



MEETING MINUTES

PROJECT: Cleveland High School
Conceptual Master Plan

PROJECT NO: 2019912.00

DATE: 15 November 2019

FILE NAME: 191106_CMPC03_Minutes

SUBJECT: Conceptual Master Planning Committee Meeting 03: Concept Development

MEETING DATE: 6 November 2019

TIME: 6:30 – 8:30 PM

LOCATION: Cleveland High School Library

ATTENDEES:

Sue Brent	PPS	sbrent@pps.net
Stephen Effros	PPS	seffros@pps.net
LeRoy Landers	Mahlum	llanders@mahlum.com
Alyssa Leeviraphan	Mahlum	alyssal@mahlum.com
Chris Brown	Mahlum	cbrown@mahlum.com
Octavio Gutierrez	Mahlum	ogutierrez@mahlum.com
CMPC Committee	See attached attendee list	

COPY TO: All Attendees

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ITEM DISCUSSION

- 3.0 PPS Intro**
- :: Revisit the premise of the conceptual master plan (CMP): Reminded the group that this is the very first step in the master planning process, and is an opportunity for the committee to identify and prioritize vision and goals, help develop program parameters, and to look toward concept development for the Cleveland HS modernization.
 - :: Deliverables: The comprehensive CMP report will be a high-level review of the program and concepts developed, including a detailed account of the community's input. Although some ideas may not make it into the actual concepts or plans, the information will be recorded so that it is available for the next master planning process. CMP reports will be delivered to the board in January.
 - :: Board update: Eilidh Lowery has been assigned as the board member representing the Cleveland HS CMPC process.
 - :: Upcoming PPS Events: Two events are planned that will help to bridge the CMP process and the upcoming bond planning process:

1. School community/committee-based forums – Venue for an early to mid-December gathering with board member Eilidh Lowery, principal Leo Lawyer, and committee participation for additional conceptual master planning discussion.
 2. Culmination of District wide PPS community event is tentatively schedule in January. This would mark the handover of this committee driven effort, report, and cost estimate to the board.
- :: Committee Chair Vote: Nominees (based on volunteers from CMPC 02): Brad Hathaway, Jeff Hartnett, Rebekah Disbrow. 31 of 46 votes have been counted. Voting will be left open for additional member votes. The elected chair will represent this group at steering committee meetings scheduled for Nov 14th & Dec 5th.
 - :: Optional HS Tours:
 - Tour of Roosevelt HS is scheduled for next two Wednesdays, Nov 13 & 20 at 4pm.
 - Tour of Grant HS is in the works.

3.1 CMPC 02 Recap

- :: Briefly reviewed previous CMPC content including schedule, district values, CMPC process and CMPC member charter.
 - :: Reminded the group of the CMPC 01 engagement activities and responses.
 - :: Shared back the results from the CMPC 02 engagement activity 01 which included displaying plans of the neighborhood and of the current school and asking committee members to note their comments on the plans related to three key questions as indicated below. The responses were then grouped into themes with the number of responses associated with each common theme identified in (parentheses).
1. Identify places that the community values.
 - Facades & Inscriptions (11)
 - Track & Field (11)
 - Theater / Auditorium (9)
 - Powell Park (7)
 - Gym (4)
 - Site Presence (3)
 - Trees (3)
 - Library (2)
 2. Identify places of memory or historic value.
 - Facades & Inscriptions (13)
 - Entry (6)
 - Presence (2)
 3. Where is change necessary?
 - Safety/Security (20)
 - Connections/Adjacencies (17)
 - Track & Field (13)
 - Natural Light (11)
 - Need More Space (10)
 - Courtyards/Outdoor Open Space (10)
 - Welcoming (8)
 - Flexible Student Space (7)

- Universal Access (6)
 - HVAC (6)
 - Renewable Energy (5)
 - Technology (2)
- :: A collection of all detailed responses was provided (see attached).
NOTE: Emailed responses were inadvertently not included but have since been added.
- :: Shared back the results of CMPC 02 engagement activity 02 where CMPC members were asked to place a dot along a spectrum of two seemingly opposing ideas that address the following questions:
1. How can the building design provide for future needs and flexibility while maintaining the values of Cleveland High School?
 - *Maintain existing location of front entrance VS. Move location of front entrance to a different street*
 - *Keep contributing historic components VS. Clear the site and build all new*
 - *Modernize the existing performing arts theater VS. Repurpose the existing performing arts theater*
 2. How should the site massing and open space be arranged to encourage site continuity and safety?
 - *Distributed facilities with less open space VS. Consolidated facilities with more open space*
 - *Leave adjacent lot as parking VS. Consider alternative uses of adjacent lot*
 - *Neighborhood 3-story building scale VS. Urban 4-6 story midrise*
 3. How should the following spaces be organized in order to address student needs and comfort?
 - *Grouped CTE classrooms VS Distributed CTE classrooms*
 - *Consolidated SPED classrooms VS. Integrated SPED classrooms*
 - *Departmental VS Interdepartmental*
 4. How should the following spaces be organized in order to foster a strong sense of community?
 - *Wrap around services at back of house VS. Wrap around services at front of house*
 - *Counseling near admin VS. Counseling near students*
 - *Centralized dining VS. Distributed dining*
- :: See attached presentation for results of engagement activity 02.

3.2 Site Analysis

- :: Connectivity Challenges – Identified connectivity challenges of the site including three separate noncontiguous parcels of land with the track and field located three blocks away (approximate nine-minute walk). The school is also adjacent to Powell Blvd. which is a busy highway, and the baseball field Cleveland HS uses is on Portland Parks & Recreation property (Powell Park) which is located across the busy highway.
- :: Site Assets – Identified bus routes on SE 26th Avenue and on Powell Boulevard, and bike routes on SE 28th and SE 33rd Avenues, and on SE Franklin Street.

- :: Site Analysis – Identified acreage of each parcel of PPS property which is a total of 11.74 acres across the three sites.
 - Acquisition of land has been a strategy that the CMPC has been interested in exploring. This is definitely a possibility; however, a decision was made to only consider PPS owned property for this conceptual master planning process. The design team will include the steering committee’s feedback in the report.
- :: Potential Connections – Identified potential site improvements and connections along Franklin Street and/or Waverleigh Avenue to connect to the track and field. Also identified potential skybridge connection and/or improved on-grade street level connection across SE 28th Avenue to the adjacent PPS site, as well as a potential improved street level connection across Powell Boulevard to Powell Park.

3.3 Massing & Organization

- :: Massing Concept Organization – How should the building massing be arranged to accommodate the Ed Spec program and address community priorities?
- :: The team presented five potential concepts for the Cleveland HS modernization. Each scheme is illustrated adjacent to the spectra responses that we received.
 1. HISTORIC :: CONSOLIDATED
 - Keeps and fully modernizes the historically significant portion of the school (shaped like and “E” in plan view).
 - Demolishing the remaining additions.
 - Moves the main entrance to the north side of the property along Franklin Street.
 - Adds new construction consolidated on the existing site.
 - Creates different internal courtyards of various sizes, on varying levels for student use.
 - Identifies green space / field on the existing parking lot site with below grade parking.
 2. HISTORIC :: DISTRIBUTED
 - Keeps and fully modernizes the historically significant portion of the school (shaped like and “E” in plan view).
 - Keeps the main entrance on SE 26th Avenue.
 - Adds new construction on the existing school site as well as on the adjacent parking lot site.
 - Shows the potential for a skybridge connection between the two sites.
 - Creates a single larger green space / field on the existing school site.
 - Identifies below grade parking under the new building on the current parking lot site.
 3. PARTIAL HISTORIC :: DISTRIBUTED
 - Demolishes the existing theater but keeps and fully modernizes the other historically significant portion of the school (shaped like and “C” in plan view).
 - Keeps the main entrance on SE 26th Avenue but brings it down to street.
 - Demolishing the remaining additions.
 - Adds new construction on the existing school site and creates a large central courtyard.
 - Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
 - Proposes enhanced on street crossing along SE 26th Ave.

4. ALL NEW :: CONSOLIDATED
 - Demolishes all buildings on the existing school site.
 - Consolidates all new construction on the existing school site.
 - Creates a 6-story classroom tower along Powell Boulevard.
 - Provides a social outdoor space and a new field on the current school site.
 - Identifies a field / outdoor space with below grade parking (which could also be kept as surface parking).
5. ALL NEW :: DISTRIBUTED
 - Demolishes all buildings on the existing school site.
 - Adds new construction on the existing school site.
 - Proposes a new 500 seat theater and arts center with performing arts classrooms on the adjacent existing parking lot site with below grade parking.
 - Creates a classroom tower along Powell Boulevard.
 - Provides a large entry plaza and a new full-size soccer field on the current school site.

3.4 Engagement Activity: Listening Stations (See attached boards)

- :: Design team members set up listening stations for each of the five presented concepts.
- :: CMPC members were split into groups and rotated around to each listening station, and were asked to consider the following three questions and provide comments:
 1. What opportunities does each approach present?
 2. What questions, concerns, or curiosities do you have?
 3. What challenges does this approach present?
- :: The resulting comments will be documented, and a summary will be provided as part of the next CMPC meeting.

3.5 Questions & Considerations

- :: QUESTION: Is there a difference in cost between renovation and new?
RESPONSE: There is a difference in cost, but that is dependent on several factors. At this stage, we are not asking the CMPC to take cost into consideration but instead would like them to focus on the proposed layouts as they relate to the priorities the CMPC has identified.
- :: QUESTION: Would the physical address need to change?
RESPONSE: Potentially but an address change can be appealed at the City.
- :: QUESTION: Why are we not looking at other sites? Can PPS research site acquisition?
RESPONSE: Although there is the possibility of acquiring property in the future, the decision is that for this high-level process we will focus on concepts that include property currently owned by PPS. The report will identify the challenge of having (3) separate sites and will note that the committee would like for PPS to consider acquiring new land as a potential option.
- :: Potential off-site work for future consideration (likely from least to most difficult):
 1. Upgrades to Franklin Street, Waverleigh Avenue, or 26th Avenue
 2. Acquisition of the Burgerville site
 3. Vacating/Closing 26th Avenue
 4. Acquisition of multiple parcels
- :: Cost estimator may be able to put a rough order of magnitude (ROM) cost for various components for estimating purposes.
- :: COMMENT: Proposed options don't seem to indicate a need to acquire additional land.
- :: COMMENT: If we want a new school we need to be grounded in some reality.

mahlum

06 NOVEMBER 2019
CONCEPTUAL MASTER PLAN COMMITTEE MEETING #3

Cleveland High School CMP

Portland Public Schools

GROVER CLEVELAND HIGH SCHOOL

CMPC-03 :: CONCEPT DEVELOPMENT

AGENDA

3.1 RECAP (10 min)

3.2 SITE ANALYSIS (15 min)

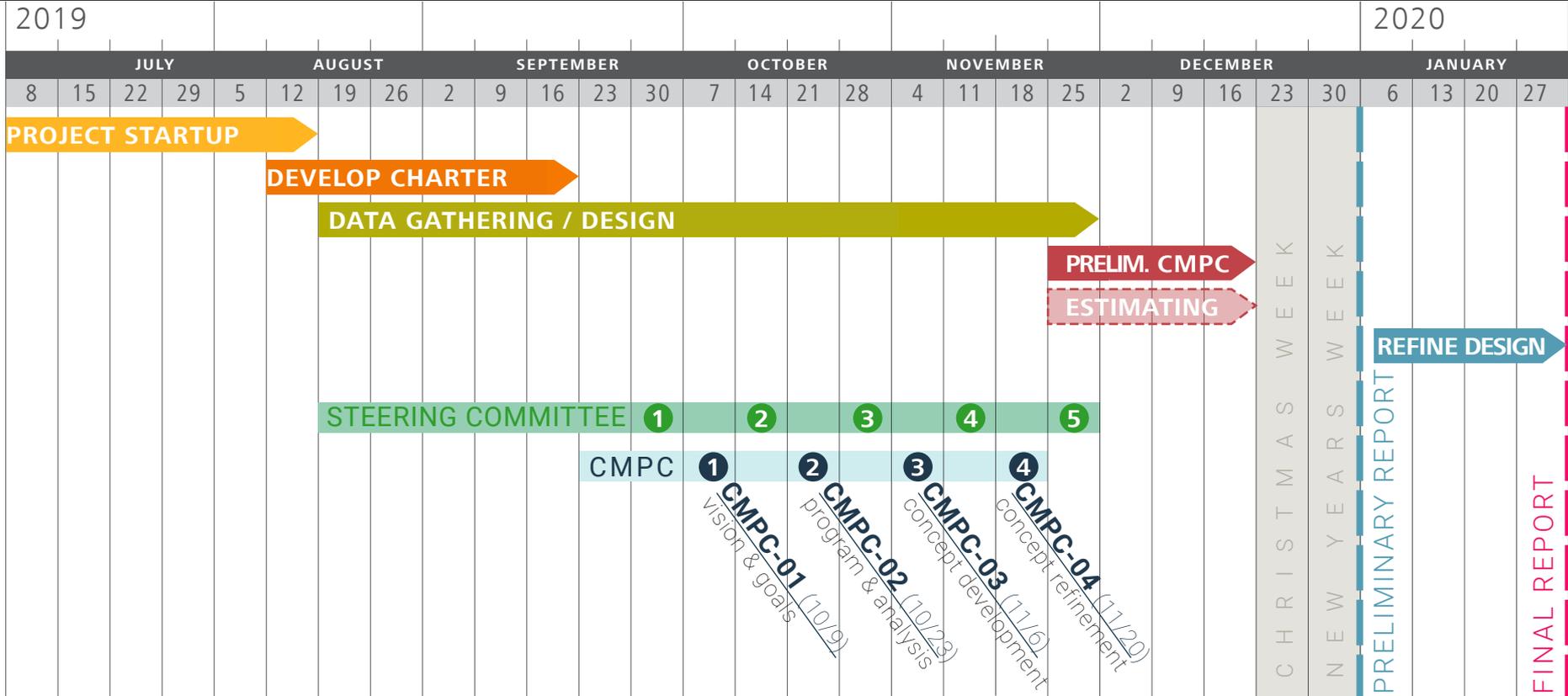
3.3 MASSING & ORGANIZATION (20 min)

3.4 ENGAGEMENT ACTIVITY (1:15 min)
(Listening Stations)

3.5 QUESTIONS & NEXT STEPS



PROJECT SCHEDULE



Portland Public Schools Reimagined

DISTRICT VISION

The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.



Portland Public Schools Reimagined

DISTRICT CORE VALUES

Students at the center

We believe that all students have the ability to succeed and that positive impacts on **students are at the center of each decision and action**. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Honesty and Integrity

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision making in service of our students, families, staff, and community.

Racial Equality and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Excellence

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Joyful Learning and Leadership

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.



CMPC PROCESS

What is Conceptual Masterplanning?

The conceptual master planning process is a planning strategy that will provide the framework to determine each school's overall program needs, site layout, and estimated costs for historic modernization vs. new construction. The early planning effort will help us more accurately determine the cost estimates for the modernization or the rebuilding of that school. This information will help PPS in the planning of future capital improvement bonds.



CMPC MEMBER CHARTER

The Cleveland Conceptual Master Planning Committee (CMPC) is a group of school and community stakeholder representatives who work together to help provide feedback for the Cleveland master plan.

MEMBER ROLES & RESPONSIBILITIES

- Attend meetings to advise project team on school community concerns, issues, goals and aspirations.
- Abide by code of conduct for the CMPC.
- Report to and bring feedback from groups and organizations CMPC members represent.



FOUNDATIONAL QUESTION

Top Priorities for Modernization

SPACES TO HONOR NON-ACADEMIC NEEDS	SCHOOL AS COMMUNITY CENTER	(ORANGE SITE) FINDING SOMETHING UNIQUE CONSIDER CONSOLIDATION	EXPLORE HIGHER USE OF PARKING	SAFETY	HUMAN COMFORT	CREATE SPACES THAT MAKE STUDENTS WANT TO STAY
EMBODY UNIVERSAL DESIGN INCORPORATE ALL NEEDS	SUPPORT A MIX OF LEARNING STYLES	INNOVATIVE & STRATEGIC USE OF EXISTING PROPERTIES IN THE OHS AREA	CONTIGUOUS CAMPUS	CREATE A WELCOMING ENVIRONMENT FOR ALL	FEEL COMFORTABLE & WANT TO STAY	ENVIRONMENTAL POLICY: EXCEED PDK CLIMATE ACTION PLAN
FLEXIBLE OPEN ENVIRONMENTS	CONNECT WITH THE ARTS	ATHLETIC FIELD @ 31ST & POWELL	LAND SWAP WITH THE PARK	HEALTH & WELLNESS	SAFETY RELATED TO HWY 26	CONNECT TO NATURAL ENVIRONMENT
FLEXIBLE FUTURE READY & SCALABLE	STUDENT INVOLVEMENT IN DESIGN ENTIRE PROCESS	CONNECTIVITY ON CAMPUS (SPACE & HOW WE USE IT)	PRESERVATION OF HISTORICAL DETAILS	(PRIORITIES & ADDRESS STUDENT NEEDS THAT ARE NOT OFTEN MET	SAFE BUT WELCOMING LEARNING ENVIRONMENT	BUILDING AS A TEACHING TOOL (FOR SUSTAINABILITY)
SPACES FOR ARTS, ATHLETICS, SOCIAL SPACES	INCORPORATE LESSONS LEARNED	CONNECTIVITY TO COMMUNITY	TIMELESS DESIGN IDEAS	PROMOTE INTERNATIONAL FOCUS	CONSIDER BALANCE OF SAFETY & OPENNESS	VIEW OF POWER PUBLIC IMAGE

FOUNDATIONAL QUESTION

Top Priorities for Modernization

CREATE COMFORTABLE ENVIRONMENTS

Human Comfort
Feel Comfortable &
Want to Stay

Create Spaces that Make
Students Want to Stay

RELATIONSHIP
TO COMMUNITY

CLIMATE
POLICY

CORE STUDENT
LEARNING &
NEEDS

Contiguous Campus
Explore Higher Use of Parking
Athletic Field at 31st and Powell
Finding Something Unique: Consider
Consolidation

PROMOTE CONNECTIVITY

Innovative Strategic Use of
Existing PPS Properties
Connectivity on Campus
Safety Related to HW 26
Land Swap with Park

BUILDING
SAFETY

SUPPORT LEARNING FOR ALL

Address student needs
that are not often met
Spaces to Honor
Non-Academic Needs
Connect with the Arts
Spaces for Arts, Athletes, Social
Spaces
Embody Universal Design,
incorporate all needs
Support a mix of learning
styles

Flexible Future
Ready and Scalable
Connect to Natural Environment

PROVIDE FLEXIBILITY

Preservation of Historical Details
Flexible Open Environments
Timeless Design Ideas

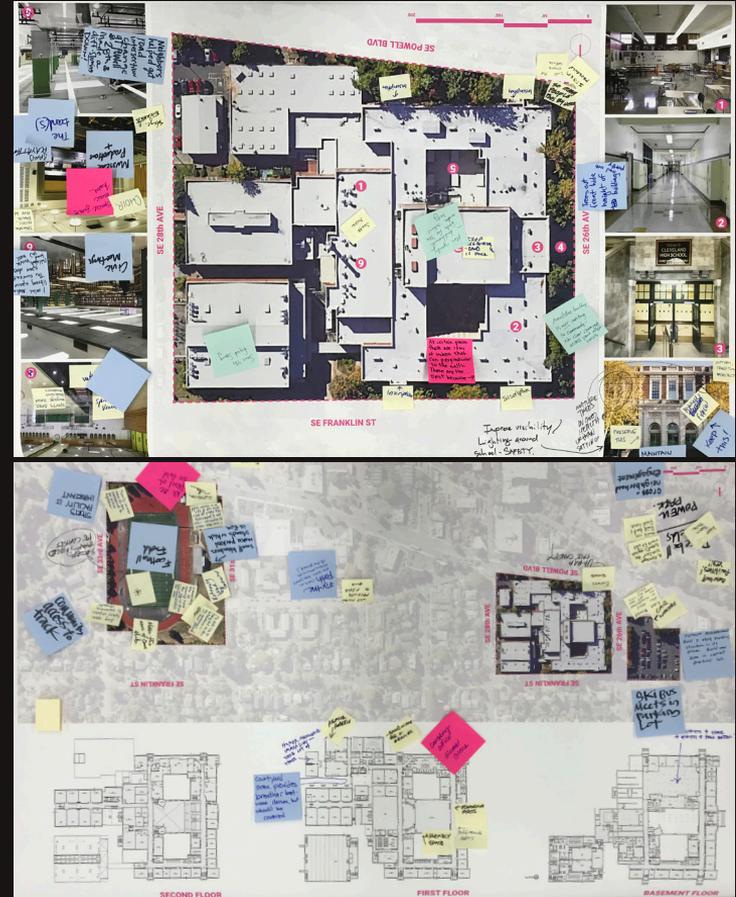
INTER-
NATIONAL
FOCUS

BUILDING AS
TEACHING
TOOL

OCCUPANT
HEALTH

Engagement Activity - CMPC 02

Identify places that the community values.



Engagement Activity - CMPC 02

Identify places that the community values.

FACADES & INSCRIPTIONS 11

THEATER / AUDITORIUM 9

GYM 4

SITE PRESENCE 3

TREES 3

LIBRARY 2

"Maintain facade"

"Mature trees in good health in urban setting"

"Site Presence"

"Keep big auditorium"



Engagement Activity - CMPC 02

Identify places that the community values.

TRACK AND FIELD ①

POWELL PARK ⑦

“Family comes here on the weekend to be active together”



Engagement Activity - CMPC 02

Identify places of historic value.



Engagement Activity - CMPC 02

Identify places of historic value.

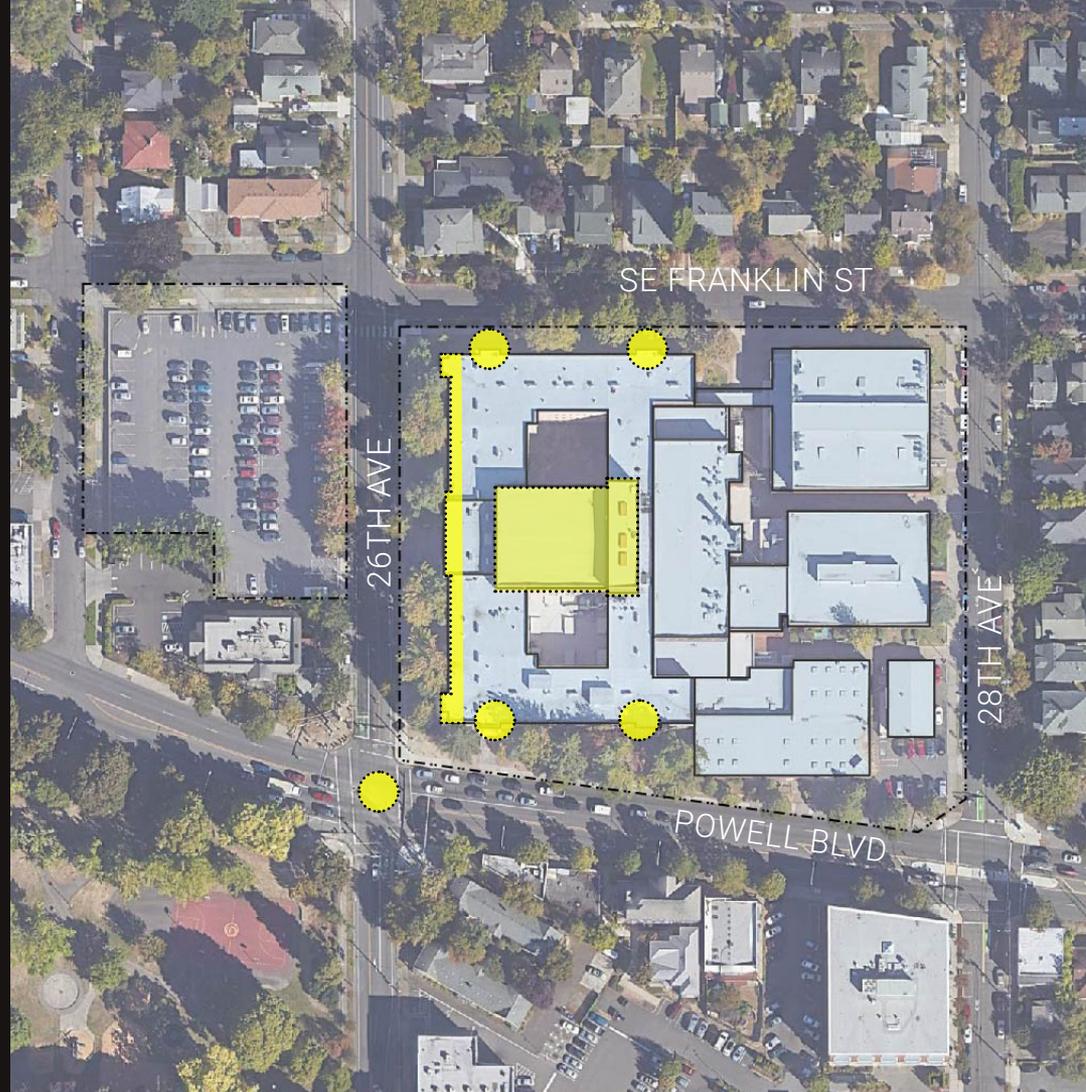
FACADES & INSCRIPTIONS 13
ENTRY 6
PRESENCE 2

"3 sculpture entrance"

"Historic facade and inscriptions"

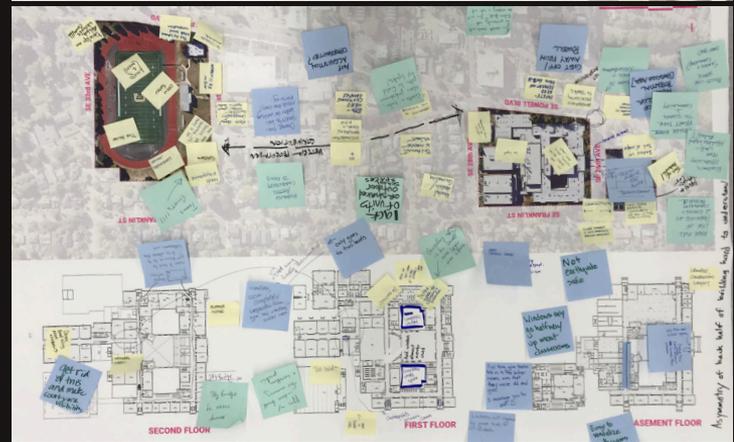
"Save the auditorium"

"Some value to facade but not critical"



Engagement Activity - CMPC 02

Where is change necessary?



Engagement Activity - CMPC 02

Where is change necessary?

- SAFETY/SECURITY 20
- NATURAL LIGHT 11
- NEED MORE SPACE 10
- COURTYARDS/OUTDOOR OPEN SPACE 10
- WELCOMING 8
- FLEXIBLE STUDENT SPACE 7
- UNIVERSAL ACCESS 6
- HVAC 6
- RENEWABLE ENERGY 5
- TECHNOLOGY 2

"More windows and natural light"

"Open up interior courtyards add greenery"

"No good student spaces to study, relax, eat, meet"

"Not earthquake safe"

"Universal design access for all"



Engagement Activity - CMPC 02

Where is change necessary?

SAFETY/SECURITY **20**

CONNECTIONS/ADJACENCIES **17**

TRACK & FIELD **13**

"Need access to outdoor space"

"Better pedestrian connection to field"

"Safe on 'campus' outdoor spaces"



PROGRAM SPECTRA

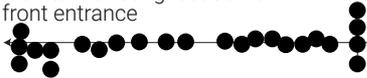


PROGRAM SPECTRA

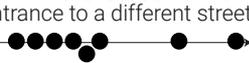
How can the building design provide for **future needs and flexibility** while maintaining the **values** of Cleveland High School?



Maintain existing location of front entrance



Move location of front entrance to a different street



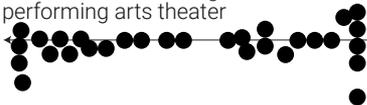
Keep contributing historic components



Clear the site and build all new



Modernize the existing performing arts theater



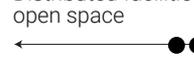
Repurpose the existing performing arts theater



How should the site massing and open space be arranged to encourage **site continuity** and **safety**?



Distributed facilities with less open space



Consolidated facilities with more open space



Leave adjacent lot as parking



Consider alternative uses of adjacent lot



Neighborhood 3-story building scale

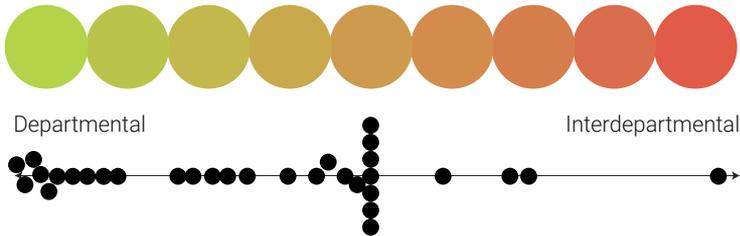
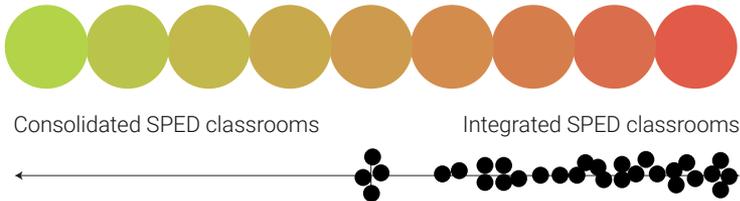
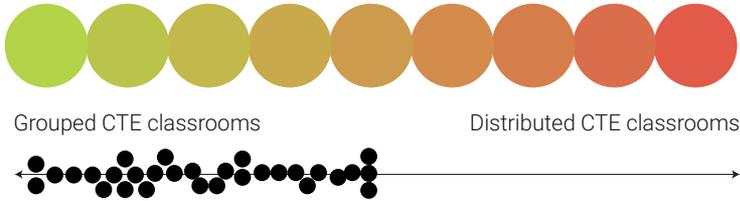


Urban 4-6 story midrise

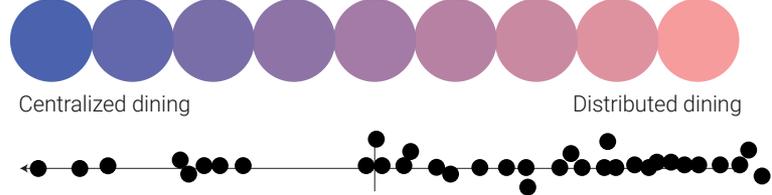
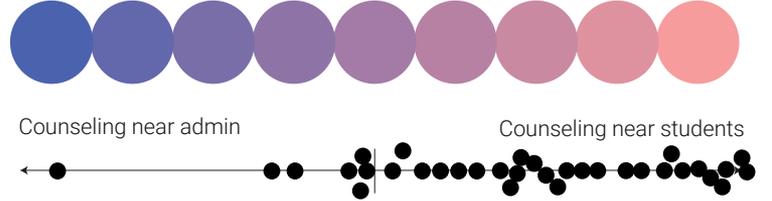
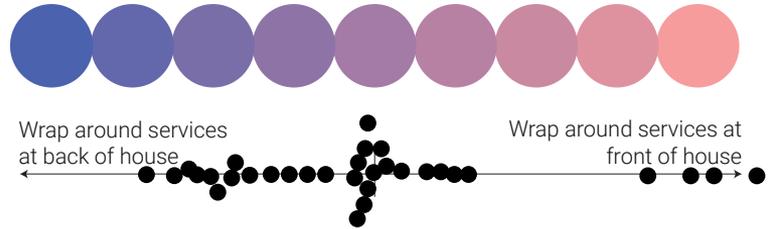


PROGRAM SPECTRA

How should the following spaces be organized in order to address **student needs** and **comfort**



How should the following spaces be organized in order to foster a strong sense of **community**?





3.2 Site Analysis

GROVER CLEVELAND HIGH SCHOOL

Site Analysis

Connectivity Challenges



Site Analysis

Site Assets



Site Analysis

Site Size



Site Analysis

Potential Connections: Franklin Street Improvements



Site Analysis

Potential Connections: Waverleigh Avenue



Site Analysis

Potential Connections: 26th Avenue Pedestrian Bridge



Site Analysis

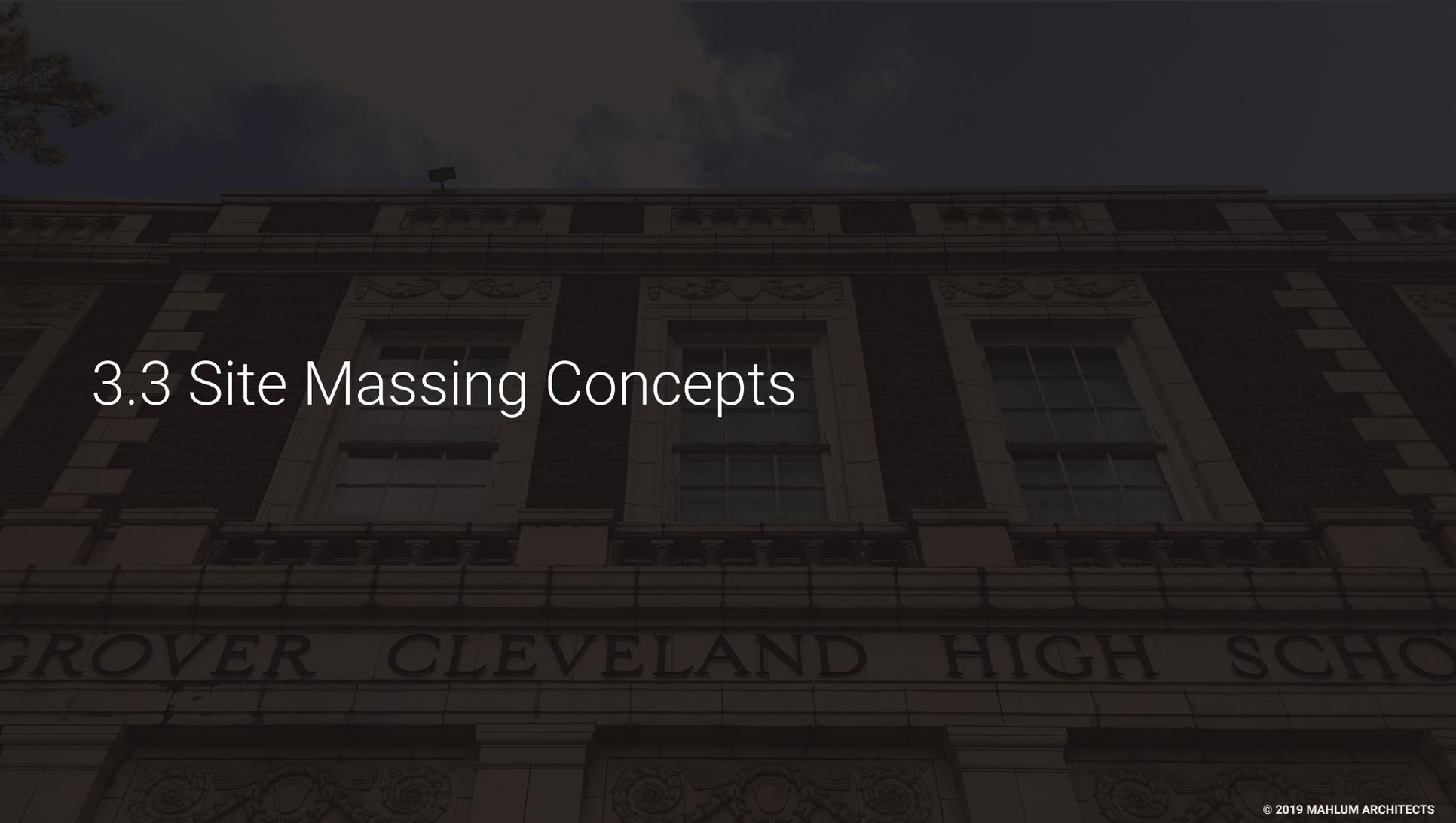
Potential Connections: 26th Avenue Street Level Connection



Site Analysis

Potential Connections: Improved Powell Park Connection



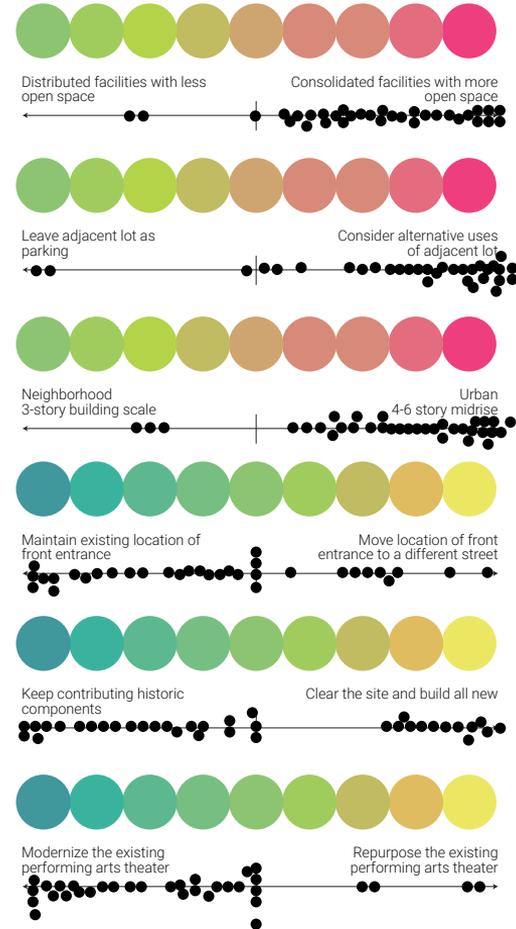
A dark, low-angle photograph of the Grover Cleveland High School building facade. The image shows three large, multi-paned windows with decorative lintels and sills. Below the windows, a stone inscription reads "GROVER CLEVELAND HIGH SCHOOL". The building is set against a dark sky with some clouds. The overall tone is somber and architectural.

3.3 Site Massing Concepts

GROVER CLEVELAND HIGH SCHOOL

Site Massing Concept Development

How should the buildings massing be arranged to accommodate the Ed Spec program and address community priorities?



OPEN SPACE / CONSOLIDATION

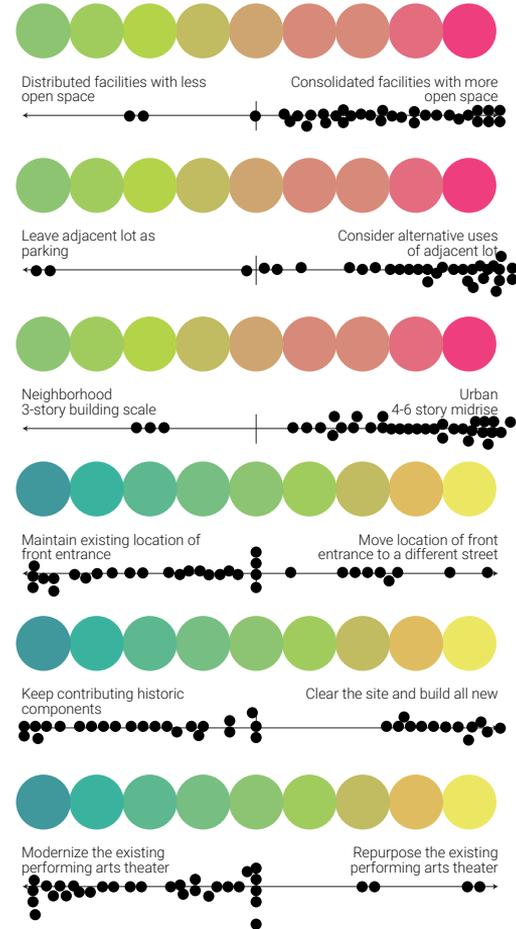
ADJACENT PARKING LOT

BUILDING HEIGHT & SCALE

ENTRANCE LOCATION

HISTORIC vs. NEW

THEATER



DISTRIBUTED vs. CONSOLIDATED

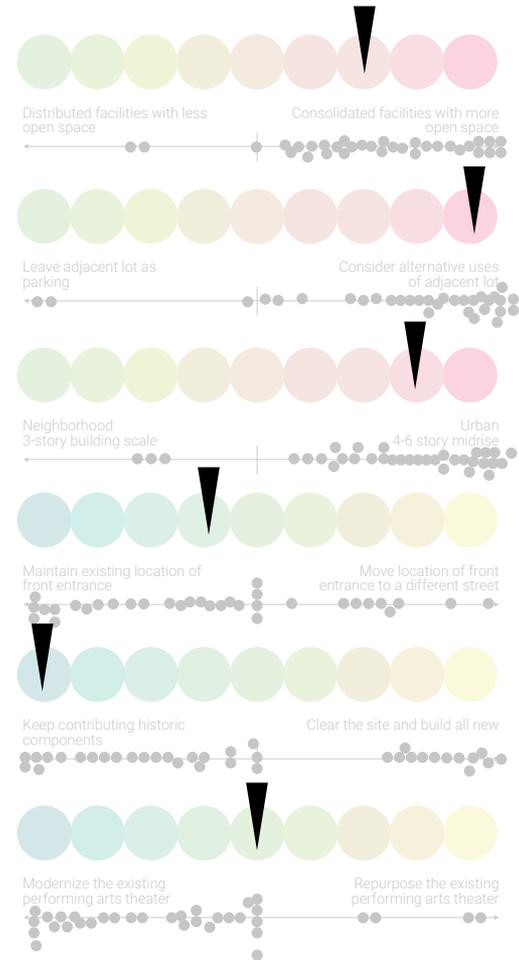
ADJACENT PARKING LOT

BUILDING HEIGHT & SCALE

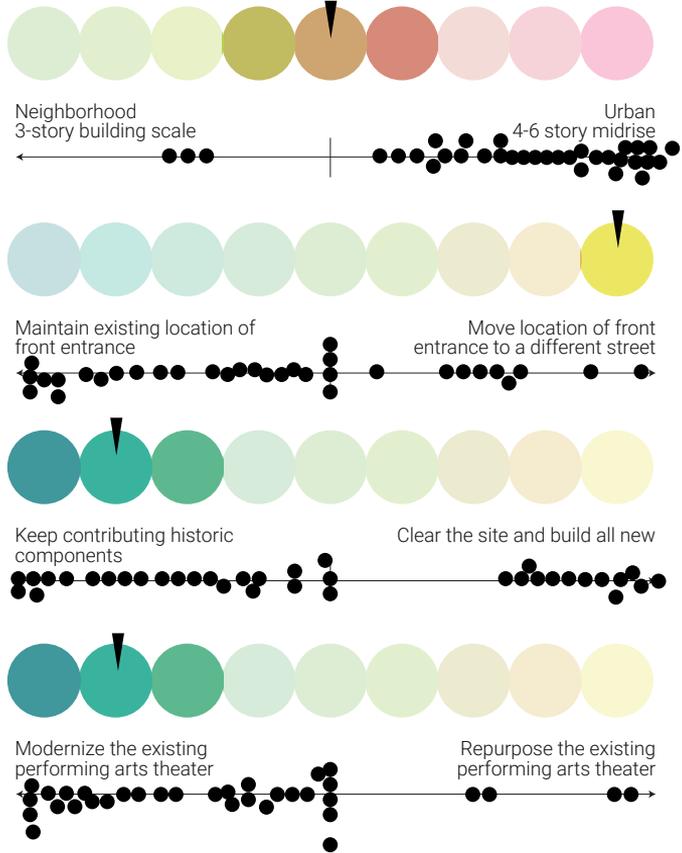
ENTRANCE LOCATION

HISTORIC vs. NEW

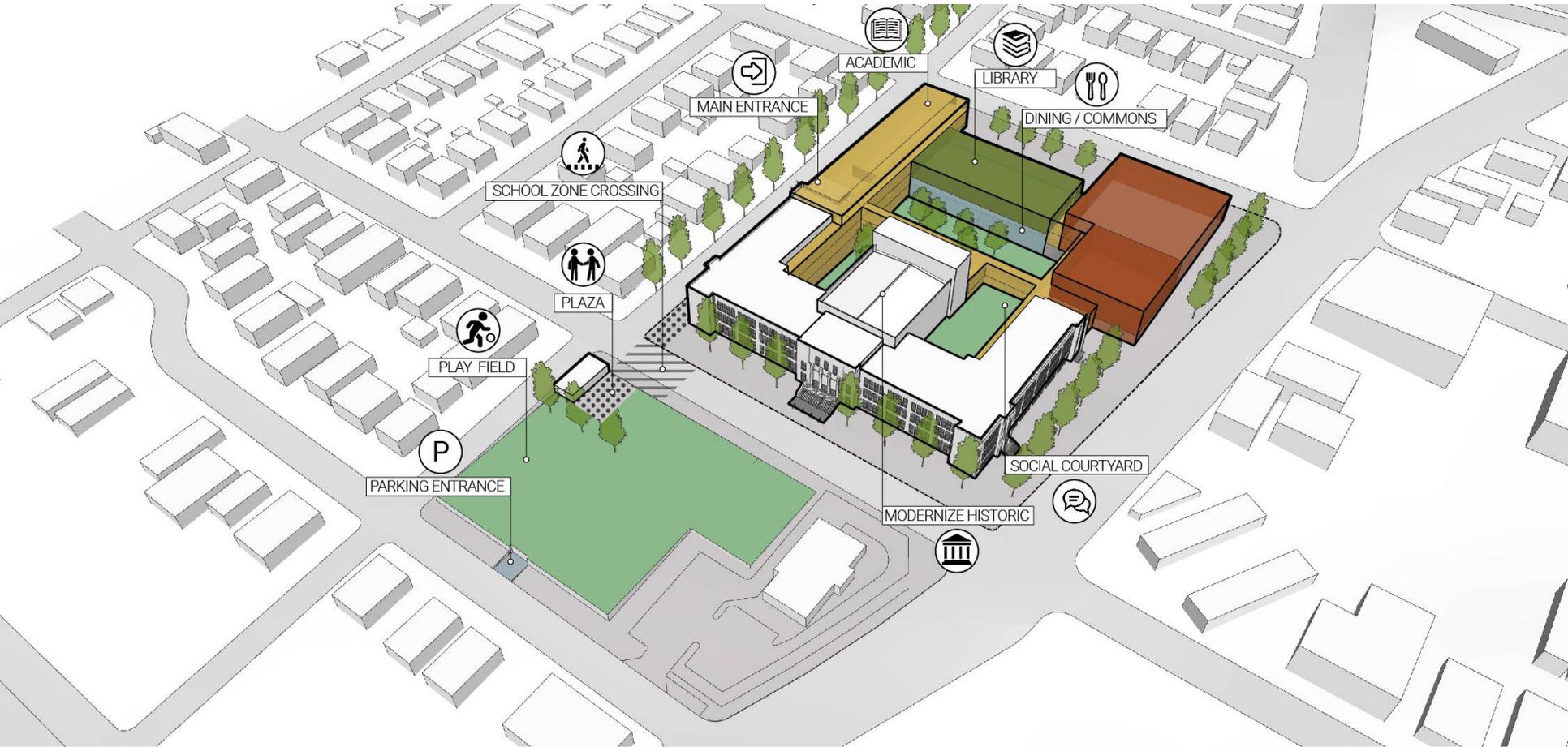
THEATER

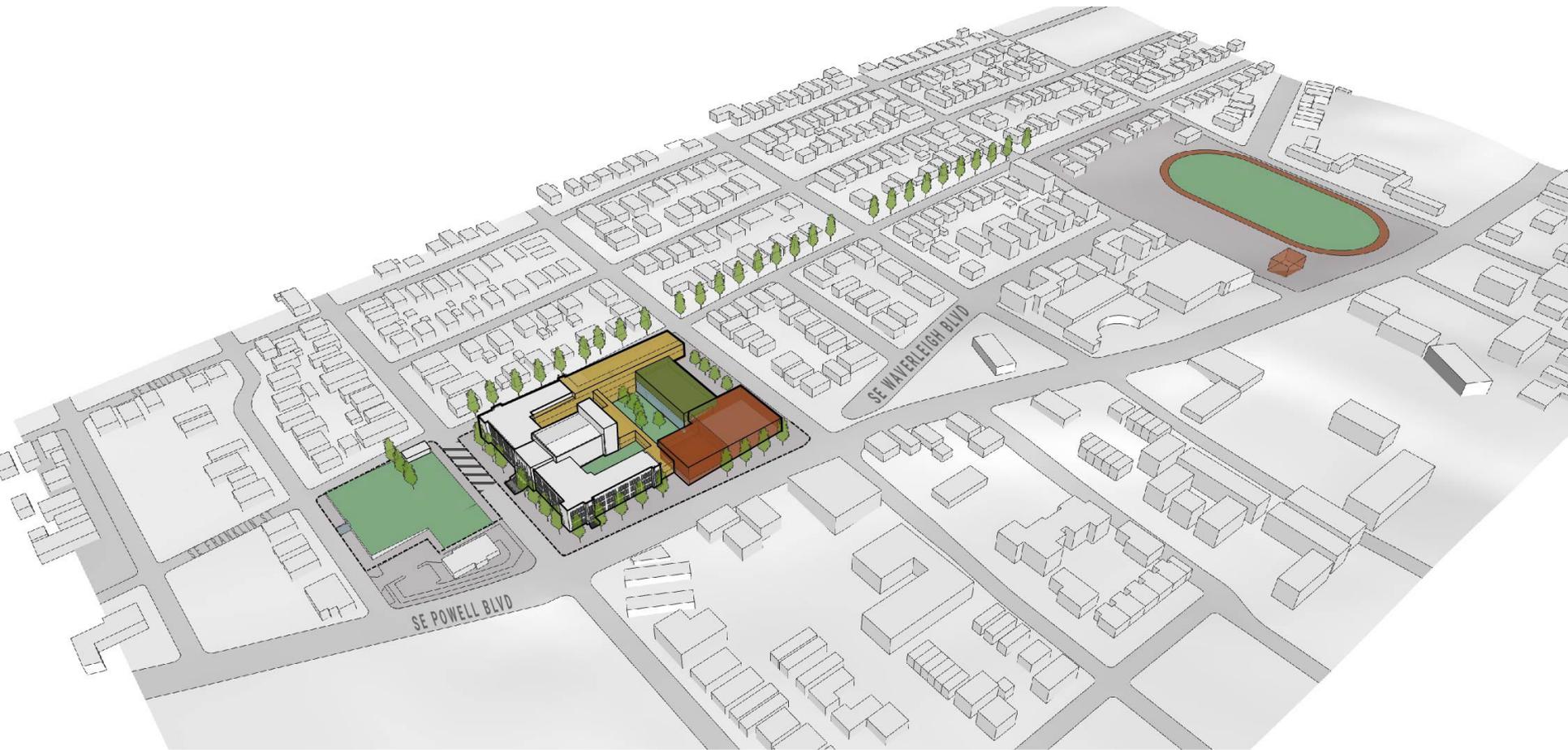


HISTORIC :: CONSOLIDATED

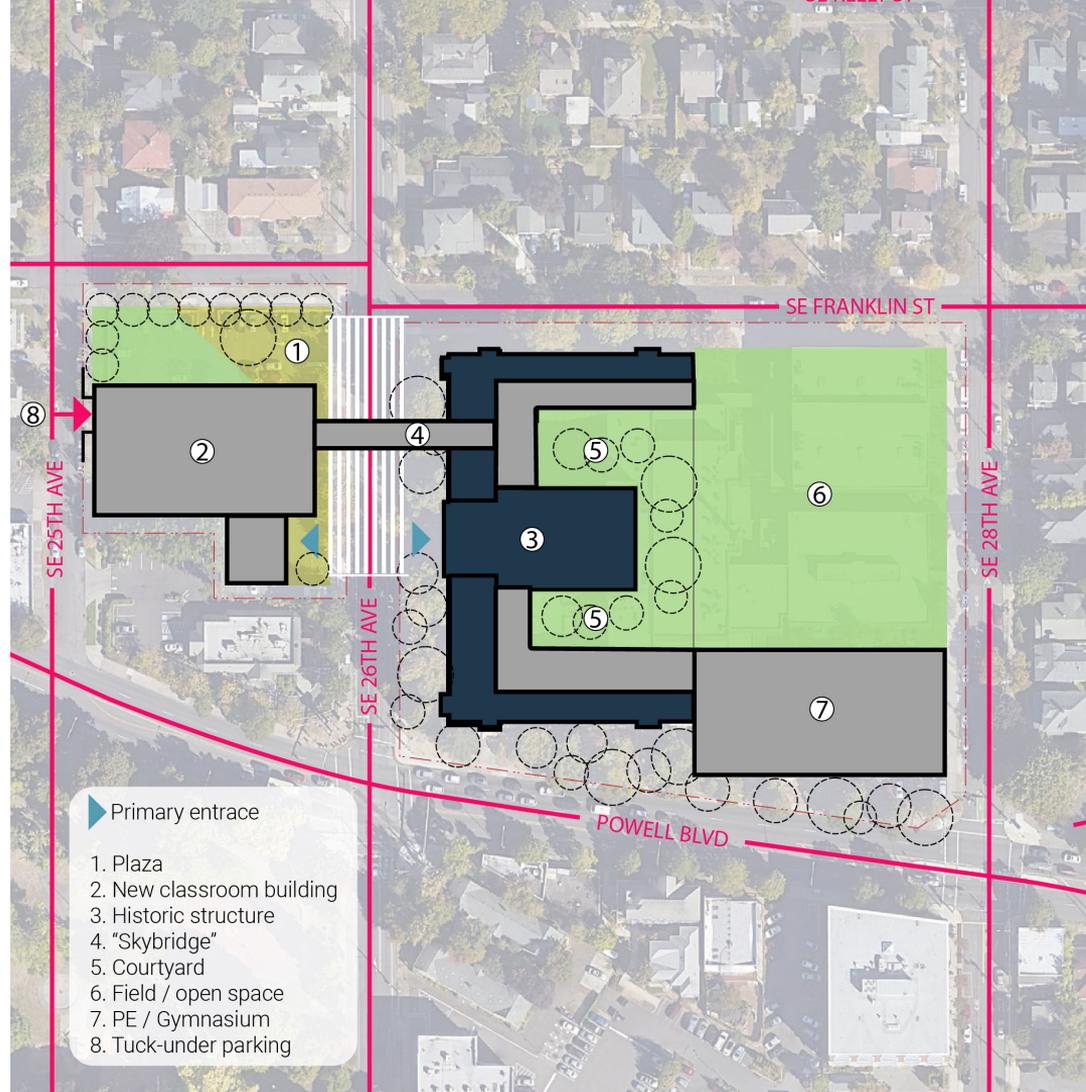
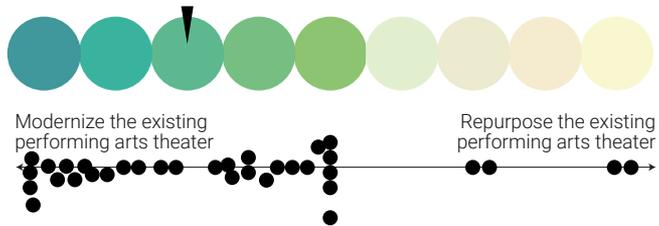
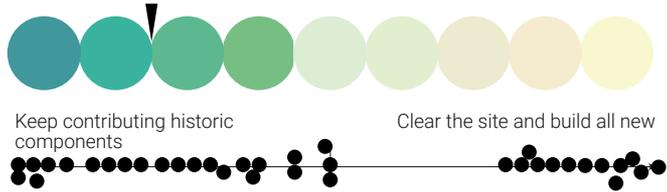
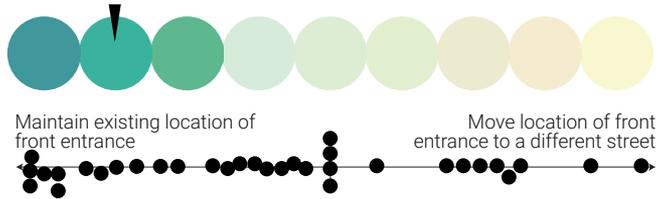
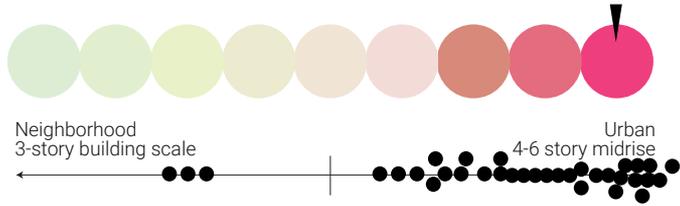


- ▶ Primary entrance
- 1. Main courtyard
- 2. Courtyard
- 3. Historic structure
- 4. Library / Commons
- 5. PE/Gymnasium
- 6. New classroom wing
- 7. Field / open space
- 8. Tuck-under parking

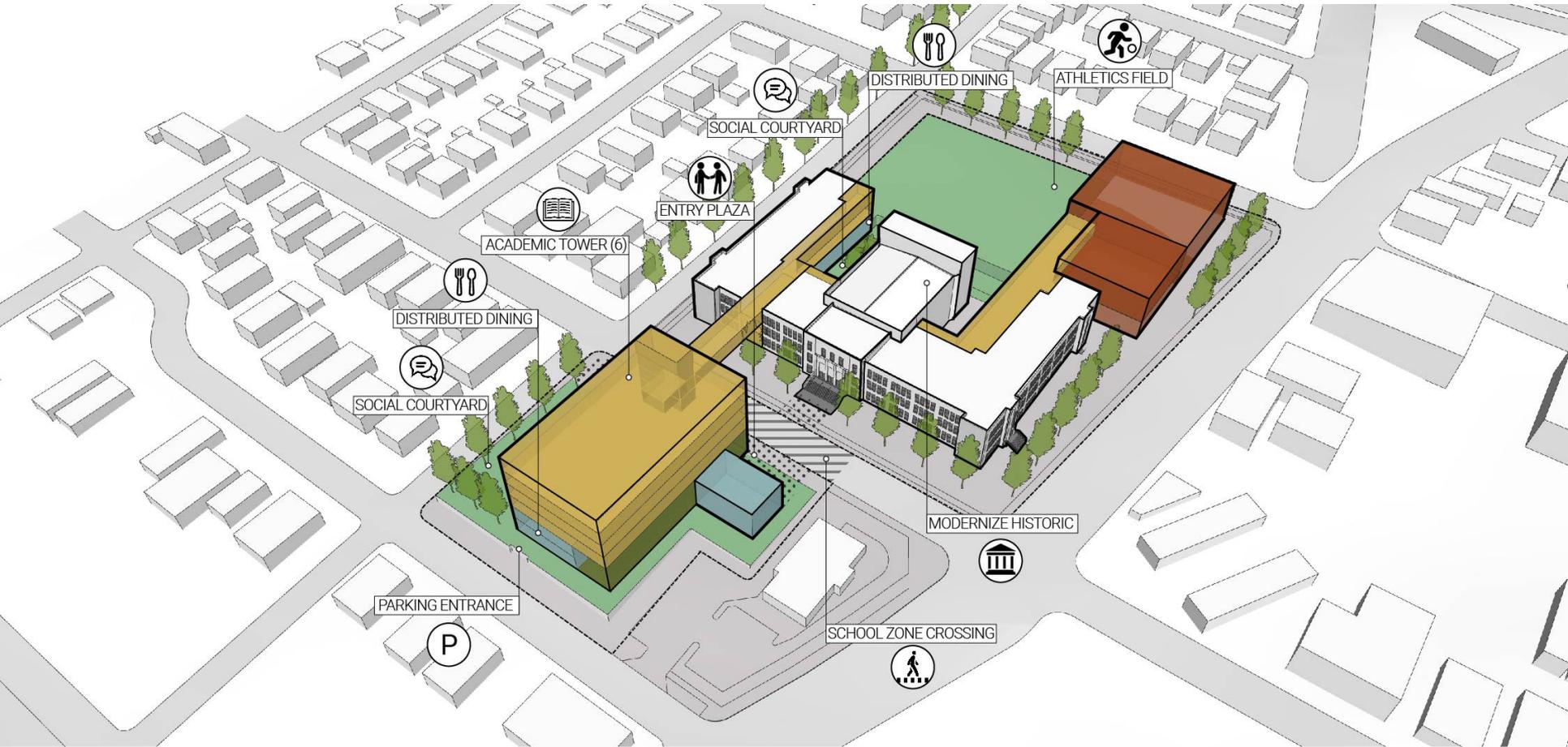




HISTORIC :: DISTRIBUTED



- ▶ Primary entrance
- 1. Plaza
- 2. New classroom building
- 3. Historic structure
- 4. "Skybridge"
- 5. Courtyard
- 6. Field / open space
- 7. PE / Gymnasium
- 8. Tuck-under parking



PARKING ENTRANCE



SOCIAL COURTYARD



DISTRIBUTED DINING



ACADEMIC TOWER (6)



ENTRY PLAZA



SOCIAL COURTYARD



SCHOOL ZONE CROSSING



MODERNIZE HISTORIC

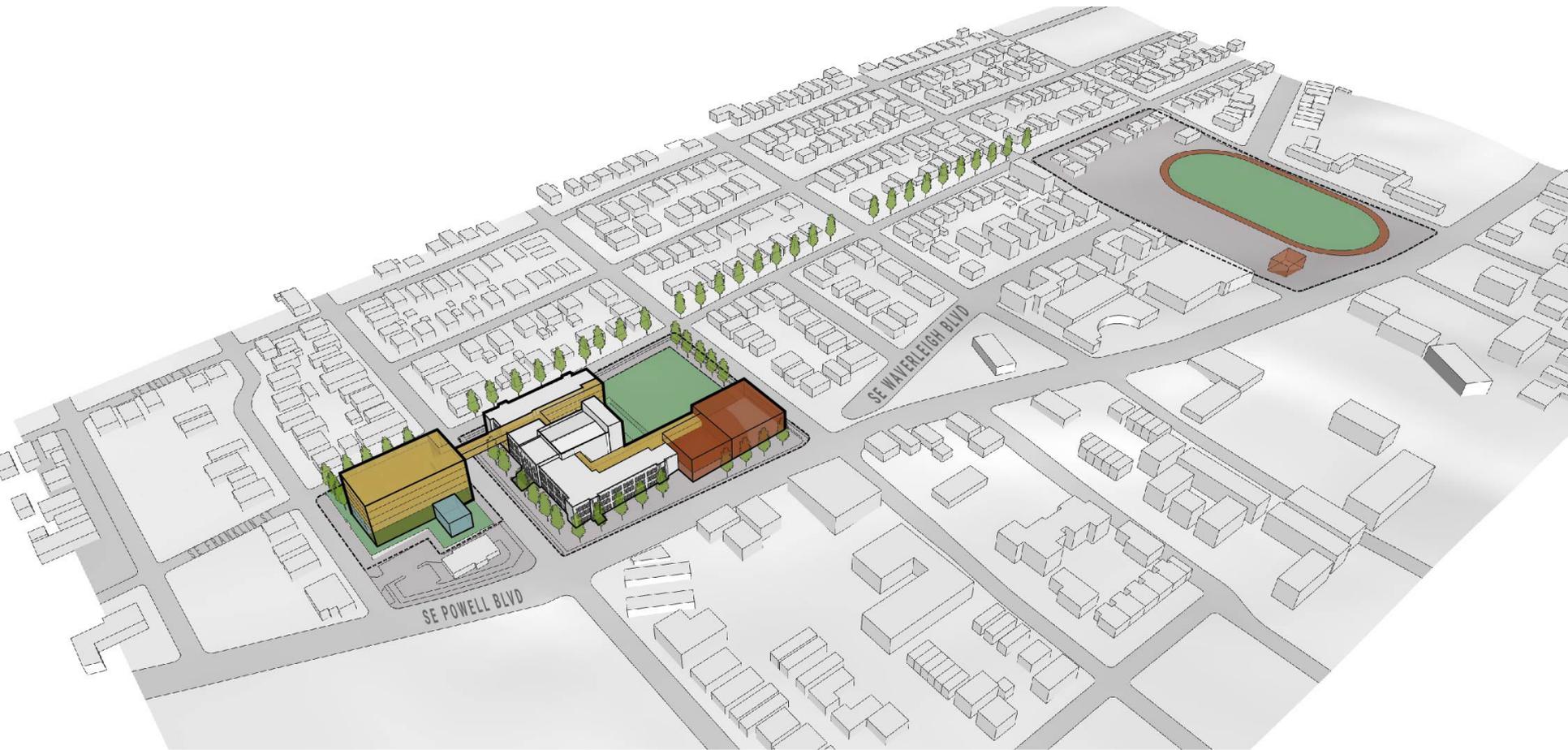


ATHLETICS FIELD

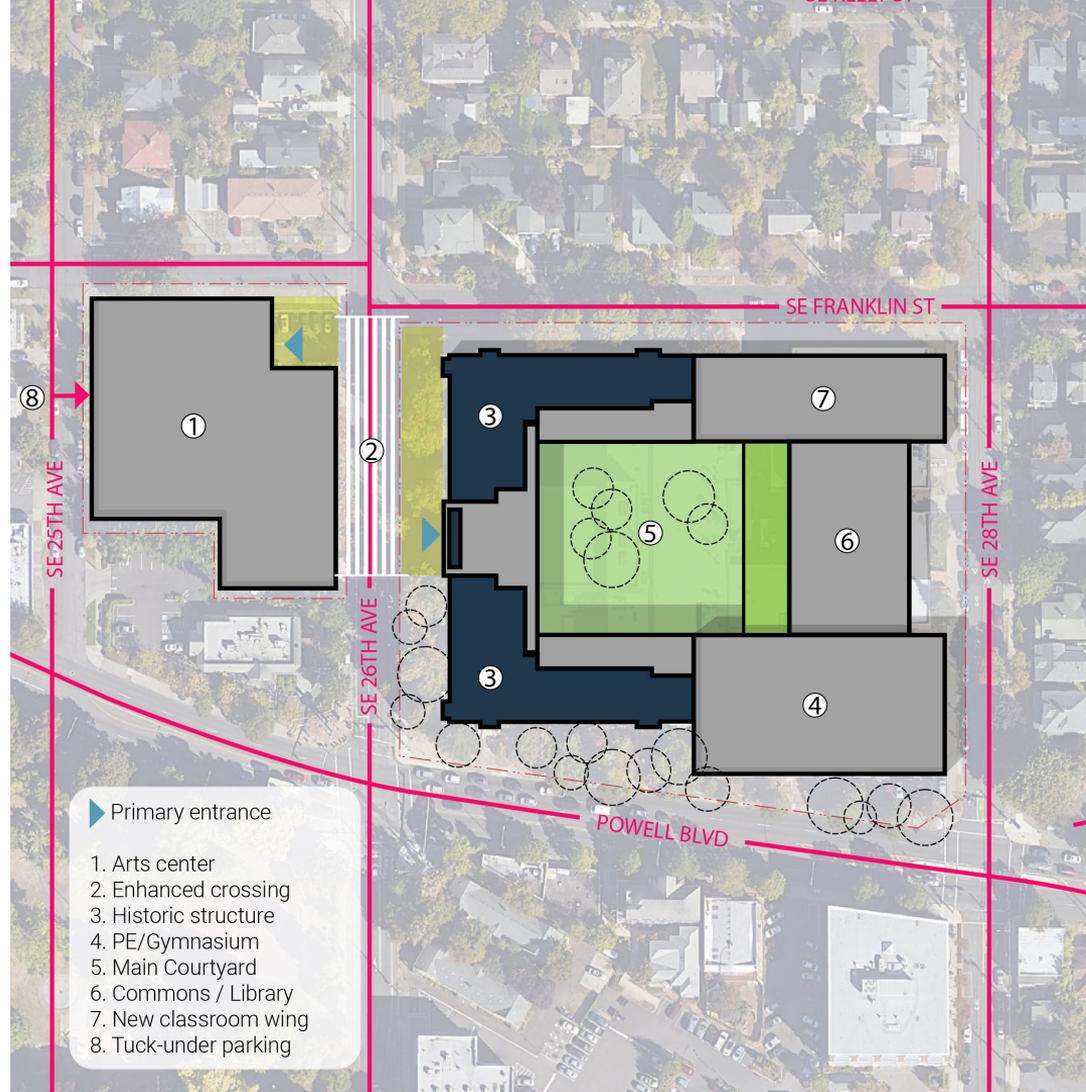
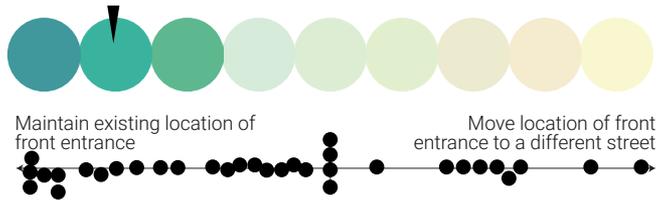
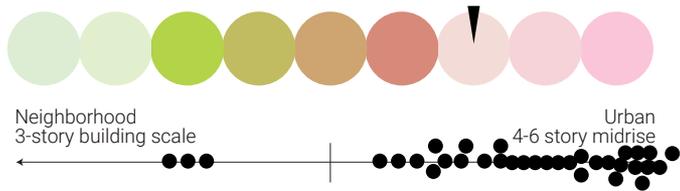
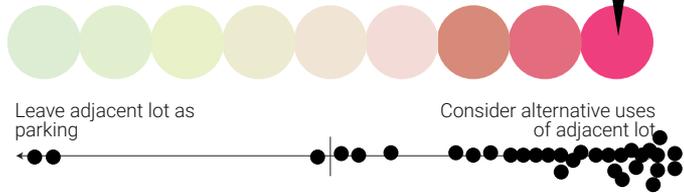


DISTRIBUTED DINING

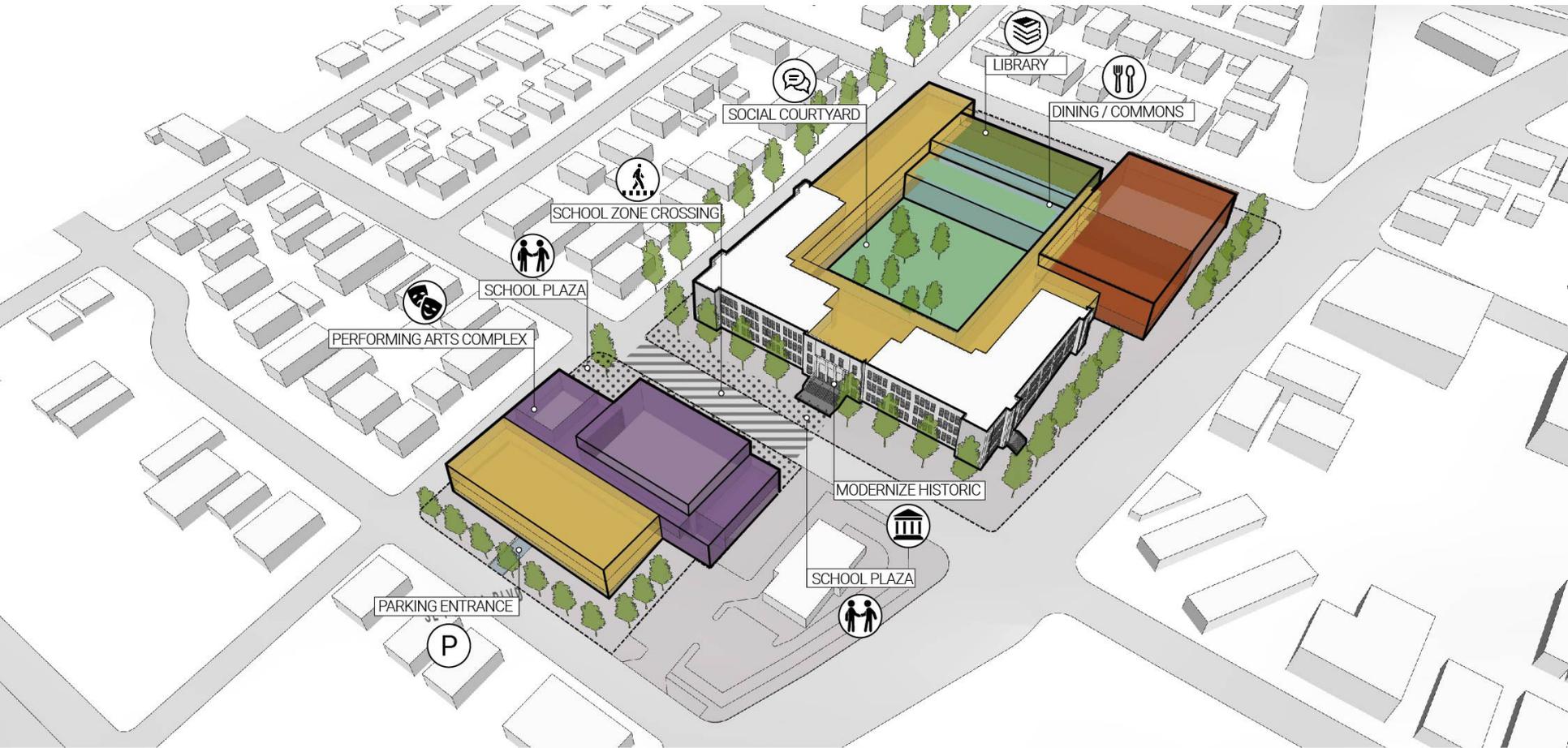


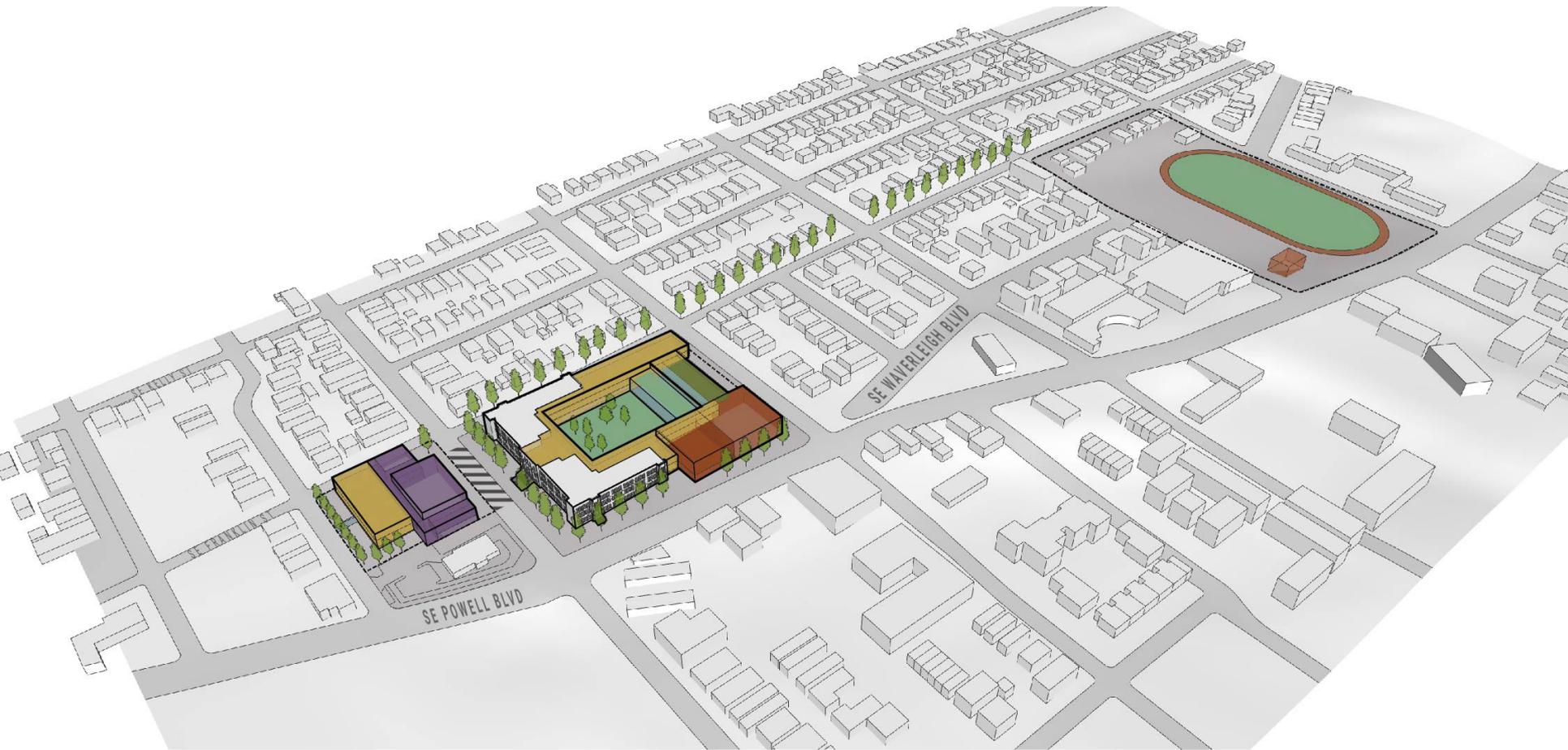


PARTIAL HISTORIC :: DISTRIBUTED

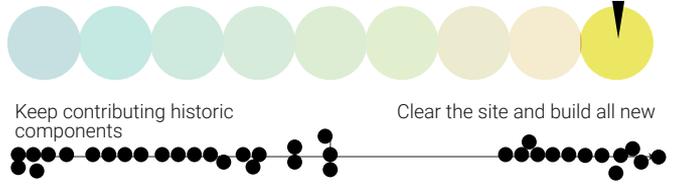
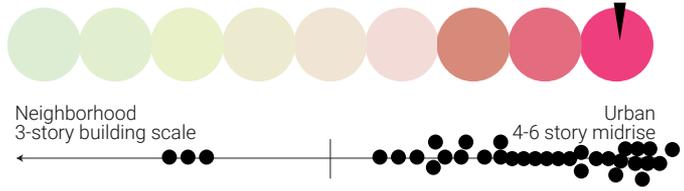
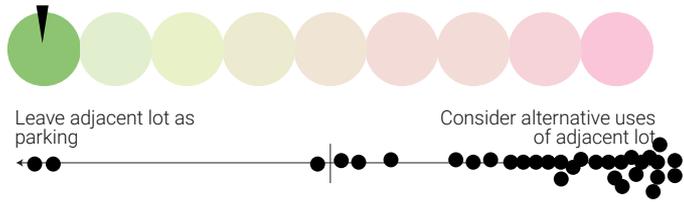
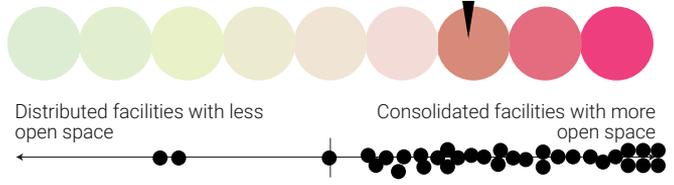


- ▶ Primary entrance
- 1. Arts center
- 2. Enhanced crossing
- 3. Historic structure
- 4. PE/Gymnasium
- 5. Main Courtyard
- 6. Commons / Library
- 7. New classroom wing
- 8. Tuck-under parking

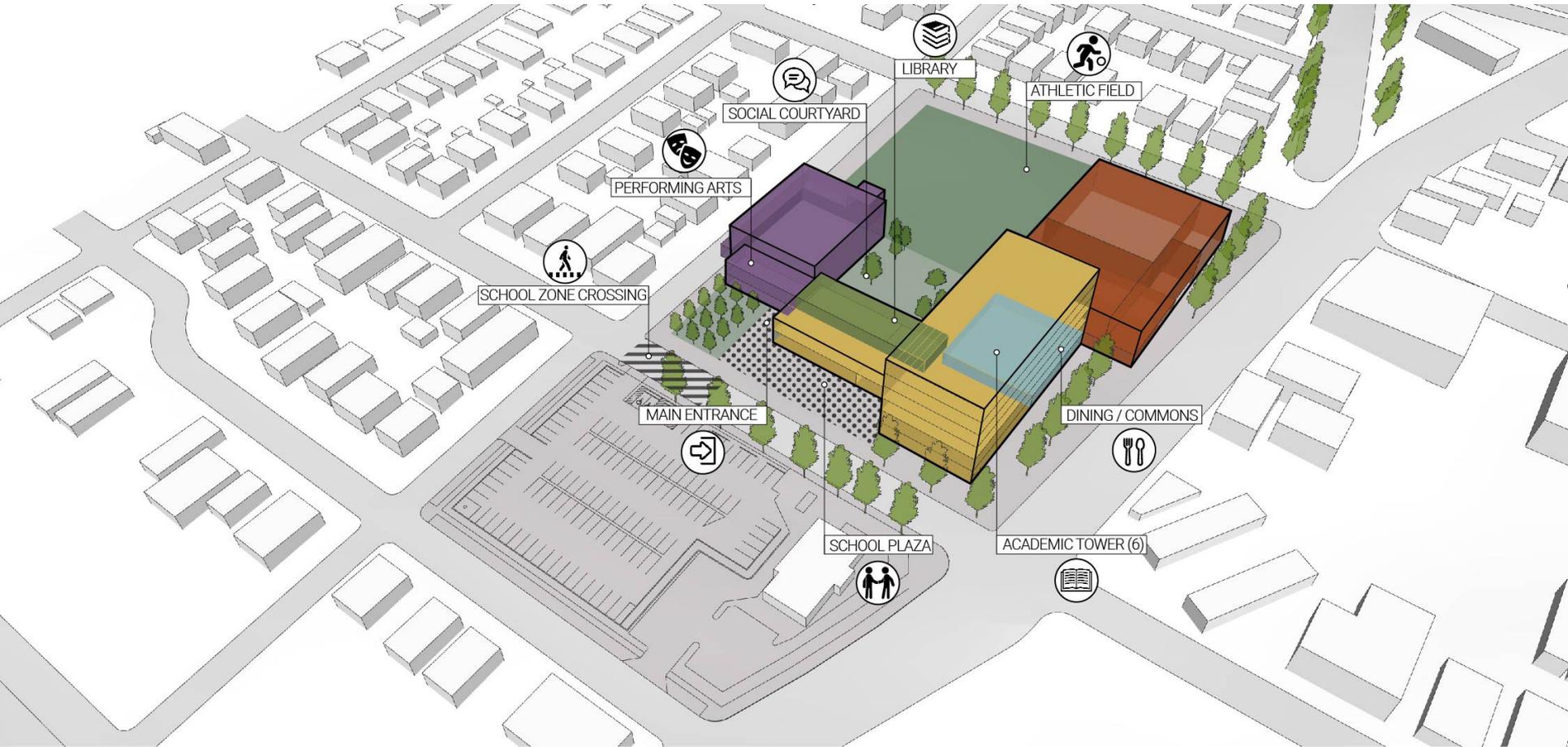




ALL NEW :: CONSOLIDATED

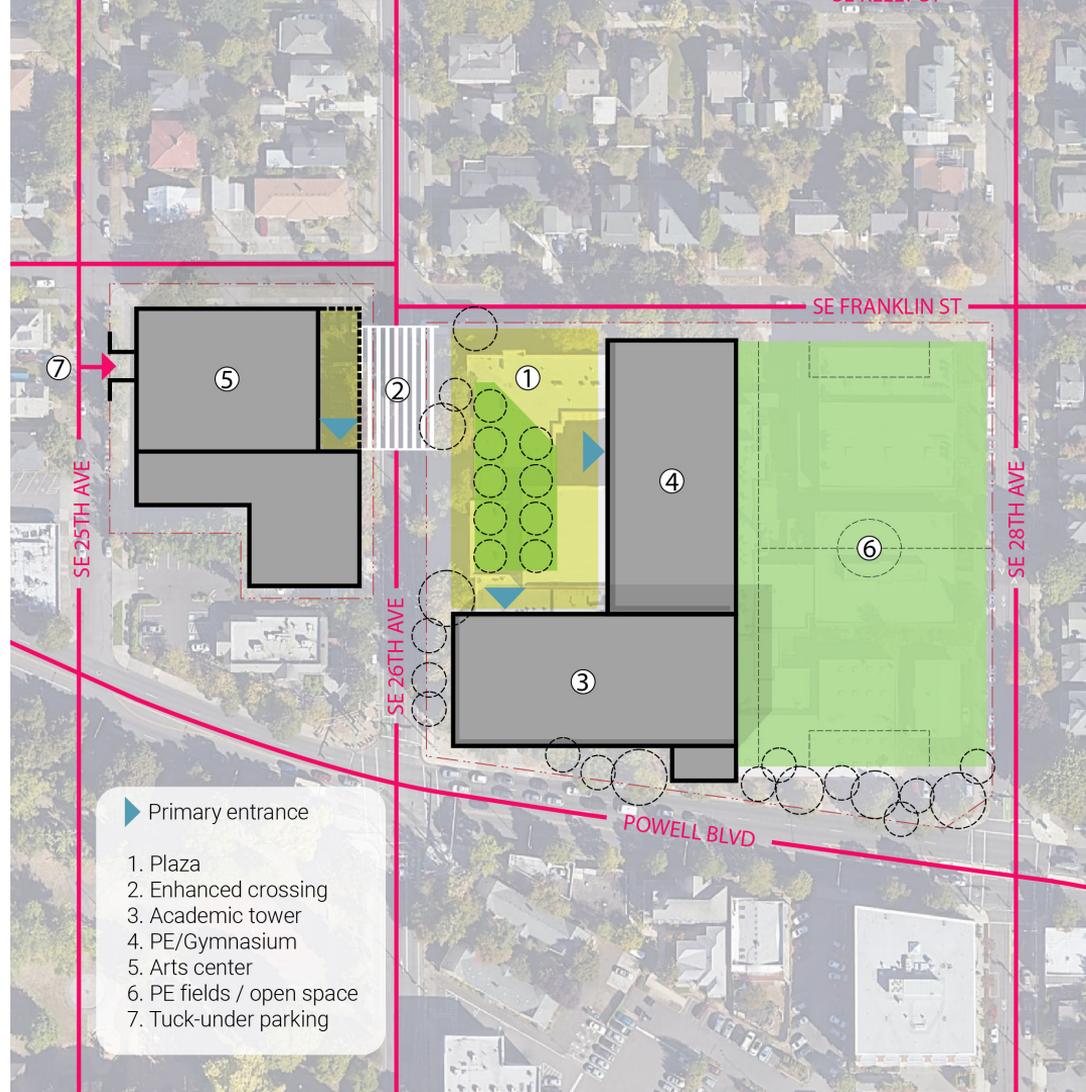
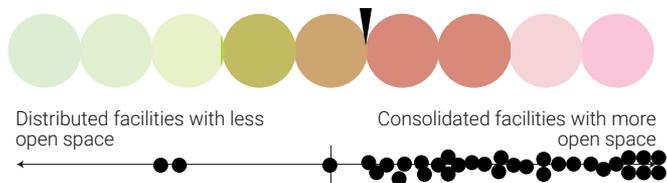
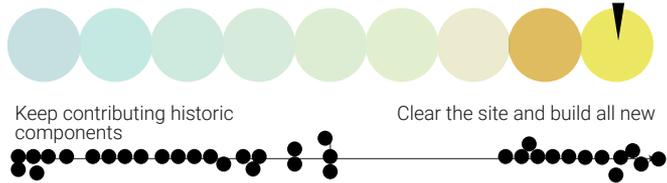
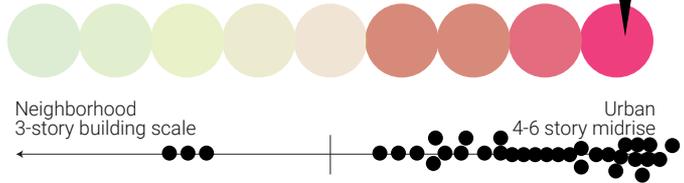
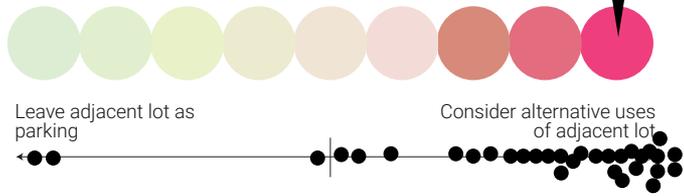


- ▶ Primary Entrance
- 1. Commons
- 2. Academic tower (6-story)
- 3. Social outdoor space
- 4. PE / Gymnasium
- 5. Field / open space
- 6. Tuck under parking





ALL NEW :: DISTRIBUTED



- ▶ Primary entrance
- 1. Plaza
- 2. Enhanced crossing
- 3. Academic tower
- 4. PE/Gymnasium
- 5. Arts center
- 6. PE fields / open space
- 7. Tuck-under parking



PARKING ENTRANCE



PERFORMING ARTS COMPLEX



DINING / COMMONS



ACADEMIC TOWER (6)



SOCCER FIELD



SCHOOL PLAZA

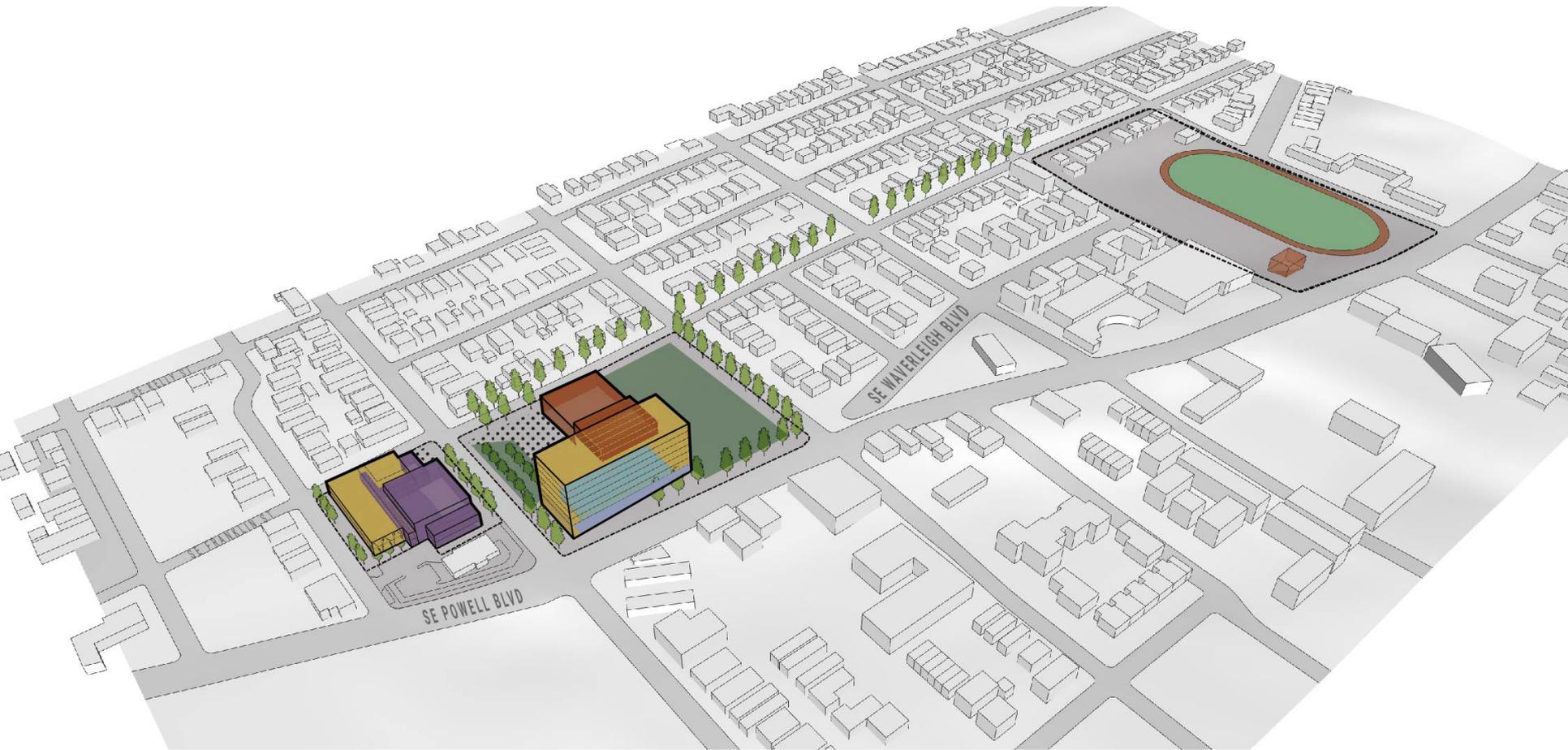


SCHOOL ZONE CROSSING



CIVIC PLAZA







3.4 Engagement Activity

GROVER CLEVELAND HIGH SCHOOL

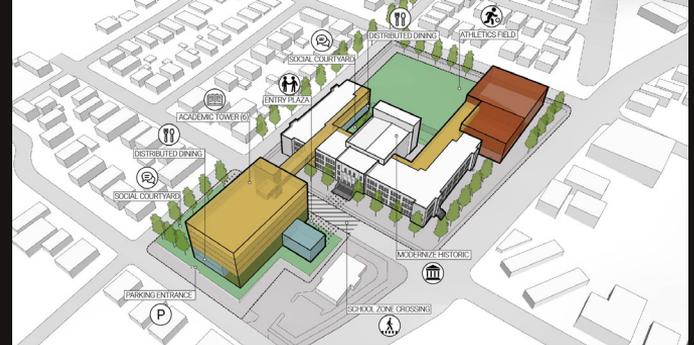
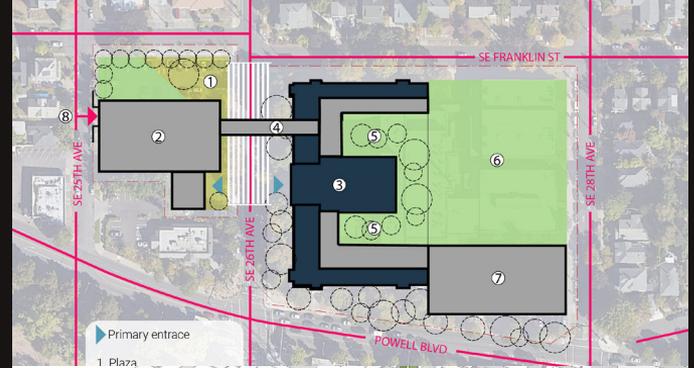
Engagement Activity - CMPC 03

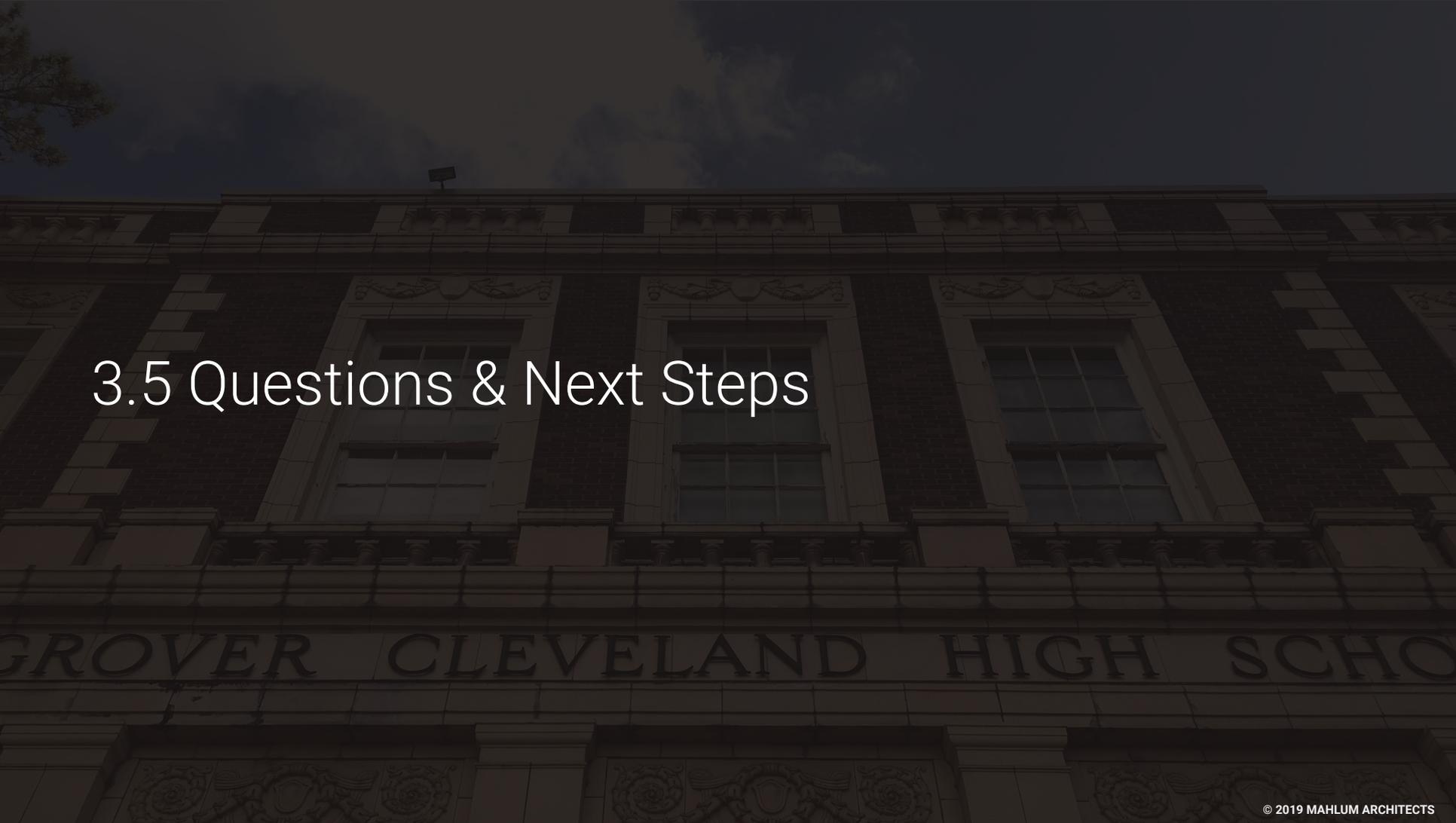
LISTENING STATIONS

:: What **opportunities** does each approach present?

:: What **questions, concerns, or curiosities** do you have?

:: What **challenges** does this approach present?





3.5 Questions & Next Steps

GROVER CLEVELAND HIGH SCHOOL



**Cleveland High School
Conceptual Master Plan Committee
MEMBER SIGN-IN SHEET**

PORTLAND PUBLIC SCHOOLS

Office of School Modernization

501 North Dixon Street • Portland, OR 97227

Fax: (503) 916-3253

Cleveland High School: Conceptual Master Plan Committee #3

Date: Wednesday November 6th, 2019, 6:30-8:30pm, Cleveland High School

Name	Affiliation	Signature	Comment
Aaron Malone	CMPC Member		
Abigail Bokman	CMPC Member	<i>Abigail Bokman</i>	
Andrew Pitts	CMPC Member		
Brad Demby	CMPC Member	<i>Brad Demby</i>	
Brad Hathaway	CMPC Member		
Bryan Ross	CMPC Member		
christina marcoules	CMPC Member	<i>Christina Marcoules</i>	
Christine Pitts	CMPC Member		
Curt Smeller	CMPC Member	<i>Curt Smeller</i>	
Dana Hepper	CMPC Member	<i>Dana Hepper</i>	
Daniel Chin	CMPC Member	<i>Daniel Chin</i>	
David Williams	CMPC Member	<i>David Williams</i>	
Devon Burke	CMPC Member	<i>Devon Burke</i>	
Ed Pike	CMPC Member		
Heath Korvola	CMPC Member		
Heather Fraser	CMPC Member	<i>Heather Fraser</i>	
Heavenly Escobar	CMPC Member		
Jacquilyn E. Saito	CMPC Member	<i>Jacquilyn E. Saito</i>	
Jago Dorn	CMPC Member		
James Mast	CMPC Member		
Jan Watt	CMPC Member	<i>Jan Watt</i>	
Jane Alexander	CMPC Member	<i>Jane Alexander</i>	
Jeff Butler	CMPC Member		
Jeff Hartnett	CMPC Member	<i>Jeff Hartnett</i>	
John Sheehan	CMPC Member	<i>John Sheehan</i>	
Jonathan Lundstrom	CMPC Member	<i>Jonathan Lundstrom</i>	
Justin Monahan	CMPC Member	<i>Justin Monahan</i>	
Keith Daily	CMPC Member	<i>Keith Daily</i>	
Kellie Cook	CMPC Member		
Keska Kemper	CMPC Member	<i>Keska Kemper</i>	
Laurie Blount	CMPC Member		
Lilly Windle	CMPC Member	<i>Lilly Windle</i>	
Margaret (Meg) Griffith	CMPC Member	<i>Margaret (Meg) Griffith</i>	
Matthew Packwood	CMPC Member		<i>absent / notified</i>
Michael O'Connell	CMPC Member	<i>Michael O'Connell</i>	
Michael Sweeten	CMPC Member		
Michael Szwaya	CMPC Member	<i>Michael Szwaya</i>	
Michelle Jasso			
	CMPC Member		
Neil Gibson	CMPC Member	<i>Neil Gibson</i>	<i>present</i>
Nicholas Overall	CMPC Member		
Niki Trueblood	CMPC Member	<i>Niki Trueblood</i>	
Rashmi Vasavada	CMPC Member	<i>Rashmi Vasavada</i>	
Rebekah Disbrow	CMPC Member	<i>Rebekah Disbrow</i>	
Ross Swanson	CMPC Member	<i>Ross Swanson</i>	
Steve Szigethy	CMPC Member	<i>Steve Szigethy</i>	
Terry Franks	CMPC Member		

