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**Date: December 14, 2018**

**To: PPS School Board**

**From: Deputy Superintendents Yvonne Curtis and Claire Hertz**

**Subject: Benson Campus Master Plan**

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**Overview**

We'd like to address a few questions and concerns raised during the presentation of the leadership from the Bond Accountability Committee (BAC) Chair Kevin Spellman and Member Tom Peterson regarding the Benson Campus Master Plan at last Tuesday night's board meeting:

**Benson Polytechnic - Career and Technical Education (CTE) Program**

Benson Polytechnic currently has [11 CTE programs of study](#): Architecture, Construction, Electrical, Digital Media, Radio, Design Applied Arts, Health Sciences, Computer Science, Manufacturing, Engineering, and Automotive. The programs of study that are unique to Benson Polytechnic are Radio, Electrical, and Architecture.

We have involved the Benson Polytech High School principal, staff, advisory groups and students in the master planning process for the modernization of Benson Polytechnic High School as a CTE focus option High School. Through this process we have identified new programs opportunities that could also open new possible post-secondary and business partnerships. These opportunities include, but are not limited to:

1. Business: retail, apparel, finance/banking. Potential collaboration with IQ, Nike, adidas, Under Armour.
2. Aviation: drone technology, manufacturing/aluminum welding. Potential collaboration with Portland Community College, Boeing.
3. Maritime: logistics, decking/shipping, welding. Potential collaboration with Gunderson, Port of Portland, Vigor.

4. Education: teacher preparation. Potential collaboration with Portland State University, Portland Community College.

The BAC leadership noted concern regarding proceeding with the Benson Modernization project without the substantial completion of Portland Public School's (PPS) current CTE and development of the district CTE plan.

The College and Career Readiness Department, and district leadership, have provided expertise to education specifications (ed spec) for the recommended master plan design. We know that the current visioning process and comprehensive audit of our current CTE courses and programs of study may reveal additional CTE opportunities for Benson Polytech High School. However, we believe the recommendations would be centered on industry market career opportunities needed now and in the future around the Portland Metropolitan area would likely come from some of we mentioned above. We believe the flexibility in the recommended design to effectively implement possible recommendations. Additionally, the CTE Suite space not yet identified for a specific CTE program could also accommodate any newly identified CTE programs. This department firmly supports the current recommended master plan and believes that it is imperative we move forward with the project as scheduled to avoid incurring escalated construction costs and delay the safety and accessibility improvements included in the plan.

#### **Multiple Pathways To Graduation (MPGs)**

The Bond Advisory Committee (BAC) leadership noted concerns regarding the potential impact of the Multiple Pathways to Graduation (MPG). We are currently in the process of evaluating these needs with community and staff input at this time. The current master plan has some CTE Suite space not yet identified for specific programming available that could possibly house one or more MPG programs. The final analysis of the information gathered will determine the suitability of this space to accommodate the needs of one or more of these schools or programs. If it is not suitable, the team will assess the impacts to the current Benson ed spec or other location options that meet MPG needs. The final decision about co-location at Benson campus will be made by the end of February 2019, with ample time to include adjustments on keep the project on schedule.

District engagement with MPG communities will focus on reviewing and validating previous information gathered in community meetings in 2015/2016. During the engagement process we will have opportunities to provide detailed information about the project's status and next steps, an added benefit. This process will include meetings with each MPG program or school community and surveys to key stakeholders. We will focus on engaging MPG schools and programs currently located on the Benson Campus which include: Alliance High School, the Reconnection Center, Reconnection Outreach Services, Portland Evening and Summer Scholars, Clinton DART School, Teen Parent Services and Virtual Scholars programming.

**What is our plan during construction?**

Once program decisions are confirmed, the Office of School Modernization and Deputy Superintendent of Instructional School Communities will establish a plan, considering all available options for relocating all or some of the Benson campus students during construction. Ensuring MPG programs remain centrally located while also considering opportunities to contain costs by accelerating project timelines by relocating all students will be evaluated.

**Enrollment Balancing for Benson and Neighborhood High Schools**

**When are enrollment decisions made for the 2019-20 school year?**

Applications for Benson for the 2019-20 school year were accepted during the lottery cycle, November 8-30.

**Who decided the number of slots for each high school for the Benson lottery?**

[Board Resolution #4866](#), approved on January 27, 2014, guides the process for the Benson lottery:

The lottery logic for all focus option programs is explained in this [lottery logic document](#) posted on the PPS website that states the process for the Benson lottery based on the Board Resolution.

In order to create a student body that is broadly reflective of the district at large, Benson students will be selected based on weighted lottery number, sibling status and forecast school, or the school a student is expected to attend if he or she is not approved elsewhere. The maximum number from each forecast school will be determined based on the overall applicant pool. If possible, fewer than 50 students will be selected from each forecast school.

Below is the chart taken from the lottery logic that shows the lottery order at Benson. Note that students in the Jefferson dual assignment boundary, choose their high school dual assignment first and then apply to Benson. So a student in the Jefferson/Grant boundary who chooses Grant will come out of the Grant as the forecast school.

<b>Lottery round order for Benson Polytechnic High School</b>							
Applicants are divided into eight categories, based on their forecast high school. Slots are distributed as equally as possible across the categories. Each applicant category is processed in the following order:							
<b>Cleveland</b>	<b>Franklin</b>	<b>Grant</b>	<b>Lincoln</b>	<b>Madison</b>	<b>Roosevelt</b>	<b>Wilson</b>	<b>Choice schools: Jefferson, MLC, Trillium</b>
1. Co-enrolled siblings. Applies to first choices <i>ONLY</i> .							
2. Remaining applicants.							

Any change to this practice for the 2020-21 school year, will be initiated by the boundary review process that the district is undertaking.

**How do we fill the slots that schools like Lincoln HS don't use?**

Slots not filled by students in the Lincoln boundary are evenly distributed amongst the remaining forecast high schools that still have applicants.

**Who decided the total number of slots for the Benson lottery? What has been the process in the past years?**

On December 31, 2015, Superintendent Carole Smith in the [linked memorandum](#) recommended increasing freshman slots at Benson for the 2016-17 school year to 300 (up from 275 for the 2015-16 school year). This recommendation included increasing the number of freshman slots to 365 for the 2017-18 school year.

On January 27, 2017, Assistant Superintendent Antonio Lopez in the [linked memorandum](#) delayed increasing the number of freshman slots and recommended that available slots for the 2018-19 school year remain at 300.

**What will be our process of 2019-2020?**

For 2019-2020, the District has implemented and communicated to parents that there will be 300 slots for 9th graders and 20 slots for 10th graders in the lottery at Benson. To change the impact on enrollment at some of our high schools, we could implement and change our policy of putting a firm limit on the number of students from each high school boundary. Changing this now for this year's lottery would require communications out to 8th graders who applied. It would have a disproportionate impact on students of color and would decrease the number of freshman that would be entering Benson. Doing so now would potentially have unintended consequences as we have not had a chance to thoroughly understanding the impact of this policy change.

**What will be our process for 2020-2021?**

District staff will work with the boundary review process that will begin this spring to better understand how we can both ensure that all students, particularly historically underserved students, have the opportunity to attend Benson and that we minimize the impact Benson enrollment has on our under-enrolled high schools.

**Benson Cost Model**

BAC leadership expressed a desire to review the Benson cost estimate in more detail and validate or challenge the model assumptions. The district agrees with this suggestion, and are arranging for a BAC subcommittee meeting in early January, when OSM will provide full cost estimate details and make both the design team (including architects and engineers) and the project professional construction cost estimator available to the BAC for discussion. We are confident this approach will provide the information necessary for the BAC to have a high level

of confidence in the cost model and assumptions. The BAC has been supportive of the cost estimating methods on other projects and OSM has been very responsive to BAC recommendations for improvement.

It is worth noting the cost estimating process and format for the Benson Modernization has been consistent with the other projects during this master planning effort. A breakout of the professional construction cost estimate is provided in the Benson master plan report that includes detail of the cost of the project by individual building division (demolition, vertical structure, plumbing, etc.) along with markup assumption percentages and total dollar values. The master plan report also includes detail of the additional cost items outside the construction costs (temporary facilities, contingency, etc.), and sum total. We anticipate the discussion with the BAC will focus on additional levels of detail and Office of School Modernization strategies for managing risk.

Consistent with all projects, the Benson cost estimate is based on the best available cost data at the time. The largest percentage of the cost is in the construction cost estimate based on an estimate by a professional construction cost estimator. This is reviewed by the project team and undergoes robust cost evaluation and value engineering processes that includes detailed review by architects, engineers, cost estimators and contractors. Additional assessment including comparison professional cost estimates, prescriptive value engineering processes facilitated by certified value engineering consulting firms and comparison contractor design reviews inform the project designs and estimates. In October 2018 OSM presented the BAC with a memo outlining the processes for project cost evaluation and value engineering. The BAC expressed support for identified processes, which OSM then presented to the board in November 2018. We have a written [memo that outlines the cost evaluation and VE processes](#) in more detail.

It is also worth noting, of the four modernization projects currently in design: Benson, Madison, Lincoln and Kellogg, each team has a different professional construction cost estimator and a different primary design team architect. Coupled with the two construction manager/general contractors that are on the teams, collectively the four project teams have extensive experience in K12 renovations and new construction in Portland, the metro area and the greater northwest. These teams also include specific PPS staff team members in addition to the estimator, contractor and architecture firm experience. Members from the design teams from Roosevelt, Franklin, Grant and Faubion are a part of all the current teams and they also have experience in virtually all surrounding districts and all nearby bond programs including Beaverton, North Clackamas, Tigard, Barlow, Sandy, as well as Seattle and more. It is valuable to understand the designs, estimates and value engineering options developed for the 2017 projects are very much informed by current, northwest regional and recent relevant K-12 projects.

BAC leadership also requested additional project cost comparison data, and we're working on this. In July 2018 OSM provided the BAC with a matrix that compared PPS projects to some completed high school projects where data was able to be collected. The data includes many assumptions, and is not a complete accurate "apples to apples" comparison, but the data

showed current PPS projects at the higher end of the comparable cost range. It cannot be assumed additional data collection will produce different results, nevertheless we are currently pursuing contracting with one of the professional construction cost estimators familiar with PPS and local projects to (i) review past and current PPS modernization projects; (ii) compare PPS projects to recent relevant projects in Oregon and/or Washington; and (iii) provide professional judgement on the factors that may be influencing cost deltas.

OSM has been responsive to the comparison cost data, providing this information to the project teams and developing cost comparison data at the granular "building division" level that has allowed the teams to more effectively compare specific building systems between projects and identify where a given system on one project (EG: the structural system on Lincoln) is higher or lower than recently completed PPS projects. The teams have used this data to inform value engineering efforts (detail of this comparison is also included in the attached memo).