



welcome!



February 6, 2014



*Create the Future*

# community workshop 1

Planning for the Future of Cleveland Heights-University Heights High School



theme:

"setting the stage for success"



community workshop #1

# AGENDA



Planning for the Future of Cleveland Heights-University Heights High School

3

1. **Welcome** – Dr. NylaJean McDaniel
2. **Process, Team & Schedule** – Gary Balog, AIA
3. **Project Parameters & Why We're Here** – Amy Yurko, AIA
4. **Community Engagement: Working Groups**
5. **Create the Future: Priorities**
6. **Homework**
7. **Next Steps**

# Architecture/ Engineering Team

Led by BSHM

## CLEVELAND HEIGHTS- UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

### PLANNING/COMMUNITY ENGAGEMENT

Community Engagement/  
Educational Planning  
**Amy M. Yurko, AIA**



Community Engagement/  
Educational Environments  
**Gary G. Balog, FAIA, LEED AP**



### DESIGN DOCUMENTS

4

**Byron Manchester, AIA,  
LEED AP** Design/Historic  
Schools/Adaptive Reuse  
BSHM Architects



**Marc Ciccarella, Architect**  
Design Assitance  
studioTECHNE Architects



**Brett M. Hendricks, AIA**  
Design Managing Principle/  
Project Documents  
BSHM Architects



**James R. Duber**  
Documents  
studioTECHNE Architects



### SUPPORT/CONSTRUCTION ADMINISTRATION

**Sandra L. Madison, R.A.**  
Documents/Construction Administration  
Robert P. Madison International, Inc.



**Timothy A. Thomas, AIA, LEED AP**  
Construction Administration/Sustainable Design  
BSHM Architects



Mechanical/Electrical Engineer  
**Karpinski Engineering**  
3135 Euclid Avenue  
Cleveland, OH 44115

Structural Engineer  
**Peller & Associates**  
842 Corporate Way, Suite 820  
Westlake, Ohio 44145-1537

Landscape Architect  
**Behnke**  
1215-B West 10th Street  
Cleveland, Ohio 44113

Kitchen Consultant  
**McFarland Kistler & Associates**  
1130 Perry Highway, Suite 115  
Pittsburgh, PA 15237

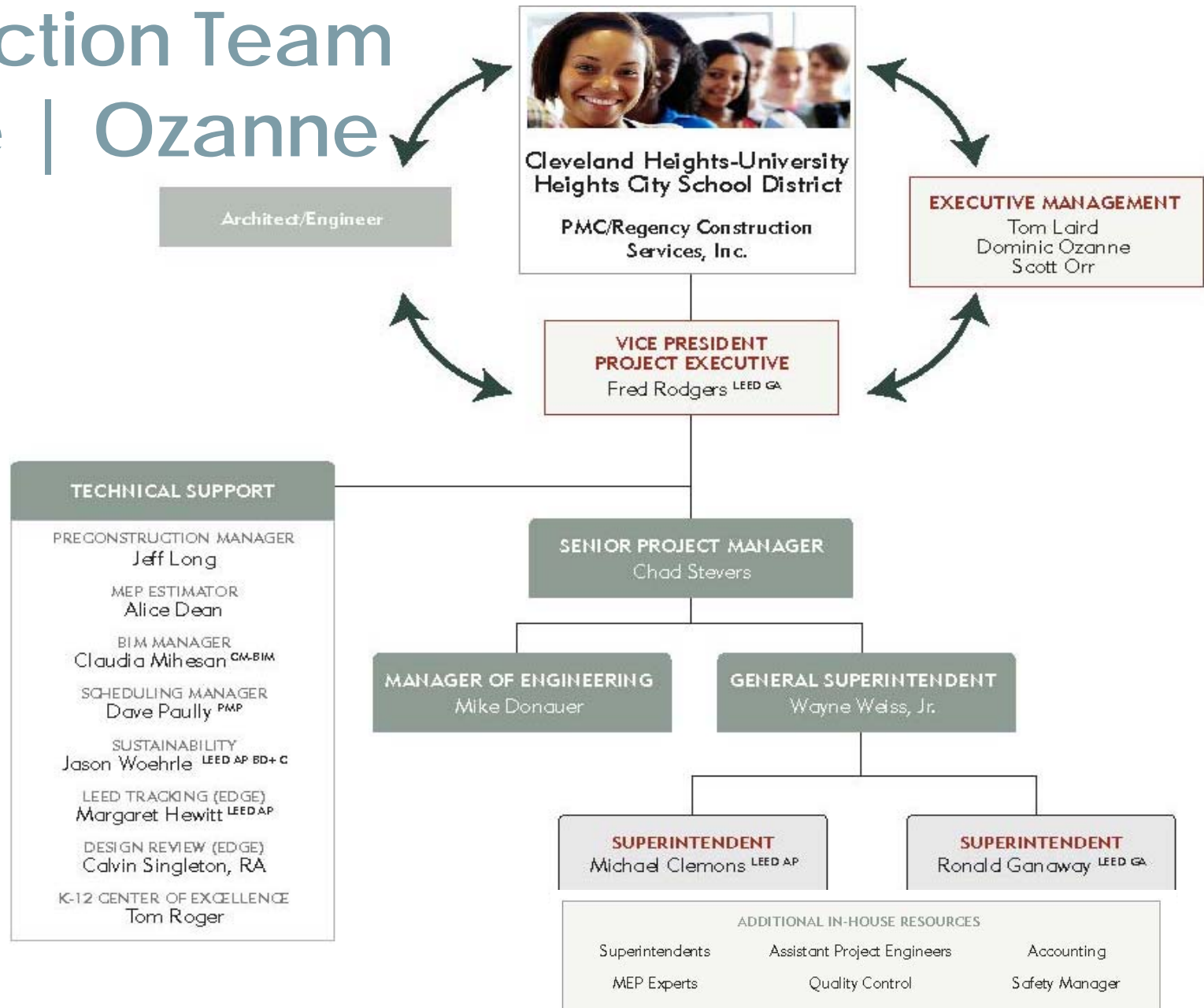
Civil Engineering  
**Bedell Tucci, LLC**  
254 West Market Street  
Akron, Ohio 44303

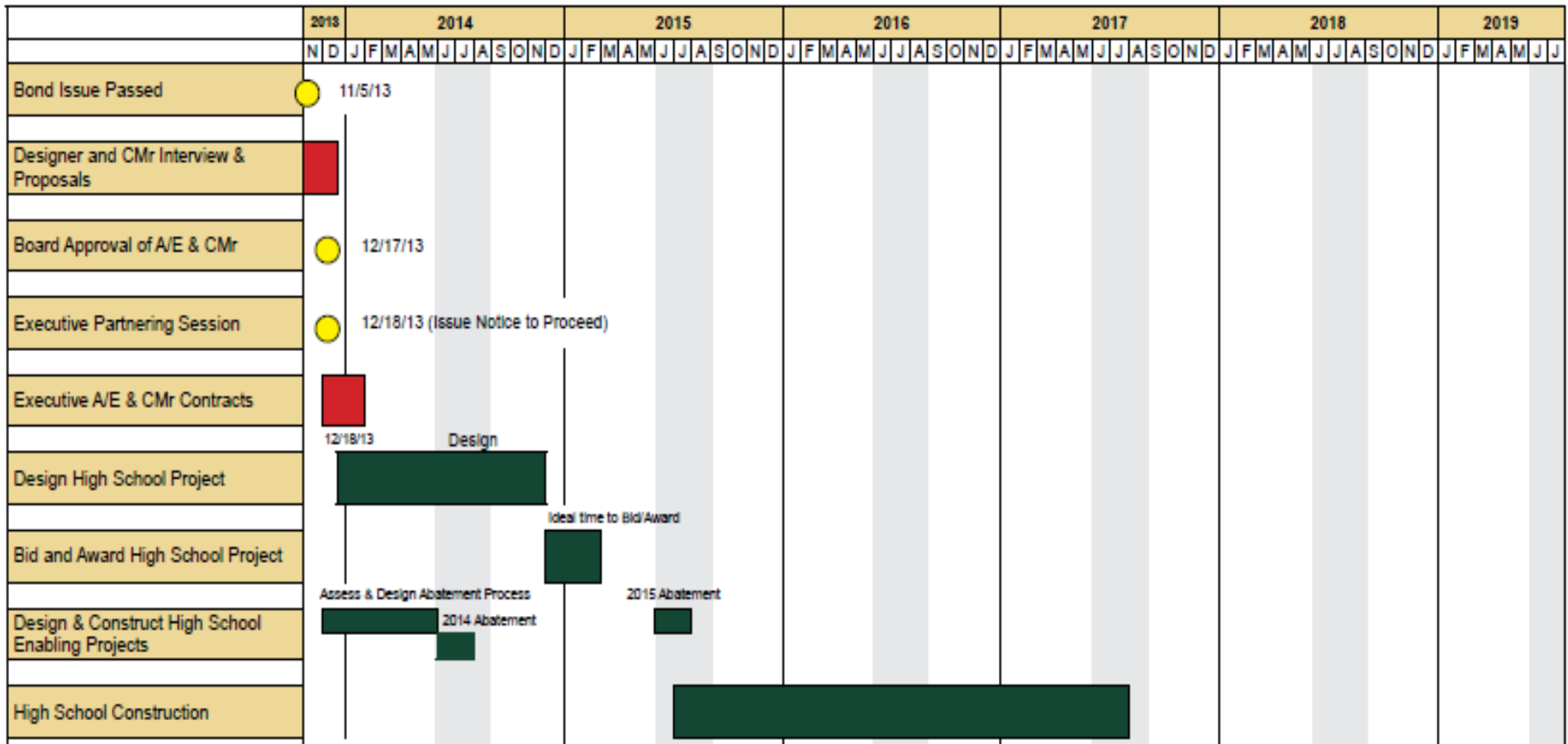
Aquatic Consultant  
**Brandstetter Carroll Inc. Arch.-Eng.**  
1220 West 6th Street, Suite 300  
Cleveland, Ohio 44113





# Construction Team Gilbane | Ozanne





# overall project timeline



*"Never, ever, think outside the box."*

source: The New Yorker



community workshop #1



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# Project Parameters

Planning for the Future of Cleveland Heights-University Heights High School

8

- the building will be designed to accommodate 1,680 students
- the high school will support grades 9 - 12
- project budget is approximately \$75,000,000 for construction
- portions of the existing building will be restored & remodeled
- the school will include significant new construction
- Career/Tech programs will move to Heights High
- a natatorium (pool facility) will be included in the project
- the resulting school campus will be flexible enough to support both current & future educational delivery models



- to envision the future of public high school education in Cleveland Heights-University Heights
- to brainstorm how facilities can help support teaching and learning
- to define what's important for the success of Heights High
- to help define a facility that is "right-sized"
- to be stewards of a public process and funding



why we're all here



- not to discuss bell schedules
- not to discuss enrollments
- not do discuss the number of outlets in your space, or other such detail
- not to over- or under-state your needs
- not to address other district projects
- not to discuss staffing
- etc...



NOT why we're here





community workshop #1

# What To Expect



Planning for the Future of Cleveland Heights-University Heights High School

11

## PRE-DESIGN

1. Process Overview
2. Schedule Overview
3. Community Engagement
4. Working Groups
5. Meeting Dates
6. Outcomes





# why

# vision

collaboratively developed principles which will guide decision-making throughout the project

# who

# how functions

- (current & future)
- Curriculum
- Educational Activities
- User Characteristics
- Flexibility goals
- Community Use
- Administration
- Future programs
- Technology Use
- Adaptability
- Partnerships

# what spaces

- Quantitative definition of spaces
- Qualitative definition of spaces
- Multi-Use opportunities
- Adjacency requirements
- Required space attributes
- Technology requirements
- Design considerations
- District design guidelines

### Students

- Business Partners
- Teachers & Staff
- Leadership & Administrators
- School Districts & Agencies
- Funding Sources
- Community Members
- Parents & Siblings
- Neighbors
- etc.

# design

# pre-design overview



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© STARKIN

# step 1



## SETTING THE STAGE (TRIPS 1 & 2)

- Project Kick-off
- Strategy & Preparations
- Discovery / Information Gathering
- Begin Ed Adequacy effort
- Structure for community information & insights
- Community Workshop 1:** Project Kick-off & Highest Hopes (top 10)

# step 2



## WHAT'S IMPORTANT - GUIDING PRINCIPLES

- Educational Vision, Programs & Strategies
- Guiding Principles
- Translations of principles into actions
- Continue Ed Adequacy effort
- Community workshop 2:** Guiding Principles for the High School project

# step 3



## HOW THE SCHOOL SUPPORTS WHAT'S IMPORTANT

- Role of the CHUH High School
- School Tours
- Translations of principles into spaces
- Draft Program of Spaces
- Ed Adequacy results & impacts
- Community Workshop 3:** Educational Facility Programming

# step 4



## FUNCTIONS AND RELATIONSHIPS

- Planning Charrette
- Determine spatial relationships and optimal adjacencies
- Community Workshop 4:** Educational Facility Planning & Optimal Adjacencies

# step 5



## DESIGN KICK-OFF: WHAT WOULD IT LOOK LIKE IF WE REALLY MEANT IT?

- Conceptual Design Charrette
- Develop Building and Site Concepts
- Boundary Check: ensuring all "givens" are addressed
- Opportunity check: ensuring opportunities are explored and implemented
- Community Workshop 5:** Design Charrette & Image Studies



**1 setting the stage**

givens & logistics

**2 what's important**

guiding principles

**3 support what's important**

space programming

**4 functions & relationships**

adjacencies

**5 what it looks like**

design

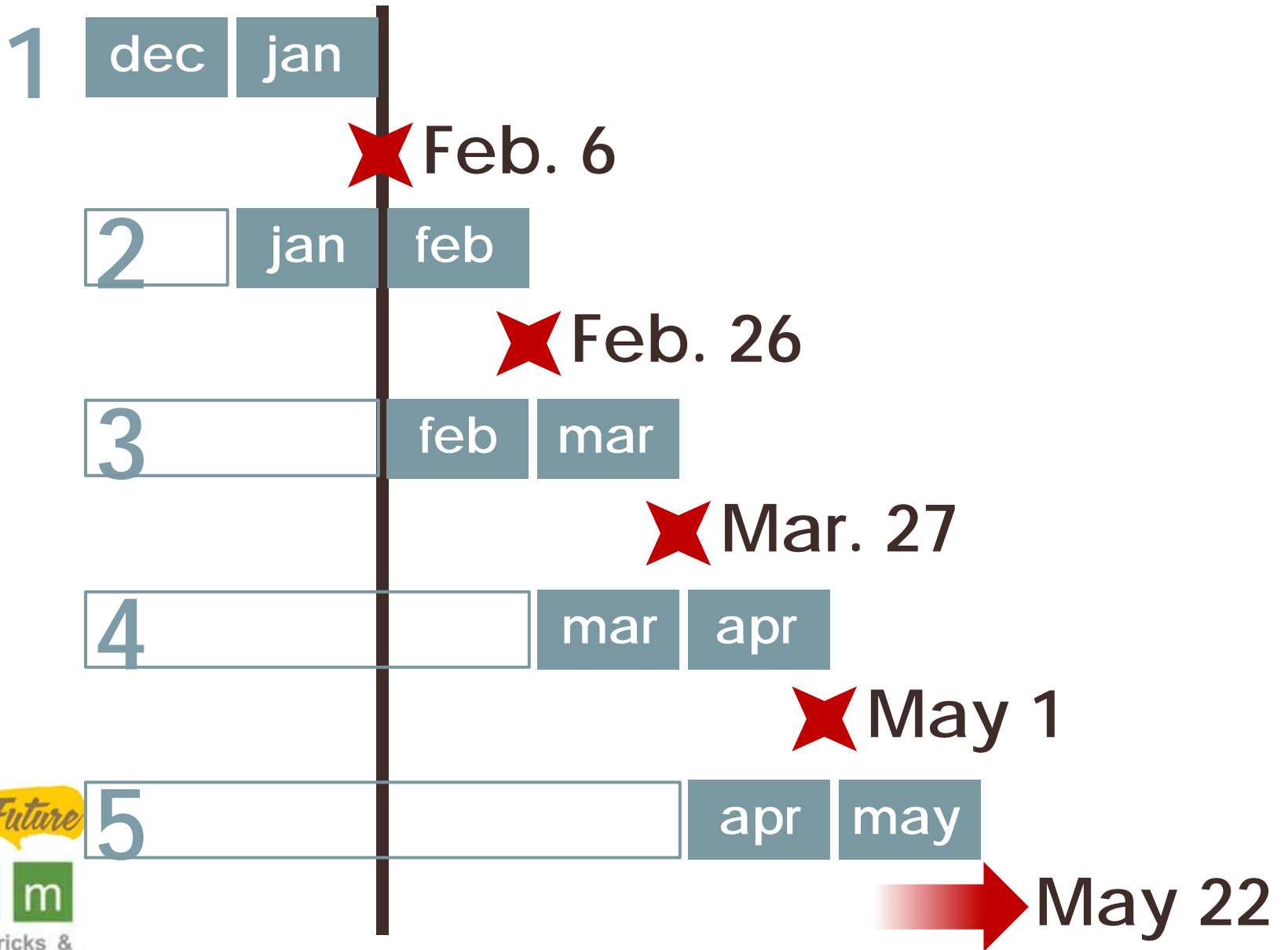
pre-design process



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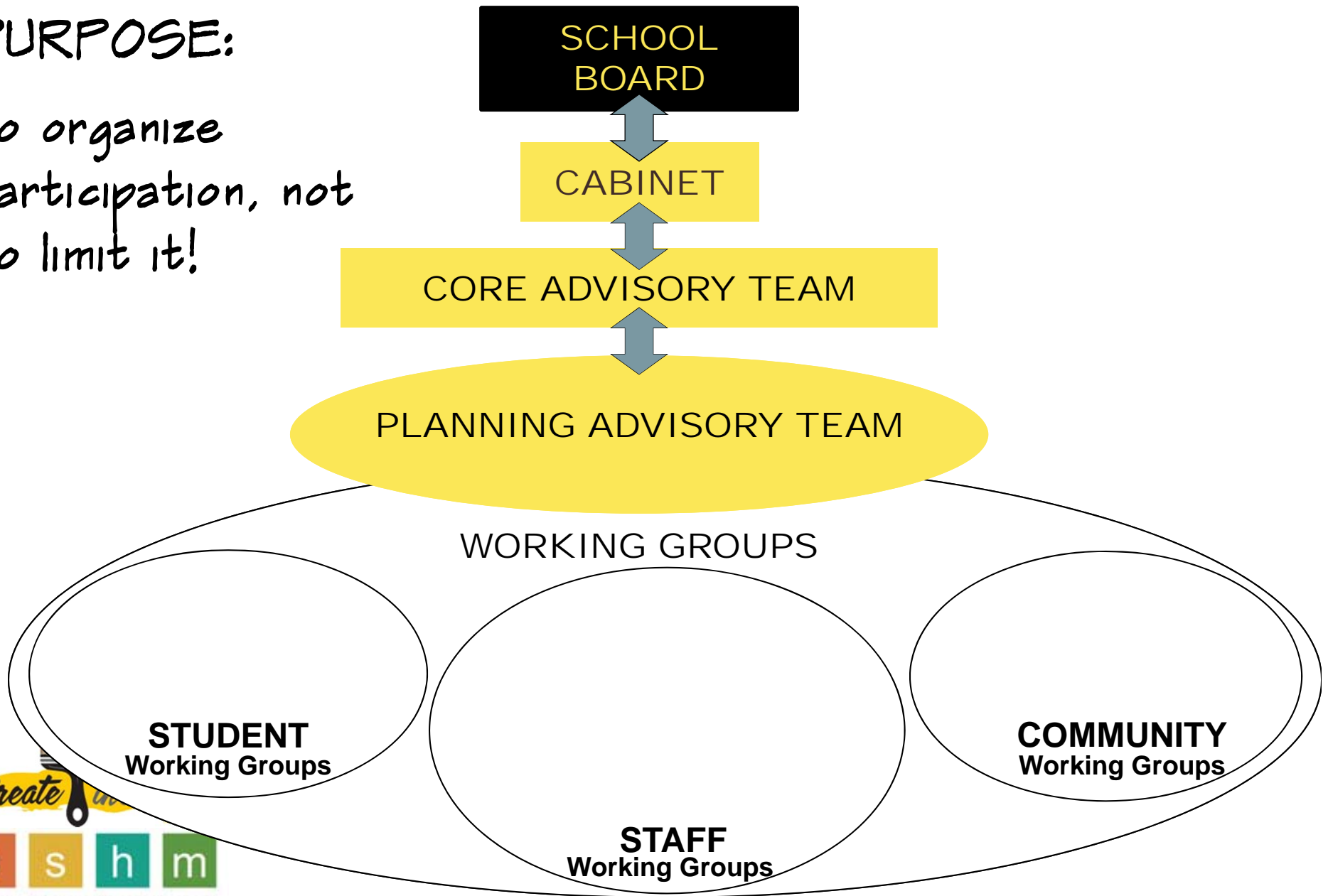
# community engagement





# PURPOSE:

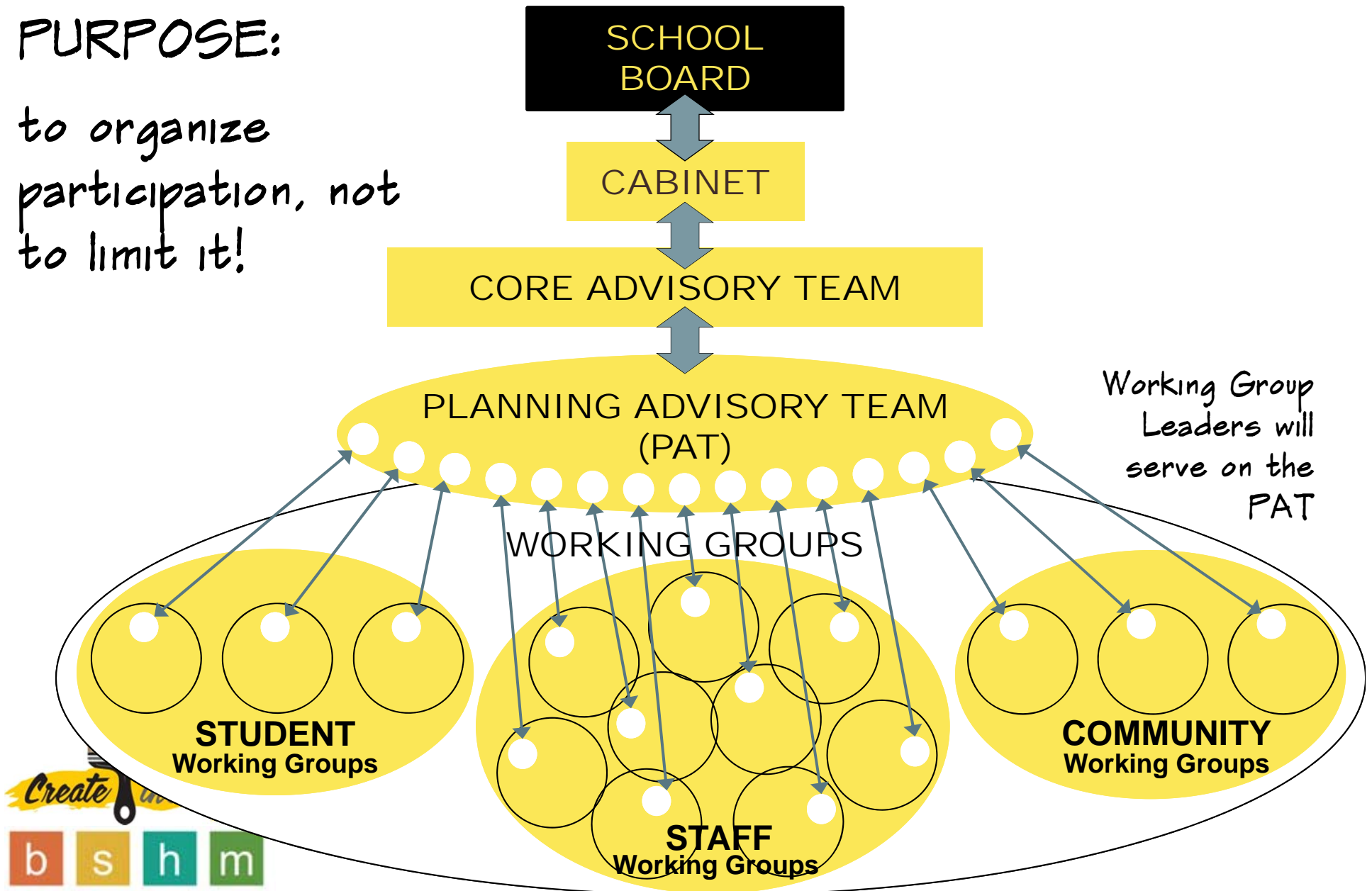
to organize participation, not to limit it!



# participation strategy

# PURPOSE:

to organize participation, not to limit it!



# participation strategy

## ROLE:

The key role of each Working Group is to identify goals, programs, activities, practices, and supports which will be used to determine space needs and adjacencies.

The number of participants in each Working Group is expected to vary.



# Working Groups

## TIME:

It is anticipated that  
2-4 work sessions  
will be required of each Working Group  
and that efforts will occur over roughly  
4-5 months.



# Working Groups

## RESPONSIBILITY:

Insights and input from working groups will inform:

- the building's program of spaces (quantities and sizes of spaces/rooms),
- the building's layout (organization of spaces),
- & the physical attributes (access, lighting and other services, controls, finishes, fixed equipment, general furniture and movable equipment needs, etc).



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# Working Groups

## LEADERSHIP:

Working groups are expected to  
select a leader  
to represent the needs and ideas  
of the group.

Each Working Group leader will also serve on the  
high school Planning Advisory Team (PAT)

The PAT will then consider information collected by all  
Working Groups in making facility-related recommendations  
to the Council & School Board for the high school project.



# Working Groups



## OUTCOME:

Collectively, these inputs will serve as the  
“road map”

for the development of the architectural  
design for a facility that will serve the  
needs and goals of the wide range of  
stakeholders necessary

for a successful high school.



# Working Groups

**A. Staff Working Groups:**

1. HS Principals
2. Academic Core (LA,SS,S,M)
3. Science (in addition to above)
4. World Languages
5. Special Education
6. Visual Arts
7. Performing Arts
8. Career/Tech Ed
9. PE/Athletics
10. Media Center & Instr Tech
11. Student Services (SpEd, Counselors, Soc. Pers., Nurse)
12. Business Services (Food Svcs, Custodians, Transportation, Security, Grounds, Tech, etc.)
13. Administration - Office Staff
14. Central Office Ed Services
15. Other

**B. Student Working Groups:**

1. Student Council
2. Small schools Ambassadors
3. Student Athletes
4. Options Program Students
5. HS Drop-in Workshop
6. MS Drop-in Workshop
7. Other

**C. Community Working Groups:**

1. Parent / Booster
2. Business / Civic
3. Sustainability
4. Other

## COMMUNITY WORKSHOPS:

Workshop 1: February 6, 2014

Workshop 2: February 26, 2014

Workshop 3: March 27, 2014

Workshop 4: May 1, 2014

Workshop 5: May 22, 2014



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# Upcoming Workshops

# A. Staff Working Groups

- HS Principals
- Academic Core (LA,SS,S,M)
- Science (in addition to above)
- World Languages
- Visual Arts
- Performing Arts
- Career/Tech Ed
- PE/Athletics
- Media Center & Instructional Technology
- Student Services (SpEd, Counselors, Social Worker, Para Professionals, Nurse)
- Business Services (Food Services, Custodians, Security, Transportation, Grounds, Technology, etc.)
- Administration - Office Staff
- Central Office Ed Services
- Legacy New Tech



## B. Student Working Groups

- Student Council
- Small Schools Ambassadors
- Student Athletes
- Environmental Group
- Options Program Students
- Robotics Group
- HS Drop-in Workshop
- MS Drop-in Workshop



## C. Community Working Groups

- Parent / Boosters
- Business / Civic
- Sustainability

### NOTES:

- Community Working Groups should welcome/invite student participation in working group activities.
- The above Community Working Group Categories may include sub-groups as needed, to be determined by Working Group members.
- Visit the District website for more information including options for joining community Working Groups.





## Facility Planning Working Groups

**ROLE:** The key role of each Working Group is to identify educational goals, programs, activities, practices, and supports which will be used to determine space needs and adjacencies. The number of participants in each Working Group is expected to vary. Note that working groups may or may not include all members of a particular department/area (for example all science teachers), however participants are encouraged to communicate with and represent the interests of peer individuals who are not present.

**TIME:** It is anticipated that 2-4 work sessions will be required of each Working Group and that efforts will occur over roughly 3-4 months.

**LEADERSHIP:** Working groups are expected to select a leader who will also serve on the high school Planning Advisory Team (PAT) and represent the needs and ideas generated by the group. The PAT will then consider information collected by all Working Groups in making facility-related recommendations to the Council and School Board for the high school renewal project.

**RESPONSIBILITY:** Insights and input from working groups will inform the building's program of spaces (quantities and sizes of spaces/rooms), the building's layout (organization of spaces), and the spatial attributes (access, lighting and other services, controls, finishes, fixed equipment, general furniture and movable equipment needs, etc.) for the building and grounds. Collectively, these inputs will serve as the "road map" for the development of the architectural design for a facility that will serve the needs and goals of the wide range of stakeholders necessary for a successful high school.

*(copy this sheet as needed for each working group)*

Working Group: \_\_\_\_\_

Group Leader: \_\_\_\_\_  
name: title/role: email:

Name of Participant:	Title/Role:	Email:	Notes:
1.			
2.			
3.			
4.			
5.			
6.			

Visit the District website for more information including options for joining community Working Groups.



# how to sign up....



**A. Staff Working Groups:**

1. HS Principals
2. Academic Core (LA,SS,S,M)
3. Science (in addition to above)
4. World Languages
5. Special Education
6. Visual Arts
7. Performing Arts
8. Career/Tech Ed
9. PE/Athletics
10. Media Center & Instr Tech
11. Student Services (SpEd, Counselors, Soc. Pares, Nurse)
12. Business Services (Food Svcs, Custodians, Transportation, Security, Grounds, Tech, etc.)
13. Administration – Office Staff
14. Central Office Ed Services
15. Other

**B. Student Working Groups:**

1. Student Council
2. Small schools Ambassadors
3. Student Athletes
4. Options Program Students
5. HS Drop-in Workshop
6. MS Drop-in Workshop
7. Other

**C. Community Working Groups:**

1. Parent / Booster
2. Business / Civic
3. Sustainability
4. Other

- sign up for working groups
- select group leaders
- meet at least once before Feb. 26
- summarize discussion and submit notes
- attend Workshop #2 on Feb 26<sup>th</sup> (6-8:30pm)



# Working Groups



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# the future of education

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consider your children's lives for a moment.  
what do you see?



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# high school education

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Converse



Keds Studio



Uncommon™ Products Artwork Collections  
Blog About Sign Up Sign In Cart (0)

**Make Your Own**  
Select an Uncommon case to customize with your own images or with artwork from the Uncommon galleries.

**Browse Artwork**  
Choose from hundreds of pieces of art by leading progressive artists from around the globe.

Haiti Relief Collection

Phunk Studios  
Create

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# customization

# Research: Neuroscience & Education



- **ENJOYABLE ACTIVITIES**  
Enjoyable activities elicit dopamine release which enhances learning naturally and chemically, while also reducing the secretion of stress hormones which can impede learning and increase anxiety.
- **FUN + CHALLENGING**  
Effective approaches combine FUN with progressively increasing CHALLENGES.
- **EXERCISE IMPROVES LEARNING**  
Exercise, which increases pre-frontal cortex activity, is a great way to build cognitive ability. Though some worry that physical education takes time away from classrooms, studies find strong evidence that PHYSICAL ACTIVITY improves academic performance.



- **THE WHOLE CHILD**  
Programs to enhance SOCIAL & EMOTIONAL development accelerate school achievement as much as interventions targeted at academic subjects.
- **A child's INTERNAL MOTIVATION is one of the most powerful tools for learning.**



source: Sandra Aamodt (editor "Nature Neuroscience") & Sam Wang (Professor of molecular biology and neuroscience, Princeton)  
authors of "Welcome to Your Child's Brain: How the Mind Grows From Conception to College"



group activity:

## the power of Brain-Based Learning

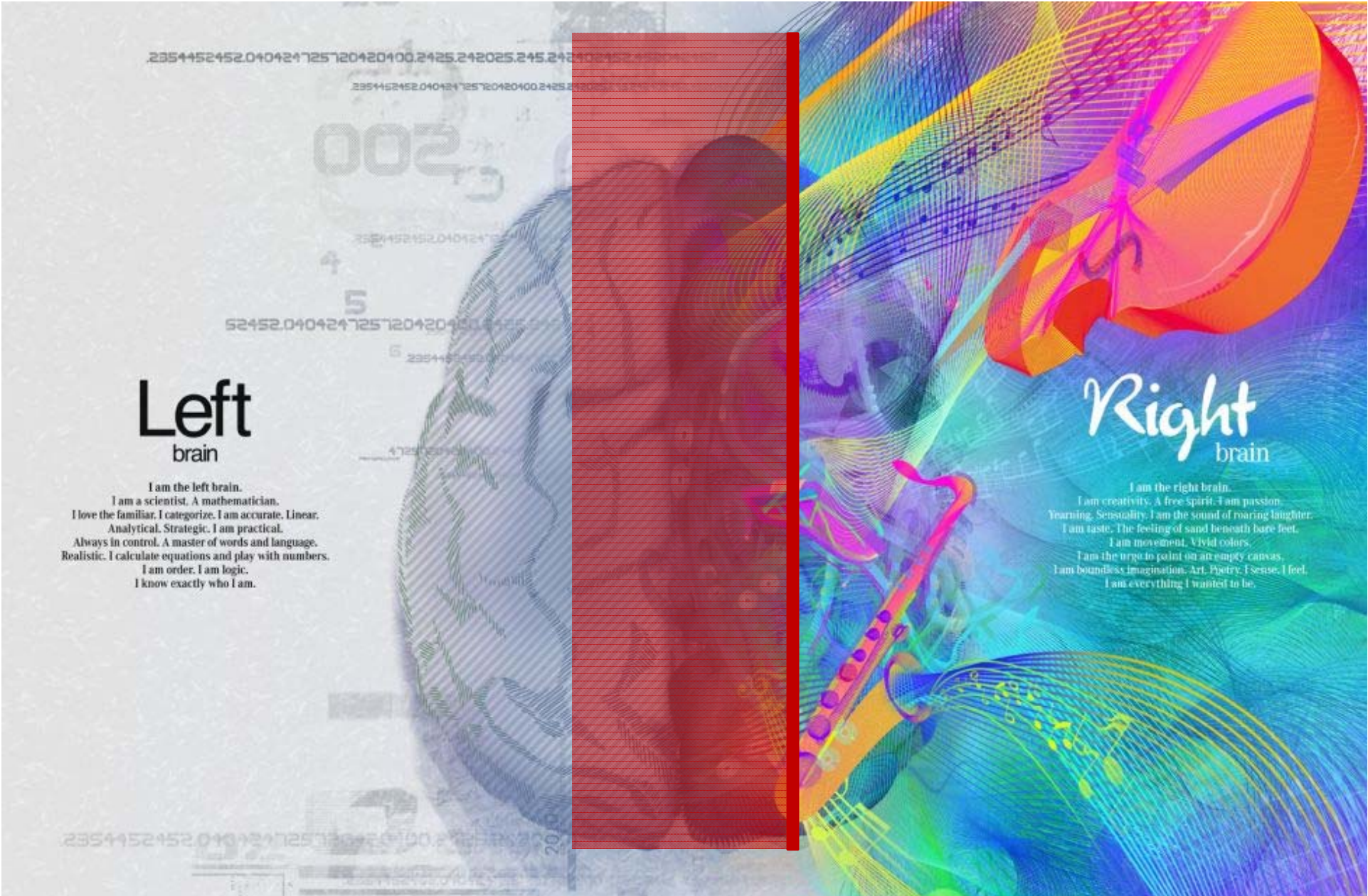
While sitting where you are, lift your right foot off the floor and make clockwise circles.

Now, while doing this, draw the number "6" in the air with your right hand.

Your foot will change direction and there's nothing you can do about it.







# Left brain

I am the left brain.  
I am a scientist. A mathematician.  
I love the familiar. I categorize. I am accurate. Linear.  
Analytical. Strategic. I am practical.  
Always in control. A master of words and language.  
Realistic. I calculate equations and play with numbers.  
I am order. I am logic.  
I know exactly who I am.

# Right brain

I am the right brain.  
I am creativity. A free spirit. I am passion.  
Yearning. Sensuality. I am the sound of roaring laughter.  
I am taste. The feeling of sand beneath bare feet.  
I am movement. Vivid colors.  
I am the urge to paint on an empty canvas.  
I am boundless imagination. Art. Poetry. I sense. I feel.  
I am everything I wanted to be.

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# shifting mindset

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## FROM THIS TO THIS

create alone *create together*

present *design*

right answers *right questions*

bring solutions *seek / develop solutions*

perfection *mistakes allowed*

introverted *extraverted*

closed / think quietly *open / think out loud*

appearance *authentic*

information gathered *knowledge generated*

memorizing *understanding*



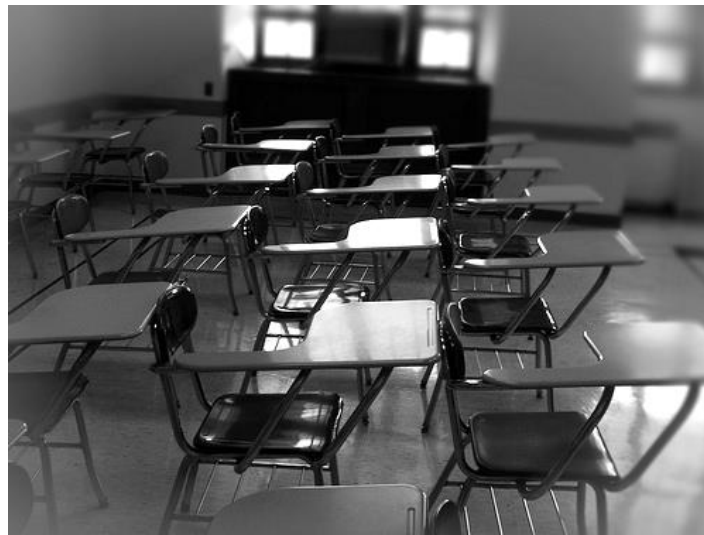
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# shift happens



We are preparing students for their future, not our past . . .



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keep in mind

# 1950s cotton harvester

Traditional blue-collar sectors are now highly technical





# 1950s commercial aviation

Buildings change with changing operational demands



# 1950s computer

Technology is much smaller than it used to be





# 1950s personal communications

A phone is more than a phone





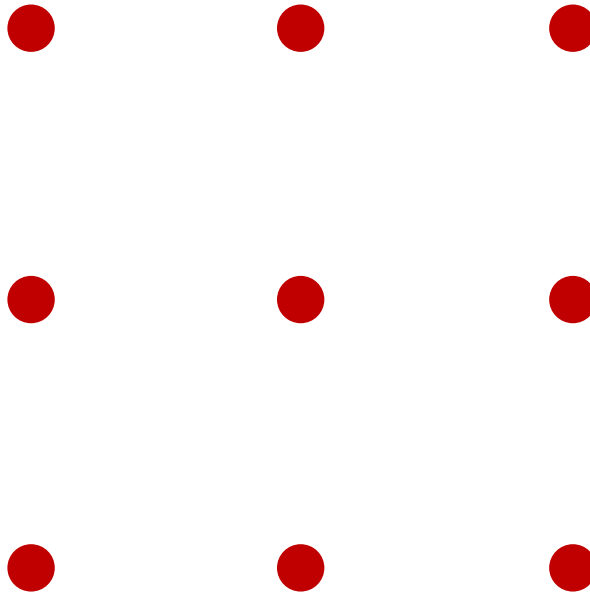
# create the future

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## activity:

- draw nine dots, arranged in 3 rows of 3 dots each as shown below.
- connect all nine dots using 4 connected straight lines



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# shifting mindset

small group activity:

## Powerful Learning

Think of an experience where you had an “ah-ha!” or when something difficult suddenly became easy or clear.

Turn to your neighbor and take 1 minute to share your story. Listen to your neighbor’s story.

Take another minute and find something your stories have in common.







# learning in action

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# nurturing

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# transforming

BrainSpaces: Uniting Education & Architecture



















# failing







# wondering

65% of the children  
in preschool today  
will work in jobs  
that do not yet exist.



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jumping out of the box



- Student Focused
- Community Focused
  
- Enhance Teaching
- Improve Learning
  
- Curricular Connections
- Anticipating Change
- Agile Solutions
- Collaborative & Interactive
- Safety and Security
- Multimedia / Networked
- Collaborative
- Sustainable Solutions

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# innovative planning

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# interactions



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# professional futures

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# hands-on learning

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# sustainability

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# walkability

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# transformations



# transformations



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# activity: tip-top 10

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## 7<sup>th</sup> Inning stretch

- find or create a working group & use the handout sheets to sign up members.
- select a leader for your group.
- feel free to join multiple groups.
- discuss the following with your group:



IDENTIFY what is most important to you regarding teaching, learning & Heights High School. Be prepared to share your ideas.





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# homework

Planning for the Future of Cleveland Heights-University Heights High School

1. Video Opinion Survey
2. Working Group Discussions
3. Plan to Attend Community Workshop #2!  
on 2/26/14

# COMMUNITY SURVEY: IMPRESSIONS of Example Schools

where we are NOW and  
where we want to be in the FUTURE



YOUR NAME (optional): \_\_\_\_\_

## Help Envision the Future of Heights High



Thank you for taking the time to help us envision the future of facilities for Cleveland Heights - University Heights High School!

In addition to the work we are doing to ensure that our high school will **honor the past** by being respectful of the historical portions of the existing building, and that our building will be **safe, healthy, durable** and **supportive of teaching and learning**, we are hoping your responses will **help set a direction** for how the school environment can support **educational and community needs**.

As we kick-off the planning and design process, this exercise is intended to gauge your opinions of a range of example school facilities - NOT to indicate that any of the ideas presented in the videos are already being incorporated plans for Heights High. **Please focus on the educational strategies and functions of each example, rather than the aesthetics** or architecture of each school example, none of which have the historic richness of Heights High.

Wherever you like or do not like a concept presented, let your voice be heard, and we will have a stronger idea of how best to proceed with the school design. Please let us know what you think so we can begin planning and designing the most appropriate educational environments for the transformation of Heights High!

To **WATCH** the video collage, go to: <http://youtu.be/RV14GdRzKMc>

ONLINE VERSION OF SURVEY: To use an on-line version of this form, go to: <https://www.surveymonkey.com/s/HeightsHigh>

**HARD COPY VERSION INSTRUCTIONS:** Using the chart below,

- Indicate with an **'A'** - **CURRENTLY**, how similar to the ideas presented is your high school?
- Indicate with a **'B'** - in the **FUTURE**, how similar to the ideas presented you would like your high school to become?
- **PAGE 2:** Use the back of this sheet to tell us a bit about yourself, and to offer additional comments.
- Drop your feedback to any CH-UH School office and they will be sent to the Communications and Community Engagement office.

	not at all similar		somewhat similar			very similar	
	1	2	3	4	5	6	7
<b>1) "Gilliam Collegiate Academy"</b> Example 1: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2) "Joplin High School"</b> Example 2: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3) "High Tech High"</b> Example 3: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4) "Marysville Getchell Campus"</b> Example 4: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5) "Lynnwood High School"</b> Example 5: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6) "Kent Innovation High"</b> Example 6: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7) "Blythwood High School"</b> Example 7: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8) "V. Sue Cleveland High School"</b> Example 8: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9) "Savanna High School"</b> Example 9: case study school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Facility Planning

Cleveland Heights - University Heights High School

BSHM Architects with BrainSpaces, Inc.

# opinion survey

video link:

<http://youtu.be/Rf14GdRzKMc>

online survey: (survey also available as hard copy)

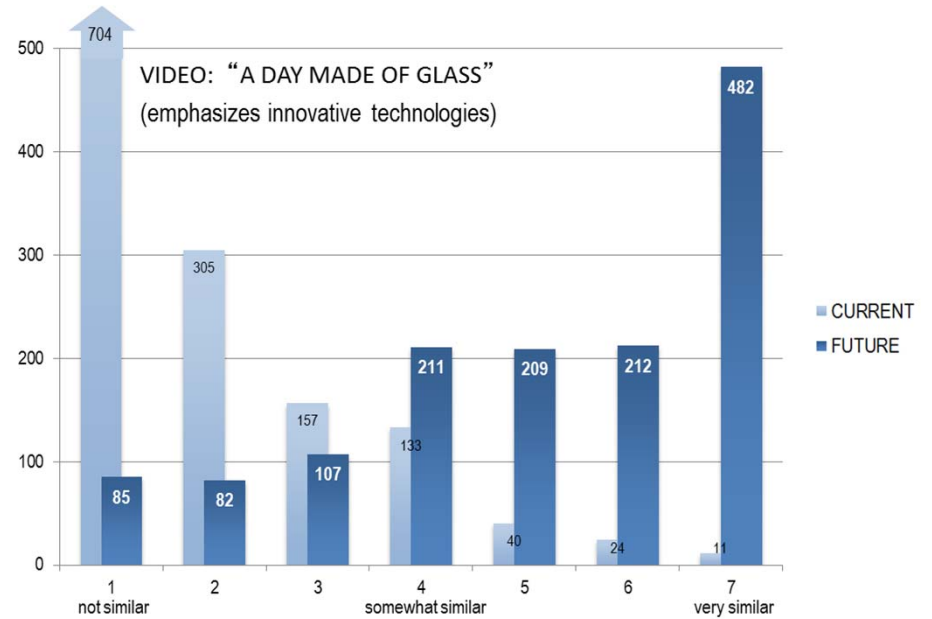
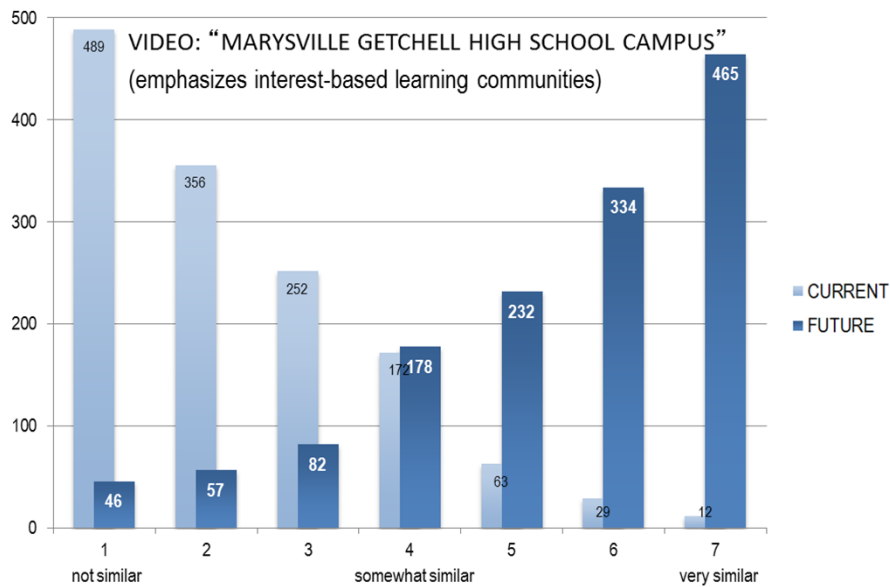
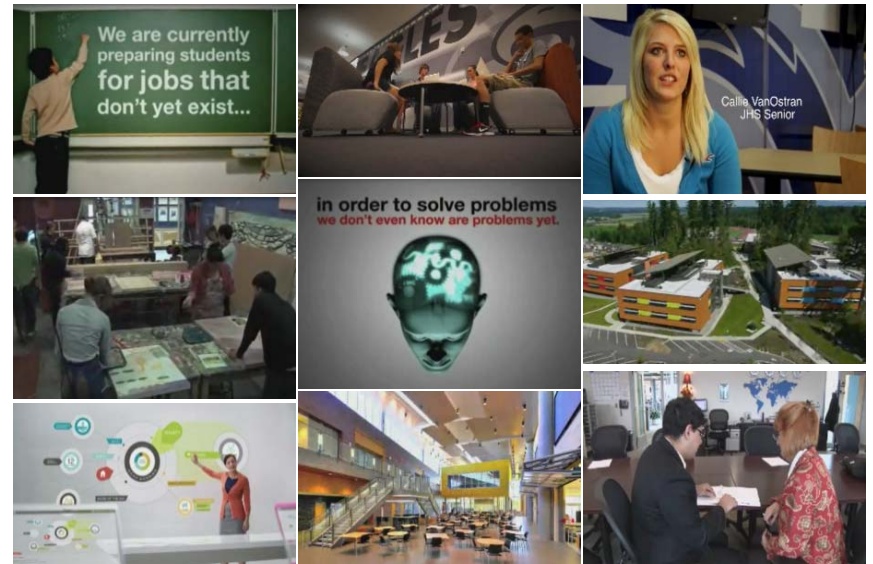
[www.surveymonkey.com/s/HeightsHigh](http://www.surveymonkey.com/s/HeightsHigh)



opinion survey



# where we are NOW and where we want to be in the FUTURE



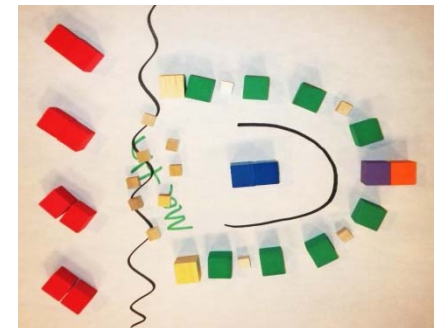


# next steps

Planning for the Future of Cleveland Heights-University Heights High School

- 2** what's important  
guiding principles
- 3** support what's important  
space programming
- 4** functions & relationships  
adjacencies
- 5** what it looks like  
design





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UNITING EDUCATION & ARCHITECTURE

next steps

PLANNING FOR THE FUTURE OF HEIGHTS HIGH SCHOOL - COMMUNITY WORKSHOP: FEBRUARY 6, 2014





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Q/A



thanks for coming...



...See you on February 26<sup>th</sup>!