

Facilities and Operations Committee  
Meeting  
Wednesday, November 9, 2022 4:00 PM

Dr. Matthew Prophet Education Center -  
Windows Cafeteria / Conference Room (Floor  
2)  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

1. Jefferson High School Modernization
2. Lincoln High School Modernization Budget Savings
3. Public Comment
  - The topic must be related to an item on the agenda.
  - To sign up for public comment email [PublicComment@pps.net](mailto:PublicComment@pps.net) or call 503-916-3741
4. Adjourn



# Jefferson High School Modernization

FACILITIES & OPERATIONS COMMITTEE  
11.09.2022

**BUILDING OUR FUTURE TOGETHER.**

<https://www.pps.net/JeffersonBond> • [JHSBond@pps.net](mailto:JHSBond@pps.net)  
f [www.facebook.com/pps.homepage/](https://www.facebook.com/pps.homepage/) t @PPSConnect

503-916-2222  
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Portland Public Schools  
School Building Improvement Bond





## Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.



# Land Acknowledgement and Anti -Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

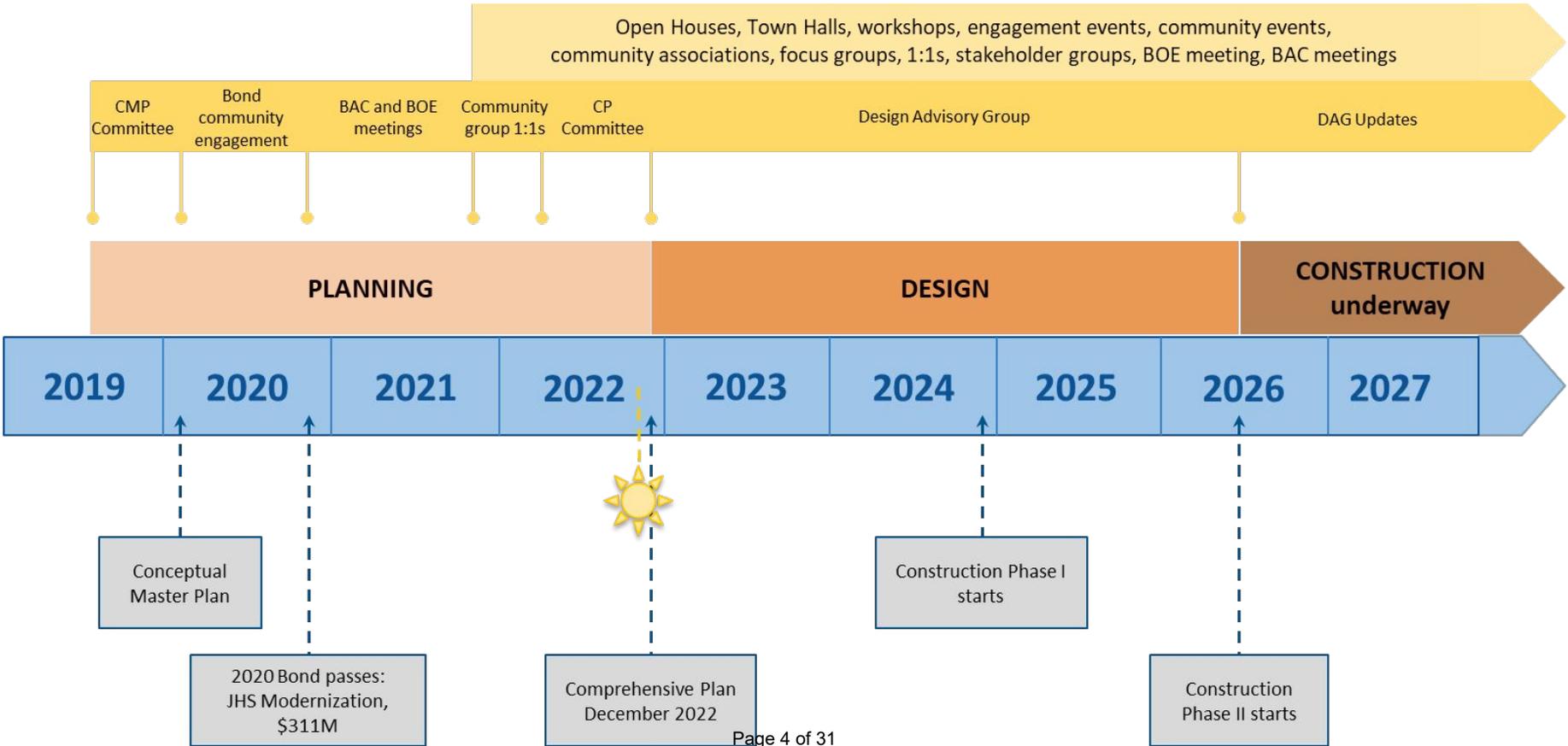
Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.

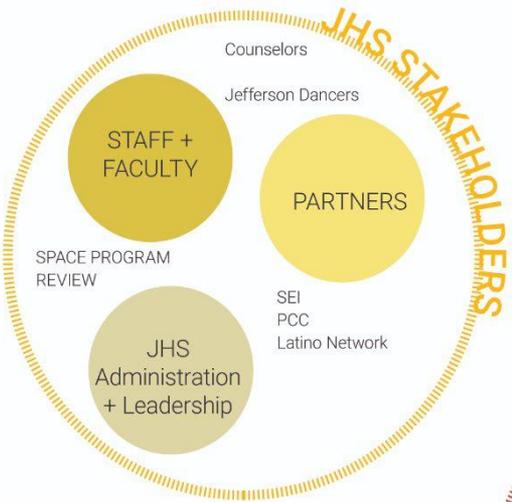


# PROJECT SCHEDULE



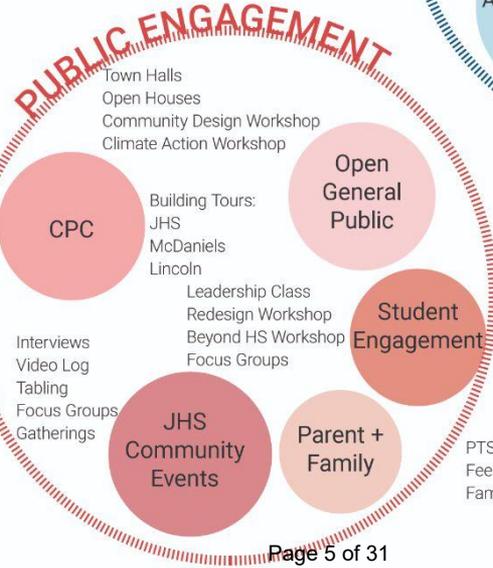


# KEY STAKEHOLDERS

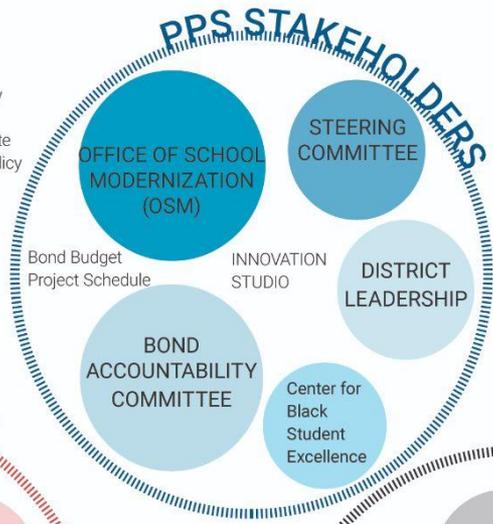


- Juneteenth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reimagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards

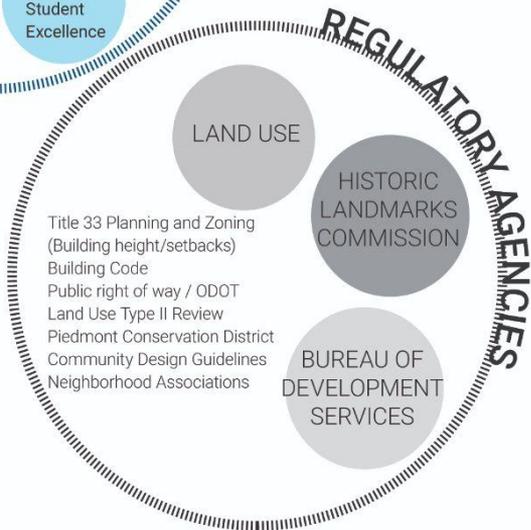


- Town Halls
- Open Houses
- Community Design Workshop
- Climate Action Workshop
- Building Tours: JHS, McDaniels, Lincoln
- Leadership Class
- Redesign Workshop
- Beyond HS Workshop
- Focus Groups
- Interviews
- Video Log
- Tabling
- Focus Groups
- Gatherings



- Bond Budget
- Project Schedule
- INNOVATION STUDIO

- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA
- PPS Partners:
  - Teen Parent Center
  - Multnomah County Student Health Clinic



- Title 33 Planning and Zoning (Building height/setbacks)
- Building Code
- Public right of way / ODOT
- Land Use Type II Review
- Piedmont Conservation District
- Community Design Guidelines
- Neighborhood Associations

- PTSA
- Feeder School Events
- Family Events

KEY THEMES

# What We Heard, Who We Heard It From



over  
**600 stakeholder discussions**

over  
**700 comments**

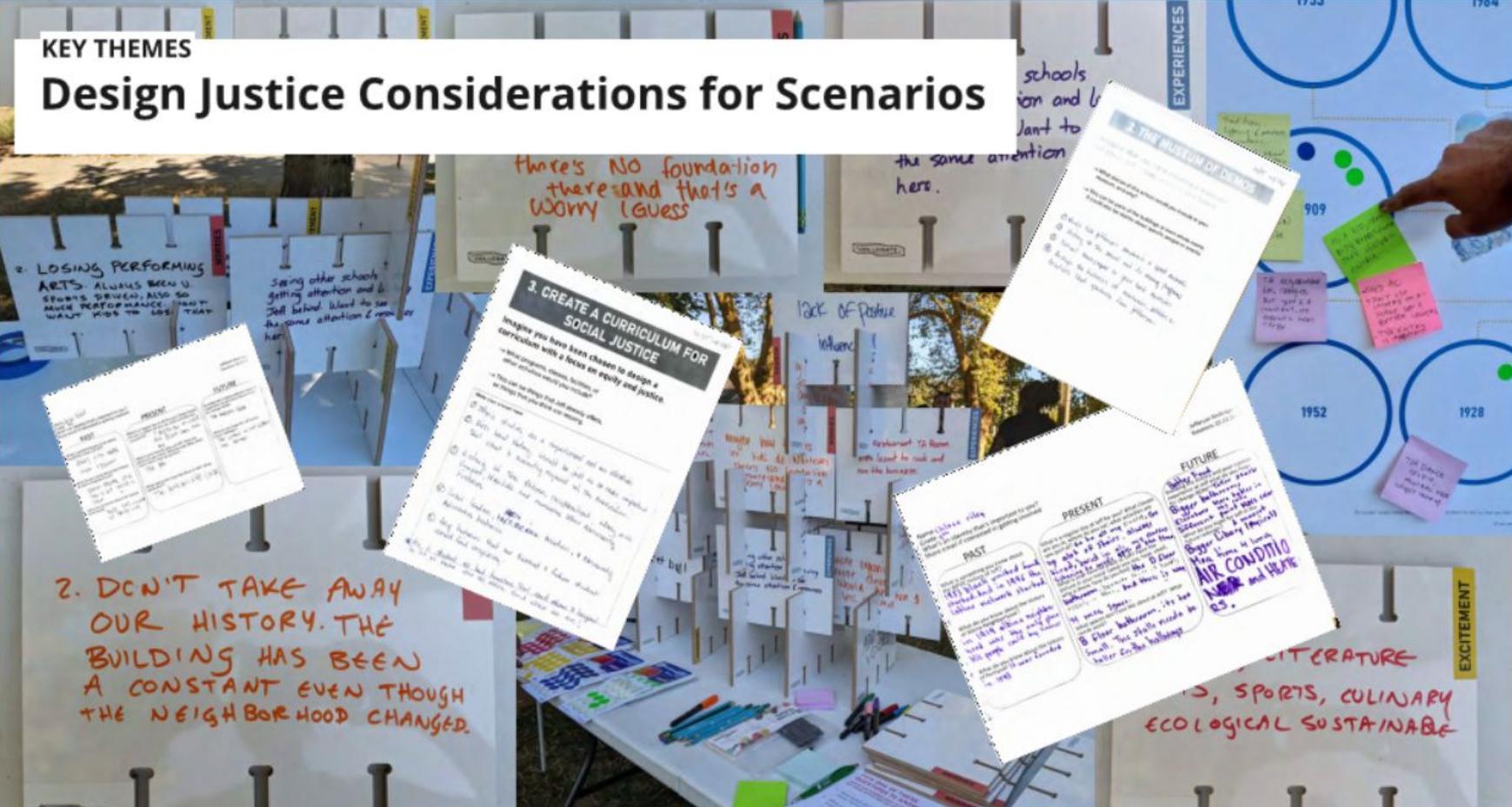


**Priority users** are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.



KEY THEMES

# Design Justice Considerations for Scenarios



LOSING PERFORMING ARTS - ALWAYS BEEN U...  
 SPORTS, DRUGS, ALSO SO...  
 MAKE PERFORMANCE...  
 WANT KIDS TO LOSE... THAT...

Seeing other schools getting attention and...  
 still behind. Want to see...  
 the same attention & resources here.

there's NO foundation there and that's a worry (guess)

schools...  
 want to...  
 the same attention here.

PROBLEM	FUTURE
<p>1. The building is old and needs renovation.</p> <p>2. The building is not accessible for people with disabilities.</p> <p>3. The building is not energy efficient.</p> <p>4. The building is not safe.</p>	<p>1. The building is renovated and modernized.</p> <p>2. The building is made accessible for people with disabilities.</p> <p>3. The building is made energy efficient.</p> <p>4. The building is made safe.</p>

### 3. CREATE A CURRICULUM FOR SOCIAL JUSTICE

Imagine you have been chosen to design a curriculum with a focus on equity and justice.

- What concepts, issues, topics, or events would you include?
- How would you teach about these topics?
- What role would you assign to students in learning about these topics?
- What role would you assign to teachers in learning about these topics?
- What role would you assign to parents in learning about these topics?
- What role would you assign to the community in learning about these topics?

### 2. THE MUSEUM OF DENIAL

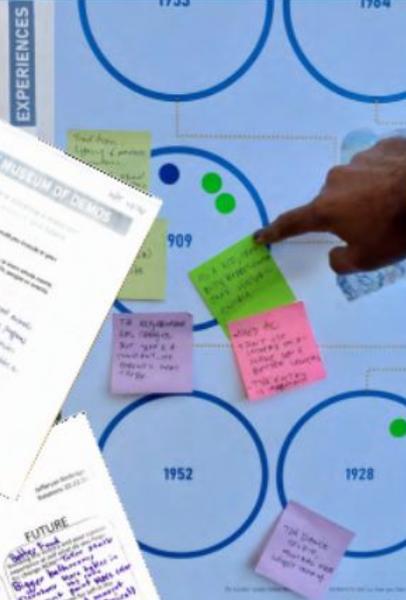
What would be the purpose of this museum?

- What would be the exhibits?
- What would be the activities?
- What would be the impact?

2. DON'T TAKE AWAY OUR HISTORY. THE BUILDING HAS BEEN A CONSTANT EVEN THOUGH THE NEIGHBORHOOD CHANGED.

PAST	PRESENT	FUTURE
<p>1910: School building built.</p> <p>1920: School building expanded.</p> <p>1930: School building renovated.</p> <p>1940: School building destroyed.</p> <p>1950: School building rebuilt.</p> <p>1960: School building expanded.</p> <p>1970: School building renovated.</p> <p>1980: School building destroyed.</p> <p>1990: School building rebuilt.</p> <p>2000: School building expanded.</p> <p>2010: School building renovated.</p> <p>2020: School building destroyed.</p> <p>2030: School building rebuilt.</p>	<p>1. The building is old and needs renovation.</p> <p>2. The building is not accessible for people with disabilities.</p> <p>3. The building is not energy efficient.</p> <p>4. The building is not safe.</p>	<p>1. The building is renovated and modernized.</p> <p>2. The building is made accessible for people with disabilities.</p> <p>3. The building is made energy efficient.</p> <p>4. The building is made safe.</p>

**AIR CONDITIONING and HEAT PUMPS**



LITERATURE  
 SPORTS, CULINARY  
 ECOLOGICAL SUSTAINABLE

KEY THEMES

# Design Justice Considerations for Scenarios

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization



Cultural Significance Within Context of Displacement



The Black Community Remains Rooted In This Place



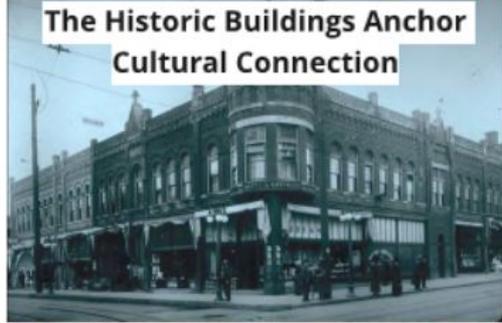
Continued Demolition of Black Space is Traumatizing



Full Replacement Would Do Irreversible Damage



Belief that Full Replacement is Predetermined



The Historic Buildings Anchor Cultural Connection

KEY THEMES

# Design Justice Considerations for Scenarios

## Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement



**Distrusting Outcomes Due to Systemic Racism**



**Concern About Exposure to Rust, Lead, or Asbestos**



**Belief That Renovation Will Be Superficial**



**Concern of Jeff as Monument to White Supremacy**



**Belief That Renovation Will Not Provide Best Facilities Possible**



**Clarify That Renovation = Removal of Unsafe Conditions**

KEY THEMES

# Design Justice Considerations for Scenarios

## Common Desires Across Both Scenarios

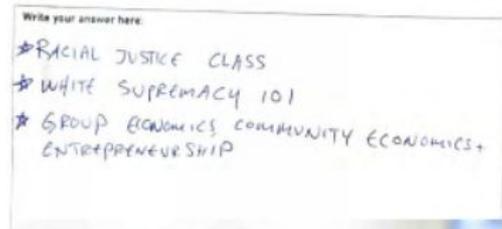


Jeff As a Cultural, Student, and Community Hub



Covered Outdoor Gathering for Students and Community

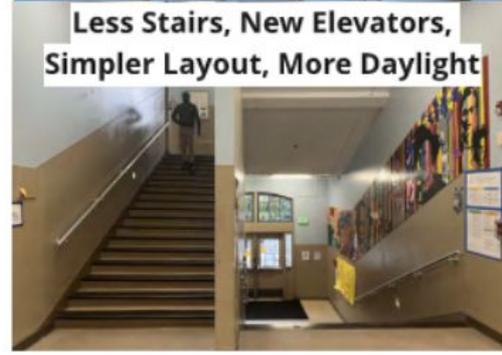
## State-of-the-Art Facilities and Culturally Relevant Programs



## Revitalize Historic Programs and Increase Economic Opportunities



Present and Future Health and Safety Concerns



Less Stairs, New Elevators, Simpler Layout, More Daylight



KEY THEMES

# Narrative Themes

Comments are synthesized and grouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is **most impacted** by the project
- Who is **most vulnerable** in the communities associated with the project
- What the **prevalent concerns** of these communities may be
- **Existing operational considerations** and experiences
- Outstanding **questions and concerns** about the project
- **Potential opportunities** that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.



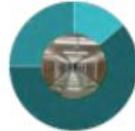
TRUST



IDENTITY,  
CULTURE,  
BELONGING



SAFETY



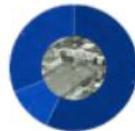
ACCESS



FLEXIBILITY,  
CHANGE



RESOURCES



DELIGHT



EMBRACING  
THE OUTDOORS



KEY THEMES

# Narrative Themes

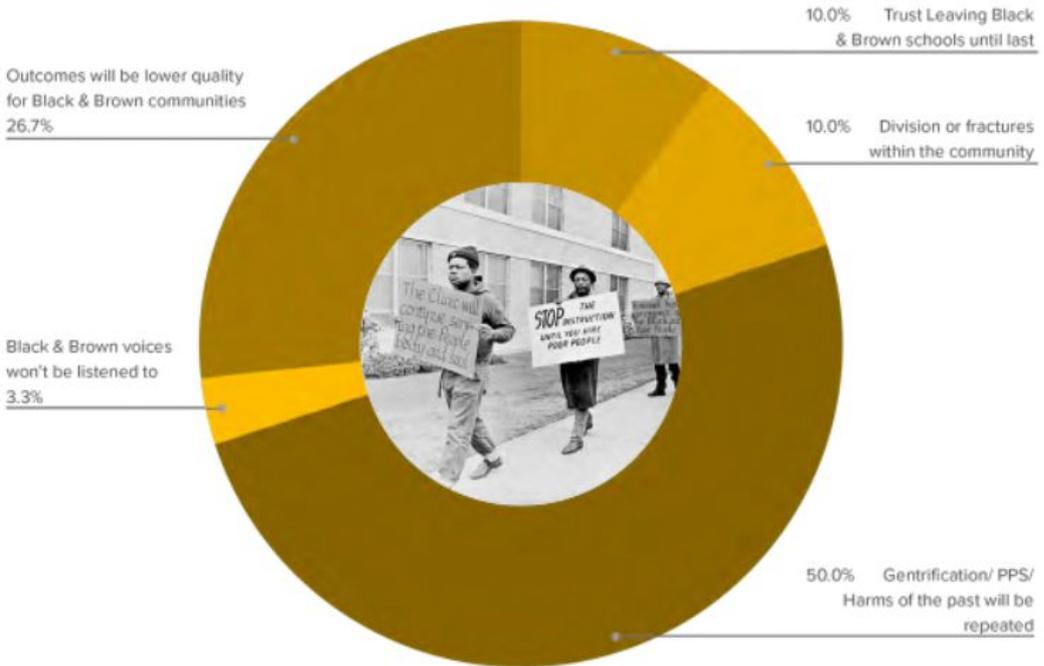
<b>Trust</b>		Recognizing the ways that BIPoC communities have been impacted by systematic racism, and how that has manifested within district policies, procedures, and spaces over many generations, it is important for this project team to understand why people feel mistrustful that this process will result in more just outcomes.
<b>Identity, Culture, Belonging</b>		Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.
<b>Safety, Security, Wellness</b>		Safety consists of reducing incidents of physical and emotional harm including public health concerns such as COVID precautions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also addresses considerations around mental health and wellbeing.
<b>Access</b>		Accessibility is critical for diverse communities not limited to ADAAG (The Guide to Americans with Disabilities Act Accessibility Guidelines). This category refers to inclusive design for universal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding.

<b>Flexibility, Change</b>		Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.
<b>Resources</b>		Schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment including implications related to housing, food, economics, technology, as well as specific educational pathways as resources. This also includes community gathering space as a resource.
<b>Delight</b>		The hopes for communities to find wonder and inspiration within the Jeff's spaces, resources, programming, art and interactions within the school. This category captures the possibilities for innovation, creativity, artistry and engagement surrounding the project.
<b>Embracing the Outdoors</b>		Responses in this narrative category relate to site planning and connections to nature, light and air. It also includes discussion of athletics fields. Beyond a physical connection to the outdoors, this includes indoor environmental quality issues such as fresh air, air quality, natural daylighting, biophilia and views.



KEY THEMES

# Narratives Spanning Scenarios: TRUST



**Stakeholder Quotes:**

*Why is Jeff the last building being worked on?*

*Jeff should be remodeled. Do right by the past, present, and future.*

*As gentrification is drawing down our Black student numbers, it is also bringing in Latinos. Our overall demographics are shifting and continue to shift. Would like to see us continue to address this shift.*

*"We're out of the game, it's not for us. What is our voice to them? You look around and you see everything, it's all new. why couldn't it be all new years ago when we were here? Its New now because it's for the new community [not us]"*

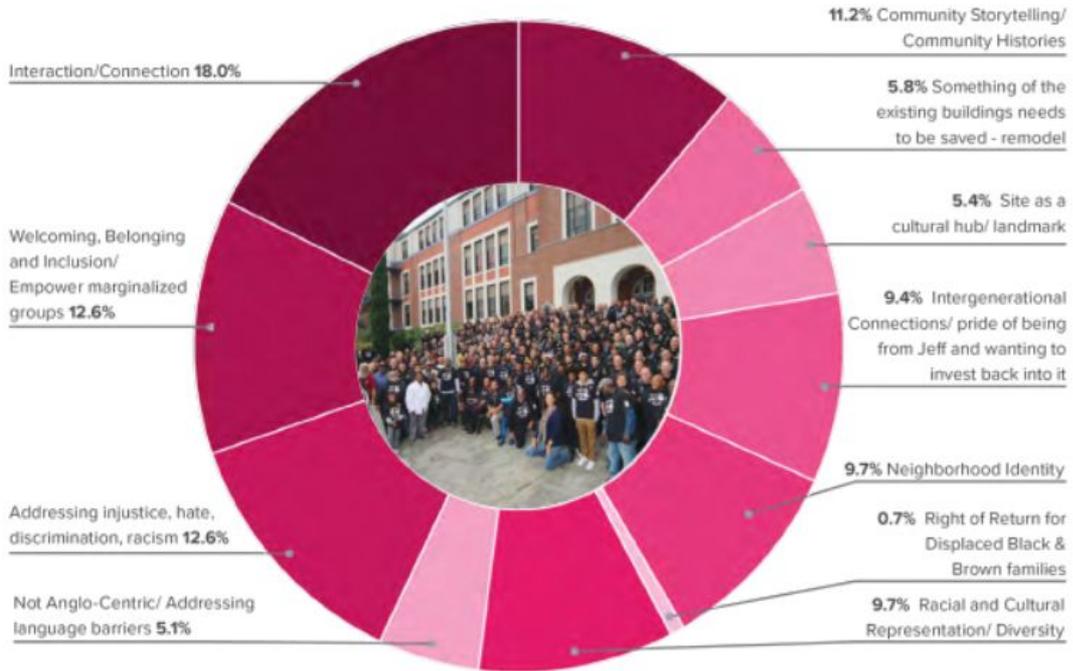
*I don't trust PPS to tear down and rebuild while preserving the history.*

*This project should acknowledge the history of harms from PPS to Black and brown communities. At least in the design and engagement process.*



KEY THEMES

# Narratives Spanning Scenarios: IDENTITY, CULTURE, BELONGING



**Stakeholder Quotes:**

*"Have art and murals by students and community members that reflect their identities and stories."*

*"Half day when everyone went into the hallways and the whole school came together"*

*"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."*

*"I worked at Roosevelt over the summer, and there's a lot of hate going towards Jeff. So anything that we can say: Haters stop talking. We deserve the recognition. We love each other, we support each other, we're a community that cares for each other."*

*"As a kid, the 1909 building represented Jeff. We would come into the building through the historic entry every day."*

*"The neighborhood has changed, but Jeff is a constant. My parents went there."*



KEY THEMES

# Narratives Spanning Scenarios: SAFETY, SECURITY



**Stakeholder Quotes:**

*"...please indicate which entry to come in through so it's easier to manage security and navigation."*

*"School entrance doors are locked so the kids have to get in and out at specific times. If you leave, you have to walk around the building to get buzzed back in. Need a pass to be in the hallways. Need a better cafeteria so they don't need to go off campus to get food. Bring the turkey wraps back!"*

*"Enrollment is dropping, there's rust in the water, kids can't drink it. I'm worried that enrollment isn't going to come back."*

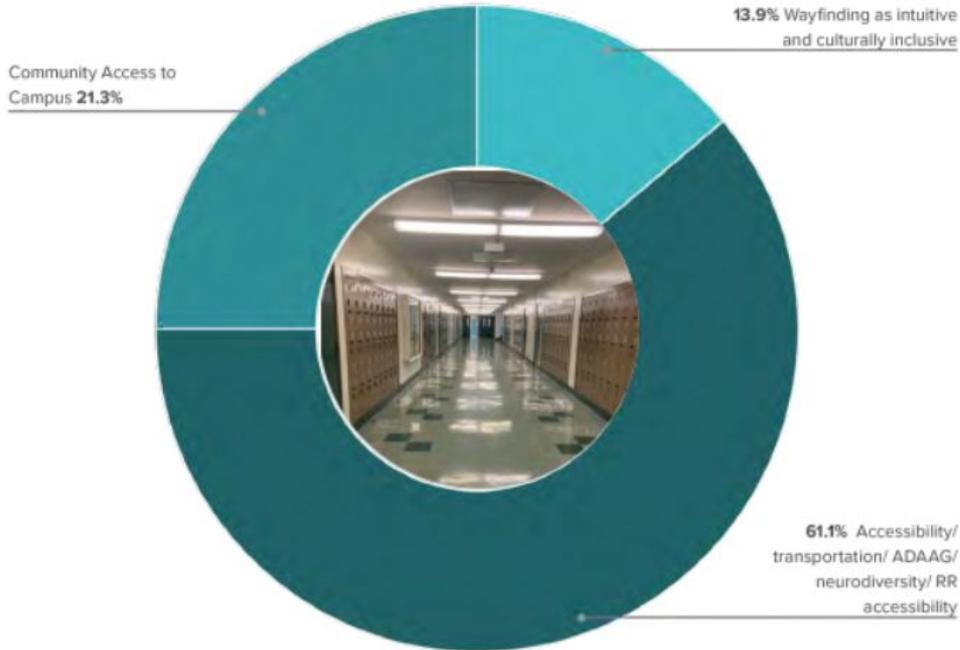
*"[we] need better bathrooms that look better and have working locks in stalls"*

*"They need to make sure all the pipes and toxic materials in the old building are replaced. If they can't do that, it should be all new."*



KEY THEMES

# Narratives Spanning Scenarios: ACCESS



**Stakeholder Quotes:**

*"to look nice to have more space in the classrooms and more sunlight and also more color"*

*"[my favorite place is] outside, its quiet and nice just wish there are more places to sit outside"*

*"we need a clear visible main entrance"*

*"The time I had questions in Art class and asked for help the teacher got frustrated with me. They would assign a lot of work and grades would go down until work was turned in."*

*There are too many stairs, it's hard for kids who have asthma. Would like to have elevators or escalators.*

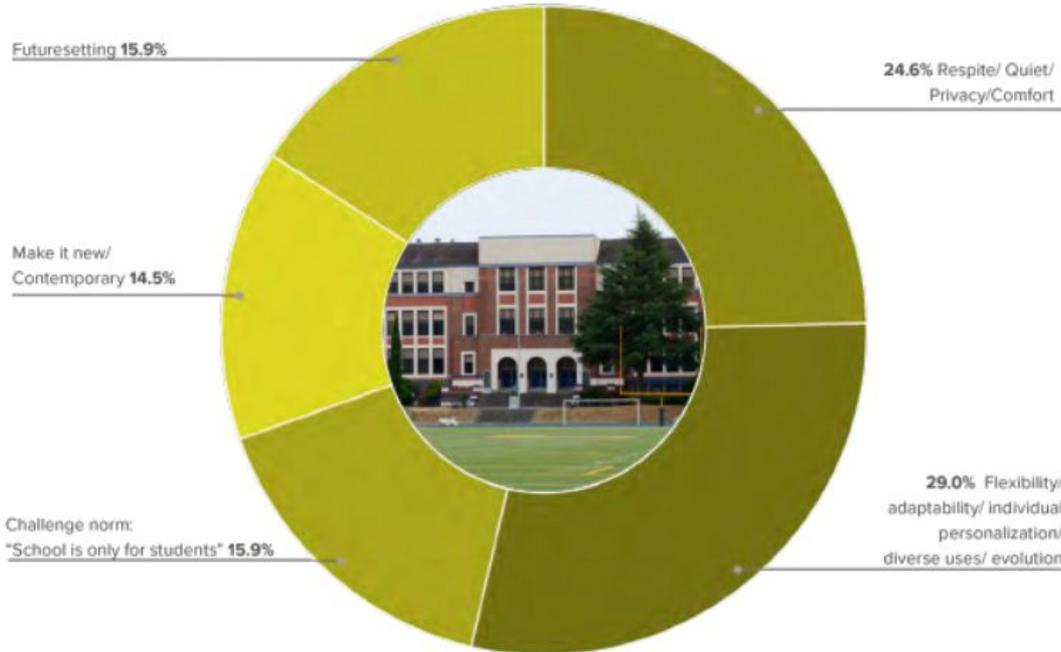
*"some of my classroom use projectors throughout the entire class, which I don't like because the room has to be dark, which makes the room feel sad and makes me sleepy sometimes."*

*"too many stairs! the elevator doesn't work now, teachers have been talking about this for years, not ADA compliant"*

*A community garden students & community can use. My middle school had one with benches, water, butterflies, bees.*

KEY THEMES

# Narratives Spanning Scenarios: FLEXIBILITY AND CHANGE



**Stakeholder Quotes:**

*Flex days because they get more time to work on stuff and get their grades up*

*"Should have a speaker for kids to play their own music. it's easier to do things when they have music, especially music they like. teachers are understanding and allow them to bring headphones because it's hard to focus when it's quite"*

*"Want a prayer room and a place dedicated to wudu (muslim pre-prayer wash) including a foot washing station. McDaniel has a flex room for this."*

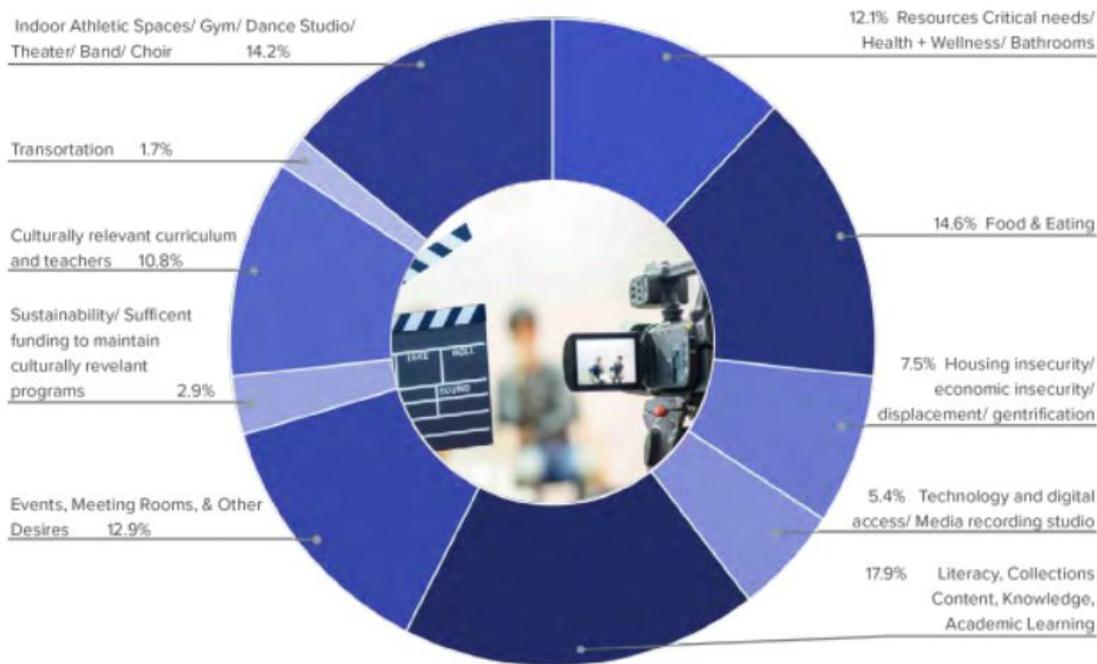
*"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."*

*"if parents could be on campus and have dedicated spaces, we could be available if teachers needed volunteers for something, they could easily find a group of people who were already interested and invested."*



KEY THEMES

# Narratives Spanning Scenarios: RESOURCES



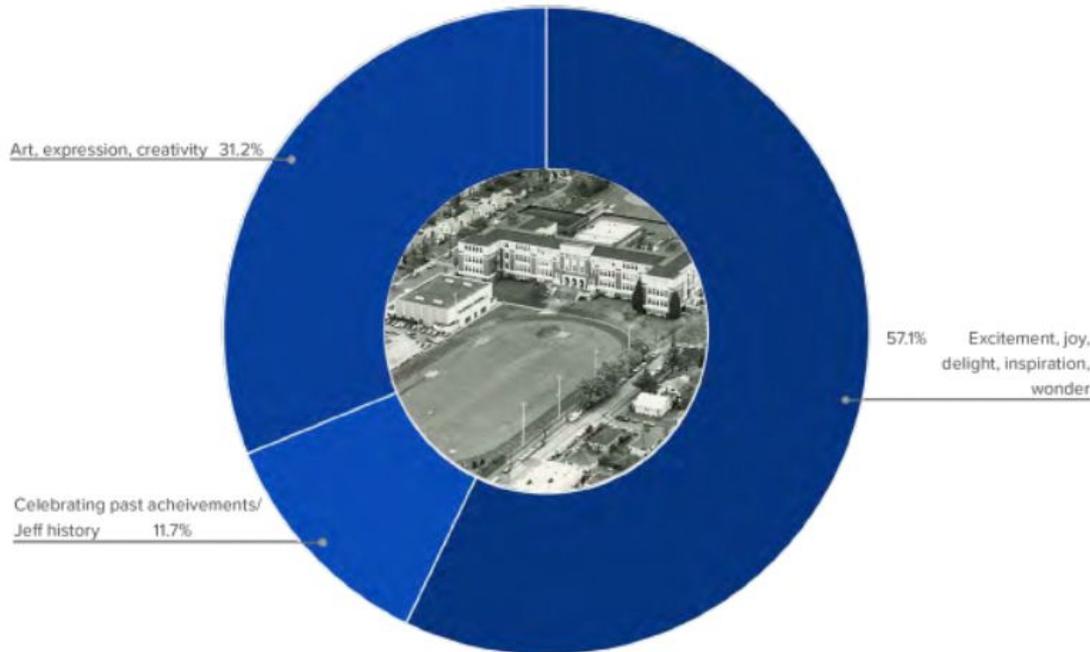
Stakeholder Quotes:

- Losing performing arts. Jefferson has always been very sports driven, also so much performance. I don't want kids to lose access to those resources.*
- "Rich local history would be just as or more important than what is currently required in the curriculum  
 - History of the Albina neighborhood, along with Vanport, Maxville and numerous other community histories  
 - Local leaders, creatives, and community advocates histories  
 - Any histories that our current and future students would find inspiring"*
- "I hope for a bigger cafeteria, gym, library, and more variety of classes. Some classes that can help in the real world. Color, wood, brick."*
- "More teachers and staff of color. More Black and Brown groups (include parents). Displacement of folks of color. More than activities like sports & dance."*
- There is nowhere other than the hallways to take breaks in. Would like a [student] lounge for breaks and mental health."*
- "(for the future) some type of public kitchenette like space would be so cool - more 1-person restrooms."*
- "whatever we do next here, we need media program. story is a big element. we need to be able to tell our own stories"*



KEY THEMES

# Narratives Spanning Scenarios: DELIGHT



**Stakeholder Quotes:**

*"I hope it doesn't become really modern and ugly like most new buildings, I feel like older buildings look better and have more character."*

*I would make sure the Crossing Borders Plaque and awards would continue*

*"Archive the histories of academics, athletes, and creatives that graduate from Jefferson"*

*"I would include some or all of the quilts from the Senior Community Quilt Project."*

*"[I like] my English classroom. The room is usually pretty quiet, well lit, laid out nicely, and the teacher keeps us productive"*

*"[I hope for Jeff] to look nice to have more space in the classrooms and more sunlight and also more color"*

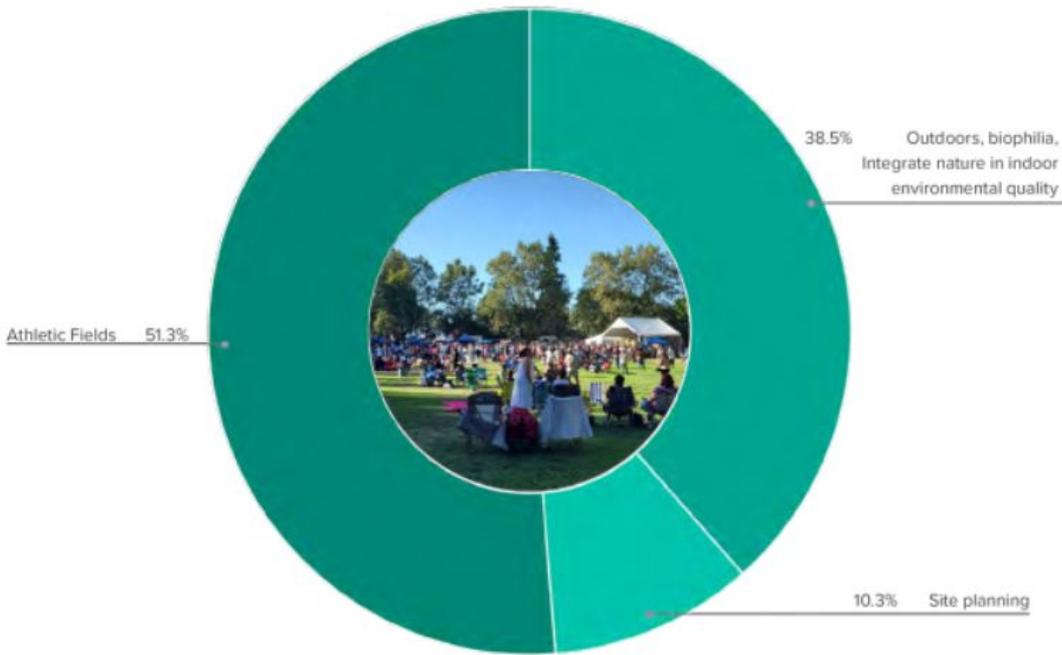
*"I had positive associations with the dance studio, football fields, and weight training room. I was a Jefferson Dancer."*

*"While attending Jeff, I really enjoy seeing all the old photos from past years. Jefferson has such a rich history which should be displayed throughout the school."*



KEY THEMES

# Narratives Spanning Scenarios: OUTDOORS



**Stakeholder Quotes:**

*Jeff was my neighborhood high school but I attended Benson, one of the positive memories is the rival football and basketball games. I took my SATS here.*

*[favorite day at school was] first playoff game, everyone was there*

*Nice hot days on the football field when everyone is hanging out on the blue mats the Jefferson Community*

*[we] organized to take down the barbed wired fence around building years ago, the community takes care of this place when PPS continues to not.*

*The most positive memory I have so far is my first Homecoming game. The positive experience was more about the energy and pride than the location. Even though it was just a game we were rooting and chanting for our team to win like it was the super bowl. The pride is in everything we do and our energy brings people together.*

*Her community says their favorite space is front of the building, the entry, football field, main hall*

*"[My favorite part of Jeff is] outside, its quiet and nice just wish there are more places to sit outside."*



# ENGAGEMENT AND THE DESIGN PROCESS

## COMMUNITY ENGAGEMENT

## STAKEHOLDER ENGAGEMENT

WHO HOW WHAT

CPC/DAG

Detailed Feedback

Parents  
Students  
Incoming Families  
Alumni  
Neighbors

Public Events

Themes

Direct Outreach

Detail & Themes

Website

Themes

BOE Meetings

Themes

### PLANNING

*general site layout  
front entry location  
building heights  
proposed program locations  
construction phasing*

### DESIGN

*exact building and field locations  
exact building heights  
specific room locations  
fixtures, equipment, systems  
material finishes  
construction details*

WHAT HOW WHO

Detailed Feedback

Focus Groups

Detail & Themes

Staff Meetings

Requirements & Detail

Ed Specs

Requirements & Detail

Design Guidelines

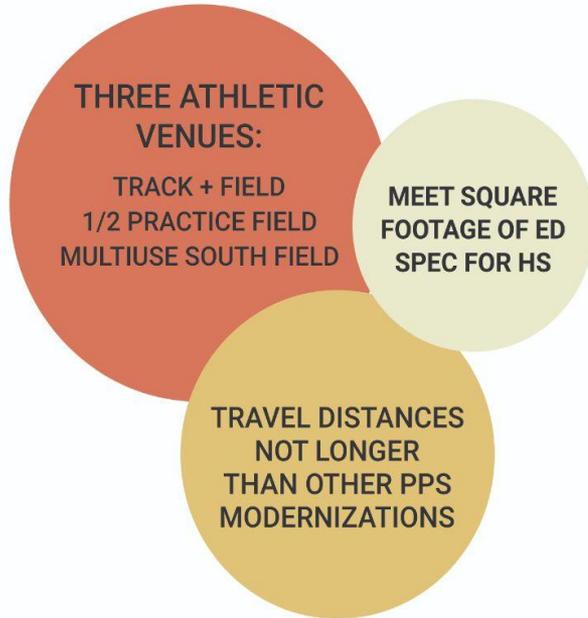
Requirements

Permit Reviews

Administrators  
Teachers  
Content Experts  
Operations Staff  
City of Portland

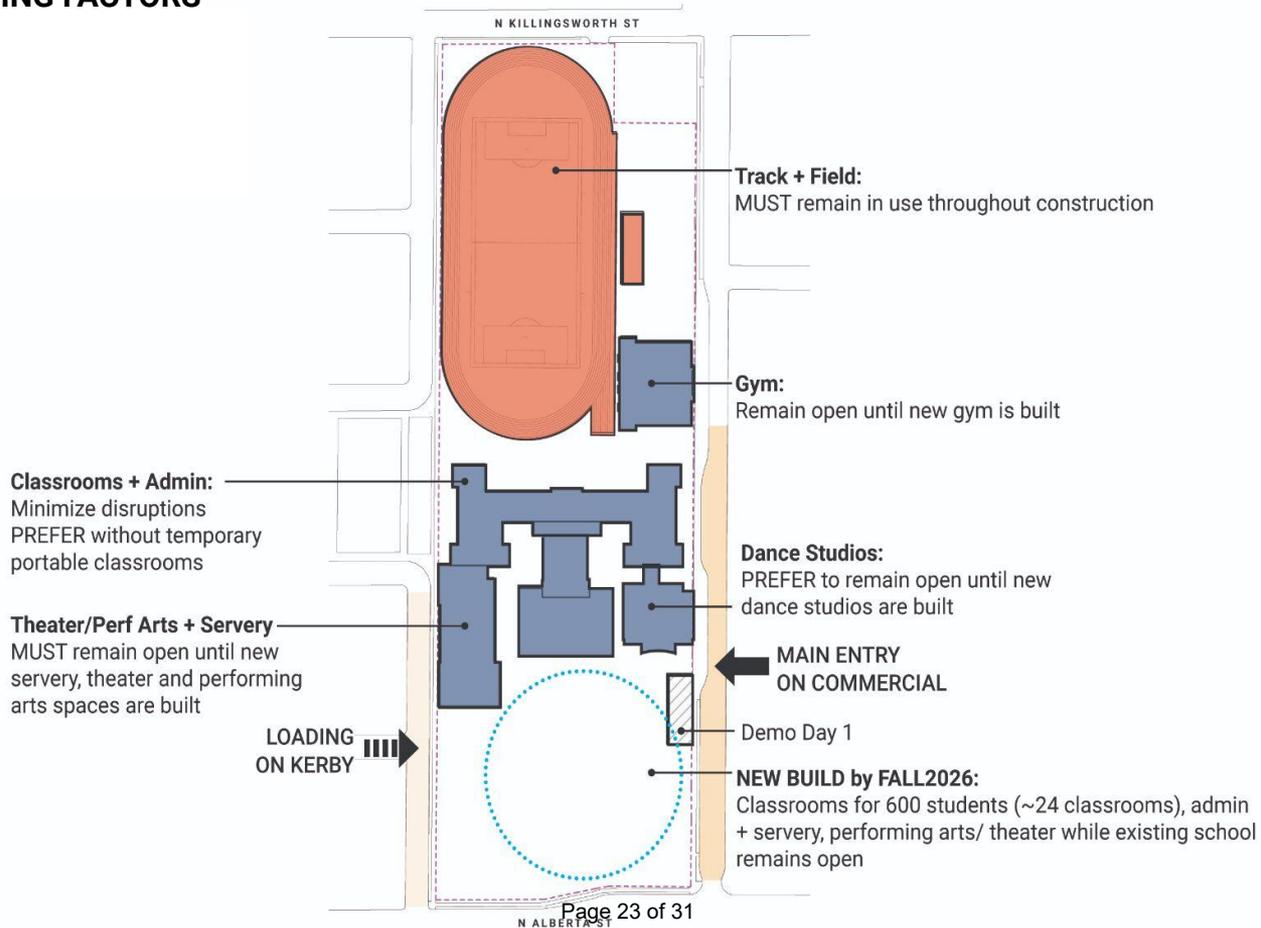


## PLANNING DRIVING FACTORS





# PLANNING DRIVING FACTORS



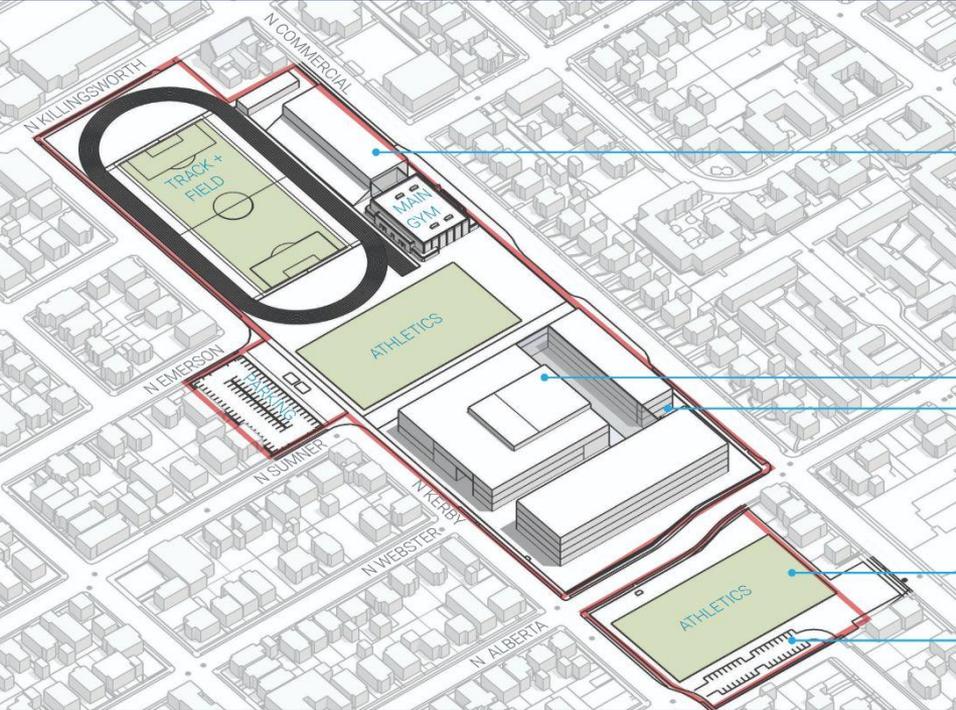
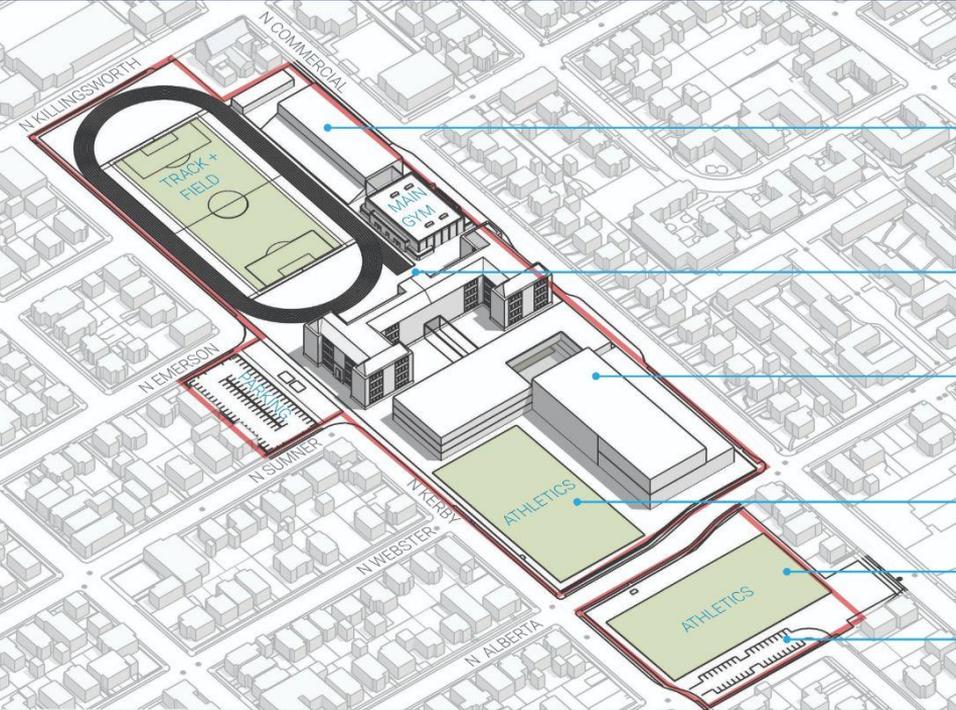


TWO OPTIONS: **RETAIN 1909**

**NEW SOUTH**

**RENOVATION AND ADDITION TO THE SOUTH**

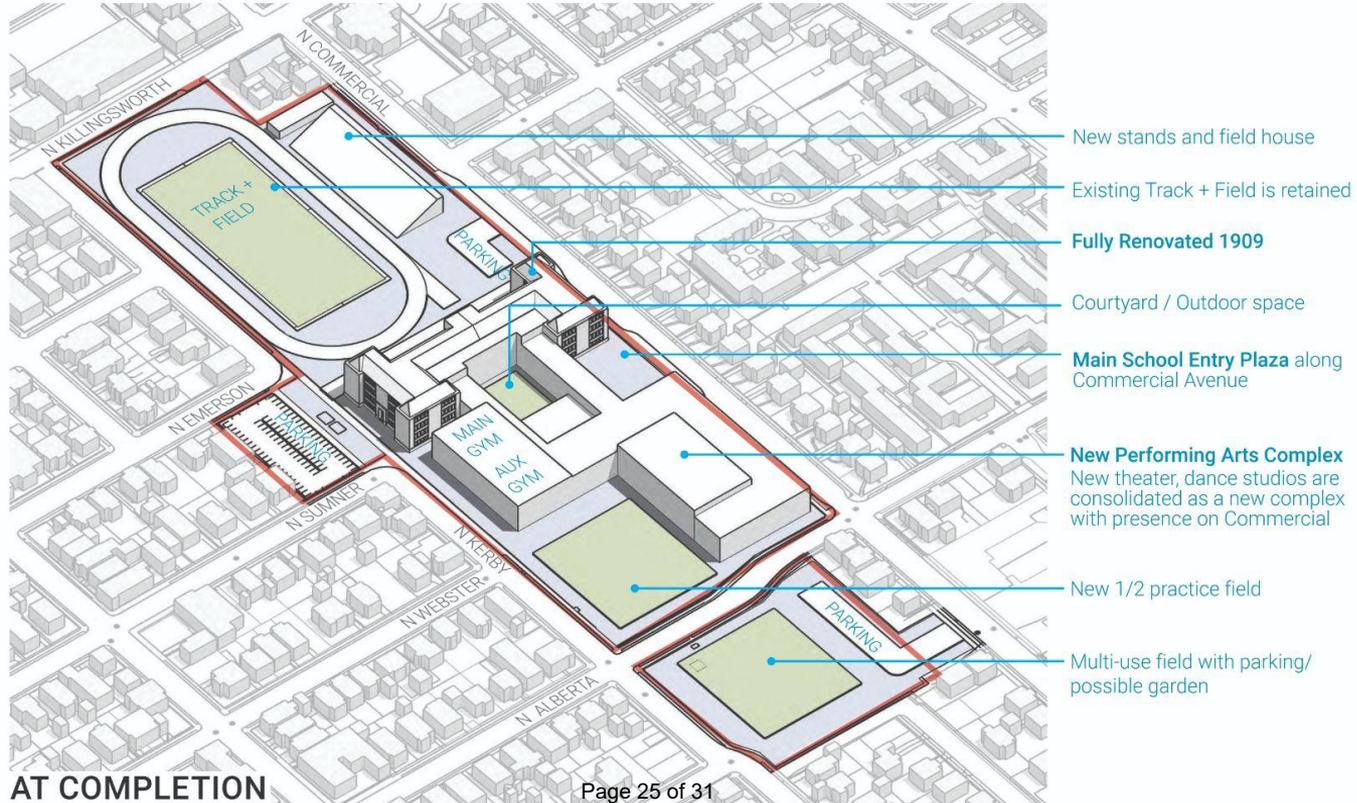
**FULL REPLACEMENT TO THE SOUTH**





## PLANNING OPTIONS

### RETAIN 1909 + EXPANSION FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



## PLANNING OPTIONS

### RETAIN 1909 + EXPANSION FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS

#### DISRUPTIONS

##### Minimal to Athletics

- Maintain use of Track + Field
- Use existing gyms until new gyms are completed

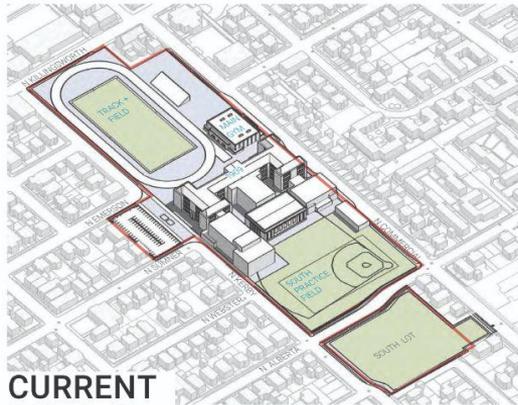
##### Minimal to Academics

- Students stay in existing buildings during Phase 1
- Classes move into new wing at end of Phase 1

##### Minimal to Performing Arts

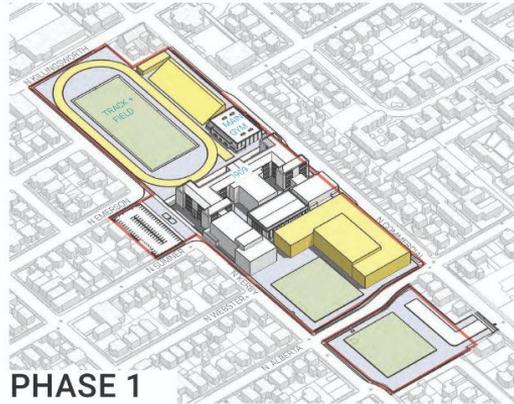
- Existing theater stays operational until new theater is completed at the end of Phase 1

- Dance stays in existing studios until new dance studios are completed at the end of Phase 1



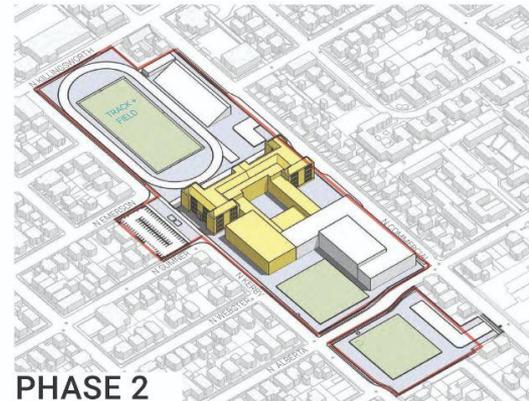
#### CURRENT

Existing buildings stay operational  
Track + Field stays operational  
Temporary practice move to South Lot



#### PHASE 1

Build new theater, performing arts spaces with 24 classrooms, server, and admin  
Move into new wing by Fall 2026  
New grandstand/field house and updates to track + field.



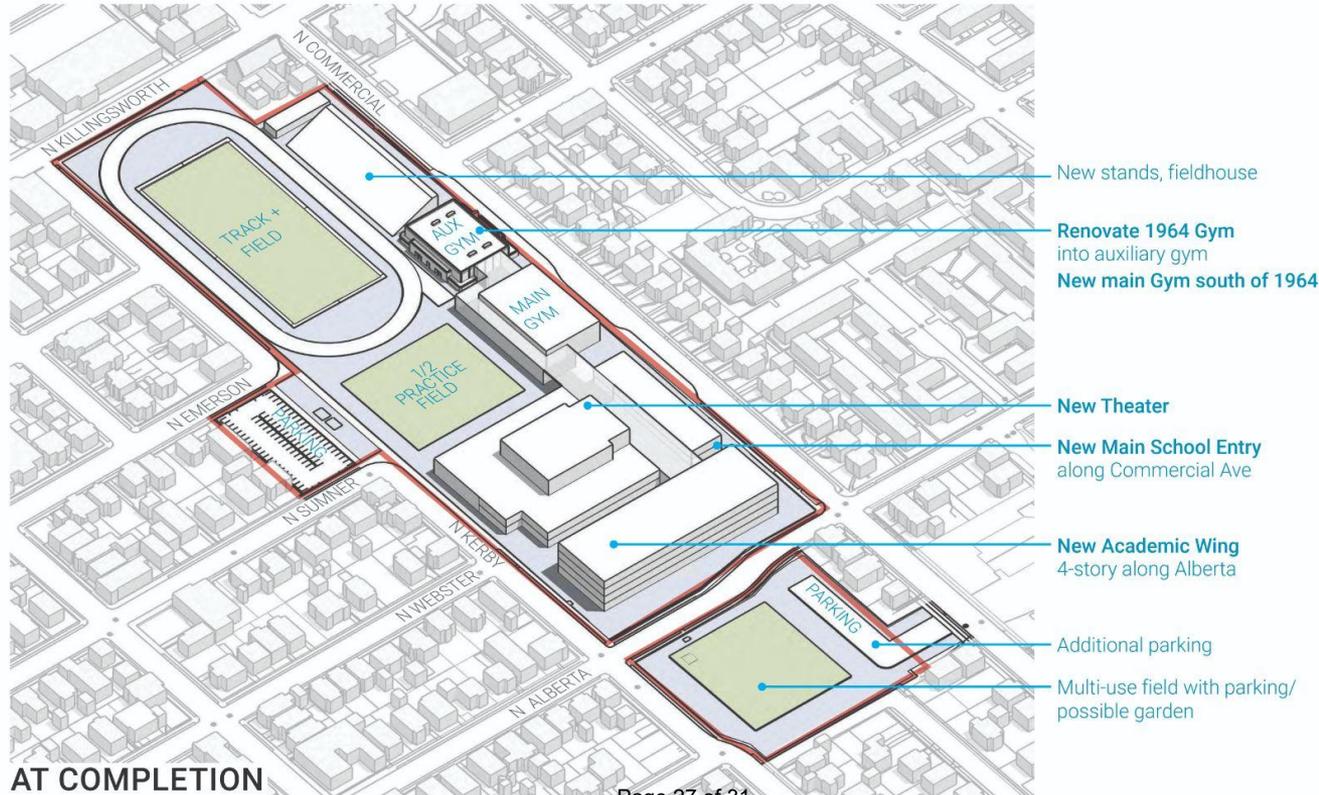
#### PHASE 2

Demolish existing theater, 1928, and aux gym/dance studios  
Renovate 1909 and build rest of expansion with new gyms, commons, media center.



## PLANNING OPTIONS

### NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM



- New stands, fieldhouse
- Renovate 1964 Gym into auxiliary gym
- New main Gym south of 1964
- New Theater
- New Main School Entry along Commercial Ave
- New Academic Wing 4-story along Alberta
- Additional parking
- Multi-use field with parking/possible garden

AT COMPLETION



## PLANNING OPTIONS

# NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM

### DISRUPTIONS

#### Minimal to Athletics

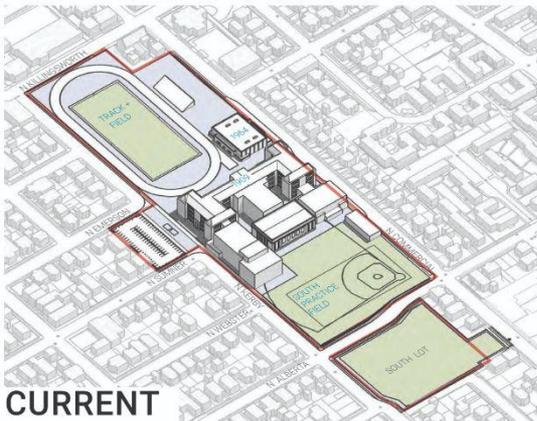
- Maintain use of Track + Field
- Use auxiliary gym while Main Gym is being renovated
- Practice field use is on South Lot until end of Phase 1

#### Minimal to Academics

- Students stay in existing building during Phase 1 construction that includes new classroom wing along Alberta

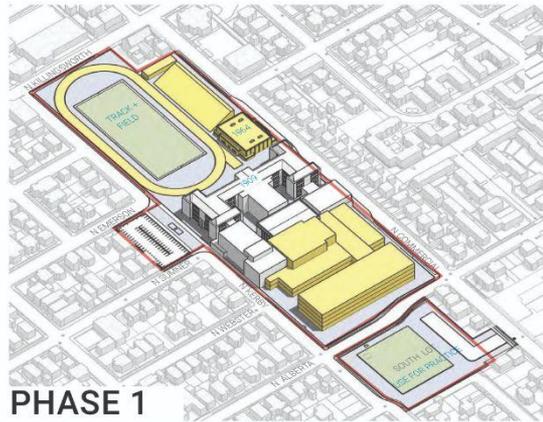
#### Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 2



### CURRENT

Existing buildings stay operational  
Track + Field stays operational  
Build on south practice field / Temporary practice on South Lot



### PHASE 1

Build new academic wing, theater, commons.  
Renovate 1964 Gym into auxiliary gym  
Updates to existing Track + Field  
New grandstand and field house



### PHASE 2

Move into new phase 1 building and demolish existing building  
Complete remaining building wings on the north + west



## PLANNING FEEDBACK

### + RETAIN

Most of the stakeholders we engaged who support full replacement do so out of distrust that a renovation would bring existing buildings up to appropriate standards.

“The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades :)”

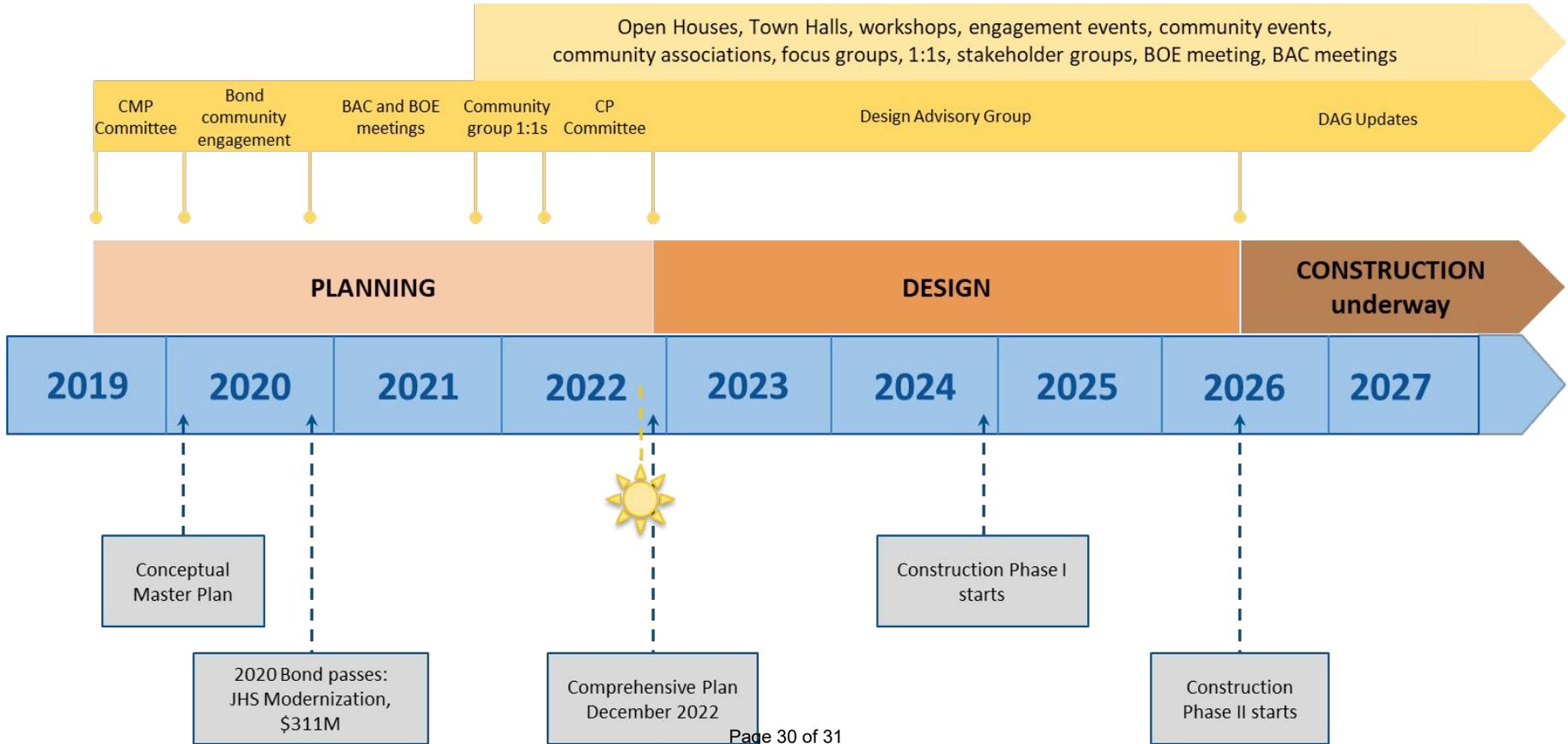
“This option **retains the heart of the current building which I have heard loud and clear is important to members of the Black community and other long-term residents as one of the few remaining elements of a neighborhood that has undergone significant change.**”

“Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don't let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the charm alive.”

“**Keeping in mind the community and the changes that are going on, it's important to retain history,** despite ‘change’ as gentrification continues to change how this community now looks. This building(s) reminds folks from where it started to where it's going, not out of personal choice but by **systemic necessity.**”



# PROJECT SCHEDULE





# COMMENTS

**BUILDING OUR FUTURE TOGETHER.**

<https://www.pps.net/JeffersonBond> • [JHSBond@pps.net](mailto:JHSBond@pps.net) 503-916-2222  
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Portland Public Schools  
School Building Improvement Bond





**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF SCHOOL MODERNIZATION**  
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 Telephone: (503) 916-2222 / Fax: (503) 916-3253

**MEMO**

**Date:** November 9, 2022

**To:** School Board

**From:** Dan Jung, Chief Operating Officer  
 Marina Cresswell, Senior Director, Office of School Modernization

**Subject:** Lincoln Modernization Savings Forecast in October 2022

**BACKGROUND**

**Education Specifications**

Over the past decade PPS has developed education specifications (ed specs) for K-5 schools, K-8 schools, middle schools and high schools. Ed specs are a set of building design characteristics that establish the ways facilities support programs and curriculum. Ed specs provide information to architects for the design of school facilities and include space, furnishing, site, program and performance requirements. This information is incorporated into the school design drawings to ensure that education facilities adequately support the educational program. Below is an excerpt of the comprehensive high school ed specs.

**PPS Comprehensive High School(s) Area Program**

<b>SUMMARY</b>				
Preferred: additional to recommended, Optional: not required; area not part of total or	<b>RECOMMENDED</b>		<b>PREFERRED OPTIONAL</b>	
<b>AREA</b> <sup>1,2</sup>	Quantity	Quantity	S.F. Room	S.F. Total
<b>COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS</b>				
General Education (Gen-Ed) Classrooms	41			53,180
Science Labs	11			17,480
Fine & Performing Arts (Drama, Theater)	4			21,150
Career Preparation/CTE <sup>3</sup>	3			6,000
Athletics (includes area for P.E instruction)	3			35,580
Education Support <sup>4</sup>	2			67,400
<b>Sub-Total Recommended Teaching Stations</b>	<b>64</b>			<b>200,790</b>
Community Partners <sup>5</sup>				1,200
Wrap-Around Service Providers <sup>5</sup>				4,700
<b>Sub-Total</b>				<b>5,900</b>
<b>SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>				<b>206,690</b>
<b>Net to Gross Ratio of 36% <sup>6</sup></b>				<b>74,408</b>
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED</b>				<b>281,098</b>

**Modernization Projects**

Prior to the start of formal building design phases, all PPS modernization projects complete a master plan that is approved by the Board of Education. The master plan specifies what programmatic components will be included in the project and is informed by the District’s design standards, education specifications, stakeholder and community feedback, and more (attached is a graphic highlighting the Jefferson master plan inputs). Material deviations, during design or construction, from the scope of the approved master plan must be approved by the Board of Education.

Modernization projects aim to meet all ed spec guidance, however due to physical or financial constraints, unique program needs, etc. projects regularly exceed the ed specs in some areas and do not meet in others. Examples can include changes such as increasing wraparound service areas due to existing school-specific partnerships, or not including a soccer field because site constraints do not include enough space for the required dimensions. Each project’s master plan compares the elements of the master plan to the district’s ed specs, and identifies where the master plan deviates from the ed specs. Below is a sample of the ed spec comparison for Lincoln HS:

	Ed Specs Min. Requirements			LHS Master Plan Update				Delta to Ed Specs
	Rm #	Area	Total Area	TS				
<i>General Education Classrooms</i>								
<i>Large</i>	41	980	40,180				42	
Language Arts				10	930	9,300		
Math				10	930	9,300		
World Languages				10	930	9,300		
Social Studies / Electives				10	930	9,300		
Health				2	930	1,860		
<b>Sub-Total Gen Ed Classrooms</b>			40,180	42		39,060		-1,120
<i>Specialized Classrooms</i>								
Science Lab	11	1,500	16,500	11	1,375	15,125	11	-1,375
Chemical Storage	1	180	180	1	150	150		-30
Prep Rooms	4	200	800	6	350	2,100		1,300
Electives	0	980	0	0	980	0		
Robotics / Computer Science								
Robotics Lab				1	1,200	1,200	1	1,200
Robotics Lab Storage				1	200	200		200
<b>Sub-Total Specialized Classrooms</b>			17,480			18,775		1,295
<i>Extended Learning Areas</i>								
Open Flex Area	8	1,000	8,000	6	1,150	6,900		-1,100
Small Student Collaboration Rooms				8	80	640		640
Enclosed Project Room				5	220	1,100		1,100
<b>Sub-Total Extended Learning Areas</b>			8,000			8,640		640
<b>SUBTOTAL CORE PROGRAM AREAS</b>			71,660			73,565		1,905

### Outdoor Athletics Ed Specs Vs Space Constraints

Like other urban districts, PPS’ school sites are located on small parcels of land. The average PPS high school site is approximately 15 acres; comparatively this is very small to neighboring suburban school districts where high schools are regularly located on parcels of 40+ acres. This land constraint creates challenges for outdoor athletics because of the program’s intensive space needs. Most high schools do not have enough land area for multiple fields, seating, and lighting. Across the high school portfolio, only McDaniel supports comprehensive athletics programming; however, even McDaniel presents scheduling challenges for a three-tiered athletics schedule.

At 11 acres Lincoln HS is below the average site area for PPS high schools. Benson HS and Grant HS have smaller sites. Cleveland HS has about 11 acres when the offsite parking lot and track and field are included. Outdoor athletics at Lincoln HS are limited to a turf multipurpose field, track and practice facilities. Practices and competitions for many sports, including softball and baseball, must take place outside the Lincoln HS campus.

Due to the impact of these acute high school space constraints on athletics programs, PPS has developed an athletics hub model to provide a viable path toward expanding existing athletics programming and alleviating schedule constraints. PPS' adopted [Long Range Facilities Plan](#) outlines the hub model and planned improvements.

### **Lincoln and West Sylvan**

The Lincoln modernization master plan was approved in August 2018 ([Staff Report and Master Plan](#)). In December 2019 staff provided a Lincoln HS project update to the School Improvement Bond Committee that included a temporary athletics plan developed in coordination with school staff and district Athletics ([LHS update](#)). The temporary athletics plan identified utilizing a number of off campus sites including West Sylvan to house athletic activities that were displaced by the removal of the track and field for construction of the new high school building. The improvements necessary to host the temporary athletics at West Sylvan, as outlined in the plan, included the addition of field lights and a limited amount of new fencing. The total estimated cost of this plan was approximately \$2 million..

Due to the limited onsite availability for Lincoln HS athletics discussions were also taking place, outside the scope of the approved master plan for the Lincoln HS modernization project, about potential alternative sites for permanent Lincoln HS athletic fields. One proposed option was to construct athletic fields at West Sylvan ES for Lincoln HS use. This conceived project included scope of work beyond the lights and fencing planned to support temporary Lincoln HS athletics and included new turf fields, softball and baseball improvements, bleachers, a field house, etc. This work was not included in the Lincoln HS master plan scope or budget, nor was it required to accommodate Lincoln HS athletics as outlined in the temporary athletics plan. Staff estimated in spring 2021 that the total cost of this plan was approximately \$7 million to 9 million. A current estimate has not yet been completed but can be reasonably expected to add as much as \$1 million in cost due to substantial material and labor increases over the last year.

As detailed in the [December 8, 2021 memo](#) and [presentation](#) provided to the Facilities and Operations Committee, the Office of School Modernization (OSM) was directed to determine if the Lincoln HS modernization budget savings could be sufficient to support permanent Lincoln HS athletic improvements, including softball and baseball, at West Sylvan (either in part or in whole). The project team determined to review costs at the end of Phase 1 of Lincoln HS construction. Phase 1, which is now complete, was completing and opening Lincoln HS for school use in August 2022. Phase 2, which is currently in progress, consists of demolition of the former Lincoln HS buildings and construction of a track, multi-use turf field, practice facilities and Teen Parent Center. Phase 2 is scheduled to be complete and available for use for the 2023-24 school year.

On August 24, 2022, the Lincoln HS project team provided information to the Lincoln HS Modernization Steering Committee estimating a **total project savings of \$7.86 million**, as of the end of Phase 1 of construction. The LHS Modernization Steering Committee discussed the savings and some members of the committee strongly supported proceeding with constructing the proposed permanent athletic fields for Lincoln HS at West Sylvan MS, in an effort to get closer to meeting the high school ed specs for outdoor athletic spaces for Lincoln. Other members of the committee wanted to have a better understanding of what else the funds could be used for and how the savings might be used within the overall goals of the 2017 bond program.

## **ANALYSIS OF SITUATION**

### **Bond Authority**

The Board of Education has the authority to direct the Superintendent to use general obligation bond (GO bond) funds to complete capital improvements that conform to the requirements of the GO bond. GO bond funds include both legal and financial constraints and may be judged publicly by the expectations created during development of the GO bond vote. The Lincoln HS modernization project is specifically noted in the 2017 GO bond and any projects completed with Lincoln HS budget savings will need to conform to the requirements of the 2017 GO bond authority.

As directed, OSM has estimated the potential savings from the Lincoln HS modernization project at completion (summer 2023). These projected savings can be used for any capital project that meets the requirements of the 2017 GO bond. The total breadth of capital projects under the 2017 GO bond is potentially broad, however the language specifically identifies the the measure would “finance or refinance capital costs, including projects that:

- Reduce or eliminate exposure to hazardous materials districtwide, including lead, asbestos, and radon;
- Upgrade fire alarm and/or sprinkler systems;
- Improve accessibility for people with disabilities;
- Repair or replace leaking or deteriorating school roofs;
- Upgrade school safety and security;
- Strengthen schools against earthquakes;
- Renovate or replace schools, including Benson, Lincoln, Madison, and Kellogg, to improve health and safety and provide up-to-date classrooms and facilities, and increase access to technology and modern learning environments;”

Bond counsel would need to be consulted prior to proceeding with any scope of work to ensure it conforms to the 2017 GO bond language.

### **PIL Priorities**

The conditional use permit approval from the City of Beaverton for the West Sylvan field improvements imposed conditions of use that would significantly impact hours of use and other operations considerations at West Sylvan for any improvements constructed under the

authorization of the permit. Those operational conditions of use are noted in the December 8 [presentation](#) and outlined below:

### **Operational Limits**

- No electronically or mechanically amplified sound
- Field lights off at 8pm (8:15 for two lights nearest the school to allow for safe exiting)
- Field lights off at 9pm (9:15pm) up to eight times during spring season
- No field lights use on Sundays or on evenings when no practices or games
- No field light time extensions
- No field use prior to 11am or after 5pm on Sundays.

### **Design Conditions**

- Field lighting source of illumination shall not be visible
- Frontage improvements at SW 81st and SW
- West Slope Drive: 5' sidewalk and a 6.5' landscape buffer, driveway improvements, street trees, street lights
- Site parking and circulation operations plan
- Maintenance operations plan
- Restriping parking lot
- Landscape and photometric plans
- Shrubs shall be 36" tall and reach 90% opacity within three years of planting

These conditions will limit the use of the West Sylvan fields more than other PPS athletic fields.

As noted above, PPS has developed an athletics hub model to provide a viable path toward expanding existing athletics programming and alleviating schedule constraints. PPS' adopted [Long Range Facilities Plan](#) outlines the hub model and planned improvements.

### **FISCAL IMPACT**

Removal of the projected savings from the project budget could have an adverse impact if unforeseen conditions arise during the remaining construction or after occupancy.

Return of project savings to the 2017 bond program would allow for reallocation of the funds to other bond-compensable uses as discussed below.

### **TIMELINE FOR IMPLEMENTATION / EVALUATION**

Please note the District has obtained land-use approval for development of the West Sylvan field; however, the conditional-use approval includes material use restrictions (as outlined above. Below are the necessary steps in order to proceed with West Sylvan field improvements (estimated task durations included, for a total duration of 20-26 months not including assessment of alternate uses, engagement and Board approval), assuming such is determined by bond counsel to be legally permitted within the 2017 Bonds:

1. Assessment of alternate uses for funds (benefits and trade offs)
2. Community and Stakeholder Engagement (duration TBD)

3. Board Approval (duration TBD)
4. Design Team Procurement (1-2 months)
5. Design (4-6 months)
6. City of Beaverton Site Development Review & Building Permit (8-10 months)
7. Construction (7-8 months)

### **COMMUNITY ENGAGEMENT**

Significant community feedback was received by PPS and the City of Beaverton during the land-use application process for athletic field improvements at West Sylvan MS (see the [December 8, 2021 memo](#) for additional information regarding the land use application). Both proponents and opponents of the improvements were organized and vocal. Opposition to the proposed improvements by West Sylvan neighbors led to an extended land-use application process and appeal, which ultimately impacted the conditions of use imposed by the land-use permit. On the proponent side, members of the Lincoln HS athletics community were highly articulate about the lack of full ed spec athletic facilities at the Lincoln HS campus and the impacts of that lack on student athletes.

Substantial community engagement occurred during the original master plan development and approval process for Lincoln HS in August 2018. If the District were to reallocate Lincoln HS modernization project savings to support permanent Lincoln HS athletic improvements, including softball and baseball, at West Sylvan, this would essentially be a revision to the Lincoln HS master plan. It is recommended that any significant master plan revisions go through an additional community engagement process. This would be consistent with community engagement that was performed for Phase IV of the Roosevelt HS modernization project and the addition of a softball field to the Grant HS modernization, for example.

### **RELATED BEST PRACTICES**

Historically, when bond-funded projects come in under budget, the budget savings are returned to the bond program for allocation to other bond-compensable project needs. These savings are added to the program's contingency funds, which are used to address unforeseen project costs, project cost overruns, or additional project scopes consistent with bond authority (see elsewhere for additional discussion regarding bond authority). This best practice is in line with other school districts' bond program practices.

Forecasted project budget savings are also not typically removed from the project budget prior to project completion. While the phasing of the Lincoln HS modernization project has allowed for some compartmentalization of costs (and risks), it is best practice to complete the project before removing substantial funds, in case unexpected situations arise during any remaining construction or upon occupancy.

### **STAFF RECOMMENDATION**

Staff recommends waiting to reallocate any project savings until the Lincoln HS modernization project has been fully completed. If the Facilities and Operations Committee elects to pursue reallocating Lincoln HS modernization funds prior to project completion, staff recommends a

clear community and stakeholder engagement plan be developed and completed prior to making a final decision.

## **RESOURCES**

- [F&O Committee Memo - 12/08/2021](#)
- [F&O Committee Presentation - 12/08/2021](#)