ASSESSMENT OF COMMUNITY ENGAGEMENT

Prepared for Portland Public Schools, October 2015

Assessment of community engagement in the design advisory processes associated with bond-funded school building modernization at Roosevelt High School, Franklin High School, and Faubion K-8

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Introduction

In June 2015, Portland Public Schools commissioned an extensive independent assessment of community engagement in the design process for the bond-funded modernization plan, specifically related to the three schools – Faubion K-8, Franklin High School and Roosevelt High School – that have conducted design processes and are beginning the construction phase.

The purpose of this process was to conduct an independent assessment to evaluate the quality and breadth of stakeholder of engagement.

Scope of Assessment

The assessment plan, developed in consultation with staff and key community leaders, included:
- An assessment of the Bond Communications Plan.
- Individual interviews with DAG members, staff and recommended community participants
- Group interviews with the four schools scheduled for future master planning processes: Benson, Grant, Lincoln and Madison high schools
- A focus group with community volunteers who have attended design forums or charrettes
- An e-survey soliciting input from the Faubion, Franklin and Roosevelt school communities
- An assessment of sample design process publications
- Research and review of community engagement processes in districts with recent bond programs that have comparable student enrollment

Portland Public Schools retained a communications consultant from outside the district to conduct the assessment. Marcia Latta provides strategic communications services to clients that include school districts, community colleges, public agencies, school board associations, foundations and nonprofit hospitals. She has a master's degree in Journalism and Communications from University of Oregon and a master's degree in Education from Oregon State University.

Assessment Process

The assessment activities were carried out from June 26 through Aug. 20.
The following research methods were used to inform the findings and recommendations in this report:

Assessment Activity	Status	Comments
Review and assess school modernization community engagement plan	A review of the Bond Communications Plan is on p. 16	*See Bond Comms Plan, P. 67*
Individual Interviews: DAG members, Board liaisons, community members, parents, architects, design staff in Faubion, Franklin and Roosevelt school communities **Total: 82 names of DAG**	**Completed interviews: 51** Faubion: 7 Franklin: 13 Roosevelt: 22 No school affiliation: 9	Multiple attempts were made to reach all contacts on list via email or phone.
Group interviews with upcoming master planning schools: Benson: Aug. 14 Grant: Aug. 11 Lincoln: July 21 Madison: Aug. 18	Interviews were completed for each school community.	
Focus Group: 8/19 Faubion Franklin Roosevelt	A three-hour focus group at Roosevelt High School, included representatives from the Franklin and Roosevelt communities.	The goal was to have equal balance in school, gender and racial diversity from each school. Participants had to have attended at least one community forum or design charrette.
E-Survey A survey link was emailed by principals at each school to master email lists. A link was posted on school and community Facebook pages.	Total responses: 102 Principals at Faubion, Franklin and Roosevelt emailed the survey link to parent and community lists. The survey opened on Aug. 5 and closed on Aug. 17.	*See e-survey questions, p. 37*
Review of DAG and design process supporting materials	A representative sample of materials supporting community outreach were evaluated.	
Review of bond project community engagement plans from comparable districts: Beaverton Salem-Keizer Seattle	Communications staff in each district responded to requests for information. Salem-Keizer and Seattle emailed their communications plans for bond project work. Beaverton provided an overview in a phone interview. Content from the district website is included.	

Findings

There is a tremendous sense of ownership in local schools and a strong belief in the need for watchdogs in district activities. Although these beliefs are not unique to Portland Public Schools, there is a greater public demand for shared decision making in community processes compared to other districts in the state.

The district must carefully balance the high expectations of community members who feel ownership of local schools with construction requirements, budgets and equity among schools.

The goals of a capital project are to incorporate stakeholder input, fulfill the commitments within the ballot title and demonstrate responsible financial stewardship.

A lack of trust of the district emerged among members of the Roosevelt process. A collaborative process cannot be effective without an understanding and agreement of expectations and a basic level of trust between both the district and the community participants. In communities where members have expressed or referenced long-standing trust issues, the district should build in time to address concerns at the start of the process.

Differences among processes

Throughout the inaugural DAG process, there were differences of opinion about the design process experience among participants at Faubion K-8 and Franklin High School and Roosevelt High School.

Participants at Faubion and Franklin expressed greater satisfaction in the process than participants at Roosevelt.

Franklin participants did not agree on everything throughout the process; however, they noted that they generally reached a consensus or accepted when a decision point was reached. The Franklin DAG members said they discussed differences of opinion, believed that the design team and architect were generally effective in explaining project goals and requirements, and described a process where they had discussions about areas of disagreement. Members also expressed an appreciation for the input of the student DAG member whose perspective provided helpful input.

The opinions about the process varied widely at Roosevelt. Although there were many diverse, strong and mutually incompatible points of view, themes emerged during individual interviews related to the role of the DAG, inclusiveness, responsiveness to questions, clarity about the educational vision and priorities and availability of educational experts. *See sample comments, p. 6.*

After conducting extensive feedback through individual interviews with participants in each school community, an e-survey and a focus group, several observations and key themes emerged. The following recommendations are based on those findings.

Recommendations for increasing effectiveness of community engagement efforts:

The following is a list of general recommendations for future design processes. Observations and additional information related to each recommendation are listed below, starting on p. 11.

1. The district should define its educational vision and continually share information about its educational priorities. The Ed Specs process, or any process to define educational standards, should be completed before building design processes begin.

2. The district must be clear in explaining the role to participants and reiterate the role throughout the process. They must be consistent in conducting the processes and enforcing rules in the charter.
3. The district must clearly define the type of input they are seeking and from which stakeholder groups. If the DAG input is weighted equally with staff input and input from public design forums, the district must tell DAG members they are not the only source of design recommendations.
4. The district must define and provide opportunities for input to non-member participants and ways to reach diverse audiences.
5. The district must be clear about bond funding, budgets and construction requirements for each project and the educational plans the projects will support.
6. The district should respond to input by offering feedback or explanations for how recommendations were incorporated or not included.

Key themes and sample comments from Roosevelt participants

- **At Roosevelt, there was a lack of consensus among respondents about flaws in the process and the outcome of the design. Some members thought the process was effective; others thought it was not authentic or inclusive.**

"There were community questions raised early on that didn't seem to get the ear of the hosts."

"The responses from the project manager often resulted in some stifling of this process."

"When the DAG process started, alumni asked when recruitment would start. They weren't invited until the day before the deadline. They were contacted in an email to participate. Email was the only form of recruitment. The deadline was too tight."

"I believe everybody was heard. I support the final product. In my opinion, I believe that a lot of people that don't like it have agendas not based on what's best for kids at Roosevelt. The building will be great. The process was great. At some point you have land the plane. In my opinion, they are comparing Franklin to Roosevelt. Roosevelt is getting things Franklin isn't getting. We had to decide, if you build something, what do you take away from somewhere else?"

"Some things were not open for discussion, but there was no explanation why."

"We gave them suggestions. Let us work with the architects to see how we can shift the building around and see what we could do. They said they couldn't do that. They did it at Franklin. We asked for CAD files, like they did at Franklin. They would let us do that. They isolated us. They didn't tell us what was going on at Franklin."

"The final design reflects input from all stakeholders: DAG, students and teachers. There were 15 iterations of the design."

"I would like to point out that [the project managers], even though they were very busy and I'm sure overwhelmed, were responsive and thorough when answering questions I had about the process and the thinking behind the decision making. I would in no way hold them accountable for any shortcomings of the process."

"There were no interpreters during DAG meetings."

"We were advisory. Strictly advisory. That was made so clear. We weren't a decision making board. We were advising the design."

- **Many of the most vocal critics in the process were not official DAG members but were active community members who had strong opinions about the projects. As the process progressed, the group became an official/non-official hybrid that operated with participation from both the official DAG group and an active community group. Comments suggested that the lines between the DAG and non-DAG members were blurred, and the neighborhood as a whole was not represented.**

"A citizen group organized because they were not happy with the design for the CTE space. We have had and continue to have frustrating, not good experiences with PPS's ability to listen, explain, respond."

"The actively involved people don't represent the whole neighborhood."

"Roosevelt didn't have the level of community interest that you did at Franklin. At Roosevelt, the problem is focusing on one person's opinion. They are losing sight of all positives they are getting and the benefits to students."

"There was a vacuum from the perception in the community because their primary information was from people who were upset. There was not a counter story that was offered. It should be someone's job to share information that generates excitement and interest. The district driving the narrative. There is no way everyone will be pleased with all the decisions."

"Everybody had an opportunity to be involved. Some folks popped in, complained and then left."

"The processes were DAG vs. community process. DAG folks were not trying to help us or share information. The DAG group was a limited representation of the community."

"They definitely listened to our input. There were some members who only talked about one thing. The school is so much more. Sometimes there was rudeness. They only had one issue. When the community group got involved in DAG, they believed they were decision makers. It was always clear that the district was the decision maker if you wanted to hear it."
"The alumni group was excluded."

"The community group – if they didn't get their way, they weren't heard."

"A small fraction of the community was feeling like their voices weren't heard…How do you process in a way to not compromise a sense of community/ownership? How much flexibility is there in the process to say, we need to stop and figure this out? Right now this is fracturing the community. Issues came up, caused tension. My sense is the team kept moving. Those folks disengaged, took frustration outside of the established process. "

"People came with their agendas and put it on the project."

- **Critics of the Roosevelt process believed they were not heard based on how specific design preferences were addressed, responses to information requests and references to long-standing trust issues based on non-recent events.**

"The ability to respond, clarify and suggest a better way to resolve issues in fairly quick time would help deflate the unreasonable criticism."

"The architect and project manager said, 'that's a good idea, but it can't happen.' They didn't say why."

"The community group, if they didn't get their way, they weren't heard. There was a lot of great discussion."

"Overall, it was deeply flawed from start to finish. The process to recruit was lame. Roosevelt community has long-held grievances…The problems were recruitment, input, final design."

"Input appears to be disregarded without explanations."

"If the district says, no, they should clearly say why. If it is rational, people may be upset but they won't be up in arms."

- **The responses suggest that the district must spend more time at the start and throughout the process reiterating the DAG role to ensure a mutual understanding of the expectations. The lack of understanding about the process points to a failure by the district to establish clear expectations about the design process and a lack of consistent enforcement of the DAG charter.**

"It wasn't managed as well as it could be by the district because the necessity of participation was not enforced."

"It lost its meaning as it went on. Members were not clear about what they were there to do."

"The intro to the design process was very disempowering. It showed right away what the district was aiming to do."

"Members felt they had they more power than they actually had. A lot of people thought their decisions would be what they would go with. Community members thought they would get to make decisions. That wouldn't work, but it wasn't explicitly clear at the beginning. A lot of people were saying now we told you what we wanted to do, and you aren't doing it."

"It was unclear to DAG members about their role."

"For the role of the DAG, it was advisory, but you have to wonder if people understood that it was just advisory or that was just a bad idea. It needed to have more power than it was set up to do."

"I thought the role was to bring together a representative group of stakeholders to significantly and substantially be involved in the design and offer best expertise and be an integral part of the formulation of the design and program."

"We had a lot of non-attendance because the wrong people were there and people felt it was a waste of their time because they wouldn't have a significant role to play."

"We were supposed to bring ideas and perspective to the process. It was not a decision-making entity."

"They didn't give DAG members enough responsibility or authority in the process."

"It would have helped the community engagement process if they had a more robust explanation of design decisions."

"It [the role] should have been explained until it was spewing out of people's ears. They should have been able to repeat it verbatim at the start of every meeting."

- **There was confusion during the design process about curriculum because of the educational visioning process at the start of the process, the lack of clarity about the district's educational priorities, the concurrent Ed Specs process, and a real or perceived absence of district instructional experts within the district generally and specifically at the design meetings.**

"There was no one there from OTL or from any program. No one with professional experience teaching these types of programs. Crowdsourcing high school programs is not a good idea."

"When it came to STEM space, they could never say what they needed. People on both sides of the fence need to be explicitly clear, need to spell out exactly what the needs are. Give them an opportunity to meet the needs. Don't just say I need what everyone else has."

"There was a lack of awareness that if you had a CTE advocate, they would be able to explain what the programs are.

"For the CTE process, it was ludicrous. They had people put dots by programs you want to see. The district has no CTE. A CTE plan is needed to help inform the design decisions. They need to define education and the CTE vision to guide the design process. For CTE, there was random input."

"CTE experts were there. Jeanne Yerkovich, the CTE guru, was there."

"At PPS, they forgot how to do STEM. They've got no one who knows how to build it. They don't know how to teach it."

"The OTL staff were AWOL. They should be there."

"PPS has no STEM experts. If they have a STEM expert, they didn't bring them into the process."

"We had issues designing a school around an undecided and unplanned district CTE program. I felt it was important that the district clearly define the future of CTE in its schools before committing physical space."

"They had no one at Roosevelt with experience in CTE. There is no meaningful CTE space. There was no one involved in the design who was speaking up for science, technology, engineering or math. There was no one in the school who had any idea how to integrate those subjects."

District Strengths

Citizen-Based Committees

Portland Public Schools has systems in place that respond to the demand for community involvement in district programs and operations. There were multiple citizen-based committees operating concurrently with design advisory processes, including the Bond Advisory Committee, the Ed Specs committee and the boundary committee.

Note: The timing of the Ed Specs committee process contributed to concerns within the design advisory group. The Ed Specs committee completed its work after the DAG work had started. This created confusion about educational space requirements and resulted in backtracking for design work that had been completed. In addition, the Ed Specs include a new classroom sharing model that became a source of concern about teacher work space in the designs.

Responsiveness to Community Input

Adjustments were made during the process to identify and reach wider audiences. Communications staff and design team staff modified or added materials as the process progressed to improve understanding.

Comprehensiveness and Breadth of Community Outreach

PPS is unmatched in the state in the number and scope of community involvement opportunities. The next largest districts, Beaverton and Salem-Keizer, have very different community expectations for engagement. *See p. 49 for details on community involvement in bond project planning in other districts.*

Portland's closest comparable district is Seattle Public Schools. The process in Seattle is very similar to the PPS design process; however, Seattle's design process includes only five workshop meetings within a two to three month timeframe. The committee description for their School Design Advisory Team (SDAT) is:

> "a group of stakeholders unique to each project who work with the District capital staff and project Architects in the critical early design stages of each major construction project. The SDAT meets for two to three months to help develop the overall project vision, key concepts, and strategies that guide the design team in developing the project plans."

PPS DAG meetings have taken place over the course of two years and have not yet concluded officially.

There were extensive opportunities for public input. Faubion hosted 26 meetings during the design process. Each high school continued to add meetings as staff identified opportunities. There were multiple attempts to reach community members. *See Stakeholder Meeting Dates, p. 73.*

Positive Perceptions from the Larger Community

PPS generally has a positive image in the community and especially among parents. This capital bond measure passed with 67 percent of the vote in 2012. The 2014 Renewal of the local option levy passed with 73 percent of the vote.

Observations and Recommendations

The following themes were identified in assessment activities. Recommendations for practices that should be continued or considered for adoption are included.

1. **The expectations for the design process differed among participants**

Observation:
The vast differences in understanding about the design process left some participants with negative feelings about outcomes and the way input was incorporated. The district should continue to define the role of the DAG, the goals for each meeting, the options for input, and the factors that affect design decisions that are not debatable in the forum, such as Ed Specs, historical designations, codes, etc.

The long meeting schedule for the DAG may be the source of some of disappointment from participants who wish to weigh in on all decisions but lack opportunities as the design process progresses. After the initial round of meetings where the architect gathers input about priorities, the format becomes an updates-only structure, which was disappointing to committee members whose expectations were for ongoing input.

Recommendations:
Continue current practices:
- **Open each meeting with a reminder of the board-approved charter.** Clearly state the goal of the DAG and the role of community participants often throughout the process.

- **Be absolutely clear about the goals for the DAG**. The comments indicate that some participants understood the design process to be a means of addressing equity issues in the district and made comparisons to ensure that each school gets exactly the same facilities. Clear information should be available to participants about the goals for design decisions to address specific needs of the student population and school community.

- **Define and enforce protocol for non-DAG member participation.** DAG meetings included public input from non-members, but the lines blurred as the meetings progressed. Some DAG member felt that the nature of some of the input was disrespectful or disruptive to the agenda. The process for wider input should be defined and enforced. There should be adequate time at each DAG meeting and public forum for input from all parties.

Consider new practices:
- **Include a discussion of the district's stakeholder engagement framework at the start of the DAG process.** This framework, which the district uses to guide efforts to engage stakeholders, may be a helpful resource for potential members of the DAG who would like clarity about their participation. *www.pps.k12.or.us/departments/cipa/6628.htm*

- **Designate a community member as a DAG chair**. Many participants said meetings became emotional due to differences of opinion and lack of respect for committee procedures. A community member who is the committee chair could assist in running the meeting, enforcing civil exchanges and conveying community priorities. Chairs from each DAG could share information, which would avoid speculation about inequities among DAGs.

- **Provide meeting schedule and expectations at the start of the process.** Many participants said DAG meeting attendance was inconsistent and there were frequent absences. Provide the design process schedule, including DAG meeting agendas, at the start of the process to allow people to calendar the meetings at the beginning of the process. Enforce the charter requirements for dismissal after consecutive absences.

- **Close the loop.** Some DAG members expressed frustration about an unclear end to the process. They felt it just faded away without closure or a final meeting wrapping up the work.

2. PPS does not have the trust of all stakeholders

Observation:
The issue of trust came up as a theme. Responses showed perceptions about trust among some respondents that are based on beliefs about lack of transparency, lack of follow through, inconsistent enforcement of district policies and, in some cases, issues that date back many years. Some people brought negative perceptions of the district to the start of the process, which affected their participation, interest in collaborating, and their opinion of the outcome.

Recommendations:
Continue current practices:
- **Allow time for relationship building when possible.** Projects of this scope must maintain a rigid schedule. PPS stakeholders have high expectations for extensive community processes. Build as much time as possible into the design process for comprehensive community involvement. Publish the community engagement plan and timeline and invite suggestions from school and community members to ensure the widest possible reach.

- **Plan for how other processes and factors will impact the design process.** Communicate that these are coming and will affect design decisions.

  Ed Specs: Several people said they don't understand the Ed Specs, but the approval of new Ed Specs had a significant impact on the design process, which was already under way. The new specifications caused a disruption to some of the planning work that had been done. Some issues, such as shared teacher classrooms, were emotionally charged changes that had a significant impact on the DAG and community meetings.

  Value engineering: At Franklin, the value engineering process was a source of frustration for DAG members who had been satisfied with the process until the design changed to meet budgetary requirements without their input. Several members expressed frustration at the VE cuts and the lack of explanation about them.

- **Post documents in a timely manner.** A delay in posting some DAG meeting materials online resulted in perceptions of inauthenticity in the process and lack of transparency. Materials should be posted in a timely manner and standards for sharing meeting materials should be consistent among all DAGs.

Consider new practices:
- **Ensure consistency among processes.** Ensure similar processes among DAG meetings at different schools. To avoid perceptions and actual inequalities in the processes, meetings should

have standard protocols and carefully follow DAG charters. Designate one or more people to attend all meetings to help ensure similarities in processes.

- **Designate an official note taker or recorder who is not part of the DAG.** One DAG participant suggested designating a note taker to record meetings. This person should be from outside the school cluster area.

3. <u>Participants want more communication and expanded community engagement efforts</u>

Observation:
Community engagement requires collaboration from both the district and its stakeholders. An effective process assumes a willingness from the district to respond to what the community wants and a desire from stakeholders to participate and contribute productively to the process. The district is diverse, and there is a wide disparity of expectations for community processes.

Compared to other districts in Oregon, PPS has a greater level of community outreach and more opportunities for public involvement. The district is similar in size Seattle Public Schools and has similar design processes.

Effective community engagement processes need to start with an understanding of the scope of the project and agreement about the level of participation from stakeholders and expectations from project staff. The PPS stakeholder engagement could provide a good guideline of the levels of engagement within the district. *www.pps.k12.or.us/departments/cipa/6628.htm*

In addition, issues that arise within one school community are not confined to that school community. People from around the district heard that there were issues within the Roosevelt design process, but they lacked context and additional information.

Stakeholders at each school carefully watch what the other buildings will get, and they share perceptions within the wider community. DAG members were independently comparing notes about processes and deeming them inequitable based on their perceptions.

Recommendations:
Continue current practices:
- **Ensure that principals are part of the communications plan and are forwarding information to master lists and networks.** Many respondents stated that principals are highly credible communicators within and outside of the school community. Their involvement in the planning process is valuable as a source of expertise about the school and as a means of reaching a wide audience. DAG participants suggested using auto-dialers, text messages, posters and personal contacts as a means of reaching people.

- **Add school neighbors and feeder schools to communication plan.** Residents near schools that are under construction or in master planning for construction have a particular interest in updates about the process. Add neighbors within 250 feet to the mailing list, solicit email addresses or plan for literature drops to keep this group informed. Share information with parents at feeder schools.

Consider new practices:

- **Schedule regular districtwide meetings**. Several stakeholders have suggested holding regular bond update meetings with DAG community leaders to share information. There were also requests to reconvene community-wide, informal meetings to share information among school communities and hear district updates about the projects at other schools. The recommended meeting format was the pre-bond Lucky Lab meeting model.

- **Reinforce community engagement role in the DAG charter.** Ask committee members to assist in wider outreach to reach a more diverse audience. Add reports to meeting agendas. Provide tools to support outreach efforts.

- **Expand staff resources for community engagement outreach or seek ways to involve DAG members in community outreach.** It is clear that reaching the widest possible audience is a priority for DAG processes. It was mentioned several times by many people. Although project managers and district community engagement staff said the efforts were extensive, many community members believe the efforts fell short. This may be a perception issue or there may be a need to increase staff resources on the front-end, especially at the beginning of the process.

  Perceptions about consistencies among different DAG processes, heavy workloads for project staff or lack of community confidence in district processes could be improved by assigning the same district staff member to manage all community outreach for bond projects or bringing in bond-funded outside assistance. Many firms that provide design and construction services also offer services for community outreach.

  To increase diversity, request help from all stakeholders, including feeder schools, business, community and neighborhood groups, parents, students and churches. Ask DAG members to participate in identifying and communicating with diverse members of the school community.

- **Consider creating a community involvement tracking sheet similar to the City of Portland Public Involvement Statement.** District stakeholders may not see all community outreach activity conducted by district staff. District staff said they conducted extensive outreach in each community, including identifying high-traffic areas for diverse communities, posting information in public places in multiple languages and attending public events to hand out flyers. The extent of the outreach may not be apparent, but DAG members should be aware that it is happening. An update during meetings or a report on public involvement activities could be useful in understanding the outreach that was happening and the gaps that might still exist.

  The City of Portland's Public Involvement Statement for Council Items may be a useful model. The questions include:

  Was public involvement included?
    If "YES," please answer:
    a) What impacts are anticipated in the community from the proposed Council item?
    b) Which community and business groups, under-represented groups, organizations, external government entities, and other interested parties were involved in this effort, and when and how where they involved?
    c) How did public involvement shape the outcome of this Council item?

d) Who designed and implemented the public involvement related to this Council item?

4. District educational experts should participate in all DAG meetings

Observation:
Participants expressed concern over lack of input from educational experts who could provide information about curriculum, district educational programs and business partnership opportunities.

Some stakeholders believe there is an absence of a clear educational vision for STEM and CTE programs at Roosevelt. There are emphatic convictions about the design for this space, and supporters believe there are no district or school instructional staff resources informing these decisions. The absence of district experts at the meetings, or the perceived absence, has prompted advocates to get input from a range of outside opinions, including faculty in other districts and staff from private and non-profit industries.

There are similar concerns about a lack of connection to district expertise in coordinating business partnerships. Stakeholders have expressed strong support for robust business partnerships with schools that could help shape design decisions and expand opportunities for students.

Recommendations:
Continue current practices:
- **Include curriculum specialists as DAG members or added frequently on DAG agendas**. Regular input and availability from curriculum experts would assure members that the planning decisions are compatible with the district educational vision. Be sure that participants understand that instructional experts are involved in the process.

Consider new practices:
- **Identify and reach out to more business representatives**. Consider adding business representatives who could partner with schools as DAG members. Several stakeholders have expressed an interest in expanding businesses opportunities that could help shape program space or leverage resources for school programs and facilities. Provide information to DAGs about business partnership policies and programs.

- **Provide clarity to community members about where their voices could be heard in curriculum decisions.** The strong support for STEM/CTE programming and the differences in understanding about what those programs are and what they require point to a need for additional communications about educational vision. Consider developing or expanding an educational visioning process or campaign to educate the community about these programs and the district's vision for implementing them. Also include explanations of factors that affect curriculum, including state standards, funding, employment forecasts, faculty availability, student preferences, etc.

Bond Communications Plan Review

The district developed a bond communication plan in December 2014 to identify communication goals, key messages, strategic priorities and methods of delivery. *See the plan on p. 67.*

The plan addresses communications for the entire bond program; not just the design advisory process. It was developed during the master planning process and includes measureable goals for target audiences.

The bond communication plan is thorough and comprehensive and seeks to reach the widest possible audience. It is an extensive plan. The assessment of the community engagement process affirms the work to meet the district's strategic priorities for bond communications:

1. Affirm the ongoing visible success of our Bond projects and program through multiple communication channels both internal and external.

2. Demonstrate PPS is a good steward of the public's trust and dollars are being spent wisely on the community priorities outlined in the 2012 Bond Measure: three modernized high schools and a rebuilt Faubion PK-8; seismic improvements, new roofs, greater accessibility and grade 6-8 science lab improvements at up to 63 other schools.

3. Utilize the PPS Stakeholder Engagement Framework to support authentic, consistent and equitable community engagement.

4. Create a calendar based Strategic Communications Plan for each project.

5. Working closely with the project teams, communicate clearly and directly with each impacted community providing information on project design and construction issues and public engagement efforts using multiple communication channels both internal and external.

6. Invite the public to participate in each school's public design-related project activities while providing clarity to the public on what type of feedback we are seeking and how that feedback will be used by the project teams.

7. Evaluate the impact of public engagement activities.

8. Build a coalition of supporters for the next bond.

Individual Interviews: DAG Members and Recommended Community Members

Between June 26 and Aug. 20, individual DAG members, district and school staff, architects, design team members and recommended additional stakeholders were interviewed to gather their perspectives on the design process for the modernization projects. A total of 51 individuals were reached and agreed to be interviewed from the list of 81 interview subjects.

The intent was to assess the breadth and inclusiveness of stakeholders who engaged in the process, the levels of consistency of participation, and the quality of engagement. Specifically:

- Did stakeholders feel that their participation and input was meaningful and valued?
- Do the stakeholders believe that the processes and formats used for engagement were the most effective possible given time and cost constraints?
- Do levels of satisfaction with the design advisory process vary among the three projects? If so, what best explains the variation?

See p. 81 for responses.

Interview questions were developed with input from key stakeholders for DAG and Non-DAG interview subjects.

Questions: Individual Interviews
DAG Member

1. How were you recruited for the DAG? Why do you think you were selected?
2. Was the DAG membership representative of stakeholders in the community?
3. Was the role of the DAG stated clearly to participants?
4. What is your understanding of the role of the Design Advisory Group?
5. Do you believe the DAG allowed a meaningful opportunity to provide input?
6. Describe your participation/the role you played in DAG meetings and the design process.
7. Describe the orientation you received at the beginning of the process. What was helpful in preparing you for your role on the DAG? What was lacking?
8. The DAG was an advisory body. What, specifically, were you asked to provide advice on?
9. What materials were provided to DAG members to help you in your role? What didn't you get that would have been helpful?
10. Do you believe this process allowed adequate time to review materials, ask questions and provide input?
11. Do you believe that the factors related to design decisions were clear and accurate (enrollment growth projections, school capacity, teacher-driven curriculum decisions, other)?
12. Do you have examples of where input was restricted or not included?
13. Was your input incorporated into the project design? If not, do you know why?
14. Give examples of where you believe the DAG had an impact on the design outcome.
15. Were there constraints placed on your input (i.e., were some topics restricted from discussion)?
16. Who do you believe had the greatest influence on design decisions during this process?
17. Did you attend community open houses/charrettes? What were your overall impressions of the community engagement process for the design project? How reflective of the school community was the attendance at these events? Were the open houses a meaningful opportunity for community input into the design of the school?

Questions: Individual Interviews
Non-DAG member

1. Which school(s) design process(es) were you involved in?
2. What was your role in this process? (School or district administrators, consultant, parent, student, community member?)
3. How did you hear about the remodelling and the community input process for your school?
4. Do you believe there was adequate outreach to the school community about the remodelling and opportunities for community input?
5. Were you aware of the existence of the Design Advisory Group? If so, tell me your thoughts about the DAG and how it carried out its role.
6. When and how did you become involved in the design advisory process? How specifically did you participate?
7. Describe the introduction to the design process you received at open houses. Did you understand the function of the open houses and your role in providing input?
8. What helped you become an informed participant? What information was not provided that would have been helpful?
9. Were the materials clear and helpful?
10. Do you believe this process allowed adequate time to review materials, ask questions and provide input?
11. Do you believe there were meaningful opportunities to provide input?
12. Who do you believe had the greatest influence on design decisions during this process?
13. Do you believe that the factors related to design decisions were clear and accurate (enrollment growth projections, school capacity, teacher-driven curriculum decisions, other)?
14. What were your overall impressions of the community engagement process for the design project?
15. Give examples of where you believe the open houses had an impact on the design outcome.
16. Do you have examples of where input was restricted or not included?
17. Do you have suggestions to improve the process for design advisory processes at other schools in the future?

Interviews were attempted for all official DAG members and other recommended individuals. Interviews were conducted with individuals within each school's stakeholder group.

Stakeholder Group	DAG or Non-DAG
Faubion K-8	
Total Interviews Completed: 7 *All interviews were with DAG members*	
Principal	DAG
Vice Principal	DAG
Concordia Designee	DAG
Concordia Designee	DAG
Staff: Teacher	DAG
Concordia Staff: Professor	DAG
Concordia Staff: Professor	DAG
Student: Faubion	DAG
Student: Faubion	DAG

Student: Concordia	DAG
Student: Concordia	DAG
Parent	DAG
Parent	DAG
Wrap around service provider	DAG
Community	DAG
Community	DAG
Community	DAG
Business/Neighborhood	DAG
Business/Neighborhood	DAG
School Board Liaison	DAG
Architect	DAG
OSM Project Director	DAG

Franklin High School	
Total Interviews Completed: 13	
All interviews were with DAG members	
Principal: Former	DAG
Principal: Current	DAG
Vice Principal	DAG
Vice Principal	DAG
Staff: FHS Bus. Mgr.	DAG
Staff: Foods Teacher	DAG
Staff: English Teacher	DAG
Staff: Special Ed	DAG
Student	DAG
SUN School	DAG
Parent	DAG
Parent/PTA	DAG
Community/FHS Alum	DAG
Community/Staff	DAG
Community/Business	DAG
Community	DAG
School Board Liaison	DAG
Student Intern, DOWA	Non-DAG
Architect	Non-DAG
OSM Project Director	Non-DAG

Roosevelt High School	
Total Interviews Completed: 22	
12 interviews were with DAG members; 10 interviews were with non-DAG members	
Principal: Former	DAG
Principal: Current	DAG
Vice Principal: Former	DAG
Vice Principal: Former	DAG
Staff: Theatre Teacher	DAG
Staff: English Teacher	DAG
Staff: Special Ed	DAG

Staff: Counselor	DAG
Student	DAG
Community/Parent	DAG
Community/RHS Alum/CPPS	DAG
Community	DAG
Community	DAG
Community	DAG
Community	DAG
School Board Liaison	DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
Community	Non-DAG
State Legislator	Non-DAG
Architect	Non-DAG
Architect	Non-DAG
OSM Project Director	Non-DAG
Other	
Total Interviews Completed: 9	
OSM Project Staff	Non-DAG
Office of Teaching and Learning	Non-DAG
OSM Executive Director	Non-DAG
OSM Operations Director	Non-DAG
BAC Chair	Non-DAG
Community Member, OPOS, CPPS	Non-DAG
District Liaison to OTL, OSM, Schools	Non-DAG
Bond Communications Manager	Non-DAG
Community Relations Manager	Non-DAG

Interviews with Stakeholders at Benson, Grant, Lincoln and Madison High Schools

Parent and community leaders from each school with upcoming master planning processes met to discuss expectations for the process. The format was a mini focus group session where participants discussed priorities and issues that would need to be resolved or taken into consideration.

Upcoming Schools	
Benson	Aug. 14, BESC
Grant	Aug. 11, Grant
Lincoln	Aug. 21, BESC
Madison	Aug. 18, Madison

Observations and Recommendations from Each School Group
Many ideas were shared, but don't necessarily represent consensus views. Primary observations and recommendations are listed below.

Benson High School
Aug. 14, 2015

- The DAG process should start as soon as possible and pull members from the whole metro area as Benson lacks neighborhood boundaries. Essential members are teachers, parents and community business partners who provide partnerships and internships. All members must agree to reach out to their personal networks.

- Special effort needs to be made to communicate with parents, minorities and new immigrants.

- There is an interest in sharing information with other schools during the planning process. Although the schools will have vastly different processes, they will share common priorities like business partnerships.

- There is strong support for greater efforts to build business partnerships and to forge stronger connections between Benson programs and career opportunities. Efforts should focus on connections communications to industrial councils, Swan Island, the Northeast.

- Enrollment capacity should expand, but the issue of alternative programs on the campus was a common theme that conflicts with the ability to add students. There is a lot of concern about building capacity that has been reduced by accommodating the eight alternative programs currently on the Benson campus. This group believes that the issue must be resolved before beginning the design process.

- To define CTE program space, first define the school goals and build flexible space to accommodate it. The goals would be to define programs that are relevant to a 21st century high school based on where future jobs will be and understand CTE, which includes 26 different programs. There is also concern about maintaining CTE space that may not be replaced if the square footage is reduced in the plan.

- There is support for a stronger arts program. Kids have said they want theatre. Everything that goes into the backstage of a theatre is a quarter of Oregon's economy. It's all CTE. They want that back.

- There is a lack of trust based on a perceived lack of transparency. Suggestions are to maintain a transparent process, incorporate community input, provide rationale when not incorporating public input and provide opportunities for board members to weigh in throughout the process and at the beginning regarding plans for alternative programs.

Grant High School
Aug. 11, 2015

- The DAG is a conduit to share information within the group and back with community members, but people won't want to come if it's just information getting. There should be a powerful agenda with some significant discussion around issues.

- Program needs and processes for resolving conflicts should be addressed at the start. There is some confusion about the charter. The district should define the role of the group and allow discussion about involvement. Communicating about how and why the district makes decisions is essential for maintaining trust.

- The group should understand and share information about how budgets impact design choices. The school has programs in place that will be the basis for many design decisions. Other design options will be based on trade-offs based on costs. A primary goals is to remember that the building must be built for adaptability for many years in the future.

- Student involvement is a key part of the bond work. Determine how to use student input.

- There should be a staff liaison to share teacher perspectives with the DAG. The process should include opportunities to identify who isn't at the table. Teachers, special education staff, alumni and business representatives are recommended. Identify the conveners in the community and invite them. Provide tools to help people be liaisons in the community.

- There should be greater communication about transportation options. Parents are already concerned about the commute to Marshall.

- People need a voice that matters. Students need to be included. Inclusion, defining and expressing values and ownership are key pieces of the community input process. Make the process collaborative to allow people to take ownership.

- To avoid delays late in the process, ask a DAG member to respond to concerns from people with strong opinions about the decisions. Have that person share information about how the decision was made.

- Be clear about the input opportunities and do not entertain discussion about items that have been decided. Be clear about the decisions that are on the agenda and provide authentic opportunities for input. Many people believe the design has already been decided.

- Involving people early allows them to take ownership and move past the controversy, like transportation.

- Have processes that drive values. Staff report back, here's what we heard, then come back with the design based on those values. The DAG should be leading the communication charge for two-way communication. If there is a business person not the DAG, how do you get input? You could send a teacher and a student to talk about the design at a business association meeting.

- Be sure that people understand how many pieces there are in this process. Have the DAG members be leaders in the community with priorities to be inclusive, collaborative, authentic and ensure accountability.

Lincoln High School
July 21, 2015

- There is strong support for organized meetings with other school communities, similar to the meetings that were held prior to bond passage at the Lucky Lab. The meetings would foster a greater sense of community within the district and reduce any animosity or lack of understanding among schools that slows projects down.

- The meetings should be held regularly – every month and a half. They don't have to be formal. They could be held at the Lucky Lab again. There should be minimal facilitation. They would bring people together to bridge gaps in understanding and reduce animosity.

- Sharing information among school communities could help reduce concerns over equality in bond funds and improve community ownership of schools.

- This could have a positive impact on students as well. "If PPS helped instill better communication between the school communities then we would be working toward better relations for the students."

- The design process should start with a clear and realistic understanding of what can be accomplished. There should be good structure, organization and transparency to foster effective community involvement.

- Trust in the district is an issue that could be alleviated by having an authentic process and greater follow through.

- It is essential to identify and include experts in the community who want to help: architects, project managers, contractors. Partnerships must be developed: Parks, Nike, Trailblazers should be partners in how to get community spaces for students and the whole community to use and in STEM and CTE programs. The district needs to put out a call for development proposals from the business community.

- District administrators should be connected to the community. They should know reporters, business representatives, public officials, community leaders.

- DAGs need to work well as a team, bring different perspectives in and be empowered. School community members should help select DAG members. The district must clearly define the role, expectation and value of community involvement in DAG and other processes and projects.

- The district needs to sharing information to reduce rumors, improve transparency and rebuild trust. There is a sense that community input doesn't matter. The district should communicate proactively.

- Define the goal of the DAG for the school community. There is a lack of information about DAGs and community involvement in the design process. The DAG role and limitations should be very clear from the beginning or people will leave feeling annoyed. Plan by working backward on the timeline.

- Strategic outreach is needed for Madison's diverse school community and to welcome groups that are not accustomed to participating in a public process. To engage new immigrant communities, start by explaining the process and why the input is needed. The district can't start with a presumption of civic involvement and empowerment.

- Business representatives were not as high a priority due to concern that the business agenda may not match educational priorities.

- The district needs to provide information about how the Ed Specs define program space. There is a preference for having the district and pedagogical experts define school programs for a 21st Century school. The district should determine what every school should have and offer the same programs at all schools.

- Communicate about the project in a compelling way to engage people who might not normally participate. The information on the district website is helpful but hard to find. Improve the format for publications to be more readable. Revise materials to fit audience needs. Simplify the complex information to improve understanding among a wide audience.

- Improve communications by sharing why decisions are made, what is being asked for in community forums and what will be done with the input. Close the feedback loop by repeating back what was said and thanking participants.

- Many people feel increasingly that their opinions do not matter. The district must state very clearly what the role of the input is and how decisions will be made so they do not have a misunderstanding that what they shared will happen.

- Manager expectations by over communicating and giving evidence of listening. If you are going to involve people, be very clear about what and how. Make the charter clear, and then follow it.

- A designated leader is needed.

Focus Group Perceptions and Comments

A focus group was held on Aug. 19 at Roosevelt High School to solicit perceptions about the community forums and design charrettes at Faubion, Franklin and Roosevelt.

Email notices were sent to participants of the community forums and design charrettes at each school. Twenty-one people responded with interest in participating. The group was designed to include 8-12 people who provide gender, race and regional representation. About half of the interested respondents did not include school affiliation, which made it difficult to select participants who would provide representational balance.

Five people showed up for the focus group: two from the Franklin area and three from the Roosevelt area. The attendance was low due to the hot weather – it was a 100 degree day – and late notification of some participants. Selection notices were initially sent to a balanced representation of participants. In an effort to increase turnout, before the meeting late notices were sent to the unaffiliated respondents prior to the meeting.

General Observations and Recommendations

- The focus group participants are fairly involved in PPS through volunteer or alumni activity or neighborhood proximity. Although they are knowledgeable about schools in general, they recommend more coverage on social media and local media, including regular updates about school and construction news in *The Oregonian* through a regular feature or op-ed.

- There are strong feelings about the usability of the district website. The consensus was that it is difficult to navigate, and the information may be too complex for easy comprehension among different audiences.

- There was agreement that it is important to reach out to diverse communities with easy-to-understand, translated information. There was no consensus about the most effective way to reach the broadest group of people, but one participant said, "No one way is going to work, so finding the best multiple ways is key." Suggestions are churches, elementary school parents, signs in areas with high visibility, canvassing, phoning and purchasing digital ads.

- The public meetings were valuable to the members of this group. Suggestions to improve them include scheduling a follow up meeting showing how the input was used in the design or the rationale for not using it, and clearly describing the issues that are factors in the project.

- Participants felt that teachers' voices should be included to a larger extent than other interests.

- More communication is needed with school neighbors and neighborhood associations.

- Business partnerships should be expanded. School facilities and programs should be designed with options for adaptability based on future careers and technology.

- There was significant concern about the process and the final design, especially for STEM space, by a Roosevelt supporter. One of his suggestions is to provide better explanations about the basis for design decisions.

PPS DAG Focus Group:
Roosevelt High School, Aug. 19, 6 – 8:20 p.m.

Questions and Transcript of Comments

Introduction: *Portland Public Schools is assessing community engagement and communications about the design advisory process at Faubion K-8, Franklin High School and Roosevelt High School. As part of this assessment, your experiences, thoughts and opinions are very important. We are particularly interested in your opinions about the community forums and design charrettes.*

We will be recording and taking notes on what you tell us, but we want to assure you that no one's name will be in any way associated with what you say and we will make every effort to report our findings in a way that will not link your identity to what you tell us. We would like to ask each of you to respect the confidence of others in the group so that each person can speak freely without being afraid the comments will be repeated outside of the group.

Before we start our discussion, we would like you to take a few minutes to think about some of the questions by completing this written sheet of questions. We want your honest opinions, so please don't be worried about giving the "right" answer. There are no "right" answers, just your honest opinions.

Thank you for giving us some of your time to help with this assessment.

Discussion questions and responses:

1. Where did you get most of your information from about the construction projects?

Facebook primarily, also talking to peers

Local papers, PPS website pages, PPS Facebook

On a day-to-day basis, Facebook

- Follows multiple community group pages on Facebook who discuss the projects
- Also updates sent out via CPPS email

Facebook as well

People didn't need to know how bad the schools are. They just need to drive by. I was concerned when I saw the statistics about Roosevelt, how much it decreases the value of homes. I got involved in community meetings. They had a meeting in the Jordan Center. Not a single person from New Columbia was there. They didn't make enough effort to engage the community. It felt rushed. It would have been smarter to build one less school. They pushed through too many schools at the same time.

2. What are the best ways to keep people informed?

Social media, although I would like to have seen more info in local papers, like *The Oregonian* for example. They could do a weekly op-ed piece.

With district info, it's important for the district to do direct email, since majority of people do have email, I know there are some that don't however.

It's also really important to reach out to those in different language groups

No one way is going to work, so finding best, multiple ways are key.

Reach out to elementary schools. U of P would have hosted more meetings. Talk to people without kids in school. When the bond failed, they didn't get the message out to get construction costs done while costs were still cheap.

Advertise on the Web. Buy digital ads – Yahoo, Google. Hire people to go door to door or make calls. Make robocalls. They need to work through churches, especially in ethnic communities. Put signs in front of schools, in the middle of St. Johns.

There was not enough intentionality to reach out to the Somali community, immigrants/refugees and different churches.

3. On a scale of 1-4 (4 being highest), how would you rate the communication about the school construction projects?

3

2.5 – The district did a really good job of providing forums where information is available, but reaching out to community members was difficult.

It was hard for some of them to access info from the PPS website, for example. You would have to dig through it to find the right info, and in this technological day and age, people want information right away. So taking 3-10 minutes just to find something online is too much time. PPS should have a better constructed/designed website.

Also, coming from a design member/taxpayer perspective, information and explanation about Ed Specs and other important documents were difficult to find. There are pertinent information in those documents that influence a lot of the decisions made in this project, but is difficult to find or understand by the average community member wouldn't quite understand. It's a combo of simplifying these docs and making it easier to access to would definitely help in the future.

I rate it a 2 - Agrees with RHS; I check the PPS website often, and it is difficult to navigate or find info that should be there easily available, though I am not very technically-oriented person myself.

If there's a way, we should make tech reports easier to access and understand for public consumption.

Also, one of the biggest communication outlets to the community at large comes via newspaper. I don't think most folks take the time to use the PPS website or do not have access.

Reaching out to neighborhood associations with advertisements about community forums could have been better.

And on a side-note, it would have been good to have had these community forums on a regular basis.

I score it a 2 - Newspaper updates weren't as constant, I didn't know what was going on for the most part.

4. Were the community forums helpful? Was there enough notice?

Yes and yes, Franklin only had two though - but they were helpful.

5. You've attended some design community meetings, why did you go?

I was interested in the changes being made to the school and how it would affect the students here currently.

At the time it was now my job to go, but now I'm just interested in seeing how these projects will affect the students and community. And as a Benson alum, I'm also interested in seeing this process now before they start on my old high school.

I worked hard to get this bond passed, I just wanted to see it be successful.

I took a "watchdog" standpoint – if you don't go, you won't know what's going on. I knew about the designs of Franklin, and wanted to have my input on it, and see if what others were saying about the designs were true,

6. What do you think was the purpose of these public meetings?

I thought it was informational, and I wanted to stay up to date.

I attended a few charrettes. I believe it was part informing public of what's going on but also a way to have broader conversation about CTE programs and talk about what would be valuable to bring in the school. Community members had chance to share input on design and CTE.

These charrette, forum-styles were very valuable, since the process involved so much conversation, especially around how teachers would utilize the new school building.

I attended one charrette. It was very engaging and interactive. They talked about how we would design the school.

I wasn't on the DAG, but student reps and other community member reps on DAG gave me the impression that their voices were heard in the final design.

Hearing that was comforting, knowing they really took our voices into consideration.

I went to info meetings, not any of the charrettes.

7. Did you give input during this process?

Yes

Yes

Yes, during the charrettes. Also had written testimonials at school board meetings

No

8. What did you think your input would be used for?

When I provided a public comment at the board meeting, it was in regards to the school board deciding whether or not to provide additional funding to expand space at FHS. I didn't know if my comment

would lead to the conclusion I wanted, but ultimately it did. Not sure how many people weighed in on this issue, since we (CPPS) are a low-budget operation.

I understand, though, it was hard for the board to be flexible with the "on budget, on time" mindset.

RHS had a similar process, "on budget on time" was a big topic of conversation at one community meeting.

There was a lot of input. There were some changes made but not from community input. The architect tried to describe the design. Not a single group felt heard. There were strong recommendations not seen in the final plan.

If there are design concerns expressed by the community, it would be nice to give a rationale for how it was considered and why it was not included. Not just budget.

9. Who do you think had the greatest influence on design projects?

The School Board

I work with the theatre teacher who was on the DAG, and she felt she had a lot of say in the design of the theatre department, and in the end she got most of what she asked for. But that lead to others going, "Why does theatre get what they wanted? Why not everyone else?"

These people complaining, though, were not DAG members. But they could have shown up to past meetings and voice their opinions

Combo of the school board and the design team (architects). Jo, by the way, was the theatre teacher on the RHS DAG, and one of the most passionate people about the RHS design

But for the DAG in general, it was hard to get most of the members to show up to meetings

Hearing about the controversies of RHS CTE space, I felt this process really differed between RHS and FHS...but I had the impression that both the FHS architectural team and the community together had joint influence on the design. I don't know why this was different with RHS, but the impression I got was that PPS BESC staff on the design team were really driving that project. I also heard that the architectural team on the RHS project felt like they had to follow so many orders from PPS, instead of leading their own team.

School board. A meeting I went to after FHS design was finalized, there was still some contention between the community and school board.

10. Who should have the most influence?

The school community, the teachers, staff, the students. Their interests should come first and be considered heavily.

I think it's a combination of a lot of things. Speaking from an architect's standpoint, working on this project you are guided by these Ed Specs; these are your starting points. You have to meet those standards first. Then, there were heated discussion about shared classroom space and how class time would be delivered.

There's a lot of push and pull, but it does need to be a very collaborative process which starts with the school community. Focus energy into the people who are going to be utilizing the space. But these same people also need to be informed on why they can or cannot get what they want.

I like what has already been said. I did get the impression that for FHS and RHS, the teachers as a whole did not get as much input as there should have been. And that needs to be worked on.

I think we're all on the same page, but remember that the teachers have so many commitments they have to be at school for. It's so hard to get them after school to give input at either DAG meetings or the charrettes. But somehow, some way, teachers should have a lot of voice.

11. Why do you think they (teachers, students, and community) didn't have a lot of voice?

There just weren't many teachers involved with the DAG meetings. While some things they wanted were added in the final design, overall not many voices were heard.

12. On a scale of 1-4 (4 being highest), do you think the design will be able to provide excellent and quality education for students?

3 - We already have a great sports track and football field, so athletics weren't very much affected by this design, but they were protected.

I also really like the theatre and what it will be able to provide for the arts programs.

I love the commons area and how it will bring the school community, especially students together.

I also give it a 3 - a big part of the reason I chose this rating is the quality of space that will be in the new design. They are much better than current conditions. RHS design in particular will be much more improved; classrooms equipped with better furniture and quality technology.

I think we as working adults take for granted the atmosphere we work in, for example. When you think about what we have or want in our offices or work building compared to what our students have been living with, why would we want to make our students work in such harsh conditions?

I gave it a 3.5 I'm really excited about what's going on with Franklin and the space. Our kids will be getting a better education.

3.5 as well - The tech labs, art space, the not-crumbling infrastructure; it's going to be a great new building for our students.

13. One word or short phrase to sum up the successful completion of this process?

Grateful

The institution I grew up in, but different.

Portland voters are proud of our schools and going to keep voting for this bond to keep improving the quality of our schools

Hopeful that students will complete the vision they have for themselves in these new schools

14. Any other comments?

For the theatre department, we wanted to rename the theatre after a RHS theatre teacher who worked here for so long and gave so much to the school. But we were told no. The only way it would be possible was to have at least six figures to do it, and even if we did, other people with more money could still come along and rename it again. We were basically told that it was not our option to do this, but it should be. This should be a school-community decision.

I haven't heard of a similar situation from Franklin, but I did hear one from Lincoln. Don't remember specifics, but if they want something added to the design they couldn't do it unless they paid for it.

I feel like these things - naming of spaces, dedication of hallways, etc. - should be included with the budget for the final design.

One thing I've been curious about is the district's willingness to take on new partnerships. The topic of CTE is big in these processes, and having gone to Benson, it was fabulous at getting its students exposure to different career fields. I bring up conversations about partnerships though because of how helpful it can be for students in these new spaces. For example, going back to Benson, I don't know if the old mentality of how shop class was taught 15 years ago are applicable to students now.

We should not look at these new spaces through a lens that will last about five years. Certain skillsets need to be taught to students that can progress with changing technology.

From a creator's perspective, we know that technology is always growing and changing. We need to make classroom and school spaces that can be flexible with this constant change, but it's the actual curriculum taught within these spaces that are a critical part of student success. My challenge to the district is to create a curriculum that encourages students to be competitive in this day and age through partnerships with local industries.

I don't think any of these voices were in the DAG. Speaking again from a Benson experience: take their med program for example. Kaiser and OHSU wants to work with the district to help Benson develop their med spaces in the new design. They want these programs to adapt to the future moving forward, and want to help design the spaces to do so. My point is, there are local entities out there willing to work with the district, but district is not very willing to do so.

I bring this up because it would help in fields that require a college education, and partnering with local industries would give students a leg up in pursuing their desired career field.

 (in response to this overall assessment): Your work is going to be very important and valuable. There have been enough hiccups already, enough trouble that we don't want to repeat. If we can avoid them in the future, with your report, that would be so helpful. Thanks for doing this.

The community was totally ignored at RHS, besides theatre. The businesses, community and neighborhood wanted more space in CTE, especially STEM – but the DAG created all sorts of problems with that. Out of all the many school-designs being done throughout districts around the Pacific Northwest, PPS is the worst planned and organized one. There was no development of what are we really needed in schools in the future.

No other school in the US would do construction at a school were students are currently attending. This causes many ADD problems.

There are many inequities with STEM. The community wanted RHS to really improve upon STEM programs, they wanted to see the old shop repurposed into a new one. We know we didn't get that, but we did not get an explanation as to why.

There was not very good relations with the RHS community here and "downtown."

Big lack in neighborhood contact. Neighborhood associations were greatly ignored for the most part

Lack in communicating with families and students.

Using the Swan Island PCC campus as a model for the RHS classrooms and office space was not a good model. And PCC didn't even know they were being used as a model, so they weren't able to provide any input or their own guidance. And I agree with RHS, we don't have any planned partnerships either.

Just overall, such a lack of collaboration.

Speaker Kotek said if you've already made the decisions, why do you continue to have conversations with people who still have high hopes?

There was not enough visioning at the beginning. They should not create false expectations about the size of the building.

PPS DAG Focus Group – Written Responses

Thank you for participating in this focus group. Please take a few minutes to write your thoughts before we begin our discussion.

1. **What *one* word or phrase comes to mind when you think about the Portland Public Schools?**
   - Hopeful
   - The institution that I grew up in.
   - Moving forward
   - Needs more transparency and collaboration, especially with teachers and parents.
   - Terrible

2. **Where are you getting most of your information about PPS or individual schools?**
   - Facebook
   - PPS Website, Oregonian, Facebook, Twitter
   - Facebook
   - Facebook, CPPS Board
   - School meetings, news, board meetings and members

3. **How would you rate the school district's communications with the community at large? Why? 1-4 (Four is *highest.)***
   - 2: Hard to navigate website. Need concise info.
   - 2: The effort to reach out to the public is great and the use of social media is fantastic, but for some reason it still feels like public interest at least in the RHS cluster isn't there in terms of members.
   - 3: would be nice if someone from Oregonian did a weekly update
   - 2: Website is hard to navigate. Too reliant on social media. Monthly update in news print/TV/radio?
   - 1: Very poor to larger community ignores neighborhood and local media.

4. **Have you participated in community involvement activities for Portland Public Schools? In what capacity?**
   - Occasional attendance at informational meetings at Franklin
   - Yes. I was previously part of the RHS design team. I've also participated in multiple symposiums and workshops put on by PPS.
   - School volunteer, CBRC
   - Yes. Neighborhood association representative

5. **Describe your expectations for community engagement in PPS schools and committees.**
       Listener
   - Consensus builder
   - Liaison with my community
   - Advisor with no decision making authority

- **Other:**
- Community engagement should provide a platform for the community to learn about the project and voice their opinions. It should be an informative experience that can teach people about what it takes to do these projects so they feel invested.
- I attend Southlake and I love that they brought in a community to show they kids they were loved and wanted.
- Community voice is heard and has opportunity to influence decisions.

6. **Please rate how well you believe the district is managing resources, including schedule and budget, for your school project. Please give your reasons for this rating.**
   1-4 (Four is *highest*.)

- 2: I don't have any information at hand. I can drive by and see work is happening.
- 3: I think the RHS, FHS and Faubion projects will be phenomenal. All indications they will open on time as schedule with the funding from the bond.
- 2.5: They need to let teachers and staff have more say in the things at their schools.
- 3: Seems to be on budget, on time for FHS. Problems should be acknowledged and addressed, not dismissed and ignored.
- 2: Construction starts with lots of changes, terrible planning and community input.

7. **Please rate how well you believe the district is managing resources, including schedule and budget, for the school modernization program funded by PPS voters who approved the 2012 bond measure. Please give your reasons for this rating**
- 3: I don't have any information beyond one Facebook post that said all was well.
- 3: See previous response. The biggest challenge is being able to forecast the cost of the projects 4+ years before they're completed.
- 3: Being able to divide the money to do so much good.
- 2: Terrible planning and community input – racist and anti-poor – inherently (?) problems and inequality.

8. **Can you name ways that the schools and the central office could do a better job involving community members?**
- Sometimes emails have too much info. Bullet points that might get read (by me, at least) would help. No info dump.
- Transparency is key and I think the district does a good job of making information available but sometimes the information is hard to find and community members can't be expected to find things on their own. Through various forms of media the district can send out information after important meetings (community meetings, DAG meetings, etc.) to constantly keep people in the loop about the process. I don't think the community as a whole understand the difficult decisions involved for a successful project.
- Getting information out more.
- Monthly community meetings or presentations at Portland PTA Council and relevant neighborhood association meetings. Monthly update in newspapers if they would print.
- Listen to community and school board members. Community was largely ignored in planning and designing Roosevelt H.S. – especially STEM.

General information to help us sort answers:

Are you: Parent: 2   Staff: 0   Community Member: 2

Other: 1: Alumni, volunteer at school

E-Survey Results

An electronic survey link was emailed by principals at Faubion, Franklin and Roosevelt to master email lists. A link was posted on school and community Facebook pages. The survey opened on Aug. 5 and closed on Aug. 17.

It was not limited to a scientific sample but was open to any self-selecting participant who identified with one of the school communities. A total of 107 surveys were completed.

Note: During the interviews, some DAG members expressed concern about excluding parents and community members who do not have digital access. While recognizing that this is an imperfect way to gather input, it was the most feasible way to conduct this survey within the time frame.

General Observations

The ratings were generally positive. However, there were comments in the open-ended section that expressed concern about the project, including:

- STEM facilities at Roosevelt
- Opportunities for citizen involvement in the DAG
- Communication to the public
- Transportation
- Athletic facilities
- Budget and project costs
- Teacher input/decisions affecting teachers
- Communications residents near school sites
- Participation by Concordia

The majority of responses (68%) were from parents, and a majority of respondents (79%) said they heard a lot about the project at their school. This indicates that the schools are doing a good job providing information to their own communities about the design activity. A majority of respondents (86%) said the school kept them informed about the project.

Despite the high rating for communication about the project, the majority of respondents were minimally involved or not involved in the public planning process for the school. In addition, a majority (73%) were aware of DAG meetings but only a minority (27%) attended a DAG meeting.

A minority of respondents (16%) rated the level of participation among this group negative. A majority of respondents were very satisfied (38%) or somewhat satisfied (45%).

Low satisfaction rates were attributed to meeting times, difficulty getting to a meeting, lack of awareness about meetings and lack of understanding or trust about opportunities for input.

Community outreach was rated excellent (26%) or good (35%) compared to fair (17%) and poor (12%). Materials were rated excellent or good (67%) compared to fair or poor (23%). Ten percent did not see materials.

Results

RESPONSES   ■ STARTED ■ COMPLETED
102 102

QUOTA
0/0

TOTALS   12 DAY TREND   TODAY

1

102   TOTAL RESPONSES

5%   DROPOUT RATE

Prepared: 8/18/2015
PPS System Planning and Performance
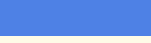
1. Please rate the communication about the project:

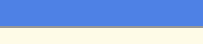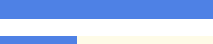| #	Answer		Response	%
1	I heard about it a lot		84	79%
2	I hardly heard about it		21	20%
3	I didn't hear about it		2	2%
	Total		107	100%

2. If you have a connection with a school, did that school keep you informed about the project?

| #	Answer		Response	%
1	Yes		87	86%
2	No		8	8%
3	I do not have a school connection.		6	6%
	Total		101	100%
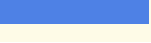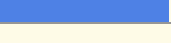
3. Some people participated in the public planning process for the new school. Describe your participation:

#	Answer		Response	%
1	I was heavily involved.		7	7%
2	I was somewhat involved.		17	17%
3	I was minimally involved.		33	33%
4	I was not involved.		44	44%
	Total		101	100%

4. How satisfied were you with your level of participation?

#	Answer		Response	%
1	Very satisfied		38	39%
2	Somewhat satisfied		44	45%
3	Not very satisfied		16	16%
	Total		98	100%

5. If you were somewhat or not very satisfied, please explain:

#	Answer		Response	%
1	Meeting notices were not timely.		3	6%
2	I didn't have childcare.		0	0%
3	Meetings were at a bad time.		15	32%
4	It was difficult to get to the meeting.		12	26%
5	Other:		17	36%
	Total		47	100%

Other:
I am greatly disappointed in the PPS decision to shortchange Roosevelt HS in the STEM program. Shame on you.
I didn't know what I could contribute
Not a lot of people showed up,
I felt like my opinion wouldn't matter.
I didn't know when meeting were happening
Not enough about logistics during construction.
busy!
Much of my suggestions were not possible according to architects (like adequate locker space for students)
Was not informed f meetings
Unsure what it would mean
Even as a student, I had little no information that these meetings took place. I was a student at Roosevelt High School.
The suggestions of the people who actually work at Franklin were completely disregarded. The 'input gathering' community sessions were farcical.
I didn't receive meeting notices, despite promises by project management
Meetings were scheduled downtown, rather than at the school that is right in the neighborhood. This made it inconvenient to arrange childcare. Furthermore, they were twice cancelled and I only received notice of the cancellation after the originally scheduled time.
Not notified about meetings before hand

6. Are you:

#	Answer		Response	%
1	A parent		63	68%
2	A teacher		12	13%
3	A school staff member		5	5%
4	A community member		13	14%
	Total		93	100%

7. In addition to the public planning process, members of the school community participated on a Design Advisory Group. Did you know that?

#	Answer		Response	%
1	Yes		68	73%
2	No		25	27%
	Total		93	100%

8. Did you attend a Design Advisory Group meeting?

#	Answer		Response	%
1	Yes		25	27%
2	No		67	73%
	Total		92	100%

9. How would you evaluate outreach to the community about the design process and opportunities for community input?

#	Answer		Response	%
1	Excellent		24	26%
2	Good		32	35%
3	Fair		16	17%
4	Poor		11	12%
5	Didn't hear about the design process or opportunities for community input.		9	10%
	Total		92	100%

10. If you saw materials about the school design, rate how useful they were:

#	Answer		Response	%
1	Excellent		26	28%
2	Good		36	39%
3	Fair		19	20%
4	Poor		3	3%
5	Didn't see materials.		9	10%
	Total		93	100%

11. How receptive did you think the design team was to community input?

#	Answer		Response	%
1	Very receptive		20	22%
2	Somewhat receptive		29	32%
3	Not very receptive		10	11%
4	Do not know.		33	36%
	Total		92	100%

12. Do you have any other thoughts you would like to share about this process?

Text Response
I have completed every survey on this subject. I hope my participation has been recorded. I am a member of the Franklin High School Design Advisory Committee. I was the only member, along with the FHS Business Manager, Steve Matthews, to have attended every DAG meeting. The whole DAG process can be improved, but as regards Franklin and Roosevelt, the FHS DAG elected to get about its assignment rather than to belabor the process as apparently occurred at Roosevelt. I suspect the formation of subsequent DAGs will be improved. It's critical to understand that any citizen involvement process must strive to solicit all views to better inform decision making. Any viewpoint not acted upon, does not invalidate the decisions made; that's representative government.
STEM Education space is too small for effective use, other high scools [in richer neighborhoods] have much more space & tools. North Portland can produce as many tallented students if given the chance.
PPS is completely unreceptive to upgrading STEM redesign and upgrades to Roosevelt HS. It's no wonder that people are suing.
I guess I am hearing what Roosevelt is not getting rather than what it is, so I can't view the process as totally successful
It is wonderful that Roosevelt is being remodeled, but it is clear from the designs I've seen, the school was not designed to meet the needs of its student population. A pretty school doesn't increase graduation rates. Additionally, the space allocated to support STEM electives in the new STEM school is rediculously small. It is clear involvement from the community or input for that matter was not considered when designing that space. There was a serious lack of communication during the design process and I believe ultimately the same students that PPS is trying to serve better, will suffer from lack of proper planning to meet their specific and unique educational needs.
I agree with some of the concerns about the size and multiple locations of the STEM areas. I also am concerned with the per dollar cost of the end product, as compared to other local school building projects.
I would really like to see the STEM facilities be on a par with what Franklin will have. The thought process that would not put RHS on parity with other schools, and the resistance to community feedback about rectifying this now, is the only complaint I have about the renovation and the communication regarding the plans. This is probably not the venue to say this, but I think using the old auto shop space for the STEM lab is an excellent idea.
When the community wants more CTE space they should get it without fighting so hard for it.
I'm a parent of a Franklin student. We've heard plenty about Franklin but nothing about Faubian and little about Roosevelt. All we've heard about Roosevelt is the bad press. Seems like you need to have better public relations activities out there spinning some good stories about Roosevelt.

I'm curious about the refill of the track. What is the purpose of this part of the project?

Neighbors and alumni seem out of the loop and concerned. Parents seem to know what's going on.

I'm a parent and I really don't much about how schools should be designed. That's the province of desgin professionals. But I wish there had been more opportunity for input about transportation and logistics during construction. My eldest child will never be able to use the new facility, so I was more interested in safe routes to school by bike and Tri-Met. Some of the pedestrian and bike routes into the Marshall campus are quite dangerous. And getting my child to and from after-school activities is going to be difficult because both parents work, and we live over 5 miles from the Marshall campus. There has been very little publicity about the logistics part of the project, that will affect our family for the next two years.

I deliberately avoided the planning because 2015-16 is my only child's senior year. I felt it was important to let others who would benefit from the redesign have say.

I am part of the FHS community. Their process was open and communicative and responsive.

I felt the design team was very open yo the community, school and surronding neighbors.

They tore down the newest buildings on the campus (Shops built in 1975) to build a performing arts center that seats to few because the architects (who sold the idea) want to leave a legacy on the corner of 52nd and Woodward. The shops will be rebuilt but nearly 1/3 the size of original.

I would have liked to see more working design sessions with the public (especially students and their families). Meeting notices were thin on expected content and didn't allow for preparation by stakeholders.

We are sad to see the blue noble gone ftom the front of the svhool but happy most of the pricless art work in the auditorium will remain intack!!!

I am concerned about the size of the wrestling facility and if it will be able to safely hold 50-60 athletes. The program feels like an afterthought at best.

There seemed to be a lot of effort to communicate in the beginning of the process, but once the pans went over budget, there wasn't any communication or input opportunities for the school community to share priorities. A very brief, limited update was given after all the decisions were made.

Publicize these community meetings to students. At Roosevelt, there was no delivery to students, our parents of these meetings taking place.

The redesigned Franklin High School will now represent a physical manifestation of what's broken with public education. Had a meritocracy existed within Portland Public Schools, the suggestions of Franklin's best performing employees (teachers, counselors, community partners, administrators) would have been taken more seriously to redesign the school to build upon these folks' best practices. Instead, the school board and project directors hid behind the DAG and community 'input' sessions to advance their unsubstantiated design ideology. And in the end, it's the students and the taxpayers who take the hit. PPS will point to their glittering, eye-wateringly expensive capital projects as proof of their investment in education. The flaw is that while PPS is building a sparkling new Franklin High School, new walls and hallways will not result in better education for our students. Until PPS can grapple with how to reward high-performing employees and fill their new buildings with these folks, all this work and money is pointless.

While I offered significant time to this project, attending meetings with my two year old baby if I had to, I felt totally shut out from making any real contributions. When colleagues and I tried to share our views on aspects of the design that we feared were askew, such as the clear need for more classrooms, we were totally ignored, for example. I felt extremely disrespected in the process, as if I was expected to show up and spend my time at a pretend meeting, though all decisions were already made. At certain points, high level building leaders and PPS administrators also voiced concerns, but were ignored as well. Sometimes, they were placed in a position of having to try to silence teachers, though they agreed with us, especially about the need for more classrooms. This was a horrible experience overall. Will this input be considered? Or will this survey response be "lost"? The design process was about as open as the Pinochet Dictatorship. That is the best parallel I can make to illustrate my experience with it. As an award-winning educator, I often felt that the Design Team would rather have me just quit my job and not attend meetings so that they didn't have to listen to my perspective and consider any alternation to their plan. There was no respect whatsoever for my contributions to the school over these years, nor was there respect for the voices of some of my outstanding colleagues who cried in their attempts to be heard. There was no consideration for the Advanced Scholar Program, AP programming, or the existing structures within the school that have helped to make it great in the last ten years. At least twenty of my fellow colleagues (those who showed up and tried to speak for more classrooms for example) also felt shut out of the process. I am so fortunate in my ability to understand my resentments, to teach young people about the intersections between money, power, and the suffocation of democracy. I am so fortunate to be able to express myself through writing, through other forms of expression. I am so fortunate to have started my career by making the choice to clean up rat feces in my classroom, and just keep going. That first day has prepared me for whatever happens next. In India, there are temples dedicated to rats--the idea is that by respecting the lowest forms of life, we can have more respect for all people. Maybe the Design Team and PPS Leaders who repressed our voices could visit the Rat Temples of India, to gain some perspective on how to treat teachers. That would honestly be a better use of public funds that an expensive false process in which people do not really get to provide any input, but are asked to give their time and come out of their homes. I think back to the deplorable conditions in my first classroom anytime I feel persecuted in public education. I chose to take the perspective that I am grateful for the job, for the opportunity to sweep my room each day. That is the only way to make it this far; extreme commitment to the concept of gratitude for the chance to do the work, despite mistreatment. I continue to bow down to that. I have faith that the new building will be better than that first room. And I know I can teach a badass lesson in an open field. If anything, I thank the Design Team for bringing me closer together with my colleagues by repressing our voices. Some beautiful friendships and relationships came from this. There is nothing better for a school than teachers supporting one another in protection of what is sacred: the students.

I think the FHS community had certain needs and desires when it came to the design. Most of these needs were met but it will be interesting to see if a school like Lincoln HS gets a day care center on campus when their school is redone.

I am a neighbor with property adjacent to the school. We have been at our home since spring of 2013 and we have felt completely excluded from the process. If I recall correctly, the only one meeting I was informed about was delayed until a time that I was traveling for work.

I've been very frustrated and disappointed by the lack of communication. As a community member whose property is adjacent to Faubion, we have had to repeatedly go out of our way to obtain any information. This is frustrating because the project will affect our day to day lives. We are also future Faubion parents, and find the lack of communication discouraging.

First meeting I heard about was to share the design

The focus seemed to be about what Portland Public Schools wanted and what Concordia University wanted. Meetings had very few community members and parents/families. Teachers came to one meeting, but we found out that they were asked to go instead of a teacher training/inservice (or some other teacher work time). Many parents felt unwelcome and received very little information all year. In fact, very little information was shared about anything going on in the school unless it was for publicity for the rebuild. Meeting notes were often late and information not clearly shared. At rebuild meetings there were always decorations and expensive snacks/treats (and fliers were always in color), when in the school many other needs of the students were not met (not enough money for fieldtrips, teacher support, school activites, school special events). And - instead of attending to students in the hallways or student activites in the school - administrators and staff focused on prepping rooms for rebuild meetings and greeting all important people who attended. Many families have left the school and the community. With all the focus on the rebuild, many school issues were ignored, and not addressed and kept quiet: large class sizes, bullying, high turn-over of teachers, safety/security issues, lack of consistent programming for things such as PE, library and languages, and behaviorial/discipline issues. These were also clouded over and portrayed differently in any media presentation promoting the project. There was not a consistent presence of administrators unless architects were present or there were meetings or important visitors (and parents were rarely told what was happening at school.) Since the rebuild project has begun (and especially over the last school year) and since the school has closed, there has been increased incidents of gang activity, vandalism, and violence in the neighborhood, especially near Concordia University and Faubion. Because of many of these issues, including lack of positive leadership, many families have left the community, or pulled out their children to home school , transfer to a charter school, or attend private school. With the new PPS changes with the lottery - parents have no other choice. The rebuild project has many good underlying ideas, but the process has focused on administration needs and publicity - meanwhile, there children who were students for the last two years and who will continue to be students during the busing and changes, are the ones whose needs have not not been met (academically or otherwise).

Excellent comprehensive process and input from community, staff, and others.

continuing to do the good work you have started

It seems like a lot of decisions that were important to teachers were made on the district level so that was frustrating. Two examples: first the fact that most teachers will be sharing classrooms...this is very contentious to teachers who welcome kids into their classroom like a parent or family welcomes family into their home and second for science, we begged for the physics classrooms to be side by side to share equipment and ideas between teachers, instead they will be separated by two floors!

this cost alot of money.

imo this was really really dumb we have no money for the next 3 years becasue the pps school budget is a shoe string

An assessment of the effectiveness of sample bond publications depends on the audience each piece is trying to reach. The audience for most pieces is staff, parents and community members.

These samples are general purpose school construction and planning updates, project fact sheets, meeting notices, family advisories and a PPS project fact sheet for general and school community audiences.

General Observations

Comments for sample publications are in the table below and in select comments from among the 51 individual interviews conducted with DAG members, staff and community participants.

Individual comments indicate that the written materials are believed to be comprehensive and sufficient to some audiences and overwhelming and complicated to other audiences.

Comments included:

"A lot were generated. They were typically clear and helpful. The challenge is providing enough information without overwhelming people. There was too much information – master plan alternatives, floor plans, etc. It was too much to know how to evaluate and respond to it in the DAG meetings. OSM did a good job of distilling the information for the district, but it wasn't clear about the impact or intent from information."

"We created our own flyers for DAG for our school. We lowered the literacy level on flyers. We reduced text, added bullets. We wanted the process to be accessible to everybody. We revised the materials from the high school to make it sound like it wasn't a boring meeting."

In general, the publications are visually pleasing, and they provide extensive information, but they may be more effective if the writing style was simpler.

Web content: Some individuals offered separate comments about the PPS website.

"The district's website is not effective. It's too difficult to find things. For an organization that large, it is the primary vehicle for the institution. It could be emblematic of larger communications issues, responsiveness, the need to close the loop."

"It was hard for some of them to access info from the PPS website, for example. You would have to dig through it to find the right info, and in this technological day and age, people want information right away. So taking 3-10 minutes just to find something online is too much time. PPS should have a better constructed/designed website."

"I check the PPS website often, and it is difficult to navigate or find info that should be there easily available, though I am not very technically-oriented person myself."

"Transparency is key and I think the district does a good job of making information available but sometimes the information is hard to find and community members can't be expected to find things on their own. Through various forms of media the district can send out information after important meetings (community meetings, DAG meetings, etc.) to constantly keep people in the loop about the

process. I don't think the community as a whole understand the difficult decisions involved for a successful project."

Comments about the website were not solicited during the interview, but the few comments that were made were emphatic. The primary concern was the search ability.

Recommendations

The publications look professional and share a common design theme. Several factors should be considered for future print materials:

- **Is the term modernization recognizable to a general audience?**

For community members who are not aware of the projects at the schools, the term may not resonate, and it may seem like jargon. Or it may not seem clearly related to schools or the district. A reference to the 2012 bond may be useful in connecting the project to the voter-approved bond measure.

- **Placing the PPS logo with project team logos at the bottom may add confusion about the project sponsor**.

A lack of understanding about the term modernization and the lack of a clear primary brand on the page may add to confusion about the project.

A common bond masthead for all bond-related publications may help with the brand recognition for the PPS bond. Each publication could use the same PPS School Building Improvement Bond masthead that could include school project names and design modifications to distinguish each school-specific publication.

- **Some publications are text heavy.**

The typeface on some publications is small, which make accessibility difficult for some readers with vision problems, such as seniors. In addition, concerns were expressed in individual interviews that some publications are written at a comprehension level that may be too high for general audience readers or readers with language barriers. Some respondents expressed a preference for bulleted information.

A standard measure of publication readability is the Flesch-Kincaid Grade Level Readability formula. As an example, the Grant Modernization Flyer has a rating of 13.0, which is considered too high for general audiences. The recommended reading level for general-purpose publications is much lower. The Oregon Department of Administrative Services uses tenth grade as a department standard for materials. Many mass media publications do not write at a level higher than eighth grade.

Sample Publications

2015 Summer Improvement Project Fact Sheet
http://www.pps.k12.or.us/files/bond/IP2014_Fact_Sheet_v_6__1-30-14.pdf

Audit criteria	Comments
1. Effective Content Is it clear and to the point? Is it interesting and useful? Is it free of jargon and unfamiliar acronyms?	The 2015 summer update contains a lot of useful information, but it is text heavy. Subheads, bullets or columns would break up the text and help prioritize the information.

Is the reading level appropriate for the audience?	
2. Creative Content Are the headlines inviting and informative? Do graphics and photographs enhance the content? Is it written in a creative, interesting tone?	There is only one subhead. Additional subheads would be useful in leading the reader to priority information. Graphics would help increase interest.
3. Design Is it designed to enhance readability?	The one-column design is less effective for readability than columns or blocks.
4. Accessibility Does it tell readers where to find additional information or who to contact? Does it clearly identify PPS as the source?	This publication is clearly from PPS, but the publication design is quite different from the school modernization publications.
Flesch-Kincaid Grade Level: 10.8	

Family Advisory: Transition to Tubman School during rebuilding of Faubion PK-8
http://www.pps.k12.or.us/files/bond/FaubFamAdvis_10_24_14FINAL_ENG.pdf

Audit criteria	Comments
5. Effective Content Is it clear and to the point? Is it interesting and useful? Is it free of jargon and unfamiliar acronyms? Is the reading level appropriate for the audience?	This information is important to parents, but the reading level is high for a general purpose publication. To enhance readability, simplify the text to reach a wider audience.
6. Creative Content Are the headlines inviting and informative? Do graphics and photographs enhance the content? Is it written in a creative, interesting tone?	The headline and subheads are clear and useful for readability. The graphics are interesting and appropriate.
7. Design Is it designed to enhance readability?	The text is fairly small. Although the history of the Tubman campus is interesting, it takes space that might better explain the project. Is it necessary? The text size could increase if you reduced the text.
8. Accessibility Does it tell readers where to find additional information or who to contact? Does it clearly identify PPS as the source?	It looks like other family advisories. Adding a brand element from the PPS School Improvement Bond publications would help improve bond visibility and recognition among readers. This consistency would be helpful when bond-specific information is shared.
Flesch-Kincaid Grade Level: 11.4	

Roosevelt Modernization Construction Update: Spring 2015
http://www.pps.k12.or.us/files/bond/Roosevelt_Phasing_4pagev8_3_5_15.pdf

Audit criteria	Comments

Audit criteria	Comments
9. Effective Content Is it clear and to the point? Is it interesting and useful? Is it free of jargon and unfamiliar acronyms? Is the reading level appropriate for the audience?	The reading level of this publication seems appropriate for diverse reading levels. There is no jargon. The headline on page 3 is very clear about what to expect: What this means for students and staff
10. Creative Content Are the headlines inviting and informative? Do graphics and photographs enhance the content? Is it written in a creative, interesting tone?	This publication is well designed and interesting. The graphics are interesting; however, the text blocks cover a large portion of them. Readers may wonder what they are missing under the text block. .
11. Design Is it designed to enhance readability?	The Roosevelt spring update has larger text, more white space, text blocks and effective headlines, subheads and bullets. It looks good for readability.
12. Accessibility Does it tell readers where to find additional information or who to contact? Does it clearly identify PPS as the source?	Contact information is clear and easy to find. In addition, the PPS logo is at the top of the masthead with the Portland Public Schools name, and there are no additional vendor logos on the page to lend confusion to the source.
Flesch-Kincaid Grade Level: 10.5	

Franklin Modernization: The 2014-2015 School Year at a Glance
http://www.pps.k12.or.us/files/bond/FranklinAugustV5.pdf

Audit criteria	Comments
13. Effective Content Is it clear and to the point? Is it interesting and useful? Is it free of jargon and unfamiliar acronyms? Is the reading level appropriate for the audience?	The content is clear; however, some readers may not understand some design terms like schematic design. It has useful information, especially for parents and students. The timeline is helpful.
14. Creative Content Are the headlines inviting and informative? Do graphics and photographs enhance the content? Is it written in a creative, interesting tone?	The headlines and subheads are helpful and informative. The building and timeline graphics are visually appealing. The schematic design may be difficult for readers to understand due to the small size and lack of detail.
15. Design Is it designed to enhance readability?	The text flows well and leads the reader through the information in a logical way.
16. Accessibility Does it tell readers where to find additional information or who to contact? Does it clearly identify PPS as the source?	A publication date would be helpful. The box with information about email updates and website content is helpful and easy to find.
Flesch-Kincaid Grade Level: 10.8	

Review of Bond Project Community Engagement Plans from Other Districts

Beaverton School District
May 2014
Construction bond: $680 million
Community Engagement Process
Phone interview with Maureen Wheeler, Public Communications Officer

Beaverton convened a monthly or twice monthly community engagement committee prior to bond passage. A Bond Community Involvement Committee developed a consensus-based bond recommendation, which was forward to the superintendent. The meetings were open to the public and facilitated by district staff.

The committee purpose was:

> *"To assist the School District to develop a Capital Bond Program to present to District voters at the May 2014 election. Committee members will provide advice and share their interests and perspectives to provide a broad representation of the community's values regarding a bond program that addresses **capacity** increases, **modernization**, and **technology**. Committee recommendations will be provided to the Superintendent."*
> *http://bit.ly/1Nla7d5*

After the bond passed, the project managers for the new schools provide informational updates with assistance from district staff.

The design is based on Ed Specs that were approved two years ago through a larger community engagement process. The Ed Specs and educational leadership have the greatest influence on the design to support the educational vision for the school. The district also uses standards for equity issues throughout the design process and current principals discuss ways to balance equity during the design.

Two community meetings are convened during the permitting process to share information.

Information about the bond and community involvement opportunities are posted on the district website: www.beaverton.k12.or.us/district/bond-measure-information.

Salem-Keizer School District
November 2008
Construction bond: $242 million
Community Engagement Process
Information request to Jay Remy, Communications Director

The most meaningful public engagement on school design came during the Ed Specs committee process, which included 70 people from school staff, school and district administrators, facilities staff, parents and community members. During this process, the committee developed recommendations for school facility needs and requirements at each school level.

The superintendent helped ensure that the committee stayed within the scope of the committee charge by reminding them that all facility decisions must support teaching and learning to district educational standards. She also ensured that all projects stayed true to the bond ballot title.

The architect used the Ed Specs to lead three community meetings at each school during the design process. The primary purpose was to provide an update but not to get change requests from the community although some came up. Most design issues were addressed during the Ed Specs process.

The process included:
1. Writing a tight ballot title that specified what would be built.
2. Forming a Citizens Bond Oversight Committee (CBOC) with people who had a broad interest in the schools but did not indicate a specific or narrow agenda.
3. Taking six months to develop educational specifications with input from district staff and citizen members, including members of the CBOC.
4. Providing leadership and oversight from the district administration to stay on course and follow the Ed Specs. The superintendent and bond program manager were highly disciplined in sticking to the Ed Specs, which were based on a narrow interpretation of ballot title. They provided and maintained strict parameters for input opportunities during public processes, saying from the beginning that they had to do A, B and C and could not entertain discussions for E and F.
5. Forming design teams that included people from CBOC/Ed Specs committees who were familiar with the district mission defined in the Ed Specs. Some neighborhood people were added in this phase but not many. The proportion of people who were already familiar with the mission was greater than people new to the process. When off-mission ideas came up, design committee members, not district staff, said no to their peers. The architects and committee collaborated to ensure that the design met the Ed Specs and there was very little discussion of new ideas outside of those defined by the Ed Specs.

6. Holding town hall meetings for the general public, including individuals with opposing ideas, to make suggestions. Here, they continued to say no to ideas that were not in the Ed Specs.

November 2013

Capital Construction Levy: $694.9 million

Community Engagement Process
Information request to Thomas Redman, Capital and Facilities Communications Manager

Seattle Public Schools conducts capital campaigns every six years. The district demographics and approach to engaging stakeholders is most comparable to PPS. The regularity of their capital levy schedule has allowed them to review and refine their community engagement processes.

Seattle has two regular levy programs. The Building Excellence (BEX) levies fund projects to replace, modernize and make major renovations to buildings. The Buildings, Technology and Academics (BTA) levies fund upgrades and smaller-scale facility projects. These levies alternate on the ballot every three years.

"Seattle voters can count on the predictability of the district's long-term levy plan which places levy measures for both operations and capital needs on the ballot every three years, with BEX and BTA on alternating six-year schedules. This schedule maintains a level levy rate for capital programs and saves the cost of multiple elections."

—*Capital Programs Annual Report*
http://bex.seattleschools.org/assets/bexiv/2013-CP-Annual-final-electronic.pdf

The Building Excellence (BEX) program has extensive information, including a project pre-design process, timeline and community engagement overview. The timelines, updated monthly, show the program schedule from pre-planning through occupancy.

The School Design Advisory Team (SDAT) has a similar structure and process to the DAG. The project starts with a community design charrette conducted by the architect and design team leaders. SDAT members are selected. The SDAT includes 12-15 members, selected from a list of applicants by the principal. The SDAT meets every two weeks for as many as 10 meetings. They also attend additional workshops.

The following is a sample timeline and overview of community engagement. *http://bit.ly/1USQYjI* Supporting committee documents are below:

BEX IV Projects Timeline and Community Engagement March 2013

A. Project Charrettes: *(Collaborative session in which a group of designers drafts a solution to a design.*

• Schmitz Park @ Genesee Hill Charrette held on March 12. The agenda included a design concept presentation and update by the Architect to SPS senior leaders, including Pegi McEvoy, Michael Tolley, Marni Campbell, Phil Brockman, Nancy Coogan, Kim Whitworth, Carmela Dellino, Larry Dorsey, Joe Wolf, Bruce Skowyra, Lucy Morello, Susan Wright, Wendy Weyer, Bob Westgard and Gerrit Kischner. The charrette presentation includes earlier options, concepts and reasons we arrived atpresent design.The senior leaders gave input and feedback.

• Schmitz Park@ Genesee Hill Focus Groups being held on Wednesday, March 13. The Architect is meeting separately with SPS staff from transportation, security, operations, childcare, special education, DOTS, arts, math and science and FF and E. The agenda includes presentation, questions and feedback from staff.

• Schmitz Park @ Genesee Hill Eco-charrette - sustainability/green components) will be held as part of the SDAT process in the next week or so. This is a pre-design process. The agenda includes discussion about the concept, asks for feedback, and shows how we evolved from day one, with earlier input from A/E, who will present.

B. School Design Advisory Team (SDAT):

• What is the makeup of the team and how are they selected?
Principal sends a questionnaire to community members and representatives, principal's staff, PTSA president and neighborhood association/community council. Twelve to fifteen members are selected by the principal and include the principal, members of the school staff, capital senior project manager, the architect, district staff, education director PTSA president, community representatives, the Genesee Hill/Schmitz Park neighborhood association. Ad hoc (non-voting) members are allowed to attend meetings. Members create a group charter.

• How are the design team meetings run?
The Architect, Construction Management firm and Senior Project Manager create an agenda for each meeting. The meeting includes a presentation with project updates followed by discussion and a request for input and feedback from members, including next steps.

Schmitz Park at Genesee Hill Project Schedule
Approve A/E Contract, Submit Site Specific Ed Specs December 2012
Charrettes March 2013
SDAT Meetings Ongoing
Community Meeting with 49th Str. Neighbors March 2013
Community Mtg. w/Schmitz Park/Genesee Neighborhood Council March 2013
Council March 2013
Focus Groups March 2013
School Staff Meetings Ongoing
Schematic Design Phase Ongoing
Approve A/E Contract March, 2013
A/E Notice to Proceed March, 2013
Site Specific Educational Specification May, 2013
Master Use Permit documentation to city May, 2013
Design Development Phase Completion July, 2013
Building Permit documentation to city November 2013
Construction Documents Complete February, 2014
Building Permit documentation to city November 2013
Advertise for Bids February 2014
Construction Contract Award April 2014
Construction completion (Substantial Completion) Summer/Fall 2015
Construction completion (Final Completion) Summer/Fall 2015
Owner Commissioning and Move-in (Complete) Summer/Fall 2015

Ribbon cutting community event September, 2015
Open for first day of School September, 2015
Construction Close-out January 2016

The following SDAT description provides more detail about the SDAT role, team agendas, application and letter from the principal and charter.

BEX IV Capital Projects School Design Advisory Team (SDAT)

   The School Design Advisory Team (SDAT) is a group of stakeholders unique to each project who work with the District capital staff and project Architects in the critical early design stages of each major construction project. The SDAT meets for two to three months to help develop the overall project vision, key concepts, and strategies that guide the design team in developing the project plans.
   The SDAT is typically comprised of eight to twelve members who represent the school, students and parents, and the community and neighbors. The SDAT is formed when the School Principal sends a one-page questionnaire to interested stakeholders, who respond and are selected for the SDAT based on a broad range of criteria. The school Principal plays a prominent role in leading the SDAT discussions, and the SDAT is augmented by representatives of the District Capital and Planning Department and designers.
   SDAT members first create a set of goals and visions for the project, which help guide more detailed discussions. Decisions by the SDAT are typically based on consensus, and there are ground rules which encourage all members to contribute, to be respectful, and to think creatively. The SDAT typically meets every two weeks for two to three hours. The team can meet as many as ten times, and may additionally have a number of workshops or tours of high achieving schools in the area.
   The following are a sample of agendas for the first series of SDAT meetings:

Workshop # 1 Project Orientation	*Workshop # 2 School Tours*	*Workshop # 3 Visioning and Goal Setting*	*Workshop # 4 Conceptual Design Presentation*	*Workshop # 5* Conceptual Design Presentation*
• Introductions •Project Overview •SDAT Rules and Responsibilities •SDAT Guiding Principles of Design •Resource Materials •SDAT Meeting Schedule •Expectations and outcomes •Project Visioning and Goal Setting.	•Critique using Attributes of High Achieving Schools	• School Tour Recap •Design Charette *(Collaborative session in which a group of designers drafts a solution to a design.)*	• Review and refinement of conceptual design	• Review and refinement of conceptual design. ** More meetings, including workshops, may be added to the schedule.*

For more information about BEX Excellence IV (BEX IV) Projects and the Pre-Design Process, visit:
http://bit.ly/SPSBEX

For more information about Capital Projects and Planning, please visit:
http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=f36c13dddc9b35908e382ab722de
efd1&pageid=211190&sessionid=f36c13dddc9b35908e382ab722deefd1

October 22, 2012

Dear Genesee-Schmitz Park Community:

The BEX IV Building Levy that will be presented to voters in February 2013 is expected to fund the building of a new elementary school on the site of the Genesee Hill School, with the expectation that this new building will open for the 2015-16 school year. Whatever the future holds for the current Schmitz Park school, the opportunity falls to us to envision what the new school will be. You are invited to apply to join the Design Advisory Team that will develop the specifications to be used by the architectural team of BLRB Architects in drawing their plans for the building.

The Design Advisory Team will be composed of current Schmitz Park staff and families as well as neighborhood residents. Our goal is to form a working team of 10-15 individuals who can commit to six formal meetings over the course of November and December and two additional meetings in January. Our goal is to have the recommendation of specifications complete before the levy vote in February so that architects can be ready to move to the next phase soon thereafter.

The following dates have been scheduled for the Design Advisory Team workshops. Design Advisory Team members must commit to attending all of the following workshops.

- Workshop #1: Tuesday, Nov. 13, 4 – 6 pm
- Workshop #2 (School Tours): Wednesday, Nov. 14, 8 am – 4 pm
- Community Conversation: Monday, Nov. 19 (6:30 to 8 pm: note, parent conference evening)
- Workshop # 3: Wednesday, Nov. 28, 4-6 pm
- Workshop #4: Thursday, Dec. 6, 4 – 6 pm

- Workshop # 5 (Design Charrette): Saturday, Dec. 15, 9 am – 1 pm
- Workshop #6: Tuesday, January 8, 4 – 6 pm (tentative)
- Community Conversation, week of January 21

We are seeking a Design Advisory Team well balanced with community knowledge, instructional experience, and design expertise. Please complete the application on page 2, and email the form to Leann Russell at Schmitz Park Elementary School (lrussell@seattleschools.org), or bring your application to the main office at 5000 SW Spokane Street, Seattle, 98116. Applications are due by 3:00 on Monday, October 29, 2012.

Thank you for considering making this important contribution to the future of children in West Seattle!

Sincerely,

Gerrit Kischner, Principal

Application for New School at Genesee Hill Design Advisory Team

Name _____

Phone number _____

Email _____

1. Why would you like to join the Design Advisory Team for this new building for the Schmitz Park-Genesee Hill community?

2. What possibly-unique perspective would you bring to the Design Advisory Team?

3. How do you approach listening to diverse opinions and making decisions when there is no one "right" way?

4. What would you like to get out of membership on the Design Advisory Team?

5. Are you the parent of past, present or future Schmitz Park students? If so, please list their current ages.

Completed applications can be emailed to Leann Russell at lrussell@seattleschools.org or brought to the main office. Applications are due by 3:00 pm on October 29, 2012.

March 15, 2012

THE NEW ELEMENTARY SCHOOL AT GENESEE HILL

SCHOOL DESIGN ADVISORY TEAM MEMBERS   **BLRB**architects

Listed in alphabetical order by last name

NAME	REPRESENTING	E-MAIL
Dave Allen	Parent, Neighbor	davidpaulallen@hotmail.com
Bethania Boaventura	UW Exchange Student	bethania.ab@gmail.com
Deb Cibene	Parent, Neighbor	dcibene@gmail.com
Liz Dunn	Schmitz Park ES Staff	eadunn@seattleschools.org
Jacqueline Frazier	Schmitz Park ES Staff	jlfrazier@seattleschools.org
Mike Henderson	Parent, Neighbor	centerforawesome@gmail.com
Jim Herk	Schmitz Park ES Staff	jcherk@seattleschools.org
Gerrit Kischner	Principal	gakischner@seattleschools.org
Carl Lull	Community Member	Lull.carl@gmail.com
Eileen McHugh	Schmitz	raincity.etm@gmail.com
Shannon McNutt	Parent	shannon@mershershingmcnutt.com
Liora Minkin	Schmitz Park ES Staff	llminkin@seattleschools.org
Kerrie Schurr	GSNC	Kerrie.schurr@gmail.com
Mark Wainwright	PTA	mwainwright@mac.com
Eric Becker	Seattle Public Schools	pebecker@seattleschools.org
Tom Bates	BLRB Architects	tbates@blrb.com
Lee Fenton	BLRB Architects	lfenton@blrb.com
Dave Pool	BLRB Architects	dpool@blrb.com

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VISION STATEMENTS

GUIDING PRINCIPLES

STRATEGIES
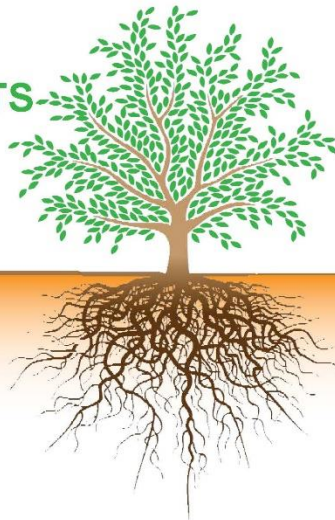
SEATTLE PUBLIC SCHOOLS VISION STATEMENTS:

1. EVERY STUDENT ACHIEVING, EVERYONE ACCOUNTABLE.

2. ENABLING ALL STUDENTS TO ACHIEVE TO THEIR POTENTIAL THROUGH QUALITY INSTRUCTIONAL PROGRAMS AND SHARED COMMITMENT TO CONTINUOUS IMPROVEMENT.

Arbor Heights – SDAT Vision Statements

3. Create a school environment that enhances each students unique identity and supports life-long learning.

4. Create a place that celebrates diversity and models sustainable citizenship.

5. Provide a safe, healthy and welcoming environment.

6. Create a sustainable project that is energy efficient and teaches about best environmental practices.

Let's build a compelling story for Arbor Heights Elementary

bassetti
architects

SEATTLE PUBLIC SCHOOLS

ARBOR HEIGHTS ELEMENTARY

1. LEARNER-CENTERED ENVIRONMENT:

Guiding principles provided by SPS:

a. THE BUILDING IS DESIGNED WITH STUDENTS' NEEDS PLACED FIRST.

b. THE BUILDING AND CAMPUS PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE HYPOTHESES AND TEST IDEAS.

c. THE BUILDING PROVIDES SPACES FOR INTERDISCIPLINARY LEARNING TO OCCUR AS WELL AS SPACES FOR TEACHERS TO COLLABORATE.

d. FLEXIBILITY IN BUILDING DESIGN ENABLES TEACHERS TO ENGAGE STUDENTS' ATTENTION WITH CREATIVE LEARNING ACTIVITIES AND MAKE THEM ACTIVE PARTICIPANTS.

e. THE BUILDING PROVIDES SPACES FOR STUDENT WORK TO BE PROMINENTLY DISPLAYED THROUGHOUT THE SCHOOL.

f. THE BUILDING PROVIDES ACCESS AND SPACE FOR PARENTS AND COMMUNITY MEMBERS TO COLLABORATE MEANINGFULLY AS LEARNING PARTNERS.

Guiding Principles provided by SDAT:

g. Provide outdoor spaces that support learning for school and community.

h. Provide multi-use spaces that connect to outdoors (ie commons/stage)

i. Support several learning and teaching styles by clustering multiple sized learning spaces.

j. Provide a student accessible cooking space.

2. PERSONALIZING ENVIRONMENT:

Guiding principles provided by SPS:

a. THE BUILDING PROVIDES SPACES FOR STUDENTS TO DEVELOP PERSONALIZED RELATIONSHIPS WITH ADULTS.

b. THE BUILDING PROVIDES SPACES FOR STUDENTS TO WORK AND SOCIALIZE WITH PEERS.

c. THE BUILDING DESIGN ENCOURAGES FEELINGS OF SAFETY AND TRUST.

d. THE BUILDING PROVIDES SPACES FOR INDIVIDUALIZED SUPPORT SERVICES FOR STUDENTS INCLUDING MENTAL, PHYSICAL, SOCIAL, AND ACADEMIC SUPPORT.

e. THE BUILDING DESIGN ENABLES SMALL LEARNING COMMUNITITIES TO OPERATE WITHIN THE SCHOOL.

f. THE BUILDING CONTAINS APPROPRIATE SPACES TO SUPPORT A WIDE RANGE OF ACADEMIC SUBJECTS AND LEARNING OPPORTUNITIES.

Guiding Principles provided by SDAT:

g. Breakdown scale of whole school by clustering spaces into "neighborhoods of learners".

3. PROGRAM ADAPTABILITY:

Guiding principles provided by SPS:

a. FLEXIBILITY IN BUILDING DESIGN MAKES IT POSSIBLE TO OFFER A WIDE VARIETY OF INTERDISCIPLINARY EDUCATIONAL PROGRAMS

b. THE BUILDING INCORPORATES TECHNOLOGY TO SUPPORT PROGRAMS THAT HELP PERSONALIZE EDUCATION AND MAXIMIZE STUDENT LEARNING.

c. THE BUILDING PROVIDES SPACES TO SUPPORT MULTIPLE INSTRUCTIONAL STRATEGIES AND PROGRAM DELIVERY MODELS, SUCH AS INDIVIDUALIZED INSTRUCTION, SMALL AND LARGE GROUP LEARNING, AND INDEPENDENT LEARNING.

d. LEARNING IS ENABLED AT THE SCHOOL WITH A VARIETY OF SIZES AND SPACES.

e. THE BUILDING PROVIDES SPACES TO SUPPORT A RANGE OF FORMATS FOR STUDENTS TO DEMONSTRATE THEIR KNOWLEDGE, SUCH AS EXHIBITIONS, PROJECTS, PORTFOLIOS, ETC.

Guiding Principles provided by SDAT:

f. Provide layers of space that are open for community use and secure for student use.

g. Provide structure that is adaptable to evolving teaching and learning methods.

h. Provide a building and grounds that act as teaching tools.

i. Provide spaces that support ESTEM or E-STEAM learning.

j. Develop flexible spaces that support a broad spectrum of exploration from rigorous learning to dreaming.

4. COMMUNITY CONNECTIONS:

Guiding principles provided by SPS:

a. THE BUILDING DESIGN INCORPORATES AND HELPS CONVEY THE SCHOOL'S MISSION TO THE COMMUNITY.

b. THE BUILDING PROVIDES ACCESS AND SPACES FOR PARENTS TO PARTICIPATE IN DECISION-MAKING AND CURRICULAR ACTIVITIES AT THE SCHOOL, AND TO GAIN A BETTER UNDERSTANDING OF THEIR ROLE IN HELPING STUDENTS MEET ACADEMIC EXPECTATIONS.

c. THE BUILDING PROVIDES SPACES FOR THE COMMUNITY TO BE ACTIVELY INVOLVED AND VISIBLE IN PROMOTING A RIGOROUS ACADEMIC ENVIRONMENT AT THE SCHOOL.

d. COMMUNITY RESOURCES AND SPACES HELP SUPPORT AND SUPPLEMENT THE SCHOOL'S EDUCATIONAL PROGRAMS.

e. THE BUILDING PROVIDES SPACES FOR STUDENTS TO BE MENTORED BY COMMUNITY MEMBERS.

Guiding Principles provided by SDAT:

f. Provide welcoming spaces.

g. Provide clear directional way finding within the school for community use.

h. Support and express the diverse cultures of Arbor Heights.

i. Enhance to school's role as a beacon and community center within the neighborhood.

j. Enhance existing neighborhood connections.

k. Provide all weather play areas and surfaces.

l. Provide outdoor spaces that support learning for the school and the community.

5. AESTHETICS:

Guiding principles provided by SPS:

a. THE BUILDING IS APPEALING, WARM, AND INVITING.

b. THE BUILDING HAS COMFORTABLE, FUN SPACES THAT ENTICE KIDS.

c. THE BUILDING HAS A VARIETY OF INTERESTING SPATIAL TYPES THAT ALLOW FOR EXPLORATION.

d. THE BUILDING FACILITIES AND LANDSCAPING ARE WELL MAINTAINED.

e. THE BUILDING IS PLEASING IN A TACTILE WAY.

f. THE BUILDING PROVIDES A STIMULATING ENVIRONMENT.

g. THE BUILDING CONVEYS A UNIQUE SENSE OF PLACE.

Guiding Principles provided by SDAT:

h. Take advantage of views to the Puget Sound and Mt Rainier.

i. Preserve and enhance neighborhood character.

6. SAFETY:

Guiding principles provided by SPS:

a. SPACES WITHING THE BUILDING PROMOTE SAFETY AND SECURITY.

b. THE BUILDING CONTAINS BOTH INDIVIDUAL AND GROUP MEETING SPACES, PROVIDING OPPORTUNITIES FOR EACH STUDENT TO BE KNOWN BY ADULTS.

c. THE BUILDING PROVIDES SPACES FOR SUPPORT SERVICES FOR STUDENTS, INCLUDING MENTAL, PHYSICAL, SOCIAL, AND ACADEMIC SUPPORT.

d. THE BUILDING DESIGN CONTRIBUTES TO A LOW INCIDENCE OF DISCIPLINARY ACTIONS.

e. THE BUILDING IS WELL LIT AND CAN BE EASILY MONITORED.

Guiding Principles provided by SDAT:

f. Provide safe traffic flow separating pedestrian and vehicle paths.

g. Provide layers of safety when entering the building.

h. Provide safe play areas for all weather conditions.

i. Provide outdoor spaces that are safe to use both during and off school hours.

7. COLLABORATION:

Guiding principles provided by SPS:

a. THE BUILDING PROVIDES SPACES FOR EVERYONE ASSOCIATED WITH THE SCHOOL TO WORK COLLABORATIVELY.

b. THE BUILDING DESIGN INCORPORATES ELEMENTS THAT EMPHASIZE THE PURPOSE OF THE SCHOOL AND HOW EACH PERSON CONTRIBUTES TO THE SCHOOL'S SUCCESS.

c. THE SCHOOL'S VISION AND FOCUS ARE APPARENT IN THE BUILDING DESIGN AND SHARED BY STAFF, STUDENTS, PARENTS, AND THE COMMUNITY.

d. THE BUILDING PROVIDES SPACES FOR STUDENTS TO INTERCEDE WITH EACH OTHER, LISTEN TO THEIR PEERS, AND HAVE A VOICE IN THE OPERARTION OF THE SCHOOL.

e. BECAUSE STUDENTS FEEL OWNERSHIP OF THE BUILDING AND TAKE PRIDE IN ITS APPEARANCE, THEY WORK ACTIVELY TO MINIMIZE GRAFFITI AND LITTER.

8. SUSTAINABILITY:

Guiding principles provided by SDAT:

a. Provide a building that takes full advantage of the site conditions.

b. Provide connections to nature.

c. Provide opportunities for learning about sustainability and the environment throughout the building and campus.

d. Provide an aesthetically pleasing building that is also sustainable.

e. Connect to surrounding environment – sea to sky.

f. Take advantage of solar and wind energy opportunities.

Appendices

Assessment Plan

Objective
To assess the community engagement plan and design advisory processes associated with bond-funded school building modernization at Roosevelt High School, Franklin High School, and Faubion K-8. Specifically:

- *Did participants believe they had meaningful input in the design process and their contributions were valued?*

- *Did participants believe the engagement process allowed adequate time for review and means for effective input in the design process?*

- *Do perceptions and areas of dissatisfaction differ among the three school DAG processes? If so, what are the causes of the variations?*

Scope
- Review and assess school modernization community engagement plan and supporting materials.

- In consultation with staff and key community leaders, develop survey, focus group questions, and interview questions for community participants in the planning and design processes, including community members, staff, parent and community leaders at Roosevelt, Franklin and Faubion, central office staff including project team members from OSM and OTL, contractors including project architects, and others identified by the district, with the intention of evaluating the breadth and inclusiveness of stakeholders engaged, the levels of consistency of participation, and the quality of engagement.

  o Conduct confidential interviews with parent and community leaders, Principals, and student leaders from Madison, Lincoln, Grant and Benson High Schools to assess their expectations and hopes for their upcoming master planning processes.

  o Develop electronic survey, open to all school community members at Franklin, Roosevelt and Faubion schools.

  o Conduct two focus groups for targeted stakeholders at Franklin and Roosevelt high schools.

- Produce report with meeting, survey, and interview results, including key themes and recommendations for upcoming design advisory and community engagement processes related to building modernizations at Grant, Madison, Lincoln, and Benson High Schools.

Exclusions
This assessment process will seek input from targeted stakeholders in each of the three school communities about community engagement opportunities related to the design advisory process. The objective is to identify key themes related to opportunities for input, materials and meeting design and perceptions about the effectiveness of the process.

The assessment process will not include specifics of the architectural design for the schools. The purpose is not the facility design and building features; rather, it is the design process and opportunities to participate in that process.

Methodology

As listed in the table above, the following methods will be used to gather input from various stakeholders for each school:

1-to-1 interviews: Conducted either in person or via phone for the following target audiences:

- Community members
- Staff
- Parent and community leaders at Roosevelt, Franklin and Faubion
- Central office staff including project team members from OSM and OTL
- Contractors including project architects, and others identified by the district

Focus groups: Conducted face-to-face in a large-meeting format. Ideally, the participants will be representative of various stakeholders that represent the variety of opinion. Interpreter services may be required.

Online surveys: A multiple-choice and open-ended survey will be developed using an online survey tool. The survey will be open to all parents, staff and community members within the school community. It will be open for two weeks.

Bond Communications Plan 2014-15 School Year
December 2014

Primary Goals:

- Provide Broad Community Visibility to Bond Program Successes

- Raise Community Awareness of the benefits of the bond to students and families

- Build Support for Future Bonds that over the next 32 years will improve the learning environment of all PPS schools.

Key Messages:

To achieve our primary goals we will build high public awareness using the following key messages:

PPS Bond Projects are completed on time, on budget and to quality standards.

PPS School Building Improvement Bond continues to fund projects that build better learning environments for students.

Strategic Priorities:

9. Affirm the ongoing visible success of our Bond projects and program through multiple communication channels both internal and external.

10. Demonstrate PPS is a good steward of the public's trust and dollars are being spent wisely on the community priorities outlined in the 2012 Bond Measure: three modernized high schools and a rebuilt Faubion PK-8; seismic improvements, new roofs, greater accessibility and grade 6-8 science lab improvements at up to 63 other schools.

11. Utilize the PPS Stakeholder Engagement Framework to support authentic, consistent and equitable community engagement.

12. Create a calendar based Strategic Communications Plan for each project.

13. Working closely with the project teams, communicate clearly and directly with each impacted community providing information on project design and construction issues and public engagement efforts using multiple communication channels both internal and external.

14. Invite the public to participate in each school's public design-related project activities while providing clarity to the public on what type of feedback we are seeking and how that feedback will be used by the project teams.

15. Evaluate the impact of public engagement activities.

16. Build a coalition of supporters for the next bond.

Methods to be used:

1. Annually, with quarterly updates, develop a schedule of known events based on the school year calendar and individual project milestones. Identify appropriate types of materials for each event.

2. Use the Bond web page as the primary conduit for Bond project and program information by providing regular and timely updates to the site.

   a. Use other communication channels to drive people to the website, such as Facebook and Twitter.

   b. Each active Bond project will have an easy to navigate dedicated web page and a document archives page.

   c. All PPS web pages for full modernization high schools and their feeder schools will have an icon link to their modernized high school Bond web page.

3. Create emotionally impactful videos that highlight various Bond projects. (The SOP for video projects can be found in Appendix A)

   a. Videos will go on the Bond website and PPS You Tube Channel.

   b. Videos will be sent as emails, when applicable.

   c. Live link the videos to send viewers directly to relevant Bond sites, when appropriate.

4. At project start up and as subsequently needed work with Project Teams, Chief of School Modernization and PPS Communications Chief to identify potential flash points and develop talking points for each project.

5. Working with project teams create printed materials to provide project updates and promote successes. Printed materials will be sent directly to schools to be backpacked home with students, directly, mailed as needed, posted at businesses within a community and available for download on the individual school's and bond project websites. (The SOP for project print materials can be found in Appendix B).

6. Better utilize free social media opportunities like Facebook and Twitter to communicate information regarding Bond work. The PPS Bond Facebook and Twitter accounts have not achieved a large enough following and do not have enough daily content to support, and as a result have been closed. Work with PPS Communications department to send regular positive Bond content stories to the Facebook pages for schools that are benefiting from Bond work.

7. Use EMMA email marketing system to send regular and timely Bond updates to our PPS community and for project alerts and public meeting notices related to specific projects determined as-needed in collaboration with the project teams. (The SOP for project EMMA notices can be found in Appendix C)

8. Working with project teams use the PPS autodialer system to provide notices to Bond project school communities about upcoming meetings and events where public engagement is sought.

9. Work with PPS Communications Department to generate positive media coverage highlighting our promise to be "On time and on budget" and continue to raise public awareness of the benefits of the Bond to PPS students and families.

    a. Target TV, radio and major newspapers.

    b. Create a robust working relationship with the neighborhood and community newspapers where Bond work is occurring. Better utilize relationships already developed within the district for reaching out to neighborhood associations and their corresponding papers.

10. Work with PPS Communications Department to send out regular and timely positive Bond stories for PPS Pulse. Pulse is a monthly internal District-wide newsletter that reaches over 6,000 employees.

11. For public involvement during a school's master planning and schematic design phases clearly identify for the public how input will be considered and how decisions will be influenced by public engagement. Revise future project FAQs, recruitment materials and all public meeting and workshop announcements using language consistent with the stakeholder engagement framework.

12. Create an FAQ sheet in collaboration with project teams for each active Bond Project. Update as needed. The FAQs will be on the Bond web site and distributed as needed at public outreach events. In addition, a talking points document will be created to be used by staff when answering questions about each project.

13. Hold regular Bond Communications meetings.

    a. Attend regular internal stakeholder project meetings held by the project directors.

    b. Hold bi-monthly bond communication meetings attended by all project and program directors as well as appropriate Communications staff to assess ongoing communication needs, and materials production and coordination.

14. Use surveys at school sites and district-wide. Use survey instruments to collect data about the success of public engagement and communication tactics to improve coordination and delivery of materials.

15. Coordinate project communications "lessons learned" reviews. Schedule internal "lessons learned" meetings with each project team and key staff members.

16. Develop Bond community outreach events in the schools & neighborhoods impacted by the Bond project, as staffing capacities allow.

17. Regularly attend meetings of groups and organizations representing typically underserved communities, as staffing capacities allow. PPS is committed to listening to

all voices within the District and these meetings provide direct updates about the Bond projects in historically under-represented communities.

18. Support summer improvement project school sites.

   a. Develop flyers and posters for each school site prior to the summer's work and materials for those same schools' back to school nights in the fall. Materials must be done at the same time so that they are ready for fall and can highlight the scope of the bond work particular to each school.

   b. When possible, quadrant open houses will be held to promote the pending summer improvement work in that area of the District.

19. For each high school to be modernized and for the Faubion PreK-8 and future school replacement projects a series of Design Advisory Group (DAG) meetings will be scheduled.

   a. Notices for those meetings will be posted on the web site by the Bond Communications staff.

   b. The project teams shall schedule DAG meetings and send DAG members Email meeting alerts and reminders.

20. For each high school to be modernized and for the Faubion PreK-8 replacement a series of Public Design Workshops and open houses for each school will be scheduled. The Master Planning and Schematic Design phases of these projects include interactive public design workshops and open houses. Additional open houses may be scheduled at the end of the Design Development and Construction Document phases.

   a. Printed and digital flyers will be created and distributed to that school community and all of the feeder schools for that high school. EMMA emails, AutoDialer scripts, and notices for feeder school and PTA newsletters will also be distributed. Press releases and notices will also be sent to local neighborhood and business associations as well as neighborhood newspapers. In addition, we may purchase print advertising in select neighborhood newspapers. (The SOP for AutoDialer can be found in appendix D)

   b. Shoot video and high quality photos of design workshops, community organization meetings, and open houses to be posted on PPS Facebook and Twitter accounts. This will create a more real time public record and promotion of public engagement in real time. This record will bring a human element to the community engagement and support the written record that will be built at each of these sessions.

21. For each of the major bond projects create and coordinate Ceremonies and Events public events that will celebrate project achievements and milestones working with CIPA to promote the events to the local community and the public. The SOP for project print materials can be found in Appendix E)

PPS Communication Assets:

Staff	Bond Websites	PPS Facebook
PPS Twitter	PPS YouTube	School Facebook
School email lists	Video Production	PPS Pulse
Channel 28 TV station	OSM email & EMMA	Board Members
Carole's Annual Report	PTAs	Site Councils
PTSAs	School Reader Boards	School newsletters

Design Advisory Groups (DAG)   Bond Accountability Committee (BAC)

KBPS radio station   Neighborhood Associations

School journalism and related classes: as a way to involve student coverage of work

Organizational Consideration Needs:

Student engagement infrastructure	Boots on the ground people
MWESB program infrastructure	Summer events coordinator(s)
School calendar	Video monitor - Camera

Banner tent, signs and other materials for external events

Allies:

PTAs	Police Chief	Donors for last Bond
Neighborhood coalitions	Architects	BAC members
High School Communities	PDX workforce alliance	Association of Realtors
SEI- Self Enhancement Inc.	Seismic organizations	Emergency organizations

PBA - Portland Business Alliance   Coalition Communities of Color

Association of General Contractors (AGC)   SUN Program

Partners (Concordia, PCC, Benson alum, YMCA, PSU, etc.)

Neighborhoods of completed summer improvement project schools

Audiences:

Parents/Future parents	Neighbors	CUB users
New mothers/hospital packet	Potential partners	Neighborhood preschools
Home Owners	Renters	Kindergarten round up
Younger Voters 34 & under	Women	Legislators

Organizational & Stakeholder Audiences:

OPOS	Stand for Children	Portland 80%ers
Portland City Club	Realtors	BOMA
Local biz associations	Teachers – PAT	Parent Coalition

Portland Council PTA and leaders   Neighborhood associations

Columbia Pacific Building Trades   Portland Business Alliance & Members

Coalition of Communities of Color & member organizations

News Media: Oregonian, WW, Portland Tribune, OPB, TV, neighborhood papers

Bond Communications Outreach						
Project	**Date**	**Event**	**Group/School**	**Outreach Technique**	**# contacts**	**Notes**
Faubion	7/26/2013	Movie In The Park-Concordia	Portland Parks & Rec	Staffed Info Table: Faubion Info	200	
Franklin	8/19/2013	Design Advisory Group Mtg	Franklin HS			
Franklin	8/19/2013	Bridger Site Visit				
Roosevelt	8/19/2013	Astor Site Visit				
Roosevelt	8/20/2013	Cesar Chavez Site Visit				
General	8/21/2013	Say Hey: Diversity in Partnership			300+	
Roosevelt	8/22/2013	Design Advisory Group Mtg	Roosevelt HS			
Roosevelt	8/28/2013	Roosevelt Summer Nights BBQ	Roosevelt HS	Staffed Information Table		
Faubion	8/29/2013	Open House	Faubion	Staffed Information Table	100+	
Roosevelt	9/4/2013	RCIC	Roosevelt Team			
Roosevelt	9/4/2013	Design Advisory Group Mtg	Roosevelt HS			
General	9/5/2013	APANO Board Reception	APANO	Meet & Greet	25	
Roosevelt	9/7/2013	St. Johns Farmers Market	St. Johns Booster			
General	9/8/2013	OPOS General Meeting	OPOS	Meet & Greet	10	

IP2013	9/17/2013	Back To School Night	Lewis K-5	Staffed Information Table	100+	
Roosevelt	9/17/2013	St. Johns Booster General Mtg	St. Johns Booster	Attended Mtg	10	Initial Meet & Greet
All Bond	9/18/2013	SUN Training Day	SUN	Material provided		
IP2013	9/18/2013	Back To School Night	Alameda School	School Improvement Poster		
IP2013	9/18/2013	Back To School Night 6th-8th	Laurelhurst	School Improvement Poster		
IP2013	9/18/2013	Back To School Night	Lent	School Improvement Poster		
Roosevelt	9/18/2013	Back To School Night	Roosevelt HS	Staffed Information Table	100+	
Franklin	9/19/2013	Back To School Night	Creston	Staffed Information Table	100+	
Franklin	9/19/2013	Back To School Night	Sunnyside	Presentation/Info Table	100+	
IP2013	9/19/2013	Back To School Night 3rd-5th	Alameda	School Improvement Poster		
IP2013	9/19/2013	Back To School Night K-5th	Laurelhurst	School Improvement Poster		
Faubion	9/20/2013	Cup of Tea w/Principal Lee	Faubion	Presentation	20+	
Franklin	9/20/2013	Latino Parent Group	Bridger	Presentation	10	
Franklin	9/20/2013	Public Design Workshop	Franklin HS	Interactive Workshop	60	
Roosevelt	9/20/2013	Public Design Workshop	Roosevelt HS	Interactive Workshop	40	
Franklin	9/23/2013	BackTo School Night	Mt. Tabor	Staffed Information Table	100+	
Franklin	9/24/2013	Open House	Atkinson	Staffed Information Table	100+	

Franklin	9/24/2013	Back To School Night	Franklin HS	Staffed Information Table	200+	
IP2013	9/24/2013	Back To School Night	Bridlemile	School Improvement Poster		
Franklin	9/25/2013	Back To School Night	Bridger	Staffed Information Table	100+	

Roosevelt	9/25/2013	Back To School Night	Peninsula	Staffed Information Table	100+	
Roosevelt	9/25/2013	Back To School Night	Cesar Chavez	Staffed Information Table	100+	
Faubion	9/26/2013	Design Advisory Group	Faubion	Public Meeting		
Franklin	9/26/2013	Back To School Night	Glencoe	Staffed Information Table	100+	
Franklin	9/26/2013	Back To School Night	Arleta	Staffed Information Table	100+	
Roosevelt	9/26/2013	Back To School Night	Rosa Parks	Staffed Information Table	100+	
Roosevelt	9/26/2013	RHS Annual Alumni	Roosevelt HS Alumni	Meet & Greet		
Franklin	10/2/2013	Design Advisory Group	Franklin HS	Public Meeting		
Roosevelt	10/2/2013	Junta di Padre	Sitton	Meet & Greet	15	
Roosevelt	10/3/2013	Design Advisory Group	Roosevelt HS	Public Meeting		
Faubion	10/4/2013	PTA Koffee Klatch	Faubion	Presentation	10	
Franklin	10/4/2013	Franklin vs. Jeff Football	Franklin HS	Canvasing		
Franklin	10/7/2013	Principal Coffee & PTA	Glencoe	Presentation	25	
Franklin	10/8/2013	PTA Meeting	Creston	Presentation	20	
Franklin	10/9/2013	Latino Parent Night	Franklin HS	Presentation	30	
Franklin	10/9/2013	PTSA Meeting	Franklin HS	Presentation		
Faubion	10/10/2013	Design Advisory Group	Faubion	Meeting		10-Oct
Faubion	10/10/2013	Back To School Night	Faubion	Staffed Information Table	100+	10-Oct
All Bond	10/15/2013	Diversity Civic Leadership	ONI	Meeting		Office of
Franklin	10/15/2013	Partners Meeting	Franklin HS	Meeting	15	15-Oct
Roosevelt	10/15/2013	St. Johns Booster General	St. Johns Booster	Meeting- Information	15	
Faubion	10/16/2013	General PTA Meeting	Faubion	Meeting		
Roosevelt	10/16/2013	PTA Meeting	Roosevelt HS	Presentation		

Roosevelt	10/17/2013	Design Advisory Group	Roosevelt HS	Meeting		
Faubion	10/19/2013	Public Design Workshop	Faubion Replacement	Interactive Workshop		
Roosevelt	10/19/2013	Public Design Workshop	Roosevelt HS	Interactive Workshop		
Faubion	10/24/2013	Design Advisory Group	Faubion	Public Meeting		
Franklin	10/26/2013	Public Design Workshop	Franklin Mod Team	Interactive Workshop		
All Bond	10/28/2013	Meet & Greet	NAYA	Information Sharing/Update		
Franklin	10/29/2013	Partners Meeting	Franklin	Information Sharing/Update	15	
All Bond	11/1/2013	Meet & Greet	POIC	Meeting		
All Bond	11/1/2013	Meet & Greet	CIO	Meeting		Center for Intercultural
Faubion	11/1/2013	PTA Koffee Klatch	Faubion	Information Sharing/Update	20	
Roosevelt	11/6/2013	Design Advisory Group Mtg	Roosevelt HS	Meeting		
Franklin	11/12/2013	Partners Meeting	Franklin HS	Meeting	15	Update information
Grant	11/13/2013	8th Info Night	Grant HS	Staffed Information Table	300+	
Roosevelt	11/18/2013	St. Johns Neighborhood Assoc. Mtg	Roosevelt HS	Information Sharing/Update	30	

Roosevelt	11/19/2013	St. Johns Booster General	Roosevelt HS	Information Sharing/Update	15	
Roosevelt	11/19/2013	Partners Meeting	Roosevelt HS	Meet & Greet	25	Initial meeting
Roosevelt	11/19/2013	Open House	Roosevelt HS	Public Open House	50	See debrief
Franklin	11/20/2013	Open House	Franklin HS	Public Open House	200+	See debrief
All Bond	11/21/2013	Long Range Facilities Advis				
Grant	11/21/2013	Beaumont PTA Mtg	Grant HS	Meet & Greet	45	
IP2014	11/22/2013	Creston Parent Coffee	Creston K-8	IP14 Info Sharing/Meet &	25	Vietnamese/Spanish
Grant	12/2/2013	Irvington PTA Mtg	Irvington K	GHS Mod Update/Meet &	40	
Franklin	12/3/2013	Vietnamese/Chinese Tea	Kelly K-8	Community Agent Meet &	4	not advertised re: Bond
Roosevelt	12/3/2013	North Portland Community	The Gathering	RHS Mod Update	30	quarterly
All Bond	12/4/2013	Bond Student Workforce Mtg	IRCO	Planning Mtg	5	ID what are the PPS Bond
Franklin	12/5/2013	Russian Parent Coffee	Kelly K-8	FHS Mod Update/Meet &	15	Russian translation on
Franklin	12/5/2013	Discover Franklin 8th Event	Franklin HS	Staffed Information Table	100+	Current & upcoming

Grant	12/10/2013	Grant PTA Mtg	Grant HS	GHS Mod Update/Meet &	90	# of feeder school
All Bond	12/12/2013	ONI Leadership Mtg	Office of Neighborhood	General Bond	8	
Franklin	12/17/2013	Spanish Café Parent Mtg	Bridger K-8	FHS Mod Update/Meet &	20	Spanish translation on
Roosevelt	12/17/2013	Partners Mtg	RHS Partners	RHS Mod Update	20	
IP2014	12/18/2013	Bond Presentation	Bridger 5th grade	How To Think Like An	60	Recap sent to FHS
Franklin	1/6/2014	SE Uplift Coalition Board Mtg	SE Uplift Coalition	FHS Mod Update/Meet &		
Roosevelt	1/6/2014	NP Neighborhood Services	North Portland NA	RHS Mod Update/ Meet &	10	
IP2014	1/7/2014	PTA Mtg	James John PTA	IP14 Info Sharing/Meet &	15	
Roosevelt	1/7/2014	Principal Community Coffee	RHS Leadership	RHS Mod Update	5	
Roosevelt	1/7/2014	Partners Mtg	RHS Partners	RHS Mod Update	20	
All Bond	1/8/2014	Marshall Campus Preview	Super SAC	Marshall Campus Preview	400+	
Grant	1/9/2014	PTA Mtg	Sabin	GHS Mod Update/Meet &	50	
Grant/FHS	1/11/2014	Marshall Campus Preview	OSM-GHS/FHS	Preview for GHS/FHS Feeder	500	Recap written
Roosevelt	1/13/2014	St. Johns Neighborhood Assoc. Mtg	St. Johns NA	RHS Mod Update	30	
Roosevelt	1/14/2014	DAG Mtg	Roosevelt Mod Team	RHS Mod Update	10	
Grant	1/21/2014	PTA Mtg	Laurelhurst PTA	GHS Mod Update/Meet &	50	
Faubion	1/22/2014	DAG Mtg	Faubion Replacement	Faubion Update	80	
Roosevelt	1/23/2014	RCIC Reconnect Mtg	RCIC		3	
Faubion	1/24/2014	Cup of Tea w/Principal Lee	Faubion Leadership		25	
Franklin	1/24/2014	DAG Mtg	Franklin Mod Team	FHS Mod Update	15	
Roosevelt	1/25/2014	St. Johns NA Winter Social	St. Johns NA	Staffed Information Table	50+	
Roosevelt	1/27/2014	U Park NA Mtg	Univeristy Park NA	RHS Mod Update/ Meet &	15	
Roosevelt	1/28/2014	8th Grade Info Night	Roosevelt High School	Staffed Information Table	50+	
Roosevelt	1/30/2014	DAG Mtg	RHS Mod Team	RHS Mod Update	15	
Roosevelt	1/31/2014	Principal's Coffee	Cesar Chavez	RHS Mod Update/Meet &	25	Spanish translation on
Roosevelt	2/4/2014	Community Coffee	Roosevelt High School	RHS Mod Update	10	Spanish speaking families

Roosevelt	2/4/2014	RHS Partners Mtg	Roosevelt High School	RHS Mod Update	20	
Faubion	2/5/2014	ESL Parent Mtg	Faubion ESL	Faubion Update-DAG Mtg/	15	
Faubion	2/11/2014	Faubion DAG Mtg	Faubin Team	Faubion Project Update	70	
Franklin	2/12/2014	5th Grade Info Night	Mt. Tabor	Staffed Information Table	300	
Franklin	2/12/2014	PTSA Meeting	Franklin PTSA	Tweeted	25	
Faubion	2/18/2014	Faubion Open House	Faubion Team	Faubion Update	50	
Franklin	2/18/2014	FHS Partners Mtg	Franklin School	FHS Mod Update	10	Topic: Schematic Design
All Bond	2/19/2014	City Club- CTE Meeting	City Club	Meet & Greet	50	CTE Space in PPS Schools
Roosevelt	2/20/2014	RHS Alumni Meeting	RHS Alumni	Meet & Greet	6	
Franklin	2/25/2014	Franklin Career Constructin	Franklin Mod Team	Tweeted/ Assist w/set-up	80	Student engagement
All Bond	2/26/2014	Black Parent Reception	BPI	Meet & Greet	20	
Roosevelt	2/27/2014	RHS DAG Mtg	RHS Mod Team	Tweeted	20	
All Bond	3/1/2014	Latino Family Conference	PPS & Partners	Staffed Information Table	300	RHS MEChA Student VIPs
Roosevelt	3/4/2014	RHS Community Coffee	Roosevelt School	RHS Mod Update	10	
Roosevelt	3/4/2014	RHS Partners Mtg	Roosevelt School	RHS Mod Update	20	
Roosevelt	3/10/2014	St. Johns Neighborhood Assoc. Mtg	St. Johns NA	RHS Mod Update	30	
All Bond	3/19/2014	APACC Event	APACC	Staffed Information Table	100+	
Roosevelt	3/19/2014	Roosevelt African American Family Night	Roosevelt HS	Staffed Information Table	100+	
Roosevelt	4/1/2014	RHS Partners Mtg	Roosevelt	RHS Mod Update	20	
Franklin/IP14	4/3/2014	Brentwood-Darlington NA General Mtg	Brentwood-Darlington NA	FHS Mod Update/IP14	25	
Roosevelt	4/3/2014	Kenton Business Assoc.	Kenton BA	RHS Mod Update/IP14	25	
All Bond	4/24/2014	NECN School Committee Mtg	NECN School Committee	Bond Update	10	
All Bond	5/1/2014	APANO: Voices of	Mekong	Meet & Greet	200+	
IP14	5/6/2014	IP14 Community Update/James John PTA	James John PTA	Staffed Information Table/PTA	15	
IP14	5/13/2014	IP14 Community Update/Creston PTA mtg	Creston PTA	Staffed Information Table/PTA	30	

IP14/RHS	5/20/2014	IP14 Community Update/Woodlawn PTA	Woodlawn PTA	Staffed Information Table/PTA	15	
All Bond	5/22/2014	Say Hey! Partners in Diversity	Samuel Legacy	Meet & Greet	400+	
Faubion	5/23/2014	NECN Meeting		Meet & Greet		
IP14	5/28/2014	IP14 Community Update	Beach	Staffed Information Table	30	
IP14	5/29/2014	IP14 Community	Grout PTA	Staffed Information Table/PTA	40	
Roosevelt	5/30/2014	Chief Joseph Campus Coffee	Chief Joseph	RHS Mod Update	30	
Faubion	5/31/2014	Faubion Open House	Faubion	SD Open House	100+	

Roosevelt	6/6/2014	Ockley Green Campus Coffee	Roosevelt	RHS Mod Update	30	
IP14/RHS	6/10/2014	Beach	Beach PTA	IP14/RHS Mod Update		
IP14/RHS/Faubion	6/10/2014	Cully Neighborhood	Cully NA	Faubion/IP14/RHS Mod	50	
Roosevelt	7/14/2014	St. Johns NA General Mtg	St. Johns NA	RHS Mod Update	50	
Faubion	7/15/2014	Concordia Tree Team Meet &	Concordia Tree Team	Faubion Update	5	
Roosevelt	7/16/2014	RHS Summer Nights	NorthLake Church	Staffed Info Table/ Event	30	
Grant	7/18/2014	Movie In The Park- Irving	Portland Parks & Rec	Staffed Info Table: Gen	1,500	
Roosevelt	7/23/2014	RHS Summer Nights	NorthLake Church	Staffed Info Table/ Event	50	
IP14	7/24/2014	PlayGround Program-Creston	Portland Parks & Rec	Staffed Info Table: IP14/FHS	30	
IP14/FHS	7/28/2014	Creston/Kenilworth NA	Creston/Kenilworth NA	IP14- Grout/Creston	30	
Roosevelt	7/31/2014	PlayGround Program- McCoy	Portland Parks & Rec	Staffed Info Table: Roosevelt	20	
Roosevelt	8/5/2014	National Night Out- McCoy	St. Johns & Kenton NA	Staffed Info Table: Roosevelt		
All	11/3/2014	BOE Town Hall Meeting	Grant HS	Staffed Info Table/ Event	100+	
Roosevelt	11/4/2014	Principal Coffee	Roosevelt HS	Meet & Greet	5	
All	11/5/2014	BOE Town Hall Meeting	Roosevelt HS	Staffed Info Table/ Event	50+	
Faubion	11/5/2014	Faubion Site Council Meeting	Faubion	Meet & Greet	10	
Faubion	11/10/2014	Eliot Neighborhood	Faubion--> Tubman	Presentation	25+	
All	11/14/2014	Fall Intertwine Alliance	Intertwine Alliance	Meet & Greet	100+	
Franklin	11/17/2014	BOE Town Hall Meeting	Franklin HS	Staffed Info Table/ Event	50+	

Roosevelt	11/18/2014	Middle School Info Night	Roosevelt HS	Staffed Info Table/ Event	25+	
Grant	11/19/2014	Grant HS 8th Grade Info	Grant HS	Staffed Info Table/ Event	300+	
All	11/20/2014	BOE Town Hall Meeting	Lincoln HS	Staffed Info Table/ Event	80+	
FHS/RHS/GHS	12/1/2014	BOE Town Hall Meeting	Jefferson HS	Staffed Info Table/Event	50+	
Faubion	12/2/2014	Principal Coffee	Faubion	Information Sharing	20+	
Franklin	12/2/2014	Lents Neighborhood	Lents NA	Information Sharing	30+	
Franklin	12/4/2015	Discover Franklin 8th Event	Franklin HS	Staffed Info Table	300+	
All Bond	12/5/2014	CEIC Annual Meeting	CEIC	Meet & Greet	50+	
Roosevelt	12/8/2014	St. Johns Neighborhood	St. Johns NA	Information Sharing	30+	
FHS/RHS/GHS	12/11/2014	Madison HS 8th Grade Info	Madison	Information Sharing	100+	
All Bond	1/19/2015	Keep The Dream Alive	World Arts Portland	Staffed Info table	1,000+	
All Bond	1/21/2015	Cleveland HS Listening	PPS	Staffed Info Table	60+	
All Bond	1/24/2015	Kids Fest	Metro Parent, etc.	Staffed Info Table	500+	
All Bond	1/24/2015	Kids Fest	Metro Parent, etc.	Staffed Info Table	500+	
All Bond	1/26/2015	BOE Town Hall Meeting	Cleveland HS	Staffed Info Table	50+	
Roosevelt	2/10/2015	Chief Joseph PTA Meeting	Chief Jo PTA	Information Sharing	40+	
FHS/RHS/GHS	2/12/2015	Benson Tech Show	Benson HS	Staffed Table	200+	
FHS/RHS/GHS	2/13/2015	Benson Tech Show	Benson HS	Staffed Table	200+	
All Bond	2/16/2015	Madison Tet Celebration	Madison Vietnamese	Staffed Table	100+	
All Bond	2/21/2015	Lunar Festival/Chinese New	Vietnamese/Chinese Communities	Staffed Table	500+	
FHS/RHS/GHS	2/23/2015	Budget Workshop	PPS @ Benson	Info Table	10+	

Grant HS	2/25/2015	Portland Council PTA Leaders	Grant HS	Staffed Info Table	15+	
Roosevelt	2/26/2015	Budget Workshop-Spanish	PPS	Info Table	30+	
Franklin/Gran	3/7/2015	Marshall Community Tours	OSM	Staffed Information Table	100+	
FHS/RHS/GHS	3/11/2015	Budget Town Hall @	PPS	Info Table	10+	
Roosevelt/IP1	3/12/2015	Volunteer Soiree	St. Johns NA	Staffed Information Table	100+	
Roosevelt/IP1	3/14/2015	5ht Annual Latino	PPS	Staffed Information Table	300+	
All Bond	3/17/2015	Digital Safety Workshop	PPS	Staffed Information Table	25+	

Comments from Individual Interviews
Comments are anonymous.

DAG Members

Do you think the DAG recruitment process was adequately communicated to the diversity of your school's community?

We could have done more. We sent application to parents. The application was intimidating, too wordy. Bullets would be better. The DAG didn't represent the school population. It included almost all white parents living nearby who are self-employed and college educated. The poor parents didn't show.

It was an open call to anyone interested. They tried to tap into all aspects of school community. I think they could do better. Part of that being better is that teachers would have to commit to help. They need someone to represent each area of school. Have more teacher voice. Everyone was invited to every meeting. They never closed the door.

Yes. It was very good. We had students. They had a lot to say. There were community members, staff. It was put together to represent whole community and school.

The process could be refined based on learning experience from RHS and FHS DAGs. There is some dissatisfaction from RHS and even FHS. AS a whole, Franklin decided to work on the task at hand. Roosevelt appeared they needed to yell that the sky is falling. Both received the same notices.

The deadline was too tight. They only got 15-20 applicants. The DAG started as not a representation of the Roosevelt community. There were too many PPS members.

There is a level of trust that educators know what they're doing. A feeling that I'm okay with what they decide. Persons of dissent are louder than the silent majority.

They could have done a better job of making people aware of what it was and giving them the opportunity to be a part of process. They came to school, talked to different people at school. To get community involvement, it took the voice of a few people who have been in the community for a long time. They don't reflect the entire community as a whole with way the committee has changed. When looking at the committee, they don't represent the diversity of the changed community. A lot of people are on DAG from the same era. They are all primarily white. They could have done a better job reaching out to people from diverse backgrounds. They need the Hispanic community, the islander community. They make up a large portion of the school. It's a black, Hispanic and white population. The school is split into thirds and the DAG is mostly white.

The recruitment process was fine. Everybody who attended had an opportunity to speak their peace. People misconstrued that. If they don't get their way, they weren't being heard.

Overall, it was deeply flawed. All of it from start to finish. The process to recruit for DAG was lame. The Roosevelt community has long-held grievances. North Portland is screwed by everyone. Resentment is simmering. This process fanned the flames of resentment. It could have been a new chapter. The problems were recruitment, input, final design. The project manager's style was unsuited to the audience. It was, "This is the way it is. Be happy you're getting that." Recruitment had many problems. It started late. Everything was rushed. I didn't know about it until the DAG started. The initial recruitment instrument was sent to a small audience in an email to school staff. There was a tight deadline. The second email was not sent to neighborhoods and businesses.

Most of the neighborhoods have community newspapers. They should post in papers and give more advance notice. It takes a while for people to see and take notice.

No no no no no. It was poorly handled. Even when several of us communicated we needed to have global makeup and a variety of stakeholders. We requested on several occasions, but it never happened.

No. We needed to reach more members of our community. Publications are not effective generally speaking. It is not just about DAG, but our collective ability for schools to reach out to families. Cell phones, texts messages are underutilized. Numbers were small of people who showed up. Use technology more. There is no reason we shouldn't be able to send a text to every parent.

I don't know how they went about recruitment about DAG to date. I know the mix for Franklin and Roosevelt. I know general representations and differences. I think people need to be clearer about the responsibility in serving on the DAG. Both high schools to date had a number of DAG members who had sporadic attendance. Two things come out: 1) Their voice doesn't get heard. 2) There's a lot of rework. When they show up, you go over the same things.

It's one thing to let people know about meetings and another thing at the meeting. There were not many people of color at the meeting. It's about the process for how meetings are run and people at the meeting.

The main thing is time. It takes time to do outreach and engagement because you are building the relationship and trust. It conflicted with timelines. You need to work with people who have relationships in place. That's what project directors are doing now. That was brought up.

Was the DAG membership representative of stakeholders in the community? Was it representative of stakeholders in the community?

We would have liked to have more meetings with stakeholders at the school. We initiated that process. It wasn't defined at all. A few teacher members were on the DAG, but I'm not sure how well they were communicating back to the group. I'm not sure how many of them had a way to communicate back to other people. Most people were not reporting back/gathering input. Most were speaking with their own opinions.

No. It was not diverse. The roles were diverse but the same people as site council, PTA, etc. participated. It was the same crowd.

Wider community outreach was good. It would have been great to have more minority voices. Invites were made. Just, how do you bring those members of the community in?

My sense that it did to a solid extend. It's difficult to know who was missing if you are unaware of who all stakeholders are. My primary concern was to make sure lower income community throughout district was represented. It didn't have enough representation from that side of community but we argued for those interests as well. For STEM, we must decide if you are doing an auto mechanic space, maker space, computer, home arts, etc. The district represents a broad variety of interests and needs. The plan as initially conceived will meet a variety of student needs. After the process, many of the pieces were reduced. Value engineering left me stumped and stymied. I felt that the decisions we had made as a committee had been shifted to a different environment. It was difficult to know if priorities we had as a committee were reflected in final design. I was more confident before the value engineering process.

We incorporated all ideas. The DAG was the group that met more holistically. It was the framework, the spine of the community engagement process. There were places where we interfaced with other groups but always brought input back to the DAG. It worked pretty well. It allowed us to take input we received from user groups and test it against the group that represented all of them together and had the bigger picture in mind. In terms of importance, you listen to the voices that know the most about it: student and teachers. They were not the only voice, but give them a little importance because they live it day to day.

It's so hard to get people. They always try, but they always end up with people who have flexible schedules, work from home. There were issues. You had to sign up to be on it. Some people came to two meetings and never showed up again. I pointed out that they weren't coming back. Could we fill spot? I was told yes. I recruited a younger parent who was interested in doing it and has younger kids. When he turned in the application, they asked if he was a person of color. They said that's what they wanted. It was annoying. He was rejected based on race. He brought a perspective of someone they didn't have. They ended up taking a person of color and rejected the other guy. It left a bad taste. It was rude. It was blatant: they were mostly interested in a person of color. They were not interested in the fact that you are bringing a different perspective to the group.

Yes. I definitely think they did their best at trying to get diverse membership. They can't force people to go to meetings. From a student perspective, I thought they were perfect in how they did it. The architects came to school. They did a forum, a few students did internships.

I was one of only two people to attend every meeting. You can do many types of publications and communications. It still boils down to those who choose to be active are. Others sit back and watch. It's hard. People complain about school district transparency and communication. It dos a lot. It's admirable. Very few recognize that PPS supports 104 languages. It's very diverse. Franklin is more culturally and ethnically diverse than Roosevelt. More languages are spoken.

Not diverse enough. They attempted to get a great deal of perspective. There were processes to get appointed that might have been prohibitive to some groups. It was a quasi-application process and a long application. Intent was to not always hear from same voices without looking at making it more user friendly.

Not ideally. Stakeholders were present but not all voices were heard or opinions acknowledged. Of the list of DAG members, not all voices were clearly heard. I'm not sure why. Roosevelt has been historically under represented. I thought they didn't expect much. I thought they already had the plan set. It was design, process, DAG members.

It's hard to know. It was fairly representative, but not a very big group. It got to a point that more neighbors and community members joined.

The schools use a dialer system. Use the same tools, the dialer system, to make people aware that they were in need of people to make up the DAG. Had they started using that to recruit DAG members, we would have had more people.

People were so busy trying to make a living, they didn't show up. They didn't even know what STEM was. PPS would take stickers, synthesize it about what the public said they want. They said, the public doesn't want what you want. The public didn't even show up.

Was there a framework of public involvement? The perception was that the Roosevelt DAG was heavily weighted with PPS and OSM staff. There were very few actual community members. There were not more than six actual DAG members at meetings. There was one teacher. They need to have teaching staff who understand hands-on learning. Franklin is getting 9,000 sq. ft. of maker space. Roosevelt is only getting 3,500 sq. ft.

Yes. I only hesitate because some who were selected didn't participate at level they needed to early on. They were very hit and miss. They came in and stormed the castle. How do you mitigate people who are there intermittently and still represent everyone? I don't know if there should be alternates to the core team – other individuals expected to attend. Should people miss a meeting, others could take their slots. Why did people drop out, fizzle out? Those on the actual DAG had more informal discussions. That

dissolved a bit. Perhaps something more consistent or formalized would ensure more commitment. Seating assignments, allow Q&A time to allow input.

It was hard to tell who is on the DAG and who isn't. It got a little more muddled. Partly to incorporate all voices. It was muddled toward the end of the process. It became harder to tell who was a DAG member and who was not. Is there a process at those meetings for community voice? The district expectation was we were representatives of the community. The formalized process for that wasn't as clear. I went to a staff meeting, but there wasn't dedicated staff time for gathering input. The process for being a liaison isn't easy for whoever is representing community or business. DAG meetings became forum for people to share voices. At community meetings, there was a lot of sharing out, not enough taking in. In the application, ask do you have specific community connections/meetings to share/get input. Or provide time before or after DAG meeting for community input.

Did we engage with enough of the community outside the DAG? I think we made a good effort to reach out. We were cognizant of the diversity and pride in the diversity in the community. We held meetings at community centers, other sites. We tried to engage students. We had a challenge getting students to come to open houses. We met with teachers, went into classrooms to talk to students and to get feedback.

We were supposed to bring ideas and perspective to the process. It was not a decision-making entity.

No.

No. It wasn't successful. The impact and result was highly limited. Even when we had presentations to show the new sketches. It seemed very limited community response.

That's a tough question. The DAG was brought on. It was run above us. They tried to get people to join, respond, show up. It was a challenge given the timelines. There was a pretty good cross section at the start. It was more difficult as it progressed because you're asking people to give up time. That became a hurdle for us. It matches with the design process. I felt we were very upfront with our DAG. Have outreach, then do updates. The first two meetings were identical. We knew not everyone could make it, so we ran two orientations.

Part of the problem was there was nobody assigned to go out to do outreach. It fell to the project managers. The bond process was just getting started. I don't think we had the right pieces in places to get started in the right way. It was too new to everybody. It was an application process, but they wanted certain types of people to apply, but the applications weren't always readily available and there wasn't a lot of outreach to individuals. 1) We found that people didn't really want to apply. 2) The application was complicated, people didn't understand what they would be asked to do and 3) It was a measure of trust. People didn't want to volunteer when they were suspicious to playing lip service to community process, but it wasn't going to be real.

The last thing: in the community, there are a lot of low-income people. It's hard to ask people to come down and participate in a community process. They didn't have the time. When you are in a low-

income community, you need to go where the people are. You can't ask them to come to you. We didn't do enough of that. It's good to know your community before you ask something of them. That was the first thing. I wish we had time to go sit in a coffee shop every Tuesday morning, have coffee and talk to people who came in. They would know they could find us there.

I'm not sure how to make actual DAG meetings better. We got teachers who were heavily invested in the project or retired people who had their own personal agenda. We didn't get business owners, we didn't get parents. Those were people we needed. We were missing the parent and active business perspective. We had a lot of attrition. Part of it may have been making things more predictable, understanding the content of the meeting before the meeting was held. We tried to do that a little.

People became disenchanted with the process because a lot of questions that were asked, that people needed, were about Ed Specs. What is it, how does it work, what do we have to do as a school? Having that presented by educators would have helped a lot. We spent a lot of time talking about how we had to follow educational need. The questions were why, but we can't speak to that as well because we're not educators, especially when it came to CTE/STEM. People asked why can't we have a culinary program, but if the school isn't ready to have that program, People were trying to make choices on what they want to see. They asked why isn't my idea included? There was a disconnect. The community was aware of that disconnect. We lost credibility by not having educators there to respond.

It would have been a big help to have the principal at every meeting. When it came to classroom need, educational program, no one was there who could speak to it. As much as we tried to educate administrators, they were not engaged or didn't have the time. I don't think that anyone on our team fully understood all of the educational requirements.

One example of the bigger issue: our Ed Specs required shared classrooms. In the process of our conversations, we talked to teachers and the community about how classrooms would be shared. There was a huge uproar among teachers. At a DAG meeting, we are pitted against our own teachers. They wanted to talk about shared classrooms, they were stirring up the community. It should have been handled in a separate meeting. The only reason it happened is because OTL didn't inform their own teaching staff of the intention and how it would work. It came down to messages being delivered by the wrong people.

The first thing is that the OTL has to be completely on board with how they plan to teach moving forward. Just as the Ed Specs specify square footage, they need a work plan that outlines resources teachers can access, here is the methodology, here is how we will deliver education in the future. They need to meet with educators so they are on board and express how or if the design will support those expectations. Then it is a productive dialogue because we aren't trying to argue over validity to the contract but trying to best implement it. This is the worst possible way to experiment. Millions of dollars spent, when it's done they'll say, ok, I get it or this is not going to work. The building needs to respond to clear direction.

It could have been more diverse but we had problems getting people to commit. We actively tried to pursue different communities. PPS has in-house staff that works with different minority groups. We asked that person to actively recruit from pacific Asian, Mexican, black, Russian communities. Asked district office folks to engage minorities. As far as I know they did that.

Who were the community representatives? When the charter was being developed, we were looking for representation. We broadly wanted to get people to represent those constituencies. We looked for

students, community members, teachers. We reached out. It was all electronically. We looked for diversity. We approached each similarly. The constituencies a bit different. We chartered according to unique needs. The charters differed a bit among the community. We did an exercise called mapping the community to define community make up.

I felt it was successful in reaching audience that would attend the school.

People who don't come, people of different ethnic backgrounds, it doesn't mean they don't care. They are triaging their priorities. The people who are speaking have the time. It's a luxury. The district role is to speak on behalf of the people who care but don't have the capacity.

Was the role of the DAG stated clearly to participants?

Suggestion: go back to goals that were set up at the beginning of the process. That was helpful to remind group what we're trying to do. In general, try to respectfully listen to everything even if we can't incorporate every comment.

I think we should be more clear about what role is so people have right expectations about what they are doing or being asked to do. We were building the boat as we go down the river. Besides the charter and guidelines for behavior, try to be more clear about the role.

Yes. Roles were clear but not all perspectives in the community were represented. It's better to ask specific key people connected to different populations. They tried to present to Latino group. It was like outsiders coming in. If they aren't already involved, it feels like a barrier to involvement.

Yes. We were supposed to be a community voice within the overall process of design and development of the redesign of the school and make sure varied interests of school were represented. There was never articulation of how the various weighting of voices would be.

Yes. All but one or two people understood it was not a decision making body. That view only works in a vacuum. On an advisory group, the process can influence board members and get changes made. The scope of the group was to understand unless someone takes information they learned on the DAG to try to influence decision makers, like at Roosevelt.

I believe so. I like to think we and the district set the stage for the role of the group. It was not a decision making body. They knew those decisions were made at the district level. At times there was frustration around a particular district policy or standard from the district. They understood that it wasn't the avenue to solve those problems. Debbie did good job mitigating that. It was important to us that regardless of the impact to the bond or teaching issue, we felt it was important to give it voice and hear it out. But we told them we hear what you're saying, we will take it to the district, but let's redirect and bring it back to the task at hand. Focus on bond and the design perspective.

They attempted to state it clearly. It was a new process. Not many new schools were built recently. You can't rely on outreach to community and parents. This was new, another thing. It's hard to identify the scope of it and how it would impact design. There was a short timeframe, too many meetings. Attendance differs among schools. Most people were there consistently.

In the beginning, yes. It lost meaning as the meetings went on. Members were not clear about what they were there to do. They should review meeting charter/goals at the start of each meeting. There was a community Facebook page with questions/comments about what's happening. It was a forum for rumors. Non-members sharing what they thought was happening. They already had steps they were guiding us through. They asked for input and wrote it down, but there was no follow up in later meetings. The final design didn't reflect all input.

The role was stated clearly. Persons wanted to modify the role instead of being messengers. They wanted to be more involved and have more say in what and how.

They should have done a series of meetings to talk specifically about roles and responsibilities of the DAG before they even made the selection process. People should have come in knowing why they were there. Members felt they had more power than they actually had. A lot of people thought their decision would be what they would go with. Community members thought they would get to make decisions. That wouldn't work, but it wasn't made explicitly clear in the beginning. A lot of people saying now we told you what we wanted to do, and you aren't doing it. It should have been school saying what we needed.

From beginning, they didn't understand their role thought they had more power than they have. Wanted to be in charge of what school would be teaching, control all things. It was not made clear enough. It should have been explained until it was spewing out of people's ears. They should have been able to repeat verbatim at start of every meeting.

It was clear from the very beginning that were an advisory group, not a decision making body. We could only share opinions of people we represented. Some members were frustrated by that. I pay my taxes, I voted yes, I expect certain things. I think that some frustrations were that input was given but PPS made decisions (Ed Specs, architects hired by district). There is a different structure of who is making decisions and who feels the consequences of decisions. It was a strange structure where someone needs to make decisions.

It may have been verbally asked at some point. I don't think anyone on the DAG had a clear idea of what their role was to be. I think past the standard operating procedure, it was a matter of district and contractors telling us what was happening, allowing for a minimal amount of input. It was a top-down process.

I don't think the group did a close reading of the charter. They were there to provide input; not make decision. Compromises needed to be made with budget, timeline, scope. Roosevelt is very complicated.

There are a lot of moving pieces. It was always a challenge to keep comprehension levels up. It made it easy for a person to get an opinion and not understand why it wouldn't work.

I think it could have been much more clear in terms of expectation. If we had had the Ed Specs first, been able to walk them through what the Ed Specs require. Say here are the requirements for every school in the district. We could have started on the same page.

I thought so. At the beginning of each, they would say why we were here. People didn't adhere to the agenda. What do you say? There was disrespectful dialogue. There should be a community chair. Something to prevent irate, rude behavior.

Absolutely. And you are probably going to get different answers from different folks in different projects. At Franklin, they were very clear about responsibilities. They were totally on board with directions.

The purpose was to give input. The members thought they were giving direction. People felt they were giving direction. We didn't seek consensus. It got interpreted in a way that if they didn't agree, they didn't take input. Solutions are in the lessons learned report. We captured some lessons we gleaned from each of the three DAGs. Each was a little different. There were common threads: we had charters. All three seemed empowered that they were making decisions; not providing input. At various times, the groups were a little disenchanted with the way their input was collected, assimilated, presented back out. Some in each group felt the district was being disingenuous.

The lesson is to continuously reinforce the charter, the desire to represent constituency groups. Speak on their behalf; not on their own behalf. DAGs were defining types of school programs. In the master planning process, we made the decision to build them larger, we changed the Ed Specs in terms of character of spaces, we had a detailed discussion around STEM. There was a certain amount of misunderstanding.

DAGS were chartered to discuss master planning issues and design issues. You never want the facility to lead the cart. You want the facility to respond to the curriculum program. There was a sense that educators were not engaging. Decisions were made around work scope, budgets. We were trying to engage as broadly as we could around different documents.

We were trying to have each master plan represent unique characters of their communities. Franklin and Roosevelt are very different. The designs both represent that. Roosevelt is smaller, the different CTE programs are different. There was a lot of misunderstanding in the process of bringing architects on to design.

PPS reflected the character of our community. Compare and contrast to other districts – they don't compare. They are different animals. PPS schools are full modernization projects. The challenge is what percentage is new construction and remodel. The approaches that each design team worked by their nature is different. DAGs listened to design teams. I felt that design process was more than adequate. The cost is high for contractors, architects, project managers. The construction documents are responsive. This will be a good design for kids. We made efforts to reach out to convey that work was fully aligned with Ed spec work.

Members of the Roosevelt community said, you should be letting us make that decision. There is a limit. It's not a consensus process. We will attempt to explain that better.

It could have been made clearer at the outset. If you miss a couple of meetings, you miss part of the point.

What is your understanding of the role of the Design Advisory Group?

The materials outlined accurately the mission of the DAG. What was striking was how little of the work that goes into designing a new school actually represents DAG work. Ninety percent of what the school is going to be, how it will operate, how it's laid out, ninety percent of that was done by a different group behind closed doors and not by the DAG.

To be the voice for school needs, to represent your school, what your school needs, to bring up items that architects or those outside of the school building would not necessarily see and to bring information back to school community. That's why it's important that there are more teachers/in-house staff on DAG.

The vast majority of what went into the project was not a community collaboration. I'm not faulting those individuals and efforts to create a great school for our kids. My sense is there are many opportunity within the project that were not focus areas. They were addressed lightly in passing or not at all in final result.

To make Franklin High School ready for the next 100 years, trying to meet all needs and still be what it is 100 years from now.

It was a matter of onboarding every participant to get them to understand the needs of the collective. If you come in with a particular interest—everyone comes in with own priorities. When we get to the solution, you understand why priorities were in the design or not. You have a history of listening to others through the process.

Advisory. Strictly advisory. That was made so clear. We weren't a decision making board. We were advising the design. Multiple aspects of advising on the design process.

Roosevelt could have done better preplanning. Each meeting we were trying to set the agenda the week ahead rather than set the framework for the meetings at the start. Giving them research to think about for the next meeting with their ideas. These were the first two projects in the high school modernization plan. There were a lot of things happening during the process. We had to react to changes to Ed Specs and capacity during the design process.

The main role is that we provided design options and ideas and they provided feedback and input that we processed and refined to get to final design solution. DAG is just one facet. We reached out to students, met with administration, teachers. Met with district stakeholders. All those voices were incorporated. In lessons learned, work to make the DAG less reactionary, more participatory. At community open houses, DAG members should be there to help present the project because they are playing a strong role in the process. We were always on the defensive. I didn't feel like there was team climate and a sense of ownership.

We were supposed to bring ideas and perspective to the process. It was not a decision-making entity.

I thought the role was to bring together a representative group of stakeholders to significantly and substantially be involved in the design and offer best expertise and be an integral part of the formulation of the design and the program.

The expectation was to receive input and weigh against all needs of all constituents and start to apply expectations to the project and program. DAG thought they were design consultants. They would say, this is what we want. They thought they were miniature designers. Don't call it the Design Advisory Group. It starts with the name. They are facility advisors. They are helping give input.

They were a design advisory group. We wanted active participation and engagement in reviewing Ed Specs, master plan, the design as we went through phases. We were looking for input but we made it clear that they were strictly advisory but there was no obligation on our part to change the design in any way. It was strictly input. That said, we worked really well with the DAG group. Our visions melded clearly and consistently. There were no ongoing issues between DAG and design team.

The Difference may be that while their task was input, we cared deeply about input. We had lots of conversations when they said, here's an issue we care deeply about. We held small group sessions where we rolled out several options for how design might address the issue. It was just input, but we provided lots of alternate designs where we said, what if we do this to address your concern? We didn't ignore input. They were fully aware through process about why decisions were made that didn't fall the way they wanted. They participated enough to understand the outcome.

We made it clear what the district decisions were. No one from the district was there to say these are the standards. People believe that if you go to the district office and complain loudly enough, you'll get your way.

The original concept was that these were people who were makers in the community. The idea was that that we were getting different stakeholders who represent the whole community. You look at your community and say, who are the different stakeholders and have one member on each DAG and say, it's your responsibility to go back to community and report out. We did have a teacher on DAG. Her responsibility was to report to teachers. We also had a teacher group, and they didn't show up to meetings. People say they weren't told. There are dozens of invitations that went out to teachers during

the contract day when time was made available. We weren't asking them to stay after school. We went there on three occasions to let teachers drop in during prep period. Message is different than reality.

Do you believe the DAG allowed a meaningful opportunity to provide input?

I don't. I think the DAG was a series of exercises and questions, narrowly defined. Asking very specific questions and only wanting very specific ranges of answers. Members of the community did bring up ideas and issues, but there was no room in agenda for that.

No. We were given activities that had very little to do with the actual design outcome. We spent a 2 hour meeting creating mission statements about how we wanted the space to feel.

Yes. For the end product. We spent two years on the committee, but the projects were just tossed out when the budget shortfall came up. It felt like starting over. We were involved along the way. In the end, it didn't matter. We had to start over at each meeting. Architects brought new designs, but they didn't understand the program needs. The plans didn't reflect input.

Yes. Until value engineering, many of our suggestions were taken into consideration. We emphasized certain elements of campus. We were able to emphasize certain points of interest and able to understand the vision the architects had. That communication was good. Posterity was important. I was able to bring up those sets of claims relative to the overall model. Give us permission to make choices beyond the voices in the room. DAG had an impact on the final outcome. On the whole, the committee felt we had reached consensus. The input was our own, or we were convinced the choices were right. Recommendation for future DAGs: The committee should think about posterity and projections for the future. One is creating kind of flexibility and one is anticipating what would be down the road: enrollment, shifting demographics, instructional possibilities of the future. Create space with flexibility.

Yes. Ample opportunity. The input they gave felt meaningful and was represented in final design. That is true of DAG and community members.

Yes. Especially at the beginning, which was a disappointment. It was robust and engaging at the front end. I felt very heard. We did a good job of articulating what Franklin wanted. The architect did a good job talking to everyone. Things went sideways when teachers learned about shared space. It was handled really poorly. Then they became nervous about convening the group. At one meeting things went off track. Teachers were upset, the board was there to listen. The meeting got hijacked. People became nervous about the input. I think it was the opposite response they should have had. They should have used it to get buy in, then go out to sell in the community.

Yes. A lot during meetings and at community open houses/charrettes. Planning was good. Execution was not good. Didn't reach out enough to community. I didn't see flyers where families and students were. They used online outreach—not all families are online.

Yes. There was evidence that design team responded to input based on requests for additional meetings. The number of classrooms and size of space increased as a direct response to requests.

What was it about Roosevelt process? I didn't get a strong sense that the DAG impacted the design very much. It felt like a process where you marked down that you had the meetings rather than wanting to hear them out. It felt like DAG members were a bother, a step we had to go through rather than folks trying to give good advice to the district. It felt incredibly disrespectful. It didn't have to be that way. I don't know why it was this way.

There was no public discussion for the long-term plan. The framework would affect what the DAG can do.

I believe in what we're doing. I believe in the school. Do I think we're getting everything? Absolutely not. We're making sacrifices to keep front of the building and not tear it down. Making some sacrifice for the look at the school. That was solely the decision of the DAG. Some who don't want to accept reality that we made decision to keep the front of the school and not change it too much.

When they brought in plans we sat in and voted on types of spaces to focus on. They had dots, identified focus areas. That process was very good. People left thinking this is what we're doing, not, I voiced my opinion and they will take under advisement. They came back and said, you aren't listening to what I wanted. Decisions were based on the majority of room. It should have been followed that we are going to take information under consideration along with information from other sources. Thank you so much for sharing information because it gives us other information to consider.

They are cementing inequity for generations of future students. There is no redo. If we don't build it now, we won't get it. The window is closing, but I continue to believe it's not closed. Concerns were expressed 18 months ago. They were there from the beginning, but they were shut down early on. It feels like bad faith. Window dressing.

Parts of it that were heard. Some had to do with schedule and budget. Architects, project managers designed around codes, deadlines. They are accountable to the taxpayers and codes. Each side knew different information. There was an understanding the other side had information but not knowing what it was.

Parts of it that were heard. Some had to do with schedule and budget. Architects, project managers designed around codes, deadlines. They are accountable to the taxpayers and codes. Each side knew

different information. There was an understanding the other side had information but not knowing what it was. The board saying no choir room despite what we said. How is it possible someone who has no idea telling us what we can and can't do with the space that is the best decision for kids. It was the upper echelon who have nothing to do with kids telling us what to do: school board. I didn't know about the Ed Specs committee until several meetings into the DAG process. I didn't know what they were doing. This committee was making broad decisions about the whole district and what schools will be like. Now we are bound by that. Where do we have wiggle room for this particular community and their particular student needs?

Sort of. Had I participated more often, maybe I could have advocated for my ideas a little more. I got the feeling that everyone running things kind of already had a plan and that our input may have been just to say that they got community input.

No. I qualify that to say they're experienced enough to offer an opportunity to appear that that's the case. Unless our information agreed with what they wanted to see happen, it was rationalized away or disregarded.

People came with their agendas and put it on the project. One of the big reasons for having spaces separate is because of afterhours community use. Splitting into two spaces allowed us to have a good school space and separate it for senior/community use. The original intention came from the input but now it's flipping. When we started the process, maker space wasn't even in the vocabulary. We listened to input about maker space. We heard and acted on the information. The best spaces we have designed are very flexible. You can build walls, but what you teach will depend on the teacher. It depends on teacher expertise. We've built flexibility in the infrastructure so they can become a lot of different things easily. They are sized appropriately for teaching 30 kids at a time per the union contract. Opportunities for expanding down the line are a possibility.

It's comparable with other schools. The question is what kind of programs are you going to teach. These programs didn't exist at Roosevelt. They were building programs and space at the same time. Roosevelt has an established writing program that has done really good work. We wanted to dedicate some space to a publishing lab, let them expand their program.

STEM is not for every kid. We have a duty to support other programs and give kids other opportunities. We only had so much space to allocate.

It could have been better. We got some things out of it. Community meetings were more effective. DAG complicated things. It could have been more effective: if we had had members of the DAG who were representatives of different groups. They could have had separate meetings and gone out to gather input. Go back to constituents. If they represented constituents, took surveys and plans out to get feedback. That would have been effective in getting the broad-based community input we needed.

Yes. Where things were on site. Where gym and performing arts ended up. When they wanted something be more grandiose than something else. We gave them lots of options. They put dots on

their top three choices for discretionary spaces. We narrowed it down. It was all about consensus building so people could see process.

There were meetings where community members would stand up and grandstand. They were not being civil, not following the rules to engage and then saying we're not doing engagement. We can listen to you but not agree with you.

The charge as a school district is to execute the bond measure that voters approved. We were very much on track. In the charters, we said, we're inviting your input, but it doesn't mean we are seeking consensus among stakeholders.

Yes.

Depended as we went on. We had a bunch of exercises in the beginning. The design process starts big picture. Push around big boxes of space. Where does it make sense for athletics? We talked about moving spaces and where they would go, what's in those boxes. We talked about what people want for Roosevelt. They talked about a swimming pool. Talked about cost and whether it was a good trade off. We had good attendance early on.

When you're dealing with public trust, it's a complicated process to meet budgets and schedules and requirements and deliver what voters approved. I've never seen people question the basic framework of how capital work is managed. My inclination is to move on. Our charge from the voter is to get the bond projects done. That's the thing missing: the public has already weighed in on the projects during the election. We have very precise schedules and budgets. We're in implementation mode.

The district wants to be able to discuss and talk. You have to move forward. Not everyone is in full agreement. Now they are accusing the district of being disingenuous. The people managing the work are not educators. It's not part of what they normally do. They have brought on people who know how to do this work and understand the core responsibilities. All of this is the direction of the superintendent. The board is listening to a small minority of people who want to interfere with the work. You have a $96 million project that is being held up. It's perplexing that people who know nothing are able to point it in a new direction. The thing people don't understand is that once permits are approved and contracts are in place, you need to execute. You can't come into the 11th hour and want to change it.

Describe your participation/the role you played in DAG meetings and the design process.

I attended most meetings and participated in the activities. I was prepared to discuss the design process but there were very few opportunities to discuss tangible actual components of the design. It seemed that all of those decisions and developments happened outside of the meetings. We didn't have a chance to give feedback or "approve" anything – the elements were presented as facts and we moved to the next activity.

I went to most of the meetings at the beginning and then as the process continued I had meeting time conflicts. I sometimes felt that what we were bringing up, wasn't really having an effect on the process. I felt that teacher concerns regarding office space, classroom sharing and Curriculum issues were being disregarded.

Usually a pain in the rear. I attended all meetings. I did my best to give input that I had available to me from my years of involvement in the community. I tried to raise the right questions, not be intimidated and ask the right questions. I tried to give substantive information them.

I wasn't engaged in DAG meetings in the beginning. When I came, there was conversation about how the role of the DAG members would change from advising to engaging the community to disseminate information. It was still important to respond to outstanding questions that the community wanted to weigh in on and the district said we're beyond that phase now. That was confusing.

I came to Roosevelt at the tail end of the process. There was a lot of contention at that point regarding the spaces. A small fraction of the community was feeling like their voices weren't honored. I wanted to observe from an outsider's perspective. I realized early that the engagement process wasn't articulated in terms of how input was solicited, what was the scope of DAG, and their responsibility. It was not apparent to me that community members had as clear an understanding as well.

Ideally, this process should create a sense of community building as we envision and begin to design and start to build these schools/centers of community. All along this process as we build this community, there should be some thought about how to deal with irreconcilable differences. Points of flare up are inevitable. How do we negotiate through those and maintain a sense of dignity and respect?

There were a few issues that upset teachers – new design doesn't allow each teacher to have own their classrooms. That makes sense in terms of usage and efficiency, classrooms shouldn't be unoccupied during prep period. They go unused 25% of day for prep. time. I can understand the need for shared planning spaces. For teachers, this was a huge shift. My sense is that when this issue came up, it wasn't processed in a way to allow my teaching staff to remain engaged. I think now most teachers are not excited about the building but dreading the fact that they will have to share space.

How do you process in a way to not compromise a sense of community/ownership.

A similar thing happened around the conversation around STEM space. How much flexibility is there in the process to say, we need to stop and figure this out? Right now this is fracturing the community. Issues came up, caused tension. My sense is the team kept moving. Those folks disengaged, took frustration outside of the established process.

We had to have intense negotiations with all stakeholders in the building to ask if they were willing to give up a little space to expand the CTE space. We couldn't change absolutes like cafeteria, gym, etc. We gathered up 3,000 more square feet. At Roosevelt, they built 10 more classrooms than Franklin. That's a decision that they made at the site. In hind sight, people are coming out of wall saying Franklin has 9,000 and Roosevelt has 6,000. Both started at 6,000 square feet. Now they are talking about adding 11,000 square feet. They will have 18,000 square feet, 9000 more than Franklin. We would have been happy if we could have had that because we started at 20,000. They made the tough decisions at the building level to add 10 more classrooms than Franklin rather than build a bigger CTE space. Nobody writes the real story.

Describe the orientation you received at the beginning of the process. What was helpful in preparing you for your role on the DAG? What was lacking?

There was no real orientation. No one came to all meetings. They need to clarify that you can be dismissed for reasons such as not attending more than three meetings.

It was a good orientation. I thought Debbie Pearson is doing a great job. There was a huge issue with the fact that teachers would have to share classrooms. That information, to my knowledge, was never shared at any of those meetings until we found out about it through a teacher from Roosevelt. Information was never brought to table. The district was not as transparent as they should have been about the new model. Orientation should have included all factors up front: straight-up transparent, this is a new model. This information came in through the back door, that's when shit hit the fan.

What would I consider orientation? I don't know if I think the orientation was adequate. I don't think we can overstate too frequently at which point decisions will need to be made and there is no going back. I felt the team leading it, architects and design team, were very clear about saying, for example, we had to cut some of this out, but I'm holding out hope that we can add this back in if more money becomes available. What we found at the end in the final report, they had to do additional value engineering. That's the only point in the process, people said they weren't aware of the changes.

Looking back, we could have been better about reminding people more regularly about the charge. We should have more frequently reminded people about what we were here to do. Sometimes members of the DAG would stand up to remind the group.

There was sporadic attendance, which meant we had to spend time bringing people up to speed.

It was not really an orientation. In the beginning, they did a quick, clear run through. There was no orientation to prepare.

Keep the school vision on every agenda. Need to open each meeting with what role is and is not. Continually reiterate role through process. Review role statement at start of all meetings and in minutes. That didn't happen. Revisit that.

At the first meeting, they went over roles.

The orientation process was two years ago. In the first couple meetings, they make sure everyone understands what the role of DAG is and isn't. If they want to advise in a helpful way, they are welcome. But at the end of day, the school board makes decisions.

Two years is a long time. I don't remember.

It's been so long ago now. I don't remember any kind of formal orientation. I think it was at an initial meeting. There were handouts and somebody going through the handouts and verbally explaining.

The architects did a great job setting up guiding principles. The early orientation may have been more canned than it should have been. Even before the architect came on board, we told them here's what you are here to do. In many cases, they chose to ignore it. Having them as group representatives would curb some of individualism that started to develop. They could say, I met with 10 individuals, here is what they said. Force them to be an aggregator rather than individual. Find ways to curb inclination to be an outspoken individual, but an aggregator of community input.

It was a great orientation. We had the same dag all the way through. One member early on didn't come to two meetings. We called him up and then found a new member.

The DAG was an advisory body. What, specifically, were you asked to provide advice on?

We didn't provide much tangible advice. We listened to presentations and participated in activities, but I am not aware of any action that was taken as a result of the activities. For example, we played a game where we spent funds on elements of a potential building – essentially forcing the thought process of whether seismic readiness was more important to us than a performance space, etc. I am not aware of any correlation between our activity and the actual design outcome.

All through process, we knew we were making choices. Reiterate expectations to remind people that we will need to refine to get this back to budget as we go through. Looking forward, if we had left the last meeting saying we're going to leave you and be deep in documents and you won't see us for the next 3-4 months and will need to make additional cuts. We understand your priorities, but know that some additional cuts will need to be made. Make explicit that they knew this would happen. If they had done that, community members may have said, why did we go through this process? The input wasn't meaningful.

Budget issues because of inflation. The value engineering process. They would say, these are the five things we need to resolve. What can we compromise on? Another example was the staircase issue. The architects had a whole different perspective on how it would work.

It got murky. I recommend changing the name. People thought they were advising the architect and project managers on how to design the school. The group is there to offer input and get the word out. There were no expectations in how design input should be used. The name is misleading, especially in communities where there is conflict on how/where to use community input. A possible name should have word liaison in it.

It was a very long ago. We advised on placement of rooms. We listened to plans, we asked questions, made suggestions. We talked about proximity, access, the exterior, placement of memorials. They definitely listened to our input. There were some members who only talked about one thing. The school is so much more. Sometimes there was rudeness. They only had one issue. One member got upset, was very rude. We were an advisory group; not a decision making body. We were a design group, not a curriculum or program advisory group. When the community group got involved in DAG, they believed they were decision makers. It was always clear that the district was the decision maker if you wanted to hear it.

I think that we were asked about design ideas, specifically how we thought that the community could be represented in the design of the structure. What was important to keep, and what wasn't important. I remember saying that I thought that the tall ceilings and large old windows that provided a lot of light and air would be an aspect that I would be interested in maintaining. We also said that the neighborhood was a working class neighborhood and that something in the design should allude to the hardworking people that lived there. Something along the lines of the murals that were painted during the depression by the WPA, that celebrated workers. I also floated the idea of working with the Parks department to build a swimming pool – So that the North side of town could have equitable opportunities for learning to swim - like at Wilson High. That one was negated pretty quickly because of time constraints in working with Portland Parks and Rec.

It almost always felt like it was already decided and they went through process. Sometimes when there were ideas that coincided with where they wanted to go or minor details they would listen more seriously then, but we had a lot of non-attendance because the wrong people were there and people felt it was a waste of their time because they wouldn't have a significant role to play.

Attendance issues were because people wouldn't come and spin their wheels and waste their time. DAG mostly composed of school administrators, teachers or district staff. There were 2-3 people at most who could legitimately qualify as citizens.

We got a lot from them. We were told we were pursuing CTE. I wanted to know which programs they wanted for the space. We got good information at the time. We started with 30 different programs. They voted on what people thought was important. We narrowed it down. Some things I thought school was teed up for, got voted down. That part of the process worked well. The problem was there were a few people who said, this is what we want. You aren't giving us enough space. We said you can put 6,000 square feet into one program or 1,000 square feet into six programs. We were very clear.

When it came down to it, the final decision making body was the school administration.

The community gets to shape it in a small way. There is no changing the rules, saying we got screwed by the architects. That's not true. Some are saying we just got screwed, but that's not true. We needed someone from district to explain decisions. It's the only fair thing to do.

What materials were provided to DAG members to help you in your role? What didn't you get that would have been helpful?

There was a lot of paper. Things were changing constantly. Budget process information was needed. It felt rushed about the budget cuts.

Materials were useful. I don't remember wishing I had something, but I don't think I would know to ask for something.

They did an excellent job in providing us information. At the end, some people would have liked to weigh in about the cuts but I think they walked the right line, the right balance to keep the project on time and budget. I think the community had a great vision, it will be a beautiful building and people who weren't involved in the process will say, this is gorgeous. Only the people involved will say, it would have been nice to have these other things. The original design had two more wings that completed the H. it's possible that the people who designed it 100 years also wished they could have built it out more.

I wouldn't know if they didn't get, if people wanted copies or need expansion. It was clear, presentations were well done. If members wanted copies of meeting notes, they could talk about it. Nothing was ever shielded.

I recommend providing a notebook at the start that maps out everything and includes reference and background materials. It could include information about membership, briefings, needs, contact information for DAG members, information about how the architect and project managers were named.

The materials were great. We had architects who provided updated drawings for the vision at every meeting. They would bring conceptual drawings to each meeting with input from last time. Also had 3-D visuals.

No. Plans only had minor changes. There was lot of feedback and only minor changes after that.

Was there too much? Higher level summaries needed. There was no lack of information. Too much leads people into the weeds.

We asked them to make spaces clear to make it easier to look at. They went above and beyond. They had to put up with stuff. I was satisfied with effort of the architect and the project manager. They tried to bend over backwards to make things work. It always came down to talking about money. That was one thing that could have been different. It was not the DAG's job to figure out where money is coming from. If they need to find money, they get paid to find money. Should be limited to dreaming within. Let's talk about what we need; not what we want. That should have been clear. For example, athletics: talking about the gym and auxiliary gym. The original vision was to keep the auxiliary gym the same size

as the main gym. They said, I hear what you want. What do you truly need? We didn't need three gyms the same size as main gym. It needed to be big enough to have a game. Found measurements of what we needed to make it a game size gym. That's what we went with. When it came to STEM space, they could never say what they needed. People on both sides of the fence need to be explicitly clear. They need to spell out exactly what the needs are. Give them an opportunity to meet the needs. What do you need? Don't just say I need what everyone else has.

Every time we went, there were new ideas, new sketches. Agendas were sent out prior to meetings, meetings notes were posted online. It wasn't an issue on my part.

I think there were enough. There were millions of details to worry about. Some things were controlled by the Ed Specs. Hands were tied.

There were 15 iterations of the designs. The difference between Roosevelt and franklin was at Franklin, the teacher helped with layout. We didn't have that resource at Roosevelt. If the district or school had that resource, we would have done same thing. There is infrastructure and space to be adaptable for whatever needs to go in that space.

Handouts. It would have been good to have the district just say "this is our vision of what the new school will look like. What do you see that we can improve on and what concerns can you foresee?" Also, an explanation of what the district can afford to do and what are the estimated costs of things in general. (Cost per Sq. ft. for Gym, Theater, Classroom Space, Music rooms, Cafeteria, etc.) Then again – maybe this was given to everyone and I missed it?

We received a lot of printed materials. I'm not sure how helpful they were or how true and accurate. I'm not sure they were there mostly to assist in decision making but primarily to be informative of where we're at and where we're going. They were always given opportunities for them to go back and say, we've done this and that. It was not material that was designed more than to say we handed this out and document we handed this out. I thought it was a charade—it was a disservice.

I communicated to the board about STEM. They said, we know best. Why don't you like what we're bringing to you? Thank you for your input, but we're going to do it anyhow. It started positive. It's a community that always voted no, but they voted 63% to support the bond. People are excited about the new building. There are a lot of people who were involved who are disenchanted because of process. It alienated people.

The highlights were the renderings with the simulations of what the new spaces would look like. There should be less talking at people. More showing them specifically what the new spaces would look like. I thought the architects did a great job. Michelle and Sarah both did a great job explaining things.

We did some boards at some community meetings/DAG to talk about different options for instruction. The principal was instrumental in providing guidance about programs they could grow. It was consensus building. It's been pretty clear that CTE=STEM=shop space. It can be all kinds of things.

We even gave them the VE list. We had to value engineer $26 million out of the project. We walked through every single item. We were fully transparent. $26 million is made up of lots of $100,000 items. At the end of day, we had to make decisions. There were things even on the VE list where we said we have to take the majority of things but give us your top five so we can use that as a filter as we walk through the process. Now we need to figure out another $10 million. We should be able to ask board for contingency because of market conditions. Instead they are talking about adding more square footage as Roosevelt. People are going nuts, asking why we are cutting projects out when you are giving more to Roosevelt. Franklin has a bigger Title I population than Roosevelt. We are inner SE. The conversation about who has a bigger minority population is not accurate. Franklin has the largest population of poverty in the district. This argument of kids of color doesn't pass muster.

Do you believe this process allowed adequate time to review materials, ask questions and provide input?

Yes. There was plenty of time. Whether or not questions, concerns and input were received in earnest would be the larger question.

No.

Yes. I think that there was. Architects and Debbie were always open and willing to take questions, didn't shut anyone down. Always very open. Debbie was quick to respond to emails.

Yes. The architects always stayed after the meeting for questions.

If anything it was too long. I know my opinion is not the same as others. It was sometimes a little shocking to come to a meeting to hear a new plan/change, but they would explain in detail.

The time given was good, but the process was poorly done at RHS. People from the other schools will probably say there wasn't enough time either, but their processes still went, well—more than RHS did.

Another piece of the discussion – a district systematic issue – there was no process or discussion about who we are now, who do we see ourselves as, who do we want to be, what programs do we want to have? Have as a staff/community discussion and build the school according to what you want to have. It's the first step in designing a building: who are you and where do you want to be? Start with a discussion about what kind of CTE programs we want to have. They should ask what isn't being offered

in other schools that should be offered there or are we trying to have an even playing field and offer same programs. What can we do to stop comparisons over school size?

Teacher driven curriculum decisions were not being considered. It felt as if the board had an idea of what the future of education should look like in their new school and then disregarded the input of the folks who actually have to work in the buildings. Maybe they were thinking that they knew more about what students needed than the teachers? I don't remember ever inviting a large group of teachers to a meeting to discuss what a new school should and shouldn't have. Seems like that would have been essential. It was also interesting that the school capacity and enrollment expectations were changed mid-stream. It really made it seem like even the people in charge weren't sure what they wanted. So what effect would the opinions of the DAG members have?

Make sure that information is disseminated in a way that would be digestible by the public at large. The average public at large. The average parent/community member will not read minutes. That's a PR issue because there was a vacuum from the perception in the community because their primary information was from people who were upset. There was not a counter story that was offered. It should be someone's job to share information that generates excitement and interest. The district driving the narrative. There is no way everyone will be pleased with all the decisions. Capture excitement, be honest about the compromise.

It was a consensus process and listening. There were team building/focus group meetings. Both performance auditors and schedulers said they can't believe you did all this. I said we needed it in PPS. We have multiple meetings and ask what we can do. Let's work together to find the solution. We engaged them in being a part of the solution.

Regarding value engineering: Find a better way to include committee in decision making for value engineering or a better way for the committee to consume decisions that have been made. The process was: we came to final meeting, they explain value engineering cuts that they made. All team goodwill was undercut. It felt like you were hustled. We went from a situation where we were used to having a lot of information about what was going on to having a set of decisions imposed on us and asked to comment on decisions we just heard. There was no time to process, think about alternatives, come to a conclusion, which may have been same as outcome. We had no input. They said, here's what we decided. It felt like a hustle and was enormously disappointing. All would have felt better if we had had a chance to hear decisions, argue point, even if VE decisions stood. It felt very much unlike what had gone before and left us questioning merits of what had gone before. If you give a presentation and ask the group you have talked to all year, who have very cogent questions, and it's silent, there is probably something wrong with process. If you get no response, it's because you haven't had time. If you know that VE is likely, tell DAG at the beginning. It would also allow the group to consider priorities and recommend a range of priorities. There is value in aesthetics. There are all sorts of ways to weight the decisions. It's remarkable how misplayed that was.

I think it was an aggressive schedule. Some people wanted more time. Sometimes those people felt we weren't going fast enough. More time sometimes would have been helpful. There was a general

agreement from the board that it would be hard to sell another bond if we don't have something highly visible to the community. Can we move construction up another year? You can't move up the construction process sand slow down decisions making. We're not construction professionals. There was no budget for accelerating timeline that much. Need to quantify costs for decisions.

No. there were some things that got changed that were big: capacity issues. They raised capacity of common spaces from 1,500 to 1,700. There was not enough time to know. Shared classrooms were a disaster from get go.

Yes. Staff walked members through materials. The value engineering dissatisfaction was due to absences during meetings when they were explained. I serve on the citizen budget committee. I take the committee seriously. I have perfect attendance on the DAG; near perfect on the budget committee.

You could forestall confusion and wasting time if each meeting opened with a 15-minute briefing about what transpired before.

They were often ignored, but yes. DAG, yes; community group, no. There was too much input from non-DAG members. They were too accommodating to non-DAG members, who didn't just stick to honoring a non-DAG role. There is speculation that critics are hurting the school they want to help by generating drama. There is concern about who may be driving students away from enrolling in the school.

Do you believe that the factors related to design decisions were clear and accurate (enrollment growth projections, school capacity, teacher-driven curriculum decisions, other)?

Somewhat. We had to revisit them often. What are Ed Specs? The teacher sharing model was confusing, decided by others. We were trying to understand decisions made by others. I was disappointed these issues already decided. We had to work within model most didn't believe it. (i.e., teacher space sharing model). There was a lot of information.

It was but the classroom sharing piece put a black cloud over the process. Not being completely transparent affected the credibility of other information. It made us think they've already made up their minds, why does this even matter?

The model they articulated was intent on flexibility. They need to do better job fleshing out what that means, what the future factors are. One of things when dealing with academics: details matter. I felt that planners were too jargony. Jargon purports to inform but often says nothing. It sounds like you know what you are talking about, but academics and people in general are often suspicions. We want to know: what does that mean? It almost felt like people further away from the group used more and more jargon. The terms went in one ear, out the other ear. Jargon, professional speak can be meant to silence. As an academic, I always read as a cover/disguise as unwillingness or inability to share information. It becomes a tricky situation to deal with.

The differences between Franklin and Roosevelt design: No STEM teachers asked for input on the design. The same is true about Franklin. Nor did we go to the music teachers about what their world-class visions would be. We didn't do that. We said, you teach every day, what are elements that would work in your classroom? It would have been a waste of energy. We couldn't afford world class vision. Voters didn't ask for world-class vision. They supported modern vision to provide excellent education for kids. It's not just the building. It's more about what's going on in the building. When people see the new schools, people will get excited about it. There is a great deal of skepticism about the bond. Questions about whether it was the right amount, what would be done with it. When people see this and see what it can be, opinions may change. Some depends on the actions of the board.

Nobody told us there might be a change in costs. If they said it, members might not have heard it. The general assumption is that when things happen, just changing the plan will be easy. There are thousands of dollars associated with taking something down in the master plan. I don't know how architect's changes and costs was communicated with DAG. There are a lot of highly educated families on DAG. They asked hard questions and had them answered. They forget we have to outline things and remind them that if you offer option, something may have to come off the plate, understanding that once the process has started, there are no changes.

We weren't decision makers. There was one place with a hiccup. We didn't meet for about six months at the end. Last school year, we met in October. The next meeting was in April. During that time, all kinds of things happened. Value engineering took place then. Decisions about what was value engineered out. They didn't engage the DAG. They said here's what we got rid of. Got rid of the running track, exterior brick, etc. They made the decision without engaging us. If they had, we as a group would have come to the conclusion that the indoor track had to go. We would have explained to others why that had to be. They just told us. We didn't know we were $20 million over budget. There was no indication that project had gone over budget. We were volunteers, not in construction. We had no idea. We felt like wow, the work is done. I would have liked input opportunity. They kind of forgot about us.

Yes. But factors evolved. Board moved the goalposts. Enrollment for high school changed from 1,500 to 1,700 students. This had design implications. They adopted an 8-class schedule. There were contractual agreements with the teachers' union about class size and maximum 180 students per teacher. State mandates. All affected design and required budget adjustments. There was refusal to recognize the effect of those cuts.

District staff weren't clear about definitions in the Ed Specs. We spent a lot of time decoupling STEM, STEAM, CTE. There was frustration around terms. Explain terms and concepts up front so everyone is on same page. Maker space is not defined.

You have to have a real clear understanding about how teaching and learning happens. You need a voice in the room. Over and over, people on the DAG asked for that. Nothing happened. When you are looking at bigger spaces: gym, theater, CTE, you need someone with expertise advocating. We had that for theater and gym. We didn't have advocate for CTE space and what it should be. We could have paid a

CTE teacher from another district to be that voice and make sure DAG people understood what should and couldn't be.

Architects didn't include dimensions for each space on plans. They wanted those numbers to compare with specs at Franklin. I don't know that it was necessary. The whole reason was to line up both school side by side. It would have created more of an issue. Even with that, what's your point? We're not Franklin. It's not a cookie cutter. If you say every school would be built the same, now I have a problem. I would have been in an uproar.

I believe everybody was heard. I support the final product. In my opinion, I believe that a lot of people that don't like it have agendas not based on what's best for kids at Roosevelt. The building will be great. The process was great. At some point you have land the plane. In my opinion, they are comparing Franklin to Roosevelt. Roosevelt is getting things Franklin isn't getting. We had to decide, if you build something, what do you take away from somewhere else? You have to make it fit. There is only so much school and budget to work with.

At PPS, they forgot how to do STEM. They've got no one who knows how to build it. They don't know how to teach it. They made one up at the end. They said, we'll have a teacher show up when the kids show up. They'll figure it out. Grant will get everything it wants. The reason Roosevelt didn't get everything it needed is they didn't have anyone there who can teach it. They didn't listen to us. The organization has major cultural problems. They've got a culture problem down there. Someone should go down and clean it up. I will never get involved again. By the end, they just rolled their eyes.

DAG people feel Roosevelt is too small. The question was not addressed in the process. There was a feeling of don't waste my time, don't insult me. It's especially upsetting that for the two others DAGs, the buzz was entirely different.

Yes. All that was readily available. A lot of it was on the website. The PPS website is not user friendly. Searching to find it was difficult. Information was available.

Teacher input regarding office space and classroom sharing was not well regarded by many board members. We also had issues about designing a school around an undecided and unplanned district CTE program. I felt it was important that the district clearly define the future of CTE in its schools before committing physical space in a new building to CTE. Up until this point, I had heard nothing about CTE in our schools other than at Benson HS. In fact I had been in a few schools where woodshops, metal shop and auto shop space and machinery had all been removed or repurposed. All of the sudden we were talking about CTE space in a school that really had no recent history of CTE courses (but had a long abandoned building designed for CTE). What was the district's plan? What resources were being directed to the district CTE program? Would we have these big ideas that had no basis in research and data about best practices for CTE? By the way, I fully support the idea of CTE in our schools.

I think they did everything technically correct. They can say we had this many meetings, met with these people. It says nothing about the meetings, the makeup of who was there, how many were. The results haven't come close to desired outcome.

Factors were suspect. I was always wondering how can we validate what they said to know if it was true. I asked for input from other experts. It never happened. I trusted that we were designing a building without knowing what the programs would be in the building. The whole process was suspect. There was no real desire to have people face-to-face talking about issues that overlap in the curriculum or sports. They said, we talked to the students, we talked to the athletics staff. How do you get maximum input and build trust and credibility when it isn't designed to be that way.

Yes, with a caveat that I don't know enough about how this was done. What I heard is that all the new buildings are designed without a lot of cushion for growth. DAG members say we would be able to expand, but I don't think that will happen unless all high schools get more space.

It's all about math. When someone says the capacity at a high school is 1,700 students, it depends on how you calculate capacity. One way is how they created the capacity model in the Ed Specs. One way is the way they we do in architecture, based on square foot per students. Another way is the PPS model based on the contract that says you're going to see this many students per day. I think it's asking the wrong questions. Better questions are: is there agreement on how capacity is calculated?

This is nuanced. It's frustrating to get people to understand the full issue. Some people think there There are constraints within the bureaucracy but no one is trying to make something less for kids. Goal posts keep moving. No matter what we did, she was mad.

Were the factors clear and accurate? I don't know how to answer that. Part of it was the criteria was changing during the process. School capacity changed from the appointment of DAG until the final design. I sensed some frustration that the goalposts were being moved.

The board will change the design of Roosevelt without consulting the DAG. They are reacting to the concerns about design. It's partially a reaction to Roosevelt critics.

Do you have examples of where input was restricted or not included?

The obvious constraint was money. Everyone had desires to be able to afford to do more. All of us went in not prepared for current market conditions. We questioned the district from the beginning about numbers. In last 3-4 months, the upswing of costs was crazy. At other times, the district decisions established what a comprehensive high school should be. Some people disagreed, but those were PPS standards. It was more a conversation about standards. It must be transparent. You can't scheme around getting people to agree. It has to be authentic. One of the reasons why the process was successful at Franklin was there was a sense of trust established. By the end of the process, there was a level of trust established.

When classroom sharing issue was announced, they realized this was a really big issue. We had a meeting specifically for teachers to come and share how they felt. Maybe it wasn't for that, but it turned into that. They were talking to architects but it wasn't up to them. It was an awkward situation. Only one person was there from PPS. Everyone was getting mad at architects. They said it wasn't up to them. It was pretty intense. There was a lot of crying. It was interesting. I think it was good. A lot of teachers applied to DAG and didn't get in. it was a chance for them to share with architects about how they feel about school.

There are facts vs. perceptions. Non-DAG members are spinning information based on perception. DAG members received facts. Non-DAG members didn't attend all meetings. Some started near the end of the process and started complaining about inequity toward the end.

It was not as abrupt as that. At some point, someone needs to run meeting, bring it back to the agenda. No one was rudely shut down, but the meeting was brought back on track. Someone's got to bring it back to the agenda.

Major perception issue. I don't know how you resolve it. We have heard information or advice that isn't accurate. It's such a complicated project.

I don't remember anything being off the table but it wasn't hard to perceive that some things that the DAG members and citizens presented were being received with much less enthusiasm.

They said think big. We started thinking that and it was shot down. We can't afford that. Those are operational issues. We'll talk about that other places. We tried to look at Finland and other places. They said we couldn't do that. There was not a lot of visionary thinking. Field trips were offered in the middle of the week when people were at work. The only people who went were district and school employees who could get time off to go.

The swimming pool. We didn't flat out restrict it. We tried to get a partnership, we listened to see if we could and followed up. Some was out of scope and out of reach. I wouldn't say we just ruled anything out. We said, let's think about what we can do and how we could make it happen.

Give examples of where you believe the DAG had an impact on the design outcome.

We didn't ask DAG to make decisions. We asked for input that would inform decisions. In the charter we tried to make clear this wasn't a decision making body. We want input.

I suggested a choir room. The response was, there isn't space or money. Rehearse and have classes on the steps or cafeteria. I tried to talk to them about covered grandstands. The kept coming back to enrollment. They said the school is at 1,000 now. It will [probably be at 1,350 when they open. The response was, build to 1,700 capacity. They said we could bring in portables. I don't' know if input was

incorporated. If it was, it was a matter of agreeing with what they already wanted. It was very disappointing.

We didn't get can'ts. The auditorium was a tradeoff: You can have it, but you have to give up X. We got everything we really wanted.

The design represented the committee except for the classroom sharing piece. Parents and teachers opposed classroom sharing. Teachers said the amount of glass in the building would be problematic. Kids peering in and out of windows. Some complaints are legitimate. Some are less relevant. I think the reality is we don't know until we're in the space. We've been in old and crusty for so long, we have no idea. I don't know if the new building will be good, but whatever we get will be better than what we have now and may have a chance to make it in an earthquake.

They listened. I really feel they listened to us. They were excited about it. You felt like it was their school. They cared about what it would look like. You can't please everybody. I think the architects were wonderful and all project staff. I can't say enough about them. I was very pleased. I think we'll have a beautiful and well-working building.

The design they came up with was DAG-driven. The whole thing came out of all the input. They did a good job of gathering input. It was a positive experience due to the architect. I give them special credit. They were visibly excited. Debbie has worked tirelessly.

Overall, all ideas were somehow included in the final design. The commons – everyone agreed on it. The need for extracurricular space was supported from the beginning. We couldn't put all things in. It was important to have DAG support and different voices from different parts of the community. Community spaces are included – spaces used by the community not during school hours. Community was one of the biggest priorities.

Many areas. The initial design had a lot of changes—athletic space, maker space/STEM. The Publication lab. We talked about what areas we wanted to focus on. The publication lab is based on the Freedom Writer program. This priority was based on input from staff and students.

For my space, I was a squeaky wheel. To determine school programs, we should have had a conversation in advance about what kinds of programs we should offer.

The final design reflects input from all stakeholders: DAG, students and teachers. There were 15 iterations of the design. Part of it was balancing budgets. One option is to keep more existing buildings. There were very diverse options. That's the way to generate the most input: to provide a wide range of ideas. We reiterated throughout the project that it is a give and take. If you boost this space, you need to take from someone else. The problem is thinking that one size fits all is the only answer. It comes down to the program and staff, not the standard size space.

Not the group as a whole, but a few individuals. The theater teacher had an impact on theater. When 2-3 DAG members supported a specific part of a design, they listened to some degree. It may have had an impact on landscape design, whether buses would have a turnaround. It may have been private conversations.

The interesting part was the whole thing was project director and district driven. You couldn't even talk directly to architects unless we went through project director and district. Sometimes representatives from architects were there. You could only ask questions if they were making presentations. Architects also said privately they were frustrated by the process. Most of the architects knew that things were wrong.

They made the tough decisions at the building level to add 10 more classrooms than at Franklin rather than build a bigger CTE space. Nobody writes the real story. They just talk

Were there constraints placed on your input (i.e., were some topics restricted from discussion)?

The amount of time and number of meetings was not sufficient to allow a broader exploration and discussion of community ideas. Even given everything about dissatisfaction, the architecture firm, operating under constraints, did a magnificent job of designing a beautiful school for our kids. I suspect that they had to take a deep breath when they came to DAG meetings where some of us felt we were chafing and not able to engage. That's not what they were there for. Not their job.

There were no constraints on input beyond trying to engage in civil and productive discussion about these issues. Everyone at the table was/were good partners. I thought one had to deal with personal anxieties of certain groups. Teachers, for example. You get into areas where designers are impinging on areas of expertise. Methods that you know have been successful in classroom and throughout school. Naturally, there was anxiety relative to those issues. Also there is difficulty comparing actual experience against projected better practices. Classroom sharing, room sizes. All of those things are intended to create a different kind of learning environment. I don't believe planners did an adequate job of explaining and demonstrating merits and potential pitfalls of the plan. There was one meeting where teachers felt their voices weren't heard. It may have contributed to an adversarial environment but it was absolutely necessary. Before that we had no idea of the extent of their concerns. It's difficult to understand hazards for individual teachers.

Some of us understood the cost issues, but we didn't have the cost of the delay quantified. We didn't know if it would be a $50,000 delay, which may be worth it. It may be a $2 million delay, which wouldn't be worth it. Some kind of range of costs. Knowing who is driving this process is really important. I think staff would benefit from asking design professionals for specific dollar amounts if and when changes are needed along the way. It would have been helpful for people to know what the cost of a delay would be. If you wait until this timeline, it's going to cost this amount. Decision makers want to explore a lot more options because they don't know the process the architects went through. Every time you delay the process, you are costing money. Some delays may be legitimate and worth the cost.

Money and time.

It was arrogance beyond belief. PPS will do what PPS will do. They have a budget and a time constraint. They think they know it all. These are teachers who have to sit in a classroom and don't know what the working world is like. When all you have done is go to school, go to college and go back to school, you don't know what the world is like.

We couldn't talk to architects. It was not set up to talk to other groups. It was not interacting with various disciplines. A neighborhood school is supposed to be open 24/7. We want the public to know they can use library, go for classes, use for meetings. After schools, the neighborhood should have access to it. We talked about what wrap-around services should be

We talked about everything. PPS is rampant with rumors. We did more rumor control than anything. We addressed it on our fact sheet. Nothing was off limits in terms of conversation. There were answers they didn't want to hear. There were absolutes that we can't change, but we can talk about it.

This is nuanced. It's frustrating to get people to understand the full issue. Some people think there are constraints within the bureaucracy but no one is trying to make something less for kids. The goal posts keep moving.

Teaching protocols in Ed Specs were never intended to be part of this community conversation. Much of the criticism directed at the project team was for putting the cart before the horse. Why are you making decisions that should be left to educators?

DAGs were never charged with providing input on budgets and schedules. We allowed DAGs to blue sky design, say what can be, what's possible. Board members encouraged broad thinking. We said let's do that early on, but we knew we couldn't do that. For example, let's put a swimming pool on a high school campus. Costs are enormous.

Who do you think had the greatest influence on design decisions during this process?

School board

It's difficult question to answer. The constraints of the budget, age of building, size of footprint limited choices before us. I felt throughout the process and commend those who led process. They tried to be incredibly inclusive. One negative consequence is you probably had too much equivalent weighting of voices if a particular group was over represented. Education of citizens is a crucial element of democratic process. Public high school is there for posterity. It's a high school of future and its needs couldn't defend itself against contemporary claims

I don't know that I would say that. I felt like the design teams did a great job engaging more with people who wanted to be engaged. It would be fair to say those people may have had greater influence, but it

wasn't as if others didn't also have influence. I felt like the team was very responsive to all input they received: parent, community member, students, design professionals.

People in the building: teachers, students, administrators. I didn't feel like anyone dominated.

That's hard to say. Those who attended the most were more influential than those who didn't. Faculty/staff outside of DAG meetings played critical roles in DAG influence. The people with direct connections to the school. Non-DAG faculty members were concerned about sharing classrooms. In this day and age, taxpayers can't afford to provide classrooms for each teacher.

At one point, PE wanted more seating. That might have happened. Theater teacher advocated well. They should have had that for CTE. If we didn't have that in the district, we should have hired that.

The OSM team. I would not say it was a creative influence. It was a, we need to get this done on time and on budget. There's nothing wrong with that, but we didn't have a voice that said here's what a 21st century school looks like. There was not a climate like there was at Franklin. No sharing of information about what spaces should look like. Any time that happens, you will have some comparisons.

A few community members who came in toward the end. Alumni. A little late in the process, had to get caught up. They need to get people caught up in shorter time.

I think the design is responsive to the wide range of requests and opinions. You will never make everyone 100% happy. At the same time, there is balance in the design. Guiding principles helped guide the process. DAG helped develop the principals. It all comes down to what work the best for Roosevelt. Balance the district Ed Specs and what works for Roosevelt. We had sporadic attendance, but in the end, we had a consensus. From the mid-point of DAGs through the end, the STEM/CTE was brought up. We responded by increasing the space. We balanced the program, the budget and the quality of the project. We boosted the square footage in response. The space is more than adequate. The problem is that Roosevelt did not have a CTE program in place at the time. They didn't have the staff in place to say, this will work for us. That was one of the perception challenges. A lot of input and opinions were accounted. It was never this is the way it is. We had to follow Ed Specs that district provided. All spaces were sized to meet Ed Specs. Design takes into consideration input of all parties, but we have to meet district guidelines as well. We had to keep updating design based on Ed Spec changes. CTE specs came out later in process. We had to reconfigure to work with whole concept. We pushed the building out to put the STEM space where we did. Accommodations were made to make it possible to put STEM space. We had to consider all of the other needs. To say we can just move something discounts all other things that need to be thought through. Thinking about the next generation of stem space and maker space, programs have changed. Maker spaces have changed and need to be adaptable.

Board members and designers/developers

OSM and the project manager. They ran the show. And the principal.

Seems like the Office of Modernization.

No one person or group. It was a collaborative effort. Students will tell you at the community forum where we gave everyone pieces of paper to represent different parts of the building. Those students will say they had the biggest input. Other people would say they had the most input. Most everyone feels like they had a little snippet that was their idea. That's success when everyone feels like they had a little part somewhere in the building.

STEM and CTE expertise was involved. There is a large staff. All engineers and architects have extensive experience on these projects. All are extremely competent in this work. The criticism that we don't have the expertise wasn't accurate. There is criticism that district made facility decisions without educator input. We did, but educators need to be more vocal. You need flexible learning spaces for programs that will be in place for the next 50 years. Conversations need to be led by educators. The superintendent looks to educator leaders and facility leaders. Educators need to say, this is how we are going to use these spaces, how we will deliver STEM and CTE.

The Roosevelt process was driven by PPS. The architect/OSM controlled the process. At Franklin, the project manager was a liaison, ran interference.

I think everyone had equal voice. I didn't feel like anyone was trying to bully their way through. The community group—if they didn't get their way, they weren't heard. There was a lot of great discussion. It wasn't blown off. We discussed it. There was a majority opinion.

Just get the district out of it. We'll handle it. The district isn't capable of handling this.

What were your overall impressions of the community engagement process for the design project?

The process has evolved since DAG started two years ago. We had a chance to look at process, see how things have worked. The biggest challenge is the identity of the stakeholders, identifying who has been underrepresented, making sure we engage those folks.

      Using DAG as the only vehicle is not successful. It takes a commitment in time and transportation. A lot of people are not comfortable in those settings. Once a month, we met with ESL parent group during their monthly parent meetings. We brought in boards, plans, updates. We had translators. We made other opportunities to connect with people not involved in DAG process. It was a tall order to capture every one with DAG.

      They were influential and helpful. One meeting did get hijacked to talk about classroom sharing. The community was stunned. They thought they would be doing something else [at the meeting]. Teachers became emotional and had a heated discussion about classroom sharing. That could

devastate programs for our community. I was really impressed with the architect. It's a huge undertaking. I feel that our administration has done a great job giving information and preparing us to move. The biggest black cloud is sharing of classrooms, moving toward community college style of high school.

The teacher crisis was during those. The meetings were necessary. People can voluntarily attend. People who are interested will come, find the process helpful. It's wonderful in that sense. The challenge is to find some way to get other people who wouldn't typically attend those things to come. In that sense, one might work into an actual academic environment and all functions we do as parents at each individual school. Find way to make a school-wide parental invitation, something that draws more parents to the school and have a presentation before or after the event. Plan a school cook out and Franklin review, for example. Tie into other activities. It might be more effective for reaching parents. Talk about the model of school as it is and proposed model going forward. Send a booklet or video to parents before the gathering. Have students do it so they will want to look at it. Tie it into this to get more people who wouldn't necessarily come.

I thought it was well run and effective at reaching out. They contacted every neighbor, sent postcards inviting them to open houses. When it came time for permitting, they did additional outreach for property owners near the new school entrance. They engaged with neighborhood associations. I thought it was well run. There might be an additional opportunity to continue outreach after the final design. Overall, the experience was very positive. I wonder if the difference between the two design groups is as much about community differences. How people engaged was different.

I went to everything. Charrettes were fun. Lots of people came. The only one that fell apart was the one when the board was there and it was hijacked by teachers. It was the only unsuccessful one. It was terrible. The other ones positive and interactive and fun. There were meaningful input opportunities, but everything stopped last year. If our work is done, they need some kind of closure: thank you for your service. We can't wait to see you at the opening. I have no idea if we are ever meeting again. A thank you would go a long way. It reflects poorly on PPS and Franklin. People gave up a lot of time. We need closure.

The community open house sponsored by the DAG had the same people, mostly DAG, not enough students, parents, community members. It was not well publicized at school. Not many flyers and they were usually in English. Internet publicizing was a problem reaching people. Not all people in the community have access to the Internet. They didn't come to school to let students know about what was happening and how they could get involved. The project managers came to Roosevelt, did an activity with students. They asked if they knew about the project and what would they want. It was a great idea, but the final design did not incorporate many student ideas. Other ideas were not used, but the students were not told why. They didn't close the loop and follow up. It was like a broken chain.

Yes. A lot was done to try to engage the community. You always want more and more diverse turnout. It's the same people who have time and interest who always show up. We need more community liaisons, food, and childcare. I recommend attaching to fun event with good attendance. Build into an

existing program with good attendance and a positive environment. Kick off the program with an event. Use events to recruit DAG members and explain program goals.

In general, they are really meaningful, but not if people don't feel listened to. For any of the open houses, the folks who care about CTE showed up and were trying by actively participating or protesting. It should have been more give and take. Why does CTE space at Roosevelt look so different at Franklin? Was there thought about why you would do them so differently? You should have had the superintendent and chief academic officer involved.

Dialer system. Should have used dialer, sent home letters to make people aware. Those meetings were controlled by smaller subgroups to talk about what they weren't getting.

The same people showed up. The same people always show up. They discussed the same gripes. There were multiple opportunities, even on Saturdays. It was an open process. It's a matter of when you feel like you've communicated enough, do it 10 more times in every single outlet you can think. In the next round, they should also connect through churches.

We had differences of opinion. We gave them some suggestions. We said peel off an expert from the outside. Bring them in in a separate meeting. Let us work with the architects to see how we can shift the building around and see what we could do. They said they couldn't do that. They did it at Franklin. We asked for the CAD files, like they did at Franklin. They wouldn't let us do that. They isolated us. They didn't tell us what was going on at Franklin. They said different communities have different wishes and wants. They wanted us isolated. They gave Franklin what we wanted. They got one space. I said how can you decide not to do what we want when you don't know how much it would cost or what it would take? I asked for a rough estimate. They wouldn't do that either.

Some parents don't want to go on school campus. They have opinions, but aren't comfortable coming to the schools. There were discussions about having meetings at community center, but that didn't happen. That may be helpful. Even if it's a drop off your comments open house to allow those who are quiet or don't speak English. Digital communications is a huge barrier. Is there a local coffee shop that has a paper survey next to register? DMV, library, community center. Places where people frequent: free medical clinic. Places like that. I appreciate opportunity to be involved in the process, have people feel that they had a voice in the process. They should provide more opportunities for kids. I'm glad that the process existed. I felt like we were being heard at each iteration. Things in the final design not perfect, but it's a good process to refine.

I remember one community meeting that was rather heated because people felt that they didn't really have a chance for input and that there may have been race and gender issues involved. I don't think the facilitator handles it well at all. In fact the superintendent had to intervene. Maybe this happens at every meeting, but this is what people were feeling in general and maybe that is something the district might be able to address...or maybe not. I distinctly remember board members at the open house meeting who were "standoffish" and discounted public input in a very negative way. Those Board members are no longer board members now.

How reflective of the school community was the attendance at these events? Minorities were not fairly represented at these meetings. Not in the same ratio as the school's population. I don't remember any Spanish speaking parents at the larger meetings. I can't remember if there was a meeting specifically for ELL families, but if there wasn't, that would have been a nice thing to have had. Were the open houses a meaningful opportunity for community input into the design of the school? I don't think so because I got the feeling that it appeared to most people that things were already on their way and that the meeting was just to inform them of what was going to happen to their school. I remember a few parents very angry about gym space being limited and angry that the decision makers were unable to see how important sports were to the success of the student population at Roosevelt High School. I would also like to point out that the project managers, even though they were very busy and I'm sure overwhelmed, were responsive and thorough when answering questions I had about the processes and the thinking behind the decision-making. I would in no way hold them accountable for any shortcomings of the process. They were very professional, organized, thoughtful and pleasant.

Community meetings that I attended were poorly attended. It seemed like there were many people who were part of the design team as regular community members. I don't really know what needed to happen differently. If outreach was poor or what. It's an ongoing struggle for us. Another option, our biggest parent turnouts are the back-to-school night, parent-teacher conference, and important sporting events. Have some modernization meetings/informational meeting connected to existing events.

At two DAG meetings I attended, the person who facilitated was the project manager. I have nothing against her. I wonder if it makes sense to have a separate, independent facilitator whose eye is on the integrity of the process. A facilitator who is looking at who is participating, are we honoring the norms we set out. I don't know if the project manager and facilitator should be the same person. Maybe someone from the office of community outreach. It makes sense for someone in that office to be in charge of the community engagement piece. Why is someone from the world of logistics in charge of running those meetings?

There has to be a way to make the process more inclusive and meaningful. I didn't see any evidence of real community engagement or real dialogue in the short time since I've been there. Having a skilled facilitator is critical. Here, it's about how to empower people who are not used to being invited to participate in dialogue. At Lincoln it's about making sure there is enough space for everyone to show up.

Inadequate

At all community meetings, open house, design workshops, we repeated the exercises. There was lower attendance at those meetings. We always wanted to have more people at those meetings .It's hard to get people to show up. We offered free food, promotions, distributed flyers, reached out to partners. I don't feel like those efforts paid off with more attendees.

Two summers ago we started community meetings. We had dot boards where we talked about electives. It's hard to gather input and the next opportunity is to present it. When you take a big pot of information, people may not see where it got woven into the plan. The after-hours input is part of the

plan. It doesn't look like what they told us, but it's there. If you have an opportunity to sit down and explain, they get it.

Open houses were part of the expectation the DAG was supposed to help with. Those were primary engagement opportunities. DAG was supposed to reach out to the community. They thought they had the final say in the design. They didn't think of themselves as liaisons, but thought they were elite within the community. At a few meetings, we said we heard from community that they wanted this. Some DAG members said, they don't know enough to say what it should have.

Why did attendance drop off?

There was high participation through time when architects had drawings. I saw it drop off after that. It felt like they were coming back with updates. When we got to value engineering, people attended more often when they thought they would have more input. When it was just updates, they were not as interested. There were at least 2-3 people who never came. I'm not sure why. One member was an architect. How do you pick the right people? I think that if they get in 3-4 meetings and don't have the attendance they need, there needs to be a reconstitution of it. Without an advisory body, you end up with an entirely different group driving the process. A self-selected group is not representative of the community

We took our show on the road and went out to the Mexican-American parent group at the school. It was mostly Spanish speaking. We went to the group on three occasions. We did the same thing we did for the DAG. We brought Spanish speakers. They felt they were engaged. It's a combination of people wanting to be involved in the process. You can't make people come. We afforded people in the community more opportunity than I have ever afforded people in my career.

Recommendations

Vet participants better to ensure that people could consistently participate. Not everyone attended regularly. There was talk that people would be asked to leave if they missed two meetings, but it didn't happen.

Think about child care, dinner, translation services, orientation with DAG to clarify roles and responsibilities. Have a chair of DAG, time for DAG to talk before public meeting and go over agenda in pre-meeting.

Community outreach is important. Find out who leaders are—not just visible ones, the ones at the top of everyone's list. Find lesser known leaders. They had some business participation, but not a lot. That is important, especially at Grant. Do more of that kind of work—reaching business community.

On the board, the job is to listen. It's better to get all the input. Make sure all people understand that just because people express their opinion, it doesn't mean it's going to be done.

The only thing that could have been improved was the original Ed Specs process before we started. There could have been more input. It was held during summer. A lot of teachers on break didn't have the opportunity to participate in that process.

People still go back and forth between RHS and FHS, still about STEM space. But then there are some things Roosevelt has that Franklin doesn't: More classroom space at RHS, RHS has a core Commons space, a very popular addition that Franklin does not have. There is no public discussion/bigger picture framework around RHS' second phase building and enrollment projection. Suggestions for next time: PPS did a visioning workshop with 70 schools and their teachers, asking them what they want to see in their classroom spaces, what spaces they need, etc. Teachers and faculty were *totally* into it! Unfortunately there was no follow-up on this. Do this process again, but with the DAG, and this time keep up with it. There needs to be clarity around the process, better public engagement strategies, and better follow-through.

An independent person taking the notes at all DAG meetings and workshops. Don't give it to the bond committee. They are in PPS back pocket. Taking the notes is critical. A lot of comments never show up in the notes. That's when they script everything. If we had better notes, we could have said, yes we did point it out on this day.

The end of DAG process was unclear. We had a set of meetings and a few at the end. There was no final meeting. We had one meeting where they said this was it. No closure. It fizzled out. Are we going to be called again? Are we done? Should I expect an email? We understood that as things come up, there might still be more questions. We need some clarity around when DAG is done.

Throughout the process there were things were developing concurrently. It was a moving target from the beginning. Having gone through these processes now, the district will come with more established rules, Ed Specs, student enrollment target, etc., for the next round. A lot of this is a learning process, this first schools. There are a lot of strong community advocates because they want to set the precedent moving forward. The other challenge is to provide equity and acknowledge the diversity among schools. Continue to be transparent about the process. Keep the process.

Yes. Most walked away feeling like how could these be so poorly handled? Members of OPUS stepped in and tried to guide the process. There were times when microphones didn't work. It was an embarrassment most of the time. They got better as they went along.

If people got information, parents didn't know about meetings. Those who don't know, still don't know. If/when people came, they weren't representative of the community. As things moved on, they felt it was much ado about nothing. Sometimes attendance was pretty good. Most were presentations. Dots were considered community input. Some of us when to Saturday market, to the community. We did a lot on our own.

The other piece that was underutilized is students. We had a student representative on the DAG. How do we include that perspective in the narrative? It would be great if the Office of Teaching and Learning was more directly involved in modernization projects to connect certain classrooms with content-related to work that would happen on campus. There is so much rich material related to the work that will be done. How much students are aware of what is happening in modernization project is limited. Curriculum staff could plan a unit on issues related to the school, for example, history lesson about what was happening in the 1920s when Roosevelt was built. Pique kids curiosity about the project. How do we use this opportunity to update curriculum and help students become more engaged in the project?

The process itself has to have integrity. It needs to be clearly outlined. Members need to be representative. Roles need to be spelled out. Work has to be authentic. Spell it out clearly. What is within the realm of your influence? What is your awareness of your role? I have no sense of what things were like at Franklin. It would have been really helpful to talk to the other schools.

We can't expect the principals to take this on. My hope is additional FTE can be added early on to say who exactly was in charge of what. It wasn't clear to me what I was supposed to handle. Invite people, run meetings, who is in charge of what?

For the meeting schedule: Lay it out for every meeting so they know a month or two in advance which meetings are available, when/where they should show up. Widely distribute it. Tell people, here are the meetings. They are at this day, this time every month. Here are the community meetings. Here are the decisions we'll make. Have something in the beginning that lays out schedule.

For some schools where you have the luxury of additional months for ramp up, I advocated for getting community agents out to target people, including good DAG connectors. DAG has two purposes: get input and use them to get information out to the community. We need people with broad connections or networks to tie people in. People respond better to personal invitations rather than broadcast. Personal appeal always works better. Recruiting needs to be thoughtful about who you would like and who they would recommend.

The big suggestions would be that we have an opportunity to engage students more effectively by designing educational opportunities connected to the modernization work. Clarify the process

Maintain the integrity of the process with an independent facilitator. Rely on technology to invite families to DAG meetings. Try to get the best voices around the table who represent the community, get voices of diversity at the table. Try to get people who don't have their own agendas. Students were very insightful. The architect listened to them. We need people who can represent the neighborhood, how the building blends in.

Get more voices at the table. It's the same voices time and time again, regardless of the issue. It's the same people. You don't get the fresh or different perspectives. You need perspectives that represent the broader community. The same voices only give a jaded view. How do you get folks who will bring their ideas forward? I would argue that the majority of people feel that the work is competently managed. We're very closely aligned with educator leaders. At the building level, they are a

vital component. How they interface with their communities varies. Staff turnover is a problem. Beaverton doesn't have as much turnover. It's much more stable. There is monumental turnover in leadership. Most organizations need a stable leadership core. As these plans have developed, a lot of the leaders have changed. You lose momentum, they need to come up to speed.

Manage expectations. People need to understand that they are part of process, have been listened to. We knew this, but we need to do it better.

As I observed the process at the beginning, not exclusively on the DAG—public open houses, design workshops, a lot of public outreach—I felt like it was overkill. Partly because the same ground was being gone over again and again. The loudest voice gets heard. There were questions in design workshops and DAGs about what focus subjects should Roosevelt or Franklin become engaged in—education—in the context of CTE. I'm not sure they had any expertise.

The big picture is: 1) You have to work to get diversity. 2) You have to have much clearer directions and expectations. Included in that is that the DAG is not a decision making body. It is to give input, and that input will be heard but may not be followed.

Ideally, it needs to be structured, there needs to be follow through. The Franklin value engineering process is trying to cut $20 million out of design. The value engineering process is time consuming, expertise consuming, stressful and incredibly detailed. To layer on top of that continuing input from the DAG is problematic. Having said that, if I'm on the DAG, the last we saw was xyz, and six weeks later it's gone.

The other thing is the DAGs to date have been straddled with this ever changing goal post. The Ed Specs took longer than they should have—maybe for good reasons. They were ongoing after the DAGS were appointed and started. The master planning started before the Ed Specs were complete and then the school board made two significant changes during design process: school capacity and additional criteria (teacher/student ratio in the new contract). Those were significant changes. If I had been on one of those DAGs, I would have thought back to meeting number two that went for four hours and wondered why did we really do that?

How do you minimize the downsides that come with extensive outreach? All you can do is try to be as consistent as possible, make sure expectations are clear. If people don't participate, then too bad. These current loudest voices were not at the early meetings of the design process.

There was some pressure to minimize PPS staff on DAGs. I don't know how realistic that is. Teachers and building administrators need to be heard. I've been told there may be a separate forum, but if two groups don't agree, you are in a tough spot.

What is true of teachers, administrators, true of the public in the DAGs is that we have to have recognition that these buildings are supposed to function for 100 years. The principals, many teachers, many DAG members won't be there in a few years or won't be active. Everyone has a very short time horizon. We're supposed to build facilities to function in an educational system that we can't imagine at this point. I think we've been designing for the next 10 years and ignoring the future.

What was your role in this process? (School or district administrators, consultant, parent, student, community member?)

Community member. I have a background in the area this concerns. My interest was this was a school in my neighborhood. That was missing from process. STEM is four subject areas. The process didn't include technology education teachers. The people involved didn't know they were missing something. DAG members were oblivious to the part of STEM most connected with space needs. STEM space is very special facilities. It needs brought to attention or it's ignored. It's an ongoing issue. I think with the new board, we may get somewhere.

I declined to apply out of protest and out of research reasons. I was opposed to the way the DAG charter was written. None of my concerns were addressed or considered. In the application process, they didn't tell enough people. I finally found out that their definition of telling everyone about it was sending a notice to Roosevelt and feeder school principals. Principals were responsible for all community outreach. They didn't inform all the people who wanted to stay informed through the early outreach process. We said we wanted to help get the word out and engage.

Community member. As a relative newcomer to Portland and working in school improvement for 45 years, I wanted to understand more about how PPS worked or didn't.

I stayed as involved as DAG members but was outside of the circle.

Community member. I have multiple roles and interests. I have three children in public schools. I am very interested in Roosevelt t being prosperous and healthy. I started immediately hearing about Roosevelt design process. I was involved from very beginning in community outreach process for the design process. I'm not part of DAG. I have been at almost all community outreach meetings.

I didn't serve on any of the DAGs. From the best I was aware, the regional administrators who supervised schools were directly involved. Teaching and learning staff became involved during more of the FF & E conversation than the space.

I was there as a community member at Roosevelt - have my business in the St Johns area and also at a Portland Council PTA member.

I was an active observer of a few DAGs and the BAC. I paid close attention. I tried to be well-informed about the program as a whole. I was interested in the Roosevelt process. I attended a few meetings, communicated with active participants. I'm acquainted with a lot of people. I stayed involved, I have CPPS involvement. I do activism around seismic safety, which is important at Roosevelt in particular –

that school is most in need of structural safety concerns. The decision to begin the process with Roosevelt was a powerful statement about taking kids' safety seriously.

How did you hear about the remodeling and the community input process for your school?

I went to one of community workshops in January or February 2014. I heard them describing certain things about STEM. I made some comments. Different people were making the same kinds of comments. A community group started working together. I wasn't involved with DAG, but did go to a DAG meeting. I met with people from the district and Roosevelt. I met with a number of different people. I had conversations with community members and board members over six month periods. I continue advocacy because this was not done properly. It should be project based. I can't stand the thought of kids being cheated. It will be decades until they change a space that is too small for STEM.

I went to an event about Roosevelt by the alumni association. It was a committee on building maintenance to assess needs, raise money, run tours. When the DAG process started, alumni asked when recruitment would start. They weren't invited until the day before the deadline. They were contacted in an email to participate. Email was the only form of recruitment. The deadline was too tight. They only got 15-20 applicants.

I know who was on DAG. It's not at all representative of community. The district really didn't care about being representative. It doesn't have a lot of interest in north Portland. You see it in Roosevelt and almost all feeder schools. The only one they've put any effort into is the new building, Rosa Parks. Otherwise, it's been ignored.

More than adequate. From my view of what's done in other places, we worked really hard and took it on personally to make sure we could get flyers out, get them out in other languages, sent out auto dialers. Not specifically about the DAG, but any time there was a specific opportunity. We worked really hard. We revised the website to make it more user friendly. The BAC thought outreach and communication was almost unprecedented.
　　　More people showed up at Franklin than Roosevelt. It was the same effort. We put flyers up, walked around. We made an unprecedented effort to reach out to typically under represented community and get the word out in different languages. There was some level of politics going on. It was happening during teacher negotiations.

I have been to many PPS meetings over the years and have seen different levels of engagement and listening on a variety of topics. The DAG meetings at RHS seemed to be designed to present and gather information ok but there were community questions raised early on that didn't seem to get the ear of the meeting hosts. I went to the meeting at the community building in St Johns and the meeting at George MS. The first meeting was more structured perhaps with prepared examples of school buildings and options.

I was a member of the PPS long term facility plan committee and active member of the bond campaign - so knew about it from the start and specifically I heard about Roosevelt related events from PPS emails and some from local PTA's and neighborhood associations

Do you believe there was adequate outreach to the school community about the remodeling and opportunities for community input?

Not at all. People in the community were bringing up issues that they never responded to. In the fall, Franklin was sending out different ideas for the design for remodel, created a document with different designs, linked it to a survey to get feedback from the community. They held a workshop with slides at different schools to get input. Roosevelt, at the Oct. 20 workshop, did a poll of what people's interests were. Theoretically they didn't know what they were looking at. Right from beginning, I find people saying we don't have all the stakeholders here. We have people saying, what is the curriculum? They were told they would figure it out later. They planned the space and kept saying they would figure out curriculum later. There was no reflection of the diversity of community.

The application was pretty thin. It was not really geared toward finding a broad representation of the community.

There was not. We made every effort to try to do that and get the district to do that. There was nothing. There were all kinds of degrees of nothing. It's a very large dual enrollment zone where Roosevelt is. It's a neighborhood school but also where it has the option of guaranteed enrollment in Jefferson if they want it. It's a very large area. It's Jefferson's historic catchment area. The district made no effort there for those schools. It reaches out to parts of Faubion, Vernon, Boise Elliott, King, Green, Chief Joseph/ They didn't do anything there at all. There was one meeting at George. It was totally inadequate. It was done after the district had made all decisions. It's explicitly clear the district had no intention of changing anything. They felt they knew better than anyone in the community. People came away with a very bad taste in their mouth. Jon Isaacs made many commitments to do mailings to the broader community. There was no intention to do that. They committed to hold a series of meetings and he failed on all of those. Outreach to closest feeder schools: George, other k-8 schools, outreach was very poor, if at all.

Yes. It was extraordinary.

I'm not sure. The composition of DAGs was established before my arrival. There has been criticism that there wasn't enough teacher representation on DAG. Some of the outreach was snubbed due to bargaining. It happened during contract negotiations. There could have had more participation. They should consider changing meeting times to accommodate teacher schedules.

This involves several items - the DAG process for people to join was not adequate in outreach to the community even though many people were asking the district to do more and the district was relying on the principal which many advocates were initially unaware of the process being used. The DAG

committee meetings did not have huge outreach but contacted interested parties that were already in the process. The community events on the other hand were shared adequately that I heard about it at my office and not as someone involved with the process already but just as a local business.

The outreach was ambitious; the performance was hit and miss. The communities around the three schools are so different. North Portland/St. Johns is distressed, Faubion is similar but the Concordia partnership is dynamic and transforming. Franklin is diverse, more engaged and more visible. It's not surprising that the outreach yielded different results. To engage the least connected community members in Roosevelt -- different culturally, racially, economically – no one is good at it. The neighborhood association is not representative. The actively involved people don't represent the whole neighborhood.

Public engagement, they have a tough job. There are so many diverse interests/neighborhoods.

It's a no-win situation. I think they've doing the best they can. Roosevelt group didn't have great participation. I felt they did the best they could be given the makeup of the team. I thought they did a pretty reasonable job trying to incorporate STEM into design as best they could. I think the design is awesome.

Were you aware of the existence of the Design Advisory Group? If so, tell me your thoughts about the DAG and how it carried out its role.

Members of the Roosevelt DAG had helpful input. To reach the community, you must talk to community leaders who are connected. For the district, it was difficult. The district was creating methods of outreach while using them. It was like trying to build a plane while flying. They were learning and refining the methods as they went. To the community, it looked like a series of failures.

High school outreach is more difficult, which is an obstacle. Faubion was different – different demographics, younger kids, social services – conditions for better family engagement.

The partnership with Concordia made a difference. Concordia is the best storytelling institute I've ever seen. They are relentlessly positive, proactive and energetic. They seemed so committed to this ambitious project, you couldn't help but get caught up. They demonstrated a style of fundraising and projected enthusiasm. Faubion had a different profile because of Concordia than the other projects.

The positive stories made a difference. The media looks for deficits and trumpets them. Not at Faubion. The excitement carries a long way.

There was no one on the DAG to advocate for STEM. I asked if anyone had heard about name of the professional organization for technology education. No one had. Even after they had meetings with us, I realized that was all for show. They will say they listened, but they had no intention of doing things differently. They were going along the path they wanted while they were going along with us. They didn't listen to a word we said.

There were critiques about the charter. They didn't give DAG members enough responsibility or authority in the process. The stated goal of community members on the DAG was to represent the community. There was no accountability or responsibility to those community groups they were supposed to represent in the community. DAG members didn't share information with groups and didn't bring information back. There were no DAG members who identified as being representatives. They were just there as individuals. They never communicated that that was the role. It was not encouraged or enforced. There were several points that the DAG seemed concerned with that tended to be brushed off rather than pursued. It felt like an inconvenience that didn't fit in with the momentum gathering on the design team.

I forget when I was first aware of Roosevelt. It was far along in the process. A citizen group organized because they were not happy with the design for STEM space. We have had and continue to have frustrating, not good experiences with PPS's ability to listen, explain, and respond. The Public process that PPS followed at Roosevelt was quite different than process at Franklin. Details are captured in document that is the basis for the complaint at the Office of Civil Rights.

The role was not clear. It wasn't structured as representative. It was not a conduit for input representing the community.

It was no different within the DAG. It was totally stacked with people inside the district. People in the district who didn't have a whole lot of power, who didn't really know much about issues or questions. Who didn't have the inside track on the division of teaching and learning? They were totally absent. How design decisions affected instruction. The attitude from OSM is what the hell are these kids doing here messing up a nice clean building? The DAG at Roosevelt was a very disempowered group of people – both inside the district and the 3-4 people showing up from community. They were not able to make their voices heard, make any changes at all in OSM design they decided to force through. We heard great deal about the Franklin DAG. The contrast was very strong. They had a great deal of input and made significant changes to what was happening in design.

I think they looked at it through their own lenses. For some individuals, it won't make a difference. I'm sure some don't care what the charter is. They have their own agenda. The district will be seen as trying to limit or manage people.

If the Ed Specs had been completed before the DAG started, it would have provided better direction.

The district is starting a bond program for the first time in 50 years. These are the first major school projects since post-WWII. The average age is over 65 years old. One of the board members used to say, "I wish I could get more out of the schools as well. I know teams have worked so hard to get what they want, including me. We have inadequate space in whatever areas people have a personal interest in." Some can see the big picture in the series of tradeoffs.

When and how did you become involved in the design process? How did you participate?

It was not a good process. They were giving improper information, not seeking it out. When they got it, they would dismiss it anyway. PPS has no STEM experts. If they have a STEM expert, they didn't bring them into process. They didn't follow Ed Specs that define STEM. Franklin did all that. Franklin followed what the STEM subjects need. They didn't even present right information. They gave community incorrect information about STEM. See document comparing the processes online.

I was not involved at the beginning of the process.

Very early on I identified some inadequacies that were powerful observations. I started when the DAG began and went to most of the meetings. I immediately brought up the fact that there were not STEM instructors on the DAG. There were no STEM teachers, they had no STEM program. Designing a STEM facility, that was a problem. The DAG at franklin, a STEM teacher was actively involved. We brought up to DAG. They kept saying they had adequate representations with the architect. We looked into his credentials. He only had one high school in his background. We repeatedly said, get an instructor who knows something about how you design the space. I said, where's your curriculum? They had theatre and science instructors input. It was blatant that there was a lack of representation. They refused to bring anyone in. That was 2 ½ years ago.

I became engaged in the conversation around Roosevelt. I tried to bring central office staff, design staff together to talk about how the space was designed and how to support teaching and learning in those spaces.

The programs offered by each school are school-based conversations that drive how the district office builds space for those programs. Part of the design for a strong space is that a program wouldn't be dependent on a single teacher. It would be flexible for use in other ways. We wanted equipment that could be moved so you could reconfigure the space for other teaching and learning. As things become available that haven't been envisioned yet, there needs to be a way to move them into that space.

The Ed Specs had all the teaching and learning guidelines. Community forums held before the DAGs helped define the programs. What do they look like? How do we want to design space across content areas? Those educational visioning conversations helped inform the Ed Specs.

We talked about maker spaces. What would they look like? We talked about what applied learning and strong student engagement looked like and designed spaces around that. Spaces that could be flexible to accommodate equipment and instruction for many years into the future.

I only missed a few meetings. I went to all but one open house. I was also involved in other smaller meetings with design teams and the district admin/staff.

From the start was aware and getting reports so I started coming as an observer to some of the DAG meetings. I attended all of the open houses from the start.

I was an observer of process at Roosevelt. It wasn't managed as well as it could have been by the district because the necessity of participation was not enforced. In the charter, if you miss more than two meetings, you would be dismissed. That was never done. There was uneven participation in the process. Why? Why did people disengage? It was a new process. Continuity was important. Participants should have been ambassadors, become knowledgeable. It is a necessity to build knowledge. It's important to know why they didn't participate.

The process was not managed to ensure that the stakeholders would connect with their larger community. Did they help support public outreach? They were selected because they could/would connect with larger community. Unless the DAG members play a role, the large group wasn't informed and there was disappointed in the outcome.

Describe the introduction to the design process you received at open houses. Did you understand the function of the open houses and your role in providing input?

It looked like we were giving feedback, but they were telling us what we were doing. People were asking for things; they didn't get back to them. People were complaining about them not bringing in experts. They were not listening to us. There is a strong athletics advocate. They listened. We came up with an idea to move west wing west 30 feet. They could have pushed it out and the doubled space. Three weeks later at last DAG meeting, they said they were moving the building out and enlarging the gym. They told us they couldn't expand for STEM. They used our idea to expand athletic area. This idea was advocated by community. The processes were DAG vs. community process. DAG folks were not trying to help us or sharing information. The DAG group was a limited representation of the community. They did their thing. They had a long list of outreach. They would go to a meeting and say, this is what we're doing. They came to a neighborhood meeting and told us they were doing it this way and that was that. For the role of DAG, it was advisory, but you have to wonder if people understood that it was just advisory or that was just a bad idea. It needed to have more power than it was set up to do. The whole thing about listening to the community is you have to explain what is involved, what the options are. I don't think they really did that. A lot of things they never put out, partly because they didn't understand them and partly because too often these public processes are just for show.

There were minor goals at open houses about what would be accomplished, except at the first one, which was a community brainstorming session. My complaint is that asking the community how the teaching should happen inside Roosevelt seemed like a ridiculous thing to ask non-professionals. Things like whether subject levels or grade levels should be grouped together in the school. It made me skeptical about the rest of the process if that was what they started with. I'm not sure if that input was used. I hope they didn't listen to that input. The part of the meeting they didn't use was subject areas for enhanced elective, the dots on the board for subject areas they thought school should focus on. Most were on math, science, STEM, CTE. They didn't prioritize. The first open house: interactive, design charrette model.

The introduction to the design process was very disempowering. It showed right away what the district was aiming to do. There were several things. Very persistently, the biggest problem was when they

started, they had already made the decision to tear down the two wings at the front of the building and not rebuild them. Shrink the footprint of the building and not expand the footprint of historic building in a meaningful way. Roosevelt has a significant problem: the site is cramped, the historic building sits far back on site. It doesn't have lot of room to expand. The Sensible thing would have been to deconstruct the front of building, level what was behind that, rebuild the front 100 feet closer to street. It would have been cheaper, a better product, preserved historic look, which was important to community. It's totally off the table.

The same problem is true for Grant HS. The district made the same limiting decision. It didn't give a reason that made any sense. I said why. They lied. They said the Roosevelt building had historic status. That's not true. The district said we have special historic status with the city. It's an unofficial claim: the only claim to historic status is the unofficial report that a district consultant did 20 years ago: Roosevelt is really old, there is a lot of history there. It's the only reason that was given. They didn't want to think about it. They already made the decision.

When they started community outreach, it was terrible. They had maybe five people from the community. The district stacked it with district insiders, PPS employees. They would not give a definitive answer up front that they wouldn't look at expanding this. They would try to put it off. Questions about tearing down two front wings, shrinking footprint keep coming up. There is no honest answer. Issues still there. There are people still in the community who think that it's a big mistake to tear space down when space in the new building will be at such a premium, needed so very much. Again, the reason the community was given was not a sensible reason. It was a reason intended to shut people down. What they said was they needed to tear those down because they were not on same level (floors) as floors in rest of the building. The building is going to have like 16 different floor levels. Leaving wings in place would have increased the number of levels throughout building. It wouldn't solve the situation by tearing them down. The obvious solutions are: stairs, ramps, simple things. It was intended to shut people down.

Curriculum: At the first community meeting, they had people go through an exercise where they gave them different colored dots. People could say what kinds of programs they wanted to see. As a planning tool, this is ridiculous. There was no one there from OTL or from any program. No one with professional experience teaching these types of programs. Crowdsourcing high school programs is not a good idea, especially from such as small cross section of the community. However, when they picked options, they broke those apart. Made them individual. They looked at the result they got, put them together. Far away the majority of votes were for STEM. The district refused to acknowledge that. They created a situation where they could claim there was no consensus for what people wanted.

The other thing that was voiced very early and consistently ever since. They never acknowledged or got a reasonable response from the district. People want a culinary arts program. They had a flourishing culinary arts program. More than a third of students took classes in the program. It's a vital life skill. The district response from beginning was to say no. The reasons were OSHA wouldn't let them, city wouldn't let them. They couldn't have any culinary arts programs going anywhere. That's emphatically not true. Lincoln has a program. There are many other options. Madison is doing same thing. As they are going further into their design process, they are advocating for two mobile kitchens and a standalone kitchen. They attempted to shut down the community, impose the design they had already decided on.

Overall, they did do what they were supposed to do. Student involvement was greater at Franklin than Roosevelt. There is a perception issue about not including students, but the effort was made. It was the same process at both schools. Identical.

The open format at the beginning of the open houses our roles were less clear except to browse and look at the possible designs and talk individually with people from the design team - this lasted too long and at some point they did do a presentation about where they were in the process and how to make suggestions - the first open house was mildly attended and people left before the presentations. The choice process was with colored dots I think but I could be mistaken. Later on the open houses were less about design choices overall and more about understanding the process and what decisions had been made - not really a way to make changes and then when things got hot there was a Saturday event at the Jordon Community Center where people had big issues which had lots of discussion and this is where then principal got up and said something about 10 extra classrooms from original plan taking up space which had not been opening stated in any other meetings I had been to previously. This big decision seemed to happen apart from the DAG process.

I attended the open houses at Roosevelt and Franklin. It was well orchestrated. The Roosevelt and Franklin architect-led open houses were helpful. They walked through the projects as creative undertakings. At the open houses, there was a high level of educational requirements. People were new, uninformed about the process. How do you weigh feedback from people who are not informed? There was not sufficient preparation for actionable feedback. It's important to understand expectations.

What helped you become an informed participant? What information was not provided that would have been helpful?

They had arbitrarily broken up into two spaces what should have been together: STEM and maker space. They artificially created in their head what they wanted space to be. When they did this voting thing in October, they had a list of subjects under STEM, other things, artistic things, technology under STEM— all in the same piece. They came back and said community wants three things: STEM, woods and metals, performing arts. Had the remodel team understood STEM, they would have said STEM is project-based, etc. They should have defined STEM properly within the Ed Specs. People would have known what the result would have been. People supposed to be experts didn't even know. They presented in outdated way in outdated fashion as separate things. We had many discussions with district and community about how all of those maker spaces must go together. Because they were so unsophisticated in understanding, they separated all of those spaces. By separating these spaces, what they created, recreated is traditional division between shop kids and smart kids. They went backwards in set up. If the spaces are next to each other, kids can build an electric car, robots. Kids can move from sheet metal area, to wood working area, robotics, etc. The DAG didn't see any place set up like what they did with Roosevelt. For every piece that we said it should be this way. They said no. We had evidence on our side. They didn't. Over and over, we said to district, you show us how this would work. They could never give us one iota of evidence supporting what they said about STEM. They just ignored all requests to show us.

The website helped. I referred to it and referred others to it. They were selective about what they put on the website. I had to fight with communications and the project team to put attachments on the web, visuals that were presented at DAG. They said they didn't want to have misinformation circulating. I pointed to Franklin that had all information posted. It feels like they are limiting information to control the public opinion and response. They didn't want to deal with critics. Anything presented at meetings should be on the web: floor plan, site plan, renderings, etc. They wanted to control the flow of information, contrary to goal of transparency. It was counterproductive to community buy-in to wait until something is approved.

There was very little that was helpful. The only thing that gave us a good sense of what was being proposed came very late when architects came out with a color-coded floor plan. That was useful. The colors helped show activities planned for what spaces. What we never saw were plans with dimensions on them. They consistently refused to provide that. It disempowered the community. They were trying to prevent people from comparing Roosevelt to Franklin. It was an intentional omission. It became an issue very early and consistently.

Input from OTL about programs was absent. They may have gotten input from faculty on DAG. That's also true at Franklin. No one was there from OTL. OSM chose to ignore instructional input.

There are very important areas where that is clear. The absence missed most was CTE. The district has no plan for CTE. A committee has been meeting on it for years. They not only not produced a report, they are still working to put together a strategic plan to develop a deadline.

One of biggest lessons: any program that didn't already exist, had no voice and was given no presence. The theater teacher was present. She is getting a fairly good theatre space, more than she asked for. They had no one at Roosevelt with experience in CTE. There is no meaningful CTE space. There was no one involved in the design who was speaking up for science, technology, engineering or math. There was no one in the school who had any idea how to integrate those subjects. It's an emerging discipline totally ignored. The same themes have also occurred at Franklin. But there they did have a good, articulate CTE department able to do some good things. They had a very good, innovative child care program. It's clear watching the Franklin process that we were being told things they would later find weren't true. There was a real lack of honesty on district's part around redesign process.

The DAG, once in process, it's almost too late to replace them. If you start mid-process, you are too far behind. If the charter is changed to allow new members as replacements mid-process, schedule an orientation to bring them up to date.

The design team of professionals were always helpful and seemed less likely to say "no we cannot do that" as was the project manager. The biggest problem with information was understanding what was really open to discussion and change and what was not - information would be gathered about something but then the project manager would say no we cannot do that. Why spend the time on thinking about what cannot be done and why was she limiting the creative process?

Sometimes you forget that you are just advisory. I'm guessing a little of that happened on this committee. I fell into that trap, you aren't listening to me. Then I remember you're just advisory. That's

fairly common. You think you have a final say, but you don't. It's not uncommon. At the end of the day, people will not like certain things.

Were the materials clear and helpful?

Yes. The biggest critique. It started more interactively. It quickly turned into presentations, shooting down any criticism. It was no longer back and forth. During the presentation, they said, we don't have more time. Thanks for coming. It broke down quickly the DAG member ability to effectively engage in design process. DAG members were there to allow the district and design team to say we had community engagement.

Yes.

There was plenty of information. It was clear and sufficient. The 100% utilization issue, class sharing became a distraction during the design process. There were issues of bulletin boards, filing cabinets, desks, student meetings. Then it became: who came up with this and why are we just hearing about it? Teachers started testifying during public meetings about the design. There was a disconnect between the Ed Specs and DAG. I was trying to explain it. I became the middle man.

Many of us who have watched the evolution of the bond web site and communication documents/videos etc. appreciate the work done there. It can make a big difference to explain to the community here is how we are solving the problems. Here is what worked in these other schools both in PPS and outside. People in the community motivated to learn more need all of our assistance to understand and get the information and answers. This is an improving process and critical to both the DAG and the PPS board/staff's connection to community both students, parents and the broader Portland community.

Yes all of the information was good and helped see things more clearly - again info was presented that really wasn't on the table. I could grasp what was going on with a large pre-understanding of the Ed Specs, etc. but if someone came out of the blue I don't imagine they could get to a clear understanding even with more time - they really would have needed to do some homework for meaningful input to be given beyond their initial bias for whatever point they were advocating.

A lot were generated. They were typically clear and helpful. The challenge is providing enough information without overwhelming people. There was too much info -- master plan alternatives, floor plans, etc. – too much to know how to evaluate and respond to it. OSM did a good job of distilling the information for the district. Not clear about the impact or intent from information.

At the Franklin open house, it devolved into a one-issue discussion, the idea of shared classroom space, teaching in newly configured spaces. One issue rises and displaces other issues. Allows sense of public attitudes and is emblematic of other problems. It's risky.

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Across multiple processes, communities, contractors, expecting uniformity of approach is impossible. To expect facilitators' capabilities to be the same is unrealistic.

Do you believe this process allowed adequate time to review materials, ask questions and provide input?

Workshops/open houses: There was way more information. It was big and complex. Too difficult in timeframe to do projects justice.

DAGs should be the team that steps up to answer. Play from common play book. I don't remember that happening.

What did DAG members do to help inform community? Not much evidence of that.

They were not here to be district cheerleaders. There was a tension of responsibilities. They should be ambassadors.

Do you believe there were meaningful opportunities to provide input?

No. There was not enough possibility for input. There were quite a few times where it was handled well. Parking, for example, had a wide range of opinions. The design team needed to step in, evaluate and present a reasonable compromise. When there is a one-side critique, they would present what they thought that didn't reflect anything that was said.

My current conclusion from observing the PPS MO in multiple meetings, not including the Roosevelt DAG – I was not there for those discussions. I saw the result of it. I have been involved in the community group that is battling PPS on inadequate STEM space. My conclusion is that they are adept at giving the appearance of meaningful engagement that is belied by their actions or is a charade where decisions have been made prior to the alleged involvement process that would be potentially influential.

At PPS, they forgot how to do STEM. They've got no one who knows how to build it. They don't know how to teach it. They made one up at the end. They said, we'll have a teacher show up when the kids show up. They'll figure it out. Grant will get everything it wants. The reason Roosevelt didn't get everything it needed is they didn't have anyone there who can teach it. They didn't listen to us. The organization has major cultural problems. They've got a culture problem down there. Someone should go down and clean it up. I will never get involved again. By the end, they just rolled their eyes.

One of the best things before the bond passed was the vision process with teachers led by the architect about the use of space. There was nothing after that.

There was no evidence along the road that any of the input was being listened to in any way or being incorporated into district thinking. No evidence that the results matched the input, with a qualification that the inside programs that were already on the ground—like theatre and the athletic program getting much larger gym. When they chose to add space, they chose to make all added space gym and athletic space (all new space). They have more space for athletic storage than they have for all STEM space. They got into looking at renovating the old gym. They found there was no structurally sound, economically viable way to make the new space ADA accessible if they kept the structure of the old building. They had to tear the whole thing down, moved footprint for building out 30 feet to west. They made a larger gym. They had some athletic storage space, put in more accessible bathrooms from the outside.

There were DAG meetings, charrettes/design workshops, open houses, tours of existing buildings, showing revised drawings, opportunities to engage people one-on-one. There were meetings with staff: operational departments, teachers, students. There were two separate processes. One for staff and one for the community. Teachers were pulled off DAG because of complaints from the community about too many PPS staff. It's a no-win situation because we can't cover all parts of curriculum. If principals are there, they will represent instruction. We needed clarity in communication to teachers about what process they will be engaging in and to students about processes they can engage in.

The process is to start with the vision, get into specifics around the vision. As a practical matter, you get into forced decision making around issues in DAG and with the teachers. Budgets start to define what is it we would like to have and what do we need to have.

Yes. Absolutely. I would ask for a great deal more civility among our public. The superintendent and board should call it out in board meetings. Express that something that was just stated was unacceptable. That's the only place where we can call attention to the lack of civility toward others. It should not be allowed to happen. Or if it is, it should be corrected.

Yes. And on the website, there are email addresses for each project that allowed people to send questions or input. They could go right to project managers. Sent regular email notifications. Project managers had a regular newsletter. There was never a climate of no information. We went over and above in outreach and sending out information.

The advisory term was open to interpretation. The lesson from this is, be extremely clear about what advisory means. Reiterate the goal of the meeting and group at beginning of each meeting. The decisions won't reflect all suggestions. It was misconstrued as consensus body. Some people were here for single issue. Their feeling was, if I don't get it, the meeting is bogus, fraudulent. It may help to have a DAG chair. The project leads shouldn't have to be the bad guy.

Distrust for PPS, the process and almost hostility for the need to help PPS do this right was expressed by some vocal (and I might suggest under informed) members of the audience. I thought the moderators tried to show the work done and what is possible if we all focus on the plan to make the RHS campus work within the confines of the space.

The Franklin experience was very different and it isn't completely clear who should be recognized for that process. It seemed to be the vendor architect and construction team as well as the committed community volunteers working together. RHS had some fine presenters and committed community volunteers but maybe not enough of each?

FHS felt like it was a process of give and take. RHS felt a bit predetermined and set in why we can't do this versus that in things like STEM or other flex items. I don't think the RHS "civil rights" complaint made sense or was accurate in its allegations of mistreatment of the students or limiting their options but the complainers did a lot to distract the conversation. I imagine if there had been a better way to deal (maybe impossible I concede) with grumblings about STEM and classroom assignments there might have been a different feel to the process and recognition of community concerns.

Other voices in the RHS community have been positive and solution seeking more recently and it does seem that the RHS process evolved a bit to work on getting it right and responding to some of the concerns and/or giving fuller descriptions of why site limitations do not allow for some plans to be used at RHS.

I feel that the DAG and professional design teams were sincerely asking and listening for input - was it too late at times? And was the input really going to be acted upon would be my questions to the project team.

There was a lot of opportunity. It was hard to evaluate it meaningfully. The DAG meetings were intended to be discussion with DAG members. There were opportunities for public comment. There was an erosion of concept between public comment and participation. Frequent participants at DAG meetings assumed roles of DAG members. There was a sense of entitlement. There must be boundaries between members and observers. The role of being decision makers was not fully understood or accepted. If you agree to participate, you agree to boundaries.

My overall impression is they did a nice job or trying to engage community. There were lots of open houses on top of the Design Advisory Group. Sometimes they had good turnout, sometimes they didn't. I think they did the best job they could.

Who do you believe had the greatest influence on design decisions during this process?

Good question. We often asked who was making the decisions. It was never clear. We got conflicting responses. I didn't have first-hand knowledge of DAG or read every DAG report. I think the district and remodel team took what they wanted from DAG. If they didn't want to take suggestions, they didn't. I feel this was behind the scenes. It seems tone was generally here it is. We never knew who was making final decisions, so we couldn't lobby that person. We tried to influence things by making a case to the superintendent. The meeting was over and nothing happened. All we know is it was a waste of time. I think we may get somewhere with new board. When plans were approved, the evening the board approved the plans, two board members thanked the community for input. We've got kids and families who won't move to the community or will move out of community. It's a serious issue, a lack of concern for this community. People are so used to being treated lousy in this district. The community is not

surprised. They would never pull this at Lincoln or other schools. They would assume they would get a lot of crap.

Project Manager and OSM

OSM

The public workshops: that's where actual design work was taking place with the community. Everybody was involved. The DAG does more and different work. They helps to synthesize information. They are working off the information coming through public process to identify what's right for their community. That's the external. The internal is different. Ed Specs were at the high level.

We've got this thing where all these things are out there that influence design. There is a narrow window of what gets done. The project manager and architect together work on it. There are trade offs. One thing creates a new decision point.

They had groups splintered off when they haven't been heard and didn't get their way. How do you manage that? When people don't feel heard, they make it a mission to torpedo the process. How do you handle that? You can never have all voices at table.

I believe the initial design process before any actual decisions were made was a collaboration between the design professionals, the DAG and the project manager. After an initial design was essentially picked, the project manager had all the power.

I would like to believe it was architects or why have a design process? During formal presentations, they weren't at liberty to express opinions. That's a disadvantage of the design process – architects rarely had the floor to say why design decisions were made.

School board members should have advocated for the process they voted to adopt. Architects were not available for the public to interact with. There was a tendency to believe architects' role is cafeteria/ala carte model. We need to trust that they are making smart/integrated decisions. How to educate community to understand design process is based on trust issues.

I would have a sense of relief if I knew that the design was influenced by professionals rather than a self-appointed non-accountable body.

Do you believe that the factors related to design decisions were clear and accurate (enrollment growth projections, school capacity, teacher-driven curriculum decisions, other)?

The most lacking: backing up design decisions with those factors. It would have helped the community engagement process if they had a more robust explanation of the design decisions. It felt like it was what they wanted to do, so they did it. There was no information to the contrary.

The OCR report details differences between the two schools. My take overall is they jumped tracks early in the process. They departed from Ed Specs. Even as they began, they were behind the eight-ball. No one who knows a thing about STEM education was involved. Rather than recognize that and compensating for it or listening to people who brought expertise to the process from outside, they could have avoided a lot of it. It's a function of the people involved, things in flux, principal transition, people in charge who are now departing, architect chosen who has thin experience.

No. Enrollment projections were a huge issue from the beginning and will be going forward. They made the decision to build Roosevelt with less classroom space than other high schools where they are supposedly building out core spaces for 1,750 kids, the same as others, but not enough classrooms to support enrollment. Initially, they weren't going to build that large. They made that decision because OSM had not looked at demographic projections for the Roosevelt area, even though they had access to those numbers years ago. They plan to build Roosevelt less – small. They never backed away from that decision. They didn't reexamine the decision along the way.

We got PSU enrollment projections. We also talked to Metro. Factors like birth rates: how do you know what they will be? And immigration. PSU, Metro, the city have all put out different estimates on where in-migration will land. Among demographers, there isn't consistency in population growth. The uncertainly around it is significant. We have small neighborhood schools because that's what our community said they want. That makes it harder to flex. The level of accuracy reduces as you extend the timeline. Nobody knows where people will actually land. The city could make investments, but there are no crystal balls.

This is difficult in that the decisions changes while the process was happening - the size of the common spaces had to increase for more students and the teachers were not on board and fought the whole way about having their own rooms instead of more wisely sharing teaching spaces and were even resistant to the cooperative model for departments which were very much a part of the Ed Specs. So what was presented at a given time was accurate but the basic facts did change mid-course.

Yes. There were some moving targets. Those and other factors were part of the mix. There was no evidence, not a good public understanding of how decisions were made. Clear and accurate? It's a tough balance.

What were your overall impressions of the community engagement process for the design project?

A lack of involvement with minority communities. Whether it was the failure of district to engage those communities, I'm not sure. It was a conspicuous absence. In larger meetings, there were never

interpreters during DAG Meetings. It started at open houses. There are the highest rate of minorities in Portland.

There was nobody overseeing process that noticed there was glaring discrepancy between composition and expertise between two schools. Managers didn't admit to their lack of experience and expertise and own up to it. Nor did they look at the process at other school. They instead engaged in a process that was incomplete and ill informed. There were perhaps misinformed people speaking about priorities. They adopted a stance that we are right, we know what we are doing, we can't accommodate your request. It was clear they didn't know what they were doing and will have to be pursued legally. It all boils down to somewhere back years ago to bad experiences when parents were involved in decisions. The explanations were the district had bad experiences. They said it didn't work out before. That's why no parents are involved in the architect selection process other than the community engagement process. It was a meaningless exercise and a waste of everyone's time. It doesn't have to be like this. There must be talent someplace. The cloud of despair has momentary flashes of competence. The system continues to be plagued by the institutional racism they haven't figured out how to deal with. The minority community in North Portland checked out of the process a long time ago. They have no hope for process.

I wrote them a strategic plan that might be at least a starting point. They are going to stumble into STEM. There are plenty of people in the community, if you challenge them to help develop a professional STEM program, they would gladly help. You have to ask them, treat them well.

There was a big difference between Roosevelt and other schools. At Franklin, there were small groups. They noted the pros and cons. There was rich discussion and a summary afterward. At the next meeting, there was a recap that said, "We heard you." At Roosevelt, it wasn't structured. There was no recap. They didn't come back together. For the CTE process, it was ludicrous. They had people put dots by programs you want to see. The district has no CTE. A CTE plan is need to help inform the design decisions. The need to define education and the CTE vision to guide the design process. For CTE, there was random input. Theatre became a priority. The shop space became theatre space. That was a lightning rod—the shop space. Franklin has 9,000 square feet, Roosevelt has 3,000 square feet. Other imbalances work in Roosevelt's favor like more classroom space. There are concessions. At Roosevelt, the design is different.

The planning timeline was adequate. It was just a poorly done process at Roosevelt. Roosevelt/Franklin were limited by historical designations. The Franklin process was sufficient. There was a hiccup. The cost of the design required changes. It could have been more collaborative. It should have been clearer, more proactive. There should have been more time to discuss.

As a matter of equity, it's really incumbent on the district to do more aggressive outreach, to try harder to reach the St. Johns community. Historically, it's been so marginalized for so many years. Not only did they not try harder, they did less than at other schools. Most outreach was electronic. That's a big issue. That community is more economically challenged, racially diverse. It doesn't have access to many kinds of technology. The district doesn't have email addresses for a much higher percentage of parents and

students in the Roosevelt area than communities that feed other high schools. The district was up front with why they did that: It's cheap. The issues were raised early.

It was different in each instance. Even though they are the same group, doing the same kind of work, they are different groups of people. They responded differently. The number one issue at high schools is getting principals to participate adequately. Those are the leaders of the school community. When they don't show up for something. It makes a difference.

I believe there is a lack of understanding in the community about the amount of effort and cost in a public process. And there is a lack of civility. The public process was effective. It did what it was supposed to do. It informed every step of the process and the final design. There were changes along every step of the way. They would say, this is what we heard, this is what was incorporated, this is what wouldn't work and why. Whether design teams said what people wanted to hear was a different story. In the level of tradeoffs, the bottom line was that the educational program had to be maintained. That was the key deciding factor in any value engineering. Other things that were peripheral was where some people got frustrated.

The design team doesn't decide how many classrooms. The school does. The high school schedule affects the flexibility of the design. At Roosevelt they double blocked their classrooms. Roosevelt will have fewer students, but they have more classrooms because of their schedule. They have 11 more classrooms than Franklin. It's a space tradeoff to accommodate struggling students who need more attention and more classroom time. It's about the schedule of the students. If they are behind in English, they have two English classes. The school is doubling the class load for students who need extra help. They have fewer electives in their schedule. They are double blocking to improve student achievement.

There was a boatload of outreach attempting to do it. I'm not sure if it was perceived as genuine or highly effective.

The hardest part of conversations is that such an exciting opportunity became a negative force. I believe that Roosevelt's design will end up being the best learning space in the future. It is really an excellent design for students.

As I think about the process I think it is helpful to have a good selection of parents, community, skilled and experienced design and construction people together early. The ability to respond, clarify and suggest a better way to resolve issues in fairly quick time would help deflate the unreasonable criticism. PPS has a lot work to do to assure the community that they have not predetermined the outcome and that they will listen and respectfully consider design requests and perhaps solutions brought from the non-construction members of the community who have perhaps a slightly different sense of what would be a learning space for their students and students in the future.

I am surprised that more people have not weighed in on the entire bond and rebuilding process. The magic solution for engagement seems to still be a retail based process with trusted folks needing to be included and inviting the entire community to help make these schools great. There has been some

petty stuff that has distracted and some grandstanding by some...for what reason it is still a puzzle to me.

The complicated nature of the big projects may be off putting to many. A history of "trust issues" may be in the background for others. Changes in leadership and a need for clear communication lines and decision making that makes sense when laid out publicly are certainly things we have seen at PPS and other big entities. The current teams working with each DAG might need to be sharing the "what works" ideas publicly.

Initially as in selection of DAG members especially poor where several interest groups could have been asked to send reps as opposed to just picking individuals so those voices were really not represented such as the Latino community and even the academic community as a whole, not specific school departments, was less represented than the sports and activities world. I think as much effort as could be expected was done for the open houses whether the cards went out in time or phone calls were received in the details, the design to get it out was good and Richard did a fine job reaching out the community as a whole.

It was lively but engaged relatively small part of the community. The same people show up. The opportunity to broaden was not fully realized. It was one of best facility visioning processes. It involved a large group of community partners. All conversations and documents were fully synthesized and presented back. Well attended, ambitious.

My overall impression is they did a nice job or trying to engage community. Lots of open houses on top of the Design Advisory Group. Sometimes they had good turnout, sometimes they didn't. I think they did the best job they could.

It was rare to see many committee members there. They got an unfair wrap because some people on the committee haven't been able to let go. They are quibbling over square footage. What they got was pretty cool. Some people have their agenda. You're never going to convince them. You need to have an open, transparent public process, but at the same time the public needs to acknowledge it's never going to be perfect for a design process, especially with an old building. But it's pretty good. There was disappointment at Franklin that we would have to go through value engineering. People get their hearts set on something. They let their emotional side take over financial decisions.

Give examples of where you believe the open houses had an impact on the design outcome.

There aren't any.

None

I think some of the work in the open houses was good. The problem I saw in some was the audiences were small and/or they were people who were the usual attendees at each event and some things became repetitious and not enticing enough to get other and less bond project aware audience members to come to the meeting. The materials seemed helpful and those have improve with each meeting in each building project.

Some impact on the parking and location of extended services like childcare and how it fit into the overall design was accomplished. The maker space versus CTE space was largely discussed and I don't think any major changes were made except to maybe change sizes a bit.

Do you have examples of where input was restricted or not included?

At o one of open houses: the community derailed the presentation because they were upset with CTE spaces. It took up half the meeting for that, and it wasn't planned or part of presentation. Nothing changed, even with a vocal cry for change.

The only example specific to the Roosevelt situation was when a request was specifically made that was one solution to inadequate STEM space. It was to extend the wall 30 feet, and they responded no, we have to stay within the footprint. Subsequently, they moved the wall to expand athletic space; not STEM space. There is never a next time. They usually don't close the loop and come back and explain considerations that they used when they processed input. Here's why we used them or discarded. They never explain themselves in a way that causes people to say, ok, I get it or I wish I had known that in advance. When you do that, you are treating people with respect, signaling that you value time you put in and thought you have given to issue. When you don't do that, you get the opposite, which is what we have here. Big bureaucracies are good at culling out people who disagree with them and they reap the consequences of it. They will pay a price some place. Hopefully it's part of a conscious decision.

Transparency is thrown around a lot. The district and board epitomize a lack of transparency. Community engagement processes are when you activate input, you bring assumptions into process. Most can be made explicit but aren't. Given that framing is wide open without constraints, the more likely that input appears to be disregarded without explanations. To what extent did the history inform some of those constraints? Never to my knowledge was there any explanation of that. That's disrespectful in the extreme when you impose a constraint late in the game and change it but don't have the courtesy to come back around and say here's why. The answer was given in part in a separate meeting. It was well, we can't just give you more space for STEM because then music, art, everybody else would want more space. They shouldn't have ever said that in a way that equates STEM with the whole redesign. It reeks of the continuation of how people in North Portland have been treated for more than 40 years.

Many of the larger general concepts - solar or eco roofs, picking CTE spaces without actually having an existing program was an issue that was steam rolled over. Community access to fields was ignored versus locking them up safely for the sports departments. Parking issues were often ignored because of the limited response that was possible I believe.

Where did it seem like decisions were pre-ordained? There was no gag order at any public input session.

People misunderstood board policy contributions. These weren't open topics. Help people understand implication of board decisions. When the board approves the master plan, that's the master plan.

Do you have suggestions to improve the process for design advisory processes at other schools in the future?

People must be true representatives—they talk to people and have ask them what they think. Ask people what being a representative means? Who did they talk to? How do we know they were in touch with community?

It starts with the charter. Be accountable to the group, represent your group. Represent stakeholders on the DAG. Bring back information from DAG to the group. It should be an open conduit to stakeholders.

Have the district approach community organizations. Have organizations nominate a member to serve. If there is already a connection to the group, they serve as delegate to DAG. Make it more clear in the application and charter. The expectation is to be a conduit to a representative body. Remind members about their role at each meeting. Most meetings drift over time, go off on tangent. Always circle back to role and charter. Have authentic authority within DAG and the design process. Have voting rights on certain design points, even if the district has veto power. It would help with transparency to have an obligation to back to group. If district says no, they should clearly say why. If it is rational, people may be upset, but they won't be up in arms out of ignorance of the process. The lessons learned process is huge. I hope they take it to heart and act on recommendations.

There was no public discussion for the long-term plan. The framework would affect what the DAG can do. Roosevelt process was terrible. Community engagement was low. People weren't asked. It was a last-minute effort. A group came to the district in March, said you haven't done A, B, C, D, E. There was a lack of outreach to people of color, resulting in low attendance. There were massive outreach failures.

Principals shouldn't lead the process. They have too much to do. There needs to be clarity about process the process for public engagement, follow through.

Yes. Put all of the assumptions on the table up front. Particularly at Grant, for instance, how large can you make the footprint, how much can you move, what can you do to preserve the historic appearance if that's important to the community while still giving the most space? Also, you have to incorporate demographic projections up front. OTL has to be involved from the beginning. There have to be people in place speaking for any program that is going to have a viable role in the life of the high school going forward. OTL should be there to represent all instructional areas. A lot of high school programs were decimated over the years. The only way you get any kind of voice for CTE is to have someone from the district there doing that. A meaningful STEM program cannot have individual teachers representing each individual program. You need someone from OTL to speak up for integration. OTL input would have

more weight than OSM input. OSM was explicitly saying rebuild has to be on time/on budget. It doesn't assure people they will be built with quality or appreciable thought.

The architect and project manager, handpicked, had long-standing relationships. Both of them, the architect and project manager, are vulnerable, not empowered. They are compliant. They are not groups that do public process.

It's the opposite of the DOWA presence and experience at Franklin. DOWA doesn't have to care about PPS. They were the firm advising high school Ed Specs. They know all the material. They wrote it. They've pushed through doing what they perceive is doing a quality job. They have more experience with public process. The projects are not consistent based on style and the experience of the project manager and architect. It's cramped the situation of Roosevelt and will be at Grant. It's not true at Franklin. Look at spaces in the existing building. They are all areas that needed to be expanded if Franklin was to grow, abutted what space there was. You could blow out the existing STEM/CTE space. Fill out the property to the street and they were good. Franklin is a bigger school to begin with, had physical advantages, real advantages of personality. The key is you can't give any job to an architect who needs it too badly. People have to feel strong enough in their role that they can exercise professional judgement. That should be a factor during the RFP process.

They need practice of sufficient size that they will not be completely reliant on the contract with PPS. If they are, they aren't in a position to use best judgement. They are beholden to the district. Tell them what they want to hear. There is a long history of retaliating against people who speak their truth.

Reiterate the role and the charter. Have clear communication with the staff about what their process will look like. Do the same with students. We're not just being clear, we're also being clear with teachers and students. The design processes are three different things. They need an understanding that they are going to have face time with the design team. There are boundaries in which we operate: financial, schedule, pedagogical. That's the circle in which we're operating.

For the STEM space, we looked at several options for co-locating. We looked at using existing buildings, but they we need to meet ADA. The issues are far more problematic than when we are building new. We are building new at Lincoln. Grant, Madison, Benson are all historically significant. We have to operate within the existing floor plate. That's not true when building from scratch.

I set up lessons learned meeting around all of the projects. We pushed for that to make that an honest dialogue. I feel there has been a deep dive to make it better. People here are willing to do what they need to make it better. There is no sense of PPS not wanting to make things better. When there is genuine concern, there is a wiliness to listen and adjust to fit constraints we have. We already looked at it and are sharing it. Now can we move forward? It's never going to be full consensus. These projects were the first out of the gate in communities that have had a lot of deficits in the past. Some community members that appreciated the opportunity to have the construction start there first.

They need more education/rationale as opposed to, "it's in the Ed Specs." They need to know how this is good for kids. The more we have that as a response, the better we'll be. The technical reasons for why is not useful. Move from hardware answers to software answers with more agency from upstairs.

The main thing is time. It takes time to do outreach and engagement because you are building the relationship and trust. It conflicted with timelines. You need to work with people who have relationships in place. That's what project directors are doing now. That was brought up. I said you need to do this. They said they

If I were "king of the bond" I would try to have the meetings be open to all ideas in a believable way. Having a person at each meeting who can answer questions and explain why things are going to be a certain way would be very helpful. Some of the early open house and other preliminary meetings felt more like packaged "here is what we will do" rather than "what would be great for our students at this school?" presentations. This makes people not come and when harder or more technical questions (why not build up, or combine stem space?) arose the answers can/did feel predetermined. I respect the complexity and good intent of the process. I am not a person who has a long history of distrust (some very much deserved) with PPS so I entered those meetings thinking..."ok we can do this" and sometimes the responses of the "handling" of the process makes it all feel very cooked before it should be.

I think that having a wide audience who is up to speed is very helpful otherwise the time for outreach is all in bringing everyone up to speed. I also think stating in advance what parameters will be used or choices made initially - are the walls being torn down versus gutted? What has to stay and what can go - how do these choices impact money to build? What do Ed Specs actually dictate and what is being interpreted from those? What are the restrictions on the site - size and access and etc., which are not considered initially but then cause problems later in the process after a possible design is considered. Communication and available accurate information for what is decided and what is open for discussion specifically.

Clarify expectations in recruitment process. And enforce them. Hold people to the standard of what's expected – it may result in ambassadors for district and projects.

In the first round, there are some things they could have done better in the process, but that's not uncommon. If people step back, what the district is providing is pretty nice. State of the art facilities that are much better than what they had before. There are so many positives, but they focus on negatives. People need to remind themselves about the benefits and the big picture.

The challenge from the get go was a fairly aggressive schedule. They didn't have Ed Specs before the design started. They were playing catch up. The next schools will use already established Ed Specs. That should go smoother.

Don't back off on opportunities for public input. Keep providing them. Part of it depends on how engaged the community is. Roosevelt didn't have the level of community interest that you did at Franklin. At Roosevelt, the problem is focusing on one person's opinion. They are losing sight of all positives they are getting and the benefits to students. It's classic sensationalism. Half facts/half truth.