

Date January 16, 2016

By Tom Bauer

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

Project No. 15015

Attendance

Jerry Vincent, PPS OSM	Amy Kohnstamm, LHS MPC
Erik Gerding, PPS OSM	Eric Lenard, LHS MPC
Ayana Horn, PPS OSM	Audrey Lingley, LHS MPC
Chris Linn, Boora	Sara Matarazzo, LHS MPC
Abby Dacey, Boora	Douglas Obletz, LHS MPC
Tom Bauer, Boora	Tiffani Penson, LHS MPC
Caitlyn Aldersea, LHS MPC	Charlotte Richardson, LHS MPC
Erin Burke, LHS MPC	Jill Ross, LHS MPC
Peyton Chapman, LHS MPC	Trevor Todd, LHS MPC
Larry Dully, LHS MPC	Jason Trombley, LHS MPC
Randall Edwards, LHS MPC	Mary Valeant, LHS MPC
Todd Etchieson, LHS MPC	Mary Ann Walker, LHS MPC
Gerald Gast, LHS MPC	Tom Walsh, LHS MPC
Mike Golub, LHS MPC	Brianna Webb, LHS MPC
Tiffani Howard, LHS MPC	Andrew Wilk, LHS MPC
Mike Ioffe, LHS MPC	Steven Yang, LHS MPC
Eleni Kehagiaras, LHS MPC	Tracy Prince, LHS MPC
Akili Kelekele, LHS MPC	

Members of the Public:
Stephen Easterday
Gilberto Villarobos

*Names in bold denote members
who were present

Objectives: This was the second meeting of the Lincoln High School Master Plan Committee (MPC). The primary purpose and goals of this meeting were to review the draft vision statement for the master plan project, develop recommendations for potential partnerships, prepare for the Public Design Workshop #1 (January 16, 2015), and to receive a presentation of Lessons Learned from Previous (PPS) Planning Efforts.

Target Audience: Lincoln High School MPC members

Commentary/Minutes:

- I. Review Vision Statement
 - a. Based on input during MPC #1, the project team crafted a draft vision statement for the LHS Master Plan. MPC was asked to provide feedback and responded with a request to reconsider the language regarding “economic driver”.
 - b. The MPC was asked to provide any further suggested edits by MPC #2.

- II. Develop Partnership Recommendations
 - a. As an introduction to the partnership discussion, Boora provided an overview of the LHS space program and how it would be developed for the purposes of the master plan. A simple comparison was provided showing what the PPS Ed Spec will provide compared to what Lincoln has today.
 - b. A definition of “School Partner” was provided, and an explanation of how PPS looks at how space partnerships are funded, using their Tier 1, 2 and 3 categories.
 - c. An extensive list of possible “vision elements” were gathered at MPC #1. This list was organized for initial evaluation using a survey between MPC #1 and MPC #2. The survey results indicated that certain elements are clearly desirable and worth further consideration (green-lighted), some were clearly impractical and should not be considered further (red-lighted), and others were in between (yellow-lighted) and needed further input to either push them into the green or red category.
 - d. The purpose of the MPC #2 interactive session was to break into small groups and evaluate the yellow-lighted elements.
 - e. Boora explained a Partner Decision Tree evaluation process and asked each breakout group to assign the yellow-lighted elements to either a green or red ranking.
 - f. The MPC’s evaluations were quickly reviewed at the meeting. Boora will tabulate the results and will report back at MPC #3. The goal will be to finalize the list of potential partnerships and determine, with PPS’ direction, how to best pursue the opportunities and how they should be addressed in the scope of the master plan.

- III. Prepare for Public Design Workshop #1
 - a. The Workshop takes place on Saturday, January 16. It is important that MPC members be present to represent the committee and to assist in the small group breakout exercises which are planned.
 - b. Boora reviewed the proposed agenda for the Workshop. The MPC supported the agenda but offered some insights into the language used to describe the interactive exercises. The exercises ask for feedback on how the community and the future LHS can benefit one another. The MPC questioned the definition of “community”. It was decided to leave the definition open ended and let the participants provide their own interpretation.

- IV. Lessons Learned Presentation: Marcia Latta, Consultant, was hired by PPS to provide an assessment of community engagement in the Design Advisory Process at Faubion K-8, Franklin and Roosevelt High Schools. Her presentation is included in the MPC #2 presentation included in this Consultant Report.

- V. Public Comments
 - a. There were no public comments.

Attachments:

- 2016_01_13_MPC 2_presentation_sm
- MPC2_spreadsheet of vision elements evaluation
- MPC2_photos of vision elements evaluation

The foregoing is the writer's interpretation of the issues discussed. If there are any discrepancies or omissions, please report them to Boora within three business days of receipt of this document.

END OF MEETING NOTES

Lincoln High School Master Plan

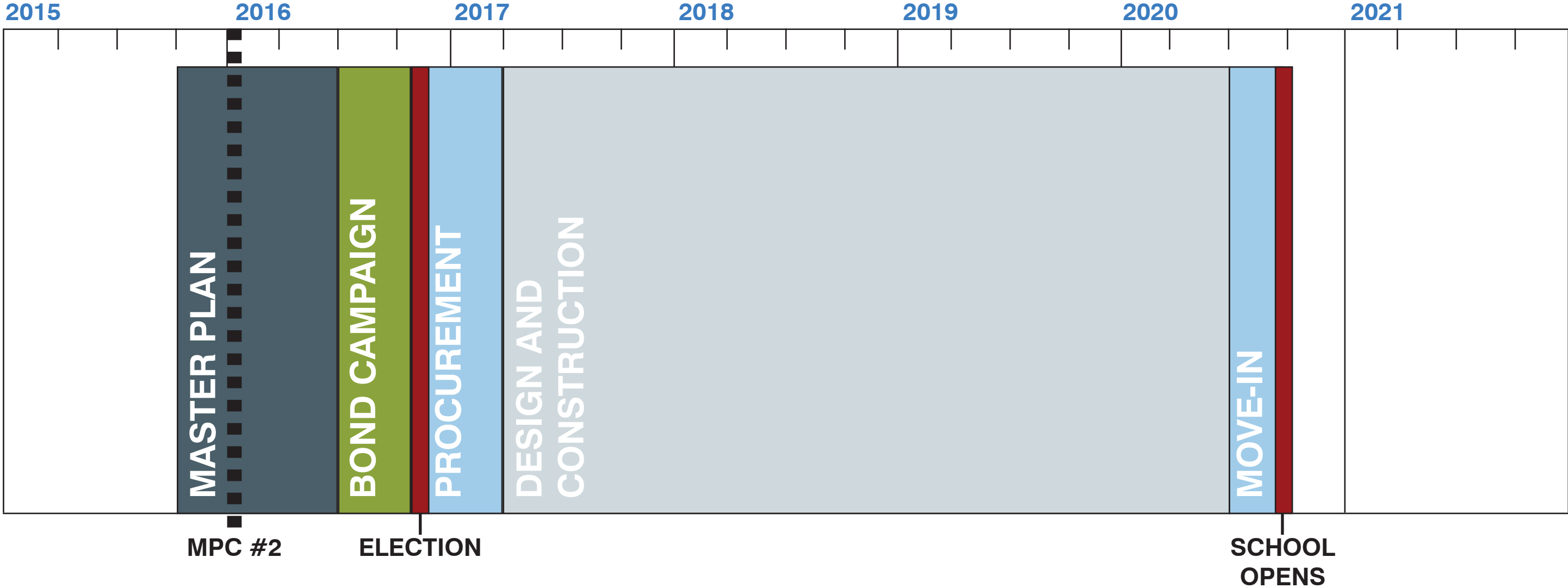
Portland Public Schools

MPC #2

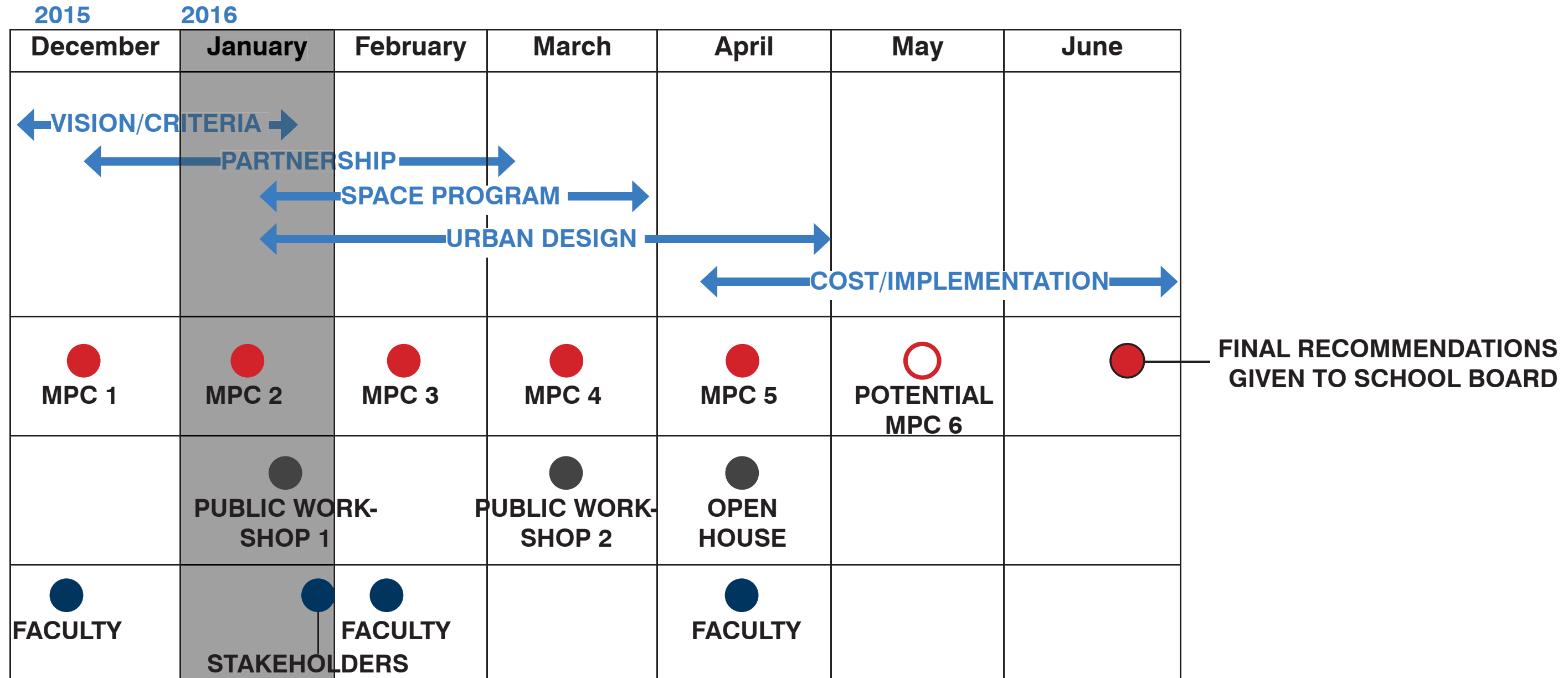
January 13, 2016

boora architects

Overall Project Schedule



Master Plan Schedule



GHFL MEETINGS: DESIGN TEAM ATTENDS MONTHLY

MPC #2 Purpose and Goals

Review Vision Statement
Develop Partnership Recommendations
Prepare for Public Meeting
Lessons Learned from Previous Planning Efforts

MPC #2 Agenda

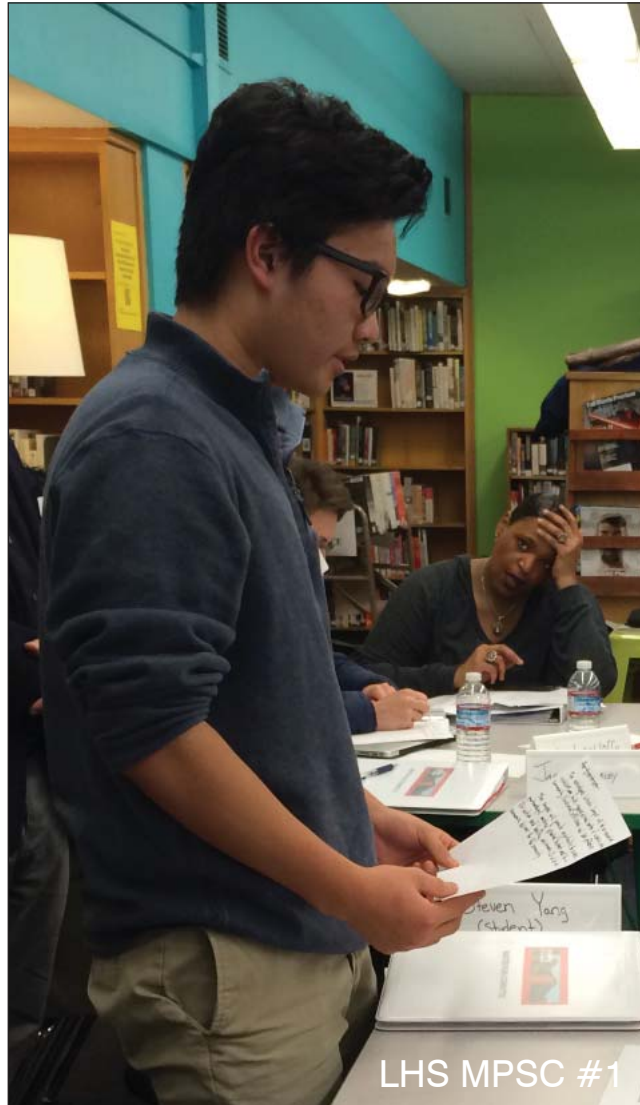
1. Agenda & Goals (5 min)
2. Vision Statement (10 min)
3. Launch the Program (10 min)
4. Vision Elements (45 min)
5. Prepare for Public Meeting (20 min)
6. PPS review of DAG/MPC Process (15 min)
7. Public Comment (10 min)
7. Next Steps (5 min)

Guiding Principles

- Balance your individual vision with what is best for the entire community
- Be transparent
- Maintain civility
- Don't rehash what has already been reviewed
- Stay on topic, focus on priorities and opportunities
- This is an advisory group



Master Plan Vision Statement (draft)

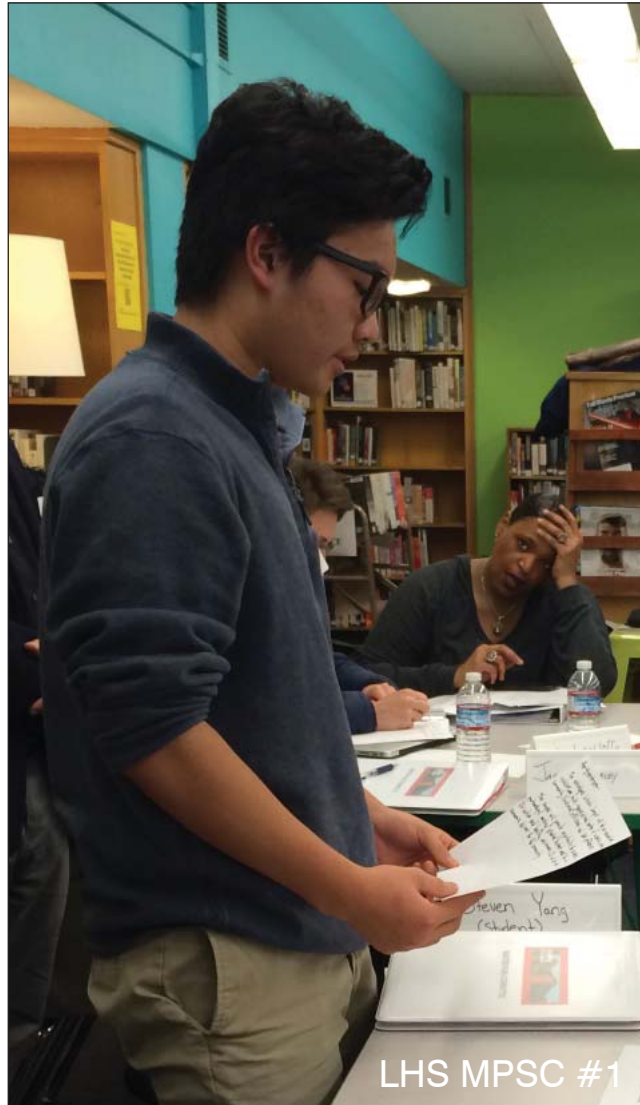


The redeveloped Lincoln Campus will be an innovative hub of life-long learning; it will help students maximize their achievement in a safe, inclusive, and inspiring environment.

The campus will be the center of an active, healthy, urban community and will support educationally related public and private partnerships.

The project will promote schools as economic drivers for our Neighborhood, City, State and Region.

Master Plan Vision Statement



HOMEWORK: after today's conversations, review the vision statement draft carefully and send any suggested edits to **LHSMod@pps.net** by 1/31/2016.

We will share the final statement at MPC#3

An aerial photograph of a school campus. In the center is a large green football field with a red running track. The field has yard lines and numbers. To the right of the field is a large building with 'IHS' on its roof. The campus is surrounded by other buildings, parking lots, and streets. A highway (I-405) is visible on the right side of the image. The text 'Intro to Space Program: what is included in the master plan?' is overlaid in white on the image.

Intro to Space Program: what is included in the master plan?

SW 17TH AVE

SW 16TH AVE

SW 15TH AVE

SW SALMON ST

SW MAIN ST

SW 16TH AVE

IHS

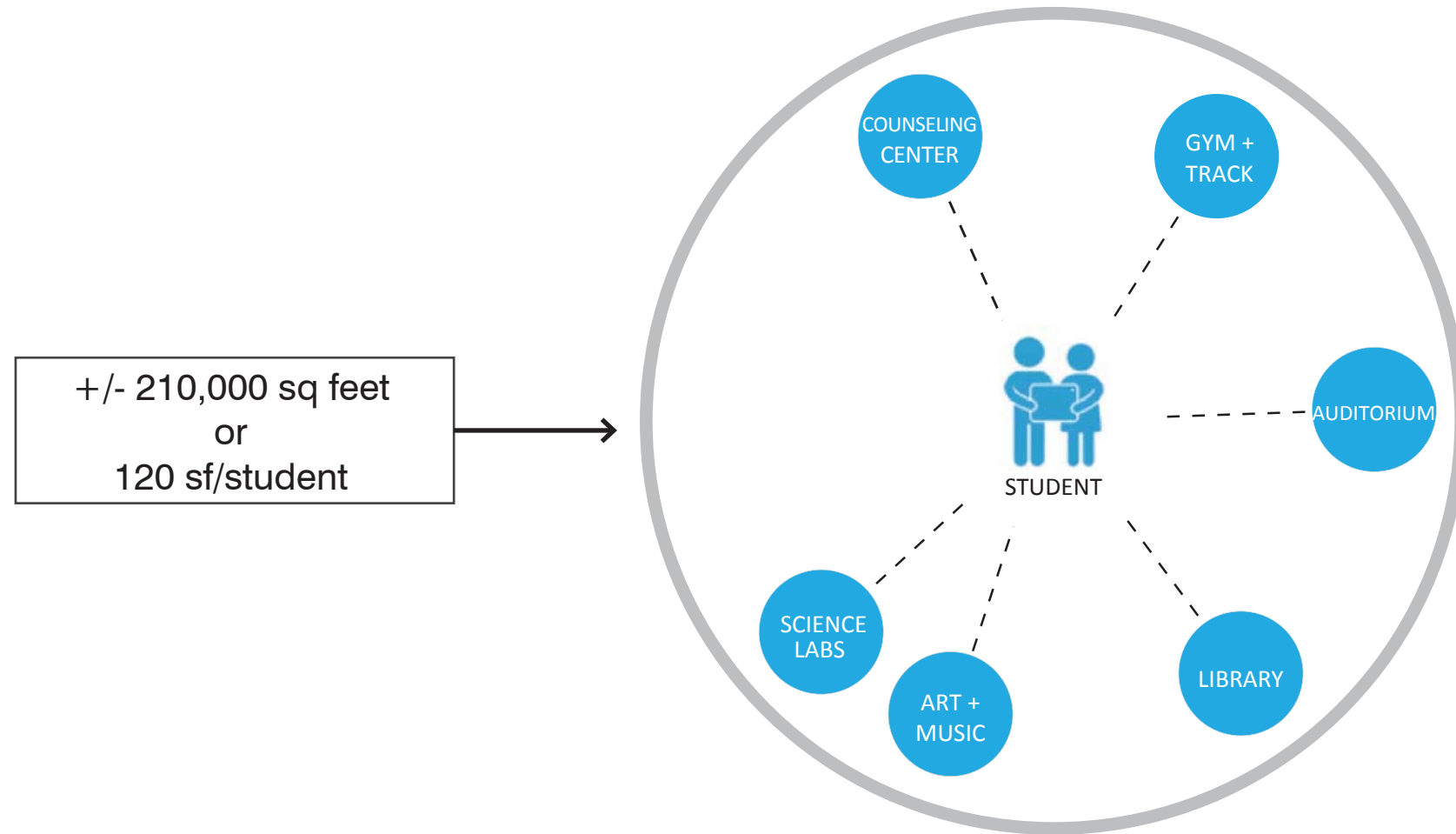
SW 14TH AVE

I 405

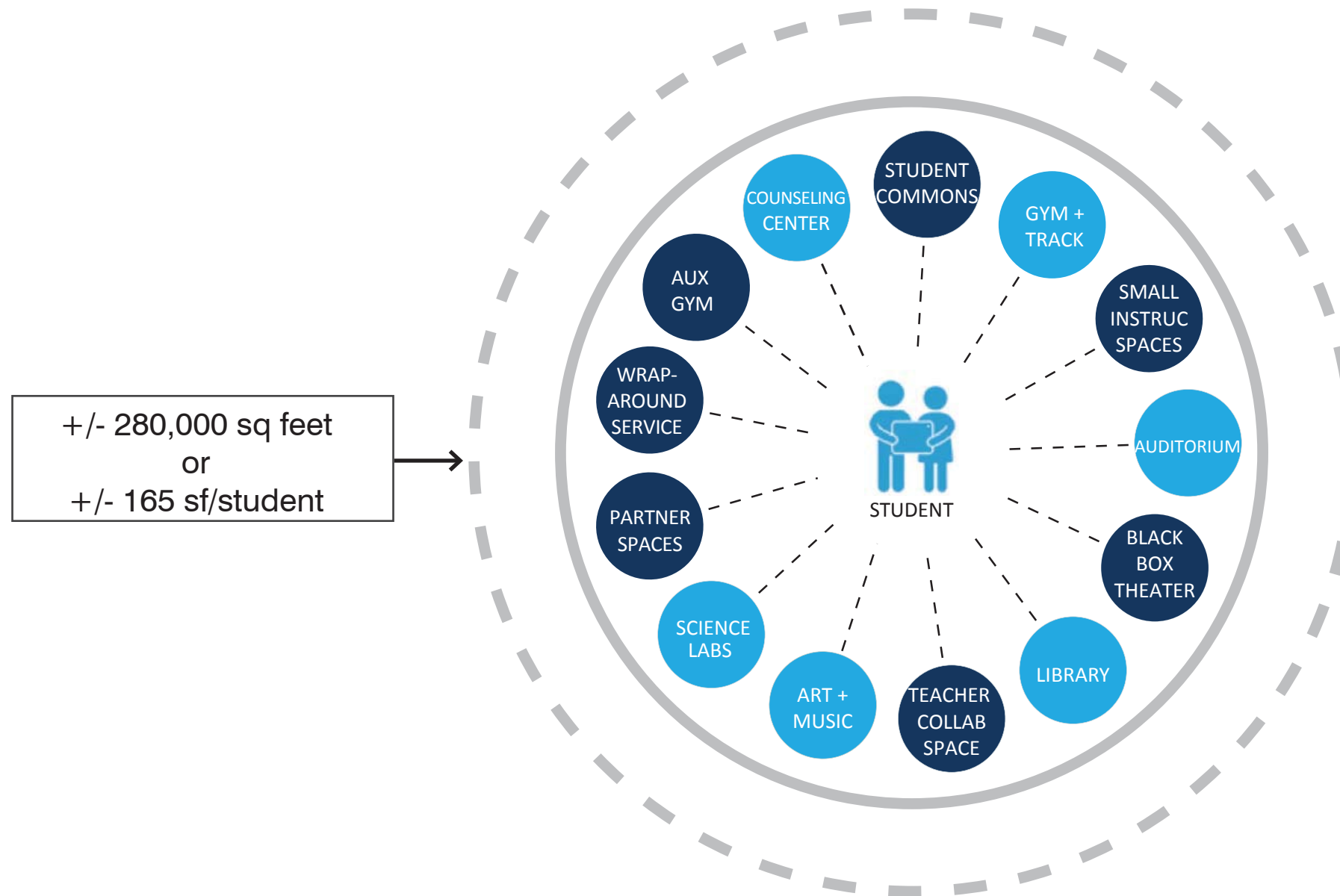
SW MADISON ST

SW JEFFERSON ST

Program Elements: Lincoln Today



Program Elements: Ed Spec for a Comprehensive HS (33% larger than existing)



What is a School Partner?

- A user with dedicated **space needs** within a PPS facility
- Can be a **Service Provider** (i.e. health clinic) or a **Partner/Community User** (i.e. PTA/Boosters or PSU)
- Criteria for selection include alignment with PPS mission, how space can be integrated into school, and whether District resources (\$\$) are required
- For more info: Appendix B (PPS Educational Specifications - Comprehensive High Schools)

How are Space Partnerships Funded?

Proposed partnerships are sorted into tiers based on type and resources required:



Fits within the
Ed Spec



Included if
project funding
allows



Included if
partner capital
funding is
available

Ed Spec: Tier 1 & Tier 2 Space Partners

- **5,900 nsf** allocated. Ed Spec suggested space uses are:
 - Clothing/Food Closet - **1,200 nsf**
 - Health Clinic - **1,600 nsf**
 - Teen Parent Services - **2,100 nsf**
 - Classrooms - **1000 nsf**
- The MPC can recommend **other ways to utilize** the space.
- The MPC can recommend **other program trade-offs** in order to allocate more partner space within the bond-funded program.

Ed Spec: CTE Spaces (Career Technical Education)

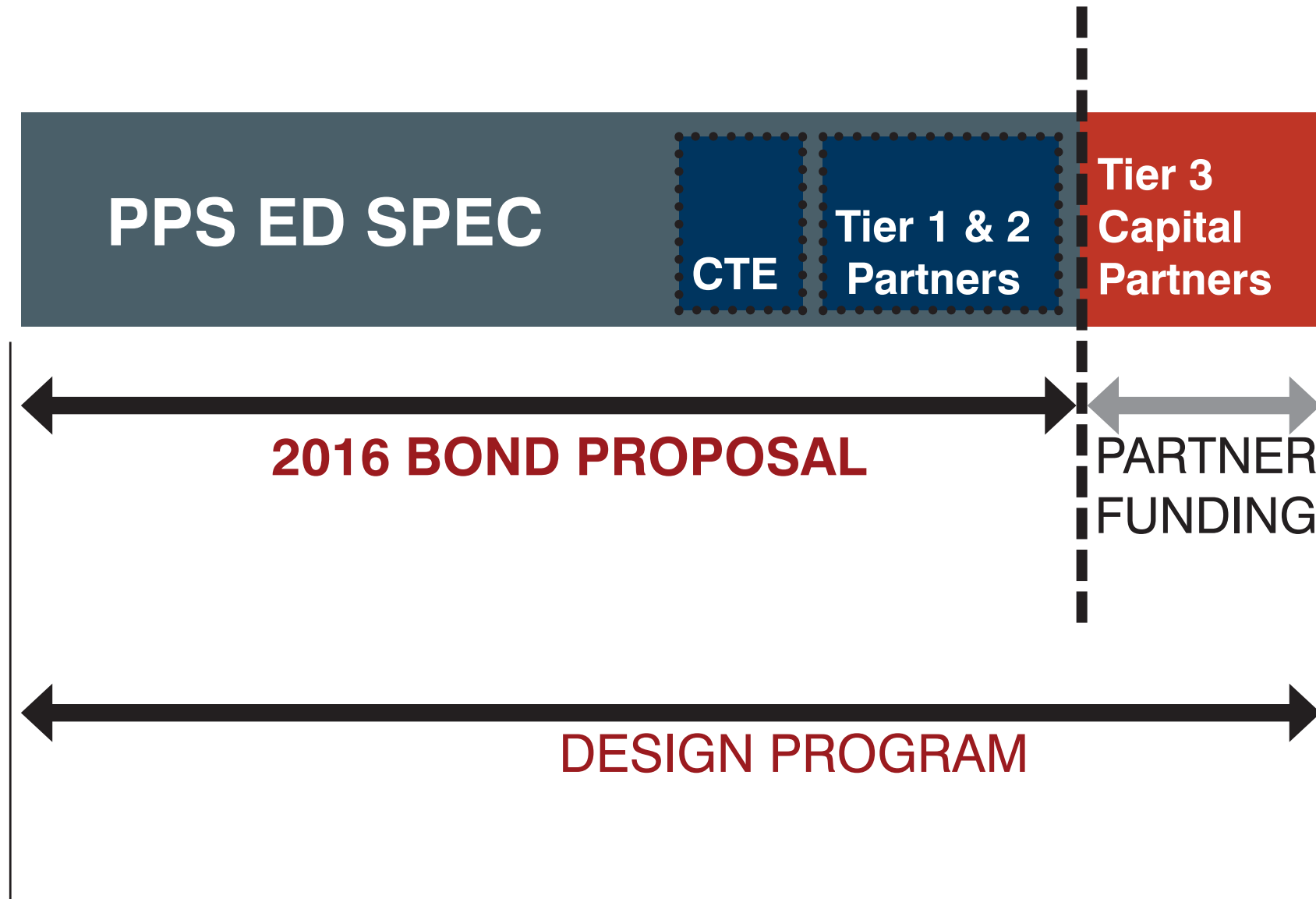
- Included Ed Spec for all high schools:
 - “maker space” - **1,200 nsf**
 - **4,800 nsf**, use to be determined by school
- Programs are **primarily PPS curricular spaces**, but may have other uses after hours
- Wide range of options - labs, specialized spaces or flexible classrooms
- The MPC can recommend **other program trade-offs** in order to allocate more CTE within the bond-funded program.



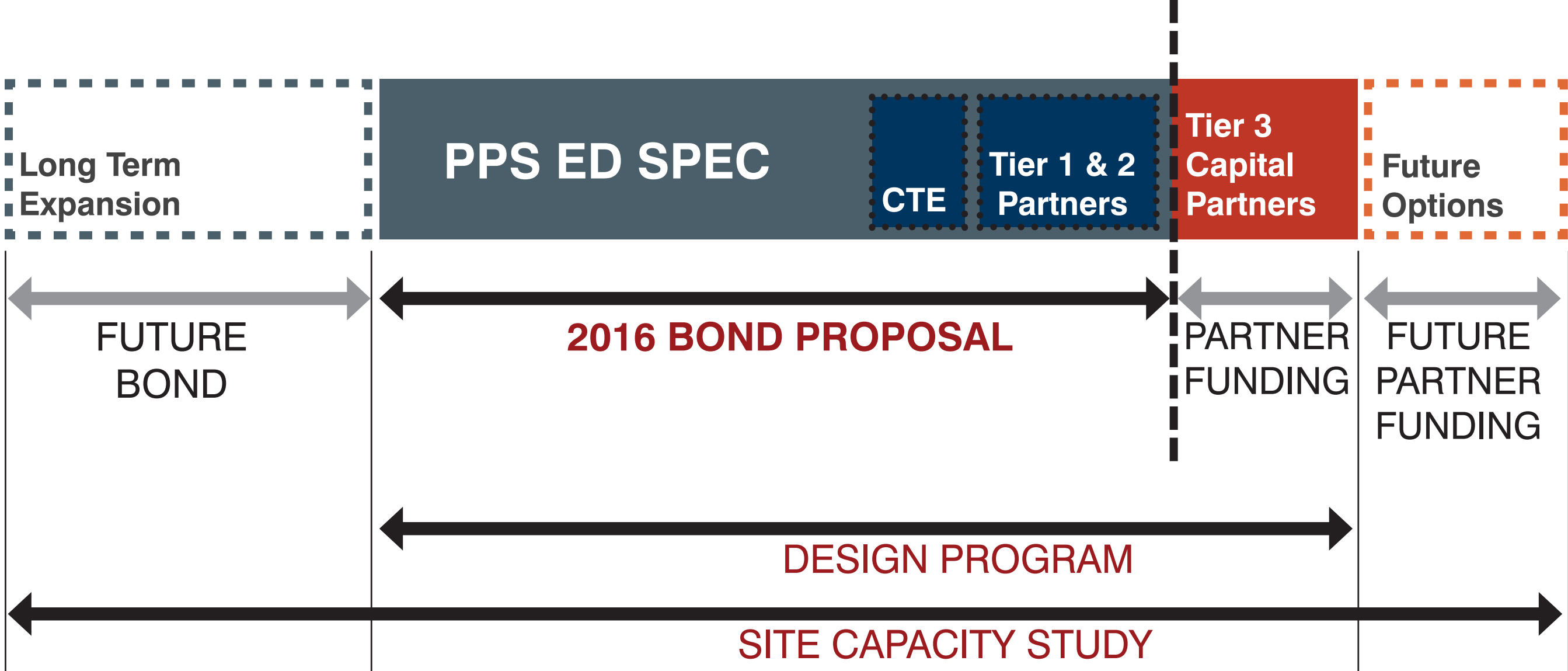
Program Funding Diagram



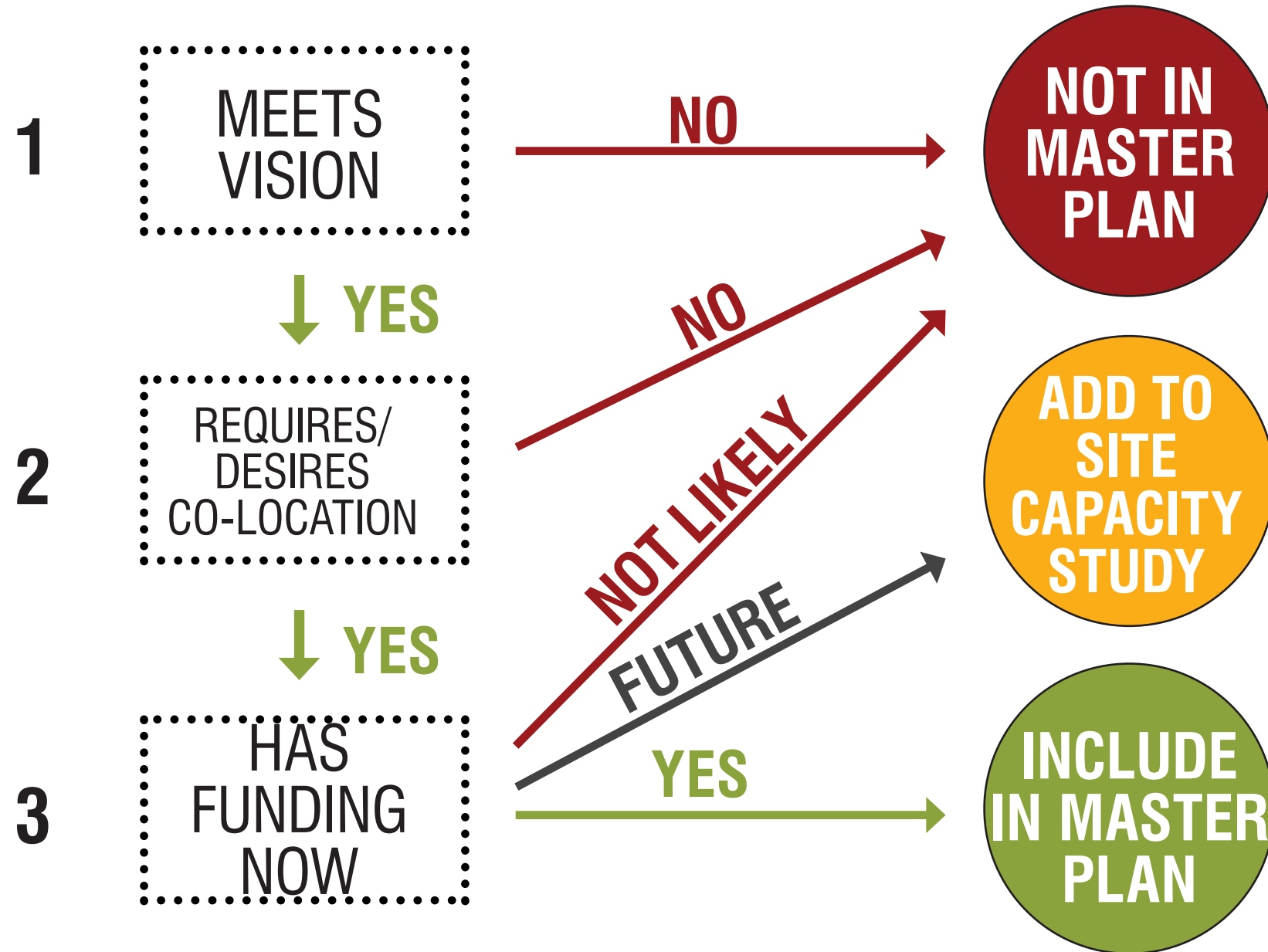
Program Funding Diagram



Program Funding Diagram (Future Options)



Partner Decision Tree



Vision Elements: Which partnerships do we recommend?

Parking garage
under the school.
- Portland Smart Park partnership
- School hours → students/teachers
- after hours → public parking
- We make profit, goes towards paying off loan

Small retail
(lunch, coffee)

MARKET-
RATE
HOUSING

separate building
or library.
make it easy to lock school,
but keep library open for
students.

Gender neutral
bathrooms & locker
room to create an
open-minded and safe
feeling

Teaching philosophy-based
classrooms (i.e. socratic-
only classroom, etc.)

Parking lot

Rooftop urban farming "lab".
Great for those interested in agriculture, sustainability,
urban planning, etc. Could be combined with
renewable energy experiments (for powering the "farm").

WORKFORCE
HOUSING

"maker" Space

Drafting Lab
(a la Cooper Union Architecture
and)

Outdoor decks/prows

Community
Center

GROUND FLOOR
RETAIL ON
18TH

NO
PARKING
ADDED

Portland Art
Museum -
POP-UP gallery

JOINT USE
COMMUNITY RE-
CENTER WITH
PARKS & REC

Community
Center

PSU
JOINT
BUILDING
ELEMENT

build partnerships
private; public (PSU,
social services, other
schools.)

teacher hall (for nomadic
teachers, similar to open
schools.)

Student Art Gallery

Open Space Auditorium
(a la Widen + Kennedy
Portland HQ)

USE MAX
TRANSIT ACCESS
TO MIX EAST
SIDE STUDENTS
INTO LINCOLN

Shared
Parking

I-405
cap

THE SAME KINDS
FOR THE TIMBERS ARMY
AROUND PROVIDENCE PARK
FOR THE CARDINALS FLOCK AND
ITS SUPPORTERS.

THAT OPENS THE CAMPUS TO
BROAD USES OUTSIDE OF
EDUCATION, PERHAPS RESIDENTIAL,
MANUFACTURING AND RETAIL?

Lincoln will be
flexible both
physically &
philosophically.

"QUIET" ROOMS

STUDENT-RUN
CAFE + KITCHEN

Vision Element
Meet educational
needs of students
for next 50 years

Cap I-405

Vision Element
Build a school
that can be held
up as a model
for PPS and the
state in educational
delivery

VISION ELEMENT
THE CAMPUS NEEDS TO BE
WELCOMING TO A BROAD
AUDIENCE. COMMUNITY FOC
ON EDUCATION AND ENLIGHTENMENT
WITHIN THE FACILITY.

Keep the
Heart of
Lincoln (the feel and
spirit of Lincoln for
over 100 plus years.
Keep the Vibe amidst
change.

Industrial
Technological
Entrepreneurial
Intellectual
International

VISION ELEMENT
THE PRESENCE OF THE
FACILITY NEEDS TO MAKE
A STATEMENT FOR PORTLAND,
NOT JUST LINCOLN.
IT NEEDS TO BE ARCHITECTURALLY
SIGNIFICANT, A LANDMARK

PEDESTRIAN BIKE
CONNECTIONS THRU
SUPERBLOCK

a. able to bend +
flex w/ future needs
b. Innovation - look beyond
even the most modern ideas

Lincoln High School Master Plan

Space for
future re-build
East/West Sylvan
middle school

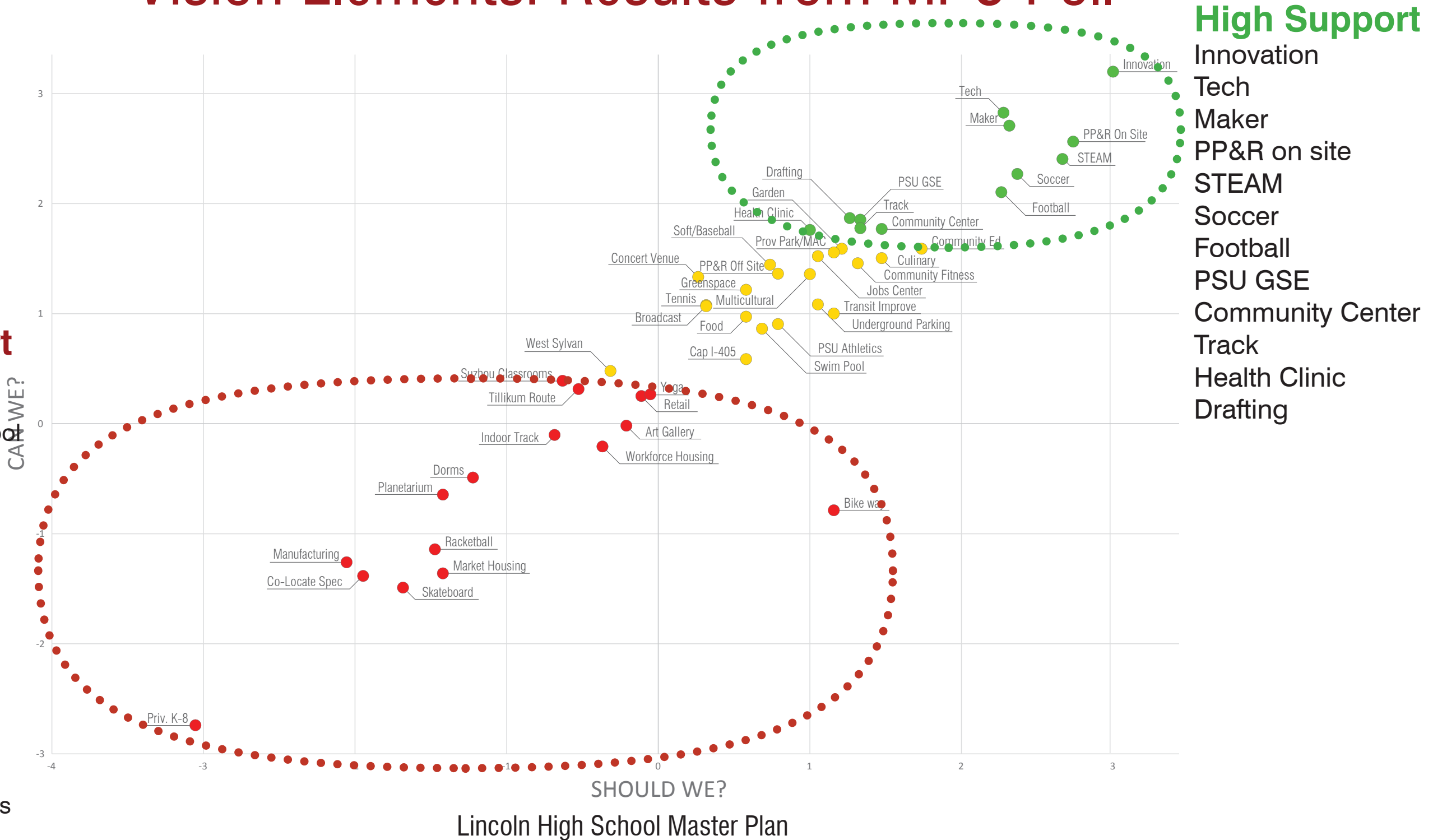
PSU

COMMUNITY
MEETING ROOM w/
ARTS

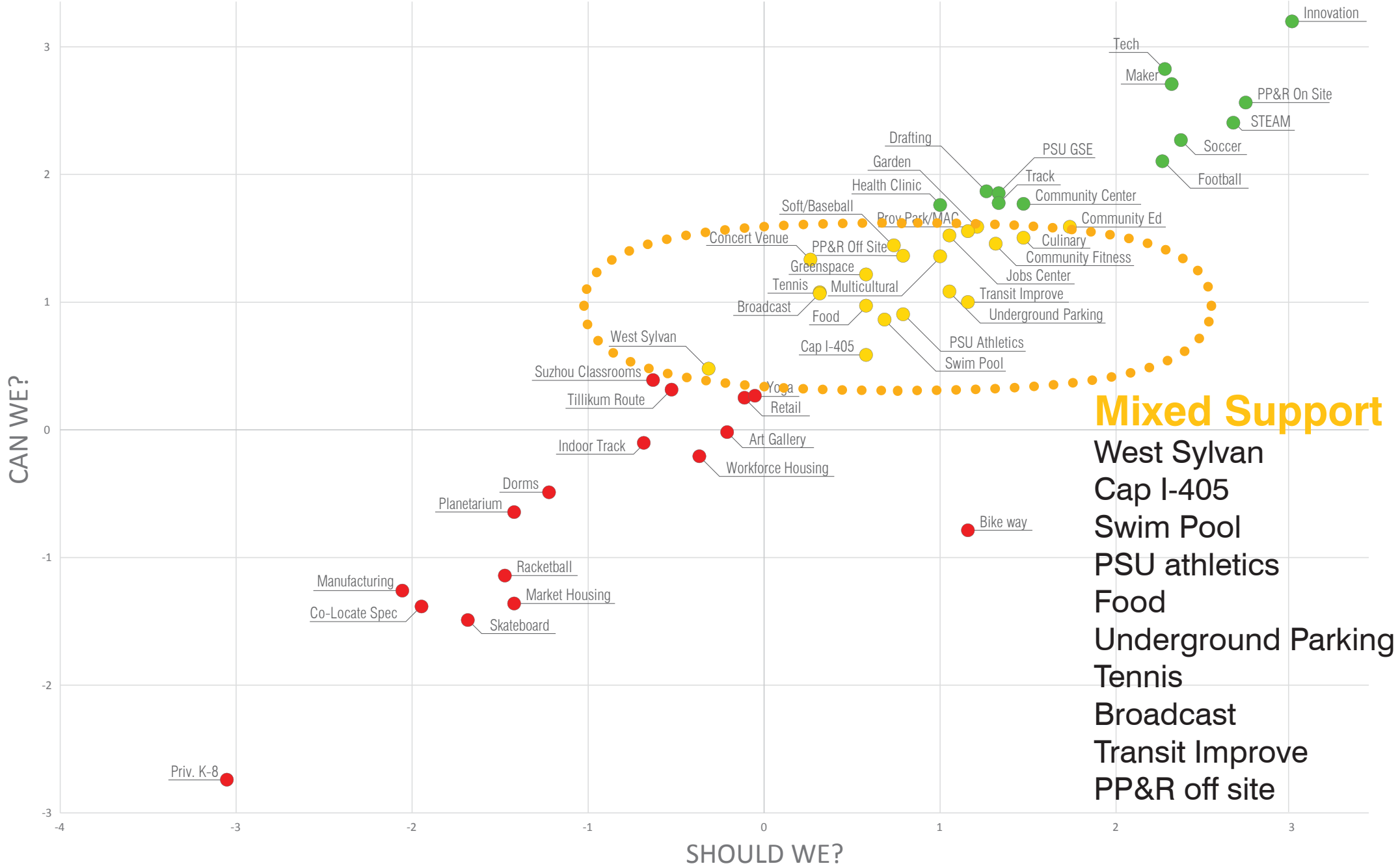
Vision Elements: Results from MPC Poll

Low Support

- Priv. K-8
- Skateboard
- Co-Loc Other School
- Market Housing
- Manufacturing
- Racketball
- Bike way
- Planetarium
- Sister City Dorms
- Workforce Housing
- Indoor Track
- Art Gallery
- Retail
- Yoga
- Tilikum route
- Suzhou Classrooms



Vision Elements: Results from MPC Poll



Mixed Support

- West Sylvan
- Cap I-405
- Swim Pool
- PSU athletics
- Food
- Community Fitness
- Underground Parking
- Culinary
- Prov Park / MAC
- Broadcast
- Transit Improve
- PP&R off site
- Concert Venue
- Jobs Center
- Multicultural
- Greenspace
- Community Fitness
- Culinary
- Prov Park / MAC
- Soft/Baseball
- Community Ed
- Garden

Lincoln High School Master Plan

Vision Elements: Developing Recommendations

1. In small groups, review the “maybe” (yellow light) cards
2. Discuss which ones to move to: (20 min)
 - “recommended” (green light)
 - “not recommended” (red light)
3. Tape to wall chart & explain any unique responses (15 min)
4. As a full group, develop list of recommendations (10 min)

A photograph of a large, two-story brick school building with many windows. In the foreground, there is a grassy area with a small fountain and a paved walkway. The sky is blue with some light clouds.

**Public Design Workshop #1:
Saturday, January 16
8:30am - 12:00pm**

MPC Members at Meeting

Please arrive by 8:30 am

Select a table and be prepared to:

Facilitate Exercises

Answer Questions

Gather Responses

Photograph Results

Help share our progress!

Public Design Workshop #1

Agenda

1. Introduction
2. Purpose & Goals
3. Master Plan Work to Date
4. Interactive Exercises
5. Public Comment
6. Next Steps

Public Design Workshop: Preview of Interactive Exercises

Identify the unique potential of the future Lincoln High School as the center of this active, urban neighborhood.

- 1) **Site Analysis** by those who know the site best
- 2) Based on this unique location within the City, **what kind of school and campus** can LHS be?
- 3) How could the future Lincoln High School be a **catalyst for good** in this community?

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

Presented by
Marcia Latta, Consultant
Salem, Oregon

December 2015

Purpose and Scope of Assessment

Purpose

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

Scope

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

Individual Interviews: Total Respondents

Input included:

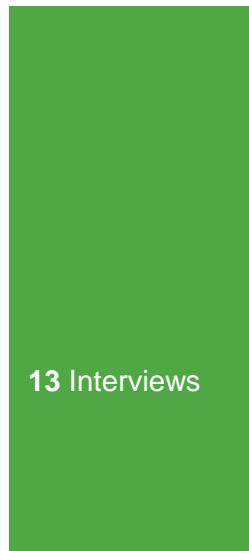
- 51 individual interviews
- 3-5 community members from each of four upcoming master planning processes
- 102 e-survey responses
- five focus group participants

■ Faubion K-8

■ Frankin HS

■ Roosevelt HS

■ PPS Staff





Faubion K-8

Faubion Interviews

- Reached seven out of 22 contacts.
- It was difficult to get a representative group to participate.
- Participants felt generally positive.



Franklin High School

Franklin Interviews

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



Maria Carlsen

Franklin Class of 2015, Design Advisory Group member



Sierra Hosea

Franklin Class of 2015, Superintendent's Student Advisory Council (Super-SAC)

Roosevelt High School



Roosevelt High School

Roosevelt Interviews

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

Roosevelt HS group seeks more STEM space

High school undergoing a \$91 million remodel

Amy Frazier and KOIN 6 News Staff
Published: July 27, 2015, 6:13 pm | Updated: July 27, 2015, 6:19 pm



Related Coverage

PORTLAND, Ore. (KOIN) — A \$91 million remodel underway at Roosevelt High School in North Portland has

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- > Study: Drinking Champagne weekly boosts memory
- > Man shot, killed on Northeast Portland sidewalk

Concerns:

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

Participant Comments

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

Grant Public Design Workshop 1

Over 80 Grant parents, students, future students and community members attended the first of 4 Public design workshops for the upcoming modernization of Grant High School. People were able to share their ideas about the design of a new Grant High School

Show more

33 photos • 394 views



By: Portland Public Schools

Lessons for upcoming design processes

Benson, Grant, Lincoln, Madison

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


OBSERVATIONS

District Strengths

- Adjustments during the process based on community feedback
- Extensive community outreach systems in place
- Generally positive perceptions from the community in general

District Strengths

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

 **Facilities**

SCHOOL BOND INFORMATION

BOUNDARY INFORMATION

BOND ACCOUNTABILITY
COMMITTEE

ENERGY & RESOURCE
CONSERVATION ▶

FACILITY DEVELOPMENT

FACILITY IMPROVEMENT
PROJECT REQUEST

FACILITY USE

LONG RANGE PLANNING AND
DEVELOPMENT

MAINTENANCE SERVICES

SPRINGVILLE K-8 - STOLLER
OVERCROWDING SOLUTIONS

SUSTAINABILITY

New Middle School Design Review Information

District project managers held a neighborhood meeting on December 1, 2014 and an open house on January 13, 2015. The neighborhood meeting in December was required by the City of Beaverton as part of the District's design review and land use application. The Community Open House presented updated site plans (below). The new middle school will be located on 16.3 acres in the Timberland development, and will house 1,100 students in grades 6-8.

Mahlum Architects developed several options for the school that were presented at the open house on January 13, 2015. View the updated PowerPoint presentation.

The selection committee for the construction contractor to build the new middle school selected Skanska. Skanska is a very large, highly qualified contractor that has performed well for the BSD on prior projects including the following in the 2006 Bond: Bonny Slope Elementary School, Beaver Acres Elementary School addition, and the Transportation Support Center (TSC) construction project.

The following are the design boards that were displayed at the January Open House. Click on the image for a larger pdf view:



Site Investigation



Proposed Site Plan



Proposed Middle School



Site Program Testing



Educational Specification



SALEM•KEIZER
PUBLIC SCHOOLS



SEATTLE

PUBLIC

SCHOOLS

FINDINGS & RECOMMENDATIONS

1. The expectation of the design process differed among participants.

- Open each meeting with a reminder of the charter.
- Be clear about the goals for the DAG.
- Define and enforce rules for non-DAG participation.
- Include a discussion of the district's stakeholder engagement framework.
- Designate a community member as DAG chair.
- Set the meeting schedule and agendas at the beginning.
- Close the loop to end the process.

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

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

3. Participants want more communication and greater community engagement.

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

4. Participants want access to district instructional staff at DAG meetings.

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

Public Comment

10 minutes total

Additional comments on note cards

Conclusions & Next Steps

Review Recommended Vision Elements

Homework: Comments on Vision Statement

FAQs to be posted to website

See you Saturday!

Thank you!



Nickname	Example or Clarifying Detail	Green	Yellow	Red	Comments
West Sylvan		2	2		green - who is going to fund? Space for future?; green - curriculum disconnect, geographic disconnect, economy of scale, extension of IB program (PYP, MYP, etc.); yellow - would help bring community together, opportunity to mentor, on campus how?
Priv. K-8	(e.g., Arbor School)				
Co-Locate Spec	(e.g., Northwest Academy)				
Suzhou Classrms					
STEAM	(Science, Technology, Engineering, Art, Math)				
Innovation	(e.g., high tech exploration, partner w/ local engineers & designers)				
Tech	(i.e. hardware)				
Maker	(e.g., ADX-like, idea garage, wood, metal, ceramics, textiles)				
Drafting					
Culinary	(e.g., student -run café and kitchen)	4			green - tied to CTE, learn basic life-skills;
Garden	(e.g., greenhouse, rooftop urban farm, combine with renewable energy, agriculture and urban planning curriculum)	2		2	red - don't do on campus (if off-campus, yes green)
Planetarium					
Broadcast	(e.g., partnership with KGW)	1		3	Green - concerns about partner capital; red - explore partnership with neighbor (not in-facility), good partnership (use their space?)
PSU GSE	(e.g. mix of offices, classrooms, or shared programs)				
Health Clinic	(include student athletics)				
Community Ed	(i.e. life-long learning opportunities)	2	1	1	green - Utilize a broader community, will serve others; yellow - already doing it, we don't need extra space;
Multicultural		3		1	Green - yes if for internal curriculum use, no if for the larger community; green - more focused on student groups and clubs;
Community Center	(e.g., separate access from school, could be teen center at night)				
Greenspace	(e.g., dog-walk area, children's play area, open green area)	1	1	2	red - prefer second sports field, don't need
Art Gallery	(e.g., Portland Art Museum, Pop Up art galleries, student art)				
Community Fitness	(running, soccer, lacrosse, adult, youth and senior)		1	3	yellow - not sure what this is?

<u>Nickname</u>	<u>Example or Clarifying Detail</u>	Green	Yellow	Red	Comments
Concert Venue	(e.g., dance, music, theater, community and LHS use)	1	2	1	yellow- is this already in plan? Or is this an additional space? Could be a good idea... Parkrose; yellow - yes if in the ed spec (part of auditorium), need practice and performance space
Manufacturing					
Market Housing					
Workforce Housing Dorms	(affordable for teachers and families)				
Food	(e.g., food cart pod, lunch options, culinary arts partnerships)	1	1	2	yellow - co-located but flexible; red - don't need, possibly one cart pad to have to start up
Retail	(e.g., lunch spots, coffee shop)				
Underground Parking	(e.g., smart park, school makes profit, open to public after hours, partner-funded)	1	1	2	red - politically a problem
Jobs Center		4			green - ed spec? in counseling and career center; green - partner with city, depends on year-round vs. seasonal;
PSU athletics	(e.g., 7,000 seat stadium with covered bleachers)	2		2	red - don't need
PP&R on site					
PP&R off site	(Duniway or Washington)	4			Green - give some of your SDC's and transportation; green - but as a primary Lincoln HS facility; green - same as tennis, baseball, softball, swimming; green - yes sports and garden
Prov Park / MAC		2	1	1	yellow - concerned about Mac exclusivity on campus; red - not sure, political process may be a problem; red - maintain current partnership
Track	(NCAA and USATF)				
Indoor Track	(smaller)				
Football					
Soccer					
Soft/Baseball		2	1	1	Green - if we can find space; yellow - off-site
Tennis		2	1	1	Green - partner with Parks and Rec, not sure if it can be put on-site;
Swim Pool	(e.g., 25-meter or 50-meter, include water sports)	2	2		Green - yes in partnership with PDX parks; yellow - concerned about perception plus MAC has three pools, if community pool more supportive

<u>Nickname</u>	<u>Example or Clarifying Detail</u>	Green	Yellow	Red	Comments
Skateboard					
Yoga					
Racquetball					
Cap I-405				2	2 yellow - explore as long-term possibility with capital partner and other government money; red- great idea for tier three partnership, too complicated
Bike way					
Transit Improve				1	3
Tillikum route					

Classrooms

Indoor Track

Yoga Studio

Workforce Housing

Facility

Racketball

(RED LIGHT)

Retail

Manufactur

Tilikum Route

Art Gallery

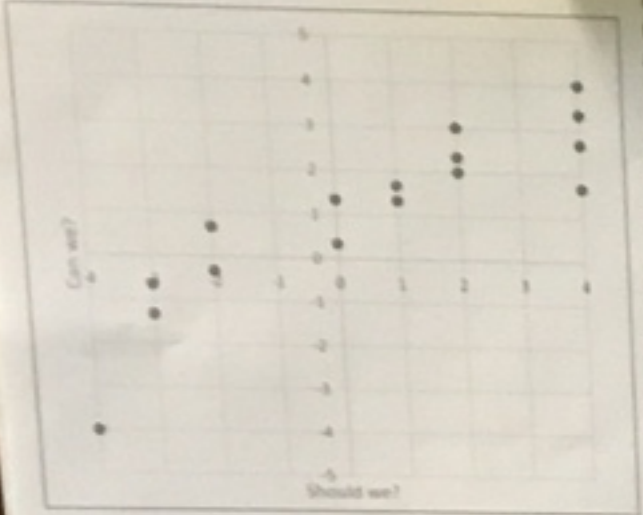
Co-locate specialty School

Housing

Bikeway

Planetarium

Tennis Courts



(R)

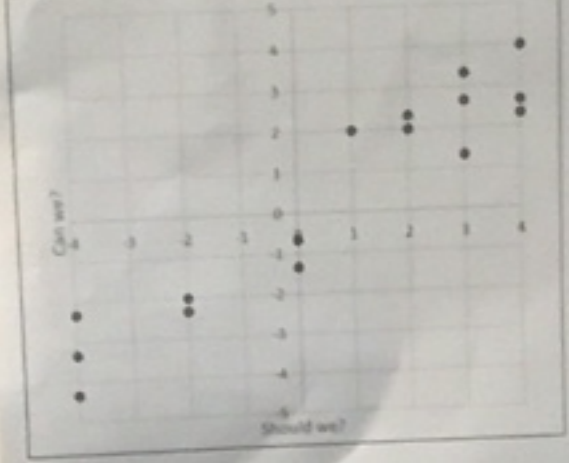
Underground Parking Garage (e.g., smart park, school makes profit, open to public after hours, partner-funded)

NOTES

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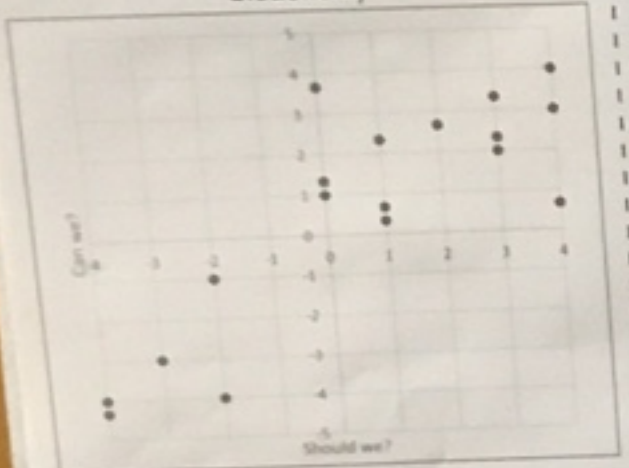
NOTES

Red - Politically a problem



Partner w/ PSU Athletics (e.g., 7,000 seat stadium w/ covered bleachers)

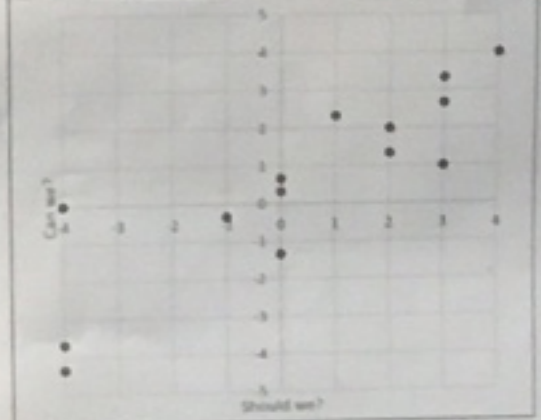
NOTES



(N)

Partnership w/ Providence Park or MAC Club (construct shared facilities)

NOTES



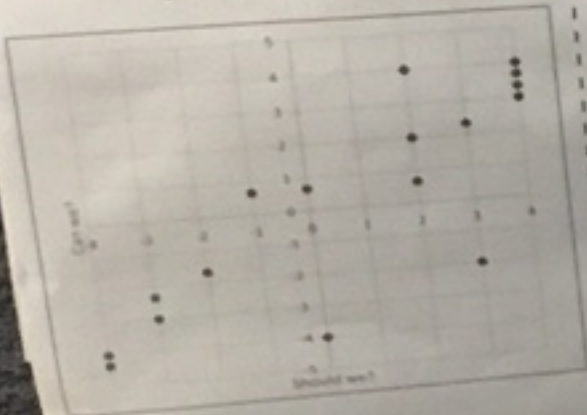
Not sure - Political Process may be a problem - Main - Council partnership

Cap I-405 Freeway (for use by school)

NOTES

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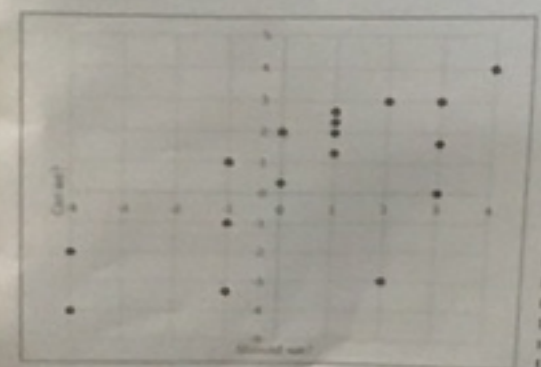
NOTES



Red - out - you are too early

Multicultural Center

NOTES



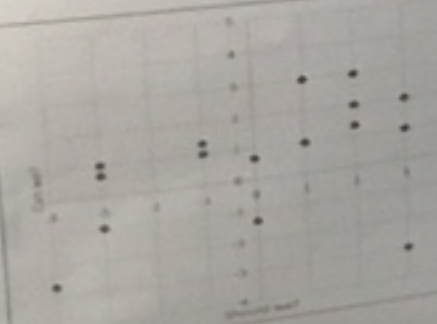
Es Spec?

Public Green Space (e.g., dog-walk area, children's play area, open green area)

NOTES

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NOTES



Red (low) - public space - sports field

Garden

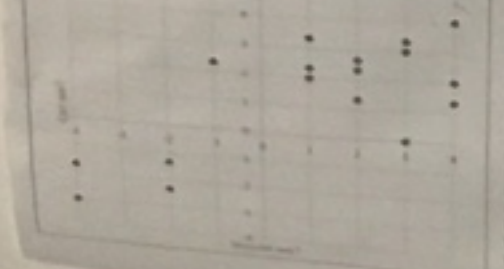
NOTES

(e.g., greenhouse, rooftop urban farm, combine with renewable energy, other curricular)

Garden

NOTES

(e.g., greenhouse, rooftop urban farm, combine with renewable energy, other curricular)



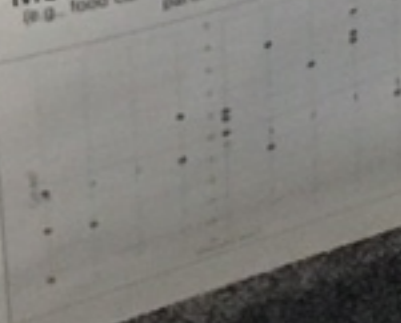
Red - think in - 20% of campus green

More Food Options in Area (e.g., food cart pods, lunch options, culinary arts partnerships)

NOTES

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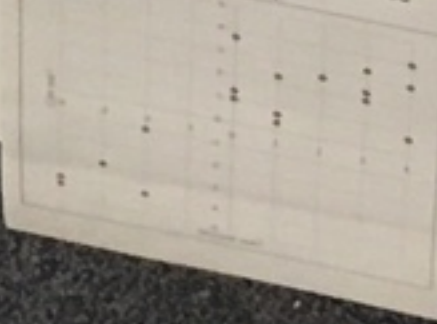
NOTES



Red - think in - 20% of campus green

Partner w/ PSU Athletics (e.g., 7,000 seat stadium w/ covered bleachers)

NOTES



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Softball / Baseball Fields

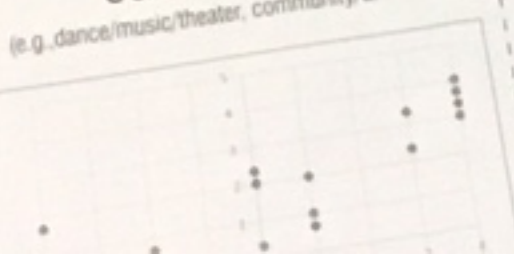
NOTES



Red - think in - 20% of campus green

Concert Venue

NOTES



Red - think in - 20% of campus green

