



MEETING MINUTES

PROJECT: Cleveland High School
Conceptual Master Plan
PROJECT NO: 2019912.00
DATE: 15 October 2019
FILE NAME: 191009_CMPC01_Minutes
SUBJECT: Conceptual Master Planning Committee Meeting 01

MEETING DATE: 09 October 2019
TIME: 6:30 – 8:30 PM

LOCATION: Cleveland High School Room 220

ATTENDEES:

Stephen Effros	PPS	seffros@pps.net
Sue Brent	PPS	sbrent@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: 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.

ACTION ITEMS

- :: Mahlum to distribute the instructions for Engagement Activity 02 (See item 1.5 below) so that CMPC members can come prepared for the activity to start the next meeting.

ITEM	DISCUSSION	ACTION BY
1.1	Introductions <ul style="list-style-type: none">:: Stephen Effros, PPS Project Manager for the Conceptual Master Plan projects, welcomed everyone to the meeting and explained the CMP process and goals.:: LeRoy Landers of Mahlum Architects reviewed the evening's agenda.:: The members of the CHS CMP Committee were polled about what groups they represented (teachers, students, staff, community, etc.) to give everyone a better idea of the composition of the committee.:: Mahlum introduced the members of their team and reviewed some of their relevant project experience.	

- :: Mahlum gave a brief case study presentation to introduce the committee to their work at Grant High School, specifically as it related to how the input from the Grant master planning committee influenced the built design of the building.
- :: The GHS master planning committee identified some of the following concerns that had a big influence on the project:
 - :: Accessibility and Connectivity
 - :: Socioeconomic Divide
 - :: Equity and Inclusion
 - :: Beloved Historic School
 - :: Performing Arts Theater

1.2 CMPC Process and Schedule

- :: Introduced the 'PPS Reimagined' District Vision and Core Values and discussed how those priorities can be translated into built facility designs.
- :: Introduced the Conceptual Master Plan process as it is envisioned by PPS for this project.
- :: Introduced the PPS High School Education Specification (Ed Spec) and how it will be used as part of the master planning process and beyond.
- :: Discussed the concept of a 'full modernization' of a high school, particularly as it has been executed recently on other PPS high schools.
- :: Reviewed the CMPC Member Charter.
- :: Reviewed the CMP schedule.

1.3 Cleveland High School History

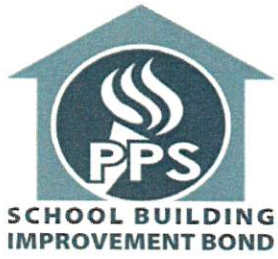
- :: Briefly reviewed the history of Cleveland High School since its founding as the School of Commerce in 1916 and the history of the school facilities that have occupied the current Cleveland High School site.
- :: Discussed the District's relationship with the State Historic Preservation Office (SHPO) and the type of review that will be part of the process of making changes to the CHS facilities.
- :: Reviewed the Historical Significance and Building Integrity plan document for CHS that was completed as part of the PPS 2009 Historic Building Assessment Report.
- :: Reviewed the CHS Mission Statement along with the inscriptions above the CHS side entry doors.

Q&A Questions and Answers

- :: The floor was opened to questions from the CMP Committee.
- :: Many of the questions were focused on defining the scope of the CMP process, particularly with respect to constrained urban site where the school is located and the potential for options that address the non-contiguous nature of the PPS owned parcels.
- :: Discussed concerns about the Ed Spec target of creating a 1700 student school vs. the population of schools such as Franklin HS which have a larger

population than the target. This item was added to the 'Bike Rack' for issues that are important to carry forward to the future but are not part of the scope of the current CMP process.

- 1.4 Engagement Activity 01: Foundational Questions
- :: Desired outcome of activity: Understand modernization priorities
 - :: Foundational Question: What should our top priorities be for the Cleveland High School modernization?
 - :: Format: 1-2-4 All. Notecards were given to each participant and participants were asked to write down response to the question. The participants then paired up to discuss their responses with others in groups of 2, then 4 (or 5), participants. Each group of 4 (or 5) then shared their priorities with the whole group. Mahlum Architects recorded the priorities and posted them at the front of the room.
- 1.5 Engagement Activity 02: Historic Significance
- :: Due to the time spent in the Q & A section above there was not time to do this activity during the meeting. As 'homework', Mahlum will distribute instructions for this activity so that committee members can come prepared to the next meeting with their thoughts and complete the activity then.
 - :: *Desire Outcome: Understand the community's preservation priorities*
Engagement Activity: Provide aerial site plan, floor plans, images, etc. and ask participants to mark directly on the site plan (or with sticky notes) to respond to the following questions:
 - :: Identify the places that the community values?
 - :: Where is change necessary?Identify places of memory or historic value?
- 1.6 Exit Activity
- :: Participants were given (2) green dots to place on the cards describing priorities from Engagement Activity 01 that they feel were very important and (1) yellow dot to place on the card of the priority that they feel is the most important.
 - :: The results will be tabulated for review at the next meeting and are provided as an attachment to these meeting minutes. If participants later think of priorities that were not captured during the discussion, they may bring them to the next meeting.
- 1.7 Questions and Next Steps
- :: As noted under item 1.5 above, the instructions for Engagement Activity 02 will be distributed to the CMPC to prepare for the activity as part of meeting #2.
 - :: The focus of CMPC meeting #2 will be on Program and Analysis. The meeting will be held at 6:30 PM on October 23rd at CHS.



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 #1

Date: Wednesday October 9th, 2019, 6:30-8:30pm, Cleveland High School

Name	Affiliation	Signature	Comment
Curt Smeller	CMPC Member		
Terry Franks	CMPC Member	<i>Terry Franks</i>	
Jeff Butler	CMPC Member	<i>Jeff Butler</i>	
Brad Demby	CMPC Member	<i>BRAD DEMBY</i>	
Jeff Hartnett	CMPC Member	<i>Jeff Hartnett</i>	
Heather Fraser	CMPC Member	<i>H Fraser</i>	
Rashmi Vasavada	CMPC Member	<i>Rashmi Vasavada</i>	
Daniel Chin	CMPC Member	<i>Daniel Chin</i>	
Christine Pitts	CMPC Member	<i>Christine Pitts</i>	
Michael Sweeten	CMPC Member	<i>Michael Sweeten</i>	
Ed Pike	CMPC Member	<i>Ed Pike</i>	
Niki Trueblood	CMPC Member	<i>Niki Trueblood</i>	
Dana Hepper	CMPC Member	<i>Dana Hepper</i>	
Ross Swanson	CMPC Member	<i>Ross Swanson</i>	
Matthew Packwood	CMPC Member	<i>Matthew Packwood</i>	
Abigail Bokman	CMPC Member	<i>Abigail Bokman</i>	
Neil Gibson	CMPC Member	<i>Neil Gibson</i>	
Jane Alexander	CMPC Member		
Justin Monahan	CMPC Member	<i>Justin Monahan</i>	
Jago Dorn	CMPC Member	<i>Jago Dorn</i>	
Devon Burke	CMPC Member		
Kellie Cook	CMPC Member	<i>Kellie Cook</i>	
Keska Kemper	CMPC Member	<i>Keska Kemper</i>	
Keith Daily	CMPC Member		
Steve Szigethy	CMPC Member	<i>Steve Szigethy</i>	
Jan Watt	CMPC Member	<i>Jan Watt</i>	
Jonathan Lundstrom	CMPC Member	<i>Jonathan Lundstrom</i>	
christina marcoules	CMPC Member	<i>Christina Marcoules</i>	
Michelle Jasso	CMPC Member	<i>Michelle Jasso</i>	
John Sheehan	CMPC Member	<i>John Sheehan</i>	
Andrew Pitts	CMPC Member	<i>Andrew Pitts</i>	
Michael O'Connell	CMPC Member	<i>Michael O'Connell</i>	Hello!
James Mast	CMPC Member	<i>James Mast</i>	
Michael Szwaya	CMPC Member	<i>Michael Szwaya</i>	
Laurie Blount	CMPC Member	<i>Laurie Blount</i>	
Aaron Malone	CMPC Member	<i>Aaron Malone</i>	
Lilly Windle	CMPC Member	<i>Lilly Windle</i>	Hello



CMPC -01
Cleveland High School

MASTER PLAN PRIORTIES EXERCIZE SUMMARY

<u>PRIORITY DESCRIPTION</u>	<u>GREEN DOTS</u>	<u>GOLD DOTS</u>	<u>Total Dots</u>
SITE ISSUES			
finding something unique consider consolidation	-	-	
explore higher use of parking	3	1	
contiguous campus	4	2	
athletic field at 31st and powell	2	-	
innovative strategic use of existing pps propertis in the area	4	3	
connectivity on campus	6	4	
safety related to highway 26	-	1	
land swap with the park	1	-	
	20	11	31
BUILDING DESIGN			
Preservation of historical details	2	1	
timeless design ideas	2	-	
Flexible open environments	2	-	
Fleible future read and scalable	6	4	
Connect to natural environment	-	-	
	12	5	17
CORE STUDENT LEARNING & NEEDS			
Address student needs that are not often met	2	1	
Embody universal design incorporate all needs	1	4	
Support a mix of learning styles	3	-	
	6	5	11
ADDITIONAL STUDENT LEARNING AND NEEDS			
Spaces for arts, athletes, social spaces	4	3	
Spaces to honor non academic needs	6	-	
connect with the arts	-	1	
	10	4	14
CLEVELAND AS DESTINATION			
Human Comfort	3	4	
Feel comfortable & want to stay	1	-	
Create spaces that make students want to stay	6	2	
	10	6	16
BUILDING SAFETY			
Safety	6	-	
Create a welcoming environment for all	2	-	
Safe but welcoming leanrning environment	1	-	
Consider balance of safety & Openness	1	-	
	10	-	10

COMMUNITY CONNECTIVITY

View from Powell - public image	-	-	
School as community center	3	1	
connectivity to community	2	-	
	5	1	6

CLIMATE POLICY

Environmental policy exceed pdx climate action plan	1	2	3
---	---	---	---

OCCUPANT HEALTH

Heath & Wellness	1	1	2
------------------	---	---	---

BUILDING AS A TEACHING TOOL

Building as a teaching tool	-	1	
incorporate lessons learned	-	-	
Student involvement in the entire process	-	-	
	-	1	1

INTERNATIONAL FOCUS

Promote international focus	-	1	1
-----------------------------	---	---	---

mahlum

09 OCTOBER 2019
CONCEPTUAL MASTER PLAN COMMITTEE MEETING #1

Cleveland High School CMP

Portland Public Schools

CONCEPTUAL MASTER PLANNING

CMPC -01 vision & goals

AGENDA

1.1 INTRODUCTIONS

1.2 CMPC PROCESS

1.3 CLEVELAND HIGH SCHOOL

1.4 ENGAGEMENT ACTIVITY 01 (Foundational Question)

1.5 ENGAGEMENT ACTIVITY 02 (Historic Significance)

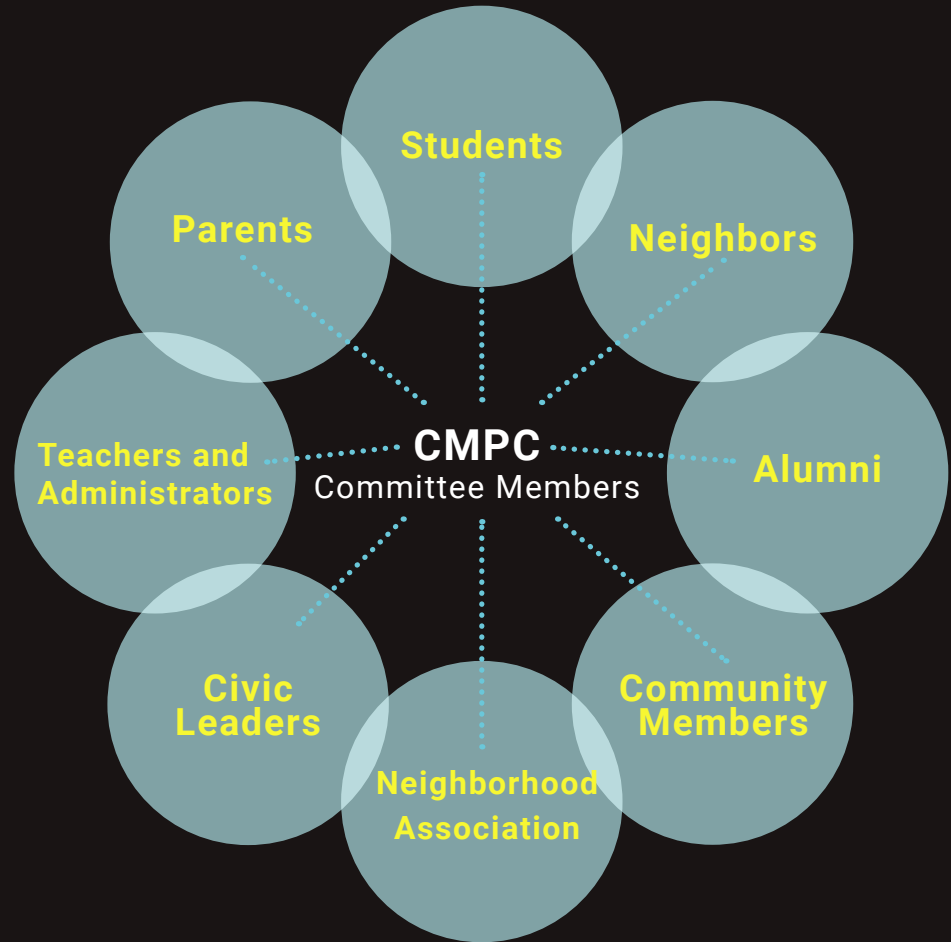
1.6 EXIT ACTIVITY

1.7 QUESTIONS AND NEXT STEPS



CONCEPTUAL MASTER PLANNING COMMITTEE (CMPC)

CMPC members synthesize community-wide input and share the evolving details of the project to others in the community. While CMPC members do not make decisions, their input is crucial in creating a design that the entire Cleveland community can be proud of.



CORE MAHLUM TEAM



Leroy
Landers
AIA

Principal-in-Charge



Alyssa
Leeviraphan
AIA LEED AP

Project Manager



Chris
Brown
AIA LEED AP

Project Architect



Octavio
Gutierrez
AIA LEED AP

Project Designer



HISTORIC RENOVATION EXPERIENCE

GRANT HIGH SCHOOL

Modernization & Addition, Portland Public Schools

CLEVELAND HIGH SCHOOL

Seattle Public Schools

NATHAN HALE HIGH SCHOOL

Modernization & Addition, Seattle Public Schools

COE ELEMENTARY SCHOOL

Seattle Public Schools

QUEEN ANNE ELEMENTARY SCHOOL

Seattle Public Schools

THE NORTHWEST SCHOOL

CLARK HALL

University of Washington

SUZZALLO LIBRARY

University of Washington





HIGH SCHOOL EXPERIENCE

GRANT HIGH SCHOOL

Modernization & Addition, Portland Public Schools

CLEVELAND HIGH SCHOOL

Modernization & Addition, Seattle Public Schools

FOREST GROVE HIGH SCHOOL

Addition & Renovation, Forest Grove School District

NATHAN HALE HIGH SCHOOL

Modernization, Seattle Public Schools

SOUTH MEDFORD HIGH SCHOOL

Renovation, Medford School District

NORTH MEDFORD HIGH SCHOOL

Renovation, Medford School District

MILWAUKIE HIGH SCHOOL

Renovation & Addition, North Clackamas School District

ISSAQUAH HIGH SCHOOL

Issaquah School District





GRANT HIGH SCHOOL


“The Grant High School modernization will result in an inclusive learning environment that fosters strong, productive relationships among students, teachers and the community through inspiring, flexible spaces that honor the history while supporting students’ success in college, career and life.”

CHALLENGES & OPPORTUNITIES

- Accessibility & Connectivity
- Socioeconomic divide
- Equity & Inclusion
- Beloved historic school
- Performing Arts theater

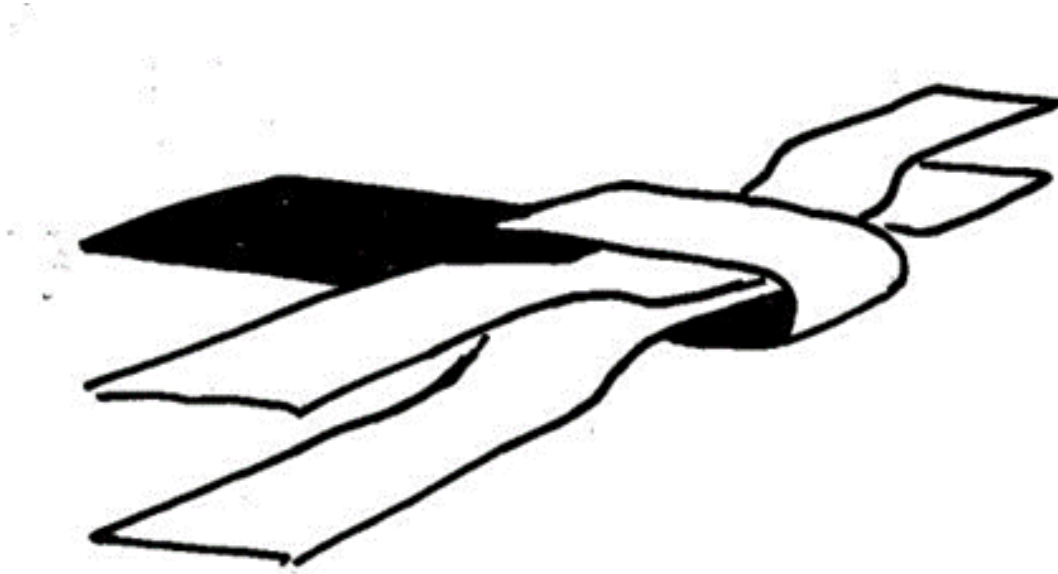


Embracing the past...

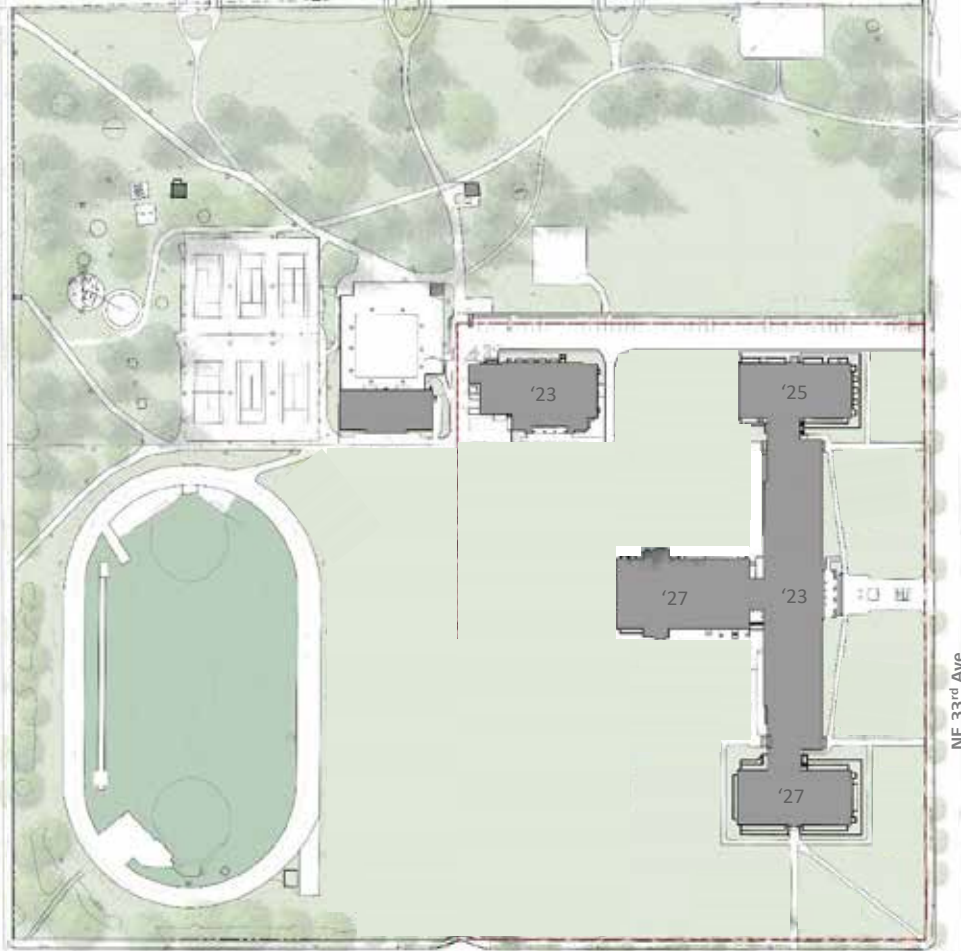
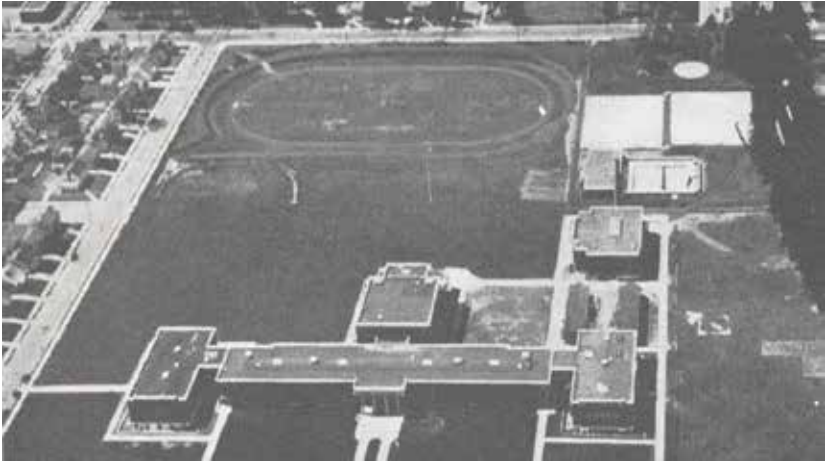


Historic Focus
Tradition
Spirit of Place
Embodied Energy Contained
in Existing Structure

“Bringing everybody into the fold...”



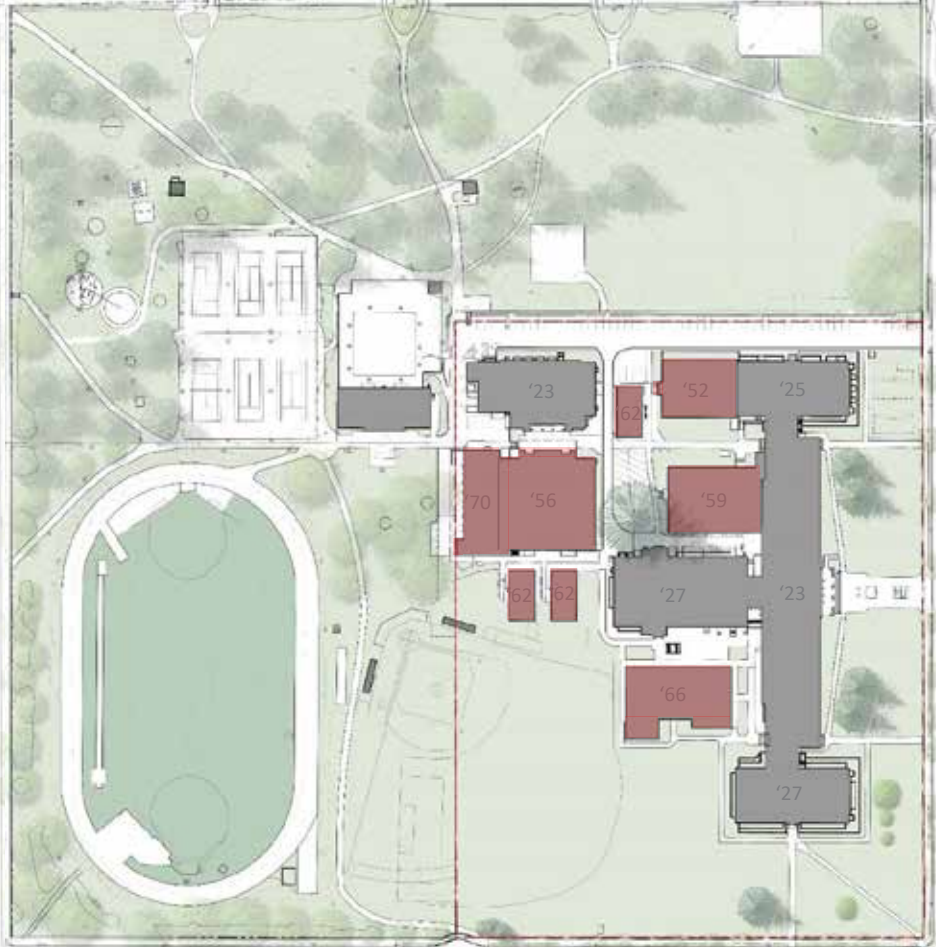
Original Site Plan



NE US Grant Pl

NE 33rd Ave

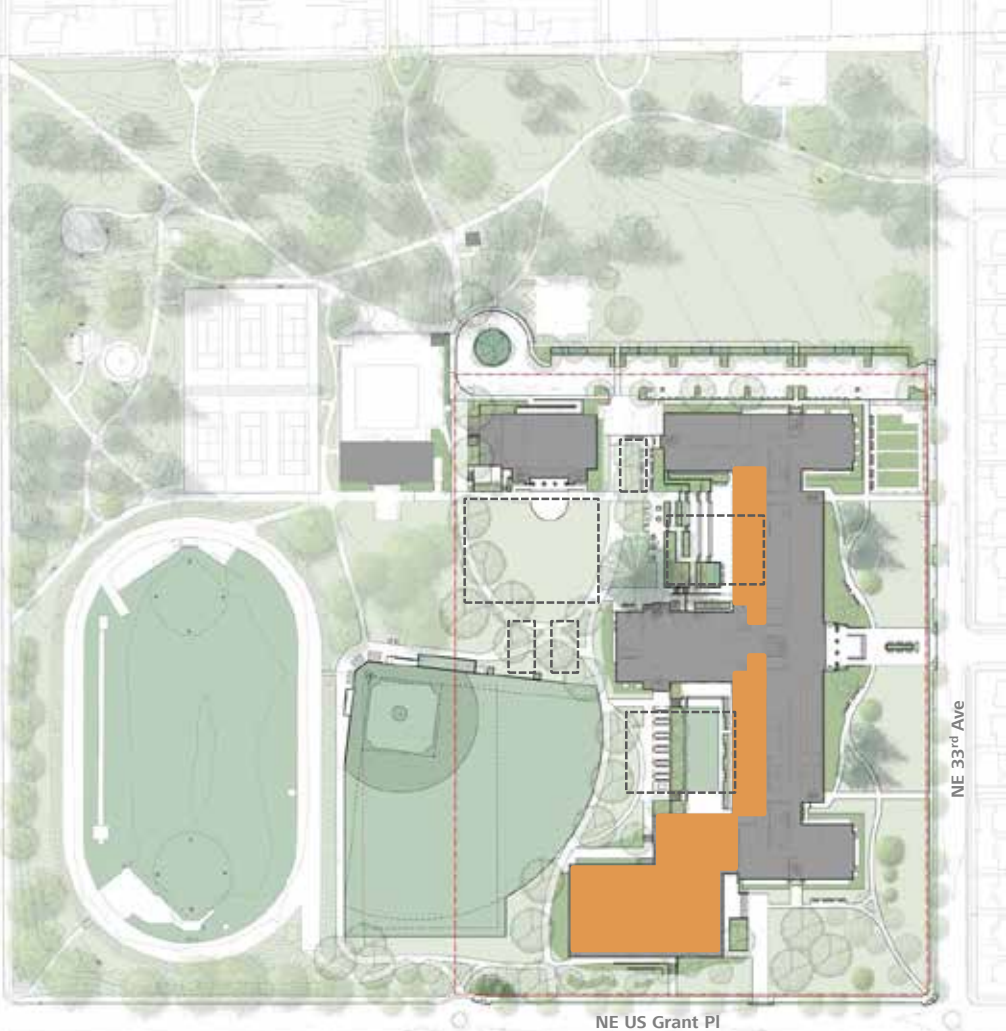
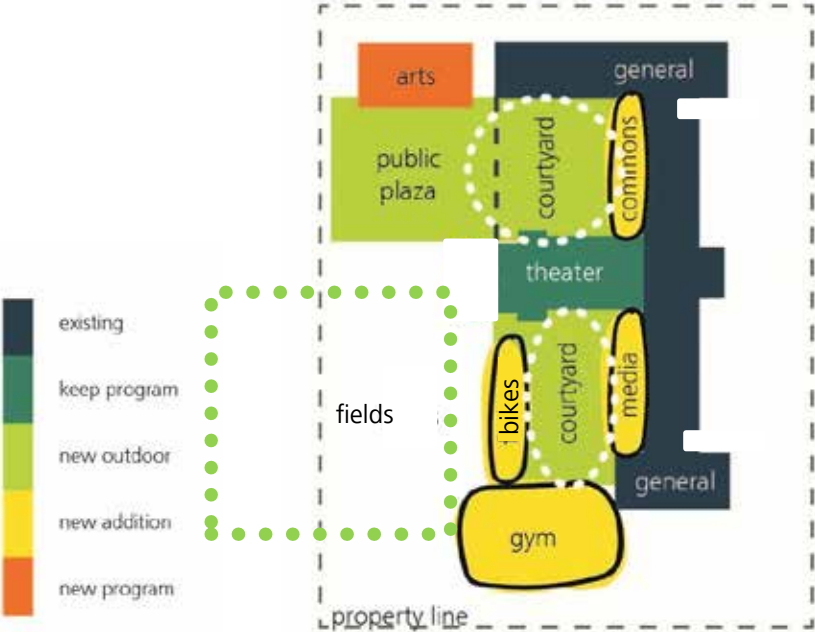
Previous Site Plan



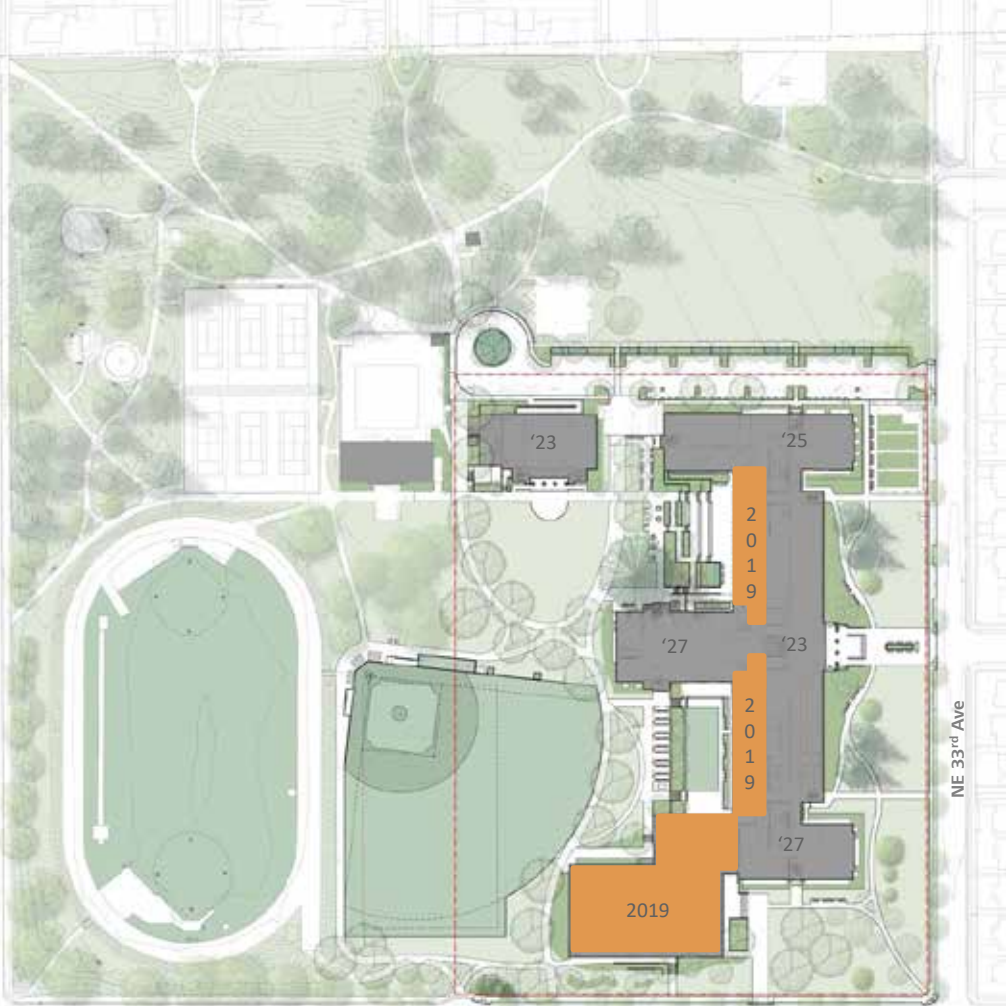
NE US Grant Pl

NE 33rd Ave

New Site Plan



New Site Plan



NE US Grant Pl

NE 33rd Ave

Vertical Connections







Grant Magazine

The Grant High School news magazine. Connected.

MAY 2016 ISSUE

Lunchroom Legacy

GM

STORY BY SOPHIE HAUTH, KALI RENNAKER AND LAEL TATE | PHOTOS BY JOSHUA WEBB
ON MAY 7, 2016



‘Why don’t you eat in the cafeteria?’
.....We all know the real reason...
**it’s an ugly truth that people don’t
want to really think about.**

- Grant High School Student

“Remedial courses are taught in the
basements and honors courses are
taught on the upper floor. And one
of the things you see is **a huge
socioeconomic and racial rift.**”

- Grant High School Teacher











Historic Significance - Auditorium



Coffered ceilings



1932 Hoeckner murals



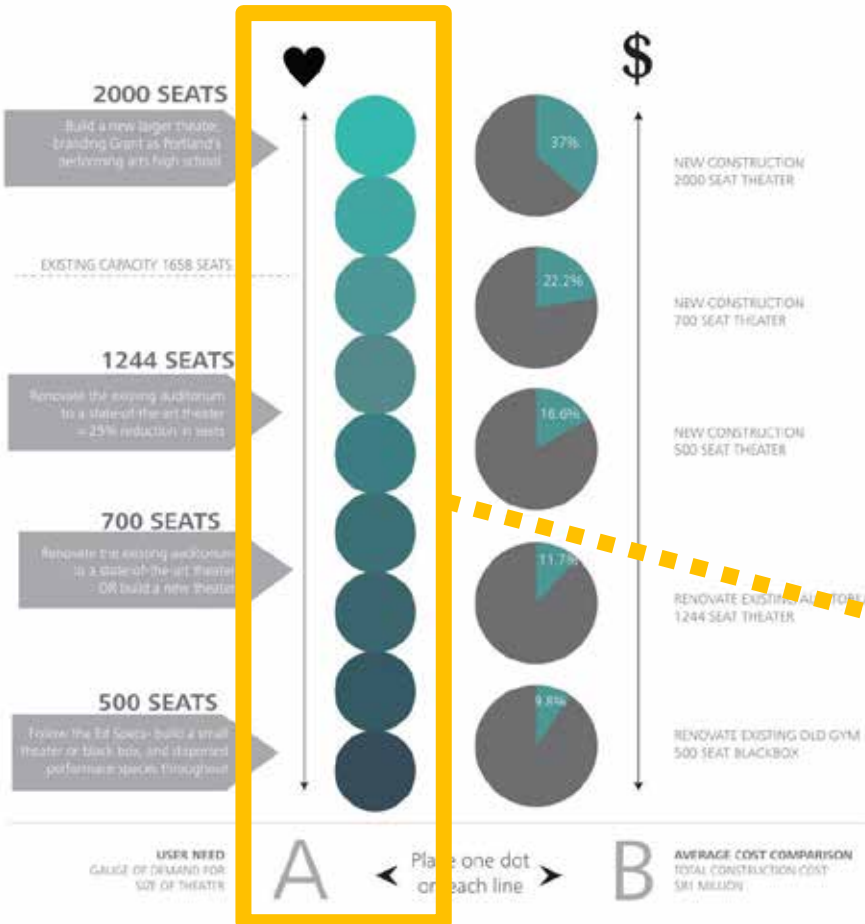
Stage moulding



5 Theater: Tradeoffs



What are you willing to compromise for an expanded performing arts program?

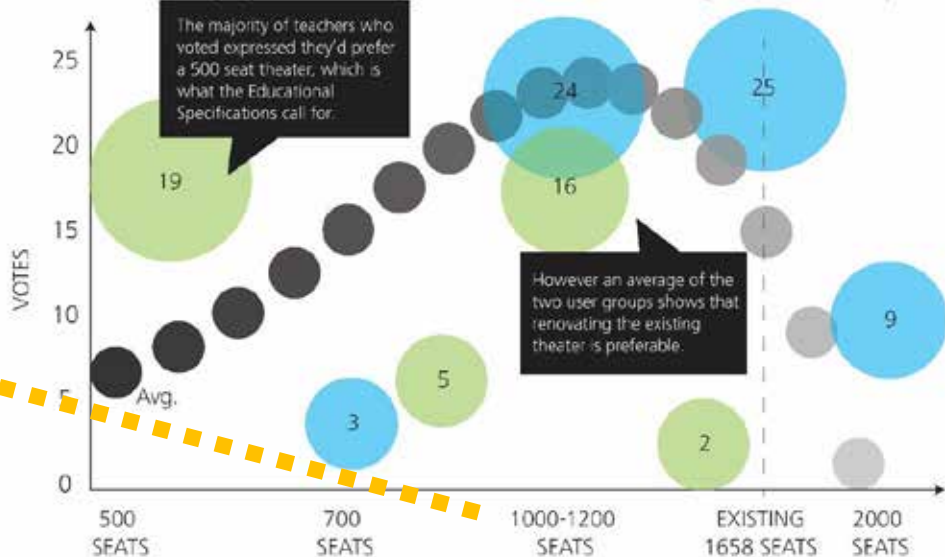


PRIORITIES

Theater

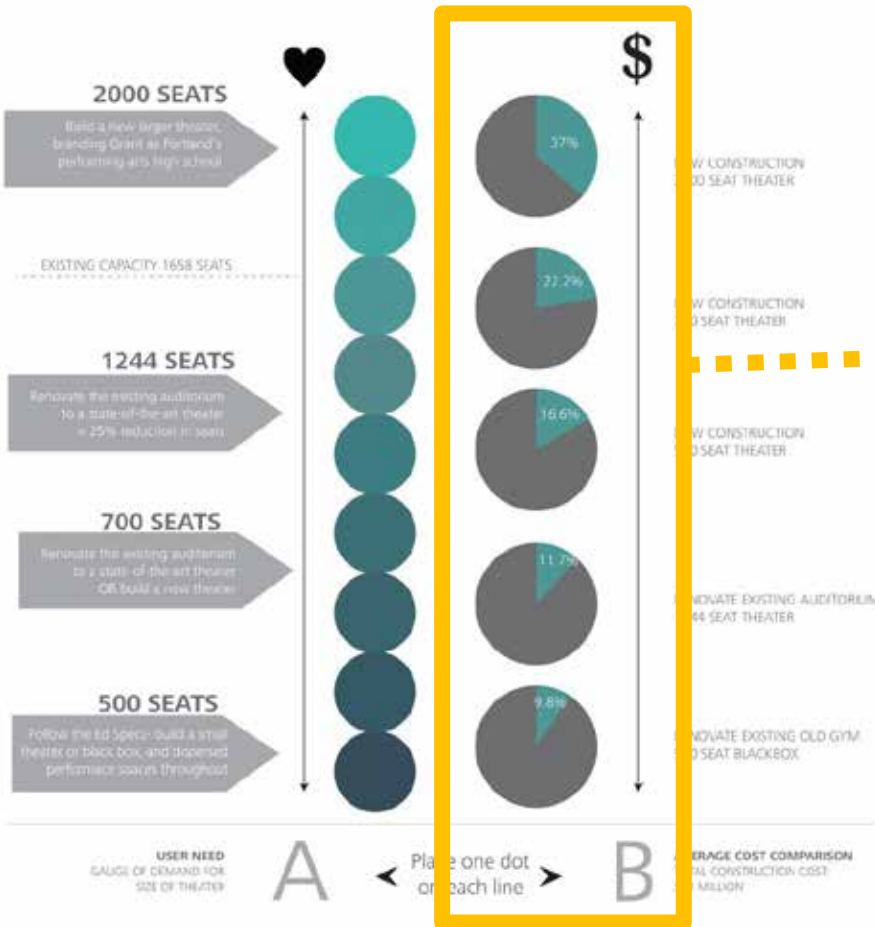


We heard from our Performing Arts stakeholders that there is demand for a larger theater, so we wanted to gauge that desire against the approximate percentage of the total budget.



5 Theater: Tradeoffs

What are you willing to compromise for an expanded performing arts program?

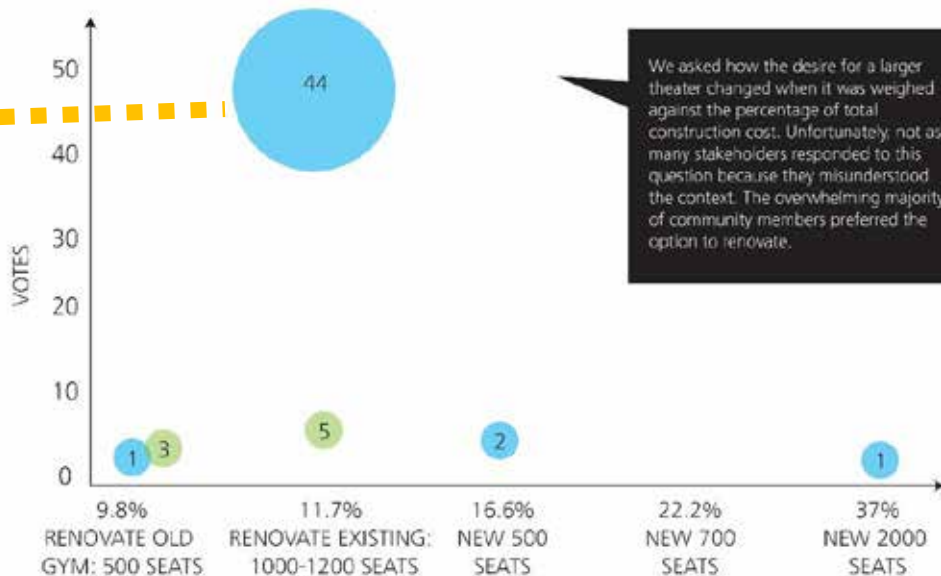


PRIORITIES

Theater



We heard from our Performing Arts stakeholders that there is demand for a larger theater, so we wanted to gauge that desire against the approximate percentage of the total budget.



We asked how the desire for a larger theater changed when it was weighed against the percentage of total construction cost. Unfortunately, not as many stakeholders responded to this question because they misunderstood the context. The overwhelming majority of community members preferred the option to renovate.





Equity is a priority...



inequity



equity

All-User Restrooms



1.2 CMPC Process

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 PROCESS

What are Ed Specs?

Educational specifications are a set of building design characteristics that establish the ways the facilities support programs and curriculum. The comprehensive ed spec establishes a baseline of equitable facilities standards for school construction efforts across PPS. As a specific school is modernized, the comprehensive ed spec is tailored through the masterplanning process to suite the individual school.

PPS Comprehensive High School(s) Area Program

AREA	RECOMMENDED		PREFERRED OPTIONAL		Total Recommended
	Quantity ⁷	S.F. Room	Quantity	S.F. Room	
CORE PROGRAM⁷					
Career Preparation CTE⁸					
Classrooms		TBD per site			
Specialized classrooms/labs					4,800
Maker Space	1	1,200			1,200
Sub-Total Career Prep CTE					6,000
General Education Classrooms - Core Program Recommendations^{9,10,11,12}					
English	11	980			10,780
Math	8	980			7,840
Social Studies	8	980			7,840
Health	2	980			1,960
World Language	6	980			5,880
Electives ¹³	6	980			5,880
Sub-Total Gen Ed Classrooms	41				40,180
Specialized Classrooms - Core Program Recommendations					
Science Lab	11	1,500			16,500
Chemical Storage	1	180			180
Prep Rooms	4	200			800
Sub-Total Specialized Classrooms	11				17,480
Smaller Instructional Spaces ¹⁴			10	500	
Flexible Learning Areas ¹⁴			8	1,000	
Sub-Total Optional				13,000	
Sub-Total Recommended Classrooms					63,660
SUB-TOTAL RECOMMENDED: CORE PROGRAM + FLEXIBLE LEARNING + SMALLER INSTRUCTIONAL					76,660

Notes:

⁷ Bold italics text in quantity column indicates teaching station

⁸ See "Career Preparation Spaces" and "STE(A)M" for a list of Career Preparation | CTE | STE(A)M spaces. Space devoted to classrooms and/or labs for career preparation above and beyond the area allocated for career preparation needs to be taken from the area for electives.

⁹ See Education support for computer labs, SPED Learning Resource Centers, and ELL classrooms. Programmatic needs for ELL and SPED Resource Centers may also be met in Smaller Instructional Spaces.

¹⁰ Classrooms greater than 1,000 SF require two exits

¹¹ Advanced classes held in regular classrooms

¹² Assumes general education classrooms could be used all periods. See classroom utilization in Program Development above.

¹³ "Electives" include core and non-core program subjects; some electives may require specialized classroom space which will make them unavailable for general education classroom space

¹⁴ Smaller Instructional Spaces and Flexible Learning Areas as defined in room information sheet are optional. HOWEVER, the general requirements, functions, and location as defined in the room information sheet need to be considered during the design process and the spaces (not necessarily the area) provided to meet this function identified in the design. The sub-total area for Core Program + Flexible Learning Areas + Smaller Instructional Spaces needs to be maintained.

CMPC PROCESS

What is Modernization?

Modernization will completely reconfigure and update learning spaces with a focus on indoor environmental quality, sustainability and historic preservation. Full modernizations retain the historic character of the school while bringing those buildings up to code and concurrently creating a more modern learning environment. In the case of Cleveland it may be determined that a partial or complete rebuild might be the best approach. This decision will be determined during conceptual master planning.



CMPC MEMBER CHARTER

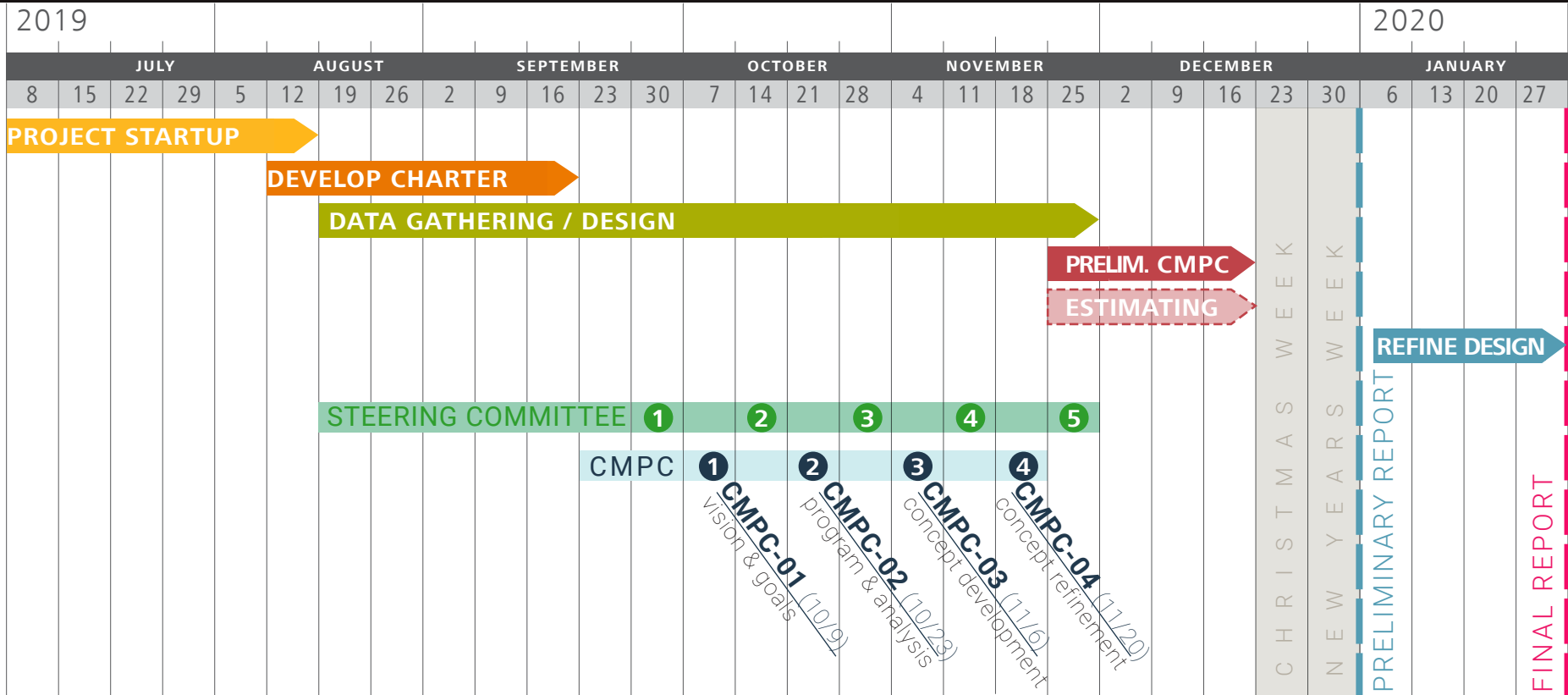
The Cleveland Conceptual Master Planning Committee (CMPC) is a group of school and community stakeholder representatives who work together to help provide feedback for the Cleveland master plan.

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.



PROJECT SCHEDULE



1.3 Cleveland High School History

CLEVELAND HIGH SCHOOL HISTORY

TIMELINE

:: 1858: CLINTON KELLY DONATES LAND FOR A SCHOOL



CLEVELAND HIGH SCHOOL HISTORY

TIMELINE

:: 1858: CLINTON KELLY DONATES LAND FOR A SCHOOL

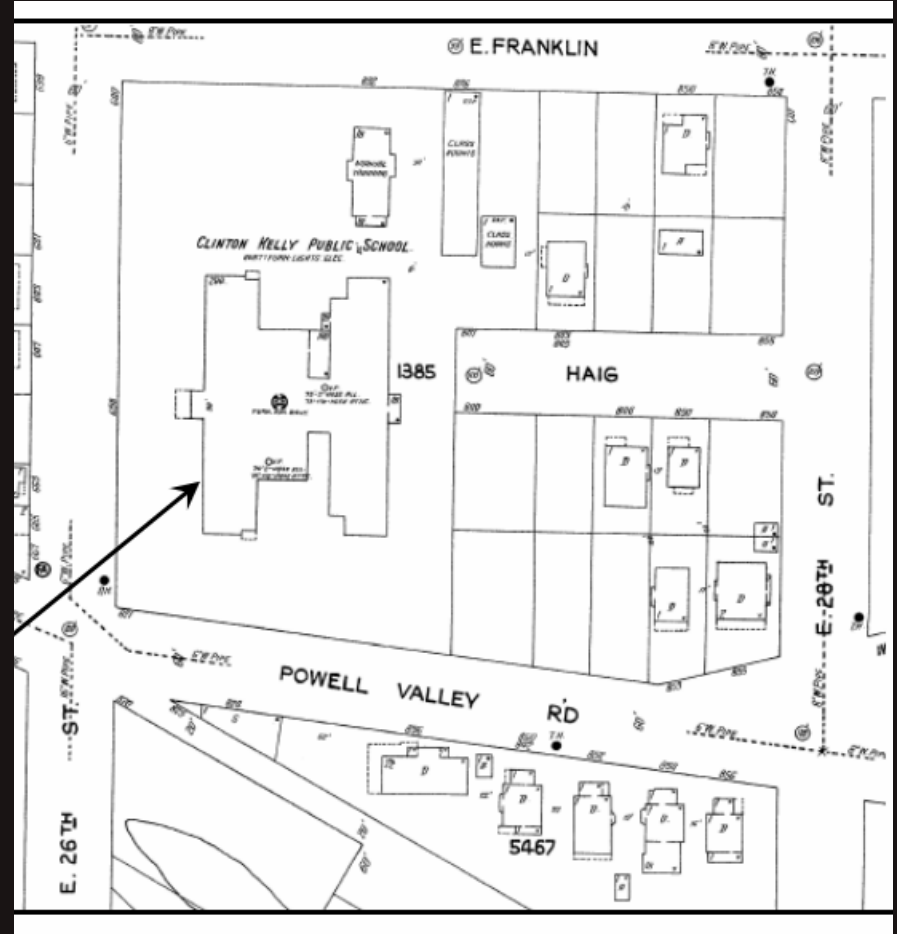
:: 1893: NEW WOOD-FRAMED CLINTON KELLY
ELEMENTARY SCHOOL IS CONSTRUCTED



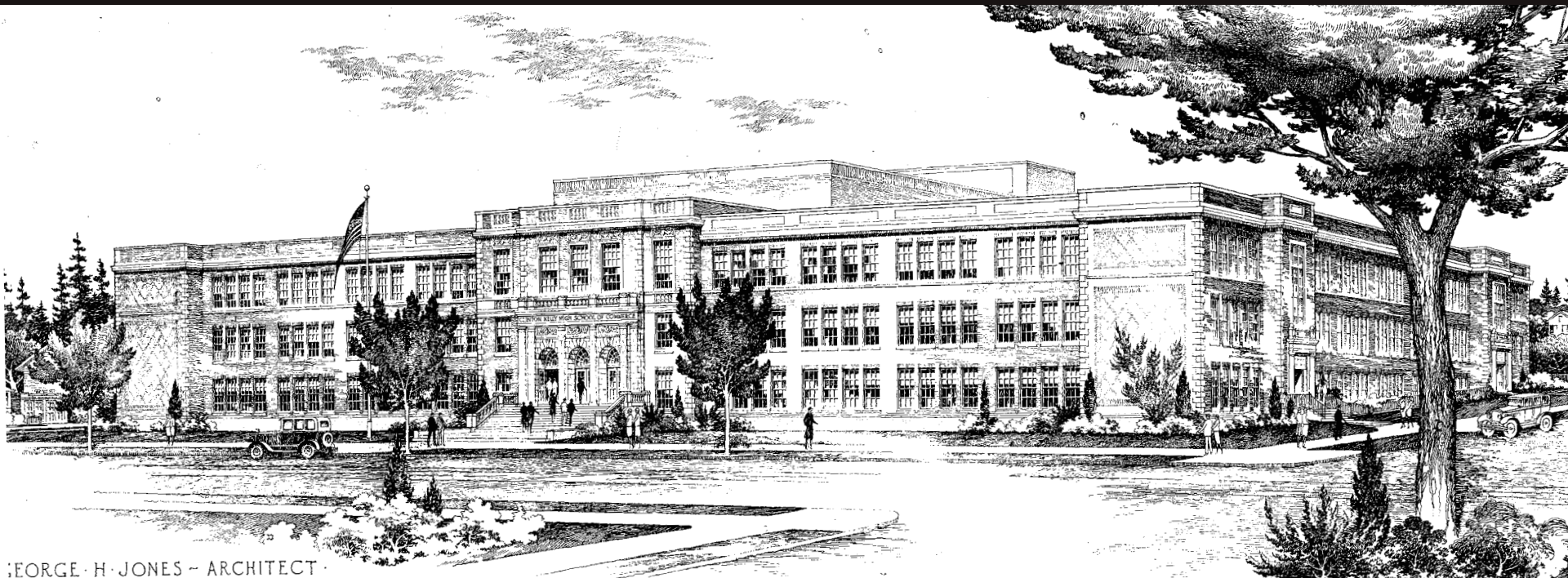
CLEVELAND HIGH SCHOOL HISTORY

TIMELINE

- :: 1858: CLINTON KELLY DONATES LAND FOR A SCHOOL
- :: 1893: NEW WOOD-FRAMED CLINTON KELLY ELEMENTARY SCHOOL IS CONSTRUCTED
- :: 1916: SCHOOL OF COMMERCE OPENS IN SOUTHWEST PORTLAND ALONGSIDE LINCOLN HIGH
- :: 1929: NEW CLINTON KELLY SCHOOL OF COMMERCE IS CONSTRUCTED



CLEVELAND HIGH SCHOOL HISTORY



GEORGE H. JONES - ARCHITECT

CLINTON · KELLY · HIGH · SCHOOL · OF · COMMERCE · SCHOOL · DISTRICT · NO · 1 · PORTLAND · OREGON

CLEVELAND HIGH SCHOOL HISTORY

TIMELINE

:: 1929: CLINTON KELLY HIGH SCHOOL OF COMMERCE

:: 1948: NAME CHANGES TO GROVER CLEVELAND
HIGH SCHOOL

:: 1957: GYMNASIUM ADDITION

:: 1958: SHOP WING ADDITION

:: 1968: CLASSROOM ADDITION



CLEVELAND HIGH SCHOOL HISTORY

“The detailing...includes the use of engaged pilasters, fanlights, voussoirs, festoons, balustrades, and staggered quoins.”

- 2009 Historic Building Assessment



CLEVELAND HIGH SCHOOL HISTORY



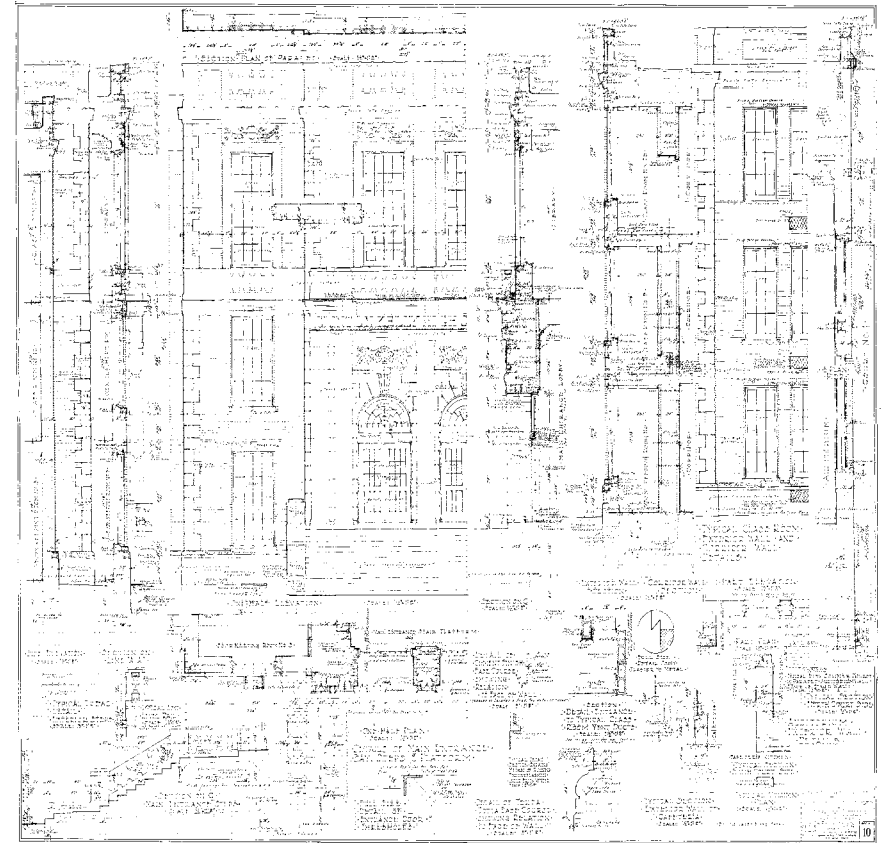
CLEVELAND HIGH SCHOOL HISTORY



CLEVELAND HIGH SCHOOL HISTORY

Construction Materials

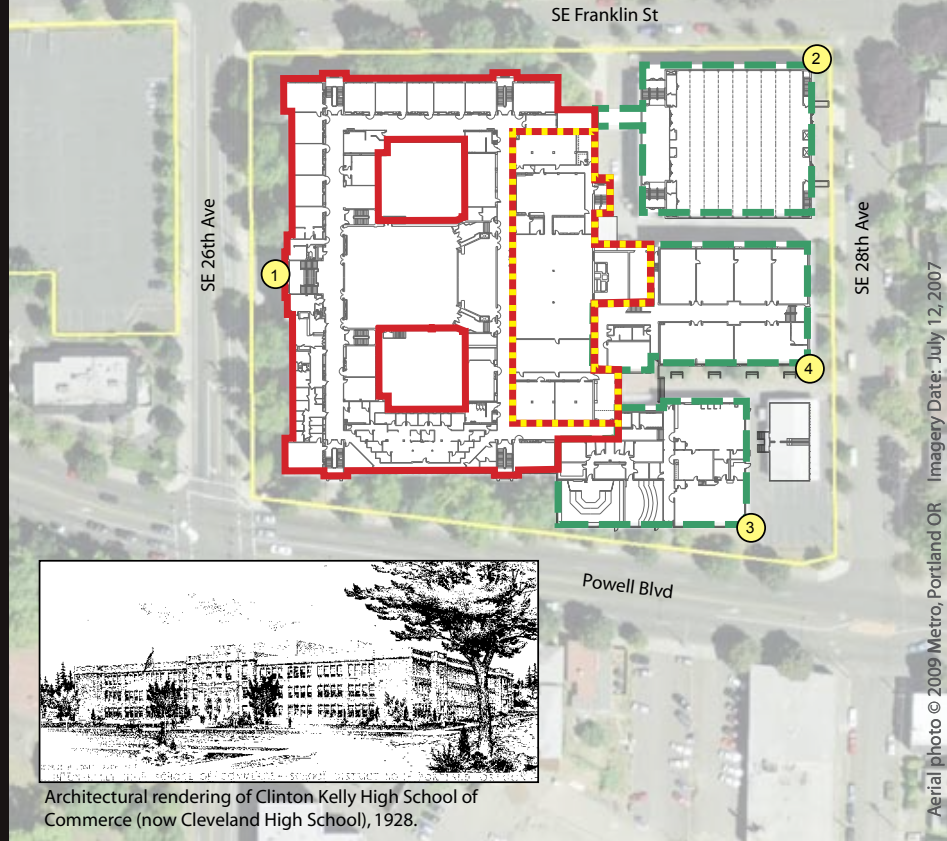
- :: Concrete Walls
- :: Concrete floors
- :: Hollow clay tile
- :: Plaster finishes






CLEVELAND HIGH SCHOOL HISTORY

Historic Reviews

:: SHPO: STATE HISTORIC PRESERVATION OFFICE



Historical Significance and Building Integrity

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

Building Periods

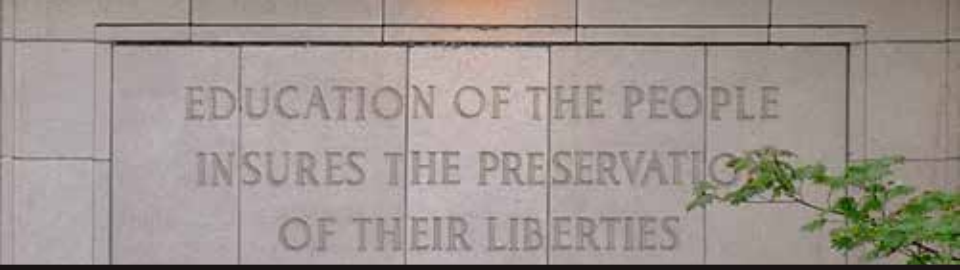
1. Main Building (213A), 1929
2. Gym Addition (213B), 1957
3. Shop Addition (213C), 1958
4. Classroom Addition (213D), 1968



CLEVELAND HIGH SCHOOL HISTORY

Cleveland High School Mission

“Cleveland High School offers opportunities that students find relevant, accessible and challenging. We encourage active responsible citizens and provide a community where everyone is included. All students find learning that inspires their passion.”



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



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

1.4 Engagement Activity

ENGAGEMENT ACTIVITY 01

Foundational Question

(1 - 2 - 4 - ALL)

What should our top priorities be for the Cleveland High School modernization?



ENGAGEMENT ACTIVITY 02

Historic Significance

(Preservation Priorities)

- :: Identify places that the community values
- :: Where is change necessary
- :: Identify places of memory or historic value

