mahlum STUDIO PETRETTI ARCHITECTURE

JUNE 25, 2025
DESIGN ADVISORY GROUP

Cleveland High School

DAG 10

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

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Agenda

- Welcome - 5 min
- Recap of DAG 09 - 5 min
- Schedule and Design Process - 15 min
- Design Updates - 15 min
- Memorabilia and Material Reuse - 15 min
- Small Group Discussion and Activities - 45 min
- Regroup / Next Steps - 15 min

Recap of DAG 09 (May 22)

> Bond Passes!

> Focus Group Takeaways

> Schematic Design (v.2) Completion and Review

> Feedback of Vision and Design Goals

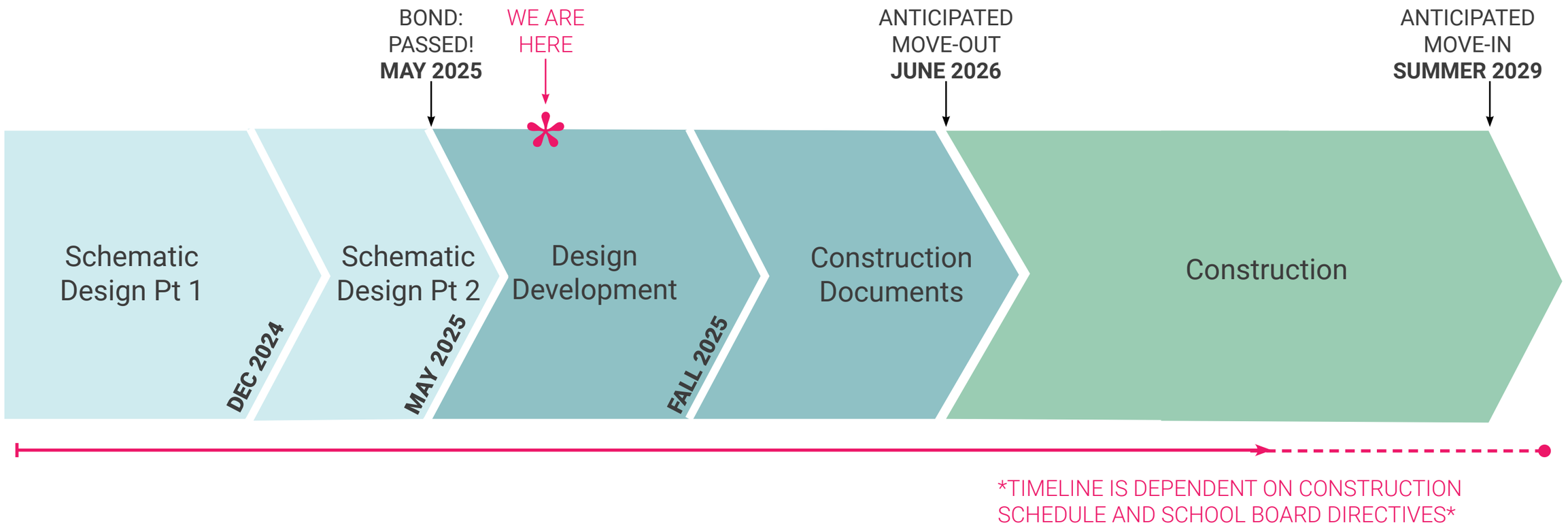




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Schedule and Design Process

Project Schedule



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Factors Influencing Schedule of Concurrent Modernizations

Risks of Concurrent Projects

> City's capacity to review permits

> Sub-contractor bidding process, COBID, supply chain capacity

> Timing of Owner move-in activities (OTIS, FF&E, systems start up, commissioning)

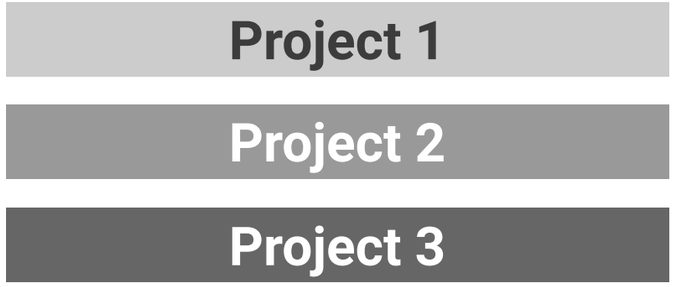
> Three high schools opening on same day

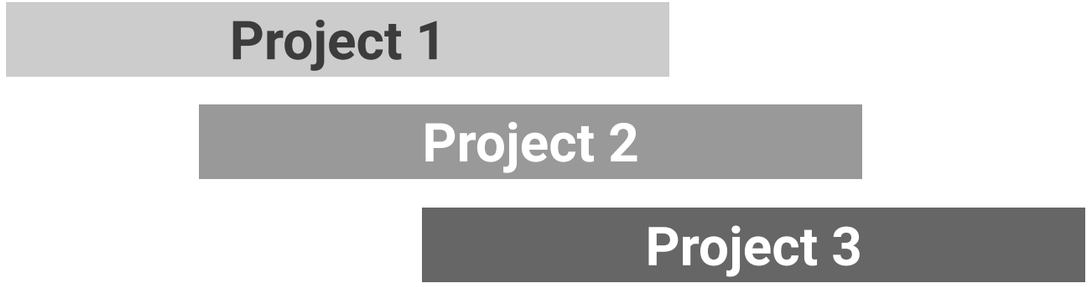
Risks of Delaying / Extending Schedules

> Construction cost increases;
Impact: $15-30m depending on final schedule

> Loss of key team members (A&E, trade partners, OSM, COBID firms)
Impact: project efficiency, performance, equity

> Community trust
Impact: disappointment or delay and additional tax dollars





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Potential Mitigation Strategies

> Permit Process		> Staggered permit reviews or pay for additional City reviewers
> Bidding		> Stagger bidding (90 days per school) > Early trade-partner procurement
> Owner Operations		> Stagger installation, hire temporary resources
> Same first day		> Hire move management / startup services

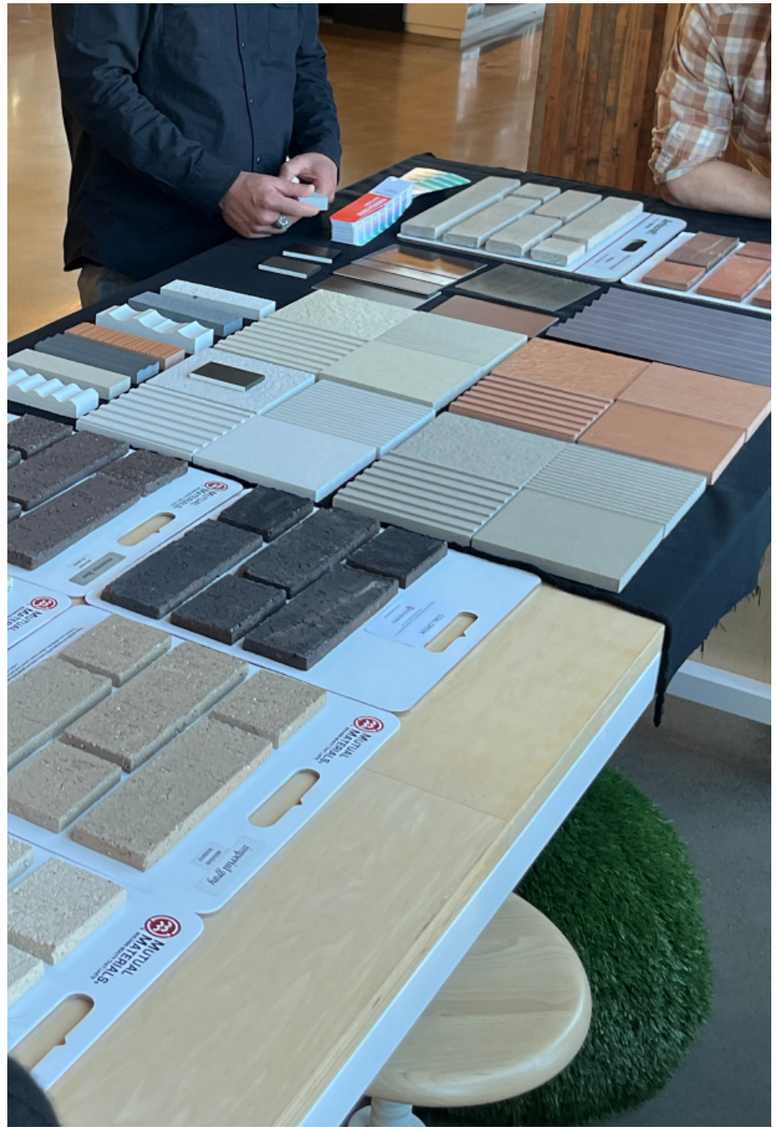
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Design Development (First 3 Months)

Technical Refinement
> PPS departments review
> Trade Partners

Design Refinement:
> Look & feel, materials
> Plan updates to incorporate focus group input
> Developing more detail

Jurisdictional:
> Early Assistance Meeting: Powell Park
> Prepare CHS Land Use Submittal (for 3 PPS owned CHS sites)
> Coordinate code compliance questions with City of Portland Major Projects Group (MPG)



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Design Updates

CHS Staff and PPS District Focus Groups

> Mahlum has met with a variety of CHS staff and PPS District to gather insight on particular user groups

> Since DAG 09, have met with:

- > SPED
- > PT/OT
- > Custodial
- > Science
- > Visual and Performing Arts (PPS)
- > Athletics (PPS)
- > Grounds (PPS)
- > Transportation (PPS)
- > Nutrition Services (PPS)
- > Electrical (PPS)
- > Facilities and Operations (PPS)
- > OTIS (PPS)



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What we Heard

> Overall satisfaction and appreciation for overall strategy of spaces and continuing to work with groups.

> **Visual Arts**: Classroom flexibility, storage, working on adjacencies based on feedback
> **Grounds**: Consider planting (artificial turf within courtyard, lawn beyond, easily maintainable planting)
> **Athletics**: increased gym size, fitness room equipment layout studies are needed.
> **Science**: (3) different room types, increased storage for IB program.
> **Performing Arts**: reconfiguration of the Band suite.
> **Electrical**: Simplification of controls

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Memorabilia and Material Reuse

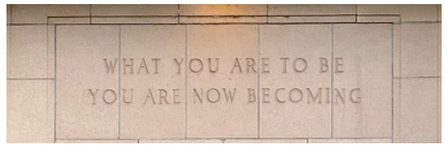
Memorabilia + Material Reuse











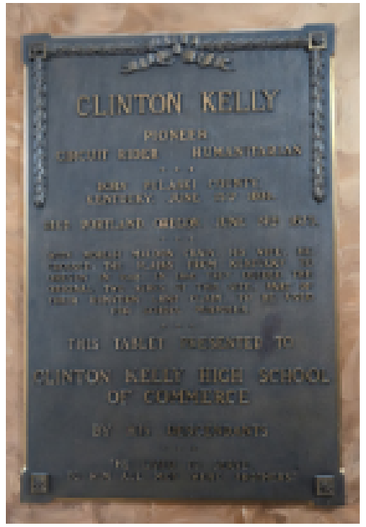








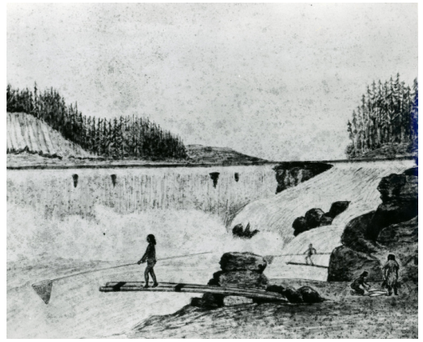






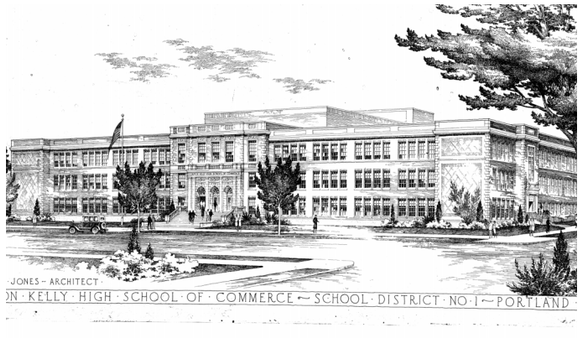
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Cleveland Historical Timeline











PAST
Portland Metro area is home to the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes.

1860
Clinton Kelly donates land that he received through the US 1850 Donations Claims Act, with the stipulation that it be used as an educational site

1890's
Clinton Kelly School erected in series of expansions on Kelly land site

1929
School constructed on current site and renamed Clinton Kelly HS of Commerce

1948
Commerce High School name changed to Grover Cleveland by school board decision

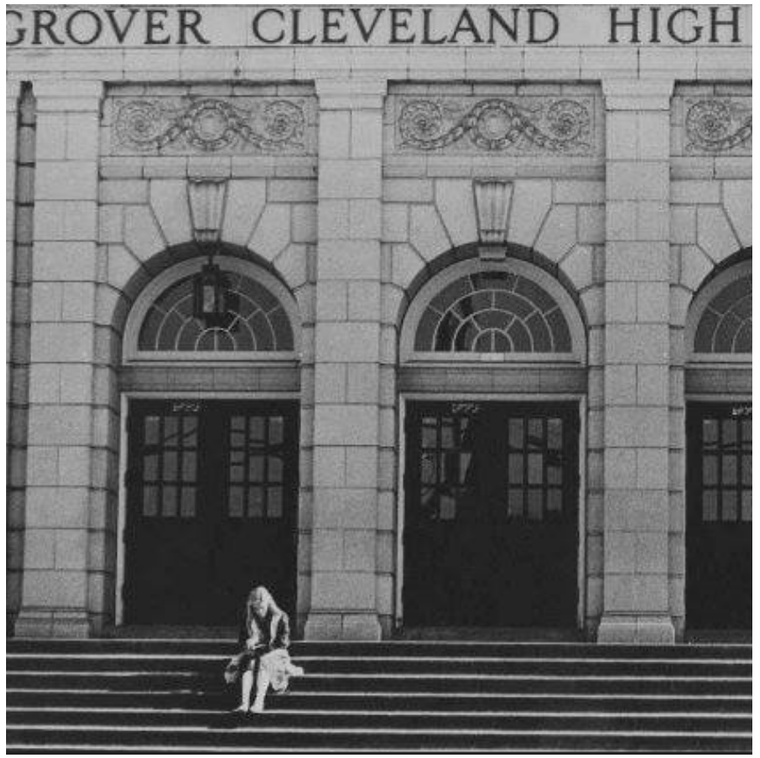
2029
Proposed construction completion for new Cleveland High School

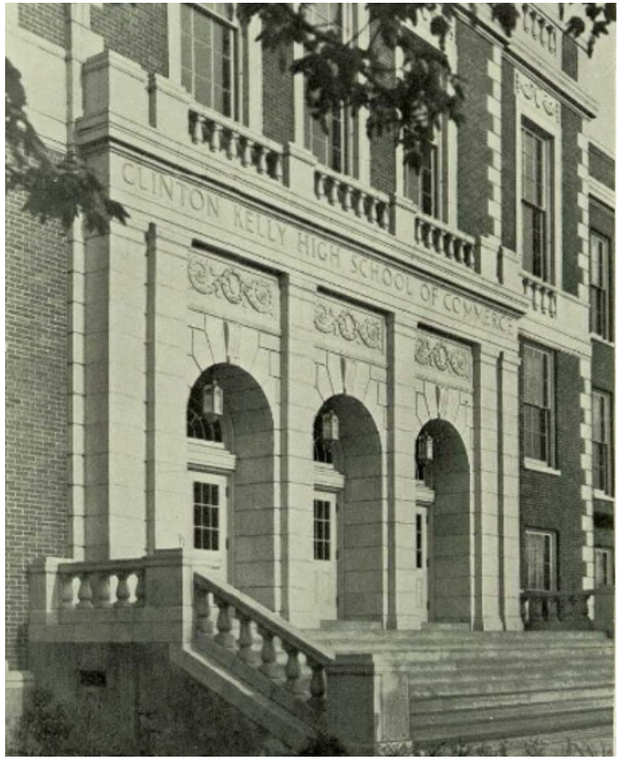
FUTURE
Possible name change and a new legacy for CHS students

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Considerations

- Historical perspective:
  - Whose voice is represented?
  - Whose voice is not represented?
- Meaning and value of reusing
- Feasibility of reuse:
  - Cost
  - Schedule
  - Removal without damage
  - Material health







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Architectural Salvage

Architectural Salvage are **components of a building that are removed and saved** for restoration, reuse, or repurpose.

Salvage materials can be reinstalled into a new space to honor its legacy or for a completely new purpose.

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Architectural Salvage - Opportunities

Preserves heritage and character







Connects history and legacy





Generates placemaking and memory

Provides material value

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Material Recovery

Material recovery is the p**rocess of select removal of materials** as a resource and diverts it from landfills**.**

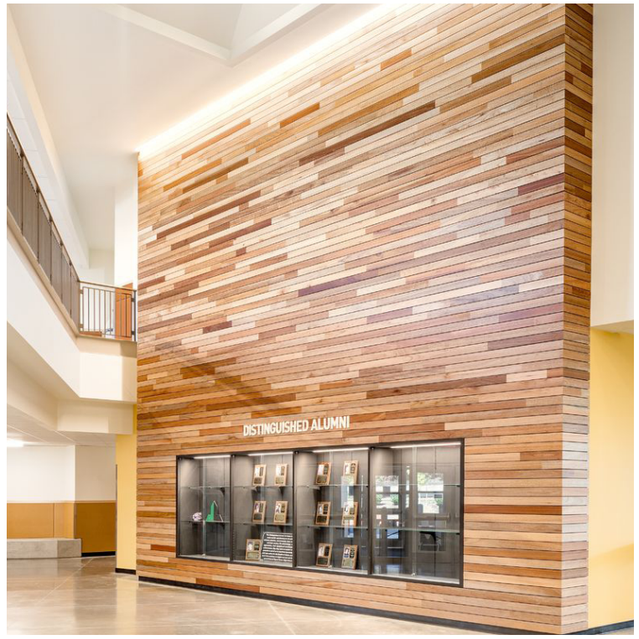
Material recovery supports the reuse or recycle of materials to reduce impacts of carbon and lessen the needs for new resources.

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Material Recovery - Opportunities

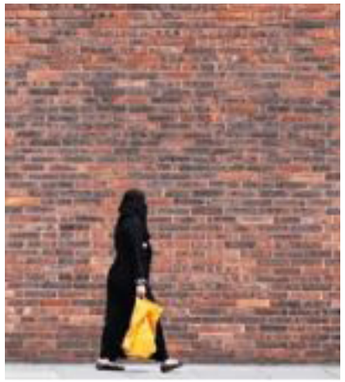


Diverts waste from landfills



Reduces need for new resources





Reduces carbon impact



Responsible use of material resources

Economic opportunities

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Memorabilia and Artwork

Memorabilia and artwork are **expressions of visual culture and identity** providing representation to people and place.

Memorabilia and artwork evoking meaning and memory that resonates differently with individuals and communities, shaped by their distinct histories, experiences, and identities.

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Memorabilia and Artwork - Opportunities

Carry-forwards legacy and pride





Expresses culture and identity





Provides representation and placemaking



Evokes meaning and memory

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Building Meaning

Referencing the Existing Building



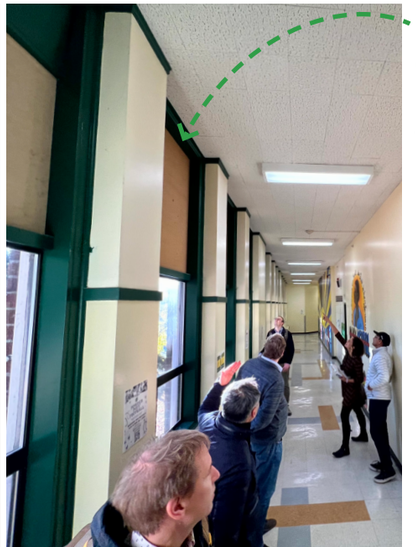
Brick patterning breaks up areas without windows, while having a human scale

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
> References to existing building proportions and scale



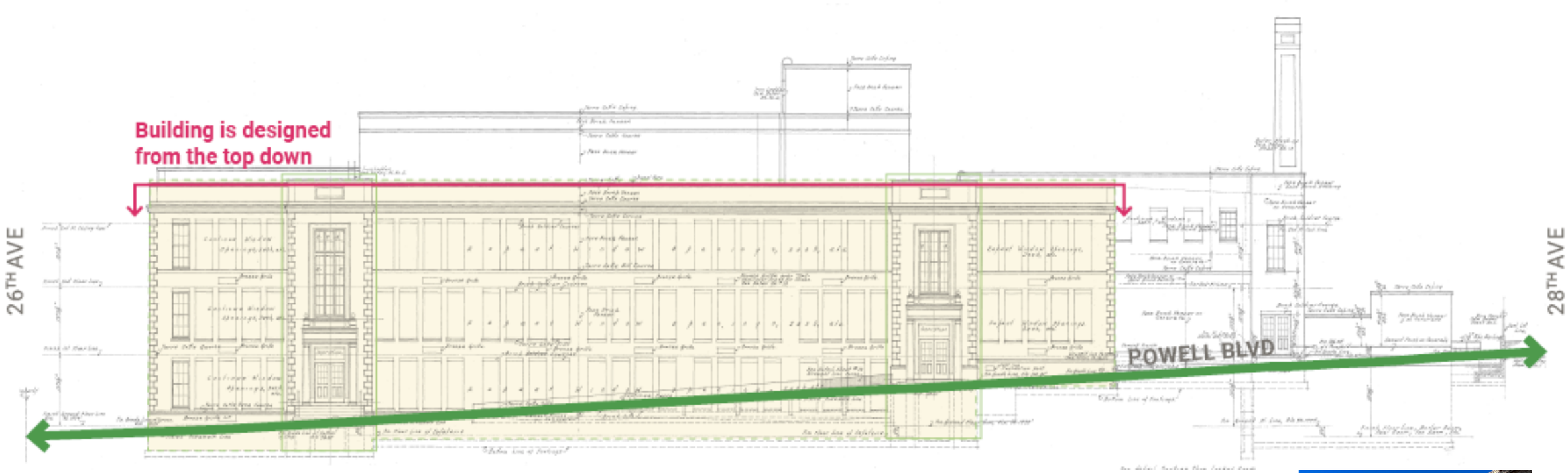
Sill height is great for placing furniture



Windows originally went all the way to the ceiling!

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Referencing the Existing Building



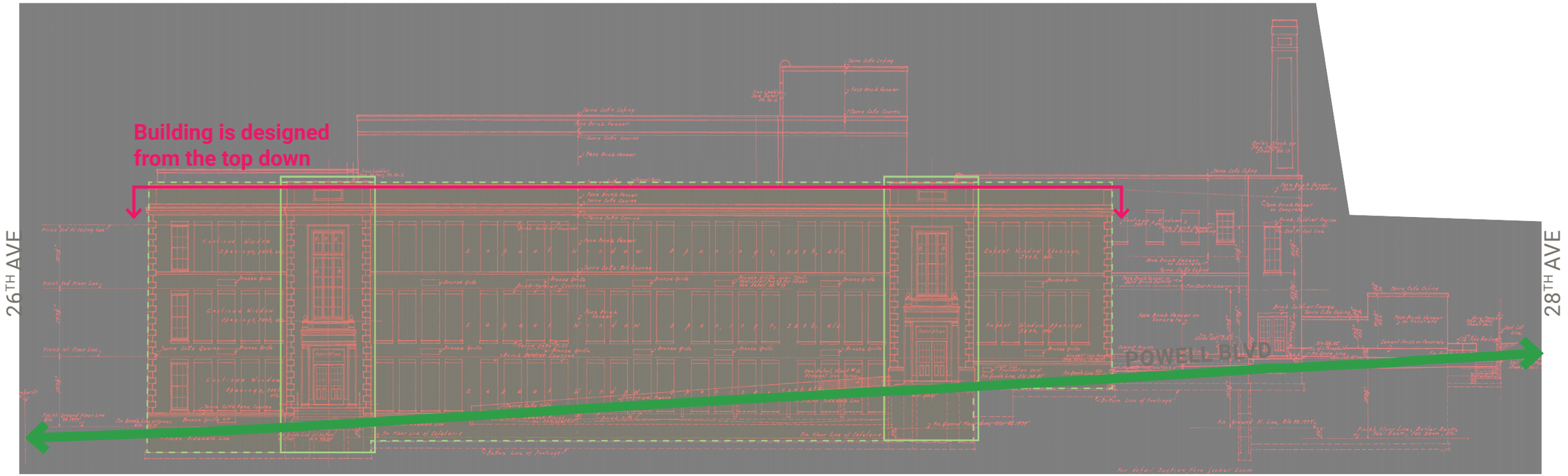
How the New School will be different

> 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



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Community Voices

Comprehensive Planning Committee (CPC)

Part of the Character of SE PDX

Are these inscriptions still relevant today?

Old building features extremely rare & irreplaceable. Plenty of room to build a new, tall modern addition on rest of site.

Cool vibes, but don't need to keep all of it? Supplement with elements that look historic but are fresher?

Individual elements seem worth saving and incorporating into a new building.

Don't want the constraints that come with presenting the historic elements as they are. Think re-purposing better so building height can be accommodated.

Repurpose elements! Or use new materials that look like originals to keep the vibe but freshen up.

[re: organ] Is it being used by CHS students? If not, why save?

Donate to historical society.

Public Workshops

Auditorium! Original pendant light fixtures, etc.

Student murals? in/on a wall immortalized?

Commemorate and replace/modernize.

Documenting 3D VR photogrammetry so future can "walk around" more than just platform.

Keep some historical features as feasible but prioritize openness, functionality of new school.

Historic features of existing building are extremely important to neighborhood context and city at large. As much as possible should be incorporated into the new design without impacting the development of a modern project. This includes all categories on boards- facade elements like main entry left in place, inscriptions salvaged.

Maintain and incorporate 'spirit' of historic elements in new modern design. In 100 years the new building will be historic.

The main entry is special and holds a lot of aesthetic value. Keep if possible.

Maybe keep façade in some fashion and integrate small pieces of history but need new build!

Expand range of represented voices (and faces represented in the theater)

Love the entry- importance of inscriptions for civic virtue of education of citizens.

No. Start new don't let history ruin opportunity.

Commemorate and modernize.

[re: inscriptions] Keep. They emphasize importance of educations. Add quotes from Eastern and other cultures.

Insights from After Bruce Interviews

Grover Cleveland not welcoming for affinity students

Creating place that is highly visible for new murals for identity and expression

Current displays to not reflect current demographics and newer students. . . this creates a great deal of marginalization

Murals: On a campus where many of these students feel like they don't belong, the murals are one of the very few physical features of the building that reflect their presence, contributions, and the legacy of other students before them who have fought to be represented

Students and families new to the area do not feel connected to the history of the school.

Would be ideal to continue this legacy [murals] by having space in the future school to display art and reflect students' backgrounds and cultures.

Name Change: Students want to have a name they can connect with that feels empowering

Mural are a nice way to show that there are safe communities that exist within Cleveland that students who feel isolated or marginalized can be part of

Indigenous representation and acknowledgment and display front of campus

A visible land acknowledgment or tribal nation flags would be important to honor the land the school sits on, it would also be important to revisit the name change conversation

Preserve or document for reproduction of affinity groups mural

There is a subtext: who is missing from these photos and trophies, and why?

How can underrepresented communities be a part of placemaking moving forward?

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Discussion

What is **important for the future students to know** about past students?

Are there **stories that are not widely known** that should be told?

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Discussion

How do you **define** historic value?

How do you **vision** a new legacy?

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Looking Ahead

Key Dates

>Board Meeting Presentation: TBD

>DAG 11: Thursday, August 7

>Staff Focus Group meetings: September

>Student Group sessions: Fall

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Thank you