

Date January 16, 2016

By Tom Bauer

Subject Meeting Minutes  
Lincoln High School MPC (Master Plan Committee) Meeting #2

Project No. 15015

Attendance Jerry Vincent, PPS OSM  
Erik Gerding, PPS OSM  
Ayana Horn, PPS OSM  
Chris Linn, Boora  
Abby Dacey, Boora  
Tom Bauer, Boora  
Caitlyn Aldersea, LHS MPC  
Erin Burke, LHS MPC  
Peyton Chapman, LHS MPC  
Larry Dully, LHS MPC  
Randall Edwards, LHS MPC  
Todd Etchieson, LHS MPC  
Gerald Gast, LHS MPC  
Mike Golub, LHS MPC  
Tiffani Howard, LHS MPC  
Mike Ioffe, LHS MPC  
Eleni Kehagiaras, LHS MPC  
Akili Kelekele, LHS MPC

Members of the Public:  
Stephen Easterday

Commentary/Minutes:

- I. Review Vision Statement
  - a. Based on input during MPC #1, the project team crafted a draft vision statement for the LHS Master Plan. MPC was asked to provide feedback and responded with a request to reconsider the language regarding “economic driver”.
  - b. The MPC was asked to provide any further suggested edits by MPC #2.
  
- II. Develop Partnership Recommendations
  - a. As an introduction to the partnership discussion, Boora provided an overview of the LHS space program and how it would be developed for the purposes of the master plan. A simple comparison was provided showing what the PPS Ed Spec will provide compared to what Lincoln has today.
  - b. A definition of “School Partner” was provided, and an explanation of how PPS looks at how space partnerships are funded, using their Tier 1, 2 and 3 categories.
  - c.

**boora ar te ts**

# Overall Project Schedule

2015

2016

2017

2018

2019

2020

2021





# MPC #2 Purpose and Goals

# MPC #2 Agenda

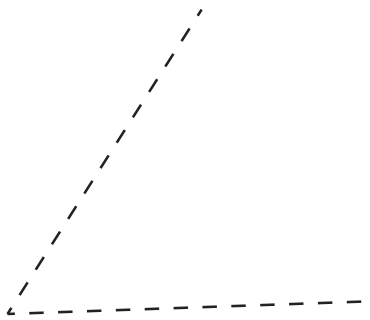
















# What is a School Partner?

# How are Space Partnerships Funded?



TIER 1



TIER 2



TIER 3



# Ed Spec: Tier 1 & Tier 2 Space Partners

# Ed Spec: CTE Spaces (Career Technical Education)

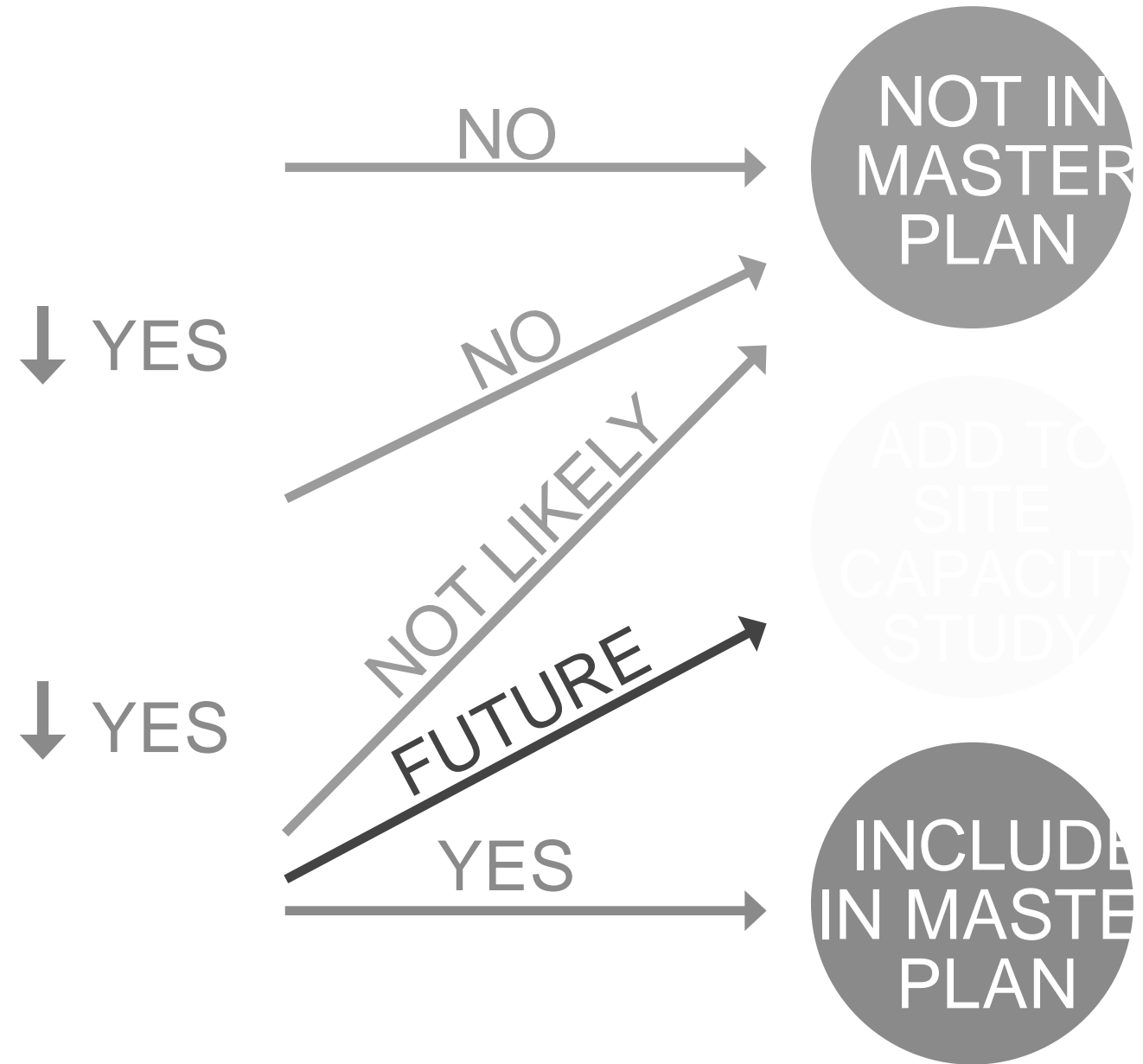
# Program Funding Diagram







# Partner Decision Tree



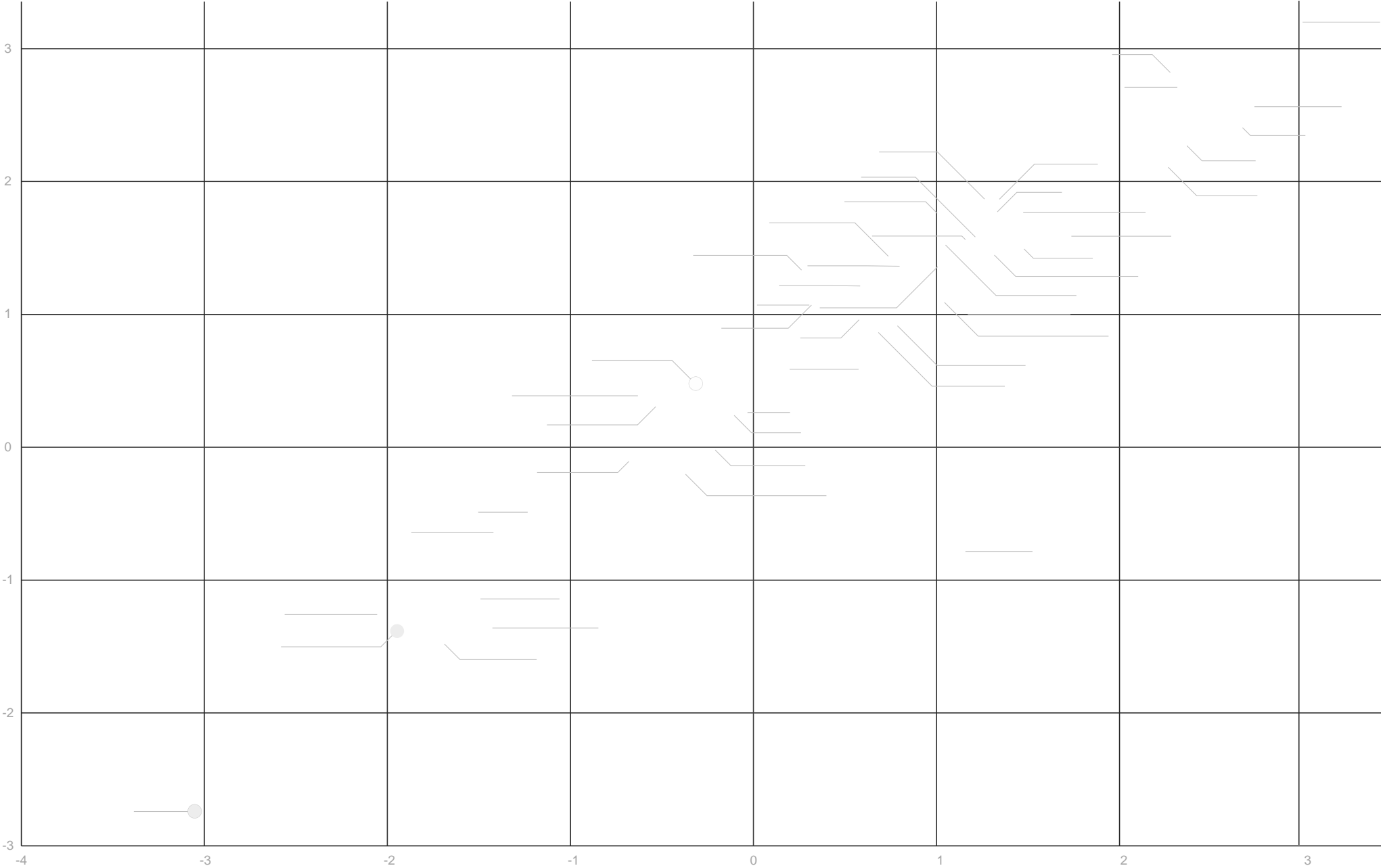


# Vision Elements: Results from MPC Poll

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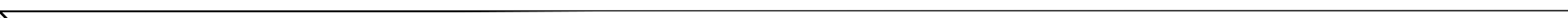


# Vision Elements: Results from MPC Poll



# Vision Elements: Developing Recommendations

Lincoln



# MPC Members at Meeting

# Public Design Workshop #1

## Agenda

# Public Design Workshop: Preview of Interactive Exercises

# Assessment of Community Engagement in Design Advisory Processes at Union K-8, Franklin and Roosevelt High Schools

Presented by  
Marcia Latta, Consultant  
Salem, Oregon

December 2015

# Purpose and Scope of Assessment

## Purpose

- Independent assessment to evaluate quality and breadth of stakeholder engagement.

## Scope

- Individual interviews
- Group interviews at schools with upcoming master planning,
- Focus group
- E-survey
- Publications assessment
- Review of processes at comparable districts



# Individual Interviews: Total Respondents

Input included:

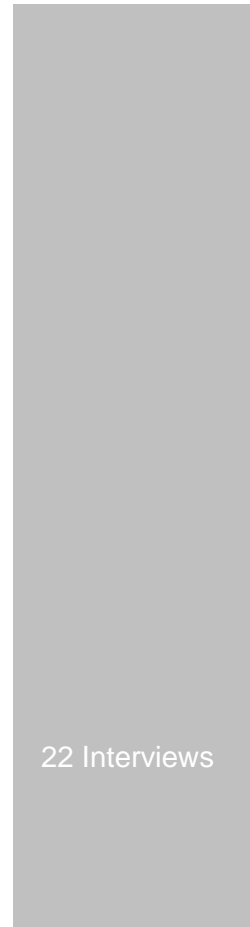
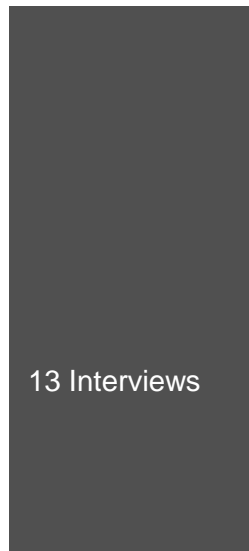
- 51 individual interviews
- 3-5 community members from each of four upcoming master planning processes
- 102 e-survey responses
- five focus group participants

■ Faubion K-8

■ Frankin HS

■ Roosevelt HS

■ PPS Staff



7 Interviews

13 Interviews

22 Interviews

VALUE] Interview



# Faubion Interviews

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Franklin High School

# Franklin Interviews

- The experience was generally positive.
- Student input was substantial and valued by members.
- The value engineering process was unclear and frustrating.

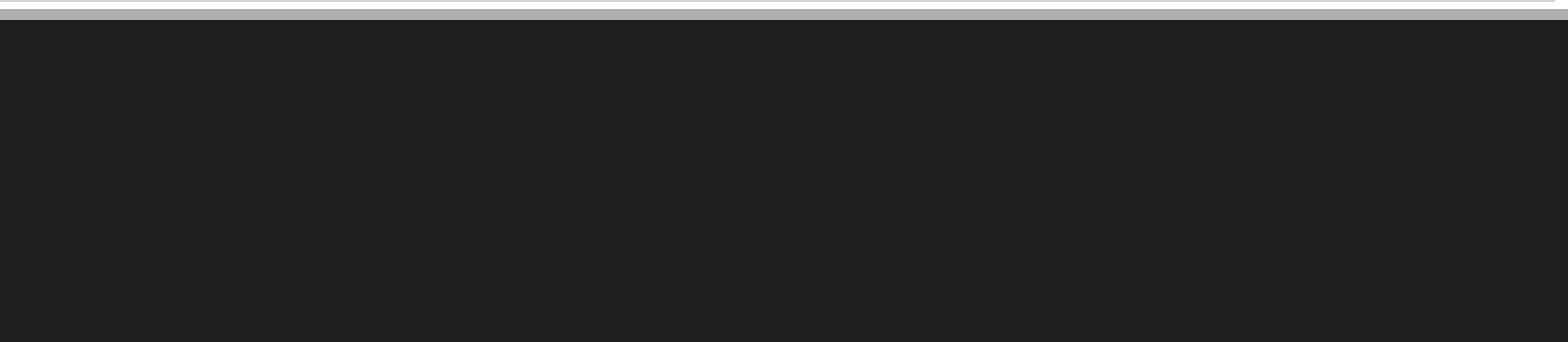
Roosevelt High School

Roosevelt High School



# Roosevelt Interviews

- Roosevelt participants had widely diverse but strongly held beliefs.
- The group became a combined member/non-member group of active participants.



## Concerns:

- Lack of diversity
- No district instructional expertise at meetings
- Inconsistency in messages
- Exclusion of individuals
- Inequitable treatment compared to Franklin
- Lack of expertise among design staff
- Lack of authority or power in decision making
- Concerns about the final design

# Participant Comments

- “I believe everybody was heard. I support the final product. In my opinion, I believe that a lot of people that

Lessons for upcoming design processes

# Benson, Grant, Lincoln, Madison

- Community and parent leaders from each of these schools provided feedback to prepare for master planning.

# OBSERVATIONS

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# District Strengths

- Adjustments during the process based on community feedback

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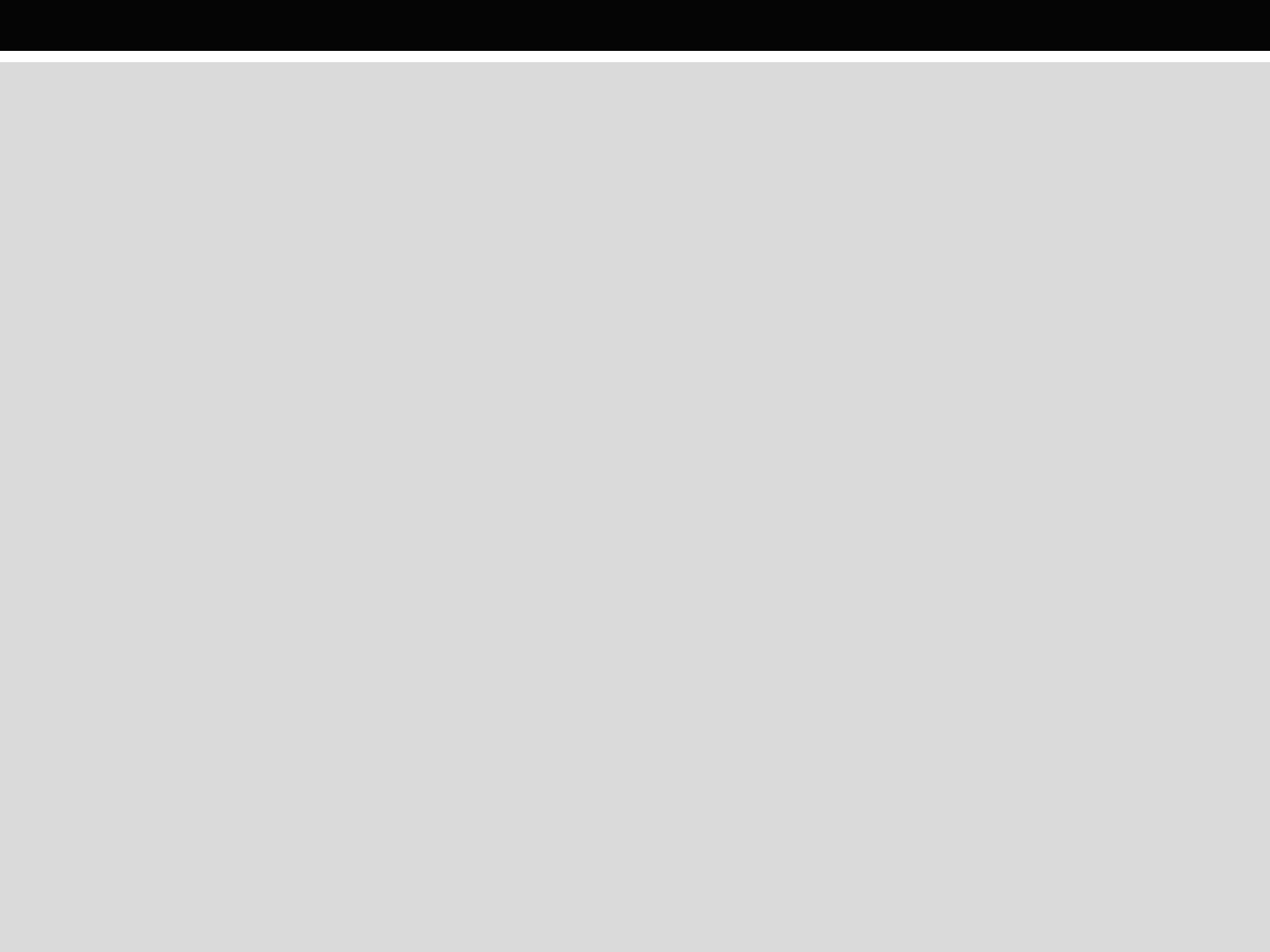
# District Strengths

- PPS has greater community involvement than any of the comparable districts, including Seattle.













2. There is a lack of trust of the district by some participants.



- Build in time for relationship building.
- Plan for impact of other processes (Ed Specs, value engineering)
- Post meeting documents in a timely manner.
- Ensure consistency among process.
- Designate an official meeting recorder who is outside of the design process.
- Consider a broader look at trust issues in general

3. Participants want more communication and greater community engagement.

- Include principals in communication plan and as essential sources of information about the process.
- Include school neighbors and feeder schools.
- Schedule regular districtwide meetings.
- Ask DAG members to help with community engagement.
- If possible, add resources to increase community outreach.
- Consider developing a community involvement tracking sheet to record engagement efforts.



- Have regular participation from curriculum experts. Be sure DAG members are aware of their presence.
- Increase participation from and communication to business representatives.
- Inform DAG and community participants where they can provide input about curriculum decisions.

# Public Comment

# Conclusions & Next Steps







Nickname	Example or Clarifying Detail	Green	Yellow	Red	Comments
West Sylvan		2	2		green who is going to fund? Space for future?; green curriculum disconnect, geographic disconnect, economy of scale extension of IB program (PYP, MYP, etc.); yellow would help bring community together, opportunity to mentor, on campus how?
Priv. K B	(e.g., Arbor School)				
CoLocateSpec	(e.g., Northwest Academy)				
Suzhou Classrooms					
STEAM	(Science, Technology, Engineering, Art, Math)				
Innovation	(e.g., high tech exploration, partner w/ local engineers & designers)				
Tech	(i.e. hardware)				
Maker	(e.g., ADX like, idea garage, wood, metal, ceramics & textiles)				
Drafting					
Culinary	(e.g., student run café and kitchen)	4			green tied to CTE, learn basic life skills;
Garden	(e.g., greenhouse, rooftop urban farm, combine with renewable energy, agriculture and urban planning curriculum)	2			red don't do on campus (if off campus, 2 yes green)
Planetarium					
Broadcast	(e.g., partnership with KGW)	1			Green concerns about partner capital; red explore partnership with neighbor (not in facility), good partnership (use their space?)
PSUGSE	(e.g. mix of offices, classrooms or shared programs)				
Health Clinic	(includes student athletics)				
Community Ed	(i.e. life long learning opportunities)	2	1	1	green utilize a broader community, will serve others; yellow already doing it, we don't need extra space;
Multicultural		3		1	Green yes if for internal curriculum use, no if for the larger community; green more focused on student groups and clubs;
Community Cent need	(e.g., sports field, don't)				
3 yellow not	sure what this is?				

Nickname	Example or Clarifying Detail	Green	Yellow	Red	Comments
Concert Venue	(e.g., dance, music, theater, community and LHS use)				yellow is this already in plan? Or is this an additional space? Could be a good idea.. Park rose yellow yes if in the ed spec (part of auditorium), need practice 1 and performance space

Manufacturing

Market Housing

Workforce Housing (affordable for teachers and families)

Dorms

Food



Nickname	Example or Clarifying Detail	Green	Yellow	Red	Comments
Skateboard					
Yoga					
Racquetball					
Capl #05			2	2	yellow explore as long term possibility with capital partner and other government money; red great idea for tier three partnership, too complicated
Bikeway					
Transit Improve			1	3	
Tillikum route					

