

School Improvement Bond Committee
Meeting
Thursday, May 27, 2021 4:30 PM

Virtual

Agenda

1. 4:30 pm - Introductions, Acknowledge Previous Meeting Minutes, and Public Comment
*To sign-up for public comment
email PublicComment@pps.net or
call Kara Bradshaw at 503-916-3906
2. 4:40 pm - Update: Center for Black Student Excellence & Jefferson Engagement Plan
3. 5:00 pm - Update: 2020 Bond Capacity Scope of Work
4. 5:20 pm - Discussion: PPS Business Equity Goals
5. 5:40 pm - Overview of PPS Education Specifications & Design Standards
6. 6:00 pm - Adjourn



PPS: Center for Black Student Excellence

"This is going to be great" - Joyce Harris, Portland Education Leader

Connecting Our Values, Programs and Spaces: Black Excellence

Portland Public Schools (PPS), the largest public school district in the state of Oregon, is attempting to live into its expressed commitment towards our core value of racial equity and social justice: We believe in the fundamental right to human dignity and also believe that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression. [PPS reimagined](#) is a community-driven vision for what we want for PPS graduates, educators and our educational system. This ambitious vision represents the values and aspirations of thousands of Portland students, families, staff, partners and members of our community, and seeks to counter the 170 year history of PPS failing communities of color—especially Black and Native American students.

Building on a Legacy: Continuing a Tradition of Excellence

Building on the legacy of advocacy for Black children in Portland, and catalyzed by the social movement for Black Lives, Black Portland community leaders have put forth the concept of the Center for Black Student Excellence, a vision that endeavors to center the experience, promote opportunities, accelerate outcomes, and celebrate the achievements of Portland's Black children.

This collective effort channels the decades of visionary leadership and culturally responsive and pedagogically sustaining approaches of Black-led, culturally specific organizations in Portland. This emerging community-led concept seeks to unify and elevate the educational experience of Portland's Black children and their families, connecting a constellation of community schools and Jefferson High School—which is slated for a proposed modernization—and Black-led community-based organizations in the Albina Neighborhood.

Together, the Center for Black Student Excellence and the Jefferson High School modernization form the basis of a concept vision that will rally students, families, and community stakeholders to develop a coherent set of strategies that will positively impact student achievement and outcomes while affirming Black student identity, and will include promoting and supporting culturally responsive/sustaining teaching and learning, from cradle to career.

Investments towards the schools in the heart of what was once the Albina community, will serve as an important investment in our Black communities. It will reinforce and anchor our schools as centers of our communities and help create the conditions for moving the needs on the pernicious inequities that our Black students continue to experience under our watch.

A Co-Constructed Plan: Marching Toward Excellence

In partnership with Black community leaders, education and youth development experts and PPS educators, our community will launch a year long racial equity centered design and planning process that will inform both the educational program and the physical design and implementation of the Center for Black Student Excellence in schools and facilities in the heart of the historic Albina neighborhood around Jefferson High School. Drawing from local, national and international expertise as well as student, family

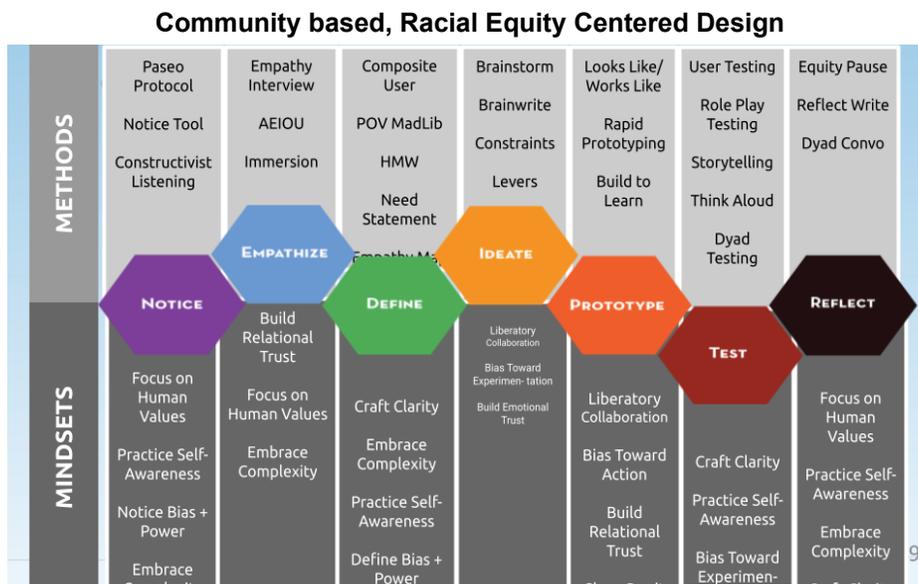
and community engagement, the collective will set the framework and design for implementation of the Center. Some elements of the design and planning process will include:

Transformative and Culturally Responsive Curriculum and Instruction

- Culturally Specific Family Engagement and Supports
- Early Learning
- Racial Equity Centered Social Emotional Learning
- Core curriculum and instruction
- Middle School Redesign and Innovation
- College and Career pathways
- Whole school and holistic supports to student and families
- Arts, STEM and Enrichment

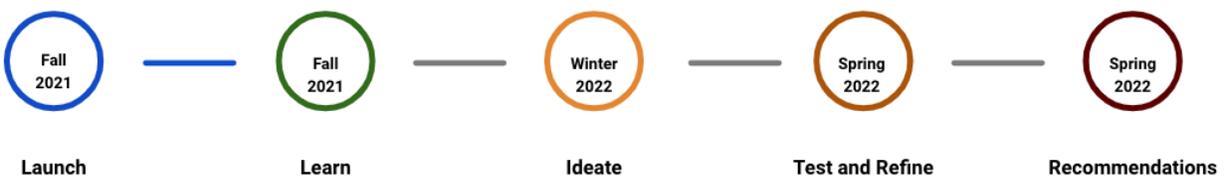
Reimagining Places to Catalyze Innovation and Learning

- Safe, positive, accessible and healthy learning environments
- Community connected spaces and places
- Advanced Technology
- Student centered and developmentally appropriate design
- Premiere, state of the art facilities that reflect the respect and appreciation of Black Excellence



This tool was created by Ariel Raz and David Clifford, 2016

Timeline:





Date: May 24, 2021

To: School Improvement Bond Committee

From: Dan Jung, Chief Operating Officer
Marina Cresswell, Senior Director, Office of School Modernization
Emily Courtnage, Director, Purchasing & Contracting
Paul Williams, Solicitation Manager, Purchasing & Contracting

Subject: Business Equity Policy, Initiatives, and Outcomes

I. Overview of Equity in Public Purchasing and Contracting Policy and Business Equity Initiatives at PPS.

1. Equity in Public Purchasing and Contracting Policy 8.50.095-P

The Board adopted the [Equity in Public Purchasing and Contracting Policy 8.50.095-P](#) (“EPPC Policy”) on July 16, 2012. In the EPPC Policy, the Board set out the following goals: (1) The District will provide purchasing and contracting opportunities to small business that have been historically under-utilized, including businesses owned by people of color and women; (2) The District will ensure apprenticeship opportunities in the construction trades and will promote construction employment opportunities for people of color and women; and (3) The District will continue to provide career learning opportunities for students, providing them exposure to various potential career paths. The Policy provides that the District will achieve these objectives through three major initiatives: Business Equity, Contractor Workforce Equity, and Career Learning Equity.

The District’s **Business Equity** initiatives aim to equitably distribute the District’s contracting opportunities, helping to ensure that businesses owned by people of color and women benefit proportionally from the District’s contracting dollars. Business Equity is distinct from **Contractor Workforce Equity**, which is aimed at ensuring that District construction projects employ (via our prime contractors and subcontractors) a construction labor workforce that reflects Portland’s diversity and provides career opportunities for people of color and women. The **Career Learning Equity** initiatives help to ensure that District students have opportunities to learn about and become engaged in construction and other related careers, providing a pathway to apprenticeship, the trades, and possibly even future business ownership. In this way, all three initiatives work together, leveraging the District’s contracting dollars to help increase economic

opportunities for students, laborers, and business owners, particularly people of color and women.

The EPPC Policy addresses Business Equity goals in general terms and does not provide a particular goal or utilization percentage for Certified Businesses:

“All District departments and budget holders will actively search out and open their purchasing and contracting opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. District departments will establish specifications for goods and services, personal services, architecture, engineering and construction that encourage competition while meeting District needs. The District will develop its bid packages, contract terms, and work scopes to allow for businesses of all sizes to respond to its solicitation and business opportunities. The District will scope certain bid packages for small businesses.

The District will improve its efforts in this regard over time, looking to establish successful models as well as working closely with community stakeholders to innovate and improve our public purchasing and contracting approaches.”

2. Business Equity Administrative Directive 8.50.096-AD

The [Business Equity Administrative Directive 8.50.096-AD](#) (“Business Equity AD”) was signed by the Superintendent on September 23, 2013. Key provisions of the Business Equity AD include:

- An aspirational goal of 18% for the participation of Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) (“Certified Businesses”)¹ in Division 48 and Division 49 services. Division 48 services include architecture, engineering, land surveying, photogrammetric mapping, transportation planning, and related services. Division 49 services are public improvement (construction) services.
- The District will actively participate in regular meetings of local minority-owned, women-owned, service-disabled veteran owned, and small business advocacy organizations, trade shows, trade fairs, and similar events.
- The District will notify Certified Business vendors of District informal and formal solicitations and contracting opportunities.
- The District will include cultural responsiveness, diversity policies, and/or company Certified Business subcontractor utilization history as part of the evaluation criteria in Requests for Proposals (RFPs) when subcontractors may be utilized.
- For purchases below formal solicitation thresholds, the District will actively seek participation of Certified Businesses. Departments will seek one or more of the required three quotes for intermediate Division 49 services from Certified Businesses.

a. 18% Business Equity Goal: Caveats and Limitations

¹ A Certified Business is one certified as such by the State of Oregon Certification Office for Business Inclusion and Diversity (COBID); or is a Disadvantaged Businesses (DBE) certified by the states of Oregon, Washington, or California; or is MBE or WBE certified by the State of Washington.

As noted above, the Business Equity Administrative Directive includes an aspirational goal that 18% of our contracting dollars in construction, architecture, engineering, and related services go to Certified Businesses, whether as prime contractors or subcontractors. There are a number of caveats and limitations inherent in this goal.

First, there is a lack of good data to support any particular utilization percentage. The 18% aspirational goal has been the same since the AD was first signed in 2013. At that time, the District did not have a disparity study or other comprehensive evaluation of actual availability of Certified Businesses in the Portland Metro Area; rather, the goal was developed to mimic similar goals in other local public agencies with emerging business equity programs, such as City of Portland. Even today, we still do not have data on the availability of Certified Businesses across various trades or professional categories in the Portland Metro Area. In this sense, we cannot say with certainty what utilization percentage is reasonably attainable and whether that percentage has changed over time. It may be that the goal is readily attainable in some areas of work (architecture, for example) and some construction trades, but much less so in others - but we have little actual data.

We do know that there are currently only 2,611 Oregon Certified Businesses across all commodity and service areas. Of those, only 694 provide construction services, including just 210 minority-owned construction businesses and 152 women-owned construction businesses. This includes both residential and commercial construction services, so only some of these businesses would be viable contractors for the District. There is likely some overlap between these categories, as businesses can be dual-certified or even triple-certified - e.g., a minority woman-owned small business could be certified as MBE, WBE, and ESB. Unfortunately, the total number of Certified Businesses in Oregon dropped approximately 20% since March 2020 (pre-COVID), which could be due to failure of businesses in some instances and failure to re-certify in others.

Second, the 18% aspirational goal is for the program as a whole. The 18% threshold is not on a per-contract basis or even a per-contracting division basis (construction versus architecture and engineering) but simply refers to overall District spend across all applicable areas of work and trades, and across all contracts, over time.

Third, the goal does not distinguish between different types of certification. Rather, the aspirational goal is that 18% of our contracting dollars in construction, architecture, engineering, and related services go to MBE, WBE, ESB, and/or SDVBE businesses, in sum. The 18% aspirational goal could be strictly met (though not met in spirit) by providing 18% of our contracting dollars to emerging small businesses (which are typically white-owned but have a lower revenue cap than the other certification categories) and \$0 to any other Certified Business categories. Alternatively, the 18% goal could be met by providing 8% of our contracting dollars to minority owned businesses, 7% to women-owned businesses, and 3% to emerging small businesses. The lack of specificity among certification categories was purposeful, to avoid the appearance of an unlawful race- or gender-based preference in contracting. Thus, while we do disaggregate our spend with each type of Certified Business in our reporting, we do not have specific goals for each category of certification.

Fourth, the 18% aspirational goal does not address the number or diversity of Certified Businesses benefitting from our contracting dollars. We could theoretically achieve the 18% by

contracting with a small handful of large and successful businesses on our larger projects. However, this would do little to spread our contracting dollars among many businesses and help grow the smallest Certified Businesses into more successful, long-term viable businesses over time. For this reason, we believe it may be time to shift focus, at least partially, to look at not only the total dollars benefiting Certified Businesses but the numbers and diversity of the businesses benefited. Arguably, it could be just as valuable to the community, if not more so, to reach 15% utilization while helping to grow hundreds of small, emerging businesses owned by people of color and women than to reach 18% utilization by contracting with just a few large, successful minority- or women-owned businesses.

Finally, it is important to point out that the Business Equity AD and the 18% aspirational goal do not have anything to do with the actual composition of the labor workforce on any given project or on jobsite culture. Construction workforce diversity and apprenticeship usage is addressed in the Contractor Workforce Equity AD and related initiatives. While it is possible that Certified Businesses employ more people of color and women in their workforce than non-Certified Businesses, we have no data on this issue.

3. Business Equity Initiatives and Practices at PPS Since 2013 Program Inception

In an effort to increase the percentage of District contracting dollars going to Certified Businesses, the District has taken the following steps:

a. Evaluation Criteria in Formal Requests for Proposals

In mid-2013, the District began incorporating in its RFP evaluation criteria, for projects in which subcontractors will be utilized, the Proposer's Certified Business outreach efforts, diversity plan, and history of Certified Business utilization. Such evaluation criteria have been included in all Division 48 and 49 RFPs, including the design and Construction Manager/ General Contractor (CM/GC) solicitations for each of the high school modernization projects. RFP evaluators award points for a Proposer's demonstration of a history of successful partnering with Certified Businesses and a comprehensive plan for Certified Business outreach and utilization.

b. Mandatory Certified Business Inclusion in Intermediate Procurements

The District's Facilities and Asset Management (FAM) and Office of School Modernization (OSM) departments seek at least one of three required quotes for intermediate (i.e., below the 100k formal procurement threshold) construction services unless no eligible Certified Businesses exist for a particular scope of work. The internal project management software used by FAM and OSM requires project managers to document their compliance through a series of required questions in the commitment approval process. The Purchasing & Contracting department also tracks compliance with this requirement as part of its contract review process.

c. Outreach to Certified Businesses and Community Engagement

The District's direct outreach and engagement activities include but are not limited to: Attending meetings and advertising opportunities with the Oregon Association of Minority Entrepreneurs (OAME), which promotes entrepreneurship and economic development for small and minority owned businesses; facilitating District participation in local trade shows and Open

Houses and similar events designed to bring together public agencies and Certified Business vendors; increasing our online presence with easily accessible information about PPS contracting opportunities; inviting Certified businesses to make presentations to FAM and OSM staff at the BESC; and, since March 2015, facilitating quarterly meetings of PPS's Equity in Contracting Advisory Committee to engage Certified Business stakeholders and seek feedback on PPS policies and practices. Many of the Office of School Modernization's largest projects involve CMGC contracts, in which subcontractor procurement occurs after the general contractor is already under contract with the District. OSM works closely with CMGC contractors to discuss their Certified Business outreach, engagement, and participation strategy; participates in round tables with CMGC contractors at organizations such as OAME and National Association of Minority Contractors-Oregon (NAMC Oregon); and reviews CMGC-proposed procurement plans.

d. Reporting/Data Sharing

In 2015, the Purchasing & Contracting department completed implementation of a Certified Business utilization tracking system (B2G Now) that integrates with our enterprise resource planning software, PeopleSoft, and the Oregon COBID certification database to automate the tracking of District contract dollars spent on Certified Businesses. The software enables accurate and timely reporting of the percentage of District contract dollars spent on Certified Businesses, whether at the prime or subcontractor level, for all construction, architecture, engineering, and related services contracts initiated on or after April 1, 2015 (plus a few preexisting large Bond contracts).

The Director of Purchasing & Contracting provides an annual report to the Board, in the form of an Informational Memo, detailing cumulative and fiscal year business equity, workforce equity, and career learning equity outcomes. The memo is also posted on the Purchasing & Contracting website. Purchasing & Contracting staff also share updated Certified Business utilization reports from B2G with the Equity in Contracting Advisory Committee at each quarterly meeting. In addition, the Office of School Modernization uses B2G reports to provide program-wide Certified Business utilization statistics to the Bond Accountability Committee at every meeting. With a change in reporting format in 2021, OSM also began providing detailed utilization breakdowns for the modernization projects and is working to provide the same detail for multi-project 2017 Health and Safety and 2020 Infrastructure programs. Reports provided by OSM to the Bond Accountability Committee are then also provided to the School Improvement Bond Committee (SIBC) as part of OSM's quarterly update to the SIBC. All reports are shared in public meeting materials and posted to the PPS website.

II. Business Equity Outcomes

Since 2013, **15.9%** of the District's total spend (both Bond and non-Bond) on construction, architecture, engineering, and related services went to Certified Businesses since 2013.² This equates to **\$143,426,098** spent on **440 prime contracts** and **436 subcontracts** with Certified Businesses.

² This data represents a snapshot in time as of April 30, 2021. Note that these numbers can be expected to change daily as the District's prime contractors enter data on payments made to their subcontractors during the prior month(s) and as subcontractors enter payments to second tier subs.

The Certified Business spend can be disaggregated in a number of ways:

Certification Type:

Certification Type	Percent Utilization	Total Dollars	Prime Contracts	Subcontracts
Minority Owned Businesses	4.9%	\$44,234,213	90	144
Women Owned Businesses	7.3%	\$65,457,662	136	157
Emerging Small Businesses	3.1%	\$27,674,211	203	115
Service-Disabled Veteran Owned Businesses	0.1%	\$543,445	3	1

Disaggregation of Minority Business Enterprise (MBE) Spend by Ethnicity/Race:

MBE Ethnicity/ Race/ Gender	Percent Utilization	Total Dollars	Prime Contracts	Subcontracts
African-American Female	0.64%	\$5,773,726	0	5
African-American Male	1.82%	\$16,411,946	11	29
Asian Indian Male	0.10%	\$941,356	18	9
Asian Pacific Female	0.94%	\$8,505,092	2	14
Asian Pacific Male	0.44%	\$4,015,185	23	18
Hispanic Female	0.24%	\$2,132,586	10	7
Hispanic Male	0.53%	\$4,754,621	19	38
Native American Female	0.05%	\$429,286	3	14
Native American Male	0.50%	\$4,524,321	4	15
Undeclared	0.01%	\$49,600	0	1

Bond vs. Non-Bond Projects:

- Bond Projects: 15.3% (\$125,288,764)
- Non-Bond Projects: 21.2% (\$18,137,335)

Contract Type:

- Construction: 14.4% (\$110,559,872)
- Architecture, Engineering, and Related Services: 24.5% (\$32,866,226)

Prime Contract Procurement Method:

- No Competition: 21.3% (\$10,922,756)
- Competitive Low Bid/Low Quote: 20.6% (\$32,677,687)
- Competitive Evaluation/Proposals: 14.4% (\$99,825,655)

III. Current Initiatives to Improve Business Equity Outcomes

The Purchasing & Contracting Department and the Office of School Modernization are engaged in a number of ongoing efforts to continue to improve the equitable distribution of our contracting dollars in construction, architecture, engineering, and related services:

1. Continue to Seek Input and Advice from our Equity in Contracting Advisory Committee

As noted above, the Purchasing & Contracting Department formed the Equity in Contracting Advisory Committee (“Advisory”) in early 2015 to help us identify contracting barriers, improve our practices, and increase business equity across the District. The Advisory Committee meets quarterly and is comprised of several minority, women, and emerging small business owners and advocates as well as PPS Purchasing & Contracting staff. Long-standing active community members include:

- Jorge Guerra, president, Oregon Association of Minority Entrepreneurs
- Mark Matthews, owner, Pacificmark Construction (MBE)
- Rajiv Ali, principal/owner, Rhino One Engineering (MBE)
- Summer Gorder, president, ecoREAL Solutions (WBE)
- Samuel Gollah, president/owner, Gollah Consulting (MBE)
- Eric Ufer, owner, Pest Solutions (ESB)
- James Faison, owner, Faison Construction (MBE)

Most of the members have also worked on PPS projects, as prime contractors or subcontractors, and thus bring not only a community and business owner perspective but also the perspective of those who have directly experienced, and can speak to the benefits and drawbacks of, our contracting practices and our equity mandates (including not only business equity initiatives but also our mandatory contractor workforce equity programs and career learning requirements).

2. Continue to Use Alternative Contracting Methods for Construction

Oregon Public Contracting statutes require use of a low-bid procurement method - an Invitation to Bid - when procuring construction contracts over \$100,000. The low-bid method requires award to the lowest responsive and responsible bidder. Because no evaluation is involved, it is considered a purely objective and transparent contracting methodology that results in cost-savings to agency and taxpayer. Agency staff may, however, seek an exemption and permission from the Board to use an Alternative Contracting Method such as Construction Manager/General Contractor (CMGC), Indefinite Quantity/Indefinite Delivery (IDIQ), or Design Build, whereby contractors are procured by a fully competitive, evaluated Request for Proposals process. A series of statutory factors govern the Board's discretion in granting such exemption requests. An advantage of the RFP process is the ability to include business equity evaluation criteria in the selection of the contractor, helping to ensure that contractors have a well-developed plan to include Certified Businesses as partners or subcontractors in the project. (Note that we do not, however, award points to a proposer simply for being a Certified Business, so as to avoid the appearance of an illegal race- or gender-based preference in contract award.)

Despite the additional time and work involved in obtaining an exemption, the District has continued to seek exemptions to use Alternative Contracting Methods where it makes sense to do so under the statutory criteria. The CMGC method has been used for all of the High School Modernization projects. The IDIQ method has been used for District-wide Partial Pipe Replacement and Lead Paint Stabilization Projects. In addition, the District used a simple RFP procurement method for District Wide Security Upgrades and the Roosevelt Phase IV Project.

3. Strengthen Our Request for Proposals Selection/Evaluation Criteria

Beginning in late 2020, we began redrafting our RFP evaluation criteria related to business equity and construction workforce diversity in order to strengthen and clarify the criteria and improve its effectiveness. Our new language, finalized and adopted in April 2021, took into account input from our Equity in Contracting Advisory Committee and also included language adapted from Metro and City of Portland solicitations. The new CMGC and Alternative Contracting RFP evaluation criteria is copied below. Our new Architecture, Engineering, and Related Services RFP evaluation criteria is similar but excludes the Construction Workforce Equity section (section B, below).

A. Certified Business Participation Strategy

It is the expectation of the District that the Contractor will develop an effective, thorough, and thoughtful approach to the recruitment of smaller general contractors and Certified Business subcontractors to perform work on this project.

- i. **Partnering and Subcontracting Strategy:** What about your business practices and approach to partnering or subcontracting will aid in the recruitment of Certified Business contractors on this project?
 - a. Identify the Certified Businesses you plan to engage on this project and any trades you will target for Certified Business participation.
 - b. Describe your process of developing bid packages. How does this approach promote the ability of Certified Business contractors to bid on work?

c. Specifically address the District's intention to provide opportunities for smaller general contractors.

ii. **Realistic and Achievable Utilization Percentage:** Based on your business practices and approach to partnering or subcontracting, and based on your knowledge of the current Portland Metro Area construction market, what is the percentage of Certified Business utilization (i.e., percent of total contract value that will be paid to Certified Businesses) that is realistic and achievable for this project? Describe your comprehensive strategy to achieve that percentage of Certified Business utilization for this project.

iii. **Recent Project Examples:** Describe your two most recent projects of similar size (i.e., at least 50% of the proposed contract value for this project) that have tracked Certified Business utilization (not including Federal DBE) and list the project owner, proposer's Project Manager, and dates of work. Provide the stated original Certified Business utilization percentage goal, the Certified Business utilization percentage you achieved, the total construction value vs. the amount paid to Certified Business subcontractors, and the total number of subcontractors vs. the number of Certified Business subcontractors. Describe how you were successful in achieving this level of Certified Business utilization. If you were not successful in meeting the utilization percentage goal, explain the reasons and any lessons learned; what would you do differently now?

If you have worked on one or more Portland Public Schools projects, include the most recent of these projects in your response.

An ideal proposal will demonstrate:

- Proposer has a comprehensive and detailed Certified Business utilization plan and has already engaged Certified Businesses as a significant part of the project team.
- Proposer has a realistic and attainable Certified Business utilization goal and plan for reaching that goal on this project.
- Proposer has a demonstrated history of successfully partnering and/or subcontracting with Certified Businesses to meet utilization goals.

B. Construction Workforce Diversity Efforts

Describe the efforts you will make to enhance the diversity of the workforce on the entire project. What strategies will you use to maximize apprenticeship opportunities for minority and female workers on the jobsite?

i. Describe any workforce retention strategies, including any investment in on-the-job training, mentoring, or coaching, to help ensure training completion and success of registered apprentices.

ii. Describe any strategies you will use to engage community and industry partners to enhance participation of minority and female workers on the jobsite.

iii. The District's aspirational goal for construction workforce diversity is a minimum of 25% minority and 14% female hours, including both journey and apprentice level workers, on each

eligible project. Describe any anticipated workforce gaps that may impede your ability to successfully achieve these goals, and include a brief description of potential strategies to overcome any challenges or gaps.

C. Internal Workforce Equity and Diversity Practices

Describe your local/regional workforce demographics and any measurable steps taken to ensure a diverse internal workforce (e.g., women and people of color).

- i. How do you approach internal on-the-job training, mentoring, technical training, and/or professional development opportunities for women and people of color?
- ii. What strategies do you use to overcome any existing lack of regional or industry diversity in order to ensure a diverse internal workforce?
- iii. List the top three actions/ongoing practices you have implemented to ensure a diverse workforce is represented at all levels (e.g., upper management, middle management and lower-level management). Reference implementation dates, timelines, and any performance metrics that characterize these achievements.

4. Continue to Support Our Contractors in their Utilization Strategies

As seen in the RFP Criteria for CMGC contractors above, all CMGC proposers are expected to identify a reasonable and achievable Certified Business utilization for the project and describe their comprehensive strategy to achieve it. After a CMGC contract has been executed, the Office of School Modernization works closely with the contractor to review and support their utilization strategy.

In order to achieve 18% utilization, CMGC contractors must have an extensive set of strategic tools and be well supported by PPS. The strategy begins in pre-construction, with substantial outreach to Certified Businesses through trade shows, engagement with Certified Business advocacy organizations, one-on-one engagement with individual Certified Businesses, and extensive work with prime subcontractors to assist them in sub-tier subcontractor utilization. In recent years, most large general contractors in the Portland area have also added staff positions specifically focused on improving diversity in their contracting. These positions not only work to create better connections between their organizations and Certified Business contractors, they also proactively reach out to assist contractors in becoming Certified Businesses; match smaller Certified Business subcontractors with larger subcontractors in their trade for mentorship opportunities; and in some cases develop their own in-house mentorship agreements with smaller Certified Business general contractors.

It is not enough to simply work on growing connections and encouraging Certified Business development in pre-construction. When it comes time to put together bid packages, CMGC contractors for PPS are consistently: breaking down bid packages into smaller and targeted scopes of work (often using members of the Certified Business construction community to identify what scopes are achievable within a single package); creating a selection of packages

that use an RFP process with Certified Business utilization criteria to ensure that cost is not the only consideration for award; creating a selection of packages that will be directly awarded to Certified Businesses; focusing on prime subcontractor utilization of Certified Business second-tier subcontractors; holding bid package open houses to expand visibility of available packages and provide opportunities for Certified Businesses to make connections; and continuing direct outreach to Certified Businesses to encourage them to bid on packages.

Support for Certified Business contractors does not end at bidding and contract execution. CMGC contractors spend significant time working with their Certified Business subcontractors during construction to ensure they succeed, both from a financial perspective and a business perspective. PPS project managers and leadership regularly review Certified Business utilization and discuss opportunities for improvement with their contractors.

5. Creatively Consider New Strategies for Improved Outcomes

The Purchasing and Contracting Department and the Office of School Modernization, in collaboration with Business and Operations leadership, continues to consider new strategies to improve Certified Business utilization.

As part of the 2020-21 annual performance audit of the Bond program, OSM asked auditors to specifically review how the Bond program, and supporting PPS departments such as Purchasing and Contracting, supports business equity in its business processes. While the recommendations from that audit are not yet available, the auditors did, as part of that work, survey Certified Business contractors and consultants regarding their perceptions of PPS' support of business equity, and followed up with individual interviews when responders indicated they were willing to discuss further. Auditors also looked at peer agencies for context regarding practices and outcomes. The final report of that work, along with recommendations for improvement, is anticipated to be presented to the BOE School Improvement Bond Committee, BOE Audit Committee, and the Bond Accountability Committee in late August.

The Office of School Modernization has likewise asked the Bond Accountability Committee to suggest potential strategies for improved outcomes. This is, of course, not a single discussion, but an ongoing series of conversations. The McDaniel High School Modernization project team presented information to the BAC on their Certified Business utilization strategy and outcomes in late 2019, and had a robust discussion with BAC members about the issue. The Benson High School Modernization project team presented information to the BAC on their proposed procurement plan in late 2020 for additional discussion. The upcoming July 2021 BAC meeting will also set aside time specifically to discuss Certified Business utilization strategies.

One of the strategies that the Office of School Modernization is working to implement is developing an ongoing series of workshops regarding standard OSM construction documentation, processes, and expectations. These workshops would work to clarify what is expected of contractors on OSM projects. The workshops would be open to all contractors, with targeted outreach to Certified Business contractors who have not previously done work with OSM. The intent would be to provide contractors a better understanding of expectations prior to bid/proposal and thereby reduce post-award failure.

The Office of School Modernization would also like to create a role within OSM that can act as both a resource to Certified Business in both the pre-contract and contract phases, and as an ombudsman for Certified Businesses under contract. Staff in this role could potentially assist contractors with the certification process; identify and connect Certified Business contractors with other OSM contractors as potential mentors; and elevate Certified Business concerns above the project team level to OSM management. They could also act as a resource for project teams that are looking to improve their business and workforce equity outcomes.

Other strategies under consideration include developing standardized ACAD conventions to improve use of Certified Business subconsultants for partial design scope in architectural services; creating lists of Certified Business contractors by trade for easy reference by project managers; soliciting mentor commitments from larger, non-Certified Business contractors; and setting aside a specific percentage of project funding to support Certified Business contracts and subcontracts.

Staff within the Purchasing and Contracting Department and the Office of School Modernization regularly discuss ways to improve diversity within our industry and ensure that PPS is helping to support the growth, inclusion, and long-term success of Certified Businesses.

Ed Specifications & Design Standards

SIBC: Process/ Progress Overview

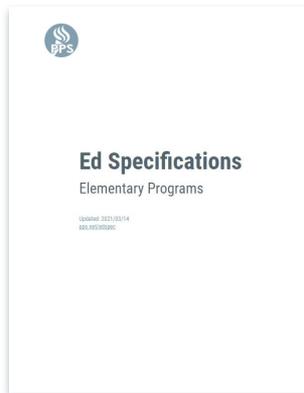
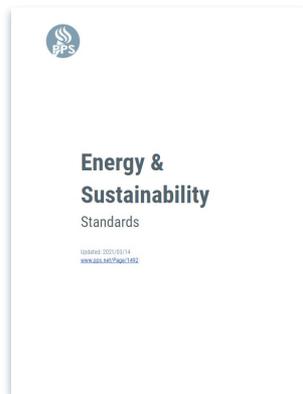
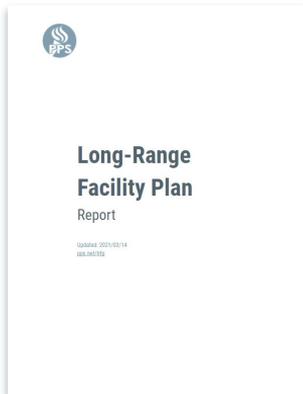
May 27, 2021





Outline for Today

1. **Operations Document Landscape**
2. **Process & Master Planning**
3. **Ed Spec v Design Standards**
4. **Stakeholders**
5. **Methodology**
6. **The Revised Document**
 - 6.1. Functional narrative
6. **Case Study - Focus Restroom**





Long-Range Facility Plan Report

Updated 2021/03/14
000.000000



Capital Improvement Plan Five Year

Updated 2021/03/14
000.000000



Energy & Sustainability Standards

Updated 2021/03/14
000.000000



Maintenance & Operations Plan Final

Updated 2021/03/14
000.000000



Ed Specifications Elementary Programs

Updated 2021/03/14
000.000000



Design Standards Final

Updated 2021/03/14
000.000000



Americans with Disabilities Act Transition Plan

Updated 2021/03/14
000.000000



Operations: Coordinated Document Landscape

	REGULATORY REQUIREMENT		PRIMARY AUDIENCE				PRIMARY STAKEHOLDER GROUP		
	State	Federal	Consultants	Educators	Operations	Community	Educators	Operations	Community
LONG-RANGE FACILITY PLAN	●		●	●	●	●	●	●	●
CAPITAL IMPROVEMENT PLAN					●			●	
FACILITY MAINTENANCE PLAN					●			●	
ENERGY & SUSTAINABILITY					●	●		●	●
ADA TRANSITION PLAN		●		●	●	●		●	●
ED SPECIFICATION	●		●				●		
DESIGN STANDARDS			●					●	



Operations: Coordinated Document Landscape

REGULATORY REQUIREMENT

PRIMARY AUDIENCE

PRIMARY STAKEHOLDER GROUP

State

Federal

Consultants

Educators

Operations

Community

Educators

Operations

Community

LONG-RANGE FACILITY PLAN



CAPITAL IMPROVEMENT PLAN



FACILITY MAINTENANCE PLAN



ENERGY & SUSTAINABILITY



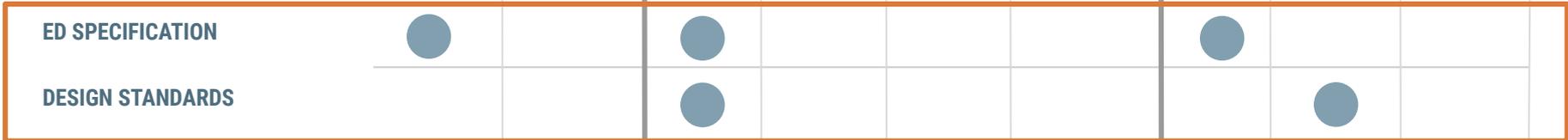
ADA TRANSITION PLAN

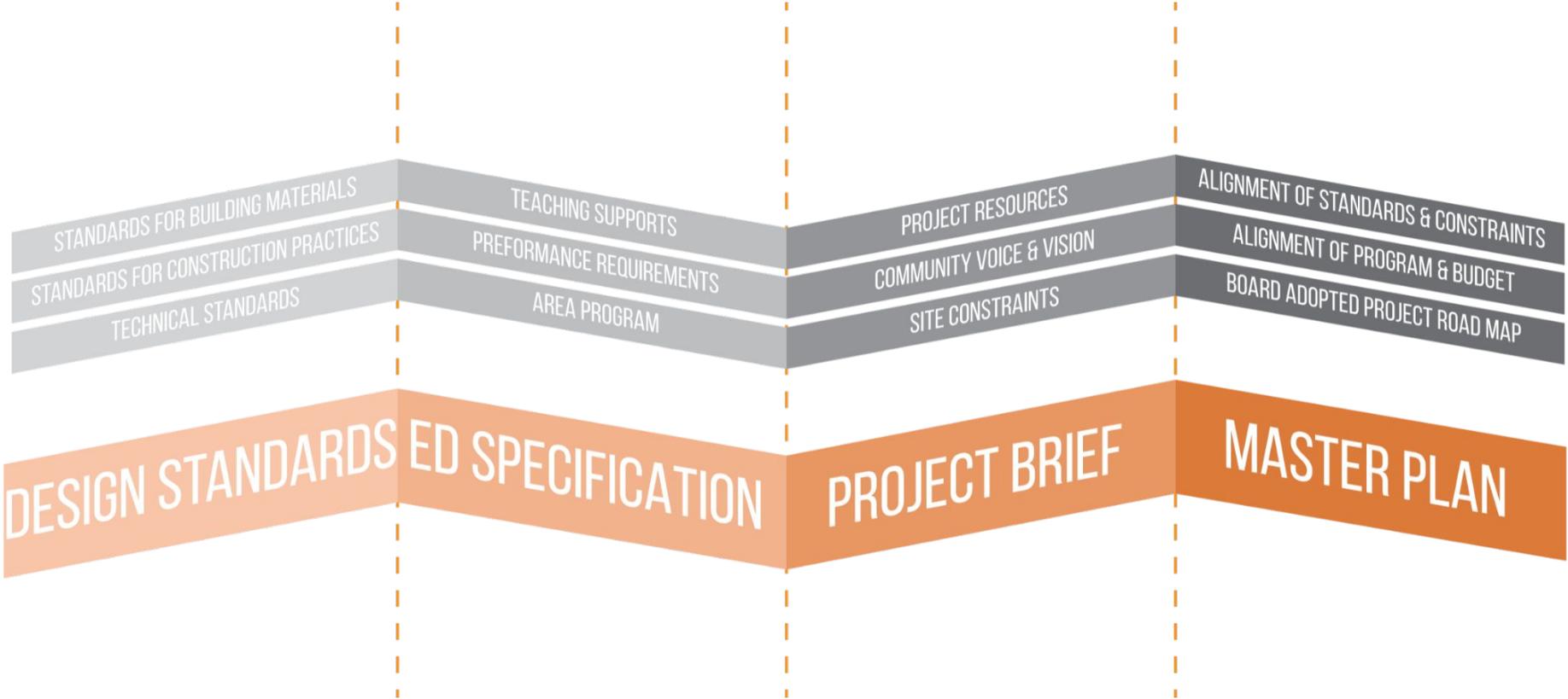


ED SPECIFICATION



DESIGN STANDARDS







Ed Spec & Design Standards

Ed Specification

The Ed Spec documents a set of **instructional performance requirements** needed support 21st century pedagogy. The document represents a **foundation on which master planning and design work can begin**. It is specific enough to outline desired building design characteristics but also broad enough to allow site and neighborhood school based design decisions and modifications.

Design Standards

The Technical Design and Construction Standards provide the details about **how a space is built and finished**. This ranges from the technical details of **what goes on the walls** (paint, white boards, tackboards) and floors (polished concrete, linoleum, carpet) to **how the windows are tied into the exterior to maintain an air and watertight building enclosure**.



Ed Specification



The Ed Specs provide a set of performance requirements necessary to support 21st century educational outcomes.

This includes a range of things from **area of classrooms, location & adjacencies, to the number and type of sinks**. Other examples include:

- Mobile adjustable height tables w/ locking casters
- Six (6) foot demonstration table on casters with sink, counter and mirror near teaching wall
- Built-in, durable counters near sinks, and lining two (2) walls for work and project space.
- Two (2) 8' white boards (or 16' total)
- One (1) tall locking cabinet
- Pull out bins, metal cupboards and wood racks
- All appliances to be Energy Star rated, unless not readily available



Design Standards



The Design Standards provide detailed information about the characteristics of the building materials used in our buildings.

This includes a range of things from compatibility with our cleaning products (**must be compatible with a non-proprietary pH neutral cleaner**) to the required thickness of a flooring material (**Linoleum 2.5mm thickness**) or the number of coats of paint that go on the wall (**Prime with latex wall primer and two coats of water-based semi-gloss enamel. If needed to provide coverage, apply a third coat of latex semi-gloss enamel**).



Ed Spec: Process & Engagement



Stakeholders (So far...)

CAROL CAMPBELL

DANIEL MALONE

JOANN WADKINS

NICOLE ACCUARDI

AMY ANGELL

LAURA ARTHUR

KRISTEN BRADSHAW

KRISTEN BRAYSON

TRICIA CURLEY

SARAH DAVIS

CAROLYN DRAKE

CARLYN EAMES

WHITNEY ELLERSICK

MOLLY EMMONS

CAITLAN FREESE

MARLIEN GREGORY

MARSHALL HASKINS

SUSAN HOLVECK

JENNIE JOHNSON

WENDY JONES

KARLY LEFFERTS

DIALLO LEWIS

KRISTIN LIERHEIMER

SIDNEY McREYNOLDS

KRISTIN MOON

JEFF PEELER

RINA SHRIKI

CLAIRE SKELLY

SUSAN STONE

DOMINGO URRUTIA

CYNTHIA VELASQUEZ

GRETA WEST

MARY WIENER

BRETT BORGESON

TIM CARMAN

STETSON JAMES

FRANK LEAVITT

PATRICK MCMENOMY

TODD MCPHERREN

ADAM NAPIER

MICHAEL SMITHEY

BRIAN TAYLOR

HERB WAGNER

50% Normal text Calibri 18 B I U A [Rich Text Editor Icons]

Paint format

MEDIA CENTER

High School: Current Room Requirements

- General Requirements**
- Heart of the school
 - Welcoming area
 - Focus point/destination
 - Visual openness and transparency
 - Lots of natural light
 - Variety of medium and high volume spaces
 - Flexible
 - "Student hang" space, student seating throughout (student seating required in various areas)
 - Small group (10-15) and tutoring spaces
 - Potential 24/7 resource center
 - Hub for collaboration and creation
 - Addresses and celebrates technology
 - Secure (for books and equipment)
 - Circulation Desk:
 - Centrally located
 - Space for checkout as well as repair area (counter)
 - Computer lab located within library
 - Potential juice/coffee bar
 - Reading lounge
 - Unobstructed line of sight from circ area (at minimum) for staff supervision
 - Ability to secure patrons in safe space for lockdown
- Functions**
- Provides an inviting space for students to gather for academic and social situations
 - Flexible/mobile furnishings so space can be reconfigured over time
 - Provides areas for collaboration, reading, research and congregation
 - Provides areas for large group collaboration as well as smaller areas or niches for tutoring or counseling
 - Instruction space
- Location**
- Should be centrally located
 - Interior/exterior connectivity
- Relationships**
- Classrooms
 - Exterior courtyard
 - Main entry (for after-hours use)
 - Computer lab
- Storage**
- Variety of fixed and mobile shelving
 - Shelving should be adjustable and deep enough to house variety of books/book sizes (see Room Equipment Matrix)
 - Computer stations/carts/kiosks (classroom equivalent; reference and circulation)
 - Circulation Desk:
 - Drawers and cabinets
 - Lockable storage for personal items

High School: Proposed Room Requirements

Visual access to collaboration spaces
 Special attention to collaboration spaces and transportation - maintain visual lines of sight.
 42" height bookshelves - at center of library to maintain sightlines
 All tall bookshelves around outside of room
 Data and power in floor boxes to offer future flexibility? Minimum power in floor boxes.

Purpose of this space: instructional space/ container for physical media/ access to technology/
 "Lab" doesn't need to be a room - mobile work space

JL note: need diagram for sequence of spaces: entrance, circ desk, shelving, collaboration spaces

Can the circulation desk be portable along with the shelving. The old system of circulation in the middle of the space seems like it takes away a third of the room when it could be better served tucked in a corner.
 I am wondering if the 6 computers minimum includes the ones needed for the catalog and then check-in machine so the media specialist know who is in the room.

Technology:
 Circulation machines
 Printing stations (computer and printer)
 Wireless connectivity to printers for student and teacher use

JL Note: Book carts: three for the circ desk; three for text storage

Groupings: options for height, seating options for 4-5 students doing group work; adjustable height, 60" long tables and seating. Not desirable for students to move furniture.
 Provide seating options (various heights, etc)

Mobile white boards: announcements, 2-3.

JL: Connect with librarian at Grant for feedback on FFE

 **John Lyons**
 1:20 PM Jul 13

✓

better to call this: Functional Requirements

[Show more](#)

 **Susan Stone**
 10:40 AM Jul 13

✓

Are "Heart of the school" and "welcoming area" actually general requirements? or functions?

[Show more](#)

 **Susan Stone**
 10:40 AM Jul 13

✓

What does "focus point/destination" refer to?

[Show more](#)

[Globe icon] [Star icon]



Process

PORTLAND PUBLIC SCHOOLS OPERATIONAL SPECIFICATIONS (REV 2021)

Room Name: Band Room

Room Ref Number: 01-04

Capacity: 1

Planning Area: 2000

Reference Standard: Opponents to Learn Standards for Music Instruction for Grades Pre-K-12 (Published by National Association for Music Education)

Room Requirements: The band room serves as the hub for the instrumental music program. This room may specialized functions and requirements beyond a general classroom classroom due to the unique nature of each class and ensemble that will use the space. Band programming requires a flexible space to accommodate various musical groups, large instrument storage as required consideration for this space. Adequate floor space is needed for storage and daily use of larger percussion instrument equipment.

The band room will support the district's current and future band programs at the high school level. The high school band curriculum includes a number of learning targets with facilities requirements, including:

- Recognition of proper musical tone and pitch
- Identification of note values, whole structure and dynamics
- Mechanical skills to successfully perform music, including instrument care, posture, breathing
- Musical performance using correct tone, intonation and tempo
- Ability to perform in an ensemble with accurate balance

Band rooms require flexible space to accommodate various musical groupings. Activities may include:

- Large and small group activities (full rehearsal, sections)
- Playing of band and orchestra instruments (flute, woodwind, string, percussion)
- Lectures, improvisation, and discussion activities
- Rehearsing practices
- Rehearsals and small performances
- Practice space for after school groups, including Jazz Band and Marching Band
- Movement with and without instruments' equipment

Area Programming:

- Stand for 40 musicians seated with instruments & standing with full concert percussion set
- Stand for 100 musicians standing and a full concert percussion set

Dimensions & Aspect:

COMPREHENSIVE HIGH SCHOOL | BAND ROOM | PAGE 1

PORTLAND PUBLIC SCHOOLS OPERATIONAL SPECIFICATIONS (REV 2021)

- Mention a room aspect that allows for free circulation around musical instruments and storage
- Ceiling height of 10'-02"

Location & Adjacencies:

- Located on ground floor or the same level as the auditorium
- Enclosed with other music programming
- Acoustic separation from instructional programming
- Physical separation from administrative areas and main entry
- Private direct access to parking structure
- Private direct access to instrument storage rooms
- Adjacent to auditorium and stage
- Consider nearby public transit route
- Consider proximity to exterior storage for marching band equipment near football field
- Separated from general instructional areas to provide acoustic isolation
- Adjacent to the auditorium
- Adjacent to the stage
- Orchestra Room
- Practice rooms
- Instrument storage room
- Music Library
- Uniform and robe storage rooms
- Band Conductor's Office
- Class office
- Floor-to-ceiling acoustical treatment
- Floor-to-ceiling acoustical treatment
- Black Box

Access, Security, Assets:

Space must provide a variety of security and acoustic needs. Entries must lock from both sides and be compatible with current district lockdown protocols. Signature entry spaces must allow students to assemble out-of-sight of all windows in lockout situations

Security treatment throughout the room should support visible security including small and large accessible rehearsal, restricted music playback and lockers.

Openings Type:

- Slanted back vestibule
- Accessible by three doors and exits
- Entrance to band room must be wide enough to fit **thrombone or largest percussion instrument**
- Able to fit **thrombone, tuba, Case Extension, and Storage Requiring no tie trip and maximum dimension**

Security:

- Control or locked entry - door lockable from both sides
- Fire alarm must include a strobe light to account for the high noise environment

COMPREHENSIVE HIGH SCHOOL | BAND ROOM | PAGE 2

Learn Arthur
1:15 PM Nov 20

Do we need to be more specific about double doors?

Jenae Johnson
2:44 PM Nov 20

Check what I wrote and see if it works

Learn Arthur
2:11 PM Nov 20

Check the door sheet - it's a bit more specific. I don't actually think that this document is ready to be reviewed - only the other ones were because the layout.

PORTLAND PUBLIC SCHOOLS OPERATIONAL SPECIFICATIONS (REV 2021)

Power:

- Power receptacles located in coordination with furniture plan for student groups mounted at counter height to minimize cord runs to equipment
- Space for discussion with VLMs, Electroacoustic Shielding?
- Floor receptacles for bass, guitar and keyboard amplifiers?

Lighting:

- Consider lighting coordinated with daylight harvesting design, window shades, and noise displays
- Requirement of 10-foot ceiling necessary to help musicians read music sheets

Lighting Controls:

- Varying scenes set to turn off at 10 minutes

Special Considerations:

- Provide dedicated circuits to support instructional **equipment**

Technology:

- No patching to practice room; offer data connections for student and teacher equipment.
- Class office
- Floor-to-ceiling acoustical treatment
- Floor-to-ceiling acoustical treatment
- Black Box

While music rooms are viewed by many as simple rehearsal spaces for large and small group, progressive technology has changed the way students and their teachers interact with music. It is imperative that all future construction be proactively configured to adopt rapidly developing new technologies.

As with all spaces in the Music Suite, active listening is a crucial component of the curriculum. Therefore, special attention should be given to providing the highest quality in-room audio equipment, including teachers, mixing boards, microphones, and digital recording components, with the ability to plug back monitoring for instant evaluation by students and educators.

Audio equipment must be considered when incorporating recording technology, including microphone specifications, minimum number of ports, loadable, multi-channel mixing capabilities, and other best practices for large-scale group recording capabilities.

AV:

- Custom computer and display technology
- Controlling multiple projects with ability to be lowered (provide to service height of 10' or less A/E)
- Voice reinforcement system
- Data connection for student and teacher equipment
- Provide ability to connect laptop or mobile device to data projection and audio streaming devices

COMPREHENSIVE HIGH SCHOOL | BAND ROOM | PAGE 3

Jenae Johnson
2:14 PM Nov 20

Are "floor receptacles for bass, guitar and keyboard amplifiers"?

Learn Arthur
2:14 PM Nov 20

Does this mean floor outlets? Or would that go above in POWER?

Jenae Johnson
2:14 PM Nov 20

We are thinking the same thing. I added something to power above.

PORTLAND PUBLIC SCHOOLS OPERATIONAL SPECIFICATIONS (REV 2021)

- Provide ability to play audio through classroom speakers independently from video projector advancement
- Provide access to high-quality Bluetooth speakers for adaptivity to new technological advancements

Communications:

- Integrate announcement equipment suited to acoustic conditions
- Band system with ability to turn off and avoid disruptions during recording and performance
- PA system system
- May be equipped with radio handset
- Provide voice amplification capabilities (may be handheld or portable - TBD during design)

Student Access:

- Coordinate with PPS Technology to provide distributed student device charging and connectivity

Controls:

- Control panel for air equipment coordinated with teaching display wall(s) layout

Equipment Features, Storage:

- Clock in band director's view for tempo setting

Student Worktables and Chairs:

- Mobile adjustable height tables with locking **casters**
- Mobile chairs for students
- Music stands for students
- Seating for percussion
- Laptop(s), iPad(s), or mobile computer can performed unless custom requires otherwise

Teacher Work Station:

- Music cabinets/trunks
- Minimum of 2, 48" magnets extra boards on the teacher wall, one with music staff lines
- Element keyboard, stand and stool with arm for laptop computer
- Fire extinguisher cabinet

Storage:

- Locking storage for system components
- Additional storage lining cabinet

Technical Equipment:

- Coordinate power, data, and storage for equipment to support curriculum such as **360-degree cameras, lighting, mixing table**, etc. Coordinate requirements with the District TDSA and the school.

COMPREHENSIVE HIGH SCHOOL | BAND ROOM | PAGE 4

Jenae Johnson
2:22 PM Nov 20

Are "band director's view for tempo setting"?

Learn Arthur
10:56 AM Nov 20

needed in the band room space?

Jenae Johnson
12:17 PM Nov 20

Do you mean this is not needed in the band space?

Jenae Johnson
12:17 PM Nov 20

would we add a link to the spreadsheet that include this?

Learn Arthur
11:16 AM Nov 20

what would this be for the band room?



Revised Document

2017

Portland Public Schools | Comprehensive High School Educational Specification
Planning Design Criteria | Fine & Visual Arts Requirements

2D ART CLASSROOM

REQUIREMENTS General Requirements

- Provide 2D Art Classroom per Area Program

Functions

- Drawing, painting
- Flexible for different types of modern learning and instruction; large group, small group and individual inquiry/study
- Display and review of instructional materials and student work

Location

- Cluster with other arts classrooms adjacent to feasible learning area, when applicable and feasible
- Where existing conditions preclude development of feasible learning area, adjacent to organize art classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration

Particulars

- Adjacent, with and access and observable transparency to feasible learning area
- Small group conferencing/meeting room
- Art/office work rooms
- Art storage rooms
- Restrooms
- Staff table

Storage

- Abundant cabinets with doors and drawers of various sizes
- Large format (42"x36") preferred paper storage
- Teacher cabinet or mobile teacher cart with locking doors
- Space for 2D four drawer file cabinets
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use (paper, large format paper, brushes, hand tools, vertical slats for storage)
 - Easy storage, full student capacity
 - See Room Equipment Matrix

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for allowed flooring type.

Walls

- Minimum of one wall with windows
- Touchable wall surface covering all walls, sufficient for large format work
- Minimum of (2) 4x8 magnetic white boards on teaching wall

Windows

- Generous natural light will contribute to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- Sink for washing brushes. Two sinks preferred; one required

Power Requirements Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms.



2021

PORTLAND PUBLIC SCHOOLS | EDUCATIONAL SPECIFICATIONS | REV 2020

Room Name 2D Art Classroom

Room Ref Number 01-0X

Quantity 1

Planning Area 1200

Reference Standard National Art Education Association: Purposes, Principles, and Standards for School Art Programs

Room Requirements The 2-D Visual Arts room serves as the foundational instruction space for a Visual Arts program. This space has many specialized functions and requirements beyond a general education classroom due to the unique nature of each course, which includes a range of art media as well as instructional features, including art demonstrations, hands on learning, display of student work, and presentation and critiques. Flexible, project-based space to support a variety of instructional models: large group, small group and individual inquires/study.

Space should support instruction for drawing, painting, printmaking, mixed media, as well as a designated space for photographing/documenting student work. Display space - both for instructional material and student work, must be considered. Finally, space must be designed to facilitate frequent and thorough cleaning of surfaces.

Area Programming

- Support a class size of 30 students
- Support 6 to 7 groups of students at shared tables

Dimensions & Aspet

- Length & width to maintain 5' CLR perimeter circulation
- Height: 9'-6" min ceiling ht

Location & Adjacencies

- Ground Floor
- Adjacent to the 3D art classroom
- Adjacent to display/gallery space
- Art room
- Allied arts
- Small group conference
- Common spaces

COMPREHENSIVE HIGH SCHOOLS | 2D ART CLASSROOM | PAGE 1



Revised Document

PORTLAND PUBLIC SCHOOLS | EDUCATIONAL SPECIFICATIONS | REV 2021

Room Name	2D Art Classroom
Room Ref Number	01-0X
Quantity	1
Planning Area	1200
Reference Standard	National Art Education Association: Purposes, Principles, and Standards for School Art Programs

Room Requirements The 2-D Visual Arts room serves as the foundational instruction space for a Visual Arts program. This space has many specialized functions and requirements beyond a general education classroom due to the unique nature of each course, which includes a range of art media as well as instructional features, including art demonstrations, hands on learning, display of student work, and presentation and critiques. Flexible, project-based space to support a variety of instructional models: large group, small group and individual inquiries/study.

Space should support instruction for drawing, painting, printmaking, mixed media, as well as a designated space for photographing/documenting student work. Display space - both for instructional material and student work, must be considered. Finally, spaces must be designed to facilitate frequent and thorough cleaning of surfaces.

Area Programming

- Support a class size of 32 students
- Support 6 to 7 groups of students at shared tables

Dimensions & Aspect

- Length & Width to maintain 5' CLR perimeter circulation
- Height: 9'-6" min ceiling ht

Location & Adjacencies

- Ground Floor
- Adjacent to the 3D art classroom
- Adjacent to display/gallery space
- Kiln room
- Allied arts
- Small group conference
- Common spaces



Revised Document

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Revised Document

PORTLAND PUBLIC SCHOOLS | EDUCATIONAL SPECIFICATIONS | REV 2021

Room Name Focus Program, Single Occupancy Restroom

Room Ref Number 01-0X

Quantity 1

Planning Area (SQ) 180

Reference Standard Americans with Disabilities Act Accessibility Guidelines

Room Requirements Accessible restrooms must be sized to support the safe movement of three occupants simultaneously; two paraeducators and one student reliant on a mobility device. Minimum accessibility standards described in the Americans with Disabilities Act Accessibility Guidelines (ADAAG) do not provide sufficient floor area to observe District protocols for student assistance.

Consider the turn radius of both manual and motorized wheelchairs as well as a change table and motorized lift.

Although primarily intended to serve Special Education students, at least one restroom of this type should be provided in every building regardless of current programming.

Area Programming

- Change Table with addition of lift package (Approx 30'x72')
- Mechanical lift (stored 55'x30"; turn radius approx 61")
- Support the safe movement of three occupants simultaneously while using equipment
- Provide clear floor space for a range of mobility devices
- Consider location of trash receptacles in relation to maintaining clear floor space

Dimensions & Aspect

- Space should maintain a max 1:2 length-to-width aspect

Location & Adjacencies

- Adjacent to Intensive Skills Classroom
- 1 restroom of this type per Intensive Skills Classroom
- Provide 1 restroom of this type regardless of current programming

Access, Security, Acoustics Space may contain cleaning supplies or other support equipment. Unaccompanied student access is discouraged. Access is intended for either students accompanied by support-staff or staff only. This restroom should be locked at all times and accessed with a code or key as needed.



Revised Document

PORTLAND PUBLIC SCHOOLS | EDUCATIONAL SPECIFICATIONS | REV 2021

Room Name	Focus Program, Single Occupancy Restroom
Room Ref Number	01-0X
Quantity	1
Planning Area (SQ)	180
Reference Standard	Americans with Disabilities Act Accessibility Guidelines
Room Requirements	<p>Accessible restrooms must be sized to support the safe movement of three occupants simultaneously; two paraeducators and one student reliant on a mobility device. Minimum accessibility standards described in the Americans with Disabilities Act Accessibility Guidelines (ADAAG) do not provide sufficient floor area to observe District protocols for student assistance.</p> <p>Consider the turn radius of both manual and motorized wheelchairs as well as a change table and motorized lift.</p> <p>Although primarily intended to serve Special Education students, at least one restroom of this type should be provided in every building regardless of current programming.</p> <p>Area Programming</p> <ul style="list-style-type: none"> • Change Table with addition of lift package (Approx 30"x72") • Mechanical lift (stored 55"x30"; turn radius approx 61") • Support the safe movement of three occupants simultaneously while using equipment • Provide clear floor space for a range of mobility devices • Consider location of trash receptacles in relation to maintaining clear floor space <p>Dimensions & Aspect</p> <ul style="list-style-type: none"> • Space should maintain a max 1:2 length-to-width aspect <p>Location & Adjacencies</p> <ul style="list-style-type: none"> • Adjacent to Intensive Skills Classroom • 1 restroom of this type per Intensive Skills Classroom • Provide 1 restroom of this type regardless of current programming <p>Access, Security, Acoustics</p> <p>Space may contain cleaning supplies or other support equipment. Unaccompanied student access is discouraged. Access is intended for either students accompanied by support-staff or staff only. This restroom should be locked at all times and accessed with a code or key as needed.</p>

COMPREHENSIVE HIGH SCHOOLS | RESTROOM - ADA - SINGLE OCCUPANCY - FOCUS PROGRAM | PAGE 1

Revised Document

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Area Programming

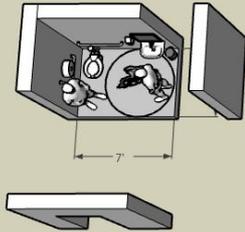
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- Mechanical lift (stored 55"x30"; turn radius approx 61")
- Support the safe movement of three occupants simultaneously while using equipment
- Provide clear floor space for a range of mobility devices
- Consider location of trash receptacles in relation to maintaining clear floor space



Revised Document

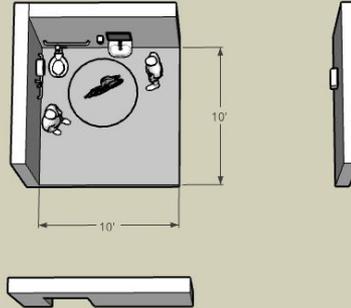
ADA RESTROOM

35 SQFT



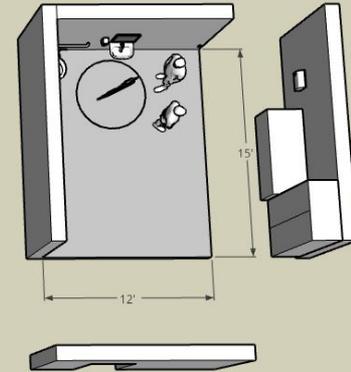
ACCESSIBLE RESTROOM

100 SQFT



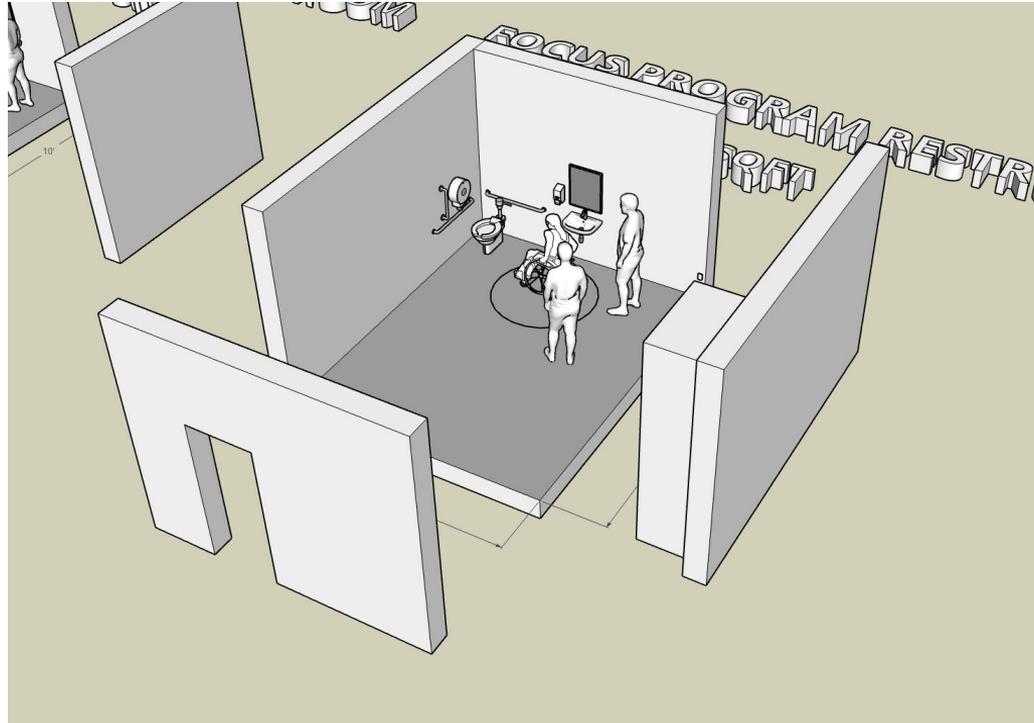
FOCUS PROGRAM RESTROOM

180 SQFT





Revised Document





Revised Document

PORTLAND PUBLIC SCHOOLS | EDUCATIONAL SPECIFICATIONS | REV 2021

Room Name Focus Program, Single Occupancy Restroom

Room Ref Number 01-0X

Quantity 1

Planning Area (SQ) 180

Reference Standard Americans with Disabilities Act Accessibility Guidelines

Room Requirements Accessible restrooms must be sized to support the safe movement of three occupants simultaneously: two paraeducators and one student reliant on a mobility device. Minimum accessibility standards described in the Americans with Disabilities Act Accessibility Guidelines (ADAAG) do not provide sufficient floor area to observe District protocols for student assistance. Consider the turn radius of both manual and motorized wheelchairs as well as a change table and motorized lift.

Although primarily intended to serve Special Education students, at least one restroom of this type should be provided in every building regardless of current programming.

Area Programming

- Change table with addition of lift package (Approx 30"x72")
- Mechanical lift (stored 55"x30", turn radius approx 6'1")
- Support the safe movement of three occupants simultaneously while using equipment
- Provide clear floor space for a range of mobility devices
- Consider location of trash receptacles in relation to maintaining clear floor space

Dimensions & Aspect

- Space should maintain a max 1:2 length-to-width aspect

Location & Adjacencies

- Adjacent to Intensive Skills Classroom
- 1 restroom of this type per intensive skills classroom
- Provide 1 restroom of this type regardless of current programming

Access, Security, Accessibility Spaces may contain cleaning supplies or other support equipment. Unaccompanied student access is discouraged. Access is intended for either students accompanied by support staff or staff only. This restroom should be locked at all times and accessed with a code or key as needed.

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Opening Type

- Solid core door

Security

- Coded or keyed entry - door lockable from inside
- Occupancy indicator

Acoustics

- Sound isolation to support privacy

WVAC, Flaming, Surfaces Consider acoustics, staff and student comfort, thresholds for mobility equipment, and ease of cleaning.

Room Sensors

- None

Balance and ACH

- Negative balance to building
- ACH per code

Controls

- Touchless faucet
- If room configuration allows, consider side-mounted faucet

Plumbing

- 8"K with knee and toe clearance per ADAAG
- Toilet spaced from wall per ADAAG
- Floor drain

Surfaces

- Durable, chemical resistant
- Provide hard surface flooring

Lighting

- None

Electrical Coordinate at least one outlet location with expected placement of changing table; coordinate one other outlet location with the expectation it will be used to charge a motorized lift, i.e. clear

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of door-swing and other obstacles.

Power

- Provide (4) outlets - one per wall
- Outlet for change table to be placed under 18" AFF to avoid clash with table
- Wired for touchless faucet
- Wired for touchless paper towel dispenser

Lighting

- Provide dimmable LEDs

Lighting Controls

- Simple room controls
- Vacancy sensors

Special Considerations

- None

Technology Minimal requirements for this space. See communications.

AV

- None

Controls

- None

Communications

- Provide a medical alert system to communicate with main office

Student Access

- None

Equipment, Furniture, Storage Only equipment necessary to support hygiene should be stored in this space so as to maintain clear-floor space. Para-educators may need to stand between the toilet and adjacent wall to assist transfer; avoid mounting receptacles at this location; individuals using this space may have complex bodily states; maintain clear space around accessibility supports as much as possible for safety.

Verify all equipment specs with PT team prior to purchase.

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Student Work Tables and Chairs

- None

Teacher Workstation

- None

Storage

- Provide (1) lockable cabinet to store cleaning supplies
- Access storage wherever possible to maintain clear-floor space
- Storage to support 12 individual compartments (either as drawers or compartments)
- Storage compartments sized for 1 month of supplies plus less changes of clothing
- Provide landing station for personal hygiene supplies to be easily accessed by staff

Equipment

- Change table with addition of lift package (Approx 30"x72")
- Mechanical Lift
- 10 Gallon (Approx) Trash Can with Lid
- Touchless Soap Dispenser
- Touchless Paper Towel Dispenser
- Mirror
- Sanitary Disposal
- Grab Bars
- Sanitary Dispenser
- Toilet Paper Holder
- Two (2) coat hooks, one placed within ADAAG forward approach reach range

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Questions?