

SBAC Meeting
September 30, 2014

Attendees:

Town Board Representatives:

Renel Fredericksen – Board of Selectmen
Tim Christenfeld, Jena Salon – School Committee
Jena Salon – School Committee
Peyton Marshall – Finance Committee
Margaret Olson, Bryce Wolf – Planning Board
Dan Pereira, Jonathan Dwyer – Recreation
John Ritz- Disabilities Commission
Dilla Tingley – Council on Aging
Andy Beard – Capital Planning

SBAC Members -, Owen Beenhouwer, Becky McFall, Peter Sugar, Vin Cannistraro, Maggy Pietropaolo, Buck Creel, Steve Perlmutter (absent - Doug Adams, Ken Bassett, Hathaway Russell, , Gary Taylor)

Dore & Whittier – Jon Richardson, Jason Boone, Emily Rae
Also Present: Rob Jevon, Adam Greenberg, Audrey Kalmus, Ken Hurd, Michelle Barnes, Michael Baltay, Brooks Mostue, Carolyn Birmingham, Jim Birmingham, April Crehan, Abbey Salon, Andy Falender, Deborah Choate, Katherine Page, Randy Harrison, Alice Waugh, Terry Perlmutter

Documents: Educational Vision ppt, Results of 9/16/14 Public Forum input

Overview of September 16, 2014 Public Forum

Jason Boone of Dore & Whittier Architects went through the compiled input collected from participants at the September 16, 2014 Public Forum. Meeting attendees including SBAC members, Town Board and Commission representatives, and other interested community members responded to the summary of input asking questions and providing perspectives on the interpretation of the input.

Presentation of Educational Vision

Superintendent, Becky McFall provided a presentation outlining the District Strategic Plan and Educational Vision. The presentation included connections to how the facility can improve the ability of the educators to achieve their educational, Strategic Objectives. Superintendent McFall solicited feedback from attendees regarding how best to present this information in the Public Forum on October 16th.

Feedback provided:

- This is what we've been waiting for.
- This presentation goes a long way to solving our problem. But the presentation seems to suggest that the answer is a compact school, and we don't have a compact school, and I don't know if we can have a compact school. But at least we can understand what the trade-offs are.
- Ad hoc. Provisional. Speculative. Nice-to-have. A discussion topic at the charette was the benefit of making do. How do we know that the money that the town would be

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spending will improve education?

- We need a building in which the kids can be safe and healthy. No confidence that the current building meets those needs. Important to emphasize the huge impact of day-to-day problems, like glare, temperature, air quality.
- A compelling case for how great it could be. Have to measure this vision against financial implications. How do we get the faculty involved?
- Town residents need to listen engage, digest, understand. Is this vision feasible given the constraints placed on the building project, given certain sacred Lincoln principles?
- Take the temperature of people in the room. Becky's vision is very bold. Assume your children are going to LPS. They'll have to be in temporary classrooms. Would you still support the project? Very easy to get excited about the pictures. What about the dollar value?
- Sees the same faces in the room. Suggests series of videos to expand reach of this excellent message. People need to understand the educational strategy whether or not there is a building project.
- There must be some solution between 'just-fix-it' and a brand new school. Is gut-rehab cheaper than new construction?
- The vision needs more specifics, more succinct aspirations.
- Need to emphasize the ability to be flexible, to build in adaptability, so there is no commitment to a single vision of pedagogy. Lincoln invested heavily in a technology lab only to see it quickly become obsolete.
- The school's greatest asset is not just teachers, but also students. The presentation should emphasize connections between teachers and students.
- Does anybody feel that no improvement is necessary? What would it take to convince such a person that we need to spend money to improve the school?
- In the discussions of the first school building project, nobody had articulated the needs and the vision. There was no connection to education, no explanation that kids were sitting in classrooms in their coats.
- Cost is still relevant.
- Create examples of projects that are possible in the new spaces.
- No blank check. What would 90% of the educational vision look like? The town needs context.
- Same situation as 20 years ago. We need to do something about the indoor environment.
- The building and the culture may be integrated and can be unhealthy
- The state of the physical plant was never an issue for his children. The quality of the

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teaching was much more important.

- Put in a word for inclusion. Kids are still being left in the hallways.
- Will the vision of education change by 2025? Even basic aspects of school will change. We need to take the whole next step to the school of the future. If we accept the educational vision, how would the district spend extra town money to realize that vision?
- Most households don't have children in the schools. We need to craft an argument about the needs of the community. How does the school interface with the community. If we build community space into a new building, will it be available to community groups. We need to make any new school project important to the town.
- Lots of people in Town Meeting need to know about how and why education has to change.
- We need to take into account the impact of technology on education -- again lots of aspects of education will change in the near term.

Respectfully submitted by Becky McFall