



SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Board's School Improvement Bond Committee
January 16, 2020

INFORMAL MINUTES

A meeting of the board's Policy Committee meeting came to order at 4:36 pm at the call of Committee Chair Rita Moore in the Willamette Conference Room at the Blanchard Education Service Center, 501 N Dixon Street, Portland, Oregon, 97227.

There were present:

Committee Members

Andrew Scott - Chair
Amy Kohnstamm
Scott Bailey

Staff and Other Attendees

Heidi Bertman – Project Manager
Kara Bradshaw – Executive Assistant, Board of Education
Julia Brim-Edwards – Board Director
Sue Brent – Project Manager
Marina Cresswell – Senior Director of School Modernization
Steve Effros – Senior Project Manager
Jonathan Garcia – Chief Engagement Officer
Erick Gerding – Senior Project Manager
Natasha Grannis – Executive Assistant, Operations
Rebecca Grant – IBI Group
Janise Hansen – Internal Auditor
Claire Hertz – Deputy Superintendent of Business and Operations
Filip Hristić – Wilson High School Principal
Dan Jung – Chief Operating Officer
Joe LaFontaine – Regional Superintendent
LeRoy Landers – Mahlum Architects
Leo Lawyer – Cleveland High School Principal
Cynthia Le – Chief Financial Officer
Chris Linn – Bora Architects
John Lyons – Senior Project Manager
David Mayne – Communications and Public Affairs
Michael Nash – Sjoherg Evashak Consulting
David Roy – Interim Senior Director, Communications
Rosanne Powell – Senior Board Manager
Kevin Spellman – Bond Accountability Committee
Kathleen Stuart – Project Manager
Courtney Westling – Government Relations

Bond Criteria and Priorities

Dan Jung introduced the overview of the bond criteria and priorities, noting that it looks like they are looking at all four high schools and maintenance needs. There was discussion about required updates that would lead to energy efficiency being prioritized for increased sustainability and a quick return because of efficiency savings. Cost estimates for maintenance and school designs are coming in and will be available at the next meeting. A breakdown of how much it will cost to recover the school buildings that are coming back to the district such as Smith and Kenton Schools was requested. There was discussion regarding how specific to be in the Bond proposal. It was noted that it will be important to be specific about some projects, but that there also needs to be a certain amount of flexibility, so that if there are urgent facilities projects that come up in the next eight years, they can be worked on. Dan Jung provided a planning sequence after the current staff proposal, which included discussion with the full board, then community engagement, and then completing the Racial Equity and Social Justice (RESJ) lens. It was noted that there is less of a focus on Career and Technical Education (CTE) not because it is

less of a priority, but because the facility capacity for the program is better than in other categories, such as security. Mr. Jung noted that the criteria are not set in stone, but that if there is a need / desire to change them, now is the time. Director Kohnstamm noted that there are two sides to the priorities, one is to allocate to schools with urgent safety needs and the other is to align the work with the board priorities. Committee Chair Andrew Scott suggested that a work session be scheduled to look at the current criteria and possible changes so that staff knows where they need to go from here.

Communication and Engagement Team

David Roy shared an overview of communication and engagement for the proposed bond. He shared that the communications department will be focusing on all of the work that has been done with bond funds in addition to the modernization projects, such as Sitton getting a new roof. They will work to broaden the audience and look for new avenues for sharing information. Courtney Westling shared that additionally there are internal work plans that need to happen, such as defining what we can be talked about when, per secretary of state, noting specifically that once the bond has been referred staff cannot advocate for it, but can only send out facts. The district is hiring a part time project manager to manage the project.

Master Plan Presentations

It was noted, prior to the presentations, that the provided cost estimates are rough estimates and will continue to get more accurate as time goes on. Steve Effros provided an overview of the Conceptual Master Planning (CMP), which was a high level, first step in the process, to help get an idea of the program and facility needs at each school, adding that each school is unique and requires different strategies. For each master plan, project managers and worked with the Conceptual Master Planning (CMP) committees, design teams, and school principals to create unique Conceptual Master Plans for each school. Additionally the project managers and architects used preliminary geotech reports to help determine whether the buildings needed to be replaced and what would be needed to update an old school for resilience and energy efficiency.

Cleveland

Leroy Landers shared that he worked with the community to determine what their needs and values were. They held four meetings with the Conceptual Master Planning Committee. In those meetings they discussed the objectives and timelines, and then worked to gather community values and priorities. Some identified priorities were connectivity among the multiple properties, space flexibility for adaptable program needs, creating welcoming and comfortable spaces, and learning for all, which included providing learning for students with multiple types of learning needs. They discussed whether the school should be rebuilt or completely torn down or if some of the existing building should be kept. The firm designed numerous approaches and decided on five to bring to the committee. They looked at a plan which would maintain the entire historic building and add a building, a plan which saved portions of the historic building, and third plan was a full replacement. Mr. Landers noted that they would be working on cost estimate for all three approaches. There was discussion regarding the plans.

Jefferson

Chris Linn shared that their design process was organized around discussion and hand on activities with the goal to listen more than they talked. Values that came out of the process were to keep Jefferson as a hub for the community and honor its history as Portland's black high school, to keep the front stairs and the recently upgraded track and field, to add a face to the south side of the building, to not decrease the size of the school nor the theater and to have dedicated spaces for the dance program and the school's community partners. Mr. Linn shared that their firm looked at options that kept only the 1909 building, an option which kept the 1909 and 1928 building, but that the community decided that keeping both would limit options and so focused on just the 1909 building. The community requested phasing construction so that the students would not have to relocate in order to maintain their middle college program, which would be lost because of the distance between Marshall and Portland Community College. He shared that they would build all common areas to full capacity of 1700 students, but that they could phase the building of classroom spaces to accommodate growth if needed. The rest of the building could be built to

1000, but the firm will look at cost estimations for building everything to 1700 as it might not be much cheaper to build at the reduced size.

There was discussion regarding current and projected enrollment, why enrollment is less than other schools, and whether to build the school to a 1700 capacity when it's not likely under existing enrollment focus option structure. It was noted that classroom can be added after modernizations, however it is much more difficult to enlarge common spaces after construction is complete. Mr. Linn said that they would need to run a cost analysis to find out how much cheaper it would be to build common spaces to 1700 verses building to current enrollment of 1000 to see if there are significant savings.

Wilson

Rebecca Grant shared that they used an interactive vision process. Values that were identified were environmental stewardship, ability to respond to growth and future program needs, adding flexible STEM spaces and room for community partners, as well as maintaining community access to the fields, SW Trails, Farmers market and Wilson Pool, and enhance connection to Hillsdale Commercial Center. Ms. Grant noted that there was a desire to keep students onsite during construction as transportation to south east would be challenging. She noted that the current school building shares the school site with a Portland Parks and Recreations pool, which shares facilities such locker room, heating and mechanical facilities that would need to be replaced if the current building was torn down. Ms. Grant stated that there was strong support for building a new school, keeping the pool onsite, but separate. Ms. Grant noted that if the current building were to be modernized it would require an addition, as well as seismic improvements to meet current code.

It was asked if the reason that both new construction and current building modernizing is being looked is to compare costs, when all other schools expect for Lincoln, which did not have the physical space required to build to the education specifications without building a new school, were a modernization. Dan Jung replied yes, noting that if the costs are similar then they would look for a recommendation from staff and the board as to how to proceed, however if there is a significant difference in price that would drive the decision. Filip Hristić noted that if they stay on site that they would not need to invest in temporary facilities, in which costs would not be recuperated, nor spend money on transportation. Dan Jung added that there are educational and risk components that need to be considered to keeping students on the property during construction.

Public Comment

None

Committee Chair Andrew Scott Adjourned the meeting at 6:15 pm.

Submitted by:



Kara Bradshaw, Executive Assistant
PPS Board of Education