

Facilities and Operations Committee  
Meeting  
Wednesday, February 28, 2024 6:00 PM

Dr. Matthew Prophet Education Center  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

1. Introductions
2. 2024 Bond Planning
3. Ida B Wells High School Update
4. Cleveland High School Update
5. Roosevelt High School Grand Stands
6. Grant Bowl Field Lights
7. Public Comment Comment will be provided during the related agenda topic.
  - The topic must be related to an item on the agenda.
  - To sign up for public comment email [PublicComment@pps.net](mailto:PublicComment@pps.net) or call 503-916-3741.
8. Adjourn



## PORTLAND PUBLIC SCHOOLS

### OFFICE OF OPERATIONS

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### STAFF MEMO

**Date:** February 26, 2024

**To:** Board of Education

**From:** Dan Jung, Chief Operating Officer

**Subject:** General Obligation Bond Planning

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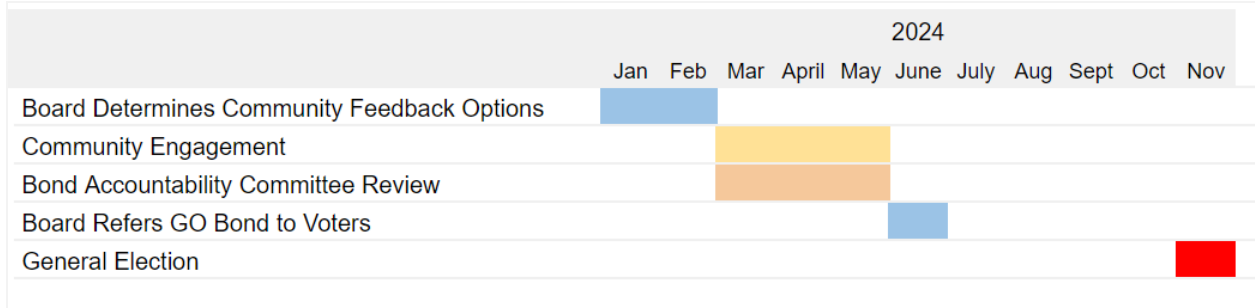
## Introduction

The next general obligation bond (GO bond) is anticipated to be presented to voters in November 2024. In order to refer a GO bond package, the District must determine:

1. The amount of the GO bond
2. The financing plan
3. The scope of work

To meet the November 2024 goal, a GO bond referral must be made no later than August. It will be important that these decisions be made quickly to allow time for further scope refinement, review by the Bond Accountability Committee and community input.

Below is a sample GO bond development schedule.



At the January 23, 2024 Board of Education Study Session, Directors reviewed staff materials and provided feedback on potential bond scope of work, financing and more. General takeaways from that meeting were that staff should consider:

- Pursuing a larger bond principal amount
- Continuing to prioritize high school modernization projects
- Allocating significant funds to address existing facility conditions
- Proceeding with planned technology improvements
- Retaining the existing levy rate

Tonight Staff are providing an updated sample bond option for your review and consideration.

**Sample Option Summary**

Approximate Principal Amount:	\$1.8 billion
Estimated Levy Rate:	\$2.50/1,000
Estimated Total Interest:	\$1 billion

**Cost Estimates**

All provided cost numbers are estimates and **will** change. Staff are actively working on a number of updates including for the modernizations, curriculum-related improvements, etc. Estimates will be updated as new cost data is obtained.

**Sample Option | *Scope of Work***

**Physical Facility Improvements**

Due to PPS’s overall physical condition needs, it is not feasible to address all building conditions in one bond. The sample option includes \$400 million for physical facility improvements, to include deferred maintenance and capital asset renewal.

### *Deferred Maintenance*

PPS's Capital Improvement Plan (CIP) is the first step in identifying and prioritizing data-driven capital needs to help guide future investment. FCI, or Facility Condition Index, is a ratio of documented repair costs to facility replacement costs; the most current collective FCI score of District assets based on the 2021 Facilities Condition Assessment (FCA) is 0.13 or "Poor". Staff estimates the cost to address all noted FCA deficiencies over a 10-year period would cost \$992 million. Staff estimate that to reduce the FCI from "poor" to "fair" or .074 (the midpoint of FCI "fair" range .05 to .1), over a ten-year period, would require a total investment of approximately \$700 million. These calculations are based solely on the deficiencies identified in the FCA and do not account for additional asset failures or other increases in the deferred maintenance backlog after completion of the FCA or capital asset renewal needs.

### *Capital Asset Renewal*

The APPA (formerly the Association of Physical Plant Administrators) benchmark for annual investment into maintenance and refurbishment is 3% of current replacement value (CRV) for a ten-year total investment of \$2.4 billion.<sup>1</sup> Allocating enough funds to move PPS's facility condition from poor to fair (over 10 years), and APPA's benchmark for capital renewal, sums to \$2.4 billion over ten years; or \$241 million annually.

Staff recommend writing the GO bond language to cover a mix of physical facility improvements that address existing facility deficiencies that include known and unknown deferred maintenance items and capital renewal needs. Sample scope of work include plumbing, mechanical, electrical, fire suppression, roofing, exterior building skin (including windows), kitchen equipment, playground equipment, site work, etc. The intent of the funding is to complete work that addresses existing building conditions and improves the District's overall FCI.

\$400 million would substantially improve many schools across the District. PPS would execute the work by using a 2-pronged approach of completing full building system replacements where feasible and bundling smaller scopes into larger projects. For example, large building systems - such as roof replacements or HVAC upgrades - may be executed as stand alone projects, often completed in one phase. For smaller scopes of work we will aim to bundle all work together in one project to complete as much as possible and practical at one location. Where feasible projects will be completed in summer and off hours, however larger scopes will need to be completed in multiple phases including concentrated summer work and work during the school year.

PPS's physical facility needs are extensive, and \$400M is a substantial sum; however, it will not address all needs. For example:

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<sup>1</sup> This estimated investment includes both capital costs and non-capital routine maintenance.

- Seismic - Modernized schools in the GO bond will meet current seismic code requirements, however the sample option does not include dedicated funding for seismic improvements. Currently few PPS buildings meet current seismic codes. The sample option will not materially improve PPS's seismic condition. See PPS's Earthquake Preparedness at Portland Public Schools website for more details: <https://www.pps.net/Page/2246>
- Americans with Disabilities Act (ADA) - Modernized schools in the GO bond will meet current ADA requirements; however, the sample option does not include dedicated funding for ADA or other accessibility improvements. PPS is in process of completing Phase 1 of the ADA transition plan (main-level accessibility district-wide) via the 2020 bond but does not have funding to complete Phase 2 or other priority accessibility projects. See PPS's Accessibility website for more details: <https://www.pps.net/Page/2247>
- Security - Staff have identified numerous capital security needs. The sample option does not include dedicated funds for security improvements. For more details reference the [Staff Memo: General Obligation Bond Planning \(01/18/24\)](#)
- Outdoor Spaces - The sample option does not include dedicated funds for outdoor or play space upgrades. For more details reference the [Staff Memo: General Obligation Bond Planning \(01/18/24\)](#)
- Athletics - Currently, both youth and high school sports regularly practice on non-PPS sites. Even with projected declining enrollment, which was incorporated into the Long Range Facility Plan (LRFP) issued in 2021, the scheduling need for student athletics exceeds PPS field capacity. The sample option does not include dedicated funds for athletic improvements. For more details reference the [Staff Memo: General Obligation Bond Planning \(01/18/24\)](#)

### **Educational & Technology Improvements**

Educational improvements typically focus on improvements to classrooms and other dedicated learning spaces. The goal of Educational Improvements is to bring dated classroom or teaching instruments up to modern standards.

#### *Technology Improvements*

- Enterprise Resource Planning (ERP)/Business Modernization Plan - The ERP system is the backbone of the HR and all financial systems for the district. In Bond 2020 the ERP was earmarked for the planning stages but did not have enough funding for the full implementation costs. This request includes the additional funding for the purchase and the staff for implementation of that system as well as transitioning the district off of the previous ERP system.

- Student and Staff Device Refresh - Investing in upgraded student devices and refreshed staff computers is essential for our district to remain competitive, ensure a high-quality learning environment, and attract and retain top-tier educators. This investment will directly enhance student engagement, promote equitable digital access, streamline classroom workflows, and improve teacher effectiveness. Modern devices enable seamless collaboration, foster personalized learning paths, and facilitate the use of cutting-edge educational resources. Staff and student devices are critical tools in accessing and teaching with the new curriculum investments the district has made and continues to make. All of the adopted curricula have a strong digital component that relies on effective technology available for both student and teacher access. Furthermore, by equipping our staff with current technology, we demonstrate our commitment to their professional development and create a work environment that supports innovation. This investment translates to improved teacher satisfaction, increased retention rates, and a reputation as a district that values its most important asset – its educators.
- Cybersecurity Investment - Continued funding for cybersecurity protections is essential due to the increasing sophistication and frequency of cyberattacks targeting educational institutions. Sensitive student data, financial records, and critical infrastructure are all at risk. A successful breach can lead to identity theft, financial losses, disruption of essential services, damage to reputation, and even legal repercussions and lower financial ratings that may negatively impact the district's bond program. Investing in cybersecurity measures such as firewalls, intrusion detection systems, regular security audits, and comprehensive staff training is an absolute necessity to safeguard our students, staff, and the integrity of our educational systems.
- Data Center and Classroom Technology Improvements - The PPS data center, the critical central hub of all of our infrastructure and data systems across the district, is earmarked for end-of-life in 2025 and will need funds to keep it running. While the district considers moving our headquarters from its current location, all operations in the district rely upon the reliable and constant uptime of the current data center. So while we may eventually relocate, upgrades are critical now to the functions of all aspects of the district prior to a move.

Bond 2020 did not include scope for replacing classroom tech or infrastructure in any of the Bond 2012 or 2017 schools. The Bond 2012 schools' technology is now outdated and will need to be replaced to be compliant with the District's tech standards and to be effective for instructional purposes. Although Bond 2017 schools' technology is relatively new in comparison to Bond 2012, the Wifi system will be at the end of life between 2025-2027 and therefore need additional funds for replacement.

- Wireless for boiler rooms - The facilities team has asked OTIS to provide the boiler rooms in each school with wifi access. This would allow the facilities team to utilize the technology required in the boiler rooms and to manage these systems controls while also providing the ability to utilize smart technologies available for environmental controls. This work would include the required asbestos abatement in areas affected, which is the primary cost driver for this project.

- Project Management - Project management and design costs to oversee the above-mentioned projects. The scope would include project schedule, PM oversight during implementation with low voltage contractors for updated infrastructure and classroom technology, project documentation and subject matter experts in electrical and design backgrounds and as-built documentation.
- HVAC and Energy Sustainability - Many of the network wiring/distribution closets do not currently have sufficient cooling infrastructure in them if any at all. Investing in cooling and environmental controls for critical network distribution closets is essential to prevent costly equipment failures, network downtime, and security risks caused by overheating. This investment safeguards the reliable operation of our digital infrastructure, directly protecting student data, ensuring seamless educational experiences, and optimizing long-term technology budgets. Ignoring the need for cooling structures translates to increased operational costs, potential security breaches, and a negative impact on the learning environment. This would also include adding security controls to many of the distribution closets that utilize old or non-existent secure badge readers.

*Physical education (e.g., covered play areas)*

Physical Education instructional spaces are in need of improvement in order to bring existing facilities into closer alignment with the PPS Education Specification (Ed Spec) for the number of PE teaching stations and safety features in those spaces. Without the Ed Spec quantity of PE teaching stations, schools support PE instruction in spaces that are not suited to physical education, in particular due to space size (total occupant load for PE is larger than a general education class and can conflict with fire code limits), flooring type (PE spaces have padded and/or “sprung” floors) and a lack of safety features such as installed wall padding and increased ventilation. In addition, conducting PE in spaces which are not designed for it disrupts adjacent classes and student support activities due acoustic impacts. The count of PE instructional stations identified in the Ed Spec is coordinated with state requirements for the number of PE minutes required per student. The most economical way to bring the number of teaching stations into compliance with the Ed Spec is to build This includes the addition of outdoor covered play spaces for 35 schools and to the conversion of interior school space to Movement Labs in 26 schools.

The total anticipated need for Outdoor Covered Play Spaces is approximately \$33 million for 35 schools; 12 of those, or just over \$11 million in costs, are identified as Title 1 schools. The total anticipated need for Movement Labs is approximately \$44 million for 35 schools. At least 6 sites, or approximately \$10 million in costs, are identified as Title 1 schools.

The sample option includes \$33 million to install covered play areas at 35 schools.

For more details reference the [Staff Memo: General Obligation Bond Planning \(01/18/24\)](#)

### *Curriculum*

A core component of a comprehensive education includes students and teachers engaging with well-organized, high-quality resources that can be adapted to the needs of each class. The sample option includes \$20 million for curriculum adoptions; this number is currently being refined and will be updated.

### **Capacity**

The sample option does not include funds for capacity.

PPS's total enrollment has been in decline for a number of years, and future decreases are forecasted. And though the District has enough student capacity to accommodate current and anticipated short-term enrollment, student enrollment is not uniform across the District and future enrollment shifts may require capital support.

For example, PPS has 10 comprehensive high school campuses (including the Marshall campus) for a gross capacity of about 22,000 students and functional capacity<sup>2</sup> of around 18,000; for an average student capacity of about 1,800 per school.<sup>3</sup> PPS current high school enrollment is approximately 13,500; or 1,350 per school. These are estimates and subject to change, however the high-level data point to PPS's ability to accommodate current and forecasted enrollment with enrollment shifts instead of building new square footage.

Of note, although the sample option does not include specific funds for capacity needs, it does result in additional capacity for PPS's overall portfolio with additional capacity and District square footage with the K5 Learning Lab and larger Harriet Tubman Middle School.

For more details on enrollment history and projects please reference the Research, Assessment and Accountability website: <https://www.pps.net/Domain/207>

### **Modernizations**

#### *Cleveland High School and Ida B Wells High School*

These two high school modernization projects were funded in the 2020 Bond for planning and design only. Each project was provided \$20M to complete comprehensive plans and design documents for construction. Construction funds will need to be part of a future Bond measure.

Each of these two projects went through a short Conceptual Master Plan process in 2019 to develop basic plans with community feedback, establish rough order magnitude costs for those plans, and determine how much funding might be necessary from a Bond measure. The conceptual master plans

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<sup>2</sup> Functional capacity is an estimate of a school's student capacity based on a number of variables including number of teaching stations, utilization rate, and more. School capacity fluctuates depending on unique programs, availability of teaching spaces, etc.

<sup>3</sup> Excluding the Marshall campus: gross capacity (20,000), functional capacity (16,000), average functional capacity (1750).

have helped inform starting points for comprehensive planning, which began in 2023. The prime architect for Cleveland High School Modernization is Mahlum Architects, and the prime architect for Ida B Wells High School Modernization is Bora Architecture & Interiors. Both projects anticipate using a Construction Manager/General Contractor (CM/GC) delivery model and are currently developing the documents to request Board approval of this alternative procurement methodology.

Currently, both modernization projects are working on comprehensive plans, with substantial community engagement. Project teams are targeting April 2024 to bring those comprehensive plans to the Board for approval, prior to initiating design.

Additional information on Cleveland can be found on the Cleveland Modernization Planning & Design Website: <https://www.pps.net/Page/20964>

Additional information on Ida B Wells can be found on the Ida B Wells Modernization Planning & Design Website: <https://www.pps.net/Page/21121>

### *Jefferson High School*

This high school modernization project was funded in the 2020 Bond for planning, design and construction. The current budget is \$366M. The prime architect is Bora Architecture & Interiors, and Andersen Construction Co is the general contractor (utilizing a CM/GC delivery method).

Similar to Cleveland and IBW, Jefferson went through a conceptual master plan process in 2019. During both that and the comprehensive planning that followed Bond measure passage, there was significant community input expressing desire to keep and modernize the primary building (“1909 Building”) on campus, due to its cultural significance to the community (the building is also considered a contributing structure within the Piedmont Conservation District). The comprehensive plan approved by the Board in 2021 assumed modernization of that building while demolishing and building new structures around it. It also assumed keeping students on site in the building while the new structures were being built. After bringing the general contractor on board and doing substantial additional investigations, OSM determined that trying to keep students on site in that building would cost almost double the funding available (due to a complex mix of factors, including stabilization needed for the 4-story unreinforced masonry building, phasing costs, and building size increases for program duplication during construction). PPS determined that swinging students off-site during construction was the only way to stay within the available funding, however that was not well received by the community.

OSM has since been directed by the Board to re-develop plans, to include demolishing the 1909 Building, keeping students on site during construction, and not co-locating any other schools or programs on the Jefferson site. The project team is working on new plans, with the intent of bringing them to the Board’s Facilities & Operations Committee Meeting in late March, and the full Board on April 2.

Additional information on Jefferson can be found Jefferson Modernization Website: <https://www.pps.net/Page/18661>

### *Harriet Tubman Middle School & K5 Learning Lab*

PPS continues to review and analyze Harriet Tubman MS relocation sites. The sample option includes funds in addition to those provided by the Oregon Governor's Office to complete the relocation, including construction of a K5 Learning Lab.

## Contingency & Administration

Program contingency is a risk management tool used to buffer against unanticipated costs such as:

- Higher than anticipated escalation costs
- Building code or zoning code changes
- Emergency facility needs
- Or any other unanticipated cost; discretionary or nondiscretionary

The more scope-defined projects included in the GO bond package, the higher the risk of not completing all of the work within the GO bond funding. The sample includes a very large amount of scope-defined projects - the ERP and modernizations total close to \$1 billion - therefore staff recommends a program contingency of 15% to manage future cost risks.

Note: during execution of the GO bond work the program contingency funds are transferred to other scores of work. Bond programs end with a zero dollar contingency balance.

Administration funds the resources needed to carry out the bond work, including staff, bond issuance costs, insurance, etc. The current estimate is 3% of total cost. This estimate will be refined as the scope of work becomes more clear.

## Bond Implementation Constraints

The majority of GO bond work requires physical construction. Market capacity and operational constraints must be considered when planning for GO bonds. Since 2016 PPS has averaged about \$200M in capital spending per year, with some years exceeding \$250M and others down closer to \$100M.

Acknowledging anticipated future cost escalation, estimating a total capital outlay **between \$150 million and \$250 million annually** is reasonable.

The sample option includes approximately \$1.8B in principal. The 2020 GO bond will have approximately \$600M in principal remaining at the end of 2024. Combined the total is about \$2.4B.<sup>4</sup>

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<sup>4</sup> Does not include non-bond capital funds, including for the relocation of Harriet Tubman Middle School

- Spending \$2.4B at a rate of :
  - \$250M per year equates to spending all GO bond principal in 10 years, or by 2034
  - \$150M per year equates to spending all GO bond principal in 16 years, or by 2040

	<b>Spend Rate</b>	
	<b>\$150M / Year</b>	<b>\$250M / Year</b>
2025	\$2,400,000,000	\$2,400,000,000
2026	\$2,250,000,000	\$2,150,000,000
2027	\$2,100,000,000	\$1,900,000,000
2028	\$1,950,000,000	\$1,650,000,000
2029	\$1,800,000,000	\$1,400,000,000
2030	\$1,650,000,000	\$1,150,000,000
2031	\$1,500,000,000	\$900,000,000
2032	\$1,350,000,000	\$650,000,000
2033	\$1,200,000,000	\$400,000,000
2034	\$1,050,000,000	\$150,000,000
2035	\$900,000,000	\$0
2036	\$750,000,000	\$0
2037	\$600,000,000	\$0
2038	\$450,000,000	\$0
2039	\$300,000,000	\$0
2040	\$150,000,000	\$0
2041	\$0	\$0

The sample option includes a large amount of modernization projects, therefore it is reasonable to assume execution of the bond will see average yearly spending on the high side of the range; however, completing multiple modernizations consecutively has impacts on internal organization capacity as well as market capacity. Modernization projects will need to be carefully sequenced to be successful.

## Maintenance Considerations

Per Oregon statute, ordinary maintenance and repair costs cannot be funded by GO bonds. Therefore an important consideration when planning GO bond projects are expected ongoing costs that must be absorbed by the District’s general fund, or other fund source. Sample scopes of work that require non-GO bond funds to maintain include new technology or additional square footage.

# Summary

The above information is provided for review and discussion. Feedback and direction on preferred total bond amount, scope of work, financing, etc. is welcomed and will help inform the upcoming bond.

## Resources

- Long-Range Facilities Plan - Vol. 1 - [LINK](#)
- Long-Range Facilities Plan - Vol. 2 - [LINK](#)
- Long-Range Facilities Plan Presentation - F&O Committee - 04 15 2021 - [LINK](#)
- Long-Range Facilities Plan Presentation - F&O Committee - 10 27 2021 - [LINK](#)
- Long-Range Facilities Plan Presentation - Board Work Session - 11 09 2021 - [LINK](#)
- Bond Planning Introduction - F&O Committee - 08 21 2023 - [LINK](#)
- Staff Memo: General Obligation Bond Planning - Board Work Session - 01 23 2024 - [LINK](#)
- Sample Bond Financing Options - Board Work Session - 01 23 2024 - [LINK](#)
- Conceptual Bond Budgets - Board Work Session - 01 23 2024 - [LINK](#)
- Sample Bond Options - Board Work Session - 01 23 2024 - [LINK](#)

# CONCEPTUAL BUDGETS

2/26/2024

The budgets included in this document are conceptual. They are provided to illustrate general cost ranges to facilitate bond planning discussion. They are not final cost estimates.

	Cost Range (see staff memo for detail)		Sample Option
<b>Physical Facility Improvements</b>			<b>\$400,000,000</b>
Critical Systems			
Deferred Maintenance Backlog (Reduce FCI)	\$700,000,000 <sup>1</sup>	\$1,000,000,000 <sup>2</sup>	\$400,000,000
Roof	incl above	incl above	incl above
Mechanical	incl above	incl above	incl above
Capital Asset Renewal	\$0	\$1,700,000,000	incl above
Seismic	\$0	\$1,000,000,000	\$0
ADA	\$57,000,000	\$138,000,000	\$0
Security	\$140,000,000	\$225,000,000	\$0
Outdoor Spaces	\$68,000,000	\$103,000,000	\$0
Athletics	\$84,000,000	\$206,000,000	\$0
All Gender Restrooms	\$3,000,000	\$15,000,000	\$0
Other Examples			
Decarbonization	TBD	TBD	\$0
Emergency Capital	TBD	TBD	\$0
<b>Educational &amp; Technology Improvements</b>			<b>\$191,000,000</b>
Technology			
ERP	\$0	\$40,000,000	\$38,000,000
Device Refresh	\$0	\$65,000,000	\$50,000,000
Cyber Security	\$0	\$5,000,000	\$3,500,000
Data Center / Classroom Tech / Etc	\$0	\$50,000,000	\$36,500,000
Tech: HVAC & Energy Sustainability	\$0	\$13,000,000	\$10,000,000
Physical Education	\$10,000,000	\$77,000,000	\$33,000,000
Other Examples			
Curriculum	TBD	TBD	\$20,000,000
Performing Arts	TBD	TBD	\$0
Career Technology Education	TBD	TBD	\$0
<b>Capacity</b>			<b>\$0</b>
RHS - Phase 5	TBD	TBD	\$0
Enrollment Changes	TBD	TBD	\$0
<b>Modernizations</b>			<b>\$965,000,000</b>
Jefferson High School	TBD	TBD <sup>3</sup>	\$50,000,000
Cleveland High School	\$400,000,000	\$450,000,000 <sup>4</sup>	\$400,000,000
Ida B Wells High School	\$400,000,000	\$450,000,000 <sup>4</sup>	\$400,000,000
Harriet Tubman MS	\$20,000,000	\$50,000,000	\$50,000,000
K-5 Learning Lab	\$30,000,000	\$65,000,000	\$65,000,000
Prophet Center	\$0	\$0	\$0
<b>Admin + Contingency</b>			<b>\$280,080,000</b>
Administration 3%	\$57,000,000	\$170,000,000	\$46,680,000
Contingency 15%	\$191,000,000	\$565,000,000	\$233,400,000
<b>TOTAL</b>	<b>\$2,160,000,000</b>	<b>\$6,387,000,000</b>	<b>\$1,836,080,000</b>
<b>Rounded</b>			<b>\$1,836,000,000</b>

<sup>1</sup> Estimated amount needed to move average FCI from "poor" to "fair" (see staff memo for details)

<sup>2</sup> Estimated amount needed to address all FCA noted deficiencies (see staff memo for details)

<sup>3</sup> Estimated costs to complete the Jefferson High School modernization are currently being developed

<sup>4</sup> Updated project costs estimates are currently being developed



# Investing in PPS Native American Students

**Bond Package Investment: \$(TBD) to support Native Students, Families, Staff, Community**

## **The Vision:**

**The Center for NATIVE Student Excellence** comprises a constellation of academic programs, strategies, supports, and experiences reinforced by physical infrastructure. Each of these elements work in coordination to create a transformational Approach to Native student learning.

## **Current State:**

As the Original Peoples to this land, tribal people (Native students, families, district staff and Native community) continue to be invisible and undervalued. Decades of underinvestment, systemic racism, lack of coordinated systems of support, and discriminatory practices have resulted in an enduring opportunity and achievement gap for Native students in Portland.

## **Mission:**

- Advance a culture of **Native** excellence while meaningfully integrating joy and healing;
- Unify and elevate the **Native** educational experience; and
- Improve outcomes for **Native** students
- Utilize and validate the Indigenous knowledge of **Native** staff and community

## **The Pathway:**

The Center for Native Student Excellence

## **The Result:**

- Increase sense of belonging from a Native perspective
- Increase level of understanding and implementation of learning designs used in Native cultures
- Make visible, affirm, and grow the expertise of Native staff at all levels
- Involve Native families and communities in Native student learning
- Increase Native Academic Outcomes in alignment with Board Goals and PPS Strategic Plan
- Increase wellness and interconnectedness in building a culturally sustaining school district and Native leaders in all academic fields (both youth and adult)

## **PPS School Board Goals:**

### **School Board Goals 2022-2027:**

Includes increasing:

**3rd grade reading** for Native American Students by 6.1 percentage points per year

**5th grade mathematics** for Native American Students by 3.5 percentage points per year

**8th grade readiness** for Native - American Students by 1.1 percentage points per year

**High School Graduation** for Native - American Students by 7.6 percentage points per year

Data shows we have not met any of these goals, and growth that has occurred has not been consistent over time.

**Work to date:**

PPS has expressed a focus on serving Native students. Black and Native students have been identified as two of our focal student groups. Currently, PPS has identified the Center For Black Student Excellence as a vital element of bond work. There is no identified similar project to serve Native American students, despite the significant racial achievement gaps in all measured categories.

In 2021 PPS attempted to shift the Indian Education Title IV Program from Funded Programs, which it was placed as a result of historical federal education trust relationships, to another department (RESJ). At the time the Native community -comprising Native students, families, Native organizations, and PPS Native staff- came together and shared with District leaders, the Superintendent and School Board on the unique historical relationship between tribal nations and federal education policy. Specifically, growing and changing Indian Education Programs requires student, parent, community and district Native staff involvement and consent, which had not occurred.

As a result of the harm that was caused to the Native community, and specifically to the PPS Native staff, the Superintendent created a Native Staff Advisory Council. The vision of the Native Staff Advisory Council is to create space for Native perspectives and for the District to (better) hear and address the needs of Native youth, families, staff and community, as guided by the Native Staff Advisory Council. Additionally, PPS Indian Education Program has an Indian Education Parent Community. However, this work does not have a comprehensive design, in facility and operations, nor in academics. PPS should center the specific needs of our Native students by utilizing the expertise and educational pedagogy of our Native educators, internal PPS Native Administrators and staff, higher education partners, and local and national Native agencies located in Portland.

A Center for Native Student Excellence will establish a focus and facility which centers Native American values, supports Indian Education Title IV compliance, complies with Oregon mandated Native curriculum implementation of [State of Oregon Tribal History Shared History](#) welcomes all Native students and families, including those who identify as Native but do not qualify for enrollment in PPS Indian Education Title IV program due to lack of enrollment in a federally recognized tribe.

Provide a district-wide center for gathering tribal knowledge and successful educational strategies to improve academic and wellness outcomes for Native American students within PPS from birth to age 21, in alignment with Free and Appropriate Public Education.

Submitted by Julia Brim-Edwards

# Investing and Supporting PPS Student Athletes and Teams

## **Bond Package Investment: \$97,000,000 to support Students, Teams and Physical Education**

**Work to date:** PPS has had had three bonds, and each of them have included athletic facility upgrades including new gyms, tracks and fields for most of the new high schools and middle schools. However, not all Ed Specs were met at each of the schools and there is still inadequate facility capacity for PPS high school student athletes/teams and also facilities to support the PIL middle school sports and PE requirements.

These improvements will complete PPS Ed Specs for high schools, support Title IX compliance, and provide regional middle school clusters with facilities for athletics. The addition of middle school facilities serves three functions: 1) it lessens the burden on high schools, 2) it provides space for both middle and high school needs to meet ED Specs for both levels, 3) The facility provides avenues to generate revenue.

### **High Priority:**

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

1. Benson Track (500,000)
2. Roosevelt Visitor Bleachers and associated structures (1,500,000)
3. Roosevelt Turf baseball softball and hitting barn (2,000,000)
4. Grant Lights (500,000)
5. Grant seating (1,500,000)
6. Jackson (10,000,000)
7. Marshall Campus upper (2,000,000)
8. Whittaker (15,000,000)
9. West Sylvan (11,000,000)
10. East Sylvan (1,500,000)
11. Ockley Green (2,000,000)
12. George (1,500,000)
13. Hosford (2,000,000)
14. Lane (2,000,000)
15. Franklin Upper (turf and lights netting already installed) (5,000,000)
16. Powell Park Turf (1,500,000)
17. Roseway Heights (2,000,000)
18. Franklin Hitting barn (500,000)
19. Turf and track replacement funds for (Franklin, Marshall, McDaniel) (6,000,000)
20. Beaumont (2,000,000)
21. Miscellaneous equipment supplies for maintaining and equipment facilities above (1,000,000)
22. Purchase of other facilities and/or upgrades (15,000,000)



## STAFF MEMO

**Date:** February 26, 2024

**To:** Facilities & Operations Committee

**From:** Marina Cresswell, Senior Director  
Office of School Modernization

**Subject:** Ida B Wells High School Modernization Planning & Design - Pool Information

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As the Ida B Wells High School Modernization Planning and Design project moves forward with comprehensive planning, questions have come up about the outdoor swimming pool that is on the Ida B Wells campus. The pool was built by Portland Parks & Recreation (“PP&R”) in 1956, renovated by PP&R in 2004, and is owned and operated by Portland Parks & Recreation. It is currently open only during summer months.

### Legal Background

Obligations regarding the pool are governed by an Intergovernmental Agreement from 2010 (“2010 IGA”), which superseded prior historical documents. There is no easement. Per the 2010 IGA, PP&R owns the pool and is responsible for operations and maintenance. PP&R has access to the Ida B Wells locker rooms during the summer, pays PPS for custodial services of the locker rooms during the summer, and uses the two reader boards during that same period. All revenues from public use go to PP&R.

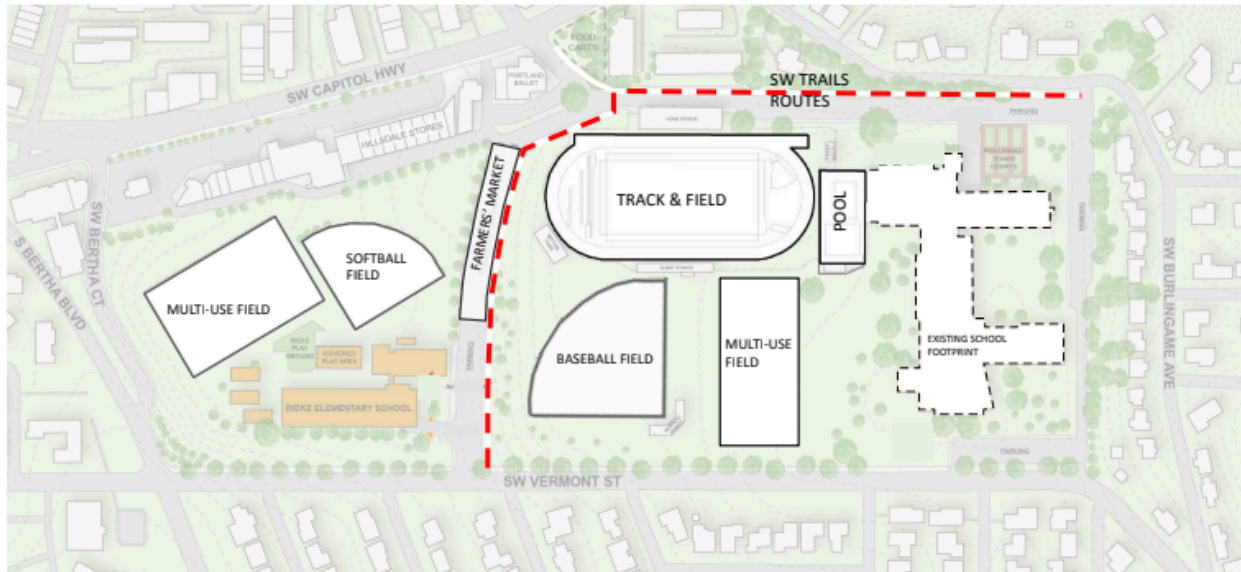
Per the 2010 IGA, PPS, as the property owner, has the right to close the facility in order to allow for a facility expansion, change of use, or the replacement of the facility including site redesign to accommodate the property owner’s mission. The owner may withdraw its authorization for usage of the property upon 120 days notice and is expected to consult with PP&R to reasonably mitigate any impacts.

### Current Use

The pool at Ida B Wells High School (“IBW”) consists of a 25-yard pool with 6 lanes, plus a kiddie pool and a lazy river. It is unenclosed, and heated during the summer months when it is opened

to the public. PPS currently has 8 swim teams, which practice at 3 indoor pools at other locations during the winter season, November-February. The IBW swim team, which has 60 athletes (it is a “no-cut” sport), practices and has meets at Matt Dishman Community Center, which does not have enough team-dedicated lanes for all athletes to complete a full practice.

Below is the existing IBW site plan:



## PP&R Input

PPS has reached out to PP&R informally to understand their thoughts on the pool. PP&R noted that they currently operate an indoor pool 1.7 miles away at the Southwest Community Center, and therefore the outdoor experience is preferable at this location. They also noted that their service levels do not support additional investment in this area (such as would be needed for physical modifications to the pool or for increased operations/maintenance for extended use). They would like to be part of any discussions that would impact their current use of the site.

## School Input

OSM has heard from IBW Principal Coning and IBW Athletic Director Nolan that they are unhappy with keeping the pool in its current prominent campus location when the high school itself is unable to use it during the school year. They have expressed a desire to move it to a different location (either elsewhere on campus or off campus entirely), or find a way for students to use it during the school year, either through heating it year-round or enclosing it, or both.

## Business Community Input

The Hillsboro Business Association has noted that their member businesses along the north side of the site receive a substantial amount of their income from summer pedestrian traffic to the pool. For this reason, they support keeping the pool in the current location.

## Neighbor Input

Input from neighbors during the conceptual master planning process in 2019 expressed that the pool was a community resource, not a school resource, and that many summer memories had been made at the pool over many years. It was noted that this is the only PP&R outdoor pool on the westside of Portland, and it provides an opportunity for young K-8 students to connect with their future high school campus. Some input from neighbors in current project planning has indicated that they are generally okay with moving the pool to a different location on campus if needed. Additional neighbor input needs to be solicited regarding enclosing the pool if that is the path preferred by PPS.

## Operations and Maintenance Considerations

Operations and maintenance for PPS student use outside of PP&R normal operating hours would require pool cleaning, chemicals, staffing such as a dedicated pool operator and lifeguards, and additional insurance. The costs of heating an unenclosed, outdoor pool during winter months could range from \$20,000 to \$30,000 a month. Heating during the winter months would also require that a pool cover be in place when the pool is not in use (to limit heat loss), and that cover would need to be manually removed whenever the pool is to be used. The cost of operating and maintaining the pool would not be covered by bond funds and would need to be included in annual general fund budgets.

## Options

There are four basic options:

**Option A / Base:** This option would leave the pool as is. It would remain in the current location, uncovered. The new school building would be adjacent to the pool, to the south and/or west of the pool due to site configuration needs. Based on investigations to date, it appears the current pool structure is in good condition for continued use.

**Option B / Base + Year-round Heat:** This option would leave the pool in its current location, unenclosed. The new school building would be adjacent to the pool, to the south and/or west of the pool due to site configuration needs. The pool, however, could be heated year-round, which would allow for some student use during non-summer months. This would require upgrading

the existing pool heaters, which do not appear to be sized appropriately for year-round, cold-weather heating needs.

Option C / Enclosed Existing Location: This option would leave the pool in the existing location, but permanently enclose the lap pool space (leaving lazy river and kiddie pool unenclosed). The new school building would be adjacent to the pool, most likely to the south to address additional space needed for the new pool enclosure (a south building location would also require re-orienting the track and field). The pool and pool enclosure would need to be heated year-round, which would allow for full student use during non-summer months. Mechanical systems would need to be designed to address significant humidity in addition to heating the space.

Option D / Unenclosed New Location: This option would move the pool to a new location on the campus, likely along the south edge of the campus due to site configuration needs. The pool would remain unenclosed and could either continue to be heated only during the summer for PP&R use or could be heated year-round for some student use during non-summer months (which would add construction cost as well as operations and maintenance costs).

### Summary of Stakeholder Input To Date:

	Opt A - Base	Opt B - Base w/ Heat	Opt C - Enclosed	Option D - Moved
Business Community	✓	?	?	X
Neighbors	✓	?	?	=
School	X	=	✓	=
PP&R	✓	=	X	?
Operations & Maint	✓	X	X	=
Est Bond Cost	\$430M - \$440M	add \$1M	add \$10-12M	add \$10-12M

✓ preferred    = neutral    X undesirable    ? no input received

## Community Engagement

The OSM project team has held five Comprehensive Planning Committee meetings to date. The Comprehensive Planning Committee is made up of students, staff, parents, and community members. Three Community Design Workshops have been held and well-attended (the most recent workshop, on February 3, 2024, hosted 48 participants). The team has met with IBW staff. Community engagement specialists have held stakeholder interviews and ongoing listening sessions with students and small groups. The team is currently working on developing online surveys for people who cannot attend engagement events. A Community Open House is planned for March 13.

## Next Steps

OSM is interested in hearing the Board's priorities in addressing the pool. Identifying how PPS wishes to move forward with the pool will allow the team to continue site configuration planning. PPS will also need to reach out formally to PP&R regarding impacts of any construction, including any potential long-term proposed changes to the pool. The project team has been planning to bring the Comprehensive Plan to the Board of Education on April 2, 2024, for approval. This is in keeping with a schedule that allows work to continue uninterrupted from design to construction based on an approved 2024 bond measure including funds for construction of the Ida B Wells Modernization project.



# Cleveland HS Modernization – Planning and Design

Facilities & Operations Committee

February 28, 2024





# CHS Modernization–Comprehensive Planning Update

## Planning Committee

## TOPIC

- CPC#5, February 27, 2024: Review and Feedback Refined Final Site Options Review
- CPC#6, March 21, 2024: Recommended Comprehensive Plan

## CHS Staff:

- January 2<sup>nd</sup>: Staff Meeting presentation and feedback exercise
- February 6<sup>th</sup>: Staff Meeting presentation and feedback exercise

## CHS Students

- February 20<sup>th</sup>, Presentation and feedback exercise with student leadership classes.

## Community Design Workshops:

- December 16, at CHS over 60 ppl attended
- February 3, at CHS over 60 ppl attended
- March 16<sup>th</sup> at CHS

# Partial Existing (Retain 1929 Building)

01



**Approx. \$10M Over Baseline**

# All New Construction

02



**Baseline Cost Approx. \$400M - \$415M**

03



**Approx. \$35M Over Baseline, Longer Schedule**

04



**Approx. \$25M Over Baseline, Longer Schedule**

# CHS Existing Campus - Demo Area for Options #1 and #3

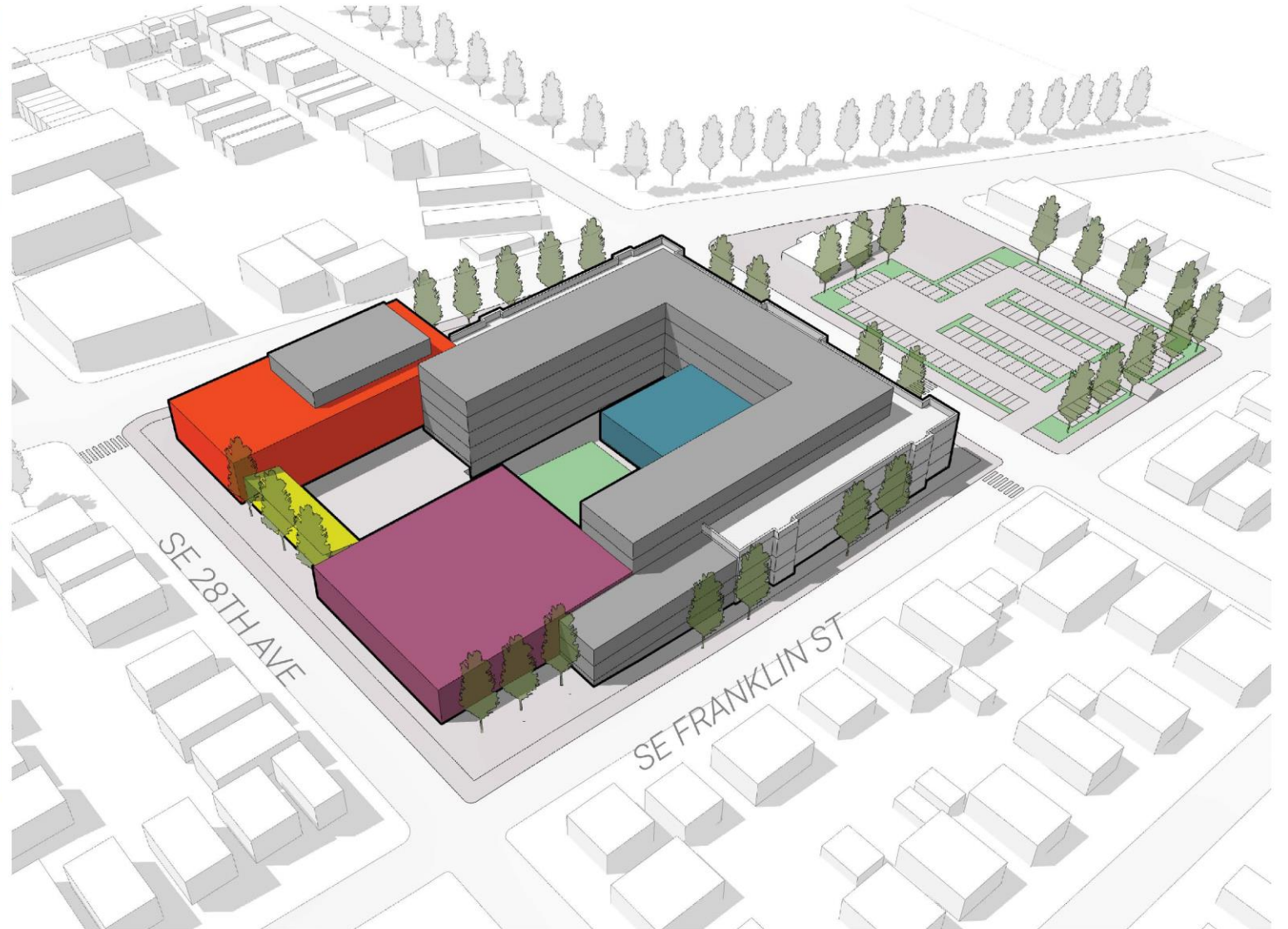


# 1 Consolidated / Partial Existing

Open Space

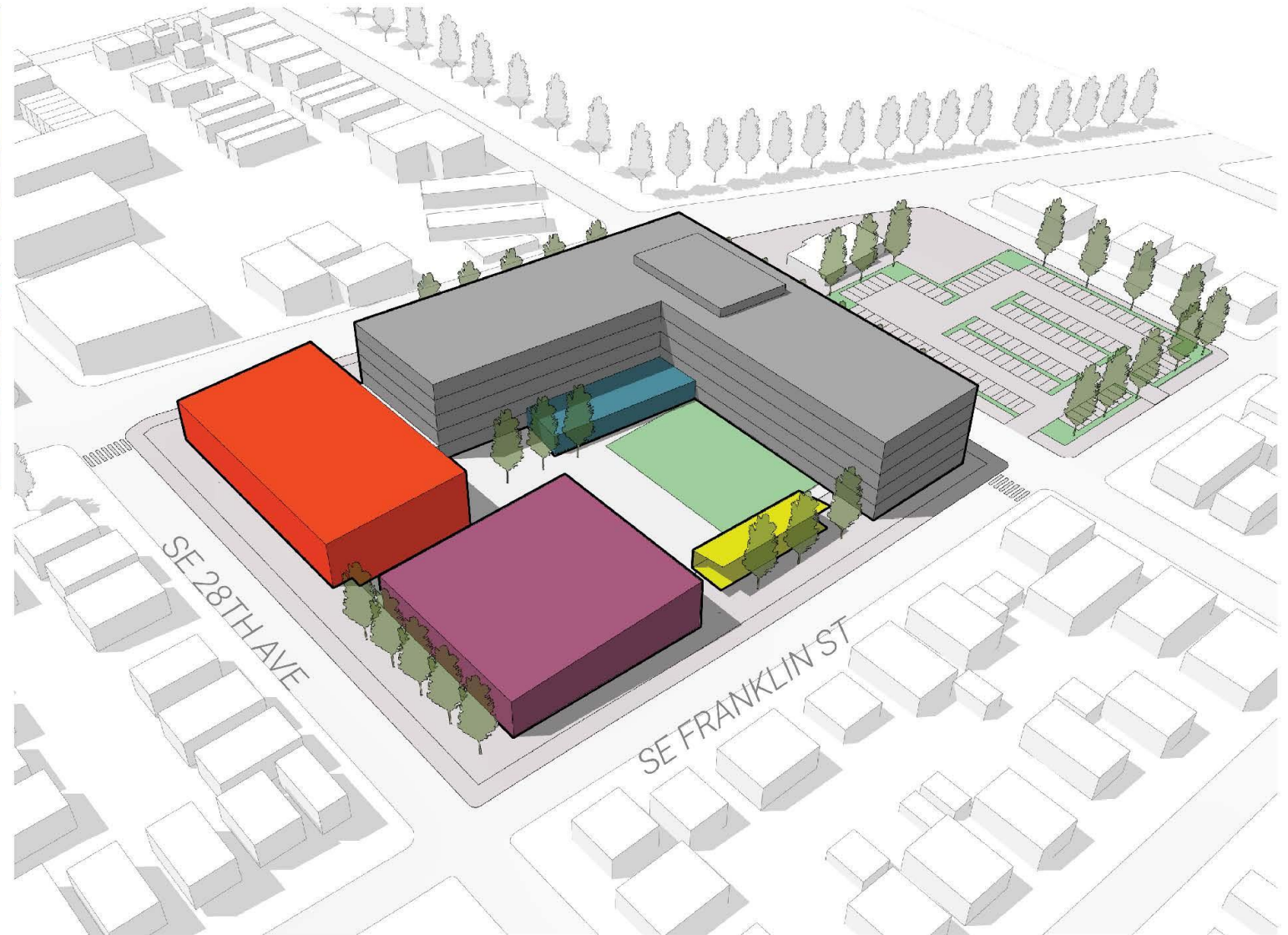


**Takeaways:** Smallest open space on site; More on-site parking available.



## 2 Consolidated / All New

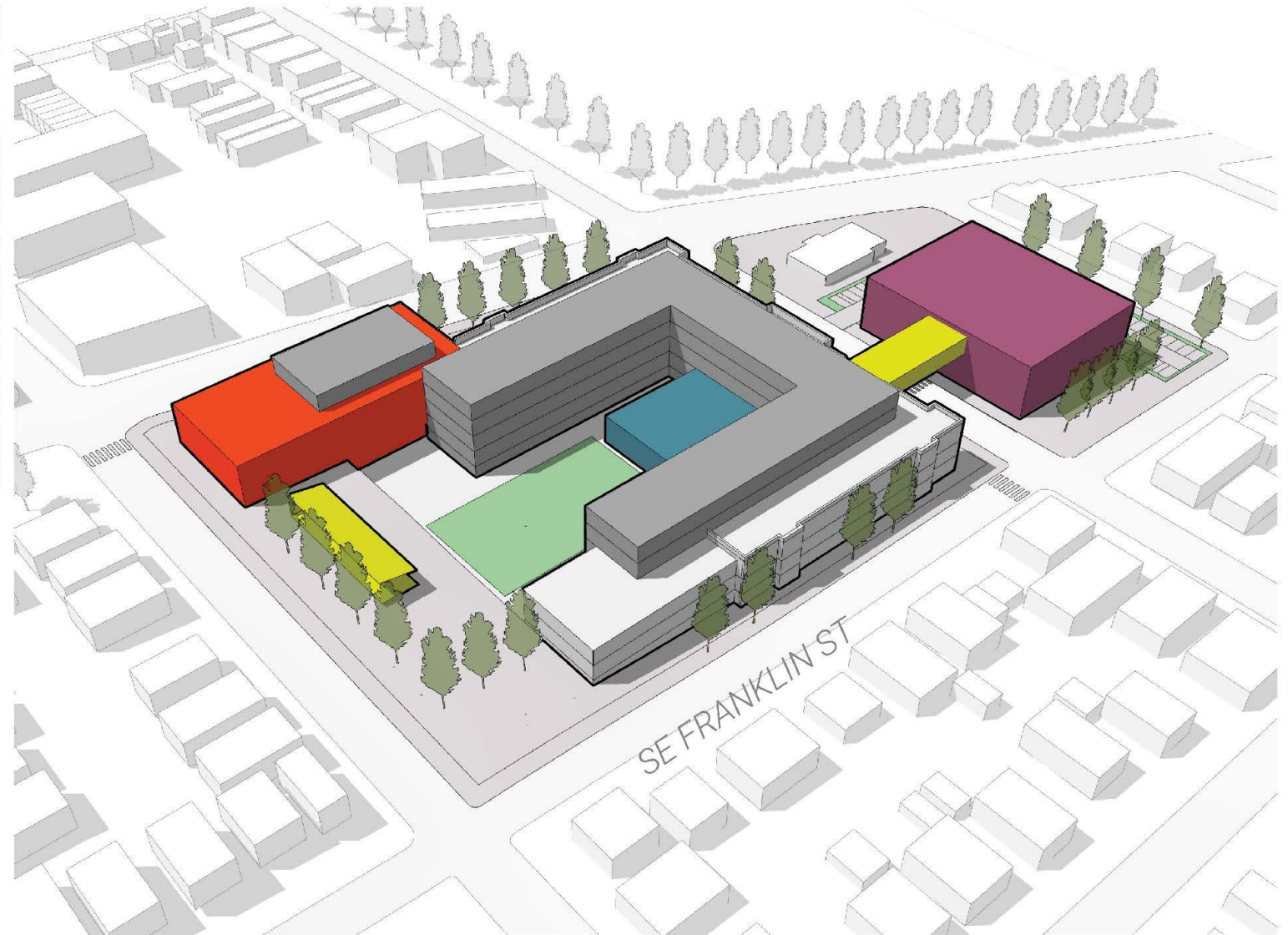
Open Space



**Takeaways:** Medium open space on site;  
More on-site parking available.

# 3 Distributed / Partial Existing

Open Space



**Takeaways:** Medium open space on site;  
Less on-site parking available.

# 4 Distributed / All New

Open Space



**Takeaways:** Largest open space on site;  
Less on-site parking available.

## **Project Considerations:**

- **Two-Site Option with Skybridge:**
  - **City code discourages skybridges, approval by City Council Required.**
  - **Additional costs of \$25M-\$35M for skybridge, parking lot, and construction logistics does not go toward education program spaces.**
- **Options with Partial Existing Historic Building:**
  - **Smallest amount of open space for the campus.**
  - **Higher cost and complexity of construction.**
  - **Limits flexibility of site design, building orientation, and circulation.**

## RESOLUTION No. (tbd)

### Resolution Authorizing Improvements to and an Appropriation for the Roosevelt Grandstands and an Appropriation for the McDaniel Field House

#### RECITALS

- A. Roosevelt High School was one of the first PPS high schools to be redesigned and modernized and was one of the PPS high schools that was not gifted a new track and field or stadium with PPS funds, instead it raised its own funds to cover the majority of the track and field cost. As a result of the lack of funding and support, the Roosevelt community gave up its baseball seating to provide limited seating for the track and field grandstands with the promise of having baseball seating added when additional funds were available. To date that has not happened in terms of either grandstand or baseball seatings. The Roosevelt High School band sits on the track to play during games because there is not room in the stands for them.
- B. The existing **Roosevelt High School grandstands** have an approximate 800-person capacity. Improvements to the grandstands were not included in the RHS modernization when it re-opened in 2017. As PPS has marched forward modernizing its high schools, and athletic tracks and fields located on PPS property, most if not all have benefitted from new, enhanced grandstand capacity; it's time we made things right for the RHS community and give it a grandstand that is comparable to all the other schools in the PPS district.
- C. District staff has assessed the request by the Roosevelt community to increase the grandstands capacity to 1,500 for home spectators and to add 800 visitor seats on the opposite side of the field. The requested scope includes expansion of the existing home bleachers from 800 seats to 1,500 seats, the installation of a visitors' bleacher section with a seating capacity of 800 seats, and added secure storage under the existing home bleachers. The proposal would also add approximately 6,000 SF of building area for use as storage under the bleachers. This would require demolition of the existing concession building located adjacent to the home bleachers. The proposed project will require a Type III Conditional Use review.
- D. The new **McDaniel Fieldhouse**, initiated in 2019, is a 5000 sq. ft metal building designed for indoor training, practice, game simulation and clinics for all McDaniel high school and youth sports. Features include wall-to-wall synthetic turf, heating and insulation, bright LED lighting, four batting cages, garage-style doors and security doors. It was finished with landscaping, paver walkways and pad areas; however, the community has yet to gain occupancy due to an outstanding construction/installation balance.
- E. This was a challenging four-year project with excess permitting and engineering costs due to the handoff from the Fortis remodel, COVID delays and significant construction inflation. There were \$131,000 in unanticipated vendor costs, e.g., permits, turf, architect, etc. The Madison/McDaniel Alumni Association, a 501(c)(3) non-profit organization and the McDaniel community raised more than \$400,000 for this project. Over 450 alumni donated to the project and several businesses donated labor and materials to support this community project. For the McDaniel community, it was a significant capital campaign.
- F. Of the \$683,000 total cost to build the fieldhouse, there is a final \$247,000 payment for final construction and installation work that must be made before occupancy can be granted. The 2024 Spring sports season started February 26, 2024.
- G. This will be an asset worth approximately \$1.4-\$1.6 million owned by PPS; for a small capital investment, it can be opened immediately for the use of McDaniel student athletes, a community that has been historically underserved by PPS.

#### RESOLVED

1. To provide the Roosevelt community and its teams and student athletes with an equitable stadium experience, the Board authorizes the expenditure of capital funds not to exceed \$2.5M to increase the capacity of the Roosevelt grandstands by 1500 seats. The additional 800 seats for the visitors and the structure beneath the stands will be considered in the potential 2024 bond project.

2. So that the completed McDaniel Fieldhouse Project is available to McDaniel student athletes and teams in time for the 2024 Spring sports season, the Board authorizes the expenditure of capital funds not to exceed \$247,000 for a final construction and installation payment to be made immediately.

DRAFT

**DATE:** February 19, 2024

**TO:** Julia Brim-Edwards, Director- Portland Public Schools Board

**FROM:** The Madison/McDaniel Alumni Association and McDaniel Athletic Community

**RE:** McDaniel Fieldhouse Project

The McDaniel Fieldhouse is a 5000 sq. ft metal building designed for indoor training, practice, game simulating and clinics for all McDaniel high school and youth sports. Features include wall to wall synthetic turf, heating and insulation, bright LED lighting, four batting cages, garage style doors and security doors. It was finished with landscaping, paver walkways and pad areas, however, we have yet to gain occupancy due to an outstanding construction balance.

This was a challenging four-year project with excess permitting and engineering costs due to the handoff from the Fortis remodel, Covid delays and significant construction inflation. Over 450 alumni donated to the project. Several businesses including Walsh, Platt Electric, HHPR Engineering and others donated labor and materials to support this community project. For our community, that has been a significant capital campaign.

The Madison/McDaniel Alumni Association, a 501(c)(3) non-profit organization and the McDaniel community are asking PPS for \$247,000 in early March to make the final construction payment on the completed Fieldhouse Project in time for the 2024 Spring sports season that starts 2.26.24. We ask the Facilities and Operations Committee to consider using some of the unallocated bond funds alongside the Roosevelt request for funds for grandstands.

**Project Information and Summary of Financial Position:**

2019 – Fieldhouse vision initiated and Madison Alumni Board (MAA) of Directors selected

- \$552,000 – Construction contract to build Fieldhouse
- \$131,000 – Unanticipated vendor costs, e.g. permits, turf, architect, etc.
- \$683,000 – Total cost to build Fieldhouse

**FINANCIAL STATUS/FUNDS NEEDED TO GAIN OCCUPANCY:**

Of the \$683,000 to build the project there is a \$247,650 outstanding construction and installation balance that needs to be paid to gain occupancy. This will be an asset worth approximately \$1.4-\$1.6 million owned by PPS and for a small capital investment it can be opened immediately for the use of McDaniel student athletes, a community that has been historically underserved by PPS.

We appreciate your effort to help finish this project and open it immediately for Spring sports. The Fieldhouse has the potential for annual rental income as demonstrated by similar school athletic facilities.