

Facilities and Operations Committee
Meeting
Wednesday, November 30, 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 Master Plan
2. Update: Harriet Tubman Middle School
3. Update: Benson High School Sustainability
4. Public Comment
 - Five 2-minute spots (topic must be related to an agenda item)
 - To sign up email publiccomment@pps.net or call 503-916-3741



JEFFERSON HIGH SCHOOL MODERNIZATION

Facilities & Operations Committee Meeting

DRAFT

BORA

LEVER



Comprehensive Planning Phase Presentation

November 30, 2022



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.

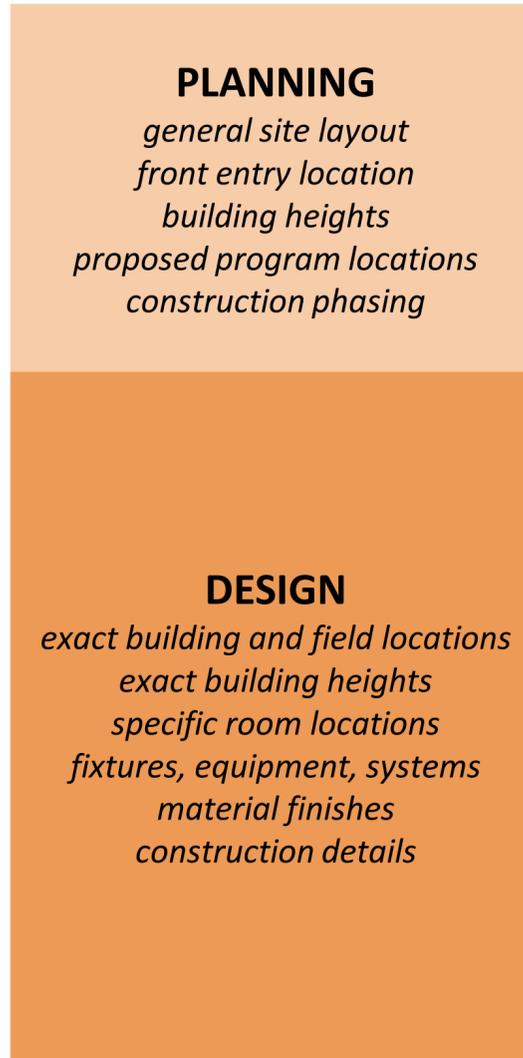
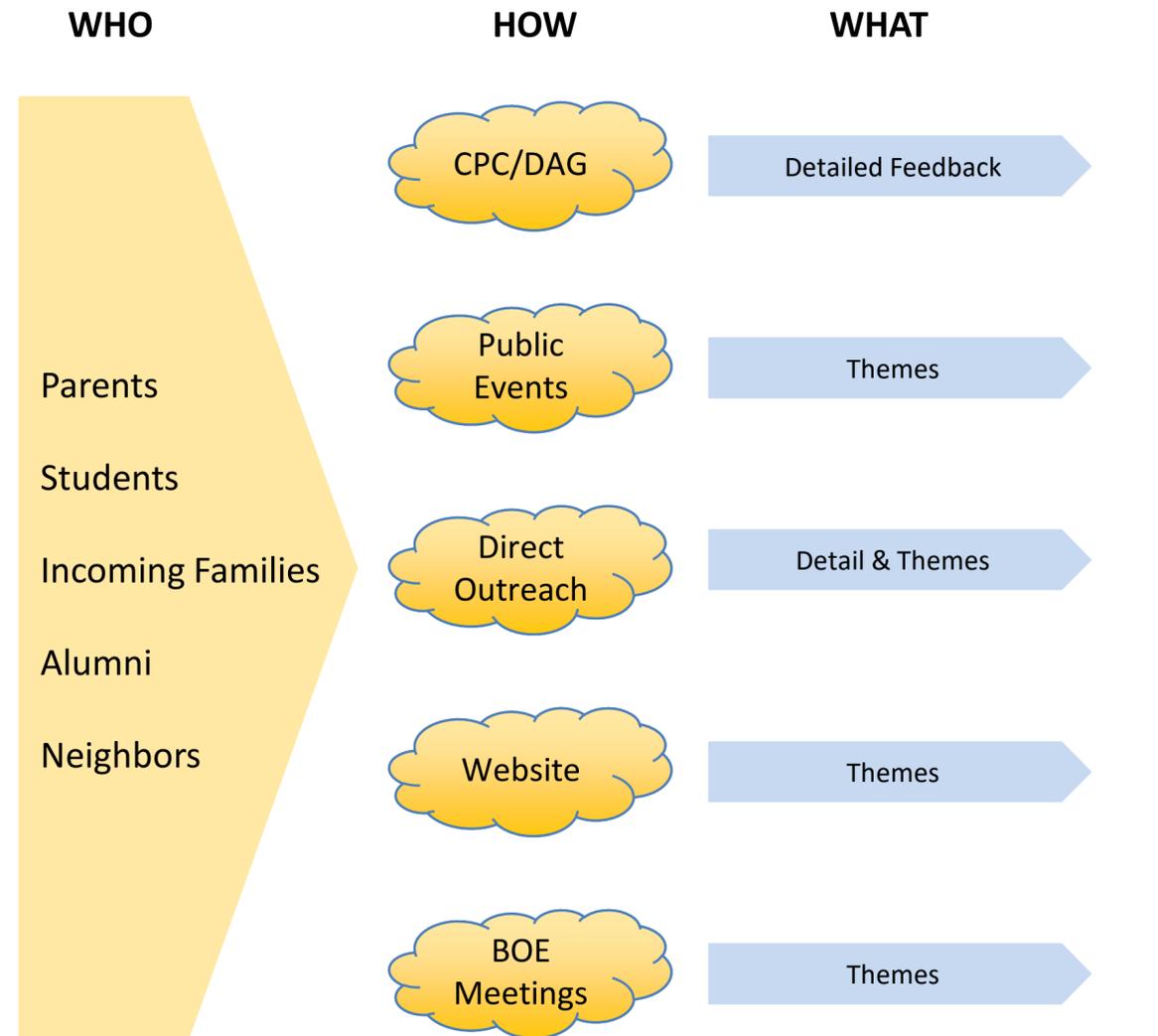
In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence 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.

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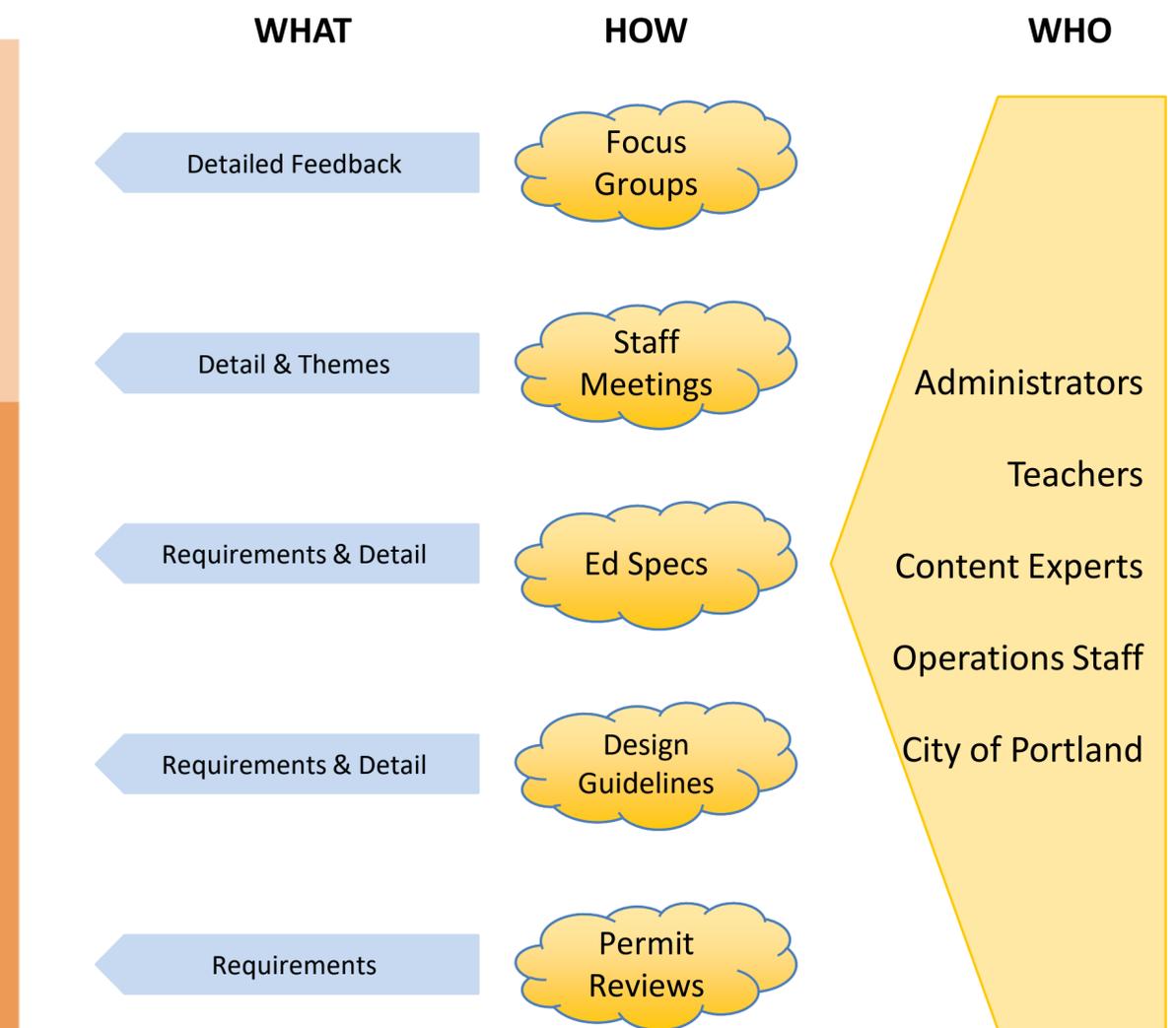
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ENGAGEMENT AND THE DESIGN PROCESS

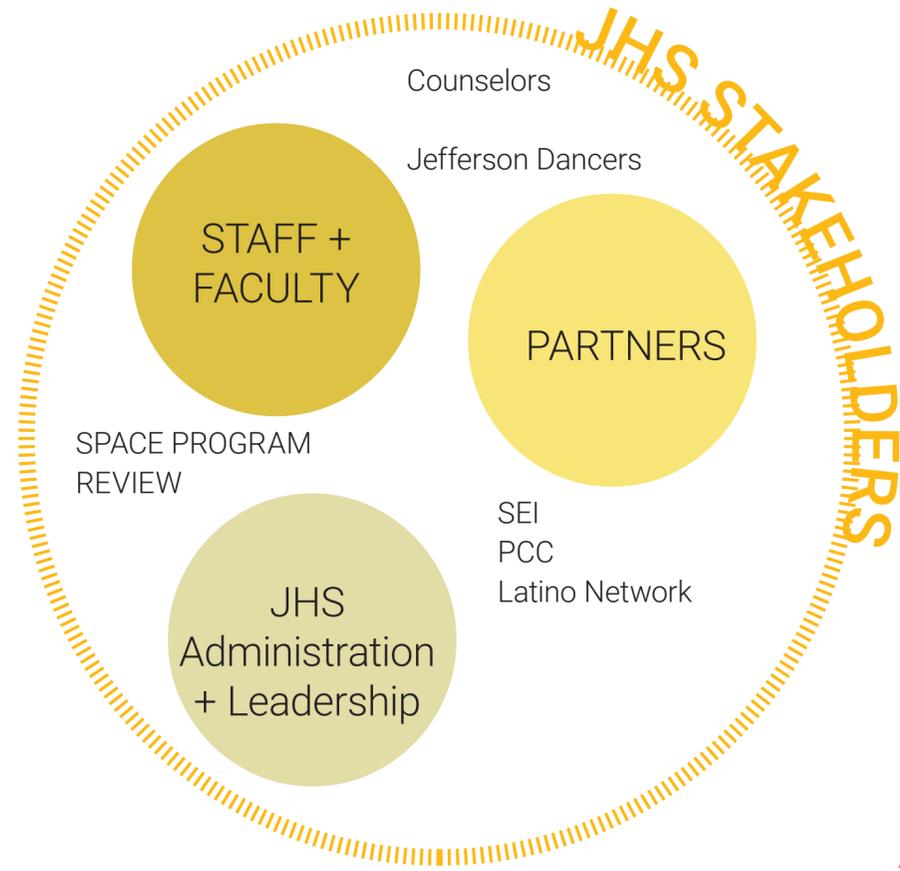
COMMUNITY ENGAGEMENT



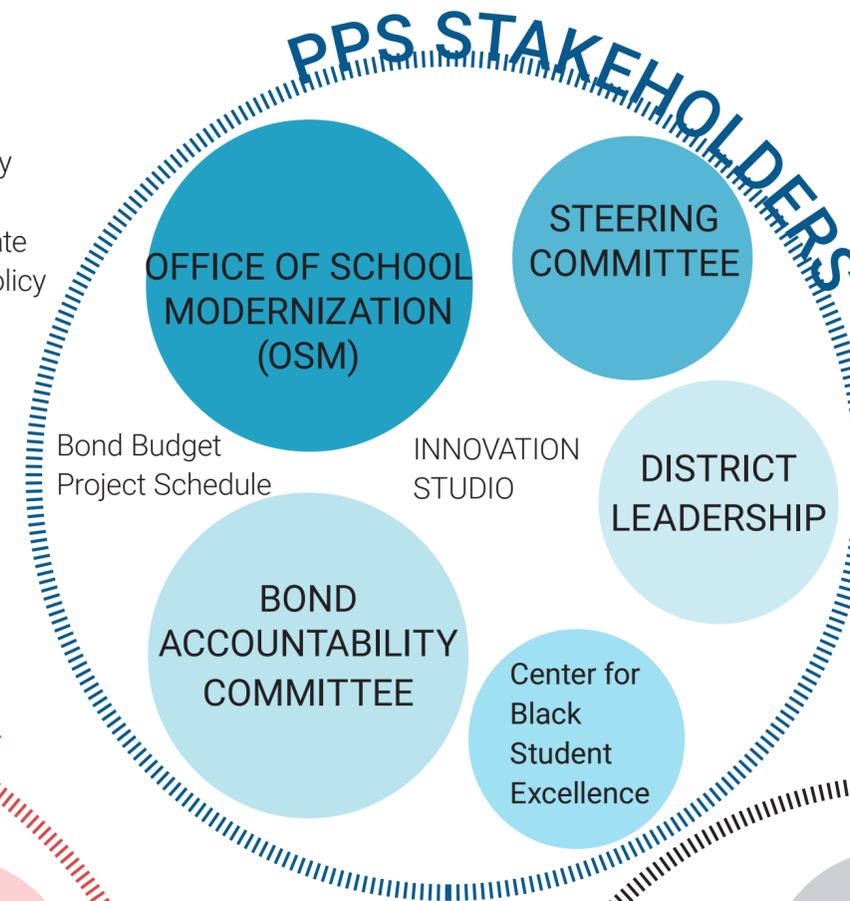
STAKEHOLDER ENGAGEMENT



KEY STAKEHOLDERS

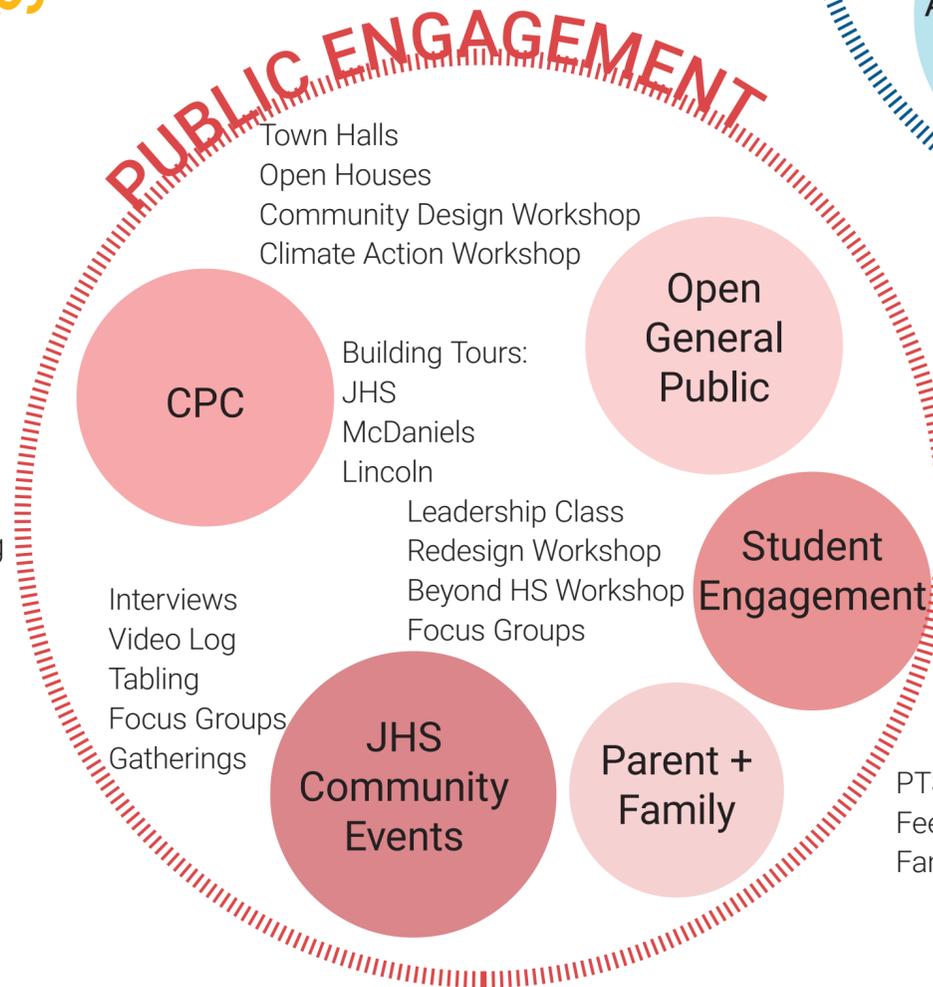


- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reImagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards

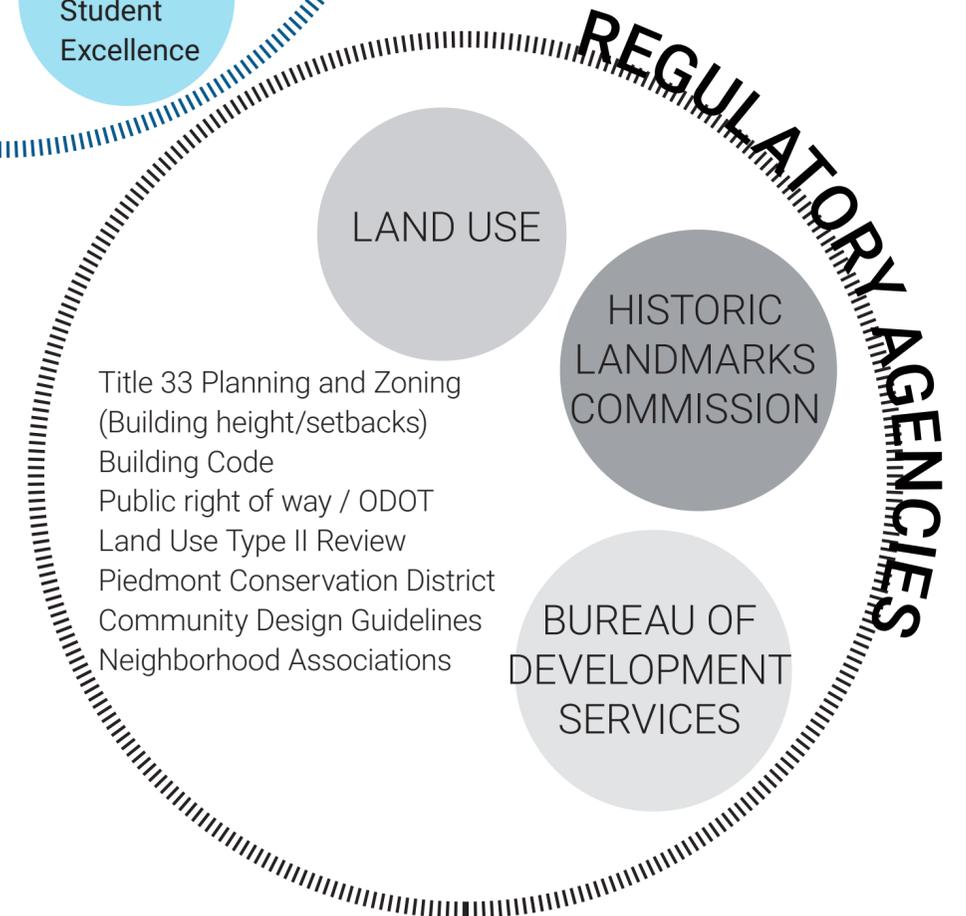


- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

- PPS Partners:
- Teen Parent Center
 - Multnomah County Student Health Clinic



- Juneteeth 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



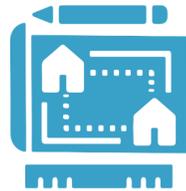
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MISSION STATEMENT AND GUIDING PRINCIPLES

JHS MODERNIZATION MISSION STATEMENT

The new modernized Jefferson High School will provide each student with an equitable, individualized, high-quality learning experience and the tools to reach their full potential within an environment that is safe, healthy, and joyful. The new comprehensive high school will embody PPS's Mission, Vision and Values, and its Climate Policy, to strengthen the future of its students and its communities through the following [Guiding Principles](#):

GUIDING THE PROCESS



- Design for Equity & Justice**
 - Center engagement through the lens of Design Justice, and work with community-based organizations and community members to reach, hear from, and be responsive to Black and Brown communities, empowering these stakeholders in the design process to build pride of ownership
 - These communities, who will be most disproportionately impacted by this work in relation to their experiences of past marginalization, must be in the position to directly and meaningfully influence project decisions. This includes the community members who have been geographically displaced but remain culturally rooted in historic Albina—namely Portland's historic Black community.
- Resiliency & Equity of Investment**
 - Demonstrate an equity of investment compared to other PPS modernization projects, providing welcoming, safe, healthy, resilient and accessible facilities that are flexible, adaptable and designed to accommodate future change.
- Transparency & Decision Making**
 - Support equitable access to JHS space as a cultural and civic resource for Black and Brown families, partners, and community members who are disproportionately impacted by gentrification, displacement, housing instability, and the digital divide.
 - Demonstrate honesty and integrity in every action, with sincere, ethical, transparent and accountable communication and decision making in service of the Jefferson community. [Adapted from PPS Core Values]
- Design & Construction Experience**
 - Adopt a design and construction process that is based on equity, teamwork, collaboration and trust, which minimizes negative impacts for students, teachers and staff, and for Jefferson's neighbors, and maximizes opportunity for input, engagement and workforce development.

GUIDING THE CULTURAL EXPERIENCE



- Heritage and Representation**
 - Center JHS in its community, proudly reflecting its rich Black history and the legacy of the school while creating a gathering place where everyone is welcomed and feels represented.
 - Amplify joy and create inspirational and beautiful spaces that community members can be proud of and which represent, demonstrate and celebrate the inherent value of the JHS community, culture and history.
 - Design spaces that feel welcoming and safe to members of all cultures within the JHS community.
 - Elevate Arts and Athletic facilities so their physical spaces are on par with the high caliber of their respective programs, demonstrate excellence, and spark pride in the students and larger community.
 - Create spaces and programs that are accessible to the Black communities that have been geographically displaced but remain culturally rooted in the historic Albina area.
 - Thoughtfully consider the way the built environment maintains a seamless continuum of experiences for students PK-12 by drawing familiar connections to the middle grades and extending opportunities to higher education.

GUIDING THE SCHOOL PROGRAM



- Learning Experience**
 - Support a rich variety of educational opportunities with state-of-the-art teaching spaces, partner programs, and a campus environment that rivals any in the school district, celebrating Jefferson's unique programs and reflecting the voices of its students and community while meeting the requirements of PPS's educational specifications.

COMMUNITY ENGAGEMENT - DESIGN JUSTICE

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.

"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"

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."

"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."

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

"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.

"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."

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

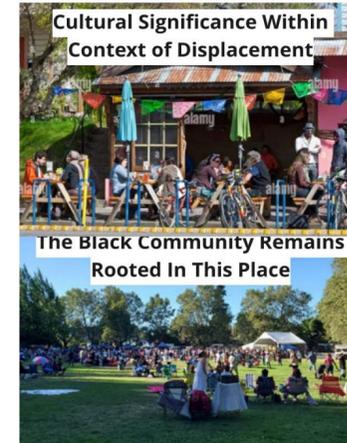
[we] organized to take down the barbed wired fence around building years ago, the community takes care of this place when PPS continues to not.

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.

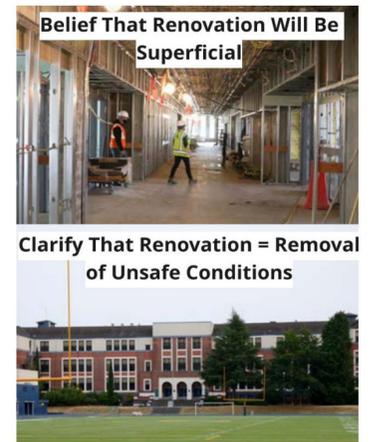
"I hope it doesn't become really modern and ugly like most new buildings, I feel like older buildings look better and have more character."

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

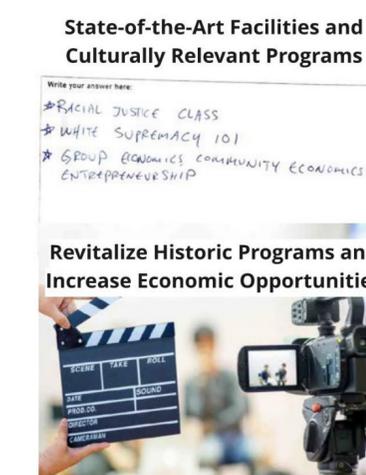
Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization



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



Common Desires Across Both Scenarios



COMMUNITY ENGAGEMENT - WHAT WE'VE BEEN HEARING



How do you think a high school could be a place that supports social and racial justice?

Programs that educate on the history of our country + disparities or the past.

Certain clubs, or sessions on assemblies, to talk about that stuff. Maybe inviting different mentors, or speakers.

having required or more talked about seminars/assemblies about racial and social justice. Making more ~~non~~ resources that students are directly informed about

→ by developing target programs that equitably meet the needs of every student, esp. those that don't have access to necessary resources.

-HAVING BLACK TEACH

FUTURE
 Better Food
 Knowing the history and your current experience at Jeff what do you hope for change NOW? Taller stairs
 Bigger bathrooms
 Elevators More tables in
 Different paint More color
 What do you hope for Jeff in the future redesign? A mascot
 Bigger Library (physical)
 More time 4 lunch
 AIR CONDITIO
 NEAR and HEATE
 RS.

PRESENT
 What is a regular day at Jeff for you? What classes are you in, where do you eat, what activities are you part of? It's fine. Class are nice a bit of food + lunch. I am going to do swimming, I'm in YAC. The Star are good.
 What is your favorite place at Jeff? Paint the picture in your mind (what you see, hear, smell, who is there, how do you feel) Out Side, It's so nice. Just work there are more classes sit.

FUTURE
 Knowing the history and your current experience at Jeff what do you hope for change NOW? Air flow in the hallways Sun light Fix the
 What are things that are broken? The Ramon rooms that can't be used. The better but not what do you hope for Jeff in the future redesign? more space, more sit outside, use what the space we have, better chairs they are hard and big, and more one use bathroom.

1. SHARE A JOYFUL MEMORY

Share one of your most positive memories that happened at this school. It can be a big thing or a small thing.

- Where did it happen?
- Did anything about the location contribute to your positive experience?

Write your answer here:
 Where: Choir Room
 In 1967, I like that the rules, just simply, straight forward, and completely double, for our school, we stood on issues - never as competitors, when we stood on issues we could feel them vibrate with the people, the music we made. Rules were firm - he never wavered.
 Where: Mrs. Taulman taught English. She was strict, she never wavered the rules, and she had excellent classroom management which did deserve respect of classroom management that was supposed to be for all teachers. She was always prepared. Each about had a routine. Mrs. Taulman had negotiated with students.

1. SHARE A JOYFUL MEMORY

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- Where did it happen?
- Did anything about the location contribute to your positive experience?

Write your answer here:
 - Being selected for "Music In May" 2 years in a row. Each High School in Oregon and SW Washington chose 3 students from Concert Band, Orchestra and Choir (I from each). I was chosen for Concert Band (Trumpet). We spent 2 nights and 2 days at Pacific University with a world renowned conductor and a concert that Saturday.
 - Pacific University is a school of music so it contribute to my musical thinking and addresses the enhance my music perspective at Jefferson.

3. CREATE A CURRICULUM FOR SOCIAL JUSTICE

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

- What programs, classes, facilities, or other activities would you include?
- This can be things that Jeff already offers, or things that you think are missing.

Write your answer here:
 - staff roles at all levels
 - programs of historical resilience - music, dance, media, athletics
 - core courses with equity justice as driving force not just content - justice throughout history, literature of revolution or change, using statistics to tell stories of revolution or change, using statistics to tell stories of revolution or change, using statistics to tell stories of revolution or change.
 - create a narrative, leadership, community engagement for equity, history of community organizing, rights of labor, environmentalism, for displaced families + transportation support to take advantage of what
 - make space, culture, mental health
 - equity + human development
 - support career readiness of high school for all

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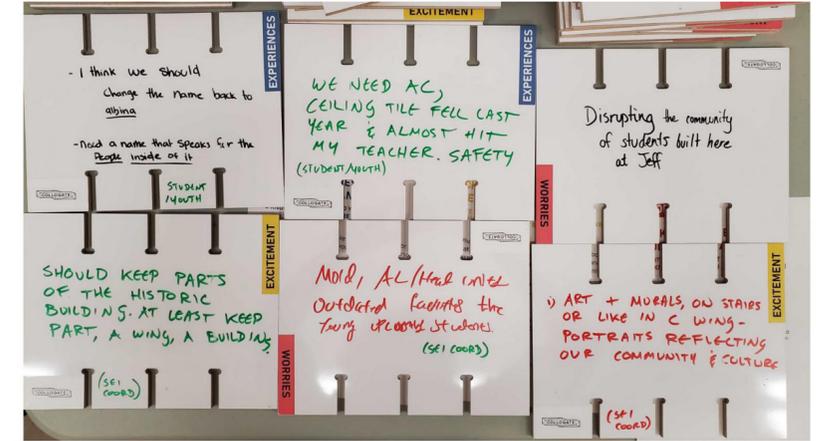
Write your answer here: All teachers would follow a weekly theme. I would have a theme for each grade level developed from any aspect and contemporary issues. would have all disciplines create their academic lesson plans to address or analyze that one issue with reading projects presented at the end of every year for students finish for all teachers for community senior.
 * Social Justice would provide focus on supporting those immediately identifiable victims and those who are perpetrators because perpetrators have been victimized in order to have become perpetrator.
 * Critical Race Theory is a creative way to separate the racial history from the mainstream history. Of course it should be taught at every level, in depth where history is discussed, in reports, in digitally present facts of history.

2. THE MUSEUM OF DEMOS
 Imagine that you were creating a museum about Jeff - past, present, and future.
 → What pieces of this school would you include in your museum, and why?
 → This can be parts of the buildings or even whole rooms. It could also be stories about specific people or events.

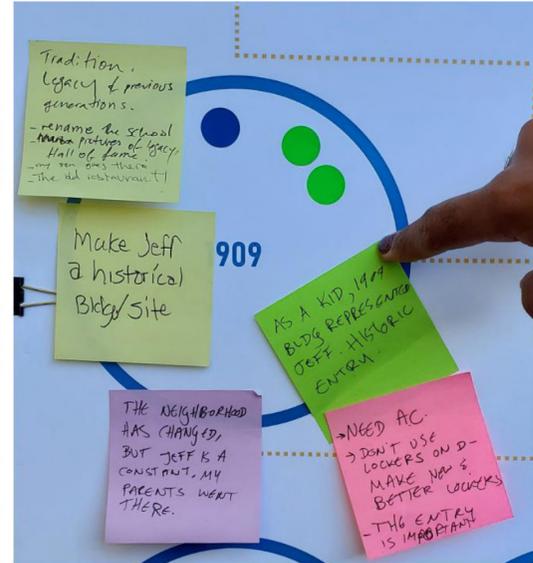
→ Mr. Edwards' stories
 → Richard's stories
 → Thomas Jefferson statue but when it was vandalized and called him a racist
 → Our trophies
 → TV studio
 → Pictures of our community (homecoming, BBQ's, spring events, concerts)
 → Auditorium
 → Our Jefferson dancers



QUESTION
 (WRITE THE NUMBER WE KNOW WHY)
 1. Tell us about large go High School
 → Where
 → How
 2. Tell us about what we see at Jeff
 → How
 → How
 Teachers are great but they don't have the resources to do what they want to do/see needs for. Also limited by curriculum reqs. (multigen w/ students @ Jeff)



Support for the community that has a historic + current connection to Jeff to remain the building in a way that honors that tie. Tearing down the building could contribute to the feeling that the neighborhood is unrecognizable.

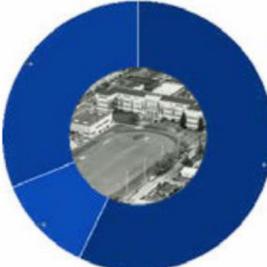


COMMUNITY ENGAGEMENT - NARRATIVE THEMES

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		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.
Identity, Culture, Belonging		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.
Safety, Security, Wellness		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.
Access		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.

Flexibility, Change		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.
Resources		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.
Delight		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.
Embracing the Outdoors		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.

PLANNING DRIVING FACTORS

PPS REQUIREMENTS

HIGH LEVEL DRIVING FACTORS

THREE ATHLETIC VENUES:

TRACK + FIELD
1/2 PRACTICE FIELD
MULTIUSE SOUTH FIELD

MEET SQUARE
FOOTAGE OF ED
SPEC FOR HS

TRAVEL DISTANCES
NOT LONGER
THAN OTHER PPS
MODERNIZATIONS

**SIMPLEST
PHASING
POSSIBLE**

600 STUDENTS
IN NEW
CLASSROOMS BY
FALL 2026

ALL
CONSTRUCTION
COMPLETE BY
FALL 2028

**REFLECTS
COMMUNITY
FEEDBACK +
INPUT**

Students stay on site
during construction.

DRAFT

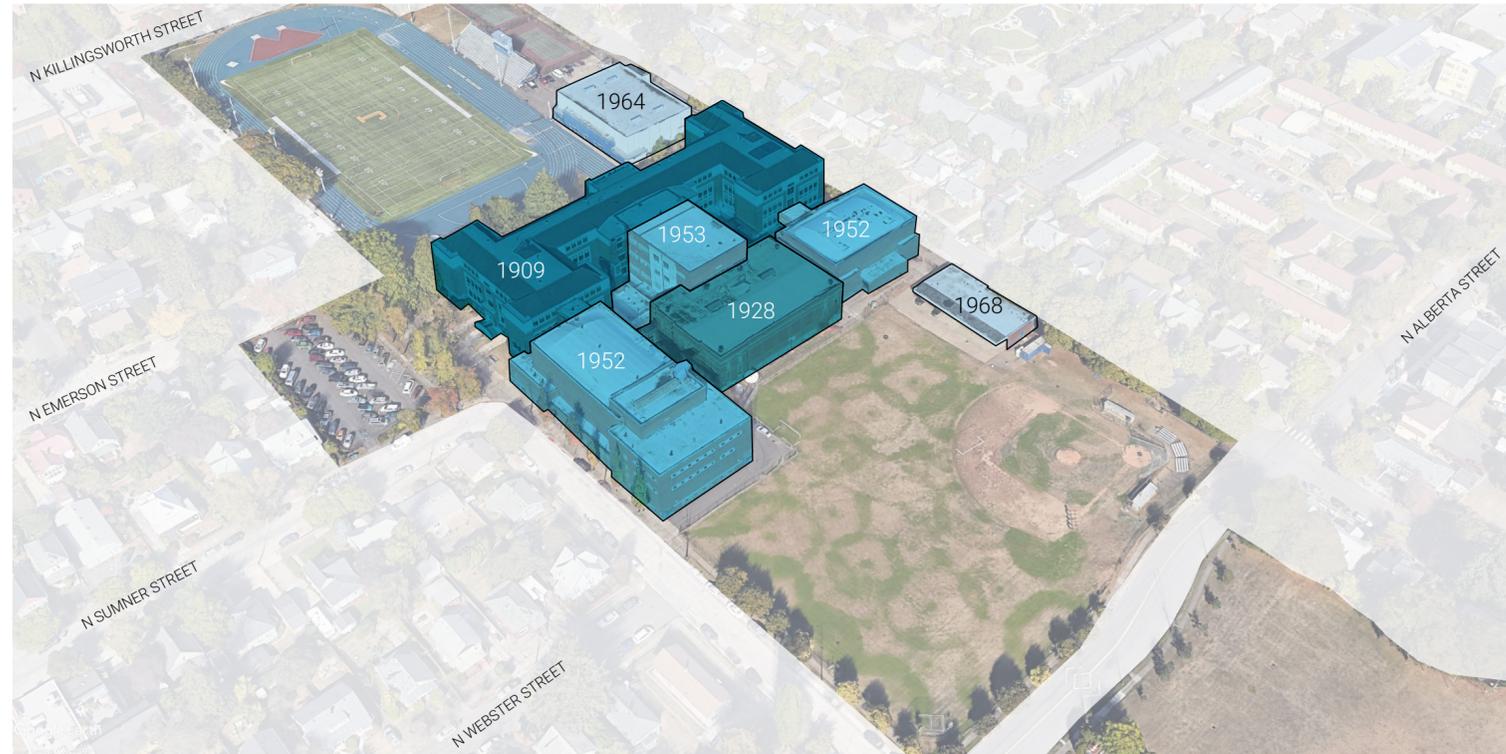
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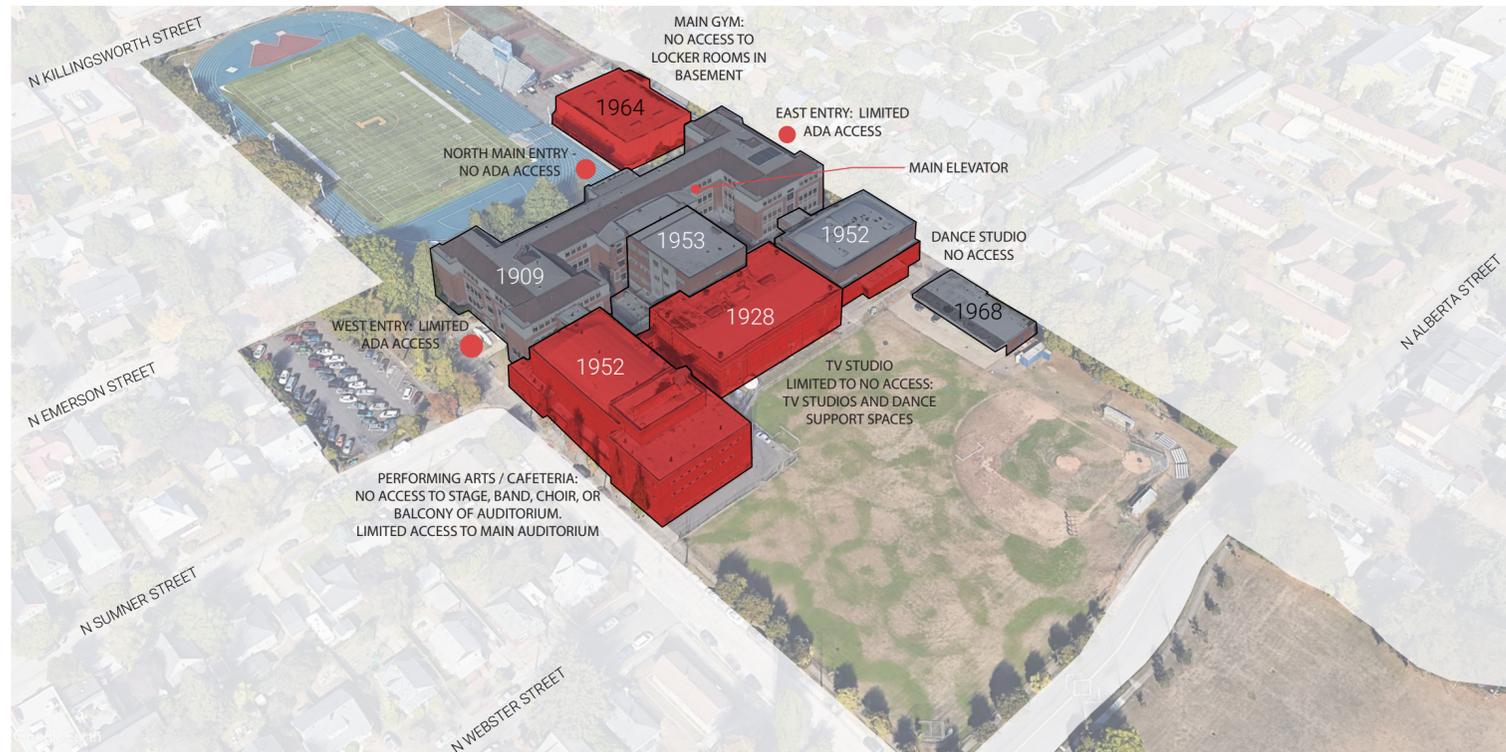
ANALYSIS OF EXISTING CONDITIONS



Building Additions



Seismic Risk

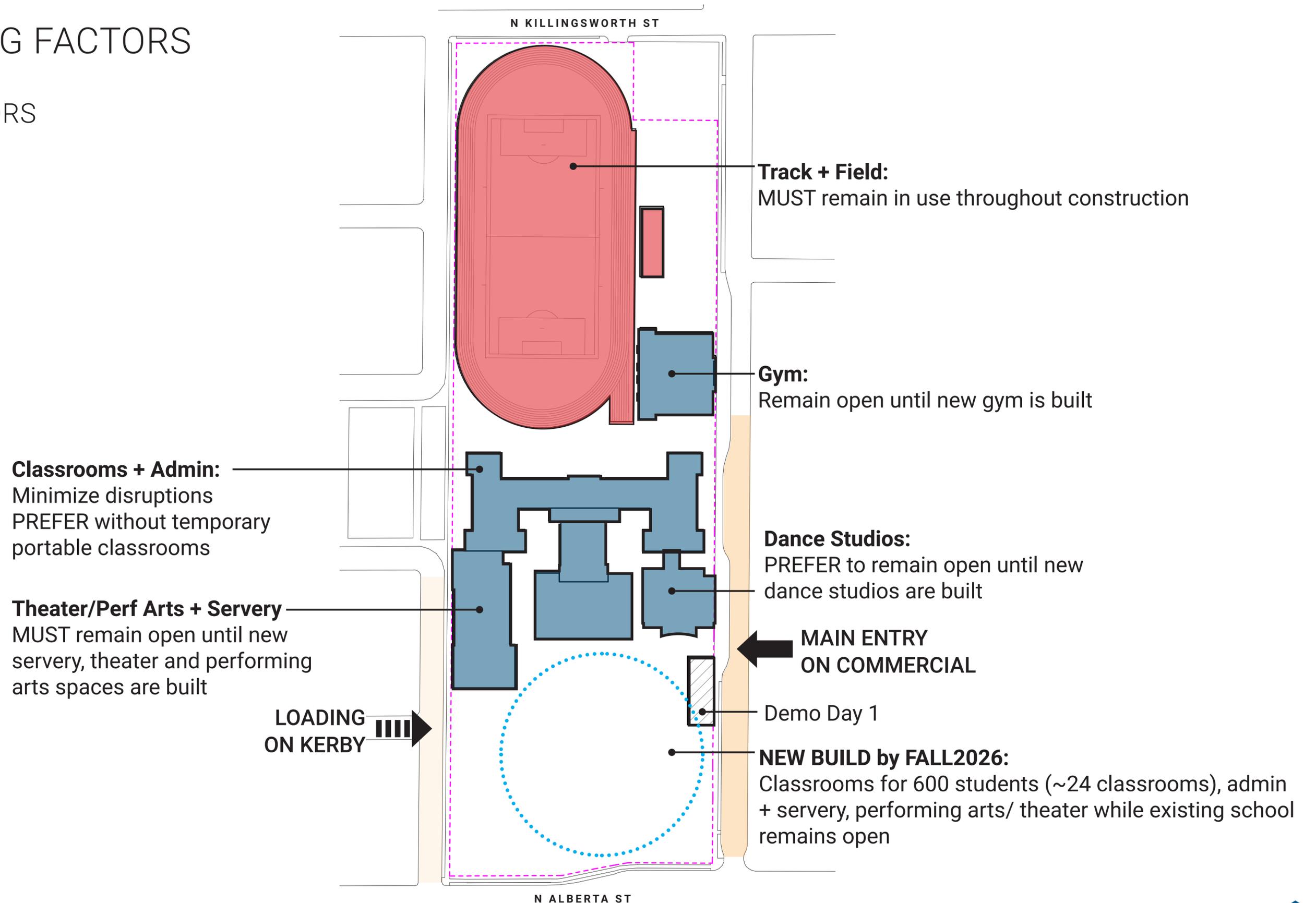


Accessibility

PLANNING DRIVING FACTORS

PPS REQUIREMENTS

SPATIAL DRIVING FACTORS



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SURVEY POLL 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.

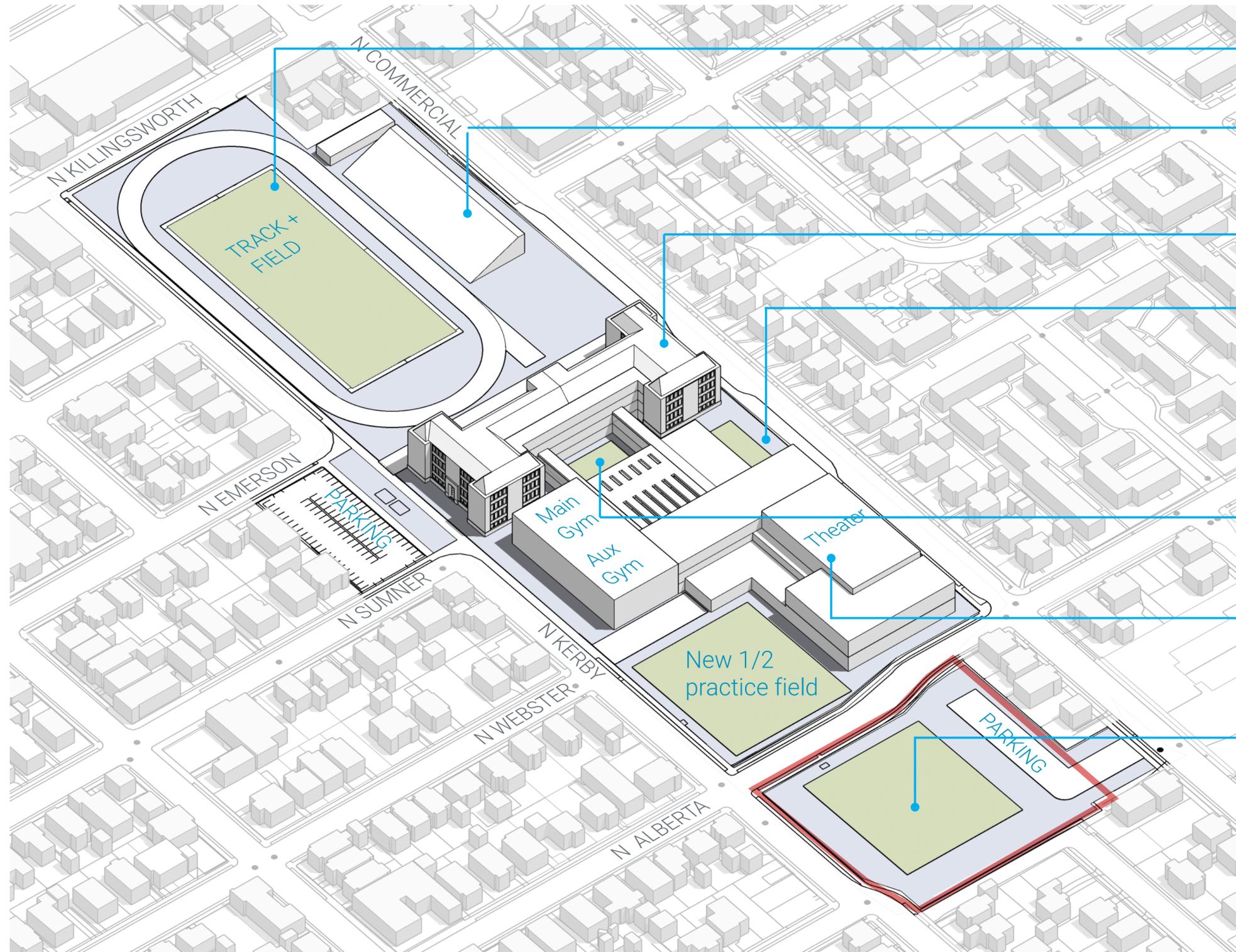
“The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades :)”

“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.**”

CPC RECOMMENDATION: RETAIN 1909 + EXPANSION



Existing Track + Field retained

New stands and field house with parking

Fully Renovated 1909 Building

Main School Entry Plaza
along Commercial Avenue

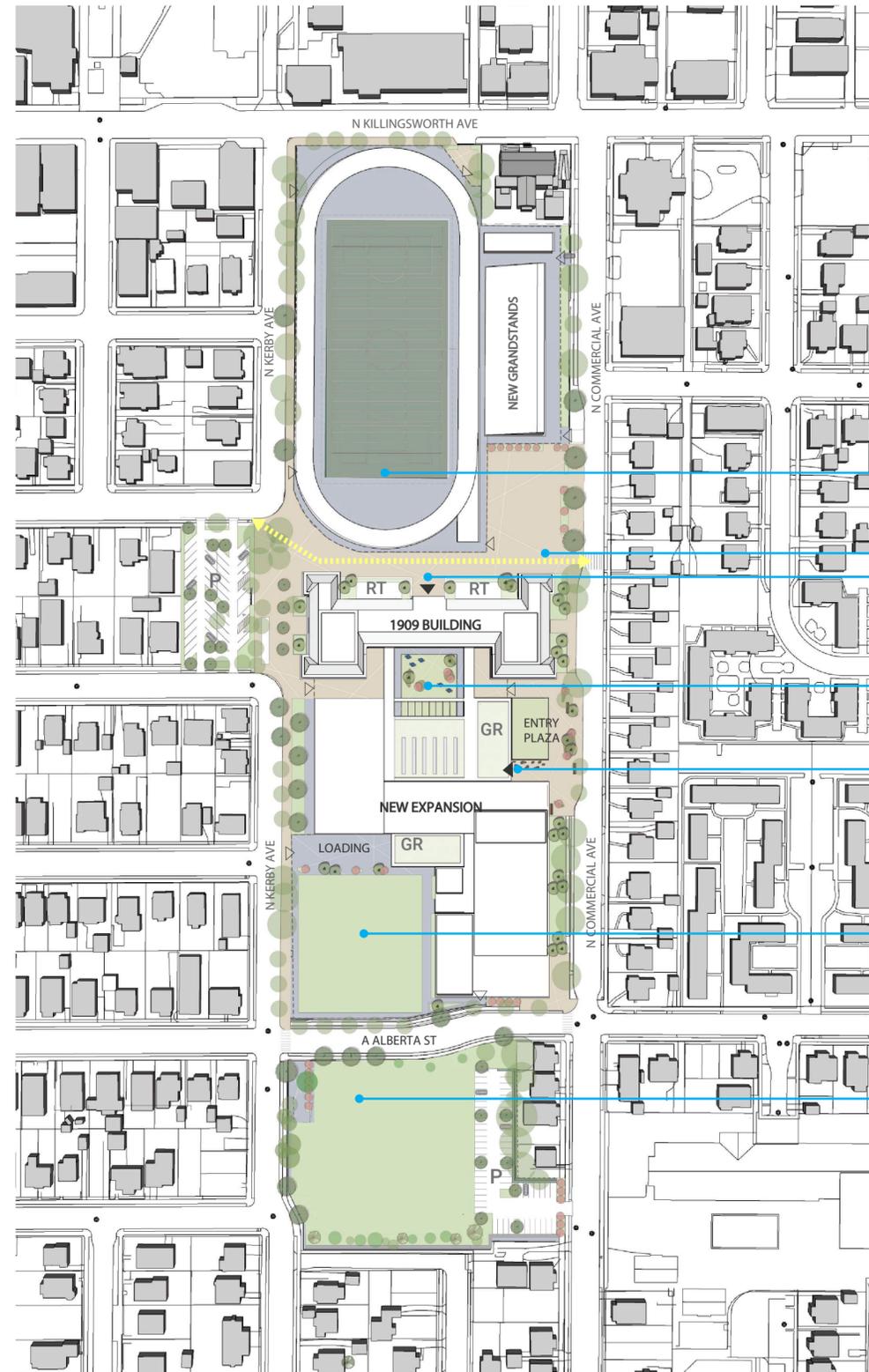
Central Courtyard

New Performing Arts Wing
New theater, dance studios are consolidated as a new complex with presence on Commercial

Multi-use field with parking / possible school garden

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SITE DESIGN



Site Design for Students and the JHS Community

- Existing track to remain with improved facilities and features
- Cross-Block walk for public use outside of school hours
- Plazas for places of memory
- Community and student gathering areas
- Preservation of perimeter trees where possible
- New playfields for student and community use - both regulation and practice sizes

EXISTING FIELD TO REMAIN

CROSS-BLOCK WALK
EXISTING STAIR PROPOSED TO BE REMOVED FOR UNIVERSAL ACCESS. DESIGN IS PENDING.

COMMONS

MAIN ENTRY

PLAYFIELD 1

PLAYFIELD 2

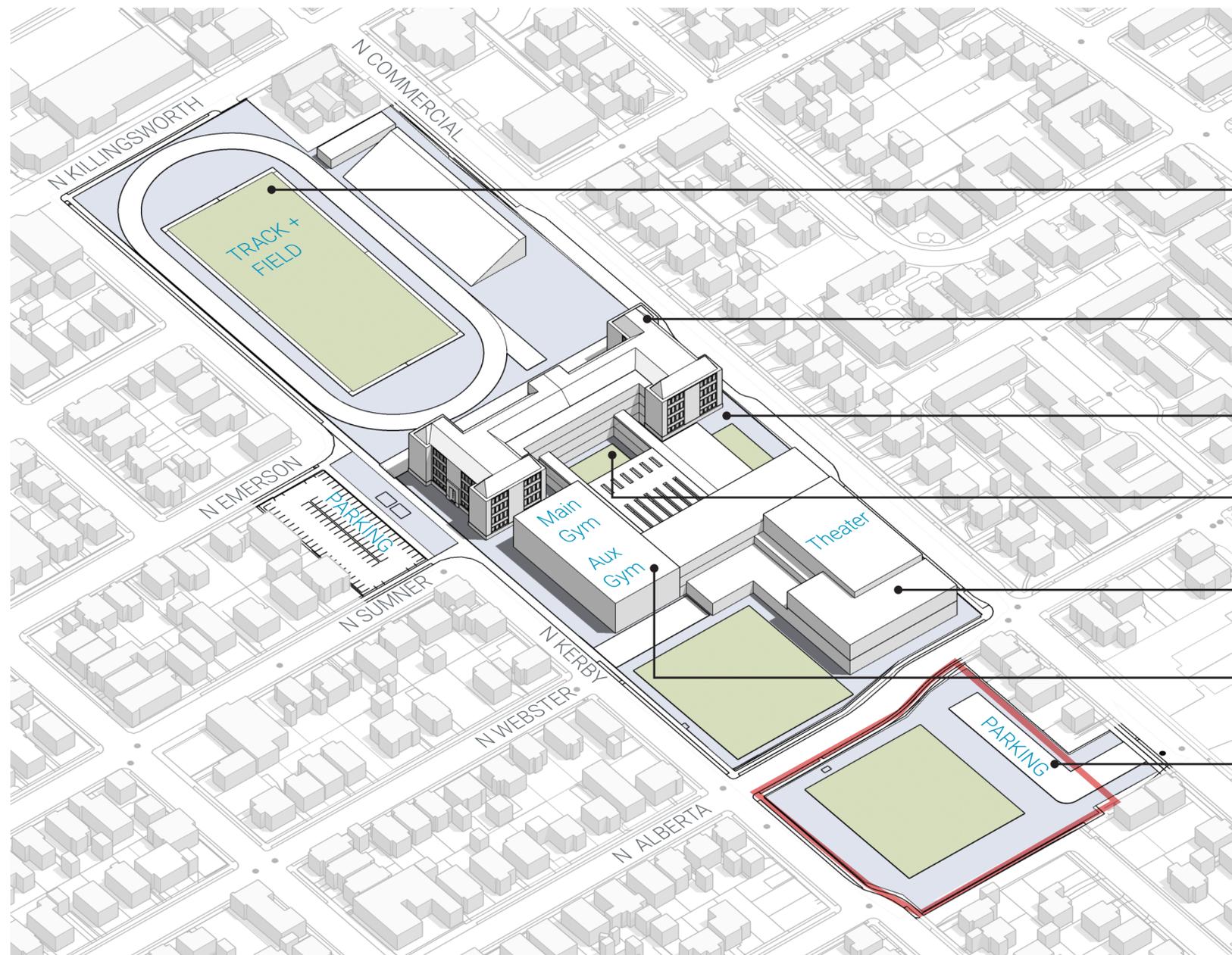
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Retain 1909 Landscape

BORA LEVER



RESPONSE TO DESIGN NARRATIVES FROM ENGAGEMENT WORK



Engagement feedback incorporated into overall planning approach:

Keeping and improving the beloved blue Track & Field also minimizes disruptions to students and families during construction.

Renovating 1909 provides historical continuity and irreplaceable value as a cultural and community hub

Entry plaza with porch and partnership spaces offer amenities for communities and neighbors

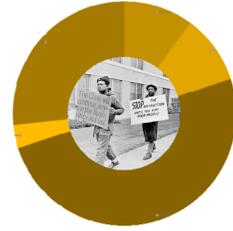
Central courtyard provide access to outdoors and covered gathering opportunities

State-of- the- Art performing arts wing and theater is prominent with street presence

New state-of-the-Art athletic facilities

Additional parking reflect staff and student feedback

RESPONSE TO DESIGN NARRATIVES FROM ENGAGEMENT WORK



TRUST

Black & Brown voices support full renovation of 1909 with expansion over full replacement scenarios.

PPS Ed Specs and design guidelines ensures spatial parity between high school projects.

Community values maintaining and improving the blue track and field that the alumni, staff and students invested in recently.



IDENTITY, CULTURE, BELONGING

Preserving the 1909 building and re-purposing 1928 artifacts into the new school will help future students connect and learn about the school's history.

Multiple storytelling opportunities are identified to recognize local and school history to reflect JHS as a significant anchor for Black and Brown communities in Portland.

Commons, community porch, entry plaza, and partners spaces offer places for broader community connection.

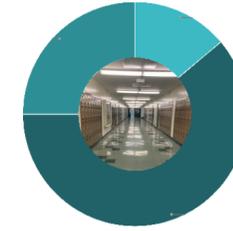


SAFETY

Replacing all building systems and safe removal of all hazardous materials in the existing school is proposed in the full renovation of 1909.

Clear secured main school entry provides visible and accessible access along Commercial Ave.

Site is fully secured during school day with perimeter fencing and gates.

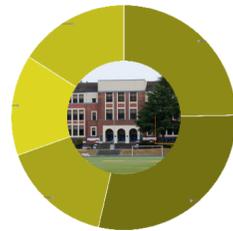


ACCESS

Universal design approach provides fully accessible entrances and school.

New path across the site offers neighbors an accessible path from Kirby to Commercial on evenings and weekend

Building additions are designed as 2 and 3 stories, minimizing stairs and travel. Elevators provide access to all levels.



FLEXIBILITY, CHANGE

Sustainable design strategies provide for future flexibility and adaptability.

Organizing instructional space uses together allow for flexibility as school programming and needs change.

The Commons is centrally located to maximize use as social space for students during the school day, as well as school and community events.



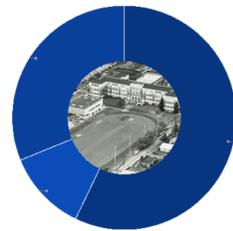
RESOURCES

Theater lobby and event entry maximize community use of the theater, dance and performing arts spaces.

Community and partnership programs are located with direct access in/out.

All gender restrooms are included in school planning.

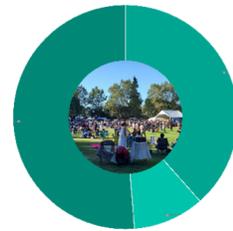
All new athletic spaces - main & auxiliary gym, new grandstand, field house, weight room, locker rooms is conveniently located to existing Track & Field.



DELIGHT

Art, artifacts & storytelling opportunities are identified in multiple locations in the renovation of 1909 and in the new addition to celebrate past achievements and history.

There are opportunities to reuse/re-purpose existing student artwork in the new school, to be explored during the building design phases.



EMBRACING THE OUTDOORS

Courtyard with covered outdoor space provided much desired usable outdoor space at the center of the school.

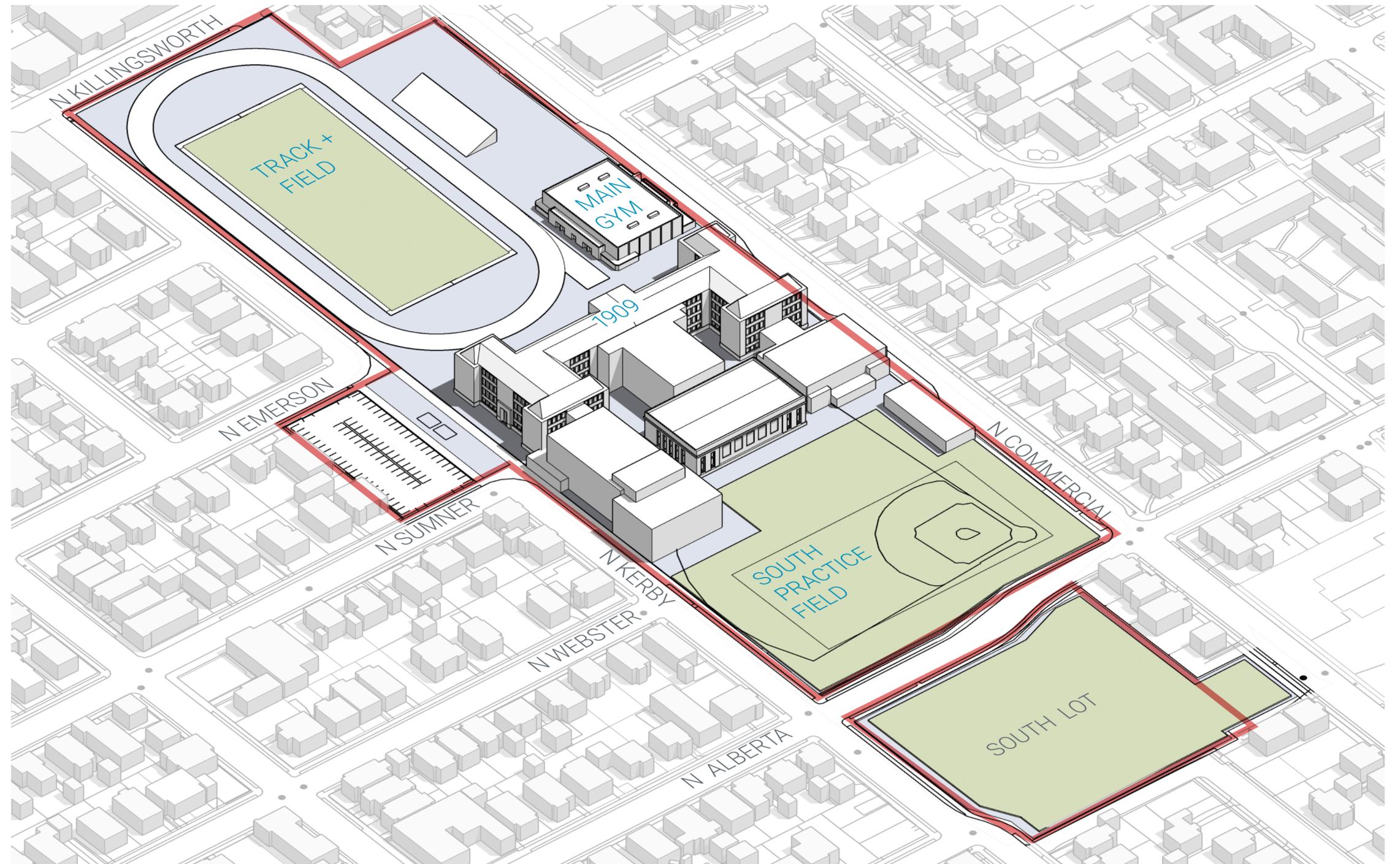
Natural daylight is maximized with by locating instructional spaces along exterior wall.

South lot to become multi-use open space and possible location for edible garden area use.

PHASING

Current

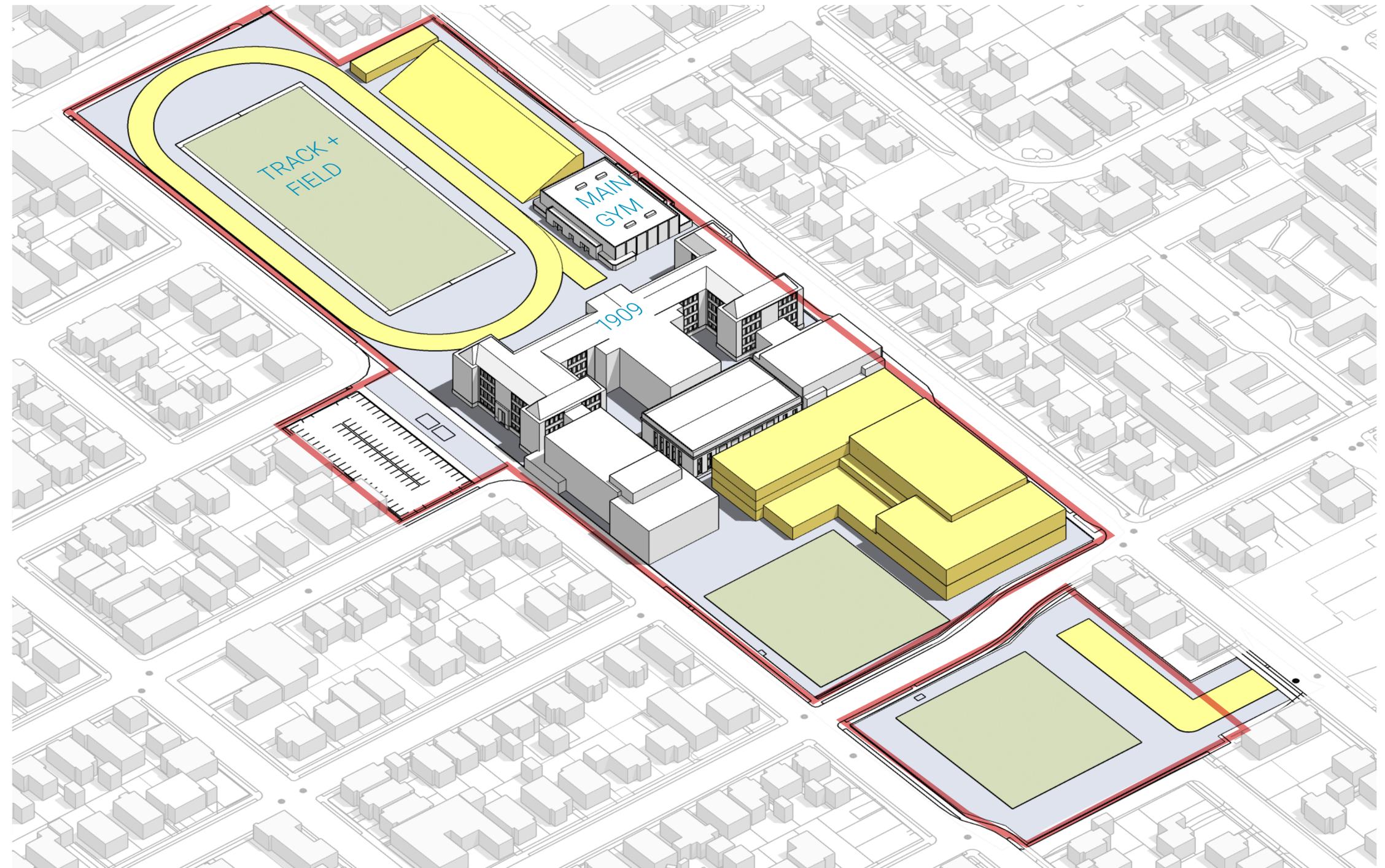
- Existing buildings stay operational
- Track + Field stays operational
- Temporary practice move to South Lot



PHASING

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.

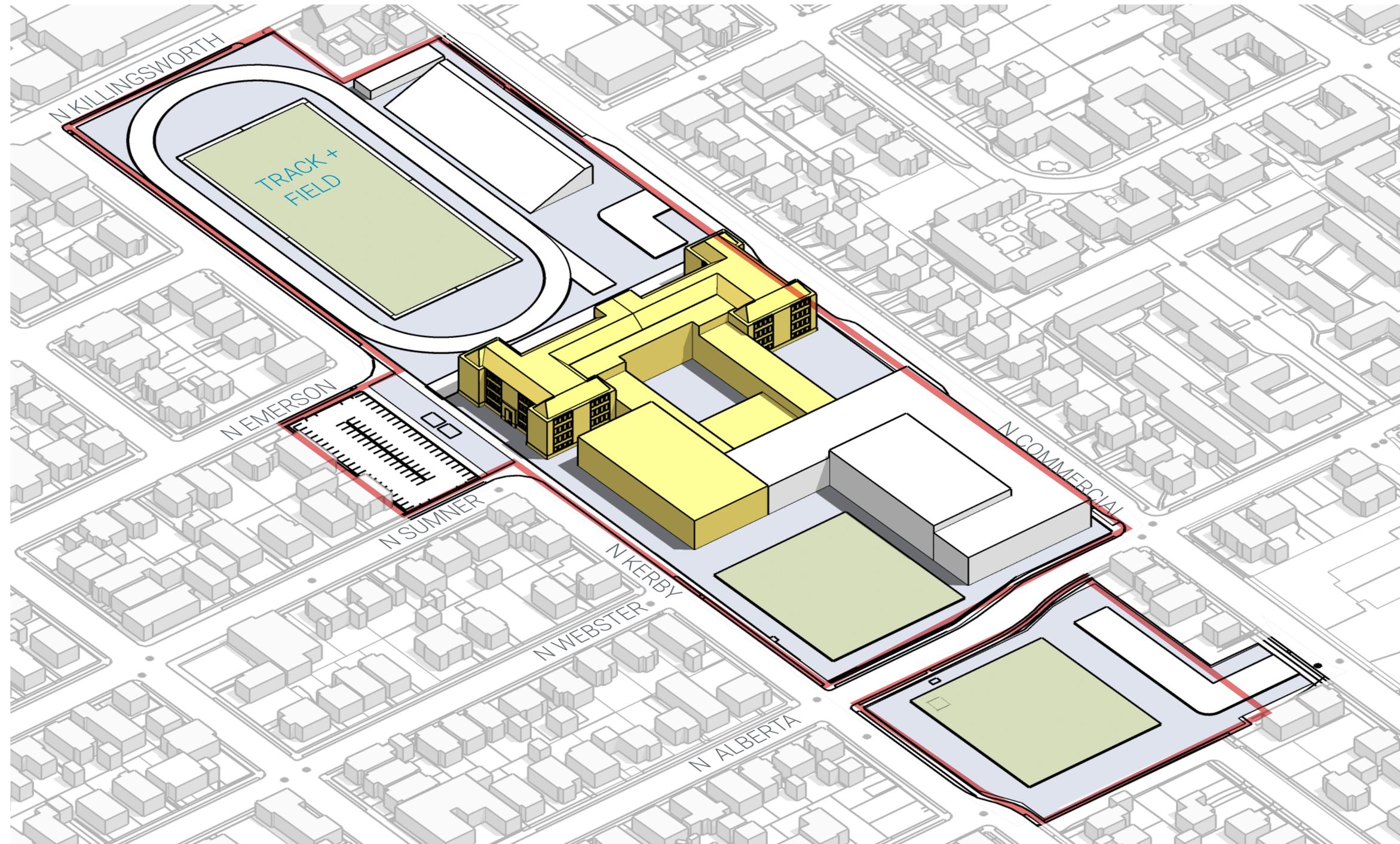


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PHASING

Phase 2

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

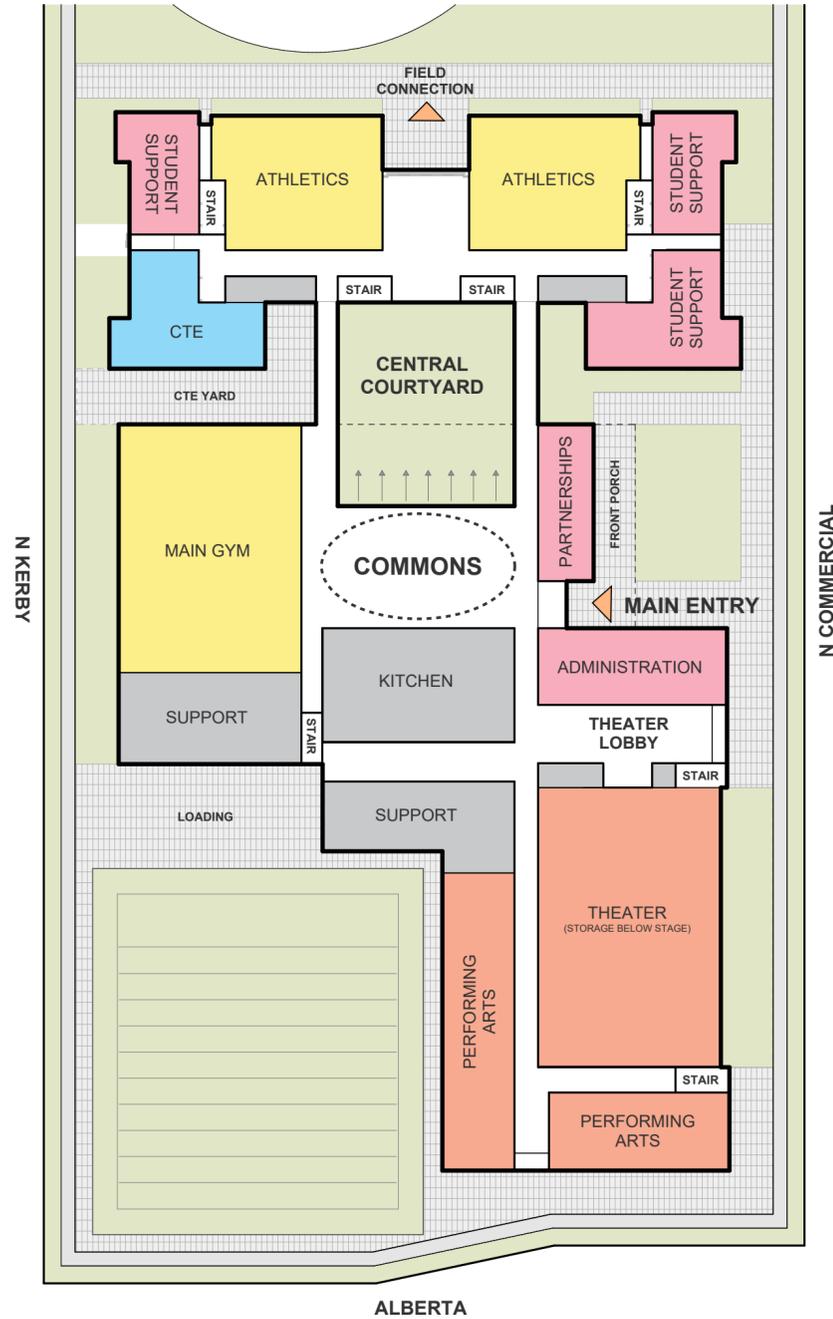


FLOOR PLANS

A FLOOR

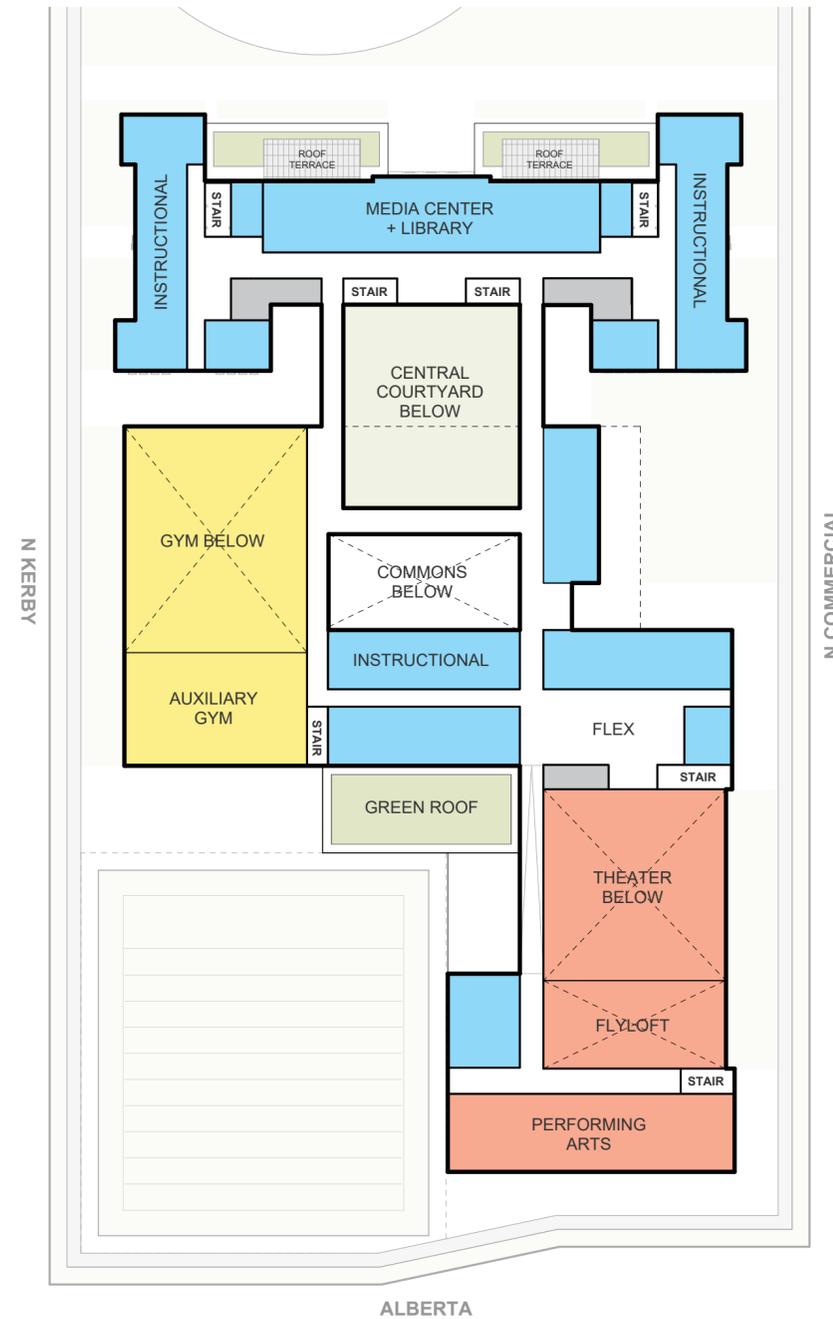
A-Floor contains all administrative and public-facing program areas, including the health clinic, teen parent center, and spaces for community – partner programs such as SEI, Latino Network, and the food pantry. It will also include most athletics program adjacent to the playing fields to the north and some limited CTE program that may need access to outdoor space and loading off of N Kerby. The performing arts program to the south will include the main level of the theater and associated lobby, the black box theater, scene shop, choir space, and band room with associated offices and storage. Anchoring all of these spaces in the center of the building will be the student commons and central courtyard that connects to both the secure entry to the east and the kitchen/servery/support spaces off of the loading area to the south.

- Performing Arts and Dance related spaces
- Athletics related spaces
- Administration and Partners related program and spaces
- Instructional related spaces



B FLOOR

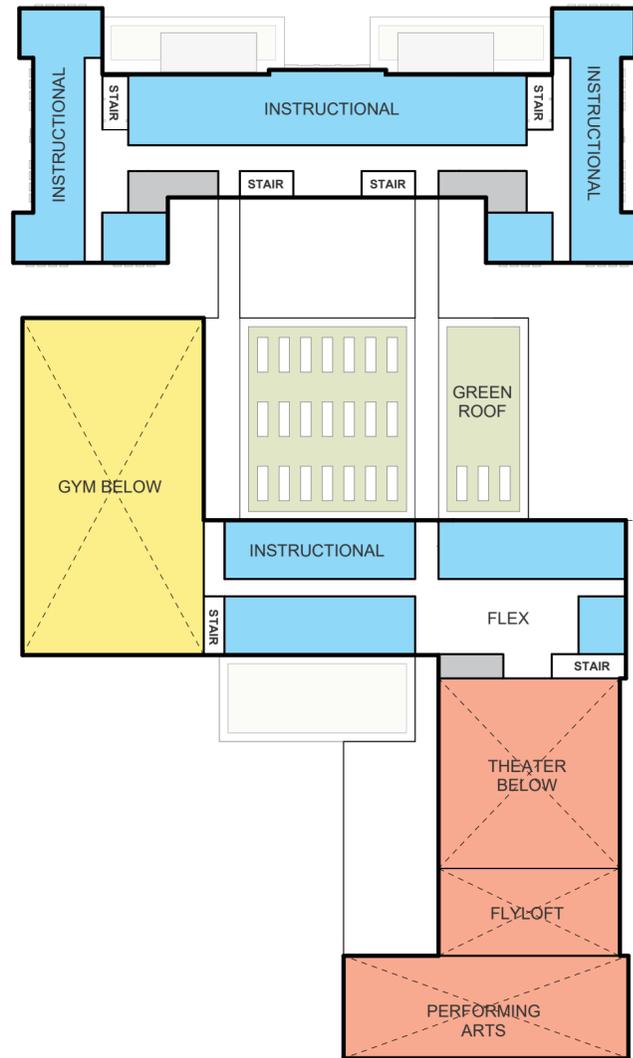
B-Floor provides access to the auxiliary gym and the balcony level of the theater. It also connects to the dance studios and dance support areas overlooking Alberta to the south and the library and media center that occupies the former B-Floor entry hall and is overlooking the Track and Field to the north. All other spaces at B-Level are academic program that are organized off the circulation loop that visually connects to the centrally located courtyard and student commons.



FLOOR PLANS

C FLOOR

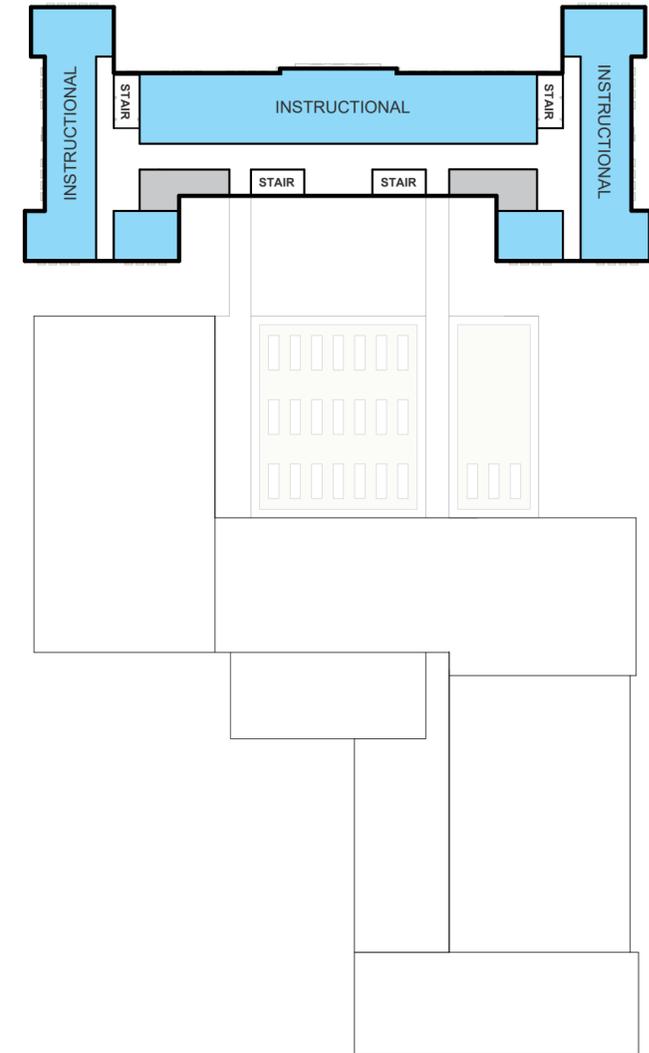
C-Floor consists entirely of academic program areas. To the south is the 3rd level of the Phase 1 structure that contains general academic classroom/teacher support spaces. The massing is organized along an E-W axis so that the spaces can be optimized around daylighting but the windows and envelope can also be set up to manage the risk of glare and solar heat gain. To the north is the the 3rd level of the renovated 1909 classroom building, which organizes the science classrooms along the north side of the long corridor with general academic classroom/teach support spaces occupy the east and west wings.



- Performing Arts and Dance related spaces
- Athletics related spaces
- Administration and Partners related program and spaces
- Instructional related spaces

D FLOOR

D-Floor also consists of teaching spaces, with the upper level of the 1909 classroom building containing a mix of science classrooms, visual arts, and CTE programs. Through having these specialized and technical spaces at the uppermost floor, we are able to take advantage of shorter duct routing for use types with higher ventilation requirements and also introduce the opportunity for toplighting into spaces such as painting studios which benefit from more even and diffuse lighting over the course of the day.



SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

SUMMARY

Recommended / Preferred / Optional	Recommended		Pref / Opp		
AREA	Quant.	SF Room	Quant.	SF Room	Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS					
General Education (Gen-Ed) Classrooms	41				53,180
Science Labs	11				17,480
Fine & Performing Arts (Drama, Theater)	4				21,150
Career Preparation/CTE ³	3				6,000
Athletics (includes area for P.E. instruction)	3				35,580
Education Support ⁴	2				67,400
SPED					
ELL	0				0
Sub-Total Recommended Teaching Stati	64				200,790
Community Partners ⁵					1,200
Wrap-Around Service Providers ⁵					4,700
Sub-Total					5,900
PPS District Uses					0
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA					206,690
Net to Gross Ratio of 36%⁶					74,408
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED					281,098

Proposed Program for JHS

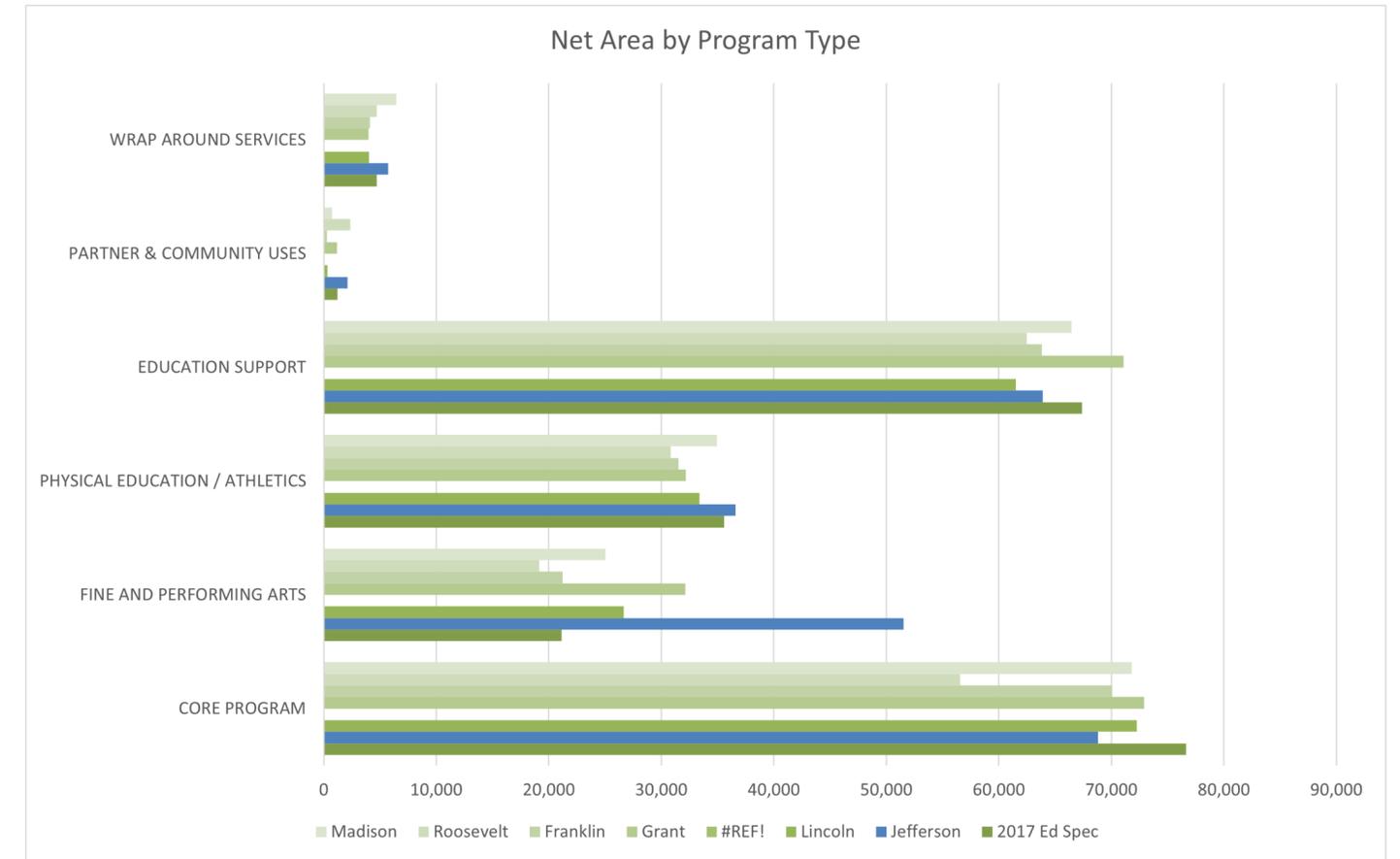
Early programming work in the 2019 CNPC study prior to the bond, recommended JHS adopt the 2017 Education Specifications, with additional space in several key areas:

1. A theater for 1000 patrons, twice the size of the capital Ed Spec standard theater size, was recommended because of JHS's robust history of routinely filling its existing theater for Jefferson Dancer performances as well as other programs
2. Significant added support space for Dance program
3. Dance studios were added, to support the thriving dance program. These were offset with reductions in elective classrooms, but dance studios are larger than the classrooms and so a net increase in program area resulted
4. JHS has robust community partnerships with PCC, SEI, and Latino Network. Additional space was also allocated for these community partnerships beyond the space allocated in the capital Ed Spec

In 2019, the total proposed net square footage for these programs at JHS totaled 228,010 square feet.

JHS 2022 Phase 1 Program

Recommended		
Quant.	SF Room	Total
38		40,960
11		17,480
9		52,980
4		7,800
3		36,580
2		64,830
0		0
67		220,630
		2,120
		5,530
		7,650
		0
		228,280
		82,181
		24,316
		334,777



Proposed Program for JHS compared to renovated PPS High Schools

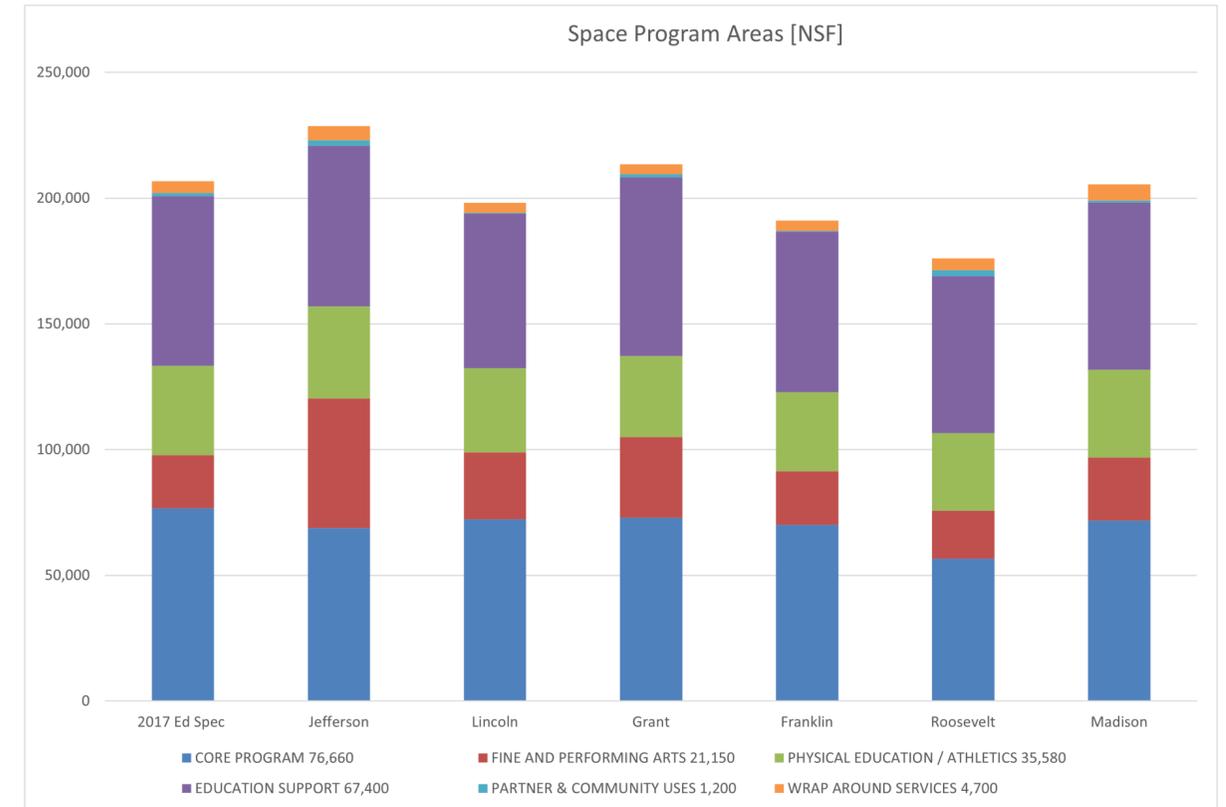
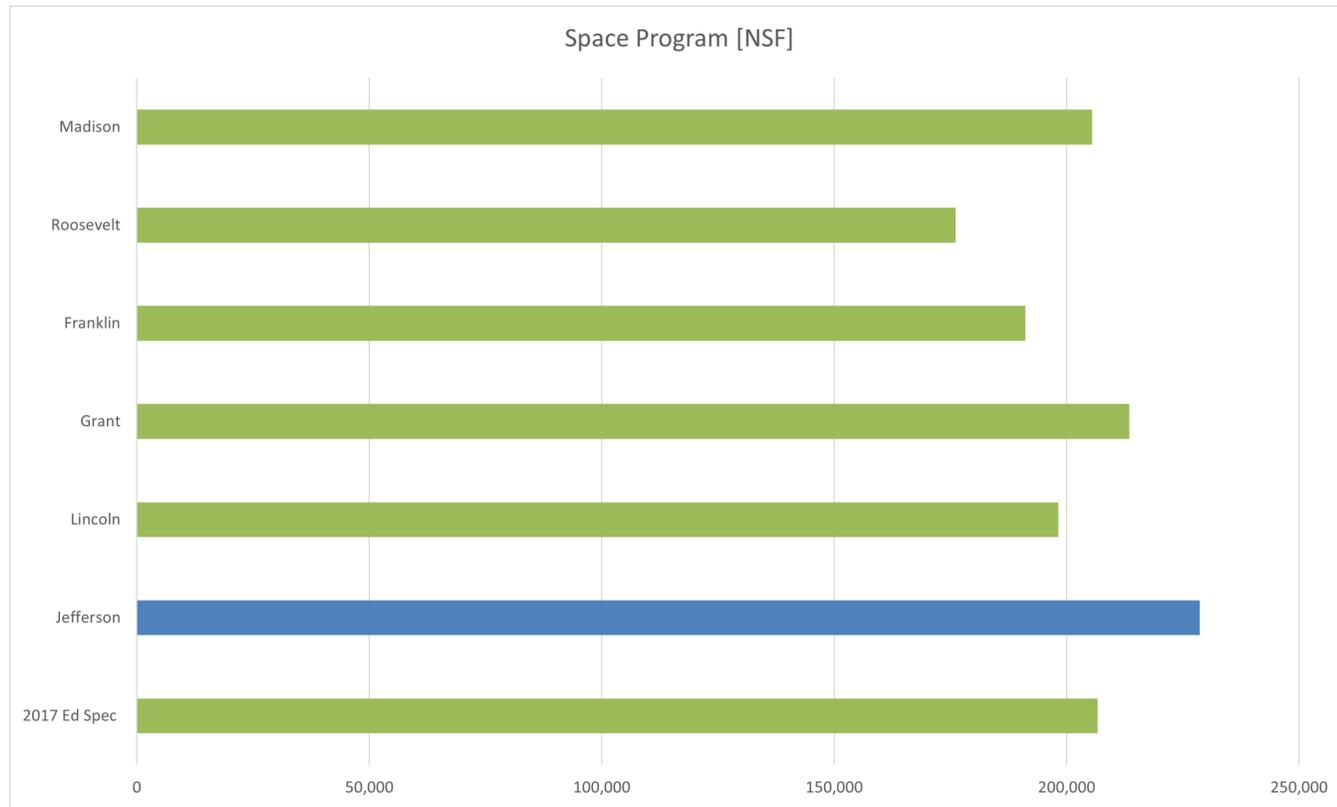
Programming meetings with various stakeholders have been ongoing since July 2022 and will continue into the Schematic Design and Design Development phases in 2023. These meetings have included District and JHS staff. Once the new Principal was available to meet, regular weekly meetings with Drake Shelton were scheduled to review and discuss the emerging Space Program.

Some key considerations that have surfaced during Phase 1 include:

1. The dance programs will require two large studios, rather than the four smaller studios proposed in the 2019 study. The area of these two studios has been adjusted to meet emerging recommendations from PPS Visual and Performing Arts' review of the current Ed Spec.
2. The academic dance programs and the Jefferson Dancers program require significant storage and support spaces. Where possible, classroom modules have been proposed to support future flexibility.
3. The Career Technical Education [CTE] program at JHS is emerging. Two lines of study have been confirmed and are piloting this year – Health Sciences and Digital Media. PPS is planning to identify four additional subject areas and is planning to develop a long list of 8 contenders that would be broadcast to the JHS community for its input. This engagement effort will not be complete prior to the end of Phase 1.

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SPACE PROGRAM COMPARISON



TIMELINE

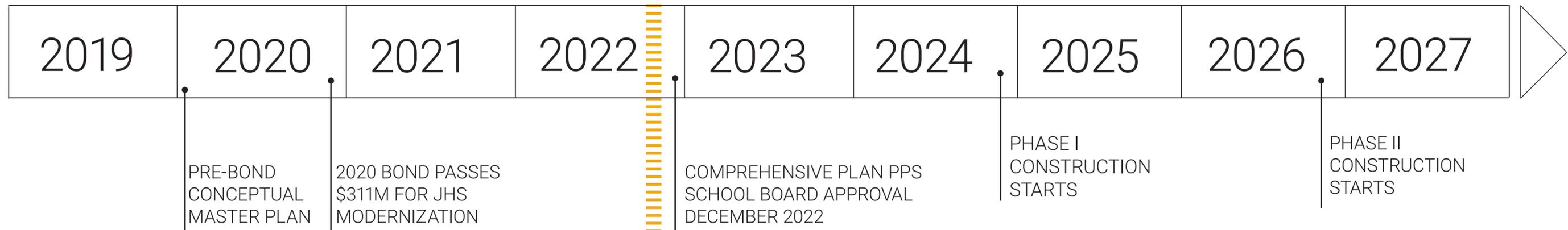
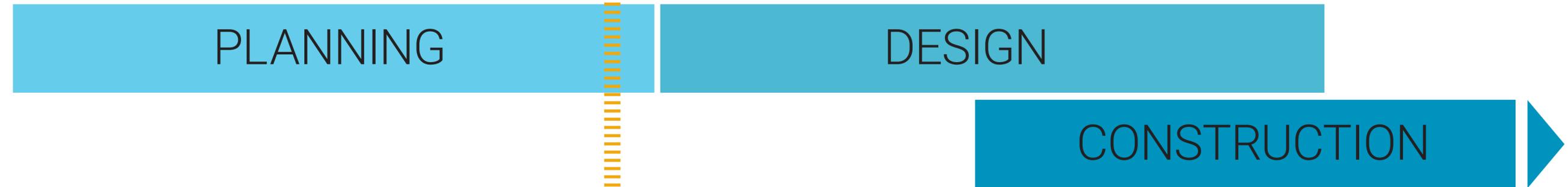
Project Community and Stakeholder Engagement :

Open Houses, Town Halls, workshops, engagement and community events, community associations, focus groups, 1:1s, stakeholder reviews, BOE meetings, BAC meetings



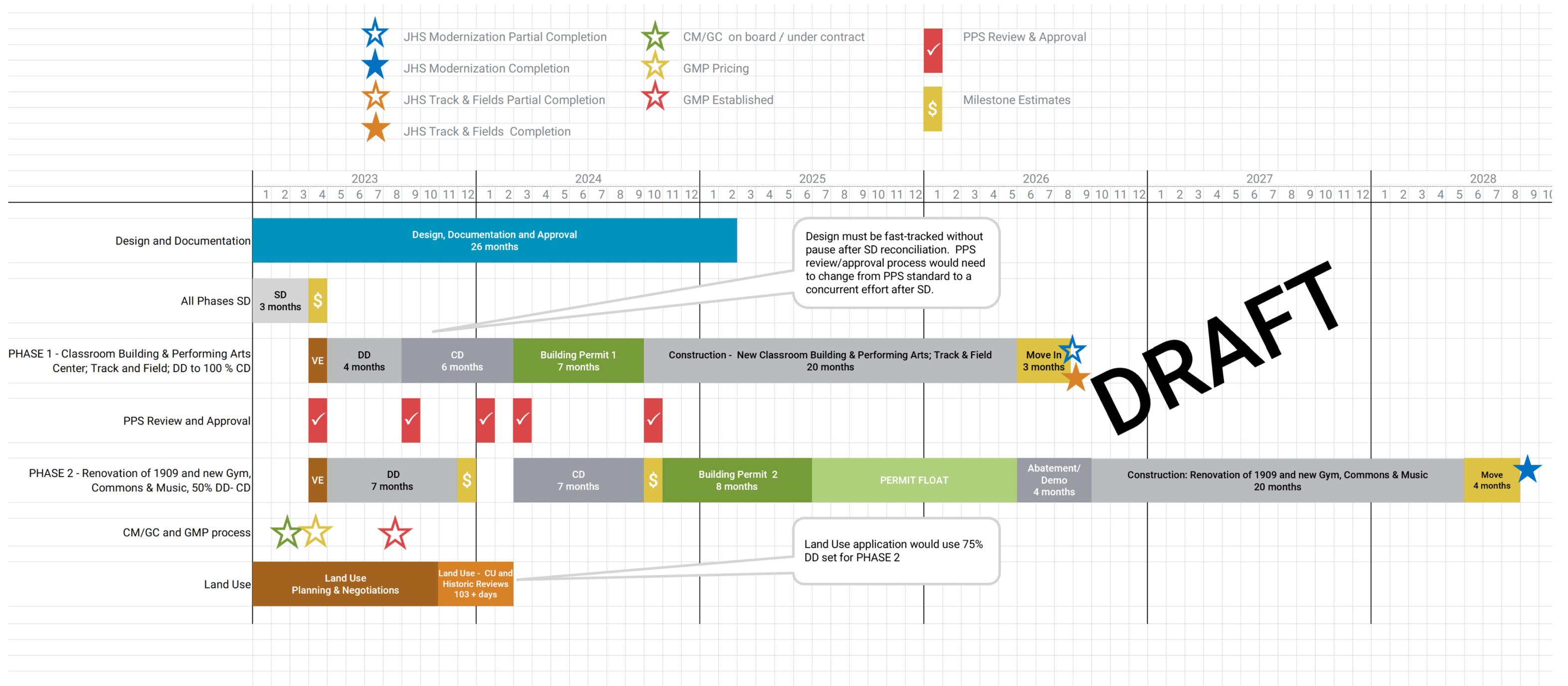
DESIGN JUSTICE BASED COMMUNITY ENGAGEMENT

COMMUNITY DESIGN ORGANIZERS



DRAFT

DESIGN & CONSTRUCTION SCHEDULE



DRAFT

SCHEDULE

CURRENT PHASE

Comprehensive Planning	June - November 2022
B of E Approval Process	December 2022
Schematic Design	January - March 2023
B of E Approval Process	April 2023
Design Development	May - November 2023
Construction Documents	September 2023 - September 2024
Construction Phase 1	Summer 2024 - Summer 2026
Move In Phase 1	Summer 2026
Construction Phase 2	Summer 2026- Summer 2028
Project Completion	Summer 2028

COST ESTIMATE

COMPONENT	COMMENTS	TOTAL
Hard Cost	New Building and Site work Estimate provided by professional cost estimator Estimate based on current Master Plan Design	\$
1.5% Green Energy Tech	Required by State of Oregon	\$
Subtotal		\$
Off Site and Public Works Improvements	Potential Required Improvements (Not included above)	\$
TOTAL HARD COSTS		\$
Soft Cost	~ 13% of Hard Costs	\$
Fixtures, Furniture & Equipment	~\$XX/SF Based on Current PPS Project Data	\$
Swing Space / Temp Facilities	Temporary Facilities, transportation, etc.	\$
Contingency	10% of Total Costs	\$
Escalation	Included in Hard Cost Estimate	
TOTAL*		\$

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

SUMMARY					
AREA	Recommended		Pref / Opp		Total
	Quant.	SF Room	Quant.	SF Room	
Small Practice Rooms	2	100	3	100	200
Band/Choir Office ²⁵	1	120			120
Sub-Total Band/Orchestra					3,470
Choir ^{24,27}					
Choir Room			1	1,500	
Equipment & Robe Storage			1	200	0
Sub-Total Choir					0
Sub-Total Preferred					6,700
Sub-Total Optional					1,700
SUB-TOTAL RECOMMENDED FINE & PERFORMING					6,550
FINE & PERFORMING ARTS					
Theater/Dance ²⁸					
Dance Program					
Private Office					
Open Office					
Conference Room					
Commons/events lobby					
Sewing / Costume Design Classroom					
Dye Station					
Costume Storage					
Props storage					
Tap Floor storage					
General Storage					
Theater (500 seat)	1	5,000	1	6,000	5,000
Theater balcony					
Orchestra Pit	1	500			500
Stage	1	3,500			3,500
Drama Classroom/Black Box	1	1,600	1	2,600	1,600
Dance Studio	NA				
Dance Studio seating					
Multi-Purpose Production Area ²⁹	NA		1	1,500	
Laundry	1	150			150
Control Room	1	200			200
Sound Room	1	100			100
Office	1	70			70
Box Office/Tickets ²⁹	1	100			100
Concession Stand ³⁰	1	100	1	200	100
Scene Shop	1	1,500			1,500
Equipment Storage	1	120			120
Lighting Storage	1	100			100
Dance Program Support Space / Storage	NA				
Costume Storage	1	400			400
Make-up Room	1	400			400
Boy's Dressing	1	250			250
Girl's Dressing	1	250			250
Girl's Toilet	1	130			130
Boy's Toilet	1	130			130
Green Room			1	400	
Sub-Total Preferred					8,800
Sub-Total Optional					1,900
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS					14,600
Theater/Dance					

JHS 2022 Phase 1 Program

Recommended		
Quant.	SF Room	Total
3	100	300
1	120	120
		4,920
1	1,500	1,500
0	200	0
		1,500
		11,820
2	120	240
1	920	920
1	300	300
1	1,000	1,000
1	920	920
1	100	100
1	2,000	2,000
1	500	500
1	150	150
1	300	300
1	9,045	9,045
1	4,455	4,455
1	500	500
1	5,100	5,100
1	1,600	1,600
2	3,700	7,400
1	250	250
0	1,500	0
1	250	250
1	200	200
1	100	100
1	70	70
1	100	100
1	100	100
1	1,500	1,500
1	120	120
1	100	100
0	6,000	0
1	400	400
1	400	400
4	250	1,000
4	250	1,000
4	130	520
4	130	520
		41,160

CTE / Computer

PPS Comprehensive High School(s) Area Program

SUMMARY					
AREA	Recommended		Pref / Opp		Total
	Quant.	SF Room	Quant.	SF Room	
PHYSICAL EDUCATION/ATHLETICS					
Gym (large; two teaching stations) ³¹	1	13,000	1	14,676	13,000
Mat/Wrestling/Dance ³²	1	2,750	1	3,500	2,750
Mat Room					
Weight Room/Aerobics/Spinning	1	2,500	1	3,000	2,500
Office/Toilet/Shower/Lockers	1	300			300
Office/Toilet/Shower/Lockers	1	300			300
Boy's Locker Room/Shower ³³	1	1,900			1,900
Girl's Locker Room/Shower ³³	1	1,900			1,900
Multi-purpose Toilet/Shower	1	150			150
PE Storage	2	200			400
Training Room	1	580			580
School Team Room	1	800	1	800	800
Athletic Storage - Large	1	1,000			1,000
Athletic Storage - Small	1	500			500
Concessions ³⁴	1	100	1	200	100
Laundry Room	1	200			200
Uniform/Equipment Storage	1	1,000			1,000
Gym (auxiliary - practice)	1	5,700	1	7,500	5,700
Auxiliary gym bleachers	1	1,000			1,000
Auxiliary gym storage	1	500			500
Field Equipment Storage ³⁵	1	1,000			1,000
Sub-Total Preferred					28,876
Sub-Total Optional					800
SUB-TOTAL REQUIRED PHYSICAL EDUCATION/ATHLETICS					35,580

JHS 2022 Phase 1 Program

Recommended		
Quant.	SF Room	Total
1	13,000	13,000
0	2,750	0
1	2,750	2,750
1	2,500	2,500
1	300	300
1	300	300
1	1,900	1,900
1	1,900	1,900
1	150	150
2	200	400
1	580	580
1	800	800
1	1,000	1,000
1	500	500
1	100	100
1	200	200
1	1,000	1,000
1	5,700	5,700
1	1,000	1,000
1	500	500
1	2,000	2,000
		36,580

CTE / Computer

DRAFT



Harriet Tubman Middle School Relocation: Overview

November 30, 2022





Agenda

- Current Relocation Options Overview
- Committee Feedback



Current Options

1. BESC
2. Jefferson HS (South Lot)
3. Humboldt Site + JHS South Lot (colocation with KairosPDX)



BESC

Benefits

- Located within existing Tubman boundary
- Owned by PPS
- 10 Acres

Risks

- A prerequisite of development is successful relocation of existing site functions
- Potentially cost prohibitive
- Surrounding area development may be many years

Recommendation

- Continue analysis



Concept Layout



Jefferson HS (south lot)

Benefits

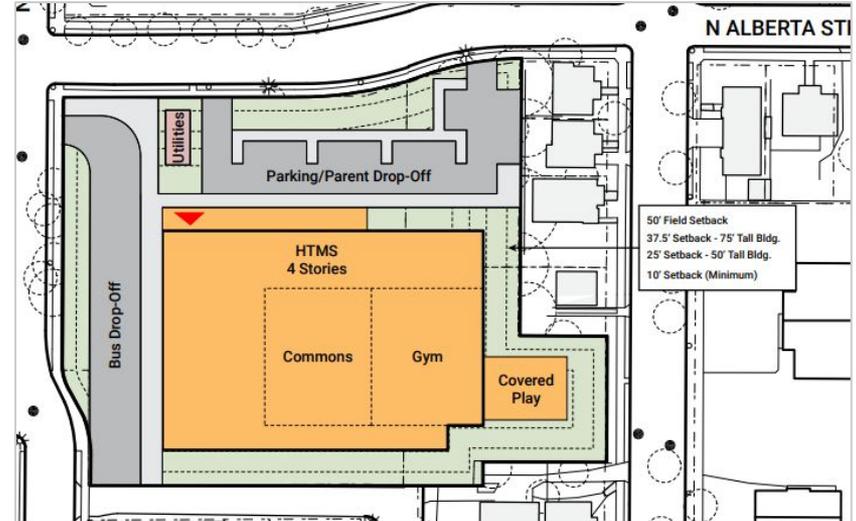
- Located within existing Tubman boundary
- Owned by PPS

Risks

- Too small to accommodate a comprehensive middle school
- Unavailable for development until 2026
- Impacts to Jefferson HS are material
- No field space

Recommendation

- Consider site nonviable. No further analysis at this time.



Concept Layout



Humboldt Site + JHS South Lot

Colocation with KairosPDX

Benefits

- Located within existing Tubman boundary
- Owned by PPS
- Allows for comprehensive MS
- Provides outdoor play space

Risks

- Impacts to Jefferson HS

Recommendation

- Continue dialog with KairosPDX to determine feasibility



Next Steps

- Community Engagement
- Continued Discussion with KairosPDX



Questions?



PORTLAND PUBLIC SCHOOLS

OFFICE OF SCHOOL MODERNIZATION

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2222 / Fax: (503) 916-3253

To: Facilities & Operations Committee

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

Subject: Benson Sustainability Actions

Recent conversations around the [PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy](#) (CCRP), adopted in March 2022, have asked what actions the Benson Polytechnic High School (Benson) modernization project is taking to address goals in the CCRP. While the policy was adopted after Benson was already designed, permitted and under construction, there are several measures being implemented in the project that will address those goals. The memo aims to respond to recent questions specific to Benson in the context of the overall policy goals.

BACKGROUND

The CCRP is PPS' Board of Education guidance on how the district will respond to the climate crisis currently underway. The policy includes district-wide climate goals that impact a range of district operations including nutrition services, facilities, curriculum, student engagement, staff professional development, transportation, financial investments and more. PPS' climate policy is one of the most aggressive in the nation and contains two primary objectives:

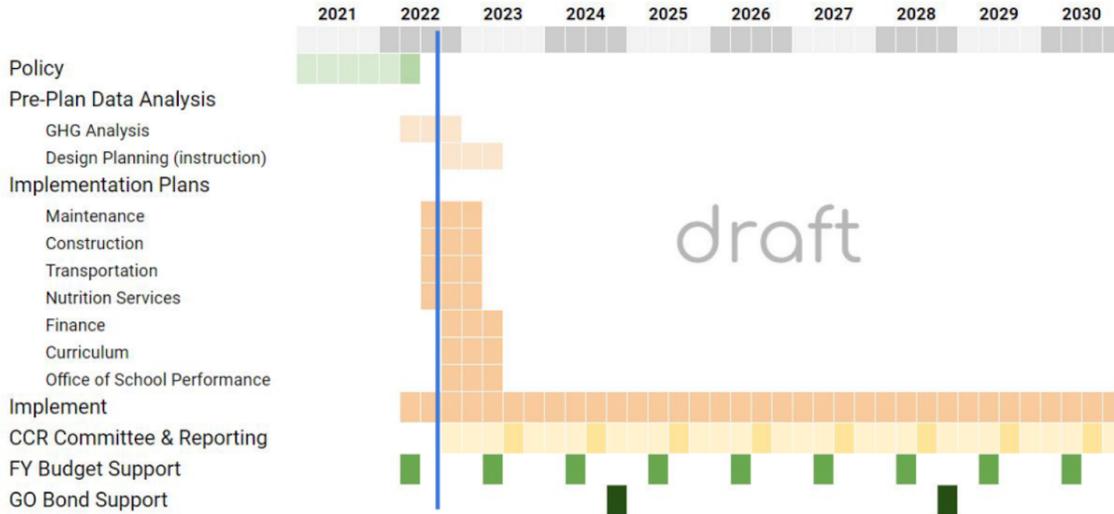
- I. Reduce greenhouse gas (GHG) emissions; and
- II. Engage students and staff in climate solutions and education

The CCRP identifies two milestones for GHG emissions reduction:

- I. By 2030 reduce emission by 50%, based on 2019 rates; and
- II. By 2040 reach net zero emissions

Achieving these objectives will require coordinated efforts over decades and will need hundreds of capital projects to be completed, supported by many tens of millions of dollars. Accurate data, careful planning, thoughtful prioritization of projects/funds and regular oversight are all critical ingredients to successful implementation of the CCRP objectives. The CCRP acknowledges the need for a planful strategic approach by highlighting the need to “prioritize investments that achieve the greatest emissions reductions.” PPS is in the process of obtaining GHG emissions data (as defined in the CCRP) that will help identify what efforts will produce the highest return on investment. This emissions data will support the currently under development CCRP Implementation Plans. PPS staff provided an overview of the CCRP implementation process to the Facilities & Operations Committee on September 22, 2022 (reference attached). Below is a snapshot:

CCRP Implementation Schedule



One tool for operationalizing new facility requirements is to update the district’s facility design standards. Facility design standards are provided to project design teams at the beginning of the design process and provide clarity regarding PPS’ facility requirements (EG: LEED certification standards or electric equipment requirements). Since the adoption of the CCRP, staff have updated the modernization design standards to require all future projects to exclude natural gas infrastructure.

It’s worth noting that since PPS began modernizing schools in 2012 the district has put in place numerous energy efficiency and sustainability goals. For example, PPS requires that all new construction buildings meet LEED Gold standards, and renovations must meet LEED Silver. Recent new construction buildings (Lincoln High School, Kellogg Middle School and Faubion K-8) were designed and constructed to meet LEED Gold and all recent modernizations (Franklin High School, Roosevelt High School, Grant High School, and McDaniel High School) were designed and constructed to LEED Silver. **Benson’s design exceeds the LEED sustainability standards and is currently on track to meet LEED Gold.**

Below is a table highlighting recent projects sustainability features:

	<u>All-Electric</u>	<u>Solar Array</u>	<u>Energy Efficient HVAC</u>	<u>Daylighting</u>	<u>High Performance Envelope</u>	<u>Advanced Energy Metering</u>	<u>On-Site Stormwater Processing</u>	<u>LEED Certification</u>
<u>2017</u>								
Kellogg MS Rebuild	X	X	X	X	X	X	X	X
McDaniel HS Modernization		X	X	X	X	X	X	X
Lincoln HS Modernization		X	X	X	X	X	X	X
Benson HS Modernization		X	X	X	X	X	X	X
MPG Building New Construction	X*	X	X	X	X	X	X	X
<u>2020</u>								
Bridger Mechanical	X		X					
Kelly Mechanical	X		X					
Lent Mechanical	X		X					
Harrison Park Mechanical	X		X					
Jefferson HS Modernization	X	X	X	X	X	X	X	X
Ida B Wells HS Modernization	X	X	X	X	X	X	X	X
Cleveland HS Modernization	X	X	X	X	X	X	X	X

* MPG is all-electric except for gas Bunsen burners

ANALYSIS OF SITUATION

Construction projects support the GHG emissions goals of 50% reduction by 2030 and net zero emissions by 2040 by investing in:

- I. Energy Efficiency - reducing energy use and therefore reducing emissions
- II. Renewable Energy - generating clean energy on-site to offset energy use and therefore reducing emissions
- III. Building Electrification - converting building systems to run on electricity instead of natural gas. Currently the electricity provided to PPS is about 50% generated by burning of fossil fuels, however this will change over time; PGE and Pacific Power are required by law (HB 2021) to reduce emissions associated with electricity generation to zero by 2040.¹

The Benson modernization addresses each of these investment areas and when completed will be one of the district's highest performing buildings and will help PPS meet the district's GHG reduction targets.

- I. Energy Efficiency - the new Benson high school will be significantly more energy efficient than the previous school. The school's Energy Use Intensity (EUI) is estimated to be 45 kBTU/square foot/year (10 lower than the district baseline average EUI of 55 kBTU/square foot/year and approximately 20 kBTU lower than pre-reconstruction²). Benson will include:

¹ There is no requirement for fossil fuel reduction by 2030.

² It is worth noting that the polytechnic program at Benson has very unique energy needs therefore EUI will be higher than other schools.

- Energy efficient HVAC system: high efficiency condensing boilers (for heating) and water cooled chillers (for air conditioning), and energy/heat recovery on the ventilation system.
 - Robust building envelope: wall/roof insulation, double-pane windows.
 - Advanced energy metering: to monitor and manage energy use more closely.
 - Ceiling fans: strategic use of high-volume, low-velocity fans to supplement thermal comfort and to reduce energy load from the HVAC system.
- II. Renewable Energy - the new Benson high school includes a large solar array sized at approximately 300 kW of electricity

Since the CCRP was adopted the Benson team has been reviewing options to further exceed design standards and support the CCRP objectives. The following equipment at Benson is currently designed to run on natural gas:

1. Two (2) of nine (9) small localized Domestic hot water heaters
2. Three (3) pieces of Kitchen equipment
3. Science labs - Bunsen Burner hook-ups
4. Two (2) CTE Space heaters
5. Five (5) high-efficiency boilers

Domestic Water Heaters

The original design included nine (9) localized domestic water heaters, seven (7) are already electric and two (2) were designed to use natural gas as they were located in the Boiler Room. The cost and complexity of replacing these units with all-electric is relatively nominal. The team has assessed the redesign and is currently costing out the change. Additional review is necessary before executing the necessary change orders.

Kitchen Equipment

Currently the kitchen equipment is designed to be all electric with the exception of one (1) stovetop and one (1) oven/steamer at the Main Kitchen along with one (1) stovetop at the Demo Kitchen. The BPHS team is currently in the process of redesigning and cost estimating to provide an upgrade of the electrical feed and future conduit to these areas to support a future conversion.

Science Labs

The current design has gas feeds to classrooms for bunsen burners, as well as two (2) connections under hoods in the science lab for future use. As no current solution to these devices has been identified, they are being constructed as designed.

Space Heaters

Two (2) gas space heaters were designed in the CTE shop spaces due to efficiency. The BPHS team is in process of converting them to electric, and will be replaced with six (6) electric heaters.

High-Efficiency Boilers

Replacing the high-efficiency natural gas boilers is a more complex item. As noted in the CCRP Memo to the F&O Committee (see attached), switching to all-electric boilers prior to students reoccupying Benson would severely derail the project schedule with an approximate 24 month delay. New boilers will require all new designs and new permits, and the design challenges are not insignificant, for example the current technology of

all-electric boilers are substantially larger in size (than natural gas), are required to be outdoors, and may require significant structural upgrades. Installing infrastructure for future boilers would require expensive guessing (EG: location of boilers, size of electric vaults, etc.) that may ultimately be unnecessary. It's worth noting that the lifecycle of the currently designed boilers is approximately 20-years; the design of electric boilers two decades from now may be substantively different from current designs.

2050 Goal

As noted above, the CCRP includes GHG emissions goals with targets of 2030 and 2040. The policy also includes the goal to eliminate all natural gas infrastructure district wide by 2050. PPS will not need to complete the natural gas conversions to meet the 2030 and 2040 goals (and in fact, due to the current electric grid reliance on fossil fuels, may need to focus away from electrification projects in the short term, and target energy efficiency and renewable energy efforts in order to meet the 2030 goal). PPS currently only has 1 school that is all electric, all other buildings in PPS will require conversion over the next few decades.

FISCAL IMPACT

Electrification conversions can be complex, costly and invasive. As noted in the CCRP Memo to the F&O Committee (see attached), staff initially estimated that if the Benson project were to replace all natural gas equipment before the new school is opened, this would likely cause a roughly 2 year construction delay and after further vetting the cost would be approximately \$6 million. The team has continued to review this conversion and now estimates the conversion to cost approximately \$15 million.

RESOURCES

- PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy (3.30.080-P)
- Memo: Climate Crisis Response, Climate Justice and Sustainable Practices Policy Implementation Plan and Construction Modernization (09/19/2022)
- Presentation: Climate Crisis Response Policy; Implementation Overview (09/22/22)



MEMO

Date: September 19, 2022

To: Facilities & Operations Committee

From: Aaron Presberg, Senior Manager, Energy & Sustainability
Dan Jung, Chief Operating Officer

Subject: Climate Crisis Response, Climate Justice and Sustainable Practices Policy Implementation Plan and Construction Modernization

Background

In 2017 and 2020 Portland voters passed general obligation bond measures that include modernization of Benson Polytechnic High School, Jefferson High School, Lincoln High School, McDaniel High School, Multiple Pathways to Graduation High School and Kellogg Middle School. Building design of Cleveland High School and Ida B Wells High School is also included in the 2020 bond in anticipation of future construction.

In March 2022 the Board of Education adopted the [PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy](#). The policy is a response to the climate crisis currently underway and includes district-wide climate goals specific to nutrition service operations, facilities, student curriculum, student engagement, staff professional development, transportation, financial investments and more. Achieving these goals requires a thoughtful plan and approach that brings together internal and external stakeholders, prioritizes investments that achieve the greatest outcomes and moves the district in one unified direction. PPS' Climate Justice Advisor - with support from stakeholders and the district's Climate Crisis Response Committee - is in the process of developing this comprehensive CCRP implementation plan and will be leading regular goal monitoring and reporting efforts.

Projects in Construction

Some of the policy goals focus on greenhouse gas (GHS) emission reductions with targeted milestones of reducing carbon emissions by 50 percent of the 2018-2019 baseline by 2030 and achieving carbon neutrality by 2040. Meeting these goals will require major capital improvements that must include careful planning, detailed engineering and supporting upfront costs.

When the CCRP was adopted, several modernization projects were in various phases of completion with four of the projects already having their master plans¹ approved, building designs completed and building permits issued; McDaniel and Kellogg were active schools and Benson and Lincoln were in construction. And although Lincoln and Benson were designed prior to the CCRP, and include some fossil fuel equipment, they both have many energy efficiency and sustainable features (including large solar arrays and LEED certification). The remaining schools (Cleveland, Jefferson, MPG, and Wells) have or will be designed to comply with the CCRP goals, including design for all electric infrastructure.²

History of All-Electric Buildings at Portland Public Schools

Prior to the official adoption of the climate policy, the district did design and construct an all-electric building: Kellogg. All bond modernizations and rebuilds go through the cost-benefit analysis of designing and constructing an all-electric building and it has rarely been cost-effective to move forward with an all-electric design. Kellogg's cost-benefit analysis during early design found that, in addition to providing GHG emissions reductions, it would be cost efficient to design and construct Kellogg as all-electric. This was due to a number of factors, including Kellogg being new construction on a site with no existing infrastructure. For example, not only did the Kellogg design team not have to work around existing utility mains and infrastructure, the use of all-electric allowed them to save on construction costs by not providing a new gas pipeline and other NW Natural infrastructure. Although the PPS standards in place at that time did not require all-electric, it was more cost-efficient for Kellogg than including utilization of some natural-gas infrastructure. The cost-benefit analysis for the Benson, designed under the same PPS standards, found that going to all-electric would mean a substantial cost increase for the project that would put it over budget. Since the standards did not require all-electric and the budget had not included all-electric in its assumptions, PPS kept Benson's design per the standards. The same was true for the Lincoln and the McDaniel modernizations.

Impact to Changing Course on Benson

The impact of changing Benson's design to be entirely fossil fuel free would cause a delay in the project completion and would significantly increase the project budget. The engineering design of new heating and cooling equipment and required distribution systems would take 6-8 months and involve redesign from the entire design team and the subconsultants to accommodate potential impacts. This includes Mechanical, Electrical, Plumbing, and Structural changes in addition to adjustments for interior components. Additionally, our electric service provider would need to bring an entirely new service onto the property. Once the design is completed, we would need to apply for permit revisions, which we anticipate would take a minimum of an additional 3-4 months and may trigger further review from the Historic Landmarks Commission. Only after

¹ Master Plans for all modernization are approved by the Board and include the project scope, schedule and budget.

² There are instances where CCRP goals may not be feasible to the full extent. One example: we have yet to find a suitable replacement for gas powered bunsen burners.

this time would we have the ability to order the approved products, which have lead times currently of 10-12 months; effectively delaying the project almost 2-years and requiring the Benson student body to remain at the Marshall campus for 5 school years.

The consideration for cost impact to the project would include engineering design, permitting, purchase of new equipment, and installation of newly designed components. The current equipment has already been purchased and is in process of being delivered to the jobsite. The costs for the new system would be in addition to those costs and the Benson project team estimates it would have a rough order of magnitude of \$6-8 Million in total added cost.

The following equipment at Benson is currently designed to run on natural gas:

1. Five (5) high-efficiency boilers
2. Domestic hot water heaters
3. Kitchen equipment
4. Science labs

The Benson Modernization has the following design features that are in compliance with the climate policy:

1. On-site renewable energy: solar array with 335 kW capacity, which would be one of the largest systems in the district.
2. Energy Use Intensity (EUI): estimated to be 45 kBtu/square foot/year (10 lower than the district baseline average EUI of 55 kBtu/square foot/year)
3. Energy efficient HVAC system: high efficiency condensing boilers (for heating) and water cooled chillers (for air conditioning), energy/heat recovery on the ventilation system.
4. Robust building envelope: wall/roof insulation, double-pane windows.
5. Advanced energy metering: to monitor and manage energy use more closely.
6. Ceiling fans: strategic use of high-volume, low-velocity fans to supplement thermal comfort and to reduce energy load from the HVAC system.
7. Daylighting: expanded daylighting access for regularly occupied spaces to provide natural light and help reduce energy load from lighting.
8. LEED Certification: designed to achieve at least LEED Silver, on track for LEED Gold.
9. Multiple Pathways to Graduation: this building, on the Benson campus, is designed to be all-electric with the bunsen burners being the one exception.

Policy Goals

In addition to the overarching climate policy goal to achieve net zero GHG emissions by 2040, the policy outlines two specific goals related to phasing out fossil fuel infrastructure: *prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings and phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.*

Even though the district has recently designed or constructed newer buildings with natural gas infrastructure, PPS is still on track to meet the climate policy goals. For example, Franklin, Roosevelt, Faubion, Benson, McDaniel, and Lincoln were designed before the policy was developed, but they still help us move closer to the goals by increasing energy efficiency and installing solar to increase our renewable energy generation; both of which lower our GHG emissions. Going forward with the Jefferson Modernization and subsequent projects, the district will ensure that building electrification will be a top priority and that fossil fuel infrastructure will effectively be phased out. The district will continue to pursue state and federal incentives as well as emerging technological advancements to ensure this transition is economically efficient and reduces additional expenses to the Portland community.

cc: Marina Cresswell, Senior Director, Office of School Modernization

Armand Milazzo, Director of Construction, Office of School Modernization

Patrick LeBoeuf, Director of Projects and Construction, FAM

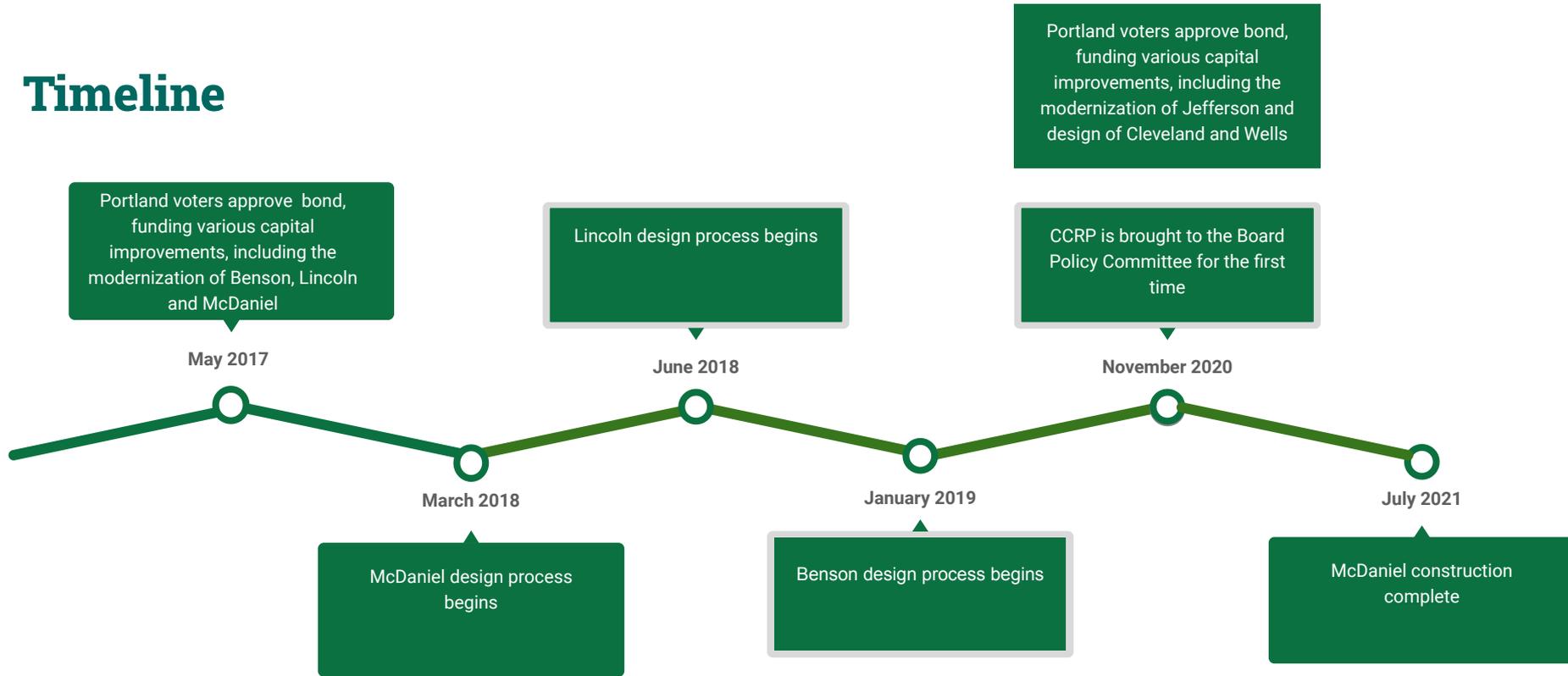
Kat Davis, Advisor for Climate Justice, Chief of Staff

Climate Crisis Response Policy

Implementation Overview

September 22, 2022

Timeline



Timeline (cont.)

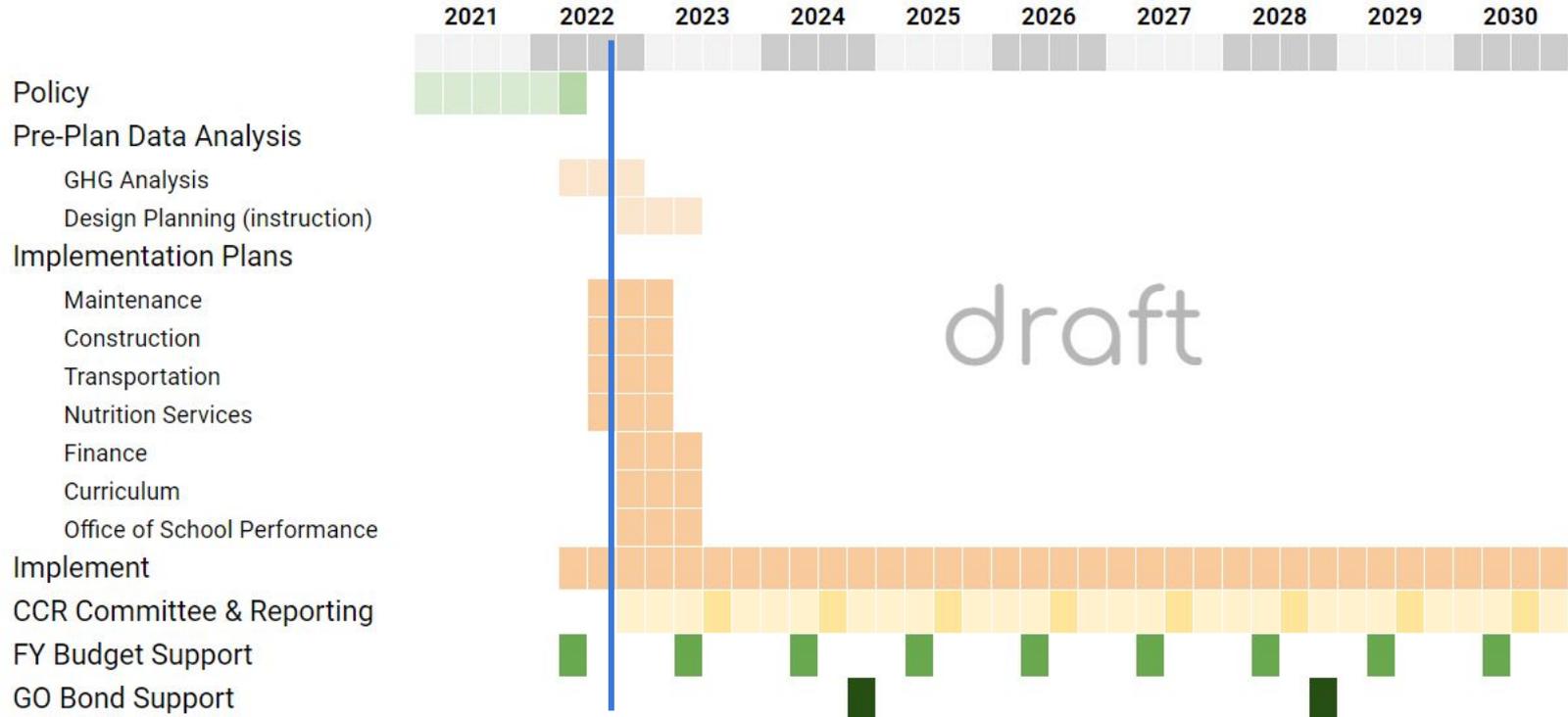


CCRP Implementation

First year District Goals - Create an implementation plan for each department connected to the policy goals including:

- Current Inventory
 - Establish a baseline of metrics from which to measure progress
 - Track current equipment and systems in use
- Definitions of success
 - Establish a tangible and measurable set of policy objective outcomes
- Set milestones
 - Develop a milestone map and progress tracking system
 - Annual progress report to Board

CCRP Implementation Schedule



draft

What is Already in Process?

**Greenhouse gas
inventory**

**4 electric buses
purchased**

**Construction
implementation plan**

**2020 bond:
all-electric HVAC**

**CCR Committee
appointed &
launched**

**Jefferson,
Cleveland, Wells
Modernizations to
align with policy**

OSM Projects Overview

	<u>All-Electric</u>	<u>Solar Array</u>	<u>Energy Efficient HVAC</u>	<u>Daylighting</u>	<u>High Performance Envelope</u>	<u>Advanced Energy Metering</u>	<u>On-Site Stormwater Processing</u>	<u>LEED Certification</u>
<u>2017</u>								
Kellogg MS Rebuild	X	X	X	X	X	X	X	X
McDaniel HS Modernization		X	X	X	X	X	X	X
Lincoln HS Modernization		X	X	X	X	X	X	X
Benson HS Modernization		X	X	X	X	X	X	X
MPG Building New Construction	X*	**	X	X	X	X	X	X
<u>2020</u>								
Bridger Mechanical	X		X					
Kelly Mechanical	X		X					
Lent Mechanical	X		X					
Harrison Park Mechanical	X		X					
Jefferson HS Modernization	X	X	X	X	X	X	X	X
Ida B Wells HS Modernization	X	X	X	X	X	X	X	X
Cleveland HS Modernization	X	X	X	X	X	X	X	X

* MPG is all-electric except for gas Bunsen burners ** MPG's solar array was added to Benson's solar array for efficiency



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the [Graduate Portrait](#).

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change, and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

As the District works to meet these climate and sustainability goals and targets, it will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are aligned with carbon-reduction targets, are cost competitive over time, and available technology exists.

It should be noted that these goals are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a regular cycle to support infrastructure investment; and the District will allocate general fund budget to help reach these goals.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and that are more sustainable.
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including recycling and food waste reduction at campuses.
3. Minimize disposable materials.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management in compliance with city code.
3. Establish green school yard plans to care for school grounds.
4. Phase out gas-powered equipment used for grounds maintenance.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

1. Establish school-based infrastructure and support for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low-emission vehicles.
3. Educate and communicate to students, parents and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying and maximize recycled content in paper used.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

3. PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

1. PPS will coordinate with state, regional, and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events. The District will make available its facilities, as appropriate, during community response efforts to climate events.
2. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower staff as allies for a healthy climate.

1. Provide learning opportunities for staff on climate science/climate justice.
2. Continuously collaborate with staff to utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.

Goal 3.2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

opportunities to practice climate solutions.

1. Develop and deliver curriculum and resources to help students understand, prepare for, and respond to climate change impacts.
2. Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.
3. Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and impacts on people of color, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.
2. Support student-led climate justice, climate action, and climate resiliency initiatives.
3. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.
4. Support students in their ongoing and critical role as climate response, climate justice, and sustainability advocates.

CLIMATE CRISIS RESPONSE COMMITTEE

To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than nine persons that is made up of a majority of members who identify as people of color, and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board but does not have decision-making authority.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Glossary of Definitions

Scope 1 Emissions: direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).

Scope 2 Emissions: indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization’s GHG inventory because they are a result of the organization’s energy use.

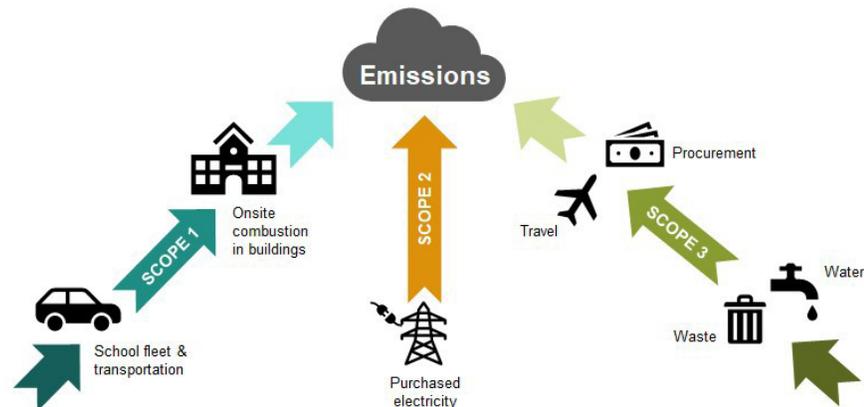
Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization’s scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization’s activities.

(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding and appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and

Scopes of Emissions in Schools





Board Policy

3.30.080-P

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

Adopted: 3/2022