

Charlene Williams RHS Principal spoke to the meeting
View the video link here: http://youtu.be/xHNz_fY1LA

After Charlene Williams spoke a citizen shouted out this question?
What do you think about the design of the school?

Charlene Williams RHS Principal

I love it. I love that we are not going to be plugging into one outlet and blowing the fuse and we've able to charge all our new technology. I'm really excited we've going to have the capacity to serve over 1350 students. I'm hoping we will have more. I need everyone's help in order to get students to come back to RHS. We've grown from 43% capture rate to 58% capture rate but it needs to be 80, 90 or a 100%.

I'm excited! What I really want is to make sure teachers can do their job everyday, the community is satisfied and we get to use the facility that they desire. And that we deliver the promise of a good education for our students.

Same Citizen It's good but how can we make it better to get that 80% capture rate?

Charlene Williams RHS Principal

I need some time with that. I'm going around to schools and seeing the benefit of where programs are joined closely and where they are divided up. Right now I feel that the design reflects what the community has told us at least so far. What I do know is that as educators we make it work.

Citizen

The architect presented the pie chart that shows a large part of the school's footprint goes academics but the 2nd biggest chunk goes to athletics. What does it say when so much of the resources go to athletics? Those are not going to lead to many careers?

Charlene Williams RHS Principal

If you are going to have health & PE you need a lot of space for kids to run around. We are not just talking careers. We are talking lifestyle. We want our kids to be healthy citizens. The amount of footprint to get our kids up and active is a lot. It's also important to build skills like teambuilding and leadership plus the sense of community that athletics brings. You don't want to totally eliminate it nor do you want it to dominate.

Lorne McConachie from Bassetti Architects

We've done comparisons with other schools of similar size and athletics is right in the realm.

Citizen

It feels to me that the building plans are going to drive the curriculum and that feels backwards. We need to build a building that will last for generations. My fear is that we are going to build a building that will shortchange the Roosevelt community again and that it will constrain the opportunities that will be available for kids 30 years from now.

Charlene Williams RHS Principal

Thank you. I think that through this process we want to make it clear that we don't want that to happen.

Citizen

How is RHS going to work with the Spanish Immersion programs in several of the feeder schools?

Charlene Williams RHS Principal

Our Spanish Immersion Program is growing. We had some of the highest pass rates on the AP Spanish lit & Spanish composition exams thanks to Elena Garcia-Alasco who is educator of the year for Oregon. Spanish Immersion is not going away if anything it's growing.

A Franklin Teacher and parent from Franklin cluster:

I appreciate the transparency of these meetings. For too long we've turned a blind eye to what's happening to inner NE community. What happens here matters to all of us across the district. We need to be considering that. What happens to these kids over here matters to me.

Bill Stevenson

I am a RHS graduate of 1957/former state legislator and my wife and daughter went to RHS. My wife also taught here. I was able to see the benefits of career education. While serving on legislative budget committees I understand the nature of needing to set priorities.

I'm encouraged by what I see here. Despite what some people felt was not adequate communication, anything can be improved, I am encouraged by what I see about the future for RHS. I would encourage us and those involved in the process to have a continuing clarification of the big CTE & little cte so that we have a meaningful understanding of what is involved and we don't short the kids in what they need for success in the future.

Barb Macon RHS teacher on classroom design

I need to speak out against the shared classrooms. It's designed to have generic classrooms. Teachers will work in a little cubicle plan and teachers will pack up out stuff put it on a cart and roll it to a classroom that's going to be blank and empty. It won't have your students portfolios in there, won't have make up work for absence students. And we're going to pack up when? In the last 5 minutes of class & roll off to another room. When your student comes after school to find that teacher where is that teacher?

I'm really opposed to this idea of shared classrooms. They're calling it an instructional model. I'm calling it an anti-instructional model. I think it's a huge disaster. I know it's going to require pulling space from somewhere else to find enough space to get enough classrooms for teachers but it has to be done. RHS is a community that has lot of students in poverty, a lot of students of color. These students need stability in their school and need stability in their relationships with their teachers. When you put the teachers on a rolling cart moving from class to class that's not going to happen.

I know we need CTE. I know we need athletics. Those are incredible things but if they're trying to find their classroom and their classroom is bare and empty... These are the things that make students disengage and fail. I urge you to rethink this. It's the biggest equity mistake that we have the power to change. When I was a student teacher the room were bare and empty the students didn't like it. We've been protesting this. Our graduation rate has been going up what's going to happen to that?

Nike Herman Roosevelt Community member- (*hard to hear at first something about dots on a board.*)

I hope that doesn't happen. A couple of years ago they came in here and took all of our history. They stripped the walls of anything that showed any history of Roosevelt. Our kids were forced to walk inside the "*institution.*" We fought hard to get murals that represented our community back up. Student work too. So that they can see what Roosevelt really is and who our community is. And you're now telling me you are designing this school that once again will strip every cultural meaning to us. You've got to be insane!

So you're counting dots? Well here is a dot.... I am a parent, dot one. I am a community member, dot two. I have of four kids, dot three. I am an alumni, dot four. Can we continue to count my dots please?

Charlene Williams RHS Principal

What you just witnessed was part of the tension that this process presents. There's 100% of space. Then there is a need for classrooms. There is a need for CTE. There's a need for common space then figuring out the dynamics of how those spaces compete. If we're competing for more CTE it impacts the number of classes. If we compete for more athletic space it impacts the CTE size. So when someone asked me earlier about the building I'm really excited about a new building. The challenge is, and will always be, how we get there? We have to get there together and we have to be able to provided on a day-to-day basis the absolute best education.

Joe Purkey Roosevelt Campus Improvement committee under the alumni association:

We've heard a lot today about issues surrounding ownership of the design. Those issues can be halfway addressed with engagement and input sessions. But until there is a change in the decision making process where the stakeholders have ownership over the design decisions the ownership won't change in the design. The stakeholders will still have to compromise without being a part of that process. The decisions have to come out of the Districts hands and into the community's hands.

Citizen

What is the deadline for a final decision to be made on the design?

John Isaacs, PPS Chief of Communications & Public Affairs:

The final approval of the Design is done by the PPS Board of Education in early May. The timeline will include one more meeting of the Design Advisory Group(DAG) in April and one more open community meeting (Open House) in April where the Design team will present an updated version of the final design. The Design Advisory group is the lead stakeholder representative group and will take the notes from this meeting under advisement. The DAG will give their feedback to the Design Team who will use it to create the design that will be presented at the open house. Feedback from the upcoming open house will then be used by the Design Team to create the proposed final design. This will be presented to the Superintendent, who if she approves it, will have District Staff present it to the School Board in May for an approval vote.

Citizen self identified as a math teacher and parent of a feeder school children

States he has attended several DAG meetings and felt he and others were mindful of the needs of other communities who may not have attended the meetings. He expressed a desire to have known more about the DAG sooner in the process as he wished he could have joined. Suggests that the DAG should be something that can change and evolve over time and that committee's job is to make sure that we are taking care of the programs at Roosevelt. The things that the Roosevelt community itself sees as important.

Board Member Bobbie Regan

It seems like there are three areas still of concern to people classrooms vs. workspaces, the auxiliary gym and the CTE spaces. On the CTE space I still have concerns about the 2700 sq. ft. maker space. We have a 67% graduation rate at PPS for the most part we are leaving boys behind and that's a national trend. If we really want to engage students certainly theater and athletics are ways to really engage students but when I see the graph on how we are dividing up the spaces and we get a tiny sliver for Career Technical Education and even a lesser sliver for Maker Space where kids can do hands on learning I have huge extreme concerns with that.

Citizen (earlier self identified as Franklin Teacher and parent)

With all due respect Board Member Reagan if a community has continued to be ignored and students have continued to be rejected and to not see themselves as stakeholders or having value or have not been valued by the larger community you can't expect that in the 30 days we have left that you are going to catch the light and be behind that 100%. Were talking about what we need to do and what we need to go back to. How about old school *relationships*? How about building rapport. And if this is a microcosm of that, we are in trouble.

Citizen: What is happening to engage the students?

Michelle Platter RHS Project Manager

We found that going into Roosevelt and trying to schedule meetings during lunch hour or after school that we didn't get much student participation. We are working now with teachers and going into classrooms. That gave us the opportunity to talk to students who wouldn't normally talk to us. We had lots of comments and it was a lot of fun. Much of what we learned came from the student engagement process. We are planning to do that again for the schematic design process and if anyone has other ideas about how we can reach students we are happy to talk to them.

Citizen: What about reaching the middle school students at the feeder schools too?

Michelle Platter RHS Project Manager

- Yes that is good input thank you

John Isaacs, PPS Chief of Communications & Public Affairs:

Abby Pasion, the Roosevelt student body president sits on the DAG. She is probably one of our most amazing student leaders in the District.

Scott Bailey Our Portland Our Schools

Can we have a process that engages teachers around this classroom issue and lets them come up with a counter proposal given the serious parameters that we don't have infinite resources and we have competing uses for space?

Charlene Williams RHS Principal

When we saw the first plan we went back to the Design Team and said, "We need more classrooms" Currently we do share classrooms now to a certain extent. The Architects then found 10 more classroom spaces so that it reduces the number of times and places teachers have to share. We will continue to look at what is the most efficient way to do that. There are some teachers that want to share and there is a contingent that don't. So we are trying to get people to where they want to be. I can't speak to an alternate proposal that would require more money, because I don't have it.

PPS Comment *There are now meetings going on within the District that engages teachers at both Roosevelt and Franklin to talk about this issue.*

Scott Bailey Our Portland Our Schools

I work in Vancouver with CTE. Vancouver & Evergreen High Schools average 12,000 sq. ft. of dedicated CTE. That doesn't include regular classrooms. These are spaces dedicated to CTE. They also have a skill center that's not as big as Benson that kids feed into.

Joe Purkey

Will there be engagement throughout the design development process?

Michelle Platter RHS Project Manager

There will be stakeholder engagement meetings that will go through the entire process. When the Design Team moves from schematic into design development what they need to do is define the spaces that have already been laid out. In terms of what space goes where those decisions will have been made by the end of schematic design.

The type of input we can receive and utilize changes as the design continues to progress. There will be communications and meetings. The DAG will continue to be informed and updated throughout the process but as we move further down the line the input we take in will be changing.

Dennis Phillips - Retired Bonneville Power civil engineer

Input is one thing my concern is that the input disappears behind closed doors at PPS. I want to be involved in the trade-off decisions. We want involvement in decision-making not putting dots on a board. I want to be involved. I want to work with the architects. I was told I have to go through PPS and Joe was told the same thing.

Michelle Platter RHS Project Manager

I'd like to speak to that. What we've tried to do through the community process is to ensure that everyone has an equal say. Dennis we have appreciated your input, we appreciated the input from everybody. We want to take that in and part of the balancing we are hoping to do is to take the information and work with people in one real large group so that one idea does not come up as overriding to other ideas.

Dennis Phillips

Would you people accept a group of people here to represent your interests?

Citizen: We have a School Board. We elected them.

John Isaacs:

The reason we Bassetti is here today is for people to be able to talk to them. And I think if anyone wants to directly talk to them I don't think there's a problem. I'm happy to facilitate that as well. Michele makes a good point we get multiple inputs and we do our best to try to balance them. I really want to thank everyone for coming here today.

Meeting Ends