

mahlum STUDIO PETRETTI
ARCHITECTURE



MAY 9TH, 2024
DESIGN ADVISORY GROUP

Cleveland High School DAG #1

PORTLAND PUBLIC SCHOOLS

HOME OF THE WARRIORS



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 #1

Agenda

- > Welcome and Introductions (15 min)
- > Design Advisory Group Charter (20 min)
- > CHS Site Context (5 min)
- > Comprehensive Plan Overview (20 min)
- > Community Voices (10 min)
- > Activity (40 min)
- > Public Comment / Close (10 min)

Introductions

The Team

Portland Public Schools



Erik Gerding
Sr. Project Manager



Hector Lopez
Project Manager

Mahlum



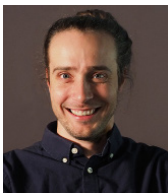
Abby Dacey
Principal-in-Charge



Chris Brown
Project Architect



Andrew Weller-Gordon
Architect



Pip Allen
Architect



Alyssa Leeviraphan
Project Manager



Rene Berndt
Designer



Mariko Park
Interior Designer



Robyn Wrobleski
Architect

Studio Petretti



Amanda Petretti
Design Strategist



Hannah Allender
Engagement
Designer



Luke Smith
Architect

Introductions

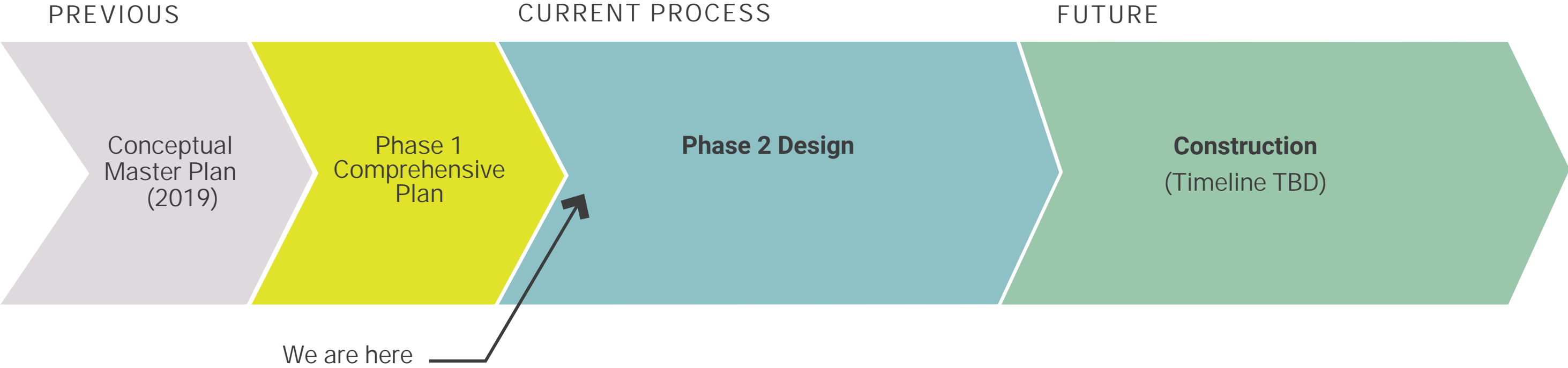
- > Name
- > Connection to Cleveland

DAG Process

HOME OF THE WARRIORS

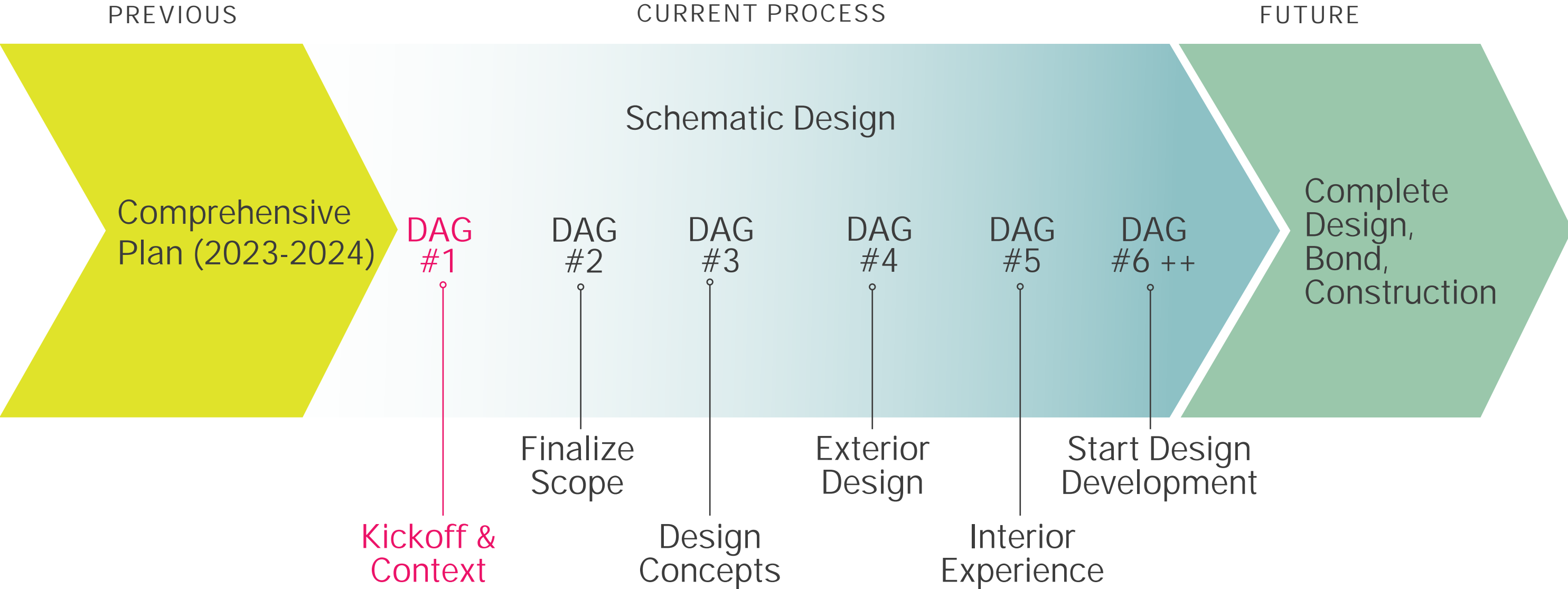


Schedule Overview



DAG Process

Design Advisory Group Schedule (part 1 detail)



DAG Process

Charter

The DAG collects and synthesizes community-wide input and collaborates around the evolving details of the project with other members in the Cleveland community. The DAG will be an instrumental part of a multifaceted planning and community engagement process which will include PPS staff, students, and community members all guided by the consultant design team. Project analysis will include various types of background documents, building, site, budget and regulatory requirements that must be used in evaluating design options.

While DAG members are not tasked with making final decisions, their input is crucial in creating a comprehensive plan that the entire community can be proud of.



PORTLAND PUBLIC SCHOOLS • SPRING 2024
CLEVELAND HIGH SCHOOL
DESIGN ADVISORY GROUP (DAG) CHARTER

Purpose and Role of the Design Advisory Group

The Design Advisory Group (DAG) will advise the Cleveland Modernization Project Team in developing a comprehensive, equitable, integrated and visionary design for a modernized Cleveland High School through authentic community engagement. It will include students, parents, teachers, alumni, administrators, PPS staff, partners, community representatives and a school board member.

This will be accomplished by a thoughtful process committed to engagement within the Cleveland community. The District's project team will work directly with the DAG to ensure that their concerns and aspirations are understood and considered.

The DAG collects and synthesizes community-wide input and collaborates around the evolving details of the project with other members in the Cleveland community. The DAG will be an instrumental part of a multifaceted planning and community engagement process which will include PPS staff, students, and community members all guided by the consultant design team. Project analysis will include various types of background documents, building, site, budget and regulatory requirements that must be used in evaluating design options.

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NOTE: The 2020 Bond Program does not include construction funding for Cleveland High School. Construction funding would need to come from a future PPS School Improvement Bond.

DAG members' role and responsibilities:

- Attend meetings to advise the project team on school community concerns, issues, goals and aspirations.
- Abide by code of conduct for the DAG.
- Report to and bring feedback from groups and organizations DAG members represent.
- Advise on communication strategies to reach the entire school community for project process and public participation events.
- May assist the project team with public open houses.
- May assist with groundbreaking and grand opening events.

Portland Public Schools is an equal opportunity educator and employer.

DAG Process

Elect Co-chairs

The DAG will nominate a Chairperson or Co-Chairpersons to assist in DAG meeting agenda and presentation review, steering planning meetings and meeting protocol.

PPS staff/employees and Board members may not serve as Chairperson/Co-Chairpersons.



Bond Funding

Preliminary Planning

- > PPS Bond Overview
- > Budget Context
- > High School Modernizations

CONCEPTUAL BUDGETS

4/17/2024

The budgets included in this document are conceptual. They are provided to illustrate general cost ranges to facilitate bond planning discussion. They are not final cost estimates.

Cost Range (see staff memo for detail)			Sample Option
Physical Facility Improvements			\$548,000,000
Critical Systems			
Deferred Maintenance Backlog (Reduce FCI)	\$700,000,000 ¹	\$1,000,000,000 ²	\$400,000,000
Roof	incl above	incl above	incl above
Mechanical	incl above	incl above	incl above
Capital Asset Renewal	\$0	\$1,700,000,000	incl above
Seismic	\$0	\$1,000,000,000	\$0
ADA	\$57,000,000	\$138,000,000	\$0
Security	\$140,000,000	\$225,000,000	\$0
Outdoor Spaces	\$68,000,000	\$103,000,000	\$0
Athletics	\$84,000,000	\$206,000,000 ³	\$148,000,000
All Gender Restrooms	\$3,000,000	\$15,000,000	\$0
Other Examples			
Decarbonization	TBD	TBD	\$0
Emergency Capital	TBD	TBD	\$0
Educational & Technology Improvements			\$246,000,000
Technology			
ERP	\$0	\$40,000,000	\$38,000,000
Device Refresh	\$0	\$65,000,000	\$50,000,000
Cyber Security	\$0	\$5,000,000	\$3,500,000
Data Center / Classroom Tech / Etc	\$0	\$50,000,000	\$36,500,000
Tech: HVAC & Energy Sustainability	\$0	\$13,000,000	\$10,000,000
Physical Education	\$10,000,000	\$77,000,000	\$33,000,000
Other Examples			
Curriculum	TBD	TBD ³	\$75,000,000
Performing Arts	TBD	TBD	\$0
Career Technology Education	TBD	TBD	\$0
Capacity			\$0
RHS - Phase 5	TBD	TBD	\$0
Enrollment Changes	TBD	TBD	\$0
Modernizations			\$1,114,000,000
Jefferson High School	\$0	\$125,000,000	\$125,000,000
Cleveland High School	\$0	\$425,000,000	\$425,000,000
Ida B Wells High School	\$0	\$425,000,000	\$425,000,000
Harriet Tubman MS	\$0	\$66,000,000	\$66,000,000
K-5 Learning Lab	\$0	\$73,000,000	\$73,000,000
Prophet Center	\$0	\$0	\$0
Native American Student Center	\$0	\$0	\$0
Admin + Contingency			\$343,440,000
Administration 3%	\$32,000,000	\$173,000,000	\$57,240,000
Contingency 15%	\$159,000,000	\$863,000,000	\$286,200,000
TOTAL	\$1,253,000,000	\$6,787,000,000	\$2,251,440,000
Rounded			\$2,251,000,000
¹ Estimated amount needed to move average FCI from "poor" to "fair" (see staff memo for details)			
² Estimated amount needed to address all FCA noted deficiencies (see staff memo for details)			
³ Updated project costs estimates are currently being developed			

Bond Funding

Preliminary Planning

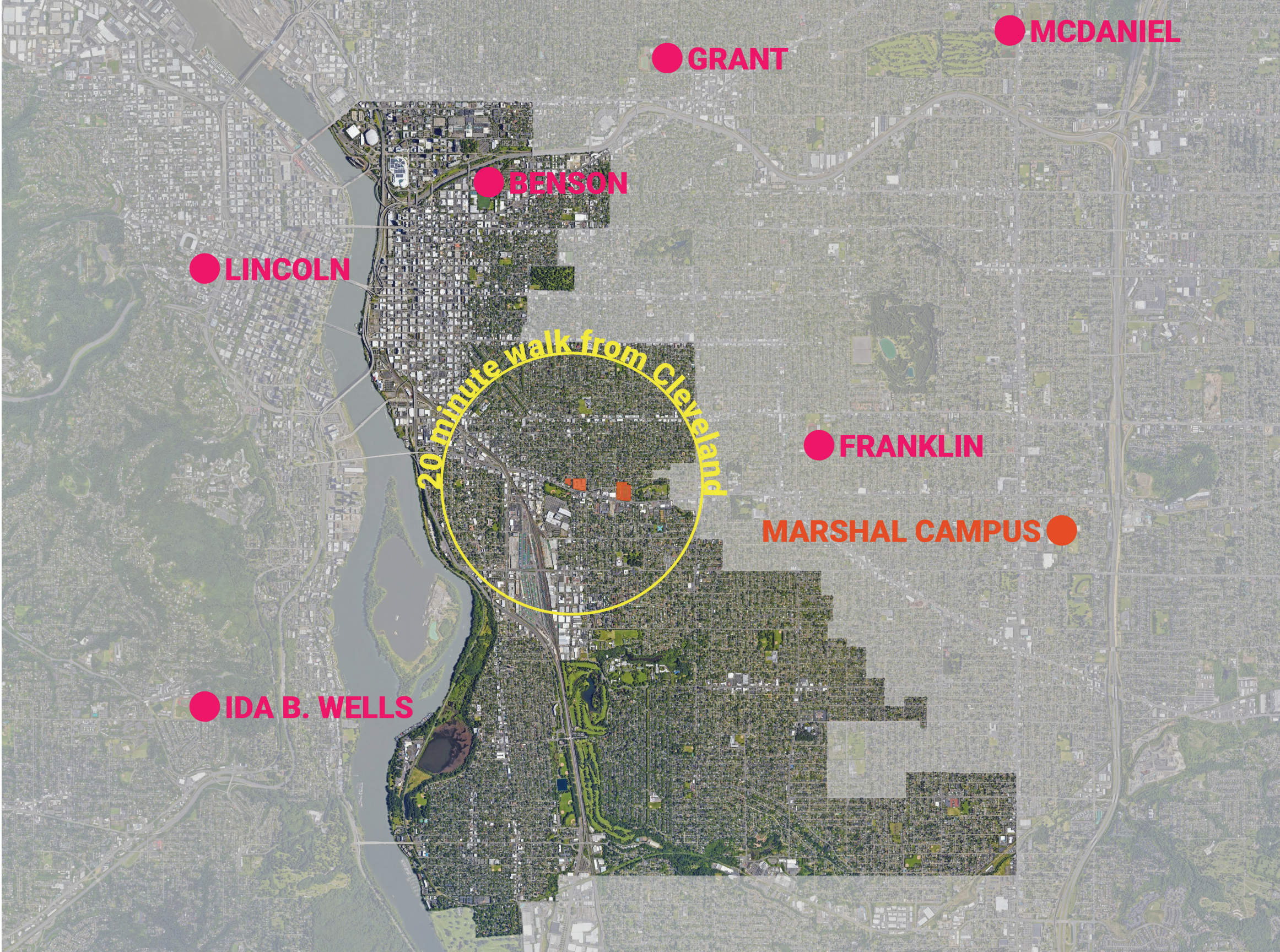
CONCEPTUAL BUDGETS				4/17/2024
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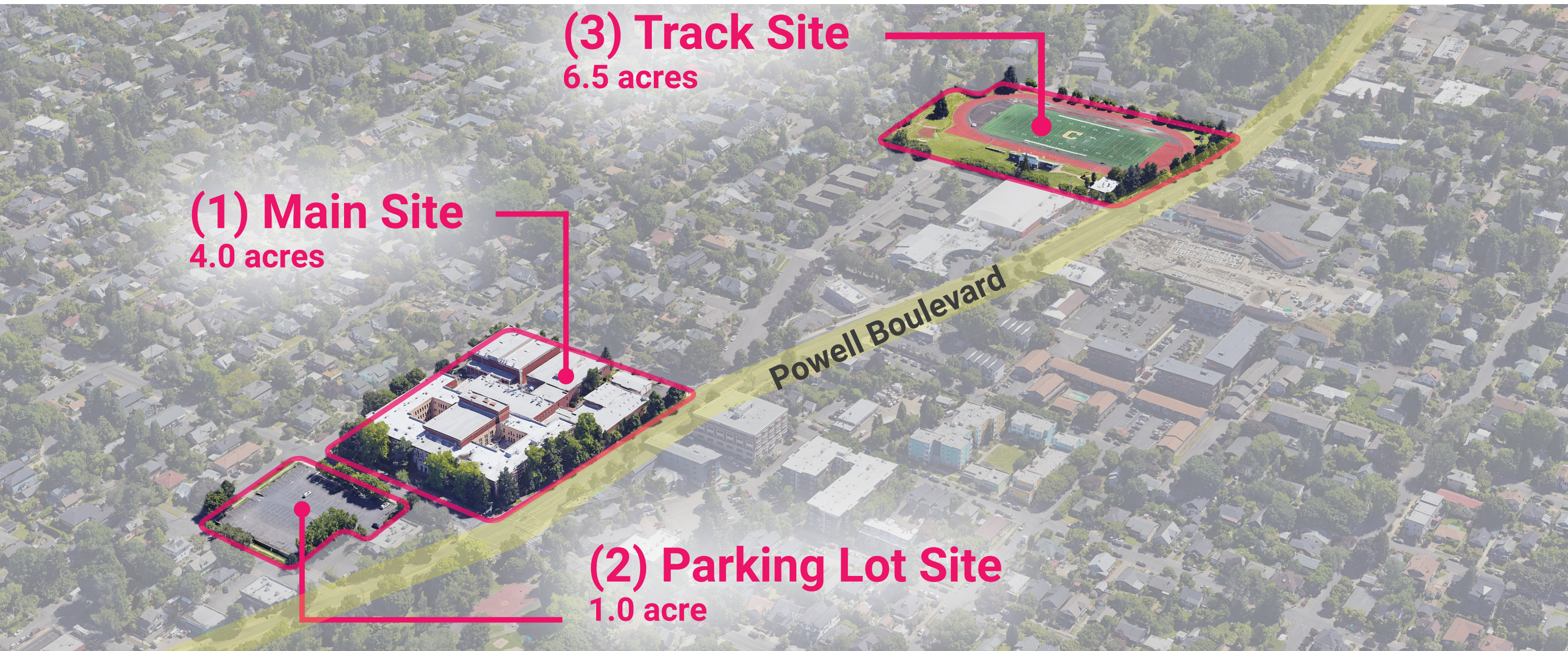
Site Context

Cleveland

Catchment Area



PPS Properties

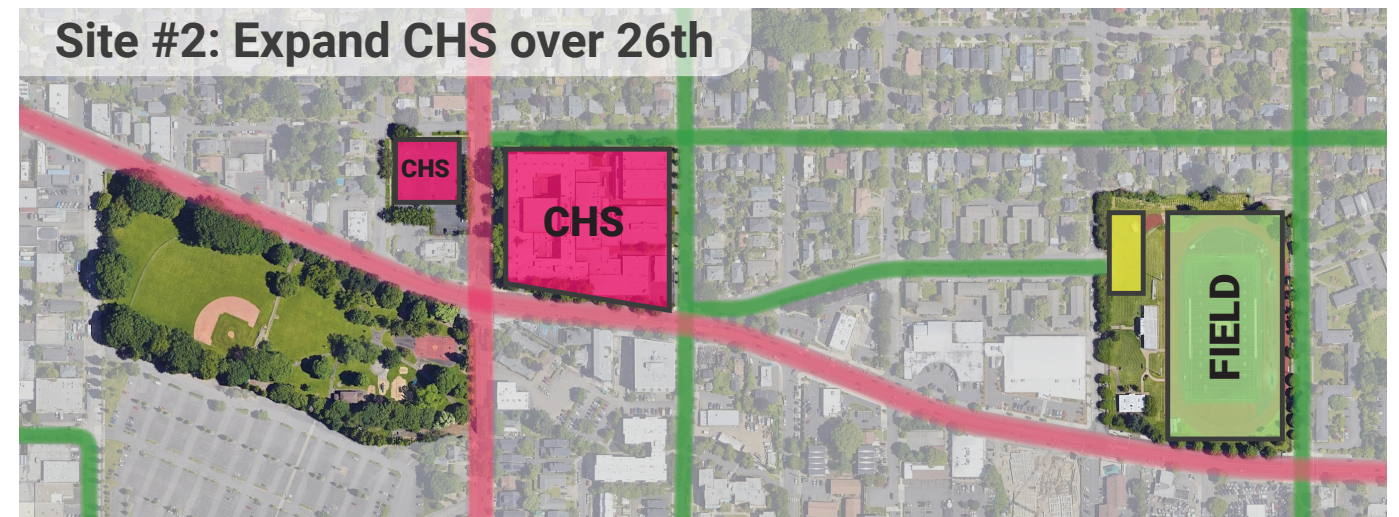
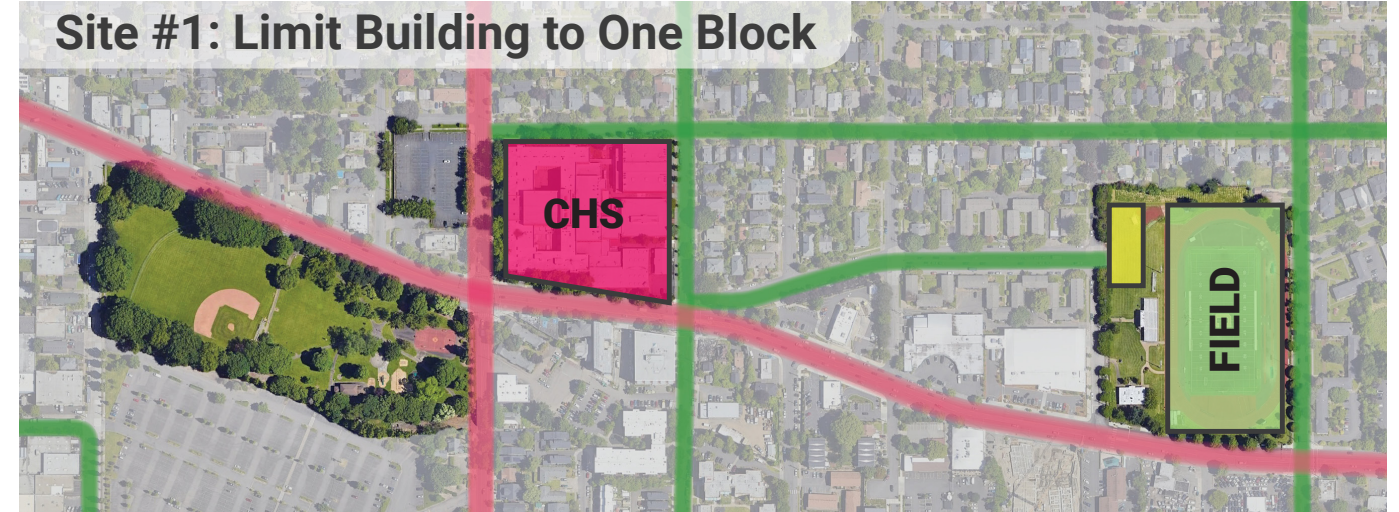


Site Studies

Comprehensive Plan process considered all configurations:

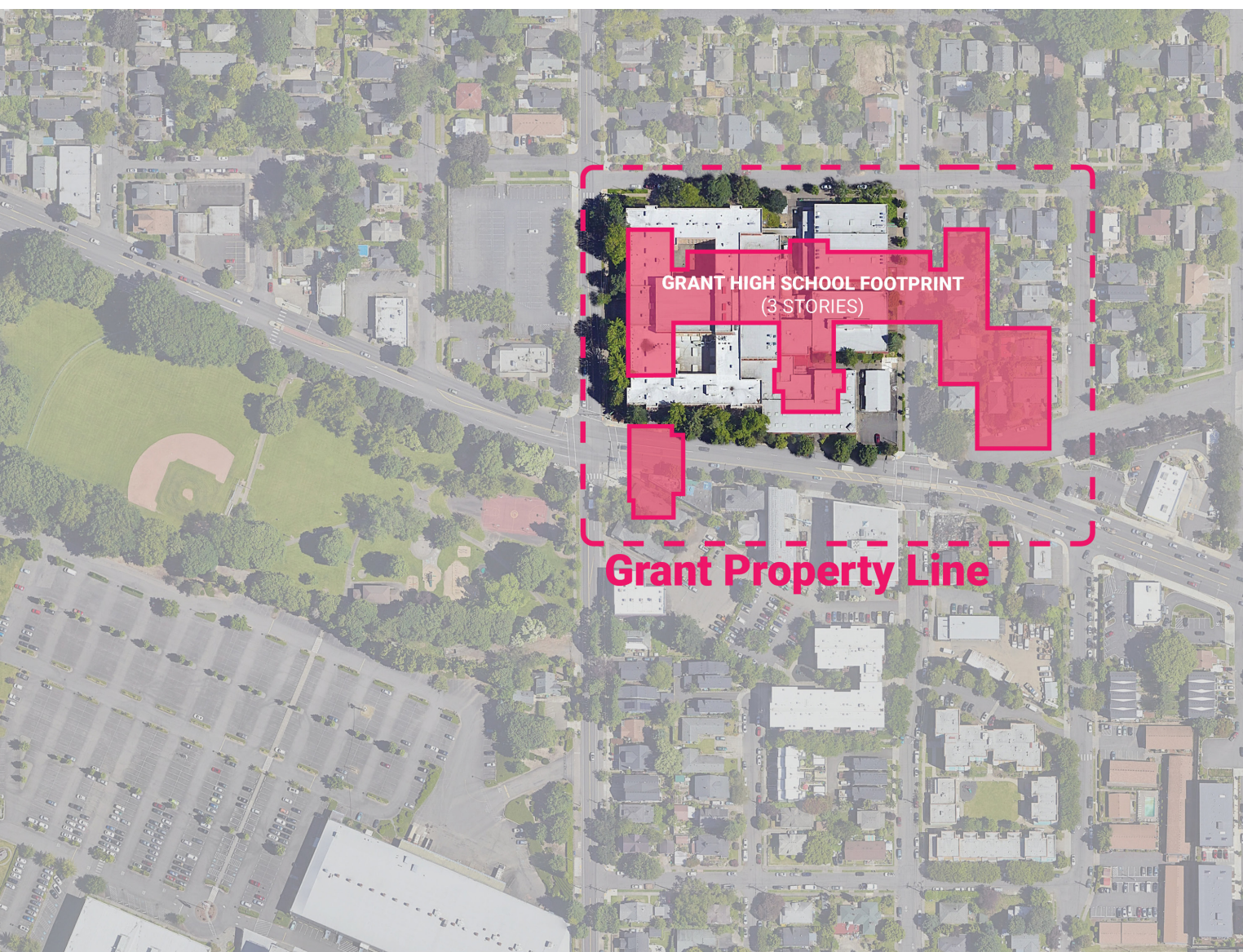
- > Site #1 is preferred option
- > Site #2 is a potential
- > Site #3 does not work

Discussing upgrades to Powell Park with PPR.
No other properties are available.

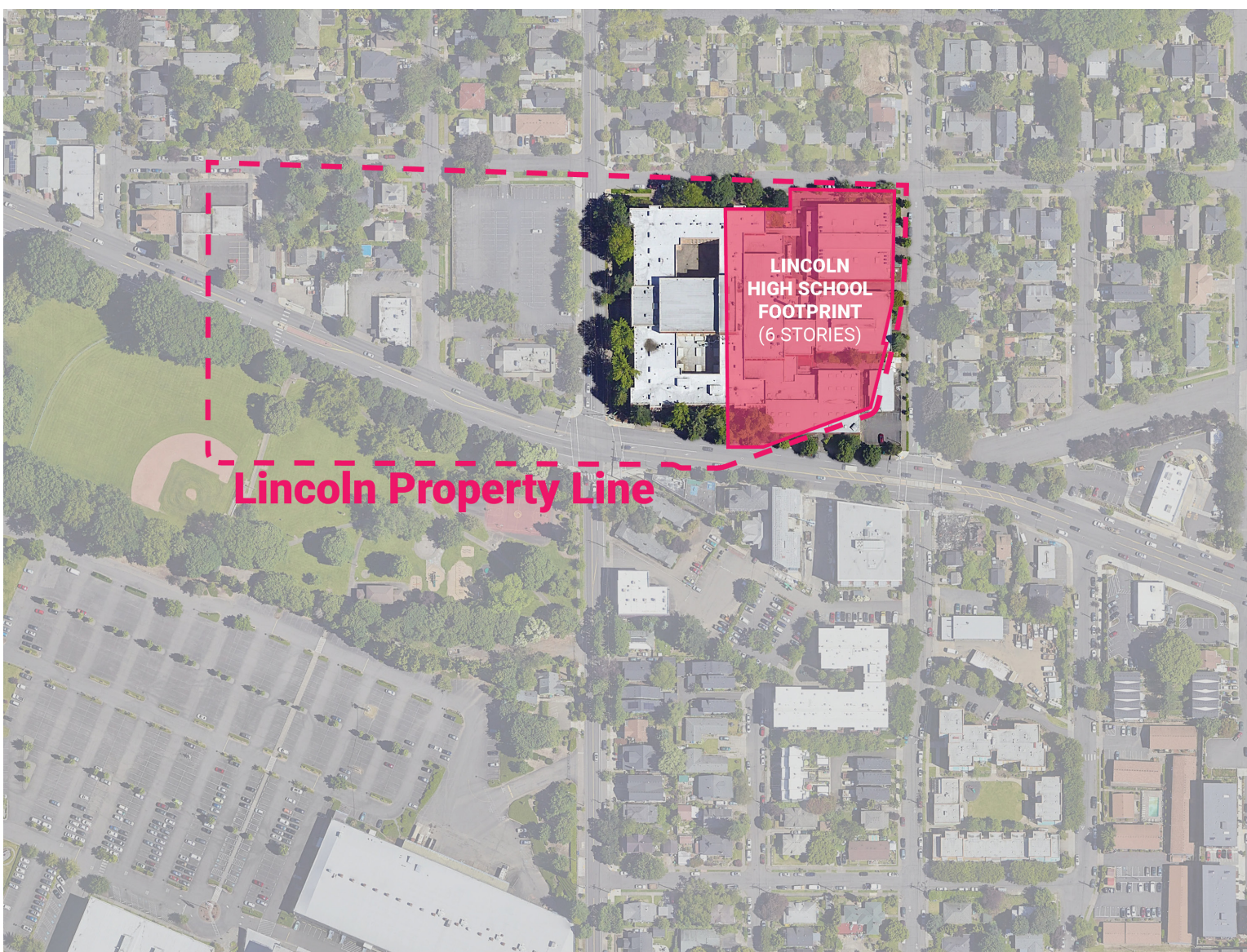


Site Size and Building Comparisons

CHS site vs. Grant or Lincoln



Low and long building



Tall and compact building

Comprehensive Plan Overview

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VOLUME 1

PPS CLEVELAND HIGH SCHOOL

COMPREHENSIVE PLAN

17 APRIL 2024

Volume 1, 1.1, 2
Volume 3 appendix

Vision & Goals

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.

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

Be good stewards of local taxpayer dollars and balance district-wide facility needs

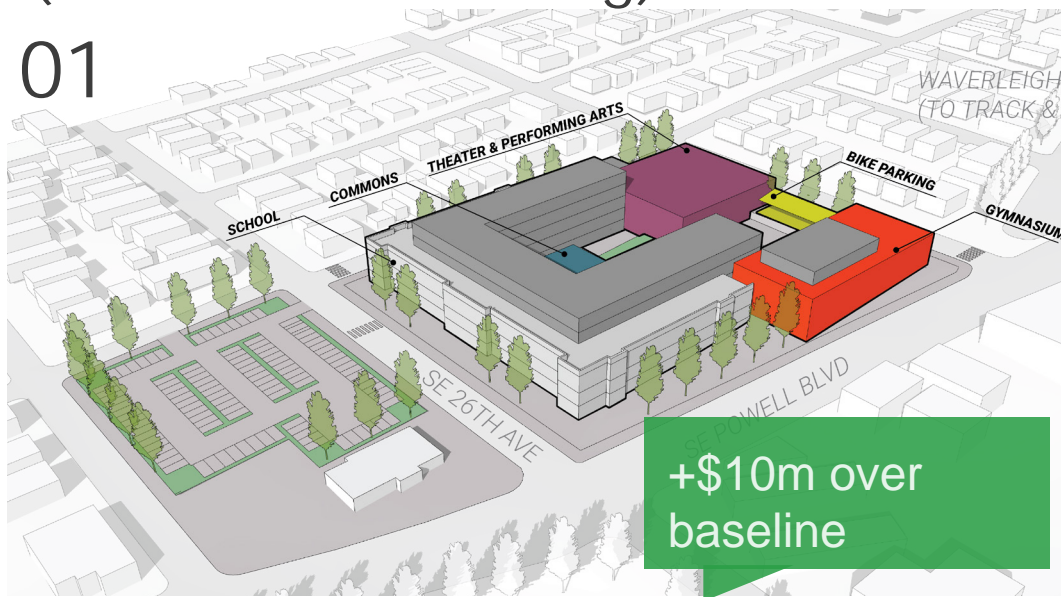
Recap

Concept Approaches

Consolidated
(One Property)

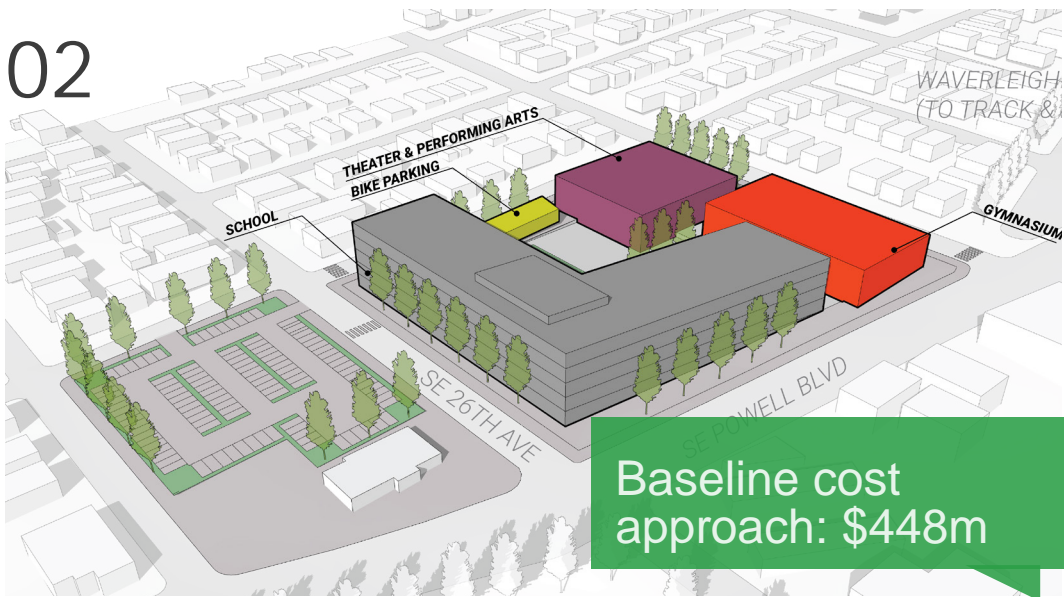
Partial Existing
(Retain 1929 Building)

01



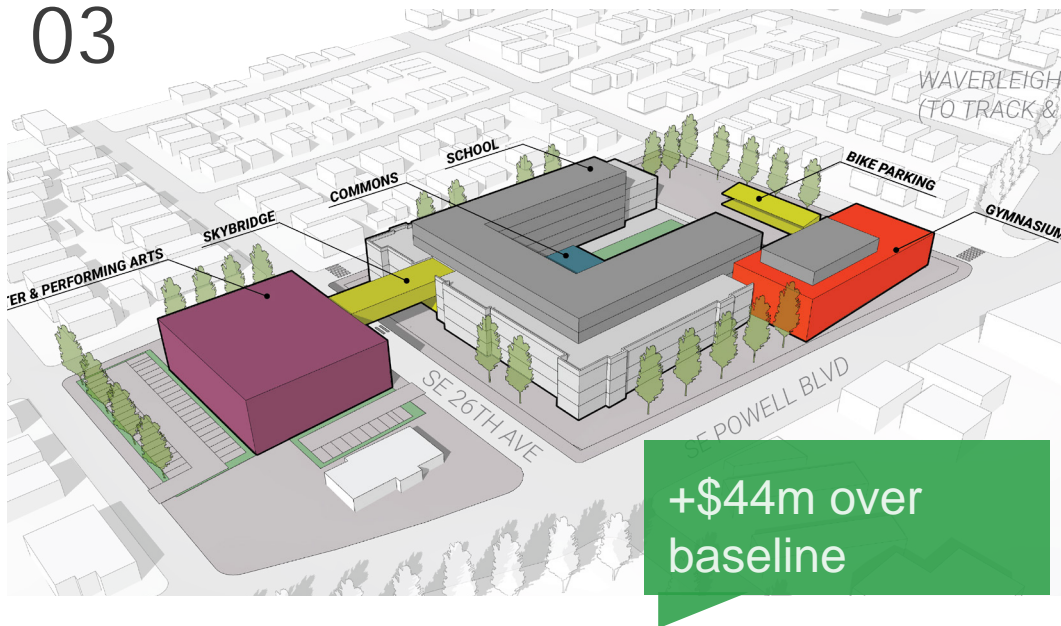
All New Construction

02



Distributed
(Two Properties)

03

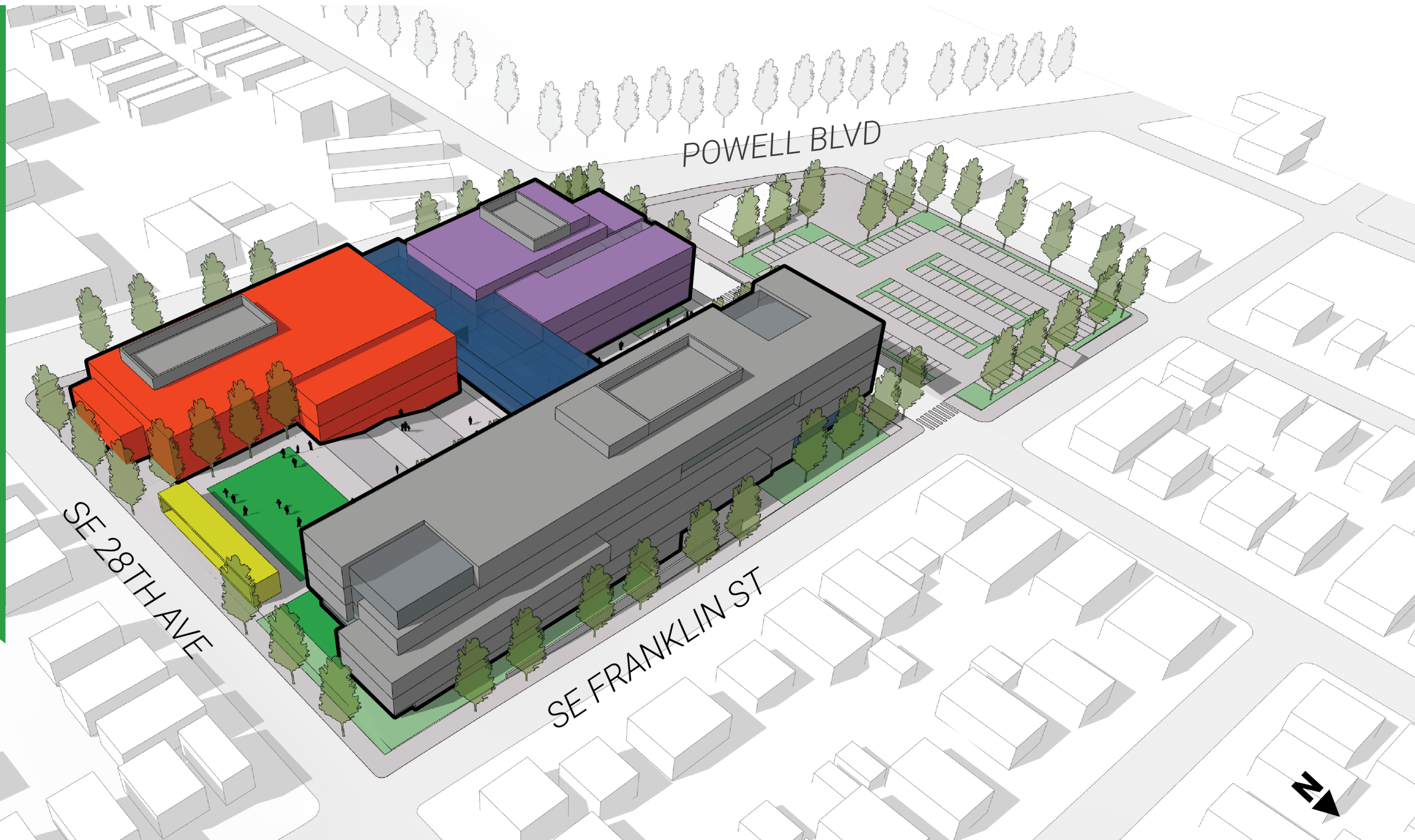


04



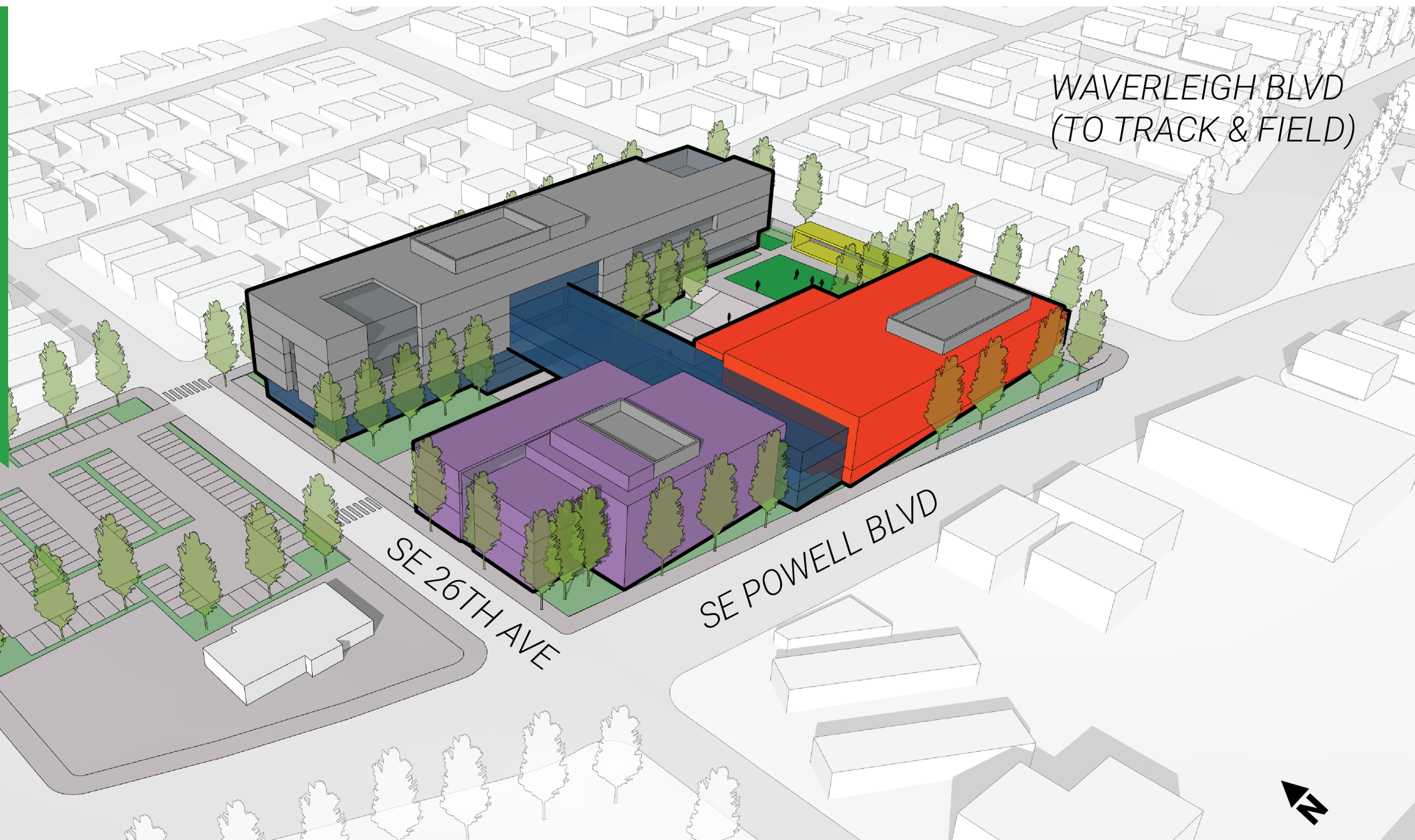
Recommended Approach

- > PPS Ed Spec: taller, more compact structures
- > Allows large open space for student use
- > Lowest-cost approach
- > Least-risky approach
- > Preserves space for CHS staff to park



Recommended Approach

- > 315,000-323,000 square feet
- > Mass Timber Construction
- > All-electric systems, highly efficient
- > Upgraded staff parking



Vision & Goals



Acknowledge
the Indigenous
legacy



Be good
stewards



Create a
welcoming,
inclusive
environment



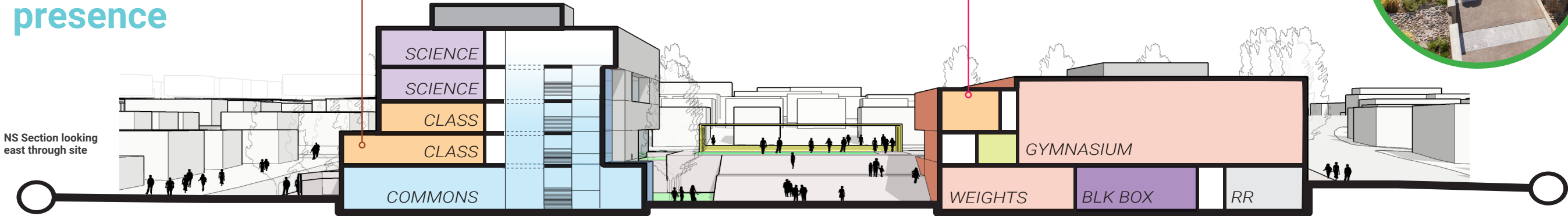
Enhance civic
presence

Extracurricular
excellence with
intercultural
understanding



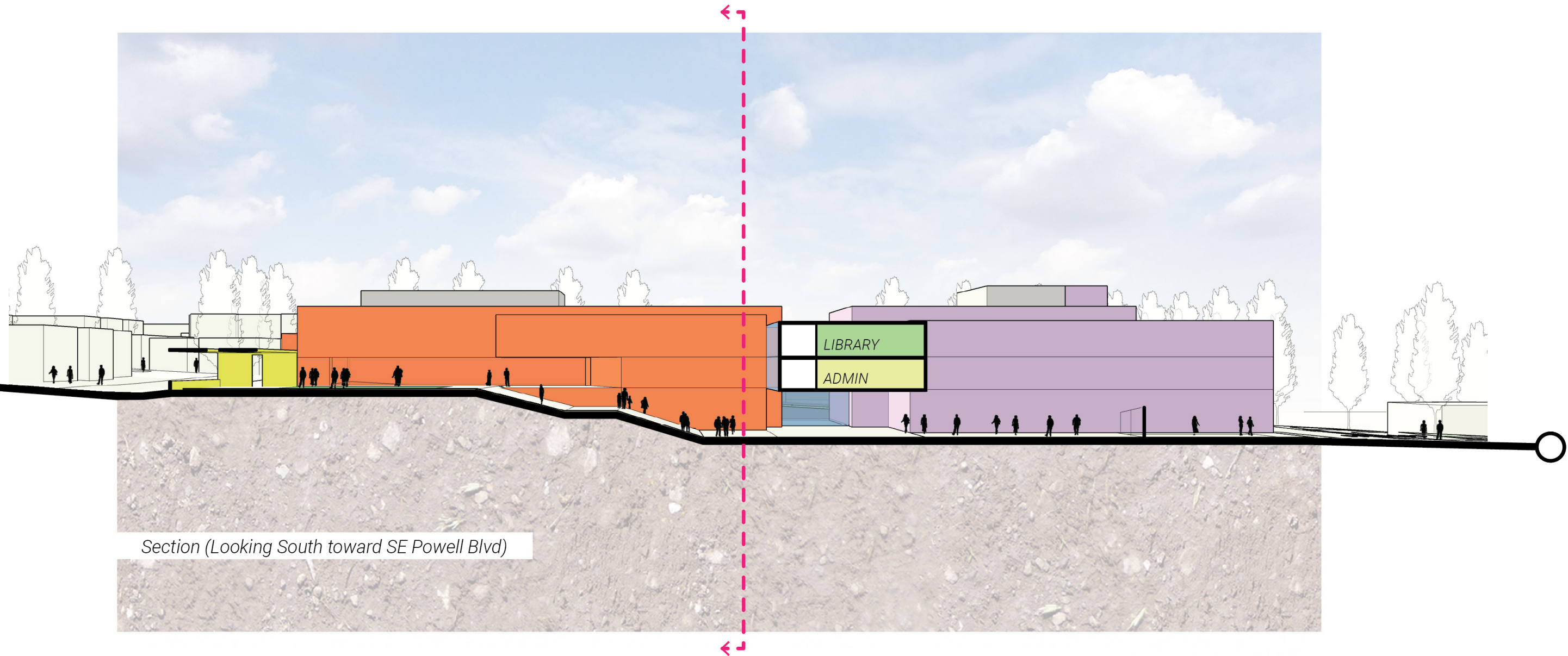
Promote health,
wellness,
and climate
resiliency

Improve
student safety



Developed Recommendation

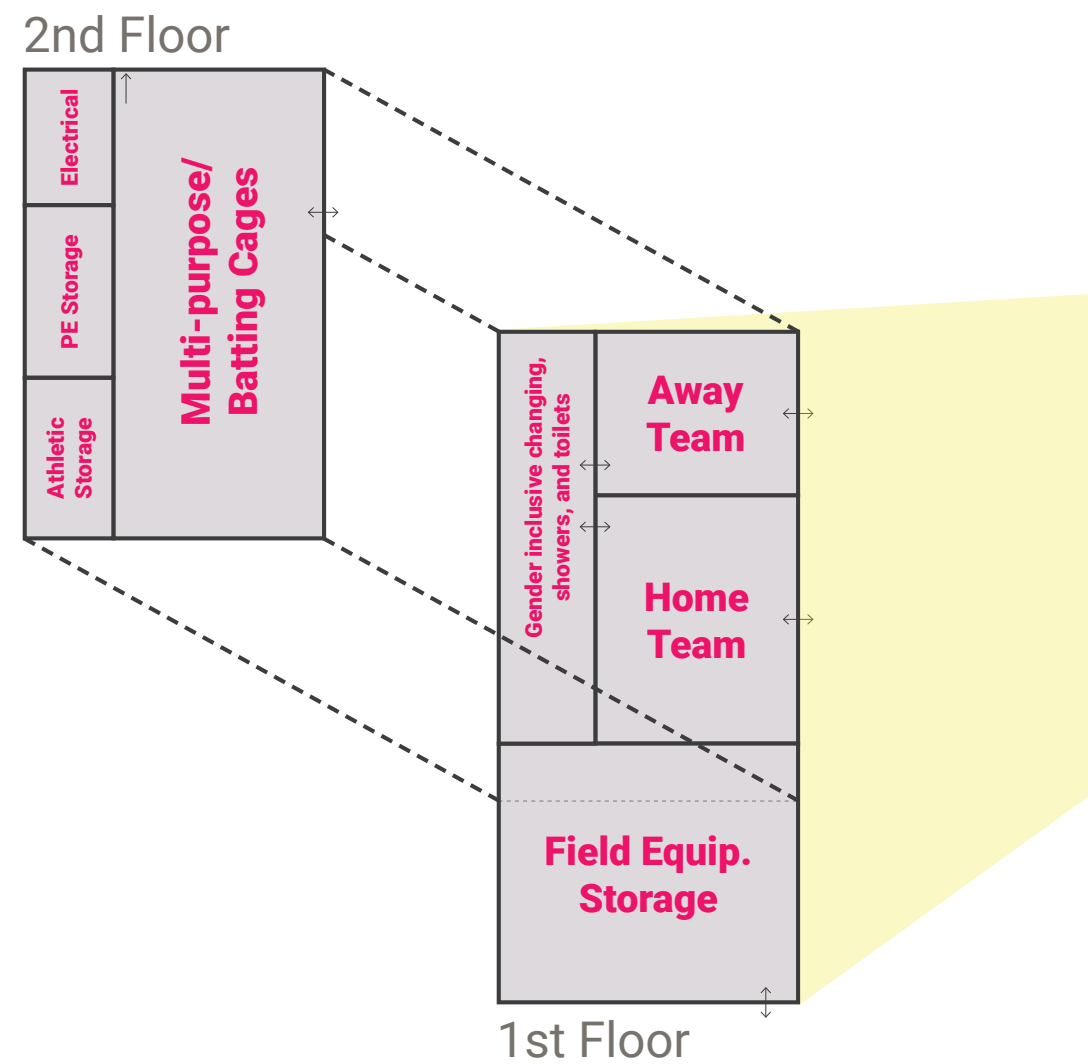
Cut view through site facing south



Site Connectivity



Field House Concepts



Variables within Option

Build 4 stories?

CONSIDER: 4-story buildings
WHY: constructability and cost

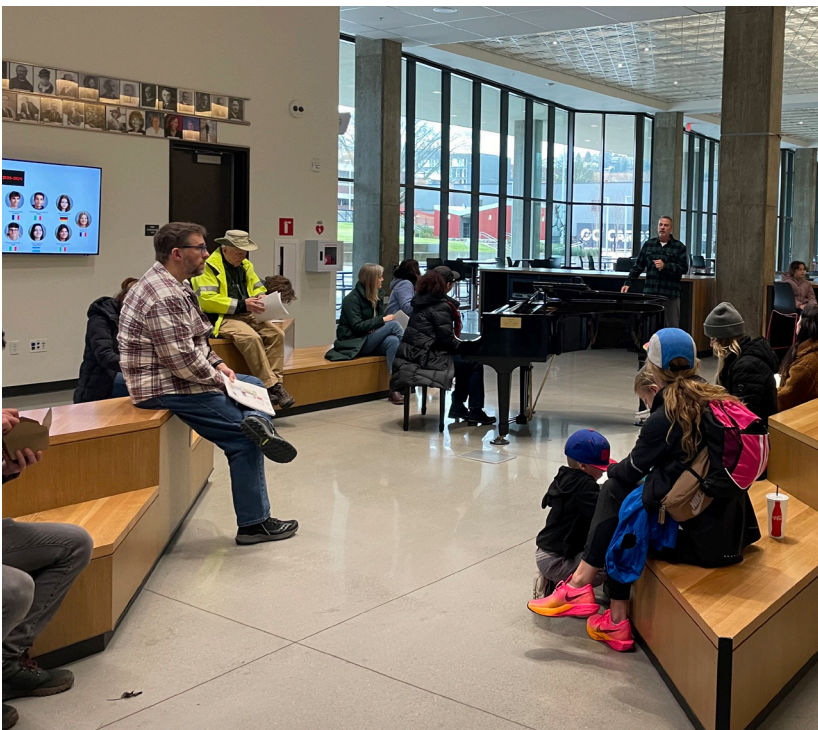
IF: costs are equal or lower



Engagement Process To Date

- > Comprehensive Planning Committee
- > School-Based Engagement
- > General Public
- > Community Based Engagement

Comprehensive Planning Committee



KEY MEETINGS:

- > CPC Meetings (6)

PPS HIGH SCHOOL TOURS:

- > Grant High School
- > Lincoln High School
- > Cleveland High School

School-Based Engagement

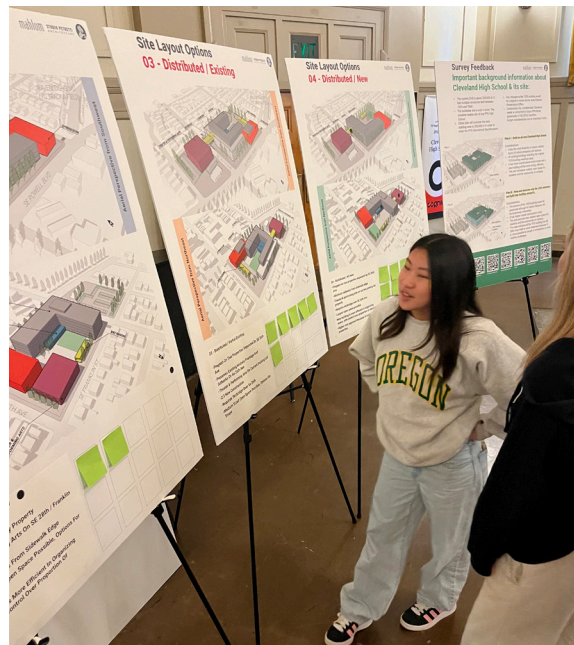


KEY MEETINGS:

- > CHS Leadership and CARE Leadership classes (approximately 60 students)
- > CHS Career Learning session (approximately 400 students)
- > CHS Staff (2 meetings)

SCHOOL-BASED GROUPS:

- > District-level Climate Response and Resiliency
- > District-level Athletics, Theater, and Career Technical Education



General Public



KEY MEETINGS:

- > Public Design Workshops (3)
- > Open House

PPS SURVEY:

- > Over 1400 respondents



Community Based Engagement (led by AfterBruce)

KEY-INSIGHT GROUPS:

- > Principal
- > Special Education Lead
- > Native Student Union Advisor/
College Coordinator
- > Advisors from affinity groups
- > School Social Worker
- > Immigrant and Refugee Community
Organization (IRCO)

COMMUNITY LISTENING SESSIONS:

- > Special Education (SPED)
- > Teachers, paraeducators and staff
- > Community Based Organization
leaders working with CHS
Community

CHS AFFINITY GROUPS

- > Students and families of Color
- > Broader community from
intergenerational families
- > Teachers and staff of Color
- > Student English Language Learners

Community Based Engagement (led by AfterBruce)

- > History matters in the way it invisibilizes
- > Center the voices of those who have been underrepresented
- > Creating spaces that invite pause can alleviate stigma
- > Design for the most impacted

Marginalized communities are especially interested in how they can be part of placemaking

Co-create opportunities to include students and families in design decisions that will most impact them

How can design normalize a culture of pause and rest?

Designing for a range of differences (beyond just compliance) will better serve all communities

Emerging Themes

Accessibility

- > Meeting students basic needs
- > Inviting + accessible services
- > Distributed programs + services

Wayfinding / Orientation

- > Vertical circulation
- > Horizontal circulation
- > Signage
- > Graphics

Choice

- > Scaling of spaces
- > Seating choices
- > Flexibility / Adaptability
- > Non-gendered toilets/changing rooms

Identity / Place Making

- > Social
- > Cultural
- > Community
- > Neighborhood
- > School Naming
- > Display / Artwork

Wellness / Biophilia

- > Biophilia
- > Materiality + texture
- > Access to resources
- > Well lit spaces, access to daylight

Process Questions?

- > What else would you like to know?
- > Are there other communities that should be included?

Activity: Program Adjacencies

- > Introduction (5 min)
- > Small-group work (25 min)
- > Share highlights (10 min)

Design Advisory Group

Next Steps

May 18	Public Design Workshop (10am-12pm)
June 6	DAG #2 (6-8pm)
Aug 1	DAG #3 (6-8pm)
TBD	Community Event
Sep 12	DAG #4 (6-8pm)
Sep 21	Public Design Workshop
Oct 15	DAG #5 (6-8pm)
Dec 5	DAG #6 (6-8pm)
Dec 14	Public Design Workshop



Link to PPS Cleveland Modernization website

Thank You!

HOME OF THE WARRIORS



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>

PPS Energy & Sustainability Standards

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

PPS Technical Design and Construction Standards

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

PPS Vision

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

PPS Long Range Facilities Plan

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

Purpose

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

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

Provide reference standards for building materials

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

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

Example

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

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

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

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

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

the CPC will use to:

recommend CHS-specific adjustments for specialized programs

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

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

reference LRFP for Planning Principles

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

The Design Advisory Group (DAG) will use to:

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

understand design team's approach

understand design team's selections

reference LRFP for Planning Principles

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