Education Facilities Vision

Portland Public Schools | Portland, Oregon

September 9, 2013

"It's a pivotal moment for our schools and our community. A thriving city depends on a strong public school system. This bond offers us an opportunity to not just redesign and rebuild outdated schools, but to reimagine and redefine the education that happens inside them.

We heard the feedback in voices and languages that represent many of Portland's diverse communities. People want schools that are safer, more inclusive and more flexible than they are today. They want learning spaces that spur greater collaboration and stronger relationships between students and teachers. They want classrooms that inspire creativity and innovation, and give students a chance to engage new technology. They want schools that welcome the community and build partnerships that help students explore the world outside the school."

Carole Smith, *Superintendent Portland Public Schools*
May 28, 2013 PPS Vision Summit

Table of Contents

EXECUTIVE SUMMARY

PPS FACILITIES VISION STATEMENT

Portland Public Schools seeks to be the best urban school district in this country. In the 21st century, learning takes place everywhere, all the time, and buildings play a critical supporting role in ensuring all of our students emerge as lifelong learners ready for the world that awaits them. We seek to create learning environments that nurture, inspire and challenge all students, regardless of race or class. We aspire to provide safe, healthy, joyful, beautiful, sustainable and accessible school environments that foster productive relationships year-round for all children, families, staff and their communities. We promote public confidence through strategic engagement and investments that support student achievement and reduce operating costs.

This statement articulates Portland Public Schools vision for the role school buildings have in our community. The vision and key themes presented in this document summarize a series of targeted community-based activities conducted to ensure that as PPS moves forward with its significant school building modernization effort, the work ultimately reflects the values and priorities of the PPS communities and constituencies it serves, and to ensure that all PPS students leaving their K-12 experience, regardless of race or class, will be ready for the 21st Century world that awaits them.

EXECUTIVE SUMMARY (CONTINUED)

The various community involvement efforts beginning in 2007 and running up to the successful passage of the Capital Bond in the Fall of 2012, served to engage a diverse cross-section of the community and to identify goals and priorities that have been consistent over time. Taken together, they provided a broad and rich foundation for launching a community-wide Facilities Visioning Process intended to identify the key themes, ideas and characteristics all PPS Facilities should have as they are modernized, remodeled or replaced in support of educational goals.

The Facilities Visioning Process also provided an opportunity to reinforce significant School District educational goals including improvement of overall district academic performance while eliminating the predictability of disciplinary referrals and academic performance based on race -- which means we must close the achievement/opportunity gap.

Improving overall district academic performance while closing the achievement gap is pivotal to all students being fully prepared to contribute, collaborate and compete in our increasingly diverse community, country and global economies.

Therefore, as PPS begins to modernize, remodel and/or replace its schools, its Facilities Vision must align with the educational priorities of the district. As articulated throughout this document, the community conversations' key themes and characteristics emerged repeatedly on how modernizing schools can help accomplish these tasks and fulfill the Facilities Vision. These themes begin on page 14 and articulate desired outcomes in the areas of teaching and learning, learning environments, school and community, and wrap around and facilities support.

School facilities in Portland Public Schools will provide the opportunity and inspiration to passionately pursue learning at any age; honor and exhibit the achievements of all students; and provide users of all needs, abilities, and backgrounds with vibrant, comfortable, healthy learning environments that bring the world of resources to the classroom.

EXECUTIVE ADVISORY COMMITTEE

To oversee and provide guidance of the Visioning Process, the district established an Executive Advisory Committee at the beginning of 2013. This group was made up of representatives of stakeholder groups, both internal to PPS and across the broader Portland community. They are not only community leaders but key communicators to important constituent groups. The Executive Advisory Committee was charged with the following:

1. Advise PPS staff and consultants on tactical elements of process design for community engagement. Specifically, committee members were asked to review the plan prior to execution and to offer strategies and other recommendations before the work was launched to ensure that the team had the committee's best thinking.

2. Assist in the development of the work and advise on content. For example:

   • Does the proposed process ensure that we are being inclusive?

   • What kinds of critical questions do you think we should ask, given the unique perspectives of the diverse community we serve at PPS?

   • Given that we are to create building design criteria, who do you think we should invite to secure the diversity of response needed for a thoughtful and successful process? (PPS wants to bring new voices to this work, so is looking for names of people that have not historically participated).

3. Act as a "Critical Friend" and resource so that as the work is launched and implemented, we put our best collective foot forward.

4. Provide critical feedback in the development of project deliverables.

5. Participate in Executive Advisory Committee meetings as stakeholder representatives.

6. Offer advice about internal and external communications and help inform their colleagues and members of their stakeholder group(s) about the Visioning Process, and speak on behalf of the work when appropriate.

EXECUTIVE ADVISORY COMMITTEE MEMBERS

Harriet Adair	PPS Early Learners Academy
Josh Alpert	Office of Mayor Hales
Deborah Barnhart	PPS Dist. Parent Advisory Committee
Diane Berthoin-Hernandez	PPS Education Options
Peyton Chapman	PPS PAPSA
Andrew Davidson	PPS Grant High School
Theressa Davis	Portland Business Alliance
Stuart Emmons	Our Portland Our Schools
Jeanine Fukuda	PPS Equity Office
Trip Goodall	PPS High School Programs
Brian Hoop	Office of Neighborhood Involvement
Alisa Kane	Bureau of Planning & Sustainability
Jay Keuter	PPS IT / Media Service
Karen Kitchen	PPS Indian Education
Kimberly Matier	PPS Teaching & Learning
Charles McGee	The Black Parent Initiative
Matt Morton	NAYA Family Center
Scott Overton	Oregon PTA
Mary Pearson	PPS SPED
Lolenzo Poe	PPS Administrators of Color
Carmen Rubio	Latino Network
Teresa Rule	Migrant Parent Advisory Council
Deborah Stein	Bureau of Planning & Sustainability
C.J. Sylvester	PPS Operations
Kevin Truong	Benson High School
Van Truong	PPS ESL
Juanita Valder	PPS PAPSA
Gary Withers, JD	Concordia University
Ted Wolf	Long Range Facility Advisory Committee
Korinna Wolfe	PPS Education Options

COMMUNITY CONVERSATIONS

Building on past work efforts within the community and supporting a deeper dive approach, 15 Community Conversations were convened. They built on past work by PPS and the community but were organized to encourage involvement from segments of the community that to date have been under-represented, and involve those that are representative of PPS's existing and emerging constituencies.

A. Community Conversation Process Objectives

- To establish and maintain a safe, thoughtful, and engaging setting for all community visioning conversations.

- To ensure that each community visioning meeting reflects a diverse membership and is facilitated and recorded keeping in mind existing and emerging constituencies.

- To construct community visioning conversations in locations and at times that help to ensure diverse community participation.

B. Project Objectives

- To engage community visioning participants in highly personalized conversations that help inform possible PPS facilities visioning elements.

- To organize and facilitate conversations in a way that centers on three central interests:

  - ways to create learning environments that nurture, inspire, and challenge all students;

  - ways to effectively forge community connections and establish partnerships that support the district's mission; and

  - ways to provide safe, healthy, and accessible school environments for all children, families, and staff.

- Together, to summarize and share back information collected at each community visioning meeting.

COMMUNITY CONVERSATIONS (CONTINUED)

C. Meeting Design

- Each community visioning meeting was scheduled to occur at a time and location that best served the needs and interests of that meeting's participants.

- Meetings were structured to require no more than three hours of meeting time.

- Each meeting was convened by a community leader who has helped to convene and host meeting participants.

- All meetings were supported by a designated facilitator, a recorder and appropriate translation services.

The Community Conversations involved community members that constitute the racial, geographic and subject matter expertise that form PPS, including[*]:

- Black Parent Initiative (BPI)

- Special Ed Parent Advisory Committee

- Native American Community (NAYA)

- Latino Equippo

- Latino Network

- PPS Administrators of Color

- Northwest Down Syndrome Association All Born In Conference Leadership (CAST)

- Community Activists and Critical Friends (OPOS, PTA)

- PPS Reconnection Center & Alliance

- PPS Operations

- Futurists / System Thinkers

- Asian Parent Community

- PPS Educational Leadership Team

- PPS Principals (PAPSA)

- PPS Students / Superintendent's Students Advisory Council

- FAUBION 1st Graders

These Community Conversations focused on common themes and questions, but participants were encouraged to provide a perspective representative of their interests. Because Facility Visioning is focused on the built environment, key themes already identified were the basis of the discussions:

- Effective learning environments (21st Century places to learn)

- Partnerships/Community

- Sustainability

- Safe/healthy/accessible/inclusive environment for learning

*listed in the order the meetings occurred

THE BLACK PARENT INITIATIVE

T. Allen Bethel, AMA

Alcena Boozer, Community

Cyreena Boston-Ashby, PAALF

Monika Johnson, Tri-Met

Charles McGee, BPI

Jeanette Lewis, SEI

Seth Rue, Community

Serilda Summers-McGee, Kaiser Permanente

NAYA

Terry Crass, NICWA

Rey Espana, NAYA – CD

Joe Finkbonner, NPAIHB

Donita Fry, Portland Youth & Elders Council

Karen Kitchen, PPS / Indian Education

John Laverdure, NAYA Elder

Toby McClary, CTGR

Matt Morton, NAYA / PPS

Lai-Lani Ovalles, NAYA Family Center

Tawna Sanchaza, NAYA Family Center

Amber Schulz, Cooper Zietz Engineers

Tabitha Whitefoot, Cooper Zietz Engineers

LATINO EQUIPPO

Marysol Amenez, Central City Concern

Deborah Barnhardt, PPS Dist. Parent Advisor/Comm.

Lily Caceres, OYA / OMS

Leonora Ramirez, Multnomah County Library

Irene Robles, PPS Community Agent

Teresa Rule, PPS Community Agent

Virginia Salinas, Multnomah County

Itzel Zaghloul, Multnomah County

ADMINISTRATORS OF COLOR (AOC)

Loretta Benjamin-Samuels, PPS HR

Deborah Berry, PPS Head Start

Larry Dashiell, PPS Regional Administrator

Dr. Koreen Brown, PPS DART Schools

Lonny Doi, PPS Purchasing & Contracting

Jeanine Fukuda, PPS Equity Office

Melissa Lim, PPS IT

Randy Miller, PPS FAM

Kim Nguyen, PPS IT

Lydia Pool, PPS Head Start

Hector Roche, PPS Equity

Macarre Traynham, PPS - MLC

Van Truong, PPS ESL

George Weatheroy, PPS Security Services

Reiko Williams, PPS School/Family Partnerships

OPOS/PTA COMMUNITY

Felix Ballerstedt

Nichola Ballerstedt

Holly Cook

Melanie Dann

Will Dann

Stuart Emmons

Jared Lewis

Kim Marcus

Rita Moore

Scott Overton

Steve Pinger

Joe Purkey

Sarah Granger

Roger Kirchner

Mike Kubler

Heather Leek

Betsy Salter

Ruth White

Craig Williams

Ted Wolf

PPS OPERATIONS

Tom Adams, Director of Facilities

Bob Alexander, Planning & Asset Management

Bryon Booze, Field Operations Manager

Teri Brady, Director of Transportation

Tim Carman, Custodian

Derrick Deziel, IT Operations Manager

Whitney Ellersick, Sr. Program Manager

Mark Franklin, Foreman Groundskeeper

Gitta Grether-Sweeney, Director Nutrition Services

Jay Keuter, Director IT

Jerry Lively, Sr. Maintenance Manager

Tony Magliano, Deputy Chief Operating Officer

Randy Miller, Program Director

Jim Owens, Executive Director OSM

John Payne, Security Services Manager

Debbie Pearson, Capital Project Director

Michelle Platter, Capital Project Director

Jen Sohm, Design Quality Manager

Josh Hjertstedt, Capital Planning

Steve Hoecker, Electrician

Gretchen Hollands, Planning Coordinator

Stetson James, Field Operations Manager

CJ Sylvester, Chief Operations Officer

Sandy VanBaggen, Student Transportation

George Weatheroy, Director Security Services

Kristin Wells, Document Control Coordinator

FUTURISTS

Rukaiyah Adams, The Standard

Nick Barham, Wieden & Kennedy

Molly Cenray, NIKE

Gregory Hill, Pattern Labs

Trang Lam, Portland Development Commission

Mohan Nair, Cambia Health Solutions

Eric Park, ZIBA

Delia Reyes, Wieden & Kennedy

Michelle Rowley, Code Scouts

Chuck Schlimpert, Concordia University

Howard Silverman, PNCA / Pattern Labs

Cameron Smith, Portland State University

ASIAN PARENT COMMUNITY

Hoi Azen

Le Xuan Be

Tin Bui-Atkinson

Vy Buy

Phung Cao-Benson

Shao Chen-Woodstock/Mt. Tabor

Tam Dam-Clackamas

Thuy Dam-Clackamas

Dien Dang

Phap Dang

Hung Diep-Lent

Son Diic-Madison

An Do

Truong Do

Brian Doan

Vincent Hoa Doan

Mr. Duong-Benson

Vuong Hanh-David Douglas

Quyen Ho-Woodstock

Jim Hoang-Lincoln

Mung Hoang-Roseway Heights

Suong Lam

Cham Le Whitman

Chuc Le

Diem Le-Harrison Park

Houy Chan Le

Huong Le

Loc Le

Minh Le

Phan Le-Mt. Tabor

Thomas Le

Hong Lien-Marysville

Ian Mai-David Douglas High School

Quynh Mai-Ventura Park

Maryth Mien

An Ngo-Harrison Park

Tai Ngo-Kelly

Tuong Ngo-Cleveland

Bich Nguyen-Atkinson

Binh Nguyen-Jason Lee

Coa Nguyen-Parkrose

Cuong Nguyen

Danh Nguyen

Du Nguyen-La Salle

Duong Nguyen-Knights of Columbus

Giang Nguyen

Hao Nguyen

Hoa Nguyen

Honglien Nguyen-Marysville

Huong Nguyen-Lent

Kieu Nguyen

Kieu Thi Nguyen

Kim Nguyen-Clackamas

Lu Nguyen

Mai Nguyen-Russell Academy

Mary Nguyen

Nam Nguyen-Kelly

Nam Nguyen-Madison

Nam Nguyen-Parkrose

Nemey Nguyen-Lent

Ngan Nguyen-Van Lang

Ngoc Amh Nguyen-Lent

Nhiem Nguyen

Paul Nguyen-Harrison Park

Phai Nguyen-Woodmere

Phu Nguyen-Parkrose

Rose Nguyen-Parkrose Middle

Stan Nguyen-Benson

Tah Nguyen-Parkrose

Tam Nguyen-Cesar Chavez

Tha Nguyen-Van Lang

Thanh Nguyen-Access Academy

Thanh Nguyen-Parkrose

Thong Nguyen-Madison

Thuan Nguyen

Thuy Nguyen-Lent

Tin Nguyen

Tyet Nguyen

Vu Nguyen-Woodmere

Minda Ocon-Marysville

Ceilly Pham-Glencoe

David Phan-Harvey Scott

Dung Phan-Lane

Nieu Pham

Phu Thi Pham

Thanh Pham

Vui Pham

Tam Phon-Whitman

Huy Dim Su

Thuy Thai-Woodmere

Le Kim Thanh-Vestal

Thao To-Marysville

Trang To-Jason Lee

Su Tram-Madison

Binh Tran-Lent

Hoa Tran-Benson

Hoai An Tran-PSU

Hoi Tran-Benson

Hung Tran-Woodmere

Huy Tran-Creston

Lien Tran

Minh Tran

My Tran

Quang Tran-Marysville

Su Tran-Madison

Thao Tran

Hung Truong

Loan Truong-Madison

Tien Truong-Madison

Yen Truong-Vestal

Du Vam-Whitman

Phan Vam-Whitman

Huynh Vinh-Lent

Brian Vo-Whitman

Hien Vo-Marysville

Hue Vo

Suong Vo

Tony Vo

Chi Vu-Madison

Dich Van Vu

Hoa Vu

Kim-Huong Vu-Wilkes/HB Lee

Martin Vinh Vu-Parkrose

Rose Vu-Mt Scott

Theresa Vu-Pleasant Valley

Theresa Vu-St. Therese

Yan Mei Wa-Madison

Chinh Xha

PRINCIPALS (PAPSA)

Peyton Chapman, Lincoln High School

Charlene Russell, Sellwood Middle School

Kathleen Ellwood, Irvington K-8

Jaunita Valder, Cleveland High School

Liz Wilson, Marysville K-8

ALL BORN IN (CAST)

Tracey Hall, CAST

Kristin Wells, PPS

Angela Jarvis-Holland, CAST

Dean Westwood, Oregon Inst. of Disability & Dev.

Mary Pearson, PPS

Joy Zabala, CAST

Jen Sohm, PPS

STUDENT ENGAGEMENT

In addition to the conversations above, five separate student engagement activities also took place:

- 25 1st graders from Faubion K-8 talked about what school is to them, and then had an opportunity to draw some of their ideas for a school of their dreams.

- SuperSac – Conversation about what they want to see in our schools as leaders across the PPS high schools.

- Community Conversation with a broader cross section of high school students sharing what their day-to-day experiences are and what they want and need in a modernized school.

- Students in the Reconnection Center who are navigating the Portland Public School experience outside the mainstream comprehensive framework, discussed how school can be a more inclusive, supportive place for alternative learners.

- Intern-based students were involved in a research initiative to identify the existing data that has been developed nationally and internationally concerning the relationship between facilities and learning.

HIGH SCHOOL STUDENTS

Andrew Davidson, Grant	Monique Lomax, Roosevelt
Juanity Galeana, Roosevelt	Lilly Lee, Roosevelt
Jose Gover, Roosevelt	Ziphan Ageyl, Franklin
Naomi Rhoades, Franklin	Skyler Hunger, Franklin
Mackenzie Trapp, Franklin	Ariana Jimenez, Franklin
Halley Hagar, Franklin Staff	Graciela Santos, Franklin
Gabriella Karp, Franklin	Austin Wheeler, Franklin
Ahmed Gedi, Franklin	Moe Socha, Franklin
Abdulla Wahab, Franklin	Oscar Hernandez, Franklin
Fernando Lauer, Franklin	Sean Yeung, Franklin

RECONNECTION CENTER & ALLIANCE HIGH SCHOOL AT BENSON

Astrid Brockman, PPS/Alliance	Anna Rodriguez, PPS/Reconnection Center
Suzanne Cash Phelps, PPS/Reconnection Center	Zach Shamo, PPS/Reconnection Center
Max Evans, PPS/Reconnection Center	Kevin Truong, PPS/Benson
Carla Gray, PPS/Multiple Pathways to Graduation	Amanda Uerlings, PPS/Reconnection Center
Keri Higginbottom, PPS/Reconnection Center	

COMMUNITY CONVENING: SUMMIT AND SYNTHESIS

The culminating activity of the visioning process brought together all participants from the community conversations. Executive Advisory Committee members, Community Conversation participants, and students met on May 28, 2013 at the Rose Garden to share and synthesize their work. As a collective whole, participants served to confirm and strengthen the draft Facility Vision Framework for Superintendent and Board approval, and helped launch the Building Design Criteria (Ed Specs) process in Phase II.

PPS EDUCATIONAL FACILITIES VISION SUMMIT

Harriet Adair, PPS Early Learners Academy

Ruth Adkins, PPS Board

Bob Alexander, PPS Planning & Asset Management

Cheryl Anselone, PPS Acct.

Debora Armendariz, PPS Atkinson ES

Scott Bailey, OPOS

Rene Berndt, Mahlum

Deborah Berry, PPS – Head Start

T. Allen Bettle, AMA

Eileen Brady, Neighbor

Gabrielle Bolivar, OR FIRST

Nancy Bond, PPS FAM

Bryon Booze, PPS FAM

Sam Bouman, KBOO

Teri Brady, PPS Transportation

Koreen Brown, PPS DART Schools

Michael Burch, Pacific NW Regional Council of Carpenters

Keylah Buyer, Concordia University

Robert Camarillo, Iron Workers #29

Peyton Chapman, PPS – PAPSA

Tim Cowan, Saxton Bradley

Robb Cowie, PPS – CIPA

Joshua Curtis, OPOS

Abby Dacey, Boora Architects

Melanie Dann, PPS Parent/OPOS

Will Dann, OPOS/THA Architecture

Andrew Davidson, Student

Larry Dashiell, PPS Regional Administrator

Lonny Doi, PPS Purchasing & Contracting

Stuart Emmons, Emmons Modular

Shane Endicott, PPS Parent

Kenneth F. Fisher, PPS/Heery

Julie Flattery, Bassetti Architects

Lee Fleming, PPS Purchasing & Contracting

Andy Fridley, PPS FAM

Bob Glascock, City of Portland, BPS

Trip Goodall, PPS HS Programs

Sarah Granger, Parent

Gitta Grether-Sweeney, PPS–Nutrition Svc.

Antonye Harris, PPS FAM

Bill Hart, Carleton Hart Arch

Sue Ann Higgens, PPS – CAO Office of Schools

Josh Hjertstedt, PPS FAM

Gretchen Hollands, PPS FAM

Brian Hoop, City of Portland ONI

Donald Huld, PPS FAM

Andre Jackson, PPS Community Engagement

Stetson James, PPS FAM

Angela Jarvis-Holland, NWDSA Org

Heidi Kayser, InFocus/Parent

Jay Keuter, PPS IT

Karen Kitchen, PPS Indian Education

Tom Koehler, PPS Board Member-Elect

Patrick Leboeuf, PPS FAM

Heather Leek, BCS/Grant Parent

Jared Lewis, Catena/OPOS/Parent

Jeff Lewis, PPS FAM

Jerad Lillegard, PPS FAM

Melissa Lim, PPS IT

William Macklin, PPS SPED

Tony Magliano, PPS Operations

Steve March, Multnomah County Auditor/BAC

Andrea Marquez, Latino Network

Vinh Mason, Portland Bureau of Planning

Randy Miller, PPS FAM

Rita Moore, OPOS

David Mount, Mahlum Architects

Sean Murray, PPS HR

Kim Nguyen, PPS IT

Sarah Oaks, PPS OSM

Scott Overton, PTA

Tom Pagh, PPS FAM

Glen Pak, Bassetti Architects

Eric Park, ZIBA

Willy Paul, Kaiser Permanente

Debra J. Pearson, PPS OSM

Scott Perala, PPS/Heery

Steve Pinger

Michelle Platter, PPS OSM

Lydia Poole, PPS

Dave Porter

Joe Purkey, RHS Improvement Comm

Sharon Raymor, PPS FAM

Linus Rollman, Arbor School

Mike Rosen, CHS PTA

Sandi Rosenfue, PAT

Michelle Rowley, Code Scouts

Carmen Rubio, Latino Network

Seth Rue

Jill Sanders, Grant Parent

Consuelo Sarayoza, MCHD

Lilian Sarlos, Parent/Grant/DaVinci

Rosemary Schwimmer, All Hands Raised

Jen Sohm, PPS OSM

Dick Spies, Group Mackenzie

Deborah Stein, City of Portland, BPS

Gregg Stewart, Mahlum Architects

Dennis Stoecklin, Concordia Univ.

Neil Sullivan, PPS CFO Finance

Jason Thompson, CatenaConsulting Engineers

Macarre Traynham, PPS – MLC

Kevin Truong, PPS Benson Student

Deborah Waksman, Retired PPS Teacher

Kristin Wells, PPS FAM

Abby Williams, PPS Grant Student

Craig Williams, BCS/Grant Parent

Laurel Wolf, PPS Grad

Patrick Wolfe, PPS FAM

Gary Withers, Concordia University

PORTLAND PUBLIC SCHOOLS

Paul Cathcart, Facilities and Asset Management

Jim Owens, Executive Director, Office of School Modernization

CJ Sylvester, Chief Operations Officer

Jon Isaacs, Senior Policy Advisor to the Superintendent

FACILITATION TEAM

John Weekes, Partner, DOWA

Kathryn Scotten, Withycombe Scotten Associates

Nancy Hamilton, Principal, Nancy Hamilton Consulting

Dick Withycombe, President, Withycombe Scotten Associates

FACILITIES VISION THEMES

KEY THEMES

Key themes represent over-arching ideas heard in community conversation in the Facilities Visioning process. Many of the key themes reflect participants' aspirations related to District educational programming, resources, and staffing. The key themes presented below do not attempt to identify specific design and physical characteristics of school facilities but rather participants' aspirations for positive educational experiences in PPS.

TEACHING AND LEARNING

- Every school will nurture the innate curiosity young children bring with them and, as they grow, help them to discover and sustain what motivates them to learn.

- Every school will focus on giving students the skills they need to be independent and self-directed learners, in school and throughout their lives.

- The district will ensure that all Portland students have equitable opportunities to succeed and that all schools have the resources to meet the unique needs of their students.

LEARNING ENVIRONMENTS

- Every school will be an inspiration to its students, staff and community – a vibrant and exciting place that celebrates growth and learning.

- Every school will foster the personal relationships critical to effective teaching and learning by encouraging social interaction, as well as collaboration, among and between students, staff and parents.

- Every building will enable teachers to provide a wide range of engaging and effective learning experiences and enable the school to adapt to future changes in instructional practice.

SCHOOL AND COMMUNITY

- Every school will be the center of its neighborhood, welcoming people of all ages for activities that reflect local cultures, needs and interests; and that contribute to an expanded learning community that enriches both the school and our city.

- Every school will open its doors to the myriad learning opportunities our city offers, inviting people in to share what they know and sending students out to learn beyond the walls of our schools.

- Every school will support community partnerships that provide and support the services students and families need for expanded learning opportunities as well as ensuring the health and safety of our students.

FACILITIES SUPPORT

- Every school will be a beacon for its neighborhood, where integrated operational systems support a welcoming environment for parents and community members, as well as dynamic learning experiences for students.

- Every operational support system will contribute to safeguarding the health and safety of the students and adults in the school.

- School design, building systems choices, and materials selection will provide a healthy environment and enable sustainable operations and efficient maintenance, ensuring cost-savings over the building's long useful life.

CHARACTERISTICS OF KEY THEMES

TEACHING AND LEARNING

Every school will nurture the innate curiosity young children bring with them and, as they grow, help them to discover and sustain what motivates them to learn.

- Accept the fact that things are going to be different over time whether we like it or not. Engage in the internal conversation that empowers instructors to be successful, so students can be successful.

- Unlock the student's motivation, and learning will be fueled from inside.

- Make the transition from "source of knowledge" to "guide" who helps students find, evaluate, and apply knowledge.

- Allow students – and teachers – to go beyond their physical structure and geography to take part in a larger learning community.

- Understand how what you're doing as a teacher connects to things kids are interested in.

- Don't underplay the motivating power of curiosity. Elementary students are phenomenally curious creatures – don't let that get lost.

- Break down the barriers. Empower students to trust their own motivations and pursue them. Facilitate, enable, and give encouragement.

- Make schools more porous, more connected to business, to neighborhood, maybe to other neighborhoods. Take learning beyond the physical boundaries of the school.

- Be experimental and adaptive. Connect learning to the real world as that bridges from learning theory to making things – and that feeds curiosity.

TEACHING AND LEARNING (CONTINUED)

- Design for the children who will be housed in the school: age-appropriate, child-centered, and child-scaled. Schools should allow children to move around, to learn in different places, and to engage in a lot of different learning activities.

Every school will focus on giving students the skills they need to be independent and self-directed learners, in school and throughout their lives.

- Remember that the education model of the future may well have an intergenerational interface.

- Teach students they're in school to learn.

- Seek teachers who are engaged in their own self-learning, because that may trigger something bigger.

- Be experimental and adaptive, because things are changing rapidly. See what works and adapt. It's a good thing to model for students: how to learn to learn, how to learn to change, and how to be an agent for change.

- Activate learning and make everybody an active, lifelong learner. Become expert at facilitating learning - and at collaboration because that will be at the heart of it.

- If the goal of the future is to build connected learning communities, encourage experimentation, shift from prescription to permission, and encourage the self-organization of non-traditional learning communities (just let them happen).

TEACHING AND LEARNING (CONTINUED)

The district will ensure that all Portland students have equitable opportunities to succeed and that all schools have the resources to meet the unique needs of their students.

- Teach – and model – the value of diversity, sensitivity, and cross-cultural communication.

- Respond intentionally to the dramatic differences between underserved and well-served populations.

- Give students opportunities to form relationships – with peers and adults, in their own neighborhoods and beyond – that foster higher expectations.

- Schools should be designed to engage all students in learning and make them all feel part of the school community; all students should feel interested and included.

- Remember that the American Dream is still very much alive in our immigrant communities and that education is the engine that drives it.

- You can't avoid the externalities that push into the classroom and, to motivate students, you must acknowledge those externalities.

LEARNING ENVIRONMENTS

Every school will be an inspiration to its students, staff, and community – a vibrant and exciting place that celebrates growth and learning.

- Emphasize collaborative learning, flexibility, and experiential learning. School should be an exciting, vibrant place.

- Make it clear that this is a place where learning happens: you should see evidence of learning all around you.

- Create a learning environment that celebrates culture and diversity, and that honors all of the school's families.

- Kids should see themselves in the learning environment. An inviting and welcoming school should celebrate culture and diversity, and honor all of the school's families – through signage, art displays, and book/media selections.

- Schools should celebrate learning.

LEARNING ENVIRONMENTS (CONTINUED)

Every school will foster the personal relationships critical to effective learning by encouraging social interaction – as well as collaboration – among and between students, staff, and families.

- Create spaces that foster relationships.

- Recognize that everyone is a resource, whether to learn, share, play, or solve problems.

- Partnership space could have moveable walls so you can create spaces of different sizes for different activities – instruction, meetings, etc.

- Older people – multi-generational approach to who kids learn from in a school context, might be beneficial.

- Create partnership space in our schools where collaborative work can happen between school and greater community.

- Our schools should include space for parents to meet, with childcare available, so parents can be more involved in schools.

- School space should be configured to support collaboration.

- Design should emphasize collaborative learning, working together, agility, adaptability, to support our evolving understanding of different ways.

- Schools should have a rich variety of spaces that accommodate all student needs, including learning, social, and emotional needs.

LEARNING ENVIRONMENTS (CONTINUED)

Every building will enable teachers to provide a wide range of engaging and effective learning experiences and enable the school to adapt to future changes in instructional practice.

- Integrate health care, social services – all the things kids need to succeed.

- Allow all schools to be unique, to reflect – and build – their communities.

- Create fluid spaces that adapt to different activities right here, right now. Create connections and a sense of cohesion among spaces.

- Plan for floor dwelling. Provide places where kids can gather in a circle on the floor or do projects on the floor and feel comfortable and clean.

- Look at what brain research says about the importance of furnishings. The need for comfortable chairs and for different kinds of furniture for different students; fidgeting to focus; and flexible accommodations for different learner profiles.

- Schools should be permeable – bring the Building Trades and other industries into the schools to help reinvigorate CTE – Bring the "real world" into the classroom.

- Create space for early childhood education (pre-k in every elementary school).

- Provide project-based learning spaces and capabilities.

- Provide a variety of learning spaces, moveable walls, etc. to create small, medium, and large groupings.

SCHOOL AND COMMUNITY

Every school will be the center of its neighborhood, welcoming people of all ages for activities that reflect local cultures, needs, and interests and that contribute to an expanded learning community that enriches the school, its students, and our city.

- Our schools will be connected to the neighborhood and accessible to the neighborhood regardless of whether one has kids in the schools.

- Technology is reshaping the way we work and learn. We will use technology as a tool to better connect students/schools with the broader community.

- Support community partners by creating partnership space where they can work together, which may include confidential meeting spaces and flexible spaces. Provide services students need in order to succeed.

- There should be ample, securable, out-of-sight storage in classrooms because that may make teachers more amenable to sharing classrooms.

- Bringing in partners brings in the community. Look for opportunities to co-locate programs, e.g. with the library and with parks and recreation.

- Community health clinics could be available to parents as well as students if they were open in the evenings. Oral health is a big issue, and we also need to incorporate mental health services. Design for function. Don't let these programs be after thoughts.

SCHOOL AND COMMUNITY (CONTINUED)

Every school will open its doors to the myriad learning opportunities our city offers, inviting people in to share what they know and sending students out to learn beyond the walls of our classrooms.

- Permeability. PPS will be a model for a successful, dynamic exchange between the school and the surrounding neighborhood. Schools will be renewed by the constant infusion of the community life they serve.

- We will create a flow between the school and the community that helps kids feel connected. Inspiration, coupled with pride and ownership.

- We create educational institutions that support and enable creative collaboration, which requires social intelligence, creative intelligence, and resilience and that allows people to organize and disorganize to do new things.

- PPS will create the conditions for everyone in our community to feel welcomed as an important resource to enable collaborative creation.

- PPS schools will be intentionally designed to be more porous, more connected to business, to neighborhood, and other neighborhoods. We will strive to take learning beyond the physical boundaries of the school.

- Our school campuses will support students and the community and encourage the community to support students and schools.

- Need to get teachers out of the building, collaborating with non-teachers, as much as getting non-teachers IN the building.

- Families want more/easier access to business/organizational connections for their kids – networking, career counseling, navigating financial aid etc. so more kids can be more successful post high school.

- School buildings themselves should be living labs – energy systems, etc. – STEM focused teaching & learning.

- Work with local artists to make schools feel more welcoming and comfortable.

- Food/Cafeterias should be a vehicle for collaborating with farmers & for teaching healthy eating, nutrition, etc.

Every school will support community partnerships that provide the services students and families need to ensure the learning, health, and safety of our students.

- Create a parent resource room that provides access to computers, to help parents seeking employment or social services.

- We will embrace the myriad of wrap-around services – healthcare, social services, mental health, parent resources, etc. – that are becoming more and more the common fabric of schools necessary for student success.

- Seismically retrofit schools may act as centerpiece/go-to places for communities in the event of a seismic event.

SCHOOL AND COMMUNITY (CONTINUED)

- Use school athletic facilities for community at-large well beyond the school day.

- Consider common multi-use space for community activities:
  - Kitchens
  - Auditoriums
  - Computer labs
  - Movie theater
  - Coffee Shop
  - Library
  - Athletic facilities

- After-school services are critical for many kids especially those who may be at-risk — physical activity, the arts, food, homework help, computers, etc.

- Work with partners for food pantries and clothing closets for vulnerable families.

- Build on partnerships like the one PPS has with Portland Parks & Rec.

- Make the entire school welcoming and accessible: all students should have opportunities to participate fully in social and extracurricular activities, as well as instructional activities.

- Create a food-service environment that attracts students and welcomes parents and community.

FACILITIES SUPPORT

Every building in Portland Public Schools will be a beacon for its neighborhood, with integrated operational systems that support a welcoming environment for parents and community members, as well as dynamic learning experiences for students.

- Use the entire school site for learning: both the building and its grounds should provide learning opportunities.

- Support partners that provide services to students and families or educational/recreational opportunities for the community.

- Support connectivity between the school and the surrounding community.

Every operational support system will contribute to safeguarding the health and safety of the students and adults in that school.

- Provide a safe neighborhood gathering place in the event of a disaster.

- Use security zones to differentiate public and student areas; control access.

- Manage bus, car, bicycle, and pedestrian traffic to ensure student safety before and after school.

- Provide adequate backup power, to ensure a safe environment in an emergency as well as to support and protect technology.

- Provide a sufficient number of restrooms in both the public and school areas.

- Protect indoor building health through the selection of building materials, furnishings and cleaning products.

FACILITIES SUPPORT (CONTINUED)

School design and materials selection will enable efficient operations and effective maintenance, which together ensure cost-savings over the building's long useful life.

- Choose finishes and furniture that are durable and easy to maintain, as well as aesthetically pleasing.

- Take advantage of passive as well as new, more efficient heating and cooling technologies.

- Take advantage of technologies that enable efficient facility management and maintenance.

- Install landscaping that is low-maintenance and environmentally responsible.

- Seek solutions that meet multiple needs in a single, integrated system.

- Consider future capacity in technology infrastructure and in mechanical and electrical systems.

- Choose building systems for operational efficiency and ease of maintenance.

- Design mechanical, lighting, and daylighting systems to work together.

- Design support spaces that enhance the productivity of the people who work in them.

CLOSING SUMMARY

This document articulates the vision, themes, and characteristics the Portland Public Schools (PPS) community holds for the future of its school buildings and facilities. The visioning work and community conversations detailed in this document were conducted as the first part of the development of District-wide educational specifications for all schools in PPS. Development of this vision captures the multi-year community engagement efforts by the PPS Office of School Modernization (previously 21st Century Schools) on the future of PPS facilities. A more complete account of the District's community engagement efforts can be found in Appendix C.

As Superintendent Smith noted at the Visioning Summit, this is a pivotal moment for our schools and our community. The themes that have emerged through this important process create the basis for our city to reimagine and redefine how we think of our schools – as centers of community, as safe and nurturing places, and places that act as catalysts for curiosity and life long learning for all our students, and that weave technology into the day-to-day experience in Portland Public Schools – for teaching, learning and designing high performance facilities.

Finally, this Visioning effort has laid the foundation to ensure that the District reflects the voters' commitment to invest in this critical work as it moves to Educational Specifications (districtwide building design criteria) and site specific building design.

Appendix - Information

appendices: appendix a - conversation notes

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: March 13, 2013
Location: Concordia University
Conveners: Charles McGee (The Black Parent Initiative)
Participants: 12

Learning Environments

- *The district needs to understand that buildings are not the primary issue. The primary issue is the programming PPS puts in place for students of color.*
- *It's critical to close the achievement gap: school design should be driven by the educational program that will do that.*
- *Hear what parents are saying about their children's needs and how they learn.*
- *Listen to kids.*
- *Design schools to support instructional best practices.*
- *Accommodate differences in the ways individual students learn.*
- *Spend the money to provide the kind of science labs students really need.*
- *Support STEM (science, technology, engineering, and mathematics) programming.*
- *Focus on getting students ready for future jobs.*
- *Think outside the box; think about how kids really learn. Find out what works educationally, and then design to that.*
- *Look outside Portland for new ideas.*

Safety and Security

- *School buildings should be safe, comfortable, and friendly.*
- *They should be healthy buildings, with natural ventilation and lots of natural light.*

Critical Physical Attributes

- *Schools should give students enough space to achieve.*

- *Buildings should be large enough to prevent future overcrowding.*

- *Schools should be built to house the whole educational community: students, staff, parents, and community.*

- *The design should remove barriers that make it difficult for some students and parents to access teachers.*

- *The furniture should be comfortable and appropriate in size for the school's age range, and the school's inventory should accommodate individual differences within that age range.*

- *The school should have an open and inviting entrance that draws you in and projects a positive message about the school's mission.*

- *The design should reflect a strong vision about school and community.*

- *The design should make effective use of the school's physical setting (site) and bring nature inside the building.*

- *The design should provide areas that are calming (e.g., a water feature).*

- *Schools should be "future proof." Two important aspects are technology and flexibility.*

- *State-of-the art technology—infused throughout the building to engage students in the school as well as in their own learning. Use the technology kids bring with them to further learning and to develop a sense of connection to school.*

- *The cafeteria should be open and inviting; it should offer students a food court experience and encourage teachers to participate.*

- *Look at what kids like to do and build the school—design the classrooms—to engage their interest and commitment.*

Other Areas of Interest or Concern

- *For blacks, in the end, the success of the bond program will be about how much of the money is awarded to African American contractors; how many of the staff and consultants PPS hires to administer the bond are black; and how many black students are touched by bond projects.*

- *Will the modernization of schools accelerate gentrification that pushes black families out of their neighborhoods?*

- *Will district efforts to balance enrollments deny African American students opportunities to attend their neighborhood schools?*

- *Will the modernization attract transfer students, who push black students out of their neighborhood school?*

- *The vision for PPS schools has to be more inclusive than "Portlandia."*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: March 14, 2013
Location: Rice Elementary School
Convener: Mary Pearson (Special Education Parent Advisory Committee)
Participants: [requested]

Learning Environments

- *Special education programs are typically placed in portables. Either get rid of them or take better care of them (because they become permanent).*

- *Build responsibly. Build for growth, and use spaces for other purposes (e.g., community partners) until they are needed.*

- *Correct the problems with existing classrooms, which too often are under-sized and lack adequate storage, electrical outlets, and climate control. Comfort matters.*

- *Design instructional spaces for the needs of students. Too often, special education classes are put in spaces that were designed to be something else.*

- *Tap the expertise at universities to help identify new and innovative ideas.*

- *Think holistically.*

- *Merge the building design with the curriculum (e.g., math, science).*

- *Bring the real world into the school.*

- *Effective learning spaces have lots of color and natural light and good acoustics.*

- *Classrooms should reflect that students learn in a variety of ways; students should have options within the space (e.g., standing, kinetic, auditory, quiet individual study).*

- *Think: kindergarten classroom. Allow kids to choose where they want to sit (soft furnishings, the floor) or stand.*

- *Create a school of multiple modalities (e.g., visual, auditory).*

- *Think about the future of learning. Consider the implications of the flipped classroom, where students access information somewhere else (e.g., through technology), and teachers spend their time working with students individually (instead of delivering content).*

- *Will there be classrooms in the future? Or a variety of learning spaces and zones: moveable walls to create small, medium, and large groupings; sensory learning areas; direct instruction stations. Think of the potential.*

- *What would a room designed for differentiated learning look like?*

- *A classroom should be large enough to "push in" services, instead of pulling out students.*

- *Kids should see themselves in the learning environment. An inviting and welcoming library would celebrate culture and diversity, honor all of the school's families through signage, art displays, and book/media selections.*

- *Is the library a place in the future? Will books be replaced by digital media? How (and where) will students access information?*

- *Parent involvement is critical to student success. How do we design schools so they are more inviting to parents and encourage them to get (and stay) engaged?*

- *Provide appropriate spaces for IEP meetings, with appropriate furnishings.*

Partnerships

- *The school should provide space to support wraparound services, including physical and mental health care providers.*

- *Every school should have spaces for community partners. Plan on new and additional partners in the future.*

- *Great schools are not just schools. They're also centers of community. The design of the school should invite the community in, support intergenerational activities, and allow community use of athletic facilities (after school hours).*

- *Build a real-life place that offers alternative paths for students (e.g., CTE classes, student-run coffee shop or clothing resale outlet).*

- *Create a movie theater to bring in kids and families and community.*

- *The school should have an early childhood center, linked to the high school curriculum and opportunities for students to earn community college credit.*

- *Locate a Multnomah County library branch in the high school, with longer hours of operation.*

Safety and Security

- *Focus on probability, not possibility. It is possible something might happen, but not probable.*

Critical Physical Attributes

- *The school should be scaled to the size of the students in attendance.*

- *Ensure access to building services (water, toilets, cooking).*

- *Place special education classrooms near the front door where they are easier for students in wheelchairs to access.*

- *The entire school (all entrances and all floors) must be assessable. When students aren't free to move about the school, they feel less than equal.*

- *Use internal, switchback ramps to take students to upper floors, rather than elevators—because ramps can be used by all students (and elevators break down).*

- *Pay attention to the needs of students who have sensory issues (e.g., noise, bright lights).*

- *The school should contain a sensory room designed and equipped by the occupational and physical therapists that is available to all students (and staff) as a place to center oneself and deescalate.*

- *The school should have lots of windows.*

- *An open and inviting school has an obvious main entry; and all major pathways should lead back to the entry. The entry should have a welcoming office (with comfortable seating). Landscaping, multilingual signage, and outside benches also make a school inviting.*

- *The administrative area of the school should be inviting to parents.*

- *The school should have a community room for parents and volunteers, where they can gather and store their personal belongings.*

- *Create a parent resource room that provides access to computers, to help parents seeking employment or social services.*

- *Create a place in the school where the families of special education students can connect with other families.*

- *Blend the outdoors with the indoors. Make it possible to move seamlessly between them.*

- *The grounds should have picnic tables and benches, a greenhouse, and covered play and gathering areas.*

- *The cafeteria should be properly sized for the school's enrollment; have lots of natural light; and encourage socialization with good acoustics and round tables with chairs (rather than institutional tables with benches). Think "coffee shop."*

- *The cafeteria should have spaces of different sizes (small, medium, and large). It should have a connection to the outdoors (e.g. rolling garage door) so students can eat and socialize outside.*

- *Avoid the cafeteria tables with attached benches, because they are not accessible for students in wheelchairs.*

- *The cafeteria should support student performances (music and drama) and display student art.*

- *It should be a space where students can play.*

- *Schools should have special needs toilets equipped with a shower, changing area, and bed.*

- *Rethink the design of restrooms. One size does not fit all; some students need assistance, so they need more space. Give careful consideration to the placement of soap and towel dispensers.*

Other Areas of Interest or Concern

- *The priorities are: accessibility, sustainability, and community partnerships.*

- *The building can make a different. The Nike and Google campuses make a difference. Sports teams turn around in new buildings.*

- *I would love to think about these changes as something my kids will see as part of their educational experiences.*

- *It's important to involve kids.*

- *There is too little interactive learning. It's all worksheets and direct instruction.*

- *Closing Chief Joseph would provide opportunities to lease space to community partners.*

- *The things that make parents feel unwelcome are: red STOP signs aimed at parents, discouraging informal conversation with staff, and the lack of basic amenities (such as toilets for parents).*

Words and Phrases

fun	*inclusive*	*amazing*
open	*creative*	*inspirational*
accepting	*relaxed*	*comforting*
equal	*challenging*	*adaptable*
motivating	*multi-sensory*	*emotional*
interactive	*free (independent thinking)*	

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: March 18, 2013
Location: Native American Youth and Family Center
Convener: Matt Morton (Native American Youth and Family Center)
Participants: 13

Learning Environments

- *Physical modernization should force change. It should advocate for a new learning process. It's time to rethink school. We don't need to rebuild the schools as much as we need to rebuild learning.*

- *In order to be holistic, teaching policies and practices must to be reformed. How things operate must align with how the space works.*

- *Portland is growing and changing; the student body is increasingly diverse, and the education system is going to change.*

- *The Relational World View Model is based on indigenous values and creates a mind, body, and spirit context.*

- *Talk with students, including NAYA students. Show them design ideas and get their feedback about what they like and what they would change.*

- *Focus on learning versus teaching. Focus on nurturing growth, on shared space versus controlled space, and on collaboration (teachers working together in teams).*

- *Collaboration integrates and contextualizes learning. English and science don't operate in isolation.*

- *How a student learns must be front and center. Kids learn better from other kids. They learn better when they are engaged and feel wanted—and when they feel free to express themselves.*

- *The design should be fluid; it should be possible to create spaces for small, medium, and large groups—not by taking kids somewhere else, but right here. It should be possible to create connections, and a sense of cohesion, among spaces.*

- *It should be possible to shape and reshape the learning environment.*

- *Creativity is limited by space; remove constraints that prevent students from fully using the school.*

- *Classrooms should have connections to the outdoors and views to the exterior.*

- *The school grounds should incorporate outdoor learning spaces (e.g., indigenous science) as well as places for play and leisure.*

- *High school students need hands-on learning opportunities (including CTE classes).*

- *Technology is reshaping the way we work and learn. You don't have to sit at a desk all day.*

- *Discard traditional desks and think about furniture in new ways.*

- *The district should provide support for teen parents by offering a parenting curriculum located where young parents are. Onsite childcare would allow parents to help at their child's school, as well as support student parents.*

- *The school should be energy-efficient (e.g., solar panels), not only to save money but also to model responsible consumption. The building should be a learning tool: we are caretakers of the earth.*

Partnerships

- *We need community involvement in our schools, and we should include our community in how we think about redesign.*

- *It isn't enough to say we want parents and community involved; you have to design for that. The design should be intentional in providing for parent volunteers, community partners, and wraparound service providers.*

- *Create space for early childhood education; there are partnership opportunities.*

- *Cultural symbols, rituals, and family are important to native students. The school should support integrated "cradle to elder" opportunities.*

Safety and Security

- *Create safe places without walling off students, because that leads to isolating people.*

- *Your sense of safety has more to do with interactions than with the physical space. It's about whether you are treated with respect and feel welcome and free to express a different viewpoint. Students who feel safe feel supported and are eager to learn.*

- *If you have a community learning place, rather than isolated teaching spaces, then 900 eyes see what's going on. The community takes responsibility for safety.*

- *Franklin's restorative justice program is a good example of how redirect energy in kids. What kind of space is needed to support that program?*

Critical Physical Attributes

- *Create something beautiful that honors the community.*

- *An appealing environment would have a strong central space and radiate out in concentric circles. It would include fireplaces and lots of art and color and natural light. The design should express the value of community.*

- *The school should provide a strong home base for kids of all ages. They need to feel that this is their space, especially kids who have had to move frequently.*

- *The school should not feel like an institution.*

- *The design should express: cultural identity, concern for safety, relevance to community, connection to community, inclusion, and intentionality.*

- *The school should foster physical, spiritual, and mental health.*

- *The design should celebrate native history and culture. It should honor what we care about and be intentional about culture.*

- *The design should express idealism, expectations, and hope.*

- *We need to welcome cultural diversity. We need a meeting hall: a place to gather, dance, and talk.*

- *The school entry should be welcoming, with a communal feel.*

- *The school should have a "strong front door" and be easy to navigate.*

- *Help people navigate the school with multilingual signs; consider using smart phones to help people find their way.*

- *Every area of a school should have ample natural light and a sense of place.*

- *The school should include common spaces.*

- *The school should contain a family room.*

- *Avoid stairs.*

- *All schools should have scratch kitchens that support the preparation of healthy food, even if the district's food service program doesn't staff it.*

- *How do we make the cafeteria inviting, exciting, and creative—a place students want to be? Consider allowing students to make their own food and encourage teachers and students to eat together.*

- *Repurpose under-utilized spaces in high schools and use some of them to support socialization.*

- *Use healthy building materials. To the extent practical, use locally sourced materials.*

Other Areas of Interest or Concern

- *School happens around your life—not the other way round. School is one component of life. Life happens in this place—and I get an education.*

- *It's important that native-owned businesses have opportunities to participate in bond contracts.*

- *People need to feel involved. They need feedback to close the loop: check in and check back.*

Words and Phrases

inviting	*convenient*	*adaptable*
holistic	*cultural*	*sustainable*
creative	*round*	*safe*
proud	*culturally appropriate*	*light*
non-intuitional	*communal*	*inclusive*
innovative	*nurturing*	*synergistic*
experiential	*accessibility*	*motivational*

(student-centered) learning spaces versus (teacher controlled) educational spaces

integrated into the community and landscape

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: March 21, 2013
Location: Baltazar Ortiz Center
Conveners: Debbie Barnhart and Teresa Rule (Latino Equipo)
Participants: 9
Agencies represented: [requested]

Learning Environments

- *The learning experience must include the arts. There should be professional art in the building and on the grounds, and the building should support students in making and displaying their own art.*

- *A community garden would provide important learning opportunities, especially for students who don't do as well in a traditional classroom curriculum.*

- *From kindergarten through twelfth grade, kids need to have access to computers—the latest equipment—and to know how to use them.*

- *Schools should have the facilities to support both the sciences and the arts.*

- *P.E. is indispensible and should be returned to the core curriculum.*

- *Some young kids have trouble sitting still in a hard chair all day. They learn hands-on. They need space to move around in, carpets and pillows on the floor, lots of learning resources.*

- *Schools for young children should be organized more like a home.*

- *Schools need to teach (and the adults in them need to model) the value of diversity, sensitivity, and cross-cultural communication. We need to appreciate not only our differences, but also our similarities.*

- *Our kids need to be global thinkers, because they will live in a global economy.*

Partnerships

- *The school should support community use and also summer activities for children and youth with facilities such as a swimming pool and a recreation room.*

- *Not all high schools welcome community outreach workers (especially those working on issues like drugs and alcohol), and some students don't feel connected to school (and if they don't, their parents won't either). These families may feel more comfortable coming to a place like the Ortiz Center. The high school could put staff members here, where the parents could come and see them. If we worked together, we could help students and families make those connections. It's also possible Ortiz Center staff could be located in schools. There is openness to collaboration.*

- *After-school services are critical, especially for kids who live in high-risk areas. The juvenile justice issues many minority students encounter start between 3:00 p.m. and 7:00 p.m., when they have nothing to do, and there's no one to help them with their homework. Kids need physical activity, art, food, homework help, computers—it would save lives.*

- *Aloha High School has a successful homework club (run by the band teacher and coaches; delivered by seniors, alumni volunteers, and volunteer teachers) to help students who want to play sports or in the band. Kids have to have a 3.0 GPA to play, so they have an incentive. Now Nike is a partner, providing speakers and some uniforms and equipment. This program really works. It can be hard to get Latino students to turn out for sports, because they don't have the money or don't see other Latinos doing it or need academic support.*

- *If you want students to stay after school for services, you need to provide a nice environment, comfortable furniture—and food.*

Safety and Security

- *The schools have to be secure for both students and staff.*

- *Schools with multiple buildings have more security problems.*

- *The main entrance should be open; however it should have cameras, and the office staff should be able to see who's coming in. But don't put cameras everywhere, because of the cost.*

- *If there's a lockdown, teachers need to be able to lock their classrooms from the inside.*

- *Restrooms should ensure student security and protect student privacy.*

- *Schools should also be safe in case there's an earthquake or other natural disaster.*

Critical Physical Attributes

- *The school entrance should be welcoming. For parents, the office (and the people who work there) are the face of the school. The main entry creates the image not only of the school but also of the whole organization.*

- *From the entry, you should be able to easily navigate the whole school.*

- *The entry of Parkrose [High School] draws you in and makes you want to see the rest of the building: the colors, the windows, the art, the wood—it's attractive. There's a meeting room near the entrance and glass around the library. Harvey Scott also has an appealing entry.*

- *Long hallways without any visual appeal do not draw you into a school.*

- *Recreational areas (e.g., video games) and social areas (where students can hang out in a positive way) are important to making school a welcoming place for students.*

- *It's good to incorporate the cultural element in the design to make the school more welcoming.*

- *The school should reflect the diversity of its enrollment—maybe display the flags of all the nations its students come from.*

- *Bilingual signage helps to make students and families feel welcome.*

- *School health clinics should be designed to protect confidentiality, to support mental health needs, and to add capacity if enrollment increases. Exam rooms should be equipped with up-to-date furnishings, equipment, and technology.*

- *The school needs appropriate spaces for alternative discipline programs (so they don't displace the counselors).*

- *The school should be friendly to the staff too (e.g., ergonomic workstations).*

- *In this climate, covered outdoor play areas are essential. We know exercise helps students learn and also helps fight obesity.*

- *Indoor play and social areas are also important, so kids have choices at recess time.*

- *All of the restrooms in our schools need to be upgraded.*

- *The cafeterias need to be renovated—and reinvented (to be more like food courts).*

- *The design should ensure sustainability in materials and in design.*

- *For students, the design should support fluid movement between school and community learning and resource spaces.*

Other Areas of Interest or Concern

- *There should be more minority teachers in the classrooms; we need to help our youth to become teachers.*

- *There must also be minority and bilingual counselors because those are the people students (and their parents) go to when they need help solving problems. They need to see people who look like them, people they feel they can trust.*

- *The name of the school (e.g., Cesar Chavez) is another way to help students connect to school and to make families feel welcome.*

- *A principal who reaches out to the community, who greets people, who helps to solve problems— that also creates a welcoming environment.*

- *Not all of the students receiving ESL services need to be in there. For some students, it would be better not to pull them out of their classrooms; but many parents don't understand they have the right to waive services.*

- *School buildings could generate revenue, if they had the right kinds of spaces to rent.*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: April 3, 2013
Location: Catholic Charities
Convener: Carmen Rubio (Latino Network)
Participants: 12

Learning Environments

- *Before design, you need to understand the population to be served, so you know how best to serve them. Take into account who your students are, where they're from, and what they need.*

- *Two important values for Latinos are family and sense of community. Opportunities for parents, such as GED and computer classes, would also help students. Schools should be designed to serve students during the day and families and the community in the evening. This would make schools welcoming spaces, which will help break down barriers—and that would support student academic achievement.*

- *We tend to think about "Latino students" and "special education students," but some kids are both; and inclusion is important for these kids. It's not just the physical barriers; there are all kinds of disabilities. The bright colors that are attractive to many students may be distracting to others, who need a calming environment. Sports and movement opportunities are very important, especially to students with ADHD. Light is important to students at risk of depression.*

- *Use technology to ensure that all classes are available to all students (e.g., video streaming). Consider alternatives to stairs (e.g., long ramps).*

- *The school should have collaborative workspaces, active-experience places where movement is possible. Maybe kids sitting on exercise balls instead of chairs. The question is: what kind of culture are you trying to build? What would a culture of learning look like for a specific community? It shouldn't be a cookie-cutter approach.*

- *Many students do better in a circular, more interactive environment (versus rows of desks). Look at Clarendon—the incredible flow, the way kids could interact.*

- *There are alternatives to rows of desks: whiteboard tables, moveable whiteboard walls, letting kids use personal devices. Kids don't need to sit at tables.*

- *Classrooms should have flexible furnishings, such as semicircular tables that can be arranged in small or large groups (as seen at Notre Dame's Mendoza School of Business).*

- *Flexible furnishings that allow for movement would be good for students.*

- *The world is changing, in terms of technology; and we need to think about what kinds of technology will be sustainable for years to come. For example, colleges and universities are moving toward online learning, but students need to start that in K-12.*

- *All schools should have the infrastructure to support connectivity and classroom instruction. Teachers need to be able to communicate with the office and with parents. If we want students to achieve in math and science, they need to have technology.*

- *Things like interactive whiteboards are now considered basic classroom equipment.*

- *We need to establish minimum standards for 21st century excellence (like school-wide wireless access)—and not settle for anything less.*

- *Have evening computer labs for students and their families. Some kids don't have access to computers and the internet at home, but teachers expect students to complete assignments on computers. Introduce technology skills at an earlier age.*

- *The design should reflect instructional best practices and also exhibit local values.*

- *The design should express green values, because that's particular to Portland. Education starts with stewardship of nature.*

- *Early learning is important to kindergarten readiness, and it introduces parents to the school earlier, which helps to break down barriers. It could be daily preschool or parent/child activities two or three times a week.*

- *The design should consider the needs of refugee and immigrant children who arrive in the U.S. after kindergarten.*

- *Thinking about keeping high school students engaged and about the governor's 40/40/20 plan, we need to redevelop CTE programs and business partnerships. We need to take advantage of the many independent businesses in Portland and of the willingness of people in the community to serve as resources for students and schools. Partners could help students create in-school businesses (e.g., coffee shop, clothing resale shop) where they can learn job skills.*

Partnerships

- *Too often, special education, ESL, and community partners are all out in the portables—and these are the partners who bring significant services to students and families. It's hard for families to access services when those programs are way in the back of the building.*

- *Support community partners by creating a partnership space where they can work together, which includes confidential meeting spaces and flexible spaces. One way to honor the community is to support community partners.*

- *Locate the partnership space near the teacher lounge, to allow for frequent contact and foster communication about individual students and their needs.*

- *The partnership space could have moveable walls so you can create spaces of different sizes for different activities—instruction, meetings, etc. Remove the barriers.*

- *There should be ample, securable, out-of-sight storage in classrooms, because that would make teachers more amenable to working with partners.*

- *Bringing in partners brings in the community. Look for opportunities to co-locate programs, with the library and with parks and recreation.*

- *Community health clinics would be available to parents as well as students if they were open in the evenings. Oral health is a big issue, and we need to incorporate mental health services. Design for function. Don't let these programs be after-thoughts.*

Safety and Security

- *For some Latino students, school is a pipeline to prison. We need to create places of safety for these kids, places where people are watching out for them and providing the intervention services they need.*

- *How can the design engage high school students? How can it create welcoming spaces so kids don't have to go off campus? It's especially important when you consider the risks in the environments around some schools.*

- *If the school offered everything students needed on campus, they would have no reason to leave. You don't want students to leave campus, because you don't know what they may run into or whether they will come back.*

- *The design should encourage students to be active, through extracurricular facilities and programs—even just walking around the school. Great athletic facilities motivate students to participate.*

- *We don't want the school to look like a prison or an airport, but there is a need to prevent gun violence. How can we create a safe space?*

- *A sensory room (a quiet space where you can deescalate) is a good space for all students. They're designed with safety in mind.*

Critical Physical Attributes

- *A welcoming atmosphere is important. Things like displaying the flags of the nations students come from, artwork that reflects their cultures, bilingual signage—even a voiceover welcome in the students' native languages playing in the entry when they arrive—help to make a school welcoming. It's more than just the structure.*

- *The image of the school should not be "corporate"; it should be more like "farmers market." The design of the school can send a powerful message.*

- *Do what McMenamins does to introduce art: collaborate with local artists to make schools welcoming to different communities.*

- *The school should have a welcoming office—and people in the office (and also teachers and administrators) who reflect the community and can speak to parents in their own language.*

- *"Welcoming" means accessible to all members of the community, not just students. You need to go beyond ADA compliance. If disabled access is remote from the entrance, that's not welcoming.*

- *SUN Community Schools are examples of welcoming school environments, especially when the whole school site is used for families and community. Think about multi-use, multi-modal use of classrooms, with an art studio and science and language instruction happening one after the other in the same flexible spaces. Community is the key; we need to build that in. Twenty-first century schools will look more like community spaces.*

- *Universal Design for Learning (UDL) allows for differentiated use of spaces. An example is the parent room at Ockley Green; it creates community buy-in, and it has technology that helps people learn about the school.*

- *The design should provide flexibility for the future.*

- *The design should plan for enrollment expansion and contraction. When schools grow, the ESL program (and kids) are put in portables, and are therefore excluded.*

- *The key is to remove the institutional feel of schools, the unfriendliness, to create places where students want to hang out. If you ask students where they'd like to be, they'll say the coffee shop, where there's Wi-Fi and they can relax. Start with the infrastructure; it's not just about colors.*

- *Coffee shops and pubs are the places where people feel safe, comfortable, welcome, invited. These things are missing in schools. PPS has a history of segregating students, removing them from the classroom to a resource room or busing them away from the neighborhood school. UDL accommodates all students.*

- *One of the barriers to participation in family meetings and teacher/parent conferences is the need for childcare. If the school had a preschool place, it could be used for childcare—and a preschool program would be a way to bring families with young children into the school before their children reach kindergarten age.*

- *Cafeterias should be inviting places with healthy foods that are served in a way that educates students about making good choices (e.g., kid-friendly icons, green/yellow/red labels).*

- *Cafeterias can be used outside food-service hours for meetings and work groups. You need to get multiple uses from the investment in a large space. If it will be a multiple-use space, it shouldn't look only like a cafeteria.*

- *The cafeteria should be like a kitchen—the heart of the home, where everyone gathers. A small, intimate space with multiple purposes where people can learn from each other.*

- *The cafeteria should have small round tables that encourage sociability and accommodate students with disabilities (instead of long tables with attached benches).*

- *The concept of a plaza (a common hub, the heart of the school) is important.*

- *What you call a space matters. At Nike, the cafeteria is called "the kitchen." There's a difference between a "sports center" and a "gym."*

- *The cafeteria as a marketplace is a good idea—and would celebrate Portland's image as a foodie town.*

- *The cafeteria should be open to the outdoors, with sliding glass doors onto a courtyard (covered so students can be out there when it rains).*

- *The school also needs covered outdoor play areas.*

- *There should be an alternative space for kids who don't want to be in the gym during recess when it's raining—an indoor place where they can have some quiet time.*

- *The grounds should include an urban garden that provides produce for the kitchen, and also areas that support science instruction.*

- *Water is a soothing element that could be incorporated into the design, to create a space where you can feel peaceful.*

- *We need to think about teachers too. How can we make their jobs easier so they can focus on kids?*

- *Look at where things are. How far does the teacher have to walk to make copies? How easy is it for the teacher to see students doing different things?*

Other Areas of Interest or Concern

- *The design challenge is to understand and meet the needs of members of the community you're serving. Look at Doernbecher: the animals instead of room numbers, the graphics on the ceiling for kids on gurneys. It's about trying to meet the needs of various cultures and also of people with different disabilities.*

- *NAYA is an example of a place that lacks spaces and equipment but works well. Students come from all over the county at eight in the morning and leave at eight in the evening. Their families choose to come after school because they offer great wraparound services and have a great staff that reflects the community. People in schools have to represent the community—men and women, teachers and administrators of color.*

- *The transition in mindset is important too. People need to understand why new space is different or we won't get what we want, because they won't understand how to use it.*

- *None of this matters if you don't have the right people in the school, trained and welcoming.*

- *For partners (like the SUN Community Schools), the best schools are where there's true buy-in from the staff and the building leadership. That's more important than space.*

- *The design should provide culturally relevant and competent spaces. The district has adopted a policy, but it lacks practice. Cultural competency will engage students and make families feel welcome—but it has to be the practice.*

- *Encourage the community to use the school grounds, as a gathering place and an exercise/walking place.*

- *Schools that are accessible to the community create buy-in; and community members can be resources to schools, to strengthen programs.*

Words – One Word Description of What Schools Should Be

inclusive	*engaged*	*collaboration*
community	*community-focused*	*welcoming*
creative	*fun*	*flexible*
engaging	*safe*	*innovative*
light	*hopeful*	*non-institutional*
connected	*learning*	*open*
accessible	*warm*	*brilliant*
prideful	*inviting*	*diverse*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: April 11, 2013
Location: Blanchard Education Service Center (BESC)
Conveners: Jeanine Fukuda (PPS Administrators of Color)
Participants: 15

Learning Environments

- *Is school a building? Does everyone have to come to the same place, or could school go where students are? Could school go to migrant families? Could there be mobile teaching stations and mobile technology?*

- *Some students need to have education brought to them. How can we use technology to support the learning of students who cannot attend school (e.g., teen parents and students who must care for siblings)?*

- *Why do we have kids in boxes? Does a classroom have to be a box? Can it be a different shape (circular, octagonal)?*

- *A school should have the feeling of home. The kindergarten classrooms at Rosa Parks feel like home because they have toilets and a kitchen with a refrigerator for snacks.*

- *There should be a sense of visual openness and things to see. It's okay for kids' minds to wander.*

- *We need to think about what students may be doing in the future. They may be using personal iPads; they may need mobile science labs and a variety of performance and exhibition spaces.*

- *What does the future hold? If education is moving online, how will that affect the building? How are students using technology now, and how could they be using it in the future? Take advantage of online opportunities to support independent learning. Take advantage of the devices students already have.*

- *However we use technology in the future, kids will always need face-to-face interactions.*

- *The schools should have robust technology. Increase students' access to technology in school and find ways to ensure equitable access to technology after school.*

- *Some Latino parents will not bring their children to daycare. We need technology solutions to engage these kids in learning.*

- *What will education look like in 20 years? How will we teach life skills?*

- *Design a variety of spaces to accommodate different learning styles — kinetic, aural, and visual.*

- *Schools should facilitate the development of creativity, critical thinking, and problem solving through applied learning.*

- *Employers are demanding independent learners and critical thinkers who can demonstrate proficiency, and project-based learning helps students develop those skills. Provide spaces that support a variety of project-based learning opportunities.*

- *Classrooms should be designed to accommodate a large circle of learning and different styles of learning.*

- *Display maps strategically around the school where they can be seen by students and used as teaching tools.*

- *Plan for the possibility that the pre-kindergarten program enrolls three-year olds in the future.*

- *Design the school to support teachers by making classrooms with adequate storage and enough room to move among students; providing effective instructional and communications technology; and encouraging teaming and collaboration.*

- *Provide gathering places where teachers can be collaborative and create community.*

- *Should teachers own their classrooms?*

- *Do we need teacher desks in classrooms? What does that say? Consider furniture that encourages conversation and collaboration.*

- *Classrooms should have adjustable desks and chairs for students.*

Partnerships

- *The school should provide spaces that support the services of community partners.*

- *Ensure that students' basic needs are met. Create a 24/7 school that offers kids a safe place to be and wraparound services and that provides services for parents. Consider dorms for students who need housing. It's important to include parents if we want to meet students' needs.*

- *Provide space for a school/business hybrid that combines a business with learning opportunities for students. Could a school have a grocery store, a credit union?*

Safety and Security

- *Schools should have good exterior lighting.*

- *Schools should be designed for good visibility inside and outside.*

- *Install security cameras.*

- *Don't install metal detectors.*

- *Use key-card entry systems.*

- *Avoid blind spots in the interior as well as the exterior.*

- *Place the office at the main entry, so the office staff can see people entering the school.*

- *Relationships are important to security, so it's important to create a community.*

- *We won't circumvent all security issues, because that's beyond structural issues.*

Critical Physical Attributes

- *Sunlight*

- *Open, airy, cheerful*

- *Room to move*

- *Schools should be comfortable all year, which means air conditioning in the summer as well as heat in the winter.*

- *There should be elements that are calming (such as water feature).*

- *Buzzers and bells (with the exception of fire alarms) should be pleasant and calming.*

- *The building should have areas where the school can engage the community. Create flexible spaces that can be opened up to welcome the larger community.*

- *Allow interior spaces to expand into outdoor spaces with roll-up garage doors.*

- *Schools should go up, not out. The upper floor could provide space for training, a health clinic, even businesses.*

- *Integrate play into the learning — and into the school (e.g., a slide to the lower floor).*

- *The design should reflect the culture of the neighborhood and the students' nations of origin.*

- *Create a sense of cultural identity for the school. The architecture should reflect the people inside. Consider culturally specific design. Kids should feel that it's their school, that they belong there.*

- *We should reflect all cultures in every district school building.*

- *Find multiple ways to express culture: designs on walls and floors as well as art displays.*

- *Culturally specific design should extend to the landscaping and art placed in the school and grounds.*

- *Place multilingual signage at major points in the school (e.g., the office, cafeteria, restrooms, library, gymnasium, exits). Or use English signs with recognized symbols.*

- *Acoustics are important. If you can't hear, how can you build community, family, and belonging?*

- *If the school is more than one story, think about connecting the floors in ways other than stairs; second floor environments should be accessible and welcoming to all students.*

- *Design the school to accommodate the needs of all students, not only the students who have mobility challenges but also the students who have other challenges (e.g., hearing impairment).*

- *The school should incorporate spaces that support professional development activities.*

- *The school office should be a welcoming center. Look at luxury hotels for examples of an intimate and welcoming experience.*

- *Rethink "office." Think about how people will enter the school. Make the entry of the school a community gathering place, as well as the office.*

- *When you design the entry, consider how all users of the building will approach the school, including parents and families who come from different cultures and speak different languages. What do they see first and what appeals to them?*

- *Create a family engagement room or meeting room where headsets are incorporated into the furniture, so guests can turn to the appropriate channel to receive native language translation. Include a space where interpreters can listen and interpret.*

- *Think about the school through a student's eyes. Where are kids going to hang out?*

- *An open courtyard is a good idea, especially for a high school with a closed campus.*

- *Gathering places are important. High school students should have a large, open gathering space that's available during school hours.*

- *Design the school to adapt to future changes in enrollment and program. Design for a larger enrollment in the future and rent out space until it's needed. Design multi-purpose, flexible spaces that can easily be adapted to another use in the future.*

- *Make sure there are spaces for new programs and changes to existing programs (e.g., Head Start).*

- *Design for flexibility, including future changes in floor plans.*

- *Schools should support different kinds of sports (e.g. badminton, ping-pong, and chess).*

- *Design playgrounds and gyms to encourage students to play a wider range of sports, including those from other cultures.*

- *Include playground equipment that encourages children from different cultures to play games they know. The school should have playground structures that are culturally familiar to students.*

- *The school should have comfortable, functional spaces for after-school activities.*

- *The grounds should incorporate a rain garden.*

- *Providing adequate parking for teachers and parents.*

- *Make the school look like the real world.*

Other Areas of Interest or Concern

- *Family, community, and belonging: in 50 years, these will still be our core values.*

- *Consider the implications of school names (e.g., both Lincoln and Jefferson were slaveholders). School names should honor the great leaders of various cultures. School names help kids develop a sense of ownership.*

- *Kids need to feel a sense of investment and ownership in their schools.*

- *The challenge is to build a school that is welcoming to all students and doesn't isolate any group.*

- *Provide onsite housing for teachers.*

- *We should look at new schools in our area, both for good ideas and for things that didn't work as people hope they would.*

- *Talk to the people at Rosa Parks about lessons learned.*

- *Look at schools through the eyes of color.*

- *School meeting and performance spaces (e.g., the gymnasium) and the district's boardroom should be like the United Nations (i.e., headsets for interpretation in multiple languages).*

- *A great building needs a great culture, and that's set by the leadership and the teachers.*

Words and Phrases Describing What Schools Should be

engaging	*inspiring*	*multicultural*
vibrant	*community*	*functional*
expanding	*comprehensive*	*innovative*
inclusive	*exciting*	*happy*
safe	*strategic*	*creative*
eco-friendly	*green*	*fun*
Oregonian	*flexibility*	*accessible*
artsy	*student-centered*	*open*
light	*friendly*	*bright*
futurist	*resourceful*	*multi-purpose*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: April 13, 2013
Location: Portland Airport Holiday Inn
Conveners: Angela Jarvis-Holland, Northwest Down Syndrome Association; All Born In
Conference Coordinator
Participants: 10

Learning Environments

- *Flexibility: options for teachers to have flexibility in how/where they can have instructional moments*
- *Every place in the building should/could be a place for teaching/learning*
- *"Sound fields" are important and easier to build into new buildings rather than retrofits*
- *Design so that kids can move. This would reduce "behavioral" referrals*
- *Why draw a box around school? The learning environment extends beyond schools walls*
  - *Brick and mortar space should let the outside in*
- *Opal school example – extension of regular class so kids can move around – not "sent" to a place with the stigma of referral*
- *Every school should have lots of natural light*
- *Space should be designed to decrease stress*
- *Environments for students should be well connected and meet all needs*
- *No sharp edges*
- *Need quiet spots*
- *We have an exceptional natural environment; we need to design better access to it*
- *Sharing how/what we know rather than doing the same thing replicated everywhere*
- *PBIS – Positive Behavioral Supports*
  - *Help mitigate behavioral issues – suspension & expulsion*
  - *How curriculum and behavior are inter-twined*

Partnerships

- *Occupant behavior changes: Physical design and occupant behavior need to work together continuously to allow building users equal access to all buildings.*
- *Teachers need to be prepared for these new spaces*

Safety and Security

- *Access for all users will require some physical changes to schools e.g. track systems for kids like surgical rooms that can lift and move people*

Critical Physical Attributes

- *Need space for de-escalation AND for movement*
- *The absolutes are with people, not technology. What are those?*

- *User input: Collaborative Life Sciences Building at OSHU was a project that included user input in both the design and operations of the facility*
- *Able bodied people move in three dimensional ways – people with mobility issues can't*
- *Buildings don't need to have internal walls*
- *Future buildings shouldn't have immovable walls unless they're load bearing*
- *Behavioral rooms need to be removed all together*
- *Human beings need to be respected. Humans don't respond well to exclusion*
- *Universal design, when you think about it globally extends beyond the school building, school campus and looks at the community that surrounds them*
- *Spirit catches you and you fall down*
- *Experience should be seamless*
  - *This is not a matter of tearing apart architecturally important features*
- *Adjustability*
- *Everything wont' be right for everybody; need to be change able*
- *It's OK to go where you need to go – there should be no stigma about this.*

Other Areas of Interest or Concern
- *Ubiquitous wireless connectivity including beyond the building*
- *The big unknown – technology changes every six months. How do we plan for that ongoing morphing?*
- *Flexible infrastructure is critical*
- *Pioneer square has the stairs/ramp integration – this is great for everyone*
- *Schools need to be the most inviting place in town"*
- *Schools need to have a communal gathering place*
- *Mitigate "code shift" about racial equity*
- *A sense of place*
- *Differentiation is a basic expectation in schools (not about special ed)*
- *Have hierarchy of needs in an educational settings:*
  - *Belong*
  - *Make contributions*
  - *Be valued*
  - *Be joyful*
  - *Be safe*
- *Avoid notion of "you belong inside/you belong outside*
- *Approach taken to classroom integration needs to be more consistent*
- *Libraries = technology pod*
  - *Cloud*
  - *Seamless*
  - *Wireless*
  - *Interconnected*
- *The overlap need to be much bigger*
- *We need to step back from our preconceived notion of what school is*
- *Environments of interactivity*
- *Our bodies respond to smells and sound that have been stripped out of our environment*
  - *Pump in smells; sounds of water*
- *UDL no longer a word*

Words – One Word Description of What Schools Should Be

Flexible

Fresh

Celebration

Equity – all

Clouds

Dynamic

Justice

Collaboration

Intimate

Green space

Comfort

Inspiring

*Journey (not a destination_*

Myth of accessible bathroom

Respect

Sharing

Seamless

Belonging

No fault lines

Usable

Freedom

Constantly

Safety

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: April 23, 2013
Location: Market Center Building, Portland State University
Conveners: Ted Wolf (Our Portland, Our Schools; Scott Overton, Oregon PTA)
Participants: 17

Learning Environments

- *Schools should express the value placed on individual students, and their teachers. Coming through the door, they should know they're doing something really important. The design should emphasize collaborative learning, working together, flexibility, adapting to new ways of teaching and learning, and experiential learning. Get away from passive education. It should be an exciting, vibrant place.*

- *The school should foster a sense of community and encourage innovation. These are our future leaders and workers, and the environment should allow students to explore that potential.*

- *Schools ought to be living labs, inspiring places kids are excited to be in. The building belongs to the teachers and students, and they should be able to alter it and use it as a learning lab (e.g., science experiments on the roof).*

- *Schools should offer education in the classical sense, not just job training. They should educate the whole child, enabling all students to develop their skills and talents to the highest potential.*

- *Design to optimize child learning. That means lots of color, light, and openness. (These qualities also help children to feel more secure in the school environment.)*

- *Be visionary. Find out what education will be like in 50 years and design forward. Somewhere the schools exist that can tell us what education will look like. Don't design another high school that looks like the ones we have. Maintain the fabric of the neighborhood [in terms of historic façade], but create a totally different school inside.*

- *Franklin High School will be 100 years old this year, and whatever we do there must last another 100 years. Educators are always innovating, and these schools must accommodate those changes over the 21st century. Personally, I would like to restore the robust educational opportunities of the past (e.g., more foreign languages); but the point is that things will change.*

- *Students need multi-threaded educational opportunities. They should be able to choose their own paths through their high school careers, mixing academic and vocational classes based on their individual interests and strengths.*

- *The design should create collaborative spaces that support student learning.*

- *The design should focus on kids and teachers—and the interaction between them.*

- *We're so far behind, it can be an advantage. We can skip today's standards and go on to the next thing.*

- *School should be a place where kids participate in their education—rather than being "educated at." It should support holistic, flexible learning.*

- *Kids will make space their own and find the spaces they need; but a school can be designed to support student learning.*

- *Students need to get up and move around, that's when they're most engaged, whether it's at recess or in the classroom. That's why they like going out to art and music and P.E.: they can move.*

- *Elementary classrooms should be large enough to have both a central area with round tables and also breakout spaces where students can do their own thing, individually or in small workgroups, all visible to the teacher.*

- *Classrooms need good acoustics.*

- *Furniture is really important. Comfort matters when students are expected to sit for so long, and there are new ideas about classroom chairs that allow students to move.*

Partnerships

- *Permeability. Our schools are set back and buffered from the street, but in the future there should be a dynamic exchange between the school and the surrounding neighborhood—with the trades and with the arts and creativity of the community. Schools should be renewed by the constant infusion of the community life they serve.*

- *Grant High School has learning gardens that support interactive learning and help students feel attached to the school; and there's a community garden next door, which is also a learning opportunity. Community connections can create learning opportunities. There should be a flow between the school and the community that helps kids feel connected. Inspiration, coupled with pride and ownership.*

- *PPS should enter into partnerships in which Portland Parks and Recreation takes over the maintenance of school grounds. School grounds or parks—what's the difference when it comes to maintenance?*

- *If you make school a welcoming place people want to be in, you will have people populating the building and happy to be there. The more people, the safer students will be. You could have a theater company in the evening and a swim club in the early morning. More community involvement through partnerships would have the added benefit of helping people feel connected to the schools, especially people without children in the schools.*

- *The school should be the center of the neighborhood. It should be connected to the neighborhood and accessible to the neighborhood physically and temporally, serving the community day and night. It should find ways to include adults who don't have children.*

- *The school campus should support students and the community and allow the community to support students and schools.*

Safety and Security

- *The design should consider all aspects of safety (e.g., seismic).*

- *The neighborhood schools should be beacons, places where the community can go for shelter and assistance in the case of an emergency, such as a seismic event. It would send a powerful message: this school is designed to be a safe place, a beacon for our community.*

- *We need to define safety. If it's an intruder with a gun, our high schools are hard to secure because students have to move between buildings during the day and there's no one front door. That's different from seismic safety.*

- *You could take a zonal approach. Make some areas of the school accessible to the community (such as the gym, pool, performing arts center, library), but don't allow access from those areas to the rest of the building.*

- *Open buildings may actually promote safety. The issue is more about not having dark corners, about ensuring transparency. Security is more about how people enter the buildings, providing for effective supervision of entries and of the interior.*

- *Design for interior transparency (e.g., sidelight in classroom doors).*

- *There is safety in numbers. Students are safer when there are lots of people around. We have a distorted sense of risk. The real risk isn't the outsider with an automatic weapon, although that's awful when it happens. But child abuse is more likely, and that happens when no one can see. The more adults around, the safer kids are. A 24/7 school would be very different from our schools now, which are creepy places after 9:00 p.m.—no light, no people.*

- *It's "fear mentality meaning lockdown" versus "keeping buildings populated." Keep campuses safe through partnerships that make them 24-hour campuses.*

- *Safety depends on the age of the children. As they get older, there's a gradual opening to the world. It's different at elementary, middle school, and high school.*

- *Having more people around is more important in the lower grades.*

Critical Physical Attributes

- *Find ways to preserve the historic nature of Portland's older school buildings and, at the same time, to introduce sustainability features, such as solar panels.*

- *Energy efficiency is important because we won't get the educational programs we want unless we can reduce operating costs and redirect that money to funding teachers.*

- *Preserving the historic nature of school interiors is important too. A lot can be said for permanence, solidity, tradition. In Europe, I taught in a building that was 400 years old. Old buildings that were well done can be inspiring. Think about Rockefeller Center.*

- *We need to remember that not all PPS schools have historic value.*

- *We need to be selective about how we treat historic buildings. It's not black-and-white. Schools need to be efficient and creative.*

- *If we build quality new buildings, in 100 years people will think they're historic. We should value history, but not be straightjacketed by the past. We need to take a cold, hard look at whether we're doing the right thing. Don't spend a lot of money on seismic upgrades at old buildings when there*

are more cost-effective alternatives. We can't spend money on sentiment when it means leaving other students—or the ability to deliver the educational program—at risk.

- *First impressions are important. Roosevelt students are proud of their school because it is beautiful.*

- *It's important to design and build for easy maintenance; when schools aren't taken care of, it doesn't matter how beautiful the buildings are.*

- *Schools can inspire students by celebrating what they do every day, by bringing it to their attention and helping them to see its importance. Visitors too should see that students there are doing something special. Display student art and other work. Get kids involved in the building's dynamics (e.g., heating and cooling, lighting); use the building as a teaching tool.*

- *Have things students have done displayed visually for students, not the same things year after year: different things that represent the school in different ways over time (e.g., a senior class project).*

- *The design of the school should tell students how important a place it is. It should be like the beautiful old Suzzallo Library at the University of Washington. It says: this is a real college; you have to be quiet and learn in a place like this.*

- *A school should be awe–inspiring. Take advantage of Franklin's three stories to create an inspiring open space, something like the central atriums in some high-rise hotels, which provide a sense of height and also introduce natural light. (We could place the Benjamin Franklin statue there.)*

- *We want students, staff, and parents to be proud of how functional and smart the school is, how well designed it is—not just how nice it looks from the street.*

- *I was surprised to hear a student say he didn't want to lose "the comfortable funkiness" of Lincoln.*

- *What's inspiring to students is having spaces that are about teaching and learning. First of all, they must be comfortable. When you walk into a school, you should know that it's a place where learning happens. You should see representations of learning all around you. Schools are inspiring because of the learning that happens in them.*

- *The design of the school should communicate that the students and what they're doing are important.*

- *The spaces my children like are the playground (which isn't great, but is outside) and field trips—everything that's outside the school—because the school has lost its appeal, due to age and lack of maintenance.*

- *Landscaping can be like a fresh coat of paint. Think about what we can do on the school grounds to reduce maintenance, and also draw people in.*

- *The perimeter should draw people in, but keeps cars out—so the students own the space.*

- *Nice grounds would attract partners that bring needed services to kids and families as well as and revenue to the district.*

- *There should be a central space that is designed on a human scale, is comfortable and welcoming, and provides spaces for learning as well as socializing.*

- *The building should have soft places that are more like a living room, where students can go when they need to relax.*

- *The Lincoln corridor, with its lawn chairs and impromptu picnics, is a great place at lunchtime. There's something special about people breaking bread together.*

- *There's community around food. In high school, kids went with their groups at lunchtime, the band kids to the band room for example. They created alternatives when the school lacked places that provided opportunities for socializing and the cafeteria wasn't a place they wanted to be.*

- *Students go to different rooms to avoid the cafeteria: the chaos, the smell, the unappealing food, the rigid furniture, and the pressure to eat fast.*

- *Round tables are much better than the long tables with attached benches.*

- *Ventilation is important. Also acoustics: the cafeteria shouldn't sound like a prison.*

- *Time is important; there isn't enough time to go through the line and eat lunch.*

- *Time is an issue because the cafeteria is too small for the school's enrollment. Alameda has lunches from 10:30 a.m. to 1:30 p.m., and they're only 20 minutes each.*

- *Basement cafeterias are bad.*

- *Cafeterias shouldn't be in the basement or in the center of the building, where they lack natural light.*

- *It's really important to redesign food service.*

- *The cafeteria issue is tied to the fact that all spaces need to be multipurpose spaces. We can't afford to build spaces that are used for only one purpose during the day. Students know how to use found space to meet their needs (e.g., the alternative eating spaces in high schools). There are opportunities to multipurpose everything.*

- *Sound is an issue in the hallways too, especially if they're congested.*

Other Areas of Interest or Concern

- *This is an opportunity for the district to turn 180 degrees. It's critical to keep the vision clear through the whole process, so when the buildings are done people will forget the district's history and say: I can't believe PPS did this. That would restore the trust. I haven't felt excitement coming from the district, even though we worked so hard to get this bond passed. It's up to the leadership. They should be saying: this is exciting, look what we have the opportunity to do! That excitement should show in the finished product.*

- *I'm always interested in how a design project gets started. We need to inform ourselves, because time goes by fast. We need to do three things: get the schools up to parent expectations (facilities and program), get them up to the level of contemporary schools elsewhere, and then prepare for the future. What is the future of education? The way we teach today is not very different from the way they taught 100 years ago—and a lot of people realize that. The information is out there, both about design and about education. We need a competitive selection process to get the architects who cost the least but who also know what they're doing and are keen to help.*

- *Vision: it's important to keep it throughout design and construction. It's critical to follow through on the vision. Shred the RFP the district uses now. Put visionaries on the design teams to ensure that the vision permeates individual projects. The vision should be evident in the RFP process and the selection process. Make sure these words get into the finished product. What gets built is what matters.*

- *It's important to follow through on the vision. We need a strong team that pulls together and concentrates on the things that will really make a difference, to make sure what we do really changes the schools.*

- *There are good staff and good ideas in the schools. I can see that the district will rise up.*

- *There's a hidden curriculum, and the buildings are part of that. We need to think about that throughout the process.*

- *My caution would be: don't forget about the children.*

- *It's important to involve the whole community. We won't solve our problems until there are more people who want to make a difference. We need to build the community's trust in PPS. This can be a starting point to something better.*

- *Make sure the teachers feel some ownership in this process, in these buildings. I feel we have a fragmented community, as we move into negotiations.*

- *PPS's reputation has been declining for a long time. This is a huge opportunity to set things straight. We need to invest in the community so the community will invest in us.*

- *We need to blow up the current model of schools and not let the past dictate how facilities are designed for the future. Push students into the community; pull the community into the schools. But it's important that teachers and administrators are trained how to use innovative new spaces and how to use the new opportunities in permeability.*

- *I have friends who are choosing to move out of the district to avoid PPS high schools. The district must learn from the self-inflicted wounds of its outreach and public engagement activities over the last several years. Those kinds of blunders must be avoided in the future. If we want to address equity issues across the district through a series of bonds, that's possible only if this bond succeeds enough for people to feel there's a reason to invest. In November, people voted yes in desperation, but this is the moment when it must succeed. The district must get it done and it must communicate that effectively. The decisions about how to communicate with the community over moving Access Academy were poor; the district can't afford to do that again.*

- *The crisis in public education is broader than PPS, but we must learn how this bond can improve education now and in the future. This bond is potentially transformative. There's a tension between taking advantage of this opportunity and being tentative to avoid screwing up. My concern is that we will be conservative and miss this opportunity to be transformative. I am encouraged by doors creaking open, but we need to stick with the vision. Keep the doors wide open—be bold to be successful.*

- *If we're not turning the corner, we have lost an opportunity. But this is the first meeting I've been in that has had positive energy. Maybe we can do this, but it can't be a more-of-the-same moment. (I do see a lot of kids graduate and excel despite all of the things we know are wrong.)*

- *It's easy to be tentative and safe. It's difficult to be adventurous and transformative, to set a new standard. We don't know the status of public education in 15 years, in Oregon or in the U.S. We have to anticipate the future, but it's not about being creative for creativity's sake. The people in Portland can do this. We have city support through the Portland Plan; we know what the city would like see to and would it would support.*

Words and Phrases

permeability	*uplifting community*	*inspiring*
intelligent design	*resilient*	*respectful*
welcoming	*beautiful*	*flexible*
inclusive	*awe-inspiring*	*sustainable*
exceeding expectations	*durable*	*dynamic*
fun	*energetic*	*vibrant*
comfortable	*reflective of NW values*	*quirky*
weird	*community-centered*	*fresh*
daylight	*green*	*visionary*
responsible	*responsive*	*forward-thinking*
next-generation	*educational*	*multigenerational*
humane	*liberating*	*patient*
noncommercial	*genuine*	*inviting*
living	*transformative*	*non-sterile*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: April 23, 2013
Location: Benson High School
Conveners: Carla Gay (Reconnection Center and Alliance @ Benson)
Participants: 14 students and staff members

Learning Environments

- *A smaller school with smaller classes is better for me. I need more help with the work, so I need teacher attention.[1]*

- *Smaller schools are better because I get distracted in bigger classes.*

- *What's important is having teachers that focus more on students, on their learning. That's possible with smaller classes. I came from a crowded high school. I liked Marshall's three schools; Franklin is too crowded.*

- Large classes impact teachers as well as students. It causes stress. There are teachers who can't walk in their classrooms because they would have to crawl over students. They can't be the teachers they want to be in classes with 40 or 45 students.

- If you looked at our intake interviews, at least 80 percent of our students talk about the need for a smaller environment and closer relationships with teachers.

- *I liked having similar classes (like all the math classes or all the science classes) all on one hallway so it reduced the time moving between classes, because that helped me with the schedule. The problem is the passing time, the hallways. My school in Seattle (Cleveland) had two buildings (academies), one for grades 9-10, and one for 11-12. For electives, like Spanish, you had students from all grade levels.*

- *A science lab should be very large, so there's elbowroom. It shouldn't be crowded.*

- *A school should have art classes.*

- *A school should have technology to streamline the process of doing homework.*

- *At Cleveland (in Seattle), every student had a laptop, which really helped. The teachers all had websites with the assignments and you could get help from the teacher and other students' suggestions; and you would get a notice when they put something new on there.*

- *Classrooms should have better furniture, chairs that are comfortable for students of all sizes; because when the chairs are uncomfortable, it's distracting and you're not learning anything.*

- *Students should be able to move; they need more chances to get up, rather than sit for hours on end.*

- *Have chairs that move.*

- One of the teachers in the Reconnection Center bought large exercise balls for the kids to sit on, so they can move.

- When students are working at home online, they're on the couch — not in rigid rows as they are in the computer lab. Give them comfortable seating and laptops instead.

- The partitions between classrooms in the Reconnection Center don't go all the way up to the ceiling, so noise from the next room distracts students.

- *Classrooms should be more welcoming. Add color and windows. Make it more like home. You shouldn't feel like you can't wait to get out. You should relax so you feel more like doing your work.*

- *Most halls and classrooms look like a hospital — actually worse. Let kids decorate the school, so they feel more at home.*

- *Students should be able to work at their own pace; some students are faster. You can't have the whole class at the same level because people are different, but you should have meaningful things for the students who work faster to do. Teachers should work with students individually.*

- *If you can work at your own pace, you'll take the time to really learn, not just do the minimum to pass the test.*

- Classrooms should have a mix of spaces, for individual study and for small groups of students working together.

- As a teacher, I would like to have a laptop connected to a document projector and speakers and also a whiteboard as standard elements of the classroom, not as things I have to set up. You shouldn't have to work so hard to integrate technology in the classroom.

- Everyone, teachers as well as students, wants relationships, so create spaces that foster relationships (e.g., pods).

- If we want to increase the graduation rate, we need to provide opportunities for students who must work to go to school at night. Some students are living on their own. On average, 20 percent to 30 percent of Reconnection and Alliance students don't live at home with parents. They're couch surfing, or their parents are homeless. Even students living at home sometimes need to work to provide for themselves or contribute to their family. Alliance is designed for older students (ages 18 to 21), so more of them are living on their own.

- Outdoor classrooms would help to create smaller learning environments. We need to look for ways to help students feel more connected to school.

- Where in the building can students get the inspiration to learn science and math? The school should have art spaces — galleries, places to do art and ways to display student art. Computer labs should look like office spaces.

- We offer relationship-based education and individualized instruction. Students are learning at their own pace, from where they are. We have differentiated education in the classroom (e.g., different levels of math); and we teach learning skills and self-advocacy skills.

- In a large school, there are barriers to accessing counseling. Counselors have huge caseloads and rigid schedules; students need to have permission slips except before or after school and during

lunch. Counselors don't have opportunities to develop relationships with students, as they do in a small learning community where they work with the teachers to identify and meet student needs.

- Denver has alternative schools within the regular high schools. Students talked about how they needed a smaller setting and closer interaction with teachers, but enjoyed seeing their friends from the regular high school and being part of school events and activities. School involves the whole community. The alternative program could be in another part of the building, but integrated into the school community, with the same kinds of classrooms and technology. Alternative programs don't have to be bare bones, as they are here.

- The district should be able to offer students who need it a smaller learning environment in their neighborhood high school. There should be more alternatives for kids.

- How can we integrate these students into the larger high school community, while still meeting their needs for a smaller environment, self-paced learning, and individual attention?

- It's not just a matter of space. It's also a matter of organization — whether an alternative program is seen as part of the school and or as outsiders. It should be a place where students can get what they need and still be part of the whole school (e.g., take part in athletics and clubs, feel part of school community). They wouldn't necessarily have to transition back to the regular program; they could do their whole high school career in the small learning environment.

- If you look at small-school models, Woodburn is transitioning there, so is Oregon City, assigning groups of teachers to groups of students.

Partnerships

- It helps to have community members come into the school and also to have students go out into the community, because students don't know what jobs are out there.

- Having dorms — providing housing for students who are homeless or whose homes aren't safe — would increase the odds of graduation. Partnerships could make that possible (e.g., urban development and transportation).

- There should be community partners in the school (e.g., WIC, mental health services) and affordable family housing near the school. It should all be in your community, accessible on public transportation.

Safety and Security

- *You should feel safe and secure in school, safe expressing yourself. It's a combination of being a small school and the way it's organized. There should be no tolerance for violence or threats. At Pacific Crest, everyone knows each other. Students hang out in the auditorium because it's a quiet place.* [Would small learning communities within a larger school also work?] *Yes.*

- Safety is an issue in a building like Benson, which is so large and has so many doors. There must be places that don't feel safe to students. Smaller environments would make students feel safer.

Critical Physical Attributes

- *There should be a food court, like in college, with choices of cuisine.*

- *At Madison, kids hang out at McDonalds or at the skate park, but usually out of school. Sometimes we would want a place to hang out inside the school, but sometimes we'd rather be out.*

- There should be a food court: a more nurturing, more accessible, healthier, less institutional place to eat.

- Our kids like having a space with access to a refrigerator, microwave, and water for beverage service. They like the windows; the nooks and crannies where they can be quiet or have a private conversation; the area where it's okay to be noisy; and the total connectivity. The respectful things we do for adults.

- At Catlin, there's an art barn and science center — places where students can congregate and find teachers and activities. There's a space in the center of the school with trees where students can hang out. A school should have places for adults and kids to hang out together.

- *I know I can come and talk to the staff in Alliance, who are all nice to kids; and that makes me want to come to school.*

- Some teachers like to talk with kids, and there should be a place for that.

- A school should have lots of natural light for health and for brain development.

- *I like the natural light at Marshall. It's full of light.*

- *I also like the large quad in the middle of the campus.*

- Warmth and air quality are big issues for learning. So is having the electrical capacity for computers in the classroom.

- The hospital or industrial look is off-putting. I would like to see more landscaping, appealing outdoor covered spaces for students, edible gardens, and authentic learning environments.

- I enjoy the smaller classes and the smaller community of teachers we have here, my relationships with students and with colleagues. I like having a restroom and food and coffee so close to the classroom. I don't feel trapped in my classroom; I have a whole community of teachers working with my students. That lounge and the close-knit teacher community are super important. I felt disconnected as a teacher in larger schools.

- A central location is important to alternative programs, because you need to reduce barriers to attendance. Moving these programs to Marshall wouldn't make sense for these students.

Other Areas of Interest or Concern

- *Pacific Crest's schedule is nice. It's easy to understand. Every class is one hour, lunch is one hour — all starting on the hour. When I moved to Grant, I couldn't make sense of the schedule.*

- *It's nice to have different classes on different days, but they didn't communicate the schedule well. People didn't know what was going on. Alliance posts the schedule, and that allows me to move to different classrooms even if the schedule's the same.*

- Our kids are always the ones passed from here to there. Programs are closed, and the students are shuttled off somewhere else.

- Help to meet kids' nutritional needs.

- The human aspect of schooling is gone; it's all big business.

- The fact that we have a 64-percent graduation rate tells you that about 40 percent of all students need the things these students are talking about.

- We're not talking about changing the graduation requirements, but changing the way we deliver instruction.

- Remove the barriers that discourage many students from finishing school.

- Talk to kids, all kids. They know what they need, what they're dealing with.

- [Can you remember a place where you felt you really learned something?]

- *It was at Creston Elementary School, in the art class. I realized that I liked art, that I liked projects and creativity. The teacher was creative and fun and related well to students. The class was fun.*

- *In the hospital, we had food, and we decorated the classroom. The teacher was really passionate, really involved with students. It was a relaxed atmosphere: the food, the warmth, and a teacher who really cared. The students were sitting around a large table so they could see other people's faces, their reactions.*

- *When I really learned something was in the seventh grade, when the teachers would start a subject and then help you out and not move on to another subject or a test even though you don't understand it. I had a teacher who wouldn't move to the next subject until all the students understood and gave individual attention to help students learn. The other thing is teachers who trust students, like let them leave the room to get drink of water if they say they're thirsty.*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: April 25, 2013
Location: Portland Public Schools
Convener: Tony Magliano (Deputy Chief Operating Officer)
Participants: 27

Learning Environments

- *The building should be nonrestrictive; it should have flexible space. It shouldn't need alteration in 10 years to support the academic program.*

- *It should be multi-purposed, to support the educational program over time.*

- *The entire school should be accessible, to make the school welcoming and not exclusionary (e.g. wheelchair-accessible furnishings in spaces such as computer labs, different-sized workspaces placed together to enable collaboration). Include provisions for hearing-impaired students. The design of the school should ensure that all students have opportunities to participate fully.*

- *Accessibility is also about the relationships among spaces: the bus-loading zone to the learning areas, the classrooms to the elevator.*

- *Autistic children do best in a simple, clean environment with limited visual chaos.*

- *Look at the principles of Universal Design for Learning. Use ramps that all students, including those in wheelchairs, can use, so you don't need elevators. Eliminate redundancies by building things that are accessible to all students.*

- *Consider where to place learning spaces (e.g. avoid putting the science labs where a southern exposure causes heat gain).*

- *Inclusionary practices should extend to the gyms and other athletic facilities, and it's important to look ahead and build adequate facilities to meet future, as well as current, needs.*

- *Plan for floor dwelling: provide places where kids can gather in a circle on the floor or do projects on the floor and feel comfortable and clean.*

- *Look at what brain research says about the importance of furnishings: the need for comfortable chairs and for different kinds of furniture for different students; fidgeting to focus; and flexible accommodations for different learner profiles.*

- *Furniture and furnishings should be marked as fireproof to avoid Fire Marshal citations.*

- *Our buildings should align with the Quality Education Model, in which the state department of education sets out the ideal conditions for learning (http://www.ode.state.or.us/search/results/?id=166)*
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- *The school grounds should include outside learning spaces, e.g. learning gardens. Work with community partners to develop services such as food pantries that support families and plan to serve multiple meals each day.*

- *Locations of such programs is critical. We are adding these types of programs to schools but are having difficulty because of their location and access by the public. The safety of our children should trump community partnerships.*

- *We need to stretch our definition of a learning environment; it's not just the built environment. We should look at how to create a learning environment that encompasses the entire footprint of the school. Look at the building as a teaching tool (e.g. exposed systems to teach about energy use and engineering).*

- *In a few years, a significant proportion of high school students may be earning credits online; we may not need to house 1,000 students from 8:00 a.m. to 5:00 p.m. We need to build flexibility into the design.*

- *Include students in the design process; take advantage of their creativity and perspective. Murals are always of interest, as permanent art. Inside the building, provide spaces for independent learning (e.g. in the library), a place to get the wiggles out in a safe and productive way, and opportunities for independence.*

- *Our buildings will last 50 years, but what will education look like in 20 years? Will it be green, paperless, based on individual devices? Will education be 24/7, with students learning at home? We need to look at how the rate of change in technology will affect education. It may be completely different, so we need to plan for flexibility.*

- *The kitchen could be a learning space, connected with the science labs and a garden. Through collaboration with health and P.E., it could be integrated into a larger wellness picture.*

- *It would be great to incorporate learning in the kitchen. It would be an opportunity to offer a culinary program in the high schools — and to teach about healthy foods, especially as home economics classes are going away.*

Partnerships

- *Our community uses our schools a lot, and they should have access and feel comfortable.*

- *However, this increases our need to be able to segregate the building and lock down portions.*

- *Because we allow community use and about 45 percent of our students qualify for the Free and Reduced Lunch Program, use the district's space and land to better support struggling families (e.g. find ways to provide temporary housing).*

- *All cultures served should be represented in our buildings; each school sits in a unique neighborhood, and the design and the feel of the school should reflect that.*

- *We need to consider the demographics of our schools. Each school should have art that reflects its enrollment so the students and the community feel it's their school; that would help students and families feel connected. But all schools should also have art that reflects the whole community.*

- *First impressions are critical, so the question is how to create a welcoming environment. Use signage and technology solutions to support various cultures and languages, so arriving parents are greeted by instructions in their native language to help them enter and navigate the school.*

- *Neighborhoods change, so design the schools for the long run. Architectural features and art chosen specifically to reflect community should be easily replaceable so the school can be modified as the community changes.*

- *The school design should be student-centric, but it should also make the community feel welcome and support wraparound services for both students and the community.*

- *In the event of a seismic event, there should be a safe harbor within the school where people can gather. The District needs further policy discussion about the appropriateness and feasibility of historic preservation if it interferes with seismic retrofitting.*

- *Schools need to be partnership-friendly. The design should support partners such as the parks department and wraparound services because PPS has depended on those relationships. Designs should also speak to whether partners need separate spaces or can use shared spaces such as classrooms.*

- *Great, enduring design is important. Our older schools are icons in their neighborhoods. People take pride in them, and we need to continue that tradition in how we build schools.*

Health, Safety and Security

- *Work toward consistent practices and policies regarding safety. Each school should have the same resources and the same policies.*

- *The management of traffic flow in and out of the building is important. Think about how that will work, and then design the traffic patterns. Maintain clear lines of sight at points where people can enter the site. Should this type of design be achieved with glass (windows, walls, partitions) consideration should also be given to the ability to maintain and clean the glass.*

- *We should be able to separate classrooms from public access areas used in the evening; the school should have secondary entries for community use and wraparound services.*

- *It's important to have ways to restrict access to certain parts of the building during community use; if there is excess capacity, it can be shut off from the unneeded part of the school.*

- *Our buildings require a lot of supervision. The design should reduce reliance on human supervision and intervention (e.g. by restricting visitor access to some areas). The more the design can do, the better.*

- *There is new identity-badge technology: chips that allow you to locate students and facial recognition.*

- *Remember that security starts at the property line (e.g. think about traffic flow and how people will enter the site, create aesthetically pleasing vehicle barriers). Look for opportunities to multipurpose things, to see how other departments can benefit from investment in security systems to support their communications and data needs.*

- *Reduce cost by preventing theft. Put computer labs on upper floors where they aren't as easy to access. Protect technology on lower floors by reducing the windows.*

- *Protect the indoor health of buildings through the selection of building materials and of the products used to maintain them.*

- *Design and build facilities in ways that prevent the infiltration of radon gas.*

- *Design and build facilities in ways that keep out rodents and other pests.*

- *Student safety starts with the journey from home to school. We need to look at how transportation services will access school sites. Avoid tight streets and separate transportation buses, parent traffic, and walkers. Provide appropriate loading areas and paths of travel students who have special needs, especially as programs move.*

Critical Physical Attributes

- *Buildings should operate at an optimal level. Use building commissioning from the beginning to make sure the buildings operate as planned.*

- *The school should be flexible outside too. Anticipate changes over time related to parking and to car, pedestrian, and bicycle access.*

- *The design should separate the functions within the building without changing its wholeness, and those separate spaces should have enough flexibility to meet all needs.*

- *Every individual, especially students and their families, should feel honored and respected — regardless of their race or economic status.*

- *The school should support connectivity — students and the community, and also the school and facilities management (i.e. we should be able manage the building without going there).*

- *Plan now for future development, e.g. run the conduit now during construction when it's less expensive, even if we don't install the operational components until later.*

- *If you want to future-proof the school, assume that enrollment will increase and build additional capacity during construction so it doesn't look bolted-on in the future. Look at Sandy High School to see what a school should look like if you need additional space.*

- *Don't design just for students; think about all the users of the building. Consider things such as the arrangement of the kitchen elements and where the custodian will store equipment including large rolling cafeteria tables and auto scrubbers.*

- *Design for an efficient flow of traffic within the building.*

- *Think about the locations of the loading docks for kitchen and custodial deliveries.*

- *Strategically, we need to look at maintainability over the life cycle of the building, because the resources of the district are limited. Installation of the latest technology or building systems needs to be weighed against the District's ability to adequately maintain the technology or system.*

- *The mechanical and electrical systems should be built to 30 percent over specifications, not to the minimal district standard.*

- *The school should have adequate storage for all parties.*

- *Integrated design, passive design, and right design. Build capacity for future technology, including energy technology. All building elements (e.g. mechanical, lighting, and daylighting) should work together and operate within the District staff's ability to efficiently main. For example, right design means downsizing equipment if there is adequate natural ventilation.*

- *We should have the capability to control building systems remotely.*

- *Landscaping should be minimal, in line with the resources the district will have to maintain it. There should be no foundation plantings, for reasons of both security and maintenance.*

- *Look at the state regulations regarding school grounds. There's a new program of integrated pest management that should be taken into account in the design (e.g. cement under fences so you needn't kill weeds there). Incorporate real use (e.g. place pathways where there will be natural traffic patterns).*

- *Things should be durable and easy to maintain and clean, whether it's furniture, mechanical systems, or floors. Durability doesn't have to mean jail-like materials; materials should be aesthetically pleasing. The school should be a relaxing and comfortable place to learn, but we need to think about these things when we choose materials.*

- *The more light, the better for learning; but we need to take advantage of efficient heating and cooling technologies.*

- *We want to tie indoor spaces to outdoor spaces, but also we also need to consider our climate and allow for rain.*

- *Spend money on isolation valves so we don't need to shut down the whole building for repairs.*

- *Thinking about ease of landscape maintenance, make sure that low-maintenance areas are rain permeable, either natural surfaces or pervious pavement.*

- *Keep in mind that features such as open ceilings and exposed ductwork increase custodial effort.*

- *We want buildings to be usable for everyone, but there are times when we need to keep people out of some areas; and we need to plan for that flexibility (e.g. keeping people out so we can wax floors).*

- *The school must have adequate backup power, especially important with the increasing reliance on technology, which requires power.*

- *Backup power is also important as schools move toward a role in emergency management for their neighborhoods.*

- *You shouldn't rely on battery backup for large spaces like assembly areas and the kitchen; you need backup power. You can get the Red Cross to help if the school is designed as a fallout building. PPS doesn't have one building that qualifies now, that's safe to bring the community into.*

- *The school should have a sufficient number of restrooms in both the public and school areas.*

- *The HVAC system should align with the security zones; if only the gym is in use, heat only the gym.*

- *Every fan should have its own point of control.*

- *Efficiency and flow in the mechanical and energy systems are important.*

- *The food-service environment should be attractive to students; it should feel more like a restaurant than an institution. That includes the kitchen and servery as well as the dining area.*

- *The design of the cafeteria should provide enough space and flexibility to adapt to changes over time, depending on enrollment and funding. There should be enough space to ensure good traffic flow and efficient service.*

- *We need to look at how the facility can increase participation in the food programs, because if federal and state funding decrease we will need to make that up from participation. This is an area where we need student input.*

- *The big issue is not being able to serve students fast enough that they have time to eat and socialize.*

- *There is no flexibility (e.g. to add a line or cashier). It's important to involve the nutrition services staff in designing the kitchen and the servery.*

- *We need to be able to compete with area restaurants, so the cafeteria must be welcoming. It isn't likely that the district will close the campuses.*

- *This is an area that should be part of the curriculum. There are potential learning opportunities in the kitchen; with the right design and technology, the commons could be a place that draws students for a variety of activities. We need to think outside the box about what that space can be: how it can be linked to other learning spaces and how it can support students studying, working on projects, and meeting as well as eating and socializing.*

- *The current kitchens are extremely restricted in size. Adding or upgrading appliances would be a real problem, and adding employees would result in congestion.*

- *You could have a computer game room in the commons.*

- *We want community- and family-oriented schools, but we also want to control access to ensure security and to reduce utility and maintenance costs.*

- *Shoot to be a nationally recognized Energy Star school district. Pay attention to heating and cooling: inviting means comfortable, but there are ways to control costs so we can hire more teachers.*

- *Consider how much it will take to maintain the buildings. The architecture and materials should be easy and less time-consuming to clean. Designs should not specify incompatible materials (e.g. exterior tile work adjacent to brick and mortar that weep minerals on to the tile).*

- *Look for alternative energy options, especially for heating and cooling.*

Other Areas of Interest or Concern

- *Use proven technology — not just the latest, greatest thing. We need to be modern, but we also need to do this right.*

- *Quality and longevity are related. On average, our buildings are more than 60 years old. The ones in the most danger were built after the Vietnam War.*

- *How does the district plan to educate Portland students 10 or 20 years from now? Will there be small neighborhood schools or larger schools? It's a question of how many schools we will need. That impacts design, and the education side of the house needs to address that question.*

- *Invest in infrastructure, such as remote system management. Design with multiple uses in mind (e.g. a security camera system also used for lecture capture). Look for solutions that meet multiple needs in a single, integrated system (e.g. a speaker system that supports both classroom voice amplification and school-wide broadcast needs). As technology evolves, there will be more opportunities.*

- *The emphases should be: student-centric, neighborhood-friendly, and flexible.*

- *Especially with a lot more community involvement, locate elementary, middle, and high schools in close proximity, as at Grant.*

- *Continue to include the operations staff in the planning.*

- *Functional design, sustainable design, maintainability, student-centric.*

- *There's a tension between the educational program and operational requirements and between community access and security. The process for resolving those issues should be transparent, so if the kitchen is smaller we can understand why and not assume we were simply overlooked.*

- *Create functional buildings that can be taken care of with reduced maintenance staff and funding — so the school can be a source of pride in the neighborhood.*

- *The design must be flexible because we don't know what our needs will be in the future. Think of the school as a skeleton and keep the core infrastructure close to that skeleton to maintain as much flexibility as possible in the interior walls.*

- *Design for collaboration: all systems working together, not silos any longer, whether technology or security.*

- *Have more conversation about inspirational buildings. It goes beyond posters. It has to do with a vision for the future, helping students understand that what they're learning today will set them up for the future. The curriculum has cut the programs that would help people get jobs and develop a sense of the future (e.g. shops).*

- *Our schools have historically been the anchors of our neighborhoods and need to be rehabilitated to last another 100 years. Master plan the sites to continue to encourage other means of transportation by ensuring the safety and security of walking and biking to them. When you renovate older schools, consider alternatives (e.g. selective demolition) to balance all of our visions.*

- *Buildings should be fun, inspiring places where people want to be. They should be functional, but also flexible. Truly universal design would help everyone get there and be comfortable and productive in all spaces in the school.*

- *There's a lot of work yet to be done to get to district design standards that implement all of this. I would encourage continued involvement.*

- *Design for connectivity and use technology to break down the silos.*

- *Student-centric is important. It's inspiring to hear students' stories. Encourage us to get plugged into those; there's a lot for us to learn, and our paradigms may shift. We need to think broadly about what the learning envelope looks like, to go beyond the classroom to the whole footprint of the school and into the community. Technology plays a significant role in connecting students and professionals across the district and the nation.*

- *You need to talk with students who have been marginalized, as well as students who have been well served. Also, don't involve only older students who are well acculturated in the industrial model of education; talk to some younger children too.*

- *Share the student input with the groups working on visioning and ed specs so their thinking is affected by the student perspective.*

- *I would like to see a set of design specifications so design teams can start designing without retreading ground, to reduce cost and make the process efficient. Great design is important. We need enduring design as a legacy of this bond, to set us up for future bond measures.*

- *The design piece is straightforward. The challenge is in the education side telling us what their vision is, so we can do the design piece. A common theme in this conversation has been how educators can leverage operations to improve the learning environment and student achievement (e.g. the teaching building, a culinary program in the kitchen). All of these opportunities are possible in the design, but we need direction. The challenge will be to link what we heard here with*

the educational vision. Something will be lost in doing this separately. The challenge will be to connect them. For example, how can we plan long-range facilities without knowing how many schools we will have or how we will deliver program in the future?

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: May 8, 2013
Location: Weiden + Kennedy
Conveners: Nick Barham (Widen + Kennedy)
Participants: 12

What do you see in your own field that is likely to have an impact on the future of education?

- *I see distributed expertise and creativity. Historically, there would be a few individuals, institutions, and organizations with known expertise; but now you see an enormous spread of talent and creativity. You can find out how to do anything you want on the internet, from how to play the guitar to how to put a nail in a wall. Everything is out there, being taught and being added to. ¶ People are looking for alternatives to things we thought could be done only by big organizations. I'm talking about things like financial systems and car ownership, and how people are taking back to smaller, social communities things that used to be in stores. There's an interesting organization, run by Ken Banks, called Means of Exchange, which looks to reduce people's dependence on the financial system and helps them recognize the wealth they have in their networks and communities. So we're seeing things like Kickstarter, Zipcar, and NeighborGoods — alternative models of financing support. ¶ The nature of creativity and building is changing. Historically we made things that were finished, and now things tend to be in perpetual development. It's the software model: you know you will never get the product finished. Google and Facebook are examples of putting things out there that are imperfect. What you get with this model of production is the opportunity for other people to chip in, the whole open-source community, with people who have different backgrounds working on it. ¶ The other thing I see is the whole idea of data, just how much is collected: how much organizations know about us — and also how much we know about ourselves (Nike+ and other apps that measure our progress in everything from eating to sport).*

- *Another way to talk about the distribution of expertise is the idea that today everyone is available as a resource, whether to learn, share, play, or solve problems. In an era when we have an appreciation for less and know our existing institutions are less effective, that has triggered an interest in creative collective collaboration. It's happening all over the place, look at Kickstarter and Means of Exchange. A friend who's moving from a big house to a small house is doing a bike move; his friends are schlepping his stuff across town for him. That's creative collaboration (and fun). On a larger scale, it's happening in the ideas of eco-districts and collective impact. The question is how to create educational institutions that support and enable creative collaboration, which requires social intelligence, creative intelligence, and resilience and which allows people to organize and disorganize to do new things.*

- *Things that used to get finished are now pushed out in development, with the expectation that they will improve. In software development, it's important to know how to learn and how to improve yourself as a product, because it's possible that what we know today won't be true in six months. You need to be able to adapt and change. That's the way things are going in all jobs. Everything's an ecosystem. As a human being and as a member of society, you need to have a hand in many different fields just to know what's going on in the world. In schools, how can we arrange the*

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building and systems to help children understand that things aren't silo'd? To create people who know they're there to learn how to learn math, not to learn math?

- *Students need to understand processes, rather than specific facts. They do need facts and so need to know where to get them, but understanding the process is more important. Biomimicry is real NOW — it's definitely working. It has taken off, and it has shown us there is no limit to what we can learn from the natural world. As students become more digitized, they're moving away from the physical world; so students should be in natural surroundings as much as possible.*

- *The financial models that have sustained education are no longer viable — whether public taxes or private tuition — and we will need different models for the future. ¶ Learning occurs anytime anywhere, but that's not the way schools are built. At Concordia University, we enroll about 500 students a week in online classes and would enroll many more if we were more deliberate about it. It's a different way to be able to afford higher education. Things are going to be different whether we like it or not. It's no longer a question of WHETHER to teach online: that has been decided. How can we reach into that milieu and be effective with students? We need to engage in that conversation internally and empower instructors to be successful, so students can be successful. ¶ The differences between underserved and well-served populations are really dramatic. We live in an underserved neighborhood, near an underserved school. It's totally different from other areas of town, and we need to be intentional about how we grab hold of those issues.*

- *We need to reflect on what change means and on how to recognize transformative change. Adaptive change is doing the best you can within the rules of the game: reduce, recycle, and reuse — but not rethink. Transformative change is about changing the rules of the game to create new possibilities. That's an important distinction, for us and also for kids. We need to start thinking of change in terms of agency, not just in terms of history. Collaborative change for transformation means dealing with a paradox, being on the horns of a dilemma — if not, maybe you're not dealing with transformative change. There are usually conflicted relationships also, so there are representatives who need to be in the room.*

- *The nemesis is money — all the money is gone, so now people have to invent new methods, collaborate. These are coping mechanisms, but they may be effective.*

- *I feel my generation's gift to society will be figuring out how to be innovative on the capital side. My view is that we can do better. What we don't have is the right priorities. From the capital side, the more pressure on the funding, the closer we get to the soul, to what we value; and that pressure is moving innovation closer to capital sources. ¶ As someone who came up through underserved schools, I think one of the innovations of the future will be using technology to push people to form peer relationships outside their neighborhoods. One of the things that helped me break out of low expectations was that, through the TAG Program, I met people from different places who had different expectations, and their parents' values were communicated to me just through social interactions. Technology and collaboration across school boundaries, so kids can organically pick up higher expectations, would be one way of serving underprivileged kids. ¶ I believe there's a place for technical skills, particularly for girls; we can't back off that. What I see in younger women in finance is that, not only do they have the technical capability, but they also have the ability to apply it broadly — to write side programs for analytics or to plot data and recognize patterns that lead to innovation. That ability to apply technical skills across silos is where the very best people are.*

- *One of the themes I hear is about disruption; and when I think about disruption, I go to a "types of goods framework." Are we talking about goods that are fundamentally scarce or fundamentally abundant? Dollars for education are scarce; learning is abundant. Many of the discussions we've*

heard in the last few years have been about rethinking definitions of scarcity and abundance. Environmental issues haven't been raised here, and they are fundamentally about scarcity. ¶ Perhaps under all of this there are deeper trends about how old cultural myths (enlightenment, rationalism, Washington consensus, the American dream) don't work anymore, so we're reevaluating those. Facing the questions we face, we need to consider how existing institutions are malfunctioning. ¶ Another theme I hear is our evolving relationship to the future. In an old-school planning process, we would be looking at exogenous variables and trendsetting; now people talk about a more engaged process, and the idea of social prototyping fits into that.

- *I agree with the idea of priority expressed through dollars, but balancing money with priority misses one ingredient: the sense of mission. I'm troubled because, as I watch schools trying to put all the priorities together, they are more into measures than performance. You can over-measure or measure the wrong things. Anything taken too far is bad: measurement, caring, over-indulgence of community, money. We need to keep purpose at true north. The problem is that everyone has their own priority, so it goes from STEM to STEAM. We add so many things, when actually all we need is our children. They are getting lost in our ego. We try to control what kids learn when in one day they learn more things than we can imagine, including some things we don't want them to learn. What does the model look like? In the end, it's a design problem. If we stay at the design level, we may come up with a solution.*

- *Nike's innovation initiative, which is an open innovation platform, has been successful largely because we haven't gone into the silos to look for innovations that are important to Nike, USAID, and NASA and to the materials and manufacturing world. Nike employs a lot of smart people who can go after those challenges, but we've recognized through the work we're doing that there are things out there that were created for other purposes. The LAUNCH project has been successful because we have found people who created things and don't know what to do with them. The "water challenge" a few years ago found a person who had invented a fabric that was just porous enough to let water through, but not salt; that fabric is now used to grow plants in the desert. If someone had told that innovator "your job is do X and only X," it wouldn't have worked. A lot of the breakthrough incremental changes that will help, not only industry but ultimately the world as a whole, will come from places where we're not looking for them. If we can continue to encourage that kind of thinking — that open platform perspective — it will benefit all of us.*

- *I'm originally from Chile, where to get a good education you have to pay. I moved to Georgia at the age of eight. My family stayed longer than they planned because of the education. My mother refused ESL because she didn't want me socializing only with people who spoke the same language. I was able to learn English in a public school without much capital because there were teachers who would take me aside and read to me and through talking to people, not from textbooks. I moved to the U.K. at age 16, to an International Baccalaureate school, which suited me better. It was less about right and wrong and more about thinking. I had opportunities to take classes in the visual arts and to put together exhibitions. There was freedom. I went from being an average student in the U.S. to having the third-highest score in my London high school. Now I'm at Parsons, which has one of the highest tuition rates. It's very theory-based, and I felt I wasn't making anything. There's growing frustration among students there about spending so much and going down a traditional route that won't lead to success. More and more, I see people not going to school because they can apply that money elsewhere and actually make things. I've put school aside to join Weiden-Kennedy 12. We don't have a budget, and we work with nonprofits that don't have money. It's very much about problem solving. From not having money can come creative solutions.*

- *I've heard people say that everyone can be a resource and that you can do a lot without money. The Portland Development Commission has started a Neighborhood Prosperity Initiative. We've created six commercial corridors that bring together the residential community and the business community. What's missing is that the school system is not integrated into the community right now. We have done a lot with little money. Each corridor is set up as a nonprofit, with a budget of $30,000; and they work with staffers and people the PDC sends in. It's working well because they're using each other as resources. They've found out the issues are not just theirs, so we've brought them together to learn from each other. Yet they are all able to prioritize different projects, although they have the same basic issues. ¶ As for the American dream as a myth, I am an immigrant; my parents brought us here when I was three. Their American dream for us was education. They grew up in Vietnam in the French era, when you had to pass a test and then pay a lot of money in tuition; so most poor kids didn't go past the fifth grade. Both of my parents were teachers, so education was important to them; but in the Vietnamese culture, when you talk to people about the reason for emigrating, it's education because with education you can build a foundation for anything. The American dream is still alive, but in a different context than in other generations.*

- *I was born and raised in Singapore, and that dream was there.*

- *I ran a workshop on the American dream at a sustainability conference a few years ago. All the people who wanted to talk about the American dream were first-generation immigrants, and all the people who thought the American dream was dead were fourth- or fifth-generation.*

- *As a first-generation college-educated person, my experience has been more like that of an immigrant than like the experiences of some of my cousins. I feel I experienced America as an immigrant, only my migration experience was through education and through class. ¶ The education model of the future has an intergenerational interface. I've been struggling with low interest rates; it's been keeping me up at night. When I can't figure something out, I talk it over with my Mom. She has no finance background, she's super-smart, and she dropped out of high school. I feel that, if I can explain it to her, then I've got down to the elemental issues. So I was talking to her, and she said, "Well, that's what happened back in 1994, I remember because I was doing a reallocation of my 401-K." So I go back and check Bloomberg, and she was right: in 1994 we were basically where we are now. That intersection keeps happening. As we have more older people in the population, I hope they can go to school with younger people, that we mix it up more, because we would see exciting results.*

- *It's motivation that fuels learning. You were motivated, but the schools don't tap into every student's motivation. We need to tap into the motivation of every single student. If we find a way to unlock that motivation, then learning would be fueled from inside.*

- *I taught math to future elementary teachers for 15 years. I also taught elementary students, who were all curious about math, totally internally motivated. I asked the prospective teachers what happened when, as kids in school, they expressed their own curiosity about math. There's one answer they all gave, every time I asked: that's just the way math works. Then there's the passing-the-buck answer: you'll learn about that later. Where does curiosity come from? It's THERE. But somehow, by the time I get these students as 18-year olds, it has diminished quite a bit.*

As it moves forward with the modernization of schools, what are the highest ideals Portland Public Schools should strive for?

- *There's a real tension between structure, and the importance of that for some people, and all the fluidity and openness and excitement in the world beyond the school system, whether it's intergenerational or learning from people who aren't part of that organization. I'm sure this is one of the questions you're dealing with: how the physical structure of the school reinforces some of the problems we're talking about. So for example, having the teacher at the head of the classroom, having classrooms, having a school in one neighborhood so you can't benefit from something beyond your geographical location. What is the role of the teacher? It feels like it's less about being the source of knowledge and more about being a learning partner or guide who helps students figure out how to learn and how to find knowledge. Why do the teachers in that school have to be teaching only the students in that school — or rather why do the students have to be learning only from the teachers in that school? It's all about the physical structure. How can students — and teachers — go beyond their physical structure and geography? In almost any other business or industry, if you're good at something your reach extends. If you're a great singer, millions of people listen to your records. If you're a really great teacher you still end up teaching 30 or 40 students. If you're a really bad teacher, you still teach the same number of students. What would a celebrity teacher look like? How do they get beyond the physical space of their school and spread the way they're doing it? Going back to the tension between structure and fluidity, I think that it can be exhilarating to go look at everything out there and that we just need to get kids motivated and let them do it on their own. We just need to understand when it's useful and when it's confusing and offer some kind of structure for that.*

- *One key to the structure issue is how you shape spaces to break down boundaries, and a lot of those boundaries are tied up in fear related to feeling it's inappropriate to cross boundaries. That manifests itself in the theme of "everyone as a resource." How do you make it safe for grandparents to come into a school and feel they can participate? How do you bring people from the neighborhood into the school? How do you create the conditions for everyone in that community to feel responsible for the learning of everyone else in that community? How do you rethink space to support the structural needs of school operations without getting in the way of tapping into everyone as a resource or of enabling spontaneous, collaborative creation?*

- *I agree it's a design problem, but what kind of design problem? It may be a process design problem more than a structure design problem initially. In terms of designing for energy efficiency in schools, there's a famous study in Colorado where schools got different amounts of money to improve. Some got a lot (and went all the way up to LEED), and some got nothing. And then they looked at performance. The school that got no physical improvements did the best by far, and it was because they focused on behavior. I try to capture this error in: design it and they will behave. Starting from designing around behavior and innovation outcomes is wise.*

- *Aren't kids smarter than we are? They seem smarter — not in the sense of book-smart or knowing the Pythagoras theorem — but in their bloodstream they've figured out that we don't get it. So if you use space to show how little you know — group them over there so they can collaborate and oh-there's-a-plant so you need to know biology — you're pretty much insulting yourself. They're just laughing at you, right? Let THEM construct it. I will be curious to know what the kindergartners tell you. I asked my daughter when she was four why she was born to me, and she said, "That's obvious, Dad, you were lonely." That makes sense, but where did that come from? If you can create space that allows teachers to learn from students and to show that learning is good, there may be hope. Because I have a feeling we're completely out of it, and they are in it. They're*

constructing the new reality, and we're running ahead of it to try to lead this band. What this means in a practical sense is that maybe we ought to ask them a lot of things and have teachers who love learning. If we have teachers who are engaged in their own self-learning, that might trigger something. ¶ So, what are your values? I'm seeing symbolism reflected in your values and skills. I say show your values in the schools and show the skills the community needs. Show those two things in any way you know how. I'm not going to be judgmental about how you do it — just do it. Courage.

- *If you can communicate "I do this because this is what's important," if you're authentic about that, students will grab onto that in an almost hungry way.*

- *I asked my daughter, "Why do you like Justin Bieber? I mean, he's just lip-syncing his own songs." And she said, "He's trying, Dad." What kids are buying is authenticity; they're actually judging the personality behind the music.*

- *In order to learn, you have to have motivation and a sense of purpose. Often that inspiration won't come from within the school system itself, but from somewhere completely tangential. The trick is for schools to understand how to show that the things they're doing are connected to things kids are interested in. I spoke to Dr. Zubrin, who is interested in how humans get to Mars and beyond, and he said one of the most important reasons to send people to Mars is that we have a generation of kids interested in technology, science, and exploration. It has nothing really to do with education, in the sense of building a rocket. It's just that knowing humanity can do that will inspire some people to take up subjects traditionally seen as a bit difficult or boring. I think the whole growth of tech stars and the excitement around coding and software has expanded the appeal of a field that was traditionally seen as narrow and geeky. Those adjacent or non-connected bits of inspiration can be helpful ideals, and the challenge for schools is how to connect with them, because it's not clear that what students are learning on a daily basis does connect.*

- *My mom was a public high school teacher, and her students would always ask, "Why do we need to learn this?" So once a semester she would dust me off, bring me in, and say, "See what you can do with this? My daughter's a writer." I moved to Portland eight months ago, and I had no idea that what I'm doing now existed. As a 14-year old, you have no idea. Going to Mars: awesome. But what's happening in coding, in the insurance world? Something that's going to spark a kid and motivate them to go down a certain path.*

- *The comments about generations, challenges, and structure remind me of something said at the beginning, about creating incubators of innovation across the district. It fits into the idea of transformation through a niche approach, in terms of how the system evolves. ¶ One of the practices I use in the Collaborative Design Program is that every student has a laptop or tablet in front of them. I've found that, even if they're more adept with the devices than I am, there is still an intergenerational value around digital literacy, the types of questions we can ask, and how we collaborate. We use Etherpad to do collaborative note taking and writing around the table. I have yet find to find a student who knew about that before coming into our program, so there is the possibility of learning among generations.*

We started by asking about the future from your unique perspectives. Now reflect on what you've heard. Where are the commonalities?

- *The most important thing is motivation, but these things are all interrelated. A lot of students are motivated by getting a job, so they don't see the relevance of bigger, broader, fuzzy ideas. And the job demand is there because of the scarcity people feel. The paradox is that some students are*

beginning to question whether they have to have that job to have the American dream, so these things are all linked together. Maybe students will build a new set of priorities, and educators will have to be a part of that. It really is a big shift we're seeing today.

- *Motivation is important, but it's also important where we think student motivation comes from. The "what's it good for" question reaches some students, so it's important. But it's also important not to underplay curiosity. Elementary students are phenomenally curious creatures, and they don't care about jobs. I'm concerned about that getting lost somewhere. I have a colleague in New Jersey who told some grade-school teachers, "When students ask questions you can't answer, say we'll write that down and get a mathematician in here to answer it." And my friend did go to the school to answer those questions, several times. She said it was the most intellectually stimulating experience of her life. (Also, the school's test scores rocketed up.) That was motivation, but it was internal to those children, who were curious.*

- *That illustrates where the breakdown might be. Someone talked about students who were concerned about whether their tuition would be worth it in the end. But fifth-graders don't think about that, so at some point students go from curiosity to "what's it good for." But even that idea has been instilled in them. They understand that some reasons for striving are good and that others are not. I think it's true that our egos are getting in the way. We want our kids to learn science. Well, maybe they don't want to — and that leads them to the idea that somehow they're less valuable. We must back up to some point when they're younger and try, as adults, to respect these very young people. To say, "You may be five, but your opinion is just as important as that of a 50-year old." We need to take our egos out of it. If we respect these young human beings, they may not lose their curiosity and they will grow to believe that the way they are and what comes out of them is respectable and good.*

- *I agree that motivation is essential. The other thing I would add to this conversation is that for populations like the one I grew up with in Northeast Portland, there are externalities that push into the classroom, even if you don't want them to. For African American kids, as hard as this is to say, there are issues of incarceration; and we have to think about how to connect kids with parents who are incarcerated. You can't avoid that. We have some neighborhoods where there are PTAs and fundraisers and the parents are obviously in the classroom for the benefit of students. You have the same kids in other parts of the city whose parents are also in the classrooms, just in a different way. The question of motivation gets at acknowledging those externalities. My educational attainment was never about getting a job. For me, it was about the people who sacrificed and fought and marched for your right to an education — and you darned well better take advantage of it. The story kids hear before they even make it to the classroom is really something else, and you need to acknowledge what those narratives are — and the externalities that drive them. [You said earlier that you went to Portland schools at their high point. What made your schooling better?] Music, arts, language, writing, a math teacher who encouraged girls, sports programs, fields to play in safely, afterschool programs, teachers with the time to talk to you and watch out for you in the community, busing to and from school so you got there safely, schools in your neighborhood, volunteers who didn't live in our neighborhood coming in to teach smart kids extra math classes and help them build things, principals who knew our names and went to church with us, my grandfather walking me to school and voting in the school I went to. It was very rich.*

- *Things are going to be different, and we don't know yet how they will be different. In terms of planning schools for the next generation and the generation after that, there are so many more variables at play than ever before. On the one hand, there's richness and it's a great time to be part of the conversation. On the other hand, there's uncertainty about what's going to happen and the*

sense that what we're doing now is not working well and what do you do about that. Somehow we have to get from where we are today to that new richness, because that will determine the form, which follows function. Once you have that, you can design the building.

- *Concordia University's collaboration with Faubion will have education students in the same building with elementary students. If you want to be a teacher, your first lesson would be to go downstairs and be with kids. That forces space in a different way. They're changing it in one spot. That's the lesson: to change it in one spot. Everyone can talk about change over wine, but kids are learning right now — so what are you going to do tomorrow? I can tell you what I'm doing. With Big Brothers Big Sisters, I'm giving out awards to 30 students, ages seven to 18, chosen from 80 kids who put together videos about why they want to go to college. They will each get $1,000 for their 529 Plan (given by the Oregon 529 Plan). We think we're instilling this, but we're just enabling it. These kids want that college experience. The lesson I'm taking away is that you can't instill motivation because it's already there — you just need to bring it out. With the people in this room, we could affect one school right now. Why don't we do that?*

- *There are so many barriers to allowing it to be free; we need to break down those barriers. Trust and respect are huge barriers for kids and youth, to actually trust their own motivations intrinsically and to follow them and pursue them. Our work is to facilitate, enable, and give encouragement — and to trust that wherever that takes them is better than where they are now.*

- *It's one kid at a time. Things like space and money are merely the ingredients. What we're searching for is the recipe, because the same ingredients in the wrong recipe will kill us.*

- *One of the key things to come out is how to make schools more porous, more connected to business, to neighborhood, maybe to other neighborhoods — how to take learning beyond the physical boundaries of the school. We've spent a lot of time talking about students, but I'd like to talk about teachers, about whether that's a great job if all they're doing is teaching. We need to think about how they can have connections to other parts of the world too, how they can get involved. Maybe as well as bringing in people who aren't teachers, you're forcing people who are teachers to go out and do something else. People who have opportunities to pursue their own interests would be better teachers.*

- *I've been thinking about the embeddedness of schools in a particular place, in a particular neighborhood, which is a strong theme for me. Someone mentioned that her grandfather voted in her school, how important that was to her. Facilities can anchor a community, and they may function better in that way.*

- *It's a nice paradox: a school needs to be porous, but it also needs to be a container.*

What are the implications of these themes for teaching and learning?

- *Education needs to be experimental and adaptive, because things are changing so rapidly. As educators, we need to be good at change. We need to make experiments, see what's working, and adapt to the outcomes; and we need to remove the institutional barriers to adaptive teaching. It's a good thing to model for students: how to learn to learn, how to learn to change, and how to be an agent for change.*

- *In the software world, you put out products that aren't finished, but you do so confidently. Part of that is not being afraid. You know it's not perfect, but you're willing to evaluate it and fix it. You have to be willing to figure out — from the perspective of the stakeholders — what needs to change and how to move forward. You have to be willing to meddle with the system confidently and try*

something new. It's a paradox because parents want their children to learn, and that has to be measured (otherwise how do we know it's there?). But the system is breaking down and needs to be changed. So where's the balance?

- *It's also the whole environment. The school of the future will be broader than the teacher and the classroom. It will include health care, social care, all of the things that kids need and that are unique to a specific community. As I think about the schools of the district, it's not a district school that feels and looks the same everywhere. Schools in different parts of the district should look different, because they should respond to their communities and help build their communities.*

- *In Singapore they put the best teachers in the most challenging neighborhoods and pay them good money. ¶ The issue at hand is the idea of us being world-class. That's motivating to me, not because of the ego aspect but because the output of that would be world-class. Drucker said that the business of business is to create wealth. People misunderstand that, but what he meant was emotional wealth, spiritual wealth, physical wealth, and social wealth. If we're building warriors for wealth creation, we're not afraid about jobs; we don't need jobs because we will create them. We're not doing that. We're trying to create people to fit into something and when they can't do that, when they discover the social contract has failed them because they've done all the education and there's no job on the other side, they become blamers. We tend to create victims. And it's our fault. I'm trying to find a way we can enable the courageous wealth creators, because they'll be creating wealth for our communities as well. Portland Public Schools has struggled for years. I've watched it for years. I've been principal for a day, and I tear up every time. It's not the students; it's not their social and economic environment. They will fight that; they will keep their soul. Let us find the recipe and put it into the Portland Public Schools.*

Would you care to offer any final thoughts?

- *There's a huge amount of excitement and opportunity in what we're talking about, but there's a split between what excites us in the world and the day-to-day learning experiences of a lot of students. I think the overall theme is how we can better connect students to that energy and to the positive social and cultural themes we've talked about, instead of the classroom being a bit of a cage. How can we break down the physical and scholastic barriers for students — and also for teachers?*

- *I'm very stimulated by the thinking around the table. Where it leads me, in terms of what to say or what advice to give, is yet to be defined. I am somewhat loathe to talk about structure until we've settled on what it is we're about. We've been talking about an exciting environment. The question is: how do you do school in that environment?*

- *What resonated with me the most was the idea that the system needs to be experimental and adaptive. We spoke about shaping spaces that break down boundaries, not only physical boundaries but also emotional and psychological boundaries. The most effective way to do that is to connect learning to the physical world, not just nature but also museums, culture, and teachers who also do other interesting things. Connecting it to the real world bridges that gap from learning theory to making things, and that feeds curiosity. That exposure can ignite a fire in students that leads to motivation.*

- *People ask me how I thought up the model for Code Scouts. I did workshops for women who wanted to learn Python, and we had an open hacking night with mentors to help them. A few women were talking, when someone said she wished they could get together more than once a month and someone else offered her house for weekly meetings. I stood back and thought: this*

organic thing that just happened, I need to facilitate it and make it work better. The only thing I didn't learn in school was how to be a human being. That's the one thing I didn't get out of it. I got a 4.0 and a full-ride scholarship, but when I came out the only thing I knew how to do was go to school. What if we watched what kids do and just modeled school after that? How easy would that be? But we would need to be willing to respect that what they're doing is good. And not say, "You're just kids, and we want you to do what we think you should do."

- *Seismic risk hasn't come up, and with this funding we will have an opportunity to think about these challenges. It reminds me of the Colorado energy-reduction study, where the school that worked around collaborative practices performed better than the school that invested in LEED. Because it's embedded in its neighborhood, a school can act as a hub for the seismic risk profile of that neighborhood. It can be the place people go, because that investment has been made and because it can be a gathering place. ¶ This situation of an abundance of learning and limited resources for education, it's easy to speak to that as a challenge — but flip it to the other side. As someone whose greatest joy is learning, I'm so thrilled with the world I'm living in. I want to take MOOC classes! It's strange that our educational systems are so challenged by all the learning opportunities out there, when it's such a wonderful thing.*

- *Speaking of the joy of continued learning, this has been such a learning experience for me. So many great ideas can come from such a diverse group. As we talked about transforming, synthesizing, continuously changing, engaging the community, and also realizing that every learning environment is going to be unique to the people who experience it and learn from it, I thought, "If you can take a room like this and get so many diverse thoughts, I can only imagine what happens across the many communities of Portland." Especially keeping in mind that, as you're adapting and taking risks and transforming, it won't be consistent across the board. It's a daunting challenge, but a really exciting one — to think about how to adapt a transformative model to different communities to benefit students in specific ways.*

- *At Ziba, a lot of the work we do is thinking about how you design for experience. One of the key starting points is to get really crisp about the experience goal. This topic of learning is at the center of an important shift in experience goals for educators in schools, from instilling knowledge to activating self-directed learning. If you think the experience goal is to activate learning and make everybody an active, lifelong learner, how do you become fantastic at facilitating that learning? Schools would no longer be experts at subject matter and content, but at the facilitation and guiding of learning. And I would add collaboration, because that will be at the heart of it. If the goal of the future is to build connected learning communities, the principles would be to encourage teachers and schools to experiment, to shift from prescription to permission, and to encourage the self-organization of non-traditional learning communities (just let them happen).*

- *Me with a paradox is like a dog with a bone. I like the one about the classroom as a container (a safe space to fail and therefore to experiment, safe from externalities that could intrude) and yet also porous (to let the world in). And I was thinking, "Where in the world is there something like that?" The human cell. The cell wall protects what's inside from danger, but it's also a communications system between the inside and outside. That there is such a structure tells me that there is a third way, and that these two things can be brought together. It can happen.*

- *I'm humbled. The humility comes from knowing that so many people care and yet we haven't moved forward. What is preventing us? That's the struggle I'm facing. I understand that we need to put something out there, and not look for the grand equation. I'm eager to participate in putting something out there. I believe people can teach under coconut trees. Space is important, but it doesn't need to have walls. I'm eager to see a virtual school that is connected to the world around*

it. My only fear is that parents won't buy into that. They have been so beaten down by the lack of jobs and the inability to pay bills and the other structures of the real world that, when we speak in ethereal terms, they say, "What are you talking about? Teach my kid math and let me do the parenting." I'm concerned that society as a whole doesn't understand what we're doing, so we need to rise above all that and provide a light that inspires people. Inspiration, and then action. But there are others who say: no money, no mission. Gandhi said if you can't even change your mind, how will you change the world? I'm ready to have my mind changed.

- *I keep going back to the work I do, taking a look at the social impacts on kids and how it's carried into the classroom and at the community-based work we're doing. Around the room, a couple of values come up: healthy communities and learning. All organizations are trying to solve social issues in the community, but many are working in silos. So how does PPS fully use these existing networks and help them to collaborate better, so they can help kids before they actually enter the classrooms? There needs to be a connection with the environment that surrounds the school system.*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: May 11, 2013
Location: Southeast Asian Vicariate
Conveners: Van Truong (Director, ESL/Bilingual Program)
Participants: 142 parents and community members

Learning Environments

- *The learning environment should not be noisy; students and teachers need to be able to communicate.*
- *Classrooms should be airy, full of natural light, comfortable, safe, and free of competing noises.*
- *Classrooms should be well organized, with plenty of storage and cupboards.*
- *There should be enough space in classrooms for students to move around.*
- *Classrooms should be designed to allow students to work together in groups.*
- *Classrooms should have comfortable tables and chairs appropriate for the age of the students.*
- *The school should have rooms designed to accommodate both special needs and gifted children.*
- *Classrooms should reflect the cultures of their students, to enhance cultural sensitivity and to support the effort required to learn other languages.*
- *Schools should have up-to-date technology, and classrooms should have current instructional technology (e.g., document cameras and laptops) and enough computers for students.*
- *Schools should have well designed and equipped science labs.*
- *Elementary schools should have a variety of learning spaces for kindergarten students.*
- *The architects should be thoughtful about designing instructional areas.*
- *There should be rooms designed for teacher/parent meetings.*

Partnerships

- *Make use of the existing community organizations to support neighborhood schools.*

Safety and Security

- *Schools should be very safe and secure.*
- *Every classroom should have a fire alarm system and an exit door directly to the outside.*

- *Schools should have alarm systems to protect them from intruders with weapons.*

- *Provide gates for better security.*

- *Gates and doors must be very secure and accessible only by code.*

- *Use technology, including cameras, to ensure security.*

- *Provide safe drop-off and pick-up spaces that have longer pathways.*

- *Playgrounds should be fenced for safety, and gates should be locked.*

- *Visiting parents should have to register at the school office and wear an ID badge.*

- *Avoid placing a school too close to a business area.*

Critical Physical Attributes

- *Schools should be airy, cool, and up-to-date.*

- *Schools should be comfortable and accommodating.*

- *Schools should be spacious.*

- *Schools should have color as well as artwork and decoration that reflect the cultures of the students.*

- *Schools should have enough washrooms for students and visitors to feel comfortable.*

- *Schools should meet a high design standard and include spaces with high ceilings.*

- *Schools must be designed to be more flexible and adaptable.*

- *Schools need to engage students and community members throughout the day.*

- *Every school needs to feel warm and welcoming to the entire community.*

- *Schools should be thoughtful in design and culturally sensitive. This is what makes schools succeed.*

- *The design should be culturally specific and allow families to feel at home.*

- *Schools should have more gym capacity.*

- *Schools should be designed for special needs children (access and inclusion).*

- *The school should have a performance space students and community members can use after school hours.*

Other Areas of Interest or Concern

- *Classrooms should not be crowded. Class size should be limited to 18-22 elementary students and 25-30 secondary students.*

- *Every classroom should have an educational assistant.*

- *The district should provide more bilingual teachers.*

- *The district should consider adding dual-language offerings.*

- *Whole-person education is more important than book education. Teach children about morality, respect, and Vietnamese traditions.*

- *Schools should be able to make school-wide announcements in multiple languages.*

- *All youngsters should feel they are an equal part of the school community.*

- *Schools are enormously important in Asian American communities.*

- *Be sensitive to the way cultural displays (e.g., national flags) may be perceived by immigrant and refugee communities.*

- *Friendly relationships between teachers and students are critical.*

- *The district should invest in teachers.*

- *Take steps to eliminate hate crimes that occur on school grounds or involve students.*

- *There should be no tolerance in schools for discrimination based on ethnicity, and schools should take steps to eliminate bullying.*

- *The district should provide more opportunities for students of color to advance.*

- *The district should locate a school in the middle of the Vietnamese community (Northeast Portland or Southeast Portland).*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: May 22, 2013
Location: BESC
Conveners: Melissa Goff (PPS Office of Schools)
Participants: 10

What is the nature of schooling, and where is it going?

- *There are durable elements that are relevant now and will be long into the future. The question is how to map space around them and how to make space flexible enough to support them. The target is high achievement for all students: how to differentiate inputs to produce equitable outputs. The three modalities that will arch over time are: inquiry, collaboration, and reflection. These align with the skills we're seeking in our workforce, and all have underpinnings across cultural groups and across our community — although the "what" and "how" will keep shifting. I'm looking to see how schooling evidences the culture's intentionality about how adults engage civically; because to have a healthy, thriving democracy, we need schools where kids can practice democratic skills.*

- *Space issues sometimes force us to make decisions that ignore human biology, which won't change — the need for light, water, air. ¶ We have an institutional network, but it's an opportunity we don't use. We're not connected to interagency thought. However, because of the financial crisis, we are partnering in different ways.*

- *As a student, I've been in older schools where the quality of instruction was so incredible I didn't perceive any barrier to learning. The minimalist, natural environment helped me to focus on what was said in classroom — versus a 1970s building that was all tricked up, which was distracting to me, even with a good instructor. I prefer big windows, an environment with a lot of natural light. Well-designed public spaces inspire. You know you're in an incredible place. But it's important to avoid getting caught up in tricked up ideas about what the future will be — the teacher as pilot, with console —and recognize that a minimal approach to space can be inviting, effective, and transcendent (across time). You need a balance.*

- *When you talk to kids, they tell you school isn't relevant; they don't see connections to the real world. If we're not going to send kids out, how can we bring real-world experiences into the school? We have focused on thinking skills, but we don't give students enough opportunities to apply their thinking in real and relevant ways. We need to look at expanding business partnerships and creating learning labs where students can apply their thinking in creative ways.*

- *If we wanted to include all students, we would have several adults working together to facilitate learning in the classroom and to access the community. Meetings with special education have given me a vision of what that environment would look like. It would have lots of natural light, and also technology that facilitates learning for a wide range of students. There are so many things we could do in an environment designed for all students.*

- *Anything we can do to build interconnectedness with families and the community would be a good thing. Use technology to let teachers collaborate with teachers in other places on a routine basis. But interconnectedness is more than inviting people in. It's about looping systems: birth to 20 and with the business community. Our norm has been to say "come to us as we exist." We're trying to change that.*

- *It's important to represent students and their families in the learning environment. We want them to feel they belong, to feel connected. The phrase I heard [in earlier community conversations] is: we want school to feel like home. People talked about 24/7 schools that support community use; the needs of kids who don't have families to go home to; and services parents need in order to support learning. People also talked about avoiding building names that aren't supportive of students of color and about being careful not to reinforce racial segregation in locating schools.*

- *A welcoming environment is so important. We set up our facilities in a way that suggests we don't trust our students, and it becomes a self-fulfilling prophesy. We need to honor and trust our students — design with a presumption of good will. Good schools display student work, they display their mission — and that helps to create a welcoming environment.*

- *We have a consumption model: a monolithic model with teachers dispensing education. What would schools look like if they were student-centric and not teacher-centric? What is it we want to see in our students? Yesterday I visited the Start Academy at Wilson, where some programmer kids built an app that was giving back to the community — and also redefining what it means to be a teacher. The idea is to give kids a snapshot of life after high school. Kids decide what the community needs; they're encouraged to be creative in both defining and solving the problem. Franklin and Wilson kids are engaged in virtual collaboration, defining problems and coming up with solutions. They're in control of their own education, defining what they learn. It begins to clarify for us how we want to redefine the education ecosystem to transcend physical space and expand into the community. It does take a village. And we read in the summary of the futurists conversation that there are hundreds, maybe thousands, of people willing to come to the table to help PPS shepherd forward a new vision.*

- *Part of that redefinition is creating an environment where every individual is learning — not the teacher-sage but a learning ecosystem, where everyone is learning and we invite others in to learn with us. That would be an exciting shift. Envision teachers working together in a learning community, in a space where they see others working together, in the same place students are working. People are more likely to talk if they have comfortable furniture and an engaging environment. Think about Google, and create spaces where people can be creative.*

- *Maybe we need to stretch ourselves. You can't help but be inspired when you walk into Wieden+Kennedy. You know people are learning and being creative there. We need to look beyond schools for ideas. Where are the creative spaces in our region?*

- *It would be awesome if we had a way to connect schools with each other, something like the OHSU tram. ¶ The other thing is teaching to the whole child. Life skills are critical, the things they used to teach in home economics, like meal planning and cooking. Part of that could be in the field. Students could create gardens to apply what they learn; the school could invite chefs to take part. We need to give students opportunities to apply what they know and to transfer skills. Brain research tells us that kids learn in different ways. Some need to stand and work; sometimes even older students need naps.*

- *Other districts receive funding to provide programs that enable parents to home school their children with some guidance from the district. The one I'm familiar with operates in an unused*

elementary school. They set up a family room, and I thought, "This is what schools need to be about." There were kids all over the place, parents reading to younger kids while older kids got guidance, food. There was something powerful there, because the parents were really engaged. Our schools, even our high schools, should have that kind of space, where parents can come, have access to computers and a library, and feel a connection to the school.

- *Teachers ought not to teach in isolation. I wonder why there's such a sense of ownership at the elementary level: my room, my kids. We know many teachers have more skill and interest in some areas than in others. Why can't the second-grade class have one teacher for math, and then go through a door into the next classroom to another teacher for science? You would still have a sense that these are "my children," but it would be a group of 50 or 75 because you're part of a team collaborating to educate that group.*

- *Schools need flexible spaces that can expand or contract, to create learning opportunities for double or triple classrooms or for small groups. Teachers need to be able to see each other work, to see what's happening in other classrooms. Create opportunities for voyeurism so teachers can start learning from each other: seeing a great lesson in another classroom and stealing it may lead to talking to that teacher.*

- *It's not unreasonable to have a camera in every classroom. It would enable us to mine the expertise we have and to help teachers learn from each other.*

- *Jamison Park is so simple, yet it's one of the most used spaces in the city. Why? What about that space couldn't we have in schools, to be that place in the neighborhood?*

- *Students learn best when learning is relevant, so the more connections to the community, the better. The learning environment should be a larger organism, and everything you do in that environment should be about learning (e.g., growing food or recycling). If students were engaged in some activities like that (rather than sitting all say), they would be more likely to sit and do other kinds of work.*

- *Kids need the four Rs: rigor, relevance, realness, and relationships. That's the formula. Students need authentic learning experiences and opportunities to develop relationships with other students, with teachers, and in the community. Teachers need a flexible environment, infused with technology, where they can differentiate instruction and kids can sometimes work in learning hubs (cooperative groups). Classrooms must have space for flexible groupings, from hubs, to cluster groupings, to whole-class discussions. To make sure we can make a difference to all students, classrooms must support different learning styles (e.g., amplification systems to make sure every student can hear).*

- *I ran an un-schooling school for several years, so I come from the intentional fringe. We use phrases like "it takes village," but we profoundly underutilize what the village offers. Why do younger kids have abilities their older siblings didn't? What if all the kids in the room weren't fifth-graders? We would see great things going on, if there were seventh graders and even second-graders in there too. It's healthy that we have K-8 schools, but we don't have enough 6-12 schools; and we don't have enough onsite childcare. We do a kind of isolation that is specific to our species — and weird. In terms of flexible grouping, the most thoughtful learning environment would have older kids looping to be companions to younger kids. ¶ The term "un-schooling" is an intentional modality: not anti-schooling, but the antithesis of schooling. Children are naturally so curious; but school, as implemented now, is about dampening curiosity. So what can we do with the built environment and with instructional modalities to change that? In addition to being curious, young children are specialists. We frustrate that with our generalist education, and then we're surprised that teens*

and young adults struggle to be specialists (e.g., to choose a career). The idea that a general education gets you specialized people in the long run is stupid. Young children have good intelligence about what they want to do. ¶ If I were asked for a simple change that would revolutionize the learning environment, it would be putting a sink in every single learning space. Running water makes a huge difference in what kinds of learning modes you can do.

- *We need to find ways to keep kids curious, but we also need to keep adults curious. I think a lot of teachers have lost their sense of curiosity. As an organization, how can we help them regain it? Part of it is willingness to risk. Are we an agency that encourages people to takes risks? If we're going to move forward, that will be the fundamental question.*

- *Look at pre-K to second grade: the idea that all kids develop at the same pace in all areas. I would like to see a flexible delivery model that allows kids to go where they need to go.*

- *It's the industrial model. We don't want it, but the conditions that created it are still here.*

- *It's the Waldorfian philosophy: we need to let children mature in a certain way, and then they can excel.*

What does great teaching look like?

- *Look at students. What you see is the barometer. See what they're doing, and let that inform you what great teaching looks like. What are the characteristics of a third-grader?*

- *The characteristics of a learner don't change with age, from young children to adults. They're engaged in problem solving together, bouncing ideas off each other, considering multiple perspectives. Great teachers foster than environment, pushing students to think through highly engaging conversations, moving them to application. They provide the scaffolding to make sure the content is accessible to all students regardless of their learning modality or their cultural or lived experience, and regardless of the diversity in the room. The teacher knows so much about the kids because the class has become a family unit; the teacher knows their strengths and builds on those.*

- *Great teachers use humanizing pedagogy, culturally responsive instruction, and a student frame of reference. They get to know students through their cultural background, living experiences, and language assets. They use the village. They focus on critical literacy. You have to give kids opportunities to speak and use that to move them to new learning.*

- *It's about voice: about every student being heard and having multiple modalities to express voice. It's about shaping multiple ways of learning and recognizing strengths and building on them — and helping other students do that. Public and published: not only student work in the hallways, but active engagement in the classroom every day.*

- *And shared with the community. We need to help students see how they show up in the community. Very skilled teachers know how to do that, to help students overcome challenges and build on their strengths. There are schools that have had success with students whose living experience was violence, poverty, and racism because they were able to create a critical learning pedagogy that transformed students' lives.*

- *We need to future-proof our kids, as well as our schools. We need to provide them skills so they can continue to leverage the collective skills of society, to develop and use resource networks.*

- *The five essentials for achieving equitable achievement are: family engagement, assessment, instruction; professional learning community, and positive behavior support.*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: May 22, 2013
Location: BESC
Conveners: Peyton Chapman (Portland Association of Public School Administrators)
Participants: 5

Learning Environments

- *We have to be innovative: look around the globe for models. The structure has to support 21st century instructional practices (e.g., robotics and mock trials).*

- *We need facilities with natural light (which we know increases productivity) and good air quality (which impacts both students and teachers.)*

- *The school should support professional development and collaboration. We're moving toward interdisciplinary teams, so we need more places where teachers can work together.*

- *Co-teaching is best practice. With teachers working in teams, we need office spaces with workstations and a common work area. Design it so teachers are together.*

- *At a school I visited in China, they had a faculty prep area with a mini library where they could log into the Oxford University library, where teachers of all grade levels would talk and plan together.*

- *To personalize education and support kids, Southridge High School (Beaverton) arranged classrooms in academies, with multi-disciplinary groups of teachers housed together. It means distributing science labs so there is one in each pod.*

- *Every teacher wants more space, especially in elementary and middle schools. Space impacts instructional options — whether you can have small groups, how students can move. So we need big classrooms.*

- *The high schools should have different CTE programs that, with the support of community partnerships, are equipped with up-to-date, industry-standard equipment. Those programs should also have community college and middle school connections.*

- *With everything online, student access to computers is more important than ever. Think ahead and provide alternatives to dedicated lab spaces.*

- *The K-8 schools need classrooms that have enough space for differentiation: small groups, volunteers working with students, students working on projects, learning centers.*

- *If space were different, groupings would be different. The teacher could be a facilitator of learning; there would be more projects and less direct instruction.*

- *We need a variety of spaces kids and teachers can move into: seminar rooms, small lecture rooms, study rooms (4-10 students), and small performance spaces. Maybe a wall of study rooms with windows onto an interior courtyard. We need interior visibility, so teachers can see learning*

activities in adjacent spaces and supervise students in small-group study rooms. We don't want every room to be the same, because then the same things will happen in them.

- *Kindergarteners are a different breed. They need their own space and their own teacher. A big, standard big room is best for very young children.*

- *We need to be thoughtful about where we place programs for high-needs special education students, and not let them continue to be an afterthought.*

- *The furnishings in science labs should be accessible to students with disabilities, and science labs should be connected by shared rooms with safe, secure storage. Each lab should have its own equipment, set up permanently so teachers aren't spending time setting up for classes.*

- *No matter what the subject, every classroom should have a sink and ample electrical capability.*

Partnerships

- *Provide performing arts spaces that could be used by community arts groups on the weekends. Joint-use partnerships would justify the cost of specialized spaces.*

- *Create facilities for the community as well as for students.*

- *High schools should have something like the community room at Southridge.*

- *Rosa Parks has places for community partners, where they're all together. It's important to have spaces for partners who provide wraparound services.*

- *The county has made a significant commitment to school health clinics, which help students maintain good health. They should be visible and accessible from the outside so families and students don't need to come into the school. The clinics are for all, not just students.*

- *When we think about partnerships, we should think more broadly than PK-12. We should have the Helen Gordon Child Development Center attached to one of these schools; and we should forge links with the community college.*

- *I visited a New York facility that had elementary, middle, and high schools as well as a community policing station and a mental health facility — all in one building. It was a vertical community, and everyone went there. They found ways to organize students of different ages.*

Safety and Security

- *When a school is designed to make it easy to supervise students (transparency, lines of sight, no hidden areas), it empowers students to manage their own behavior.*

- *The office should be located so the office staff can see people entering the school. The office should be welcoming, but it also should provide effective supervision of the main entry.*

- *Schools need better visibility and a greater ability to shut down spaces — without looking like prisons.*

- *Use swipe card technology to control access to the school or to zones of the school.*

- *Find an affordable way to give students who are on the fields access to restrooms, without granting public access to the school.*

Critical Physical Attributes

- *We need multipurpose rooms that can be used for teacher meetings, PLC meetings, and parent groups at different times of the day.*

- *Gyms should support a variety of activities (either with flexible spaces that support multiple activities or with a greater number of dedicated spaces); dance is as important as basketball.*

- *We need a multipurpose area that can be used as a gym and as a performing arts space.*

- *Handicap accessibility is important throughout the school.*

- *Our schools need more and better bathrooms.*

- *Teachers need professional space where they can meet. If they won't have their own rooms, they will need storage.*

- *Classroom built-ins shouldn't impinge on floor space. Classrooms will always need storage. We may not have filing cabinets in the future, but we will have manipulatives for math.*

- *Design for an urban environment. Think vertically as well as horizontally (e.g., tennis courts on the roof).*

- *There are several nice features at Southridge: the theater and athletic facilities, the open areas where you can look down on the commons, the transparency, and common spaces that can also be study spaces.*

- *A central atrium is a nice feature; I liked the one at the old Reynolds High School.*

- *It's good to locate counseling and administration in the same area, because they work together to bring in new kids and families. But the police officer shouldn't be there.*

- *It is especially difficult for immigrant families who come in to register students and have to navigate one of our high schools. They're sent here and there all over the building. If all of these offices were in close proximity, it would be much more parent-friendly.*

- *The counselor should be near the principal, but not too close because of confidentiality.*

- *As a high school principal, I like to be able to talk to the counselors on a regular basis. Having the administrative team distributed is good because they're near the classrooms; on the other hand, being centralized means we can access and supervise all areas of the school.*

- *In K-8 schools, having the vice principal in the middle school area works well. We're working on preventative discipline, so it would help to have a counselor nearby so they could work as a team.*

- *With fewer staff, we need to design schools so people can cover for each other (e.g., the librarian for a part-time bookroom clerk).*

- *We just spent $1,500 to recoat our playground, painting it for foursquare and tetherball; it was the best money we ever spent. It gives kids something fun to do, a wider range than just the tall boys who play basketball. You do need to protect the area from vandals if it has any equipment.*

- *Outdoor student gathering places should have seating. Interior gathering areas should feel like Starbucks, with places where students can sit and meet or study.*

- *A school should be like a museum; it should tell the story of the school and its community.*

- *At Wieden+Kennedy, there are different places (and different colors) for different activities (e.g., creating thinking). You don't sit in the same place all day, every day. And all the materials are natural.*

- *The school should have high ceilings, wide halls, and a lot of natural light.*

- *We should go back to cooking onsite and provide healthier, more appealing food.*

- *Cafeteria spaces should support multiple uses across the school day (instruction, study, meetings etc.)*

- *Make microwaves available so kids can heat food they bring from home.*

Other Areas of Interest or Concern

- *We need middle school programs that feed high schools programs (e.g., band). The high school programs can't survive without them, so we need to make sure those programs go down to the lower levels.*

- *Make sure there are a lot of educator voices in this process. The majority of the input should be from people on the ground because they will think of things no one else will.*

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Community Conversation Summary

Date: May 23, 2013
Location: Franklin High School
Conveners: Andréa Wade (PPS Student Union and SuperSAC)
Participants: 16 students and 5 staff members

Learning Environments

- *There should be something like a vocational skills center, where students can learn things for life after high school and get certified for a job.[1]*

- There should be a high school program that prepares students for careers in green technology. It's in the Northwest culture.

- *I hope the high school will have more classrooms, because sometimes they're really crowded. Students would feel more comfortable studying in them.*

- *Some classrooms are very small, and very crowded. It's easier to learn and you make better friends in smaller classes. It would be better to have multiple classrooms in the same subject.*

- *There should be more support for the performing arts: choir and drama. Franklin is down to one choir, and we need a better choir room — larger, with better sound.*

- *There should be equal gratification in multiple things. Technology and choir are good, but don't put all the gratification in one thing, like sports. That would discourage people, especially freshmen who are wondering what they want to do. They may want to pursue art or dance, but if all the emphasis is on one thing the others feel left out. Equally gratify all things. Self-betterment is what we should be doing.*

- *They should be embracing technology more. We have teachers who have 2001 laptops to use for projecting. The library computers have Explorer and Word — and that's it. It's the 21st century, and you can do amazing things with technology. It's a shame the education system hasn't been able to utilize things like that. We need better internet connections and more outlets in the classrooms, and better computers.*

- *Our school has pretty good WIFI coverage, but there are dead spots; and it's annoying sometimes. In some classrooms, the teacher has to have people plug into the internet connection.*

- *My Dad's elementary school has iPads and MAC minis. It would be nice to have those here.*

- *Technology can help with your work if it's used properly. The iPads have helped Roosevelt get organized because a lot of high school kids are familiar with it. It would be great if everyone could experience it.*

- *I very much encourage the use of new technology, but I want schools to keep an eye on the budget. I don't know about every student having an iPad. There are many cheaper, Android-based tablets available. If there was a class for using and manipulating these pieces, especially Android and Linux open-source programs, it would be beneficial for modern youth.*

- *It's important to have easy ways to upgrade technology as it progresses, because you don't want to get trapped in the decade when the school was built.*

- *You need to balance technology and teaching. There should be specific programs for specific classes. You should require teachers to actually teach something and not just send students to the computer lab.*

- *Our biology teacher writes out notes and we follow along, and that's what's on the test; so everyone mostly learns it. In other classes, the teachers just read things off for the students or give them worksheets. I like the emphasis on notes and organizing those notes. If you have homework and you're missing something, there are only a couple of things you can do: ask a friend or go to the internet — but some people can't do it. It would be nice to be able to go where you can access it again.*

- *Some teachers have a big problem with students on the phone all time. Some have a policy where they take the phone away until the end of class, but I would like to have a device that would shut off phones when they enter the classroom.*

- *The more comfortable teachers feel in their workplace, the easier and more efficient they can work. It's like students, they need to feel comfortable.*

- *Some classrooms have so many students, sometimes the teacher isn't able to communicate with all of them at the same time. They can't talk over all the students. It would be great to have a speaker system. Some teachers need it so you can hear all around the room and they don't need to waste time repeating and repeating.*

Partnerships

- *I would like to see larger facilities where there's easy access to more club sports — and to more after-school things like the SUN School, things that help out.*

- Would a utopian high school provide services like a doctor, a dentist, a laundry — be almost a home-away-from-home inside the school? How do you feel about that?

- We have something like that at Roosevelt because our student body has such a high need for social services; and it helps students overcome barriers to their education. Through a church partnership, we have a clothes closet that's open to the community. Also a food pantry, where students can go for a snack (e.g., before a test).

Critical Physical Attributes

- *I think schools should be easy to clean. Work with the janitorial staff about the design. Schools need to be comfortable places, and that's not possible when they're not well maintained. Make them more aesthetically pleasing so people will take pride in them.*

- *Paint the entire school inside. The atmosphere affects you whether you're working or just being in school. Sometimes you walk through the school, in this Portland weather, and all you see is grey*

lockers, everything drab. I've seen other schools where they emphasize color. Be creative. Show some school spirit, use the school colors.

- *We need wider hallways like other high schools. There are so many people, and people stand in the middle of the hall; so you can't move.*

- We need a bigger, better cafeteria. The students would like more of a café or bistro atmosphere — a nice place where people want to go, with healthy food so kids don't want to go for fast food.

- *I would like to see an increase in the quality of the food, and a decrease in the price. It's $3 for a slice of pizza with runny cheese. It's cheaper to get a corn dog and soda for $2 at the market. It's not a great lunch, but I can afford it. But I'd rather eat something like a sandwich or actual pizza.*

- *Every high school should have a childcare program for students who have children, so they have a safe place to take their children. It would encourage them to finish high school.*

- *Focus on the plumbing. The water tastes nasty. There's too little water in the faucets in the boys' bathroom. It's cost-effective and saving water, but it would be nice to have a regular faucet and get water and your wash hands and be done with it.*

- *Heating and ventilation and windows are really important. Sometimes on hot days the top floor is really hot, even with fans and open windows, and some rooms are hot even when it's cool outside.*

- *We should have more recycling bins — different kinds of containers all over the school and trash bins on every corner. This could be a green community, with all the teenagers in the building.*

- *A different way to recycle is to reuse. It would be cheaper to have reusable trays and cups in the cafeteria and make it easier for kids to manage trash.*

- Our school has a homeless population, and the school is their sacred ground. When you build the new school, create an area for students to hang out in because a lot of kids don't want to go home right away. Maybe the cafeteria. It rains here, so they can't hang out outside.

Other Areas of Interest or Concern

- *There should be more activities after school, more sports — more people so you feel comfortable when you come into the school. When you come in from middle school, you're nervous about high school. Having more people greet you makes the building feel more welcoming.*

- *The school should have more tutors, because I'm terrible at math and the teacher won't explain. I've tried the internet, but it's easier to have a human being tell you how to do it. But the tutors have to be ABLE to help.*

- *The school's history is significant and important. My great-grandmother saw this building being built; she saw the sinkhole for the bowl. I heard they will fill it in, but I think it's fine the way it is.*

- *My grandparents, aunts and uncles, my whole family has gone to this school. Just the fact that it's stayed this way so long, it's like a landmark; so it would be sad if it changed dramatically. But the inside can definitely use some work. But what about the murals and paintings collected over the years? It would be a shame if those were gone.*

- *It's very hard to get work done in the study hall because no one else is. I would get more done in a coffee shop because the people there, the guiding principle is that they're there to get work done. Capture that getting-work-done atmosphere. The problem with a study hall is too many people in*

the space, so it creates a problem with people talking. If they let people go to the library or outside they might leave, but it would give students who want to do work a place to do it.

- *My middle school had a really great program called Cedar Lodge. A wonderful community of sixth, seventh, and eighth graders who learned very well in the same homeroom with the same teacher all years. They cut it because they added Spanish immersion, but no one told us until about a week before. Communication is very important. We had the rug pulled out from underneath us, and we felt it was very unfair.*

- *One reason Cedar Lodge was cut was because it had an alternative teaching style, while a lot of people want regulations for teaching and learning that don't work for some people because there are so many types of people and ways of learning. I really want schools to allow, even encourage, other teaching and learning styles instead of the teacher just telling the class something and students writing it down. Encourage working with your hands, looking at things, listening to things. There are so many ways of learning that it's too bad to have only the lecture style.*

- *What he said is important, because some students are barely surviving.*

appendices: appendix b

ONLINE SURVEY

In an effort to get feedback from the larger PPS community, following the many, focused community conversations that were convened, PPS launched an online survey that was open to everyone for responses.

Based on over 150 online survey responses, here's a snapshot of Portland's vision for improving school facilities. In order of priority:

- **Schools should be safe**
  Keep children safe during and after an earthquake or fire; safe from toxins like lead paint, asbestos and mold; and safe from trespassers.

- **Schools should meet basic student needs**
  Provide clean, functional bathrooms for all students. Keep classrooms comfortable year round with fresh air (warm and cool). Provide easy access to clean drinking water. Fix roofs that leak. Paint as needed.

- **Classrooms should be larger – and bright with natural light**
  To accommodate large class sizes – and to provide adequate space for collaboration, small group work, and one-to-one instruction – school classrooms should be larger. Classroom windows should provide natural light and beautiful views – and open to provide fresh air for students and teachers.

- **Schools need more (flexible) learning spaces**
  More spaces for small group work, individual tutoring, mentoring, etc. Additional spaces should be flexible so they can be used in different ways as school needs change.

- **School spaces should meet the needs of all students**
  Schools need a greater number and variety of learning spaces to accommodate individual student needs. No students should have to work in a storage closet or in the nurse's office. Some students need especially quiet learning spaces with low, soft lights. They should have them. Students in wheelchairs should be able to access the cafeteria independently.

- **Schools should have adequate space for physical education**

- **Schools should have adequate space for art and music; modern science labs; and a performance space/community-gathering space**

- **Libraries/media centers should be centrally located**

- **Technology should be easier to use, more state-of-the-art**
  It should be easier to power projectors and laptops, without messy wires and power cords. It should also be easier to access a school network and the Internet.

- **Schools should be quieter**
  Classrooms should be quieter overall, and some spaces should be especially quiet for students with special needs.

ONLINE SURVEY (CONTINUED)

• **Psychologists/counselors/mentors should have space to meet individually with students**

• **Schools should have more green spaces for outdoor learning**
In general schools should have less asphalt and more green spaces for outdoor learning and play. There should be a renewed focus on community gardens.

• **Schools can be energy efficient "laboratories"**
Students can learn environmental stewardship in energy efficient buildings with solar panels, on-site composting, community gardens, rooftop gardens, rainwater harvesting, etc.

• **High school spaces should serve career-focused students**
With automotive, metalworking, wood, drafting, electronics shops, etc.

• **School spaces should invite parents to be partners in their children's education**
A dedicated parent/community room is ideal.

• **Schools should co-locate social services such as child care, health care, food and housing assistance, etc.**

• **It should be easier for families and the community to use school facilities after-hours**
For community gardens, computer/library access, adult education classes, sports and exercise facilities, meeting rooms, etc.

appendices: appendix c

BACKGROUND, HISTORY AND CONTEXT FOR CURRENT VISIONING & ED SPEC WORK

In 2007 Portland Public Schools started a community wide ranging discussion regarding the nature and condition of its school facilities. With an average age of 60-70 years Portland School Buildings had reached the point where they needed substantial repair, modernizing or replacement.

Over the five years leading up to its successful school bond measure in November 2012, Portland Public Schools conducted a series of community wide engagement efforts which engaged parents, staff, students, business leaders, community leaders and members of the broader Portland Community in a variety of initiatives designed to spark conversation, build a collective vision and gather thinking about school facilities and their relationship to student learning and the community.

This process included both community wide and targeted engagement activities. In all hundreds and possibly thousands of Portlanders have been involved in the discussion around PPS's Facilities. Activities included:

COMMUNITY ENGAGEMENT

Reshape School – Space + Place

In May 2007, PPS engaged over 250 community, business, education and green development leaders in a forward-looking discussion of the district's school facility needs. The two-day summit launched a district wide conversation about Portland Public Schools facilities and challenged participants to think about the future of education in the Portland community in terms of space. In large group, small group and workshop formats participants began the process of building a collective facility vision for PPS. Five Guiding Principles emerged from these conversations.

Reshape School – Space + Place (continued)

1. Community: True Partnership – Facilities must serve the community. Partnerships at all levels with government, business and neighborhoods, will provide services that students and families need and create a lasting bond between schools and community.

2. Teaching and Learning: Creative Forever – Create learning environments that nurture, inspire and challenge students and enable them to discover and develop their talents and value learning.

3. Sustainability: Think Green, Build Green, Teach Green – Schools should teach students and the community about environmental responsibility within the classroom and by utilizing sustainable design.

4. Adapting to Change: Continuously – Learning environments must be easily adaptable to changing technology, equitable across the school district and effectively engage students using a variety of learning media and networks

5. Making this Happen: Together – The community must be engaged in determining and creating the kinds of learning environments and all of the players including community leaders, school administrators and community members must work together in meaningful ways.

Educational Facilities Planning Work Session

In November 2007, two community-wide Educational Facilities Planning Work Sessions and an on-line survey continued this important conversation. The Educational Facilities Planning Work Sessions asked approximately 250 community leaders, parents, city administrators, school district personnel and students attended the work sessions to discuss the future of Portland Public Schools facilities. Significant responses were also received from the PPS website.

Community Quadrant Dialogues Summary

In January 2008, four public meetings held in each quadrant of the city further opened up the community discussion, with participants reviewing school assessment data and providing their input concerning outcomes.

School Facility Assessments

In 2008, Magellan Consulting, Inc. evaluated the major systems in every PPS building. These technical assessments included plumbing, electrical, lighting, heating and ventilation, life and fire safety, flooring, roofing, windows and doors, structure, technology, fencing, play equipment, and exterior amenities. The district followed up with a public information initiative to communicate these findings to the community.

Seismic Assessment

All but two of Portland Public Schools' buildings were constructed before building codes included current understandings of the risk of large earthquakes in our region. In 1995, PPS conducted a seismic assessment to identify risks to buildings from possible earthquakes and asked voters to pass a bond to begin to fund seismic improvements.

Seismic Assessment (continued)

In 2009, the District hired structural engineering firm KPFF to complete a seismic study to update data and compare physical conditions against the latest standards embodied in American Society of Civil Engineers methodology (ASCE 31/41).

Accessibility Assessment

An accessibility assessment of PPS facilities was conducted in 2009 by Ankrom Moisan to identify deficiencies within PPS facilities and provide cost estimates to correct the deficiencies. The Americans with Disabilities Act (ADA) is a federal law that requires public facilities to be accessible to all.

Historic Assessment

A historic assessment was conducted by Entrix in 2009 of Portland Public Schools' facilities. Research and a field study of District buildings constructed prior to 1979 identified their character-defining features, assessed their comparative levels of historical integrity and evaluated their eligibility for the National Register of Historic Places (NRHP).

2011 Capital Bond

In May 2011 PPS proposed a Capital Bond Measure to the voters of Portland. The Capital Bond Measure narrowly failed, in part because a "NO" campaign emerged, suggesting that the district should focus on teaching & learning before focusing on its buildings.

Listening Sessions

Following the defeat of the May 2011 bond measure, Superintendent Carole Smith and members of the School Board held "listening sessions" with a diverse set of individuals and groups across the district, including both those who had supported the bond measure and those who had opposed it.

At each session, the superintendent and school board members asked participants three common, open-ended questions: What are your reflections on the bond? How could it have been improved? What are your ideas for moving forward? A summary of the Listening Sessions can be found at http://www.pps.k12.or.us/files/facilities/01_31_12_Listening-report-V02.pdf.

Long-Range Advisory Committee

In November of that year, the district initiated an update to its Long-Range Facility Plan, establishing an Advisory Committee to ensure a community voice in the process. Delivering her charge to the Long-range Advisory Committee, the superintendent asked the group of 39 citizens to bring their diverse perspectives to developing a consensus regarding the priorities for investment in district facilities.

The May 2012 plan identified three facility goals.

Every PPS school shall provide an equitable and effective learning environment that maximizes the achievement of every student.

Long-Range Advisory Committee (continued)

2. Every PPS school shall be safe, healthy, accessible, and designed to meet students' essential needs.

3. Every PPS school shall optimize utilization of all schools while taking the academic program needs of each school into account.

The Long-Range Facility Plan also established a set of guiding principles to be maintained in every facilities planning and capital investment decision:

A: Develop partnerships

B: Embrace sustainability

C: Demonstrate fiscal responsibility

D: Practice inclusivity

The Long Range Facility Plan can be found at: http://www.pps.k12.or.us/files/facilities/LRFP_-_PDF.pdf

2012 Capital Bond Development Committee

Following School Board adoption of the Long-Range Facilities Plan, a Bond Development Committee was convened that provided an opportunity for community leaders to engage in the process of weighing options and creating a proposed capital bond for referral to the public. The process was organized to establish priorities and balance competing interests and needs. This broad community engagement effort resulted in a recommendation to the School Board to offer a Capital Bond proposal to the public in November of 2012.

2012 Capital Bond Campaign

Following significant community input during the Reshape Summit, Long Range Planning work, Superintendent/Board Listening Sessions and the subsequent Bond Development Committee efforts, a separate political action committee formed to guide the campaign for the 2012 capital bond proposal.. The campaign included numerous presentations, conversations and meetings to inform and educate the greater community about what the Bond would accomplish. The campaign also had extensive student engagement including student-produced videos and social media outreach efforts to campaign interns, helping with everything from canvassing, communications and fund raising. The results of that campaign - with a 67% YES vote, reflected the collective community engagement efforts since 2007.

TARGETED ENGAGEMENT ACTIVITIES

As the many community wide activities were occurring over the course of the last several years, a series of targeted engagement activities also were initiated. They included:

School Site Planning

During the summer and fall of 2009, PPS conducted a series of workshops that focused more specific design policies that should be incorporated into future improvements at PPS facilities.

TARGETED ENGAGEMENT ACTIVITIES (CONTINUED)

Capital Improvement Sustainability Visioning Workshop

Workshop participants discussed the development of sustainable schools strategy recommendations. These recommendations focused on four primary categories: Energy, Healthy Learning Environment, Materials and Sites & Water.

PPS Safety, Security & Centers of Community

This workshop included participants from the City of Portland Bureaus of Police, Parks and Planning and Sustainability, as well as local architects. Discussion highlighted the following subjects:

- Campus safety and security

- Civic Use of Buildings

- Schools Uniting Neighborhoods (SUN) programs

- 20-Minute Neighborhood planning efforts of the Bureau of Planning and Sustainability

- School as Centers of Community

PPS Reshaping Schools Outside the School

Workshop participants, including local architects, landscape architects and facilities planners, focused on sustainable site design. Participants devised 11 elements of sustainable school site programming:

1. Water Resources – storm water, irrigation, grey water reuse

2. Solar Resources – solar photo-voltaic panels, membrane, sell back

3. Wind Resources – turbines, rotors, passive building cooling

PPS Reshaping Schools Outside the School (continued)

4. Land Resources - geothermal, biofuel

5. Learning Gardens – cultural, science, nutrition

6. Community Gardens – nutrition, outreach, building community

7. Outdoor Classrooms – engagement with the outdoors

8. Play Environments – passive and active landscape, adventure oriented
9. Athletic and Community Recreation Facilities – mutual sharing between the school & community

10. Parking & Drop-off/Pick-up Zones – functional for the school & neighborhood; multi-function

11. Security and Safety Measures

Modern Learning Environments Symposium

The February 2012 Modern Learning Environments Symposium convened teachers, principals, administrators, and other staff members, at Marshall High School. Parent members of the Long-range Advisory Committee also participated.

Superintendent Smith described the event as "a chance for teachers to be visionary in terms of what we want for our district as well as to ground the discussion in what students need most and how best to accomplish that." Teachers were encouraged to express values and share ideas about how space can support student learning. Common values included school buildings that are accessible to all students and that support collaboration with each other, the community, and nature.

LRFC Ad Hoc Committee

Following the work of the Long Range Advisory Committee a smaller Ad Hoc Committee formed to further discuss details of two specific interests by its members: Sustainability and Student Involvement. The outcomes of this work were organized and presented to the School Board at its hearing on the proposed bond referral.