2021

LONG-RANGE FACILITY PLAN

VOLUME 1: SYSTEM OVERVIEW

PORTLAND PUBLIC SCHOOLS

2021 DECEMBER 14

BOARD ACCEPTED ISSUANCE

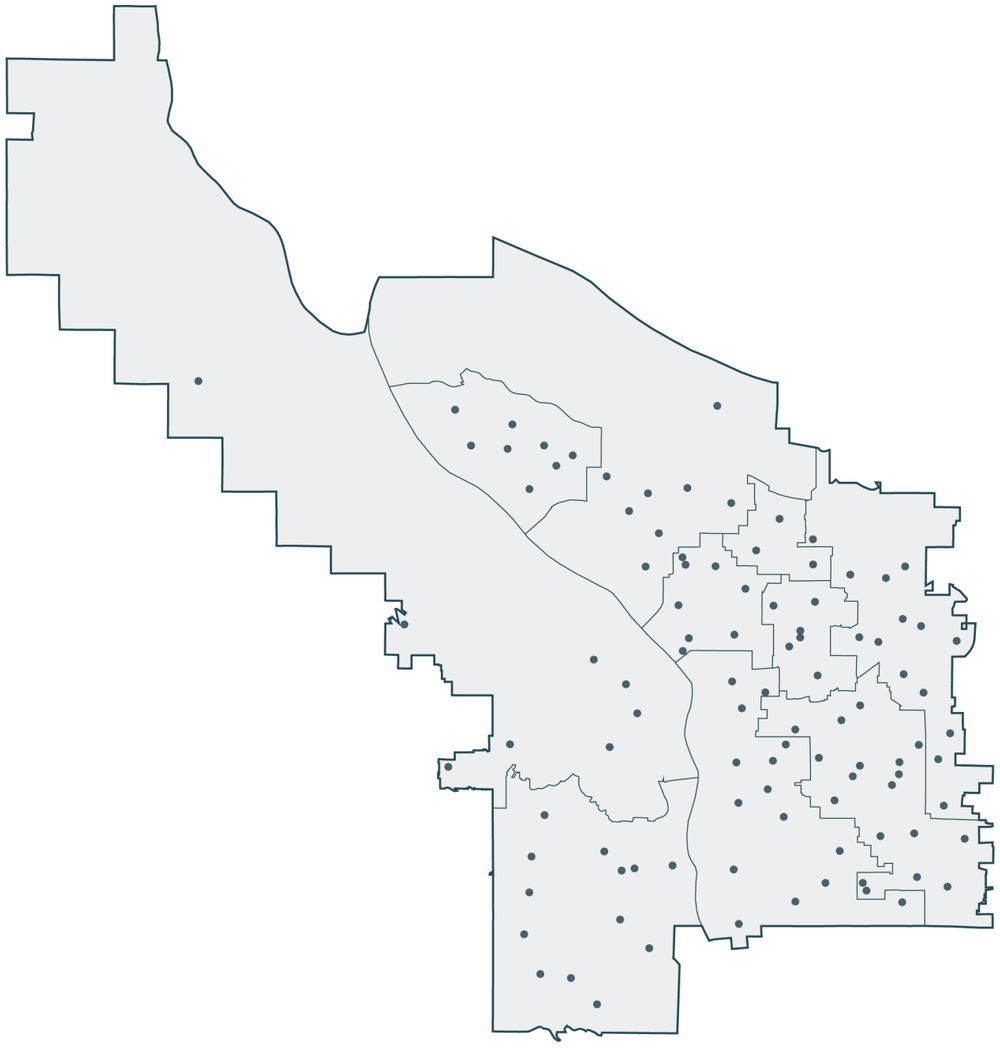
This plan addresses the provisions of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts.

BRIC ARCHITECTURE

PPS

CONTENTS

PORTLAND PUBLIC SCHOOLS



INTRODUCTION TO THE DISTRICT

Portland Public Schools ("the district") is the largest school district in Oregon, with more than 47,000 students and more than 90 sites. The district is the second-largest property owner in Portland and one of the region's largest employers.

THE DISTRICT BY THE NUMBERS

This is a document about buildings. The data below is intended to provide a general orientation to the district's real estate. Recognizing, also, there's nothing static about our buildings, this data should be verified, updated, and vetted regularly. Renovations, configuration changes, and program movement are ongoing as of this writing. Our buildings are constantly influx to meet the changing needs of our educators, students, and the broader community.

+9M **Square Feet of Building Area** Area data: min 16,000 sqft; max 420,000 sqft; average 90,000 sqft; total 9,118,000 sqft

3 **Early Learning Schools** Area data: min 18,700 sqft; max 47,000 sqft; average 29,000 sqft; total 87,000 sqft

45 **Elementary Schools** Area data: min 15,500 sqft; max 108,600 sqft; average 64,000 sqft; total 2,900,000 sqft

11 **K-8 Schools** Area data: min 16,000 sqft; max 171,000 sqft; average 62,000 sqft; total 744,000 sqft

15 **Middle Schools** Area data: min 74,000 sqft; max 219,000 sqft; average 99,000 sqft; total 1,492,000 sqft

9 **High Schools** Area data: min 257,000 sqft; max 371,000 sqft; average 303,000 sqft; total 2,729,000 sqft

5 **Alternative Schools** Area data: min 27,000 sqft; max 274,000 sqft; average 70,000 sqft; total 190,000 sqft

12 **Leased, Swing, & Admin Sites** Area data: min 16,000 sqft; max 420,000 sqft; average 85,000 sqft; total 970,000 sqft

Data from the 2021–2022 school year

PARTICIPANTS

CORE TEAM

STAFF	ROLE
Judy Brennan	Director of Enrollment & Transfer
Isaac Cardona	Area Senior Director
Marina Cresswell	Sr. Director, Office of School Modernization
Jonathan Garcia	Chief of Staff
Marshall Haskins	Sr. Director of Athletics
Dan Jung	Chief Operating Officer
Patrick LeBoeuf	Director of Projects & Construction
Meisha Plotzke	Director of Middle School Redesign
Dana White	Director of Planning & Real Estate
Don Wolff	Chief Technology Officer

CRIT COALITION

PARTICIPANTS		
Fartun Abdi	Parker Myrus	Margot Walker
Molly Anderson	Katie Nations	Jackson Weinberg
Kerri Babin	Lisa Newlyn	Lilly Windle
Amanda Burnham	Lana Pierce	Jill Vog
Abby Dacey	Alejandra Rivas	
Emon Ghassemi	Regina Sackrider	
Rhonda Rene Gray	Yian Saechao	
Octavio Gutierrez	Jackie Santa Lucia	
Andrew Haley	Joanne Shepard	
Anyika Nicole Hopson	Kim Stave	
Sheryl Moren	Carmella Thomas	
Sage Sol Morgillo	Valeria Judith Vollmer-Rendon	

ACADEMIC PROGRAM INTERVIEW PARTICIPANTS

STAFF	ROLE
Nicole Accuardi	TOSA: Arts
Laura Authur	TOSA: Arts
Kristen Brayson	Academic Programs Administrator - VAPA
Margaret Calvert	Area Senior Director
Carolina Cano	Assistant Director - CTE
Isaac Cardona	Area Senior Director
Patricia Curley	Assistant Director of Special Education
Carolyn Drake	TOSA: Arts
Kathleen Ellwood	Area Senior Director
Molly Emmons	Director of Security Services
Emily Glasgow	Director of Academic Programs: Early Learners
Marshall Haskins	Sr Director of Athletics
Aurora Hymel	Sr Director of College & Career Readiness
Diallo Lewis	Asst Director of Athletics
Kristin Lieheimer	Assistant Director of Special Education
Jeremy Lo	Academic Programs Administrator - SPED
Mary Mertz	Sr Director of Special Education
Michelle Murer	Assistant Director of Special Education
Jan Osborn	Director of College & Career Readiness
Jeff Peeler	Asst Director of Athletics
Meisha Plotzke	Director of Middle School Redesign
Elisa Schorr	Area Senior Director
Adam Shaw	Security Operations Manager
Kristyn Westphal	Area Senior Director
Jenny Withycombe	Academic Programs Administrator - PE
Korinna Wolfe	Area Senior Director

The project team would like to extend their sincere gratitude to everyone who gave their time, energy, and ideas to this Long-Range Facility Plan. The contributions of so many diverse individuals from across the community, including district leadership, teachers, parents, and other community members, helped create a Plan that reflects the needs and aspirations of the Portland Public Schools and its community. **Forward Together.**

EXECUTIVE SUMMARY

PURPOSE & USE

REGULATORY BACKGROUND

In September 2020, the Portland Public Schools began a long-range facility planning effort. BRIC Architecture was selected to facilitate this process and assist with preparation of the plan. This planning effort is an update of the 2012 Long-Range Facility Plan developed by Mahlum and the district.

All large school districts in Oregon are required to complete a Long-Range Facility Plan every ten years. The purpose of the document is to plan for future capital improvements within the context of current educational vision and student enrollment trends over the next 10 to 15 years. The plan provides a strategic framework to be tested against community voice and vision prior to future bond campaigns.

This plan synthesizes three primary considerations: educational program vision, enrollment and capacity, and facility condition. These considerations are guided by a strategic vision established by the district and informed by input from the broader district community. This Long-Range Facility Plan is grounded in, and developed in coordination with, the district's values as articulated across the following documents and initiatives:

- Portland Public Schools reImagined
- Forward Together: 2021–2025 Strategic Plan for Racial Equity, Inclusion, and Excellence
- PPS Racial Equity and Social Justice Lens
- Portland Public Schools Energy & Sustainability Standards
- PPS Climate Crisis Response Policy [Emerging]
- ADA Transition Plan
- Middle School Redesign

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, this plan creates a framework for future bond-planning efforts, reflects community values, and targets alignment with community capital support.

THIS IS A LIVING DOCUMENT

This document falls within a sequence of steps recommended by the state before capital Bond planning. Preceding this document is a multi-year facility condition assessment and enrollment forecasts outlining student population trends for the next fifteen (15) years. Building on these efforts, this plan documents capital forecasts in the context of educational vision, building condition, and building capacity.

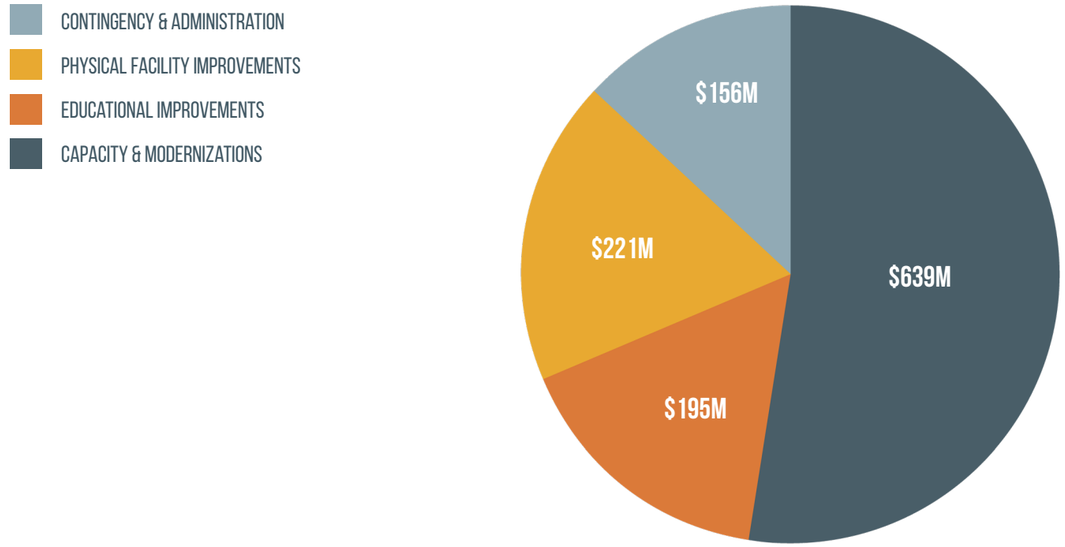
Many steps remain before a capital measure can be referred to the voters. It is essential to recognize that this document does not make commitments that will require future Board action or make specific recommendations for future Bonds.

As such, the contents of this document are primarily informational. The facility condition and enrollment forecasts are presented without specific recommendations.

Recommendations, where they exist in this document, were developed in collaboration with district academic program leaders (section: Program Forecasts) and the CRiT Coalition (section: Planning Principles). These recommendations provide the foundation for future dialogue around academic program vision and the district's vision for the built environment.

Figure 1 below presents the most recent Bond broken down by spending category. Modernizations constitute the largest spending category, followed by facility improvements, educational improvements, and administration and contingency.

FIGURE 1 2020 GENERAL OBLIGATION BOND CATEGORIES



This document offers information on all major categories but does not outline specific project scopes or timelines. Further study is necessary to determine project feasibility within the future budget parameters.

Projects and priorities within the 2020 Bond or other immediate district efforts are similarly not within the purview of this document. Instead, this document assumes a mid-to-long-view, forecasting at the soonest four years from this writing.

Budgets also are not discussed herein in any detail. Future Bond planning committees must base all decisions in the context of the district bonding capacity, market capacity, and community support.

JOURNEY MAP

This journey map depicts the timeline and planning sequence beginning fall 2018, leading to a future capital bond measure referred to Portland voters. Many steps remain before the next bond. This document is intended to provide a framework to be tested against community voice and vision during future bond planning.

The State of Oregon outlines the specific requirements of this Long-Range Facility Plan, including an analysis of enrollment forecasts relative to building capacity, building condition, and educational vision. In addition, this document is rooted in the district's commitment to Racial Equity and Social Justice; practices and policies shaping the built environment are active agents in the district's value system and the most public expression of our theory of action.

This Long-Range Facility Plan focuses on buildings and space but was developed in concert with the district's broader vision.

Educational Suitability Assessments

The educational suitability assessments gathered information about how well spaces meet the facility needs for the program offered as compared against the district's 2017 Ed Specification. The reports include each instructional space (e.g., various types of classrooms for music, art and general education, specialized learning, etc.), common spaces (e.g., administration, cafeteria, library, etc.), outside spaces (e.g., play and athletic fields, parking, etc.) and security items (e.g., entrances, lighting and signage).

The data show that many schools need improvement. The specific outcomes are documented in the final section of this Long-Range Facility Plan.

Facility Condition Assessment

This assessment was a comprehensive study of facility conditions district-wide.

The objective of the assessments were to:

- Calculate Facility Condition Index (FCI) Scores for buildings, including FCI scores for individual systems.
- Prioritize building systems based on need, observed deficiencies, remaining useful life, and classify each system based on a recommended timeframe for replacing these systems.
- Update previous Americans with Disabilities Act (ADA) Accessibility studies.

Following the assessments, a recommended corrective action for each observed deficiency was developed. If an action was required within four years, remedial repairs were priced and given a severity category and priority.

Portland Public Schools reImagined

An expansive, community-driven visioning process focused on what we want to be true for our graduates.

The district's vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration.

A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Enrollment Forecasts

Enrollment forecasts were prepared by the Portland State University Population Research Center for Portland Public Schools. These data are based on enrollment numbers from October 2020 and forecast through 2036. The 15-year enrollment forecast integrates district enrollment trends with local area population, enrollment, and housing trends.

This information is intended to be used as a school planning tool and a basis for community discussions about future school facility needs.

Primary data sources used to prepare these forecasts include historic enrollments through 2020-21, U.S. Census Bureau 2000 and 2010 Decennial Censuses and 2015 to 2019 American Community Survey, birth data from the Oregon Center for Health Statistics, and housing development information from the City of Portland and Metro.

Dialogue Sessions

As part of the initial outreach for Long-Range Facility Plan, the goal of the dialogue sessions was to understand the perceptions, experiences, and aspirations of diverse groups of district stakeholders, including students, teachers, parents, and community members.

Fundamental to this goal is the idea that individuals' lived experiences - specifically, the lived experiences of people who, by virtue of race or disability, are often marginalized from the center of our storytelling - are vital forms of evidence in understanding the function of space.

2018 | 2019 | 2020 | 2021

Academic Program Leader Interviews

The Long-Range Facility Plan project team met with district academic leaders from eleven (11) program areas to document programmatic capital priorities. Program representatives were provided with a list of questions in advance of the interviews, allowing them to consult with their colleagues in developing responses.

The questions were intended to elevate the district's social justice and racial equity goals in the context of each respective program vision. All questions were inflected based on the specific academic program area.

The outcomes of these interviews are documented in the Program Vision section of this document.

CRiT Coalition

The Long-Range Facility Plan project team assembled the CRiT Coalition from participants of the dialogue sessions. The Coalition was tasked with shaping the stories and experiences documented during the dialogue sessions into a series of planning-level statements reflecting key themes across the conversations; in essence, to find the general in the specific.

The project team recruited heavily from the affinity group meetings to form the CRiT Coalition. The resulting Coalition was 52% Support Black, Indigenous, People of Color (BIPOC) and 21% students.

This work is reflected in the Planning Principles section of this document.

Forward Together: 2021–2025 Strategic Plan

Rooted in Portland Public Schools reImagined, Forward Together is a strategic plan outlining the initial steps of our journey to our vision. It describes a set of actions and goals that, taken together, will set in motion the changes needed to realize our vision.

The document is still a high-level description; the implementation details are in the site level and department plans. As the vision is long-term, we will need several strategic plans to chart our course.

Long-Range Facility Plan

All large school districts in Oregon are required to complete a Long-Range Facility Plan every ten years. The document is intended to plan for future capital improvements within the context of current educational vision and student enrollment trends over the next 10 to 15 years. The plan provides a strategic framework to be tested against community voice and vision prior to future bond campaigns.

The plan synthesizes three primary considerations: educational program vision, enrollment and capacity, and facility condition. These considerations are guided by a strategic vision established by the district and informed by input from the broader district community.

The plan also addresses OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts.

Bond Planning

Bond planning will build on and refine the work in PPS reImagined, Forward Together, and the Long-Range Facility Plan, among other documents. The values presented across these documents must be tested against community voice and vision in the context of specific budget amounts.

Bond Measure

Bond Measures allow Portland Public Schools to continue the vital work of improving the health and safety of our aging school buildings through a combination of system upgrades and modernizations.

Beginning with the 2012 bond, the district prioritized high schools to be modernized or rebuilt. The 2020 bond includes funds for a new Jefferson High School and design work for Cleveland and Wells-Barnett high schools, establishing sightlines to fulfill this commitment in the 2024 bond.

Once complete, the district will have modernized almost 3 million square feet of instructional space — one-third of the total built area district-wide.

2021 | **2023** (SPECULATIVE) | **2024** (SPECULATIVE)

PLAN DEVELOPMENT

ENGAGEMENT & OUTREACH

The development process commenced in November 2020. As an initial step in the planning process, a core team of district leadership met monthly, first in October 2020, to oversee the development of the Long Range Facility Plan.

The core team was responsible for:

- Identifying stakeholders
- Guiding competing direction
- Finalizing the recommendations
- Co-creating the outreach plan
- Supporting the CRiT Coalition

Community voice was central throughout the process, and continued dialogue with community members will be essential to the success of this plan. Under the direction of the core team, outreach was organized into two phases, described below. The outcomes of this document should be tested and refined with community input prior to future bond development.

The goal of the initial outreach was to understand the perceptions, experiences, and aspirations of diverse groups of district stakeholders, including students, teachers, parents, and community members. Fundamental to this goal is the idea that individuals' lived experiences — specifically, the lived experiences of people who, by virtue of race or disability, are often marginalized from the center of our storytelling — are vital forms of evidence in understanding the function of space. To avoid "colorblind-spots," a racial equity model of inquiry was used to inform driving stories that illuminate the diverse perceptions and experiences of our community.

The project team sought student input through close coordination with district elementary, middle and high school teachers, and student groups. Affinity groups were organized to enable groups of people to come together around common social identities, including race and cultural backgrounds, fostering a sense of comfort in sharing stories and generating ideas to inform long-range facility planning efforts. These approaches supported inclusive engagement through empowering the voice of historically excluded or tokenized communities in traditional outreach methods.

The outreach plan included 13 community dialogue sessions and two (2) classroom sessions conducted from January through February 2021. The district actively recruited participants for these sessions via the district's website, email listservs, community newsletters, and social media posts. Additionally, key organizations received personalized invitations to contribute to the process, including the district's RESJ partners.

Across all of the dialogue sessions, there were approximately 63 participants; 51% of participants were BIPOC, and 31% of participants were middle or high school students.

Finally, the district collected multiple online surveys and 37 leadership interest forms via the district website. A complete list of dialogue sessions appears below:

BIPOC Student Dialogue Sessions
(Affinity Groups)
- February 4, 2021
- February 11, 2021

All Student Dialogue Sessions
- February 8, 2021
- February 13, 2021

BIPOC Teacher Dialogue Session
(Affinity Group)
- February 9, 2021

All Teacher Dialogue Session
- February 3, 2021

BIPOC Parents and Families Dialogue Session
(Affinity Group)
- February 3, 2021

Community Partner Dialogue Sessions
- January 27, 2021
- January 29, 2021

Elementary Classroom Activity Sessions
- January 28, 2021
- February 4, 2021

Portland Association of Public School Administrators
(PAPSA)
- January 19, 2021

PPS district Student Council (DSC)
- February 4, 2021

The document's inquiry framework is best illustrated by the following questions:

- How do community members and stakeholders perceive and experience whiteness and other dominant paradigms (based on gender, class, sexual orientation, ability, and other dimensions of diversity) in school space?
- How can district space better reflect and foreground the voice, culture, and contributions of BIPOC folks and other dimensions of diversity?
- How can the Long-Range Facility Plan support the creation of flexible, future-focused learning environments, as defined in PPS reImagined?
- How do community members perceive traditional school space to communicate racial and other social inequities?
- Given the multiple identities and lived experiences in our community, how can school space advance racial equity and social justice? What are socio-spatial ideas for creating a more welcoming and inclusive experience?

Each question type was inflected based on the audience. Lines of inquiry were different for students and community members, but themes in the questions above were reflected in all questions, for all groups. The stories, reflections, and insights from the dialogue sessions were collected and organized to serve as a springboard for further discussion with the CRiT Coalition.

The district assembled a CRiT Coalition from participants of the dialogue sessions. The Coalition was tasked with shaping the stories and experiences documented during the dialogue sessions into a series of planning-level statements reflecting key themes across the conversations; in essence, to find the general in the specific.

The project team recruited heavily from the affinity group meetings to form the CRiT Coalition. The resulting Coalition was 52% BIPOC and 21% students.

THE DISTRICT'S VISION & THE BUILT ENVIRONMENT

TARGETED UNIVERSALISM

Targeted universalism is a policy framework woven in many of the district's guiding documents. Developed by john a. powell, Director of the Othering & Belonging Institute, targeted universalism sets universal goals but pursues these goals through targeted processes.

The district's Racial Equity and Social Justice (RESJ) Lens is an example; as a critical thinking tool, the district's RESJ lens brings focus to the experiences of students of color, especially our Black and Native students, in pursuit of the district's Graduate Portrait.

In the context of capital improvements, we can use the framework by first recognizing a universal goal: support the social, emotional, and intellectual wellbeing of our students by creating developmentally appropriate learning environments; we can then build strategies around targeted groups, recognizing that communities are differently situated in both historical context and the present societal framework.

Race and geography remain strong predictors of life outcomes. One's zip code can reliably predict complex life outcomes such as education level, financial status, and mortality. Behind this inequity is a disinvestment process grounded in a network of American policy and planning following World War II when housing market actors helped sections of Portland reach an advanced state of decay, staging the opportunity for future investments.

In parallel, the systematic denial of mortgage capital consigned BIPOC communities to particular neighborhoods. Unable to purchase property, they were denied access to a blossoming middle-class.

These two processes operated in concert, intentionally increasing inequity among BIPOC communities.

As redlining prevented households from owning, communities had little choice but to rent from absentee landlords who often neglected the property and charged high rent.

Dismantling and rebuilding these policies and practices — systems designed for the perpetual marginalization of the dispossessed — is work that must engage all of us, immediately and continuously.

Approximately forty-three (43%) percent of Portland Public Schools students identify as BIPOC. With this diversity comes the inherited and disproportionate burden of poverty, displacement, and environmental injustice.

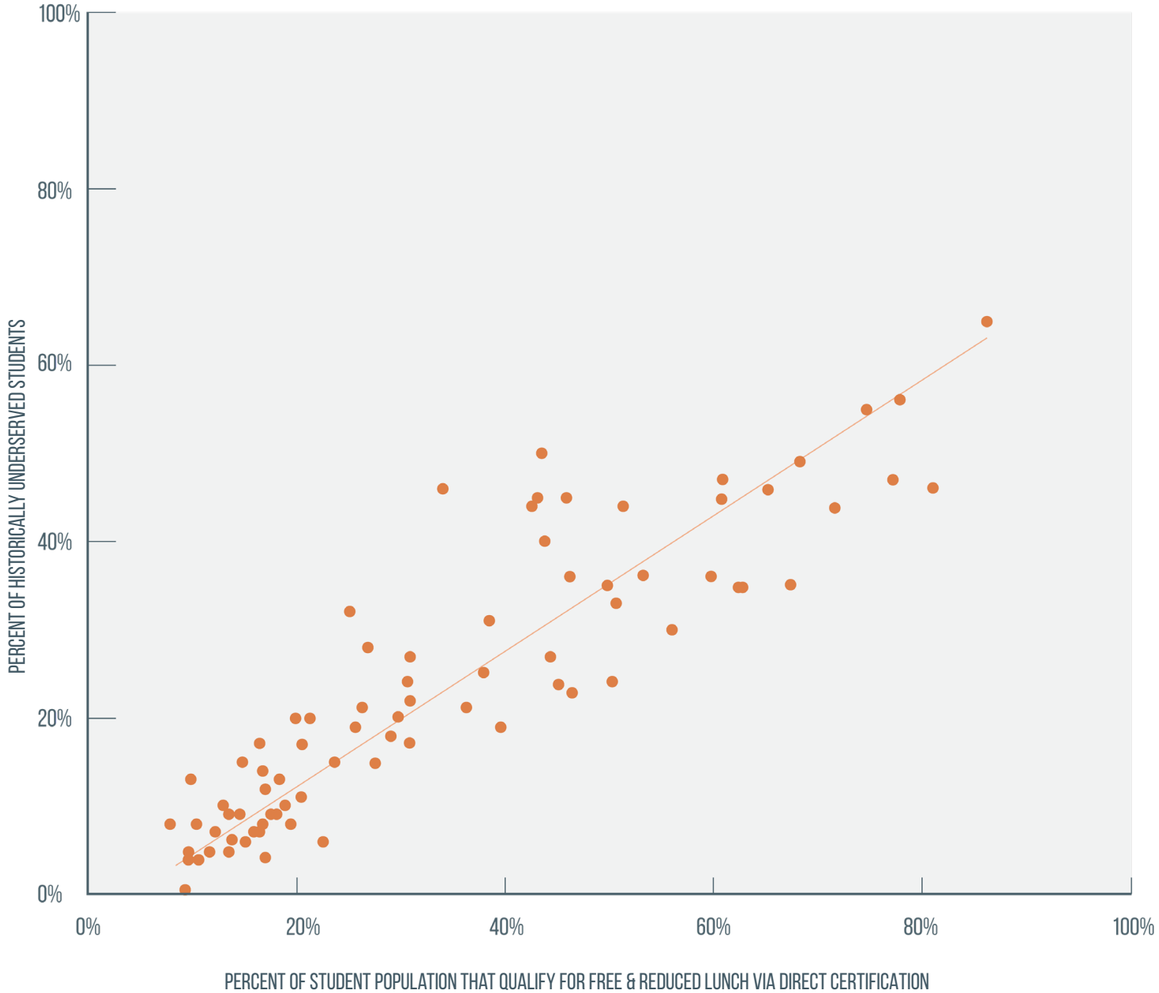
Figure 2 below plots the percentage of historically underserved student population against the percent of students who qualify for free and reduced lunch at each school. The correlation is unequivocal.

We must end the systemic power structures that enable oppressive architecture as well as radically rethink how we build schools to celebrate our disenfranchised communities and protect and strengthen their culture, stories, and learning environments.

At their best, our schools gather students, educators, and community members together both materially and symbolically. Space is not a mute setting for life but an active agent in staging meaningful interaction critical for wellbeing.

As an agent of social change, Portland Public Schools can help rectify harmful and intentional development patterns through targeted investments. This document provides a framework rooted in targeted universalism for capital plans intended to help correct the patterns of entrenched racism that continue to disfigure our community.

FIGURE 2. PERCENT OF HISTORICALLY UNDERSERVED STUDENTS BY THE PERCENT THAT QUALIFY FOR FREE AND REDUCED LUNCH VIA DIRECT CERTIFICATION, PER SCHOOL



DOCUMENT GUIDE

Planning Principles

This section offers guidance on critical areas where district values intersect with the built environment. The work of the CRiT Coalition is presented first. Then planning-level guidance around sustainability, accessibility, Universal Design, Trauma-informed design, and cost management are discussed.

The frameworks draw on three sources of knowledge: community voice (Planning Principles), design theory (Inclusive and Accessible Spaces), and consultant experts (Sustainability and Cost Controls).

Regulatory provisions: OAR 581-027-0040, Sections 3.a-3.d

Enrollment Forecasts

This section contains a systems-level overview of enrollment and utilization data. Trends at the district, configuration, and cluster-level are presented. These data are presented without specific capital recommendations. For site-specific enrollment and utilization data, please see the Capital Forecasts section of this document.

Regulatory provisions: OAR 581-027-0040, Sections 1.a, 1.e.B, and ORS 195.110 Section 5.a.A

Key takeaways:

» The district is currently experiencing a high-school enrollment bubble that will last 5-7 years
» Over the next 15 years, enrollment will decline 3.7% district-wide

Facility Condition

This section contains a systems-level overview of the district's facility condition data. These data are presented without specific capital recommendations. For site-specific building condition information, please see the Capital Forecasts section of this document.

Regulatory provisions: OAR 581-027-0040, Sections 1.d, 1.e, 1.e.A, 1.e.C, 1.e.D, 1.e.D.i, 1.e.D.ii and ORS 195.110 Section 5.a.C

Key takeaways:

» The maintenance backlog across the district is more than a billion dollars.
» Nearly one-half of district buildings were constructed before World War II.

Program Vision

The project team developed program visions in collaboration with academic program leaders. Representatives from select program areas were asked to describe the long-term vision for the program and facilities-related barriers in achieving this vision. The district's RESJ lens was foregrounded throughout the discussions.

Regulatory provisions: OAR 581-027-0040, Sections 1.c, 1.c.A

Key takeaways:

» Equitable program distribution was the most commonly cited facility constraint.

Capital Forecasts

This section builds upon and synthesizes content from the preceding sections. It contains detailed information on all school sites across the district, organized by configuration, with specific enrollment, facility condition, and program vision data per site.

A mid-level analysis of each configuration introduces each set of site summaries. The salient data presented here is intended to support and align with a target universalism framework.

Regulatory provisions: OAR 581-027-0040, Sections 1.b, 1.b.A, 1.b.B, and ORS 195.110 Section 5.a.B, 5.a.E.ii, 5.a.G, 5.b

PLANNING PRINCIPLES

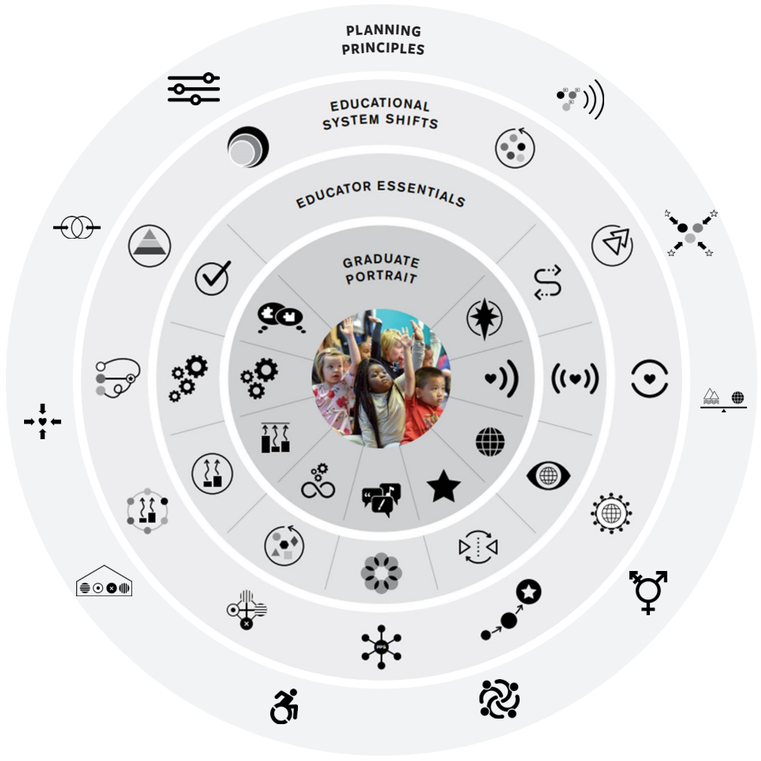
PLANNING PRINCIPLES

This diagram to the right integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. Imagined initially as three rings, it shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, such as Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates.

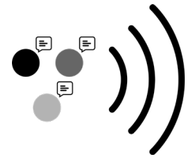
Others cover the less direct but equally powerful ways Educators create an ecosystem in which students can thrive.

With this process, Planning Principles were created as the fourth ring of the integrated diagram. The Planning Principles described in the following pages are intended to center the district's values in the production of physical space.

The Planning Principles were developed in collaboration with the CRiT Coalition. Together with the project team, the Coalition shaped the stories and experiences documented during the dialogue sessions into a series of planning-level statements reflecting key themes across the conversations.



Amplify student-centered spaces to promote autonomy and engagement

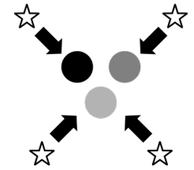


We are committed to centering student voices during planning discussions. Central to this goal is the hope that each student will view their school as a welcoming refuge where they can "unmask," let their guard down and engage authentically with each other and their teachers.

When walking through the school hallways, students should feel visible, recognized, and validated. School buildings will include spaces that allow students to personalize their surroundings and feel ownership. We are reimagining our schools as inspirational, engaging, student-centered spaces that encourage exploration, creativity, validation, and project-based learning.

Schools will reflect a culturally dynamic model that promotes a collective sense of belonging and ownership.

Support Black, Indigenous, People of Color (BIPOC) students and families through targeted investments

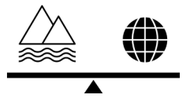


Portland Public Schools celebrates diversity. We also recognize that many of our BIPOC students, as well as other marginalized youth, are challenged with the disproportionate burden of poverty, displacement, and environmental injustice. By understanding the systemic barriers presented by decades of disinvestment in communities of color, we will prioritize facility improvements to schools serving a high proportion of BIPOC and historically marginalized students.

The district will create opportunities for BIPOC stakeholders and business owners to take an active role in local facilities planning and design decision making, ensuring their voices help shape capital investments.

Recognizing the persistent achievement gap between BIPOC and white students, we are dedicated to making targeted investments in the district's most racially diverse schools by expanding access to programs to ensure that students are prepared for an array of postsecondary options.

Promote building and site features that advance the district's commitment to climate justice



BIPOC communities are disproportionately vulnerable to the effects of climate change. Our buildings must model environmental responsibility through sustainable design features and efficient operations.

Recognizing the exacerbating effects of climate change on temperature extremes, effective HVAC systems will become increasingly crucial to maintaining comfortable thermal conditions. School buildings equipped with passive systems are energy efficient. They can allow uninterrupted operation following a natural disaster or major seismic event, providing a necessary cornerstone to resilient communities.

Landscaping improvements at schools serving a high proportion of BIPOC or marginalized families can mitigate the heat island effect common to dense urban areas by providing shade and grass.

Disrupt gender binary by affirming a gender spectrum in programs, spaces, services, and experiences

We are committed to ensuring that transgender, non-binary, gender-fluid, and otherwise gender-diverse students are fully included in the school community. School buildings should include features that affirm and support a gender spectrum, ensuring that gender diverse students feel seen, acknowledged, and supported.

District buildings will include gender-neutral facilities with appropriate signage and recognize all personal pronouns in signage.

Promote culturally dynamic environments

Space is not neutral.

The built environment often signals who holds power — architectural forms celebrated and protected as historical can mediate messages about authority and the dominance of white history and white culture.

Understanding buildings as social artifacts, we are committed to foregrounding BIPOC engagement to support culturally responsive environments.

We believe in the importance of forming highly diverse school planning and design committees with strong representation from BIPOC communities and student groups to provide a multicultural lens through which to view facilities-related decisions. We invite a process that critically reviews future capital projects and supports alignment with the district's Racial Equity and Social Justice goals. Further, we commit to a sincere and persistent effort to incorporate the feedback we receive from the BIPOC community.

Create socially meaningful and inclusive spaces that support students with physical, social, and behavioral disabilities

Portland Public Schools is committed to equitable access to all programs, for all students, regardless of ability. We recognize the inherent dignity of all people and seek not just to accommodate, but to elevate the experience of differently-abled individuals. Ways to be in the world are infinitely varied, and it's the work of the built environment — its playgrounds, classrooms, and gathering spaces — to let each student fully engage to the extent they are able.

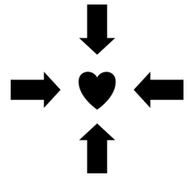
Our goal is to integrate universal design principles in all our spaces to create experiences that feel natural and enable students with disabilities to study, play, socialize, and travel alongside their peers. This integration will positively support the learning experience of all PPS students.

Cultivate welcoming schools for BIPOC families and community partners

Community partners play a critical role in helping the district meet the needs of diverse communities. We aspire to create, expand, and upgrade community spaces across all schools, particularly those serving BIPOC families.

We are committed to providing school buildings with dedicated, intentionally designed, and centrally located spaces for community partners. Our buildings should support community-directed programs such as health and social services, culturally-specific arts gatherings, childcare, lactation, and food and clothing distribution.

Exemplify planning and design features in service to comfort, belonging, physical health and social-emotional wellbeing for students who have experienced trauma

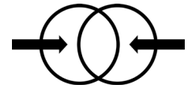


Inequity breeds trauma.

Schools can provide social-emotional support and promote healing through relationship building. Our schools should serve as a refuge for students, particularly trauma survivors and students with adverse childhood experiences who may not access essential support elsewhere.

Portland Public Schools can exemplify a culture of care through mitigating spatial barriers to accessing resources, wellness space, and essential resources. Design can destigmatize seeking help, support biopsychosocial health and healing, and improve emotional growth by incorporating the guidelines of Trauma-Informed Design.

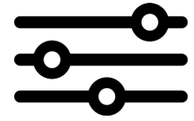
Center community spaces for marginalized students and families



We hold racial equity and social justice as central tenets for all decision making and aspire to eliminate systemic barriers that lead to disparate educational experiences for BIPOC families. Facility investments present an opportunity to address historic injustices and create a transformative vision for social equity.

Centrally located and fully accessible community spaces are essential. Schools thrive when they celebrate local cultures, community heritage, and linguistic diversity. This sense of welcome and belonging extends to all families.

Amplify flexible and adaptable building features in support of collaborative, hands-on learning



PPS Reimagined identifies “Flexible, Future Focused Environments” as one of 11 educational system shifts implemented across our schools. Future capital projects should incorporate agile building features that are easily modified to support a range of activities.

Future construction or modernization will emphasize adaptability and non-permanence, supporting evolving educational trends and changing student populations.

INCLUSIVE & ACCESSIBLE SPACES

LEGAL DEFINITIONS OF ACCESSIBILITY ARE NECESSARY (BUT INCOMPLETE)

The Americans with Disabilities Act, known as the ADA, began under Section 504 of the Rehabilitation Act of 1973, which prohibited discrimination based on disability by recipients of federal funds. It recognized persons with disabilities as a class, or legitimate minority, subject to discrimination as valid as inequity based on race, religion, age, and sex, and just as deserving of basic civil rights protections. This act endeavored to establish equal opportunities for those with disabilities.

We recognize the importance of ensuring full accessibility to all facilities. To this end, the district updated its ADA Transition Plan in 2020 in collaboration with the disability community.

Conversations with the disability community provided meaningful direction in shaping accessibility outcomes district-wide. These conversations provided insight into a deeper dimension of accessibility. Community members elevated aspects of accessibility where federal guidelines are anemic or silent altogether. Playspaces are one example; restrooms are another. In each case, the district continues to supplement federally mandated accessibility guidelines in documents such as the Ed Specification and Technical Design and Construction Standards to fill an essential need in our community.

In no way does an expanded view of accessibility undermine legal protections for individuals experiencing disability — the positive impact on the lives of millions is undeniable. Yet "access" through the lens of the ADA was designed for people with particular physical disabilities and, most importantly, still conceived from the perspective of typical development.

UNIVERSAL DESIGN

Universal design is a framework broader than the dimensional guidelines of the Americans with Disabilities Act. The framework extends beyond accessible and barrier-free design to an invitation to rethink the horizon where our bodies and minds meet the world around us.

The curb cut found at our city sidewalks is a canonical example. Vital to breaking down barriers for individuals with physical disabilities, the curb cut supports the flow of bicyclists, strollers, and delivery carts alike. The design makes places and objects work for people with disabilities and benefits everyone.

Ways to be in the world are infinitely varied, and it's the work of the built environment to mediate all the ways of being human.

We recognize forms of disability have less to do with the sensory or mobility capacities of the body but rather the limitations of the inherited structures of our environment. Buildings have historically matched the needs of their dominant culture. Today the challenge we face is a radical reshaping of a disabling world. Nonetheless, our commitment to a more inclusive built environment reflects and reinforces our commitment to protect our community's physical and emotional health.

Universal design considers the full range of human variety: from ability to language and culture, as well as gender and age. Its principles and goals, as developed by the Center for Universal Design, are listed below.

Principles of Universal Design:

Equitable Use

The design is useful to people with diverse abilities. This is achieved by:

- Providing the same means of use for all users: identical whenever possible; equivalent when not.
- Avoiding segregating or stigmatizing any users.
- Provisions for privacy, security, and safety should be equally available to all users.
- Making the design appealing to all users.

Flexibility in Use

The design accommodates a wide range of individual preferences and abilities. This is achieved by:

- Providing choice in methods of use.
- Accommodating right- or left-handed access and use.
- Facilitating the user's accuracy and precision.
- Providing adaptability to the user's pace.

Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. This is achieved by:

- Eliminating unnecessary complexity.
- Being consistent with user expectations and intuition.
- Accommodating a wide range of literacy and language skills.
- Arranging information consistent with its importance.
- Providing effective prompting and feedback during and after task completion.

Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. This is achieved by:

- Using different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- Providing adequate contrast between essential information and its surroundings.
- Maximizing "legibility" of essential information.
- Differentiating elements in ways that can be described (i.e., make it easy to give instructions or directions).
- Providing compatibility with a variety of techniques or devices used by people with sensory limitations.

Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions. This is achieved by:

- Arranging elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- Providing warnings of hazards and errors.
- Providing fail safe features.
- Discouraging unconscious action in tasks that require vigilance.

Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue. This is achieved by:

- Allowing users to maintain a neutral body position.
- Using reasonable operating forces.
- Minimizing repetitive actions.

» Minimizing sustained physical effort.

Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility. This is achieved by:

» Providing a clear line of sight to important elements for any seated or standing user.
» Making reach to all components comfortable for any seated or standing user.
» Accommodating variations in hand and grip size.
» Providing adequate space for the use of assistive devices or personal assistance.

TRAUMA INFORMED DESIGN

Trauma-informed design integrates tenets of trauma-informed care into the design of buildings with the goal of creating environments that promote healing and recovery. Designing for individuals coping with trauma suggests the following six strategies:

Safety

Create the perception of safety in addition to actual safety while balancing privacy and the need to maintain clear sightlines. Open spaces with clear sightlines and few barriers will increase the sense of spatial availability, which mitigates perceived crowding. This is achieved by providing:

» clear sight lines and well-lit spaces
» wide corridors (avoid blind corners)
» open stairways and large elevator cabs without mirrors
» vision glass in doors and walls to allow visual connection between spaces
» multiple paths to destination (avoid dead-ends)

Nature

Promote connectedness to the natural world. Connections to nature have been found to reduce stress and improve mood. This is achieved by providing:

» natural light
» views to outdoors spaces and/or sky
» areas of planting inside the building
» spaces finished with natural materials and colors

Comfort

Reduce or remove adverse stimuli and environmental stressors. This is achieved by providing:

» indirect lighting where possible to reduce glare/flicker (avoid fluorescent lighting)
» LED lighting controlled to match natural circadian rhythms
» paint colors in lighter, natural hues (avoid bold, warm colors)
» low-emitting materials and fresh air silently and at low speed
» well insulated building assemblies with windows to enhance thermal comfort and reduce drafts
» good acoustic separation between spaces and acoustic control within spaces
» furniture arrangement that allows prospect and refuge – arrange seating against walls looking out (avoid: seats facing a wall, seats with their backs to a door, face-to-face seating)
» non-representational or natural imagery (avoid symbolic significance in art that may be negatively interpreted)

Coherence

Incorporate a coherent narrative within the building to develop a sense of trust in the environment. This is achieved by providing:

» predictability in structure and finishes throughout the building (avoid irregularity, strong visual contrasts, dissimilar visual elements)
» logical sequential arrangement of spaces
» simple and clear wayfinding (avoid overstimulation)
» ample storage to reduce clutter

Sensory Support

Furnish spaces for sensory support and self-care to promote mental health. This is achieved by providing:

» quiet rooms or small lounges for individuals in distress to be away from others
» spaces for groups to move to in the event that an individual in distress cannot be moved
» break rooms and quiet rooms with comfortable and uncluttered surroundings

Agency

Integrate options into the design to support decision-making opportunities for an individual in crisis that can help de-escalate behaviors triggered by trauma. This can be achieved by providing:

» movable seating or multiple seating options
» multiple paths to destination
» different settings for one type of use (for example, booth or table for dining)
» options for lighting levels through availability of controls (dimmers, shades, proximity to windows/skylights)
» operable windows
» space for personalization to reflect individual identity

PROJECT PLANNING & ACCESSIBILITY

Outlined below are the major project phases with specific accessibility considerations for each phase.

Master Planning
Master planning will establish many of the social patterns of the site and building. Traffic flow, pedestrian access, and primary entries interact in complex ways with site topography, zoning, and program requirements. Accessibility must be foregrounded in master planning to reduce or eliminate barriers across primary site and building access points to ensure students with disabilities can travel with their peers. Future design phases can do little to meaningfully integrate accessibility across the site if not considered in this phase.

Pre-Design
In this phase, teams should identify and evaluate areas of the site and building with unique accessibility requirements. Common areas are one example; kitchens and bathrooms are two others. If planned early, most aspects of accessible design will be cost-neutral. Still, design teams should communicate to cost estimators specific budget items associated with accessibility to avoid value engineering later in the project. Room aspect, room square footage, and glazing requirements should be foregrounded and associated with the considerations outlined above.

Design - Construction
The material and dimensional requirements should be developed and refined throughout the design phases of the project. Accessibility encompasses a wide spectrum of design considerations: from barrier-free access to door handles and cabinet pulls. Disability manifests in different ways in our students — attention to all the ways of being human is necessary at each phase.

SUSTAINABILITY

OVERVIEW

Sustainability, resilience, and equity are interrelated. Planning should occur around all three in concert, with guidance from the district's Sustainability Standards and Climate Action Policy.

Due to their ability to operate passively, energy-efficient buildings can perform through natural disasters or other forms of infrastructure collapse, offering refuge to the surrounding community.

Across the United States, buildings contribute to approximately forty percent (40%) of the nation's annual energy use and carbon emissions. The most significant impact that the district can have in reducing our impact on climate change is to reduce our buildings' carbon emissions through energy reduction measures and to move to all-electric.

ALL-ELECTRIC DESIGNS

Local electric utilities are committing to reducing the carbon footprint of their electricity over the coming decades. Moving to all-electric will allow district facilities to reduce their carbon footprint over time in concert with electric utilities. The carbon footprint of natural gas is expected to remain the same or increase due to leakages in the aging infrastructure.

All-electric design also reduces initial costs over installing a gas service and protects the district against the projected increase in natural gas prices in the years to come.

PLANNING & SUSTAINABILITY

Energy-efficient design should be prioritized in the earliest design stages to ensure the district sustainability goals can be met. Once budgets are finalized, it is difficult, if not impossible, to expand the sustainability scope of a project. Foremost when considering an energy-efficient design should be the balance of initial costs - the cost paid during construction - with mid-to-long term operational costs.

An Energy Life Cycle Cost Analysis can illuminate initial capital cost against utility, maintenance, and replacement over a 30-50 year span. Typical energy efficiency measures are cost-neutral in the mid-term and produce operational savings in the long term.

DEFERRED MAINTENANCE WORK

Smaller projects such as deferred maintenance and system replacements can also impact energy and water use. After modernizations and building replacements, deferred maintenance work is the next opportunity to optimize building performance. All such projects should implement the recommendations in the Sustainability Standards. Refer to the ASHRAE Advanced Design Guidelines for further guidance.

Combining deferred maintenance on mechanical, electrical, and plumbing systems with envelope improvements will generate the most significant gains in building efficiency.

EQUITY IN SUSTAINABILITY

Design teams should refer to the Climate Action Policy for recommendations when considering sustainable design. Highly sustainable buildings are often the healthiest as well in terms of indoor environmental quality. Many of our neighborhoods are located in historically redlined districts with little tree cover and wide expanses of heat-retaining asphalt and concrete — ground-level air temperatures are higher here than other city areas with more tree cover. As a result, many students and their families live in unhealthy environmental conditions at home on their way to school. Designing healthy and efficient buildings in these areas is essential.

RENEWABLE ENERGY AND STORAGE

Solar photovoltaics (PV) should be considered on most projects to offset a portion if not all of the building's energy use. If PV is not feasible, the facility should be designed to be "PV-Ready" for a future PV System. In addition to PV, facilities should incorporate battery storage technologies with microgrid capability or provision to be "battery-ready." Having a micro-grid will provide the opportunity to improve the resilient operation of the facility and allow the facility to act as a community shelter when needed.

WATER AND WASTE

Potable water availability is a significant issue in many parts of the world. Although our region has historically been gifted with clean and plentiful water, this may not last due to changes caused by climate change. Designing our buildings to reduce water consumption is essential in the long term. Water and waste prices will increase in the coming decades; investing in efficient systems today will reduce increases in operational expenses.

COST CONTROLS

SYSTEM UPGRADES

Deferring system maintenance over a series of years or even decades can significantly increase the ultimate (and inevitable) cost of addressing those deficiencies. The nature of maintenance is such that when the district delays updating critical infrastructure, the effects compound across structures, systems, assemblies, and equipment resulting in much higher project costs when the repairs are eventually made. For example, delayed maintenance of roofing or mechanical systems may drastically affect other building elements through water intrusion or compromised structural integrity.

While the average cost of new construction escalation averages about 3-4% per annum, renovating an existing building with a significant deferred maintenance backlog may result in a cost escalation risk that is 1.25 - 1.5 times greater, particularly where aging mechanical, electrical, and plumbing (MEP) systems are present. With the district's documented maintenance backlog of approximately $600 million (hard costs), even modest cost escalations equate to large sums of money. As such, it is important to prioritize upgrades to critical building systems that impact mechanical, plumbing, roofing, accessibility upgrades, access control, structural, emergency power, and fire suppression systems.

Many older structures have poorly performing building envelopes which compound the impacts of aging mechanical equipment and ductwork. When reviewing the MEP systems at a particular building, the emphasis should be on replacing old or underperforming equipment. As a rule, most types of mechanical equipment can perform satisfactorily for about 25-30 years; after this timeframe, full replacement is recommended. In some cases, older equipment may show no visible or auditory signs to indicate that it is not operating optimally, yet it may be drawing excessive amperage to function resulting in excessive hidden operational costs to the district.

Updated mechanical systems can produce significant operational cost savings. The district should consider investing in the following systems when replacing HVAC systems in aging buildings:

» Direct Digital Control (DDC) systems are resilient and capable of interacting with various component manufacturers (Via Native BACnet), improving functionality while minimizing energy consumption. Most modern DDC systems can be interchangeably serviced and augmented. As such, PPS should avoid proprietary systems that lock the district into an expensive sole-source relationship.

» The new variable refrigerant flow systems (VRF) may be integrated into an economical Dedicated Outdoor Air System (DOAS) ventilated air system. While the individual components of this system are not as long lasting as the standard Variable Air Volume (VAV) system components, they are easier to replace and more versatile to retrofit than non-VRF components. The system presents a solid alternative for aging buildings with central plants that are near or past term; the hydronic piping can be abandoned or demolished, and the Central plant space can be largely repurposed, allowing ventilation ductwork to be cleaned, resealed, and put back into service. Additionally, VRF components are provided with factory controls and require less integration into other systems.

Whether constructing a new facility or renovating an existing structure, it is important to remember that the initial cost of systems, equipment, fixtures, and materials only represent a fraction of the long-term cost of the building. For an asset like a new K-12 school, initial construction cost constitutes only about 20% of the total expenditure over the building's lifespan.

The other 80% of the total life cycle cost is generated through the building's operation, maintenance, and decommissioning. Although the upfront cost of upgraded systems may be higher than lower-cost alternatives, choosing energy efficient and robust systems with longer lifespans will result in much greater long-term cost savings. Thoughtful sustainability measures will pay for themselves many times over the lifespan of the building.

TRADE-SCOPE CONSOLIDATION

With complex projects requiring upgrade of multiple systems, it is important to consider which projects may be performed in isolation vs. consolidated as part of a major renovation. Certain building upgrades may be performed in isolation efficiently and cost-effectively, particularly those that require limited subcontractor coordination and can be completed over the course of a summer break. Such projects may include roofing, door hardware upgrades, window replacements, and minor site improvements. However, when a building requires significant structural upgrades, major mechanical, electrical, plumbing, and technology upgrades (including low voltage if new pathways are required), new elevators, new interior construction, or is impacted heavily by hazardous materials abatement, it is typically best to package those scopes into a comprehensive modernization performed by a single general contractor.

The most important determining factor in how large a renovation scope may grow is the state of a building's existing structural system. In cases where major structural interventions are required, it is difficult to isolate the scope in a way that does not impact most trades. In these cases, full modernization is often advisable to maximize the life cycle cost-benefit.

Examples of system upgrades that would benefit from consolidation and sequencing of trades include:

» Elevators/Stairs: The addition of vertical circulation (stairs or elevators) should be performed in conjunction with seismic upgrades when possible as both require significant demolition and structural work. Elevator and stair cores are good locations for shearwalls, braced frames, and other structural elements.

» MEP: Complete mechanical, electrical, plumbing, and technology upgrades that require new equipment and distribution should be performed as part of a modernization whenever possible. With mechanical systems, it is generally more cost effective and more efficient to combine the mechanical wet and dry distribution, mechanical controls, and plumbing scopes to one prime contractor. Electrical, lighting, and low voltage upgrades are often best packaged together with interior construction since they often necessitate wall/floor/ceiling finish and fixed furnishings work. The electrical contractor should prime the low voltage work to a low voltage contractor. Replacement of existing fixtures that do not require new conduits/raceways/cable trays may be performed in isolation (e.g. pulling new data cabling through existing raceways to connect new classroom monitors); however, reuse of existing distribution to support new fixtures or equipment should always be carefully evaluated for necessity, performance, and life cycle cost impacts.

» Structural: Seismic upgrades should be coordinated with updating interior finishes (e.g. walls, floor, ceilings). Roofing replacements may be timed to coincide with ceiling replacements.

REGIONAL TRENDS

Regional cost per square foot in 2021 are shown below:

CONFIGURATION	COST PER SQFT
ELEMENTARY	$510/ SF
MIDDLE	$540 / SF
HIGH	$590 / SF

2021 marked a period of extreme volatility in construction material and commodity prices, including massive increases in the cost of lumber (up 100% y/y), gypsum (up 12%), and ductwork (copper & brass up 49%). Increased supplier costs for lumber, steel, aluminum, copper, sand, etc. are attributed to a variety of factors including reduced supplier production capacity, lingering effects of tariffs, and supply chain disruptions due to labor shortages and import restrictions.

As of June 2021, the volume of commercial construction in the Portland-Metro area remains well below early 2020 levels; consequently, a portion of these cost increases may be offset by growing competition among trade contractors. However, as the market rebounds and competition for labor increases, those material cost increases will become more problematic until a market correction occurs (likely in mid to late-2022).

Costs per square foot can vary widely based on factors such as building area, site conditions/constraints, massing/building geometry, construction type, exterior and interior finish selections, and MEP systems. The costs in the table above are inclusive of all margins and adjustments for the building only include building only including all margins and adjustments).

REUSE OF EXISTING STRUCTURES

Portland Public Schools has a large inventory of aging school facilities that will require extensive renovation or replacement to meet the educational needs of the district. A number of factors drive the complex decision of whether to modernize or replace an educational facility, including:

- The condition of the building, as reflected by its facility condition index (FCI) score.
- The educational suitability of the building to meet the district's teaching and learning objectives.
- Projected enrollment, particularly where a school's utilization exceeds its capacity and the school site is not large enough to accommodate an expansion.
- Whether the facility is on the National Historic Registry and/or has historic significance to the community.
- Whether inherent structural deficiencies present seismic risks that would be prohibitively expensive to remediate.
- Presence of extensive environmental health issues that would be expensive and/or difficult to fully mitigate.
- School sites that are no longer suitable for educational use due to safety or traffic concerns.

While the facility condition index (FCI) score provides a very general measure of the ratio of projected renovation costs to current building replacement value, intensive investigation and testing are often required to document the myriad of conditions that may complicate a building modernization project.

Factors that may significantly increase costs include the presence of hazardous materials, subsurface soil conditions, non-code compliant features, and the projected lifespan of critical building systems.

Renovating existing structures can be more challenging

if the building requires significant interventions to accommodate seismic upgrades, new structural elements, new interior fit outs, and new MEP systems. Changing occupant load or making structural modifications beyond certain thresholds can often trigger additional upgrades that add significant cost. If major work is required to correct such problems, the case for modernization and/or adaptive re-use becomes less compelling.

When developing the scope and preliminary schedule for a renovation project, it is important to thoroughly investigate existing conditions (particularly with older buildings). While invasive/destructive testing can be time-consuming and costly, it greatly reduces the risk of budget overrun in construction. It is not uncommon to see general contractors carry 7-10% construction contingency in their estimates to account for the risk of extra work to mitigate undocumented or unforeseen conditions in renovation projects.

While thorough investigation and testing may cost several hundred thousand dollars, a contractor could reasonably reduce construction contingency to 3-6%, saving millions on a major school modernization project. Also, such testing allows the team to proactively integrate the item into the scope of work rather than via change order during construction.

Structural costs for renovations as a percentage of the total direct costs vary widely depending on the size of the building and the complexity of the scope. If structural work is minor, structural work may constitute 10% or less of the total direct costs.

On projects where major structural work is required, it may account for 35% or more of the total direct construction budget. Previous district projects can provide useful benchmarks on the cost to upgrade structural systems in existing buildings vs. structural costs in new buildings. Below are two notable recent district projects and the approximate percentages allocated to structural work:

Grant High School
- Percent of (direct) Renovation cost dedicated to structural: 25% (work to rehab existing structure)
- Percent of (direct) New Build cost dedicated to structural: 38%

McDaniel High School
- Percent of (direct) renovation cost dedicated to structural: 23% (work to rehab existing structure, not incl. demo and anchoring of unreinforced masonry on exterior walls)
- Percent of (direct) new build cost dedicated to structural: 18%

Substantial costs were incurred to rehabilitate the existing structural systems at both Grant High School and McDaniel High School. The different allocations for new build structural work at Grant HS vs. McDaniel HS reflect the unique scope of each project. Much of Grant's new build structural costs were associated with the construction of a new gymnasium (gyms have long structural spans and less dense fit outs which tend to be costly). In planning for future capital projects, the district should factor in the projected cost of structural work to existing facilities vs. new build when determining whether to modernize or replace buildings.

ENROLLMENT & UTILIZATION

ENROLLMENT & UTILIZATION

Portland Public Schools currently serves approximately 48,000 students in kindergarten through 12th grade. The ability of each school to support the students, teachers, and spaces needed for effective teaching and learning are critical for the success of the district's educational programs. Planning for fluctuations in student enrollment is necessary, as the state funding formula for education is allocated, and teachers are assigned, based on the number of students anticipated each year.

ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether the district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with building capacity and utilization, provide a framework for facility needs to serve Portland Public Schools' Graduate Portrait.

The enrollment forecasts presented below were prepared by the Portland State University Population Research Center for Portland Public Schools. These data are based on the recent enrollment numbers (October 2019 and October 2020) and forecast through 2036. The 15-year enrollment forecast integrates district enrollment trends with local area population, enrollment, and housing trends. Summary information from the report is included on the following pages. This information is intended to be used as a school planning tool and a basis for community discussions about future school facility needs.

The COVID-19 pandemic significantly shifted enrollment for the 2020-2021 school year; the assumption in these data is that distance learning will not influence long-term enrollment. Instead, the 2020-21 school is treated as an isolated anomaly.

The nature of forecasting requires some level of speculation, so questions around data integrity are warranted; however, previous forecasts offer a way to validate predictions because of the methodological consistency used by the Population Research Center. When measuring the deviation between forecasted and actual enrollment, estimates from 2010 through the end of 2019 (pre-pandemic) had an error rate of less than 2%, often below 1%.

These forecasts consider factors around population, housing, and enrollment trends. Annual enrollment forecasts for the district overall, per high school cluster, for students residing in each school attendance area, and students enrolled at each school are presented below.

Primary data sources used to prepare these forecasts include historic enrollments through 2020-21, U.S. Census Bureau 2000 and 2010 Decennial Censuses and 2015 to 2019 American Community Survey, birth data from the Oregon Center for Health Statistics, and housing development information from the City of Portland and Metro.

POPULATION TRENDS

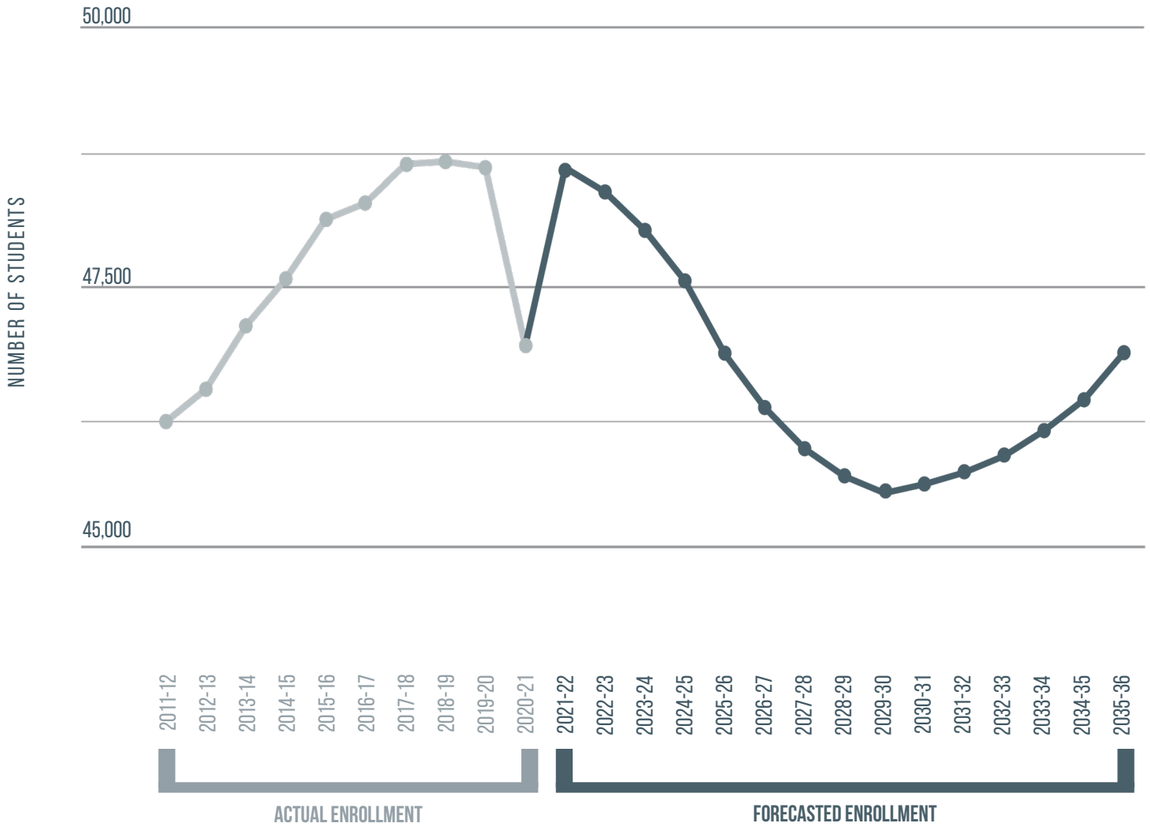
- Between 2000 and 2010, the population in-district grew by approximately 34,000, from 426,110 persons to 460,248. Growth accelerated between 2010 and 2019; it is estimated that the district increased by around 47,000 residents, reaching about 508,700 by 2019.
- The district's average annual growth rate of 0.8 percent between 2000 and 2010 fell below the metro area's 1.4 percent average growth rate; the district's estimated 1.1 percent growth rate between 2010 and 2019 is much closer to the 1.3 percent metro area average growth during the period.
- Birth rates in-district have fallen precipitously since 2010; the number of births fell by 26 percent from its 2008 peak to 2019.

ENROLLMENT TRENDS

- After ten consecutive years of growth from fall 2008 to fall 2018, the district saw a slight net loss of 55 students between fall 2018 and fall 2019.
- In fall 2020, Portland Public Schools enrolled 46,937 students in grades K-12, decreasing 1,716 students from fall 2019. The K-12 enrollment decline in fall 2020 was attributable to families' choices in response to distance learning during the COVID-19 pandemic.
- The most significant impact of COVID-19 was seen in kindergartens, which likely would have enrolled about 3,800 students, but instead enrolled 3,245 students, 629 fewer compared with fall 2019. This 16 percent drop was similar to kindergarten declines in nearby districts and the State of Oregon overall.
- Elementary (grades K-5) enrollment peaked in fall 2016 and saw net losses of 0.6 percent, 2.2 percent, and 1.6 percent in successive years. Another decline of one to two percent was expected between fall 2019 and fall 2020; the actual decline was 7.3 percent due to the net loss of 1,725 students.
- District-wide enrollment in secondary grades experienced steady growth through fall 2019, beginning in 2010-11 for middle schools and 2014-15 for high schools.
- The pandemic caused a slight decrease in middle grades, at a net loss of 115 students (1.0 percent) between fall 2019 and fall 2020. High school enrollment, in contrast, continued to increase despite the shift to remote learning, gaining 124 students (0.9 percent) from fall 2019 to fall 2020.

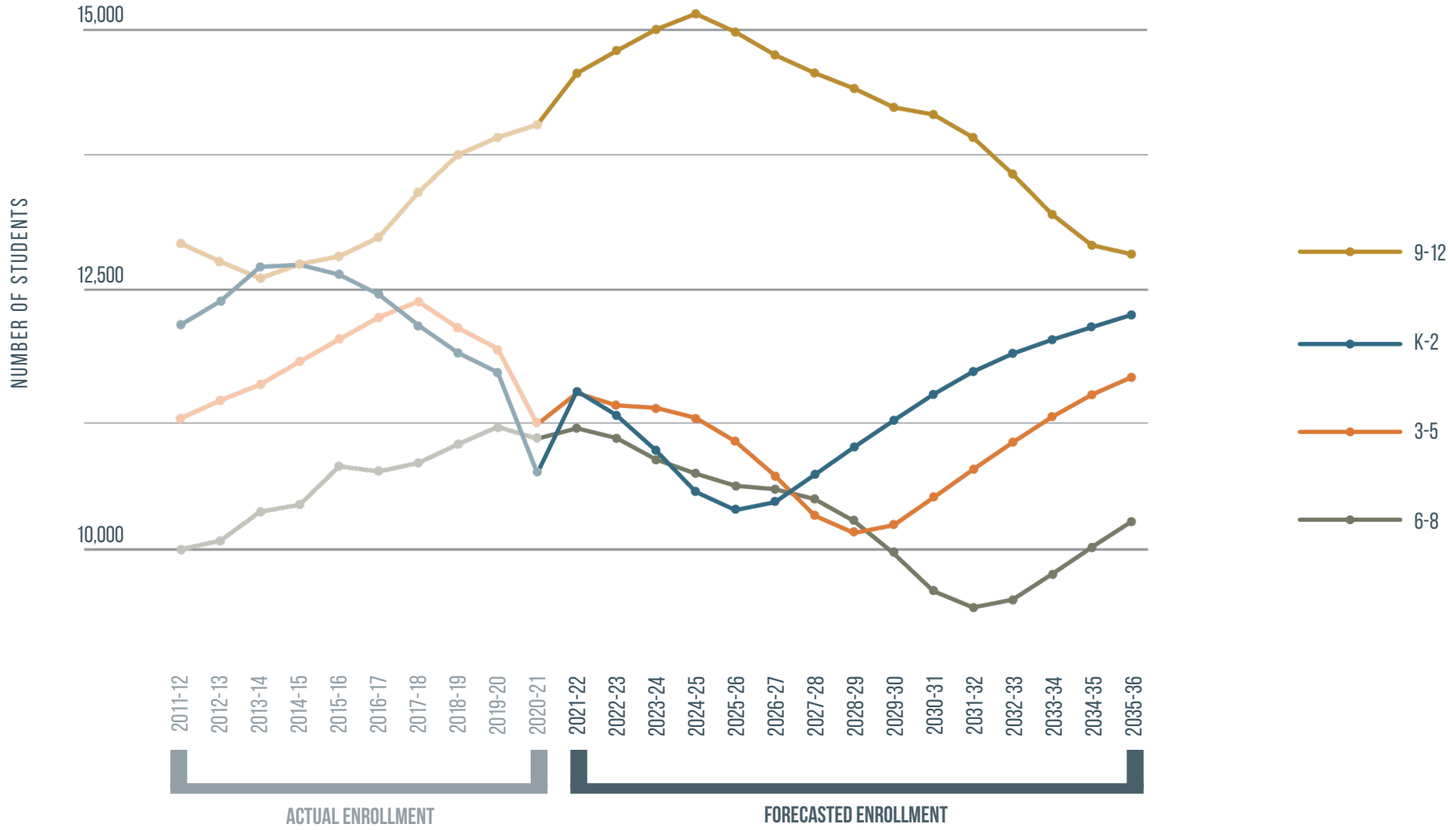
HOUSING TRENDS

- Between 2000 and 2010, approximately 25,000 housing units were added within district boundaries. Despite the construction slowdown following the Great Recession, housing growth in the 2010s has substantially outpaced the 2000s.
- In the five years between 2016 and 2020, the City of Portland issued building permits for over 25,000 units within the district. Multi-family units accounted for more than 21,200 (85 percent) of those units, of which nearly 1,900 were accessory dwelling units.
- Single-family development has occurred throughout the district, though the Cleveland, Franklin, and Jefferson clusters have accounted for more than 63 percent of new single-family homes in the past ten years. Multi-family development is more concentrated, with 82 percent of 2017 to 2020 permits issued in the Cleveland, Jefferson, and Lincoln clusters.
- New affordable housing projects within the district scheduled for occupancy between 2021 and 2023 include about 600 family-size units of two or more bedrooms.



DISTRICT ENROLLMENT FORECAST SUMMARY

- In fall 2020, the district enrolled 46,937 students in grades K-12, a decrease of 1,716 students from fall 2019. Growth had been slowing already; after ten consecutive years of growth from fall 2008 to fall 2018, the district saw a slight net loss of 55 students between fall 2018 and fall 2019. However, nearly all of the K-12 enrollment decline seen in fall 2020 was attributable to families' choices in response to distance learning during the COVID-19 pandemic, a trend seen throughout Oregon and the U.S.
- The most significant impact of COVID-19 was seen in kindergartens, which likely would have enrolled about 3,800 students in a typical year, but instead enrolled 3,245 students — 629 fewer compared with fall 2019. This 16 percent drop is similar to or less than in adjacent districts, including Beaverton (17 percent), Lake Oswego (15 percent), and Tigard-Tualatin (24 percent).
- In Oregon, the statewide drop in kindergarten enrollment amounted to nearly 15 percent. Other grades are also noticeably affected by the pandemic, with enrollment in each grade from 1st to 6th falling short of the forecast that we prepared in April 2020 by four to six percent. Enrollment in grades 7-12 was less impacted, falling short of the forecast by an average of only one percent.
- Overall district enrollment is projected to fall for several years after 2021-22, reaching a low of 45,518 in 2029-30. By the end of the 15-year forecast in 2035-36, enrollment is 46,869 — nearly 1,800 students below its pre-pandemic 2019-20 level.



Enrollment change 2019-20 through 2035-36 summary:

CONFIGURATION	2019-20 ENROLLMENT	2035-36 FORECAST ENROLLMENT	CHANGE	
K-2	11,665	12,226	561	4.8%
3-5	11,896	11,617	-279	-2.3%
6-8	11,132	10,206	-926	-8.3%
9-12	13,960	12,820	-1,140	-8.2%
K-12	**48,653**	**46,869**	**-1,784**	**-3.7%**

Elementary

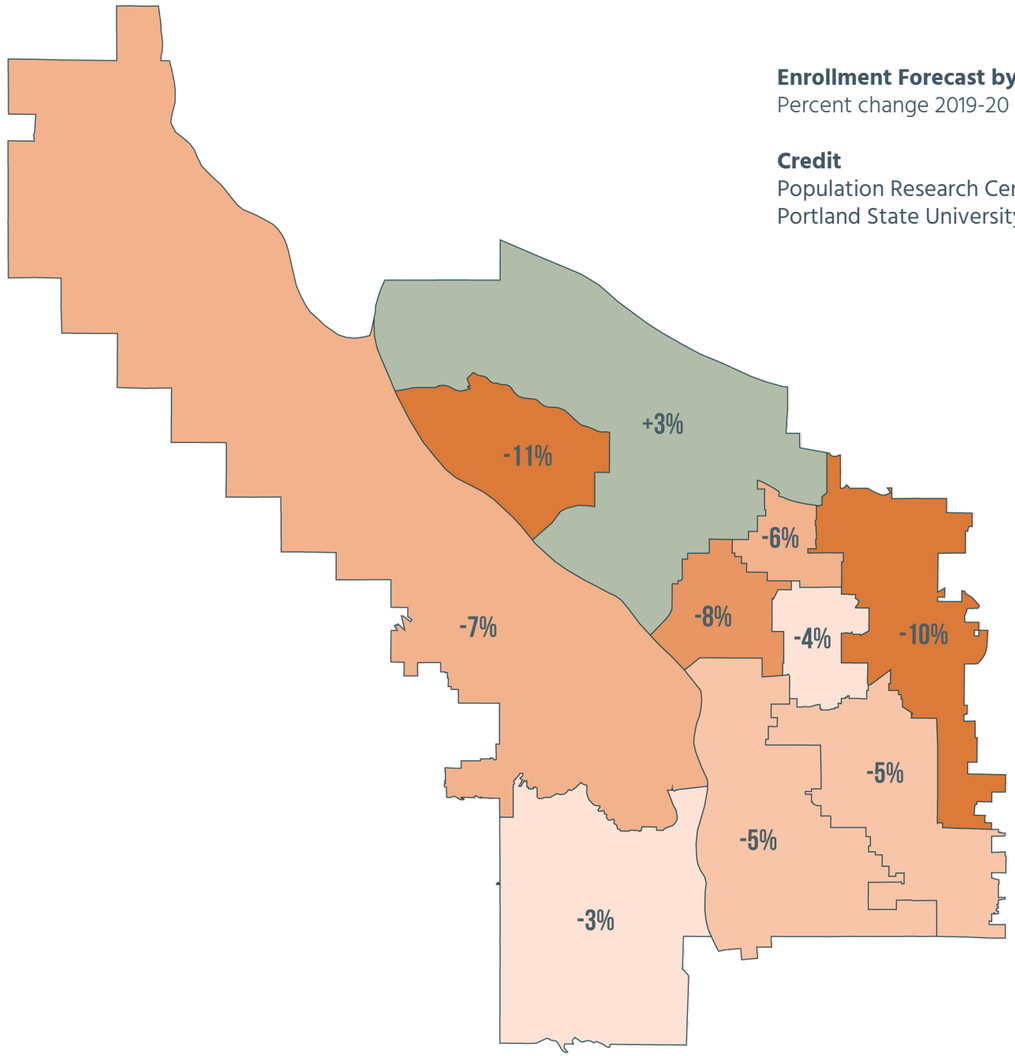
» The 2021-22 K-5 forecast of 22,944 is a decline of over 600 students from 2019-20, and net losses in elementary grades continue for several more years. K-5 enrollment reaches a low of 20,928 in 2027-28. K-5 enrollments begin to grow in 2028-29, ending the 15-year forecast period with 23,843 students in 2035-36, a few hundred students more than their pre-pandemic 2019-20 level.

Middle

» Between 2019-20 and 2021-22, enrollment in middle schools is predicted to drop a trivial amount: just 14 students for an enrollment of 11,118 students. Subsequent years, however, will trend down due to lower birth rates, driving enrollment to a low of 9,370 in 2031-32. Growth in the last few years of the forecast results in a 2035-36 forecast of 10,206 — about 900 students below the pre-pandemic 2019-20 level.

High

» The 2021-22 forecast of 14,587 high schoolers represents a more than 600 student gain from 2019-20. Growth will continue, reaching a peak of 15,168 in 2024-25, before steadily declining throughout the remainder of the forecast horizon. High school enrollment of 12,820 in 2035-36 is more than 1,100 less than in pre-pandemic 2019-20.



Enrollment Forecast by Cluster
Percent change 2019-20 to 2035-36

Credit
Population Research Center,
Portland State University, April 2021.

Enrollment Change by Cluster

» The projected enrollment change will not be uniform across the district. Using 2019-20 a base year comparison, most clusters are forecast to decline in enrollment. Areas in north Portland are a notable exception. See figure 5 for a percent change in enrollment for each cluster.

» Several clusters are forecast to see K-12 enrollment figures in 2021-22 that slightly exceed 2019-20 totals. These include Franklin, Grant, Jefferson-McDaniel, Jefferson-Roosevelt, and Wells-Barnett. However, only the Jefferson-McDaniel and Jefferson-Roosevelt clusters are expected to experience a net gain of K-12 district residents over the 16-year period ending in 2035-36. Jefferson-McDaniel increases by 98 students while Jefferson-Roosevelt increases by 127 students. The Grant cluster is expected to have a relatively small loss of 20 students, and Wells-Barnett has 164 fewer K-12 residents in 2035-36 than in 2019-20.

» The remaining clusters are forecast to have net declines of more than 200 students between 2019-20 and 2035-36. These losses occur at Cleveland (-261), Franklin (-382), Jefferson-Grant (-206), Lincoln (-206), McDaniel (-497), and Roosevelt (-432). For most of these clusters, the 2035-36 totals reflect a slight K-12 enrollment increase from their lowest figures occurring in or near the 2029-30 school year. Reflecting district-wide trends influenced by the decline in births, elementary grades in each cluster generally experience their most considerable net losses in the first half of the forecast period. In contrast, middle and high school grades experience a more significant decline after 2027-28. Figure 5 summarizes the forecasts for high school clusters for 2020-21 through 2035-36.

DETERMINING UTILIZATION

Utilization is a planning metric to understand enrollment in the context of the constraints governing school operation. The size and number of classrooms is one example of a constraint; teacher planning periods and specialized classroom use are others. Neither the utilization percent nor the capacity numbers presented here represent the maximum number of students that can be accommodated in a school. The number of students enrolled at a school may be higher or lower than its capacity.

Capacity and utilization should be used as one among many measures of the relative crowding for a building. A school's utilization is best understood as a high-level measure of how well the building area supports the student population.

The utilization calculation described here is based on physical constraints around operating a school. Classrooms are assigned a student count based on area: classrooms between 500 - 800 square feet are assigned 24 students; classrooms between 800 - 1000 square feet are assigned 27 students; classrooms above 1000 square feet are assigned 30 students.

After multiplying the number of students assigned to each classroom by the total number of classrooms in the building, we have the school's gross capacity. Gross capacity is an unrealistic student number as it fails to account for the realities of scheduling a school day. Teacher planning periods, specialized classrooms (e.g., science labs, art rooms) mean that not all instructional spaces are used every period of every day. To account for these operational constraints, a common set of room set-asides, or classrooms excluded from the utilization calculation based on special programs and supports, are subtracted from the gross capacity. Examples of classroom set-asides include:

K-5 & K-8

- computer labs
- gyms
- learning center
- SPED focus classroom (where present)
- 1-2 Art/Music rooms, per staffing formula
- early childhood (where present)
- leased classrooms (where present)
- hosts a co-located Immersion program (where present)
- operates as a neighborhood K-8 (where present)

Middle & High School

- learning center
- SPED focus classroom (where present)
- 1-2 Art/Music rooms, per staffing formula
- early childhood (where present)
- leased classrooms (where present)

Next, a configuration-specific utilization rate is applied. The utilization rates identify how much of the gross capacity is being used. Most schools do not use 100 percent of the available student capacity. Instead, program needs at each school may require the use of traditional instructional spaces for non-instructional purposes such as resource rooms, counselors, and therapists, among other uses.

Utilization rates, like the classroom set-asides, are different at elementary schools and K-8s than at middle and high schools. Generally, K-5s and K-8s are more efficient from a scheduling perspective because students change classrooms infrequently at these grade-levels; the utilization rate for these configurations is one-hundred percent. Contrasted with K-5 and K-8 configurations are the inherently more complex middle school and high school configurations, wherein students (and sometimes teachers) change classrooms each period; the utilization rate for these configurations is 85%.

To further acknowledge scheduling complexity and increased staffing, utilization rates for all configurations are broadly reduced for Title I schools (five-percent) and for TSI/ CSI designations (again, five-percent).

The result of these deductions is the school's functional capacity or the student count used for planning purposes. The calculation is summarized below:

❶ CLASSROOM DATA × STUDENT STATION BRACKETS = **GROSS CAPACITY**

❷ GROSS CAPACITY − CLASSROOM SET-ASIDES × UTILIZATION RATE = **FUNCTIONAL CAPACITY**

❸ FUNCTIONAL CAPACITY / ENROLLMENT = **SCHOOL UTILIZATION**

FACILITY CONDITION

FACILITY CONDITION

Portland Public Schools manages approximately 9 million square feet of building area across 700 acres of real estate. See the table below for an overview of the configuration, count, and gross square footage of district sites.

The facilities in the district's portfolio have been in service anywhere from less than two years to nearly 120 years. Newer facilities have few immediate needs for repair or reinvestment. The older facilities have aged components beyond their service life, which are obsolete or no longer energy efficient. Many facilities have received at least partial reconstruction since their initial construction date.

In addition to permanent structures, the district operates 71 modular buildings, totaling 131 classrooms and over 200,000 SF Net instructional area. Like the permanent building portfolio, these modulars are aged: on average, the installation date of district modulars is 1980.

BUILDING AGE

Building age, in particular, is an important determinant for the condition of district buildings. Nearly one-half of district buildings were constructed before World War II. Many of these structures still operate systems from their original construction date. The risk of system failure in these buildings is high, to say nothing of the maintenance and energy costs associated with operating older building systems. The table above outlines the significant growth periods in school construction.

BUILDING CHARACTERISTIC	COUNT	YEAR/ PERCENT
AVERAGE PRIMARY CONSTRUCTION DATE	-	1944
MEDIAN PRIMARY CONSTRUCTION DATE	-	1949
CONSTRUCTED BEFORE 1930	38	39%
CONSTRUCTED BETWEEN 1930 AND 1960	42	43%
CONSTRUCTED BETWEEN 1961 AND 1990	9	9%
CONSTRUCTED AFTER 1990	9	9%

The facility condition assessment data outlined primarily reflects an aged building stock and further demonstrates the magnitude of capital investment necessary to align the district's physical infrastructure with modern design and construction standards.

CONFIGURATION	COUNT	BUILDING GSF	AVERAGE GSF	LAND AREA (ACRES)	AVERAGE LAND AREA (ACRES)
HS	11	3,069,291	279,026	161.5	14.7
MS	15	1,492,426	99,495	142.22	9.5
ADMIN	5	527,245	105,449	34.3	6.9
K-5	45	2,817,167	62,604	251.0	5.6
K-8	11	728,039	66,185	54.7	5.0
SPECIAL SERVICES	6	226,943	37,824	27.3	4.6
LEASED	2	66,782	33,391	4.7	2.3
EARLY LEARNERS	3	87,370	29,123	5.6	1.9

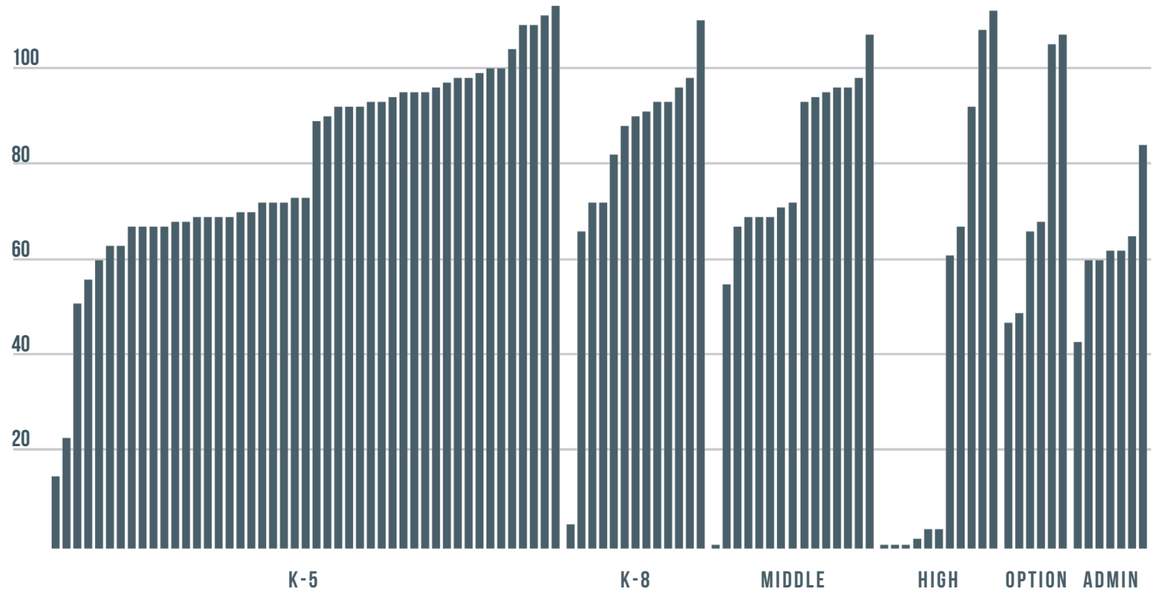
In addition to age-related degradation, older school facilities were generally not designed to accommodate contemporary models of teaching and learning. Building, and more specifically classroom configurations were typically designed to support one teacher with a group of 20-30 students, providing limited flexibility for individualized instruction, project-based learning, or support for a variety of student group sizes.

Administrative spaces also provide little flexibility, offering few spaces for private conversations and other administrative supports. Likewise, shared facilities, such as cafeterias, gymnasiums, and restrooms are often undersized and reflect antecedent cultural norms.

HISTORIC BUILDINGS

A historic assessment was conducted in 2009 of Portland Public Schools' facilities. Research and a field study of district buildings identified their character-defining features, assessed their comparative levels of historical integrity and evaluated their eligibility for the National Register of Historic Places (NRHP). Of the 98 properties surveyed, three are listed in the National Register as contributing resources to NRHP Historic Districts (HD): Abernethy (Ladd's Addition HD), Couch/ MLC (Alphabet HD) and Irvington (Irvington HD). Three schools (Benson, Duniway, and Woodstock) are listed as Portland Landmarks, and three schools are considered contributing resources to City of Portland Conservation Districts (Kenton, Woodlawn, and Jefferson).

FIGURE 6 DISTRICT BUILDING AGE (YEARS)



EXISTING FACILITY CONDITION

In the Spring of 2019, Portland Public Schools began a comprehensive Facility Condition Assessment (FCA) of district-owned assets covering 8.1M gross square feet across 94 educational sites.

The objective of the FCA was to accomplish the following goals:

- Calculate Facility Condition Index (FCI) Scores for buildings, including FCI scores for individual systems.
- Prioritize building systems based on need, observed deficiencies, remaining useful life, and classify each system based on a recommended timeframe for when these systems should be replaced.
- Create one central depository of data on critical building systems
- Update previous Americans with Disabilities Act (ADA) Accessibility Studies

Following the assessments, a recommended corrective action for each observed deficiency was developed. If an action was required within four years, remedial repairs were priced and given a severity category and priority.

The result of the FCA is a database of system deficiencies with estimated remedial costs. It provides the groundwork for analysis that supports the district's institutional planning and decision-making process by making accurate facility information accessible. The database also enables the district to generate multi-year capital spending plans to implement the proposed upgrades and replacements.

These data are intended to serve as the foundation for strategic planning around physical infrastructure, ultimately supporting Portland Public Schools' ongoing mission to elevate our community's health, dignity, and well-being.

ASSESSMENT OVERVIEW

The findings of the FCA are based on nationally recognized facility condition assessment approaches, methods, and best practices to evaluate the physical condition of educational and support structures. The assessment included all permanent buildings, site and ground features, athletic fields, athletic facilities, and other permanent administrative, maintenance, warehouse, or ancillary buildings such as storage or equipment buildings. The study did not include seismic assessments due to the invasive nature of this work. Future planning team should consider seismic cost in addition to the building system repair costs documented as part of the facility condition assessment.

To ensure consistency in the collected data, the assessment team evaluated district assets using pre-established, standardized criteria. All assessments were performed per ASTM E2018 guidelines. Documents reviewed in preparation for the investigation included district work order data, floorplans, historical reports, and previous ADA assessments.

AECOM personnel and sub-consultants conducted the physical condition assessment of the buildings and grounds and prepared the overall findings. In addition, AECOM incorporated the local knowledge and expertise of district maintenance and operations representatives, custodians, and extensive input from facility operations managers to develop individual facility assessment reports and findings.

The data was collected without intrusion, relocation, removal of materials, exploratory probing, use of specialized protective clothing, or any special equipment (lifts, fall protection, etc.) and did not necessitate lockout/tag-out procedures. In situations where roofs were not accessible, recommendations were developed based on the walk-through assessment of the interior, vantage points from higher building elevations nearby (if possible), dialogue with onsite personnel, and stakeholder feedback information such as roof age and known issues.

Team members utilized the system age and observed deficient conditions to assess the building systems. Each system was rated from one to five according to the system age and observed deficiencies, with a rating of five being 'Excellent.'

The facility condition assessment documented the condition of 15k assets. Of those assets, approximately 7k deficiencies, including ADA, were recorded and priced. Assets with the highest associated costs were

related to heat-generating systems, followed by elevators, lifts, and distribution systems. Nearly three-quarters of all deficiencies were categorized as "Aged – Exceeded Design Life." To be sure, a significant portion of district infrastructure is well beyond its intended design life; assets installed in the 1920s or 1950s present a high risk for continued reliability and serviceability.

FACILITY CONDITION INDEX

The facility condition index (FCI) is the ratio of a building's maintenance costs relative to replacing the building at current construction costs. FCI values range from 0.00 (Good) to 1.00 (Critical). A higher FCI indicates a greater need for remedial funding relative to the facility's replacement value.

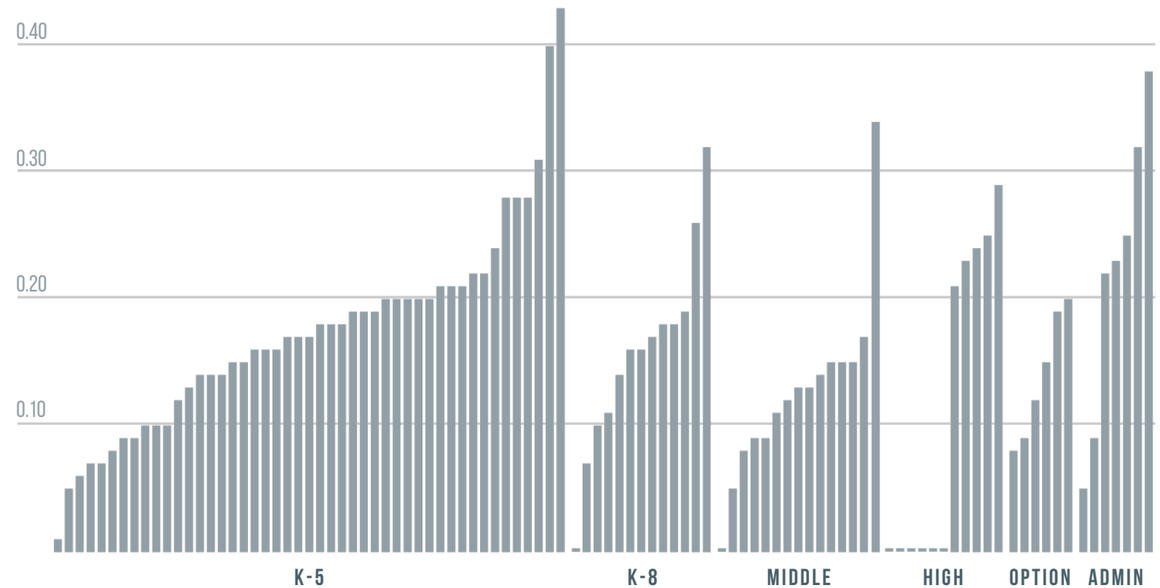
As a standardized scale, the facility condition index is a practical basis for strategic facilities capital planning. Metrics such as the FCI give stakeholders the ability to compare the condition of similar buildings to each other, as well as establish target condition ratings. Comparing buildings against a standardized scale also highlights the buildings in the greatest need of investment.

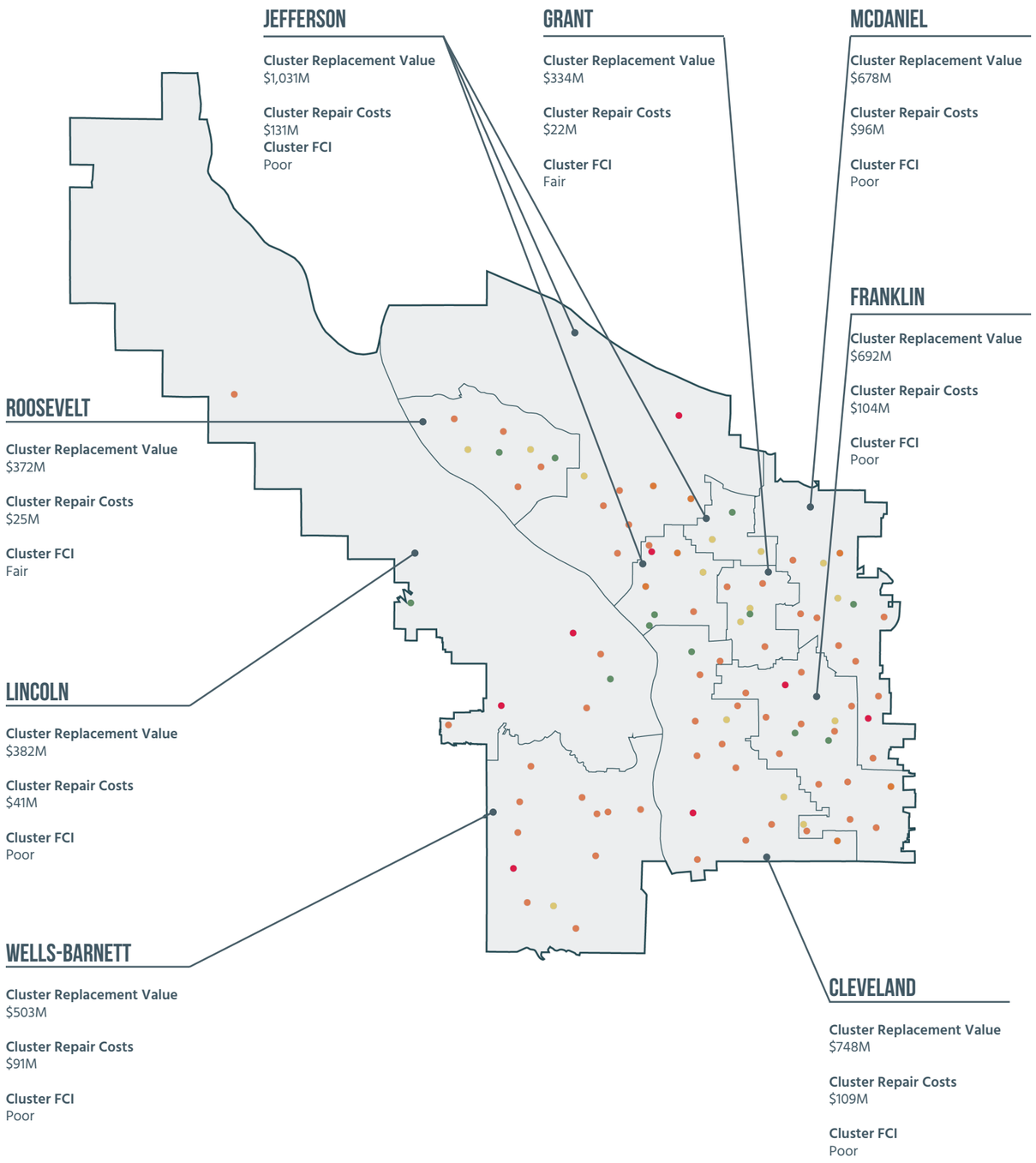
This analysis can be used to see trends, compare the outcomes of short-term, lower-budget repairs with mid-to-long-term, higher-cost rehabilitations. The rehabilitation and replacements often require more substantial strategy and investment that take place over the long term. However, operations and maintenance, repair, and minor rehabilitation can be used to extend asset and building lives, resulting in cost savings over the long-term, up to a threshold of where O&M costs outweigh the capital investment in replacing an asset or building. This threshold will differ by strategy, constraints and drivers, and capabilities. The findings here provide the information on which to base investment decisions in these contexts.

FIGURE 7 FACILITY CONDITION INDEX DESCRIPTIONS

FACILITY CONDITION INDEX	DESCRIPTION
0.01 - 0.05	GOOD
> 0.05 - 0.1	FAIR
> 0.1 - 0.3	POOR
> 0.3 - 1	CRITICAL

FIGURE 8 DISTRICT FACILITY CONDITION INDEX SCORES





KEY FINDINGS

The district average FCI is 0.16, or colloquially, "poor." Sixty-two facilities rated poor or critical of the ninety-four sites assessed. As a ratio of building repair costs vs. building replacement cost, building repair costs can sometimes exceed building replacement costs. The metric used here to indicate a higher repair cost over a replacement cost is 0.30 or "critical." Buildings with FCIs higher than 0.30 are strong candidates for full modernization.

The decision to modernize vs repair aging structures must be made in the context of the specific deferred maintenance, the district's RESJ and educational goals, and enrollment forecasts. The facility condition index score should never be the sole measure of modernization or large-scale renovation.

The following tables indicate facility condition needs by configuration (figure 10) and cluster (figure 11); condition data for individual sites can be found in the last section of this document, Capital Forecasts and on the district's website (pps.net/fca).

Continuing a precedent established by previous Bonds, the facility condition information in this document is organized by configuration. Situating building condition data in the context of configuration-specific educational vision is necessary background for facility planning.

FIGURE 10 FACILITY CONDITION BY CLUSTER

	TOTALS		GOOD		FAIR		POOR		CRITICAL	
CLUSTER	COUNT	AREA (SF)	COUNT	AREA (SF)	COUNT	AREA (SF)	COUNT	AREA (SF)	COUNT	AREA (SF)
CLEVELAND	14	1,420,379	1	371,189	2	153,753	10	843,233	1	52,204
FRANKLIN	20	1,437,943	2	404,829	2	61,707	15	911,313	1	60,094
GRANT	6	623,925	1	303,271	2	104,356	3	216,298	-	-
JEFFERSON	19	1,940,093	3	678,050	5	378,975	9	798,504	2	84,564
LINCOLN	8	718,144	2	354,833	-	-	4	274,051	2	89,260
MCDANIEL	13	1,274,872	1	333,441	3	191,277	8	639,379	1	110,775
ROOSEVELT	8	701,714	2	334,582	2	105,008	4	262,124	-	-
WELLS-BARNETT	11	963,962	-	-	1	219281	10	744,681	-	-
TOTAL	**99**	**9,081,032**	**12**	**2,780,195**	**17**	**1,214,357**	**63**	**4,689,583**	**7**	**396,897**

FIGURE 11 FACILITY CONDITION BY CONFIGURATION

	TOTALS		GOOD		FAIR		POOR		CRITICAL	
CONFIGURATION	COUNT	AREA (SF)	COUNT	AREA (SF)	COUNT	AREA (SF)	COUNT	AREA (SF)	COUNT	AREA (SF)
ADMIN	5	527,245	1	419,802	1	29,800	2	36,568	1	41,075
EARLY LEARNERS	3	87370	-	-	2	59,585	1	27,785	-	-
HS	11	3,069,291	6	1,863,026	-	-	5	1,206,265	-	-
K-5	45	2,817,167	2	131,009	8	556,882	33	2,018,362	3	176,683
K-8	11	728,039	1	170,638	1	88,815	8	443,711	1	24,875
LEASED	2	66782	-	-	-	-	1	23,293	1	43,489
MS	15	1,492,426	2	195,720	3	411,423	9	774,508	1	110,775
SPECIAL SERVICES	6	226943	-	-	2	67,852	4	159,091	-	-
TOTAL	**99**	**9,081,032**	**12**	**2,780,195**	**17**	**1,214,357**	**63**	**4,689,583**	**7**	**396,897**

SEISMIC

Seismic safety should be considered as a state of rolling compliance. Like other empirical codes, seismic codes change based on observations following an earthquake. The first seismic codes were developed in 1976 when Western Oregon was thought to be a low-risk zone. As our understanding of the Cascadia subduction zone came into focus, our region was elevated to moderate, then later from moderate to high, following a string of earthquakes in the early aughts. Seismic requirements have changed as recently as October 2019.

All but a few district buildings were constructed before building codes reflected the current understanding of seismic risk. To be sure, the majority of district buildings were built before seismic codes existed at all.

In 2001, the State of Oregon passed law ORS 455.400, requiring all school buildings that pose an undue risk during a seismic event to meet a life safety performance objective by the year 2032, subject to available funding.

The magnitude of cost to align all district buildings with current seismic code cannot be overstated. While recent fluctuations in the construction market make the exact dollar amount challenging to estimate, previous estimates have placed the cost at more than one billion dollars.

Aligning our schools with seismic codes involves a network of improvements ranging from the highly invasive: roof replacements or structural bracing (both examples strengthen the building diaphragm against shear forces), to the minimally invasive: interior improvements to prevent hanging lights or mechanical ducts from falling on building occupants.

Primary among considerations when planning seismic work is coordination with other building improvements. Complete seismic retrofits often require the removal of internal and external walls and finishes, destructive testing, or subsurface investigations; significant costs can be saved by combining the seismic work with other invasive building improvements, if not full modernization or rebuild.

In light of the recent code changes and anticipation of future bond funding for seismic improvements, guidance from a structural engineer on best practices is recommended prior to further capital planning.

Summaries of seismic improvements completed or planned since 2012 are included below. Complete seismic reports can be found on the district's website.

SEISMIC WORK COMPLETED SINCE 2012

SITE	CONFIGURATION	YEAR	IMPROVEMENT TYPE
ALAMEDA AUDITORIUM	K-5	2013	INCREMENTAL SEISMIC IMPROVEMENT
BRIDLEMILE	K-5	2013	ROOF REPLACEMENT
LAURELHURST	K-8	2013	ROOF REPLACEMENT
WELLS-BARNETT	HS	2013	ROOF REPLACEMENT
ARLETA	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
BEACH	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
BOISE ELIOT	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
CHIEF JOSEPH	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
CRESTON	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
GROUT	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
HOSFORD	MS	2014	INCREMENTAL SEISMIC IMPROVEMENT
JAMES JOHN	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
LANE	MS	2014	INCREMENTAL SEISMIC IMPROVEMENT
WOODLAWN	K-5	2014	INCREMENTAL SEISMIC IMPROVEMENT
AINSWORTH GYMNASIUM	K-5	2015	INCREMENTAL SEISMIC IMPROVEMENT
BUCKMAN	K-5	2015	INCREMENTAL SEISMIC IMPROVEMENT
CREATIVE SCIENCE	K-8	2015	INCREMENTAL SEISMIC IMPROVEMENT
LLEWELLYN	K-5	2015	INCREMENTAL SEISMIC IMPROVEMENT
MAPLEWOOD	K-5	2015	INCREMENTAL SEISMIC IMPROVEMENT
SABIN	K-5	2015	INCREMENTAL SEISMIC IMPROVEMENT
STEPHENSON	K-5	2015	INCREMENTAL SEISMIC IMPROVEMENT
ABERNETHY	K-5	2016	INCREMENTAL SEISMIC IMPROVEMENT
CLEVELAND	HS	2016	INCREMENTAL SEISMIC IMPROVEMENT
FRANKLIN	HS	2016	MODERNIZATION
JEFFERSON	HS	2016	INCREMENTAL SEISMIC IMPROVEMENT
MLC	K-12	2016	INCREMENTAL SEISMIC IMPROVEMENT
SELLWOOD	MS	2016	INCREMENTAL SEISMIC IMPROVEMENT
FAUBION	K-8	2017	BUILDING REPLACEMENT
ROOSEVELT	HS	2017	MODERNIZATION
GRANT	HS	2019	MODERNIZATION
MLK JR	K-5	2019	ROOF REPLACEMENT
RIGLER	K-5	2019	ROOF REPLACEMENT
LEWIS	K-5	2013 / 2019	INCREMENTAL SEISMIC IMPROVEMENT
HAYHURST	K-5	2015 / 2019	INCREMENTAL SEISMIC IMPROVEMENT

Data accessed from https://www.oregongeology.org/rvs/activity-updates/status.htm. Retrieved 2021 AUG 09

PROGRAM VISION

INTRODUCTION

The Long-Range Facility Plan project team met with district academic leaders from eleven (11) program areas to document programmatic capital priorities. Program representatives were provided with a list of questions before the interviews, allowing them to consult with their colleagues in developing responses.

The questions were intended to elevate the district's social justice and racial equity goals in the context of each respective program vision. All questions were inflected based on the specific academic program area.

Following the interviews, the project team organized responses into three sections: Program Vision, Facility Constraints, and Capital Forecasts. The capital forecasts were further divided into high, moderate, and low priorities.

Each program leader then had the opportunity to review, comment, and edit the text prior to appearing in this document.

TITLE	**COMMUNITY**
ARTIST	**SABINE KENNEY**
GRADE	**12**
SCHOOL	**GRANT HS**
TEACHER	**MELODY ROCKWELL**

ARTIST'S STATEMENT

Creating inclusive spaces in the coming years of PPS, in order to create community and growth is very important. I wanted to avoid western structures, as they are inherently discriminative based on the institutions they represent. In my painting I was inspired by indigenous longhouses. These were spaces of togetherness. They were used for living spaces, or gatherings. The floor plan is open, with all people on the same level. I feel these structures represent community, which is something that needs to be healed at Grant especially after Covid-19. Because I am white, I don't want to speak for POC at my school. I instead wanted to focus my work on the wellness of students, and working as a community. The birds represent both students and staff members working together to create community based learning. The roots at the bottom of the structure represent schools being integral to the growth of societies.

EARLY CHILDHOOD EDUCATION

PROGRAM VISION & DESCRIPTION

- Provide the PPS community with a pk – 5 system that effectively transitions students from preschool to elementary grades through a seamless alignment of educational experiences, social-emotional supports, and community services.
- Provide developmentally appropriate indoor and outdoor spaces for early learners and their families, using Faubion and Clarendon as models.
- Promote access to quality, affordable child care among BIPOC and underserved communities through a mixed delivery system that works in concert with local providers.
- The district currently operates a total of 43 pre-k classrooma districtwide. In the 2020-21 school year, there are district-operated pre-k programs in 12 schools including; Boise-Elliott; Faubion; Lent; MLK Jr; Whitman; Grout; Jason Lee; Kelly Center; Creston Annex; and Sitton. Additionally, the district operates three (3) dedicated early learning facilities: Applegate, Clarendon, and Sacajawea.

FACILITY CONSTRAINTS

- Many schools lack developmentally appropriate spaces for early learners (e.g., access to dedicated child-scaled restrooms, sinks, dining areas).
- Some pre-k sites lack dedicated early childhood outdoor play areas (e.g., playgrounds, covered area, space for riding tricycles, etc.).
- Some pre-k sites lack sufficient office and meeting spaces for community partners, or a family gathering area.

CAPITAL FORECAST

High Priority

- Addition of two (2) pre-k classrooms at Lent and one (1) at MLK Jr. for the 2022-23 school year.
- Addition of two (2) pre-k classrooms on the southwest side. The program director has identified Markham Elementary as a potential location (based on neighborhood demand). Markham is projected to be at 73% utilization during the 2021-22 school year with fairly stable enrollment projected over the next five years. As such, there is sufficient space to convert two existing general classrooms into pre-k classrooms at this location.
- Addition of two (2) pre-k classrooms on the west side. The program director has identified Chapman Elementary as a potential location (based on neighborhood demand). Chapman is projected to be at 70% utilization during the 2021-22 school year; enrollment is projected to increase over the next five years, with an anticipated utilization rate of 74% by 2025-26. Even with the enrollment increase, there appears to be sufficient space to convert two existing general classrooms into pre-k classrooms at this location.
- Addition of at least two (2) pre-k classrooms at an inner southeast elementary school. Marysville K-5, Woodmere K-5, and Arleta K-5 are examples of schools in this area with low utilization and declining enrollment. As such, they might be potential candidates for pre-k classroom placement over the next five (5) years.

Moderate Priority

- Addition of dedicated early childhood outdoor play areas at all schools with inadequate or absent play areas. (Assessment needed).
- Facilities upgrades to pre-k classrooms at Sacajawea, Creston K-5, and Applegate School to support the needs of early learners. Of all the current pre-k locations, the program director identified Sacajawea and Creston as having the most significant facilities deficiencies relative to programmatic needs. Creston's overall building is in poor condition (FCI = 16%), whereas Sacajawea's overall building is in fair condition (FCI = 10%). Applegate includes a Native culture classroom that lacks the welcoming features provided at the Native Montessori program at Faubion K-8. Additionally, Applegate's overall building is in poor condition (FCI = 14%).
- Classroom size at Kelly Center and Boise Eliot makes appropriate programming difficult.

Lower Priority

- There is insufficient information to accurately discern long-term facilities needs for the Early Learners program.

ELEMENTARY SCHOOLS

PROGRAM VISION & DESCRIPTION

» Traditional one-size-fits-all approaches to elementary education are not effective for the majority of students (particularly BIPOC students). Elementary school programs and facilities should accommodate a hands-on approach to teaching and learning that emphasizes project-based learning and differentiated instruction. Project-based learning should be implemented along a pedagogical continuum that extends from elementary through high school.
» Elementary schools should have intentionally designed spaces to support skill development in visual and performing arts, science, and P.E.

FACILITY CONSTRAINTS

» Most elementary school buildings and sites lack spaces to support project-based learning.
» Nine (9) elementary schools lack a dedicated gymnasium. A shared cafegymatorium is provided, limiting its use.
» Most elementary schools lack a stage, limiting students' performing arts opportunities.
» Many elementary schools only have one (1) single-use restroom and this is typically reserved for staff.
» Most elementary facilities have outdated furnishings that are not conducive to flexible classroom arrangements.
» Many elementary schools lack adequate space for families and community partners.
» Smaller elementary schools (with lower student enrollment) cannot support the level of programming of larger elementary schools, creating disparities in accessing services.

CAPITAL FORECAST

High Priority

» Add or re-purpose space to provide a dedicated family resource center at every elementary school.
» Provide new flexible classroom furnishings and student seating options to allow elementary teachers to easily reconfigure spaces to accommodate a variety of activities.
» Create an outdoor learning area at each elementary school to support STEM instruction and project-based learning.

Moderate Priority

» Classroom supports for project-based learning
» Construct a new, dedicated gymnasium (with stage) for the nine (9) elementary and K-8 schools with cafegymatoriums.
» Add air conditioning to elementary schools for improved year-round thermal comfort and indoor air quality.

Lower Priority

» Add gender-neutral restrooms to district elementary schools.

TITLE	**UNTITLED**
ARTIST	**ISA LLADOS**
GRADE	**7**
SCHOOL	**ROBERT GRAY**
TEACHER	**AMY STEEL**

ARTIST'S STATEMENT

I was inspired by constellations and the general idea space. As a student, the idea of exploring the unknown and uncharted excites me and drives me to learn and work hard. With my art piece I also tried to convey that not everything has to fit into a certain standard or be symmetrical and perfect.

MIDDLE SCHOOLS

PROGRAM VISION & DESCRIPTION

Portland Public Middle Schools should create an engaging learning environment that is safe and welcoming for a diverse student population, staff, and community. Our middle school buildings should create the learning conditions that provide students with the opportunities to obtain the attributes of the graduate portrait.

FACILITY CONSTRAINTS

» PPS middle school buildings do not have many specialized STEM or elective spaces. This is also true of intensive skills classrooms; many have been repurposed from old home economics rooms or other spaces.
» K-8 facilities were designed more like elementary schools, lacking some of the more specialized spaces typical of middle schools.
» Most middle schools only have one gym or even a cafegymatorium making it difficult or impossible to meet minimum P.E. activity requirements.
» Middle school classrooms have outdated furniture and built-in casework that limits flexibility.
» Many middle schools lack suitable spaces to support visual and performing arts classes.
» Many middle schools lack community rooms, dedicated spaces for community partners, and spaces that are welcoming or hospitable to visiting families.
» District Middle Schools would benefit from features such as purposeful outdoor gathering areas, improved indoor/outdoor connections (e.g., roll up doors), extended learning areas, classroom alcoves, and "brain break" spaces.

CAPITAL FORECAST

High Priority

» Conduct accessibility upgrades to ensure that all middle schools are accessible to students, teachers, and visitors with physical disabilities. This will allow all students to enter the building via the main entry and navigate all essential programming within the building.
» Conduct site improvements at middle school campuses, including the addition of accessible, age-appropriate recreational play equipment and a covered play structure.
» Invest in flexible furnishings (e.g., student seating, desks) that support collaboration and the ability to quickly and easily reconfigure spaces for purposeful grouping, reteaching, and interventions.
» Align the Long Range Facility Plan and Educational Specifications with the final Middle School Redesign plan, ensuring that middle school facilities support the district's vision for reimagining the middle school experience for PPS students.

Moderate Priority

» Continue modernizing middle schools, prioritizing multilevel buildings without elevators, including Beaumont, Gray, Ockley Green, Lane, and Sellwood.

Lower Priority

» There is insufficient information to accurately discern long-term facilities needs for middle school programs. The long-term capital forecast shall be revisited at the conclusion of the Middle School Redesign (MSR) process.

TITLE	SUSAN B. ANTHONY MIDDLE SCHOOL
ARTIST	OLIVIA WILSON
GRADE	6
SCHOOL	MT TABOR
TEACHER	MOLLY RENAUER

ARTIST'S STATEMENT

My picture is an example of what a school that I would design. "Susan B. Anthony Middle School" is an environmentally safe school with paintings on the windows from children that go to this school. It also has a graffiti wall so the people that do graffiti art have a space for that, because everyone does art in a different way. There are a lot of different things to do outside like foursquare, basketball, kickball, soccer, and eat lunch.

HIGH SCHOOLS

PROGRAM VISION & DESCRIPTION

» Every high school should be in high demand with exceptional facilities and consistent educational offerings.

FACILITY CONSTRAINTS

» There is a stark discrepancy in facilities condition in modernized vs. non-modernized high school buildings.
» Most high school sites are greatly undersized with insufficient space for athletic fields.
» The layout and design of science labs do not support the evolution of STEM instruction.
» Some high schools are overcrowded whereas others are underutilized.

CAPITAL FORECAST

High Priority

» Complete modernization projects of remaining high schools.
» Add dedicated space(s) for community programs at each high school.
» Add space(s) to support social emotional health at every high school (e.g. calming room).

Moderate Priority

» Establish regional hubs for athletics, performing arts, and CTE programs.

Lower Priority

» Reassess district utilization methodology to incorporate scheduling shifts (e.g., flipped classrooms, asynchronous learning, comprehensive distance learning, etc.).

TITLE	**LINCOLN REIMAGINED**
ARTISTS	**KELSEY NITTA & MATTHEW LEI**
GRADE	**11**
SCHOOL	**LINCOLN**
TEACHER	**LILLY WINDLE**

ARTISTS' STATEMENT

At Lincoln, lots of students are sad to see features like the courtyard disappear as we move into the new building. Although the prompt was about new ideas, we wanted to depict the aspects of our school that have allowed us to build community for so many years. The crowded halls, library and the courtyard tree have been reimagined in little ways to highlight a space where students can really thrive and be creative! Places like the computer lab show the wide range of subjects students can choose. The globe is centered as a way to show the importance of having many ideas, cultures and beliefs mixed into one school. Well-being, inclusivity and community are all essential aspects to great space for students to learn.

ATHLETICS

PROGRAM VISION & DESCRIPTION

» Develop Multiple Athletic Hubs: Due to the undersized high school sites, the district will need to develop three (3) athletic hubs over the next 10 years to meet current and future athletic needs. Jackson, Marshall, and Whitaker-Adams are the preferred locations for the athletic hubs. See below for the desired athletic hub facilities, fields, and amenities.
» Athletic Upgrades to One (1) Middle School in each Cluster: Eight (8) middle school sites were identified (one in each cluster) for athletic facility upgrades. Each site should at minimum have a multipurpose turf field with a track, an appropriately sized main gym, and an auxiliary gym.

CLUSTER	SITE
CLEVELAND	HOSFORD MS
FRANKLIN	LANE MS
GRANT	BEAUMONT MS
JEFFERSON	OCKLEY GREEN MS
MCDANIEL	ROSEWAY HEIGHTS MS
ROOSEVELT	GEORGE MS
WELLS-BARNETT	JACKSON MS
LINCOLN	WEST SYLVAN MS

FACILITY CONSTRAINTS

» Most of the district's high schools are on small urban sites and lack the acreage to provide the athletic facilities and fields needed to support a comprehensive high school athletics program.
» Middle school facilities are outdated in terms of both indoor athletic facilities and outdoor spaces. The district is working to add more athletic program options at the middle school level and improve access; however, the level of demand exceeds available facility capacity/resources.
» There is a general lack of baseball/softball facilities on both the east and west sides of the district.
» BIPOC communities are disproportionately impacted by disparities in athletic facilities/fields. North Portland and Southeast Portland are the areas where upgrades are most needed.

CAPITAL FORECAST

High Priority

» Develop Jackson, Marshall, and Whitaker-Adams as athletic hubs.
» Athletic upgrades at four (4) middle schools: Lane, Ockley Green, George, and West Sylvan. Each site should at minimum have a multipurpose turf field with a track, an appropriately sized main gym and an auxiliary gym.
» Access to turf baseball and softball fields for all high schools (e.g., Franklin, Marshall).

Moderate Priority

» Athletic upgrades at four (4) additional middle schools: Hosford, Beaumont, Roseway Heights, and Harrison Park. Each site should at minimum have a multipurpose turf field with a track, an appropriately sized main gym and an auxiliary gym.

Lower Priority

» There is insufficient information to accurately discern long-term facilities needs for athletic programs.

HUB CONSTITUENCY

At minimum, each athletic hub site should provide:

» Double wide Field: football/soccer fields (two fields side-by-side) that can also serve baseball/softball
» Artificial turf
» Field lighting
» Bleacher seating around baseball/softball fields in the corners.
» Eight (8) competition tennis courts with exterior lighting

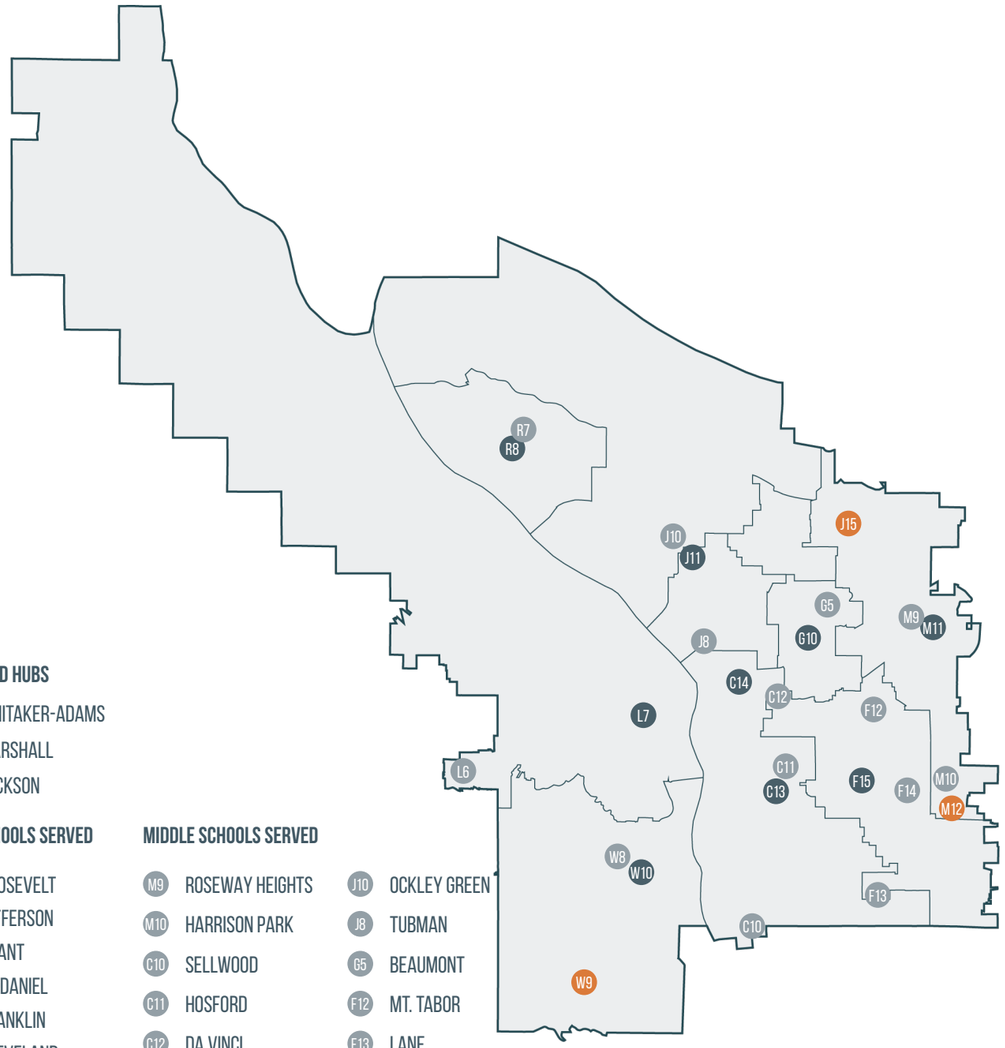
The following facilities are also highly desired at each athletic hub site:

» Main gymnasium and large auxiliary gymnasium.
» Multi Use space for basketball, wrestling, etc.

Additionally, the following athletic amenities may be provided at select athletic hub sites at the district's discretion based on funding availability, site features, public partnerships, and evolving programmatic needs:

» Multiple additional lit turf fields, including an upper baseball/softball field with track and one (1) multipurpose field
» Competition lap pool with 5-8 lanes
» Dance room
» Wrestling room / mat room

ATHLETIC HUBS



PROPOSED HUBS

- J15 WHITAKER-ADAMS
- M12 MARSHALL
- W9 JACKSON

HIGH SCHOOLS SERVED

- R8 ROOSEVELT
- J11 JEFFERSON
- G6 GRANT
- M11 MCDANIEL
- F15 FRANKLIN
- C13 CLEVELAND
- C14 BENSON
- L7 LINCOLN
- W10 WELLS-BARNETT

MIDDLE SCHOOLS SERVED

- M9 ROSEWAY HEIGHTS
- M10 HARRISON PARK
- C10 SELLWOOD
- C11 HOSFORD
- C12 DA VINCI
- L6 WEST SYLVAN
- W8 GRAY
- R7 GEORGE
- J10 OCKLEY GREEN
- J8 TUBMAN
- G5 BEAUMONT
- F12 MT. TABOR
- F13 LANE
- F14 KELLOGG

TOWARD A HUB MODEL

Like other urban districts, Portland Public School's sites are located on small parcels of land. This space constraint is especially challenging for athletics because of the program's intensive space needs.

The section on the previous page outlines the facility supports necessary for a comprehensive athletics program, including three tiers of regulation team competitions. Field areas are governed by the National Federation of State High School Associations (NFHS) standards. Most schools do not have enough land area for multiple fields, seating, and lighting. Across the high school portfolio, only McDaniel supports comprehensive athletics programming; even McDaniel presents scheduling challenges for a three-tiered athletics schedule.

As a shared resource across schools, hubs are a viable path toward expanding existing athletics programming and alleviating schedule constraints. The potential hub sites identified here collectively incorporate all areas of the district. Yet, because each hub is regionally distinct, the hub model is only successful if all three sites are developed. Omit one site, and the model only contributes to the existing programmatic imbalance.

In addition to their strategic geography, these hub sites have sufficient land area for multiple fields, spectator seating, and support buildings. Jackson is the largest site in the district with over 34 acres. Marshall is second with over 24 acres. Whitaker-Adams is the smallest of the hubs with 10 acres but is vacant and could be entirely committed to athletics programming.

MIDDLE SCHOOLS

The district is currently expanding athletics programming for middle schools. Student interest in middle school athletics far exceeds the available resources. But, like district high schools, middle school sites are constrained; few middle schools can support athletics based on the available site area.

Currently, middle schools rely on district high schools to support athletics programming, further stressing already over-scheduled facilities.

Hubs could provide the opportunity for young athletes to participate in programs not available at their schools, staging athletic success later in their academic path.

EXISTING PROGRAMS SUPPORTED

Below are the sites each athletics hub would serve with details on the existing programming compared against district standards for athletics programming. Many of our fields are shared between football and soccer, creating scheduling barriers for both programs.

Roosevelt (9)
The Roosevelt site supports one field shared by football and soccer with a track and another field shared between baseball and softball. Both fields are lit, and there is limited seating at the football/ soccer field. The field shared by baseball and softball is grass, while the football/soccer is turfed. Per district standards, both fields should be turf. A district hub model would support nine (9) programs at Roosevelt.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - SHARED USE	YES (1)
TRACK	YES	YES (1)
BASEBALL	PARTIAL - GRASS/ SHARED USE	YES (1)
SOFTBALL	PARTIAL - GRASS/ SHARED USE	YES (1)
LACROSSE	NO	YES (2)
SOCCER	PARTIAL - SHARED USE	YES (2)
TENNIS	PARTIAL - 4 COURTS	NO
SWIM	NO	YES (1)

Jefferson (15)

The existing Jefferson site supports one field for football. The field is turf, has lighting, provides spectator seating, and has a track. The existing baseball/softball field is undersized for regulation team sports and is used only for practice. A district hub model would support fifteen (15) programs at Jefferson.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - SHARED USE	YES (1)
TRACK	YES	YES (1)
BASEBALL	NO	YES (2)
SOFTBALL	NO	YES (2)
LACROSSE	NO	YES (2)
SOCCER	PARTIAL - SHARED USE	YES (4)
TENNIS	PARTIAL - 2 COURTS	NO
SWIM	NO	YES (2)
CROSS COUNTRY	NO	YES (1)

Cleveland (19)

The district owns the field three blocks east of Cleveland and supports football and soccer on a shared field. The field is lit and has spectator seating. No other programs are supported at Cleveland. A district hub model would support nineteen (19) programs at Cleveland.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - SHARED USE	YES (1)
TRACK	YES	NO
BASEBALL	NO	YES (3)
SOFTBALL	NO	YES (3)
LACROSSE	NO	YES (4)
SOCCER	PARTIAL - SHARED USE	YES (6)
TENNIS	NO	YES (8)
SWIM	NO	YES (2)

Wells-Barnett (16)

The adjacency to Reike Elementary School benefits the Wells-Barnett athletics program by supporting a dedicated soccer and softball field. The Wells-Barnett site supports football on a lit field with spectator seating, a grass multi-use practice field, and a grass baseball and softball field. A district hub model would support sixteen (16) programs at Wells-Barnett.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	YES	YES (1)
TRACK	YES	NO
BASEBALL	PARTIAL - UNLIT	YES (2)
SOFTBALL	PARTIAL - UNLIT	YES (1)
LACROSSE	YES	YES (2)
SOCCER	PARTIAL - OWNED BY PPR	YES (4)
TENNIS	PARTIAL - TWO COURTS	YES (2)
SWIM	PARTIAL - OWNED BY PPR	YES (2)
CROSS COUNTRY	NO	YES (2)

Franklin (21)

Franklin supports football and soccer on a shared field with lights and spectator seating. The north part of the site has a grass baseball field but without lights and no support for softball. Per district standards, the baseball field should be turfed and lit for full use of practice and game scheduling playtime. A district hub model would support twenty one (21) programs at Franklin.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - SHARED USE	YES (1)
TRACK	YES	NO
BASEBALL	PARTIAL - UNLIT	YES (1)
SOFTBALL	NO	YES (2)
LACROSSE	PARTIAL - SHARED USE	YES (2)
SOCCER	PARTIAL - SHARED USE	YES (4)
TENNIS	NO	YES (8)
SWIM	NO	YES (2)
CROSS COUNTRY	NO	YES (1)

Grant (25)

All athletics facilities for Grant are located on property owned by Portland Parks & Recreation. The Parks property supports one field for football and soccer, a multi-use field shared by baseball, soccer (practice), and Lacrosse. Construction of a softball field is planned for 2021-22. The site also supports tennis. No lighting or spectator seating is present. A district hub model would support twenty-five (25) programs at Grant.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - OWNED BY PPR	YES (1)
TRACK	PARTIAL - OWNED BY PPR	NO
BASEBALL	PARTIAL - OWNED BY PPR	YES (2)
SOFTBALL	PLANNED FOR 2021-22 (PPR)	YES (1)
LACROSSE	PARTIAL - OWNED BY PPR	YES (4)
SOCCER	PARTIAL - OWNED BY PPR	YES (5)
TENNIS	PARTIAL - 6 COURTS (PPR)	YES (6)
SWIM	PARTIAL - OWNED BY PPR	YES (2)
WATER POLO	PARTIAL - OWNED BY PPR	YES (2)
CROSS COUNTRY	NO	YES (2)

McDaniel (9)

McDaniel supports most complete athletics programming across the high schools. The site supports a dedicated football field with lighting and spectator seating. A multi-use field is also shared across soccer, baseball, softball, and lacrosse. A district hub model would support nine (9) programs at McDaniel.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - SHARED USE	YES (1)
TRACK	YES	NO
BASEBALL	PARTIAL - SHARED USE	YES (2)
SOFTBALL	PARTIAL - SHARED USE	YES (2)
LACROSSE	PARTIAL - SHARED USE	YES (4)
SOCCER	PARTIAL - SHARED USE	YES (2)
TENNIS	NO	YES (2)
SWIM	NO	YES (2)

Benson (21)

The site adjacent to Benson is owned by Portland Parks & Recreation and supports two fields with a perimeter track. The Parks' site also supports four tennis courts. The Benson site supports no athletics programming. A district hub model would support twenty-one (21) programs at Benson.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - OWNED BY PPR	YES (1)
TRACK	PARTIAL - OWNED BY PPR	NO
BASEBALL	PARTIAL - OWNED BY PPR	YES (2)
SOFTBALL	PARTIAL - OWNED BY PPR	YES (2)
LACROSSE	NO	YES (2)
SOCCER	PARTIAL - OWNED BY PPR	YES (6)
TENNIS	PARTIAL - 4 COURTS (PPR)	YES (4)
SWIM	NO	YES (2)
CROSS COUNTRY	NO	YES (2)

Lincoln (29)

Phase II of the Lincoln modernization will include a lit field shared by football and soccer with spectator seating. The site will also support a small multi-use practice field. A district hub model would support twenty-nine (29) programs at Lincoln.

PROGRAM	SUPPORTED ON SITE	SUPPORTED AT HUB
FOOTBALL	PARTIAL - SHARED USE	YES (2)
TRACK	YES	NO
BASEBALL	NO	YES (3)
SOFTBALL	NO	YES (3)
LACROSSE	PARTIAL - HALF-SIZED FIELD	YES (4)
SOCCER	PARTIAL - SHARED USE	YES (7)
TENNIS	NO	YES (8)
SWIM	NO	YES (4)
WATER POLO	NO	YES (3)
RUGBY	NO	YES (2)
CROSS COUNTRY	NO	YES (2)

CAREER TECHNICAL EDUCATION

PROGRAM VISION & DESCRIPTION

- Offer thematically-based college and career pathways in PPS high schools, with each comprehensive school providing 3-6 vertically integrated pathways (depending on school size). Each pathway should offer a continuum of thematically aligned project-based learning opportunities that allow students to apply knowledge and skills from multiple content areas.
- Support interdisciplinary learning among core and CTE instructors though adjacencies.
- Focus on strengthening and improving existing CTE programs instead of adding new programs.
- CTE offerings at smaller alternative and CBO programs are limited, so a "hub" model would enable the district to expand CTE opportunities for these students.
- Comprehensive distance learning provides new opportunities. Some programming may be accomplished virtually or in hybrid format. This could expand the variety of CTE programs offered district-wide.
- The middle school redesign effort will include a pilot with a STEAM/CTE department to introduce middle school students to the high school CTE pathways. While makerspaces would be beneficial to this endeavor, there are no plans to construct CTE spaces at middle school facilities.

FACILITY CONSTRAINTS

- Construction facilities at Roosevelt and Lincoln fall short of industry-aligned programs.
- At Grant, exterior access is an issue, creating challenges with delivery of materials, etc.
- Jefferson, Cleveland, Ida B. Wells-Barnett, and Alliance all need interim CTE upgrades to ensure spaces can be effectively used until the facilities are modernized. For example, the culinary arts space at Cleveland is highly inadequate.
- Dust collection systems for construction programs,wood shops, manufacturing, transportation, design and applied arts, and engineering are inadequate. Simultaneously, the City is increasingly requesting dust hazard analyses. Standards have changed over the past 10 years.
- Water quality may be an issue in certain non-modernized schools with aging pipes and fixtures (e.g. culinary arts).
- The MPG building where Alliance will be housed has undersized CTE spaces (particularly shop areas).

CAPITAL FORECAST

High Priority

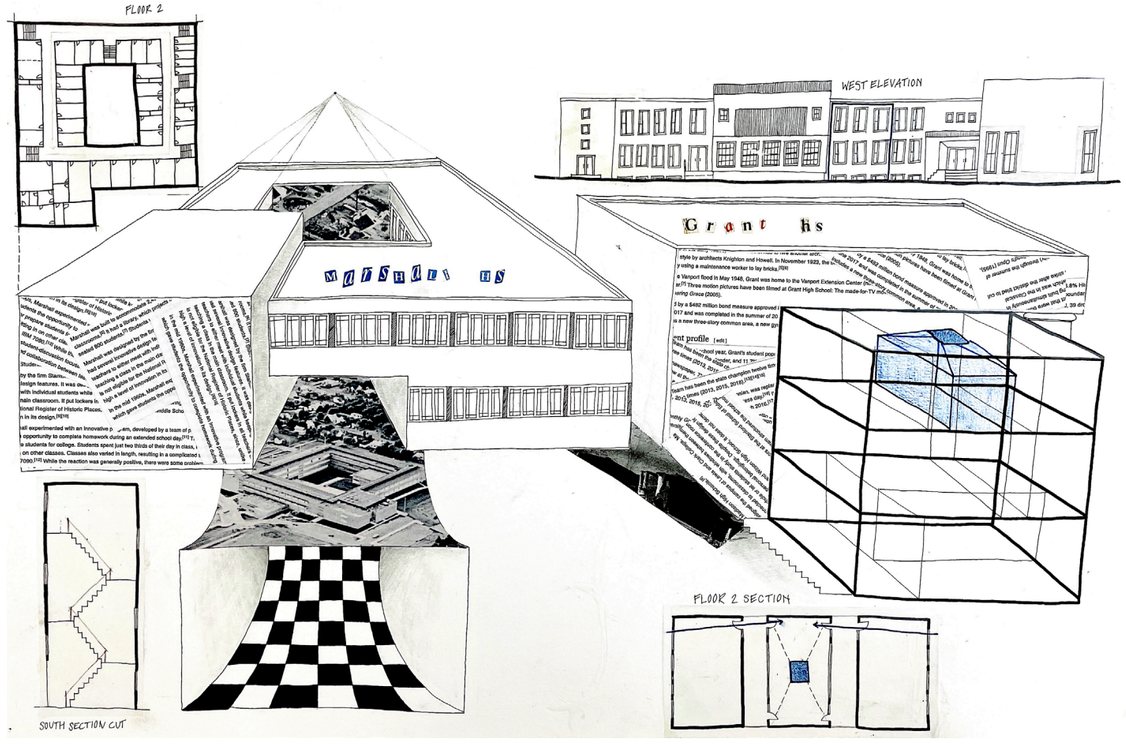
- Implement interim CTE upgrades at Jefferson, Cleveland, Ida B. Wells-Barnett, and Alliance to increase the usability of career technical spaces until these facilities can be fully modernized.
- Upgrade dust collection systems in all district wood shops to meet latest safety standards.

Moderate Priority

- Develop the Marshall campus as a district-wide CTE hub.
- Add a makerspace to every middle school to provide a project-based STEAM space that can support alignment with high school CTE pathways.

Lower Priority

- There is insufficient information to accurately discern long-term facilities needs for CTE programs.



TITLE	EDUCATIONAL EVOLUTION
ARTIST	PHILIP WEIMAN
GRADE	12
SCHOOL	GRANT
TEACHER	JAMIN LONDON TINSEL

ARTIST'S STATEMENT

I studied the history of architecture and tried to comprehend how the term "smart design" has changed over the years. I used two PPS high schools that I've attended as case studies, citing different architectural features and design elements that indicate their stage in the "evolution of design." I included collages and mixed media to juxtapose the clean, architectural lines.

MULTIPLE PATHWAYS TO GRADUATION

PROGRAM VISION & DESCRIPTION

- MPG's mission is to "provide educational options for all youth that empower, engage, and prepare them for college, work training, and global citizenship while serving as a vanguard for systemic educational change." MPG is the only PPS program that supports students from birth through age 21.
- The MPG program seeks to expand enrolled students' access to facilities that support project-based learning, visual and performing arts, CTE, and P.E./athletics in a manner that is comparable to offerings in neighborhood schools.
- Program representatives anticipate continued expansion of virtual learning, leading to a greater sense of fluidity in how, where, and when instruction occurs.

FACILITY CONSTRAINTS

- MPG programs support a very high number of underserved students facing significant educational and social emotional challenges, yet are relegated to leftover spaces that are far inferior to those provided at traditional schools.
- MPG's academic programming is limited to core academic areas in part because the programs lack access to specialized facilities such as visual and performing arts spaces, CTE areas, and P.E./athletic areas.
- MPG program staff often struggle to find private meeting rooms in schools, limiting their ability to work with students and families.
- Traditional classrooms are designed for "sit and get" model of instruction, which is not conducive to how most MPG students learn. Students are often enrolled in MPG programs because they were not well served by traditional educational models. They require interactive spaces that support project-based learning; however, current facilities do not provide this.
- Many schools lack adequate space for community partners, wraparound services, and family resources.
- Charter schools provide educational alternatives for underserved students, yet PPS lacks a formal application (criteria, process, timeline) for charters seeking to use PPS facilities.
- MLC is located in an aging elementary school facility that is inadequate for the school's K-12 student population.
- Ideally, there should be space in every PPS school facility for Virtual Scholars and Reconnection Centers. This is not currently provided, severely limiting students' access to these services.

CAPITAL FORECAST

High Priority

- Identify a location for the Virtual Scholars program, as well as a PPS Virtual School.
- Construction of new MPG building at Benson (bond-funded project).

Moderate Priority

- Provide MPG students with access to specialized learning and activity spaces by creating district-wide hubs for VAPA and athletics.
- Modernize the MLC building to meet educational programs needs for grades K-12, incorporating design features that support social-emotional needs and project-based learning activities.
- Provide a Family Resource Center with kitchen equipment within each school building, prioritizing Title I schools.
- Add a Reconnection Services office at every PPS school.

Lower Priority

- Program future school construction projects to have a dedicated Virtual Scholars area with instructional, office, and meeting spaces.

PHYSICAL EDUCATION

PROGRAM VISION & DESCRIPTION

» PPS' Physical Education (P.E.) program is shifting away from a sports-based model to a skill development model. The intent is to prepare students for embracing physical fitness across their lifespan. The sports-based model has proven to be unsustainable long-term as most people have few opportunities to participate in team sports later in life.

FACILITY CONSTRAINTS

» Many PPS elementary, K-8 and middle schools do not have sufficient space for P.E., even when there are adequate FTE assigned. At many schools, there is an insufficient number of P.E. teaching stations for students to complete their required weekly P.E. activity minutes.
» Nine (9) elementary schools lack a dedicated gymnasium. A shared cafegymatorium is provided, limiting its use for P.E. instruction.
» 50 elementary, K-8, and/or middle schools lack outdoor covered play areas.
» High schools lack a dedicated room or area for Adapted P.E.
» There is an overall lack of P.E. storage at most schools.

CAPITAL FORECAST

High Priority

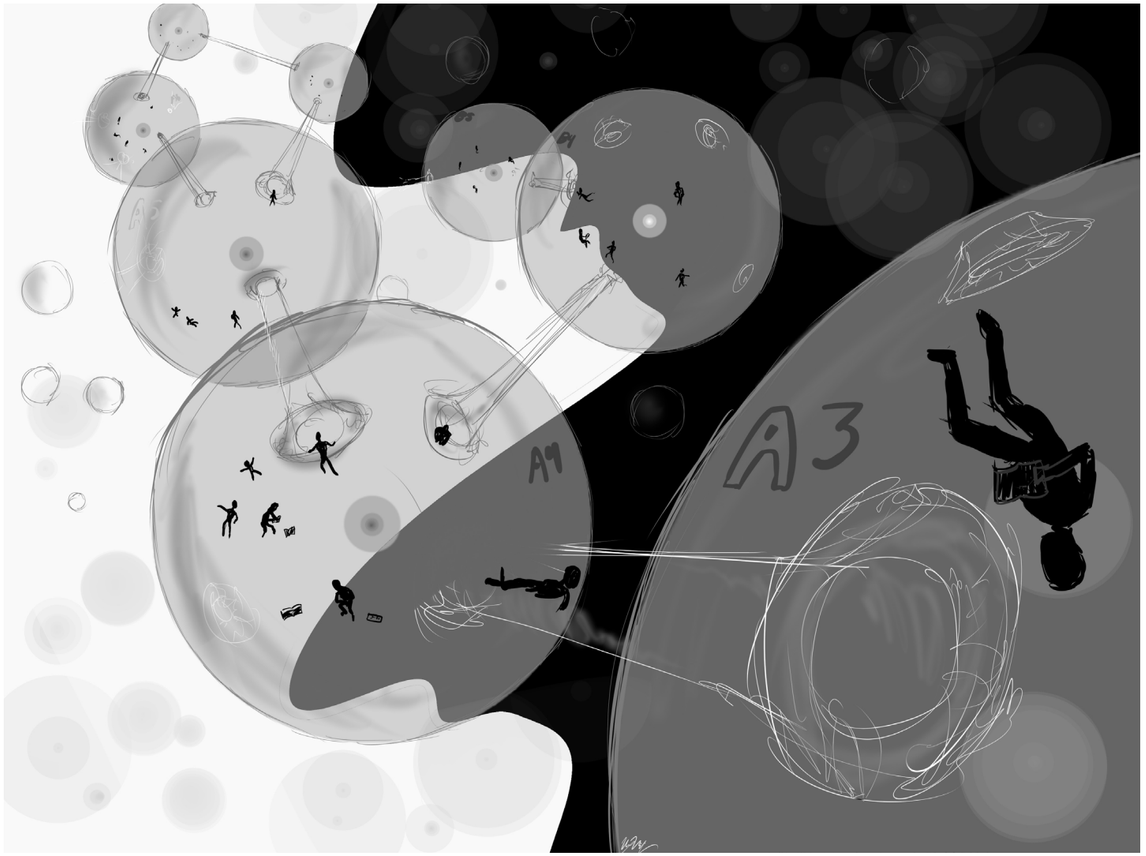
» For the nine (9) elementary schools without dedicated gyms, add or re-purpose space for a structured movement room (2,000 SF). Prioritize Title I schools in the order of construction. Currently, of the nine (9) schools without a dedicated gym, two (2) are Title I schools: Boise Eliot K-5 and Vestal K-5. If space for a structured movement area is unavailable, consider a covered play structure even if one already exists (see moderate priority below).
» Incorporate the recommendations of the PPS All Gender Task Force with regard to locker rooms (once finalized).

Moderate Priority

» For the 39 elementary and/or K-8 schools that currently lack a covered play area, add an outdoor covered area or construct/re-purpose a structured movement room (2,000 SF) at each site. Prioritize Title I schools in the order of construction. Currently, of the 39 elementary or K-8 schools without a covered play structure, 10 are Title I schools: 1) Chavez; 2) Harrison Park; 3) Lent; 4) MLK Jr.; 5) Roseway Heights; 6) Sitton; 7) Vestal; 8) Whitman; 9) Woodlawn; and 10) Woodmere.
» Construct a new, dedicated gymnasium for the nine (9) elementary and K-8 schools with cafegymatoriums.
» Provide all middle schools with an auxiliary gym and an outdoor covered activity area as part of the middle school modernizations.
» Add/re-purpose a smaller dedicated activity space for Adapted P.E. at each high school.

Lower Priority

» Expand P.E. storage at sites across the district.



TITLE	**BUBBLES**
ARTIST	**MAX MIYAHIRA**
GRADE	**11**
SCHOOL	**CLEVELAND**
TEACHER	**LEEANNE HEUBERGER**

ARTIST'S STATEMENT

This piece was created digitally. I created it to represent a school space that is extremely flexible and malleable. This space is entirely weightless, so people can go anywhere they want. Each room is a large bubble. The bubbles are connected by long tunnels that can disconnect and reattach to other bubbles. The entire structure is similar to how ideas are formed: we connect different things we come up with to things other people give us, and form a new bubble that other people can join and support. People can go to other bubbles through the tunnels to spread knowledge and ideas they learn in the bubbles they leave behind. Most of the time, people who are teaching others will stay in their own bubble, so people can join them and learn the same thing that other people learned. As more people learn more things and travel to new bubbles, the structure starts to look like the inside of a brain, with bubbles passing information to the next like neurons.

PLAYSPACES

PROGRAM VISION

Portland Public Schools is moving toward more inclusive play spaces with particular consideration for our community members with disabilities.

Through inclusive playground design, our communities hold the potential to promote authentic inclusion, improve access to developmentally appropriate play and advance health equity for all individuals.

We believe that an outdoor play environment intentionally designed with diverse and flexible play opportunities based on universal design principles best supports every child in finding a suitable play experience. The combination of play experiences within the play environment creates a socially accessible setting that supports inclusion for all students.

Playgrounds are where kids learn indelible social lessons, and too often, students with disabilities are segregated from their peers by physical barriers.

Finally, district playgrounds tacitly communicate values of inclusion and accessibility to the public and the broader community.

FACILITY CONSTRAINTS

The legal protections for individuals with disabilities are necessary but are built on narrow concepts of disability — primarily around motor disorders. Such concepts of disability fall well below the requirements for genuine inclusivity and fail to meet the motor, sensory, and cognitive needs of many members of our community.

Play equipment considered compliant and accessible by federal standards may support transfer from a mobility device to the play structure but fails to meaningfully support independence for many of the complex bodily states of many of our students.

The ADA does not include provisions for accessible playgrounds. Accessible paths to play equipment must be provided, but the play equipment and structures themselves are not required to be accessible per federal requirements.

The district has developed a supplemental set of standards to meet this essential need in our community. These standards were developed in collaboration with the disability community, district teachers and administrators, and inclusive design experts.

CAPITAL FORECAST

High Priority

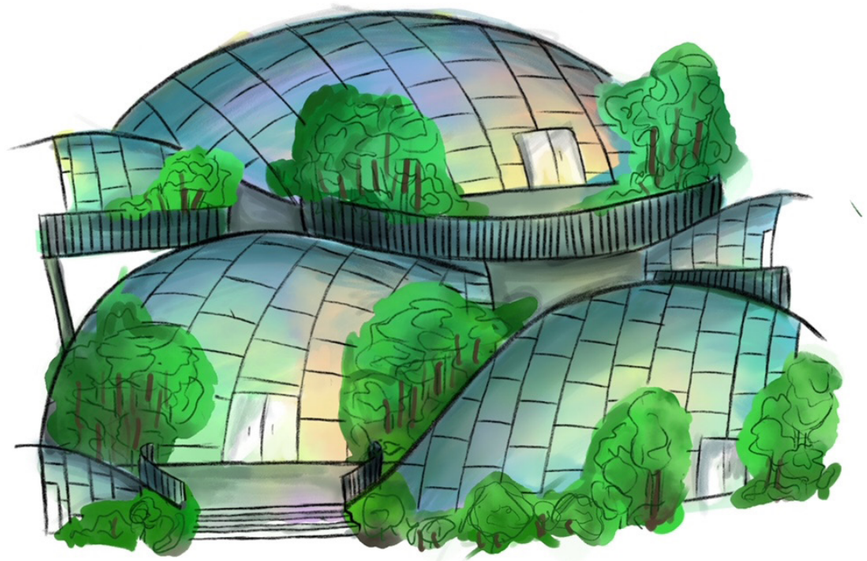
» Playspace improvements aligned with district standards at all Title I, TSI, and CSI elementary schools.

Moderate Priority

» Playspace improvements aligned with district standards at all elementary schools.

Lower Priority

» Playspace improvements aligned with district standards at all middle schools.



TITLE	UNTITLED
ARTIST	ELEANOR HAUGO
GRADE	8
SCHOOL	ACCESS ACADEMY
TEACHER	ANN MARIE SZOK

ARTIST'S STATEMENT

I want my work to be something that is clear, like a clear path forward. My building is made of big lines and curves, balconies and undefined spaces. It isn't forced into straight lines and old ideas. It is free flowing. My building is full of nature and windows blurring the lines between outdoors and indoors. It is multicolored and flows out of the space. I want to inspire optimism and an abstract calmness.

SECURITY SERVICES

PROGRAM VISION & DESCRIPTION

» The vision or approach to school security has three (3) main components: 1) physical infrastructure (cameras, access control, intrusion); 2) human capital (CSAs, human resources); and, 3) training / supplies / materials (critical incident training, radios, emergency supplies, etc.).
» Historically, the department has functioned as more of a response team. However, the department is increasingly seeking to use prevention/intervention techniques instead of immediately moving to a punitive mindset.

FACILITY CONSTRAINTS

» The district has made significant investments in upgrading the physical security of school buildings in recent years. Additionally, the 2020 bond includes funding for access control and surveillance upgrades at many schools.
» Non-modernized buildings often have main offices positioned in the center of the school, making it difficult for staff to effectively monitor the main entry.
» Secure entry vestibules are not provided at many non-modernized school buildings.
» Sprawling building layouts (e.g. Franklin) create supervision and access control challenges, particularly with limited campus safety associates (CSAs).
» Security systems in most buildings are not fully integrated, creating operational inefficiencies.

CAPITAL FORECAST

High Priority

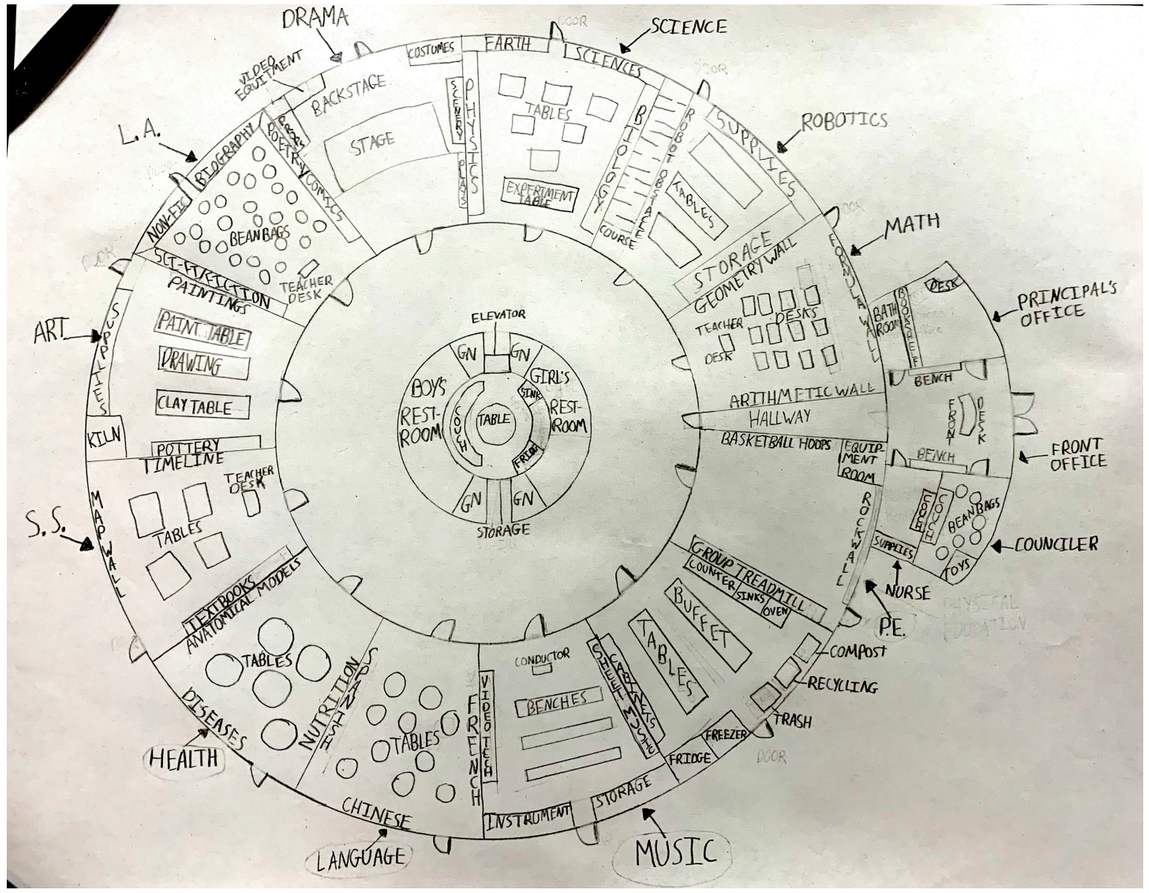
» Complete all 2020 bond-funded security projects including installation of new classroom door locks, as well as new or expanded security camera systems and intrusion alarm systems in non-modernized schools.

Moderate Priority

» In non-modernized schools, relocate main offices so that they are adjacent to the main entry.
» Renovate the main entries of non-modernized schools to align with the district's Educational Specifications.
» Add a dedicated security office at each middle and high school (where absent).

Lower Priority

» Increase the number and geographical distribution of facilities designed to an immediate occupancy seismic performance level, providing structures in each cluster that can serve as community shelters following a major seismic event or natural disaster.



TITLE	**MIDDLE SCHOOL**
ARTIST	**MABEL GALE**
GRADE	**8**
SCHOOL	**ROSEWAY HEIGHTS**
TEACHER	**CARRIE O'TOOLE**

ARTIST'S STATEMENT

The Mabel Faye Ring Academy is designed so everything the school needs is inside the main circle, with the exception of the front office area. The classrooms surround and open onto a ring-shaped courtyard. There is a small circular building in the center that has the restrooms and storage, and the staff lounge located on the second floor. The courtyard is where the students eat lunch, have recess, and walk from class to class. There is a retractable roof that can be extended to provide shelter, and heaters located throughout the courtyard for cold days. This way, it can be used all year. The outer wall of the courtyard is a hydroponic garden, growing both flowers and food and giving the area a nature-like feel. One main strength of the school's design is that it is incredibly safe. Any unwelcome visitor would have to get into the front office, through the hallway to the courtyard (which can be locked at both ends), and from there into a classroom. The classrooms each have an exit on the back wall, which lets the students leave quickly if there is a fire. From the outside, the door would look like a normal section of wall. It can only be opened from the inside. All classrooms have skylights for natural lighting, which makes the school more energy-efficient. Altogether, the design of Ring Academy is to promote student creativity and well-being by the natural flow of the space.

SPECIAL EDUCATION

PROGRAM VISION & DESCRIPTION

» District-wide implementation of inclusivity model for SPED: The SPED program is moving toward an inclusive model for special education where students with disabilities receive most of their instruction and services within general classrooms. This approach will bring more SPED students, instructors, and service providers into general classrooms, with potential capacity impacts. The inclusion model also presents an opportunity to reimagine SPED focus classrooms as a fluid, adaptable service vs. self-contained learning environments.
» Support instruction of SPED students within their neighborhood schools: The district aspires to serve a greater proportion of students with disabilities within their neighborhood schools, providing a consistent, uninterrupted continuum of services to SPED students as they transition between elementary, middle, and high school programs. This will require additional focus classrooms and SPED support spaces at select PPS schools (particularly at the elementary level).

FACILITY CONSTRAINTS

» There is an insufficient number of inclusive spaces accessible to students with disabilities spaces across PPS schools to accommodate the wide continuum of physical, social, cognitive, and behavioral needs within the special education student population (particularly at the elementary level). This has led to an inability to serve students in their neighborhood schools, as well as a lack of continuity in services across elementary, middle, and high schools. Schools need to be equipped with flexible, nimble spaces that can respond to enrollment fluctuations and the changing needs of students.
» Undersized SPED focus classrooms and learning center spaces are present at many schools. In some cases, SPED occupies "leftover" spaces that were not intentionally designed to support programmatic needs.
» Many schools lack access to an ADA accessible restroom that is appropriately sized, equipped, and/or positioned for use by students with disabilities or Special Education staff (e.g. changing table, shower, individual storage for restroom supplies / change of clothing).
» Some multistory school buildings lack elevators, limiting their ability to serve students with disabilities.
» Many schools lack a designated safe, quiet space for students with disabilities to practice self-regulation skills.
» Some schools have focus classrooms without access to water (e.g. sinks, restrooms, and/or drinking fountains.

CAPITAL FORECAST

High Priority

» Conduct an analysis to determine enrollment and capacity impacts of fully implementing an inclusion model while accommodating most students with disabilities within their neighborhood schools.
» All buildings must support a continuum of services for students with disabilities
» Evaluate spatial impacts of adopting a SPED inclusion model as part of the PPS Middle School Redesign and/or Educational Specifications processes.
» Add a dedicated sensory motor support room to every PPS school building (where not already present).
» Provide a minimum of one (1) multipurpose SPED focus classroom at every elementary school in the district, equipped with a sink (where possible) as well as a restroom per district Ed Specification.
» SPED focus classroom renovations and/or additions at the middle and high schools to create a dedicated series of multipurpose spaces that can be adapted to serve a range of needs and services per district Ed Specification.

Moderate Priority

» Add at least one "wellness" room or space to every school (where not already present).

Lower Priority

» There is insufficient information to accurately discern long-term facilities needs for the SPED program.

PROGRAM SPACE REQUIREMENTS

All configurations should support:
» At least two classrooms
» One of the two classroom must have a sink
» Sensory motor space
» "Break space" or wellness space
» Accessible restroom

VISUAL & PERFORMING ARTS

PROGRAM VISION & DESCRIPTION

The vision for visual and performing arts at PPS schools includes the following:

» Every student should have access to a comprehensive arts education.
» Schools should provide adequate time, space and resources for deep, sequenced learning – from introduction to mastery across multiple grade levels.
» Schools should provide real-world environments for art education in a way that is similar to CTE instruction. This is particularly important as students move toward the mastery level.

FACILITY CONSTRAINTS

» Although funding for arts education has increased in recent years, there are not adequate facilities to support program growth. Most facilities are not equipped to support a comprehensive art education.
» The VAPA program is continuing to "asset map" to understand what all those spaces look like today, what types of equipment they have, storage availability, etc. to determine where they might expand program offerings.

PROGRAM FORECAST

High Priority

» One (1) music classroom configured and equipt per current Ed Specifications at every elementary school.
» One (1) visual arts space configured and equipt per current Ed Specifications with a working, properly ventilated kiln at every elementary school.
» Addition of art exhibition space or area at every elementary, middle and high school.
» Black box theater or flexible performance space in every middle school.
» Centralized VAPA storage facility to house art equipment and supplies, consumables, class sets of musical instruments, theater costumes and props, and other items.

Moderate Priority

» Two (2) art teaching stations in every middle school (2D and 3D).
» Separate, band and choir rooms configured and equipt per current Ed Specifications in every middle school with shared ensemble/practice rooms, music office, and music library.

Lower Priority

» Performing arts focus-magnet school and/or hub with a full range of visual and performing arts spaces, including a 1,000 seat theater.

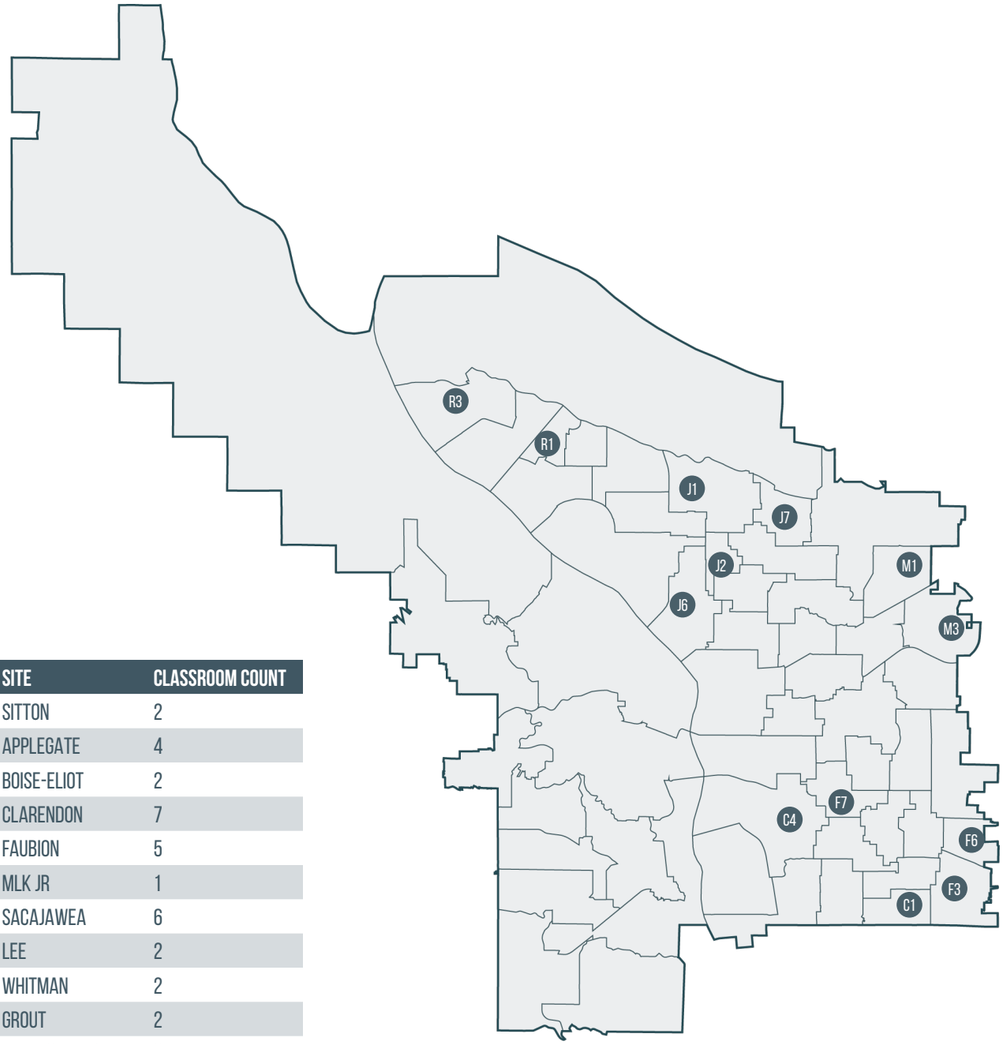
TITLE	LANE REIMAGINED: A FAIRY'S BACKYARD
ARTIST	LILY ANSLINGER
GRADE	8
SCHOOL	LANE
TEACHER	TRACY MIRANDA

ARTIST'S STATEMENT

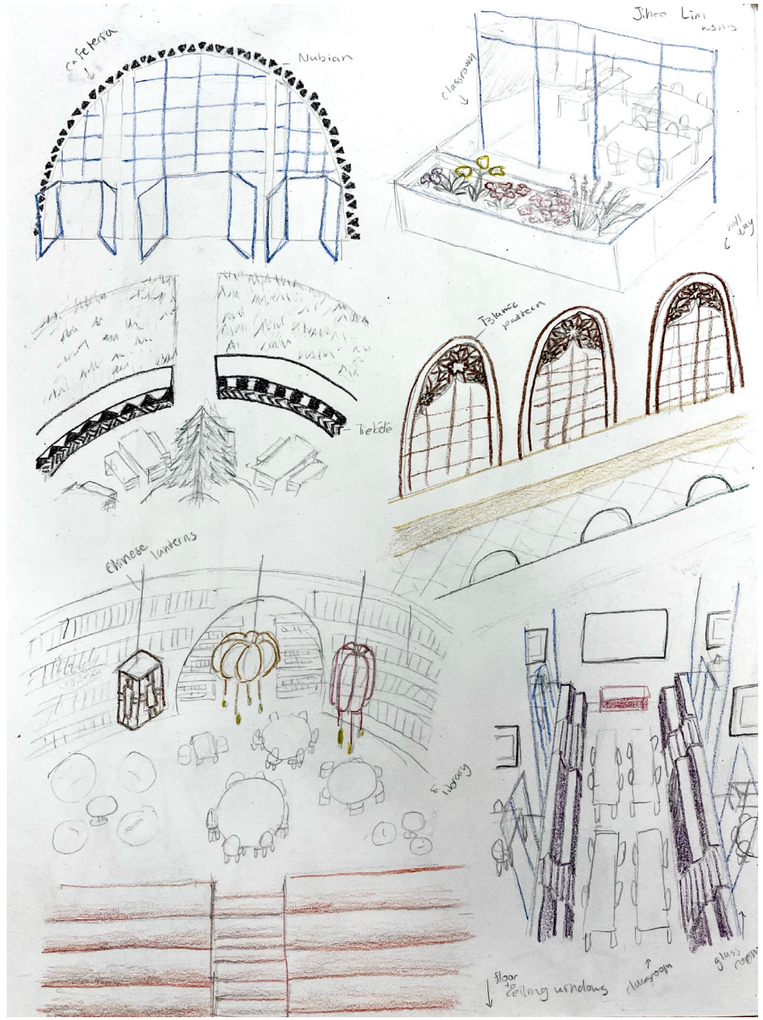
Lane MS is reimagined and overgrown with plants, life, and acceptance.

CAPITAL FORECASTS

EARLY CHILDHOOD EDUCATION



REF	SITE	CLASSROOM COUNT
R3	SITTON	2
J1	APPLEGATE	4
J6	BOISE-ELIOT	2
R1	CLARENDON	7
J7	FAUBION	5
J2	MLK JR	1
M1	SACAJAWEA	6
M3	LEE	2
C1	WHITMAN	2
C4	GROUT	2
F3	KELLY CENTER	6
F7	CRESTON ANNEX	4

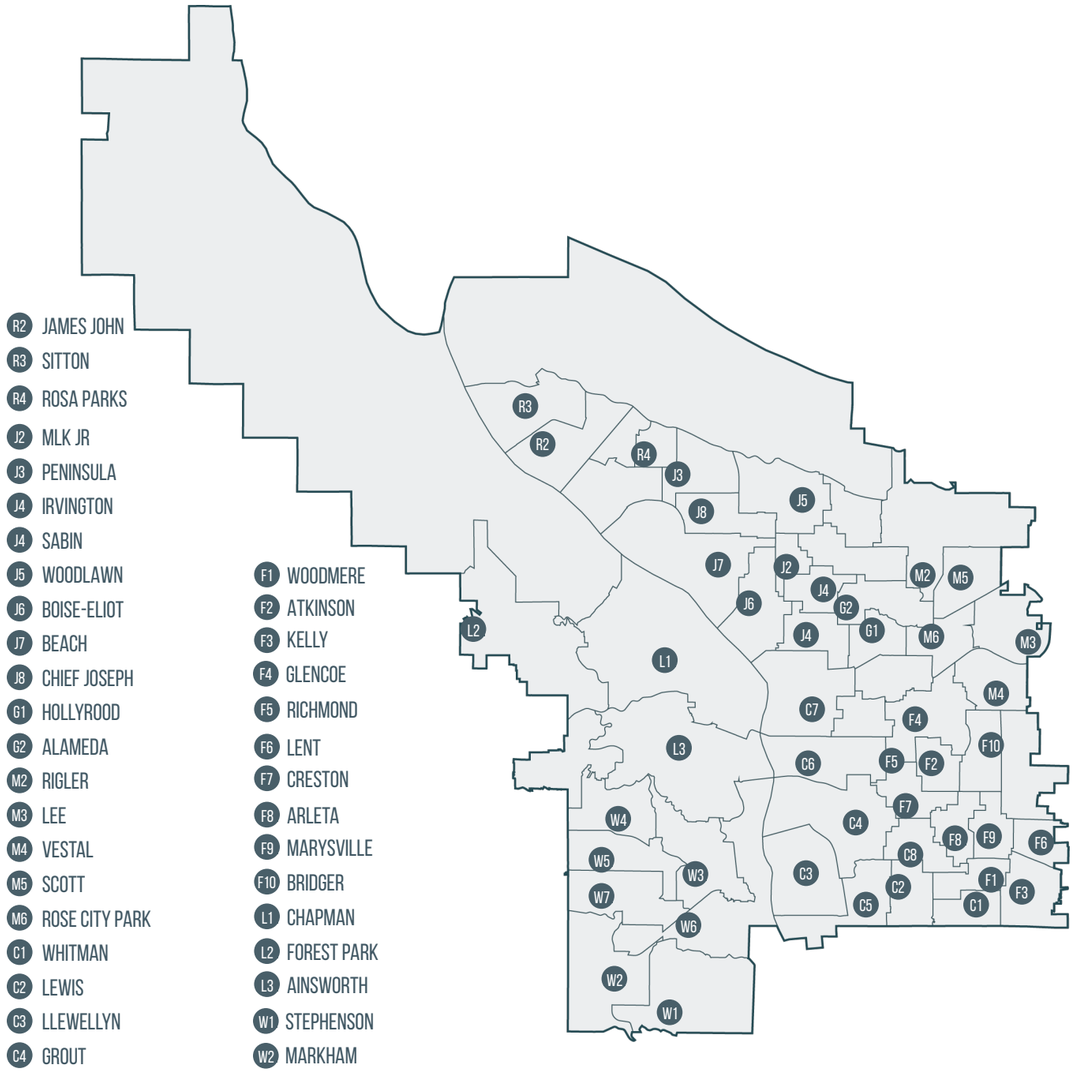


TITLE	**UNTITLED**
ARTIST	**JULIA LIM**
GRADE	**8**
SCHOOL	**WEST SYLVAN**
TEACHER	**ANNE LARSEN**

ARTIST'S STATEMENT

My architectural design is developed to promote collaborative learning, such as discussions, rather than individuals learning in isolation. The spaces are meant to prompt creativity and encourage relaxation. Some of the decorative details include cultural traditions that celebrate a diversity of world cultures.

ELEMENTARY PROGRAMS



- R2 JAMES JOHN
- R3 SITTON
- R4 ROSA PARKS
- J2 MLK JR
- J3 PENINSULA
- J4 IRVINGTON
- J4 SABIN
- J5 WOODLAWN
- J6 BOISE-ELIOT
- J7 BEACH
- J8 CHIEF JOSEPH
- G1 HOLLYROOD
- G2 ALAMEDA
- M2 RIGLER
- M3 LEE
- M4 VESTAL
- M5 SCOTT
- M6 ROSE CITY PARK
- C1 WHITMAN
- C2 LEWIS
- C3 LLEWELLYN
- C4 GROUT
- C5 DUNIWAY
- C6 ABERNETHY
- C7 BUCKMAN
- C8 WOODSTOCK
- F1 WOODMERE
- F2 ATKINSON
- F3 KELLY
- F4 GLENCOE
- F5 RICHMOND
- F6 LENT
- F7 CRESTON
- F8 ARLETA
- F9 MARYSVILLE
- F10 BRIDGER
- L1 CHAPMAN
- L2 FOREST PARK
- L3 AINSWORTH
- W1 STEPHENSON
- W2 MARKHAM
- W3 RIEKE
- W4 BRIDLEMILE
- W5 HAYHURST
- W7 MAPLEWOOD

CAPITAL FORECAST

District elementary schools range in building age from the recently constructed (Rosa Parks, 2006) to buildings more than a century old (Richmond, 1908). The average elementary school is 81 years old — six years older than the overall district average.

Building conditions are likewise worse than the district average: 0.18, slightly above the district's average (0.16). Chapman, Llewelyn, and Glencoe are in the poorest condition. These schools are among the seven district buildings in critical condition.

The expanding presence of early childhood education should be foremost when considering potential capital investments in elementary schools. Long-term forecasts for pre-kindergarten enrollment are challenging to predict — funding is awarded annually — but voters in Multnomah County supported Measure 26-214 in November 2020, extending early childhood education to all children across the County over the next ten years.

ENROLLMENT & UTILIZATION

Elementary school enrollment is expected to remain stable through 2036, growing modestly by just over one percent (1%). One crucial unknown within the enrollment forecasts is the enduring implications of the pandemic on elementary enrollment, especially on kindergartens. Nationally, kindergarten enrollment dropped between 15-20% due to families' decisions around distance learning; Portland was no exception: Kindergarten enrollment fell 16% during the pandemic.

Enrollment forecasts suggest all elementary schools will remain within their built capacity throughout the forecasted range. Ainsworth stands out at the high end of utilization and is expected to remain above ninety percent (90%) through 2031.

Four elementary schools stand out at the lower end of the utilization range: Lent, Whitman, Rosa Parks, and Vestal will fall below forty percent (40%) utilization. Careful monitoring of these schools would be prudent, particularly for the ongoing work of Enrollment and Program Balancing.

ACCESSIBILITY

District's ADA Transition Plan identifies multi level access at elementary schools in phase IV. Each phase identifies specific sites to focus investments, creating a holistic, accessible educational opportunity for our students over time.

Phases I and II of the Transition Plan are funded through the 2020 Bond. Phase III includes elevators at middle schools and K-8s. Elevators at Elementary Schools are included in the final phase.

During community listening sessions for the ADA Transition Plan, the disability community raised important considerations around accessibility that exceeded the narrow scope of the ADA; relevant for elementary schools and foremost in the dialogues were accessible and inclusive playgrounds. The community noted playgrounds are where young students learn indelible social lessons, and too often, students with disabilities are segregated from their peers by physical barriers.

Future Bond Planning Committees should make specific recommendations around project timing based on a clearer understanding of the district's bonding capacity, community support, and competing needs.

KEY

Historically Underserved Students

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who identifies as: Black or African American, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, Two Or More Races, Hispanic or Latino.

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

School Population by Free & Reduced Lunch

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who are eligible for Free Meals via Direct Certification

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

Building Accessibility

MULTI LEVEL WITHOUT ELEVATOR

SINGLE LEVEL OR EXISTING ELEVATOR

Note: Few schools in the district's building portfolio meet the guidelines of the American's with Disabilities Act. Elevators are indicated here because of the magnitude of building intervention.

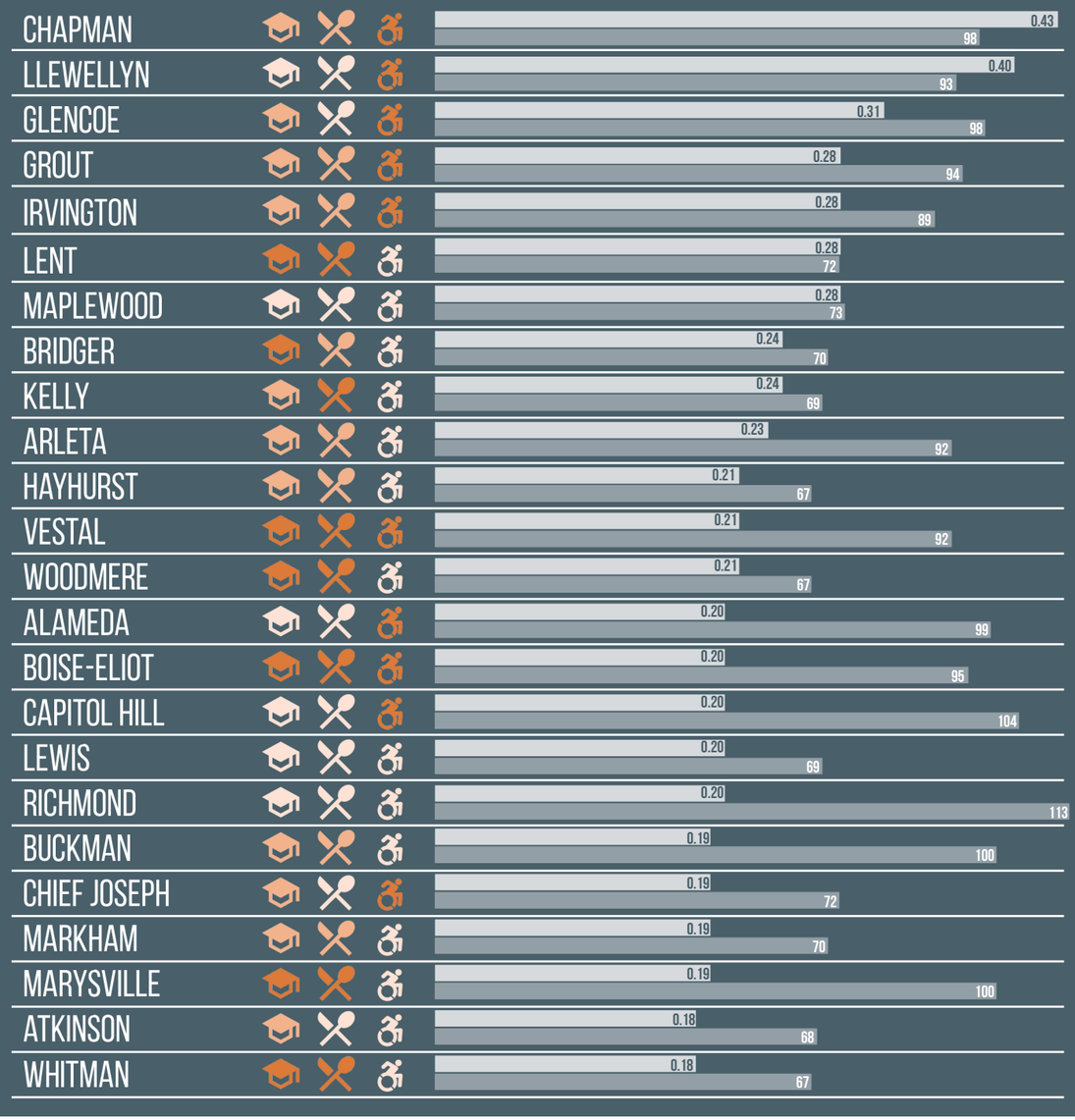
Building Condition

FACILITY CONDITION INDEX

PRIMARY BUILDING AGE IN YEARS

CONFIGURATION MATRIX

SORTED BY DESCENDING FACILITY CONDITION INDEX



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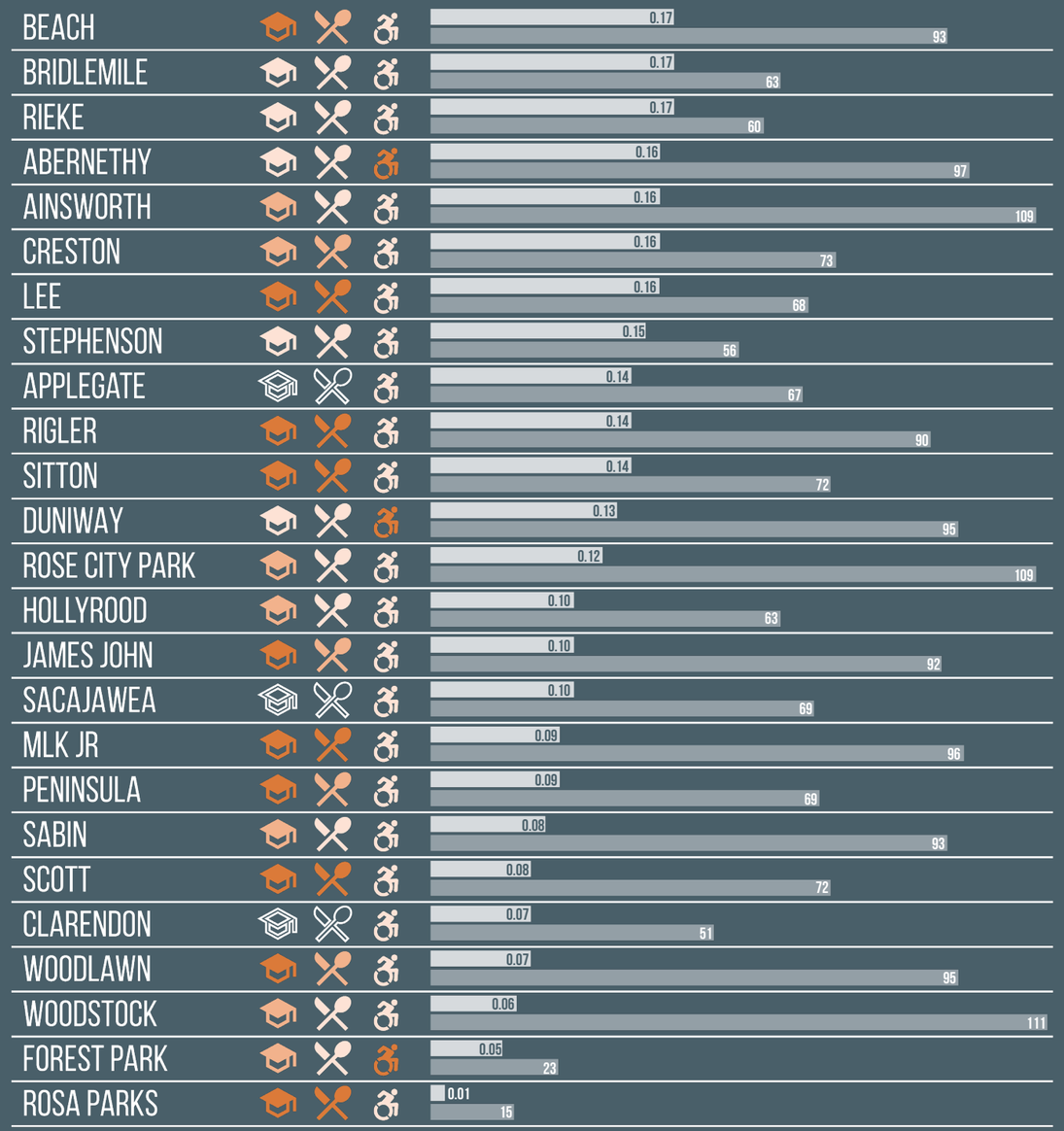
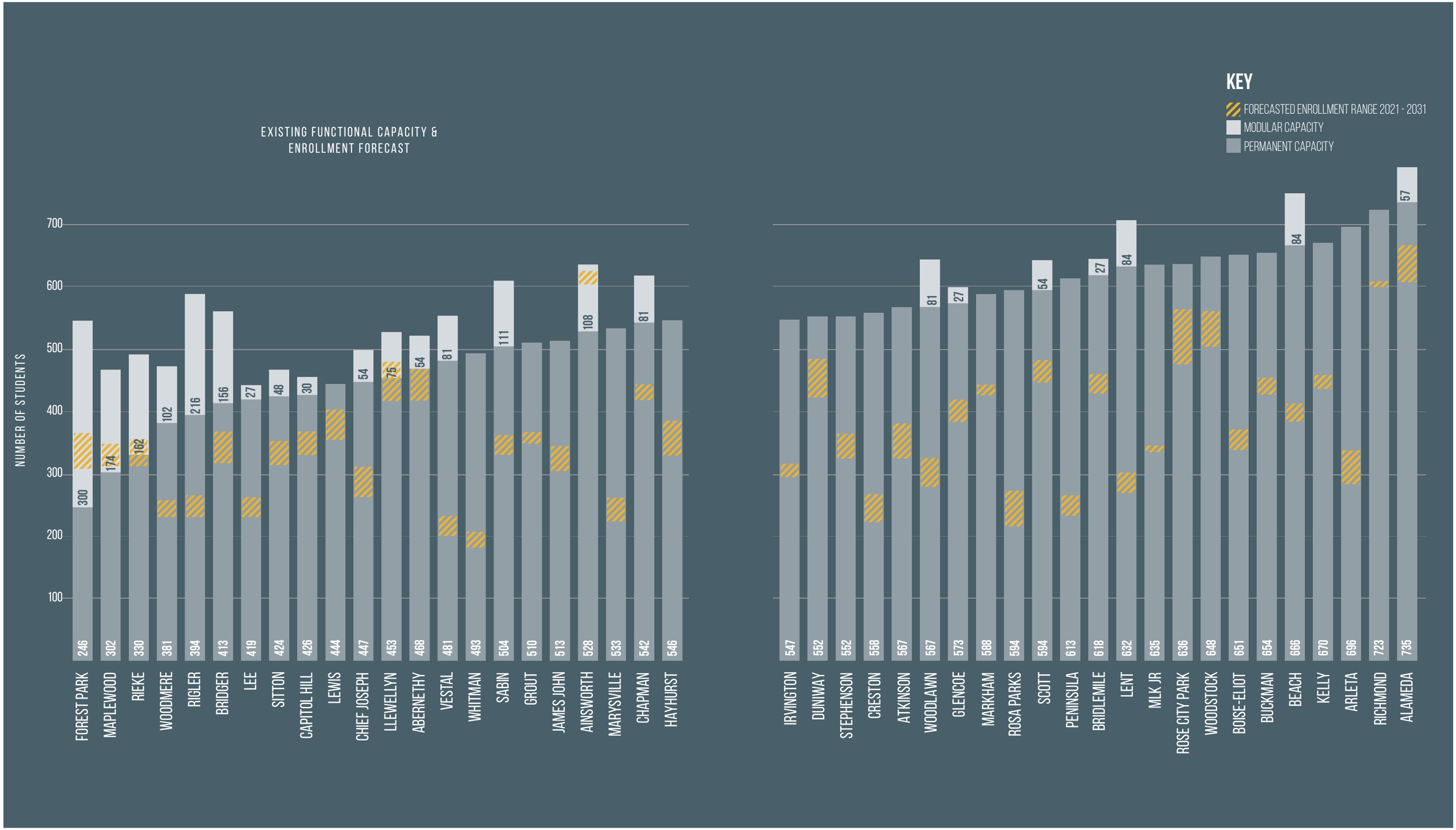
PRIMARY BUILDING AGE IN YEARS



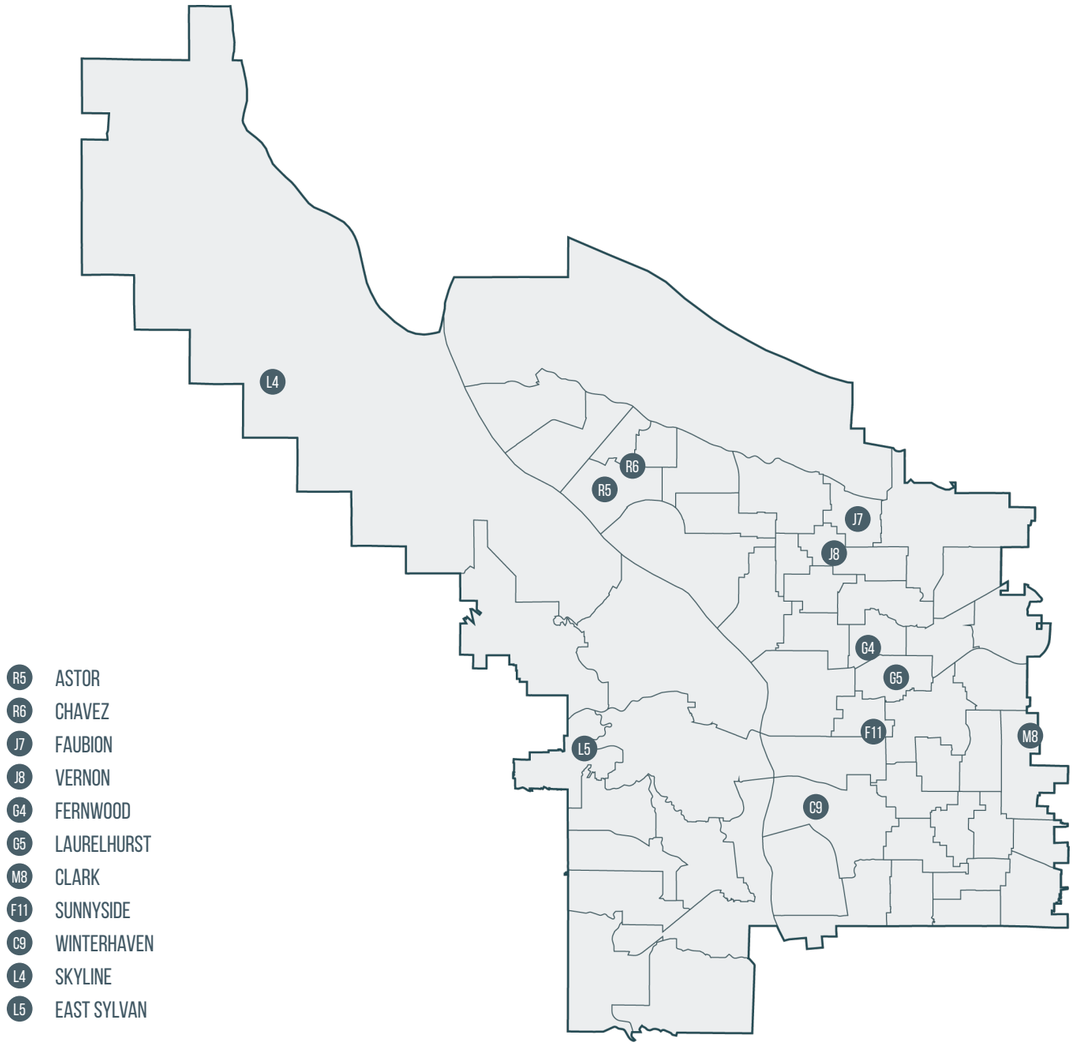
ELEMENTARY SCHOOL PROGRAMS				PROJECTED UTILIZATION				
SITE	CLASSROOMS	MODULAR CLASSROOMS	FUNCTIONAL CAPACITY	2021-22	2022-23	2023-24	2024-25	2025-26
AINSWORTH	23	4	636	99%	98%	97%	98%	97%
RICHMOND	29	0	723	84%	83%	82%	83%	83%
ABERNETHY	21	2	522	90%	89%	87%	83%	81%
LEWIS	19	0	444	90%	88%	86%	84%	81%
LLEWELLYN	20	3	528	93%	92%	88%	84%	81%
ROSE CITY PARK	27	0	636	89%	90%	87%	83%	80%
DUNIWAY	25	0	552	89%	86%	84%	82%	79%
WOODSTOCK	28	0	648	87%	86%	84%	82%	79%
ALAMEDA	31	2	792	84%	81%	80%	78%	77%
CAPITOL HILL	18	1	456	83%	81%	82%	80%	77%
CHAPMAN	24	3	618	70%	70%	73%	74%	74%
MARKHAM	26	0	588	73%	73%	73%	74%	74%
MAPLEWOOD	14	6	467	77%	76%	77%	73%	73%
GROUT	27	0	510	71%	70%	70%	71%	71%
SCOTT	27	2	643	74%	75%	73%	72%	71%
SITTON	22	2	467	76%	77%	76%	73%	71%
BRIDLEMILE	25	1	645	72%	73%	72%	70%	69%
RIEKE	13	6	492	74%	72%	71%	70%	69%
KELLY	37	0	670	68%	69%	69%	68%	66%
BUCKMAN	28	0	654	69%	68%	67%	66%	65%
HAYHURST	22	0	546	72%	69%	68%	66%	64%
GLENCOE	25	1	600	70%	69%	66%	64%	63%
JAMES JOHN	26	0	513	68%	68%	67%	65%	63%
STEPHENSON	20	0	552	66%	67%	68%	65%	63%
ATKINSON	25	0	567	70%	69%	66%	63%	62%
BRIDGER	19	6	561	67%	65%	63%	62%	60%
SABIN	26	4	559	66%	64%	63%	60%	59%
FOREST PARK	11	10	546	68%	63%	63%	60%	58%
CHIEF JOSEPH	17	2	499	64%	63%	61%	59%	56%
BOISE-ELIOT	34	0	651	56%	57%	57%	57%	55%

ELEMENTARY SCHOOL PROGRAMS				PROJECTED UTILIZATION				
SITE	CLASSROOMS	MODULAR CLASSROOMS	FUNCTIONAL CAPACITY	2021-22	2022-23	2023-24	2024-25	2025-26
IRVINGTON	30	0	547	58%	55%	56%	55%	54%
LEE	23	1	443	60%	59%	56%	55%	54%
MLK JR	34	0	635	55%	54%	54%	53%	53%
BEACH	29	3	750	55%	55%	55%	54%	52%
WOODMERE	19	4	473	57%	55%	54%	53%	52%
HOLLYROOD	9	0	228	61%	51%	44%	46%	46%
MARYSVILLE	25	0	533	51%	52%	50%	49%	46%
WOODLAWN	28	3	644	52%	52%	51%	47%	46%
ARLETA	29	0	696	49%	48%	48%	44%	42%
PENINSULA	28	0	613	45%	44%	43%	41%	41%
RIGLER	21	8	589	47%	47%	45%	44%	41%
CRESTON	27	0	558	47%	47%	44%	43%	40%
LENT	28	3	707	43%	41%	40%	39%	39%
ROSA PARKS	26	0	594	46%	44%	43%	40%	38%
WHITMAN	24	0	493	43%	42%	39%	39%	38%
VESTAL	23	3	554	43%	41%	41%	38%	37%

EXISTING FUNCTIONAL CAPACITY & ENROLLMENT FORECAST



K-8 PROGRAMS



- R5 ASTOR
- R6 CHAVEZ
- J7 FAUBION
- J8 VERNON
- G4 FERNWOOD
- G5 LAURELHURST
- M8 CLARK
- F11 SUNNYSIDE
- C9 WINTERHAVEN
- L4 SKYLINE
- L5 EAST SYLVAN

CAPITAL FORECAST

In 2016, the district launched a multi-year process to shift from a K-8 configuration to middle school and K-5 configurations. The shift intended to expand instructional programming options for students in grades 6-8. Eighteen of the twenty-nine total K-8s have been converted as of this writing — mostly to K-5s, including Arleta, Beach, Boise-Eliot, Bridger, Creston, Chief Joseph, Irvington, Lee, Lent, MLK Jr., Peninsula, Sabin, Scott, Woodlawn, and Vestal.

Three former K-8 schools were (or will soon be) converted to middle schools, including Harrison Park (planned, fall 2023), Ockley Green, and Roseway Heights. While the fate of the 11 remaining K-8 schools is yet to be determined, most will likely become elementary schools.

Older K-8 facilities are often poorly-suited for effective middle school instruction. They typically lack the specialized STEAM, performing arts, athletic, and elective spaces required to support the needs and interests of middle-grade students.

The district is currently in Phase II of an enrollment and program balancing process that has already started to identify the K-8 facilities most suitable for middle school conversion (e.g., Harrison Park). There is adequate capacity within existing middle schools to accommodate projected student enrollment for the next 10+ years.

K-8 buildings range in age from 5 to 110 years. The average age is 81 years. Opened in 2016, Faubion is the most recently constructed. Beverly Cleary at Fernwood is the oldest at 110 years. On average, K-8 building conditions are similar to those seen district-wide. The average Facility Condition Index (FCI) score for K-8 buildings is 0.16, identical to the district average. East Sylvan has an FCI score of 0.32, indicating that it is significantly worse than other schools. The facility index score for Winterhaven, Skyline, Vernon, and Creative Science Academy (Clark) are similarly worse than the district average.

ENROLLMENT & UTILIZATION

Based on current configurations and boundaries, enrollment is projected to decline or remain stable at 9 of the 11 K-8 schools over the next five years. Only East Sylvan and Faubion are expected to grow, with respective enrollment increases of 4% and 1% by 2025-26. Additional inferences can be made based on the district's overall K-5 and 6-8 enrollment projections. While the district's K-2 population is expected to increase by five percent (5%) over the next 15 years, enrollment in grades 3-5 is projected to decline by two percent (2%). Enrollment in grades 6-8 is expected to decline most significantly over through 2035-36 by a rate of eight percent (8%).

Current utilization rates across the K-8 schools range from 140% (East Sylvan) to 72% (Astor). Skyline, Winterhaven, and East Sylvan's facilities are significantly smaller than the other K-8 schools in the district, with a functional capacity ranging from 174 to 282. The functional capacity of the district's other K-8 schools ranges from 495 to 710 students.

ACCESSIBILITY

Six (6) K-8 schools have multi-level facilities without elevators, including East Sylvan, Winterhaven, Skyline, Vernon, Sunnyside, and Laurelhurst. Without multi-level access, students with disabilities may not have access to essential programming. Considerations around the future use of these facilities should be evaluated against the district's phasing in ADA Transition Plan.

KEY

Historically Underserved Students

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who identifies as: Black or African American, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, Two Or More Races, Hispanic or Latino.

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

School Population by Free & Reduced Lunch

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who are eligible for Free Meals via Direct Certification

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

Building Accessibility

MULTI LEVEL WITHOUT ELEVATOR

SINGLE LEVEL OR EXISTING ELEVATOR

Note: Few schools in the district's building portfolio meet the guidelines of the American's with Disabilities Act. Elevators are indicated here because of the magnitude of building intervention.

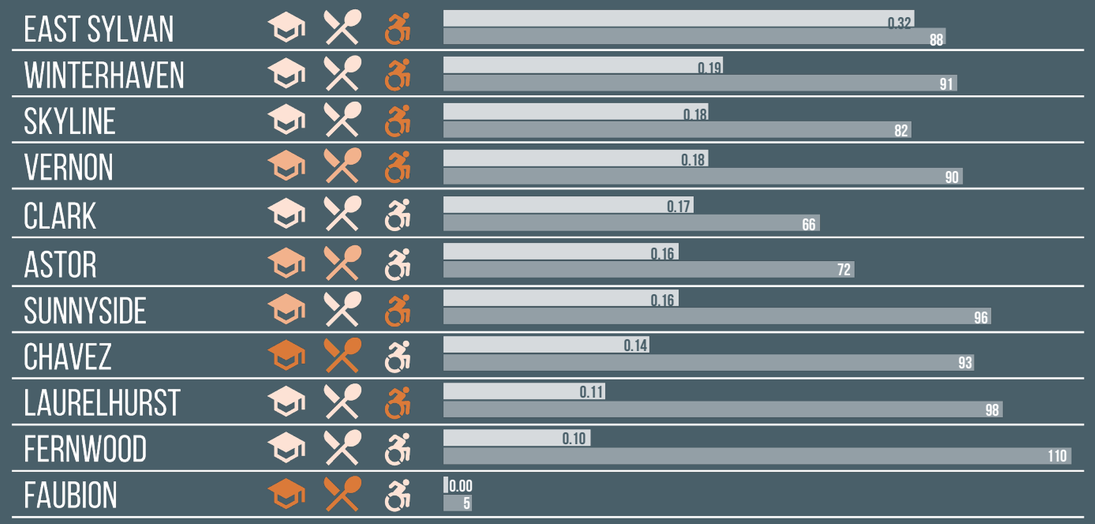
Building Condition

FACILITY CONDITION INDEX

PRIMARY BUILDING AGE IN YEARS

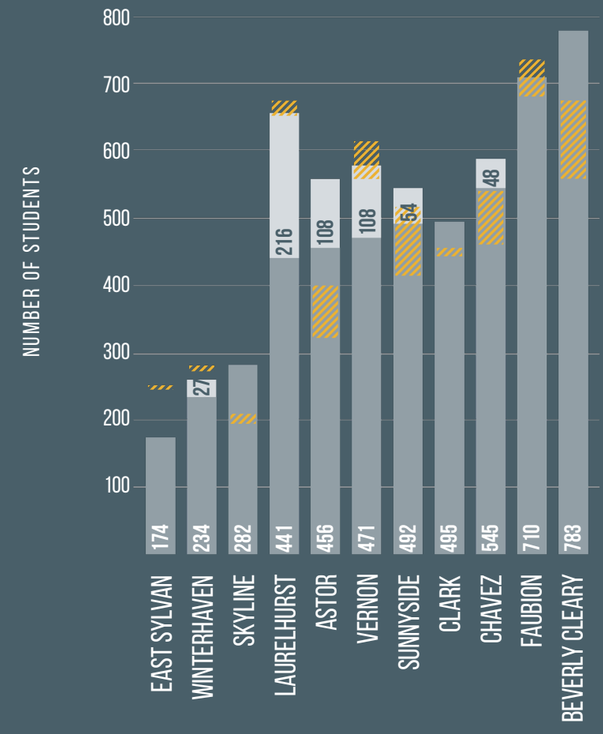
CONFIGURATION MATRIX

SORTED BY DESCENDING FACILITY CONDITION INDEX



K-8 SCHOOL PROGRAMS				PROJECTED UTILIZATION				
SITE	CLASSROOMS	MODULAR CLASSROOMS	FUNCTIONAL CAPACITY	2021-22	2022-23	2023-24	2024-25	2025-26
EAST SYLVAN	10	0	174	140%	143%	143%	143%	144%
WINTERHAVEN	13	1	261	112%	110%	108%	109%	109%
FAUBION	43	0	710	101%	102%	100%	104%	102%
LAURELHURST	22	8	657	106%	103%	105%	104%	101%
VERNON	25	4	579	106%	103%	104%	101%	99%
CLARK	22	0	495	92%	91%	91%	91%	91%
SUNNYSIDE	24	2	546	96%	93%	88%	86%	83%
FERNWOOD	26	0	555	87%	91%	90%	85%	82%
CHAVEZ	29	2	589	92%	89%	86%	83%	82%
SKYLINE	14	0	282	75%	74%	72%	70%	71%
ASTOR	21	4	559	72%	67%	66%	64%	59%

EXISTING FUNCTIONAL CAPACITY & ENROLLMENT FORECAST



KEY

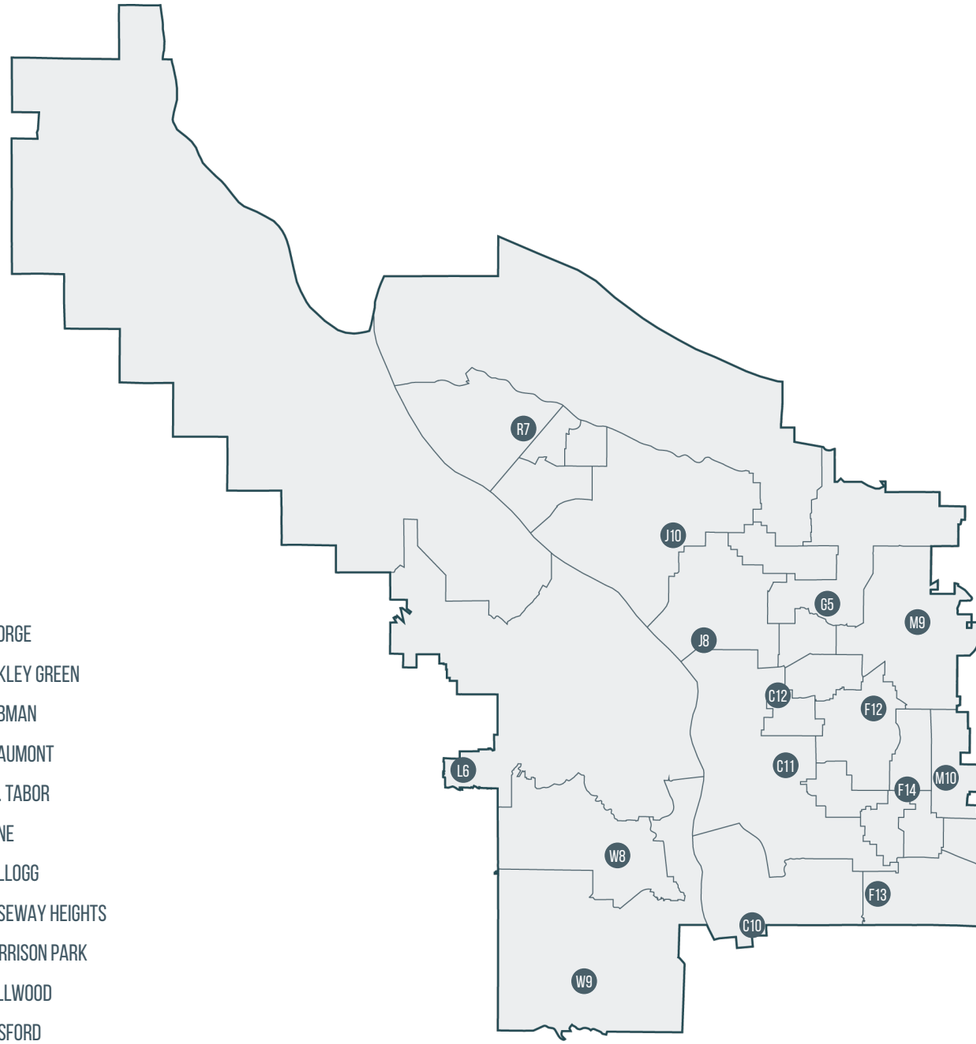
- FORECASTED ENROLLMENT RANGE 2021 - 2031
- MODULAR CAPACITY
- PERMANENT CAPACITY

Notes

» The functional capacity of Beverly Cleary includes both the Hollyrood and Fernwood campuses.

» The functional capacity of Faubion has not been reconciled with the classrooms vacated by Concordia University.

MIDDLE SCHOOLS



- R7 GEORGE
- J10 OCKLEY GREEN
- J8 TUBMAN
- G5 BEAUMONT
- F12 MT. TABOR
- F13 LANE
- F14 KELLOGG
- M9 ROSEWAY HEIGHTS
- M10 HARRISON PARK
- C10 SELLWOOD
- C11 HOSFORD
- C12 DA VINCI
- L6 WEST SYLVAN
- W8 GRAY
- W9 JACKSON

CAPITAL FORECAST

District middle schools range in building age from the newly constructed (Kellogg, 2021) to buildings more than a century old (Sellwood, 1914). The average age of district middle schools is 77 - two years older than the overall district average.

Building conditions are likewise near the district average: 0.13, slightly better than the district average of 0.16. Harrison Park is in the poorest condition. The school is one of seven district buildings in critical condition. Importantly, however, the building is undergoing extensive renovations as of this writing. The work includes a partial reroof and educational suitability improvements in anticipation of the school's transition from a K-8 to a middle school.

From the perspective of educational vision, the district initiated a multi-year Middle School Redesign process in 2020. This initiative will define practices, strategies, and approaches grounded in student experience to inform systems-level decisions around the middle school experience.

These parallel initiatives — this Long-Range Facility Plan and Middle School Redesign — present a unique opportunity to align the district's aging middle schools to support the district's new vision for middle school education.

As a coordinated effort, this will require a thoughtful phasing of projects across multiple bonds to prioritize underserved communities while effectively sequencing projects for the greatest efficiency.

ENROLLMENT & UTILIZATION

Middle school enrollment is expected to decline eight percent (8%) from 2019-20 through 2035-36 — similar to high school enrollment but without a period of over-utilization from 2021 - 2027.

Enrollment forecasts suggest all middle schools will remain within their built capacity throughout the forecasted range. Mt. Tabor and Kellogg, however, are expected to remain above 90%. Careful monitoring of these schools would be prudent, particularly in light of initiatives from Middle School Redesign.

Lane Middle Schools stands out at the lower end of the utilization range: for the 2021-22 school year, Lane is forecast at 53% utilization; over the next 15 years, enrollment is projected to decline 24%.

At the time of this writing, the district is undertaking an enrollment and program balancing effort. This process will explore boundary changes to move Lane (among other schools) toward enrollment solvency.

ACCESSIBILITY

Another important coordination point is with the district's ADA Transition Plan. The transition plan is a schedule of accessibility improvements intended to align district buildings with the Americans with Disabilities Act. The priorities were developed in collaboration with community members and partner organizations during Summer 2020 and divided across four phases.

Each phase identifies specific sites to focus investments, creating a holistic, accessible educational opportunity for our students over time. Phases I and II of the Transition Plan are funded through the 2020 Bond. Phase III includes elevators at middle schools.

Future Bond Planning Committees should make specific recommendations around project timing based on a clearer understanding of the district's bonding capacity, community support, and competing needs.

KEY

Historically Underserved Students

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who identifies as: Black or African American, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, Two Or More Races, Hispanic or Latino.

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

School Population by Free & Reduced Lunch

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who are eligible for Free Meals via Direct Certification

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

Building Accessibility

MULTI LEVEL WITHOUT ELEVATOR

SINGLE LEVEL OR EXISTING ELEVATOR

Note: Few schools in the district's building portfolio meet the guidelines of the American's with Disabilities Act. Elevators are indicated here because of the magnitude of building intervention.

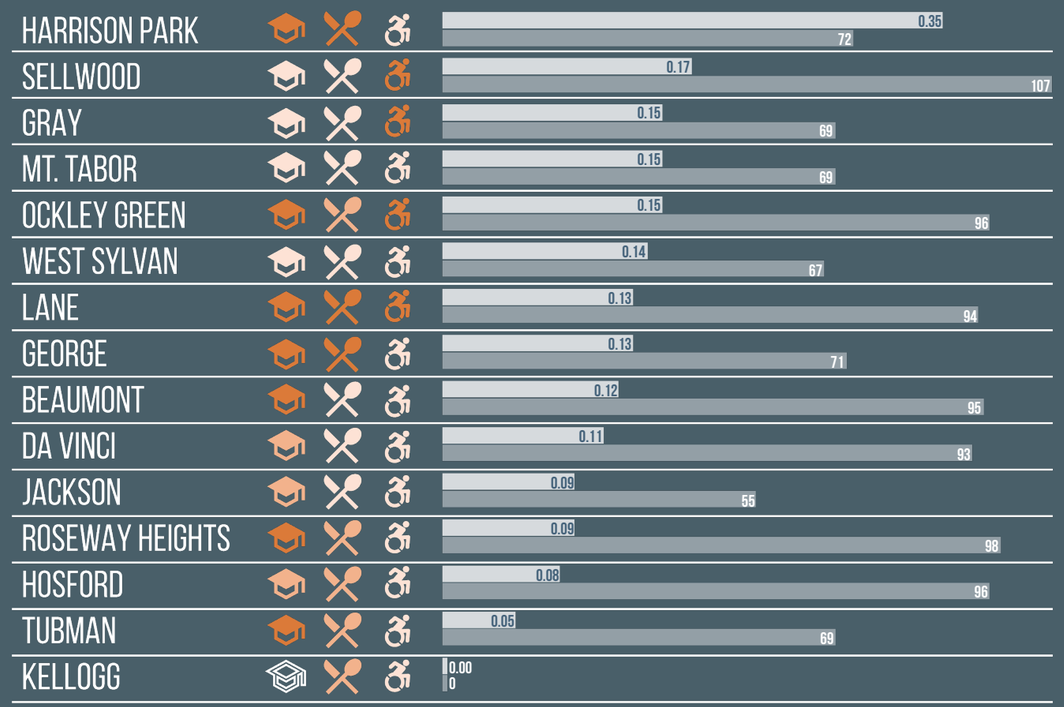
Building Condition

FACILITY CONDITION INDEX

PRIMARY BUILDING AGE IN YEARS

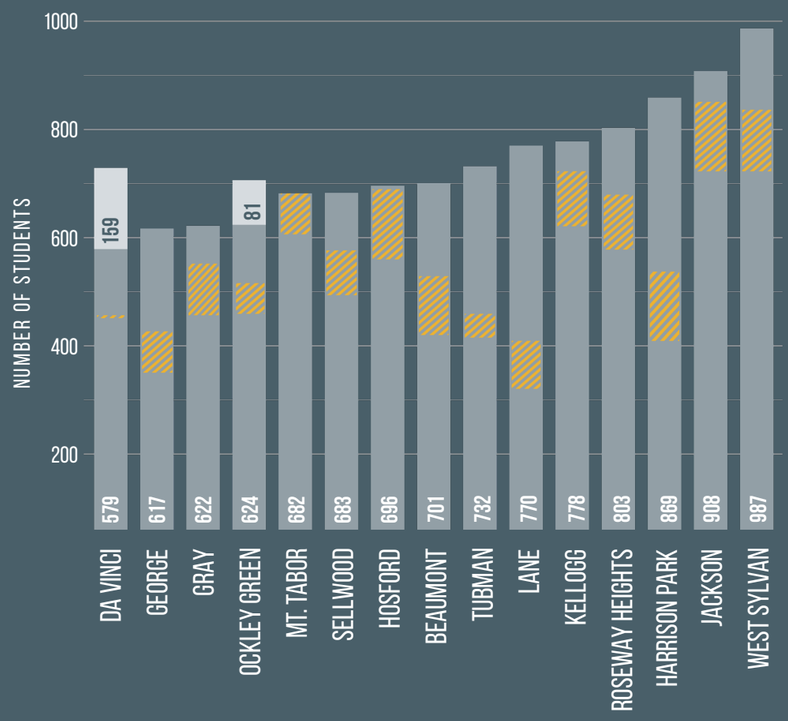
CONFIGURATION MATRIX

SORTED BY DESCENDING FACILITY CONDITION INDEX



MIDDLE SCHOOL PROGRAMS				PROJECTED UTILIZATION				
SITE	CLASSROOMS	MODULAR CLASSROOMS	FUNCTIONAL CAPACITY	2021-22	2022-23	2023-24	2024-25	2025-26
MT. TABOR	31	0	682	101%	98%	99%	98%	97%
KELLOGG	33	0	803	90%	89%	90%	90%	91%
HOSFORD	32	0	696	98%	93%	91%	89%	89%
JACKSON	40	0	908	91%	94%	87%	86%	84%
SELLWOOD	30	0	683	83%	84%	84%	82%	83%
ROSEWAY HEIGHTS	39	0	803	78%	78%	77%	77%	80%
WEST SYLVAN	40	0	987	83%	85%	82%	81%	79%
OCKLEY GREEN	31	3	689	72%	73%	73%	73%	75%
GRAY	26	0	622	88%	89%	85%	78%	75%
BEAUMONT	34	0	701	75%	74%	72%	70%	69%
DA VINCI	25	6	714	63%	64%	64%	64%	64%
TUBMAN	33	0	732	60%	62%	62%	62%	63%
GEORGE	31	0	617	70%	69%	65%	65%	62%
LANE	39	0	770	53%	49%	47%	46%	47%
HARRISON PARK	39	0	1,006	46%	47%	46%	44%	42%

EXISTING FUNCTIONAL CAPACITY & ENROLLMENT FORECAST



KEY

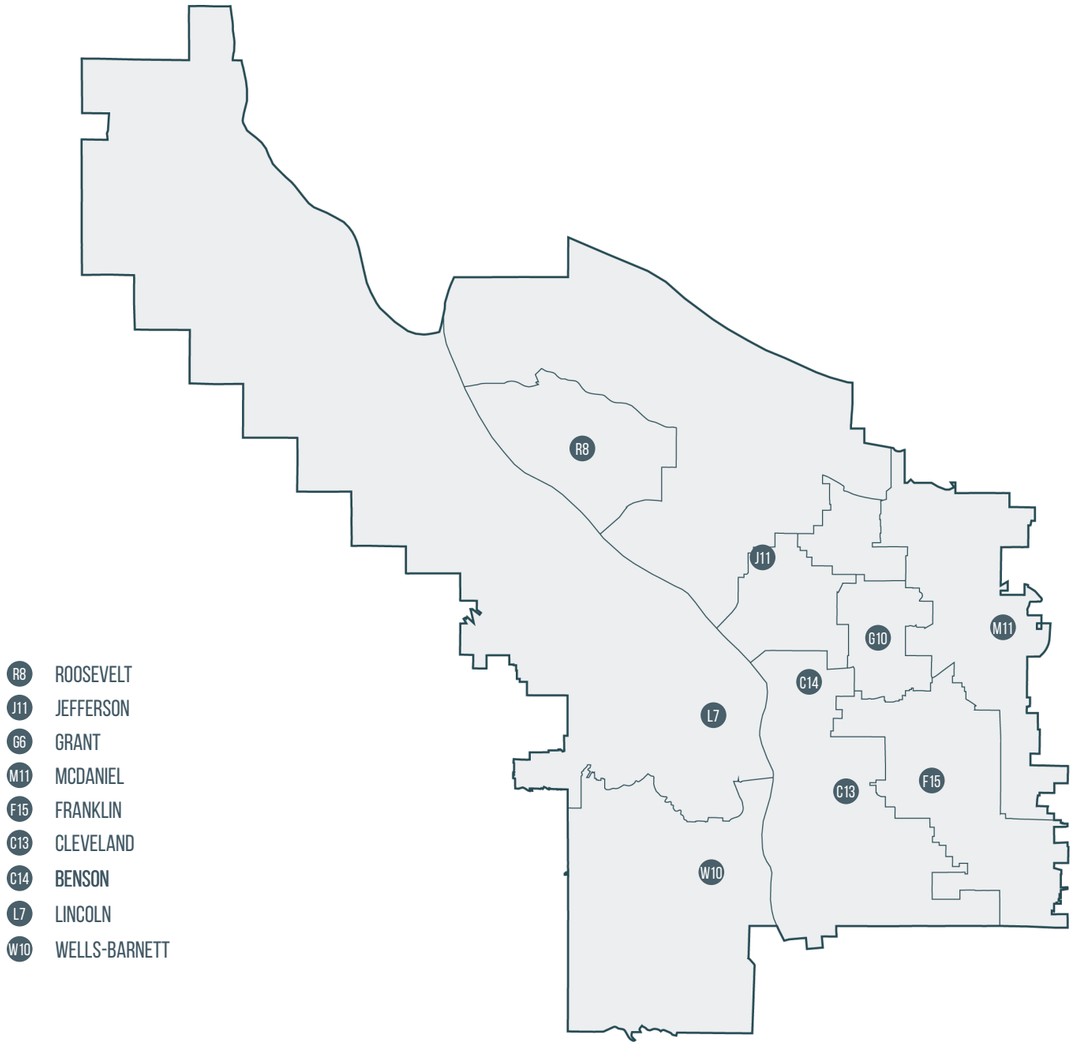
- FORECASTED ENROLLMENT RANGE 2021 - 2031
- MODULAR CAPACITY
- PERMANENT CAPACITY

Notes:

» As of this writing, Harrison Park is a K-8 but anticipated to transition to a middle school for the 2022-23 school year. The forecast numbers are based on a K-8 configuration.

» Modular capacity is represented here as gross rather than functional.

HIGH SCHOOL PROGRAMS



- R8 ROOSEVELT
- J11 JEFFERSON
- G6 GRANT
- M11 MCDANIEL
- F15 FRANKLIN
- C13 CLEVELAND
- C14 BENSON
- L7 LINCOLN
- W10 WELLS-BARNETT

CAPITAL FORECAST

Beginning with the 2012 bond, the district prioritized high schools to be modernized or rebuilt. The 2020 bond includes funds for a new Jefferson High School, and design work for Cleveland and Wells-Barnett high schools, establishing sightlines to fulfill this commitment in the next bond. Once complete, the district will have modernized almost 3 million square feet of instructional space — one-third of the total built area district-wide.

ENROLLMENT & UTILIZATION

Regarding high school enrollment: the 2021-22 school year will be the first year subsequent to the COVID-19 pandemic when a nascent high school enrollment bubble will exceed the built capacity of many of our high schools. See the following page for specific site enrollment forecasts.

The enrollment bubble will not be uniform across schools, nor will it reach all schools simultaneously. Franklin needs two additional classrooms as of this writing, and the school's enrollment is expected to rise, although modestly, through 2025. Likewise, Grant and Roosevelt's student enrollment will exceed their respective built capacities in 2021-22 and remain above their built capacity through at least 2025-26.

While the enrollment forecast for Wells is not expected to exceed building capacity, it will be very close: for the 2025-26 school year, the anticipated enrollment will be within 25 students of the building's functional capacity. Such a small margin between enrollment and building capacity may be prohibitive to the intended operation of the building. Factors such as the anticipated programming, the specific academic supports offered, and the suitability of specific classrooms may render the building overcapacity.

In addition to a 10-year enrollment forecast for individual schools, the PSU Population Research Center provides a 15-year forecast for configurations. High school enrollment is forecast to decline twelve percent (12%) from 2021-22 through the end of the forecast range in 2035-36. The 10-year individual school forecast hints at this trend following the 2025-26 school year. Franklin and Grant, for example, forecast enrollment drops by two percent (2%) each year 2025 - 2031.

The data, therefore, suggest this period of overcrowding will last 5-7 years from approximately 2021 - 2026. For this reason, non-capital solutions should be pursued where possible.

ACCESSIBILITY

District high schools will be fully accessible through the modernization process.

KEY

Historically Underserved Students

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who identifies as: Black or African American, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, Two Or More Races, Hispanic or Latino.

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

School Population by Free & Reduced Lunch

≥ 40%
≥ 20%
≥ 0%
NO DATA

Percent of school population who are eligible for Free Meals via Direct Certification

Credit
Department of System Planning And Performance - Portland Public Schools. 2021-2022 SY.

Building Accessibility

MULTI LEVEL WITHOUT ELEVATOR

SINGLE LEVEL OR FULLY ACCESSIBLE

Note: Few schools in the district's building portfolio meet the guidelines of the American's with Disabilities Act. Elevators are indicated here because of the magnitude of building intervention.

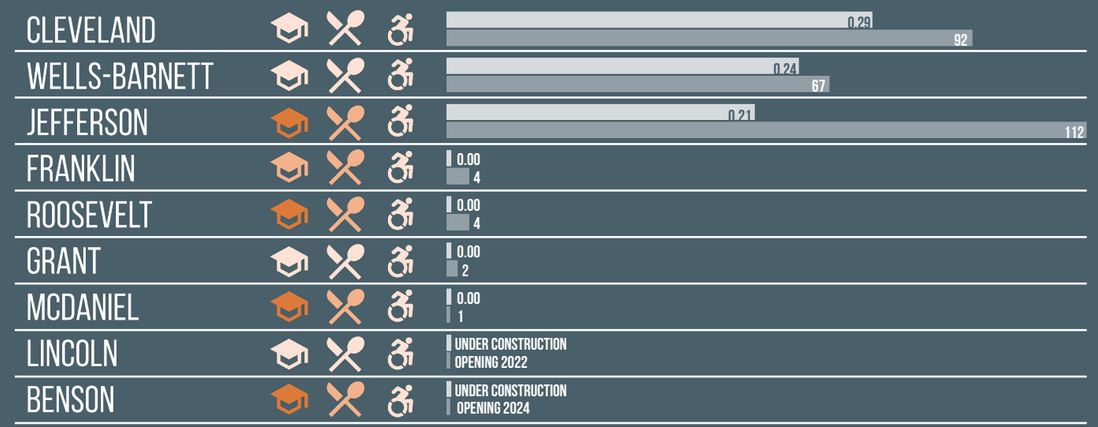
Building Condition

FACILITY CONDITION INDEX

PRIMARY BUILDING AGE IN YEARS

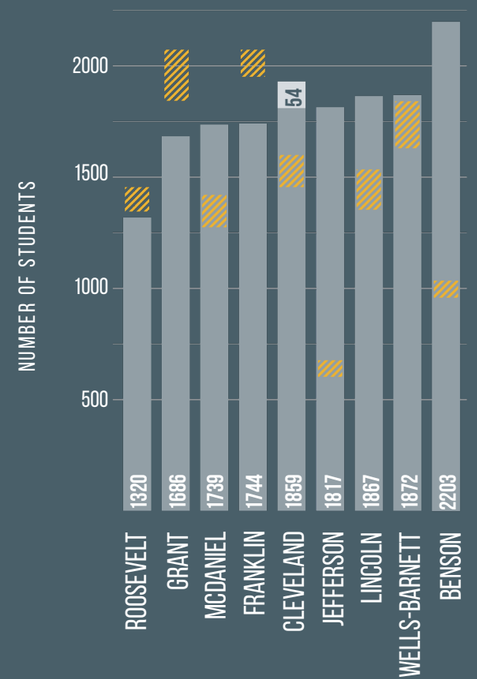
CONFIGURATION MATRIX

SORTED BY DESCENDING FACILITY CONDITION INDEX



	HIGH SCHOOL PROGRAMS			PROJECTED UTILIZATION				
SITE	CLASSROOMS	MODULAR CLASSROOMS	FUNCTIONAL CAPACITY	2021-22	2022-23	2023-24	2024-25	2025-26
GRANT	74	0	1,686	122%	124%	122%	121%	118%
FRANKLIN	74	0	1,744	118%	120%	118%	119%	116%
ROOSEVELT	61	0	1,320	103%	109%	107%	107%	108%
WELLS-BARNETT	76	0	1,872	88%	90%	95%	98%	99%
CLEVELAND	75	2	1,859	86%	84%	85%	86%	85%
LINCOLN	76	0	1,867	81%	80%	84%	82%	81%
MCDANIEL	77	0	1,739	74%	75%	80%	81%	77%
BENSON	86	0	2,203	44%	44%	44%	47%	48%
JEFFERSON	74	0	1,817	34%	34%	35%	36%	35%

EXISTING FUNCTIONAL CAPACITY & ENROLLMENT FORECAST



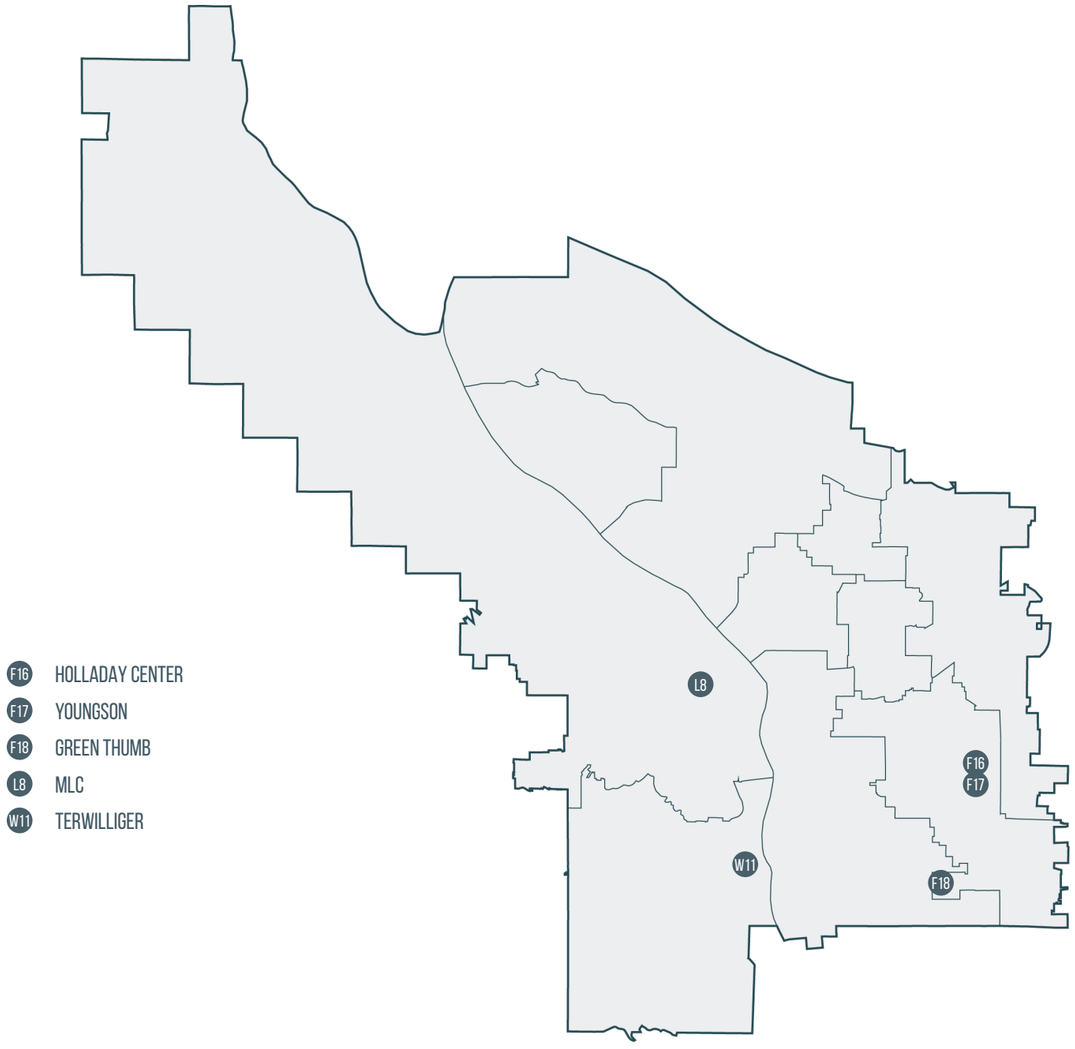
KEY

- FORECASTED ENROLLMENT RANGE 2021 - 2031
- MODULAR CAPACITY
- PERMANENT CAPACITY

Notes:

- The functional capacity for Lincoln is based on design drawings for the building opening in 2022
- The functional capacity for McDaniel is based on the modernized building
- The functional capacity of Roosevelt does not include the phase IV additions

ALTERNATIVE SCHOOLS



- F16 HOLLADAY CENTER
- F17 YOUNGSON
- F18 GREEN THUMB
- L8 MLC
- W11 TERWILLIGER

CAPITAL FORECAST

Alternative schools include a wide range of buildings and programs. Metropolitan Learning Center (MLC), Holiday Center, Youngson, Green Thumb, and Terwilliger support students outside typical graduation patterns. The necessary student supports for each program differs widely. System-level statements are not included in this summary. In most cases, the comment element to these buildings and programs is their uniqueness. Please see the individual site summaries for details on each site.

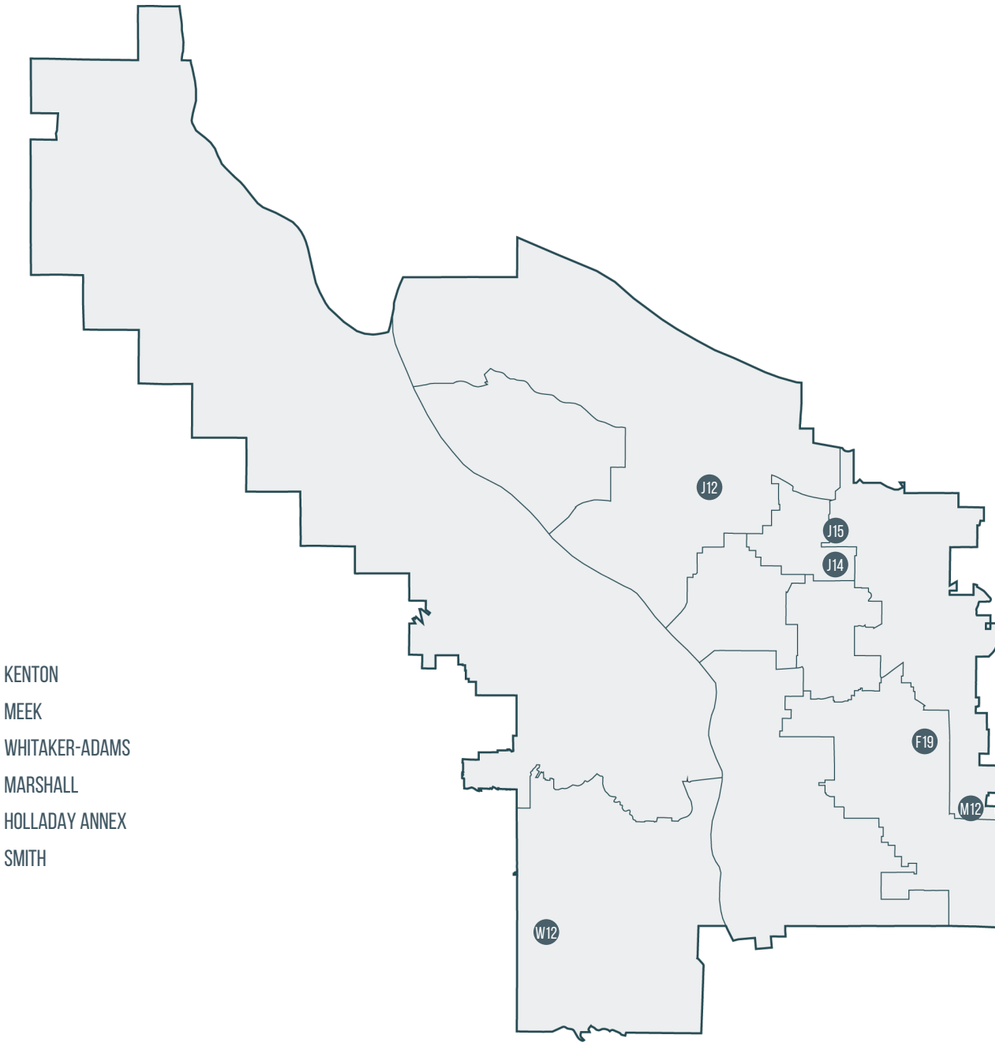
ENROLLMENT & UTILIZATION

Enrollment forecasts provided by Portland State University's Population Research Center do not include most sites discussed here. Projections, where they are available, are documented in the individual site summaries.

ACCESSIBILITY

Green Thumb stands out for unique consideration for accessibility improvements. Work in the 2020 Bond will align the site with the American's with Disabilities Act accessibility guidelines; accessibility improvements beyond these guidelines would be prudent. Green Thumb currently supports the Community Transition Program; students in this program have a range of accessibility needs above the American's with Disabilities Act Guidelines. Power-assist doors are one example. Many students in the Community Transition Program do not have the gross motor ability to independently open doors and rely on staff support to enter and exit their classrooms.

SWING & VACANT SITES



- J12 KENTON
- J14 MEEK
- J15 WHITAKER-ADAMS
- M12 MARSHALL
- F19 HOLLADAY ANNEX
- W12 SMITH

CAPITAL FORECAST

Kenton and Marshall serve as the district's swing sites. Marshall is a former high school and comfortably supports a high school student body. Kenton is closer in square footage and classroom count to an elementary school. Both sites currently support the programs to be sited on the Benson campus in 2024.

The district owns two vacant sites: Smith and Whitaker-Adams. Smith is a former elementary school, closed in 2005. The building is now derelict. Significant investments would be necessary before the structure could be operational. However, enrollment forecasts in the Southwest do not support reopening Smith.

District leadership identified Whitaker-Adams for future development as an athletics hub as part of the development of this plan.

OPERATIONAL RECOMMENDATIONS

Effective operations and maintenance of school facilities contribute to the longevity of systems and foster healthy indoor environmental conditions for students and staff. The district is committed to prioritizing energy-efficient designs in its capital projects, supporting our sustainability goals and Climate Action Policy.

Initial construction costs account for only 20% of total expenditures over a building's lifespan; operations, maintenance, and decommissioning account for the remaining 80%. The district must invest in energy-efficient, durable systems for long-term operational savings.

Like most large, urban districts with a substantial inventory of aging buildings, the district has a considerable maintenance backlog that far exceeds what could be addressed or funded over a single bond cycle. Educational suitability deficiencies further limit schools' ability to meet programmatic and instructional standards.

The district is faced with the inevitable challenge of prioritizing and scheduling a vast array of projects across district buildings over multiple bond cycles — in some cases necessitating short-term fixes until a building can be fully modernized.

EFFICIENT USE OF SITES

Most district sites do not have enough land area to meet program goals. Typical constraints include:

» Lack of space for sufficient outdoor physical education and athletic amenities such as outdoor courts, fields, and covered play structures.
» Inadequate parking and vehicle drop-off lanes for buses and parents, resulting in traffic bottlenecks and vehicle/pedestrian conflicts.
» Lack of "buffer" space between school facility entrances and adjacent arterial roads creates unsafe walkers.
» Insufficient land to accommodate a building expansion

One approach to increasing the efficient use of school sites is to develop "Hubs" as a shared resource for space-intensive programs. This approach was elevated across the Program Vision section of this document.

Hubs can provide intentionally designed spaces and facilities used by multiple schools within a region. Athletics, performing arts, and career technical education are programs well-situated for a hub model. To be sure, there may be other programs, but these have unique space and equipment requirements and are frequently underserved by district sites.

ALTERNATIVES TO NEW CONSTRUCTION

As the district proceeds with its phased approach to addressing facilities deficiencies through modernization or replacement of aging structures, the district may consider implementing one or more non-construction alternatives for addressing capacity and educational adequacy deficiencies:

Enrollment and Program Balancing through School Boundary Adjustments

The district has sufficient building capacity to meet current and forecasted student populations. However, enrollment is not evenly distributed: some schools show signs of overcrowding; others are vastly underutilized. Portland Public Schools recently launched a multi-phase process to balance student enrollment and programs across the district. The final recommendations will be developed and implemented over several years.

Reactivate Swing Sites as School Buildings

The district owns two sites no longer operated as school buildings: Kenton and Marshall. Both serve as swing sites for buildings undergoing modernization. If enrollment diverges from the forecasted numbers, one or more of these facilities could be reactivated as school buildings.

Expand the Virtual Scholars Program

The continued expansion of virtual learning may lead to a greater sense of fluidity in how, where, and when instruction occurs. A component of the program forecast for Multiple Pathways to Graduation (MPG) is the expansion of the Virtual Scholars program in the short term, followed by the eventual creation of a Virtual Scholars School. The COVID-19 pandemic catalyzed the expansion of comprehensive distance learning (CDL) programs. These asynchronous learning models particularly benefited BIPOC and underserved students who often balance work and family responsibilities.

Although the Virtual Scholars program was created eight (8) years ago, funding and staffing dramatically increased due post-COVID. The district recognizes that virtual learning will continue to play an essential role in meeting the varied educational needs of students.

Implement Program Hubs

As described above, hub facilities for programs such as athletics, performing arts and CTE would provide centralized, shared access to programs and opportunities while minimizing the need to construct large, expensive expansions or renovations at multiple sites, many of which have insurmountable site constraints.

Mobile Makerspace / STEAM Lab (e.g., "STEAM Bus")

Some school districts have developed "mobile maker spaces" to serve schools that lack specialized in-house spaces for STEAM activities. Although a mobile makerspace lacks many advantages of a dedicated makerspace, such an approach can serve as a non-construction alternative to providing students with opportunities for hands-on, project-based learning. As such, it may serve as an interim approach for expanding STEAM offerings at non-modernized schools.

Classroom Utilization Analysis for Improved Efficiency at Select Sites

The district's aging school buildings were not designed to support the wide array of programs, functions, services, and community partners that they house today. Many schools within the district have multiple full-sized classrooms that are not used as teaching stations but instead support other functions (e.g., community partners, administrative offices, etc.). A classroom utilization analysis would allow the district to study the optimal placement of non-instructional services and programs, both in terms of access and spatial efficiency. This can be a helpful exercise if increased capacity is required due to enrollment increases or if the school would like to find space for a new program or service (e.g., pre-k, etc.).