

mahlum STUDIO PETRETTI  
ARCHITECTURE



SEPTEMBER 12TH, 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.

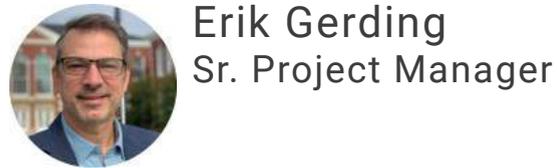
We also acknowledge the systemic policies of genocide, relocation, and assimilation that still impact many Indigenous/Native American families today. As settlers and guests on these lands, we respect the work of Indigenous leaders and families, and pledge to make ongoing efforts to recognize their knowledge, 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

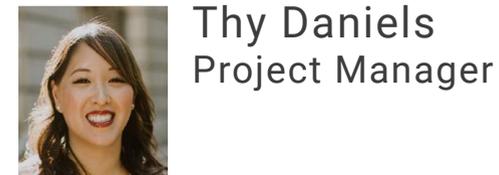
# Introductions

## The Team

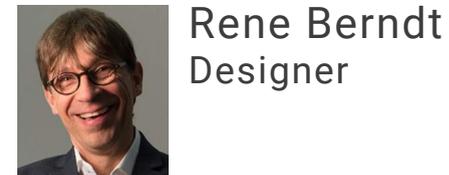
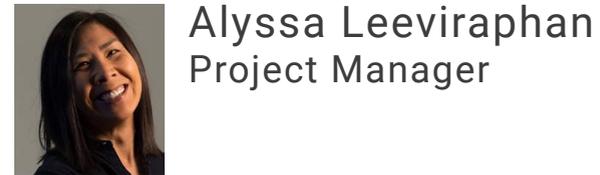
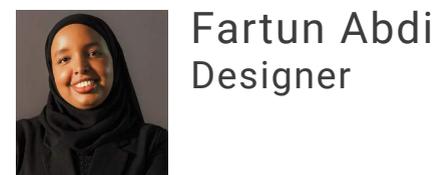
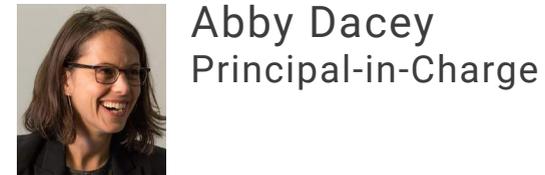
### Portland Public Schools



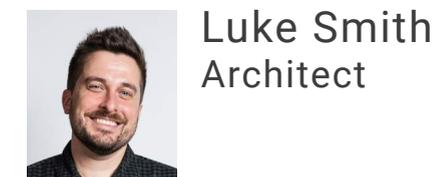
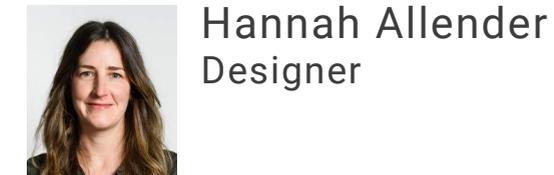
### After Bruce



### Mahlum



### Studio Petretti



### 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



DAG 03, August 1st

15 minutes each  
10 minutes

JON

ED



DAG 03, August 1st

**This feels very dynamic and alive**

**Excited about the turf and the outdoor activity area**

**The solution is great!**

**How the connection of the school works! it isn't isolating the athletics and theater. This is great!**

**I can tell you have been listening! and take all of our opinions in consideration. I appreciate all of that.**

# What did you learn on the DAG Tours?

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## Field Guide for School Tours

Cleveland High School  
Comprehensive Planning Committee  
August 2024

- Tour Stops:
- 1 - Lincoln High School
  - 2 - McDaniel High School

Name: \_\_\_\_\_



# Cleveland Modernization DAG 04

## Agenda

- > Welcome, What we heard at DAG 03, Tours, and Agenda. (20 min)
- > Process Overview (10 min)
- > Community Voice Informing Student Experience (15 min)
- > Fields / Athletics Updates (25 min)
- > Exterior Design (35 min)
- > Share-back Discussion, Reminders & Close (10 min)

# Today's Focus:

Process & Design Updates

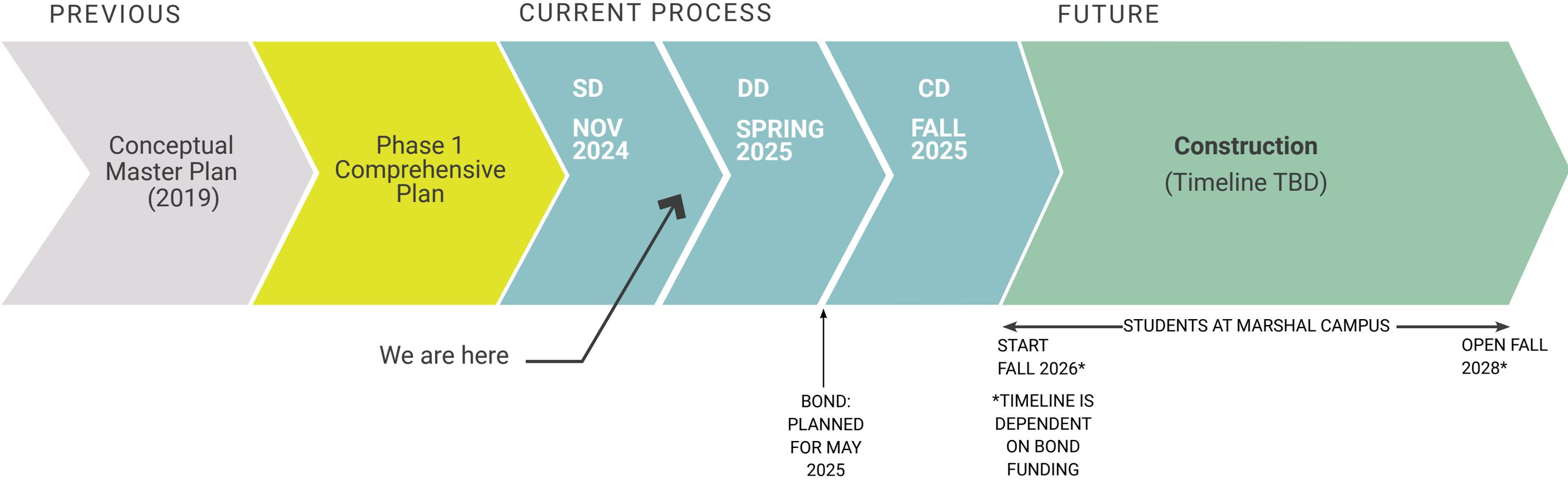
# General Contractor Selection:

- Request for Proposals issued in July
- Skanska and Fortis submitted proposals
- Both companies interviewed in late August
- **Skanska** has been selected

Form of contract: **Construction Manger / General Contractor (CMGC)**

- Pricing updates
- Constructability & phasing input
- General contractor for construction, will sub-bid scopes to multiple subcontractors

# Schedule Overview



**Decision Making:**  
*How well does this approach fit  
the project goals?*

Develop academic and extracurricular excellence  
with intercultural understanding

Promote health, wellness, and climate resiliency

Improve student safety in and around the sites

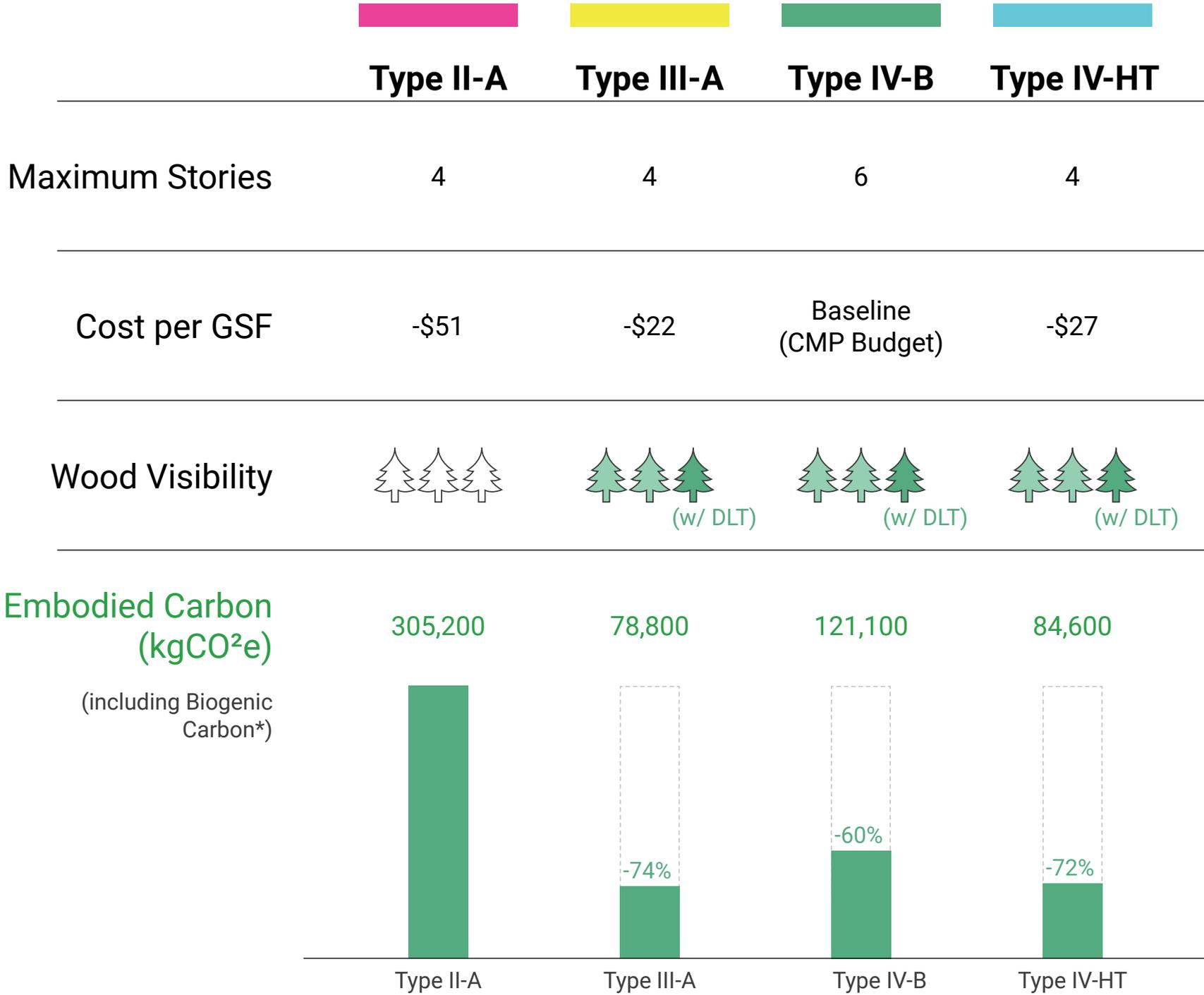
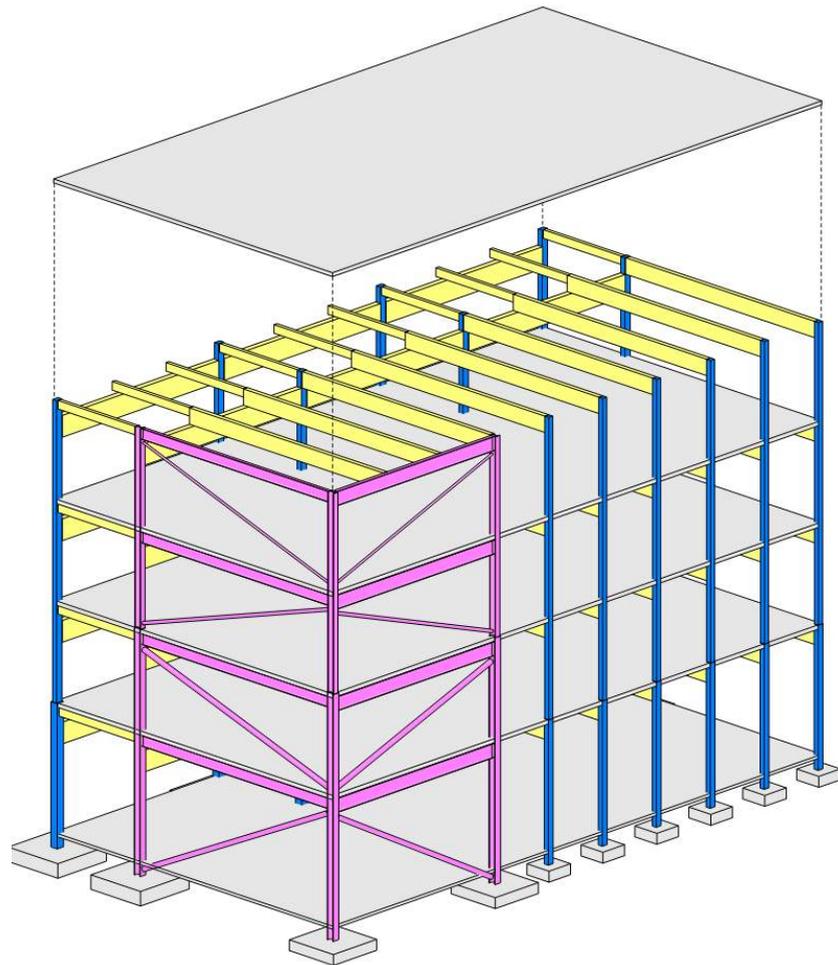
Create a welcoming, inclusive environment that  
supports students and staff

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

# Decision Making Analysis: *Steel vs Mass Timber*



# Decision Making Analysis: Steel vs Mass Timber

**mahlum STUDIO PETRETTI ARCHITECTURE**  
**Portland Public Schools, Cleveland High School M**  
 Decision Making Matrix  
 Updated: 8/26/2024

**Issue:** Selecting structural system for the north classroom building and classroom options are anticipated to be 4-story to accommodate required program. Due to brace frames, as well as the long-span requirements of the theater and gymnasium.

Key Criteria:	Weight	Approach A Frame	Approach B
<b>PRE-A</b> Works within the overall cost budget framework	Y/N	Lower cost than budget	
<b>PRE-B</b> Is aligned with PPS Ed Spec, other PPS HS precedents, or meets a unique CHS need	Y/N	Some PPS buildings steel/concrete	
<b>PRE-C</b> Is aligned with the CHS Comprehensive Plan and stated project values	Y/N	Comp Plan and code for removing existing assumed new construction would be at least partial timber	
<b>1 Budget</b>	25	-\$51/sf for typical classroom structural bay (from base estimate). Structural, acoustic material, decking. If this approach is taken, will wood finishes to building	
Can this option be achieved within existing budget parameters? Are there other corresponding savings or opportunities to balance cost? Is there another option that has a significant cost savings?			
<b>2 Schedule</b>	15		
Does this approach change a previously-made decision / require "going backwards" in design or change the Comprehensive Plan? Does this approach involve lengthy design time to develop/resolve/document? Will this approach take longer to permit? Is product procurement an issue? Will seasonal work or other influences impact schedule?			
<b>3 Risk</b>	10	7.8	
Will this approach require extra jurisdictional/code review or approval? Is that likely? Does this approach add extra layers or levels of difficulty or complexity? Will this approach involve working with a vendor or product that is difficult to obtain or might not be available?			
<b>4 Climate Resiliency</b>	20	Both versions are presumed to be at Seismic Resistance Level 4.	Both versions at Seismic R Lower Carbon

Criteria	Weight	Approach A	Approach B
<b>5 User Experience</b>	10	would need to add "more" to create same experience within building.	wood contributes to user experience, biophilia, story of wood origin
Does this approach support the user input we have received thus far? How does this approach change the user experience (i.e. more/less space, better solar exposure, less travel time)? ->develop academic/extra-curricular excellence with intercultural understanding ->promote health/wellness ->improve safety for site/building users			
<b>6 Design aesthetics (exterior)</b>	5	No visible wood	Visible wood on ceiling, columns
Consistent with design concept Impact on form/massing or material expression Does this approach enhance CHS's role as a Civic Presence? Does this approach negatively impact neighboring sites (sun exposure, traffic, parking, etc)? Can these impacts be offset in other ways?			
<b>7 Building Performance - goal is to meet all PPS criteria / standards</b>	10	Higher embodied carbon	Lower embodied carbon; impact on operational carbon? Floors are linoleum (or similar) over concrete
Acoustics Energy usage Weather resistance Healthy materials Long-term maintenance		Option to have polished concrete floors	Built-in biophilic presence with wood; Option to source wood from tribal lands
<b>8 Equity</b>	5		
Does this approach support the values from the PPS Facilities Planning characteristics? ->promote health/wellness ->create welcoming/inclusive environment ->acknowledge indigenous legacy			
<b>Total Score</b>	<b>100</b>	<b>Approach A 68.5</b>	<b>Approach B 88.8</b>

**Decision:** The design team and PPS have decided to proceed with mass timber structure for classrooms and support spaces in the modernized Cleveland High School. This decision is supported thorough study of both structural systems and a careful evaluation of key project criteria.

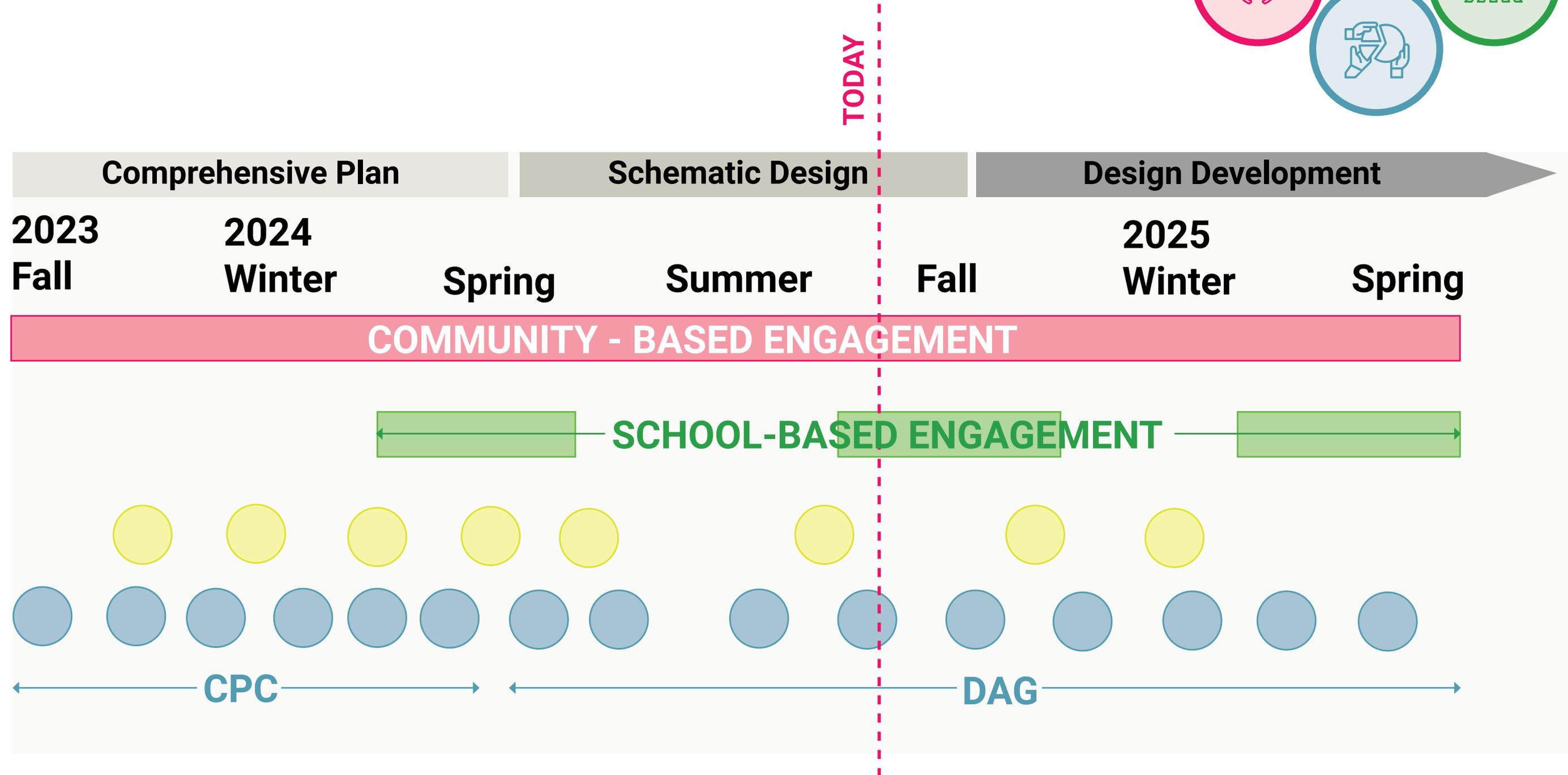
Additional Authorizations:

Approved: 8/26/2024  
 Hector Lopez, PPS  
 Abby Dacey, Mahlum  
 Alyssa Lieviraphan, Mahlum  
 Amanda Petretti, Studio Petretti  
 Chris Brown, Mahlum

**Decision:** The design team and PPS have decided to proceed with mass timber structure for classrooms and support spaces in the modernized Cleveland High School. This decision is supported thorough study of both structural systems and a careful evaluation of key project criteria.

# Community Voice

# Community Engagement



# CHS ID DAY



### Schematic Sections

Section 1 of Theater

Section 2 of Bridge

Section 3 of Gym

### Schematic Plans

Level 4

Level 3

### Schematic Plans

Level 2

Level 1

### Courttyard Plan

Does the balance between green (planting) and white (paving/seating) feel right?

Does the gathering space variety (quantities, sizes) feel right?

Which space would you feel excited to hang out in? Why?

High School Team

Back on the High School!

How do you get to Cleveland?

PERCUSSION

# Cleveland Gear Up Days

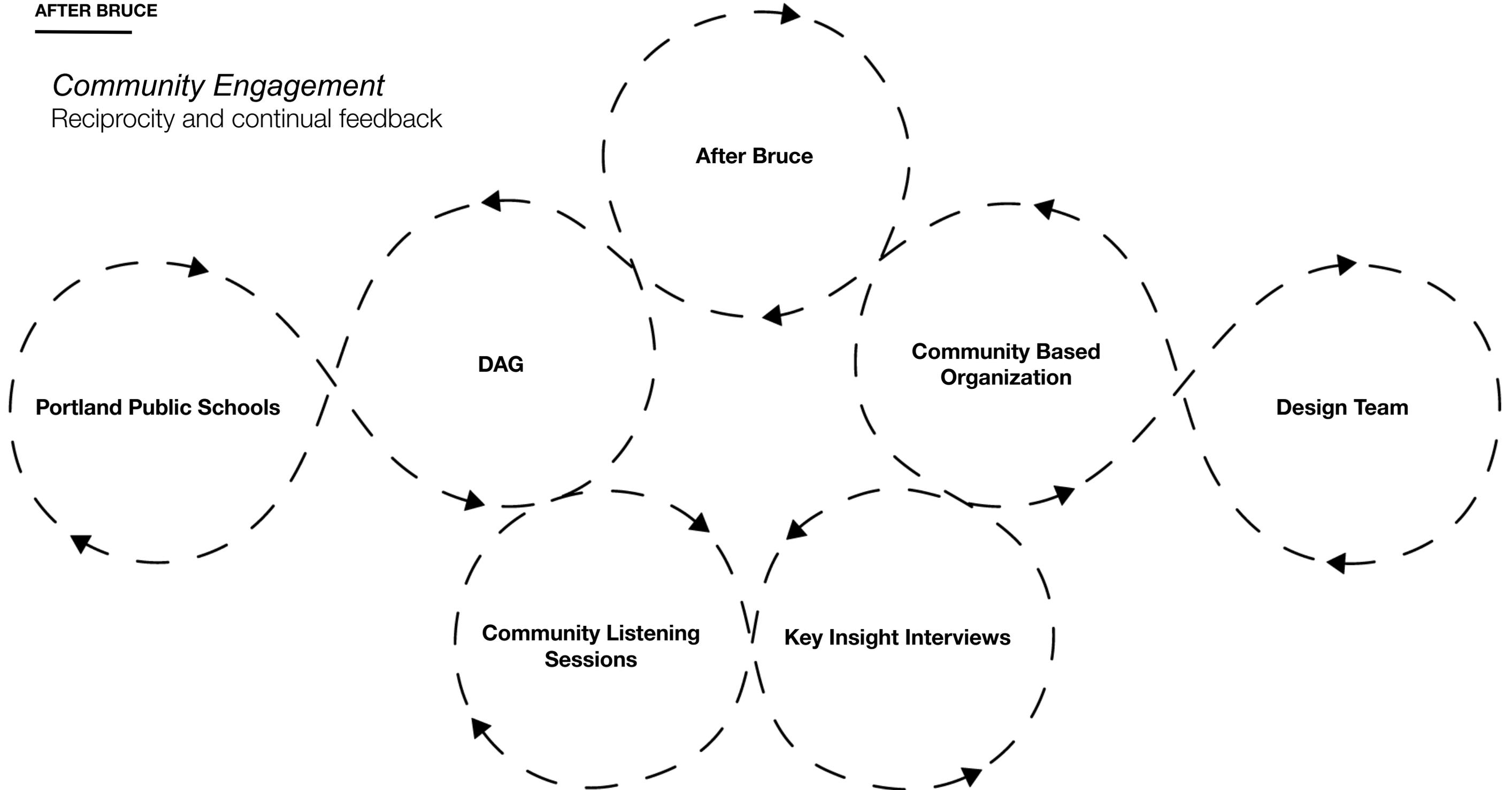
Connected with Cleveland students picking up their ID badges. In 2 days we were able to connect with a majority of students and engage with them on the new CHS modernization.

- > Collected 21 new contacts for listening session outreach
- > Collected over 220 survey responses regarding restroom and locker rooms
- > Students were very excited about the new school design, particularly Freshmen

**AFTER BRUCE**

*Community Engagement*

Reciprocity and continual feedback



# Community Listening Sessions

- > Community Listening Sessions are intimate, thoughtfully cultivated spaces designed to provide a safe and inclusive environment for participants to share their truths. To alleviate power dynamics, no more than two After Bruce and design team member to facilitate these meetings and no other participants are invited other than the community we wish to hear from.

# Community Listening Sessions

- > Our community engagement approach takes into account the diverse range of power and privilege that exist across various groups, and leverages those insights to bring people together to work across these differences. This looks like:
  - > Centering the experience of people who have historically been overlooked and under-served by the public sector
  - > Leading with a strengths-based and trauma-informed approach
  - > Building and maintaining reciprocal relationships

# Upcoming Community Listening Sessions

- > LGBTQIA+ Students & SAGA Affinity Group
- > Affinity Group student leaders
- > Special Education staff, students, and caregivers
- > Native students
- > Parents of students from underserved communities
- > All audiences from underserved communities

# Upcoming Community Engagement Events

- Listening Session Three: Parents - September
- Focus groups with District and CHS staff: August - September
- Public Workshop: September 21 9:30am-12pm at CHS
- DAG 05: October 15
- 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



# Spatial ISSUES impacting marginalized groups at current CHS:

There are limited **permanent or consistent** spaces for marginalized & affinity groups to establish ownership

The physical space of the current school creates a stressful, isolating environment that impacts **culture** (the way people behave in/ perceive/ experience the space)

**Native students/ community members feel invisible** because of the lack of physical and narrative representation on the land the school occupies.

The **work to shift hierarchical thinking and reflect different cultures in the school building falls to marginalized communities** instead of being shared across the whole school community.

The current school does **not have enough needs-specific spaces to provide for underrepresented school communities** like SPED and ISC, or those who experience housing instability.

Many students **do not feel comfortable using traditional gendered toilet and changing rooms.**

# Spatial ASPIRATIONS to improve experience at new CHS:

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

**Supports pause and rest** so students can thrive

**Acknowledges the Native American origins of this land and current presence of Native peoples,** beginning an iterative process that will evolve into reciprocity

**Enables students to share different cultures and worldviews** as they intentionally partake in an IB curriculum focused on international mindedness

**Provides space and resources to uplift and support students with specialized needs,** without stigma or isolation

**Emphasizes non-gendered options** that promote access, safety, privacy, and hygiene.

# Design Responses (preview):

ISSUE: There are limited **permanent or consistent** spaces for marginalized & affinity groups to establish ownership

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

## PROPOSED SOLUTION:



**A RANGE OF SPACES FOR STUDENT USE**  
levels of enclosure  
distributed and centralized options  
dedicated storage for affinity group and club materials  
areas for display and personalization

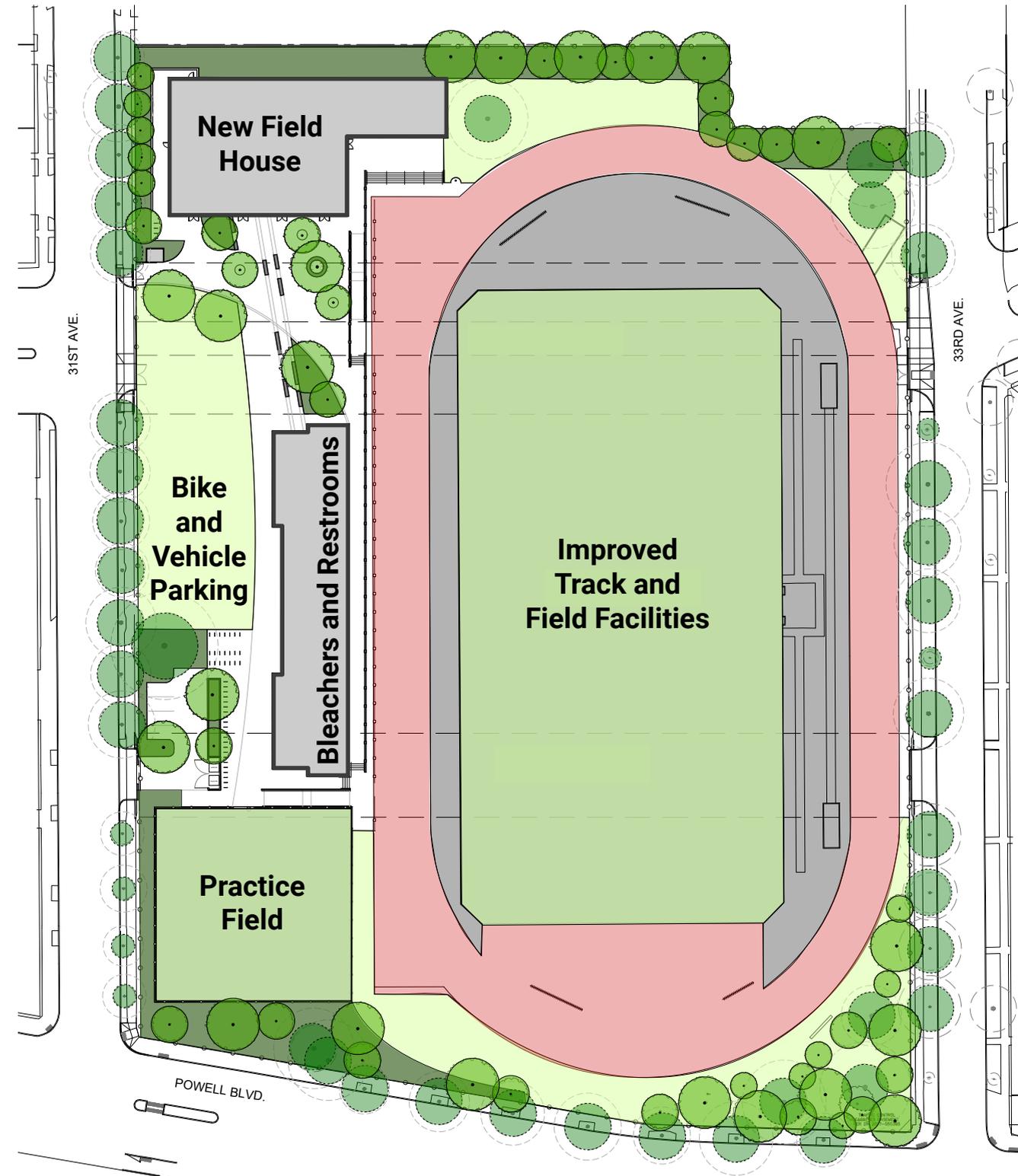
# Fields & Athletics Updates

# CHS Sites:



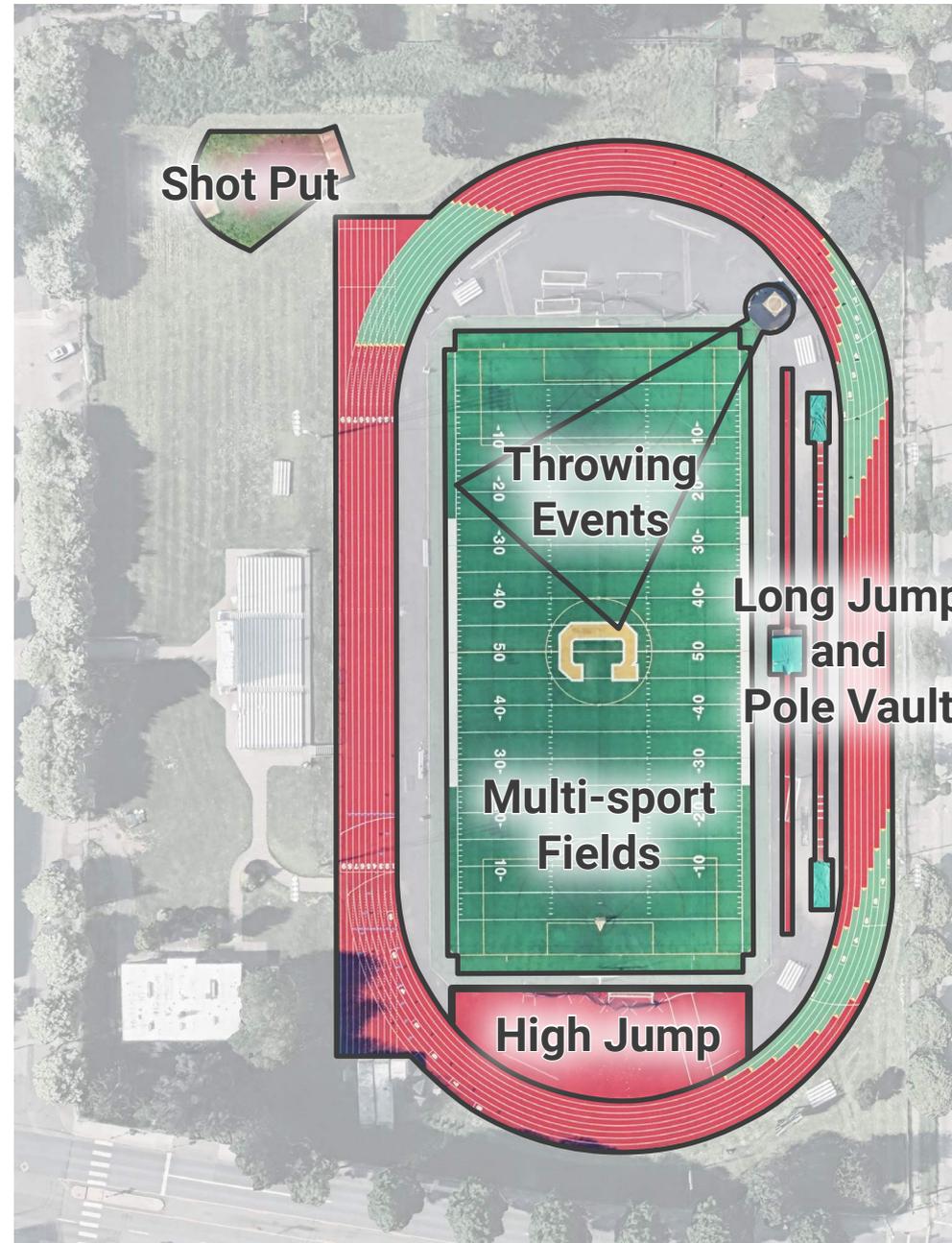
# Track and Field Site:

- > Track & Field Upgrades
- > Field House
- > Batting Facility
- > Restrooms
- > Concessions
- > Grandstand upgrades
- > Entrance Plaza
- > Event Staff Parking
- > Bike Parking
- > Practice Field(s)

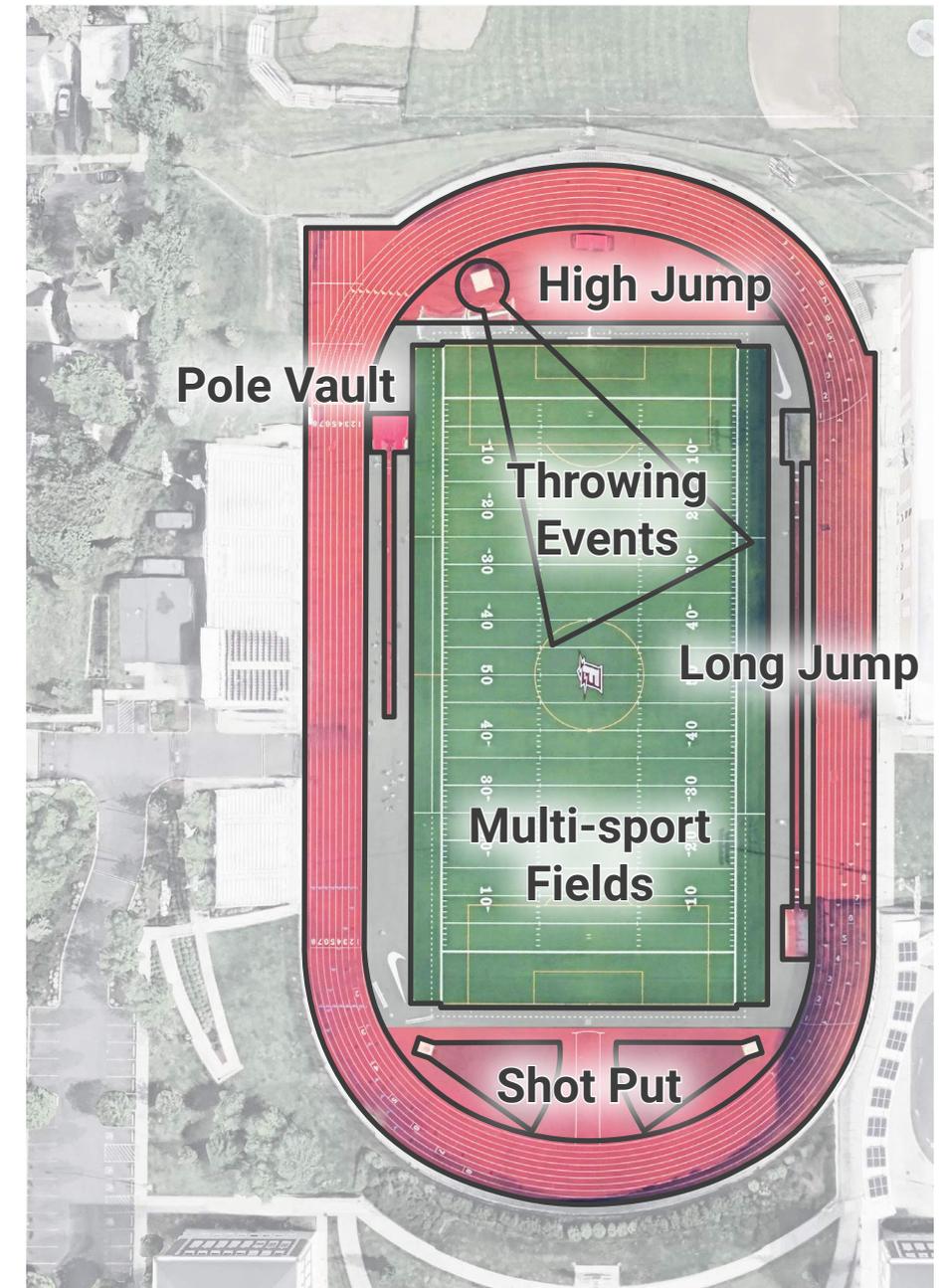


# Proposed Track Upgrades

- > Move Shot Put to within track
- > Widen soccer field
- > Rubberize field runoff to improve safety
- > Field layout similar to Franklin



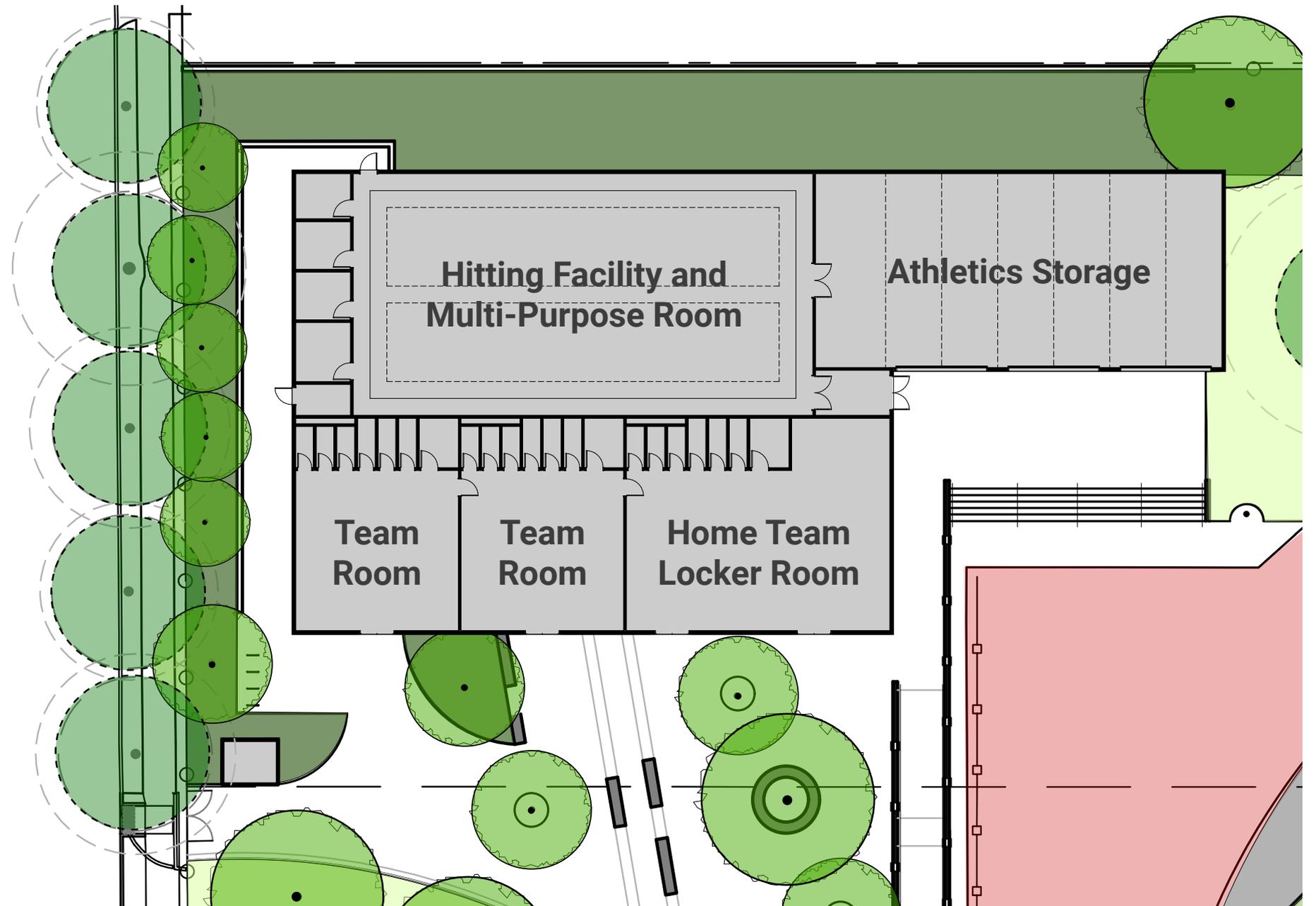
Cleveland (existing)



Franklin (modernized)

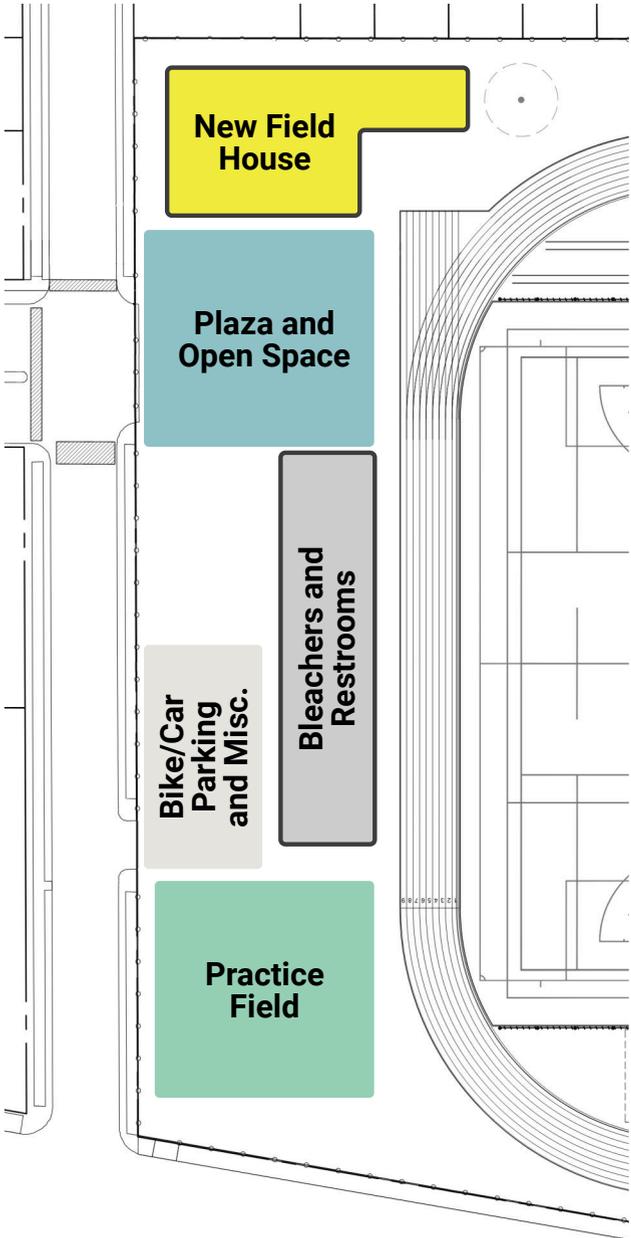
# Field House Program (preliminary)

- > Changing Rooms
- > Toilets and Showering
- > Team Rooms
- > Storage
- > Hitting Facility / Multi-purpose space

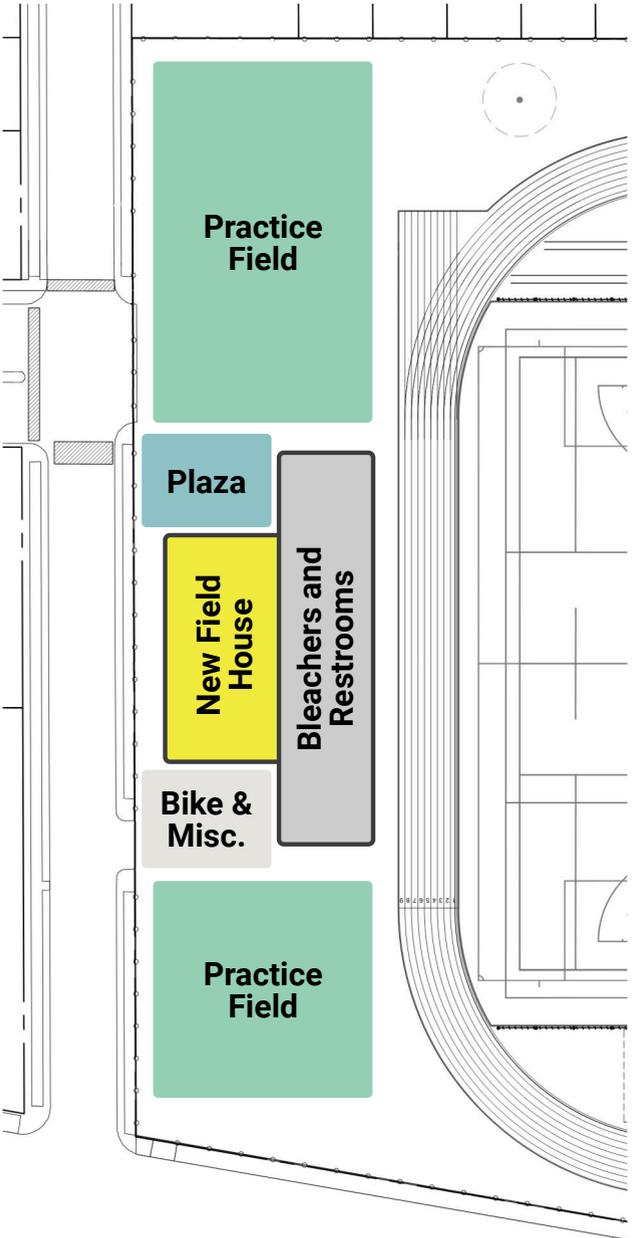


# Track Site Layout:

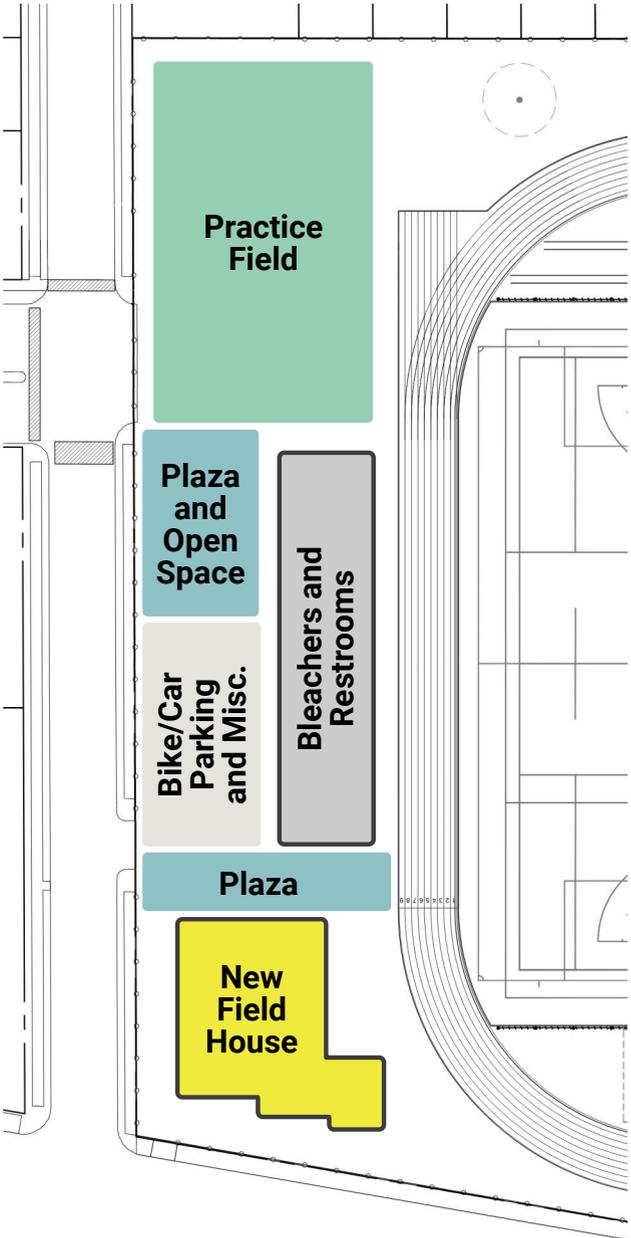
OPTION 1



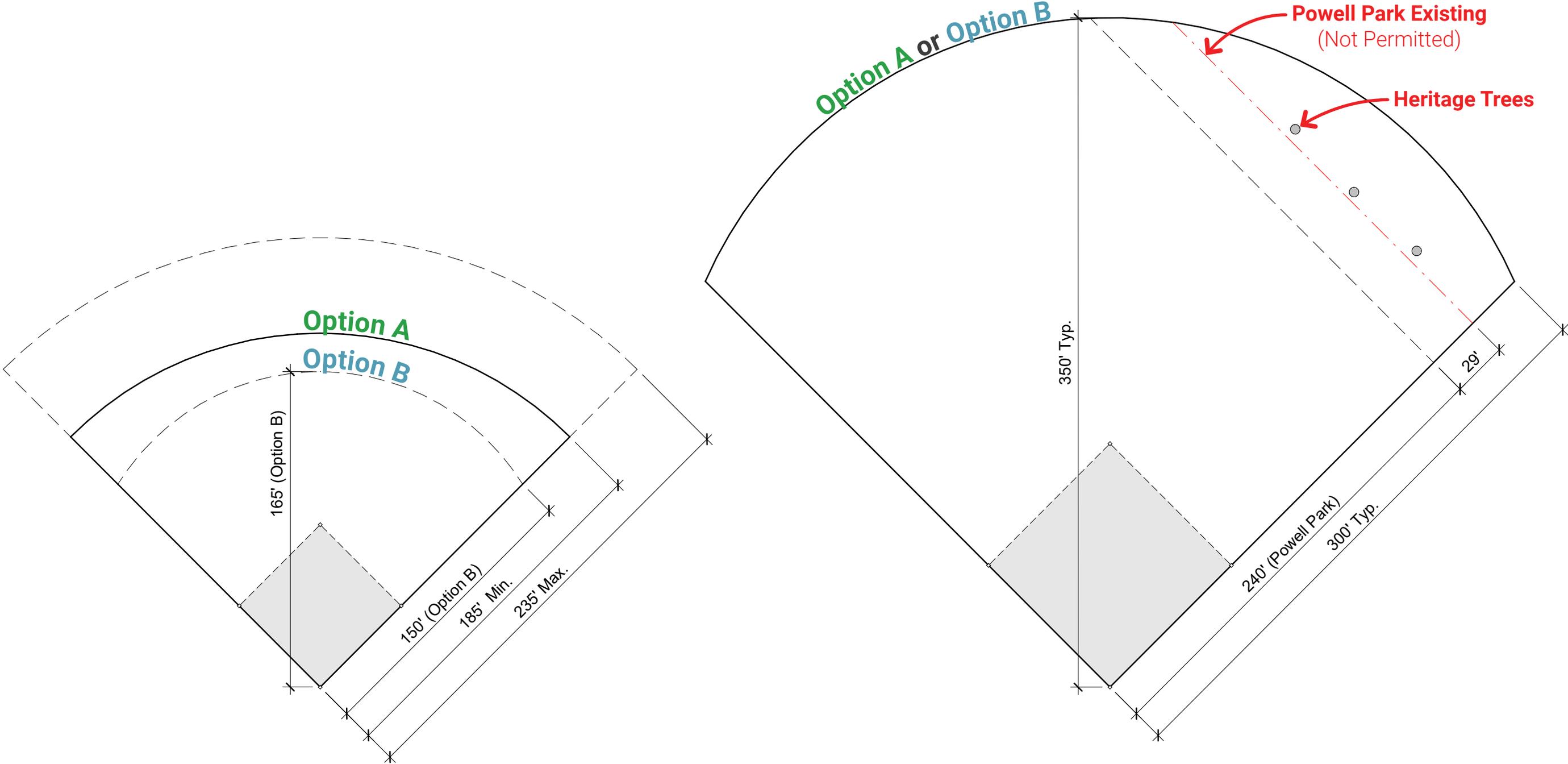
OPTION 2



OPTION 3



# Softball and Baseball Fields



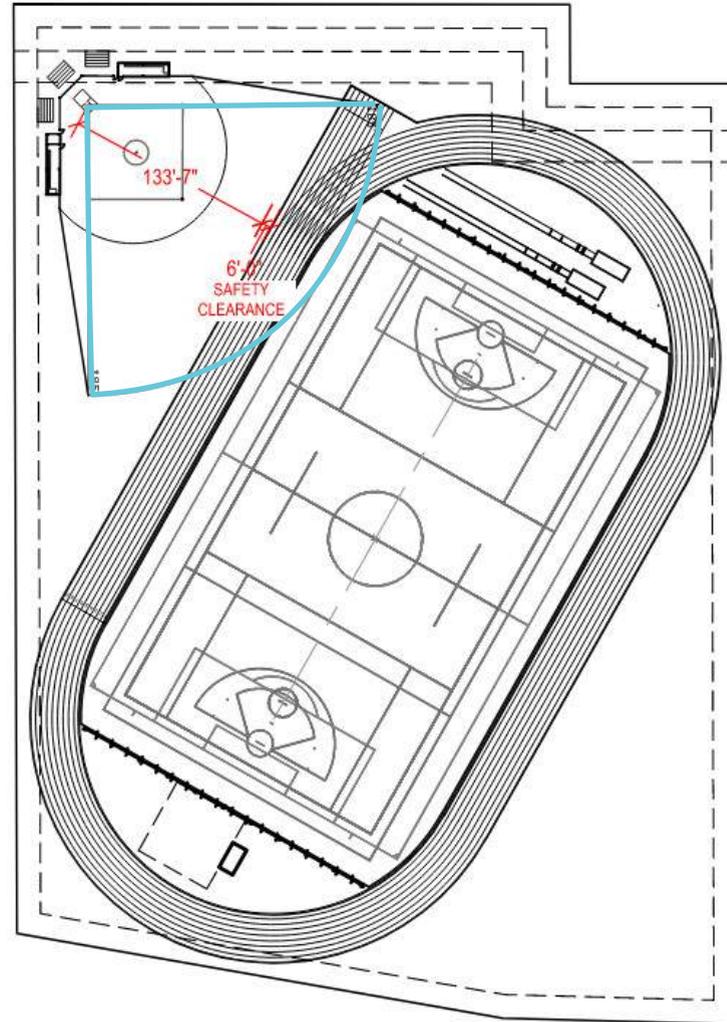
# Field Space for Baseball & Softball

Current:

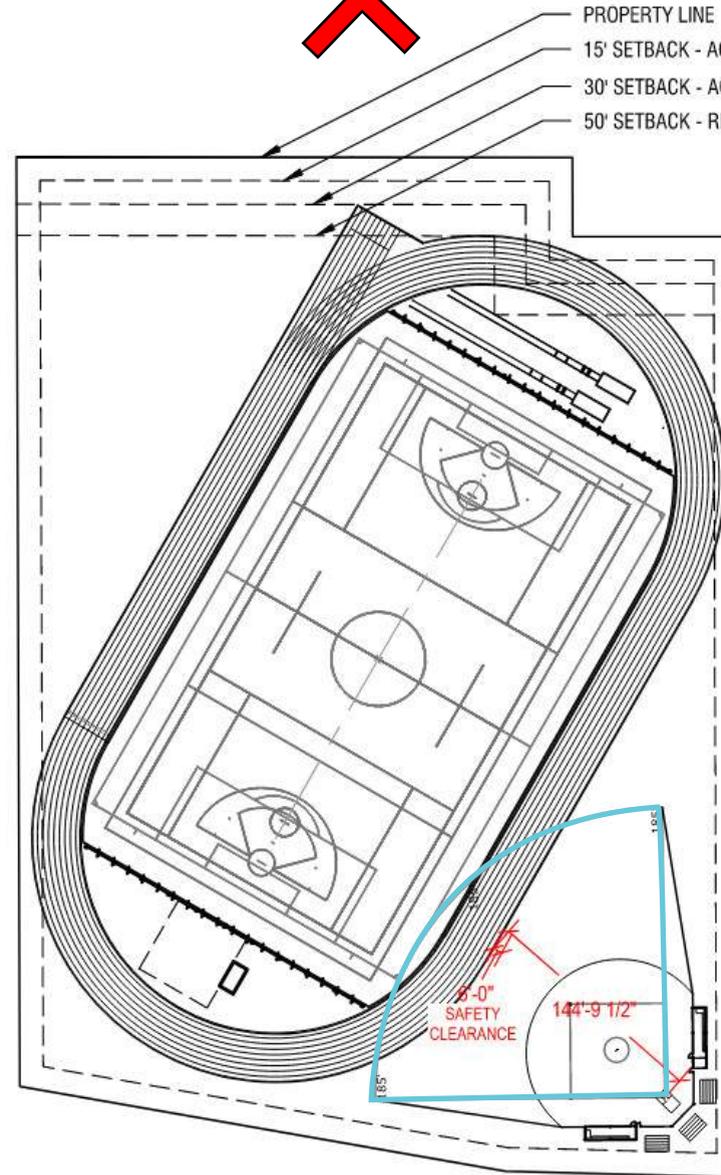
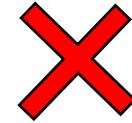
- > Grass baseball field at Powell Park (PP&R property)
- > Softball team uses Woodstock Park and other locations
- > Limited support for storage, concessions, and hitting facility.



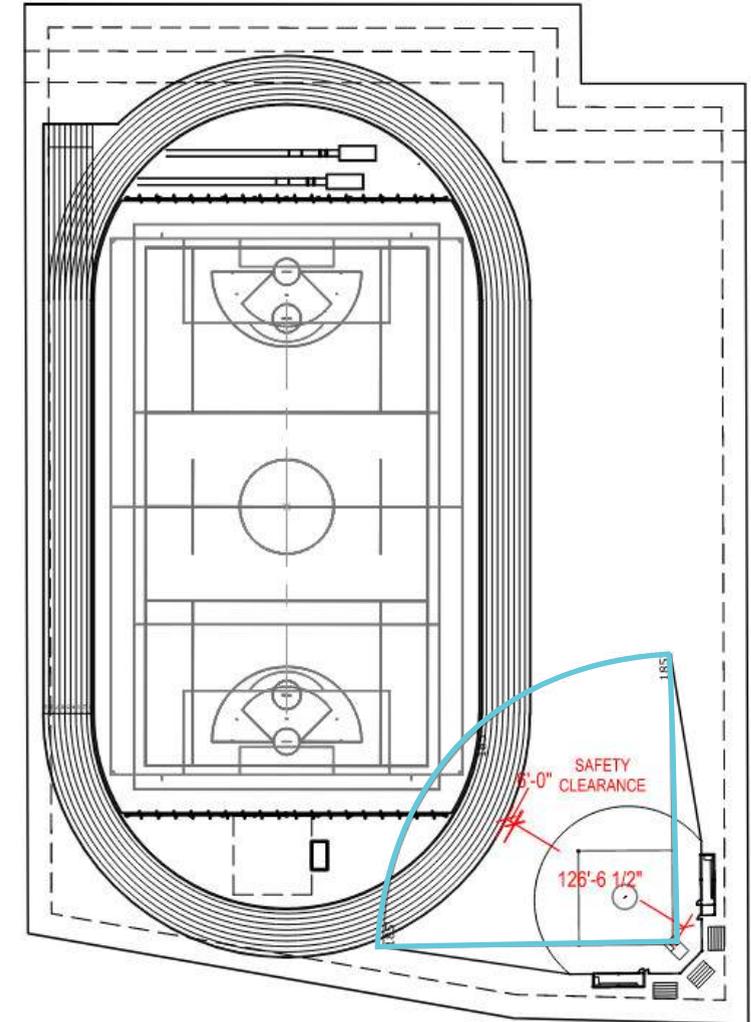
# Softball on Track Site



1 **OPTION 1**  
SCALE: 1" = 100'



2 **OPTION 2**  
SCALE: 1" = 100'



3 **OPTION 3**  
SCALE: 1" = 100'

# Baseball & Softball on Powell Park

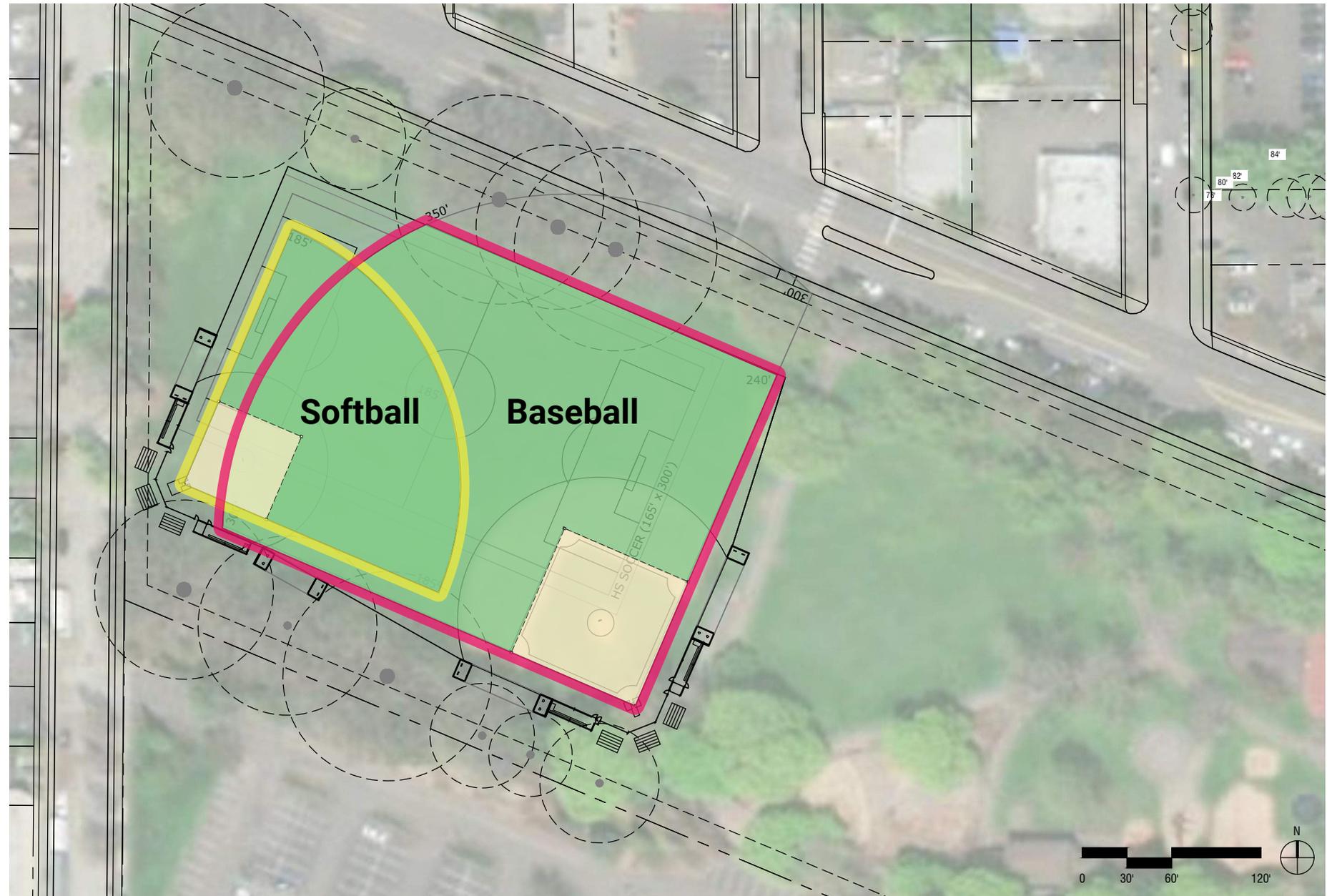
## *Option A: Overlapped Baseball and Softball*

### Space Constraints:

- > Short baseball field (240-foot right field)
- > No simultaneous use

### Procedural Constraints:

- > Owned by PP&R
- > Requires neighborhood input
- > PPS will want to fence complex and regulate use





# Baseball & Softball at Westmoreland Park

## *Option C: Upgrade existing facilities*

Currently 4 Softball fields, 1 Baseball field, all grass

### Use Constraints:

- > 3 miles from CHS
- > Also used by other area high schools & public

### Procedural Constraints:

- > Owned by PP&R
- > PPS will want to fence complex and regulate use



# Exterior Design

# New Building Design Update

## Response to DAG 3 Comments:

- > Increased outdoor covered area
- > Refined bike parking #'s and locations
- > Followed-up with handicap accessibility consultant
- > Continue to develop delivery and service area on Franklin Street





# Existing Building Analysis



How the New School will be similar

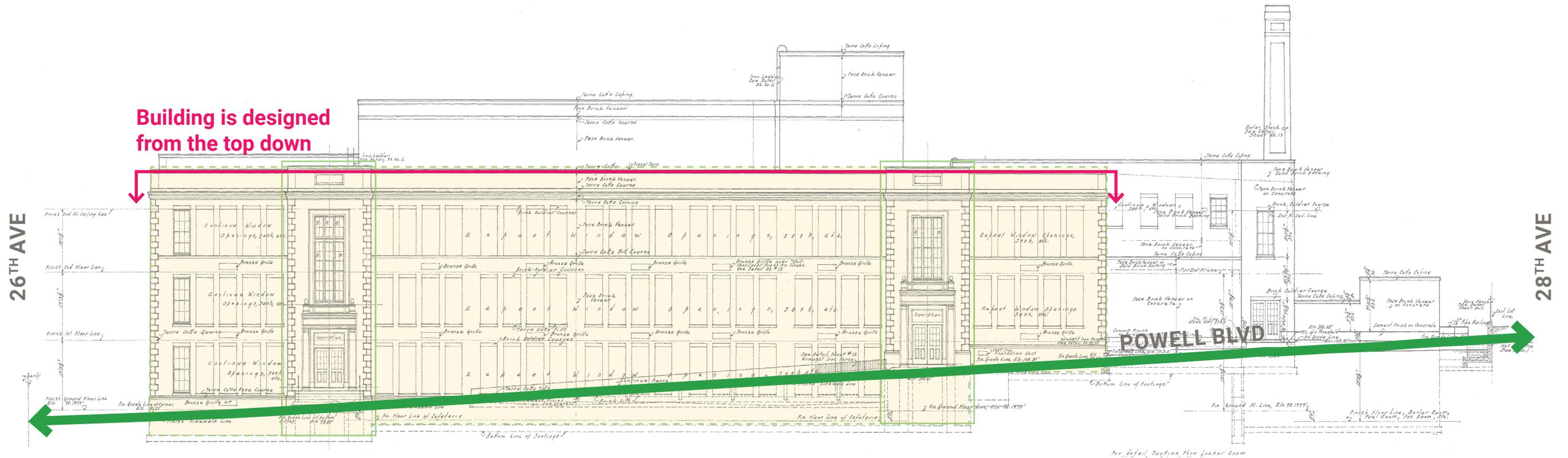
- > Primary entry level is the second floor
- > Library has a prominent location on an upper level
- > Hierarchy of entries - with a prominent front entry
- > Good daylighting strategies in classrooms

Sill height is great for placing furniture



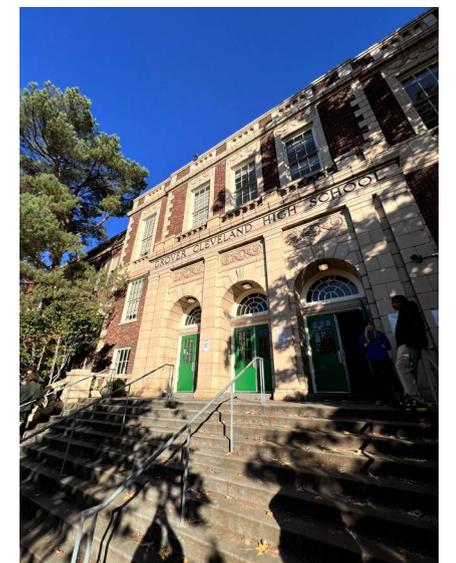
Windows originally went all the way to the ceiling!

# Existing Building Analysis



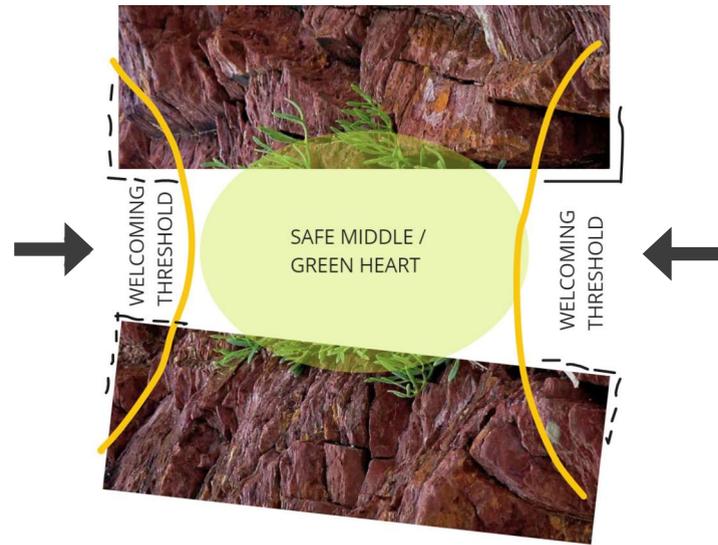
## How the New School will be different

- > Site and building will be accessible for all users
- > Site specific, designed with a sensitivity to the ground place.
- > Balance of inside vs outside.
- > Secure campus, circulation through main covered entry
- > Prioritize outdoor student space at the center of the block

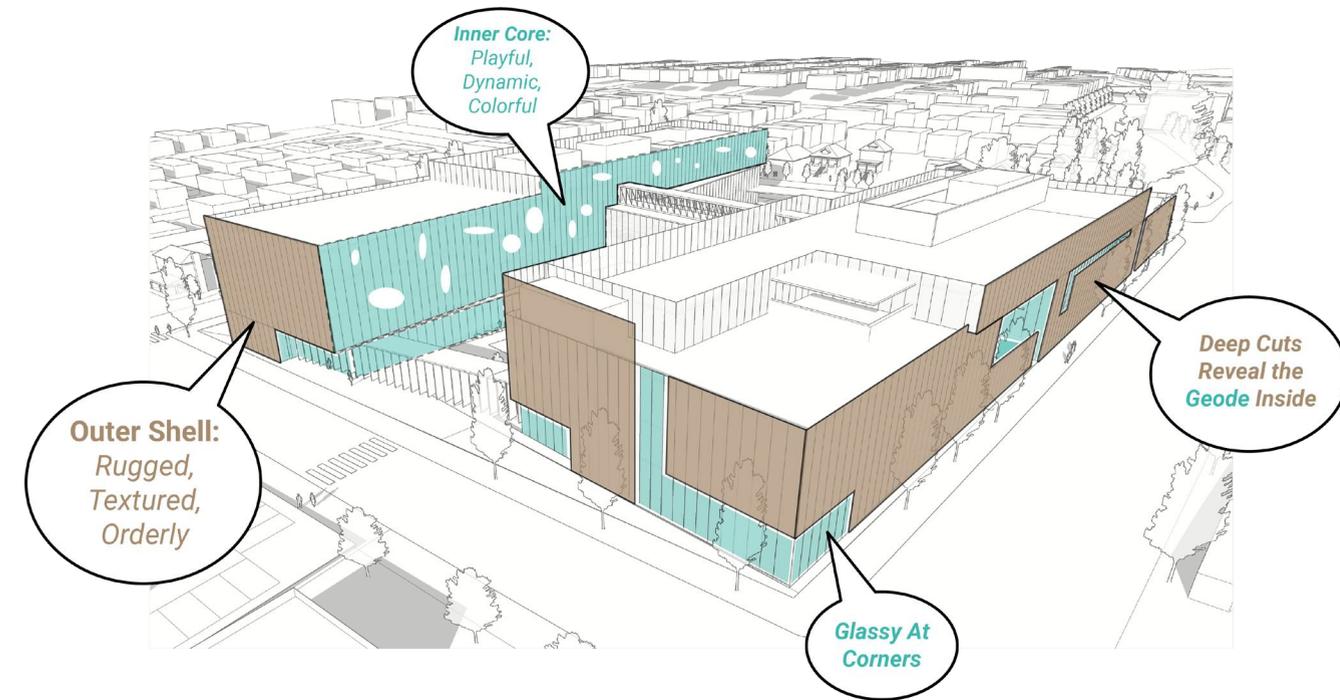
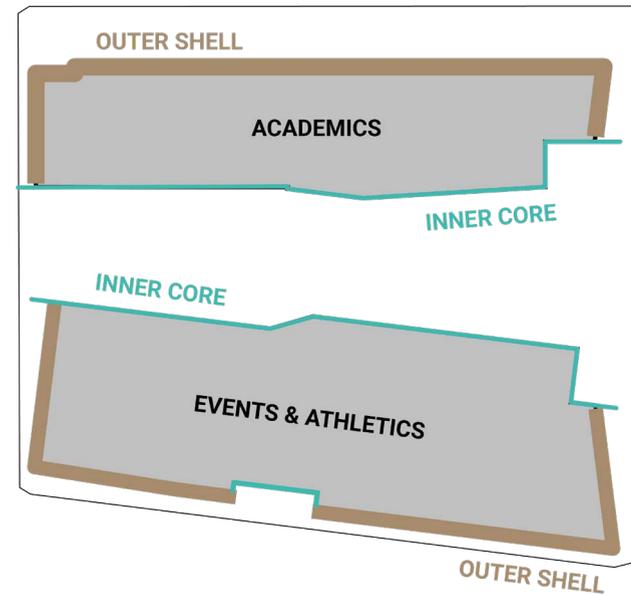


# Exterior Design Update

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

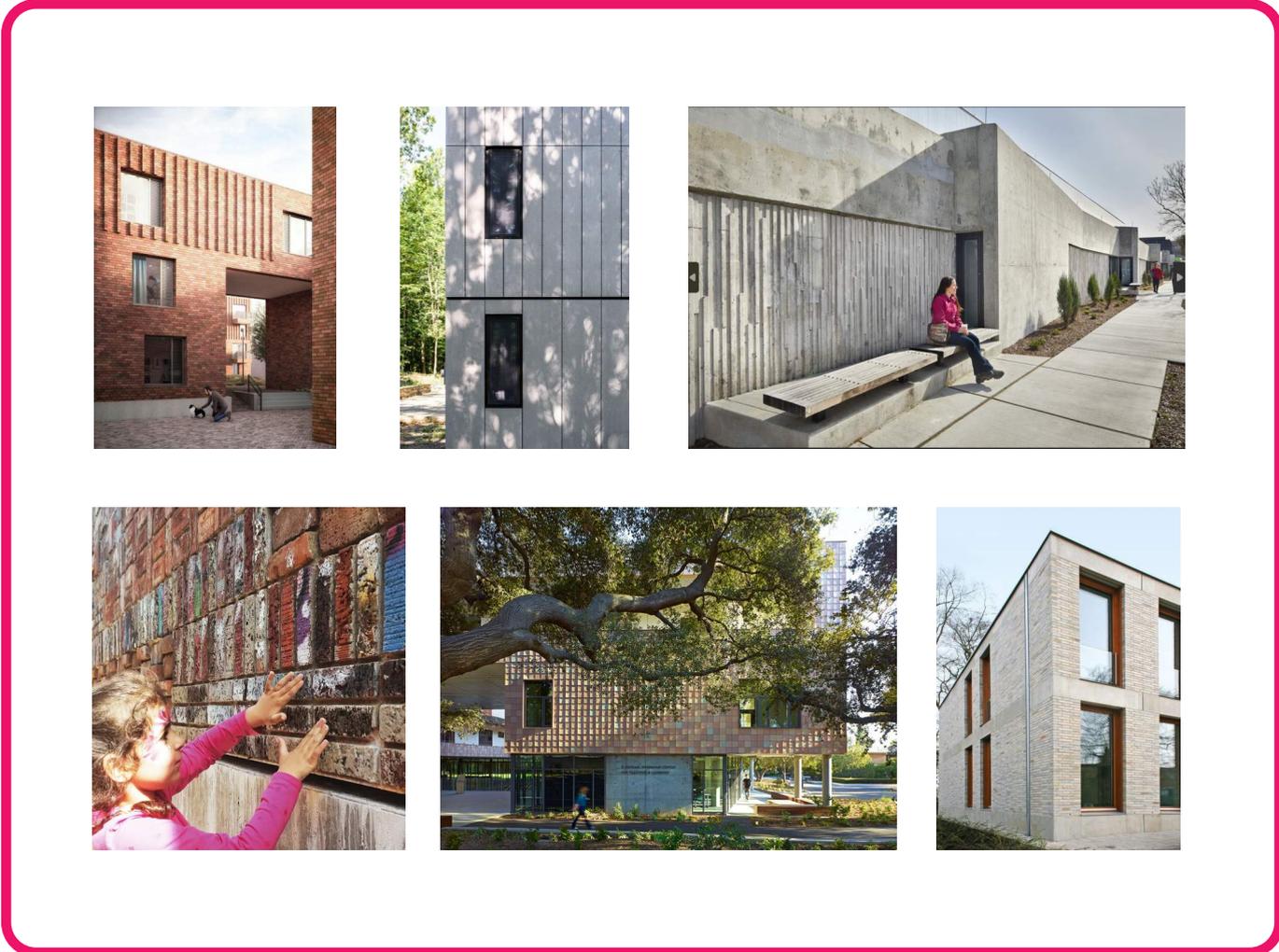


# Exterior Design Update

OUTER SHELL

VS

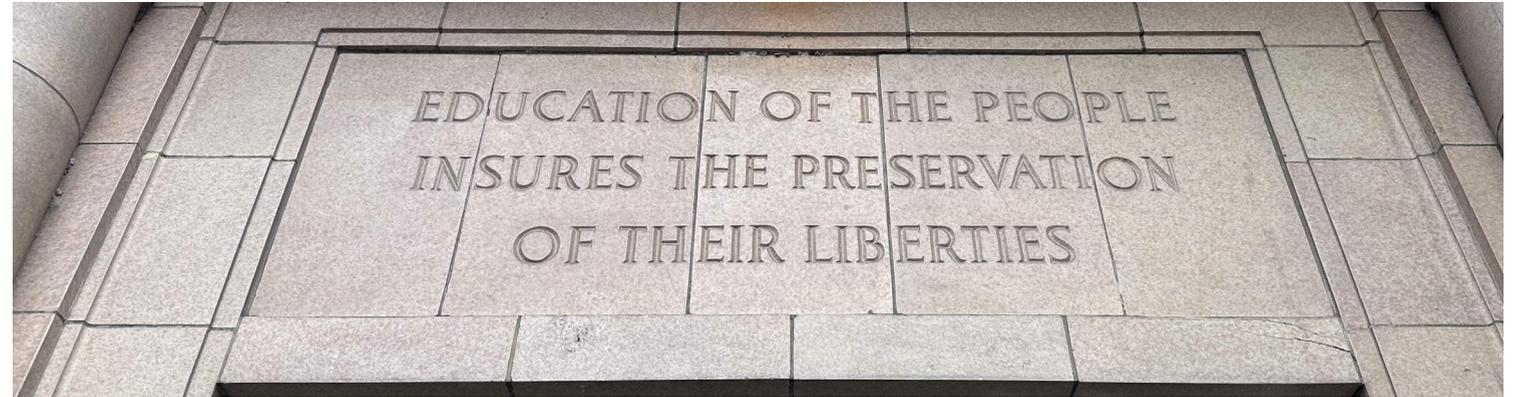
INNER CORE



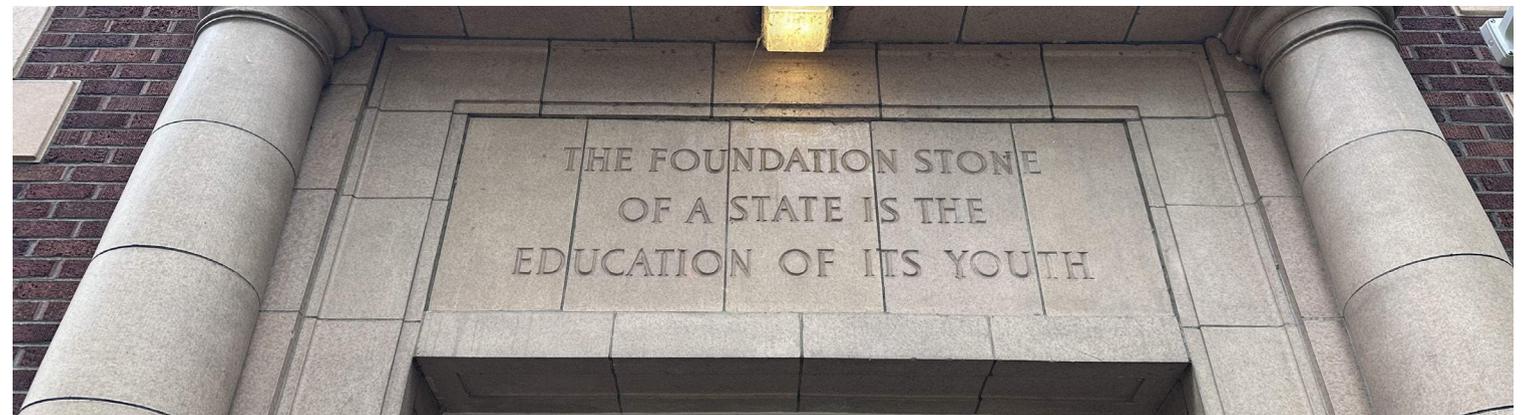
# Inscriptions



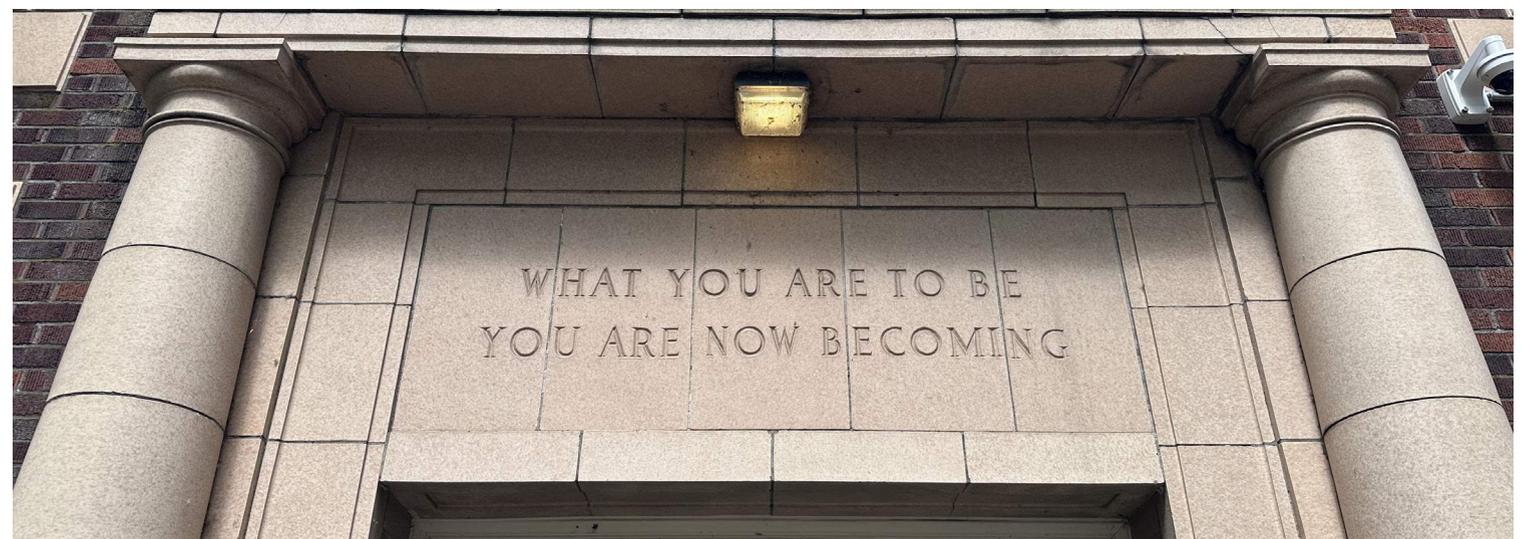
KNOWLEDGE IS THE ONLY FOUNTAIN  
BOTH OF THE LOVE AND OF THE  
PRINCIPLES OF HUMAN LIBERTY



EDUCATION OF THE PEOPLE  
INSURES THE PRESERVATION  
OF THEIR LIBERTIES



THE FOUNDATION STONE  
OF A STATE IS THE  
EDUCATION OF ITS YOUTH



WHAT YOU ARE TO BE  
YOU ARE NOW BECOMING

# Activities

Gallery Walk: Questions and Comments  
Symbolism & Representation

# Next Steps

Listening Sessions with After Bruce

Programming meetings with PPS: TBD

Public Workshop: Saturday, September 21, 9:30-12

DAG 04: Tuesday, October 15

**Thank You!**

# Appendix: What are the PPS Guiding Documents?

	Purpose	Example	the CPC will use to:	The Design Advisory Group (DAG) will use to:
<b>PPS Comprehensive HS Education Specifications</b> <a href="https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20Comp%20HS%20Ed%20Specs%20September%2017.pdf">https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20Comp%20HS%20Ed%20Specs%20September%2017.pdf</a>	"Building design characteristics that establish the ways facilities support programs and curriculum" equitably across all high schools	11 Science Labs, 1,500 square feet each; "Supports biology, chemistry, physics, anatomy, physiology, geology and astronomy curriculums"	recommend CHS-specific adjustments for specialized programs	understand functional requirements of school (storage, technology, etc)
<b>PPS Energy &amp; Sustainability Standards</b> <a href="https://www.pps.net/climatecrisispolicy">https://www.pps.net/climatecrisispolicy</a>	"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
<b>PPS Technical Design and Construction Standards</b> <a href="https://www.pps.net/Page/15497">https://www.pps.net/Page/15497</a>	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
<b>PPS Vision</b> <a href="https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS_Final%20Report_Update_081821.pdf">https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS_Final%20Report_Update_081821.pdf</a>	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
<b>PPS Long Range Facilities Plan</b> <a href="https://www.pps.net/Page/954">https://www.pps.net/Page/954</a>	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