

mahlum STUDIO PETRETTI  
ARCHITECTURE



16 DECEMBER 2023  
PUBLIC WORKSHOP #1

# Cleveland High School Comprehensive Plan

PORTLAND PUBLIC SCHOOLS

GROVER CLEVELAND HIGH SCHOOL



# Land Acknowledgement

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 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



**Erik Gerding**  
Sr. Project Manager



**Hector Lopez**  
Project Manager

### Mahlum



**Abby Dacey**  
Principal-in-Charge



**Alyssa Leeviraphan**  
Project Manager



**Chris Brown**  
Project Architect



**Andrew Weller-Gordon**  
Architect



**Pip Allen**  
Architect

### Studio Petretti



**Amanda Petretti**  
Design Strategy



**Hannah Allender**  
Design and Engagement



**Luke Smith**  
Design and Presentation

### After Bruce



**Thy Daniels**  
Project Manager



**Mireaya Medina**  
Co-lead



**Rhonda Teeny**  
Engagement Co-lead





**Who is in the room?**



# Agenda

- > Introduction/Welcome
- > Comprehensive Plan Overview
- > Community-Based Engagement
- > Opportunities & Tradeoffs
- > Close

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# Desired Outcomes

- > Understanding of the comprehensive planning and modernization scope.
- > Awareness of community-based engagement process.
- > Grounding in facts of building and site.
- > Expression of preferences for major opportunities and trade-offs.



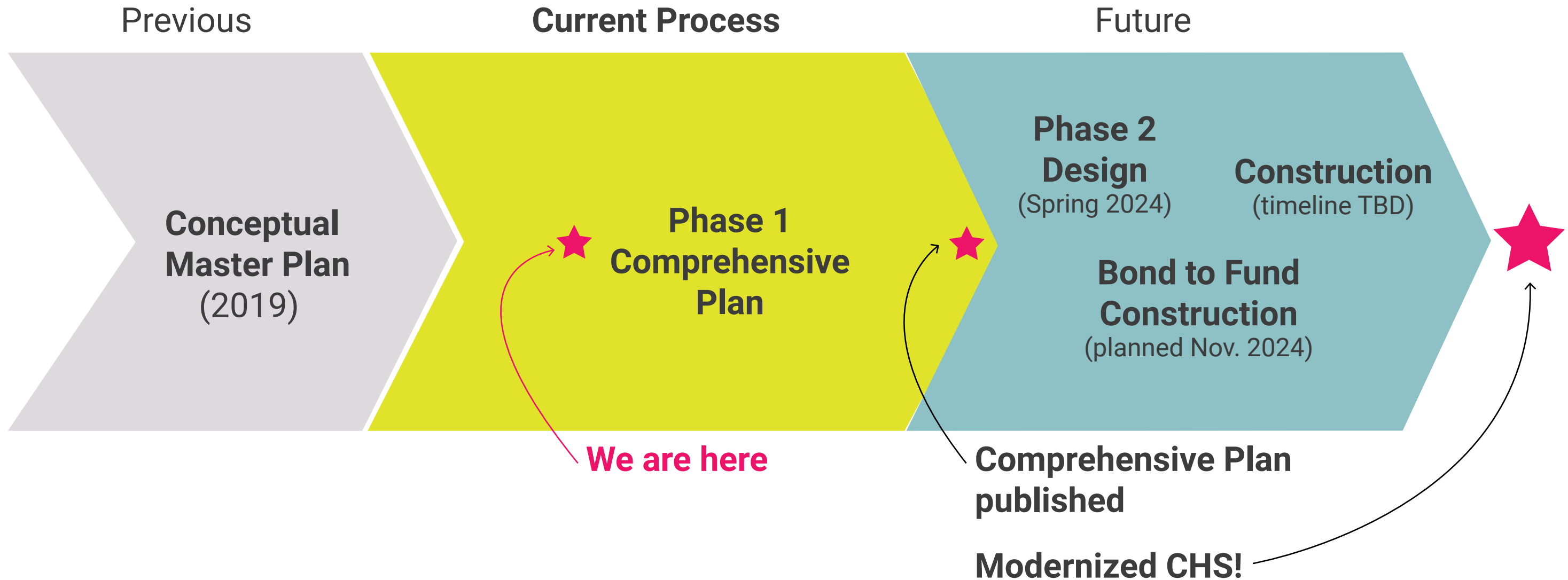
# Comprehensive Plan Overview

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# Overview

## Comprehensive Planning Schedule





# Overview

## 2019 Conceptual Master Plan

- > Approximately 50 CMPC members
- > 4 CMPC meetings
- > 5 Steering Committee meetings
- > 1 Student engagement session
- > 1 Community forum
- > 1 Open House

### What we asked:

- > Identify places the community values
- > Identify places of memory or historic value
- > Where is change necessary?

### What was accomplished:

- > Identified priorities of the school community
- > Created three site development options to consider

>> [link to Conceptual Master Plan](#)





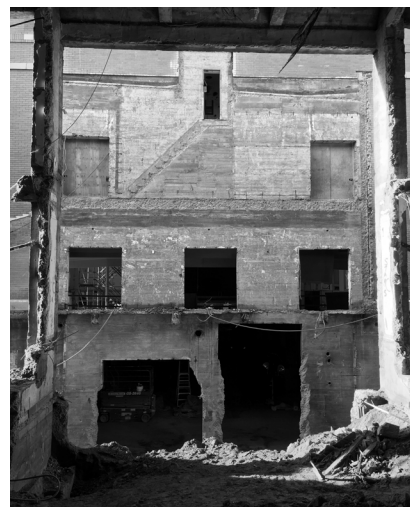
# Overview

What Does “Modernization” Mean?

Three common types of building projects that could fall into the modernization category:

- > Remodel
- > Remodel & addition
- > New construction

Modernization = Transformation





# Overview

What Does “Modernization” Mean?

All modernization projects include:


- > **Seismic upgrades** + code required seismic design
- > **Technology** upgrades
- > Improved **safety** considerations
- > **New furniture + equipment** throughout
- > **Mechanical, electrical + plumbing systems** upgrades
- > **Lighting improvements** for energy efficiency + longevity
- > Upgraded **athletic facilities**
- > Spaces per the **PPS Educational Specification** for a Comprehensive High School




# Overview

What is an “Educational Specification”?

- > A set of **building design characteristics** that establish the ways the facilities support program and curriculum.
- > Strives to **provide parity** of program by starting with the same components at each comprehensive high school.
- > Includes an **area program** which identifies the area and quantity and size of spaces.
- > Will be tailored through the planning process to suit the **individual school**.



### Education Specifications (Comprehensive High Schools)



Portland Public Schools | Portland, Oregon  
Revised September, 2017

**Classroom Utilization Comparison Example**

	Ed Spec (1,700 Students)							
	Total SF	SF/TS	TS	Util	Classroom Range	Stud - low	Stud - high	
General Classroom	34,300	960	35	55%	20 - 30	665	598	
Science	16,500	1,500	11	95%	20 - 30	209	314	
Specialized Instruction								
PE/Athletics		varies	18	90%	20 - 30	324	486	
Special Education		varies	4	75%	20 - 30	60	90	
Small Instructional	5,000	500	10	70%	20 - 30	28	42	
<b>Total</b>	<b>281,370</b>		<b>80</b>			<b>1,426</b>	<b>2,139</b>	

	Proposed Program at 80% (1,700 Students)							
	Total SF	SF/TS	TS	Util	Classroom Range	Stud - low	Stud - high	
General Classroom	33,750	850	40	85%	20 - 30	180	1,013	
Science	16,800	1,500	11	85%	20 - 30	180	286	
Specialized Instruction								
PE/Athletics		varies	20	75%	20 - 30	300	450	
Special Education		varies	3	70%	20 - 30	50	75	
Small Instructional	5,000	500	10	70%	20 - 30	42	63	
<b>Total</b>	<b>281,370</b>		<b>89</b>			<b>1,257</b>	<b>1,886</b>	

	Proposed Program at 75% (1,700 Students)							
	Total SF	SF/TS	TS	Util	Classroom Range	Stud - low	Stud - high	
General Classroom	33,750	850	40	75%	20 - 30	596	893	
Science	16,800	1,500	11	75%	20 - 30	168	252	
Specialized Instruction								
PE/Athletics		varies	20	75%	20 - 30	300	450	
Special Education		varies	3	70%	20 - 30	42	63	
Small Instructional	5,000	500	10	70%	20 - 30	0	0	
<b>Total</b>	<b>281,370</b>		<b>89</b>			<b>1,156</b>	<b>1,733</b>	

Yellow cells denotes variables

**Arts:** Areas identified for performing arts, band/orchestra, and choir should be sufficient to accommodate the percentage of student enrollment taking these classes. Credit requirements will likely not require the need for additional spaces beyond what is identified in the area program.

**Special Education:** Special education classrooms include learning resource centers (LRC), behavioral classrooms, and medically fragile classrooms. The number of special education classrooms within each high school will be dependent on the number of students requiring special education instruction. The number of classrooms specified in the area program for 1,700 students is based on a District-wide average of SPED students. The threshold for changing the number of learning centers should be about +/- 30 students receiving special education.

24 AREA PROGRAM INTRODUCTION

>> [link to PPS Comprehensive HS Ed Spec](#)



# Overview

What will the Ed Spec mean for CHS?

Program spaces included in the Ed Spec that Cleveland currently does not have:

- > Teacher Planning / Collaboration Areas
- > Smaller Instruction Spaces
- > Flexible Learning Areas
- > Larger Main Gym
- > Auxillary Gym
- > Clothing/Food Closet
- > Teen Parent Services (Early Head Start Program)
- > Maker Space
- > Special Education Suite
- > Black Box Theater

**CURRENT CHS:  
APPROXIMATELY  
254,000 SF**

**ED SPEC RANGE:  
300,000  
TO  
315,000 SF**



# Modernized High Schools

Recent examples have included renovation & addition or new construction:



Lincoln High School (new construction)



Franklin High School (remodel & addition)



McDaniel High School (remodeled + addition)



Kellogg Middle School (new construction)



# Modernized High Schools

## Gymnasium



Lincoln High School

MAHLUM | Studio Petretti



Grant High School



# Modernized High Schools

Theater



Lincoln High School

MAHLUM | Studio Petretti



Grant High School



# Modernized High Schools

Shared Learning (Flex) Spaces



Lincoln High School

MAHLUM | Studio Petretti



Grant High School



# Comprehensive Plan

What is a Comprehensive Plan?

A **community-centered process**

+

A high-level **plan** for the future of the school building and sites

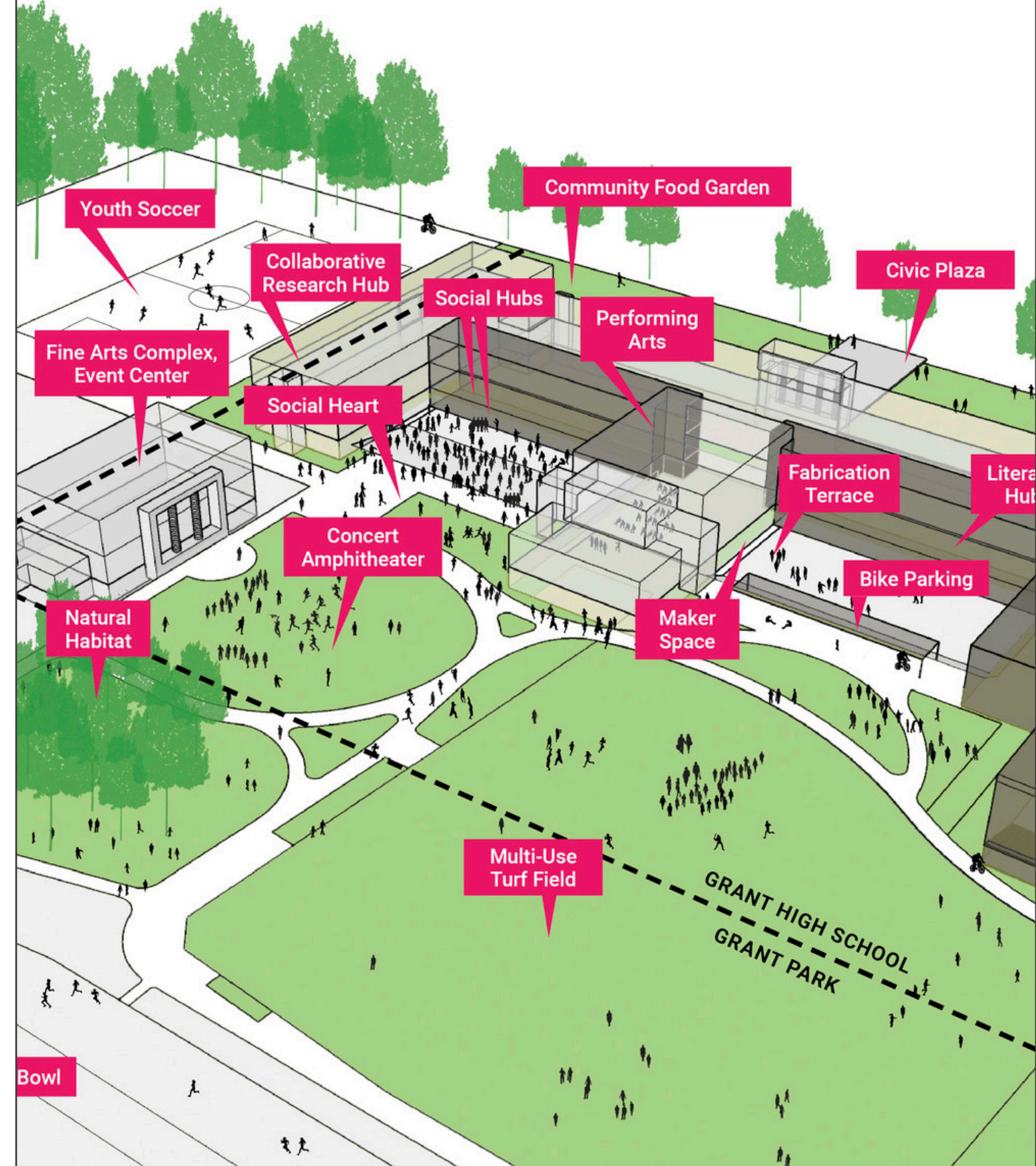
Participants:

Comprehensive Planning Committee (CPC)

PPS students, teachers, staff

Community-based Engagement Activities

Public Design Workshops





# Comprehensive Plan

Specific topics we plan to cover



## Sites

- > Best and highest use of each PPS site
- > Improving student safety in and around campus
- > Site program elements

## Building

- > Retaining existing buildings (or not)
- > Location and height

## Priorities

- > Vision and goals
- > CHS-specific program needs
- > Support marginalized groups



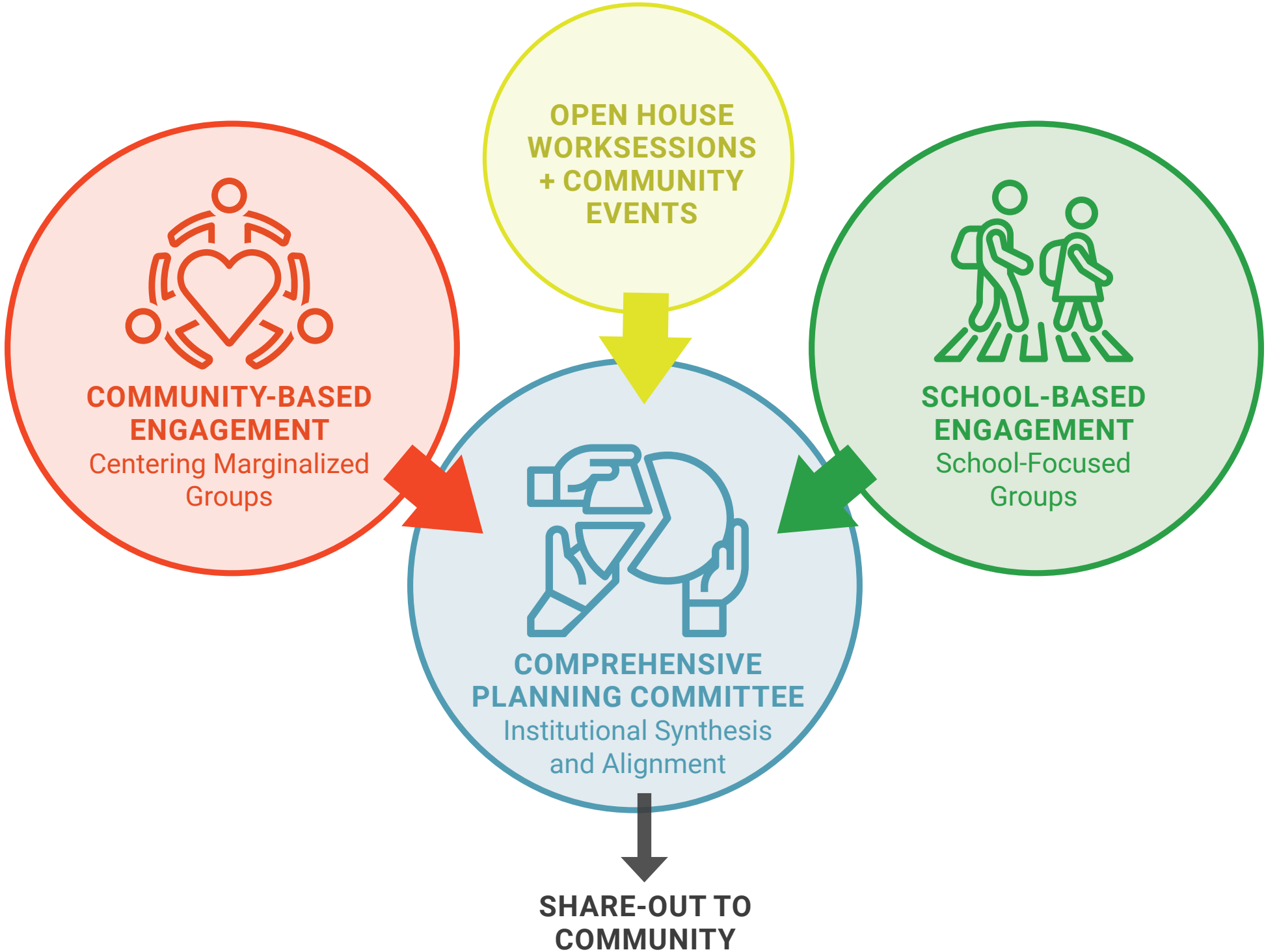
# Community-Based Engagement

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# Community-Based Engagement

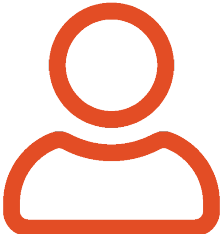
## Overview



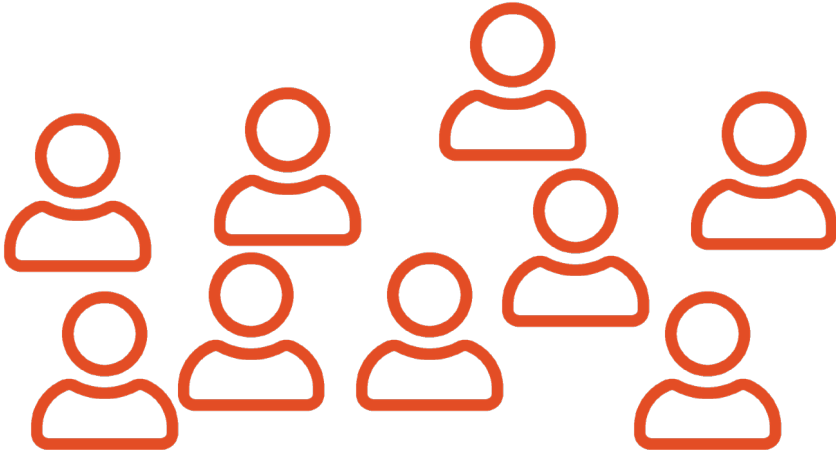


# Community-Based Engagement

Types of Engagement



Survey



Community Listening Sessions



Stakeholder Interviews

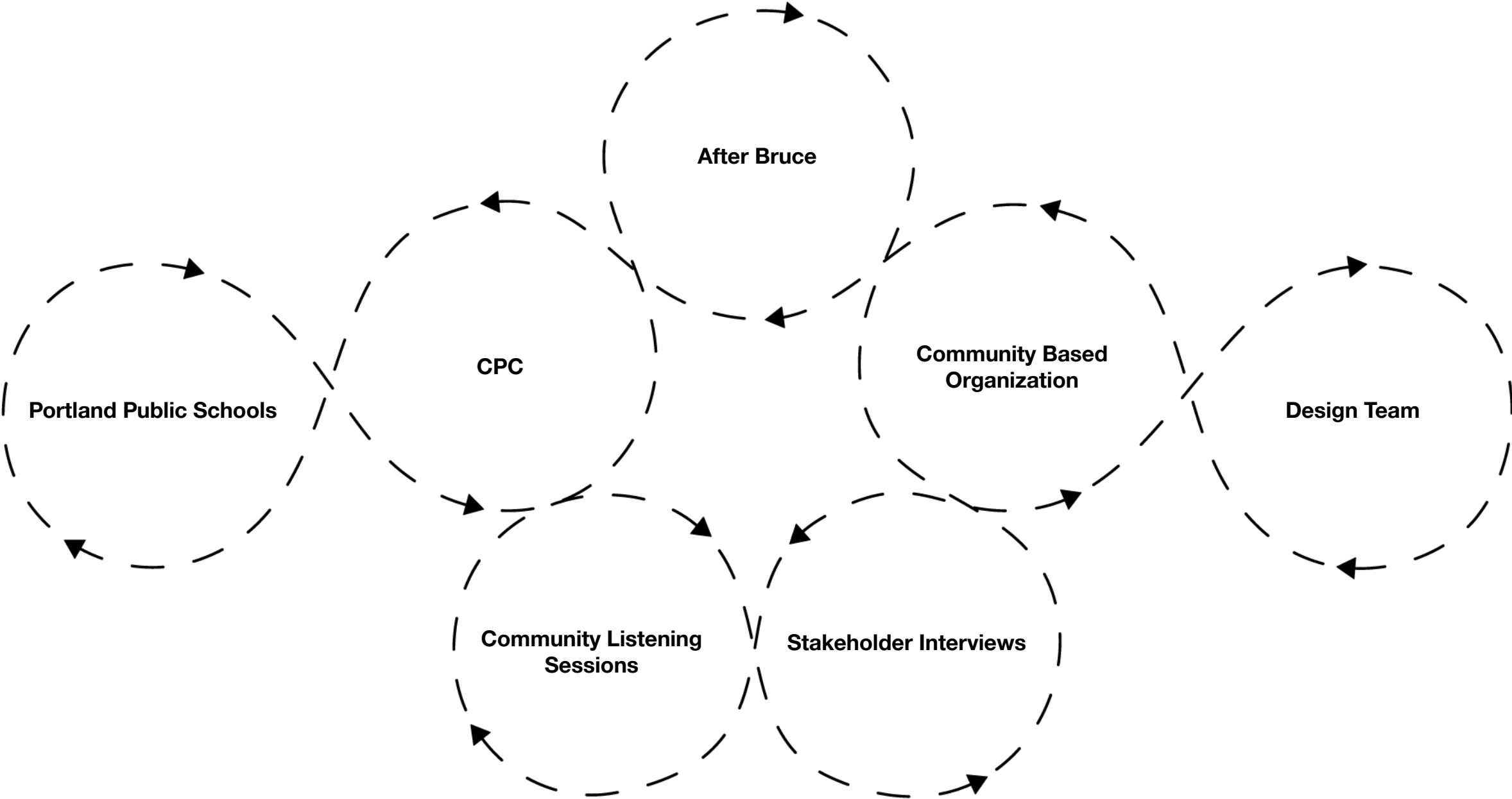


DIY Facilitators Guide



# Community-Based Engagement

Feedback Loop





# Vision Development

CPC #1: Question 1- What would success look like?

Student/youth participation in design process (ownership), trauma informed design, inspiring/beautiful place to learn (source of neighborhood pride), reasonable budget

High level of approval for final design

Students feel safe, welcome & successful at school

The new building and its campus are a joy to the neighboring community. Good design that adds to the streetscape.



# Vision Development

CPC #2 Shareback: Unique CHS attributes

Speech + debate  
champs

Students interact with  
neighborhood walking  
between locations

Kids feel like part  
of community

Weight rooms give a  
sense of community,  
an alternative to class  
sitting. Focus on  
athletics.

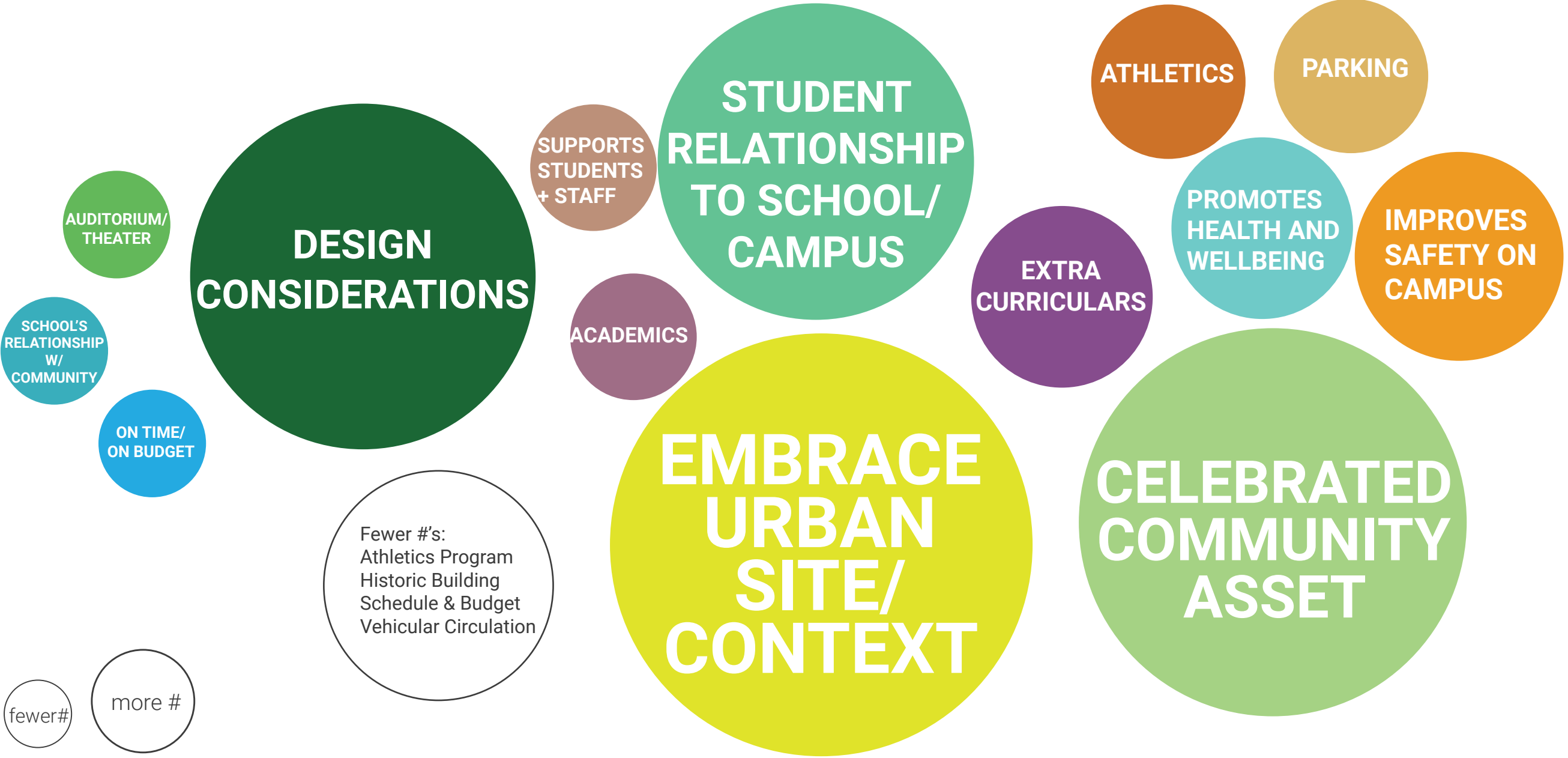
Flex spaces for  
student life +  
clubs

CHS doesn't have a  
space for welcoming  
outside organizations  
or community uses.



# Vision Development

CPC #2 Emerging Themes



Scale based on input #'s



# Vision Development

Draft Vision Statement

**The Modernized CHS will draw inspiration from its unique urban context to create a vibrant campus that supports students, respects its neighbors and enhances the school's position as a community asset.**

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# Vision Development

## Draft Goal Statements

The Modernized CHS will...

- > Embrace the urban context of the CHS sites
- > Enhance CHS's position as a celebrated community asset
- > Create a welcoming environment that supports students and staff
- > Promote health and wellness
- > Encourage academic and extracurricular excellence



# Activity 1

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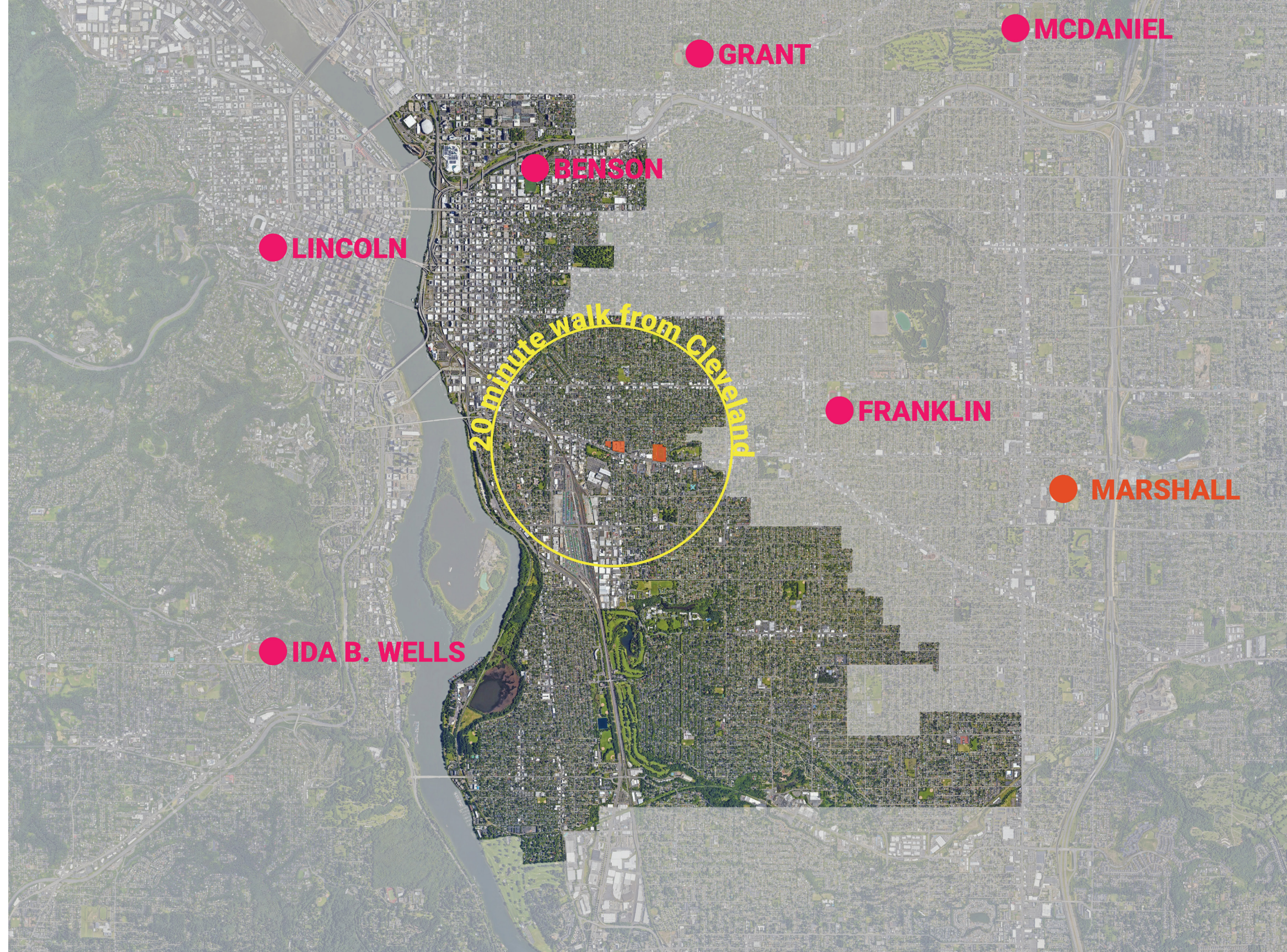
# Existing Sites & Building

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# Context

Catchment Area





# Context

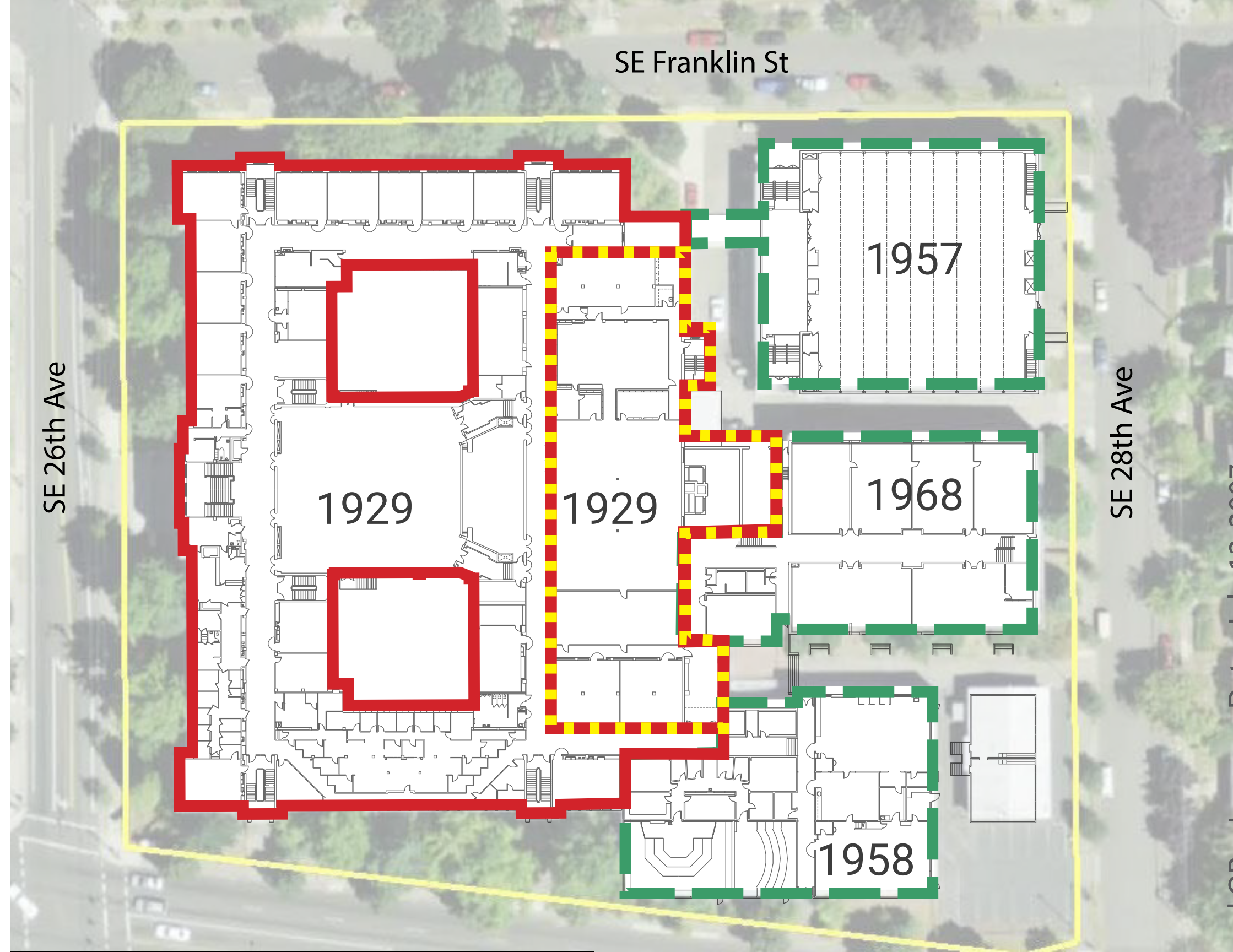
## Cleveland High School Sites








# Existing Building

## Site Plan



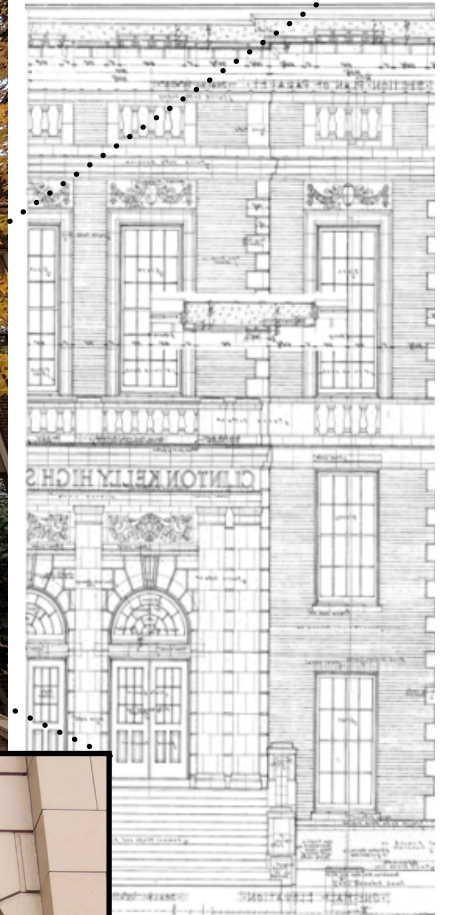
### Historical Significance and Building Integrity

-  Contrib: High Significance
-  Contrib: Moderate Signif.
-  Non-Contributing



# Existing Building

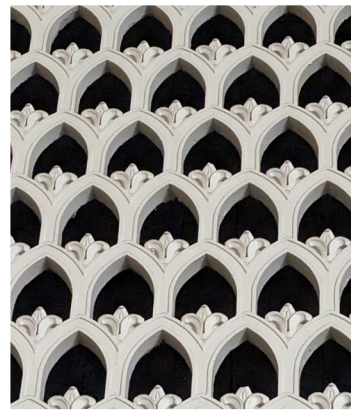
Exterior





# Existing Building

Interior





# Opportunities & Tradeoffs

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# Opportunities and Trade-offs

Design Workshop #1

- > Retain any portions of the existing building?
- > Remodel or replace the theater?
- > Building height vs. open space on the sites
- > Building location(s)
- > What to locate on the fields site



# Existing Building

Why retain portions?

- > Can be less expensive
- > It is less carbon intensive to modernize than to replace the structure
- > Existing features can carry memory, nostalgia and historical interest
- > Can be a teaching tool
- > Features craftwork and materials that we no longer have access to

## Challenges

- > Risk of unknown conditions
- > Added complexity of construction
- > Limited accessibility





# Existing Building

## Types of Building Reuse



- > Demolition and re-use of building elements



- > Full Modernization: re-use of structure and facade and targeted reuse of interior elements



- > Facadectomy: re-use of the facade only



# Auditorium / Theater

Renovate or build new?

## Considerations

- > Seat count
- > Stage continuity & backstage
- > Balcony sight lines
- > Historic value
- > Balancing respectful historic intervention with modern technical requirements
- > Square footage

GHS



LHS



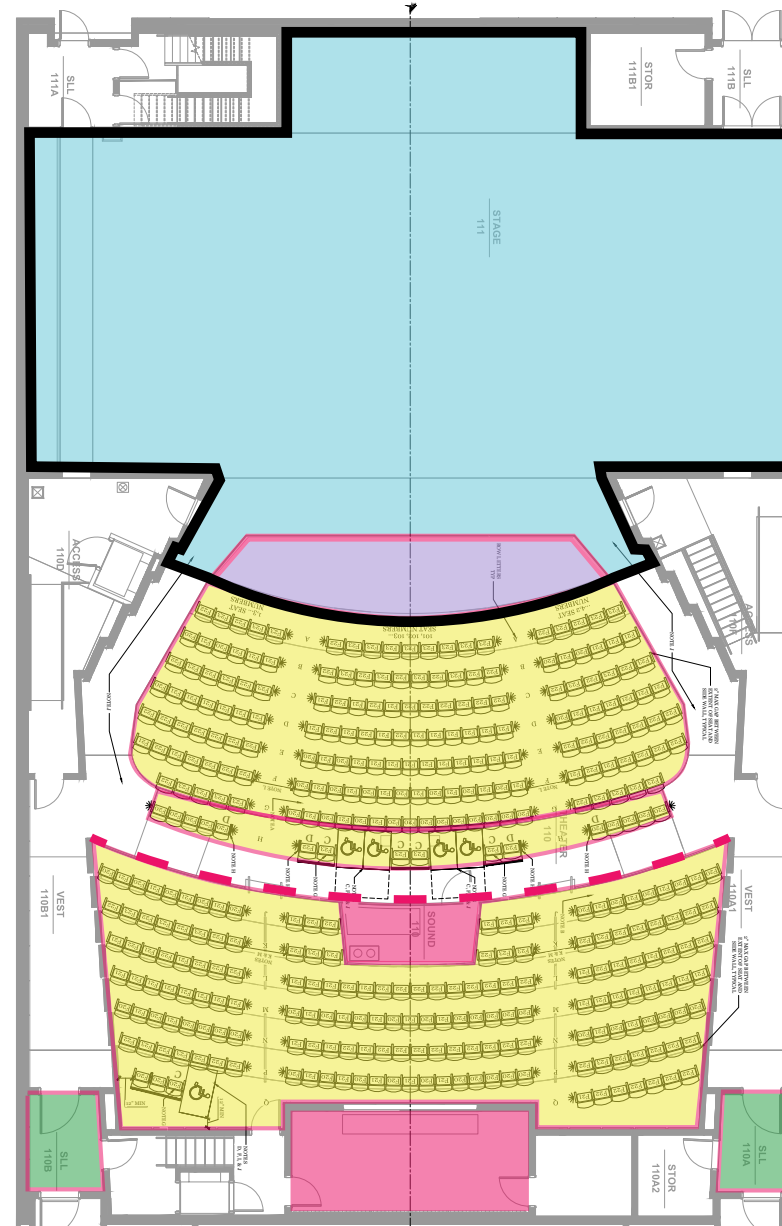


# Auditorium / Theater

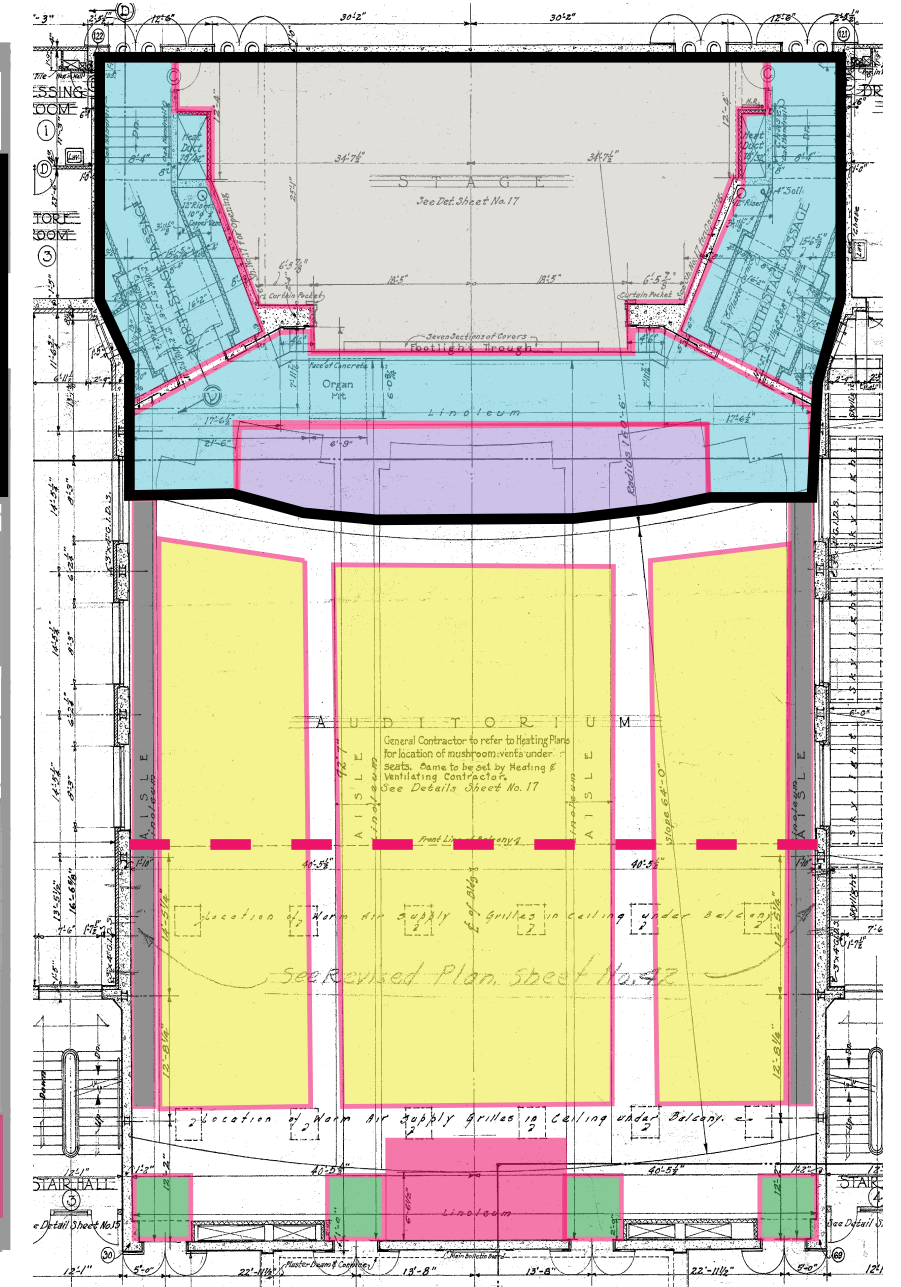
Renovate or build new?

	New modern theater	Proposed renovation scope
	LHS	CHS
Seat Count:	510	730-880
Stage area:	3,576 sf	3,818 sf
Sightlines:	Clear	Some issues
Footprint:	10,015 sf	10,193 sf

LHS



CHS





# Site Program and Fit

Today, we'll discuss:

How modernized CHS fits on the property, how key site uses could be accommodated:

- > Open space & outdoor student space
- > Athletics and physical education
- > Bike & automobile parking

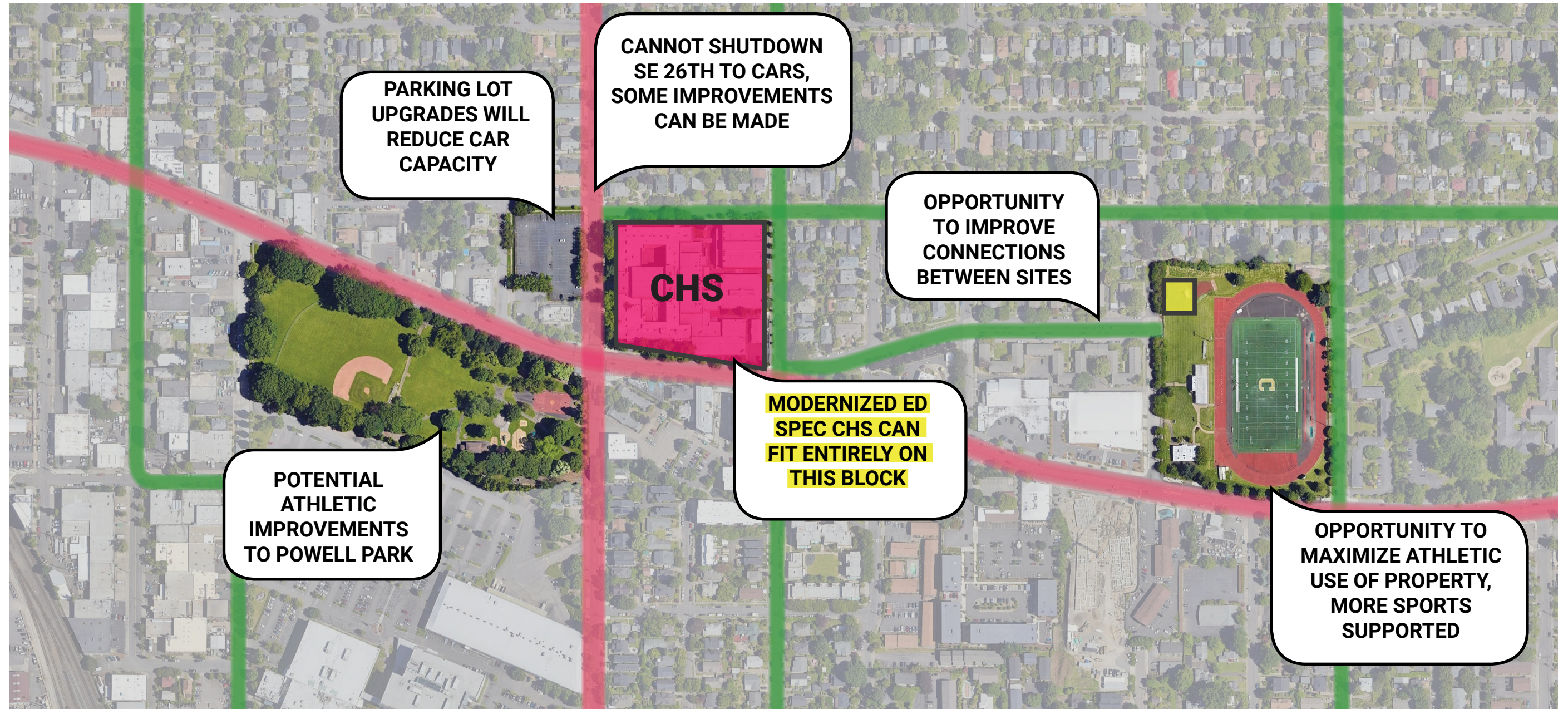
**There are tradeoffs between these uses. Through an activity together, we will record your input on these tradeoffs.**





# Site Organization Studies

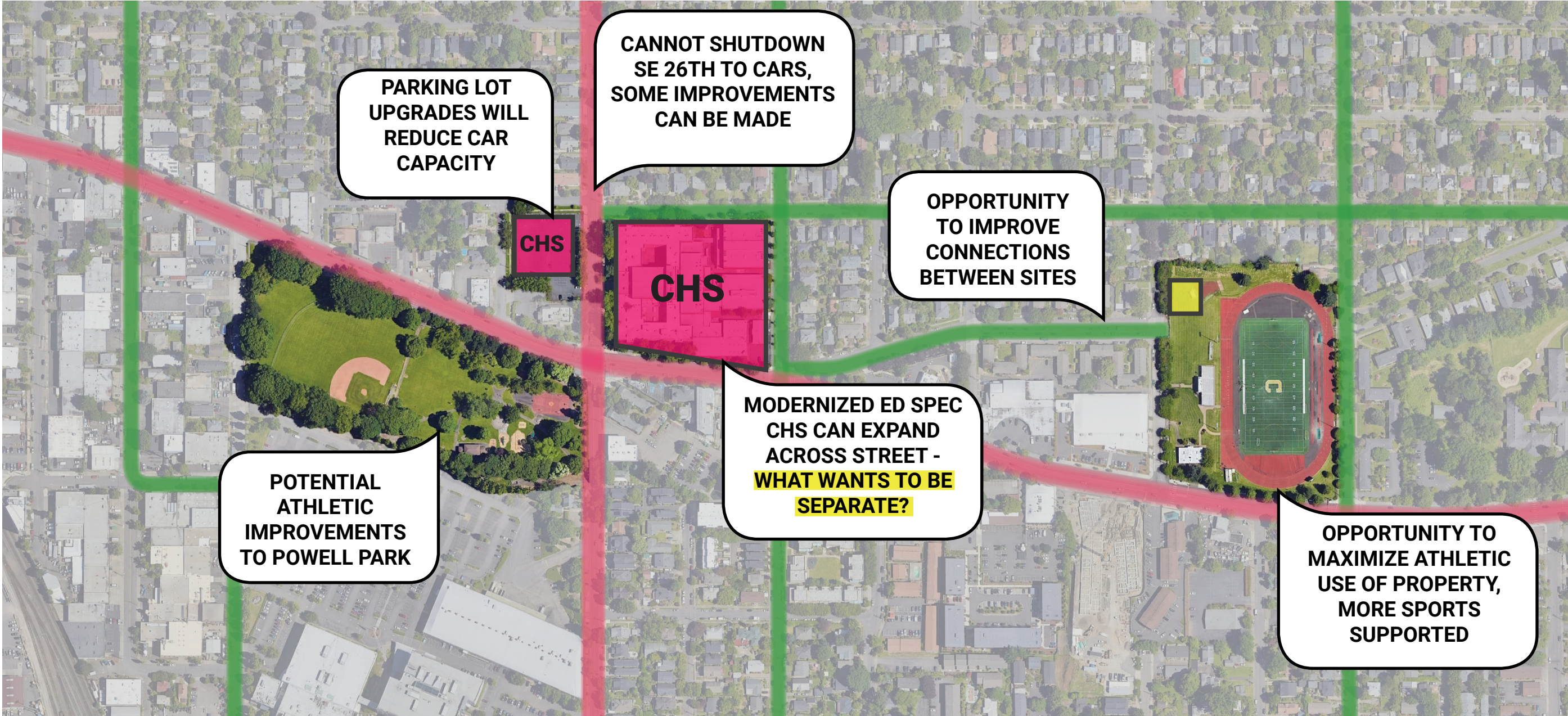
Site Study #1 Limit Building to One Block





# Site Organization Studies

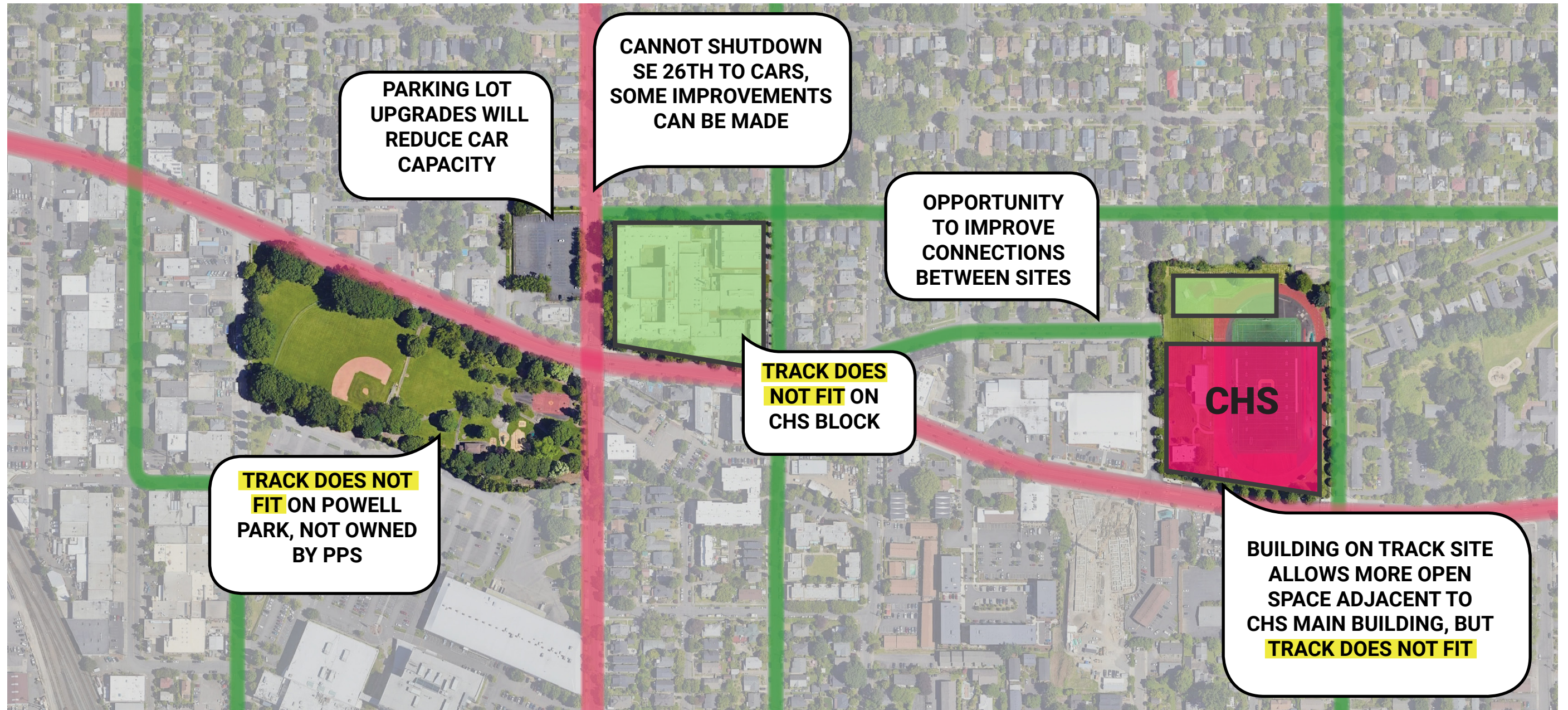
Site Study #2 Expand CHS over 26th





# Site Organization Studies

Site Study #3 Move CHS to current Track & Field



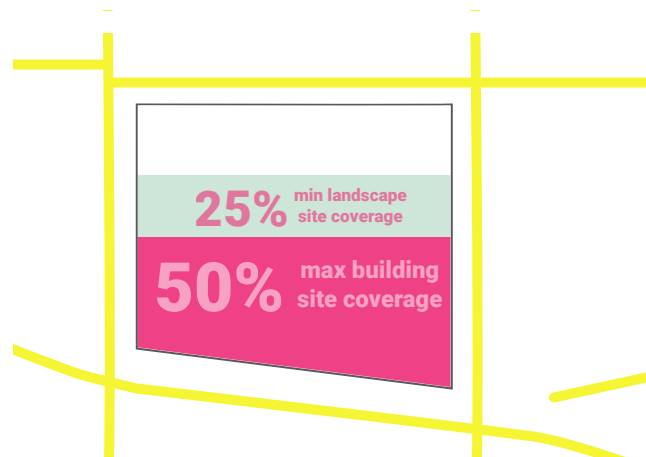


# Site Program and Fit

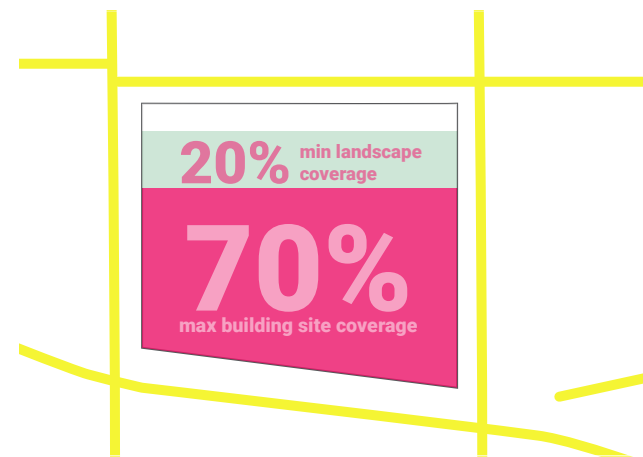
Open Space

**There is a tradeoff between ground level green space and building height.**

Changing zoning will allow flexibility to design the right balance.



EXISTING ZONE R2.5  
35ft height limit



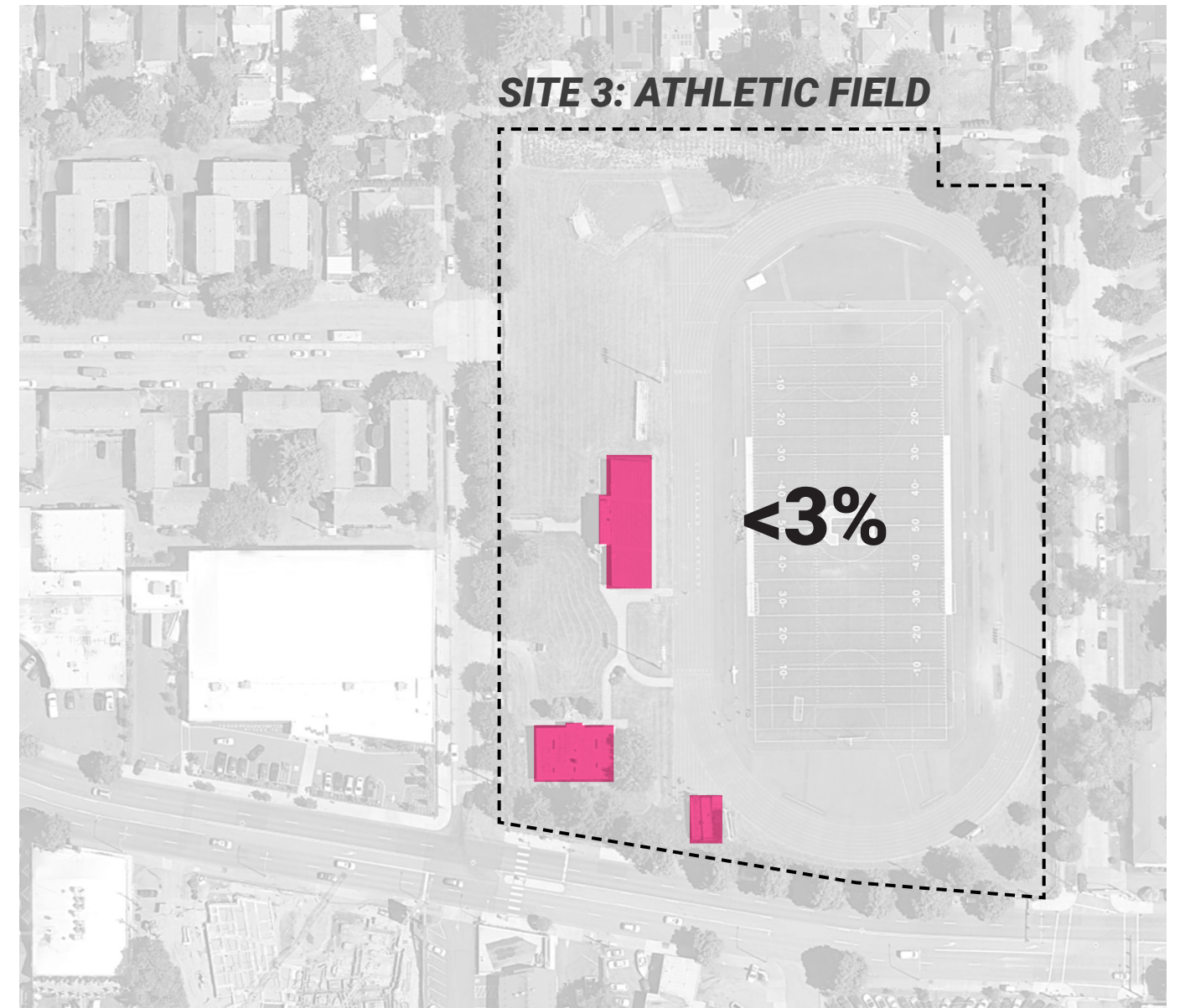
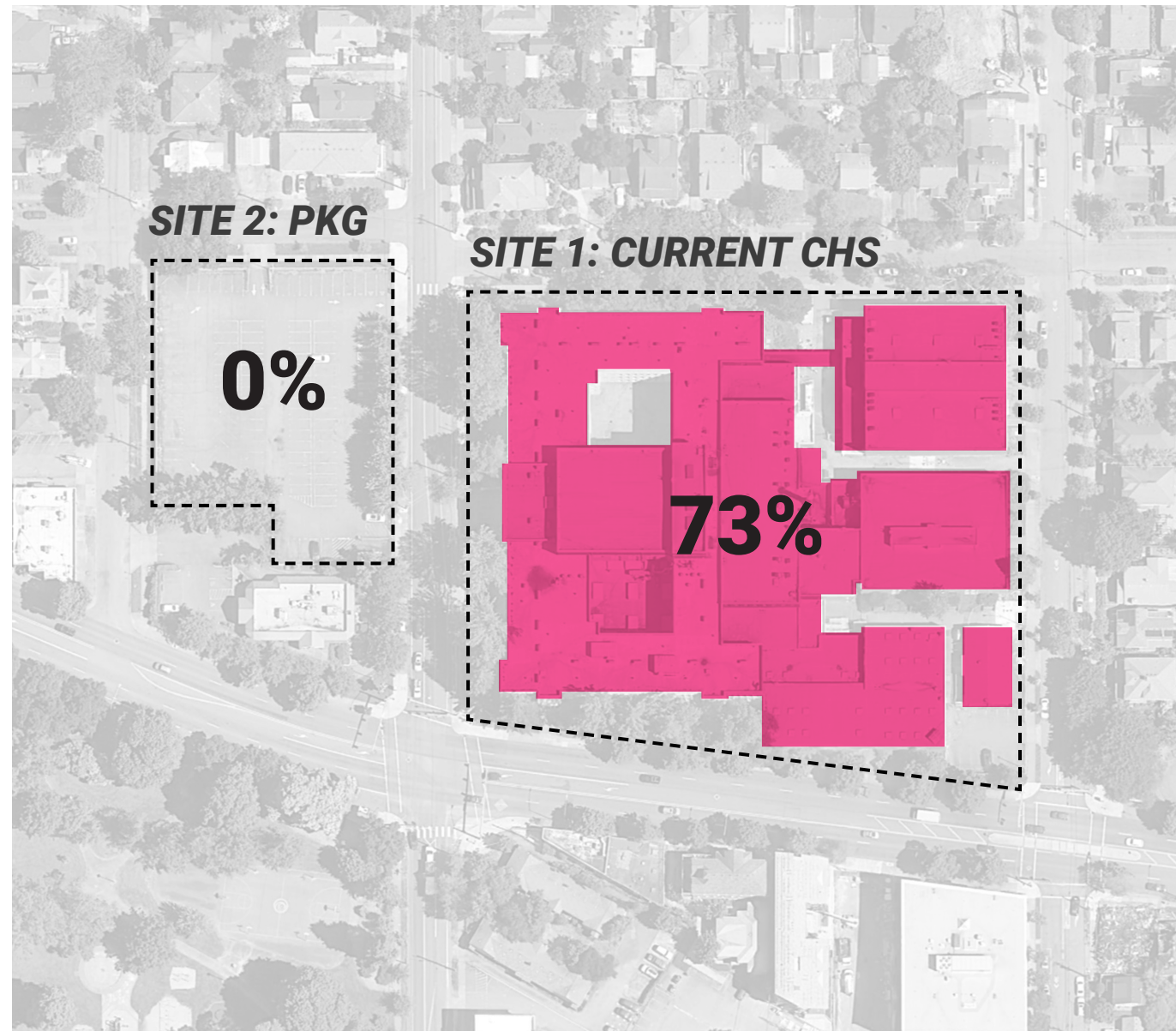
ZONE CHANGE TO "IRd"  
75ft height limit





# Site Program and Fit

- > Existing Building Coverage on main lot is 73%, mix of 3 story and 1 story buildings
- > Slivers of landscape around edges and between additions on main block

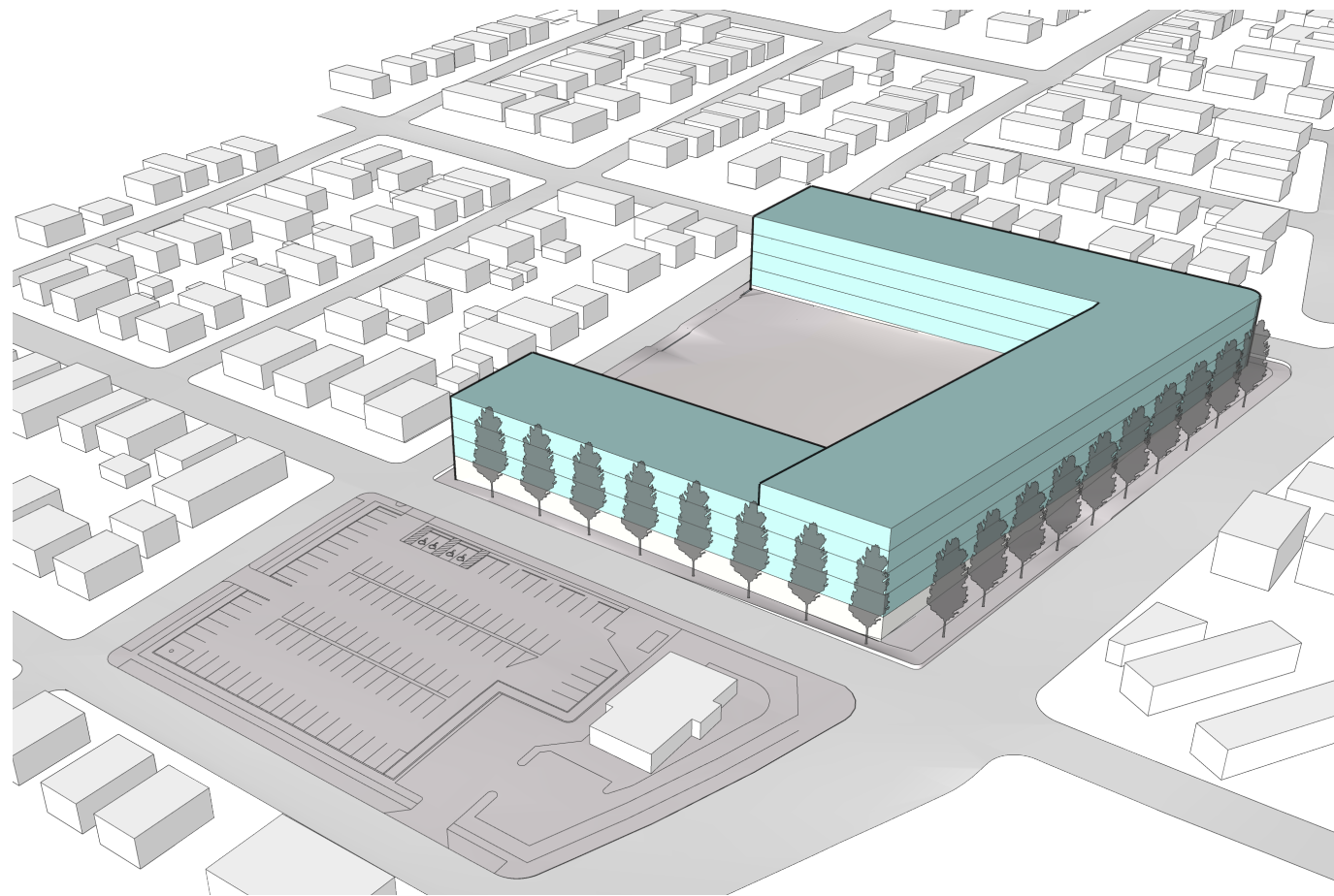




# Site Program and Fit

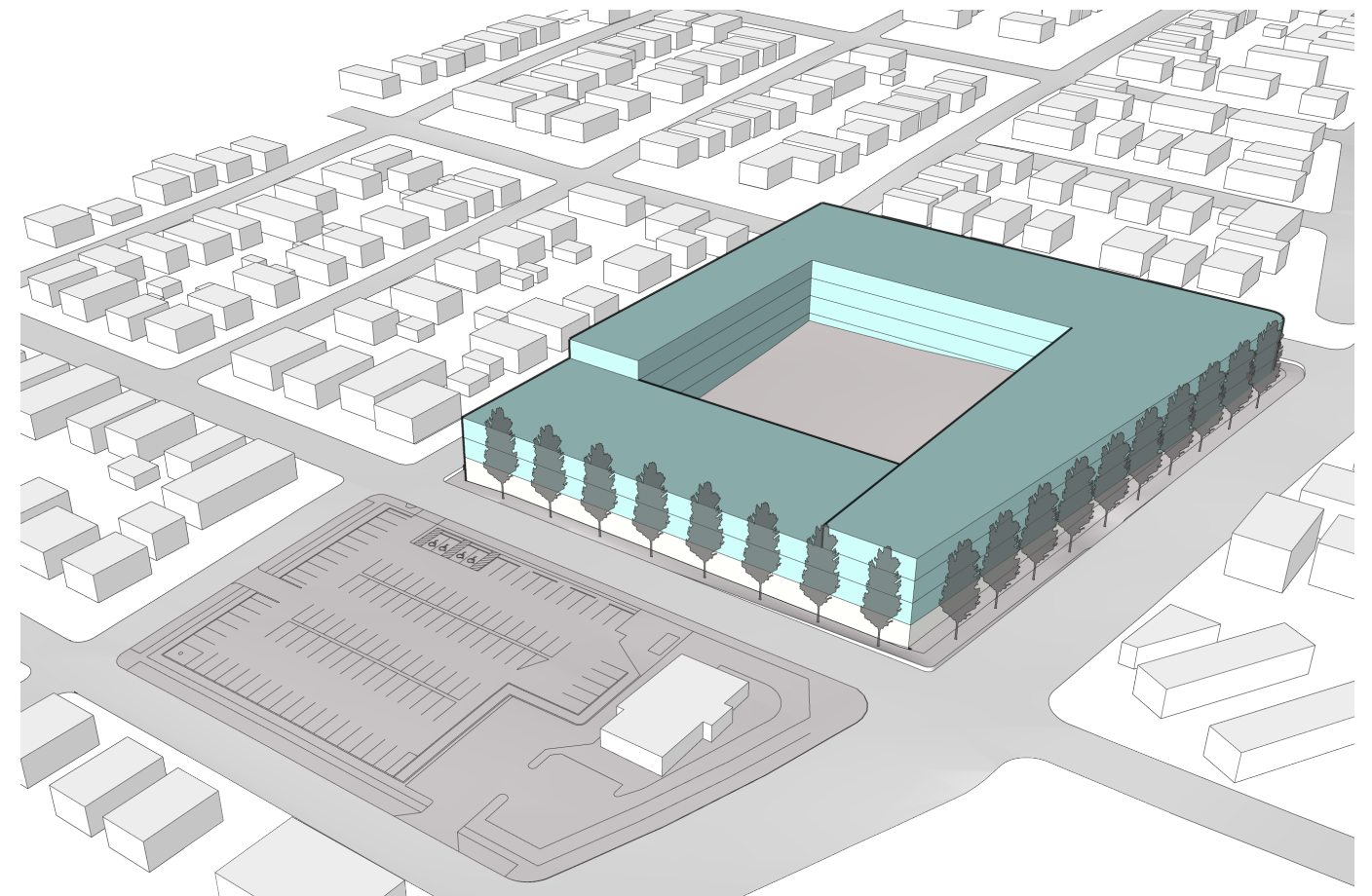
Placing Building on Sites

> **50% Building Coverage** with protected usable outdoor space



**OPEN CENTER, 4 STORIES**

> **70% Building Coverage** with protected usable outdoor space



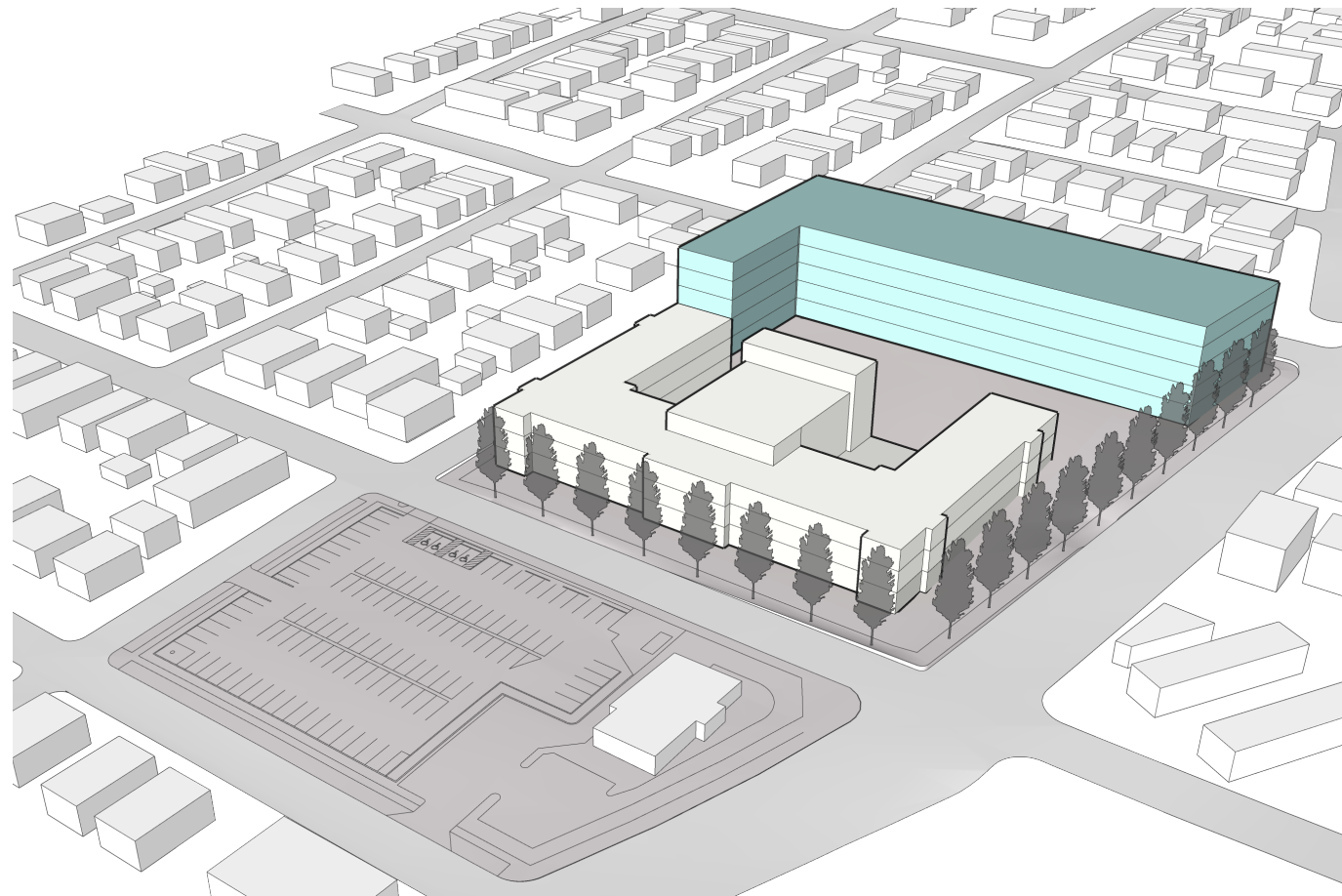
**OPEN CENTER, 3 STORIES**



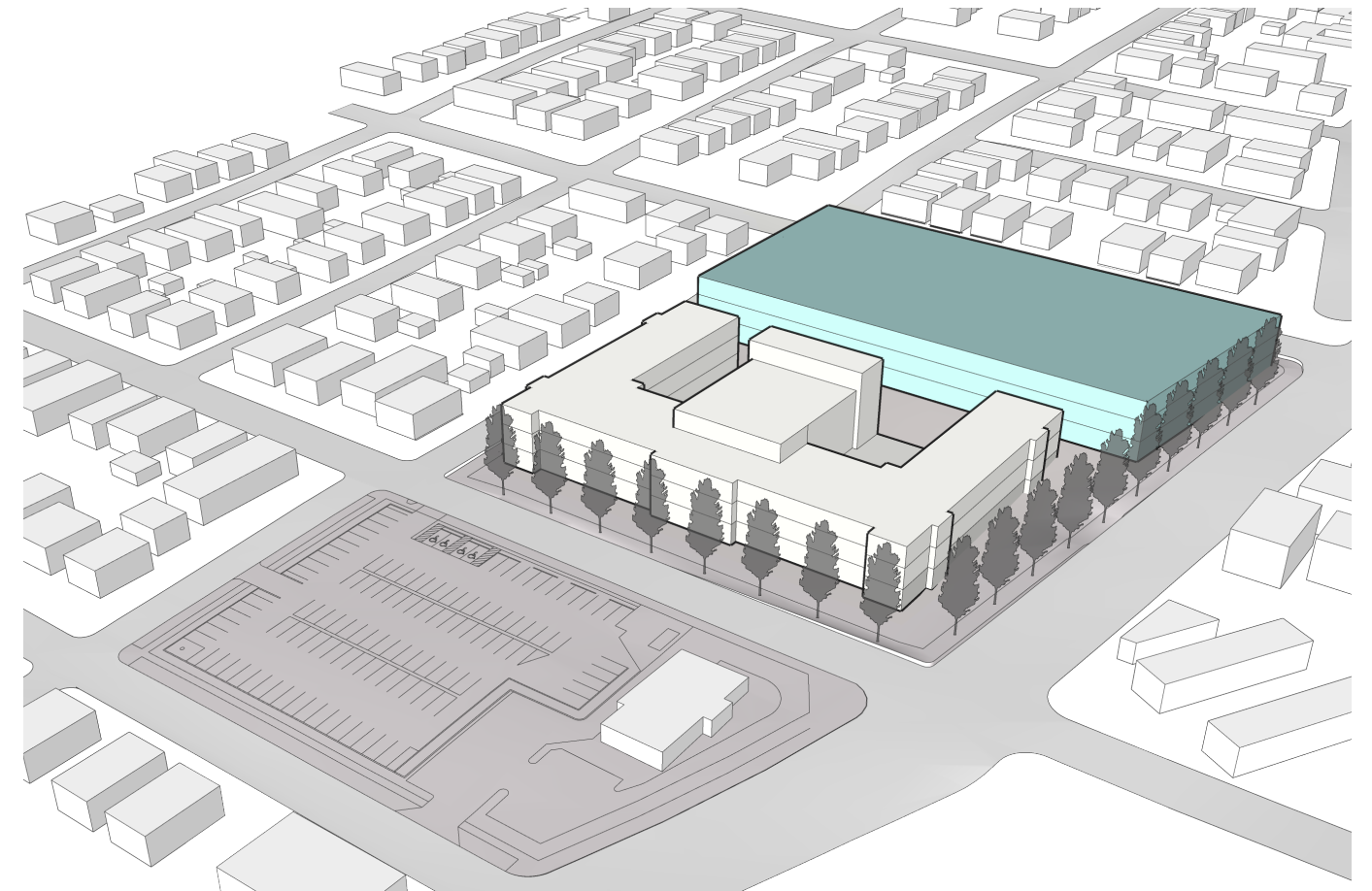
# Site Program and Fit

Placing Building on Sites

- > **Impact of retaining 1929 existing portion of CHS (3 stories)**
- > New construction addition to achieve Ed Spec program, two approaches



**50% COVERAGE, 5 STORIES**



**70% COVERAGE, 3 STORIES**



# Site Program

Athletics and Physical Education

Existing athletics space is provided at Cleveland HS Track & Field site plus Powell Park.

Choices will need to be made about what to prioritize on the modernized campus.

Current CHS Athletic Site Facilities:

Track and Field

Football

Soccer

Lacrosse

PE Flex Greenspace

Baseball (PP&R)

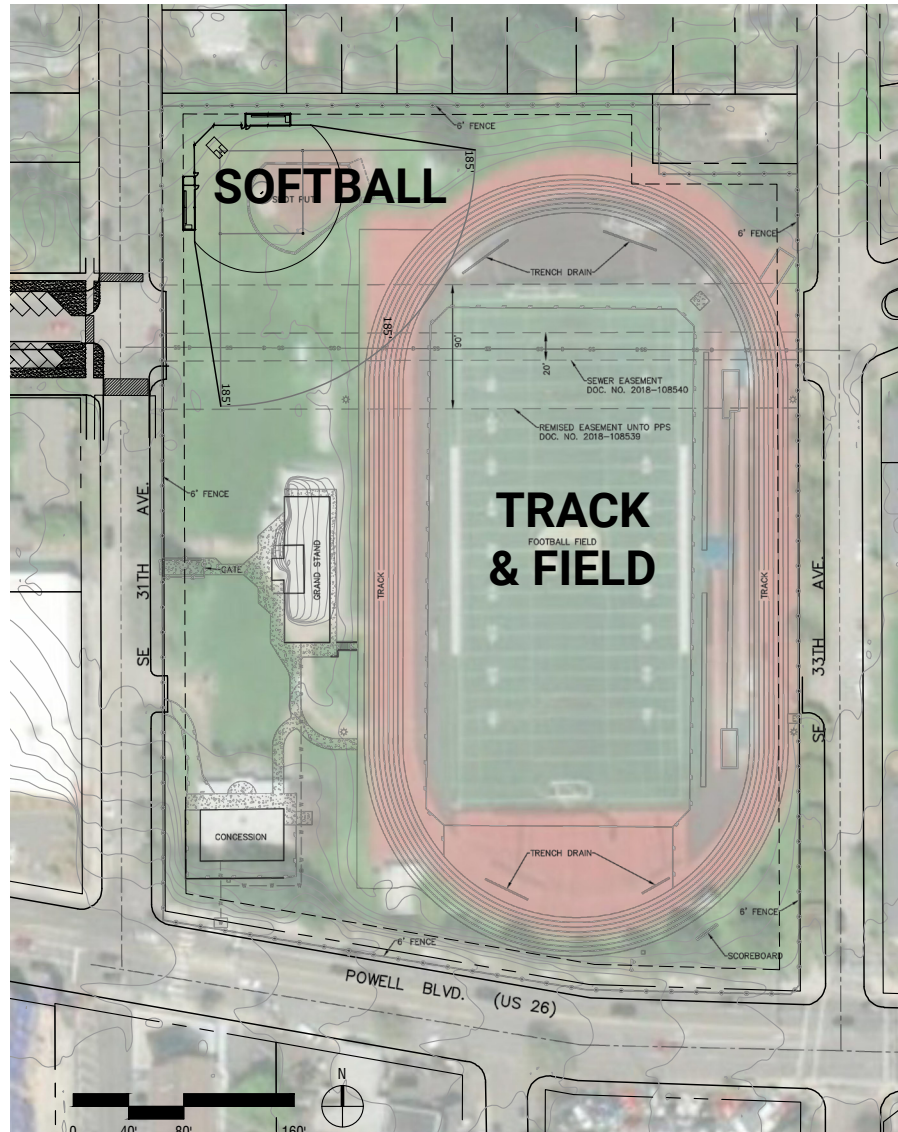
Outdoor Basketball (PP&R)



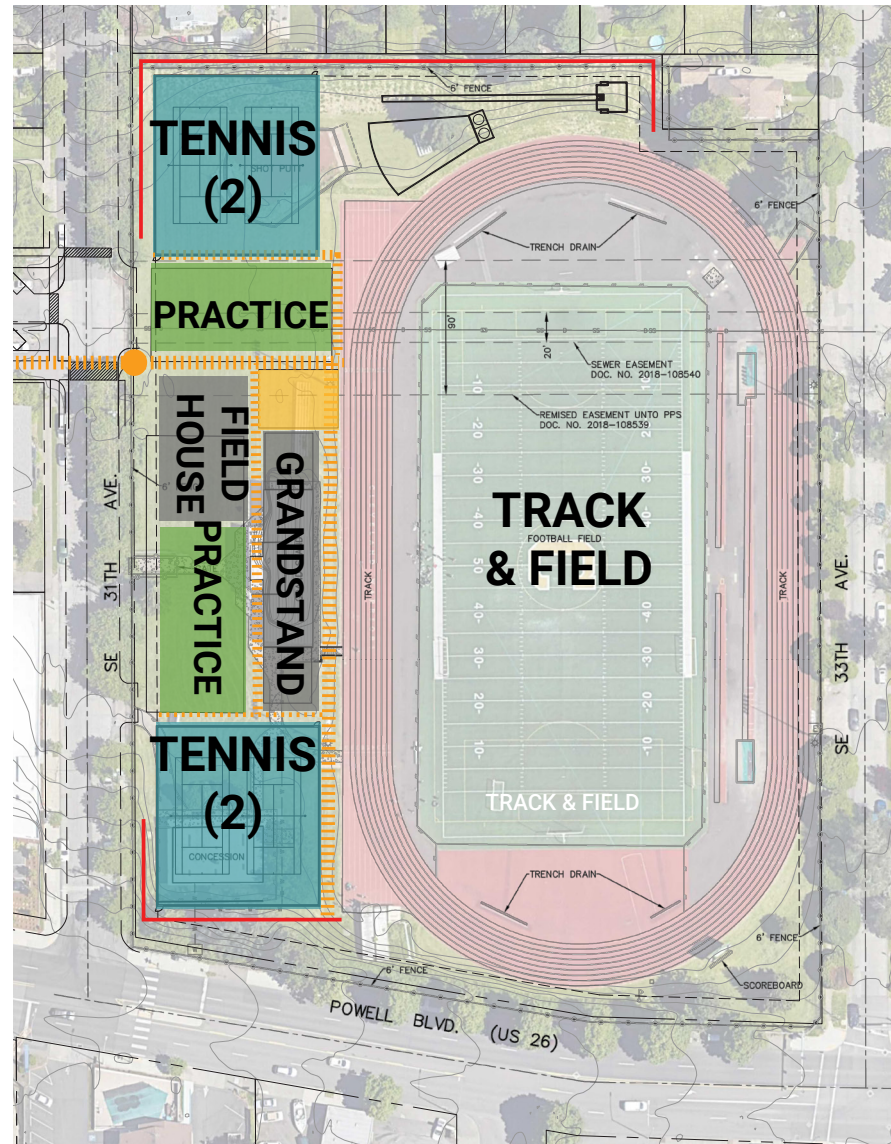


# Site Program and Fit

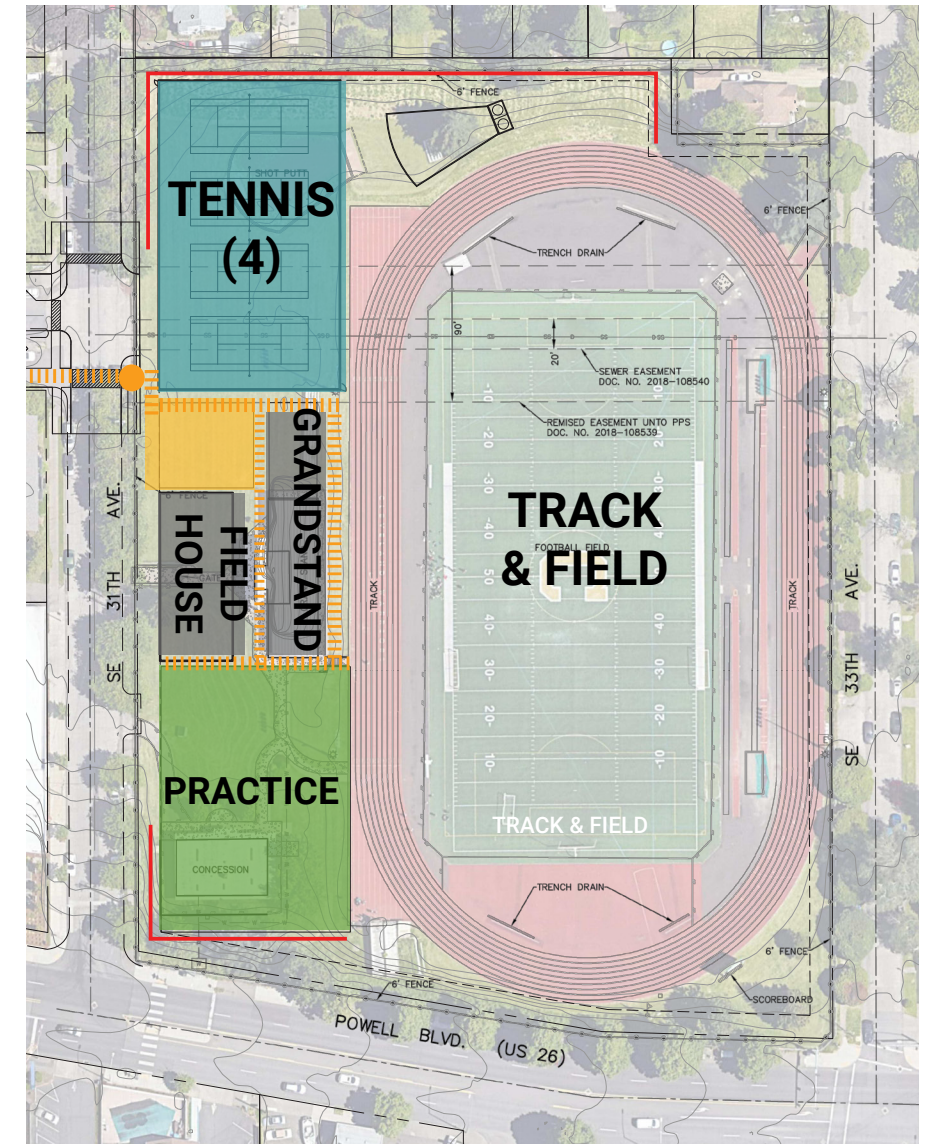
Athletics and Physical Education



Softball does not fit alongside track & field



Test fit to include tennis (4), practice space (2), field house



Test fit to include tennis (3), large practice space, field house



# Activity 2

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Questions?

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# Next Steps

- > Stakeholder interviews
- > Community Listening sessions
- > CPC Meeting #4
- > **Public Design Workshop #2- Saturday January 20th, 2024**