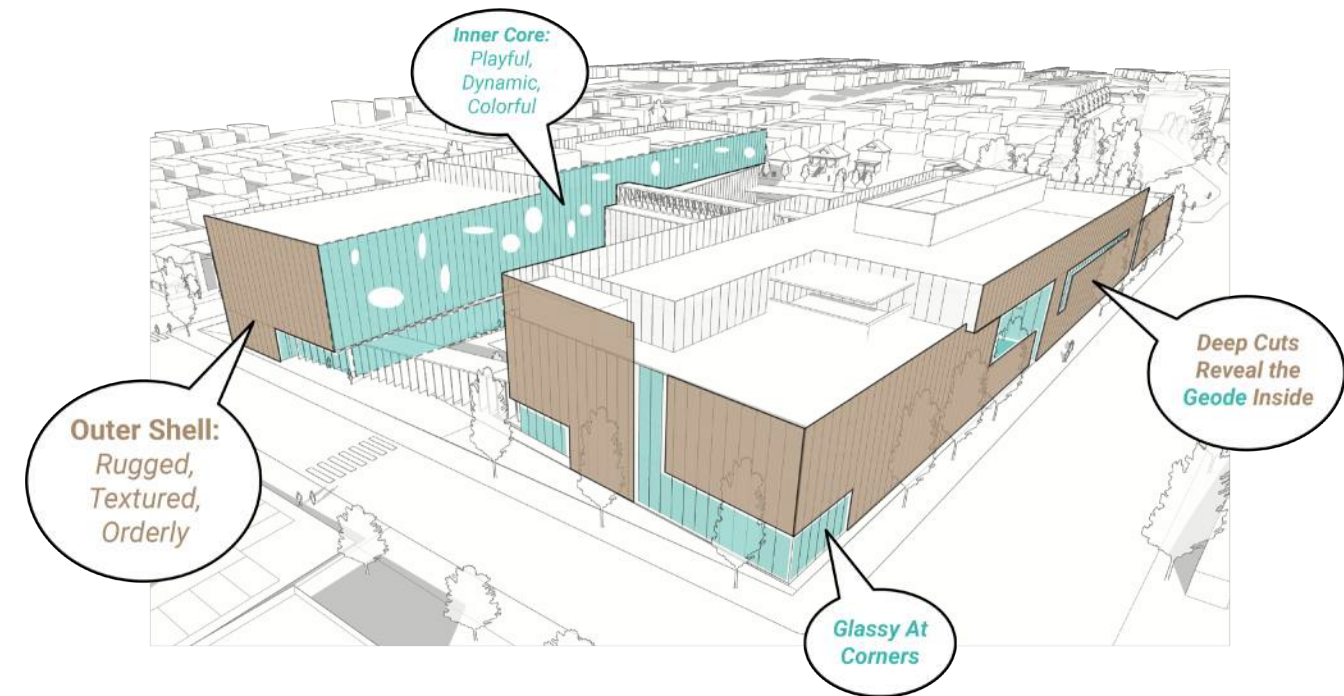
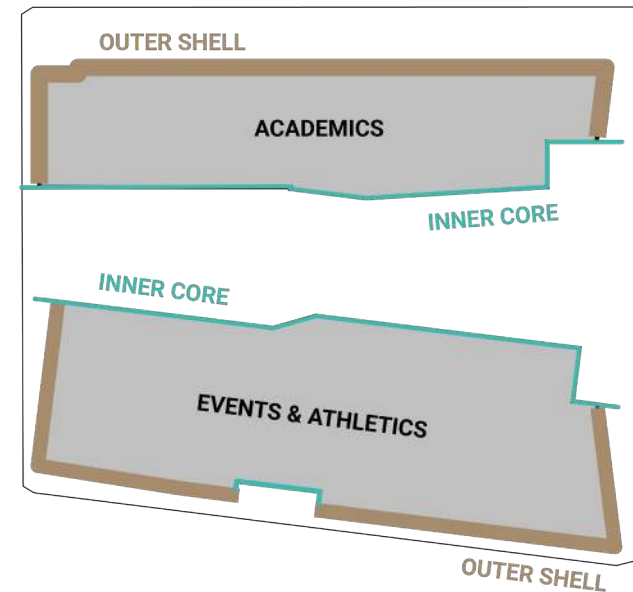


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CIVIC PRESENCE
+
SAFE ENVIRONMENT FOR STUDENTS
TO EXPLORE



EXTERIOR EXPRESSION

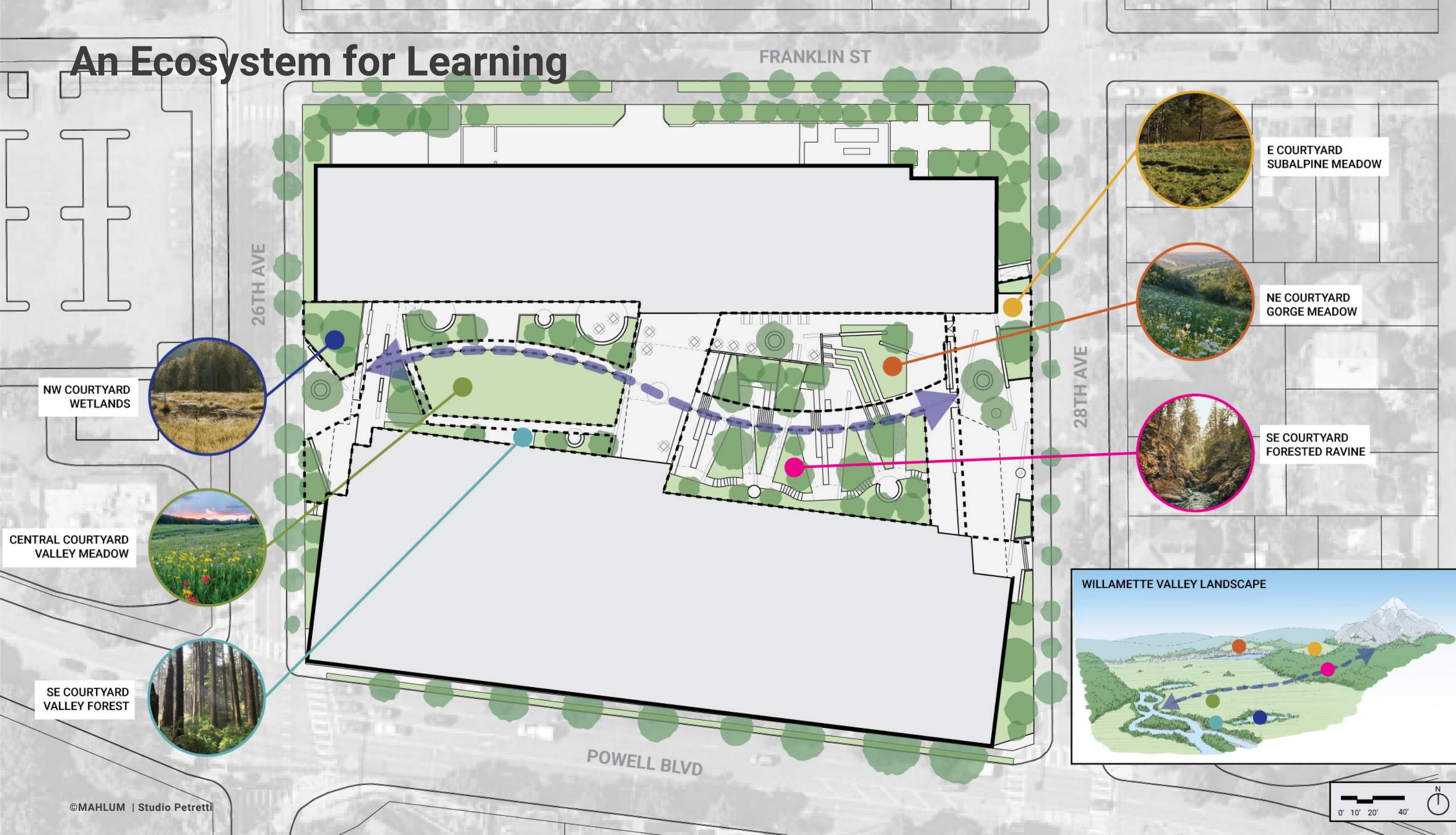


Geode, Natural Inspiration

- > One expression / texture of exterior siding on public building faces, different expression for the private student courtyard.
- > Smooth colorful interior, surprise and variation

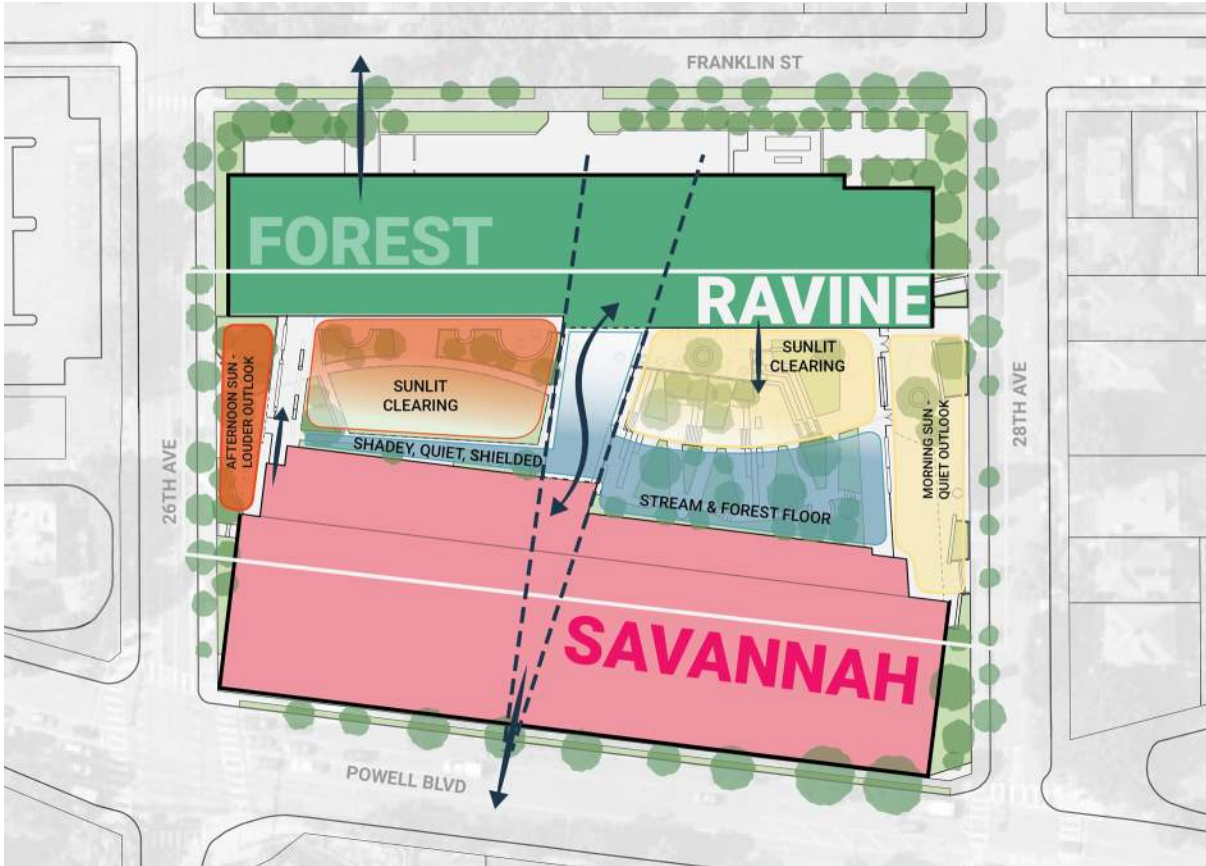


An Ecosystem for Learning

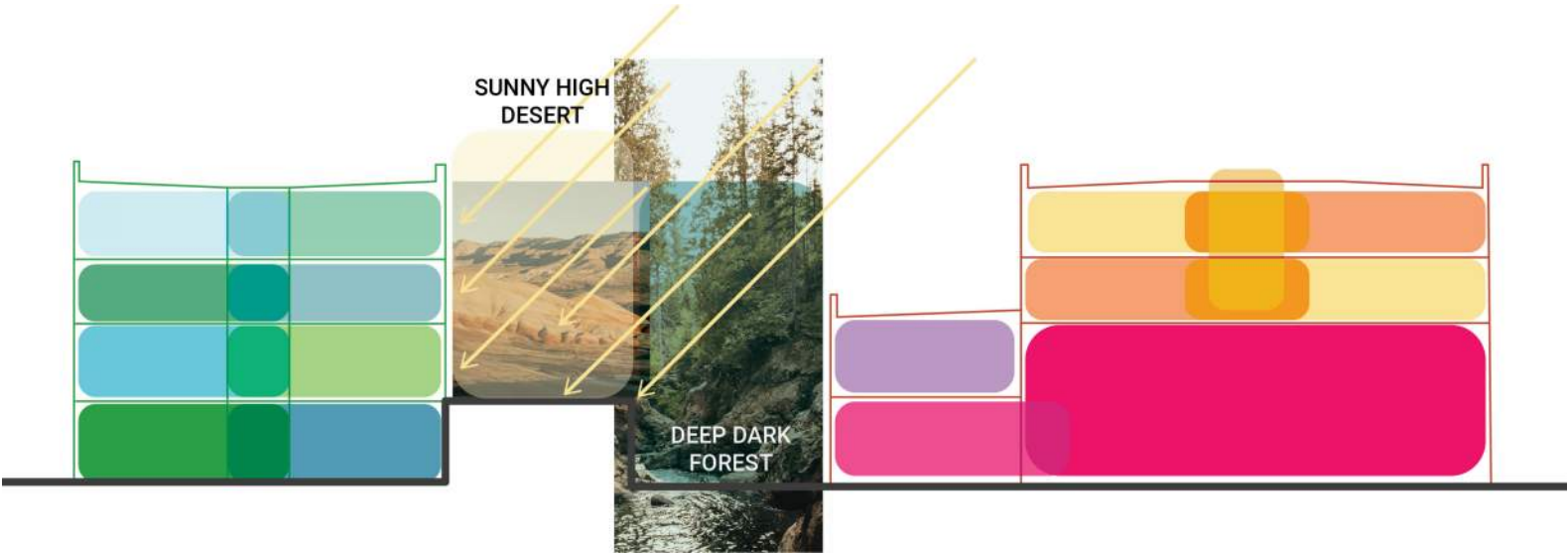


An Ecosystem for Learning

PLAN VIEW



SECTION VIEW



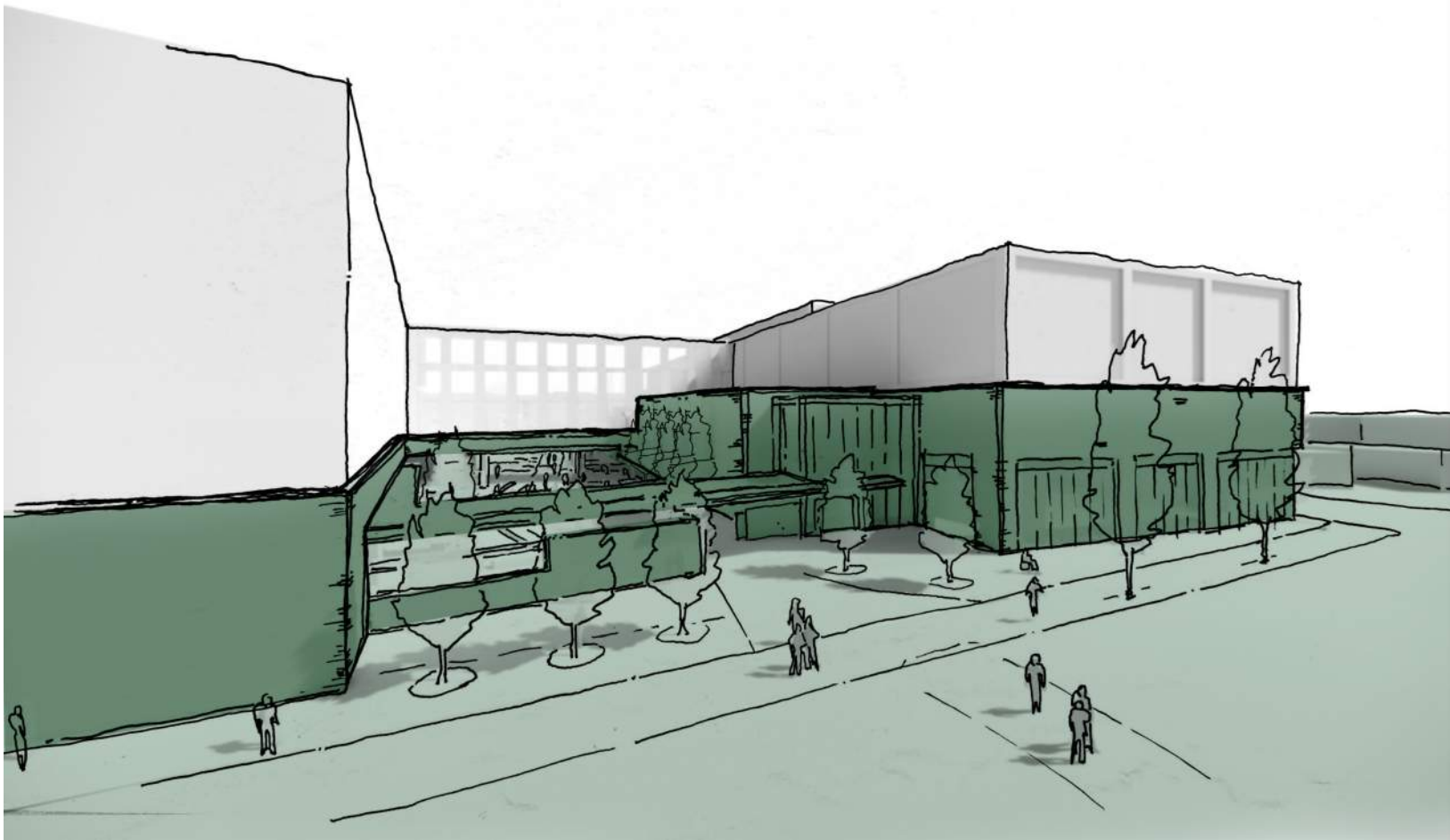
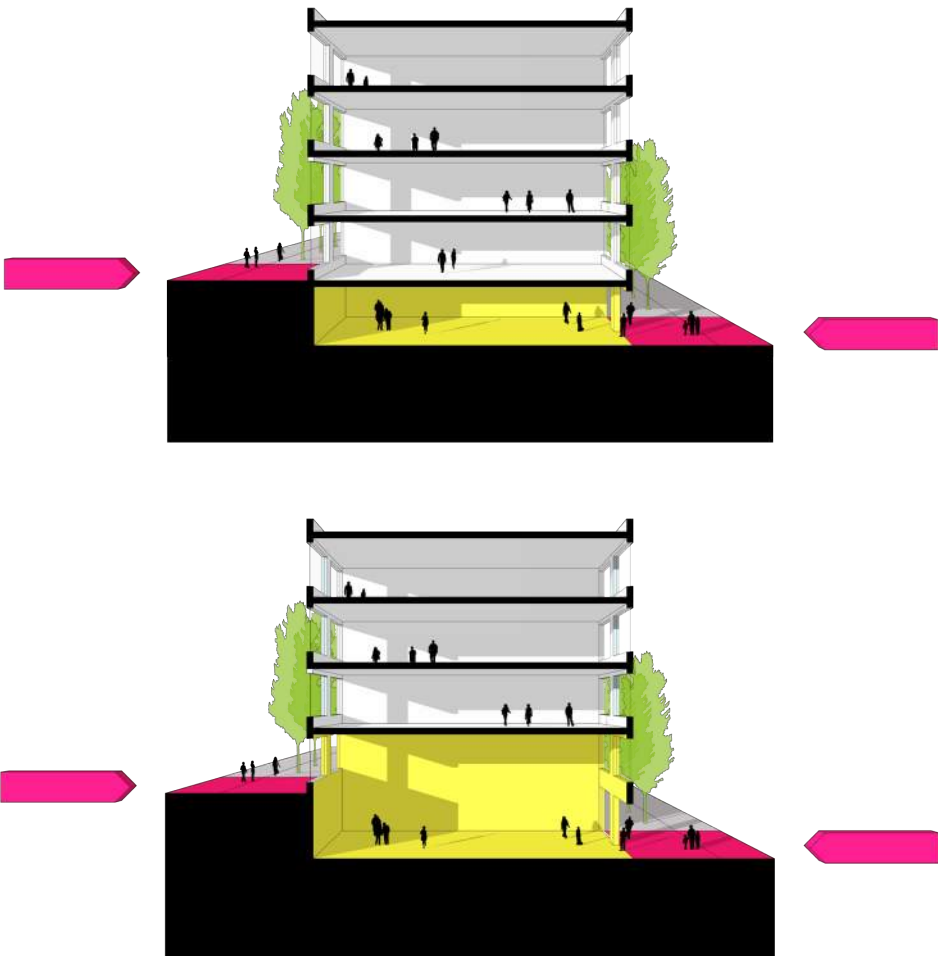
Check in: Concept

> How does ECOSYSTEM OF LEARNING resonate for you?

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DESIGN
OPPORTUNITY!

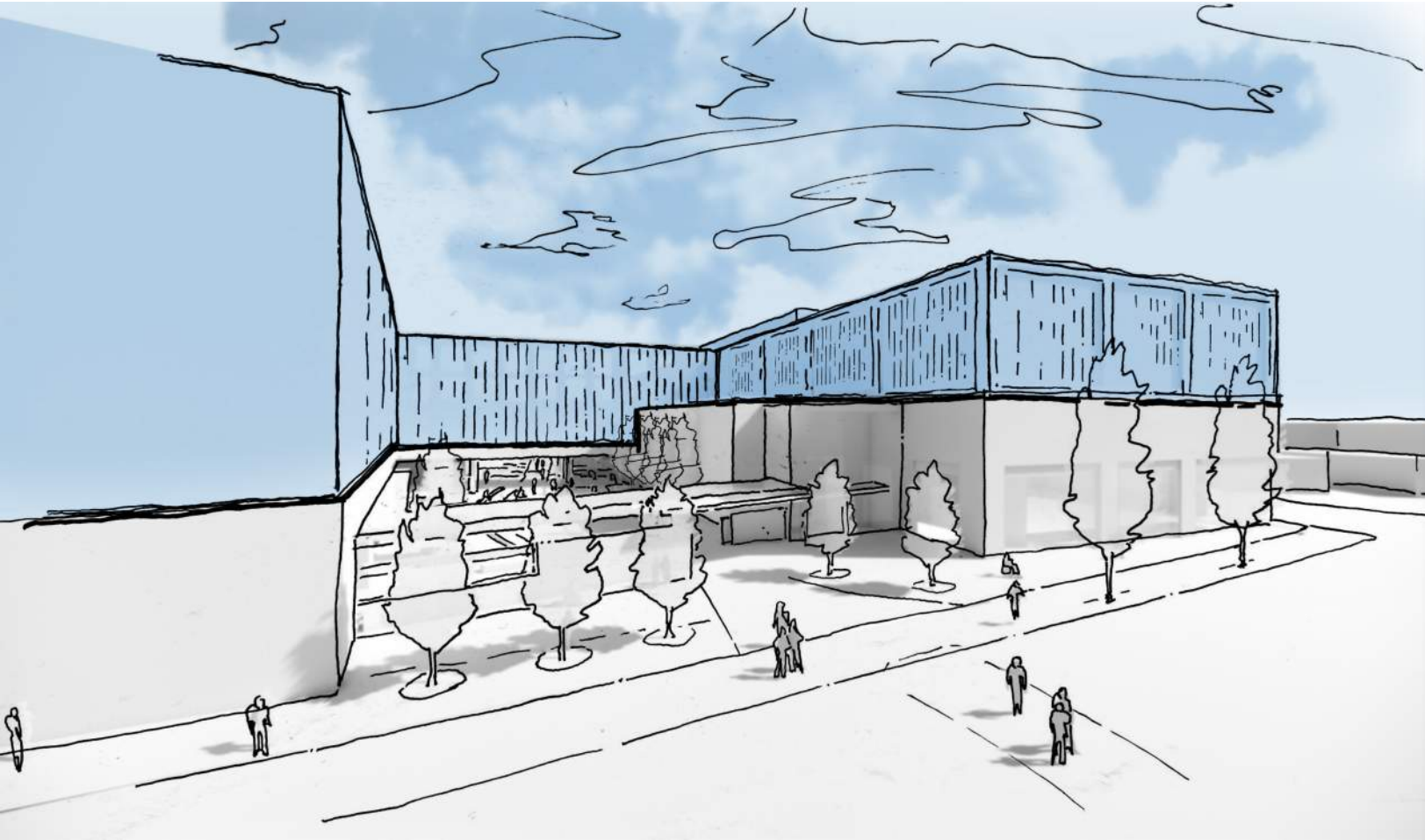
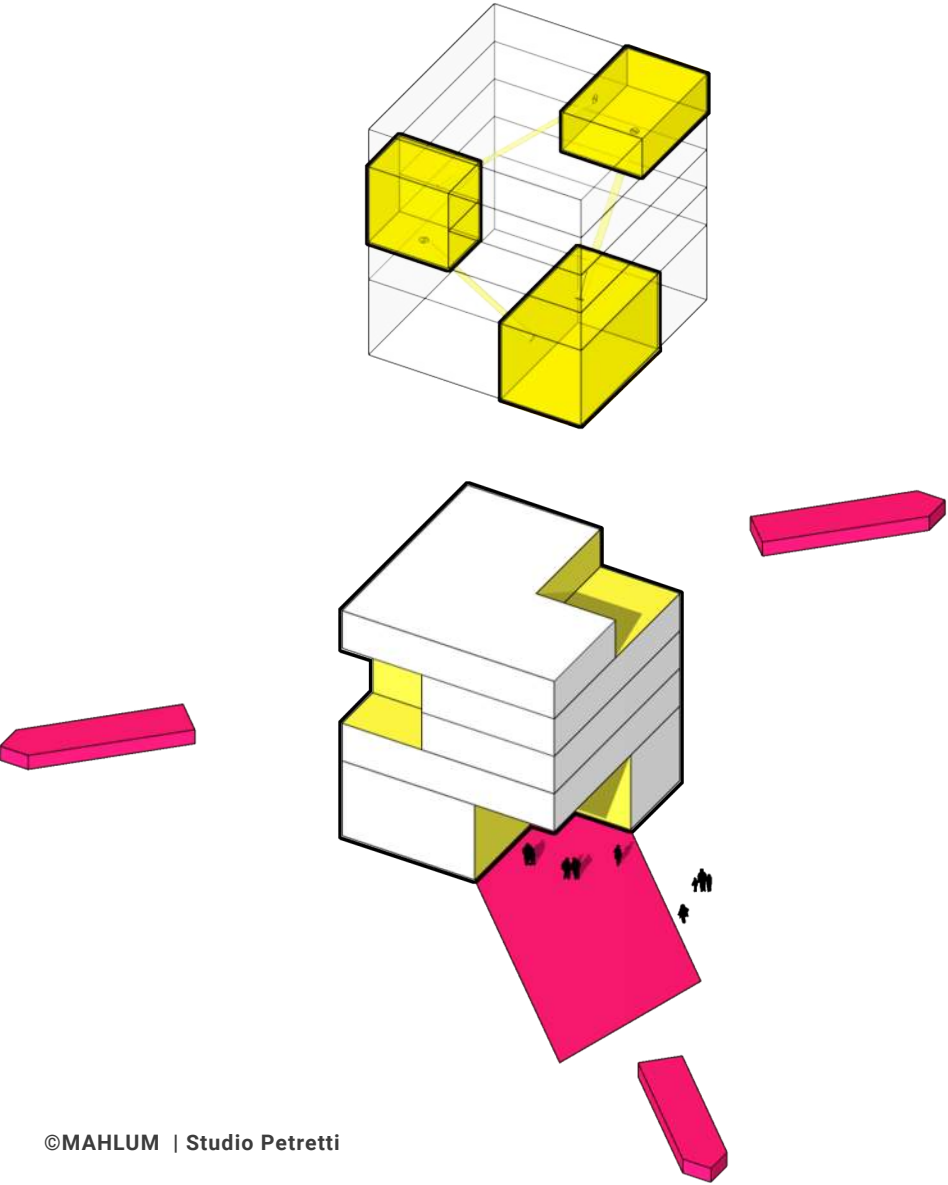
GRADE CHANGE ON SITE



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CONNECTION TO
THE SKY & VIEWS

DESIGN
OPPORTUNITY!



OUTER SHELL

VS

INNER CORE

“Warmth”



“Concrete feels cold”

“Feels worn-in”



“Welcoming and tactile”

“Invite nature in”

“Light and bright”

“Primary colors and too much color feel Elementary”



“Dynamic and fun”

“Graphic opportunity”



“Color to find destinations”

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Natural and Neutral

Distinctively Select

Collectively Celebratory

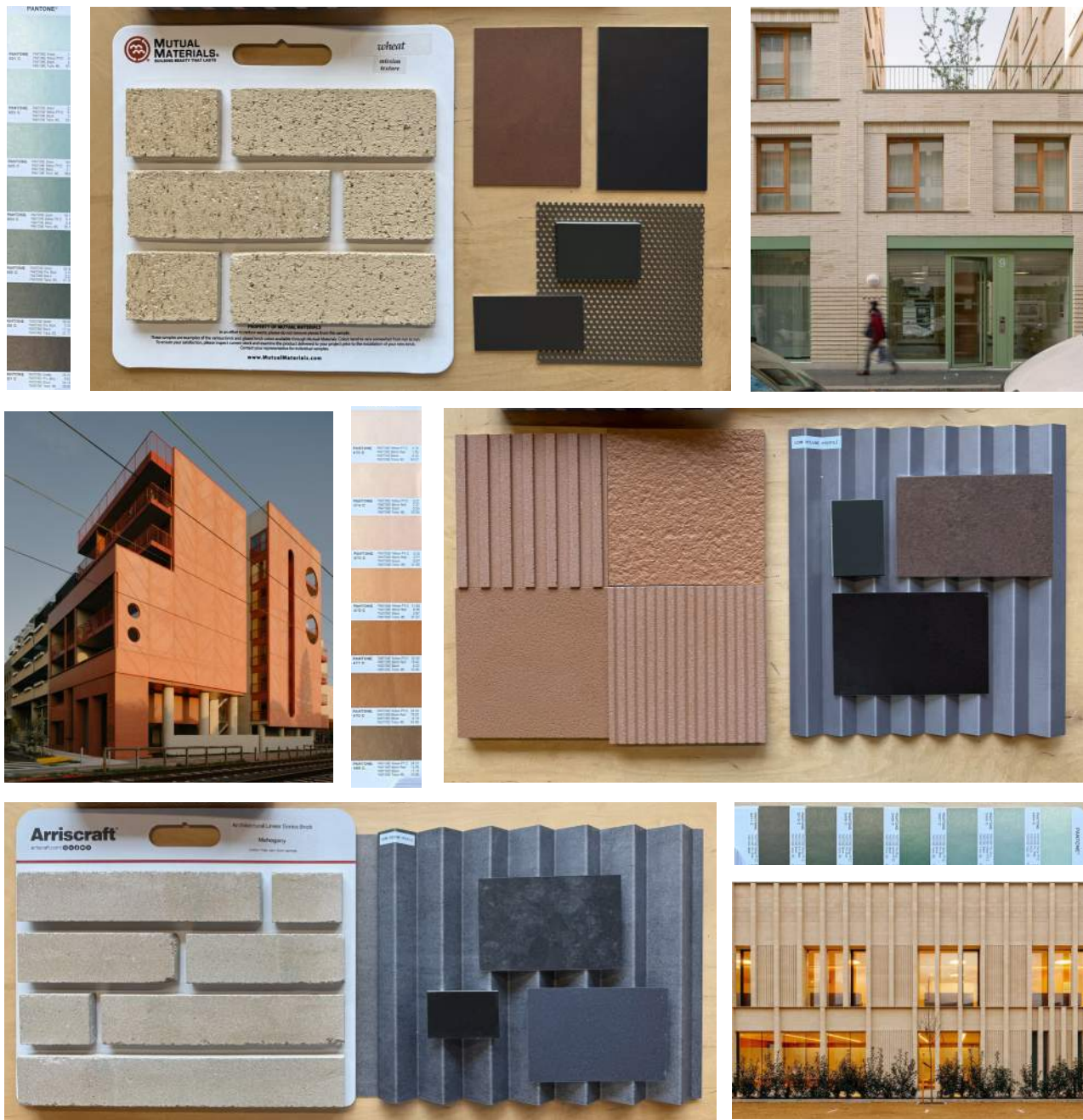


Design Language

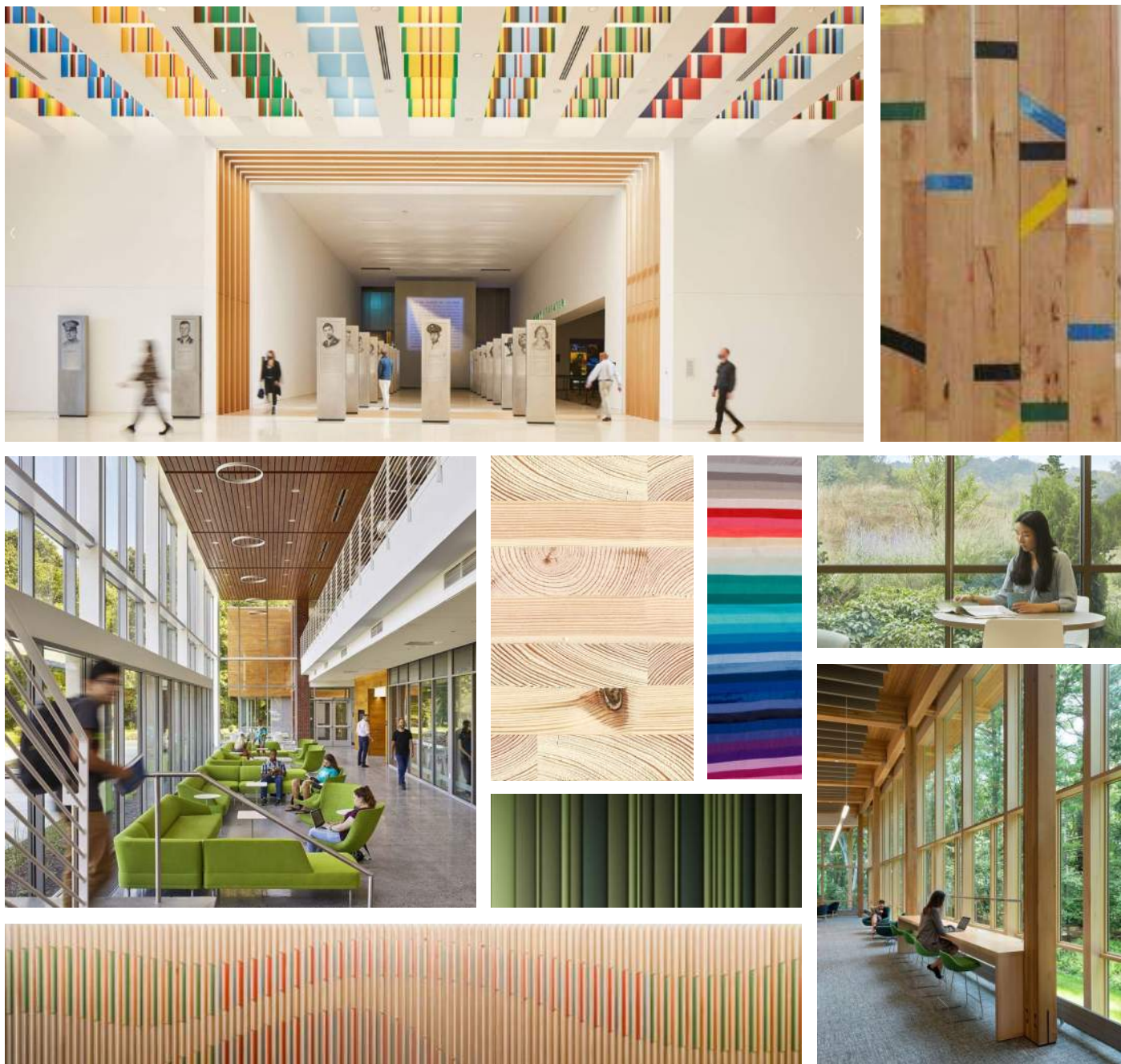


Design Language

EXTERIOR



INTERIOR



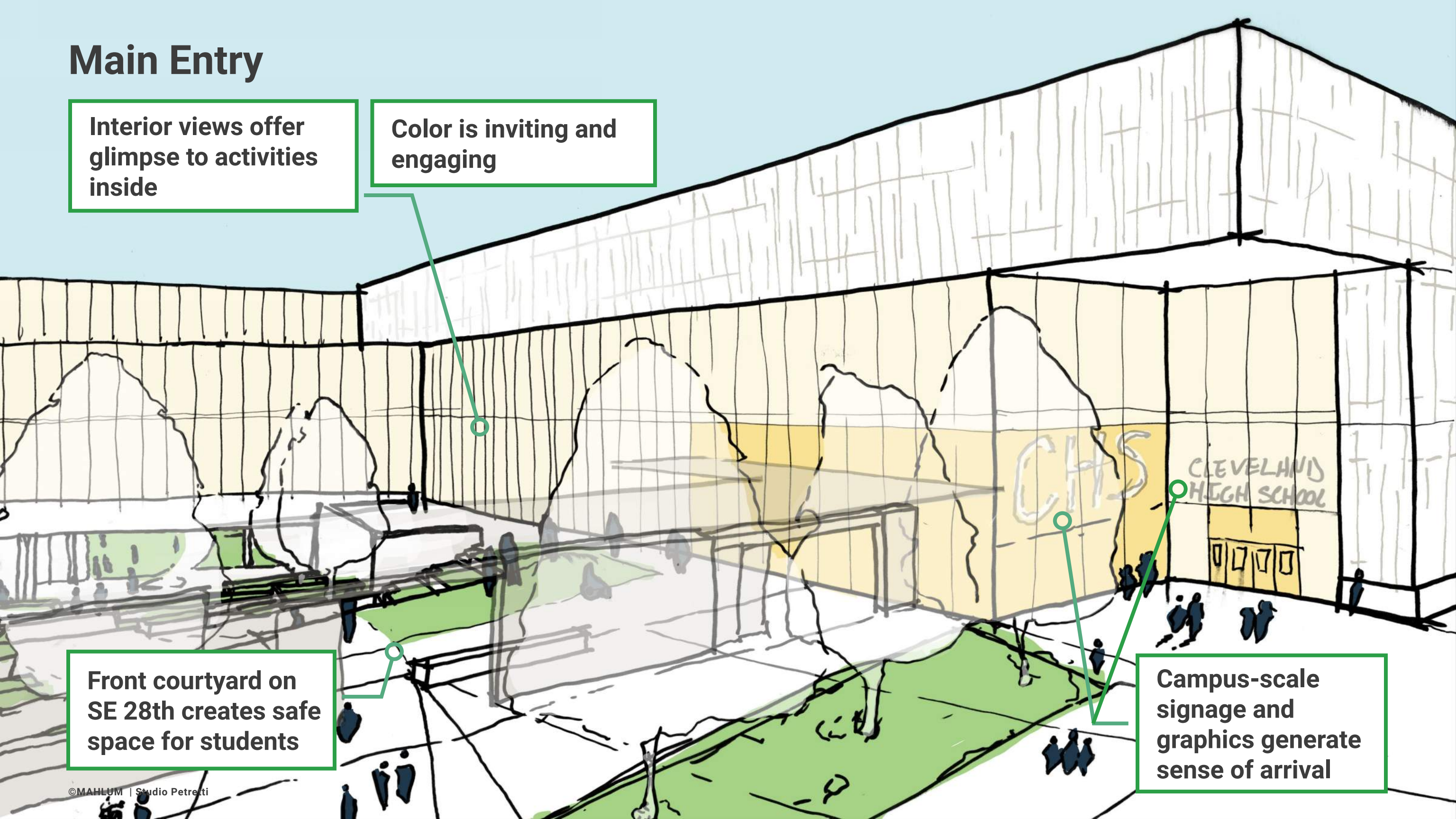
Main Entry

Interior views offer glimpse to activities inside

Color is inviting and engaging

Front courtyard on SE 28th creates safe space for students

Campus-scale signage and graphics generate sense of arrival



Upper Courtyard

Interior views with warm wood materials

Terrace for outdoor eating and gathering

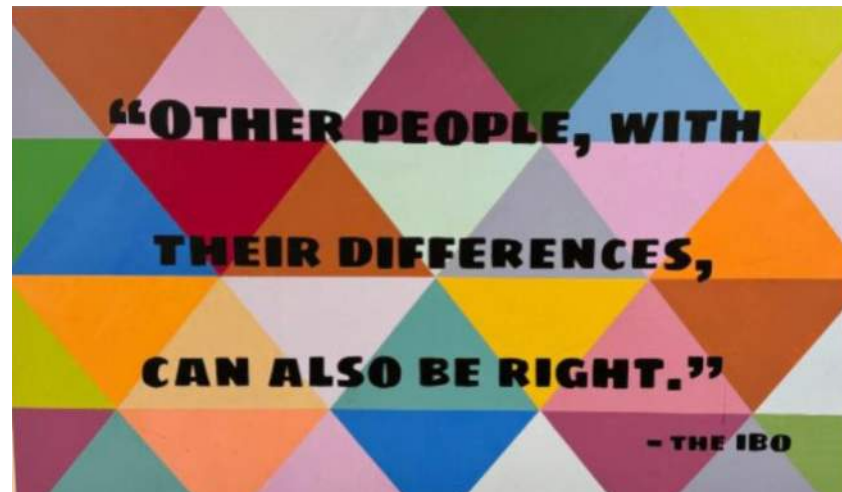
Color is inviting and engaging

Learning landscapes provide spaces for different scales of activity

Shared patio allows activity to spill outdoors

Secured courtyard during school day

Expressive Identity



Check in: Building Form

- > Do these ideas feel consistent with what you have seen and heard during the design process?

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Current framework



GENERIC + RESTRICTIVE

Adapting learning around the building

Future framework



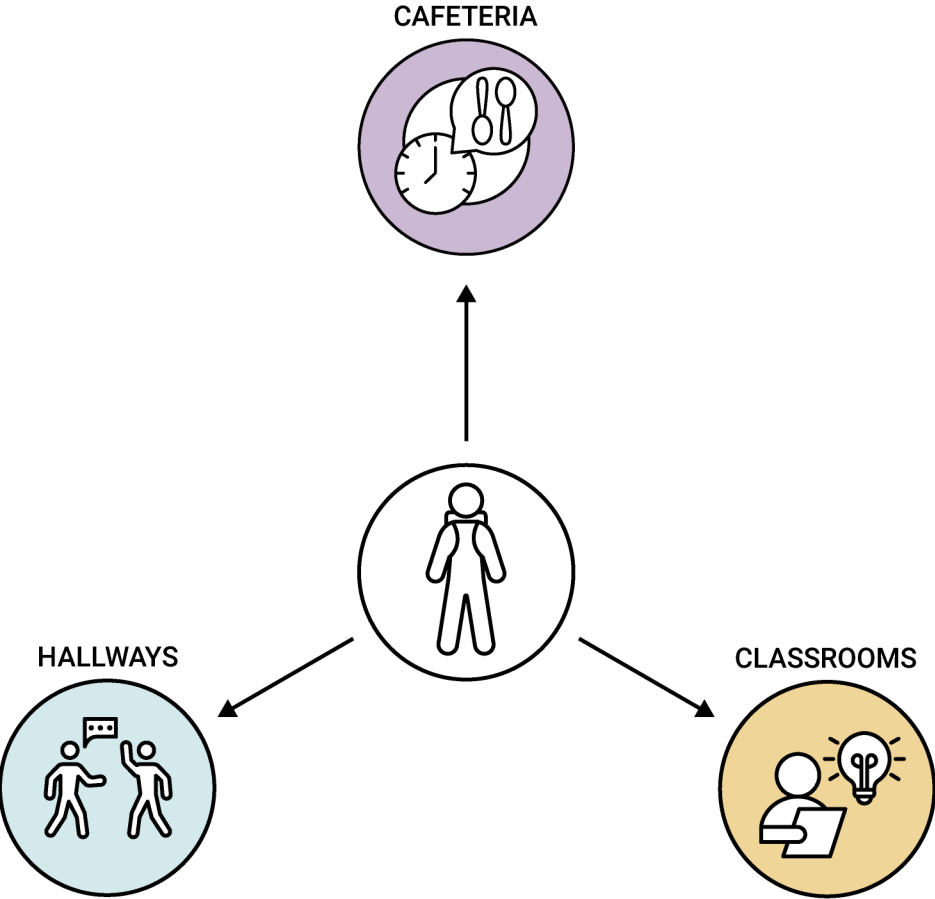
DYNAMIC + EMPOWERING

Building ELEVATES the learning experience

LEARNING IN 1929 CLEVELAND

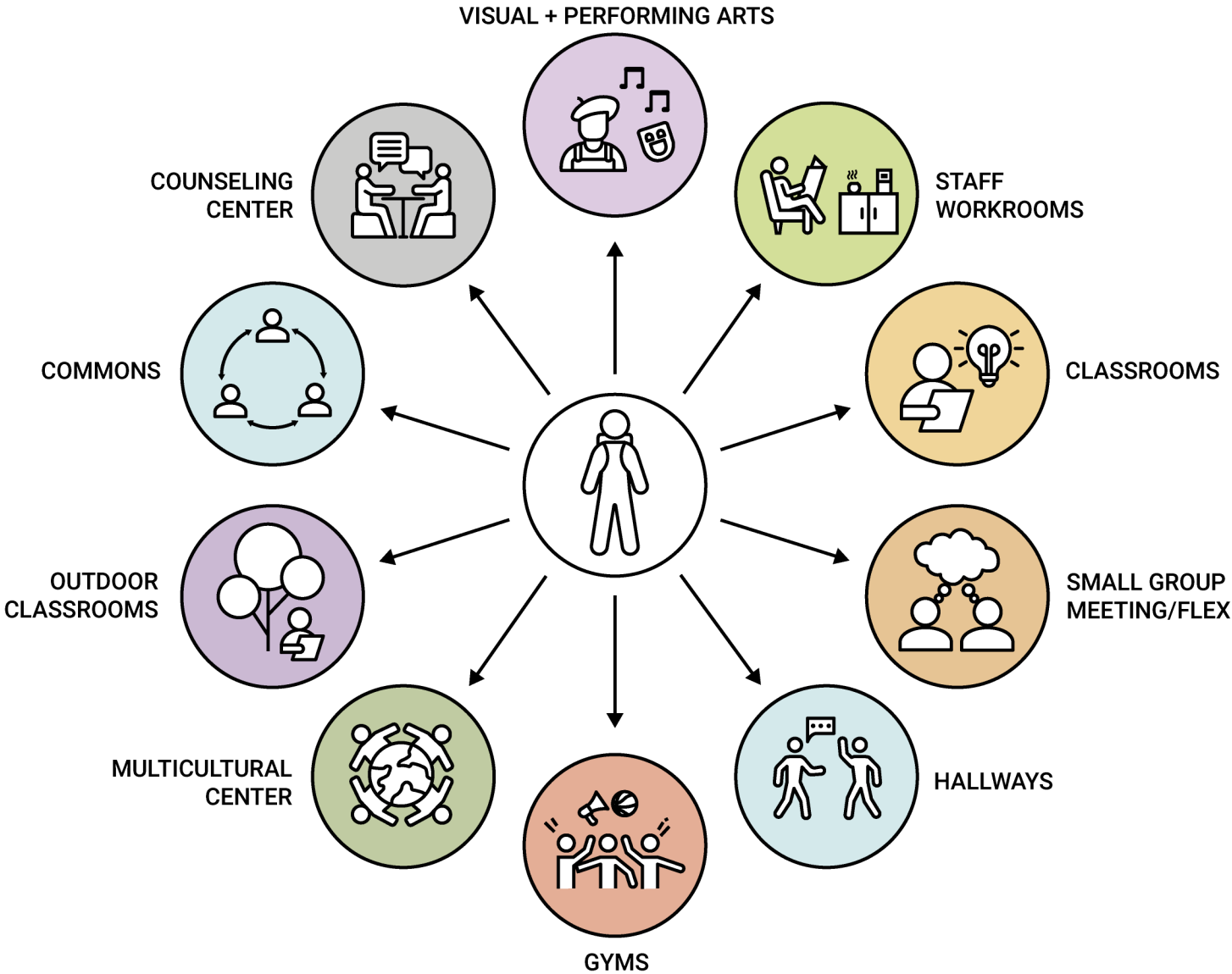


LEARNING IN THE FUTURE CLEVELAND



SETTINGS WERE DESIGNED TO BE:

- UTILITARIAN
- SERVE A LIMITED SET OF FUNCTIONS

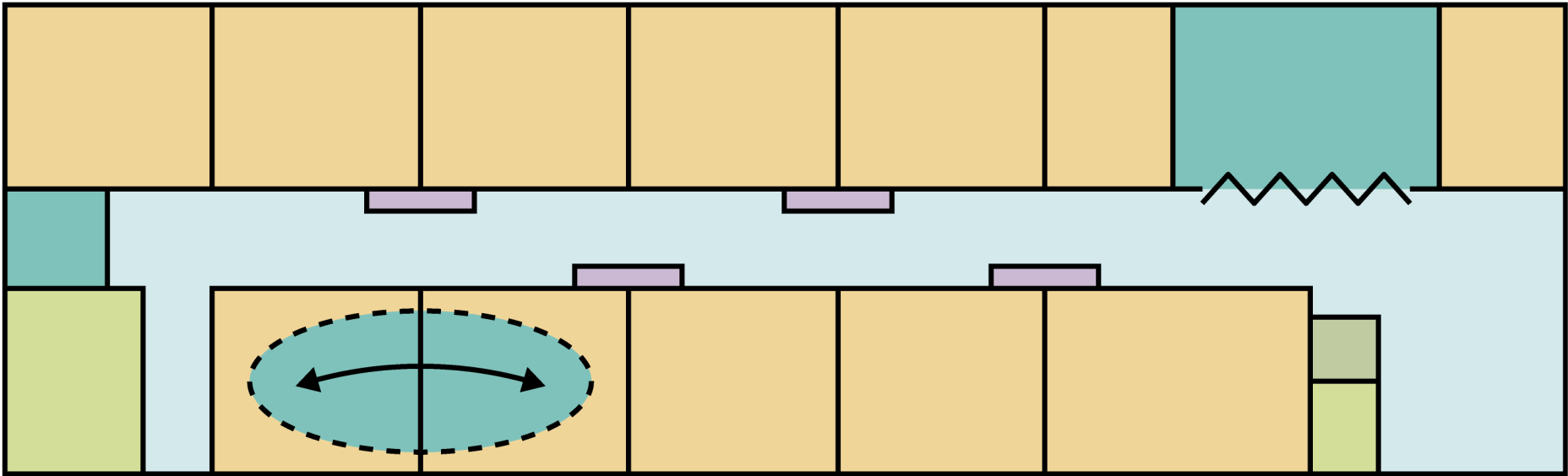


SETTINGS WILL BE DESIGNED TO ENCOURAGE:

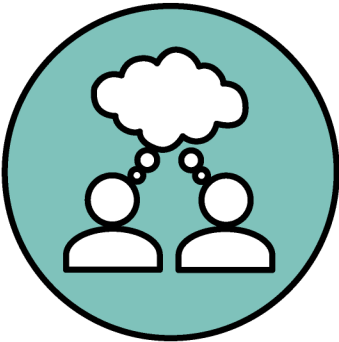
- | | | |
|----------------|--------------|--------------|
| •CONNECTION | •EXPLORATION | •SUPPORT |
| •COLLABORATION | •GATHERING | •FLEXIBILITY |

ORGANIZING NOW: **AN ECOSYSTEM OF SUPPORT AND CHOICES**

WE HAVE LOTS OF CHOICES...



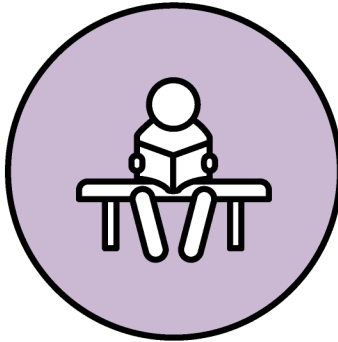
SUPPORT



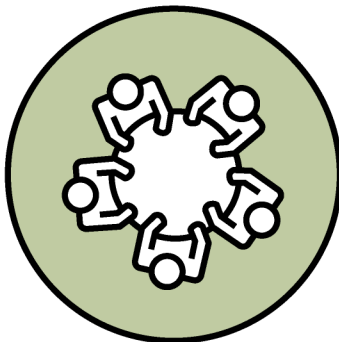
FLEX SPACE



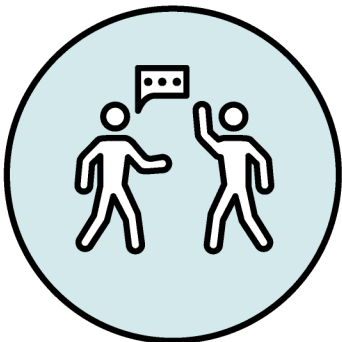
CLASSROOMS



PLACES FOR
REST



SMALL GROUP
MEETING



HALLWAYS

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**

ISSUE

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

ASPIRATION

Supports pause and rest so students can thrive

ISSUE

Limited **permanent or consistent** spaces

ASPIRATION

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

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

ISSUE

Native students/ community members **feel invisible**

ASPIRATION

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

ISSUE

The **work to shift perspectives** falls to marginalized communities

ASPIRATION

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

Classroom Wing

Enclosed small-group spaces

Whiteboards for small group work

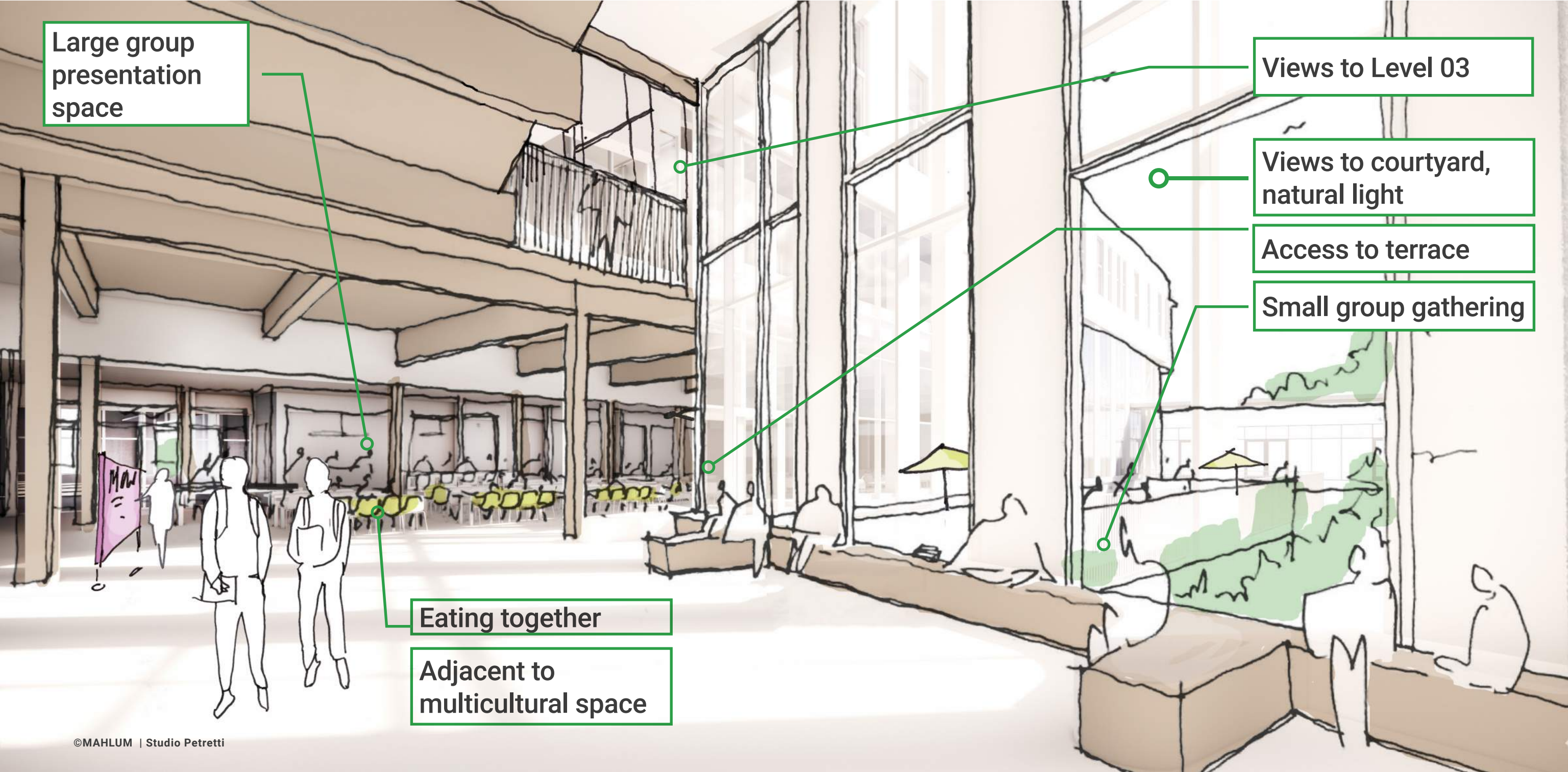
Distributed lockers close to classrooms

Display areas to share student work

Internal window for passive supervision & learning on display

Benches to enable pause and rest

Connector at Commons



Large group presentation space

Views to Level 03

Views to courtyard, natural light

Access to terrace

Small group gathering

Eating together

Adjacent to multicultural space

Media Center

Clear sight lines for visibility and supervision

Resources on display

Views to courtyard and natural light

Variety of learning locations

Flexible furniture to support gathering



Check in: Interior Experience

> Do these ideas feel consistent with what you have seen and heard during the design process?

Gallery Walk

Small Group Discussion

- > What Questions do you have?
- > What aspects of the design excite you?
- > How will you share the story of CHS with your community?
- > Do you need more information?

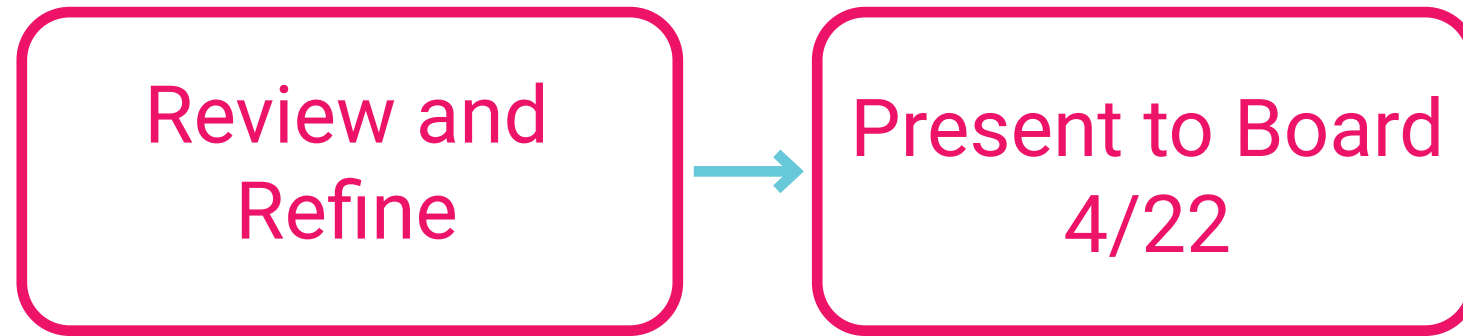
Share Back

> How will you share the story of CHS?

Looking Ahead

Board Updates

1) Develop a concept that reflects the Board Framework



2) Update Schematic Design (v2) to reflect changes

3) Start Design Development

Next Steps

Key Dates

- > School Board update April 22nd
- > Presentation to School Board May 6th
- > Bond Election May 20th
- > DAG 09 May 22nd
- > DAG 10 June 26th

Engagement Process

- > Public Workshop Status Update: May 1
- > Functional Programming Meetings with staff at CHS
- > Native American workshop: TBD
- > Student Engagement: TBD
- > Meet with athletics, neighborhood groups, and PP&R

Thank you