

mahlum **STUDIO PETRETTI**
ARCHITECTURE



AUGUST 1ST, 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 03

Agenda

- > Welcome - Warm-up Activity, Agenda, and DAG 02 Share-back (15 min)
- > Community Voice Share-back (15 min)
- > Building and Site Design (15 min)
- > Courtyard Development (15 min)
- > Activities (45 min)
- > Discussion & Close (15 min)

Introductions

The Team

Portland Public Schools



Erik Gerding
Sr. Project Manager



Hector Lopez
Project Manager

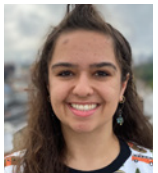
After Bruce



Thy Daniels
Project Manager



Ryan Fukuda
Engagement
Co-lead



Rhonda Teeny
Engagement
Co-lead

Mahlum



Abby Dacey
Principal-in-Charge



Chris Brown
Project Architect



Andrew
Weller-Gordon
Architect



Pip Allen
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

Mayer Reed



Anne Samuel
Landscape
Architect



Jeramie Shane
Landscape
Architect

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



DAG 02, June 7

DAG 02: Developing Design Values

Cleveland High School

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What do you envision for the new Cleveland High School?

What values or images support that vision?

CULTURE

COMMUNITY

EXPRESSION

SENSE OF PLACE

Sustainable

RAIN

RAIN

RAIN

Cleveland High School

mahlum STUDIO PETRETTI ARCHITECTURE

What do you envision for the new Cleveland High School?

What values or images support that vision?

I'd like to steer away from ultra modern. Focus on quieting energy and noise absorption. I like the opportunity for covered / convertible / pergola around the commons outdoor area. Also love the warmth mass timber and wood accents bring.

Cleveland High School

mahlum STUDIO PETRETTI ARCHITECTURE

What do you envision for the new Cleveland High School?

What values or images support that vision?

Opportunities for student art and connections to nature.

DAG 02: Landscape Activities and Style

Which types of spaces would you prioritize?

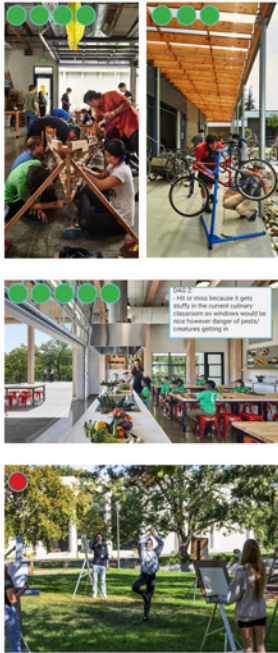
THIS

- > Reflects this location
- > Represents CHS
- > Feels like an exciting place to go to school

Not THAT

- > Doesn't feel right for this location
- > Doesn't feel like a High School
- > Not Welcoming

Outdoor CTE Project Space



Large Scale Gathering



Medium Scale Gathering



Small Scale Gathering



Fitness



Green & Natural Views



Botanical Educational Landscaping or Gardens



DAG 02: Building Look and Feel

*I think the new
Cleveland High School
should look like...*

THIS

- > Reflects this location
- > Represents CHS
- > Feels like an exciting place to go to school

Not THAT

- > Doesn't feel right for this location
- > Doesn't feel like a High School
- > Not Welcoming

Place **green** circles on images that you think DO look like the future CHS

Place **red** circles on images that you think DO NOT look like the future CHS

Place **comments** on images here!

DAG 1 Notes:

- Too skyscraper-y
- Too much like a mall.
- Yes, to natural light. Bonus points for exposed structure. Buildings are great teachers of physics and engineering!

DAG 1 Notes:

- The nature and wood look is appealing.
- Covered outdoor space. Way more useful.
- In Portland, as we learned during COVID, we need covered outdoor spaces.

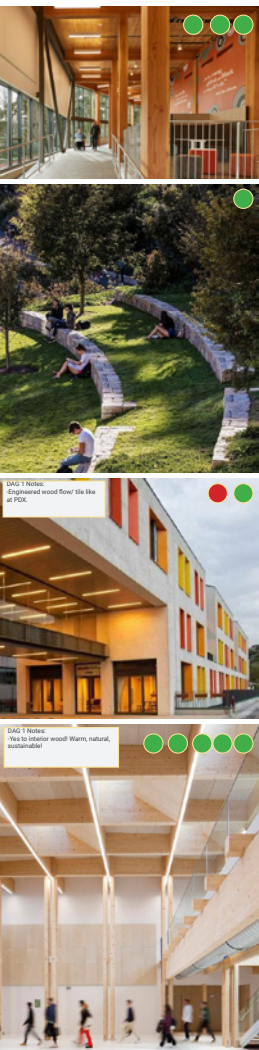
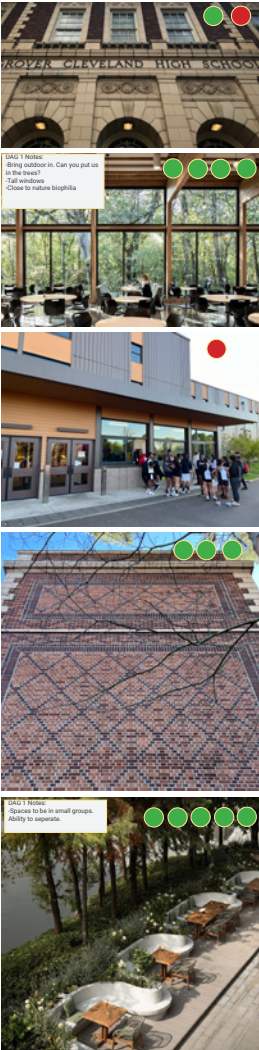
DAG 1 Notes:
- Too institutional

DAG 1 Notes:

- Keep inscriptions identifiable part of school identity by design.

DAG 1 Notes:

- Place should be grass, green.



DAG 02: Building Entry and Heart

Building Entry and Heart

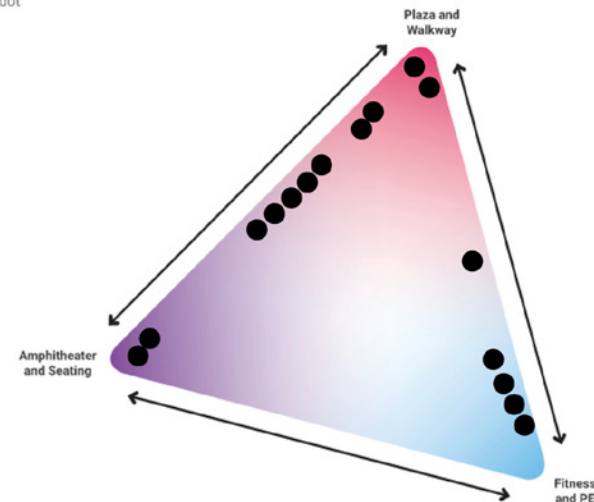
mahlum STUDIO PETRETTI ARCHITECTURE 

A large courtyard allows for a large variety of spaces for students to gather, study, learn, socialize, eat, and be active. Would you rather see . . .

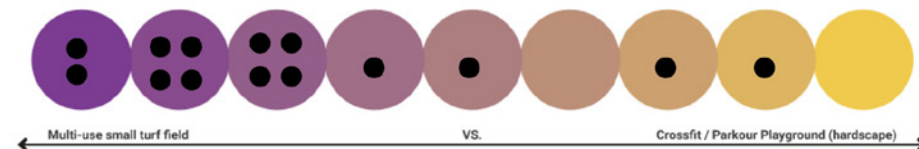
Place one dot on each black line to indicate where you fall on the spectrum

If part of the courtyard is covered, which uses would you prioritize?

Place one dot



If there is a fitness zone, should it be...



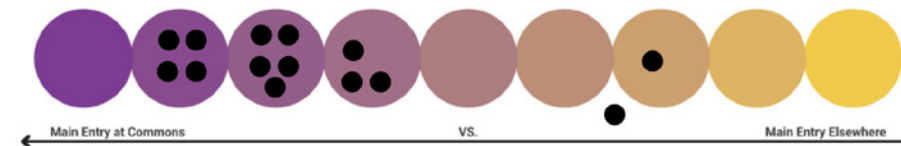
Building Entry and Heart

mahlum STUDIO PETRETTI ARCHITECTURE PPS

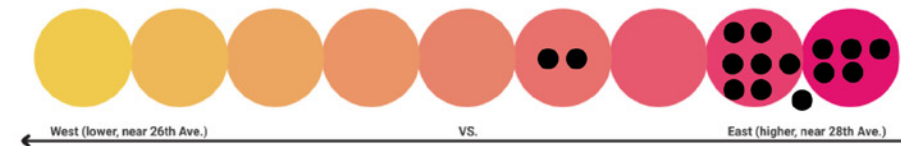
With a new building, CHS has the opportunity to rethink how students arrive at and occupy the site. The main entrance isn't constrained by the existing building and new outdoor space allows students to be outside safely. Would you rather see . . .

Place one dot on each black line to indicate where you fall on the spectrum

Where should the Main Entry be?

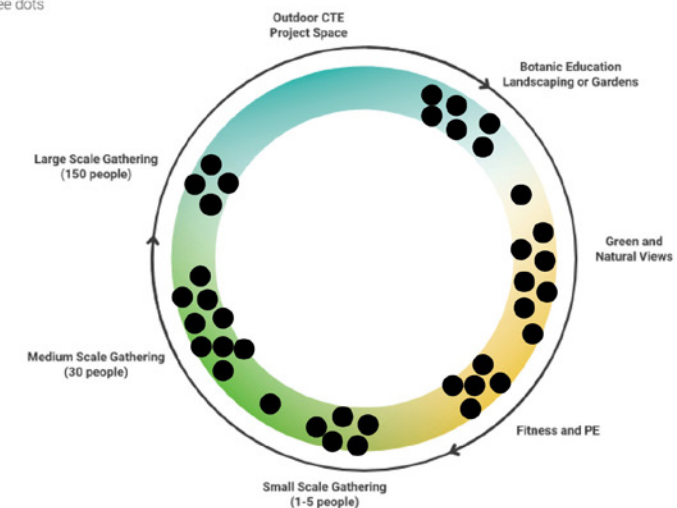


Where should the Outdoor Heart of campus be?



Which types of spaces would you prefer?

Place three dots

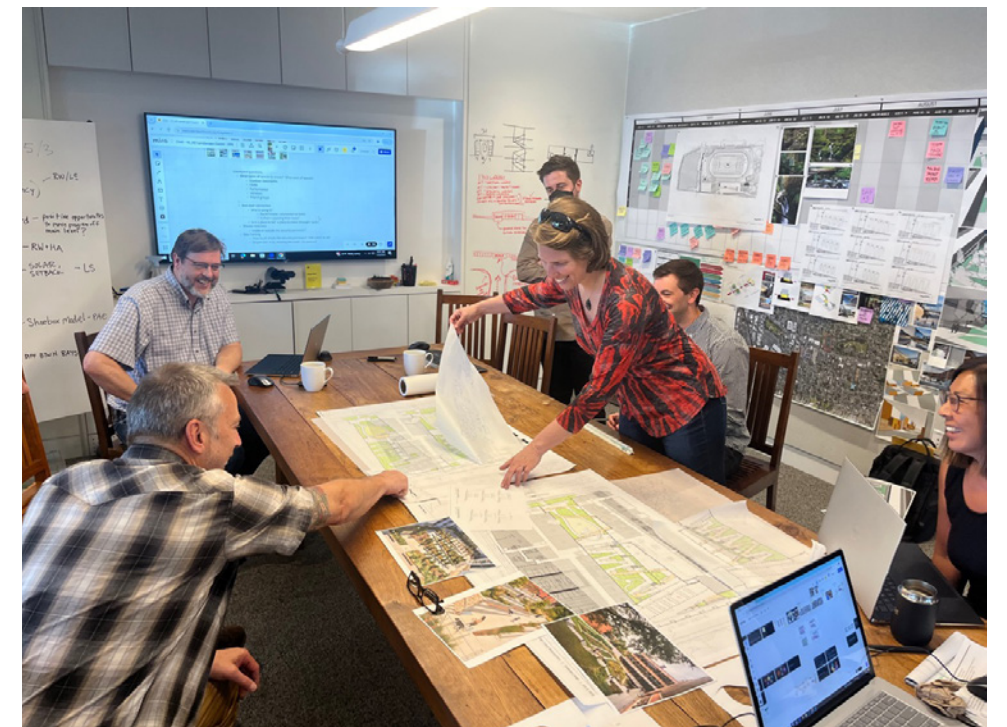


DAG 02: Interactive Model



Meanwhile...

- > Key Insight Interviews
- > Production Charrette
- > LEED and Sustainability studies
- > Consultant Meetings
- > City permitting meetings
- > Landscape design
- > Building plans & massing
- > Building tours



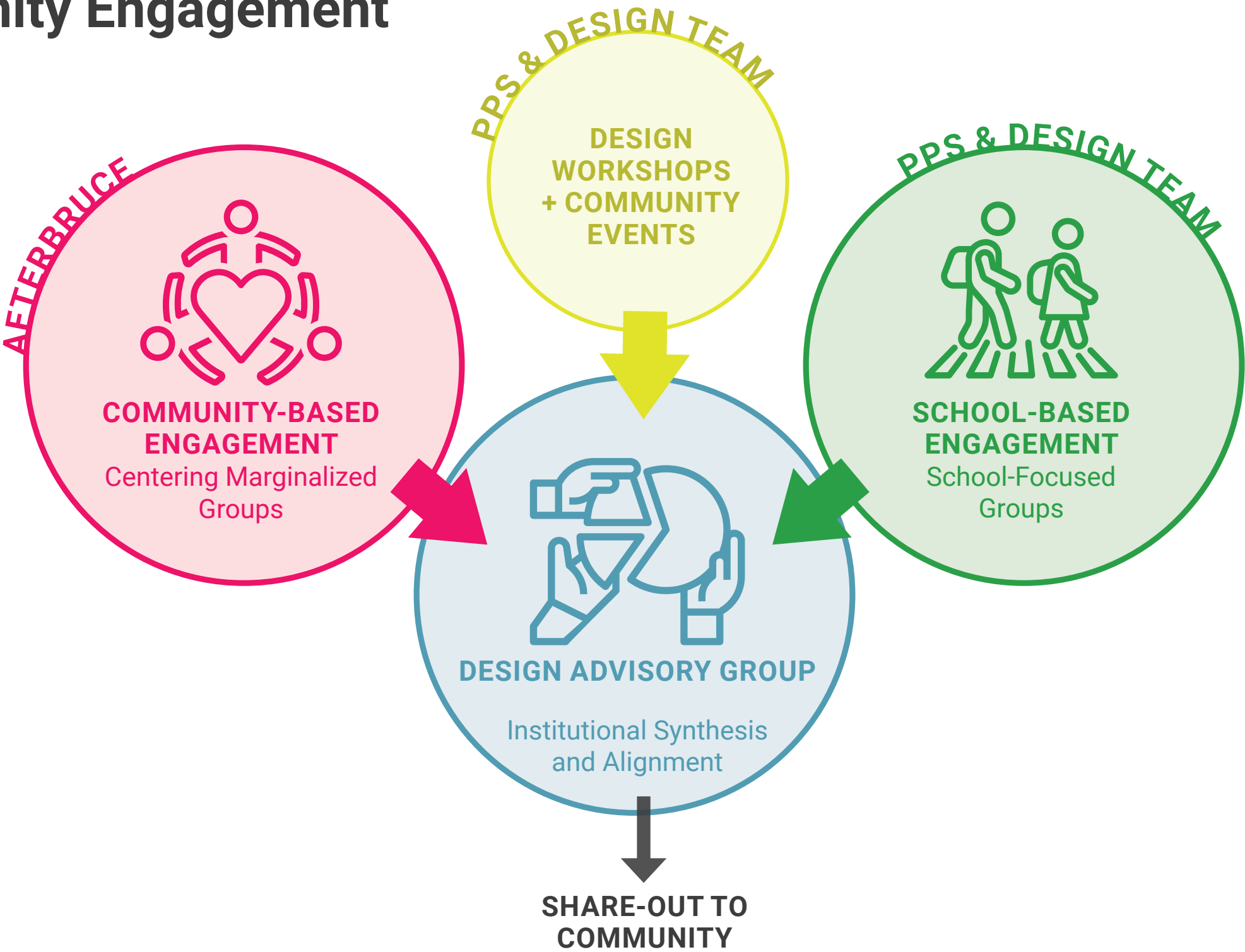
Today's Focus:

Share how community input has impacted the design

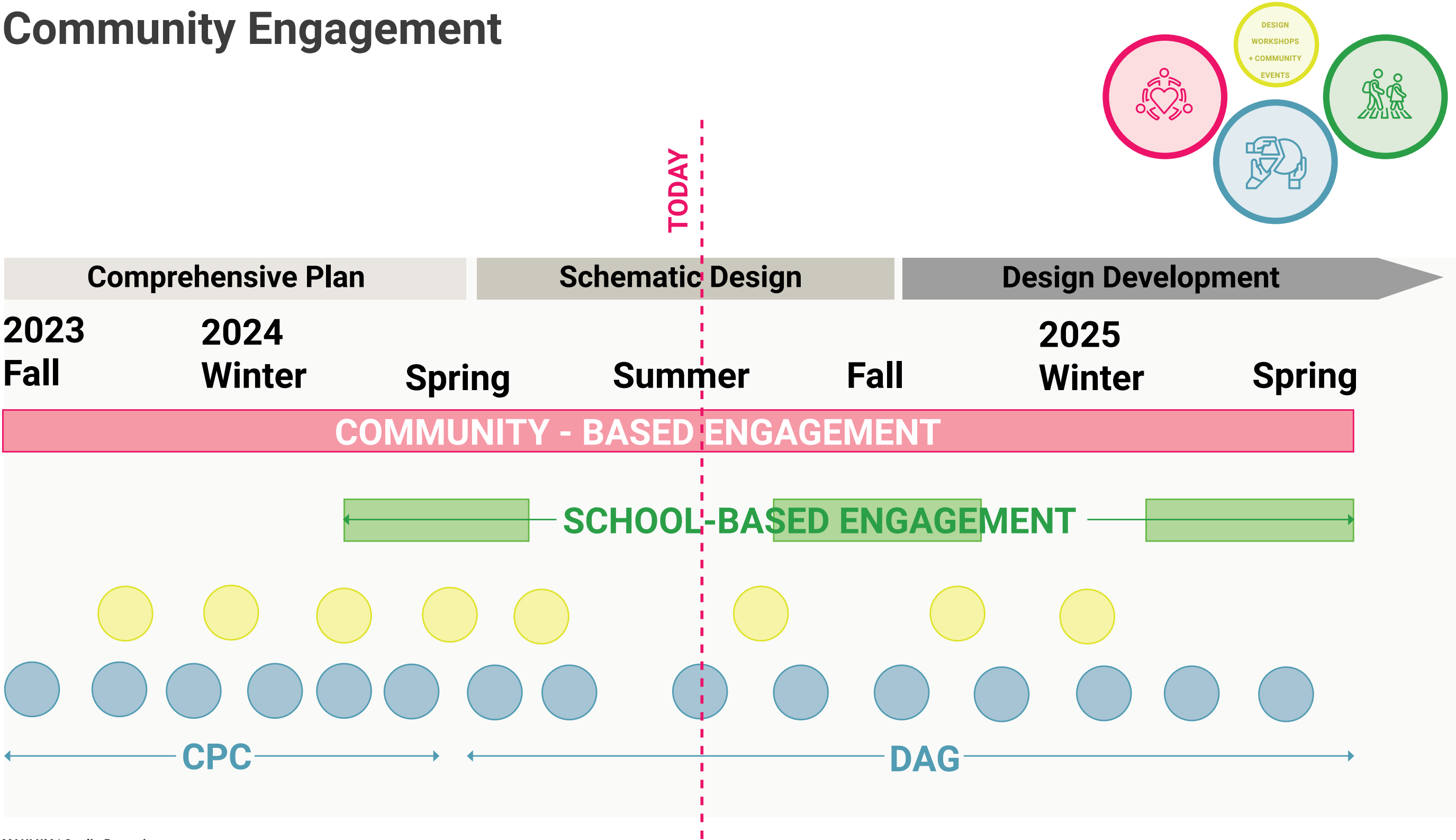
Community Voice

Community Engagement

Overview



Community Engagement



Community Engagement

Updates

Listening Sessions

- > All Audiences (Comprehensive Phase)
- > Native Student Union Group
- > Research

Insights and Recruitment: Schematic Design Phase

- > Special Education & Disabled and Neurodivergent Student Union
- > Feeder Schools
- > School Social Worker
- > Student Affinity Group Advisor
- > Parent & Equity Caregiver

Community Engagement

New Input

Accessibility

**Wayfinding /
Orientation**

Choice

**Identity /
Place Making**

**Wellness /
Biophilia**

Listening Sessions

- > A dedicated space to gather
- > Reimagining visibility with students

Insight Interviews

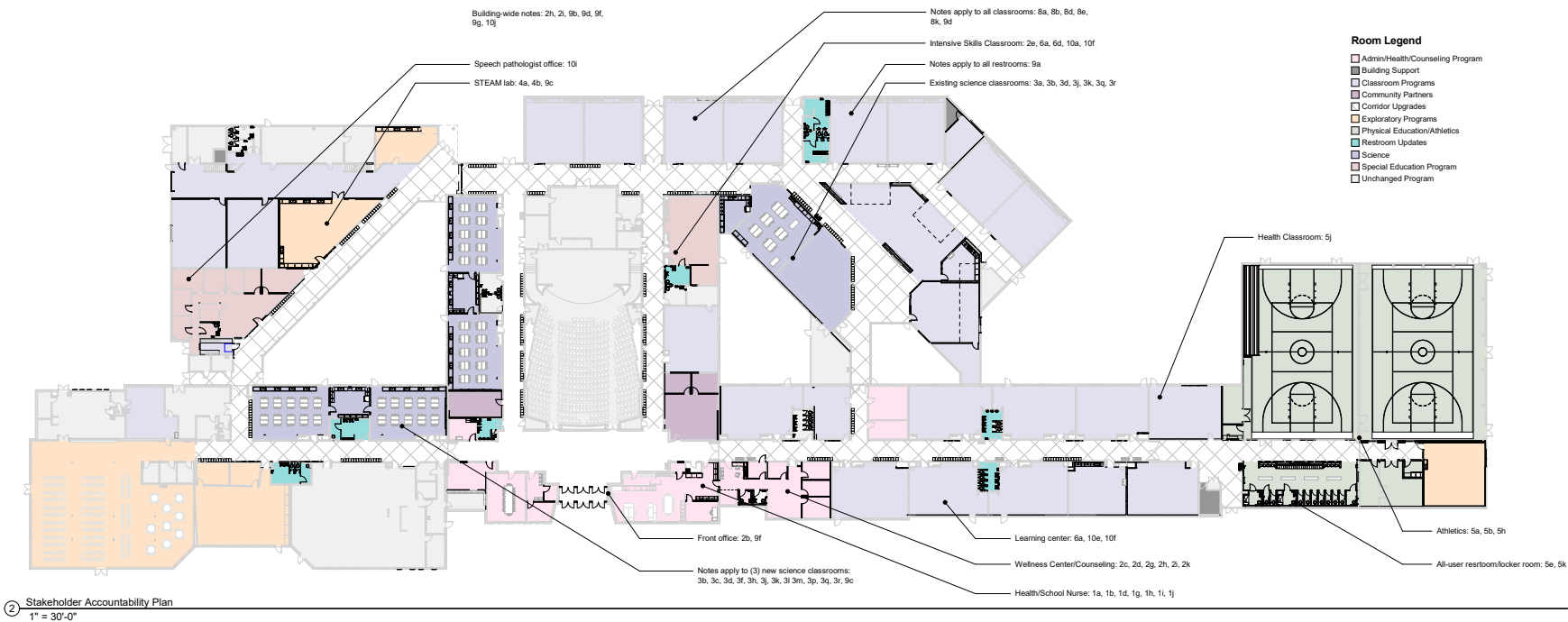
- > Barriers hinder participation
- > Engagement efforts should be flexible and responsive to ongoing feedback

Accountability Matrix

In Development

User Experience				
What we heard	Reference/source	Design approach	Status	Drawing Reference (future)
Physical accessibility is important - elevators, railings on stairs, navigational elements	Listening Sessions (SPED, DANSU)	There will be an elevator in each wing (north, south), located near the main staircase. Every stair will have railings; some might have central railings as well. Wayfinding will be incorporated into the final design.	in plans; railings and wayfinding in development	sheet x/x

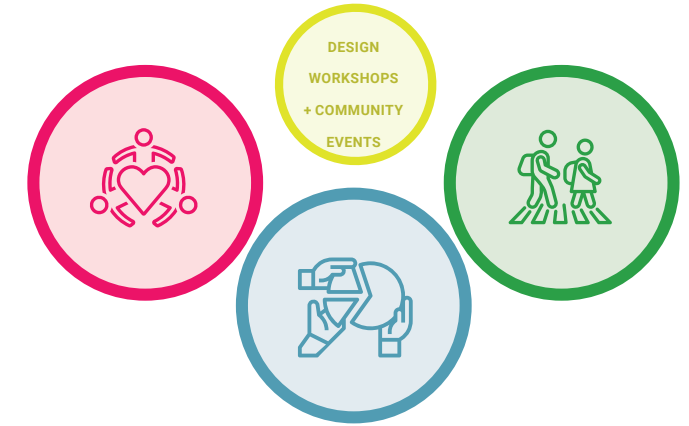
Example drawing



a. Direct access to storage from CTE classrooms	✓
c. Highly mobile furniture preferred	By PPS
5. PE, 05/17/22 User Meeting	
a. Storage	✓
b. Direct access to PE spaces from storage	✓
c. PE does not need showers but recommends 1-2 showers for school use	✓
d. Changing rooms preferred	□
e. All user changing/locker/shower rooms preferred	✓
f. New basketball hoops	□
g. Skylights requested	✗
h. Demo bleachers	✓
i. Prefer solid rose aluminum bleachers	✗
j. Dedicated health classroom near gym	✓
k. Bathroom with direct gym access	✓
6. Special Education, 05/17/22 User Meeting	
a. Special Education Resource Spaces would ideally be centrally located	✓
b. No access to courtyard preferred	□
c. Consider courtyards for de-escalation	✗
d. No door needed between student space and de-escalation space, provide a wide opening	✓
8. General Classrooms, 05/17/22 User Meeting	
a. One projection wall (long wall) and one whiteboard wall preferred	✓
b. Overhead projectors preferred	✓
c. Rectangular rooms with access to natural light are preferred for classrooms	□
d. Need functional climate control	✓
e. More and distributed power access	✓
f. Consistent functional audio and internet	By PPS
g. Sinks and drinking fountains preferred in classrooms	✗
h. Powerd desks preferred	✗
i. Desk space to accommodate paper and laptop simultaneously	By PPS
j. More collaboration tables	By PPS
k. Replace chalkboards with whiteboards	✓
l. In room chromebook charging preferred	By PPS
m. Lockable storage in each classroom	By PPS
9. Community Open House 5/31/22 - Priorities	
a. Restroom repair and refresh, including ADA accessibility	✓
b. Heating and cooling improvements for more comfort and consistency	✓
c. New STEAM lab and science classrooms	✓
d. Refresh and repair general, art, and PE instructional spaces	✓
e. Leftover branding from Binnemead - interest in celebrating and building current HP identity	□
f. Classroom/student safety and security, visibility from front office	✓
g. Safety related to maintenance	✓
h. Safety related to seismic	✗
i. PTA space	✓
10. Special Education Focus Meeting 7/19/22	
a. Intensive skills classroom to have access to a special needs toilet	✓
b. Special Needs Toilet room to be sized to accommodate support person, adult-sized changing table, Learning Centers are the same size as General Classrooms but will have different furniture	By PPS
c. Social & Emotional Classrooms are the same size as General Classrooms but will have different furniture	✗
d. Social & Emotional Classrooms/Learning Centers need de-escalation space	✓
e. Special Education spaces to be distributed through the school, integrated	□
f. Special Needs Spaces have specific lighting requirements	□
g. Psychologist requires enough space for testing	□
h. Speech Therapist needs space to work with small groups	✓
i. The school must be fully ADA compliant for students requiring Special Education to attend	✗

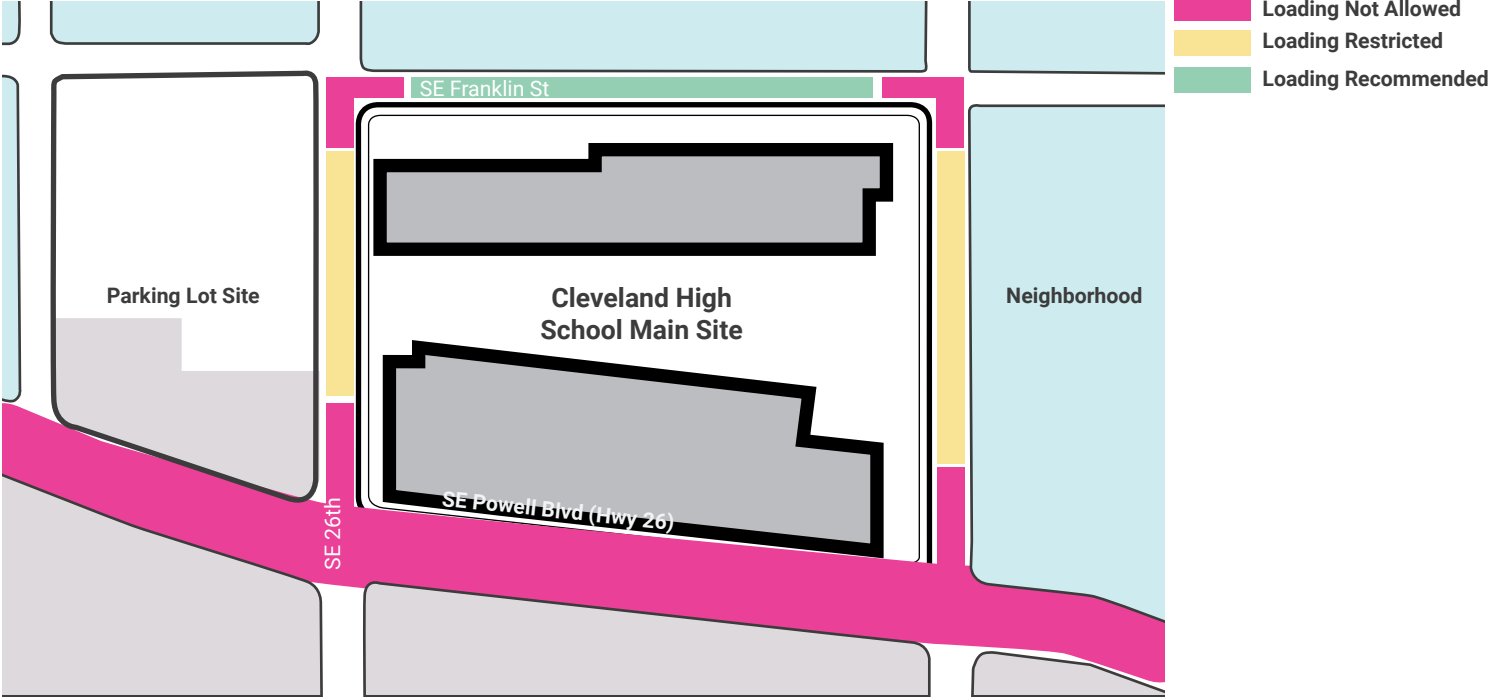
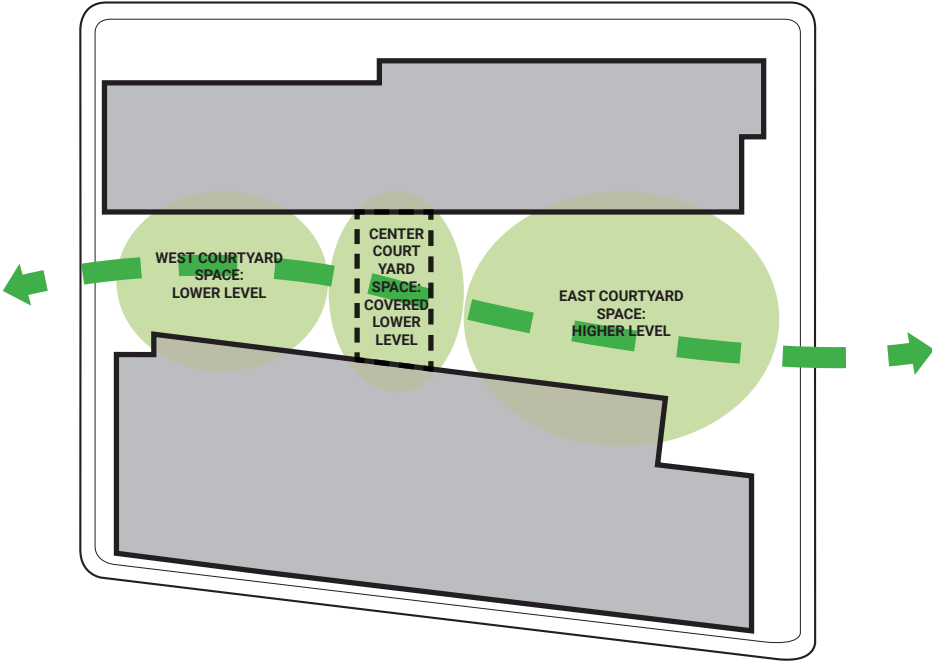
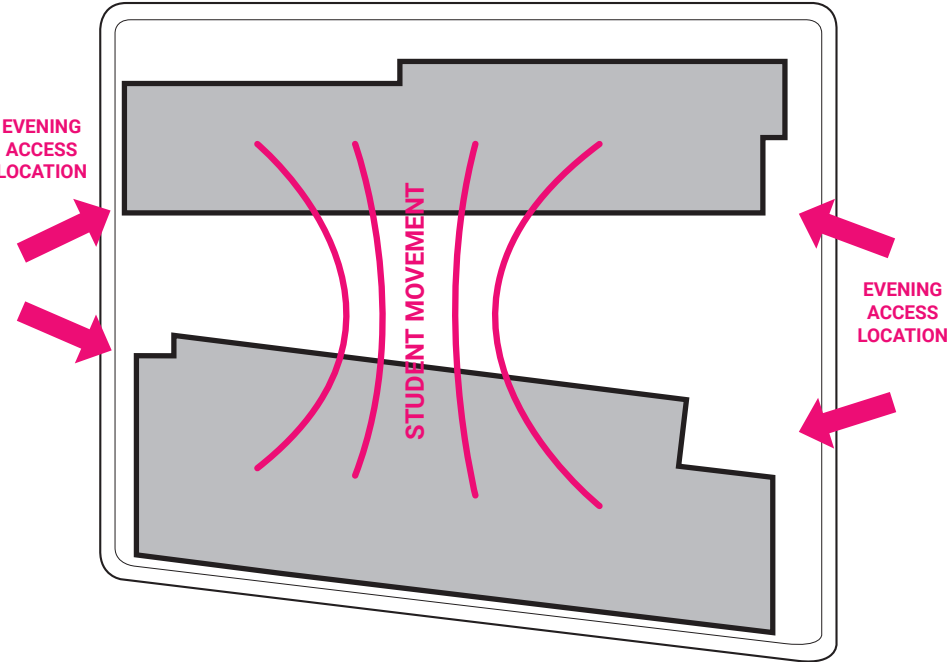
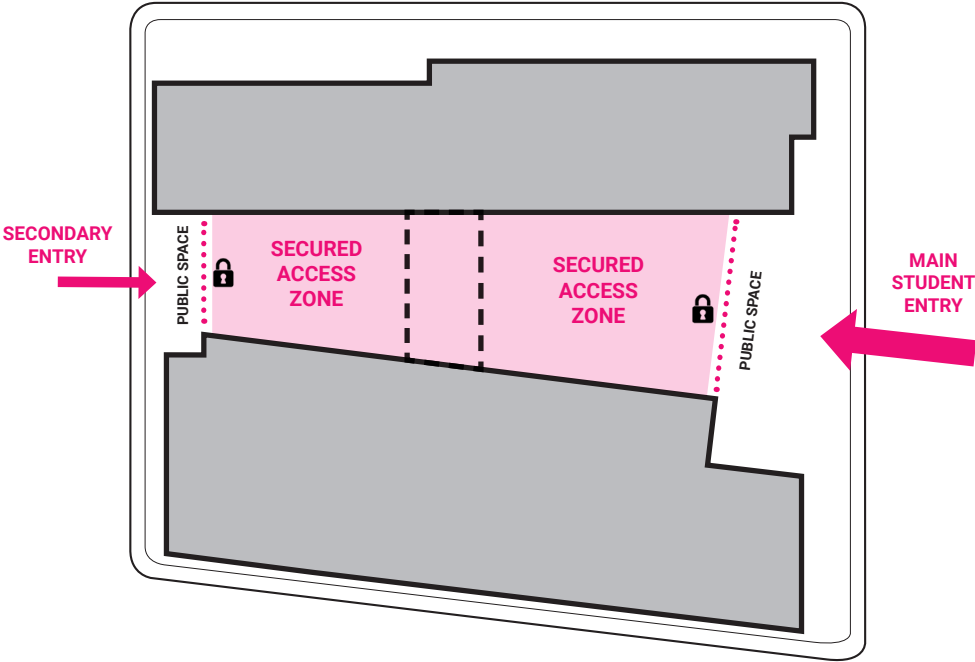
Upcoming Community Engagement Events

- Listening Session Three: Parents - August
- Student event at CHS: August 20-21
- Focus groups with District and CHS staff: August - September
- DAG 04: September 12
- Listening Session Four: Affinity group students and student leaders of color - September/October
- Listening Session Five: Special Education Faculty, staff and students, and DANSU students - September/October
- Listening Session Six : All Enhanced Engagement Audiences - October
- Listening Session Seven: Native Students Part 2 - October

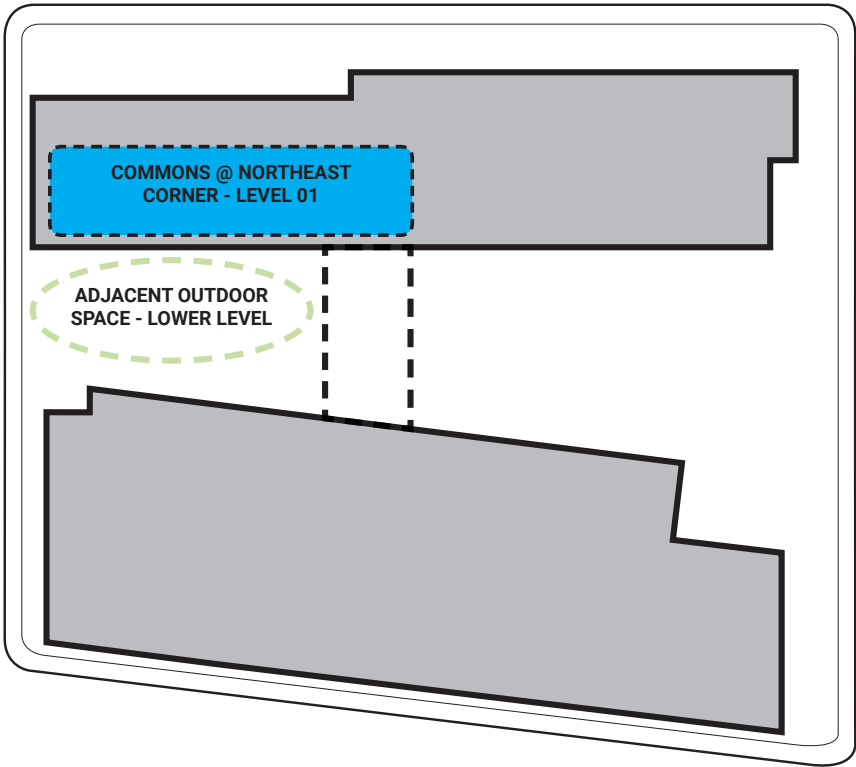


Design Updates

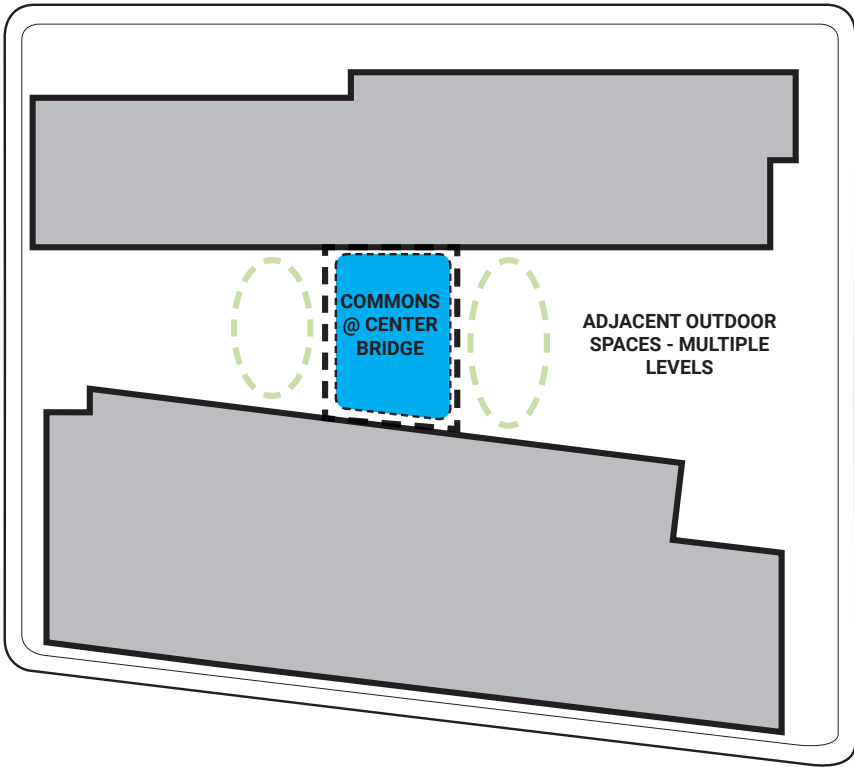
DAG 02: Building Organization



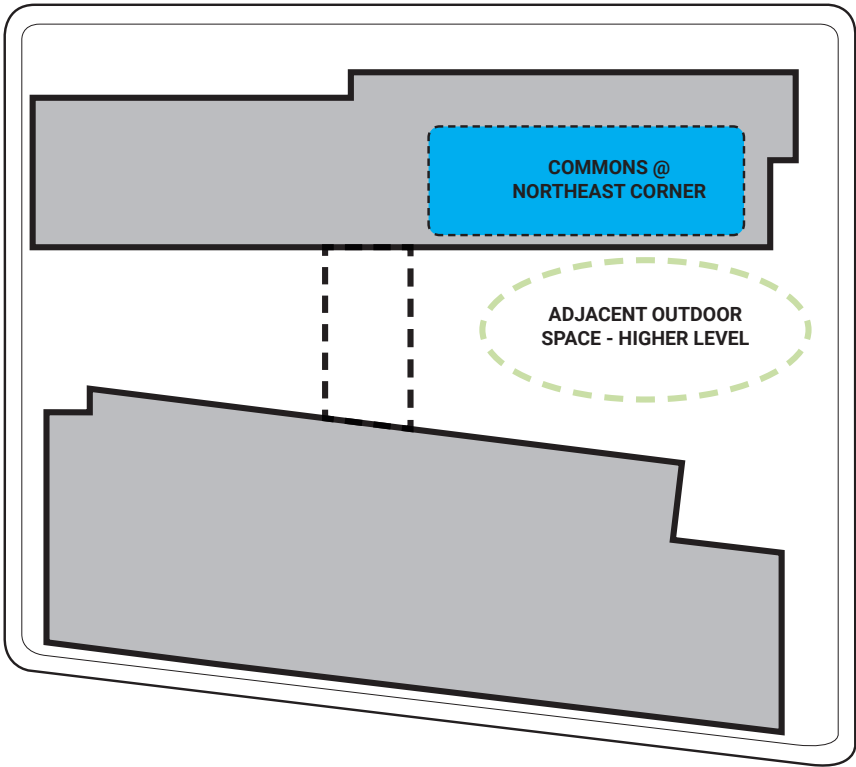
DAG 02: Building Organization



26th Ave Commons



Central Commons

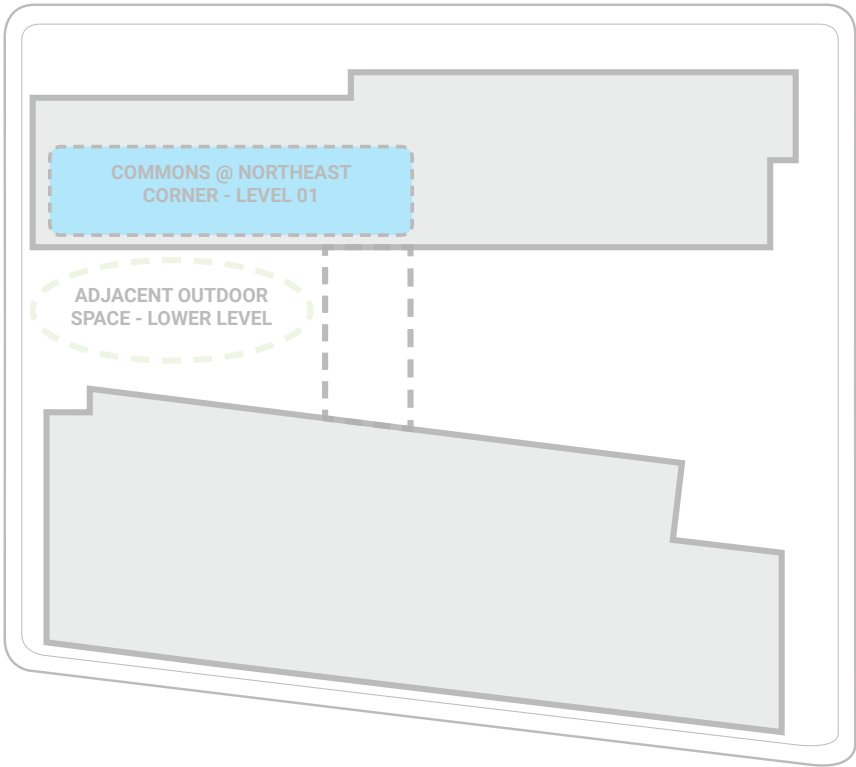


28th Ave Commons

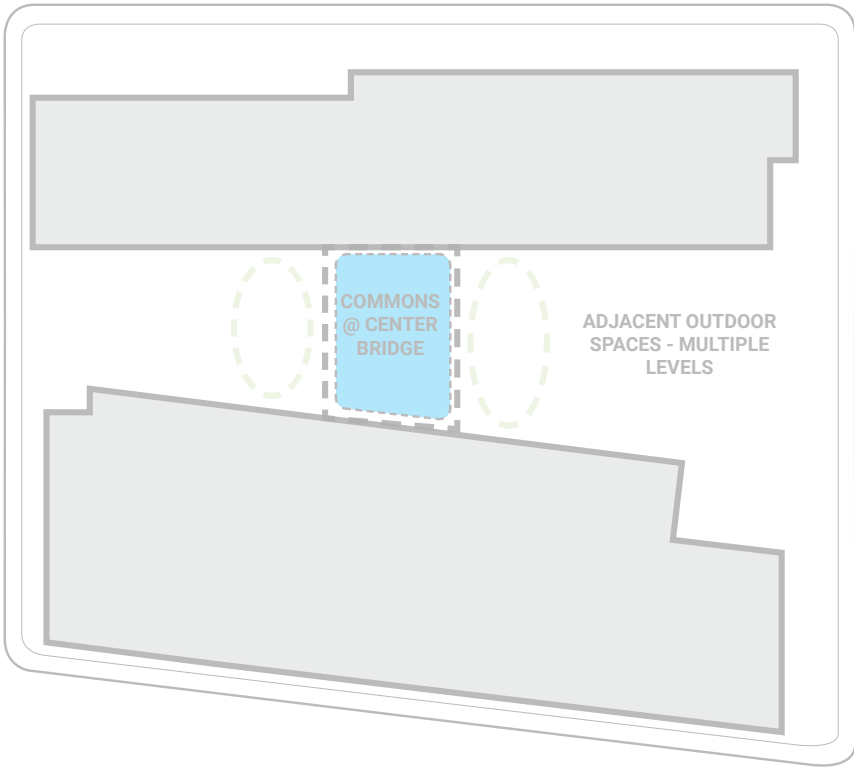
Testing Entry and Commons Locations



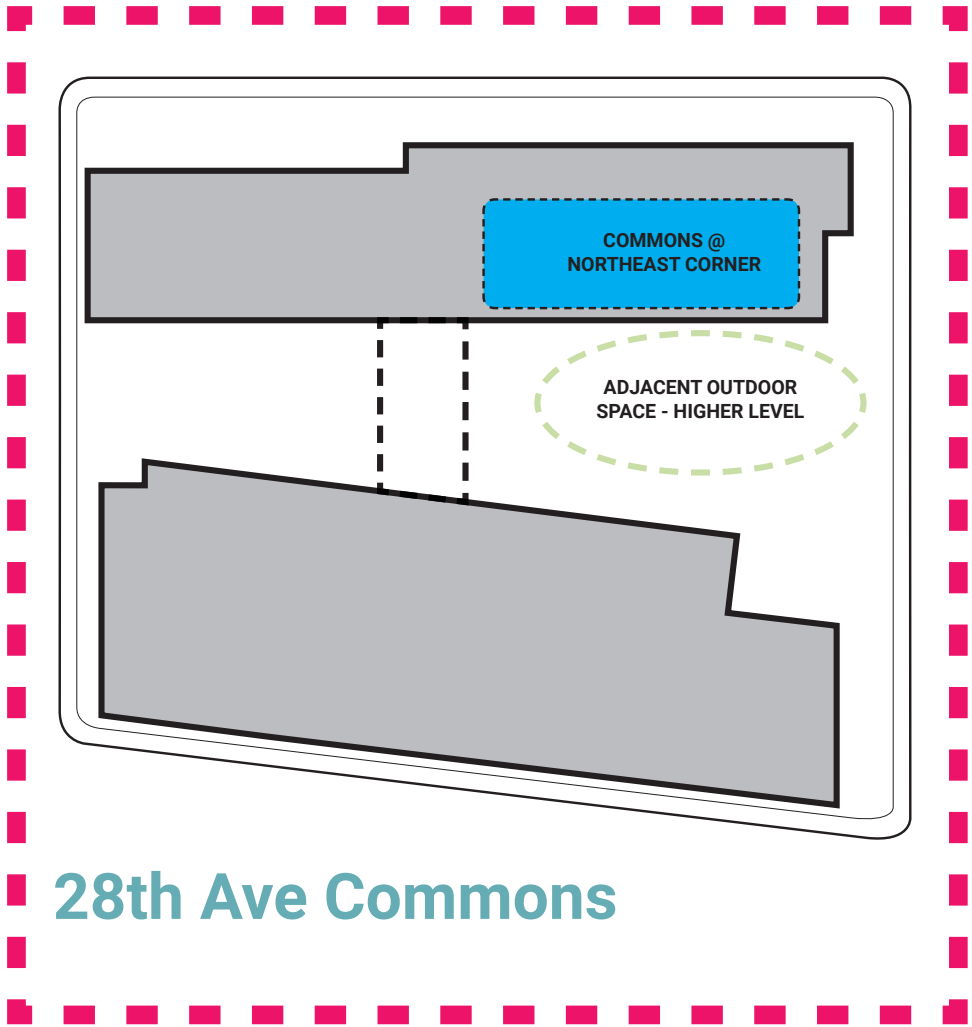
Courtyard and Commons Alignment Options



26th Ave Commons



Central Commons



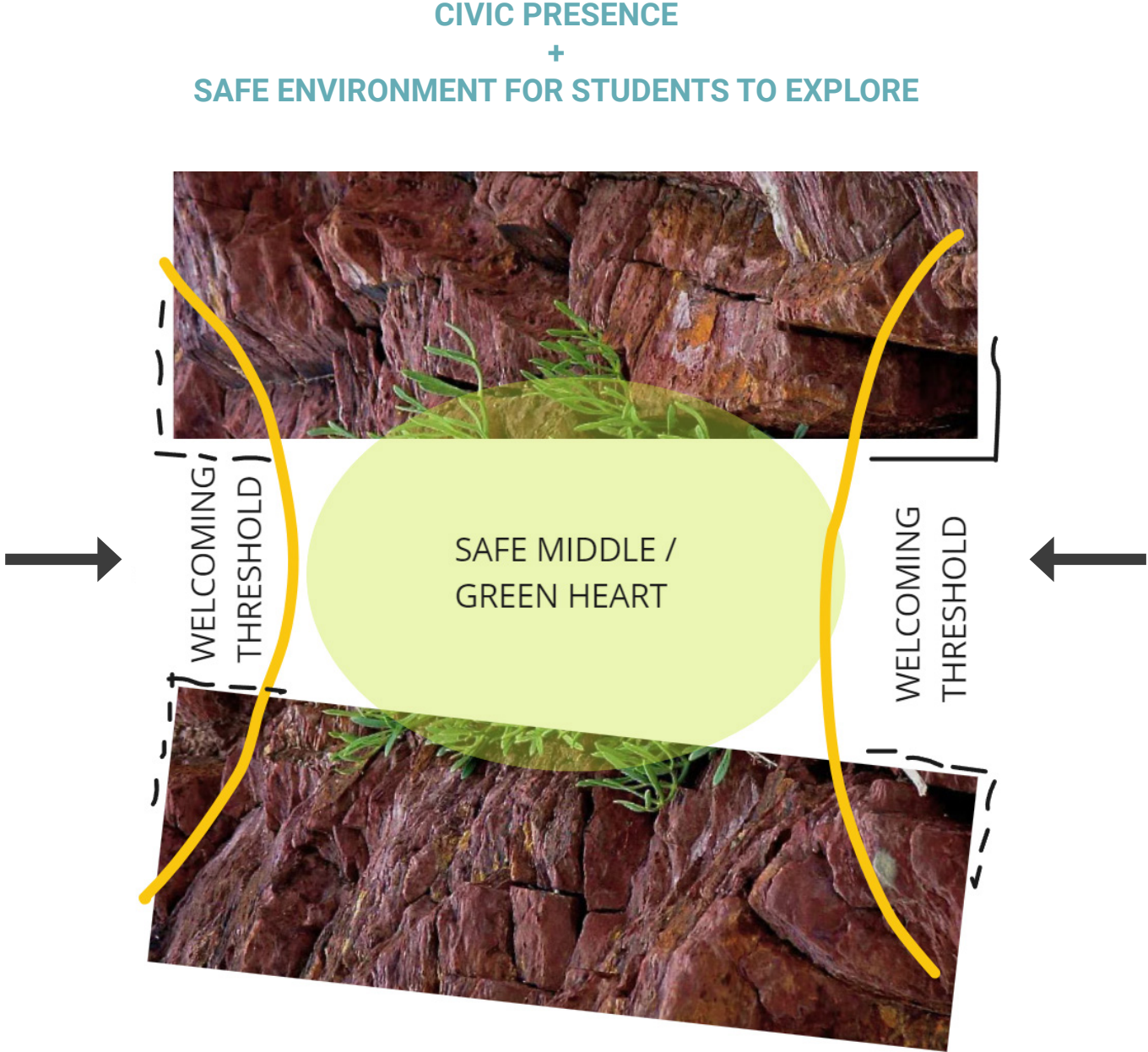
28th Ave Commons

Design Concept

CURRENT CONDITION



Design Concept



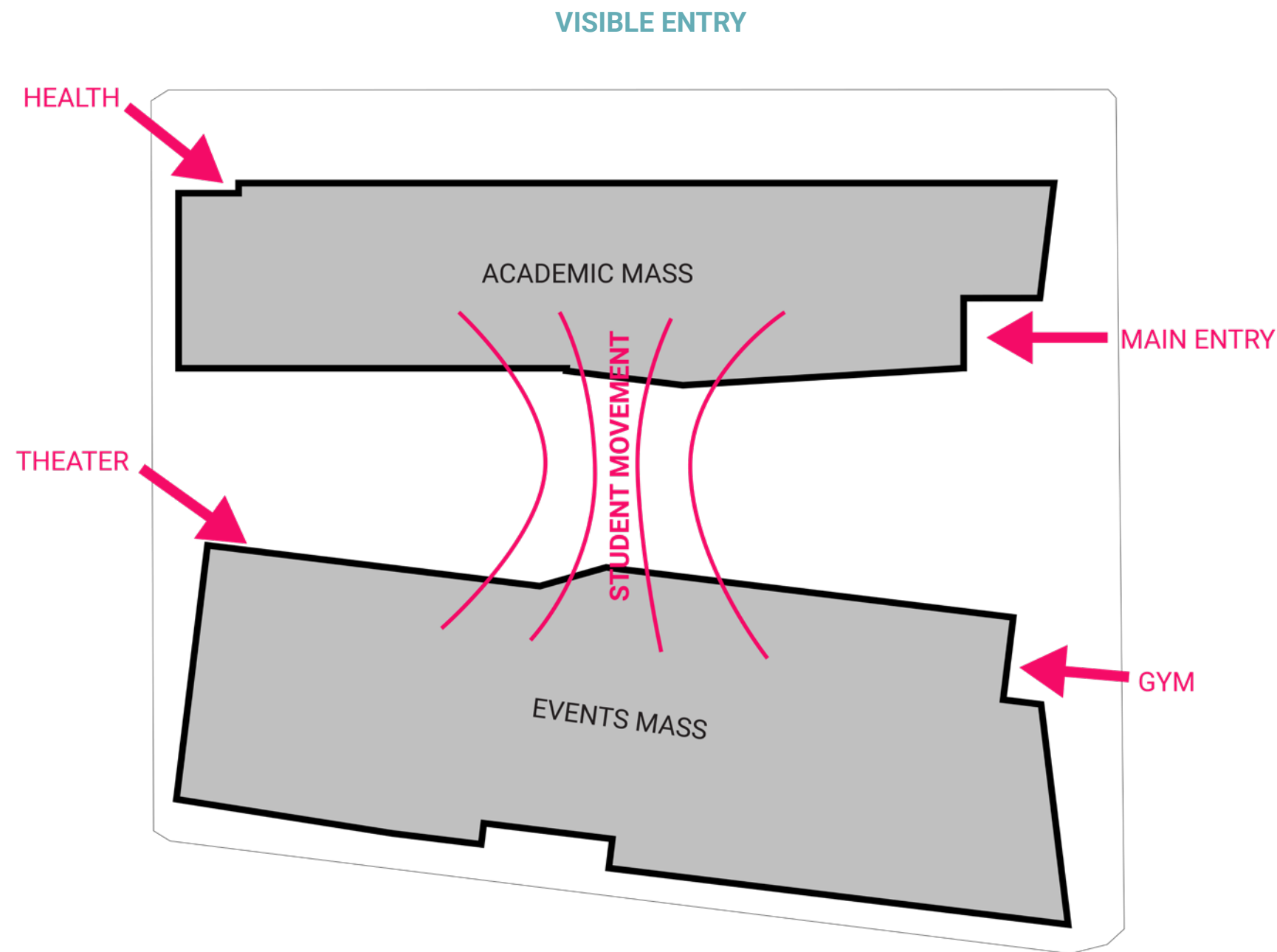
Design Concept

FUTURE CONDITION: WELCOMING AND SHELTERING

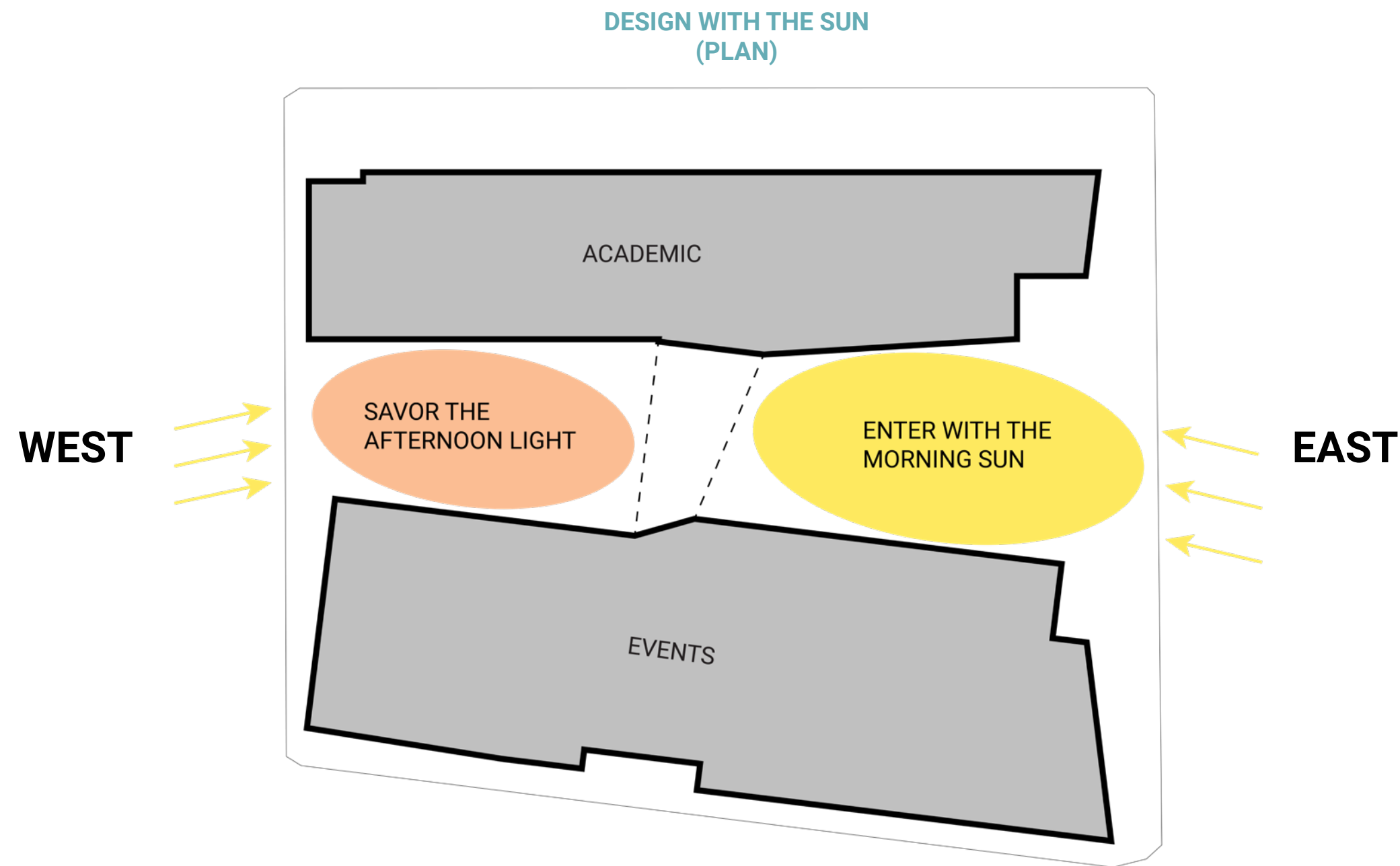
EDGES SCALED FOR A NEIGHBORHOOD



Design Concept



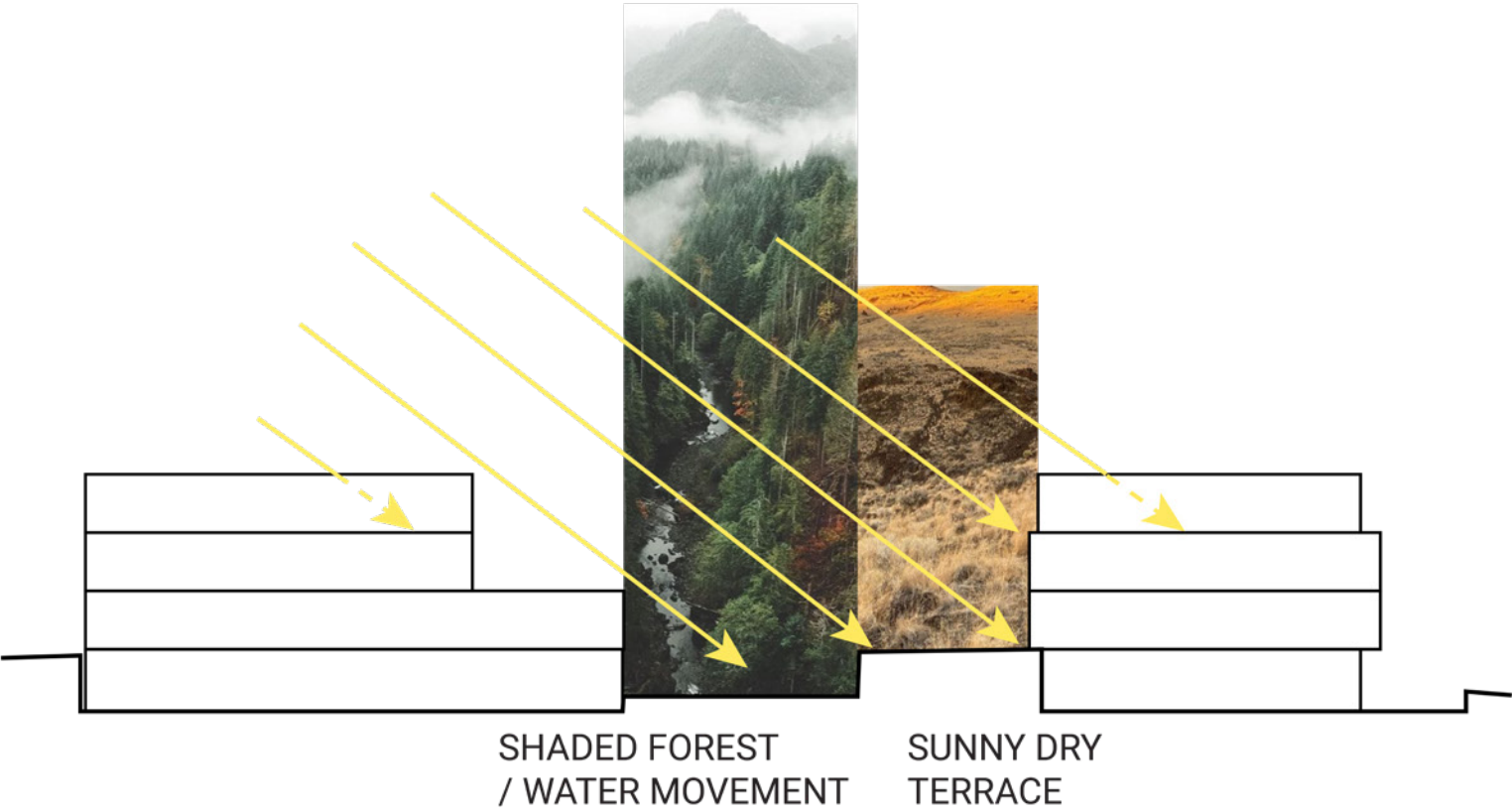
Design Concept



Design Concept

DESIGN WITH THE SUN
(SECTION)

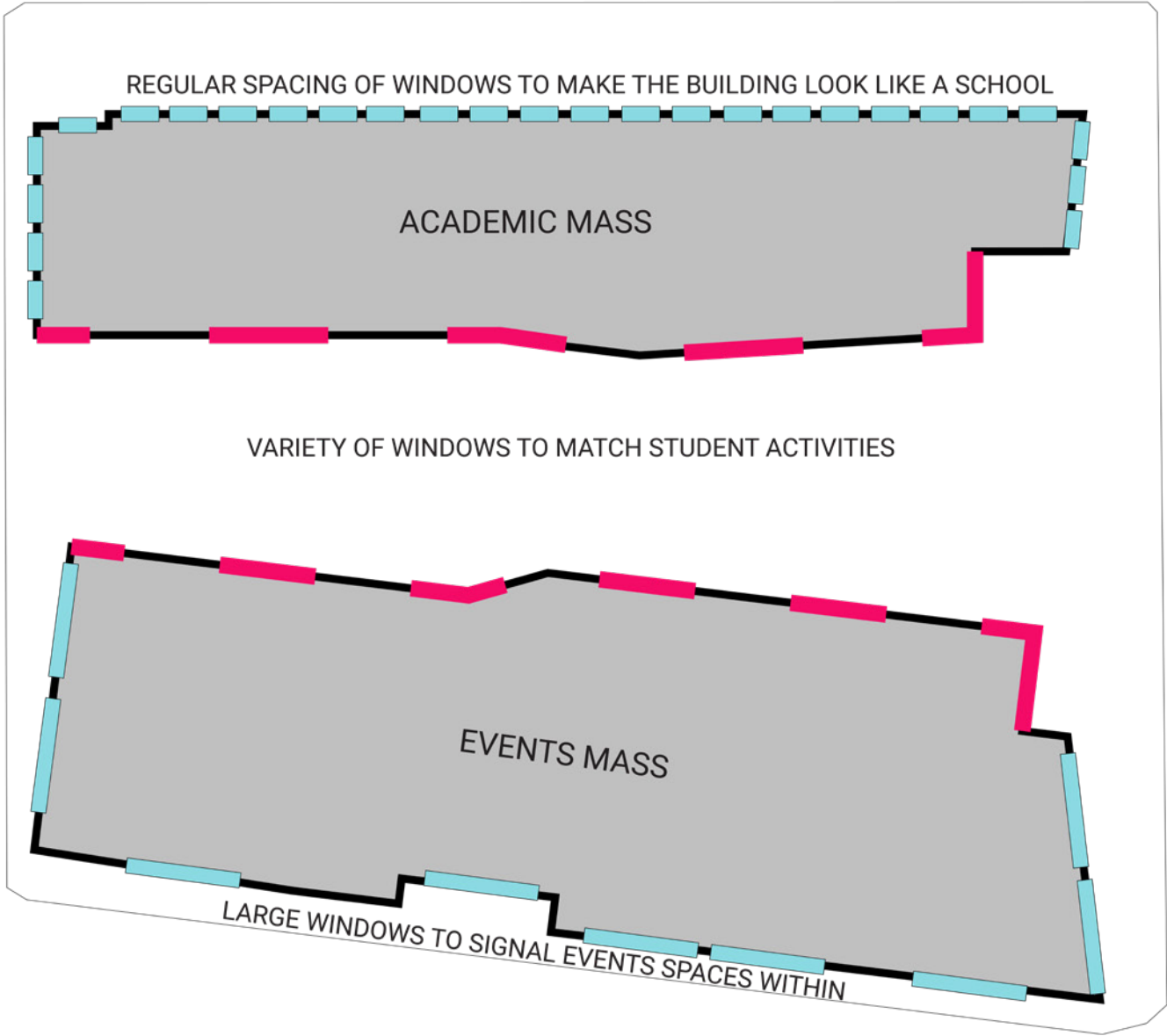
SOUTH



NORTH

Design Concept

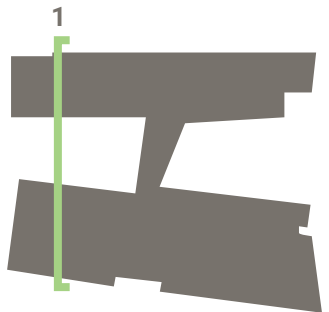
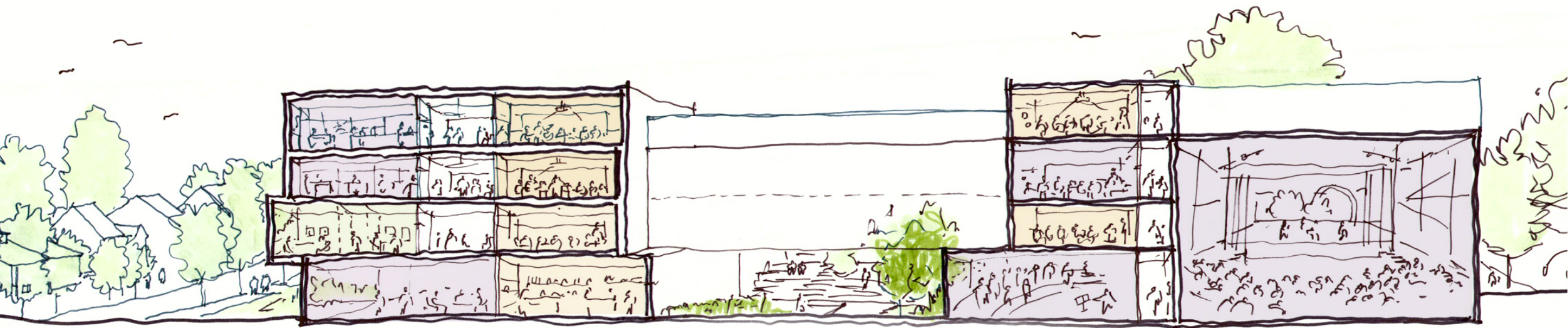
EXTERIOR EXPRESSION



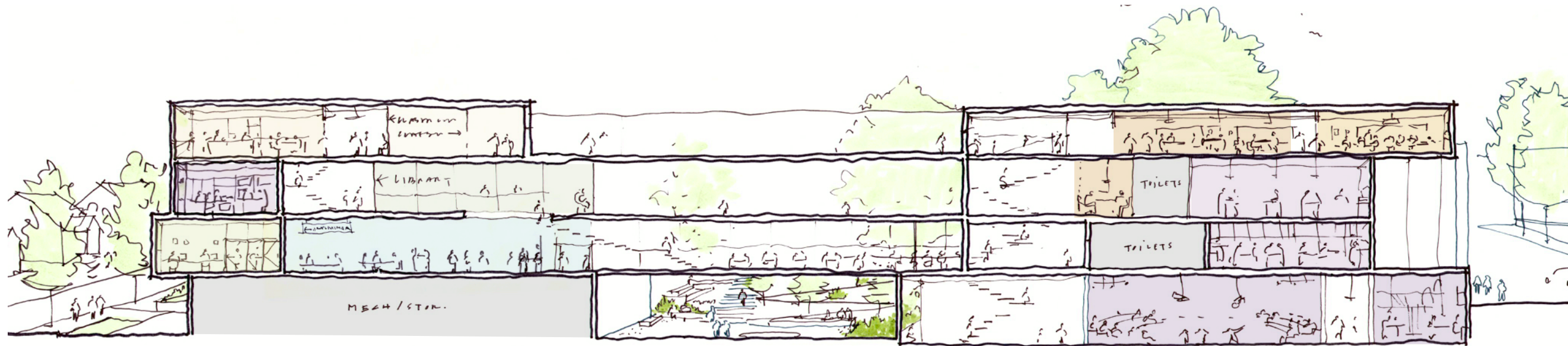
Entry Level Layout



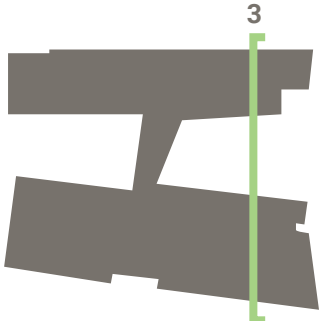
Section 1 at Auditorium



Section 2 at Bridge



Section 3 at Gym and Commons



Courtyard Design

DAG 02: Site Function & Concepts

Which types of spaces would you prioritize?

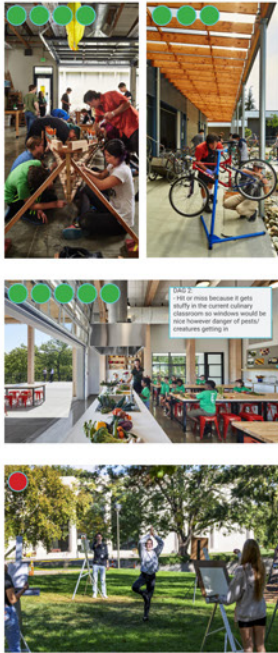
THIS

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Not THAT

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Outdoor CTE Project Space



Place comments on sticks here!

Large Scale Gathering



Medium Scale Gathering



Small Scale Gathering



Fitness



Green & Natural Views



Botanical Educational Landscaping or Gardens



DAG 02: Site Function & Concepts

You prioritized . . .

Outdoor CTE
Work Area



Large Scale
Gathering



Medium Scale
Gathering



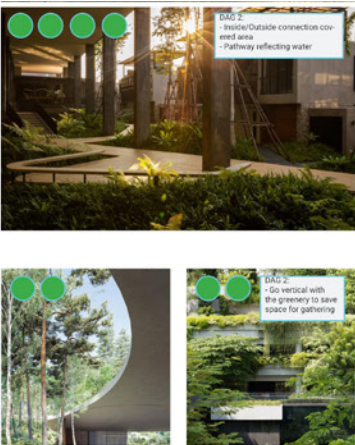
Small Scale
Gathering



Fitness



Views of Nature



Botanical
Education



Central Courtyard - Function & Concepts

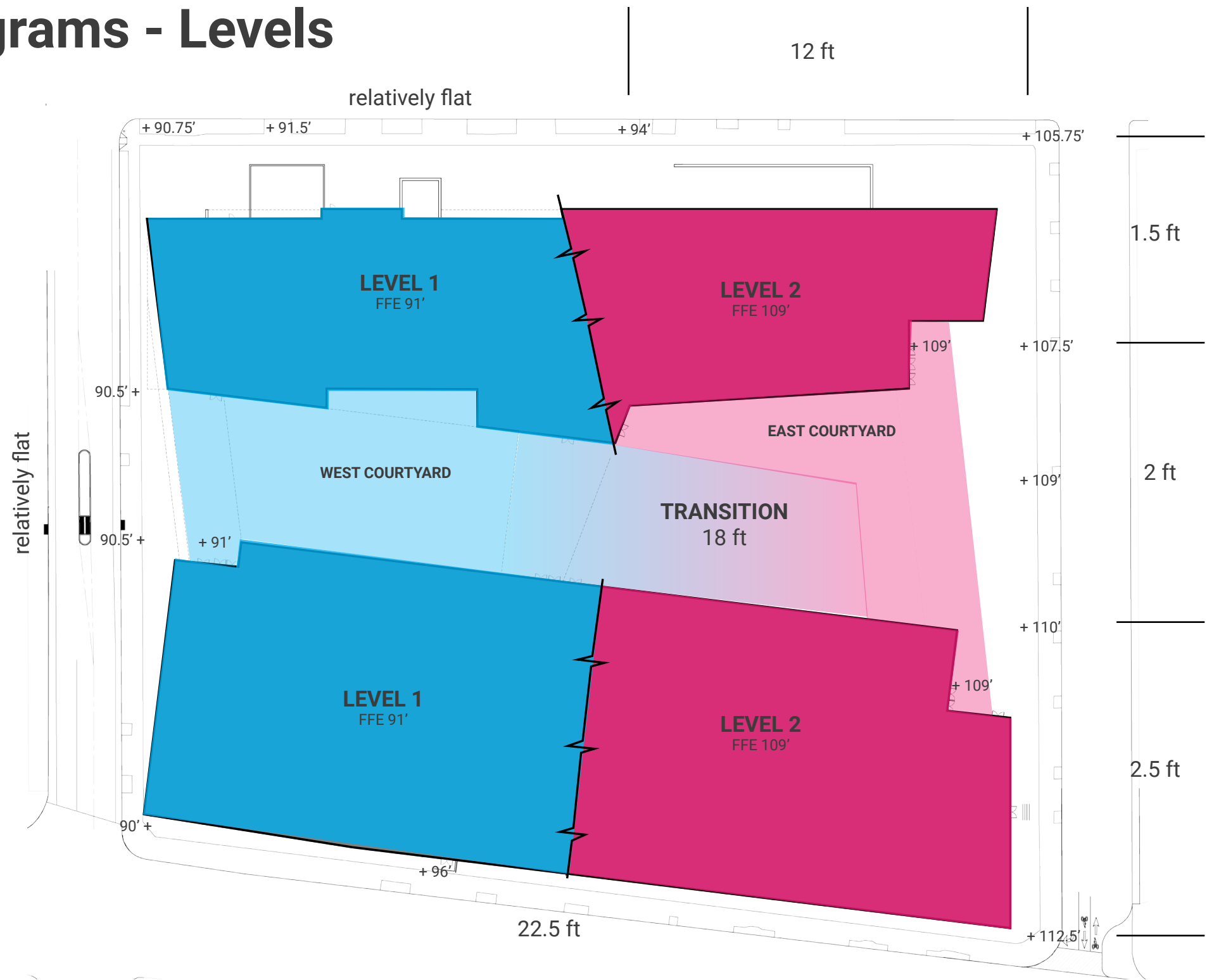
Courtyard as a place for:

- > Entry, eating, music
- > Student hang out
- > Social/emotional well-being, place to take a break
- > Pre- and post-function area
- > Athletics and movement

Courtyard should have:

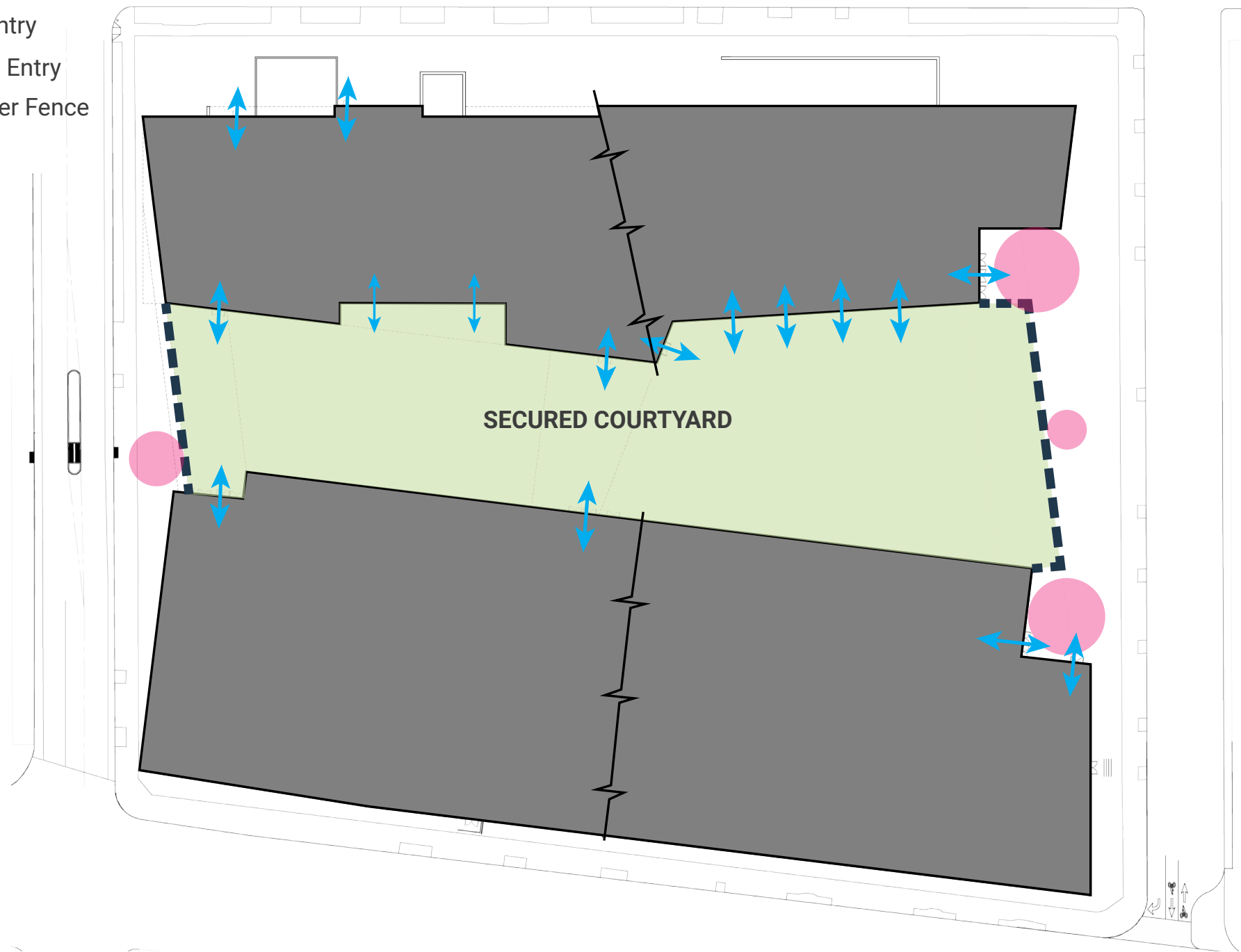
- > A variety of sized gathering areas
- > Covered areas
- > Fixed seating
- > Sunlight at large gathering area
- > Space for art

Courtyard Diagrams - Levels

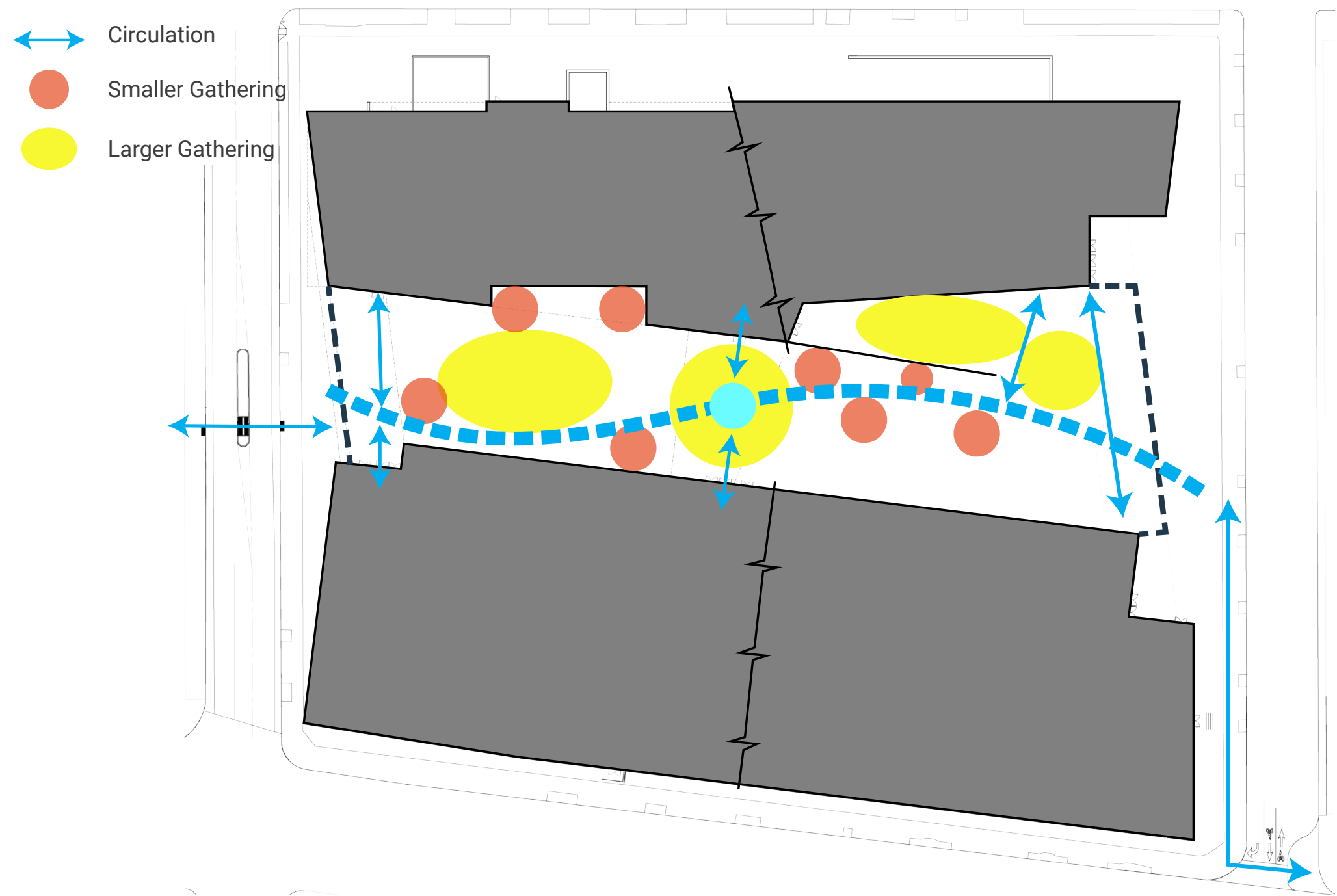


Courtyard Diagrams - Entry and Security

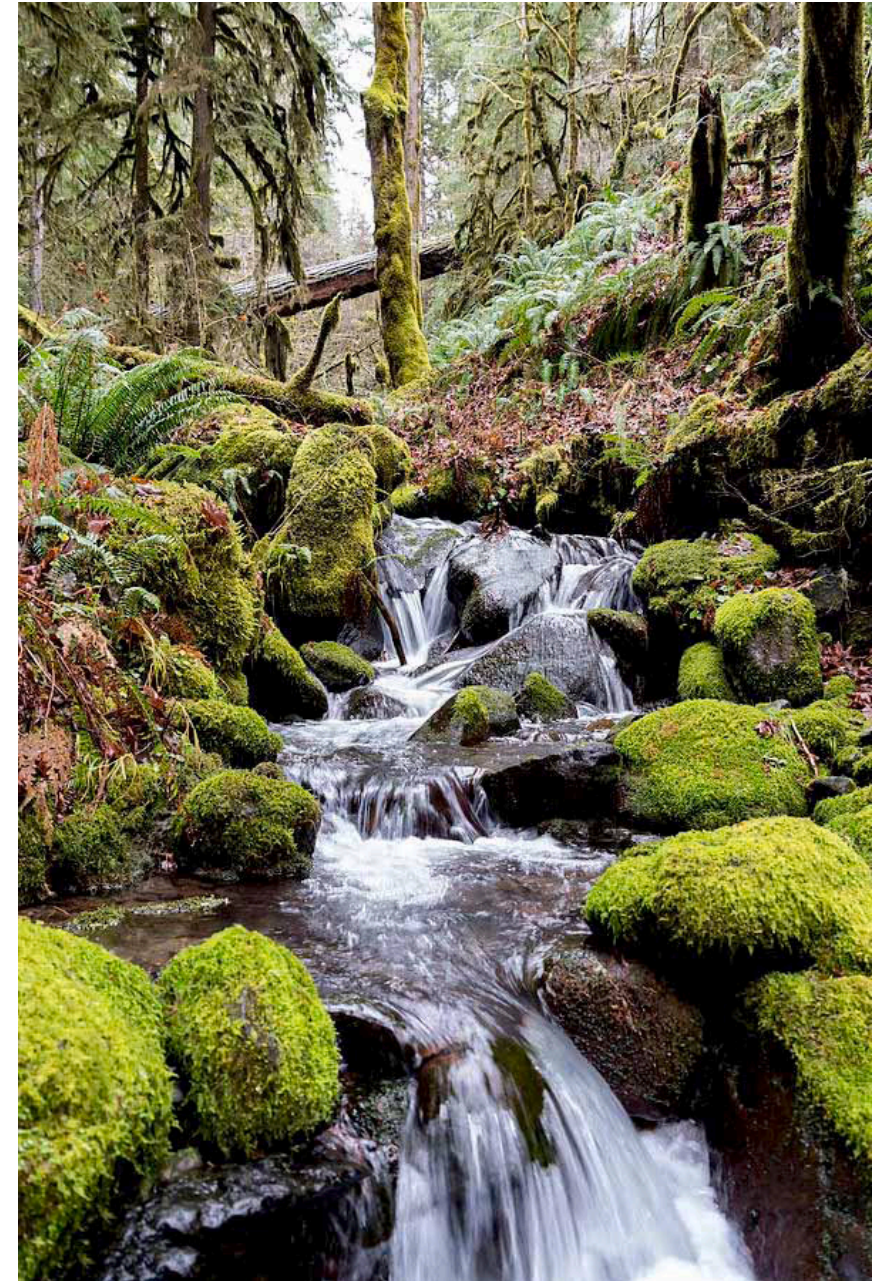
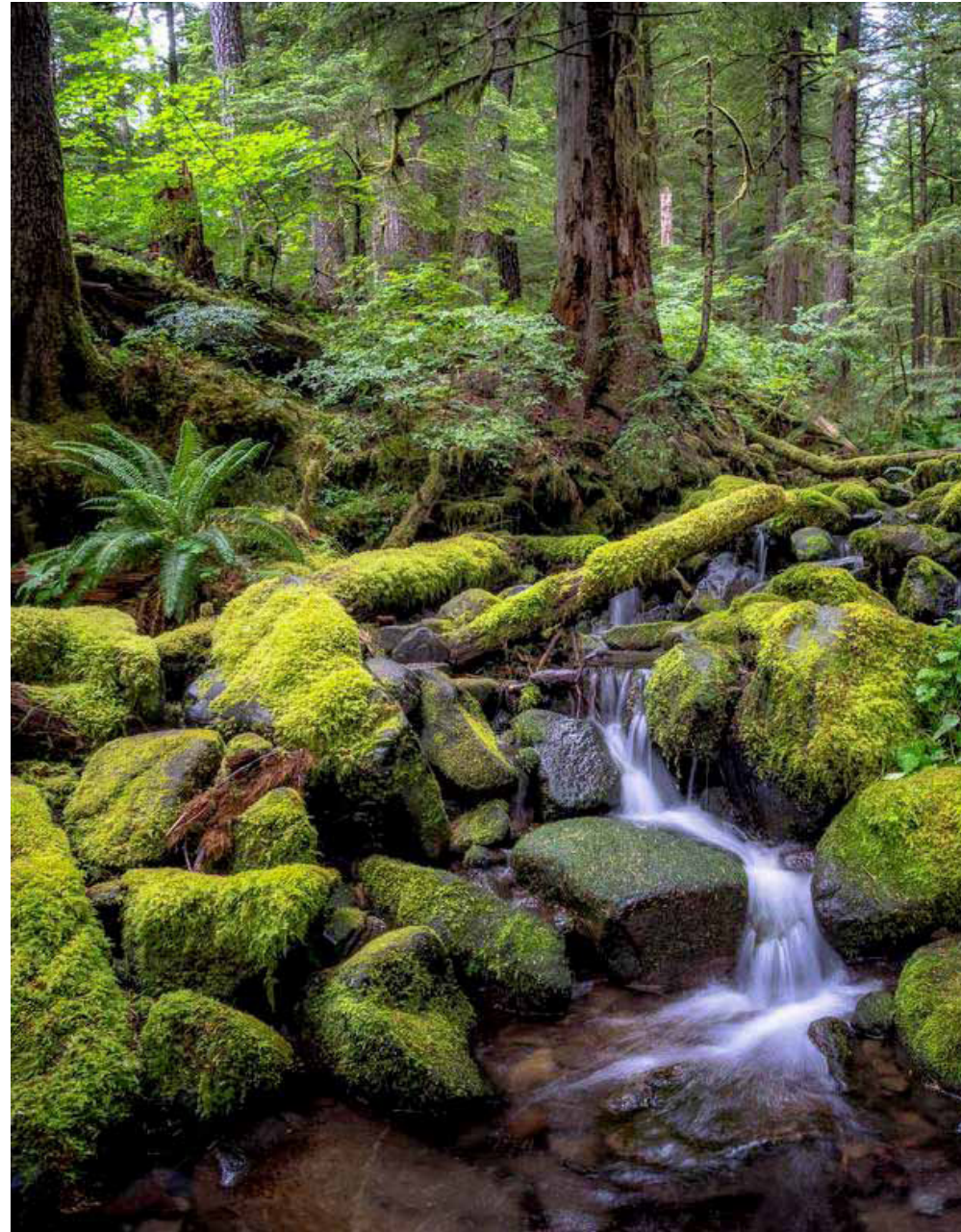
- Major Entry
- ↔ Building Entry
- Perimeter Fence



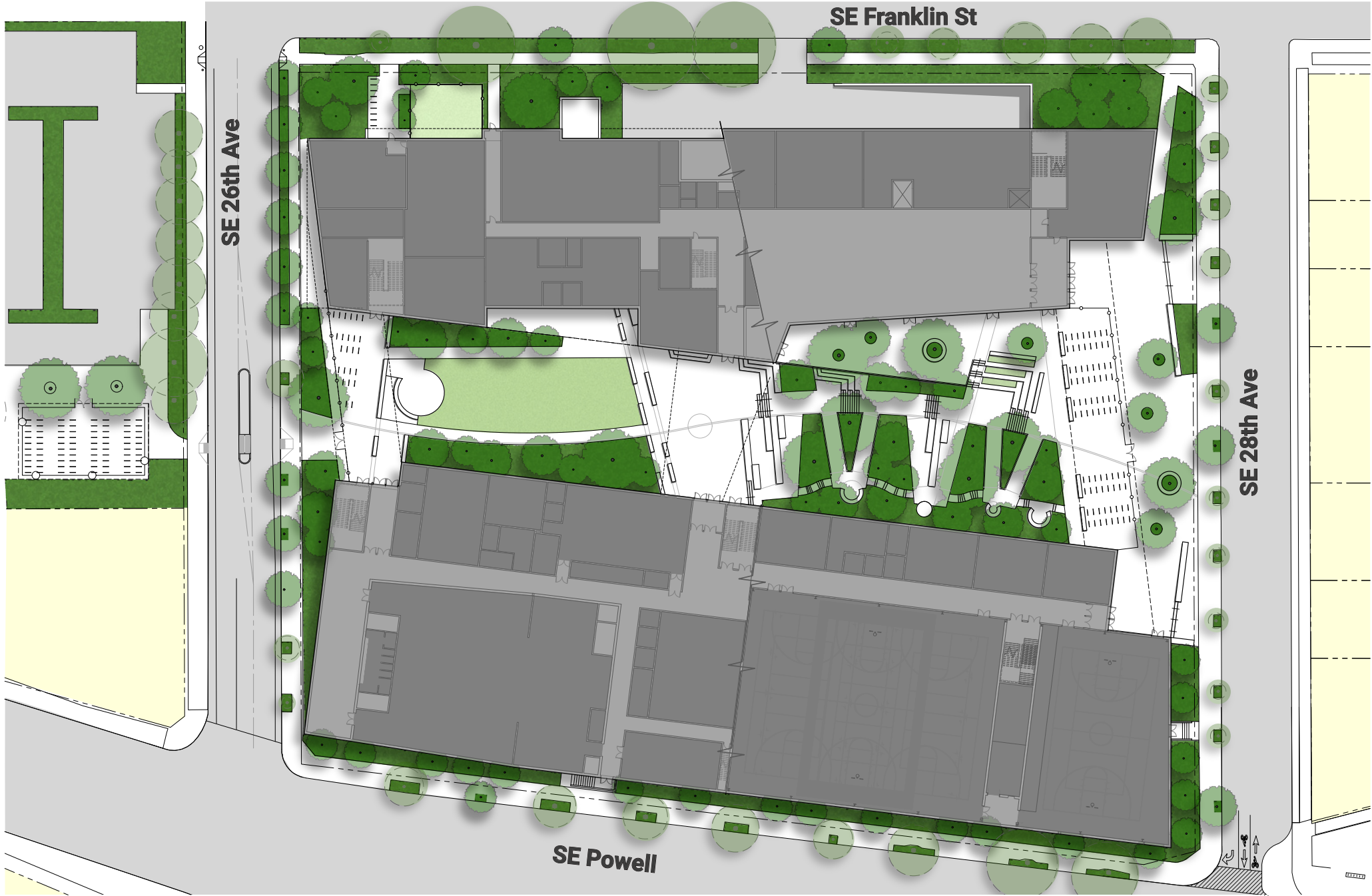
Courtyard Diagrams - Flow and Eddies



Courtyard Precedent Imagery - Woodland Stream - Cascade, Pool



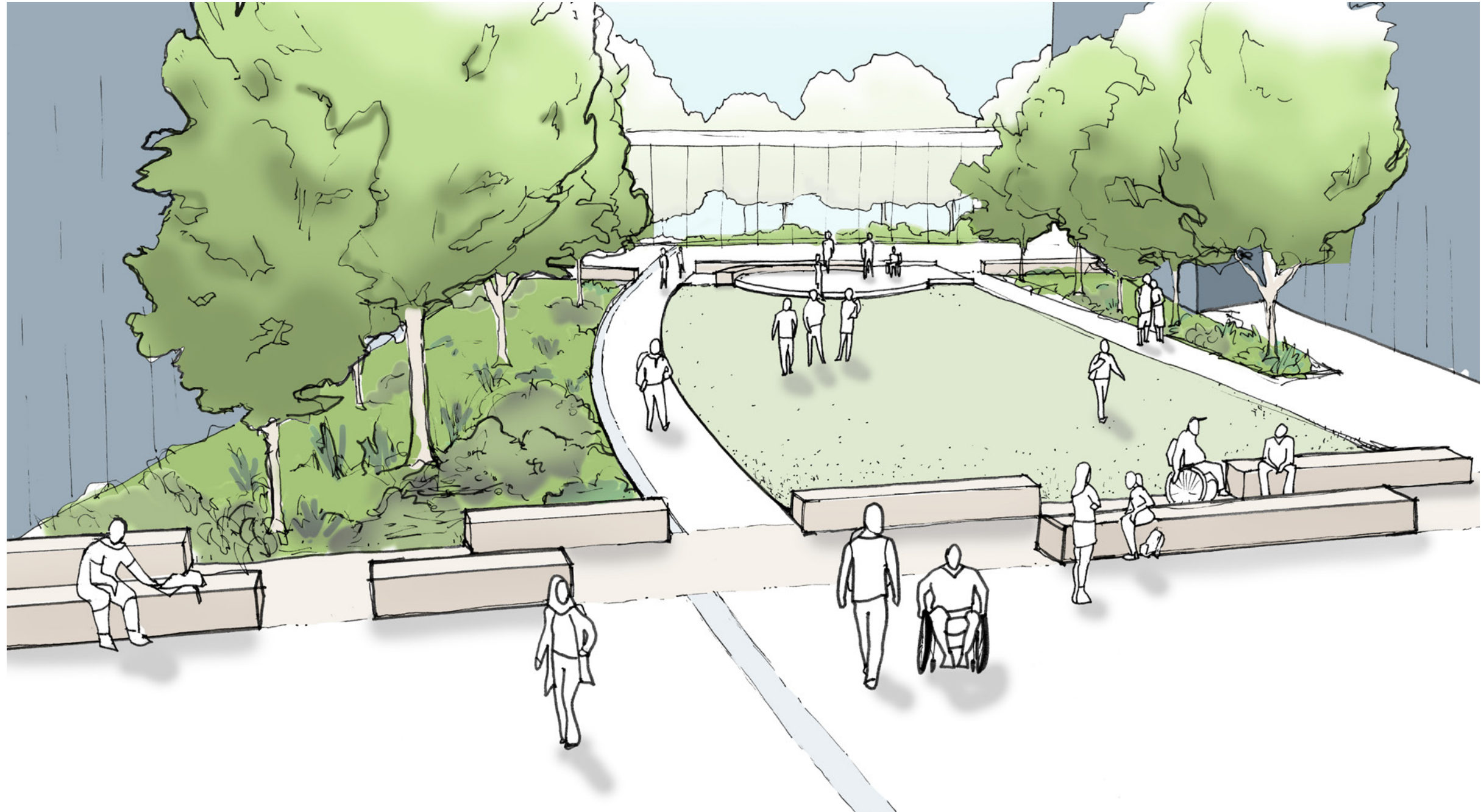
Courtyard Proposal - Design Concept



Courtyard Proposal - Illustration, Transition



Courtyard Proposal - Illustration, West



Activities

Station 1 : Model

Station 2 : Landscape

Station 3 : Plans

Rotate through stations: 15 minutes each

Regroup to share thoughts: 10 minutes

Next Steps

Building Tours:

CHS ID pickup: August 20 & 21

Listening Sessions with After Bruce

Programming meetings with PPS: TBD

DAG 04: September 12

Touring McDaniel & Lincoln High Schools:

1. Tuesday, August 20, 6-8pm
2. Thursday, August 22, 6-8pm
3. Saturday, August 24, morning
4. Saturday, August 24, afternoon

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