Regular Meeting
Tuesday, May 7, 2024 6:00 PM

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

Agenda

1. **6:00 pm - Opening**
2. **6:05 pm - Resolution to Recognize Teacher and Administrator Appreciation Week of May 6, 2024** (Resolution 6898) Vote - Public comment accepted
3. **6:10 pm - Asian American and Pacific Islander Heritage Month** (Resolution 6899) Vote - Public comment accepted
4. **6:15 pm - Recognizing Outstanding Achievement:**
   Grant Constitution Team
   Lincoln Constitution Team
   Benson Oregon Battle of the Books Team
5. **6:30 pm - Student Travel Report Outs - McDaniel, Grant, and Jefferson**
6. **7:00 pm - Superintendent's Report**
7. **7:05 pm - Student Representative's Report**
8. **7:10 pm - Student Comment**
9. **7:25 pm - Second Reading of Policies** Vote - Public comment accepted on each policy
   9.(a) Diploma Requirements 4.20.042-P (Resolution 6903)
   9.(b) Districtwide Advocacy and Fundraising 7.10.020-P (Resolution 6904)
   9.(c) Junior Reserve Officer Training Corps and Military Careers 6.20.043-P (Resolution 6905)
10. **7:55 pm - Approval of the Ida B. Wells Comprehensive Plan** (Resolution 6900) Vote - Public comment accepted
11. **8:10 pm - Approval of the Cleveland Comprehensive Plan** (Resolution 6901) Vote - Public comment accepted
12. **8:25 pm - Public Comment**
13. **8:40 pm - Board Committee and Conference Reports**
14. **8:50 pm - Community Budget Review Committee (CBRC) presents 2024-25 Proposed Budget Report**
15. **9:10 pm - 2024-25 Board Meeting Calendar** (Resolution 6902) Vote - Public comment accepted
16. **9:15 pm - Consent Agenda**: Resolutions 6906 through 6910 Vote- Public Comment Accepted
    16.(a) Resolution 6906 - Adoption of the Index to the Minutes
    16.(b) Resolution 6907 - Expenditure Contracts
    16.(c) Resolution 6908 - Authorization of Off-campus Activities
    16.(d) Resolution 6909 - Ida B. Wells High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of a Construction Manager/ General Contractor Alternative Contracting Method
    16.(e) Resolution 6910 - Cleveland High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of a Construction Manager/ General Contractor Alternative Contracting Method

17. **9:20 pm - Other Business / Committee Referrals**
18. **9:25 pm - Comments from our Union Partners**
19. **9:30 pm - Adjourn**

RESOLUTION No. 6898

Resolution to Recognize Teacher and Administrator Appreciation Week of May 6, 2024

RECITALS

A. Over 3,900 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare over 44,500 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.

B. The Board of Education acknowledges the daily work of our administrators and teachers and their commitment to excellence in education for all students of Portland Public Schools.

C. Every day, Portland Public Schools administrators and teachers challenge students through rigorous, authentic curriculum and instruction and personalized experiences that are relevant to their lives, spark their innovation and help them to reach their full potential.

D. Every day, administrators and teachers foster relationships with students and families to develop teamwork and collaboration that supports active, engaged learners in school and at home.

E. Every day, administrators and teachers collaborate with colleagues to strengthen their teaching practices, to identify and serve each student's individual learning styles and needs.

F. Every day, administrators and teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments.

G. Our teachers and administrators go beyond teaching to provide social and emotional learning, mental health support, and support to the whole child.

H. On a daily basis, teachers and administrators support students in achieving all attributes in the Graduate Portrait by modeling the skills, knowledge, and mindset encompassed in our Educator Essentials.

RESOLUTION

1. The Portland Public Schools Board of Education declares the week of May 6, 2024, Teacher and School Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.

2. Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Professional Educators and Administrators for their positive impact on our students and our community.

RESOLUTION No. 6899

Resolution to Recognize May as Asian American Native Hawaiian and Pacific Islander Heritage Month

RECITALS

A. Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992, as a way to honor and recognize the contributions of residents from Asia, India and the Pacific Islands.

B. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month, we recognize the innumerable contributions, vibrant cultures, and rich heritage of Asian Americans, Native Hawaiians, and Pacific Islanders (AA and NHPIs), who have lived and worked in Oregon for more than 200 years contributing in to Oregon's and the United States' economy, culture, education, politics, arts, literature, science and technological developments despite institutional and systemic injustices designed to prevent and limit these achievements and contributions.

C. Asian American, Native Hawaiian, and Pacific Islanders are among the fastest growing communities in Oregon and Multnomah County. This migration has been both voluntary and forced due to war and environmental degradation in their native countries.

D. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month we acknowledge the additional determination, hard work, and perseverance,Asian Americans, Native Hawaiians, and Pacific Islanders must put forth to be heard and seen and that these additional efforts are a result of inequitable institutional and systemic injustices, and incidents of anti-Asian bias, xenophobia, and harassment.

E. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like Asian Student Union, Asian Pacific Islander Club, Asian American Association and Vietnamese Club. Enrichment programs such as our Dual Language Immersion and Ethnic Studies, and the option to obtain a seal of Biliteracy upon graduation honor and enrich the diverse backgrounds of our heritage and native Chinese, Japanese and Vietnamese speakers, while exposing non-native speakers to diverse multilingual and multicultural perspectives;

RESOLVED

The Portland Public Schools Board of Education recognizes May as Asian American Native Hawaiian and Pacific Islander Heritage Month and strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Asian American, Native Hawaiian and Pacific Islanders to our country, our state, our cities, and our schools.

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR
Revision of
Diploma Requirements Policy 4.20.042-P:

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
April 23, 2024

Summary: **Revision of Diploma Requirements Policy 4.20.042-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05

PORTLAND PUBLIC SCHOOLS
OFFICE OF General Counsel
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3274

STAFF REPORT

Date: March 20, 2024

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Dr. Sandy Husk, Interim Superintendent
Liz Large, Contracted General Counsel

Subject: 4.20.042-P Diploma Requirements

BACKGROUND

The 2023 Oregon legislature enacted a number of changes to graduation requirements, including extending the pause on the essential skills requirement until 2027. Additionally, it now requires students, beginning with the class of 2027, complete .5 credits in Personal Financial Education and Higher Education and Career Path Skills to satisfy diploma requirements. Staff brought forward a proposed amended Diploma policy to the Policy Committee and then to the Student Success Committee with information on implementation plans. Upon its return to the Policy Committee on March 18, it was recommended that it go out to the full Board.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices. It is also a best practice to write policies that are readily understandable.

ANALYSIS OF SITUATION

The amendments to the policy should be adopted in order to align with state law and to be more accurate and comprehensible for our community. PPS staff consulted with ODE on certain changes, as well.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

Because these changes were driven by legislative directives, there was no stakeholder engagement.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff has already communicated to school administrators of the changes to diploma requirements. They are also developing guidance to be shared with staff and students.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

ATTACHMENTS

A. Redline draft of Policy 4.20.042-P Diploma Requirements

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

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Diploma requirements ~~are a significant indicator of~~ reflect the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all D~~d~~istrict requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate ~~which~~ that meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics ~~beginning with the class graduating in 2026~~ and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

Career and Technical Education, the Arts, or a third credit of World Language	3
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	4
Total Credits	**24**

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. ~~Demonstrate Career Related Learning Standards,~~
   c. Complete ~~Participate in~~ two Career Related Learning Experiences,
   d. Complete a Resume, and
   e. Complete an Extended Application/My Plan Project.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

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B. ~~**Credit Requirements:** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~

C. **Proficiency credit**: Proficiency credit will be awarded in accordance with State law and ~~d~~District guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

E. Essential Skills:

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.

2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.

3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the ~~Portland Public Schools'~~ District's Board of Education for a diploma while receiving reasonable modifications and accommodations.

B. To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. ~~Demonstrate Career-Related Learning Standards~~,
   c. Complete ~~Participate in~~ two Career Related Learning Experiences,
   d. Complete a resume and ~~n Extended Application~~,
   e. Complete an Extended Application/My Plan Project. ~~Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations~~.

~~Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~

C. Proficiency credit may be awarded in accordance with State law and district guidelines.

D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.

B. To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or.

3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

4. Have a documented medical condition that creates a barrier to achievement.

5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

C. ~~Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~

IV. Alternative Certificate Requirements

A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the ~~d~~District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. An alternative certificate will be awarded based on a student's needs and achievement.

C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent ~~shall~~ may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The ~~d~~District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

2. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high

school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

D. Issuance of Diplomas to Veterans: As specified in Oregon statute, the ~~d~~District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and~~.~~
3. Resides within the boundaries of the ~~school d~~District or is a resident of this state and attended a District high school ~~of the school district~~, and

4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22; Amd __/24

	BOARD POLICY	4.20.042-P
	Diploma Requirements	

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

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Electives	4
Total Credits	**24**

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

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   b. Demonstrate Career Related Learning Standards,
   c. Participate in Career Related Learning Experiences,
   d. Complete an Extended Application.

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B. Credit Requirements: Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

C. Proficiency credit: Proficiency credit will be awarded in accordance with State law and district guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
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[1] The State of Oregon has suspended the Essential Skills requirement for the classes graduating in 2022, 2023, and 2024.

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

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C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

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student is deemed ineligible due to discipline violations.

E. Issuance of Diplomas to Veterans: As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd 6/22

Board Policy 4.20.042-P

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Board Policy 4.20.042-P

Diploma Requirements

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Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	4
Total Credits	**24**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
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   d. Complete an Extended Application/My Plan Project.

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2. Homeless;
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Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the District's Board of Education for a diploma while receiving reasonable modifications and accommodations.

B. To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

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2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a resume and,
   d. Complete an Extended Application/My Plan Project.

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C. Proficiency credit may be awarded in accordance with State law and District guidelines.

D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.

B. To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or

3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

4. Have a documented medical condition that creates a barrier to achievement.

5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
Language Arts	2
Mathematics	2

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Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

IV. Alternative Certificate Requirements

A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. An alternative certificate will be awarded based on a student's needs and achievement.

C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to

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meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

2. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

D. Issuance of Diplomas to Veterans: As specified in Oregon statute, the District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and
3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was

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serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22; Amd __/24

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RESOLUTION No. 6903

Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P

RECITALS

A. On February 12, 2024, and March 4, 2024, the Board Policy Committee reviewed and considered the proposed revisions of the Diploma Requirements Policy 4.20.042-P.

B. On April 2, 2024, the Board presented the first reading of the revised Diploma Requirements Policy.

C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Diploma Requirements Policy 4.20.042-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

PORTLAND PUBLIC SCHOOLS
OFFICE OF CHIEF OF STAFF

501 North Dixon Street / Portland, OR 97227

Date: May 3, 2024

To: School Board

From: Leslie O'Dell, Interim Chief of Staff

cc: Dr. Sandy Husk, Interim Superintendent

Policy # and Name: Proposed 7.10.020-P Districtwide Advocacy and Fundraising

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BACKGROUND

The District's policy Parent Groups and the Schools 7.10.020-P was last revised in 2002. The Board Policy Committee and community members have had ongoing discussions for several years regarding governance and practices around school-based fundraising to pay for staff.

The proposed revised policy is a rewrite of the existing policy and changes the existing model of local school foundation policies and relies on a district-wide foundation model.

On March 18, 2024, the Policy Committee recommended this revised policy go to the full Board for a First Reading. The policy had a First Reading at the April 2, 2024, Board meeting. The Policy Committee met on April 11, 2024, and recommended deleting one sentence from the policy related to the appointment of Board members of the District foundation, which is reflected in the posted policy. The Committee also received public comment on the proposed policy at that meeting. The Policy Committee also received public comment on the proposed policy at its April 29, 2024, meeting.

RELATED POLICIES/BEST PRACTICES

District Foundation 7.10.030-P.

ANALYSIS OF SITUATION

The proposed revised policy:

- Affirms the important role of school communities in supporting our schools, including advocacy and fundraising.
- Affirms an inclusive districtwide foundation serves as districtwide entity and fiscal agent for local school foundations.

- Effective July 1, 2024, provides that donations to fund staff positions may be collected only by a districtwide foundation. A formula for distribution of funding to individual schools shall be developed by a Parent Advisory Committee and approved by the Board.
- Provides for annual reporting to the Board regarding foundation donations, expenditures, and major projects.
- Provides requirements for how fundraising groups inclusively engage with school communities.
- Requires that the District foundation shall have a board of directors be of a sufficient size and diversity of experience.

Legal concerns referenced at the April 2, 2024, meeting have been addressed.

FISCAL IMPACT

Shifting Local School Foundations from the current system to a single, combined fund account will have an unknown fiscal impact. The amount contributed by Local School Foundations in 2022-23 was $2.5 million (with $1,747,000 allocated to the schools that fundraised + $729,000 to PPS Parent Fund Awards). The fiscal impact over the short and long term will depend on the size and timing of contributions of time, money, and other resources to a centralized fundraising model.

COMMUNITY ENGAGEMENT

There has been significant community input on this policy issue over several years.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Beginning July 1, 2024, donations for staff positions will be designated to the District-wide foundation. Other provisions of the policy take effect upon adoption.

RESOLUTION No. 6904

Resolution to Adopt Revised Districtwide Advocacy and Fundraising (Formerly Parent Groups and the Schools) Policy 7.10.020-P

RECITALS

A. The District's policy Parent Groups and the Schools 7.10.020-P was last revised in 2002. The Board Policy Committee and community members have had ongoing discussion for several years regarding governance and practices on school-based fundraising to pay for staff.

B. During the 2023-24 school year, the Board Policy Committee reviewed and considered proposed revisions of the Parent Groups And The Schools Policy 7.10.020 on September 18, 2023, October 11, 2023, November 30, 2023, December 11, 2023, February 12, 2024, March 04, 2024, and March 18, 2024.

C. On April 2, 2024, the Board presented the first reading of the revised Districtwide Advocacy and Fundraising (Formerly Parent Groups And the Schools) Policy.

D. On April 11, 2024, the Board Policy Committee heard public comments on the proposed revisions to the Districtwide Advocacy and Fundraising Policy 7.10.020-P and recommended amending the policy as reflected on Exhibit A.

E. Pursuant to District policy, the public comment was open for at least 21 days, where there was public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Districtwide Advocacy and Fundraising Policy 7.10.020-P, as amended, and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR
Revision of
Districtwide Advocacy and Fundraising 7.10.020-P
(Formerly: Parent Groups And The Schools)

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
April 23, 2024

Summary: **Districtwide Advocacy and Fundraising 7.10.020-P (Formerly: Parent Groups And The Schools)**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

Included in Packet	Page
Draft Policy Redline (Amended 4/11/24*)	03

*4/11/24 Amendment to proposed draft policy highlighted in yellow

CORRECTED

PROPOSED REVISION March 25, 2024 draft , Option #1

7.10.020-P Districtwide Advocacy and Fundraising ~~Parent Groups And The Schools~~

~~Parent groups functioning in various support and communications capacities have made important contributions to Portland schools. The Board recognizes that the assistance of parent organizations in cooperation with the schools is necessary and desirable to achieve the goals established for the schools. The school principals, supervising administrators and the office of the superintendent shall regard as an important aspect of their work cooperation with parent organizations in order to assure the most effective liaison between such organizations and the schools in behalf of good education for Portland children.~~

Parent and community-based organizations and individuals make important contributions to support PPS school communities and programs, as well as students and staff. Elements of that support include advocacy in support of PPS schools and fundraising to pay for a wide variety of activities and projects.This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, the District encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.

Local School Foundations and school or program fundraising:
An inclusive districtwide foundation, designated by the Board of Education, shall serve as the districtwide advocacy and fundraising entity and serve as the fiscal agent for the Local School Foundations (LSFs).

Fundraising for Staff and Contracted Staff:
Effective July 1, 2024, donations for staff positions may be collected only by the designated districtwide foundation in a single, combined fund account. Donations shall be accepted from Local School Foundations, Independent School Foundations, nonprofits, corporations/businesses and individuals. A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval.

(Donations for staff positions collected by Local School Foundations between July 1, 2023 and June 30, 2024, plus any carryover balances held in the associated grant accounts S0083, shall be expended in the 2024-2025 school year for staffing positions per donors' intent.[1])*

Registration and Reporting
All groups affiliated with PPS and individual schools or programs that fundraise $20,000 or more in aggregated funds in a school year for PPS school-related activities are encouraged to register with the District by September 30 in the following school year, sharing their officer names and contact information,

The Board of Education shall receive annually a report at the end of the District's fiscal year sharing the districtwide foundation's donations, expenditures, and major projects.

[1] This language may be moved to the resolution.

Other Requirements
Entities that fundraise to support individual schools shall:

Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate.
Shall not communicate, share, or maintain expected per-family or per-student fundraising targets.
Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.
Adhere to District policies, administrative directives, and other requirements.

Other Provisions
For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds $15,000 in a school year.

The designated district foundation shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation. ~~The Board members will be approved by the PPS Board of Education~~.

Legal Reference: ORS 332 \07
History: Adpt 6/7\; Amd 9/9/02; BA 2422; Amd _____/20___Portland Public Schools

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

[redacted]

Email *

[redacted]

Your School Community *

Buckman Elementary

Do you provide permission to post your comments on the PPS website? *

- ○ Yes, with name
- ◉ Yes, without name
- ○ No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Dear Dear PPS Board of Directors,

I am writing today to express my opposition to the Policy Committee's draft School Foundation Policy that came before the full board for a first reading on April 2, 2024 and vote at a future meeting. We are asking you to reject this harmful proposal and send it back to the Policy Committee for further consideration.

There are several flawed assumptions with this proposal. One is that you are all making assumptions that parents that are hard-working and don't make a great deal of money will have the time, money, and energy to spend on a general foundation. This is false, and I even cut my donation to PPS Foundation this year due to this specific policy proposal. I focused all of our money and time on our local school foundation.

Second of all, I am a public employee and not a rich parent (as some of the Board members want to assume about focus schools). I have to make choices where I spend my time and money in order to pay our bills. One of the areas that we focus on is our daughter's school.

I have been placed on a waitlist and not able to make public comments at your board meetings. Apparently, now I have been waitlisted for 3 or more meetings. As a public employee, I was frankly surprised and disappointed in your board and policies for limiting public testimony, which appears to be a strategy to avoid dissent. Further disappointed and frustrated by Juila Brim-Edwards comments that the controversy must mean you are doing the right thing, which is a very short sighted approach to a publicly held office and contradictory to your Board's own expressed values on community engagement.

You are approving this policy in a horrible budget year without a strategy or analysis on how your board and the district will overcome the shortfall in the decrease in funding. Your values on equity are in the right place, but your approach is significantly lacking in foresight and an impact analysis. We should be focused on increasing funding for schools that need more support, but we should NOT be doing that by punishing other schools. I have yet to see ONE PPS Foundation event held at my daughter's school in the last 5 years (NOT ONE!). The Buckman School foundation has been an incredible way to build community within our district, and we have been able to meet new friends and families through our joint volunteer and fundraising efforts.

Also, the majority of my daughter's friends don't even live in our elementary school district and live out in the eastern Portland area. So, you will also be taking an arts focused program away from these transfer students that are receiving an incredible experience.

There are three key reasons for this request:

1) This is not how you create policy, or build trust.
Now more than ever the district, and PPS Board, needs to build trust. A scheme to pass this proposal - hatched while parents and community members were distracted by a strike, school closures, budget cuts and lost superintendent - is the absolute opposite of how a board leads its community.

2) This proposal does nothing to help a single PPS student and it is clear it will actively harm many.
This proposal advocates for the elimination of critical funding that thousands of PPS students rely on. Additionally, it offers no immediate replacement funding source or executable plan to shore up a

districtwide fund. We are already facing a painful budget crisis, and this is absolutely the wrong time to impose further cuts that will cause harm to our students.

3) Hope is not a plan. Creating an effective districtwide foundation that replaces the millions of dollars currently raised at the local school level will require significant time, staff and resources. This proposal contains zero details of how or when such a difficult task will be accomplished. Importantly, there is no consideration given to how the district will convince the thousands of parents who currently give at the school level to switch to a districtwide foundation. Most of those parents have never even been asked.

Policy changes on such a complex and sensitive topic - like school foundation fundraising - deserves a thoughtful, collaborative process that includes all impacted voices in the community. Pursuit of this policy will only alienate community members and cause more division in an already fragile district.

The policy should at least be delayed to implement community engagement efforts in focus schools with a detailed impact analysis before it's adopted. Another option would be to consider a phased approach by allowing school foundations to utilize their funds up to a cap of $100,000, and then the remaining funds go to district-wide efforts. A phased approach would be like implementing a pilot of the program to determine potential unforeseen consequences before full implementation.

We expect the PPS board to prioritize what is best for all PPS students, and to responsibly implement policies that do not leave any student worse off. Our children do not have the luxury of affording any more cuts to their education.

Respectfully,

[redacted]
Proud Buckman Parent

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

Jessica Lahti

Email *

[redacted]

Your School Community *

ACCESS Academy, Beaumont MS, and Grant HS

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Hello,

My name is Jessica Lahti and I am a parent to three PPS students in the Grant cluster. For the last several years, I have worked with other PPS parents to learn about PPS's funding model, the role of foundations, and help educate others on inequitable school-based foundation funding.

A few weeks ago, I had the opportunity to travel down to Salem with other PPS parents to talk to our state legislators and advocate for more state funding for our schools. It was an incredible experience and I appreciated learning about the challenges being faced by others in the district. For example, many of the parents I lobbied with in Salem have children who are the recipients of SPED services. I learned that these parents are often asked by their schools to keep their children at home because their school doesn't always have the staff and services available to meet their needs. I learned that half of the schools facing teacher cuts next year are Title I schools. Most importantly, I learned that our legislators are incredibly accessible and they are open to hearing what we have to say.

But, given all of our state's current challenges, PPS parents need to show up in large numbers to educate our legislators on the problems our students face and demand additional funding. This requires everyone, and I mean everyone (parents from ALL of our schools, the Board, and PPS administration to work together to help our legislators come up with revenue solutions that fully fund ALL of our schools. I am looking forward to going back to Salem with more parents.

A district-wide foundation model would be a great step toward bringing our voices together to advocate on behalf of ALL of the district's students and to uphold PPS's Mission:
Mission Statement
We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

Emily Walsh

Email *

[redacted]

Your School Community *

Scott Elementary

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I support the adoption of this draft policy - reform of PPS district fundraising policy is long overdue. The approval and adoption of this policy would be an important step forward towards bringing our disparate school communities together in efforts to achieve the funding and staffing that all of our students deserve. I am hopeful that the board will move forward with approving this policy so that inequitable fundraising efforts are limited and so that we as a community can focus on working together to achieve our shared goals.

This form was created inside of Portland Public Schools.

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Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

Marisa Bryman

Email *

[redacted]

Your School Community *

Clark and Harrison Park

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Please do the right thing and approve district wide foundation fundraising. The current system is not the standard nationwide. It is clearly inequitable and not benefiting the school populations most in need of extra funds.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

400 Signers from 73+ PPS School Communities

Email *

[redacted]

Your School Community *

Over 70 Schools Represented

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

To the Directors of the PPS School Board:

We know you are receiving a flood of emails related to foundation reform policy, so we are sending one joint letter instead of [x] individual ones.

We support a district-wide foundation as an alternative to the inequitable local school foundation (LSF) system that has been in place for the last 25 years, resulting in huge disparities in the number of additional staff that schools have been able to pay for using fundraising dollars.

This policy has been in active school board discussion for more than four years (see highlights on this timeline). In that time, hundreds of parents from every school in the district have communicated with board members in support of a district-wide foundation (links to letter 1 and letter 2). At least 30 community members from over 30 schools, including parents, teachers, and students, have provided public comment in policy committee meetings sharing their thoughts. Many more have participated in PPS sponsored round tables and a community feedback session. There is no scheme, only the persistent desire to see this much-needed change finally come to pass.

PPS is an outlier in allowing individual school communities to raise funds for staff in their own schools. Districts across our region and across the country have taken a stand against this inequitable practice. In our school district, like so many others, where schools remain segregated both racially and socioeconomically, schools do not have equal opportunity to supplement their district-provided funding for staff. Now is the time to align action with PPS's stated beliefs.

On the other hand, district-wide foundation models are common. There are many examples of how to raise and distribute funds together as one united community. This model will create opportunities for fundraising that don't currently exist, as the majority of PPS schools do not have active LSFs but could participate in joint fundraising opportunities. But perhaps more importantly, this policy change provides an avenue for parents to align efforts to improve education funding where it really counts-- to our legislators in Salem and to our local community in support of levy and bond passages. This is advocacy that improves conditions for ALL students, not just the few in schools fortunate enough to raise significant fundraising dollars.

After more than four years, it is up to you, the board, to make the decision that this is our path forward. Because parents in LSFs are raising money right now to pay for staff for the 24/25 school year, there is a built-in transition year that does not cut off expected resources.

This is the role of policy and elected leaders--to provide guidance for our system, when individual decisions are not serving all kids. Please vote YES for a district-wide foundation policy starting in the 24/25 school year.

Signed,
1 Susan Carson, McDaniel High School
2 Beth Cavanaugh, Hosford and Cleveland parent, member of Cleveland Parent Equity Group
3 Jessica Lahti, Grant, Beaumont, ACCESS Academy
4 Martha Almendarez Langland. Parent at Atkinson Elementary member of PTA and Amigos Latine parent group.

5 Harmony Quiroz (Atkinson parent, former chair of CBRC)
6 Rashelle Chase-Miller, Kairos PDX
7 Kim Jarema, Mt Tabor Parent & Former Atkinson PTA President
8 Tara Rath, Atkinson Elementary
9 Abby Wood
10 Bethany Austin, Lewis Elementary
11 Amanda Pretti, Atkinson DLI parent
12 Renee Becerra, parent of students at Kellogg and Vestal
13 Isabel Johnson, Glencoe Elementary School
14 Cara Haskey, parent of Beaumont MS students
15 Laura Bartroff - Creston
16 Marisa Bryman, Harrison Park parent, former Southeast Guiding Coalition Member
17 Anonymous, Clark Elementary School
18 Jessica Farrell, Vestal Elementary
19 Bettina McEntyre, Clark Elementary
20 Ann Fitzgerald Clark Elementary
21 Janine Shockley, Atkinson
22 Jamie Ackerman-Harvie (parent in Atkinson Elementary)
23 Ellie Russell, Marysville and Kellogg parent
24 Molly Jones, Beverly Cleary School
25 Danielle Garcia, Atkinson Elementary parent
26 Sarah Whitney, Atkinson Elementary
27 Magalí Rabasa. Parent at Rigler Elementary, President of Padres Unidos de Rigler/PTA
28 Nate Freiburger, Parent at Rigler Elementary
29 Marty Stockton, Grant High School
30 Tina Wheatley (Atkinson parent)
31 Lindsay Wills, Atkinson
32 Anonymous, Lincoln hs
33 Padres Unidos de Rigler (Rigler Elementary PTA)
34 Sarah Cochran - Franklin High School
35 Melissa Blount, MLC parent and PPS staff
36 Kristin Pollock, parent of incoming Rigler student
37 Anne Jin, ACCESS Academy
38 Maarit Pulli, Laurelhurst K-8, Grant HS
39 Rachel Niedner-Boman, Dr. MLK Jr and Grant parent
40 Anne Cherry, Arleta Elementary
41 Elyse Cherry, Arleta Elementary
42 Teressa Barsotti, Harrison Park parent
43 Megan K. Kirsch-McMaster (Kellogg, Franklin)
44 Maruska Lynch, RCP parent
45 Jennifer Lee, Franklin Parent
46 Vena Rainwater parent at Rigler. ¡unidos podemos!
47 Laura Campbell, parent at Jason Lee Elementary
48 Susannah Reese, parent at Glencoe Elementary
49 Aurelia Galimberti, Rigler elementary parent
50 Caroline Schwiebert, Hosford parent
51 Korin Rasmussen Franklin and MTMS
52 Katherine Paxton-Williams, Teacher at Kelly Elementary, Lincoln HS alumna
53 Anonymous, Rigler elementary

54 Kit Murray, Lent Elementary
55 Emilie Lamson-Siu
56 Marcy Berkowitz, Clarendon
57 Devon Roulette, Atkinson Elementary parent
58 John McGowan
59 Jeff Gerwing, Rigler Elementary, parent and PTA member
60 Maren Kohl, Atkinson Parent
61 Mary Beth Snell, Harrison Park MS parent and Grant HS College Coordinator
62 Brian Landreth, MLK Jr and Jefferson parent
63 Ashley Beach, Atkinson Elementary School
64 Chad Dermann Rigler Elementary
65 Emily Crick- rose city park
66 Sam Fisher, Kelly Elementary
67 Anna Cox- parent Lane Middle School
68 Joanna Beatty
69 Caely Barrett, Rigler School parent
70 Emily Walsh, Scott Elementary School
71 Joanne Havran, Arleta and McDaniel
72 Laura Fisher, Roosevelt High School teacher
73 Sarah Kincaid, Arleta Elementary
74 Ryan Phillips, Grout Elementary and Hosford MS
75 Megan Mermis, Laurelhurst
76 Barry Wooffitt, Laurelhurst
77 Smyth Lai, Roseway Heights MS, McDaniel HS
78 Cozette Tran-Caffee, Rose City Park ES parent
79 Eriko Ono Beverly Cleary k-8 and Grant High School
80 Kathryn Juergens/parent of 7th grader at Robert Gray Middle School
81 Dr. Zena, McDaniel High School
82 Beth Robidoux - Atkinson parent
83 Mindy Stone parent of Roosevelt High School Student
84 Mike Westling, Faubion School
85 Trina Marmarelli, Grout ES, Hosford MS
86 Chelsea Powers, Woodmere Elementary Parent
87 Kerri Babin, Kellogg and Creston
88 Anonymous, Lent Elementary and Kellogg MS
89 Addie Humbert, parent Beach Elementary
90 Seth Otto, Creston, Kellogg, Franklin
91 Franklin Parent, former PTSA/Site Council member
92 Amy Dancoes, Lent Elementary Parent
93 Danielle Galat, parent at Atkinson Elementary
94 Naomi Cole, Beach
95 Andrew Lightman, Creston School parent
96 Kathleen Parker Winterhaven School
97 Christy Splitt, Hayhurst School
98 Jennifer Kerns McDaniel High School
99 Holly Groom, McDaniel HS
100 Lydia Kiesling, Glencoe Elementary
101 Anonymous, Peninsula Elementary
102 Marya Van Metre, Peninsula Elementary

103 Anonymous, McDaniel
104 Nora Bauman, Dr. MLK Jr. Elementary
105 Jonna Lynn Bransford, Astor School parent
106 Courtney Szper, Rose City Park Elementary
107 Becca VandeWalle, Rose City Park Elem
108 James Haskell, No school affiliation at this time
109 Amanda Graham, Alameda ES, Beaumont MS, Roosevelt HS
110 Susan Beal, Hosford & Cleveland parent & PTA volunteer
111 Ryan Mosier (parent of Grout Elementary 2nd Grade student)
112 Anne Hoang, Jackson Middle School and Ida B Wells High School
113 Ian Krist - Parent Rose City Park ES
114 Anonymous, Ockley Green, Jefferson, and Peninsula
115 Caroline Pope, Rigler
116 Erin Lopez (Atkinson Elementary parent)
117 Ron Werner, Scott Elementary and Roseway Heights Middle School
118 Suzanne Clarke, Roosevelt HS
119 Amy Iannone - Cleveland
120 Anonymous, McDaniel HS
121 Richard Belson, McDaniel HS, Portland, OR
122 Jay Klusky, PhD Social Service Provider for DHS
123 Elissa Dingus, former PPS teacher and current community member
124 Maya Pueo von Geldern, Vernon Parent & Vernon PTA VP of Communications
125 Anonymous, Scott School
126 Amanda Bird, Glencoe Elementary, Franklin High School
127 Clint Johnson, Glencoe Elementary, Franklin High School
128 Scott Eck. Hayhurst, Robert Gray and IBWells
129 Jennifer Dunmire Howe (Atkinson & Harrison Park)
130 Julia Schoonenberg, Beach ES
131 Katherine Hart
132 Sara Schultz, Sabin
133 Kate Koehler Lefco, Beach Elementary (parent) and Peninsula Elementary (staff)
134 Liz Erickson. Alliance at Meek H.S. & Beaumont M.S.
135 Dawn Miller, Grant High School
136 Tara Horn, Vernon Elementary
137 Melissa Sabga, RGMS and George MS
138 Hannah Love, Vernon K-8 parent
139 Ashley Schofield, Bridlemile Elementary
140 Pamela Johnson, Sellwood Middle School Parent
141 Darcy Wilde- Atkinson ES and Franklin HS
142 Danielle Meyer, Atkinson
143 Kate O'Donnell, Scott Elementary parent
144 Tiffany Koyama Lane, Sunnyside Environmental School
145 Alice West parent at Glencoe and Franklin
146 Sean Ahern - PPS special education teacher
147 Melissa Sircy, Arleta & Franklin school parent/PTA member
148 Robin Feidelson, Franklin High School, Mount Tabor middle school and Atkinson Elementary
149 Sarah Meme. Parent at Peninsula ES and Ockley Green MS
150 Dominic P. Lane (Beaumont)
151 Mitch Sally, Roseway Heights and McDaniel

152 Wesley Grout, Beach Elementary
153 Alison Ellsworth, Mt Tabor Middle School and Llewellyn Elementary School
154 Theresa Jahangir, parent of a Vestal 1st grader
155 Rhett Lawrence, Roosevelt HS
156 Angela Keeney- Bridger CSS
157 Matt Smith, Lee Elementary
158 Parent of Pennisula Elementary student
159 Eunice Kim, Creston parent
160 Kristin Pepper, Beaumont MS and Grant HS parent
161 Yasmin Correa, K-2 CB Para at Boise-Eliot/Humboldt
162 Amanda Haworth, Scott Elementary
163 Ana Araujo, Parent of Creston and Sunnyside Environmental School Students
164 Kelly Skellenger - parent of Vestal Elementary School student
165 Nadia Coronado, mother of former Head Start & Sitton students, current Benson & MLC students
166 Brenna Sheridan, Ockley Green MS
167 Jeff Walker, McDaniel
168 Laura Johnson Ockley Green and Peninsula
169 Anonymous, Bridger Creative Science School
170 Emma Koehler, Vestal
171 Elena Miranda, parent and employee
172 Sarah C Nelson, Glencoe Elementary
173 Molly Earle, current Atkinson parent & PPS parent since 2006
174 Louis, Lewis Elementary
175 Emily Schwartz-Dale Clark elementary
176 Brian Harper, Clark elementary
177 Rosy Boyer, Dr MLK Jr Elementary
178 Marla Doughty — Roosevelt High School
179 Peter Noordijk, Beach Elementary, ockley Green Middle School, roosevelt high school
180 Chiung-Chen Yu, mentor supporting 14 schools and live in the neighborhood of Sunnyside K8 school
181 Alisa Scudamore, Beverly Cleary School parent
182 Windsor Meyer, 5th grade parent, Rigler Elementary
183 Jed Roberts, Rose City Park Community Member
184 Shannn Kittrick glencoe
185 Robin Krill, parent Cleveland HS, parent Lane MS, former PPS teacher
186 Anonymous, Vernon
187 Ashley Sider, Rigler Elementary parent
188 Anonymous, Richmond
189 Rachel Allen, Glencoe Elem, Mt Tabor Middle School, Franklin HS
190 Joelle Murray, Grant High School parent
191 Molly Franks, Harriet Tubman Middle School
192 Erin Ocon, Chief Joseph Elementary Parent
193 Craig LeMay, Sunnyside Environmental School
194 Philberta Leung. Dr MLK Jr Elementary School
195 Anonymous, Marysville Elementary
196 Niki K. Atkinson Elementary School
197 Kimberly Brodkin, Roosevelt HS and Ockley Green MS
198 Lee Ann Moldovanyi; Beverly Cleary
199 Cody Williams - father of two Vernon students
200 Laura Dorneman. Roosevelt high school

201 Casey Wallace, parent of Ockley Green MS kid
202 Mackenzie Weintraub, Glencoe Elementary
203 Becky Hillary, Woodlawn Elementary School
204 Ida Lombardozzi, Marysville Elementary
205 Devon Healey, West Sylvan Middle School Parent
206 Muriah W Gerrard Roosevelt High School
207 Amy Hojnowski, Portland Village School
208 Carrie Cohen, Peninsula K-5 and Ockley Green
209 Kimberly Peterson, current parent at Roosevelt High School, former parent at Beach Elementary and Ockley Green Middle, employee at Sabin School and Rosa Parks School
210 Ali Briggs-Ungerer, Atkinson Elementary
211 Jennifer Winslow, Ockley Green
212 Tonilyn Cole, parent at Glencoe Elementary
213 Steve Faust, Roseway Heights
214 Jennifer McGowan, Grant High School
215 Jennifier Stewart, Ockley Green Middle School & Roosevelt Highschool
216 Zapoura Newton, MLC
217 Victoria Rodgers, Woodlawn parent, Roosevelt teacher
218 Jessica Fletcher, James John Elementary parent and volunteer
219 Gwen Martin, Rigler Elementary School
220 Craig Patterson - Ockley Green Middle School
221 Elizabeth Doerr, Faubion School
222 Laura Spidell, Roseway Heights MS and McDaniel HS
223 Lena Royale, Beaumont
224 Karen Fletcher
225 Andrew Bransford Astor Elementary
226 Heather Lenon (Vestal Kindergarten Parent)
227 Erika Collins, Retired Teacher, Bridlemile School
228 Sarah Gilmer, Rigler Elementary Parent
229 Heather Torain, Astor K-8 teacher and MLC and Sunnyside parent
230 Sloane Sally, student McDaniel High School
231 Anonymous, Atkinson Elementary
232 Paola Estrada - Atkinson Elementary parent.
233 Vanessa Morgan, Hosford Middle School parent
234 Zil Jaeger, Rigler
235 Dara Wasserman - godchildren at Ainsworth Elementary
236 Emily Goldberg, Alameda Elementary
237 Sarah Ross (Beverly Cleary School)
238 Aviva Schultz; Parent of Kellogg Middle School 7th grader
239 Stephani Hayden, Atkinson Elementary
240 Callie Barish - Atkinson Elementary and Harrison Park Middle School parent
241 Brenna McGee
242 Neon Brooks, Beverly Cleary School parent (MLC and Cleveland alum)
243 Jolene Dunlap (Scott School)
244 Kindly Castillo PTA member
245 Anastasia Zurcher, James John ES
246 Tina Lamanna, Markham ES
247 Megan Vaughn, Rose City Park Elementary Parent
248 Ben Weintraub, Glencoe elementary parent

249 Vigdis Bronder Haas, Atkinson Elementary School parent
250 Caylin Barter, James John Elementary
251 Robin Ruiz Sellwood Middle School
252 Laura Hall, Chief Joseph Elementary
253 Carolyn Charing, Ockley green middle school
254 Anna Garwood, Atkinson
255 Kristin Kuzda, da Vinci Middle School
256 Zachary Kuzda, da Vinci Middle School
257 Lynnae Burns, Roosevelt and Ockley Green
258 Juliana Slightam Chief Joseph Elementary
259 Anonymous, Grout Elementary
260 Anna Gordon Rigler School Parent
261 Amanda Lehinger, Chief Joseph Elem
262 Jan S Molinaro, Sunnyside Environmental School
263 Jamye Gleaves Ockley Green Middle School/Jefferson High School
264 Kara Johnson Chief Joseph
265 Lydia Ledgerwood-Eberlein, Harriet Tubman Middle School and Jefferson High School
266 Joyce Chow (Cleveland and Grout parent)
267 Kate Wilson, Astor
268 Patrice L. Helzer Chief Joseph Elementary
269 Joe Rowe Roosevelt High School
270 Natalie Tracy, Parent of Franklin HS Student
271 Sally Stauffer Grant/Roseway Heights
272 Denae Smith, Kelly Elementary
273 Alison Larsen, Atkinson Elementary and Kellogg MS
274 Anonymous, Atkinson School
275 James Lopez Ericksen Parent
276 Jamie Norwood, Atkinson Elementary
277 Theresa Liao, Cleveland HS
278 Tracy Larson, Kellogg Middle School PTSA president, Arleta
279 Joanne Edwards, Chief Joseph
280 Stacy Humphrey, OGMS/RHS
281 Grant Humphrey, OGMS
282 Joseph Eichenauer, Bridger Creative Science
283 Alison Tarka, Scott Elementary School
284 Mark Fox, Rigler
285 Jill Muhm, Hayhurst
286 Anona Gund, Dr. MLK Jr. Elementary
287 Brookfield Graham, Vernon Elementary
288 Leah Jacobson, Vestal Elementary
289 Tyla Dahlman, Dr. MLK jr. Elementary
290 Derek Fenwick, Scott Elementary
291 Jackson Mowe, All of PPS
292 Brian Busiek, Rose City Park and Roseway Heights
293 Carmen Shah, Dr. Martin Luther King, Jr. Elementary
294 Erica Vaughn, Ockley Green Middle School
295 Sarann Bielavitz, Boise-Eliot/Humboldt, and Harriet Tubman
296 Emily Henkle, Laurelhurst k-8
297 Melody Larsen, Vernon K-8

298 Marya DeVoto, Alliance Meek/Community Transition Program
299 Katie Freathy, Parent — Glencoe Elementary
300 Linda Nelson, Robert Gray Middle School & Ida B. Wells High School
301 Sondra Blair, Parent - Sellwood MS & Llewellyn
302 Katie Obriot, Rigler
303 Karen Liao, Grout ES, Hosford MS, Cleveland HS
304 Sara Brown, Abernethy Elementary Parent
305 Beth Burns, Abernethy
306 Jessica Nabavizadeh, Abernethy elementary
307 Kaia Austin, Atkinson
308 Stephanie Michel
309 Maria Wheeler, Vernon Elementary, K-8
310 Katie Haraguchi, Alameda/Beaumont/Grant
311 Sissily Sevenroot, Scott School
312 Rachel de Haan, Vernon
313 Adrienne So, Parent
314 Kari Lindstrom, Grout ES
315 Traci Friedl, CJES
316 Doug Elliott, Beaumont MS
317 Trena Klohe, Parent of recent Jefferson graduates
318 Jackie Haddon, Jackson MS, Ida B Wells HS
319 Jonathan Lee, Cleveland HS
320 Rosie Lingo, Woodstock Teacher & Parent
321 Elisabeth Fesler, Faubion School
322 Wendie Leaper, Vernon
323 Amy Fauver, Woodlawn
324 Karlyn Clark, Beverly Cleary School
325 Erin Ferree, Harriet Tubman Middle School
326 Laurel Swift, McDaniel High School
327 Adrienne Friend, Teacher and parent
328 Michael Solitaria, Grout Elementary
329 Steven Rosenbaum, BCS
330 Elsa Loftis, Vernon parent
331 Jessica Colby, Lincoln HS
332 Tom Kohl, Atkinson parent
333 Tonya Ray, Atkinson Elementary and Mt. Tabor MS parent
334 Dani Oates, da Vinci Arts Middle School
335 Jessica Garay, Atkinson Elementary
336 Mari Hosti, Vestal
337 Felipe Rodriguez, Atkinson Elementary School
338 Caitlin Quinn, Faubion neighborhood; have worked at RCP, SES, and several other schools in the district
339 McKenzie Miller, Atkinson Elementary Parent
340 Sarah Ash Evens Foltz, Alameda Elementary
341 Maria Holden Raboin, Beverly Cleary School
342 Mulysa Melco, Parent at DaVinci Arts Middle School
343 Siri Michel-Midelfort, Multiple Pathways to Graduation
344 Heather Kalowsky, Grout Elementary parent and PTA secretary
345 Kat Bonham, Lent PTA
346 Christy Hudson, Beach Elementary

347 Ian Gustafson, George Middle School
348 Rosalie McDougall, Cleveland HS
349 Cherrie Abraham, Cleveland HS
350 Ambar Olivas, George Middle School
351 Kai Steimle, Sunnyside Environmental School
352 Megan Archer, Kelly elementary
353 Paula Nett, Scott School
354 Betsy Bridge, Cesar Chavez K-8
355 Michael Hogan, Rose City Park Elementary
356 Whitney Stark, Glencoe Elementary
357 Celeste Grover, Scott Elementary
358 Ian, Roosevelt
359 Diane Lynch, Glencoe Elementary
360 Eloise Koehler, Irvington
361 Erin Kaad, Dr MLK Jr Elementary
362 Aili Deibert, Roosevelt High School
363 Roberto Moo-Julian, Roosevelt
364 Elowyn Gottsacker, Roosevelt
365 Ezra Caspary, Roosevelt
366 Nora Grod, Harrison Park Middle School
367 Julia Soto, Chief Joseph Elementary/Ockley Green Middle School
368 Gadi Golan, Martin Luther King Jr. Elementary
369 Katrina Miller, Parent of a current PPS student
370 Aviv Ross, Franklin High School
371 Sharon Stern, McDaniel High parent
372 Dacotah Nelson, Scott Elementary
373 Andrea Deeken, Scott Elementary, incoming at Roseway Heights
374 Juliann Squires, Cleveland
375 Dena Whipple, Ockley Green Middle School
376 Jody Anderson, Mcdaniel High School
377 Clint Johnson, Glencoe Elementary, Franklin High School
378 Kelly Carnevale, IBW
379 Paul Carnevale, Gray MS, Wells HS
380 Christine Spix, Roseway Heights MS & McDaniel HS
381 Ariane Hopman, Rose City Park Elementary and Roseway Height Middle School
382 Tracy Bowles, Former Rose City Park Elementary PTO president, Roseway Heights Middle School PTA co-secretary
383 Bryce Clambey, Scott School parent
384 Bridget Schum, Beverly Cleary School
385 Dan Slightam, Chief Joseph Elementary
386 Jamie P. O'Brien, Scott School
387 Samantha O'Brien, Scott School
388 Rose Gunn, Irvington Elementary and Harriet Tubman Middle School
389 Kristy McFarland, Vestal & Harrison Park
390 Luke McCann, Pioneer Special School and Bridger Creative Science
391 Tamara Taylor, Glencoe Elementary
392 Karlaina Brooke, Winterhaven, Cleveland High School
393 Rosa Yadira Ortiz, Atkinson
394 Theresa Scott Merrion, Atkinson ES

395 Jessica Gillard, Marysville Elementary, Da Vinci Middle School
396 Gwen Wilson, Marysville Elementary
397 Maralea Lutino, Kellogg Middle School
398 Sara Penner, Kellogg MS, Bridger Creative Science
399 Devon Roulette, Atkinson Elementary
400 Donald Fontenot, MLK Elem

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Email *

[redacted]

Name *

Suzanne

Email *

Clarke

Your School Community *

Roosevelt HS, Ockley Green MS, Beach ES

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I would like to thank the five board members and the student board representative for opposing the effort to delay foundation policy reform. It is time to make systemic change in the way the PPS communicates with parents, students, business and broader community members about funding our public schools. I support reforming the foundation policy to end PPS's over 25 year practice of allowing a small number of schools to pay for teachers through private fundraising because that practice has been an extension of other racist systems that create opportunity gaps and opportunity hoarding with PPS. I support the June 2024 sunset of local school foundation fundraising for FTE at their individual schools as of June 2024 and the immediate creation of districtwide foundation (The Fund for PPS or a new 501c3) that will hold fundraisers for the entire district. It is hugely important that the districtwide foundation maintain a parent/community committee for determining the distribution formula and that the committee is balanced and representative of all 5 regions of our district: N, NE, SE, SW and NW. Looking forward to beginning a more consistently unified approach to fully funding our schools.

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Email *

[redacted]

Name *

Cara Haskey

Email *

[redacted]

Your School Community *

Beaumont MS

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I support the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current proposed state.

The system we have now, upheld for decades by the current policy, is broken and unjust. While I participated in LSF fundraising early on in my family's time in PPS, I have refrained from doing so for many years and have advocated for change. I stopped supporting our LSF because of the inequities it perpetuates and the message fundraising in silos, for the benefit of a few, sends to my kids and all our students that some are more deserving than others. This does not align with my family's values nor is it what we expect of a great public school system.

I want my students, and all students, to experience the power when we unite for the common good.

I believe this policy change can fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all. One where every student has what they need to evolve into a compassionate critical thinker, so they are fully prepared to lead a more socially just world, just as our community envisions and documented in the PPS visioning project.

Please see this reform through NOW, before the end of this school year. This will allow time over the summer to prepare an appropriate administrative directive covering the details of a districtwide model including the formation and role of the parent committee, potential distribution of fundraised dollars, and advocacy functions, so that we can start fresh next school year as One District working together for the well-being of all students and families.

Please know that I stand ready, willing, and able to support a districtwide fundraising model.

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Email *

[redacted]

Name *

Jennifier

Email *

Stewart

Your School Community *

Ockley Green MS & Roosevelt HS

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I am writing to express that I am in favor of reforming the PPS foundation policy.

The fact that the Oregon legislature continually chooses not to fully-fund the state's public schools--and by extension, PPS specifically, is a shared problem in our district. Merely tinkering with the percentage of foundation-raised dollars that go to the PPS Parent Fund does not go far enough towards eliminating the stark disparities within our district. Without true reform, the inequitable foundation system would only become slightly less inequitable.

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Email *

[redacted]

Name *

Peter Noordijk

Email *

[redacted]

Your School Community *

Beach, Ockley Green Middle & Roosevelt

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Dear Directors:

I am a parent and long-time parent volunteer of PPS students at three schools. I have worked on site-council at our elementary for almost a decade-> through 5 principals and 5 biennia.
One constant when trying to work with staff and community is the fact that there is never enough resources, PPS schools that do not have a wealthy parent base operate in a constant environment of scarcity. The central part of the issue is that the legislature does not adequately fund education, nor do they allow communities to raise local taxes to raise money equitably within the district.
PPS's policy of allowing private fundraising to supplement tax-derived revenue for teaching positions has exacerbated this problem. Effectively, creating a separate peace for the folks who can afford million-dollar fund raising campaigns annually.

I support PPS moving to a single pool fundraising model for staff positions and then a community-wide committee for allocating those resources. This side-steps the measure 5 constraints on local taxes while also providing capacity for PPS to direct resources to the students who most need them.

Thank-you.

Peter Noordijk.

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Email *

[redacted]

Name *

Smyth Lai

Email *

[redacted]

Your School Community *

Roseway Heights MS, McDaniel HS

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Thank you for your willingness to move forward this school year with creating a districtwide foundation. I fully support the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current proposed state.

I first learned about school foundations 9 years ago when my older child was in kindergarten at Scott School. I was shocked to learn about school auctions that raised many tens of thousands of private dollars to supplement public teaching positions at individual schools. I am incredibly grateful that community building above fundraising was prioritized at Scott, and that parents and caretakers worked tirelessly to create an atmosphere of inclusion such that school participation did not hinge on the ability to contribute financially. At the same time, it was frustrating knowing that some schools were allowed to fundraise for extra EAs in crowded, chaotic classrooms while most schools, including Scott, lack the ability to quickly find solutions to budget shortfalls and staffing gaps.

Nearly 2 years ago when I participated in a roundtable discussion at McDaniel about school-based fundraising, a persistent theme was gratitude for the opportunity to talk with other community members in our cluster about potential collaboration between schools. There was a clear desire to abandon siloed fundraising and opportunity hoarding and instead move towards unifying as one district working in tandem to serve all students.

There is an eagerness among so many parents and caretakers to think beyond our own students' schools, and an appetite to share resources and collectively participate in advocacy efforts to improve the state of public education in Oregon!

This policy change is such an important opportunity to shift the culture within our district so that the norm becomes inclusion and collaboration, independent of a family's neighborhood, affluence, or access to resources.

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Email *

[redacted]

Name *

Susan Carson

Email *

[redacted]

Your School Community *

McDaniel

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

As a member of the Reform PPS Funding group and the proud parent of a McDaniel HS student, I am writing in support of a districtwide foundation. Specifically, I want to share my viewpoint using the lens of a parent who has navigated the PPS special education system for over 10 years.

Advocacy from Pro-Foundation supporters has often included the narrative that Foundation funds are used to support students with the highest needs, including those with disabilities, and that foundation reform efforts will disproportionately harm these students. As the parent of a student with an IEP, I find this argument both disturbing and disingenuous. The right of students with disabilities to access a free and appropriate public education is federal law. It is not a special favor granted only when funds are available, or when private donors underwrite extra staff.

Some advocates also express concern that families will leave the district if they cannot continue to contribute directly to pay for staff at their children's schools. Over the years, I have witnessed many families pull their students with disabilities out of PPS because their needs weren't being met and they felt they had no other choice. These decisions are never made lightly and are almost always preceded by years of trauma. Therefore, when I hear "If we don't let parents raise funds for their children's schools, they will leave PPS" and that raises such alarm bells, it really stings. Where is the concern and advocacy when students with disabilities leave the district? Do they matter less than the children of Foundation donors?

It has always been my hope that PPS would truly see all students as "Our Students", regardless of whether they are placed in general education, receive learning center support, or spend time in a focus classroom or intensive skills class. Moving to a districtwide foundation and advocating together for funding and support at the state level could be a powerful step towards that goal. Applying a band aid in individual schools or classrooms in response to the most privileged or loudest voices does nothing to address the systemic issues facing the district's special education department. We in the special education community are used to being fierce advocates. But we need allies, and if everyone is in their own silo, we can't find each other. I urge you to move forward with the draft proposal on the table, so we can get started on a plan that will include all voices.

Respectfully,
Susan Carson

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Email *

[redacted]

Name *

Megan Mermis

Email *

[redacted]

Your School Community *

Laurelhurst K-8

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I support moving immediately forward with the revised fundraising policy, the creation of a district-wide foundation, and a collective advocacy model to push the state to fully fund our schools. LSFs are not in line with the district's equitable funding model or its RESJ lens. It is past time to act as a single district and align the policy with our shared values. The district, our schools, and our students will be stronger when we unite to advocate for the resources all our students need and deserve. The board needs to pass the new policy to uphold their promise to this district, its staff, and its students. Thank you.

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Email *

[redacted]

Name *

Callie Barish

Email *

[redacted]

Your School Community *

Atkinson Elementary and Harrison Park Middle

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

To the members of the PPS School Board:

I am a parent of students at Atkinson Elementary School and Harrison Park Middle School writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because it creates a pathway for aligned advocacy for state funding, which is at the heart of the issue and eliminates disparities in the extra funds that schools get for hiring staff. The current system simply isn't equitable and a district-wide foundation respects the needs and dignity of all school communities.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

Thank you,
Callie Barish
Parent of Atkinson Elementary School and Harrison Park Middle School Parents
Co-President of the Atkinson Elementary PTA

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Public Comment <publiccomment@pps.net>

Foundation Reform Policy

1 message

Beth Cavanaugh [redacted] Thu, Apr 11, 2024 at 8:26 AM
To: Public Comment <PublicComment@pps.net>

Hello,

I would like this submitted as public comment for the 21-day comment period on the draft Foundation policy, but it includes an image so I wasn't able to submit using the form. I am fine with my name being shared.

Beth Cavanaugh
Hosford Middle School and Cleveland High School

Yesterday, I saw the attached message that was shared with a school community using Konstella, a school communication tool. I don't know how many schools shared this message. I am a member of the organizing group Reform PPS Funding, and since we don't have access to schoolwide communications such as Konstella, I wanted to address some of the claims in this message publicly.

Claim 1: Passing this policy change will result in the loss of 100 positions in the 25-26 school year.

> This year, foundation dollars and Parent Fund grants combined funded a total of **7.17** certified FTE (teachers and specialists), **19.46** classified FTE (EAs, study hall monitors, executive assistants for example), and .6 non-represented FTE, for a grand total of **27.23** FTE. One FTE = Full Time Employee, and when foundations pay for a portion of a position, that is counted as a part of an FTE. In PPS, Foundations have never funded anywhere near 100 FTE per year. It is misleading to say “100 positions” when the reality is, these dollars pay for small portions (some as small as .01 or .02) of many positions adding up to a total of **27.23 FTE**.
>
> Assuming that any position paid for in any part by Foundation or Parent Fund dollars would be eliminated is misleading. Reducing a position from .8 to .7 FTE is not the same as eliminating it. This also assumes that the district-wide foundation would raise **zero dollars** to replace LSF funds—another misleading statement.

Claim 2: "The policy committee has intentionally advanced this proposal under the radar."

> For the last 6 years, the policy committee has held publicly noticed meetings to discuss this potential reform. There have been community meetings, round tables, and administrator surveys. There has been newspaper, magazine, and radio coverage. There have been dozens of public commenters on both sides of the issue and hundreds of emails sent. Nothing about this proposal has ever been “under the radar.”

Reasonable people can disagree on this issue. Please encourage board members and school communities to fairly discuss the draft policy regarding foundation fundraising on its merits, considering how the board might mitigate concerns, rather than allowing intentionally misleading information to go unchecked, stirring up fear and dissent.



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269K

Urgent help needed for Foundation

Translate Email

[redacted]

We urgently need your help. The PPS School Board is close to passing a proposal that will eliminate School Foundation Fundraising by June of 2024 with no replacement funds in place, resulting in the elimination of over 100 student-facing positions in the 25-26 school year on top of the $30mm in budget cuts. The Policy Committee has intentionally advanced this proposal under the radar of most principals, teachers, and community members, and continues to dismiss the alarms that have been raised by many, including if this policy is even legal.

Please add your name and school(s) to the using attached petition link demanding that the board not take away more funding *voluntarily* from our students without replacement funds in place.

We support change, but this is not the way to do it. We demand that the board uphold the integrity of their elected office, and create policies that are based on facts, are transparent, and have real, sustainable plans to ensure that no students are left worse-off.

If passed, [redacted] will lose even more front facing staff in the '25-26 school year.

Thank you for your help, our students deserve better.

Sincerely,
Your Volunteer Foundation Team

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

Edward Garrett

Email *

[redacted]

Your School Community *

Duniway Elementary School

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

My son is a new student at Duniway Elementary School, in S.E. Portland's Eastmoreland neighborhood. My family arrived in Eastmoreland recently, but I grew up here and attended Duniway myself in the late 1970s and early 1980s.

Eastmoreland is a lovely neighborhood, but it is also well-off and not particularly diverse, even by Portland's standards. My impression is that the Duniway Foundation is effective at raising funds for the school - and to a lesser extent, for the district. Parents have the resources to give, and are motivated to do so for the benefit of the school.

Still, I find that the Districtwide Advocacy and Fundraising policy proposal has much to recommend it. Allowing schools with greater access to parental funding to disproportionately benefit from that funding is unfair. Schools with the greatest identified needs may well be the least able to raise funds within their local donor communities.

I like some of the specific requirements of the proposal. For example, it says that fundraisers should: "Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate." The Duniway Foundation is organizing an upcoming event called the Duniway Auction on April 26. Tickets to the auction are $125 per head, so $250 for a couple - not to mention potential babysitting costs as well as potential winning bids and other expenses on the night. This makes the event seem rather exclusive, whereas I would prefer to think of school fundraising as a rather more grassroots activity - involving bake sales, book sales, summer fares and the like.

The proposal is not, however, without risk. It could alienate potential parental donors, who may be less willing to donate to PPS if they suspect that little of their donation will go to their own children's schools. The trick, one suspects, will be to provide enough payback to entice people to give, but enough equity to maximize the overall impact of the gift for the district as a whole. The proposal's statement that "A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval" does not inspire total confidence that this issue has been thought through clearly. Much more could be said here about the composition of the committee, the distribution formula, and whether and how Local School Foundations will be rewarded for successful campaigns.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

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Email *

[redacted]

Name *

Mackenzie Weintraub

Email *

[redacted]

Your School Community *

Glencoe Elementary School

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Please vote to reform the Foundation fundraising system to be more equitable and better serve children throughout PPS. I'm a parent of two children at Glencoe Elementary and I currently choose not to support our school's Foundation. It's a decision that was hard to make and I still struggle with. At our school the Foundation pays for a reading specialist and has in some years, depending on how much is saved from previous years or raised, funded additional grade level teachers. Loosing these positions will have a negative impact on many students, one of my own children included, but I can't support a system that brings in disproportionately large amounts of money to wealthy, predominately white schools while schools with children of color receive less funds. Allowing this system to continue goes directly against the PPS Equity Funding Model and isn't what is best for our community. I believe there are more people like myself who would contribute to the Foundation if it was reformed to a more equitable funding model. Thank you for your consideration.

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Email *

[redacted]

Name *

[redacted] Student

Email *

[redacted]

Your School Community *

Roosevelt High School

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I am a student at Roosevelt High School. I strongly support the draft policy 'Districtwide Advocacy and Fundraising 7.10.020-P'. I think that a districtwide foundation is a much better idea compared to the current policy because it strives to remove, or at the very least decrease inequity and wealth disparities between schools. To me, it does not seem very fair that certain schools within the same district should have better access to staff just because of their connections with wealthy individuals/organizations. If we want to create a more equitable future, we must strive to create an equitable education system, and this is an excellent step in the right direction. I think that it is also crucial to have student representatives involved on the committees that would be created by this policy, to let the people actually affected by these disparities share their input.

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Email *

[redacted]

Name *

Isabel Johnson

Email *

[redacted]

Your School Community *

Glencoe Elementary School

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- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I am a parent of a 5th Grader at Glencoe Elementary School, which has a foundation. I am in complete support of the the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current state. I have seen first-hand how divisive fundraising is at our school, how much energy is expended for so little dollars. I have been shocked recently at the combative and half-truths coming from foundation supporters. I was the recipient of such an email today and it was so disheartening. Please support this policy change.

I appreciate the high-level nature of this policy, and hope that implementation steps and specifics around details such as the formation and role of the parent committee, potential distribution of fundraised dollars, and advocacy functions are clarified in administrative directive. This summer provides an excellent opportunity to work out those details in preparation for the next school year. It is such an important time for parents and school communities to come together to support students across the whole district, both by raising funds together and coming together to advocate for what all students need, rather than continuing to focus on bridging the gaps for the handful of schools who have the resources to do that.

Please see this reform through NOW, before the end of the 23/24 school year, so we can start fresh with a united district in the next school year.

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Email *

[redacted]

Name *

Michelle DuBarry

Email *

[redacted]

Your School Community *

Beach Elementary School

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Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I am a the mom of two students at Beach Elementary School writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I/We support this change because:

-It unites our district instead of leaving schools to fend for themselves.
-It creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.
-It eliminates disparities in the extra funds that schools get for hiring staff.
It isn't fair or equitable for a handful of schools to be able to protect themselves from cuts that all schools are facing, like losses to library and art FTE.
It respects all school communities with dignity, rather than dividing schools into inappropriate stereotypes like "wealthy" schools that fundraise and "needy" schools that receive charity.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

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Email *

[redacted]

Name *

Maya Pueo von Geldern

Email *

[redacted]

Your School Community *

Vernon k-8

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

Good evening, my name is Maya Pueo von Geldern. I'm here again to reinforce the need for foundation reform, and express my gratitude to those of you who have worked toward this for years, and are determined to see it through.

We have an obligation to the children of PPS as a whole. This means expanding our values past our property lines, to reach every child in this district. Right now almost every school in the district is facing cuts. So this is a hard time for every school community, as things stand, only a select few are able to soften that blow. It's just not ok.

I know that it would be ideal to put forward a policy that has unanimous support. But taking big steps in order to remedy an inequitable policy, sometimes means making the hard decision to just move forward. Can you imagine a world in which we waited for unanimous consensus to desegregate schools, or address redlining?

We simply need to change the norm. Next year and in the years to come there will be new families entering PPS that are completely unaware of past fundraising norms. Imagine what it will be like another 7 years from now, when all people know is that we work together as a greater community, for the betterment of all students! When it's the norm to plan community events together. When a more balanced, collaborative and equitable system is the norm. Fantastic! That's what this district needs. A sense of unity.

Stalling the process fuels years and years of more debate, years of more inequity, and years of more division. 30 years of a policy that doesn't work is enough.

In an old book called The Book of Sands, it says "If you want your people to build a ship, you don't simply gather the people and assemble the wood, but you make them long for the edge of the sea."
We need people to want to head to the sea, to do big things and create meaningful change, and I promise - we will have hundreds and hundreds of families who want to work together to build the ship. To collaboratively build a better experience for our children.

And we need this policy to change now to fuel the motivation to head to the sea.

Thank you for your time and for helping make this happen.

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Email *

[redacted]

Name *

Holly Groom

Email *

[redacted]

Your School Community *

McDaniel

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- (●) Yes, with name
- ( ) Yes, without name
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Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

If enacted, this policy would represent a commitment to working toward equitable funding and allocation of resources for all PPS students, regardless of where they attend school. Rather than using parent resources to bolster academic and extracurricular opportunities at select schools, we can bring our voices together to advocate for more state-allocated funding that will serve all students equitably. I am strongly in favor of this policy and deeply appreciate the hard work that has gone into moving this idea forward.

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Email *

[redacted]

Name *

Anne Hoang

Email *

[redacted]

Your School Community *

Jackson Middle School

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- (●) Yes, with name
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Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Please provide your comments below *

I am in support of amending the district policy in regards to fundraising. Despite best intentions, I believe the current policy is misguided. It is inequitable to staff schools with PTA fundraising. It also diverts attention from the need for foundational budget reform and divides schools against each other. Even if my daughter's school has to change the way it thinks about fundraising, I think the long term benefit will be great.

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Public Comment Received via the Draft Policy Survey:
Revision: Districtwide Advocacy and Fundraising 7.10.020-P
(Formerly Parent Groups and the Schools)

Received between April 12-16, 2024

--Permission to Post--

Glencoe Elementary School
Isabel Johnson

I am a parent of a 5th Grader at Glencoe Elementary School, which has a foundation. I am in complete support of the the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current state. I have seen first-hand how divisive fundraising is at our school, how much energy is expended for so little dollars. I have been shocked recently at the combative and half-truths coming from foundation supporters. I was the recipient of such an email today and it was so disheartening. Please support this policy change.

I appreciate the high-level nature of this policy, and hope that implementation steps and specifics around details such as the formation and role of the parent committee, potential distribution of fundraised dollars, and advocacy functions are clarified in administrative directive. This summer provides an excellent opportunity to work out those details in preparation for the next school year. It is such an important time for parents and school communities to come together to support students across the whole district, both by raising funds together and coming together to advocate for what all students need, rather than continuing to focus on bridging the gaps for the handful of schools who have the resources to do that. Please see this reform through NOW, before the end of the 23/24 school year, so we can start fresh with a united district in the next school year.

McDaniel
Holly Groom

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Vernon K-8
Maya Pueo von Geldern

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I know that it would be ideal to put forward a policy that has unanimous support. But taking big steps in order to remedy an inequitable policy, sometimes means making the hard decision to just move forward. Can you imagine a world in which we waited for unanimous consensus to desegregate schools, or address redlining?

We simply need to change the norm. Next year and in the years to come there will be new families entering PPS that are completely unaware of past fundraising norms. Imagine what it will be like another 7 years from now, when all people know is that we work together as a greater community, for the betterment of all students! When it's the norm to plan community events together. When a more balanced, collaborative and equitable system is the norm. Fantastic! That's what this district needs. A sense of unity.

Stalling the process fuels years and years of more debate, years of more inequity, and years of more division. 30 years of a policy that doesn't work is enough.

In an old book called The Book of Sands, it says "If you want your people to build a ship, you don't simply gather the people and assemble the wood, but you make them long for the edge of the sea."
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And we need this policy to change now to fuel the motivation to head to the sea.

Thank you for your time and for helping make this happen.

Michelle DuBarry
Beach ES

I am a the mom of two students at Beach Elementary School writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I/We support this change because:

-It unites our district instead of leaving schools to fend for themselves.
-It creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.
-It eliminates disparities in the extra funds that schools get for hiring staff.
It isn't fair or equitable for a handful of schools to be able to protect themselves from cuts that all schools are facing, like losses to library and art FTE.
It respects all school communities with dignity, rather than dividing schools into inappropriate stereotypes like "wealthy" schools that fundraise and "needy" schools that receive charity.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for adistrict-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

Anne Hoang
Jackson MS

I am in support of amending the district policy in regards to fundraising. Despite best intentions, I believe the current policy is misguided. It is inequitable to staff schools with PTA fundraising. It also diverts attention from the need for foundational budget reform and divides schools against each other. Even if my daughter's school has to change the way it thinks about fundraising, I think the long term benefit will be great.

Rigler ES

By creating a district wide foundation, we will help communities like Rigler be able to overcome systemic disparity in fundraising and provide resources to fully staff/support our students. We need those in the highest income brackets in our city to help support ALL schools in the city, not just a

precious few, as this is public education after all and the ultimate goal is to provide the best possible education to ALL students.

Alameda, Beaumont, Grant

The school foundation system is outdated, inequitable, and ineffective. Instead of uniting families to advocate for better funding from the state legislature, it pits schools against each other to scrap for local resources. It allows schools who "win" that scramble to ignore systemic failures that hurt all students in the district. When families across different schools unite for common purposes, their collective advocacy has more power and influence. It's bad enough that the district's school boundaries are the legacy of racist policies that exacerbate inequities by concentrating wealth and power in some schools and poverty and marginalization in other schools. When schools privately fundraise from their inequitably bound school communities, they deepen the advantages for the wealthy and disadvantages of the poor. It's time for PPS to end private foundations for individual schools and start making significant progress toward fundraising justice.

Jeffrey Sprague
Roosevelt HS

To the members of the PPS School Board:

I am a parent of a student at Roosevelt High School writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because of the reasons carefully outlined by the reform group after careful study of the issue over many years:

It unites our district instead of leaving schools to fend for themselves.

It creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.

It eliminates disparities in the extra funds that schools get for hiring staff.

It allows schools with LSFs to use the funds they are raising right now to pay for staff next year, helping ease the transition to fundraising alongside the majority of schools who do not have foundations starting in the 24/25 school year.

It isn’t fair or equitable for a handful of schools to be able to protect themselves from cuts that all schools are facing, like losses to library and art FTE.

It respects all school communities with dignity, rather than dividing schools into inappropriate stereotypes like “wealthy” schools that fundraise and “needy” schools that receive charity.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS’s stated values of social justice and racial equity. The timing couldn’t be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

Sincerely Jeffrey Sprague
Roosevelt High School Parent

Llewellyn

The proposal to limit school foundations' ability to fundraise is naive.

It is naive to think that parents and neighborhood businesses will continue to donate anywhere near the same level without assurance that it goes to their local schools. Families and neighborhood businesses are motivated to help their families, neighbors, and local community. People simply won't donate to some black box fund that will likely benefit someone else's school.

It's naive to think that the volunteers that are the backbone of the school foundations will continue to donate their time at the same level. Organizing auctions and other fundraises take a tremendous amount of work-- all of it uncompensated. It's a labor of love, and the volunteers do it out of a sense of duty to their neighbors, their own children, and their community. Very few volunteers will continue to donate their time at that level when the benefit is accrued to unknown communities.

The result will be that donations to the school foundation will crater. ALL schools will receive less money. You will take away staffing from some schools without adding staffing to others. Efforts to improve equity should focus on solutions that bring lesser-resourced schools UP to a better level, not bring more affluent schools DOWN. That is not a recipe for achieving any sort of good outcome for our students.

Capital Hill

Thank you for considering this important change to PPS policy. Fundraising at the school level creates a separate and unequal environment on many levels. Schools should not be pitted against one another, trying to adequately staff and resource their schools, vying for private dollars. Nor should our students' families be bombarded with requests for funds. (In one PPS school where I worked, families were expected to give $900, per child, to the foundation.)

The only way to correctly fund public schools is through the use of tax dollars. Advocating for stable school funding at the state level is vital to ending the practice of asking people who are already paying state taxes to give money to schools.

The first step to fixing the problem of individual schools raising money for staffing and other needed resources is to pool all of our donations into one central fund. The next step will be eliminating the need for fundraising in public schools in Oregon, and in the US, all together. Thank you, again, for taking this incredibly important first step.

Alameda ES

In the name of PPS' values and commitment to equity, it is the right (and the harder) choice, to centralize foundation dollars for a more equitable distribution of funds and investment in our future. That we may experience a dip in initial fundraising dollars is to be expected and should not sway the board from making the right and harder choice. We all know this - we can do it... if + when we all decide to work together. The current and recent local school foundation leaders ought to be recognized for their incredible impact and offered seats at the table to help reimagine how we'll transition to this new model. We must carry over any and all learnings, success stories, processes, etc. that can be repurposed in the new model.

McDaniel

I am a parent of a student at McDaniel High School. My child previously attended Scott Elementary and Roseway Heights Middle School. I am writing in support of a district-wide foundation to support

all schools and to end the inequity of local school-based foundations. When my daughter entered PPS as a kindergartner, I was so worried about her well being, wanting to protect her, and make sure SHE had a really positive experience in school. As such I understand the drive to raise funds for your student in your specific school. However, during my almost eleven years in PPS, as a volunteer in and out of the classroom, I have been able to see firsthand that public schools are about ALL of our children not just my child, and the inequity of local foundations do not benefit all of our students. I have witnessed the unequal distribution of opportunities and services that have been perpetuated by foundations. Many students in child's school are also well aware of these discrepancies and have expressed being perceived as needy and less than their peers at these more “advantaged” schools. I believe now is the time to change the model. Clearly PPS needs more funding across the board, and I believe moving to a district wide foundation model would allow schools to unite and advocate at the State level for better funding. It would also eliminate the inherent inequity that has occurred as a result of the local school-based foundations. I will be advocating for all of our schools at the State level, and I do believe a change to a district wide advocacy and funding model will UNIFY our district around funding.

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Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools)

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Casey Wallace

Email *

[redacted]

Your School Community *

Ockley Green MS

Please provide your comments below *

My family supports changes to PPS policy to ensure school fundraising efforts are distributed equitably. We see a lot of basic educational & cultural opportunities that aren't even remotely possible for Ockley Green MS kids because funds need to be prioritized to meet core needs. I understand that schools with foundations may say the same, but the data supports that the gap in resources is very different.

I choose public schools because I want my kid to go to school with kids from different backgrounds. Parents of means can supplement their kids' experiences at home and after school. There are plenty of other ways they can boost their own kids up the ladder of success. But while they are in school, all our kids should be equally supported. This is the social contract that public school promises.

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- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Harmony Quiroz

Email *

[redacted]

Your School Community *

Atkinson Elementary

Please provide your comments below *

Independent school foundations while providing minimal staffing, rarely in the form of a full FTE, create a structural barrier to equity. ISFs fund positions are primarily wealthy, primarily white schools. It assumes that schools that don't have foundations or the capacity to raise funds don't want to mitigate budget cuts. Moving to a districtwide foundation is an opportunity to tear down a fundamentally inequitable and frankly racist institutional structure. PPS must act in accordance with their values and change the foundation policy.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment Received via the Draft Policy Survey:

Revision: Districtwide Advocacy and Fundraising 7.10.020-P

(Formerly Parent Groups and the Schools)

Received between April 18-19, 2024

--Permission to Post--

Abernethy Elementary School

I am the mother of a kindergartener at Abernethy Elementary, and I am writing to oppose Board Policy 7.20.010-P, Districtwide Advocacy and Fundraising, which would eliminate local school foundations.

Eliminating LSFs will cut millions in funding across the board for our already underfunded schools.

For years, PPS has been underfunded, and for years, local school foundations have helped make up the funding gap, both at their own schools and at other PPS schools through the one-third equity share. Funds from LSFs and their equity contributions to the district-wide fund provide significant financial support for supplementary staffing across all PPS schools. For instance, in the 2022-23 school year, LSFs raised $2.5 million, funding 31.89 full-time equivalent positions at schools with LSFs and 9.57 FTE at schools receiving parent fund grants from the LSFs.

This proposed policy change at a time when PPS is already facing major budget cuts will result in even less funding for staff when our students need them most. For instance, in the next school year, PPS is poised to eliminate 2.10 FTE from Abernethy. Our LSF should be allowed to continue to raise funds that would help retain FTE positions at our school, meet our students' basic learning needs, and ensure our school is operating at the same baseline as other PPS schools.

Eliminating LSFs will disproportionately and unfairly impact schools that already receive less funding per student than other schools.

In the 2022-23 school year, Abernethy received $9,036 per student in funding, while other K-5 schools received significantly more per-student dollars. For instance, Rosa Parks received $16,265, Vestal received $13,412, and Peninsula received $12,791. The ability of Abernethy's foundation to fund positions outside of the PPS budget with private dollars allows PPS to continue to direct funding to these other schools while also helping Abernethy make up for its low per-student funding.

It should also be noted that eliminating LSFs hurts historically underserved students at schools like Abernethy – who receive zero added equity FTE – the most. PPS considers 30% of Abernethy students to be historically underserved, and our LSF helps these students, whom PPS overlooks in its continued efforts to direct additional funds elsewhere through its equity budgeting process.

Eliminating LSFs will reduce donations and parent engagement. Discontinuing a decades-long practice of community and family support to local schools will result in fewer donations and more families opting out of PPS. This will exacerbate the district's declining enrollment, state funding, and equity issues. Donors give where they feel their money makes the most impact, and parents who already feel that their students are receiving less than their fair share are not going to continue to give the same level of support and engagement to a districtwide foundation that will provide them even less in return.

PPS Board members in favor of this policy change seem to think that eliminating LSFs will cause so-called "rich" parents to fight harder to secure funds for all PPS students, both through fundraising and political advocacy. However, the likelier outcome is that these parents will choose to simply leave PPS for private schools who will welcome them with open arms.

Lincoln HS cluster

I oppose the Districtwide Advocacy and Fundraising 7.10.020-P (Proposed New Title. Formerly Parent Groups And The Schools) policy for its lack of true and fair public engagement and its fiscal impacts on teachers and other educational resources for students.

I am a public employee and not wealthy. My single mom was a part-time PPS teacher and I learned early to budget by my values. One of the areas that we hugely value and invest in is our daughter's education and school.

I read the PPS relevant policies and materials available, the Reform PPS Funding website, and watched the board and policy committee meetings. Based on that, I believe:

1. PPS has not conducted sufficient community engagement to determine a policy with this magnitude of fiscal and student impacts. PPS should pause this policy to hire an expert to "consult" and "involve" the entire district in this essential conversation.

Why: As a public employee, I recently engaged thousands in-person and online at community and culturally specific events and held a community vote of 1,665 people in Washington County for just $2.3M of one-time capital funding; this policy has a much greater impact to thousands of students, families, and teachers. The estimated loss of $3M annually and the elimination and/or significant reduction of hours of 106 student-facing jobs strictly funded by School Foundations in the 25-26 school year is a painful and unnecessary cut on top of $30M district wide budget cuts.

How: Board member statements seem to indicate that they believe public testimony constitutes "community engagement"; this is patently false. Public testimony is a public reaction to "ignore", or at best, "inform" on the spectrum of family and community engagement for educational equity: https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Documents/Spectrum-of-Family-Community-Engagement-For-Educational-Equity.pdf

Who: According to the timeline on the Reform PPS Funding, just two events could be considered “consulting” about this policy with a total of 30 people in a district of thousands of students and families. For the June 2022 report, PPS district staff only met with 17 people in Roosevelt and McDaniel HS clusters, many of which receive additional title 1 funding and therefore, do not have foundations. In April 2023, Dir. Hollands led community engagement meeting of 13 people. PPS also did not engage with the most impacted stakeholders, active local school foundations, and school leaders, teachers and students across the district and seems to be relying on one advocacy group, Reform PPS Funding.

2. It is unacceptable to eliminate Local School Foundation fundraising, with no replacement funds earmarked nor an executable plan in place to secure funding. As Dir. Michelle DePass mentioned in her March 28, 2022 OPB interview, some of the local school nonprofit foundations host highly successful fundraising events similar to most successful nonprofits. As a public servant, I have attended similar sparkly events for non-profits that provide education and social services like Centro Cultural, Adelante Mujeres, and Self Enhancement Inc. Multi-million dollar professional fundraising takes time, expertise and significant financial investment. To successfully fundraise the equal amount of funds currently brought in by School Foundations, the board will need to consider personnel for the financial, administrative and fundraising efforts necessary to attract dollars from corporate donors, grant-giving foundations in addition to the community.

3. During the teacher strike in November 2023, I emailed PPS board and leaders, state leaders, and national leaders to adjust statewide funding. I continue to urge PPS to strongly advocate for a change in statewide funding policy.

Thank you for your service, time and consideration!

Hattie McDonnell

Sellwood MS

If we decide to change the rules for foundations providing funds direct to their schools, we will lose a lot of our generous donors and see a MAJOR decrease in overall funding. This also makes the efforts of foundations worthless. Why fundraise when you only see a small, small portion of the effort? We will lose all volunteers and again see a huge decrease in funding.

Michael McDonald

Sellwood MS

Allowing my donated funds to be spread across all schools will not motivate me to donate more but less. Much, much less. I donate through events, drives and the blue bag program and I will halt all of those unless they benefit my local school.

Llewellyn

Due to funding cuts, my elementary school will lose a class section in half of the 6 grades. Depending on enrollment numbers, it's possible that next year, half of our classrooms will have over 30 children in them.

Our Foundation does not raise enough money to hire teachers, but we are able to hire some educational assistants, which are vital support to teachers when classes are that large.

The proposed policy would eliminate our ability to provide teachers and students with this vital support. Meanwhile, the proposed policy will do nothing to help other schools. It is a net loss, not a net gain.

Rather than spending efforts on changing the Foundation policies and attempting to fundraise district-wide, Board members should focus on legislative action that will achieve the funding we need to properly staff our schools in the first place.

Irvington ES

The suggested revisions to this policy essentially remove all incentive for school communities with financial resources to make contributions to the fund. Without guaranteeing a return of some (significant) portion of funds donated to the specific community that made the donation there really isn't any compelling reason for communities to direct limited resources that can otherwise be deployed in more immediate and impactful ways. This policy revision will effectively wipe out most financial support of this fund.

Lincoln HS cluster

I oppose the Districtwide Advocacy and Fundraising 7.10.020-P (Proposed New Title. Formerly Parent Groups And The Schools) policy for its **lack of true and fair public engagement and its fiscal impacts on teachers and other educational resources for students**.

I am a public employee and not wealthy, as some board members assume of high-performing schools. My single mom was a part-time PPS teacher and I learned early to budget by my values. One of the areas that we hugely value and invest in is our daughter's education and school.

I read the PPS relevant policies and materials available, the Reform PPS Funding website, and watched the board and policy committee meetings. Based on that, I believe:

1. PPS has **not conducted sufficient community engagement** to determine a policy with this magnitude of fiscal and student impacts. **PPS should pause this policy to hire an expert to "consult" and "involve" the entire district in this essential conversation.**

Why: As a public employee, I recently engaged thousands in-person and online at community and culturally specific events and held a community vote of 1,665 people in Washington County for just $2.3M of one-time capital funding; this policy has a much greater impact to thousands of students, families, and teachers. The estimated **loss of $3M annually** and the elimination and/or significant **reduction of hours of 106 student-facing jobs** strictly funded by School Foundations in the 25-26 school year is a painful and unnecessary cut on top of $30M district wide budget cuts.

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equity: https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Documents/Spectrum-of-Family-Community-Engagement-For-Educational-Equity.pdf

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3. During the teacher strike in November 2023, I emailed PPS board and leaders, state leaders, and national leaders to adjust statewide funding. **I continue to urge PPS to strongly advocate for a change in statewide funding policy.**

Public Comment Received via the Draft Policy Survey:

Revision: Districtwide Advocacy and Fundraising 7.10.020-P

(Formerly Parent Groups and the Schools)

Received between April 19-22, 2024

--Permission to Post--

Ainsworth

I believe the proposed policy to eliminate the ability of parents to direct 2/3rds of donations to their children's school is misguided for several crucial reasons and should not be implemented. Such a substantial and abrupt change to this policy would be a mistake, and requires further thought and input from the different PPS school communities.

The proposed model fundamentally misunderstands the role of, and motivation for, donations in the K-12 school environment. Donations by parents to schools are made with specific goals, often parents looking to change or improve some aspect of schooling received by their children. To remove the targeted nature of this donation would have a straightforward outcome on overall donations - to drastically reduce or eliminate donations made by parents.

Eliminating the ability of parents to impact their children's education via donating for specific purposes will not only reduce direct donations, but is likely to have unintended consequences that the district must consider. If parents with the means to donate to their school cannot, this will simply drive well-resourced parents to other options, including private schools, charter schools, or moving to other districts. This will further exacerbate budget issues at PPS.

There is no question that schools should be funded equitably and offer opportunities for enrichment and individual instruction to all students - regardless of their place of residence within Portland. That PPS is facing a funding shortage is a problem that must be addressed via the primary funding mechanism - namely funding schools via income and property taxes paid by our community. PPS should redirect its efforts towards improving equity by focusing attention where it matters and has impact - the funding model for schools supported by income and property taxes. Further, there exist myriad programs that attempt to address historically underserved students that are operated through the district and at the federal level. How would those programs be adjusted in a model where parent fundraising is not allowed?

I challenge PPS to demonstrate and share their projections for district-wide funds received via donations under the proposed model vs. the current model. A new model for redistributing a decimated donation

base does not improve inequities, and to project that this funding mechanism can address such inequities is disingenuous. Instead, the outcome of such a change is more likely to further exacerbate funding issues by 1) eliminating programs supported directly by donations, and 2) driving away student enrollment, and associated dollars, from PPS. It also deprives parents of a mechanism for direct involvement in their children's education - it is likely that parents donating money are also donating their time and other intangibles.

In short, I urge you to hold off any changes to this system, and expand listening sessions and feedback opportunities. In recent years, we have seen repeatedly in Portland and more generally in Oregon, the impact of hastily made measures with serious harm to the community. I urge you to not follow those footsteps and consider the impacts of this proposed program holistically and with due consideration of the history of this donation structure at PPS.

Mike Farrell

Vestal ES

I am writing in support of the draft policy to form a district wide foundation as soon as the 24/25 school year. Education is a collect effort. We all benefit when education is provided equitably across the district. Too much our school funding is neighborhood based. This results in schools and communities with the most resources getting more resources. Schools and communities that need the most support then have access to the least resources. This structure leads to a community that is concerned about itself only. This does not improve the community. A district wide foundation will ensure that all schools have access to funds in an equitable way. It will help to reduce the education gaps between schools. This will lift up those communities and schools that need the most support. Overall this improves the education experience for everyone.

Ainsworth

Closing local school foundations, expecting parents to put their fund raising efforts only behind the PPS Foundation is a very poor idea. It is sure to greatly diminish fund raising energy and will be a failure on every level. Why make this change which would be only detrimental? Years ago, local foundations were expected to make a % contribution to the larger PPS Foundation. Perhaps increasing this % would be a far better solution.

Please post detailed reports on how Portland Arts Tax is implemented by PPS: specific listings of schools' arts teachers & programs funded by the Portland Arts Tax. Full transparency is essential.

Public Comment Received via the Draft Policy Survey:

Revision: Districtwide Advocacy and Fundraising 7.10.020-P

(Formerly Parent Groups and the Schools)

Received between April 22-24, 2024

--Permission to Post--

Abernathy ES

I am the parent of a student at Abernethy Elementary. At the board meeting on April 2nd, Andrew Scott mentioned his concern with unintended consequences in regards to his hesitation to support a policy change at this time. Abernethy Elementary exists as an example of the unintended consequences of the current fundraising model for a school with a successful “LSF”.

Abernethy doesn’t actually have an LSF because sometime around 2016, the Abernethy PTA decided to take over the fundraising for the Fund for PPS. In the PTA budget, there is the line item “Fund for PPS (FTE)”, which makes up 51% of the current school year budget. On average, this line item is 60% of the total PTA budget each year. The rest of the budget, the other 40%, consists of traditional PTA programming such as community events, various supplies funding, capital improvements, etc.

Prior to this school year, the money the PTA raised was all put into one bucket. Unlike other schools, the PTA had a single donation link and did not direct donors to the Fund for PPS. Whatever funds they raised were then allocated at the board’s discretion to the Fund for PPS or to traditional PTA programming. What began to happen is the Fund for PPS line item was funded above all else, while traditional PTA programming was neglected. I joined the board for the 2022/2023 school year and found that the focus of the PTA board and the Abernethy community members who attended board meetings, was mostly on fundraising for an extra teacher. Furthermore, the board would not agree to funding line items in the budget (the very budget that members voted to follow and then donated towards) out of concern for how much money they would have at the end of the school year to pay for FTE.

Fundraising for the Fund for PPS effectively cannibalized the Abernethy PTA. The percentage of funds donated to the Fund for PPS by the Abernethy PTA actualized as 86%, 81% and 71% of the annual expenditures for the past three years respectively. Meanwhile, the budget line items for traditional PTA programming were underfunded by 74%, 88% and 65% over the same three year period. Additionally, at the end of the 22/23 school year the PTA board got the membership to vote for an amendment to the standing rules that allowed the PTA to save up to 150% of the budget (outside of the amount earmarked for the Fund for PPS) for a “reserve”. There is no requirement that the PTA board attempt to actually spend money on approved budget items before diverting funds to this “reserve”; the only requirement is that the funds be “unspent”. The Abernethy PTA then ended the 22/23 fiscal year with a net cash gain of $56,000 despite only funding 35% of PTA programming. Programming that was in the budget and that donors voted for and donated towards.

Foundation fundraising has utterly corrupted the Abernethy PTA.

Consequently, Abernethy's enrollment declined over these years at a greater rate than the district average. There are a few reasons for this, but it is my opinion that the lack of focus on community building through PTA programming absolutely plays a part. During my time as an Abernethy parent, events throughout the year have been focused on fundraising, save for maybe one or two meetups. It is my understanding that Abernethy once had a thriving and inclusive community focused on the garden program. During this time, Abernethy Elementary was a highly desirable neighborhood school. What I've been told is that at some point a principal convinced the community to abandon the garden program by diverting its funding to the Fund for PPS. This is how the Abernethy PTA and the Abernethy LSF became one entity and how the sense of community at Abernethy deteriorated.

There is a second unintended consequence of the fundraising for the Fund for PPS and FTE at Abernethy that is even more disheartening than the erosion of robust community; a consequence that should be concerning to the school board: the complete lack of advocacy around state funding for education. I can credit one Abernethy PTA board member who holds an annual postcard campaign to advocate for statewide school funding, however this is the only mention of government funding in public schools from Abernethy. Period. This year, the Abernethy PTA and the principal have sent out emails fearfully detailing the funding cuts expected for the 24/25 school year. There is no mention about how important it is for parents to become engaged and organize to push state lawmakers to commit to fully funding our public schools. The only fix is to donate to the Fund for PPS so Abernethy can pay for an extra teacher next year.

The Abernethy PTA board's focus on fundraising for FTE is in direct conflict with the mission of the National PTA, which is to advocate for government funding in schools over private funding. It is sad to me that my school community is distracted by money that amounts to crumbs exclusively for Abernethy students, rather than organize and rally efforts around lobbying for state funding of all schools.

For all that I've witnessed at my son's elementary school around fundraising for FTE, I am a big supporter of reform to the Fund for PPS. There is far too much room for the unintended consequences of corruption and lack of interest in lobbying for state funding when parents are able to raise money to pay for an additional teacher at their children's school.

Magalí Rabasa

Rigler ES

Dear Directors of the PPS School Board,

I'm writing to you as the President of Padres Unidos de Rigler (the Rigler Elementary PTA) in support of the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding. Members of our PTA have been part of the conversation about foundation policy reform for nearly four years, participating in the roundtable listening sessions, providing public commentary on numerous occasions, and attending our zone representative Gary Holland's forum last year.

We support this change for many reasons, including the fact that it unites our district instead of leaving schools to fend for themselves. The current system exacerbates the existing inequities in PPS, by undermining the district's equity funding model. The proposed draft policy is also essential because it creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.

One of the biggest reasons we at Rigler, a Title I DLI school in Cully, so strongly support the proposal for a district-wide foundation is that it respects all school communities with dignity, rather than dividing schools into inappropriate stereotypes like “wealthy” schools that fundraise and “needy” schools that receive charity. When the most highly resourced families and schools are allowed to privately fundraise to add staff to their school through their foundations, the district’s program for equity is directly undermined. And furthermore, it contributes to a deeply troubling mindset that creates silos rather than solidarity, breaches rather than bridges, pitting “good schools,” like our neighbors at Alameda, against “bad schools,” like Rigler. As you all know, Alameda and Rigler students come together briefly for middle school, and the complexity of funding at Beaumont, which has both a Foundation and parent fund grant awards, is evidence of this tremendous divide.

We need a district-wide model for fundraising that complements and elevates our district’s commitments to and policies for equity. And a crucial first step for that is eliminating the ability to use foundation fundraising to staff schools. If the board is concerned that foundation reform will hurt the neediest students in our district, we, Padres Unidos de Rigler/PTA, want to make clear that this is not true. The grants from the parent fund are not enough, and increasing the contribution from wealthier schools will not solve the problem. We need a district-wide approach to fundraising in combination with a district-wide commitment to fighting for our schools to be fully funded, to ensure success for every student.

Thank you for your work on this incredibly important issue that has the potential to create meaningful transformation and greater equity in PPS.

Sincerely,

Magalí Rabasa

President of Padres Unidos de Rigler/PTA

Simon

Laurelhurst

This is such a horrible and flawed idea that really makes no sense. You will be taking away the power of localized fundraising (which people are passionate about and can see work before their very eyes, while still sharing a large portion with the district) and you will be attempting to replace it with a district wide model — that will certainly dilute the current effort made by parents and is not even close to being the same as local fundraising (no matter how you spin it). This new model would essentially equate the money we raise in the future to being just another of the many taxes Portlanders pay (including the 5th highest property tax in the country) to subsidize the district's shortcomings. Your goal is equity but the burden in this model will not be shared equally. And the results of such a flawed move will directly hurt our children.

And while you've been working on passing this "reform" for seven years, the majority of of newer parents (4th grade and under) in our community were unaware of this proposed policy change (until recently) and the negative impact it will have on our community. So while the idea of this policy change has been around for a while, it has not been so front and center for a lot of us. However, every parent I know is incensed about this change when they hear about it. I would suggest that you give those of us who are new to this discussion more time to express our concerns before voting on such a drastic change. Or to look for a better solution to the district's funding shortfall instead of destroying something that is already generously generating money for schools in a time of budget cuts.

Glencoe ES and Franklin HS

I support the revisions to the local school foundations policy. It is time for this change, and you're courageous to take this on. Please consider strengthening language to prevent affluent schools from skirting the policy by setting up non-profit accounts to support extra staffing and bypass this new policy.

Richmond ES

At this moment of severe budget cuts, I urge the board to table this proposal until further planning has been done to ensure that the same level of funds will be raised for this new district-wide foundation as are needed to replace the funds that will be lost when school communities are no longer involved in raising funds for their schools. How will funds be fairly apportioned to each school - and will it honestly change year-to-year? Will the board be leading district-wide fundraiser activities? If so, it would be best to describe the specific plan for those fundraising activities, with dates, descriptions of activities, and volunteers who will be leading these fundraisers. The district and board will need to take on a lot of effort to replace the fundraisers individual PTAs would do. I fear that it if this action is taken by the board, then its consequences will be blamed on the board and the district. At a time of steep budget cuts, it seems hasty to shut off a reliable stream of support for our schools. Please pause this proposal until it can be fully thought through and a clear plan is in place.

Ainsworth

There is already a large discrepancy in per-student funding seen between Title 1 schools and schools situated in wealthier districts. Additionally, initiatives focused on racial equity have already provided significant per-student funding differences between schools. Foundation money that is raised allows for schools to offer similar levels of programming as Title 1 schools and schools that receive further racial equity support, but is still a very small fraction of the total school budget, especially when considering that 1/3 of moneys raised go to a districtwide fund. In effect, foundations are closing the budget gaps to allow for a similar level of educational opportunities within wealthier schools. Not allowing parents to close those gaps in educational experience is counterproductive to PPS's mission and also a disservice to the students that attend these schools that may not have the means to obtain extracurricular enrichment activities. This proposal seems to be advocated for by a small portion of the community without input from schools that will be impacted the most.

Public Comment Received via the Draft Policy Survey:

Revision: Districtwide Advocacy and Fundraising 7.10.020-P

(Formerly Parent Groups and the Schools)

Received between April 24-26, 2024

--Permission to Post—

Isabel Johnson
Glencoe

I provided comments previously but I would like this comment to replace my earlier comment.

I am writing today to express my strong support for the policy change that will replace the local school foundation model with a district wide foundation model. A model in which our communities can work together to fundraise and share in dollars raised.

As the parent of a 5th grader at Glencoe Elementary, a school with a foundation, a PTA leader, a member of Reform Funding PPS, a frequent volunteer in the Glencoe building, and an accountant, I am well versed in the ins and outs of local school fundraising, school funding in Oregon in general, and how it plays out in our individual schools.

Unifying our private dollar fundraising under one entity will allow for greater collaboration and support across the district. I recall hearing Chair Hollands talk at last year's April foundation meeting about ideas for city wide fundraising events such as a PPS night at a Blazers game. I see city wide events in support of PPS as a great way to remind our city that we value our public schools. I would love to see a 'Dine Out for PPS Night', similar to the restaurant partnerships many PTAs do during the year. For example, see the Dine Out for Education (https://iccsdfoundation.org/dine-out-for-education/) that Iowa City hosts in the spring and fall. Once this policy change passes, there's so many collaborative fundraising ideas we can implement. I am excited by the idea of working collectively with other schools to lift up all our students.

Librarians and library assistants come up often in the justification for local school foundations. I have seen many versions of the 'our school receives less funding per student (but we support the PPS equity model) and our foundation pays (in part) for valuable student facing positions such as our librarian / library assistant'.

As a parent that has volunteered in the Glencoe library for the past 6 years, I see first-hand how important our librarians and library assistants are for our students and our school communities. It breaks my heart that we are losing our beloved longtime library assistant at Glencoe. Does that make me want to contribute to the Glencoe foundation to 'save' her position? Unequivocally, NO. Almost universally across the district, there are cuts to librarian and library assistant hours for the 2024-2025 school year. Only a select few schools can afford to fundraise to pay for those much-needed library hours. I cannot, on any level, see the justification for local school foundations based on this flawed logic.

For example (all numbers from 2024-2025 Proposed Budget Volume #2), LSF school ACCESS is going from 1.05 overall Library FTE to 0.40 and staff directly told students that unless they fundraise, the librarian would lose her job. Vestal, a Title 1 school, is experiencing a very similar cut going from 1.0 Library FTE to 0.40 without the ability to fundraise from their school community. And the argument that Vestal will receive a parent fund grant so that's why we need to keep LSF's? It makes no sense. Whatever Vestal would receive as a parent fund grant would not come close to the amount ACCESS retains under the current LSF model. Whitman and Rosa Parks are two other examples of Title 1, non LSF schools going from 1.0 Library FTE to 0.40.

In the face of what I imagine is an overwhelming amount of 'save our foundation' emails, I want to remind you that the current local school foundation policy is inequitable and does not serve all our students and all our communities.

Please vote yes on May 7th in support of the policy change that will bring about a district wide foundation. A change that will allow all our PPS schools to contribute and share in fundraising dollars.

Anna Marquez
Ockley Green

My name is Anna Marquez, I am the parent of a student at Ockley Green MS and a member of the RESJ Community Advisory Committee and I'm writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because our district needs to work on unity and collaboration to support equitable outcomes for all our students. Reforming school foundations will be the first step in helping the whole community see every single PPS student as OUR students, and investing in each and every ones' future. One of the infuriating aspects of the system as it currently exists is the school stereotypes that exist around the "wealthy" schools and the "poor" schools" and this kind of thinking doesn't respect schools, families or educators in the way they all deserve. I want to see the disparities eliminated and some schools being able to insulate themselves from cuts is unfair and unacceptable. Let's move forward and support one another as a larger community to commit to equity and sustainable funding options for each and every student in this district.

I couldn't be happier that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

Sincerely,

Anna Marquez
RESJ CAC
Ockley Green MS

Jen Miller
Ainsworth

As a teacher, I find this proposed policy revision to be a sad and misguided attempt at equity. Equity is not about reducing everyone's resources to the lowest common denominator. Instead of taking away our individual communities' ability to fundraise for important teaching positions we

should be focused on finding ways to make sure that these positions get funding at other schools, too.

Laurelhurst

It is a mistake to dissolve local school foundations without first resolving the funding shortfall for K12 education at the state level.

Sunnyside

I am the co-chair of the Sunnyside Environmental School Foundation and have been involved in fundraising for the last three years. This is the first time I am seeing written notice of a policy change that would completely disrupt the fundraising momentum we've been building at our school. I am a huge advocate for well-funded, equitable public education. This policy change in itself seems like a move in the right direction, HOWEVER, at no point were we contacted to provide input. I think this is quite disheartening. We raise a very modest amount of money among a modest income school community. We have very real challenges in our school community that PPS funding does not cover and quite frankly our hard earned fundraising barely scratches the surface. Before change occurs, I would like to see a real opportunity for input from all current Foundation chairs and to really understand and prepare for how these changes may impact our unique school. I have put in hundreds of hours of volunteer time over the last three years to raise just enough money to support our school's unique added choice curriculum and the fact that we are a K-8 school that does not receive full funding for its middle school. On top of that, many of our families are struggling. These changes could quite possibly be beneficial to our school, but there seems to be no guarantee and quite frankly, the loss of our meager additional $50,000 that we raise through our small but mighty Foundation volunteer would be devastating.

4/27/2024 16:50:53

Beach

I am a parent to three students at Beach Elementary and a school social worker at Peninsula Elementary writing in support of moving PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding. I support this change because the current system is inherently inequitable, allowing parents at higher SES funds to essentially "protect" their school from cuts, while other scores with arguably a higher need suffer. Additionally, I worry that this ability to protect also means these parents don't join with other parents across the district to advocate for greater funding from the state, which is something we all need. I want a pathway for aligned advocacy for state funding, which is at the heart of the issue. After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

4/28/2024 21:54:50

Creston K-5

I urge you to vote yes on the policy to create one singular fund for PPS. We cannot wait to create a more equitable system for our students. Funds for staffing should not be dependent on a school's ability to raise tens if not hundreds of thousands of dollars.

4/29/2024 7:28:31

Matt Smith
Lee elementary and McDaniel high school

"As a parent of students at our neighborhood schools, Lee Elementary and McDaniel High School, I assess the PTA foundation funding model is inequitable and ought to be 90% shared with Title 1 PPS schools with less historical privilege.

I've observed wealthier public school's like Chapman Elementary's worthy outdoor sports and recreation facilities, compared to the shoddy and insufficient playground equipment at our children's schools. Title 1 schools like Lee Elementary depend on winning Nike grants to replace our aging playground structures, and they are still insufficient.

Additionally, wealthier neighborhood public schools raise enough PTA foundation funds to pay for several additional teaching positions. Meanwhile, Title 1 schools like Lee rely on equity grants to staff teaching needs.

During this painful season of state education funding cuts, PTA Foundation funding needs equity reform now.

My hope is that the strategic result will mean more priveleged parents will pressure Salem electeds to provide the funding all our students deserve, rather than writing checks to their wealthier local PTA Foundation.

Please act bravely and equitably on May 7."

4/29/2024 7:44:35

Ellie Russell
Marysville K-5, Kellogg MS

"Please remove local school foundations and replace it with one unified foundation. It is not true that no one is hurt under the current foundation policy. While every dollar counts, some dollars are hurtful. Our whitest schools benefit the most from our current model. White Privilege is hurtful to our entire district. When one school keeps hundreds of thousands of dollars while the others share the scraps, the message to the others is that their value is lower. This policy change is not about dollars, it is about holding PPS accountable to its commitment to fairness and equity.

At Marysville, a school that is 50% students of color, our staff reductions for next year add up to 5 FTE. We do not have a foundation to make up the difference. The amount we receive from the Parent Fund is laughable. The level of support our students need is barely covered by the unreliable Title 1 funds.

A district-wide foundation will put the money where it's needed.

Public schools, along with police, fire, and libraries, are a public service. If I donate money to the public library, it goes to the entire Multnomah County Library SYSTEM. I cannot donate to my favorite library branch. Portland Public Schools, however, continues to have a model where wealthy parents can fill the gaps to serve their own interests. This is inequitable.

When I went to Salem earlier this year with other PPS parents, we united as one force. But It took leaders from many schools working together to make this advocacy happen. Imagine what we could accomplish if the fundraising energy currently spent at individual schools went towards one common goal: to increase state education funding for all schools.

After years of discussion, drafts, and community feedback, the time is finally here for a district-wide foundation. Do not delay this any further. Thank you.
"

4/29/2024 7:45
Jody Anderson
Mcdaniel High School

Portland Public School's foundation should be distributed equitably across all schools.

4/29/2024 10:27
Lynda Martin-McCormick
Marysville Elementary School

I support the policy for a district-wide foundation as long as PPS allocates funding to staff and stand up the endeavor. Inadequate staff, etc. will make the program unworkable, much as the lack of back-end resources and the structures to support Measure 110 nearly de-railed it.

4/29/2024 10:48
Julien Roohani
Lent ES and Kellogg MS

"I am a parent of two children at PPS-- one at Lent ES and one at Kellogg ES. Lent ES is a mess. I have considered pulling my kids out of PPS but feel that public education is a right and we need to work together to make it better. Since my oldest started at PPS in 2017, I have watched as PPS grapples with large classroom sizes, budget cuts that impact the arts, library, and staffing. Our schools are not adequately funded, and our kids are suffering. The model that has been in place for the last 25 years is not equitable and serves the whitest and richest children and neighborhoods. How can this continue? It can't and the time to change it is now.

PPS has been relying on inequitably distributed parent fundraising as a band aid since Measure 5 passed in the late 90s. The current model encourages school communities to "fend for themselves" and focus their resources of money, time, and relationships inward, on their own schools. There is power in schools coming together, understanding each other's strengths and needs, raising funds in community for ALL of our students, and aligning our efforts where it will REALLY make a difference for our kids--in Salem.

Data clearly shows that the requirement to contribute ⅓ of funds raised to be distributed via “equity grants” has not been enough to offset the inequities that happen when you allow schools to fundraise for themselves. Just tweaking the formula is not enough to ensure that all schools benefit equitably, doesn’t disrupt the current system that keeps schools separate from each other, and continues to distract passionate parent communities from advocating at the state level. The current system is not equitable, and PPS should be doing everything it can to transform this system to one that serves all of our students.

Raising funds district-wide is a tried-and-true model that is in use in many school districts, providing valuable examples of what works best and what could be avoided. PPS is an outlier in allowing private dollars to fund staff at all, let alone for individual schools, where the inequities in this practice are obvious.

Reforming the local school foundation fundraising policy is a first step and paves the way for more equitable fundraising practices that are aligned with racial equity and social justice values in all of PPS.

Please do what's right for our children. They all matter. Thank you."

4/29/2024 11:02
Surina Hollingsworth
Alameda

"Dear PPS Board of Directors, Dr. Husk, and PPS team members,

I’ve included Dr. Husk in this follow-up for transparency, and am also requesting that this email be submitted for public comment.

The PPS School Board recently received a letter and supporting signatures below from Eric Bowler, Bridlemile parent, and I am following up since he received no responses. In about 2 weeks time, over 1,250 PPS parents from over 50 elementary, K-8, middle, and high schools have signed a letter demanding an Inclusive and Fact-Based Policy Creation process in response to the current draft Districtwide Advocacy and Fundraising proposal. Please note that this letter includes a wide variety of voices from several schools across the district who have not been heard or included in this process, representing different races and ethnicities, socio-economic statuses, and families of protected classes such as those with disabilities. Please also note that this is significantly more voices than the 400 people who signed the letter in support of this proposal.

People in this district are furious with the board for even considering a proposal like this when we’re already facing budget cuts, let alone the unethical way this proposal has made it to this point. These are engaged members of the PPS community, and given that this letter has only been in circulation for a short time, there are likely thousands of other families who feel the same way.

You cannot intentionally ignore a significant chunk of this district’s population, pass a policy that directly harms the children of said population, and then expect those people to quickly get over it and get involved by giving their time and money. To think otherwise is unrealistic, and the board needs to understand that there are very real consequences that will result from passing this proposal:

You are actively threatening important district wide initiatives like the teacher’s levy and bond by worsening the public sentiment towards PPS.

You will have voluntarily endorsed the elimination and/or reduction of hours of over 100 student facing positions in the 25/26 school year (and possibly beyond) because you have no replacement funds or real plan to immediately raise any.

You will have further alienated thousands of parents who are already angry with PPS, and will drive more out of the district altogether.

You will have lost credibility and trust by demonstrating that this board makes decisions based on what is best for personal and political gain instead of the well-being of PPS students.

You will have burned bridges with the very people you are counting on to stand up a district wide foundation.

I don't need to continue making the case for following a fair process in the foundation policy discussion. Many board members have chosen to ignore the pleas of the community for 8 months now, so please do not be surprised when community members consequently ignore the pleas for help from the district. People are angry, insulted, and do not have interest in giving their time or money to anyone that is ignoring their voices and knowingly inflicting more harm to their children.

Respectfully,

Surina Hollingsworth
PPS Parent to 2nd & 4th graders
Alameda School Foundation Chair

---------- Forwarded message ---------
From: Eric Bowler <e1@themusictrust.com>
Date: Thu, Apr 18, 2024 at 12:00 PM
Subject: Letter of Demand for Inclusive and Fact-Based Policy Creation.
To: <anscott@pps.net>, <ghollands@pps.net>, Michelle DePass <mdepass@pps.net>, Julia Brim-Edwards <jbrim-edwards@pps.net>, <psullivan@pps.net>, <eddiewang@pps.net>, <hermangreene@pps.net>, <fsilverstein@pps.net>

I am a PPS Parent of two daughters at Bridlemile and the Foundation President. I am sending you the following letter. Please note that is has been signed by 1,143 PPS Parents (and counting) from all over the district. You've already caused parents to remove their children from our district, with more to come if more questionable decisions are made at the board level. Trading of votes for personal pet projects at the expense of the children under your care is sickening. Please uphold your integrity and put our children first.

To the Directors of the PPS School Board:

Recently, the PPS Policy Committee proposed changes to the FundforPPS's process with a draft School Foundation Policy. This Policy calls for the elimination of Local School Foundation fundraising, with no replacement funds earmarked nor an executable plan in place to secure funding. This would result in the loss of $3M annually and the elimination and/or significant reduction of hours of 106 student-facing jobs strictly funded by School Foundations in the 25-26 school year, a painful and unnecessary cut on top of $30M district wide budget cuts.

We expect that as elected members of public office, that you uphold the integrity of your position by treating all of your constituents with fairness and respect, and always prioritize the well-being of all PPS students.

We expect that you will follow the Oregon School Board Association's Code of Conduct, most notably the requirement that "Insists that all board and district business is ethical and honest. Is open, fair and honest — has no hidden agenda."

We strongly oppose this Policy draft because its creation and advancement was unforthcoming, with the majority of school principals, teachers, and PPS families unaware that changes have been proposed which will negatively impact their communities.

We strongly oppose this Policy draft, as it directly and knowingly takes away educational resources from thousands of students and leads to the firing of too many more educators in our district.

We strongly oppose this Policy draft because it offers no real actionable solutions and is just a movement to damage specific schools and students.

We strongly oppose this Policy draft because it has been created and pushed by a small but vocal group that has one mission, to restrict all parent fundraising at PPS. This policy is the first step in outlawing PPS parents' ability to support the schools their kids attend - be it through school foundations, boosters, PTAs, and even book fairs.

We support changes to the current Foundation system, but demand that the board use a fair, inclusive, and fact-based approach through an unbiased third party. We demand that the board does proper due-diligence with any policy changes including but not limited to:

Ensure any policy proposals 1) do not have negative legal implications for PPS, and 2) do not put our district at risk of a lawsuit.

Consult with professionals who have expertise in large-scale fundraising. Multi-million dollar professional fundraising takes time, expertise and significant financial investment. The board needs to fully vet the requirements to successfully fundraise the equal amount of funds currently brought in by School Foundations, including the need to hire several qualified personnel who can lead and organize the financial, administrative and fundraising efforts necessary to attract dollars from corporate donors, grant-giving foundations, and other sources.

Meet with teachers and principals at schools with active foundations to learn the impact of lost funding, should school foundations be eliminated, including understanding how those dollars are spent and how many student-facing positions would be eliminated without those funds.

Discuss the impact of reduced or eliminated Parent Grant (33%) funds with principals and teachers that regularly receive Parent Fund Grants, including understanding how those dollars are spent and how many student-facing positions would be eliminated without those funds.

Engage in thoughtful and sincere dialogue with active School Foundation boards to understand the work needed to build successful fundraising events including the process of building relationships with local businesses and donors, managing large-scale fundraising events, and how to best entice donors to pivot to a district-wide fund.

Understand the implications of any written policy and the long-term impact on parent fundraising efforts outside of Foundations, including PTA/PTO and Booster fundraising.

This is the role of policy and elected leaders — to provide sound guidance for our system, based on community support.

Please do not support this damaging proposal that does more harm than good.

Please uphold the integrity of your election position by using an unbiased vehicle to accurately address the desires and needs of everyone in our district.

We demand that you stop playing politics with the well-being of PPS students, and create a fair and inclusive process that results in an actionable, thorough, and sustainable plan."

4/29/2024 12:11
Laura Bower
Rigler Elementary
As a parent to two elementary-aged students in PPS, I urge the board to transition to a DISTRICT-WIDE Foundation Model that can collectively advocate for increased public school funding and equitably distribute funds raised for schools. The current foundation model is inherently inequitable and unjust for the vast majority of students in PPS. A district-wide fundraising model will ensure funds are distributed equitably, including to the many schools without the resources to raise tens of thousands of dollars each year. Furthermore, uniting all PPS schools in fundraising and school funding will create a unified front and powerful voice to advocate in Salem for better funding for all schools throughout the state.

4/29/2024 14:02
Fred Wearn
All Portland Public Schools

"April 29, 2024

To the Board of the Portland Public Schools:

RE: Districtwide Advocacy and Fundraising

I have a long history of involvement with the local and district-wide foundations and the funding of Portland Public Schools since Measure 5 was implemented in the early nineties. I have been on the Board of the Portland Public Schools Foundation, the board of two different local school foundations, a member of the PPS Citizen Budget Review Committee, and a member of original equity subcommittee of the PPS Board that decided on the two thirds/one third split between local foundations and the district-wide foundation. While on the Board of the Public Schools Foundation, I was a leader of the push to eventually get the Oregon Legislature to allow the school districts throughout Oregon to vote for local funding options.

Based on these experiences, I unquestionably believe that the proposed changes to local foundation policy will result in loss of most of $2M-$3M that the local foundations contribute to their own schools and to the schools of great need. In working to raise funds for both the local foundations and Portland Schools Foundation, it became obvious that much of the money for local schools would not be donated directly to the central foundation. Parents are simply way more willing to give if when they know it will definitely result in additional teaching support for their own school. At a time when PPS is facing substantial budget cuts and layoffs, the loss of this source of locally raised revenue that supports all schools throughout district would be a serious mistake.

Fred Wearn
Portland, Oregon"

4/29/2024 15:47
Kate O'Donnell Scott Elementary

I strongly support the proposal to transition to a districtwide foundation. For too long Portland schools have received inequitable access to resources because of each school community's varying ability to privately raise funds. Allowing schools to keep and raise their own funding compounds on top of decades of racist policy within Portland and the State of Oregon more broadly. I am excited about this opportunity to ensure that school's like my son's can access additional funding to support needed services at their neighborhood school.

4/29/2024 21:39
Roosevelt

I am the parent of a high school student at Roosevelt and a middle school student at Portland Village School. I support the draft policy to move PPS to a district-wide foundation that unites our community in fundraising and advocating for more staff at all of our schools.

4/30/2024 8:45
Metropolitan Learning Center/ Grant High School
Addressing systemic issues is crucial to fostering equitable learning environments for all students. Imagine what PPS could be with district-wide fundraising events that brought communities together rather than setting them farther apart.

4/30/2024 9:55
Laura Moulton
Rigler/Beaumont/McDaniel

We parents want to create the very best opportunities for our children - it's our nature and it's our job. But in the 16 or so years our family has been involved with PPS, we've seen the way the foundation system ensures that some school communities do quite well, while others struggle to provide stable classrooms

and sufficient staffing. My kids have attended Title One or under-resourced schools for much of their PPS careers, (one kid is now in college, one is a junior in high school) and I've observed that schools and their respective resources can be like completely different countries. Our elementary school raised $2,000 (with epic efforts that tapped our capacity) one year and we were so stoked, while we were aware that down the hill, a fellow elementary school had a foundation worth more than a million dollars. When we strive for the best for our kid, it should never be at the expense of someone else's kid. That doesn't create a safer, more just world. It just perpetuates the inequities of a system that prioritizes some children/families/zip codes over others. A public school has the opportunity to create a microcosm of the world we want to see writ large - one based in kinship and mutual care, collaboration and justice. PPS can do better than the current short-sighted Foundation system, and it should. Thank you.

"Letter to PPS Board + Signatures 1-500

To the Directors of the PPS School Board:

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We support changes to the current Foundation system, but demand that the board use a fair, inclusive, and fact-based approach through an unbiased third party. We demand that the board does proper due-diligence with any policy changes including but not limited to:

1. Ensure any policy proposals 1) do not have negative legal implications for PPS, and 2) do not put our district at risk of a lawsuit.
2. Consult with professionals who have expertise in large-scale fundraising. Multi-million dollar professional fundraising takes time, expertise and significant financial investment. The board needs to fully vet the requirements to successfully fundraise the equal amount of funds currently brought in by School Foundations, including the need to hire several qualified personnel who can lead and organize the financial, administrative and fundraising efforts necessary to attract dollars from corporate donors, grant-giving foundations, and other sources.

3. Meet with teachers and principals at schools with active foundations to learn the impact of lost funding, should school foundations be eliminated, including understanding how those dollars are spent and how many student-facing positions would be eliminated without those funds.
4. Discuss the impact of reduced or eliminated Parent Grant (33%) funds with principals and teachers that regularly receive Parent Fund Grants, including understanding how those dollars are spent and how many student-facing positions would be eliminated without those funds.
5. Engage in thoughtful and sincere dialogue with active School Foundation boards to understand the work needed to build successful fundraising events including the process of building relationships with local businesses and donors, managing large-scale fundraising events, and how to best entice donors to pivot to a district-wide fund.
6. Understand the implications of any written policy and the long-term impact on parent fundraising efforts outside of Foundations, including PTA/PTO and Booster fundraising.

This is the role of policy and elected leaders — to provide sound guidance for our system, based on community support.

Please do not support this damaging proposal that does more harm than good.

Please uphold the integrity of your election position by using an unbiased vehicle to accurately address the desires and needs of everyone in our district.

We demand that you stop playing politics with the well-being of PPS students, and create a fair and inclusive process that results in an actionable, thorough, and sustainable plan.

Signed,

Name	School Community
	Beverly Cleary Fernwood
	Hayhurst Elementary
	Beverly Cleary School
	Beverly Cleary School
	Bridlemile Elementary School
	Buckman
	Buckman Elementary
	Bridlemile, Lincoln
	West Sylvan Middle School
	Buckman Elementary
	Lincoln
	Buckman Elementary
	Buckman Elementary School
	Buckman Elementary
	Buckman elementary school
	Bridlemile Elementary School
	Buckman Elementary school
	Buckman Elementary
	Buckman Elementary
	Buckman Elementary
	Duniway
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	Buckman Elementary
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	Buckman Elementary School
	Buckman
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	Buckman elementary
	Buckman Elementary

Do not stop voluntary funding through our foundation for our school.
Beaumont Middle School
Alameda Elementary
Alameda/ Beaumont
Buckman
Buckman Elementary
Buckman
Alameda
Buckman Elementary
Buckman elementary
Alameda
Alameda
Buckman Elementary School
Buckman Art School
Buckman Elementary
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Alameda Elementary
Buckman
Buckman Elementary
Alameda
Buckman
Buckman
Buckman, Lincoln, Alameda, Beaumont, Llewellyn, ACCESS
Buckman elementary
Buckman Elementary
Buckman Elementary
Buckman
Buckman Elementary
Alameda
Buckman Elementary
Beverly Cleary School
Buckman Elementary
Alameda Elementary
Buckman Elementary
Alameda Elementary
Alameda
Buckman and DaVinci
Buckman
Grant High school
Buckman
Beaumont Middle School Parent, Alameda Elementary School Parent, PPS graduate
Duniway
Laurelhurst
Duniway & Sellwood Middle School
Duniway, Sellwood Middle School, and Cleveland High School
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Alameda Elementary
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Duniway Elementary and Sellwood Middle School
PPS Duniway E and Cleveland HS
Buckman Elementary
Duniway Elementary School
Buckman E.S.
Buckman Elementary
Duniway Elementary
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Alameda Elementary
Cleveland, Sellwood, and Duniway
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Duniway Elementary and Sellwood Middle
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PPS - Duniway Elementary
Duniway
Buckman Elementary
Llewellyn, Sellwood Middle School, Cleveland High and Duniway
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Buckman Elementary
Buckman Elementary and Kellogg Middle School
Alameda
Duniway
Duniway Elementary - Portland Public Schools
Duniway Elementary
Grant High School
Alameda Elementary School
Alameda
Alameda and Beaumont
Buckman Elementary
Alameda
Alameda-Beaumont-Grant
Alameda Elementary
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Duniway Elementary
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Duniway Elementary, Sellwood Middle School
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Laurelhurst K-8
Duniway Elementary
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Beaumont Middle School and Alameda Elementary School
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Buckman Elementary
Laurelhurst K-8
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Laurelhurst K-8
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Laurelhurst School
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Buckman Elementary
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Rieke
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Duniway Elementary
Laurelhurst
Duniway Elementary
Beverly Cleary
Duniway
Duniway Elementary
Duniway Elementary School
Duniway

Buckman
Alameda
Glencoe
Duniway Elementary
Glencoe Elementary School
Glenco
Glencoe Elementary & Mt. Tabor Middle School
Glencoe
Beaumont
Glencoe
Duniway Elementary
Alameda Elementary; Beaumont MS
Sellwood Middle and Duniway Elementary
Duniway Elementary
Glencoe and Franklin
Duniway Elementary
Glencoe
Glencoe Elementary
Alameda Elementary
Duniway Elementary School
Alameda Elementary
Beaumont Middle School
Glencoe Elementary
Glencoe Elementary/Mt. Tabor Middle School
Glencoe
Glencoe Elementary School, Mt. Tabor Middle School
Laurelhurst K-8
Glencoe Elementary
Duniway
Glencoe Elementary
Alameda
Cleveland High Schook
Glenco
Laurelhurst
Laurelhurst Elementary
Alameda Elementary & Beaumont MS
Richmond Elementary
Buckman Elementary
Duniway
Laurelhurst
Vestal
Laurelhurst Elementary
Glencoe Elementary
Bridlemile
Bridlemile, Robert Gray
Duniway E S
Duniway
Alameda
Lincoln High School.
BCS
Duniway
Glencoe Elementary
Cleveland & MLC
Laurelhurst K-8
Bridlemile Elementary
Bridlemile
Bridlemile
Bridlemile
Bridlemile Elementary
Laurelhurst
Laurelhurst
Bridlemile

Duniway Elementary School
Glencoe/Mt. Tabor/Franklin
Bridlemile
Bridlemile
Bridlemile
Ainsworth elementary
Bridlemile
Bridlemile
Ainsworth Elementary
Lincoln HS
Laurelhurst
Glencoe Elementary School
Glencoe Elementary School
Laurelhursr
Laurelhurst
Laurelhurst
Glencoe Elementary
Laurelhurst School
Laurelhurst Elementary
Bridlemile
Bridlemile
Laurelhurst
Laurelhurst
Bridlemile
Cleveland
Laurelhurst Elementary
Duniway Elementary School
ACCESS Academy
Rieke and Robert Gray
Bridlemile Elementary
Maplewood Elementary
Ainsworth
Bridlemile Elementary
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Ida B Wells (formerly at ACCESS Academy)
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Bridlemile Elementary
Duniway/Sellwood/Cleveland
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Capitol Hill Elementary

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Hayhurst Elementary
Access Academy and Llewellyn
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Forest Park Elementary
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Ainsworth and Childpeace Montessori
Ainsworth and Child Peace Montessori
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Wells cohort
Sellwood Middle School
Bridemile Elementary

Laurelhurst
Glencoe Elementary
Stephenson Elementary
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Access Academy
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Portland Public Schools
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Beverly Cleary
ACCESS Academy
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The Odyssey Program
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xxsalamandaxx@gmail.com
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Beverly Cleary k-8
Robert Gray Middle School
Skyline School
Skyline School

Forest Park Elementary
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Sunnyside Environmental School
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Ainsworth Elementary, West Sylvan, Ida B Wells
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Beverly Cleary
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(Past) Ainsworth
Ainsworth 2007-2016
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Maplewood, Jackson, Wells
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Grant HS Cluster
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Sunnyside Environmental School
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Laurelhurst
Alameda Elementary
Alameda Elementary and Beaumont Middle School
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Alameda Elementary Parent
Laurelhurst School
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Richmond elementary school
Cleveland High School
Maplewood Elementary School
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Public Comment Received via the Draft Policy Survey:

Revision: Districtwide Advocacy and Fundraising 7.10.020-P

(Formerly Parent Groups and the Schools)

Received May 1st and 2nd, 2024

--Permission to Post--

5/1/24
Tommy Cardwell
Ainsworth

Hello,

I wanted to comment on the proposal to end school based fundraising. I think the idea of ending it is shortsighted and will hurt PPS overall, at a time when more and not less funding is needed.

I believe in economic equality and will always vote for bonds/etc to increase school funding district wide, but this is a general voter and legislative problem. I give to my child's school because they go there, I give to the district in taxes. Ending school fundraising as proposed may contribute to equality, but by bringing all schools down (although, those schools that can raise funds more significantly of course). Without the drive to give to your school foundation, these donations will dry up, or if capped at $20,000, that is where it will stop. The schools that have traditionally been lucky enough to benefit from this will be hit significantly, but the district will also not benefit from the 33% they would have traditionally received.

The schools that do have these foundation also received less funding per child from the district, which I assume has been based on needs and scores. It would make sense that these schools have been historically propped up by the foundations they have. Does the district have plans to counter this? Taking the donations away and keeping funding where it is seems cruel and shortsighted.

Another worry is that families that live in neighborhoods that have these schools and that can afford it will transfer to private schools, decreasing enrollment, and with that the federal funding attached to enrollment.

Please work to bring all schools up, and not enact rules whose sole purpose from my view is to bring them down.

Thank you, Tommy

5/2/24
Wesley Grout
Beach ES

PPS funding needs to be reformed. I grew up in Portland and attended Ainsworth, West Sylvan and Lincoln. My 7 year old daughter currently attends Beach Elementary. The fact that wealthy communities can buy extra staff is nuts. While schools with wealthy foundations might receive fewer dollars per student than Beach, I would love to know how many of Beach's dollars are going to cover the basic needs of many of our students. While it is ridiculous that we cannot provide ALL children with the support and services they need, the people who have more need to share. Maybe schools with wealthier communities will not have as many services, but they will likely still have more than the kids at schools like Beach.

Public Comment Received via the Draft Policy Survey:
Revision: Districtwide Advocacy and Fundraising 7.10.020-P
(Formerly Parent Groups and the Schools)

Received May 3-6, 2024
—Permission to Post—

5/3/2024 16:50
Yes, with name
Deborah Driscoll
Laurelhurst
I strongly support the move to district-wide fundraising. It is more equitable.

5/4/2024 7:07
Yes, without name
Vernon K-8
As a PPS parent I strongly support changing the way school foundations collect and distribute fundraising monies. The current model is inequitable, and out of step with many school districts across the nation (and in our region) that do not allow schools to privately fundraise for FTE at their own school. The State of Oregon must fully fund K-12 education, but even though they are utterly failing at doing so that doesn't justify an inequitable practice that privileges wealthy school communities over others.

5/6/2024 10:38
Yes, without name
Martin Luther King Jr. Elementary
The PPS Racial Educational Equity Policy makes clear the problem, and the role of PPS in the solution. There is overt measurable inequity primarily along racial lines driven by the existing foundation system. With the problems and responsibilities clear, the path forward is to create a foundation system that is capable of being closer to equitable than the current one.

Public Comment Received via the Draft Policy Survey:
Revision: Districtwide Advocacy and Fundraising 7.10.020-P
(Formerly Parent Groups and the Schools)

Received May 7, 2024
—Board and Staff Only—

5/6/2024 16:27
Grout and Cleveland
In the past, our family has contributed to foundation fundraising campaigns. We did not understand the ramifications of those donations. Now that we have experience at multiple school communities we have come to better understand how the current system is not an equitable solution to the district's budget challenges. We firmly believe that the entire district would be better served if we united together to solve the problem of underfunding through advocacy instead of hosting events that only serve to create less inclusive school cultures. We fully support this foundation reform proposal. It might not be the magic solution that makes everyone happy, but we hope it will be an improvement on what is currently practiced. We welcome a change to the status quo and plan to redirect our donations to the all district fund if this reform proposal passes.

5/6/2024 18:52
Klay Arsenault
McDaniel
I fully support the reform of school based fundraising and school foundation fundraising. The current system is extremely inequitable and will never be able to meaningfully impact schools that don't have the resources to fundraise. All schools should be fully funded by the district and the state no matter what the ability of the community to raise funds is.

5/6/2024 20:22
Beaumont-Alameda-Rigler
I'm concerned that the board may unfairly be voting on this policy and permanently rid our schools of a foundation that lovingly cares about teachers and students. There is no replacement on these funds, and until there is, we should not eliminate this option. I also believe

that some of the board members have self serving motives to rid the schools of the foundation in order to further their own personal political gains.

RESOLUTION No. 6905

Resolution to Adopt Revised Junior Reserve Officer Training Corps and Military Careers (formerly Military Recruitment) 6.20.043-P

RECITALS

A. On February 12, 2024, March 4, 2024, and March 18, 2024, the Board Policy Committee reviewed and considered the proposed revisions of the Junior Reserve Officer Training Corps and Military Careers (formerly Military Recruitment) Policy.

B. On April 2, 2024, the Board presented the first reading of the revised Junior Reserve Officer Training Corps and Military Careers Policy.

C. On April 11, 2024, the Board Policy Committee heard public comments on the proposed revisions to the Junior Reserve Officer Training Corps and Military Careers Policy.

D. Pursuant to District policy, the public comment was open for at least 21 days, where there was public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Junior Reserve Officer Training Corps and Military Careers 6.20.043-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Board Policy 6.20.043-P

Junior Reserve Officer Training Corps and Military Careers

The District does not prohibit a teacher, counselor or administrator in the district, at his or her professional discretion, from providing information to a student about career and educational opportunities in the military, or from referring a student to a recruitment office.

Schools will provide, at students' requests, transcripts, records and references to military offices and institutions to facilitate military scholarships and appointments or enlistment for military service.

In consultation with and approval of the Superintendent, a high school principal may establish a Junior Reserve Officer Training Corps program that aligns with PPS academic standards, policies and administrative directives.

History: Adopted 5/21/01, BA 1877, Amended 4/2023; __/2024

Draft

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR
Revision of
Junior Reserve Officer Training Corps and
Military Careers 6.20.043-P
(Proposed New Title. Formerly Military Recruitment)

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
April 23, 2024

Summary: **Revision of the Junior Reserve Officer Training Corps and Military Careers Policy 6.20.043-P**
(Proposed New Title. Formerly Military Recruitment)

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05

PORTLAND PUBLIC SCHOOLS
OFFICE OF General Counsel
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3274

Date: March 20, 2024

To: School Board

From: Mary Kane, Senior Legal Counsel
Christpher Brida, Director of Academic Programs CTE & AP/IB • College and Career Readiness

cc: Dr. Sandy Husk, Interim
Superintendent Liz Large, Contracted
General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Title: 6.20.043-P-P Military Recruitment (proposed new title Junior Reserve Officers Training Corps (JROTC) and Military Careers)

BACKGROUND

The Policy Committee introduced an amendment to the Military Recruitment Policy on February 12, 2024. The proposed language was again discussed at the committee's March 4 meeting and then approved on March 18 to go to the full Board for a First Reading.

RELATED POLICIES/BEST PRACTICES

The District has been focused on building a more robust CTE program for students and will include JROTC programming in its review of whether its inclusion in CTE curriculum is appropriate. CTE aims to provide access to career pathways that are conducive to student success. In creating the environment and conditions to do so, it is critical to consider the partners we engage with in this endeavor, recognizing that specific initiatives may require collaboration beyond the confines of traditional school structures.

ANALYSIS OF THE SITUATION

Any JROTC program must align seamlessly with established CTE standards and curriculum guidelines. This alignment encompasses integrating pertinent career pathways, fostering skills development, and adhering to industry standards within the JROTC curriculum. The JROTC program should be evaluated to determine the career avenues that are created for students and understand how the skills taught as part of

the JROTC program change student career trajectories across a diverse range of fields. Central to this analysis is the role of JROTC to complement academic learning and enrich students' overall educational experiences. This entails identifying opportunities for interdisciplinary integration and bridging JROTC activities with subjects like history, leadership, physical education, and technology. Further, ensuring accessibility and inclusivity of the JROTC program to all students, irrespective of background or career aspirations, is paramount. Strategies for recruiting and supporting diverse student populations, including historically underserved students and those with disabilities, must be a focal point of this work. Finally, establishing mechanisms for ongoing monitoring and evaluation of the JROTC program's effectiveness is indispensable. Data on student participation, academic performance, career outcomes, and engagement should inform continuous program enhancement and decision-making processes.

FISCAL IMPACT

The Fiscal impact of this proposed change is unknown at this time. The Career and Technical Education (CTE) Department is at the beginning of its exploration as to how a JROTC program could be realized in the District.

COMMUNITY ENGAGEMENT

There was no community engagement although some members of the community provided public comment at the Policy and Student Success Committees.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff is at the preliminary stages of looking at whether and how the District would support a JROTC program.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

ATTACHMENTS

A. Redline version 6.20.043-P-P Military Recruitment Workplace Harassment Policy
B. Clean version 6.20.043-P Junior Reserve Officers Training Corps (JROTC) and Military Careers

Board Policy
Junior Reserve Officer Training Corps and Military Careers ~~Recruitment~~
6.20.043-P

The District does not prohibit a teacher, counselor or administrator in the district, at his or her professional discretion, from providing information to a student about career and educational opportunities in the military, or from referring a student to a recruitment office.

Schools will provide, at students' requests, transcripts, records and references to military offices and institutions to facilitate military scholarships and appointments or enlistment for military service.

In consultation with and approval of the Superintendent, a~~A~~ high school principal may establish a Junior Reserve Officer Training Corps program that aligns with PPS academic standards, policies and administrative directives,

History: Adopted 5/21/01, BA 1877, Amended 4/2023

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

State Representative James Hieb

Email *

[redacted]

Your School Community *

Canby & Estacada / Clackamas County

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Junior Reserve Officer Traning Corps and Military Careers 6.20.043-P (Formerly Military Recruitment)

Please provide your comments below *

The Junior Reserve Officers' Training Corps offers numerous benefits for young individuals. It instills valuable leadership skills by providing practical training in teamwork, communication, and decision-making. Through its structured curriculum, JROTC promotes discipline and responsibility, essential qualities for success in any endeavor. Additionally, the program fosters a sense of patriotism and civic duty, encouraging participants to become active and engaged citizens in their communities. Moreover, JROTC provides opportunities for personal growth and self-improvement, helping students develop confidence and resilience. Overall, JROTC equips youth with the tools they need to excel academically, professionally, and personally, making it a valuable program for their development.

I urge a YES on JROTC. Thank you.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[redacted]

Name *

Sylvia McGauley

Email *

[redacted]

Your School Community *

Buckman

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Policy you are providing comment on *

Other (Please indicate which policy in the comments section below)

Please provide your comments below *

I urge you to vote against the proposed policy change which would allow JROTC into PPS high schools. Although I am a Portland resident, I taught for many years in a school with a JROTC program (Reynolds HS in Troutdale, OR). I witnessed first-hand the on-campus weapons training and regular drill practice and countless other problems detailed below. In fact, one of our students honed his marksmanship skills in the JROTC classroom and then, with a guitar case full of guns and ammunition, proceeded to attempt a mass shooting in our school on June 10, 2014. Tragically, two students died that day, and a teacher was injured by a bullet. Guns and military training simply do not belong in our schools.
I urge to read the following information. It comes from years of ongoing research and personal experience. I look forward to your response.
The Junior Reserve Officer Trainings Corps (JROTC) was originally developed under the National Defense Act of 1916 as a tool to recruit and train young people to increase U.S. readiness in the face of World War I. In the 1990s, the program experienced rapid expansion, which continues to this day. The military courses are taught in high schools by retired military personnel and are a highly successful recruiting and public relations tool for the military. As William Cohen, then Secretary of Defense, said in 2000, "JROTC is one of the best recruiting devices that we could have."

Financially, JROTC is a net loss for school districts. PP is facing a $30 million budget shortfall. Staff will be laid off and programs cut. JROTC is actually a costly program for districts. While schools may take on a JROTC unit hoping to gain resources, in fact, JROTC drains resources from other educational programs because of the unequal cost-sharing formula and a requirement that at least twice as many JROTC instructors be hired than are normally needed to support the number of students in the program. There are also costs to the school district for special equipment and facilities requirements of the program. (See addendum 1)

The JROTC instructor's salary is determined by a complicated formula based on what each JROTC teacher's active-duty military salary would be, minus his or her military retirement pay. Half of this difference is the maximum amount the DoD will pay the school district. The district then pays the rest even if the instructor's final pay outpaces the salaries of experienced educators in that district. Furthermore, the district must pay for all the normal benefits and employer-paid taxes that it provides for other teachers, with no DoD help. (See Addendum 1)

JROTC teachers are not certified in the same way as other school district teachers. In some states they are not required to have more than a GED. The military decides who is qualified to be a JROTC instructor and then presents them to the school district for hiring. In Oregon, according to TSPC, they are only required to have a Bachelors' Degree and pass a test about diversity in Oregon history. Additionally, they must meet the Pentagon's requirements, which includes a minimum of 15 years of military experience. There is no requirement to take classes in education or teaching methodology or have a basic or standard teachers' license.

JROTC personnel have been convicted of sexual harassment and abuse at a disproportionately higher rate than trained non-JROTC teachers according to both the Military Times and the New York Times.
a New York Times investigation — which included an examination of thousands of court documents, investigative files and other records obtained through more than 150 public disclosure requests — has found that the program has repeatedly become a place where retired military officers prey on their teenage students.

In the past five years, The Times found, at least 33 J.R.O.T.C. instructors have been criminally charged with sexual misconduct involving students, far higher than the rate of civilian high school teachers in jurisdictions examined by The Times. Many others have been accused of misconduct but never charged. (Mike Baker, New York Times, July 7, 2022.)

In November 2022, “Defense Department officials confirmed the number of substantiated allegations of sexual abuse since 2017 was nearly double that, at 58. Several other allegations are still pending.” (Leo Shane III and Davis Winkie, Military Times, Nov. 16, 2022) It is irresponsible to subject our students this potential danger.

There is no evidence that JROTC helps keep students in school, as some have claimed. The statistics cited by the JROTC program have been incomplete and offer no evidence that the program reduces the number of students leaving school before graduation. Rather, many of the other programs that schools are cutting—like music, arts, counseling, library staffing and specific programs designed to keep students in school—reach more students and are more effective in motivating them to stay in school. Even when districts permit JROTC students to receive CTE credit, they are no more likely to graduate than students who complete other CTE programs. (Statistically, there is about a 10% increase in graduation rates for students who complete any CTE program, including JROTC programs that have been classified as CTE programs.)

JROTC is not Career and Technical Education (CTE). According to the ODE website, “CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers.”

None of these high-wage, in-demand career areas include drill, shooting practice and shooting competitions, and military training. Nor should they. Beyond the military, JROTC instructors simply are not qualified to provide technical training for any civilian career, including careers in “Law, Public Safety, and Security Programs of Study” – part of the Human Resources Cluster. For students interested in this area, training by licensed and experienced attorneys, social workers, and law enforcement professionals would provide our students with broader and more equitable and relevant learning opportunities. Even if the school district says they want the JROTC program to include presentations by professionals in civilian security and public safety programs, the overall curriculum and allocation of time devoted to various elements of the curriculum, as well as curricular materials such as textbooks, are still under the control of JROTC.

The military is not an economically viable career. According to a recent Military Times article by Retired U.S. Army Maj. Gen. John G. Ferrari, a senior nonresident fellow at the American Enterprise Institute think tank, most fast-food workers in California make about 18% more than an Army E-3 or E-4 enlistee with less than 2 years’ experience. Additionally, the Blue Star Families’ Annual Military Family Lifestyle Survey revealed that the likelihood of military families to recommend the military has dropped significantly. In 2023 only 32% of active-duty family respondents were likely to recommend military enlistment.

Regardless of the public relations materials, JROTC is designed as a pipeline for enlistment in the U.S. military, not as a conduit for “career success in high-wage, in-demand careers.”

Is this really the kind of career option we want to promote for our students? By installing JROTC programs in our schools, we give the military not only a cloak of legitimacy, but a signal of approval. We send our students and their families the message that military enlistment is a worthy choice for our students’ growth and development and success in the world. The statistics show otherwise.

Most JROTC programs occur in schools in working class or impoverished schools and communities, which, due to structural racism in our society, have a higher percentage of students of color. Officially, JROTC is not considered a recruiting tool by the Department of Defense (DoD), but the DoD encourages the relationships between JROTC instructors and military recruiters. Despite the DOD's claim, more than 50% of JROTC cadets with two or more years of JROTC experience join the military as enlisted personnel. More often than not, those schools are also predominately populated by youth of color. Most affluent families do not

choose the risks of military enlistment as an option. Therefore, recruiters and JROTC programs rarely appear in more affluent schools. (JROTC requires a minimum number of enrolled students, and more affluent schools struggle to meet that minimum without forced enrollment in the program.) If such programs are not good enough or safe enough for the privileged in our society, is it equitable to promote them for the poor and disenfranchised? (See Addendum 2)

JROTC is not leadership training. While our schools focus on teaching students to develop critical thinking and democratic leadership skills, and how to resolve conflicts through democratic and nonviolent means such as restorative justice and peer mediation, the JROTC practices and teaches a top-down command structure in which students are taught to give and obey orders according to rank and without question. In my high school, I observed a JROTC instructor teaching students to close ranks and boldly lie when faced with unwanted questions and critique.

The JROTC leadership model requires students to lead and practice drills. Non JROTC teachers complain about JROTC students out on the field or in the hallways and common areas with no staff supervision.

JROTC is such an effective recruitment tool that one Dept. of Defense official told Congress that the proportion of JROTC graduates who enlist is “roughly five times greater than the proportion of non-JROTC students." This aspect of the program may not be apparent to administrators since many JROTC students who join the military do so after leaving high school. (See Addendum 3)

JROTC curricula, including the textbooks, are created by the Pentagon, which contracts with Pearson Publishers. The local school district has no control over their content. The local school district does not review materials for content appropriateness, accuracy, and conformity to academic standards. The texts contain numerous inaccuracies and distortions. JROTC teachers aren’t required to have a college degree and rarely have credentials to teach many of the subjects the curriculum covers–e.g., history, civics, literacy skills such as reading and writing and speech, political science, etc. JROTC propagandizes students—A review of JROTC materials reveals that students are being presented with a one-sided, partisan view of political and historical events. Schools have an educational, moral and legal responsibility to refrain from giving support to only one side in such controversies.

JROTC includes weapons training and contradicts school-based initiatives that encourage students to settle disputes nonviolently. At a time when schools across the country are employing a variety of methods, such as restorative justice and peer mediation, to curb incidents of violence in the schools, create safe learning environments, and teach peaceful means of conflict resolution, JROTC's introduction of weapons training, its partnership with the NRA to sponsor marksmanship matches, and its modeling of top – down militaristic solutions to problems contradict the schools' stated opposition to violence.
Critics have been successful in getting JROTC to discontinue the use of live weapons in schools on a national level, but units continue to use air rifles, which use lead shot, for target practice on school grounds. At Reynolds High School in Troutdale, Oregon, the shooting range was inside one of the JROTC’s classrooms. The school shooter at Reynolds HS in 2014 honed his marksmanship skills in RHS’s JROTC program. Weapons have no place in school.

JROTC does not comply with trauma-informed policy. Too many Portland students and / or their families and friends have been victims of gun violence. Many of our refugee students have experienced the violence of war. Having guns and marksmanship training on campus could too easily trigger PTSD in students.

JROTC is not Wellness / Physical Education. JROTC instructors are not trained physical education / wellness teachers.

JROTC can limit students' chances of getting into college and vocational education programs. JROTC is not an "academic" subject and unlike subjects like math and foreign languages, JROTC credits are not counted towards entrance requirements for many state universities and colleges. Students in some states can hurt their chances for college acceptance if they waste their time in JROTC classes instead of taking academic electives. In states like California, JROTC grades are excluded when computing grade point average for student aid eligibility.
Although students never should be coerced or tracked into JROTC classes, in some districts, students are involuntarily enrolled in JROTC, or it is offered as an alternative to real Wellness / P.E. classes, taught by trained teachers, or required Career Technical Education (CTE) classes taught by trained practitioners in various fields. JROTC should always be voluntary.
The school district should never allow JROTC to fulfill core requirements like P.E. or CTE courses. JROTC is not college / vocational prep, and as school districts divert precious resources to JROTC's needs for FTE, space in the schedule, and classroom real estate, it robs students of equitable opportunities to access classes which truly prepare them for post-secondary education and training programs.
In 2010, San Diego Unified School District shut down the JROTC program at Mission Bay H.S. after students argued that the program interfered with students' opportunities to take academic coursework and therefore limited their ability to access 4-year colleges after high school.

The college benefits offered to cadets (i.e., ROTC scholarship money and possible military academy appointments) require them to join the military. Students are promised that if they join JROTC—which does not count for most college admissions—for at least three years, they can enlist in the ranks at a slightly advanced pay grade.

JROTC is military training and does not belong in our public educational system. The military is not in the business of being altruistic. The sole mission of the United States military is to prepare for and fight wars. All military programs – recruitment programs, JROTC, ROTC, ASVAB test, military partnerships with schools, research and development programs – are designed as tools for fulfilling this goal. In a free country, our students should have the option of becoming a part of this mission when they graduate, should they so choose. However, our schools must teach and encourage students to make fully informed choices. Unfortunately, due in part to the fact that their job security relies on meeting certain enlistment quotas, military recruiters and JROTC personnel are notorious for not disclosing the whole truth and for making promises – verbally and in writing – that can be broken at any time. As educators, it is our duty to insist on a system of full disclosure. It is our duty to not embrace a program that uses propaganda and coercion to push young and vulnerable youth to make life altering decisions before they have even reached adulthood. When our students enlist in the military, they lose their constitutional rights. Rather they are governed by the Uniform Code of Military Justice – UCMJ. When our students sign the military contract, they agree, usually unknowingly, to do what is ordered of them, regardless of promises, written or oral, that recruiters made.

FOR ALL ENLISTEES OR REENLISTEES:
b. Laws and regulations that govern military personnel may change without notice to me. Such changes may affect my status, pay, allowances, benefits, and responsibilities as a member of the Armed Forces REGARDLESS of the provisions of this enlistment/reenlistment document.
c. In the event of war, my enlistment in the Armed
Forces continues until six (6) months after the war ends,
unless my enlistment is ended sooner by the President of the United States. [Source: see U.S. Military Enlistment / Reenlistment Document, Part C, Section 9b, 9c]

When our students enter the military, they too often become cannon fodder subject to high-risk situations

which all too frequently cause lifelong trauma and mental and physical disability, if not death. As Michael Eschete, former marine, who testified at a Student Success Committee meeting in December, noted in an interview with the Oregonian, a significantly high percentage of unhoused persons are vets suffering from PTSD. Evidence shows that domestic violence and high suicide rates are especially prevalent in households with veterans. "Through Central City Concern and the Portland Rescue Mission, where he also works as a volunteer, he began to recognize that veterans make up a stubborn subset of the homeless or at-risk population. Now fifty, he's beginning to see veterans of the new wars show up on the streets. He says he's talked to young veterans who came home, changed by war and eventually wore out their welcomes with parents, spouses or friends. They've burned through their cash, have trouble holding a job and have dwindling options."
When our students of color enter the military, they face insidious racism which leads to a disproportionate majority of officers being white, while most people of color remain cannon fodder. See: Cohen, Zachary and Boschma, Jani. CNN. “Military data reveals dangerous reality for black service members and veterans” Sun June 14, 2020 Military data reveals dangerous reality for black service members and veterans | CNN Politics
Do you really want to promote JROTC, with its goal of military enlistment, as a career pathway, for our students?

Sincerely,
Sylvia McGauley
[redacted]

Some questions to ask about JROTC units and JROTC military academies:
How much will the school district spend this next year on JROTC? How much will it spend in future years?
How much is the military funding the program? Will the military’s share decrease over time?
Will other elective programs and student services experience budget cuts (e.g. social studies electives, music, sports, P.E., CTE, art, career guidance, counseling, school nurses, bus transportation)?
Will other programs be displaced?
Will JROTC textbooks be reviewed in the same way as other new curricula? Does the curriculum meet school district and state academic standards?
Will the JROTC curriculum, including the textbooks, be reviewed by the local school district for content appropriateness, accuracy, and conformity to educational standards? When? And what will be the process and timeline for doing so?
How do licensure requirements for military instructors compare to those for other teachers? Are military instructors “highly qualified” under NCLB?
If the program is touted as appropriate for “at-risk” youth, who can participate? Will the program be closed to students who do not meet minimum standards for grades and behavior? Does it really target those youth most at risk?
Do students with special educational requirements and students with physical disabilities and immigrant students without papers have full access to the program?
Can openly gay and lesbian students access the college benefits offered through the program?
Do the hiring practices of the U.S. military conform to nondiscrimination policies of the school district, since the school district cannot choose the instructor who they employ (especially hiring of women, gays and lesbians, immigrants)?
Are JROTC facilities comparable to those available to other classes? If there are special facilities, are they available to non-JROTC students?
How does the JROTC unit conform to the school district’s military recruitment policy? Are options besides the military promoted equally?
Will there be lead abatement for the on campus shooting ranges?

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Addenda:

1. How JROTC is a net drain on civilian school funds:
(For further documentation, see https://www.usarmyjrotc.com/jrotc/dt/5_EstProg/ProgramInformation.html, JROTC Education Briefing and JROTC White Paper April 2010)
Under the standard JROTC contract, the Department of Defense provides students with books, uniforms and special equipment such as pellet rifles. The school district must provide insurance, building facilities and maintenance, and must assume responsibility for paying instructors' salaries and all the normal

employment taxes and benefits that cover regular teachers. JROTC instructors must be retired military officers approved by their military branches. They are not required to meet the same qualifications as other teachers.
The school district receives from the DoD only a partial contribution toward instructors' salaries and nothing toward the substantial cost of employment taxes and benefits. The subsidy amount for each instructor is calculated based on the military pay and housing allowance the officer would receive on active duty, minus his or her military retirement pay. This difference is then cut in half and the result is the maximum amount the DoD will pay the school district.
Public and private educational institutions apply for JROTC units and commit to share costs and meet standards…. Services reimburse schools for a percentage of instructor pay and provide uniforms, equipment, and an accredited and rigorous curriculum. (Source: JROTC White Paper April 2010 and Congressional Research Service. Defense Primer: JROTC, 2021.

- Instructor Pay - 05 retired w/ 20 yrs AFS
- BP + BAS + BAH (5000 + 170 + 1300) = 6470
- Minus Retired Pay (50% of BP at 20 yrs) = 2500
- Equals MIP (6470 – 2500 = 3970)
- MIP x 50% (3970 x 50% = 1985 (Army reimburses the school))

(Source: JROTC Education Briefing
https://www.usarmyjrotc.com/jrotc/dt/5_EstProg/ProgramInformation.html)
The JROTC contract requires the hiring of a minimum of two retired officers (one a non-commissioned officer) for the first 150 students enrolled as cadets at a school. After 150, another instructor must be hired for each additional increment of 100 cadets (e.g., three instructors for 151-250).
A minimum of 100 cadets in grades 9 – 12 organized into a chain of command make up a JROTC unit. Two instructors, normally consisting of one retired officer (the Senior Army Instructor, or SAI) and one noncommissioned officer (the Army Instructor or AI) teach a rigorous curriculum and supervise cadets in all their activities. Additional staffing may be authorized for enrollments above 150 cadets. Services reimburse schools for a percentage of instructor pay and provide uniforms, equipment, and an accredited and rigorous curriculum.
(Source: JROTC White Paper April 2010)

It's important to note that only one (or less) non-JROTC classroom teacher would normally be hired to teach 150+ students. Furthermore, JROTC cadets are generally allowed by schools to take the class in place of physical education, and a single PE teacher would normally support 250+ students. So if JROTC were eliminated in a school district, less than half as many teachers would need to be hired to replace them.
In other words, to have JROTC, a school district must more than double the staff normally required for the number of students involved. Because the federal subsidy amount will likely cover less than half the total salaries and none of the employment taxes or benefits for two (or more) JROTC instructors at each school, schools wind up using extra money from their budgets to, in effect, subsidize a high school military training/recruiting program for the Pentagon.
For example, when Air Force JROTC was introduced at Vista High School in Vista, California, the projected net cost to the district for two JROTC instructors to teach 95 cadets was:
Salary, plus taxes and benefits $79,386
Federal subsidy -28,305
Net JROTC expense 51,081
In comparison, one PE teacher was allocated for an average of 250 students at Vista HS, therefore .38 of one PE teaching position would have been required for those 95 cadets. The total cost for that portion of a PE teaching position, including taxes and benefits, was $52,250 x .38 = $19,855.
The projected net loss to the Vista school district was:

Net JROTC expense $51,081
Net cost for .38 PE allocation -19,855
Net loss of funds 31,226
(Data source: Vista Unified School District)
While it is certain that the numbers for salaries and benefits have increased since 1995, the basic formula for calculating the true cost of JROTC is the same today: determine the total net cost for all JROTC staff and subtract the total net cost for alternative teaching staff needed to support the number of students in JROTC. The difference will reveal how much additional money would be freed up for other uses if JROTC were cut from the district's budget.
School board members are often given budget summaries from district staff that include the net cost for JROTC, but without the critical comparison to the cost for substituting JROTC with classes like PE or other electives that meet graduation requirements. This makes it difficult for them to make fully informed decisions about which programs to eliminate when they need to make budget cuts.
According to JROTC Education Briefing
[https://www.usarmyjrotc.com/jrotc/dt/5_EstProg/ProgramInformation.html],
the school must provide:

- Credit for coursework
- Classrooms (including desks/tables), office space (including desks, cabinets, etc.), storage, telecommunications, drill area
- Partial instructor salaries
- Like benefits for instructors and students (teacher / student parody).

The Army provides:

- Educational / audiovisual materials
- Classroom equipment
- Student textbooks, curriculum guides, instructor materials
- Unit support and maintenance funding
- Uniforms and organizational equipment (though sometimes students are required to contribute to the costs of uniforms)
- Special team equipment (Color Guard, Drill Teams, Marksmanship Teams)
- Partial instructor salary reimbursement

[Title 10, US Code Section 2031; DODI 1203.15; AR 145-2; CCR 145-2; Contract]

2. By law, participating host schools are required to maintain participation levels of 10% of the student body, or 100 students, whichever is less. The military departments establish criteria for unit placement. For example, the Army maintains an Order of Merit List, based on a point system that awards credit to institutions for categories such as Title I status under the Elementary and Secondary Education Act (P.L. 89-10, as amended), local indicators of need (e.g., high unemployment or illiteracy), student enrollment, school financial solvency, and fair and equitable distribution of JROTC programs among states.

3. Documenting the way JROTC has been used as a recruiting tool, Memorandum #50 (1999), from U.S. Army Cadet Command, ordered JROTC instructors to help the military recruit students into the Army. A more recent memorandum dated Oct. 6, 2008 rescinded Policy Memorandum #50. However, it is important to note that for years prior to the issuance of Memorandum #50, and during the nine years it was in effect, proponents of JROTC continuously claimed it was not a recruiting program. Memorandum #50 was not, in fact, the only proof of JROTC's recruiting function. For example, DoD officials have repeatedly boasted of its success as a recruiting tool in testimony given to Congress. The rescission of Memorandum #50 does not change this.

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Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Revision: Junior Reserve Officer Traning Corps and Military Careers 6.20.043-P (Formerly Military Recruitment)

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Alison Taylor

Email *

[redacted]

Your School Community *

Rose City Park Elementary

Please provide your comments below *

My son is going to be in 3rd grade next year. Right now, his class has 32 students. Third grade is arguably the most important year for students. A study by the Annie E Casey Foundation found that “the ability to read by third grade is critical to a child’s success in school, life-long earning potential and their ability to contribute to the nation’s economy and its security.” Gail Robinson writes, “being at grade level is meaningful at any age, but third grade is the crucial year when students make the leap from learning to read to reading to learn.” For seasoned educators, we know and are reminded of how this year can be a predictor of fortunate or unfortunate future consequences.

If the district okays funding for a JROTC program instead of making sure that there is adequate classroom staffing, it shows a commitment to raising soldiers over critical thinkers. Creating rule followers over visionaries. And while I am a good rule follower, I think this world needs a visionary over someone to accept their role and obey commands.

I do think participation in the armed forces can help many young adults. But if we're facing a budget shortfall and it's the US Army over teachers, I will choose teachers every time.

As the quote goes: “It will be a great day when our schools have all the money they need, and our air force has to have a bake-sale to buy a bomber.”— Robert Fulghum

Thank you for your time.

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Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corps and Military Careers 6.20.043-P

(Formerly Military Recruitment)

Received between April 19-22, 2024

--Permission to Post--

Nathalie Paravicini

Arletta and Franklin

My family and I are deeply opposed to military curriculum in schools. The federal government allocates over 53% of our taxes to the military industry, sucking resources off education and healthcare. We cannot and should spend ZERO resources on any further militarization of our education or economy, focusing instead on other much more pressing and productive educational opportunities such as vocational schools. That is what our legislators and educators need to focus on/.

This is all the more pressing because the challenges in the next 10-15 years will come from Climate Change and not from Russia. That our economy continues to rely on energy-intensive sectors like the military is beyond absurd; it can only be explained by greed and lack of vision/spine to change the status quo.

Why isn't the military recruiting and targeting private schools? Instead, the military is targeting public schools, particularly in poor and BIPOC communities to recruit "cannon fodder" with glossy promises.

Recruiters - if allowed to recruit at all which we are firmly opposed to - must be REQUIRED by contract to spend EQUAL TIME and SPACE on displays outlining the promises AND the costs and dangers of military service, with photos and data showing success rate and health status of former military personal in every day life.

They must be required to spend equal time mentioning economic and social advancement AND death, injuries, fighting, battles, weapons, violence, killing, being killed, PTSD, sexual assault, toxins, exposure, torture, soldiers' and former soldiers' poverty, US militarism or foreign policy. It is well known that a high percent of homeless and addicted people are former veterans. Not mentioning the costs is unethical and immoral.

My family and I are opposed to any space or resources being allocated to ROTC - it is completely counter to the purpose of schools in preparing students for the future.

That future will be all about making our economy less energy intensive and our population more civically engaged; not about obeying orders and committing acts of violence to control other people's resources. Climate Change will require action at home and not an empire.

Sylvia Hart-Landsberg

Maplewood, Robert Gray, Wells, Peninsula, Ockley, Roosevelt, Alliance

JROTC is a waste of funds. PPS could get way more power from dollars spent for our own teachers and counselors, for aides, mentors and tutors, for building maintenance, repair. And funds being so short, the Board should drop its attention to this inferior program and direct attention to the legislature, joining with other districts to press our representatives to raise more taxes in equitable ways.

Mike Hastie

Retired

I was an Army medic in Viet Nam. I was raised in the military, as my father was a career Army officer and World War II combat veteran. I was very patriotic throughout my early youth. When I cam back from Viet Nam, I eventually realized the entire American war in Viet Nam was an absolute total profound lie. That realization completely dismantled my core belief system. The deepest long-lasting moral injury that I suffered from was Betrayal by my own government, or the Fatherland, who used me like a pawn in a deadly chess game for U.S. Corporate Profit. The war had absolutely nothing to do with freedom and democracy and stopping the spread of Communism. When I see the word W A R I see the words: "Wealthy Are Richer." The feeling of Betrayal is like being shot in the back with a rifle that has an American flag attached to it. I will say this very slowly: The United States Government committed mass murder in Viet Nam on a daily basis. It is the great truth that has great silence. The reason most people do not believe what I am saying is because whenever the truth threatens one's core belief system there is an urgent need to deny it reality. The last thing you want to do is introduce Junior ROTC into the Portland Public School system, and expose military culture into the lives of teenagers. The military has no accountability. They cover their lies as fast as they are committed. More Viet Nam veterans have committed suicide that were killed in Viet Nam. Two of my veteran friends committed suicide, and three other veterans I served with in Viet Nam did not die in Viet Nam, but as a result of being there. Because of my experiences in Viet Nam, over the course of the past 50 years, I have been admitted to three psychiatric facilities for severe PTSD symptoms, with suicidal ideation. Whenever the United States Government bombs another third world country for corporate profit, my PTSD symptoms are severely activated. Young boys' brains are deeply effected by early education and indoctrination into military training long before a boy's brain has matured. I know this because I was raised in the military, and I thought going to war for my country would be cool, the ultimate passageway to manhood. Once you see death up close, you finally realize that going to war is not cool. And, what you experience in war, has a profound impact on your family, especially if you get married and have children. Your PTSD is for life, and has to be monitored constantly. What I have written here is not unusual with most Viet Nam veterans I have met. In no way am I an aberration. I have met countless Viet Nam veterans who's story is the same as mine, or much worse. I have spoken to many Iraq and Afghanistan veterans who feel the same way I have described. All of this information, for the most part is unknown to the American public. According to VA statistics, 20 American veterans and active duty personnel commit suicide every single day. Rarely do I meet a war veteran who doesn't know a friend or acquaintance who has not committed suicide. The military is a closed system, and the military does its best to keep things very quiet within that closed system. If I were to write the worst things I know, people would emotionally struggle with the truth that is outside of their coping skills. Most people would say: " I don't believe it." And, they would do that to protect their own core belief system.

I will close with this: When politicians and the rich start sending their kids to war, I'll start believing in noble causes.

Mike Hastie

Army Medic Viet Nam

Retired R.N.

Mark Darienzo

Roseway Heights Middle School

I oppose JROTC in schools

Herscel Soles

Grant HS

Vice Chair Herman Greene's solution for the low graduation rates is the injection of Junior Reserve Officer Training Corp (JROTC) into high school curriculum. Mr. Greene refers to JROTC as an offer of a Career Path to those students who have poor attendance or are not on a path to graduate. The likely targets Jefferson, Roosevelt and Franklin, are the low income schools. Reserve Officer Training Corp (ROTC) is University Curriculum leading to a commission as an Officer in the military. Junior ROTC is military indoctrination and grooming that leads to enlistment in the military, an opportunity available with or without having JROTC in a resume.

The eligibility requirement for a JROTC instructor is to be "retired from the military." Having JROTC instructors in high schools provides recruiters access to students with their car salesman charm and integrity used to sell military benefits. Their presence also implies the righteousness of US foreign policy and approval of foreign policy by the school district.

Vietnam War, however, cost 58,000 lives with another 100,000 soldiers injured. This is a costly expense for a High School Diploma and a severe penalty for being poor.

Low graduation rates are a social problem which the military is incapable of resolving. The military solution is carried out with guns, grenades and bombs in missions executed by personnel trained to obey orders. The Mai Li Massacre is a grievous example of soldiers not trained in critical thinking.

JROTC has been presented as a bargain because we only have to pay for one instructor (a BOGO): Pay for one and get one free. In actuality, JROTC is pay for one get none because neither JROTC instructor is trained in education.

JROTC is an institution where students are given orders and some pass on the orders. This is not "leadership" training or good citizenship training but rather Fascism training, which is all too reminiscent of the Hitler Youth Movement.

I plead with you as a Board member to not treat students as expendable pawns to be funneled into the US killing machine. Do not kick the "low graduation rate" can down the road but act in the best interest of the students. Reject JROTC!

Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corp and Military Careers 6.20.043-P

(Formerly Military Recruitment Policy)

Received between April 22-24, 2024

--Permission to Post--

Sylvia McGauley

Portland Resident

JROTC Fact Sheet.docx

1 / 2

FACTS ABOUT JROTC

JROTC is expensive.

It will cost the district money (a net monetary loss) at the same time PPS is cutting teachers, SPED, libraries and other critical programs. While school boards may take on JROTC units thinking they will gain resources, in fact, JROTC drains resources from other educational programs because of the unequal cost-sharing formula and a requirement that at least twice as many JROTC instructors be hired than are normally needed to support the number of students in the program. U.S. Code 10 dictates that there be two full-time JROTC instructors for up to 150 students. After 150, another full-time instructor must be hired for each increment of 100 students. In other words, while most classroom teachers have upwards of 180 students, and P.E. teachers even more, JROTC requires three full-time instructors for between 150 and 250 students.

Furthermore, only the senior instructor must have a bachelor's degree; junior instructors merely need to pursue an associate degree within 5 years of employment.

U.S. Code 10, section 2031 dictates that school districts pay JROTC instructors the same rate as certified teachers plus benefits and employer taxes. The military branch reimburses the district according to a complicated formula based on what each JROTC teacher's active-duty military salary would be, minus his or her military retirement pay. Half of this difference is the maximum amount the DoD will pay the school district. The district then pays the rest even if the instructor's final pay outpaces the salaries of experienced educators in that district. The school district must also pay for special facilities requirements and special equipment.

How can PPS justify paying for a military program that teaches our students to shoot guns on campus while laying off teachers and cutting already underfunded programs such as SPED, libraries and the arts?

JROTC discriminates.

How can this board justify voting to fund a program that does not accept undocumented immigrant students, students who are not deemed “physically fit,” and students who are struggling academically and / or behaviorally? According to DOD Instruction 1205.13, all JROTC students must adhere to “acceptable standards of conduct,” as defined by the military branch, and be full-time students in good academic standing and on target for graduation within 4 years. Such requirements discriminate against our struggling students. JROTC violates PPS policy of nondiscrimination.

School Districts lose local control.

JROTC is controlled solely by the military branch and the Department of Defense; the school district has no say.

The school board cannot put band aids on JROTC to try to make it palatable. Once the district signs on the dotted line, you lose all local control. No number of guardrails can control it. The military branch must follow U.S. code and DOD Instructions. Under limited circumstances, a flexibility clause allows them to make certain changes regarding hiring and compensation, but, as in the military enlistment document, those promises can just as easily be broken at any time.

2 / 2

JROTC violates PPS district trauma- informed policy. (PPS 4.30.010-P)

Too many Portland students and / or their families and friends have been victims of gun violence. Many of our refugee students have experienced the violence of war. Having guns and marksmanship training on campus could too easily trigger PTSD in students.

JROTC teaches students to follow and give orders. It is not leadership training.

While our schools focus on teaching students to develop critical thinking and democratic leadership skills, as well as how to resolve conflicts through democratic and nonviolent means such as restorative justice and peer mediation, the JROTC practices and teaches a top-down command structure in which students are taught to give and obey orders according to rank and without question. In my high school, I observed a JROTC instructor teaching students to close ranks and boldly lie when faced with unwanted questions and critique.

The JROTC leadership model requires students to lead and practice drills. Non JROTC teachers regularly complain about JROTC students out on the field or in the hallways and common areas with no staff supervision.

Guns do not belong in schools.

How can this board justify teaching students to shoot guns on campus? 10 years ago, at Reynolds HS, just seventeen miles away, a JROTC student honed his marksmanship skills in the JROTC classroom and used those skills to mastermind a mass shooting on campus. Due to unforeseen circumstances, he was thwarted, but not before 2 students died and a brave teacher was shot and injured. The rest of us who were there that day were forever traumatized. Guns do not belong in schools.

JROTC teaches dogma.

JROTC curricula, including the textbooks, are created by the Pentagon, which contracts with Pearson Publishers. The local school district has no control over their content. The local school district cannot review materials for content appropriateness, accuracy, and conformity to academic standards. The texts contain numerous inaccuracies and distortions. JROTC teachers rarely have credentials to teach many of the subjects the curriculum covers–e.g., history, civics, literacy skills such as reading and writing and speech, etc. JROTC propagandizes students—A review of JROTC materials reveals that students are being presented with a one-sided, partisan view of political and historical events. For example, the authors of one current textbook claim that nonviolent civil disobedience, an integral strategy in the U.S. Civil Rights Movement, has no place in a democracy. Schools have an educational, moral, and legal responsibility to refrain from giving support to only one side in such controversies.

Michael Sonnleitner

PCC

Please vote a resounding NO on the JROTC agenda item. In statements (together with written Documents citing source) I have made to both the Board Policy Committee "JROTC is Not Compatible with CTE" and twice to the Student Success Committee "JROTC: Budget Bad & Low Demand" my comments should be quite clear. To vote Yes, even as part of a strategy to make JROTC more difficult to adopt in the future, is very problematical. Putting a foot in the door for some future Superintendent to possibly approve JROTC and placing hope in screening committees to recognize as correct the arguments I have documented, only leaves the door ready to be pushed open by political pressure or a patriotic emotional outpouring. Keep the door closed. VOTE NO.

Martin Hart-Landsberg

Ida B Wells

I strongly oppose the introduction of JROTC into the Portland Public School system.

Some claim that the program offers important benefits for some students, including leadership development. But the JROTC program uses teaching material that does not teach critical thinking skills and has not been approved by normal district procedures. And the classes are taught by teachers with no teaching background whose aim is to promote the military, not educate. How can that be beneficial for developing leadership abilities?

Some people claim that the program will help PPS with budgetary problems. But the program is far from free. It will not be long before PPS will have to pay costs that increase over time. And given that minimum student numbers must be maintained to sustain the program, it is likely that before long PPS will be forced to become a recruiter for the program.

More could be said, but this program is not what we need here in Portland. The school board should be working to get our state leaders to increase funding for meaningful educational opportunities for our students and working with teachers to ensure that they are well delivered.

JROTC is run by the military and for one primary reason—to recruit. Our public schools should not be used for recruiting young people into the military. Please do the right thing for the sake of our students.

Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corps. and Military Careers Policy 6.20.043-P (Formerly Military Recruitment)

Received between April 24-26, 2024

--Permission to Post--

Kristin Klotter
PPS, formerly Centennial School District and GBSD

I do not approve of the PPS school district allocating any state, district, or private money to JROTC. If students want to join the military, that is their prerogative, but there are free programs in place as they move toward graduation that offer them the support they need in that goal, without school districts spending precious dollars. Students still in high school are already recruited and mentored by their recruiters in their physical training and their studies without the district spending any money, so JROTC is unnecessary.

I want to emphasize the vulnerability of all children in our schools. As they are graduating, students who join the military make decisions largely based on the resources awarded to them (college scholarships and mentorship) often minimizing the very real fact that this means they could fight in wars overseas, killing people and even dying themselves. We need to protect their vulnerability by not allowing them to make decisions about joining the military even earlier in their childhood.

Not allowing JROTC into the schools will also protect the vulnerability and benefit our students (including those drawn to the military) by making sure the money that could be allocated to JROTC is instead allocated to other programs that will support students in graduating from high school and taking their next steps in life. This includes ensuring that creative students have sufficient access to classes in arts, hands-on students have access to classes in the trades, college bound students have access to class time during the school day to research and apply for colleges, FAFSA/ORSAA and scholarships, teachers have a second adult/EA in each class they teach to support all students but especially the ELL and SpED students, all students with mental health challenges have access to services in their schools — when they need it, Pregnant and Parenting students have access to childcare in the building in which they attend … and the list of supports for all students, ALL of whom are vulnerable, goes on.

Please understand that students that are interested in the military already have the supports in place that they need in order to get into the military and into college. This is important — the supports for every branch of the military are already in place for high school students who choose that path and the supports are free to them and the district. What they, and every student really needs in this vulnerable time of their lives, is more opportunity to discover and practice their talents and skills while in high school, regardless of what next step they choose. Once you understand this, please turn your attention back toward programs that have been reduced or cut and to expanding programs that are already in place in order to improve on what is already there.

Teresa Osborne
Grant/Beaumont/Alameda/Sabin

I am not in favor of PPS adding JROTC. It is not free to a school district, and at a time when budget cuts are coming after existing programs, it seems unwise to add additional expenses. In addition, JROTC instructors are not trained teachers and do not have the same background as we expect all teaching staff to have. Students marching around campus in uniforms presents a different feel and is not appropriate for a school.

Students have all sorts of ways to access information about the military if they wish to join. It is not necessary for PPS to give the military an easy access point to recruit students into the armed forces- and you know that is the purpose of the JROTC program.

Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corps. and Military Careers Policy 6.20.043-P (Formerly Military Recruitment)

Received between April 29, 2024

--Permission to Post--

4/29/24
Lynda Martin-McCormick
Marysville Elementary

Please vote no. JROTC is not a career training program. It does not align with our core values as a school system. Thank you for counting my comments

Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corps. and Military Careers Policy 6.20.043-P (Formerly Military Recruitment)

Received April 29, 2024 between May 01, 2024

--Permission to Post--

4/29/24
Lynda Martin-McCormick
Marysville Elementary

Please vote no. JROTC is not a career training program. It does not align with our core values as a school system. Thank you for counting my comments

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5/1/24
Tommy Cardwell
Ainsworth

Hello, I wanted to comment on the proposal to end school based fundraising. I think the idea of ending it is shortsighted and will hurt PPS overall, at a time when more and not less funding is needed. I believe in economic equality and will always vote for bonds/etc to increase school funding district wide, but this is a general voter and legislative problem. I give to my child's school because they go there, I give to the district in taxes. Ending school fundraising as proposed may contribute to equality, but by bringing all schools down (although, those schools that can raise funds more significantly of course). Without the drive to give to your school foundation, these donations will dry up, or if capped at $20,000, that is where it will stop. The schools that have traditionally been lucky enough to benefit from this will be hit significantly, but the district will also not benefit from the 33% they would have traditionally received. The schools that do have these foundation also received less funding per child from the district, which I assume has been based on needs and scores. It would make sense that these schools have been historically propped up by the foundations they have. Does the district have plans to counter this? Taking the donations away and keeping funding where it is seems cruel and shortsighted. Another worry is that families that live in neighborhoods that have these schools and that can afford it will transfer to private schools, decreasing enrollment, and with that the federal funding attached to enrollment. Please work to bring all schools up, and not enact rules whose sole purpose from my view is to bring them down. Thank you, Tommy

Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corps. and Military Careers Policy 6.20.043-P (Formerly Military Recruitment)

Received May 03, 2024

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5/3/24
Gabe Penk
Hosford

JROTC is not a career training program, it is a military recruiting tool. JROTC will only further cut into funds needed for teaching staff and student supports and will prey on vulnerable students and students who do not see any future ahead of them besides joining the military. To consider implementing JROTC while cutting critical supports for special ed, reducing teaching positions, and facing multiple lawsuits involving allegations of sexual assault and racial violence against students at PPS is unconscionable. If the school board has any integrity left, they must listen to the people they represent and vote no on JROTC at PPS.

5/3/24
Marilyn Schirk
PPS

I have always been uncomfortable with the idea of military recruitment on public school campuses. Although service in the military can appear to offer some advantages to students, it is most likely to appeal to students of color and those with lower academic achievement. I believe that these students would be better served with improved academic programs and options. That is what public schools should be about. I believe that military service could be easily sought out by students who are determined to enter the service, but making it such an attractive option to impressionable students without any other side of the story being presented, can lead students into a life of suffering and regret dealing with the unspoken reality of engaging in combat that is the true work of the military. Let's keep our students reaching for the best they can be. We must also consider the fact that service in the American military can involve students in cooperating with political objectives that they little understand or would not choose to support if educated about. Although hard to admit, military objectives of the United States have often involved direct suppression of indigenous aspirations for justice and betterment of life (e. g., Vietnam, Iraq, etc.).

Public Comment Received via the Draft Policy Survey:

Revision: Junior Reserve Officer Training Corps. and Military Careers Policy 6.20.043-P (Formerly Military Recruitment)

Received May 7

--Permission to Post--

5/6/2024 22:59

PPS

As a PPS graduate, I am grateful that my experience did not include JROTC. Students in Portland Public Schools need a school board that focuses on important tasks that contribute to students' educations like supporting professional development, ensuring safe facilities, introducing the new elementary literacy approach and hiring a superintendent, not bringing militarism into schools. As a child, I was disturbed to learn of mass shootings happening in schools elsewhere. Two and a half decades later, the problem has only gotten worse and elsewhere is no longer very far away. Students today don't need more guns or their replicas in schools. All students deserve real and honest career exploration opportunities that help them learn about the ways that they can earn high wages while contributing meaningful skills that build are local community and economy. JROTC is part of a poverty draft that offers an inferior education to low-income students and students of color. Far from being an opportunity, JROTC is a diversion of school resources, making it easier to avoid reforming education to address students' needs for effective curriculum, small classes, tutoring, accessible extra-curricular activities and mentoring. Please help keep our kids safe by keeping JROTC out of schools.

5/7/2024 9:01
Dr Christopher Holenstein
Franklin High School
"Dear Board,

You are implored to read this letter in its entirety.

With great worry I ask the Board to reconsider the path they are taking PPS and our youth. Worry, as I feel the individuals on the Board have already made their decision.

ROTC, Jr or otherwise, is not the way to educate our young people. The focus of our education system should be to prepare them life in the real world. Junior ROTC does not do this. It does not educate them. It does not teach how to read. It does not teach how to write. It does not teach math skills. When/Where are these skills going to be taught?
Please don't ruin the future of these kids by bringing in the military.
As Doctor of 31 years I have seen first hand how typically young men have joined the military, with or without having graduated high school and 4 years later are less prepared for the world then when they joined. Please put our efforts in their INITIAL 4 years called high school.

Sincerely,

Dr Chris Holenstein

5/7/2024 12:25
Izzy Fawson
Forest Park Elementary
As a community member in far NW, I abhor the policy of allowing the JROTC in schools. How many young soldiers sent to Korea, Vietnam, Iraq, Afghanistan must die in wars that the United States didn't have any reason to be involved in? How may of these 18 and 19 year olds will commit War Crimes on behalf of the US government that lies to them about the justness of wars of aggression? How many soldiers will return with PTSD, scars of sexual assault, and amputated limbs for a worthless cause? The US military is the world's #1 terrorist and to allow the JROTC in schools will not solve any problems for these kids, it will only create more.

5/7/2024 13:54
Franklin
the military kills kids. why would we want that in schools? insane

PORTLAND PUBLIC SCHOOLS

OFFICE OF OPERATIONS

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STAFF REPORT

Date: May 7, 2024

To: Board of Education

From: Dan Jung, Chief Operating Officer
Stormy Shanks, Senior Director, Office of School Modernization

Subject: Adoption of Ida B Wells High School Comprehensive Plan

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BACKGROUND

Board Resolution 6153 referred the planning and design for the Ida B Wells High School Modernization project to voters as a part of the 2020 bond.

The Ida B Wells High School Modernization Project Team (Project Team) has worked with internal stakeholders, external stakeholders, a community Comprehensive Planning Committee and the internal Ida B Wells Steering Committee to develop a Comprehensive Plan in conformance with the Comprehensive High School Education Specifications and Design Guidelines & Standards.

RELATED POLICIES/BEST PRACTICES

The PPS 2017 Comprehensive High School Educational Specifications (2017 Ed Specs), along with information on current Ida B Wells High School programming, was used as the basis for programming of the modernized Ida B Wells High School. The Ida B Wells Comprehensive Plan was also informed by space programming needs of the PPS Climate Crisis Response Policy.

In addition to using these documents as the foundation for the Ida B Wells program, the Project Team conducted a rigorous outreach and engagement effort over several months. The Project Team met with internal and external focus groups and developed a Comprehensive Plan report for Ida B Wells that presents the desired room requirements, the interrelationships of spaces, specific room requirements and square footages, and most importantly, represents the core educational values of PPS.

ANALYSIS OF SITUATION

The existing Ida B Wells High School (IBW), located in the Hillsdale neighborhood of Southwest Portland and immediately adjacent to Rieke Elementary School, was built in 1956 and is 260,900 square feet. It currently serves approximately 1,600 students. The 26-acre site, largest of all PPS high school sites, includes a full range of athletic fields, as well as an outdoor public pool owned and maintained by the City of Portland.

A Conceptual Master Planning effort was undertaken in late 2019 to provide a basis of cost estimating for future project planning. Based on cost information and other project prioritization, the Board of Education included $20M for planning and design for the Ida B Wells High School Modernization project on the 2020 Bond, with the understanding that funds for construction would need to be included for voter approval in a later bond measure.

As part of the Ida B Wells High School Comprehensive Plan, the Project Team developed a detailed Area Program Summary that refines the PPS High School Education Specifications so that the program meets the specific requirements for Ida B Wells High School. The total square footage is larger than the base 2017 Ed Specs due to three primary reasons:

- Space needs of IBW's Career Technical Education (CTE) programs - IBW has a robust CTE program with CTE classes, such as Wood & Metals, Printmaking, and Health Occupations, that require larger instructional spaces
- Lessons learned from previous modernization efforts, including larger Gym size and larger Mat Room size (both currently noted as "optional" sizes in 2017 Ed Specs), more space for Team Rooms for athletics, increased field storage space for athletics/PE, and additional building maintenance and operations support spaces
- Spaces related to PPS' resiliency goals, including additional space needed for electrified versus fossil fuel equipment, and storage related to emergency shelter needs

In addition to the larger square footage, the IBW Comprehensive Plan addresses the unique situation of the City-owned, outdoor public pool on the PPS-owned IBW site. In accordance with direction from the Board of Education Facilities & Operations Committee at the February 28, 2024, meeting, the IBW Comprehensive Plan leaves the existing pool in place to continue operating as it has been. The restrooms and lockers that currently serve the pool will be demolished as they are within the existing school building that is also intended for demolition. A new restroom and locker facility will be provided as part of the Ida B Wells High School Modernization project.

The Facilities & Operations Committee also discussed two potential site layout options, at the March 20, 2024, meeting. One layout retained the east-west oriented track and field, while the second layout re-oriented the track and field to north-south. While there were advantages and disadvantages to both options, the loose consensus by Board Committee members was towards the site layout option which is now included in the attached IBW Comprehensive Plan.

FISCAL IMPACT

The total project budget identified in the 2020 Bond materials for the planning and design for the Ida B Wells High School Modernization project was $20,000,000. While rough cost estimates

were developed as part of the 2019 Conceptual Master Plan effort, it was understood that new cost estimates would be developed in conjunction with this IBW Comprehensive Plan.

The Project Team utilized professional cost estimators to establish a project budget. Based on this information, the total IBW Modernization project budget is $455,000,518. In order for construction to occur on the Ida B Wells High School Modernization project, funding will need to be secured through a future bond measure. After deducting the $20,000,000 funding approved in the 2020 Bond, the remaining funding requirement to complete the project is $435,000,518.

It is worth noting that any delay in the proposed project schedule provided below and in the attached IBW Comprehensive Plan Report will result in significant additional costs in market escalation that are not included in the estimated project budget above.

Please see the attached IBW Comprehensive Plan Report for more detailed project cost information.

COMMUNITY ENGAGEMENT

A community engagement consultant conducted research and analysis to inform and establish a framework for the community-based engagement component of the modernization planning process. Individual interviews and focus groups with the consultant provided actionable information to the Project Team regarding the overall IBW community landscape, demographic insights, and key audience engagement considerations; as well as identified gaps, needs and opportunities related to community engagement to inform the design, approach, recruitment, and facilitation of the community engagement sessions. The sessions were crafted with the goal of ensuring equity-informed engagement of often marginalized community voices. Along with other, more focused public engagement sessions, PPS held three public community design workshops that were well attended in October 2023, December 2023 and February 2024.

In addition, a Comprehensive Planning Committee (CPC) met on six separate occasions between October 2023 and March 2024 to review, discuss and recommend next steps for the comprehensive plan of the modernization project. The CPC comprises representatives from many stakeholder groups including students, parents, alumni and parents from feeder schools, as well as teachers, coaches and staff. CPC members were specifically chosen to represent as many stakeholder groups as possible in the Ida B Wells community and vicinity. This committee also toured Lincoln High School as an example of a new high school in the district.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the proposed IBW Comprehensive Plan is approved, the current Architecture/Engineering project team will continue forward with building and site design. This will take place in coordination with ongoing community engagement, including a community-based Design Advisory Group as well as open houses, small focus groups, and other engagement activities. Design is expected to complete in winter 2025.

In order for construction to occur on the Ida B Wells High School Modernization project, funding will need to be secured through a future bond measure. If funding is approved and construction is able to commence in early 2026 per the schedule provided in the attached IBW

Comprehensive Plan, students will be able to move into new buildings in summer 2028 after swinging on site during construction. Once students have been moved out of the existing building, it will be demolished in order to build sports fields, which will be complete in summer 2029. Any delay in this schedule will incur significant additional costs in market escalation.

Please see the attached IBW Comprehensive Plan Report for more detailed project schedule information.

CONNECTION TO BOARD GOALS

The new modernized Ida B Wells High School will provide each student with an equitable, individualized, high-quality learning experience and the tools to reach their full potential within an environment that is safe, healthy, and joyful. The new Ida B Wells High School will embody PPS's Mission, Vision and Values, and its Climate Policy, to strengthen the future of its students and its communities.

STAFF RECOMMENDATION

Staff requests approval of the proposed Ida B Wells High School Comprehensive Plan.

As a *member of the PPS Executive Leadership Team, I have reviewed this staff report.*

_____ *(Initials)*

ATTACHMENTS

A. *Ida B Wells HS Comprehensive Plan Report*
B. *Ida B Wells Comprehensive Plan Board Presentation*

RESOLUTION No. 6900

Resolution Authorizing Ida B Wells High School Modernization Comprehensive Plan

RECITALS

A. The Board of Education adopted resolutions 6153 and 6161 authorizing submission to the voters of Portland Public Schools (PPS) a general obligation bond that included comprehensive planning and design of the modernized Ida B Wells High School.

B. The election was duly and legally held on November 3, 2020, and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.

RESOLUTION

1. The Board of Education directs staff to use the Ida B Wells High School Modernization Comprehensive Planning Phase Report (April, 2024) as a guide to complete the design of the modernized Ida B Wells High School to an approximate size of 311,000 square feet.

2. The Office of School Modernization will return to the Board of Education with any major substantive changes to the Ida B Wells High School proposed space program.

BORA

IBW HIGH SCHOOL MODERNIZATION
COMPREHENSIVE PLANNING PHASE REPORT

April 2024



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PORTLAND PUBLIC SCHOOLS' LAND ACKNOWLEDGMENT STATEMENT

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

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

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

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

PORTLAND PUBLIC SCHOOLS' ANTI-OPPRESSION STATEMENT

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

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

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

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

PORTLAND PUBLIC SCHOOLS' CLIMATE RESPONSE STATEMENT

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

PORTLAND PUBLIC SCHOOLS' CLIMATE JUSTICE STATEMENT

"Climate change disproportionately impacts the vulnerable members of our community. Climate justice centers and prioritizes people with disabilities, communities of color, and other vulnerable populations in developing climate change solutions. The way we communicate about climate change matters - pushing against systems of oppression that have resulted in climate change through reframing knowledge, solutions, and systems is a form of climate justice."

EXECUTIVE SUMMARY

INTRODUCTION

BACKGROUND AND CONTEXT

This Comprehensive Plan builds on the 2019 Conceptual Master Plan [CMP] and establishes a program, site development strategy and recommended construction budget for the replacement of Ida B Wells High School.

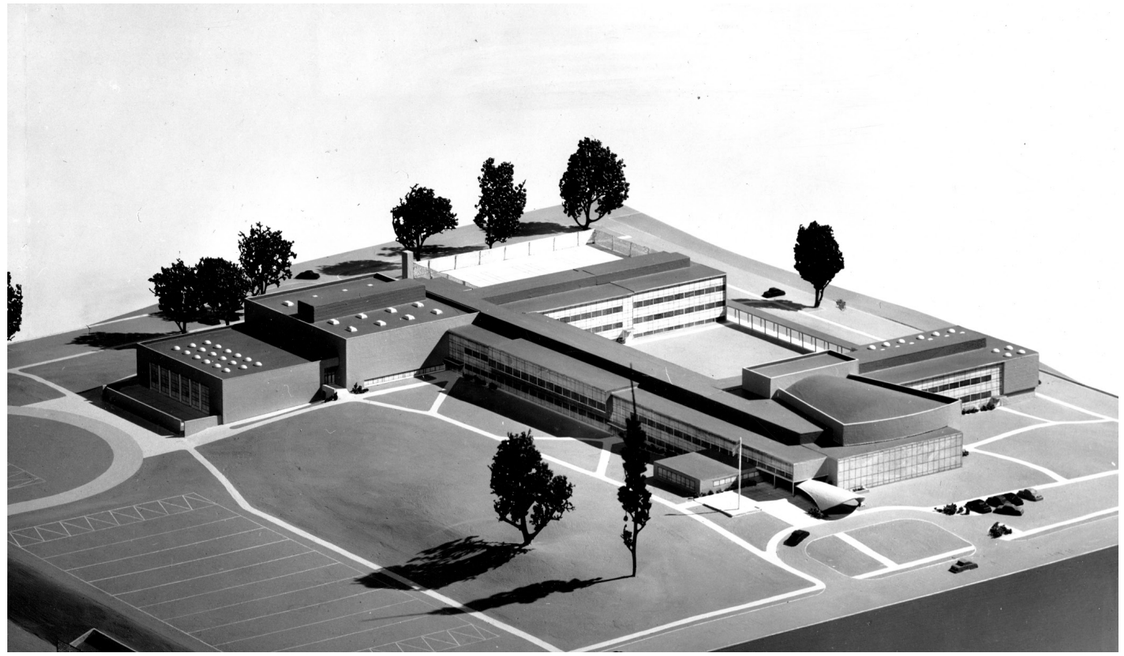
Established in 1956 as Wilson High School, IBW was “re-established” in January 2021 when it was renamed in honor of Ida B Wells-Barnett, an investigative journalist, educator, and early leader in the civil rights movement. She was one of the founders of the National Association for the Advancement of Colored People (NAACP). Wells dedicated her career to combating prejudice and violence, and advocating for African-American equality—especially that of women [Wikipedia, 4/5/2024]

The school serves students in Southwest Portland. Designed in “mid century modern” style, the building has been relatively well maintained with minor modifications over the intervening 60 years,and remains true to its original design.

The 2019 recommendation to replace the school rather than renovate the existing facility was based on several key criteria:

- The structural system [lift slab] while innovative at the time, is now known to present significant life safety risks in the event of seismic activity
- Accessibility challenges abound, including non-compliant pathways, doorways, restrooms and site conditions
- Almost all rooms are smaller than required by current Ed Spec and would likely become even smaller after necessary structural upgrades
- Building systems are in need of full replacement and fail to meet the district’s Climate and Resiliency policies.
- The exterior envelope requires significant upgrades to improve the building’s thermal performance

The Comprehensive Planning process began in September 2023, and the results of that effort are documented in this report.



IDA B WELLS HIGH SCHOOL OVERVIEW + HISTORY

SITE OVERVIEW

IBW sits between SW Vermont Street to the south and SW Capitol Highway to the north, in the Hillsdale neighborhood of Southwest Portland. Rieke Elementary School is located to the immediate west, and its site includes fields that are used by the high school students. The contiguous campuses are bisected by a private road that provides parking for both schools, a portion of which is used each weekend for a popular local farmers market.

Two official “Southwest Trails” cross the site, which is generally unfenced and popular with locals as a place to gather, play and walk: the campus is currently used as an outdoor space and amenity by its neighbors. Single family residential streets abound to the east and south, while a thriving commercial “town center” on Capital Highway, and a food cart pod at the northern entry to the site, provide ample opportunities for students [with means] to find lunch off site.

The largest of all PPS high school sites, a full range of athletic fields are provided on site, including two tennis courts that are currently striped for pickle ball. The site is also home to a pair of outdoor pools. Originally funded by the City, a public pool has been part of this high school site since its inception and it is a popular summer amenity, being the only outdoor city pool on the west side of the City.

The 26 acre site offers expansive views to the west hills and the coast range, and has challenging topography with over 60’ in elevation change across its width - achieving universal access to sports fields and from parking to the building entries will be a key concern.

Parking is currently provided for staff and some students, in several locations. In addition to the bisecting road between the two schools, a second vehicular route connects the Capitol Highway entry to SW Vermont to the east side of the site.



PROJECT VISION STATEMENT

The design of the new Ida B Wells High School will support the whole student in their journey toward lifelong learning and success, guided by a comprehensive definition of student health, a process rooted in equity and inclusion, and a finished place that demonstrates climate and disability justice. Inspired by the legacy of its namesake, the new building will embrace transparency and truth – in organization, in structure, in materials and in storytelling – to ensure Ida B Wells is embodied within its walls



COMMUNITY ENGAGEMENT

ENGAGEMENT PROCESS

The planning phase for Ida B Wells High School [IBW] has been guided in part by a Comprehensive Planning Committee [CPC] which met on six separate occasions to review, discuss and recommend next steps for the modernization project. The CPC was also invited to tour Lincoln High School, which represents the most relevant modernized school in PPS's roster as it utilized a similar site development strategy whereby the new high school was built adjacent to the existing school, while students remained on site.

Three Community Design Workshops, each attended by dozens of community members, shared out the project's progress with a broader group and sought additional input. A final Open House is planned for May 16, to update the Community on the Board of Education's direction regarding the proposed design.

Additional community engagement events included:

- Stakeholder Interviews with IBW leaders to identify key groups for engagement focus efforts
- Community Listening Sessions with
    1. Advisors of Affinity Groups
    2. Para-educators, Teachers, and Staff in Special Education
    3. Muslim & Arab Students
    4. Families Identifying as Members of Immigrant or Refugee Communities
    5. Student Leaders of Affinity Groups
    6. Students in Special Education
    7. Students & Families Who Speak Somali - Session Facilitated in Somali
    8. Teachers & Staff of Color
- Participation in-classroom with two cohorts of with Leadership students to seek input on design drivers for the new school

COMMON THEMES HEARD IN IBW COMMUNITY ENGAGEMENT DISCUSSIONS

Human experience

- An inviting building that evokes pride and respect
- A school that inspires students to learn
- An anchor for the community where students will thrive for generations to come
- A flexible, forward-thinking design to meet future needs

Community health, safety and belonging

- A healthy, supportive space for students, teachers and staff
- An inclusive space where all students feel a sense of belonging
- A safe place for learning
- A place where teachers feel appreciated and respected
- A place integrated with the neighborhood businesses
- A place that recognizes indigenous culture and people

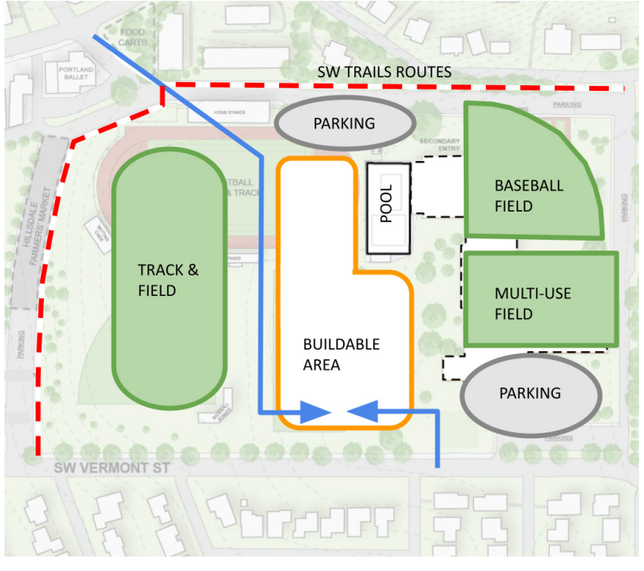
Site Design

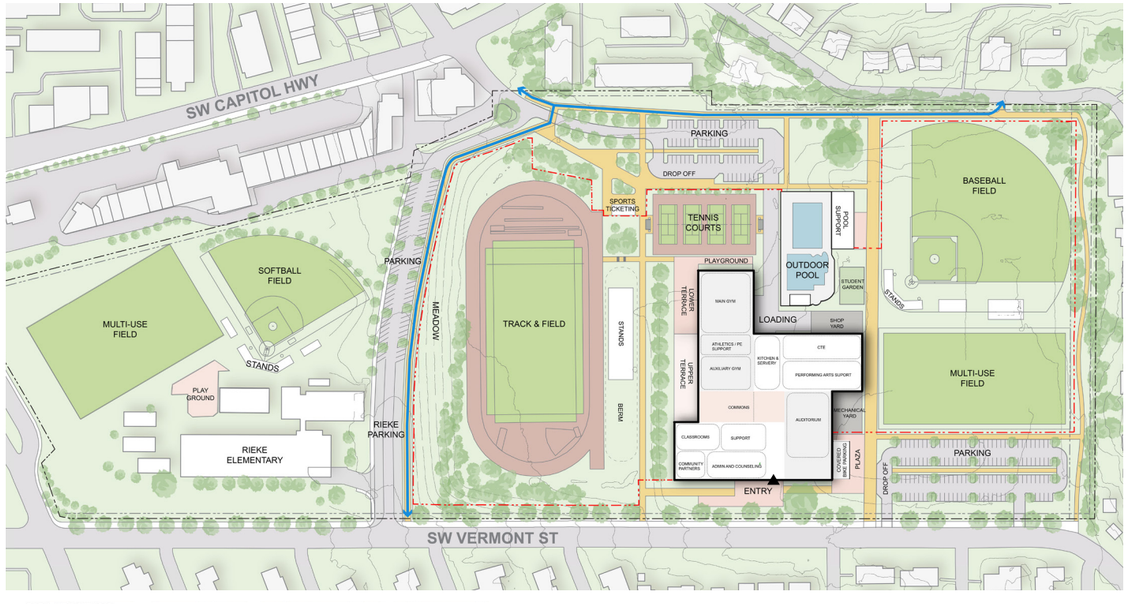
- A landscape plan that considers 10-50yr design
- A design that improves and adds (not subtracts) from the site
- A site that is welcoming and supporting to a diverse set of students
- A purposeful gathering space for neighborhood special events

RECOMMENDED DESIGN OPTION

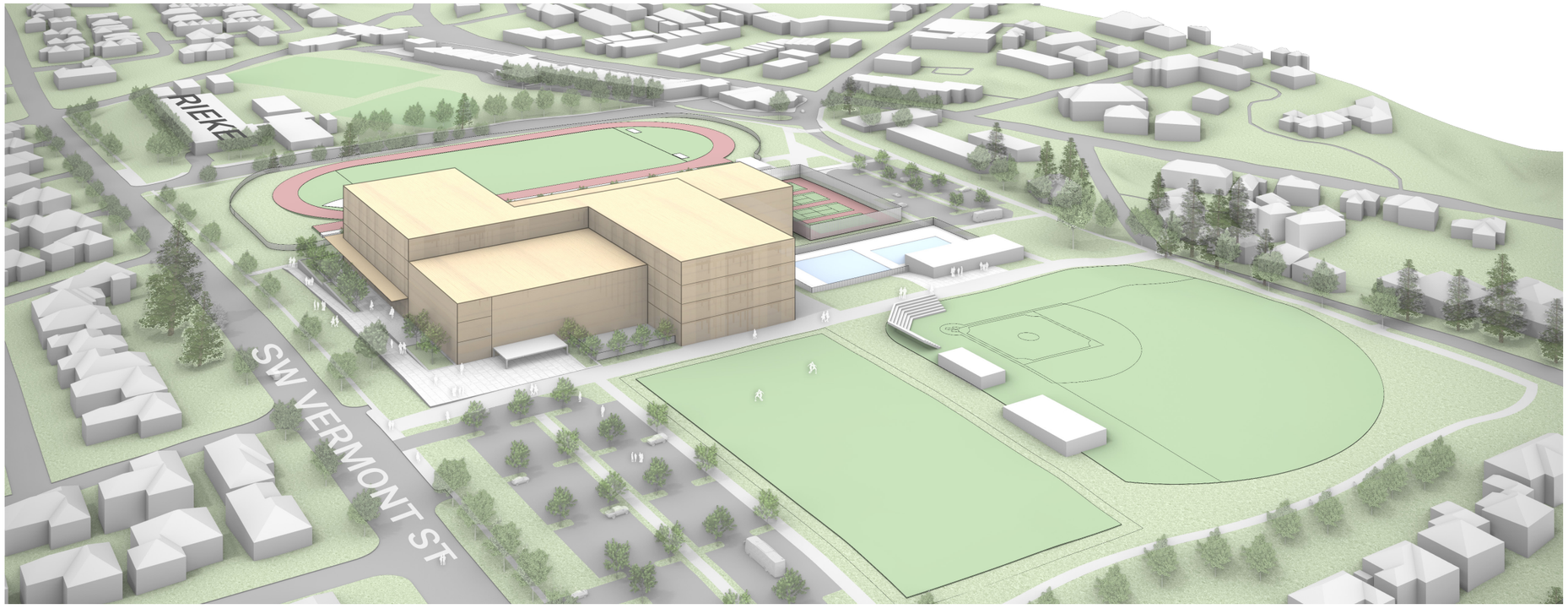
The comprehensive planning process culminated with the analysis of two main design options for the site: Scheme 1 (retains the existing track and field in its current location) and Scheme 2 (Relocates and reorients the track and field to the western portion of the campus). The Comprehensive Planning Committee (CPC) evaluated the two final schemes, and although there was not unanimity, it was clear that the favored option was Scheme 2, primarily due to its ability to improve the connection of the school to Capitol Highway. Through the engagement process, we heard clearly from the community that a strong priority for the project was to strengthen the pedestrian approaches to the school and make the entrance more accessible and welcoming, both from Capitol Highway and SW Vermont Street. Scheme 2 more clearly addresses this goal, and is unique in its ability to accommodate a complex set of design criteria that address multiple parallel priorities for both PPS and the community at large.

Following the final CPC Meeting (CPC 6) the PPS Office of School Modernization presented the two site design options along with associated estimated budgets to the PPS Facilities and Operations Committee, seeking direction for which Scheme to recommend to the school board for approval. The F&O committee saw the benefits of both schemes, ultimately directing OSM to proceed in recommending Scheme 2 to the board.





SCHEME 02



COST ESTIMATE SUMMARY

The construction budget identified for the Ida B. Wells Modernization project is **$368 million for completion in 2028 and $383 million for delivery in 2029**. This budget is based on the "Scheme 2" option recommended by the F&O Committee. The budget attempts to reflect lessons learned from recent PPS High School Modernization projects, including:

- Program alignment to reflect deficiencies in the 2017 Education Specification, as well as IBW-specific curriculum, largely associated with CTE/ Pathways
- Systems selection and spatial implications of the PPS Climate Policy, including all-electric building systems.

Bora engaged two cost consultants to support the development of this budget: DCW, and Gamut Project Solutions (GPS). The two firms took slightly different approaches to how they built their cost estimates, DCW taking more of a "cost model" approach based on precedent projects, while Gamut assembled a conceptual cost estimate, built up from assumptions made at the systems level. The fact that these two disparate approaches could be reconciled to within **2%** of each other increases our confidence in the results.

GPS, in addition to providing cost estimating services, also provided a conceptual construction schedule and site logistics plan. While onboarding of the General Contractor partner in the Schematic Design phase is still a critical milestone in confirming budget and schedule, having this early analysis from a consultant with strong construction management experience is again an important step in managing risk and increasing confidence in the assumptions that informed the construction budget. This budget assumes a healthy percentage of COBID participation, and is based on 3 competitive bids for all subcontractor work. The use of "consortium partners" (subcontractors who are guaranteed contract award) are not assumed for these cost estimates, and would likely carry additional risk and cost. Other possible areas of risk include:

- Construction market escalation (both labor and materials) in the post-pandemic economy
- Hazardous materials discovery beyond what is known and/or included in the budget
- Saturated labor market [for example, Federal investment in microprocessor manufacturing, and/ or three large high schools on identical construction schedules]
- Additional pre-construction fees and "doubled-up" contingencies in future sub-tier contractor budgets

COMPONENT	COMMENTS		TOTAL
Hard Cost	Bldg and Site work - Recommended Scheme (#2) Estimate by professional cost estimator	$	359,310,855
1.5% Green Energy Tech	Required by State of Oregon Calculation includes % of soft costs	$	5,989,663
Subtotal		**$**	**365,300,518**
Owner Direct Hard Costs	Offsite Improvements/Athletic Swing	$	2,200,000
TOTAL HARD COSTS		**$**	**367,500,518**
Soft Costs	~10% of Hard Costs	$	36,300,000
Fixtures, Furniture, Equipment, incl. technology	Based on current PPS project data ~$32/SF Escalated to middle of construction	$	10,000,000
Contingency	10% of Total Cost	$	41,200,000
Escalation	Included in Hard Cost Estimate		N/A
2020 Bond budget for planning and design		$	(20,000,000)
TOTAL*		**$**	**435,000,518**

*Total assumes delivery 6/2028 (Bldg) + 6/2029 (Site). If schedule is extended to delivery 2/2029 (Bldg) + 9/2030 (Site), the additional cost is approximately $15,000,000.

DESIGN AND CONSTRUCTION SCHEDULE

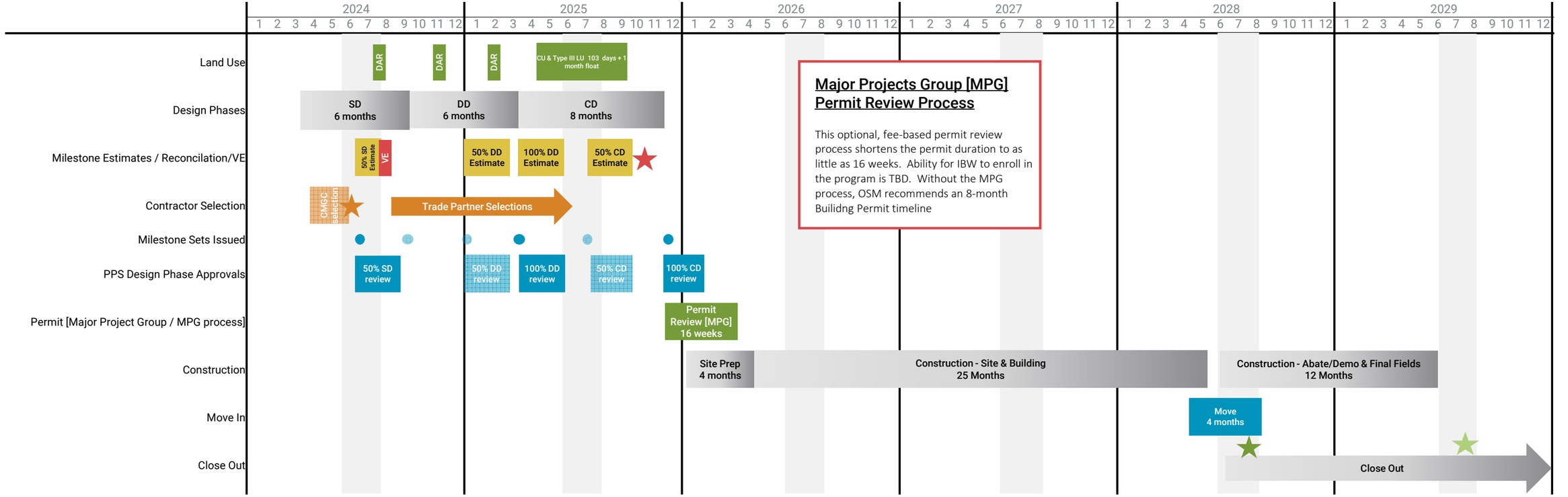
Bora worked with OSM to establish appropriate timelines for the design phases [Schematic Design, Design Development and Construction Documents, as shown in the graphic schedule below]. Note that design phases follow one another without pause - this schedule is based on the understanding that OSM will not require a pause between phases for its review and approval process, but instead will undertake these efforts concurrent with forward progress in the design schedule.

Gamut Project Solutions developed a construction schedule for each of the two Schemes studied in detail for this Comprehensive Plan. In GPS's professional opinion, Scheme 2 will take 25 months to construct, assuming the General Contractor will have access to the site for early prep work at least four months prior, without need for a separate permit for any early work.

Early selection of the contractor, and utilization of a CM/GC form of delivery, is a key component of this approach, with the contractor able to participate in the 50% SD estimating and reconciliation effort in July/August of 2024. A one week Third Party Value Engineering Workshop will be held in late summer, after which Target Values will be established for various components of the project.

A 2028 move in date depends on an expedited Permit Process through the City of Portland's Major Projects Groups or MGP, through which a pathway to permit approval in a 16 week window is achievable. Without this service, the IBW High School would likely not be ready for class until the Fall of 2029.

With the new school in use, the old buildings can be demolished after abatement work, and the remaining fields can be built where the school previously stood. The final sequencing of field construction will be studied in more detail in the design phases, but it is likely that the completion of all site work will occur one year after the school building opens.



IDA B WELLS HIGH SCHOOL
EXISTING CONDITIONS

SITE + LANDSCAPE

OVERVIEW

Ida B. Wells High School is located at 1151 SW Vermont Street in the Hillsdale neighborhood of Southwest Portland. The campus occupies an expansive parcel that is bounded by SW Vermont Street to the south, SW Capitol Highway and SW Burlingame Avenue to the north, Rieke Elementary School to the west, and a residential development to the east. The school occupies the eastern half of the property with baseball, track and football fields to the west. The elevation change from the east side of the site to the west side of the site is approximately 60'-0". A fence-enclosed outdoor pool is located on the west side of the gymnasium. Development in the surrounding area consists primarily of single-family residences built between 1950 and 1990, other than the Hillsdale Commercial District to the north. The Hillsdale businesses along SW Capitol Highway are mostly single level and low density in nature.

The existing school building consists of one building totaling approximately 260,900 SF of built space on an approximately 26-acre site, formerly a Fulton Park Dairy property. The main building was built in 1956, and has not been extensively modified since, with the exception of a minor addition to the north wing of the building in 1960. The school currently accommodates 1,700 students. During the previous comprehensive planning phase, it was determined that the existing school will be demolished, and a new school will be constructed elsewhere on the site so that the old school can remain operational during construction.

The existing Ida B. Wells property has the following amenities on-site:

- Grass Practice Field and Baseball Field
- Synthetic Turf Track and Football Field with grandstands
- Tennis Courts (2)
- Landscaped Courtyard
- Softball on Rieke ES site
- Turf Soccer Field on Rieke site
- Portland Parks and Recreation Owns and Operates Wilson Pool

UTILITIES

Sanitary Sewer

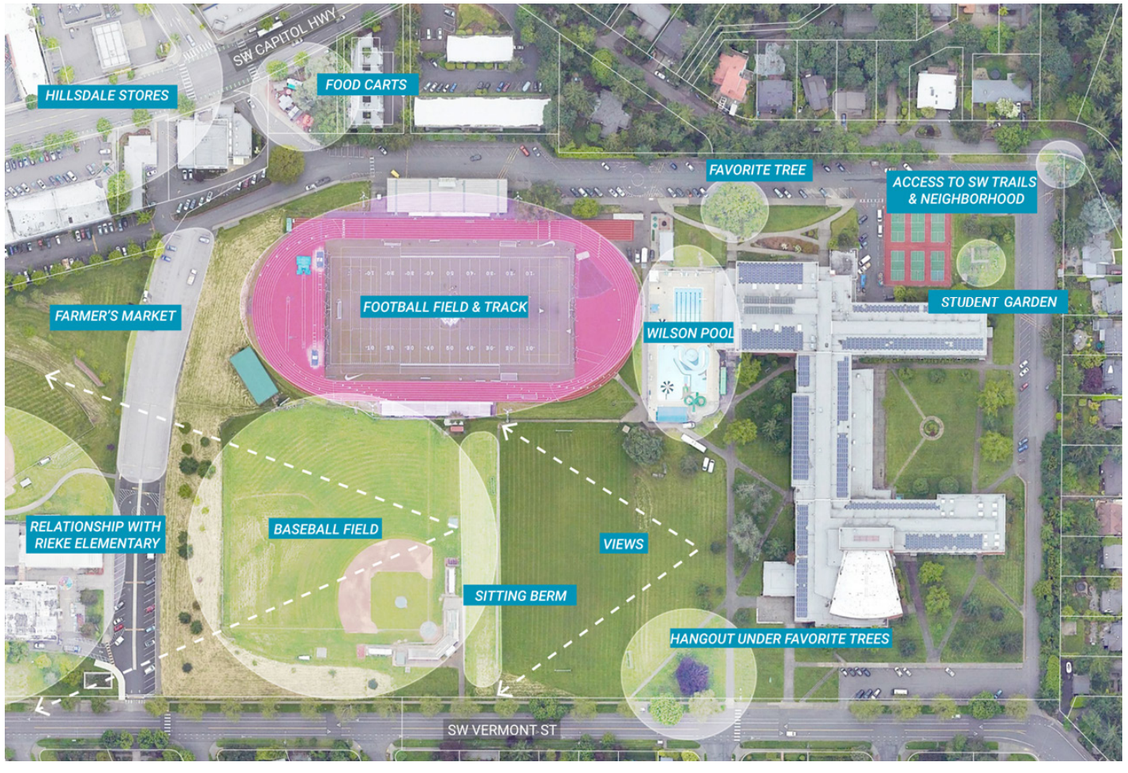
According to City records, the existing school has two (2) 6-inch diameter lateral connections to the public 8-inch to 12-inch concrete (CSP) combined sewer in SW Burlingame Avenue. Historic records also indicate there may be a sewer connection to the sanitary sewer in SW Capitol Hwy and through private property west of 6220 SW Capitol Hwy.

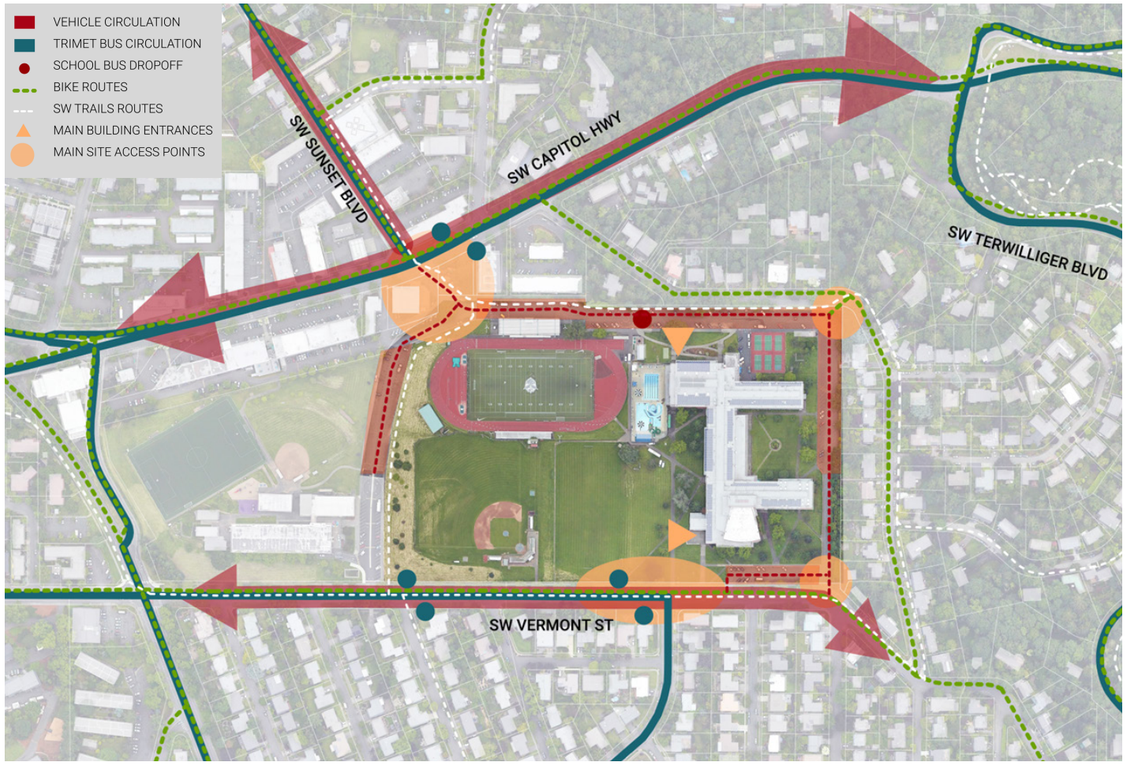
Stormwater

According to City records and available GIS data, the nearest public stormwater infrastructure is the public 8-inch to 15-inch concrete (CSP) storm sewer in SW Vermont Street. Currently, stormwater from the public right-of-way discharges to existing storm sewer infrastructure. Onsite stormwater runoff is directed to the stormwater-only sewer to the south in SW Vermont Street, to the north combined sewer in SW Burlingame Avenue, and to the northwest to a sanitary sewer line in SW Capitol Highway. Since the site was developed in the 1950s and 1960s stormwater management is not currently provided prior to discharge.

Water

There is an 8-inch cast iron (CI) and 8-inch ductile iron (DI) water main in SW Burlingame Avenue. The static water pressure is estimated as 72 – 90 psi at 542 feet in elevation. These lines are in the Bertha 750 Sunset





pressure zone. Water is available to this site from the 8-inch CI and 12-inch CI water main in SW Vermont Street. The static water pressure is estimated as 32 - 40 psi at 551 feet in elevation. These lines are in the Burlingame 643 Tank pressure zone.

The site is currently served through a 6-inch domestic meter and 6-inch fire service from the 8-inch CI Service in SW Burlingame Avenue. The site irrigation is provided by a 6-inch irrigation service off the 12-inch CI water main in SW Vermont Street and a 2-inch irrigation service of the 8-inch CI water main in SE Vermont Street. There is a 10-foot-wide Water Bureau easement (ORD 114505) over a 12-inch CI water main that runs along the eastern and northern perimeter parking lot of the campus. There are no connections from this 12-inch CI water main to the campus. It may be feasible to abandon the 12-inch CI main and quitclaim the easement. Costs associated with the main abandonment will be at the District's expense with all work being performed by the PWB.

Other

A gas meter is provided outside the north end of the boiler room served by a gas line owned by NW Natural Gas in SW Burlingame Avenue. Electrical and telecommunications utilities are also provided to the existing building from the surrounding streets.

RIGHT OF WAY AND STREETS

There are multiple streets adjacent to the Ida B. Wells High School project boundary. These include: SW Capitol Hwy, SW Burlingame Ave, SW Vermont St and S Bertha Blvd. Access to the school from Capitol Highway is through an access easement on privately-owned property that PPS does not own or control. PPS does own the private street between Rieke ES and Wells HS. This street is used for parking during the day and hosts a Farmers Market at weekends.

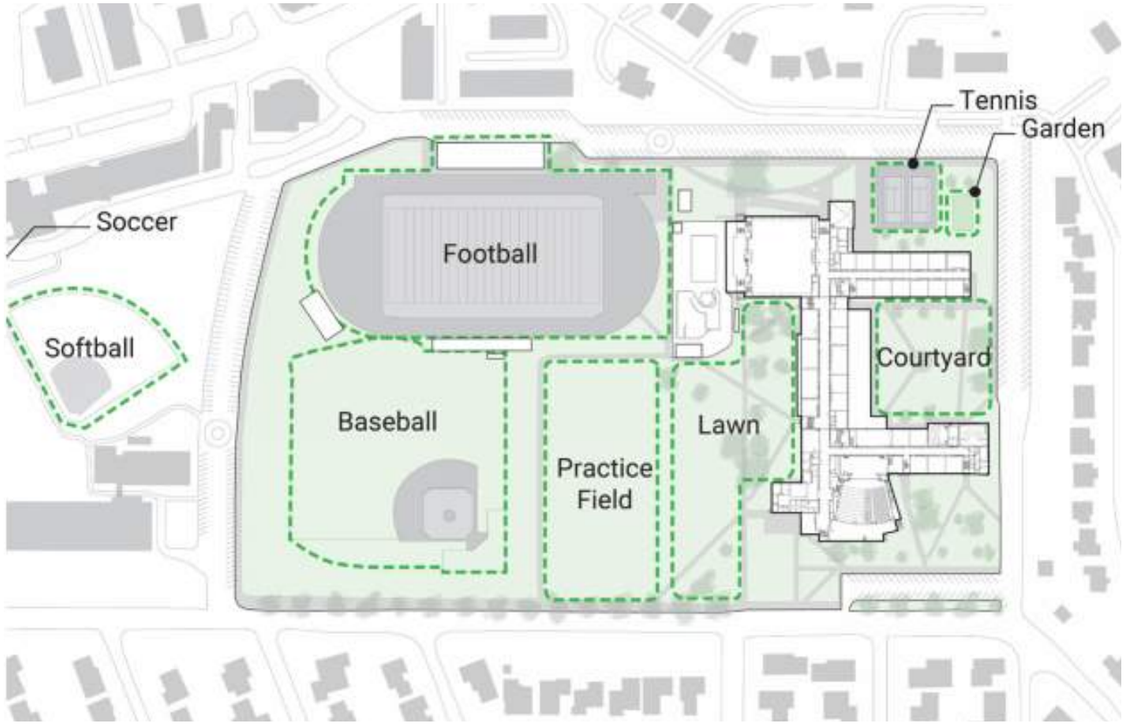
Each of these streets has existing sidewalk, street trees and pedestrian amenities. There are also two multi-use trails as part of the SW Trails system. One is running north-south between the two schools and another runs from Capitol Hwy, through the existing north parking lot and extends onto SW Burlingame Ave.

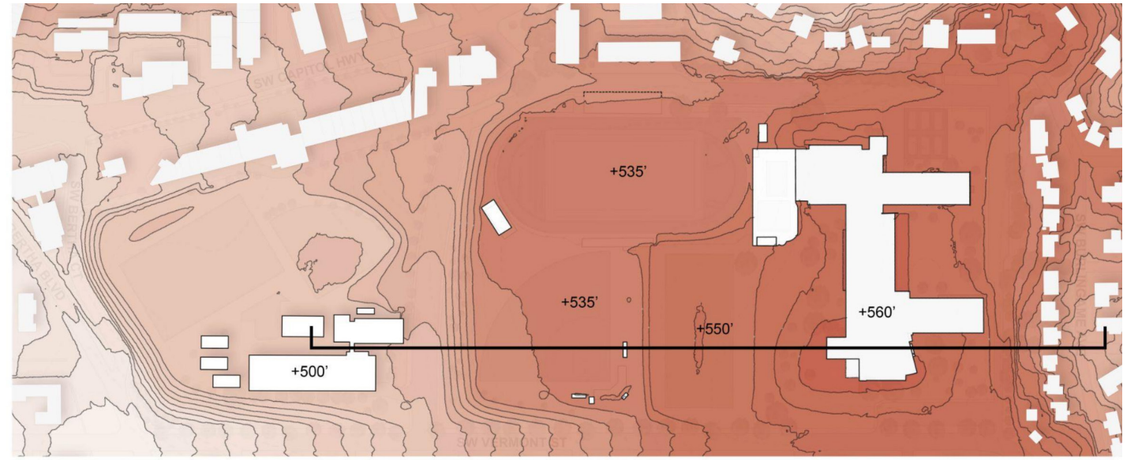
PARKING LOTS

The campus (Rieke ES and Wells HS) is supported by several existing parking lots that wrap the existing school on the north, east and west side and a small lot at the southeast corner. The collective parking lots provide approximately 368 stalls. The existing lots are paved in asphalt and provide parking and bus drop off for students as well as staff, emergency fire access, and trash access currently. The base site design reconfigures most of the existing parking to bring up to code and work with the new site and building design.

BALLFIELDS, FIELD HOUSE, MULTI-USE FIELDS, AND TENNIS COURTS

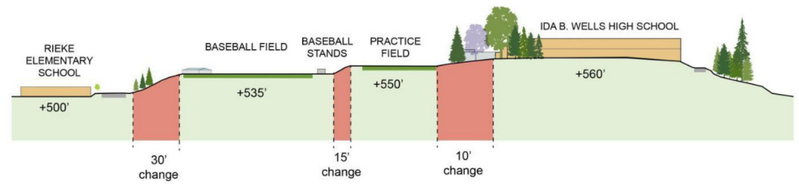
This area includes the zones of the school grounds around Rieke ES and Ida B Wells HS. There is presently one baseball diamond, one softball diamond, both with structures including bleachers and other amenities. There are two multi-use fields, one has been improved near Rieke ES and the other close to Wells HS is an unimproved grass area. There are two existing tennis courts within the enclosed tennis cages in the northeast corner of the site. The courts have been improved for pickleball use. The existing track area west of the existing school building contains football and soccer fields, a track, concessions, bleachers, and a variety of other amenities. These areas are fenced and have access points at the northeast and southeast corners. There are existing bleachers on both the north and south sides of the track.





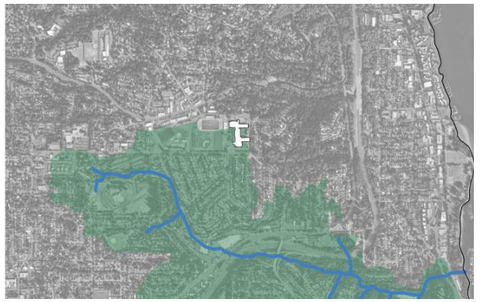
EXISTING TOPOGRAPHY







Attendance Area

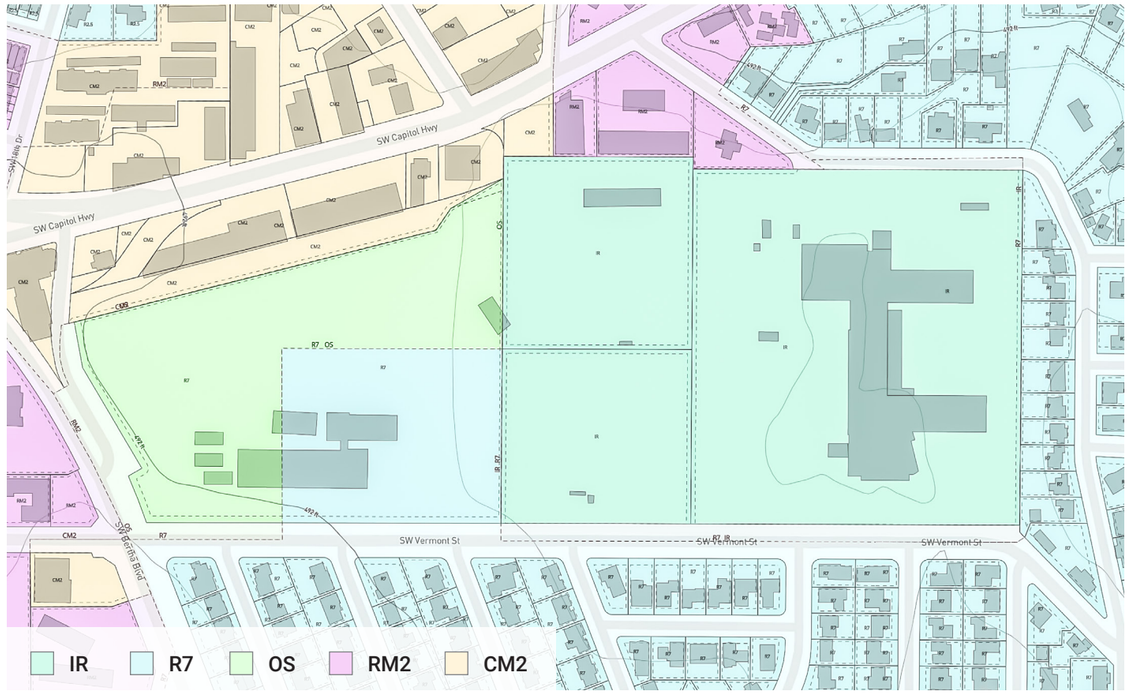


Stephen's Creek

ZONING

The Ida B. Wells site is made up of 4 separate tax lots (including Rieke Elementary) located between SW Capitol Highway and SW Burlingame Avenue to the north, SW Burlingame Avenue to the East, SW Vermont Street to the South, and SW Bertha to the West. Zoning designations on the site include IR – Institutional Residential, R7 – Single Dwelling Residential, OS – Open Space, with a Design Overlay on the IR portions only. The site falls within the Hillsdale Plan District. School uses are a Conditional Use in the OS and R7 zones.

In the IR zone, High Schools are a Limited use that can be approved either through a Conditional Use or through either a Conditional Use Master Plan or an Impact Mitigation Plan (for a large campus over 5 acres in size). Applicant may choose which process. All streets surrounding the site are local service transit streets (i.e. not transit streets). But the entire site is located in a Pedestrian district. The private street that connects SW Capital Highway to SW Vermont is classified as a Neighborhood Walkway.



The following table highlights the main zoning requirements for the site. Of note in the zoning table is the height limit at 75' and the 50' setback regulations for sports fields and courts where the site abuts a residential property.

STANDARD	REQUIREMENT
FAR	
Max FAR	2:1
Min Density/FAR	No requirement
Bonus Density	N/A
Height	
Max Height	75 ft
Setbacks	
Lot line abutting or across the street from OS, RF-R2.5	1 foot for every 2 feet of building height, but not less than 10 feet
Lot line abutting or across the street from RM1-RMP, IR zone	
Lot line abutting or across the street from C, CI, E or zone	
Max Building Setback	10 ft
Maximum Building Coverage	70% of site area
Minimum Landscape Area	20% of site area
Maximum Building Length	None
Landscaping Abutting an R-zoned lot	10 feet to the L3
Landscaping Across the street from an R-zoned lot	10 feet to the L1
Building Facade Articulation required	No
Ground Floor Windows required	Yes
Transit Street Main Entrance	No
Title 11 Trees	Applies – 1/3 of trees over 12" and all trees over 20" should be preserved

These additional standards from the multi-dwelling zones would apply in the IR zone if the site is developed as an "Institutional Campus" as approved though a CUMP or IMP:	
Street-Facing Facades (33.120.232)	- Windows must cover 40% of ground floor wall area for walls 5 feet or closer to the street lot line. - Windows must cover at least 25% of ground floor wall for walls over 5 feet from street lot line.
Required Outdoor and Common Area (33.120.240)	- At least 10% of the total site must be provided as common area – either as outdoor courtyards or play areas
Pedestrian Standards (33.120.255)	5 foot wide hard-surfaced pedestrian paths must connect the building to the street and connect all to all other areas of the site.
R7 and OS Development Standards	
Maximum FAR	0.5 to 1
Maximum Height	50 ft
Minimum Setback R7	1 foot for every 2 feet of building height but in no case less than 15 ft.
Minimum Setback OS (33.100.200.B.2)	1 foot for each foot of building height
Maximum Setback	20 ft
Maximum Building Coverage	50%
Minimum Landscaped Area	25%
Buffering from Across the street from a Residential Zone	15 feet to the L1
Outdoor activity facilities – min setbacks	50 feet from abutting residential properties
Pedestrian Standards	5 foot wide hard-surfaced pedestrian paths must connect the building to the street and connect all to all other areas of the site.
Hillsdale Plan District Requirements	
Drive-Through Facilities	Are prohibited

Additional Requirements	
Nonconforming Situations (22.258)	Up to 10% of the cost of the project must be spent bringing existing nonconforming elements of the site into conformance with the Zoning Code standards.
Schools and Schools Sites (33.281)	- Provisions for on-site bus loading must be accommodated and approved by PBOT as part of the CU - Parking area landscaping may be downgraded to 20 feet to the L2 in place of L3 - Site landscaping that required L3 landscaping may be replaced by L2 or L1.
Recreational Fields and Organized Sports (33.279)	- Development or alterations to a recreational field for organized sports requires a conditional use review. - Fields must be setback 50 feet from adjacent R or IR zoned sites. - Spectator searing must be setback 30 feet from adjacent R or IR zoned sites. - Accessory uses such as concession stands and restrooms must be setback 15 feet.
Superblock Regulations (33.293)	Does not apply
Major Public Trails (33.272)	Dedication of an 12 foot wide easement and construction of a public trail is potentially required. Determination is done by calculating the Rough Proportionality for the site.
Parking Standards	
Parking Minimum	No parking minimum
Parking Maximum	10.5/classroom for High School
Parking Location Restrictions	- In a pedestrian district no more than 50% of the frontage may be used for vehicle areas. - Vehicle areas may not be located between the portion of the building that complies with the maximum street setback and streets in the pedestrian district.
Parking Landscape Buffers	- 5' to the L2 required on all lot lines abutting a street. - 5' to the L3 required on all lot lines abutting a R or OS zone.
Parking Interior Landscaping	45 sf /parking space
Bike Parking	
Long Term	5 per classroom for grades 9-12
Short Term	2, or 1 per 100,000 sq. ft. of net building area for all grades
Loading Space	
Standard A space = 35' by 10' x 13' clearance	- One Standard A space req'd for buildings between 20,000 and 50,000 sq. ft. - Two Standard A spaces req'd for buildings over 50,000 sq. ft.

COMMUNITY USE OF SITE

IDA B WELLS' POOL

The swimming pool on the Ida B. Wells campus was built shortly after the construction of the school in 1956 and was intended for school use. The pool is now owned and operated by Portland Parks and Recreation and is considered a beloved Hillsdale staple to many people in the community, although it is unused by the school. Although the pool is only operational during summer months, the Hillsdale businesses rely heavily on the summer patronage that the pool attracts.

The project team did an assessment of the condition of the pool with the help of a pool specialist, determining that the pool is in good condition for future use. The restrooms and lockers that currently serve the pool will be demolished as they are within the existing school building, so a new restroom and locker facility will need to be provided for continued use of the pool.





HILLSDALE FARMERS MARKET

The Hillsdale Farmers' Market occupies the northern portion of the private street that connects SW Capitol Highway to SW Vermont Street between the Ida B. Wells and Rieke Elementary campuses. The market is a temporary destination that is erected and open only on Sundays throughout the year, from 9am until 1pm. The market was established in 2002 and hosts over 50 local farmers and food artisans from Oregon and Washington. When the market is not open, the street remains open for vehicle passage through the site, and the 38 parking spaces along this portion of the street are reserved for Ida B. Wells High School use.

The Farmer's Market is in the portion of the site that is zoned OS (Open Space) and is not a permitted use within that zone according to the current Zoning Code. According to the code, if a nonconforming use is discontinued for 3 continuous years, the nonconforming use rights are lost. This will be taken into consideration when construction planning for the project is underway.

TRAILS

The Ida B. Wells site is loved by the community for its openness to pedestrians and the ability to use it recreationally or traverse between the Hillsdale commercial area and the residential areas. There are currently two multi-use trails on the site that are designated within the SW Trails system. One trail runs north-south along the private street between the two schools, and the other runs from Capitol Hwy, through the existing north parking lot and extends onto SW Burlingame Ave.

The trails are currently at the edges of the parking lots and lack proper separation from vehicles. As part of the new school project and site improvements, the designated trails on the site will be improved. They will be widened to 12ft with 4ft landscape buffers on each side, with new concrete paved surfaces and street crossings. New wayfinding will direct local access to the public portions of the campus.





COMMUNITY ENGAGEMENT
+
STAKEHOLDER OUTREACH

OVERVIEW

The comprehensive planning process for the Ida B. Wells High School modernization began in the fall of 2023. Comprehensive planning is the first step in determining the shape of a new school. The project team solicited input from the Ida B. Wells community about the design through the Ida B. Wells Comprehensive Planning Committee (CPC), Community Design Workshops (CDW), stakeholder interviews, and community listening sessions.

Prior to the 2023 CPC process and while the school was still named Wilson High School, a conceptual master plan was completed as part of the planning effort for the 2020 Bond. The work was done through a Conceptual Master Planning Committee (CMPC), a group of school and community stakeholder representatives who worked together to help provide feedback for the master plan. This conceptual plan was used as the starting point for the new Ida B. Wells modernization comprehensive planning phase, but the new CPC process was not restricted by those plans.

This comprehensive planning process began in the fall of 2023 and continued into the spring of 2024. In addition to regular CPC meetings and CDW meetings, the project team's community engagement consultants, After Bruce, held several interviews and listening sessions and conducted a survey, and to allow the greater community an opportunity to weigh in on the design process. After a Comprehensive Plan is finalized and approved by the School Board in May, 2024, the project moves into design. The funding for the construction documents phase, permitting, and construction will need to be provided by future voter-approved bond.



COMPREHENSIVE PLANNING COMMITTEE

The Ida B. Wells Comprehensive Planning Committee (CPC) is a group of school and community stakeholder representatives who have worked together to provide feedback to the design team as they synthesize community input and re-imagine a new school. The committee includes parents, teachers, students, alumni, PPS staff, community members, and a school board member. The advising provided by the CPC is necessary to create the initial vision that will serve as the foundation for the project, and to help us understand qualitative questions about **experience, uniqueness, and the culture** of the school. There were a total of six CPC meetings between October 2023 and March 2024.











COMMUNITY DESIGN WORKSHOP

Between October 2023 and February 2024, the project team held three public community design workshops in the Ida B. Wells cafeteria and library. At each meeting, the design team presented the developing guiding principles and conceptual site design options for the project, followed by a feedback exercise where community members were asked to reflect on the design options and provide written comments. The design team collected and synthesized feedback following each meeting, allowing the community input to guide key aspects of the site plan development and project vision.









LEADERSHIP CLASS VISIT

In March 2024, the design team visited the Ida B. Wells Introduction to Leadership classes to facilitate an interactive visioning workshop with the students. Following an introduction and overview of the project by the design team, the students were asked to read and reflect on several questions about their vision for the new school. After a group discussion, the students worked in small groups to create collages that reflected their vision. The students presented their work at the end of class, and several themes emerged from safety and design, to the celebration and commemoration of Ida B. Wells. The design team will return to the school to hold a similar workshop with the Advanced Leadership classes later this spring.

How can the attributes and values of Ida B. Wells Be reflected in the design of the new school?

"I think Ida B. Wells leadership skills and her contributions to womens' rights will be reflected onto the school by making it a place that gives everyone space to be themselves and to have space to be themselves."

"Feelings of safety. Statue, posters, quotes by her - making her more known."

"Having the school feel welcoming and representation of her [Ida] because not a lot of people know about her or why she's important."

"Sense of community, bright future."

"Be different. No need to conform."

"Maybe they can make our school about journaling because Ida was a journalist."

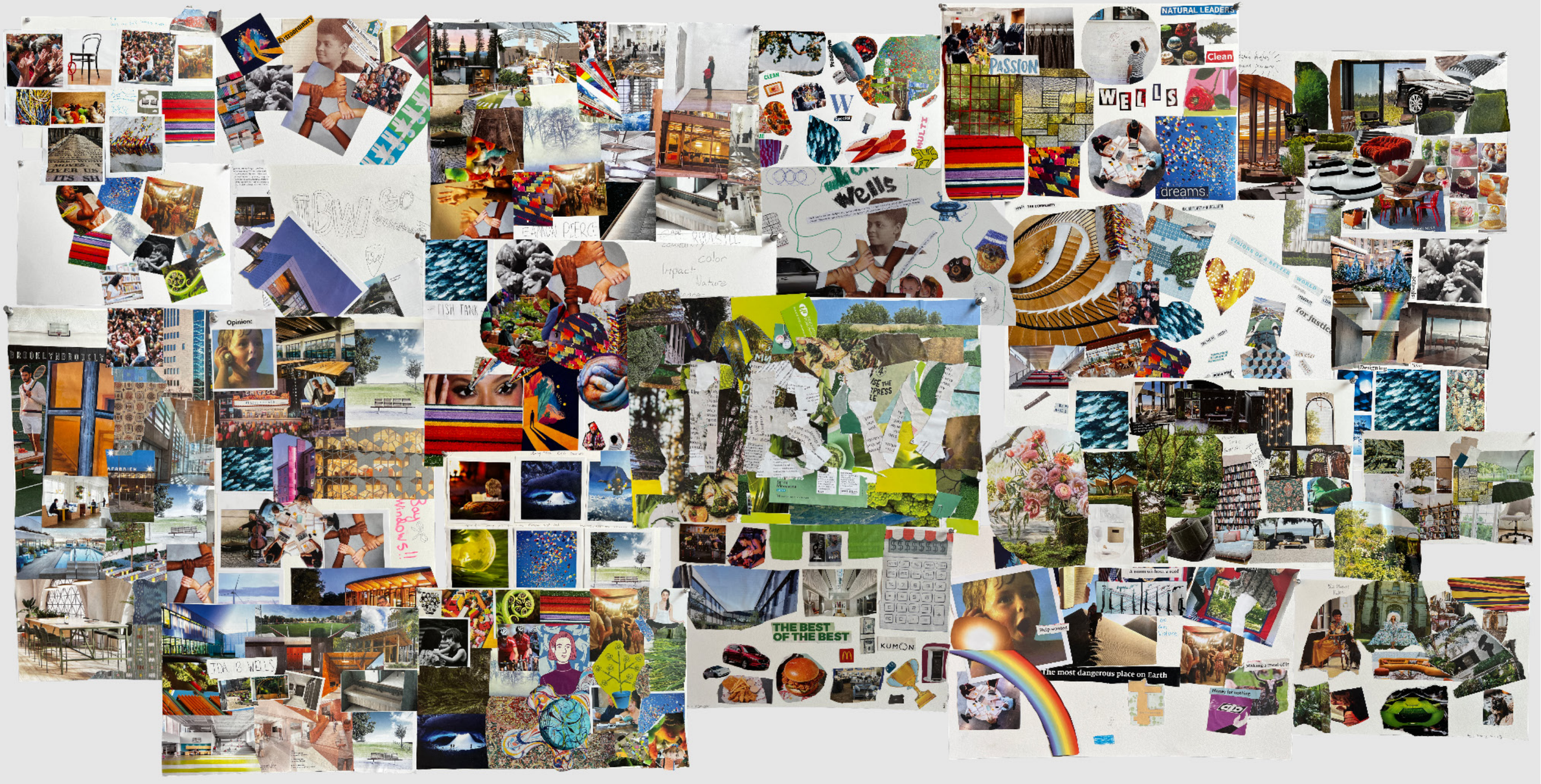
"Murals with all different races, genders, sexualities, culture, religions, etc. Safe and easy to navigate."

"Make it really pretty and make it feel safe and cozy. Add lots of art and murals to commemorate her [Ida]."

"By creating something new it may reflect how students at Wells improve and become better through time and effort."







Collage of student-created collages from the Introduction to Leadership class

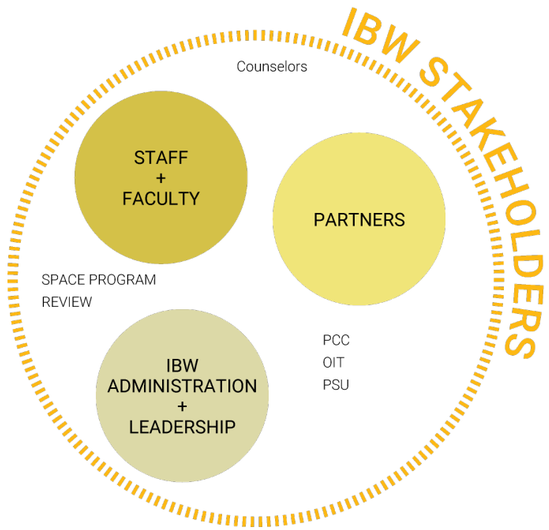
STAKEHOLDER ENGAGEMENT: BACKGROUND AND PROCESS

In late 2023, After Bruce conducted research and analysis to inform and establish a strategic framework for designing the community-based engagement component of the Modernization Process. As part of that effort, they conducted a scan of current and past PPS Modernization efforts, analyzed available data and information about the community directly served by Ida B. Wells High School (IBWHS), and reviewed existing literature and materials, research, surveys, and community briefs.

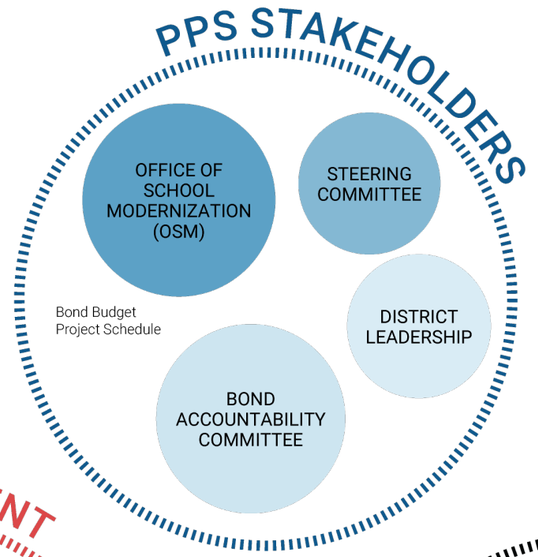
Two key purposes guided that research:

1. Provide the Ida B. Wells-Barnett High School Modernization Design and Community Engagement teams with actionable information regarding the overall IBWHS community landscape, demographic insights, and key audience engagement considerations;
2. Identify gaps, needs, and opportunities related to community engagement that may inform the design, approach, recruitment, and facilitation of the Community Engagement sessions, within the actionable parameters of PPS educational specifications

After Bruce's research culminated in a findings memo that articulated findings and recommendations to PPS and the Design Team. The recommendations were crafted with the goal of ensuring meaningful, equity-informed, and impactful engagement of critical and marginalized community voices otherwise missing from or underrepresented in the IBWHS Modernization process.



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



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

PPS Partners:

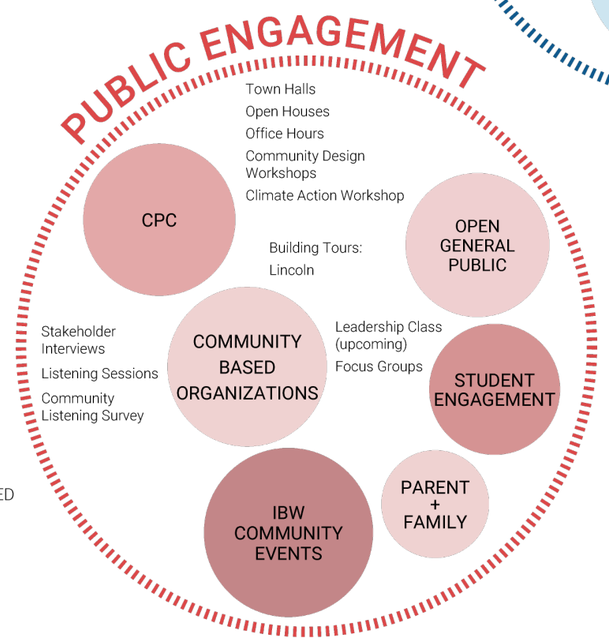
- Head Start
- Multnomah County Student Health Clinic

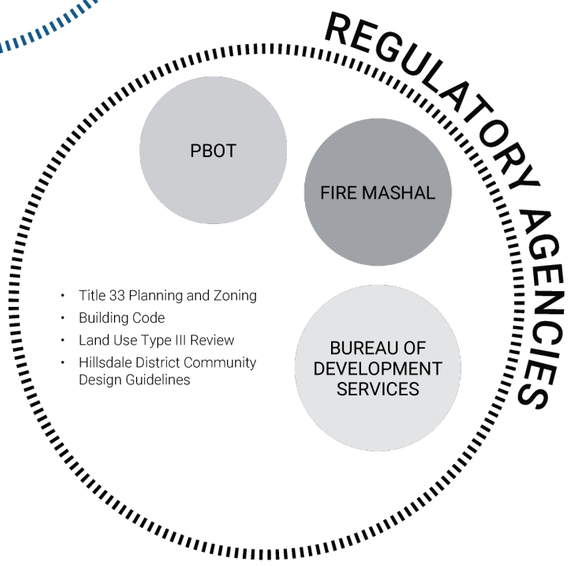
Stakeholder interviews

- Principal
- School Psychologist
- Muslim Parent of IBW Student
- School Social Worker
- Special Education Lead

Listening sessions

- Advisors to student affinity groups
- Special Education staff
- Muslim & Arab students
- Immigrant and refugee community members
- Students leaders and members of affinity groups
- Disability Community served by IBWHS
- Students in Special Education
- Teacher-supported session with medically fragile students in SPED
- Somali language facilitated Listening Session
- Teachers and staff of color (upcoming)
- Students and families of color





ENGAGEMENT DESIGN AND SUMMARY

Following review and discussion of the memo, feedback from PPS and the design team was incorporated into a finalized engagement plan, resulting in implementation of the following tactics and components:

STAKEHOLDER INTERVIEWS

Stakeholder interviews were conducted one-on-one and in small groups to glean more specific and nuanced insights into the day to day experience of key communities, gather critical feedback or anecdotes, help identify current barriers and motivations, inform other engagement strategies, and refine questions asked in listening sessions. Interviews were conducted with the following people:

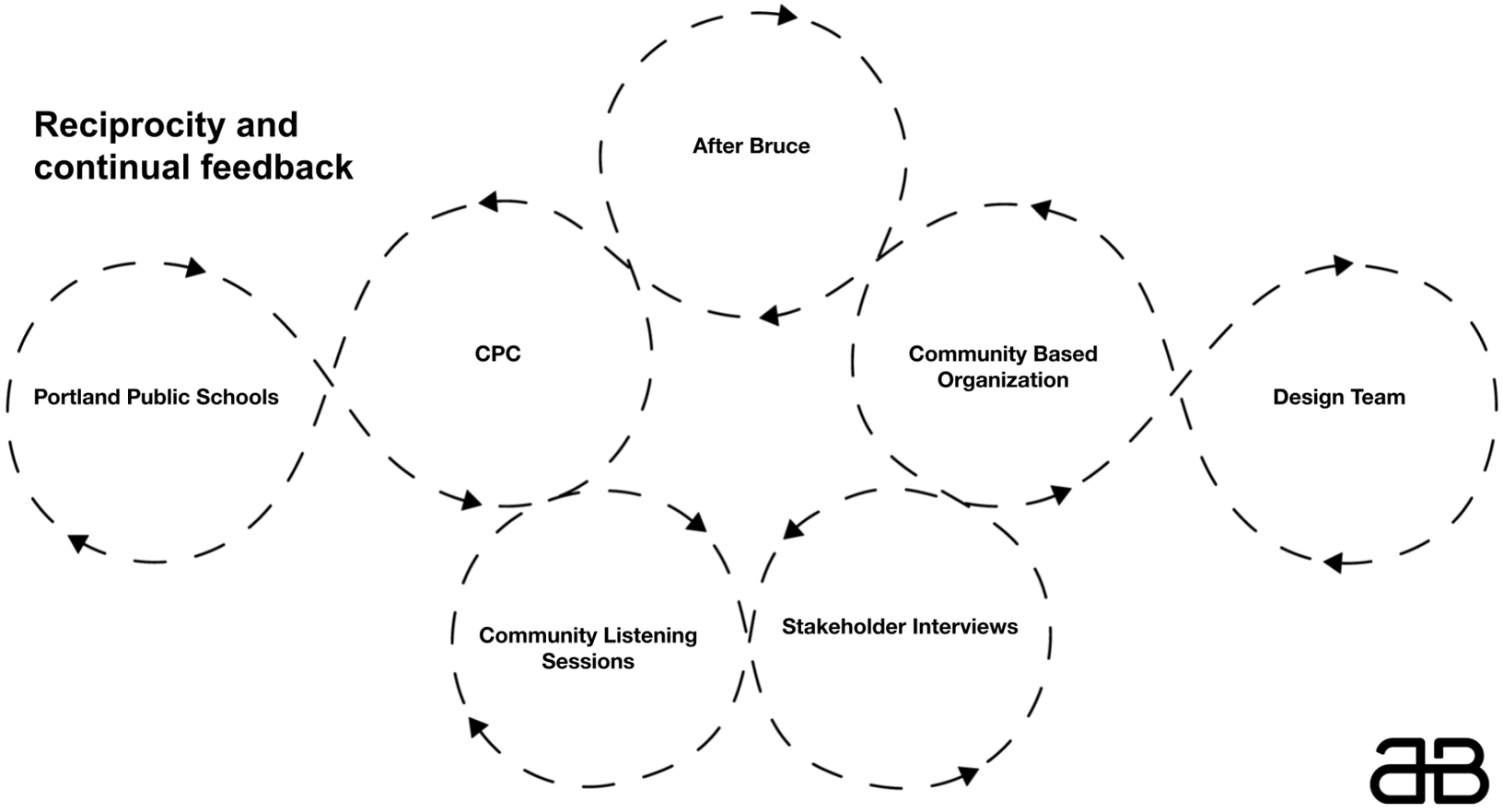
- *Principal*, Ayesha Coning
- *School Psychologist*, Emilee Refvem
- *Parent of IBWHS Student & Muslim Community Member,* Maryam Moussaoui
- *School Social Worker*, Britni Locke
- *Special Education Lead*, Michael Pine

The stakeholder interviews offered several insights that confirmed a number of our strategic recommendations. These included working in close collaboration with the Special Education team to co-create multiple avenues of engagement to ensure that students in Special Education and their caregivers are thoughtfully and intentionally included and in ways that support their ability to give input to the future plan. These modalities are described later in this report.

Interview insights also spurred further refinement of our engagement strategy, resulting in the addition of a Somali-facilitated listening session, Muslim and Arab student specific session, and a listening session hosted for students, families, and other residents at Stephens Creek Crossing.

SURVEY

The online survey tactic is supplemental to our listening sessions, and is not meant to elicit mass-responses. Rather, It's an opportunity to reach local communities who wouldn't otherwise be able to participate in listening sessions but want to contribute input to the modernization process. These may also include community members who may not currently have students at Ida B. Wells High School, but utilize or interact with the facilities in some way or are people who would otherwise not be engaged by existing materials. After Bruce drafted a 35-question survey that adapted listening session questions into a non-facilitator format. While there were some delays in review and approvals that affected the timing of the distribution date, the responses received to-date are integrated into the themes below. They will continue to circulate the survey and will look for an opportunity to update the questions in the next design phases.



COMMUNITY LISTENING SESSIONS

Community Listening Sessions are intimate, thoughtfully cultivated spaces meant to provide a safe, inclusive, and intentional environment for participants to share their truths. Feedback and input from these listening sessions was summarized into memos provided shortly after each session. The analysis of that data is contained within this report. The following listening sessions and office hours were completed during the comprehensive planning phase:

1. Advisors of Affinity Groups
2. Paraeducators, Teachers, and Staff in Special Education
3. Muslim & Arab Students
4. Families Identifying as Members of Immigrant or Refugee Communities
5. Student Leaders of Affinity Groups
6. Students in Special Education
7. Students & Families Who Speak Somali - Session Facilitated in Somali
8. Teachers & Staff of Color

DIY ENGAGEMENT GUIDE

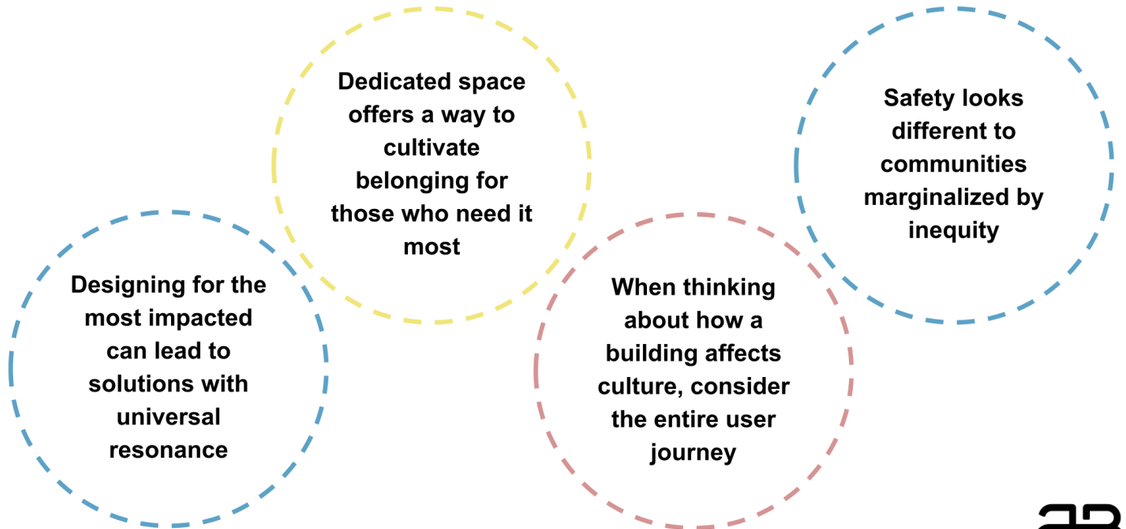
Stakeholder conversations confirmed our strategic recommendation to work alongside student leaders to develop an engagement and facilitation guide geared toward peer-to-peer engagement. Creating DIY facilitation guides and offering facilitation training not only offers students a career engagement opportunity, but supports peer-to-peer engagement between affinity group leaders and members. This method offers students a safe space to have open conversation, free of power dynamics that may otherwise arise.

A DIY guide was also created for parents later on, after some discussion during the students and families listening session. For parents and families with challenging schedules, it's often difficult to participate in listening sessions even when they're hosted nearby their residences. Some parents who attended our sessions are people who are seen as hubs of information or informal leaders in their communities, and offered to gather feedback on our behalf with other parents they've built relationships with. This approach doesn't forgo After Bruce-facilitated listening sessions, rather, it supplements those data gathering methods, enabling us to receive insights from people they wouldn't otherwise be able to reach.

REACH SUMMARY

After Bruce's recruitment channels include a loose network of school-based stakeholders, parents and community members, and a cohort of 49 community-based organizations in addition to communications facilitated through the principal. To-date, they have engaged with nearly 60 students including 29 student leaders, over two dozen staff and teachers of color, 29 teachers, paraeducators, and staff in the Special Education program, and dozens of parents and community members. Some of this cohort continue to be re-engaged throughout multiple engagements. They plan to continue to deepen engagement with community members reached to-date, and also expect these numbers to grow significantly in the next design phases.

EMERGING DESIGN THEMES



THEME 01: *Dedicated space cultivates belonging for those who need it most*

Students most marginalized by systemic inequities find belonging in each other. There are few spaces in the current building where they feel part of the broader community. Often, it is up to individual people to adapt existing spaces to offer a sense of welcoming. Students have expressed that they feel like most spaces in the school aren't for them. The lack of permanence is particularly challenging. Earlier in this process, After Bruce's research memo had noted several compounding factors for marginalized communities, particularly students from immigrant or refugee families. For instance, the myriad of current global conflicts may be contributing to trauma, stress, marginalization, and more in students and families who share any form of ties to regions where violence is especially acute. Even if not directly impacting an individual, these news cycles and events can re-traumatize and trigger PTSD for those who individually or whose families have experienced armed conflict or displacement. Engaging these communities at times like this to discuss subject matter related to place and belonging will require additional care, support, and resources.

In some cases, these students face communication barriers, have disabilities, or come from families and communities that do not have the time, resources, norms and traditions, or cultural capital that make it easier to express and advocate for their specific needs through regular or dominant culture avenues. In particular, it can be challenging not only to express these needs but anticipate the emotional labor that might arise from the reactions they might receive, like being asked to justify the need rather than affirming the need as valid.

Despite entrenched issues, barriers, and challenges that marginalize these students, their vision for the future of the campus centers around ideas for shared space that are adaptable, flexible, and responsive to the varied and evolving needs of students who don't always feel part of the everyday at Ida B. Wells.

Consistently, students who have participated in our listening sessions strongly believe that if other students and peers from their communities can be visibly reflected throughout the building and have a specific space they can feel pride in and help steward together, they can inevitably cultivate a deeper sense of welcoming and belonging for future, incoming students.

When the very structure of a place offers every student a chance to call the campus theirs, the whole campus climate shifts for the better.

As noted in Challenges and Limitations, systemic and structural factors exist at IBWHS that impede belonging. In this case, the new campus offers a tremendous and rare opportunity for design to address the issue of permanence and belonging in ways that are currently difficult. Additionally, it was also noted that illuminating connections between the impact of space on psychological well being and health outcomes by setting context can support greater awareness and motivation to provide input. Making explicit the myriad of ways the future plan may impact students, families, and nearby communities — demonstrating the stakes — is critical to encouraging more participation from voices currently missing or underrepresented in the process.

This became clear through Comprehensive Planning Phase and the input that was received from students about the ongoing challenges they face. However, in doing so there should also be an acknowledgment that these improvements are years away and do not offer solutions for current students. It is strongly recommended that school administration seek student, staff, and faculty support to offer an interim solution to this spatial challenge in particular.



THEME 02: *Designing for the most impacted can lead to universal solutions*

Accessibility is often focused on compliance. While compliance guidelines are critical for establishing important universal standards, gaps often persist especially for people most vulnerable to systemic inequities that drive them to the furthest margins. As feedback and insights rolled in, After Bruce found that design that fully considered the full range of differences and sought to address needs — beyond compliance — for students most impacted by those differences revealed solutions to a multitude of challenges faced by other communities.

For example, while the new campus will have spaces intentionally designed for students in Special Education, there is concern around integrating SPED students into regular classrooms. If those classrooms aren't designed with this practice in mind, they can inadvertently reinforce persistent feelings of being afterthoughts. Accommodations should go beyond space and accessibility, and might include dimmable lighting, proximity to sensory support spaces, or access to the outdoors. Designing with these considerations in mind will also benefit other students who may be grappling with less visible or clearly identified challenges related to anxiety, mental health, and other learning needs.

Similarly, solutions for language or navigation accessibility can benefit users universally. While maps in multiple languages at the entrance lobby is important, ensuring that there are thoughtful and connective wayfinding points throughout the entire campus can offer a more welcoming navigational experience for visitors who face any variety of barriers or challenges to making their way through campus. This is supportive for first time or infrequent visitors, people who are not English-proficient, new students, as well as students who may have recently arrived to the US and are unfamiliar with US public schools. For example, color-coded floors or wings as part of a simple navigation system alleviates many barriers for people with language and accessibility needs, and can benefit incoming freshmen as a whole.

Another example is related to ease of access to laundry facilities and showers nearby Special Education classrooms. This is an ongoing and critical need identified by staff, teachers, and paraeducators in the Special Education program. Solving the ease of access to these facilities would also support unhoused students who may not otherwise have access to these amenities.



THEME 03: *The entire user journey matters*

The way people move through a space has a direct impact on culture. It's critical to think about the aggregate of those movements throughout their entire day, and not just at specific points or intervals. When it comes to a sense of welcoming, the first point of contact isn't often enough. The best way to show someone they belong is to demonstrate it early and often. From the main entry of a building, the first human touch-point, navigable hallways and floors, and arrangement of rooms. Every component plays a role in facilitating the user journey. Compounded over time, how that journey is aided, supported, disrupted, or confused by the physical space affects the way people interact with each other and inform the culture of a place.

For example, staff and faculty in SPED who are understaffed and often can't leave their classrooms unattended, having adaptable planning space to be with their peers, have private conversations with parents, or support students in need of privacy can have an exponentially positive impact on their day-to-day lives.

While the new campus will have spaces intentionally designed for students in Special Education, the concern remains around integrating these students into regular classrooms. If those classrooms aren't designed with this practice in mind, they can inadvertently reinforce for students in Special Education persistent feelings of being afterthoughts. Accommodations aren't just a matter of space and accessibility; dimmable lighting, appropriate seating and desks, navigable walkways within the classroom, proximity to sensory support spaces, and windows or access to the outdoors can be factors to consider.

For students, having a centralized location for information and announcements would be critical. At the moment, information is dispersed, random, and difficult to find unless you are already in the know. Many students want to be able to access information about where and when affinity groups meet, especially as those times or locations may shift over the year. While there is an activities fair at the start of the school year, students noted that their peers may not always feel inclined to attend from the get-go, especially new students or students who need some time acclimating. Students may experience isolation due to identity or lived experience at any point in the year, compelling them to seek out affinity spaces that may offer safety and support. The centralized location for announcing meeting locations would help ensure students can find what they need, when they need it.



THEME 04: *Safety looks different to communities marginalized by inequity*

For communities experiencing compounding impacts of systemic inequity, safety can be defined in a myriad of ways. The lived experiences of communities prioritized in community engagement inform what makes a place safe or unsafe to them, and those definitions vary from dominant culture priorities or considerations. Engaging with communities around their own definitions of safety at school offered several critical insights. Overall, top of mind safety concerns related to the day-to-day experience of moving through the school and consistency in access to specific spaces.

For example, for students from these communities, safety means having ease of access to consistent, reliable, and culturally specific spaces at any point during school. Currently, the spaces where students feel safest are often in the classrooms of trusted teachers or advisors. However, those spaces aren't always readily available to students and don't offer private or smaller spaces for small group, sensitive conversations. Relatedly, parents and students share a concern related to the availability of a consistent and reliable space for students to safely gather on-campus together before and after school, especially for students who don't have places to go.

Some students bring their lunch to school due to a number of reasons relating to preference, diet, stigma surrounding the cafeteria, or for economic reasons. Students have expressed wanting but not having a place where they felt safe to reheat and eat culturally specific foods, free of stigma or bullying comments from peers.



NEXT PHASE RECOMMENDATIONS

The following recommendations are based on feedback, insight, and learnings gathered from the Comprehensive Planning Phase of community engagement. Upon commencement of the Design Phases, After Bruce recommends co-developing with Bora an updated engagement plans and roadmap at the start of both Schematic Design and Design Development, to ensure alignment with the design team's goals, timing, and needs.

Design Phase engagement methods will be conducted with expanded audiences and with existing stakeholders. Recommended expanded audiences may include but are not limited to:

- Feeder schools' staff, faculty, students and families (particularly BIPOC, LGBTQ+, low-income, food insecure, English-language learners)
- Special Education, ongoing and deepening engagement with current high school students and families as well as feeder school communities
- Immigrant and refugee communities, particularly 1-1.5 gen students, Muslim, Arab and Middle Eastern, African-diasporic students and community, Vietnamese, Ukrainian
- Student leaders of affinity groups and other student organizers; deepening ongoing trust building and engagement, particularly amongst students of color and LGBTQ+ students
- Unhoused students and families; designing engagement via trusted stakeholders
- English-language learners, which may likely require a more bespoke approach in the Design Phase than in the Comprehensive Planning Phase, based on input to-date
- Students new to or navigating alternatives to college; how these students utilize space and are in relationship with career pipelines and the college career center resources

In the Design Phase, After Bruce recommends listening sessions will be organized based on topic or theme, and will be supplemented by additional individual or small group key insight interviews, surveys, and DIY facilitation led by student leaders and by community ambassadors.

ENGAGEMENT - IMPACTS ON DESIGN

Current example of engagement-informed design in action:

Stakeholder interview with SPED lead

Listening session with IBW staff, paraeducators, and teachers in SPED

Co-designed a range of engagement methods resulting in:

- teacher-supported engagement with multiple SPED classes
- paraeducator and teacher supported engagement with medically fragile and most impacted SPED students with supplemental parent feedback form
- take home form for parents with context and guidance from teachers

Potential spatial implecations

- Sensory room
- Access to outside (during the school day) for medically fragile students
- Break room - planning room

PROPOSED SPACE PROGRAM

PROGRAMMING PROCESS OVERVIEW

BACKGROUND

The basis of the Space Program for IBW is the 2017 Education Specification [Ed Spec] issued by Portland Public Schools. This program was adopted without modification during the 2019 - 20 CMPC work - IBW was planned to meet the "Comprehensive High School" space criteria, without additional area to accommodate its unique focused programs. The target net area for IBW was previously identified in the 2020 CMPC Report to be is 206,690 NSF (net square feet), with a total building area of 280,098 GSF (gross square feet).

METHODOLOGY

Programming meetings with various internal stakeholders have been ongoing since December 2023, and will continue into the Schematic Design and Design Development phases in 2024. These meetings have included District staff and Ida B. Wells Leadership.

Two early collaborative Ed Spec workshops included the OSM PM teams and the Architectural teams for both Ida B Wells [IBW] and Cleveland [CHS] High Schools, as well as Heidi Bertman, Senior Program Manager with PPS's Design and Planning group. This group has been reviewing the current Education Specifications and is in the process of recommending certain changes to that document based on lessons learned in recent modernization projects. The two workshops resulted in the adoption of various changes to the Education Specification for IBW.

Bora analyzed IBW's published class schedule, for the 2023-24 school year and the forecasting guide for the 2024-25 school year, and studied IBW's current class enrollment data. Particular attention was given to the Career Technical Education programs [CTE] at IBW - Wells has the second highest number of such classes in the District, with only Benson Polytechnic High School offering more CTE classes to it students.

Throughout, the design team maintained a collaborative spreadsheet to track the proposed space program and compare it to the baseline Education Specification. Meetings were documented carefully, and a Deviations log was issued at the end of the phase to request formal modifications to the Education Specification. This log was submitted as part of the Comprehensive Planning Phase Approval packet for IBW, and is included in the appendix for reference.

ESTABLISHING A SPACE PROGRAM FOR IBW

Bora and OSM met with IBW Leadership in a series of meetings to discuss the emerging space program for the modernized school. Initially these conversations focused on the CTE programs, and included representatives from the School's and the District's CTE leadership teams. Subsequent meetings focused on the overall space program and opportunities to find synergies between spaces, while also ensuring the comprehensive high school program could be maintained.

After the preliminary analysis, the "first pass" of a space program for IBW resulted in a total building size of over 350,000 GSF. Subsequent review, adjustment and alignment brought the proposed net area down to 228,833 NSF with a total building size of 311,213 SF.

POSSIBLE PROGRAM ADJUSTMENTS FOR FURTHER CONSIDERATION

This program does not include two key program elements that IBW Leadership is keen to provide: a dedicated Yoga Room and a Multicultural Center. These spaces will be studied in more detail during the Schematic Design phase, and may be offset by other instructional spaces.

Additionally, IBW has expressed interest in a future Culinary Arts program. If this is added to the project, it would be also be offset with other CTE or instructional space. This will be studied in more detail during the Schematic Design phase.

COMPREHENSIVE HIGH SCHOOL ED SPEC PROGRAM

EXISTING SPACE

As described in the 2019 CMPC report, the existing program spaces at IBW total 177,826 NSF, compared to 206,690 NSF in the 2017 Ed Spec. The school was originally established in 1956, and few significant changes have been made to its spatial organization over the intervening years.

General Education classrooms are significantly smaller than the standard Ed Spec size of 980 SF: almost all are less than 850 SF in size. Similarly, Science Labs are undersized [1,100 SF typically, compared to the Ed Spec's target size of 1,500 SF] as are art classrooms.

CTE spaces often occupy General Education spaces. Some were purpose-built in the 1950s [specifically, the Wood Shop and Metal Shop] and are significantly smaller than the areas mandated for such spaces in today's Ed Spec.

The school has one Gymnasium [13,819 SF] whereas the Ed Spec calls for a main Gym and an Auxiliary Gym. Conversely, the Ed Spec calls for a shared mat room that accommodates wrestling, dance, yoga etc; currently, IBW has a dedicated wrestling room and a dedicated yoga room.

The existing theater at Wells has a larger house than the Ed Spec, and currently seats 884 audience members [including at the balcony]. The stage is undersized, and the room lacks an orchestra pit. IBW does have an appropriately sized Black Box classroom.

In addition to its undersized Band Room, IBW has a very undersized Choir Room; the 2019 CMPC did not recommend the inclusion of a choir room in the space program but the space is certainly needed for the school to maintain its current programs.

And, the various administrative, counseling and support spaces at Wells are significantly smaller in total area than the space allocated in the 2017 Ed Specs.

Finally it should be noted that, while the Pool facility is owned and operated by Portland Parks and Recreation, the original Joint Use agreement and the current version of that legal agreement allows summer time pool users to access and use the locker rooms and bathrooms below the gym.

In general, while Wells has most of the rooms required in the Education Specification, almost all of them are significantly smaller than current guidelines.

PROPOSED SPACE

The proposed space program for IBW totals 228,833 Net SF. There are three distinct reasons that this is larger than the 2017 Ed Spec size of 206,690 Net SF:

1. Space needs of IBW's Career Technical Education [CTE] programs:

IBW has a robust Career Technical Education [CTE] program, and many of these teaching spaces are larger than a standard General Education classroom. IBW sometimes refers to these classes as "Pathways", and encourages its students to embark on at least one of its eleven Pathways. As noted on the IBW website, within each Pathway, students can expect:

- Advancing levels of skill and knowledge
- Authentic opportunities to apply their learning
- Community leadership and service opportunities

The CTE classes that form much of the Pathways program require additional space beyond the Education Specification to provide safe instructional spaces. These classes include, but are not limited to:

- Woods & Metals
- Engineering
- Printmaking
- Sound Engineering
- Health Occupations

2. Lessons Learned from other modernized PPS High Schools:

The two early collaborative Ed Spec workshops in the Comprehensive Planning phase, which included team members from the Cleveland HS team as well as district leadership, focused on lessons learned from the Lincoln HS and Jefferson HS programming efforts,

as well considering other modernized HS projects in the district. Some key changes resulting from these workshops include:

- Adopting the "optional" larger size for the main Gymnasium, to support a higher audience capacity for events
- Allocating more space to Team Rooms for athletics
- Increasing the size of field storage for athletics / PE
- Adopting the larger Mat Room "optional" size, and adding dedicated storage to support multi-functional use of this space
- Additional custodial and storage spaces to support building maintenance and operations

3. Spaces related to PPS's Resiliency Goals, including:

- Spaces for electrified versus fossil fuel equipment
- Storage for Community supplies

The full array of changes to the 2017 Education Specification are detailed in the Deviations Log included in the Appendix

PROPOSED IBWHS PROGRAM SUMMARY

TUNING THE ED SPEC TO IBW'S NEEDS

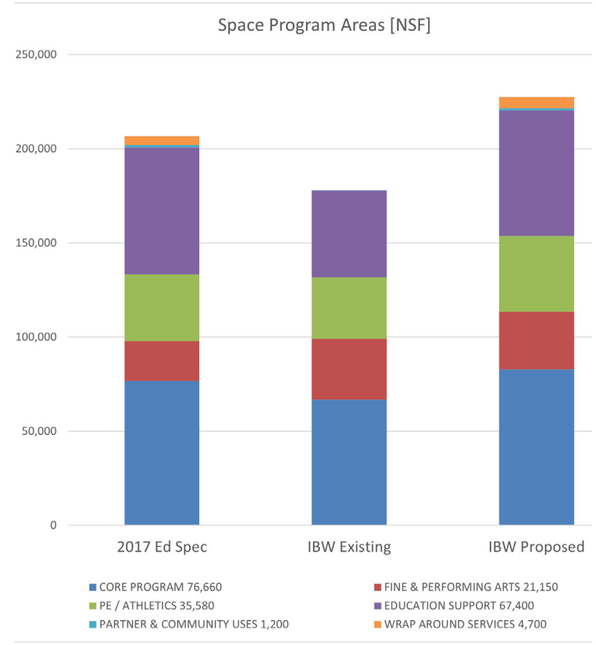
Various spaces in the Ed Spec were fine-tuned based on discussions with IBW leadership. While these have little effect on the total area of the building, these adjustments will be essential to ensure the effective functioning of the modernized High School. These changes include:

Dedicated Departmental Collaboration Spaces

The 2017 Ed Spec includes ten "Optional" teacher collaboration spaces that are the standard classroom size and which are intended to be usable as office space for teachers if the school capacity or administrative policies support this need. IBW Leadership is keen to provide departmental collaboration spaces for its teaching cohorts. Because the size of these various cohorts varies, the IBW Ed Spec has proposed two different sizes for these rooms, with some sized at 500 SF, in alignment with the smaller instructional spaces standard area.

Special Education

The SPED program has been adjusted to reflect lessons learned form other modernized high schools, and has been customized to meet IBW"s specific needs, including the provision of an additional classroom.



HIGH SCHOOL EDUCATION SPECIFICATION - AREA PROGRAM COMPARISON

	2017 Ed Spec			IBW Existing			IBW Proposed		
	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
General Education (Gen-Ed) Classrooms	41		53,180			41,161	47		48,640
Science Labs	11		17,480			13,300	12		19,480
Fine & Performing Arts (Drama, Theater)	4		21,150			32,398	8		31,177
Career Preparation/CTE	3		6,000			12,231	5		14,800
Athletics (incudes area for P.E. instruction)	3		35,580			32,580	5		40,156
Education Support	2		67,400			46,156	10		67,445
Sub-Total Recommended Teaching Stations	***64***		***200,790***			***177,826***	***87***		***221,698***
Community Partners			1,200			78			1,200
Wrap-Around Service Providers			4,700			-			5,935
Sub-Total			***5,900***			***78***			***7,135***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA			***206,690***			***177,904***			***228,833***
Net to Gross Ratio of 36%			***74,408***		47%	***82,996***		36%	***82,380***
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED			***281,098***			***260,900***			***311,213***

FUTUREPROOFING: FLEXIBILITY & ADAPTABILITY

In Schematic Design, the design team will work with OSM to study opportunities for standardization of room sizes and services to support long term flexibility for spatial use at IBW. This may be achieved in a variety of ways, and will include studies such as:

- Continue to study the Departmental Collaborative Spaces [or teacher planning spaces]
- Consider a range of standard room sizes to support current and future CTE programs
- Review technology and infrastructure necessary to support future space modifications
- Consider storage carefully

The team can begin this testing by addressing three specific spaces that have been identified by IBW leadership as desired for this school, recognizing that there would need to be spatial offsets from other program areas in order to provide them:

- Multicultural Room
- Yoga Room
- Possible Culinary Arts classroom

NATURAL LIGHT IN LEARNING ENVIRONMENTS

Natural daylight is an essential for wellness and learning. Students at schools with quality daylight were found to be healthier overall, missing 3-4 fewer days of school than students at schools with less access to daylight.

With the exception of specific spaces that require darkness, such as black box theater or photography lab, all learning environments require access to quality daylight.





INDOOR AIR QUALITY IN LEARNING ENVIRONMENTS

AIR IS OUR LARGEST ENVIRONMENTAL INTAKE

We consume more pounds of air per day than food or water. Indoor air quality is essential for long-term health and short-term mental acuity. While oxygen is the most important for our health, we don't measure oxygen (O2) in a space, we measure carbon dioxide (CO2).

INDOOR AIR QUALITY [IAQ] STRATEGY *

1. Better oxygen (O2) levels

a. Operable windows
b. Greater levels of air circulation

2. Avoid outdoor pollutants

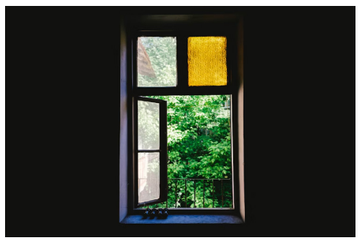
a. Filter outdoor air
b. Air tight exterior construction

3. Avoid or flush indoor pollutants

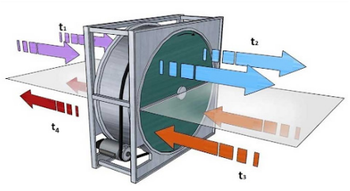
a. Avoid materials that off gas
b. Filter indoor air from airborne pathogens and body odor

** See CLIMATE RESPONSE/CLIMATE JUSTICE for detailed metrics*

① SUPPLY OXYGEN AND FLUSH CO2 TO PROMOTE MENTAL ACUITY



Outdoor air delivered via operable windows



Energy Recovery Ventilator / Heat Exchanger

② AVOID OUTDOOR POLLUTANTS

CAR EXHAUST, WILDFIRE SMOKE, POLLEN, ETC

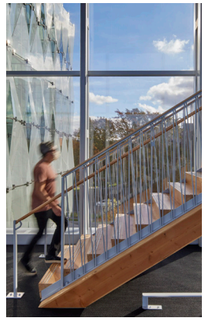


MERV 14 Filtration for Incoming Air



Tight Construction

③ AVOID OR FLUSH INDOOR POLLUTANTS



CHEMICALS TO AVOID

- Polyvinyl Chloride (PVC) + Chlorinated PVC (CPVC)
- Perfluorinated Compounds (PFOA, PFOS, PFBS)
- Antimicrobials
- Arsenic, Cadmium, Chromium, Lead, Mercury
- Alkylphenol Ethoxylates
- CFC, HCFC, HFC
- Formaldehyde
- Halogenated + Organophosphate Flame Retardants
- Antimony Trioxide Flame Retardants
- Orthophthalates
- Bisphenol A (BPA)
- Isocyanates
- Solvents

Avoid toxic chemical finishes



Avoid combustion in the building AND flush dust, odors, and airborne pathogens

OPTIMAL BUILDING ORIENTATION

Effectively managing solar energy results in less energy needed to heat and cool the building. A more efficient building costs less to operate and results in fewer carbon emissions. Two human responses to orientation are reactions to heat gain/ temperature and glare.

GLARE

East and West light is harder to control with exterior or interior shading devices. The challenge however is direct sunlight causing glare, specifically during the spring and fall for east and west facing classrooms. During the winter, it's often cloudy and during the summer, the sun remains high in the sky for most of the day. Southern sun is the easiest orientation to control with architectural strategies.

When glare is present, typical human response is to close the window coverings and turn on the electric lighting. Once down, window coverings are rarely raised resulting in higher energy consumption and costs.

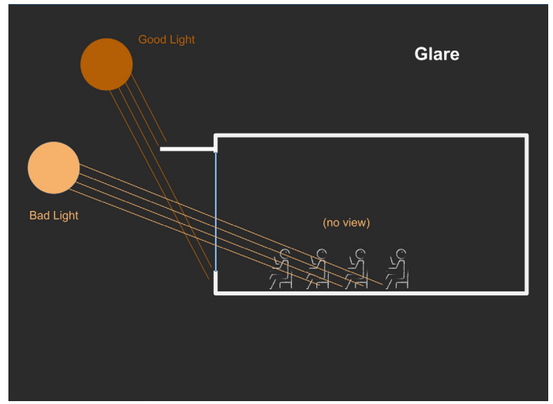
THERMAL COMFORT

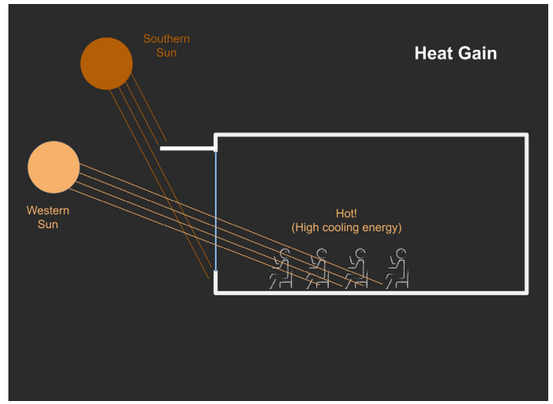
Cooling costs are directly related to the solar orientation and heat gain in this climate.

Portions of a building facing North require the lowest cooling energy. While Southern facing windows require only moderate cooling energy.

In contrast the east and west orientations require the largest cooling energy load.

By reducing the amount of exterior facade that faces the East and West orientations the cooling energy load can be minimized.







CLASSROOMS

CLASSROOM SIZE

Given the existing smaller classroom sizes at IBW the question was raised as to whether the larger 980 SF Ed Specification classroom size is needed. In conjunction to this question, the design team looked at a few factors in classroom size consideration.

FACTORS CONSIDERED:

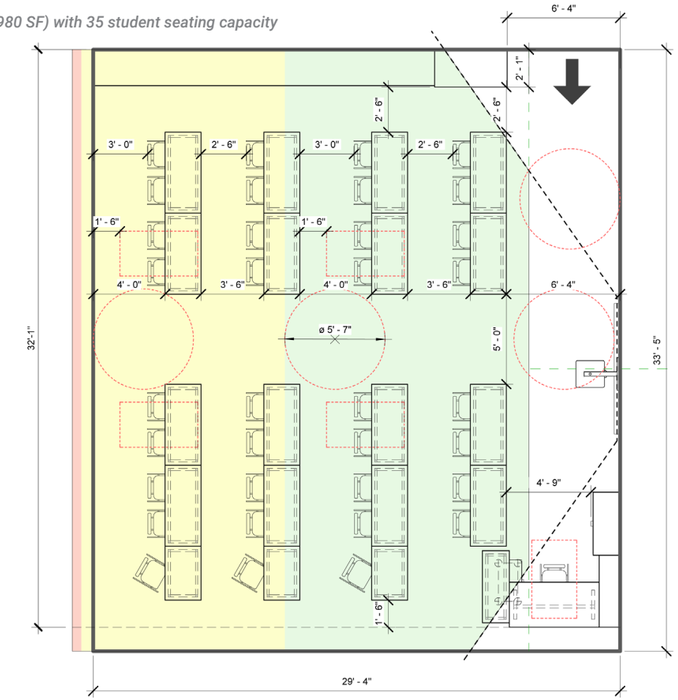
1. Flexibility of classroom configuration, in both format and organization of teaching format and style or locations for instructor stations within the classroom
2. Accessibility of various layouts to support access and movement for both teachers and students.
3. Sight lines and visual legibility of AV for all students within the room.

While studies of flexibility and accessibility will be on going into future phases, the example plan on the right highlights the visual legibility of projected content to students within the room. Current PPS standards for classroom AV includes short throw projectors. Based on the size and quality of the image the following plan illustrates the need to maintain a minimum distance from the projection to the back of the classroom.

- Green = easily legible
- Yellow = marginally legible
- Red = not legible

The standard Ed Spec classroom was maintained within the program at this time, but reduction of classroom sizes maybe considered.

Typical Classroom Layout (980 SF) with 35 student seating capacity





Rock Creek Middle School Classroom

PROJECT VISION
+
GUIDING PRINCIPLES

GUIDING PRINCIPLES

At the beginning of the Comprehensive Planning Phase, the project team met with the CPC and members of the community to learn about their goals and aspirations for the project. Based on discussions and feedback during this engagement, the project team drafted a vision statement and guiding principles that would be used to guide the design process moving forward.

VISION STATEMENT

The design of the new Ida B Wells High School will support the whole student in their journey toward lifelong learning and success, guided by a comprehensive definition of student health, a process rooted in equity and inclusion, and a finished place that demonstrates climate and disability justice. Inspired by the legacy of its namesake, the new building will embrace transparency and truth – in organization, in structure, in materials and in storytelling – to ensure Ida B Wells is embodied within its walls.

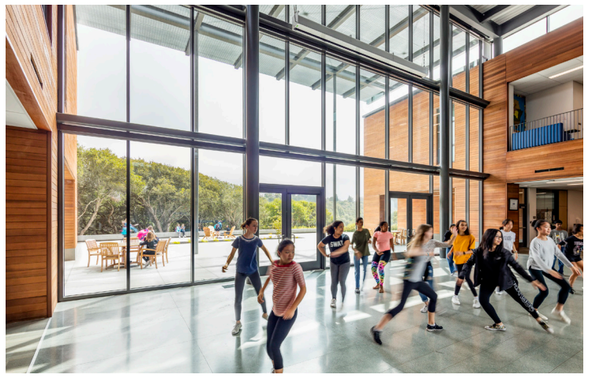
1. STUDENT HEALTH (INTELLECTUAL, PHYSICAL + MENTAL)

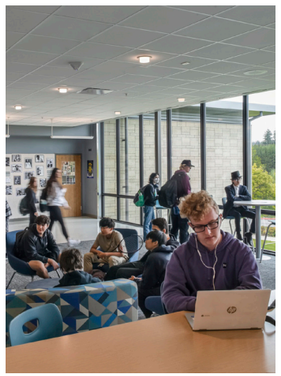
a. **SUPPORT** learning with great daylighting, healthy indoor air quality and excellent acoustics, borrowing the principles of biophilic design to achieve a welcoming environment.

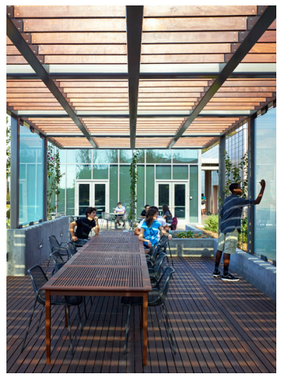
b. **CREATE** a bold, flexible teaching environment that will inspire and support a variety of learning styles well into the future.

c. **DEVELOP** dynamic habitats for teenagers and teachers, supporting their social need to connect with one another as part of the path to teaching and learning success.

d. **GATHER** students, faculty, and staff in a safe environment where they feel a sense of pride and belonging, coalescing the community within a central "heart" while creating a variety of flex spaces to offer choice.







2. EQUITY + INCLUSION

a. **LIFT** the voices of a diverse student body, empowering and making visible the many cultures within the community through meaningful, equity-informed, impactful engagement.

b. **SEEK** input from a broad set of voices throughout the process of design, respecting the truth of lived experience while elevating the most marginalized members of the community through transparency and trust-building activities.

c. **CONNECT** to the broader business and residential district by making the new school a focal point and beacon of activity in SW Portland – supporting the financial health of nearby retailers while preserving security and safety for the student population.







3. JUSTICE

a. **HONOR** the legacy of justice established by Ida B Wells through design, art and storytelling within the building and on the site.

b. **LEAD** by example in creating one of the most sustainable schools in the country, fully compliant with the PPS Climate Crisis Response Policy while employing simple and easily maintained systems within enduring functional spaces and being stewards of taxpayer dollars.

c. **EMBRACE** the lens of disability justice to create a school that is universally accessible, going beyond code to create a physical place of inclusion at the site and building scale.







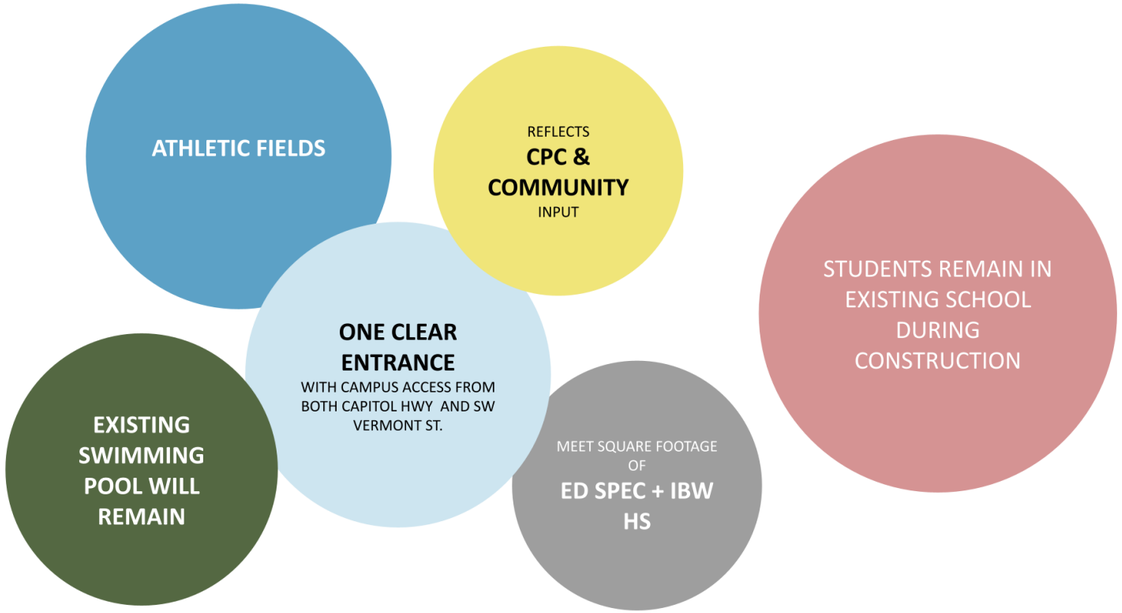


DESIGN CONCEPTS

DRIVING FACTORS FOR PLANNING

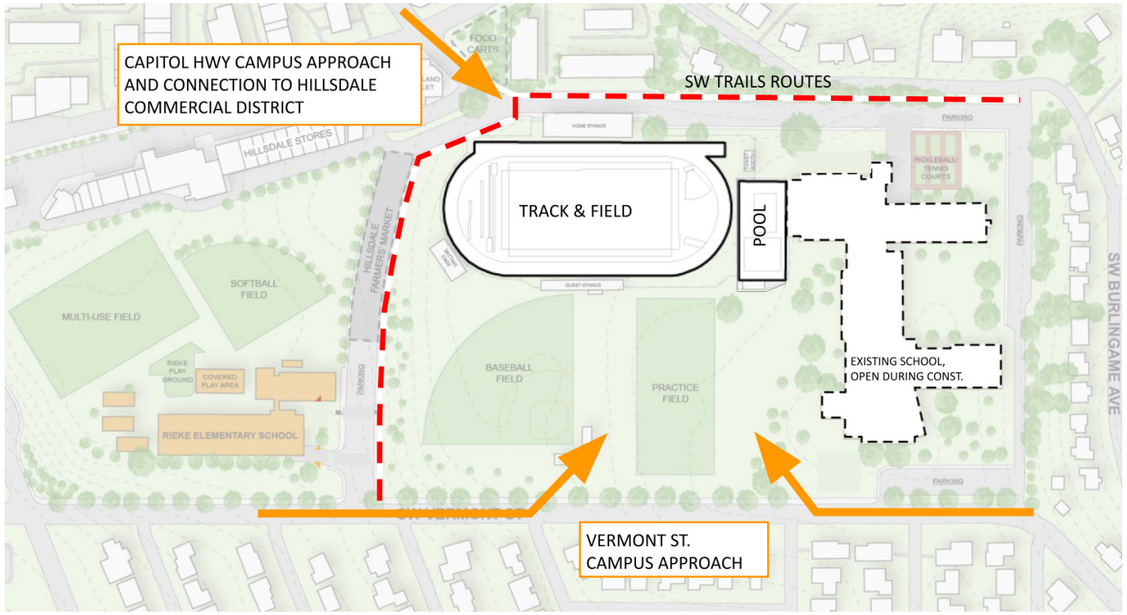
The project team looked at the Ida B. Wells site comprehensively to develop a range of site planning possibilities. Early on in this analysis, major site design drivers were identified, both physical components of the site (sports fields, public swimming pool, the location of the existing school), as well as parameters and guidelines provided by PPS including the education specification requirements for the building itself.

The design team also analyzed solar orientation of the building massing, the site topography, and site zoning requirements. Additionally, the design team studied the approaches to the campus and opportunities for the building entry to connect to the northwest approach from SW Capitol Highway, and/or the southern approach from SW Vermont Street.



High Level PPS Requirements

Site Diagram of Driving Factors





View of main entrance from Southwest Vermont St.



Track and field grandstand



Views to the west and existing baseball field



Ida B. Wells pool

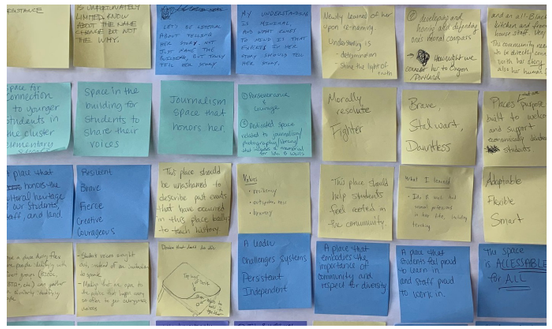
EARLY FEEDBACK

At the second Comprehensive Planning Committee meeting (CPC-2) and the first Community Design Workshop (CDW-1), the design team lead participants in exercises to help identify design drivers and solidify a vision for the project. Specific to the site itself, participants were asked to reflect on their favorite or least favorite aspects of the existing campus and building, and to think about what is working or isn't working in terms of arrival and circulation.

A different exercise focused on the legacy of Ida B. Wells-Barnett. Participants were asked "What do you understand about Ida B. Wells as a person and what comes to mind?", "What are her important attributes or values that should be reflected in the place?" Following the meetings, the design team transcribed and synthesized the comments, uncovering common emerging themes that would go on to inform the project's guiding principles and the further development of the site design options.

CPC-3

Based on the initial site analysis and early feedback from the CPC and CDW meetings, the design team developed 3 different design scenarios for CPC-3. During the meeting, participants were asked to provide comments about the successes and the challenges of each scheme, focusing on the experience (what is special and unique) and the function (arrival, track and field location). Rather than asking participants to "choose" their favorite scheme, the design team explained that their goal was to synthesize feedback and merge the best attributes of each scheme into a single option to eventually bring to the school board.

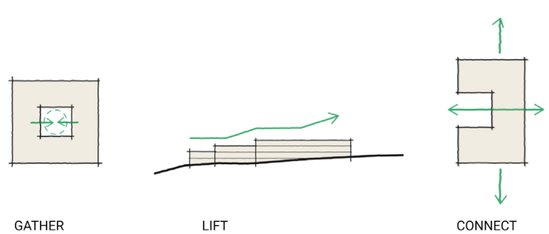




Bold
Innovative
Change
Truth
Lifting Up Voices
Persistence
Determination
Honor
Connection
Creative
Community
Support
Cultural Heritage

Knowledge sharing
Accessible to all
Gathering
Forums
Challenging Systems
Action
Justice
Advocacy
Pride
Feminism
Emphathy
Courage

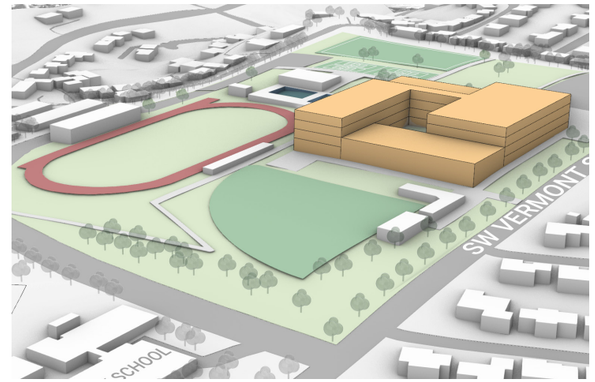
Power of the Written Word
Inclusive
Empowerment
Breaking Barriers
Welcoming
Diversity
Kindness
Perserverance
Values
Free Speech

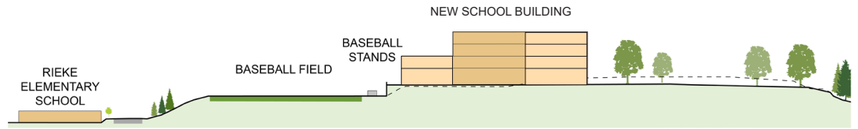


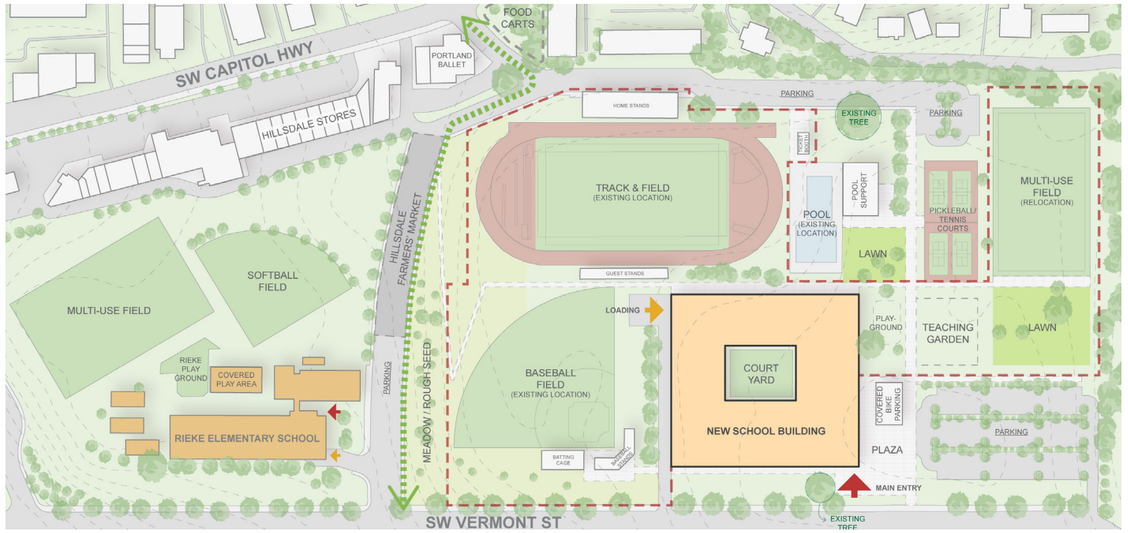
CPC-3: SITE PLANNING SCENARIO STUDIES

SCHEME 01| GATHER

- Option with least site work;
- Keeps existing track & field with improvements;
- Keeps existing baseball and softball fields with improvements;
- Keeps existing pool, adds new pool support building;
- New tennis and pickleball courts;
- Relocated multi-use field;
- Compact, 4-story building fits between existing school and fields







FEEDBACK

Successes

- Maintains major site elements in same place; less disruption
- Smaller footprint = more open site space
- Taller building = better views!

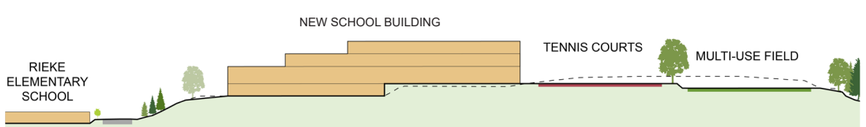
Challenges

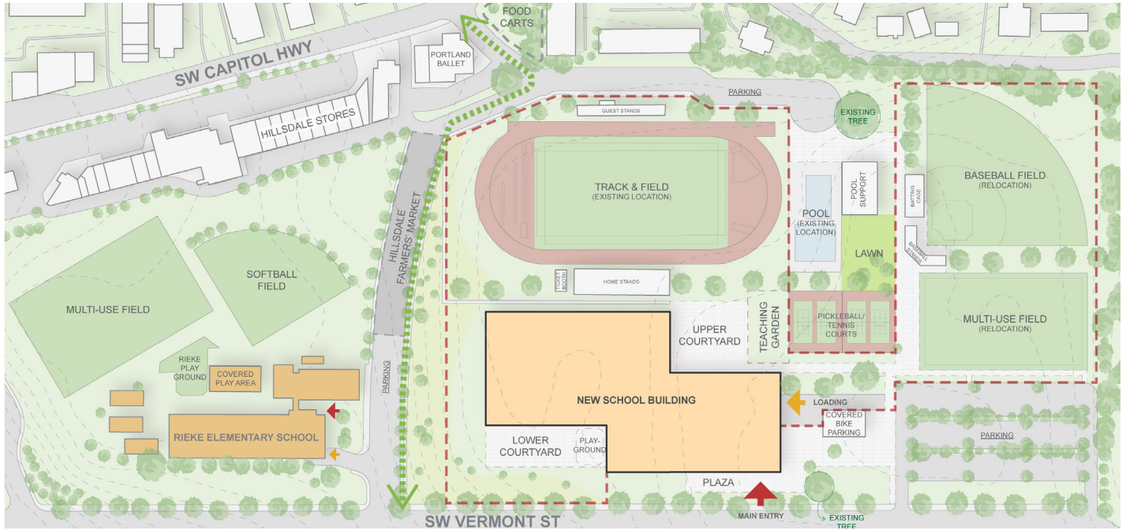
- Weak connection to Capitol Hwy
- Not enough parking near Capitol Hwy
- Compact building feels too tall and cramped
- Fully enclosed courtyard is uninviting & disconnected
- Difficult loading access

SCHEME 02 | LIFT

- Option with moderate site work;
- Keeps existing track & field with improvements;
- Keeps existing pool, adds new pool support building;
- New tennis and pickleball courts;
- New baseball field and multi-use field;
- Improved softball field;
- Building form “steps up” with topography of site; 3 stories above grade







FEEDBACK

Successes

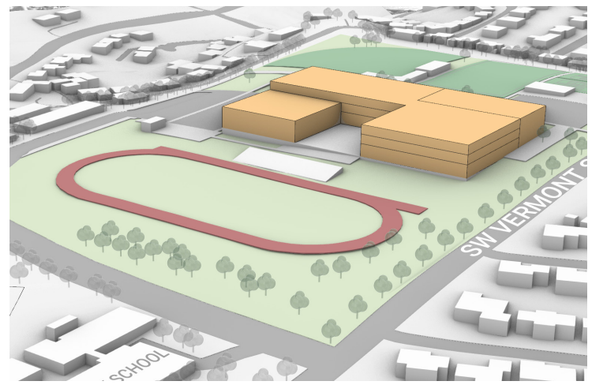
- Minimizes western sun exposure
- 2 or 3 stories is better for neighborhood scale
- Ideal baseball field orientation
- Massing integrates with natural landscape
- Variety of courtyards that are connected to site

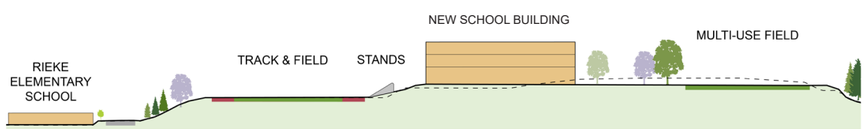
Challenges

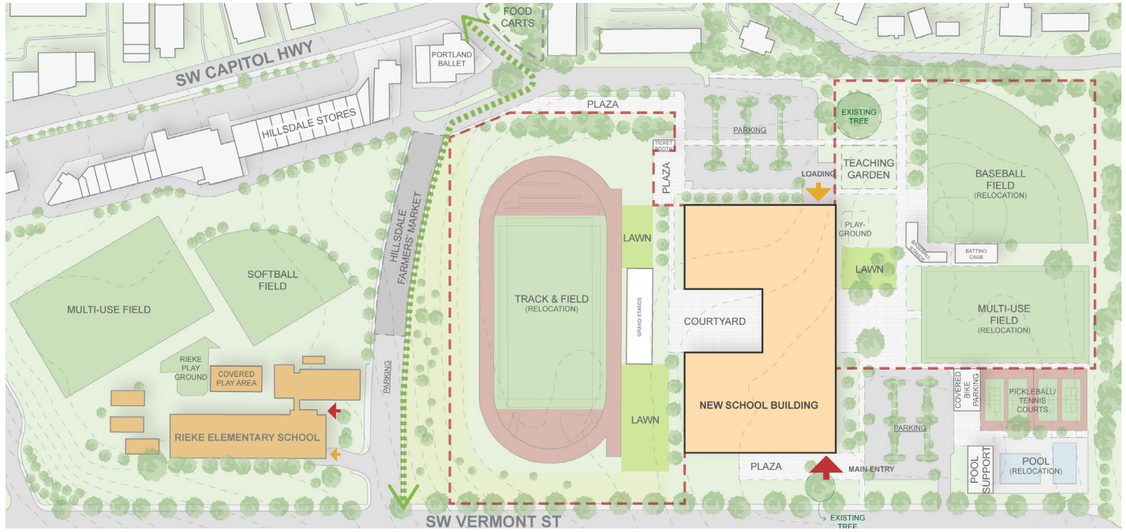
- Weak connection to Capitol Hwy
- Too close to Rieke Elementary
- Not enough parking near Capitol Hwy
- Difficult access to west side of building

SCHEME 03 | CONNECT

- Option with most site work;
- New track & field moved to N-S position;
- New pool and pool support building;
- New tennis and pickleball courts;
- New baseball and multi-use field;
- Improved softball field;
- Pedestrian plaza at Capitol Hwy approach;
- 3-stories above grade with central courtyard, views over track & field







FEEDBACK

Successes

- Strong connection to Capitol Hwy
- Ideal track & field and baseball field orientation
- Parking convenient at both sides of building
- 2 or 3 stories is better for neighborhood scale
- Centers building on campus
- Courtyard connects to site and views

Challenges

- Pool relocation is likely costly
- Pool is further away from Hillsdale businesses
- Moves more site elements; more disruption
- Harder to minimize western sun exposure
- Grandstand facing west

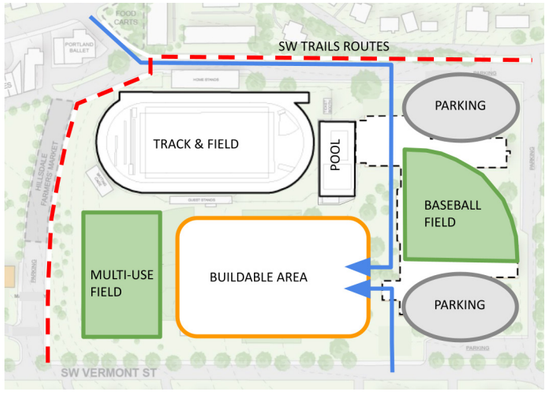
CPC-5: REFINED SITE DESIGN SCHEMES

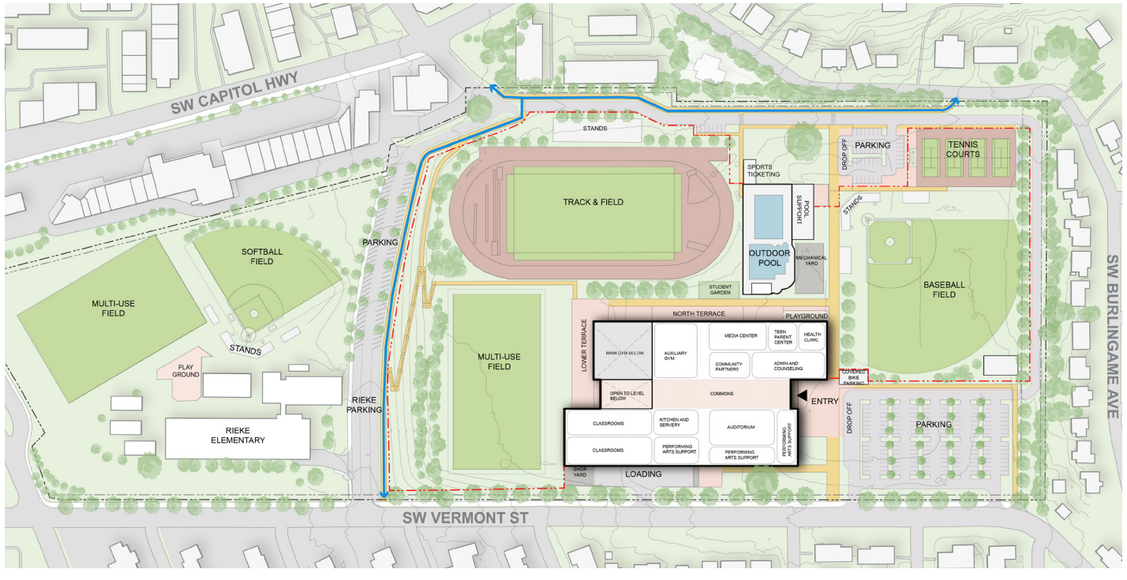
Following CPC-3, the design team received direction from PPS that the swimming pool on the site shall remain its current location. Taking the location of the pool into careful consideration, the design team developed two site schemes for CPC-4, and further refined them for CPC-5. During the meetings, the design team received feedback for each scheme, with the goal of recommending one scheme to the School Board for approval.

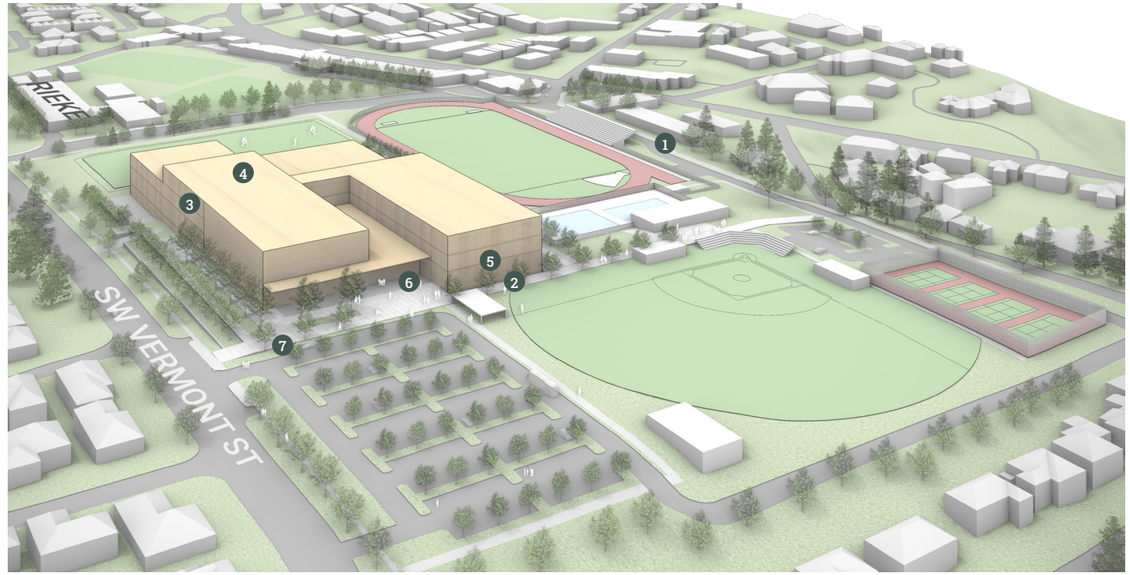
SCHEME 01

- Track and field remains in place with improvements
- Minimal track and field disruption during construction
- Pathway connection to Rieke parking and fields
- Main parking lot and drop-off near building entry
- Vehicular connection between the two parking lots
- Separation between school and pool offers flexibility with building footprint
- 3 stories above grade









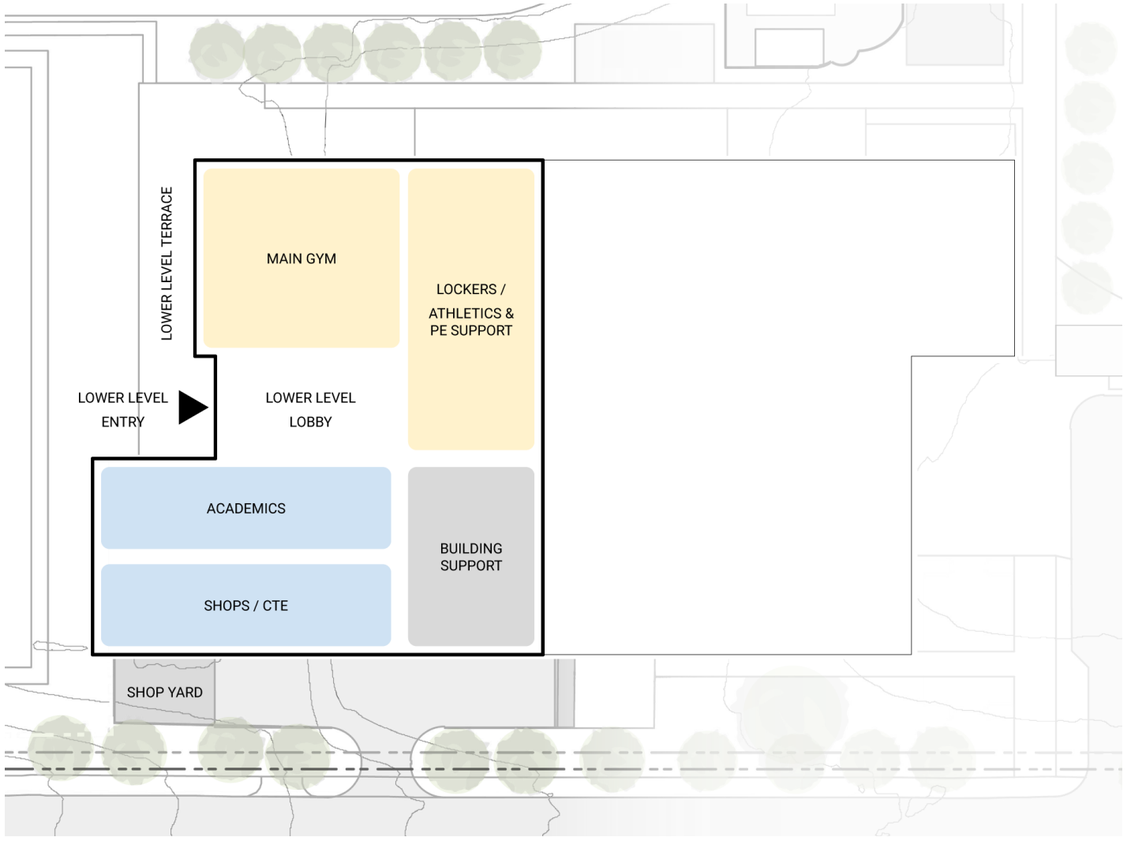
1. Improved SW Trails path **welcomes pedestrians coming from Capitol Highway and provides a safe route** to the building entry
2. Pathways through campus **connect to the SW Trails network and the broader business and residential district**, making the school a beacon of activity in SW Portland
3. Building sits west of existing school and south of existing pool and track. Building form takes advantage of sloping site and **steps down to reduce the overall building scale**
4. Building orientation and massing allows for **maximum daylighting and minimizes western sun exposure**, reducing building energy consumption and eliminating solar discomfort
5. Building massing is optimal for a timber structure, allowing for **reduced embodied carbon emissions, improved indoor air quality, and biophilic design** opportunities.
6. Central **commons acts as "heart" of campus** and connects to outdoor plazas, creating a variety of spaces for gathering and community connection
7. Site configuration allows for **universal accessibility**, going beyond code to create a **physical place of inclusion** at every scale





LOWER LEVEL

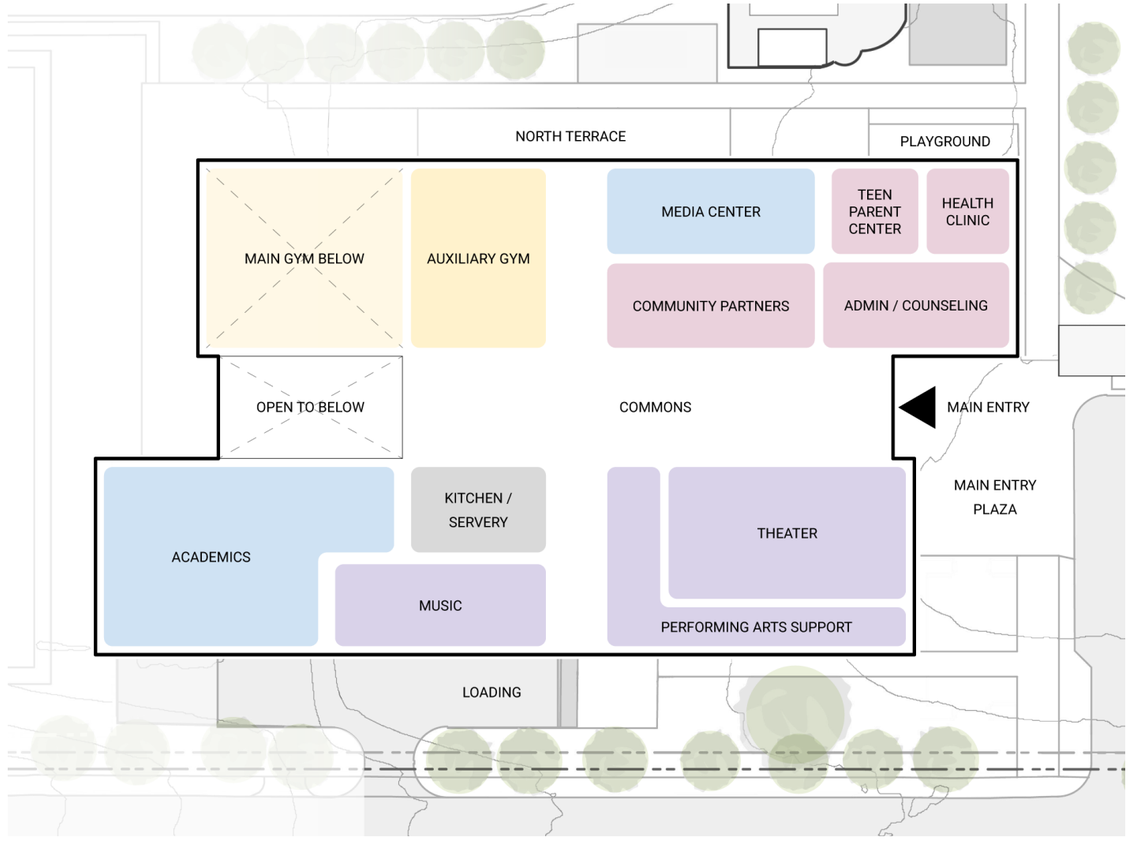
The lower level is mostly at grade with the topography of the site and contains all athletics and PE related programs, including the main gym and locker rooms, with direct access to the track & field, the multi-use field, and courtyard. It also includes CTE spaces with outdoor access to a shop yard and loading on the South. A double-height athletics entrance lobby connects openly to the student commons on the level above and to the generous courtyard to the west.



LEVEL 01

Level 1 contains all administrative and public-facing program areas, including the health clinic, the teen parent center, and spaces for community. It also includes the auxiliary gym, the media center, and some instructional spaces. The performing arts program to the south includes the main level of the theater and associated lobby, the black box theater, scene shop, choir space, and band room with associated offices and storage.

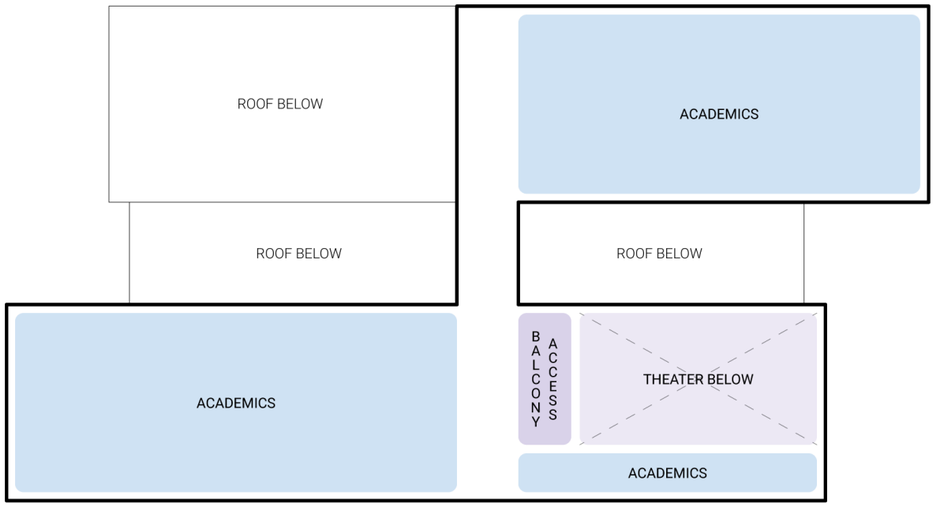
Anchoring all of these spaces in the center of the building is the student commons that connects to an entry plaza to the East, a double height space with views to the West, and the kitchen/servery/support spaces off of the loading area to the South.



LEVEL 02

Level 2 provides access to the balcony level of the theater, with the remainder of the spaces designated as academic program, including teacher planning, support, and flex areas. The two primary "bars" of the massing are organized along an E-W axis, so that the spaces can be optimized around daylighting and the windows/envelope can better manage the risk of glare and solar heat gain.

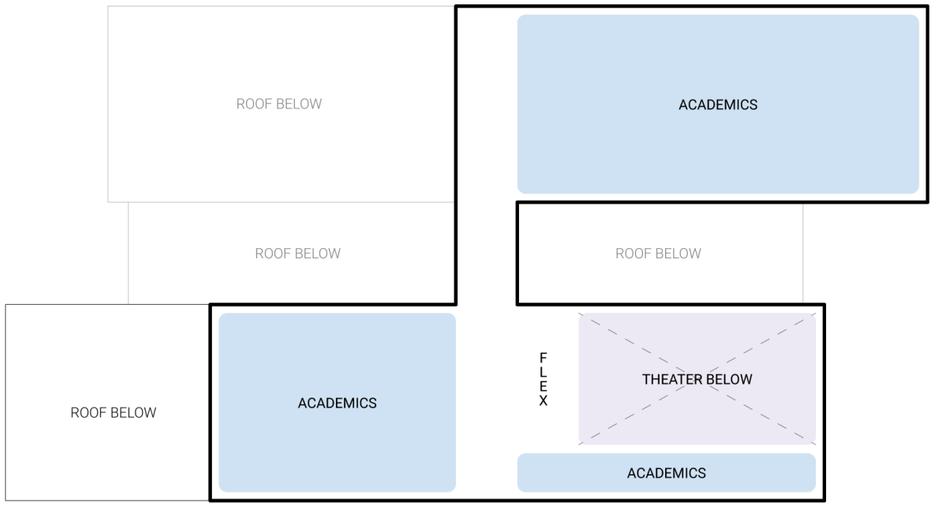
- Performing Arts and Dance related spaces
- Athletics related
- Administration and Partners related program and spaces
- Academic related spaces
- Building support spaces



LEVEL 03

Level 3 consists entirely of academic program areas, containing a mix of science classrooms, visual arts, and CTE programs. By locating these specialized and technical spaces at the uppermost floor, we are able to take advantage of shorter duct routing for use types with higher ventilation requirements and also introduce the opportunity for top-lighting into spaces such as painting studios which benefit from more even and diffuse lighting over the course of the day.

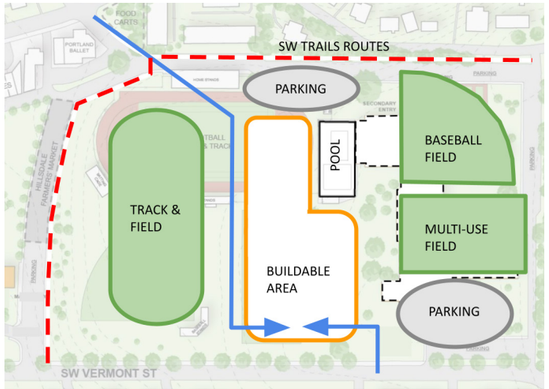
- Performing Arts and Dance related spaces
- Athletics related
- Administration and Partners related program and spaces
- Academic related spaces
- Building support spaces

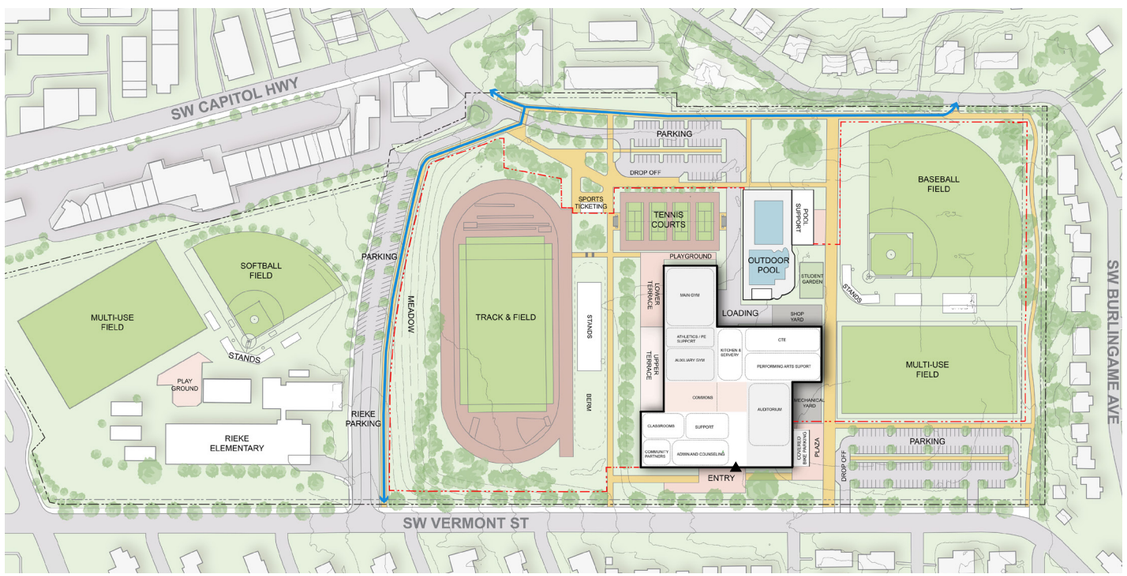


SCHEME 02

- Track and field in optimal N-S orientation
- Ample space for construction staging
- Direct pedestrian connection to Capitol Highway
- Parking lots and drop-offs near Capitol Highway and Vermont Street
- Vehicular access at opposite ends of building
- Limited area with building footprint due to pool and track locations
- 4 stories above grade









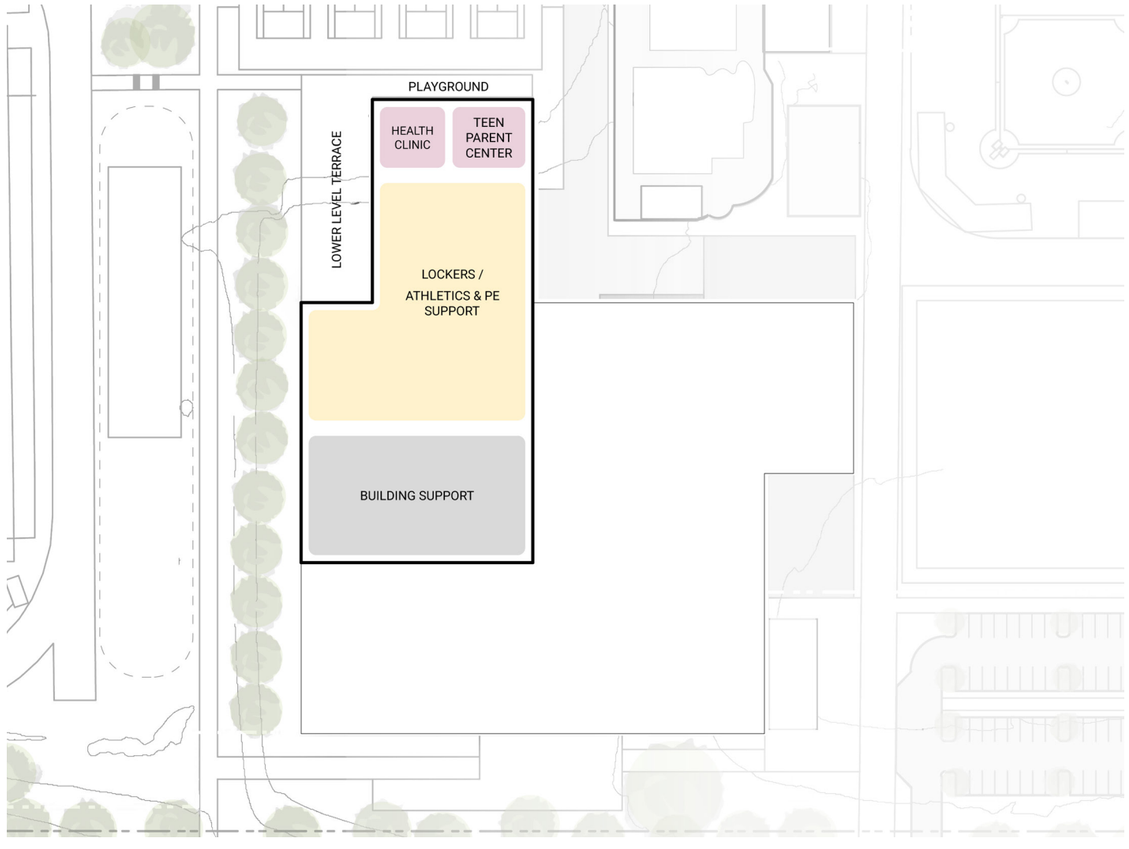
1. Pedestrian plaza adjacent to Capitol Highway campus entrance provides **direct and visible approach to building** from the North
2. Building sits west of existing school, south of existing pool, and east of relocated track. More **compact building form with north-south pedestrian connections across campus** on two sides.
3. Main entrance faces Vermont Street with **direct pathways connecting it to both campus approaches** and parking lots
4. Building orientation and massing allows for **maximum daylighting and minimizes western sun exposure**, reducing building energy consumption and eliminating solar discomfort
5. Pathways through campus **connect to the SW Trails network and the broader business and residential district**, making the school a beacon of activity in SW Portland
6. Building massing is optimal for a timber structure, allowing for **reduced embodied carbon emissions, improved indoor air quality, and biophilic design** opportunities
7. Central **commons acts as "heart" of campus** and connects to outdoor plazas, creating a variety of spaces for gathering and community connection
8. Site configuration allows for **universal accessibility**, going beyond code to create a **physical place of inclusion** at every scale





LOWER LEVEL

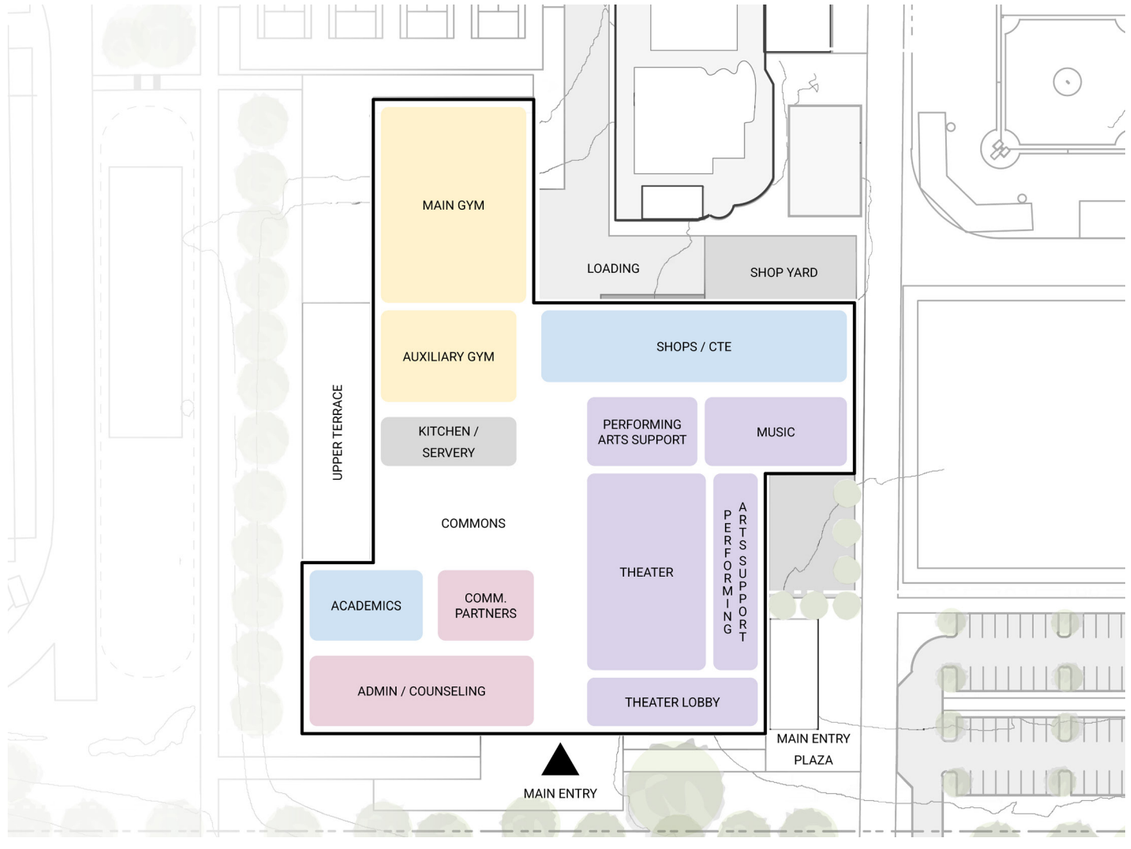
The lower level is mostly at grade with the topography of the site and contains all athletics and PE related programs other than the gyms, with direct at-grade access to the track & field and the northern portion of the campus. It also includes the health clinic and teen parent center with private entrances accessed from the north.



LEVEL 01

Level 1 contains all administrative and public-facing program areas, aside from the health clinic and the teen parent center. It also includes the main and auxiliary a gyms, and CTE shop spaces with outdoor access. The performing arts program to includes the main level of the theater and associated lobby, the black box theater, scene shop, choir space, and band room with associated offices and storage.

Anchoring all of these spaces in the center of the building is the double height student commons that connects to an entry plaza to the South, an outdoor terrace to the West, and the kitchen/servery/support spaces off of the loading area to the north.



LEVEL 02

Level 2 provides access to the balcony level of the theater and the media center, with the remainder of the spaces designated as academic program, including teacher planning, support, and flex areas. The two primary “bars” are connected by a central spine that opens to the commons below.

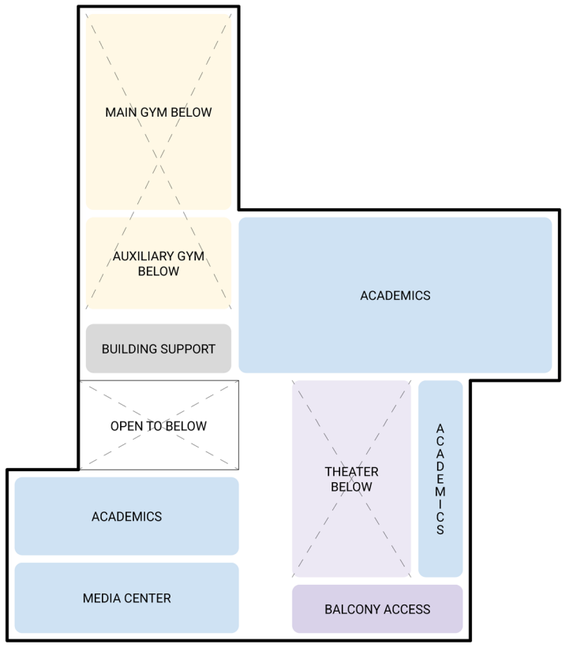
Performing Arts and Dance related spaces

Athletics related

Administration and Partners related program and spaces

Academic related spaces

Building support spaces



LEVEL 03

Level 3 consists entirely of academic program areas. The two primary “bars” of the massing are organized along an E-W axis, so that the spaces can be optimized around daylighting and the windows/envelope can better manage the risk of glare and solar heat gain.

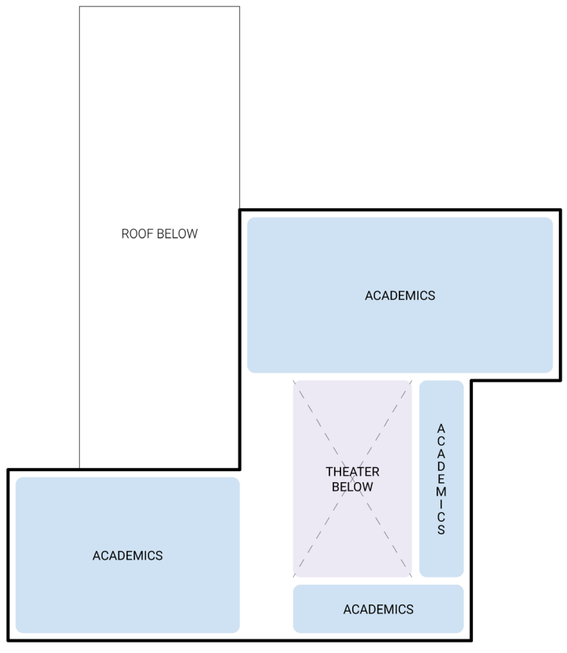
Performing Arts and Dance related spaces

Athletics related

Administration and Partners related program and spaces

Academic related spaces

Building support spaces



LEVEL 04

Level 4 consists entirely of academic program areas, containing a mix of science classrooms, visual arts, and CTE programs. By locating these specialized and technical spaces at the uppermost floor, we are able to take advantage of shorter duct routing for use types with higher ventilation requirements and also introduce the opportunity for top-lighting into spaces such as painting studios which benefit from more even and diffuse lighting over the course of the day.

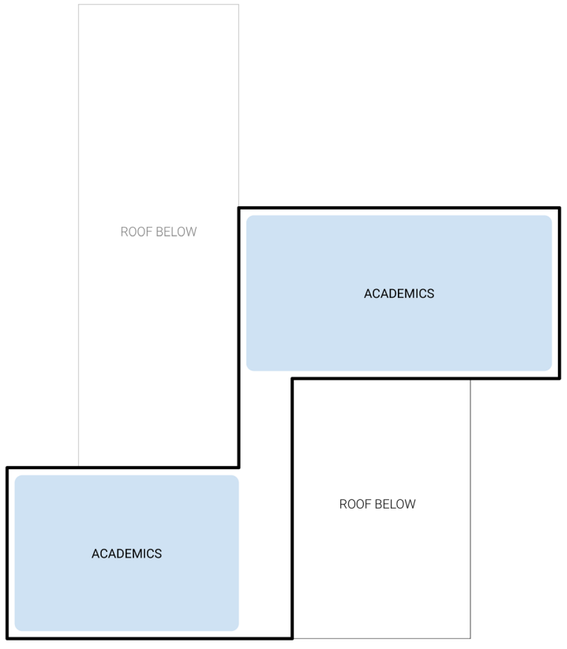
Performing Arts and Dance related spaces

Athletics related

Administration and Partners related program and spaces

Academic related spaces

Building support spaces



SYSTEM NARRATIVES

LANDSCAPE + ARBORIST

NEW HIGH SCHOOL BUILDING & COURTYARDS

The proposed replacement building will utilize the entirety of the existing multi-use field and part of the baseball fields along Vermont. None of the existing conditions on the Ida B Well site will remain, except for the existing Wilson Pool, plus some retained and protected trees. The new building will run along Vermont Street for a part of the block. Entrance and exit points from the building will connect to new and existing walkways. Many of these connections have grade differences, so egress will include stairs and ramps that allow moving from building level to adjacent street level accessibly.

Within this area there are multiple mature trees. There are several other landscape and community trees, some of which will be removed to accommodate the new building. These will be mitigated with new tree plantings on-site according to local tree code. Some existing on-site trees to remain will be protected per City of Portland standards.

The building will provide service and waste management via a new loading dock area to the north of the new building, which will be landscaped with required buffering and screening vegetation. The perimeter of the school building will include a combination of lawn and planted areas, including new trees, shrubs, and ground covers. This will accentuate the building and provide buffering from adjacent roadways.

The configuration of the school creates open spaces on the east and south sides of the building that will provide fully accessible gathering spaces for students coming to the building main entry from either Vermont St, Capitol Highway, or either of the parking lots.

PARKING LOTS

This project will replace most of the existing campus parking with a streamlined arrangement in two locations that will serve the new buildings, fields, and existing pool to achieve desired parking quantities and layout. The car drop off is contained within the parking lots. All parking will meet current code standards for parking lots, which the current parking lots do not, resulting in a reduction of total parking on the site. The total counts do not include potential parking opportunities on the road between Rieke ES and Wells HS. The new lots include:

Main Entry Staff Lot w/ Bus Drop-off (South)

This lot will facilitate school bus drop-off and a parent drop-off drive through, as well as 128 student/ parent parking stalls (2 ADA car stalls and 2 ADA van stalls). Parking areas *have landscaped areas between parking bays and at the ends of rows to provide lush buffering and break up expanses of pavement with trees, shrubs and ground cover and as required by code.*

Main Student Lot w/ Car Drop-off (North)

The lot includes 65 spaces meant for student parking, including a car drop-off that can slink around the perimeter of the lot to provide a capacity of at least 10 cars isling in the queue. There are two ADA accessible stalls with walkways connecting towards the building. Parking areas are landscaped between parking bays and at the ends of rows to provide lush buffering and break up expanses of pavement with trees, shrubs and ground cover and as required by code.

BIKE PARKING

Bike parking, including some covered bike parking, will be provided in multiple locations on the site. The total number of bike parking spaces on the site will depend on the building square footage and the number of classrooms.

BALL FIELDS, FIELD HOUSE, AND TENNIS COURTS

There are numerous proposed improvements that augment existing conditions to remain or replace existing areas with new uses. In addition to the specific zones, new walkways and landscaping will be installed in common areas and to provide transitions from walkways. Specific areas to be improved:

Baseball Field

The existing baseball field will be relocated and replaced with synthetic turf as shown on plans. New lighting, scoreboards, dugouts, a batting cage and perimeter fencing will be provided for this field.

Softball Field

The existing softball field surfacing will be demolished and regraded, then replaced with synthetic turf as shown on plans. New lighting, scoreboards, dugouts and other facilities will be provided for this field.

Multi-Use Field

The existing multi-use field will be relocated and replaced with synthetic turf as shown on plans. New lighting and perimeter fencing will be provided for this field.

Tennis Courts

Installation of 4 new tennis courts, with surfacing, fencing, gates and other equipment. Bleachers will be installed at each edge of the court. These will include perimeter landscaping around the court areas. These will require sports lighting.

Site Buffering

The edge of the site abutting residential property requires a vegetated buffer, including trees, shrubs and groundcover per City of Portland code.

The existing structures and track will be entirely replaced. A new track, with field markings A new maintenance building, a new Ticket booth with access gates in the central zones for access to stadium from school and parking. In addition to new fencing, and pedestrian gates, a vehicle access gate will be provided to allow or service and emergency vehicle access from the parking areas north of the stadium.

The area transitioning from ticket booth and around concessions will be expanded for better access, with amenity paving upgrades, wood cap seat walls, and site landscaping surrounding the large existing tree as a focal point to this area. The zone to the north of the stadium will be landscaped.

FENCES AND WALLS

In addition to new fencing around athletic facilities, there will be approximately 3,500 linear feet of new security fence, with operable gates at all pedestrian entrances, to create a more securable and protected campus for the students. This fence can replace the baseball fence on the north and east, sides of the baseball field. In addition, there will be a retaining wall between the baseball and multi-use field and between the multi-use field and south parking lot to accommodate the site topography while providing flat areas for fields and parking. Heights and lengths of retaining are dependent on topography contours and spot elevations from the forthcoming site survey.

CIVIL NARRATIVE

REFUSE COLLECTION

Garbage and recycling bins for pick up by Waste Management will be kept outside under a permanently covered structure that is hydraulically isolated from the surrounding pavement in accordance with the 2020 Portland Source Control Manual. The trash enclosures shall have a drain that discharges to the sanitary sewer.

FIRE ACCESS

The site falls within the jurisdiction of Portland Fire and Rescue. Because all buildings are fully sprinklered, the maximum hose-stretch length is 250-feet and the dead-end fire access road length can be up to 300-feet. An aerial fire apparatus road will be provided, or the building will be fitted to meet the alternative as allowed by the Portland Fire Code.

If the alternative is selected then the new building will have a flat roof with approved roof access at all stairways, as well as be equipped with at least one standpipe that terminates at the roof. The survey is needed to confirm the number of hydrants on and around the site, but it is likely new onsite hydrants may be needed to fit with the proposed site layouts.

GRADING

Because of the amount of grade change across the site and the large flat spaces needed for athletic fields, there will likely be several retaining walls across the site. The trail improvement along the private drive between the high school and the elementary school will encroach into the hillside to the east by a few feet, and the elements at the top of the slope may shift toward the slope slightly. The placement of these elements will be refined to minimize impacts to the slope once an accurate survey with 1-foot contours is provided in the next phase of design.

SANITARY SEWER

The sanitary sewer from the building must connect to the combined sewer line in SW Burlingame Avenue. During the pre-application meeting with the City, it was mentioned that the existing sewer line, which is 8-inch diameter, may need to be upsized as it surcharges. The Portland Bureau of Environmental Services (BES) considers this a portion of the building's lateral that is located in the public right-of-way, which cannot be smaller than the pipe on-property and therefore may require upsizing, depending on the existing lateral diameter and/or the expected sanitary flow rates from the proposed development. Upsizing an existing sanitary lateral in the public right-of-way requires a sewer connection permit for permitting in the right-of-way. This line is quite deep, and it is expected that the new building lateral or reuse of the existing lateral can connect via gravity.

DOMESTIC WATER AND FIRE PROTECTION

Water meters will be sized during the permit process based on the total fixture count. If the existing meter is adequately sized, it may remain. As mentioned, the site has two irrigation meters off SW Vermont Street and a domestic water meter served from SW Burlingame Avenue. It also has a 6-inch fire protection service from SW Burlingame Avenue. New backflow preventers likely will be required.

STORMWATER MANAGEMENT

Stormwater from any new site development will be managed according to the standards in the City of Portland 2020 Stormwater Management Manual (SWMM). The Geotechnical Engineer will provide onsite infiltration results which will inform the site's Stormwater Infiltration and Discharge hierarchy category. This information sets the framework for how stormwater will be required to be managed prior to discharge. Based on previous Land Use cases for the site, infiltration was previously not recommended. Although this will need to be confirmed by the Geotechnical Engineer, onsite infiltration will likely be infeasible. Therefore, since there is a nearby stormwater-only sewer to the south in SW Vermont Street, it is likely that the project will fall under Level 2: Offsite Discharge to the Separated Stormwater System. There is no separated stormwater main in Burlingame Avenue to the north, therefore all stormwater discharge shall be directed south toward SW Vermont Street, unless the District constructs a stormwater-only sewer extension from SW Capitol Highway in SW Burlingame.

Water quality treatment and flow control must be provided for all new or replaced impervious area so that the proposed peak flow from the 2-year, 5-year, 10-year and 25-year, 24-hour design storm events do not exceed the pre-development peak runoff from the same design storm events. We anticipate that the project will create between approximately 600,000 and 800,000 square feet of impervious runoff area, depending on whether or not the track & field is replaced. These totals include all new artificial turf fields including the softball field at Rieke Elementary and the replacement of the roadway and parking between the two schools. The total excludes the existing pool.

Runoff from all new and redeveloped impervious surfaces will be captured and conveyed in stormwater-only sewer pipes to a below-grade stormwater detention area. The stormwater detention facility shown in the concept storm plans utilizes corrugated plastic stormwater collection chambers that are arched in shape and placed below grade in the southwest corner of the field off SW Vermont Street (arch-chambers). Sufficient volume is provided in the chambers along with a flow control manhole to limit discharge to the 15-inch public storm main to meet the SWMM flow control requirements outlined above. To meet the pollution reduction requirements, vegetated treatment planters will be spread throughout the site in the parking lots and around the building that will filter runoff prior to it being piped to the underground detention chambers. Efforts will be made to provide vegetated facilities wherever possible, but if space is limited, such as at the sports fields, proprietary treatment vaults may also be utilized.

FRANCHISE UTILITIES

New conduits for communications from Astound and Lumen will feed the new school from SW Vermont Street. The IBW building will be fully electric, so no gas is proposed for the building. Due to the new building's size, it will likely require three electrical services. Coordination with the electrical provider, Portland General Electric (PGE), will confirm the design of the new service which could require two to three transformers on site. There is also a possibility of a medium voltage distribution switch which will be slightly smaller than the transformers. The project will also need a 750KW generator on site. This new electrical equipment will be housed in a utility yard outside the main electrical room with a generator nearby.

PUBLIC IMPROVEMENTS

Based on the pre-application meeting with the City, there could be significant public improvements triggered by



Figure 1: SW Bertha Blvd, looking north

the school development. The notes from the Portland Bureau of Transportation (PBOT) did mention that the project could elect to pursue a Public Works Alternative Review. An Alternative Review is required to be approved by PBOT to alter any of the standard right-of-way (ROW) improvements listed below.

SW Bertha Boulevard

SW Bertha Boulevard has a 30-foot pedestrian corridor width. The site abuts approximately 120 LF of this frontage. Improvements for this frontage to meet the standard would involve shifting the sidewalk east by 4-feet to provide the required furnishing zone width, increasing the sidewalk width from 7.5 to 8-feet. This would likely involve some retaining and/or regrading and could affect the large trees at that corner. Ramp reports shall be provided showing that the recently reconstructed curb ramps meet the current ADA code.

SW Bertha Court

SW Bertha Court's pedestrian corridor width varies but is around 28-feet from face of curb to property line. The site abuts approximately 400 LF of this frontage. Improvements for this frontage to meet the standard would involve shifting the sidewalk east by 4-feet to provide the required furnishing zone width, increasing the sidewalk width from 7.5-feet to 8-feet. This would likely involve significant retaining.

SW Vermont Street

The contiguous site has approximately 2,000 LF of frontage along SW Vermont Street. The existing sidewalk corridor configuration exceeds the required 12-foot minimum width with a 20-foot width. There are also seven crosswalks at T-intersections along the frontage. To meet the standard for this street, the sidewalk would need to be widened from 5-feet to 6-feet by expanding its width six-inches into the furnishing and frontage zones. Additionally, all seven intersections to the south require compliant ADA receiving ramps. Wood cobra head lighting could be required at mid-block crossings.

SW Burlingame Avenue

SW Burlingame Avenue is a paved street without curbs or sidewalks. This street would require a five-foot right-



Figure 2: SW Bertha Ct, looking north



Figure 3: SW Vermont Street, looking west



Figure 4: SW Burlingame Ave, looking east

of-way dedication to meet the standard. Additionally, it will require a minimum 20-foot-wide paved roadway with the curb set 14-feet from the centerline, 8-foot-wide public stormwater facility, 6-foot sidewalk, and a 1.5-foot frontage zone. There are large trees and significant grade changes in this zone that could make this design challenging.

RIEKE ELEMENTARY SCHOOL

Rieke Elementary School shares parking with Ida B Wells High School through the central parking lane between the schools. It occupies the shared contiguous site and therefore is subject to non-conforming site upgrades triggered by the development at IBW High School. Additionally, since the baseball field at IBW will be a new artificial turf field, the softball field at Rieke will also be rebuilt using artificial turf to meet Title IX requirements.

Non-conforming Site Upgrades

For Non-Conforming Development, the City requires that applicants for Land Use and Building Permit approvals apply up to an additional 10% of the cost of the proposed renovation or new development towards correcting deficiencies in the five categories outlined in Portland Section 33.258.070 (D)(2)(b) and shown below:

1. Landscaping and trees required for the following areas:
    a. Exterior display, storage, and work activity areas.
    b. Setbacks for surface parking and exterior development areas.
    c. Interior parking lot landscaping.
    d. Existing building setbacks.
    e. Minimum landscaped areas other than described above.
    f. On-site tree density standards of Subsection 11.50.050.C.
2. Pedestrian circulation systems, as set out in the pedestrian standards that apply to the site.*
3. Bicycle parking by upgrading existing racks and providing additional spaces in order to comply with 33.266.220, Bicycle Parking.
4. Screening.
5. Required paving of surface parking and exterior storage and display areas.

**Pedestrian circulation onsite as a part of non-conforming site upgrades are in addition to the ROW improvements required by PBOT.*

Rieke Campus Stormwater Management

The City of Portland considers artificial turf an impervious surface. Therefore, stormwater runoff will need to be managed for the new field. Additionally, according to section 1.2.3 of the Stormwater Management Manual, upgraded landscaping required by non-conforming upgrades should be constructed as vegetated stormwater facilities.

If the City determines this site is a desirable candidate for conversion of landscaping into vegetated stormwater facilities, they will be designed to meet these requirements. The new softball field will likely provide treatment in a proprietary treatment vault and detention in a below-grade chamber or piped system. Survey information is needed to determine where these will connect to the public system.



Figure 5: Rieke Softball Field



STRUCTURAL NARRATIVE

DESIGN CRITERIA

The new school buildings will be designed as a Risk Category IV structures. The following design criteria shall be used for this project:

General Live Loading

Classrooms	40 psf
Office	50 psf
Lobbies and First Floor Corridors	100 psf
Corridors above First Floor	80 psf
Storage Areas	125 psf
Common Areas	100 psf
Gymnasium	100 psf
Gymnasium Bleachers	150 psf
Library/Media Center	150 psf
Auditorium Stage Floors	150 psf
Auditorium Fixed Seats	60 psf
Auditorium Movable Seats & Lobbies	100 psf
Auditorium Catwalks	40 psf
Grandstands	100 psf
Green Roofs	20 psf Allowance
Solar Ready Roof Loading	5 psf Allowance
Snow Loading (includes rain on snow & Risk Category IV)	29 psf + drift

Project Soils

Currently, we do not have a geotechnical report available for the project. GRI provided a Geotechnical Evaluation Memo for the school campus dated October 29, 2019 which we are using until the geotechnical report is available. Based on GRI's memo, we understand that the site soils consist of fills, alluvial sand, silt and clay. The fill and alluvial soils are underlain by basalt rock formations.

Although portions of the project site are designated as steep slope areas per PortlandMaps, no landslides have been documented on the school campus. The site soils are also understood to not be susceptible to liquefaction.

Lateral Loading

Earthquake design will be based on the following:

- Seismic Resilient Structures Risk Category IV, I = Importance Factor = 1.5 (voluntary)
- Seismic Design Category D (to be verified by project specific Geotechnical Report)

The building code requires that schools be designed as a risk category III structure. The school buildings will be designed as a risk category IV structures. We expect the added cost of this design to be approximately $5 per square foot applied to the square footage of the new buildings.

Wind load effects on the structure and individual elements will be considered with recognition of its variation over the building's height and orientation to the wind.

Wind loading criteria are as follows:

- Wind Speed = 107 mph (3-second gust), Exposure B
- Wind Risk Category IV

PORTLAND PUBLIC SCHOOLS CLIMATE POLICY

Considering the adopted Climate Crisis Response, Climate Justice and Sustainable Practices Policy (CCRP) we will look at the structure in two ways. We will look at conventional structural solutions and another lower embodied carbon structural system option. Both structural solutions will be evaluated based on upfront cost, embodied carbon, construction schedule, and resiliency to make a final system selection.

NEW CONSTRUCTION

Classrooms

Classroom buildings will be 4-story mass timber structures, with mass timber beams, columns and slab members. Ground floors will be slab on grade, with upper floors consisting of a reinforced concrete topping slab cast over 3-ply CLT panels. A higher carbon alternative to the mass timber structural system would be conventional steel framing with concrete composite slabs.

In addition to the primary structure, an allowance should be provided for feature stairs and entrance canopies. Feature stairs will be steel framed with concrete treads and landings. Entrance canopies will be cantilevered steel framing members.

The roof of the classroom buildings will be designed to support exterior MEP spaces, green roofs, and will be designed to be solar ready per the OSSC code requirements. Surrounding the roof MEP space will be a tall mechanical screen to conceal mechanical air-handling units and other miscellaneous MEP systems. This mechanical screen will be steel framed and be approximately the same height as the units. We estimate the steel weight to be 10 psf for the screen.

FOUNDATION SYSTEM

Currently, we do not have a geotechnical report available for this project. GRI provided a Geotechnical Evaluation Memo for the school campus dated October 29, 2019, which we are using until the geotechnical report is available. Based on this memo, the classroom buildings, gymnasium, auditorium, and new grandstand are anticipated to be either supported on ground improvement or pile foundations extending into the underlying materials. Smaller site structures that are one or two-story lightly loaded structures with finished floor at existing grade will be supported on conventional spread footings.

Basement retaining walls will be designed to withstand hydrostatic pressure to consider potential high ground water levels due to the low permeability of the site soils and the anticipation that perched groundwater could approach the ground surface during prolonged rain and the wet winter season.

At basement retaining walls, temporary shoring walls are anticipated to facilitate construction, especially where new construction is close to the existing school buildings and site structures that are to remain operational during construction.

EXTERIOR WALLS

The exterior skin of the building is assumed to be a mix of metal panels, GRFC, glazing and brick veneer.

The backup system for the skin will be light gage metal stud framing that is supported on the ground floor and at each floor above. Stud framing will then run past the roof to act as a parapet. Deflection heads will be required at each floor line. Exterior studs supporting metal panels will require 18-gauge metal studs. Exterior studs to support brick veneer and/or precast concrete panels will need to be 16 gauge minimum.

At locations of brick veneer at the façade, additional miscellaneous steel will be required to support the brick in the form of steel lintels over the windows and brick relief angles provided at each floor line. Provide an additional 0.5 psf of steel weight at floors to accommodate beam stiffness and miscellaneous steel. Additionally, where precast concrete panels are included in the design, miscellaneous steel framing and allowances, similar to the brick veneer as noted above, will be required at precast concrete panel façade locations.

Additional miscellaneous steel will be required to support glazing systems at large open areas where there is not a floor provided for support, such as stairs. This steel weight is included in our estimate of steel weight at each floor.

ATHLETICS GRANDSTAND

Option 01: Retrofit

The existing grandstand structure consists of a combination of cast-in-place and precast concrete construction. The grandstand is supported by precast concrete raker beams supported on grade to the south and on concrete columns to the north. The raker beams support precast concrete seating risers. The grandstand is founded on concrete spread footings.

Based on the age of the grandstand, a seismic retrofit will be required to bring the grandstand structure up to current code. See the discussion below for the seismic retrofit. Additionally, we understand a new grandstand roof may be provided to cover the existing grandstand seating.

Based on our field observations, the grandstand is in fair condition for its age. The concrete columns and raker beams have only minor cracking. However, the concrete seating risers have significant cracking and spalling, especially on the bottom. It appears areas on the bottom of the risers have been repaired in the past. It is likely the damage is caused by water leaking down through cracks in the seating risers from above.

Seismic Retrofit

The major deficiencies are lateral bracing at the high end of the grandstand and inadequate ties around the existing concrete columns. Additionally, reinforcement will be required to ensure the precast concrete seat risers are well connected to the support structure below.

Seismic upgrade and repairs to make the grandstand code compliant will include:

- New 30-foot-long reinforced concrete shear wall at the north to brace the high end of the grandstand. A new pile cap and pile foundations under this wall will be required. The new shear wall will be connected to the existing structure with epoxy dowels.
- Encase all concrete columns with an additional 3-inch of concrete on all sides, reinforced with reinforcing ties at 4-inch o.c. and vertical bars at each corner. Roughen all-sides of the columns to ¼ inch amplitude to enable engagement with existing concrete. Alternatively, a fiber reinforced polymer wrap could be provided around each column in lieu of the additional concrete and additional ties.
- Provide allowance of 2psf steel framing to facilitate diaphragm connections between the seat risers and the seat risers to the new concrete shear wall.

Other Grandstand Repairs

Chip out and repair all cracked and loose concrete on the underside of the precast seating risers. Replace any corroded reinforcing steel. Repair small cracks with epoxy injection.

Remove and replace the waterproofing membrane on top of all the seating risers to protect the concrete below. Owner to consider a maintenance plan to ensure waterproofing joints are maintained to reduce risk of further precast seat riser degradation due to the water leaks.

Grandstand Roof

The new grandstand roof will consist of a metal roof deck spanning 10 ft between WF steel beams. The WF steel beams will span about 26 ft to be supported by steel trusses that cantilever over the existing grandstand seating structure. The cantilevered steel trusses will be supported by new steel columns at 26 ft on center located north of the existing concrete columns. The columns will be supported on a pile supported foundations.

The grandstand roof will be seismically supported by the new shear wall and seismic retrofit of the grandstand base structure. An additional shear wall and foundation on the east and west end of the grandstand will also be required to laterally support the roof.

Although the existing structural drawings have been made available, the precast concrete members were a delegated design and therefore no information for those components are included in the existing structural drawings. It is recommended that a structural investigation program be completed to collect the required structural information for the precast members to facilitate a complete retrofit of the grandstand.

Option 02: New Grandstand

The athletic grandstand will be a delegated design structure consisting of a steel framed structure. A roof covering the structure may be added to the scope of work as needed. The bleacher supplier will provide information to assist with the cost of the bleachers.

SWIMMING POOL

There is an existing pool on campus that is maintained by Portland Parks and Recreation. The pool site is predominantly a slab on grade supported by perimeter retaining walls of various heights. There is a partial basement north of the pool, that shares the north wall of the pool, that houses the pool utilities. We understand the existing pool will be unchanged and is out of the scope of this project.

For due diligence, KPFF walked the existing pool structure with BORA and PPS on January 31, 2024. The partial basement consists of reinforced concrete retaining walls, concrete joists and formed concrete slabs. In select locations the basement roof is framed with WF steel beams and concrete over metal deck. There appears to have been a retrofit to the basement structure near the pool where a new concrete spandrel beam and reinforcing steel angles and channels were installed. Around the pool facility, there are reinforced concrete retaining walls and concrete slab on grades.

Overall, the basement structure is in fair to poor condition. Along the existing concrete wall, next to the pool, the exposed steel angles, channels, and threaded rods have significant corrosion that appear to have reduced the steel member thickness. At one location, the concrete basement wall appears to have a horizontal crack that is leading to spalling of the concrete. Existing structure further away from the pool is in better condition and does not show signs of corrosion. The retaining walls and slab on grade portion of the pool appear to be in good condition.

SITE STRUCTURES

On the school campus, we expect several small stand-alone one-story buildings, including:

- Concession building for the grandstand
- Pool support building housing new lockers and restrooms for the pool facility,
- Bike shelter
- Batting facility
- MEP Yard

The site buildings will be 8-inch CMU walls with wood framed roofs. Refer to the foundations section of this report for foundation information. The bike shelter will be steel framed with wide-flange beams and columns. The lateral system will be cantilevered steel columns. We estimate the steel weight of the bike structure to be 9 psf.

Additionally, we understand there will be an exterior MEP yard. The yard will consist of a slab on grade and reinforced concrete MEP pads for the equipment along with a perimeter cantilevered steel frame to support a screen wall supported on a continuous strip footing. Provide an allowance of 10 psf for the steel framed enclosure.

Due to the sloped site, we anticipate site retaining walls. Site retaining walls will be reinforced concrete and will be of variable height.

MECHANICAL, ELECTRICAL, PLUMBING & FIRE PROTECTION

MECHANICAL

Certifications and Standards

The project will be tailored to meet the requirements of the Portland Public Schools Energy & Sustainability Standards, and Portland Public Schools Climate Crisis Response, Climate Justice and Sustainable Practices Policy (Board Policy 3.30.080-P) "where in response to the human-caused climate crisis currently underway the District has committed to reducing greenhouse gas emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice."

Portland Public Schools intends to reduce greenhouse gas emissions by 50 percent by 2030 and reach net zero emissions by 2040.

Installation of fossil fuel infrastructure (gas-fired equipment) is prohibited.

The amount and global warming potential of refrigerant used in the systems will be limited as much as is practical.

The building will be designed to meet the requirements for a USGBC LEED v. 4.1 BD+C Schools Gold certification.

Preliminary Energy Use Estimates

To design an energy efficient building, it is important to understand the energy consumption breakdown for a typical building of similar use in a similar climate. The baseline 2018-2019 weighted average Energy Use Index (EUI) for PPS High Schools is 58.4 kBTU/SF/yr. The target EUI for Ida B. Wells-Barnett High School is 25 kBTU/SF/yr.

An integrated approach to the design process will be utilized to ensure that all aspects of a building work together to achieve this high threshold of performance. In addition to optimized envelope studies, a key strategy for reducing the building HVAC loads, multiple energy conservation measures will be evaluated within the HVAC systems energy modeling process.

- Air Source Heat Pump Central Plant
- Air Source & Ground Source Heat Pump Central Plant
- Water Source & Ground Source Heat Pump Central Plant
- Air to Air Heat Recovery within Air Handling Units
    - o High Efficiency ventilation system
    - o Reduces central plant peak heating/ cooling loads
    - o Reduces energy consumption of ventilation system year round

Central Heating and Cooling System

The primary source of heating/cooling for the central plant will be provided by two-pipe air source heat pumps located at grade in a secure equipment yard.

Each air source heat pump will be provided with variable speed primary circulation pumps and dedicated buffer tank.

Variable speed secondary pumps will distribute heating and cooling water from the central plant via four-pipe distribution system to air handling equipment heating and cooling coils.

Back-up electric resistance boilers will be provided to meet building heating requirements when outdoor air temperatures are below the operational limit of the air source heat pumps.

Each boiler will be provided with variable speed primary circulation pump.

MECHANICAL ALTERNATES

Alternate System A

The primary source of heating/cooling for the central plant will be provided by two-pipe air source heat pumps located at grade in a secure equipment yard.

Each air source heat pump will be provided with variable speed primary circulation pump and dedicated buffer tank. The secondary source of heating/cooling for the central plant will be provided by a closed loop ground source borefield located beneath the sports field. Water to water heat pumps located inside the building will provide heating/cooling from the bore field to the building.

In order to take advantage of all available Inflation Reduction Act (IRA) tax credits it is required that the ground source project meet prevailing wage and registered apprenticeship requirements in accordance with "Prevailing Wage and Apprenticeship Initial Guidance Under Section 45(b)(6)(B)(ii) and Other Substantially Similar Provisions" and meets certain domestic content requirements for steel, iron, and manufactured products defined as "40% of the total costs of all such manufactured products incorporated in a facility or project are attributable to manufactured products (including components), which are mined, produced, or manufactured in the United States". Variable speed secondary pumps will distribute heating and cooling water from the central plant via four-pipe distribution system to air handling equipment heating and cooling coils. Back-up electric resistance boilers will be provided to meet building heating requirements when outdoor air temperatures are below the operational limit of the air source heat pumps. Each boiler will be provided with variable speed primary circulation pump.

Alternate System B

The primary source of heating/cooling for the central plant will be provided by a closed loop ground source bore field located beneath the sports field. Water to water heat pumps located inside the building will provide heating/cooling from the bore field to the building.

In order to take advantage of all available Inflation Reduction Act (IRA) tax credits it is required that the ground source project meet prevailing wage and registered apprenticeship requirements in accordance with "Prevailing Wage and Apprenticeship Initial Guidance Under Section 45(b)(6)(B)(ii) and Other Substantially Similar Provisions" and meets certain domestic content requirements for steel, iron, and manufactured products defined as "40% of the total costs of all such manufactured products incorporated in a facility or project are attributable to manufactured products (including components), which are mined, produced, or manufactured in the United States".

The secondary source of cooling for the central plant will be provided by a closed loop fluid cooler located on the rooftop and high efficiency water to water chiller located within the building.

Variable speed secondary pumps will distribute heating and cooling water from the central plant via four-pipe distribution system to air handling equipment heating and cooling coils.

Back-up electric resistance boilers will not be required for this system as the ground source heat pumps will be sized for the full heating load of the facility.

MECHANICAL

Air Handling System

Variable Air Volume (VAV) design for classrooms and adjacent spaces will be provided. Air for cooling and ventilation will be distributed to all occupied spaces by central, custom, factory fabricated, variable air volume air handling units.

Zoning of air handling units will be based on environmental requirements and operating schedules.

The heat recovery wheel sized for full airflow rate will transfer energy from the return airstream to the supply air stream when the unit is operating outside the airside economizer mode.

During economizer mode face/bypass dampers will position for free cooling.

Supply and Return fan speeds will vary speed to maintain the minimum airflow required to maintain ventilation and dehumidification requirements.

Heating coil valves will modulate to maintain supply air temperature between 65 and 80 degrees F.

Cooling coil valves will modulate to maintain supply air temperature between 55 and 65 degrees F.

Terminal Heating/Cooling Equipment

Variable volume terminal units with reheat coils will be provided for occupied portions of the building. Finned tube heaters will be provided for exterior zones where additional heating is required with the exception of the Commons which will utilize a radiant floor for additional thermal comfort.

Unit heaters will be provided for unoccupied portions of the building.

Cabinet unit heaters will be provided for vestibules and stairwells for freeze protection.

DX split systems will be provided for elevator machine rooms, MDF, IDF, and electrical rooms. Wall mounted fan coil units will be mounted over the doorway where possible and condensing units will be located on the roof. Units to be provided with condensate pumps and condensate drains routed to nearest mop sink or floor drain.

PLUMBING

Domestic Cold-Water System

A utility vault located within the site will house the backflow device on the incoming domestic water supply. The domestic water system will be provided with positive means to control backflow, with appropriate backflow preventers at sources of possible contamination within the building, such as mechanical equipment or industrial cold/hot water systems.

Cold water will be distributed to the plumbing fixtures, and other areas requiring water. Refer to Architectural Drawings for plumbing fixtures and room locations. Freeze-proof hose bibs to be distributed around perimeter of building at every 100 feet.

Street water pressure should be a minimum of 70 psi to serve the building fixtures. The civil engineer has determined that water coming from SW Burlingame Ave has a static water pressure between 72-90 psi, while water availability from SW Vermont has much lower pressures of between 32-40 psi. A water booster would be required for anything lower than 70 psi; a pressure reducing station will be required for anything higher than 80 psi.

A backflow device will be provided for the irrigation system within the water service room. Irrigation piping will be stubbed out of the building for the landscape use.

Domestic Cold-Water System

Heat Pump Electric water heaters will provide domestic hot water to the building.

Domestic hot water heaters will be located throughout the building close to areas they will serve while trying to locate them centrally. Hot water recirculating systems will be utilized to maintain a minimum loop temperature controlled by temperature setpoint.

The domestic hot water system components will be controlled by the building management system.

The water heaters will produce 140 degrees F for health and equipment efficiency purposes.

A master thermostatic mixing valve will temper the hot water to 120 °F for general use.

An additional thermostatic mixing valve will provide tepid water to emergency fixtures per ANSI/ISEA Z358.1. Tepid water will be supplied no less than 60 °Fand no greater than 100°F .

Expansion tanks will be provided on hot water systems at water heaters to eliminate pressure buildup when the system is not being used.

Water hammer arrestors will be installed at the end of larger pipe headers and mains.

Isolation valves will be provided to shut off major plumbing groups and by classrooms, areas or floors as determined practical based on the building floor plan and plumbing fixture layouts.

Storm Drain System

A roof and overflow drain system will be provided as required by code. Overflow storm drain system will daylight utilizing downspout nozzles at the level above grade or if the roof plan created by the architect requires roof and overflow drains, systems may be combined.

The storm water piping will be routed the street utilities.

Sanitary Sewer System

Sanitary waste and vent piping will be provided in toilet rooms and other spaces as required.

Separate acid resisting waste and vent piping systems will be provided for labs and classrooms, as required. The acid resisting waste piping system will be piped to a sampling manhole located outside the building where it will connect to the sanitary sewer system. There will be an acid neutralization tank outside with limestone chips.

Sanitary waste piping leaving the site will connect to a combination sewer per civil plans. Sanitary waste piping will run parallel to the storm water and be connected to piping provided by Civil near the curb line. This will allow the sewers to connect to their appropriate separate (sanitary and storm) sewer systems in the future. Initial findings by the civil engineer indicate the existing waste line on SW Burlingame is quite deep suggesting that waste systems can run by gravity without the use of any large pumping systems.

Sump pumps will be provided for elevator shafts and connected to the gravity sanitary system within the building.

Floors shall slope to Floor Drains and be installed in every single occupancy restroom as well as multi-stall restrooms and Custodial closets.

Compressed Air System

Compressed air will be produced by a packaged system, which includes duplex air compressors, receiver tank, and air dryer. Compressed air will be delivered at 100 PSI to all required labs or classrooms. Pressure will be reduced by means of a pressure regulator for those spaces requiring 15 PSI compressed air.

FIRE PROTECTION

The Ida B Wells High School modernization project will incorporate a new automatic fire protection sprinkler system. This system will be installed to align with the adopted editions of building codes, as well as Portland Public School standards and current local codes.

Fire Protection Water Utility Service

A new 8-inch fire line to the building shall connect to the city water main. The backflow preventer will be located at the property line. The backflow assembly shall be a double check detector assembly to meet the city's water metering requirement for services over 2-inches (Ch 21.12 Water Services).

Fire Department Connection (FDC)

The Fire Department Connection (FDC) location will be provided and shall be located to be easily identifiable and readily accessible from the approved fire apparatus access roads.

A clear space of 3 feet will be maintained around the FDC. The FDC will connect to the fire sprinkler system downstream of the fire pump.

Hydraulics Calculations

Water supply data will be provided by either Authority Having Jurisdiction Hydraulic Model or by test using a minimum of two hydrants in accordance with NFPA 291. Hydraulic calculations will commence at the gauge hydrant used in the waterflow test and include the backflow prevention device as well as all fire protection system valves and include fittings with a 10-psi safety factor. Water data will be confirmed at the project location. At the time of this report water flow test information is not available.

The Ida B Wells High School modernization project will incorporate a new automatic fire protection sprinkler system. This system will be installed to align with the adopted editions of building codes, as well as Portland Public School standards and current local codes.

Extent of Sprinkler Coverage

The building will be fully sprinklered in accordance with the building codes and current local codes. Ordinary electrical equipment rooms, telephones closets, housekeeping closets and similar areas will be provided with sprinklers. With approval of the AHJ sprinkler protection is permitted to be omitted in main electrical switchgear and generator rooms provided with direct access to the outside and enclosed by two-hour fire rated construction. Additional areas where sprinkler protection is permitted to be omitted per NFPA 13 will be presented to the Authority Having Jurisdiction for final acceptance.

Multiple Riser Design

Multiple riser designs that require the operation of more than one floor cutoff valve to isolate any portion of the system are not permitted.

ELECTRICAL

Primary Site Electrical Distribution

The site of construction will be served from Portland General Electric (PGE). The new building will include new primary feeds from local PGE infrastructure to a new pad-vault mounted sectionalizing cabinet. The cabinet will serve (3) new utility transformers and all utility distribution equipment will be located in a utility yard exterior to the building. Two (2) 4" conduits will be provided from the connection point determined by PGE to the sectionalizing cabinet and from the sectionalizing cabinet to each transformer for primary power.

Building Main Power Service

Three (3) oil filled, pad mount transformers, will be located in a utility yard spaced according to PGE clearance requirements. PGE will confirm exact transformer quantity as design progresses. Each utility transformer will be pad-vault mounted with secondary feeds to three (3) EUSERC service switchboards, one (1) per service located within the main electrical room and will contain the service disconnect. The vaults, primary and secondary conduits, and main switchboards with utility metering equipment will be provided by the project and installed per PGE requirements. The utility (PGE) will provide the primary conductors, the sectionalizing cabinet, pad mounted transformers, and the secondary conductors into the main switchboards.

Site Building and Sports Field Power

The site will be provided with power served from the main building service. Sports field lighting and supporting buildings will be provided with dedicated panels and service disconnect from the main building distribution. New 480Y/277V feeders will be provided at these buildings with service disconnect and step-down transformers to provide 208Y/120V power as needed.

ELECTRICAL BUILDING DISTRIBUTION

Three (3) main services will be provided to serve the main building, each rated at 4000 amps at a service voltage of 480Y/277V. Main service switchgear will be rated for 100KAIC minimum. A secondary voltage of 208Y/120V will be derived using energy efficient and noise mitigating K-rated transformers providing a level of isolation from other loads and deriving a new grounded neutral point. The electrical power system will incorporate metering and system performance tracking at the main distribution and sub-distribution panels as well as branch panels to track system load profiles. The metering will provide information on system loading and power quality in accordance with the Oregon Energy Efficiency Specialty Code and LEED requirements where applicable. Power distribution throughout the building will be accomplished with conduit and wire feeders to satellite electrical rooms at 480Y/277V. Satellite electrical rooms will contain step down transformers and 208Y/120V branch panels to serve equipment and receptacles in the adjacent areas. In the satellite electrical rooms the 480/277V distribution will provide power for local mechanical and lighting loads. The 208Y/120V panelboard will provide power to local mechanical, receptacle and equipment loads. Larger mechanical loads in a central room or located at the rooftop will be fed from a mechanically focused distribution panel. Minimum branch panel size will be 200A with 200% neutral bussing with a minimum SCCR of 20KAIC. Circuit breakers within branch panels shall be rated for use as light switches.

PPS Standards Note:

- PPS standards indicate that the main switchgear be sized for 150% of the calculated load that this may prove impractical and cost prohibitive given the size of the service.
- PPS Standards note to use fused switches in the main switchgear. It is recommended to provide circuit breakers as they are more versatile and easier to maintain.

Flexibility

The power distribution system will be developed to provide flexibility for reconfiguring spaces. Spare raceways and or chases will be provided for future distribution and to accommodate flexibility.

Power Quality

Quality of power supply is affected by noise sources within a facility as well as outside (utility transferred). The power distribution system will include measures to help safeguard equipment from utility surges and transient conditions. Surge Protective Devices (SPD) will be provided at the service entrance electrical equipment and within all branch panels for a first level of protection and at all branch panelboards for a second level of protection. A second level of SPD's could be utilized by the owner using portable plug strips with surge protection at equipment. Load types will be separated on panels to prevent large mechanical loads from affecting general-purpose branch circuitry.

Additional Harmonic mitigating transformers will be provided as a third level, where appropriate, to mitigate noise on the distribution system around sensitive loads such as theatrical dimming panels, large scale AV systems or sensitive lab equipment.

Feeder and Branch Circuit Wiring

Copper conductors routed in metallic raceway will be used throughout the interior building for branch and feeder distribution. Circuits exposed to the exterior conditions such as on exterior walls or roof-top mounting will be GRC. Feeders routed within the building will also be in GRC. Underground raceway will be Schedule 40 PVC. Branch circuits may utilize EMT conduit or metal clad (MC) cabling may be used in specific applications for local distribution of branch circuits within an individual space. The homeruns back to the panel will be copper conductors in raceway types as noted above. Lab spaces will use surface metal raceway (SMR, Wiremold) to route power and data cables adjacent to the tasks in the lab. The SMR permits ease of reconfiguration of power and data cabling within a space without disturbing building walls and finishes. PPS to confirm SMR is appropriate for lab spaces as not all recent construction has utilized this product. Branch circuit neutrals will be oversized on shared circuits with high harmonic loads. Ground fault circuit interrupter receptacles will be provided in toilet rooms at sinks, roof, outdoor and wet areas.

Conduit routing along the roof will be minimized where possible and conduit will be routed interior to the building and stub up at rooftop equipment.

Aluminum conductors are prohibited per PPS standards.

Equipment Connections

Electrical power connections will be made to all mechanical equipment and include providing all electrically associated devices such as disconnect switches, contactors, magnetic or manual starters, lock-out switches, etc., not furnished under Division 23. VFDs will be furnished under Division 23 and installed under Division 26.

Electrical power connections will be made to support miscellaneous equipment. Connections include disconnect safety switches and wiring to support interlocks to remote devices.

Grounding System

A grounded power system will be provided in compliance with the NEC. This ground system consists of the building service ground comprised of multiple ground rods, UFER ground and bonding to the water service and structure steel. The grounding system will be extended throughout all electrical systems in the facility. Grounding buses will be provided in the electrical and telecom network rooms. All metallic systems will be grounded to the building grid. An equipment grounding conductor will be provided in all feeder and branch

wiring runs. Separate isolated ground conductors will be provided for branch circuits with sensitive loads.

Emergency Generator

The Emergency and Optional Standby power will be provided by a 750KW diesel fired generator. The generator will be exterior mounted with a weatherproof, sound attenuated enclosure and built in sub-base 24-hr fuel tank. A single feeder from the generator will be brought into the building to an emergency power main distribution switchboard. Separate transfer switches will be provided for emergency loads and standby loads. Onsite fuel storage will provide for 24-hours power source operation at full load. A remote docking station will be provided for connection of a temporary generator during maintenance of the system. A remote fuel filling station may be required pending the final location of the generator and its accessibility from the street by a fuel dispensing truck.

Emergency loads will be those designated as life safety (meeting the criteria of NEC 700) and will include egress lighting, fire pump and fire alarm systems as well as any equipment necessary for the function of the generator itself such as battery charger and block heater. Note that while PPS standards indicate the fire alarm shall not be on generator power, if the building is intended to be used as a resilient shelter the fire alarm system much be on generator to ensure it is functional as long as the building is occupied.

Optional Standby loads will include loads designated by the owner as needing an alternate power source such as the network room loads, UPS systems, selected cooling, designated equipment loads, resilient shelter loads, security systems, one hand dryer per restroom and will meet the criteria of NEC 702.

Hydrolyzed Vegetable Oil (HVO) will be investigated as a possible fossil fuel reducing source of fuel for the generators. HVO has a much longer shelf life and can be swapped 1 for 1 with diesel with no equipment necessary. HVO comes at a premium and may be more difficult to source than Diesel, however, is a more planet conscious fuel to use in backup generators.

ELECTRICAL

Resiliency

A level of resiliency is desired by PPS. The criteria around this resiliency is still in discussion. Current basis of design for resiliency is that the generator will backup passive HVAC ventilation systems only for resilient spaces and heating/cooling will not be provided with generator power. Lighting within these resilient spaces will also be served from the generator.

Backup Source Alternates

With regards to the Climate Justice Policy, alternate sources of power that do not rely on fossil fuels are constantly in review for cost effectiveness and viability. Currently, there are no alternate sources that can provide the same flexible and reliable cost-effective backup power source while also having less carbon emissions than a standard diesel generator. The generator will be the basis of design and will be consistently evaluated in comparison to alternate less fossil fuel reliant sources for better compliance with the policy.

Renewable Power System (PV)

A renewable power source using PV (Photovoltaic) is proposed for the facility. The photovoltaic array will be located on the roof and will be approximately 200KW in size. Power inverters will be located within the building and tied into the normal power source for the building. PV system panel technology to be used is Crystal silicon construction with a minimum efficiency rating of 18.8 percent. Provide PV inverter output with remote monitoring system per PPS Standards. No energized PV conductors will route through the interior of the building where normally occupied by staff or students.

Size of PV array noted is based on similarly sized school projects. Exact PV array size will be verified and coordinated during design in later phases. It is also possible that PV from the existing building can be captured and re-used, however, for the purposes of pricing contractor shall assume a brand-new array.

Electric Vehicle Charging

Electric vehicle (EV) charging stations will be provided within the surface parking lots to accommodate electric vehicles. The requirements are to provide 6 parking spaces with electric vehicle charging stations to comply with LEED requirements. EV changing stations will be level 2 compliant and the basis of design will be Blink Series 7 Dual Port.

Fire Alarm

The fire alarm systems will adhere to all national and state codes outlined in this report, including those stipulated by local authorities and Portland Public School standards. The fire alarm system will consist of a Potter AFC Series addressable fire alarm system equipped with voice evacuation capabilities. The school will be fully equipped with sprinklers in accordance with NFPA 13 standards. Fire alarm wiring will be class B hardwired system, including an automatically actuated alarm system as detailed in tables 11, 12, and 13 provided below. The fire alarm system will adhere to all group E occupancy requirements. A manual fire alarm system for initiating occupant notification will not be necessary, as the building is equipped with an automatic sprinkler system that will activate the emergency voice/alarm communication system upon sprinkler waterflow.

The project aims to eliminate the use of fossil fuel sources for equipment as outlined in the district's Comprehensive Climate Resilience Policy (CCRP). Carbon monoxide detection devices are not mandated for this project.

Elevators are included in the project plans. Each lobby will require a smoke detector, while machine rooms will be equipped with a combination of heat and smoke detectors. Additionally, the fire alarm system will be integrated with the elevator controls to facilitate recall sequences, fireman's hat operation, and shunt trip functionality.

Two-way communication system will be provided within areas of refuge, elevator landing on each accessible floor that is one or more stores above or below the story of exit discharge to comply with NFPA 101 and 72.

Duct smoke detectors must be installed in units with an airflow of 2000 CFM or higher, situated on the return air side. Additionally, smoke detectors will be positioned within 5 feet of fire smoke dampers (FSD) at all penetrations of fire barriers.

In addition to the above project design features, there will be an emergency generator, access control system, emergency lighting, public announcement system, and antenna system. These systems will be integrated with the fire alarm system for monitoring.

ENTITLEMENTS

LAND USE

In December 2023, the project team attended an Early Assistance Pre-application Conference with the City of Portland to discuss the redevelopment of the Ida B. Wells site. The planner notes from the meeting are summarized below. Complete notes from the meeting are included in the appendix of this report.

CONDITIONAL USE REVIEW

1. Type III Conditional Use Review Required

A Type III Conditional Use Review is required for the project per 33.281.050.C. The Type III land use review process is governed by 33.730.030. As part of this process, a Hearings Officer issues the decision on the Conditional Use Review, and that decision can be appealed by City Council.

2. Neighborhood Contact Requirement

Per 33.420.030, for proposals in the Design overlay zone that will add at least 10,000 square feet of net building area to a site, the neighborhood contact steps of 33.705.020.C., Neighborhood Contact III, are required. This requirement must be completed 14 days before submitting a land use review application.

3. Conditional Use Review Approval Criteria

Because this site includes multiple base zones, two sets of Conditional Use approval criteria must be addressed: 33.815.100 (Uses in the Open Space Zone) and 33.815.105 (Institutional and Other Uses in Residential and Campus Institutional Zones).

4. Adjustments

If Zoning Code standards will not be met outright, the conditional use review application can include adjustment requests, subject to limitations in 33.805.030.

5. Conditional Use Master Plan or Impact Mitigation Plan Option

Though not required, the project can pursue a Conditional Use Master Plan or Impact Mitigation Plan for this site instead of a standard Conditional Use Review. These reviews are also subject to the Type III land use review process and are generally intended for master plans that involve multiple phases of development. The requirements and approval criteria for a Conditional Use Master Plan are in 33.820 and the requirements and approval criteria for an Impact Mitigation Plan are in 33.848.

DESIGN REVIEW

The following issues and requirements have been summarized as they may impact the project. BDS Pre-Application Conference Response 23-105044 Page 4.

1. Design Review Options

a. Design Standards Track

For work proposed in the part of the site which has a design overlay and is IR zoned, since there is no Impact Mitigation Plan or Conditional Use Master Plan in effect for this site, the proposal is eligible to use the non-discretionary design standards track in Section 33.420.050. The Design Standards of Section 33.420.050, Table 420-2 will apply if this track is chosen. The table features required standards, all of which must be met, as well as optional standards, which are assigned points. The number of points that must be earned varies with the building height, site area and type of development. Note, development standards listed in Section 33.420.050 are separate from those in the base zone and cannot be adjusted or modified. If they cannot be met, a Design Review is required.

b. Design Standards Track

If not using design standards, a Type III Design Review will be required per Table 825-1 of Section 33.825.025. Additional information about Design Review can be found in the sections below.

c. Neighborhood Contact Requirement (33.420.030)

For proposals in the Design Overlay Zone that will add at least 10,000 square feet of net building area to a site, the neighborhood contact steps of 33.705.020.C., Neighborhood Contact III, are required. This requirement must be completed 14 days before submitting a Design Review application (or building permit for projects utilizing the Design Standards). Additional information on the requirements of Neighborhood Contact III requirements at portland.gov/bds/neighborhood-contact. A timeline of the process is available at https://www.portland.gov/sites/default/files/2022/Neighborhood%20Contact%203%20Timeline%202022.04.pdf.

2. Design Review and Other Land Use Review Processes

a. Modifications and Adjustments

The development standards of the Zoning Code are expected to be met. However, if a standard cannot be met, a Modification or Adjustment review can be requested alongside the Design Review. To be approved, requests for Modifications or Adjustments must mitigate and better meet the purpose of the standard and applicable Design Guidelines.

1. A Modification Review may be requested for site-related standards (such as setbacks, size of loading spaces) that are not met. Approval Criteria are found under Section 33.825.040.
2. An Adjustment Review may be requested as part of the Design Review for use-related development standards (such as building height, number of loading spaces, number of parking spaces) that are not met. Approval Criteria are found under Section 33.805.040.

All additional land use reviews should be listed on the land use application, the respective fees paid, and a response provided that addresses the additional approval criteria listed in the relevant Portland Zoning Code Chapters. BDS Pre-Application Conference Response 23-105044 Page 5

c. Certificate of Compliance

Approval of a Design Review allows for the proposed work to be built. The expectation is that the building permit will reflect the project (including the details) that was approved. To ensure this, a Certificate of Compliance will be required at the time of building permit as indicated in a condition of approval. The Certificate of Compliance form can be found at portland.gov/.

BUILDING CODES

The project will be required to follow, but is not limited to, the following codes:

- 2010 ADA Design Standards
- 2017 ICC A.117.1
- 2021 International Building Code
- 2022 Oregon Structural Specialty Code
- 2021 Oregon Electrical Specialty Code
- 2021 Oregon Energy Efficiency Specialty Code
- 2021 Oregon Plumbing Specialty Code
- 2022 Oregon Mechanical Specialty Code
- 2024 NFPA 221
- 2021 Portland Fire Code
- OAR 333-60 Public Health - Public Swimming Pools

NOTES

- Several areas of the building will be considered Type A occupancy, including the theater, cafeteria & Commons, and large classrooms. These areas will require extra care for egress and will affect building planning.
- Maximum allowable building height per the zoning code is 75 feet, which also meets the building code limit.
- The total area of the proposed design will require multiple code buildings to meet the allowable area, and this would typically require firewalls for separation. A firewall alternative maybe a possible code path, to be explored in the next phase.
- This project does not anticipate an atrium, and active smoke evacuation is not planned.
- Per OSSC Section 1207, enhanced classroom acoustics will be required for most classrooms.
- All-User, All-Gender, Gender-Inclusive restrooms continue to pose some permanent challenges and may result in significant building costs.

CLIMATE RESPONSE/
CLIMATE JUSTICE

ANALYSIS + GROUND SETTING

PPS CLIMATE CRISIS RESPONSE + CLIMATE JUSTICE

Ida B. Wells High School will be one of the first Portland Public School projects to be designed and constructed following the adoption of the new PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy. This policy focuses on two overarching objectives that will positively impact the future students and the surrounding community, 1) Emission Reduction, and 2) Engagement, Resilience, and Wellness. As stated in the policy:

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

Because of its unique position as one of the first school modernization following adaptation, Ida B. Wells High School will serve as a leading example for what's possible. The project will aim to achieve all ten goals laid out in the Policy in a meaningful way.

- **Goal 1.1:** PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable
- **Goal 1.2:** PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management
- **Goal 1.3:** PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes
- **Goal 1.4:** PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles
- **Goal 1.5:** PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities
- **Goal 2.1:** PPS will address climate-based impacts on health, safety, and wellness of its students and employees
- **Goal 2.2:** PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.
- **Goal 3.1:** PPS will empower staff as allies for a healthy climate
- **Goal 3.2:** With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions
- **Goal 3.3:** PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools

CLIMATE JUSTICE

In parallel to leadership around greenhouse gas emissions, the policy demonstrates Portland and the Portland School District's commitment to climate justice, Recognizing that Climate change disproportionately impacts the vulnerable members of our community. PPS states that Climate Justice centers and prioritizes people with disabilities, communities of color, and other vulnerable populations in developing climate change solutions. The way we communicate about climate change matters - pushing against systems of oppression that have resulted in climate change through reframing knowledge, solutions, and systems is a form of climate justice. This commitment will serve as a primary design driver throughout the modernization process.

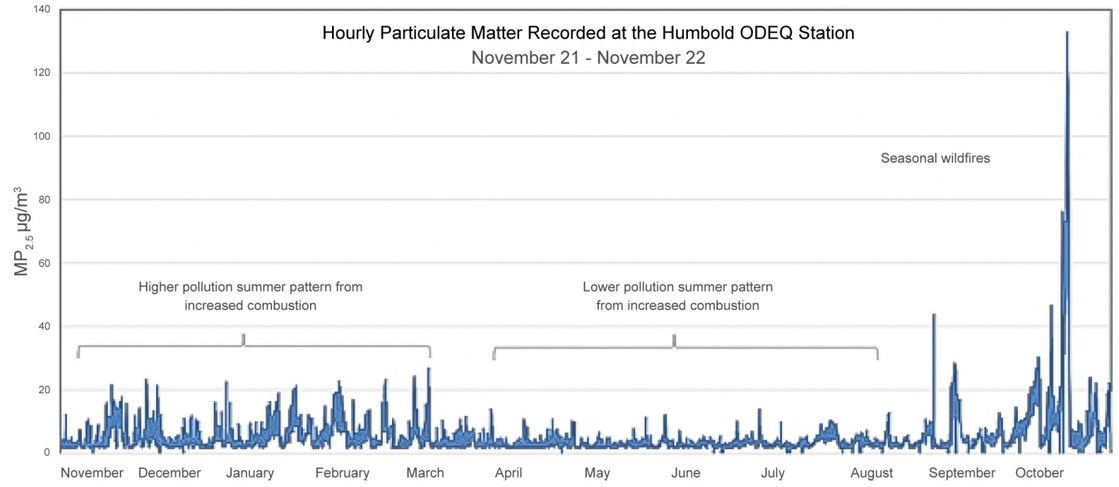
INDOOR ENVIRONMENT

Creating a healthy and joyous indoor environmental that actively facilitate learning will be fundamental to IBW's design. Research shows that the physical environment has an over arching impacts on academic performance and student well being and IBW will be designed in line with the most up to date science.

Factors that will be addressed and incorporated into the design include indoor air quality, adequate and balanced daylight, views to nature, biophilic elements, safe and non-toxic materials, and quality acoustical conditions.

OUTDOOR AIR QUALITY

Like most of Portland and the Pacific Northwest Region, the Ida B. Wells High School site enjoys excellent outdoor air quality most of the year. The graph below shows one year of hourly air quality measurements taken at the Humboldt Oregon Department of Environmental quality monitoring station. During the summer months, air quality is excellent, while during the winter months, local air quality suffers from combustion of gas and wood for building heating. Major roads nearby has the potential to impact air quality depending on the time of day and wind direction. Ida B. Wells high school will improve local outdoor air quality by shifting from gas to electric heating.



BENCHMARKING ENERGY AND WATER

Energy

Ida B. Wells recorded an EUI of 90.5 kBtu/sf/yr during for the 21-22 school year. This is considerably higher than the PPS average of 58 kBtu/sf/yr and three times higher than the standard for new construction. 87% of this energy was from onsite combustion of natural gas used for space heating, water heating, and cooking. 13% was for energy use comes from grid electricity which is used for lights and plugs.

The modernized building will achieve a PPS goal of 30 EUI for new conduction. The future Ida B. Wells High School will be powered with 100% electricity, supplied from both the grid and roof-top solar panels.

Water

Ida B. Wells High School has historically used around 1.5 million gallons of water per year, including both potable water reuse and irrigation of the ground and playing fields.

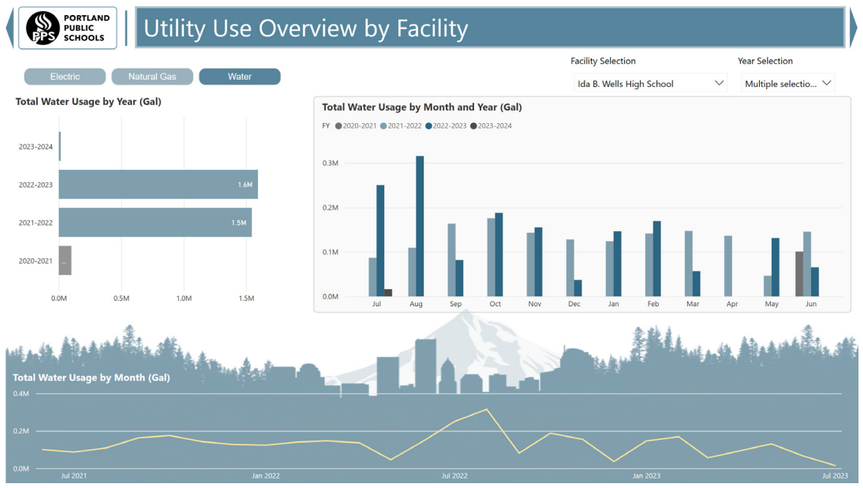


Figure 1: Ida B. Wells Water Usage (2021-2023)

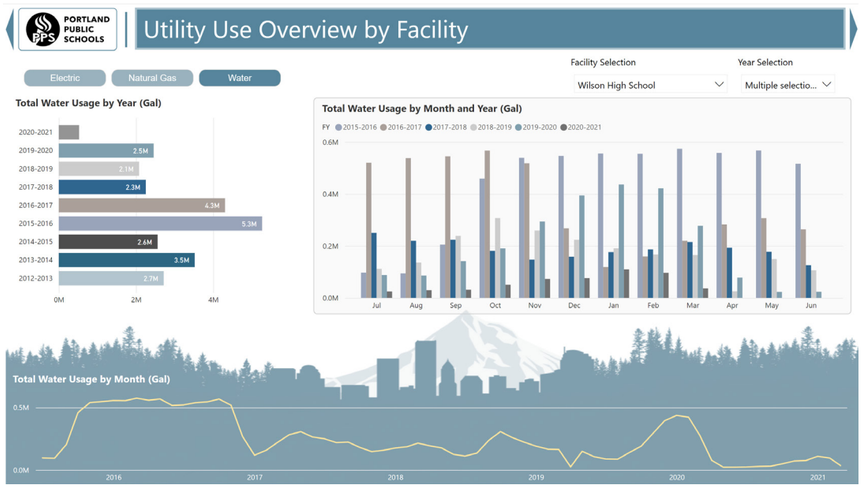


Figure 2: Ida B. Wells [formerly Wilson High School] Water Usage (2013-2021)

TECHNICAL CRITERIA

INDOOR AIR QUALITY

Indoor air quality is essential for long-term health and short-term mental acuity. High quality indoor air will be developed to all spaces in the building and verified through measurement against the below criteria. The objective for this project is to achieve indoor air quality that is measurably superior that industry baseline standards.

Minimum IAQ to achieve (during typical conditions)

- Carbon dioxide < 750 ppm
- Carbon monoxide < 9 ppm
- Formaldehyde < 50 ppb
- PM2.5 < 12 µg/m3
- PM10 <150 µg/m3
- Total VOCs < 500 µg/m3
- Ozone < 51 ppb

The following design strategies will be used to achieve high quality indoor air.

- Install equipment for ongoing air quality monitoring
- Filter all incoming and circulating air with MERV 14 media filters
- The ventilation systems must comply with ASHRAE 62.1
- The design ventilation rate should achieve a threshold CO2 below 800ppm
- Ventilation controls based on demand
- Zero VOC threshold for indoor wet-applied coatings
- Store potential contamination sources in negatively pressured spaces with direct exhaust
- Include walk-off mats or grates at all entrances.

DAYLIGHT

Daylight inspires, stimulates, invigorates, and connects us to the outdoors. While excellent in some areas, some spaces of the current high school are daylight challenged. This lack of daylight has the potential to impact mood, focus, memory, energy, and all-around mental acuity. Unlike indoor air quality, which needs to be consistent throughout, lighting quality and quantity will vary from space to space, with this report defining ideal daylight conditions along a variety of daylight metrics, each described below. Overall, the objective is for learning environments and major program spaces to be designed to be lit primarily with daylight and the effectiveness of the design solution will be analyzed and refined through.

View Criteria

Views to nature are important for mood and focus. All learning environments will have views of greenery. This becomes even more important for spaces that might be lit through indirect (borrowed) daylight.

Daylight Access

Access to daylight can be divided into two major categories, direct access and indirect access. All learning environments should prioritize direct access to daylight. Where indirect access is necessary, spaces should still achieve at least 50% daylight autonomy and quality views.

Threshold for Glare

Glare is defined as an uncomfortably high contrast between dark and light surfaces within the visual field. Generally, this is the result of direct sunlight striking a surface within a space. A moderate glare threshold is suitable for spaces where occupants can move to avoid occasional glare. This works in circulation and informal spaces. Learning environments with assigned seats require a zero-glare threshold.

Light Quantity

Different spaces require different quantities of light. Measured in Food Candles, light should mostly come from the sun, with electric light supplementing the difference. Classrooms will achieve a minimum 40 footcandle threshold measured horizontally at 30” off the finished floor. Other spaces will define illumination thresholds based on Illuminating Engineering Society (IES) guidelines.

Light Color Temperature

Color temperature defines the spectrum of light from warm to white to cool and follows the natural rhythm of the diurnal cycle, from warm in the morning to cool in mid day, to warm again at night. Different color temperatures impact occupants in different ways, with cool light encouraging focus and warm encouraging relaxation. The ideal scenario is for spaces to shift color temperature over time to match the body's natural circadian rhythm. A high color temperature (5000K) that mimics daylight will encourage concentration during the day, while a lower color temperature (2700K) is better during evening events.

Maximum Lighting Power Density

Lighting power density, measured in Watts per Square Foot indicates the energy used to light a space. The objective is to achieve LPDs below code minimum for each space type.

Lighting Controls

Lighting controls include shades, dimmers, vacancy sensors, and daylight sensors. These features allow for both greater user variation and control which leads to increased occupant satisfaction. Manual blinds and daylight sensors should be included in all spaces with windows while vacancy sensors should be included in all spaces that are only occasionally occupied. Dimmers are useful in most spaces.

THERMAL COMFORT

Thermal comfort is essential for optimal physical and mental performance and the factors that determine thermal comfort are broad, including aspects of both the space and users. Air temperature, surface temperature, air flow, and humidity levels combine to create a subjective feeling of a given thermal environment. Each of these factors should be taken into account to provide high-performance, thermally healthy spaces. Ida B. Wells High School currently suffers from poor thermal comfort because of both its historic windows and its outdated systems. The objective is to deliver summer and winter thermal comfort will be delivered based on 99% and 1% design temperature. The following design and operational criteria are recommended:

- Air temperature should be set appropriately based on the season: 70 degrees Fahrenheit during the winter and 74 degrees during the summer.
- Surface temperature should match the air temperature. To achieve this, windows should be replaced with modern IGUs to increase airtightness and thermal resistance, while decreasing solar heat gain
- Air flow should be constant and minimal during the winter. During the summer, fans can be used to provide comfort while using less cooling energy.
- Relative humidity should be maintained around 50%.

Since significant variation exists amongst individuals, a high level of satisfaction regarding thermal comfort can only be achieved through environmental variation and user choice. Spaces for individuals should have individual thermostats. Spaces for larger groups, such as classrooms, should build in subtitle environmental variation throughout to allow users to choose an environment that suits their needs.

ACOUSTICS

Like daylight and air, quality acoustics are necessary for a high performance learning environment. Each space type will define maximum acceptable background noise, and recommended Noise Reduction Coefficient (NRC) and Sound Transmission Class (STC) metrics. The objective is to design for the acoustical conditions necessary for an ideal learning environment.

MATERIAL SAFETY

The selection of construction materials, finish materials, and furniture will deeply affect occupant health as well as distantly impact the health and equity of both people and planet. The below guide identifies the chemicals that are best to avoid in the built environment for all around positive outcomes.

DURABILITY CRITERIA

Durability and Longevity are key features of both a sustainable building and an economically reasonable building. The below building system lifestyle criteria establish thresholds that design decisions can be reviewed against.

Building design lifespan: 100 years beyond modernization

Structure: 50+ years

Enclosure materials design: 30 years

Roof design: 30 years

Mechanical systems design: 20 years

Integrated technology design: 5 years

STRUCTURAL SYSTEM SELECTION

In alignment with the PPS climate response policy, and goals around carbon emissions. The massing of the addition has been designed in a way that will allow for the efficient and economic use of mass timber construction. The assumption is that wood will be the primary structural system unless it its impractical for a given space.

MECHANICAL SYSTEM SELECTION

The most appropriate mechanical system will be chosen by considering the system's full life cycle impact on energy efficiency, refrigerant management, maintenance, training, complexity, comfort, cost. A thorough comparison, looking at each of these denominations will be performance on two or more systems to inform a final decision. The mechanical system will be able to track and log data and will be all electric. An initial preference is for hydronic based distribution.

THERMAL ENCLOSURE

The thermal enclosure is the building system that ensures energy efficiency, thermal comfort, and indoor air quality. It will be designed to the following minimum values.

Wall: R-15.625 Minimum

Roof: R-31.25 Minimum

Slab Edge: R13

Glazing Area: <35%

Window Frame: Fiberglass

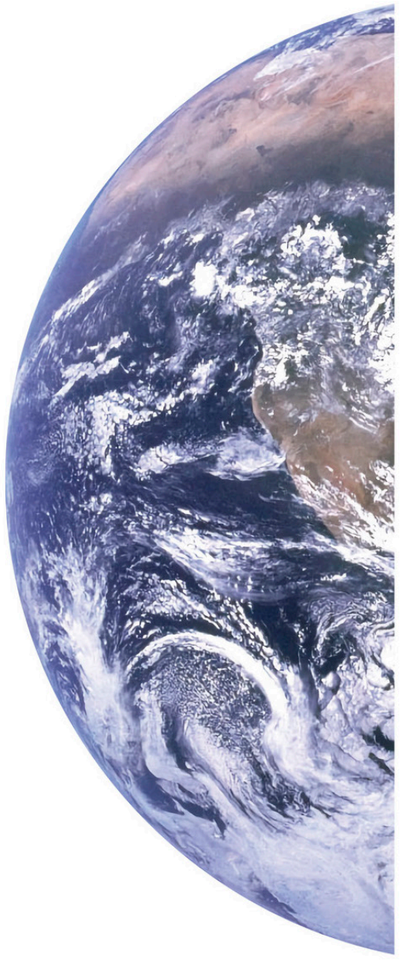
Window U Value: U 0.28 Maximum (assembly u-value)

Window SHGC: 0.27

Solid exterior wall: To explore

Tested Airtightness: 0.20 cfm/sf @ 1.57psf

Intrinsic to our material selection philosophy is the knowledge that many substances, ubiquitous in the built environment, cause harm to people and the natural environment. On each project, we set out to avoid the chemicals of concern listed below, and with each effort, come one step closer to a world free of these dangerous chemicals.



EXTERNAL Environmental Concerns

Polyvinyl Chloride (PVC) + Chlorinated PVC (CPVC)

The production of PVC is extraordinarily toxic and energy intensive, and there are no safe outcomes at the end of its useful life. Its negative impacts bear heavily on lower income and minority communities that live near production and incineration facilities. These inequitable societal and environmental costs are not reflected in the purchase price of PVC products, though alternatives are readily available for most applications.

- Vinyl Flooring
- PVC Roofing
- Vinyl Windows
- Plastic Wall Protection
- Fabrics + Window Coverings
- Furniture

Perfluorinated Compounds (PFOA, PFOS, PFBS)

PFCs are reproductive toxins and endocrine disruptors that are extremely persistent and bioaccumulate in the environment. They are used to increase water, stain, or wrinkle resistance in products. Increased awareness of their negative impacts are making them easier to avoid.

- Carpet
- Resilient Flooring
- Floor Sealant + Coatings
- Grout

Antimicrobials

Antimicrobials are developmental and aquatic toxins. Some provide necessary product preservation, but overuse may contribute to increased antibiotic resistance. They provide no proven health benefit and should be avoided when marketed with health claims.

- Textiles
- Countertops
- Baby Changing Stations
- Many Other Touch Surfaces

Arsenic, Cadmium, Chromium, Lead, Mercury

These toxic metals are extremely hazardous in very small doses, especially to young children. In addition to some architectural products where they can be avoided, they are found in plumbing and electronic equipment, batteries, and fluorescent lighting.

- Wood Preservatives
- Glazes + Pigments
- Metal Plating
- Fly Ash Recycled Content in Carpet
- Products with Recycled PVC
- Rubber Flooring with Recycled Tires

Alkylphenol Ethoxylates

APEs are endocrine disruptors that bioaccumulate in the environment. It is unclear at this time how prevalent their use is in the products we specify.

- Paint

CFC, HCFC, HFC

These substances contribute substantially to global warming. Regulations are gradually phasing out the worst of these, along with those that are ozone-depleting.

- XPS + Spray Foam Insulation



INTERNAL Health Concerns

Formaldehyde

Formaldehyde is readily emitted into interior environments causing respiratory and other short and long term health issues. Options for ultra-low emitting or no-added formaldehyde are typically available.

- Composite Wood Products
- Insulation

Halogenated + Organophosphate Flame Retardants

Flame retardants are associated with lower IQ and hyperactivity in children, hormone disruption and reduced fertility in adults, and these types are highly persistent and bioaccumulate in the environment. They often do not increase fire safety and pose additional risks to fire-fighting personnel.

- EPS/XPS Insulation
- Single-Ply Roofing
- Upholstery Foam

Antimony Trioxide Flame Retardants

Antimony Trioxide is a concerning member of the non-halogenated and non-organophosphate flame retardant categories.

- Batt + Spray Applied Insulation
- Carpet Backing + Vinyl Flooring
- Single-Ply Roofing
- Polyurethane + Epoxy Coatings
- PET Textiles

Orthophthalates

Phthalates are developmental and reproductive toxins, endocrine disruptors, and asthmagens, and persist and bioaccumulate in the environment. They are used primarily to make materials such as PVC softer and more flexible, providing another reason to avoid vinyl products.

- Carpet Backing + Vinyl Flooring
- Woodwork Adhesives + Binders
- Roofing

Bisphenol A (BPA)

BPA is a reproductive and developmental toxin and endocrine disruptor that persists and bioaccumulates in the environment. It is a component of some polycarbonate plastics and epoxies and should be easy to identify in ingredient disclosure documentation.

- Flooring
- Laminate
- Grout + Mortar
- Polycarbonate Panels/Skylights
- Whiteboard Paint

Isocyanates

Isocyanates are asthmagens and air pollutants. Some provide the only and preferred alternative to formaldehyde binders, but other products with isocyanates should be avoided.

- Spray Foam Insulation
- Whiteboard Paint

Solvents

Solvents can cause short term health effects like headaches and contribute to long term neurodevelopmental effects and cancer. Use water-based alternatives.

- Paints
- Wood Finishes
- Adhesives

References
Perkins&Will Precautionary List | Green Science Policy Institute Six Classes | Healthy Building Network Transformation Targets
International Living Future Institute LBC Red List | Cradle to Cradle Products Innovation Institute Restricted Substances List

RESILIENCE

OVERVIEW

With increasing climate uncertainty, coupled with an increasingly fragile utility grid, it's essential for the design of Ida B. Wells High School to anticipate and accommodate disruptions that are sure to occur over the next half century. Spaces will need to be designed for passive operations to maintain safe and comfortable conditions during periods of disruption. Backup power for essential services, such as data will be explored, and each relevant climate risk will be subdued and addressed individually.

As part of a resilient design process, passive strategies to provide light, air, and thermal comfort, as well as back up power needs will be analyzed and documented for each space.

CLIMATE CRISIS RESPONSE POLICY

The New PPS Climate Response Policy provides a goal dedicated to resilience, housed under pillar 2: Improve Health and wellness.

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

RESILIENCE AND ADAPTATION

The project will identify and anticipate the future impacts of climate change over the next 50 years and incorporate strategies to keep the building functional during periods of smoke inundation and extreme temperatures. Each proposed system (architectural, mechanical, etc.) will be analyzed for both today's climate and that of the future. Dedicated passive strategies, such as operable windows, will be used to keep the building comfortable during periods without utility power or when maximizing outdoor air is deemed necessary.

CLIMATE RISKS

The most immediate climate risks for Portland are the threats of wildfire smoke, heat wave, and utility disruption which can take place in summer or winter. All three of these risks, while current challenges faced by the Portland community, will increase in frequency and severity over the next century. It's essential that Ida B. Wells High School is prepared.

Wildfire smoke inundation is a regional challenge that will be increasingly common as summers warm and rainfall patterns shift. Advanced filtration systems will be incorporated into the design as well as the ability to add filtration, such as standalone HEPAs filters as needed when quality is especially problematic. Ensuring a tight enclosure and adequate ventilation, especially for the renovation of the existing building, will be essential in allowing educational spaces to remain usable during periods of inundation.

Airborne Pathogen transfer has taken on new importance since the COVID-19 Pandemic, and the same design strategies that make a building safer during a pandemic will decrease the spread of other airborne diseases, such as colds and flu. In addition to ductwork capable of supplying 5 air changes per hour, each classroom will be equipment with operable windows to allow for safe levels of ventilation during times of high pathogen transfer.

UTILITY RESILIENCE

Decreasing reliability of municipal utilities is likely in the near future due to both extreme weather and an influx of population putting pressure on existing infrastructure. This means that power outages during times of extreme heat and cold are increasingly possible. Aside from adding backup power, which will be explored, passive design strategies, such as limiting east and west facing glazing will be priorities, and optimizing insulation will be essential to ensure health and comfort during periods of disruption.

COMMUNITY RESILIENCE AND RESOURCES

The social network within a community will contribute to resilience just as much as the built environment. Providing spaces and resources to support the community during climate induced adversity is essential to the success of this project and for the realization of PPS's goal around resilience.

TECHNICAL CRITERIA

Durability + Longevity Criteria

Durability and Longevity are key features of both a sustainable building and an economically reasonable building. The below building system lifestyle criteria establish thresholds that design decisions can be reviewed against.

Building design lifespan: 100 years beyond modernization

- Structure lifespan: 50+ years
- Enclosure materials design lifespan: 30 years
- Roof design lifespan: 30 years
- Mechanical systems design lifespan: 20 years
- Integrated technology design lifespan: 5 years

Passive Survivability

Future climate design preparations criteria: Use Year 2035 as a HVAC BOD

Passive survivability criteria: 2 of days without power in summer or winter

Backup Power Systems

Energy Generation: Rooftop Solar

PV system capacity: Based in PPS requirements

On-site storage: To be explored

Off-grid operations criteria: To be explored

Backup Stormwater Systems

On-site water systems: To be explored

Stormwater management: To be explored

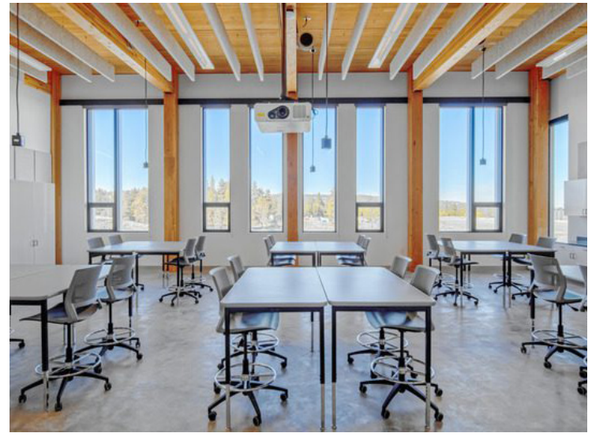
Storage capacity: To be explored

Collected water uses: To be explored

Collected water filtration: To be explored







DESIGN AND CONSTRUCTION SCHEDULE

OVERALL PROJECT SCHEDULE

Bora worked with OSM to establish appropriate timelines for the design phases [Schematic Design, Design Development and Construction Documents, as shown in the graphic schedule below]. Note that design phases follow one another without pause - this schedule is based on the understanding that OSM will not require a pause between phases for its review and approval process, but instead will undertake these efforts concurrent with forward progress in the design schedule.

Gamut Project Solutions [GPS] developed a construction schedule for each of the two Schemes studied in detail for this Comprehensive Plan. In GPS's professional opinion, Scheme 2 will take 25 months to construct, assuming the General Contractor will have access to the site for early prep work at least four months prior, without need for a separate permit for any early work.

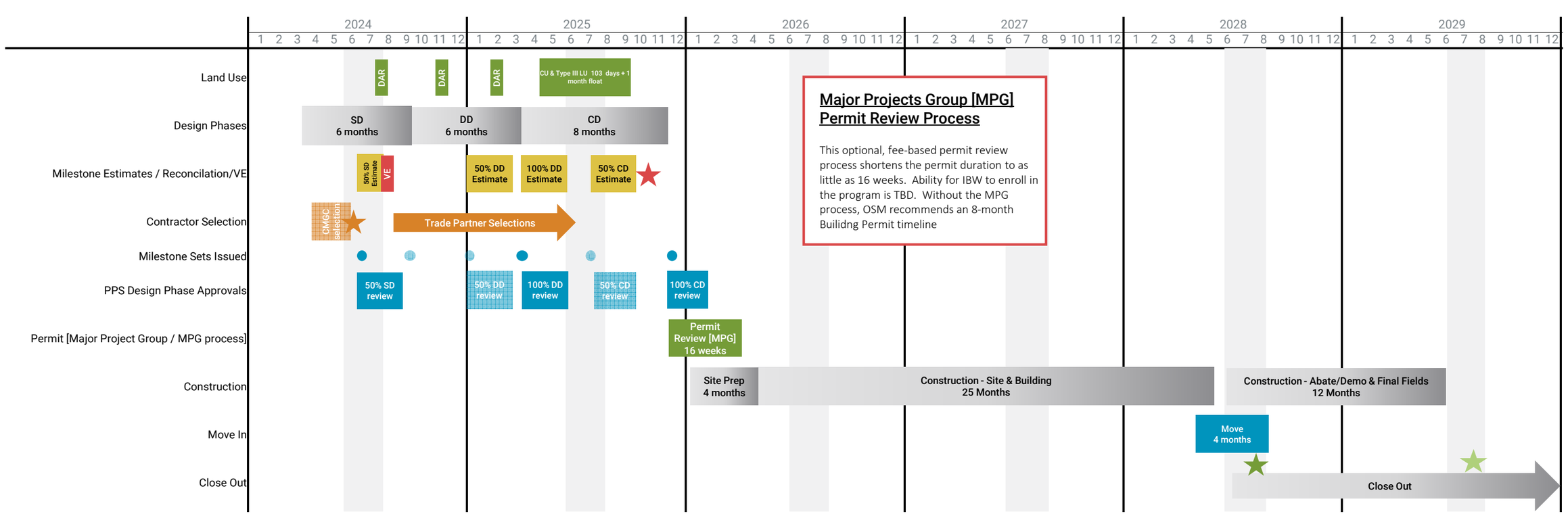
Early selection of the contractor, and utilization of a CM/GC form of delivery, is a key component of this approach, with the contractor able to participate in the 50% SD estimating and reconciliation effort in July/August of 2024. A one week Third Party Value Engineering Workshop will be held in late summer, after which Target Values will be established for various components of the project. This schedule also assumes a single permit package, issued at 100% Construction Documents [100% CD].

The building permit application submittal process can't begin until the Land Use approval process is complete. This project anticipates three "DARs" - Design Advise Request meetings with the Design Commission - followed by a combined Conditional Use and Land Use application that will be based on the 100% Design Development document set.

A 2028 move in date depends on an expedited Permit Process through the City of Portland's Major Projects Groups or MGP, through which a pathway to permit approval in a 16 week window is achievable. Without this service, the IBW High School would likely not be ready for class until the Fall of 2029.

This schedule shows an overlap between construction completion for the first phase of construction in the spring of 2028 and the PPS "Move In" activities. Ideally these would not overlap: a clean handover of a completed building to the owner prior to any move in activities is a more efficient work flow and avoids claims of damage.

One the new school is operational and any artifacts salvaged, the work to abate and demolish the old buildings can begin. With demolition complete, the remaining fields can be built where the school previously stood, and all final site work can be achieved. The final sequencing of field construction will be studied in more detail in the design phases, but it is likely that the completion of all site work will occur one year after the school building opens.



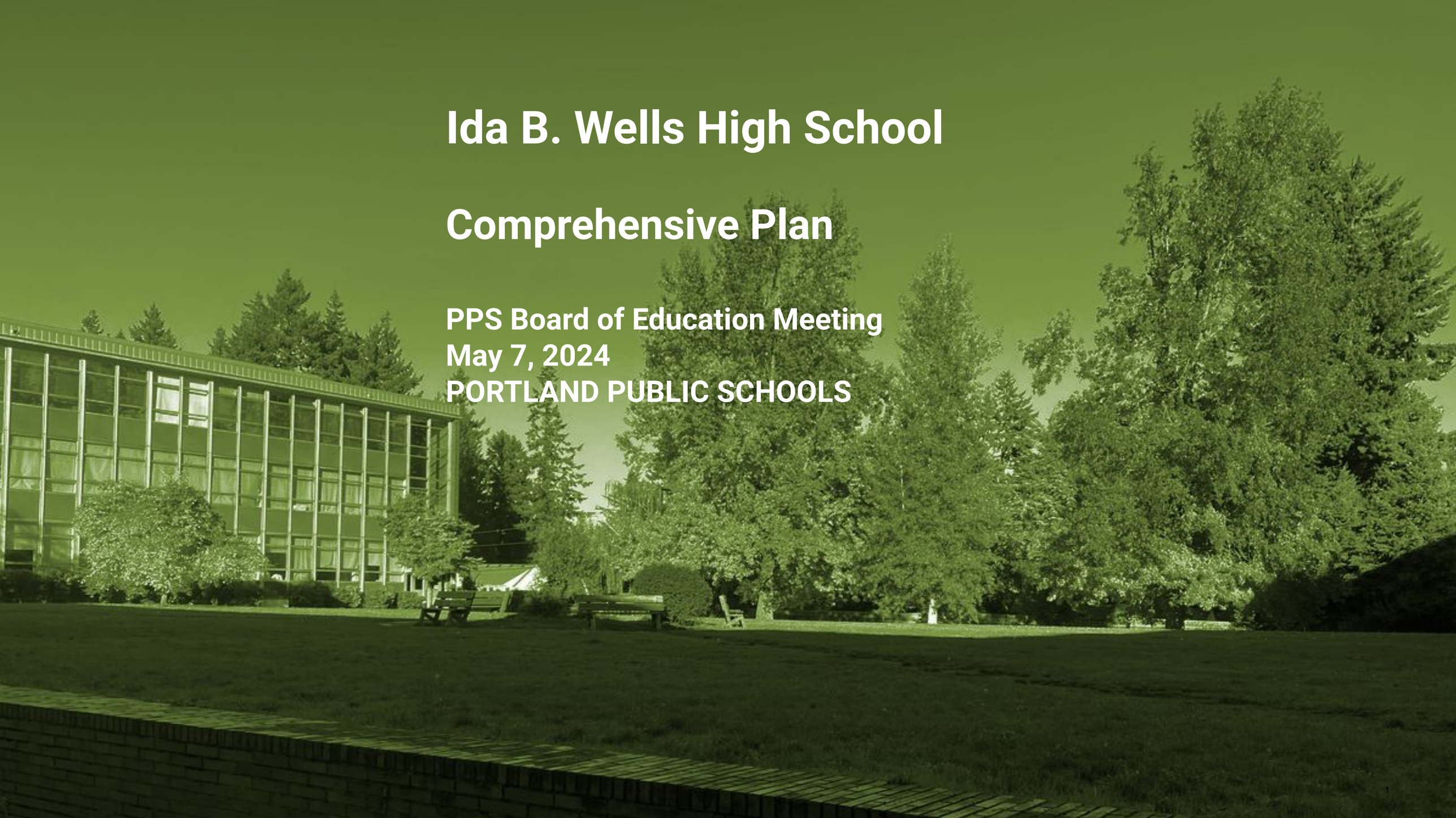
APPENDIX

APPENDIX

A complete appendix can be viewed at the following location: **Link to Virtual Appendix**

The appendix include:

- CPC Meeting Records
- CDW Meeting Records
- Programming Meeting Notes
- IBW Leadership Meeting Notes
- Community Engagement
    - Hillsdale Neighborhood Association
    - Landscape & Research
    - Findings & Recommendations
    - Community Perspective Survey
- Landscape Scan
- Climate Workshop Meeting Notes
- Early Assistance Meeting Notes
- Cost Model Reports
- Full Space Program
- Education Specifications Deviations Log
- Pool Conditions Assessment
- Constructibility + Site Logistics Report
- Consultant Narratives



Ida B. Wells High School

Comprehensive Plan

PPS Board of Education Meeting
May 7, 2024
PORTLAND PUBLIC SCHOOLS

AGENDA

- Ida B Wells Vision Statement
- Community Engagement
- Planning and Design
- Recommended Design Option - Scheme 2
- Education Specification & Space Program Analysis
- Project Schedule
- Cost Summary
- Closing and Next Steps

VISION STATEMENT



The design of the new Ida B Wells High School will support the whole student in their journey toward lifelong learning and success, guided by a comprehensive definition of student health, a process rooted in equity and inclusion, and a finished place that demonstrates climate and disability justice. Inspired by the legacy of its namesake, the new campus building will embrace transparency and truth – in organization, in structure, in materials and in storytelling – to ensure Ida B Wells is embodied within its walls.

COMMUNITY ENGAGEMENT

- 6 Comprehensive Planning Committee Meetings
- 3 Community Design Workshops
- 4 IBW Student Leadership Classes
- 2 Staff Meetings
- Consultant led Stakeholder Interviews and Community Listening Sessions



COMMUNITY ENGAGEMENT

Stakeholder interviews

- Principal
- School Psychologist
- Muslim Parent of IBW Student
- School Social Worker
- Special Education Lead



Listening sessions

- Advisors to student affinity groups
- Special Education staff
- Muslim & Arab students
- Immigrant & refugee community members
- Students leaders & members of affinity groups
- Disability Community served by IBWHS
- Students in Special Education
- Teacher-supported session with nonverbal and medically fragile students in Special Education
- Somali language facilitated Listening Session
- Students and families of color
- Teachers and staff of color

KEY MESSAGES/THEMES FROM INTERVIEWS AND LISTENING SESSIONS

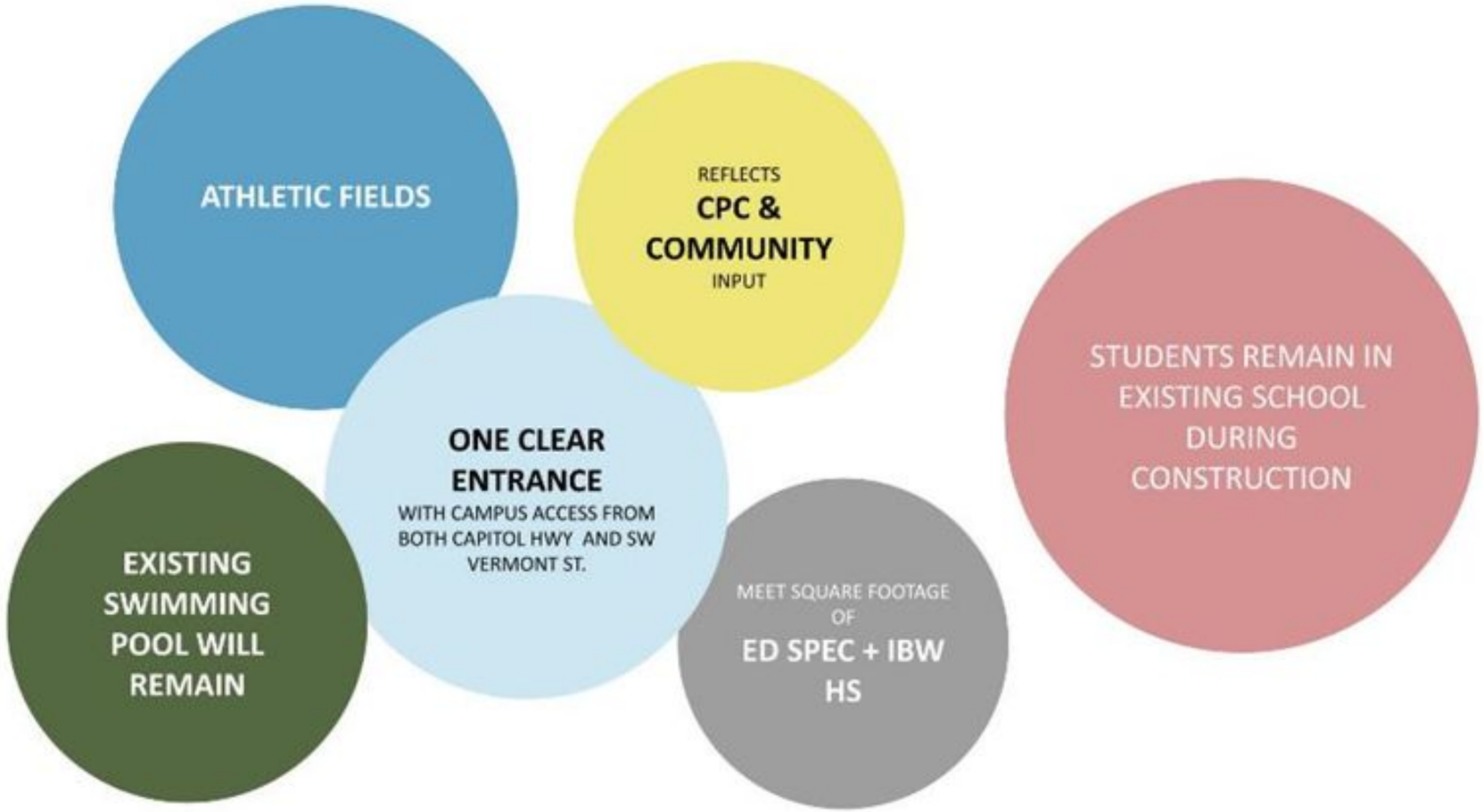
Dedicated space offers a way to cultivate belonging for those who need it most

Safety looks different to communities marginalized by inequity

Designing for the most impacted can lead to solutions with universal resonance

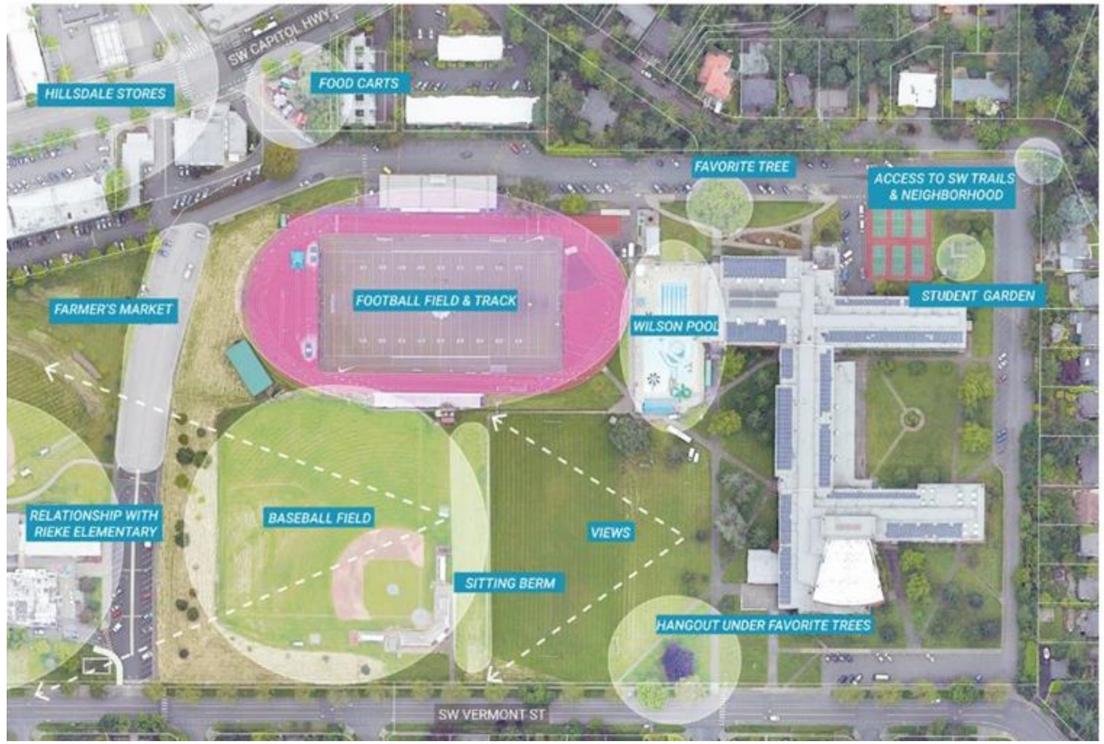
When thinking about how a building affects culture, consider the entire user journey

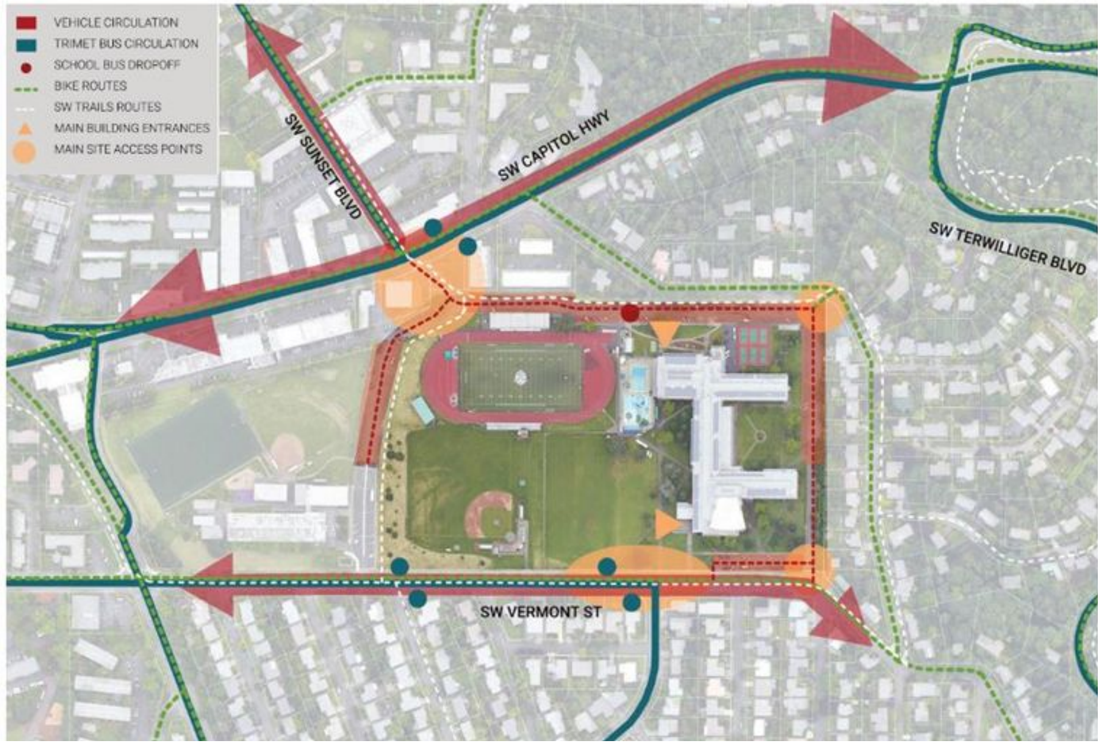
DRIVING FACTORS FOR PLANNING AND DESIGN



Factors for planning have included the site's physical constraints, the PPS Education Specifications, community-developed Guiding Principles, and the PPS Climate Policy

DRIVING FACTORS FOR PLANNING






View of main entrance from Southwest Vermont St.

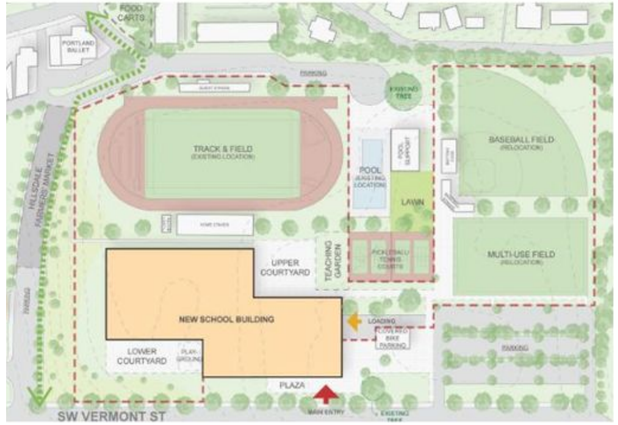

Track and field grandstand


Views to the west and existing baseball field


Ida B. Wells pool

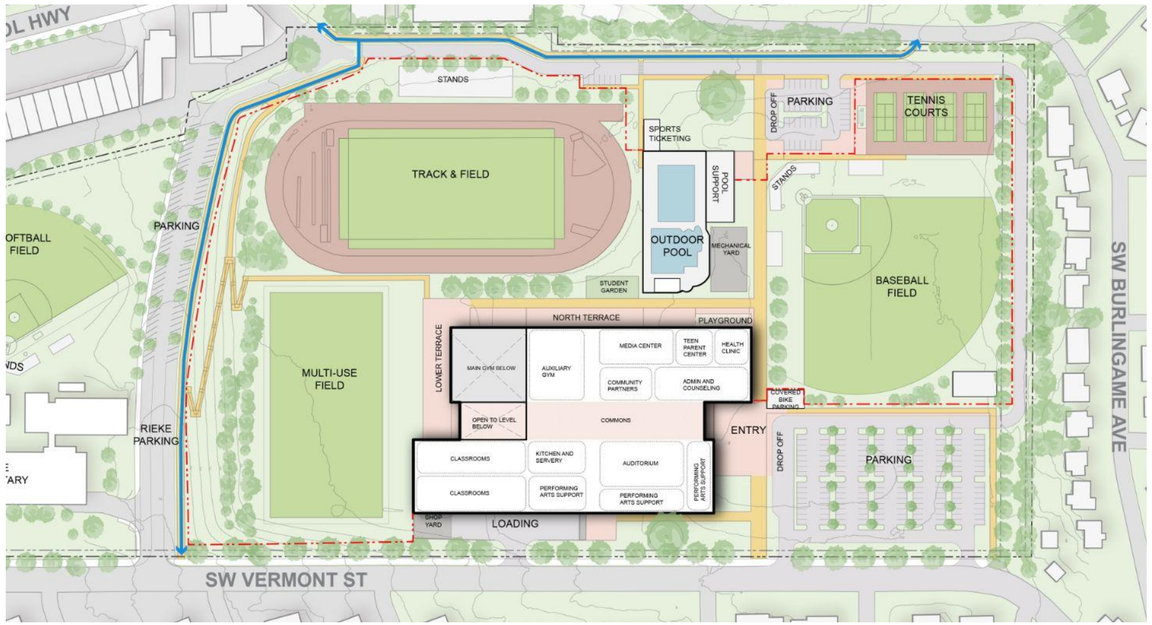
REFINING DESIGN SCHEMES



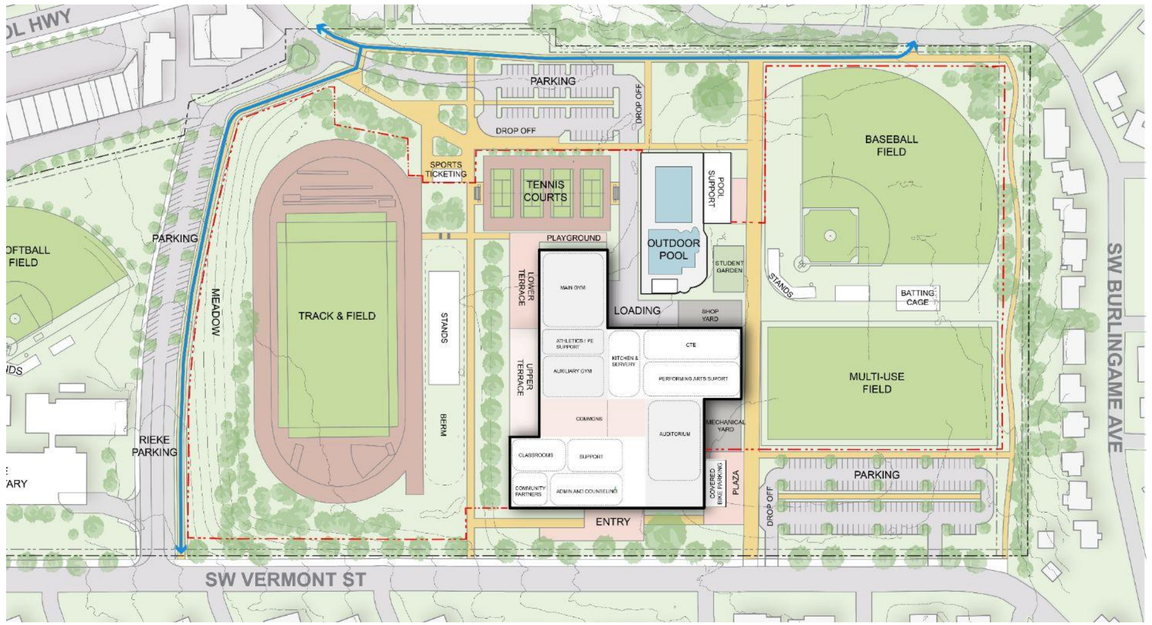




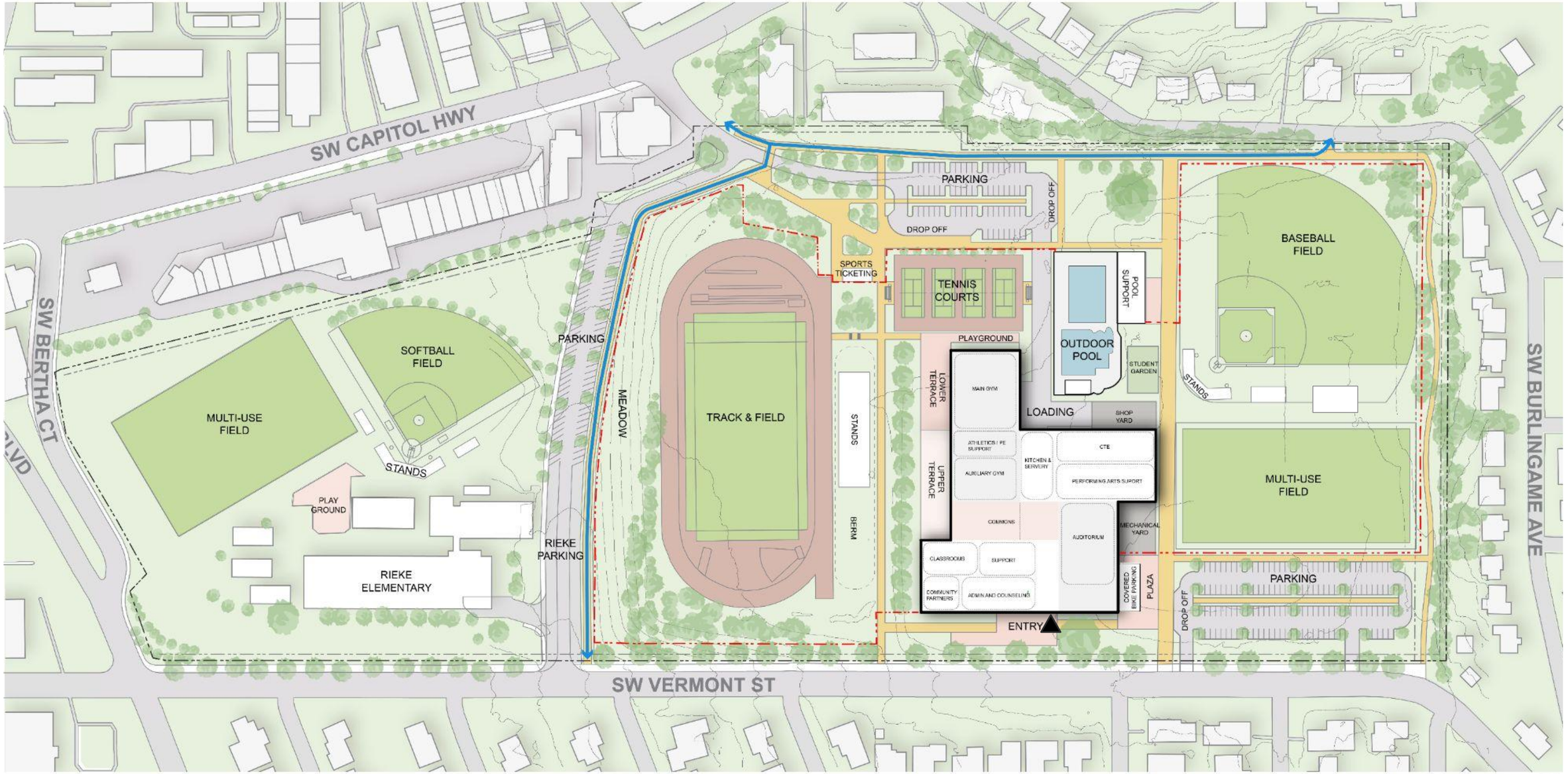
SCHEME 1



SCHEME 2



RECOMMENDED DESIGN OPTION - “SCHEME 2”



SCHEME 02

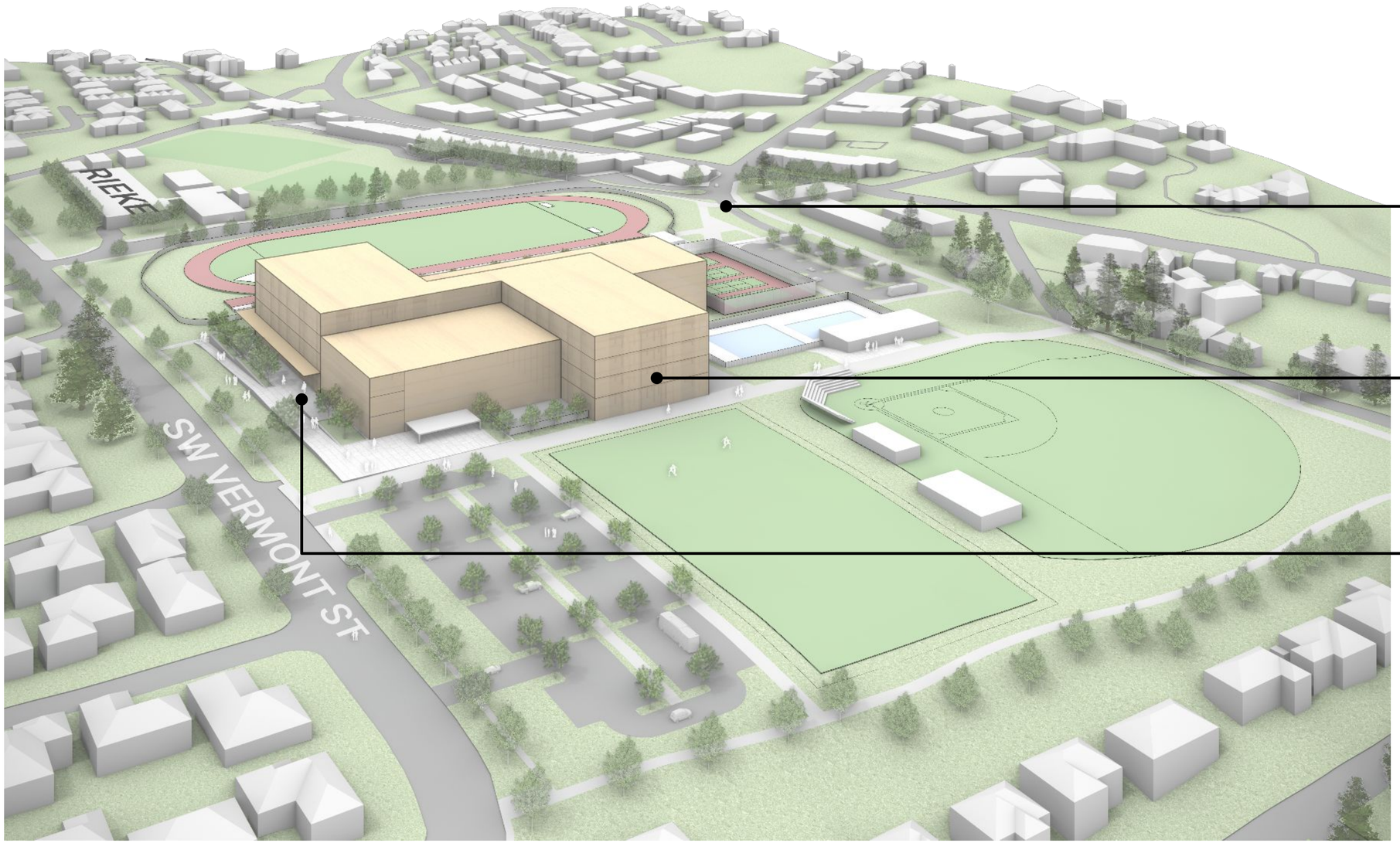
0 50 100 200 300 500
FT

KEY:

Securable Perimeter

SW Trails

SCHEME 2 - RESPONSE TO KEY DESIGN DRIVERS



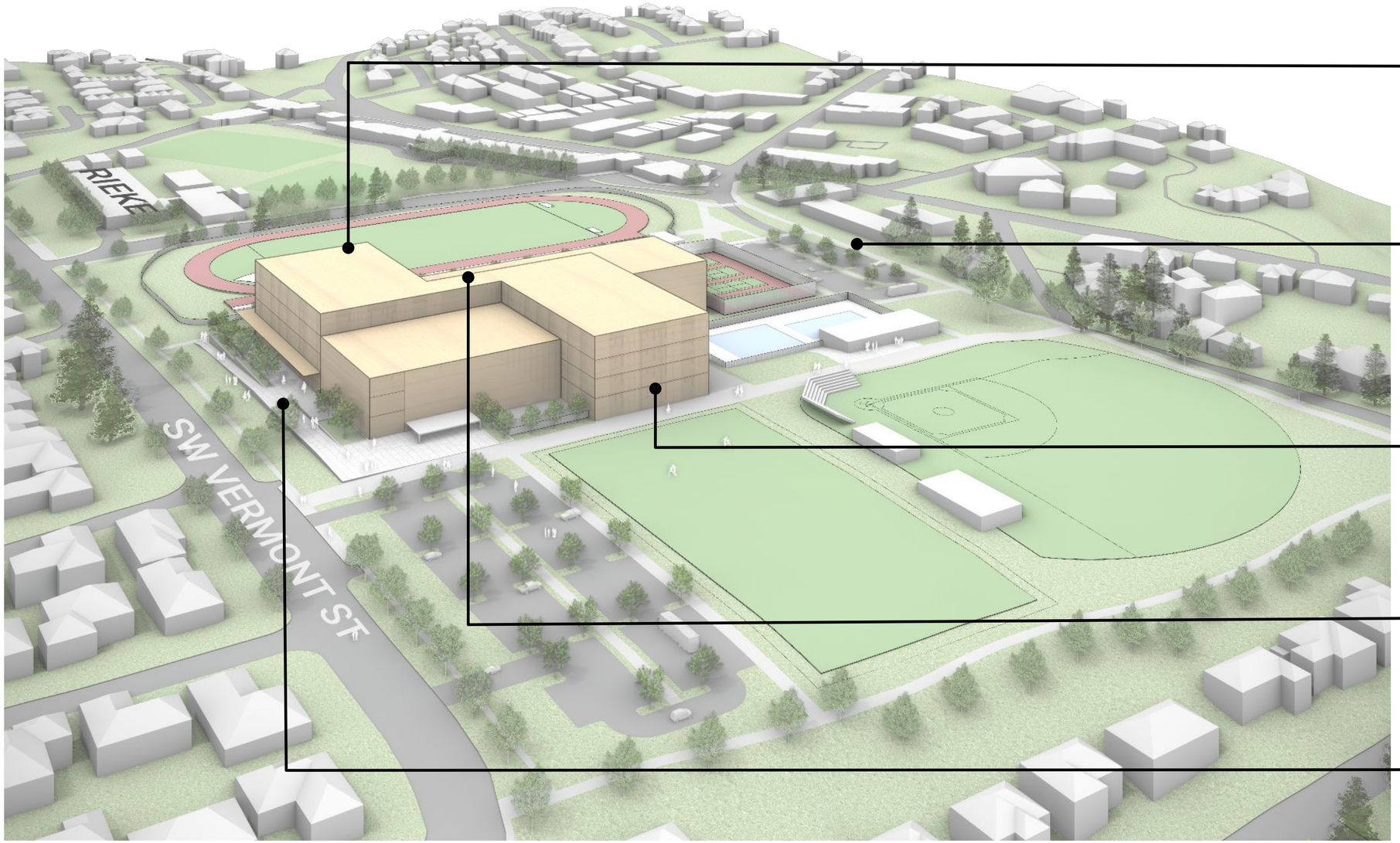
Pedestrian plaza adjacent to Capitol Highway campus entrance provides **direct and visible approach to building** from the North

Building sits west of existing school, south of existing pool, and east of relocated track. More **compact building form with north-south pedestrian connections across campus** on two sides.

Main entrance faces Vermont St. with **direct pathways connecting it to both campus approaches** and parking lots

Massing - Aerial View

SCHEME 2 - RESPONSE TO GUIDING PRINCIPLES



Massing - Aerial View

Building orientation and massing allows for **maximum daylighting and minimizes western sun exposure**, reducing building energy consumption and eliminating solar discomfort

Pathways through campus **connect to the SW Trails network and the broader business and residential district**, making the school a beacon of activity in SW Portland

Building massing is optimal for a timber structure, allowing for **reduced embodied carbon emissions, improved indoor air quality, and biophilic design opportunities**

Central **commons acts as “heart” of campus** and connects to outdoor plazas, creating a variety of spaces for gathering and community connection

Site configuration allows for universal accessibility, going beyond code to create a **physical place of inclusion** at every scale

SCHEME 2 - MASSING



View from Vermont St. (Southeast)

SCHEME 2 - MASSING



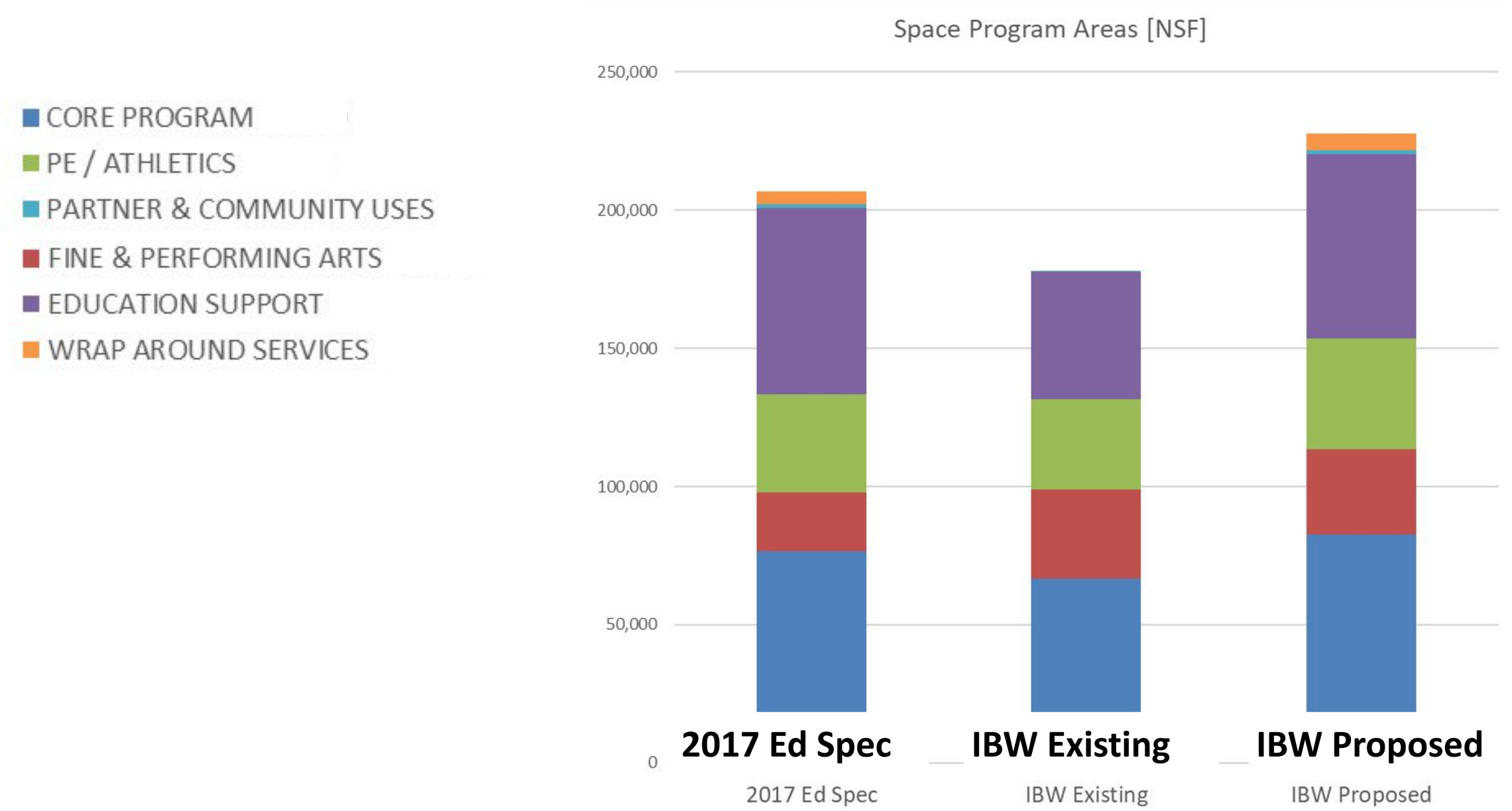
View from Capitol Hwy Approach

SCHEME 2 - MASSING



View from Vermont St. (Southwest)

ED SPEC ANALYSIS



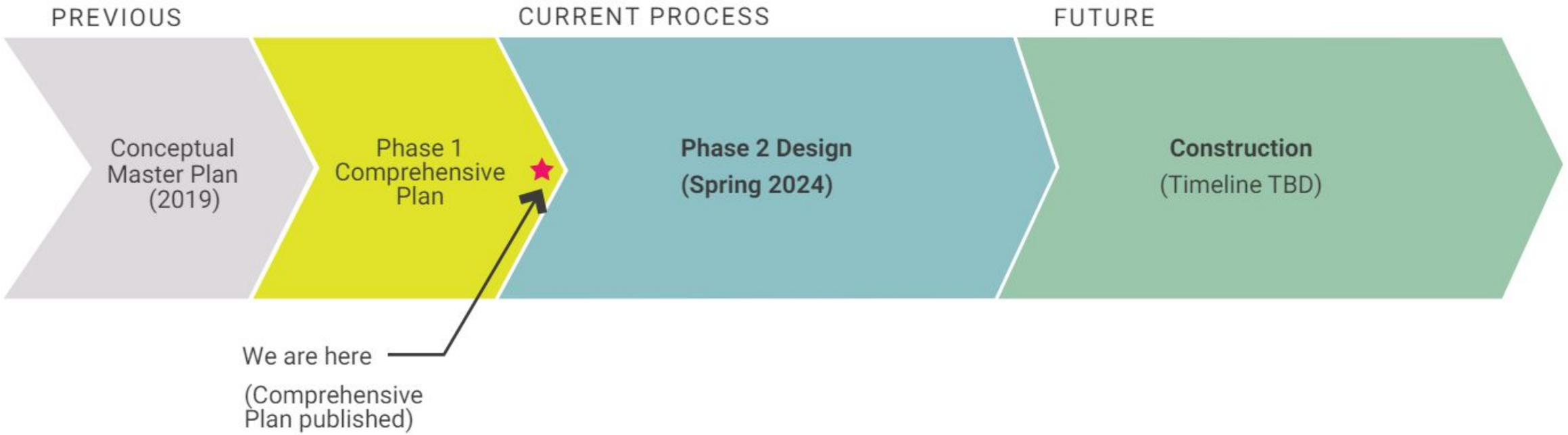
SPACE PROGRAM - IBW-specific changes + increases to Ed Spec

- **Unique Programs at IBW:** 14 dedicated CTE/Pathways Classrooms, including:
  - Wood & Metals
  - Engineering & Robotics
  - Screen Printing
  - Sound Engineering

- **Right-sized spaces based on lessons learned** from other PPS modernized high schools, including:
  - Larger Gym
  - More Team Rooms
  - Dedicated Departmental Collaboration Spaces

- **Spaces reflecting PPS Climate Crisis Response Policy & Resiliency goals**, including:
  - Spaces for electrified versus fossil fuel equipment
  - Storage for emergency supplies

PROJECT SCHEDULE



COST SUMMARY

COMPONENT	COMMENTS		TOTAL
Hard Cost	Bldg and Site work - Recommended Scheme (#2) Estimate by professional cost estimator	$	359,310,855
1.5% Green Energy Tech	Required by State of Oregon Calculation includes part of soft costs as required	$	5,989,663
Subtotal		**$**	**365,300,518**
Owner Direct Hard Costs	Offsite Improvements/Athletic Swing	$	2,200,000
TOTAL HARD COSTS		**$**	**367,500,518**
Soft Costs	~10% of Hard Costs	$	36,300,000
Fixtures, Furniture, Equipment, incl. technology	Based on current PPS project data ~$32/SF Escalated to middle of construction	$	10,000,000
Contingency	10% of Total Cost	$	41,200,000
Escalation	Included in Hard Cost Estimate		N/A
2020 Bond budget for planning and design		$	(20,000,000)
TOTAL*		**$**	**435,000,518**

*Total assumes delivery 6/2028 (Bldg) + 6/2029 (Site).

CLOSING AND NEXT STEPS

- **Design Advisory Group meetings - May through December 2024**
- **Community Design Workshops will be announced**
- **Community Open House:** **Thursday, May 16, 2024 3:30-7:30 pm**
  Ida B Wells High School



THANK YOU

Website: pps.net/IdaBWellsBond

RESOLUTION No. 6901

Resolution Authorizing Cleveland High School Modernization Comprehensive Plan

RECITALS

A. The Board of Education adopted resolutions 6153 and 6161 authorizing submission to the voters of Portland Public Schools (PPS) a general obligation bond that included comprehensive planning and design of the modernized Cleveland High School.

B. The election was duly and legally held on November 3, 2020, and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.

RESOLUTION

1. The Board of Education directs staff to use the PPS Cleveland High School Comprehensive Plan (April 17, 2024) as a guide to complete the design of the modernized Cleveland High School to an approximate size of 315,000 square feet.

2. The Office of School Modernization will return to the Board of Education with any major substantive changes to the Cleveland High School proposed space program.

PORTLAND PUBLIC SCHOOLS

OFFICE OF OPERATIONS

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: May 7, 2024

To: Board of Education

From: Dan Jung, Chief Operating Officer
Stormy Shanks, Senior Director, Office of School Modernization

Subject: Adoption of Cleveland High School Comprehensive Plan

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BACKGROUND

Board Resolution 6153 referred the planning and design for the Cleveland High School Modernization project to voters as a part of the 2020 bond.

The Cleveland High School Modernization Project Team (Project Team) has worked with internal stakeholders, external stakeholders, a community Comprehensive Planning Committee and the internal Cleveland Modernization Steering Committee to develop a Comprehensive Plan in conformance with the Comprehensive High School Education Specifications and Design Guidelines & Standards.

RELATED POLICIES/BEST PRACTICES

The PPS 2017 Comprehensive High School Educational Specifications (2017 Ed Specs), along with information on current Cleveland High School programming, was used as the basis for programming of the modernized Cleveland High School. The Cleveland High School Comprehensive Plan was also informed by space programming needs of the PPS Climate Crisis Response Policy.

In addition to using these documents as the foundation for the Cleveland High School program, the Project Team conducted a rigorous outreach and engagement effort over several months. The Project Team met with internal and external focus groups and developed a Comprehensive Plan report for Cleveland High School that presents the desired room requirements, the interrelationships of spaces, specific room requirements and square footages, and most importantly, represents the core educational values of PPS.

ANALYSIS OF SITUATION

Cleveland High School is a neighborhood comprehensive high school serving approximately 1,500 students. Located in Southeast Portland, it occupies three separate parcels totalling 11.5 acres. The main building consists of the original 1929 school, 1957 gymnasium, 1958 music and shop wing, and a 1968 classroom addition on a single 4 acre parcel. A surface parking lot sits across 26th Ave from the main building. The track and field is located about four blocks to the east on a separate 6.5 acre parcel. The total building area is approximately 250,000 square feet. The main building is bound by SE Powell Blvd. and SE Franklin St. between SE 26th and 28th Avenues. Powell Park, owned by Portland Parks and Recreation, is located across Powell Blvd. between SE 26th and SE 22nd Avenues. Powell Park is utilized by CHS athletic programs including baseball, soccer, and lacrosse.

A Conceptual Master Planning effort was undertaken in late 2019 to provide a basis of cost estimating for future project planning. Based on cost information and other project prioritization, the Board of Education included $20M for planning and design for the Cleveland High School Modernization project on the 2020 Bond, with the understanding that funds for construction would need to be included for voter approval in a later bond measure.

The Comprehensive Planning effort started in October 20232, culminating in the attached final report with a recommended planning option and projected budget. The Project Team analyzed multiple options to modernize CHS and received feedback and input from a broad community engagement process. Many conversations centered around the historic 1929 structure. Analysis of historic value, structural integrity, and space planning implications figured prominently in the discussion. Maintaining the historic structure posed a number of complications for the project including a lack of ADA accessibility, limitations on outdoor open space, compromised teaching spaces, and limited internal daylighting. Community engagement groups overwhelmingly support all new construction including the results of a community-wide survey with 1,413 responses.

The recommended option detailed in the report is to build an all new school consolidated on the single 4 acre parcel where the current building sits. The CHS school program will relocate to the Marshall Campus during the construction phase.

Potential improvements for athletic facilities at Powell Park, owned by Portland Parks & Recreation, are also discussed in the Comprehensive Plan. Currently, CHS baseball, soccer and lacrosse utilize Powell Park fields, while CHS softball utilizes Woodstock Park. The Project Team has identified a potential improvement scope including softball and baseball fields with an integrated multi-purpose field, however conversations with Portland Parks and Recreation are not scheduled until early May 2024. A conceptual diagram of this option and a budget range for this work is included in the CHS Comprehensive Plan report for informational purposes only. Addition of this scope of work would need to be approved by the Board of Education in the future as an amendment to the CHS Comprehensive Plan, and funding for it would need to be identified at that time.

The Cleveland High School Modernization project is utilizing the PPS Design Standards, Guidelines and Educational Specifications (Ed Specs). Utilizing these guidelines and standards, the new CHS will provide facilities that compare equitably to the recently completed modernized high school facilities at Roosevelt, Franklin, Grant, McDaniel, and Lincoln. Similar to the Ida B

Wells Comprehensive Plan, the CHS Comprehensive Plan is larger than the base 2017 Ed Specs in large part due to lessons learned in the most recent high school modernization projects, spaces related to PPS' resiliency goals, and space needs for current CHS educational programming.

FISCAL IMPACT

The total project budget identified in the 2020 Bond materials for the planning and design for Cleveland High School Modernization project was $20,000,000. While rough cost estimates were developed as part of the 2019 Conceptual Master Plan effort, it was understood that new cost estimates would be developed in conjunction with this CHS Comprehensive Plan.

The Project Team utilized professional cost estimators to establish a project budget. Based on this information, the total CHS Modernization project budget is $480,744,850. In order for construction to occur on the Cleveland High School Modernization project, funding will need to be secured through a future bond measure. After deducting the $20,000,000 funding approved in the 2020 Bond, the remaining funding requirement to complete the project is $460,744,850.

It is worth noting that any delay in the proposed project schedule provided below and in the attached CHS Comprehensive Plan Report will result in significant additional costs in market escalation that are not included in the estimated project budget above.

Please see the attached CHS Comprehensive Plan Report for more detailed project cost information.

COMMUNITY ENGAGEMENT

The comprehensive planning phase for CHS included a broad community engagement program. A Comprehensive Planning Committee (CPC) met on six separate occasions to review, discuss and recommend next steps for the comprehensive plan of the modernization project. The committee toured two examples of modernized high schools in the PPS district: Grant High School and Lincoln High School. The CPC included representatives from many community groups including students, parents, alumni and parents from feeder schools, as well as teachers and staff. CPC members were specifically chosen to represent as many community groups as possible, while reflecting the diverse make-up of Cleveland High School itself.

Additionally, specific engagement efforts were conducted to include voices from other community groups including those historically underserved and/or underrepresented. More detail about this engagement process is included in the CHS Comprehensive Plan. Three community design workshops were held at CHS with over 150 total participants. Presentations and feedback exercises were also facilitated with CHS staff, CHS student leadership groups, and broader engagement with approximately 545 students occurred during a school day hosted by the Project Team in the CHS auditorium.

A community survey was conducted by PPS to get wider input on the question of building all new construction or maintaining the historic structure. This survey went out to the general community around CHS including feeder schools, the alumni association, and the four neighborhood associations adjacent to the campus. A total of 1,413 responses to the survey were collected with over 81% in support of building all new construction instead of maintaining

the historic structure. More detail about the survey is included in the CHS Comprehensive Plan documents.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the proposed CHS Comprehensive Plan is approved, the current Architecture/Engineering project team will continue forward with building and site design. This will take place in coordination with ongoing community engagement, including a community-based Design Advisory Group as well as open houses, small focus groups, and other engagement activities. Design is expected to complete in spring 2026.

In order for construction to occur on the Cleveland High School Modernization project, funding will need to be secured through a future bond measure. If funding is approved and construction is able to commence in June 2026 per the schedule provided in the attached CHS Comprehensive Plan, students will be moved off-site to the PPS Marshall High School campus during construction. The modernized Cleveland High School is scheduled to complete construction in 2028 and open for staff and students for the 2028-29 school year. Any delay in this schedule will incur significant additional costs in market escalation.

Please see the attached CHS Comprehensive Plan Report for more detailed project schedule information.

CONNECTION TO BOARD GOALS

The new modernized Cleveland High School will provide each student with an equitable, individualized, high-quality learning experience and the tools to reach their full potential within an environment that is safe, healthy, and joyful. The new Cleveland High School will embody PPS's Mission, Vision and Values, and its Climate Policy, to strengthen the future of its students and its communities.

STAFF RECOMMENDATION

Staff requests approval of the proposed Cleveland High School Comprehensive Plan.

ATTACHMENTS

A. *Cleveland HS Comprehensive Plan Report*
B. *Cleveland HS Comprehensive Plan Board Presentation*

mahlum STUDIO PETRETTI ARCHITECTURE

MAY 7TH, 2024
PPS SCHOOL BOARD MEETING

Cleveland High School Comprehensive Plan

PORTLAND PUBLIC SCHOOLS

Land Acknowledgment

The Portland Metro area rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River. Indigenous people have created communities and summer encampments to harvest and enjoy the plentiful natural resources of the area for the last 11,000 years.

We want to recognize that Portland today is a community of many diverse Native peoples who continue to live and work here. We respectfully acknowledge and honor all Indigenous communities—past, present, future—and are grateful for their ongoing and vibrant presence.

We also acknowledge the systemic policies of genocide, relocation, and assimilation that still impact many Indigenous/Native American families today. As settlers and guests on these lands, we respect the work of Indigenous leaders and families, and pledge to make ongoing efforts to recognize their knowledge, creativity, and resilience. Within the Cleveland community we also acknowledge how we have systematically failed native students, and commit to ensuring a better future for the Indigenous and Native students and families who have continued to contribute to bettering our community despite our failings.

-written by Cleveland High School students

Introductions

The Team

- Portland Public Schools
- Architect: Mahlum Architects with Studio Petretti Architecture*
- Community Engagement: After Bruce*
- Landscape Architect: Mayer Reed*
- Theater Consultant: Shalleck
- Historic Resource Consultant: Architectural Resources Group*
- Structural Engineer: KPFF with ABE Design Group*
- Mechanical Engineer: PAE
- Electrical Engineer: Samata*
- Plumbing Engineer: Burman Design*
- Land Use Planning: Winterbrook
- Civil Engineer: Vega*
- Cost Consultant: DCW*
- Cost Consultant: Gamut
- Project Solutions* with KJF Cost Studio*

Our team reflects PPS's goal of achieving race and gender equity within its contracting processes: 51% Certified Business participation

*** Indicates COBID Certified business**

Comprehensive Plan
Summary

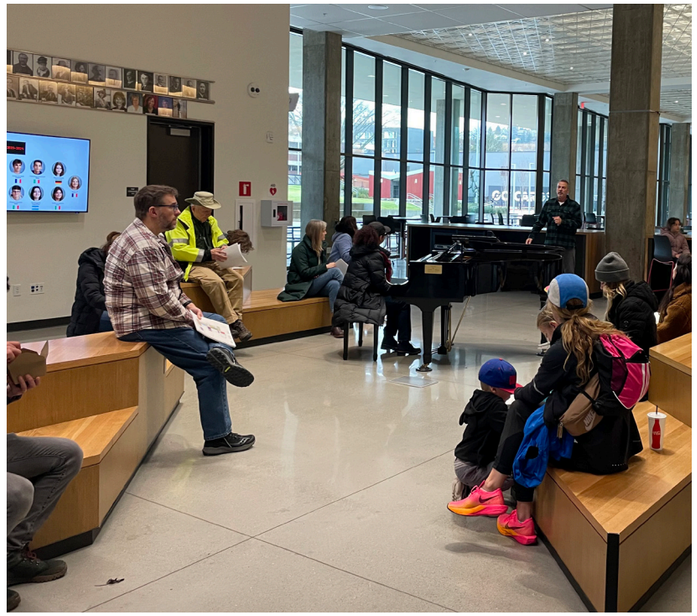
- > Key Drivers
- > Recommended Approach
- > Vision & Goals
- > Process Insights
- > Cost
- > Next Steps

We’ve heard from...

- 6 Comprehensive Plan Committee meetings
- 3 high school tours (LHS, GHS, CHS)
- 3 Design Workshops
- 3 CHS leadership classes
- 8 periods of CHS student engagement
- 7 meetings with key community leaders
- 9 community listening sessions
- 1400+ survey responses

Comprehensive Planning Committee









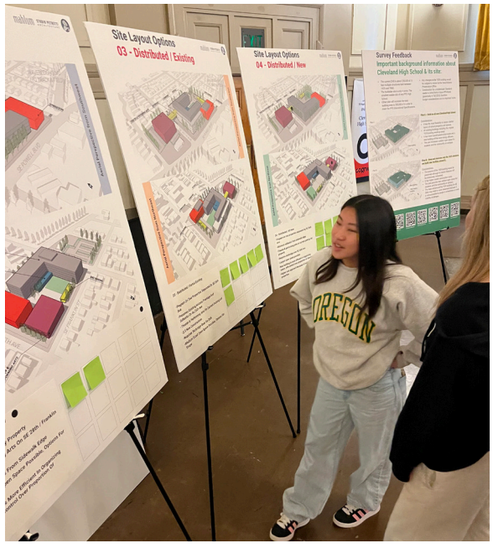
- 6 Comprehensive Planning Committee meetings
- 3 high school tours (LHS, GHS, CHS)

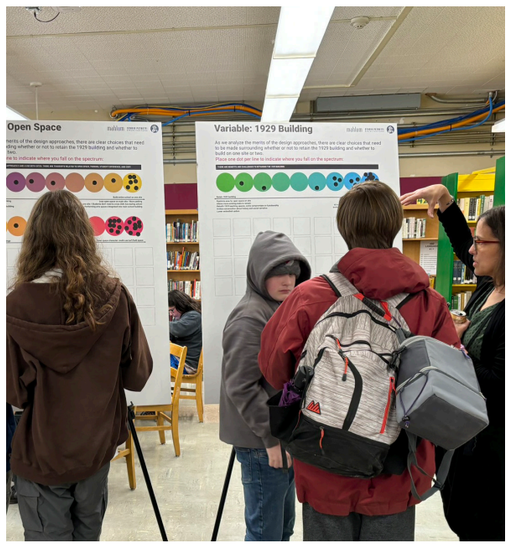
School-Based Engagement











- 3 CHS leadership classes
- 8 periods of CHS student engagement

Community-Based Engagement

- > History matters in the way it invisiblizes
- > Center the voices of those who have been underrepresented
- > Creating spaces that invite pause can alleviate stigma
- > Design for the most impacted

Co-create opportunities to include students and families in design decisions that will most impact them

How can design normalize a culture of pause and rest?

Designing for a range of differences (beyond just compliance) will better serve all communities

Marginalized communities are especially interested in how they can be part of placemaking

Vision & Goals

The Modernized CHS will draw inspiration from its context to create a vibrant campus that centers students and staff. The design will celebrate the school's role as the heart of the CHS community, a vital part of the neighborhood, and an enduring presence in SE Portland.

- Develop academic and extracurricular excellence with intercultural understanding
- Promote health, wellness, and climate resiliency
- Improve student safety in and around the sites
- Create a welcoming, inclusive environment that supports students and staff
- Acknowledge the Indigenous legacy of the site
- Enhance CHS's role as a civic presence and community resource
- Be good stewards of local taxpayer dollars and balance district-wide facility needs

PPS Properties



Recommended Approach

- > PPS Ed Spec: taller, more compact structures
- > Allows large open space for student use
- > Lowest-cost approach
- > Least-risky approach
- > Preserves space for CHS staff to park



Recommended Approach

- > 315,000-323,000 square feet
- > Mass Timber Construction
- > All-electric systems, highly efficient
- > Upgraded staff parking



Vision & Goals



Acknowledge the Indigenous legacy



Be good stewards



Create a welcoming, inclusive environment



Promote health, wellness, and climate resiliency



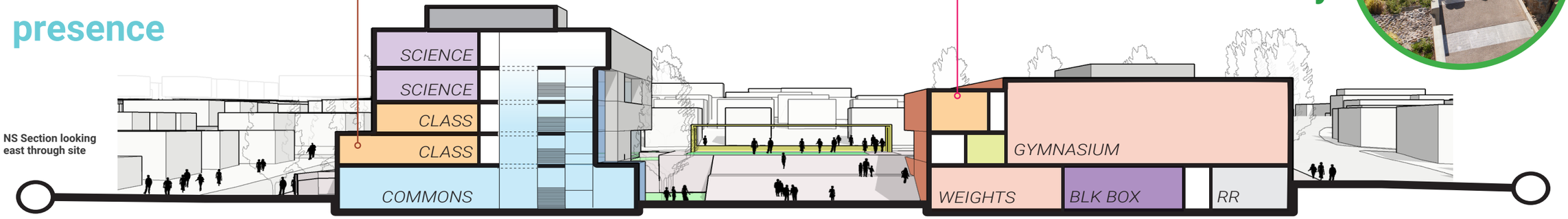
Enhance civic presence



Extracurricular excellence with intercultural understanding



Improve student safety

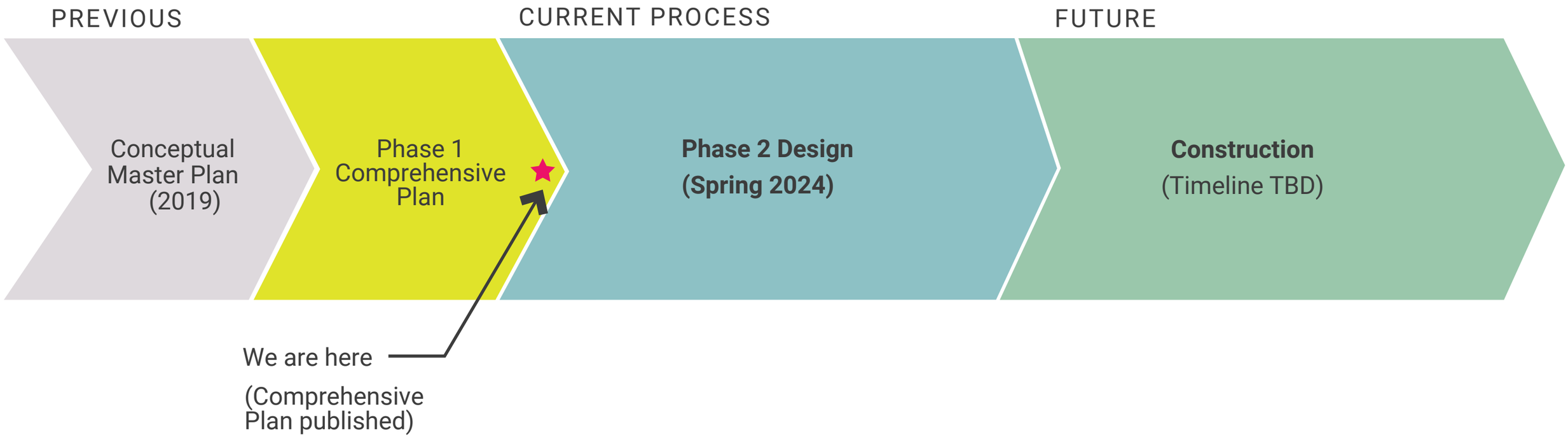


NS Section looking east through site

Site Connectivity



Schedule Overview



Cost Summary

COMPONENT	COMMENTS	TOTAL
Construction Hard Cost	Building and Site Work, Estimate provided by professional cost estimators Gamut/KJF plus $11,000,000 allowance for Powell Park improvements.	$377,654,178
Green Energy Technology 1.5%	Required by State of Oregon	$5,664,813
Subtotal		**$383,318,991**
Owner Direct Hard Costs	Off Site Improvements, utility costs not included above	$1,650,000
Total Hard Costs		**$384,968,991**
Soft Costs	Approx. 8.6% of Hard Costs	$33,155,000
Fixtures, Furniture & Equipment	Approx. $28/SF	$8,700,000
Swing Space/Temp Facilities		$500,000
Contingency	10% of Total Costs not including 5% included in Hard Cost Estimate	$41,320,859
Escalation	Included in Hard Cost Estimate	N/A
Total Project Budget		**$468,644,850**
Deduct 2020 Bond Budget for Planning and Design		-$20,000,000
Remaining Budget Funding Requirement		**$448,644,850**

Alternates:

1. Distributed Building option (two sites) with tuck-under parking: Adds $34,000,000.

2.Athletic improvements at Powell Park including new softball, baseball, and multi-purpose fields. Added cost range is between$ 11,000,000 and $15,000,000.

Next Steps

- Reduce building size
- Confirm building massing and placement
- Sustainability and Resiliency
- Entry, Exit, and Loading points:
- Community Engagement
- Look and Feel

This phase is the start of a design process that will bring the modernization closer to realization.



Thank You!

mahlum STUDIO PETRETTI ARCHITECTURE

VOLUME 1

PPS CLEVELAND HIGH SCHOOL

COMPREHENSIVE PLAN

17 APRIL 2024



1878 Map of Portland, E.S. Glover

LAND ACKNOWLEDGEMENT

The Portland Metro area rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River. Indigenous people have created communities and summer encampments to harvest and enjoy the plentiful natural resources of the area for the last 11,000 years.

We want to recognize that Portland today is a community of many diverse Native peoples who continue to live and work here. We respectfully acknowledge and honor all Indigenous communities—past, present, future—and are grateful for their ongoing and vibrant presence.

We also acknowledge the systemic policies of genocide, relocation, and assimilation that still impact many Indigenous/Native American families today. As settlers and guests on these lands, we respect the work of Indigenous leaders and families, and pledge to make ongoing efforts to recognize their knowledge, creativity, and resilience. Within the Cleveland community we also acknowledge how we have systematically failed native students, and commit to ensuring a better future for the Indigenous and Native students and families who have continued to contribute to bettering our community despite our failings.

This land acknowledgement was written by Cleveland High School students. We use it to ground our perspective and impact our process.

PARTICIPANTS

PORTLAND PUBLIC SCHOOLS
Darren Lee, Director of Construction, OSM

Marina Cresswell, Senior Director, OSM

Erik Gerding, Sr. Project Manager, OSM

Hector Lopez, Project Manager, OSM

David Mayne, Bond Communications Manager, OSM

The Mahlum | Studio Petretti team reflects PPS's goal of achieving race and gender equity within its contracting processes. The District specifically encourages larger and smaller firms to partner. As an 80+ person firm, Mahlum provides the resources and experience to support a project at this scale. As a nine-person, woman-owned firm, Studio Petretti has added their nimble approach to finding strategic solutions. The sub-consultant team includes many emerging, woman-owned, or minority-owned businesses. For this phase, the design team's total Certified Business participation is 51%.

An asterisk (*) indicates firms that are COBID Certified.

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Pip Allen, Architect

Rene Berndt, Project Designer

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Luke Smith, Design and Presentation

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Mireaya Media, Engagement Co-Lead

Rhonda Teeny, Engagement Co-Lead

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Taylor Bowden, Landscape Architect

SHALLECK
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WINTERBROOK
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VEGA*
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DCW*
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Trish Drew, Director

Rachel Quimby, Senior Project Leader

Katya Gamarnik, Cost Estimator

Andrew Jonsson, Cost Estimator

GAMUT PROJECT SOLUTIONS* WITH KJF COST STUDIO*
Josh Durham, Constructability

Summer Olson, CM Support

Jason Freeborn, Cost Estimator

Lisa Quiroga, CM Support

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Julia Blattner

Alice Bockman

Emmett Brown

Denise Castanon

Jesse Cooke

Allison Cottrell

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Casey Dyer

Brad Demby

Erin Donne

Chris Dunning

Melissa Ewbank

Neil Gibson

Calder Gill

Allison Grice

Rachel Haas

Nathan Juttlestad

Eric Keyser

Angela Long

Jack Maloney

Megan M

Justin Monahan

Brian Murtagh

Tamara Ooms

Laura Oppenheimer

Tanya Paglia

Claire Papas

Krystal Perkins

Isadora Ponce

Cosette Posko

Jason Rueker

Torsten Schmole

Tilden Schmole

Edwin Smith

Elizabeth Smith

Owen Threadgill

Melissa Toledo

Niki Trueblood

Jo Ann Wadkins

Jan Watt

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VOLUME 1

EXECUTIVE SUMMARY

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CLEVELAND HIGH SCHOOL MODERNIZATION

PROJECT INTRODUCTION

This document summarizes the Comprehensive Planning (CP) process for a modernized Cleveland High School (CHS). This plan is the first phase of the Portland Public Schools (PPS) process for transforming a comprehensive high school to meet the PPS High School Education Specification (Ed Spec). It was preceded by a Conceptual Master Plan (published in 2020) and will be followed by a second phase of design and documentation.

The design team is co-led by Mahlum Architects and Studio Petretti and supported by a team of experts. Through in-depth site analysis, coordination with District-provided standards, and broad community engagement, **the design team has developed a recommended option for CHS: an all-new structure consolidated on the current CHS block.**

OPTIONS

The design team explored many options for utilizing the PPS-owned sites, including placing the school on the track site. Once it was determined there was no suitable alternative for relocating the track, the team focused on four concepts utilizing the main and parking lot properties. See Volume 1.1 for more detail.

> 01: Consolidated / Partial Existing

> 02: Consolidated / All New

> 03: Distributed / Partial Existing

> 04: Distributed / All New

Through rigorous evaluation and community feedback, the recommended option is based on "02: Consolidated / All New" for the following reasons:

> Keeps students primarily on one property during the school day, fostering a sense of community and safety

> Accommodates the PPS Ed Spec by creating taller, more compact structures than the existing building

> Allows large outdoor space for students

> Lowest-cost option with the least project risk

> Preserves space for CHS staff to park

The recommended option will require a City of Portland land use process, including requested adjustments to the height limit and lot coverage. These topics are outlined in the Winterbrook memo located in Volume 3: Appendix.

The design team will continue to study concept "04: Distributed / All New." The challenges of a distributed campus concept will need to be weighed against the potential advantages:

> "Release valve" for the design process on one of the smallest and least contiguous PPS High School campuses.

> Potential cost savings resulting from simplified construction type for a 4-story structure in-lieu of a 5-story structure.

> Potential risk to student and staff safety if more on-grade crossings on SE 26th Avenue are needed.

> Risk of skybridge over SE 26th Avenue not being approved, added construction costs, and operational management.

See Volume 1.1 for more detail.

VISION & GOALS

With extensive community input, the design team developed a vision statement and seven project goals. These statements served as guiding principles for creating the Comprehensive Plan approach.

The graphic below shows the seven goal statements overlaid on a section drawing of the recommended option. The goals are paired with precedent images that suggest ways in which the site and building design might fulfill the vision. Actual design solutions will be developed during the Phase Two portion of the CHS modernization.

The Modernized CHS will draw inspiration from its context to create a vibrant campus that centers students and staff.
The design will celebrate the school's role as the heart of the CHS community, a vital part of the neighborhood, and an enduring presence in SE Portland.



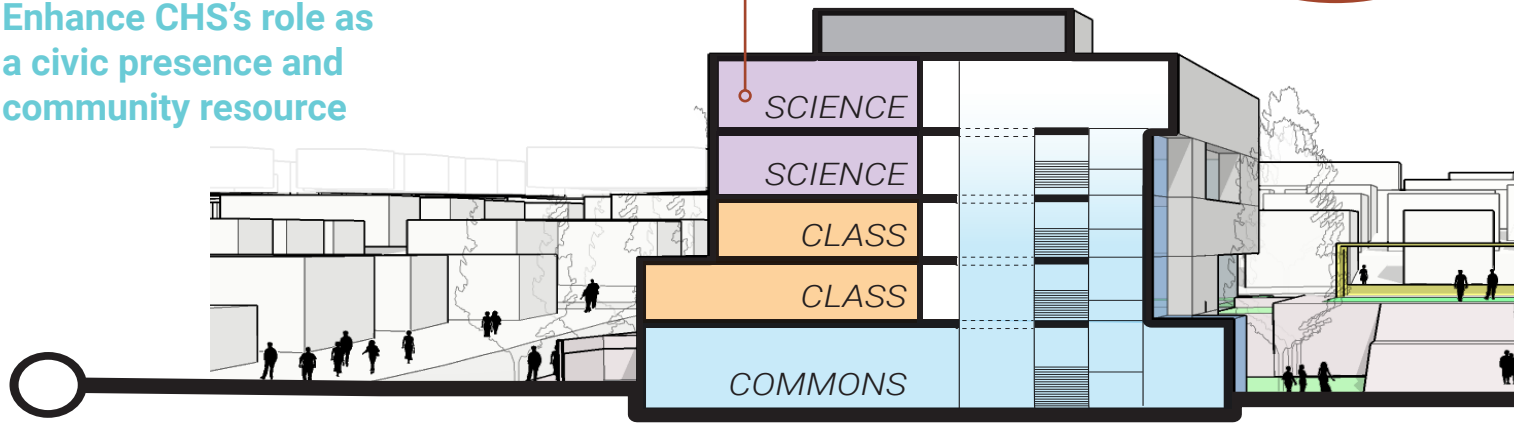
Acknowledge the Indigenous legacy of the site





Develop academic and extracurricular excellence with intercultural understanding

Enhance CHS's role as a civic presence and community resource







Create a welcoming, inclusive environment that supports students and staff

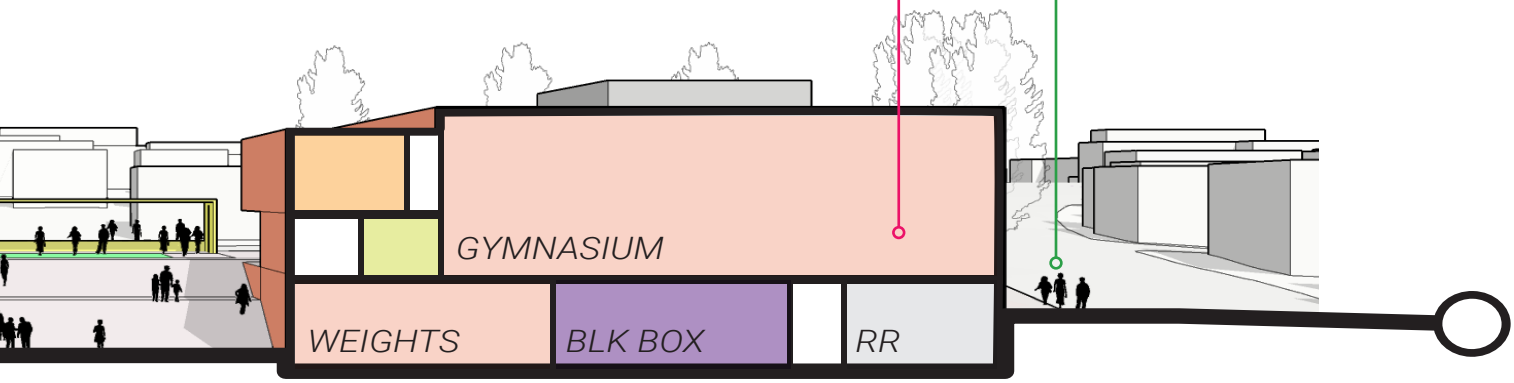
Be good stewards of local taxpayer dollars and balance district-wide facility needs



Improve student safety in and around the site



Promote health, wellness, and climate resiliency



NS Section looking east through site

SITE CONNECTIVITY

The overall layout of the main site intentionally connects the three CHS properties. Visitors and staff will often arrive on the west side at the parking lot. The team will explore adding a mid-block crosswalk and enhancing the existing crossing at SE Franklin Street and SE 26th Avenue. A person approaching the school from the east will be able to visually orient themselves to the classroom wing and larger gathering areas (cafeteria, auditorium, gyms). The exact entry location, fencing, and gates will be developed as the design progresses.

The gymnasium will have exit points on the east side of the block, near SE 28th Avenue and the start of Waverleigh Boulevard. This placement will encourage the visual and physical connections between the main property and the track property. The design proposal includes improvements to the crossings at SE 28th Avenue, SE 28th Place, SE 29th Avenue, and SE 31st Avenue.

The track property will maintain the current track location and better support athletes and events. An entry plaza, aligned with the Waverleigh Boulevard approach will greet people as they arrive. The existing stadium will be enhanced, adding restrooms and a new field house building that will house team rooms, storage, and a multi-purpose space. The remaining open areas on the west side of the track site will be improved to accommodate multiple athletic practices.

PPS is proposing a plan to Portland Parks and Recreation to make improvements to Powell Park, including adding a softball field.





Site Diagram



SCHOOL BUILDING

The recommended option is developed from Option 02: Consolidated / All New construction. The refined option organizes the school program into two main volumes: a classroom wing and a gymnasium/arts wing.

These two primary academic wings are connected by an elevated volume above the central courtyard containing the library, counseling, and administration functions. This configuration creates a large, secure outdoor courtyard at the heart of the school. The protected open space will serve several functions: main entry, event entry, and key student learning and social spaces. The exact layout and character of these spaces will be developed in schematic design.

As the design approach emerged during CPC 05 and Public Workshop 03, the team shared an interactive model of the site. When shown the option to place the taller classroom wing to the south or north of the site, most people responded positively to the north position. The reasons were based on adjacencies, view, and scale. There was a sense that Powell Boulevard, with more noise, faster speeds and taller buildings, was a better location for the gymnasium and theater. These large volumes do not need many windows and could be designed with strategically placed glass walls that act as signifiers for the activities within. By contrast, the classroom wing will feature many smaller windows, each closer in scale to the residences that line SE Franklin and SE 28th streets. The participants were interested in the classrooms looking out over the tree canopy to the north and the new courtyard to the south. Initial studies indicate that a four-to-five story classroom wing can be located on the north side of the site and maintain substantial solar access to the residences along SE Franklin Street. The team will continue to study the exact building placement and height in the next phase.

The proposed building will be optimized for solar orientation. Most windows will face north and south, where sun angles can be more easily addressed (compared to the east and west, where its angles are nearly horizontal). Windows to the north receive primarily diffused sunlight and require little shading or glare control. Windows to the south receive direct sunlight, which can be managed with exterior shading and blinds.

The ground floor of the classroom wing will feature the student commons (cafeteria). Above this level, most of the rooms are smaller, regular-sized rooms, such as classrooms and offices. The classroom building is shown with a regular 30-foot by 35-foot grid. This rigorous layout is intentional, as it sets the proper framework for the use of mass timber construction.

Material and system assumptions are expanded on in Volume 1.1.

Major Anticipated Building Features:

- **323,700 gsf***
- **Mass Timber Construction**
- **North Academic Wing with Commons Space**
- **Connector: Library + Administration**
- **South Athletics + Performing Arts**
- **Central Outdoor Gathering**

A building program summary is shown below. An expanded building program is included in Volume 1.1.

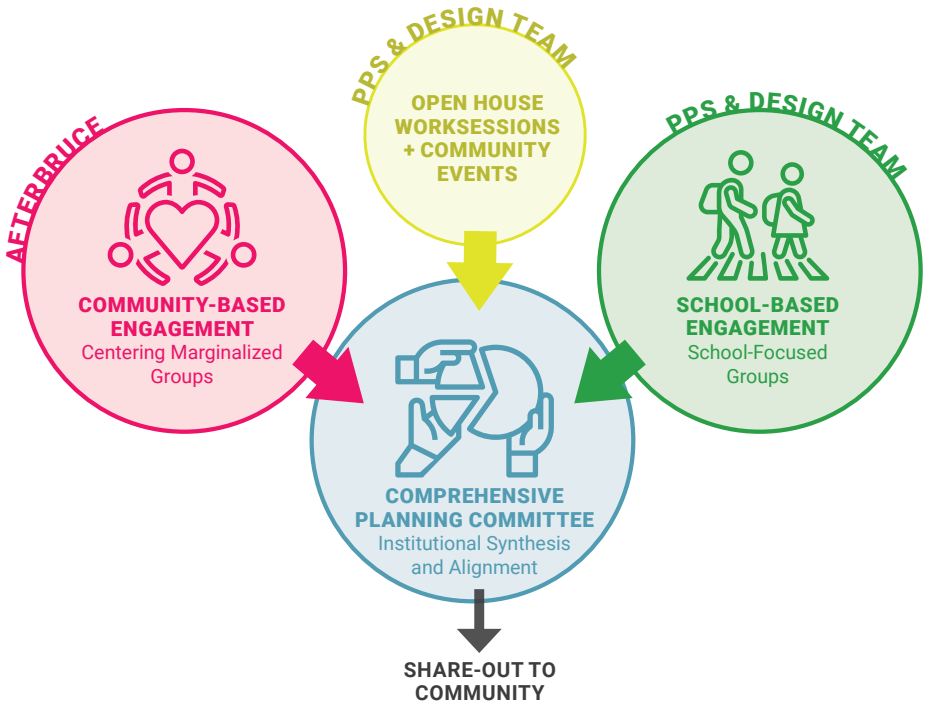
*As the project heads into schematic design, the team will look for ways to increase efficiency and refine the program for a target building area of 315,000 square feet.

	PPS Education Specification Program (2017)		**Recommended CMP Program*** (2024)		**Difference** (2024 CMP vs. 2017 Ed. Spec.)	
	Teaching Stations **(#)**	Total Net Square Feet **(total nsf)**	Teaching Stations **(#)**	Total Net Square Feet **(total nsf)**	Teaching Stations **(# Δ)**	Net Square Feet Difference
Core Academic Programs						
TOTAL: Core Academic Programs	***55***	***76,660***	***63***	***91,450***	***8***	***14,790***
Fine & Performing Arts						
TOTAL: Fine & Performing Arts	***4***	***21,150***	***6***	***30,370***	***2***	***9,220***
Physical Education & Athletics						
TOTAL: Physical Education & Athletics	***3***	***35,580***	***3***	***40,656***	***0***	***5,076***
Educational Support						
TOTAL: Educational Support	***2***	***67,400***	***2***	***70,335***	***0***	***2,935***
Partner & Community Uses						
TOTAL: Partner & Community Uses	***0***	***1,200***	***0***	***1,550***	***0***	***350***
Wrap-Around Service Providers						
TOTAL: Wrap-Around Service Providers	***0***	***4,700***	***0***	***4,700***	***0***	***0***
SUMMARY						
TOTAL ASSIGNABLE AREA	***64***	***206,690***	***74***	***239,061***	***10***	***32,371***
Unassignable Area						
Building Support (Circulation & Walls)		74,408		84,639		10,231
TOTAL BUILDING GROSS AREA (SF)		***281,098***		***323,700***		***42,602***

PROCESS

The comprehensive planning for Cleveland High School was rooted in community-based engagement. The design team worked with three distinct audiences: school-based groups (such as students, athletics, and specialized programs), the general public (via Design Workshops and a survey) and focused community engagement (such as affinity groups and community-based organizations that support CHS families). The team brought data, options, and analysis from these interactions to the Comprehensive Planning Committee (CPC).

The CPC's role was to evaluate the information presented and provide input and recommendations to PPS. PPS, in turn, provided updates on the process through the CHS Bond website and in meetings with the four adjacent Neighborhood Associations.



COMPREHENSIVE PLANNING COMMITTEE

KEY MEETINGS:
- CPC Meetings (6)

PPS High School Tours
- Grant High School
- Lincoln High School

SCHOOL-BASED ENGAGEMENT

SCHOOL-BASED GROUPS
- District-level Athletics
- District-level Climate Response and Resiliency

KEY MEETINGS:
- CHS Leadership and CARE Leadership classes (approximately 60 students)
- CHS Career Learning session (approximately 400 students)
- CHS Staff (2 meetings)

GENERAL PUBLIC
- Public Design Workshops (3)
- PPS Survey (over 1400 respondents)
- Open House (Forthcoming)

COMMUNITY BASED ENGAGEMENT LED BY AFTERBRUCE

KEY-INSIGHT GROUPS:
- Principal
- Special Education Lead
- Native Student Union Advisor/College Coordinator
- Advisors from affinity groups
- School Social Worker
- Immigrant and Refugee Community Organization (IRCO)

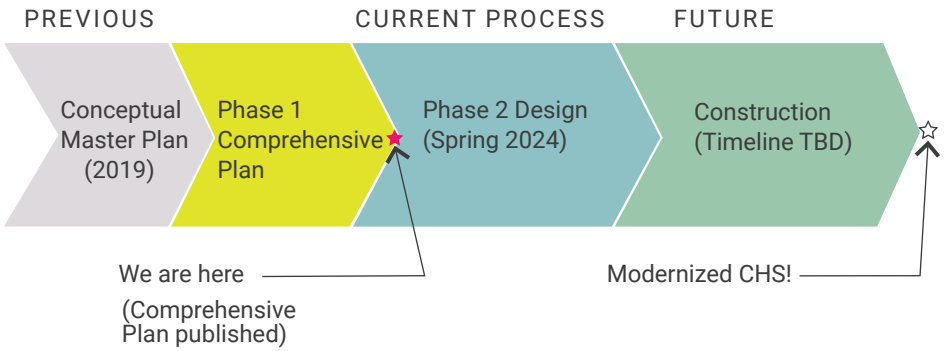
COMMUNITY LISTENING SESSIONS:
- Special Education (SPED)
- Teachers, paraeducators and staff
- Community Based Organization leaders working with CHS Community

CHS AFFINITY GROUPS
- Students and families of Color
- Broader community from intergenerational families
- Teachers and staff of Color
- Student English Language Learners

COMPREHENSIVE PLANNING COMMITTEE

The throughline of the PPS Comprehensive planning process is the CPC. This group of citizens met with the design team six times between October 2023 and March 2024. A portion of this group also toured the recently modernized Lincoln and Grant High School campuses. The CPC meetings represent the progression of inquiry during the planning process, from CPC 01, where sites other than the PPS-owned sites were considered, to CPC 06, where the design team presented the recommendation to pursue the Consolidated / All New option.

An overview of each meeting is located in Volume 2: Appendix.

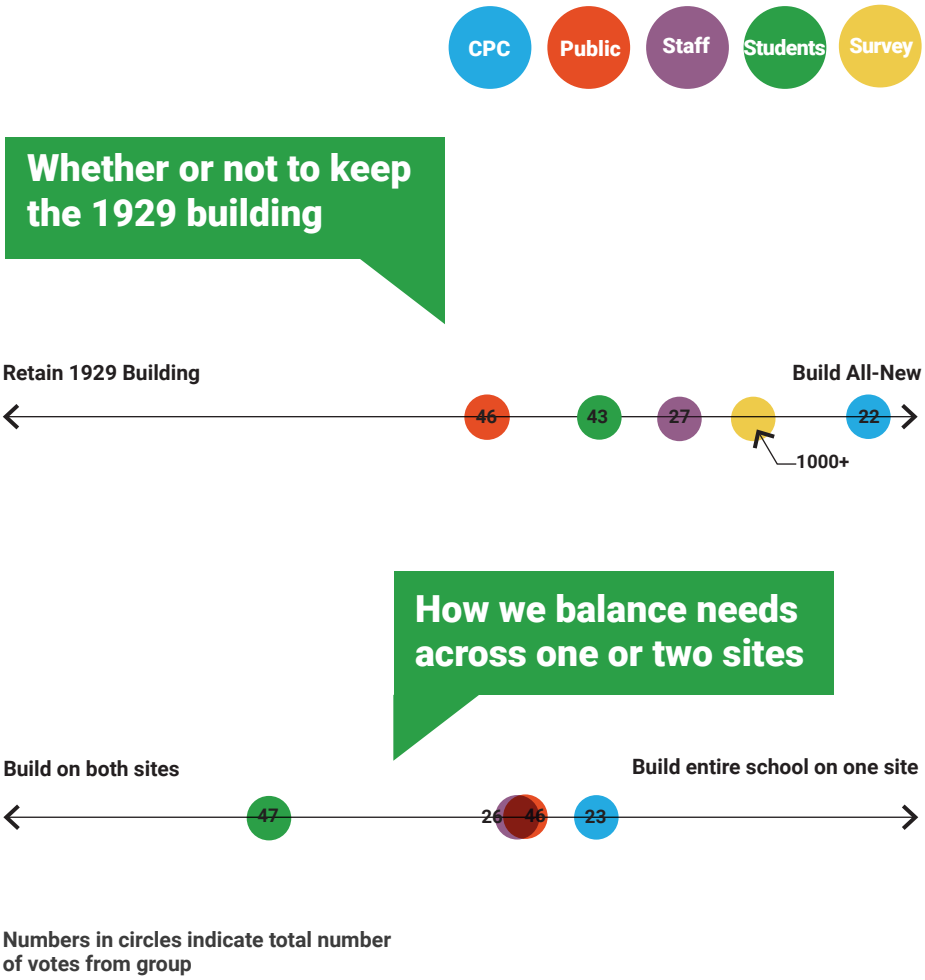


CRITICAL QUESTIONS

Mid-way through the CPC process, two critical questions emerged: “Retain the 1929 building or build all new?” and “Build on one site or two?” The graphic to the right shows the mathmatical average answer from four audiences.

PPS brough the first question to the entire CHS community via a digital survey. Over 80% of respondents indicated a preference for building an all-new school.

The CPC continued to explore the question of building on one site or two at CPC 05. After stuying updated options, there was sufficient interest to establish the Alternate Option (see Volume 2: Appendix).





CPC BUILDING TOURS

The design team and CPC members toured Grant High School (existing building reuse) and Lincoln High School (new construction). The CPC's comments were highly favorable towards the types of spaces and features at Lincoln: the new theater, the large commons at the heart of the school, the robotics and culinary labs. The CPC was more favorable towards the look and feel of the interior spaces at Grant: soft lighting, use of wood, scale of hallways, reuse of historic features.



DESIGN WORKSHOPS

Over 140 neighbors, staff, future students and other members of the CHS community attended three public workshops during this phase. Attendees learned about the engagement process, PPS building standards, and the CHS site options. At meeting 01, attendees shared hopes and dreams that shaped the vision and goals for the project. At meeting 02, they evaluated the four options in context of these goals. At the final meeting, the community was able to interact with a physical model and learn about mass timber and sustainable strategies.



STUDENT FEEDBACK

In addition to the four students embedded in the CPC, the team solicited voices from: two Leadership Classes, the CARE Leadership class, lunchtime guests (with pizza!) and during an all-day set of presentations that were attended by over 400 students. Feedback ranged from strong support of a two-site option with a skybridge to thinking the consolidated/ all-new option was the best use of space. Students strongly support daylight and windows, outdoor areas, and a different type of cafeteria. The team will get more detailed feedback in the next phase.

How can design normalize a culture of pause and rest?

Co-create opportunities to include students and families in design decisions that will most impact them

Marginalized communities are especially interested in how they can be part of placemaking

Designing for a range of differences (beyond just compliance) will better serve all communities

COMMUNITY-BASED ENGAGEMENT

The design team consultant for community engagement, After Bruce, conducted an extensive outreach to historically marginalized groups. Their findings are collected into a report in Appendix 3. The insights informed the project vision and goals and have set up themes that will drive Phase Two of the design process.

THEMES FROM LISTENING SESSIONS:

> **History matters in the way it invisibilizes**: Students and families from underrepresented and marginalized communities do not see themselves represented in the legacy and history of CHS or in the spaces within the building. The engaged audiences have little connection to the building itself but are especially interested in how their communities can be part of placemaking moving forward.

> **Center the voices of those who have been underrepresented:** The modernization process is an opportunity to institutionalize community power by thoughtfully and intentionally co-creating opportunities to include students and families in design decisions, particularly for the spaces that will most impact these groups.

> **Create spaces that invite pause can alleviate stigma:** Students would feel less isolated and stigmatized if there were more comfortable, well lit, and inviting spaces for them to sit. Currently, the designated shared spaces for sitting, gathering, or "hanging out" further exacerbate class stigmatization and overwhelm.

> **Design for the most impacted:** The modernized CHS should seek to not just accommodate but consider the full range of differences and needs within the student population. In addition to intentionally designing for students in Special Education, the design needs to acknowledge less visible challenges due to mental health, Post-Traumatic Stress Disorder, and undiagnosed learning needs and seek to identify solutions that improve the student experience.

COST SUMMARY

One of the goals of the Comprehensive Planning Phase is to develop a budget for the overall CHS modernization project. In partnership with PPS, the design team has developed the draft project budget contained in the adjacent table which reflected the recommended option. The design team anticipates several variables that will further influence the construction cost: refined project schedule, additional logistics, planning, market-induced inflation/cost escalation, and availability of specialized labor. Forecasting construction costs will continue to be a focus of the design process from Schematic Design through Construction Documents. The project will prioritize stewardship of public funds and building long-term value for the School District while crafting inspiring spaces for students and staff.

The Comprehensive Plan recommended option has been evaluated in parallel by two cost estimating consultants: DCW Cost Managers and KJF Cost Studio. The purpose of obtaining two conceptual cost estimates at this stage is to have a robust perspective on the key cost drivers in the absence of a selected General Contractor. Gamut Project Solutions also provided constructability and construction scheduling input, to ground cost estimates in the real-world challenges of construction on a space constrained campus with an aggressive schedule for completion.

The conceptual cost estimates were developed based on Comprehensive Planning level documentation for the recommended option.

Reference Volume 1.1 for the site design concept, preliminary program diagrams and PPS Ed Spec alignment, and narrative systems assumptions.

Additional variables were priced as additive or deductive alternates. Prices are escalated to the 3rd quarter of 2027, the anticipated mid-point of construction.



Project Storyline Workshop. March 1, 2024

Reference cost summary information on the following page.

CHS Project Budget

COMPONENT	COMMENTS	TOTAL
Construction Hard Cost	Building and Site Work, Estimate provided by professional cost estimators Gamut/KJF.	$377,654,178
Green Energy Technology 1.5%	Required by State of Oregon	$5,664,813
Subtotal		**$383,318,991**
Owner Direct Hard Costs	Off Site Improvements, utility costs not included above	$1,650,000
Total Hard Costs		**$384,968,991**
Soft Costs	Approx. 8.6% of Hard Costs	$33,155,000
Fixtures, Furniture & Equipment	Approx. $28/SF	$8,700,000
Swing Space/Temp Facilities		$500,000
Contingency	10% of Total Costs not including 5% included in Hard Cost Estimate	$41,320,859
Escalation	Included in Hard Cost Estimate	N/A
Total Project Budget		**$468,644,850**
Deduct 2020 Bond Budget for Planning and Design		-$20,000,000
Remaining Budget Funding Requirement		**$448,644,850**

ALTERNATES:

1. Distributed Building option (two sites) with tuck-under parking: Adds $34,000,000. (Includes construction, tuck-under parking and schedule acceleration.)

2. Athletic improvements at Powell Park including new softball, baseball, and multi-purpose fields. Added cost range is between $11,000,000 and $15,000,000.

SCHEDULE & NEXT STEPS

Once approved by the PPS School Board, the design team will move into the Schematic Design Phase. The design team intends to study the following major elements in the next phase:

> **Reduce building size:** The 323,700sf space program in this document represents the first round of input from PPS based on experiences with their recent modernization projects. The District has set a goal of 315,000sf for the final space program.

> **Confirm building massing and placement:** Explore interest in moving building program onto the parking lot site in order to reduce the building height or create more on-site exterior space for students.

> **Sustainability and Resiliency**: The team will develop more detailed solar studies to determine the final location of the buildings on the site. A comprehensive approach to sustainability and resilience, which was outlined in Phase One, will be built upon to achieve the right response to carbon, energy use, responsible landscapes, material and system selection, and forecasting the campus' response to future events.

> **Entry, Exit, and Loading points**: The concept plans show preliminary ideas for the front entry and loading points. All these assumptions will be reviewed and studied in the context of the existing school patterns, public bus stops, bicycle routes, etc.

> **Community Engagement:** The initial listening sessions conducted by After Bruce highlighted the need to think deeply about physical accessibility, socio-emotional health, identity, and representation. The design process will continue to engage marginalized communities and center the voices of those who have not traditionally been represented.

> **Look and Feel:** The Comprehensive Planning process touched briefly on the concept of what a civic institution should look like. The team will explore how materials, like brick, and other design elements, such as window size and placement and salvaged ornament from the 1929 building might be incorporated into the modernized CHS.

The Schematic Design Phase is the start of a design process that will bring the modernization of CHS closer to realization.

Key milestones for project success include:

> Engaging with students, staff, and District groups

> Engaging with marginalized communities

> Hiring a general contractor

> Passing a bond to fund the construction process

> Completing the design and documentation process

> Obtaining land use and building permits

> Relocating CHS students to the Marshal campus during construction

> Opening the modernized school

Concurrent with the CHS modernization process, PPS is developing two other PPS comprehensive high school modernizations: Jefferson HS and Ida B Wells HS. The timeline for key CHS project milestones may be impacted by factors outside of the design team's or the School District's control. The Mahlum + Studio Petretti team will lead the design team with a focus on achieving project success and endeavor to position PPS to deliver an inspired Cleveland High School modernization on time and on budget.



VOLUME 1.1

RECOMMENDED SITE + BUILDING OPTION

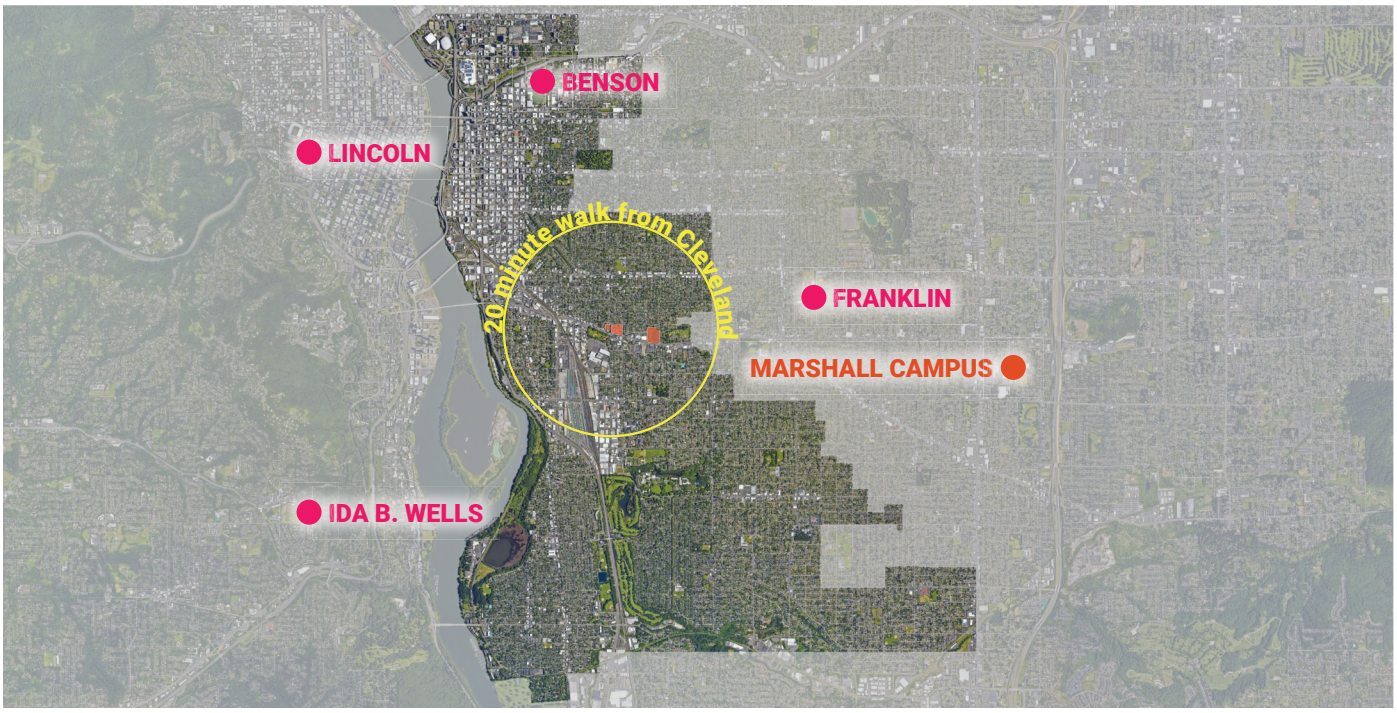


Diagram: CHS catchment area

SITE CONTEXT

SITE HISTORY

PRECOLONIAL

The CHS site, which is located in the Portland metro area, is situated on the traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla and other tribes who have made their homes along the Columbia River for the last 11,000 years.

COLONIAL

In 1860, pioneer Clinton Kelly donated the CHS property to the Multnomah County School District for educational purposes. In 1893, PPS annexed the property and constructed the Clinton Kelly School of Commerce. Between 1910 and 1912 the building was expanded, but it was deemed unsafe in the 1920's. In 1928, Architect George Jones designed a new, three story school for the site in the classical revival style. In 1929, construction began, and the new school was completed and opened in 1930. In 1939, funds from the Works Progress Administration were used to improve the Cleveland field property, located a few blocks east of the school.

In 1948, the school was renamed Grover Cleveland High School. To keep up with the growing population, the school was expanded to include a new gymnasium (1957), a shop addition (1958), and a classroom addition (1968). These additions were built on the remaining outdoor space on the site, so further additions were not possible. In the following years, the school underwent several minor renovations that reconfigured interior spaces but did not significantly alter the school layout.

In 2009, the building was assessed by ENTRIX, Inc. to determine the Historical Significance and Building Integrity of the existing school. The portions of the building which were built in 1929 were found to be contributing to historic significance, while the additions from the 1950's and 60's were found to be non-contributing.

In 2012, PPS began an effort to modernize the city's high schools.

NEIGHBORHOOD CONTEXT

The CHS site is located at the intersection of four neighborhoods in inner southeast Portland: Hosford Abernethy, Richmond, Brooklyn and Creston-Kenilworth. These neighborhoods are largely made up of single family homes with some pockets of commercial and multifamily buildings.

The catchment area for the school stretches north to the Lloyd Neighborhood, south to Sellwood, and east to Brentwood Darlington. It is bounded on the west by the Willamette River.

EXISTING SITE CONDITIONS

PPS PARCELS

PPS owns three parcels that form the CHS site: (1) main site, where the existing CHS is located, (2) the parking lot site, located across SE 26th Avenue,

and (3) the track site, which is four blocks east. The main site and track sites are bordered to the south by SE Powell Boulevard, a state highway with two lanes of traffic in each direction and a history of pedestrian, bicycle, and vehicular crashes. The other streets surrounding the sites are smaller and connect to the Richmond and Hosford-Abernethy neighborhoods. The main site and parking lot site are separated by SE 26th Avenue. The City considers SE 26th Avenue a "major emergency response street," and is opposed to closing it, even for short periods during the school day.

Powell Park, located south of SE Powell Boulevard and west of SE 26th Avenue, belongs to Portland Parks and Recreation. PPS has use agreements with Parks for the baseball field.

The parking lot serves as staff and teacher parking during the day and event parking on evenings and weekends. While there is street parking available, the perception from neighbors, students, and staff is that the quantity is limited.

The existing tree cover is limited on the parking lot and track sites. A staff member noted there is an extensive collection of native plants that has been installed and maintained over forty years by teachers, parents, and students and is part of the curriculum for the International Baccalaureate Environmental Science class.

The design team has studied alternate locations for a track and field and has concluded that there is no viable option for relocating the track within the area surrounding CHS. Therefore, the only viable sites for the CHS building program are the existing main building and parking lot sites.

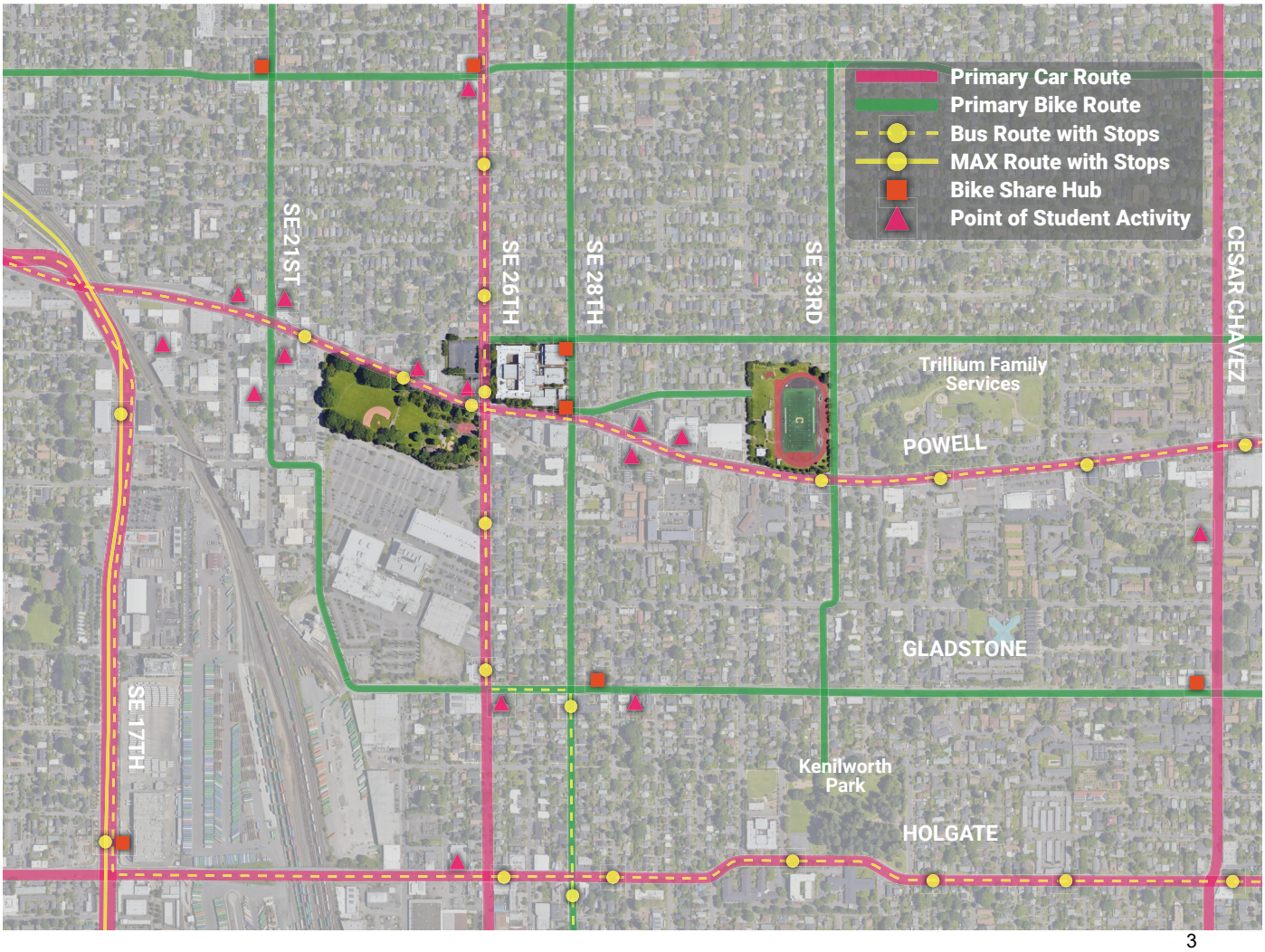
BUILDING COVERAGE

The existing CHS building occupies 73% of the main site and its configuration leaves minimal outdoor space for student use. The outdoor spaces that remain are a network of narrow alleyways that are difficult to supervise and unpleasant to inhabit. These conditions do not provide safe locations for students to gather when they are not in class, which forces them to seek gathering spaces off-site.

SAFETY

CHS is the only PPS high school that does not have a field immediately adjacent to the school. Students must walk several blocks to reach the CHS track site.

Diagram: public circulation in the vicinity of CHS



The CHS site is bounded on the south by SE Powell Boulevard, a state highway with constant busy traffic. It is bounded on the west by SE 26th Avenue, which is a neighborhood collector, Service Truck, and Transit Access Street. The community has been united in their concern for student safety as they navigate dangerous intersections on a daily basis.

The school's entry faces SE 26th Avenue, and the steps leading up to the front doors begin immediately at the sidewalk. This condition does not provide any space for student gathering or buffer from the busy transit street.

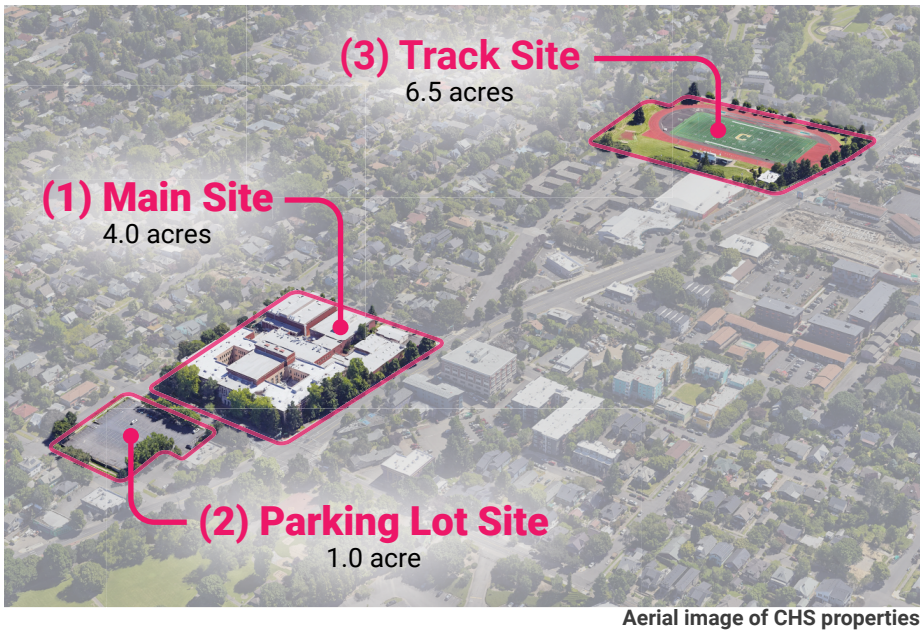
ZONING

The site is currently zoned as R2.5 with an Institutional Campus (IC) overlay. The City of Portland has indicated the site will change to IR (Instutitional Residential) zoning at a future date. The existing building already exceeds several standards for the R2.5 zone, like building coverage and maximum floor area ratio. When the change to IR occurs, it will soften these standards, as well as increase allowable building height and reduce landscape coverage requirements.

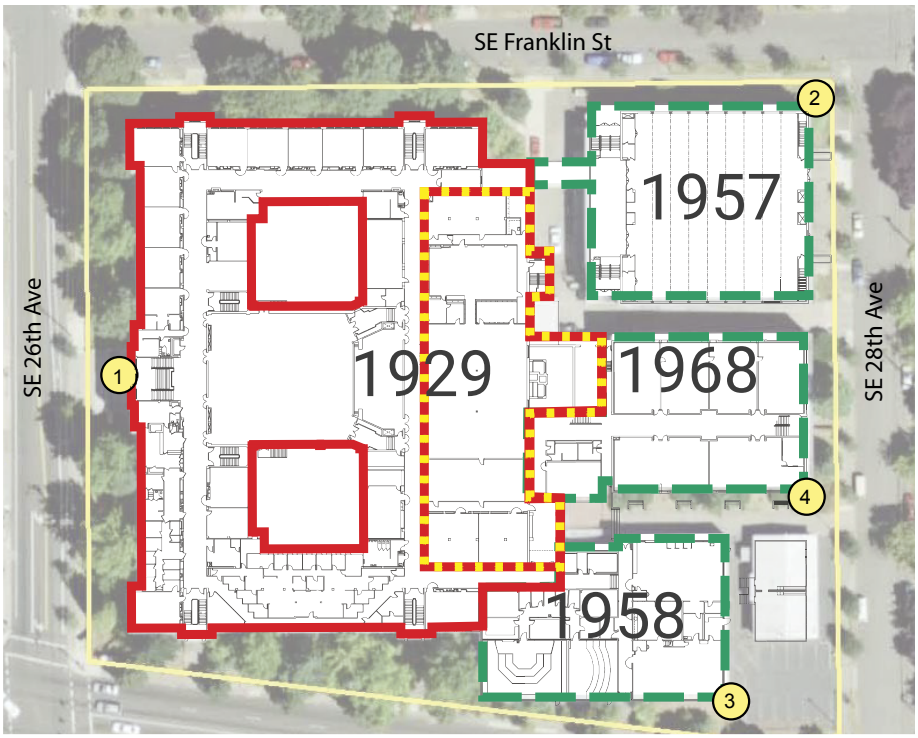
On SE 26th Avenue and SE Powell Boulevard, the 1929 existing building's placement exceeds the required maximum setbacks. The outdoor space that is leftover along these streets is exposed to loud traffic and fumes, and does not contribute to a safe, pleasant outdoor student space on the CHS site.

SITE SLOPE

The land on the site slopes up to the southeast by about 22 feet. The existing building resolves this slope with a variety of floor level changes and staircases. A series of ramps have been added over the life of the building, but they have been located in alleys and back of house spaces, creating accessibility and equity challenges throughout the school.



Aerial image of CHS properties



Historical Significance and Building Integrity

- Contrib: High Significance
- Contrib: Moderate Signif.
- Non-Contributing

Excerpt from the 2009 ENTRIX Historic Site Report

EXISTING CONDITIONS

BUILDING

The current CHS structure is made up of buildings from 1929-1968 and a portable structure. The 1958 and 1968 additions were not considered for modernization. Previous analysis by the District has confirmed that these mid-century additions hold too many challenges: location on site, seismic status, poor energy use, mis-aligned floor plates, etc. The design team studied the 1929 building to better understand the possibility of renovating it and any tradeoffs between renovation and new construction. The 1929 building represents 70% of the existing school.

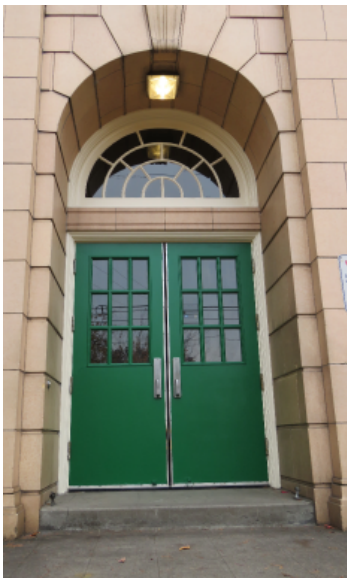
The design team created a full test-fit layout of a modernized school which retains portions of the existing building. See Appendix Volume 2 for details. The test fit is based on retaining approximately 22% of the existing CHS building, or 55,000sf. The balance of the school program, 260,000sf, would need to be configured around this portion of the existing building.

The following table summarizes key findings related to retaining portions of the existing building in the modernization versus replacing the school with all new construction.















Photos showing the existing conditions on the main CHS site

ANALYSIS OF BUILDING RE-USE OPTIONS

	MODERNIZATION (Retain 55,000sf of the 1929 building and add ballance of school program as new construction 260,000sf)	ALL NEW CONSTRUCTION
ACCOMMODATING BUILDING SQUARE FOOTAGE	Possible with four to five story construction; challenges to provide daylight to all instructional spaces due to overall site constraints.	Possible with four to five story construction.
MASSING AND ACCESS TO DAYLIGHT	Retaining the 1929 building dictates the orientation and placement of the new buildings. Existing three-story wing faces west and would wrap a taller section of classrooms. The density of this new wing would limit natural light at the centralized shared flexible areas.	New construction opens up more options to orient the buildings optimally (long sides and windows facing north or south). Shared flexible areas are located along exterior walls with windows.
MEETING CLASSROOM STANDARDS	The 1929 portion of the building would be best suited for classrooms. However, the existing structural column line would result in most rooms being longer and thinner. This proportion provides balanced daylighting but is not ideal for sight lines and classroom technology.	Maximum flexibility for classroom configuration.
SEISMIC CONDITION	The old wing can be upgraded to meet Seismic Category IV by adding shear walls to the inside of the existing exterior walls and reinforcing the existing concrete structure with steel connections and collector elements.	Baseline lateral structural system will be built to Seismic Category IV.
ACCESSIBILITY	There is one accessible entry to the 1929 building. All other existing entries are separated from the adjacent floor by half a story and involve interior or exterior stairways. Due to limited space on the exterior of the building to add ramps, a modernization would require relocating most entry points or significantly altering the existing exterior facade.	A new structure will meet or exceed all standards for accessibility.
EXTERIOR FACADE SUSTAINABILITY UPGRADES	All windows would be replaced to meet current energy standards. Insulation would be added from the interior. The existing bricks are in good condition and would only need minor repair.	New windows, exterior insulation.
AUDITORIUM	The existing auditorium can be modified to better reflect the PPS standards. The seating capacity would be reduced from 1379 to approximately 800. The location of the proscenium creates a more constrained stage. A modernization would require adding catwalk space and lighting positions. The biggest challenge is the location of the auditorium: with the constrained site, it would limit how the rest of the school can be organized on the site. This limits possibilities for open space.	Performing arts staff prefer the features that can be provided in an all new theater, such as the one at Lincoln HS. Note: new theater capacity per PPS standard is 500 seats.
BUILDING EXPRESSION (DESIGN)	1929 wing is part of the neighborhood context. It represents a Classical Revival style and 20th century European notion of civic architecture.	An all new construction is an opportunity to envision a new approach to civic architecture.
TREES	Retaining the 1929 wing increases the likelihood of retaining existing mature trees on the west half of the site.	To optimize the site, an all new building would be placed closer to the west and south property lines, resulting in the removal of mature trees.

Diagram: Recommended Scheme
Aerial view of the developed consolidated, all new construction scheme



OPTION 02: RECOMMENDED OPTION

How does the recommended scheme address the constraints on the CHS sites?

The new Cleveland High School will be an all new construction building, consolidated on the main CHS site. The project will also include updates to the parking lot site and the track site, as well as study adding a softball field to Powell Park.

BUILDING FOOTPRINT

The square footage of the modernized CHS will be 25% larger than the existing school. A primary goal of the modernization is to provide safe, student focused outdoor space on the main CHS site.

In order to build a larger school and provide the currently absent outdoor space, the modernized school will need to be five stories tall. The proposed design is organized around a large courtyard which stretches across the site from east to west. This courtyard will be flanked on the north and south by two building masses, connected in the center of the site by an elevated volume which allows the landscape to pass continuously beneath.

SAFETY

The courtyard at the center of the site will provide a safe gathering space for students outside of class. It will be secured to ensure the public does not wander in, and will provide covered outdoor space beneath the bridge volume for use during inclement weather.

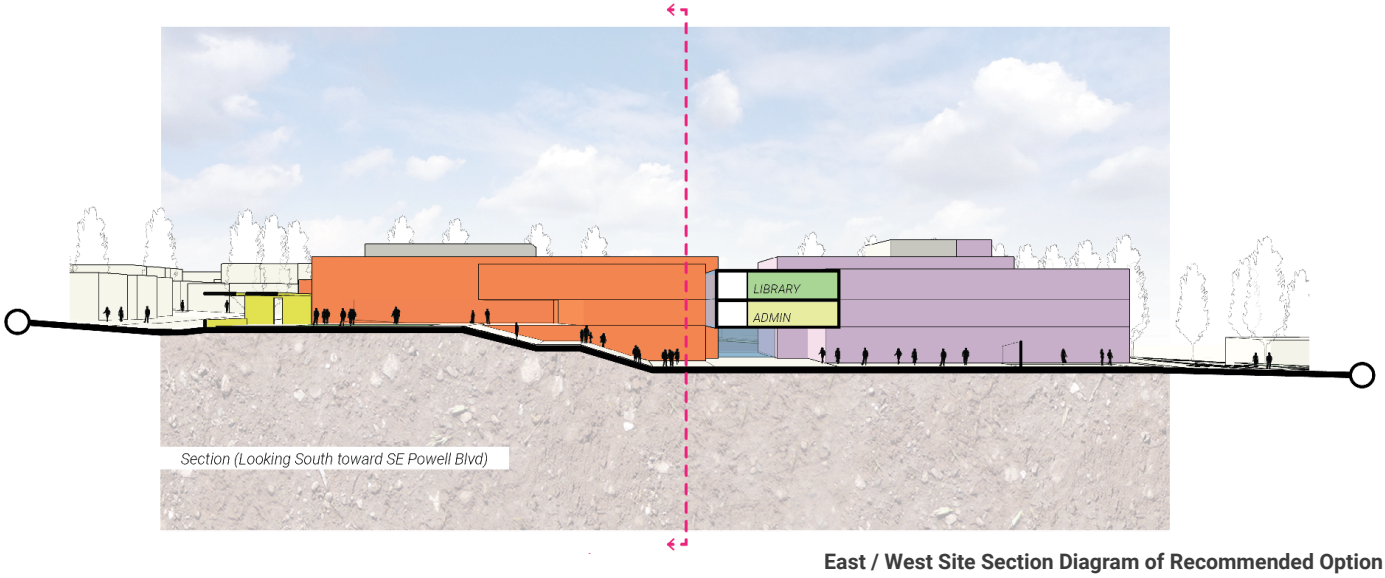
The new school's entry will be located on the east side of the courtyard, facing SE 28th Avenue (a residential street and location of the school bus drop off). It will be set back from the sidewalk by approximately 100 feet to provide space for student gathering and buffer from the public right of way.

The building mass on the south side of the site will provide a buffer between SE Powell Boulevard and the interior of the site and the north building mass. The south building mass will host the theater and gymnasium, neither of which need operable windows. The north building mass houses classrooms, which are acoustically sensitive and will benefit from the option to open windows further away from the noise and fumes of SE Powell Boulevard.

Given the detached nature of the three CHS sites, the design team has considered options that would improve pedestrian and bicycle safety in and around the sites. These improvements would take place in the public right-of-way and are subject to City and, in the case of SE Powell Boulevard, State approval. Due to cost, risks, and unknown conditions, the proposed alterations are limited to:

> Improved sidewalks around the CHS sites.

> Improved surface-level crossings at SE 26th and SE 28th Avenues.



East / West Site Section Diagram of Recommended Option

> Improved pedestrian connections along SE Waverleigh Boulevard, between the main site and the track site.

Additional studies, including bridging over or tunnelling under SE 26th Avenue and SE Powell Boulevard, are included in Volume 2: Appendix.

ZONING

An analysis of the processes to change the zoning of the site from R2.5 to IR indicated that it would be easier to request adjustments to the R2.5 zone requirements than to undergo the zoning change during the course of the modernization.

At a minimum, adjustments will be required for allowable height, maximum floor area ratio, maximum building coverage and minimum landscaped area. Because the city already has plans to make the zone change to IR, it is anticipated that the jurisdiction will be amenable to these adjustments.

The building will still need to observe minimum setbacks on SE Franklin Street and SE 28th Avenue. The new school will also need to comply with maximum setbacks on SE Powell Boulevard and SE 26th Avenue. Doing so will reclaim previously unusable outdoor area which can be devoted to the central courtyard.

SITE SLOPE

The new building will utilize the site's slope by locating storage, mechanical spaces, and locker rooms below grade on the east side of the site where the grade is highest. The central courtyard will slope in order to provide an accessible connection between the lowest grade on SE 26th Avenue and the highest grade on SE 28th Avenue. Elevators will be provided within both of the main building masses to ensure all levels of the school are accessible even after hours.

ORIENTATION

The building is organized to ensure the majority of student spaces face north or south, which is the ideal orientation for controlling solar heat gain and glare. Due to the grade change, the south building mass will be three stories tall on the west end of the site and only two stories tall on the east end of the site. This lower building height will allow more sunlight into the courtyard, and ensure the lower floors of the north building mass have access to daylight.

PARKING LOT SITE, TRACK SITE, AND POWELL PARK

As part of the recommended option, the parking lot site will be updated to meet current landscaping requirements. This change may result in a slight reduction of parking capacity from the existing condition.

The track site is proposed to be updated with a new field house and expanded bleachers with increased capacity. Additionally, restrooms will be added, along with a practice field and a small parking lot for staff. More information about the track site is provided later in this section.

As part of this project, the District will also discuss options to add a softball field to Powell Park, for use by CHS students.

ALTERNATE OPTION

While Option 02 was developed into the main concept for the CHS Comprehensive Plan, there is sufficient interest to look at a partially Distributed / All New scheme. In this option, which is similar to Option 04, a portion of the classroom building would be located on the parking lot site. There are tradeoffs associated with this option, which will be studied further in schematic design.

OPPORTUNITIES

Locating some spaces on the parking lot site would allow the building on the main site to get smaller in two ways:

> Reducing the building's footprint, allowing more outdoor space for student use;

> Reducing the building's height, improving solar access and providing a building scale that is more in harmony with the surrounding residential neighborhood.

CHALLENGES

The safety and security concerns of crossing SE 26th Avenue would need to be addressed by adding a skybridge to connect the buildings. The skybridge would require City Council approval, which is not guaranteed.

Student and staff experience would need to be explored with relation to isolating certain programs on the second site or causing bottlenecks as students move through the skybridge.

Cost estimates have predicted that building on two sites with a skybridge would cost approximately $34 million more than the baseline of building on only one site. These cost and schedule impacts would need to be balanced by savings on the main site.

Parking capacity would be reduced on if a portion of the school were to be built there. The exact counts would need to be validated. The following page shows three parking lot options.



An option to relocate a portion of the building on the main site to the parking lot site.



An option to relocate the fifth floor of the building on the main site to the parking lot site.

PARKING LOT SITE STUDIES

The design team studied three parking options to demonstrate the impacts of locating a building on the parking lot site.

1. SURFACE PARKING OPTION FOR RECOMMENDED OPTION

This baseline option would be paired with a scheme where the CHS main site would host the entire school building. The design would include updating this lot to meet current landscaping requirements

This configuration provides approximately 100 spaces.

2. PARTIAL SURFACE PARKING OPTION FOR ALTERNATE OPTION

This option locates an approximately 60,000sf building on the parking lot site.

This configuration would provide approximately 53 surface spaces and space for the Childcare Center Play.

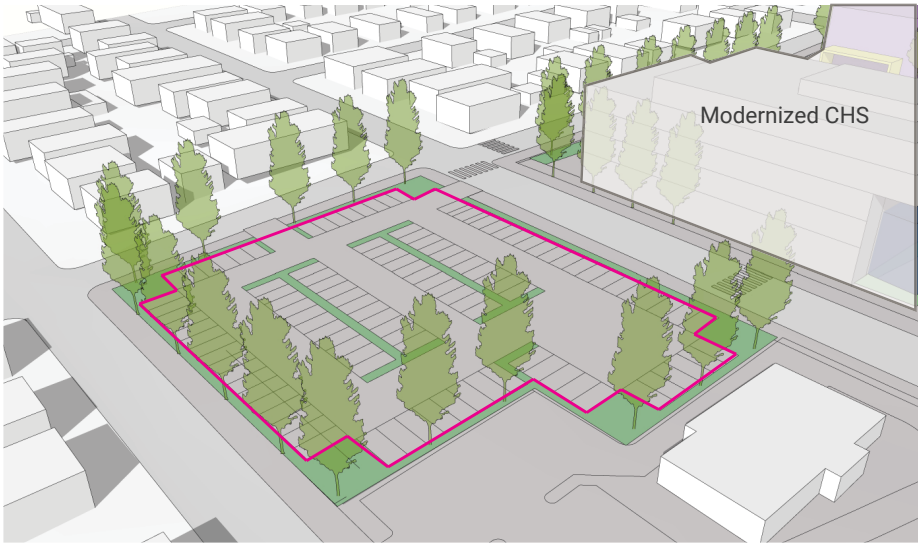
3. PARTIAL SURFACE PARKING, TUCK-UNDER PARKING OPTION FOR ALTERNATE OPTION

This option locates an approximately 60,000sf building on the parking lot site, the bottom floor of which would be dedicated to parking.

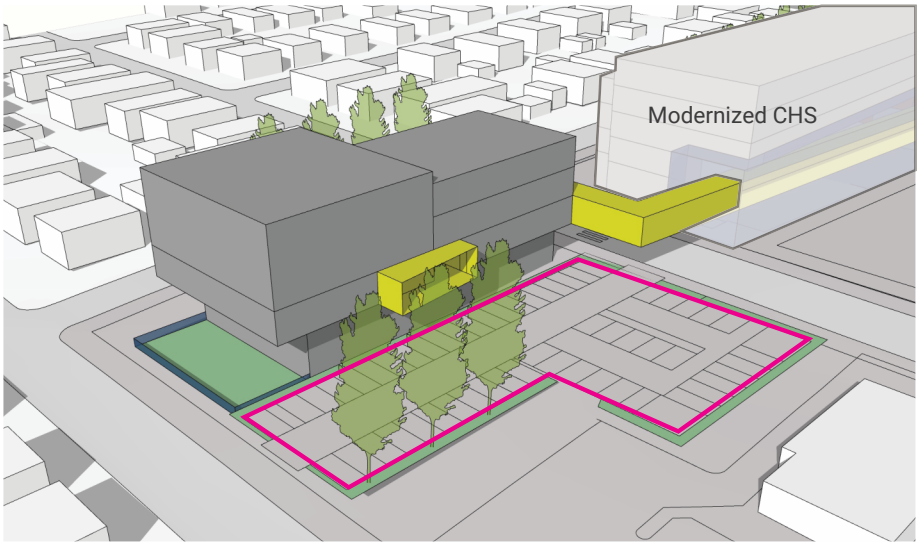
This configuration provides approximately 44 surface spaces and 34 tuck-under spaces (78 total), and space for the Childcare Center Play.

TAKEAWAY

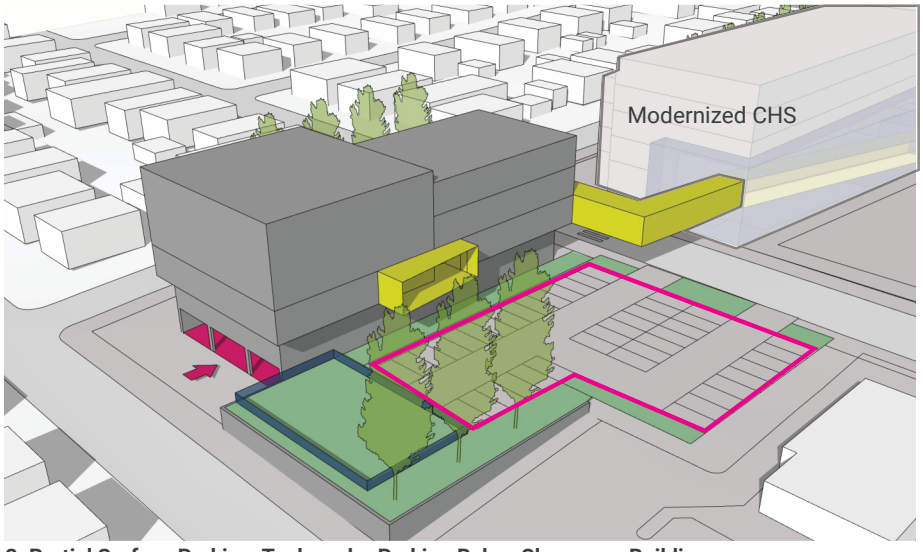
Relocating a portion of the school to the parking lot site will need to be studied further to ensure the benefits to the student experience are not outweighed by the potential challenges and added cost.



1. All Surface Parking



2. Partial Surface Parking



3. Partial Surface Parking, Tuck-under Parking Below Classroom Building

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Photo of 1929 brick detailing on Cleveland High School

BUILDING PROGRAM

The proposed building program was developed based upon the 2017 PPS Education Specifications, the PPS Climate Crisis Response Policy, various lessons learned from previous high school modernizations, and considerations of Cleveland High School's specific program needs. These modifications from the Ed Spec are tracked on the following pages.

The 2017 Ed Spec calls for a minimum required gross building area of 281,000 square feet. Taking into account the PPS Climate Crisis Response Policy and lessons learned from previous modernizations, an additional 30,000 to 40,000 square feet is needed to meet District requirements. The current area program developed for CHS totals approximately 323,000 square feet. During Schematic Design the Project Team will look at ways to increase efficiency and refine program needs for a target building area of 315,000 square feet.

BUILDING PROGRAM

MAIN HIGH SCHOOL BUILDING

	PPS Education Specification Program (2017)				Recommended CMP Program* (2024)				Difference (2024 CMP vs. 2017 Ed. Spec.)	
	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (# Δ)	Net Square Feet Difference (nsf Δ)
Core Academic Programs										
Career Preparation & CTE										
Specialized Classroom / Lab	3			4,800				0	-3	-4,800
CTE - Culinary Arts Classroom / Lab				0	1	1	2,350	2,350	1	2,350
CTE - Digital Media				0	1	1	1,500	1,500	1	1,500
Silkscreen Lab				0		0	400	0		
CTE Mass Communication				0	1	1	1,500	1,500	1	1,500
Darkroom				0		1	800	800		800
Photo Lab				0		1	400	400		400
Support				0				0		
CTE - Construction / Woodshop				0	1	1	4,000	4,000	1	4,000
Shop Storage				0		0	400	0		
CTE - Marketing				0	1	1	1,200	1,200	1	1,200
Other CTE? - Business Management?										
STEM/Robotics Lab?				0	2	2	1,500	3,000	2	3,000
Maker Space		1	1,200	1,200		1	1,200	1,200		
Subtotal: Career Preparation & CTE	***3 teaching stations***			***6,000***	***7 teaching stations***			***15,950***	***4 teaching stations***	***9,950***
General Education Classrooms										
English	11	11	980	10,780	11	11	980	10,780		
Math	8	8	980	7,840	8	8	980	7,840		
Social Studies	8	8	980	7,840	8	8	980	7,840		
Health	2	2	980	1,960	2	2	980	1,960		
World Language	6	6	980	5,880	6	6	980	5,880		
Electives	6	6	980	5,880	9	9	980	8,820	3	2,940
Subtotal: General Education Classrooms	***41 teaching stations***			***40,180***	***44 teaching stations***			***43,120***	***3 teaching stations***	***2,940***
Specialized Classrooms										
Science Lab	11	11	1,500	16,500	12	12	1,500	18,000	1	1,500
Chemical Storage		1	180	180		1	180	180		
Prep Room		4	200	800		6	200	1,200		400
Subtotal: Specialized Classrooms	***11 teaching stations***			***17,480***	***12 teaching stations***			***19,380***	***1 teaching stations***	***1,900***
Extended Learning										
Small Instruction Space		10	500	5,000		10	500	5,000		
Flexible Learning Areas		8	1,000	8,000		8	1,000	8,000		
Subtotal: Extended Learning	***0 teaching stations***			***13,000***	***0 teaching stations***			***13,000***	***0 teaching stations***	***0***
TOTAL: Core Academic Programs	***55 teaching stations***			***76,660***	***63 teaching stations***			***91,450***	***8 teaching stations***	***14,790***
Fine & Performing Arts										
Fine & Visual Arts										
Art Room (2D)	1	1	1,200	1,200	2	2	1,500	3,000	1	1,800
Art Room (3D)	1	1	1,500	1,500	1	1	1,500	1,500		
Kiln Room		1	100	100		1	200	200		100
Supply/Storage		1	160	160		3	160	480		320
Art Office		1	120	120		1	120	120		
Subtotal: Fine & Visual Arts	***2 teaching stations***			***3,080***	***3 teaching stations***			***5,300***	***1 teaching stations***	***2,220***
Band & Orchestra										
Band Room	1	1	2,200	2,200	1	1	2,800	2,800		600
Large Instrument Storage		1	250	250		1	250	250		
Music Library & Uniform Storage		1	200	200		1	200	200		
Small Equipment Storage		1	200	200		1	200	200		
Large Practice Room / Music Lab		1	300	300		2	300	600		300
Small Practice Rooms		2	100	200		3	100	300		100
Band/Choir Office		1	120	120		1	120	120		
Subtotal: Band & Orchestra	***1 teaching stations***			***3,470***	***1 teaching stations***			***4,470***	***0 teaching stations***	***1,000***
Choir										
Choir Room			1,500	0	1	1	1,500	1,500	1	1,500
Choir Office				0		1	100	100		100
Equipment & Robe Storage			200	0		1	200	200		200
Subtotal: Choir	***0 teaching stations***			***0***	***1 teaching stations***			***1,800***	***1 teaching stations***	***1,800***

* See previous page for explanation of target program area.

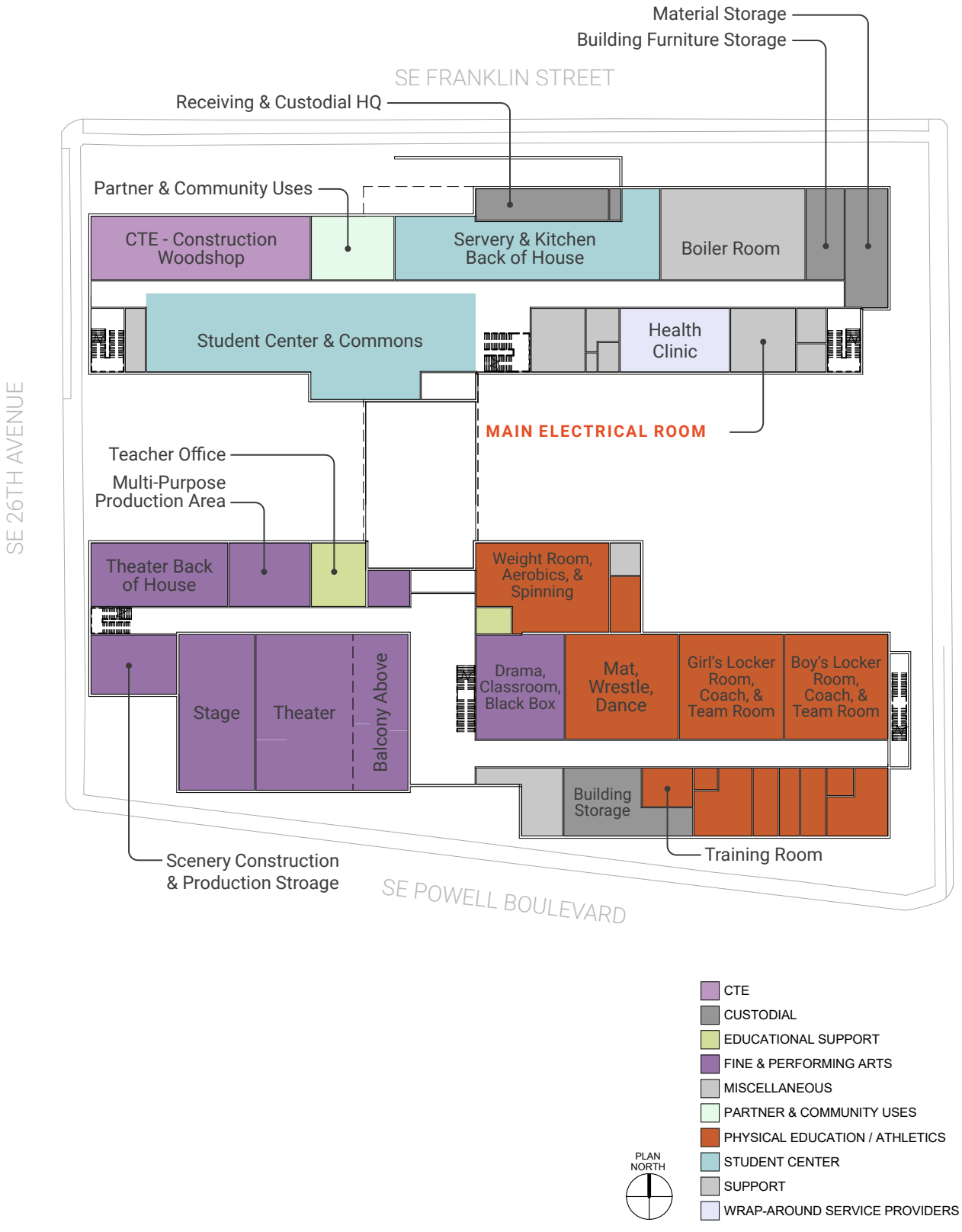
	PPS Education Specification Program (2017)				Recommended CMP Program* (2024)				Difference (2024 CMP vs. 2017 Ed. Spec.)	
	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (# Δ)	Net Square Feet Difference (nsf Δ)
Theater & Dance										
Theater (500 seats)		1	5,000	5,000		1	6,000	6,000		1,000
Orchestra Pit		1	500	500		1	500	500		
Stage		1	3,500	3,500		1	3,500	3,500		
Follow Spot				0		1	200	200		200
Drama Classroom / Black Box	1	1	1,600	1,600	1	1	2,600	2,600		1,000
Multi-Purpose Production Area			1,500	0		1	1,500	1,500		1,500
Laundry		1	150	150		1	150	150		
Control Room		1	200	200		1	200	200		
Sound Room		1	100	100		1	100	100		
Office		1	70	70		1	70	70		
Box Office/Tickets		1	100	100		1	100	100		
Concession Stand		1	100	100		1	200	200		100
Scenery Construction/Production Storage		1	1,500	1,500		1	1,500	1,500		
Equipment Storage		1	120	120		1	120	120		
Lighting Storage		1	100	100		1	100	100		
Costume Storage		1	400	400		1	400	400		
Make-Up Room		1	400	400		1	400	400		
Boy's Dressing		1	250	250		1	250	250		
Girl's Dressing		1	250	250		1	250	250		
Girl's Toilet		1	130	130		1	130	130		
Boy's Toilet		1	130	130		1	130	130		
Green Room			400	0		1	400	400		400
Subtotal: Theater & Dance	***1 teaching stations***			***14,600***	***1 teaching stations***			***18,800***	***0 teaching stations***	***4,200***
TOTAL: Fine & Performing Arts	***4 teaching stations***			***21,150***	***6 teaching stations***			***30,370***	***2 teaching stations***	***9,220***
Physical Education & Athletics										
Physical Education & Athletics										
Main Gym	2	1	13,000	13,000	2	1	14,676	14,676		1,676
Auxiliary Gym (Practice Gym)		1	5,700	5,700		1	5,700	5,700		
Auxiliary Gym Bleachers		1	1,000	1,000		1	1,000	1,000		
Auxiliary Gym Storage		1	500	500		1	500	500		
Mat/Wrestle | Dance		1	2,750	2,750		1	3,500	3,500		750
Mat Storage Room				0		1	500	500		500
Weight Room/Aerobics/Spinning	1	1	2,500	2,500	1	1	3,000	3,000		500
Training Room		1	580	580		1	580	580		
Team Room - Large		1	800	800		2	700	1,400		600
Boy's PE Coaches Office/Toilet/Shower/Lockers		1	300	300		1	300	300		
Girl's PE Coaches Office/Toilet/Shower/Lockers		1	300	300		1	300	300		
Boy's Locker Room/Shower		1	1,900	1,900		1	1,900	1,900		
Girl's Locker Room/Shower		1	1,900	1,900		1	1,900	1,900		
Multipurpose Toilet/Shower		1	150	150		1	150	150		
PE Storage		2	200	400		2	200	400		
Athletic Storage - Large		1	1,000	1,000		1	1,000	1,000		
Athletic Storage - Small		1	500	500		1	500	500		
Uniform/Equipment Storage		1	1,000	1,000		1	1,000	1,000		
Field Equipment Storage		1	1,000	1,000		1	2,000	2,000		1,000
Concessions		1	100	100		1	150	150		50
Laundry Room		1	200	200		1	200	200		
Subtotal: Physical Education & Athletics	***3 teaching stations***			***35,580***	***3 teaching stations***			***40,656***	***0 teaching stations***	***5,076***
TOTAL: Physical Education & Athletics	***3 teaching stations***			***35,580***	***3 teaching stations***			***40,656***	***0 teaching stations***	***5,076***
Educational Support										
Administration										
Reception/Lobby		1	400	400		1	400	400		
Waiting Area		1	100	100		1	100	100		
Principal's Office		1	200	200		1	200	200		
Principal's Secretary		1	125	125		1	125	125		
Vice Principal's Office		2	150	300		3	150	450		150
Vice Principal's Secretary		2	120	240		2	120	240		
Dean of Students		1	120	120		1	120	120		
Teacher Offices (10 staff/office)		10	980	9,800		10	980	9,800		
Attendance		1	120	120		1	120	120		
Bookkeeper		1	120	120		1	120	120		
Resource Officer / Campus Monitor		1	200	200		1	200	200		
Camera Monitors		1	100	100		1	100	100		
Restroom		2	60	120		2	60	120		
Records Storage		1	200	200		1	200	200		
Office Storage		1	125	125		1	125	125		
Business Manager		1	120	120		1	120	120		
Health Office		1	120	120		1	120	120		
Sick Room		1	150	150		2	150	300		150
Sick Toilet		1	100	100		1	100	100		
Student Support/Mediation Office		1	700	700		1	700	700		
Student Support/Mediation Support		1	300	300		1	300	300		
Workroom/Mail/Delivery Process Center		1	300	300		1	300	300		
Staff Room		1	400	400		1	400	400		
Conference Room		2	150	300		2	150	300		
Parent Vol./Family Resource/PTA/Boosters/Alumni		1	500	500		1	500	500		
Subtotal: Administration	***0 teaching stations***			***15,260***	***0 teaching stations***			***15,560***	***0 teaching stations***	***300***
Counseling & Career										
Counseling Office		5	120	600		5	120	600		
Counseling Secretary/Waiting		1	400	400		1	400	400		
Drug/Alcohol Counselor Office		1	125	125		1	125	125		
Conference Room - Large		1	240	240		1	240	240		
Conference Room - Medium		1	150	150		1	150	150		
Career Center		1	700	700		1	980	980		280
Career Center Office		1	120	120		1	120	120		
Career Counselor		1	100	100		1	100	100		
Secure Records Storage		1	180	180		1	180	180		
Restroom		2	60	120		2	60	120		
Subtotal: Counseling & Career	***0 teaching stations***			***2,735***	***0 teaching stations***			***3,015***	***0 teaching stations***	***280***

	PPS Education Specification Program (2017)				Recommended CMP Program* (2024)				Difference (2024 CMP vs. 2017 Ed. Spec.)	
	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (# Δ)	Net Square Feet Difference (nsf Δ)
Educational Support Cont.										
Student Activities										
Athletic Director		1	150	150		1	150	150		
AD Support Staff		1	120	120		1	120	120		
Subtotal: Student Activities	***0 teaching stations***			***270***	***0 teaching stations***			***270***	***0 teaching stations***	***0***
Technology Access										
Computer Lab (dedicated)		4	1,100	4,400		0	1,100	0		-4,400
Computer Cart Storage and Management				0		3	80	240		240
Computer Lab (non-specialized)		1	1,100	1,100		1	1,100	1,100		
Subtotal: Technology Access	***0 teaching stations***			***5,500***	***0 teaching stations***			***1,340***	***0 teaching stations***	***-4,160***
Special Education (SPED)										
Sensory Support Room		1	900	900		1	900	900		
Learning Resource Center		3	900	2,700		3	900	2,700		
Life Skills										
Intensive Skills Classroom (includes kitchen)	1	2	600	1,200	1	2	600	1,200		
Storage		1	100	100		1	100	100		
Reception		1	100	100		1	100	100		
Conference		1	120	120		1	120	120		
Office		1	100	100		1	100	100		
Special Needs Toilet		1	200	200		1	200	200		
Sensory Support Room (quiet room?)				0		0	80	0		
Itinerants										
Speech Pathologist Office		2	120	240		2	120	240		
Psychologist Office		2	120	240		2	120	240		
Subtotal: Special Education (SPED)	***1 teaching stations***			***5,900***	***1 teaching stations***			***5,900***	***0 teaching stations***	***0***
Emerging Language Learning (ELL)										
Emergent Bilingual Classroom	1	1	800	800	1	1	800	800		
Subtotal: Emerging Language Learning (ELL)	***1 teaching stations***			***800***	***1 teaching stations***			***800***	***0 teaching stations***	***0***
Student Center										
Student Center/Commons (1 lunch @ 600 students)		1	7,800	7,800		1	7,800	7,800		
Main Servery		1	1,700	1,700		1	1,700	1,700		
Food Prep/Kitchen		1	1,500	1,500		1	1,500	1,500		
Dish Washing		1	200	200		1	200	200		
Dry Storage/Cart Storage		1	500	500		1	500	500		
Cooler		1	200	200		1	200	200		
Freezer		1	200	200		1	200	200		
Office		1	120	120		1	120	120		
Staff Lockers/Dressing Room		1	150	150		1	150	150		
Table Storage		1	250	250		1	500	500		250
Subtotal: Student Center	***0 teaching stations***			***12,620***	***0 teaching stations***			***12,870***	***0 teaching stations***	***250***
Media Center & Library										
Library		1	8,000	8,000		1	4,500	4,500		-3,500
Office		2	120	240		2	120	240		
Workroom		1	200	200		1	200	200		
Text Storage		1	750	750		1	750	750		
Collaboration Space		1	400	400		1	400	400		
Multi-Use Room		3	150	450		3	150	450		
IT Repair/Tech. Coordinator		1	180	180		1	400	400		220
Library Classroom			980	0		1	980	980		980
Subtotal: Media Center & Library	***0 teaching stations***			***10,220***	***0 teaching stations***			***7,920***	***0 teaching stations***	***-2,300***
Student Space										
Student Government Room/Office		1	200	200		1	200	200		
Subtotal: Student Space	***0 teaching stations***			***200***	***0 teaching stations***			***200***	***0 teaching stations***	***0***
Custodial										
Custodial Office		1	250	250		1	250	250		
Custodial Staff Office				0		1	300	300		300
Freight/Receiving				0		1	500	500		500
Custodial Laundry				0		1	150	150		150
Building Furniture Storage				0		1	1,000	1,000		1,000
Custodial Room		10	100	1,000		10	150	1,500		500
Building Storage		1	2,000	2,000		1	2,000	2,000		
Material Storage		1	500	500		1	1,500	1,500		1,000
Flammable Storage		1	100	100		1	100	100		
Subtotal: Custodial	***0 teaching stations***			***3,850***	***0 teaching stations***			***7,300***	***0 teaching stations***	***3,450***

	PPS Education Specification Program (2017)				Recommended CMP Program* (2024)				Difference (2024 CMP vs. 2017 Ed. Spec.)	
	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)	Teaching Stations (# Δ)	Net Square Feet Difference (nsf Δ)
Miscellaneous										
Lobby		1	2,000	2,000		1	2,000	2,000		
Student Lockers		850	1	850		1	850	850		
Student Toilets		12	250	3,000		12	250	3,000		
Gender Neutral Toilet		1	60	60		1	60	60		
Staff Toilet (at teacher offices)		10	70	700		10	85	850		150
Gender Neutral Shower		1	100	100		1	100	100		
Individual Wellness Room				0		1	120	120		120
Boiler Room		1	2,000	2,000		1	4,000	4,000		2,000
MDF		1	180	180		1	180	180		
IDF		5	80	400		10	100	1,000		600
Main Electrical Room		1	240	240		1	1,200	1,200		960
Sub Electrical Room		5	75	375		8	100	800		425
Emergency Electrical Room				0		1	300	300		300
Water Entry				0		1	200	200		200
Satellite Water				0		1	120	120		120
Riser Room		1	60	60		1	60	60		
Elevator Room		1	80	80		4	80	320		240
Mechanical Fan Rooms			2,000	0				0		
Subtotal: Miscellaneous	***0 teaching stations***			***10,045***	***0 teaching stations***			***15,160***	***0 teaching stations***	***5,115***
TOTAL: Educational Support	***2 teaching stations***			***67,400***	***2 teaching stations***			***70,335***	***0 teaching stations***	***2,935***
Partner & Community Uses										
Partner & Community Uses										
Partner Program Office		0	150	0		1	150	150		150
Pantry		0	200	0		1	200	200		200
Clothing/Food Closet		1	1,200	1,200		1	1,200	1,200		
After School Instruction		0	500	0		0	500	0		
Subtotal: Partner & Community Uses	***0 teaching stations***			***1,200***	***0 teaching stations***			***1,550***	***0 teaching stations***	***350***
TOTAL: Partner & Community Uses	***0 teaching stations***			***1,200***	***0 teaching stations***			***1,550***	***0 teaching stations***	***350***
Wrap-Around Service Providers										
Wrap-Around Service Providers										
Health Clinic		1	1,600	1,600		1	1,600	1,600		
Teen Parent Center				2,100				2,100		
Infant Room		1	500			1	500			
Breastfeeding Room		0	50			0	50			
Toddler Room		1	500			1	500			
Crawler Room		1	500			1	500			
Toilet		1	50			1	50			
Changing Area		1	50			1	50			
Nap Area		1	200			1	200			
Storage/Kitchen		1	300			1	300			
Office-Social Service Providers (SUN, STEP UP, ESL)		0	200	0		0	200	0		
Classroom		2	500	1,000		2	500	1,000		
Subtotal: Wrap-Around Service Providers	***0 teaching stations***			***4,700***	***0 teaching stations***			***4,700***	***0 teaching stations***	***0***
TOTAL: Wrap-Around Service Providers	***0 teaching stations***			***4,700***	***0 teaching stations***			***4,700***	***0 teaching stations***	***0***
SUMMARY										
TOTAL ASSIGNABLE AREA	***64 teaching stations***			***206,690***	***74 teaching stations***			***239,061***	***10 teaching stations***	***32,371***
Unassignable Area										
Building Support (Circulation & Walls)			26.5%	74,408			26.1%	84,639		10,231
TOTAL BUILDING GROSS AREA (SF)				***281,098***				***323,700***		***42,602***
Building Efficiency % (net/gross)				**73.5%**				**73.9%**		

CONCEPT FLOOR PLANS

L01 PLAN (WEST GROUND FLOOR)



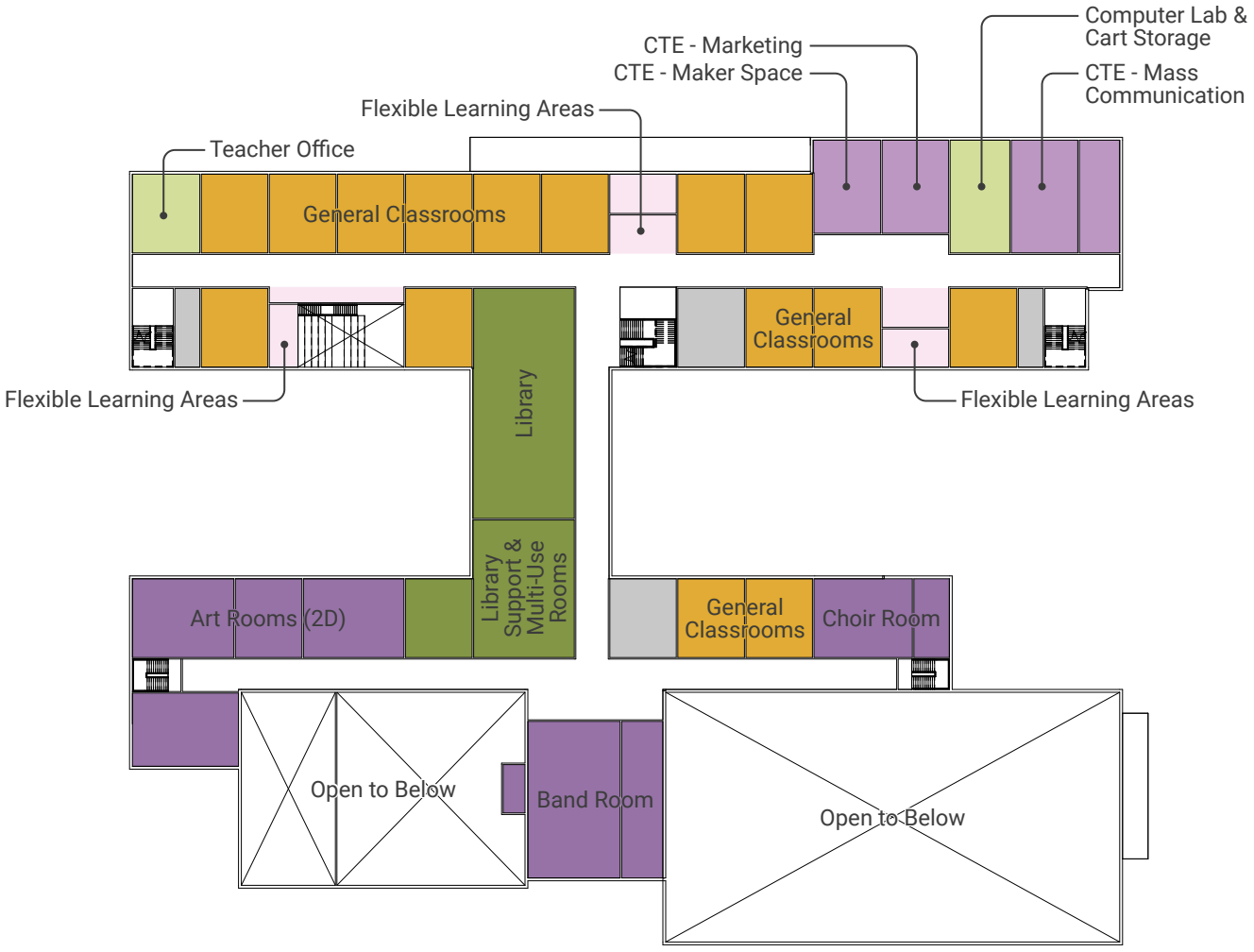
CONCEPT FLOOR PLANS

L02 PLAN (EAST GROUND FLOOR)



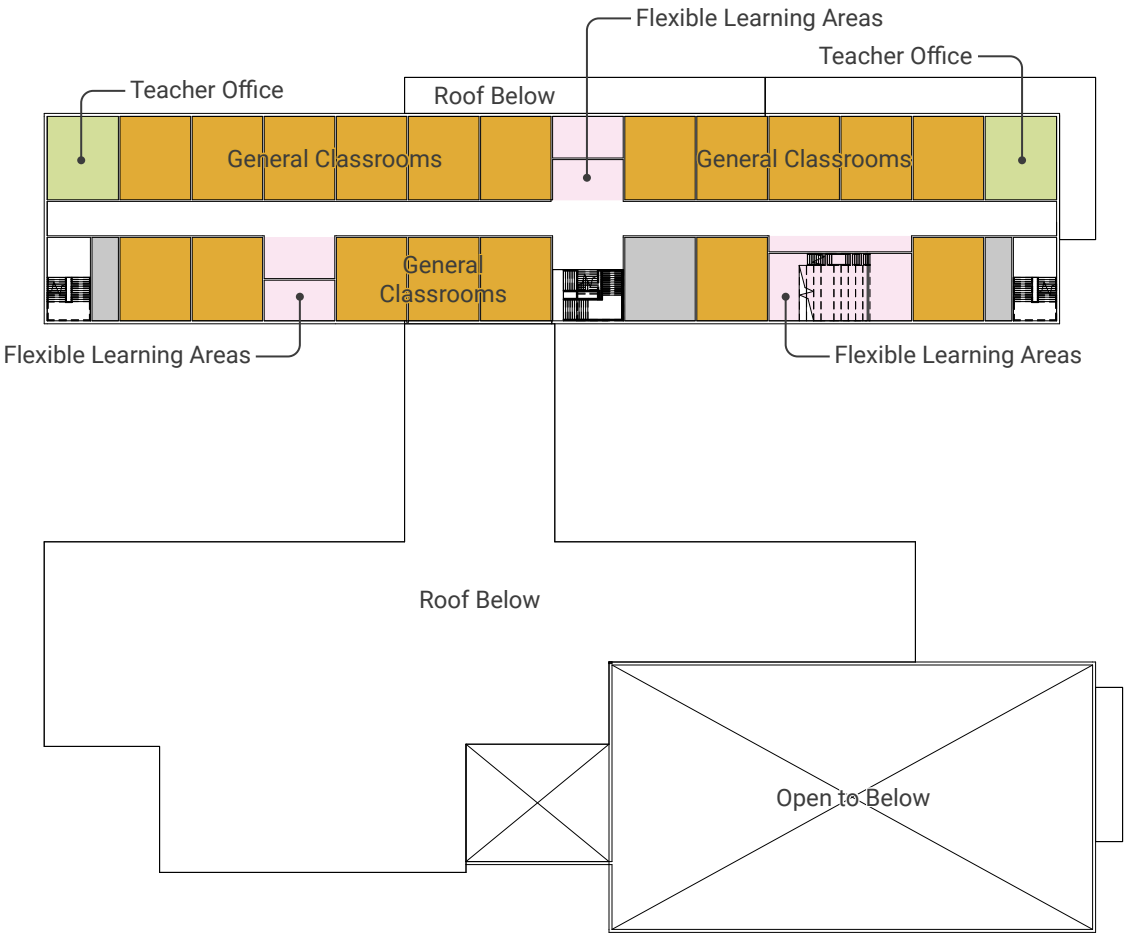
CONCEPT FLOOR PLANS

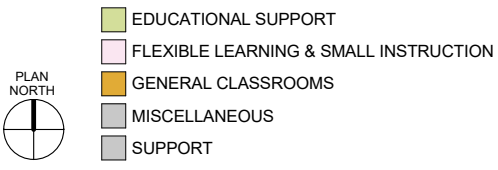
L03 PLAN



CONCEPT FLOOR PLANS

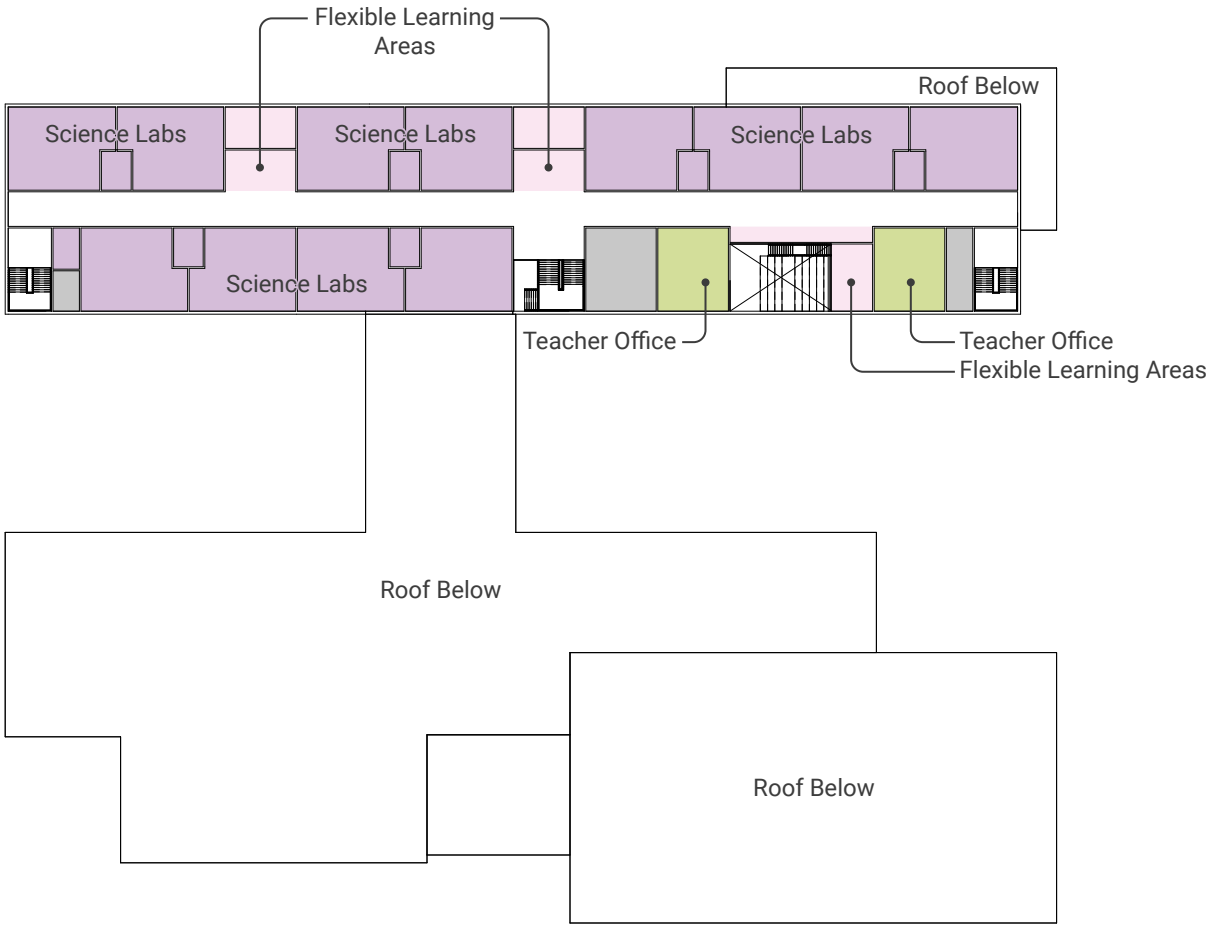
L04 PLAN





CONCEPT FLOOR PLANS

L05 PLAN



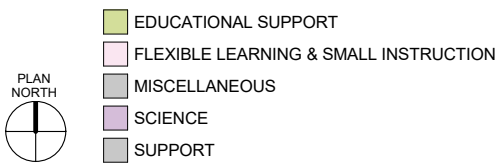


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Photo inside existing field house

TRACK PROGRAM

The Cleveland Track and Field site is unique in the district in that it is separated from the main high school site by four blocks.

At most PPS high schools, athletes can use the team rooms and restrooms associated with the main building during practices and games. In addition, spectators can utilize large banks of restrooms inside the main buildings. Due to the distance between the main building and track, there is a need for additional support spaces at the track site.

The proposed field house and athletics site building program was developed based upon the 2017 PPS Education Specification, as well as input from PPS to accomodate this site's unique aspects. Some of this program is duplicative of spaces in the main building to provide simlar ammenities to those activities that take place on this site.

In addition to the field house, the track site will also have bleachers with increased capacity, restrooms to accomodate large events, a practice field, and a small parking lot for event staff.

The program and site layout shown in this report is at a Pre-Design level and further refinement will occur during the Schematic Design phase based on outreach with the athletics department and other stakeholders.

The building diagram on the following pages shows one option for the field house organization. This version locates all program elements on one level, accessible from a plaza area. In addition to this structure, restrooms would be added to the back of the existing bleachers.

The site diagram later in this section shows one possible configuration for the field house, plaza, bleachers, and practice fields.

The design team will continue to study additional options during the Schematic Design phase, in conjunction with the PPS Athletics department and members of the CHS community.

BUILDING PROGRAM

FIELD HOUSE AND ATHLETICS SITE

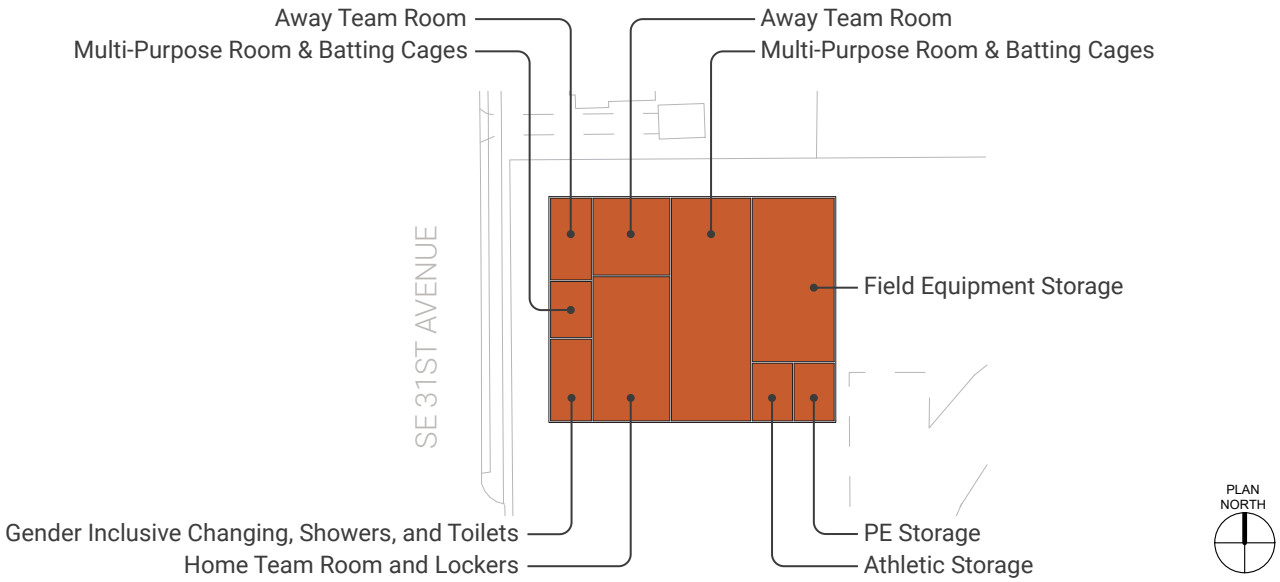
Recommended CMP Program
(2024)

	Teaching Stations (#)	Room Quantity (#)	Net Square Feet per Room (nsf/rm)	Total Net Square Feet (total nsf)
Track and Field Athletics				
Field House				
Combined Team Room and Locker Area (home team)		1	1,500	1,500
Team Room / Teaching Space (away team - no lockers)		1	800	800
Changing Rooms		2	200	400
Toilet (only) rooms		5	30	150
Lav/sink area		5	15	75
Multipurpose Toilet/Shower		5	60	300
PE Storage		2	200	400
A		1	500	500
Field Equipment Storage		1	2,000	2,000
Batting cage / multi-purpose PE athletics space		1	3,000	3,000
Building Services				
MDF		1	80	80
Main Electrical Room		1	80	80
Mechanical Room		1	100	100
Custodial Room		1	50	50
Subtotal: Physical Education & Athletics	***0 teaching stations***			***9,435***
Miscellaneous				
Coaches Box		1	100	100
Press Box		1	100	100
Concessions		1	150	150
Event-use toilets		33	63	2,079
Subtotal: Miscellaneous	***0 teaching stations***			***2,429***
TOTAL: Physical Education & Athletics	***0 teaching stations***			***11,864 nsf***

SUMMARY				
TOTAL ASSIGNABLE AREA	***0 teaching stations***			***11,864 nsf***

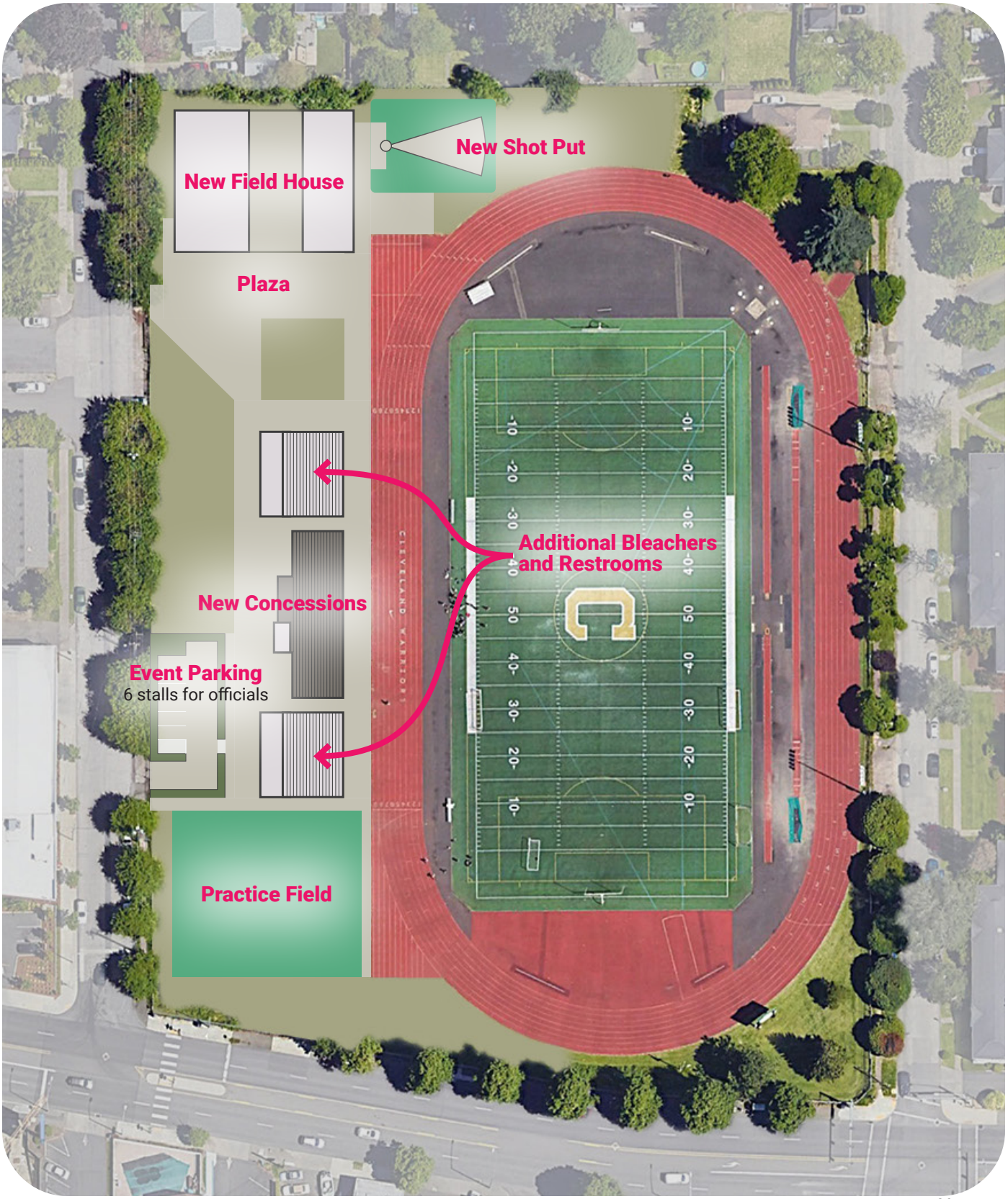
CONCEPT FLOOR PLANS

FIELD HOUSE PLAN



CONCEPT SITE PLAN

TRACK AND FIELD SITE





SUSTAINABILITY

DESIGINING FOR PPS CLIMATE CRISIS POLICY

PPS POLICY

The PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy provides sustainability metrics and requirements for new and remodeled buildings within the school district. The new Cleveland High School will be designed to meet or exceed these requirements. Some of the Pillars of this policy relate to building construction, and some relate to general operations. Below are some of the pillars that will be directly influencing the design of the new school.

LEED

The new school will be LEED Gold certified. LEED is a points-based system to encourage sustainable practices in buildings.

ENERGY AND CARBON

Fossil fuel infrastructure for everyday use in buildings systems will not be used. The new building will not have a natural gas connection, and all building systems will be electric to take advantage of the decarbonization of the grid over the life span of the building. Oregon state law says the grid should be fully decarbonized by 2040. Additional study will be done to see if it is feasible to eliminate fossil fuels in emergency generators.

> To reduce operational carbon emissions, the building will have an Energy Use Intensity (EUI) of 30 or less. This metric refers to the energy use per square foot of the building, which allows for the comparison of buildings of different sizes. An EUI of 30 is approximately a 25% building efficiency improvement over Oregon energy code. This Pillar will be achieved through a tighter building envelope than is required by building code and using more efficient building mechanical systems. More specifically:

> The walls and roof will have additional insulation.

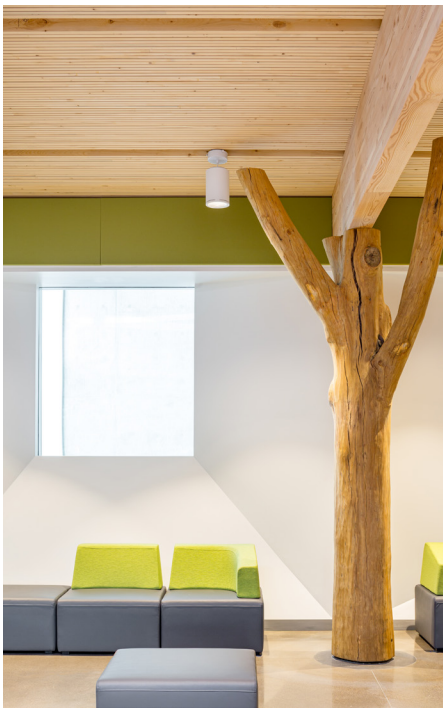
> The exterior envelope will be air sealed to a tighter standard than code requires to improve interior air quality and improve efficiency.

> Oregon requires that the project allocate 1.5% of the budget on Green Energy Technology (GET) to reduce building power consumption. The design team will use photovoltaic solar panels, envelope upgrades, and other strategies to meet the GET requirements.

> The windows will be high efficiency with coatings tuned to balance solar heat gain and daylighting.

SCHEMATIC SITE PLAN

TRACK AND FIELD SITE





- Building orientation will be designed to maximize daylighting from the north and south, and reduce solar heat gain from the east and west. Exterior solar shades will be provided on the south side to reduce glare.
- Efficient light fixtures will be used, along with smart lighting controls and an efficient layout to reduce energy use.
- All office and kitchen equipment will be Energy Star rated.

Refrigerants will be minimized and carefully used. Packaged heat pumps with hydronic distribution, as well as packaged hot water heat pumps will be used to reduce the risk of high global warming potential refrigerants leaking into the atmosphere.

To reduce embodied carbon within the building, the new Cleveland High School will prioritize reduced carbon building materials where possible. The building is being designed to cost effectively use hybrid-mass timber for the building structure. This system not only has a lower embodied carbon impact than steel or concrete construction (up to 34%), but it also reduces the need for interior finishes and promotes local Oregon material extraction and manufacturing. Where steel is required in the system, steel produced with electric arc furnaces that produce fewer emissions will be specified.

Where concrete is required in foundations and site hardscaping, low carbon mixes will be prioritized.

Materials will be prioritized that avoid “red list” ingredients, have reduced health and environmental impacts throughout the product life cycle, and reduce or eliminate VOC emissions.

Recycling and reduction of waste building materials created during construction will be reduced. PPS construction standards target a minimum of 75% of construction and demolition materials to be recycled or diverted from a landfill.

RESILIENCY

The new school will use various strategies to be resilient in a climate related emergency. Operable windows, optimized daylighting, and a robust thermal envelope will ensure the building is comfortable and ventilated during power outages. Mechanical systems will be fitted with MERV 14 filters to provide excellent indoor air quality.

In addition, the structure will be designed to the same seismic standards as essential facilities like hospitals and emergency services (Seismic Category IV). After an earthquake covered in this standard, the building would likely be ready for immediate reoccupancy.

MATERIAL & SYSTEM ASSUMPTIONS

The following sytems are currently proposed as the basis of design for the modernization of CHS. Some alternatives have also been included for consideration as the design develops and costs of each system become more clear.

STRUCTURE

The proposed structure for the modernized CHS is mass timber and steel hybrid. This structural system is in alignment with PPS's sustainability goals to reduce the project's carbon footprint. Floor decks, columns, and beams are intended to be constructed of mass timber while lateral resisting elements and long span roof structure for the gymnasium will be constructed of steel. Concrete will be used for the foundations and the below grade walls on the east side of the site.

EXTERIOR MATERIALS

The primary cladding material is proposed to be masonry veneer, with potential secondary cladding materials of composite cement panels, metal panels or stucco. Window openings will vary between smaller punched openings and larger expanses of glass at entries, the commons, and some of the extended learning areas.

It is proposed that the modernization will salvage and reuse existing materials like terra cotta ornament and marble window sills from the existing building.

The roof system is proposed to be primarily SBS Modified Bituminous Roofing. Solar panels are proposed to be located on the gymnasium, theater, and north classroom wing roofs. Solar panels are also proposed as a roof canopy system for the bike shelter.

Some areas of the roof are proposed to be green roofs, specifically over the connector building between the north and south wings.

HEATING SYSTEMS

The design proposes five 180-Ton air to water heat pumps with back up, two 1320 kW electric boilers for backup heating. An alternate option for a Ground Source Heat Pump with a supplemental cooling tower and boilers is also being considered. This would be comprised of (175) 350-ft deep vertical bores to account for 50% of the peak building cooling load.

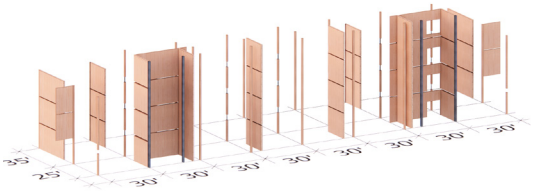
VENTILATION SYSTEMS

Air handlers of various sizes will be used for the gym, theater, commons, classrooms, and administration areas. An alternate option to provide mixed mode ventilation for the gym and commons is also proposed, where automatic operable openings would be provided for natural ventilation and passive cooling.

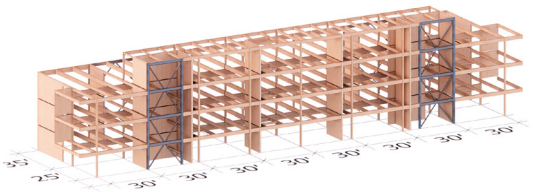
FACILITY POWER GENERATION

Emergency and Optional Standby power will be provided by a 750KW diesel powered generator. The generator will be exterior mounted with a weatherproof, sound attenuated housing and built in base fuel tank.

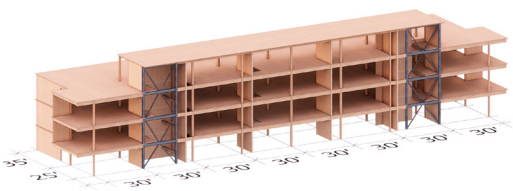
Precedent images and diagrams of potential features



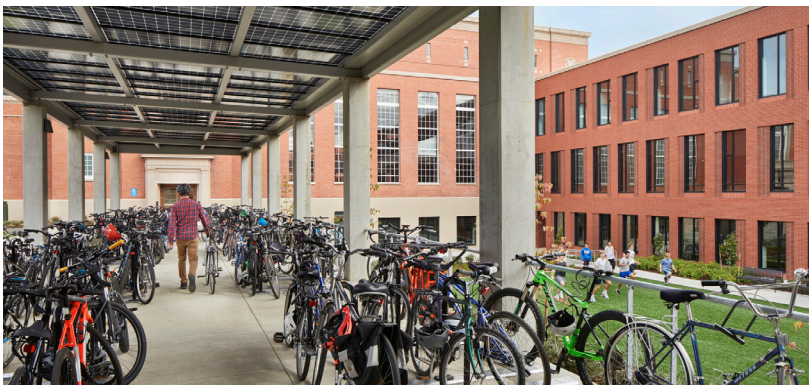
Vertical Structure



Vertical, horizontal, and bracing structure



Vertical, horizontal, and bracing and CLT structure





ELECTRICAL SERVICE AND DISTRIBUTION

The main building will be served from four 4000A, 480/277V, 3ph, 4W services. The track site will be served from one 800A, 208/120V, 3ph, 4W service. Each service will be fed from a pad vault mounted utility transformer.

INTERIOR SYSTEMS

Interior partitions will be steel-framed. Interior relites are proposed to be used extensively in the building to provide visual transparency and security. These relites are proposed to have wood frames.

Acoustical suspended ceilings will be limited in use. Typical ceilings will be Acoustic Dowell Laminated Timber or Cross Laminated Timber with direct applied acoustic panels or suspended acoustic 'clouds'.

In some spaces, perforated gypsum board ceilings or wood slat ceilings are also proposed.

All teaching stations will have markerboards, and tackboard will be provided in classrooms and corridors. All classrooms will be outfitted with a laptop and video connections at front of room.

All interior paint will be low-VOC. Ceramic tile will be provided at all restroom walls and floors. Restroom blocks will be comprised of stalls separated by full height walls with tile wall finishes and dedicated exhaust fans.

Polished concrete will be used at the ground floor spaces, and at the upper floors if a concrete topping slab is used. If gypcrete topping is used at the upper floors, linoleum will be used in lieu of concrete. Resilient sports flooring will be provided at the wrestling and weight rooms, and athletic wood floor will be used at the gymnasiums. A stage wood floor will be provided at the theater. Carpeting will be used at the band room and media center.

ELEVATORS

Three or four elevators will be provided to serve the two wings of the building and ensure that the theater and gymnasiums can be used independently from the rest of the school.

LANDSCAPE

The landscape will feature separate zones for student use throughout the site. Synthetic turf field spaces will be provided at the east and west ends of the central courtyard. In the center of the courtyard a series of ramps will negotiate the site's grade change with boulders and concrete benches provided for informal seating.

An open, flat paved area will be located outside the commons with seating provided for outdoor lunches.

A new synthetic turf practice field is proposed for the field site, along with a concrete plaza for pedestrian and service vehicle use.

The entire field site will be enclosed within a six foot tall fence, and most unusable sloped areas will be flattened and retained with concrete walls.

Precedent images of potential features







mahlum STUDIO PETRETTI ARCHITECTURE

VOLUME 2: APPENDIX

ANALYSIS + PROCESS

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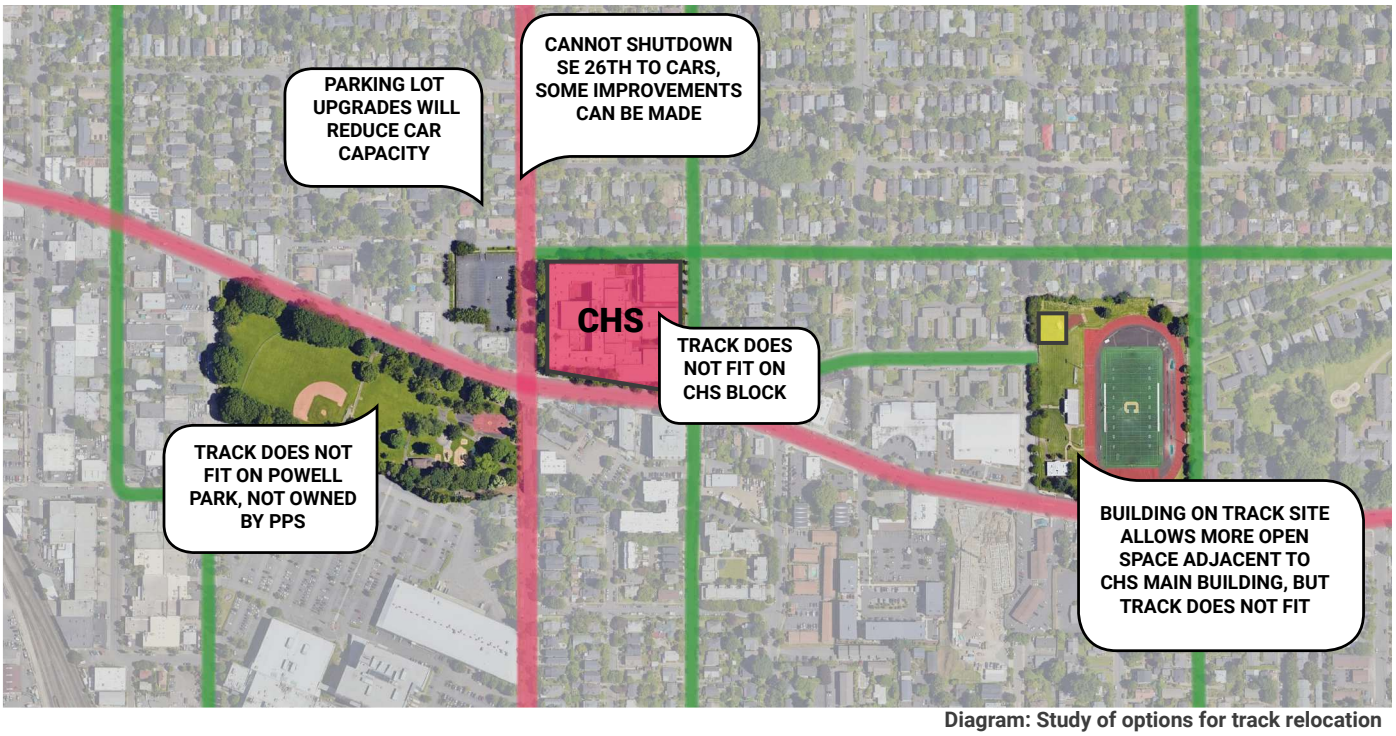


Diagram: Study of options for track relocation

SITE LAYOUT OPTIONS

THE DESIGN TEAM STUDIED MULTIPLE OPTIONS DURING THE COMPREHENSIVE PLAN PROCESS.

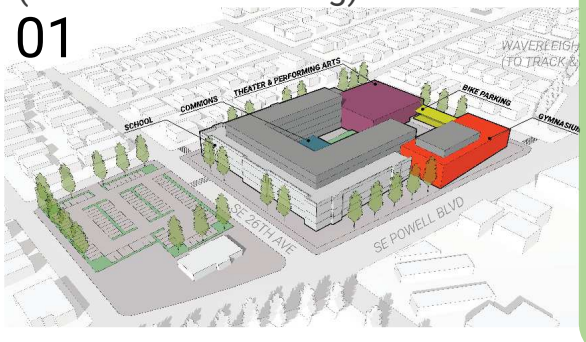
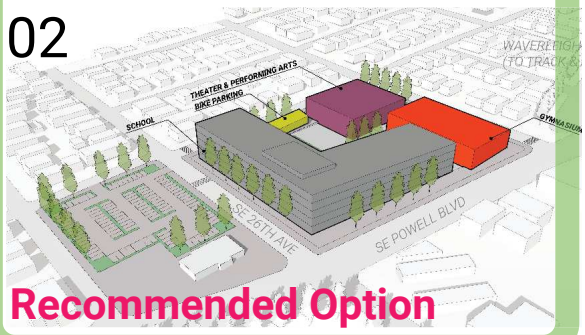
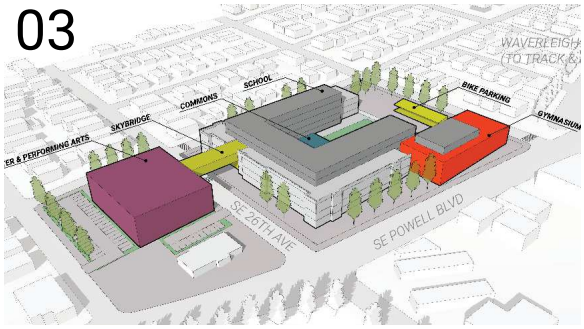
The first question that the Comprehensive Planning Committee (CPC) asked were about alternate site options. Many community members have been interested in exploring other sites (such as the Kroger property that sits south of Powell Park). News shared at the time indicated that the site was not available for purchase and therefore this path was not explored further during this process.

At CPC 02, the committee explored the option of building on the CHS track site. However, building on the track site would require relocating the track and field. The design team studied alternate locations for a track and field and has concluded that there is no viable option for relocating the track within the area surrounding CHS. The following two studies demonstrate why the track cannot be relocated.

Study 1: The team showed a diagram of the track on the current main building site; it would have to extend over SE 26th Avenue and onto the parking lot site. The City considers SE 26th Avenue a "major emergency response street," and is opposed to closing it, even for short periods during the school day.

Study 2: This study explored locating a track on Powell Park (owned by Portland Parks & Recreation). This option does not work for multiple reasons. The park dimensions are too tight to allow a competition track and grandstands. There are two heritage trees in the park (one on the north side, one on the south side) that would interfere with a track. A track would also compromise existing uses at the park. Furthermore, PPS prefers to locate school tracks on land owned and maintained by PPS.

Once it was determined that there was no suitable alternative for locating the track, the team focused on four options to utilizing the main and parking lot sites. The following pages describe the inquiry and feedback process that led to the recommendation to construct an all-new school for the CHS modernization.

	Partial Existing (Retain 1929 Building)	All New Construction
Consolidated (One Property)	01 	02  **Recommended Option**
Distributed (Two Properties)	03 	04  **Alternate Option**

OPTION ANALYSIS

The comprehensive plan studied four options for the layout of the modernized CHS. Each of these options represented a different permutation of two decisions: to retain portions of the existing building or to build all new, and to build on only one site or to locate a portion of the school on the parking lot site across SE 26th Avenue.

Each of these options offered tradeoffs in size and quality of open space, scale of the building relative to the neighborhood and spaces on the site, the ability to retain historic portions of the existing building, the possibility of saving mature trees on the site, and parking capacity for staff.

Ultimately, Option 02 was recommended as the best direction for the project. The following pages will dive into the challenges and opportunities afforded by each scheme in order to reconstruct the decision making process that led to the recommended scheme.

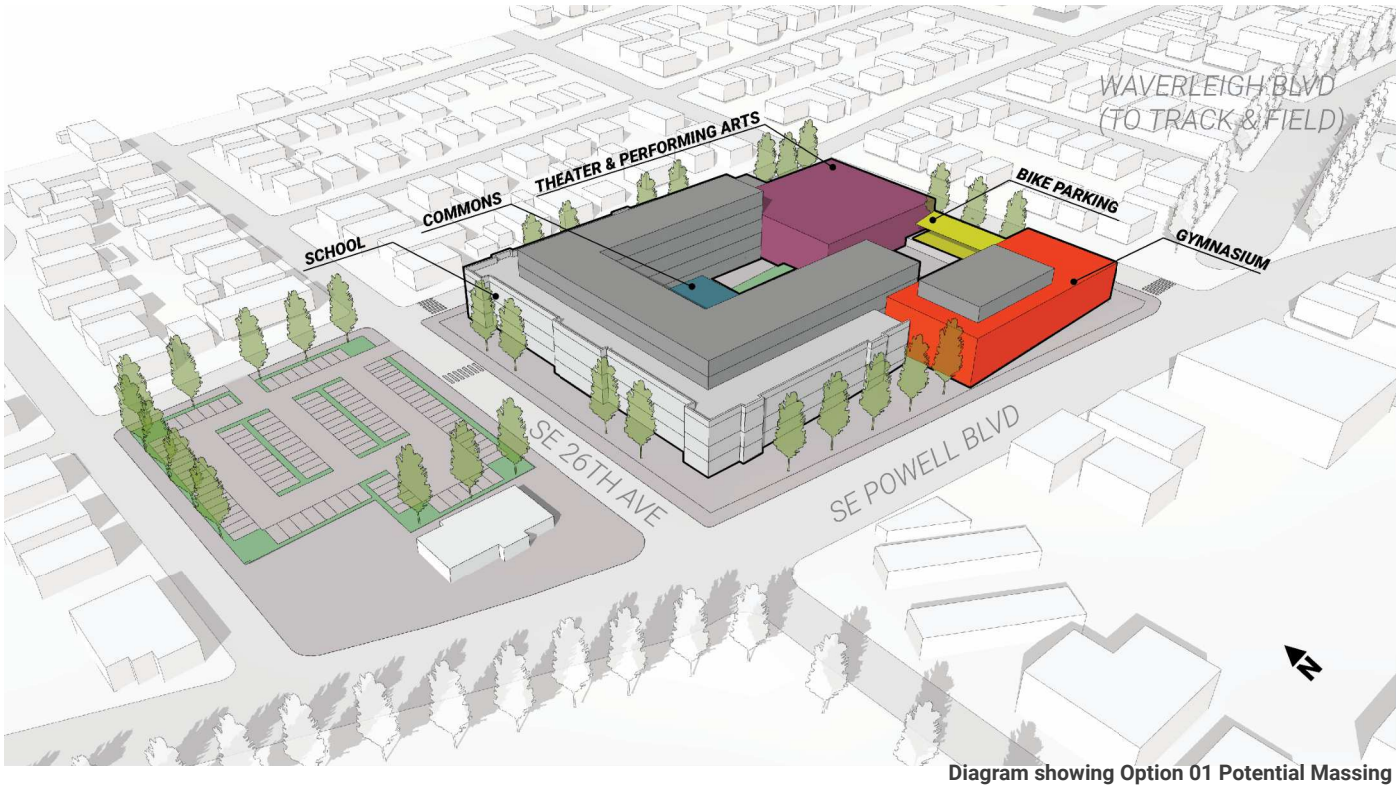


Diagram showing Option 01 Potential Massing

OPTION 01 ANALYSIS: CONSOLIDATED, RETAIN PORTIONS OF EXISTING

This option proposed to retain 55,000 sf of the existing 1929 CHS building and add onto it with 260,000 sf of new construction space on the main site only. These two decisions raised opportunities and challenges, which will be described in the following paragraphs.

OPPORTUNITIES

The primary benefit of this scheme is the preservation of the existing north, west and south facades. Retaining the existing facades would preserve a significant resource in the Portland urban fabric and celebrate the importance of the building in local memory.

Retaining portions of the existing structure would eliminate the embodied carbon required to rebuild the 55,000 sf of structure from scratch.

The consolidated scheme also would ensure the whole student body is located on one site.

Leaving the parking lot site as a parking lot would ensure the greatest number of parking spaces would be available for staff use.

Retaining the existing facades would maintain the existing building scale on the street.

CHALLENGES

Cost estimates have predicted that retaining the existing building would cost $10 million more than the baseline all-new, consolidated scheme.

Retaining the existing building would govern the locations of large building elements and impede opportunities to create a contiguous outdoor student space on the main site.

The existing 'front yards' on SE 26th Avenue and SE Powell Boulevard would remain as unusable outdoor spaces that do not contribute to outdoor student space.

The main entry of the existing building is not currently accessible and cannot be made accessible without significant alterations. Modifying the historic entry would compromise the goal of preserving the existing facade.

Introducing a new main entrance elsewhere on site would be a navigational challenge for visitors, who would naturally be drawn to the existing entry on SE 26th Avenue.

Retaining the existing facades would force the new additions toward the east and into the center of the site. This would reduce the available outdoor space and require that it be surrounded by four or five stories of building on three sides.

TAKEAWAY

This option was ultimately not selected due to the challenges described previously and above. For a more in depth analysis of the impacts of retaining the existing building, see the Existing Site Fit section later in this volume.

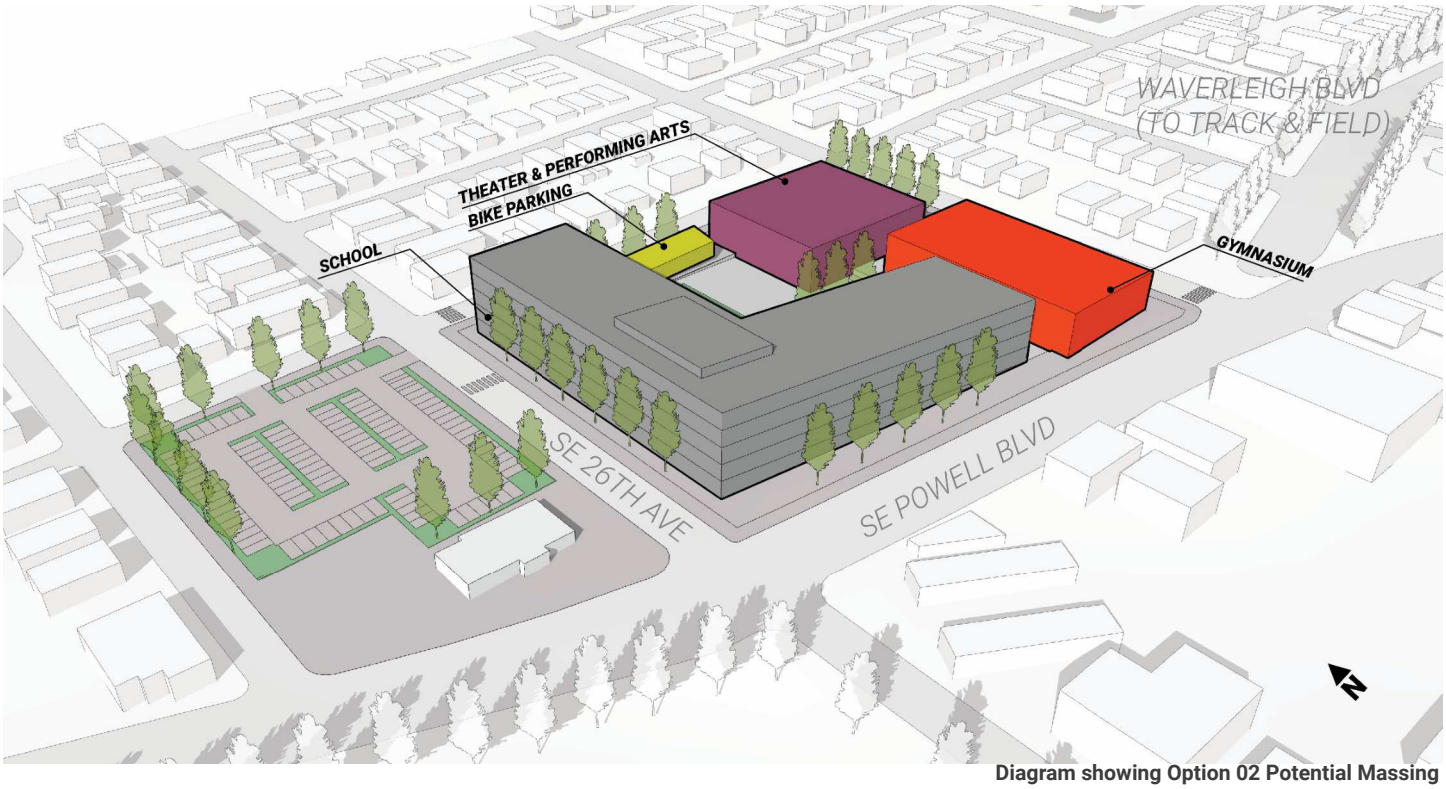


Diagram showing Option 02 Potential Massing

OPTION 02 ANALYSIS: CONSOLIDATED, ALL NEW CONSTRUCTION

This option proposed to demolish the entire existing CHS building and replace it with an all-new construction school consolidated on the main site. These two decisions raised opportunities and challenges, which will be described in the following paragraphs.

OPPORTUNITIES

The primary benefit of this scheme is the flexibility to remake the school with as few limitations as possible. This allows the new layout to make the most of the available square footage on the site by reclaiming the existing setbacks on SE Powell Boulevard and SE 26th Avenue. Consolidating this outdoor square footage creates the opportunity for a large, contiguous outdoor space somewhere on the site.

The flexibility also means that the location of the theater and gymnasium can be dictated by the needs of the school rather than by the available space leftover by the retained portions of the existing building.

Consolidating the building on the main site would ensure the whole student body is collocated.

Leaving the parking lot site as a parking lot would provide the largest possible parking capacity for staff use.

According to cost estimates, this option is the least expensive of the four options.

CHALLENGES

Demolishing the existing building would sacrifice the embodied carbon held within the existing structure and existing facade. Furthermore, this option would result in the loss of the existing facade, which many community members have expressed is an important part of the urban fabric of southeast Portland.

Locating the entire school on one site will result in smaller outdoor spaces and/or a larger building than would be possible if the school was built partially on the parking lot site. A larger building would mean more shaded area in the vicinity of the school, both on the on site outdoor spaces and in the neighborhood.

The building would also need to carefully resolve how its bulk is perceived on the street level and relative to neighboring residential houses. The existing building's scale would have been smaller, and would not have changed as perceptibly as an all-new construction project.

TAKEAWAY

This option was selected due to the opportunities described above. Most of the challenges described here can be resolved during the future design phases.

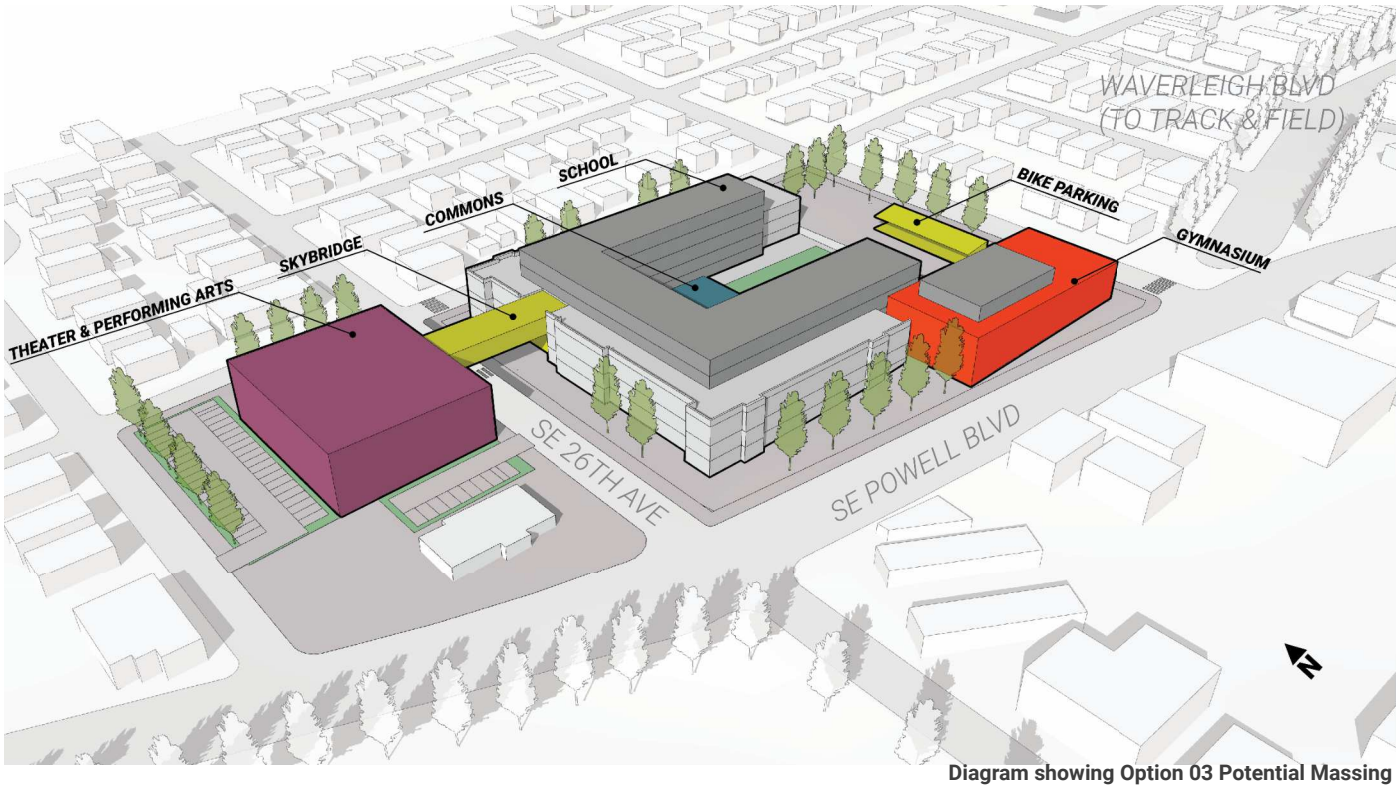


Diagram showing Option 03 Potential Massing

OPTION 03 ANALYSIS: DISTRIBUTED, RETAIN PORTIONS OF EXISTING

This option proposed to retain 55,000 sf of the existing 1929 CHS building and add onto it with 200,000 sf of new construction space on the main site and 60,000 sf of new construction space on the parking lot site. The two buildings would be connected by a skybridge. These two decisions raised opportunities and challenges, which will be described in the following paragraphs.

OPPORTUNITIES

Similar to Option 01, this scheme also preserves the majority of the existing 1929 north, west and south facades. The preservation would be less complete, due to the intersection of the new skybridge with the existing west facade.

Also similar to Option 01, retaining portions of the existing structure would eliminate the embodied carbon required to rebuild the 55,000 sf of structure from scratch.

The distributed scheme would reduce the size of the building on the main CHS site. As a result, there would be a greater opportunity to create a large, contiguous outdoor space for student use on the main site.

Retaining the existing facades would maintain the existing building scale on the street.

A skybridge would be an opportunity to celebrate CHS's presence in the community, and there was some student excitement about the prospect of the bridge.

CHALLENGES

Cost estimates have predicted that maintaining the existing building, building a skybridge and building on two sites would cost approximately $35 million over the baseline of building all-new on only one site.

The introduction of the skybridge was perceived as a logistical challenge by CHS staff. There was also a concern that the portion of the building on the parking lot site would be disconnected from the rest of the school. The skybridge would also require City Council approval, which is not guaranteed.

There would be a reduction in parking space counts on the parking lot site if a portion of the school is built there.

This scheme has many of the same challenges described in Option 01 with regard to the entry sequenceif the existing entry facade is retained. However, the skybridge could assist in marking a new entry on SE 26th Avenue.

The existing 'front yards' on SE 26th Avenue and SE Powell Boulevard would remain as unusable outdoor spaces. However, the loss of this space would be less impactful on the site design due to the expansion of the school across SE 26th Avenue and the resulting larger outdoor student space on the main site.

TAKEAWAY

This option was ultimately not selected due to the challenges described previously and above.

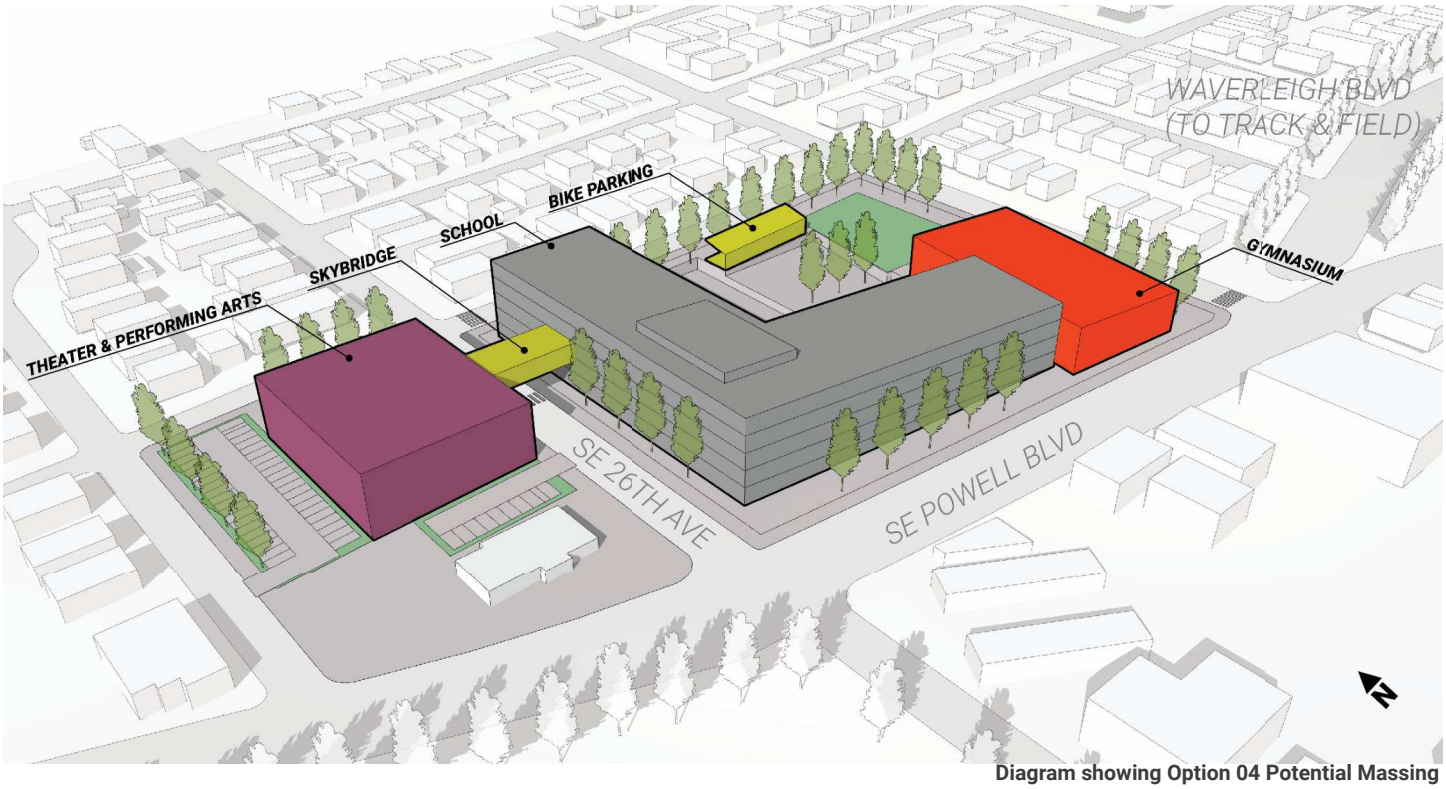


Diagram showing Option 04 Potential Massing

OPTION 04 ANALYSIS: DISTRIBUTED, ALL NEW CONSTRUCTION

This option proposed to demolish the entire existing CHS building and replace it with an all new construction school, distributed across the main site and the parking lot site. These two decisions raised opportunities and challenges, which will be described in the following paragraphs.

OPPORTUNITIES

The primary benefit of this scheme is the flexibility to remake the school with as few limitations as possible. This allows the new layout to make the most of the available square footage on the main site by reclaiming the existing setbacks on SE Powell Boulevard and SE 26th Avenue. Consolidating this outdoor square footage provides the opportunity for a large, contiguous outdoor space somewhere on the main site.

The flexibility also means that the location of the theater and gymnasium can be dictated by the needs of the school rather than by the available space leftover by the retained portions of the existing building.

Locating some of the building on the parking lot site allows even greater opportunity for outdoor space on the main site. The building on the main site could also be shorter, which might resolve issues with building scale in the surrounding residential neighborhood.

CHALLENGES

Demolishing the existing building would sacrifice the embodied carbon held within the existing structure and existing facade. Furthermore, taking this option would result in the loss of the existing facade, which many community members have expressed is an important part of the urban fabric of southeast Portland.

This option would require a skybridge to connect the two buildings, which would need to be carefully studied to avoid unintended consequences for the use of the school, such as isolating certain programs on the second site or causing bottlenecks as students move through the relatively narrow skybridge. Additionally, the skybridge would require City Council approval, which is not guaranteed.

Cost estimates have predicted that building on two sites with a skybridge could cost approximately $25 million more than the baseline cost of building on only one site.

There would be a reduction in parking capacity on the parking lot site if a building was constructed there.

TAKEAWAY

This option was ultimately not selected as the recommended option due to the challenges described previously and above. However, there is sufficient interest to justify further study of a partially distributed / all new scheme in the next design phase.

EXISTING SITE FIT

The Comprehensive Plan has selected an option that does not retain portions of the existing CHS building. The following section will analyze the conditions on the existing site and reconstruct the thought process that led to this decision.

UNDERSTANDING THE CONSTRAINTS

The existing CHS building footprint occupies 73% of the site and its configuration leaves minimal outdoor space for student use. The modernization will increase the size of CHS by approximately 25%.

As a means of comparison, the footprint of the modernized Lincoln High School (LHS) would occupy approximately 56% of the CHS main site area. LHS is a six-story building. The modernized CHS will need to be shorter to work with the existing neighborhood context, and thus occupy a larger footprint than LHS.

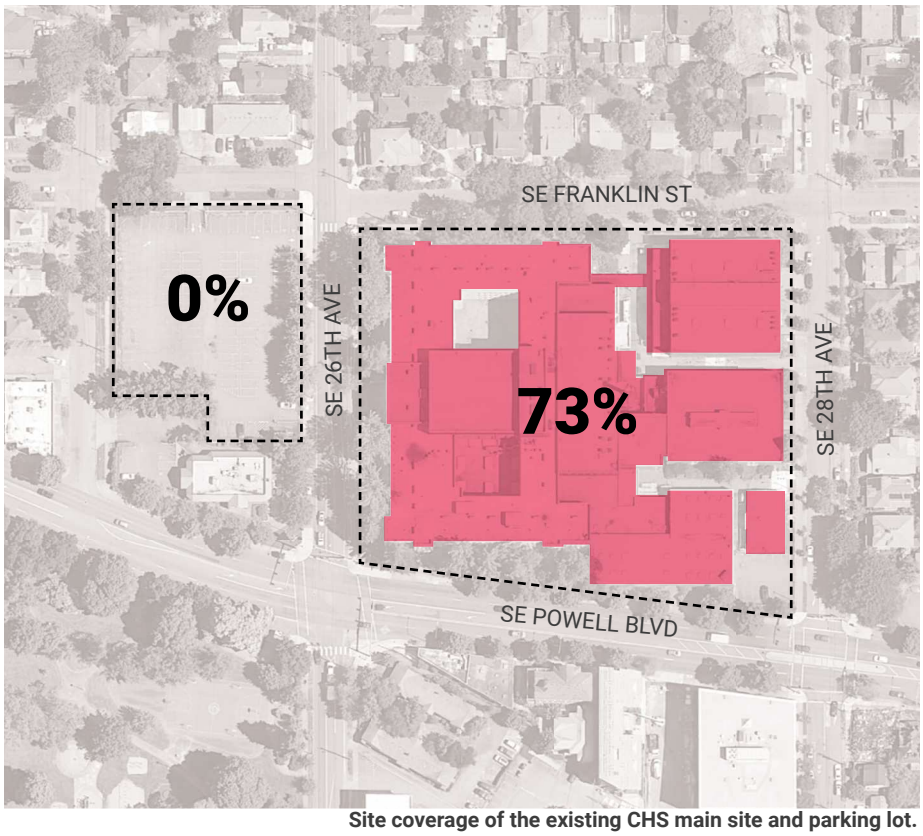
A primary goal of the modernization is to reintroduce open space for student use on the CHS main school site. At LHS, approximately 37,000 sf of outdoor space is provided for student use, not including the track, field and practice field. To provide an equivalently sized outdoor student use space at CHS, the design would need to devote 21% of the main site area to this purpose.

Zoning regulations require a minimum of 20-25% of landscaped area on the main school site. Zoning regulations will also require that the design observe minimum setbacks on the SE Franklin Street and SE 28th Avenue.

The service yard, trash enclosure, and bike shelter will occupy approximately 5% of the main site area. Staff parking will be located off the main site.

TAKEAWAY

The modernization of CHS will require significant reconfiguration of the building and site to provide an adequately sized school and outdoor space for student use. Even with these changes, it will be necessary to request zoning adjustments.



Site coverage of the existing CHS main site and parking lot.



Study showing the footprint of LHS overlaid on the CHS main site and parking lot.

EXISTING BUILDING

WHAT COULD BE RETAINED?

In terms of square footage, 70% of the existing CHS is part of the original 1929 building and contributing to historic significance. The additions in the 1950's and 60's are inefficiently organized, do not contribute to historic significance, and have not been identified by the community as important to retain in the modernization. If a portion of the existing building were to be modernized, these additions would be removed.

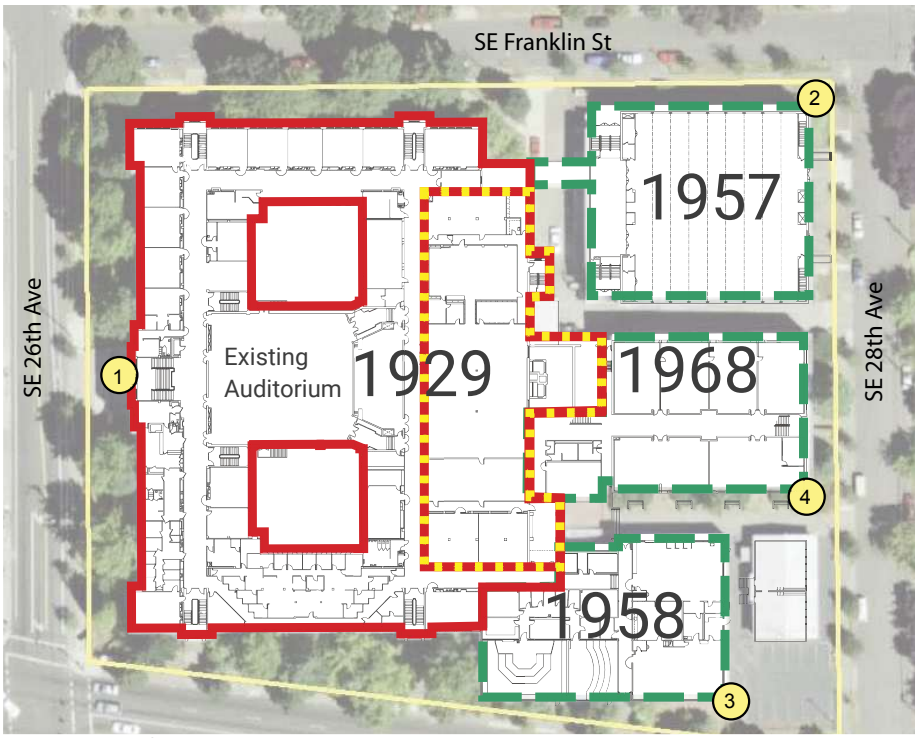
Studies showing the potential renovation of the 1929 Auditorium were presented to the CPC, community, students and school staff. Feedback from these groups indicated that despite appreciation for the Auditorium's historic character, the renovated space could not meet the demands of modern performance education. The modernized CHS will have an all new construction theater and the existing auditorium will be removed.

Heavy renovations in 1958 reduced the historical significance and building integrity of the east side of the 1929 building. With the Auditorium already slated for replacement, maintaining this portion became unviable.

In order to meet the square footage requirements of the Ed Spec, the modernized CHS must be built to a height of up to five stories. (The existing school is only three stories tall). The team's structural engineer found that building on top of the existing structure to increase the height of the school was not feasible. Due to this constraint, only the historic facades on the north, west and south elevations, and one structural bay behind them could feasibly be retained in the modernization.

TAKEAWAY

A modernization where portions of the existing school remain would only include the outer 'C' shape shown in the adjacent diagram. The area of the portion identified to remain is approximately 55,000 sf, or 30% of the original 1929 construction. This 55,000 sf would make up approximately 17% of the final square footage of the modernized CHS.



Historical Significance and Building Integrity

- Contrib: High Significance
- Contrib: Moderate Signif.
- Non-Contributing

Excerpt from the 2009 Entrix Historic Site Report.



Area to be demolished if a portion of the existing school is identified to remain.

SPACE LAYOUT WITH THE EXISTING BUILDING

UNDERSTANDING THE CONSTRAINTS

The remaining 'C' shape of the existing building would dictate the spatial layout of the modernization in several ways:

>Existing floor to floor heights are 13 feet 3.5 inches tall. The existing structural bays are approximately 23 feet deep. This height and bay depth is not appropriate for larger and taller spaces like athletics or performance arts. These larger spaces must be located elsewhere on the site. The remaining 'C' shape could house classrooms and office spaces.

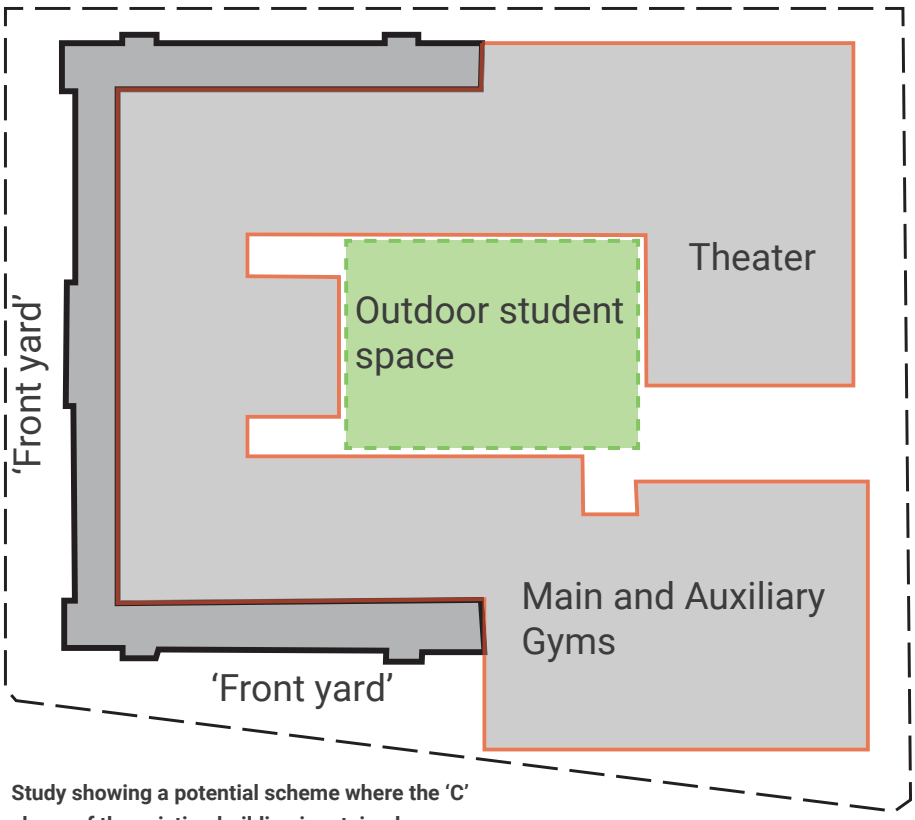
>Due to the location of the existing 'C' shape, the only on-site locations available for the theater and the gym are on the east side of the site. This forces any open space to the center of the site, where the configuration of the building will constrain the outdoor student space to approximately 10% of the site's area. Note: the LHS modernization devoted the equivalent of 21% of the CHS site's area to outdoor student space.

>The west and south facades of the existing building are distant from the sidewalk, leaving 'front yards' that are disconnected from the rest of the campus. These 'front yards' account for 10% of the site area, are not required setbacks, and will not contribute to an outdoor student space in the center of the campus.

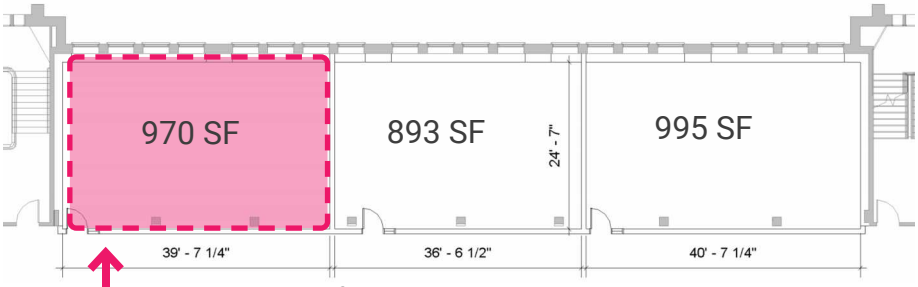
>The shallow existing structural bays force standard classrooms to be long and narrow in proportion. While this is advantageous for daylighting, it positions students further from the teaching wall. A more square proportion is preferable for a teaching space.

TAKEAWAY

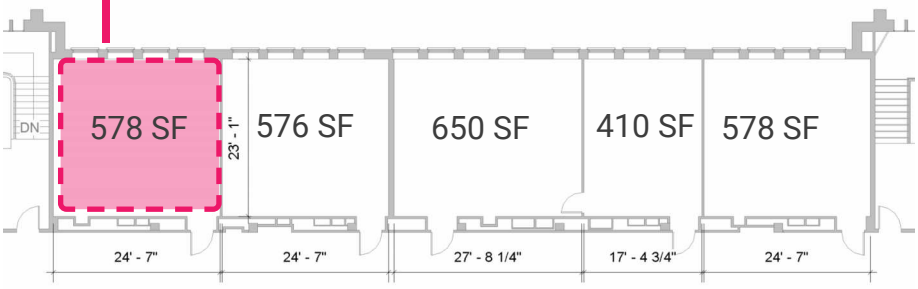
The location and configuration of the existing 'C' shape on the CHS main site dictates the location of large program elements and compromises opportunities to create a large, contiguous outdoor student space.



Study showing a potential scheme where the 'C' shape of the existing building is retained.



980 sf Ed Spec Classroom Test Fit in Existing CHS Structural Bay



Existing CHS Classroom Sizes

CARBON

If the modernization of CHS retained a portion of the existing building, all mechanical, plumbing and electrical services would be removed. Most interior finishes would also be removed, with only select elements kept for salvage or protected in place (like wood detailing or stone window sills). What would remain is the concrete structure and some of the exterior walls of the existing building.

Retaining the existing structure would save the embodied carbon of the existing structure and exterior walls, thereby avoiding the carbon emissions of rebuilding these elements.

If the CHS project retains 55,000 sf the original 1929 building, it would result in a savings of 3% of the embodied carbon required for an all new hybrid mass-timber and steel building.

TAKEAWAY

Retaining the 'C' shaped portion of the existing building saves a small amount of carbon relative to the overall carbon use of an all new hybrid mass-timber and steel building.

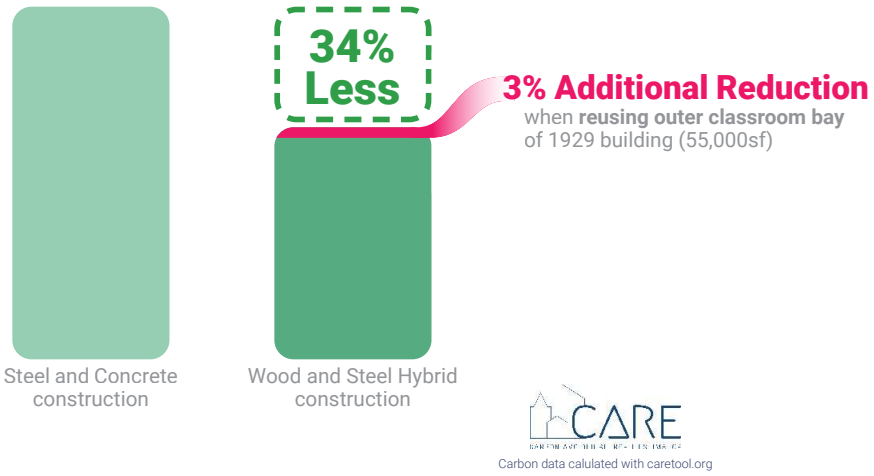


An image of Grant High School undergoing its recent modernization.

COST

Modernizations of existing buildings are certain to encounter unexpected conditions, which can drive up construction cost and lengthen construction schedules. Cost estimates for schemes that maintained portions of the existing building showed increased costs of approximately $10 million over the baseline cost of an all-new construction project. Note: this is a roughly 2% increase over the baseline cost.

COMPARISON OF EMBODIED CARBON IN CONSTRUCTION TYPES



CONCLUSION

After this information was shared with the CPC, community, students and school staff, the majority of responses indicated a preference that the CHS modernization be an all new construction building.

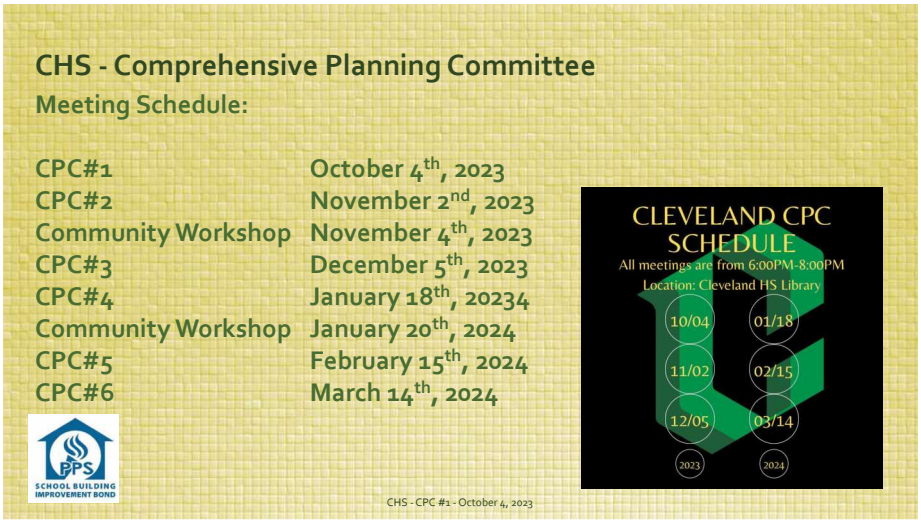
MEETINGS AND COMMUNITY EVENTS

The Comprehensive Plan process consisted of a number of meetings and community events to gather feedback and share progress. The following pages will provide a narrative of the Comprehensive Plan process by summarizing the events of each meeting.

LIST OF MEETINGS:

> CPC 01
> CPC 02
> CPC 03
> CPC 04
> CPC 05
> CPC 06
> Public Workshop 01
> Public Workshop 02
> Public Workshop 03
> Staff Workshop 01
> Staff Workshop 02
> Student Leadership Class
> CHS Architecture Presentation





CPC 01
Date: October 04, 2023

Location: Cleveland High School Library

Topic: Introduction

Presentation Slides Link

The first Comprehensize Plan Committee (CPC) meeting introduced the team and provided context on the CPC's tasks and goals. The bond measure was explained and an overview of the larger context of the design phase was given.

After a review of the findings from the 2019 Conceptual Masterplan, a history of the costs of previous modernizations were shared to contextualize the estimated cost of the CHS modernization project.

The tasks for the CPC were to analyze all possible site alternatives to understand cost, schedule, risk and opportunities. The overarching goal was to work toward one preferred scheme to pursue in the next design phases.

The CPC's effort would be informed by community engagement and bolstered by community workshops, a general survey, focus groups, the PTA and more.

Visioning activities focused on defining success for the project and community engagement ideas were employed to help ground the process in a shared language.



CPC 02
Date: November 16, 2023

Location: Mahlum Architects

Topic: Context and Facts

Presentation Slides Link

The team provided information to orient the CPC to the opportunities and challenges of the three PPS-owned sites that Cleveland occupies. Recent news and information enabled the design team to commmunicate to the CPC that the Fred Meyer / Kroger site was not for sale and would not be part of the studies in the Comprehensive Plan process.

The presentation explained that the design team would be gathering information from school-based groups (such as students, athletics, and specialized programs), the general pulic (via Public Design Workshops), and focused community engagement (such as affinity groups and community-based organizations that support CHS families, led by After Bruce).

The design team shared opportunities and challenges of the three PPS-owned sites and invited the group to add to the analysis. The CPC asked for more information related to the other PPS high schools (population, density, locations students are traveling from) and the Ed Spec (amount of space devoted to athletics, amount of space devoted to non-student uses).



CPC 03
Date: December 5, 2023

Location: Cleveland High School Library

Topic: Opportunities and Trade-Offs

Presentation Slides Link

The meeting started with a land acknowledgement that was written by CHS students, followed by an update on the community-based engagement process.

The team then walked through the PPS Ed Spec and how it had been met in very different projects (i.e. Lincoln and Grant). The team demonstrated how the entire Ed Spec program could fit on the main CHS site, with tradeoffs. Specialty consultants provided more insight into how the existing 1929 building might be retained. This included salvaging and reusing components, modernizing the entire historic structure, or doing a "facadectomy" by retaining the outer walls and creating a new structure within them. The team also presented the trade-offs related to remodeling the existing theater or replacing it.

The design team shared that there is no viable option for relocating the track and that the only viable sites for the CHS building program are the existing main building site and parking lot site. There is not sufficient space to place the entire new building and the track on the existing track site.

The design team communicated that they would proceed with studying options to place the school on the main and parking lot sites.



CPC 04
Date: January 25, 2024

Location: Cleveland High School Library

Topic: Comprehensive Plan Options

Presentation Slides Link

The team shared CPC and community feedback from the activities in CPC 03 and Public Workshop 01. When asked about having a taller building with more ground level outdoor space (i.e. courtyards and lawns) compared to a shorter building that would take up more ground space, all three groups strongly agreed that a tall building was a better choice.

The feedback was not definitive on whether to retain portions of the existing 1929 building. Input was definitive that a new facility to replace the existing Auditorium was preferred.

The team presented four site options that combined the site givens and opportunities. The options showed how the PPS Ed Spec program could be organized on one or two sites, with or without retaining portions of the 1929 building. Each option bundled a series of trade-offs. Building on two sites allowed more ground level open space, but cost more. Retaining the existing 1929 building allowed the existing building scale/character and more trees to remain, but limited where the rest of the buildings can be located on site.



CPC 05
Date: February 27, 2024

Location: Cleveland High School Library

Topic: Evaluation and Recommendation

Presentation Slides Link

The design team reviewed feedback from the CPC, student body and Public Workshop, who were all in favor of replacing the existing building but less definitive on the issues of building on both sites and open space character.

The design team presented new diagrams explaining that only 55,000 sf (or 22% of the 1929 building) would be retained if the existing building were modernized.

The team shared that the recommended direction for the modernization was to build an all-new school, consolidated on one site. This option carried the lowest risk of all options while allowing flexibility to reorganize the site. Option 04, the all-new school distributed on two sites came at a higher cost, but was mentioned as a scheme that could be studied in the upcoming design phase.

The design team shared studies of the parking lot, which compared parking counts if the site were a surface lot with parking counts if the site had a 60,000 sf building on it.

The CPC reviewed activity boards showing different site configurations for the distributed and consolidated schemes, climate response concepts for modern sustainable buildings, and site layout options for the field site.



CPC 06
Date: March 21, 2024

Location: Mahlum Architects

Topic: Refinement

Presentation Slides Link

The meeting began with an overview of the PPS bond budget from Erik Gerding, who explained the context of the CHS modernization within the larger landscape of the upcoming school improvement bond.

The team then shared a list of community groups who had been involved in listening sessions over the course of the comprehensive plan and key themes for the future of CHS.

The results of the digital survey were also shared. The feedback from the survey indicated over 80% of the respondants prefered to build a new building.

The design team shared a developed recommendation for the layout of the school, and went into detail regarding the program layout within it.

Based on the interest level in the distributed scheme at CPC 05, the team will continue to consider an option to decant some of the building to the parking lot site, connected by a skybridge.

Several options were also presented for the field site, analyzing different scenarios for the placement of the field house, bleachers, and practice field.



DESIGN WORKSHOP 01
Date: December 16, 2023

Location: Cleveland High School Cafeteria

Presentation Slides Link

Over 65 members of the community attended: current and future students and parents, staff, neighbors, business owners, Principal Jo Ann Wadkins, and Board Representative Julia Brim Edwards.

The team shared an overview of the Comprehensive Plan process and provided some context about the definitions of a modernization and an Educational Specification.

After an explanation of the community engagement process, the design team presented a draft vision and goals slide. The community was invited to provide feedback that would be incoporated into the final statements. The comments included a desire to address student safety, to acknowledge climate change and resiliency, and to enhance the goals surrounding CHS as a community asset and welcoming environment.

Specific feedback included requests for areas that can be shared with the community, lots of natural light and greenery, improved circulation around the school, and safer pedestrian crossings.

The design team provided an analysis of the existing building as well as an explanation of some of the opportunities and tradeoffs of keeping the existing building.



DESIGN WORKSHOP 02
Date: February 3, 2024

Location: Cleveland High School Cafeteria

Presentation Slides Link

The public workshop began with an introduction and a review of the first public workshop in December 2023.

The design team then shared studies of the existing building which tested how 980 sf general classrooms might fit into the existing structure.

An explanation of PPS's District Policy on Climate Crisis Response, Climate Justice and Sustainability Policy was also given, in order to contextualize the importance of mitigating the embodied carbon use in the modernization.

The design team explained the different ways the existing building might exist in the community's consciousness; from appreciation of the old architecture to a representation of systemic or social injustice.

Afterwards, the team shared an explanation of why the existing CHS site is the only option for the location of the school. Finally, the team shared the four options demonstrating the permutations of retaining the existing building or building all new and building on two sites or building on only one site.



DESIGN WORKSHOP 03
Date: March 16, 2024

Location: Cleveland High School Cafeteria

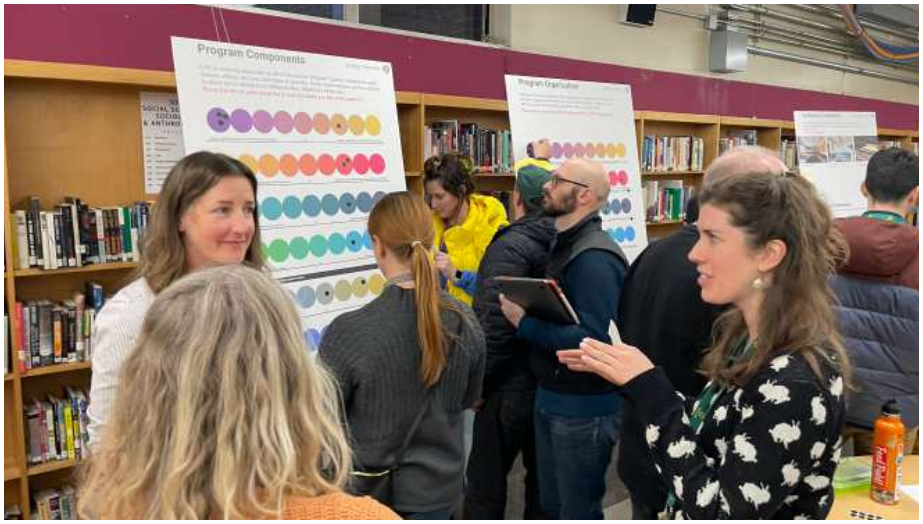
Presentation Slides Link

The meeting began with an overview of the bond process and CHS's place in the larger picture of the district's modernization effort.

After a brief overview of the Comprehensive Plan to date, the design team summarized the constraints of the CHS site. These constraints helped to tell the story of how the team had reached the decision to recommend the demolition of the existing CHS.

Studies showing the development of the all-new consolidated scheme were shared before beginning a listening session activity.

Community members cycled through a series of stations where design team members facilitated discussion around a series of topics: parking, field site layouts, building expression, embodied carbon, building massing and the student experience.



STAFF WORKSHOP 01
Date: January 2nd, 2024

Location: Cleveland High School Library

The meeting began with an overview of the Comprehensive Plan process and a review of the 2019 Conceptual Master Plan.

Afterwards, the team defined the terms modernization, Comprehensive Plan, and Education Specification to provide context of what was planned for CHS.

Next, the design team explained the community-based engagement process that would help to guide the Comprehensive Plan and future design phases.

The design team described the existing building and the opportunities and tradeoffs associated with retaining portions of it in the modernization.

Studies of a renovation of the auditorium as well as comparisons of different general classroom sizes across the district were shared to give the staff an understanding of possible ways to reuse the existing building.

Studies showing how the modernized school might fit on the existing CHS site were shared to demonstrate the parameters the new school must work within.



STAFF WORKSHOP 02

Date: February 6, 2024

Location: Cleveland High School Library

The workshop began with a review of the first staff workshop and an overview of the Comprensive Plan progress to date. This introduction covered some of the feedback received from the CPC, school-based and public workshops.

Spectrum studies were shared, which explained the preferences collected from each of the other community groups involved in the process.

The design team then shared the four site layout options exploring whether to retain existing or build all new, or to build on two sites or only on one.

Each of these options was presented with an estimated cost to give more context.

The attendees then proceeded to the activity boards where they were able to leave feedback on site layout and other priorities for the design.

STUDENT LEADERSHIP CLASS

Date: February 20, 2024

Location: Cleveland High School Library

HOW DO YOU NAVIGATE CHS NOW?

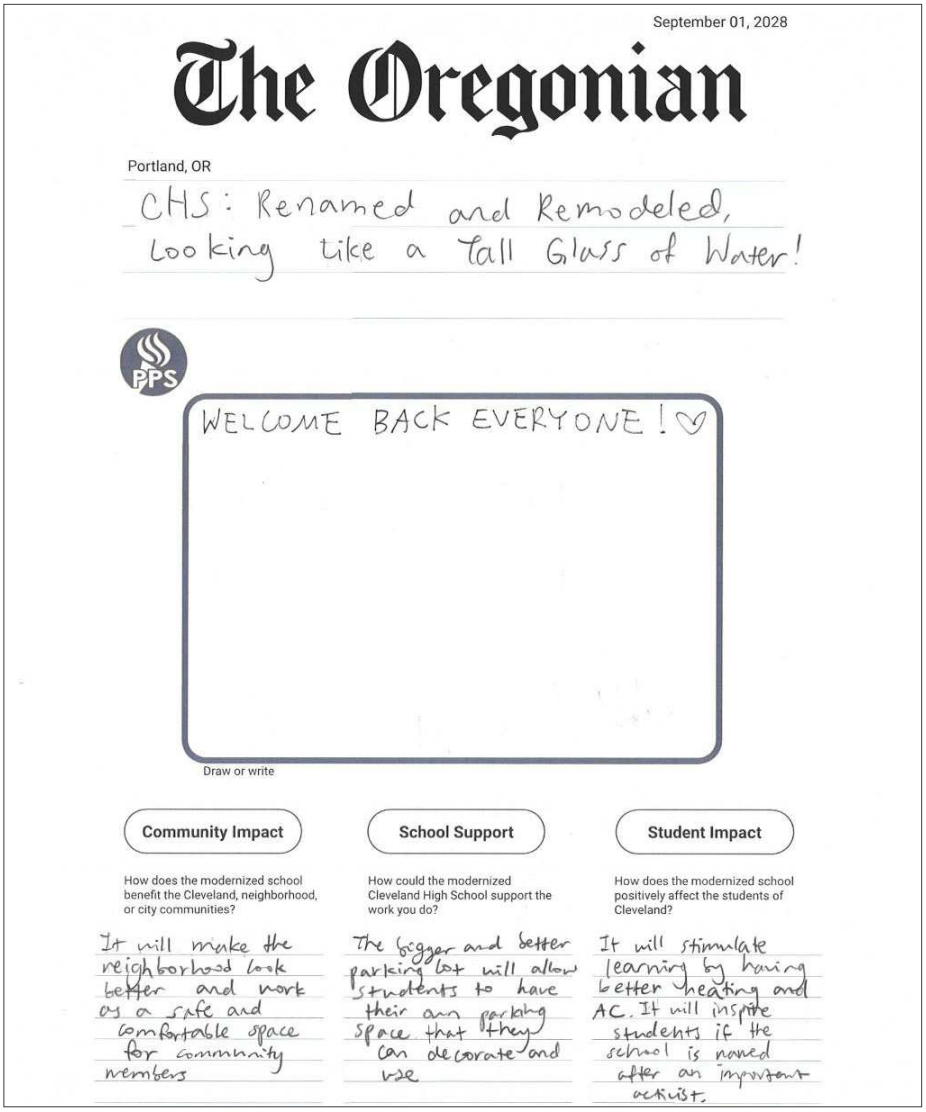
CHS students helped the team understand what it is like to inhabit CHS. They drew diagrams showing their path of arrival to the campus, then drew their route within the building on a given day. Their stories pointed out long/circuitous routes, a bottleneck between the 1929 and 1968 wings, and a lack of places to hang out.



WHAT STORY WILL WE TELL?

Groups of students created headlines to tell the story they hope will be told on a future opening day for CHS. Ideas included “Cleveland High School Claims Best Library in PPS,” “Cleveland Unveils Biggest Sports Complex in Oregon,” and “Lowest Carbon Impact across all PPS Schools!” Other interests were a pool, an indoor track, and keeping the pipe organ. Students also shared a desire that the modernized school will get a new name, one that better represents its community.





September 01, 2028

The Oregonian

Portland, OR

CHS: Renamed and Remodeled, Looking like a Tall Glass of Water!

PPS

WELCOME BACK EVERYONE! ♡

Draw or write

Community Impact

How does the modernized school benefit the Cleveland, neighborhood, or city communities?

It will make the neighborhood look better and work as a safe and comfortable space for community members

School Support

How could the modernized Cleveland High School support the work you do?

The bigger and better parking lot will allow students to have their own parking space that they can decorate and use

Student Impact

How does the modernized school positively affect the students of Cleveland?

It will stimulate learning by having better heating and AC. It will inspire students if the school is named after an important activist.

STUDENT LEADERSHIP AND CARE LEADERSHIP CLASSES

The design team was invited to work with the Leadership and CARE Leadership classes. They started by presenting the CHS Modernization process and provided a lesson on sustainability in buildings. Before sharing the current design progress, they asked students to brainstorm what stories they would like to tell about the modernized school when it opens. After explaining the four site options, students were invited to provide feedback on each option. A selection of their comments are shown to the right. Their input on the critical questions spectrums is shown in the Executive Summary.

The skybridge is useless

I like blocking Powell

Greenspace should be used for campus lunch and outdoor time.

You have no idea how badly I want a skybridge.

Cool. New building :) No parking :(

Affinity and leadership club space...build community

Courtyard with open space would be nice for outdoor seating that kids could eat lunch at. A lot of kids eat on the floor right now.

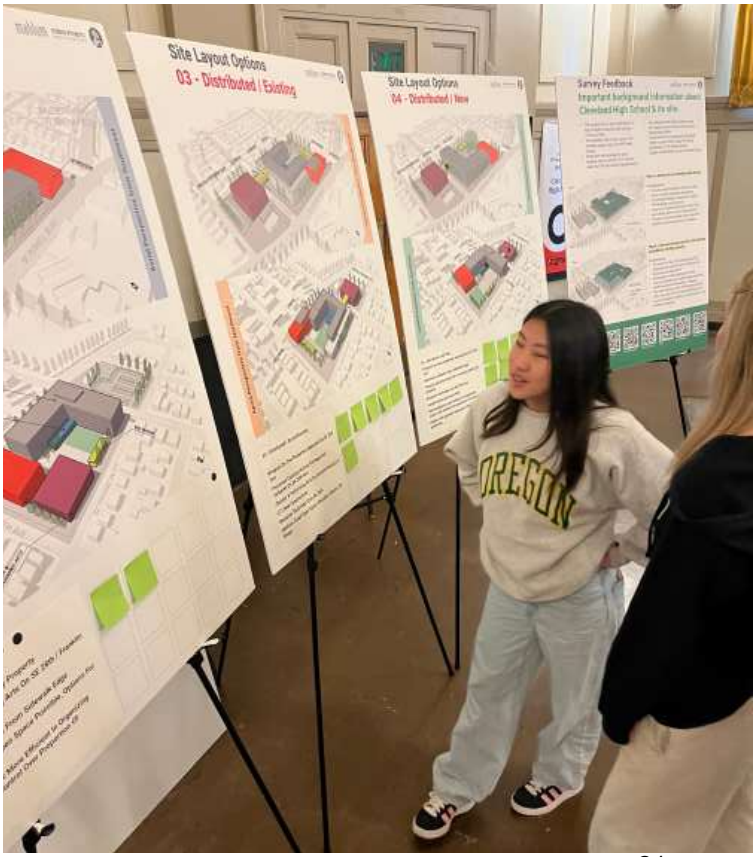
CHS ARCHITECTURE PRESENTATION

Date: March 20, 2024

Location: Cleveland High School Auditorium

While some CHS students took the SAT this Spring, students whose classrooms were being used as testing sites had the opportunity to learn more about architecture. The design team presented to eight class periods over the course of the day. They shared information about the Mahlum and Studio Petretti offices, what an architect does, and the career pathways to become an architect, interior designer, or construction trade worker. At the end of the session, the team gave students a glimpse into the current design process and invited them to take the PPS survey (see Appendix Vol 3). Students were very interested in exploring the design options.





mahlum STUDIO PETRETTI ARCHITECTURE

VOLUME 3: APPENDIX

PRELIMINARY PROJECT DESCRIPTION

Cleveland High School

Pre-Design Pricing Package

Contents

Preliminary Project Description (PPD)
- A - Substructure
- B - Shell
- C - Interiors
- D10 - Elevators
- D20 - Plumbing
- D30 - HVAC
- D40 - Fire Protection
- D50 - Electrical
- D60 - Communications
- D70 - Electronic Safety and Security
- E - Equipment and Furnishings

Civil
- Narrative
- Site Plan

Landscape
- Plan Legend
- Main Site Existing Trees
- Track Site Existing Trees
- Main Site Rendered Site Plan
- Main Site Materials and Grading
- Main Site Site Walls
- Main Site Fences and Railings
- Main Site Site Trees
- Track and Field Site Plan
- Powell Park Plan
- Tree Calculations

Structural
- Narrative

Theater and A/V
- Budget Recommendations
- Narrative

Appendix
- Preliminary LEED Checklist
- PPS Climate Policy Response Coordination Meeting Minutes
- Land-use Memorandum
- Historic Conditions Assessment
- Existing Conditions Survey Drawings
- Community Engagement Report
- PPS Online Survey Results
- Preliminary Geotechnical Engineering Report
- Gamut Project Solutions Cost, Schedule, & Equity Analysis
- DCW Concept Cost Report

Cleveland High School Modernization

Preliminary Project Description (PPD)

- INTRODUCTION

10 PROJECT DESCRIPTION

- Cleveland High School Modernization
- 3400 SE 26th Ave, Portland OR 97202
- Project Summary: Replacement of an existing high school with a new comprehensive high school with associated improvements to the nearby track and field and parking lot properties, including replacement of the existing field house with a new larger structure.
- Project Program: See attached CHS and CHS Field House programs for detailed information regarding building programs. Site program to include vehicular parking, bike parking, loading docks, landscaping, athletics improvements and other improvements as described in the civil and site narratives.
- Project Criteria:
    - Zoning: Current zoning designation of the main site is R2.5 with an Institutional Campus (IC) overlay. The City of Portland has identified the site to change to IR (Institutional Residential) zoning at an undetermined future date. The team currently plans to design to the IR zoning standards and to apply for variances where needed.
    - Building Code: If the building structure is to be a wood-hybrid structure as currently planned, we will likely select Type IV-B construction for the 5-story bar building on the north side of the site, with structurally independent and fire-separated structures for the gymnasium and auditorium buildings on the south side of the site, for which Type III-B construction would likely be selected. The structure for the type III-B buildings would largely not require fire rating, but in the Type IV-B building the primary structure and floor would need to be 2-hour rated. This could be achieved by enclosing the wood in 2 layers of gypsum board, by adding 2 ½ inches of wood thickness to each exposed face of each wood structure and floor, or by converting the topping slab over the CLT or DLT wood floor from gypcrete or concrete into a structural slab over the non-structural wood which would function as permanent formwork.
        - Alternate building code approach: An alternative plan locates an approximately 60,000 sf building to the west of 26th Ave on the current parking lot site, connected to the main north bar building by a skybridge. This allows both the north bar building and the building on the parking lot site to be 4 stories each, which would allow these buildings to be Type IV-HT (Heavy Timber). Fire-rating of the primary structure and floor would no longer be required, if the building code's prescriptive heavy timber sizing are met. Additional information is provided on this alternative in the structural narrative.
    - Sustainable Design Standards:
        - The building will be certified to a LEED Gold standard. It is currently assumed that we will be using the LEED v4.0 standard, which allows substitution of LEED v4.1 requirements on individual credits if desired. PPS's Design Standards and Guidelines provide information on which LEED credits are required or recommended for projects, and a preliminary projected LEED checklist is included as an appendix to this document.

        - The building will fulfill the requirements of the PPS Climate Crisis Response Policy. In addition to meeting the PPS Energy and Sustainability Standards, the design team has met with PPS to clarify how to interpret the Policy. Meeting minutes documenting what approaches the design team expects to use have been provided.
        - The project is subject to the State of Oregon requirements that 1.5% of the construction budget be spent on Green Energy Technology (GET). Assume solar arrays will fulfill a portion of this requirement, and the balance will go to envelope enhancements. Alternative strategies will be studied during the SD phase.
    - Historic Requirements: Removal of the existing 1929 CHS building will require that mitigation measures are taken in agreement with the State Historic Preservation Office. We expect that some of these measures will include salvage and reuse of elements such as terra cotta ornament, small amounts of brick cladding, doors, marble window sills, decorative wood or plaster elements.
- Existing Conditions: Extensive drawings of the existing site structures are available for review.
- Owner's Work: We expect that furnishings and some technology will be provided by the Owner outside of the contractor's scope. Most other equipment in the building will be contractor provided and installed.
- Use of site: We assume that all high school activity will be moved to an alternate site during the two-year construction period, and that the contractor will have full use of both the main and parking lot sites. PPS may elect to keep the majority of the track and field property open during at least some phases of construction, as we do not anticipate substantial improvements to be needed to the track and field itself or on most of the eastern portion of the track and field site.

20 OWNER DEVELOPMENT

- Permits (Zoning Permits, Building Permit)
    - In addition to the standard zoning, demolition and building permits required, the following items are being tracked as potential deferred submittals:
        - Metal Stairs (Back of house type)
        - Sprayed-on Fireproofing (if used)
        - Window and storefront system wind loads and attachments
        - Metal-framed skylights (if used)
        - Frameless glass relites (if used)
        - Gyp-board assemblies – interior non-structural wall framing, deflection heads and suspended gypsum ceilings including seismic bracing.
        - Suspended acoustical ceilings – support and seismic bracing
        - Intumescent Coating Systems (if used)
        - Flagpole foundation
        - Seismic anchorage of food service equipment
        - Seismic anchorage of freestanding lockers
        - Seismic anchorage of fume hoods
        - Seismic anchorage of basketball backstops
        - Telescoping bleachers – seismic and egress requirements
        - Seismic anchorage of MEPT systems
        - PPS Project Fire Safety Plan
        - PPS Project Fire Evacuation Plans
        - Backstop fencing and footings – chain-link backstop fencing
        - Athletics special construction – dugouts, press box, etc.

        - Auditorium Catwalks
        - Stage / Orchestra pit cover platform
        - Attachment of prefabricated ladders and ships ladders.
- Professional Services (Project Managers, Design Professionals, Other consultants, Testing Agency, Special Inspectors)
- Other Activities (Advertising, Relocations, Rezoning, Code Appeals and Variances)
- Budget Project Contingencies (Construction Contingencies, Unforeseen Subsurface Conditions)

30 PROCUREMENT REQUIREMENTS

- Project Delivery: The construction of the building and site improvements is expected to be delivered under a CMGC contract.
- Available Project Information: A site survey, arborist report, geotechnical report and hazardous material report are anticipated to be completed soon.
- Procurement Forms and Supplements (Bid forms) TBD
- Special Requirements (Bid Packages, Anticipated Bid date) Bid packages TBD, see proposed schedule provided separately.

40 CONTRACTING REQUIREMENTS

- Contracting Forms and Supplements
- Project Forms (Performance Bonds)
- Conditions of the Contract (General Conditions, Supplementary Conditions)

A SUBSTRUCTURE

- See Structural Narrative provided separately for more detailed structural information.

A10 FOUNDATIONS

A1010 STANDARD FOUNDATIONS

- Cast-In-Place Concrete Wall Continuous Footings
- Column Spread Footings
- Grade Beams
- Formwork
- Reinforcing
- Dampproofing or Waterproofing
- Thermal Insulation

A1020 SPECIAL FOUNDATIONS

- TBD

A20 SUBGRADE ENCLOSURES

A2010 WALLS FOR SUBGRADE ENCLOSURES

- Cast-In-Place Concrete Walls
- Formwork
- Reinforcing
- Waterproofing
- Thermal Insulation

A40 SLABS-ON-GRADE

A4010 STANDARD SLABS-ON-GRADE

- Cast-In-Place Concrete
- Reinforcing
- Vapor Barrier or Waterproofing
- Thermal Insulation
- Slab Depressions
- Slab Subbase

A60 WATER AND GAS MITIGATION

A6010 BUILDING SUBDRAINAGE

- Perimeter Foundation Drainage System

Radon Gas MitigationA90 SUBSTRUCTURE RELATED ACTIVITIES

- Dewatering – if needed
- Shoring

B SHELL

B10 SUPERSTRUCTURE

B1010 FLOOR CONSTRUCTION

- Laminated mass timber wood columns, girders, beams and purlins
- Floor:
    1. Dowel Laminated Timber, with integrated acoustic treatment (Base bid)
    2. Cross Laminated Timber, with separate acoustic treatment (alternate)
- Floor Sheathing – Plywood if required
- Topping slab
    1. Gypcrete topping slab over acoustic mat with linoleum floor finish (Base bid)
    2. Concrete topping slab over acoustic mat with exposed polished finish (alternate)
    3.
- Firestopping Systems
- Raised track floor at gymnasium: wood support structure with sports flooring system suspended from steel trusses above

B1020 ROOF CONSTRUCTION

- Gymnasium:
    1. Long-spanning steel trusses
    2. Acoustical Metal Deck
    3. Concrete topping slab at mechanical air handling units
- All other structures:
    1. Mass Timber Columns, Beams and Roof Members
    2. CLT or DLT structure, similar to floors
- Canopy Construction: Canopies may be provided over trash enclosure,bike parking structure and building entries
- Firestopping Systems

B1080 STAIR CONSTRUCTION

- Forum Seating/Stair: heavy timber construction, currently shown at (2) locations
- Feature Stair: Assume (2) feature stairs with structural steel frame and precast treads, wood treads or similar
- Egress Stairs: Assume wood framed or metal with concrete pan treads.
- Service Stairs: TBD if needed.
- Handrails & Guardrails: Assume lighted handrails at feature stairs. Other handrails to be stainless steel or wood with steel frame guardrail structure with infill tbd (potentially perforated metal, steel pickets or reclaimed wood)

B20 EXTERIOR VERTICAL ENCLOSURES

B2010 EXTERIOR WALLS

- Primary cladding material: Masonry Veneer
- Potential secondary cladding materials: composite cement panels, metal panels, stucco
- Wall Sheathing: exterior gypsum sheathing
- Wall Framing: Cold-formed metal framing
- Parapets: cement board or exterior gypsum sheathing

- Equipment Screens: where required by code to conceal rooftop equipment, assume steel frame with galvanized or painted finish with perforated metal screen
- Weather Barriers: Assume self-adhered air-barrier membrane and associated membrane flashings at all above grade walls. Air sealing: 0.20 cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)
- Insulation: R-15.25, mineral wool batt insulation inside framing + continuous mineral wool board insulation and fiberglass z-girts.

B2020 EXTERIOR WINDOWS

- Exterior Window: High Performance Fiberglass windows – Cascadia brand or equal
- Window Operability: Assume 50% of windows will be operable, including a majority of windows at typical classrooms.
- Window Screens: At all operable windows
- Glazing: High performance double-pane or triple-pane glazing
- Window overall R-value: U0.28 Max. SHGC: 0.27 Max.
- Acoustics: Design team to confirm if different glazing is recommended to mitigate acoustics, particularly for spaces adjacent to Powell Blvd

B2050 EXTERIOR DOORS

- Exterior Door Types:
    - At main public entries assume aluminum storefront doors and frames or aluminum clad wood doors and frames set into fiberglass window or storefront system, or
    - Service entries: Hollow metal doors and frames
- Coiling and Overhead Panel Doors: where needed at fire separations, loading areas, etc
- Exterior Grilles and Gates: Assume courtyards will be fenced with security gates to open at designated hours, potentially including rolling gates
- Door Glazing: similar to window glazing.

B2070 EXTERIOR LOUVERS & VENTS

- Exterior Louvers
- Exterior Vents

B2080 EXTERIOR OPENING PROTECTION DEVICES

- Horizontal sun shading devices will be considered on south facing windows to reduce HVAC loads and reduce glare
- Horizontal and/or vertical sun shading devices may also be considered on east and west facing windows where they can be deployed effectively

B30 EXTERIOR HORIZONTAL ENCLOSURES

B3010 ROOFING

- Typical Low-Slope Roofing: SBS Modified Bituminous Roofing, 2-ply minimum with granule-surfaced cap sheet
- Vegetated Protected Membrane Roofing: Green roofs will be considered at some locations during schematic design. On our constrained site we will be challenged to meet stormwater infiltration requirements, and green roofs could help mitigate what would otherwise be required. Assume an extensive (shallow depth) vegetated roof will be located over the 'bar' building that connects the buildings on the north and south sides of the site.

B3010.9 ROOFING SUPPLEMENTARY COMPONENTS

- Substrate Board
- Deck Insulation: R-31.25 minimum (5 inches thick with 6.5 R/inch board)
- Vapor Retarder / Temporary Roofing
- Air Barrier
- Sheet Metal Flashing and Trim
- Flexible Flashing
- Fluid Applied Flashing (PMMA)
- Copings
- Counterflashing Systems
- Gravel Stops and Fascias
- Expansion Joints
- Extensive green roof system at the connecting section of the building crossing the courtyard (library below).
- Photovoltaic panel system, see D5010

B3020 ROOFING APPURTENANCES

A. Roof Specialties (Roof Ladders, Roof Curbs, Roof vents)
B. Manufactured Gutters and Downspouts
C. Roof Mechanical Screens
D. Roof Walkway Mats

B3040 HORIZONTAL WATERPROOFING MEMBRANE

A. Sheet Waterproofing
B. Fluid-Applied Waterproofing
C. Bentonite Waterproofing
D. Traffic coatings

B3060 HORIZONTAL OPENINGS

A. Skylights: Assume use of unit or frame skylights distributed to maximize daylight benefit at gymnasium, main classroom building and arts classrooms near the theater.
B. Roof Hatches (3)
C. Smoke Vents: Provide at theater fly tower

B3080 OVERHEAD EXTERIOR ENCLOSURES

A. Canopy Walkways: TBD if included

C INTERIORS

C10 INTERIOR CONSTRUCTION

C1010 INTERIOR PARTITIONS

- Standard steel framing
- Furring: steel furring where required for acoustics or at below grade concrete walls
- Gypsum types
    1. 5/8” type-x standard
    2. ½” at ceilings
    3. Use veneer plaster sheathing and finish at corridors and other high traffic areas
    4. Tile backer board
    5. Mold-resistant at wet areas
    6. Consider perforated gypsum ceilings for acoustics at limited locations
    7. Consider exterior gypsum soffit board at exterior locations, if needed
- Acoustical requirements
- Acoustical products: insulation, RSIC clips, etc.
- Fire rating requirements: TBD, assume rated walls at stairs and shafts.
- Firestopping
- Expansion control: at seismic /building separations
- Specialty partitions such as glazed or operable partitions and screenwalls: use to limited if any

C1020 INTERIOR WINDOWS

- Solid Wood Relite: typical, assume extensive use of relites between circulation spaces and classrooms and other spaces for visual transparency and security
- Transaction Windows: limited use
- Fire Rating and Sound Transmission Requirements: TBD. High STC windows at band, choir, practice rooms, weight room, woodshop.
- Glazing: 3/8” or ½" where needed for acoustics or large spans

C1030 INTERIOR DOORS

- Interior Steel Door Frames: use only at ‘back of house’ doors
- Interior Steel Doors: use only at ‘back of house’ doors
- Solid Wood Door Frames: typical at public use doors
- Solid Core Flush Wood Doors: typical at public use doors
- Specialty Interior Doors
    1. Sound rated door assemblies to be used at choir room, band room, theater and other loud or sound sensitive locations
    2. Overhead doors: limited use if needed (stage construction to stage, woodshop to exterior)

- Door Hardware
- Fire Rating, Sound Transmission and Security Requirements: TBD

C1070 SUSPENDED CEILING CONSTRUCTION

- Acoustical Suspended Ceiling and Grid: Limited use, typical ceilings will be Acoustic DLT or CLT with direct applied acoustic panels or suspended acoustic 'clouds'
- Suspended Gypsum Wallboard Ceilings: used at toilet rooms, other locations where needed
- Perforated Gypsum: potential limited use
- Wood Slat Ceilings: potential limited use
- Acoustic Requirements: TBD, high NRC at classrooms
- Acoustic Ceiling Insulation: TBD

C1090 INTERIOR SPECIALTIES

- Interior Railings and Handrails: Handrails to be stainless steel or wood with steel frame guardrail structure with infill tbd (potentially perforated metal, steel pickets or reclaimed wood)
- Visual Display Specialties: markerboards at all teaching stations, tackboard in classrooms and corridors
- Display Cases
- Interior Signage
- Toilet Partitions
- Corner Guards
- Toilet Accessories
- Lockers: 1700 half height metal lockers

C20 INTERIOR FINISHES

C2010 WALL FINISHES

- Ceramic Tile Wall Finish: At all restrooms
- Wall Paneling: limited use, stainless steel at kitchen
- Wall Painting and Finishing: Low VOC paint, typical
- Wall Acoustical Treatments

C2030 FLOORING

- Sealed Concrete: back of house ground floor spaces
- Polished Concrete: at ground floor slab on grade, at upper floors if concrete topping slab is used
- Ceramic Tile: at all restrooms
- Resilient Flooring: linoleum at all upper levels if gypcrete topping is used. Altro textured flooring at kitchen.
- Resilient Sports Flooring: at wrestling room, weight room
- Resilient Base: Typical
- Carpeting: Band room, media center
- Walk-Off Mats: At all entries

- Stage Wood Floor: Theater
- Athletic Wood Floor: Gymnasiums

C2050 CEILING FINISHES

- Ceiling Painting and Coating: Low VOC paint at gypsum, light treatment of exposed wood
- Finishing Acoustical Decking: Pre-painted
- Acoustical Ceiling Treatments: Sound diffusers at theater, band, choir, sound absorption where needed, direct applied to wood if CLT is used.

D SERVICES

D10 CONVEYING

D1010 VERTICAL CONVEYING SYSTEMS

- Hydraulic Elevator: Assume 3-4 elevators to accommodate use of gym and theater independently from the rest of the school

D20 PLUMBING

A. General – the plumbing for this project will consist of domestic water distribution, potable and non potable cold water, hot water, and recirculation systems. Waste, vent, specialty waste, i.e. grease from kitchen and acid waste/vent at science labs. Compressed air, and roof drains leading to storm water collection.

D2010 DOMESTIC WATER DISTRIBUTION

A. A 4 inch cold water main will be required, incoming water room to be located on the ground level, room with exterior facing wall to minimize pipe below the building. A water booster pump could likely be required based on other projects in the Portland area. This booster pump would also be in this room along with a water heating system.
B. Backflow assemblies are assumed to be outside in a vault by the civil engineer.
C. Domestic water pipe will be copper with copper fittings, Type K (below grade) or L (above grade). Piping will be insulated as required by the energy code. The use of PEX piping is allowed in concealed spaces and serving branch lines.
D. Cold water will be distributed to plumbing fixtures, major groups of plumbing fixtures will have isolation valves for shut down and maintenance purposes. This will also include each wing of a building, and each floor where possible.
E. All domestic water systems shall be lead free, valves to be full port only unless otherwise needed.
F. Provide water hammer arresters at flushometer valve, solenoid valve and other quick-closing valve locations.
G. Pipe hangers and supports shall be provided with stamped shop drawings from a licensed structural engineer showing seismic bracing.
H. Provide pipe and equipment labeling throughout in compliance with ANSI A13.1 and school district standards.
I. Air source heat pumps for larger volume hot water requirements will be provided, centrally located as much as possible however separated buildings or programming spaces that are far apart from each other that require hot water, satellite water heater rooms could be provided to minimize long runs of recirculation piping. Electric water heaters for smaller needs could also be considered. Hot water will be stored at a minimum of 140 deg and then mixed down to 105-120

depending on the end use. Kitchen water heater will deliver 140 deg. For heat pump water heaters, back up and auxiliary electric water heaters and storage tanks will be provided for high demand, and back up on colder days.

J. Hot water circulation systems will be provided to ensure hot water is delivered to each fixture quickly and per health department standards for hand washing.
K. The main kitchen will be piped up per rough in drawings provided by a kitchen consultant. Backflow for ice machine will be required, mop sink and emergency eyewash in addition to kitchen fixtures furnished by others, installed by Division 22 Plumbing Contractor.
L. There will be freezeproof hose bibbs around the building perimeter and at the roof as needed to service equipment and wash down solar panels, etc.
M. A separate irrigation line will tap off the main water header with its own backflow preventer and noted to see landscape architect's design for continuation.
N. Plumbing Fixtures shall be commercial quality, counts and locations to be determined by the architectural plans. Water closets to be floor mounted type, low water consumption to 1.28 gallons per flush, flush valves, sensor activated and hard wired. Wall hung lavatories to be hands free, vitreous china, with thermostatic mixing valves below each faucet.
O. Classroom sinks to be under-counter mounted, 18 gauge stainless steel, Type 304 with stain finish. Gooseneck faucets, 8: center set and swing spout, Chicago faucet or district approved. Science classrooms to be Tye 316 stainless steel with serrated nozzle spouts and vacuum breakers.
P. Emergency eyewash fixtures will be required at science classrooms, industrial arts and kitchens. Emergency showers will be required at chemistry classrooms.

D2020 SANITARY DRAINAGE

A. Sanitary Sewerage Piping will be provided throughout the building to serve toilet rooms and other spaces as required. Assume a minimum of one general floor drain per restroom group with two or more fixtures, and for larger restroom groups and locker rooms, at least two.
B. Sanitary pipes will be sloped at ¼" per foot (2%) as much as possible and connect to minimum 6" sewer mains shown by the civil engineer at 5'-0" outside of the building. Estimated invert depths to be 8-10' below finished grade depending on the location and number of sewer stub outs available to the building.
C. Pipes will be specified as cast iron, with no-hub fittings.
D. Cleanouts shall be provided under sinks and a minimum of every 100' of straight pipe and all 90 deg turns.
E. Kitchen will have sanitary sewer system serving fixtures as indicated by the kitchen consultant along with general floor drains.
F. A grease waste and vent system will be required to serve warewash area, three compartment sinks(s), dishwasher, and other potential grease receiving fixtures. A gravity type vault will be required, to be located outside the building and shown by the civil engineer, however, this is typically included in the Div 22 Plumbing Contractor work to purchase and install.
G. Sump pumps will be provided for elevator shafts and pump waste up to the gravity sanitary system inside the building. Hydraulic type elevators will need an oil/water separator in this waste line before connecting to the main building systems.
H. Chemical waste acid piping will be required at science classrooms with an acid neutralization tanks outside.

D2030 BUILDING SUPPORT PLUMBING SYSTEMS

A. Stormwater Drainage Piping will be provided to serve roof drains located by the architect. Each roof drain will be paired with an overflow roof drain and run in the interior and/or exterior.

B. Gray Water Systems are not anticipated to be included in this project due to budget constraints, but will be discussed in a further narrative as to their viability.

D30 HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)

D3020/3030 HEATING SYSTEMS / COOLING SYSTEMS

C. Base Option – Air to Water Heat Pumps (with back up electric boilers)
    a. (5x) 180-Ton air to water heat pumps will generate heating and chilled water for the building. Based on Trane ACX.
        i. The air to water heat pumps will inD30 clude integral circulation pumps for the "primary" heating and chilled water loops.
        ii. (2x) 2000-gal buffer tanks will be provided. One tank will serve the primary heating water loop and one will serve the primary chilled water loop.
    b. A modular heat recovery chiller with (3x) 25-Ton modules will provide simultaneous heating and cooling. Based on Trane TPWCC.
    c. (2x) 1320 kW electric boilers will provide back up heating. Based on Lochinvar BWX30-1320F.
    d. (3x) 50-hp base mounted chilled water pumps (sized at n+1) and (3x) 25-hp base mounted heating water pumps (sized at N+1) will distribute heating and chilled water to the building. Based on Bell and Gosset 1510.
    e. Miscellaneous pumps, tanks, appurtenances, and chemical treatment will also be provided.

D. Alternate Option – Ground Source Heat Pump (with supplemental cooling tower and boilers)
    a. (175x) 350-ft deep vertical bores will provide the source of heat addition and extraction for a water source heat pump system. The bore field is sized for 50% of the peak building cooling load.
        i. (3x) 50-hp condenser water pumps (sized at n+1) will circulate water through the ground loop. Based on Bell and Gosset 1510.
    b. (3x) 250-Ton heat recovery chillers (sized at n+1). Based on York YK.
        i. (3x) 20-hp base mounted chilled water pumps (sized at n+1) and (3x) 10-hp base mounted heating water pumps (sized at N+1) will circulate the primary heating and chilled water loops. Based on Bell and Gosset 1510.
        ii. (2x) 2000-gal buffer tanks will be provided. One tank will serve the primary heating water loop and one will serve the primary chilled water loop.
    c. A 300-Ton closed circuit cooling tower will provide supplemental heat rejection for peak times. Based on Evapco ESW4.
    d. (2x) 900 kW electric boilers will provide supplemental heat for peak times. Based on Lochinvar BWX30-1320F.
    e. (3x) 50-hp base mounted chilled water pumps (sized at n+1) and (3x) 25-hp base mounted heating water pumps (sized at N+1) will distribute heating and chilled water to the building. Based on Bell and Gosset 1510. Same as base design.
    f. Miscellaneous pumps, tanks, appurtenances, and chemical treatment will also be provided (similar to base design)

D3060 VENTILATION AND ZONE EQUIPMENT

A. Base Option
    a. Gym

i. A 20,000 CFM rooftop single zone custom air handler with air to air energy recovery, heating and chilled water coils, filters, and outside air mixing box will serve the gym. Based on Hunt Air.

b. Theater
   i. A 20,000 CFM rooftop single zone custom air handler with air to air energy recovery, heating and chilled water coils, filters and outside air mixing box will serve the theater. Based on Hunt Air.

c. Commons
   i. A 15,000 CFM rooftop single zone custom air handler with air to air energy recovery, heating and chilled water coils, filters and outside air mixing box will serve the Commons space. Based on Hunt Air.

d. Classrooms
   i. (4x) 40,000 CFM air handlers will serve other spaces in the building. The units will include heating and chilled water coils, filters and outside air mixing box.
   ii. (250x) variable air volume terminal units (average 1,000 CFM) with hot water reheat will serve induvial rooms/thermal zones throughout the building.
   iii. Science classrooms will be provided with constant volume exhaust fans for each fume hood and chemical storage area.

e. Administration (including Nurses Suite)
   i. (1x) 10,000 CFM custom dedicated outside air handling unit with air to air energy recovery, heating and chilled water coils, and filters.
   ii. (150x) 4-ft chilled beams for zone heating and cooling.

f. Kitchen
   i. Type 1 and Type 2 exhaust and makeup air will be provided for the kitchen. Exhaust and makeup will include demand control. Based on Greenheck.

g. Woodshop
   i. A centralized dust collection system will be provided for the wood shop. The dust collector will be located on grade near the woodshop.

h. IT and Electrical Rooms
   i. IT and electrical rooms will be served by both VAV terminal units (included in the count above) for air side economizer and either multi-zone cooling only multizone refrigerant systems or chilled water fan coils. (20x) 3-Ton Mitsubishi Citi-multi (Refrigerant) and associated outdoor units, or (20x) Multiaqua fan coils (chilled water).

B. Alternate Option – Mixed Mode Ventilation for the Gym and Commons
   a. This option only differs from the Base Option in the Gym and Commons spaces
      i. The single zone air handlers described for the Gym and Commons in the Baseline Design remain the same - to provide full conditioning in the event that outdoor conditions are not favorable – temperatures, smoke, acoustics etc.
      ii. Automatic operable openings for natural ventilation and passive cooling are provided in the gym and commons space. A total of (20x) automatic windows and (10x) rooftop turbine ventilators with automatic isolation dampers are included along with associated controls.

D3060 CONTROLS & INSTRUMENTATION

A. General
   a. A central DDC system using BACNet protocol will be provided for the building which will provide electronic control of all devices and equipment. The system graphics will be integrated into the district central building management software.

b. Sub metering will be provided for all electrical end uses (lighting/plug loads/mechanical) and well as heating and chilled water BTU meters, and domestic water sub meters for landscape domestic hot water and food service. Data will be collected, stored, and presented in custom graphics which easily allow non-technical users to evaluate building energy and water consumption.

D40 FIRE PROTECTION

D4010 FIRE SUPPRESSION

A. The building will be protected by a fire sprinkler system throughout.
B. A 100-hp fire pump and associated controls are assumed, pending flow test evaluation.
C. Conditioned areas will be protected by a wet system. Unconditioned areas will be protected by dry heads or a dry system where required.

D4030 FIRE PROTECTION SPECIALTIES

- Fire Protection Cabinets – for science program chemical storage
- Fire Extinguishers

D50 ELECTRICAL

D5010 FACILITY POWER GENERATION

- Emergency and Optional Standby power will be provided by a 750KW diesel fired generator. The generator will be exterior mounted with a weatherproof, sound attenuated housing and built in base fuel tank.
- A single feeder from the generator will be brought into the building to a generator power main distribution switchboard. Separate transfer switches will be provided for emergency loads and standby loads. Onsite fuel storage will provide for 24-hours power source operation at full load. A remote docking station will be provided for connection of a temporary generator during maintenance of the system.
- Emergency loads will be those designated as life safety (meeting the criteria of NEC 700) and will include egress lighting, fire pump and fire alarm systems. Optional Standby loads will include the network room loads, UPS systems, selected cooling, designated equipment loads, security systems and will meet the criteria of NEC 702.
- A renewable power source using PV (Photovoltaic) is proposed for the facility. The photovoltaic array will be located on the roof and will be sized to the largest KW that can be accommodated by the available roof area. Assume panels will be located on the roofs of the main building, gymnasium, and theater buildings. Panels will not be located at the green roof on the north/south connector bar, which will house a green roof. Solar panels will also be used to cover the covered bike parking structure. Power inverters will be located within the building and tied into the normal power source for the building. PV system panel technology to be used is Crystal silicon construction with a minimum efficiency rating of 18.8 percent. Provide system with remote monitoring system per PPS Standards.

D5020 ELECTRICAL SERVICE AND DISTRIBUTION

- The main site building will be served from (3) 4000A, 480/277V,3ph, 4W services.
- The track site will be served from (1) 800A, 208/120V, 3ph, 4W service.

- Each service will be fed from a pad vault mounted utility transformer.
- Secondary voltage of 208Y/120V will be derived using energy efficient dry type transformers providing a level of isolation from other loads and deriving a new grounded neutral point.
- Power distribution throughout the building will be accomplished with conduit and wire feeders to satellite electrical rooms at 480Y/277V. Satellite electrical rooms will contain step down transformers and 208Y/120V branch panels to serve equipment and receptacles in the adjacent areas. In the satellite electrical rooms, the 480/277V distribution will provide power for mechanical and lighting loads. The 208Y/120V panelboards will provide power to all receptacle and equipment loads.
- The electrical power system will incorporate metering and system performance tracking at the main distribution and sub-distribution panels. Electrical metering will provide information on system loading and power quality in accordance with the Oregon Energy Efficiency Specialty Code.
- Surge Protective Devices (SPD) will be provided at the service entrance electrical equipment for a first level of protection and at all branch panelboards for a second level of protection. A third level of SPD's could be utilized by the owner using portable plug strips with surge protection at equipment. Load types will be separated on panels to prevent large mechanical loads from affecting general-purpose branch circuitry.
- A grounded power system will be provided in compliance with the NEC. This ground system consists of the building service ground comprised of multiple ground rods, UFER ground, ground ring around the building perimeter and bonding to the water service and structure steel. The grounding system will be extended throughout all electrical systems in the facility. Grounding buses will be provided in the electrical and telecom network rooms. All metallic systems will be grounded to the building grid. An equipment grounding conductor will be provided in all feeder and branch wiring runs. Separate isolated ground conductors will be provided for branch circuits with sensitive loads.

D5030 GENERAL PURPOSE ELECTRICAL POWER

- Copper conductors routed in EMT raceway will be used throughout the building for branch circuit distribution. Aluminum feeders are prohibited per PPS standards.
- Flexible metal clad (MC) cabling will be used in specific applications for local distribution of branch circuits. The homeruns back to the panel will be EMT/copper conductors. Branch circuit neutrals will be dedicated. Ground fault circuit interrupter receptacles will be provided in toilet rooms at sinks, roof, outdoor and wet areas.
- Electrical power connections will be made to all mechanical equipment and include providing all electrically associated devices such as disconnect switches, contactors, magnetic or manual starters, lock-out switches, etc., not furnished under Division 23. VFDs will be furnished under Division 23 and installed under Division 26.
- Electrical power connections will be made to support miscellaneous equipment. Connections include disconnect safety switches and wiring to support interlocks to remote devices.
- Electric vehicle (EV) charging stations will be provided within the surface parking lots to accommodate electric vehicles. The requirements are to provide 6 parking spaces with electric vehicle charging stations to comply with LEED requirements. EV changing stations will be level 2 compliant and the basis of design will be SemaConnect Series 7.

D5040 LIGHTING

- LED interior and exterior lighting will be provided to meet PPS and code lighting levels and power density requirements.

D6010 DATA COMMUNICATIONS

A. Functional Requirements
    a. Performance Requirements
        i. Backbone and horizontal structured cabling system for voice and data communications and required equipment rooms.
        ii. Manufacturer's 20-year warranty.
        iii. Star topology.
    b. Design Requirements
        i. Stacked telecom rooms, lined with fire rated plywood.
        ii. Singlemode and (4) 4-pair copper fiber backbone to each Telecom Room.
        iii. Typical classroom: (4) locations of (2) Category 6, (1) wall phone.
        iv. Wireless each classroom and throughout: (2) Category 6A.
        v. Computer rooms: (1) Category 6 to each workstation.
        vi. 250-feet maximum cable length.
        vii. Vertical power strips on all equipment racks.
B. Components
    a. Category 6 for work area outlets.
    b. Category 6A for wireless and video surveillance outlets.
    c. 48-port patch panels.
    d. 24-strand singlemode fiber.
    e. LC connectors and adapter plates.
    f. 4-post equipment racks with 10-inch vertical wire managers.
    g. 8-feet high by 4-feet wide by 3/4-inch deep fire rated plywood.
    h. 12-inch wide ladder rack and accessories.
    i. Vertical power strips.
C. Substitutes
    a. None.

D6020 VOICE COMMUNICATIONS

A. See narrative and cost information provided by The Shalleck Collaborative

D6030 AUDIO-VIDEO COMMUNICATION

A. See narrative and cost information provided by The Shalleck Collaborative

D6060 DISTRIBUTED COMMUNICATIONS AND MONITORING

A. Functional Requirements
    a. Performance Requirements
        i. Building wide, IP paging and wireless clock system.
        ii. 2-year warranty for paging and clock systems.
        iii. 20-year manufacturer's warranty for structured cabling system.
        iv. IP paging system: Valcom.
        v. Wireless clock system: American Time and Signal.
    b. Design Requirements
        i. IP speakers are required in all classrooms, conference rooms, work rooms, offices, and other teaching spaces.
        ii. Analog speakers in hallways, commons spaces, exterior, support spaces connected to IP zone controllers.
        iii. IP paging system is Valcom with Informacast software.

iv. Category 6 structured cabling to each IP speaker and zone controller.
v. IP display speakers are required in noisy areas such as band room, shop areas, etc.
vi. Clocks are required in every classroom, office, commons, gymnasium, media center and other common spaces.

B. Components
   a. Informacast software (OFOI).
   b. IP speakers.
   c. IP display speakers.
   d. Analog speakers.
   e. Zone controllers.
   f. Power supplies.
   g. PoE switches (OFOI).
   h. Wireless clock system controller with rack mount kit.
   i. 12 and 15-inch wireless clocks.
   j. Wire guards.

C. Substitutes
   a. None.

D6060 DISTRIBUTED COMMUNICATIONS AND MONITORING

A. Functional Requirements
   a. Performance Requirements (what does the assembly DO)
      i. Building wide, distributed antenna system for emergency responder radio coverage.
   b. Design Requirements (factors affecting cost, particular to the overall assembly)
      i. Two-hour rated space for head end.
      ii. Two-hour rated shafts for riser cabling and internal antenna connections.
      iii. 24-hour battery backup or connection to generator if rated for 24-hours.

B. Components
   c. Wireless portal.
   d. Coaxial riser and internal antenna cable.
   e. 360-degree omnidirectional antennas
   f. Digital signal boater.
   g. 24-hour battery backup.
   h. Surge protection.
   i. Power tappers.

C. Substitutes
   a. Coaxial based system can be substituted with singlemode fiber system.

D6090 COMMUNICATIONS SUPPLEMENTARY COMPONENTS

A. Functional Requirements
   a. Performance Requirements
      i. Pathways for cabling infrastructure.
      ii. Cable trays for support of cabling infrastructure.
      iii. Grounding and bonding for communications systems.
      iv. 1-year warranty.
   b. Design Requirements
      i. Two 4-inch conduits to each of two service provider tie in points.
      ii. Wire basket tray for main runs.

iii. J-hooks for cabling support from outlet to wire basket tray.
iv. 1-inch conduit minimum for all outlet locations.
v. Three 4-inch conduits from the MDF to each IDF. Each conduit to have three 1-inch innerducts.
vi. Bonding bus bars in each telecom room connected to main distribution panel.

B. Components
   a. 12-inch wide by 4-inch deep wire basket tray.
   b. Category 6A rated j-hooks.
   c. 4-inch square by 11/16-inch back boxes.
   d. Site vaults.
   e. 1-inch conduit.
   f. 4-inch conduit.
   g. Primary bonding bus bar.
   h. Secondary bonding bus bar.

C. Substitutes
   a. None.

D70 ELECTRONIC SAFETY AND SECURITY

D7010 ACCESS CONTROL AND INTRUSION DETECTION

A. Functional Requirements
   b. Performance Requirements
      i. Access control system to create a secure facility.
      ii. Intrusion detection for alarm and monitoring.
      iii. Access Control system: Kantech.
      iv. Intrusion system: DSC Power Series Pro, 128 zone.
      v. 1-year warranty.
   c. Design Requirements
      i. Card readers are required at main exterior entrances, security vestibules, telecom rooms, elevator landings, parking gates.
      ii. Video intercoms are required at all main entrances and auxiliary buildings.
      iii. Access control integrated with Informacast IP paging system software for door control with bell scheduling.
      iv. Door schedule override button in main reception controls all access-controlled doors.
      v. Access control system is integrated with the intrusion system.
      vi. Door controllers are installed in the nearest telecom room and will be on a dedicated circuit connected to the emergency generator.
      vii. Door contacts are required on all exterior doors and interior doors with access control.
      viii. Dual technology motions sensors are required in computer labs, maker spaces, metal shops, wood shops, auto shops, photo labs, main office, principal office, vice principal office, and full coverage of all hallways on the lower levels.

B. Components
   a. Security management software: Entrapass Global newest edition.
   b. Door controller.
   c. Network communication controller.
   d. Card readers.

e. Relay to Informacast.
f. Power supplies.
g. Door contacts.
h. Door schedule override button.
i. Video intercom with camera license.
j. Intrusion control panel.
k. Cabinets with locks.
l. Zone expander module.
m. LCD keypad.
n. Motion sensors.

C. Substitutes
   a. None.

D7030 ELECTRONIC SURVEILLANCE

A. Functional Requirements
   a. Performance Requirements
      i. IP video surveillance system with network video recording.
   b. Design Requirements
      i. Cameras required at restroom entries, all main entries, stairways, exterior courtyards, gymnasium entries and bleachers, cafeterias, commons, large gathering areas, hallway intersections, inside elevators, bus loading zones, and all parking lots.
      ii. Cameras on light poles require curved lid j-box with power.
      iii. Category 6A infrastructure or singlemode fiber if over 300-feet.
      iv. 55-inch monitor in main office for viewing of cameras.
      v. Video management software and server: Exacq Vision based on 15 frames per second, 30-day storage, H-264 compression rate and 20-percent spare capacity.

B. Components
   a. 360-degree, multisensor cameras, 8-12 megapixel.
   b. 180-degree, multisensor cameras, 8-12 megapixel.
   c. Fixed cameras, 3-5 megapixel,
   d. Video management software and server.
   e. 55-inch viewing monitor.
   f. PoE switches (OFOI).
   g. Category 6A cabling.

C. Substitutes
   a. None

D7050 DETECTION AND ALARM

- Fire Alarm system will consist of a Potter AFC Series addressable fire alarm system with voice evacuation.
- Fire alarm wiring will be class B hard wired system and include an automatically actuated alarm.
- Fire alarm equipment will be housed with electrical or telecom equipment rooms or as required by PPS. Equipment located within the space will include:
   1. Fire Alarm System Control equipment
   2. Annunciator Panel
   3. NAC Panels
   4. Pull Station

5. Smoke Detector
6. Document Enclosure

- Fire alarm system equipment located remotely will include:
    1. Remote annunciator panel at the building entry point
    2. NAC panels
    3. Voice evac amplifiers
    4. Remote fire alarm panels, to be networked to the master fire alarm control panel.
    5. Additional fire alarm device requirements as required for the firefighter's service elevator will be provided. Provide smoke detectors at the top of the hoist way to be accessed from the exterior of the shaft.

D7070 ELECTRONIC MONITORING AND CONTROL

E EQUIPMENT AND FURNISHINGS

E10 EQUIPMENT

E1030 COMMERCIAL EQUIPMENT

- Foodservice Equipment – Full kitchen to meet PPS standards. Additional equipment as needed for the CTE Culinary Arts program.
- Office Equipment

E1040 INSTITUTIONAL EQUIPMENT

- Library Equipment – Shelving, book drop, etc.
- Audio-Visual Equipment – See AV narrative provided by Shalleck Collaborative
- Laboratory Equipment – Assume (4) vent hoods, miscellaneous lab equipment
- Vocational Shop Equipment – Woodshop equipment
- Arts & Crafts Equipment - TBD

E1060 RESIDENTIAL REQUIPMENT

- Residential Equipment and appliances – Miscellaneous fridges, microwaves, washer/dryer sets, for specialty use (teacher offices, etc)

E1070 ENTERTAINMENT AND RECREATIONAL EQUIPMENT

- Theater and Stage Equipment – See Narrative from The Shalleck Collaborative
- Athletic Equipment – Standard equipment for gyms, etc.
- Recreational Equipment – Playground equipment for Teen Parent Center, see Landscape plan markups

E20 FURNISHINGS

E2010 FIXED FURNISHINGS

- Window Treatments
- Casework
- Countertops
- Fixed Seating

E2050 MOVABLE FURNISHINGS

- Furniture – currently assumed to be procured separately from the building.

F SPECIAL CONSTRUCTION AND DEMOLITION

F10 SPECIAL CONSTRUCTION

F1030 SPECIAL FUNCTION CONSTRUCTION

- Sound and Vibration Control – as required for mechanical units, generator, separation of sensitive or noisy spaces such as band room, theater, etc.

F20 FACILITY REMEDIATION

F2010 HAZARDOUS MATERIALS REMEDIATION

- As needed for building demolition:
    1. Asbestos Remediation
    2. Lead Remediation
    3. PCB Remediation

F30 DEMOLITION

F3010 STRUCTURE DEMOLITION

- Completely remove existing buildings and site elements as needed. Aggressive LEED targets for construction recycling and waste management will need to be met.

F3030 SELECTIVE DEMOLITION

- Assume that limited select items will need to be carefully removed, stored and prepped for re-installation in the new building. Such items might include exterior terra cotta ornament, brick, wood doors, marble sills, wood casework elements, plaster ornament, etc.
- Assume that the gymnasium wood floor and bleachers will be removed, sanded, coated and reinstalled in the new building.
- Assume that some items such as wood auditorium seats, wood casework, will be removed and salvaged for reuse by others. (Rebuilding Center donation, etc)

G SITEWORK

- See attached Civil Narrative and Civil and Landscape Plan Markups for site information

G10 SITE PREPARATION

G1010 SITE CLEARING

G1020 SITE ELEMENTS DEMOLITION

G1070 SITE EARTHWORK

G20 SITE IMPROVEMENTS

G1020 ROADWAYS

G2020 PARKING LOTS

G2030 PEDESTRIAN PLAZAS AND WALKWAYS

G2050 ATHLETIC, RECREATIONAL, AND PLAYFIELD AREAS

G2060 SITE DEVELOPMENT

G2080 LANDSCAPING

G30 LIQUID AND GAS SITE UTILITIES

G3010 WATER UTILITIES

G3020 SANITARY SEWERAGE UTILITIES

G3030 STORM DRAINAGE UTILITIES

G40 ELECTRICAL SITE IMPROVEMENTS

G4010 SITE ELECTRIC DISTRIBUTION SYSTEMS

G4050 SITE LIGHTING

G50 SITE COMMUNICATIONS

G5010 SITE COMMUNICATIONS SYSTEMS

G90 MISCELLANEOUS SITE CONSTRUCTION

Z GENERAL

Z10 GENERAL REQUIREMENTS

Z1010 PRICE AND PAYMENT PROCEDURES

A. Allowances
    - Cash Allowances
    - Construction Contingency Allowance
    - Inspection and Testing Allowances

B. Unit Prices
    - Unit Price 1: Over-excavation of Unsuitable Soils
    - Unit Price 2: Imported Structural Fill
    - TBD

C. Alternates
    - Bid Alternates

Z1020 ADMINSTRATIVE REQUIREMENTS

- General Administrative Requirements (RFIs, Requests for Substitution, Progress Schedule, Coordination Drawings, Closeout Submittals, Contractor's Use of CAD/Revit Files, BIM Coordination)
- Submittals
- Electronic Document Submittal Service
- Preconstruction Meeting
- Site Mobilization Meeting
- Progress Meetings

Z1040 QUALITY REQUIREMENTS

- Regulatory Requirements (Codes, Permits)
- Quality Assurance

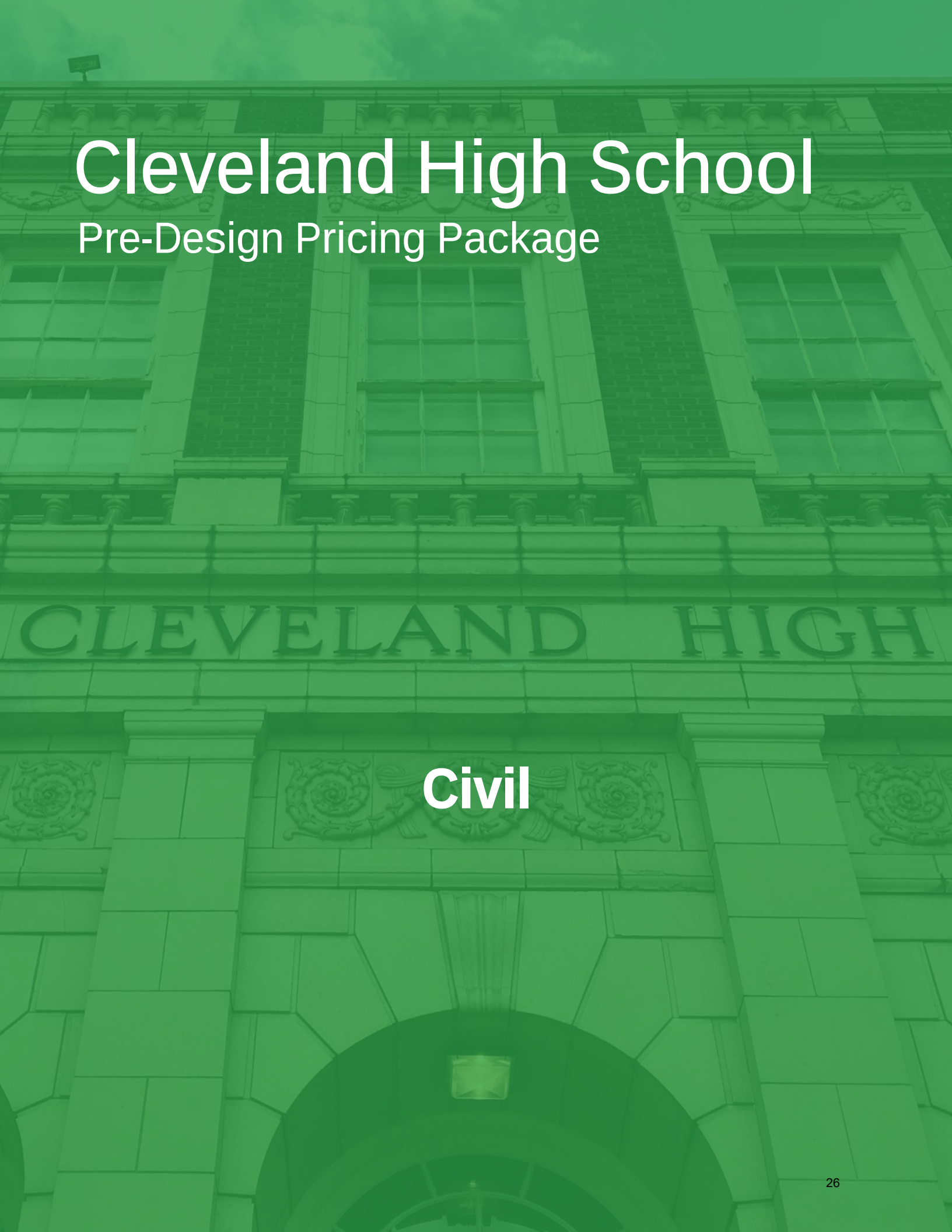
Z1050 TEMPORARY FACILITIES AND CONTROLS

- Temporary Utilities
- Construction Facilities
- Temporary Construction
- Temporary Barriers and Enclosures
- Temporary Fencing
- Temporary Security
- Temporary Controls

Z1070 EXECUTION AND CLOSEOUT REQUIREMENTS

Cleveland High School

Pre-Design Pricing Package



Civil

Cleveland High School – Civil Engineering Narrative - DRAFT
Date: March 15, 2024

Public Street Improvements

Portland Bureau of Transportation (PBOT) requires public frontage improvements when renovations to a property exceed 35% of its assessed value and/or the trips to the site are increased. If the trips to the site are not increased, no right of way dedications can be required. Public frontage improvements and street lighting improvements will be required for all right of way fronting the project properties. The properties are not located within a pedestrian district but a street lighting study may still be required. Placing cobra head streetlights on existing or new cobra head poles is expected. New street trees will be required to be added to all frontages where there is available space.

All New Construction on Single Site

SE 25th Ave – Local Street – 11' sidewalk corridor required. Existing corridor exceeds the requirement and PBOT will likely allow protection of this corridor. A right of way dedication will not be required. Existing ADA ramp crossing 25th at Franklin does not meet current ADA standards and must be replaced.

SE Franklin St – Local Street – 11' sidewalk corridor required. Existing corridor exceeds the requirement and PBOT will likely allow protection of this corridor. A right of way dedication will not be required. Existing ADA ramps crossing Franklin at 25th, 26th, and 28th may need to be replaced. Ramp inspection reports will confirm if ramps needs to be replaced. Drainage will be impacted so replacement of inlets at corners with associated piping and paving is expected. Curb and sidewalk between 26th and 28th will likely need to be replaced due to existing condition and proximity to new construction.

SE 26th Ave – Community Corridor – 12' sidewalk corridor required. Existing sidewalk corridor must be confirmed with a topographic survey. A small right of way dedication is expected to be required. The existing curb exposure on 26th is substandard and will likely need to be replaced along with the sidewalks. Existing ADA ramps crossing 26th at Powell and at Franklin may need to be replaced. Ramp inspection reports will confirm if ramps needs to be replaced. A curb extension at the southeast corner of the intersection of SE 26th & Franklin may be required to extend out into SE 26th if the lane configuration remains but if the bike lane shifts to the curb, no curb extension would be required. Enhanced crossings midblock and at the intersection with Franklin could include concrete island and/or additional striping. Drainage will be impacted so replacement of inlets at corners with associated piping and paving is expected.

SE Powell Blvd – Civic Corridor – 12' sidewalk corridor required. Existing sidewalk corridor must be confirmed with a topographic survey. A small right of way dedication is expected to be required. Existing ADA ramps crossing Powell at 26th, 28th, 31st, and 33rd may need to be replaced. Ramp inspection reports will confirm if ramps needs to be replaced. Inlet at 28th & Powell will need to be replaced with associate piping and paving on Powell.

SE 28th Ave – Local Street – 11' sidewalk corridor required. Existing sidewalk corridor must be confirmed with a topographic survey. A small right of way dedication is

expected to be required. The existing curb is damaged in several areas and there are four existing driveways that will need to be removed which will necessitate the replacement of curb and sidewalk along 28th. Existing ADA ramps crossing 28th at Powell and at Franklin may need to be replaced. Ramp inspection reports will confirm if ramps needs to be replaced. Modifications to the traffic movements at the intersection of SE 28th and Powell are proposed and will likely include a curb extension into 28th at the northeast corner of the intersection to prohibit vehicles from turning north bound from Powell to 28th. Pedestrian signal modifications will be required for the curb extension. Inlet at 28th & Franklin will need to be replaced with associate piping and paving.

SE Waverleigh Blvd - Local Street – 11' sidewalk corridor. This roadway is not fronting school property and will not be required to be upgraded. Elective upgrades must meet current standards and may trigger additional upgrades. A right of way dedication will not be required. Three options, listed below, have been studied for elective improvements to Waverleigh. Pedestrian scale lighting will not be required but may be included. The intersections with 29th and 31st are concrete and any repaving here would need to be concrete.

Option A – North Side - Replace corners with ADA compliant ramps along the north side of Waverleigh including two corners at 28th Pl, two corners at 29th, and one corner at 31st. Drainage will be impacted so replacement of inlets at corners with associated piping and paving is expected.

Option B – South Side Light – Replace curb and sidewalk along south side of Waverleigh. Curb location between 28th and 29th does not change. Curb location between 29th and 31st shifts 10 feet north. Remove and replace all street trees. Replace corners with ADA compliant ramps along south side of Waverleigh including two corners at 29th and two corners at 31st. Two midblock ramps will be required at 28th Pl. Drainage will be impacted so replacement of inlets at corners with associated piping and paving is expected. Remove on street parking on south curb line between 29th and 31st.

Option C – South Side with Roadway – Replace curb and sidewalk along south side of Waverleigh. Curb location between 28th and 29th shifts 10 feet north. Curb location between 29th and 31st shifts 20 feet north. Remove and replace all street trees. Remove concrete island in center of roadway between 29th and 31st. Repave 20 feet width of roadway between 29th and 31st. Greenstreet planters required for stormwater management at 29th (500 square feet) and at 31st (900 square feet). Drainage will be impacted so replacement of inlets at corners with associated piping and paving is expected. Restripe parking for all of Waverleigh.

SE 31st Ave – Local Street – 11' sidewalk corridor required. Existing sidewalk corridor must be confirmed with a topographic survey. A small right of way dedication is expected to be required. ADA ramp crossings at Waverleigh must be installed. ADA ramp crossing at Powell must be replaced. A portion of the sidewalk corridor is missing at the intersection with Waverleigh and it must be replaced. Drainage will be impacted so replacement of inlets with associated piping and paving is expected. 31st is a concrete roadway so any roadway improvements must be concrete.

SE 33rd Ave – Local Street – 11' sidewalk corridor required. Existing corridor exceeds the requirement and PBOT will likely allow protection of this corridor. A right of way dedication will not be required. ADA ramp crossings at Waverleigh must be installed. Two portions of the sidewalk corridor are missing at the intersection with Waverleigh and farther south. These areas of missing sidewalk corridor must be replaced. Drainage will be impacted so replacement of inlets along 33rd with associated piping and paving is expected. 33rd is a concrete roadway so any roadway improvements must be concrete.

Alternate Option – Building on parking lot site
A skybridge across 26th would require all overhead utilities to be located underground.

Stormwater Management
Stormwater runoff from the project site must be managed in accordance with the 2020 Portland Stormwater Management Manual. There are no public storm-only mains available to the site. Connection to the combined sewer is only allowed if on-site infiltration is not feasible. It is not expected that the native soils will infiltrate so connection to the combined sewer system for each property will likely be required. Vegetated flow through planters and ecoroof will be required to meet stormwater management requirements. The hydrologic soil group for the sites is B which results in larger facilities for stormwater management. Overflow from vegetated flow through planters and ecoroof must connect to the public combined sewer system.

All New Construction on Single Site & Alternate Option
Parking Lot Site – 2,150 square feet of vegetated flow through planters will meet stormwater management requirements.
Building Site – 8,400 square feet of vegetated flow through planters will meet stormwater management requirements. If 70,000 square feet of ecoroof was added, the area of vegetated planter could be reduced to 2,300 square feet.
Track Site – 4,200 square feet of vegetated flow through planters will meet stormwater management requirements. If 6,000 square feet of ecoroof was added, the area of vegetated planter could be reduced to 3,800 square feet.

Sanitary Sewer
There are public combined sewer mains available to serve each site. Existing laterals can be utilized if they are in good condition and meet demand.

All New Construction on Single Site
Parking Lot Site –Connection in the northwest corner of the site should be planned with a new 10-inch lateral to the existing 12-inch combined sewer pipe. A new manhole will be required at this connection. The depth of the public combined sewer pipe is 11 feet.
Building Site – Combined sewers are available on all frontages but Powell and 26th should be avoided due to street classification. Two new connections from this site should be planned which would include a 12-inch lateral midblock on Franklin with connection to an existing manhole and an 8-inch lateral to 28th with connection to an existing manhole. Both combined sewer systems are 9-feet deep.
Track Site – An 18-inch concrete combined sewer pipe runs through this site from West to East aligning with Waverleigh. It appears there is an existing easement for access to this main but this will need to be confirmed with a survey. There are several existing laterals from this 18-inch main but the size and condition are unknown. New connections to this main should be planned. The depth of this public main is 13 feet.

Alternate Option – Building on parking lot site
The proposed lateral from the parking lot site may need to be larger pending the size of the proposed building.

Domestic/Fire Water
There are public water mains available to all sites.

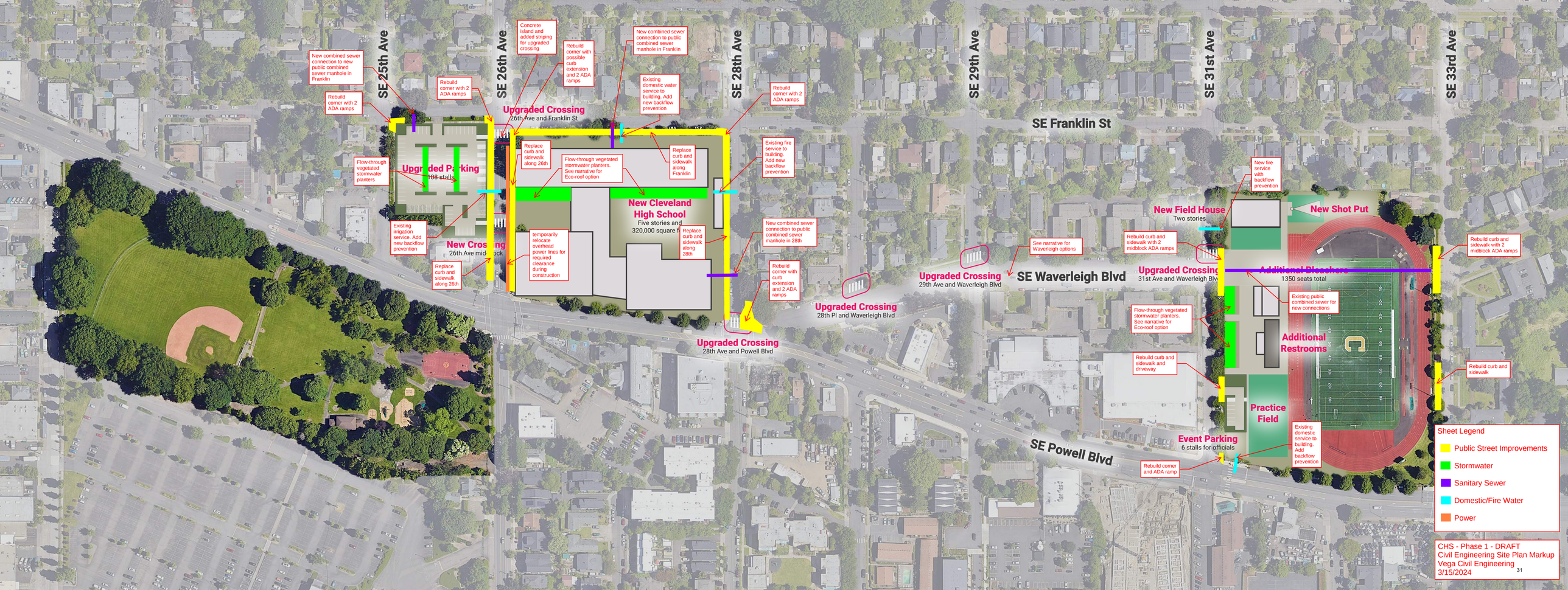
All New Construction on Single Site
Parking Lot Site – There is an existing 1-inch irrigation service to this site that should be adequate for the new parking lot. A new reduced pressure backflow preventor may be required and would need to be in an above grade enclosure, located on private property, at the right of way line.
Building Site – There is an existing 4-inch domestic and 6-inch fire line to this site. If these sizes are adequate for future building they can be protected but new reduced pressure backflow preventers may be required and would need to be in above grade enclosures located on private property, at the right of way line. There are existing public fire hydrants surrounding the building. The fire department connection for the sprinkler system will need to be within 250 feet of an existing fire hydrant.
Track Site – There appear to be two existing domestic services to this site. A 3-inch from 33rd and a 4-inch from Powell. The 4-inch domestic service from Powell could be protected and used for new buildings. A new fire service for the proposed buildings will be needed and could be provided from the public water main in 31st. Both services will need backflow prevention which may be reduced pressure backflow preventors that would need to be in an above grade enclosures, located on private property, at the right of way line. The fire department connection for the sprinkler system will need to be within 250 feet of an existing fire hydrant. There is an existing fire hydrant near the intersection of 31st and Powell.

Alternate Option – Building on parking lot site
A new domestic and fire water service with associated backflow preventers would be required. The fire department connection for the sprinkler system will need to be within 250 feet of an existing fire hydrant.

Power
There are overhead power lines able to serve the properties along 25th, 26th, Franklin, 29th, and 31st.

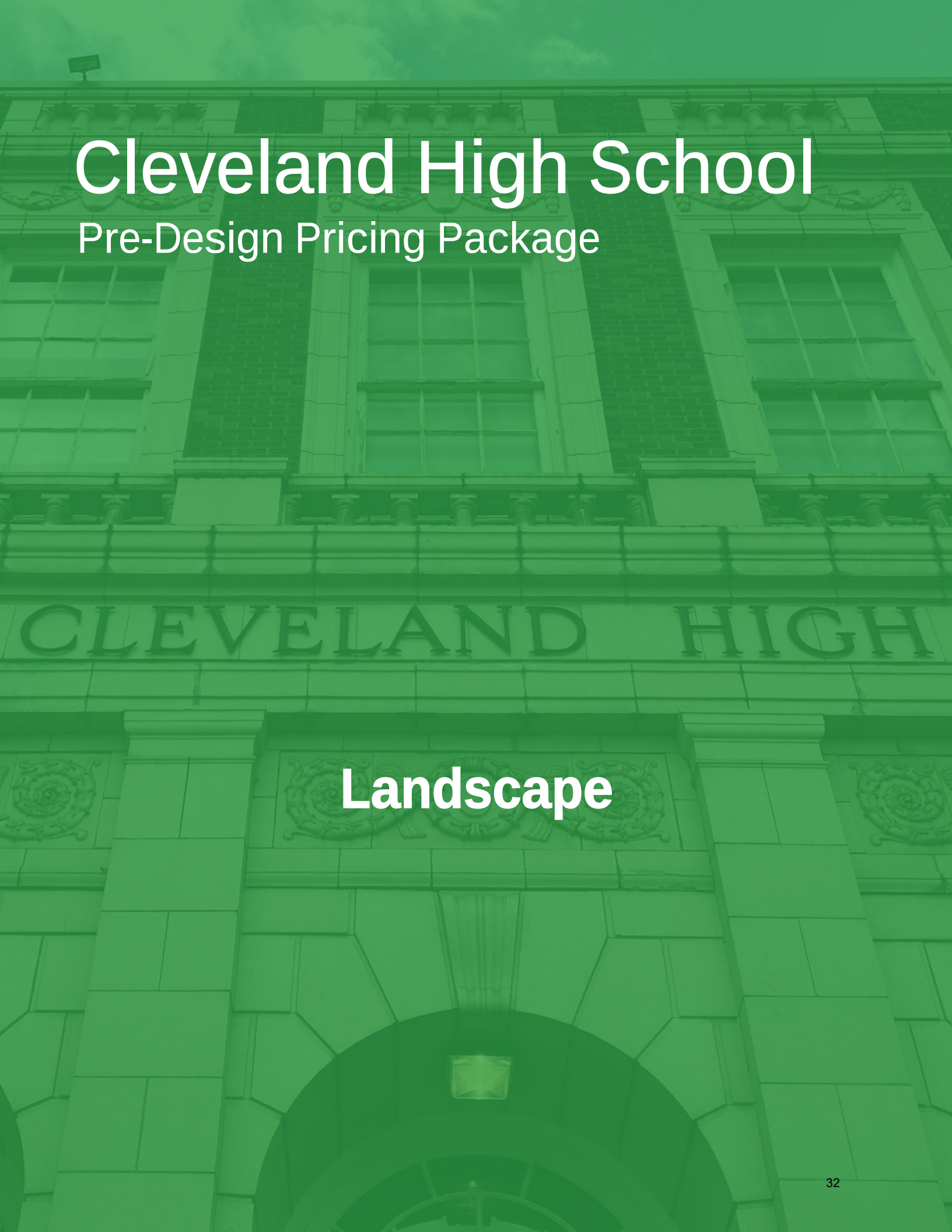
All New Construction on Single Site
The overhead power lines on 26th are on the East side of the street and may affect building layout in order to meet required permanent and temporary clearances. PGE is the private utility provider for power. Coordination with PGE throughout the design process is necessary. PBOT will no longer allow any transformer vaults in the public right of way. PGE will no longer allow below grade transformers so pad mounted transformer on site or in the building will be needed.

Alternate Option – Building on parking lot site
A skybridge across 26th would require all overhead utilities to be located underground.


SE 25th Ave
SE 26th Ave
SE 28th Ave
SE 29th Ave
SE 31st Ave
SE 33rd Ave
SE Franklin St
SE Waverleigh Blvd
SE Powell Blvd
New combined sewer connection to new public combined sewer manhole in Franklin
Rebuild corner with 2 ADA ramps
Rebuild corner with 2 ADA ramps
Concrete island and added striping for upgraded crossing
Rebuild corner with possible curb extension and 2 ADA ramps
Upgraded Crossing
26th Ave and Franklin St
New combined sewer connection to public combined sewer manhole in Franklin
Existing domestic water service to building. Add new backflow prevention
Rebuild corner with 2 ADA ramps
Existing fire service to building. Add new backflow prevention
Replace curb and sidewalk along 26th
Flow-through vegetated stormwater planters. See narrative for Eco-roof option
Replace curb and sidewalk along Franklin
Flow-through vegetated stormwater planters
Upgraded Parking
168 stalls
New Cleveland High School
Five stories and
320,000 square f
Existing irrigation service. Add new backflow prevention
New Crossing
26th Ave mid block
Replace curb and sidewalk along 26th
temporarily relocate overhead power lines for required clearance during construction
Replace curb and sidewalk along 28th
New combined sewer connection to public combined sewer manhole in 28th
Rebuild corner with curb extension and 2 ADA ramps
Upgraded Crossing
28th Pl and Waverleigh Blvd
Upgraded Crossing
28th Ave and Powell Blvd
Upgraded Crossing
29th Ave and Waverleigh Blvd
See narrative for Waverleigh options
New fire service with backflow prevention
New Field House
Two stories
New Shot Put
Rebuild curb and sidewalk with 2 midblock ADA ramps
Upgraded Crossing
31st Ave and Waverleigh Blvd
Additional Bleachers
1350 seats total
Rebuild curb and sidewalk with 2 midblock ADA ramps
Existing public combined sewer for new connections
Flow-through vegetated stormwater planters. See narrative for Eco-roof option
Additional Restrooms
Rebuild curb and sidewalk and driveway
Rebuild curb and sidewalk
Practice Field
Event Parking
6 stalls for officials
Existing domestic service to building. Add backflow prevention
Rebuild corner and ADA ramp
Sheet Legend
Public Street Improvements
Stormwater
Sanitary Sewer
Domestic/Fire Water
Power
CHS - Phase 1 - DRAFT
Civil Engineering Site Plan Markup
Vega Civil Engineering
3/15/2024

Cleveland High School

Pre-Design Pricing Package



Landscape

Mayer/Reed
3.15.2024

Cleveland High School Modernization :: Comprehensive Planning

Legends for Cost Estimate

Materials and Grading Plan

Concrete paving: 4” depth concrete over 6” depth 3/4 minus aggregate base



Aggregate paving: 4” depth ¼” minus aggregate over 6” depth ¾ minus aggregate base



Asphalt paving: ref. civil



Synthetic turf: Forever Lawn Academy over 2” depth ¼” minus aggregate over 6” depth ¾” minus aggregate with perf. pipe to drain



Shrub planting: 1 and 5 gallon plants, spaced 36” O.C. in 18” depth planting soil



Stormwater facility: 1 gallon plants, spaced 12” O.C., soil per civil

1) Stadium seating, concrete, (2) @ 15” rise at stage, (3) @ 18” rise at ramps
2) Stage
3) Steps, concrete, 6” rise x 14” run, handrails both sides
4) Ramp, 4” thick concrete, handrails both sides
5) Raised planter, ref wall plan for walls
6) Wall, ref wall diagram
7) Outdoor dining, fixed picnic tables
8) Outdoor classroom
9) Loose seating: (10) boulders and (10) Twig concrete bench by Landscape Forms
10) Bike parking, ref. architect for bike canopy, staple racks
11) Childcare play area, play equipment OFCI
12) Generator
13) Transformers
14) Loading area
15) Waste enclosure, 1 ft ht dock for (3) waste bins, fully enclosed (side walls and roof) with opaque gates on north side.

Mayer/Reed
3.15.2024

Fence and Railing Diagram

Green = Fence, 8 ft ht, Ameristar anti-climb
Gates, 8 ft ht x 7 ft width, double swing, emergency egress (panic hardware), typ. of (6)

Red = Handrails, steel tubing, 36” ht x posts @ 4.5 ft o.c.

Blue = Guardrails, steel tubing, 42” ht, posts @ 4 ft o.c., infill at 4” o.c.

Wall Diagram

Red = Retaining wall, concrete, 8” width x ht as needed

Blue = Site wall, concrete, 24” width x 18” ht, wood seat topper

Orange = Stormwater curb, concrete, 8” width x 6” exposure at finished surface, depth as needed

CHS, SITE 1 (SCHOOL AND PARKING LOT)
EXISTING TREE ESTIMATES

LEGEND

QTY	SYM.	TYPE
22		SITE TREE, REMOVE (12"-20"D)
19		LARGE SITE TREE, REMOVE (20"D+)
0		STREET TREE, REMOVE (12"-20"D)
0		LARGE STREET TREE, REMOVE (20"D+)
0		SITE TREE, PROTECT (6"-20"D)
0		LARGE SITE TREE, PROTECT (20"D+)
24		STREET TREE, PROTECT (6"-20"D)
12		LARGE STREET TREE, PROTECT (20"D+)
10		SMALL STREET TREE, PROTECT (-6"D)

TITLE 11

PRIVATE TREES

PRESERVATION IN DEVELOPMENT SITUATION:
UP TO 1/3 CAN BE REMOVED
OVER 1/3, MUST PAY INTO TREE FUND

FEE:
TREES 12" - 20" DIAMETER = $1,800 PER TREE
TREES 20"+ DIAMETER = $450 PER INCH

PUBLIC TREES (ROW)

REMOVAL AND MITIGATION SUBJECT TO REVIEW AND REQUIREMENTS OF ASSIGNED URBAN FORESTER.

CHS, SITE 2 (TRACK & FIELD)
EXISTING TREES, ESTIMATE

LEGEND

QTY	SYM.	TYPE
5		SITE TREE, REMOVE (12"-20"D)
0		LARGE SITE TREE, REMOVE (20"D+)
0		STREET TREE, REMOVE (12"-20"D)
0		LARGE STREET TREE, REMOVE (20"D+)
2		SITE TREE, PROTECT (6"-20"D)
11		LARGE SITE TREE, PROTECT (20"D+)
22		STREET TREE, PROTECT (6"-20"D)
14		LARGE STREET TREE, PROTECT (20"D+)
1		SMALL STREET TREE, PROTECT (-6"D)

TITLE 11

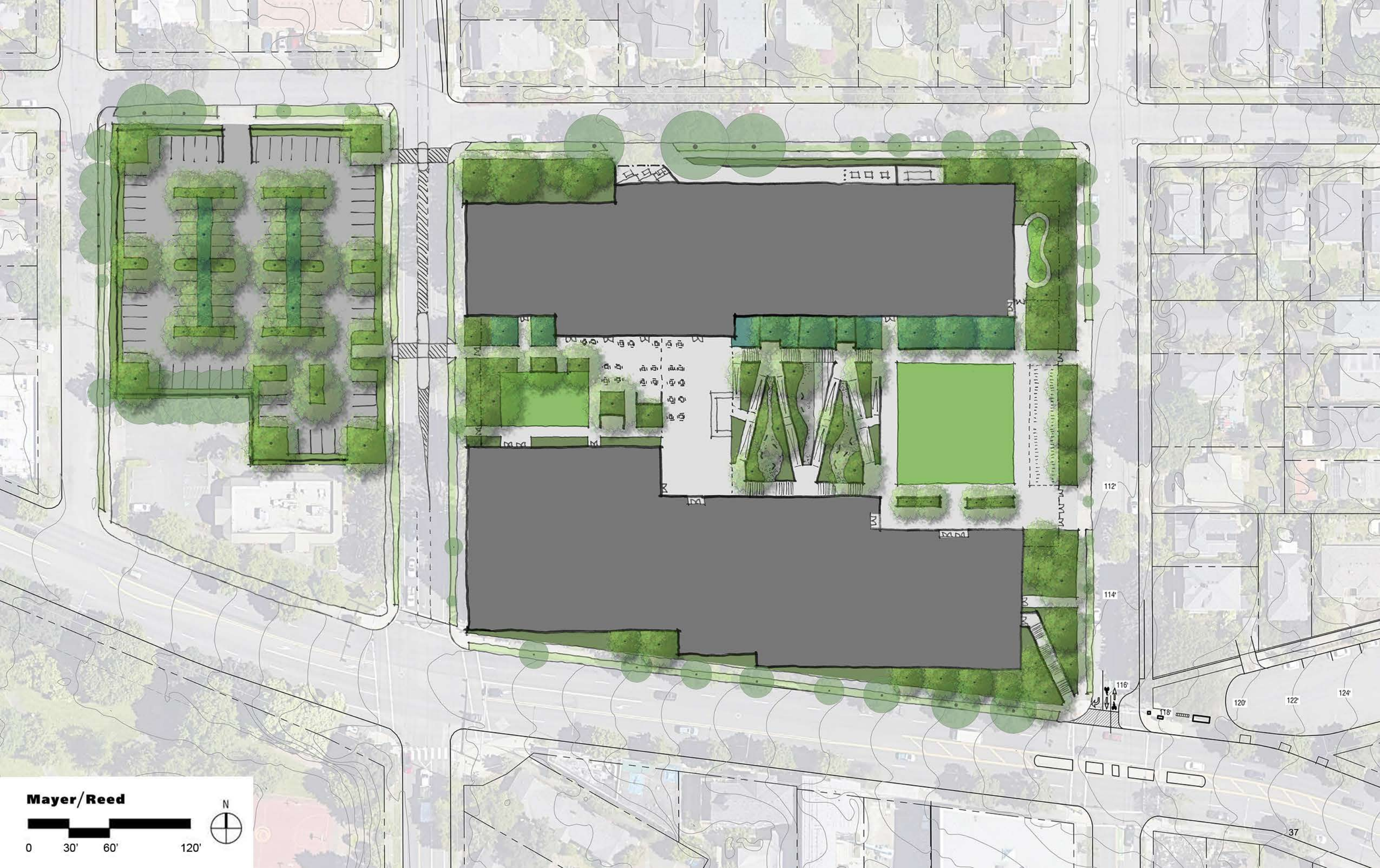
PRIVATE TREES

PRESERVATION IN DEVELOPMENT SITUATION:
UP TO 1/3 CAN BE REMOVED
OVER 1/3, MUST PAY INTO TREE FUND

FEE:
TREES 12" - 20" DIAMETER = $1,800 PER TREE
TREES 20"+ DIAMETER = $450 PER INCH

PUBLIC TREES (ROW)

REMOVAL AND MITIGATION SUBJECT TO REVIEW AND REQUIREMENTS OF ASSIGNED URBAN FORESTER.


Mayer/Reed
N
0
30’
60’
120’
112’
114’
116’
118’
120’
122’
124’
37

Materials and Grading Plan
3.15.2024

Mayer/Reed

0 30’ 60’ 120’

N

Wall Diagram
3.15.2024

Mayer/Reed

N

0 30’ 60’ 120’

Fence and Railing Diagram
3.15.2024

Mayer/Reed

N

0 30’ 60’ 120’

106 spaces
17 L x 4 = 68
10 M x 3 = 30
1 S x 2 = 2

112'

114'

116'

18'

120'

122'

124'

41

Tree Diagram :: Title 11 Site Density
3.15.2024

Mayer/Reed

N

0 30' 60' 120'

CONCRETE RETAINING WALL

FIELD HOUSE

SHOT PUT (2)
concrete throwing pad with rings, cinder landing zone with concrete flush curb perimeter

PEDESTRIAN CONCRETE
4" THICK OVER 6" AGG

PEDESTRIAN GATE, 8FT WIDTH, DOUBLE SWING

VEHICULAR GATE, MANUAL, ROLLING, 15 FT WIDTH

VEHICULAR CONCRETE
6" THICK OVER 6" AGG

PEDESTRIAN GATE 8 FT WIDTH, DOUBLE SWING

RAISED PLANTER, TYP.
WALLS: CIP CONCRETE,
18" HT X 24" WIDTH
W/ WOOD SEAT TOPPERS

VEHICULAR GATE, MANUAL, ROLLING, 15 FT WIDTH

PEDESTRIAN GATE 4 FT WIDTH, SWINGLE SWING

STORMWATER FACILITY

PEDESTRIAN CONCRETE
4" THICK OVER 6" AGG

EXISTING TRACK AND FIELD
to remain, protect

VEHICULAR GATE, MANUAL, ROLLING, 12 FT WIDTH

FENCE, 10 FT HT, CHAINLINK, BLACK

asphalt paving, ref. civil

PRACTICE FIELD
synthetic turf with Brock fall protection pad and infill

PEDESTRIAN GATE 4 FT WIDTH, SWINGLE SWING

LAWN, TYP., SEEDED, NEW OR EXISTING

SHRUB PLANTING, TYP.

FENCE, AMERISTAR WIREWORKS PLUS, 6 FT HT

CONCRETE RETAINING WALL

Mayer/Reed 3.15.2024

0 20' 40' 80'

N



NOTE: LAYOUT IS APPROXIMATE. PARK SURVEY NEEDED TO DETERMINE ACTUAL FEASIBILITY OF IMPROVEMENTS.

N

0 20' 40' 80'

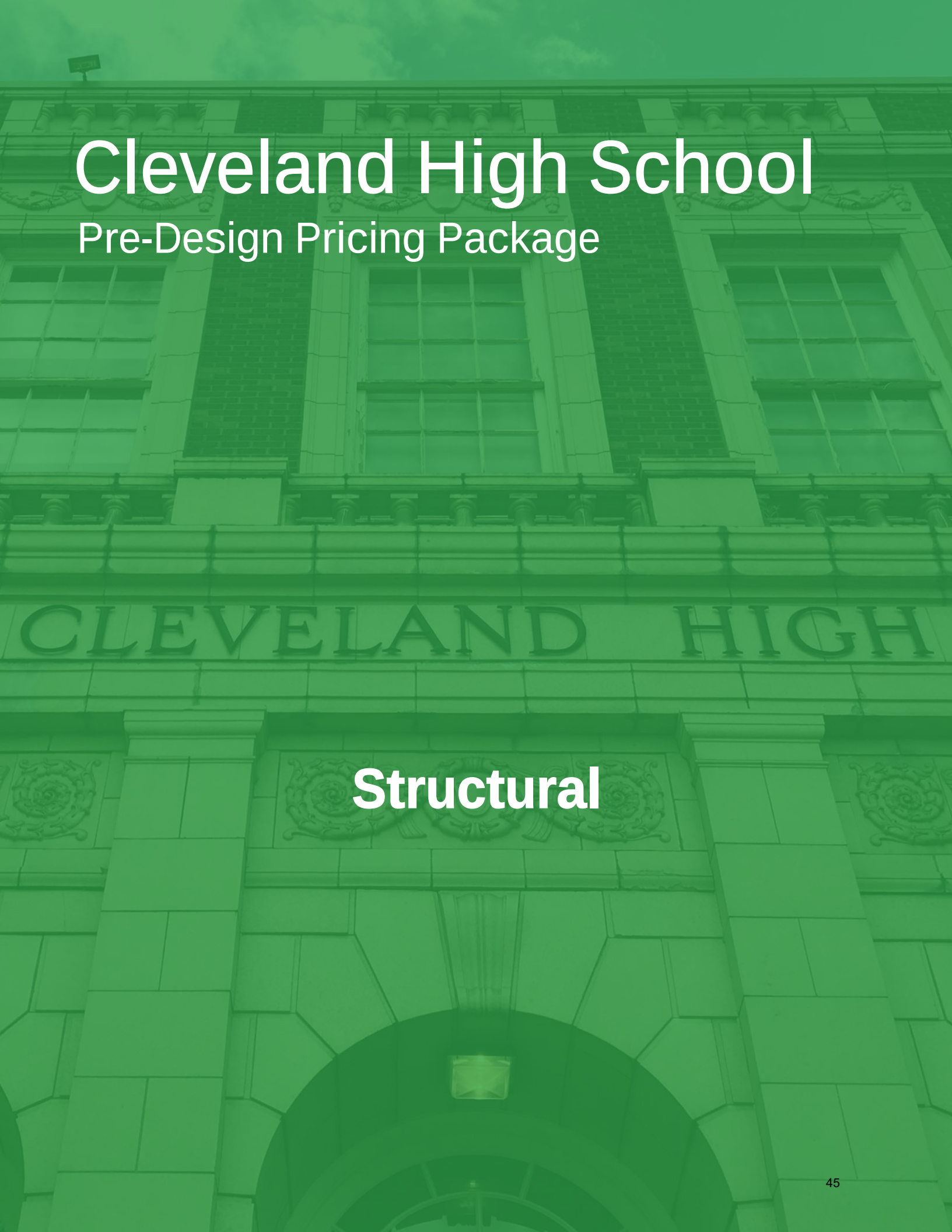
Sites	Area (sf)
School (site 1)	176,255
Parking Lot (site 1)	45,118
Site 1 total	221,373
25% canopy area required:	**55,343**
Athletics (site 2) total	282,636
% canopy area required	**70,659**

Tree Density calcs 2024-3-15	**SITE 1 (school/parking)**		**SITE 2 (athletics)**		
	Quantity	Area multiplier (sf)	Quantity	Area multiplier (sf)	
SM	24	300	29	300	
MED	37	500	22	500	
LG	27	1,000	18	1,000	
	Total	52,700	Total	37,700	
	Difference from code	(2,643)	Difference from code	(32,959)	
	Tree Fund trees	3	Tree Fund trees	33	assume large (1000 sf)
	Tree Fund payment	$2,025	Tree Fund payment	$22,275	assumer per tree

Fee in lieu (Portland Tree Fund)	
per on-site tree	$675
per caliper inch	$450

Cleveland High School

Pre-Design Pricing Package



Structural

CLEVELAND HIGH SCHOOL MODERNIZATION
PORTLAND PUBLIC SCHOOLS

MASTER PLANNING STRUCTURAL SYSTEMS NARRATIVE

April 8th, 2024

INTRODUCTION

Cleveland High School is an existing campus bound by SE 26th Avenue, SE 28th Avenue, SE Franklin St, and SE Powell Boulevard. The modernization will consist of all new construction and have three seismically isolated structures on the main site with a field house building located at the track site.

EARTHQUAKE PERFORMANCE

PPS has elected to design all new schools such as Cleveland High School as a Risk Category IV structure per International Building Code (IBC). Risk Category IV classification is traditionally used for essential facilities; applying this as the design basis for CHS is above the minimum code standard for an educational facility. The lateral force resisting elements will be designed for forces larger than code minimum for increased performance.

The ground motion provided in the IBC will be amplified for the design of CHS such that the building is expected to be immediately occupied. Therefore, after a design level earthquake, CHS can likely function as a shelter space post-seismic event.

The risk category IV designation includes non-structural components, their bracing and equipment bracing. MEP systems such as air handling units and generators have typically not been designated as Risk Category IV to avoid the costs of testing requirements. We understand the seismic resiliency of MEP systems might need further discussion with PPS, Mahlum, and PAE.

MAIN SITE

The main site will consist of multiple buildings including a classroom building, gym building, and auditorium arts building. The two halves of the site will be connected by a library link with an open air first floor. This library link will likely be seismically separated from the main classroom building and attached to the auditorium building.

CLASSROOM BUILDING

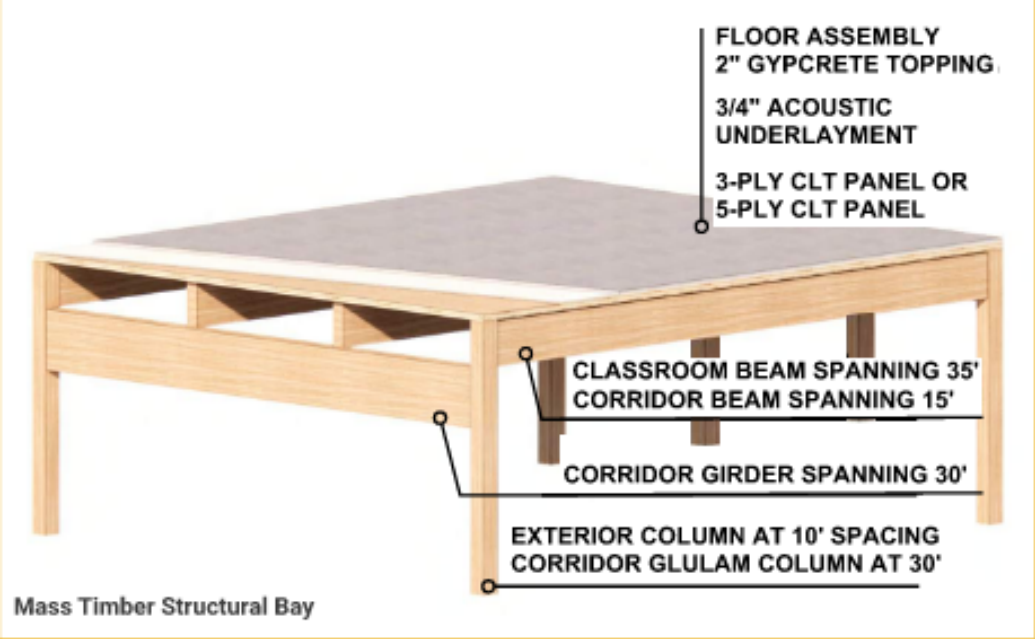
The classroom building is anticipated to be a mass timber building approximately 85 feet wide and 420 feet long. The building will be four to five stories tall. This building will primarily be constructed with mass timber for the gravity system. Buckling restrained braced frames will be used for the lateral system. To allow for the use of a wood diaphragm and keep structural design flexibility, assume

braced frames along the exterior of the building on all sides, and interior frames in the north/south direction with a maximum spacing of 90 feet.

The following table gives conceptual glulam beam sizes and floor framing for three different types of construction. Each system has different pros and cons.

- Type IV-B construction allows the current 5-story design to remain unchanged, but results in the most wood fiber. This construction type requires approximately one half of the CLT soffits to be wrapped in two layers of 5/8” gypsum board. The glulam beams are sized to remain exposed to view. The glulam columns will require a two-hour fire rating and can remain exposed in some locations or be wrapped in three layers of 5/8” gypsum board. Due to the high loads and high first story height, the columns at the base will likely need to be wrapped. Glulam columns at the upper stories where loads are less can remain exposed.
- Type IV-HT is limited to only a 4-story building for type E occupancy but results in the lightest structure. Note, this construction type requires all concealed spaces to be wrapped in one layer of 5/8” gypsum board. All areas with a dropped ceiling as well as mechanical plenums would require this gypsum board wrap.
- Type III-A is another construction type that allows a 4-story building of the proposed area and would allow all of the wood to remain exposed and avoid the gypsum board wrap at concealed spaces.

The summary table uses the floor assembly and framing layout shown in the graphic below:



Type of Construction			
Type III-A		Type IV-B	Type IV-HT
1-hour primary frame 1-hour floor 1-hour roof		2-hour primary frame 2-hour floor 1-hour roof	0-hour primary frame 0-hour floor 0-hour roof
4 Stories Maximum		6 Stories Maximum	4 Stories Maximum
Approximate Wood Fiber in Structural Frame			
0.35 cf/sf		0.39 cf/sf	0.30 cf/sf
Glulam Framing Sizes			
Classroom Beam	GL10-3/4x27	GL12-1/4x27	GL8-3/4x27
Corridor Beam	GL8-3/4x14	GL10-3/4x14	GL6-3/4x14
Corridor Girder	GL12-1/4x36	GL12-1/4x36	GL12-1/4x36
First Floor Column	GL14-1/4x13-1/2	GL14-1/4x13-1/2	GL12-1/4x13.5
All wood can be 100% exposed. Connections designed for 1-hour rating.		100% of lower level columns are wrapped in (3) layers of 5/8” gypsum board. Corridor CLT and 1/3 of classroom CLT will be wrapped with (2) layers of 5/8” gypsum board. Other areas are 100% exposed.	All concealed spaces; Corridor CLT and corridor glulam beams; and 1/3 of classroom CLT and vertical edges of adjacent glulam beams are wrapped in (1) layer of 5/8” gypsum board.

Floor Assembly		
3-ply CLT with 3.5” concrete topping with #4@12” o.c.	5-ply CLT with 2” gypcrete topping	3-ply CLT with 2” gypcrete topping
Exterior framing – Cold Formed Metal Framing (non-combustible) backing up brick veneer		

GYM BUILDING

The gym building consists of three structurally different areas – the main gym and auxiliary courts; the one-story area below the courts; and the three-story classroom wing adjacent to the gym building.

The perimeter of any below grade structure at the gym will require reinforced concrete basement walls. Assume the basement walls are 12” thick with 6 psf reinforcement.

The floor structure of the gym where not at grade will consist of steel framing with slab on metal deck. At the gym assume 12psf steel framing with a 3.5” concrete topping slab with 1.2psf reinforcement on a 3” 20-gauge W-Deck.

The perimeter walls of the auxiliary gym and main gym will be framed with either:

- Fully grouted and reinforced CMU walls. Assume 12in CMU with 3psf of reinforcement. Or;
- Concrete tilt up construction. Assume 11-1/4in thick with 6 psf of reinforcement.

These walls will be provided around the entire perimeter of the two gym areas. The roof structure above the gym will consist of 6 psf of bidder designed steel roof joists (Vulcraft or similar) spanning 110 feet with 20ga acoustic Toris roof deck.

The three-story classroom wing adjacent to the gym space will be unrated Type IIIB mass timber construction. For pricing assume 0.3 cf/sf of wood fiber for the wood beams, girders, and columns. The floor structure will be 3-ply CLT with a gypcrete topping. This wing of the gym will be similar to the Type IV-HT classroom wing, but with no requirements for gypsum board at concealed spaces. Reference the table below for a summary of structural requirements assuming the same 30’ x 35’ grid used in the five-story classroom building.

Additional steel braced frames will be required especially as the building extends further away from the CMU walls surrounding the gym. Assume additional BRB frames are located along the exterior of the building on all sides, and interior frames in the north/south direction with a maximum spacing of 90 feet.

Type of Construction	
Type III-B	
Unrated	
3 Stories Maximum	
Wood Fiber in Structural Frame	
0.30 cf/sf	
Glulam Framing Sizes (typical 30’ x 35’ bays)	
Classroom Purlin	GL8-3/4x27
Corridor Purlin	GL6-3/4x14
Corridor Girder	GL12-1/4x36
Exterior Girder	GL8-3/4x36
First Floor Column	GL12-1/4x13.5
All wood can be 100% exposed.	

AUDITORIUM/ARTS BUILDING

The auditorium/arts building consists of three structurally different areas – the auditorium; the three-story arts wing adjacent to the auditorium; and the library link extending into the courtyard.

The perimeter walls of the auditorium will be framed with either:

- Fully grouted and reinforced CMU walls. Assume 12in CMU with 3psf of reinforcement. Or;
- Concrete tilt up construction. Assume 11-1/4in thick with 6 psf of reinforcement.

These walls will be provided around the entire perimeter of the auditorium. The roof structure above the auditorium will consist of 12-1/4”x66” glulam beams spanning 85 feet at 12 foot spacing with 3-ply CLT deck.

The three-story classroom wing adjacent to the auditorium space will be unrated Type III-B mass timber construction. For pricing assume 0.3 cf/sf of wood fiber for the wood beams, girders, and columns. The floor structure will be 3-ply CLT with a gypcrete topping. This wing of the auditorium/arts building will be similar to the Type IV-HT classroom wing, but with no requirements for gypsum board at concealed spaces.

Additional steel braced frames will be required in the auditorium/arts building especially as the building extends further away from the CMU walls surrounding the main auditorium space. Assume additional BRB frames are located along the exterior of the building on all sides, and interior frames in the north/south direction with a maximum spacing of 90 feet.

The library link that connects the 5-story classroom wing with the auditorium will likely require large column free spacing. This area will likely work well with steel framed construction to support the large spans and multi-floor construction. At these areas assume 12psf steel framing with a 3.5" concrete topping slab with 1.2psf reinforcement on a 3" 20-gauge W-Deck. The roof of this wing will be supported by timber trusses consisting of a steel tension rod bottom chord and a double glulam beam top chord. Acoustic dowel laminated timber or acoustic metal deck will span between the trusses.

Reference the table below for a summary of structural requirements assuming the same 30' x 35' grid used in the five-story classroom building.

Type of Construction	
Type III-B	
Unrated	
3 Stories Maximum	
Wood Fiber in Structural Frame	
0.30 cf/sf	
Glulam Framing Sizes (typical 30’ x 35’ bays)	
Classroom Purlin	GL8-3/4x27
Corridor Purlin	GL6-3/4x14
Corridor Girder	GL12-1/4x36
Exterior Girder	GL8-3/4x36
First Floor Column	GL12-1/4x13.5
All wood can be 100% exposed.	

EXTERIOR FAÇADE

To accommodate brick veneer, the spacing of glulam columns along the exterior faces will need to adjust from 30 feet to 10 or 15 feet. The brick veneer will be supported by cold-formed metal framing. The backup system for the skin will be light gage metal stud framing that is supported on the ground floor and at each floor above. Stud framing will then run past the roof to act as a parapet. Deflection heads and drift joints will be required at each floor line.

Additionally, a steel shelf angle will be necessary at each floor throughout the entire perimeter to support and relieve the brick veneer. It is assumed that 25 plf of steel will be required along the perimeter of each floor to adequately support the brick veneer.

Additional miscellaneous steel will be required to support glazing systems at large open areas where there is not a floor provided for support, such as stairs. Assume an additional 50plf of steel at these locations.

TRACK SITE

The track building is proposed as 12,000 square foot building on 1-2 stories. Structural options for this building are ongoing.

FOUNDATION SYSTEM

The current building is supported on spread footings and other similar buildings in this area of Portland are supported on spread footings. Assume columns and braced frames will be supported on spread footings.

We cannot rule out liquefaction without a geotechnical report so an allowance of soil improvement for the site might be warranted at this stage. Soil improvement would likely consist of rammed aggregate piers.

ALTERNATE OPTIONS – PARKING LOT SITE AND SKYBRIDGE

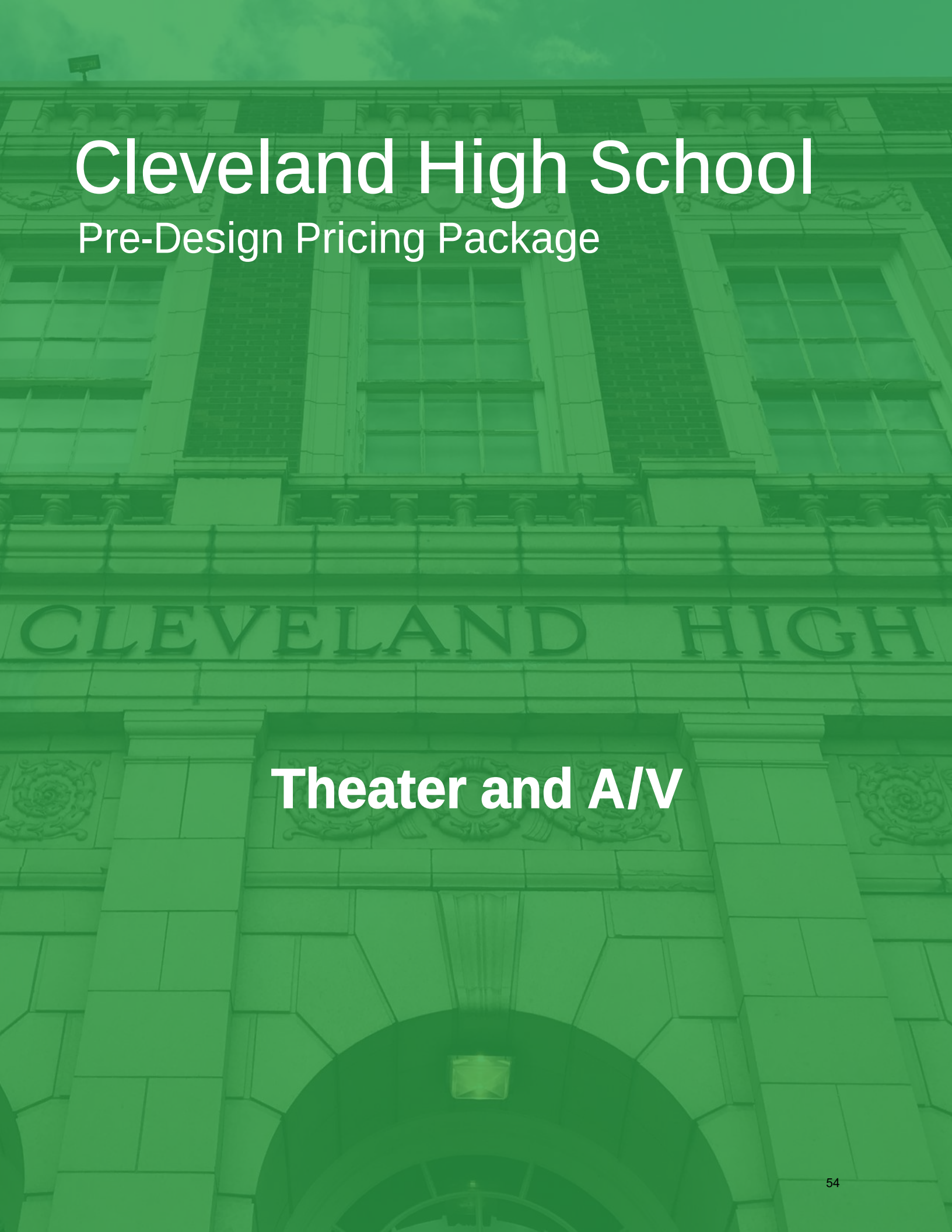
The skybridge is proposed as an alternative to connect the main classroom site with the existing parking lot to its east. We're assuming the skybridge will have a span of 60 feet supported by columns at each sidewalk and potentially 90 feet if supported by buildings with a 15' setback on each side of the street. The skybridge is potentially 20 feet to 25 feet wide and would be fully enclosed and conditioned space.

The floor would be conventional composite steel beams (assume 4psf in addition to the truss members) with slab on metal deck. The roof would be steel beams (~4psf) and metal roof deck.

We are assuming the truss is 15 feet tall with HSS12x6x3/8 top and bottom chords with HSS 6x6x3/8 vertical and diagonal members at a 10' cadence.

Cleveland High School

Pre-Design Pricing Package



Theater and A/V

TRANSMITTAL / MEMO

Project:	PPS Cleveland High School		
Date:	March 15, 2024	*Via:*	e-mail
To:	Chris Brown, Abby Dacey Mahlum Architects		
From:	Adam Shalleck, Jill Collins, Ben Strange		
		# of pgs.	7
Re:	Production Systems Budgets Concept Design	*including cover:*	

Below are listed the budget recommendations for **Base Building** production systems within the PPS Cleveland High School project. FF&E and equipment listed in the education specifications as "OFOI" are *not* included in these budgets, and are listed in a separate set of line items at the bottom of the list.

Please forward this to the Cost Estimator for the project for inclusion in the total estimate. It is important to note that not all sections represent a complete and installed cost. In particular, the Cost Estimator(s) who is/are responsible for structural and electrical costs will need to include production systems infrastructure and installation (in the case of electrical) that normally falls under Divisions 5 and 26. Those major needs are described below and in our forthcoming "Production Engineering Report."

The recommendations below are listed in 2024 dollars and do not include General Contractors mark-up and general conditions or overall contingencies.

BASE SYSTEMS – to be included in base building construction

1. Theater

Variable Acoustics – Section 11 61 33 **$50,000**
Budget includes (5) manually operated variable acoustics draperies and tracks as required by the project acoustician, installed. Up to 150lf of straight track with 1400sf of drapery; construction of 32 oz. IFR velour sewn with 100% fullness and backed with a 16-oz. liner sewn flat.
Related Exclusions: Structural Support, drapery pockets, track hanger backing.

Rigging System - Section 11 61 33 **$675,000**
Counterweight system to include (40) battens, lift lines, loft/head blocks, arbors, operating lines, lockout devices, and associated items, (8) counterweight assist motors for stage electrics battens, locking rail at stage and at gallery level, installed.
Related Exclusions: Structural accommodations as needed for rigging system, Electrical accommodations including motorized fire curtain, motorized rigging, and motorized fire/smoke roof vents equal to 5% of stage area.

Stage Draperies – Section 11 61 33 **$90,000**
Main curtain, (5) sets legs/borders, (2) stage travelers, scrim and cyclorama, delivered and mounted.

Orchestra Shell – Section 11 61 43 **$450,000**
Allowance includes up to (10) rolling shell towers with integral wheeled bases and (3) ceiling panels with integrated performance lighting. Based upon "Maestro" ceilings and "Diva" towers by Wenger Corp.

Orchestra Pit Filler/Stage Extension Platforms– Section 11 61 23 **$90,000**
Budget includes a system of platforms and understructures to fill the orchestra pit area, adjustable to three levels and orchestra pit safety net.
Related Exclusions: Structural accommodations in floor slab for edge ledger.

Production Lighting Control – Section 11 61 83 **$240,000**
Budget includes (96) 20A, DMX controlled, thru-power dimmers and (48) relay circuits for production lighting circuits and (24) 20A, DMX controlled, Non-Dim relays for architectural lighting circuits. Moving light capable control console w/ RFU (ETC Element 2), architectural button stations, architectural control processor and network components, control and circuit wiring devices, batten cable extensions, equipment only.
Related Exclusions: Electrical work including constant power receptacles, distribution and control wire, conduit, and complete installation. See electrical report for further information. Requires use of LED lighting fixtures for house light.

Production Lighting Fixtures – Section 11 61 83 **$350,000**
(150) Incandescent and LED stage lighting fixtures, (2) follow spots, cable and accessories, delivered to the site ready to hang, only. Installed by school staff.
Related Exclusions: Theatrical lighting design (fixture placement, color and focus) and installation.

Fixed Theatre Seating – Section 12 61 00 **$650/seat**
Budget allowance of $650/seat x 500 seats: includes fixed, upholstered theatre chairs, installed.
Related Exclusions: Electrical connection for aisle lighting.

Production AV Systems – Section 27 41 16 **$550,000**
Comprehensive system to include wiring infrastructure, motorized roll-down projection screen, video projector, presentation and production AV routing, digital audio mixing console with digital stage boxes, wireless mics, sound system, touchpanel control, production intercom, AV monitoring and paging to all technical areas, mixing in booth and in-house, computer-based multi-track sound effects & video playback, FM assistive listening. Wire, pull, and complete system integration and installation. Loose AV equipment in FFE.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system, as well as specialty electrical systems noted in the engineering report.

2. Drama Classroom/Black Box Theatre

Stage Rigging – Section 11 61 33 **$115,000**
Budget includes allowance for 1,600sf lighting/rigging grid (pipe grid) made from 1-1/2" schedule 40 pipe and 100lf of curved perimeter drape track, installed.
Related Exclusions: Structural accommodations as needed for pipe grid system.

Stage Draperies - Section 11 61 33 **$20,000**
(4) pairs of legs, (4) borders, (1) stage traveler, scrim and cyclorama, delivered and mounted.

Production & Architectural Lighting Control – Section 11 61 83 **$90,000**
Budget includes (48) relay circuits for LED stage lighting, control console w/ RFU, (24) relay circuits for work and house light, architectural button stations, architectural control processor, network components, control and circuit wiring devices, equipment only.
Related Exclusions: Electrical work including constant power receptacles, distribution and control wire, conduit, and complete installation. See electrical report for further information. Requires use of LED lighting fixtures for house light.

Production AV Systems – Section 27 41 16 **$125,000**
Classroom AV systems including AV routing and video projection. Portable audio mixing and playback system, as well as portable video projection system for production purposes. FM assistive listening. Installed cabling infrastructure. Loose equipment in FFE (shared inventory with theatre) *Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system, as well as specialty electrical systems noted in the engineering report.*

3. Band and Choir Classrooms (Qty: 2)

Variable Acoustics – Section 11 61 33 **$15,000**
Budget includes (1) manually operated variable acoustics draperies and tracks as required by the project acoustician, installed. Includes 825 sf of drapery; construction of 32 oz. IFR velour sewn with 100% fullness and backed with a 16-oz. liner sewn flat.
Related Exclusions: Structural Support, drapery pockets, track hanger backing.

AV Systems – Section 27 41 16 **$55,000/each**
Classroom system with HDMI connections at front of room OFCI video projector and screem, simple control system, enhanced audio reinforcement & playback, basic audio recording system, and equipment rack. Installed cabling infrastructure. Wire, pull and system integration and installation.
Related Exclusions: Video projector and screens, wireless presentation system. Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

4. Standard Classrooms:

(Quantity: ?)

AV Systems - Section 27 41 16 **$6,000/each**
Standard classroom system with laptop and video connections at front of room, OFCI short throw projector, OFCI manual pull-down projection screen, teacher voice reinforcement with loudspeakers for playback, IP-based simple control system. Wire, pull and system integration and installation.
Related Exclusions: Video projector and screens, wireless presentation system. Elec work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

5. Computer Lab – Computer Science

(Quantity: ?)

AV Systems - Section 27 41 16 **$30,000**
Standard classroom system with laptop and video connections at front of room, OFCI short throw projector, OFE manual pull-down projection screen, teacher voice reinforcement with loudspeakers for playback, Extron IP-based simple control system, multiple OFCI flat panels displays at student stations,

ceiling equipment enclosure, HDMI matrix switcher, Wire, pull and system integration and installation.
Related Exclusions: Video projector and screens, wireless presentation system. Elec work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

6. Lab Classrooms:

Science Classrooms (Quantity: ?)
Team Rooms (Quantity: TBD)

AV Systems - Section 27 41 16 **$6,000/each**
Lab classroom system with laptop and video connections at front of room, OFCI short throw projector, teacher voice reinforcement with loudspeakers for playback, Extron IP-based simple control system. Wire, pull and system integration and installation.
Related Exclusions: Video projector and screens, wireless presentation system. Matte finish whiteboard. Elec work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

7. Standard Conference Rooms

(Quantity: TBD)

AV Systems - Section 27 41 16 **$5,000/each**
Standard conference system with laptop and video connections at wall or floor box, Extron IP-based simple control system, OFCI flat panel display, soundbar audio playback. Wire, pull and system integration and installation.
Related Exclusions: Video display, wireless presentation system. Elec work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

8. Video Conference Rooms

(Quantity: TBD)

AV Systems - Section 27 41 16 **$6,500 /each**
Standard conference system with laptop and video connections at wall or in floor box, OFCI flat panel display, soundbar with integrated camera/microphones/speakers, simple control system, audio playback. Wire, pull and system integration and installation.
Related Exclusions: Wireless presentation system. Elec work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

9. Lobby / Digital Signage

(Quantity: TBD)

AV Systems – Section 27 41 16 **$1,000/each**
Infrastructure only to support OFOI flat panel monitors.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

10. Student Center/Commons

AV Systems – Section 27 41 16 **$115,000**
System to include audio playback and reinforcement system, video projector and screen, presentation AV routing, digital signage, wireless microphones, simple control system, assistive listening. Wire, pull and system integration and installation.
Related Exclusions: Wireless presentation system. Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

11. Main Gymnasium

AV Systems - Section 27 41 16 **$250,000**
Comprehensive system to include wiring infrastructure for dual (2) video projectors and projection screens, AV switching & video sources. Allowance for voice reinforcement/amplification with automatic microphone mixer, rolling rack with audio playback & mixing console, zoning to activate/deactivate desired areas, wireless microphones, FM assistive listening. Wire, pull and system integration and installation. No accommodation for broadcast functions.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

12. Auxiliary Gymnasium

AV Systems – Section 27 41 16 **$45,000**
Audio system with voice reinforcement/amplification with automatic microphone mixer, simple control, wireless microphones, FM assistive listening, rolling cart with audio playback. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

13. Mat/Wrestling & Weight/Aerobics/Spinning

AV Systems - Section 27 41 16 **$35,000/each**
Standard classroom system with laptop and video connections at front of room, short throw projector, manual pull-down projection screen, enhanced playback and voice amplification audio system with wireless mics, Extron IP-based simple control system. Wire, pull and system integration and installation.
Related Exclusions: Wireless connection to presentation system by owner. Elec work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

14. Stadium

AV Systems – Section 27 41 16 **$75,000**
Comprehensive system to include wiring infrastructure for voice reinforcement/amplification with automatic microphone mixer, AV rack with playback & mixing console, playback, microphones, FM assistive listening, score board, signage, wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

15. Performing Arts FF&E (All OFOI)

Production AV Systems **$85,000**
16-channel wireless microphone system mounted in road case, wireless headset communications, microphones, cables, stands, accessories, monitor and effects speakers and backstage and lobby video monitors.

Library – Portable AV Systems **$30,000**
(3) portable projectors & screens, w/ cases.

Classroom Choir Risers **$40,000**
Allowance for 36" seated choir risers for use in the choir classroom or for seated performances.

Black Box Portable Seating Risers **$60,000**
Allowance for seated audience risers, storage carts and accessories.

Black Box Portable Seating **$30,000**
Allowance for theatre-style loose chairs, storage carts and accessories.

Performance Risers **$60,000**
18" standing choir risers and 4' seated band risers for brass and percussion sections, carts and accessories. StageRight MR-4, Chairs not included.

NON-THEATRE TRADES

Miscellaneous Aspects To Be Included In Other Base Bldg. Sections

Electrical & Mechanical Accommodations
K-13 transformers for Production lighting systems
K13 rated transformers for AV systems
Isolated ground
Company switches: (1) 400a & (1) 200a specialty AV in Main Stage; (1) 100a miscellaneous in Drama classroom
Conduit and other power as indicated in the engineering report

Specialty Architectural Lighting
As indicated by the project architectural lighting designer
LED fixture with DMX dimming capability required for theatre house lighting (assume $1,500/ fixture)
Specialty gallery lighting in the Lobby

Structural:
Railings – See drawings coming in subsequent phases
Catwalks – See drawings coming in subsequent phases
Stairs- See Architectural Drawings
Stage Galleries and Rigging Steel - heavily loaded structural beams at roof steel over the stage and rigging head block steel. See forthcoming drawings.

Specialty Windows:
Projector portal – 1 each theatre
Follow spot booth window – water white high transparency glass by PPG

Control booth operable windows – tilt angle by acoustician.

Millwork: allowance for cabinets
Dressing Rooms - counters, mirrors, shelves, laundry
Scene Shop
Control Booth

Specialty Floors:
Theatre and Drama Classroom/Black Box – "resilient" floor assembly of:
¼" double tempered, painted Masonite hardboard screwed over
2 layers ¾" A/C plywood over
2x4 treated sleepers at 16" o.c. over
4" square x ¾" thick Mason Industries "Super W" resilient pads and shims over concrete
4.5" depression depth required
Dance Studio – within P.E.
Specialty dance floor base: "Activity" or "Liberty"
Hardwood top surface

Portable/Temporary Cable Paths:
8" pipe within slab, connecting the loading dock, backstage AV rack, orchestra pit, AV mix location, control booth and follow spot booth.

END OF REPORT

Portland Public Schools
Cleveland High School
Performing Arts Education Technology
Theatre Systems Narrative

The following narrative describes our recommended approach for the technical systems related to the education facilities for the performing arts at Ida B Wells High School. With the emergence of broadly accessible media creation, and its inherent nature of merging the arts, it becomes more necessary than ever to provide students with the resources to experiment with the tangible and live arts foundations. The dramatist, musician and their audiences are aided and supported by the facilities in which they work. The performers are always accompanied by allied design and technical functions that are fields unto their own. The ultimate goal is to focus on the architectural design, technical operation and what it takes for audiences to have rich and captivating experiences, what it takes to inspire and support artists and theatre makers, what it takes to maintain financial viability for the project and the working facility, and what it takes to design and build a successful arts education and performance venue.

These recommendations are based on the PPS Education Specification (Comprehensive High Schools, revised September 2017), conversations with the architect and assumptions made from experience on similar projects of this type, and incorporation of new directions in theatre technology.

Theater

The 500-seat theatre will be used for both educational and school functions. The proscenium theatre form is most suited for a multi-use theatre because it can provide an appropriate place for the various forms of use without significant reconfiguration. The theatre will be suitable for plays, musical theatre, lectures, general presentations, video viewing, ceremonies, dance and amplified and unamplified music. Since audience sizes will vary, since the available footprint area is limited, and to provide the most engaging setting for a performance, the auditorium may be configured with a lower “orchestra” level of approximately 350 seats subdivided front and rear, and a balcony with approximately 150 seats.

Fixed Theatre Seating

The seating area in this space is required to have 6 spaces for wheelchairs, each with a companion seat and dispersed in various locations. Loose or “readily removable” chairs can be placed in the wheelchair positions and used if the wheelchairs are not present. 1% of the seating must be equipped with lift-up or swing-out armrests to provide “transfer” seating. The student/audience base should be considered and if there is a higher-than-average constituency of mobility-impaired members, further accommodations beyond code should be considered.

Control Booth

The ADA accessible control booth will be designed with a long central counter designed to match the equipment requirements of the different production disciplines. The booth will maintain an open plan and not isolate the individual operators.

Operable windows will allow direct communication and monitoring of the on stage acoustical environment. Overhead dimmable task lighting will be provided to adequately light each operator’s work area without glare into the theatre or casting shadow onto the work area.

Catwalks

A system of catwalks and side galleries will be used in the audience chamber and along the sides of the stage to safely access lighting and rigging equipment.

Stage Overhead Support

A stage is not only clear volume but a carefully integrated three-dimensional system that safely and effectively organizes the various elements it contains. Its contents include building and system-supporting steel, rigging, access ways, mechanical, electrical, fire protection and smoke exhaust. To provide for the most utility and safety, all these elements are carefully coordinated to prevent obstacles to theatre operation and production design.

The stage will be sized appropriately for a theatre of this size and its anticipated use. The accommodations over the stage are critical to the adaptability of the theatre, the technical and artistic support capabilities and to its efficiency of use so that the theatre can accommodate many different uses with minimal changeover time. The full extent of a theatrical stage is only partially seen by the audience. In order to allow for the circulation of actors out of view, the positioning of potentially hundreds of stage lights and the mounting and manipulating of scenic elements and stage draperies, a combination of backstage space, overhead access and rigging systems are employed. The stage has a significant amount of height, access and systems to move full proscenium height scenery out of view.

Because much of the scenery, stage draperies and lighting are suspended overhead, they will be lifted or "flown". To provide for a stage where full height elements can be flown completely out of audience view, a clear volume approximately two and a half times the proscenium opening height and identical in width to the entire stage area is required. A fly tower is not only a large volume, but a carefully integrated system that safely and effectively organizes the various elements it contains. Its contents include building and system-supporting steel, rigging, access provisions, mechanical, electrical and fire protection. To provide for the most utility and safety, all of these elements are carefully coordinated to prevent obstacles to theatre operation and production design. A fly tower would be approximately 50' tall to the roof parapet and include steel rigging beams with the underside of steel at approximately +46'-10" above the stage floor to allow annual maintenance and inspections via personnel lift from the stage floor. An arbor pit may be needed to allow full usable travel of the counterweight battens, described below.

Counterweight Rigging System

The single most physically complicated and expansive production system in the theatre is the counterweight rigging system which involves a series of pipe trusses ("battens") running across the stage that are suspended with aircraft cable (a "line set") and rigged over pulleys ("blocks") to a mass of counterweight ("arbors") guided on tracks ("T-Bar") at one side of the stage. As a pipe batten is loaded with scenery, an equivalent quantity of counterweight in the form of steel bricks is added to its arbor, thus balancing the lineset and making the heavy loads easily manipulated by a manual "operating line".

The system will include approximately (40) operable linesets on 8" centers. Of these linesets, at least (5) will be dedicated for fixed electric battens driven by fixed speed power assist motors, and (3) will be dedicated to onstage orchestra shell ceiling units. The counterweight-assist approach allows for 500# of imbalance. These motors are operated on one side of the stage at the floor level. For the manually-operated linesets, loading and removing counterweight is necessary for operation. When the pipes are

being loaded at the floor level, the arbors are at the top of the fly tower, and so loading the counterweight bricks occurs at a "loading gallery" catwalk. The basis of design for the arbors will be enclosed stack with counterweight shelves such as "Brickhouse" by Thern or equal. "Lock rails", where the operating lines are released or locked, will be provided at stage level and at the "fly gallery" on the rigging side.

Each individual line set "truss batten" will have a live load capacity of 30#/linear foot, or approximately 1,700# capacity. Diversity is taken for overall structural loading on the building to not exceed 70% of the total system capacity. The building steel, T-bar guides and arbor heights will allow the battens to travel from a low trim of 4'-0" above the stage to a high trim approximately 3'-0" below the underside of the steel rigging beams where the rigging blocks are mounted..

Orchestra Shell Towers (FF&E)

A system of orchestra shell towers, and pivoting flown ceiling units would be provided for use when un-amplified music is presented. The towers would nest together for storage in an area off stage, and would require two people to setup and store, taking not more than one hour. These would be similar to the Wenger "Diva" or "Legacy" product. The ceiling units would be rigged to designated high-capacity counterweight linesets as described above.

Stage Draperies (FF&E)

An inventory of stage draperies will be included. These would typically include a main drape, 5-6 pairs of black masking legs and borders, 2 mid-stage travellers, a cyc, and a black upstage traveller. All draperies would be certified inherently flame retardant. Draperies would be attached to drapery track or tied off to dead-hung pipes. The main drape, mid-stage and travellers would be manually operated with a handline off-stage.

Variable Acoustics Systems

The theatre will be provided with manually-operated variable acoustics draperies and tracks for the adjustment of the reverberation for different kinds of uses within the theatre. The locations and extent of these draperies will be determined based on criteria established by the Acoustics Consultant.

Orchestra Pit

The area of the orchestra pit represents an important area of variable function. A means to vary the floor level directly in front of the stage area allows it to be used either as a musicians' orchestra pit (-8' below stage level) and as a stage extension when the floor is set to stage level. The orchestra pit mode is primarily used for musical theatre, which represents a limited time in a year however the musicals are a big draw for participation and audiences.

At stage level the stage is increased in size for larger music ensembles to fit and be better coupled with the audience acoustical environment. It also provides an area beyond the proscenium for plays, and an area for basic events to occur in front of the main curtain with the stage set for another use.

The orchestra pit floor level would be changed through a system of platforms and legs, properly designed so as to be safe and repeatably moved by four trained adults in approximately two hours. It is expected that the platforms would be set at the stage level most of the year. Each approximately 4' x 8' platform section will weigh up to 200 pounds; the weight can be reduced by splitting the system into

smaller pieces, though that will increase the required amount of time to change the system between vertical positions.

A recessed orchestra pit is required to have wheelchair accessibility and means of egress.

Production Lighting Control

The understanding of the manipulation of light is key to understanding the manipulation of a mood of a scene. To provide for a system that will allow student experimentation, a complete control system consists of a control console, control electronics, dimmers and circuit outlet boxes ("distribution").

The computer control console is the user interface for programming cues. These consoles allow for channel patching, programmable cues and advanced control for lighting effects such as color changers and moving lights, it would interface with the sound system, and would include peripherals such as a video monitor, handheld focus remote, and output via Ethernet and/or DMX protocol.

A data network would provide the means to run fixtures and effects, as well as providing control integration of the house lights. House light control would be both at the console and with simple wall stations. Simple presentations could be run though use of presets controlled at the wall stations without the use of the console.

The system would include all of the control elements described above and 20A, 2.4kw dimmers and/or relays for production and additional dimmers and/or relays dedicated for house and work lighting. Circuit distribution would entail wiring in conduit from the dimmers or relay panels to dedicated receptacles strategically placed at the lighting positions, and into which the portable stage lighting fixtures are plugged.

Production Lighting Fixtures and Cable (FF&E)
An inventory of approximately 150 theatrical lighting fixtures (typically ellipsoidals, Fresnels, pars and cyc lights) plus stage extension cable, power distribution breakouts, and accessories would be provided to be used in both the main theater and the black box theater. We would recommend using industry standard 2-pin + ground ("theatrical stage pin") plugs throughout.

Two portable followspots would be provided.

Accommodation for advanced devices such as moving yokes may also be included to allow students' access to the most common fixtures used in the profession.

Production Power
One 400A, 3-phase, 120/208VAC "company switch" power outlet on stage will provide generic power to miscellaneous temporary systems. A "pin and sleeve" connector will mate with that of a portable distribution panel that will provide breakered power outlets of the various kinds typically used in theatre.

In addition, one 200A, 3-phase, 120/208VAC "isolated ground company switch" power outlet of similar configuration will provide a generic power source for temporary AV systems on stage. Additional smaller capacity dedicated isolated ground outlets will be included around the theater.

AV Systems

Audio System

A well-designed audio reinforcement system is key to the enjoyment of theatrical events, and will allow students the opportunity to learn fundamental audio principals on a professional-grade system. A sound reinforcement system consists of loudspeakers, amplifiers, signal processing, a mixing console, and source equipment, such as microphones, CD players, computers, etc. For theatrical flexibility, a left/ right loudspeaker system with subwoofers and fills will be provided.

The mixing console will have 32+ faders and the ability to deal with 80 inputs, min. A computer-based sound effects playback system will be provided to allow students to learn how to create multi-channel sound effects on a simple and widely-used platform.

For simple events not requiring an operator, an automixing system will be provided. This will allow a user to plug in a microphone and have a working system without assistance from an AV technician. Two channels of wireless microphones will be provided, and will include both handheld and lavalier-style transmitters.

A separate cinema loudspeaker system will *not* be provided. Cinematic presentations will utilize the loudspeaker system described above.

Additionally, mic/line/speaker and network tie lines and integrated patchbays will be provided.

Production and Presentation Video

A video system consists of a video projector, video switcher and source equipment. Video projection will be from the Control Booth with a single laser-source video projector. The video switcher will be located in the control booth, and will accept any video signal. The projection screen will be a fixed truss-frame style and will be attached to a batten on the rigging system. The screen will be sized appropriately to allow audience members or students at the back of the theatre to read text and spreadsheet content.

Computer video inputs will be provided on stage to allow for PowerPoint-style presentations from portable laptops.

A production video monitoring system will be provided, allowing for distribution of on-stage video to backstage and support spaces, such as dressing rooms, offices and shop areas.

Additionally, a network of video lines and an integrated patchbay will be provided.

Intercom

A two-channel analog wired production intercom system will be provided for technical communications between the control room, AV rack rooms, other production spaces, and the backstage areas.

Program Audio & Paging

Audio program from the theatre will be distributed to backstage support spaces, such as dressing rooms, offices and shop areas, as well as areas that may be used for overflow dressing rooms, such as the band and/or choral room.

A paging system will be included to allow stage manager communications to backstage areas.

Assistive Listening System

As required by the building code and the ADA (Americans with Disabilities Act), compliant assistive listening systems will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

Portable AV Equipment (FF&E)

A complement of portable equipment, including cables, microphones, stands, portable loudspeakers, and other related items will be provided.

Drama Classroom/Black Box

The Drama Classroom/Black Box will be primarily used for teaching, rehearsals and small dramatic performances.

Overhead Support Pipe Grid

A lighting pipe grid will be provided for flexibility in lighting and other staging requirements. The pipe grid should be 1-1/2" nominal diameter (1.9" o.d.) schedule 40 pipe, clear of all conduit and other obstructions. Pipes should have a live load capacity of 25#/lin. ft., be laterally braced per seismic requirements, and braced for the support of maintenance ladders. The pipe grid will cover the entirety of the ceiling, allowing for maximum flexibility.

Access to all lighting & suspended staging items (i.e.: scenic drops) for maintenance and adjustment would be provided from ladders or personnel lifts from below.

Drapes & Drapery Tracks

This space will be provided with a full-perimeter manually operated drapery and track to allow for reconfiguration of the room as needed.

Production Lighting

A small production lighting control system for this space will provided including constant power relay-controlled outlets for LED sources, distributed throughout the pipe grid. These devices will be controlled via small DMX network, which will connect to a small console.

Audience Seating & Platforms (FF&E)

All seating in the Drama Classroom/Black Box will use loose chairs and portable tiered platforms accommodating audiences of 100-150.

AV Systems

Audio System

The Drama Classroom will have an audio playback system with digital console, playback computer and portable powered speakers.

Video System

For classroom purposes, a single laser-source video projector will be provided. An AV routing system shall be provided to direct sources to the projector and AV systems. The projection screen will be a motorized roll-down style. The screen will be sized appropriately to allow audience members or students at the back of the theatre to read text and spreadsheet content.

Computer video inputs will be provided on stage to allow for PowerPoint-style presentations from portable laptops.

Accommodations for portable production video projection and routing shall be provided.

A production video monitoring system will be provided, allowing for distribution of on-stage video to backstage and support spaces, such as dressing rooms, offices and shop areas.

Additionally, a network of video lines and integrated patchbay will be provided.

Intercom

A two-channel analog wired production intercom system will be provided for technical communications between the control room, AV rack rooms, other production spaces, and the backstage areas.

Program Audio & Paging

Audio program from the theatre will be distributed to backstage support spaces, such as dressing rooms, offices and shop areas, as well as areas that may be used for overflow dressing rooms, such as the band and/or choral room.

A paging system will be included to allow stage manager communications to backstage areas.

Assistive Listening System

As required by the building code and the ADA (Americans with Disabilities Act), compliant assistive listening systems will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

Portable AV Equipment (FF&E)

A complement of portable equipment, including cables, microphones, stands, portable loudspeakers, and other related items will be provided.

Production Power

One 100A, 3-phase, 120/208VAC "company switch" power outlet will provide a generic power source to miscellaneous temporary systems. A "pin and sleeve" connector will mate with that of a portable distribution panel that will provide breakered power outlets of the various kinds typically used in theatre. Additional smaller capacity dedicated isolated ground outlets will be placed at strategic locations throughout the lab.

Additional smaller capacity dedicated isolated ground outlets will be placed at strategic locations throughout the Drama Classroom.

Band Room

Variable Acoustic Drapes

The Band Room will be provided with manually operated variable acoustics draperies and tracks for the adjustment of the reverberation characteristics of the room. The locations and extent of these draperies will be determined based on criteria established by the Acoustics Consultant.

AV Systems

Audio System

The Band Room will be designed for AV playback only and will feature simple controls. The audio system will not be capable of handling high-level audio program, such as a jazz band or other type of concert. It is anticipated that any event requiring high-level audio will use portable equipment.

Recording

A system for making simple digital recordings of live audio performances for archival purposes will be provided.

Intercom

Intercom connections will be available for communications to other production spaces, so this room can be used for overflow performer holding for large performances in the Theatre.

Program Audio

Audio program from each of the production spaces will be distributed to backstage support spaces, such as dressing rooms, offices and shop areas.

Presentation Video

A presentation video system consists of an video projector, video switcher and source equipment. Video projection will be ceiling mounted with a single high output video projector.

Computer video inputs will be provided to allow for PowerPoint-style presentations from portable laptops.

Projection Screen

The projection screen will be a motorized roll-down type and will be suspended from an appropriate location in the ceiling. The screen will be sized appropriately to allow audience members at the back of the hall to read text and spreadsheet content.

Assistive Listening System

As required by the building code and the ADA (Americans with Disabilities Act), compliant assistive listening systems will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

Portable Equipment (FF&E)

A complement of portable equipment, including risers, cables, microphones, stands, portable loudspeakers, and other related items will be provided.

Choir Room (if separate from Band Room)

Variable Acoustic Drapes

The Choir Room will be provided with manually operated variable acoustics draperies and tracks for the adjustment of the reverberation characteristics of the room. The locations and extent of these draperies will be determined based on criteria established by the Acoustics Consultant.

AV Systems

Audio System

The Choir Room will be designed for AV playback only and will feature simple controls. The audio system will not be capable of handling high-level audio program, such as a jazz band or other type of concert. It is anticipated that any event requiring high-level audio will use portable equipment.

Recording

A system for making simple digital recordings of live audio performances for archival purposes will be provided.

Intercom

Intercom connections will be available for communications to other production spaces, so this room can be used for overflow performer holding for large performances in the Theatre.

Program Audio

Audio program from the theatre will be available in the Choir room.

Presentation Video

A presentation video system consists of a video projector, a video switcher and source equipment. Video projection will be ceiling mounted with a single high output video projector.

Computer video inputs will be provided to allow for PowerPoint-style presentations from portable laptops.

Projection Screen

The projection screen will be a motorized roll-down type and will be suspended from an appropriate location in the ceiling. The screen will be sized appropriately to allow audience members at the back of the hall to read text and spreadsheet content.

Assistive Listening System

As required by the building code and the ADA (Americans with Disabilities Act), compliant assistive listening systems will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

Portable Equipment (FF&E)

A complement of portable equipment, including risers, cables, microphones, stands, portable loudspeakers, and other related items will be provided.

Dance Studios (Accommodated in Mat/Wrestling/Dance Room)

AV Systems

A district-standard classroom AV system, including projector/screen will be provided. In addition, the system will include an enhanced audio playback and reinforcement system to accommodate portable digital audio players and wireless mics for instructor use. As required by the building code and the ADA (Americans with Disabilities Act), a compliant assistive listening system will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

OTHER CAMPUS-WIDE SPACES

AV Systems throughout the campus will be provided as listed in the Education Specifications.

END OF REPORT

Cleveland High School

Pre-Design Pricing Package

Appendix

LEED v4.1 BD+C: Schools
Project Checklist

Cleveland High School Modernization
20 February 2024

Y	?	N			
1			Credit	Integrative Process	1

1	11	0	**Location and Transportation**	15
			Credit LEED for Neighborhood Development Location	15
1			Credit Sensitive Land Protection	1
	1		Credit High Priority Site and Equitable Development	2
	5		Credit Surrounding Density and Diverse Uses	5
	4		Credit Access to Quality Transit	4
	1		Credit Bicycle Facilities	1
			Credit Reduced Parking Footprint	1
			Credit Electric Vehicles	1

7	2	0	**Sustainable Sites**	12
Y			Prereq Construction Activity Pollution Prevention	Required
Y			Prereq Environmental Site Assessment	Required
1			Credit Site Assessment	1
			Credit Protect or Restore Habitat	2
			Credit Open Space	1
2	1		Credit Rainwater Management	3
2			Credit Heat Island Reduction	2
1			Credit Light Pollution Reduction	1
	1		Credit Site Master Plan	1
1			Credit Joint Use of Facilities	1

4	2	0	**Water Efficiency**	12
Y			Prereq Outdoor Water Use Reduction	Required
Y			Prereq Indoor Water Use Reduction	Required
Y			Prereq Building-Level Water Metering	Required
1			Credit Outdoor Water Use Reduction	2
2	2		Credit Indoor Water Use Reduction	7
			Credit Optimize Process Water Use	2
1			Credit Water Metering	1

14	12	0	**Energy and Atmosphere**	31
Y			Prereq Fundamental Commissioning and Verification	Required
Y			Prereq Minimum Energy Performance	Required
Y			Prereq Building-Level Energy Metering	Required
Y			Prereq Fundamental Refrigerant Management	Required
4	2		Credit Enhanced Commissioning	6
9	7		Credit Optimize Energy Performance	16
			Credit Advanced Energy Metering	1
			Credit Grid Harmonization	2
1	2		Credit Renewable Energy	5
	1		Credit Enhanced Refrigerant Management	1

4	6	0	**Materials and Resources**	13
Y			Prereq Storage and Collection of Recyclables	Required
	5		Credit Building Life-Cycle Impact Reduction	5
1			Credit Environmental ProductDeclarations	2
	1		Credit Sourcing of Raw Materials	2
1			Credit Material Ingredients	2
2			Credit Construction and Demolition Waste Management	2

9	6	0	**Indoor Environmental Quality**	16
Y			Prereq Minimum Indoor Air Quality Performance	Required
Y			Prereq Environmental Tobacco Smoke Control	Required
Y			Prereq Minimum Acoustic Performance	Required
2			Credit Enhanced Indoor Air Quality Strategies	2
1	2		Credit Low-Emitting Materials	3
1			Credit Construction Indoor Air Quality Management Plan	1
1			Credit Indoor Air Quality Assessment	2
	1		Credit Thermal Comfort	1
2			Credit Interior Lighting	2
1	2		Credit Daylight	3
1			Credit Quality Views	1
	1		Credit Acoustic Performance	1

4	2	0	**Innovation**	6
3	2		Credit Innovation	5
1			Credit LEED Accredited Professional	1

1	3	0	**Regional Priority**	4
1	2		Credit Regional Priority: Specific Credit	1
	1		Credit Regional Priority: Specific Credit	1
			Credit Regional Priority: Specific Credit	1
			Credit Regional Priority: Specific Credit	1

45	44	0	**TOTALS**	Possible Points:	110

Certified: 40 to 49 points, **Silver:** 50 to 59 points, **Gold:** 60 to 79 points, **Platinum:** 80 to 110

mahlum STUDIO PETRETTI ARCHITECTURE

MEETING MINUTES

PROJECT:	PPS: CHS, IBWHS and JHS High School Modernizations	**PROJECT NO:**	2023912.00
DATE:	12 March 2024	**FILE NAME:**	240229_PPS HS Climate Response Meeting Minutes
SUBJECT:	PPS Climate Response Policy		
MEETING DATE:	29 February, 2024	**TIME:**	2:30 – 4:00 PM
LOCATION:	Mahlum Architects		

ATTENDEES:	Aaron Presberg	PPS	apresberg@pps.net
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The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ITEM	DISCUSSION
1.0	**General Note:** Text in bold below is from the PPS Climate Response Policy. **Purpose:** This meeting is to discuss climate response and resiliency strategies that can be used to meet the goals of the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. **Desired Outcome:** To come to a common understanding of what strategies the design teams should target for use for the purposes of Conceptual Master Plan phase cost estimating and moving into project design phases. **General Comment:** These minutes reflect our current collective understanding of proposed strategies to meet PPS's climate response goals. As discussed, deviations from the direction provided here needs to be confirmed by PPS.
1.1	**Pillar 1, Goal 1.1** - **PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.**
1.1.1	**Use appropriate industry standards when designing new and modernized buildings.** ○ Projects will be certified LEED Gold, with an aspirational target of LEED Platinum. ○ Projects will leverage Energy Trust of Oregon programs, with an aspirational target of Path to Net Zero energy.
1.1.2	**Prohibit the installation of fossil fuel infrastructure in all new buildings.** ○ Heating and domestic hot water systems will be all-electric. ○ Smaller scale systems, such as food preparation, science, and CTE programs will also be all-electric. ○ It may be necessary to have emergency backup power systems be run on fossil fuel at the current time, as noted in PAE's memo on batteries and generator backup systems for Jefferson HS. Teams should investigate and analyze options for battery backup systems. If battery backups are not provided, design teams should document the reasons why that decision was made and design to 'battery ready' by considering space and infrastructure needs for future battery backup systems that could replace fossil-fuel based backup generators in the future. ○ It has not been determined yet if electric vehicle charging stations should be installed in parking areas, but at a minimum pathways for routing to future stations should be considered.
1.1.3	**Phase out fossil fuel infrastructure in all existing buildings by 2050.** ○ Same as item 1.1.2 for major renovations.
1.1.4	**Increase energy efficiency and maximize the use of renewable energy sources.** ○ Achieve PPS goal EUI of 30 kBtu/sf/yr. ○ Apply prescriptive enclosure values per PPS sustainability standards: ▪ Wall: R-15.625 Minimum

- Roof: R-31.25 Minimum
- Windows: U 0.28 Maximum (assembly u-value) / SHGC TBD (Propose 0.27 Max)
- Air Sealing: 0.20 cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa).

- Reserve 1.5% of project cost for solar, passive strategies and/or battery storage per ODOE Green Energy Technology (GET) requirements. If the project runs out of roof space for PV or other compliant measures, the rest of the Green Energy Technology budget should be dedicated to other energy conservation systems, as allowed by ODOE.
- Lighting efficiency - Max LPD is 0.72 W/sf per ASHRAE 90.1.
- Apply the following strategies to minimize plug loads:
  - Energy Star office equipment/appliances.
  - Energy Star kitchen equipment.
  - All-electric Energy Star kitchen equipment package.
  - Occupancy controlled outlets for admin workstations.
- Apply the following HVAC strategies:
  - Granular zoning and active control of the distribution systems to ensure systems are not run more than necessary (when spaces are unoccupied).
  - Implement unoccupied setbacks.
- Implement demand control ventilation, using 100% outside air DOAS systems, use 700 ppm maximum threshold.
  - Consider use of night flush cooling for its energy conservation potential.
  - Consider passive heating and cooling strategies for select building areas.
- Decouple ventilation from space conditioning.
- Use heat/enthalpy recovery ventilation.
- Consider use of expanded temperature ranges and/or passive ventilation approaches at some types of spaces, but not in classroom spaces. PPS to confirm what types of spaces and what temperature ranges may be acceptable.
- Consider use of ground source heat pumps. Investigate use of federal tax credits for renewable energy, which may be able to cover 30% of the cost. PPS to confirm if use of tax credits is feasible.

1.1.5 **Limit the amount of refrigerant used.**

- Use centralized packaged electric heat pumps and hydronic distribution for space conditioning.
- Use centralized heat pumps for domestic hot water.
- Consider future phase out and life cycle impacts of refrigerant when selecting refrigerant type.
- Consider use of CO2 heat pump water heaters.

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1.1.6 **Transition to building materials produced with less carbon and that are more sustainable.**

- Use mass timber construction for classrooms and other parts of the building where wood can serve as an effective structural system.
- Consider use of DLT, gypsum topping slabs, and other strategies and systems that allow one system to provide multiple functions and reduce overall material use.
- Use responsibly sourced wood products.
- Minimize concrete on the building and on site and study low carbon concrete options. Establish an appropriate benchmark for each type of concrete use.
- Study major non-structural systems for carbon intensity including:
  - Exterior cladding
  - Insulation
  - Interior finishes
  - Artificial turf
  - Flooring
  - Site hardscape
  - Etc.

.

1.1.7 **Design, renovate, and construct new facilities to improve resilience to climate-related emergencies.**

- PPS is in the process of developing a resiliency plan for the district. Discussion includes seismic standards, MEP backup systems, and resilient infrastructure connections. It is an opportune time to settle on these standards, with three high schools in design. PAE offered help offer their experience from other projects on strategies under consideration. There are many factors to consider, with different potential needs for different emergency types, different desires for duration and type of use, different MEPT systems, etc. The teams will need clear direction on how to approach this scope early in the design process.
- Pending finalization of PPS resiliency standards, assume Category IV seismic design standard for all spaces.
- Also pending finalization of PPS resiliency standards assume some form of MEP backup systems for immediate emergency use at a minimum at gymnasium, commons and potentially other spaces. Determine which other systems will be connected.
- Provide operable windows in classrooms and other daylit spaces.
- Provide effective daylighting in all daylit spaces.
- Provide a robust building enclosure (see item 4) to maintain safe thermal conditions during power outages.
- Study building performance against the 2021 heat wave and 2050 climate projections to ensure that the building can meet future challenges.

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- Provide high quality indoor air per PPS designs standards.
  - Max 700 ppm of CO2 in regularly occupied spaces.
  - MERV 14 Minimum filtration of incoming outdoor air.
  - The ability to deliver 5ACH minim to learning environments.
- Provide flexibility to add improved filtration in air handling systems in case of wildfire smoke or other air quality issues.
- Consider outdoor spaces where people can gather for their possible uses in emergency situations.

1.5 **Pillar 1, Goal 1.5:**
PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

- Reduce material use and track, reduce, recycle and reuse material waste to the greatest extent possible.
- In selecting materials prioritize the following considerations:
  - Durability, maintenance and Life-Cycle Impacts
  - Cost
  - Embodied carbon
  - Material health impacts
  - Social equity considerations
  - Avoid custom items where possible for ease of future maintenance.
  - Consider where materials are sourced from and the impacts of transport.

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MEMORANDUM

To: Abby Dacey, Alyssa Leeviraphan, Mahlum Architects
Amanda Petretti, Studio Petretti

From: Ben Schonberger, AICP

Date: March 27, 2023

Re: Cleveland High School land use considerations

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Scope

This memo assesses zoning opportunities and constraints at Portland Public Schools' Cleveland High School property located at 3400 SE 26th Avenue in Portland. This memo addresses land use regulations that affect redevelopment of the school. Questions our research seeks to answer are:

- What development is possible on this property under the existing regulations?
- What are the permitting requirements for a modernized school?
- What are the options for a pedestrian crossing of SE 26th Avenue, and a connection along SE Waverleigh Boulevard to the athletic fields?
- Will Portland require street dedication or improvements to the surrounding rights-of-way, and under what circumstances?
- What are opportunities for changing zoning, or for developing on nearby property?

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The information here is the result of independent research from publicly available sources, including Portland planning documents, City of Portland zoning code (PZC), online mapping, tax maps, and other background information. Winterbrook also had informal discussions with sources at the Portland Bureaus of Transportation (PBOT) and Development Services (BDS) which have contributed to findings in this memo. Finally, the project team held an Early Assistance meeting with BDS staff on February 21, 2024. This document is not legal advice. Final determination for any development depends on project design and rests with the City of Portland, the controlling jurisdiction for land use.

Site Conditions

The property is on 11.5 acres on three tax lots in southeast Portland. The three lots are state IDs: 1S1E12BC-09100 (main school lot), 1S1E12BC-17700 (parking lot), and 1S1E12BD-04000 (athletic fields). Unlike other high schools in the district, Cleveland is tightly physically constrained by the urban street grid, separated from its athletic fields and parking areas by public rights of way or intervening development.



Figure 1. Cleveland High School site.

Main School Building: The main school building occupies nearly the entire block bounded by SE Powell Boulevard, SE Franklin Street, SE 26th Avenue, and SE 28th Avenue. This lot is 4.03 acres. It has sidewalks and entry/exit doors for pedestrian access on all four sides, and vehicular access for service vehicles on the SE Franklin and SE 28th sides of the lot. There is a small parking area and portable classroom building at the southeast corner of the block.

Parking Lot: The parking lot west of the school is bounded by SE 26th Avenue to the east, SE Franklin Street to the north, and SE 25th Avenue to the west. This site is 1.03 acres. To the south, the property abuts a Burgerville restaurant, which has frontage on SE Powell. The

school parking lot has three vehicular access points, two on SE 26th Avenue and one on SE Franklin Street.

Athletic Fields: The athletic fields are three blocks east, and not contiguous to the main school building or parking lot. This lot is bounded by SE Powell Boulevard to the south, SE 31st Avenue to the west, and SE 33rd Avenue to the east. The lot is 6.49 acres. The fields property abuts numerous residential lots to the north, nearly all of which front SE Franklin Street.

BDS views all three of these lots as a single site for the purposes of a land use application. This is the case even though the athletic fields lot is not contiguous, which would usually establish it as a separate site. In communications with BDS and in notes from the EA meeting, they identify the Cleveland High School campus as a unique condition—a unified campus with a noncontiguous lot— but they point to a permit history where all three lots are treated as one site. That history includes previous city land use approvals for a baseball hitting facility (Portland land use case file 18-119590) and field lighting (03-145023). One basis for the BDS interpretation is a footnote to PZC Table 110-9 that says, "for campus-type developments, the entire campus is treated as one site" ("campus" is not defined). This unified description of the school site allows proposed development to proceed as a single land use action. Combining the lots as a single campus favorably affects calculations for several development standards applicable to the site, such as minimum landscaped area, maximum floor area ratio, maximum building coverage, and minimum building setbacks.

Zoning

The dominant zoning category on all three blocks where the school site is located is "Residential 2,500" (R2.5). The lone exception is a 5,000 square foot portion of the parking lot on SE 26th Avenue, at its southernmost corner, which is zoned CM2, a commercial/mixed use zone.

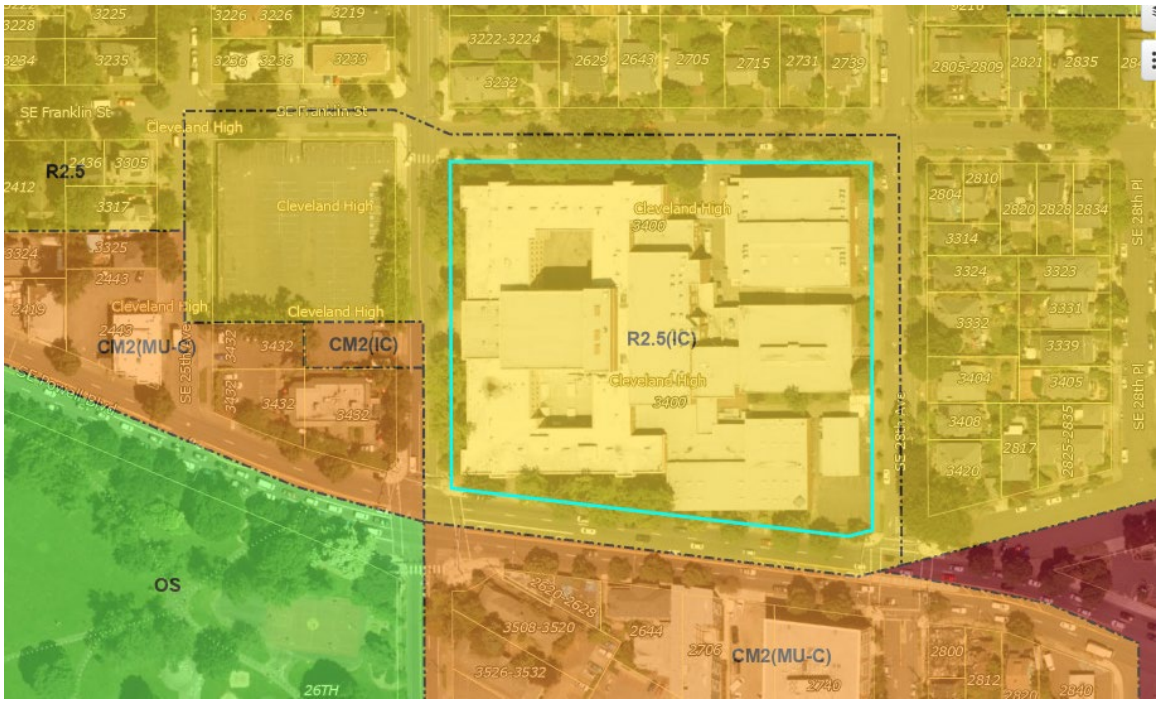


Figure 2. Site zoning for school and parking lot

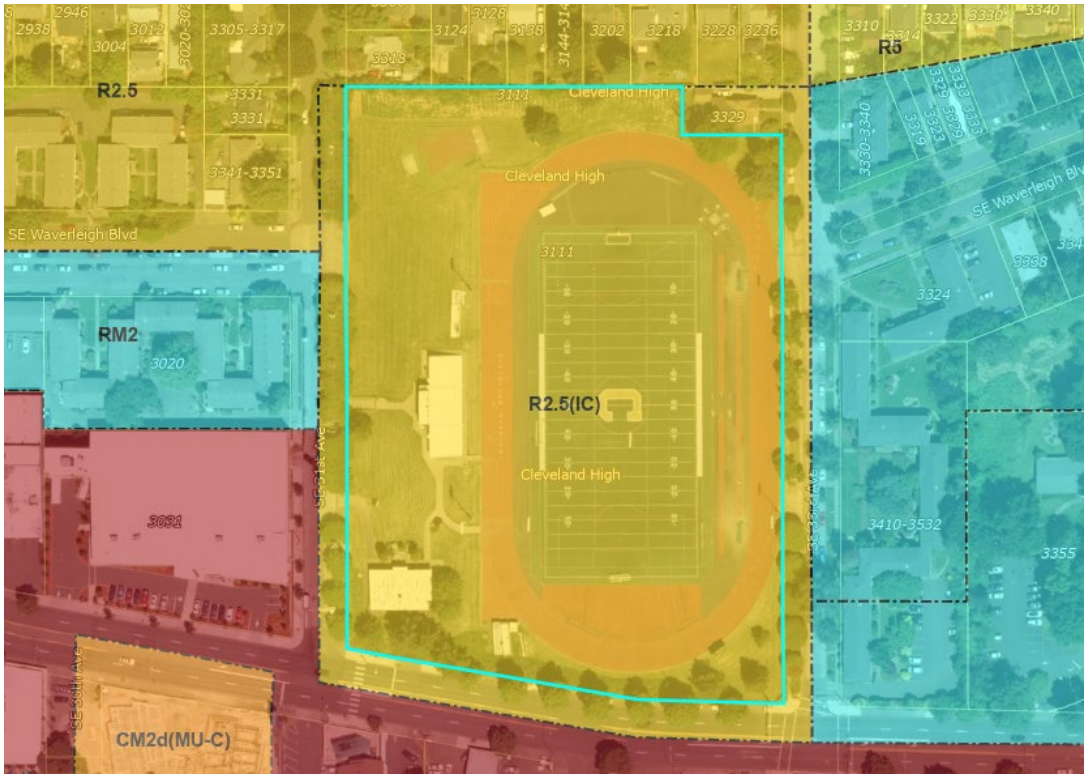


Figure 3. Site zoning for athletic fields

The R2.5 zoning designation is one of the City's single-dwelling residential zones, which are intended to "preserve land for housing and to promote housing opportunities for individual households." Standards imposed by this zoning category are intended, according to the purpose statement, "to promote desirable residential areas by addressing aesthetically pleasing environments, safety, privacy, energy conservation, and recreational opportunities" (PZC 33.110.010.B).

None of the three lots that make up the campus have overlay zones, no design overlays apply, and no inventoried environmental resources are present on any of the properties. The 1929 school building itself is a designated "significant historic resource," which is listed on a city inventory. Redevelopment or demolition of the building is therefore subject to zoning rules for protection of historic resources, which are quite limited in this circumstance and discussed later in this memo.

Conditional Use

New or redeveloped schools are allowed conditionally in the R2.5 zone (Table 110-1). The school has conditional use status based on previous modifications of that use, most recently in 2018. Redevelopment at the scale of this project is a "major alteration," of the conditional use, and therefore this becomes the core review for the project. Major alterations are subject to a Type III conditional use review (PZC 33.815.040[B][2][b]). That process culminates in a public hearing and decision by a land use hearings officer. Obtaining approval requires compliance with numerous approval criteria.

For the 5,000 square foot segment of the parking lot zoned CM2, school uses are allowed outright. No special review process is needed if development touches this part of the site, whether it remains parking or is occupied by a building.

The athletic fields lot qualifies as a "recreational field for organized sports" (PZC 33.279). Consequently, new development on such a site, which is anticipated in conceptual designs for the project, would trigger a Type III conditional use review independent of other school construction. The conditional use criteria and review process is the same for recreational field development, though some standards unique to recreational fields apply to new fields and buildings on that lot.

Approval Criteria

The redeveloped site must satisfy all relevant approval criteria for conditional uses in the residential zone (PZC 33.815.105). As with all development, the proposed building must also meet objective development standards, for things such as building setbacks and height, and site landscaping.

Key approval criteria (PZC 33.815.100) that must be met to allow new school development are:

- is physically compatible with adjacent residential development,
- does not impact livability in certain ways,
- has adequate public services, and
- is consistent with city-adopted area plans.

Responding to the requirement about compatibility with surrounding residential uses becomes easier with some historical context. Specifically, the school was constructed in 1929 and has operated since then, adjacent to residential development, for almost a century. Another important element of the review is to establish that the transportation system is "capable of supporting the proposed use in addition to existing uses in the area." Among the transportation factors to be considered are street capacity, pedestrian access, and parking availability. A detailed transportation analysis from the applicant will be needed to address transportation and parking issues. A PPS transportation consultant has already begun to explore and gather information related to this analysis. The transportation study typically concludes that the existing public system can support the proposed use and its specific design.

The final approval criterion is consistency with any adopted neighborhood plans. The school and parking lot on either side of SE 26th Avenue are within the boundaries of the Hosford-Abernethy Neighborhood Plan (1988). The athletic fields to the east are within the boundaries of the Richmond Neighborhood Plan (1994). Reviewing these plans and making sure the project is consistent with their goals and objectives is part of the land use review.

Development Standards

Because the school is in the Institutional Use category (PZC 33.920), and the site is in a residential zone, "Institutional Development Standards" apply to the site (PZC 33.110.270.B and Table 110-9). A simplified overview of the standards is listed below.

Table 1. Development Standards for Institutional Uses on R-zoned Sites

Maximum Floor Area Ratio	0.5 to 1
Maximum Height	50 ft.
Minimum Building Setbacks	1 ft. back for every 2 ft. of bldg. height
Maximum Building Setback Transit Street or Pedestrian District	20 ft. or per CU review
Maximum Building Coverage	50% of site area
Minimum Landscaped Area	25% of site area to the L1 standard
Buffering from Abutting Residential Zone	15 ft. to L3 standard
Buffering Across a Street from a Residential Zone	15 ft. to L1 standard
Setbacks for All Detached Accessory Structures Except Fences	10 ft.
Setbacks for Recreational Fields and Their Accessory Structures	Rec. fields: 50 ft. from R-zoned sites Spectator seating: 30 ft. from R-zoned sites Dugouts/concession stands/restrooms: 15 ft.
Motor Vehicle Parking	"per CU review"
Signs	See Title 32, Signs and Related Regulations

Of the standards above, building coverage, floor area ratio, minimum and maximum setbacks, and landscaped area all use the entire Cleveland High School campus as the baseline. That is, all 11.5 acres on the combined three lots are part of the site.

The maximum building setback from a transit street is applicable to SE Powell Boulevard and SE 26th Street. Absent other considerations, a new building should be placed close to the transit street. The maximum transit setback supersedes the minimum setback (33.110.270.C.2.c[1]), which creates a situation where the minimum and maximum are both exactly 20 feet. The setback standards can be adjusted as described below. Landscape buffering standards apply since all three lots either abut or are across the street from residential zones.

Adjustments

As part of the application, the school can ask for adjustments, to build something that differs from the baseline standards. Adjustments would be processed concurrently with the rest of the conditional use application. Preliminary design drawings for site development do not meet several of the standards. Potential adjustments that may be needed, based on schematic designs are:

- Maximum height
- Maximum building setback on transit street
- Minimum building setbacks

- Buffering across a street from residential zoning

The actual count and nature of adjustments depends on the final design. Adjustments are a separate land use action that would be consolidated with the main conditional use review. Approval of the conditional use, the existence of the school, does not guarantee approval of all the adjustments. The key criterion for an adjustment is that project must "equally or better meet the purpose" of the regulation being modified and that it is "consistent with the desired character of the area" (PZC 33.805.040). How to interpret "better meets" and "desired character" are, of course, highly discretionary judgements and would require that PPS provide careful findings to explain the basis for making the change.

In the Early Assistance meeting in February and in response to a specific question, staff offered suggestions for supporting adjustment requests. With building height, the applicant could bolster the adjustment by designing taller parts of the main school building farther away from the residential areas which have lower height limits. Abutting zones closer to SE Powell and SE 26th have taller by-right allowances. Also, using the historical context of an existing building that currently exceeds the height limit may be useful. With other adjustments, acknowledgement of the existing condition, landscape edges, and preservation of some building elements could help make the case.

A review of other PPS high school renovation projects shows that numerous adjustments were requested and approved for all of these large-scale projects. McDaniel received 10 adjustments, including one for maximum height for its auditorium. Grant received 5 adjustments, including one for maximum height for an existing chimney stack and its auditorium. Franklin received 7 adjustments. Roosevelt received 2 adjustments. The Cleveland project can presume multiple adjustments will be needed, and likely would be approved, if both the site and building are well-designed and a strong case is made.

Nonconforming Upgrades

Where proposed changes to a site are more than $356,000, existing development that does not comply with certain standards must be brought into conformance with current rules (PZC 33.258.065.D.2.b). The cost of nonconforming upgrades is capped at 10 percent of project costs (rules (PZC 33.258.065.D.2.d). The approximate cost of this modernization project is $320 million. Because the site is being defined as a campus, all three school-owned lots are subject to upgrades. The conditions that must be corrected where they are nonconforming are standards relating to:

1. Landscaping and trees
2. Pedestrian Circulation
3. Bicycle parking
4. Screening, and
5. Paving of parking and storage areas

The most apparent nonconforming existing condition on the campus is the lack of interior and perimeter parking lot landscaping across from the school's main entrance. Bicycle parking is also nonconforming and can be addressed as part of the review. A comprehensive analysis of existing conditions and whether they meet current rules would enable an assessment of what additional nonconforming upgrades may be required.

Historic Resource

The Cleveland High School building is a city-designated significant historic resource, as indicated in the city's Historic Resource Inventory. The resource includes the 1929 original building, described in detail in the city inventory, but not the additions from the 1950s on the east side of the block. "Significant resource" is the lowest level of Portland's hierarchy system for historic resources. The only review required is a "120-Day Demolition Delay," if the proposal is for full or partial demolition of the historic structure. This delay requires posting and mailed public notice, but it is a non-discretionary, Type I review. After the delay expires, the applicant reports to the city any offers to purchase or relocate the resource, or salvage elements during demolition, and the how the applicant has responded to these offers.

Streets and Parking

Streets that abut the school properties have three different street classifications. The existing classification of streets around the school property is relevant to potential upgrades to those frontages and opportunities for street crossings. These classifications are described in the Portland Comprehensive Plan's Transportation System Plan (TSP).

Table 2. Street Classifications Adjacent to Cleveland H.S. Property

Street Name	Classification
SE Powell Boulevard	Major City Traffic Street Major Emergency Response Major Truck Street Major Transit Priority Street City Bikeway Major City Walkway Civic Corridor – design classification
SE 26th Avenue	Neighborhood Collector Street Major Emergency Response Local Service Truck Street Transit Access Street City Bikeway City Walkway Community Corridor - design classification
SE Franklin Street, SE 25th/26th/28th/31st/33rd Avenues	Local Service Traffic Street Minor Emergency Response Local Service Truck Street Local Service Transit Street City Bikeway Neighborhood Walkway or Local Street

Street Improvements

Cleveland High School is in a long-developed area of the city and the streets abutting school property are fully built out. Abutting streets have motor vehicle travel lanes, sidewalks, bike lanes, and landscape buffers. Specific configurations depend on the frontage.

SE Powell Boulevard, is the largest street adjacent to school property abutting the school and the athletic fields. This right of way is controlled by the Oregon Department of Transportation as U.S. 26, a state highway within Portland city limits. Within an 80 foot right of way are four vehicle travel lanes plus a center turn lane, sidewalks on both sides, and no planting strip. According to ODOT, this section of Powell serves 35,000 to 38,000 cars and trucks per day. Changes to this corridor were completed in 2019 as part of a "Making Powell Boulevard Safer for All" project. Additional work is ongoing or being considered.

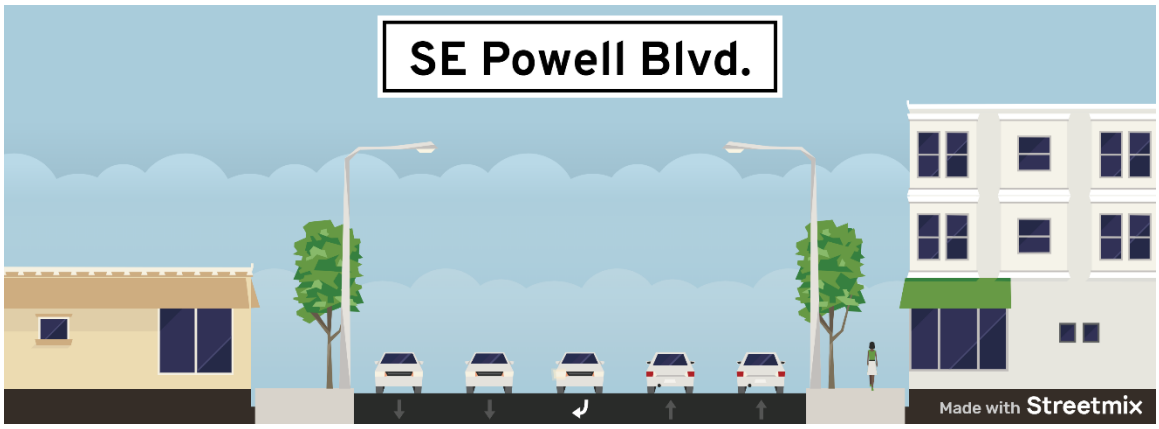


Figure 4. SE Powell Blvd. at SE 26th Avenue, adjacent to Cleveland High School

SE 26th Avenue, which separates the front of the historic school building from the parking lot, is a City of Portland street, and has two motor vehicle travel lanes, a bike lane on each side, sidewalks, and no planting strip on either side.



Figure 5. SE 26th Avenue, at main entrance to Cleveland H.S.

The other public streets that abut school property are SE Franklin Street, and SE 25th, SE 28th, SE 31st, and SE 33rd Avenues. These are all local streets with 60-foot rights of way. They are very similar in section, with a single travel lane in each direction and on-street parking on both sides, although on-street parking is restricted on school building street frontages.



Figure 6. Local streets, adjacent to school property

Frontage Improvements

Whether frontage improvements and property dedication is required for new development abutting school property depends on numerous factors. The method for deciding on the need and requirements for frontage improvements was discussed in an informal meeting on October 9, 2023 with PBOT staff, and was reviewed by the design team's engineering consultant. The final determination would come from a detailed analysis of surrounding conditions. First, each street classification described in Table 1 above has a corresponding typical or desired street section. Second, the existing improvement on that street frontage either meets the minimum standards or falls short. Third, if it falls short, the city would have to determine that the development proposed by PPS justifies requiring additional land or infrastructure improvements, *i.e.*, "rough proportionality" between transportation impacts and public improvements. According to city documents the minimum sidewalk corridor widths on SE Powell Boulevard and SE 26th Avenue would be 12 feet, which includes a six-foot sidewalk, four-foot furnishing zone, and 1.5-foot frontage zone. The local street frontages that abut school property require an 11 foot sidewalk corridor.

If required at all, improvements would be incremental because existing streets and sidewalks are fully built-out. A preliminary analysis shows that several existing corridors meet or exceed the minimum requirements (SE 25th, SE Franklin). Others may meet minimum requirements, but need additional topographic survey to confirm (SE 28th, SE 31st). SE Powell and SE 26th do not meet minimum widths and a small right of way dedication is expected to be required on these two frontages.

The pedestrian connection on SE Waverleigh Boulevard between the main school building and the athletic fields was also discussed with PBOT staff. While this does not abut any school property, it is a popular and regular path for school users. PBOT was very receptive to the idea of pedestrian improvements along this corridor and noted the extremely wide (90 feet) right of way as supporting a wide range of options. Since that discussion, the design team has designed concepts for changes to the right of way that would improve the pedestrian

experience for school users. Maintenance and management for a new facility could be challenging, given existing conditions. Also, PBOT staff noted they are very financially constrained, and would likely be unable to contribute heavily to this effort. They did point to the potential of federal "Safe Routes to School" dollars as a potential funding source.

Crossing SE 26th Avenue

An alternative plan for campus development shows a major new building occupying the current parking lot site. If this occurs, it would drive significant, frequent, and new pedestrian traffic across SE 26th Avenue during the school day. Under existing conditions, two crosswalks are on this block, at the corners of SE Powell and SE Franklin. The SE Powell crosswalk is signalized, while the SE Franklin crosswalk is striped, but unsignalized. People leaving the building trying to get to the parking lot must currently travel out of direction to the nearest corner to reach a crosswalk. A strong temptation for school users moving between buildings would be to cross mid-block, which creates a potential safety hazard.

To accommodate the alternative with buildings on both sides of SE 26th Avenue, the project team (Mahlum, Studio Petretti, Winterbrook) generated ideas that were discussed informally with PBOT staff. The table below lists those ideas and PBOT's corresponding, preliminary response.

Table 3. SE 26th Ave. Crossing Ideas and PBOT Responses

Idea	PBOT Response
Create mid-block crosswalk. Could include a speed table, center median, or HAWK beacon.	*Neutral/favorable* Would require engineering study and evaluation of allocation of ROW space.
Install traffic signal at SE Franklin intersection. Include other traffic calming measures like speed bumps or chicanes.	*Neutral/skeptical* SE Franklin and SE Powell signals would be closer together than recommended. Calming measures without signal more likely.
Close to motor vehicles at certain times of day. Re-route traffic to neighboring streets.	*Opposed* Full closure, even for short periods, disrupts transit service, emergency service access, bicycle traffic.
Vacate or pedestrianize SE 26th between SE Franklin and SE Powell. Re-route traffic.	*Opposed* Closure disrupts transit, emergency services, and general traffic. Street grid does not have good north/south alternatives.
Tunnel under or skybridge over existing SE 26th Ave. right of way	*Favorable* Very open. Would require management of facility under or over public ROW.

In discussions with PBOT staff, each of these ideas was found to have benefits and challenges. A mid-block crossing is already on a list of mid-term projects proposed by the city and is likely to happen regardless of Cleveland modernization, or if a new building is constructed on the parking lot property. PBOT was receptive to the idea of a skybridge and pointed to other examples around the city. They noted that the SE Franklin Street intersection at SE 26th Avenue is offset, so any signalization effort there would require more infrastructure than a standard four-way intersection and would therefore be more expensive.

PBOT was very skeptical of closing SE 26th, either time-of-day or permanently, because of its street classification. Despite its narrow width, this section of street is classified as a "major emergency response street" for emergency vehicles, and a "transit access street" due to the #10 bus line. Closing the street, even temporarily, would require re-routing traffic. The existing street grid does not offer many other viable north-south alternatives.

Regarding possible skybridge construction, the design team explored the regulations applicable to a structure that connects buildings across SE 26th Avenue. A skybridge is possible, but the process for design and approval is complex. As the owner of the public right of way, PBOT is the city entity that controls the decision-making on a skybridge. The primary

regulations that apply are in an engineering standards document, TRN-8.01, which regulates "major encroachments in the public right of way." The skybridge would be a "Type III skystructure," which is the most-restricted and regulated kind of encroachment. Procedurally, PBOT staff would need to sign off on the location and design of the skybridge, and City Council approval is needed for the final permit. The focus of the city's rules is maintaining light, air, and views, and preserving freedom of movement for pedestrians and vehicles along the right of way. Encroachments are only approved for a "public benefit which cannot be achieved without the encroachment." An alternatives analysis to the encroachment is required, and the proposal must show clear public benefits to the city and consistency with neighborhood and city plans.

Minimum clearance above the street for a skybridge is 17 feet, 8 inches. The bridge must be as small and transparent as possible, with exterior walls that are 70 percent windows, a maximum width of 14 feet and height of 12 feet. In short, a skybridge is possible, but it requires an extensive, careful, and discretionary approval process. The at-grade crossing improvements at the same location will likely proceed regardless of school development on either side of SE 26th Avenue.

Parking Requirements

Off-street parking is no longer required by zoning, as of June 30, 2023 (PZC 33.266.110[B]). A transportation study from PPS is required and will be reviewed as part of the application and approved by the Portland Bureau of Transportation. This will include analysis of parking demand from the school use. As part of the conditional use process, parking impacts are considered indirectly. Under the transportation element of the "adequate public services" criterion, the applicant is asked to consider numerous factors, one of which is parking availability. In theory, this allows the city to require additional parking. In practice, the city rarely uses this tool to change the amount of parking proposed by applicants.

Moreover, the city's planning commission is currently considering a revision to the code that would eliminate on-street parking impacts as an evaluation factor under this criterion. This is consistent with the elimination of direct minimum parking requirements that occurred in June, consistent with state mandates. If adopted, the code modification would take effect in October 2024. In short, the school may provide whatever amount of off-street parking it finds appropriate and can justify in a transportation study.

Public Services

All three lots are well-served by public utilities. Full city services for water, sanitary sewer, and stormwater exist to serve existing development and would be available for future development. Coordination with service bureaus on the sufficiency of existing infrastructure is part of the development application process. A report from the applicant's civil engineer will

verify adequacy of public services. This report is a requirement of the land use application, and the basis for satisfying the related conditional use criterion.

Zone Change

Although the Cleveland High School site has residential zoning, R2.5, the underlying comprehensive plan designation on the site is "Institutional Campus." This indicates the city eventually anticipates a future change to the corresponding Institutional Residential (IR) zone. PPS could initiate the change by requesting a re-zone.

The advantage of changing zoning on the site is that, generally, development standards in the IR zone are more permissive than the Institutional Development Standards. A change in zoning to IR also comes with an automatic application of the "d" overlay. In other words, if zoning is changed to IR, future projects must also go through the design review process to receive approval. This would be a separate review and require approval from the Portland Design Commission.

The option of a zone change was one of the main topics of discussion in the Early Assistance meeting held in February. Ultimately, both PPS and BDS concluded that a zone change on the property does not confer enough benefits to make it worth the procedural effort. As the city's EA notes state, "While you get to choose between these land use options…, it is recommended to proceed with the proposal with the site zoned R2.5."

Alternative Sites

As part of a concept planning process, stakeholders looked at a wide range of possibilities for school redevelopment. Included in these hypotheticals were the acquisition and development of several nearby properties that are not owned by PPS. None of the possible alternatives are currently being pursued for a variety of different reasons. A brief overview of these considerations is below.

Burgerville

The property immediately abutting the school parking lot is a Burgerville restaurant. This property is 0.49 acres, and its acquisition would assemble a 1.5 acre, full-block parcel for future development. The consolidated property would have frontage on SE Powell.

This property is zoned CM2, a Commercial/Mixed Use zone. This zone allows schools to develop by-right, without need for a conditional use review (Table 130-1), and has development standards in this zone are generally comparable to those in the R2.5 zone. The site has no access directly from SE Powell and is unlikely to obtain one, because ODOT controls access management and seeks to reduce entries on the street.

This additional site area would not change many critical constraints on school land. Specifically, site area is still limited, pedestrian access to the historic building site across SE

26th Avenue is still hazardous, new development standards apply, and land use permitting is still required.

Powell Park

Diagonally across SE Powell from the school building is a city park, Powell Park. This site is 8.09 acres, was acquired by the city in 1921, and occupies the north side of the superblock between SE 22nd Avenue and SE 26th Avenue. It has a long frontage on SE Powell but no vehicular access. There is no parking on the site.

The park is zoned Open Space (OS), common for most parks in the city. Schools are a conditional use in the OS zone (Table 100-1), with different criteria for school uses than when they are in residential zones (PZC 33.815.100). Two critical and potentially difficult-to-meet criteria are: "adequate open space is being maintained so that the purpose of the OS zone in that area and the open or natural character of the area is retained," and "impacts on mature trees and tree groves are minimized" (PZC 33.815.100[A][2] and [3]). Having the school on multiple city blocks still creates pedestrian circulation and safety challenges. Students would still need to cross both SE Powell and SE 26th to get from the historic school building to the new site.

On the plus side, this site is larger than the existing school building site. However, site area is still limited, pedestrian access is still difficult, and different and more restrictive approval standards apply.

Fred Meyer

Abutting Powell Park to the south is a 22-acre site occupied by the local corporate headquarters of Fred Meyer. This site has several office buildings occupying hundreds of thousands of square feet of floor area, and hundreds of surface parking spaces for employees.

Zoning on the Fred Meyer site is General Employment 2 (EG2). This zone allows schools to develop by-right, without a conditional use review (Table 140-1). Development standards are significantly more permissive in this zone than in any other zone considered in this memo, although it does have a "d" overlay, where new buildings are subject to design review.

Because it has more land area than all three of the existing school properties combined (22 acres vs. 11.5 acres) the entire Cleveland campus could be relocated to this site. However, a practical, and effectively insurmountable, barrier is the property owner's public position that it is not for sale.

Land Use Review Process

Procedures and Timeline

As a major alteration of an existing conditional use, school redevelopment is subject to a Type III land use review (PZC 33.815.040[B][2][b]). A pre-application meeting is required as part

of this process. The Early Assistance meeting held on February 21 is different from a pre-application meeting, and would not substitute for the required pre-app. Procedurally, the application process includes: pre-app, submittal of a detailed application, a written recommendation from BDS planning staff, a public hearing on the case before a land use hearings officer, and issuance of a final decision. The review includes public notice to neighbors and the opportunity to appeal. An appeal of the hearings officer's decision, if there is one, would be before the Portland City Council.

Adjustments are incorporated into the application, on the same timeline and under the same process as the conditional use review. Adjustments are a separate section of the application and have their own set of criteria, but they are folded into the conditional use review.

Because it is a "significant historic resource," demolition of the 1929 structure would require a 120-day demolition delay. This process is a non-discretionary permit request requiring only public notice and a letter from the applicant describing the response. This can occur prior to submittal of the main application since it does not need accompanying land use drawings.

The development application for the school project is subject to state-mandated timelines. State law requires that a complete application reach a final local decision within 120 days. Determination of completeness, a separate timeline at the front end of the application, may take no longer than 30 days. Portland has a more aggressive internal timeline for their Type III reviews—21 days for completeness, and 81 days to a final decision--but this is not legally binding, nor is it commonplace for complex projects. Winterbrook has received requests from Portland BDS on numerous occasions at the beginning of an application process to waive or extend the 120 day timeline. This request is based on the BDS assessment that complex projects cannot be finished within this timeframe.

A reasonable estimate for the entire city review process, from submittal to approval, is six to nine months. Ultimately, the review timeline depends on how complex the application is, how many adjustments are included, and whether there is organized opposition. How extensive the city's requirements for completeness are, and the applicant's ability to respond, also affects the overall permitting schedule.

Conclusion

The Cleveland High School site comprises 11.5 acres on three tax lots that are separated from each other by public streets. This creates unique challenges for redevelopment of the property. In the first case, the school use is allowed conditionally under its existing residential zoning. Anticipated development would trigger a Type III conditional use review with a public hearing. Key criteria for the city's review require analysis of the compatibility of new development with the surrounding area, and proof that public services are adequate to serve new development. Additionally, the land use application may request adjustments from development standards for things like height, building coverage, and setbacks, depending on final project design. These reviews are discretionary and require careful findings.

Regarding transportation, no parking is required by zoning rules, but may be provided by the applicant. Potential hazards from more frequent pedestrian crossings of SE 26th Avenue could be mitigated by ground-level changes in this block or installation of a skybridge. PBOT has said it would support some of these changes and oppose others. More analysis is needed to see if frontage improvements would be required on abutting streets, but changes are likely to be minor and incremental. An improved connection along SE Waverleigh Boulevard is likewise supported by PBOT, but PPS would have to take the lead both in design and financing.

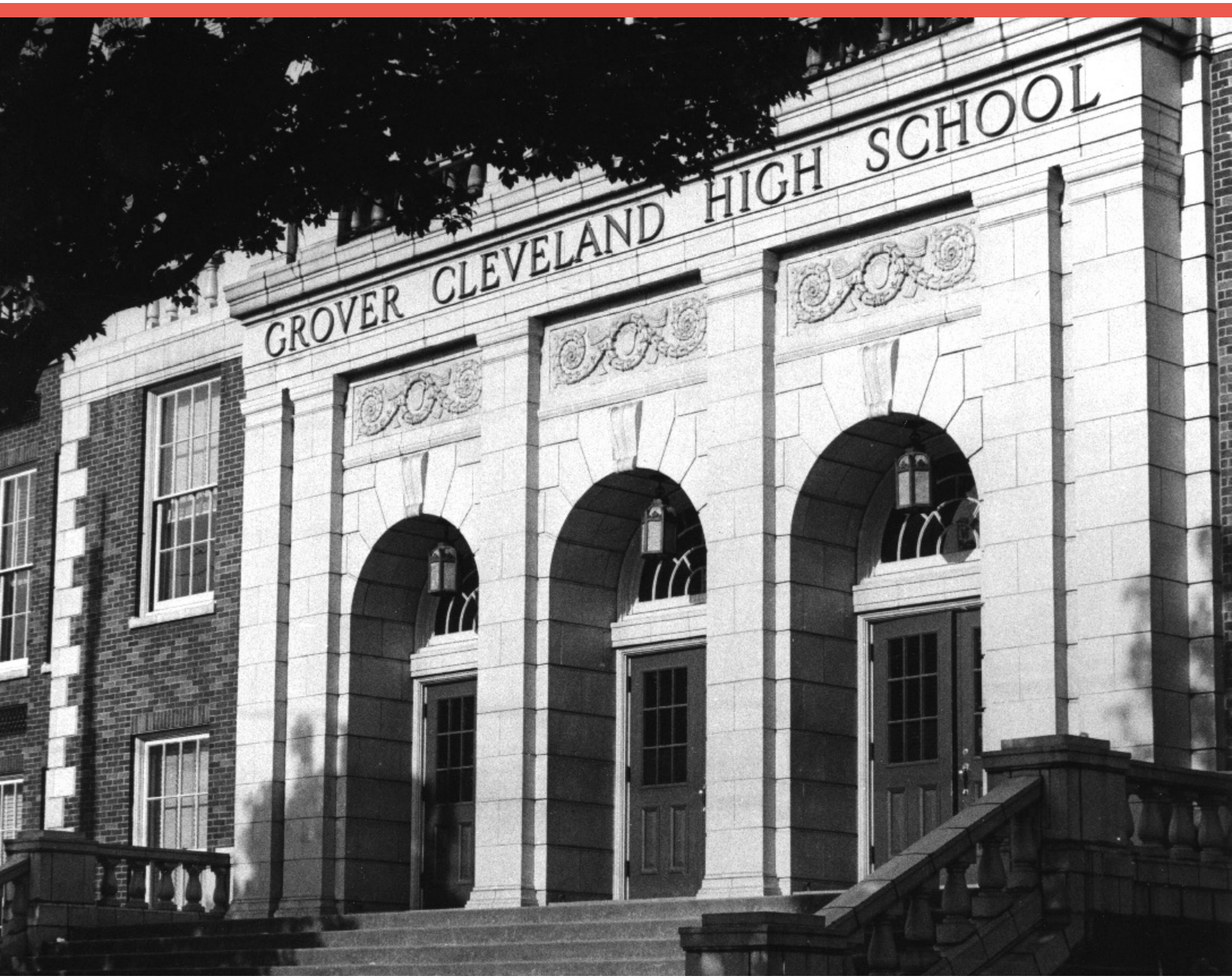
The entire city land use review process, from submittal to approval, is estimated to take six to nine months. The timeline depends on how complex the application is. The complexity is based on how many adjustments are needed and how extensive they are, and whether any other concurrent reviews are requested as part of the application.

HISTORIC CONTEXT AND CONDITIONS REPORT

Cleveland High School Modernization

Portland Public Schools | January, 2024

Architecture
Planning
Conservation



Source: Portland Public Schools, Facilities and Asset Management

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1. Introduction

At the request of Mahlum Architects, Architectural Resources Group (ARG) has prepared this Historic Resource Assessment (HRA) for Cleveland High School (CHS) in Portland, Oregon. The HRA is intended to serve as a baseline reference regarding the significance and condition of Cleveland High School's historic features, as well as a preview of the anticipated historic review process.

Part 1 of the HRA includes: (1) a summary of the school's historic significance; (2) a summary of alterations made to the school; (3) a description of the school's character-defining features; and (4) a description of the anticipated historic review processes with the City of Portland and the State Historic Preservation Office (SHPO).

Part 2 of the HRA consists of a conditions assessment of the school's historic features. This assessment includes descriptions and photos of typical deteriorated conditions, and repair and maintenance recommendations, which can be used to understand the scope of skilled labor needed to address identified deficiencies. If the building is demolished, this report could serve as a resource for identifying mitigation measures.

To complete this report, ARG conducted (2) two site visits of CHS in November 2023 to note and photograph interior and exterior architectural features, site features and visible alterations. ARG also reviewed existing information regarding the historic significance and condition of the school.

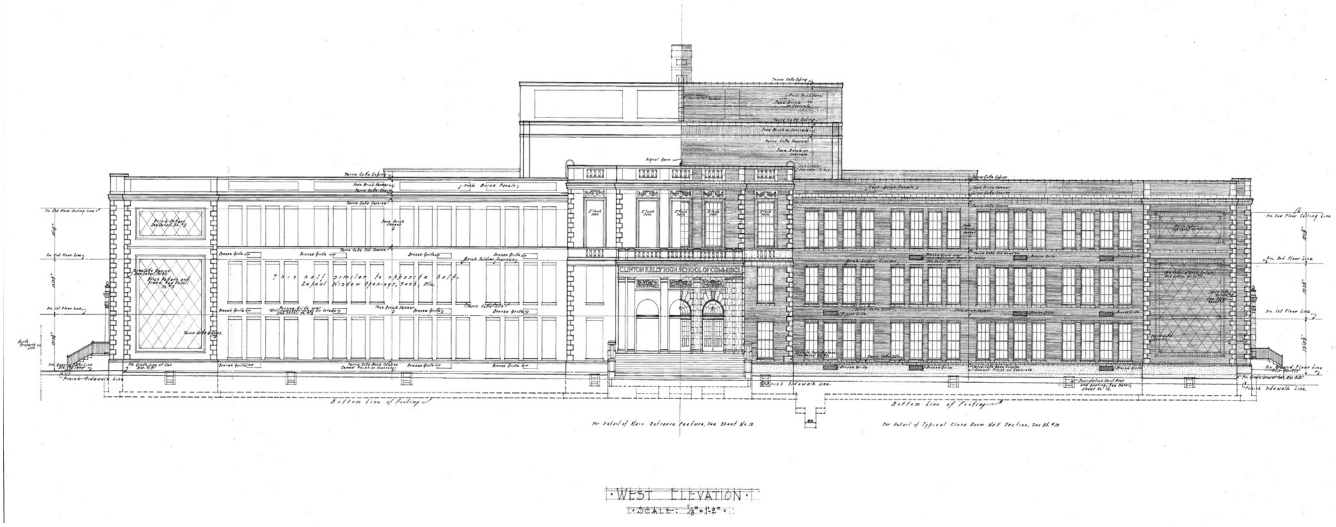

Figure 1.1.1 - 1928 Drawing, West Elevation (Source: Portland Public Schools)

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2. Historic Background and Project Review Information

SUMMARY OF SIGNIFICANCE

Grover Cleveland High School, originally known as the Clinton Kelly High School of Commerce and frequently shortened to Cleveland High School, comprises two discontiguous properties in southeast Portland. The school's three-story primary building is located at 3400 SE 26th Avenue in the Hosford-Abernethy neighborhood. Cleveland Field, a recreational facility that supports Cleveland High School's operations, is located at 3100 SE Powell Boulevard two city blocks to the east. The original volume of the main school building occupies the western portion of its site and was completed in 1929; its Classical Revival-style design was developed by George Jones, the school district's architect. The original building features brick exterior cladding and various forms of glazed terra cotta ornamentation that emphasize entrances, windows, corners, and rooflines. Classrooms and other interior spaces within the original building are arranged according to a square plan of double-loaded corridors. An auditorium is located at the center of the original building.

Portland Public Schools (PPS) first established a school of commerce in the 1910s, which occupied available space in the Shattuck School south of downtown. Those facilities, however, soon proved inadequate. The effort to design and construct a new building for the school of commerce in the 1920s advanced PPS's vision of better educating students in business-related fields. PPS chose to construct the new school of commerce on a site in southeast Portland that contained the Clinton Kelly Elementary School. Its name commemorated Clinton Kelly, an early Portland landowner who had donated the property for public educational uses in 1860. PPS demolished the existing elementary school to build the high school of commerce but retained Kelly's name. The current school building first opened its doors to students in 1930 and contributed to the school district's ambitious early-twentieth-century construction program. The school was renamed Grover Cleveland High School in 1948. Numerous additions have been constructed to the rear (east) of the original volume, including a gymnasium (1957), shop addition (1958), and classroom addition (1968). Most windows on the original building were replaced in 1988, with the exception of some windows located near entrances.

In 1939, federal funding from the Works Progress Administration allowed PPS to improve Cleveland Field, which lay on a site a couple blocks east of the existing school building; it remains unclear if the school had previously used this site for recreation, or if the federal funding led to the first school

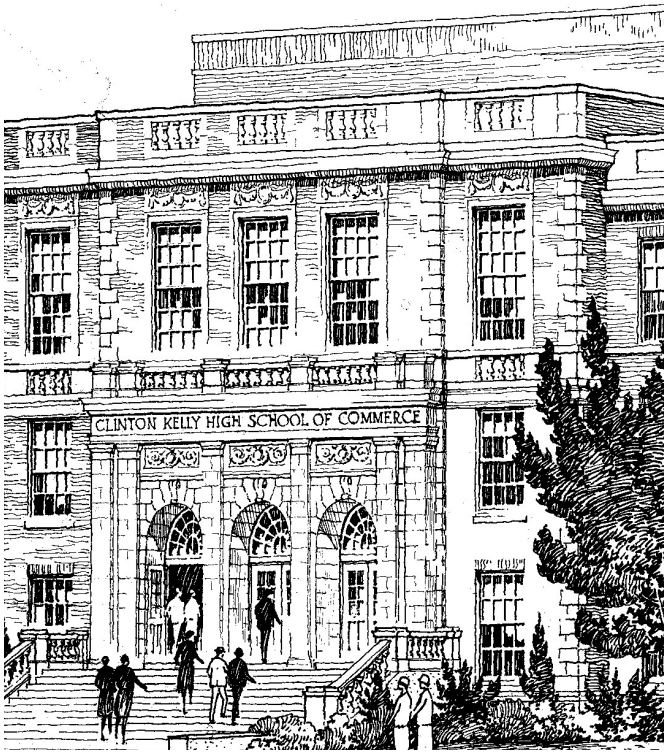


Figure 2.1.1 - 1928 Rendering, Main Entrance (Source: Portland Public Schools, Facilities and Asset Management)

facilities there. The facilities ultimately constructed on Cleveland Field include a restroom building (1949), a track, an athletic field, and grandstands.

Entrix completed an Oregon Historic Site Form for Cleveland High School in 2009, as part of a district-wide historic building assessment completed for PPS. This form concluded that the school appears eligible for listing in the National Register of Historic Places (NRHP) under Criterion A (Events/ Pattern of Events) for its association with PPS's expansion and diversification of high school educational options during the early decades of the twentieth century. The school also appears eligible for listing under NRHP Criterion C (Architecture/Design) for its association with noted school architect George Jones and its successful application of the Classical Revival architectural style for a large public educational facility. The 2009 evaluation found the building predominantly retains its physical integrity, despite the construction of several additions at its rear and the replacement of its original windows. ARG concurs that Cleveland High School appears NRHP-eligible under Criteria A and C.

The Oregon Historic Site Form that Entrix completed for Benson in 2009 does not identify a period of significance for Cleveland High School. Based on the school's significance (summarized above), however, ARG has concluded that Benson's period of significance is 1929-1930, corresponding to the years during which the school was completed and opened. The construction of Cleveland Field, as well as later rear additions to the main school building, were not included in Jones's original designs and do not adhere to its original Classical Revival architectural style.

Entrix divided the components of Cleveland High School into three categories based on significance:

Contributing High Significance

- Main School Building (1929)

Contributing Moderate Significance

- Rear of Main School Building (1929)

Non-Contributing

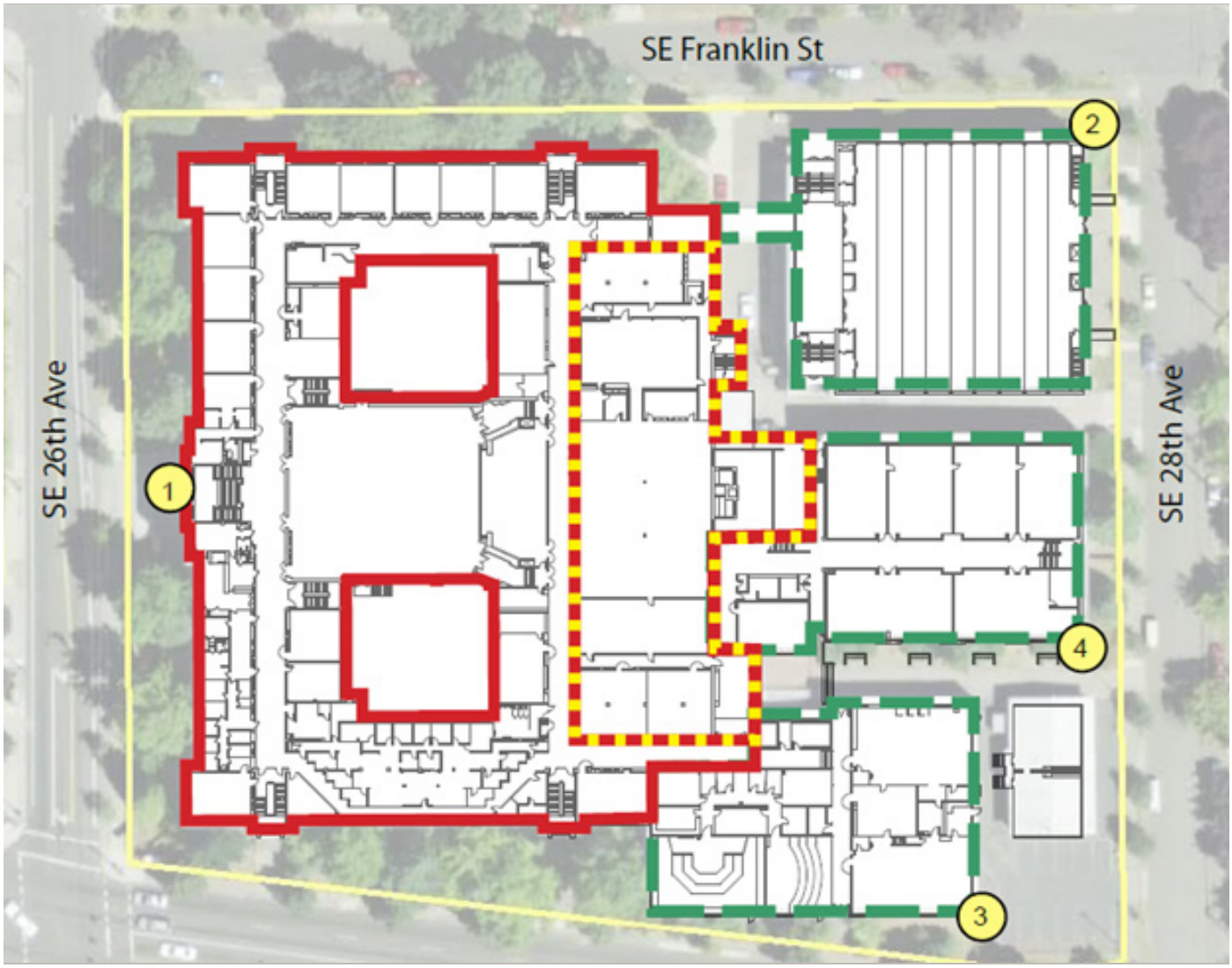
- Gym Addition (1957)
- Shop Addition (1958)
- Classroom Addition (1968)
- Cleveland Field Restrooms (1949)
- Cleveland Field Grandstands (no date)

Entrix did not provide a justification for the "moderate significance" status of the rear portion of the original school building. However, it appears this classification is due to an interior modification that subdivided and reconfigured the original gymnasium and locker rooms, which converted them into library at the first floor and classrooms at the second floor. Furthermore, Entrix did not assign the Cleveland Field track and athletic field to any significance category. However, ARG assumes them to have the same non-contributing status as the other features at Cleveland Field.

SUMMARY OF MAJOR ALTERATIONS

Timeline of Major Building Construction

1929	Main school building constructed
1939	Cleveland Field improved
1949	Cleveland Field restrooms constructed
1957	Gymnasium addition constructed
1958	Shop addition constructed
1958	Original gymnasium subdivided and renovated into a library and classrooms
1968	Classroom addition constructed
1977	Second- and third-floor corridors altered for classrooms
1988	Majority of windows in the original building volume replaced
1989	Second- and third-floor corridors altered for offices



Historical Significance and Building Integrity

- Contrib: High Significance
- Contrib: Moderate Signif.
- Non-Contributing

Building Periods

1. Main Building (213A), 1929
2. Gym Addition (213B), 1957
3. Shop Addition (213C), 1958
4. Classroom Addition (213D), 1968

Figure 2.3.1 - Cleveland ILS Survey Form, 2009 (Source: Entrix)

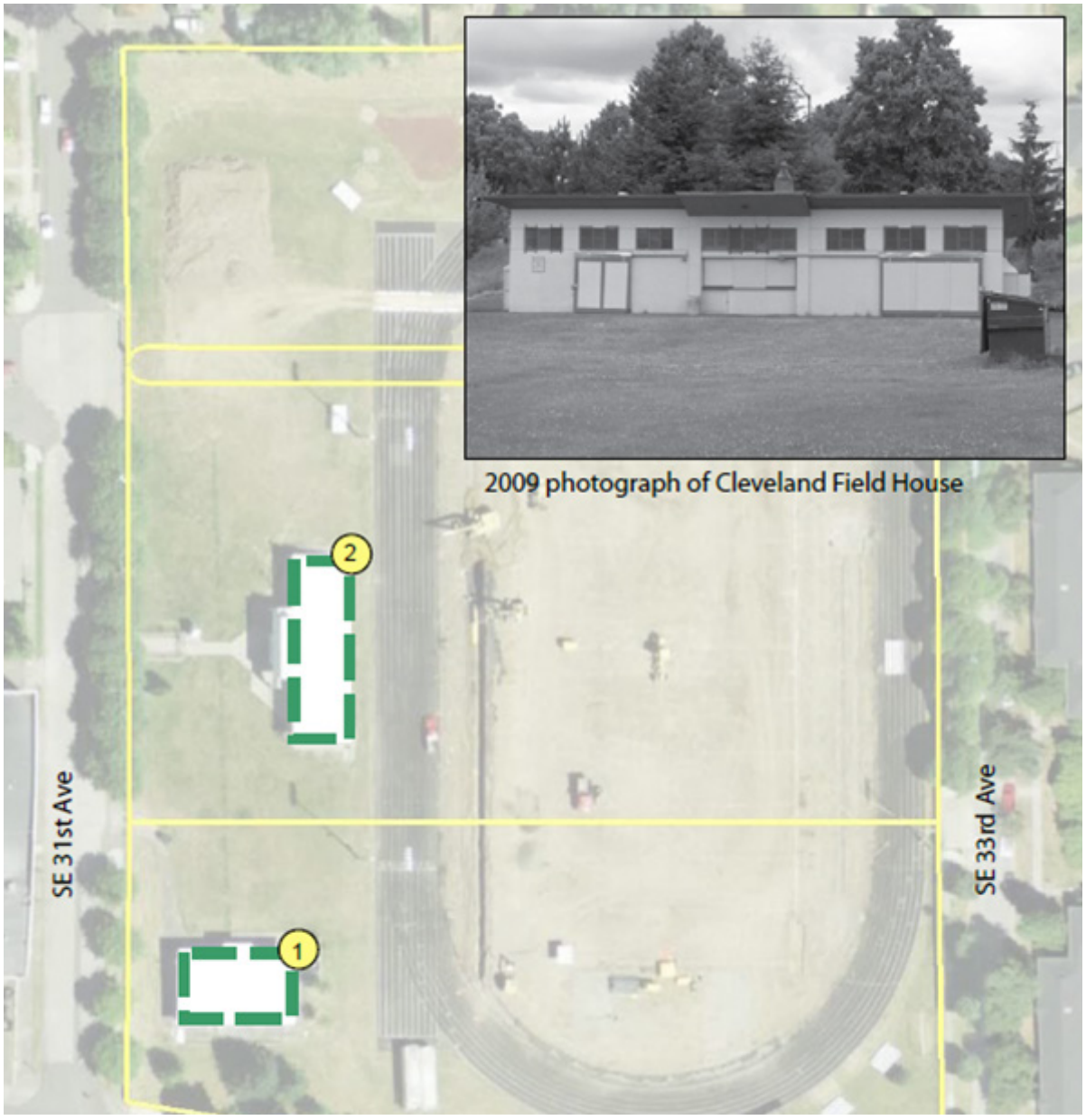


Figure 2.4.1 - Cleveland ILS Survey Form, 2009 (Entrix)

CHARACTER-DEFINING FEATURES

A character-defining feature is an aspect of a building's design, construction, or detail that is representative of the building's function, type, or architectural style. Generally, character-defining features include specific building systems, architectural ornament, construction details, massing, materials, craftsmanship, site characteristics and landscaping within the period of significance. An understanding of a building's character-defining features is a crucial step in developing a rehabilitation plan that is consistent with the Secretary of the Interior's Standards for the Treatment of Historic Properties by incorporating an appropriate level of restoration, rehabilitation, maintenance, and protection. To meet the Secretary's Standards, care need be taken to, wherever possible, preserve character-defining features, to repair instead of replace deteriorated features, and to replace-in-kind features that are too severely deteriorated to repair.

Based on its 1929-1930 period of significance, Cleveland High School possesses the following character-defining features. These features are based on past evaluations of the building, as well as ARG site reconnaissance.

Exterior

- Classical Revival style
- Wire brushed brick veneer
- Terra cotta elements at the entrances, water tables, windows, corners, cornice, and parapet
- Slightly projecting main entrance with staggered quoins and grand stair
- Main entrance consisting of three pairs of double doors with glazed semicircular fanlights, one-story pilasters, and voussoirs with a console keystone
- Secondary north and south entries with similar details
- Select original windows near entries

Interior

- Square corridor plan
- Split-level entryway with bronze handrails, marble baseboard, terrazzo stair treads & risers, and tile walls
- Main corridor with corner pilasters, boxed beam ceiling and original light fixtures
- Auditorium with stage, surround, flanking metal grilles, original seating, and Art-Deco chandeliers



Figure 2.5.1 - Clinton Kelly High School of Commerce (SOurce: 1931 yearbook)

HISTORIC REVIEW PROCESS

City of Portland

Cleveland High School is classified as a "Significant Resource" by the City of Portland. Significant Resources are subject to a 120-day demolition delay process but are exempt from historic resource review regarding proposed alteration, addition, or new construction. The 120-day demolition delay process is non-discretionary and is defined in Section 33.445.340 of the Portland Zoning Code. Demolition, which generally includes any project that removes 50 percent or more of a building's roof area or wall surface, is defined in detail in Section 33.445.330.

State Historic Preservation Office

Because Cleveland High School is a publicly-owned building that has been determined eligible for the National Register, proposed changes to the property are subject to review by the State Historic Preservation Office (SHPO). Specifically, in future phases of the project, the SHPO will review modifications to the exterior and interior of the building pursuant to ORS 358.653, to determine whether the proposed project entails any impacts to the historic property.

Consultation with the SHPO pursuant to ORS 358.653 typically occurs during the Design Development phase, when the agency that owns the building submits a compliance form. The consultation process with the SHPO does not "approve" or "deny" proposed work. However, should the proposed new work cause potential loss of historic components or elements, stipulations for mitigation may be placed on the project. If mitigation is necessary, the SHPO typically requires the owning agency to enter into a Memorandum of Agreement (MOA) with the SHPO, which identifies the scope of the required mitigation measures and the schedule according to which the mitigation measures need to be completed.

In coming to conclusions regarding necessary mitigation, the SHPO looks at the project as a whole to assess the overall level of change posed by the project. The SHPO typically does not assign specific mitigation measures to specific project components. The Oregon SHPO website describes types of mitigation that are often used to offset impacts to historic resources. The extent and nature of necessary mitigation will ultimately depend on the level of impact, with a more impactful project requiring a greater level of mitigation.

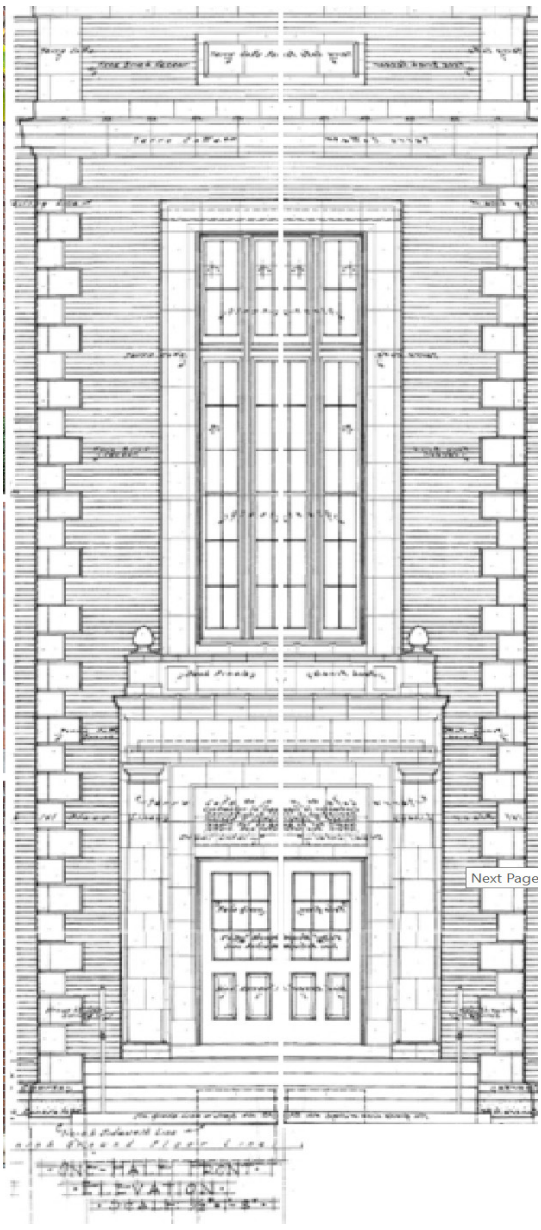


Figure 2.6.1 - 1928 Detail of Main Entrance (Source: Portland Public Schools)

3. Conditions Assessment and Repair Recommendations

SUMMARY OF FINDINGS

The purpose of this report is to summarize ARG's findings from the preliminary historic materials condition survey at Cleveland High School (CHS).

The objective of the exterior survey was to understand the general nature and condition of architectural elements, and to develop preliminary repair and maintenance recommendations. The objective of the partial interior survey was to understand the general condition of architectural elements and provide general preservation guidance. A more detailed condition assessment will be conducted in future design phases that will capture actual conditions and quantities for accurate pricing.

The principal façades of CHS are brick masonry with terra cotta ornament and a concrete foundation finished with a concrete parge coat. The exterior materials are generally in good condition with minimal localized damage. At the southwest corner of the building, a vertical crack was visible running the height of the terra cotta quoins; and several terra cotta window sills at all elevations exhibited minor cracking and spalling, along with open joints and biogrowth at the joints. The most significant deterioration was observed at the main entrance, where the balustrade exhibited significant cracking, and several of the balusters are missing or heavily damaged. The brick exhibited little to no visible mortar deterioration, and no cracks were identified.

In general, the building should be cleaned of general soiling and biological growth, which is most prominent at the concrete base, and the terra cotta cornice and window sills. The building should be repointed as required and all cracks and spalls at masonry elements repaired.

At the main entrance and stairwell façades the original wood windows are in good condition, and remain operable. The original wood window sash



Figure 3.1.1 - Main Entry of Cleveland High School, formerly Clinton Kelly School of Commerce, circa 1932

Source: 1932 yearbook, Clinton Kelly High School of Commerce

have been removed at all other facades, but the frame, trim and brick mold remain and are in fair to good condition, depending on their location. The original steel windows at the Auditorium were replaced with wood windows, which are in fair to good condition.

There is one historic skylight in the second floor corridor. The skylight was not observed from the roof, but the laylight was in good condition. The original glass appears to have been replaced with a textured plexiglas material.

The interior layout, finishes and millwork at the 1929 building are largely intact, with major modifications limited to the original gym at the east side of the building, and the south corridor. Original doors are present at classrooms and offices in the north and west corridors and stairwells, though the original hardware has been replaced. Original light fixtures are present in the Auditorium and main entry, but have been replaced in the corridors, classrooms and support spaces. Interior condition issues are mostly due to general day-to-day wear. While it is understood that these interior spaces are likely to undergo significant modification to accommodate necessary structural and MEP improvements, effort should be made to retain interior historic features where feasible.



Figure 3.2.1 - Stairwell (Source: 1932 yearbook, Clinton Kelly High School of Commerce)



Figure 3.2.2 - Project team members in first floor corridor.

METHODOLOGY

On November 9th and 10th, 2023, Architectural Resources Group conducted an exterior and partial interior survey of the historic main building at Cleveland High School. The survey was limited to the 1929 Main Building, originally built as the Clinton Kelly School of Commerce.

The survey was conducted from the exterior on the ground level, and from the interior on the ground, first and second floors. Not all rooms were accessed during the survey, so assumptions have been made based on the representative survey areas, including window conditions, interior casework and trim, ceilings, and flooring.

On the days of the survey the weather was overcast, with a temperatures in the low 50 degrees Fahrenheit. Conditions were notated by hand on printed copies of original construction drawings and recorded with digital photographs. Notes were then transferred onto pdfs of the drawings, using Bluebeam. See *Appendix A* for complete drawings illustrating the findings of the visual survey. Specific areas of the survey will be highlighted in the body of the report.

This report includes photos that illustrate typical deterioration conditions, and repair recommendations.

Recommendations for further review

Exterior

- Perform detailed, up-close conditions assessment of the brick, terra cotta, concrete and remaining wood windows and trim.
- Perform an up-close survey of selected areas of the terra cotta masonry to further identify areas requiring repair. Use manual sounding techniques to detect loose or unstable units. At a minimum, survey the west elevation at the Main Entrance.
- Perform mortar analysis to determine color/composition/materials. Collect samples of presumed original mortar materials for laboratory testing. Perform gravimetric acid digestion of mortar samples to determine original mortar constituents and proportions for matching purposes.
- Investigate vertical crack at southwest corner (through multiple terra cotta quoins).
- Structural engineer should investigate if non-historic steel lintel at front entry window may have additional underlying structural implications.
- Perform parapet investigation to evaluate condition of underlying materials.
- Structural engineer should investigate if foundation cracking at several locations is due to settling or other structural deficiency.
- At terra cotta, selectively remove damaged materials or make small openings at select locations in order to inspect concealed areas and gather more detailed information relative to the construction and material conditions, in particular concealed metal anchors.
- Confirm decorative metal material(s).
- Confirm proper drainage at south window well.

General Interior

- Perform detailed interior door, window and trim conditions assessment
- Verify original paint colors with paint analysis
- Test acoustic ceiling panels for asbestos
- Inventory original casework

Auditorium

- Structural engineer should perform structural assessment of concrete floor and monitor cracking
- Perform exploratory removal of acoustical tiles at balcony to determine condition of original plaster finish.
- Verify original paint colors with paint analysis

Main Entry

- Test Zenitherm for asbestos and determine if it can be encapsulated in a manner that is acceptable to PPS, while maintaining the visual appearance.



Figure 3.3.1 - 1929 building, West elevation

HISTORIC EXTERIOR

Description of Materials

The principal facades of the 1929 building are brick masonry with terra cotta ornament. Terra cotta is used throughout for ornamental details including parapet copings, projecting cornices, pilaster capitals, keystones and window sills. It is used to clad and highlight the prominent main entrance on the west elevation, and the stairwells at the north and south elevations. The base of the building is concrete finished with a concrete parge coat.

Brick & Mortar

The exterior walls are concrete back-up with brick face veneer. The bricks are rough-textured with limited aggregate inclusions. Pointing mortar is consistent in color and finish, exhibiting little to no deterioration, though discoloring is visible due to atmospheric soiling. Joints are wide, about finger-width, and slightly recessed *(Fig 3.4.1)*. The original troweling profile appears intact, with minimal visible re-pointing.

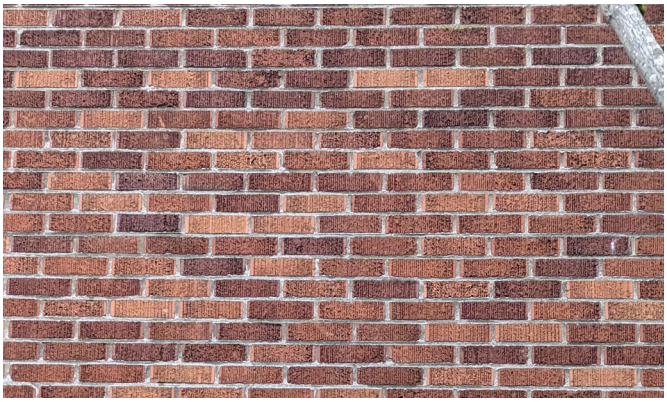


Figure 3.4.1 - Typical observed condition of brick and mortar

The same brick type and color range is used at all elevations, with some variation in bond and color at either end of the west elevation, where a diamond brick pattern is expressed using a darker, wine colored brick *(Fig 3.4.2)*.



Figure 3.4.2 - Diamond brick pattern at north end of West Elevation

The masonry above windows and doors is carried by steel lintels. The condition of all concealed fasteners and anchors is unknown at this time.

In general the historic brick and mortar at CHS is in good condition. Soiling is ubiquitous and imparts a darker, grayer tone, particularly to the mortar joints. Biological growth is commonly seen along sills, the bottom edge above the terra cotta base course, in corners, and in larger surface areas where water is directed onto the face of the building from roof overflow outlets. Joint cracking was not observed, but may be identified in future investigations. No graffiti was observed during the survey. A chalky white film was noted at two

locations on the north elevation, which is most likely residue from chalkboard erasers being cleaned by banging them against the building. Efflorescence is a common condition issue with brick construction but at CHS it was only observed below the roof overflow outlets *(Fig 3.5.1)*.



Figure 3.5.1 - Efflorescence at roof overflow outlet (cows tongue).

Mortar joints are generally in good condition with isolated areas of loss, most commonly seen at locations of projecting sills.

Concrete

All exterior stairs and walkways in the study area are poured-in-place concrete. Most staircases appear to be original. Many cracks at concrete steps and pavers were noted, which is unsurprising given the age of the material and site location in an area of high rainfall and heavy foot traffic. A number of concrete spalls were also noted, with the highest occurrences at stair tread edges *(Fig 3.5.2)*. Exposed concrete displays a moderate to high level of atmospheric soiling; moss, lichens, and other biological growth which are present at interfaces where concrete intersects with brick walls, at cracks, and at stair risers.



Figure 3.5.2 - Typical observed condition of exterior stairs.

Parge Coat

A smooth gray parge coat, referred to in the original drawings as “cement finish”, is applied over exterior concrete wall base, which extends from grade to the underside of the terra cotta base course below the ground floor window sills. The parge coat displays a significant level of atmospheric soiling; moss, lichens, and other biological growth are present at interfaces where it intersects with adjacent materials, in corners, at cracks, and at grade *(Fig 3.5.3)*.



Figure 3.5.3 - Typical observed condition of parge coat at the base of the building.

Cracks in the parge coat at the building foundations could indicate additional cracking at the concrete below. The full extent is not known. At building foundations and sills where a parge coat is present it is generally in fair condition, exhibiting networks of cracks and spalls that is likely caused by a weakening of the bond between the parge and concrete substrate through building movement and moisture intrusion. Efflorescence is present at some crack locations; since crack repair should take place prior to exterior pressurized water cleaning, efflorescence should be rinsed away prior to crack repair. Cracks in the parge coat that are more substantial may be mirroring cracks in the concrete foundation which may be indicative of a larger structural issue, and should be reviewed by the structural engineer.

Terra Cotta

The terra cotta ornament is similar to that found at other PPS school buildings with contemporary dates of construction. The terra cotta glaze is off-white or cream in color, similar to limestone interspersed with darker specks through *(Fig 3.6.2)*.

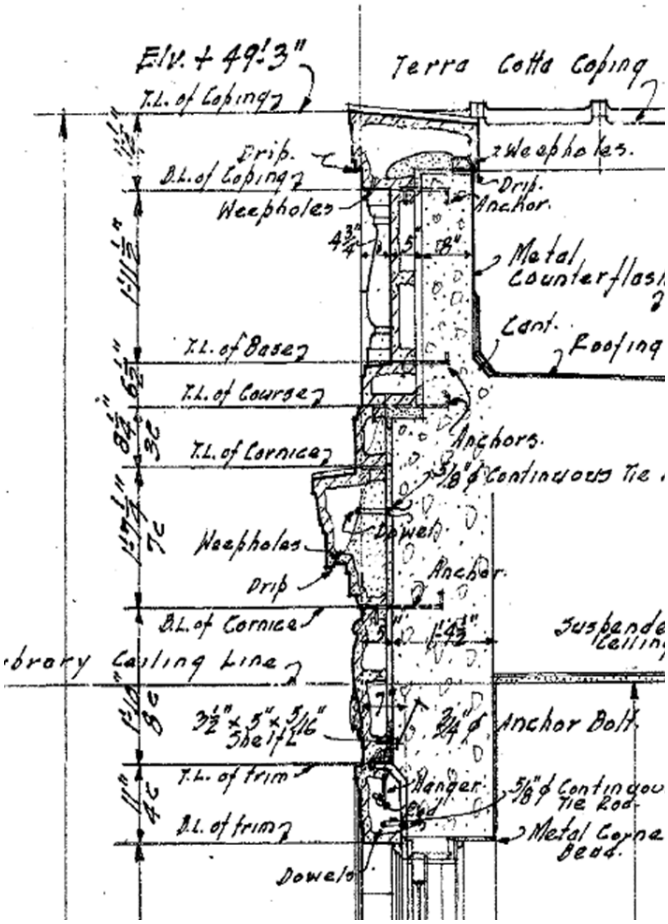


Figure 3.6.1 - Partial wall section detail from original 1929 drawings, showing terra cotta units and anchoring system at main entrance

The terra cotta units are installed over concrete back-up. They are laid up with mortar. The original drawings *(Fig 3.6.2)* show metal anchors at the top and bottom of the units in order to tie them to the backup wall (a standard terra cotta construction method). Cornices are comprised of two separate units, including the upper smaller unit, which projects slightly from the face of brick veneer; and a larger lower unit which has a sloped top surface and projects approximately eight inches out from the face of the wall. The larger projecting units are fastened back to the wall using a continuous tie rod. The terra cotta coping cap is approximately eight inches tall at the front face, sloping back towards the inside face of the parapet. The coping has been covered with sheet metal flashing, similar in color to the terra cotta glaze *(Fig 3.6.2)*.



Figure 3.6.2 - Terra cotta cornice and parapet cap with metal cap flashing.

At the main entry the stairs are flanked on either side by a terracotta balustrade. The door bays are framed by terra cotta pilasters with capitals, and ornamental terra cotta units are installed over the main entry roofs and second floor windows. A balustrade frieze is present at the parapet and below the second floor windows *(Fig 3.6.3)*.



Figure 3.6.3- Terra cotta at main entry.

In general, terra cotta surfaces are soiled throughout; this has resulted in an overall dulling of the color and gloss. Cornice units, and other specific areas such as the main entrance ballustrade, typically have much heavier accumulations of soiling, as well as stains and biological growth. Crazing of the glaze was observed at many terra cotta units *(Fig 3.7.1)*. This was noted throughout the building, but appears to be more predominant at the first floor level, in particular the window sill and quoin units.



Figure 3.7.1 - Typical observed condition of terra cotta at quoin units, showing crazing at glaze.

Mortar joints are in fair to good condition overall. The mortar is relatively hard, cohesive, and most likely portland cement-based. It is typically more deteriorated and eroded at upward-facing joints, such as at copings, cornices and window sills. Mortar joints at the vertical face and underside of the cornice units are also eroded, most often with staining and glaze spalls at the unit faces to either side of the joints *(Fig 3.7.2)*. At areas



Figure 3.7.2- Mortar joints at main entry cornice displaying typical staining.

where water has migrated through deteriorated joints and infiltrated cornice units, there is typically an area of staining, glaze spalls and surface deterioration at the face of the terra cotta below.

Several cracked terra cotta units were observed in localized areas. At the southwest corner on of the building several quoin units are cracked vertically *(Fig 3.7.3)*. Additional cracked units were observed at main entrance, and notably, a steel lintel appears to have been installed below a decorative frieze above a second floor window.

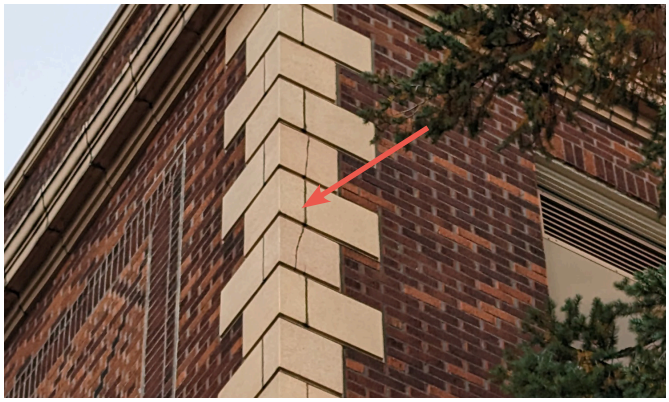


Figure 3.7.3 - Cracked terra cotta units at southwest building corner.

Glaze spalls, chips and unit spalls were observed in several locations. These range from small nicked and chipped edges, to small losses of the glaze layer at the face, to larger losses some several inches deep into the terra cotta bisque. Much of this damage is located at the main entrance, and are often associated with damage from vandalism, use or modifications over time. In other cases, it is associated with water infiltration and thermal stresses. Graffiti stains were not observed.

The terra cotta damage is much more pronounced at the main entrance at the west elevation *(Fig 3.6.3)*. Many balustrade and wall units are cracked or broken, and several balusters are missing. There are chips and glaze spalls throughout, and some larger spalls at railing units. Soiling and biological growth is heavier here than in other areas. And the lower terra cotta wall units near the concrete base are crazed.

Exterior Materials and Conditions

The following pages describe the material conditions and repair recommendations identified during the survey. The tags identify location of the photos, but are not representative of all locations. Refer to *Appendix A* for complete survey drawings.

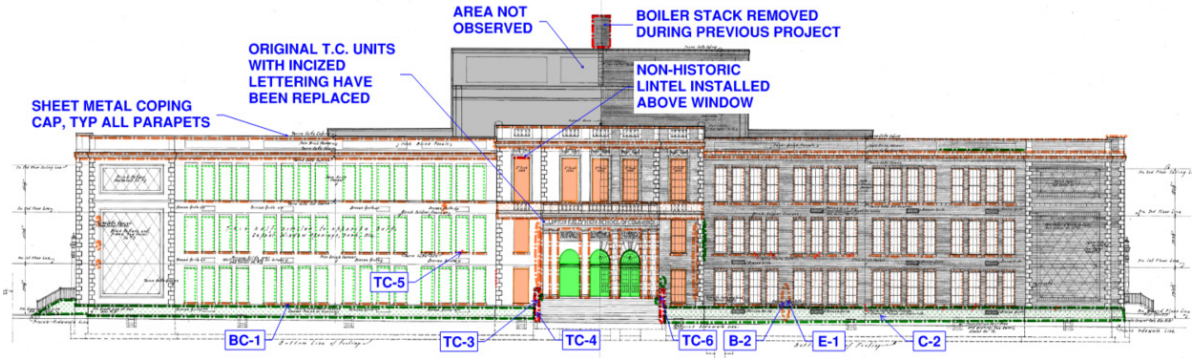


Figure 3.8.1 - West Elevation

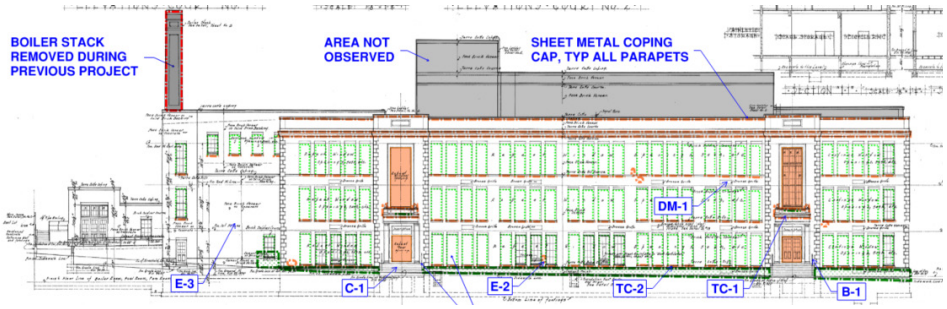


Figure 3.8.2 - North Elevation

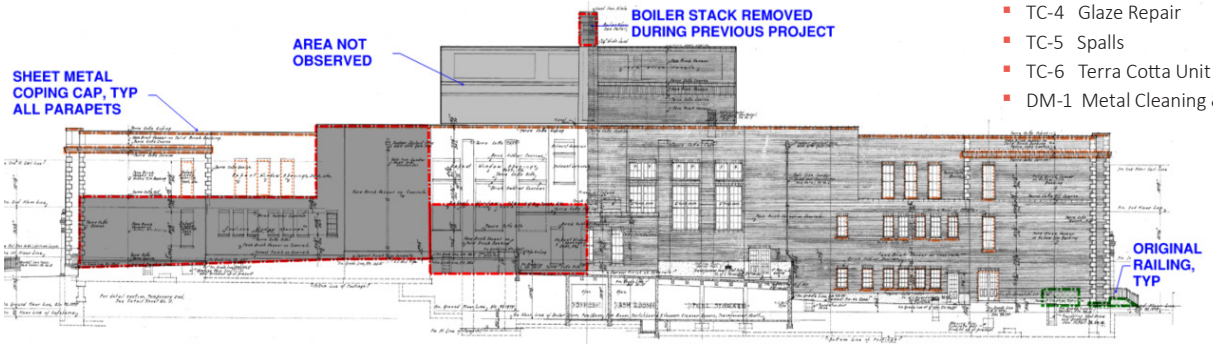


Figure 3.8.3 - East Elevation

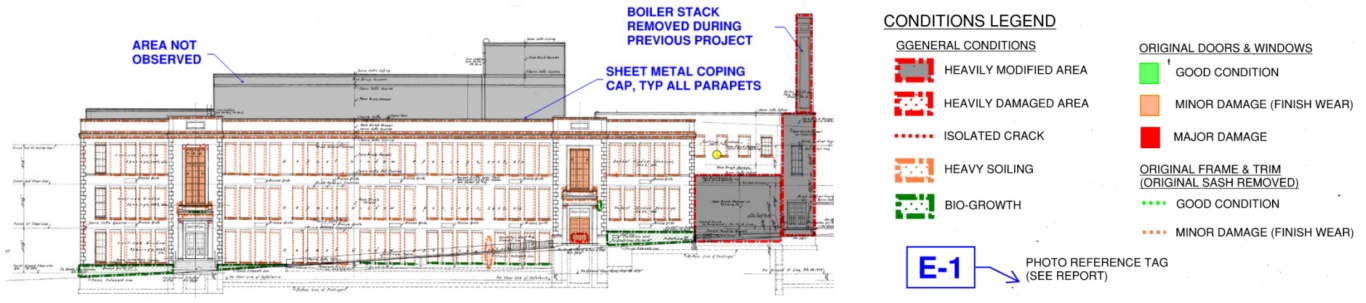


Figure 3.8.4 - South Elevation

Condition & Repair Types

- BC-1 Brick/Concrete Cleaning
- B-1 Localized Brick Repair
- B-2 Localized Mortar Joint Repair
- C-1 Localized Concrete Repair
- C-2 Localized Parge Coat Repair
- E-1 Efflorescence
- E-2 Chalk Residue
- E-3 Graffiti/Graffiti Overpaint
- E-4 Localized Cleaning
- TC-1 Terra Cotta Cleaning
- TC-2 Terra Cotta Cracks
- TC-3 Terra Cotta Stabilization
- TC-4 Glaze Repair
- TC-5 Spalls
- TC-6 Terra Cotta Unit Replacement
- DM-1 Metal Cleaning & Refinishing

Repair Conditions and Recommendations

The recommendations outlined in this section are intended to provide enough detail for a comprehensive understanding of repair scope. For actual work implementation, a detailed survey identifying repair quantities, and formal project specification documents should be developed and submitted with approved construction design packages.

Brick and Concrete Repairs

Cleaning (BC-1)

Pressurized Water

The buildup of atmospheric soiling on exterior architectural features suggests that CHS does not appear to have been cleaned for some time. It is therefore recommended that a comprehensive exterior cleaning take place as part of the proposed construction project. The reasons for this go beyond aesthetic improvements: soiling and other accumulations can conceal and even exacerbate material deterioration. By removing these buildups, the true condition of underlying building materials can be properly assessed. Hot pressurized water will have more cleaning impact than cold water, but is not necessary. Historic buildings must be cleaned with great care and lower water pressure, as their materials tend to be softer and more vulnerable.

Recommendations:

1. Select an area(s) for mock-up and execute treatment for project team review following recommendations outlined in steps 2-4.
2. Set up drainage capture for water runoff.
3. Install temporary protections to protect landscaping and fragile materials.
4. Exterior Masonry (all levels/elevations): Hot or cold pressurized water wash at no more than 600 psi. Note: Open mortar and sealant joints should be repaired prior to cleaning to avoid driving pressurized water into wall cavities. Pressure should be lowered or cleaning avoided altogether if masonry surface is heavily deteriorated, cracked, or fragile and water pressure may exacerbate the condition. Prior to cleaning, perform a visual survey of exterior elevations to identify these areas ahead of time, and protect them as appropriate.
5. Concrete Stairs and walkways: Hot or cold pressurized water wash at no more than 600 psi. Note: Open mortar and sealant joints should be repaired prior to cleaning to avoid driving pressurized water into pavers and stair assemblies.

Architectural Biocide

In wet climates such as the Pacific Northwest, it is common for accumulations of moss, lichens, and other biological growths to colonize architectural elements and proliferate through the wet winter months. In addition to altering the appearance of a building, these growths can have a deleterious effect on building materials by slowly eroding the surface grains of stone, brick, concrete, and mortar. Spongier growths will saturate and hold moisture for long periods of time, and larger plant growths with strong root systems can lead to cracking and displacement of building materials. Therefore, it is important to eradicate these colonizations as much as possible, and there are a number of products on the market designed for use on older buildings that are sensitive to historic materials. While an exterior cleaning with hot pressurized water will be effective at removing much of the biological plant matter, application of post-cleaning topical biocides will ensure that bacterial residue is effectively culled. Recolonization is inevitable, so a regular schedule of inspection and maintenance should be established.



BC-1 - Cleaning at brick, terra cotta, and concrete to remove atmospheric soiling and bio-growth.

Recommendations:

1. Select an area(s) for mock-up and execute treatment for project team review following recommendations outlined in steps 2-3.
2. At surfaces where bio-growth is thinner: Cleaning with overall biocide treatment followed by low-pressure cold water rinse.
3. At surfaces where bio-growth tends to be spongier and thick or is actively growing out of cracks in concrete: Remove plant material with nylon brushes and/or plastic scrapers before hot pressurized water cleaning treatment is carried out. Water and/or biocide may aid in bio-growth removal.

Localized Brick Repair (B-1)

Though limited, the most common deterioration type for brick at CHS is surface weathering. Fortunately this is a natural condition that does not generally impact the material performance. Isolated locations of brick cracking, spalls, and incorrect reinstallation were noted and should be repaired. Areas where brick is cracking should be inspected for structural soundness; this is because general settling tension is typically absorbed by the mortar joint. If a crack extends through multiple courses of brick, there could be an underlying structural problem that should be addressed holistically. It is important to repair brick spalls because the fireskin (outer layer of brick) is a protective membrane. If exposed, the substrate material is more susceptible to weathering and erosion. If bricks remain on site from prior demolitions and they match existing brick units, these should be used for any replacement work. In some cases, the replacement work will comprise removing and reinstalling the same brick, as the work will focus on installing a more compatible pointing mortar.

Recommendations:

1. Cracks: For a crack extending through multiple courses of brick, consult structural engineer. If no structural repairs are deemed necessary, repair in conjunction with mortar crack repair at same location. Inject appropriate flowable injection grout into crack. Color should match brick as much as possible. Fill to surface, ensuring material does not drip across masonry face.
2. Spalls: If more than 40% of brick is missing, consider replacing in kind. Spalls smaller than ½-inch square should be le alone. For spalls larger than ½-inch square, brush out loose material, or apply compressed air. If spall is at edge of a brick unit, install a wood screed in the mortar joint. Provide a mechanical key for patching materials by drilling ½-inch diameter holes spaced two inches apart and minimum 1-inch deep. Wet area to be patched. Patch with an appropriate patching material, and apply according to manufacturer's specifications. Remove wood screed after patch is firm.
3. Replacement: At locations where bricks have been removed and reset with inappropriate/sloppy pointing mortar, carefully remove unit by hand using chisel and mallet. Support and protect masonry surrounding removal area. Clean area to be repointed, removing traces of incompatible mortar. If possible, remove incompatible mortar from face of brick to be reinstalled. Alternatively, use a compatible replacement unit or turn the existing brick around so that the opposite face is presented. Lay brick into filled bed, buttering ends with sufficient mortar to fill head joints and shove into place. Maintain joint width to match existing. Repoint new joints in repaired area to comply with requirements for repointing existing masonry.



B-1 - Original railing connection at Brick. Brick replacement will be required if railings are removed.

Localized Mortar Joint Repair (B-2)

It is important to maintain masonry joints in order to keep the building envelope free from moisture intrusion beyond the intended water vapor transmission performance. The mortar joints surveyed at CHS are generally in very good condition, but some isolated areas of cracking and deterioration may be present. Cracks should be filled with a flowable cementitious grout that is compatible with existing mortar. Broken and open mortar joints should be cleaned out and repointed with a compatible mortar mix that is pigmented to match existing historic joints and executed with the same joint profile. The repointing mortar should be appropriate for use with historic masonry; too often, masonry joints are repointed with hard mortars with high Portland cement content. Over time, this will lead to deterioration of the brick because moisture is not able to move through the cementitious joints and instead works its way out through the softer and more vulnerable brick. Type N mortar is recommended. Select color and sand to match historic mortar, based on mortar analysis.

Note: Because the survey was conducted from ground level, the parapet masonry was not visible due to the projecting terra cotta cornice.

Recommendations:

1. Broken and open mortar joints at vertical surfaces: Remove loose material and clean recess with compressed air and water. Repoint mortar joints with custom-mixed mortar, match color and profile to historic appearance.
2. Cracked mortar joints at vertical and horizontal surfaces: Inject flowable cementitious grout into crack. Color should match cleaned mortar as much as possible. Fill to surface, ensuring material does not drip across masonry face. For mortar cracks larger than hairline in width, joint should be repointed.
3. Broken and open mortar joints at horizontal surfaces (such as concrete stairs and pavers): Repointing of mortar joints with custom-mixed Type N mortar, match color to adjacent concrete.
4. Sealant repair: Replace sealant joints at all areas of failure, except at locations where joints should be repointed with mortar.



B-2 - Deteriorated mortar joints at roof overflow outlet.

Localized Concrete Repair (C-1)

Stairs and Walkways

Pedestrian pathways and stairs can present trip/fall hazards if not properly maintained. Cracks and spalls should be filled and patched, and plants and other types of biological growth should be removed. If more than 25% of the unit is broken or missing, consider replacing in kind. All repairs should be monitored and maintained.

Recommendations:

1. Cracks: Cracks narrower than ¼-inch wide should be carefully cut to a depth of ¾-inch and a width of ¼-inch using a hand-held grinder. Clean crack with compressed air and wet with water. Mix patching mortar according to manufacturer's specifications. Color should match cleaned concrete as much as possible. Fill crack with mortar; if crack is deeper than ¾-inch, build up mortar in layers. The repaired crack should be flush with face of adjacent concrete.
2. Spalls: Remove loose concrete. If more than 40% of paver is missing or if paver is severely cracked and out of the plane, consider replacing in kind. Concrete spalls should be patched with a compatible cementitious mortar. To prepare for patch, cut back spall to create square edges with a slight undercut. Roughen surface of patch area for a better bond. Remove loose material and wet surface. Mix and apply patching mortar according to manufacturer's specifications. If patch

is larger than 24 square inches, install stainless steel anchors into concrete and set with epoxy before filling with patching mortar. Patch should be flush with face of adjacent concrete.

3. Bio-growth: If surface of concrete exhibits moss or other bio-growth, or if bio-growth has colonized in cracks and spalls, remove using an architectural biocide before repairing concrete. Refer to the Architectural Biocide information in the Cleaning section, above, for further information.



C-1 - Cracks and spalls at concrete treads.

Foundation Walls

Cracks in foundation walls that extend deeper than the parge coat should be reviewed by a structural engineer. For parge coat cracks, refer to the parge coat repair section, below.

Localized Parge Coat Repair (C-2)

All parge coat locations should be inspected prior to exterior cleaning so that loose material and cracks can be repaired. Inspection should include sounding the surface of the coating to identify loose and debonded areas. For cracks that may be telegraphing through the parge coat from the concrete foundation wall, it will be important to inspect the condition of the concrete once the parge crack has been widened in preparation for repair. Many existing patches have failed and should be removed and replaced.



C-2 - Bio-growth and cracking at parge coat

Recommendations:

1. Hairline cracks: If parge coat is cracked but still securely in place, cracks should be filled with grout. Inject flowable cementitious grout into crack. Color should match cleaned parge coat as much as possible. Fill to surface, ensuring material does not drip across masonry face. At areas where cracking aligns with former window outlines, inspect infill material to ensure it is securely in place before proceeding. If parge coat is cracked and coating is debonded from surface of substrate, carefully remove loose section and patch as appropriate per recommendations below.
2. Larger cracks: Cracks narrower than ¼-inch wide should be carefully cut to a width of ¼-inch using a hand-held grinder, down to the concrete substrate. Inspect concrete foundation substrate; if crack extends into concrete, consult a structural engineer before proceeding. If crack is limited to parge coat only, clean crack with compressed air and wet with water. Mix patching mortar according to manufacturer's specifications. Color should match cleaned parge coat as much as possible. Fill crack with mortar; if crack is deeper than ¾-inch, build up mortar in layers. The repaired crack should be flush with face of adjacent surface.

3. Spalls: Parge coat spalls should be patched with a compatible cementitious mortar. To prepare for patch, remove loose parge material un l edges of sound material are reached. Cut edges of existing material so they are perpendicular to the vertical substrate surface. Roughen surface of patch area for a better bond. Remove loose material and wet surface. Mix and apply patching mortar according to manufacturer's specifications. If patch is larger than 24 square inches, install stainless steel anchors into concrete and set with epoxy before filling with patching mortar. Patch should be flush with face of adjacent concrete and textured to match.
4. Incipient spall repair: It may be possible to rea ach loose and debonded sections of parge coat using pins or countersunk fasteners. If identified, these sections should be inspected by an architectural conservator to determine the most appropriate repair for individual conditions.
5. Patch repair: Carefully remove failed patch so as to not damage or detach surrounding parge coat plaster. Inspect concrete foundation substrate and consult a structural engineer if deficiencies are noted. To patch, follow procedure in Item 3, above.

Localized Cleaning Treatments (for all exterior brick, concrete, and terra cotta materials)

Ferrous Staining (No Repair)

Ferrous stains noted during the exterior survey of CHS appear to be limited. Pressurized water cleaning may eradicate some of the iron, but a poultice or oxalic acid treatment may be needed to effectively remove the staining. The iron won't harm the facade and runoff is unlikely to negatively impact adjacent vegetation, so the goal for cleaning would be for aesthetic reasons only; cleaning may require the use of toxic substances, removing the ferrous staining is a low-priority item.

Recommendations:

1. Shut off any valves with active drips.
2. Cleaning is not recommended except as part of overall exterior treatment.

Efflorescence (E-1)

Efflorescence comprises residue from soluble salt migration through water vapor transmission activity that deposits salts on masonry surfaces as water evaporates. Efflorescence at the surface is not inherently harmful, but repeated wetting and drying cycles reintroduce the salts to the masonry body, which can be harmful over time by eroding masonry and mortar materials. In climates where freeze-thaw cycles occur, these salt accumulations can cause significant damage to masonry materials through crystalline expansion, which may cause material displacement through cracking and breakage. Efflorescence was noted in only a few locations at CHS.

Efflorescence can typically be rinsed away with water and gentle scrubbing, but it may reappear because a water rinse will not typically address the source of the problem. A poultice may be applied to the masonry surface to pull soluble salts out of the mortar body, but this should be tested in a small location before undertaking over a larger area.

Recommendations:

1. Ensure joints are in good condition. If not, repair as needed before proceeding.
2. Rinse surface of masonry with clean potable water. No pressure is needed. Scrub effloresced joints with a natural bristle brush (do NOT use metal or plastic bristles) and rinse.
3. Monitor for efflorescence on a regular maintenance schedule. Efflorescence should diminish over time as long as the surface salts are removed and not reintroduced to the substrate through repeated wetting and drying cycles.



E-1 - Efflorescence below roof drain overflow outlet.

Chalk Residue (E-2)

Cleaning chalkboard erasers by hittng them against a hard surface is a method evidently still in practice at CHS. Chalk residue was noted at several locations, primarily on brickwork around the perimeter of windows. The chalk is harmless and will likely disappear when saturated with pressurized water during overall exterior cleaning.

Recommendations:

1. Rinse with water and gentle scrubbing with natural bristle brushes (do NOT use metal or plastic bristles). If an exterior cleaning campaign is undertaken, this should take care of the chalk residue and no additional work will be necessary.



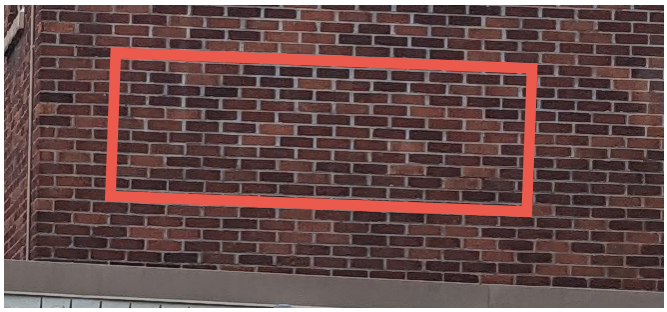
E-2 - Chalk residue visible at North elevation.

Graffiti /Graffiti Overpaint (E-3)

Graffiti was not noted, however evidence of prior graffiti remediation efforts is visible. These are typically noticeable in two ways: areas that have been overcleaned, and areas that have been painted over. The recommended approach is to remove the graffiti rather than paint over it, but by using methods that do not adversely impact the substrate.

Recommendations:

1. For new/existing graffiti: perform cleaning tests to determine the most effective solvent for removing the paint. Note that different paints respond to different cleaning agents, so what works on one may not work on another. The focus should be on protecting the substrate. Once an appropriate solvent has been identified, remove paint carefully using hand tools and clear the surface with water, capturing runoff so that it doesn't reach the municipal drainage system. Some strippers may require the application of a neutralizing agent after cleaning; refer to manufacturer's instructions.
2. For graffiti that has been overpainted: perform cleaning tests to determine the most effective paint removal product starting with the gentlest/least-caustic product. A poultice or "peel away" system may work best on brick. Once an appropriate solvent has been identified, remove paint and clear the surface with water, capturing runoff so that it doesn't reach the municipal drainage system. Some strippers may require the application of a neutralizing agent after cleaning; refer to manufacturer's instructions.
3. For overcleaned areas where graffiti has been removed: allow to soil and weather over time, which will soften the visual contrast. These areas should be inspected to ensure the substrate has not been adversely affected by the cleaning agents used, aside from the visible blanching.



E-3 - Discoloration of brick and mortar is evidence of previous graffiti removal is visible at northeast corner of 1929 building.

Localized Cleaning (E-4)

Remove localized deeper soiling, stains and graffiti with light-duty chemical cleaners. (Cleaning mockups will be required.)



E-4 - Heavy bio-growth soiling at brick window sill joints

Terra Cotta Repairs & Modifications

The upward facing joints at projecting cornices were not visible during the survey, but experience at other PPS schools suggests that the following conditions may exist:

- The upward-facing joints between units covered over with a black roofing mastic product, most likely in an effort to stop water infiltration. The mastic would stain the terra cotta, and likely no longer serves it purpose.
- Sealant (caulking) applied as a stop-gap measure for water infiltration. The sealants are likely to be deteriorated and ineffective, and may prevent natural moisture evaporation from masonry and mortar materials.

Parapet walls and copings have been covered with sheet metal flashing. The flashing appears to have been installed as part of the Portland Public Schools – Improvement Project 2016 *(Fig 3.15.1)*.

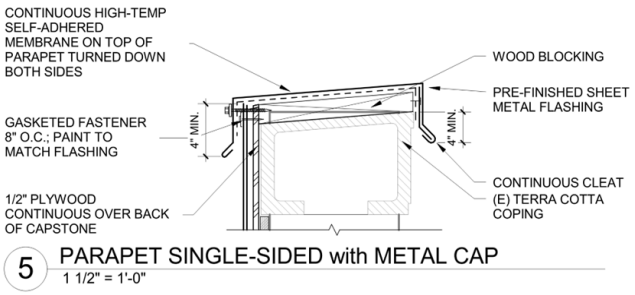


Figure 3.15.1 - Flashing detail from 2016 Roof improvement project, showing cap flashing attachment.

The flashing appears to be galvanized metal to painted metal *(Fig 3.15.2)*. It is unclear at this time how the wood blocking was installed and if damage was done to the terra cotta units during this, or previous, roofing projects. The condition of the coping units is unknown at this time. It can be assumed that the coping units are heavily soiled and the joints are eroded, and that the sheet metal flashing was installed in an effort to prevent water infiltration into the parapet walls.



Figure 3.15.2 - Sheet metal cap flashing visible at parapets

Previous repairs to terra cotta units were not observed, but are likely to be localized patch repairs at damage areas. These may be mortar-based products, and some may be successful than others.

Localized Cleaning (TC-1)

Remove localized deeper soiling, stains and graffiti with light-duty chemical cleaners. (Cleaning mockups will be required.)



TC-1 - Soiling at entablature above stair door.



TC-1 - Soiling at terra cotta window sill joint



TC-1 - Adhesive residue at terra cotta base

Cracks (TC-2)

At cracked units to remain, stabilize sections of unit to backup masonry with anchors as noted above, and repair crack with flowable crack filler or grout. Visually blend crack repair with custom color-matched surface treatments (see below).



TC-2 - Minor cracking at T.C. window sill joint.

Stabilization (TC-3)

At identified hollow/un-sound units (from further up-close inspection), stabilize units and re-anchor to backup masonry with stainless steel anchors (e.g. helical anchors). Install anchors through the face of the terra cotta to a minimum depth to engage the backup wall, inset a minimum 1/2-inch and patch anchor holes. Prior to work, test for adequate pull-out strength.



TC-3 - Significant cracking at main entry balustrade cap

Glaze Repair (TC-4)

At superficial chips and glaze spalls (less than ¼-inch deep), apply latex-modified re-profiling mortar. Mortar to be custom color-matched to the existing terra cotta glaze. Hand-apply paints as required to recreate the stippled texture.



TC-4 - Glaze spalls and chips visible at base of main entry balustrade

Unit Spalls (TC-5)

At larger unit spalls (more than ¼-inch deep but less than 16 inches square in size), prepare surfaces and patch with a latex-modified patching mortar. Mortar to be custom color-matched to the existing terra cotta glaze. Hand-apply paints as required to recreate the stippled texture. Prior to patching, cut back damaged area of terra cotta units as required to provide key and good bond surface for the mortar repair. (Note: In general, larger spalls at overhead public locations to be replaced with new units rather than patch repairs, due to potential for future fall hazards should the patch fail over time.)



TC-5 - Unit Spalls at terra cotta window sill

Unit Replacement (TC-6)

Remove and replace selected terra cotta units that are cracked, spalled, or otherwise damaged, and cannot be stabilized using the repairs noted above. Replace units in kind with new terra cotta units to match the existing in size, form, color, and finish. Prior to reinstallation, repair and/or parge backup masonry as required. Repair, prime and paint or replace as required any metal anchors or underlying steel supports. Install new units with galvanized or stainless steel anchors.



TC-6 - Heavily damaged baluster at front entry.

Terra cotta units that are damaged, but otherwise appear stable, should be assessed individually to determine the need for repair or replacement.



TC-6 - Non-historic steel lintel installed above window at front entry.

Decorative Metal

Original metal grilles below window sills remain. Original drawings note that these are over fresh air intake grilles for "unit ventilators". Original drawings indicate that these were to be cast bronze, but they are currently painted, so the material has not been confirmed.

Cleaning & Refinishing (DM-1)

Clean any biogrowth and debris from metal elements. Prep and refinish with rust inhibitive system. Preparation may include removal of loose and non-adhered coatings, removal of rust using wire brush, and/or paint stripping. Locations of significant corrosion may require replacement of damaged component in kind.



DM-1 - Typical painted metal intake grill.



Fig 3.18.1 - Window well at south elevation

Recommendations for Further Study / Areas of Concern

A. Perform mortar analysis to determine color/ composition/materials. Collect samples of presumed original mortar materials for laboratory testing. Perform gravimetric acid digestion of mortar samples to determine original mortar constituents and proportions for matching purposes.

B. Structural engineer should assess vertical crack at southwest corner (through multiple terra cotta quoins), to identify if it is a result of settlement, or a larger structural concern.

C. Structural engineer should assess he non-historic steel lintel at front entry window it determine if it has additional underlying structural implications.

D. Perform parapet investigation to evaluate condition of underlying materials.

E. Structural engineer should assess Foundation cracking at several locations to identify if they are a result of settlement, or larger structural concerns.

F. Perform an up-close survey of selected areas of the terra cotta masonry to further identify areas requiring repair. Use manual sounding techniques to detect loose or unstable units. At a minimum, survey the west elevation at the Main Entrance.

G. At terra cotta, selectively remove damaged materials or make small openings at select locations in order to inspect concealed areas and gather more detailed information relative to the construction and material conditions, in particular concealed metal anchors.

H. Confirm decorative metal material(s) with testing.

I. Confirm proper drainage at south window well ***(Fig 3.18.1).***

Historic Windows

Description of Materials

The original wood windows that remain in the 1929 building are restricted to the main entrance at the west elevation; and the four stair towers on the north and south elevations. The original windows are multi-paned single glazed wood units. Wood window componants are painted at the interior and exterior. Glazing compound is used at the exterior. Glass is typically clear cylinder glass, characterized by slight distortion of the glass resulting in a wavy appearance.

The majority of the rest of thr original window sash have been replaced with aluminum sliding sash window, while the original wood frame, interior trim and brickmold remain intact. The original marble stools appear to remain at all locations *(Fig 3.19.1)*.



Figure 3.19.1 - Original exterior brickmold at aluminum replacement window (left); original marble stool at interior (right).

The original wood windows are large institutional sash typical of this era of public school construction. Some of the defining features are a beveled meeting rail, lugs, weight pockets, and pulley tracks *(Fig 3.19.2)*. A large percentage of the bottom sash remain in operating condition and appear to be actively used for ventilation purposes. Existing conditions of the weights could not be determined with this limited assessment; according to the original drawings, the species of wood is oak.



Figure 3.19.2- Original wood window from interior.

The original steel windows at the north and south courtyard have been replaced with wood windows, most of which (with the exception of the auditorium windows) appear to have been subsequently replaced with single-hung vinyl sash, keeping the wood frames in place *(Fig 3.19.3 & 3.20.1)*. It is not clear when these windows were replaced, but it can be assumed, due to the material choice, that the wood windows were installed relatively early in the buildings history.



Figure 3.19.3 - Vinyl sash replacement window, displaying potential water infiltration damage.



Figure 3.20.1- Vinyl sash replacement window at courtyard stairwell

The wood windows that remain appear to be sound. The degree of paint failure appeared to be largely dictated by window location, though paint at the interior side of the units was relatively consistent. In general, windows at the south and west elevations are in the worst condition. The windows at the east and north elevations are generally in good condition. Areas of paint failure, and deteriorated wood become more pronounced at the second floor.

There is one skylight, located in the second floor hallway, between the Auditorium, and the original Library (which has since been converted to a classroom); and six skylights above the ground floor cafeteria. The skylights were not observed from the roof and the condition is unknown, however it appears that they were all replaced during the 2016 Improvement Project. Skylights in the corridor outside the original gym were not observed, but appear to remain in place after the 2016 Improvement Project. Four skylights in the original gym appear to have been removed during a previous project.

The laylight on the second floor (referred to as "Ceiling Light" in the original drawings) was visible from the corridor. The frame appears to be in good condition, but the original glass appears to have been replaced with a textured plexiglass material.

A more detailed assessment is recommended to confirm specific repair locations and quantities. The following outlines the steps in completing a comprehensive window assessment and repair project:

- Assess overall condition of casings (interior and exterior), jambs, and sills.
- Assess sealant at frame/brick interface. If found lacking, identify approved sealant product.
- If decay areas are found, adhere to this criteria:
  - If decay area is greater than 50% of the component (bottom rail for example), replacement with in-kind material is recommended.
  - If decay area is less than 50% of component, an infill repair is recommended.
  - If decay area is 1"x1"x1" or smaller, an epoxy repair is recommended.
  - All decay repairs to be inspected by preservation architect.
- Prime entire frame with approved primer.
- Apply final coatings after preservation architect approval.

The following photos illustrate typical window types. Refer to *Appendix A* for complete survey drawings showing locations of original sash and frames.

Window Types



From Exterior



From Interior



Detail view of original hardware and painted stool

W-1

Typical original 8 over 8 double-hung window at main entry.

Interior of wood windows are typically in good condition, requiring paint only.

Exterior of windows are typically in fair condition, and will required additional putty repairs, prior to refinishing with paint.

Original hardware has been painted, but is intact and in good condition. It is recommended that paint be removed from hardware.

The original marble stool appears to have been painted to match the trim, in several locations.



From Exterior



From Interior

W-2

Typical aluminum sliding sash replacement window, with original wood frame and brickmold intact.

The original marble stools are intact.



From Exterior



From Interior

W-3

Typical original tripartite stairwell windows with 6 over 6 double-hung window flanked by fixed sidelites and three 4-lite transoms above.

Original wrought iron railing at landing intact and painted to match wood.

Original marble stools are intact and unpainted.



Wrought iron railing at landing



From Exterior



From Interior

W-4

Replacement wood auditorium windows. Steel sash and frame were originally installed in the courtyard elevations, but appear to have been replaced early in the history of the building.



From Exterior



Interior detail

W-5

Replacement wood window frames and vinyl sash at north and south courtyards. Steel sash were originally installed in the courtyard elevations.

Original marble stools are typically intact and unpainted.



From Interior

W-6

Laylite for skylight in 2nd floor main corridor

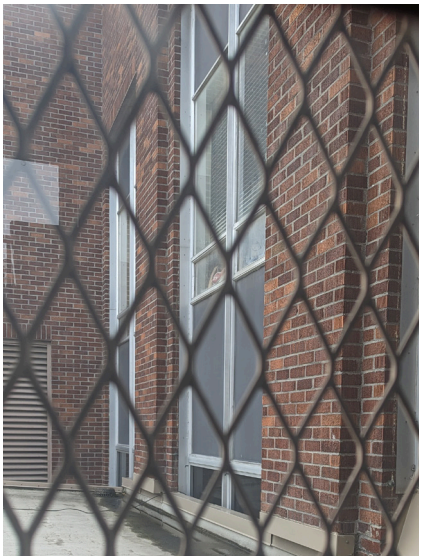
The original glass appears to have been replaced with a textured plexiglass material.



W-7

Original glazed partition at first floor, consisting of seven 3-lite transom over five 6-lite fixed wood windows, flanked by divided half-lite doors.

The original marble stool appears to have been painted to match the trim.



From Exterior

W-8

Replacement aluminum windows at east elevation of original Gym. Wood frame and brickmold have been removed.



From Exterior

W-9

Original wood window replaced with louver. Wood frame and brickmold have been removed.

Repair Conditions and Recommendations

It is our recommendation to retain all historic wood windows components where extant: sash, frame, interior and exterior molding. The intent of this assessment is to provide preliminary recommendations for window component repair, with a goal to maintain the historic appearance, and ensure their longevity.

Standard recommended repair procedures at all windows:

- Check all sash joinery for deterioration.
- Remove all deteriorated glazing putty.
- Assess glazing points for condition. If points are missing replace with in-kind product.
- Clean off each pane of glazing.
- Prime the glazing rabbet with approved product.
- Apply approved knife-grade glazing putty to areas that are missing.
- Prime the new glazing putty after a skin has formed, following manufacturer's recommended timeline for curing. The paint should lap up over the glazing onto the glass at least 1/16".
- Prime any areas of the sash that are bare.
- Apply final coatings after preservation architect approval.

The following Window Repair Category descriptions outline the preliminary findings for wood sash, frames, trim and brickmold. Refer to *Appendix A* for preliminary Window Survey Elevations. Windows not highlighted in the survey drawings were either not historic, or inaccessible.



Figure 3.25.1- Obsolete wiring through brickmold

Repair Category – Green: Fair

These sash and frame have minimal damage and the majority of the wood is sound and in good condition.

- Deteriorated coatings;
- Organic material and debris build up from activities taking place in classrooms and workshops;
- And minimal deterioration of glazing putty (0-30%).

Recommended repair procedures:

- Refer to Standard Recommended repair procedures

Repair Category – Orange: Poor

These window components are in various stages of deterioration. Lack of maintenance and coatings have contributed to this condition.

- Decay at one or two areas on the sash;
- Deteriorated or absent coatings on sills and large areas of the sash;
- Inappropriate products used in previous maintenance work;
- And glazing putty deterioration at 30-50% of the sash.

Perform Standard Recommended repair procedures, plus:

- Thoroughly dry any wet windows before beginning repairs.
- Apply a product to kill any decay-causing fungus before applying epoxy.
- Coat decayed fibers with an approved consolidating liquid epoxy.
- After cure time apply approved paste epoxy to decay areas.
- Sand and prep epoxied areas after they have cured.
- Prime epoxied areas with approved primer.

Repair Category – Red: Critical

These windows are in the worst condition and are typically found on the west and south elevations, which are exposed to greater weathering influences. A general lack of regular maintenance contributes to the severe conditions. No units were identified in this category during the survey. The following is provided for informational purposes, in preparation for a detailed comprehensive assessment.

Primary condition issues include:

- Active water infiltration;
- Visible rust/spalling and decay present, especially at the sill locations;
- Compromised sash joinery and missing components;
- Deteriorated or absent coatings;
- And glazing putty deterioration at 50%-100% of the sash.

Perform Standard Recommended repair procedures, plus:

- Remove sash from opening and transport to off site facility.
- Assess sash once removed from opening and adhere to this criteria:
  - If decay area is greater than 50% of the component (bottom rail for example), replacement with in-kind material is recommended.
  - If decay area is less than 50% of component, an infill repair is recommended.
  - If decay area is 1”x1”x1” or smaller, an epoxy repair is recommended. Adhere to the procedure in Repair Category Poor (Orange) for epoxy application.
  - All decay repairs to be inspected by preservation architect.

Skylight Recommendations

The laylight (referred to in the original drawings as “Ceiling Light”) is in good condition and does not require any repair work. The plexiglass panes could be replaced, at the design team’s discretion. Sealant joints at the roof should be reviewed to determine if they should be replaced as part of the overall project.

Recommendations for Further Study / Areas of Concern

A. Non-historic steel lintel at front entry window may have additional underlying structural implications, and should be inspected by a structural engineer.

Historic Doors

Description of Materials

Twelve (12) types of historic doors were observed to be extant at CHS. The majority are wood, 1- ¾" thick and 7'-0" in height. In some cases the doors may be wood veneer, or clad with sheet metal (kalamein doors). Widths vary by door type. Three of the four stairwells retain the original exterior doors. The main entrance doors appear to have been replaced at an unspecified time, but the frames and transom remain. All other remaining historic doors are interior doors. Where doors have been replaced in the original location, the frames typically remain in place. The majority of the original latchsets and closers have been replaced; but the original hinges remain. The interior classroom and support room doors are typically stained, while the exterior and stairwell doors are painted.



Figure 3.27.1- Original hinges (left) typically remain. Closures have been replaced, with the exception of one potbelly closure (right) found in the old gym.

In general, the remaining historic doors at CHS are in fair to good condition. The primary conditions identified were surface wear and finish damage, that appears to be the result of application and removal of tape over the years.

Door light glass panes are also in good condition and many of the original panes remain. Historic transom and relight windows have similar conditions as the wood doors where most of the original glass panes are still intact, including most of the wired glass panes at the staircases. These also have minor wood cracks and splits.

Most of the original historic hardware has been replaced except for several doors at the Auditorium and one door at the original gym *(Fig 3.27.1 & 3.27.2)*. Most replacements consist of door knobs and a few off -the-shelf levers. The large sheet metal panels applied at the replaced latchsets indicate that there may be underlying damage that is not visible, or the doors were modified to accept new latchsets, but the original attachment configuration was not infilled.

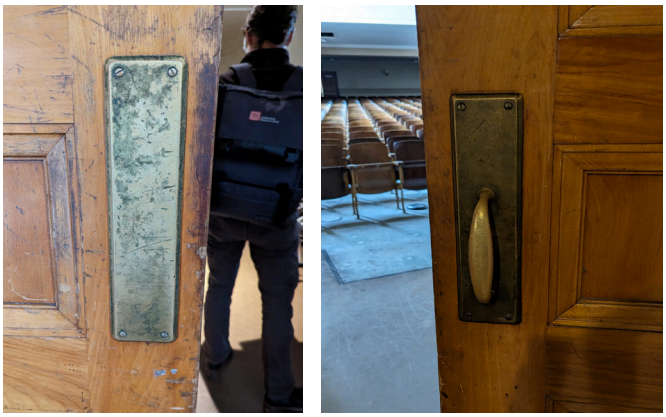


Figure 3.27.2 - Remaining historic push/pull hardware at Auditorium.

Some of the doors used mostly at restrooms and at closets have metal or wood grille vents *(Fig 3.27.3)*. The metal grilles seem to be in fair condition, though some of the grilles have been removed.



Figure 3.27.3 - Original metal grille in closet door.

The goal of the survey was to understand the nature and condition of the remaining historic doors, as well as their current location. A more detailed assessment is recommended to confirm specific repair locations and quantities. The following outlines the steps in completing a comprehensive door assessment and preliminary recommendations for door repair, with a goal to maintain the historic appearance, and ensure longevity of the units.:

- Assess overall condition of casings (interior and exterior), doors, and hardware.
- If damaged areas are found, adhere to this criteria:
  - If decay area is greater than 50% of the component (bottom rail for example), replacement with in-kind material is recommended.
  - If decay area is less than 50% of component, an infill repair is recommended.
  - If decay area is 1"x1"x1" or smaller, an epoxy repair is recommended.
  - All decay repairs to be inspected by preservation architect.
- Apply finish coatings after preservation architect approval.
- Prep and apply new finish, if required by architect

The following photos illustrate the door and frame types. Refer to floor plans in *Appendix A* for locations of original doors and frames.



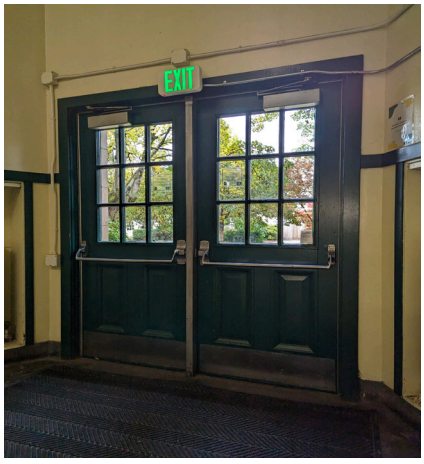


D-1

Main entry doors.

Divided half-lite double doors, with arched divided-lite transom. Original drawings, and historic photos, show doors with two panel bottom. Current doors do not have paneled bottom. It is not known when these doors were replaced.





D-2

Stair tower exterior doors.

Divided half-lite double doors, with two panel bottom.

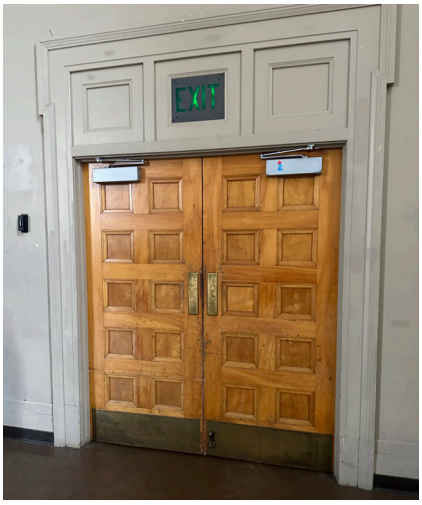




D-3

Typical original wood door and transom assembly at stairs.

Specific number of divided lites varies depending on floor level and location, but typically consists of two divided half-light doors with a single bottom panel, separated by a fixed divided lite window, and spanned by a divided-lite transom. Many lites retain the original wired glass.





D-4

Typical original wood ten-panel double doors at auditorium.

Casing trim and finish varies.

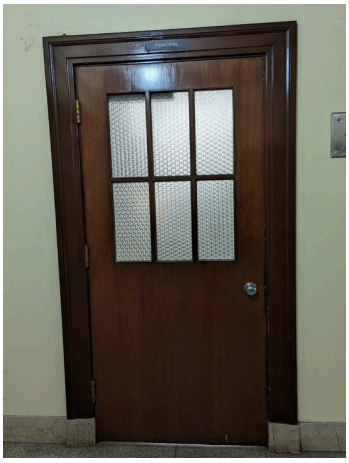


D-5

Painted ten-panel double doors from auditorium to north and south courtyards. These doors do not appear in the original drawing set, and it was not immediately apparent if they are wood or Kalamein doors.



D-6
Original wood divided full-lite double door and transom assembly at original library.





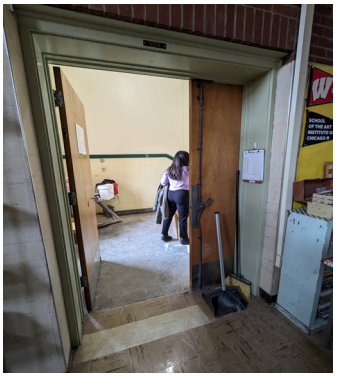
D-7
Original wood divided half-lite doors at classrooms.

Glazing type and casing varies.





D-8
Original wood restroom and back-of-house doors, with narrow horizontal grille.





D-9
Original wood uneven door at Gym stairwell. Door retains it's unique original hardware.





D-10
Miscellaneous wood access panel doors located in the stairwells.

The following Door Repair Category descriptions outline the preliminary findings for doors, frames, and trim. Refer to *Appendix A* for Door Survey Plans. Doors not highlighted in the survey drawings were either not historic, or inaccessible.

Repair Category – Green: Fair

These doors and frame have minimal damage and the wood is sound and in good condition.

Recommended repair procedures:

- Prep and apply new finish, if required by architect

Repair Category – Orange: Poor

These doors exhibit moderate damage, due to regular wear and tear associated with the high use of an educational setting.

- Deteriorated or absent coatings

Recommended repair procedures:

- Prep and apply new finish

Repair Category – Red: Critical

These doors are in the worst condition, and were identified in only one or two instances. The conditions identified at these doors are the result of damage beyond the normal wear and tear of use.

Primary condition issues include:

- Minor wood crack and split repairs
- Deteriorated or absent coatings;
- Missing components, such as metal vents and hardware.

Recommended repair procedures:

- Remove door from opening and transport to off site facility.
- Assess sash once removed from opening and adhere to this criteria:
  - If decay area is greater than 50% of the component (bottom rail for example), replacement with in-kind material is recommended.
  - If decay area is less than 50% of component, an infill repair is recommended.
  - If decay area is 1”x1”x1” or smaller, an epoxy repair is recommended.
  - All decay repairs to be inspected by preservation architect.
- Prep and apply new finish

Historic Interior Materials

This section is intended to provide a sufficient overview of existing conditions to inform the project team of general concerns and priorities, but a more detailed survey should be undertaken if there is a desire to gain a more thorough understanding of existing conditions and repair quantities for cost estimating or bidding purposes.

Main Entrance

The main entrance stair, and the corridor immediately adjacent are finished in a faux stone wall panel referred to as "Zenitherm" in the original drawings, with marble base and caps, and terrazzo flooring *(Fig 3.33.1)*. An ornamental plaster panel is inlaid into the half height wall at the first floor, and Zenitherm brackets are installed under the landing *(Fig 3.34.2)*. Ornate bronze handrails are installed at both sides of each stair run, and large metal grilles are installed in front of the radiators at either side of the entrance landing *(Fig 3.34.3 & 3.34.4)*.

The ceiling at the main entry, and adjacent corridor display an ornamental plaster cornice to create a coved appearance.

The finishes extend East to the outside face of the Auditorium, and north and south to Zenitherm-clad pilasters flanking the corridor, on either side of the middle two auditorium doors *(Fig 3.34.5)*.



Figure 3.33.1 - Zenitherm clad main entrance stairs.



Figure 3.33.2 - Discoloration visible at corner of Zenitherm clad half wall.

Given the location in a high-traffic area, the finishes at the main entrance are in remarkably good condition. The primary condition issue is cracking at the marble base and terrazzo flooring, and discoloration at the Zenitherm half wall panels, where generations of students have rubbed against it *(Fig 3.33.2)*.

The terrazzo flooring and steps are original and show moderate wear in areas, including spalls and chips at stair noses, heavy soiling at risers, a large crack adjacent to the north Auditorium door, and several smaller cracks in the landings *(Fig 3.34.1)*.

The display cabinet at the first floor landing is not reflected in the original drawing set, and is assumed to be a later installation *(Fig 3.34.6)*.

Recommendations for Further Study

- Zenitherm is a manufactured material that may contain asbestos. This material should be included in hazardous material testing.



Figure 3.34.1- Cracking at marble wall base



Figure 3.34.2 - Zenitherm bracket detail



Figure 3.34.3 - Bronze handrail



Figure 3.34.4- Radiator cover grille



Figure 3.34.5 - Ornamental plaster pilaster cap



Figure 3.34.6- Non-original display cabinet.

Auditorium

The auditorium's ground floor is an inclined polished concrete floor. A rubber flooring material, with a raised dot texture, has been installed at the circulation path around seating sections. The concrete is weathered, soiled and cracked due to age and everyday wear and tear. Where seating sections are located, the concrete floor is unadorned except for circular vents beneath many of the seats. The cracks do not pose a condition concern as they appear to be stable, but should be monitored for any changes to avoid the emergence of any trip/fall hazards. A more thorough assessment of the concrete floor should be performed to ensure that no hazards currently exist *(Fig 3.35.1)*.



Figure 3.35.1 - Typical cracking, found throughout auditorium.

The majority of the fixed wood theater chairs in the auditorium are original or date from soon after the building's construction. The end units are cast metal with an ornamental frieze. The chairs display typical wear patterns for their function and use. Ongoing regular maintenance should ensure they will continue to perform for years to come *(Fig 3.35.2)*.

The balcony retains its original configuration and materials, including the brass railing and wooden ledge. Non-historic acoustical tiles have been affixed to the outward-facing vertical surface, between the wooden ledge and lower edge. The historic drawings show that this area was originally plastered. In order to determine whether the original finish can be restored, an exploratory removal of one or two tiles is recommended.



Figure 3.35.2 - Original Auditorium seating

This process will identify appropriate methods for careful tile removal and reveal the existing conditions at the plaster surface.

The stage appears to be in its original configuration, with the stage at east end with arched apron and squared, paneled proscenium. The ornamental plaster exhibits some damage, adjacent to the two staircases at stage right and left *(Fig 3.35.3)*. Otherwise, these elements appear to be in good condition. The original canvas wainscot appears to have been removed, throughout the auditorium.



Figure 3.35.3 - Minor damage at proscenium arch ornamental plaster.

The coffered ceiling with ornamental plaster cornice and beams, pendant light fixtures and painted metal grills appears to retain its original configuration and original materials, though it is unclear if the acoustic tiles are original, or have been replaced

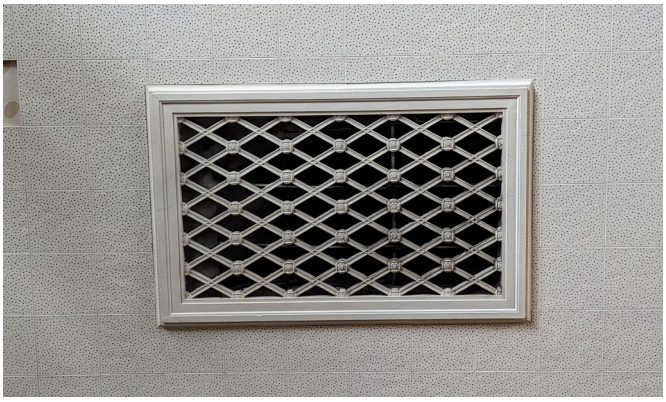


Figure 3.36.1 - Plaster ceiling grill with surrounding acoustical treatment

(Fig 3.36.1). Some water damage is visible, particularly at the north side of the auditorium. It is assume that this occurred prior to the reroofing scope during the 2016 Improvement Project, and there are no on-going water infiltration issues *(Fig 3.36.2)*. The lights are all operational and appear to be well maintained (refer to Historic Light Fixures).



Figure 3.36.2- Water damage at ceiling and wall.

Plaster cracking is visible at the walls, in particular around the decorative plaster work, and may be a sign of building settlement *(Fig 3.36.3)*.

The baseboard molding and wall trim around the perimeter of the auditorium are painted a light tan color. Both are presumed to be original based on historic drawing details. A thorough assessment was not performed but the bases and trim appear



Figure 3.36.3- Ornamental plaster figure head, showing adjacent cracking.

to be in good condition with an expected amount of scuffs and scrapes. Verification of original trim color(s)and /or finish can be determined through cratering the surface with a scalpel and/or collecting cross sections to view microscopically.

The ornamental plaster organ grilles at either side of the stage remain intact, and in good condition *(Fig 3.36.4)*.

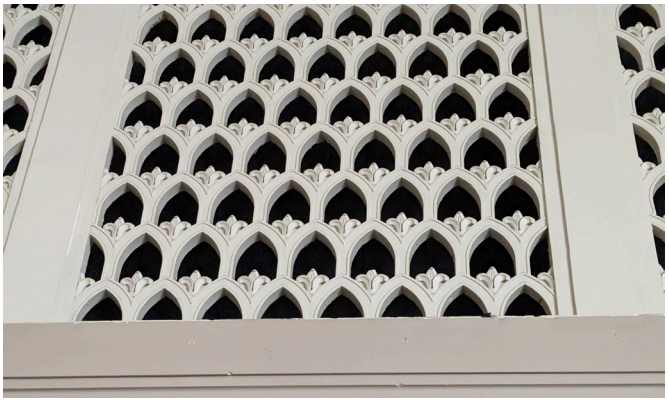


Figure 3.36.4 - Plaster organ grille

Recommendations for Further Study

- Structural assessment of concrete floor and monitoring of cracking
- Exploratory removal of acoustical tiles at balcony to determine condition of original plaster finish.
- Verification of original paint colors.

Corridors, Stairs and Classrooms

The corridors appear to retain their original widths. Furnishings —lockers, in particular,— have been added over the years but do not impact the original massing and spacial profile *(Fig 3.37.1)*.



Figure 3.37.1 - Typical corridor, showing baseboard and mid-wall trim elements.



Figure 3.37.2 - Typical locker bays, off the main corridor. Additional lockers have been added in the main corridor.

Painted baseboard molding runs the length of the North and West corridors, on both sides of the hallway, with interruptions at all door openings. Mid-wall trim also runs the length of both wings on both sides of the hallway. All trim pieces are painted a forest green color and appear to be in good condition ***(Fig 3.37.2)***. Some pieces may have been replaced over the years, but could not be confirmed by visual inspection. Original trim colors and verification of historic provenance can be determined through cratering and cross section samples viewed microscopically.



Figure 3.37.3- Plaster molding detail at locker bay

Wall plaster is generally in good condition corridors, and retains the original plaster detailing *(Fig 3.37.3)*. Plaster located below the mid-wall trim is in fair condition, with general scuffs and soiling and a few deeper gouges, obsolete fasteners, and pinholes. Wall plaster above the mid-wall trim is generally in good condition.

Radiators appear to be original *(Fig 3.37.4)*.



Figure 3.37.4 - Typical radiator

Acoustic panels have been applied to the underside of the ceilings throughout the building, and are often damaged, discolored or missing. These should be tested for asbestos.

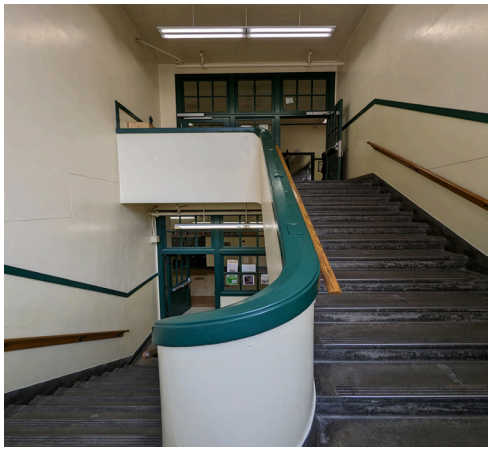


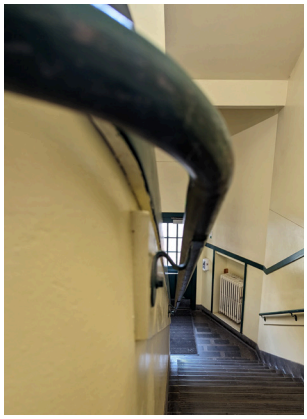
Figure 3.38.1 - Typical stair tower, with original, discontinuous wood railings

The six stairway configurations remain highly intact, with a high percentage of original materials, including cement risers and metal treads *(Fig 3.38.1)*, wood bases, handrails, wood trim, and wood half-wall caps *(Fig 3.38.1)*.

Wood baseboards, half-wall caps, and trim at the stairs have been painted to match baseboards, trim, and doors elsewhere in the building. These appear to be in good condition. Handrails are all original and unpainted, with the exception of the northwest stairwell, where the discontinuous handrails and brackets have been replaced with a continuous metal handrail *(Fig 3.38.3)*.



Figure 3.38.2 - Typical cement stair risers with inset metal safety treads.



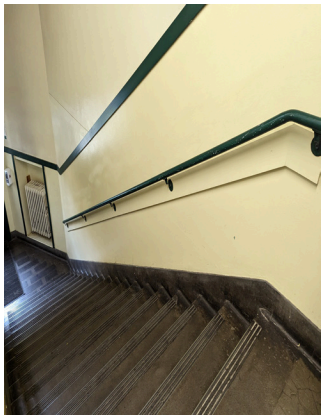


Figure 3.38.3 - Continuous metal handrail at northwest stairwell.

The classrooms retain a high percentage of original wood bases and built-in furniture. The built-ins are still in use as storage, and have been painted over time. Primary condition issues comprise damage from everyday use. Most hardware at built-in classroom cabinets is original, except where locking hardware has been installed or pieces have been replaced. The wood paneling and casework, including the card catalogue and flat file drawers at the former library are original *(Fig 3.38.4)*.





Figure 3.38.4 - Flat files, card catalogue and shelving at former library.



Figure 3.39.1- Shelving and radiator cover in former library

The majority of original blackboards appear to have been replaced or covered with whiteboards and bulletin boards, but the original configuration appears intact *(Fig 3.39.2)*. Original chalk trays are generally intact, and typically share the same painted finish as trim and built-ins *(Fig 3.39.3)*.

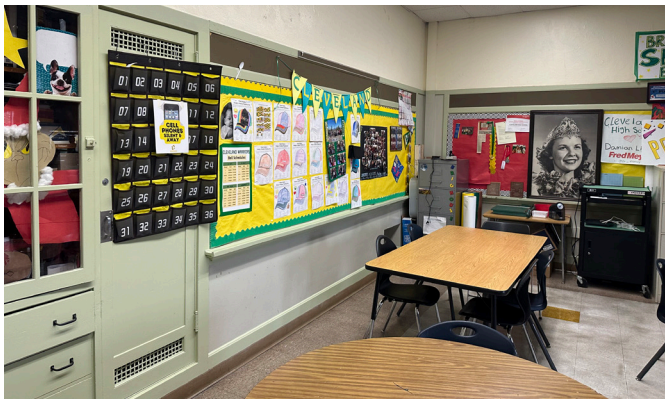


Figure 3.39.2 - Original blackboard built-in repurposed as a bulletin board.



Figure 3.39.3 - Original blackboard.

Some classrooms have interior doors that lead to other classrooms and/or storage areas. These openings and doors appear to be original.

Original lath and plaster walls are still in place. The plaster walls are a valuable resource for identifying historic paint colors.



Figure 3.39.4- Original wainscot trim at former library.

Recommendations for Further Study

- Verification of original paint colors
- Test acoustic ceiling panels for asbestos

Historic Light Fixtures

The remaining historic light fixtures are all interior to the building, and are located in or directly adjacent to the Auditorium. The fixtures are recognizable for their Art Deco-style characteristics. The interior light fixtures in and around the Auditorium consist of two types of bronze pendant light fixtures (Types A & B), one type of bronze wall sconce (Type C), and three ceiling mounted fixtures (Types D, E, & F) which are not original to the building, but may have been installed relatively early in the life of the building.

The light fixture locations and types are identified in the plans below, with representative photos of each type on the following page.

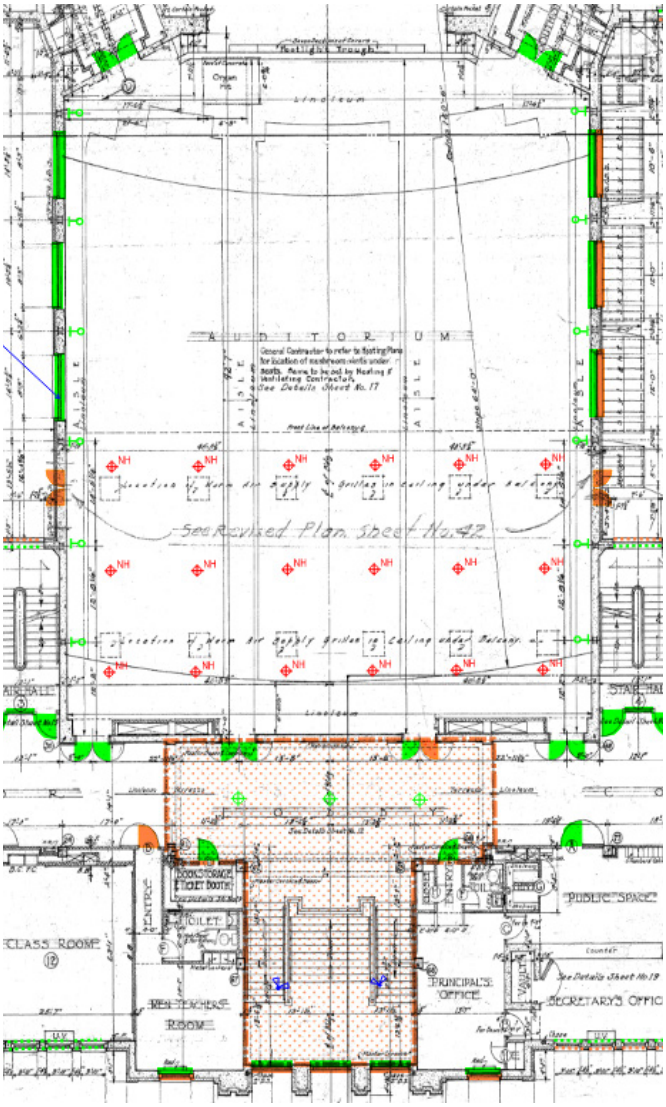


Figure 3.40.1 - First Floor Plan of Auditorium, and main entry

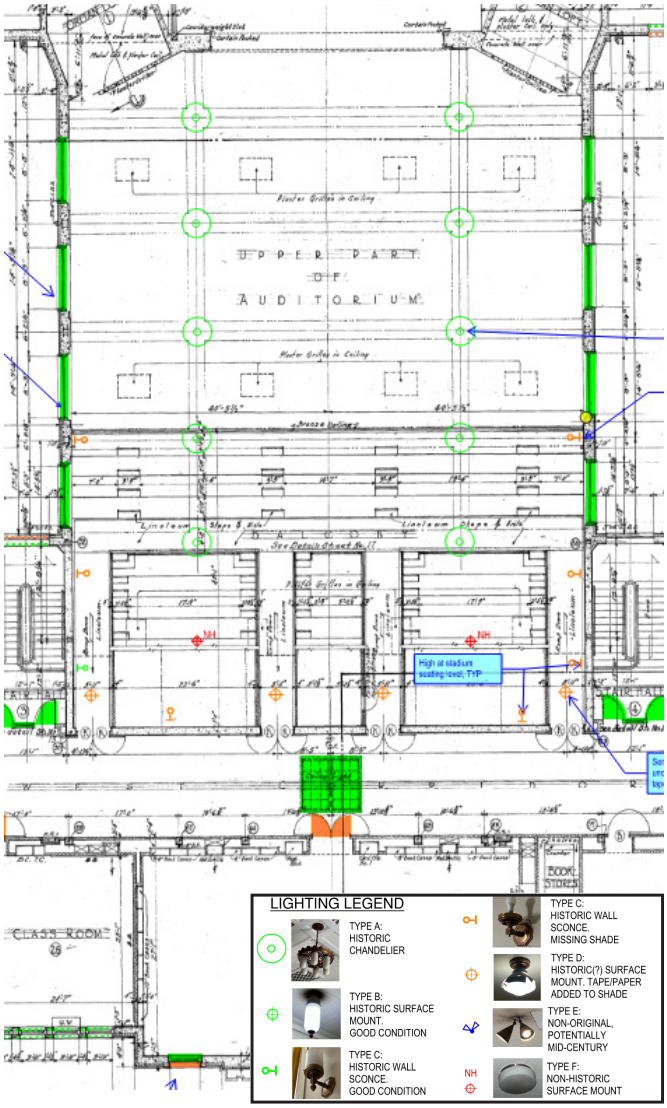


Figure 3.40.2- Second Floor Plan of Auditorium



Type A Light Fixture - Historic chandelier



Type B Light Fixture - Historic surface mount



Type D Light Fixture - Potentially Historic Surface mount



Type E Light Fixture- Non-original, potentially mid-century



Type C Light Fixture - Historic wall sconce



Type C Light Fixture - Historic wall sconce, missing shade



Type F Light Fixture - Non-historic surface mount

The historic light fixtures will require basic refurbishment and maintenance. Several of the sconce light fixtures have missing or damaged canopies that need to be repaired or replaced. Each of the Type D surface mounted fixtures have tape applied to the top of the canopy, and it is unclear if this is due to an underlying deficiency. Otherwise, the light fixtures are generally in good condition.

Recommended Items to Salvage and Repurpose

Salvage, Repair, and Reuse

ARG has identified the following items from the 1929 building that can be salvaged for repair and reuse; and which the design team should consider incorporating into the project, either in place, or installed in new locations.

- Millwork cabinetry and display cases
- Metal lockers
- Original exterior grilles (currently painted, but identified in original drawings as bronze)
- Original wood trim
- Original interior doors
- Original exterior doors and transoms
- Original windows, frames and brickmold
- Original light fixtures
- West entry flagpole base
- Exterior metal stair rails
- Bronze plaques in Main entrance stair (x4)
- Fixed wood theater chairs and end panels
- Brick (If design requires removal from existing locations)
- Marble cornerstone (If design requires removal from existing location)
- Other materials such as roof structural elements or decking if removal is required for the new design



Figure 3.42.1 Original Metal Lockers



Figure 3.42.2 Original cabinetry



Figure 3.42.3 Flagpole base



Figure 3.42.4 Theater chair end panel



Figure 3.42.5 Bronze entry plaque



Figure 3.43.1 Display case at front entry



Figure 3.43.2 marble cornerstone at southwest corner of main entry.

Recycle and Reclaim

Any items listed for salvage in the previous section that cannot be used in the project should be recycled or reclaimed.

In addition ARG recommends recycling the following list of items. Recycling should include scrapping, as in the case of the miscellaneous metals; or reclaiming to a third party for repair and resale, as in the case of the radiators and door hardware.

Recycle

- Steel roof structure
- Wood framing
- Flashing
- Leader conductor heads/scuppers
- Miscellaneous metals (ladders, etc.)
- Non-historic windows

Reclaim

- Radiators
- Restroom fixtures
- Brick
- Historic door hardware & closers
- Lockers

The photos on these pages are indicative of the range of elements that should be salvaged, recycled or reclaimed.



Figure 3.43.3 Bronze grille



Figure 3.43.4 Original radiator



Figure 3.43.5 Access ladder

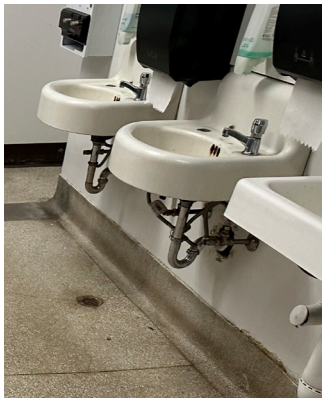


Figure 3.43.6 Restroom fixtures

SAN FRANCISCO
Pier 9, The Embarcadero
Suite 107
San Francisco, California 94111
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PORTLAND
720 SW Washington Street
Suite 605
Portland, OR 97205
T: 971.256.5324

SCHEDULE OF ROOM FINISH-GROUND FLOOR

ROOM NAME	FLOOR	BASE	WAINSCOT	CAP	WALLS	CEILING	PICTURE MO	TRIM	BLACK-BOARDS	WINDOW SILLS	REMARKS
TYPEWRITING, 1 to 4 inclusive	linoleum	wood	Rock Cm.	wood	plaster	plaster	wood	wood	slate	Above Rad.	Marble, See det. Sheet No. 19
BOOK KEEPING, 1 to 6 inclusive	linoleum	wood	Rock Cm.	wood	plaster	plaster	wood	wood	slate	Above Rad.	Marble, See det. Sheet No. 19
CLASS ROOMS	linoleum	wood	Keene Cm.	wood	plaster	plaster	wood	wood	slate	Above Rad.	Marble, See det. Sheet No. 19
STUDENTS ROOM	linoleum	wood			plaster	plaster	wood	wood			Marble, See det. Sheet No. 19
GIRLS LOCKERS	linoleum	wood	canvas	wood	plaster	plaster	wood	wood			Marble, See det. Sheet No. 12
NORTH & WEST CORRIDORS	linoleum	wood	carvas	wood	plaster	plaster	wood	wood			Marble, See det. No. 10
STAIR HALLS	cement	cement	canvas	wood	plaster	plaster	wood	wood			Marble, See Sheet No. 19 & 16
TEAM ENTRANCE	cement				Portland Cement ground	plaster	plaster	wood			see plans & sections, marble & wainscot
BOYS' TOILET NO. 6	cement				Portland Cement ground	plaster	plaster	wood			com. plans & wainscot.
BOILER RM. TOILET	cement	cement			Portland Cement ground	plaster	plaster	wood			6" base
JANITORS CLOSETS	cement				Portland Cement ground	plaster	plaster	wood			4'6" wnsc.
STORAGE RM. NO. 1	cement	cement			Portland Cement ground	plaster	plaster	wood			6" base,
SUPPLIES	linoleum	wood			Portland Cement ground	plaster	plaster	wood			Typical Classific base
BICYCLE ROOM	cement				Portland Cement ground	Plaster tile					com. plans & 6" base on tile wall
TEAM LOCKERS	cement				Portland Cement ground	plaster	plaster	wood			com. plans & see Sheet No. 16 for wainscot
SHOWER ROOM	cement	tile	tile	Slate	Portland Cement ground	plaster	plaster	wood			slate.
DRYING ROOM	cement				Portland Cement ground	plaster	plaster	wood			6'-6" wnsc.
RUBBING ROOM	cement				Portland Cement ground	plaster	plaster	wood			4'-0" Wainscot
TOWEL ROOM	cement	cement				plaster	plaster	wood			6" base
SUIT DRYING RM.	cement				Portland Cement ground	Cement		wood			Outlet Sheet No. 12
CLOSETS	cement	cement				plaster	plaster	wood			6" base
COACHES OFFICE	cement	cement				plaster	plaster	wood			6" base
DRESSING ROOM	cement	cement			Keene Cimkrete	Cimkrete		wood			6" base
STAGE STORAGE	cement										6" base on tile wall
ATHLETIC STORAGE	cement										
CAFETERIA	cement	cement				plaster	plaster	wood		wood	6" base, See Sh. 16
TEACHERS' DINING RM.	cement	cement				plaster	plaster	wood		wood	6" base, See Sh. 16
KITCHEN	tile	tile			Keene Cimkrete	Cim.		wood			See Det. Sh. No. 16
CAFETERIA OFFICE	cement	cement				plaster	plaster	wood		wood	6" base
DISH WASHING RM.	tile	tile			Keene Cimkrete	Cim.		wood			6" base
WOMEN KITCHEN HELP	cement	cement				plaster	plaster	wood			6" base
STUDENTS HELP	cement	cement				plaster	plaster	wood			6" base
FOOD STORAGES	cement	cement				plaster	plaster	wood			6" base
VEGETABLE STORAGE	cement	cement				plaster	plaster	wood			6" base
GARBAGE ROOM	cement				Portland Cement ground	plaster	plaster	wood			4'0" wnsc. 6" base.
SERVICE HALL	tile	tile			Keene Cimkrete	Cim.		wood			6" base
BOYS' GIRLS' TOILETS NO. 1	terrazzo	terrazzo	tile	Portland Cement ground	plaster	plaster		wood			com. plans & base.
EAST CORRIDOR ENTRY DOORS	cement	Cem. Base	Wainscot	canvas	wood	plaster	plaster	wood			marble & wainscot
STAIR HALL No. 9	cement	cement			Portland Cement ground	plaster	plaster	wood			
LAUNDRY	cement										Same as boys'
BLOWER ROOM											
BOILER ROOM											
VACUUM CLEANER											
SWITCHBOARDS											
TRANSFORMER VAULT											
FAN ROOM											
PUMP PIT											
ASH ROOM & OFFICE											

GENERAL NOTES

For down ceilings in Janitors Closets, Supplies 1 & 2, Closets, Battery Closet, Drying Room, Rubbing Room, Towel Room, Coaches Office, Dressing Room, Boiler Room Toilet, Students Help, Women Kitchen Help, Garbage, and Food Storages 1 & 2 to 8'-0".

For down Boys & Girls Toilets No. 1, ceilings to line with window head. See Elevation Court No. 1, Sheet No. 6.

For down Kitchen & Service Hall ceilings to height indicated on this Plan and Section "B-B" Sheet No. 9.

For down ceiling in Dishwashing Room to 10'-6".

All tile walls 4" thick unless otherwise noted or shown.

For down ceiling in Storage No. 1 to 6'-8".

Note: See complete plan of this portion on this sheet

Make (N) Doors in Organ Loft the same as (D) Door except 3'-0" wide.

ELEV. DOOR TO TOILET IN BOILER ROOM
Scale 1/4"=1'-0"

Note: All doors shown above 1¾" thick. Doors marked with double circle as here indicated to have wood panels.

For Finish Rooms & Kalc Finished Doors see Upper part Sheet No. 19

SCHEDULE OF DOORS IN LOCKER ROOMS, ETC.
Scale 1/4"=1'-0"

CONDITIONS LEGEND

of original extant historic fabric

- HEAVILY MODIFIED AREA
- MINOR FINISH WEAR (CRACKING)

See Report for image and description of Window Types W-1 through W-9

Intact ORIGINAL DOORS
- GOOD CONDITION
- MINOR DAMAGE (FINISH WEAR)
- MAJOR DAMAGE

Intact ORIGINAL WINDOWS
- GOOD CONDITION
- MINOR DAMAGE (FINISH WEAR)
- MAJOR DAMAGE

Intact ORIGINAL FRAME/TRIM (ORIGINAL SASH REMOVED)
- GOOD CONDITION
- MINOR DAMAGE

W-9

W-5

ORIGINAL HANDRAILS & BRACKETS REPLACED

W-3

W-2

ORIGINAL FRONT ENTRY DOORS MAY HAVE BEEN REPLACED

W-1

ONE-HALF INCH SCALE DETAILS OF SHELVING & COUNTER IN JANITORS OFFICE

SECTION THRU SHELVING & COUNTER JANITORS OFFICE
Scale 1/2"=1'-0"

TYPICAL DETAIL OF CHAMFERED COLUMNS IN KITCHEN & CAFETERIA
Scale 1/2"=1'-0"

KEY TO INDICATIONS

Concrete	T.C.	Teacher's Closet	H.R.	Hose Reel	F.D.	Floor Drain
Brick	C.C.	Book Case	H.B.	Hose Bibb	D.F.	Drinking Fountain
Hollow Tile	B.B.	Black Board	S.S.	Slop Sink	Rad.	Radiator
Terra Cotta	C.P.	Cork Panel	Lav.	Lavatory	U.V.	Unit Ventilator
M.C. Medicine Cabinet	Reg.	Vent Duct Register	D.S.	Down Spout	✱	Gas

GEORGE H. JONES, ARCHITECT

CLINTON KELLY HIGH SCHOOL OF COMMERCE

GROUND FLOOR PLAN
- SCALE - 1/8" = 1'-0"

DATE: October 20, 1926
BLUE PRINT NO.: 61765

SCHOOL DISTRICT NO. 1 MULTNOMAH COUNTY, ORE. MATHEW O'DELL SUPERINTENDENT OF PROPERTIES
Architects Geo. H. Jones & Clarence Ira Reed, Portland

SHEET NO. 3

Revised Nov. 14, 1926

SCHEDULE OF ROOM FINISH—FIRST FLOOR

ROOM NAME	FLOOR	BASE	MAINS.CONNECT.CAP	WALLS	CEILING	PICTURE MO	TRIM	BLACK BOARD	CORK BAND	WAINSCOTING	REMARKS
CLASS ROOMS	linoleum	wood	Korus Con wood	plaster	plaster	wood	wood	slate above B.B.		marble	See Det. Sheet No. 19
STUDY HALL, No. 1	linoleum	wood	Korus Con wood	plaster	plaster	wood	wood	slate above B.B.		marble	See Det. Sheet No. 19
OFFICE TRAINING	linoleum	wood	Korus Con wood	plaster	plaster	wood	wood	slate above B.B.		marble	See Det. Sheet No. 19
PRIVATE OFFICE	linoleum	wood	Korus Con wood	plaster	plaster	wood	wood			marble	See Det. Sheet No. 19
WRITING ROOM No. 1	linoleum	wood	Korus Con wood	plaster	plaster	wood	wood	slate above B.B.		marble	See Det. Sheet No. 19
WOMEN TEACHERS RM.	linoleum	wood			plaster	plaster	wood	wood			marble	
MEN TEACHERS ROOM	linoleum	wood			plaster	plaster	wood	wood			marble	
WOMEN TEACHERS LOCKER ROOM	linoleum	wood	Korus Con wood		plaster	plaster		wood				Wainscot 5'-0" high
TEACHERS' TOILETS	Magnesite	Magnesite	Korus Con wood		plaster	plaster		wood				Wainscot 5'-0" high
PRINCIPAL'S OFFICE	linoleum	wood			plaster	plaster	wood	wood			marble	
PRINCIPAL'S ROOMS TOIL.	Magnesite	Magnesite	Korus Con	Wood	plaster	plaster		wood				Wainscot 5'-0" high
SECY'S OFF. & PUBLIC SPACE	linoleum	wood	Korus Con wood		plaster	plaster	wood	wood			marble	Wall Det. See Sh. No. 19
CLEAN & WAITING ROOM	linoleum	wood			plaster	plaster	wood	wood			marble	
EMERGENCY ROOM	linoleum	wood			plaster	plaster	wood	wood			marble	
CLOSETS	linoleum	wood			plaster	plaster		wood				
CORRIDORS	linoleum	wood	canvas	wood	plaster	plaster	wood	wood			marble	
STAIR HALLS 1 to 7 inclusive	cement	cement	canvas	wood	plaster	plaster	wood	wood			marble	See Sheets 14-15-16
LOCKER ALCOVES	linoleum	wood	canvas	wood	plaster	plaster	wood	wood			marble	See Det. Sheet No. 12
BOYS' & GIRLS' TOILETS 1 & 2	terrazzo	terrazzo	Portland Cement ground		plaster	plaster		wood			com. plas.	5'-0" Wall. See Sh. No. 13
ENTRANCE LOBBY	terrazzo	marble			plaster	plaster		See Detail				See Sheet No. 18 & 19
JANITORS CLOSETS	cement		Portland Cement ground		plaster	plaster		wood				Wainscot 4'-0" high
BOOK STORAGE & TICKET BOOTH	linoleum	wood			plaster	plaster		wood				See Sheet No. 19
GYMNASIUM	wood	brick			brick	wood		wood			brick	Wood floor at floor line. See Sh.
N. & S. GYMNASIUM PASSAGES	wood	brick			brick	plaster		wood				Wood floor at floor line. No. 19
N. & S. GYMNASIUM HALLS	cement		Portland Cement ground		plaster	plaster		wood				
BOYS' & GIRLS' LOCKER ROOMS	cement		Portland Cement ground		plaster	plaster		wood			con. plas.	See Det. Sheet No. 13
INSTRUCTORS' OFFICES	cement	cement			plaster	plaster	wood	wood				See Det. Sheet No. 13
INSTRUCTORS' DRESSING RMS.	cement	cement			plaster	plaster		wood				See Det. Sheet No. 13
TOWEL ROOMS	cement	cement			plaster	plaster		wood				
DRYING ROOM	cement				Portland Cement	Portland Cement		wood				See Det. Sheet No. 13
SHOWER ROOM	tile	tile	slate		Portland Cement	Portland Cement		wood				See Det. Sheet No. 13
STAIR HALL No. 9	cement		Portland Cement ground		plaster	plaster		wood				See Det. Sheet No. 14
STORE ROOMS	linoleum	wood			plaster	plaster		wood			marble	
AUDITORIUM	tile & cement	wood	canvas	wood	wood	plaster	plaster	wood			wood	See Det. Sheet No. 17
STAGE	wood	wood	canvas	wood	plaster			wood				See Det. Sheet No. 17
N. & S. STAGE PASSAGES	linoleum	wood	canvas	wood	plaster	plaster		wood				See Det. Sheet No. 17
STAGE DRESSING RMS.	linoleum	wood			plaster	plaster		wood			wood	See Det. Sheet No. 19
OFFICE VAULT	cement	cement			plaster	plaster						See Det. Sheet No. 17 & 19
APPARATUS STORAGE 1 & 3	cement				tile on tile							No tiles on conc. wall
APPARATUS STORAGE 2 & 4	cement											No tiles on conc. wall
NO. TOILET No. 2 & GIRLS' TOILET No. 3	cement		Portland Cement Ground		plaster	plaster		wood				7'-0" Wall. See Sh. No. 13

GENERAL NOTES.

For down ceilings in All Entries; Women Teachers' Toilet & Locker Room; Men Teachers' Toilet; Ticket Booth; All Closets; Principals Toilet; Janitors' Closets; Instructors' Offices & Dressing Rooms; Boys' Toilet No. 7; Girls Toilet No. 8 and Towel Rooms to 9'-0" above finished floor.

For down ceiling in Waiting Room to 10'-0" above finished floor.

For ceilings in Boys Toilets Nos. 2, 3, 5, and Girls Toilets No. 2 & 3, to line with top of windows.

For down over class room entrances, etc., where indicated to 7'above door trim.

Mirrors in Girls' Locker Room to be bolted to Metal Partitions.

All tile partitions to be 4' thick unless otherwise noted or shown.

See Report for image and description of Window Types W-1 through W-9

CONDITIONS LEGEND of original extant historic fabric

- HEAVILY MODIFIED AREA
- MINOR FINISH WEAR (CRACKING)

ORIGINAL DOORS
- GOOD CONDITION
- MINOR DAMAGE (FINISH WEAR)
- MAJOR DAMAGE

ORIGINAL WINDOWS
- GOOD CONDITION
- MINOR DAMAGE (FINISH WEAR)
- MAJOR DAMAGE

ORIGINAL FRAME/TRIM (ORIGINAL SASH REMOVED)
- GOOD CONDITION
- MINOR DAMAGE

LIGHTING LEGEND

- TYPE A: HISTORIC CHANDELIER
- TYPE B: HISTORIC SURFACE MOUNT. GOOD CONDITION
- TYPE C: HISTORIC WALL SCONCE. GOOD CONDITION
- TYPE C: HISTORIC WALL SCONCE. MISSING SHADE
- TYPE D: HISTORIC(?) SURFACE MOUNT. TAPE/PAPER ADDED TO SHADE
- TYPE E: NON-ORIGINAL, POTENTIALLY MID-CENTURY
- NH TYPE F: NON-HISTORIC SURFACE MOUNT

W-8

W-7

W-5

W-3

W-2

W-1

BTM PANEL OF DOOR EXTERIOR MODIFIED

ORIGINAL STEEL WINDOWS REPLACED W/ WOOD, TYP @ AUDITORIUM

ORIGINAL HANDRAILS & BRACKETS REPLACED

GEORGE H. JONES ARCHITECT

CLINTON KELLY HIGH SCHOOL OF COMMERCE

FIRST FLOOR PLAN

SCALE - 1/8" = 1'-0"

DATE	SCHOOL DISTRICT No. 1	SHEET NO.
October 20, 1925	MULTNOMAH COUNTY, ORE.	4
DRAWING NO. 31763	MATTHEW O'DELL SUPERINTENDENT OF PROPERTIES Administration Bldg. S. 6th & Clinton Sts. PORTLAND, OREGON	

Revised Nov. 14, 1925

SCHEDULE OF ROOM FINISH—SECOND FLOOR

ROOM NAME	FLOOR	BASE	WAINSCOT	CONNECT. CAP	WALLS	CEILING	PICTURE MO.	TRIM	BLACK BOARDS	DOOR FRAMES	WINDOW STOOLS	REMARKS
OFFICE APPLIANCE RMS	linoleum	wood	Keene's Cem.	wood	plaster	plaster	wood	wood	slate	above B.B.	marble	See Det. Sheet No. 19
CLASS ROOMS	linoleum	wood	Keene's Cem.	wood	plaster	plaster	wood	wood	slate	above B.B.	marble	See Det. Sheet No. 19
ART ROOM	linoleum	wood	Keene's Cem.	wood	plaster	plaster	wood	wood	slate	cast wall	marble	See Det. Sheet No. 19
WRITING ROOM	linoleum	wood	Keene's Cem.	wood	plaster	plaster	wood	wood	slate	above B.B.	marble	See Det. Sheet No. 19
MUSIC ROOM	linoleum	wood	Keene's Cem.	wood	plaster	Acoustical Treatment	wood	wood			marble	See Sheet No. 19 &
STUDENTS' ROOM	linoleum	wood			plaster	plaster	wood	wood			marble	See Det. Sheet No. 19
LIBRARY	linoleum	wood	canvas	wood	plaster	plaster	wood	wood			wood	Master Corn. & See Sheet No. 19 &
BOOK STORE S	linoleum	wood			plaster	plaster		wood				See Det. Sheet No. 19
WORK ROOM	linoleum	wood			plaster	plaster		wood			wood	See Det. Sheet No. 19
CONFERENCE RM.	linoleum	wood			plaster	plaster	wood	wood			marble	
CORRIDORS	linoleum	wood	canvas	wood	plaster	plaster	wood	wood			marble	
STAIR HALLS	cement	cement	canvas	wood	plaster	plaster	wood	wood			marble	See Sheets 14, 15 & 16
LOCKER ALCOVES	linoleum	wood	canvas	wood	plaster	plaster	wood	wood			marble	See Det. Sheet No. 12
BOYS' & GIRLS' TOILETS	terrazzo	terrazzo	Portland Cement Ground		plaster	plaster		wood			cem. plas.	6'0" wsct. See Sh. No. 19
INSTRUCTORS' TOILET	magnesite	magnesite	Keene's Cem.	wood	plaster	plaster		wood				Wainscot 5'-0" high &
ORGAN LOFTS	cement	cement						wood				See Sec. Sheet No. 17
FLY GALLERY	cement	cement			plaster							
BALCONY	tile & conc.	cement			plaster	plaster		wood			wood	See Det. Sheet No. 17
PROJECTION ROOM	cement	cement			plaster	plaster						See Sec. Sheet No. 17
JANITOR'S CLOSETS	cement		Portland Cement Ground		plaster	plaster		wood				Wainscot 4'-0" high &
STORE ROOMS	linoleum	wood	canvas	wood	plaster	plaster		wood			marble	
STUDY HALL No. 2	linoleum	wood	Keene's Cem.	wood	plaster	plaster	wood	wood	slate	above B.B.	marble	See Det. Sheet No. 19
BLEACHERS 1 & 2	cement				brick	wood		wood			brick	See Sec. Sheet No. 19
GRIDIRON STAIRS	conc. on floor				plaster tile							See Sheets No. 12 & 17

GENERAL NOTES

Fur down ceilings in Janitor's Closets, Instructors Toilet & Passages to Organ Lofts to 9'-0" above finished floor.

All tile walls & thick unless otherwise noted or shown.

1" Scale Detail of Brick Corner Furring Above Bleachers In Gymnasium to Conceal 5" Pipes, Typical for All Co As Shown on This Floor

See Report for image and description of Window Types W-1 through W-9

CONDITIONS LEGEND of original extant historic fabric

- HEAVILY MODIFIED AREA
- MINOR FINISH WEAR (CRACKING)

ORIGINAL DOORS
- GOOD CONDITION
- MINOR DAMAGE (FINISH WEAR)
- MAJOR DAMAGE

ORIGINAL WINDOWS
- GOOD CONDITION
- MINOR DAMAGE (FINISH WEAR)
- MAJOR DAMAGE

ORIGINAL FRAME/TRIM (ORIGINAL SASH REMOVED)
- GOOD CONDITION
- MINOR DAMAGE

W-1 PHOTO REFERENCE TAG (SEE REPORT)

LIGHTING LEGEND

- NON-ORIGINAL, POTENTIALLY MID-CENTURY
- NH NON-HISTORIC SURFACE MOUNT
- HISTORIC WALL SCONCE. GOOD CONDITION
- HISTORIC WALL SCONCE. MISSING SHADE
- HISTORIC(?) SURFACE MOUNT. TAPE/PAPER ADDED TO SHADE
- HISTORIC SURFACE MOUNT. GOOD CONDITION
- HISTORIC CHANDELIER

ORIGINAL LATCH HARDWARE

W-8

ORIGINAL CLOSER

W-4

ORIGINAL STEEL WINDOWS REPLACED W/ WOOD, TYP @ AUDITORIUM

W-5

Historic chandelier, TYP

High at stadium seating level, TYP

High wall sconce at balcony seating, orange ones are missing the glass shade; green are intact, TYP

W-6

Semi-flush mount at lower ceiling under stadium seating, TYP. All have tape/paper? on the shade

ORIGINAL HANDRAILS & BRACKETS REPLACED

W-3

W-2

W-1

GEORGE H. JONES, ARCHITECT

CLINTON KELLY HIGH SCHOOL OF COMMERCE

SECOND FLOOR PLAN

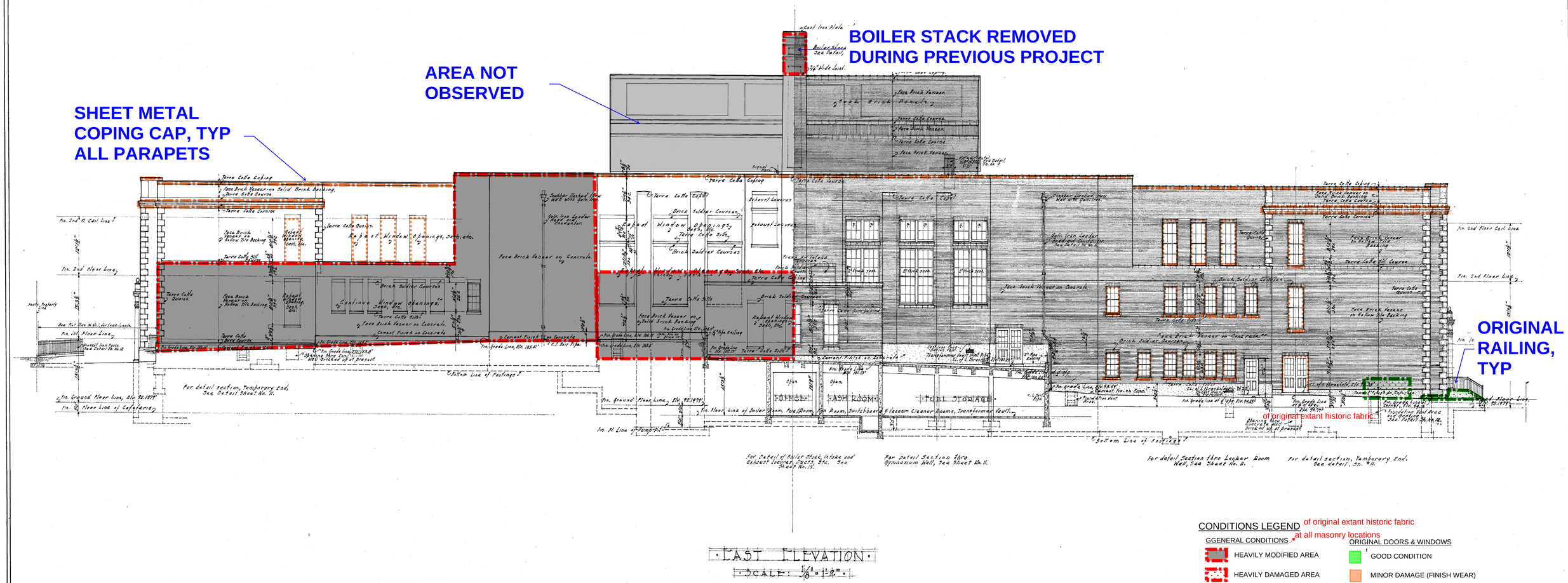
SCALE 1/8" = 1'0"

DATE October 20 1926

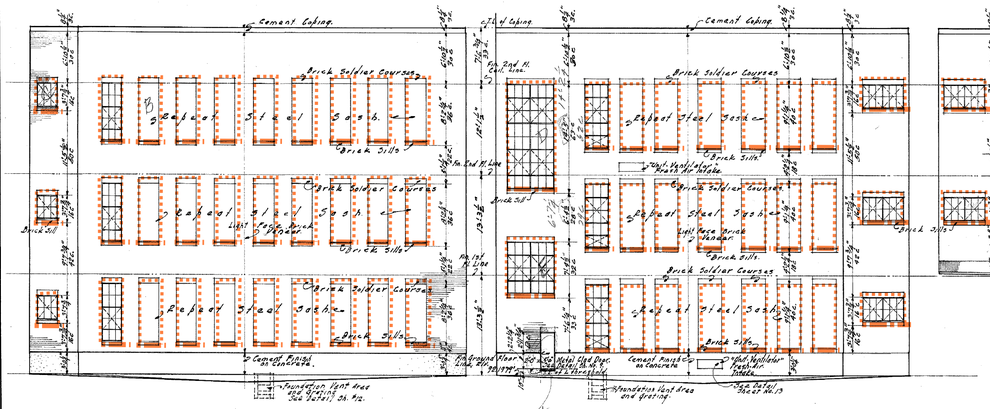
SCHOOL DISTRICT No. 1 MULTNOMAH COUNTY, ORE. MATTHEW O'DELL SUPERINTENDENT OF PROPERTIES

Revised Nov. 14, 1928

SHEET NO. 5


SHEET METAL COPING CAP, TYP ALL PARAPETS
AREA NOT OBSERVED
BOILER STACK REMOVED DURING PREVIOUS PROJECT
ORIGINAL RAILING, TYP
of original extant historic fabric
Terra Cotta Coping
Face Brick Veneer on Solid Brick Backing
Terra Cotta Cornice
Face Brick Veneer on Concrete
Brick Soldier Courses
Terra Cotta Sills
Cement Finish on Concrete
Bottom Line of Footings
Fin. Ground Floor Line, Elv. 92.19??
Fin. 1st Floor Line of Cafetaria
Fin. 2nd Floor Line
Fin. 2nd Fl. Ceil. Line
Fin. Grade Line, Elv. 88.67
Fin. Grade Line, Elv. 88.0
Fin. Grade Line, Elv. 88.2
Fin. Grade Line, Elv. 88.5
Fin. Grade Line, Elv. 88.6
Fin. Grade Line, Elv. 88.8
Fin. Grade Line, Elv. 89.0
Fin. Grade Line, Elv. 89.2
Fin. Grade Line, Elv. 89.4
Fin. Grade Line, Elv. 89.6
Fin. Grade Line, Elv. 89.8
Fin. Grade Line, Elv. 90.0
Fin. Grade Line, Elv.

ADD LEGEND



·LOOKING NORTH· ·LOOKING WEST·

·ELEVATIONS·COURT NO. 1·

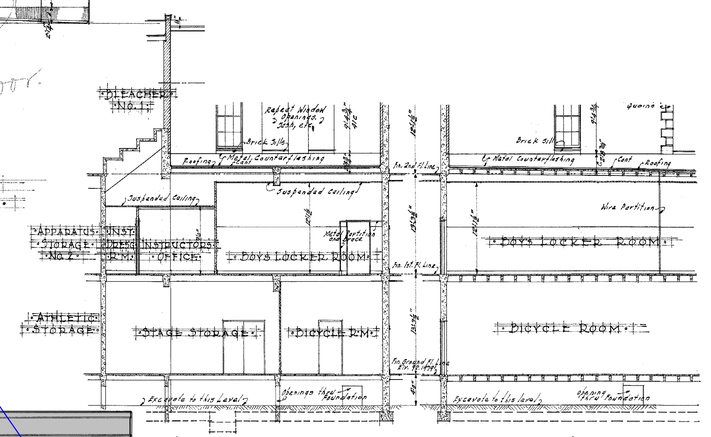
·NOTE: SEE DETAIL SHEET NO. 11 FOR LARGE SCALE DETAILS TYPICAL STEEL SASH·

·NOTE: SEE SECTION SHEET NO. 9 FOR BALANCE OF COURT ELEVATIONS·

·LOOKING WEST· ·LOOKING SOUTH·

·ELEVATIONS·COURT NO. 2·

·SCALE: 1/8"=1'0"·

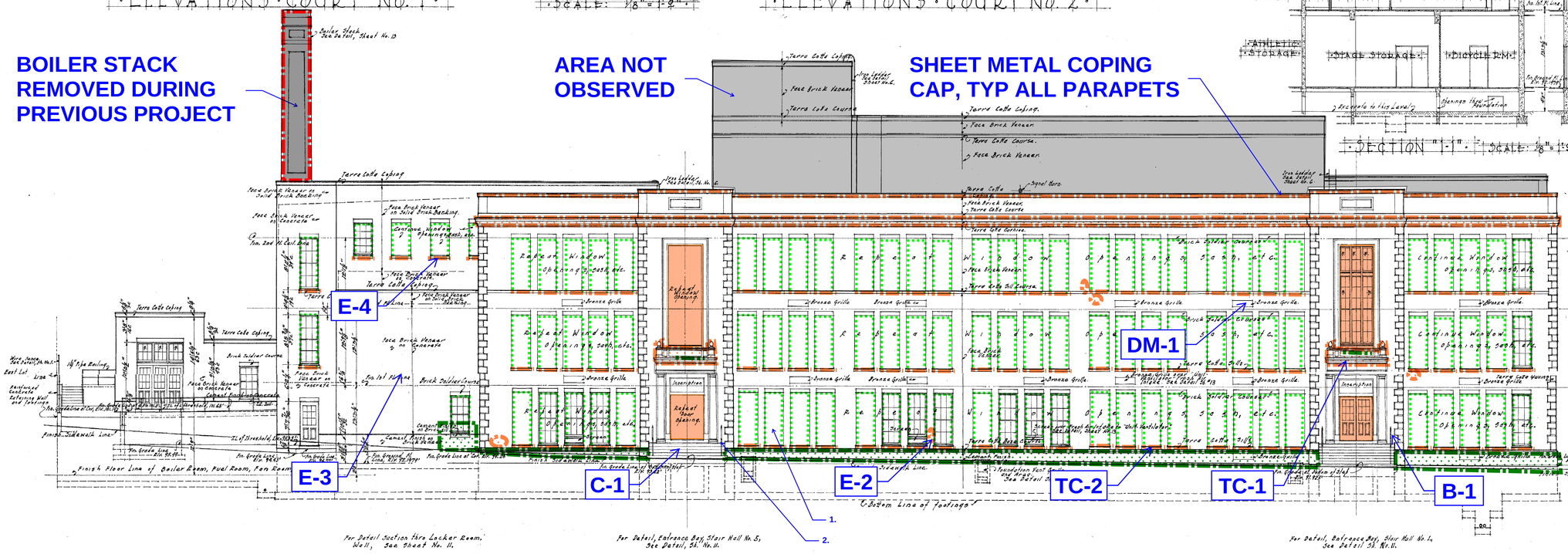


·SECTION "1-1"· ·SCALE: 1/8"=1'0"· ·SECTION "2-2"·

BOILER STACK REMOVED DURING PREVIOUS PROJECT

AREA NOT OBSERVED

SHEET METAL COPING CAP, TYP ALL PARAPETS



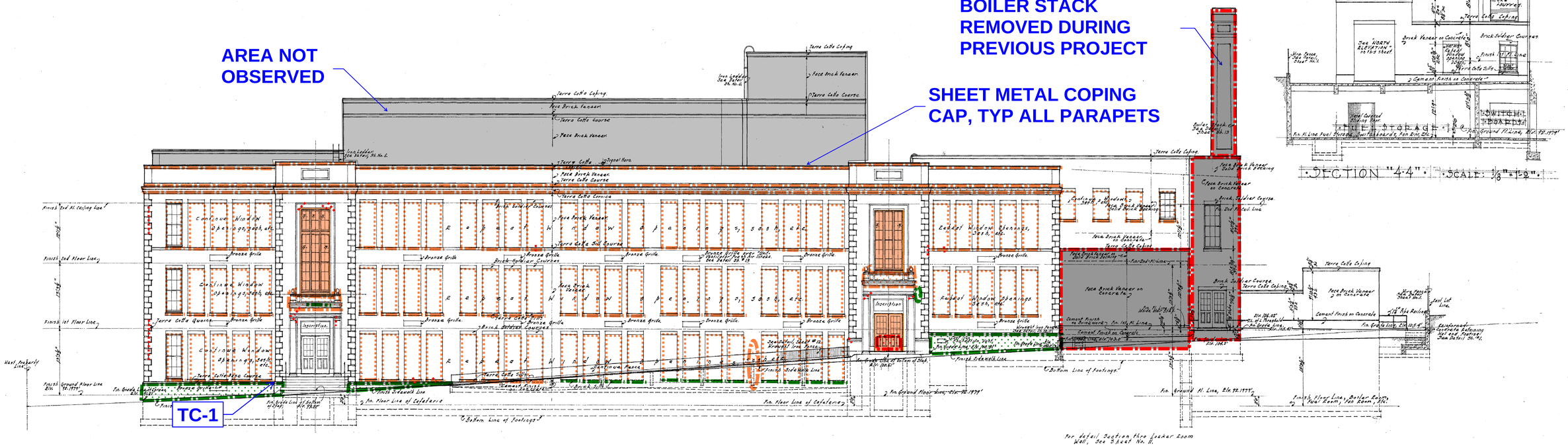
·NORTH ELEVATION·

·SCALE: 1/8"=1'0"·

BOILER STACK REMOVED DURING PREVIOUS PROJECT

AREA NOT OBSERVED

SHEET METAL COPING CAP, TYP ALL PARAPETS



·SOUTH ELEVATION·

·SCALE: 1/8"=1'0"·

·SECTION "4-4"· ·SCALE: 1/8"=1'0"·

·I·= INDICATES FIXED SASH·

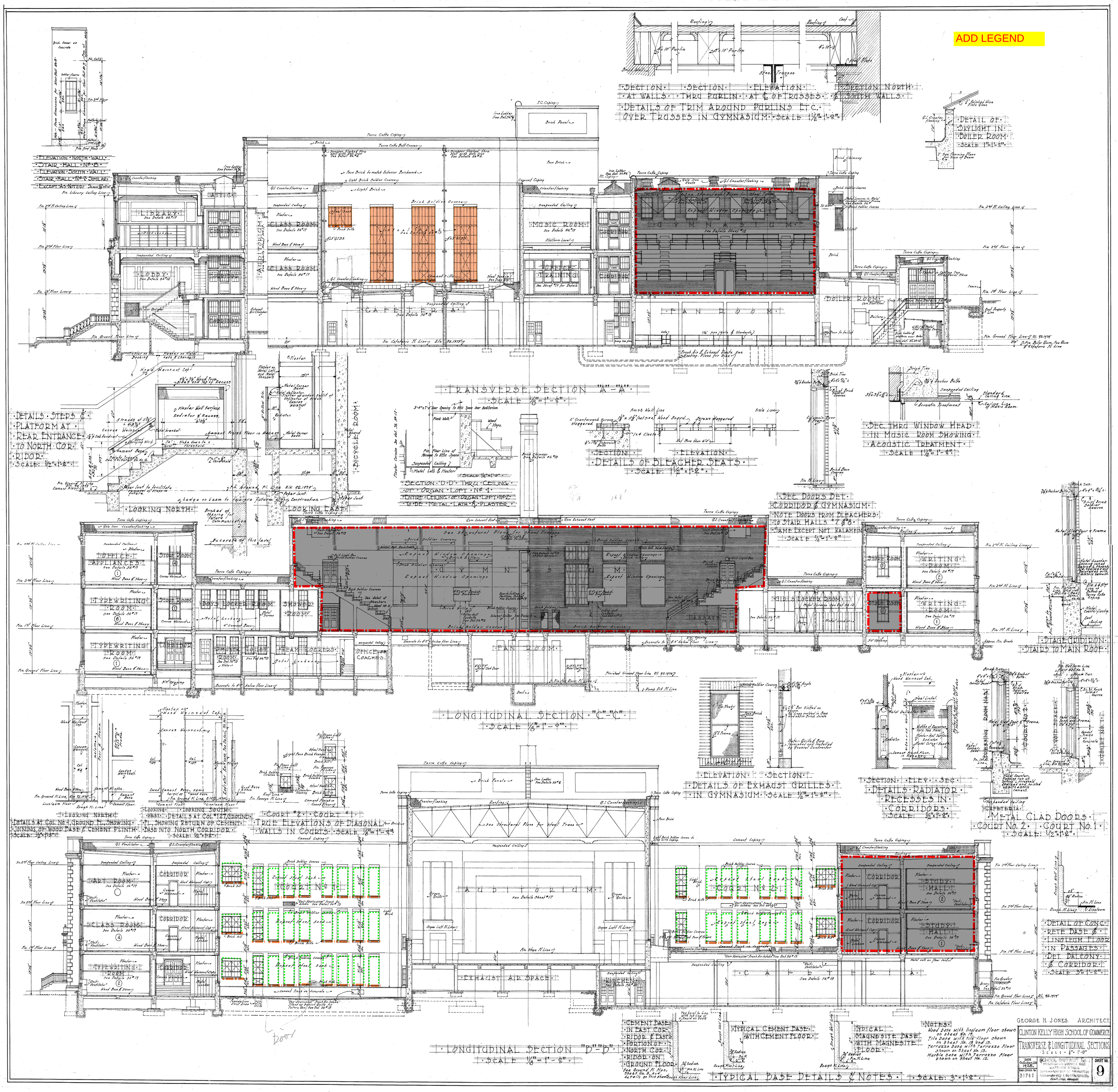
GEORGE H. JONES ARCHITECT

CLINTON KELLY HIGH SCHOOL OF COMMERCE

NORTH, SOUTH & COURT ELEVATIONS

·SCALE - 1/8"=1'0"·

DATE	SCHOOL DISTRICT No. 1	SHEET No.
October 22 1924	MULTNOMAH COUNTY, ORE.	8
REVISIONS DATE	MATTHEW O'DELL	
B1765	SUPERINTENDENT OF PROPERTIES	
	Administration Bldg. E. 6th & Clackamas Sts.	
	PORTLAND, OREGON	


ADD LEGEND
SECTION AT WALLS
SECTION THRU PURLIN
ELEVATION AT ℄ OF TRUSSES
SECTION NORTH & SOUTH WALLS
DETAILS OF TRIM AROUND PURLINS ETC. OVER TRUSSES IN GYMNASIUM
DETAIL OF SKYLIGHT IN BOILER ROOM
ELEVATION NORTH WALL STAIR HALL No 8
ELEVATION SOUTH WALL STAIR HALL No 7 SIMILAR EXCEPT AS NOTED
LIBRARY
LOBBY
CORRIDOR
CLASS ROOM
AUDITORIUM
MUSIC ROOM
OFFICE TRAINING
GYMNASIUM
CAFETERIA
FAN ROOM
BOILER ROOM
TRANSVERSE SECTION "A"-"A"
DETAILS STEPS & PLATFORM AT REAR ENTRANCE TO NORTH CORRIDOR
SECTION D-D THRU CEILING OF ORGAN LOFT No 1
ENTIRE CEILING OF ORGAN LOFT No 2 TO BE METAL LATH & PLASTER
SECTION
ELEVATION
DETAILS OF BLEACHER SEATS
SEC. THRU WINDOW HEAD IN MUSIC ROOM SHOWING ACOUSTIC TREATMENT
SEC. DOORS BET. CORRIDOR & GYMNASIUM
NOTE DOORS FROM BLEACHERS TO STAIR HALLS #7 & #8
SAME EXCEPT NOT KALAMEIN
LOOKING NORTH
LOOKING EAST
BICYCLE ROOM
OFFICE APPLIANCES
STORE ROOM
TYPEWRITING ROOM
BOYS LOCKER ROOM
SHOWER ROOM
GIRLS LOCKER ROOM
WRITING ROOM
SHOWER TOILET
TEAM LOCKERS
OFFICE OF COACHES
STAGE GRIDIRON
STAIRS TO MAIN ROOF
LONGITUDINAL SECTION "C"-"C"
DETAILS AT COL. No 4, GROUND FL. SHOWING JOINING OF WOOD BASE & CEMENT PLINTH
LOOKING WEST
LOOKING SOUTH
DETAILS AT COL. #127, GROUND FL. SHOWING RETURN OF CEMENT BASE INTO NORTH CORRIDOR
COURT #2
COURT #1
TRUE ELEVATIONS OF DIAGONAL WALLS IN COURTS
ELEVATION
SECTION
DETAILS OF EXHAUST GRILLES IN GYMNASIUM
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SEC.
DETAILS RADIATOR RECESSES IN CORRIDORS
CAFETERIA
METAL CLAD DOORS COURT No. 2
COURT No. 1
ART ROOM
CLASS ROOM
TYPEWRITING ROOM
COURT No 1
AUDITORIUM
EXHAUST AIR SPACE
KITCHEN
COURT No 2
STUDY HALL
CAFETERIA
DETAIL OF CONCRETE BASE & LINOLEUM FLOOR IN PASSAGES DET. BALCONY & CORRIDOR
LONGITUDINAL SECTION "D"-"D"
CEMENT BASE IN EAST CORRIDOR & EAST PORTION OF NORTH CORRIDOR ON GROUND FLOOR
TYPICAL CEMENT BASE WITH CEMENT FLOOR
TYPICAL MAGNESITE BASE WITH MAGNESITE FLOOR
NOTES
Wood base with linoleum floor shown on sheet No. 19.
Tile base with tile floor shown on sheet No. 18 and 13.
Terrazzo base with Terrazzo Floor shown on Sheet No. 13.
Marble base with Terrazzo Floor shown on Sheet No. 12.
TYPICAL BASE DETAILS & NOTES
GEORGE H. JONES ARCHITECT
CLINTON KELLY HIGH SCHOOL OF COMMERCE
TRANSVERSE & LONGITUDINAL SECTIONS
SCALE - 1/8" = 1'-0"
DATE October 20 1928
SHEET No. 9
B1765

PLASTER DAMAGE AT ORNAMENT, TYP BOTH SIDES

WATER DAMAGE AT CEILING AND PLASTER WALL SURFACE

DOOR TO COURTYARD, BOTH SIDES NOT SHOWN IN ORIGINAL DRAWINGS.

GEORGE H. JONES, ARCHITECT

CLINTON KELLY HIGH SCHOOL OF COMMERCE

AUDITORIUM DETAILS

SCALE AS NOTED

DATE OCT. 20, 1926.

WORK ORDER No. B1765

SCHOOL DISTRICT No. 1 MULTNOMAH COUNTY, ORE. MATTHEW O'DELL SUPERINTENDENT OF PROPERTIES Administration Bldg. E. 6th & Clackamas Sts. PORTLAND, OREGON

SHEET NO. 17

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VOLUME 3: APPENDIX

ENGAGEMENT FINDINGS + RECOMMENDATIONS

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Cleveland High School

Community Engagement Findings & Recommendations for Cleveland High School Modernization Phase One

April 10, 2024

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Background and Context

In late 2023, After Bruce conducted research and analysis to inform and establish a strategic framework for designing the community-based engagement component of the Modernization Process. As part of that effort, we conducted a scan of current and past PPS Modernization efforts, analyzed available data and information about the community directly served by Cleveland High School (CHS), and reviewed existing literature and materials, research, surveys, and community briefs.

Two key purposes guided that research:

1. Provide the Cleveland High School Modernization Design and Community Engagement teams with actionable information regarding the overall CHS community landscape, demographic insights, and key audience engagement considerations;
2. Identify gaps, needs, and opportunities related to community engagement that may inform the design, approach, recruitment, and facilitation of the Community Engagement sessions, within the actionable parameters of PPS educational specifications

Our research culminated in a findings memo that articulated findings and recommendations to PPS and the Design Team. The recommendations were crafted with the goal of ensuring meaningful, equity-informed, and impactful engagement of critical and marginalized community voices otherwise missing from or underrepresented in the CHS Modernization process.

Engagement Design & Summary of Efforts

Following review and discussion of the memo, feedback from PPS and the design team was incorporated into a finalized engagement plan, resulting in implementation of the following tactics and components:

Stakeholder Interviews

Stakeholder interviews were conducted one-on-one and in small groups to glean more specific and nuanced insights into the day to day experience of key communities, gather critical feedback or anecdotes, help identify current barriers and motivations,

inform other engagement strategies, and refine questions asked in listening sessions. Interviews were conducted with the following people:

Principal, JoAnn Wadkins
Special Education Staff & Vice Principal, Sean Murray
Native Student Union Advisor & College Coordinator, Nicole “Niki” Trueblood
Black Student Union Advisor, Charles Hunter
AAPI Student Union Advisor, Poeko Waiwaiole
School Social Worker, Michelle Hardaway
Immigrant and Refugee Community Organization (IRCO), Jenny Bremner

The stakeholder interviews offered insights that confirmed a number of our strategic recommendations. These modalities are described later in this report.

Interview insights also spurred further refinement of our engagement strategy, resulting in the addition of an Intergenerational Household listening session, a Community-Based Organization leadership listening session, and a listening session hosted for students, families, and other residents at Kateri Park.

Survey

The online survey tactic is supplemental to our listening sessions, and is not meant to elicit mass-responses. Rather, It’s an opportunity to reach local communities who wouldn’t otherwise be able to participate in listening sessions but want to contribute input to the modernization process. These may also include community members who may not currently have students at Cleveland High School, but utilize or interact with the facilities in some way or are people who would otherwise not be engaged by existing materials. We drafted a 24-question survey that adapted listening session questions into a non-facilitator format. While there were some delays in review and approvals that affected the timing of the distribution date, the responses received to-date are integrated into the themes below. We will continue to circulate the survey and will look for an opportunity to update the questions in Phase Two.

Community Listening Sessions

Community Listening Sessions are intimate, thoughtfully cultivated spaces meant to provide a safe, inclusive, and intentional environment for participants to share their truths. Feedback and input from these listening sessions was summarized into memos

provided shortly after each session. The analysis of that data is contained within this report. The following listening sessions and office hour were completed during Phase One:

1. Paraeducators, Teachers, and Staff in Special Education
2. Students in Special Education
3. Community-Based Organizations' (CBO) Leaders
4. Student Leaders of Affinity Groups
5. Students & Families of Color
6. Intergenerational Households
7. English as a Second Language (ESL) Students
8. Teachers & Staff of Color (rescheduling)
9. Office Hour

Paraeducators, Teachers, and Staff in Special Education

Summary Link

We met with teachers and staff in the Special Education program at Cleveland, including Nicole Miller and Jackie Cunningham who we knew from stakeholder interviews hold critical insight about both the more medically fragile student cohort as well as the students who are more integrated into Gen Ed. Their insights greatly informed what chronic needs should be prioritized in their classrooms. At this session, we also were introduced to Speech & Language Pathologist, Kiffen Menendez-Rowland; through our relationship with Kiffen, we were able to speak at length directly with students in DANSU (Disabled and Neurodivergent Student Union).

Students in Special Education

Summary Link

The opportunity to speak directly with students attending Cleveland, who also live with disabilities, provided profound understanding to some of the challenges this population currently faces at the school. After collaborating with the teachers, paraeducators, and staff in Special Education, we developed engagement sessions that would usurp two 45-minute alternating-weekly DANSU (Disabled and Neurodivergent Student Union) group meetings during lunch – rather than trying to get students to stay after school for a listening session. With a turnout of 15-20 students between the two sessions, this approach proved effective and the participating students were responsive and enthusiastic in sharing their insights and ideas.

Community-Based Organizations' (CBO) Leaders

Summary Link

Based on input from CBOs, we opted to schedule this session as virtual, midday conversation. It is important to recognize that CBOs and nonprofit organizations are often more trusted (than government organizations) in communities that are systemically underserved or marginalized. By partnering intentionally with CBOs, we build relationships that not only inform the process, but also expands our reach through their networks, offering a trusted avenue to connect with students and families who might otherwise be hesitant to participate. This listening session included CBO representatives that had all visited Cleveland High School previously.

Student Leaders of Affinity Groups

Summary Link

Throughout the session, a prevailing sentiment emerged as students expressed a desire to feel more authentically represented within the school's cultural landscape – as students and as members of these communities who are underrepresented in and out of the school. Safety and trust are key themes and it is often on the students, and a few trusted teachers, to collaboratively create safe spaces for themselves.

Students, Families, & Community Members of Color

Summary Link

Besides students and families, some of our attendees worked with local nonprofits or at the school itself, others were Portland locals with long-term connections to Cleveland High School. The concept of a multicultural center (MCC) was overwhelmingly favorable, and most participants didn't even realize that there was a "multicultural corner" of the library. Parents present were disappointed to hear of the problem of rats, the predominance of photos on the walls of older CHS history that lacked diversity, and the disorganized use of rooms near the gym and athletics center.

Intergenerational Households

Summary Link

From conversations held in the stakeholder interview portion of After Bruce's work, we learned that many students in intergenerational households may be accessible by hosting a listening session at the nearby Kateri Park apartment complex. Graciously,

Kateri allowed the listening session to be held in their community room where we were able to engage with families and students. As we learned from one of our participating parents, people are often tired after a long day's work and are not necessarily interested in joining a listening session, but do want to share their input. The preference would be for a trusted community member to gather input to share with After Bruce. We'll continue to engage those interested parents with DIY support to gather additional input and feedback.

English as a Second Language (ESL) Students

Summary Link

This session was built in collaboration with the ESL teacher at Cleveland High School, Stefanie Goldbloom. Through her insights, we prepared our materials in English, Spanish, Vietnamese, Mandarin, Russian, Japanese, and Dari and brought in interpreters to support.

Teachers & Staff of Color

Engaging this group of teachers and staff has been challenging. We've scheduled and rescheduled the listening session quite a few times, even offering asynchronous opportunities for feedback and participation, but have yet to engage teachers and staff of color at Cleveland as a group. As we have exhausted other forms of recruitment support and are unable to compensate people for their time and expertise, there are few tools at our disposal for recruitment. Instead, we've pivoted to allocate this time to engaging more parents who are harder to reach.

Office Hour

Summary Link

The Office Hour was originally requested as a way for neighbors and others in and beyond our scope to engage and receive a report out of efforts, however, the event was fairly uneventful. We focused the office hour on a few questions circulating from participants about timeline and progress made thus far, the After Bruce team reiterated what had been heard from Mahlum and otherwise directed attendees to visit the PPS Office of Modernization website for the most up-to-date information. We heard from one participant, also an architect, that community engagement is often left out of the design process, and they were very thankful that we were intentionally working with historically underserved and marginalized communities.

A PDF of all summaries have been added to the end of the summary as an appendix.

DIY Engagement Guide

Stakeholder conversations confirmed our strategic recommendation to work alongside student leaders to develop an engagement and facilitation guide geared toward peer-to-peer engagement. Creating DIY facilitation guides and offering facilitation training not only offers students a career engagement opportunity, but supports peer-to-peer engagement between affinity group leaders and members. This method offers students a safe space to have open conversation, free of power dynamics that may otherwise arise.

A DIY guide was also created for parents later on, after some discussion during the students and families listening session. For parents and families with challenging schedules, it's often difficult to participate in listening sessions even when they're hosted nearby their residences. Some parents who attended our sessions are people who are seen as hubs of information or informal leaders in their communities, and offered to gather feedback on our behalf with other parents they've built relationships with. This approach doesn't forgo After Bruce-facilitated listening sessions, rather, it supplements those data gathering methods, enabling us to receive insights from people we wouldn't otherwise be able to reach.

Reach Summary

Our recruitment channels include a loose network of school-based stakeholders, parents and community members, and a cohort of 68 community-based organizations in addition to communications facilitated through the principal. To-date, we have engaged with over 40 students and 20 student leaders, nearly three dozen staff and teachers — 24 of whom are teachers, paraeducators, and staff in the Special Education program, and dozens of parents and community members. Some of this cohort continue to be re-engaged throughout multiple engagements. We plan to continue to deepen engagement with community members reached to-date, and also expect these numbers to grow significantly in Phase Two.

Challenges and Limitations

We experienced delays to engagement implementation due to the strikes and winter storms. These back-to-back events set the engagement schedule behind by six weeks,

and had significant impacts on recruitment. We were able to find ways to pivot, including creating a bridge between Phase One and Two where we'll continue to deepen engagement.

After Bruce's engagement design is informed by the community-based participatory research (CBPR) framework that recognizes people are experts of their lived experience. As experts, they are well-qualified as researchers of their expertise, particularly as members of communities historically marginalized by systemic inequality. It's our best practice to fairly and adequately compensate experts for their contributions to the work. However, due to funding usage limitations, we have been unable to do so. While providing culturally-specific food in abundance is generally appreciated by our participants, it is not the same as compensation or honoraria. This restriction has limited our ability to recruit more participation, especially from people who lead busy, full lives and have to make hard decisions about how and where to spend their spare time.

Earlier in our work, during the strategy phase, we conducted a landscape scan and reported our findings. Those findings identified potential challenges and limitations due to the lack of available disaggregated data. While we were able to narrow some of those gaps by the end of Phase One, the aforementioned delays shortened the amount of time we had to gather more information earlier. We'll continue adapting content and engagement to better reach those communities in Phase Two.

Relatedly, some issues that have arised may be more systemic or programmatic in nature and difficult to address through engagement or design. For example, participants have raised concerns that the success of imbuing the engagement effort with DEIB principles isn't being equally matched with an effort to rename the school. We've felt confident in identifying and communicating limitations to the modernization process with participants, and will continue to work closely with PPS to be responsive to redirecting community questions and needs beyond the scope of design.

The lack of visibility into the full school schedule meant some suggested time slots actually were in conflict with other existing commitments. We are keen on receiving guidance that can help identify other solutions to event scheduling in Phase Two that create more visibility and expedite the flow of information.

Emergent Themes

History matters in the way it invisibilizes

Students and families from underrepresented and marginalized communities struggle to feel a connection to the building and its history. While there is an understanding toward celebrating the long legacy of alumni before them, the subtext is loudest: who is missing from these photos and trophies, and why? The history of CHS matters in this case because of the ways in which non-white communities are invisibilized. Besides programmatic and affinity group-organized efforts, the physical and visible elements of the building contribute to a sense of disconnect and perpetual othering — signs this place wasn't made for them. Overwhelmingly, the audiences we've engaged have little connection to the building itself but are especially interested in how their communities can be part of placemaking moving forward.

There is a strong desire to have permanence and intentionality imbued in the ways they are represented on campus and how that can reflect and impact belonging. Work with the Native student affinity group to understand how a land acknowledgement can go beyond performative to better reflect current and future students and their presence in the CHS community. There are repeated calls to preserve the current murals in some way and display them in the new campus alongside new, dedicated spaces for future murals to be created. On a campus where many of these students feel like they don't belong, the murals are one of the very few physical features of the building that reflect their presence, contributions, and the legacy of other students before them who have fought to be represented.

Nothing about us without us

In the 1990s, disability activists in South Africa used the phrase, "nothing about us without us" to reinforce the idea that no meaningful policy impacting the disability community should be made without intentionally, directly, and meaningfully including community in those processes. This slogan is particularly resonant at CHS, where currently, many efforts to reflect more of the student body may feel like an afterthought or accommodation at best and microaggression at worst. For example, there are no cases dedicated to the affinity groups and there is no dedicated place for them to gather despite an ongoing need. The impasse with displaying flags of Indigenous nations and changing the school's name further exacerbate feelings of otherness.

While design can't directly impact a name change, understanding the long context of that effort offers insight into the ways in which generations of students already marginalized by systemic barriers may continue to feel brushed aside.

The Modernization process is an opportunity to institutionalize community power by thoughtfully and intentionally co-creating opportunities to include students and families not only in design decisions, particularly for the spaces that will most impact these groups. In a place where the visible and static features of the building can create a feeling that this place wasn't made for them, offering a shared and permanent multicultural center in the new design would have tremendous impact. The desire to have a space these students can call their own on campus where they can feel pride, safety, and belonging has been a sentiment shared across multiple generations of students, particularly students of color, at CHS. Besides the classrooms of trusted teachers, very few students in our engagement efforts have expressed the ability to let down their guard or bring their full selves while on campus. This hypervigilance can have a significant impact on student health and success.

Inclusion without equity is performative

As the modernization process seeks to deepen relationships with community participants and include more underrepresented communities in the process, it's critical to continue to ground efforts in the community-based participatory framework. People who are underrepresented or marginalized by systemic inequities face multiple barriers to participation, including the very modes and methods of engagement themselves. Without the additional due diligence from those of us developing the engagement methods alongside input from community, we may fail to ensure that these spaces are well prepared and equipped to be safe and welcoming for all participants — invitations can feel performative. Inclusion without consideration for equity and belonging can often have an opposite effect, exacerbating the very conditions or dynamics that marginalize.

In other words, it's not enough to invite people who are underrepresented or marginalized by systemic inequities to get more involved in existing groups or committees — those spaces must be prepared and equipped to facilitate, listen to, and receive input from underrepresented communities as adequately as they do for people from dominant culture. To use an analogy, don't invite someone to a dinner party if the food being served isn't suitable for their diet. Using the framework developed and approved in Phase One, we recommend beginning Phase Two with a round of key

insight interviews (also referred to as stakeholder interviews; we are moving away from that language due to feedback received) to gain nuance, inform strategies and approaches, and develop relationships to reach additional, priority community segments not yet engaged in Phase One. Additionally, participants in Phase One can be involved to help inform engagement strategies and approaches, and ensure that these new methodologies are culturally relevant and responsive to needs.

Creating spaces that invite pause can alleviate stigma

Students would feel less isolated and stigmatized if there were more comfortable, well lit, and inviting spaces for them to sit. Currently, the designated shared spaces for sitting, gathering, or "hanging out" further exacerbate class stigmatization and overwhelm. This includes the cafeteria, outdoor spaces, and the hallways. Consider how design can normalize a culture of pause and rest. There are very few opportunities to unwind or decompress from overwhelming situations. To make things worse, the current cafeteria stigmatizes students and compels them to leave campus or skip eating. Those who would take refuge in outdoor spaces find it challenging to do so, and this is made worse by the busyness of Powell. For students who may be grappling with less visible challenges due to mental health, situations at home, or class struggles, having access to places where sitting and resting are normalized can contribute to a more supportive campus climate.

Designing for the most impacted

Accessibility is often focused on compliance. While compliance guidelines are critical for establishing important universal standards, gaps often persist especially for people most vulnerable to systemic inequities that drive them to the furthest margins. As feedback and insights rolled in, we found that design that fully considered the full range of differences and sought to address needs — beyond compliance — for students most impacted by those differences revealed solutions to a multitude of challenges faced by other communities.

For example, while the new campus will have spaces intentionally designed for students in Special Education, we also know that concern remains around integrating SPED students into regular classrooms. If those classrooms aren't designed with this practice in mind, they can inadvertently reinforce persistent feelings of being afterthoughts. Accommodations should go beyond space and accessibility, and might include dimmable lighting, proximity to sensory support spaces, or access to the outdoors. Designing with these considerations in mind will also benefit other students

who may be grappling with less visible or clearly identified challenges related to anxiety, mental health, and other learning needs

Phase Two Recommendations

The following recommendations are based on feedback, insight, and learnings gathered from Phase One of community engagement. Upon commencement of Phase Two, we recommend After Bruce and Mahlum co-develop updated engagement plans and roadmap at the start of both Schematic Design and Design Development, to ensure alignment with the design team's goals, timing, and needs.

To further refine Phase Two Engagement and identify information gaps, we recommend an exercise with Mahlum at the conclusion of Phase One wherein findings memos are reviewed and questions are mapped based on Design Team reactions. Receiving this detailed feedback and information from the Design Team would help greatly with our team's ability to be responsive in real-time to the Design Team's needs so that we can co-create Phase Two materials. The questions we receive from Mahlum can be adapted into the facilitation guide for subsequent listening sessions. Relatedly, we recommend adding a debrief with After Bruce following Design Team meetings to receive more timely insights and report outs from the Design Team on the status of the design work, and also be able to provide real-time feedback and input on what we're hearing from engagement.

Phase Two engagement methods will be conducted with expanded audiences and with existing stakeholders. Recommended expanded audiences may include but are not limited to:

- Feeder schools' staff, faculty, students and families (particularly BIPOC, LGBTQ+, low-income, food insecure, English-language learners)
- Special Education, ongoing and deepening engagement with current high school students and families as well as feeder school communities
- Immigrant and refugee communities, particularly 1-1.5 gen students, Muslim, Arab and Middle Eastern, African-diasporic students and community, Vietnamese and Ukrainian communities
- Parents of students of color and CHS Parent Equity Group
    - Current & across the feeder pipeline

- Student leaders of affinity groups and organizers
    - CHS CARE Leadership Group
    - Deepening ongoing engagement and trust, particularly with Native students and other students of color
        - Dedicated Native Student listening session
        - DIY engagement as follow up to student leaders and students who also identify as LGBTQ+ and participated in Phase One
- Unhoused students and families; designing engagement via trusted stakeholders
- English-language learners, which may likely require a more bespoke approach in Phase Two than in Phase One, based on input to-date
- Students new to or navigating alternatives to college

Based on findings and learnings to-date, we are recommending expanding our engagement modalities to include more key insight interviews (formerly referred to as stakeholder interviews). Another round of key insight interviews should be conducted at the start of Phase Two to inform and co-create engagement strategies that will be culturally responsive. These would be conducted as small-group roundtables to include multiple participants together, though some conversations may warrant 1:1, such as a specific conversation with Niki Trueblood about designing the engagement modalities for Native students and families, or a follow-up conversation with Michelle Hardaway about engaging feedback from unhoused students and families. These new conversations will help to update, evolve, and inform our expanded strategy to engage new sets of audiences such as those from feeder schools while offering a strategic framework for deepening engagement with existing audiences so that the feedback will be responsive to the nuance of each design phase. In Phase One, these interviews helped us to quickly build relationships with stakeholders who later supported recruitment and helped centralize input from harder to reach students or families.

We also recommend Phase Two listening sessions organized based on topic or theme. By organizing the Phase Two listening session based on topic or theme, we can gather iterative feedback from existing participants, and offer new participants our priority audiences the ability to pick the session that best fits their schedule and interests. At least three of the listening sessions in Phase Two should include Design Team members as activity leads. These activities should be co-developed with After Bruce using insights and needs from the Design Team. The activities will aim to garner input from participants on specific design features.

Besides the key insight interviews described above, these listening sessions will be supplemented by surveys and DIY facilitation led by student leaders and by community ambassadors. Students and advisors have suggested that After Bruce join some of the affinity group student meetings to further engage with membership. Before DIY facilitation is conducted, advisors have suggested facilitation trainings that After Bruce will conduct with students interested in gathering feedback from their peers, and students within our key audiences who are interested in community engagement as a career.

The addition of two family nights and/or community events should be strongly considered as a way to supplement listening sessions — in anticipation of the impact of several months of summer break in the midst of Schematic Design. These community events will look similar to CHS family nights, which is a familiar setting that often attracts a significant number of families from our key audiences. Expanding upon these existing events to include catered food, translators, and multiple engagement activities will be a way to effectively reach families who we know wouldn't otherwise participate in standalone listening sessions. Many of these families attend these events primarily based on the trust and relationships they've built with some of our stakeholders. The family nights should be co-facilitated by After Bruce and Mahlum, with team members hosting feedback stations specific to certain topics or features that are priority focus in SD.

Recognizing the opportunity we hold through the relationships we're building with these communities, we've added report-out components that would allow our team to summarize events such as Open Houses or Design Workshops and provide those updates through our trusted community-based channels. Providing on-going engagement through these channels can demonstrate intentionality from the Modernization effort, and mitigate any concerns that engagement was merely performative by keeping the community we've built relationships and rapport with in the loop along the way as key milestones are reached. We'll provide status updates and through those communications encourage participation in Design-team led events and activities. This set of communications would culminate in a Move-In and Post-Occupancy Engagement component.

Finally, we've heard in multiple ways from our participants that people from the communities we've engaged with in Phase One largely feel uncomfortable or unwilling to participate in spaces like the CPC due to the overall nature of the environment and facilitation. For people of color and others experiencing systemic marginalization,

dominant culture spaces especially in overwhelmingly white cities like Portland, often expose them to microaggressions or worse. The energetic and emotional labor of choosing to share a specific experience that others in the room may not understand, and then having to do the additional labor of fielding questions can often feel like that explanation is required justification in order for comments to be valid in these settings. These are entrenched, systemic barriers that are not easily overcome by a simple training or two, as the work of equity is a lifelong process. While our team will absolutely conduct outreach to recruit for the DAG in Phase Two, we also recommend utilizing existing engagement channels to gather ongoing and iterative feedback from After Bruce's engagement participants who wish to be continually involved. This would require collaboration from the Design Team to ensure that we understand content and timing needs in advance so that we can be set up to successfully deliver input in a timely manner.

Appendix

Cleveland High School Modernization
Listening Session Summary

Paraeducators, Teachers, and Staff in Special Education (SPED)

February 2024

Key Insights — Highlights

Impact of physical space on safety and feeling welcomed

A chair lift and chair training should be required for every stairwell in case of emergency or mechanical issues with the elevators. Some SPED classrooms should be on the first floor regardless of the chair lift accessibility due to the medical fragility of students, the difficulty of using a chair lift in an urgent or traumatic situation for both rider and operator, and the availability of staff and trained operators. For students with mobility issues and their families, these concerns may always be present in their minds and that stress can negatively impact their overall experience throughout high school.

The lack of common area in the school directly impedes students' ability to connect with each other outside of the classroom setting. There is currently no sense of community. This may be exacerbated by the many changes since COVID and students are still adjusting to being back. For example, freshman lockers used to be in one hallway and facilitated more community.

Spaces feel segregated beyond what might be expected at a high school, including the cafeteria. The combination of location, exposure, and utility impact where kids choose to eat. It's a place where some kids go to hide away because it's darker and lacks seating to accommodate a lot of students. Others often sit in between lockers because there is nowhere else to sit.

Kids typically go off-campus to eat lunch, which is viewed as dangerous because they usually have to cross over 26th or Powell. Having a location for food trucks and other vendors to park could encourage students to stay on campus during lunch.

Having artwork, posters, and personalization throughout the halls does help make kids feel more welcomed, but currently postage areas are scattered. Digital signage or a central smart TV to promote school activities could be a solution to centralizing information and gathering space.

Not having shared space to gather or slow down doesn't help when it also feels like there's a rush at this school to get kids into college — students lack opportunities to really enjoy a high school experience.

Entryways that are immediately met by stairs or other mobility challenges, or ramps that are obscured or hard to find, instantly impact the way certain students feel like they belong.

On the other hand, teachers feel most welcomed when they have individual classrooms where they don't share space. This also makes it easier for students to find them at all times.

Faculty and staff needs

A teacher's lounge that's centralized, near copiers and printers, that has access to daylight and running water.

Having two staff bathrooms on every floor that are accessible would be helpful between classes. A gender neutral bathroom is imperative — trans substitute teachers don't know where to go to the bathroom and that doesn't feel welcoming or inclusive.

Auditorium seating should be accommodating of the wide range of body types.

Overlooked aspects critical to day-to-day

There is a critical need for accessible restrooms that are close to the SPED classrooms, especially when there's existing staffing issues that impact the support available to students. En suite bathrooms would be helpful so they're quickly accessible and students have privacy, as teachers can't always go into existing restrooms to help their students.

Some SPED classrooms are the furthest from the elevator and some aren't close to ramp access even though they use it the most. The classrooms feel tucked away and hidden from other things happening in the school, and they lack sunlight.

Critical food access in SPED classrooms is challenging when there is sink access for teachers and paraeducators to conduct safe food prep for students. Similarly, thinking about resource access for subject-matter specific classes such as running water in science classes. Classrooms that can accommodate an oven and a full sink for teachers that teach life skills and transitional skills, as well as a shower and washers and dryers.

The washers and dryers would be helpful across multiple SPED classes. These and the shower should also be accessible to unhoused students (this note has been shared by multiple stakeholders).

There are kids that may need to do their laundry at school (according to a social worker), they would benefit from a washer and dryer.

The future size of SPED classrooms is critical to consider. Bigger rooms can accommodate medical equipment, wheelchairs, etc. as well as rooms that can store medical equipment for medically fragile students.

There are makeshift spaces where lots of little small groups gather and not a space for larger groups or multiple groups to collaborate. Common areas between classrooms or a flexible space close by would be helpful for many SPED programs and other students.

Things that come up regularly — "I wish we had this"

Teachers do not want all the SPED spaces together. It infringes on privacy and makes students feel secluded. When it comes to privacy, having an office space within the classroom that is sizable enough to accommodate a desk, filing cabinet, and seating would be helpful, especially for private conversations. This office space would be game changing. For example, If an incident happens in a classroom, teachers could immediately have the privacy to make parent calls without having to wait or leave their

classroom unattended (note staffing issues raised above). For learning center teachers, having private space to do evaluations would be critical since this is required in their roles.

Two elevators on opposite sides of the school.

Intensive skills classes on the first floor (a main floor that is actually the 1st floor) and easily accessible.

Having a small de-escalation room that is safe so teachers don't have to do room clears. Relatedly, a sensory room and pacing social and emotional classes by a door so if kids need to leave class quickly they can do that easily.

Proper signage and sorting floors or sections by color would offer a more intuitive, clear, and easier way to navigate the school for students and families, particularly immigrant families where language is a barrier.

Things that work well currently

The existing, designated communication center for speech pathology works well as do the words/signage on doors.

The memorabilia from the past, such as all of the old trophies, rose festival princess information, things that evoke nostalgia, and awards are a plus.

Cleveland High School Modernization

Listening Session Summary

Students in Special Education (SPED)

February 2024

Key Insights — Highlights

Impact of physical space on safety and feeling welcomed

In everyday experiences at school, students find a sense of welcoming in specific spaces such as the nurse's' office, special education rooms, and specific teachers' rooms (like Mr. Ereckson's). However, they feel largely unwelcome throughout the school due to factors like overcrowded classrooms and narrow hallways, chaotic cafeteria experiences, bright and inconsistent lighting, and inaccessible areas such as the East Wing.

SPED students struggle to find a sense of belonging in areas like these due to a myriad of factors, including poor accessibility (stairwells without handrails, often-broken elevators, lockers that require fine-motor skills and sharp eyesight), lack of clear signage (tiny room numbers sporadically placed, no navigational tools throughout the building, inconsistent or absence of braille or raised lettering), and uncomfortable environments (firm and stagnant seating in classrooms, no seating in the hallways for students that tire easily from walking, round tables at lunch wasting unused space in the center and not being wheelchair accessible, lockers are very narrow and multiple students have never been assigned a locker).

School provided accommodations creates capacities for students

Students identified that they have to provide themselves with the accommodation tools that allow them to focus throughout the day. These include tactics such as

noise-canceling headphones, wheelable backpacks, and seeking quiet or dark corners of the school for when they're overstimulated.

Dimmer lighting is preferred by some, but not all, highlighting the need for adjustable lighting solutions throughout the school – and certainly within the SPED classrooms and dedicated sensory rooms, or quiet spaces.

Students voiced the importance of navigational issues alike for newcomers and students who've attended the school for years; it is easy to get lost! Suggestions of color-coded floor markers, standardized numbering systems, landmark murals (student crafted), more elevators or ramps, and informational signage throughout the school would help people feel more confident and welcomed in a school (especially one that is slated to have multiple stories/floors). Physical markers and clear indicators of designated areas for different subjects and grade levels are also suggested to improve wayfinding.

With ISC classrooms providing life-skills to their students, having essential assets such as (clothing) washing and drying machines, a dishwasher, a deep sink with hot-water access, a microwave, an oven (of some sort), and lockable storage (for knives, pans, and other kitchen-specific items) are vital.

Safety at the school needs to be for all students

Concerns about safety during emergencies such as earthquakes and fires were raised when discussing safety, emphasizing the need for clear evacuation routes, accessible exits, and better communication during drills. Students' suggestions include establishing ground-level exits and staggering evacuation routes to ensure the safety of all students; seating while outside is another issue expressed by the students as many of them have resolved to sitting on the wet ground when they cannot physically hold themselves up long enough for the emergency drills to conclude.

Outdoor spaces were identified as essential for students, but concerns were raised about the lack of safe outdoor areas – safe from the inconsistent Oregon weather and passersby. Using the outside during school would be an effective tool for our SPED students – both for deescalating emotions and for educational or artistic purposes –

but isn't currently useable due to a lack of proper coverage, clean seating options, and, as students described, barriers from strangers.

Students expressed frustration with the traffic and lack of designated drop-off areas during school arrival and departure. To the students, and facilitators, it does not make sense why the school would have two of the most popular entrances/exits on some of the busiest streets in Portland (Powell & 26th).

Furthermore, the SPED classroom for the more medically fragile students puts those students at high risk in the event of a major disaster. Within 20 feet of the classroom door there is an exit to the outside, however, it is rendered inaccessible by a set of rampless stairs. On the other side of this classroom is the home-economics room; if there was a fire in the home-ec kitchen, the students who require wheelchairs or other devices would be trapped.

Cleveland High School Modernization

Listening Session Summary

Community-Based Organization Leaders

February 2024

Key Insights — Highlights

General impressions from Visiting Campus

There aren’t a lot of community based programs that are well integrated with the school due to the facilities. The campus is disjointed and hard to navigate, which impacts feelings of togetherness especially for people who may have a harder time navigating due to language, disability, or other factors. The lack of outside space to gather adds to this.

Cleanliness and lack of upkeep impacts kids. There are strong feelings of demoralization amongst students due to run-down-ness, or having to go across the street for lunch.

The designated welcoming/greeting areas, however, have a good blend of safety and welcoming. Once inside, the impression of office staff is very welcoming. First connection with school is the front line office folks (Principal, other office person Michelle), who all seem very professional and organized.

CBO-specific use of space

When coming to provide services to younger kids and families, it's hard to find rooms that fit more than two people (hard to have more than a one-on-one session) and there isn’t a designated counseling center that has space flexibility. For some students, there’s a lot going on at home and having a place to counsel kids who don’t feel safe or seen elsewhere is imperative.

There are currently only a couple of rooms for people to use for community needs and the one nice community room is often in high-use. Some kids who don't feel welcomed could benefit from having a community space for youth like them to gather.

There are also times, due to the lack of available private space, that they can't do a one-on-one meeting unless they take a kid across the street to Burgerville. Private space, however, should factor in dynamics and what might feel safe for a student. So, convertible cubicles with glass or a view to the outside while being reasonably soundproof to help maintain confidentiality would be important.

The small, cramped spaces make it challenging for mentors to do their work in groups. It's hard for young adults to feel safe and vulnerable at the same time without a larger communal space.

Kids don't really know about the health center but even when they are directed there, it's hard for them to find because the school is maze-like, and that reinforces existing barriers to accessing health care and resources.

How space could impact future CBO programming

A community space with plenty of availability that gives organizations more opportunities to be on campus more often. With the relationships and connections that CBOs have and can form with students, being more present means that they can support students, motivating them to attend school and giving them more reasons to be there.

Consideration for access to those spaces during the summer, when students have more time and less to do. CBO presence can make a difference year-round. Similarly, these spaces should accommodate students who want to stay on campus after school and participate in after school activities, especially if they don't have anywhere else to go after classes because of parent/guardian work schedules.

Making sure any community space has access to bathrooms and facilities that make it conducive to having meals in that space, and ensuring that these spaces are also culturally and intergenerationally welcoming and inclusive for families of students. Some students bring culturally-specific food with them because they can't eat off

campus, and having access to a space where they can reheat that food and also won't be stigmatized for their food is important to consider.

Due to the inconsistency and lack of space currently, some organizations that are trying to grow their relationship and partnerships with the school don't currently use the school spaces. These organizations use their own spaces to provide their students with afterschool lounge spaces, tables for doing homework, larger areas for art projects, jam sessions, film and art, as well as laptops for use. While this space is available through the organization, it may be difficult for some students to participate because of transportation. Having a space at the school would encourage more students to participate and be engaged.

Information requests as community members and partners

As community members, CBO staff and leaders don't receive regular communications from PPS. They want to continue to be engaged early and regularly about the future design, how it may impact students and services, how resources are generated and if they're sharable, information about the modernization and who is involved in planning and funding. Up until they were invited to participate in the listening session, this information has not been made readily available to them.

Cleveland High School Modernization
Listening Session Summary

Students Leaders of Affinity Groups

February 2024

Key Insights — Highlights

Day to Day Experience

There are not enough lockers for students, and many in these groups report not having access and having to carry around heavy backpacks all day. Having enough lockers and in convenient places is important to students. Lockers with digital locks would be great for students with disabilities.

The availability of showers in the locker rooms or elsewhere for student use is important because they provide access for students who don't have hot water at home or are houseless. Losing this access would be exponentially detrimental.

All-gender restrooms are almost always closed and grouped in only one area of the school. This becomes challenging for access. The students referenced liking the way the bathrooms at Grant are set up for all genders. Overall, students identified needing more consistency in the layout of bathrooms across all floors and areas of the school.

Impact of space on feeling welcomed and sense of belonging

Some students had trouble identifying specific areas where they felt welcomed or like they belong.

Most students identified specific teachers' classrooms as areas they felt most comfortable. These rooms tend to have big windows and lots of light. For this reason,

the rooms on the 3rd floor feel more welcoming. One of the rooms has sinks which students found to be helpful in a variety of situations.
Most Freshmen identified the art room as the place where they felt most comfortable because of the mini studio room which offers a separate space away from the class that is less impacted by lots of noise and sound.

A Freshman only hall would be helpful for new students to be near all their peers and their graduating class. Similarly, grouping subject area classrooms would make it easier to navigate.

Generally, students like hallways that have student murals but noted that most of the spaces at the school feel dull and bare.

The students feel that the library space is uncomfortable and felt too empty for a library, though they did note that it is a good space for club meetings.

Part of the issue with the cafeteria is that it is small with no windows, and the flow of the serving area causes a lot of traffic jams during lunch.

The current name and mascot of the school is not welcoming for Native students

Regarding safety and preparedness, students would like to see map and evacuation routes, preferably in a digital format. They also noted that the fire escape routes are not visible or easily identifiable.

Affinity group spaces and gathering

Ease of gathering for group meetings varies between groups depending on their advisor and the nature of their club. While some have easier access to classrooms — the Latinx club meets in the Spanish teacher's classroom which has culturally-relevant decor — others like the AA&PI students have a hard time because they don't have a similarly specific location. Sometimes the AAPI group attempts to meet during lunch but without conducive space for gathering, they will sometimes have to meet outside even when it's cold or damp.

Groups host a big event at the beginning of the year but after that, it's hard to know what clubs exist without making an active, concerted effort to find out. Having a message board near the front of the school would allow groups to post and advertise their meeting times and locations.

At the moment, clubs use classrooms, library, college and career center but often need to get a permit for exclusive use or have to compete for space. This makes it difficult to plan long term. A centralized location for clubs to share, with enough space for each group to decorate or personalize a section of the wall, and have their own storage would be ideal.

Student use of cafeteria

The lack of functional space, natural light, and personalization or character in the current cafeteria deter students from using it. Many students do not like the long tables and would prefer to have actual chairs and circular tables that would be more conducive to socializing. These would also be helpful for groups that want to meet during lunch time.

Access to greenery or outdoor spaces

Students would love multiple outdoor spaces on each floor, with places for students to go outside and read during class or so that teachers can take students out for short walks or lectures. Art students could use these spaces for live studies as well.

The students currently feel confined to the school. Although there are benches outside, the size and fixed locations deter students from using them. Many students expressed an interest in being able to have a community garden space on campus.

Representation on campus

Students suggested a plaque in front of the school that displays a land acknowledgment as well as flag poles in front of school that represent the tribes whose traditional lands the school is on

Overwhelmingly, affinity group students want to keep the murals if possible. They also expressed a desire to do more murals, especially if they can be near the area(s) where the clubs can regularly meet as well as in highly visible areas of the school.

Mural are a nice way to show that there are safe communities that exist within Cleveland that students who feel isolated or marginalized can be part of. These murals should be in populated areas, not tucked away. Currently near the front office, there's a mural of Grover Cleveland and that isn't welcoming for students across the affinity groups. Student also expressed enthusiasm for the murals inside of the classrooms.

Students would like to preserve affinity groups mural since they worked really hard on them. If the existing mural can't be saved, students suggested taking photos of them and getting them framed and reflected in the new building.

Other features to keep or consider

Digital clocks would be helpful for accessibility and ease.

More accessible stairwells that are not as steep, and have rails in the center.

Students mentioned the bomb shelter at the bottom of the school and wanted to preserve or explore it.

When it comes to the auditorium, students are hoping for better acoustics, more comfortable seating, preservation of the "cool details on the walls of the auditorium", and preservation of the pipe organ.

Having more outlets around the school that are accessible for students would be helpful.

Students noted the gym does not have great acoustics, and hope for better sound insulation for the music room.

Cleveland High School Modernization
Listening Session Summary

Students (active and prospective) and Families of Color

March 2024

Key Insights — Highlights

On welcoming and belonging at CHS

Affinity spaces are where many students of color feel safest. For example, Mr. Akuna's room is where Latino students feel welcomed and tend to hang out during lunch. They cited it as a space where cultural events, education, and activities are held and where they don't feel like they need to code switch or translate because they are free to talk with people who share similar identities, foods, ways of being, and upbringings. One student noted that the areas beyond the space feel traumatic.

When it comes to a shared multicultural space, students want to prioritize a place that reflects the different communities on campus, that feels supportive especially when they are stressed or experience anxiety, where students can have accountability check ins and a place to rest, and ideally situated near counseling services.

While students see the importance to reflecting the history of the school, they don't feel like the representation is reflective of current demographics and newer students. This creates a great deal of marginalization, making it hard to feel like the school is welcoming especially when a lot of these older pictures are near the entrance.

It's important that any future gathering space such as the cafeteria is designed in a way that doesn't cause chaos with the lunch lines or cause students to feel like they need to rush through their food. The current space isn't inviting and there's a lot of stigmas that come with eating in the cafeteria. It says that students don't have money for lunch or that their parents don't have the time or resources to pack their lunch.

Space-specific things that reflect community needs

The location of the counseling center can have a serious impact on flow of movement, privacy, and stigma. For example, a location near the cafeteria has too much visibility during lunch hours when it's crowded in the general area and students might be using that time to access resources. That visibility is generally seen as negative.

Students also expressed a concern about safety for those who find themselves in a crisis situation and need to access the counseling center and related services. For example, if there is an emergency or if students are contained in the center for other students' safety. At times like that, if the counseling center is shut down then the staff has to shut down an entire wing and the nearby staircases. Participants suggest that the design team consider how areas used for safety or emergency situations may impact the flow of people to other hallways and classrooms nearby. The center should also have easy access for emergency response services (Ie. currently for gurneys, you'd have to go all around the building, up the ramp, out the gym. Or take them the back way with a zig-zam ramp).

Participants suggest centralizing main non-class resources such as the office, clinic, student success center, college center, and multicultural center. Having the counseling center nearby, such as at the outer edge of the cluster, would be helpful. It's difficult for students who already feel isolated or othered to navigate the school and feel part of the community. Being able to point students to a central location can alleviate some of that difficulty and anxiety.

The current layout and assignment of the lockers is ineffective and students don't always use them. Students would rather put their bags in an office or friendly teachers' classrooms. Having the lockers clustered for the incoming class may be helpful to increase utilization. Participants noted that lockers are a good way to be responsible for individual items and space, and not have someone else be in charge of your stuff. Additionally, when thinking about creating a welcoming environment for incoming students, it's important to keep in mind the middle-to-high school transition. Currently, there are no play or social recreation elements incorporated into the design and having those areas to serve incoming students would also benefit others.

Current spatial challenges impacting student experience

The current numbering of the classrooms causes a lot of confusion with the even numbers on the south side and off on the north side, while the numbers are not in chronological order.

In the auditorium, the number and placement of entrances causes a bottleneck and the aisles and lobby get crowded very quickly making it difficult to enter and exit in a timely manner. The signage isn't effective and it's hard to direct people to the right section, which causes a lot of chaos and confusion. Students don't enjoy the experience especially when they don't know where to go and get scared to ask to sit next to others they don't know. The seating is also outdated and small, and there aren't enough seating options to accommodate students of all body types.

Parking and drop-off/pick-up presents a number of difficulties and challenges. The drop-off lines in the morning are very long and cause students to be late for school. Alternatively, parents may drop off a block away but it's dangerous because students have to cross Powell.

Reflecting all students through intentional community spaces

Participants felt strongly about finding a way to honor the existing murals in the school as a way of recognizing and preserving all of the hard work, effort, and emotional investment students made into creating them. It would be ideal to continue this legacy by having space in the future school to display art and reflect students' backgrounds and cultures.

Some groups such as the LatinX group use the anthropology club's trophy case for their Día de Muertos celebration. Participants noted that it would be nice to have dedicated trophy display cases that are intentionally meant for affinity groups so that they don't have to borrow cases temporarily.

A flexible multicultural space that can reflect the ideas and expressions of the affinity groups is a hope of the students. If such a space were to be included, they would like to participate in design in some way to help inform group contributions for decor, murals, and artwork. There should also be empty walls to draw and represent cultures, and

these spaces should be flexible and adapt to the changing student population. Including flags that represent where each of the students' families are from in some visible part of the building would help reflect the diversity that exists, making these communities more visible to the broader community.

While a visible land acknowledgement or tribal nation flags would be important to honor the land the school sits on, it would also be important to revisit the name change conversation. Students want to have a name they can connect with that feels empowering, but feel like their student-led efforts get the runaround.

Participants don't feel strongly about the building but did suggest incorporating some of the building's original bricks or the brass materials into the new building in some commemorative way.

Misc.

Many students and staff are still confused about the timeline of the modernization. They want to continue to be engaged and provided with simple and clear information about things such as: when the new school will break ground, when it will be completed, when they will know about where classes will continue while the new school is being built, etc.

Cleveland High School Modernization
Listening Session Summary

Intergenerational Households

March 2024

Key Insights — Highlights

Ideal high school experiences are student-centered

Participants envision a high school with improved facilities including temperature control (accessible by teachers directly for their rooms), more water fountains (with potable, clear water), additional parking spots (to accommodate teachers, students, and visitors), cleaner bathrooms (with ventilation), and relaxation spaces for students (such as access to secured outdoor spaces, a multi-cultural center, and comfortable seating options for classrooms, auditoriums, or cafeterias).

Our attendees also expressed a desire for resources such as vending machines for snacks and school supplies, smart screens in classrooms for interactive learning, and pest control (as the middle school currently attended by a participant has had rats scurry through their rooms). Additionally, comfortable seating options should be explored for classrooms; some of our students not-yet in high school noted that they were nervous about the 90 minute class lengths, with fear of shorter attention spans.

One of our students present emphasized the importance of accommodating diverse cultural backgrounds and languages. While she speaks Spanish at home, many of her friends are Afghan, and they feel excluded in available curriculum as well as the cultural representation at their schools.

Eco-friendly designs received a lot of enthusiasm, and emphasis of importance; while reserving historically significant aspects of the Cleveland building received lukewarm support.

Integrate community resources into the building design

Having community resources within the school premises is valued for its convenience; participants appreciate initiatives like food drives and stores on the campuses of their middle schools – especially for families that struggle financially, or whose finances fluctuate.

In addition to literal resource hubs at the school, accessible language resources were identified as a key method to better engage underrepresented families. One of our parents – who is engaged as a Community Ambassador – noted that she feels welcomed in a building when she sees the word “welcome” in different languages; she acknowledged that this is an intentional way to let someone know that they will be included in what comes with the building.

Improve navigation with consolidated school design

Parents are grateful when their childrens’ school buildings are intuitively connected. This not only makes the school easier to navigate for parent-teacher visits, as it also reaffirms that students are safer during the school day. Without having to cross dangerous streets, without having the ability to leave school unsupervised, and by decreasing the threat of strangers entering the school space, this makes parents feel safer.

Furthermore, safety measures such as badges for students and a single entry point for pickup/dropoff were highlighted as things that make students and parents feel safer while at school.

Safety means different things to different people

When discussing the level-setting prompt “What does safety at school mean to you?”, attendees talked about academic safety (appreciating AVID tutors and GPA checks), and cultural safety (such as affinity groups having dedicated space for cultural education and community building).

Cleveland High School Modernization

Listening Session Summary

English as a Second Language (ESL) Students

March 2024

Key Insights — Highlights

Physical spaces impact a sense of belonging

When asked what spaces feel welcoming, students' initial response was, "nowhere feels welcoming." After some additional follow up and consideration, students shared that areas like specific teachers' classrooms (Mr. Acuñas, for example) are where they feel welcomed.

Similarly, many of the spaces these students identified as feeling welcoming were centered around their ability to be with their peers. Finding camaraderie and connections in larger spaces like the gym, auditorium, or cafeteria can allow for some more relaxed environments. However, students noted each of these areas of the school building have challenges of a "free-for-all nature" that tends to benefit students other than themselves or those like them. An intentional space, such as a multicultural center (MCC) would give students the opportunity to have a core space to meet new friends or take solace in the community that look and talk like them.

Access to multilingual assets would improve integration

Our students expressed a need for more support for English-language learners, including books, resources, and signs in different languages.

Additionally, the difficulties in navigating the school upon first arrival were highly felt across all students and language groups. The students suggested improvements like clearer signage and multilingual support to aid new students and their families.

Participation in school sports is limited for some students due to barriers such as lack of accessibility to online forms, information and coaching in non-English languages, and inadequate/outdated equipment. Students would appreciate easier access to sports activities and more inclusive participation opportunities for themselves and their families.

Historic preservation is not important to ESL students

Although students acknowledged that Cleveland High School has a legacy in the city of Portland, no one from our listening session aloud said that it would be even slightly important for the building to be kept in the new school's design. A resounding perspective stemmed from students and their families being new to the area and not feeling connected to the history of the school.

In envisioning their ideal school, students emphasize the importance of cultural representation, language support, comfortable spaces, navigation tools, and inclusive extracurricular activities that are easier to access, rather than maintaining historical elements.

Cleveland High School Modernization
Listening Session Summary

Office Hour

March 2024

Key Insights — Highlights

Community questions center timeline and anticipated impacts on students

Participants who were parents of an active student at the high school were mostly concerned about the project's timeline, and if their student was going to get to experience the new high school.

Additionally, there was sincere concern from parents with prospective students of the school in regards to where their students would attend high school in the interim of the project. For parents who live across the street from Cleveland, the prospect of their child(ren) traveling to Marshall for the reconstruction period was daunting and unwelcomed. Will PPS help transport their kids? Where will sports and extracurricular activities be held?

The After Bruce team provided attendees with the community perspective surveys, as well as directed folks to visit PPS's Office of Modernization website for the most up-to-date information about the project.

Community engagement efforts are appreciated

An architect in the audience noted how often community engagement work can be left out of the design process and was grateful for our work being focused largely on historically underserved and marginalized communities in Portland.



SURVEY RESULTS

As part of the community engagement effort, PPS conducted a survey for the Cleveland Modernization Project. The survey asked which of two design options was favored for the modernization:

PLAN A
Build an all-new Cleveland High School.

PLAN B
Keep and renovate only the 1929 structure and build new facilities around it.

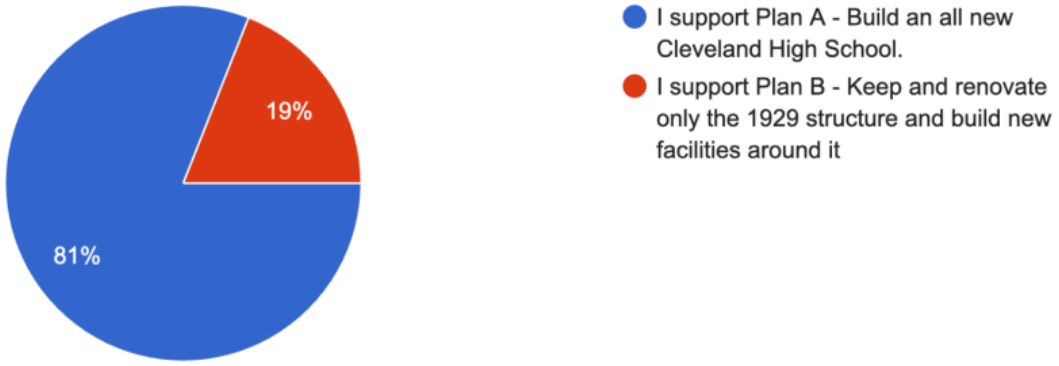
A total of 1,413 people responded to the survey with 81% in support of building an all-new Cleveland High School. Current CHS and feeder school students made up 40% of respondents, and they overwhelmingly support an all-new building. The main reasons people cited were that all new construction provides better educational options for teachers and students and more outdoor open space for the school and community. Those who wanted to preserve the 1929 building expressed the importance of preserving historic buildings even though they pose some challenges for future use. Some expressed concern about what the loss of the historic building would mean for the neighborhood and the community.The site diagram later in this section shows one possible configuration for the field house, plaza, bleachers, and practice fields.

The design team will continue to study additional options during the Schematic Design phase, in conjunction with the PPS Athletics department and members of the CHS community.

On the following pages are summaries of the data collected, as well as all of the comments we received in support of each plan.

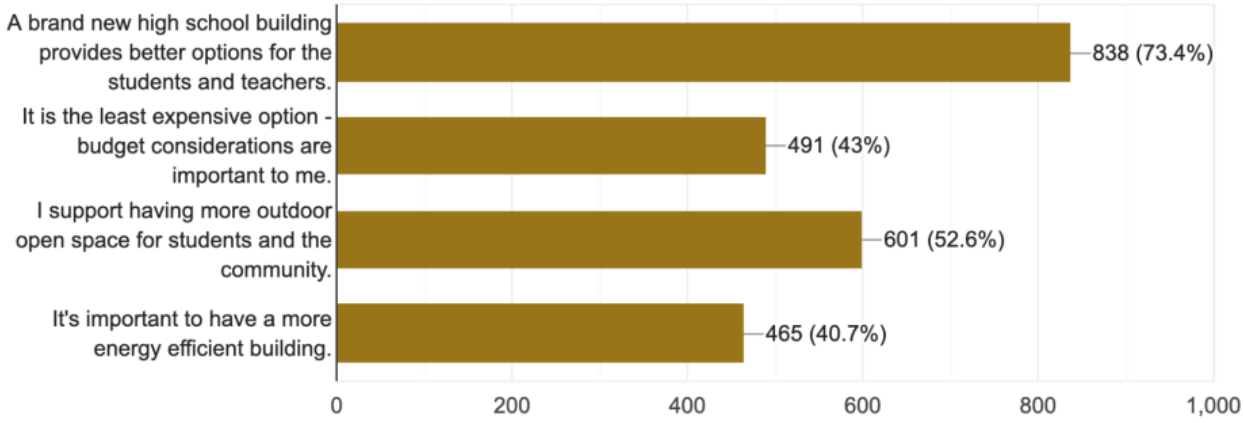
QUESTION ONE - Are you in favor of all new construction or modernizing the existing 1929 building and adding to it?

1,410 responses



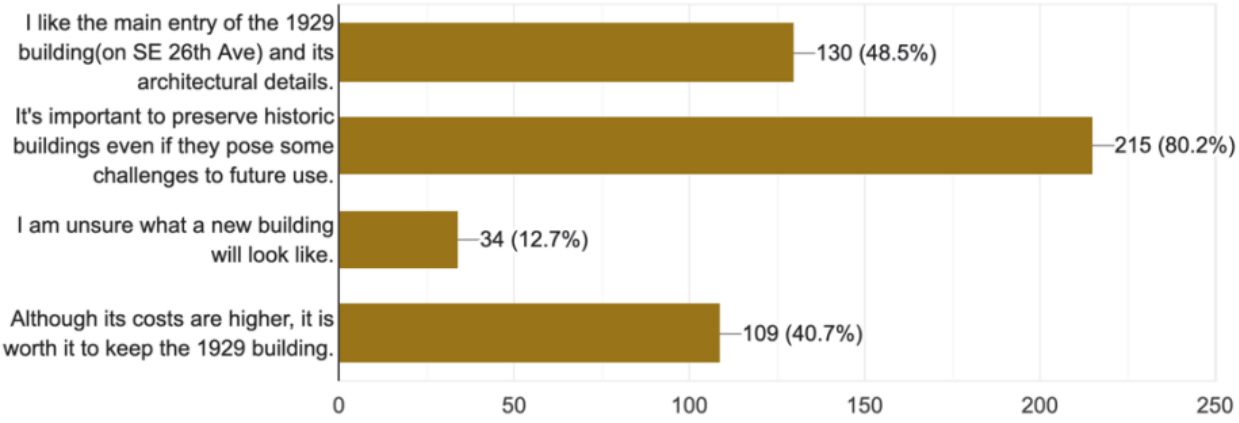
Please indicate your top 2 reasons why you support building an all-new Cleveland High School below.

1,142 responses



Please indicate your top 2 reasons why you support keeping and renovating the 1929 building.

268 responses



Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

Please consider maximizing natural light when designing the new structure.
Please prioritize the voices of CHS teachers and staff in this process! They are the ones who will be working in the building for years to come, as students come and go.
The performing arts building being close to the gym with a shared alley for deliveries, etc is a great plan.
The top priority should be to move the high school to the largely vacant Fred Meyer site and get Cleveland off of Powell.
I strongly suggest the team looks at a larger site for the new building such as the Fred Meyer headquarters nearby. The effects of being relocated for several years takes its toll on the currently enrolled students. Please consider this!
Not seeing speed of the project mentioned, but it is important to find a way to minimize student and teacher disruption. I assume Option A, the new building does that, but I hope it is a consideration in any plan.
Would there be a more predictable construction timeline with a new building? What about the designs for the stadium/field renovations?
Please prioritize softball and baseball fields and facilities to make it more equitable like the other high schools!!!
I liked the option of moving the school to a different campus that wasn't at the terrible intersection of 26th and Powell. It's a safety issue!
It is important for my child to attend school in a seismically safe modern building.
speed of project is also important
Can we use any of the historical building architecture?
It has to be safer to do an all new building than to keep one the fourth generation of my family is currently enrolled in.
Purchase and rebuild (remodel) the Fred Meyer corporate office and land. Bigger, safer, better
The location of Cleveland high school is the worst part of this- very much hoping that other sites are considered for a new build still as my two kids will not be going if it continues to sit on Powell blvd
Is there a way to save some of the historic features and have them on display in a new building?
The current structure is out-of-date and too cramped for the number of students currently enrolled.
If all other things were equal, I would have preferred to keep some of the old building for its character.
Is there any scenario that utilizes the parking lot across the street with a sky bridge? It's such wasted space... which is at such a premium.
I don't see the Cleveland building as an important structural icon. I think a completely new building will not sacrifice any historical significance of the space.
Please prioritize a maker space/location for the robotics team
Build Across 26th Ave
All of the above reasons are valid in my opinion, and I don't find the exterior of the 1929 building to look very nice or historic.
Please consider a new site althogether. The current site is a bad location with dangerous traffic on SE Powell Blvd.
All of the reasons above are important to me. While the historic building is a nice bonus, we should not compromise student and teacher facilities for a historic facade that could be memorialized with photography or murals.
I support both options but do not want to see cost as a reason to not move forward with modernization as it is greatly needed.
Please find another site, one that is off busy Powell.
Old buildings are just that - old buildings
Whichever option would be completed first is the priority for me.
Can't we get a new location, where the Fred Meyer building is? This would be the best option to have a campus like every other school in the PIL where Ella fields are on the school grounds.
An all-new CHS can still pay homage to the design and aesthetics of the building it is replacing.
I know it's hard to let go of a historic building, but I believe we need to provide the best facilities possible for our students and teachers in order to provide the best environment for learning that we can. The world has changed since 1929, and the needs of educators and students alike have changed. Let's look to the future!
Please share when construction would begin
As long as the location is very close to the existing location. I heard the former Fred Meyer headquarters is a consideration?
Ensure that the plans include improvements for the school's athletic, arts, technical, and academic facilities
I also value speed -- I prefer the option that will be completed the quickest.
I'm very disappointed we're not building at a different location (Fred Meyer headquarters) b/c the existing Cleveland block is still incredibly small, limiting, and has very little ability for open and outdoor space. It's the only PPS high school w/out a campus. The field is blocks away. To reach the park they must cross US-26 and another street. A new building, or even a renovation on the old building, on the existing site seems like extremely poor use of funds.
Keep the students at Cleveland, until the new one is built. Look to buy the Fred Meyer Building and and ask the city to support making Powell Park the Sports Complex, OR Buy the building that was Target, and build there. Build a bridge to the Turf and track, and then a path to where the current school is to build a baseball/softball/all turf complex for all other sports.
Would love if the community could get started on this sooner than later, as the current structure is in dire need.
If people are being all fussy about it being a historic building, you can always build the front of the brand new school to look similar to the old.
I ultimately would defer to the preferences of staff who work in the building as they have first hand knowledge and are most impacted by the final choice.
Are there any advantages to keeping the old building? If not then why is it an option?
Is building on site the only consideration? What about purchasing the land on the southwest corner of 26th and Powell or swapping out property?
Do not in any form keep the old auditorium. Brand new please.
Why can't we add space on/over the parking lot? This is an enormous waste of space. Could we build places for students to learn instead? Climate emergency?
The new building option makes better use of the land by building on the current dead space alongside Powell and SE 26th.
I wish you could move the school off Powell Blvd altogether. It's not safe and generates a lot of pollution.
Safety of the building is critical
There needs to be a serious look at relocating Cleveland HS to a new site. Immediately south of Powell Park, the Kroger HQ has 4+ acres of parking that is rarely used immediately. Has anyone approached Kroger about the possibility of purchasing land and buildings? If this were done, a new school could be constructed without the need to relocate students to Marshall. Then the old school building could be refurbished for adaptive reuse, as was done with the old Washington HS building.
Buy the Fred Meyer property! That is the way to go . Come on PPS be bold!
I am eager to understand where Cleveland students will be during the construction, and how long they will be at a different location. I'm very concerned about the impact of construction on my kids experience and education.
In my view as a parent and teacher, the most important consideration is enough space in and outside of classrooms for reasonable class sizes—small class sizes being the primary goal with enough classrooms for all teachers; safe, accessible, highly functional spaces with WINDOWS in all classrooms being the secondary concern. Budget and environmental considerations should be highly valued to make the best school possible for the long-term!
Only that I support SAFETY of the students as a top priority, be it from natural disasters, or threats of violence.
It would be great to expand the parking lot to make it two or even three stories with 3 exits - one on each street (except Powell/Burgerville area.) Parking around the school is such a traffic nightmare. Also, I hope there is a way to salvage the historic organ... it is such an amazing instrument, it would be sad to lose it.
With such a small footprint providing a new space efficient layout is extremely important. The risk of unforeseen conditions increases significantly when renovation of existing 100 year old buildings.
can you unlock the gates on cleaveland field
Are there any options that expand into additional space like adding floors or utilizing Powell Park?
Although it would be nice to keep some of the historical aspects, the existing buildings are in bad shape. A new building will provide more flexibility and be quicker to market for the children. In addition, a new building will be far more energy efficient.
Don't let misplaced nostalgia and/or historical significance negatively impact the future generations. Build what is necessary too give them the best education options as possible.
We need to let go of the past a design a state of the art facility.

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

On larger campuses, it may make sense to preserve a historic building. However, preserving a mediocre old building like Cleveland does not serve the students.
as a cleveland alum, I am happy to see the old building go.
I feel like renovating an old building always comes with unanticipated findings that result in delays and added cost. Unlike some of the other historic buildings, such as Franklin, the 1929 building isn't particularly interesting and I think making a new building that will better serve students is more important than trying to preserve an outdated structure.
Incorporate Powell Park for Cleveland High School athletics. This can be comanaged by Portland Parks and Rec and PPS similar to Grant Bowel. Why does Cleveland not have the same access to athletic fields as other Portland Public Schools?
26th Avenue (in front of school) should be closed permanently in order to provide for student and staff safety
Build a facility designed for modern learning. No reason to hold on to outdated facilities.
I would have been interested to hear about how the construction timelines compare.
Keep the focus on what's best for 10-20 years out. No student attending Cleveland now will ever benefit from this work and holding on to the past with the facade seems to sell future students short.
I love the historic facade but realize it might be unrealistic to save it. Also love the auditorium...can the organ be saved?
I appreciate the character of old buildings, but energy efficiency and low carbon approaches need to take precedent. We need to create a new school that better serves our students and teachers.
Will the busy traffic along Powell and SE 26th Ave be addressed at all?
Budget over runs are more likely when accommodating existing conditions than with new construction generally. Has the project team considered the purchase of another building such as an office campus nearby as a third alternative?
As a Cleveland Alumni I fully support a completely new design. The building is in such poor shape when I went there 20 years ago that I cannot imagine the amount of work & money necessary to modernize it the way our students deserve.
It would be great if the Fred Meyer space becomes available. Getting CHS off Powell Blvd would be a huge win for the safety and well-being of the staff and students. If this is not an option, building school services over the parking lot with a connector skybridge also seems very feasible. The bottom level can still be staff parking with multiple floors of classrooms/school space above. I do not see how Plan A provides more outdoor space on the current postage stamp of a HS campus. Construction multiple levels on top of the parking lot could provide even more open space.
What are your plans to address ADA issues since the district is out of compliance with ADA since there is no current ADA Transition Plan for the district?
Cleveland is already hobbled by being on a small lot. It needs to be as functional and flexible as possible. Plus, the extra cost and time needed to keep the old building is not worth while.
BUY FRED MEYERS BUILDING!
Would love to have a separate space for the dance team so they don’t have to “fight” with basketball to have gym time or potentially injure themselves dancing in a small space with other equipment, etc in the way.
All four reasons are important considerations. Although I don't know, I suspect timing would also be faster to tear down and rebuild rather than to work around the existing structures.
I’m so glad the 2 lot option(s) are off the table and you’ve narrowed down to a single site/lot which was far more feasible for so many reasons! My family has been at CHS for 4 generations and I’m more than happy to do away with the old structure. An all new build is cheaper (and faster?) to build, cheaper and more efficient to maintain, and makes better use of the site allowing for outdoor space, makes it easier to reorient the main entry which seems especially important to encourage people to access the campus on the safer interior streets. New build / plan A all the way!
Please don’t listen to anyone who is afraid of kids darting across SE 26th instead of the sky bridge. Please use native plants in the landscaping.
Also, having a new building can be more energy efficient with new technology etc. Old buildings have so many hidden costs and problems that arise during renovations etc.
Consider including recycled materials from existing building in new building design. Features such as wood work/millwork from stair rails etc, wood floor from stage (?), notable and historic features that can be thoughtfully reused in the new build, paying tribute in smaller ways to the historic essence of the existing building.
Renovating the 1929 building would probably come with its own set of delays and unforeseen problems. Start fresh so that the campus will last longer!
All four of the above reasons are important but cost and creating the best learning environment for students are the most critical. Thank you.
Please build soon!
We need some brand new buildings. I’m usually sentimental, but this is a no brainer. Seems like it will be a lot better for the students, and PPS needs some truly modern schools.
Is there a site across Powell Blvd that was being considered? I believe it was a Fred Meyer Corporate site. It has much larger lot size. My daughter is in seventh grade this year at Hosford and having the grounds for the school all in one lot was something we both thought made more sense. Currently the fields are a few blocks away. I love the idea of using the old building, but it has such a tiny lot, new building or not. It's very unsafe being so close to the road on Powell.
I’d prefer the district explore renovating or building new on a different site to minimize disruption to upcoming students.
It's important that the kids get fresh clean air and save water to drink. Also important is air conditioning.
Students & staff deserve a new, efficient environment for learning. Short of moving to a new location, creation of any bit of Green space is vital.
I think it is important to the community to preserve the original look and feel of the building, but I believe this can be done with new construction as well, while providing more freedom with space and efficiency.
I think it is inaccurate that either option will provide the same 100 year design life as mentioned in the survey. In my opinion virtually every system of an already 100 year old building will not perform equally to a new building either in year 1 or 100. Also, although the same seismic design criteria can be met with either retrofitting an older building or building a new one, I don’t believe they perform equally in the real world. Perhaps this question should be asked of the structural engineer and the answer shared to help with informed decision making.
Whatever the decision is, it is critical that the new HVAC system meets the ASHRAE Standard 214P. A well ventilated classroom is critical for student achievement. 5 ACH is minimum. 6-12 ACH is optimal. Clean air is as important as clean water. Future generations of our students and teachers need this to be done right.
A new building plan should include disaster preparedness and damage mitigation to improve occupant survivability in the event of a major earthquake or other disaster. Such design provisions should also account for the facility to be used as a community response site following any disaster.
Safety of the building for our students, staff and teachers as well as time to complete the renovation is also a consideration. It should also be an extensible plan. Most of the new HSs are already overcrowded. We can't plan for yesterday, we need to plan for tomorrow.
The costs of time are not clear here
Seems FASTER and EASIER to go 100% all-new. Trying to maintain historic facades sounds like a nightmare process to me.
All four reasons are equally important to me.
While selecting all new. It will be important to make the new construction fit the character of the neighborhood modern look and boring exterior like Kellogg school won't be welcome
Timelines would be nice to know
While I hate the idea of tearing down historic structures, in this case I believe we need to prioritize kids education over that. PPS is sorely lacking resources for our students and teachers and it is important to use this 'one bite at the apple' to modernize the facilities so that the education of our students is not limited by school building itself...both now and as far into the future as possible.
I like the idea of having building up to code. While I’m sad to see a historic building go. It makes a lot of sense to have a new, clean and safe environment that’s cost effective and adds the most green space.
A newer building is always better especially in light of current gun laws and the need to secure buildings quickly.
Performing arts are what Cleveland is know for!!! We are nationally recognized as a performing arts school, so the performing arts facilities should reflect that. Listen to the performing arts department, they'll tell you what we need
I heard a rumor the Phil Knight was willing to donate money to the school and was told no by PPS for inequality - I don't agree with that.I wish PPS was looking at the Fred Meyers property - would be nice to have a bigger campus and the amenites that the other newer PPS schools have.
I'm a Lincoln Alum. The new campus LHS building is I think the 6th, and has been housed on 5 campuses throughout it's history. Us Cardinals are doing fine. Don't cave to sentimental arguments for keeping the original Cleveland structure.
Please let families of incoming students know the plan for students while construction is happening

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

More earthquake safety features
I suggest securing a new campus location entirely. The existing space is much too small.
Is the Kroger - Fred Meyer office an option?
Top notch security and fencing all around the school. Nobody should be able to see into the school/property grounds. No chain link fencing please. Entrance needs to be maximum security to desuade potential school shooters. Entrance to be moved off of near Powell Street so our kids are safer getting to/from school. Skills labs like woodshop, ceramics so kids gain practical skills in high school. Solar panels on the roof. Large underground parking lot. Thank you for this survey!
I think that this HS should not be in this location due to safety concerns and lack of space. My preference is to change the location entirely.
The location of the current school is horrible and unsafe. If the school is simply renovated and kept at the current location we will not be sending our kids there.
Good Luck!
All of the above reasons are important. I don't consider the architecture of the current building advantageous in any way, and see no reason to keep it.
Making the school all connected without having to go outside to another building is safer and more acessible for students with limited mobility. The gym is currently in another building where students have to exited and enter external doors. These doors are sometimes locked so a student will have to stand there and wait for someone else to open it. It’s a hassle and a safety issue.
Dan Patla
Many people are resistant to change because of loss. You will not make 25% of people happy. Loss of their memories, and letting go of the past. Build something new that is safe, modern and equipped. Never once have I wished I worked in an old building. Do the right thing and upgrade! Stay strong, be the voice of the future. Cost effective and better for everyone. The building is NOT historical. Historical to whom??? And why?? Be strong team! The next generations will benefit from your strength, courage and leadership!
Make the locker rooms equal - they boys locker room is so much better than the girls and it makes me mad
Please consider using a different site to build a new building so that students aren’t displaced and the potential for more space. The Fred Meyer site on the other side of Powell would be a great location for a rebuilt CHS.
Please find a way to co-locate the athletic field.
Powell Park should ALSO be utilized for better student and community outdoor space since the Cleveland campus is so small with the track blocks away
Starting with an all new energy efficient building is very exciting. There is no reason to be loyal to the old facade- it would be very challenging to have it not end up looking like a bricolage or hodge podge if it is retained.
Cheaper and safer are better. We don’t need to keep old aesthetics that will crumble during an earthquake.
Safety is also really important to me. The building is pretty close to SE Powell. A new building could address the heavy traffic loads on Powell and funnel kids away from it.
This option offers a better opportunity for accessibility, daylight, layout, experience, connection to outdoors, and efficient use of the small existing site - all at a lower cost in a more energy efficient building. The current building does not have historic characteristics that are worth preserving. I was on the initial committee during research. This is a once in a lifetime opportunity - let’s do it right.
Both models keep the parking lot across the street. Are there plans to consider using this space for building?
Can there be a woodshop space? Maybe with a lathe?!
Athletic facilities are important. I'd like those to be prioritized- a single gym and a football field blocks away is problematic.
I really wish we could keep the historic building facade.
Can we add on a sky bridge to the parking lot?
I’m concerned about a brick facade knowing that we will face a major earthquake in the future. Please consider replacing all brick with a more secure facade.
It would be nice to hear about about the exploration of other spaces available in the immediate area that might fit the criteria for modernizing Cleveland.
I believe some of the program should be built on the parking lot next to Burgerville so that a 5 story building is not necessary. I would also support building Cleveland on the current track/field and NOT replacing the track/field as it doesn’t fit on the current school site. We should be prioritizing the best site for the school, NOT for athletics. Students can use a track at another school. Build our community a pool please!!! Swimming is a life skill that is dramatically under supported in our city.
As much as I would like to retain the original facade, energy efficiency must be a top prioirty, given our dire situation and the ever expanding cost for energy. This is a no-brainer.
Being a Cleveland high School student and being in my junior year, I have wished there was more outdoor space for us students in campus, who may not have the option or want to go of campus for lunch, it would also be beneficial for teachers to have the ability to bring their students outside but not off campus.
Build a structure on the parking lot with lower level parking
New building design can still reference and honor aspects of the 1929 design that are valued by the community. As part of climate justice, include large trees on the site that can grow to provide shade, cooling, air purification, wildlife/pollinator benefits, and beauty. Design the site to encourage active transportation and address serious safety issues with Powell Blvd. Please also modernize the school mascot name. Warriors is not something my future Cleveland student feels connected to or aspires to be part of. War has had a profound and painful impact on our family which has been directly affected. How many other families in our community have also been affected? Look at the news — do we need to glorify war amid so much suffering?
I assume this includes improvements to the field. The entrance to the field needs better lighting. Kids waiting for parents to pick them up after practice wait in very dimly lit areas. This is highly unsafe. I would also say that areas around the school should have better lighting for kids and families that are there late in the evening.
It would be great to find out which option has a quicker timeline
I would like to know more about timeline for each option. I’m hoping the new build is both cheaper and faster or at least the same timeline.
I also think that the lower expense is attractive. I get lost almost every time I have to enter the building, even when I'm going to rooms in the building that I've been to many times. The current layout is horrific!
Buy up the old Fred Meyer campus!
School should be relocated to a site that allows for on campus track and field.
If it’s all new construction please build something with an ultra modern design. Cleveland High School could stand out above the rest! Let’s look forward, not back.
It makes more sense to build a new building for less money that is geared towards the future.
Renovating old buildings still means that they have old building problems that will sneak up some day, and often have too many compromises during the design process.
Limiting amount of time students are sent to a temporary high school is my biggest concern during construction.
Trauma informed spaces are vital in creating equitable learning environments. The previous building did/does not consider our current population or current climate. Our students and our community need something completely different, including more green spaces, windows, communal spaces, and inclusive spaces that showcase all of our students and are transparent to the exclusion that has occurred.
It would be in the best interest of the community, who will utilize this space now and the future, to fully modernize the high school with the best budget. Retaining the 1929 structure does little to improve learning or the environment and if all is equal (in terms of modernization) we should be stewards of the money the community is entrusting us with.
Unknown costs of brand new building seem likely to be lower than trying to save part of the 1929 building.
I hate the idea of loosing the historical components of the building, and all the brick & stone materials. Much rather see an option that keeps those while still prioritizing outside space and energy efficiency. If it’s all new it would be nice to have some architectural interest, not look like Kellogg or an office building plopped in the neighborhood.
A universally accessible main entrance should also be a top priority.
This site is still too small to provide an adequate campus. Alternative sites would be better suited and improve the student learning environment and experience.
I think all four of the above are important and make a all new building the better way to go.
A new building would better address the endemic rodent problem

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

I don’t see the design that includes a new building to house the theater where the parking lot across 26th is. I hope that is still part of a design option, I thought it was the best one.
All four of the reasons to support this plan are nearly equal in importance; while I love the look of the 1929 building, resources should be directed toward maximizing benefits for student learning and outcomes, which necessarily means better light, space, regulation of temperature and air flow, energy efficiency, and of course budget. All too often teachers and students are short changed when it comes to budgetary considerations.
If the Fred Meyer site is available that is an even better location for a new building.
Sustainability and energy efficiency should be priority while providing a better experience for how teachers and students navigate the building.
All of the options above are important to me, including safety, which I worry maintaining the current structure won’t provide. I also wish there was an opportunity to move to a bigger footprint.
I like both options A and B, but option A has more overall advantages, where Option B's only advantage is the emotional attachment to the old facade. I think the other advantages outweigh the building preservation for me.
I do not want kids to be displaced to another high school, so I wish I knew which option could support that. That is actually my biggest consideration, but it’s not mentioned in the survey. Is the Fred Meyer space really off the table? Seems like it would allow for a bigger space and nobody would have to move during construction.
All 4 answers are important
I generally prefer to maintain the historical integrity of a building; if the budget could allow for it, that would probably be my preference for the school. However, the district finances terrify me and I would rather fight for more money for our teachers vs higher building costs.
I would like to see phased options which allow for continuity of classes on site
Having participated in multiple renovations myself, they are never on time or on budget. Starting from new is both faster and cheaper and maximizes benefits over esthetics.
I would like to know which option will provide better/cleaner indoor air quality.
A new building is also faster. Just look at Buckman.
Move to new site!
What is the timeline for each option?
I would prefer if option A was at an entirely new, safer location.
I prefer the plan that builds on the existing parking lot as well
I think a new, modern building will excite the students and be a source of motivation and pride.
Safety is a top priority. I expect that the lower cost of this option will enable more money to be invested in safety improvements for students.
Opinions of people currently experiencing chs should hold more weight than people who only look at chs.
Sentimentality for a mid-level architecture based in colonialism and Eurocentric styles has no value and should not be preserved. Let’s imagine a new, more inclusive design language for our students.
It should be noted that my children will not benefit from this modernization. It is important for all the children of Multnomah county, who are in the Cleveland cluster, get a safe, modern building. While the 1929 façade is beloved by many, it is neither Beautiful enough nor visible enough from the street to be considered a viable option.
Generally, I believe in preserving old buildings, because of the waste of material and especially how it’s disposed of (more waste on the dump?). I’m concerned this plan does not take into consideration, preservation of history and environmental concerns with disposing of building materials. While it seems like the best option, these other concerns should also be explained to the community
Thank you for all of your hard work on this project. We are grateful.
It is unacceptable to build into the old building, as Cleveland is the smallest site in POS, but has the same number of students
100% utilization model is garbage, please include in plan one where teachers are not shuffling classrooms.
PLEASE have windows, and windows that can be opened. I know that goes against energy efficiency, but the HVAC systems at the other rebuilds have been hugely problematic and I will feel like I am suffocating if I can't open any windows. Also, the shared classroom model is AWFUL.
Not at this time, thank you.
Old should be in pictures, these buildings should be updated every 100 years to fit with todays technology and improvements. Would be better for children and staff.
If you keep the old school you might have to keep renovating that part anyway
History is important but PPS must focus on optimizing education on an already strapped budget. We need to maximize finances to best support the education of the next generation of Portlanders.
It seems like the parking lot should still be optimized. A rooftop outdoor open space above the parking perhaps?
good luck
Make the building inclusive --the ISC programs deserve to have quality rooms that match MHS (sensory, laundry, and cooking, etc).
I'm a parent of two Cleveland students and I've been a teacher here for 26 years. My only concern about a brand new building is actually the trees outside this one. The trees on the Powell side were planted by CHS teachers/students/community and it is troubling to see them go. But this old building is no architectural wonder, and ascetic and nostalgic considerations are not as important as having a good ecologically and structurally sound building in my opinion.
I am concerned about the amount of time it will take to get through the City of Portland design review process, so I hope the design team has their proposal dialed in when they submit to the City for review and permitting in order to avoid undue delays in the start of construction.
Retaining only a portion of a historical building at a higher cost seems wasteful simply for nostalgia. I love the older buildings but this is a financial burden on Portland citizens
If the challenge is to preserve the 1929 structure for historical purposes - instead of making it "the main school facility" repurpose it for another support function. Perhaps for afterschool, enrichment programs, athletic support space, or community center type functions to keep its maintain its service for the community. It need not be the main "school" as we are learning from the Buckman renovation it is bigger can of worms than one can anticipate with many unforseen challenges.
Please please please make the bathroom doors swing out instead of in im tired of having to slide against the dirty bathroom wall to do my business and i cant fit inside with a backpack
Starting from a blank space seems like it would be easier to add new pipe, electrical, heating and cooling units. It seems like you could create bigger classrooms if you start from scratch. If you started over the building might last longer as well (might not need as many costly repairs).
Given that usable space for the school is the lowest of all PPS high schools, it makes sense to completely reconfigure/rebuild the campus to maximize efficiency. Only gaining 50k square feet for a complete remodel doesn't make sense if you aren't able to utilize the space to it's fullest modern potential. Suggest incorporation of historic high school components into the new school. Move entrance to SE 28th or Franklin, entrance on 26th is dangerous. Maybe get under agreement with Fred Meyer for majority of staff parking to use their parking area and use the existing 1-acre parking lot parcel to increase usable space! NE corner of Fred Meyer parking lot is only about 500 feet from campus.
Working in construction I frequently deal with remodels. While they can be useful sometimes they come with many, many hidden costs that cannot be considered until whatever problem caused them is unearthed. A complete demolition and fresh construction allows for crews to work the most quickly and efficiently at their tasks allowing for the most viable path to finishing the project on time and on budget.
Earthquake safe building should be the top priority. Old buildings cannot be retrofitted well enough to keep our kids safe. We also need modern lockdown technology for keeping them safe.
I am an architect - I love historic buildings, don't get me wrong. But in this instance, a lower budget, ease of construction and just creating a more modern, useful and SAFE building is far more important than maintaining yet another somewhat historic brick building.
BUILD A SEPARATE ARTS BUILDING!
We need more space for the kids
The front façade of the building maybe be historically significant, but it is not in good shape and is not nearly as important as providing student the best and newest option possible.
If we want to preserve the historical architecture, seems simple enough to recreate it on the new building (pop off existing facade and reinstall on new building)
n/a thanks :)

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

It is integral to the future of Cleveland students and staff that the outdoor space is connected directly to the school so students do not have to walk blocks down busy Powell street to access the track and field. And while historical significance is important, students and staff deserve a modern and energy efficient center for learning. Perhaps aspects of the historical building can be preserved and incorporated into the new structure.
I support all the reasons listed for a new campus: better for students and teachers, outdoor space, budget (only because it is easier to get funded) and energy efficiency. My top concern is it gets done soon. These poor kids have waited too long already!
Safer and cheaper
It's unfortunate that both options remain at the current site. Considering the size of the location, it's not a particularly safe location and even a new building doesn't take away the fact that high schools aren't meant to be at a location of that size.
Lunch is a problem at Cleveland. No covered outdoor space. No one likes the cafeteria. Students leave and eat out which is expensive and creates disparate groups. Students need a new building and new design that creates community and makes them want to stay on campus.
I've heard about the distributed option with a sky bridge over 26th and think that is worth the extra expense! Better to go a little bigger and make a school that will delight students and staff.
Why isn't anyone considering a building across the street and on the Fred Meyer site?
The top priority should be to make our school the BEST version it can be without constraints placed upon it to keep a "look" that people like. The old facade isn't what makes Cleveland great and the students deserve a modern, well designed that isn't hindered by the old section of the building.
I love old buildings, but retaining an old masonry facade is not even close to a priority for Portland Schools. We need to fast track a major infrastructure upgrade. Not a time to be sentimental.
The timeline is also important to me. I want the new high school or renovation to be complete as soon as possible and as quickly as possible. I do not want students – including my own child – to have to attend another high school across town for any significant period of time.
Timing and need to relocate during construction are a big consideration for me, too.
I haven't been involved in the planning but I am disappointed to see that building a new school nearby (Powell Park or Fred Meyer) is off the table. This would be ideal as it would be the least disruptive to students.
I have been teaching at CHS for over 17 years. The building is so dirty, and this has nothing to do with age, but the lack of custodial support. There has to be a means to keep a new building/redesign clean and ensure this is a part of discussions and even new contracts. It is so demoralizing and unhygienic to be working in such filth. The messaging to students, staff and community is a huge "Who cares?" and... what are we teaching the next generation. I'd much prefer a clean building than a remodeled one. Also, I have heard numerous reports that the current contracts with the new schools HVAC folks are terrible, that the systems are constantly breaking. I also heard they put no windows in counseling offices at Lincoln. Please consider light/windows as you design. Please don't cut corners with materials and HVAC which down the road cost$, and please consider changing contractors if data shows issues.
The intersection at SE 26th and Powell is notoriously dangerous pedestrians. I've heard that PPS has asked Fred Meyer about the possibility of buying their lot, which is in a much safer area. I believe the school should be move to a different location altogether.
Saving the old facade is expensive and the building is not architecturally significant.
Another important factor to consider is (1) how long will the construction of A vs B take and (2) where the kids will go to school during construction. Also, where are we on the idea of buying and building at the Fred Meyer HQ? These seems like the best option - more space, room for the track / field, close to the Max, get the school off of a busy intersection, etc etc etc
Thank you for your work--I hope you get to build the new building!
Can you move the campus to the Fred Meyer complex over by the park?
least expensive option so that the option to build on the parking lot can be considered. Building on the parking lot received lots of support in the planning committee meetings. I hope that this survey is not an indicator that this plan is off the table.
we can't afford option B
Please add a card reader to a gate to access STAFF parking lot.
Is there any way to speed up this process. The current building is unsafe.
(Parent comment): I've been wondering when this would happen. We supported taking on higher home taxes through school bonds years back in the hopes that by the time our son was in high school that he'd be at a good facility. We've watched with admiration (and envy) when Franklin was re-done; wishing we could have those kinds of resources at high school. Now I've got a junior, who will be a senior next year, and it's unlikely he'll ever see these changes. He, and the other students have struggled through not-great bathrooms, limited facilities, horrible chairs that are meant for middle schoolers, poor ventilation, no air conditioning, and more. So it's bittersweet to vote for this knowing he will not attend the new school; he will be graduated by the time you all get to the rebuild. Hard to choose the top two options, as all four are important...if I have to choose: 1) I support a full rebuild because even historically, I don't believe there's a lot to preserve here architecturally or logistically. It's such a small campus, that really it should be re-done from the ground up to maximize space, ease on budget, and especially to 2) gain more open outdoor space for students. With car accidents, bike accidents, shootings and everything else we've seen at/near the school, it's evident that a more protected outdoor space is needed for students. Energy efficiency is also key, as kids are too hot or too cold, overdried out in the winter, and roasting in the summer. Ventilation in the school isn't good and we had Covid to understand that first hand. I wonder where you will house students while this is all being built...but it just needs to be done. When will building start? Is there no state budget for this without bringing it to vote on a bond measure and having people with already too high taxes have to pay for it? Lots of questions... but I really hope you do build it. Thanks for giving me an opportunity to comment.
I feel a brand new structure will be up to date with codes for earthquake protection and just overall a healthier environment. Students shouldn't be uncomfortably hot or cold while trying to learn and a new building will have proper ventilation and adequate insulation. I am not thrilled about the location since it appears to become more unsafe throughout the year, however, a more modernized building would allow for more safety through use of updated technologies.
You guys are doing a great job!
You guys are doing a great job!
If you could make the new buildings front entrance look like how it currently looks, then that would be most beneficial. Having the new buildings entrance look like the original design from 1929 would be welcoming for many people in the community knowing how the old school looked like. No asbestos please!
To preserve simply the facade of the old building would be a total waste of money.
I went to Cleveland. Even back then the building was nothing special. Just a brick cube - not architecturally beautiful like many other PPS schools.
A new building should provide better utilization of space and safety concerns like asbestos, lead paint, lead water pipes and maybe more importantly lower maintenance costs.
In your original bullet points about each option, there weren't really any pros associated with the renovating of the existing building other than preserving it. Is the historical significance so great that it's worth doing so?
I cannot imagine a less appealing building than Cleveland High. My eldest student attended there and I would consider trying to lottery into a different school for the sole reason that I do not believe the current structure lends itself to community, beauty, safety, or pride. A great book about the psychology of space pertaining to high schools called "Landscapes of Betrayal, Landscapes of Joy" is a very moving, informative read.
I have been involved with other significant renovations of ~100 year old buildings and have found the risks and additional costs far outweigh the benefit of keeping the original building.
I think that we also need to look at a better solution for athletics fields for students - especially baseball and softball. Our kids need better - they deserve better, both baseball and softball need to have a indoor facility that they can utilize when PP&R shuts down the fields that they are required to play/practice on during wet weather. We don't always get gym time to practice
I am a Cleveland parent working as a construction working on the Benson High rebuild. The decision to maintain some of the older building in hat project have caused major design problems. To try maintain/rebuild the 1939 Cleveland building isn't work the effort given it current condition of structural conditions, leaks, lead and asbestos contamination.
While historic, I don't believe it is feasible to save the old structure and also create a school for the future. Cleveland students and the community will be better served by an entirely new facility. It would be good if some historic architectural elements of the old building could be saved and incorporated into the new building's facade and interior public spaces.
CHS grad here! I love the idea of retaining some element of the original old building.
Handicap accessibility is also an important consideration
A district that has budget issues needs to make correct decisions and this also provides a better place for kids.

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

This school NEEDS more space. Please consider options to acquire land such as acquiring the old target building near the field- and consider building gym and weightlifting classrooms on the field. Please also consider sharing Gym and auditorium space as rarely are these spaces used at the same time.
At Grant, where they rebuilt part of the old school, the concrete floors have small cracks in them and water leaks through them if the eyewash stations are used in the Science wing etc… Having a new building also provides better HVAC options with air filters to keep students and staff healthy.
I heard possible expansion into current Fred Meyer headquarters would be better than both these options. More space, fields attached to school, off major thoroughfare and safer for students.
While historic preservation is important, providing the better learning environment for students must be the top priority for PPS.
What is better for students and learning. Please make that the top priority!
As you rebuild Cleveland High School and other high schools in the district, please do not over spend unnecessarily. I teach in a PPS elementary school where the roof is literally collapsing (a temporary support beam is being put in this week so we can finish the year). PPS desperately needs to fix many of its schools. I support making small, less expensive fixes across the district rather than just rebuilding our high schools.
Looking forward to witnessing this project! I have two young kids who are future Cleveland students
The existing building facade is brick and stone, which will be dangerous in the event of a strong earthquake.
These are not the reasons that I support a new building but your survey forced a decision that was only 4 options
Having a building that is up to current Earthquake/seismic standard is important. Also, it is important for the committee to ensure they consider the fact that Portland is a growing city. Building a brand new state of the art school that is too small and thus overcrowded fixes one problem, but creates another.
I would hope it would keep some of the likeness of the old building.
Open hardscapes for kids to hangout needs to be considered
Integration with the outdoors supports the health and well being of the students.
Best option is relocating Cleveland to the Fred Meyer space near Powell. Keep the kids at Cleveland while renovating the Fred Meyer space for the new high school.. Use existing Cleveland bldg for administration offices. The current location of building is unsafe for students due to traffic on Powell and 26th. Fred Meyer location is much safer for students. This plan allows students to stay at existing location on Powell and SE 26th while Fred Meyer space is being built out.
My heart wants to support option B, my head is saying to support option A. My grandmother went here when it was Commerce High School and was in one of the first graduating classes. I've always thought it would be so cool for my kids to walk the same halls as my grandmother did in the 1920's. But alas, the opportunity to provide a building that much better meets the needs of the students while also keeping the budget lower seems like the more sensible option. If the building is demolished, I would like to see the re-use of as many elements of the old Cleveland building as feasibly possible- as a way to keep building parts out of the landfill and to honor the old building.
The current building is old, sick, done, haunted with the past - stuck in the past in every way really. We need a clean, SAFE, new building that students and staff can be proud off. With green space that will protect them from being hit by cars. This city has proven inert in every way, we can't be dependent on them for anything extra like historic permitting this or that. Clean, safe, new, green, and the fastest path to that outcome. Exciting times!
It sure sounded like you wanted us to vote for option A, and I support that if what you say about A and B are true. I would like to have part of the original 1929 building saved, for historical reasons, but maybe thats not to be.
The best option would be to have a new building with a true school campus, something that Cleveland High School has never had in its over 100 year existence.
The footprint of Cleveland is outrageously small. It is a deeply disappointing facility. The detached athletics facilities are problematic to navigate to and from. The city should do all it can to shrink the commercial span between the two land parcels.
I thought I heard of an option to move to the Fred Meyer space. Is that still on the table?
Can certain historical facade details be reused maybe
Please honor the original design and match historic elements where possible.
An all new building should be built with only electric hook-ups,
I feel they need to adopt the park, and perhaps build an even larger school. Several stories taller is needed for an school in the city. I feel the population will outgrow this school in the future.
This is tough. The outside facade is beautiful and it would certainly be nice to preserve, however, the listed benefits of tearing it down and starting from scratch seem to be the better option. Can they just try to make it not so ugly? Like, what happened with Kellogg? Can't we have an all-new High School that is also architecturally attractive???
The benefits of saving the existing building shell does not out way the costs of less outdoor space and optimally planned interior spaces.
Is there any way to utilize Powell Park? It is a highly underutilized park, and Cleveland and the community surrounding it would be much better served with a full campus like all of the other PPS high schools have. I am disappointed that our kids won't have the kinds of facilities and spaces that the other PPS high schools have.
The building was old and inadequate when I attended back in the '50s
Please preserve and repurpose some special elements of the old building. For example, the half moon windows in the main entry are lovely- as are the brass hand railings and the cornices... Saving and reusing key, meaningful parts of the old building can keep the connection to the past while maintaining current standards of safety and energy efficiency.
You could preserve some elements from the original 1929 building to be show cased in The building - example original mailboxes, Cleveland name from the original entry, etc.
curious about the timeline for completion and if that is different depending on which option is selected
Historic buildings are important but in this case Cleveland has had multiple add ons from 1929 to the 60s so isn't truly an authentic historic building in my opinion. New will be cheaper and safer for students and faculty.
I am really sad that the building wouldn’t be the same after I graduate but I think that this is for the best.
You should consider another site all together to accommodate a full campus. The existing site is too small. The Kroger Headquarters nearby is the obvious choice. PPS could also broker a deal with Portland Parks and Recreate to create enhanced field space similar to Grant where it's good for the school but the whole community. Parks and Rec lacks resources to maintain park amenities and safety. Win win with a little imagination.
Great job!
Thank you! I attended some of the workshops. I truly think we need an entirely new building
I wonder if some of the decorative elements of the historic Cleveland HS building entry (the lovely arched window shapes and molding around them) could be repurposed into a new building facade.
I voted for Option A (new building) for the optimized use of space (better options for teachers and students), the green space, and the energy efficiency but I would have been even more inclined to vote for Option A if I had been reassured that the new building would preserve the historic look of the existing building. I am not in favor of a modern looking building and would much prefer a historic looking building with modernized features.
This is a no-brainer. The current "historic" facade is neither remarkable nor particularly architecturally significant. Let's tear it down and build a shiny new building.
It would be nice to have a few more options and/or details about the options.
I'd suggest vacating 26th for more space. It's not as if it's a through street. Move traffic to 21st. I lived on 20th and Brooklyn for 20 years, from 12th to Ceasar Chavez-between Powell and Burnside, is a Neighborhood, many zigs and zags. 26th would add enough space for a Real School/Community environment and the rest of the neighborhood is already trying to move to walking/biking. Add a full student drop off and Bus pull out on the vacated street/pathway to the field. I'm for spending the money for a Real, 50 year option, not more making do!
Unfortunately, the location is horrible. Unsafe block on Powell. I can’t imagine sending my child to the school the way that area currently is.
Let’s get it done soon. Would be great to give community members more access to the facilities.
Thank you for your work on building a beautiful new school!
Why aren’t we building in the parking lot if the school has the smallest footprint?
It would be helpful to know more about the timeline for this project and how these options may impact that timeline differently.

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

I am really disappointed in both designs. I wish that you all had considered expanding or seriously changing the existing Cleveland footprint. I am thinking about Lincoln High School as an example and how the district/ architects considered the footprint and designed upwards. There were also some discussions of adding and/ or updating the sports field space which the district seems to have done at every school except Cleveland. I would also like the district to consider safer crosswalks- maybe an overpass. Powell is dangerous.
There is no benefit to students of keeping the old building.
All of the answers above are important to me.
please provide the classrooms with good air ventilation
Thank you for your hard work!!
All four reasons are compelling. Hard to pick a top two. Option A for sure. Let's get it done for our community! I'm continually envious seeing all of the other newly remodeled high schools city-wide.
Please make more room for students to go outside and eat lunch, I graduated in 2020, my name is Leo Camacho, the schools big issues was it was just a square if u think about it. There is no uniqueness to this school, in 2019 I remember seeing blue prints of may be building a sky bridge towards the parking lot. I think that would be a great option for the school, but at the same time it could be a risk because of the drivers.
The existing building doesn't have much worth preserving.
all of those reasons are important to me
PLEASE FINISH IT BEFORE I GRADUATE IN 2028 BRUH
What makes the current building is "historic" other than age and architecture?
Energy efficiency is also very important to me
I really do love so many of the historic features of the original building. Can we save light fixtures, door handles, hardware, windows, sconces, etc. and use them around the building? Can we consider saving the middle part of the building that includes the main entrance and auditorium? We are eager to have a beautiful, sustainable, and usable space for our high school students. Can we purchase the former Target/Bowling Alley site and use that as an Athletic facility with lockers, workout spaces, play courts, offices, and parking? I would love if we could build on the football field or purchase the Fred Meyer/Kroger campus. Thank you!
I would love to see the SE 26th Ave closed or diverted so the school can have a large front quad, safer crossings and access to the parking lot. It also makes sense to me to better use the parking lot space. Perhaps building a parking garage, and above you could put art facilities, a theater, or some sort of multi-use space. If traffic patterns do not allow for this, I would support the new building having second or third-story walkways so students can cross directly over to the parking garage building without having to cross 26th.
I hope students and BIPOC community being heard loudly and also any students and families with disabilities input is strongly considered and time and space is made safe for them to do so.
I am a graduate of Cleveland when we were called the Indians and the newspaper was the Tomahawk. The building sits on stolen land claimed for free by Clinton Kelly. His eldest son was an Oregon militia member and fighter against indigenous people during the Yakima War. Stop honoring the Kelly family. The 'historic' building is a symbol of oppression and genocide. Please tear it down and create an inclusive and welcoming school that looks forward to a better future and not glorify the tragic past.
I notice that neither options includes building on a portion of the parking lot as discussed at the community meetings. Is this because of the cost and the parking Issues for teachers?
Can we at least have what the other schools have had done.
The exterior of the 1929 building is not worth saving
I wish there was more publicity about these community meetings, very poor notification. I signed up several times and have never received any prior notice! As an Alum, I am hoping that with a complete redo of Cleveland, there is a way to save some architectual historic elements, etc. to incorporate into the new building, ie stone quotations over the doors, auditorium decor, etc. i really liked the sky bridge idea too.
Retain historical art, wall of supporters/donator names, original history of the school (Principles, teachers, difference makers etc) to integrate into the modern build throughout the bulding. We don’t have to forget about the past and where we came from to go towards the future and where we want to be. Both can beautiful co-exist.
The proposal to retain the existing structure rests on the idea that the outer façade of the building (all that would be saved) has historic importance to the community and they would want it to be saved. However, the students and staff seem at best ambivalent about the old brick walls, and I do not believe the neighborhood has strong opinions in either direction. Additionally, renovating the existing structure rather than demolishing it is projected to cost an extra $10M, which simply does not seem worth it.
The original facade doesn't seem to me historically important enough to be worth constructing the entire design around. I do think the cornerstone should be preserved.
In all, a school is meant to be a teaching and learning facility, while I would love to have a historic and beautiful building, the biggest question for me is if we can keep that without having to hinder the learning experience of Cleveland, which through previous years clearly shows results.
I don’t like how the building looks
I strongly support a new purpose-built school that will be more energy efficient, universally accessible, properly situated on the site, welcoming to all and will support the contemporary pedagogies and mission of PPS. The existing building is failing miserably on of the above, and does not properly support the needs of teachers and students. I usually am a huge proponent of utilizing embodied carbon of existing buildings, but it makes no sense in the case of the existing Cleveland High School building. Our students, teachers, and neighborhood deserves better.
A dedicated performing arts space would benefit an often overlooked community within our high school.
Please consider restoring Cleveland track back to natural wetland. Involve all area high school students interested in hands on, real environmental restoration. How fantastic that would be.
See what can be salvaged from the old building to use in the new build like what Milwaukie high school did when the did a complete rebuild
I trust the school Faculty and Board to know what is best for the students. Change is OK! However, please spend the money to invest in a very good architect firm for the design! It'll be worth the money, and hopefully result in a more attractive building! (I am a local on Franklin St.)
A new school will provide better technology for the infrastructure. Who is the fool who required the above question to be answered with only their two options?
The current building has no ac and also does not have good heating
I think that it would be great to keep some of the history but I think it’s more important to think about the future and energy efficiency along with outdoor spaces.
Nope :)
i really hope it’s not one of those stark modern buildings. i like the old tiny vibe to this one
I've heard rumors about there being asbestos in the walls so honestly I'm glad that students after me won't have to study in a potentially unsafe building
I feel like we need to prioritize being wheelchair accessible
i personally prefer modern architecture
No school should be located on a highway. Powell Blvd is unsafe for students. The existing building does not provide adequate space for students. The high school and athletic field should be on the same premises. Having students walk a half-mile to the track is also unsafe and wastes time. The students and staff at Cleveland deserve a safe and modern space with outdoor spaces and parking for staff, parents and visitors.
I think a lot of students would like the option with a sky bridge across the street but if you don’t build in the parking lot just sticking a sky bridge somewhere would probably get a lot of students excited. I think the parking lot is a waste of space but everyone loves cars so if you get rid of it (or if you keep it) PPS should give all staff Trimet passes (if they don’t already have them)
I think that while much of the original building has nice brickwork it definitely has many flaws and a new building would be more beneficial to the students, and staff
This building is old and it sucks
While I like the look of some of the older element in the school, I think it would greatly benefit from a full remodel, as it would allow for a more ideal layout of the building.
This building is terrible
Cudi what
I think that most of the school should go, except for the entry way and maybe parts of the auditorium.
You should buy the target and put something in there
I appreciate giving us students a say in things.

Do you have any additional comments to share with the Cleveland Modernization project team? (Support Plan A)

I think some preservation is important and trying to save some of the schools character would be cool
I must appreciate the current architectural style. If this option is chosen, it'd be great if the new building had a similar style if possible
The school is already really small and the whole school is just falling apart, as well as all around the school there is no actual good place to drop off and pick up your kid bc there is so much traffic getting in and out. There needs to be more room sense most of these people are student drivers and don't have good experience getting around. Classrooms are outdated and every room is different to each class. Some areas of the school have the room to be really muggy.
I was concerned that maybe a sky bridge could get really crowded during passing periods.
please provide more common areas
Two site option preferred for neighborhood feel, traffic slowing, outdoor space.
Please make sure we have more than one elevator, preferably 3-4
Build on 2 sites

Please share any additional comments with the Cleveland Modernization project team? (Support Plan B)

I am an alumni from Cleveland High School and I loved the old architecture that will not be there if you tear it down. PPS should work to not only preserve the faced but PPS should maintain the frame of the current theater if they place the commons in that area like Seattle Public Schools did and Garfield High School. PPS should do as much as possible to preserve the original building facade and re-use the current theater as the commons space. PPS should also remove the ugly 1980s replacement windows and ugly infill in the upper part of the window openings as part of any plan that re-uses the original school.
More like Benson, less like Lincoln.
Please don’t destroy history and replace it with generic modern design
They don't build things like they used to the older building is structurally more safe than a new building would be considering they have changed building materials a lot so if there was an emergency that would be the safest area to go into
I have no hreat affection for the facade of the building, but preserving old buildings is a means of saving energy that should be part of the calculation. It saves the embedded energy that was already spent firing bricks, quarrying stone, etc. Additionally, where does all rubble go? It needs to be hauled away, processed, and invariably a large portion will end up in a landfill. That said, if it is being done simply to keep the facade, then it may not be worth it.
Did you factor in embodied energy loss from demolishing the old building when factoring in the energy efficiency of the new building scheme?
Keeping historical buildings is what brings beauty to cities. Our children deserve a safe and beautiful campus and that is my number one priority, however, I know this can be accomplished with the existing architecture.
I feel like this survey was worded to discourage keeping the 1929 and it should have been more neutral in the wording. Clearly the person who created this survey favors demolishing the building.
It is very important to make sure there’s adequate spaces for ALL STAFF & STUDENTS! PPS’s previous rebuilds have been poorly planned, lacking enough spaces for everyone! Please DO NOT relegate special ed classrooms to the basement!!! And every teacher and specialist needs their own PRIVATE WORKSPACE in order to test students in private, make confidential phone calls in private, to have adequate storage space for materials, etc. Expecting teachers to travel from room to room with carts is inefficient and ridiculous. Franklin and Kellogg rebuilds were a DISASTER because there wasn’t enough rooms or space allotted for both staff and students!!!!
Holding onto some of the past is an important part of learning, it's how we remember where we have come from.
Accessibility issues are real though. It would be unfortunate to have to keep accessible entrances separate.
eminent domain some of the neighborhood?
The survey does not say when the rebuilt or renovation will start and when it will be done. It also plays an important role in my decision making.
There is a lot of history from the old building, and I don’t want the new building to just look like a glass box like McDaniel, it has character and memories. <3
Seismic retrofitting needs to be integral to keeping the original structure.
I am more interested in knowing the timeline of the construction for these proposals. The group of students who will be displaced have already had their elementary schooling greatly impacted by Covid and their middle school experience and now after that may have to not be at their high school. The more important factor is when will this construction take place and for what duration of time. I am more concerned about the effects on students than what the exterior of the building will look like.
I like the school, idk why it needs to be remodeled
i like the historical look of the architecture
Unless the cost difference is truly prohibitive (as defined by budgetary outcomes), I feel that preserving the historical building is worth the cost.
Our taxes are out of control already. We need to make better use of the resources we have. I won’t be voting for a single new tax, even though I have kids that will go to Cleveland
Historic buildings offer a level of craftsmanship and detail that is hard to replicate today, due to expense and lack of expertise. These old buildings (as renovated) are inspiring places for students to learn and for the community at large. It is also an equitable decision, where Portland’s diverse communities can all benefit from their attractive, old civic buildings. PPS has a strong legacy for sensitive renovation. This community deserves no less. I’ll quote architect Suman Sorg FAIA: “In Washington, D.C., I designed projects in underserved communities and for people in need. These were not the largest or most elaborate projects I was fortunate enough to design, but I have carried them in my heart because they made such a direct impact on people’s lives. One example is the Anacostia High School renovation. A student had recently been murdered in the existing building, and many people in this African-American neighborhood wanted the building to be demolished. By contrast, in the city’s more affluent neighborhoods parents and residents vigorously supported the preservation of their historic school buildings. I convinced residents of the Anacostia community and school board members of the building’s merits and potential, and the structure was preserved and restored. The pride of the students and teachers alike when the renovated Anacostia High School reopened was gratifying for everyone involved in the project.“
Please buy more land or take over a road to get more space
Why did you remove putting a building in the parking lot to preserve more open space in the existing building?
I was interested in the idea of moving the high school to the corporate buildings of Fred Meyer and getting the school off of Hwy26. Then perhaps the historic high school building could be used by Portland Parks and Rec. The area could use a community center. I'm assuming the Fred Meyer buildings were eliminated for some good reason but I do wish that had been an option.
History is why we are here today. I think it’s important to preserve as much of it as we can.
What happened to acquiring the Burgerville site to expand the campus?
Needs proper sports facilities like a baseball stadium.
My husband went to school here and our kids will one day walk the halls so that's cool. I'd love to preserve as much as possible
The built environment and local contributing features matter to our community. The high school exists as part of a community and will hopefully survive another 100 years. Students deserve the investment in a building that respects the local architecture for the long term.
Maintaining the historic integrity of the building while modernizing it teaches the importance of not tearing down historic buildings for convenience and honors current need.
please god start working on this in 2026
We would like the high school renovations to be complete by 2029-2030 so our child can attend Cleveland, not a satellite campus. If the old building could be open while a new one was built that would be ok too.
If the main entrance has to move that's fine, but it's a beautiful front entrance with historic value and hopefully it could be moved fully. Also, I think it's important to invest heavily and think long term when you're going to make a 100 year change so the higher costs don't really bother me. In 100 years those relatively small percentages of higher cost will look like nothing, but the value of having some remnants of a 200 year old building will be important.
I think it's important to preserve the Kimball pipe organ.
Re-utilizing the parking lot would have been a better decision - a wasted opportunity.
Every new building built in my neighborhood looks worse than whatever was there previously, and this seems to be happening all over Portland. It's also wasteful, when the bones of the older building are good enough to renovate, why throw it all away?
I want to be clear that my preference for preserving the original buildings are entirely aesthetic and that a more detailed pitch for plan A would easily sway me. Also, the most important distinction (and this may be the same for both plans) is how disruptive it could be. My older daughter will be going to high school starting 2027 and my suspicion is that a complicated build wouldn't be done before she gets to 9th grade. So if Plan A gets done faster, I'm probably supporting that.
It is rare for modern public school construction to generate something of enduring architectural value. Unless the new building was going to be architecturally compelling, there is a significant community value to keeping the historical detail of the original building intact rather than replacing it with a bland but functional space that doesn't hold history.
The existing building is a great scale for the surrounding neighborhood.
I would love it if some of the 1929 building can remain. It's a gorgeous building. Please try to update with original door knobs, etc
I think preserving some of the long history of the site is worthwhile and increases the architectural interest along powell
i don't have a strong position,
Outdoor space for students is nice, but the best weather in Portland is during the summer. Keeping a little space makes more sense than not using indoor space needed for an empty outdoor area.
What happens to Burgerville across the street?
The brand-new PPS high schools (like Lincoln) have zero soul. They might as well be a commercial building or a hotel. Terrible. On the other hand, the partially-preserved schools (Grant, Franklin) still have a sense of history and feel like an educational facility.

Please share any additional comments with the Cleveland Modernization project team? (Support Plan B)

Within reason. If keeping the original facade doubles the construction cost, it is no longer viable. But, I think keeping the historic aesthetic has value.
Good luck!
My answers are solid, I'm certain preservation is worth the efforts and costs.
If the costs are significantly higher, I would be fine with an entirely new building since the Cleveland building is one of the least impressive of the old high schools but to be honest my strongest opinion is that the district would be better off to wait for a better site that would allow way more space for future generations than to spend costly tax payer money on an extremely suboptimal state that will quickly outgrow the needs of the community. This feels like a hasty decision that doesn't serve the goals of these redesigns and we have 2 future Cleveland students that will be in the old/current site. I would like to see that survey go out to constituents.
Acquire the block bounded by 28th, Powell, 29th and Franklin. If you acquire the next block between 29th and 31st, you can replace the 1968 gym at that location.
Keep old building it's basically ancient (which makes it cool duh)
ADD GARGOYLES PLEASE!!!
It would be really good to understand the timeline for this project. I understand we have to vote on a new bond in November 2024, but when would construction start bond were to pass?
Actually, I don't care whether existing structure is kept. What I am sure is better for students' education is to AVOID the so-called "100% utilization" model and give (almost all) teachers their own classrooms. The benefits are numerous.
As alumni it would be important to keep it how so many other alumni are used to the building looking like
Too many schools have lost too much character and become hyper-modern looking. Franklin was able to keep some of its aesthetic, whereas Lincoln was not. There's already far too much boring modern architecture that has spouted up in the past 15 years and we don't need more. Preserving this exceptional facade will be well worth it.
I have personal reasons to keep the old structure: my grandfather attended Cleveland H.S. and walked those hallways, and in about 6-7 years my son would have the chance to walk the same hallways as his great-grandfather. But also, I always advocate for keeping historic buildings: we can never get them back. They are a part of our community's collective history, and worth preserving.
This survey doesn't have very many options and I picked to keep the old building because i felt forced to choose the other option. Are you saying there are no positives to keeping part of the old building? I believe with renovation old buildings can be more sound.
With the negative enviro impact of new construction & concrete, I hope that keeping the 1929 building -- compared to an all new structure -- will mean a lower PPS carbon footprint.
The historic schools of Portland were built with architectural integrity and beauty that modern buildings cannot ever accomplish because that time of high architectural craft is over. The beauty of the older building inspires students and shows them that learning is a beautiful thing and a humanitarian endeavor. Modern facilities are needed for sure as a compliment to the older building for the basic needs of the students. Blending the old and new is the best way to celebrate both kinds of studies; The Humanities and the Sciences. Both of these subjects are important for keeping society together and functioning at a high level. Keeping this older building as a touchstone of the importance of the humanities can create a daily reminder of the foundation for a great education and will help accomplish a holistic human-centered experience for both teachers, administration, and especially students. Do not throw a great opportunity away. There are many psychological benefits in keeping well designed, older buildings as part of the human experience.
Erasing a fine building from the cityscape of Portland is erasing Portland's heritage. There is embodied energy as well as embodied memory and beauty in that building and buildings of past generations. It is not each generation's privilege to erase the past and impose wholly modern interpetations
In a rapidly changing inner Portland, landmarks of familiarity like the 1929 school building will be crucial to keeping Portland familiar to those who've been here a long time. Areas like Sandy Blvd., Foster Blvd., Division St., are unrecognizable compared to their pre-2015 appearance. Additionally, preservation of the original structure allows for architectural experimentation in how to preserve our heritage for the future in the light of seismic design (I'm a seismologist) and efficiency. The Grant HS project was exemplary, and truly one of the best of its kind ever done. Cleveland has features that other schools lack, like the historic pipe organ (really the best instrument of it's kind north of San Francisco), the courtyards on either side of the theater which could be repurposed for gardens or greenspace, and one of PPS's great arts programs. I personally envision a Cleveland HS that prioritizes and props up the arts and science programs; enlarging the theater space while preserving the wonderful 1929 auditorium and pipe organ spaces, building modern music facilities, and 21st-century science education facilities. An additional building where the current parking facility is, connected by skybridge, would provide extra space for a cramped school. I want to see the 1929 school at the heart of a new complex. Rooftop greenspace, outdoor teaching space, modest new buildings to complement the historic building, and a redesigned relationship with Powell Blvd. will enhance the community's relationship with the school as well as provide a wonderful experience for students. Think like a teenager! If it's cool, build it!
I know that other schools such as Franklin have been able to preserve the historic building so I think that the budget should allow for Cleveland to do the same. It's unfortunate that Cleveland has such little property space compared to all other high schools in the district, and I know that can't be helped, but I think that otherwise Cleveland students should have all of the same resources and opportunities as other high school students in PPS. They deserve a beautiful building with modern amenities and space.
As a parent of a potential future architect that will be starting at Cleveland in a few years, his feeling is that it will be really sad to lose all of the historic details and inspiration that comes from the 1929 building. All of the ornamentation, trim work and detailing is just not something that is done anymore and can not or will not be replicated. Once demolished, it can never be replaced. Any negative thoughts or feelings about anything that someone might view about the history of the building or the times it represents should try to remember that we do not learn lessons from the past by simply trying to erase it. This is very similar to banning books that teach a history that you're not necessarily proud of. Showing that we can adapt the building to the times demonstrates a capacity to learn and correct over time. From my conversations at the public meetings, it's not necessarily that the people that favor building all new would even be all that upset about maintaining the historic building but the people that do support maintaining the historic building will surely be upset to see it gone. I think if the 1929 building is fully demolished it will be a shocking experience for all to see the anchor of the neighborhood erased from existence.
As an alumnus and a Portland native and now the parent of a CHS student (and a future student), the Cleveland High School building means a lot to me. It is so important to celebrate and retain as much of the 1929 building as possible. As the beautiful renovations of Grant, Franklin, and Benson have shown, it is entirely possible to modernize while recognizing and honoring the past. If 1929 building carries a past that perpetuated the marginalization of certain groups, it would be better to shift the narrative and the "ownership" by reimagining the historic building rather than tearing it down and completely erasing the past. We as a community will learn nothing if we "cancel" the original building. Please honor the alumni and all those who were a part of the CHS community and fabric and do not pretend that we and the halls we once roamed do not exist and do not deserve to exist. We cannot study and learn from history if we keep erasing and "canceling" it. We must face the past--warts and all--and understand how we can use it to build a better present and future. Demolition is forever. But by keeping the 1929 building and modernizing, CHS will stand to represent our city and communities' commitment to reuse and creative repurposing. And 50 years from now, the costs will be forgotten if we have an early-2000s eyesore on a prominent corner, just as we do with Kellogg.
Your presention above is obviously oriented toward a complete replacement. Anyone in their right mind should choose it. But people who live here also value historic continuity and just might argue against a common sense (choice A) design.
Keep the Historic Auditorium
I'm also concerned with the embedded carbon costs of an entire rebuild vs partial reuse.
The old architecture looks nice
The old building is history and should not be destroyed

Please share any additional comments with the Cleveland Modernization project team? (Support Plan B)

This one of the worst surveys I've ever seen and should be discredited due to improper methodology. As educators this is shameful - you've biased the entire process by heavily weighting the school of which information is emphasized and what is completely left out. For example when you mention it costs more to preserve - you don't say how much more and on order of magnitude - 2% (10M out of 400 total Million budget) is a tiny part of the total project cost for preservation. But the way it is emphasized make it seem like it is a larger factor. Further, there are hardly any benefits FOR preservation included in the framing of the choices for evaluation on this survey. Nor is there any reference for that the retention of the building (embodied carbon) means less climate impact. Laypeople don't u destined this connection. PPS needs to seriously check their professional work before conducting shoddy research as the entire framing of this research should invalidate the results. Ask a survey expert. You have inadvertently put your weigh on the scale. It takes between 30-80 years to offset the impact of building demolition, even in a building that is 30% more energy efficient (see Preservation Green Lab, Quantifying the Environmental Impact of Building Reuse). PPS and Portland needs to deepen then understanding of the importance of Existing Buildings as a critical strategy for reducing global warming and climate change impacts. First cost in dollars only accounts for a portion of impacts and far outweighs the energy savings that are only gained over the longer term. The survey mentions none of the reasons why preservation matters culturally and socially. This place matters to many beyond the students and families currently and none of the other options for even keeping the facade were included in this so it is incredibly oversimplified and should not be used as reputable nor defensible research. Surveys are wonderful but they require expertise or you get false data. Hire survey professionals in the future and have these vetted. As an educator, a survey writer that does public engagement, and a parent of a PPS child I am deeply concerned to see this type of bias from PPS. I understand this site is challenging and costly and necessitates a loss of an important cultural resource eligible for national registry designation that could yield other benefits for selling FAR air rights to gain you greater density, I would rather see PPS do a land swap for this site and develop part of Powell Park, perhaps turning it into a Cultural and Arts Center, and/or with a McMenamins hotel that brings visitors and tourism to SE Powell and serves the whole community for another century with its art, history and beauty. Maybe even give some part of the land back where some of the ugly modern addition currently is situated to native leaders as commitment to social justice. There could many be other win-wins to be had thinking more creatively than only the sites you have. Be bold and seek "both-and" solutions. There may be other benefactors (Schnitzer Family or Bosco-Milligan Foundation) that might be willing to help seek solutions. I know the choices are challenging for PPS, that is why innovation and creative solutions are needed now more than ever. We need wins not losses for Portland. If you lose this place, it will be a stain on PPS's legacy forever.
While I believe that constructing a new building is a good idea and I appreciate the cost and flexibility that would be provided, I think that much of the character of Cleveland lives within its current structure. Specifically the current facade and concert hall. There is a lot of history that I believe connects current students with past ones which would be lost with the replacement of the original building
Despite larger cost I believe reusing is a better choice for the environment assuming upgrades can be made to make the new building energy efficient.
It gives such a welcoming and authentic feeling that I personally love. One of the reasons I came to this school was because it didn't look new or modern. It looked homey and comfortable. And I'd like to keep it that way as much as we can.
keep it cool bro
The CHS theater is a beautiful space and though it will need some renovation I think it should remain
Cleveland's auditorium is one of the more spacious and visually appealing of the district! All in all I feel like the Cleveland charm is its brick and molding exterior.
I also think that it's important to preserve historic buildings. I am also somewhat attached to the current building.
I think you should keep auditorium's
I've seen Kellogg and it's really ugly on the Powell side. Powell is probably going to have a lot of modernization stuff soon, so having a new Cleveland high school orient away from Powell is a mistake.
I like the way Cleveland is now it's not brand new and it has personality
I think it is good to keep the building because it is old and historic, it would be really cool if you could integrate the new building into the old building.
I think that the auditorium and the entryway are the only necessary parts to keep.
Students don't need more outdoor space they need more educational spaces. Whichever option gives the most educational space to students is the one I support
Add a swimming pool please :)
Appreciate we need to improve schools, but would prefer to keep as much of Portlands landmarks to preserve as much of Portlands iconic architecture as possible. Franklin High School is a perfect example. Understand Cleveland has less available land.
Please do not make the whole color scheme gray and white it is so depressing. I think the auditorium should be preserved including the wooden seats. I also think more windows everywhere! Bright LED lights give many kids headaches and it makes school a lot more exhausting. Again please use some color or something I hate seeing historic buildings get renovated into just grey boxes, it's an eye sore!!!
I think the main reason why it would be good to keep the 1929 building is because it will mean less embodied carbon. However, I would be in favor of a new building if it could be made to have lower carbon levels from use. Is there a way to modernize this he current building so that it's more environmentally friendly while using the minimum of new materials?
i liked that keeping some of the old building would decrease the release of carbon emissions
Destruction of buildings causes huge amounts of waste in addition to the unseen costs of pollution from the creation of all the new materials needed, and the dumping of the old. I hesitate to choose a more expensive plan with less outdoor space, but don't like the idea of trashing an existing building of any kind, especially a historical one. Is there no way to come up with a better remodel design? Have other planners/architects been asked for ideas?
My teen is a 9th grader at Cleveland and she wants to preserve the historical building
I think it would also cost a lot less money to build a new entire school. I think it would be a lot less money trying to renovate the original school.
save just the brick facade, the rest can be modern

Cleveland High School Upgrades

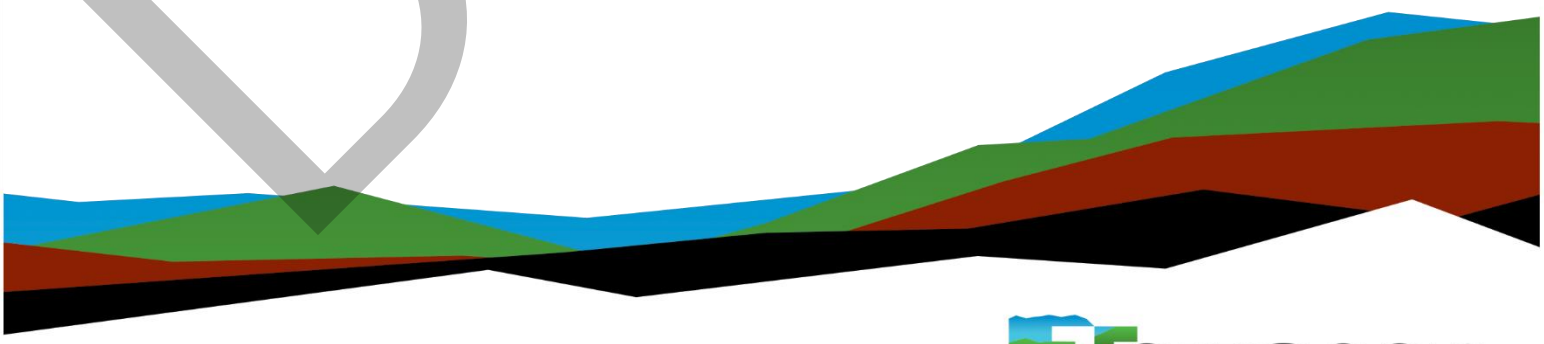
Preliminary Geotechnical Engineering Report

April 17, 2024 | Terracon Project No. 82245002

DRAFT

Prepared for:

Portland Public Schools
501 N Dixon
Portland, OR 97227



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Exploration and Testing Procedures
Photography Log
Site Location and Exploration Plans
Exploration and Laboratory Results
Supporting Information

Note: **Blue Bold** text in the report indicates a referenced section heading. The PDF version also includes hyperlinks which direct the reader to that section and clicking on the terracon logo will bring you back to this page. For more interactive features, please view your project online at **client.terracon.com**. Refer to each individual Attachment for a listing of contents.

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Report Summary

Topic [1]	Overview Statement [2]
Project Description	This project is in the preliminary conceptual stage, but will consist of: ■ Seismically upgrading the existing high school building or replacing the structure. ■ The existing gymnasium and possibly several of the other site structures will be replaced. ■ A new auditorium will be constructed on either the existing school site or on the existing parking lot west of the school. ■ New structures will be constructed at the athletic fields to support the high school sports program.
Geotechnical Characterization	■ Soft to medium stiff compressible and liquefiable soils (low plasticity silts and clays) to depths of about 35 feet (Flood Deposits) ■ Some areas of existing fill up to 7½ feet deep ■ Groundwater encountered between 25 and 50 feet within explorations
Geologic Hazards	Based on our site-specific analyses, we estimate the subsurface soils to have a high risk of liquefaction.
Geologic Hazard Reduction Methods	Due to the anticipated structural loads, liquefaction, soft underlying soils, and limited settlement tolerance of the planned structures, the structures should be supported on ground improved soils or deep foundations.
Earthwork	■ Near surface soils expected to be encountered in excavations are fine-grained and low to medium plasticity. ■ Fine-grained soils will not likely be reusable as structural fill without cement modification and/or significant drying during summer months. ■ Surface drainage should be planned during construction as fine-grained soils will not allow infiltration of precipitation and could cause further subgrade disturbance due to ponding and/or saturation. ■ Within new pavements and exterior slabs and appurtenances, remove existing fill and replace with new structural fill

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Topic [1]	Overview Statement [2]
Support for New Structures – Ground Improvements	Ground improvement of the liquefiable soils and the overlying soft compressible soils are a feasible alternative for support of new structures at the site. For this site, aggregate piers are recommended for ground improvements. Aggregate piers are typically designed by a specialty contractor's engineer to meet a performance specification. We provide preliminary recommendations for structural design planning in this report.
Support for New or Existing Structures – Deep Foundations	Deep foundations can be used to support existing structures to be seismically upgraded and may be considered an alternative for support of new structures. For this application, we recommend Continuous Flight Augercast Piles (CFA) piles or micro piles. CFA piles and micro piles are common foundation types in this region and can be used to support the structure loads.
Supplemental Exploration	Based on the depth of compressible soils encountered onsite and the extent of the loose unconsolidated soils encountered within our explorations, we recommend additional deeper explorations be completed to refine the settlement estimates in this report and is dependent on the final planning of the site redevelopment.
Below-Grade Structures	Some structures may include daylight basements, subsurface utility rooms, elevator pits, or underground parking. Backfill of these structures should be planned to consist of imported Select Fill.
Pavements	We recommend a minimum pavement section of 3 inches for light duty areas and 6 inches for heavy duty areas. We recommend minimum concrete sections of 5 inches for light duty areas and 7 inches for heavy duty areas.
General Comments	This section contains important information about the limitations of this geotechnical engineering report.

1. If the reader is reviewing this report as a pdf, the topics above can be used to access the appropriate section of the report by simply clicking on the topic itself.
2. This summary is for convenience only. It should be used in conjunction with the entire report for design purposes.

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Introduction

This report presents the results of our subsurface exploration and Preliminary Geotechnical Engineering services performed for the proposed upgrades to Cleveland High School located at 3400 SE 26th Avenue in Portland, Oregon. The project is in its conceptual stage; upgrades are anticipated to consist of seismic upgrades to portions of the existing structures, replacement of some buildings, and construction of additional facilities. The purpose of these services was to provide information and preliminary geotechnical engineering recommendations relative to:

- Subsurface soil conditions
- Groundwater conditions
- Seismic site class per ASCE 7-16 & ASCE 7-22
- Site response analysis in accordance with ASCE 7-16
- Preliminary liquefaction and lateral spread potential
- Preliminary site preparation and earthwork
- Demolition considerations
- Preliminary foundation design and construction
- Preliminary floor slab design and construction
- Lateral earth pressures for permanent walls and temporary shoring
- Pavement design and construction
- Infiltration test results

Our recommendations are considered preliminary since the proposed plans are at their conceptual stage. The geotechnical engineering Scope of Services for this project included the advancement of fifteen borings to depths of 33½ to 61½ feet below existing ground surface (bgs), laboratory testing, engineering analysis, and preparation of this report.

Drawings showing the site and exploration locations are shown on the **Site Location** and **Exploration Plan**, respectively. The results of the laboratory testing performed on soil samples obtained from the site during our field exploration are included on the exploration logs and/or as separate graphs in the **Exploration and Laboratory Results** section.

Project Description

Our initial understanding of the project was provided in our proposal and was discussed during project planning. The project is in preliminary planning stage at this time and our current understanding of planned development is as follows:

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Item	Description
Information Provided	■ "Request for Proposals, High School Geotech, RFP No. 2023-033," prepared by Portland Public Schools. ■ Cleveland High School Modernization Memo, prepared by KPFF Consulting Engineers, dated January 5, 2024. Additional information was provided in phone calls on December 22, 2023, and January 8, 2024, and during a site walk on January 3, 2024.
Project Description	This project is in the preliminary conceptual stage, but will consist of: ■ Seismically upgrading the existing high school building or replacing the structure. ■ The existing gymnasium and possibly several of the other site structures will be replaced. ■ A new auditorium will be constructed on either the existing school site or on the existing parking lot west of the school. ■ New structures will be constructed at the athletic fields to support the high school sports program.
Proposed Structure	The footprints of new structures are not known at this early stage of planning.
Finished Floor Elevation	We anticipate most new buildings will be developed at grade. Some of the existing structures include daylight basements. Some new structures may include basement levels. The proposed auditorium may include one level of subsurface parking.
Maximum Loads	Anticipated structural loads were not provided. In the absence of information provided by the design team, we will use the following loads in estimating settlement based on our experience with similar projects. ■ Columns: 250 kips ■ Walls: 5 kips per linear foot (klf) ■ Slabs: 250 pounds per square foot (psf)
Grading/Slopes	■ Maximum cuts associated with anticipated below-grade development are anticipated to be on the order of 12 feet. ■ Slopes at the athletic field are anticipated to have a maximum gradient of 3 horizontal to 1 vertical.
Below-Grade Structures	Some structures may include daylight basements, subsurface utility rooms, elevator pits, or underground parking.

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Item	Description
Free-Standing Retaining Walls	Free-standing retaining walls may be constructed as part of site development to achieve final grades. Wall heights of up to 8 feet are anticipated based on existing topography.
Pavements	The proposed development will likely include new parking areas and loading docks. A preferred pavement surfacing has not been identified to us as part of the preliminary information. Asphalt surfacing is common in the parking and/or drive areas for projects of this nature and is the assumed preference for parking lots. Concrete pavements are anticipated for loading docks and/or dumpster pad areas. Unless information is provided prior to the report, we assume that the traffic classification will consist of: ■ Class I: Parking stalls for autos and pickup trucks ■ Class II: Traffic consisting of delivery trucks, trash pickup The pavement design period is 20 years.
Building Code	2022 Oregon Structural Specialty Code (2022 OSSC) Seismic Site Class was also determined in accordance with ASCE 7-22, which will likely be adopted during the next building code cycle in 2025.

Terracon should be notified if any of the above information is inconsistent with the planned construction, as modifications to our recommendations may be necessary.

Site Conditions

The following description of site conditions is derived from our site visit in association with the field exploration and our review of publicly available geologic and topographic maps.

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Item	Description
Parcel Information	The site consists of three parcels, as follows: **Primary Site:** The primary high school site is located at 3400 SE 26th Avenue in Portland, Oregon. The 4.03-acre site is bounded by SE 26th Avenue to the west, SE Franklin Street to the north, SE 28th Avenue to the east, and SE Powell Boulevard to the south. The center of the Primary Site is located at the following approximate coordinates: ▪ Latitude: 45.4985° N ▪ Longitude: 122.6386° W **Parking Lot Parcel:** The second parcel consists of the current teacher's parking lot, which is located west of the Primary Site across SE 26th Avenue. The 1.03-acre parcel is bounded by SE 25th Avenue to the west, SE Franklin Street to the north, SE 26th Avenue to the east, and an offsite fast food restaurant property to the south. **Athletic Field Parcel:** The athletic field parcel is located approximately 1,000 feet west of the Primary Site. This 6.49-acre parcel is bounded by SE 31st Avenue to the west, offsite residential properties to the north, SE 33rd Avenue to the east, and SE Powell Boulevard to the south. (See **Site Location** and **Exploration Plan**)
Existing Improvements and Ground Cover	The **Primary Site** is occupied by the existing Cleveland High School. The school consists of a three-story masonry building with several outbuildings, including a gymnasium building and wood shop building. Some of the structures include daylight basements. The perimeter of the site is surfaced with sidewalks and landscaped lawn, trees, and shrub vegetation. The **Parking Lot parcel** is asphalt-surfaced with a perimeter chain-link fence. The **Athletic Field Parcel** is occupied by a football field, track, grandstands, and support building with a perimeter fence. The area of proposed work is grass-surfaced.

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Item	Description
Existing Topography	The **Primary Site** generally descends gently to the northwest, with approximately 20 feet of total vertical relief. The **Parking Lot parcel** is sloped to gradually drain to the east and west of the approximate centerline axis of the site. A 4- to 5-foot-tall retaining wall is located along the northwest, south and west edges of the lot. The majority of the **Athletic Field Parcel** is flat and level. The site is generally at the same elevation as the neighborhood to the east, sits approximately 10 feet below the residences to the north, 5 feet below SE 31st Avenue to the west, and 10 feet below SE Powell Boulevard to the south. These slopes have a maximum slope gradient of approximately 3 horizontal to 1 vertical.

We also collected photographs at the time of our field exploration program. Representative photos are provided in our **Photography Log**.

Geotechnical Characterization

Geology

Based on our review of the Lidar-based Surficial Geologic Map and Database of the Greater Portland, Oregon, Area[1] the site is underlain by Pleistocene catastrophic flood deposits originating from glacial outburst floods of Lake Missoula. Periodic failure of glacial ice dams that impounded Lake Missoula in present day Montana between 18,000 to 15,000 years ago[2] produced catastrophic floods that flowed through northern Idaho, eastern Washington, and through the Columbia River Gorge into the Portland area. Restrictions in the Columbia River valley caused floodwaters to back up the Willamette and Tualatin Valleys forming temporary lakes.

Missoula flood deposits are mapped in the vicinity of the site. These soils were deposited in a rhythmic nature, meaning that the depositional structure varies quite dramatically in

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1 Madin, I.P., 2004, Geologic Mapping and Database for the Portland Area Fault Studies: Final Report, Clackamas, Multnomah, and Washington Counties, Oregon.

2 Allen, John Eliot, et al., 2009. Cataclysms on the Columbia, The Great Missoula Floods, Revised Second Edition: Ooligan Press, Portland State University.

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composition (gravels, sands, silts, and clay) in vertical sequences as little as inches to feet in thickness, each of which represent a single flood event.

The soils encountered below the flood deposits within our boring explorations were indicative of older, undifferentiated alluvium. These deposits pre-date the Missoula Flood deposits and consist of gravels, sands, silts, and clays of minor streams and creeks filling valleys incised into older deposits. These materials are underlain by Troutdale Formation sediments, which consist of poorly lithified conglomerate and sandstone. While the borings appear to not extend into the Troutdale Formation, it appears evident within the shear-wave velocity testing performed at the site.

Groundwater

We observed our explorations while drilling and after completion for the presence and level of groundwater. The water levels observed in the explorations are provided on the exploration logs in **Exploration and Laboratory Results**, and are summarized below.

Exploration Number	Approximate Ground Surface Elevation (feet) [1]	Approximate Depth to Groundwater while Drilling (feet)
B-1	92	31.25
B-2	90	Groundwater not encountered
B-5	90	35
B-7	93	Groundwater not encountered
B-9	105	50
B-11	Boring not completed due to presence of underground utilities	
B-12	110	37.75
B-13	102	Groundwater not encountered
B-14	92	40
B-15	120	26
B-16	120	25
B-3, B-4, B-6, B-8, B-10	Not observed due to mud rotary drilling method	

1. Based on elevations obtained from Google Earth and depth to the observed groundwater during explorations. Note the assumed ground surface elevation is presented on the exploration logs.

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Well logs available on the Oregon Water Resources Department (OWRD)[3] website indicate that groundwater levels around the site generally range from about 15 to 35 feet below site grades, depending on topography. It is our opinion that some of the water levels encountered during our explorations exhibited a "perched" condition due to variable subsurface low permeability soils.

Groundwater level fluctuations occur due to seasonal variations in the amount of rainfall, runoff and other factors not evident at the time the explorations were performed. Therefore, groundwater levels during construction or at other times in the life of the structure may be higher or lower than the levels indicated on the exploration logs. The possibility of groundwater level fluctuations should be considered when developing the design and construction plans for the project.

GeoModel

We have developed a general characterization of the subsurface conditions based upon our review of the subsurface exploration, laboratory data, geologic setting, and our understanding of the project. This characterization, termed GeoModel, forms the basis of our geotechnical calculations and evaluation of the site. Conditions observed at each exploration point are indicated on the individual logs. The individual logs can be found in the **Exploration and Laboratory Results** and the GeoModel can be found in the **Figures** attachment of this report.

As part of our analyses, we identified the following model layers within the subsurface profile. For a more detailed view of the model layer depths at each exploration location, refer to the GeoModel.

Model Layer	Layer Name	General Description
1	Fill	ASPHALT; CONCRETE; GP FILL: fine to coarse grained, angular; SM/CL/ML FILL: brown to grayish brown, moist, soft/loose to medium stiff/medium dense, low plasticity
2	Fine Grained Flood Deposits	CL, ML, CL-ML, CH, SM, SP: brown, gray-brown, light brown, soft to medium stiff, nonplastic to high plasticity, variable fine grained sand content

3 Oregon Water Resources Department, 2024. Well Log Records, accessed February 2024, from OWRD web site: **http://apps.wrd.state.or.us/apps/gw/well_log/**.

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Model Layer	Layer Name	General Description
3	Coarse Grained Flood Deposits	SM, SP, GP, GP-GC: brown to yellowish brown, medium dense to very dense, fine to coarse grained, subangular to subrounded
4	Undifferentiated Alluvium	CL; medium plasticity, medium stiff to very stiff, yellow-brown; SP, GP, GP-GM: gray to greenish gray, dense to very dense, subangular to subrounded

Geologic Hazards

Seismic Hazards

Seismic hazards resulting from earthquake motions can include slope stability, liquefaction, and surface rupture due to faulting or lateral spreading. Liquefaction is the phenomenon wherein soil strength is dramatically reduced when subjected to vibration or shaking.

We reviewed the Statewide Geohazards Viewer (HazVu) published by the Oregon Department of Geology and Mineral Studies (DOGAMI) and available online[4]. The viewer categorizes the expected earthquake shaking from light, moderate, strong, very strong, severe and violent; and the landslide susceptibility from low, moderate, high, and very high. These publications should be considered preliminary for the site because they are intended for planning purposes and are not site specific. We provide site specific evaluation of the seismic hazards at the site in the following section.

- Earthquake Liquefaction Hazard: Low
- Expected Earthquake Shaking: Very Strong
- Landslide Susceptibility (due to earthquake): Low

Seismic Overview

Due to the Special Occupancy Structure (Risk Category III) designation, a site-specific seismic response analysis (SRA) is required. The SRA was completed in accordance with

[4] Statewide Geohazards Viewer (HazVu) published by the Oregon Department of Geology and Mineral Studies (DOGAMI) **https://gis.dogami.oregon.gov/hazvu/,** accessed February 2024

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ASCE 7-16 Section 21.4, and the results of this study are presented in the **Site Response Analysis** section in **Supporting Information** below.

In summary, our recommended site-specific seismic design parameters determined in accordance with ASCE 7-16 Section 21.4 are presented in the following table:

Description	Value
Seismic Site Class	F[1,2]
S_{DS} Spectral Acceleration for a Short Period [3]	0.880g
S_{D1} Spectral Acceleration for a 1-Second Period [3]	0.524g
S_{MS} Spectral Acceleration for a Short Period [3]	1.320g
S_{DS} Spectral Acceleration for a Short Period [3]	0.786g

1. Seismic site classification in general accordance with the 2022 OSSC, which refers to ASCE 7-16.
2. ASCE 7-16 requires a site soil profile extending to a depth of 100 feet be used for seismic site classification. A geophysical survey consisting of three lines measured shear wave velocities to a depth of 100 feet.
3. The methods used in determination of these values are presented in the **Site Response Analysis** section in **Supporting Information** in this report.

Liquefaction

Liquefaction is the phenomenon where saturated soils develop high pore-water pressures during seismic shaking and lose their strength characteristics. This phenomenon generally occurs in areas of high seismicity, where groundwater is shallow and loose granular soils or relatively low- to non-plastic fine-grained soils are present. Soft silts and loose sands were encountered in the explorations to the full depths explored, up to 61½ feet bgs. Groundwater was observed as shallow as 25 feet in the borings advanced during our field exploration. It is our opinion that some of the water levels encountered during our explorations exhibited a "perched" condition due to variable subsurface low permeability soils. Groundwater was modeled at a depth of 35 feet bgs for this site.

We performed a site-specific liquefaction analysis using the methods based on empirical methods originally developed by Seed and Idriss and subsequently modified by others. The latest recommended procedures were presented by Idriss and Boulanger (2014). The peak ground acceleration and moment magnitude used in the analysis were based on the PGA calculated in our **Site Response Analysis**. We estimate liquefaction-induced total settlements of approximately 1½ to 5½ inches could be experienced at the site from the interbedded layers of low to non-plastic silts and silty sands. We anticipate up to 2/3 of the total settlement could be experienced as differential settlement. Based on

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Table 12.13-3 Differential Settlement Threshold of ASCE 7-16, a Risk Category of III, and assumed length between footings of approximately 50 feet, the code defines a differential settlement maximum threshold of 1.8 inches to support structures on shallow foundations. Since the estimated liquefaction settlement is above this maximum threshold, we recommend the structures be supported on either deep foundations or conventional shallow foundations supported on ground improved soil.

Liquefaction Lateral Movement

In addition to vertical settlement, horizontal deflections are commonly observed in areas subjected to seismic events. Horizontal deflections or lateral spreading occurs in areas adjacent to broad river valleys and free vertical faces. Generally, the magnitude of lateral spread is based on the horizontal distance between the structure and a free face or water source, the height of the vertical face or slope of the area, and the presence of liquefiable soils beneath the structure. No free faces were identified in the vicinity of the project that could result in lateral spreading during a major seismic event.

Infiltration

We conducted infiltration tests in explorations B-3 and B-6 in general accordance with the 2020 City of Portland Stormwater Management Manual Section 2.3.2.3 Encased Test. The tests were conducted in 6-inch inner diameter PVC pipes placed into holes excavated using a backhoe by our drilling subcontractor. The PVC pipes were pushed approximately 2 to 3 inches into the soils at the infiltration test depth to create a seal with the surrounding soils, and a thin layer of open-graded gravel was placed in the bottom of the pipe to prevent scouring.

The test pipes were filled with 12 inches of water, and the soils were allowed to soak for 1 hour in accordance with the test method. After the soaking period, we adjusted the water level so that there was approximately 12 inches of water in the pipe, and the drop in water level was recorded at regular intervals. Measurements were taken with a measuring tape and recorded to the nearest 1/8 of an inch. Soil samples were collected at the infiltration test depths following completion of the testing for laboratory analysis.

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Exploration ID	Approximate Exploration Elevation (ft)	Test Depth Below Grade (ft)	Soil Type	GeoModel Layer Number	Measured Infiltration Rate (in/hr)[1]
B-3	85	5	Silt with Sand	2	0
B-6	85	5	Silty Clay	2	0

1. These rates do not include any correction factors.

Based on our field test results, we recommend methods other than subsurface infiltration be planned for stormwater management. Depending on final development plans and depths of potential stormwater facilities, it may be beneficial to perform infiltration testing at boring locations with more granular soils encountered to evaluate infiltration feasibility further.

Geotechnical Overview

Based on the results of our explorations and our geotechnical analyses using the preliminary loads estimated, the primary geotechnical considerations at this site are the potential for liquefaction-induced settlements to occur from a design level earthquake and static settlements to occur within the loose/soft soils underlying the site. Our liquefaction analyses indicate approximately 1½ to 5½ inches of settlement may occur from such an earthquake.

Based on the concerns of static and seismic settlement, we recommend that structures to remain in-place and be seismically upgraded to be supported by deep foundations. New or replacement structures may be supported by deep foundations or on conventional shallow foundations bearing on ground improved soils.

New Structure Support - Ground Improvements: Based on the results of our explorations and analyses, it is our opinion that the soils under planned new structures could be improved through the installation of aggregate piers. Aggregate piers consist of compacted gravel columns typically placed in a grid pattern within a building pad to improve the bearing capacity of the soils and reduce the potential for differential settlements. Based on our liquefaction analyses, we anticipate the depth of ground improvement will be on the order of 30 to 45 feet below existing site grades (not considering site grading) in the proposed building areas to reduce the risk of liquefaction to acceptable levels. The depth of the ground improvement elements will be a function

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of the settlement tolerances of the proposed structures while meeting code required thresholds for the building risk category.

New and Existing Structure Support - Deep Foundations: Deep foundations consisting of micropiles could be used to aid in support of the existing structures that may be seismically upgraded. Deep foundations consisting of Continuous Flight Augercast Piles (CFA) piles could be used to support new or existing structures at the site. These foundation systems are presented in the **Deep Foundations** section below.

The proposed area of construction is underlain by up to 7½ feet of undocumented fill (GeoModel Layer 1). Undocumented fill is fill that was previously placed without available records regarding placement and compaction. We recommend existing fill be removed and recompacted in new pavement or exterior floor slab areas prior to site grading to minimize the potential for differential settlements. Interior floor slabs should be supported by ground improvements or structurally tied to the deep foundation systems.

Near surface soils should be expected to have moderate moisture sensitivity, which means they are subject to degradation with exposure to moisture, particularly with repeated traffic. To the extent practical, earthwork should be performed during the summer and fall due to the shorter duration of precipitation and increased drying potential associated with these seasons. This does not necessarily preclude performing earthwork during other times of the year; however, increased remedial measures due to wet and soft or otherwise unsuitable conditions should be expected if earthwork is performed during other times of year. During the winter, fill material should not be placed, and no fill should be placed upon a frozen subgrade.

The recommendations contained in this report are based upon the results of field and laboratory testing (presented in the **Exploration and Laboratory Results**), engineering analyses, and our current understanding of the proposed project. The **General Comments** section provides an understanding of the report limitations.

Earthwork

Earthwork is anticipated to include demolition, clearing and grubbing, excavations, and structural fill placement. The following sections provide recommendations for use in the preparation of specifications for the work. Recommendations include critical quality criteria, as necessary, to render the site in the state considered in our geotechnical engineering evaluation for foundations, floor slabs, and pavements.

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Demolition

Proposed structures may be constructed within the footprint of the existing building or parking lot which will need to be demolished, as well as exterior sidewalks, pavements, and utilities. We recommend existing foundations, slabs, and utilities be removed from within the proposed building footprint and at least 5 feet beyond the outer edge of foundations. Basements slabs and walls should be removed and backfilled with structural fill.

For areas outside the proposed building footprints and foundation bearing zones, existing foundations, floor slabs, and utilities should be removed where they conflict with proposed utilities, retaining walls, and pavements. In such cases, existing foundations, floor slabs, and utilities should be removed to a depth of at least 2 feet below the affected utility or design pavement subgrade elevation.

Excavations that may be necessary in proximity to existing foundations that may remain in place will need to be performed under engineering controls. Due to the preliminary nature of the project, we recommend that no excavations within 5 feet and/or extend below a line of influence extending from existing foundations at a 2H:1V be planned without further geotechnical engineering review.

Site Preparation

Prior to placing fill, existing vegetation, topsoil, and root mats should be removed. Complete stripping of the topsoil should be performed in the proposed building and parking/driveway areas.

Mature trees are located within or near the footprint of some of the proposed structures, which will require removal at the onset of construction. Tree root systems can remove substantial moisture from surrounding soils. Where trees are removed, the full root ball and all associated dry and desiccated soils should be removed. The soil materials which contain less than 5 percent organics can be reused as structural fill provided the material is moisture conditioned, meets the specifications for structural fill below, and properly compacted.

If unexpected fills or underground facilities are encountered, such features should be removed, and the excavation thoroughly cleaned prior to backfill placement and/or construction.

Existing Fill

As noted in **Geotechnical Overview**, we encountered previously placed fill to depths ranging from about 2 to 7½ feet bgs. We have no records to indicate the degree of

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control, and consequently, the fill is considered unreliable for support of pavements or exterior floor slabs. Support of interior floor slabs on ground improved soil is discussed in this report as an alternative to complete removal and replacement of undocumented fill within the extent of individual building pads.

Subgrade Stabilization

We expect subgrades to need stabilization in order to provide a suitable working surface. Therefore, some overexcavation or subgrade stabilization should be expected, especially during wet periods of the year.

Methods of subgrade improvement, as described below, could include scarification, moisture conditioning and recompaction, removal of unstable materials and replacement with granular fill (with or without geosynthetics), and chemical stabilization. The appropriate method of improvement would be dependent on factors such as schedule, weather, the size of area to be stabilized, and the nature of the instability. In addition, ground improvement and/or deep foundation contractors (depending on the selected approach and method) will need to provide guidance and/or review of the planned stabilization to confirm ground improvement equipment can penetrate any stabilization measures.

More detailed recommendations can be provided during construction as the need for subgrade stabilization occurs. Performing site grading operations during warm seasons and dry periods would help reduce the amount of subgrade stabilization required.

If the exposed subgrade is unstable during proofrolling operations, it could be stabilized using one of the methods outlined below.

- **Scarification and Recompaction** - It may be feasible to scarify, dry, and recompact the exposed soils. The success of this procedure would depend primarily upon favorable weather and sufficient time to dry the soils. Stable subgrades likely would not be achievable if the thickness of the unstable soil is greater than about 1-foot, if the unstable soil is at or near groundwater levels, or if construction is performed during a period of wet or cool weather when drying is difficult.
- **Crushed Stone** - The use of crushed stone or crushed gravel is a common procedure to improve subgrade stability. The use of high modulus geotextiles (i.e., engineering fabric or geogrid) could also be considered after underground work such as utility construction is completed. Prior to placing the fabric or geogrid, we recommend that all below grade construction, such as utility line installation, be completed to avoid damaging the fabric or geogrid. Equipment should not be operated above the fabric or geogrid until one full lift of crushed stone fill is placed above it. The maximum particle size of granular material placed over geotextile fabric or geogrid should not exceed 1-1/2 inches.

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- **Chemical Modification** - Improvement of subgrades with portland cement or class C fly ash could be considered for improving unstable soils. Chemical modification should be performed by a pre-qualified contractor having experience with successfully stabilizing subgrades in the project area on similar sized projects with similar soil conditions. Results of chemical analysis of the additive materials should be provided to the geotechnical engineer prior to use. The hazards of chemicals blowing across the site or onto adjacent property should also be considered. Additional testing would be needed to develop specific recommendations to improve subgrade stability by blending chemicals with the site soils.

Further evaluation of the need and recommendations for subgrade stabilization can be provided during construction as the geotechnical conditions are exposed.

Fill Material Types

Fill required to achieve design grade should be classified as structural fill and general fill. Structural fill is material used below, or within 10 feet of structures, pavements or constructed slopes. General fill is material used to achieve grade outside of these areas.

Reuse of On-Site Soil: Existing poorly graded gravel (GP) fill soils and low plasticity native soils may be reused as structural fill provided they meet the requirements of the subsequent sections and are properly placed and compacted.

Fill Materials: Structural fill materials should meet the following material property requirements. Regardless of its source, compacted fill should consist of approved materials that are free of organic matter and debris. Frozen material should not be used, and fill should not be placed on a frozen subgrade.

Fill Type [1]	Specifications	Acceptable Location for Placement (for Structural Fill)
Common Fill	Oregon Department of Transportation Standard Specifications for Construction (ODOT SSC) Section 00330.13 Selected General Backfill (Maximum PI = 10% and LL = 40%)	All locations across the site, with the exception of underneath footings. Dry weather only acceptable
Select Fill	ODOT SSC Section 00330.14 Selected Granular Backfill [2]	All locations across the site. Wet and dry weather acceptable.

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Fill Type [1]	Specifications	Acceptable Location for Placement (for Structural Fill)
Crushed Aggregate Base Course (CABC)	ODOT SSC Section 02630.10 Dense Graded Aggregate (2"-0 to ¾"-0) [2]	All locations across the site. Wet and dry weather acceptable.
Trench Backfill	ODOT SSC Section 00405.14 for Trench Backfill with additional stipulations [4]	Acceptable materials include Common and Select Fill listed above.

1. Controlled, compacted fill should consist of approved materials that are free (free = less than 3% by weight) of organic matter and debris (i.e. wood sticks greater than ½ inch in diameter). A sample of each material type should be submitted to the geotechnical engineer for evaluation.
2. Material should have a maximum aggregate size of 2 inches, and a minimum laboratory CBR of 20% for granular soils, and no more than 8% passing the No. 200 sieve by weight determined by ASTM D6913. Fines should have a Plasticity Index (PI) of less than 20% per ASTM D4318. Reclaimed glass will not be accepted.
3. The contractor shall select the appropriate material for use based on the current and forecasted weather conditions at the time of construction.
4. Maximum aggregate size shall be limited to 2½ inches.

Fill Placement and Compaction Requirements

Structural should meet the following compaction requirements.

Item	Structural Fill
Maximum Lift Thickness	▪ 8 inches or less in loose thickness when heavy, self-propelled compaction equipment is used ▪ 4 to 6 inches in loose thickness when hand-guided equipment (i.e. jumping jack or plate compactor) is used
Minimum Compaction Requirements [1,2]	▪ 95% of max. above and below foundations and within 2 feet of finished pavement subgrade ▪ 92% of max. when more than 2 feet below finished pavement subgrade
Water Content Range [1]	-2% to +2% of optimum

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Item	Structural Fill

1. Maximum density and optimum water content as determined by the modified Proctor test (ASTM D1557).
2. If the granular material is a coarse sand or gravel, or of a uniform size, or has a low fines content, compaction comparison to relative density may be more appropriate. In this case, granular materials should be compacted to at least 70% relative density (ASTM D4253 and D4254). Materials not amenable to density testing should be placed and compacted to a stable condition observed by the Geotechnical Engineer or representative.

Utility Trench Backfill

Any soft or unsuitable materials encountered at the bottom of utility trench excavations should be removed and replaced with structural fill or bedding material in accordance with public works specifications for the utility be supported. This recommendation is particularly applicable to utility work requiring grade control and/or in areas where subsequent grade raising could cause settlement in the subgrade supporting the utility. Trench excavation should not be conducted below a downward 1:1 projection from existing foundations without engineering review of shoring requirements and geotechnical observation during construction.

For low permeability subgrades, utility trenches are a common source of water infiltration and migration. Utility trenches penetrating beneath the building should be effectively sealed to restrict water intrusion and flow through the trenches, which could migrate below the building. The trench should provide an effective trench plug that extends at least 5 feet from the face of the building exterior. The plug material should consist of cementitious flowable fill or low permeability clay. The trench plug material should be placed to surround the utility line. If used, the clay trench plug material should be placed and compacted to comply with the water content and compaction recommendations for structural fill stated previously in this report.

Grading and Drainage

All grades must provide effective drainage away from the buildings during and after construction and should be maintained throughout the life of the structures. Water retained next to buildings can result in soil movements greater than those discussed in this report. Greater movements can result in unacceptable differential floor slab and/or foundation movements, cracked slabs and walls, and roof leaks. Roofs should have gutters/drains with downspouts that discharge onto splash blocks at a distance of at least 10 feet from the building.

Exposed ground should be sloped and maintained at a minimum 5% away from the building for at least 10 feet beyond the perimeter of the building. Locally, flatter grades

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may be necessary to transition ADA access requirements for flatwork. After building construction and landscaping have been completed, final grades should be verified to document effective drainage has been achieved. Grades around the structure should also be periodically inspected and adjusted, as necessary, as part of the structure's maintenance program. Where paving or flatwork abuts the structure, a maintenance program should be established to effectively seal and maintain joints and prevent surface water infiltration.

Earthwork Construction Considerations

Excavations for the proposed structures are anticipated to be accomplished with conventional construction equipment. Upon completion of filling and grading, care should be taken to maintain the subgrade water content prior to construction of grade-supported improvements such as floor slabs and pavements. Construction traffic over the completed subgrades should be avoided. The site should also be graded to prevent ponding of surface water on the prepared subgrades or in excavations. Water collecting over or adjacent to construction areas should be removed. If the subgrade freezes, desiccates, saturates, or is disturbed, the affected material should be removed, or the materials should be scarified, moisture conditioned, and recompacted prior to floor slab construction.

As a minimum, excavations should be performed in accordance with OSHA 29 CFR, Part 1926, Subpart P, "Excavations" and its appendices, and in accordance with any applicable local and/or state regulations. In addition, excavations adjacent to the existing building will require protective systems such as shoring, bracing, or underpinning to ensure that the adjacent structure remains stable while undergoing construction activities.

Construction site safety is the sole responsibility of the contractor who controls the means, methods, and sequencing of construction operations. Under no circumstances shall the information provided herein be interpreted to mean Terracon is assuming responsibility for construction site safety or the contractor's activities; such responsibility shall neither be implied nor inferred.

Excavations or other activities resulting in ground disturbance have the potential to affect adjoining properties and structures. Our scope of services does not include review of available final grading information or consider potential temporary grading performed by the contractor for potential effects such as ground movement beyond the project limits. A preconstruction/ precondition survey should be conducted to document nearby property/infrastructure prior to any site development activity. Excavation or ground disturbance activities adjacent or near property lines should be monitored or instrumented for potential ground movements that could negatively affect adjoining property and/or structures.

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Construction Observation and Testing

The earthwork efforts should be observed by the Geotechnical Engineer (or experienced professionals under their direction). Observation should include documentation of adequate removal of surficial materials (vegetation, topsoil, and pavements), evaluation and remediation of existing fill materials, as well as proof rolling and mitigation of unsuitable areas delineated by the proof roll.

Each lift of compacted fill should be tested, evaluated, and reworked, as necessary, as recommended by the Geotechnical Engineer prior to placement of additional lifts. Each lift of fill should be tested for density and water content at a frequency of at least one test for every 2,500 square feet of compacted fill in the building areas and 5,000 square feet in pavement areas. Where not specified by local ordinance, one density and water content test should be performed for every 100 linear feet of compacted utility trench backfill and a minimum of one test performed for every 12 vertical inches of compacted backfill.

In areas of excavations, the bearing subgrade should be evaluated by the Geotechnical Engineer. If unanticipated conditions are observed, the Geotechnical Engineer should prescribe mitigation options.

In addition to the documentation of the essential parameters necessary for construction, the continuation of the Geotechnical Engineer into the construction phase of the project provides the continuity to maintain the Geotechnical Engineer's evaluation of subsurface conditions, including assessing variations and associated design changes.

Ground Improvement – New Structures

As an alternative to supporting new structures on deep foundations, the new structures and potentially floor slabs could be supported on native soils reinforced with ground improvements. Ground improvement methods are proprietary systems designed by licensed contractors who could provide further information regarding support options.

Aggregate Piers

A possible ground improvement alternative that may allow more efficient shallow foundation support (i.e. higher allowable bearing pressures and/or lower estimated settlement) includes the installation of aggregate piers. An aggregate pier consists of a stone-filled column constructed by excavating or displacing a cylindrical hole and backfilling it with crushed stone placed in lifts by applying a high degree of compactive effort resulting in stone filled piers. The aggregate pier construction process not only results in a rigid stone-filled column that lends support to structures, it also helps to

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densify the soils surrounding the pier. Aggregate pier foundations should be designed and installed by a specialty contractor. Due to the specialty of this soil improvement procedure, we recommend that a performance specification be used for this system.

We anticipate if aggregate pier foundations are utilized, the aggregate pier design should be completed and provided to Terracon for review in accordance with the geotechnical report. As such, the design firm would provide the necessary design parameters for the planned foundation system including, but not limited to, allowable bearing capacity, settlement estimates and foundation-specific earthwork recommendations.

Design-Build Contractors

We recommend that design build proposals for ground improvement be based on soil conditions noted on the explorations, and the settlement tolerances established by the project structural engineer depending on the final building structural tolerances. The contractor will require the subsurface information presented in this report to formulate a scope and budget for the improvements. Subject to review by the project structural engineer, we recommend that the design-build contractor's design be based on the following minimum criteria:

- Depth of ground improvements is dependent on design settlement tolerances and grading plan. For this stage of the project, we recommend depths be planned to the bottom of the potentially liquefiable soils between 35 and 40 feet bgs.
- Total Static Settlement of all footings shall be less than 1-inch when considering the structural loads for both the improved and un-improved depths of the ground improvement.
- Static differential settlements of footing should also be less than ½ of the total settlement over 50 feet (or column spacing).
- Achieve an allowable bearing capacity of at least 5 ksf.
- Depending on the structural engineer and owner coordination, reduce maximum differential liquefaction related settlements to less than 1½ inches over an estimated span of about 50 feet (assumed column spacing).
- The design shall provide a post-installation verification testing program that includes design assumption verification and demonstration of subsurface improvements. The submittal shall include the Tip resistance (for CPTs), N-value (for borings), or other proposed improvement criteria for the methodology required for acceptance.
- Floor slab subgrade modulus of at least 150 pounds per square inch per inch (psi/in) should be achieved in the ground improved areas supporting slabs.

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Ground Improvement Construction Pad

We recommend that a granular working surface be placed within the building pad over the subgrade after stripping for support of the equipment necessary to install the Aggregate Pier improvements. The thickness of the working mat will need to be determined by the design-build contractor because a stable working mat will be dependent on the equipment necessary for installation. After installation of the ground improvements is complete, the granular working mat fill should be stripped of loose and disturbed soils and compacted and tested in accordance with the requirements of this report. Following preparation of the prepared subgrade, the surface should be evaluated to detect soft, yielding soils which should be removed to a stable subgrade. The granular working mat materials could then be left in-place as subgrade for the building and slab base.

Geotechnical Review

Design of a soil improvement system requires a thorough understanding of site subsurface conditions. Furthermore, soil improvement design is somewhat approximate and often involves an evaluation of project risks and benefits relative to the extent of the improvement. Terracon should be retained to review the plans, and specifications once they have been prepared by the ground improvement contractor.

Because aggregate piers are considered a specialty type construction, it is our opinion that geotechnical special inspection during the construction should be performed by personnel experienced in the construction methods. Therefore, we recommend that Terracon be retained to provide geotechnical special inspection services during the ground improvement process.

Shallow Foundations – New Structures

If the site has been prepared in accordance with the requirements noted in the **Earthwork** and **Ground Improvement** sections, the following design parameters are applicable for shallow foundations.

Design Parameters – Compressive Loads

Item	Description
Maximum Net Allowable Bearing Pressure [1, 2]	5,000 psf[3]
Required Bearing Stratum [4]	GeoModel Layer 2 with ground improvements

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Item	Description
Minimum Foundation Dimensions	■ Columns: 30 inches ■ Continuous: 18 inches
Ultimate Passive Resistance[5] (equivalent fluid pressures)	450 pcf (granular backfill)
Ultimate Sliding Resistance[6]	0.5 – granular material
Minimum Embedment below Finished Grade[7]	12 inches
Estimated Total Settlement from Structural Loads [3]	Less than about 1 inch
Estimated Differential Settlement [3, 8]	About ½ of total settlement

1. The maximum net allowable bearing pressure is the pressure in excess of the minimum surrounding overburden pressure at the footing base elevation. Values assume that exterior grades are no steeper than 20% within 10 feet of structure. These values can be increased by 1/3 for short-term wind and seismic loading condition cases.
2. Values provided are for maximum loads noted in **Project Description**. Additional geotechnical consultation will be necessary if higher loads are anticipated.
3. Final bearing capacity to be determined by aggregate pier design-build firm.
4. Unsuitable or soft soils should be overexcavated and replaced per the recommendations presented in the **Earthwork** section.
5. Use of passive earth pressures require the sides of the excavation for the spread footing foundation to be nearly vertical and the concrete placed neat against these vertical faces or that the footing forms be removed and compacted structural fill be placed against the vertical footing face. Assumes no hydrostatic pressure.
6. Can be used to compute sliding resistance where foundations are placed on suitable soil/materials. Frictional resistance for granular materials is dependent on the bearing pressure which may vary due to load combinations. For fine-grained materials, lateral resistance using cohesion should not exceed ½ the dead load.
7. Embedment necessary to minimize the effects of frost and/or seasonal water content variations. For sloping ground, maintain depth below the lowest adjacent exterior grade within 5 horizontal feet of the structure.
8. Differential settlements are noted for equivalent-loaded foundations and bearing elevation as measured over a span of 50 feet.

Footing Drains

A perforated rigid plastic drain line installed at the base of footings along the perimeter of the structures. The invert of a drain line around a building area or exterior retaining

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wall should be placed near foundation bearing level. The drain line should be sloped to provide positive gravity drainage to daylight or to a sump pit and pump. The drain line should be surrounded by clean, free-draining granular material meeting the specifications for Select Fill as defined in the **Fill Material Types** section. The free-draining aggregate should be encapsulated in a filter fabric. The granular fill should extend to within 2 feet of final grade, where it should be capped with compacted native material to reduce infiltration of surface water into the drain system.

Design Parameters – Overturning and Uplift Loads

Shallow foundations subjected to overturning loads should be proportioned such that the resultant eccentricity is maintained in the center-third of the foundation (e.g., e < b/6, where b is the foundation width). This requirement is intended to keep the entire foundation area in compression during the extreme lateral/overturning load event. Foundation oversizing may be required to satisfy this condition.

Uplift resistance of spread footings can be developed from the effective weight of the footing and the overlying soils with consideration to the IBC basic load combinations.

Item	Description
Soil Moist Unit Weight	120 pcf
Soil Effective Unit Weight[1]	40 pcf
Soil weight included in uplift resistance	Soil included within the prism extending up from the top perimeter of the footing at an angle of 20 degrees from vertical to ground surface

1. Effective (or buoyant) unit weight should be used for soil above the foundation level and below a water level. The high groundwater level should be used in uplift design as applicable.

Construction Adjacent to Existing Building

As discussed in the **Earthwork** section of this report, excavations that may be necessary in proximity to existing foundations that may remain in place will need to be performed under engineering controls. Due to the preliminary nature of the project, we recommend that no excavations within 5 feet and/or extend below a line of influence extending from existing foundations at a 2H:1V be planned without further geotechnical engineering review.

Differential settlement between new structures and existing buildings to remain in place is expected to approach the magnitude of the total settlement of the new structures. Expansion joints should be provided between the existing building and adjacent new structures to accommodate differential movements between the two structures.

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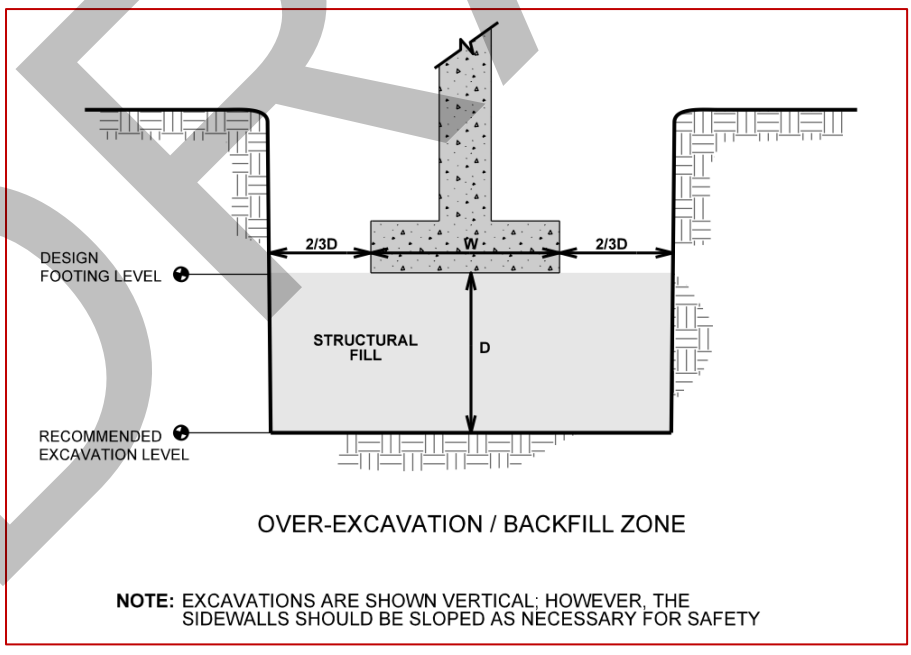
Underground piping between the two structures should be designed with flexible couplings and utility knockouts in foundation walls should be oversized so minor deflections in alignment do not result in breakage or distress. Care should be taken during excavation adjacent to existing foundations to avoid disturbing existing foundation bearing soils.

Once plans are more developed, we should be provided an opportunity to review site development plans relative to the recommendations in this report in order to provide further geotechnical recommendations regarding excavations and/or existing foundation support during construction.

Foundation Construction Considerations

As noted in the **Earthwork** section, the footing excavations should be evaluated under the observation of the Geotechnical Engineer. The base of all foundation excavations should be free of water and loose soil, prior to placing concrete. Concrete should be placed soon after excavating to reduce bearing soil disturbance. Care should be taken to prevent wetting or drying of the bearing materials during construction. Excessively wet or dry material or any loose/disturbed material in the bottom of the footing excavations should be removed/reconditioned before foundation concrete is placed.

Over excavation for structural fill placement below footings should be conducted as shown below. The over excavation should be backfilled up to the footing base elevation, with structural fill placed, as recommended in the **Earthwork** section.



OVER-EXCAVATION / BACKFILL ZONE

NOTE: EXCAVATIONS ARE SHOWN VERTICAL; HOWEVER, THE SIDEWALLS SHOULD BE SLOPED AS NECESSARY FOR SAFETY

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Deep Foundations

Micropile Foundations – Existing Structures

We recommend that existing structures be supported on deep foundations to mitigate the liquefaction risks and develop adequate bearing capacities for the seismic upgrades. The new improvements that will be supported on deep foundations will need to be designed to tolerate the potential differential liquefaction settlement and maintain life-safety. The new improvements will be constructed within the existing building.

There are a variety of micropile sizes, types, and installation methods which could be designed and employed for the project. The foundation design recommendations contained herein are based on a Type B, composite micropile consisting of a casing with a centralized reinforcing bar installed as defined by the Federal Highway Administration in the Micropile Design and Construction Reference Manual, FHWA NHI-05-039, December 2005. This method would include the following basic installation steps:

- Drillhole advanced with casing to the design depth with the minimum embedment into the bond zone.
- Casing is gravity-filled with grout (neat cement) and the reinforcing bar centralized for the full length within the casing.
- Withdraw casing to a typical depth (plunge length) as the grout column is pressurized to establish bond.

For purposes of this report, the composite micropile has been considered to consist of the following basic elements:

- Steel pipe casing meeting the requirements of ASTM A252, Grade 3 with a minimum yield strength of 80,000 psi, inclusive of pipe joints.
- Steel reinforcing bars: could range from No. 6 to No. 28, Grade 75 (ASTM A615) Williams All-thread bars with couplers of similar strength and centralizers at intervals not greater than 10 feet.
- Grout: Neat cement grout consisting of a pumpable mix batched with Type I-II cement at a water:cement ratio not exceeding 0.45 that will attain a minimum 3-day compressive strength of 2,000 psi and a 28-day compressive strength of at least 4,000 psi.

Micropile Design Recommendations

The primary factor in the geotechnical design is estimating the appropriate grout-ground bond strength, α_{bond}. This parameter depends on the method of grouting that is used. Based on the guidance in the FHWA Publication No. NHI-05-039 Micropile Design and Construction Reference Manual, we assume Type B micropiles will be used. From AASHTO 10.9.1, Type B means that "micropiles are constructed by injecting a neat

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cement grout under pressure (typically 6 to 21 ksf) into the hole while the temporary drill casing or auger is withdrawn." The following table references the soil type and values we have chosen from Table 5-3: Summary of Typical α_{bond} (Grout-to-Ground Bond) Values for Micropile Design from the FHWA manual:

Soil Description[1]	Typical Range of α_{bond} (Grout-to-Ground Bond) Ultimate Strengths, kPa (psi)[2]
Gravel (some sand) (medium - very dense)	120 – 360 (17.5 – 52)

1. Soil descriptions referenced from Table 5-3 of the FHWA Micropile Design and Construction Reference Manual
2. Values are assumed for Type B micropiles

The FHWA manual recommends that "Unless the design engineer has previous experience in similar ground, values no greater than average values for α_{bond} … be used"

Based on the SPT N-values recorded within the predominately gravel soils (described as Poorly Graded Gravel with Silt & Sand; Poorly Graded Gravel with Sand) within the Undifferentiated Alluvium (GeoModel Layer 4), these soils can be characterized as dense to very dense. Accordingly, we propose to use an ultimate α_{bond} value of 46 psi (6.6 ksf) to provide design recommendations; however, the intent is to require the contractor to submit a "design" that shows their means and methods and includes a Professional Engineering stamp verifying that 46 psi (6.6 ksf) or more will be achieved.

The following graphs provides design curves for 5.5-, 6.0-, 7.0-, 8.0- and 10.75-inch diameter micropiles. It should be noted that the left axis presents the bond length within the dense to very dense gravels of the Undifferentiated Alluvium (GeoModel 4), beyond the extents of the liquefiable soils. The graph presents allowable capacity using a safety factor of 2.

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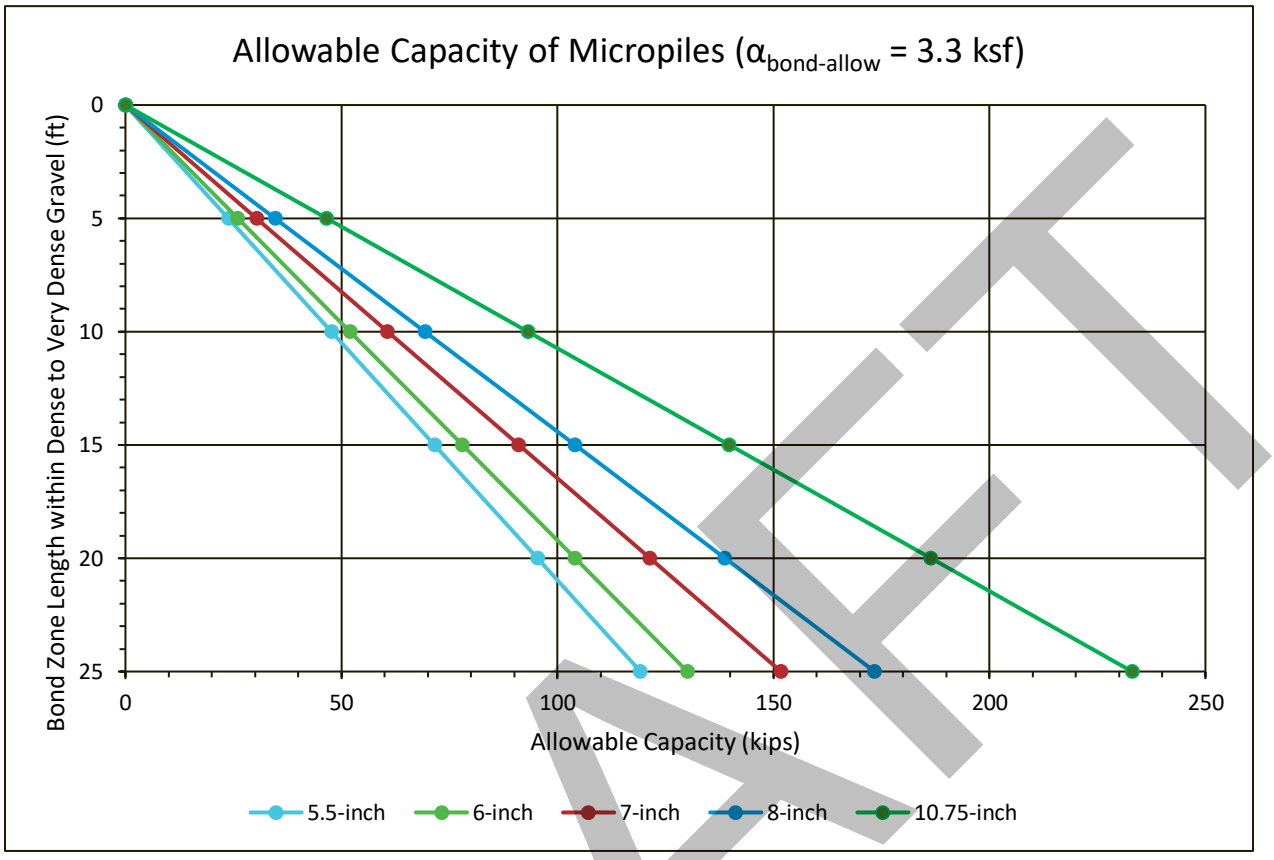

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Because of the presence of liquefiable soils at the project site, these soils will have significantly reduced strengths during earthquake shaking, as well as for post liquefaction conditions. Accordingly, for preliminary design purposes, we have assumed no grout to ground bond strength contribution from any soil above the dense to very dense gravel soils of the Undifferentiated Alluvium (GeoModel Layer 4). Due to their high slenderness ratio (length/diameter), there are potential concerns of buckling resulting from loss of lateral support, such as due to the strength reduction of liquefied soil. For this reason, we recommend that the micropiles be cased down to the dense to very dense gravel soils using ASTM A252, Grade 3 steel casing with a minimum yield strength of 80 ksi to increase micropile buckling capacity.

In addition, downdrag loads (i.e., caused from liquefaction-induced settlement around the micropiles) will need to be considered in micropile design. Although downdrag loading does not reduce axial micropile capacity, downdrag does need to be considered as a permanent load for the extreme (i.e., seismic) loading condition. Micropiles after installation may by subjected to additional axial compression loading due to downdrag forces when the soils in contact with the cased portion near the top of the micropile move downward relative to the micropile and tend to "drag" the micropile downward. Possible development of downdrag loads on micropiles should be considered where: (1) the site is underlain by compressible silts, clays, or peats; (2) fill has recently been

placed on the earlier; (3) the groundwater is substantially lowered; and (4) settlement of soils due to seismic liquefaction. For this site, only (4) applies.

The above recommendations are intended for preliminary design purposes. Therefore, in addition to downdrag loads and buckling capacity, other micropile design factors such as lateral loading, and group effects (for compression, uplift, and lateral capacity) should be evaluated as the project design progresses.

Continuous Flight Augercast Piles (CFA) – New and Existing Structures

Pile Design Parameters

The following tables can be used to estimate capacities for individual, continuous flight augercast piles, commonly referred to as Continuous Flight Augercast Piles (CFA) . The values may be used to design the piles using allowable (safety factors applied) axial compressive capacity for 24-inch-diameter CFA piles. We have presented the data in three separate tables representative of the overall subsurface conditions for each site parcel.

CFA piles should be spaced at least three pile diameters apart (center-to-center) if side friction is used for compressive loads.

CFA Design Summary – Primary Site[1]

Elevation (feet)	Stratigraphy [2]		Allowable Skin Friction (psf) [3]	Allowable End Bearing Pressure (psf) [4]
	GeoModel No.	Material		
105 - 100	1	Lean Clay Fill	0	0
100 – 95	2	Lean Clay	120	0
95 – 70	2	Silt & Sand Alluvium	650	0
70 – 65	3	Poorly Graded Gravel with Sand	1,580	0
65 – 60	4	Silty Clay	815	0
60 – 45	4	Poorly Graded Gravel with Sand	1,770	21,300

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CFA Design Summary – Primary Site[1]

Elevation (feet)	Stratigraphy [2]		Allowable Skin Friction (psf) [3]	Allowable End Bearing Pressure (psf) [4]
	GeoModel No.	Material		

1. Design capacities are dependent upon the method of installation and quality control parameters. The values provided are estimates and should be verified after finalization of installation protocol.
2. See Subsurface Profile in the **GeoModel** section for more details on stratigraphy.
3. Applicable for compressive loading only. Reduce to 2/3 of values shown for uplift loading. The effective weight of the pile can be added to uplift load capacity to the extent permitted by IBC.
4. Piles should extend a minimum of 10 feet into the dense to very dense gravel bearing stratum for end bearing to be considered.

CFA Design Summary – Parking Lot[1]

Elevation (feet)	Stratigraphy [2]		Allowable Skin Friction (psf) [3]	Allowable End Bearing Pressure (psf) [4]
	GeoModel No.	Material		
92 - 87	1	Silt Fill	0	0
87 – 64	2	Silt & Sand Alluvium	460	0
64 – 61	3	Poorly Graded Gravel with Sand	1,425	0
61 – 56	3	Silty Sand	1,170	0
56 – 49	4	Silty Clay	320	0
49 – 32	4	Poorly Graded Gravel with Silt & Sand	1,740	21,300

1. Design capacities are dependent upon the method of installation and quality control parameters. The values provided are estimates and should be verified after finalization of installation protocol.
2. See Subsurface Profile in the **GeoModel** section for more details on stratigraphy.
3. Applicable for compressive loading only. Reduce to 2/3 of values shown for uplift loading. The effective weight of the pile can be added to uplift load capacity to the extent permitted by IBC.
4. Piles should extend a minimum of 10 feet into the dense to very dense gravel bearing stratum for end bearing to be considered.

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CFA Design Summary – Athletic Field[1]

Elevation (feet)	Stratigraphy [2]		Allowable Skin Friction (psf) [3]	Allowable End Bearing Pressure (psf) [4]
	GeoModel No.	Material		
120 - 117	1	Lean Clay Fill	0	0
117 – 112	2	Silty Clay (Soft)	65	0
112 – 105	2	Silty Clay (Medium Stiff)	250	0
105 – 95	2	Sandy Lean Clay	200	0
95 – 85	2	Poorly Graded Sand with Silt	810	0
85 – 80	2	Lean Clay	870	0
80 – 67	3	Silty Sand	1,540	0
67 – 55	4	Poorly Graded Gravel with Sand	1,770	21,300

1. Design capacities are dependent upon the method of installation and quality control parameters. The values provided are estimates and should be verified after finalization of installation protocol.
2. See Subsurface Profile in the **GeoModel** section for more details on stratigraphy.
3. Applicable for compressive loading only. Reduce to 2/3 of values shown for uplift loading. The effective weight of the pile can be added to uplift load capacity to the extent permitted by IBC.
4. Piles should extend a minimum of 10 feet into the dense to very dense gravel bearing stratum for end bearing to be considered.

Due to the preliminary nature of the project, lateral design capacities are not able to be determined. In addition, lateral pile design necessitates an iterative approach with both the structural and geotechnical engineer to evaluate the soil-pile interaction. Therefore, once lateral demand, pile size, and estimated reinforcement is determined, we can provide a recommended geotechnical design parameters for the piles.

CFA Pile Construction Considerations

Installation of adjacent piles with a clear distance spacing of less than ten pile diameters should be delayed until grout in the initial pile has set to avoid possible grout intrusion between the piles which could jeopardize pile integrity.

Proper CFA pile installation is highly operator-dependent and requires a greater than average dependence on quality workmanship and quality control monitoring. In addition, the successful CFA pile completion largely depends on the equipment and installation

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procedures. The auger should be withdrawn in a controlled manner and a sufficient head of grout should always be maintained in the augers to prevent necking of fluid grout due to hydrostatic pressures.

If practical drilling refusal is experienced above the planned termination depth, then a boulder or other obstruction may be present, and a replacement pile should be installed. The situation should be evaluated by the Geotechnical Engineer and the Structural Engineer during the pile construction operations. Continued "hard" drilling to attempt to extend through an obstruction should not be performed due to the possibility of excessive soil removal.

The CFA pile installation process should be performed under observation of the Geotechnical Engineer. The Geotechnical Engineer should document the pile installation process including soil/rock and groundwater conditions observed, consistency with expected conditions, and details of the installed pile.

Interior Floor Slabs

Interior floor slabs constructed as part of new buildings should be supported on soils improved by the installation of aggregate piers or should be structurally supported by deep foundations in order to limit excessive settlements. For slabs supported on ground improvements, an estimated modulus of subgrade reaction of 150 pounds per square inch per inch (psi/in) could be used for point loads.

Exterior Floor Slabs

Design parameters for floor slabs assume the requirements in the **Earthwork** section have been followed. Specific attention should be given to positive drainage away from the structure and positive drainage of the aggregate base beneath the floor slab.

Existing fill materials were observed at the site to depths of 2 to 7½ feet below existing grade. As previously described, any existing fill present beneath exterior floor slabs should be completely removed.

Floor Slab Design Parameters

Item	Description
Floor Slab Support[1]	A minimum of 6 inches of CABC compacted to at least 95% of the maximum dry density determined by ASTM D1557 over at least 12 inches of Select Fill over native soils (exterior slabs)

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Item	Description
Estimated Modulus of Subgrade Reaction [2]	150 pounds per square inch per inch (psi/in) for point loads

1. Exterior floor slabs should be structurally independent of building footings or walls to reduce the possibility of floor slab cracking caused by differential movements between the slab and foundation.
2. Modulus of subgrade reaction is an estimated value based upon our experience with the subgrade condition, the requirements noted in the **Earthwork** section, and the floor slab support as noted in this table. It is provided for point loads. For large area loads the modulus of subgrade reaction would be lower.

Saw-cut contraction joints should be placed in the slab to help control the location and extent of cracking. For additional recommendations, refer to the ACI Design Manual. Joints or cracks should be sealed with a waterproof, non-extruding compressible compound specifically recommended for heavy duty concrete pavement and wet environments.

Floor Slab Construction Considerations

Finished subgrade, within and for at least 10 feet beyond the floor slab, should be protected from traffic, rutting, or other disturbance and maintained in a relatively moist condition until floor slabs are constructed. If the subgrade should become damaged or desiccated prior to construction of floor slabs, the affected material should be removed, and structural fill should be added to replace the resulting excavation. Final conditioning of the finished subgrade should be performed immediately prior to placement of the floor slab support course.

The Geotechnical Engineer should observe the condition of the floor slab subgrades immediately prior to placement of the floor slab support course, reinforcing steel, and concrete. Attention should be paid to high traffic areas that were rutted and disturbed earlier, and to areas where backfilled trenches are located.

Lateral Earth Pressures – Permanent Retaining Structures

Design Parameters

Structures with unbalanced backfill levels on opposite sides should be designed for earth pressures at least equal to values indicated in the following table. Earth pressures will be influenced by structural design of the walls, conditions of wall restraint, methods of

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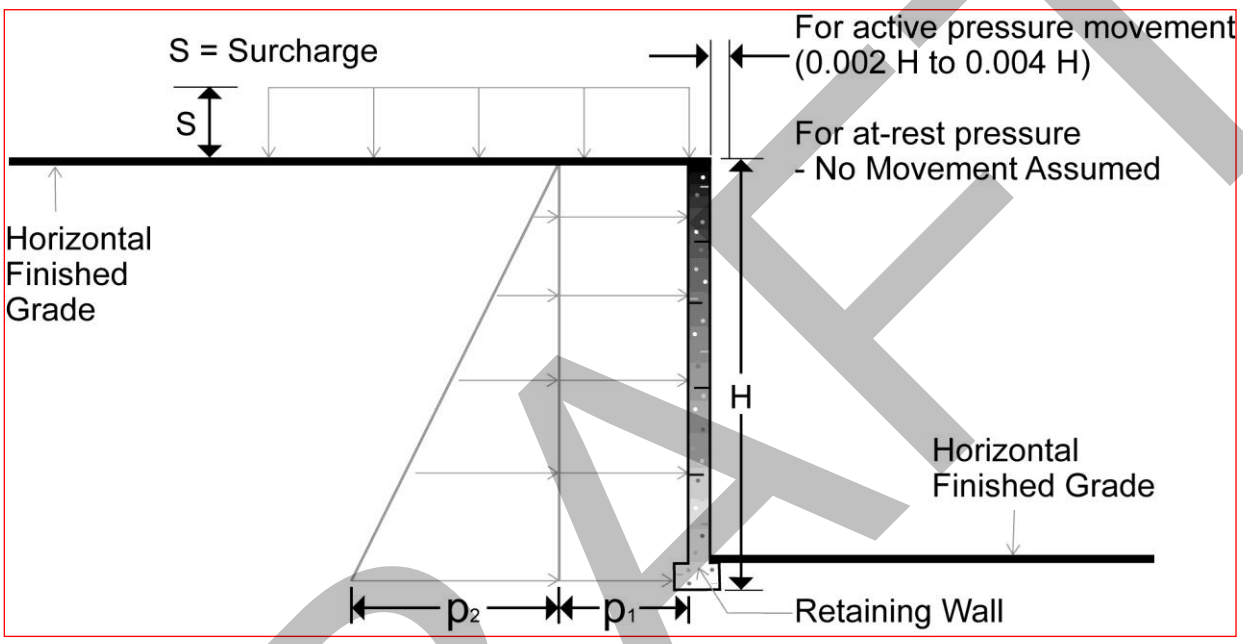
construction, and/or compaction and the strength of the materials being restrained. Two wall restraint conditions are shown in the diagram below. Active earth pressure is commonly used for design of free-standing cantilever retaining walls and assumes wall movement. The "at-rest" condition assumes no wall movement and is commonly used for basement walls, loading dock walls, or other walls restrained at the top. The recommended design lateral earth pressures do not include a factor of safety and do not provide for possible hydrostatic pressure on the walls (unless stated).



Lateral Earth Pressure Design Parameters

Earth Pressure Condition [1]	Coefficient for Backfill Type [2]	Surcharge Pressure [3] p_1 (psf)	Equivalent Fluid Pressures (psf) [2,4]	
			Unsaturated [5]	Submerged [5]
Active (Ka)	Granular - 0.33	(0.33)S	(42)H	(83)H
At-Rest (Ko)	Granular - 0.50	(0.50)S	(63)H	(94)H

1. For active earth pressure, wall must rotate about base, with top lateral movements 0.002 H to 0.004 H, where H is wall height. For passive earth pressure, wall must move horizontally to mobilize resistance. Fat clay or other expansive soils should not be used as backfill behind the wall.
2. Uniform, horizontal backfill, with a maximum unit weight of 120 pcf for granular soils.
3. Uniform surcharge, where S is surcharge pressure.
4. Loading from heavy compaction equipment is not included.
5. To achieve "Unsaturated" conditions, follow guidelines in the **Subsurface Drainage for Below-Grade Walls** section. "Submerged" conditions are recommended when drainage behind walls is not incorporated into the design.

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Backfill placed against structures should consist of granular soils or low plasticity cohesive soils. For the granular values to be valid, the granular backfill must extend out and up from the base of the wall at an angle of at least 45 degrees from vertical for the active case.

Footings, floor slabs or other loads bearing on backfill behind walls may have a significant influence on the lateral earth pressure. Placing footings within wall backfill and in the zone of active soil influence on the wall should be avoided unless structural analyses indicate the wall can safely withstand the increased pressure.

The lateral earth pressure recommendations given in this section are applicable to the design of rigid retaining walls subject to slight rotation, such as cantilever, or gravity type concrete walls. These recommendations are not applicable to the design of modular block - geogrid reinforced backfill walls (also termed MSE walls). Recommendations covering these types of wall systems are beyond the scope of services for this assignment. However, we would be pleased to develop a proposal for evaluation and design of such wall systems upon request.

Subsurface Drainage for Below-Grade Walls

A perforated rigid plastic drain line installed behind the base of walls and extends below adjacent grade is recommended to prevent hydrostatic loading on the walls. The invert of a drain line around a below-grade building area or exterior retaining wall should be placed near foundation bearing level. The drain line should be sloped to provide positive gravity drainage to daylight or to a sump pit and pump. The drain line should be surrounded by clean, free-draining granular material having less than 5% passing the No. 200 sieve, such as No. 57 aggregate. The free-draining aggregate should be encapsulated in a filter fabric. The granular fill should be a minimum of 12 inches in thickness and extend to within 2 feet of final grade, where it should be capped with compacted cohesive fill to reduce infiltration of surface water into the drain system.

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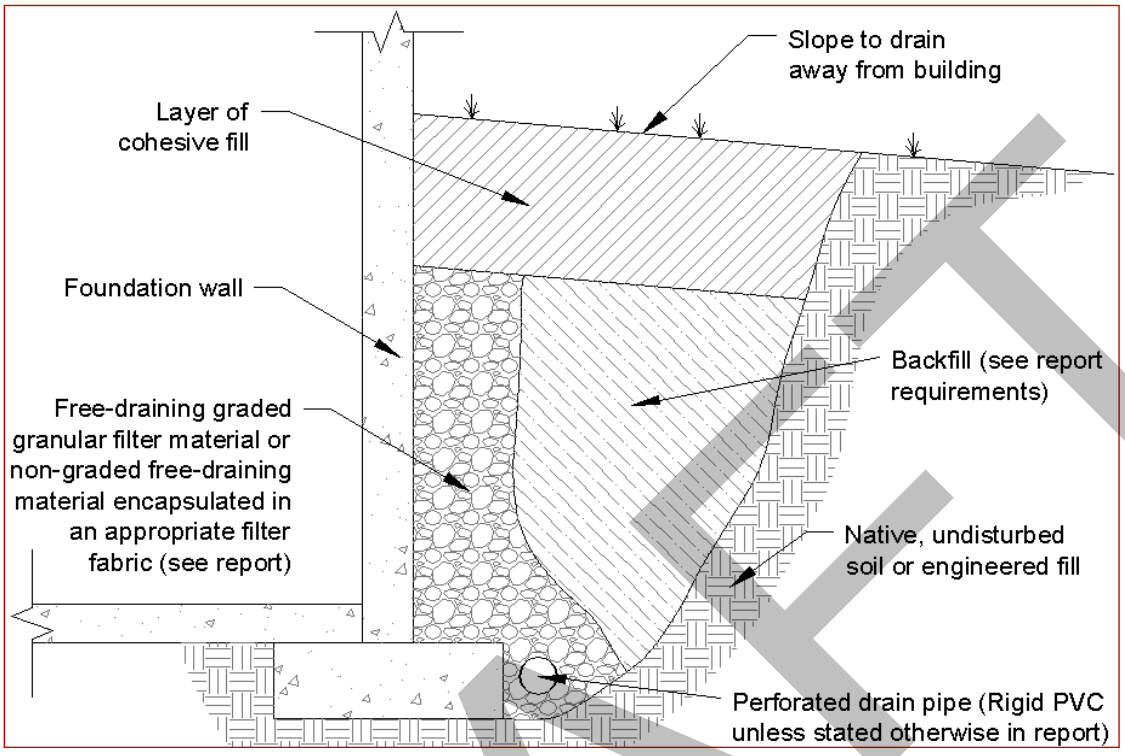

As an alternative to free-draining granular fill, a prefabricated drainage structure may be used. A prefabricated drainage structure is a plastic drainage core or mesh which is covered with filter fabric to prevent soil intrusion and is fastened to the wall prior to placing backfill.

Temporary Soldier Pile Shoring

Excavations for below grade structures (basements) are anticipated to be on the order of about 10 to 15 feet bgs. Due to the poor strength characteristics within the existing soils, we recommend temporary shoring to support the excavations and adjacent structures during construction where temporary slopes constructed at 1½H:1V cannot be maintained. The construction contract should include provisions for protection of the existing structures to remain in place that are satisfactory to the owner and structural engineer, but in addition the contractor should be allowed to implement additional protective measures, if appropriate, depending on conditions disclosed in the excavation once construction is underway.

The following geotechnical design criteria relates primarily to cantilever soldier pile shoring. The shoring design criteria presented in this report should be used to design an appropriate system. The shoring system design should be reviewed by Terracon for conformance with the design criteria presented in this report. Terracon could design temporary shoring systems, however, often it is cost effective to design the soldier piles

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as part of the structure foundation. Permanent systems should be designed by a structural engineer. It is generally not the purpose of this report to provide specific criteria for construction methods, materials, or procedures. It should be the responsibility of the shoring subcontractor to verify actual ground conditions of the site and determine the construction methods and procedures needed for installation of an appropriate shoring system.

Lateral Earth Pressures and Movement

The design of soldier pile walls is conventionally accomplished using empirical relationships to develop earth pressure distributions. These earth pressure distributions are a function of the number of lateral supports for the shoring wall. Additionally, pressures must be selected adjacent to sensitive existing improvements that will tend to limit deflections, both vertical and horizontal.

Design of temporary shoring could be based on either "active" or "at-rest" lateral earth pressures, depending on the degree of deformation of the shoring that can be tolerated. Shoring which is free to deform on the order of 0.001 to 0.002 times the height of the shoring is capable of mobilizing active earth pressures. This lateral deformation is likely to be accomplished by vertical settlement of roughly 0.002 to 0.004 times the height of the shoring and may extend back from the side of the cut a distance equal to roughly the height of the cut. A greater amount of lateral deformation could allow greater vertical settlements. If no structural elements are located within this zone, or if any structural elements within the zone are insensitive to this degree of settlement, then it would be appropriate to design utilizing active earth pressures.

An assumed "at-rest" earth pressure condition theoretically assumes no movement of the soil behind the shoring; however, some settlement should realistically be anticipated due to construction practices and/or the fact that it is not possible to construct a perfectly stiff shoring system.

All excavations do invite a certain amount of risk. Since the selection of shoring techniques and criteria affect the level of risk, we recommend that the final selection of shoring design criteria be made by the owner in conjunction with the structural engineer and other design team members. The project shoring walls could be designed using active pressures, provided lateral movement and vertical settlement to the degree described above is considered tolerable. The anticipated lateral and vertical movements of about ½-inch or less with active earth pressures are typically tolerable for pavements and buried utilities.

For the case of a cantilevered shoring system, we recommend that the applied lateral pressure be represented by a triangular distribution. The table below provides strength design parameters for the soils located in the proposed soldier pile wall area, as well as

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Soldier Pile Wall Details in **Figures** of this report. Additional lateral pressure should be added to this value to model construction and other temporary surcharge loads.

Material Type	Total Unit Weight	Lateral Earth Pressure Coefficients		
	(pcf)	Active (K_a)	At-Rest (K_o)	Passive (K_p) [3, 4]
Undocumented Fill/Soft Native Soils [1]	110	0.36	0.53	2.75
Silt & Sand Alluvium Soft to Medium Stiff/Loose to Medium Dense Native Soils [2]	115	0.32	0.47	2.90

1. Represents soils within the upper 15 feet of subsurface profile.
2. Represents soils from depths of 15 to about 30 feet of subsurface profile.
3. We recommend applying a factor of safety (FOS) of 1.5 to the reported Kp value because more movement may be required to mobilize passive resistance than what may be tolerable. For passive earth pressure to develop, wall must move horizontally to mobilize resistance. Passive pressure may be applied to 2 times the pile diameter (or the pile spacing), whichever is less.
4. We recommend ignoring passive pressure in the upper 2 feet of soil below the excavation cut level.
5. For active earth pressure, wall must rotate about base, with top lateral movements of about 0.001***H** to 0.002***H**, where **H** is wall height.
6. Active or at-rest pressure act over the retained and embedded portions of the soldier pile wall.
7. Uniform surcharge, where S is surcharge pressure, equivalent lateral surcharge pressure is equal to the Active (Ka) or At-Rest (Ko) coefficients should be multiplied by the surcharge pressure, whichever is appropriate for the wall design (**Ka*S** or **Ko*S**).
8. Existing Undocumented Fill soils are being retained
9. Native, undisturbed soils are providing passive resistance below the excavation grade.
10. No hydrostatic pressures acting on wall, assumes drainage allowed through the wall face.
11. Soldier pile shoring walls are providing temporary support.

Temporary walls constructed for excavation cuts should not require drainage features since any water would seep through the lagging. However, if the temporary walls are provided as the form for permanent retaining walls, drainage mats and pipes should be

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included in the permanent wall design and construction. Heavy equipment should not operate within a distance closer than the exposed height of retaining walls to prevent lateral pressures more than those provided. If construction equipment or other vertical loads are anticipated to be placed behind the wall, design equations for calculating the load effects on the wall are presented on **Surcharge Pressure Diagrams** in the **Figures** of this report.

Embedment depth of soldier piles below final excavation level must be designed to provide adequate lateral or "kick out" resistance to horizontal loads. For design, the lateral resistance may be computed on the basis of passive pressure, expressed as equivalent fluid density acting over twice the diameter or flange width of the soldier pile section or the pile spacing, whichever is less. Passive resistance within the upper 2 feet of soil below the excavation base should be neglected. Active pressures may be assumed to act on the pile diameter or flange width (for driven piles) below the base of the excavation. We recommend a minimum embedment depth of 1.5 times the excavation height for cantilever solder piles.

Soldier Piles and Lagging

Soldier piles for temporary shoring are typically set in pre-augered holes and backfilled with lean or structural concrete. If soldier piles are to be installed by drilling methods, excessive ground loss (caving) could occur during pile installation and should be prevented. Soldier pile drilling is expected to encounter clay and silt, fill soils with periodic construction debris (i.e. asphalt, concrete, wood debris, etc). Casing may be needed to prevent caving in the fill soils. The contractor should be responsible for installation of casing, or using alternate means at their discretion, to prevent caving and loss of ground during pile drilling.

We recommend lagging, or some other form of protection, be installed in all areas. Provided soldier piles are installed into pre-augered holes backfilled with lean or structural concrete, the lagging may be designed for 50 percent of the lateral earth pressure used for shoring design due to soil arching effects. Self-compacting fill other than lean concrete or concrete should not be used. Prompt and careful installation of lagging will reduce potential loss of ground. The requirements for lagging should be made the responsibility of the shoring subcontractor to prevent soil failure, sloughing and loss of ground and to provide safe working conditions. We recommend backfilling any voids between the lagging and soil. However, the backfill should not allow potential hydrostatic pressure to build-up behind the wall. Drainage behind the wall must be maintained.

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Shoring Monitoring

Any time an excavation is made below the level of existing utilities or other structures, there is risk of damage even if a well-designed shoring system has been planned. We recommend that a systematic program of observations be conducted on adjacent facilities. We believe that this program is necessary for two reasons. First, if excessive movement is detected sufficiently early, it may be possible to undertake remedial measures that could prevent serious damage to existing facilities. Second, in the unlikely event that problems do arise, the responsibility for damage may be established more equitably if the cause and extent of the damage are better defined. Monitoring can consist of conventional survey monitoring of horizontal and vertical movements.

The monitoring program should include measurements of the horizontal and vertical movements of the retained improvements and the shoring system itself. At least two reference lines should be established adjacent to the excavation at horizontal distances back from the excavation space of about 1/3*H and H, where H is the final excavation height. Monitoring of the shoring system should include measurements of vertical and horizontal movements at the top of each soldier pile wall.

The measuring system used for shoring monitoring should have an accuracy of at least 0.01-foot. All reference points on the retained improvements should be installed and readings taken prior to commencing the excavation. All reference points should be read prior to and during critical stages of construction. The frequency of readings will depend on the results of previous readings and the rate of construction. As a minimum, readings should be taken twice a week throughout construction until the excavation is completed. All readings should be reviewed by Terracon.

In addition to the shoring monitoring program, we recommend a pre-construction survey of the adjacent properties to document existing conditions. The survey should include both a visual (photographs and/or videotapes) and written record of the buildings, pavements, utilities, and landscape areas bordering the future excavation. Separate surveys by the owner and contractor are common.

Geotechnical Review

Design of a shoring system requires a thorough understanding of site subsurface conditions. We strongly recommend that Terracon be retained to assist the shoring contractor in the preparation of suitable shoring plans and specifications for this project. Terracon should also be retained to review the plans, calculations, and specifications once they have been prepared.

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Pavements

General Pavement Comments

Pavement designs are provided for the traffic conditions and pavement life conditions as noted in the **Project Description** and in the following sections of this report. A critical aspect of pavement performance is site preparation. Pavement designs noted in this section must be applied to the site which has been prepared as recommended in the **Site Preparation** section.

Pavement Design Parameters

Design of Asphaltic Concrete (AC) pavements are based on the procedures outlined in the American Association of State Highway and Transportation Officials (AASHTO), 1993. Design of Portland Cement Concrete (PCC) pavements are based upon American Concrete Institute (ACI) 330; Guide for Design and Construction of Concrete Parking Lots.

Based on California Bearing Ratio (CBR) testing on this site and nearby, a subgrade CBR of 6 was used for the AC pavement designs, and a modulus of subgrade reaction (k) of 150 pci was used for the PCC pavement designs. The values are based on achieving a 95 percent compaction of a Modified Proctor effort (ASTM D1557) as prescribed by the **Site Preparation** section. A modulus of rupture of 600 psi was used for pavement concrete.

Pavement Section Thicknesses

The following table provides our opinion on minimum thickness for AC and PCC sections:

Layer	Minimum Thickness (inches)			
	Asphalt Concrete	Portland Cement Concrete	Aggregate Base	Total
Parking Lots	3	--	10	13
	--	5	--	5
Drive Lanes	6	--	10	16
	--	7	--	7

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- Areas for parking heavy vehicles, concentrated turns, and start/stop maneuvers could require thicker pavement sections. Edge restraints (e.g., concrete curbs or aggregate shoulders) should be planned along curves and areas of maneuvering vehicles.
- Although not required for structural support, a minimum 4-inch-thick base course layer is recommended to help reduce the potential for slab curl, shrinkage cracking, and subgrade pumping through joints. Proper joint spacing will also be required to prevent excessive slab curling and shrinkage cracking. Joints should be sealed to prevent entry of foreign material and doweled where necessary for load transfer. PCC pavement details for joint spacing, joint reinforcement, and joint sealing should be prepared in accordance with ACI 330 and ACI 325.
- Where practical, we recommend early-entry cutting of crack-control joints in PCC pavements. Cutting the concrete in its "green" state typically reduces the potential for microcracking of the pavements prior to the crack control joints being formed, compared to cutting the joints after the concrete has fully set. Microcracking of pavements may lead to crack formation in locations other than the sawed joints and/or reduction of fatigue life of the pavement.
- Openings in pavements, such as decorative landscaped areas, are sources for water infiltration into surrounding pavement systems. Water can collect in the islands and migrate into the surrounding subgrade soils, thereby degrading support of the pavement. Islands with raised concrete curbs, irrigated foliage, and low permeability near-surface soils are particular areas of concern. The civil design for the pavements with these conditions should include features to restrict or collect and discharge excess water from the islands. Examples of such features are edge drains connected to the stormwater collection system, longitudinal subdrains, or other suitable outlets and impermeable barriers preventing lateral migration of water such as a cutoff wall installed to a depth below the pavement structure.

Pavement Drainage

Openings in pavements, such as decorative landscaped areas, are sources for water infiltration into surrounding pavement systems. Water can collect in the islands and migrate into the surrounding subgrade soils thereby degrading support of the pavement. Islands with raised concrete curbs, irrigated foliage, and low permeability near-surface soils are particular areas of concern. The civil design for the pavements with these conditions should include features to restrict or collect and discharge excess water from the islands. Examples of features are edge drains connected to the stormwater collection system, longitudinal subdrains, or other suitable outlets and impermeable barriers preventing lateral migration of water such as a cutoff wall installed to a depth below the pavement structure.

Pavements should be sloped to provide rapid drainage of surface water. Water allowed to pond on or adjacent to the pavements could saturate the subgrade and contribute to

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premature pavement deterioration. In addition, the pavement subgrade should be graded to provide positive drainage within the granular base section. Appropriate sub-drainage or connection to a suitable daylight outlet should be provided to remove water from the granular subbase.

Pavement Maintenance

The pavement sections represent minimum recommended thicknesses and, as such, periodic upkeep should be anticipated. Preventive maintenance should be planned and provided for through an on-going pavement management program. Maintenance activities are intended to slow the rate of pavement deterioration and to preserve the pavement investment. Pavement care consists of both localized (e.g., crack and joint sealing and patching) and global maintenance (e.g., surface sealing). Additional engineering consultation is recommended to determine the type and extent of a cost-effective program. Even with periodic maintenance, some movements and related cracking may still occur, and repairs may be required.

Pavement performance is affected by its surroundings. In addition to providing preventive maintenance, the civil engineer should consider the following recommendations in the design and layout of pavements:

- Final grade adjacent to paved areas should slope down from the edges at a minimum 2%.
- Subgrade and pavement surfaces should have a minimum 2% slope to promote proper surface drainage.
- Install pavement drainage systems surrounding areas anticipated for frequent wetting.
- Install joint sealant and seal cracks immediately.
- Seal all landscaped areas in or adjacent to pavements to reduce moisture migration to subgrade soils.
- Place compacted, low permeability backfill against the exterior side of curb and gutter.

Data Gaps – Recommended Work

In order to refine the geotechnical recommendations for the proposed project, several data gaps need to be addressed during future exploration at the site:

- At the time of our field investigation, we were unable to advance one of the proposed borings (B-11) due to abundant underground utilities within the immediate vicinity of the planned boring.

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- Depending on the final design configuration of proposed buildings, additional borings and/or deeper borings may be needed. These explorations may be necessary depending on the final settlement tolerances with respect to static and/or seismic related settlements and to refine the settlement estimates in this report. These explorations may need to extend to about 100 feet to identify the transition to stiffer/denser materials (Troutdale Formation).

The additional explorations should be completed once site plans showing the proposed construction have been developed.

General Comments

Our analysis and opinions are based upon our understanding of the project, the geotechnical conditions in the area, and the data obtained from our site exploration. Variations will occur between exploration point locations or due to the modifying effects of construction or weather. The nature and extent of such variations may not become evident until during or after construction. Terracon should be retained as the Geotechnical Engineer, where noted in this report, to provide observation and testing services during pertinent construction phases. If variations appear, we can provide further evaluation and supplemental recommendations. If variations are noted in the absence of our observation and testing services on-site, we should be immediately notified so that we can provide evaluation and supplemental recommendations.

Our Scope of Services does not include either specifically or by implication any environmental or biological (e.g., mold, fungi, bacteria) assessment of the site or identification or prevention of pollutants, hazardous materials or conditions. If the owner is concerned about the potential for such contamination or pollution, other studies should be undertaken.

Our services and any correspondence are intended for the sole benefit and exclusive use of our client for specific application to the project discussed and are accomplished in accordance with generally accepted geotechnical engineering practices with no third-party beneficiaries intended. Any third-party access to services or correspondence is solely for information purposes to support the services provided by Terracon to our client. Reliance upon the services and any work product is limited to our client and is not intended for third parties. Any use or reliance of the provided information by third parties is done solely at their own risk. No warranties, either express or implied, are intended or made.

Site characteristics as provided are for design purposes and not to estimate excavation cost. Any use of our report in that regard is done at the sole risk of the excavating cost estimator as there may be variations on the site that are not apparent in the data that could significantly effect excavation cost. Any parties charged with estimating excavation

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costs should seek their own site characterization for specific purposes to obtain the specific level of detail necessary for costing. Site safety and cost estimating including excavation support and dewatering requirements/design are the responsibility of others. Construction and site development have the potential to affect adjacent properties. Such impacts can include damages due to vibration, modification of groundwater/surface water flow during construction, foundation movement due to undermining or subsidence from excavation, as well as noise or air quality concerns. Evaluation of these items on nearby properties are commonly associated with contractor means and methods and are not addressed in this report. The owner and contractor should consider a preconstruction/precondition survey of surrounding development. If changes in the nature, design, or location of the project are planned, our conclusions and recommendations shall not be considered valid unless we review the changes and either verify or modify our conclusions in writing.

DRAFT

Figures

Contents:

GeoModel – Parking Lot
GeoModel – Primary Site
GeoModel – Athletic Field
Soldier Pile Wall Details
Surcharge Pressure Diagrams

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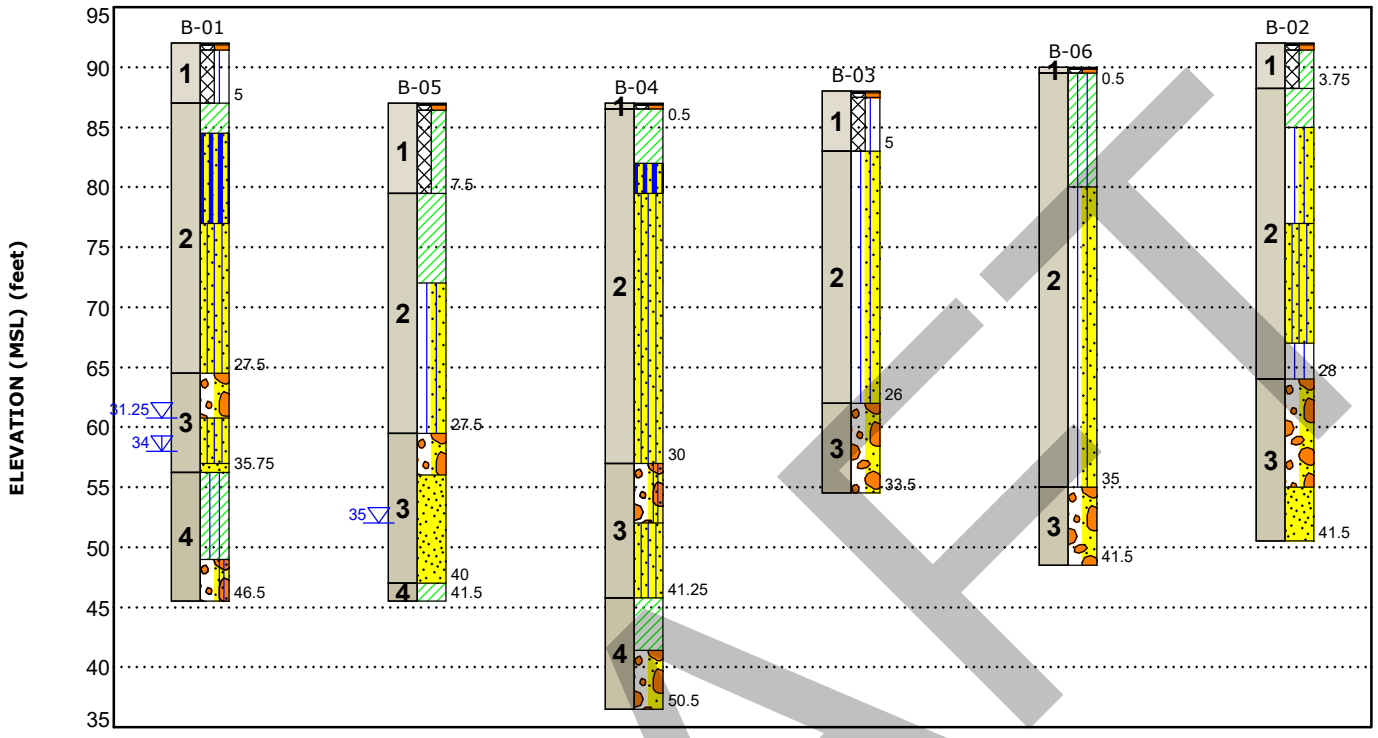
Terracon
700 NE 55th Ave
Portland, OR

GeoModel - Parking Lot



This is not a cross section. This is intended to display the Geotechnical Model only. See individual logs for more detailed conditions.

Model Layer	Layer Name	General Description
1	FILL	ASPHALT; CONCRETE; GP FILL: fine to coarse grained, angular; SM/CL/ML FILL - brown to grayish brown, moist, soft/loose to medium stiff/medium dense, low plasticity
2	FINE-GRAINED FLOOD DEPOSITS	CL, ML, CL-ML, CH, SM, SP: brown, gray brown, light brown, soft to medium stiff, nonplastic to high plasticity, variable fine grained sand content
3	COARSE-GRAINED FLOOD DEPOSITS	SM, SP, GP, GP-GC: brown to yellowish brown, medium dense to very dense, fine to coarse grained, subangular to subrounded
4	UNDIFFERENTIATED ALLUVIUM	CL: medium plasticity, medium stiff to very stiff, yellow-brown; SP, GP, GP-GM: gray to greenish gray, dense to very dense, subangular to subrounded

Legend

- Asphalt
- Poorly-graded Gravel with Sand
- Silt
- Lean Clay
- Sandy Silt
- Silty Sand
- Poorly-graded Sand
- Silty Clay
- Poorly-graded Gravel with Silt and Sand
- Silt with Sand

▽ First Water Observation
▽ Second Water Observation

Groundwater levels are temporal. The levels shown are representative of the date and time of our exploration. Significant changes are possible over time.
Water levels shown are as measured during and/or after drilling. In some cases, boring advancement methods mask the presence/absence of groundwater. See individual logs for details.

NOTES:
Layering shown on this figure has been developed by the geotechnical engineer for purposes of modeling the subsurface conditions as required for the subsequent geotechnical engineering for this project.
Numbers adjacent to soil column indicate depth below ground surface.

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Terracon
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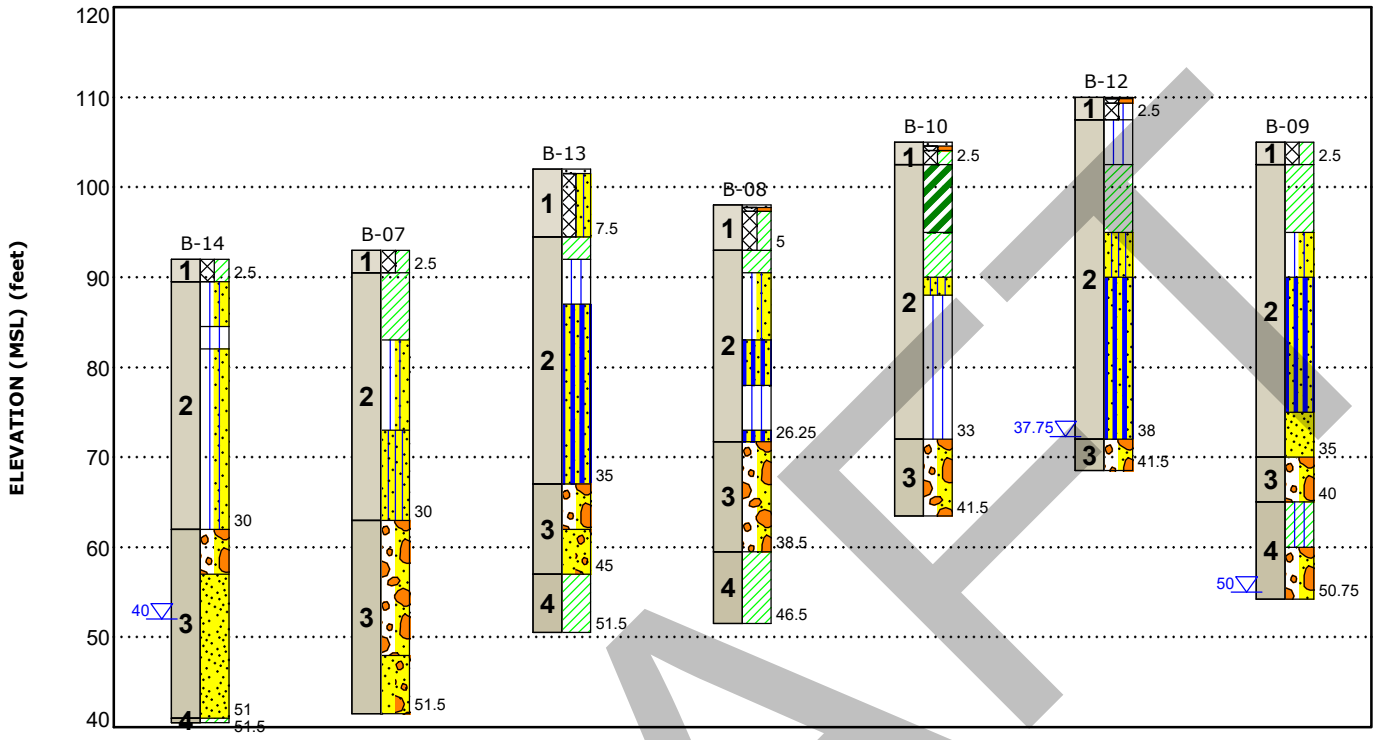
Portland, OR

GeoModel - Primary Site



This is not a cross section. This is intended to display the Geotechnical Model only. See individual logs for more detailed conditions.

Model Layer	Layer Name	General Description
1	FILL	ASPHALT; CONCRETE; GP FILL: fine to coarse grained, angular; SM/CL/ML FILL - brown to grayish brown, moist, soft/loose to medium stiff/medium dense, low plasticity
2	FINE-GRAINED FLOOD DEPOSITS	CL, ML, CL-ML, CH, SM, SP: brown, gray brown, light brown, soft to medium stiff, nonplastic to high plasticity, variable fine grained sand content
3	COARSE-GRAINED FLOOD DEPOSITS	SM, SP, GP, GP-GC: brown to yellowish brown, medium dense to very dense, fine to coarse grained, subangular to subrounded
4	UNDIFFERENTIATED ALLUVIUM	CL: medium plasticity, medium stiff to very stiff, yellow-brown; SP, GP, GP-GM: gray to greenish gray, dense to very dense, subangular to subrounded

Legend

- Lean Clay
- Silt with Sand
- Silty Sand
- Poorly-graded Gravel with Sand
- Poorly-graded Sand with Gravel
- Concrete
- Sandy Silt
- Silt
- Poorly-graded Sand
- Silty Clay
- Fat Clay
- Asphalt

▽ First Water Observation
▽ Second Water Observation

Groundwater levels are temporal. The levels shown are representative of the date and time of our exploration. Significant changes are possible over time.
Water levels shown are as measured during and/or after drilling. In some cases, boring advancement methods mask the presence/absence of groundwater. See individual logs for details.

NOTES:
Layering shown on this figure has been developed by the geotechnical engineer for purposes of modeling the subsurface conditions as required for the subsequent geotechnical engineering for this project.
Numbers adjacent to soil column indicate depth below ground surface.

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Portland, OR

GeoModel - Athletic Field



This is not a cross section. This is intended to display the Geotechnical Model only. See individual logs for more detailed conditions.

Model Layer	Layer Name	General Description
1	FILL	ASPHALT; CONCRETE; GP FILL: fine to coarse grained, angular; SM/CL/ML FILL - brown to grayish brown, moist, soft/loose to medium stiff/medium dense, low plasticity
2	FINE-GRAINED FLOOD DEPOSITS	CL, ML, CL-ML, CH, SM, SP: brown, gray brown, light brown, soft to medium stiff, nonplastic to high plasticity, variable fine grained sand content
3	COARSE-GRAINED FLOOD DEPOSITS	SM, SP, GP, GP-GC: brown to yellowish brown, medium dense to very dense, fine to coarse grained, subangular to subrounded
4	UNDIFFERENTIATED ALLUVIUM	CL: medium plasticity, medium stiff to very stiff, yellow-brown; SP, GP, GP-GM: gray to greenish gray, dense to very dense, subangular to subrounded

Legend

- Lean Clay
- Clayey Sand
- Sandy Silt
- Poorly-graded Sand with Silt
- Silty Clay
- Sandy Lean Clay
- Silty Sand

▽ First Water Observation
▽ Second Water Observation

Groundwater levels are temporal. The levels shown are representative of the date and time of our exploration. Significant changes are possible over time.
Water levels shown are as measured during and/or after drilling. In some cases, boring advancement methods mask the presence/absence of groundwater. See individual logs for details.

NOTES:
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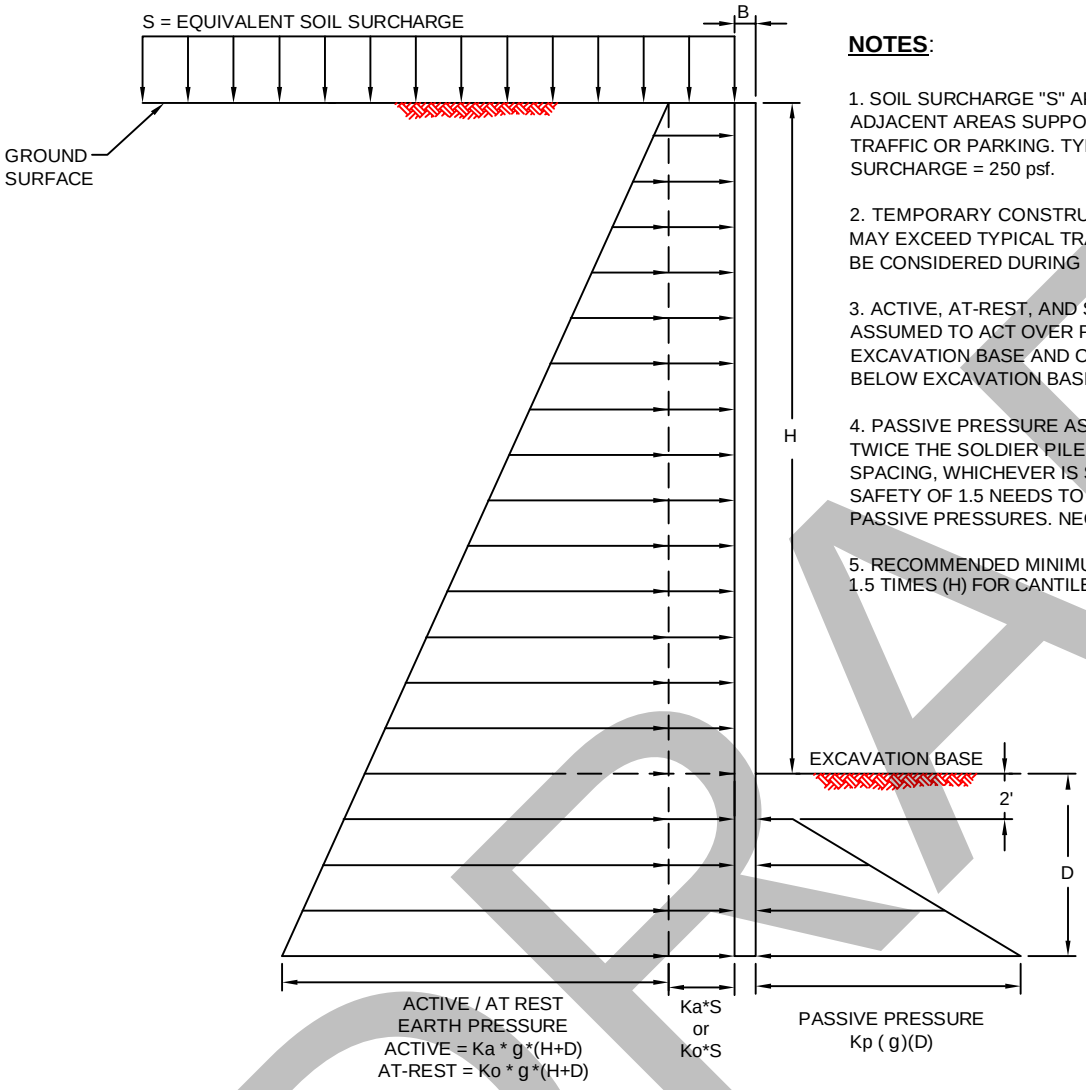
Numbers adjacent to soil column indicate depth below ground surface.

DRAFT



LATERAL EARTH PRESSURE - DIAGRAM

NOTES:

1. SOIL SURCHARGE "S" APPLIES TO ALL ADJACENT AREAS SUPPORTING VEHICLE TRAFFIC OR PARKING. TYPICAL TRAFFIC SURCHARGE = 250 psf.

2. TEMPORARY CONSTRUCTION SURCHARGES MAY EXCEED TYPICAL TRAFFIC LOADS SHOULD BE CONSIDERED DURING SHORING DESIGN.

3. ACTIVE, AT-REST, AND SURCHARGE PRESSURE ASSUMED TO ACT OVER PILE SPACING ABOVE EXCAVATION BASE AND OVER PILE DIAMETER BELOW EXCAVATION BASE.

4. PASSIVE PRESSURE ASSUMED TO ACT OVER TWICE THE SOLDIER PILE DIAMETER OR THE PILE SPACING, WHICHEVER IS SMALLER. FACTOR OF SAFETY OF 1.5 NEEDS TO BE APPLIED TO PASSIVE PRESSURES. NEGLECT UPPER 2 FEET.

5. RECOMMENDED MINIMUM EMBEDMENT 1.5 TIMES (H) FOR CANTILEVER SOLDIER PILES.

WALL DESIGN PARAMETERS

SOIL TYPE	UNIT WT. (PCF)	LATERAL EARTH PRESSURE COEFFICIENTS ACTIVE (Ka)	AT-REST (Ko)	PASSIVE (Kp)
SOFT FILL/NATIVE SOILS	110	0.36	0.53	2.75
SAND & SILT ALLUVIUM	115	0.32	0.47	2.90

* SEE REPORT TEXT FOR DEPTHS OF LAYERS

DRAFT

Project Mngr:	RTH
Drawn By:	BWP
Checked By:	KTH
Approved By:	KTH
Project No.	82245002
Scale:	NOT TO SCALE
File No.	SoldierPile
Date:	April 2024

Terracon
700 SE 55TH AVENUE PORTLAND, OR
PH. (503) 659-3281 FAX. (503) 659-1287

SOLDIER PILE WALL DETAILS

Cleveland High School Upgrades

3400 SE 26th Avenue

PORTLAND OREGON

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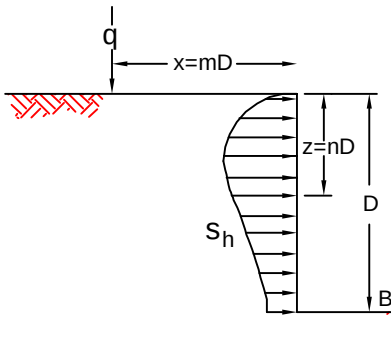
FIGURE

POINT LOAD



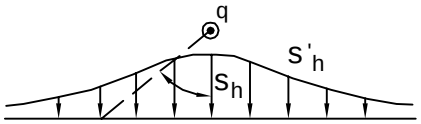
(FOR m > 0.4)

$$S_h = \frac{1.77q}{D^2} \bullet \frac{m^2 n^2}{(m^2+n^2)^3}$$

(FOR m ≤ 0.4)

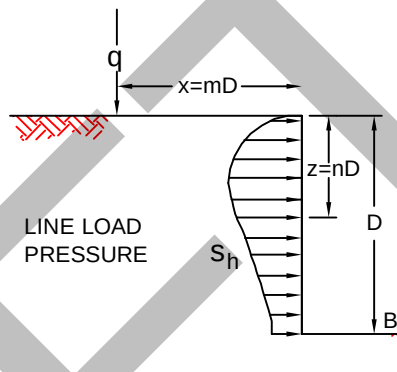
$$S_h = \frac{0.28q}{D^2} \bullet \frac{n^2}{(0.16+n^2)^3}$$

$$S'_h = S_h \cos^2(1.1*\Theta)$$



PLAN VIEW OF WALL

LINE LOAD



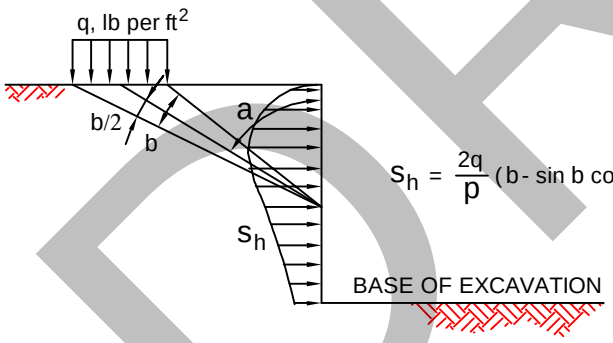
(FOR m > 0.4)

$$S_h = \frac{1.28q}{D} \bullet \frac{m^2 n}{(m^2+n^2)^2}$$

(FOR m ≤ 0.4)

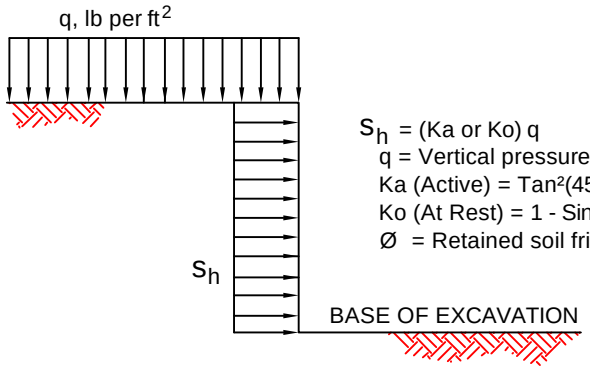
$$S_h = \frac{q}{D} \bullet \frac{0.2n}{(0.16+n^2)^2}$$

STRIP LOADING PARALLEL TO EXCAVATION



$$S_h = \frac{2q}{p}(b - \sin b \cos 2a)$$

UNIFORM LOAD DISTRIBUTION



S_h = (Ka or Ko) q
q = Vertical pressure in psf
Ka (Active) = Tan²(45 - Ø/2)*
Ko (At Rest) = 1 - Sin Ø
Ø = Retained soil friction angle

DRAFT

Project Mngr:	RTH
Drawn By:	BWP
Checked By:	KTH
Approved By:	KTH
Project No.	82245002
Scale:	NOT TO SCALE
File No.	Surcharge
Date:	April 2024

Terracon
700 SE 55TH AVENUE PORTLAND, OR
PH. (503) 659-3281 FAX. (503) 659-1287

SURCHARGE PRESSURE DIAGRAMS

Cleveland High School Upgrades

3400 SE 26th Avenue

PORTLAND OREGON

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FIGURE

Attachments

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Exploration and Testing Procedures

Field Exploration

Exploration Number	Exploration Type	Approximate Exploration Depth (feet)	Location	
			Latitude	Longitude
B-1	Drilled Boring	46½	45.4990°N	122.6405°W
B-2	Drilled Boring	41½	45.4991°N	122.6398°W
B-3	Drilled Boring	33½	45.4989°N	122.6400°W
B-4	Drilled Boring	50½	45,4987°N	122.6402°W
B-5	Drilled Boring	41½	45.4986°N	122.6404°W
B-6	Drilled Boring	41½	45.4984°N	122.6399°W
B-7	Drilled Boring	51½	45.4990°N	122.6395°W
B-8	Drilled Boring	46½	45.4990°N	122.6384°W
B-9	Drilled Boring	50¾	45.4990°N	122.6377°W
B-10	Drilled Boring	41½	45.4986°N	122.6380°W
B-11	Not completed due to presence of underground utilities			
B-12	Drilled Boring	41½	45.4980°N	122.6380°W
B-13	Drilled Boring	51½	45.4981°N	122.6388°W
B-14	Drilled Boring	51½	45.4983°N	122.6395°W
B-15	Drilled Boring	51½	45.4982°N	122.6332°W
B-16	Drilled Boring	61½	45.4975°N	122.6333°W

Exploration Layout and Elevations: Terracon personnel provided the exploration layout using handheld GPS equipment (estimated horizontal accuracy of about ±10 feet) and referencing existing site features. Approximate ground surface elevations were obtained by interpolation from Google Earth Pro aerial imagery. If elevations and a more precise exploration layout are desired, we recommend explorations be surveyed.

Drilled Borings: We advanced the borings with subcontracted truck-mounted drill rig and a Terracon track-mounted drill rig. Borings were advanced using hollow stem auger and mud rotary drilling techniques. Four samples were obtained in the upper 10 feet of each boring and at intervals of 5 feet thereafter. In the thin-walled tube sampling procedure, a thin-walled, seamless steel tube with a sharp cutting edge was pushed hydraulically into the soil to obtain a relatively undisturbed sample. In the split-barrel sampling procedure, a standard 2-inch outer diameter split-barrel sampling spoon was driven into the ground by a 140-pound automatic hammer falling a distance of 30 inches. The number of blows required to advance the sampling spoon the last 12 inches of a normal 18-inch penetration is recorded as the Standard Penetration Test (SPT)

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resistance value. The SPT resistance values, also referred to as N-values, are indicated on the boring logs at the test depths.

Exploration Logging: All explorations were supervised and logged by geotechnical staff who record field test data, classified soils, and collected the samples from the explorations. Our exploration team prepared field exploration logs as part of standard drilling operations including sampling depths, penetration distances, and other relevant sampling information. Field logs include visual classifications of materials encountered during drilling, and our interpretation of subsurface conditions between samples. Final exploration logs, prepared from field logs, represent the geotechnical engineer's interpretation, and include modifications based on observations and laboratory tests.

Property Disturbance: We backfilled borings according to local jurisdiction requirements after completion of each exploration. Pavements were patched with cold-mix asphalt and/or ready mixed concrete, as appropriate. Our services did not include repair of the site beyond backfilling our boreholes and patching existing pavements. Excess auger cuttings were collected and drummed for disposal offsite. Since backfill material often settles below the surface after a period, we recommend boreholes be checked periodically and additional backfill added, if necessary.

Geophysical Exploration Methods

S-Wave: Geophysical testing was performed along three arrays (Array 1 through Array 3) representative of the subsurface conditions encountered at the project site. Terracon used a Geometrics Geode Exploration Seismograph and a linear array of 24 geophones to collect seismic refraction data. The profile was collected using the Multichannel Analysis of Surface Waves (MASW) method. The recorded data was processed using the computer program SurfSeis, published by the Kansas Geological Survey to generate a 1-dimensional shear-wave velocity versus depth (profile) for the array, as shown on the Shear Wave Velocity Results in the **Exploration and Laboratory Results**.

Laboratory Testing

The project engineer reviewed the field data and assigned laboratory tests. The laboratory testing program included the following types of tests:

- Water content
- Unit dry weight
- Atterberg limits
- Grain size analysis
- One dimensional consolidation
- Unconfined compressive strength

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- Corrosivity analyses suite – pH, sulfates, chloride ion, oxidation-reduction potential electrical resistivity
- Moisture-density relationship (Modified Proctor)
- California Bearing Ratio Test (CBR)

Laboratory test results are presented on the exploration logs and/or as separate graphs in the **Exploration and Laboratory Results** section. The laboratory testing program often included examination of soil samples by an engineer. Based on the results of our field and laboratory programs, we described and classified the soil samples in accordance with the **Unified Soil Classification System**.

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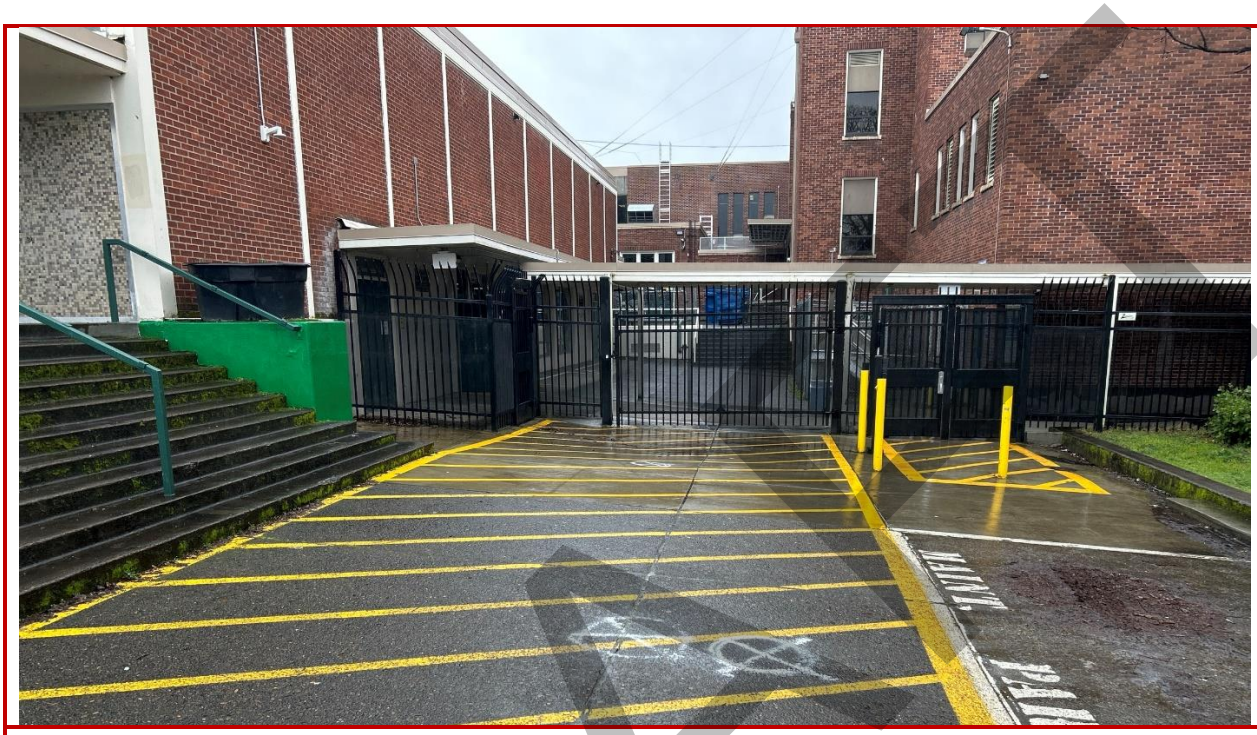
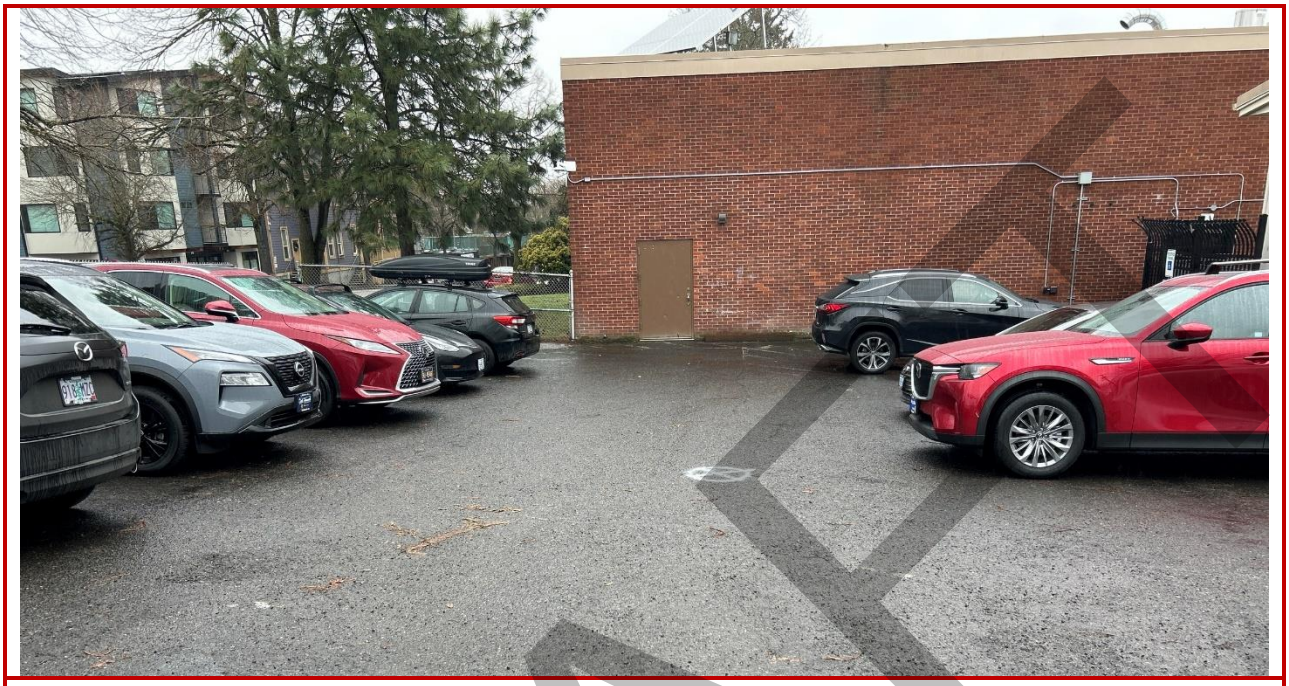
Photography Log



North side of existing high school building; facing south toward B-08.



Existing main parking lot area; facing southeast toward B-06 and western façade of the primary campus.



Existing parking lot area on the southwest corner of the high school; facing west.



Athletic field; facing south toward B-16.

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Site Location and Exploration Plans

Contents:

Site Location Plan
Exploration Plan

Note: All attachments are one page unless noted above.

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Site Location

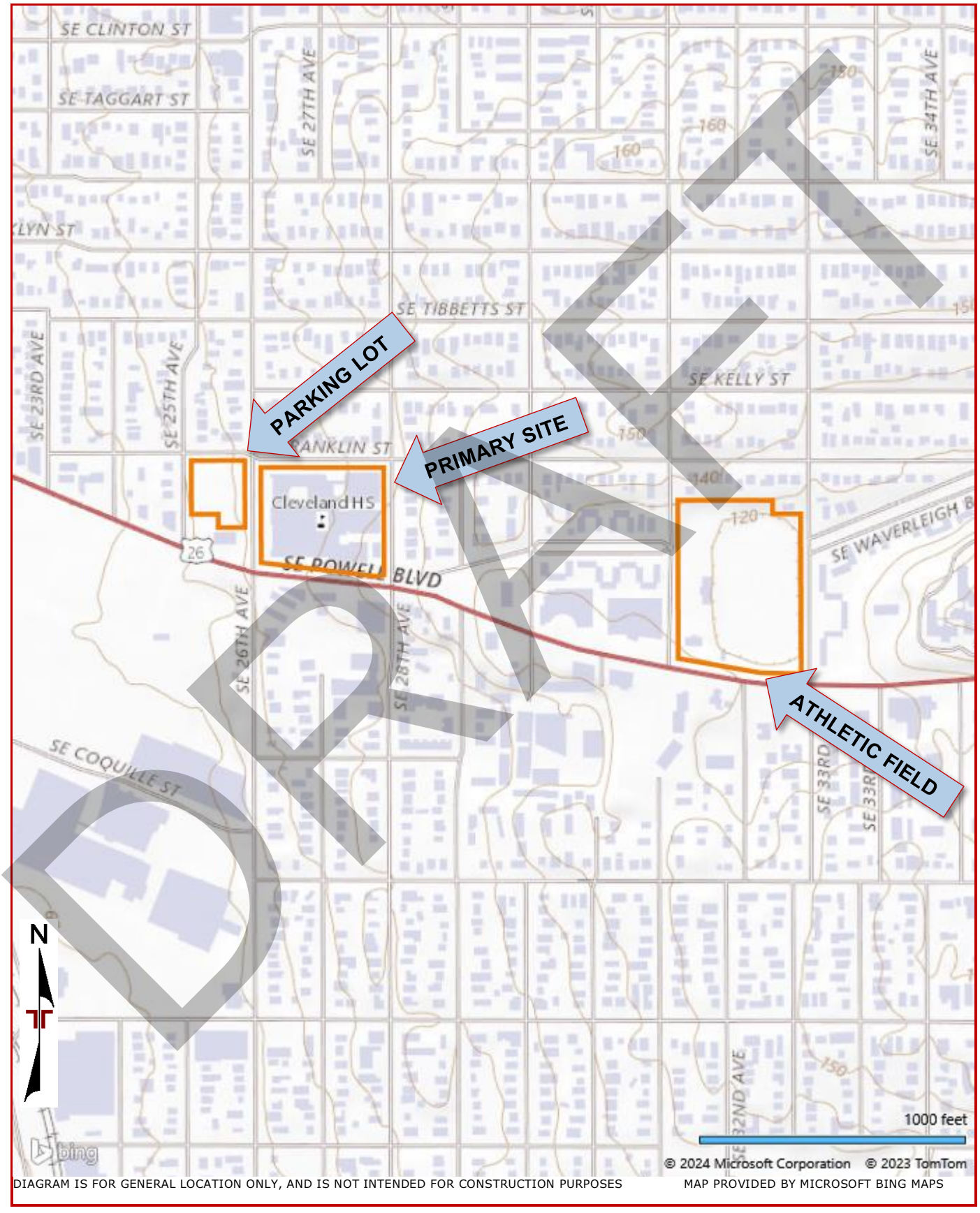

DIAGRAM IS FOR GENERAL LOCATION ONLY, AND IS NOT INTENDED FOR CONSTRUCTION PURPOSES

MAP PROVIDED BY MICROSOFT BING MAPS

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Exploration Plan – Primary Site and Parking Lot

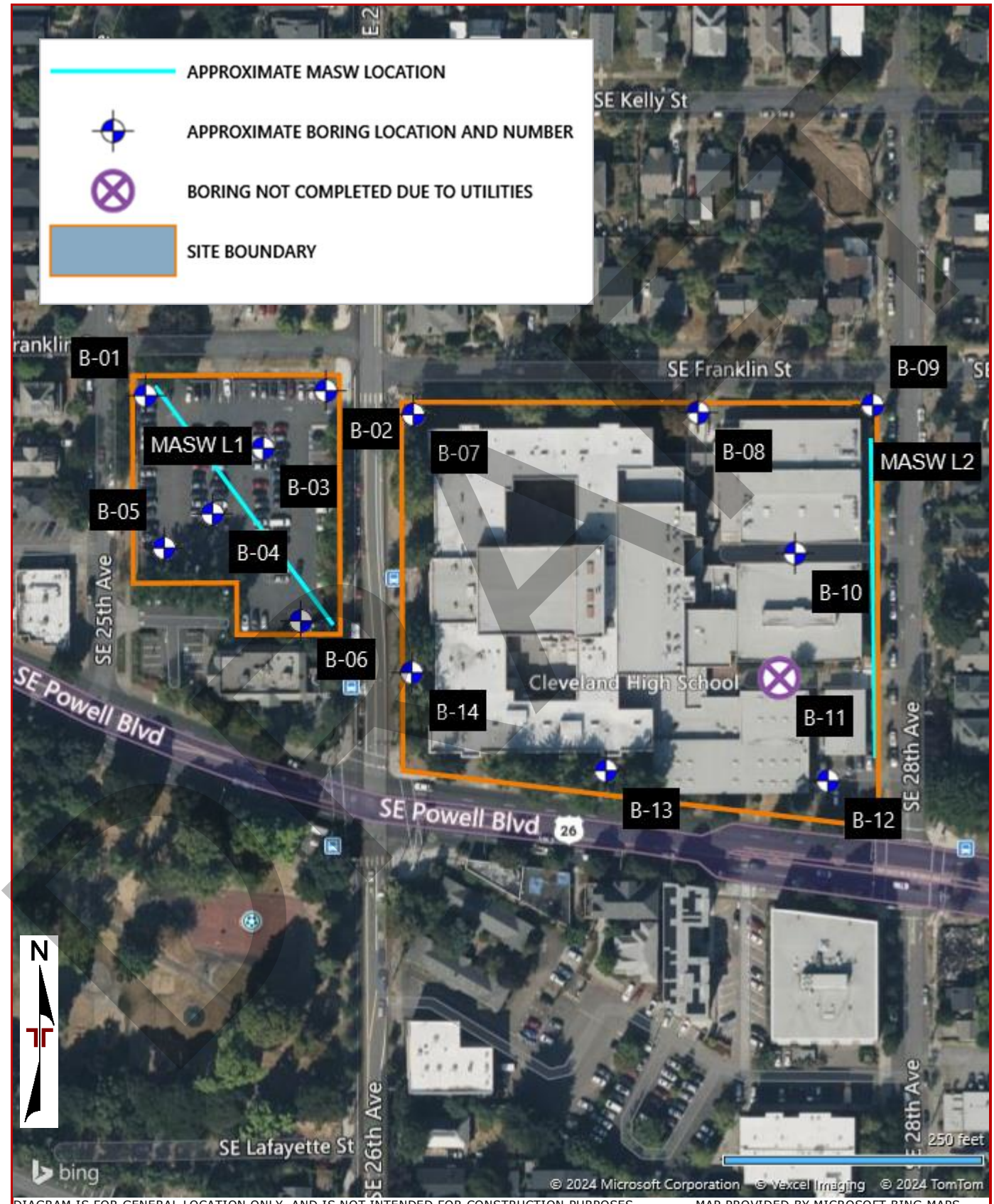

DIAGRAM IS FOR GENERAL LOCATION ONLY, AND IS NOT INTENDED FOR CONSTRUCTION PURPOSES MAP PROVIDED BY MICROSOFT BING MAPS

Exploration Plan – Existing Athletic Field



DIAGRAM IS FOR GENERAL LOCATION ONLY, AND IS NOT INTENDED FOR CONSTRUCTION PURPOSES MAP PROVIDED BY MICROSOFT BING MAPS

Exploration and Laboratory Results

Contents:

Boring Logs (B-1 through B-10, B-12 through B-16)
Atterberg Limits (two pages)
Grain Size Distribution
Infiltration Test Results (two pages)
Consolidation Test Results (six pages)
Shear-Wave Velocity (three pages)
Unconfined Compressive Strength
Corrosion Test Results
California Bearing Ratio (two pages)
Moisture Density Relationship (two pages)

Note: All attachments are one page unless noted above.

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Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-01

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6405°

Model Layer	Depth (Ft.)	Elevation.: 92 (Ft.)	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.2	**ASPHALT**, 2 inches thick	91.83				
	0.6	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, gray, moist, 5" thick {base rock}	91.42				
		FILL - SANDY LEAN CLAY WITH GRAVEL (CL), low plasticity, grayish brown, moist, medium stiff		2-3-4 N=7	0.0		
		soft		1-1-1 N=2			
	5.0		87				
2		**LEAN CLAY (CL)**, low plasticity, brown, moist, medium stiff		2-2-3 N=5	34.4		
	7.5		84.5				
		SANDY SILT (ML), nonplastic, brown, moist, soft to medium stiff, fine-grained sand		2-2-2 N=4	32.5		65
				2-2-2 N=4	36.9		
	15.0		77				
		SILTY SAND (SM), fine grained, grayish brown, moist, loose		2-2-3 N=5	19.9		43
		increase in moisture content		2-2-3 N=5	31.1		
		gray and brown, medium dense, mottled		2-6-7 N=13	29.5		
	27.5		64.5				
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense		15-21-12 N=33	4.9		
	31.3		60.75				
		SILTY SAND (SM), fine grained, brown, moist, dense					
	35.0		57				

Depth (Ft.) 5 10 15 20 25 30 35

Water Level Observations: ▽ While drilling; ▽ At completion of drilling

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Logged by
D. Dunn

Boring Started
02-16-2024

Boring Completed
02-16-2024

DRAFT

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-01

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6405°

Depth (Ft.) Elevation.: 92 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		35.8 **POORLY GRADED SAND (SP)**, fine to medium grained, gray and brown, wet, medium dense			7-7-10 N=17	25.5			
		56.25 **SILTY CLAY (CL-ML)**, low plasticity, light gray, moist, very stiff							
4		40 medium stiff to stiff			3-3-5 N=8	26.9		26-21-5	
		43.0							
		49 **POORLY GRADED GRAVEL WITH SILT AND SAND (GP-GM)**, fine to coarse grained, subrounded, gray and brown, wet, very dense							
		45			14-21-29 N=50	11.8			
		46.5							
		45.5 ***Boring Terminated at 46.5 Feet***							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
While drilling
At completion of drilling

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Logged by
D. Dunn

Boring Started
02-16-2024

Boring Completed
02-16-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-02

Location: See Exploration Plan

Latitude: 45.4991° Longitude: -122.6398°

Model Layer	Depth (Ft.)	Elevation.: 92 (Ft.)	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.2	**ASPHALT**, 2 inches thick	91.83				
	0.6	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, gray, moist, 5" thick {base rock}	91.42				
		FILL - LEAN CLAY (CL), low plasticity, brown and gray, moist, soft to medium stiff, with brick fragments		2-3-4 N=7			
	3.8	red	88.25	7-7-2 N=9	30.9		
2		**LEAN CLAY (CL)**, low plasticity, brown, moist, soft			39.4	74	
	7.0		85				
		SANDY SILT (ML), nonplastic, light brown, moist, soft to medium stiff, fine-grained sand		2-2-2 N=4	35.7		71
					31.9		
	15.0		77				
		SILTY SAND (SM), fine grained, brown, moist, loose		3-4-5 N=9	14.9		43
		medium stiff to stiff		3-4-4 N=8	12.4		
	25.0		67				
		SILT (ML), low plasticity, grayish brown, moist, stiff		6-4-5 N=9	17.6	33-26-7	
	28.0		64				
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense		15-16-17 N=33	4.6		

Depth (Ft.): 5, 10, 15, 20, 25, 30, 35

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Groundwater not encountered

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Logged by
D. Dunn

Boring Started
02-18-2024

Boring Completed
02-18-2024

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-02

Location: See Exploration Plan

Latitude: 45.4991° Longitude: -122.6398°

Depth (Ft.) Elevation.: 92 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
		POORLY GRADED GRAVEL WITH SAND (GP), fine to coarse grained, subrounded, gray and brown, moist, dense *(continued)* medium dense							
		37.0 55			8-10-9 N=19	5.2			
3		**POORLY GRADED SAND (SP)**, fine grained, reddish brown, moist, medium dense							
		40							
		41.5 gray 50.5			13-15-13 N=28	30.9			
		Boring Terminated at 41.5 Feet							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Groundwater not encountered

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Logged by
D. Dunn

Boring Started
02-18-2024

Boring Completed
02-18-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-03

Location: See Exploration Plan

Latitude: 45.4989° Longitude: -122.6400°

Model Layer	Depth (Ft.)	Elevation.: 88 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.2	**ASPHALT**, 2 inches thick (87.83)								
	0.5	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, brown and gray, moist, 5" thick {base rock} (87.5)								
		FILL - SILT (ML), low plasticity, brown, moist, stiff				4-5-6 N=11				
	5.0	(83)	5							
2		**SILT WITH SAND (ML)**, nonplastic, brown, moist, medium stiff, fine-grained sand				2-4-3 N=7				
						3-3-4 N=7				73
		stiff	10			4-5-5 N=10	37.9			
		stiff	15			4-4-6 N=10	35.3			84
			20			5-5-6 N=11	32.7			
	26.0	trace gravel (62)	25			3-8-22 N=30				
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded to subangular, gray, moist, dense								
		coarse grained, very dense	30			27-21-29 N=50				
	33.5	(54.5)				10-33-34 N=67				
		at 33.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes
Infiltration test performed at 5 feet bgs

Advancement Method
Mud Rotary; Hollow Stem Auger 6½" ID for upper 5 feet

Abandonment Method
Boring backfilled with Bentonite Chips
Surface Capped with Asphalt

Logged by
C. Stempel

Boring Started
02-26-2024

Boring Completed
02-26-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-04

Location: See Exploration Plan

Latitude: 45.4987° Longitude: -122.6402°

Model Layer	Graphic Log	Depth (Ft.)	Elevation.: 87 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1		0.2	**ASPHALT**, **ASPHALT**, 2 inches thick	86.83							
		0.5	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular to subangular, brown and gray, moist, 5" thick {base rock}	86.5							
			LEAN CLAY (CL), low to medium plasticity, brown, moist, stiff				3-5-5 N=10	27.9			
		5.0		82							
			SANDY SILT (ML), nonplastic, brown, moist, medium stiff, fine-grained sand				3-3-3 N=6	40.9			
		7.5		79.5							
2			**SILTY SAND (SM)**, fine grained, light brown, moist, loose				3-4-3 N=7				
							3-4-3 N=7	25.3			
							4-4-4 N=8	34.2			
			medium dense				4-5-5 N=10	30.5			
			grayish brown, medium stiff				2-3-5 N=8				
		30.0		57							
3			**POORLY GRADED GRAVEL WITH SILT AND SAND (GP-GM)**, fine to coarse grained, subrounded to subangular, gray and brown, moist, very dense				35-33-50 N=83	9.9			
		35.0		52							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary

Abandonment Method
Boring backfilled with Bentonite Chips
Surface Capped with Asphalt

Logged by
C. Stempel

Boring Started
02-27-2024

Boring Completed
02-27-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-04

Location: See Exploration Plan

Latitude: 45.4987° Longitude: -122.6402°

Depth (Ft.) Elevation.: 87 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**SILTY SAND (SM)**, fine to medium grained, brown and gray, moist, medium dense			13-13-14 N=27	26.2			14
		41.3							
		40			13-14-16 N=30	26.1		NP	
4		**LEAN CLAY (CL)**, medium plasticity, bluish gray, moist, stiff to very stiff							
		45.6 with gravel 41.42							
		45			20-50/5"				
		POORLY GRADED GRAVEL WITH SAND (GP), fine to coarse grained, angular, gray and yellow, moist, very dense							
		50.5 36.5			50/5"				
		50							
		Boring Terminated at 50.5 Feet							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary

Abandonment Method
Boring backfilled with Bentonite Chips
Surface Capped with Asphalt

Logged by
C. Stempel

Boring Started
02-27-2024

Boring Completed
02-27-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-05

Location: See Exploration Plan

Latitude: 45.4986° Longitude: -122.6404°

Model Layer	Depth (Ft.)	Elevation.: 87 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.2	**ASPHALT**, 2 inches thick (86.83)								
	0.6	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, gray, moist, {base rock} (86.42)								
		FILL - LEAN CLAY (CL), low plasticity, brownish yellow and grayish brown, moist, soft to medium stiff				4-2-2 N=4				
		brown, soft				1-1-1 N=2	26.9			
		medium stiff, brick and concrete fragments	5			3-3-3 N=6	18.3			
	7.5	(79.5)								
2		**LEAN CLAY (CL)**, medium plasticity, light brown, moist, medium stiff				2-3-4 N=7	31.9			
		stiff	10			2-4-6 N=10	25.9		36-23-13	
	15.0	(72)								
		SILT WITH SAND (ML), grayish brown, moist, medium stiff, fine grained sand	15			3-3-3 N=6	15.3			
		stiff	20			4-6-7 N=13	6.1			73
	27.5	(59.5)	25			4-5-5 N=10	15.4			
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense								
	31.0	(56)	30			26-15-19 N=34	4.6			
		POORLY GRADED SAND (SP), fine to medium grained, gray and brown, moist, medium dense	35	▽						

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ While drilling

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Logged by
D. Dunn

Boring Started
02-16-2024

Boring Completed
02-16-2024

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-05

Model Layer	Graphic Log	Location: See Exploration Plan Latitude: 45.4986° Longitude: -122.6404° Depth (Ft.) Elevation.: 87 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED SAND (SP)**, fine to medium grained, gray and brown, moist, medium dense *(continued)* 40.0 47				5-5-8 N=13	13.1			
4		**LEAN CLAY (CL)**, low plasticity, light gray and gray, moist, very stiff 41.5 45.5	40			5-6-10 N=16	25.4			
		Boring Terminated at 41.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).
See Supporting Information for explanation of symbols and abbreviations.
Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ While drilling

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Logged by
D. Dunn

Boring Started
02-16-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Boring Completed
02-16-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-06

Location: See Exploration Plan

Latitude: 45.4984° Longitude: -122.6399°

Model Layer	Depth (Ft.)	Elevation.: 90 (Ft.)	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.2	**ASPHALT**, **ASPHALT**, 2 inches thick	89.83				
	0.5	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular to subangular, brown and gray, moist, 5" thick {base rock}	89.5				
		SILTY CLAY (CL-ML), low plasticity, brown, moist very soft to soft		1-0-2 N=2	28.8	26-19-7	
		medium stiff		2-3-3 N=6			90
		trace fine sand, stiff		2-4-5 N=9	43.9		
	10.0		80				
2		**SILT WITH SAND (ML)**, fine, brown, moist, medium stiff		2-4-3 N=7	33.9		74
		stiff		4-3-5 N=8	34.9		77
		trace gravel, medium grained sand fine grained sand		5-4-4 N=8	26.0		
				5-6-6 N=12			
		with gravel, very stiff		14-9-8 N=17	8.2		
	35.0		55				

Depth (Ft.) 5 10 15 20 25 30 35

Water Level Observations | Sample Type

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes
Infiltration test performed at 5 feet bgs

Advancement Method
Mud Rotary; Hollow Stem Auger 6½" ID for upper 5 feet

Abandonment Method
Boring backfilled with Bentonite Chips
Surface Capped with Asphalt

Logged by
C. Stempel

Boring Started
02-26-2024

Boring Completed
02-26-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-06

Model Layer	Graphic Log	Location: See Exploration Plan Latitude: 45.4984° Longitude: -122.6399° Depth (Ft.) Elevation.: 90 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subangular to subrounded, gray and brown, moist, medium dense				8-8-15 N=23				
		dense	40			20-15-17 N=32				
		41.5 48.5								
		Boring Terminated at 41.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).
See Supporting Information for explanation of symbols and abbreviations.
Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary; Hollow Stem Auger 6½" ID for upper 5 feet

Abandonment Method
Boring backfilled with Bentonite Chips
Surface Capped with Asphalt

Logged by
C. Stempel

Boring Started
02-26-2024

Boring Completed
02-26-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-07

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6395°

Depth (Ft.) Elevation.: 93 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1		**FILL - LEAN CLAY (CL)**, low plasticity, gray brown, moist, soft to medium stiff			2-2-2 N=4				
		2.5 90.5							
2		**LEAN CLAY (CL)**, low plasticity, light brown, moist, medium stiff			2-1-3 N=4	37.9		41-24-17	
						37.5	79		
					1-2-3 N=5				
		10.0 83							
		SILT WITH SAND (ML), nonplastic, light brown, moist, medium stiff			2-3-4 N=7	15.1			72
					2-2-3 N=5	18.7		NP	
		20.0 73							
		SILTY SAND (SM), brown, moist, loose			3-4-5 N=9	12.0			34
		medium dense			5-6-8 N=14	14.6			
		30.0 63							
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, gray brown, moist, dense			17-22-23 N=45				

Depth (Ft.): 5, 10, 15, 20, 25, 30, 35

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Groundwater not encountered

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
02-17-2024

Boring Completed
02-17-2024

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-07

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6395°

Depth (Ft.) Elevation.: 93 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, gray brown, moist, dense *(continued)* medium dense			12-13-10 N=23	8.0			
		wet, dense			8-22-20 N=42				
		45.0 48 **POORLY GRADED SAND WITH GRAVEL (SP)**, coarse grained, grayish brown, wet, very dense			18-39-16 N=55	14.0			
		fine to coarse grained, orange gray and brown, wet, medium dense			10-17-12 N=29				
		51.5 41.5 ***Boring Terminated at 51.5 Feet***							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Groundwater not encountered

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Logged by
Y. Yohannes

Boring Started
02-17-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Boring Completed
02-17-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-08

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6384°

Model Layer	Depth (Ft.)	Elevation.: 98 (Ft.)	Graphic Log	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.3	97.75	**CONCRETE**, 3 inches thick							
	0.7	97.33	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, gray, moist, 5" thick {base rock}							
			FILL - LEAN CLAY (CL), low plasticity, brown and reddish brown, moist, stiff, mottled			12-5-4 N=9				
	5.0	93								
2			**LEAN CLAY (CL)**, low plasticity, brown, moist, medium stiff			2-3-3 N=6	40.6			
	7.5	90.5								
			SILT WITH SAND (ML), low plasticity, brown, moist, stiff			3-5-5 N=10	33.7		34-27-7	
							29.7	81	39-32-7	
	15.0	83								
			SANDY SILT (ML), nonplastic, light brown, moist, medium stiff, fine grained sand			3-3-3 N=6	28.6			
	20.0	78								
			SILT (ML), trace sand, nonplastic, grayish brown, moist, medium stiff, fine grained sand			3-3-4 N=7	31.8			
	25.0	73								
	26.3	71.75	**SANDY SILT (ML)**, nonplastic, grayish brown, moist, medium stiff, fine grained sand			4-5-27 N=32	6.1			
3			**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense							
			very dense			24-29-26 N=55	9.6			

Depth (Ft.) 5 10 15 20 25 30 35

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with concrete

Logged by
D. Dunn

Boring Started
02-17-2024

Boring Completed
02-17-2024

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-08

Model Layer	Graphic Log	Location: See Exploration Plan Latitude: 45.4990° Longitude: -122.6384° Depth (Ft.) Elevation.: 98 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense *(continued)*				22-35-32 N=67	8.5			
		38.5								
4		**LEAN CLAY (CL)**, medium plasticity, gray, moist, stiff	40			3-5-4 N=9	31.1			
		very stiff	45			5-9-15 N=24	35.3		43-25-18	
		46.5 51.5								
		Boring Terminated at 46.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary

Logged by
D. Dunn

Boring Started
02-17-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with concrete

Boring Completed
02-17-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-09

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6377°

Depth (Ft.) Elevation.: 105 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1		**FILL - LEAN CLAY (CL)**, medium plasticity, brown, moist, soft, orange mottling, some rootlets			4-2-3 N=5				
		2.5 102.5							
		LEAN CLAY (CL), medium plasticity, brown, moist, soft			1-1-2 N=3				
					1-2-2 N=4	42.2		43-23-20	
						36.7	80		
		10.0 95							
		SILT WITH SAND (ML), low plasticity, light brown, moist, medium stiff, fine grained sand			2-3-3 N=6	38.5			
		15.0 90							
2		**SANDY SILT (ML)**, light brown, dry to moist, stiff, fine grained sand			3-3-5 N=8	21.4			65
					3-4-5 N=9	23.9			
		medium stiff			3-3-4 N=7	21.0			
		30.0 75							
		POORLY GRADED SAND (SP), fine grained, yellowish brown, moist, loose, trace silt			3-3-5 N=8	8.2			
		35.0 70							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
03-03-2024

Boring Completed
03-03-2024

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-09

Location: See Exploration Plan

Latitude: 45.4990° Longitude: -122.6377°

Depth (Ft.) Elevation.: 105 (Ft.)

Model Layer	Graphic Log		Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, coarse grained, gray brown, moist, dense				15-17-17 N=34				
		40.0	40							
		SILTY CLAY (CL-ML), low plasticity, greenish gray, moist, very stiff, trace fine grained sand				3-5-15 N=20	20.6		25-18-7	
		45.0	45							
4		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subangular to subrounded, gray brown and red, wet, very dense				48-50/5"				
		50.8	50	▽		41-50/3"				
		54.25								
		Boring Terminated at 50.75 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Logged by
Y. Yohannes

Boring Started
03-03-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Boring Completed
03-03-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-10

Location: See Exploration Plan

Latitude: 45.4986° Longitude: -122.6380°

Model Layer	Depth (Ft.)	Elevation.: 105 (Ft.)	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.4	**CONCRETE**, 5" thick 104.58					
	0.9	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, gray, moist, 5" thick base rock 104.08	5-3-2 N=5	24.2			
	2.5	**FILL - LEAN CLAY (CL)**, low plasticity, brown, moist, medium stiff 102.5	1-2-2 N=4	24.8			
2		**FAT CLAY (CH)**, medium plasticity, brown, moist, soft		38.9	77	51-28-23	
		medium stiff	1-2-3 N=5	40.4			
	10.0	95					
		LEAN CLAY (CL), medium plasticity, brown, moist, medium stiff	0-2-3 N=5	35.0			
	15.0	90					
		SILTY SAND (SM), fine grained, brown		29.7	78	NP	
	17.0	88					
		SILT (ML), low plasticity, brown, moist, stiff, trace fine grained sand	2-4-5 N=9	28.8			
			4-5-5 N=10	28.9		27-23-4	
			5-4-6 N=10	22.5			
			5-5-4 N=9	30.0			
	33.0	72					
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense					

Depth (Ft.): 5, 10, 15, 20, 25, 30, 35

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with concrete

Logged by
D. Dunn

Boring Started
02-17-2024

Boring Completed
02-17-2024

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-10

Model Layer	Graphic Log	Location: See Exploration Plan Latitude: 45.4986° Longitude: -122.6380° Depth (Ft.) Elevation.: 105 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, dense *(continued)*				17-23-17 N=40	9.4			
		very dense	40			23-28-32 N=60	10.8			
		41.5 63.5								
		Boring Terminated at 41.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Water level not determined due to mud rotary drilling method

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Mud Rotary

Logged by
D. Dunn

Boring Started
02-17-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with concrete

Boring Completed
02-17-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-12

Location: See Exploration Plan

Latitude: 45.4980° Longitude: -122.6380°

Model Layer	Depth (Ft.)	Elevation.: 110 (Ft.)	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1	0.2	**ASPHALT**, 2" thick	109.83				
	0.7	**FILL - POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, angular, gray, moist, 5" thick base rock	109.33				
	2.5	**FILL - SILT (ML)**, low plasticity, brownish gray and brown, moist, stiff	107.5	3-4-5 N=9			
		SILT (ML), low plasticity, light brown, moist, medium stiff		3-2-3 N=5			
	7.5		102.5	16.1	79	NP	
		LEAN CLAY (CL), medium plasticity, light brown, moist, stiff		4-4-7 N=11			
		grayish brown		4-5-6 N=11	28.4	37-22-15	
	15.0		95				
2		**SILTY SAND (SM)**, light brown, moist, loose		2-3-4 N=7	25.3	NP	
	20.0		90				
		SANDY SILT (ML), nonplastic, light brown, moist, stiff, fine grained sand		2-3-6 N=9	26.6		
				3-4-7 N=11	18.2		70
				3-6-8 N=14	20.6		

Depth (Ft.): 5, 10, 15, 20, 25, 30, 35

Water Level Observations: ▽ At completion of drilling

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Logged by
D. Dunn

Boring Started
02-18-2024

Boring Completed
02-28-2024

DRAFT

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-12

Location: See Exploration Plan

Latitude: 45.4980° Longitude: -122.6380°

Depth (Ft.) Elevation.: 110 (Ft.)

Model Layer	Graphic Log		Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
2		**SANDY SILT (ML)**, nonplastic, light brown, moist, stiff, fine grained sand *(continued)* gray with brown, brownish-yellow, very stiff 38.0 72				3-7-8 N=15	24.3			65
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subrounded, gray and brown, moist, very dense 41.5 68.5	40			17-32-34 N=66	4.4			
		Boring Terminated at 41.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
CME 75

Hammer Type
Automatic

Driller
Western States

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Logged by
D. Dunn

Boring Started
02-18-2024

Boring Completed
02-28-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-13

Location: See Exploration Plan

Latitude: 45.4981° Longitude: -122.6388°

Depth (Ft.) | Elevation.: 102 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
		0.5 **CONCRETE**, 6 inches thick (101.5)							
1		**FILL - SILTY SAND (SM)**, fine to coarse grained, brown, moist, medium dense			8-4-6 N=10				
		loose			2-3-3 N=6				
		7.5 (94.5)							
2		**LEAN CLAY (CL)**, low plasticity, light brown, moist, medium stiff			1-3-3 N=6	29.6			
		10.0 (92)							
		SILT (ML), low plasticity, light brown, dry to moist, medium stiff			3-3-4 N=7	18.6			
		15.0 (87)							
		SANDY SILT (ML), low plasticity, light brown, dry, stiff, fine grained sand			3-5-4 N=9	11.6			
					3-4-4 N=8	6.1			61
					4-6-6 N=12	6.6			
		yellowish brown, very stiff, fine to medium grained sand			5-7-9 N=16	12.1			
		35.0 (67)							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Groundwater not encountered

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
03-02-2024

Boring Completed
03-02-2024

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-13

Location: See Exploration Plan

Latitude: 45.4981° Longitude: -122.6388°

Depth (Ft.) Elevation.: 102 (Ft.)

Model Layer	Graphic Log		Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, brown gray, moist, dense				7-18-30 N=48				
		40.0 62	40							
		POORLY GRADED GRAVEL WITH CLAY AND SAND (GP-GC), coarse grained, gray brown, wet, very dense				27-30-33 N=63	9.6			
		45.0 57	45							
4		**LEAN CLAY (CL)**, low plasticity, greenish gray, moist, very stiff				4-7-11 N=18	30.7		31-21-10	
		dark gray, stiff	50			4-6-7 N=13				
		51.5 50.5								
		Boring Terminated at 51.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
Groundwater not encountered

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Logged by
Y. Yohannes

Boring Started
03-02-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Boring Completed
03-02-2024

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-14

Location: See Exploration Plan

Latitude: 45.4983° Longitude: -122.6395°

Depth (Ft.) Elevation.: 92 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1		**FILL - LEAN CLAY (CL)**, low to medium plasticity, brown, moist, soft			2-1-2 N=3				
		2.5 / 89.5							
2		**SILT WITH SAND (ML)**, nonplastic, brown, moist, medium stiff			2-3-4 N=7				
		7.5 / 84.5				37.3	80		
		SILT (ML), nonplastic, light brown, moist, medium stiff			1-3-4 N=7				
		10.0 / 82							
		SILT WITH SAND (ML), nonplastic, light brown, dry to moist, medium stiff			1-3-3 N=6	18.3			80
		fine to coarse grained, yellowish brown, stiff			2-3-4 N=7	14.6			
					3-4-6 N=10	14.9			
					2-4-5 N=9				
		30.0 / 62							
3		**POORLY GRADED GRAVEL WITH SAND (GP)**, fine to coarse grained, subangular to subrounded, gray brown, moist, dense			19-19-19 N=38				
		35.0 / 57							

Depth (Ft.): 5, 10, 15, 20, 25, 30, 35

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
03-02-2024

Boring Completed
03-02-2024

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-14

Model Layer	Graphic Log	Location: See Exploration Plan Latitude: 45.4983° Longitude: -122.6395° Depth (Ft.) Elevation.: 92 (Ft.)	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
3		**POORLY GRADED SAND (SP)**, fine to coarse grained, yellowish brown, moist, medium dense				8-11-15 N=26	7.9			
		wet	40	▽		4-7-14 N=21	34.5			
		light brown, dense	45			10-19-20 N=39	25.7			
		51.0 41	50			7-6-4 N=10				
4		51.5 **LEAN CLAY (CL)**, medium plasticity, greenish gray, wet, stiff 40.5								
		Boring Terminated at 51.5 Feet								

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).
See Supporting Information for explanation of symbols and abbreviations.
Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Logged by
Y. Yohannes

Boring Started
03-02-2024

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Boring Completed
03-02-2024

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-15

Location: See Exploration Plan

Latitude: 45.4982° Longitude: 122.6332°

Depth (Ft.) | Elevation.: 120 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1		**FILL - LEAN CLAY (CL)**, medium plasticity, brown, moist, soft, orange mottling, some rootlets			0-0-2 N=2				
					0-0-0 N=0				
		7.5 112.5							
2		**LEAN CLAY (CL)**, low plasticity, brown, moist, very soft			0-0-0 N=0				
					0-0-0 N=0	34.5		31-22-9	
		15.0 105							
		CLAYEY SAND (SC), medium plasticity, greenish gray, moist, very loose			0-0-3 N=3	35.8			49
		20.0 100							
		SANDY SILT (ML), greenish gray, wet, medium stiff			2-4-5 N=9	27.4			57
		light brownish yellow, wet, medium dense	▽		4-8-8 N=16				
		30.0 90							
		LEAN CLAY (CL), medium plasticity, light yellowish brown, wet, medium stiff			2-2-3 N=5	31.5		32-19-13	
		35.0 85							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ While drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
03-01-2024

Boring Completed
03-02-2024

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-15

Location: See Exploration Plan

Latitude: 45.4982° Longitude: 122.6332°

Depth (Ft.) Elevation.: 120 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
2		40.0			3-4-7 N=11				
3		40			4-10-11 N=21				
		45			12-19-19 N=38	6.4			11
		50			6-16-19 N=35				

SANDY SILT (ML), low plasticity, yellow and orangish brown, wet, stiff, fine grained sand

POORLY GRADED SAND WITH SILT (SP-SM), fine to coarse grained, yellowish brown, wet, medium dense

dense

dark yellowish brown

51.5 68.5

Boring Terminated at 51.5 Feet

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ While drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Logged by
Y. Yohannes

Boring Started
03-01-2024

Boring Completed
03-02-2024

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-16

Location: See Exploration Plan

Latitude: 45.4975° Longitude: -122.6333°

Depth (Ft.) Elevation.: 120 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
1		0			0-0-2 N=2				
		2.5 117.5 **FILL - LEAN CLAY (CL)**, medium to high plasticity, brown, moist, soft							
2					0-1-2 N=3	29.3			
		SILTY CLAY (CL-ML), low plasticity, dark brown, moist, soft							
		5 very soft			0-0-0 N=0	27.0		29-22-7	
		yellowish brown, medium stiff			1-3-4 N=7				
		10				29.1	93		
		15.0 105							
		SANDY LEAN CLAY (CL), low plasticity, yellowish brown, moist, medium stiff, fine grained sand			3-4-4 N=8				
		soft							
		20			2-2-1 N=3	34.4			
		25.0 95	▽						
		POORLY GRADED SAND WITH SILT (SP-SM), fine grained, brown, wet, medium dense			5-5-6 N=11				
		loose							
		30			4-4-4 N=8				
		35.0 85							
		35							

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
03-01-2024

Boring Completed
03-02-2024

Notes

Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Terracon
700 NE 55th Ave
Portland, OR

Boring Log No. B-16

Location: See Exploration Plan

Latitude: 45.4975° Longitude: -122.6333°

Depth (Ft.) Elevation.: 120 (Ft.)

Model Layer	Graphic Log	Depth (Ft.)	Water Level Observations	Sample Type	Field Test Results	Water Content (%)	Dry Unit Weight (pcf)	Atterberg Limits LL-PL-PI	Percent Fines
2		0			5-9-13 N=22	23.4		38-20-18	
		40.0							
3		40			9-10-14 N=24	20.8			19
		45			9-10-11 N=21				
		50			13-16-17 N=33	26.1			
		55			11-11-11 N=22				
		60			7-4-6 N=10				
		61.5							

LEAN CLAY (CL), medium to high plasticity, gray, wet, very stiff

SILTY SAND (SM), fine grained, yellowish brown, wet, medium dense

dense

medium dense

greenish gray

58.5

Boring Terminated at 61.5 Feet

DRAFT

See Exploration and Testing Procedures for a description of field and laboratory procedures used and additional data (If any).

See Supporting Information for explanation of symbols and abbreviations.

Elevation Reference: Elevations were interpolated from Google Earth Pro

Water Level Observations
▽ At completion of drilling

Drill Rig
Geoprobe 312GT

Hammer Type
Automatic

Driller
Terracon

Logged by
Y. Yohannes

Boring Started
03-01-2024

Boring Completed
03-02-2024

Notes
* Due to water level, HSA methods may understate N-values due to disturbance

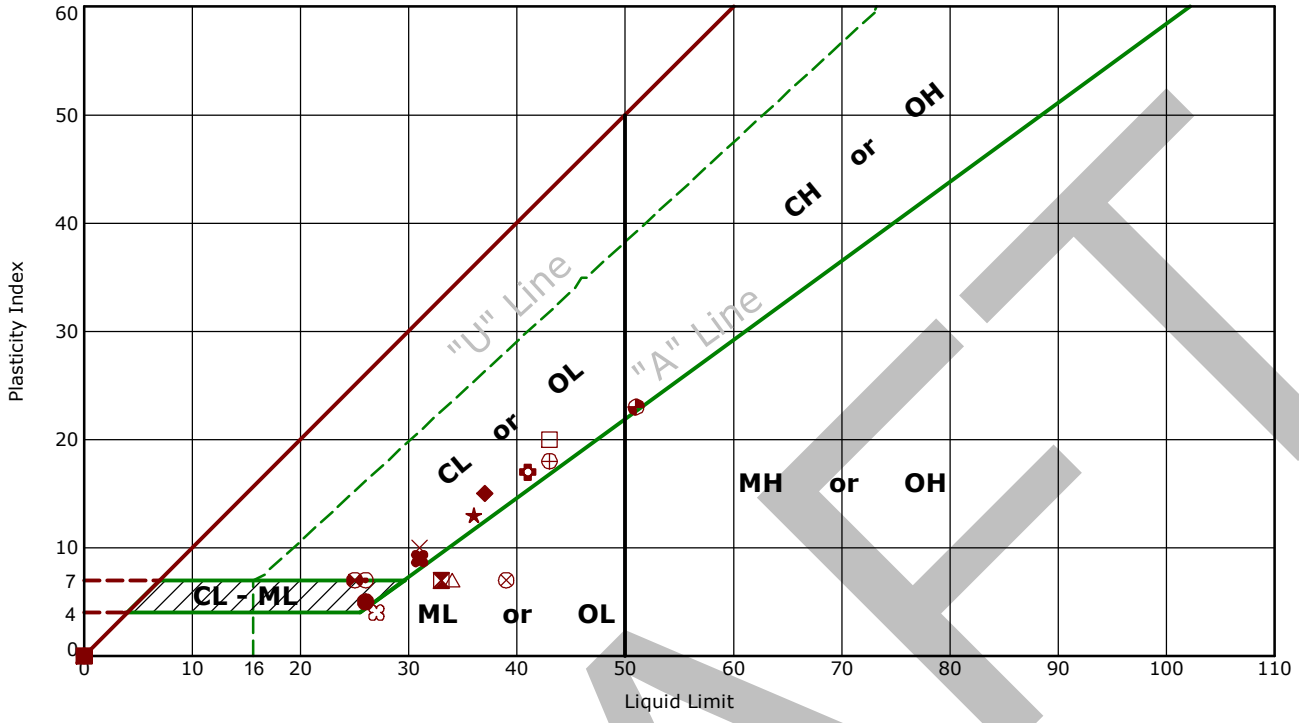
Advancement Method
Hollow Stem Auger 4¼" ID

Abandonment Method
Backfilled with auger cuttings/bentonite chips, base rock, capped with asphalt

Terracon
700 NE 55th Ave
Portland, OR

Atterberg Limit Results

ASTM D4318



	Boring ID	Depth (Ft)	LL	PL	PI	Fines	USCS	Description
●	B-01	40 - 41.5	26	21	5		CL-ML	Silty Clay
⊠	B-02	25 - 26.5	33	26	7		ML	Silt
▲	B-04	40 - 41.5	NP	NP	NP		SM	Silty Sand
★	B-05	10 - 11.5	36	23	13		CL	Lean Clay
⊙	B-06	2.5 - 4	26	19	7		CL-ML	Silty Clay
✿	B-07	2.5 - 4	41	24	17		CL	Lean Clay
○	B-07	15 - 16.5	NP	NP	NP		ML	Silt with Sand
△	B-08	7.5 - 9	34	27	7		ML	Silt with Sand
⊗	B-08	10 - 12	39	32	7		ML	Silt with Sand
⊕	B-08	45 - 46.5	43	25	18		CL	Lean Clay
□	B-09	5 - 6.5	43	23	20		CL	Lean Clay
⊗	B-09	40 - 41.5	25	18	7		CL-ML	Silty Clay
◒	B-10	5 - 7	51	28	23		CH	Fat Clay
☆	B-10	15 - 17	NP	NP	NP		SM	Silty Sand
⊠	B-10	20 - 21.5	27	23	4		ML	Silt
■	B-12	5 - 7	NP	NP	NP		ML	Silt
◆	B-12	10 - 11.5	37	22	15		CL	Lean Clay
◇	B-12	15 - 16.5	NP	NP	NP		SM	Silty Sand
✕	B-13	45 - 46.5	31	21	10		CL	Lean Clay
■	B-15	10 - 11.5	31	22	9		CL	Lean Clay

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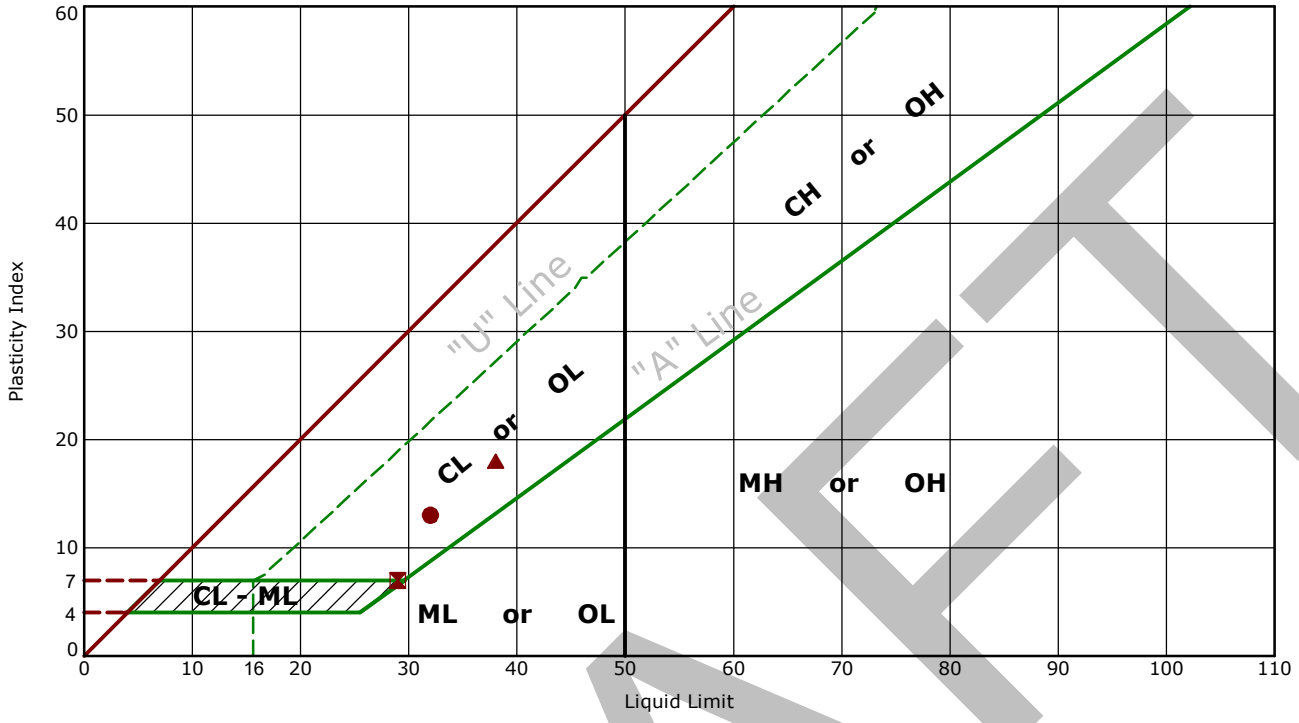
Terracon
700 NE 55th Ave
Portland, OR

Atterberg Limit Results

ASTM D4318



	Boring ID	Depth (Ft)	LL	PL	PI	Fines	USCS	Description
●	B-15	30 - 31.5	32	19	13		CL	Lean Clay
⊠	B-16	5 - 6.5	29	22	7		CL-ML	Silty Clay
▲	B-16	35 - 36.5	38	20	18		CL	Lean Clay

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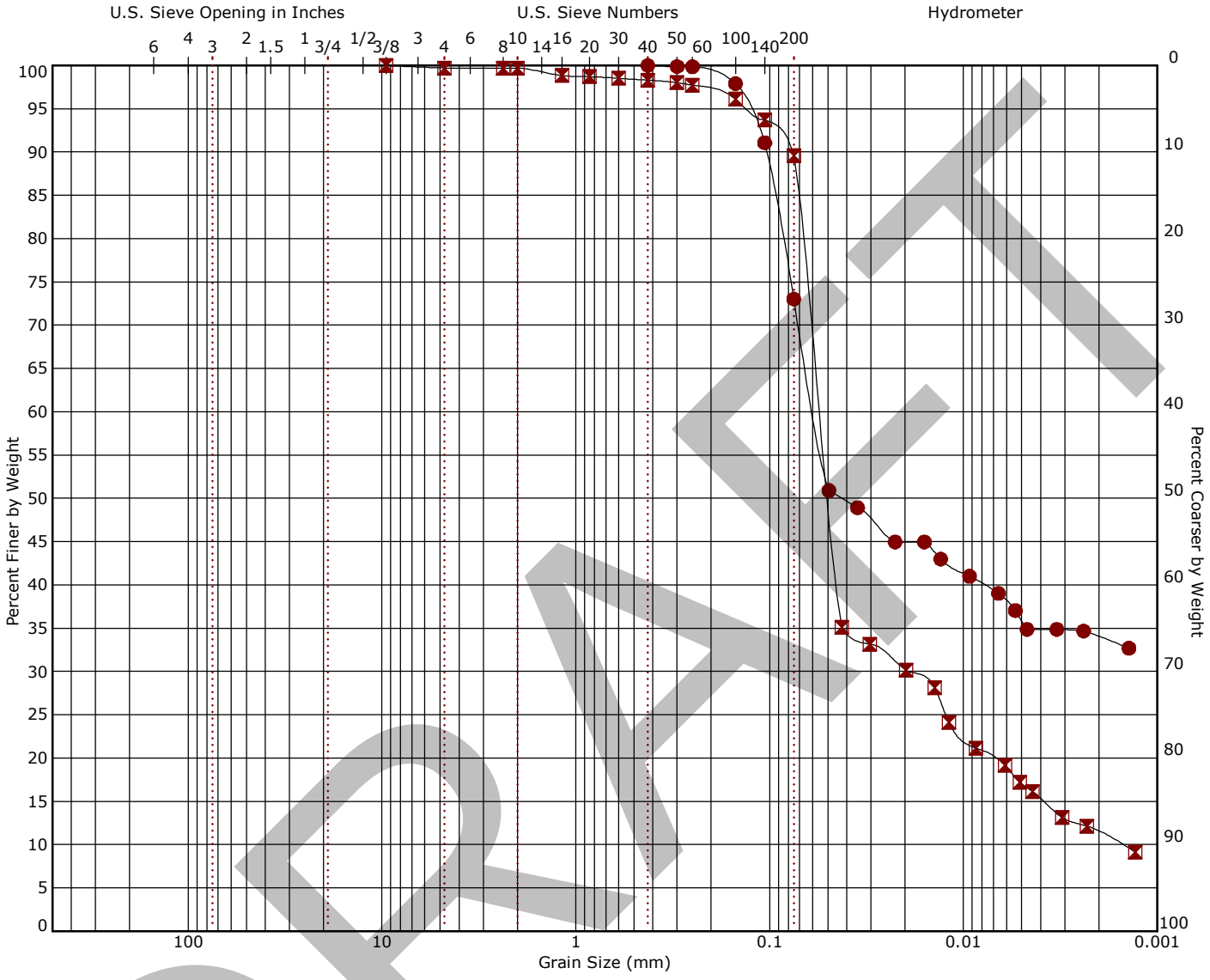
Terracon
700 NE 55th Ave
Portland, OR

Grain Size Distribution

ASTM D422 / ASTM C136



Cobbles	Gravel		Sand			Silt or Clay
	coarse	fine	coarse	medium	fine	

Boring ID	Depth (Ft)	Description		LL	PL	PI	Cc	Cu
B-03	7.5 - 9	Silt with Sand						
B-06	5 - 6.5	Silty Clay					4.40	35.89

Boring ID	Depth (Ft)	D_{100}	D_{60}	D_{50}	D_{30}	D_{10}	%Cobbles	%Gravel	%Sand	%Fines	%Silt	%Clay
B-03	7.5 - 9	0.425	0.059	0.042			0.0	0.0	27.0		37.2	35.8
B-06	5 - 6.5	9.5	0.055	0.049	0.019	0.002	0.0	0.3	10.1		72.6	17.0

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Infiltration Testing Results
Cleveland High School | Portland, Multnomah County, Oregon
Test Date: February 26, 2024 | Terracon Project No. 82245002

Project	Cleveland High School	Date	2/26/2024	Exploration Number	B-3
Test Method	2020 City of Portland Stormwater Management Manual Section 2.3.2.3 Encased Test				
Inner Diameter of Pipe	6 inches	Infiltration Test Depth	5 ft	Approximate Test Elevation[1]	85 ft
Soil at infiltration test depth	Brown Lean Clay				
Presaturation Start Time	8:55 AM	Presaturation Notes	No drop during presaturation		
Presaturation End Time	9:55 AM				
Head During Presaturation	12 inches				

Time	Time Interval (Minutes)	Measurement[2] (inches)	Drop in Water level (inches)	Infiltration Rate[3] (inches per hour)	Remarks
10:00 AM		46	---		
10:10 AM	10	46	0	0	
10:20 AM	10	46	0	0	
10:30 AM	10	46	0	0	
10:40 AM	10	46	0	0	
10:50 AM	10	46	0	0	
11:00 AM	10	46	0	0	
11:10 AM	10	46	0	0	
11:20 AM	10	46	0	0	

1 Elevation interpolated from Google Earth Pro
2 Measured to nearest 1/8 inch from top of pipe
3 Values calculated are raw (unfactored) rates.

DRAFT

Infiltration Testing Results
Cleveland High School | Portland, Multnomah County, Oregon
Test Date: February 26, 2024 | Terracon Project No. 82245002

Project	Cleveland High School	Date	2/26/2024	Exploration Number	B-6
Test Method	2020 City of Portland Stormwater Management Manual Section 2.3.2.3 Encased Test				
Inner Diameter of Pipe	6 inches	Infiltration Test Depth	5 ft	Approximate Test Elevation[1]	85 ft
Soil at infiltration test depth	Brown Lean Clay				
Presaturation Start Time	12:40 PM	Presaturation Notes	No drop during presaturation		
Presaturation End Time	1:40 PM				
Head During Presaturation	12 inches				

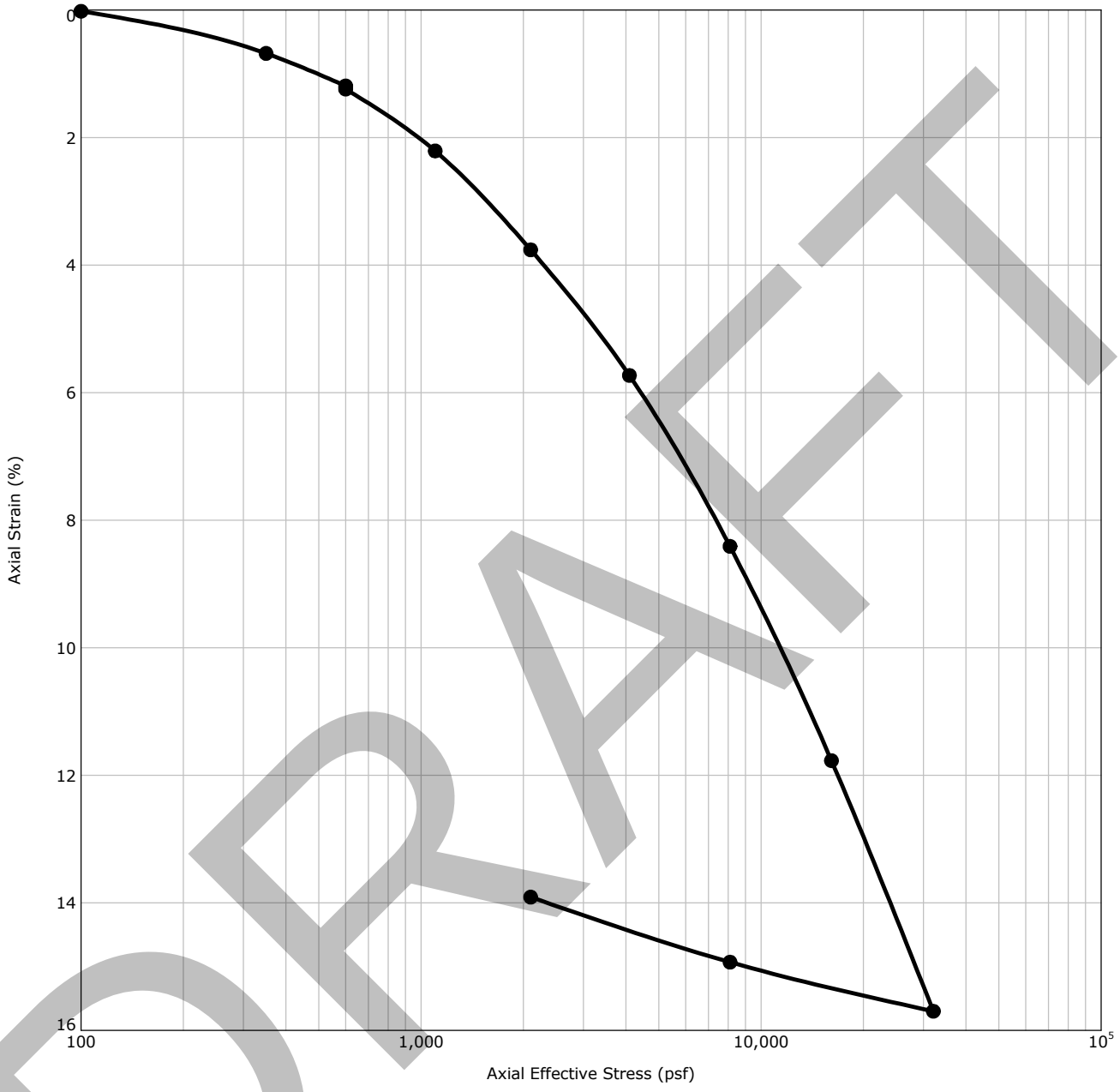
Time	Time Interval (Minutes)	Measurement[2] (inches)	Drop in Water level (inches)	Infiltration Rate[3] (inches per hour)	Remarks
1:40 PM		50	---		
1:50 PM	10	50	0	0	
2:00 PM	10	50	0	0	
2:10 PM	10	50	0	0	
2:20 PM	10	50	0	0	
2:30 PM	10	50	0	0	
2:40 PM	10	50	0	0	
2:50 PM	10	50	0	0	
3:00 PM	10	50	0	0	
3:10 PM	10	50	0	0	

1 Elevation interpolated from Google Earth Pro
2 Measured to nearest 1/8 inch from top of pipe
3 Values calculated are raw (unfactored) rates.

DRAFT

One-Dimensional Consolidation Test

ASTM D2435



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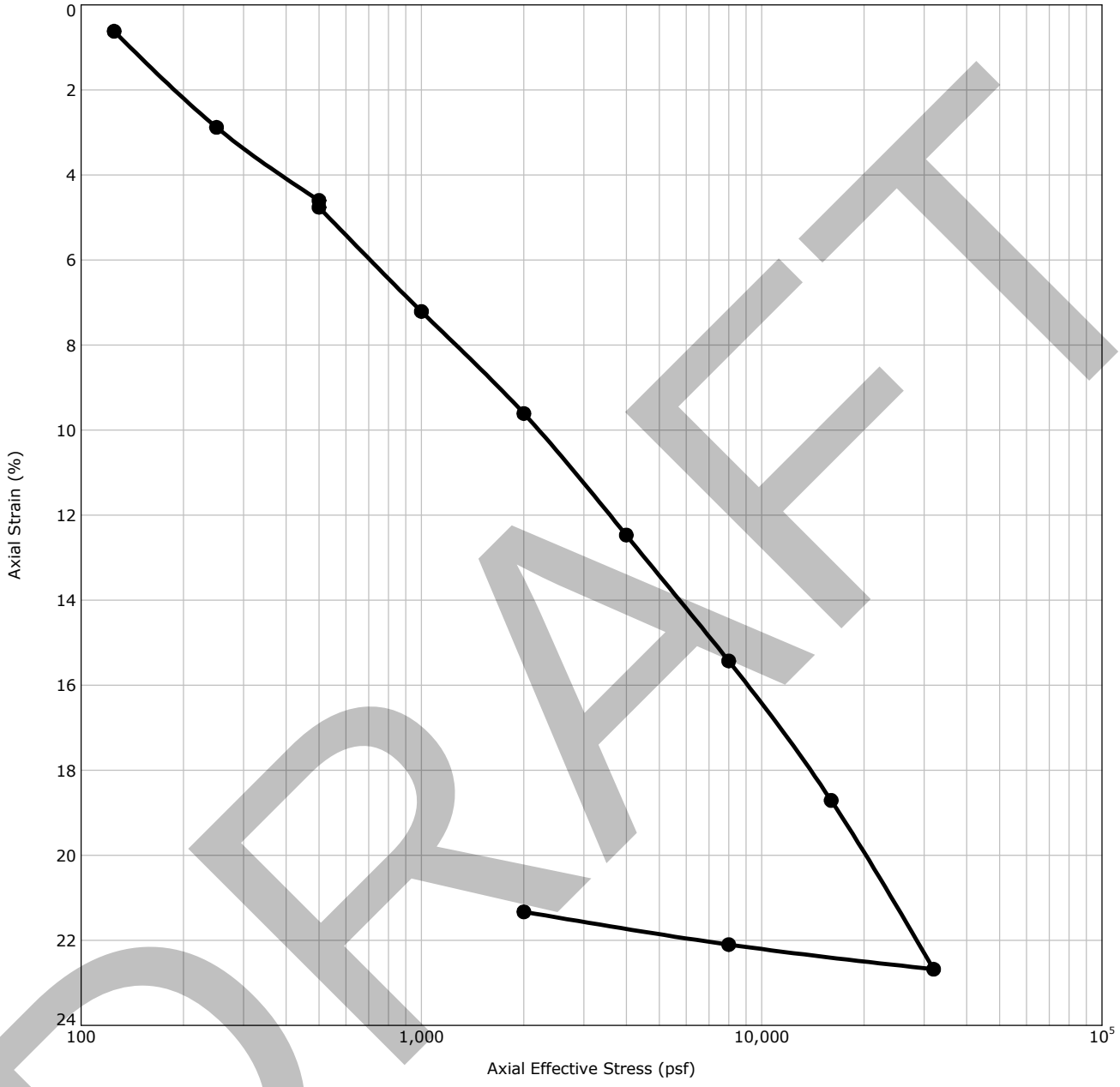
Boring ID	Depth (Ft)	Specimen #	Material Description	USCS	AASHTO
B-08	2.5 - 4.5	S-2	Lean Clay Fill	CL	

Natural		Initial Dry Density (pcf)	LL	PI	Specific Gravity	Overburden (psf)	P_c (psf)	C_c (% / log stress)	C_r (% / log stress)	Initial Void Ratio
Saturation (%)	Moisture (%)									
87.3	31.0	86.0			2.70	1000	3,046	13.114	1.511	0.959

Notes: Saturation and the initial void ratio are calculated using an assumed specific gravity. The Casagrande Method was used to estimate Pc. Sample indundated at 500 psf.

One-Dimensional Consolidation Test

ASTM D2435



DRAFT

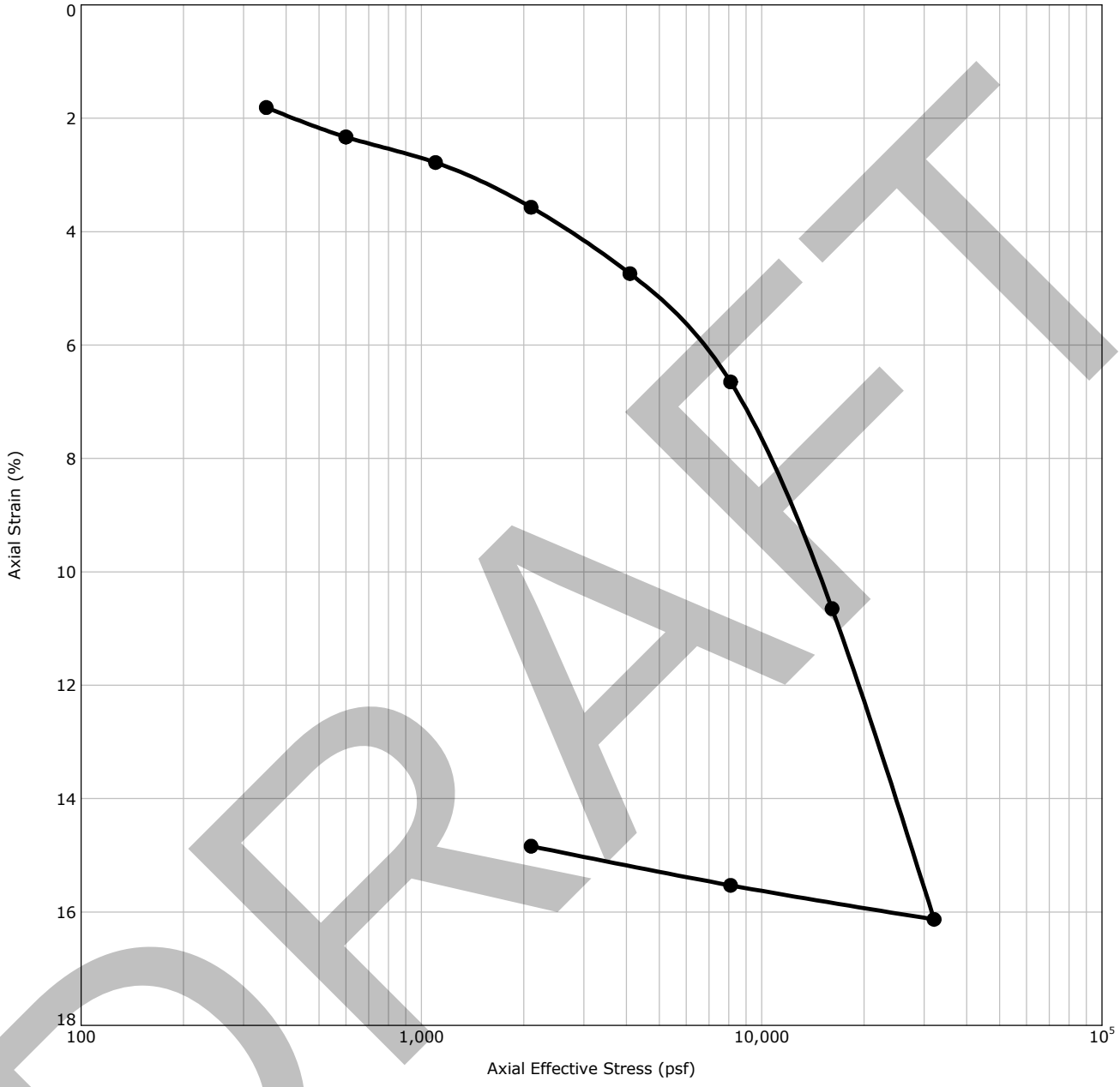
Boring ID	Depth (Ft)	Specimen #	Material Description	USCS	AASHTO
B-08	10 - 12	S-5	Silt with Sand	ML	

Natural		Initial Dry Density (pcf)	LL	PI	Specific Gravity	Overburden (psf)	P_c (psf)	C_c (% / log stress)	C_r (% / log stress)	Initial Void Ratio
Saturation (%)	Moisture (%)									
66.4	32.3	72.9	39	7	2.70	812	1,545	13.188	1.121	1.313

Notes: Saturation and the initial void ratio are calculated using an assumed specific gravity. The Casagrande Method was used to estimate Pc. Sample indundated at 500 psf.

One-Dimensional Consolidation Test

ASTM D2435



DRAFT

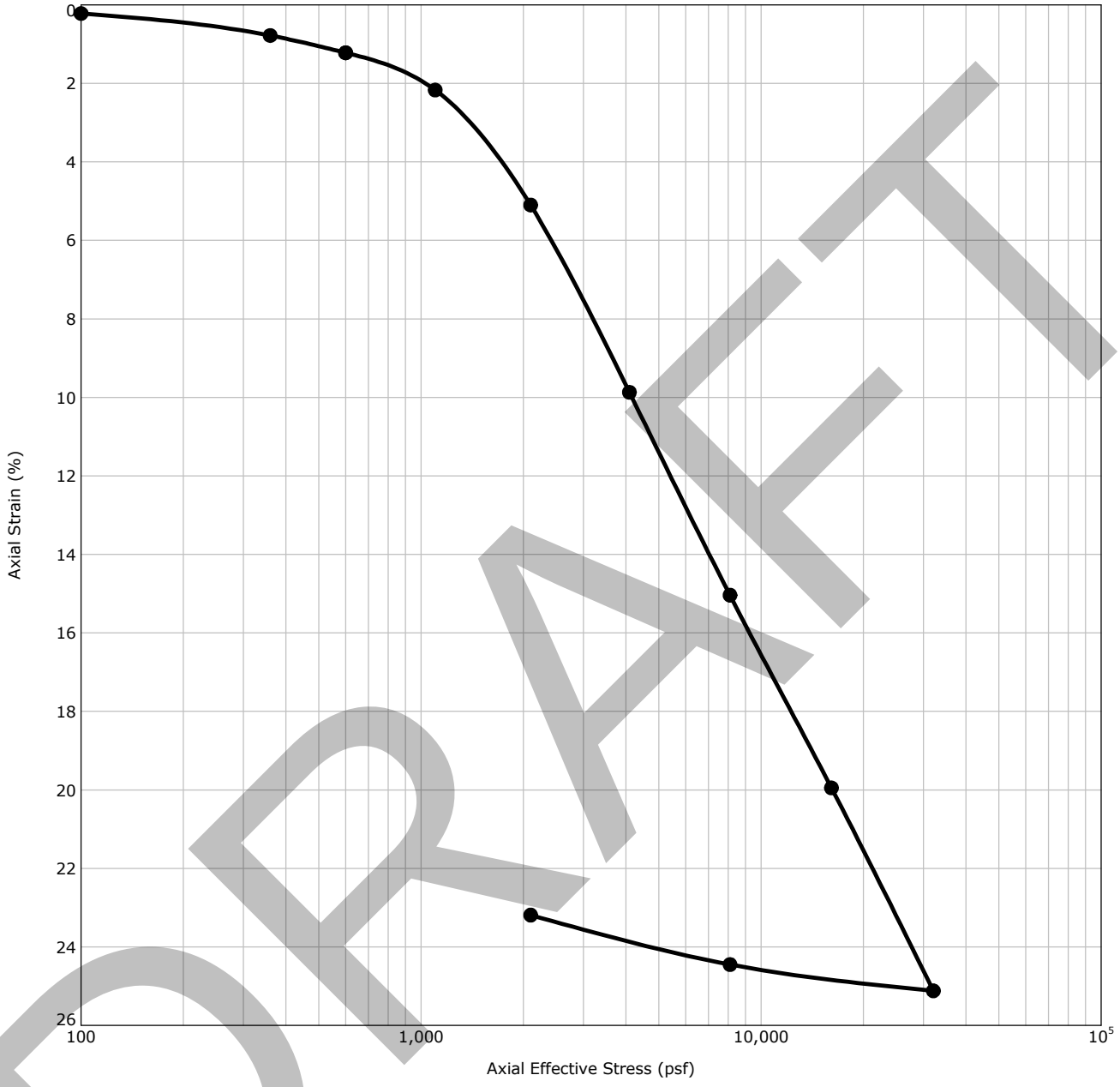
Boring ID	Depth (Ft)	Specimen #	Material Description	USCS	AASHTO
B-09	7.5 - 9.5	S4	Lean Clay	CL	

Natural		Initial Dry Density (pcf)	LL	PI	Specific Gravity	Overburden (psf)	P_c (psf)	C_c (% / log stress)	C_r (% / log stress)	Initial Void Ratio
Saturation (%)	Moisture (%)									
89.3	34.3	82.8			2.70	750	6,673	18.286	1.089	1.035

Notes: Saturation and the initial void ratio are calculated using an assumed specific gravity. The Casagrande Method was used to estimate Pc.
Sample indundated at 500 psf. Seating adjustment - revised to seating load of 350psf

One-Dimensional Consolidation Test

ASTM D2435



DRAFT

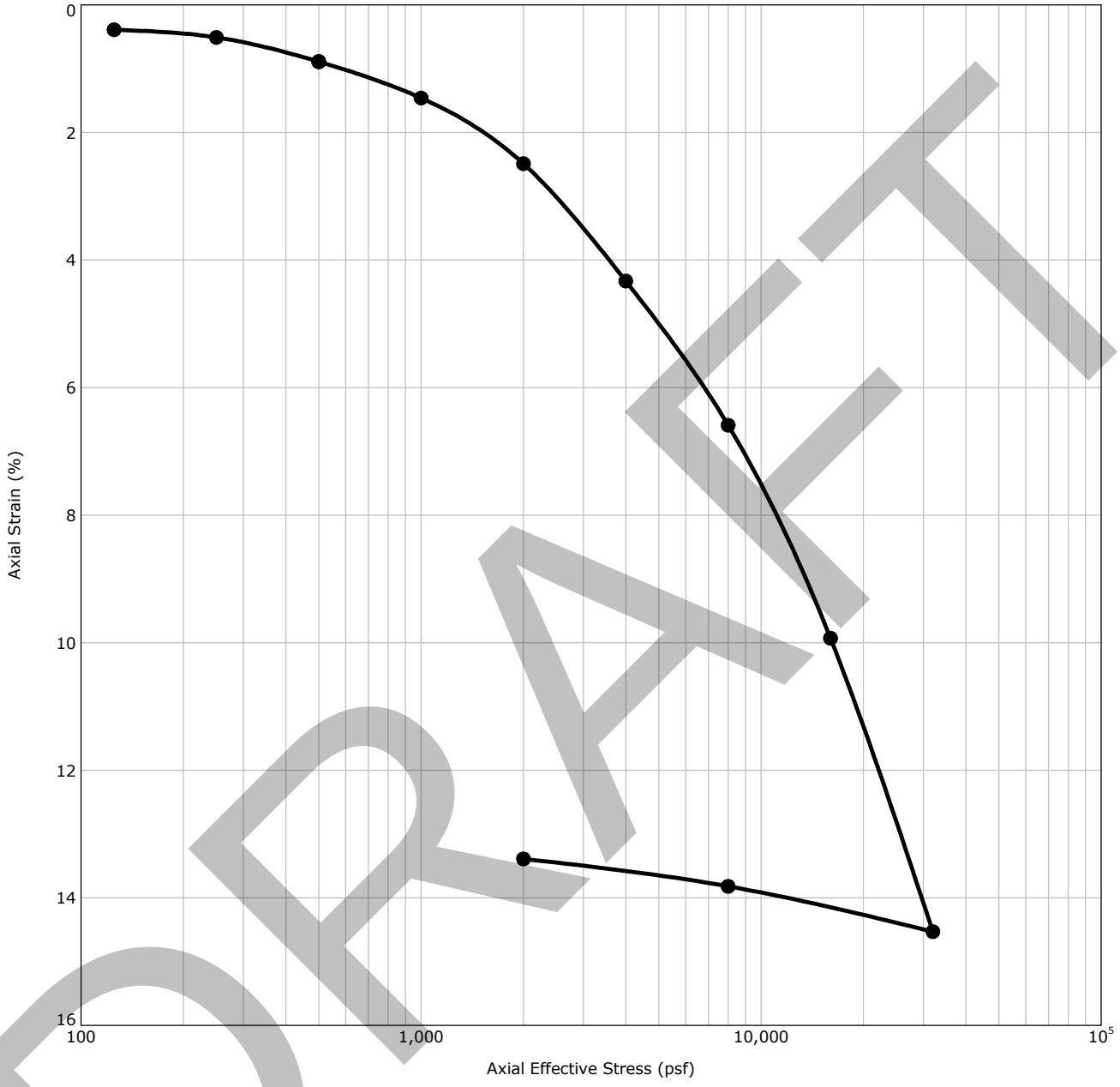
Boring ID	Depth (Ft)	Specimen #	Material Description	USCS	AASHTO
B-10	5 - 7	S-3	Fat Clay	CH	

Natural		Initial Dry Density (pcf)	LL	PI	Specific Gravity	Overburden (psf)	P_c (psf)	C_c (% / log stress)	C_r (% / log stress)	Initial Void Ratio
Saturation (%)	Moisture (%)									
74.0	36.0	72.8	51	23	2.70	500	1,551	17.252	1.628	1.314

Notes: Saturation and the initial void ratio are estimated using an assumed specific gravity. The Casagrande Method was used to estimate Pc.
Sample was inundated at 500 psf

One-Dimensional Consolidation Test

ASTM D2435



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Boring ID	Depth (Ft)	Specimen #	Material Description	USCS	AASHTO
B-10	15 - 17	S-6	Silty Sand	SM	

Natural		Initial Dry Density (pcf)	LL	PI	Specific Gravity	Overburden (psf)	P_c (psf)	C_c (% / log stress)	C_r (% / log stress)	Initial Void Ratio
Saturation (%)	Moisture (%)									
73.3	30.4	79.5	NP	NP	2.70	1500	5,254	15.281	0.947	1.121

Notes: Saturation and the initial void ratio are estimated using an assumed specific gravity. The Casagrande Method was used to estimate Pc.
Sample was inundated at 500 psf

One-Dimensional Consolidation Test

ASTM D2435



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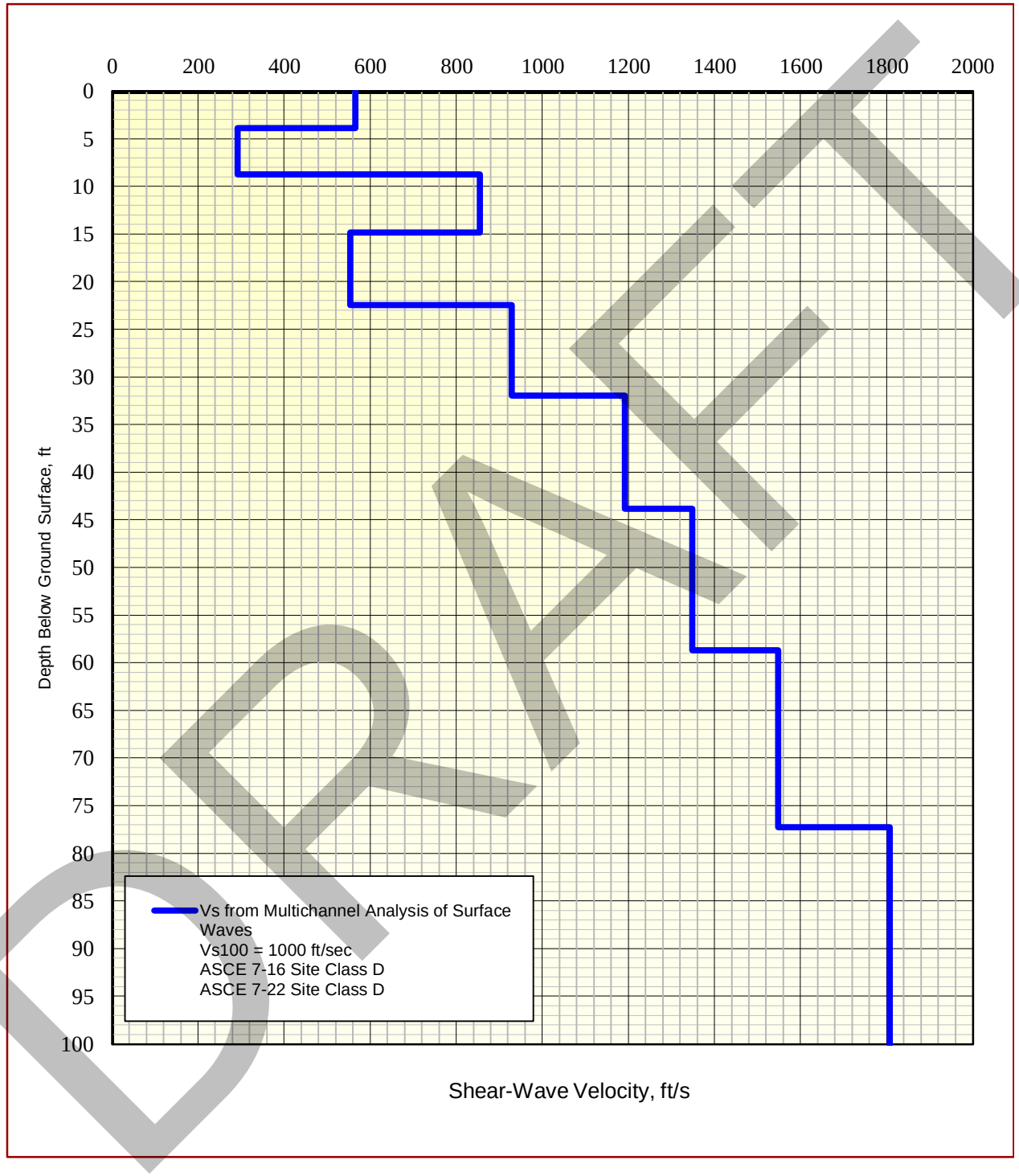
Boring ID	Depth (Ft)	Specimen #	Material Description	USCS	AASHTO
B-14	5 - 7	S3	Fat Clay		

Natural		Initial Dry Density (pcf)	LL	PI	Specific Gravity	Overburden (psf)	P_c (psf)	C_c (% / log stress)	C_r (% / log stress)	Initial Void Ratio
Saturation (%)	Moisture (%)									
94.2	39.2	79.4			2.70	500	7,445	19.633	1.810	1.123

Notes: Saturation and the initial void ratio are estimated using an assumed specific gravity. The Casagrande Method was used to estimate Pc.
Sample was inundated at 500 psf

Shear-Wave Velocity Profile from SurfSeis6 MASW Software Analysis



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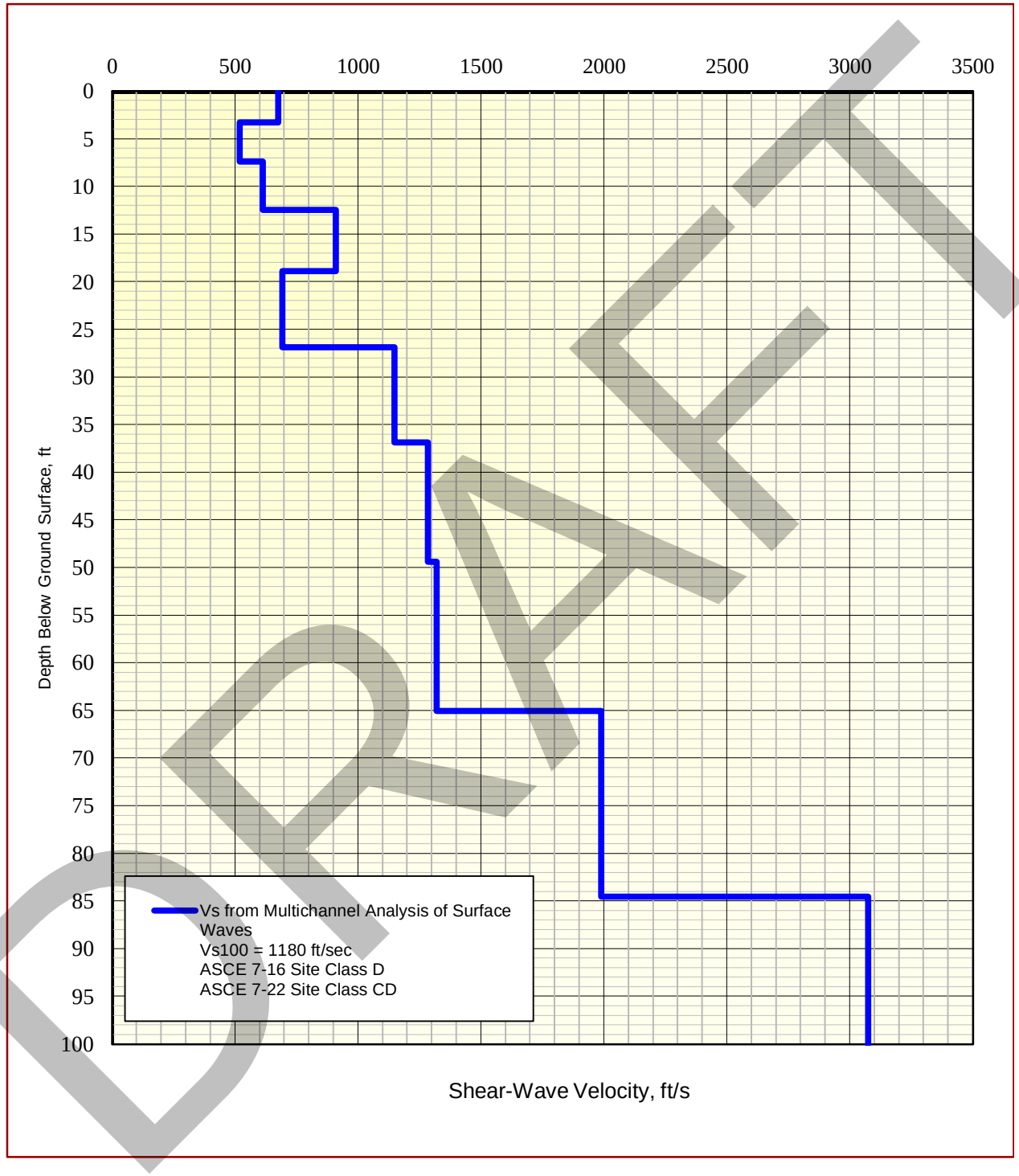
Shear-Wave Velocity Profile from SurfSeis6 MASW Software Analysis



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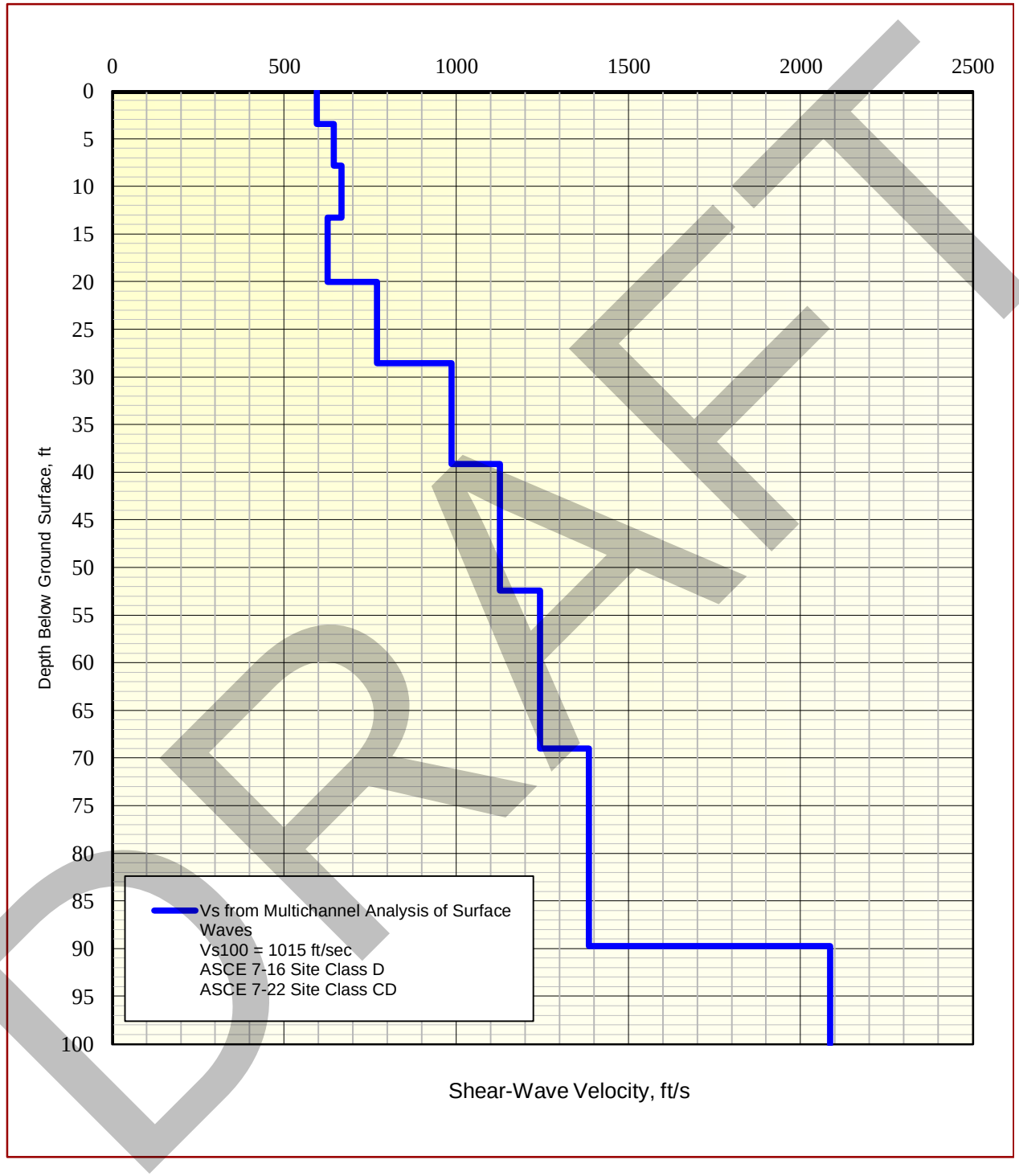
Shear-Wave Velocity Profile from SurfSeis6 MASW Software Analysis



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750 Pilot Road, Suite F
Las Vegas, Nevada 89119
(702) 597-9393

Client
Portland Public Schools

Project
Cleveland High School Upgrades

Sample Submitted By: Terracon (82) **Date Received:** 3/11/2024 **Lab No.: 24-0097**

Results of Corrosion Analysis

Sample Number	S-2	S-2
Sample Location	B-3	B-9
Sample Depth (ft.)	5.0	2.5
pH Analysis, ASTM G51	6.72	6.84
Water Soluble Sulfate (SO4), ASTM C 1580 (Percent %)	<0.01	0.01
Sulfides, AWWA 4500-S D, (mg/Kg)	Nil	Nil
Chlorides, ASTM D512, (Percent %)	0.01	0.03
Red-Ox, ASTM G200, (mV)	+727	+733
Total Salts, AWWA 2520 B, (mg/Kg)	572	291
Saturated Minimum Resistivity, ASTM G-187, (ohm-cm)	2425	4268
Carbonate Content, ASTM D3042 (percent %)	2.10	1.70

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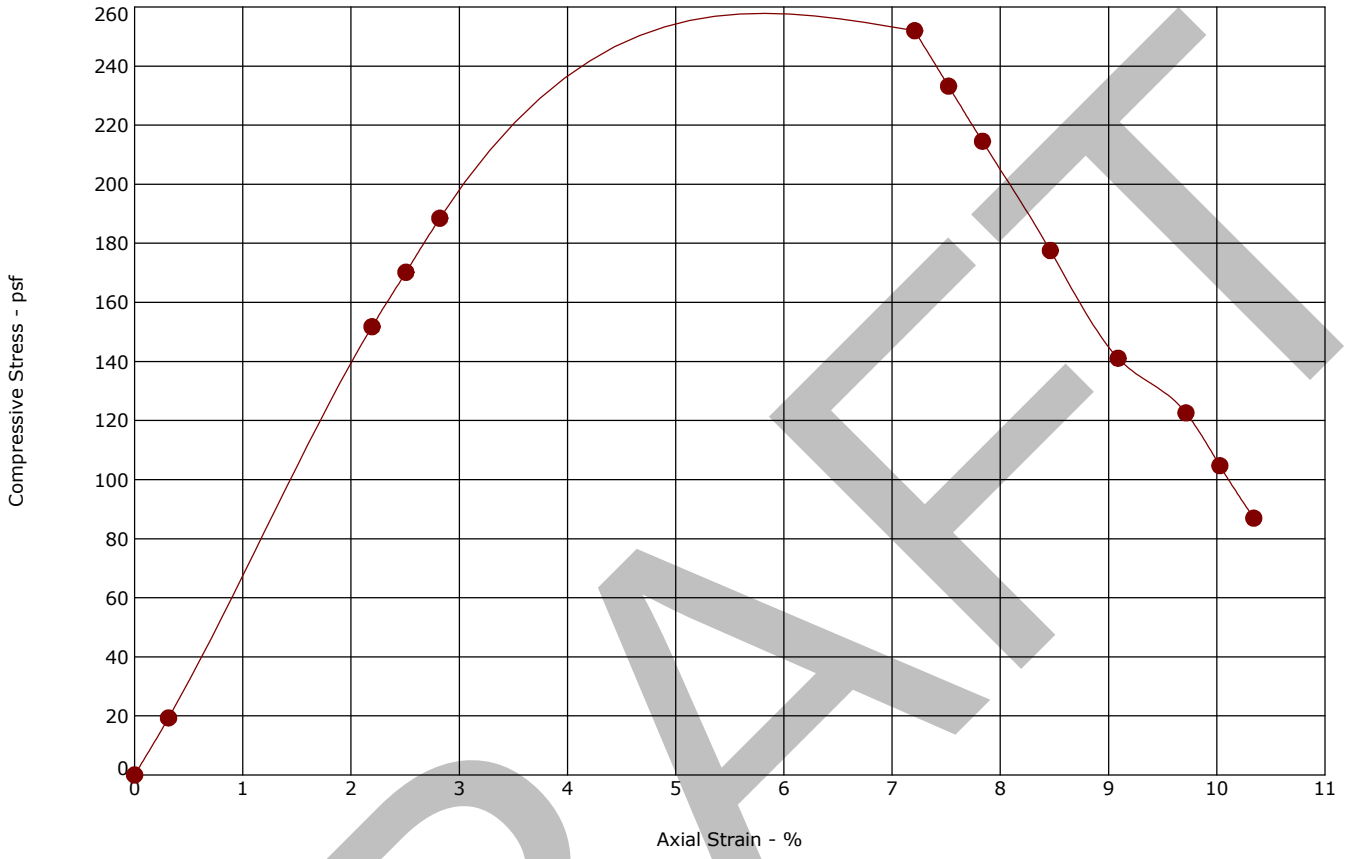
Analyzed By _____
Nathan Campo
Laboratory Coordinator

The tests were performed in general accordance with applicable ASTM and AWWA test methods. This report is exclusively for the use of the client indicated above and shall not be reproduced except in full without the written consent of our company. Test results transmitted herein are only applicable to the actual samples tested at the location(s) referenced and are not necessarily indicative of the properties of other apparently similar or identical materials.

700 NE 55th Ave
Portland, OR

Unconfined Compression Test

ASTM D2166



Boring ID	Depth (Ft)	Sample type	LL	PL	PI	Fines (%)	Description
B-02	5 - 7	Shelby Tube					Lean Clay

Specimen Failure Mode



Specimen Test Data	
Moisture Content (%):	39.4
Dry Density (pcf):	74
Diameter (in.):	2.85
Height (in.):	6.38
Height / Diameter Ratio:	2.24
Calculated Saturation (%):	82.67
Calculated Void Ratio:	1.29
Assumed Specific Gravity:	2.7
Failure Strain (%):	7.21
Unconfined Compressive Strength (psf):	252
Undrained Shear Strength (psf):	126
Strain Rate (in/min):	
Remarks:	

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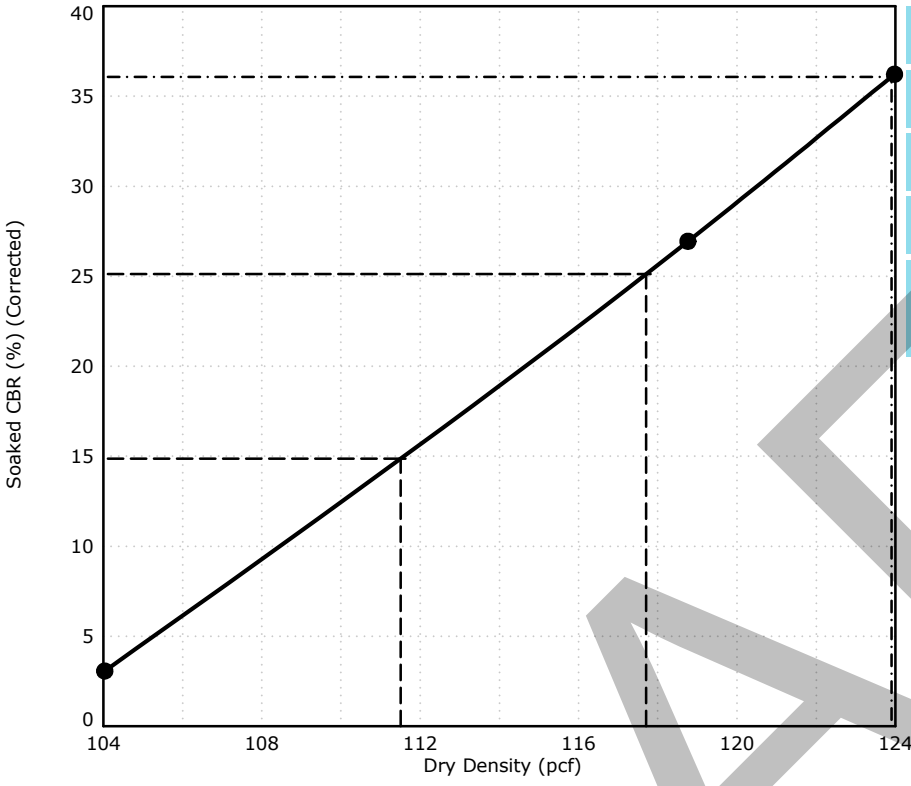
Cleveland High School
3400 SE 26th Avenue | Portland, OR
Terracon Project No. 82245002

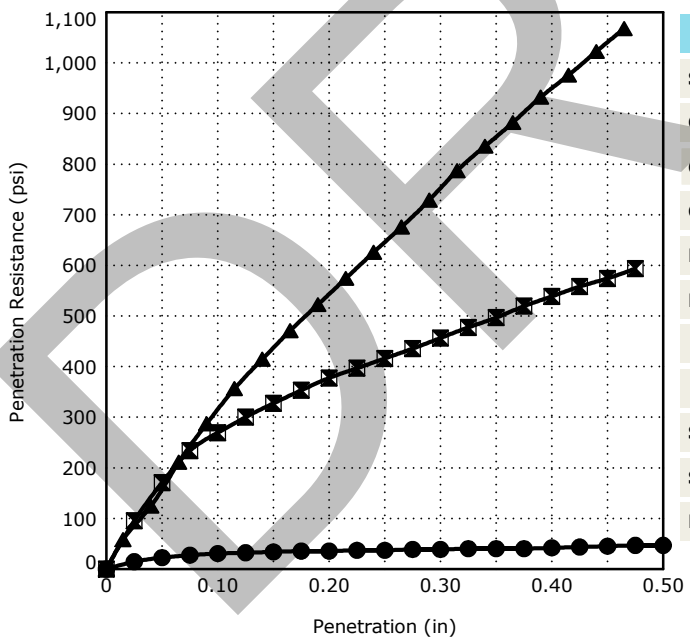
Terracon
700 NE 55th Ave
Portland, OR

California Bearing Ratio

ASTM D1883-07[2]



Source of Material	B-01 0.5
Description of Material	Sandy lean clay with gravel
Percent Fines	
Atterberg Limits	LL PL PI
Remarks:	



Sample No.	1	2	3
Sample Condition		Soaked	
Compaction Method		ASTM 1557B	
Corrected Maximum Dry Density (pcf)	123.9	123.9	123.9
Corrected Optimum Moisture Content (%)	11.4	11.4	11.4
Dry Density before Soaking, (pcf)	104.03	118.76	123.98
Moisture Content, (%)			
After Compaction	11.9	11.5	11.2
Top 1" After Soaking	19.3	14.5	12.3
Surcharge, (lbs)	10.00	10.00	10.00
Swell, (%)	0.42	-0.51	-0.64
Bearing Ratio, (%)	2.4	25.2	36.2

Dry Density @ 90% 111.5 pcf

Dry Density @ 95% 117.7 pcf

Dry Density @ 100% 123.9 pcf

CBR @ 90% Density 14.9

CBR @ 95% Density 25.1

CBR @ 100% Density 36.1

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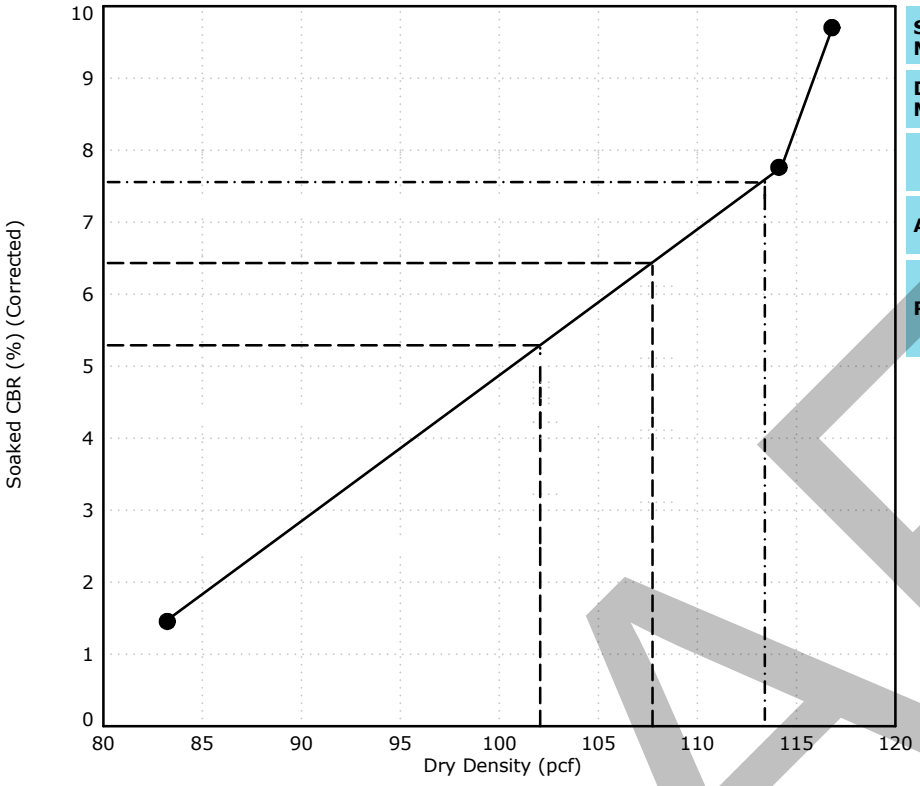
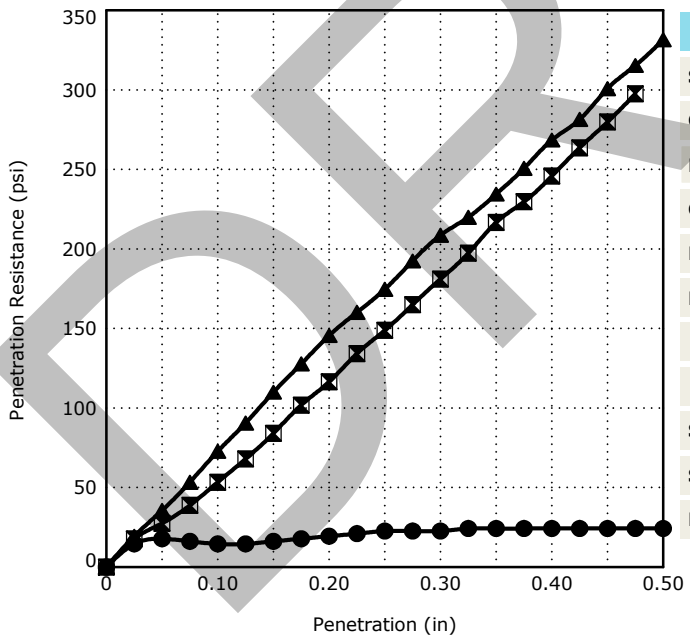
Terracon
700 NE 55th Ave
Portland, OR

California Bearing Ratio

ASTM D1883-07[2]



Source of Material	B-15 1.0
Description of Material	Lean Clay Fill
Percent Fines	
Atterberg Limits	LL PL PI
Remarks:	



Sample No.	1	2	3
Sample Condition	Soaked		
Compaction Method	ASTM D1557A		
Maximum Dry Density (pcf)	113.4	113.4	113.4
Optimum Moisture Content (%)	15	15	15
Dry Density before Soaking, (pcf)	83.22	114.12	116.79
Moisture Content, (%)			
After Compaction	16.3	16.2	16.4
Top 1" After Soaking	21.2	18.1	17
Surcharge, (lbs)	10.00	10.00	10.00
Swell, (%)	1.53	0.84	0.67
Bearing Ratio, (%)	1.3	7.8	9.7

Dry Density @ 90% 102.1 pcf

Dry Density @ 95% 107.7 pcf

Dry Density @ 100% 113.4 pcf

CBR @ 90% Density 2.5

CBR @ 95% Density 4.3

CBR @ 100% Density 7.3

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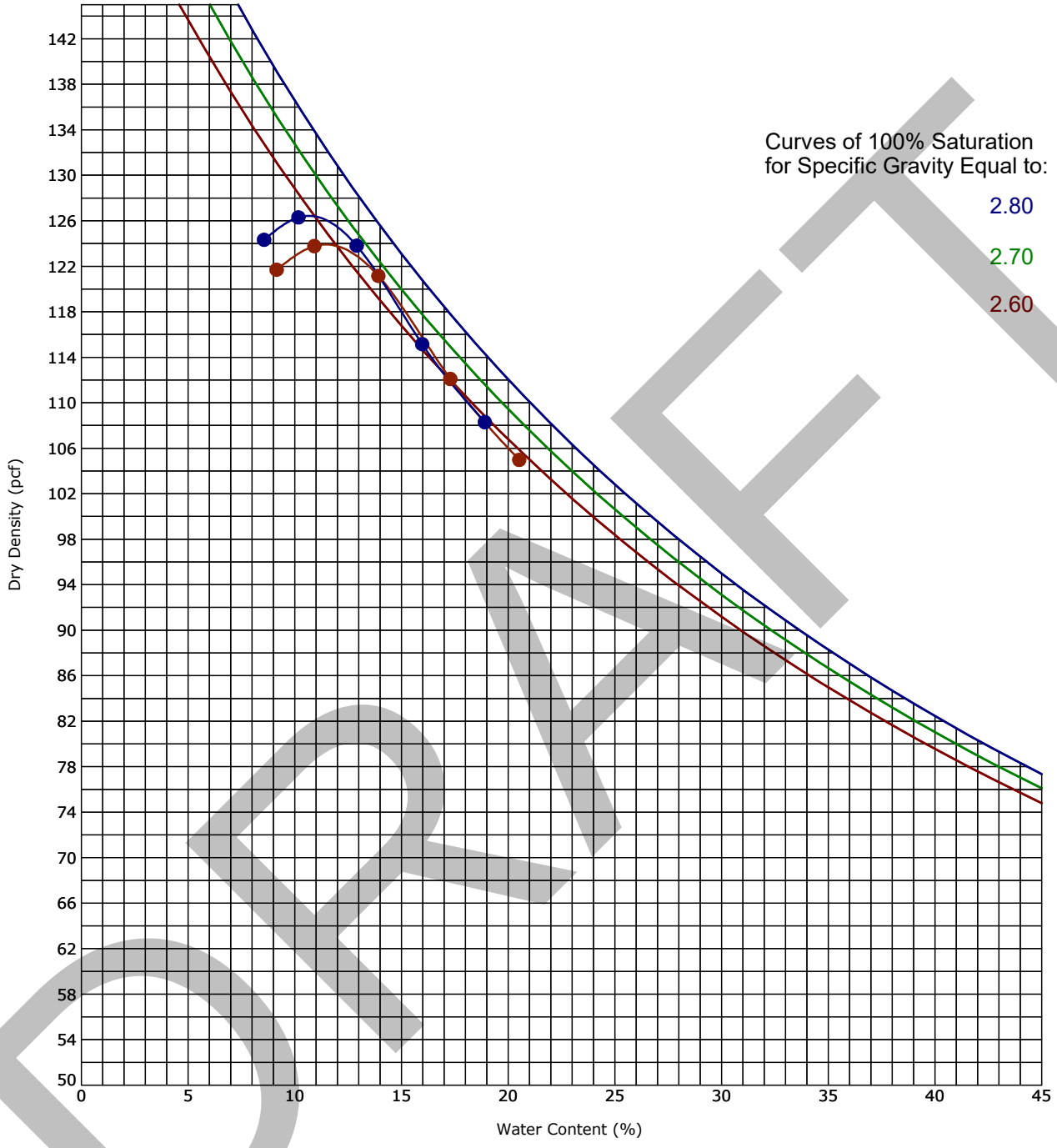
Terracon
700 NE 55th Ave
Portland, OR

Moisture-Density Relationship

ASTM D1557-Method B



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Boring ID	Depth (Ft)	Description of Materials
B-01	0.5 - 2	Sandy lean clay with gravel

						Uncorrected		Corrected	
Fines (%)	Fraction >9.5 mm size	LL	PL	PI	Test Method	Max DD (pcf)	Optimum WC (%)	Max DD (pcf)	Optimum WC (%)
	9.0				ASTM D1557-Method B	123.9	11.4	126.4	10.6

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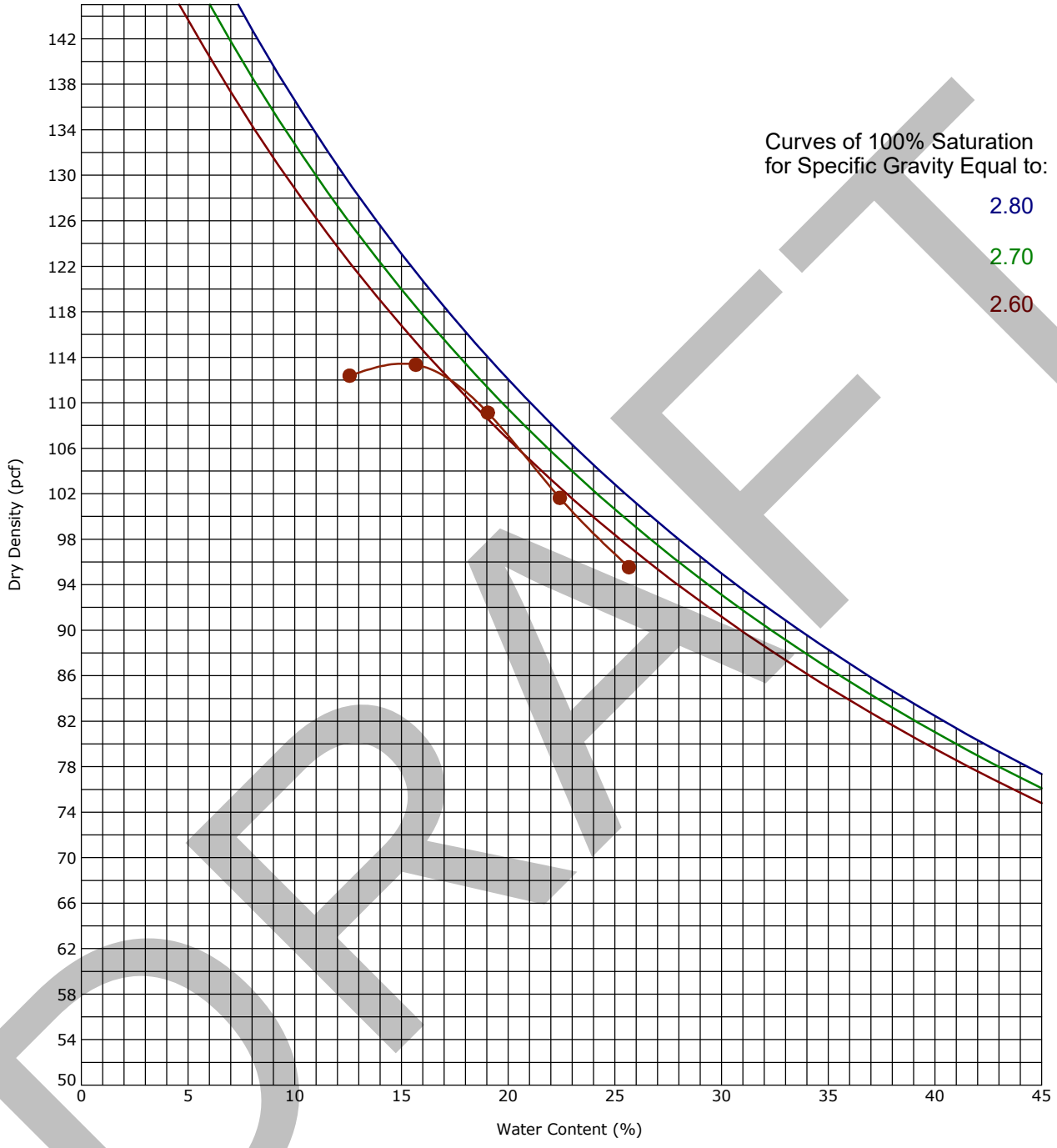
Moisture-Density Relationship

ASTM D1557-Method A



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Boring ID	Depth (Ft)	Description of Materials
B-15	1 - 5	Lean Clay Fill

Fines (%)	Fraction > mm size	LL	PL	PI	Test Method	Maximum Dry Density (pcf)	Optimum Water Content (%)
	0.0				ASTM D1557-Method A	113.4	15.0

Supporting Information

Contents:

General Notes
Unified Soil Classification System
Site Response Analyses
• USGS Earthquake Hazard Disaggregation Report

Note: All attachments are one page unless noted above.

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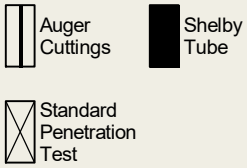
General Notes

Sampling



Water Level



Water levels indicated on the soil boring logs are the levels measured in the borehole at the times indicated. Groundwater level variations will occur over time. In low permeability soils, accurate determination of groundwater levels is not possible with short term water level observations.

Field Tests

N	Standard Penetration Test Resistance (Blows/Ft.)
(HP)	Hand Penetrometer
(T)	Torvane
(DCP)	Dynamic Cone Penetrometer
UC	Unconfined Compressive Strength
(PID)	Photo-Ionization Detector
(OVA)	Organic Vapor Analyzer

Descriptive Soil Classification

Soil classification as noted on the soil boring logs is based Unified Soil Classification System. Where sufficient laboratory data exist to classify the soils consistent with ASTM D2487 "Classification of Soils for Engineering Purposes" this procedure is used. ASTM D2488 "Description and Identification of Soils (Visual-Manual Procedure)" is also used to classify the soils, particularly where insufficient laboratory data exist to classify the soils in accordance with ASTM D2487. In addition to USCS classification, coarse grained soils are classified on the basis of their in-place relative density, and fine-grained soils are classified on the basis of their consistency. See "Strength Terms" table below for details. The ASTM standards noted above are for reference to methodology in general. In some cases, variations to methods are applied as a result of local practice or professional judgment.

Location And Elevation Notes

Exploration point locations as shown on the Exploration Plan and as noted on the soil boring logs in the form of Latitude and Longitude are approximate. See Exploration and Testing Procedures in the report for the methods used to locate the exploration points for this project. Surface elevation data annotated with +/- indicates that no actual topographical survey was conducted to confirm the surface elevation. Instead, the surface elevation was approximately determined from topographic maps of the area.

Strength Terms

Relative Density of Coarse-Grained Soils
(More than 50% retained on No. 200 sieve.)
Density determined by Standard Penetration Resistance

Consistency of Fine-Grained Soils
(50% or more passing the No. 200 sieve.)
Consistency determined by laboratory shear strength testing, field visual-manual procedures or standard penetration resistance

Relative Density	Standard Penetration or N-Value (Blows/Ft.)	Consistency	Unconfined Compressive Strength Qu (psf)	Standard Penetration or N-Value (Blows/Ft.)
Very Loose	0 - 3	Very Soft	less than 500	0 - 1
Loose	4 - 9	Soft	500 to 1,000	2 - 4
Medium Dense	10 - 29	Medium Stiff	1,000 to 2,000	4 - 8
Dense	30 - 50	Stiff	2,000 to 4,000	8 - 15
Very Dense	> 50	Very Stiff	4,000 to 8,000	15 - 30
		Hard	> 8,000	> 30

Relevance of Exploration and Laboratory Test Results

Exploration/field results and/or laboratory test data contained within this document are intended for application to the project as described in this document. Use of such exploration/field results and/or laboratory test data should not be used independently of this document.

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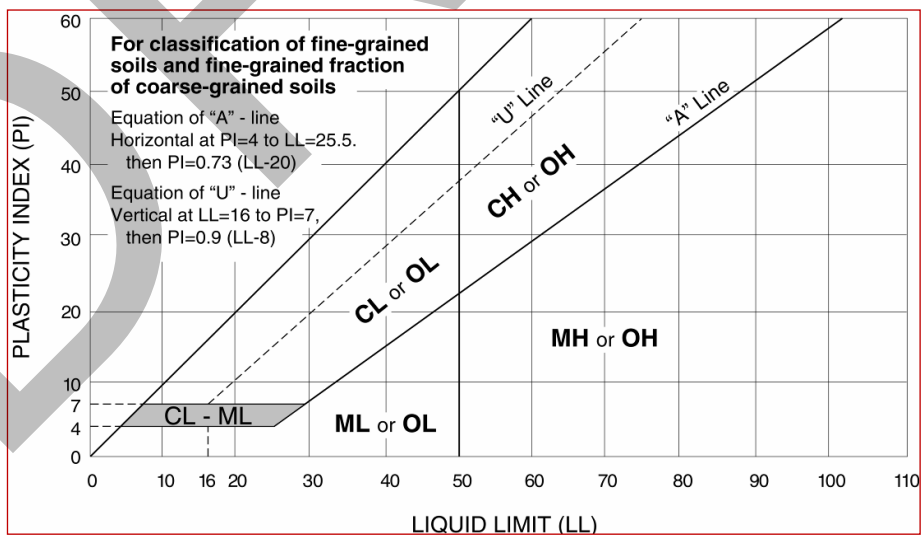
Unified Soil Classification System

Criteria for Assigning Group Symbols and Group Names Using Laboratory Tests [A]				Soil Classification	
				Group Symbol	Group Name [B]
Coarse-Grained Soils: More than 50% retained on No. 200 sieve	**Gravels:** More than 50% of coarse fraction retained on No. 4 sieve	**Clean Gravels:** Less than 5% fines [C]	Cu≥4 and 1≤Cc≤3 [E]	GW	Well-graded gravel [F]
			Cu<4 and/or [Cc<1 or Cc>3.0] [E]	GP	Poorly graded gravel [F]
		Gravels with Fines: More than 12% fines [C]	Fines classify as ML or MH	GM	Silty gravel [F, G, H]
			Fines classify as CL or CH	GC	Clayey gravel [F, G, H]
	Sands: 50% or more of coarse fraction passes No. 4 sieve	**Clean Sands:** Less than 5% fines [D]	Cu≥6 and 1≤Cc≤3 [E]	SW	Well-graded sand [I]
			Cu<6 and/or [Cc<1 or Cc>3.0] [E]	SP	Poorly graded sand [I]
		Sands with Fines: More than 12% fines [D]	Fines classify as ML or MH	SM	Silty sand [G, H, I]
			Fines classify as CL or CH	SC	Clayey sand [G, H, I]
Fine-Grained Soils: 50% or more passes the No. 200 sieve	**Silts and Clays:** Liquid limit less than 50	**Inorganic:**	PI > 7 and plots above "A" line [J]	CL	Lean clay [K, L, M]
			PI < 4 or plots below "A" line [J]	ML	Silt [K, L, M]
		Organic:	$\frac{LL\ oven\ dried}{LL\ not\ dried} < 0.75$	OL	Organic clay [K, L, M, N]
					Organic silt [K, L, M, O]
	Silts and Clays: Liquid limit 50 or more	**Inorganic:**	PI plots on or above "A" line	CH	Fat clay [K, L, M]
			PI plots below "A" line	MH	Elastic silt [K, L, M]
		Organic:	$\frac{LL\ oven\ dried}{LL\ not\ dried} < 0.75$	OH	Organic clay [K, L, M, P]
					Organic silt [K, L, M, Q]
Highly organic soils:	Primarily organic matter, dark in color, and organic odor			PT	Peat

[A] Based on the material passing the 3-inch (75-mm) sieve.
[B] If field sample contained cobbles or boulders, or both, add "with cobbles or boulders, or both" to group name.
[C] Gravels with 5 to 12% fines require dual symbols: GW-GM well-graded gravel with silt, GW-GC well-graded gravel with clay, GP-GM poorly graded gravel with silt, GP-GC poorly graded gravel with clay.
[D] Sands with 5 to 12% fines require dual symbols: SW-SM well-graded sand with silt, SW-SC well-graded sand with clay, SP-SM poorly graded sand with silt, SP-SC poorly graded sand with clay.
[E] $Cu = D_{60}/D_{10}$ $Cc = \frac{(D_{30})^2}{D_{10} \times D_{60}}$
[F] If soil contains ≥ 15% sand, add "with sand" to group name.
[G] If fines classify as CL-ML, use dual symbol GC-GM, or SC-SM.
[H] If fines are organic, add "with organic fines" to group name.
[I] If soil contains ≥ 15% gravel, add "with gravel" to group name.
[J] If Atterberg limits plot in shaded area, soil is a CL-ML, silty clay.
[K] If soil contains 15 to 29% plus No. 200, add "with sand" or "with gravel," whichever is predominant.
[L] If soil contains ≥ 30% plus No. 200 predominantly sand, add "sandy" to group name.
[M] If soil contains ≥ 30% plus No. 200, predominantly gravel, add "gravelly" to group name.
[N] PI ≥ 4 and plots on or above "A" line.
[O] PI < 4 or plots below "A" line.
[P] PI plots on or above "A" line.
[Q] PI plots below "A" line.



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Site Response Analysis

Applicable Codes and Standards

The basis of design is the 2022 Oregon Structural Specialty Code (2022 OSSC), which states that structures shall be designed and constructed to resist the effects of earthquake motions in accordance with ASCE 7-16. Per ASCE 7-16, the design earthquake ground motions are two-thirds of the risk-targeted Maximum Considered Earthquake (MCE_R) which is defined as a 1 percent chance of structure collapse in 50 years.

Seismic Setting

Western Oregon is generally subject to earthquakes from three different sources: interface, intraslab, and crustal. All three sources are related to interaction of the Juan de Fuca plate with the North America plate and could cause strong ground shaking at the site. This plate interaction area is referred to as the Cascadia Subduction Zone (CSZ). The fault trace is located approximately 210 kilometers west of the project site. The CSZ is described as a broad, eastward dipping subduction zone whereby the North American plate is overriding the Juan de Fuca plate. A description of each earthquake source is provided below.

Cascadia Subduction Zone (CSZ)

The Cascadia Subduction Zone (CSZ) is located near the coast of Oregon, Washington, and southern British Columbia where the Juan de Fuca Plate is subducting beneath the North American Plate[5]. Two seismogenic zones are attributed directly to the subduction zone:

Interface (megathrust) earthquakes occur along the interface between the two plates at depths generally ranging from 0 to 30 kilometers where the plates become locked together. No earthquakes have been recorded from this source, but geologic evidence strongly supports the occurrence of large megathrust earthquakes up to M9.4 every

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5 DeMets, C., Gordon, R.G., Argus, D.F., Stein, S., 1990. Current plate motions: Geophysical Journal International, v. 101, p. 425-478.

300 to 700 years. Geologic evidence indicates the last major event occurred in 1700[6]. The eastern edge of the seismogenic portion of the subduction zone earthquakes is located about 85 kilometers west of the site. For an earthquake return period of 2,475 years, interface sources account for about 12 percent of the strong ground shaking hazard at an oscillator period of 0.2 seconds.

Intraslab earthquakes occur at depths greater than 40 kilometers where the curvature of the subducting plate increases as the advancing edge moves east, resulting in normal (extensional) faults within the plate. CSZ intraslab earthquakes are generally less than magnitude M7.5[7], and do not rupture the ground surface. Given their considerable depth, the ground motions from these earthquakes are relatively low, but are felt over a large area. A M6.8 intraslab earthquake occurred in 2001 near Olympia, Washington, at a depth of 52 kilometers (Nisqually earthquake). The site is located in the seismogenic portion of the intraslab earthquakes, which covers most of the Willamette Valley and portions of the Oregon Coast Range. For an earthquake return period of 2,475 years, intraslab sources account for about 9 percent of the strong ground shaking hazard at an oscillator period of 0.2 seconds.

Crustal Faults

Crustal earthquakes typically occur at depths within 35 kilometers of the surface and commonly rupture the ground surface to form an earthquake fault. The vegetative cover and thick sediment deposits in western Oregon obscure surface faults from being readily identified. The maximum magnitude earthquake that may be generated by one of these crustal earthquake sources is thought to be about 7.0. For an earthquake return period of 2,475 years, crustal sources account for about 79 percent of the strong ground shaking hazard at an oscillator period of 0.2 seconds. The primary crustal faults contributing to strong ground shaking at the site include the Portland Hills fault (No.877), the Oatfield fault (No.875), the Bolton fault (No.874), the Beaverton fault zone (No.715), and the Canby-Molalla fault (No.716). The United States Geological Survey (USGS) maintains the Quaternary Fault and Fold Database of the United States, which contains descriptions of known crustal faults throughout the United States. Published information pertaining to each fault or fault zone is provided in the following table:

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6 Atwater, B.F., 1992. Geologic evidence for earthquakes during the past 2,000 years along the Copalis River, southern coastal Washington: Journal of Geophysical Research, v. 97, p. 1901-1919.

7 Cascadia Region Earthquake Workshop, 2008. Cascadia Deep Earthquakes. Washington Division of Geology and Earth Resources, Open File Report 2008-1.

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Fault Name	Portland Hills fault	Oatfield fault	Bolton fault	Beaverton fault zone	Canby-Molalla fault
USGS Fault Number	877	875	874	715	716
USGS Fault Class	A	A	B	A	A
Distance and Direction of Fault from the Site	2 mi SW	3 mi SW	6 mi S	8¾ mi W	8 mi SW
Length of Fault	31 miles	18 miles	6 miles	9 miles	31 miles
Strike (degrees)	N37°W	N41W	N53°W	N86°E	N34°W
Sense of Movement	Reverse, Right lateral	Reverse, Right lateral	Reverse	Unspecified	Right lateral, Reverse
Dip Direction	SW	NE	SW	Unknown	Unknown
Slip-rate Category	Less than 0.2 mm/yr	Less than 0.2 mm/yr	Less than 0.2 mm/yr	Less than 0.2 mm/yr	Less than 0.2 mm/yr
Most recent prehistoric deformation	Undifferentiated Quaternary (<1.6 Ma)	Undifferentiated Quaternary (<1.6 Ma)	Undifferentiated Quaternary (<1.6 Ma)	Middle and late Quaternary (<750 ka)	Late Quaternary (<130 ka)

Field Shear Wave Velocity Testing and Site Class

Terracon performed a Multi-Channel Analysis of Surface Waves (MASW) survey at the site using three separate arrays to determine the Site Class in accordance with Section 20.3 of ASCE 7-16. Site Class is also provided in accordance with ASCE 7-22, which will be referenced in the next edition of the OSSC anticipated in 2025. The time-averaged shear wave velocity values for the upper 100 feet of the subsurface profile (V_{S100}) are presented in the following table:

Geophysical Array	Area of Site	Average Shear Wave Velocity Vs_{100} (ft/sec)	ASCE 7-16 Site Class	ASCE 7-22 Site Class
MASW 1	Parking Lot Parcel	1,000	D	D
MASW 2	Primary Site	1,180	D	CD
MASW 3	Athletic Field Parcel	1,015	D	CD

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As shown in the table, the V_{S100} values indicate the soils at the site are Site Class D for seismic design per Table 20.3-1 of ASCE 7-16. However, based on the liquefiable soils present at the site (See **Liquefaction** section), the soils are classified as a Site Class F.

Base Ground Motions

Selection and scaling of ground motions to be used as input for site response analysis requires target values of spectral acceleration (S_a) across a range of oscillator periods (T) referred to as a target spectrum. Per Section 21.1 of ASCE 7-16, we selected the target spectrum for the site (latitude 45.4985 degrees north and longitude 122.6388 degrees west) to be the MCE_R response spectrum for Site Class C soils measured at the base of the modeled soil column (as determined from shear wave velocities measured by the geophysical survey) using the National Seismic Hazard Model webtool mapped values. The maximum direction uniform hazard values were adjusted by the risk coefficients. The ground motion values correspond to the base of our site response model where the Troutdale formation sediments have a shear wave velocity exceeding 1,800 feet per second at depths ranging from about 65 to 90 feet at the MASW arrays.

We utilized the USGS Earthquake Hazard Tool disaggregation program to determine the earthquake sources and source parameters that contribute to strong ground shaking at the site for a return period of 2,475 years. The hazard curves and interactive disaggregation data available from the USGS for an oscillator period of 0.2 seconds is attached.

The MCE_R spectrum for the Troutdale formation and USGS disaggregation results were used to select time histories of acceleration. The selected motions are listed in the table below. Given the disaggregation results, we selected one subduction zone interface, one subduction intraslab, and five crustal earthquake recordings.

Year / Earthquake	Earthquake Type	Moment Magnitude	Station	Distance (km)	Component	Scale Factor Before Spectral Matching
2011 / Tohoku	Interface	9.12	ONODA	186	270	0.9
2001 / Nisqually	Intraslab	6.8	2130	54	237	3.2
1987 / Superstition Hills-02	Strike slip	6.54	Westmorland Fire Sta	13.03	090	1.6
1999 / Hector Mine	Strike slip	7.13	Hector	11.66	000	1.6

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Year / Earthquake	Earthquake Type	Moment Magnitude	Station	Distance (km)	Component	Scale Factor Before Spectral Matching
2010 / El Mayor-Cucapah_ Mexico	Strike slip	7.2	RIITO	13.71	000	0.8
1979 / Imperial Valley-06	Strike slip	6.53	El Centro Array #5	3.95	140	0.8
2008 / Iwate_ Japan	Reverse	6.9	IWT011	8.44	000	1.9

The structure period was not available at the time of this report. Therefore, we spectrally matched the scaled records to provide a better fit to the target spectrum over the full range of oscillator periods (0.01 to 10 seconds). Figure 1 compares the target spectrum to response spectra computed from the scaled and spectrally matched seed motions.

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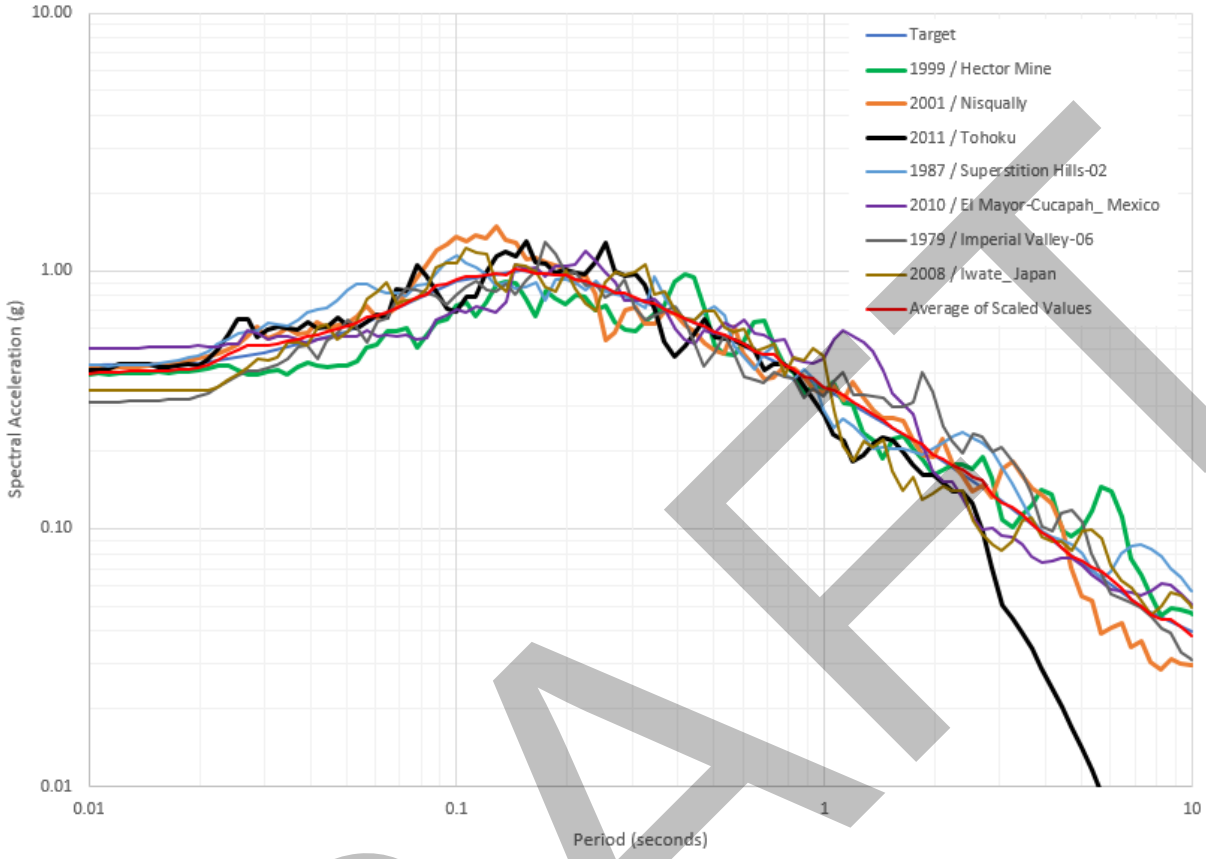

Figure 1. Comparison of Target Spectrum to Computed Response Spectra (5% damping).

Site Response Analysis

We evaluated the one-dimensional, nonlinear, total stress response of the site soils using the computer program DEEPSOIL v.7.0.30.0 (Hashash and others, 2021). We also performed an equivalent linear response analysis as a check on the model parameters and results. We developed soil models based on the data collected from each MASW array and the adjacent borings.

To capture the effect of uncertainty in soil property values on the analytical results, we varied the best estimate shear wave velocity profile at each array location by plus 25 percent (upper bound) and minus 25 percent (lower bound). The three V_S profiles for each MASW array are shown on Figures 2, 3, and 4.

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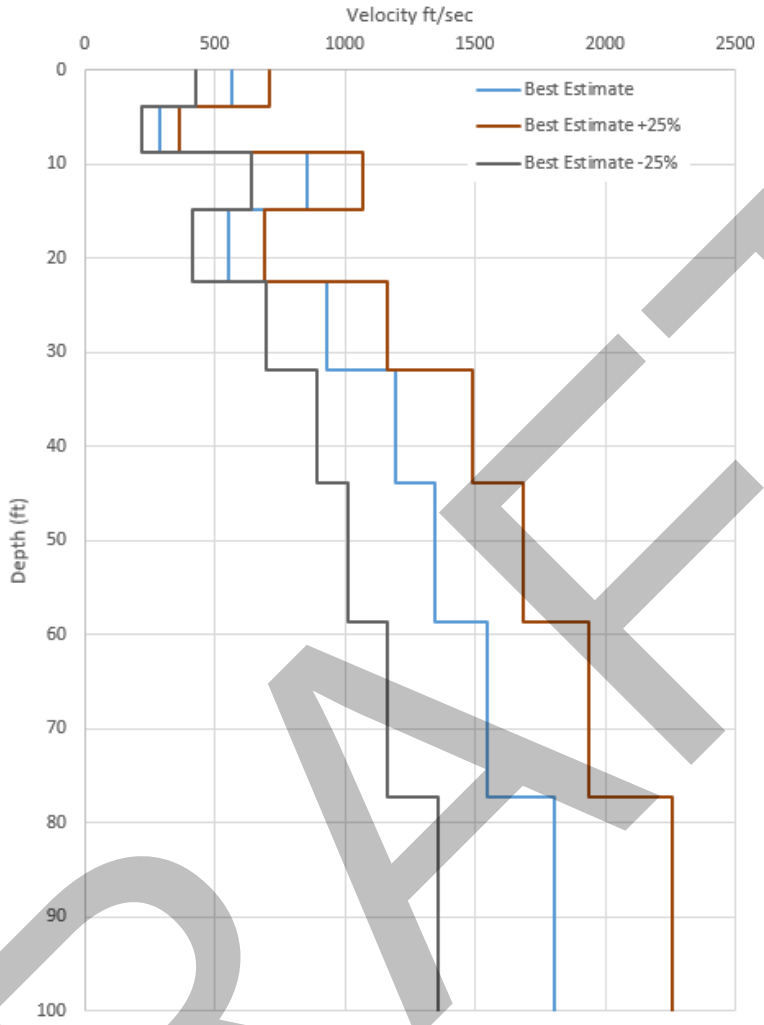

Figure 2. MASW Line 1 Shear Wave Velocity Profiles for Site Response Analysis

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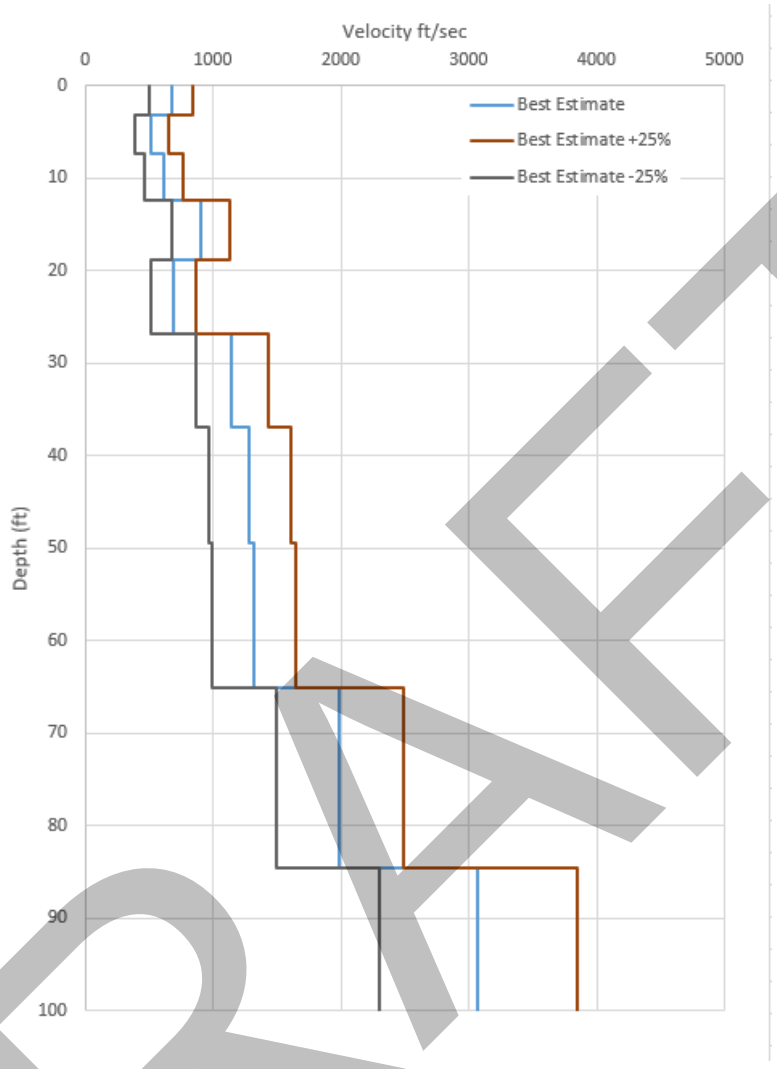

Figure 3. MASW Line 2 Shear Wave Velocity Profiles for Site Response Analysis

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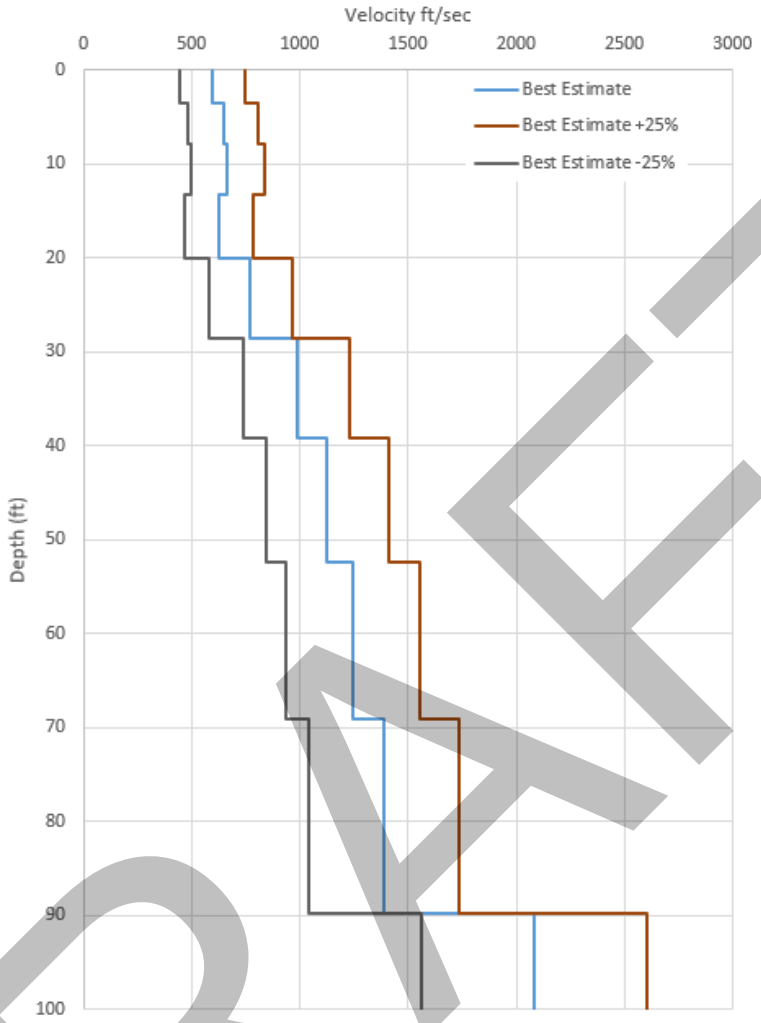

Figure 4. MASW Line 3 Shear Wave Velocity Profiles for Site Response Analysis

The DEEPSOIL program includes a variety of pre-programmed relationships for shear modulus and damping. For existing conditions, we selected the pressure-dependent Darendeli (2001) curves with the high strain values of shear modulus corrected for soil strength (Phillips and Hashash, 2009). The material below the soil model was assumed to be an elastic half-space. In total, we performed 126 (seven input motions, nine soil models, and two methods of analysis) site response analyses.

We followed ASCE 7-16 Chapter 21 procedures to develop the site-specific MCE_R response spectrum at the ground surface. That is, ratios of 5 percent damped response spectra of surface ground motions to input base ground motions were calculated at select periods and the ratio at each period was multiplied by the MCE_R response spectrum of the base motion. We averaged the spectra from all seven input motions for each shear wave velocity profile (e.g., best estimate profile) and then enveloped the spectra from the three profiles to compute the site-specific MCE_R spectrum at the ground

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surface for each MASW array. Figure 5 shows the site amplification factors from the nonlinear results as a function of oscillator period computed from the site response analysis. The three curves represent the best estimate shear wave velocity (red line), lower bound (-25% shear wave velocity - green line), and upper bound (+25% shear wave velocity - blue line).

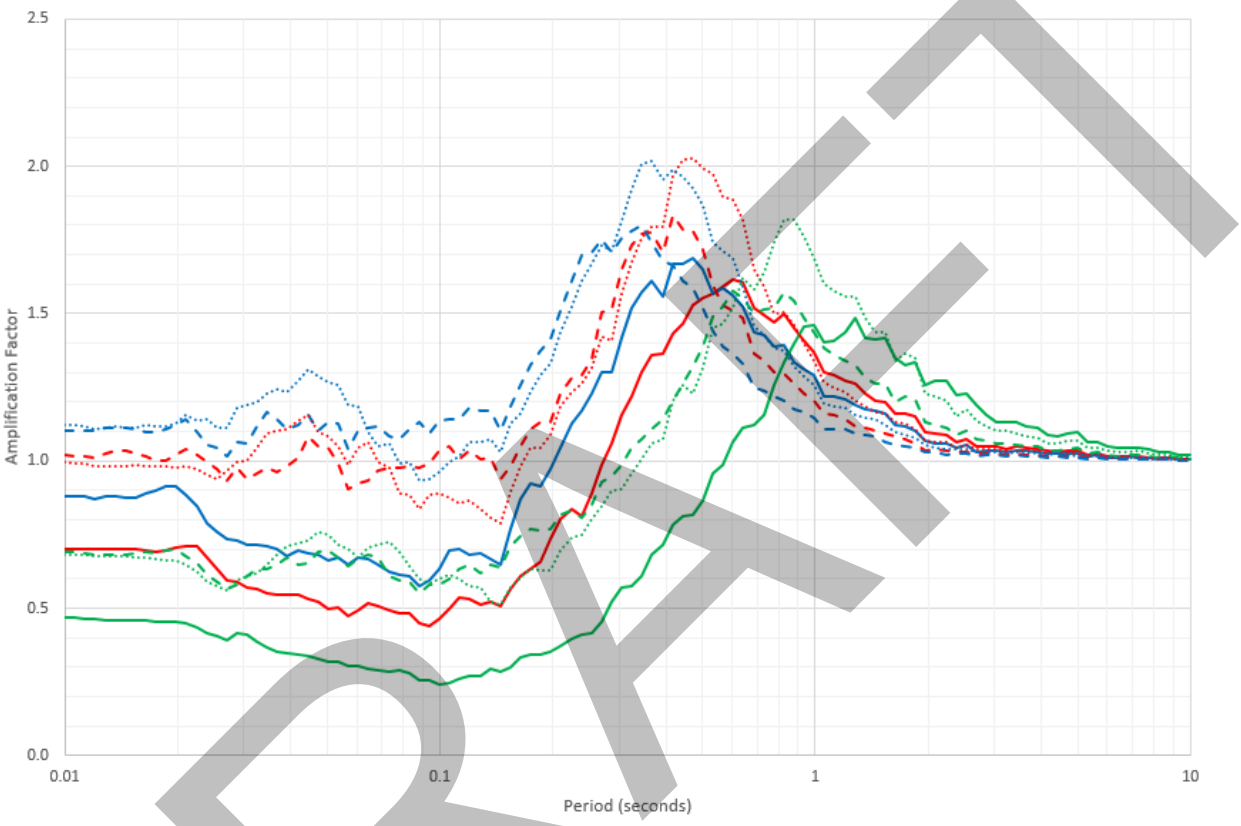

Figure 5. Computed Average Site Amplification Factors (MASW1 - solid lines, MASW2 - dashed lines, MASW3 – dotted lines)

Design Response Spectrum

ASCE 7-16 Section 21.3 states that the design spectral response acceleration at any period shall be determined by reducing the site-specific MCE_R spectral response accelerations by one-third. However, the design spectral response acceleration at any period shall not be taken as less than 80 percent of the spectral acceleration determined in accordance with the general procedure of ASCE 7-16 Section 11.4 where F_a = 1.144 and F_v = 2.5 for Site Class D. The general procedure design ground motion values obtained from the Applied Technology Council (ATC) are attached. Figure 6 compares the general procedure design response spectra and the design response spectrum from the site-specific study.

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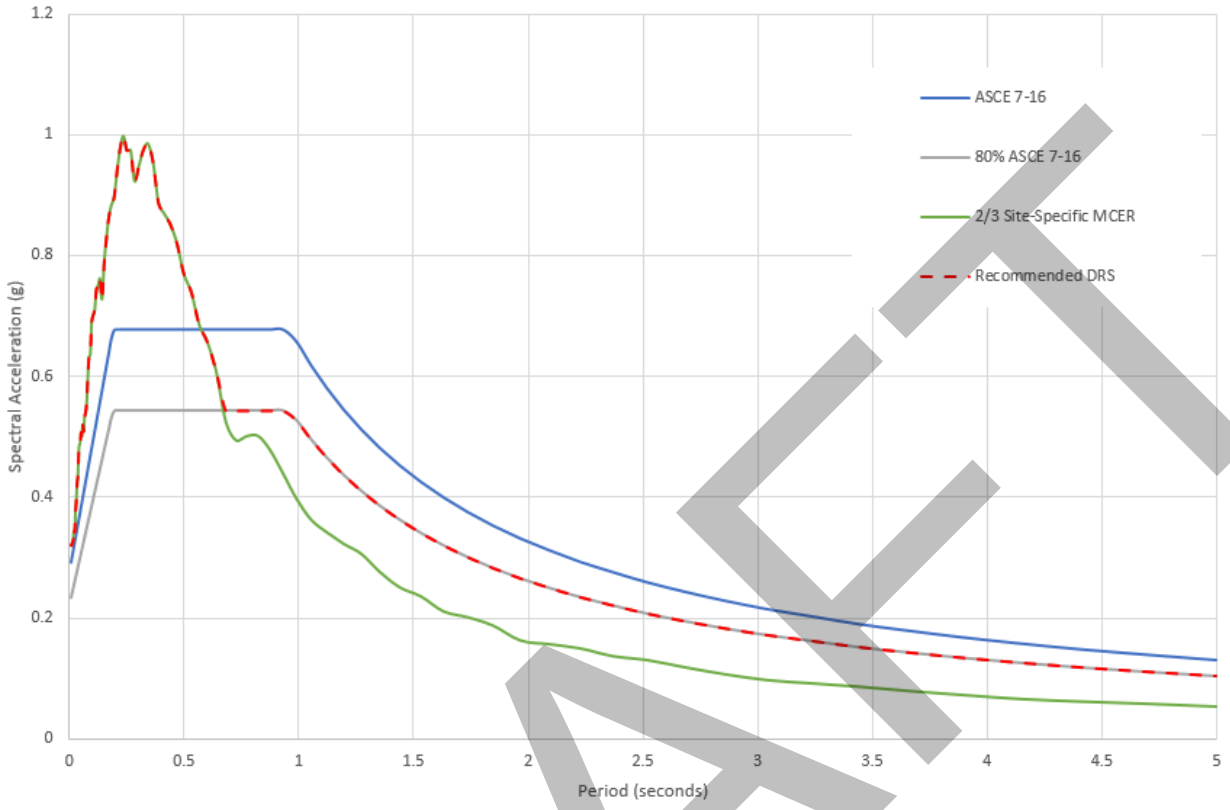

Figure 6. Comparison of Design Response Spectra (5% damping).

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The table below lists the acceleration response spectral values (5 percent damping).

Period (sec)	SaM	Sa = 2/3 SaM	ASCE 7-16 Site Class D	80% ASCE 7-16 Site Class D	Recommended DRS
0.01	0.482	0.321	0.482	0.386	0.386
0.02	0.497	0.331	0.314	0.251	0.331
0.03	0.570	0.380	0.335	0.268	0.380
0.05	0.737	0.491	0.377	0.302	0.491
0.075	0.819	0.546	0.430	0.344	0.546
0.1	1.035	0.690	0.483	0.386	0.690
0.15	1.141	0.761	0.588	0.470	0.761
0.2	1.356	0.904	0.677	0.542	0.904
0.25	1.467	0.978	0.678	0.542	0.978
0.3	1.411	0.941	0.678	0.542	0.941
0.4	1.320	0.880	0.678	0.542	0.880
0.5	1.157	0.771	0.678	0.542	0.771
0.75	0.745	0.497	0.678	0.542	0.542
1	0.589	0.393	0.654	0.523	0.523
1.5	0.362	0.241	0.436	0.349	0.349
2	0.242	0.161	0.327	0.262	0.262
3	0.149	0.099	0.218	0.174	0.174
4	0.105	0.070	0.164	0.131	0.131
5	0.080	0.053	0.080	0.064	0.064

Design Acceleration Parameters

ASCE 7-16 Section 21.4 states that the parameter S_{DS} from the site-specific study shall be taken as 90 percent of the maximum spectral acceleration at any period within the range of 0.2 and 5 seconds provided it is not lower than 80% of the ASCE 7-16 design spectrum. It also states that the parameter S_{D1} shall be taken as the maximum value of the product of period and spectral acceleration for periods from 1 to 5 seconds for sites with V_{s100} < 1,200 feet/second provided it is not lower than 80% of the ASCE 7-16 design spectrum. The parameters S_{MS} and S_{M1} shall be taken as 1.5 times S_{DS} and S_{D1}, respectively.

Using ASCE 7-16 Section 21.4, the site-specific seismic design parameters are defined as follows:

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- S_{DS} = 0.880g, based on 90 percent of the spectral acceleration at a period of 0.25 seconds
- S_{D1} = 0.524g, based on the spectral acceleration at a period of 2 seconds
- S_{MS} = 1.320g, based on 1.5 times S_{DS}
- S_{M1} = 0.786g, based on 1.5 times S_{D1}

Site-Specific Maximum Considered Earthquake Geometric Mean (MCE_G) Peak Ground Acceleration

According to ASCE 7-16 Section 21.5, the site-specific MCE_G peak ground acceleration, PGA_M, shall be taken as the geometric mean peak ground acceleration with a 2 percent probability of exceedance within a 50-year period provided it is not less than 80 percent of the PGA_M determined from ASCE 7-16 Equation 11.8-1. The site-specific MCE_G peak ground acceleration was calculated as 0.458g.

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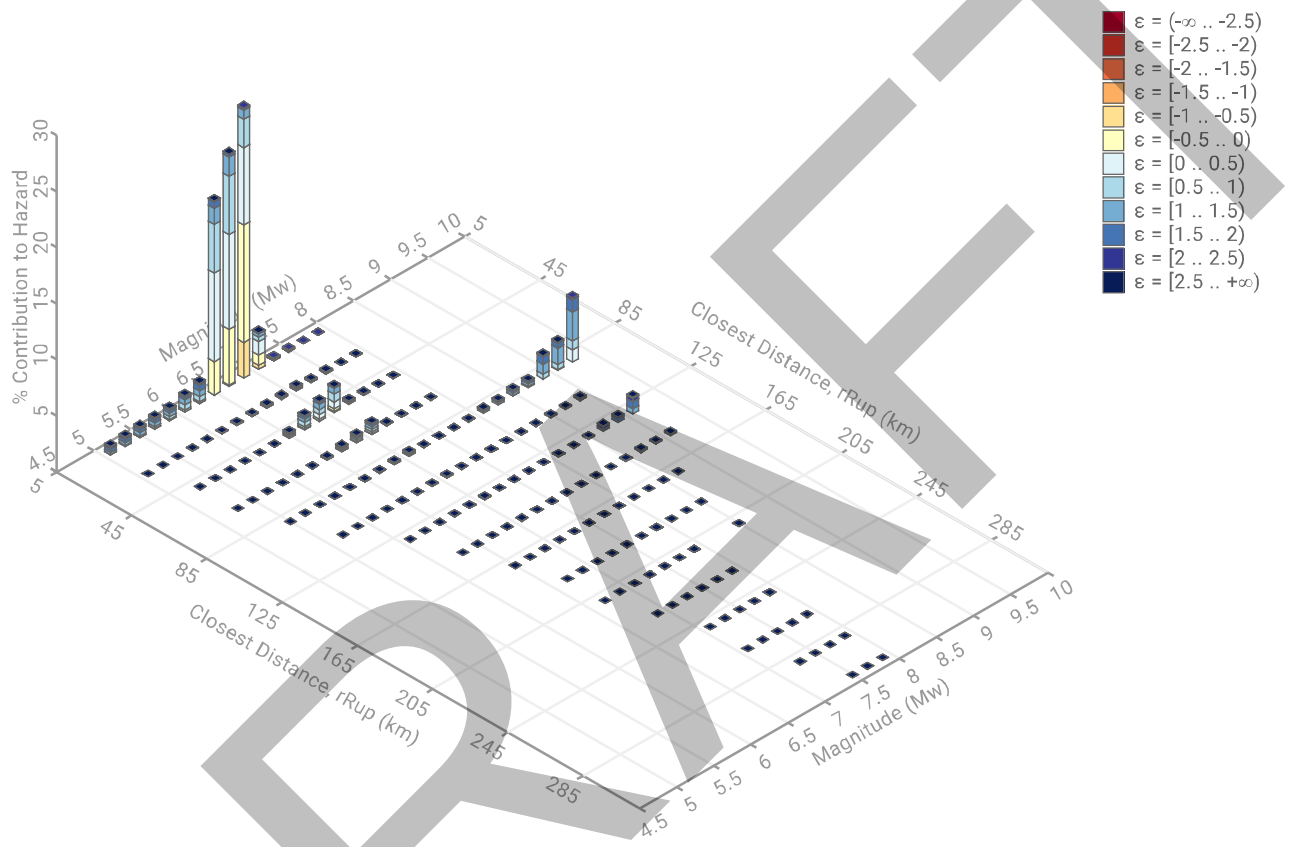
Disaggregation Report

Disaggregation



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Geographical Disaggregation



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Parameter Summary

Model: NSHM Conterminous U.S. 2023 (beta)

Latitude: 45.498458°

Longitude: -122.638759°

Site Class: BC (Vs30 760)

Intensity Measure Type: 0.2 s

Return Period: 2475 (2% in 50)

Component: Total

Disaggregation Summary

Disaggregation targets

Return period : 2475 yrs

Exceedance rate : 4.040e-4 yr^{-1}

0.2 s SA ground motion : 1.185e+0 g

Recovered targets

Return period : 2427.6908 yrs

Exceedance rate : 4.119e-4 yr^{-1}

Totals

Binned : 100 %

Residual : 0 %

Trace : 0.82 %

Mean (over all sources)

m : 7.04

r : 25.48 km

ε_0 : 0.59 σ

Mode (largest m-r bin)

m : 6.92

r : 5.46 km

ε_0 : 0.04 σ

Contribution : 24.04 %

Mode (largest m-r-ε_0 bin)

m : 6.93

r : 4.62 km

ε_0 : -0.17 σ

Contribution : 10.47 %

Discretization

r : min = 0.0, max = 1000.0, Δ = 20.0 km

m : min = 4.4, max = 9.4, Δ = 0.2

ε : min = -3.0, max = 3.0, Δ = 0.5 σ

Epsilon keys

ε0 : [-∞ .. -2.5)

ε1 : [-2.5 .. -2.0)

ε2 : [-2.0 .. -1.5)

ε3 : [-1.5 .. -1.0)

ε4 : [-1.0 .. -0.5)

ε5 : [-0.5 .. 0.0)

ε6 : [0.0 .. 0.5)

ε7 : [0.5 .. 1.0)

ε8 : [1.0 .. 1.5)

ε9 : [1.5 .. 2.0)

ε10 : [2.0 .. 2.5)

ε11 : [2.5 .. +∞]

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Disaggregation Contributions

Source Set ↳ Source	Type	r	m	ε_0	lon	lat	az	%
WUS Branch Average	FaultSystem							64.63
Sylvain - Oatfield (2)		4.65	6.82	-0.10	122.688°W	45.477°N	238.28	26.51
Sylvain - Oatfield (1)		5.07	6.54	0.14	122.677°W	45.463°N	216.87	9.48
Bolton (2)		9.37	6.68	0.49	122.663°W	45.411°N	190.90	9.05
Portland Hills (south) (0)		3.21	6.91	0.13	122.665°W	45.481°N	226.12	7.12
Portland Hills (north) (2)		5.98	6.74	0.57	122.706°W	45.520°N	294.36	3.44
Sylvain - Oatfield (3)		7.53	6.48	0.64	122.732°W	45.512°N	282.02	3.16
Canby (3)		12.71	6.61	1.30	122.772°W	45.434°N	235.68	2.86
Beaverton (3)		13.76	6.87	1.30	122.808°W	45.467°N	255.10	1.2
WUS Branch Average (opt)	Grid							9.76
Cascadia (full, bottom)	Interface							9.71
Cascadia (full, bottom)		81.97	9.14	1.13	123.599°W	45.501°N	270.60	9.71
OR Intraslab	Slab							8.95
Cascadia (full, middle)	Interface							2.25
Cascadia (full, middle)		131.84	8.97	1.84	124.239°W	45.871°N	288.98	2.25

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Application Metadata

Application: Disaggregation
URL: https://earthquake.usgs.gov/nshmp/hazard/disagg

Repository: nshmp-apps
Version: 1.1.0
URL: https://code.usgs.gov/ghsc/nshmp/nshmp-apps

Repository : nshmp-haz
Version: 2.4.8
URL: https://code.usgs.gov/ghsc/nshmp/nshmp-haz

Repository : nshmp-lib
Version: 1.4.16
URL: https://code.usgs.gov/ghsc/nshmp/nshmp-lib

Repository : nshmp-utils-java
Version: 0.4.0
URL: https://code.usgs.gov/ghsc/nshmp/nshmp-utils-java

Repository : nshm-conus
Version: 6.b.3
URL: https://code.usgs.gov/ghsc/nshmp/nshms/nshm-conus

March 20, 2024, 01:51 PM

DRAFT

GAMUT PROJECT SOLUTIONS

Comprehensive Planning
Cost, Schedule, & Equity Analysis

Rev 00_April 8th, 2024

Mahlum + Studio Petretti
Cleveland HS Modernization - Portland Public Schools
Portland, Oregon

Gamut Project Solutions LLC
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CHS Modernization: Comprehensive Planning Phase

April 8th, 2024
Property location: 3400 SE 26th Ave., Portland OR 97202
Owner: Portland Public Schools
Architect: Mahlum Architects & Studio Petretti
Design Phase: Comprehensive Planning

Gamut Project Solutions - Cost, Schedule, & Equity Analysis

Introduction: The Cleveland Highschool modernization project (CHS) has many opportunities to create a space that is safe, inclusive, and revitalizing for the community it serves. The in-depth study that Mahlum + Studio Petretti and its team of consultants have completed has created several opportunities to optimize the site and maximize the building program in both Site Approaches 1 (Consolidated) & 2 (Distributed).

Order of magnitude estimates, also known as conceptual or programmatic estimates, are completed with minimal information available. Costs are defined in relation to the usable units that have been designed for the facility. These orders of magnitude are not meant to be exact or guaranteed values for construction. Similarly, conceptual schedules & logistics plans are created with minimal information but generated based on our teams' experience with similar large-scale projects.

The intention of this analysis is to provide preliminary guidance to the project team to assist in decision making early in the project life cycle. We are excited to help facilitate the conversation as it pertains to cost, schedule, equity opportunities and our general opinion from a contractor's perspective.

Our analysis below is organized by Site Approach; **Site Approach 1 – Consolidated** and **Site Approach 2 – Distributed.**

We look forward to the ongoing conversations and feedback loops that allow all of us to grow and provide the best solutions for the CHS project and all of its stakeholders.

SITE APPROACH 1 – CONSOLIDATED SITE

Site Approach & Understanding:

- *Phased Construction of new buildings on the site totaling to approximately 323,700 gsf, primarily building is 5 story structure with Performing Arts & Gymnasium anchored on the south side of the site.*
- *Significant onsite redevelopment & Public ROW work is included in this scope.*
- *Existing high school will be vacated for the duration of construction.*
- *Demolition & abatement of existing buildings on property is required. Some salvage efforts will be taken to preserve historic elements for reuse in the new high school.*

- *Property surrounded by active neighborhoods, businesses, and public transit routes.*
- *Deep foundations system is unknown at this design phase, though some version of structural piers will likely be required.*
- *Mass Timber is being considered as a structural system in order to reduce carbon footprint. A combination of fully grouted CMU and Concrete tilt up panels will be utilized at the Performing Arts and Gymnasium buildings as well.*
- *A significant amount of the larger trees on the main building site are to be preserved during construction.*
- *Property has above grade utility power lines on all sides of the site that will need to be reworked/relocated to allow for construction and the permanent configuration of the new school.*
- *Track & field will undergo upgrades to existing facilities as well as have a new field house, restrooms, and concessions buildings constructed onsite.*
- *The parking lot west of SE 26th Ave will be utilized for staging & craft parking during construction and then receive upgrades at the end of the construction phase.*

1. **Cost Efficiency:** Overall the consolidated option has a lower anticipated project cost vs the distributed option. Working on a single site for the main building has its advantages in productivity and reduction of redundant logistical items such as cranes. The overall building requires some additional ratings to meet code for a 5-story mass timber structure. Superstructure is relatively neutral between the two options due to little variance in structural requirements and the gross sf remaining the same between the 2 options. Exterior enclosure on the consolidated option is less cost than the distributed option due to the larger quantity of façade due to the distributed building. Roofing is a significant difference between the 2 options as the consolidated option has less roofing. Both options have the same improvements on Waverleigh, Right Aways and the Track Site. Anticipated durations for the project between schemes has been accounted for in the General Conditions and Requirements of the various schemes.

2. **Schedule & Logistics: This approach presents the overall shortest schedule path, most efficient construction logistics, and least disruptions to school sports & the surrounding neighborhood during construction. This approach also presents the best opportunity for the new school to be reopened in time for the start of the 2028-2029 school year.**

Site Approach 1 Schedule Analysis:

This approach assumes a baseline constraint of not being able to vacate the school until the end of the spring 2026 term. Additionally, it is assumed that the District's Move-in activity will not begin until construction is complete, and C of O is achieved by the contractor. These two assumptions present an overall allowable construction phase duration of 19 months for completing the new school buildings. At this early point in the design, a 19-month construction duration does not appear adequate for a contractor to safely build this size & type of project. Below we will outline the flow of work, key activities/durations, risks, & opportunities.

The critical path of the schedule currently flows through design completion, permit issuance, move-out/in, deep underground work, and construction of the new building activities. It is assumed in the baseline schedule that the scope at the Track & Field as well as all Public ROW work will occur simultaneously with construction of the new buildings on the main site. These off-site activities will be phased by contractor to minimize impacts to surrounding neighbors and also athletic activities at the Track & Field site.

Site Approach 1 – Baseline Schedule Key Activities & Durations:

Exhibit A.1 presents a conceptual level schedule for this Site Approach. Below is a high-level summary of that conceptual schedule, highlighting key durations and milestones for reference and comparison to Site Approach 2:

- Design and Permitting durations are assumed equal in both Site Approaches.
- Move out of existing High School & Abatement:
  - 43 days
  - Completes 8/17/2026
- Demo, Mass Ex, Deep UG MEP & Foundations:
  - 105 days
  - Completes 1/18/2027
- New high school Construction & Onsite Improvements:
  - 430 days
  - Completes 9/26/2028
- Track & Field Improvements & New Structures:
  - 237 days (Phased to limit disruptions to seasonal athletic activities)
  - Completes 9/26/2028
- Off-site (26th Ave Parking lot) & Public ROW Improvements
  - 196 days (phased to limit disruptions to public & onsite construction activities)
  - Completes 2/12/2029
- Move-in to new High school:

  - 65 days (Follows achieving C of O)
  - Completes 2/19/2029
  - *Note, if the District is willing to begin move-in activities while final construction & close out activities are still taking place, and the contractor is able to achieve an early TCO, then this overall schedule could be pulled forward roughly 4 months. While very aggressive, this would allow for a Fall of 2028 reopening of the school.* ***See Schedule Expediting Opportunities section below.***
- Overall Project Complete: **February 26nd, 2029**
  - *This results in the new school not reopening until Fall of 2029. While this is later than the District desires, this may actually lessen the overall strain and impact on the District when considering that two other new high schools are targeted to reopen for Fall of 2028 school.*

Schedule Expediting Opportunities:
In the high-level key activity summary above the baseline schedule presents a February of 2029 overall project completion (through completion of move-in). We understand this is later than the goal of being ready for school to restart in the Fall of 2028. Below is a list of schedule expediting opportunities for the team to consider and study further in the next design phase:

- **Early Abatement:** Perform as much abatement of existing high school during the Summer of 2025, prior to start of school in Fall of 2025. Not all abatement will be able to be completed during this summer simply due to some of the destructive nature of this activity. **Estimated schedule savings is 1.5 months.**

- **Early Move-in:** Conduct District move-in activities concurrent with completion of construction & close out activities with an early "move-in only" Temporary Certificate of Occupancy. The permitting process will need to be expedited by approximately 2 months in this scenario. As mentioned at the beginning of this narrative, the baseline assumption is that the District will not start its 3 month move-in activity until after construction is complete and C of O is achieved. If the District is willing to start the move-in while construction & closeout activities are still finishing on the project, then there is a stronger chance of being able to reopen the school for the start of 2028-2029 school year. This will be an aggressive schedule and the move-in process will prove much more logistically challenging for the District and the contractor. **Estimated schedule savings is 4 months.**

- **Early Move-out:** Move out of existing high school over winter break of the 2025/2026 school year. While this is likely not desirable, if this option was taken then a start of school in Fall of 2028 is achievable. Permitting process will need to be expedited by approximately 2 months in this scenario. See Alternate Schedule Path narrative later in this report. **Estimated schedule savings is 6 months.**

Summary of Site Approach 1 overall duration from Move-out to Move-in = 2 years and 8 months.

3. **Site Approach 1 – *ALTERNATE* SCHEDULE PATH (EARLY MOVE-OUT):**
   - Design and Permitting durations are assumed equal in both Site Approaches.
     - Note that for this Alternate schedule path to be achieved, the permitting submission & approval process would need to be expedited by approximately 2 months. The baseline schedule assumes 4 months for the Demo/Abatement/Deep UG MEP & Foundations permit and 6 months for the remaining Building Permit, this would need to be reduced to an overall duration of approximately 8 months.
   - Move out of existing High School & Abatement:
     - ***ALTERNATE PATH: Vacate existing high school would start over the 2025/2026 winter break.***
     - 43 days
     - Completes 2/12/2026
   - Demo, Mass Ex, Deep UG MEP & Foundations:
     - 105 days
     - Completes 7/13/2026
   - New high school Construction & Onsite Improvements:
     - 430 days
     - Completes 3/24/2028
   - Track & Field Improvements & New Structures:
     - 237 days (Phased to limit disruptions to seasonal athletic activities)
     - Completes 3/24/2028
   - Off-site (26th Ave Parking lot) & Public ROW Improvements
     - 196 days (phased to limit disruptions to public & onsite construction activities)
     - Completes 3/28/2028
   - Move-in to new High school:
     - 65 days (after C of O is achieved)
     - Completes 8/16/2028

- Overall Project Complete: **August 23rd, 2028**

Summary of Site Approach 1 overall duration from Move-out to Move-in: 2 years and 8 months.

a. ***Completes 6 months earlier than baseline schedule.***
    i. ***Does not include early abatement or early move-in schedule expediting options noted above.***

Site Approach 1 Logistics Analysis:

Several assumptions have been made with construction logistics in this analysis. In the Schematic Design phase of the project, we anticipate vetting and fine tuning these assumptions to best fit the District's and community's needs.

Site Approach 1 presents the most simplistic & efficient logistical approach for the contractor. The parking lot west of SE 26th Ave is an ideal location for craft parking, material laydown, and contractor office trailers. With a peak craft worker count of 400+ anticipated on this project, that will bring several hundred vehicles to the project site on a daily basis for an extended period of time. Being able to utilize the parking lot will mitigate the majority of the craft vehicle parking impact on the surrounding neighborhood and businesses. See **Exhibit B.1** to this report for a visual representation of the construction zone footprint in Site Approach 1.

There is a substantial amount of scope at the Track & Field site as well as in the Public Right of Way. The contractor will have to strategically phase all this work to minimize impacts to the neighborhood, public transit, athletic activities at the Track & Field, and construction on the main building site. While some material storage/staging may occur at the Track & Field, the parking lot on SE 26th Ave will serve as the main laydown area to allow for maximum schedule & logistical flexibility at the Track & Field.

Below is a high-level summary of logistical Risks & Opportunities presented in Site Approach 1 beyond the utilization of the SE 26th Ave parking lot.

Logistical Risks & Opportunities:

- **Hoisting (Opportunity):** On a consolidated site, a single electric hammer head tower crane can be utilized to service the project and keep the swing radius within the property footprint. A mobile assist crane may be required for a brief time (1 to 2 weeks) to set heaviest structural members at the Gymnasium. See **Exhibit B.1** for anticipated tower crane location and site coverage.

- **Utility Power Lines (Risk):** On all sides of the site, there are above grade utility power & communication lines. Some of these lines are within a few feet of where the new building will be constructed. Both for safety during construction and for the long-term durability (and safety) of the building we have assumed that during early phases of construction these utilities will be relocated underground. These costs have been included in our conceptual estimate.

- **Trees (Risk):** In the landscaping narrative a significant amount of the larger trees on the property have been identified to be preserved. Some of these trees are within feet of the new building footprint and will present challenges with constructing the new building (structurally and the façade installation for example).

4. **Equity Opportunities:** This Site Approach likely provides more flexibility for the prime contractor to maximize right-sized scopes for certified Small Business Participation versus Site Approach 2. This is primarily because it is less challenging from a logistics & schedule perspective, and it does not have a highly specialized scope like the sky bridge considered in Site Approach 2 which likely would not be performed by a small business. The less challenging & complex logistics in Site Approach 1 should result in lower General Conditions cost for the primer Contractor which should allow them to distribute more project funds to small businesses for Cost of Work scopes on the project rather than their own GC/GR costs.

   This is a preliminary analysis of equity opportunities based on design information available. As the architectural elements of the project develop, a more detailed analysis of scope opportunities & challenges will be provided.

5. **Site Approach 1 - Analysis Summary: Site Approach 1 will garner interest from several qualified prime Contractors.** It presents the most simplistic approach from a construction perspective, however, with assumed baseline constraint of not being able to vacate the building until the Spring 2026 term ends, the new school would not be ready to reopen until Fall term of 2029. We've presented preliminary schedule expediting measures that have both risks & opportunities for the project team to consider and further analyze in the next design phase.

------- End of Site Approach 1 Analysis -------

SITE APPROACH 2 – DISTRIBUTED SITE

Site Approach & Understanding:

- *Phased Construction of new buildings on the site totaling to approximately 263,700 gsf, primarily building is 4 story structure with Performing Arts & Gymnasium anchored on the south side of the site. An additional 4 story 60,000 gsf Academic building would be located on the north side of the parking lot on SE 26th Ave connected to main campus with a skybridge.*
- *Significant onsite redevelopment & Public ROW work is included in this scope.*
- *Existing high school will be vacated for the duration of construction.*
- *Demolition & abatement of existing buildings on property is required. Some salvage efforts will be taken to preserve historic elements for reuse in the new high school.*
- *Property surrounded by active neighborhoods, businesses, and public transit routes.*
- *Deep foundations system is unknown at this design phase, though some version of structural piers will likely be required.*
- *Mass Timber is being considered as a structural system in order to reduce carbon footprint. A combination of fully grouted CMU and Concrete tilt up panels will be utilized at the Performing Arts and Gymnasium buildings as well.*
- *A significant amount of the larger trees on the main building site are to be preserved during construction.*
- *Property has above grade utility power lines on all sides of the site that will need to be reworked/relocated to allow for construction and the permanent configuration of the new school and sky bridge.*
- *Track & field will undergo upgrades to existing facilities as well as have a new field house, restrooms, and concessions buildings constructed onsite.*
- *The parking lot west of SE 26th Ave will be utilized for staging & craft parking for a significant portion of construction, however, will not be able to be utilized for the duration of construction due to the Academic building on the north end of the parking lot. Staging & craft parking will need to be relocated at some point during the course of construction to allow for the Academic building to be constructed.*

1. **Cost Efficiency:** Overall the distributed option has a higher anticipated project cost vs the consolidated option. Breaking the project up between two sites with a very busy road between them presents numerous challenges logistically. By pulling programmatic sf out of the main building there is savings in the main structure by being able to down grade the rating requirements. Yet the addition of a skybridge and added roofing and façade due to a separate building are creating cost increases above the consolidated option. Both options have the same improvements on Waverleigh, Right Aways and the Track Site. Anticipated durations for the

project between schemes has been accounted for in the General Conditions and Requirements of the various schemes.

2. **Schedule: This approach presents the overall longest schedule path, least efficient construction logistics, and most disruptions to the surrounding neighborhood during construction. In this approach, without expending significant funds or causing significant disruptions to surrounding neighborhood, it is highly unlikely that the new school will be completed in time for the start of the 2028-2029 school year.**

Site Approach 2 Schedule Analysis:

Just as in Site Approach 1, this approach assumes a baseline constraint of not being able to vacate the school until the end of the spring 2026 term. Additionally, it is assumed that the Districts Move-in activity will not begin until construction is complete, and C of O is achieved by the contractor. These two assumptions present an overall allowable construction duration of 19 months for completing the new school buildings. At this phase of design, a 19-month construction duration does not appear adequate for a contractor to safely build this size & type of project. Below we will outline the flow of work, key activities/durations, risks, & opportunities.

The critical path of the schedule currently flows through design completion, permit issuance, move-out/in, deep underground work, and construction of the new Main building & Academic building activities. It is assumed in the baseline schedule that the scope at the Track & Field as well as all Public ROW work will occur simultaneously with construction of the new buildings on the main site. These off-site activities will be phased by contractor to minimize impacts to surrounding neighbors and also athletic activities at the Track & Field site.

It is assumed that the Academic building construction will start with approximately 5 months remaining in construction of the Main buildings. Phasing the Academic building to start later allows for the contractor to utilize the parking lot west of SE 26th Ave for as long as possible to limit craft vehicle impacts on the surrounding neighborhood and allow for craft workers to park within the required distance of the jobsite (without incurring significant unproductive cost premiums from subcontractors).

As described in the Cost Efficiency section above, we anticipate Site Approach 2 will also have significantly higher GC/GR costs in comparison to Site Approach 1 as a result of building on two sites in this Site Approach. Whether the Academic building on the parking lot is built concurrently or in a subsequent phase to the main building, the Contractor will need to

provide either more concurrent GC/GRs or extended GC/GRs to manage the larger construction zone footprint.

Site Approach 2 – Baseline Schedule Key Activities & Durations:
Exhibit A.2 presents a conceptual level schedule for this Site Approach. Below is a high-level summary of that conceptual schedule, highlighting key durations and milestones for reference and comparison to Site Approach 1:

- Design and Permitting durations are assumed equal in both Site Approaches.
- Move out of existing High School & Abatement:
  - 43 days
  - Completes 8/17/2026
- Demo, Mass Ex, Deep UG MEP & Foundations:
  - 105 days
  - Completes 1/18/2027
- New high school Construction & Onsite Improvements:
  - 386 days
  - Completes 7/26/2028 (TCO achieved on main site)
- Academic Building on SE 26th Ave parking lot & parking lot improvements:
  - Begins 5 months before completion of New high school on main site to allow for maximum use of parking lot for staging & craft parking during the most complex phases of construction on main site when peek craft worker count will be reached.
  - 258 days
  - Completes 3/27/2029 (C of O on all buildings/site achieved)
- Track & Field Improvements & New Structures:
  - 237 days (Phased to limit disruptions to seasonal athletic activities)
  - Completes 7/26/2028
- Public ROW Improvements
  - 228 days (phased to limit disruptions to public & onsite construction activities). Completion to SE 26th Ave parking lot is delayed due to Academic building construction.
  - Completes 3/27/2029
- Move-in to new High school on Main site:
  - 40 days
  - Completes 9/28/2029
- Move-in to new Academic Building on parking lot site:
  - 25 days
  - Completes 5/22/2029
- Overall Project Complete: **May 30th, 2029**

- *This results in the new school not reopening until Fall of 2029. While this is later than the District desires, this may actually lessen the overall strain and impact on the District when considering that two other new high schools are targeted to reopen for Fall of 2028 school.*

Summary of Site Approach 2 overall duration from Move-out to Move-in: 3 years.

Schedule Expediting Opportunities:
In the high-level key activity summary above the baseline schedule presents an end of May of 2029 overall project completion (through completion of move-in). We understand this is later than the goal of being ready for school to restart in the Fall of 2028. Below is a list of schedule expediting opportunities for the team to consider and study further in the next design phase. *Note that in this Site Approach it appears that all expediting options noted below must be taken in order to allow for the opportunity for school to restart by Fall of 2028:*

- **Off-site Material Staging & Craft Parking:** In order to allow for the Academic building on the parking lot site to be built concurrently with the buildings on the main site, the parking lot at SE 26th Ave can only be utilized for the contractor field office trailers and minimal craft parking or material staging. An off-site material staging & craft parking location will need to be utilized by the contractor. A potential location is the north side of the Fred Meyer parking lot located south of the main building site. While this location has ample space, it puts craft workers outside the required distance that they are supposed to be able to park adjacent to the project. We anticipate this will result in significantly higher GC/GR costs for the contractor and multi-million-dollar inefficiencies costs for subcontractors. We've included a high-level ROM alternate price for this option in our cost estimate attached to this report.

- **Early Abatement:** Perform as much abatement of existing high school during the Summer of 2025, prior to start of school in Fall of 2025. Not all abatement will be able to be completed during this summer simply due to some of the destructive nature of this activity. **Estimated schedule savings is 1.5 months.**

- **Early Move-in:** Conduct District move-in activities concurrent with completion of construction & close out activities with an early "move-in only" Temporary Certificate of Occupancy. The permitting process will need to be expedited by approximately 2 months in this scenario. As mentioned at the beginning of this narrative, the

baseline assumption is that the District will not start its 3 month move-in activity until after construction is complete and C of O is achieved. If the District is willing to start the move-in while construction & closeout activities are still finishing on the project, then there is a stronger chance of being able to reopen the school for the start of 2028-2029 school year. This will be an aggressive schedule and the move-in process will prove much more logistically challenging for the District and the contractor. **Estimated schedule savings is 4 months.**

- **Early Move-out:** Move out of existing high school over winter break of the 2025/2026 school year. While this is likely not desirable, if this option was taken then a start of school in Fall of 2028 is achievable. The permitting process will need to be expedited by approximately 2 months in this scenario. See Alternate Schedule Path narrative described in Site Option 1 section of this report. **Estimated schedule savings is 6 months.**

Site Approach 2 Logistics Analysis:

Several assumptions have been made with construction logistics in this analysis. In the Schematic Design phase of the project, we anticipate vetting and fine tuning these assumptions to best fit the District's and community's needs.

Site Approach 2 presents the most complex & least efficient logistical approach for the contractor of the two options analyzed. As noted above under the Schedule Expediting Options section, whether the Academic building is phased later than the main buildings or if it is built concurrently with the Main buildings, additional risks & costs are apparent in this approach. See **Exhibit B.2** to this report for a visual representation of the construction zone footprint in Site Approach 2.

There is a substantial amount of scope at the Track & Field site as well as in the Public Right of Way. The contractor will have to strategically phase all of this work to minimize impacts to the neighborhood, public transit, athletic activities at the Track & Field, and construction on the main building site. In this site approach, the contractor will need to either store more material completely offsite and bring in just in time or find more creative ways to store material at the Track & Field site as the parking lot at SE 26th Ave will have a reduced usable footprint for the contractor.

Below is a high-level summary of logistical Risks & Opportunities presented in Site Approach 1 beyond the complexities of constructing the Academic building on SE 26th Ave parking lot.

Logistical Risks & Opportunities:

- **Sky Bridge (Risk):** The sky bridge crossing over SE 26th Ave presents several risks & impacts to the project. There will be more than one time when SE 26th Ave will need to be closed for construction of the bridge. While the contractor will likely elect to prefabricate the bulk of the structure that crosses the road and set in one piece, the façade will be installed on the bridge once the structure is in place. The façade installation will likely need to occur on several weekends, with the road closed in order to limit risks to the public. The sky bridge will also either be very close to or in direct conflict with existing above grade power lines, this risk is discussed below.

- **Hoisting (Risk):** On a distributed site, in addition to a single electric hammer head tower crane can being utilized to service the main site. An additional mobile crane will be required for several months and at various phases of construction at the Academic building on the parking lot site. See **Exhibit B.2** for anticipated crane locations and site coverage.

- **Utility Power Lines (Risk):** On all sides of the site, there are above grade utility power & communication lines. Some of these lines are within a few feet of where the new building will be constructed. Both for safety during construction and for the long-term durability (and safety) of the building we have assumed that during early phases of construction these utilities will be relocated underground. These costs have been included in our conceptual estimate.

- **Trees (Risk):** In the landscaping narrative a significant amount of the larger trees on the property have been identified to be preserved. Some of these trees are within feet of the new building footprint and will present challenges with constructing the new building (structurally and the façade installation for example).

3. **Equity Opportunities:** This Site Approach likely provides less flexibility for the prime contractor to maximize right-sized scopes for certified Small Business Participation versus Site Approach 1. This is primarily because it is more challenging from a logistics & schedule perspective. It also has the added complexity of the specialized higher risk scopes for the Sky Bridge that likely will not be performed by a small business. The more challenging

& complex logistics in Site Approach 2 will likely result in higher General Conditions cost for the prime contractor which add more GC/GR costs for them that could otherwise be utilized for Cost of Work scope items that small businesses could perform.

This is a preliminary analysis of equity opportunities based on design information available. As the architectural elements of the project develop, a more detailed analysis of scope opportunities & challenges will be provided.

4. **Site Approach 1 - Analysis Summary: Site Approach 2 will garner interest from several qualified prime Contractors.** However, it presents a longer schedule path, more risks, and higher complexity than Site Approach 1. With the assumed baseline constraint of not being able to vacate the building until the Spring 2026 term ends and having to phase construction of the Academic building later, the new school would not be ready to reopen until Fall term of 2029. We've presented preliminary schedule expediting measures that have both risks & opportunities for the project team to consider and further analyze in the next design phase.

ATTACHMENTS:

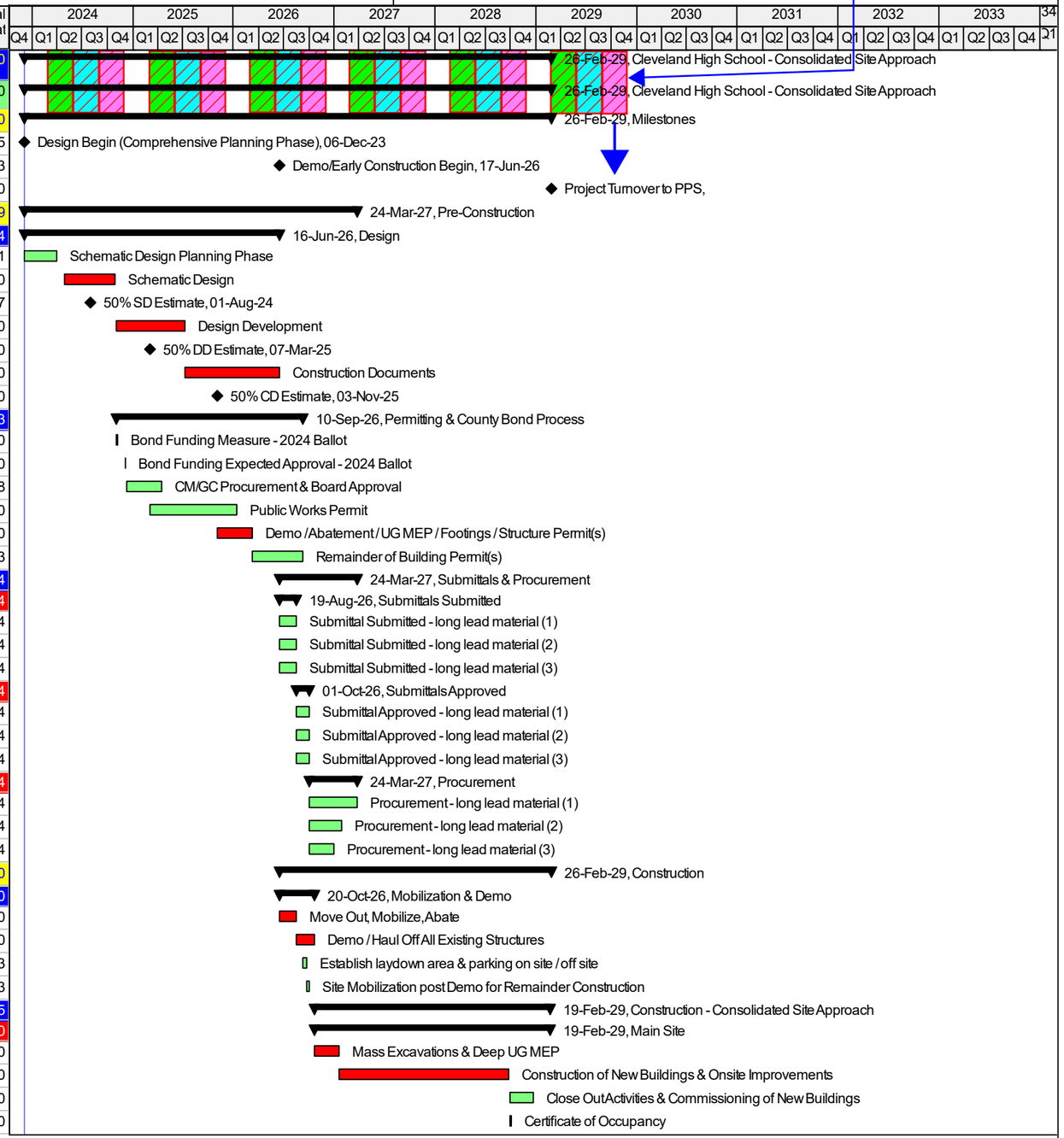
- *EXHIBIT A.1 – PROPOSED CONCEPT SCHEDULE_SITE APPROACH 1*
- *EXHIBIT A.2 – PROPOSED CONCEPT SCHEDULE_SITE APPROACH 2*
- *EXHIBIT B.1 – 3D CONCEPTUAL LOGISTIC_SITE APPROACH 1*
- *EXHIBIT B.2 – 3D CONCEPTUAL LOGISTIC_SITE APPROACH 1*
- *EXHIBIT C – CONCEPTUAL ESTIMATE*

---------- **End of Cost, Schedule, & Equity Analysis Narrative** ----------

Pull any of these color-coded columns down to see how these seasonal athletic activities overlay with construction.

Cleveland High School - Consolidated Site Approach | CHS WBS | Data Date: 06-Dec-23 | Printed: 05-Apr-24

#	Activity ID	Activity Name	Original Duration	Start	Finish	Total Float
1		**Cleveland High School - Consolidated Site Approach**	1325	06-Dec-23	26-Feb-29	0
2		**Cleveland High School - Consolidated Site Approach**	1325	06-Dec-23	26-Feb-29	0
3		**Milestones**	1325	06-Dec-23	26-Feb-29	0
4	A1360	Design Begin (Comprehensive Planning Phase)	0	06-Dec-23		1325
5	A1340	Demo/Early Construction Begin	0	17-Jun-26		683
6	A1370	Project Turnover to PPS	0		26-Feb-29	0
7		**Pre-Construction**	837	06-Dec-23	24-Mar-27	489
8		**Design**	642	06-Dec-23	16-Jun-26	684
9	A1070	Schematic Design Planning Phase	83	06-Dec-23	01-Apr-24	21
10	A1000	Schematic Design	129	01-May-24*	31-Oct-24	0
11	A1050	50% SD Estimate	0	01-Aug-24		1157
12	A1010	Design Development	172	01-Nov-24	08-Jul-25	0
13	A1080	50% DD Estimate	0	07-Mar-25		10
14	A1020	Construction Documents	237	09-Jul-25	16-Jun-26	0
15	A1110	50% CD Estimate	0	03-Nov-25		0
16		**Permitting & County Bond Process**	467	05-Nov-24	10-Sep-26	623
17	A1320	Bond Funding Measure - 2024 Ballot	1	05-Nov-24*	05-Nov-24	230
18	A1330	Bond Funding Expected Approval - 2024 Ballot	1	06-Dec-24	06-Dec-24	230
19	A1390	CM/GC Procurement & Board Approval	90	09-Dec-24	15-Apr-25	978
20	A1120	Public Works Permit	215	07-Mar-25	14-Jan-26	10
21	A1030	Demo /Abatement / UG MEP / Footings / Structure Permit(s)	86	03-Nov-25	10-Mar-26	0
22	A1040	Remainder of Building Permit(s)	129	11-Mar-26	10-Sep-26	73
23		**Submittals & Procurement**	195	16-Jun-26	24-Mar-27	384
24		**Submittals Submitted**	45	16-Jun-26	19-Aug-26	444
25	A1150	Submittal Submitted - long lead material (1)	45	16-Jun-26	19-Aug-26	384
26	A1160	Submittal Submitted - long lead material (2)	45	16-Jun-26	19-Aug-26	424
27	A1170	Submittal Submitted - long lead material (3)	45	16-Jun-26	19-Aug-26	444
28		**Submittals Approved**	30	19-Aug-26	01-Oct-26	444
29	A1180	Submittal Approved - long lead material (1)	30	19-Aug-26	01-Oct-26	384
30	A1190	Submittal Approved - long lead material (2)	30	19-Aug-26	01-Oct-26	424
31	A1200	Submittal Approved - long lead material (3)	30	19-Aug-26	01-Oct-26	444
32		**Procurement**	120	01-Oct-26	24-Mar-27	384
33	A1210	Procurement - long lead material (1)	120	01-Oct-26	24-Mar-27	384
34	A1220	Procurement - long lead material (2)	80	01-Oct-26	27-Jan-27	424
35	A1230	Procurement - long lead material (3)	60	01-Oct-26	29-Dec-26	444
36		**Construction**	683	17-Jun-26	26-Feb-29	0
37		**Mobilization & Demo**	88	17-Jun-26	20-Oct-26	60
38	A1090	Move Out, Mobilize, Abate	43	17-Jun-26	17-Aug-26	0
39	A1240	Demo / Haul Off All Existing Structures	45	18-Aug-26	20-Oct-26	0
40	A1260	Establish laydown area & parking on site / off site	10	11-Sep-26	24-Sep-26	73
41	A1100	Site Mobilization post Demo for Remainder Construction	5	25-Sep-26	01-Oct-26	73
42		**Construction - Consolidated Site Approach**	590	21-Oct-26	19-Feb-29	5
43		**Main Site**	590	21-Oct-26	19-Feb-29	0
44	A1430	Mass Excavations & Deep UG MEP	60	21-Oct-26	18-Jan-27	0
45	A1280	Construction of New Buildings & Onsite Improvements	430	19-Jan-27	26-Sep-28	0
46	A1380	Close OutActivities & Commissioning of New Buildings	60	27-Sep-28	21-Dec-28	40
47	A1440	Certificate of Occupancy	5	27-Sep-28	03-Oct-28	0



Actual Level of Effort | Actual Work | Remaining Work | Critical Remaining Work | Milestone | summary

GAMUT PROJECT SOLUTIONS

TASK filter: All Activities

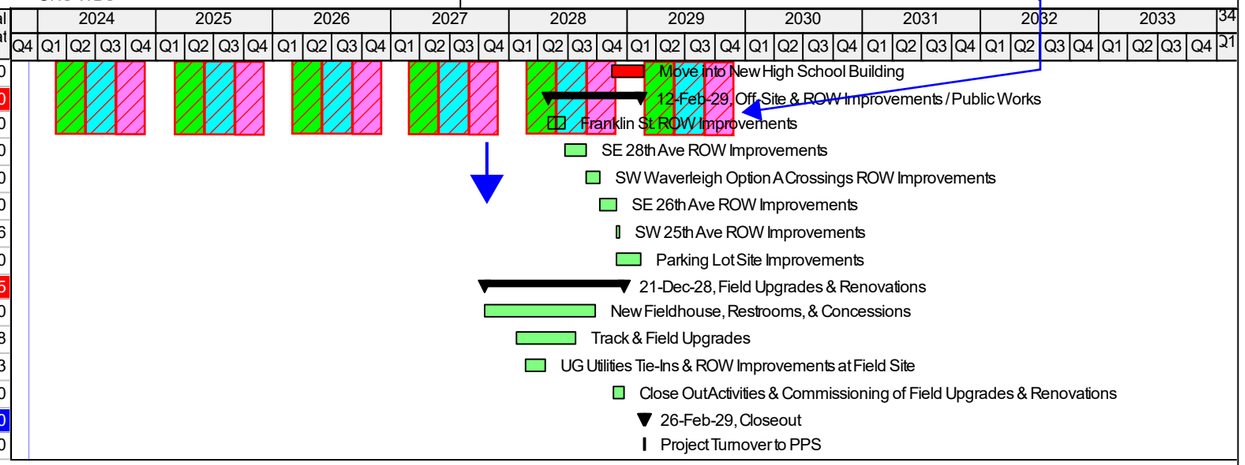
EXHIBIT A.1 - CONCEPT SCHEDULE - OPTION 01_CONSOLIDATED SITE

Spring Sports: March to May | Summer Sports: June to August | Fall Sports: Sept. to November

Pull any of these color-coded columns down to see how these seasonal athletic activities overlay with construction.

Cleveland High School - Consolidated Site Approach | CHS WBS | Data Date: 06-Dec-23 | Printed: 05-Apr-24

#	Activity ID	Activity Name	Original Duration	Start	Finish	Total Float
48	A1450	Move into New High School Building	65	15-Nov-28	19-Feb-29	0
49	**Off-Site & ROW Improvements / Public Works**		196	03-May-28	12-Feb-29	10
50	A1460	Franklin St ROW Improvements	35	03-May-28	21-Jun-28	10
51	A1470	SE 28th Ave ROW Improvements	45	22-Jun-28	25-Aug-28	10
52	A1480	SW Waverleigh Option A Crossings ROW Improvements	30	28-Aug-28	09-Oct-28	10
53	A1490	SE 26th Ave ROW Improvements	35	10-Oct-28	29-Nov-28	10
54	A1500	SW 25th Ave ROW Improvements	5	30-Nov-28	06-Dec-28	56
55	A1510	Parking Lot Site Improvements	51	30-Nov-28	12-Feb-29	10
56	**Field Upgrades & Renovations**		297	20-Oct-27	21-Dec-28	45
57	A1410	New Fieldhouse, Restrooms, & Concessions	237	20-Oct-27	26-Sep-28	80
58	A1520	Track & Field Upgrades	129	25-Jan-28	26-Jul-28	148
59	A1530	UG Utilities Tie-Ins & ROW Improvements at Field Site	43	23-Feb-28	24-Apr-28	213
60	A1420	Close OutActivities & Commissioning of Field Upgrades & Renovations	20	22-Nov-28	21-Dec-28	40
61	**Closeout**		5	20-Feb-29	26-Feb-29	0
62	A1400	Project Turnover to PPS	5	20-Feb-29	26-Feb-29	0



Actual Level of Effort | Actual Work | Remaining Work | Critical Remaining Work | Milestone | summary

GAMUT PROJECT SOLUTIONS

TASK filter: All Activities

EXHIBIT A.1 - CONCEPT SCHEDULE - OPTION 01_CONSOLIDATED SITE

Spring Sports: March to May

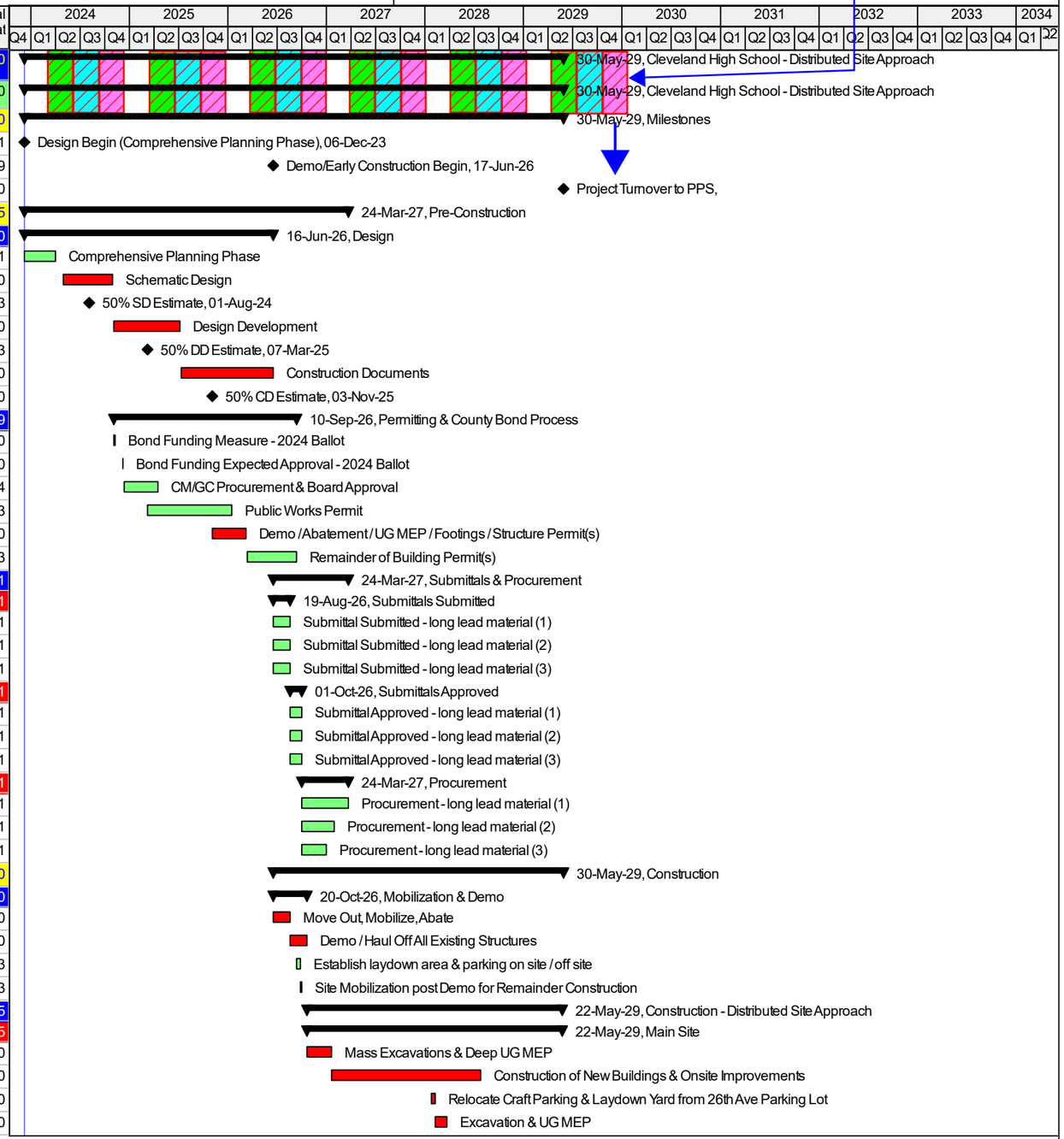
Summer Sports: June to August

Fall Sports: Sept. to November

Pull any of these color-coded columns down to see how these seasonal athletic activities overlay with construction.

Cleveland High School - Distributed Site Approach | CHS WBS | Data Date: 06-Dec-23 | Printed: 05-Apr-24

#	Activity ID	Activity Name	Original Duration	Start	Finish	Total Float
1		**Cleveland High School - Distributed Site Approach**	1391	06-Dec-23	30-May-29	0
2		**Cleveland High School - Distributed Site Approach**	1391	06-Dec-23	30-May-29	0
3		**Milestones**	1391	06-Dec-23	30-May-29	0
4	A1360	Design Begin (Comprehensive Planning Phase)	0	06-Dec-23		1391
5	A1340	Demo/Early Construction Begin	0	17-Jun-26		749
6	A1370	Project Turnover to PPS	0		30-May-29	0
7		**Pre-Construction**	837	06-Dec-23	24-Mar-27	555
8		**Design**	642	06-Dec-23	16-Jun-26	750
9	A1070	Comprehensive Planning Phase	83	06-Dec-23	01-Apr-24	21
10	A1000	Schematic Design	129	01-May-24*	31-Oct-24	0
11	A1050	50% SD Estimate	0	01-Aug-24		1223
12	A1010	Design Development	172	01-Nov-24	08-Jul-25	0
13	A1080	50% DD Estimate	0	07-Mar-25		163
14	A1020	Construction Documents	237	09-Jul-25	16-Jun-26	0
15	A1110	50% CD Estimate	0	03-Nov-25		0
16		**Permitting & County Bond Process**	467	05-Nov-24	10-Sep-26	689
17	A1320	Bond Funding Measure - 2024 Ballot	1	05-Nov-24*	05-Nov-24	230
18	A1330	Bond Funding Expected Approval - 2024 Ballot	1	06-Dec-24	06-Dec-24	230
19	A1390	CM/GC Procurement & Board Approval	90	09-Dec-24	15-Apr-25	1044
20	A1120	Public Works Permit	215	07-Mar-25	14-Jan-26	163
21	A1030	Demo /Abatement / UG MEP / Footings / Structure Permit(s)	86	03-Nov-25	10-Mar-26	0
22	A1040	Remainder of Building Permit(s)	129	11-Mar-26	10-Sep-26	73
23		**Submittals & Procurement**	195	16-Jun-26	24-Mar-27	341
24		**Submittals Submitted**	45	16-Jun-26	19-Aug-26	401
25	A1150	Submittal Submitted - long lead material (1)	45	16-Jun-26	19-Aug-26	341
26	A1160	Submittal Submitted - long lead material (2)	45	16-Jun-26	19-Aug-26	381
27	A1170	Submittal Submitted - long lead material (3)	45	16-Jun-26	19-Aug-26	401
28		**Submittals Approved**	30	19-Aug-26	01-Oct-26	401
29	A1180	Submittal Approved - long lead material (1)	30	19-Aug-26	01-Oct-26	341
30	A1190	Submittal Approved - long lead material (2)	30	19-Aug-26	01-Oct-26	381
31	A1200	Submittal Approved - long lead material (3)	30	19-Aug-26	01-Oct-26	401
32		**Procurement**	120	01-Oct-26	24-Mar-27	341
33	A1210	Procurement - long lead material (1)	120	01-Oct-26	24-Mar-27	341
34	A1220	Procurement - long lead material (2)	80	01-Oct-26	27-Jan-27	381
35	A1230	Procurement - long lead material (3)	60	01-Oct-26	29-Dec-26	401
36		**Construction**	749	17-Jun-26	30-May-29	0
37		**Mobilization & Demo**	88	17-Jun-26	20-Oct-26	60
38	A1090	Move Out, Mobilize, Abate	43	17-Jun-26	17-Aug-26	0
39	A1240	Demo / Haul Off All Existing Structures	45	18-Aug-26	20-Oct-26	0
40	A1260	Establish laydown area & parking on site / off site	10	11-Sep-26	24-Sep-26	73
41	A1100	Site Mobilization post Demo for Remainder Construction	5	25-Sep-26	01-Oct-26	73
42		**Construction - Distributed Site Approach**	656	21-Oct-26	22-May-29	5
43		**Main Site**	656	21-Oct-26	22-May-29	5
44	A1430	Mass Excavations & Deep UG MEP	60	21-Oct-26	18-Jan-27	0
45	A1280	Construction of New Buildings & Onsite Improvements	387	19-Jan-27	26-Jul-28	0
46	A1540	Relocate Craft Parking & Laydown Yard from 26th Ave Parking Lot	10	25-Jan-28	07-Feb-28	0
47	A1550	Excavation & UG MEP	30	08-Feb-28	20-Mar-28	0



Actual Level of Effort | Actual Work | Remaining Work | Critical Remaining Work | Milestone | summary

GAMUT PROJECT SOLUTIONS

TASK filter: All Activities

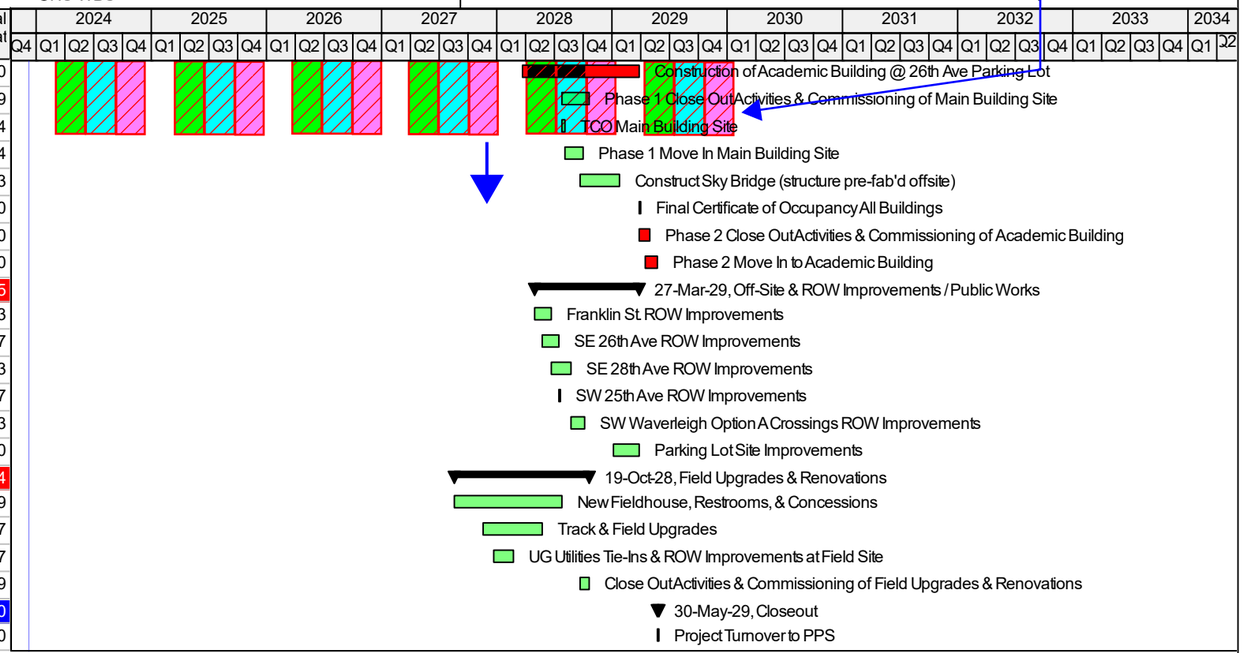
EXHIBIT A.2 - CONCEPT SCHEDULE - OPTION 02_DISTRIBUTED SITE

Spring Sports: March to May | Summer Sports: June to August | Fall Sports: Sept. to November

Pull any of these color-coded columns down to see how these seasonal athletic activities overlay with construction.

Cleveland High School - Distributed Site Approach | CHS WBS | Data Date: 06-Dec-23 | Printed: 05-Apr-24

#	Activity ID	Activity Name	Original Duration	Start	Finish	Total Float
48	A1560	Construction of Academic Building @ 26th Ave Parking Lot	258	21-Mar-28	27-Mar-29	0
49	A1380	Phase 1 Close OutActivities & Commissioning of Main Building Site	60	27-Jul-28	19-Oct-28	149
50	A1290	TCO Main Building Site	5	27-Jul-28	02-Aug-28	164
51	A1450	Phase 1 Move In Main Building Site	40	03-Aug-28	28-Sep-28	164
52	A1570	Construct Sky Bridge (structure pre-fab'd offsite)	86	22-Sep-28	25-Jan-29	83
53	A1440	Final Certificate of Occupancy All Buildings	5	28-Mar-29	03-Apr-29	40
54	A1580	Phase 2 Close OutActivities & Commissioning of Academic Building	25	28-Mar-29	01-May-29	0
55	A1590	Phase 2 Move In to Academic Building	25	18-Apr-29	22-May-29	0
56	**Off-Site & ROW Improvements / Public Works**		228	02-May-28	27-Mar-29	45
57	A1460	Franklin St ROW Improvements	35	02-May-28	20-Jun-28	163
58	A1490	SE 26th Ave ROW Improvements	35	24-May-28	14-Jul-28	157
59	A1470	SE 28th Ave ROW Improvements	45	21-Jun-28	24-Aug-28	163
60	A1500	SW 25th Ave ROW Improvements	5	17-Jul-28	21-Jul-28	217
61	A1480	SW Waverleigh Option A Crossings ROW Improvements	30	25-Aug-28	06-Oct-28	163
62	A1510	Parking Lot Site Improvements	60	03-Jan-29	27-Mar-29	40
63	**Field Upgrades & Renovations**		297	19-Aug-27	19-Oct-28	154
64	A1410	New Fieldhouse, Restrooms, & Concessions	237	19-Aug-27	26-Jul-28	189
65	A1520	Track & Field Upgrades	129	19-Nov-27	23-May-28	257
66	A1530	UG Utilities Tie-Ins & ROW Improvements at Field Site	43	22-Dec-27	23-Feb-28	297
67	A1420	Close OutActivities & Commissioning of Field Upgrades & Renovations	20	22-Sep-28	19-Oct-28	149
68	**Closeout**		5	23-May-29	30-May-29	0
69	A1400	Project Turnover to PPS	5	23-May-29	30-May-29	0



Actual Level of Effort | Actual Work | Remaining Work | Critical Remaining Work | Milestone | summary

Spring Sports: March to May | Summer Sports: June to August | Fall Sports: Sept. to November

GAMUT PROJECT SOLUTIONS

TASK filter: All Activities

EXHIBIT A.2 - CONCEPT SCHEDULE - OPTION 02_DISTRIBUTED SITE

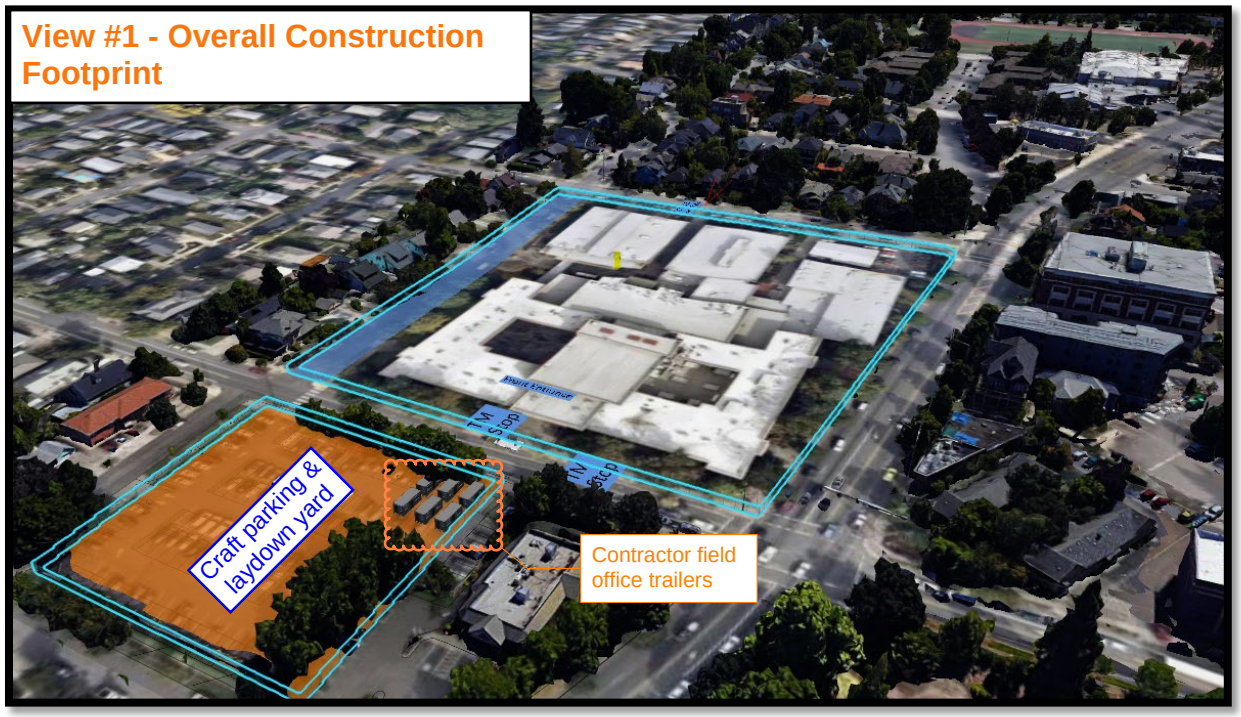
CHS Modernization: Comprehensive Planning Phase

April 8th, 2024

Gamut Project Solutions - Cost, Schedule, & Equity Analysis

EXHIBIT B.1 – 3D CONCEPTUAL LOGISTICS_*CONSOLIDATED SITE*

Introduction: This exhibit is intended only to demonstrate a conceptual approach to constructing the building(s). The model used to generate these 3D Logistic views is preliminary and in no way intended to be definitive in either design, schedule, phasing or logistical approach at this point of analysis and design. These visual aids, however, will help the project team interpret the conceptual schedule provided (EXHIBIT A) and will aid the teams in decisions related to cost, schedule, phasing, and logistics.



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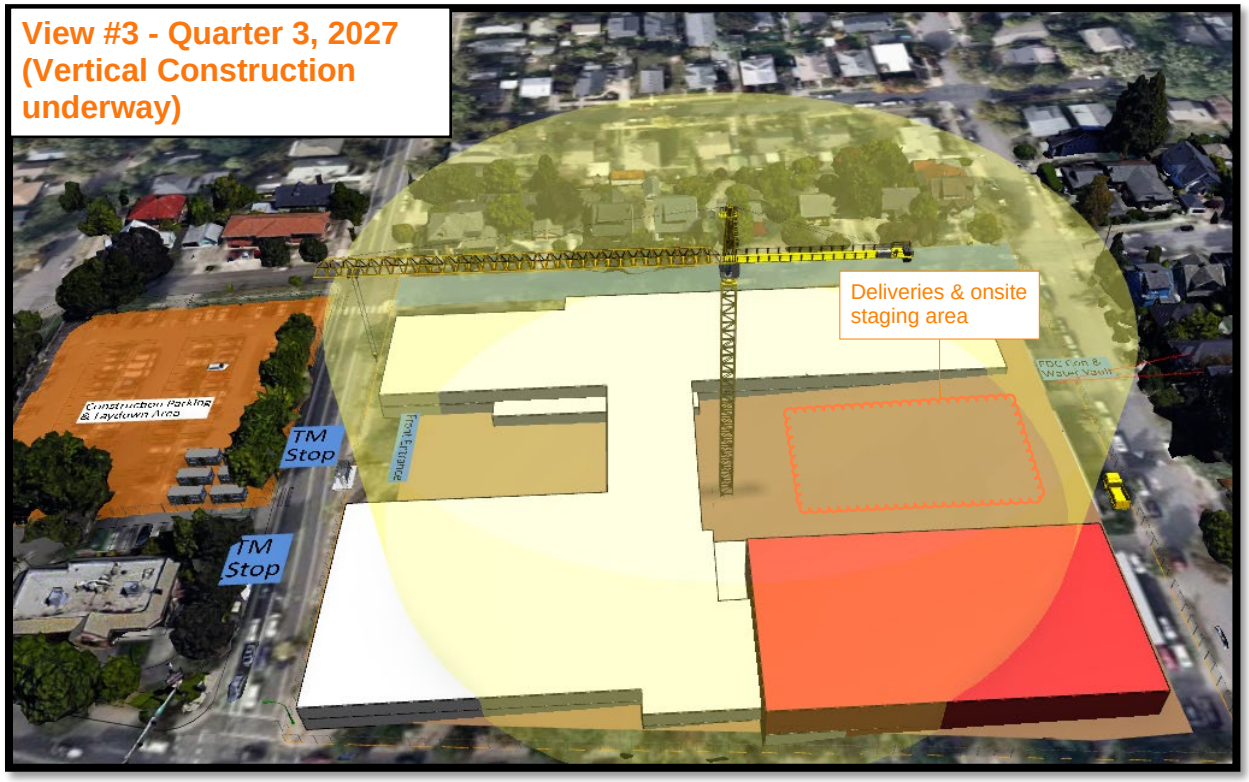
View #2 - Quarter 4, 2026 (Mass ex & Deep UG & Foundations underway



View #3 - Quarter 3, 2027 (Vertical Construction underway)



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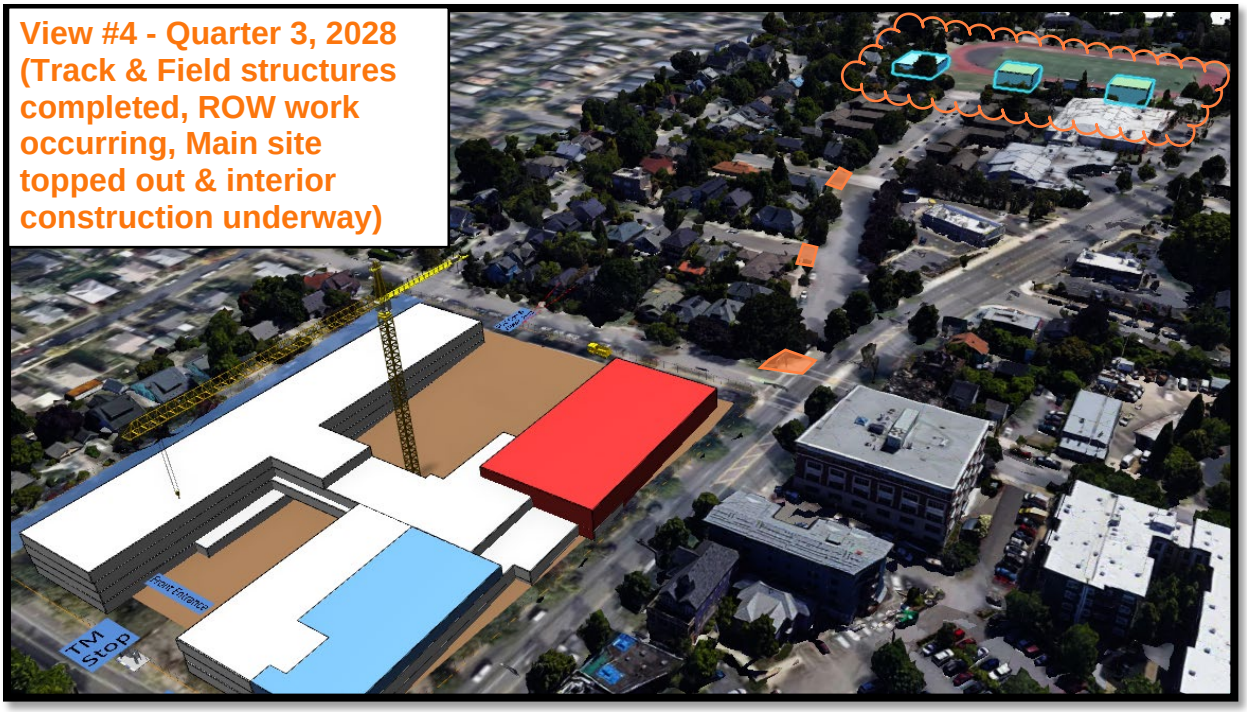
View #4 - Quarter 3, 2028 (Track & Field structures completed, ROW work occurring, Main site topped out & interior construction underway)



View #4 - Quarter 1, 2029 (All phases complete)



----------END OF EXHIBIT B.1----------

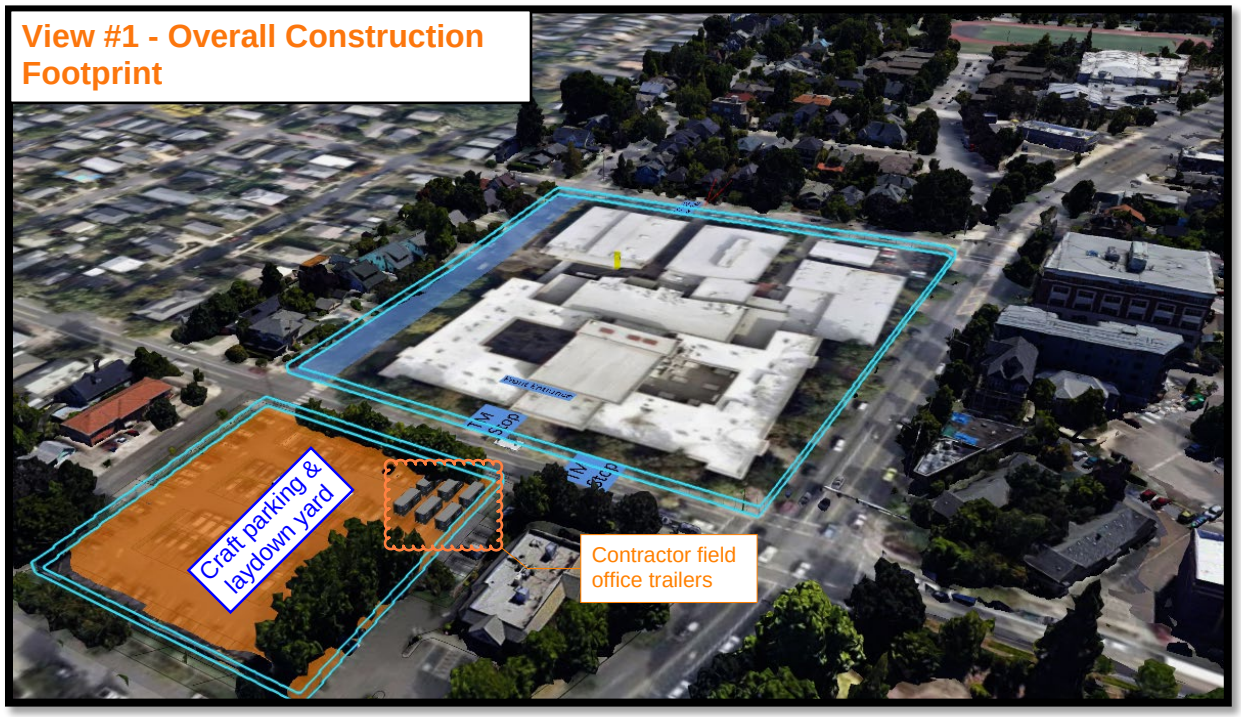
CHS Modernization: Comprehensive Planning Phase

April 8th, 2024

Gamut Project Solutions - Cost, Schedule, & Equity Analysis

EXHIBIT B.2 – 3D CONCEPTUAL LOGISTICS_*DISTRIBUTED SITE*

Introduction: This exhibit is intended only to demonstrate a conceptual approach to constructing the building(s). The model used to generate these 3D Logistic views is preliminary and in no way intended to be definitive in either design, schedule, phasing or logistical approach at this point of analysis and design. These visual aids, however, will help the project team interpret the conceptual schedule provided (EXHIBIT A) and will aid the teams in decisions related to cost, schedule, phasing, and logistics.



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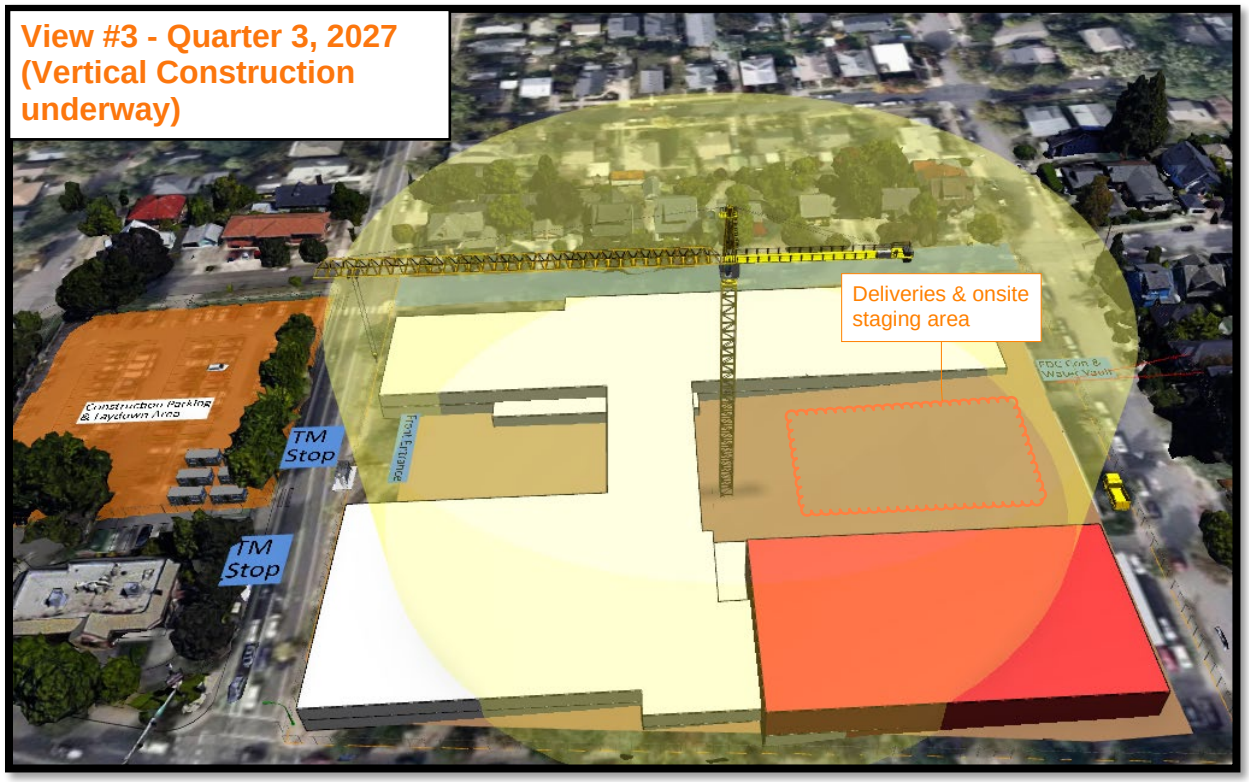
View #2 - Quarter 4, 2026 (Mass ex & Deep UG & Foundations underway



View #3 - Quarter 3, 2027 (Vertical Construction underway)



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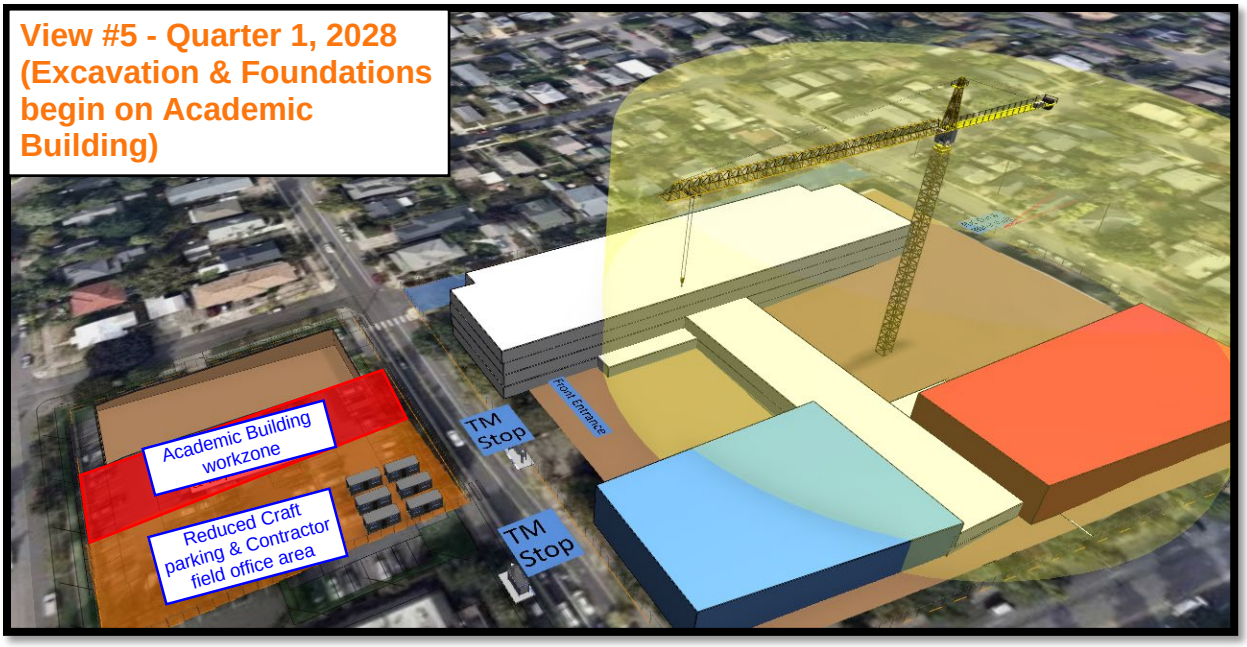
View #5 - Quarter 1, 2028 (Excavation & Foundations begin on Academic Building)



View #6 - Quarter 2, 2028 (Track & Field structures completed, ROW work occurring, Main building nearing completion, Academic building well underway)



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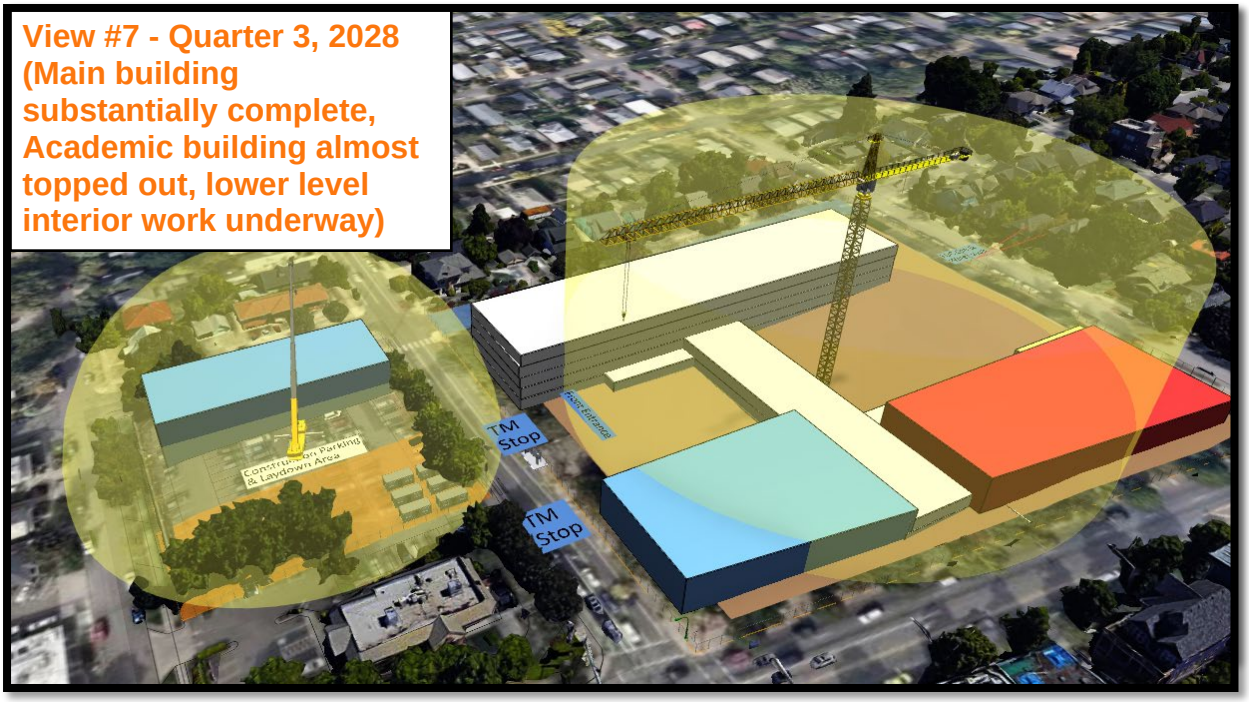
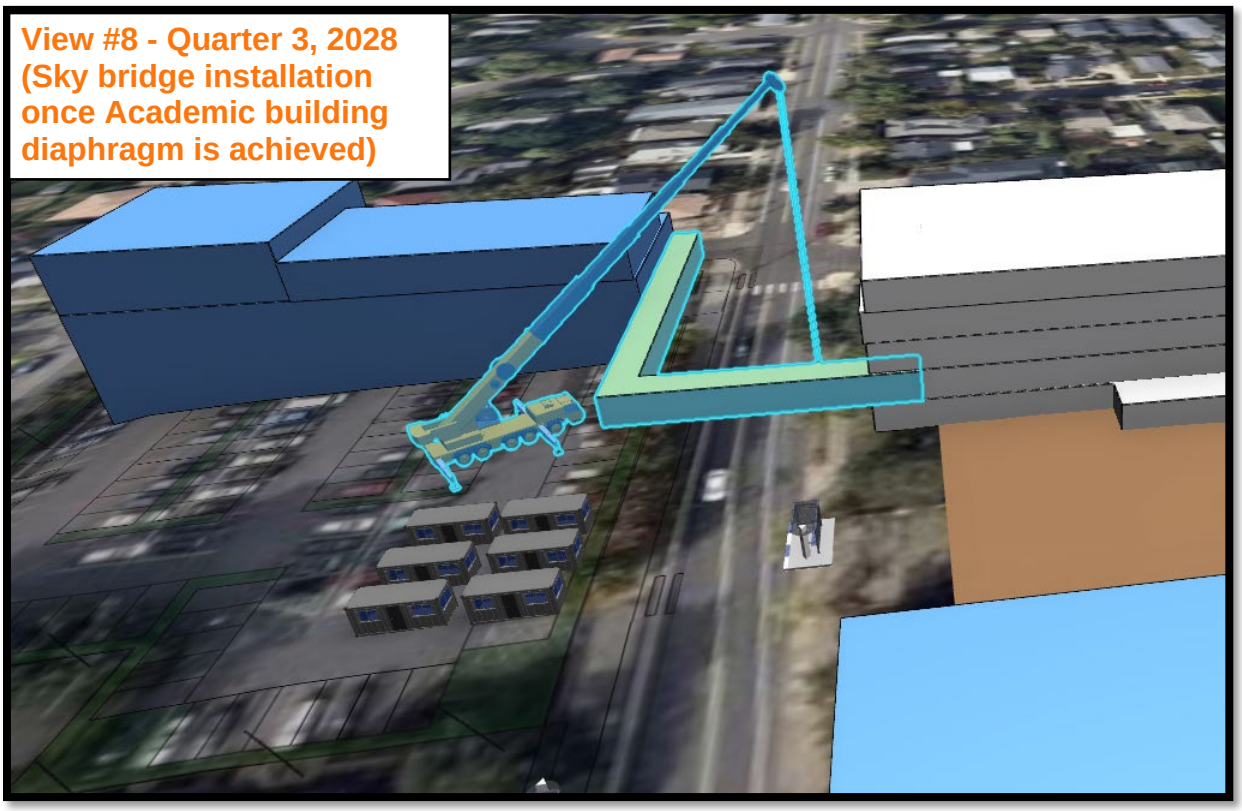
View #7 - Quarter 3, 2028 (Main building substantially complete, Academic building almost topped out, lower level interior work underway)



View #8 - Quarter 3, 2028 (Sky bridge installation once Academic building diaphragm is achieved)



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View #9 - Quarter 2, 2029
(All phases complete)



----------END OF EXHIBIT B.2----------

Cleveland High School

Pre-Design

3400 SE 26th Ave
Portland, OR 97202

April 8th, 2024

Prepared For: Mahlum/Studio Petretti
Cost Estimate Revision - 0.0

Internal Reference: KJF2436-0.0

Table of Contents

01 - Project Details

02 - Estimate Summary & Detail Consolidated Option

03 - Estimate Summary & Detail Distributed Option

01 - Project Details

Cleveland High School

Pre-Design

Basis of Estimate

The Estimate Phase

Order of magnitude estimate, also known as a conceptual estimate, is completed with minimal information. Costs are defined in relation to the usable units that have been designed for the facility. These are orders of magnitude are not meant to be exact or guaranteed values for construction. The intention of the conceptual estimate is to provide preliminary guidance to the owner to assist in decision making early in the project life cycle.

The Project

Cleveland High School is located at 3400 SE 26th Ave. in Portland. The campus is bordered by SW Powell St to the south, 26th Ave to the west, and residential development to the north and east. Replacement of an existing high school with a new comprehensive high school with associated improvements to the nearby track and field and parking lot sites, including replacement of existing field house with new. Currently, there are (2) conceptual options for Cleveland High School. Consolidated - In this option the new high school is oriented on a single site. Distributed - In this scheme the new high school is oriented on the main site, with an 60k sf building located on the current parking lot at 26th and Franklin. All facilities are to be vacant and construction shall occur concurrently.

Assumptions of the Estimate:

Schedule & Phasing

Assumed Schedule start of 08/2026
Construction Duration of 27 Months for the consolidated option and 34 Months for Distributed.
All work will be carried out during normal working hours
Escalation has been figured as 4.25% per year to the midpoint of the overall project duration.

Rates & Wages

Wages have been figured as Davis Bacon/Prevailing Wage Rates.
Equipment Costs are included in unit rates.
SubContractor Overheads and Profits are included in the unit rates.
No Mockups are included within the estimate.
The scope of work for some items currently is not quantifiable. These items have been indicated as "allow" or have rates applied at a unit applicable to the "gsf" of the building or floor.

General/Contract Method

Contractor will be procured through a qualifications & fee based evaluation with atleast 3 bidders.
Project will be competitively bid amongst sub contractors, at least 3 bids for each scope.
Subcontractors will be contracted to work that they specialize in.
Preconstruction costs are included for the CM/GC, Mechanical, Electrical & Plumbing Contractors.
All resources are available semi-locally and compensated travel is not required.
The general contract will be CM/GC.
Portland Public Schools contracting requirements have been included.

Con'td on Next Page

Basis of Estimate (Cont'd)

Clarifications of Construction

A - Substructure

All excavation and backfill associated with footings/gradebeams and basement construction is incl.
Soil improvments are based upon aggregate piers.
Slab on grade costs account for perimeter curbs and varying slab thicknesses indicated.
Equipment pad and base costs is intended to cover pads and bases throughout the building.
All below grade walls have been figured to be Pile and Lagging shoring w/ tiebacks.

B - Shell

Consolidated option uses the following construction types for structure:
* Classroom Tower - Type IV-B Mass Timber
* Connector and Areas Outside of Auditorium and Gymnasium - Tpe III-B Mass Timber
* Auditorium Balcony and Stage Abutments - Structural Steel, With Metal Deck and Concrete Top
* Auditorium Roof - Heavy GluLam Beams & CLT Decking
* Gynasium Floor - Structural Stee, With Metal Deck and Concrete Topping
* Gynasium Roof - Bidder Designed OWJ, Acoustic Metal Decking.

Distributed option uses the following construction types for structure:
* Classroom Tower - Type III-A Mass Timber
* Connector and Areas Outside of Auditorium and Gymnasium - Tpe III-B Mass Timber
* Auditorium Balcony and Stage Abutments - Structural Steel, With Metal Deck and Concrete Top
* Auditorium Roof - Heavy GluLam Beams & CLT Decking
* Gynasium Floor - Structural Stee, With Metal Deck and Concrete Topping
* Gynasium Roof - Bidder Designed OWJ, Acoustic Metal Decking.
* Distributed Building - Type III-A Mass Timber

Canopies have been included as a complete assembly.
Fully grouted CMU walls have been included around gymnasium and auditorium.
Windows have been figured to be 30% of façade sf.
Cementitious fireproofing has been figured at structural steel floors.
Vegatated roofs have been included for some roofing. See estimate for detail.
Skylights have been included over the gymnasium.
Allowances have been made for exterior finishes where not noted, see estimate.

C - Interiors

See estimate detail for allowances and further assumptions.

D - Services

See estimate detail for allowances and further assumptions.

E - Equipment & Furnishings

See estimate detail for allowances and futher assumptions

G - SiteWork

See estimate detail for allowances and futher assumptions

Con'td on Next Page

Basis of Estimate (Cont'd)

Z - General

General Conditions and staffing are assumed as a percentage of the cost of work.
Provisions have been made for TradePartner participation for specific trades only. See detail.

Project Specific Exclusions

Items noted as "Excl" in the estimate detail are not included.
The affects of unfair contract conditions which may affect bid pricing.
Implications of proposed legislation which may occur during the construction period. (not aware of any)
Lack of competition amongst subcontractors bidding the project
Uncompetitive bidding due to the complexity of the project and or subcontractor work loads
Abnormal changes in market conditions affecting our assessment of escalation
Owners contingencies, insurances, building permits or administrative costs.
Development Soft costs including, land, financing, legal costs, design fees.
Escalation Beyond mid point of construction.
Abatement of any type or removal of hazardous materials/soils from site or buildings.
Any information in a geotech report that would affect the cost of this estimate.
Loose Furn, FF&E.

Documents Used for Development of Estimate

This estimate utilized the following documents to measure quantities and apply built up rates:

240307_Plans + Massing
240402 Design Package
Attachment 02_Track Site Plan and Field House
Attachment 03_Powell Park Plan
CHS CP Working Program 2023_Fieldhouse_To Consultants 240307
CHS CP Working Program 2023_To consultants_240307
CHS Preliminary Project Description and Narratives MP_240318
COC05.02_ENGACT_Parking
COC05.03_ENGACT_Concept Approach
240321 Pricing Question - Through 04/8/2024
240322 Alternate Pricing Memo

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY		UNIT	TOTAL
01 - Building	323,700	GSF	$1,004.87	$325,276,425
02 - Site Improvements	196,698	GSF	$116.13	$22,841,967
03 - Waverleigh Improvements	74,428	GSF	$31.20	$2,322,195
04 - Field House	12,450	GSF	$975.62	$12,146,480
05 - Track Site Improvements	92,738	GSF	$151.61	$14,059,637
06 - 26th Parking Improvements	46,511	GSF	$21.66	$1,007,475
Estimated Cost of Work	**323,700**	**GSF**	**$1,166.68**	**$377,654,178**
1.5% For Green Energy	1.50%			$5,664,813
Total	**323,700**	**GSF**	**$1,184.18**	**$383,318,991**

Distributed

DESCRIPTION	QUANTITY		UNIT	TOTAL
01 - Main Building	263,700	GSF	$1,056.95	$278,717,512
01a - Distributed Building	60,000	GSF	$1,172.20	$70,332,233
02 - Site Improvements	196,698	GSF	$118.96	$23,398,260
02a - Distributed Site Improvements	20,954	GSF	$91.55	$1,918,274
03 - Waverleigh Improvements	74,428	GSF	$31.96	$2,378,749
04 - Field House	12,450	GSF	$999.38	$12,442,295
05 - Track Site Improvments	92,738	GSF	$155.30	$14,402,045
06 - 26th Parking Improvements	25,561	GSF	$18.90	$483,045
Estimated Cost of Work	**323,700**	**GSF**	**$1,248.29**	**$404,072,415**
1.5% For Green Energy	1.50%			$6,061,086
Total	**323,700**	**GSF**	**$1,267.02**	**$410,133,501**

02 - Estimate Summary & Detail

Consolidated Option

Cleveland High School

Pre-Design

Work Breakdown Areas

01 - Building
Inclusive of all work within the building footprint.

02 - Site Improvement
Inclusive of all work outside the building footprint to the property lines of the main building site. Including adjacent right of way improvements not accounted for elsewhere.

03 - Waverleigh Improvements
Inclusive of Option C along Waverleigh as indicated within the civil narrative and confirmed within pre pricing questions.

04 - Field House
Inclusive of all work to construct a new single story field house on the track site.

05 - Track Site Improvements
Improvements to the existing track site. Inclulding right of way improvements around the track site.

06 - 26th Ave Parking Lot Improvements
Improvements to the existing parking lot site located at 26th and Franklin

Building + Sitework Areas

Consolidated Building

Enclosed Areas			
Level 01	98,480		
Level 02	98,305		
Level 03	69,945		
Level 04	37,445		
Level 05	35,855		
Adjustment to Achieve 323,700k gsf	(16,330)		
SubTotal, Enclosed Areas	323,700	sf	
Covered Areas			
Canopies	1,200	sf	Allow
SubTotal, Covered Area @ 1/2 Value	600	sf	
TOTAL GROSS FLOOR AREA	**324,300**	**sf**	

*All Area Measurements made per AIA D101 GFA Rules

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY		UNIT	TOTAL
01 - Building	323,700	GSF	$565.05	$182,905,102
02 - Site Improvements	196,698	GSF	$65.30	$12,844,190
03 - Waverleigh Improvements	74,428	GSF	$17.54	$1,305,785
04 - Field House	12,450	GSF	$548.60	$6,830,047
05 - Track Site Improvments	92,738	GSF	$85.25	$7,905,828
06 - 26th Parking Improvements	46,511	GSF	$12.18	$566,510
Estimated Cost of Work	**323,700**	**GSF**	**$656.03**	**$212,357,462**
Design Contingency	15.00%			$31,853,619
Escalation to Midpoint - (September 2027)	15.60%			$38,096,929
Construction Contingency	5.00%			$14,115,401
General Conditions/General Requirements	16.00%			$45,169,282
Insurance & Bond	2.00%			$7,553,084
PreConstruction - Struct & MEP - TradePartners Only	3.00%			$8,469,240
Metro SHS Tax	1.00%			$3,776,542
Fee	4.50%			$16,262,620
1.5% For Green Energy	1.50%			$5,664,813
Total	**323,700**	**GSF**	**$1,184.18**	**$383,318,991**

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Consolidated 4/8/2024

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
01 - Building			$565.05	$182,905,102
A - SubStructure			$49.24	$15,938,229
A10 - Foundations			$22.39	$7,247,446
A20 - Basement Construction			$26.85	$8,690,784
B - Shell			$182.48	$59,067,608
B10 - Superstructure			$107.82	$34,901,372
B20 - Exterior Enclosure			$60.05	$19,438,079
B30 - Roofing			$14.61	$4,728,156
C - Interiors			$102.54	$33,193,646
C10 - Interior Construction			$62.08	$20,096,744
C20 - Stairs			$4.95	$1,602,315
C30 - Interior Finishes			$35.51	$11,494,587
D - Services			$206.49	$66,841,153
D10 - Conveying			$4.31	$1,394,338
D20 - Plumbing			$24.55	$7,946,835
D30 - HVAC			$85.15	$27,563,175
D40 - Fire Protection			$6.48	$2,098,125
D50 - Electrical			$86.00	$27,838,680
E - Equipment & Furnishings			$24.30	$7,864,466
E10 - Equipment			$12.20	$3,949,120
E20 - Furnishings			$12.10	$3,915,346
02 - Site Improvements			$39.68	$12,844,190
G - Building Sitework			$39.68	$12,844,190
G10 - Site Preparation			$19.56	$6,330,930
G20 - Site Improvements			$12.17	$3,938,260
G30 - Site Mechanical Utilities			$2.01	$650,000
G40 - Site Electrical Utilities			$5.95	$1,925,000
03 - Waverleigh Improvements			$4.03	$1,305,785
G - Building Sitework			$4.03	$1,305,785
G10 - Site Preparation			$0.87	$280,898
G20 - Site Improvements			$2.67	$864,887
G30 - Site Mechanical Utilities			$0.23	$75,000
G40 - Site Electrical Utilities			$0.26	$85,000
04 - Field House			$21.10	$6,830,047
A - SubStructure			$3.63	$1,173,538
A10 - Foundations			$1.64	$531,395
A20 - Basement Construction			$1.98	$642,142
B - Shell			$7.39	$2,392,985
B10 - Superstructure			$4.19	$1,355,183
B20 - Exterior Enclosure			$1.77	$574,040
B30 - Roofing			$1.43	$463,763

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Consolidated 4/8/2024

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
C - Interiors			$2.44	$790,824
C10 - Interior Construction			$1.51	$488,912
C30 - Interior Finishes			$0.93	$301,913
D - Services			$7.19	$2,328,150
D20 - Plumbing			$2.12	$684,750
D30 - HVAC			$1.54	$498,000
D40 - Fire Protection			$0.27	$87,150
D50 - Electrical			$3.27	$1,058,250
E - Equipment & Furnishings			$0.34	$109,550
E10 - Equipment			$0.18	$58,710
E20 - Furnishings			$0.16	$50,840
G - Building Sitework			$0.11	$35,000
G30 - Site Mechanical Utilities			$0.00	$0
G40 - Site Electrical Utilities			$0.11	$35,000
05 - Track Site Improvments			$24.42	$7,905,828
G - Building Sitework			$24.42	$7,905,828
G10 - Site Preparation			$2.47	$800,297
G20 - Site Improvements			$19.07	$6,173,030
G30 - Site Mechanical Utilities			$0.34	$110,000
G40 - Site Electrical Utilities			$2.54	$822,500
06 - 26th Parking Improvements			$1.75	$566,510
G - Building Sitework			$1.75	$566,510
G10 - Site Preparation			$0.52	$168,126
G20 - Site Improvements			$1.23	$398,384

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
01 - Building			**$565.05**	**$182,905,102**
A - SubStructure			**$49.24**	**$15,938,229**
A1010 - Standard Foundations			**$11.27**	**$3,647,619**
Standard Foundations				
- Base Courses & Vapor Barrier	98,480.00	sf	$3.57	$351,746
- Excavation & Backfill - Footings, Pits, Incl Backfill	98,480.00	sf	$8.85	$871,548
- Foundation Drain	2,372.00	lf	$27.23	$64,590
- Misc Steel - Cast in Embeds and Anchors	98,480.00	sf	$2.19	$215,395
- Spread Footings & Grade Beams	98,480.00	sf	$21.77	$2,144,340
A1020 - Special Foundations			**$4.84**	**$1,567,200**
Special Foundations				
- Dewatering - Allow	1.00	allow	$45,000.00	$45,000
- Elevator Pit & Waterproofing	3.00	ea	$15,000.00	$45,000
- Soil Improvements - EAP	98,480.00	sf	$15.00	$1,477,200
A1030 - Slab on Grade			**$6.28**	**$2,032,627**
Slabs on Grade				
- Equipment Pads/Bases	98,480.00	sf	$2.35	$231,428
- Firewater Storage Tank - Excluded	0.00	excluded	$0.00	$0
- Radon Mitigation - In Mechanical	0.00	included	$0.00	$0
- Slabs on Grade	98,480.00	sf	$18.29	$1,801,199
- Underslab Drainage - Excluded	0.00	excluded	$0.00	$0
- Underslab Insulation - Excluded	0.00	excluded	$0.00	$0
A2010 - Basement Excavation			**$15.09**	**$4,884,446**
Basement Excavation				
Soldier Pile w/Lagging and Tiebacks	29,627.00	sf	$105.00	$3,110,835
- Mass Excavation - Cut for Basement	43,685.00	cy	$40.60	$1,773,611
A2020 - Basement Walls			**$11.76**	**$3,806,338**
Basement Walls				
- Concrete Wall	29,627.00	sf	$90.36	$2,677,096
- Concrete Wall Footing	632.00	cy	$950.00	$600,400
- Waterproofing & Insulation	29,627.00	sf	$17.85	$528,842
B - Shell			**$182.48**	**$59,067,608**
B1010 - Floor Construction			**$77.95**	**$25,230,948**
Structural Steel Floor				
- Decking - Steel Floor Decking, 3"	22,598.00	sf	$8.51	$192,309
- Misc Steel - Catwalks, Hangers & Grating	38.00	tons	$6,500.00	$247,000
- Misc Steel - Grid Iron at Auditorium	9.46	tons	$6,500.00	$61,490
- Spray Applied Fireproofing - Floors	25,289.00	sf	$7.75	$195,990
- Structural Steel - Beams, Floors, Auditorium and Gym	152.00	tons	$6,500.00	$988,000
- Topping Slab - 3.5"	25,289.00	sf	$10.12	$255,925
Type 1V-B MT Floor Const				
- Beams & Columns - GluLam	60,204.00	cf	$121.50	$7,314,786
- Beams & Columns - GluLam Connections	154,367.00	sf	$6.85	$1,057,414
- Decking - 5 Ply CLT	154,367.00	sf	$46.25	$7,139,474
- Fireproofing - 2 Layers On Underside of CLT Deck	96,450.00	sf	$3.84	$370,368
- Fireproofing - 3 Layer Wrap on Columns	18,215.00	sf	$11.36	$206,922
- Mass Timber Construction Weather Repairs and Protection - Allow	154,367.00	sf	$0.75	$115,775

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Structural Steel - BRB Lateral Frames, Floors	80.00	ea	$12,500.00	$1,000,000
- Topping - 2" Gypcrete w/ AcoustiMat	154,367.00	sf	$3.25	$501,693
Type III-B MT Floor Const				
- Beams & Columns - GluLam	18,567.00	cf	$121.50	$2,255,891
- Beams & Columns - GluLam Connections	61,890.00	sf	$6.85	$423,947
- Decking - 3 Ply CLT	61,890.00	sf	$38.68	$2,393,905
- Mass Timber Construction Weather Repairs and Protection - Allow	61,890.00	sf	$0.75	$46,418
- Structural Steel - BRB Lateral Frames, Floor	21.00	ea	$12,500.00	$262,500
- Topping - 2" Gypcrete w/ AcoustiMat	61,890.00	sf	$3.25	$201,143
B1020 - Roof Construction			**$29.87**	**$9,670,425**
Canopies				
- Canopies - Complete	1,200.00	sf	$155.00	$186,000
Hvy Timber Roof - Auditorium				
- Beams - GluLam, Auditorium	5,434.00	cf	$142.00	$771,628
- Decking - 3 Ply CLT Roof at Auditorium	11,285.00	sf	$38.68	$436,504
- Topping - 2" Gypcrete, Excluded at Roof	0.00	excluded	$0.00	$0
Structural Steel Roof Gym				
- Decking - Acoustical Metal Decking at Gymnasium	22,915.00	sf	$11.20	$256,648
- Misc Steel - Solar Supports, To be part of 1.5% GET	0.00	included	$0.00	$0
- Structural Steel - Beams, Roofs, Gymnasium	63.00	tons	$8,250.00	$519,750
- Structural Steel - Mechanical Screens	25.00	tons	$7,450.00	$186,250
- Topping Slab - Excluded at Roof	0.00	excluded	$0.00	$0
Type 1V-B MT Roof Const				
- Beams & Columns - GluLam	16,742.00	cf	$121.50	$2,034,153
- Beams & Columns - GluLam Connections	42,924.00	sf	$6.85	$294,029
- Decking - 5 Ply CLT	42,924.00	sf	$46.25	$1,985,235
- Fireproofing - 2 Layers On Underside of CLT Deck	21,290.00	sf	$3.84	$81,754
- Fireproofing - 3 Layer Wrap on Columns	5,065.00	sf	$11.36	$57,538
- Mass Timber Construction Weather Repairs and Protection - Allow	42,924.00	sf	$0.75	$32,193
- Structural Steel - BRB Lateral Frames, Roof	12.00	ea	$12,500.00	$150,000
- Topping - 2" Gypcrete, Excluded at Roof	0.00	excluded	$0.00	$0
Type III-B MT Roof Const				
- Beams & Columns - GluLam	9,396.00	cf	$121.50	$1,141,614
- Beams & Columns - GluLam Connections	31,323.00	sf	$6.85	$214,563
- Decking - 3 Ply CLT	31,323.00	sf	$38.68	$1,211,574
- Mass Timber Construction Weather Repairs and Protection - Allow	31,323.00	sf	$0.75	$23,492
- Structural Steel - BRB Lateral Frames, Roof	7.00	ea	$12,500.00	$87,500
- Topping - 2" Gypcrete, Excluded at Roof	0.00	excluded	$0.00	$0
B2010 - Exterior Walls			**$40.13**	**$12,991,346**
Exterior Walls				
- Cladding - Mechanical Screens	10,000.00	sf	$55.00	$550,000
- Claddings - Incl Rainscreen support	99,365.00	sf	$70.00	$6,955,550
- Claddings - Overhangs/Exterior Soffits, Complete	7,858.00	sf	$95.00	$746,510
- Exterior Façade Flashings & Sheetmetal	141,950.00	sf	$2.50	$354,875
- Exterior Wall - CMU Fully Grouted	19,315.00	sf	$65.26	$1,260,497
- Exterior Wall - Framing, Ins, WB	80,050.00	sf	$25.00	$2,001,250
- Misc Metals - Façade Support Steel	133.00	tons	$7,500.00	$997,500

Consolidated **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
-	Misc Metals - Support at Parapets	3.36	tons	$7,500.00	$25,164
-	Mockups	1.00	ls	$100,000.00	$100,000
	B2020 - Exterior Windows			**$19.08**	**$6,174,825**
	Exterior Windows				
-	Exterior Glazing - Various, Incl Operables, Figured 30%	42,585.00	sf	$145.00	$6,174,825
	B2030 - Exterior Doors			**$0.84**	**$271,908**
	Exterior Doors				
-	Exterior Doors - Incl OHD, Alum & HM Openings	323,700.00	gsf	$0.84	$271,908
	B3010 - Roof Coverings			**$12.03**	**$3,893,019**
	Roofing				
-	Roof Sheetmetal	108,448.00	sf	$0.85	$92,181
-	Roofing - Mod Bit. Protected Membrane	102,887.00	sf	$33.36	$3,432,310
-	Roofing - Vegetated Green Roof System	5,561.00	sf	$66.27	$368,527
	B3020 - Roof Openings			**$2.58**	**$835,138**
	Roof Accessories & Openings				
-	Roof Accessories - Safety Tie Offs Anchors	1.00	ls	$85,000.00	$85,000
-	Roof Accessories - Vents, Hatches, Catwalks	108,448.00	ea	$1.20	$130,138
-	Skylights in Gym	4,000.00	sf	$155.00	$620,000
-	Window Washing Davit Bases & Arms - Excluded	0.00	excluded	$0.00	$0
	C - Interiors			**$102.54**	**$33,193,646**
	C1010 - Partitions			**$42.88**	**$13,879,860**
	Partitions				
-	Backing & Blocking	323,700.00	gsf	$0.36	$116,532
-	Caulking & Firestopping	323,700.00	gsf	$1.40	$453,180
-	Interior CMU Walls	25,985.00	gsf	$49.15	$1,277,163
-	Interior Walls	323,700.00	gsf	$30.05	$9,727,185
-	Mockups	1.00	ls	$50,000.00	$50,000
-	Plastering	323,700.00	gsf	$2.45	$793,065
-	Transoms/Sidelites	323,700.00	gsf	$4.52	$1,462,736
	C1020 - Interior Doors			**$5.43**	**$1,758,986**
	Interior Doors				
-	Access Doors - Incl with Doors	0.00	included	$0.00	$0
-	Interior Doors	323,700.00	gsf	$4.66	$1,509,025
-	Specialty Interior Doors	323,700.00	gsf	$0.77	$249,961
	C1030 - Fittings			**$13.77**	**$4,457,898**
	Interior Fittings				
-	Amenities and Convenience Items	323,700.00	gsf	$0.55	$178,035
-	EGD Allowance	1.00	allow	$75,000.00	$75,000
-	FEC's	323,700.00	gsf	$0.18	$58,266
-	HDS	323,700.00	gsf	$0.53	$171,270
-	Lockers	323,700.00	gsf	$3.97	$1,285,089
-	Misc Interior Metals - Railings outside stairs, ladders, grate	323,700.00	gsf	$3.13	$1,013,181
-	Signage	323,700.00	gsf	$1.00	$323,700
-	Toilet Partitions & Accessories	323,700.00	gsf	$1.40	$453,180
-	Visual Display Systems	323,700.00	gsf	$2.33	$754,512
-	Wall Protections and Cornerguards	323,700.00	gsf	$0.45	$145,665
	C2010 - Stair Construction			**$4.95**	**$1,602,315**
	Stairs				

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- C2010 - Stair Construction	323,700.00	gsf	$4.95	$1,602,315
C3010 - Wall Finishes			**$8.95**	**$2,897,115**
Interior Finishes				
- C3010 - Wall Finishes	323,700.00	gsf	$8.95	$2,897,115
C3020 - Floor Finishes			**$11.72**	**$3,793,764**
Interior Finishes				
- C3020 - Floor Finishes	323,700.00	gsf	$11.72	$3,793,764
C3030 - Ceiling Finishes			**$14.84**	**$4,803,708**
Interior Finishes				
- C3030 - Ceiling Finishes	323,700.00	gsf	$14.84	$4,803,708
D - Services			**$206.49**	**$66,841,153**
D1010 - Elevator & Lifts			**$3.95**	**$1,278,615**
Conveying				
- Passanger Elevators	323,700.00	gsf	$3.95	$1,278,615
D1090 - Other Coonveying Systems			**$0.36**	**$115,723**
Conveying				
- Hydraulic Lifts	323,700.00	gsf	$0.36	$115,723
D2010 - Plumbing Fixtures			**$5.20**	**$1,683,240**
Plumbing				
- Plumbing Fixtures	323,700.00	gsf	$5.20	$1,683,240
D2020 - Domestic Water Distribution			**$6.50**	**$2,104,050**
Plumbing				
- Domestic Water Distribution	323,700.00	gsf	$6.50	$2,104,050
D2030 - Sanitary Waste			**$6.50**	**$2,104,050**
Plumbing				
- Sanitary Waste Systems	323,700.00	gsf	$6.50	$2,104,050
D2040 - Rain Water Drainage			**$3.50**	**$1,132,950**
Plumbing				
- Rain Water Drainage	323,700.00	gsf	$3.50	$1,132,950
D2090 - Other Plumbing Systems			**$2.85**	**$922,545**
Plumbing				
- Acid Waste Systems	323,700.00	gsf	$0.85	$275,145
- Compressed Air Systems	323,700.00	gsf	$0.50	$161,850
- Seismic	323,700.00	gsf	$1.00	$323,700
- Testing	323,700.00	gsf	$0.50	$161,850
D3090 - Other HVAC Systems & Equipment			**$85.15**	**$27,563,175**
HVAC				
- Air Distribution	323,700.00	gsf	$17.70	$5,729,490
- Air Handling Equipment	323,700.00	gsf	$16.35	$5,292,495
- Chilled Beams	323,700.00	gsf	$1.00	$323,700
- Controls	323,700.00	gsf	$10.00	$3,237,000
- Exhaust Systems	323,700.00	gsf	$5.00	$1,618,500
- GRDS and Louvers	323,700.00	gsf	$3.00	$971,100
- Heat Generation and Cooling	323,700.00	gsf	$11.25	$3,641,625
- Piping Distribution	323,700.00	gsf	$14.00	$4,531,800
- Radon Exhaust	102,545.00	gsf	$3.00	$307,635

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Seismic	323,700.00	gsf	$1.00	$323,700
- Supplemental Heating and Cooling	323,700.00	gsf	$0.80	$258,960
- Testing, Adjusting and Balancing	323,700.00	gsf	$1.60	$517,920
- Thermal Storage and Circulation Pumps	323,700.00	gsf	$2.50	$809,250
D4010 - Sprinklers			**$6.48**	**$2,098,125**
Fire Sprinklers				
- Fire Sprinklers, Incl Firepump	323,700.00	gsf	$6.48	$2,098,125
D5010 - Electrical Service & Distribution			**$29.15**	**$9,437,300**
Service & Distribution				
- Emergency Power Systems	323,700.00	gsf	$7.00	$2,265,900
- Machine and Equipment Power	323,700.00	gsf	$5.50	$1,780,350
- Main Service and Distribution	323,700.00	gsf	$10.00	$3,237,000
- PV Systems, Rough In Only	1.00	ls	$50,000.00	$50,000
- Receptacle Controls	323,700.00	gsf	$0.50	$161,850
- User Convenience Power	323,700.00	gsf	$6.00	$1,942,200
D5020 - Lighting and Branch Wiring			**$27.65**	**$8,950,300**
Lighting & Controls				
- Lighting Controls	323,700.00	gsf	$4.00	$1,294,800
- Lighting Fixtures	323,700.00	gsf	$20.00	$6,474,000
- Theater Lighting - Black Box	1.00	ls	$121,500.00	$121,500
- Theater Lighting Including House Lighting	1.00	ls	$1,060,000.00	$1,060,000
D5030 - Communications & Security			**$27.30**	**$8,836,050**
Low Voltage				
- Access Control/Intruder Detection	323,700.00	gsf	$2.50	$809,250
- AV Systems - Equipment, Install and Cabling	1.00	ls	$1,833,500.00	$1,833,500
- AV Systems - Rough In	1.00	ls	$366,700.00	$366,700
- CCTV	323,700.00	gsf	$2.50	$809,250
- Clock/Paging Systems	323,700.00	gsf	$3.00	$971,100
- Distributed Antenna System	323,700.00	gsf	$1.00	$323,700
- Fire Alarm System	323,700.00	gsf	$3.50	$1,132,950
- Telephone and Data Systems	323,700.00	gsf	$8.00	$2,589,600
D5090 - Other Electrical Systems			**$1.90**	**$615,030**
Other Electrical				
- Grouding	323,700.00	gsf	$0.35	$113,295
- Testing	323,700.00	gsf	$1.55	$501,735
E - Equipment & Furnishings			**$24.30**	**$7,864,466**
E1010 - Commercial Equipment			**$5.19**	**$1,678,567**
Commercial Equipment				
- Coordination For Unforeseen FFE Requirements	1.00	ls	$50,000.00	$50,000
- Foor Service Equipment	323,700.00	gsf	$4.68	$1,513,654
- Library Stack Shelving and Book Drops	323,700.00	gsf	$0.29	$92,255
- Residential Appliances - OFCI	323,700.00	gsf	$0.07	$22,659
E1020 - Institutional Equipment			**$1.35**	**$435,377**
Institutional Equipment				
- Athletic Equipment	323,700.00	gsf	$1.06	$343,122
- Lab Equipment	323,700.00	gsf	$0.24	$77,688
- Monitor Support Brackets	323,700.00	gsf	$0.05	$14,567
- Projector/AV Screens - Included in D5030	0.00	included	$0.00	$0

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
E1023 - Theatrical Equipment			**$5.61**	**$1,815,755**
Theatrical Equipment				
- Production/AV Equipment - Included in D5030	0.00	included	$0.00	$0
- Theatrical Equipment	323,700.00	gsf	$5.61	$1,815,755
- Theatrical/Production Lighting - Included in D5030	0.00	included	$0.00	$0
E1030 - Vehicular Equipment			**$0.06**	**$19,422**
Vehicle Equipment				
- Loading Dock Equipment	323,700.00	gsf	$0.06	$19,422
E2010 - Fixed Furnishings			**$12.10**	**$3,915,346**
Furnishings				
- Bleachers	323,700.00	gsf	$1.06	$342,539
- Casework & Counters	323,700.00	gsf	$9.35	$3,026,595
- Curtains and Drapes	323,700.00	gsf	$0.01	$4,629
- Window Shades	323,700.00	gsf	$1.67	$541,582
E2020 - Movable Furnishings			**$0.00**	**$0**
Movable Furnishings				
- Movable Furnishings - Excluded, Assumed as FFE	0.00	excluded	$0.00	$0
02 - Site Improvements			**$39.68**	**$12,844,190**
G - Building Sitework			**$39.68**	**$12,844,190**
G1010 - Site Clearing			**$1.56**	**$503,389**
Site Readiness				
- Construction Fencing	1,780.00	lf	$18.00	$32,040
- Temp Erosion & Sediment Control, Incl Maintenance	196,698.00	sf	$0.50	$98,349
- Temporary Construction Aids	28.00	mo	$12,250.00	$343,000
- Tree Protection	30.00	ea	$1,000.00	$30,000
G1020 - Site Demolition and Relocations			**$17.45**	**$5,647,008**
Site Demo & Prep				
- Demo Existing School	270,952.00	sf	$12.45	$3,373,352
- Demo Roads/Parking & Hardscapes	42,552.00	sf	$1.42	$60,424
- Demo ROW for Utility Connections	1.00	allow	$35,000.00	$35,000
- Demo Trees	31.00	ea	$750.00	$23,250
- Haz Material Abatement of Existing School	270,952.00	sf	$4.05	$1,097,356
- Salvage Allowance from Existing School	270,952.00	sf	$3.50	$948,332
- Site Clear & Grub - Demo Misc Site Items	37,276.00	sf	$0.92	$34,294
- Utility Relocations	1.00	ls	$75,000.00	$75,000
G1030 - Site Earthwork			**$0.56**	**$180,533**
Site Earthwork				
- Site Earthwork, Incl Rough Grade	98,116.00	sf	$1.84	$180,533
G1040 - Hazardous Waste Remediation			**$0.00**	**$0**
Site Remediation				
- Site Materials Hazardous Waste Remediation - Excluded	0.00	excluded	$0.00	$0
G2010 - Roadways			**$1.56**	**$504,745**
Right of Way Improvements				
- Right of Way Improvements - 26th Ave	380.00	lf	$526.00	$199,880
- Right of Way Improvements - 28th Ave	430.00	lf	$255.00	$109,650
Roadway Work				

Consolidated **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
-	Demo Existing Striping and Restripe 26th	1.00	ls	$15,000.00	$15,000
-	Roadways - Asphalt Patch Back	1,767.00	sf	$7.25	$12,811
-	Roadways - Concrete Paving	4,243.00	sf	$18.25	$77,435
-	Roadways - Curbs	1,767.00	lf	$26.00	$45,942
-	Roadways - Fine Grade	4,243.00	sf	$0.36	$1,527
-	Roadways - Patch Back at Utility Connections	1.00	allow	$35,000.00	$35,000
-	Roadways - Signage & Striping	1.00	allow	$7,500.00	$7,500
	G2030 - Pedestrian Paving			**$3.42**	**$1,107,062**
	Pedestrian Paving				
-	Pedestrian Paving - Aggregate, Courtyard	2,166.00	sf	$0.75	$1,625
-	Pedestrian Paving - Base Courses	842.00	cy	$48.00	$40,416
-	Pedestrian Paving - Concrete Stairs	1,006.00	lf	$108.36	$109,010
-	Pedestrian Paving - Concrete, Courtyard	27,131.00	sf	$16.50	$447,662
-	Pedestrian Paving - Concrete, Ramps, Courtyard	2,190.00	sf	$18.25	$39,968
-	Pedestrian Paving - Concrete, Sidewalks	12,640.00	sf	$12.36	$156,230
-	Pedestrian Paving - Fine Grade	45,562.00	sf	$0.36	$16,402
	ROW Improvements				
-	Pedestrian Paving - Concrete, ADA Sidewalk Corner Mods	2.00	ea	$6,500.00	$13,000
	Site Handrails & Guardrails				
-	Site Guardrails	392.00	lf	$225.00	$88,200
-	Site Guardrails w/ Handrail	462.00	lf	$275.00	$127,050
-	Site Handrails	540.00	lf	$125.00	$67,500
	G2040 - Site Development			**$5.62**	**$1,818,272**
	Fields & Athletics				
-	Outdoor Play Equipment	1.00	ls	$50,000.00	$50,000
-	Synthetic Turf - Incl Base, Courtyard and Play Area	11,105.00	sf	$18.36	$203,888
	Furnishings & Enhancements				
-	Courtyard Improvements/Furniture	27,131.00	sf	$8.00	$217,048
-	Site Furnishings - Incl, Boulders & Conc Twig Bench	98,116.00	sf	$0.92	$90,267
	Site Buildings				
-	Covered Bike Parking	2,009.00	sf	$125.00	$251,125
-	Trash Enclosure - Roof	681.00	sf	$85.00	$57,885
	Site Concrete Work				
-	Site Retaining Walls - Varied Heights	7,616.00	sf	$95.00	$723,520
-	Site Wall 24" Wide x 18" High	493.00	lf	$115.00	$56,695
-	Stadium Seating - 15" Rise	112.00	lf	$87.50	$9,800
-	Stadium Seating - 18" Rise	83.00	lf	$103.25	$8,570
	Site Fencing				
-	Field Fence - Practice Field	1,800.00	sf	$10.75	$19,350
-	Site Fence - Gates	16.00	ea	$2,250.00	$36,000
-	Site Fence - Secure Perimter	477.00	lf	$175.00	$83,475
-	Site Fence - Trash Enclosure	18.00	lf	$175.00	$3,150
-	Site Fence - Trash Enclosure Gate	1.00	ea	$7,500.00	$7,500
	G2050 - Landscaping			**$1.57**	**$508,180**
	Landscaping				
-	Irigation	44,529.00	sf	$1.78	$79,262
-	Planting/Soil Improvements	39,194.00	sf	$8.15	$319,431
-	Planting/Soil Improvements - Stormwater Planters	5,335.00	sf	$12.65	$67,488
-	Trees	56.00	ea	$750.00	$42,000

Consolidated **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
	G3010 - Water Supply			**$0.46**	**$150,000**
	Water Supply				
-	Water Supply - Upgrade Existing incoming water services including addition of new backflow prevention	1.00	ls	$150,000.00	$150,000
	G3020 - Sanitary Sewer			**$0.77**	**$250,000**
	Sanitary Sewer				
-	Sanitary Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$250,000.00	$250,000
	G3030 - Storm Sewer			**$0.77**	**$250,000**
	Storm Sewer				
-	Storm Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$250,000.00	$250,000
	G4010 - Electrical Distribution			**$4.02**	**$1,300,000**
	Service & Distribution				
-	Relocate Power Lines on School Side of 26th Below Grade	1.00	ls	$550,000.00	$550,000
-	Site Electrical Distribtuion, EV Charging, Etc.	1.00	ls	$750,000.00	$750,000
	G4020 - Site Lighting			**$1.24**	**$400,000**
	Site Lighting				
-	Field Lighting - Multi Use	0.00	ls	$0.00	$0
-	Field Lighting - Tennis	0.00	ls	$0.00	$0
-	Off Site - Street Lighting, Allowance	1.00	allow	$150,000.00	$150,000
-	Site Lighting	1.00	ls	$250,000.00	$250,000
	G4030 - Site Communications & Security			**$0.70**	**$225,000**
	Communications & Safety				
-	Incoming Telecom - Cabling By Service Provider, Excluded	0.00	excluded	$0.00	$0
-	Incoming Telecom - Conduit	1.00	ls	$75,000.00	$75,000
-	Site Communication & Security	1.00	ls	$150,000.00	$150,000
03 - Waverleigh Improvements				**$4.03**	**$1,305,785**
	G - Building Sitework			**$4.03**	**$1,305,785**
	G1010 - Site Clearing			**$0.23**	**$74,714**
	Site Readiness				
-	Temp Erosion & Sediment Control, Incl Maintenance	74,428.00	sf	$0.50	$37,214
-	Temporary Construction Aids	5.00	mo	$7,500.00	$37,500
	G1020 - Site Demolition and Relocations			**$0.44**	**$142,921**
	Site Demo & Prep				
-	Demo ROW for Utility Connections	1.00	allow	$35,000.00	$35,000
-	Site Clearing /Demolition	74,428.00	sf	$1.45	$107,921
	G1030 - Site Earthwork			**$0.20**	**$63,264**
-	Regrading	74,428.00	sf	$0.85	$63,264
	G2010 - Roadways			**$1.49**	**$483,666**
	Roadway Work				
-	Extruded Curbs	2,559.00	lf	$26.00	$66,534
-	New Asphalt & Base Course	46,025.00	sf	$8.50	$391,213
-	Roadways - Asphalt Patch Back	1,767.00	sf	$7.25	$12,811
-	Striping - Parking Lines	1,058.00	lf	$4.20	$4,444
-	Striping - Standard Crossing	1,265.00	sf	$6.85	$8,665

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
G2030 - Pedestrian Paving			**$0.71**	**$228,211**
Pedestrian Paving				
- Elevated CrossWalk	90.00	sf	$38.00	$3,420
- Pedestrian Paving - Concrete, ADA Sidewalk Mods	985.00	sf	$34.00	$33,490
- Pedestrian Paving - Concrete, Sidwalk, Premium Finish	11,594.00	sf	$16.50	$191,301
G2050 - Landscaping			**$0.47**	**$153,010**
Landscaping				
- Irigation	13,143.00	sf	$1.78	$23,395
- Planting/Soil Improvements	13,143.00	sf	$8.15	$107,115
- Treees	30.00	ea	$750.00	$22,500
G3030 - Storm Sewer			**$0.23**	**$75,000**
Storm Sewer				
- Storm Sewer Improvements	1.00	ls	$75,000.00	$75,000
G4020 - Site Lighting			**$0.26**	**$85,000**
Site Lighting				
- Off Site - Street Lighting, Allowance	1.00	allow	$85,000.00	$85,000
04 - Field House			**$21.10**	**$6,830,047**
A - SubStructure			**$3.63**	**$1,173,538**
A1010 - Standard Foundations			**$1.05**	**$338,420**
Standard Foundations				
- Base Courses & Vapor Barrier	12,450.00	sf	$4.08	$50,796
- Excavation for Foundations	12,450.00	sf	$5.48	$68,226
- Foundation Drain	408.00	lf	$27.23	$11,110
- Misc Steel - Cast in Embeds and Anchors	12,450.00	sf	$2.48	$30,876
- Spread Footings & Grade Beams	12,450.00	sf	$14.25	$177,413
A1020 - Special Foundations			**$0.13**	**$40,463**
Special Foundations				
- Soil Improvements - EAP	12,450.00	sf	$3.25	$40,463
A1030 - Slab on Grade			**$0.47**	**$152,513**
Slabs on Grade				
- Slab on Grade	12,450.00	sf	$12.25	$152,513
- Underslab Drainage - Excluded	0.00	excluded	$0.00	$0
- Underslab Insulation - Excluded	0.00	excluded	$0.00	$0
A2010 - Basement Excavation			**$0.99**	**$321,483**
Basement Excavation				
Soldier Pile w/Lagging and Tiebacks	2,300.00	sf	$108.50	$249,550
- Mass Excavation - Cut for Basement	1,383.33	cy	$52.00	$71,933
A2020 - Basement Walls			**$0.99**	**$320,659**
Basement Walls				
- Concrete Wall	2,300.00	sf	$93.48	$215,004
- Concrete Wall Footing	68.00	cy	$950.00	$64,600
- Waterproofing & Insulation	2,300.00	sf	$17.85	$41,055
B - Shell			**$7.39**	**$2,392,985**
B1020 - Roof Construction			**$4.19**	**$1,355,183**
Mass Timber Structure				
- Beams, Columns & CLT Deck Mass Timber	12,450.00	sf	$105.00	$1,307,250

Consolidated **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
-	Misc Steel & Connections	12,450.00	sf	$3.85	$47,933
	B2010 - Exterior Walls			**$1.13**	**$365,210**
	Exterior Walls				
-	Cladding - Incl Rainscreen support	3,265.00	sf	$70.00	$228,550
-	Exterior Façade Flashings & Sheetmetal	4,080.00	sf	$7.25	$29,580
-	Exterior Wall Framing, Ins, WB	3,265.00	sf	$28.00	$91,420
-	Misc Metals Façade	4,080.00	sf	$2.00	$8,160
-	Mockups	1.00	ls	$7,500.00	$7,500
	B2020 - Exterior Windows			**$0.33**	**$106,080**
	Exterior Windows				
-	Exterior Glazing - Figured 20%	816.00	sf	$130.00	$106,080
	B2030 - Exterior Doors			**$0.32**	**$102,750**
	Exterior Doors				
-	Exterior Double Man Doors	3.00	ea	$4,500.00	$13,500
-	Exterior Man Doors	6.00	ea	$2,500.00	$15,000
-	Exterior Overhead Coiling Doors	550.00	sf	$135.00	$74,250
	B3010 - Roof Coverings			**$1.43**	**$463,763**
	Roofing				
-	Roof Sheetmetal	12,450.00	sf	$2.25	$28,013
-	Roofing - Mod Bit. Protected Membrane	12,450.00	sf	$35.00	$435,750
	C - Interiors			**$2.44**	**$790,824**
	C1010 - Partitions			**$0.94**	**$304,403**
	Partitions				
-	Allowance for CMU Premiums	12,450.00	gsf	$12.50	$155,625
-	Backing & Blocking	12,450.00	gsf	$0.25	$3,113
-	Interior Walls	12,450.00	gsf	$10.50	$130,725
-	Transoms/Sidelites	12,450.00	gsf	$1.20	$14,940
	C1020 - Interior Doors			**$0.06**	**$18,675**
	Interior Doors				
-	Interior Doors	12,450.00	gsf	$1.50	$18,675
	C1030 - Fittings			**$0.51**	**$165,834**
	Interior Fittings				
-	Amenities and Convenience Items	12,450.00	gsf	$0.85	$10,583
-	FEC's	12,450.00	gsf	$0.40	$4,980
-	Lockers	12,450.00	gsf	$6.85	$85,283
-	Protective Guards, Barriers and Bumpers	12,450.00	gsf	$2.00	$24,900
-	Signage	12,450.00	gsf	$0.77	$9,587
-	Toilet Partitions	12,450.00	gsf	$2.05	$25,523
-	Visual Display Systems	12,450.00	gsf	$0.40	$4,980
	C3010 - Wall Finishes			**$0.35**	**$112,673**
	Interior Finishes				
-	C3010 - Wall Finishes	12,450.00	sf	$9.05	$112,673
	C3020 - Floor Finishes			**$0.31**	**$99,600**
	Interior Finishes				
-	C3020 - Floor Finishes	12,450.00	sf	$8.00	$99,600
	C3030 - Ceiling Finishes			**$0.28**	**$89,640**

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
Interior Finishes				
- C3030 - Ceiling Finishes	12,450.00	sf	$7.20	$89,640
D - Services			**$7.19**	**$2,328,150**
D2090 - Other Plumbing Systems			**$2.12**	**$684,750**
Plumbing				
- Plumbing Systems	12,450.00	gsf	$55.00	$684,750
D3090 - Other HVAC Systems & Equipment			**$1.54**	**$498,000**
HVAC				
- HVAC Systems	12,450.00	gsf	$40.00	$498,000
D4010 - Sprinklers			**$0.27**	**$87,150**
Fire Sprinklers				
- Fire Sprinklers	12,450.00	gsf	$7.00	$87,150
D5010 - Electrical Service & Distribution			**$3.27**	**$1,058,250**
Electrical				
- Electrical Systems	12,450.00	gsf	$85.00	$1,058,250
E - Equipment & Furnishings			**$0.34**	**$109,550**
E1020 - Institutional Equipment			**$0.14**	**$43,710**
Institutional Equipment				
- Batting Cages, Nets & Equipment	3,015.00	sf	$14.00	$42,210
- Projector/AV Screens, Some OFCI	1.00	ea	$1,500.00	$1,500
E1090 - Other Equipment			**$0.05**	**$15,000**
AV Equipment				
- AV Equipment	1.00	allow	$15,000.00	$15,000
E2010 - Fixed Furnishings			**$0.16**	**$50,840**
Furnishings				
- Casework & Counters	12,400.00	gsf	$3.85	$47,740
- Window Shades	12,400.00	gsf	$0.25	$3,100
G - Building Sitework			**$0.11**	**$35,000**
G3010 - Water Supply			**$0.00**	**$0**
Water Supply				
- Water Supply - Included with Track Site Improvements	0.00	included	$0.00	$0
G3020 - Sanitary Sewer			**$0.00**	**$0**
Sanitary Sewer				
- Sanitary Sewer - Included with Track Site Improvements	0.00	included	$0.00	$0
G3030 - Storm Sewer			**$0.00**	**$0**
Storm Sewer				
- Storm Sewer - Included with Track Site Improvements	0.00	included	$0.00	$0
G4010 - Electrical Distribution			**$0.11**	**$35,000**
Service & Distribution				
- Electrical Distribution	1.00	ls	$35,000.00	$35,000
05 - Track Site Improvments			**$24.42**	**$7,905,828**
G - Building Sitework			**$24.42**	**$7,905,828**
G1010 - Site Clearing			**$0.89**	**$288,369**
Site Readiness				

Consolidated **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
-	Construction Fencing - Use Existing	0.00	excluded	$0.00	$0
-	Temp Erosion & Sediment Control, Incl Maintenance	92,738.00	sf	$0.50	$46,369
-	Temporary Construction Aids	8.00	mo	$5,500.00	$44,000
-	Track Protection	64,000.00	sf	$3.00	$192,000
-	Tree Protection	6.00	ea	$1,000.00	$6,000
	G1020 - Site Demolition and Relocations			**$0.42**	**$136,339**
	Site Demo & Prep				
-	Building - Haz Material Abatement	2,375.00	sf	$2.00	$4,750
-	Demo ROW for Utility Connections	1.00	allow	$12,500.00	$12,500
-	Demolition - Existing Building	2,375.00	sf	$15.00	$35,625
-	Site Clearing	92,738.00	sf	$0.90	$83,464
	G1030 - Site Earthwork			**$1.16**	**$375,589**
-	Site Earthwork	92,738.00	sf	$4.05	$375,589
	G2010 - Roadways			**$0.28**	**$91,533**
	Roadway Work				
-	Roadways - Concrete Patch Back	400.00	sf	$25.00	$10,000
-	Roadways - Concrete Paving, Driveway	2,365.00	sf	$19.35	$45,763
-	Roadways - Curbs, Modification	375.00	lf	$38.00	$14,250
-	Roadways - Fine Grade, Incl Base	2,365.00	sf	$1.70	$4,021
-	Roadways - Patch Back at Utility Connections	1.00	allow	$10,000.00	$10,000
-	Roadways - Signage & Striping	1.00	allow	$7,500.00	$7,500
	G2020 - Parking Lots			**$0.13**	**$41,353**
	Parking Lots				
-	Parking - Asphalt Paving	3,808.00	sf	$6.48	$24,676
-	Parking - Base Courses	70.00	cy	$62.00	$4,340
-	Parking - Curbs	350.00	lf	$26.00	$9,100
-	Parking Signage & Striping	3,808.00	sf	$0.85	$3,237
	G2030 - Pedestrian Paving			**$1.44**	**$467,315**
	Pedestrian Paving				
-	Pedestrian Paving - Base Courses	842.00	cy	$48.00	$40,416
-	Pedestrian Paving - Concrete Stairs, Allow	500.00	sf	$25.00	$12,500
-	Pedestrian Paving - Concrete, ADA Sidewalk Corner Mods	3.00	ea	$6,500.00	$19,500
-	Pedestrian Paving - Concrete, Plaza	25,050.00	sf	$15.25	$382,013
-	Pedestrian Paving - Concrete, Shot Put Pads	208.00	sf	$18.60	$3,869
-	Pedestrian Paving - Fine Grade	25,050.00	sf	$0.36	$9,018
	G2040 - Site Development			**$15.84**	**$5,128,427**
	Fields & Athletics				
-	New Bleachers - Adding 950 seats	2,320.00	sf	$115.00	$266,800
-	New Bleachers - Small on East Side of Field	1.00	ls	$25,000.00	$25,000
-	New Football Field Turf - Over Existing Base	94,000.00	sf	$11.15	$1,048,100
-	New Practice Field	13,655.00	sf	$18.48	$252,344
-	Repairs to Existing Grandstands	1.00	allow	$50,000.00	$50,000
-	Shot Put Pit - Incl Base Course	2,400.00	sf	$3.75	$9,000
	Furnishings & Enhancements				
-	Plaza Improvements/Furniture - Premium	25,050.00	sf	$8.00	$200,400
-	Site Furnishings	92,738.00	sf	$0.52	$48,224
	Site Buildings				

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Concessions Building - Complete	250.00	sf	$505.00	$126,250
- Restroom Buildings - Complete	3,265.00	sf	$575.00	$1,877,375
- Ticketing Building - Complete	200.00	sf	$195.00	$39,000
Site Concrete Work				
- Site Retaining Walls - Allow	10,167.00	sf	$87.63	$890,934
Site Equipment				
- Athletic Equipment	1.00	ls	$250,000.00	$250,000
Site Fencing				
- Site Fence - Modifications/Repair - Allow	1.00	allow	$45,000.00	$45,000
G2050 - Landscaping			**$1.37**	**$444,402**
Landscaping				
- Irigation	52,049.00	sf	$1.78	$92,647
- Lawn Seeding/Soil Improvements	21,581.00	sf	$1.68	$36,256
- Planting/Soil Improvements	26,202.00	sf	$8.15	$213,546
- Planting/Soil Improvements - Stormwater Planters	4,265.00	sf	$12.65	$53,952
- Trees	64.00	ea	$750.00	$48,000
G3010 - Water Supply			**$0.15**	**$50,000**
Water Supply				
- Water Supply - New Fire Service, Track Site	1.00	ls	$25,000.00	$25,000
- Water Supply - Upgrade Existing incoming water services including addition of new backflow prevention	1.00	ls	$25,000.00	$25,000
G3020 - Sanitary Sewer			**$0.08**	**$25,000**
Sanitary Sewer				
- Sanitary Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$25,000.00	$25,000
G3030 - Storm Sewer			**$0.11**	**$35,000**
Storm Sewer				
- Storm Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$35,000.00	$35,000
G4010 - Electrical Distribution			**$0.46**	**$150,000**
Service & Distribution				
- Site Electrical Distribtuion, EV Charging, Etc.	1.00	ls	$150,000.00	$150,000
G4020 - Site Lighting			**$1.73**	**$560,000**
Site Lighting				
- Field Lighting - Football/Track, Upgrade Existing	1.00	ls	$300,000.00	$300,000
- Field Lighting - Practice Field	1.00	ls	$185,000.00	$185,000
- Site Lighting	1.00	ls	$75,000.00	$75,000
G4030 - Site Communications & Security			**$0.35**	**$112,500**
Communications & Safety				
- Stadium AV System	1.00	ls	$112,500.00	$112,500
06 - 26th Parking Improvements			**$1.75**	**$566,510**
G - Building Sitework			**$1.75**	**$566,510**
G1010 - Site Clearing			**$0.19**	**$61,256**
Site Readiness				
- Construction Fencing	1,000.00	lf	$22.00	$22,000
- Temp Erosion & Sediment Control, Incl Maintenance	46,511.00	sf	$0.50	$23,256
- Tree Protection	16.00	ea	$1,000.00	$16,000

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Consolidated **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
G1020 - Site Demolition and Relocations			**$0.24**	**$76,639**
Site Demo & Prep				
- Demo ROW for Utility Connections	1.00	allow	$12,500.00	$12,500
- Demo Trees	8.00	ea	$750.00	$6,000
- Site Clearing	46,511.00	sf	$1.25	$58,139
G1030 - Site Earthwork			**$0.09**	**$30,232**
- Rough Grading	46,511.00	sf	$0.65	$30,232
G1040 - Hazardous Waste Remediation			**$0.00**	**$0**
Site Demo & Prep				
- Site Hazardous Waste Remediation - Excluded	0.00	excluded	$0.00	$0
G2020 - Parking Lots			**$0.63**	**$203,938**
Parking Lots				
- Parking - Asphalt Paving	32,265.00	sf	$4.08	$131,641
- Parking - Base Courses, Regrade Existing	32,265.00	sf	$0.76	$24,521
- Parking - Curbs	925.00	lf	$22.00	$20,350
- Parking Signage & Striping	32,265.00	sf	$0.85	$27,425
G2030 - Pedestrian Paving			**$0.02**	**$7,393**
Pedestrian Paving				
- Pedestrian Paving - Base Courses	9.35	cy	$48.00	$449
- Pedestrian Paving - Concrete, Sidewalks	505.00	sf	$12.25	$6,186
- Pedestrian Paving - Fine Grade	505.00	sf	$1.50	$758
G2040 - Site Development			**$0.04**	**$12,500**
Site Fencing				
- Site Fence - Modifications/Repair - Allow	1.00	allow	$12,500.00	$12,500
G2050 - Landscaping			**$0.54**	**$174,553**
Landscaping				
- Irigation	14,240.00	sf	$1.78	$25,347
- Planting/Soil Improvements	12,040.00	sf	$8.15	$98,126
- Planting/Soil Improvements - Stormwater Planters	2,200.00	sf	$12.65	$27,830
- Trees	31.00	ea	$750.00	$23,250

03 - Estimate Summary & Detail

Distributed Option

Cleveland High School

Pre-Design

Work Breakdown Areas

01 - Main Building
Inclusive of all work within the main building footprint.

01a - Distributed Building
Inclusive of all work within the building footprint of the distributed building.

02 - Site Improvement
Inclusive of all work outside the building footprint to the property lines of the main building site. Including adjacent right of way improvements not accounted for elsewhere.

02a - Distributed Site Improvement
Inclusive of all work outside the building footprint to the property lines of the main building site.

03 - Waverleigh Improvements
Inclusive of Option C along Waverleigh as indicated within the civil narrative and confirmed within pre pricing questions.

04 - Field House
Inclusive of all work to construct a new single story field house on the track site.

05 - Track Site Improvements
Improvements to the existing track site. Inclulding right of way improvements around the track site.

06 - 26th Ave Parking Lot Improvements
Improvements to the existing parking lot site located at 26th and Franklin not occupied with the building.

Building + Sitework Areas

Distributed

Enclosed Areas			
Level 01	107,444		
Level 02	107,269		
Level 03	78,906		
Level 04	46,407		
Level 05 - Deleted	-		
Adjustment to Achieve 323,700k gsf	(16,326)		
SubTotal, Enclosed Areas	323,700	sf	
Covered Areas			
Skybridge	2,205	sf	
Canopies	325	sf	Allow
SubTotal, Covered Area @ 1/2 Value	1,265	sf	
TOTAL GROSS FLOOR AREA	**324,965**	**sf**	

*All Area Measurements made per AIA D101 GFA Rules

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Distributed **4/8/2024**

DESCRIPTION	QUANTITY		UNIT	TOTAL
01 - Main Building	263,700	GSF	$580.20	$152,998,588
01a - Distributed Building	60,000	GSF	$643.47	$38,608,024
02 - Site Improvements	196,698	GSF	$65.30	$12,844,190
02a - Distributed Site Improvements	20,954	GSF	$50.25	$1,053,013
03 - Waverleigh Improvements	74,428	GSF	$17.54	$1,305,785
04 - Field House	12,450	GSF	$548.60	$6,830,047
05 - Track Site Improvments	92,738	GSF	$85.25	$7,905,828
06 - 26th Parking Improvements	25,561	GSF	$10.37	$265,162
Estimated Cost of Work	**323,700**	**GSF**	**$685.24**	**$221,810,636**
Design Contingency	15.00%			$33,271,595
Escalation to Midpoint - (January 2028)	17.00%			$43,363,979
Construction Contingency	5.00%			$14,922,311
General Conditions/General Requirements	17.50%			$52,228,087
Insurance & Bond	2.00%			$8,081,448
PreConstruction - Struct & MEP - TradePartners Only	3.00%			$8,953,386
Metro SHS Tax	1.00%			$4,040,724
Fee	4.50%			$17,400,248
1.5% For Green Energy	1.50%			$6,061,086
Total	**323,700**	**GSF**	**$1,267.02**	**$410,133,501**

Distributed 4/8/2024

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
01 - Main Building			$472.66	$152,998,588
A - SubStructure			$46.75	$15,131,928
A10 - Foundations			$19.90	$6,441,145
A20 - Basement Construction			$26.85	$8,690,784
B - Shell			$149.72	$48,464,708
B10 - Superstructure			$81.86	$26,498,812
B20 - Exterior Enclosure			$53.25	$17,237,739
B30 - Roofing			$14.61	$4,728,156
C - Interiors			$84.34	$27,300,878
C10 - Interior Construction			$51.38	$16,631,576
C20 - Stairs			$4.03	$1,305,315
C30 - Interior Finishes			$28.93	$9,363,987
D - Services			$170.99	$55,348,509
D10 - Conveying			$4.14	$1,339,596
D20 - Plumbing			$20.00	$6,473,835
D30 - HVAC			$69.54	$22,511,175
D40 - Fire Protection			$5.28	$1,709,223
D50 - Electrical			$72.03	$23,314,680
E - Equipment & Furnishings			$20.86	$6,752,564
E10 - Equipment			$11.01	$3,562,954
E20 - Furnishings			$9.85	$3,189,610
01a - Distributed Building			$119.27	$38,608,024
A - SubStructure			$3.63	$1,174,939
A10 - Foundations			$3.63	$1,174,939
A20 - Basement Construction			$0.00	$0
B - Shell			$33.48	$10,836,538
B10 - Superstructure			$19.17	$6,206,425
B20 - Exterior Enclosure			$12.64	$4,090,713
B30 - Roofing			$1.67	$539,400
C - Interiors			$18.74	$6,064,793
C10 - Interior Construction			$11.24	$3,637,193
C20 - Stairs			$0.92	$297,000
C30 - Interior Finishes			$6.58	$2,130,600
D - Services			$37.40	$12,107,352
D10 - Conveying			$0.96	$309,450
D20 - Plumbing			$4.55	$1,473,000
D30 - HVAC			$16.67	$5,397,000
D40 - Fire Protection			$1.20	$388,902
D50 - Electrical			$14.02	$4,539,000
E - Equipment & Furnishings			$3.43	$1,111,902
E10 - Equipment			$1.19	$386,166

Distributed 4/8/2024

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
E20 - Furnishings			$2.24	$725,736
F - Special Construction & Demolition			$22.59	$7,312,500
F10 - Special Construction			$22.59	$7,312,500
02 - Site Improvements			$39.68	$12,844,190
G - Building Sitework			$39.68	$12,844,190
G10 - Site Preparation			$19.56	$6,330,930
G20 - Site Improvements			$12.17	$3,938,260
G30 - Site Mechanical Utilities			$2.01	$650,000
G40 - Site Electrical Utilities			$5.95	$1,925,000
02a - Distributed Site Improvements			$3.25	$1,053,013
G - Building Sitework			$3.25	$1,053,013
G10 - Site Preparation			$0.81	$262,307
G20 - Site Improvements			$1.04	$335,706
G30 - Site Mechanical Utilities			$0.48	$155,000
G40 - Site Electrical Utilities			$0.93	$300,000
03 - Waverleigh Improvements			$4.03	$1,305,785
G - Building Sitework			$4.03	$1,305,785
G10 - Site Preparation			$0.87	$280,898
G20 - Site Improvements			$2.67	$864,887
G30 - Site Mechanical Utilities			$0.23	$75,000
G40 - Site Electrical Utilities			$0.26	$85,000
04 - Field House			$21.10	$6,830,047
A - SubStructure			$3.63	$1,173,538
A10 - Foundations			$1.64	$531,395
A20 - Basement Construction			$1.98	$642,142
B - Shell			$7.39	$2,392,985
B10 - Superstructure			$4.19	$1,355,183
B20 - Exterior Enclosure			$1.77	$574,040
B30 - Roofing			$1.43	$463,763
C - Interiors			$2.44	$790,824
C10 - Interior Construction			$1.51	$488,912
C30 - Interior Finishes			$0.93	$301,913
D - Services			$7.19	$2,328,150
D20 - Plumbing			$2.12	$684,750
D30 - HVAC			$1.54	$498,000
D40 - Fire Protection			$0.27	$87,150
D50 - Electrical			$3.27	$1,058,250
E - Equipment & Furnishings			$0.34	$109,550
E10 - Equipment			$0.18	$58,710
E20 - Furnishings			$0.16	$50,840
G - Building Sitework			$0.11	$35,000

Distributed 4/8/2024

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
G30 - Site Mechanical Utilities			$0.00	$0
G40 - Site Electrical Utilities			$0.11	$35,000
05 - Track Site Improvments			$24.42	$7,905,828
G - Building Sitework			$24.42	$7,905,828
G10 - Site Preparation			$2.47	$800,297
G20 - Site Improvements			$19.07	$6,173,030
G30 - Site Mechanical Utilities			$0.34	$110,000
G40 - Site Electrical Utilities			$2.54	$822,500
06 - 26th Parking Improvements			$0.82	$265,162
G - Building Sitework			$0.82	$265,162
G10 - Site Preparation			$0.30	$95,846
G20 - Site Improvements			$0.52	$169,315

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
01 - Main Building			**$472.66**	**$152,998,588**
A - SubStructure			**$46.75**	**$15,131,928**
A1010 - Standard Foundations			**$10.01**	**$3,240,307**
Standard Foundations				
- Base Courses & Vapor Barrier	87,285.00	sf	$3.57	$311,760
- Excavation & Backfill - Footings, Pits, Incl Backfill	87,285.00	sf	$8.85	$772,472
- Foundation Drain	2,372.00	lf	$27.23	$64,590
- Misc Steel - Cast in Embeds and Anchors	87,285.00	sf	$2.19	$190,909
- Spread Footings & Grade Beams	87,285.00	sf	$21.77	$1,900,576
A1020 - Special Foundations			**$4.32**	**$1,399,275**
Special Foundations				
- Dewatering - Allow	1.00	allow	$45,000.00	$45,000
- Elevator Pit & Waterproofing	3.00	ea	$15,000.00	$45,000
- Soil Improvements - EAP	87,285.00	sf	$15.00	$1,309,275
A1030 - Slab on Grade			**$5.57**	**$1,801,562**
Slabs on Grade				
- Equipment Pads/Bases	87,285.00	sf	$2.35	$205,120
- Firewater Storage Tank - Excluded	0.00	excluded	$0.00	$0
- Radon Mitigation - In Mechanical	0.00	included	$0.00	$0
- Slabs on Grade	87,285.00	sf	$18.29	$1,596,443
- Underslab Drainage - Excluded	0.00	excluded	$0.00	$0
- Underslab Insulation - Excluded	0.00	excluded	$0.00	$0
A2010 - Basement Excavation			**$15.09**	**$4,884,446**
Basement Excavation				
Soldier Pile w/Lagging and Tiebacks	29,627.00	sf	$105.00	$3,110,835
- Mass Excavation - Cut for Basement	43,685.00	cy	$40.60	$1,773,611
A2020 - Basement Walls			**$11.76**	**$3,806,338**
Basement Walls				
- Concrete Wall	29,627.00	sf	$90.36	$2,677,096
- Concrete Wall Footing	632.00	cy	$950.00	$600,400
- Waterproofing & Insulation	29,627.00	sf	$17.85	$528,842
B - Shell			**$149.72**	**$48,464,708**
B1010 - Floor Construction			**$54.38**	**$17,604,014**
Structural Steel Floor				
- Decking - Steel Floor Decking, 3"	22,598.00	sf	$8.51	$192,309
- Misc Steel - Catwalks, Hangers & Grating	38.00	tons	$6,500.00	$247,000
- Misc Steel - Grid Iron at Auditorium	9.46	tons	$6,500.00	$61,490
- Spray Applied Fireproofing - Floors	25,289.00	sf	$7.75	$195,990
- Structural Steel - Beams, Floors, Auditorium and Gym	152.00	tons	$6,500.00	$988,000
- Topping Slab - 3.5"	25,289.00	sf	$10.12	$255,925
Type III-A MT Floor Const - Classrooms				
- Beams & Columns - GluLam	28,310.00	cf	$121.50	$3,439,665
- Beams & Columns - GluLam Connections	94,367.00	sf	$6.85	$646,414
- Decking - 3 Ply CLT	94,367.00	sf	$38.68	$3,650,116
- Mass Timber Construction Weather Repairs and Protection - Allow	94,367.00	sf	$0.75	$70,775
- Structural Steel - BRB Lateral Frames, Floor	80.00	ea	$12,500.00	$1,000,000
- Topping - 3.5" Concrete Topping Slab	94,367.00	sf	$9.50	$896,487

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
Type III-B MT Floor Const				
- Beams & Columns - GluLam	21,662.00	cf	$121.50	$2,631,933
- Beams & Columns - GluLam Connections	61,890.00	sf	$6.85	$423,947
- Decking - 3 Ply CLT	61,890.00	sf	$38.68	$2,393,905
- Mass Timber Construction Weather Repairs and Protection - Allow	61,890.00	sf	$0.75	$46,418
- Structural Steel - BRB Lateral Frames, Floor	21.00	ea	$12,500.00	$262,500
- Topping - 2" Gypcrete w/ AcoustiMat	61,890.00	sf	$3.25	$201,143
B1020 - Roof Construction			**$27.48**	**$8,894,798**
Canopies				
- Canopies - Complete	1,200.00	sf	$155.00	$186,000
Hvy Timber Roof - Auditorium				
- Beams - GluLam, Auditorium	5,434.00	cf	$142.00	$771,628
- Decking - 3 Ply CLT Roof at Auditorium	11,285.00	sf	$38.68	$436,504
- Topping - 2" Gypcrete, Excluded at Roof	0.00	excluded	$0.00	$0
Structural Steel Roof Gym				
- Decking - Acoustical Metal Decking at Gymnasium	22,915.00	sf	$11.20	$256,648
- Misc Steel - Solar Supports, To be part of 1.5% GET	0.00	included	$0.00	$0
- Structural Steel - Beams, Roofs, Gymnasium	63.00	tons	$8,250.00	$519,750
- Structural Steel - Mechanical Screens	25.00	tons	$7,450.00	$186,250
- Topping Slab - Excluded at Roof	0.00	excluded	$0.00	$0
Type III-A MT Roof Const - Classrooms				
- Beams & Columns - GluLam	12,877.00	cf	$121.50	$1,564,556
- Beams & Columns - GluLam Connections	42,924.00	sf	$6.85	$294,029
- Decking - 3 Ply CLT	42,924.00	sf	$38.68	$1,660,300
- Mass Timber Construction Weather Repairs and Protection - Allow	0.00	sf	$0.00	$0
- Structural Steel - BRB Lateral Frames, Roof	12.00	ea	$12,500.00	$150,000
- Topping - 3.5" Concrete, Excluded at Roof	0.00	excluded	$0.00	$0
Type III-B MT Roof Const				
- Beams & Columns - GluLam	10,963.00	cf	$121.50	$1,332,005
- Beams & Columns - GluLam Connections	31,323.00	sf	$6.85	$214,563
- Decking - 3 Ply CLT	31,323.00	sf	$38.68	$1,211,574
- Mass Timber Construction Weather Repairs and Protection - Allow	31,323.00	sf	$0.75	$23,492
- Structural Steel - BRB Lateral Frames, Roof	7.00	ea	$12,500.00	$87,500
- Topping - 2" Gypcrete, Excluded at Roof	0.00	excluded	$0.00	$0
B2010 - Exterior Walls			**$35.96**	**$11,641,371**
Exterior Walls				
- Cladding - Mechanical Screens	10,000.00	sf	$55.00	$550,000
- Claddings - Incl Rainscreen support	86,490.00	sf	$70.00	$6,054,300
- Claddings - Overhangs/Exterior Soffits, Complete	7,858.00	sf	$95.00	$746,510
- Exterior Façade Flashings & Sheetmetal	129,075.00	sf	$2.50	$322,688
- Exterior Wall - CMU Fully Grouted	19,315.00	sf	$65.26	$1,260,497
- Exterior Wall - Framing, Ins, WB	67,176.00	sf	$25.00	$1,679,400
- Misc Metals - Façade Support Steel	120.38	tons	$7,500.00	$902,813
- Misc Metals - Support at Parapets	3.36	tons	$7,500.00	$25,164
- Mockups	1.00	ls	$100,000.00	$100,000
B2020 - Exterior Windows			**$16.60**	**$5,374,860**
Exterior Windows				

Distributed **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
-	Exterior Glazing - Various, Incl Operables, Figured 30%	37,068.00	sf	$145.00	$5,374,860
	B2030 - Exterior Doors			**$0.68**	**$221,508**
	Exterior Doors				
-	Exterior Doors - Incl OHD, Alum & HM Openings	263,700.00	gsf	$0.84	$221,508
	B3010 - Roof Coverings			**$12.03**	**$3,893,019**
	Roofing				
-	Roof Sheetmetal	108,448.00	sf	$0.85	$92,181
-	Roofing - Mod Bit. Protected Membrane	102,887.00	sf	$33.36	$3,432,310
-	Roofing - Vegetated Green Roof System	5,561.00	sf	$66.27	$368,527
	B3020 - Roof Openings			**$2.58**	**$835,138**
	Roof Accessories & Openings				
-	Roof Accessories - Safety Tie Offs Anchors	1.00	ls	$85,000.00	$85,000
-	Roof Accessories - Vents, Hatches, Catwalks	108,448.00	sf	$1.20	$130,138
-	Skylights in Gym	4,000.00	sf	$155.00	$620,000
-	Window Washing Davit Bases & Arms - Excluded	0.00	excluded	$0.00	$0
	C - Interiors			**$84.34**	**$27,300,878**
	C1010 - Partitions			**$35.69**	**$11,553,132**
	Partitions				
-	Backing & Blocking	263,700.00	gsf	$0.36	$94,932
-	Caulking & Firestopping	263,700.00	gsf	$1.40	$369,180
-	Interior CMU Walls	25,985.00	gsf	$49.15	$1,277,163
-	Interior Walls	263,700.00	gsf	$30.05	$7,924,185
-	Mockups	1.00	ls	$50,000.00	$50,000
-	Plastering	263,700.00	gsf	$2.45	$646,065
-	Transoms/Sidelites	263,700.00	gsf	$4.52	$1,191,608
	C1020 - Interior Doors			**$4.43**	**$1,432,946**
	Interior Doors				
-	Access Doors - Incl with Doors	0.00	included	$0.00	$0
-	Interior Doors	263,700.00	gsf	$4.66	$1,229,317
-	Specialty Interior Doors	263,700.00	gsf	$0.77	$203,629
	C1030 - Fittings			**$11.26**	**$3,645,498**
	Interior Fittings				
-	Amenities and Convenience Items	263,700.00	gsf	$0.55	$145,035
-	EGD Allowance	1.00	allow	$75,000.00	$75,000
-	FEC's	263,700.00	gsf	$0.18	$47,466
-	HDS	263,700.00	gsf	$0.53	$139,524
-	Lockers	263,700.00	gsf	$3.97	$1,046,889
-	Misc Interior Metals - Railings outside stairs, ladders, grate	263,700.00	gsf	$3.13	$825,381
-	Signage	263,700.00	gsf	$1.00	$263,700
-	Toilet Partitions & Accessories	263,700.00	gsf	$1.40	$369,180
-	Visual Display Systems	263,700.00	gsf	$2.33	$614,658
-	Wall Protections and Cornerguards	263,700.00	gsf	$0.45	$118,665
	C2010 - Stair Construction			**$4.03**	**$1,305,315**
	Stairs				
-	C2010 - Stair Construction	263,700.00	gsf	$4.95	$1,305,315
	C3010 - Wall Finishes			**$7.29**	**$2,360,115**
	Interior Finishes				
-	C3010 - Wall Finishes	263,700.00	gsf	$8.95	$2,360,115

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
C3020 - Floor Finishes			**$9.55**	**$3,090,564**
Interior Finishes				
- C3020 - Floor Finishes	263,700.00	gsf	$11.72	$3,090,564
C3030 - Ceiling Finishes			**$12.09**	**$3,913,308**
Interior Finishes				
- C3030 - Ceiling Finishes	263,700.00	gsf	$14.84	$3,913,308
D - Services			**$170.99**	**$55,348,509**
D1010 - Elevator & Lifts			**$3.75**	**$1,213,020**
Conveying				
- Passanger Elevators	263,700.00	gsf	$4.60	$1,213,020
D1090 - Other Coonveying Systems			**$0.39**	**$126,576**
Conveying				
- Hydraulic Lifts	263,700.00	gsf	$0.48	$126,576
D2010 - Plumbing Fixtures			**$4.24**	**$1,371,240**
Plumbing				
- Plumbing Fixtures	263,700.00	gsf	$5.20	$1,371,240
D2020 - Domestic Water Distribution			**$5.30**	**$1,714,050**
Plumbing				
- Domestic Water Distribution	263,700.00	gsf	$6.50	$1,714,050
D2030 - Sanitary Waste			**$5.30**	**$1,714,050**
Plumbing				
- Sanitary Waste Systems	263,700.00	gsf	$6.50	$1,714,050
D2040 - Rain Water Drainage			**$2.85**	**$922,950**
Plumbing				
- Rain Water Drainage	263,700.00	gsf	$3.50	$922,950
D2090 - Other Plumbing Systems			**$2.32**	**$751,545**
Plumbing				
- Acid Waste Systems	263,700.00	gsf	$0.85	$224,145
- Compressed Air Systems	263,700.00	gsf	$0.50	$131,850
- Seismic	263,700.00	gsf	$1.00	$263,700
- Testing	263,700.00	gsf	$0.50	$131,850
D3090 - Other HVAC Systems & Equipment			**$69.54**	**$22,511,175**
HVAC				
- Air Distribution	263,700.00	gsf	$17.70	$4,667,490
- Air Handling Equipment	263,700.00	gsf	$16.35	$4,311,495
- Chilled Beams	263,700.00	gsf	$1.00	$263,700
- Controls	263,700.00	gsf	$10.00	$2,637,000
- Exhaust Systems	263,700.00	gsf	$5.00	$1,318,500
- GRDS and Louvers	263,700.00	gsf	$3.00	$791,100
- Heat Generation and Cooling	263,700.00	gsf	$11.25	$2,966,625
- Piping Distribution	263,700.00	gsf	$14.00	$3,691,800
- Radon Exhaust	102,545.00	gsf	$3.00	$307,635
- Seismic	263,700.00	gsf	$1.00	$263,700
- Supplemental Heating and Cooling	263,700.00	gsf	$0.80	$210,960
- Testing, Adjusting and Balancing	263,700.00	gsf	$1.60	$421,920
- Thermal Storage and Circulation Pumps	263,700.00	gsf	$2.50	$659,250

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
D4010 - Sprinklers			**$5.28**	**$1,709,223**
Fire Sprinklers				
- Fire Sprinklers, Incl Firepump	263,700.00	gsf	$6.48	$1,709,223
D5010 - Electrical Service & Distribution			**$23.78**	**$7,697,300**
Service & Distribution				
- Emergency Power Systems	263,700.00	gsf	$7.00	$1,845,900
- Machine and Equipment Power	263,700.00	gsf	$5.50	$1,450,350
- Main Service and Distribution	263,700.00	gsf	$10.00	$2,637,000
- PV Systems, Rough In Only	1.00	ls	$50,000.00	$50,000
- Receptacle Controls	263,700.00	gsf	$0.50	$131,850
- User Convenience Power	263,700.00	gsf	$6.00	$1,582,200
D5020 - Lighting and Branch Wiring			**$23.20**	**$7,510,300**
Lighting & Controls				
- Lighting Controls	263,700.00	gsf	$4.00	$1,054,800
- Lighting Fixtures	263,700.00	gsf	$20.00	$5,274,000
- Theater Lighting - Black Box	1.00	ls	$121,500.00	$121,500
- Theater Lighting Including House Lighting	1.00	ls	$1,060,000.00	$1,060,000
D5030 - Communications & Security			**$23.50**	**$7,606,050**
Low Voltage				
- Access Control/Intruder Detection	263,700.00	gsf	$2.50	$659,250
- AV Systems - Equipment, Install and Cabling	1.00	ls	$1,833,500.00	$1,833,500
- AV Systems - Rough In	1.00	ls	$366,700.00	$366,700
- CCTV	263,700.00	gsf	$2.50	$659,250
- Clock/Paging Systems	263,700.00	gsf	$3.00	$791,100
- Distributed Antenna System	263,700.00	gsf	$1.00	$263,700
- Fire Alarm System	263,700.00	gsf	$3.50	$922,950
- Telephone and Data Systems	263,700.00	gsf	$8.00	$2,109,600
D5090 - Other Electrical Systems			**$1.55**	**$501,030**
Other Electrical				
- Grouding	263,700.00	gsf	$0.35	$92,295
- Testing	263,700.00	gsf	$1.55	$408,735
E - Equipment & Furnishings			**$20.86**	**$6,752,564**
E1010 - Commercial Equipment			**$4.25**	**$1,376,701**
Commercial Equipment				
- Coordination For Unforeseen FFE Requirements	1.00	ls	$50,000.00	$50,000
- Foor Service Equipment	263,700.00	gsf	$4.68	$1,233,088
- Library Stack Shelving and Book Drops	263,700.00	gsf	$0.29	$75,155
- Residential Appliances - OFCI	263,700.00	gsf	$0.07	$18,459
E1020 - Institutional Equipment			**$1.10**	**$354,677**
Institutional Equipment				
- Athletic Equipment	263,700.00	gsf	$1.06	$279,522
- Lab Equipment	263,700.00	gsf	$0.24	$63,288
- Monitor Support Brackets	263,700.00	gsf	$0.05	$11,867
- Projector/AV Screens - Included in D5030	0.00	included	$0.00	$0
E1023 - Theatrical Equipment			**$5.61**	**$1,815,755**
Theatrical Equipment				
- Production/AV Equipment - Included in D5030	0.00	included	$0.00	$0
- Theatrical Equipment	323,700.00	gsf	$5.61	$1,815,755

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Theatrical/Production Lighting - Included in D5030	0.00	included	$0.00	$0
E1030 - Vehicular Equipment			**$0.05**	**$15,822**
Vehicle Equipment				
- Loading Dock Equipment	263,700.00	gsf	$0.06	$15,822
E2010 - Fixed Furnishings			**$9.85**	**$3,189,610**
Furnishings				
- Bleachers	263,700.00	gsf	$1.06	$279,047
- Casework & Counters	263,700.00	gsf	$9.35	$2,465,595
- Curtains and Drapes	263,700.00	gsf	$0.01	$3,771
- Window Shades	263,700.00	gsf	$1.67	$441,196
E2020 - Movable Furnishings			**$0.00**	**$0**
Movable Furnishings				
- Movable Furnishings - Excluded, Assumed as FFE	0.00	excluded	$0.00	$0
01a - Distributed Building			**$119.27**	**$38,608,024**
A - SubStructure			**$3.63**	**$1,174,939**
A1010 - Standard Foundations			**$1.89**	**$610,339**
Standard Foundations				
- Base Courses & Vapor Barrier	15,000.00	sf	$3.57	$53,576
- Excavation & Backfill - Footings, Pits, Incl Backfill	15,000.00	sf	$8.85	$132,750
- Foundation Drain	2,372.00	lf	$27.23	$64,590
- Misc Steel - Cast in Embeds and Anchors	15,000.00	sf	$2.19	$32,808
- Spread Footings & Grade Beams	15,000.00	sf	$21.77	$326,616
A1020 - Special Foundations			**$0.79**	**$255,000**
Special Foundations				
- Dewatering - Allow	1.00	allow	$15,000.00	$15,000
- Elevator Pit & Waterproofing	1.00	ea	$15,000.00	$15,000
- Soil Improvements - EAP	15,000.00	sf	$15.00	$225,000
A1030 - Slab on Grade			**$0.96**	**$309,600**
Slabs on Grade				
- Equipment Pads/Bases	15,000.00	sf	$2.35	$35,250
- Firewater Storage Tank - Excluded	0.00	excluded	$0.00	$0
- Radon Mitigation - In Mechanical	0.00	included	$0.00	$0
- Slabs on Grade	15,000.00	sf	$18.29	$274,350
- Underslab Drainage - Excluded	0.00	excluded	$0.00	$0
- Underslab Insulation - Excluded	0.00	excluded	$0.00	$0
A2010 - Basement Excavation			**$0.00**	**$0**
Basement Excavation				
Soldier Pile w/Lagging and Tiebacks - Excluded	0.00	excluded	$0.00	$0
- Mass Excavation - Cut for Basement - Excluded	0.00	excluded	$0.00	$0
B - Shell			**$33.48**	**$10,836,538**
B1010 - Floor Construction			**$14.71**	**$4,760,225**
Type III-A MT Floor Const - Classrooms				
- Beams & Columns - GluLam	15,750.00	cf	$121.50	$1,913,625
- Beams & Columns - GluLam Connections	45,000.00	sf	$6.85	$308,250
- Decking - 3 Ply CLT	45,000.00	sf	$38.68	$1,740,600
- Mass Timber Construction Weather Repairs and Protection - Allow	45,000.00	sf	$0.75	$33,750

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Structural Steel - BRB Lateral Frames, Floor	28.00	ea	$12,500.00	$350,000
- Topping - 3.5" Concrete Topping Slab	45,000.00	sf	$9.20	$414,000
B1020 - Roof Construction			**$4.47**	**$1,446,200**
Canopies				
- Canopies - Complete	325.00	sf	$155.00	$50,375
Type III-A MT Roof Const - Classrooms				
- Beams & Columns - GluLam	5,250.00	cf	$121.50	$637,875
- Beams & Columns - GluLam Connections	15,000.00	sf	$6.85	$102,750
- Decking - 3 Ply CLT	15,000.00	sf	$38.68	$580,200
- Mass Timber Construction Weather Repairs and Protection - Allow	0.00	sf	$0.00	$0
- Structural Steel - BRB Lateral Frames, Roof	6.00	ea	$12,500.00	$75,000
- Topping - 3.5" Concrete, Excluded at Roof	0.00	excluded	$0.00	$0
B2010 - Exterior Walls			**$8.84**	**$2,862,188**
Exterior Walls				
- Claddings - Incl Rainscreen support	24,750.00	sf	$70.00	$1,732,500
- Claddings - Overhangs/Exterior Soffits, Complete	2,500.00	sf	$95.00	$237,500
- Exterior Façade Flashings & Sheetmetal	32,875.00	sf	$2.50	$82,188
- Exterior Wall - CMU Fully Grouted - Excluded	0.00	sf	$0.00	$0
- Exterior Wall - Framing, Ins, WB	24,750.00	sf	$25.00	$618,750
- Misc Metals - Façade Support Steel	25.00	tons	$7,500.00	$187,500
- Misc Metals - Support at Parapets	0.50	tons	$7,500.00	$3,750
- Mockups - In Main Bldg	0.00	included	$0.00	$0
B2020 - Exterior Windows			**$3.64**	**$1,178,125**
Exterior Windows				
- Exterior Glazing - Various, Incl Operables, Figured 30%	8,125.00	sf	$145.00	$1,178,125
B2030 - Exterior Doors			**$0.16**	**$50,400**
Exterior Doors				
- Exterior Doors - Incl OHD, Alum & HM Openings	60,000.00	gsf	$0.84	$50,400
B3010 - Roof Coverings			**$1.59**	**$513,150**
Roofing				
- Roof Sheetmetal	15,000.00	sf	$0.85	$12,750
- Roofing - Mod Bit. Protected Membrane	15,000.00	sf	$33.36	$500,400
B3020 - Roof Openings			**$0.08**	**$26,250**
Roof Accessories & Openings				
- Roof Accessories - Safety Tie Offs Anchors	1.00	ls	$15,000.00	$15,000
- Roof Accessories - Vents, Hatches, Catwalks	15,000.00	sf	$0.75	$11,250
- Window Washing Davit Bases & Arms - Excluded	0.00	excluded	$0.00	$0
C - Interiors			**$18.74**	**$6,064,793**
C1010 - Partitions			**$7.72**	**$2,498,753**
Partitions				
- Backing & Blocking	60,000.00	gsf	$0.36	$21,600
- Caulking & Firestopping	60,000.00	gsf	$1.40	$84,000
- Interior CMU Walls	3,500.00	gsf	$49.15	$172,025
- Interior Walls	60,000.00	gsf	$30.05	$1,803,000
- Mockups - In Main Building	0.00	included	$0.00	$0
- Plastering	60,000.00	gsf	$2.45	$147,000
- Transoms/Sidelites	60,000.00	gsf	$4.52	$271,128

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
C1020 - Interior Doors			**$1.01**	**$326,040**
Interior Doors				
- Access Doors - Incl with Doors	0.00	included	$0.00	$0
- Interior Doors	60,000.00	gsf	$4.66	$279,708
- Specialty Interior Doors	60,000.00	gsf	$0.77	$46,332
C1030 - Fittings			**$2.51**	**$812,400**
Interior Fittings				
- Amenities and Convenience Items	60,000.00	gsf	$0.55	$33,000
- EGD Allowance - In Main Building	0.00	included	$0.00	$0
- FEC's	60,000.00	gsf	$0.18	$10,800
- HDS	60,000.00	gsf	$0.53	$31,746
- Lockers	60,000.00	gsf	$3.97	$238,200
- Misc Interior Metals - Railings outside stairs, ladders, grate	60,000.00	gsf	$3.13	$187,800
- Signage	60,000.00	gsf	$1.00	$60,000
- Toilet Partitions & Accessories	60,000.00	gsf	$1.40	$84,000
- Visual Display Systems	60,000.00	gsf	$2.33	$139,854
- Wall Protections and Cornerguards	60,000.00	gsf	$0.45	$27,000
C2010 - Stair Construction			**$0.92**	**$297,000**
Stairs				
- C2010 - Stair Construction	60,000.00	gsf	$4.95	$297,000
C3010 - Wall Finishes			**$1.66**	**$537,000**
Interior Finishes				
- C3010 - Wall Finishes	60,000.00	gsf	$8.95	$537,000
C3020 - Floor Finishes			**$2.17**	**$703,200**
Interior Finishes				
- C3020 - Floor Finishes	60,000.00	gsf	$11.72	$703,200
C3030 - Ceiling Finishes			**$2.75**	**$890,400**
Interior Finishes				
- C3030 - Ceiling Finishes	60,000.00	gsf	$14.84	$890,400
D - Services			**$37.40**	**$12,107,352**
D1010 - Elevator & Lifts			**$0.89**	**$288,000**
Conveying				
- Passanger Elevators	60,000.00	gsf	$4.80	$288,000
D1090 - Other Coonveying Systems			**$0.07**	**$21,450**
Conveying				
- Hydraulic Lifts	60,000.00	gsf	$0.36	$21,450
D2010 - Plumbing Fixtures			**$0.96**	**$312,000**
Plumbing				
- Plumbing Fixtures	60,000.00	gsf	$5.20	$312,000
D2020 - Domestic Water Distribution			**$1.20**	**$390,000**
Plumbing				
- Domestic Water Distribution	60,000.00	gsf	$6.50	$390,000
D2030 - Sanitary Waste			**$1.20**	**$390,000**
Plumbing				
- Sanitary Waste Systems	60,000.00	gsf	$6.50	$390,000
D2040 - Rain Water Drainage			**$0.65**	**$210,000**

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
Plumbing				
- Rain Water Drainage	60,000.00	gsf	$3.50	$210,000
D2090 - Other Plumbing Systems			**$0.53**	**$171,000**
Plumbing				
- Acid Waste Systems	60,000.00	gsf	$0.85	$51,000
- Compressed Air Systems	60,000.00	gsf	$0.50	$30,000
- Seismic	60,000.00	gsf	$1.00	$60,000
- Testing	60,000.00	gsf	$0.50	$30,000
D3090 - Other HVAC Systems & Equipment			**$16.67**	**$5,397,000**
HVAC				
- Air Distribution	60,000.00	gsf	$17.70	$1,062,000
- Air Handling Equipment	60,000.00	gsf	$16.35	$981,000
- Chilled Beams	60,000.00	gsf	$1.00	$60,000
- Controls	60,000.00	gsf	$10.00	$600,000
- Exhaust Systems	60,000.00	gsf	$5.00	$300,000
- GRDS and Louvers	60,000.00	gsf	$3.00	$180,000
- Heat Generation and Cooling	60,000.00	gsf	$11.25	$675,000
- Heating and Chilled Water From Central Plant	1.00	ls	$300,000.00	$300,000
- Piping Distribution	60,000.00	gsf	$14.00	$840,000
- Radon Exhaust	15,000.00	gsf	$3.00	$45,000
- Seismic	60,000.00	gsf	$1.00	$60,000
- Supplemental Heating and Cooling	60,000.00	gsf	$0.80	$48,000
- Testing, Adjusting and Balancing	60,000.00	gsf	$1.60	$96,000
- Thermal Storage and Circulation Pumps	60,000.00	gsf	$2.50	$150,000
D4010 - Sprinklers			**$1.20**	**$388,902**
Fire Sprinklers				
- Fire Sprinklers, Incl Firepump	60,000.00	gsf	$6.48	$388,902
D5010 - Electrical Service & Distribution			**$5.42**	**$1,755,000**
Service & Distribution				
- Emergency Power Systems	60,000.00	gsf	$7.00	$420,000
- Machine and Equipment Power	60,000.00	gsf	$5.50	$330,000
- Main Service and Distribution	60,000.00	gsf	$10.00	$600,000
- PV Systems, Rough In Only	1.00	ls	$15,000.00	$15,000
- Receptacle Controls	60,000.00	gsf	$0.50	$30,000
- User Convenience Power	60,000.00	gsf	$6.00	$360,000
D5020 - Lighting and Branch Wiring			**$4.45**	**$1,440,000**
Lighting & Controls				
- Lighting Controls	60,000.00	gsf	$4.00	$240,000
- Lighting Fixtures	60,000.00	gsf	$20.00	$1,200,000
D5030 - Communications & Security			**$3.80**	**$1,230,000**
Low Voltage				
- Access Control/Intruder Detection	60,000.00	gsf	$2.50	$150,000
- CCTV	60,000.00	gsf	$2.50	$150,000
- Clock/Paging Systems	60,000.00	gsf	$3.00	$180,000
- Distributed Antenna System	60,000.00	gsf	$1.00	$60,000
- Fire Alarm System	60,000.00	gsf	$3.50	$210,000
- Telephone and Data Systems	60,000.00	gsf	$8.00	$480,000
D5090 - Other Electrical Systems			**$0.35**	**$114,000**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
Other Electrical				
- Grouding	60,000.00	gsf	$0.35	$21,000
- Testing	60,000.00	gsf	$1.55	$93,000
E - Equipment & Furnishings			**$3.43**	**$1,111,902**
E1010 - Commercial Equipment			**$0.93**	**$301,866**
Commercial Equipment				
- Foor Service Equipment	60,000.00	gsf	$4.68	$280,566
- Library Stack Shelving and Book Drops	60,000.00	gsf	$0.29	$17,100
- Residential Appliances - OFCI	60,000.00	gsf	$0.07	$4,200
E1020 - Institutional Equipment			**$0.25**	**$80,700**
Institutional Equipment				
- Athletic Equipment	60,000.00	gsf	$1.06	$63,600
- Lab Equipment	60,000.00	gsf	$0.24	$14,400
- Monitor Support Brackets	60,000.00	gsf	$0.05	$2,700
- Projector/AV Screens - Included in D5030	0.00	included	$0.00	$0
E1030 - Vehicular Equipment			**$0.01**	**$3,600**
Vehicle Equipment				
- Loading Dock Equipment	60,000.00	gsf	$0.06	$3,600
E2010 - Fixed Furnishings			**$2.24**	**$725,736**
Furnishings				
- Bleachers	60,000.00	gsf	$1.06	$63,492
- Casework & Counters	60,000.00	gsf	$9.35	$561,000
- Curtains and Drapes	60,000.00	gsf	$0.01	$858
- Window Shades	60,000.00	gsf	$1.67	$100,386
E2020 - Movable Furnishings			**$0.00**	**$0**
Movable Furnishings				
- Movable Furnishings - Excluded, Assumed as FFE	0.00	excluded	$0.00	$0
F - Special Construction & Demolition			**$22.59**	**$7,312,500**
F1010 - Special Structures			**$22.59**	**$7,312,500**
- SkyBridge - Complete	2,250.00	sf	$3,250.00	$7,312,500
02 - Site Improvements			**$39.68**	**$12,844,190**
G - Building Sitework			**$39.68**	**$12,844,190**
G1010 - Site Clearing			**$1.56**	**$503,389**
Site Readiness				
- Construction Fencing	1,780.00	lf	$18.00	$32,040
- Temp Erosion & Sediment Control, Incl Maintenance	196,698.00	sf	$0.50	$98,349
- Temporary Construction Aids	28.00	mo	$12,250.00	$343,000
- Tree Protection	30.00	ea	$1,000.00	$30,000
G1020 - Site Demolition and Relocations			**$17.45**	**$5,647,008**
Site Demo & Prep				
- Demo Existing School	270,952.00	sf	$12.45	$3,373,352
- Demo Roads/Parking & Hardscapes	42,552.00	sf	$1.42	$60,424
- Demo ROW for Utility Connections	1.00	allow	$35,000.00	$35,000
- Demo Trees	31.00	ea	$750.00	$23,250
- Haz Material Abatement of Existing School	270,952.00	sf	$4.05	$1,097,356

Distributed **4/8/2024**

	DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
-	Salvage Allowance from Existing School	270,952.00	sf	$3.50	$948,332
-	Site Clear & Grub - Demo Misc Site Items	37,276.00	sf	$0.92	$34,294
-	Utility Relocations	1.00	ls	$75,000.00	$75,000
	G1030 - Site Earthwork			**$0.56**	**$180,533**
	Site Earthwork				
-	Site Earthwork, Incl Rough Grade	98,116.00	sf	$1.84	$180,533
	G1040 - Hazardous Waste Remediation			**$0.00**	**$0**
	Site Remediation				
-	Site Materials Hazardous Waste Remediation - Excluded	0.00	excluded	$0.00	$0
	G2010 - Roadways			**$1.56**	**$504,745**
	Right of Way Improvements				
-	Right of Way Improvements - 26th Ave	380.00	lf	$526.00	$199,880
-	Right of Way Improvements - 28th Ave	430.00	lf	$255.00	$109,650
	Roadway Work				
-	Demo Existing Striping and Restripe 26th	1.00	ls	$15,000.00	$15,000
-	Roadways - Asphalt Patch Back	1,767.00	sf	$7.25	$12,811
-	Roadways - Concrete Paving	4,243.00	sf	$18.25	$77,435
-	Roadways - Curbs	1,767.00	lf	$26.00	$45,942
-	Roadways - Fine Grade	4,243.00	sf	$0.36	$1,527
-	Roadways - Patch Back at Utility Connections	1.00	allow	$35,000.00	$35,000
-	Roadways - Signage & Striping	1.00	allow	$7,500.00	$7,500
	G2030 - Pedestrian Paving			**$3.42**	**$1,107,062**
	Pedestrian Paving				
-	Pedestrian Paving - Aggregate, Courtyard	2,166.00	sf	$0.75	$1,625
-	Pedestrian Paving - Base Courses	842.00	cy	$48.00	$40,416
-	Pedestrian Paving - Concrete Stairs	1,006.00	lf	$108.36	$109,010
-	Pedestrian Paving - Concrete, Courtyard	27,131.00	sf	$16.50	$447,662
-	Pedestrian Paving - Concrete, Ramps, Courtyard	2,190.00	sf	$18.25	$39,968
-	Pedestrian Paving - Concrete, Sidewalks	12,640.00	sf	$12.36	$156,230
-	Pedestrian Paving - Fine Grade	45,562.00	sf	$0.36	$16,402
	ROW Improvements				
-	Pedestrian Paving - Concrete, ADA Sidewalk Corner Mods	2.00	ea	$6,500.00	$13,000
	Site Handrails & Guardrails				
-	Site Guardrails	392.00	lf	$225.00	$88,200
-	Site Guardrails w/ Handrail	462.00	lf	$275.00	$127,050
-	Site Handrails	540.00	lf	$125.00	$67,500
	G2040 - Site Development			**$5.62**	**$1,818,272**
	Fields & Athletics				
-	Outdoor Play Equipment	1.00	ls	$50,000.00	$50,000
-	Synthetic Turf - Incl Base, Courtyard and Play Area	11,105.00	sf	$18.36	$203,888
	Furnishings & Enhancements				
-	Courtyard Improvements/Furniture	27,131.00	sf	$8.00	$217,048
-	Site Furnishings - Incl, Boulders & Conc Twig Bench	98,116.00	sf	$0.92	$90,267
	Site Buildings				
-	Covered Bike Parking	2,009.00	sf	$125.00	$251,125
-	Trash Enclosure - Roof	681.00	sf	$85.00	$57,885
	Site Concrete Work				
-	Site Retaining Walls - Varied Heights	7,616.00	sf	$95.00	$723,520

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Site Wall 24" Wide x 18" High	493.00	lf	$115.00	$56,695
- Stadium Seating - 15" Rise	112.00	lf	$87.50	$9,800
- Stadium Seating - 18" Rise	83.00	lf	$103.25	$8,570
Site Fencing				
- Field Fence - Practice Field	1,800.00	sf	$10.75	$19,350
- Site Fence - Gates	16.00	ea	$2,250.00	$36,000
- Site Fence - Secure Perimter	477.00	lf	$175.00	$83,475
- Site Fence - Trash Enclosure	18.00	lf	$175.00	$3,150
- Site Fence - Trash Enclosure Gate	1.00	ea	$7,500.00	$7,500
G2050 - Landscaping			**$1.57**	**$508,180**
Landscaping				
- Irrigation	44,529.00	sf	$1.78	$79,262
- Planting/Soil Improvements	39,194.00	sf	$8.15	$319,431
- Planting/Soil Improvements - Stormwater Planters	5,335.00	sf	$12.65	$67,488
- Trees	56.00	ea	$750.00	$42,000
G3010 - Water Supply			**$0.46**	**$150,000**
Water Supply				
- Water Supply - Upgrade Existing incoming water services including addition of new backflow prevention	1.00	ls	$150,000.00	$150,000
G3020 - Sanitary Sewer			**$0.77**	**$250,000**
Sanitary Sewer				
- Sanitary Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$250,000.00	$250,000
G3030 - Storm Sewer			**$0.77**	**$250,000**
Storm Sewer				
- Storm Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$250,000.00	$250,000
G4010 - Electrical Distribution			**$4.02**	**$1,300,000**
Service & Distribution				
- Relocate Power Lines on School Side of 26th Below Grade	1.00	ls	$550,000.00	$550,000
- Site Electrical Distribtuion, EV Charging, Etc.	1.00	ls	$750,000.00	$750,000
G4020 - Site Lighting			**$1.24**	**$400,000**
Site Lighting				
- Field Lighting - Multi Use	0.00	ls	$0.00	$0
- Field Lighting - Tennis	0.00	ls	$0.00	$0
- Off Site - Street Lighting, Allowance	1.00	allow	$150,000.00	$150,000
- Site Lighting	1.00	ls	$250,000.00	$250,000
G4030 - Site Communications & Security			**$0.70**	**$225,000**
Communications & Safety				
- Incoming Telecom - Cabling By Service Provider, Excluded	0.00	excluded	$0.00	$0
- Incoming Telecom - Conduit	1.00	ls	$75,000.00	$75,000
- Site Communication & Security	1.00	ls	$150,000.00	$150,000
02a - Distributed Site Improvements			**$3.25**	**$1,053,013**
G - Building Sitework			**$3.25**	**$1,053,013**
G1010 - Site Clearing			**$0.31**	**$99,497**
Site Readiness				
- Construction Fencing	640.00	lf	$18.00	$11,520

DESCRIPTION		QUANTITY	UOM	Cost/Unit	TOTAL
-	Temp Erosion & Sediment Control, Incl Maintenance	20,954.00	sf	$0.50	$10,477
-	Temporary Construction Aids	6.00	mo	$12,250.00	$73,500
-	Tree Protection	4.00	ea	$1,000.00	$4,000
	G1020 - Site Demolition and Relocations			**$0.38**	**$124,255**
	Site Demo & Prep				
-	Demo Roads/Parking & Hardscapes	20,954.00	sf	$1.42	$29,755
-	Demo ROW for Utility Connections	1.00	allow	$15,000.00	$15,000
-	Demo Trees	6.00	ea	$750.00	$4,500
-	Utility Relocations	1.00	ls	$75,000.00	$75,000
	G1030 - Site Earthwork			**$0.12**	**$38,555**
	Site Earthwork				
-	Site Earthwork, Incl Rough Grade	20,954.00	sf	$1.84	$38,555
	G1040 - Hazardous Waste Remediation			**$0.00**	**$0**
	Site Remediation				
-	Site Materials Hazardous Waste Remediation - Excluded	0.00	excluded	$0.00	$0
	G2030 - Pedestrian Paving			**$0.05**	**$17,601**
	Pedestrian Paving				
-	Pedestrian Paving - Allow	20,954.00	sf	$0.84	$17,601
	G2040 - Site Development			**$0.78**	**$251,025**
	Furnishings & Enhancements				
-	Courtyard Improvements/Furniture	6,000.00	sf	$8.00	$48,000
	Site Buildings				
-	Trash Enclosure - Roof	225.00	sf	$85.00	$19,125
	Site Concrete Work				
-	Site Retaining Walls - Varied Heights	1,500.00	sf	$95.00	$142,500
	Site Fencing				
-	Site Fence - Secure Perimter - Allow	150.00	lf	$205.00	$30,750
-	Site Fence - Trash Enclosure	18.00	lf	$175.00	$3,150
-	Site Fence - Trash Enclosure Gate	1.00	ea	$7,500.00	$7,500
	G2050 - Landscaping			**$0.21**	**$67,080**
	Landscaping				
-	Irigation	6,000.00	sf	$1.78	$10,680
-	Planting/Soil Improvements	6,000.00	sf	$8.15	$48,900
-	Trees	10.00	ea	$750.00	$7,500
	G3010 - Water Supply			**$0.15**	**$50,000**
	Water Supply				
-	Water Supply - New Water Mains & Fire Service	1.00	ls	$50,000.00	$50,000
	G3020 - Sanitary Sewer			**$0.23**	**$75,000**
	Sanitary Sewer				
-	Sanitary Sewer - Upsize Combined Sewer System	1.00	ls	$75,000.00	$75,000
	G3030 - Storm Sewer			**$0.09**	**$30,000**
	Storm Sewer				
-	Storm Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$30,000.00	$30,000
	G4010 - Electrical Distribution			**$0.93**	**$300,000**
	Service & Distribution				

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Electrical; Services From Main Building	1.00	ls	$300,000.00	$300,000
03 - Waverleigh Improvements			**$4.03**	**$1,305,785**
G - Building Sitework			**$4.03**	**$1,305,785**
G1010 - Site Clearing			**$0.23**	**$74,714**
Site Readiness				
- Temp Erosion & Sediment Control, Incl Maintenance	74,428.00	sf	$0.50	$37,214
- Temporary Construction Aids	5.00	mo	$7,500.00	$37,500
G1020 - Site Demolition and Relocations			**$0.44**	**$142,921**
Site Demo & Prep				
- Demo ROW for Utility Connections	1.00	allow	$35,000.00	$35,000
- Site Clearing /Demolition	74,428.00	sf	$1.45	$107,921
G1030 - Site Earthwork			**$0.20**	**$63,264**
- Regrading	74,428.00	sf	$0.85	$63,264
G2010 - Roadways			**$1.49**	**$483,666**
Roadway Work				
- Extruded Curbs	2,559.00	lf	$26.00	$66,534
- New Asphalt & Base Course	46,025.00	sf	$8.50	$391,213
- Roadways - Asphalt Patch Back	1,767.00	sf	$7.25	$12,811
- Striping - Parking Lines	1,058.00	lf	$4.20	$4,444
- Striping - Standard Crossing	1,265.00	sf	$6.85	$8,665
G2030 - Pedestrian Paving			**$0.71**	**$228,211**
Pedestrian Paving				
- Elevated CrossWalk	90.00	sf	$38.00	$3,420
- Pedestrian Paving - Concrete, ADA Sidewalk Mods	985.00	sf	$34.00	$33,490
- Pedestrian Paving - Concrete, Sidwalk, Premium Finish	11,594.00	sf	$16.50	$191,301
G2050 - Landscaping			**$0.47**	**$153,010**
Landscaping				
- Irigation	13,143.00	sf	$1.78	$23,395
- Planting/Soil Improvements	13,143.00	sf	$8.15	$107,115
- Treees	30.00	ea	$750.00	$22,500
G3030 - Storm Sewer			**$0.23**	**$75,000**
Storm Sewer				
- Storm Sewer Improvements	1.00	ls	$75,000.00	$75,000
G4020 - Site Lighting			**$0.26**	**$85,000**
Site Lighting				
- Off Site - Street Lighting, Allowance	1.00	allow	$85,000.00	$85,000
04 - Field House			**$21.10**	**$6,830,047**
A - SubStructure			**$3.63**	**$1,173,538**
A1010 - Standard Foundations			**$1.05**	**$338,420**
Standard Foundations				
- Base Courses & Vapor Barrier	12,450.00	sf	$4.08	$50,796
- Excavation for Foundations	12,450.00	sf	$5.48	$68,226
- Foundation Drain	408.00	lf	$27.23	$11,110
- Misc Steel - Cast in Embeds and Anchors	12,450.00	sf	$2.48	$30,876
- Spread Footings & Grade Beams	12,450.00	sf	$14.25	$177,413

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
A1020 - Special Foundations			**$0.13**	**$40,463**
Special Foundations				
- Soil Improvements - EAP	12,450.00	sf	$3.25	$40,463
A1030 - Slab on Grade			**$0.47**	**$152,513**
Slabs on Grade				
- Slab on Grade	12,450.00	sf	$12.25	$152,513
- Underslab Drainage - Excluded	0.00	excluded	$0.00	$0
- Underslab Insulation - Excluded	0.00	excluded	$0.00	$0
A2010 - Basement Excavation			**$0.99**	**$321,483**
Basement Excavation				
Soldier Pile w/Lagging and Tiebacks	2,300.00	sf	$108.50	$249,550
- Mass Excavation - Cut for Basement	1,383.33	cy	$52.00	$71,933
A2020 - Basement Walls			**$0.99**	**$320,659**
Basement Walls				
- Concrete Wall	2,300.00	sf	$93.48	$215,004
- Concrete Wall Footing	68.00	cy	$950.00	$64,600
- Waterproofing & Insulation	2,300.00	sf	$17.85	$41,055
B - Shell			**$7.39**	**$2,392,985**
B1020 - Roof Construction			**$4.19**	**$1,355,183**
Mass Timber Structure				
- Beams, Columns & CLT Deck Mass Timber	12,450.00	sf	$105.00	$1,307,250
- Misc Steel & Connections	12,450.00	sf	$3.85	$47,933
B2010 - Exterior Walls			**$1.13**	**$365,210**
Exterior Walls				
- Cladding - Incl Rainscreen support	3,265.00	sf	$70.00	$228,550
- Exterior Façade Flashings & Sheetmetal	4,080.00	sf	$7.25	$29,580
- Exterior Wall Framing, Ins, WB	3,265.00	sf	$28.00	$91,420
- Misc Metals Façade	4,080.00	sf	$2.00	$8,160
- Mockups	1.00	ls	$7,500.00	$7,500
B2020 - Exterior Windows			**$0.33**	**$106,080**
Exterior Windows				
- Exterior Glazing - Figured 20%	816.00	sf	$130.00	$106,080
B2030 - Exterior Doors			**$0.32**	**$102,750**
Exterior Doors				
- Exterior Double Man Doors	3.00	ea	$4,500.00	$13,500
- Exterior Man Doors	6.00	ea	$2,500.00	$15,000
- Exterior Overhead Coiling Doors	550.00	sf	$135.00	$74,250
B3010 - Roof Coverings			**$1.43**	**$463,763**
Roofing				
- Roof Sheetmetal	12,450.00	sf	$2.25	$28,013
- Roofing - Mod Bit. Protected Membrane	12,450.00	sf	$35.00	$435,750
C - Interiors			**$2.44**	**$790,824**
C1010 - Partitions			**$0.94**	**$304,403**
Partitions				
- Allowance for CMU Premiums	12,450.00	gsf	$12.50	$155,625
- Backing & Blocking	12,450.00	gsf	$0.25	$3,113

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Interior Walls	12,450.00	gsf	$10.50	$130,725
- Transoms/Sidelites	12,450.00	gsf	$1.20	$14,940
C1020 - Interior Doors			**$0.06**	**$18,675**
Interior Doors				
- Interior Doors	12,450.00	gsf	$1.50	$18,675
C1030 - Fittings			**$0.51**	**$165,834**
Interior Fittings				
- Amenities and Convenience Items	12,450.00	gsf	$0.85	$10,583
- FEC's	12,450.00	gsf	$0.40	$4,980
- Lockers	12,450.00	gsf	$6.85	$85,283
- Protective Guards, Barriers and Bumpers	12,450.00	gsf	$2.00	$24,900
- Signage	12,450.00	gsf	$0.77	$9,587
- Toilet Partitions	12,450.00	gsf	$2.05	$25,523
- Visual Display Systems	12,450.00	gsf	$0.40	$4,980
C3010 - Wall Finishes			**$0.35**	**$112,673**
Interior Finishes				
- C3010 - Wall Finishes	12,450.00	sf	$9.05	$112,673
C3020 - Floor Finishes			**$0.31**	**$99,600**
Interior Finishes				
- C3020 - Floor Finishes	12,450.00	sf	$8.00	$99,600
C3030 - Ceiling Finishes			**$0.28**	**$89,640**
Interior Finishes				
- C3030 - Ceiling Finishes	12,450.00	sf	$7.20	$89,640
D - Services			**$7.19**	**$2,328,150**
D2090 - Other Plumbing Systems			**$2.12**	**$684,750**
Plumbing				
- Plumbing Systems	12,450.00	gsf	$55.00	$684,750
D3090 - Other HVAC Systems & Equipment			**$1.54**	**$498,000**
HVAC				
- HVAC Systems	12,450.00	gsf	$40.00	$498,000
D4010 - Sprinklers			**$0.27**	**$87,150**
Fire Sprinklers				
- Fire Sprinklers	12,450.00	gsf	$7.00	$87,150
D5010 - Electrical Service & Distribution			**$3.27**	**$1,058,250**
Electrical				
- Electrical Systems	12,450.00	gsf	$85.00	$1,058,250
E - Equipment & Furnishings			**$0.34**	**$109,550**
E1020 - Institutional Equipment			**$0.14**	**$43,710**
Institutional Equipment				
- Batting Cages, Nets & Equipment	3,015.00	sf	$14.00	$42,210
- Projector/AV Screens, Some OFCI	1.00	ea	$1,500.00	$1,500
E1090 - Other Equipment			**$0.05**	**$15,000**
AV Equipment				
- AV Equipment	1.00	allow	$15,000.00	$15,000
E2010 - Fixed Furnishings			**$0.16**	**$50,840**

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
Furnishings				
- Casework & Counters	12,400.00	gsf	$3.85	$47,740
- Window Shades	12,400.00	gsf	$0.25	$3,100
G - Building Sitework			**$0.11**	**$35,000**
G3010 - Water Supply			**$0.00**	**$0**
Water Supply				
- Water Supply - Included with Track Site Improvements	0.00	included	$0.00	$0
G3020 - Sanitary Sewer			**$0.00**	**$0**
Sanitary Sewer				
- Sanitary Sewer - Included with Track Site Improvements	0.00	included	$0.00	$0
G3030 - Storm Sewer			**$0.00**	**$0**
Storm Sewer				
- Storm Sewer - Included with Track Site Improvements	0.00	included	$0.00	$0
G4010 - Electrical Distribution			**$0.11**	**$35,000**
Service & Distribution				
- Electrical Distribution	1.00	ls	$35,000.00	$35,000
05 - Track Site Improvments			**$24.42**	**$7,905,828**
G - Building Sitework			**$24.42**	**$7,905,828**
G1010 - Site Clearing			**$0.89**	**$288,369**
Site Readiness				
- Construction Fencing - Use Existing	0.00	excluded	$0.00	$0
- Temp Erosion & Sediment Control, Incl Maintenance	92,738.00	sf	$0.50	$46,369
- Temporary Construction Aids	8.00	mo	$5,500.00	$44,000
- Track Protection	64,000.00	sf	$3.00	$192,000
- Tree Protection	6.00	ea	$1,000.00	$6,000
G1020 - Site Demolition and Relocations			**$0.42**	**$136,339**
Site Demo & Prep				
- Building - Haz Material Abatement	2,375.00	sf	$2.00	$4,750
- Demo ROW for Utility Connections	1.00	allow	$12,500.00	$12,500
- Demolition - Existing Building	2,375.00	sf	$15.00	$35,625
- Site Clearing	92,738.00	sf	$0.90	$83,464
G1030 - Site Earthwork			**$1.16**	**$375,589**
- Site Earthwork	92,738.00	sf	$4.05	$375,589
G2010 - Roadways			**$0.28**	**$91,533**
Roadway Work				
- Roadways - Concrete Patch Back	400.00	sf	$25.00	$10,000
- Roadways - Concrete Paving, Driveway	2,365.00	sf	$19.35	$45,763
- Roadways - Curbs, Modification	375.00	lf	$38.00	$14,250
- Roadways - Fine Grade, Incl Base	2,365.00	sf	$1.70	$4,021
- Roadways - Patch Back at Utility Connections	1.00	allow	$10,000.00	$10,000
- Roadways - Signage & Striping	1.00	allow	$7,500.00	$7,500
G2020 - Parking Lots			**$0.13**	**$41,353**
Parking Lots				
- Parking - Asphalt Paving	3,808.00	sf	$6.48	$24,676
- Parking - Base Courses	70.00	cy	$62.00	$4,340

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
- Parking - Curbs	350.00	lf	$26.00	$9,100
- Parking Signage & Striping	3,808.00	sf	$0.85	$3,237
G2030 - Pedestrian Paving			**$1.44**	**$467,315**
Pedestrian Paving				
- Pedestrian Paving - Base Courses	842.00	cy	$48.00	$40,416
- Pedestrian Paving - Concrete Stairs, Allow	500.00	sf	$25.00	$12,500
- Pedestrian Paving - Concrete, ADA Sidewalk Corner Mods	3.00	ea	$6,500.00	$19,500
- Pedestrian Paving - Concrete, Plaza	25,050.00	sf	$15.25	$382,013
- Pedestrian Paving - Concrete, Shot Put Pads	208.00	sf	$18.60	$3,869
- Pedestrian Paving - Fine Grade	25,050.00	sf	$0.36	$9,018
G2040 - Site Development			**$15.84**	**$5,128,427**
Fields & Athletics				
- New Bleachers - Adding 950 seats	2,320.00	sf	$115.00	$266,800
- New Bleachers - Small on East Side of Field	1.00	ls	$25,000.00	$25,000
- New Football Field Turf - Over Existing Base	94,000.00	sf	$11.15	$1,048,100
- New Practice Field	13,655.00	sf	$18.48	$252,344
- Repairs to Existing Grandstands	1.00	allow	$50,000.00	$50,000
- Shot Put Pit - Incl Base Course	2,400.00	sf	$3.75	$9,000
Furnishings & Enhancements				
- Plaza Improvements/Furniture - Premium	25,050.00	sf	$8.00	$200,400
- Site Furnishings	92,738.00	sf	$0.52	$48,224
Site Buildings				
- Concessions Building - Complete	250.00	sf	$505.00	$126,250
- Restroom Buildings - Complete	3,265.00	sf	$575.00	$1,877,375
- Ticketing Building - Complete	200.00	sf	$195.00	$39,000
Site Concrete Work				
- Site Retaining Walls - Allow	10,167.00	sf	$87.63	$890,934
Site Equipment				
- Athletic Equipment	1.00	ls	$250,000.00	$250,000
Site Fencing				
- Site Fence - Modifications/Repair - Allow	1.00	allow	$45,000.00	$45,000
G2050 - Landscaping			**$1.37**	**$444,402**
Landscaping				
- Irigation	52,049.00	sf	$1.78	$92,647
- Lawn Seeding/Soil Improvements	21,581.00	sf	$1.68	$36,256
- Planting/Soil Improvements	26,202.00	sf	$8.15	$213,546
- Planting/Soil Improvements - Stormwater Planters	4,265.00	sf	$12.65	$53,952
- Trees	64.00	ea	$750.00	$48,000
G3010 - Water Supply			**$0.15**	**$50,000**
Water Supply				
- Water Supply - New Fire Service, Track Site	1.00	ls	$25,000.00	$25,000
- Water Supply - Upgrade Existing incoming water services including addition of new backflow prevention	1.00	ls	$25,000.00	$25,000
G3020 - Sanitary Sewer			**$0.08**	**$25,000**
Sanitary Sewer				
- Sanitary Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$25,000.00	$25,000
G3030 - Storm Sewer			**$0.11**	**$35,000**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
Storm Sewer				
- Storm Sewer - Piping and Structures to Existing Combined Sewer Mains	1.00	ls	$35,000.00	$35,000
G4010 - Electrical Distribution			**$0.46**	**$150,000**
Service & Distribution				
- Site Electrical Distribtuion, EV Charging, Etc.	1.00	ls	$150,000.00	$150,000
G4020 - Site Lighting			**$1.73**	**$560,000**
Site Lighting				
- Field Lighting - Football/Track, Upgrade Existing	1.00	ls	$300,000.00	$300,000
- Field Lighting - Practice Field	1.00	ls	$185,000.00	$185,000
- Site Lighting	1.00	ls	$75,000.00	$75,000
G4030 - Site Communications & Security			**$0.35**	**$112,500**
Communications & Safety				
- Stadium AV System	1.00	ls	$112,500.00	$112,500
06 - 26th Parking Improvements			**$0.82**	**$265,162**
G - Building Sitework			**$0.82**	**$265,162**
G1010 - Site Clearing			**$0.11**	**$35,781**
Site Readiness				
- Construction Fencing	500.00	lf	$22.00	$11,000
- Temp Erosion & Sediment Control, Incl Maintenance	25,561.00	sf	$0.50	$12,781
- Tree Protection	12.00	ea	$1,000.00	$12,000
G1020 - Site Demolition and Relocations			**$0.13**	**$43,451**
Site Demo & Prep				
- Demo ROW for Utility Connections	1.00	allow	$5,500.00	$5,500
- Demo Trees	8.00	ea	$750.00	$6,000
- Site Clearing	25,561.00	sf	$1.25	$31,951
G1030 - Site Earthwork			**$0.05**	**$16,615**
- Rough Grading	25,561.00	sf	$0.65	$16,615
G1040 - Hazardous Waste Remediation			**$0.00**	**$0**
Site Demo & Prep				
- Site Hazardous Waste Remediation - Excluded	0.00	excluded	$0.00	$0
G2020 - Parking Lots			**$0.35**	**$112,471**
Parking Lots				
- Parking - Asphalt Paving	17,292.00	sf	$4.08	$70,551
- Parking - Base Courses, Regrade Existing	17,292.00	sf	$0.76	$13,142
- Parking - Curbs	640.00	lf	$22.00	$14,080
- Parking Signage & Striping	17,292.00	sf	$0.85	$14,698
G2030 - Pedestrian Paving			**$0.01**	**$4,099**
Pedestrian Paving				
- Pedestrian Paving - Base Courses	5.19	cy	$48.00	$249
- Pedestrian Paving - Concrete, Sidewalks	280.00	sf	$12.25	$3,430
- Pedestrian Paving - Fine Grade	280.00	sf	$1.50	$420
G2040 - Site Development			**$0.04**	**$12,500**
Site Fencing				
- Site Fence - Modifications/Repair - Allow	1.00	allow	$12,500.00	$12,500

Cleveland High School

Mahlum/Studio Petretti

Pre-Design Pricing R0.0

Total Building Area (GSF): 323,700

Distributed **4/8/2024**

DESCRIPTION	QUANTITY	UOM	Cost/Unit	TOTAL
G2050 - Landscaping			**$0.12**	**$40,245**
Landscaping				
- Irigation	1,895.00	sf	$1.78	$3,373
- Planting/Soil Improvements	800.00	sf	$8.15	$6,520
- Planting/Soil Improvements - Stormwater Planters	1,095.00	sf	$12.65	$13,852
- Trees	22.00	ea	$750.00	$16,500

Alternate/Option/Breakout Pricing

No.	Description	Type	Value
1a	All new fencing around track & field site	Add	$750,000
1b1	Waverleigh Option A, ILO Option C in Base	Deduct	($2,015,000)
1b2	Waverleigh Option B, ILO Option C in Base	Deduct	($1,625,000)
1c	All new bleachers (1700 Capacity)	Add	$2,000,000
1d	Updates to Powell Park	Add	$11,000,000
1e	Construct 2 Story Field House ILO Single	Add	TBD
2a	Tuck Under Parking 34 spots	Add	$1,915,000
2b	Reduce surface parking to 53 spots	Incl	See Distributed Option
2c	Four Story Building - See full esitmate	Incl	See Distributed Option
2d	Retain 5 story bar and reduce 1 bay on east	Add	TBD
3a	Rooftop PH in lieu of GF mechanical	Add	$2,500,000
3b	Ground Source heat pump field	Add	$5,800,000
3c	Mixed Mode Ventilation	Add	$450,000
3d	Battery Back up ILO Gas powered Generator	Add	$1,300,000
3e	Add for solar panels prep over parking lot	Add	$90,000
3f	CLT Floor Structure w/ Suspended Clouds		TBD
3g	Concrete Topping Slab ILO Gypcrete	Add	$250,000

* Note All Alternates are inclusive of all fees, contingencies, escalation.
They are a net impact to the project



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Portland Public Schools
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Portland Public Schools
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Scope of Work

Project Scope Description

The project comprises of the cost planning for the Grover Cleveland High School located in Portland, OR. The scope of work consists of construction of a new 5 story structure with associated site and ROW work. Sitework is anticipated to involve parking and site options that include various sports fields, new landscape, landscape improvements, and right of way improvements.

Project Design

The report is based on the following design documents:

* CHS 240318 Drawings
* CHS 240318 Narratives, pricing memos and options

Procurement

It is anticipated that the project be delivered via GC/CM with a minimum of (3) qualified subcontractors to assure competitive market pricing.

Portland Public Schools
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Basis of Estimate

Assumptions and Clarifications

This estimate is based on the following assumptions and clarifications:

- Acquisition costs are not included.
- Owner soft costs are not included.
- Prevailing wage labor rates are included.
- Cost assumes utilities are available, accessible, and functional for the proposed areas of work.
- The project will be performed during regular business hours.
- Phasing and construction of occupied structures has an applied additive markup for the complexity of construction and impact to construction schedule.

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Overall Summary

	SF	$/SF	TOTAL
Building -New construction	323,700	1053.03	340,864,506
Sitework	316,037	169.98	53,719,625
GET - 1.5%	316,037	18.73	5,918,762
RECOMMENDED BASE BUDGET	323,700	1,237.27	400,502,893

ALTERNATES	
Alternate 1: Powell Park	6,914,815
Alternate 2: Sports field fencing	238,296

Portland Public Schools
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Building -New construction Summary

			%	$/SF	TOTAL
		Gross Area:		323,700 SF	
A10	Foundations		2%	18.06	5,845,373
A20	Basement Construction		1%	9.19	2,975,000
A	Substructure		3%	27.25	8,820,373
B10	Superstructure		14%	146.06	47,281,229
B20	Exterior Enclosure		5%	47.98	15,532,417
B30	Roofing		2%	19.94	6,454,586
B	Shell		20%	213.99	69,268,232
C10	Interior Construction		5%	47.98	15,529,978
C20	Stairways		0%	1.31	425,000
C30	Interior Finishes		3%	34.38	11,127,328
C	Interiors		8%	83.66	27,082,307
D10	Conveying Systems		0%	3.83	1,240,000
D20	Plumbing Systems		3%	28.32	9,167,184
D30	Heating, Ventilation & Air Conditioning		8%	80.85	26,169,713
D40	Fire Protection		1%	7.01	2,269,137
D50	Electrical Lighting, Power & Communications		8%	89.19	28,870,109
D	Services		20%	209.19	67,716,143
E10	Equipment		3%	28.98	9,380,500
E20	Furnishings		2%	17.12	5,542,495
E	Equipment & Furnishings		4%	46.10	14,922,995
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			55%	580.20	187,810,050
	Contingency - design	15.00%	8%	87.03	28,171,508
	Contingency - construction	5.00%	3%	33.36	10,799,078
	General Requirements	8.00%	5%	56.05	18,142,451
	General Conditions	8.50%	6%	64.31	20,818,462
	Fee	5.00%	4%	41.05	13,287,077
	Metro SHS Tax	1.00%	1%	8.62	2,790,286
	Bonds & Insurance	2.00%	2%	17.41	5,636,378
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			84%	888.03	287,455,291
	Escalation to mid-point (Q3 2027)	16.67%	14%	148.00	47,909,215
	Pre-construction				5,500,000
RECOMMENDED BUDGET			100%	1,053.03	340,864,506

Portland Public Schools
Cleveland High School

Building -New construction

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Floors				
Main level	103,023	SF		
Level 2	92,034	SF		
Level 3	56,292	SF		
Level 4	36,614	SF		
Level 5	35,737	SF		
Building Height	70	LF		
Perimeter				
Main level	2,394	SF		
Level 2	2,582	SF		
Level 3	1,880	SF		
Level 4	1,020	SF		
Level 5	1,016	SF		
Roof Area	**110,000**	**SF**		
TPO	103,000	SF		
Green roof	7,000	SF		
Program Area	**324,460**	**SF**		
Gym	18,600	SF		
Theatre	20,560	SF		
Classroom	227,648	SF		
Circulation and services	49,972	SF		
Administration	7,680	SF		
Footprint	103,023	SF		
TOTAL GROSS FLOOR AREA	323,700	SF		
Program Areas				
A10 Foundations	323,700	SF	18.06	5,845,373
A1010 Standard Foundations	323,700	SF	9.78	3,164,897
Continuous footings	710	CY	950.00	674,500
Grade beams	206	CY	950.00	195,630
Spread footings - 30' grid	123	EA	8,800.00	1,082,400
Base aggregates	1908	CY	55.00	104,940
Retaining wall - 16' ht.	7,440	SF	80.00	595,200
Temp shoring	465	LF	150.00	69,750
Waterproofing	7,440	SF	15.00	111,600
Anchor bolts/plates	103,023	SF	2.50	257,558
Perimeter drainage and bedding	2,444	LF	30.00	73,320

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Building -New construction

	Quantity	Unit	Rate	Total
A1020 Special Foundations	323,700	SF	0.53	170,000
Pits - elevator incl. sump pump	2	EA	20,000.00	40,000
Soil improvement and thickened foundations - allow	1	LS	100,000.00	100,000
Dewatering - allow	1	LS	30,000.00	30,000
A1030 Slab On Grade	323,700	SF	7.76	2,510,476
Slab on grade - 4" thk.	82,463	SF	14.25	1,175,098
Slab on grade - 6" thk.	20,560	SF	16.50	339,240
Bases, stairs	500	SF	20.00	10,000
Curb wall - 1.5' ht.	3,784	SF	85.00	321,640
Under-slab drainage	103,023	SF	2.20	226,651
Under-slab insulation and vapor barrier	103,023	SF	4.25	437,848
A20 Basement Construction	323,700	SF	9.19	2,975,000
A2010 Basement Excavation	323,700	SF		
Additional excavation required for construction of basement				
Backfill and compaction				
Excavation support system				
A2020 Basement Walls	323,700	SF	9.19	2,975,000
Shear walls	35,000	SF	85.00	2,975,000
B10 Superstructure	323,700	SF	146.06	47,281,229
B1010 Floor Construction	323,700	SF	123.03	39,823,519
Mass timber construction - columns and beams				
Wood timber package				
CLT panels, spline ends and side joints	220,677	SF	26.00	5,737,602
Glu-lam beams	24,571	LF	168.00	4,128,000
Glu-lam rafters	55,169	LF	180.00	9,930,465
Glu-lam blocking	1	LS	109,500.00	109,500
Glu-lam columns	15,750	LF	218.00	3,433,500
Layout/installation	29,530	SF	22.00	649,660
Lifting system	1	LS	624,500.00	624,500
Hardware	1	LS	438,000.00	438,000
Shop drawings	1	LS	40,000.00	40,000
Transport	1	LS	180,000.00	180,000
Decking				
Mass plywood panels - see "Wood timber package"				
Acoustic mat	220,677	SF	5.00	1,103,385

Portland Public Schools
Cleveland High School

Building -New construction

	Quantity	Unit	Rate	Total
2" gypcrete	220,677	SF	5.00	1,103,385
Firestopping	220,677	SF	0.75	165,508
Sealants	220,677	SF	0.55	121,372
Channels and angles	1	LS	4,500.00	4,500
Structural steel				
Elevator hoist beams	18.50	TNs	16,500.00	305,250
Misc. steel angles and connections	1	LS	104,000.00	104,000
Rough carpentry	323,700	SF	6.89	2,230,293
Columns and beams - vertical construction				*incl. above,*
CMU -Arts, 12" thk.	24,300	SF	83.00	2,016,900
CMU - gym, 12" thk.	25,625	SF	83.00	2,126,875
Shear walls - CMU	36,148	SF	83.00	3,000,284
Misc. plates and connections	220,677	SF	2.50	551,693
Seismic category III - allow	323,700	SF	5.00	1,618,500
B1020 Roof Construction	323,700	SF	23.04	7,457,711
Mass timber construction - beams and decking included above				
Beams - glu-lam				*Incl. Above,*
CLT decking				*Incl. Above,*
Hardware				*Incl. Above,*
Soffit, overhang	9,683	SF	45.00	435,713
Strapping, blocking and connections, add	110,000	SF	25.00	2,750,000
Roof framing - 10lb/SF (Arts and Gym)	195.80	TN	10,800.00	2,114,640
Metal deck - incl. topping slab	39,160	SF	22.50	881,100
Roof framing - solar panel substructure	39.16	TN	10,800.00	422,928
Canopies - allow	4,500	SF	115.00	517,500
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	3,598	LF	85.00	305,830
B20 Exterior Enclosure	323,700	SF	47.98	15,532,417
B2010 Exterior Walls	323,700	SF	29.94	9,693,183
Exterior framing	127,244	SF	28.25	3,594,643
Exterior cladding	83,981	SF		
Brick veneer	33,592	SF	56.00	1,881,175
Metal panel	33,592	SF	75.00	2,519,431
Fiber cement panel	16,796	SF	42.00	705,441
WRB	83,981	SF	7.00	587,867
Caulking and sealants	323,700	SF	1.25	404,625

Portland Public Schools
Cleveland High School

Building -New construction

	Quantity	Unit	Rate	Total
B2020 Exterior Windows	323,700	SF	17.37	5,624,185
Exterior glazing, composite/various	43,263	SF	130.00	5,624,185
B2030 Exterior Doors	323,700	SF	0.66	215,050
HM - single	12	EA	3,000.00	36,000
HM - double	8	EA	5,250.00	42,000
Roll up door	4	EA	18,500.00	74,000
Storefront - single	6	EA	4,850.00	29,100
Storefront - double	4	EA	8,487.50	33,950
B30 Roofing	323,700	SF	19.94	6,454,586
B3010 Roof Coverings	323,700	SF	17.91	5,798,586
Membrane roof system	103,000	SF	38.00	3,914,000
Green roof system	7,000	SF	55.00	385,000
Vapor barrier	110,000	SF	4.50	495,000
Insulation	110,000	SF	6.50	715,000
Flashing and trim	7,196	LF	28.50	205,086
Mechanical screen	100	LF	150.00	15,000
Walking pads	500	SF	28.00	14,000
Roof drains	30	EA	1,850.00	55,500
B3020 Roof Openings	323,700	SF	2.03	656,000
Roof hatch	2	EA	5,500.00	11,000
Access ladder	2	EA	12,500.00	25,000
Skylight - allow	4,000	SF	155.00	620,000
C10 Interior Construction	323,700	SF	47.98	15,529,978
C1010 Partitions	323,700	SF	32.01	10,362,997
Interior partition - metal stud	309,840	SF	21.50	6,661,560
Interior of exterior - GWB	83,981	SF	9.00	755,829
Operable partition - allow	250	LF	1,000.00	250,000
Shaft walls	30,984	SF	15.00	464,760
Interior glazing	24,787	SF	90.00	2,230,848
C1020 Interior Doors	323,700	SF	5.70	1,846,500
HM - single	60	EA	3,000.00	180,000
HM - double	30	EA	5,250.00	157,500
Roll up door	10	EA	18,500.00	185,000
Wood - single	289	EA	4,000.00	1,156,000
Wood - double	24	EA	7,000.00	444 168,000

Portland Public Schools
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Building -New construction

	Quantity	Unit	Rate	Total
C1030 Fittings	323,700	SF	10.26	3,320,481
Classroom fittings - white boards, tack boards, etc.	1	LS	1,200,000.00	1,200,000
Lockers	1	LS	323,703.25	323,703
Restroom - bath accessories	1	LS	98,300.00	98,300
Corner guards	1	LS	70,000.00	70,000
Misc. accessories	1	LS	250,000.00	250,000
Window blinds and shades	68,050	SF	15.50	1,054,777
Wayfinding	323,700	SF	1.00	323,700
C20 Stairways	323,700	SF	1.31	425,000
C2010 Stair Construction	323,700	SF	1.31	425,000
Egress stair	15	FLT	22,000.00	330,000
Feature stair, forum	1	FLT	95,000.00	95,000
C30 Interior Finishes	323,700	SF	34.38	11,127,328
C3010 Wall Finishes	323,700	SF	13.87	4,490,633
Tile	39,411	SF	20.00	788,224
Paint	688,169	SF	1.85	1,273,113
Specialty finish - allow	172,042	SF	7.00	1,204,296
Acoustic wall treatment - allow	35,000	SF	35.00	1,225,000
C3020 Floor Finishes	323,700	SF	10.04	3,250,134
Polished concrete	84,514	SF	8.50	718,369
Sealed concrete	29,400	SF	4.25	124,950
Resilient flooring	36,700	SF	9.50	348,650
Tile	12,216	SF	25.00	305,400
Wood floor	45,620	SF	22.00	1,003,640
Carpet - classroom and office space	115,250	SF	6.50	749,125
C3030 Ceiling Finishes	323,700	SF	10.46	3,386,562
GWB	48,555	SF	11.50	558,383
Open to structure	113,914	SF	2.10	239,219
ACT cloud system	45,981	SF	35.00	1,609,335
ACT	115,250	SF	8.50	979,625

Portland Public Schools
Cleveland High School

Building -New construction

	Quantity	Unit	Rate	Total
D10 Conveying Systems	**323,700**	**SF**	**3.83**	**1,240,000**
D1010 Elevators & Lifts	323,700	SF	3.83	1,240,000
Traction elevator - #3500	20	ST	58,500.00	1,170,000
ADA lift	2	EA	35,000.00	70,000
D20 Plumbing Systems	**323,700**	**SF**	**28.32**	**9,167,184**
D2010 Plumbing Fixtures	323,700	SF	28.32	9,167,184
Plumbing system complete - allow	323,700	SF	28.32	9,167,184
D30 Heating, Ventilation & Air Conditioning	**323,700**	**SF**	**80.85**	**26,169,713**
D3010 Energy Supply	323,700	SF	80.85	26,169,713
Central Air Source Heat Pump system, complete	323,700	SF	39.21	12,692,277
Heat pump - 180 TN	5	EA		*incl. above,*
ASHP - buffer tank, 2,000 gal.	2	EA		*incl. above,*
HR Chiller 25 TN	3	EA		*incl. above,*
Boiler - electric, 1320 kW	2	EA		*incl. above,*
Chilled water pump - 50 HP	3	EA		*incl. above,*
Heating water pump - 25 HP	3	EA		*incl. above,*
Valves and appurtenances	1	LS		*incl. above,*
Boiler pump - 300 GPM	2	EA		*incl. above,*
AHU Ventilation and exhaust systems	323,700	SF	26.70	8,642,790
Heater water expansion tank - 200 gal.	3	EA		*incl. above,*
Chilled water expansion tank - 200 gal.	3	EA		*incl. above,*
Glycol make-up package - 100 gal.	1	EA		*incl. above,*
Buffer tank - CW, 3,000 gal.	1	EA		*incl. above,*
Buffer tank - HW, 3,000 gal.	1	EA		*incl. above,*
Heat pump - split system, BOH	1	LS	50,000.00	50,000
Commercial/lab equipment - see E10 equipment				*incl. below,*
DDC Controls	323,700	SF	14.00	4,531,800
Testing and balancing	360	HR	130.00	46,800
Radon system - SOG	103,023	SF	2.00	206,046
D40 Fire Protection	**323,700**	**SF**	**7.01**	**2,269,137**
D4010 Sprinklers	323,700	SF	6.82	2,207,634
Standpipe, valves, pumps and main distribution	323,700	SF	6.82	2,207,634

Portland Public Schools
Cleveland High School

Building -New construction

	Quantity	Unit	Rate	Total
D4030 Fire Protection Specialties	323,700	SF	0.19	61,503
Fire extinguishers, incl. cabinets	129	EA	475.00	61,503
D4090 Other Fire Protection Specialties	323,700	SF		
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	323,700	SF	89.19	28,870,109
D5010 Electrical Service & Distribution	323,700	SF	35.00	11,329,500
Electrical service and distribution - allow	323,700	SF	35.00	11,329,500
D5020 Lighting & Branch Wiring	323,700	SF	25.00	8,092,500
Lighting & Branch Wiring - allow	323,700	SF	25.00	8,092,500
D5030 Communications & Security	323,700	SF	28.27	9,150,305
Fire alarm systems	323,700	SF	3.00	971,100
CO/smoke detection system	323,700	SF	2.50	809,250
Clock system	323,700	SF	2.10	679,770
DAS	1	LS	200,000.00	200,000
Voice/data	323,700	SF	8.00	2,589,600
AV equipment -Rough in	323,700	SF	3.80	1,230,060
PA/Intercom	323,700	SF	3.00	971,100
CCTV	323,700	SF	5.25	1,699,425
D5090 Other Electrical Systems	323,700	SF	0.92	297,804
Connection to mechanical equipment	323,700	SF	0.92	297,804
Emergency generator - see sitework				*incl. ,*
PV system				*NIC,*
E10 Equipment	323,700	SF	28.98	9,380,500
E1010 Commercial Equipment	323,700	SF	15.00	4,855,500
Commercial and Institutional equipment - allow	323,700	SF	15.00	4,855,500
E1090 Other Equipment	323,700	SF	13.98	4,525,000
Equipment and AV				
Theatre and Black box equipment				
Variable acoustics	1	LS	50,000.00	50,000
Rigging system	1	LS	675,000.00	675,000
Stage draperies	1	LS	90,000.00	90,000
Orchestra shell	1	LS	450,000.00	450,000
Orchestra pit/platforms	1	LS	90,000.00	90,000

Portland Public Schools
Cleveland High School

Building -New construction

	Quantity	Unit	Rate	Total
Production lighting control	1	LS	240,000.00	240,000
Production lighting fixtures	1	LS	350,000.00	350,000
Fixed theatre seating	500	EA	650.00	325,000
Production - AV system	1	LS	550,000.00	550,000
Drama/Black Box equipment				
Stage rigging	1	LS	115,000.00	115,000
Stage draperies	1	LS	20,000.00	20,000
Production lighting control	1	LS	90,000.00	90,000
Production - AV system	1	LS	125,000.00	125,000
Band and choir classrooms				
Variable acoustics	1	LS	15,000.00	15,000
AV system	2	EA	55,000.00	110,000
Classrooms including lab	88	EA	6,000.00	528,000
Computer lab	4	EA	30,000.00	120,000
Conference Rooms	2	EA	5,000.00	10,000
Video Conference	2	EA	6,500.00	13,000
Lobby signage	4	EA	1,000.00	4,000
Student Center	1	LS	115,000.00	115,000
Athletics	1	LS	440,000.00	440,000
E20 Furnishings	**323,700**	**SF**	**17.12**	**5,542,495**
E2010 Fixed Furnishings	323,700	SF	17.12	5,542,495
Casework - allow	323,700	SF	16.35	5,292,495
Casework - theatre	1	LS	250,000.00	250,000
E2020 Movable Furnishings	323,700	SF		
By Owner				*NIC*
F10 Special Construction	**323,700**	**SF**		
F1010 Special Structures	323,700	SF		
No work anticipated				*NIC*
F20 Selective Demolition	**323,700**	**SF**		
F2010 Building Elements Demolition	323,700	SF		
See Sitework				*NIC*
F2020 Hazardous Components Abatement	323,700	SF		
See Sitework				*incl.*

Portland Public Schools
Cleveland High School

Sitework Summary

			%	$/SF	TOTAL
			Gross Area:	316,037 SF	
G10	Site Preparation		38%	65.02	20,547,258
G20	Site Improvements		9%	15.49	4,896,022
G30	Site Mechanical Utilities		3%	4.52	1,429,559
G40	Site Electrical Utilities		6%	10.16	3,211,100
G	Building Sitework		56%	95.19	30,083,939
SITE ELEMENTAL COST BEFORE CONTINGENCIES			56%	95.19	30,083,939
	Contingency - design	15.00%	0%	14.28	4,512,591
	Contingency - construction	5.00%	0%	5.47	1,729,827
	General Requirements	8.00%	0%	9.20	2,906,109
	General Conditions	8.50%	0%	10.55	3,334,760
	Fee	5.00%	0%	6.73	2,128,361
	Metro SHS Tax	1.00%	0%	1.41	446,956
	Bonds & Insurance	2.00%	0%	2.86	902,851
	Permits & Fees - by Owner	0.00%	0%		*NIC*
SITE CONSTRUCTION COST BEFORE ESCALATION			86%	145.70	46,045,393
	Escalation to mid-point (Q3 2027)	16.67%	14%	24.28	7,674,232
RECOMMENDED BUDGET			100%	169.98	53,719,625

Portland Public Schools
Cleveland High School

Sitework

	Quantity	Unit	Rate	Total
Net Site Areas				
Building Footprint	**103,023**	**SF**		
Roadwork	**16,500**	**SF**		
Roadway - ROW	12,000	SF		
Crossing upgrade	4,500	SF		
Parking Lots	**41,215**	**SF**		
Parking lot - asphalt	37,875	SF		
Event parking	3,340	SF		
Ped Paving	**76,194**	**SF**		
Sidewalk - concrete, city	31,229	SF		
Sidewalk - concrete, ramp	3,515	SF		
Plaza - concrete	41,450	SF		
Site Structure	**15,060**	**SF**		
Bike parking canopy	2,215	SF		
Field House	12,000	SF		
Restroom building, addition	845	SF		
Site Features	**16,420**	**SF**		
Practice field	14,965	SF		
Shot put	1,455	SF		
Landscaping and Softscape	**47,625**	**SF**		
Landscape - Lawn	7,205	SF		
Landscape - Planting	40,420	SF		
TOTAL SITE AREA	316,037	SF		

G10 Site Preparation	**316,037**	**SF**	**65.02**	**20,547,258**
G1010 Site Clearing	316,037	SF	1.29	407,116
Construction entrance	4	EA	6,500.00	26,000
Construction fencing	2,500	LF	12.50	31,250
Erosion control	316,037	SF	0.17	53,726
Temp facilities	26	MO	1,640.00	42,640
Street cleaning	26	MO	1,500.00	39,000
Temp street closure and flagging	26	MO	1,250.00	32,500
Site protection	1	LS	62,000.00	62,000
Tree protection	1	LS	25,000.00	25,000
Utility protection	1	LS	45,000.00	45,000
Construction layout and survey	1	LS	50,000.00	50,000

Portland Public Schools
Cleveland High School

Sitework

	Quantity	Unit	Rate	Total
G1020 Site Demolition and Relocations	316,037	SF	56.61	17,890,264
Clear and grub - see earthwork	316,037	SF	0.35	110,613
Abate and Demo - Existing School	254,200	SF	64.30	16,345,060
Demo - site	213,014	SF	6.50	1,384,591
Demo - misc. obstructions	1	LS	50,000.00	50,000
G1030 Site Earthwork	316,037	SF	3.95	1,249,878
Excavation - building	8,747	CY	22.50	196,805
Site cut - 1' depth	2,958	CY	22.50	66,559
Site fill - stockpile	9,364	CY	15.00	140,461
Haul and dispose	2,341	CY	30.00	70,230
Grading and compaction	316,037	SF	0.82	259,150
Base aggregates				
Site buildings- 12" depth	8,747	CY	45.00	393,610
Parking lots - 8" depth	1,018	CY	45.00	45,817
Ped paving - 6" depth	1,411	CY	45.00	63,495
ROW - 6" depth	306	CY	45.00	13,750
G1040 Hazardous Waste Remediation	316,037	SF	3.16	1,000,000
Mitigation - allowance	1	LS	1,000,000	1,000,000
G20 Site Improvements	316,037	SF	15.49	4,896,022
G2010 Roadways	316,037	SF	1.34	422,025
Demo - hardscape	16,500	SF	3.00	49,500
Roadway - grind and overlay, incl. striping	12,000	SF	3.10	37,200
Curbs - CIP concrete	1,650	LF	30.50	50,325
Retaining wall	3,800	SF	75.00	285,000
G2020 Parking Lots	316,037	SF	1.26	398,811
Parking lot - asphalt	37,875	SF	4.50	170,438
Striping	37,875	SF	0.17	6,439
ADA curb ramps	8	EA	1,550.00	12,400
Curbs - CIP concrete	6,870	LF	30.50	209,535
Wheel stops - not required				*NIC*
G2030 Pedestrian Paving	316,037	SF	3.42	1,081,209
Sidewalk - concrete, city	31,229	SF	11.50	359,134
Sidewalk - concrete, ramp	2,500	SF	35.00	87,500
Plaza - concrete	41,450	SF	13.50	559,575
Retaining wall	1,000	SF	75.00	75,000

Portland Public Schools
Cleveland High School

Sitework

	Quantity	Unit	Rate	Total
G2040 Site Development	316,037	SF	6.97	2,201,434
Site Structure				
Bike parking canopy	2,215	SF	120.00	265,800
Site Features	16,420	SF		
Football field & track - existing				*NIC*
Field - resurface, synthetic	68,195	SF	7.75	528,511
Track - resurface	78,475	SF	4.44	348,429
Home stand - renovation, allow	-	SF	125.00	
AV system				*W/Bldg.*
Practice Field	14,965	SF		
Field - synthetic	14,965	SF	7.75	115,979
Base aggregates	277	CY	65.00	18,013
Drainage	14,965	SF	3.25	48,636
Fence - 10' ht.	872	LF	125.00	108,953
Fence - 20' ht.	80	LF	275.00	21,988
Gate - single	6	EA	2,500.00	15,000
Gate - double	2	EA	4,500.00	9,000
Dugout	2	EA	10,000.00	20,000
Stands and dugout	1	LS	35,000.00	35,000
Softball field - see alt 1	-	SF		
Multi-use field - see alt 1	-	SF		
Monument sign	1	LS	50,000.00	50,000
Site furnishings				
Fencing - secure	1,935	LF	175.00	338,625
Ped gate	4	EA	3,500.00	14,000
Misc. furnishings (benches, seat walls, trash receptacles, etc.)	1	LS	250,000.00	250,000
Flagpoles	3	EA	4,500.00	13,500
G2050 Landscaping	316,037	SF	2.51	792,543
Landscape - Lawn	7,205	SF	8.50	61,243
Landscape - Planting	40,420	SF	15.00	606,300
Landscape - restoration	1	LS	125,000.00	125,000
G30 Site Mechanical Utilities	316,037	SF	4.52	1,429,559
G3010 Water Supply	316,037	SF	0.56	176,700
Connection to existing	1	LS	20,000.00	20,000
WS - 4" DI pipe, incl. trenching and backfill	380	LF	90.00	34,200
FS - 8" DI pipe, incl. trenching and backfill	380	LF	125.00	47,500
Vaults, devices and controls	1	LS	75,000.00	75,000

Portland Public Schools
Cleveland High School

Sitework

	Quantity	Unit	Rate	Total
G3020 Sanitary Sewer	316,037	SF	0.76	238,750
Connection to existing	1	LS	20,000.00	20,000
SS - 8" pipe, incl. trenching and backfill	625	LF	110.00	68,750
Devices and controls	1	LS	150,000.00	150,000
G3030 Storm Sewer	316,037	SF	3.21	1,014,109
Connection to existing	1	LS	20,000.00	20,000
SW - detention	510,920	GAL	1.75	894,109
SW - pipe and structures	1	LS	100,000.00	100,000
G40 Site Electrical Utilities	316,037	SF	10.16	3,211,100
G4010 Electrical Distribution	316,037	SF	0.47	150,000
Power distribution - allow	1	LS	150,000.00	150,000
Transformer - by franchise utility				*NIC*
G4020 Site Lighting	316,037	SF	6.34	2,005,000
Parking lot - lighting	1	LS	75,000.00	75,000
Circulation - lighting	1	LS	35,000.00	35,000
Landscape - lighting	1	LS	25,000.00	25,000
Sports field - lighting	1	LS	##########	1,850,000
Site lighting controls	1	LS	20,000.00	20,000
G4030 Site Communications & Security	316,037	SF	-	
No work anticipated				*NIC*
G4090 Other Site Electrical Utilities	316,037	SF	3.34	1,056,100
EV charging	6	EA	6,850.00	41,100
Emergency power - 750 kW	1	EA	900,000.00	900,000
ATS	1	EA	65,000.00	65,000
Enclosure	1	LS	50,000.00	50,000

Portland Public Schools
Cleveland High School

Alternates

Item Description	Quantity	Unit	Rate	Total
Alternate 1: Powell Park				
Site prep	129,435	SF	7.50	970,763
Softball field	25,000	SF		
Synthetic turf	25,000	SF	7.75	193,750
Base aggregates	463	CY	65.00	30,095
Drainage	25,000	SF	3.25	81,250
Fence - 10' ht.	700	LF	125.00	87,500
Fence - 20' ht.	80	LF	275.00	22,000
Gate - single	2	EA	2,500.00	5,000
Gate - double	2	EA	4,500.00	9,000
Dugout	2	EA	10,000.00	20,000
Stands and dugout	1	LS	35,000.00	35,000
Multi-use field - see alt 1	104,435	SF		
Synthetic turf, incl. pad	104,435	SF	12.50	1,305,438
Base aggregates	1,934	CY	65.00	125,710
Drainage	104,435	SF	3.25	339,414
Sport equipment	1	LS	50,000.00	50,000
Bleachers, restored	1	LS	125,000.00	125,000
Bleachers, new	1,350	EA	350.00	472,500
Alternate Cost Before Markups				3,872,419
Contingency - design	15.00%			580,863
Contingency - construction	5.00%			222,664
General Requirements	8.00%			374,076
General Conditions	8.50%			429,252
Fee	5.00%			273,964
Metro SHS Tax	1.00%			57,532
Bonds & Insurance	2.00%			116,215
Permits & Fees - by Owner	0.00%			
Escalation to mid-point (Q3 2027)	16.67%			987,831
				6,914,815

Portland Public Schools
Cleveland High School

Alternates

Item Description	Quantity	Unit	Rate	Total
Alternate 2: Sports field fencing				
Fence - 10' ht.	803	LF	125.00	100,375
Fence - 20' ht.	33	LF	275.00	9,075
Gate - single	6	EA	2,500.00	15,000
Gate - double	2	EA	4,500.00	9,000
Alternate Cost Before Markups				133,450
Contingency - design	15.00%			20,018
Contingency - construction	5.00%			7,673
General Requirements	8.00%			12,891
General Conditions	8.50%			14,793
Fee	5.00%			9,441
Metro SHS Tax	1.00%			1,983
Bonds & Insurance	2.00%			4,005
Permits & Fees - by Owner	0.00%			
Escalation to mid-point (Q3 2027)	16.67%			34,042
				238,296

Portland Public Schools
Cleveland High School

Comparative

		Cost Comparative					
		GAMUT		DCW		Delta	
		Gross Area (SF):	323,700	Gross Area (SF):	323,700		
		Total	$/SF	Total	$/SF	Delta	%
A	Substructure	$ 7,247,446	$ 22.39	$ 8,820,373	$ 27.25	$ 1,572,927	22%
A10	Foundations	$ 7,247,446	$ 22.39	$ 8,820,373	$ 27.25	$ (1,572,927)	-22%
A20	Basement Construction		*incl. above*		*incl. above*		
B	Shell	$ 67,758,391	$ 209.32	$ 69,268,232	$ 213.99	$ 1,509,841	2%
B10	Superstructure	$ 43,592,156	$ 134.67	$ 47,281,229	$ 146.06	$ (3,689,073)	-8%
B20	Exterior Enclosure	$ 19,438,079	$ 60.05	$ 15,532,417	$ 47.98	$ 3,905,662	20%
B30	Roofing	$ 4,728,156	$ 14.61	$ 6,454,586	$ 19.94	$ (1,726,430)	-37%
C	Interiors	$ 33,193,646	$ 102.54	$ 27,082,307	$ 83.66	$ (6,111,339)	-18%
C10	Interior Construction	$ 20,096,744	$ 62.08	$ 15,529,978	$ 47.98	$ 4,566,766	23%
C20	Stairways	$ 1,602,315	$ 4.95	$ 425,000	$ 1.31	$ 1,177,315	73%
C30	Interior Finishes	$ 11,494,587	$ 35.51	$ 11,127,328	$ 34.38	$ 367,259	3%

Portland Public Schools
Cleveland High School

Comparative

D	Services	$	66,841,153	$	206.49	$	67,716,143	$	209.19	$	874,990	1%
D10	Conveying Systems	$	1,394,338	$	4.31	$	1,240,000	$	3.83	$	154,338	11%
D20	Plumbing Systems	$	7,946,835	$	24.55	$	9,167,184	$	28.32	$	(1,220,349)	-15%
D30	Heating, Ventilation & Air Conditioning	$	27,563,175	$	85.15	$	26,169,713	$	80.85	$	1,393,462	5%
D40	Fire Protection	$	2,098,125	$	6.48	$	2,269,137	$	7.01	$	(171,012)	-8%
D50	Electrical Lighting, Power & Communications	$	27,838,680	$	86.00	$	28,870,109	$	89.19	$	(1,031,429)	-4%
E	Equipment & Furnishings	$	7,864,466	$	24.30	$	14,922,995	$	46.10	$	7,058,529	90%
E10	Equipment	$	3,949,120	$	12.20	$	9,380,500	$	28.98	$	(5,431,380)	-138%
E20	Furnishings	$	3,915,346	$	12.10	$	5,542,495	$	17.12	$	(1,627,149)	-42%
F	Special Construction & Demoli	$	-	$	-	$	-	$	-	$	-	
F10	Special Construction											
F20	Selective Demolition											
G	Building Sitework	$	29,452,360	$	90.99	$	30,083,939	$	92.94	$	631,579	2%
	SUBTOTAL	$	212,357,462	$	656.03	$	217,893,989	$	673.14	$	(5,536,527)	0.97%

Portland Public Schools
CBRC Annual Local Option Levy Review
May 3, 2024

Overview

The Community Budget Review Committee (CBRC) conducted a general review of Portland Public Schools (PPS) expenditures of the Local Option Levy (Levy) funds approved by voters in November 2019. Measure 26-207 mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters. The review period for this report is actual expenditures and revenue from the prior year 2022-23 and projected revenue and expenditures for the current year 2023-24.

CBRC examined Levy data to determine the use of funds in the following areas:

1. Help maintain and lower class sizes that permit more individual attention for students;
2. Help to support a well-rounded program, with enrichments for elementary and middle grades and electives in varied interest areas and disciplines for high school students; and
3. Provide funding equivalent to at least the 825 teaching positions initially projected.

Findings

CBRC finds in the prior year 2022-23 and the current year 2023-24 all Levy funds are being spent on teaching positions as approved by voters.

With respect to the use of Levy funds for maintaining teaching positions, PPS has received $108,840,000 as of April 1, 2024, from Multnomah, Washington, and Clackamas Counties. Based on the 2023-24 receipts and an average teacher cost of $135,739 (salary, taxes, and benefits), Levy funds will support approximately 802 teaching positions for 2023-24. At the same time last year, the Levy funded 922 teachers.

With the help of Levy, funding PPS has been able to maintain smaller class sizes than would be the case with state funding alone.

The Levy is also designed to help support teaching positions and classroom support at every school in the district. Since the Levy was renewed in November 2019, the following actions have been implemented by the District to begin providing additional support as a result of the added staffing outlined above:

- Represent approximately one-third of all teaching positions in Portland Public Schools.
- Teach core classes, as well as enrichments for elementary and middle grades and electives in varied interest areas and disciplines for high school

students.
- Teach career and technical programs and STEM programs, including computer science education, and college and career readiness skills.
- Provide specialized academic support for students, in areas such as reading and math.

Effective with 2013-14, PPS established a procedure adopted for the federal stimulus funds and which was acceptable to the federal government whereby Levy funds are placed in a "sub-account" within the General Fund and can only be used to pay teachers' salaries and benefits. This provision was written into Measure 26-207's Explanatory Statement and is part of the current Levy language. The Local Option Levy Funds for 2023-24 have been deposited into this sub-account.

Finally, the Levy language continues to require independent community oversight to ensure that tax dollars are used as approved by local voters. The PPS Board of Education has appointed CBRC as the community oversight body to perform this function.

CBRC would like to take this opportunity to again thank the voters for approving this vital funding source for Portland Public Schools that will help ensure that our students continue to receive benefits from the additional teachers, lower class sizes, and enriched classroom offerings afforded as a result of our Local Option Levy. The Local Option Levy helps mitigate the state's failure to adequately fund K-12 education.

Upcoming Renewal

The committee notes the upcoming levy renewal on the May ballot (Measure 26-246), which is critical to avoid deep funding and staffing impacts in 2025-26.

Local Option Levy Trends

The committee notes that due to rising personnel expenses and decreased revenue, the number of teachers supported by Levy funding will decline, perhaps by as much as 25% in the next five years.

The following CBRC members respectfully submit this report to the PPS Board of Education:

Karanja Crews
Aaron Cronan
Mo Damtew (Student Member)
Mariah Dula (Co-Chair)
Dashiell Elliott
Tasz Ferguson (Co-Chair)
Paul Freese
Jen Grey-O'Connor
Grace Groom (Vice Chair)
Sonya Harvey
Roger Kirchner
Stephan Lindner (Vice Chair)
Adriel Person
Luke Susswood (Student Member)

Portland Public Schools Community Budget Review Committee

2024-25 Annual Budget Report
Presented to the Board of Education
May 7, 2024

Background on CBRC

Community Budget Review Committee (CBRC) reviews, evaluates and makes recommendations to the board regarding the Superintendent's Proposed Budget and local levy funds and provides a vital connection between the district and school students and families.

Purpose and Focus Analysis of Budget Alignment with Board Goals

1. Third-grade Reading
2. Fifth-grade Mathematics
3. Eighth-grade Readiness
4. High School Graduation

CBRC Core Messages for 2024-25

- The PPS communities, the board, and the district should **advocate for additional state funding**
- **Increasing student-facing direct service positions** and **reducing class sizes** will help the district achieve the board goals

Climate and Trends

- Structural challenges: revenues are not keeping pace with expenses
- Uneven educational progress and persistent racial achievement gap
- Financial and instructional time impacts

Climate and Trends Recommendations

- Declining enrollment
- Costs rising faster than revenues
  - maintain 5% reserve
- Deferred maintenance of PPS schools
- Reforms to the budget process
- Continued application of racial equity social justice lens

Budgetary Decisions that Directly Impact Board Goals for Student Achievement

Equitable and Targeted Direct-Service Staffing Allocations

These budgetary decisions are in alignment with board goals and prioritize direct service to students:

- Staff has attempted to craft a budget that minimizes the impact of reductions to direct support for students, while maintaining core operations.
- The 2024-25 budget continues the practice of determining staffing allocations based on the differentiated staffing model, designed to provide more funding for direct support services in schools serving student populations with highest needs.

Cuts to Direct-Service Staff

Recommendations:

- Prioritizing student-facing positions
- Continued analysis of contracts
- Analysis of all investments in indirect (not student-facing) services
- Reconsider library staffing changes

The Continued Need for Differentiated Staffing Allocation Based on Student Need

Recommendations:

- Review efficacy of equity investments
- Review of outcomes for school-based interventionists to the schools with the highest needs based on MAP testing data after 2025-26
- Collaboration with school administrators during the time of transition from an 8% equity allocation to a 4%

Summer, After School, and Specialized Learning Supports

Recommendations:

- Provide programming for students not qualifying for SAA because they scored below the 10th percentile on certain academic tests, and analyze the student disqualified for SAA to determine the impact on underserved students.
- Continue funding for CBO programs with a record of strongly positive educational outcomes.
- Continue TAG program funding at a level that matches current enrollment needs.

Investment in Instructional Coaches and Professional Development

Recommendation:

- Prioritize class sizes and current student support positions over additional instructional coaches and paid or released professional learning and collaborative planning time. Exception: early literacy interventionists providing direct service to students.

Maintain Social-Emotional Supports for Students

Recommendations:

- Maintain current levels of targeted investment in direct educational supports in 2024-25 to make progress toward academic recovery.
- If possible, reduce the counselor to student ratio as recommended in the QEM at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

Special Education (SPED) Changes

Recommendations:

- Review reductions in special education staff to assess whether current levels meet highest needs under the new model.
- Assess benefits of reducing FTE increases for school psychologists and speech language pathologists to offset reductions in classified staff for special education.
- Monitor the shift towards the “neighborhood model” of services from the “regional model” for the impact on students.

Maintain Social-Emotional Supports for Students

Recommendations:

- Maintain current levels of targeted investment in direct educational supports (primarily teaching staff, counselors, and educational assistants) in 2024-25 to make progress toward academic recovery.
- If possible, reduce the counselor to student ratio as recommended in the QEM at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

Early Literacy Changes

Recommendations:

- Maintain access to libraries at all schools full-time, by staffing libraries at the state's QEM.

Recommendations if additional funding becomes available:

- Allocate more direct service FTE to early literacy in grades K-2.
- Maintain or reduce class sizes from 2023-24 level for all K-2
- Maintain 1.0 EA allocation and targeted early literacy support kindergarten where most needed.
- Expand high-dosage tutoring starting in the 3rd quarter of the kindergarten year, instead of starting high-dosage tutoring at grade 3.
- Increase the number of Learning Acceleration Specialists and allocate the FTE with targeted intervention support in grades K-3 to address early literacy gaps.

High School Graduation

Recommendations:

- We recommend that more information on Multiple Pathways to Graduation, Alliance, and the Reconnection Services be shared with the community. These options are developed to meet the needs of a specific student population (at risk and underserved students).

Reductions in Central Office Expenditures

Recommendations:

- Review central office spending cuts and their possible impacts on student success.
- Examine whether future budget reports can include information about central office spending. This information is not readily available in the current budget.

Local Option Levy Review

Local Option Levy Review

- The committee finds that all levy funds are being used as approved by voters.
- In 2022-23 the levy funded **922** teachers.
- In 2023-24, the levy will fund an estimated **802** teachers.
- Due to decreasing revenue and increasing costs, the levy will fund fewer teachers in coming years.
- The committee notes the upcoming levy renewal on the May ballot (Measure 26-246). If not renewed, there will be a funding impact in 2025-26.

CBRC Members

Karanja Crews
Aaron Cronan
Mo Damtew (Student Member)
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Luke Susswood (Student Member)

Appendix

Closing Remarks

Portland Public School's mission statement is:

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

CBRC compared the proposed 2024-25 budget to board goals supporting the **district's mission**.

- More focus on direct student-facing positions would bring greater alignment of the budget with the four board goals.
- Maintaining or even reducing class sizes further by increasing teaching staff to provide more individualized attention to students would have a positive impact on all students and should be prioritized over training and curriculum in light of difficult budget reductions.
- Preventing further increase in class sizes and social emotional support is key to educational environments in which all students can safely and joyfully thrive and excel.
- We encourage continued reflective practice and study, collaboration with the teaching staff and school communities, along with greater transparency, as the district responds to financial pressures and works toward realization of the Quality Education Model and eliminating racial academic disparities.
- CBRC has welcomed the opportunity to work in concert with the district during this process. We recognize the difficult budgeting decisions and investments that the district needs to make in order to have a budget reflective of the overall PPS community. CBRC is appreciative of the district's efforts to continue growing and learning with students, staff, and community members to create a budget that is increasingly more reflective of its own mission of racial equity, inclusion, rigor and high quality academic learning.

Portland Public Schools
Community Budget Review Committee Annual Budget Review
Fiscal Year 2024-25
May 3, 2024

Background and Purpose of the Community Budget Review Committee (CBRC)

The Portland Public Schools Board of Education (board) established the Community Budget Review Committee (CBRC) to perform the following functions:

- Review, evaluate and make recommendations to the board on the Superintendent's Proposed Budget
- Monitor and advise the board on the allocation and expenditure of Local Option Levy funds
- Provide and strengthen the link between the district and school students and families

About the CBRC

The CBRC is a group of 14 volunteers representing a diverse group of parents, staff, community members, and two students who give voice to the diverse interests of the PPS communities in the budget process. This year, significant budget reductions and a shortened budget review timeline has made it challenging to provide thoughtful analysis and feedback to guide the board, ***yet the need for community input has never been greater***.*

Purpose of Budget Review

The primary focus of the CBRC's review is to assess the extent to which the 2024-25 budget aligns with the board goals for 2022-2027. The four goals aim to reduce and ultimately eliminate racial disparities in academic achievements in the following four areas:

- Third-grade Reading
- Fifth-grade Mathematics
- Eighth-grade Readiness
- High School Graduation

Overall Reflections to Frame This Report

We acknowledge the board's commitment to continue a focus on the core needs of students, increase academic achievements, and reduce academic disparities across racial groups. We also think that the district's 2024-2025 budget seeks to minimize the impact of cuts on students' experience. However, we believe that the likely increase in class sizes and service cuts particularly in areas such as libraries will have negative effects on achieving the four student

achievement goals..

Smaller classes benefit all students, but particularly those who need more learning interventions or are below grade level. The increase in class sizes is concerning and will make it difficult to make progress on all of the board goals.

CBRC acknowledges the limitations of the district to meet the pressing needs of all students with limited funds from the state and additional budget challenges due to contractual obligations. We recommend that PPS and all PPS supporters continue to advocate for protecting and increasing the K-12 budget for Oregon school districts to achieve the QEM.

Overall we recommend that the board and district should advocate for additional state funding and to realize the four goals by increasing student-facing direct service positions and reducing class sizes.

Climate and Trends

This report identifies trends CBRC observed in the 2023-24 budget cycle and continuing into the future that will mean service cuts and impact the attainment of the board goals. CBRC strongly recommends the board reflect on and attend to these trends as they will have a major impact on attainment of the four goals. This year the CBRC is focusing on the early literacy and high school graduation goals in our report though the trends and budget decisions we reviewed impact all four of the board goals.

Structural challenges
Despite record funding of nearly $2.4 billion to serve PPS's 44,000 students, of which approximately 46% is available for annual operations, PPS continues to see rising class sizes and cuts to staffing. The budget challenges PPS increasingly faces are not unique to our district, city or state, but have become more apparent and urgent this past year. Many of these challenges are structural due to increases in staff wages and an inflationary environment particularly impacted by rising labor, legacy obligations, declining enrollment, and aging infrastructure.

Uneven educational progress and persistent racial achievement gap
We note that the district four-year cohort graduation rate declined slightly in 2022-23, and PPS should continue investments to reverse this. PPS continues to have a higher four-year cohort graduation rate than the state (PPS 2024-25 Proposed Budget, page 225), PPS ELA and math scores both increased in 2022-23, and PPS scored approximately 12.4% higher than the state in ELA and 15.6% higher than the state for math in 2022-23. Significant racial achievement gaps persist and should continue to be addressed with additional resources (page 227).

Financial and instructional time impacts
We want to acknowledge the impact of the November 2023 teacher strike on students, families and workers across the district. There is a budgetary impact from the multiple new staff contracts adopted in 2023-24 including but not exclusive to the teacher contract that have increased labor costs for the district. The cost to student achievement with disruptions to learning and an untimely break in instruction is difficult to measure, but will undoubtedly have an impact on student needs.**

Inclement weather in January closed schools for days, and damaged numerous buildings with an impact on both budgets and student learning. PPS has sought a waiver from the Oregon Department of Education for 14 instructional hours, which will leave some K-8 students short of the 900 hours of required instructional time and many high schools at least 10 hours short of state required hours.The CBRC is concerned about the impact of insufficient instructional hours on achieving that board goals and the costs down the road to student learning and the impact on test scores from lost time.

1. Declining Enrollment

Enrollment is projected to decline in the foreseeable future but at a slower rate of decline in 2024-25 than during the pandemic. This suggests that funds for all functions, including direct teaching and instructional activities,will decrease in the coming years, while fixed costs to maintain schools as a fraction of total costs will likely increase.

- As observed previously, PPS has used one-time funding to soften the budget shortfall hiding the looming gap due to a long term enrollment decline trend. We are now at the end of much of this funding and, combined with increases in staffing costs, are facing ongoing structural deficits.
- Demographic trends of declining enrollment may be exacerbated by increased class sizes which will discourage some members of the general public from enrolling students.

Recommendations:

- District-wide outreach efforts to families with prospective or current elementary students currently not enrolled in PPS to better address needs and concerns as a way to revert enrollment declines. Such efforts should include recruitment of incoming kindergarten students as well as families of students who have dropped from enrollment at all levels K-12.
- Continued advocacy at the state level for reduced class sizes in line with the QEM especially for schools serving the highest percentages of Combined Underserved Students.

2. Costs rising faster than revenues

While PPS has received a record level of state support and the General Fund Budget increased by 2.3%, or $19.3 million, from $833.8 million in 2023-24 to $853.1 million in 2024-25, this has not kept pace with labor costs in 2023-24 and associated benefits, PERS obligations, and to a lesser extent spending on maintenance.

Recommendations:

- While we call for additional state funding and a revisiting of the state allocation model, the **district should continue to not rely on unknown funding increases** both to the overall budget and on a per student basis.
- Based on projections for 2025-26 and beyond, which PPS's current trajectory would deplete reserves if no additional state funding is allocated. We recommend that PPS **continue to revise budgets to maintain 5% reserve.**

3. Deferred Maintenance of PPS Schools

Based on a February 26, 2024 staff memo on bond planning, PPS reports that the Facility Condition Index (FCI), a ratio of documented repair costs to facility replacement costs, the most current collective FCI score of assets based on the 2021 Facilities Condition Assessment (FCA) is "poor." The memo states: "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" [...] over a ten-year period, would require a total investment of approximately $700 million."

Recommendations:

- The district should analyze and address these maintenance needs more aggressively in the 2024-25 budget cycle and develop a long term plan to implement building upgrades. This plan could include options for leasing or selling properties not currently housing students to offset deferred maintenance costs on existing properties which house students.
- The district should seek support from local and state agencies and program upgrades such as weatherization and air conditioning that will help prepare learning environments and mitigate the effects of climate change. With climate change we can anticipate more extreme weather and the district should prioritize addressing spaces that are too hot or cold to learn.
- The district should prioritize repair, maintenance and upgrades to existing buildings over new construction in the upcoming bond proposals.
- The district should reserve additional funds in the annual budget for repairs due to building failures, especially in light of recent weather events.

4. Reforms to the Budget Process

CBRC supports the District's continued efforts to make the budget process more accessible and transparent to the general public, especially as we are faced with difficult decisions affecting class sizes and service levels. CBRC recognizes the efforts of central office leadership to begin this year's budget process by gathering input from school administrators in the form of a survey to guide budgetary decisions.

Recommendations:

- We request PPS share school summaries with individual schools and PTAs.
- We recommend the district share greater detail on survey data collected and continue to survey PPS communities on the budget, including direct service providers.
- CBRC and the public would benefit from additional time to review the proposed budget and provide analysis. Nine days to review and provide a meaningful analysis of a more than 500 page of budget content is a heavy lift for volunteers.
- We reiterate that School Continuous Improvement Plans (SCIP) and outcomes should be shared publicly.

5. Continued Application of Racial Equity Social Justice Lens

We encourage the district to continue embedding equity–through an intersectional lens–into budget creation and implementation, as we believe it allows room for students to feel represented in multiple aspects of their PPS journey. As noted previously, the racial make-up of student-facing staff does not reflect our student populations.

Recommendations:

- Continue to recruit and retain Black, brown and indigenous student-facing staff in the next budget cycle.
- Provide opportunities for student involvement in how the equity allocation of the 8% staffing model at targeted schools funds is used at the school level for increased transparency and participation by our students.
- We encourage the district to develop strategies to decrease inequities long term while still providing families and communities the opportunity to support Portland Public Schools.
- The district should examine staffing cuts from an equity perspective when the staffing process for the next school year is closer to being completed and data is available.

Budgetary Decisions that Directly Impact Board Goals for Student Achievement

1. Equitable and Targeted Direct-Service Staffing Allocations

The following are budgetary decisions that are in alignment with board goals and prioritize direct service to students:

- Staff has attempted to craft a budget that minimizes the impact of reductions to direct support for students, while maintaining core operations.
- The 2024-25 budget continues the practice of determining staffing allocations based on the differentiated staffing model, designed to provide more funding for direct support services in schools serving student populations with highest needs (based on SES, percentages of Black, brown and indigenous students, and test scores). It also continues to allocate SIA funding for TSI and CSI identified schools as well as those schools exiting TSI / CSI status but in need of temporary added support to continue their trajectories of improved student outcomes.

2. Cuts to Direct-Service Staff

The 2024-25 proposed budget continues the trend of reductions to student-facing positions. Staffing levels for the proposed budget, particularly instructional and student facing FTE, reflect a divestment that will increase class sizes and reduce student support.

- Both the total number of teacher FTE has decreased from 2018-2019 to the proposed 2024-2025 budget (from 2,177 FTE to 2,138 FTE) and teacher FTE per 1,000 students has declined (from 47.6 to 50.5) during that time period due to declining student enrollment.

- Furthermore, FTE for other staff positions in the proposed budget has increased, especially for Instructional Coach positions which are not student-facing (from 64.8 to 134.8 FTE, a 108% percent increase). Staffing also increased for student-facing positions critical to the attainment of the board goals, such as School Counselors (from 143.7 to 161.2, a 12 percent increase).
- FTE for library and media services will decline considerably with the new budget. Specifically, FTE for these services will decline by 31 percent in elementary schools (from 45.35 FTE to 31.30 FTE), 34.5 percent in middle schools (from 15.7 FTE to 10.3 FTE), and 24.6 percent in high schools (from 14.2 FTE to 10.7 FTE). We would like to emphasize the importance of library services. The proposed budget implies that libraries at the middle and high school level will be closed for up to three hours a day; at the elementary level, this would mean libraries would be closed multiple days a week. Libraries' responsibilities extend beyond just managing the library; they meet with teachers and collaborate with them on unit plans, they attend academic and administration meetings, in addition, with no assistants, they would be in charge of checking in and out all textbooks. This is a significant portion of their work; cutting library assistants means increased work loads and decreased library hours.

Recommendations:

- Prioritizing student-facing positions.
- Continued analysis of contracts for services that may be redundant to work assigned to district-funded positions.
- Analysis of all investments in indirect (not student-facing) services should preclude any further cuts to direct service, student-facing positions.
- Reconsider library staffing changes and maintain present hours and library services by reducing budgets elsewhere. See our evaluation of the board goal for third grade reading for details.

3. The Continued Need for Differentiated Staffing Allocation Based on Increased Student Need

The equity allocation of 8% of the staffing model at targeted schools has held steady since FY16-17. CBRC continues to support this investment and notes that the visibility in the Budget Book, Volume Two, is a valuable tool to demonstrate a base level of transparency to the community. For the 2024-25 budget the equity allocation has been cut in half, from 8% to 4%. If not bolstered by support in other forms this is a significant change that will impact the schools who serve the highest percentages of Combined Underserved Students.

It is important to note the 2024-25 equity allocation change to the schools with the highest needs based on MAP testing data. In past years, school administrators were able to determine how to use the equity allocations. This provided flexibility to address needs at the school level. Especially in schools with lower enrollment, school administrators sometimes used equity funding to decrease class sizes or eliminate blended grades sections. Sometimes they used equity funding to address cuts to core enrichment programs. Reducing the equity allocation will decrease the level of responsiveness the school administrator will have to their school's needs in any given budget year. The revision to the equity allocation in high schools to be based solely on students directly certified by the state to receive free meals is also an important change.

Recommendations:

- CBRC reiterates the need for more accurate data on returns on investments of the equity allocations to determine the impacts of such investments over time, allowing for course corrections in how these funds are spent to respond to changing student needs and improve outcomes for students. Only providing information on school-level staff allocation lacks the transparency into intended uses and accountable outcomes that we wish to see.
- We recommend that PPS track and assess how the allocation of school-based interventionists to the schools with the highest needs based on MAP testing data impacts outcomes.
- We recommend that the district work closely with school administrators during the time of transition from an 8% equity allocation to a 4% equity allocation to ensure that schools serving the highest populations of combined underserved students do not incur staffing cuts because of the shift in equity allocations.

4. Summer, After School, and Specialized Learning Supports

We applaud the district's continuation of summer programs to support students with lagging skills which were formerly supported by ESSER funds. We support efforts to close educational opportunity gaps during summer or other intercessions and continued investment in this area. We recognize the importance of providing Summer Acceleration Academy (SAA) for our students with the highest learning needs, not just those scoring above the 10th percentile on certain academic tests.

We acknowledge this year's Community Based Organization (CBO) requests for increased funding or the continuation of funding level from SIA funds.

We question the 66% reduction in support for Talented and Gifted (TAG) program funding to .5 FTE "to match enrollment projections" and request more information on how the need has been reduced by two thirds when overall enrollment has declined less than three percent.

Recommendations:

- We recommend that the district provide programming for students not qualifying for SAA because they scored below the 10th percentile on certain academic tests, and analyze the student population disqualified for SAA based on adopted standards for enrollment to determine the impact of this shift on Black, brown and indigenous students. This analysis would inform future actions and align with the board's Racial Educational Equity Policy.
- CBRC supports the continuation of funding for CBO programs with a record of strongly positive educational outcomes. CBO programs provide valuable engagement for students and are supportive of graduation goals.
- We recommend the continuation of TAG program funding at a level that matches current enrollment needs as TAG provides valuable engagement for students and is supportive of graduation goals.

5. Investment in Instructional Coaches and Professional Development

While instructional coaches and professional development time is important, we encourage

the board and the district to evaluate this investment against the potential to use funds to support student-facing staff in light of the position reductions. It is not clear to CRBC how a decision to increase non-student-facing positions aligns with the board's goals.

Recommendations:

- Prioritize class sizes and current student support positions over additional instructional coaches and paid or released professional learning and collaborative planning time. An exception may be the investment in early literacy interventionists providing direct service to students and coaches providing support to educators serving students in early grades, which we recommend maintaining at current levels as this supports a foundational competency and a direct board goal.

6. Maintain Social-Emotional Supports for Students

Similar to other public school systems, PPS was unable to address all the educational and social-emotional needs of all PPS students which have exponentially increased since the pandemic**.** We commend the investment so that all comprehensive middle schools have a position to support behavior and climate and the expansion of the rapid response team.

Recommendations:

- Maintain current levels of targeted investment in direct educational supports (primarily teaching staff, counselors, and educational assistants) in 2024-25, especially in direct educational supports (teaching staff) to make progress toward academic recovery.
- If possible, reduce the counselor to student ratio as recommended in the QEM at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

7. Special Education (SPED) Changes

To meet the budget reductions needed for 2024-25 district-wide and incorporating the new contract requirements, there have been some changes in the special education staffing allocations. These changes are resulting in an increase in school psychologist FTE, Speech Language Pathologist FTE, and teacher FTE. CBRC also notes reduction of classified staff for Special Education.

Recommendations:

- Review reductions in special education staff to assess whether current levels meet highest needs under the new model.
- Assess benefits of reducing FTE increases for school psychologists and speech language pathologists to offset reductions in classified staff for special education.
- Monitor the shift towards the "neighborhood model" of services from the "regional model" to determine how students' needs are being met and the impact of the changes in the model to the whole system.

8. Early Literacy Changes

Literacy is foundational for all other board goals and key to accelerate achievement for students of color in order to eliminate persistent gaps in reading achievement across the board. The board's goal is "to close the opportunity and outcome gaps in third grade reading between students of color and their white peers." We are encouraged by the investment in early literacy coaching, but question the lack of high dosage tutoring and Learning Acceleration Specialists for grades K-2 to help students reach proficiency and prevent achievement gaps.

With the additional revenue provided by the state's Early Literacy Grant, this budget includes 6 added FTE for Instructional Coaching focused on Early Literacy and 7 added FTE in the form of Academic Interventionists to provide direct support to K-3 emerging readers across the district.

The library assistant cuts present significant equity concerns if some schools are able to fundraise for librarians and other schools are not.

Recommendations:

- Maintain access to libraries at all schools full-time, by staffing libraries at the state's QEM, which recommends one full-time licensed librarian and one full-time media assistant.

Recommendations if additional funding becomes available:

- Allocate more direct service FTE to early literacy in grades K-2 to achieve the board goal to "ensure that all students are reading on grade level by the end of their 3rd grade year."
- Maintain or reduce class sizes from 2023-24 level for all kindergarten through 2nd grade classes.
- Maintain 1.0 EA allocation for small group instruction and targeted early literacy support for kindergarten classrooms at schools serving a population of 40% or more Combined Historically Underserved students.
- Expand high-dosage tutoring to serve students starting in the 3rd quarter of the kindergarten year, instead of starting high-dosage tutoring at grade 3.
- Increase the number of Learning Acceleration Specialists and allocate the FTE at the schools serving the highest percentages of Combined Historically Underserved students with targeted intervention support in grades K-3 to address early literacy achievement gaps.

9. High School Graduation

We recognize the district is trying to continue to improve on the budget's goals, to reduce disparities, racial inequities, and inadequate funding of programs to our high school graduates. Based upon the district's website, graduation rates in 2023 were down for underserved populations with American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Black/African American students all trending down. We noted that Evening Scholars staff were funded on ESSER and will continue in the next school year.

Recommendations:

- We recommend that more information on Multiple Pathways to Graduation, Alliance, and the Reconnection Services (where every student is welcomed, wanted and worthy) be included in the budget report, CBRC meetings, and Board meetings and must be shared with the community. Lack of information on these programs creates missed opportunities to help our students to graduate on time, at a later date or not all. These education programs will prove to be impactful and supportive to all of our students in achieving their very highest educational and personal potential. These options are developed to meet the needs of a specific student population (at risk and underserved students).

10. Reductions in Central Office Expenditures

To meet budget requirements the district has cut some central office spending. According to information shared by the district to CBRC members, central office spending has been cut by approximately $55 million over the last three years. These spending cuts may have been necessary to keep student-facing staff levels relatively stable, and may have corrected overly high central office spending in previous years. However, the size of these cuts suggest that they may have negative implications for student success.

Recommendations:

- Review central office spending cuts and their possible impacts on student success.
- Examine whether future budget reports can include information about central office spending. This information is not readily available in the current budget.

CBRC Closing Remarks

Portland Public School's mission statement is, "We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence." During the budget review process, CBRC members compared the proposed 2024-25 budget to board goals for the district's overriding mission.

Overall, we found that more focus on direct student-facing positions would bring greater alignment of the budget with the four board goals. We also noted areas or allocations within the budget plan that could be more in sync with the board goals.

CBRC also offers that maintaining or even reducing class sizes further by increasing teaching staff to provide more individualized attention to students would have a positive impact on all students and should be prioritized over training and curriculum in light of difficult budget reductions. While we recognize the importance of high-quality curriculum and well-trained staff, increased investment and mitigation of cuts to direct-service staff to support students is essential to achieving our academic aspirations.

We encourage continued reflective practice and study, collaboration with the teaching staff and school communities, along with greater transparency, as the district responds to financial pressures and works toward realization of the Quality Education Model and eliminating racial academic disparities. Preventing further increase in class sizes and social emotional support is

key to educational environments in which all students can safely and joyfully thrive and excel.

CBRC has welcomed the opportunity to work in concert with the district during this process. We recognize the difficult budgeting decisions and investments that the district needs to make in order to have a budget reflective of the overall PPS community. CBRC is appreciative of the district's efforts to continue growing and learning with students, staff, and community members to create a budget that is increasingly more reflective of its own mission of racial equity, inclusion, rigor and high quality academic learning.

The following CBRC members respectfully submit this report to the PPS Board of Education:

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Luke Susswood (Student Member)

*The committee began meeting virtually in November of 2023 and convened a total of seven times as part of 2024-25 budget development. The committee also met once in September to provide feedback on the 2023-24 budget amendment, as requested by the board. CBRC received presentations from Jonathan Garcia, former Chief of Staff, Myong Leigh, Interim Deputy Superintendent of Business and Operations, Darcy Soto, Director of Learning Acceleration, and Mary Kane, Senior Legal Counsel, among other district staff. The committee engaged in one work session with the board focused on 2024-25 budget development. Myong Leigh and PPS staff contributed greatly to the committee's preparation for the annual budget review. As in previous years, there are limitations around CBRC's ability to provide a comprehensive report and recommendations to the board, including the timeline for review.

**CBRC wishes to note that in the prior year budget conversations with staff we repeatedly asked for projections on how new contracts and staffing costs could impact the district's ability to meet board goals and what adjustment might be made in the near term to budgets. We specifically asked if funds allocated for negotiations were sufficient to cover the anticipated cost of the contracts and how the district would align the budget with board goals after the approval of the budget if costs exceeded revenues. As we did not receive information sufficient to we were not able to advise on these significant and foreseeable impacts to the district budget in 2023-24.

ADDENDUM

With the submittal of the PPS Adopted 2024-25 Budget to the State of Oregon, June 30, 2024, my term as a CBRC member also expires. After 15 years of service, I will not be asking for reappointment.

I leave with these observations and recommendations:

- All projections indicate PPS will continue to experience declining enrollments for the next 5 years before beginning a rebound. Given the experienced gained from decades of cuts caused by the adoption of Ballot Measure 5 and subsequent ballot measures, I encourage PPS to make every effort to maintain a well-rounded education model, rather than cutting electives.
- PPS needs to rally its Board of Directors, Community College and University Presidents and trustees, CBRC, PTA, and all collective bargaining units in lobbying the Legislature to fully adopt a revised Quality Education Model [QEM] in funding Pre-K – 16 education. Recognizing Legislators faced numerous demands for funding, the time has come to give Education its highest priority.
- I encourage PPS Superintendent and Board of Directors, to begin early budgetary consultation with all collective bargaining units and CBRC members.
- Policies adopted by the PPS Board may or may not have fiscal implications and serve as instruction to the Superintendent's Proposed Budget. I encourage the Board of Directors to ask the Superintendent and Staff to provide a fiscal analysis prior to any adoption: No fiscal impact anticipated. Possible fiscal impact anticipated. Substantial fiscal impact anticipated.
- In the 2023-24 Budget year, the Board has given directives to the Superintendent to "find" funding to accomplish certain items. I'm not certain that every directive has been well-founded in fact even

though it may have been politically desirable. I'd encourage the Board be exceedingly careful when issuing such directives.

- Deferred maintenance continues to grow at an alarming rate. Even though, increased attention is being given to this matter, the Board may well have to consider a more aggressive approach i.e. ballot measure.
- Attendance boundaries continue to present a dilemma. During my entire 15-year tenure, PPS has been engaged in some kind of school boundary question. Given the fact that the majority of PPS buildings are 75 years old or older, perhaps the school district should announce: Boundaries will be adjusted every 5 years. This may mean, some households will have students attending separate schools. Only students that have begun attending a school should be allowed to attend until promotion or graduation from that school. Attendance in the same cluster is no longer guaranteed.

Thank you for the privilege of serving as a member of CBRC. I wish you well.

Roger Kirchner

Calendar of Regular Board Meetings School Year 2024-2025

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2024-2025 school year:

Portland Public Schools
BOARD OF EDUCATION
Schedule of Regular Meetings
2024-2025 School Year

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00 pm on Tuesdays unless otherwise noted and are subject to change.

July 9, 2024
August 6, 2024
August 20, 2024*
September 10, 2024
September 24, 2024*
October 8, 2024
October 22, 2024*
November 6, 2024
November 19, 2024*
December 3, 2024
December 17, 2024*
January 7, 2025
January 21, 2025*
February 4, 2025
February 18, 2025*
March 4, 2025
March 18, 2025*
April 8, 2025
April 22, 2025*
May 6, 2025
May 20, 2025*
June 10, 2025
June 24, 2025*

*Board Study or Work Session

RESOLUTION No. 6906

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- April 24, 2024 – Special Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Special Meeting
April 24, 2024

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/-HPfnumJYvA?si=1vS9fAjEXeUb9Q5t

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang; Student Representative Frankie Silverstein

Absent: None

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Agenda 02
Public Comment 02
Actions Taken 02

RESOLUTIONS

No.	Resolution Title	Page
6883	Adoption of the Index to the Minutes	03
6895	Expenditure Contracts	04
6896	Revenue Contracts	05
6897	Authorizing Off-Campus Travel	06

Agenda

Time Started	*Agenda Title*
6:02 pm	Opening
6:06 pm	Consent Agenda
6:09 pm	Superintendent Presents 2024-2025 School Year Budget
7:41 pm	Adjourn

Student and Public Comment

None

Action Items

- **Consent Agenda – Resolutions 6883 and 6895 through 6897**

  Director Brim-Edwards moved and Director Scott seconded the motion to approve the Consent Agenda, including Resolutions 6883 and 6895-6897. The motion was put to a voice vote and passed (6 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Board Vice-Chair Herman Greene: Yes, Board-Chair Gary Hollands: Absent, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6883

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- 02/20/24 - Special Meeting and Budget Work Session
- 03/05/24 - Regular Meeting
- 03/12/24 - Special Meeting
- 03/19/24 - Special Meeting and Budget Work Session with the CBRC

RESOLUTION No. 6895

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Skyward Construction, LLC	4/25/24 through 1/31/25	Construction C 94903	ADA/SPED Upgrades – Package 2B (eight schools) Invitation to Bid – Construction 2024-015	$2,790,500	D. Jung Funding Source Varies	No
Skyward Construction, LLC	4/25/24 through 2/28/25	Construction C 94904	ADA/SPED Upgrades – Package 2E (two sites) Invitation to Bid – Construction 2024-018	$2,037,504	D. Jung Funding Source Varies	No
InLine Commercial Construction, Inc.	4/25/24 through 2/28/25	Construction C 94905	ADA/SPED Upgrades – Package 2D (nine schools) Invitation to Bid – Construction 2024-017	$3,358,076	D. Jung Funding Source Varies	No
Harper Houf Peterson Righellis, Inc.	4/25/24 through 3/31/25	Related Services RS 94921	Surveying services at Cleveland HS. Request for Proposals 2023-034	$162,690	D. Jung Fund 459 Dept. 5511 Project DE119	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

New encumbered contracts: $8,348,770

On-call, potential spend contracts: $

Amendments: $

RESOLUTION No. 6896

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	10/1/23 through 9/30/25	Intergovernmental Agreement/Revenue IGA/R 94884	Funding for Early Literacy Success Plan.	$3,281,866	C. Proctor Fund 205 Dept. 9999 Grant G2361
State of Oregon	7/1/23 through 6/30/24	Intergovernmental Agreement/Revenue IGA/R 94902	Funding for education programs provided at Day and Residential Treatment Programs.	$4,306,544	C. Proctor Fund 205 Dept. 5413
City of Portland	4/25/24 through 4/25/29	Intergovernmental Agreement/Revenue IGA/R 94972	Portland Clean Energy funding to support (1) physical improvements in schools to reduce greenhouse gas emissions and increase climate resiliency and (2) student-led climate initiatives at each middle and high school.	$19,930,833	D. Jung Fund 205 Dept. 5597 Grant # TBD

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6897

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
5/3-5/4/24	Beaumont Jazz, 23	Bellevue HS Jazz Festival	Bellevue, WA	$135	N/A

RESOLUTION No. 6907

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Skyward Construction	5/8/24 through 1/31/25	Construction C 94996	ADA/SPED upgrades at 12 schools – Package 2A Invitation to Bid – Construction 2024-014	$2,761,208	D. Jung Fund 459 Dept. 5511 Project Varies	No
KPFF Consulting Engineers	5/8/24 through 5/7/25 Option to renew through 6/30/29	Related Services RS 94985	Site surveying services for Ida B. Wells HS Modernization. Request for Proposals 2023-034	Original Term: $128,000 Total not to exceed: $200,00 through all renewals	D. Jung Fund 459 Dept. 5511 Project DE120	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
Organization for Educational Technology & Curriculum/OETC	5/8/24 through 2/7/25 Option to renew for up to three additional one-year terms through 2/7/28	Organization for Educational Technology & Curriculum/OETC COA 94930	Purchase of networking products and service for Districtwide use.	$5,000,000	D. Wolff Funding Source Varies	NA – nonprofit

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

New encumbered contracts: $2,889,208

On-call, potential spend contracts: $5,000,000

Amendments: $

RESOLUTION No. 6908

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
5/13-5/17/24	Sunnyside 8th graders, 51	Marine biology study	Catalina Island, CA	$1200	N/A
5/13-5/17/24	Sunnyside 7th graders, 63	Analyze human impact on the environment & study marine biology	OR & WA coasts	$750	N/A
5/17-5/24/24	Mt Tabor Japanese DLI, 75	Japanese Research Residency capstone & cultural experience	Japan	$3600	N/A
5/17-5/24/24	Roseway Heights, Japanese Language Immersion, 8	Vietnam Research Residency provides for a Capstone language & cultural experience	Vietnam	$3,948	N/A
5/18-5/20/24	Franklin HS Band, 80	Victoria, Vancouver Island, Canada	March in the Victoria Day parade	$600	N/A
6/3-6/7/24	Odyssey 6th-8th grades, 74	Build on learning in ecology & Shakespeare	OR & WA coasts	$550	N/A

RESOLUTION NO. 6909

Ida B. Wells High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of a Construction Manager/ General Contractor Alternative Contracting Method

RECITALS

A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.

B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.

C. In a duly and legally held election on November 3, 2020, general obligation bonds were approved by a majority of the qualified voters of Portland Public Schools voting at the election ("2020 Capital Improvement Bonds").

D. The District intends to perform the design phase of the Ida B. Wells High School Modernization Public Improvement Project ("Ida B. Wells Modernization Project") as part of the 2020 Capital Improvement Bond work.

E. Staff has determined that use of the Construction Manager/ General Contractor ("CM/GC") alternative contracting method is the preferred method of delivery for the complex Ida B. Wells Modernization Project. This determination is supported by draft Findings of Fact ("Draft Findings") presented to the Board pursuant to ORS 279C.335.

F. These Draft Findings specify the cost savings and design, scheduling, operational, safety, and logistical advantages gained through use of the CM/GC contracting method.

G. On April 16, 2024, the District issued a public notice in the Business Tribune announcing the District's intent to utilize the CM/GC alternative contracting method for the Ida B. Wells Modernization Project. The notice was issued in compliance with ORS 279C.335 and the PPS Public Contracting Rules. The Draft Findings were made available for public review on the date of publication. The notice included instructions for requesting a public hearing on the request for exemption from competitive bidding.

H. The District received no requests for a public hearing.

I. The Superintendent recommends approval of the exemption from Competitive Bidding and approval of the CM/GC alternative contracting method for solicitation and completion of the Ida B. Wells Modernization Project.

RESOLUTION

1. The Board hereby adopts the Draft Findings in support of use of the CM/GC alternative contracting method for the Ida B. Wells Modernization Project ("Findings").

2. The Board hereby exempts the Ida B. Wells Modernization Project from competitive bidding requirements as provided in ORS 279C.335 and PPS Public Contracting Rules -49-0600 through PPS-49-0690. The exemption is based upon the Findings pursuant to ORS 279C.335(2).

3. Pursuant to these Findings and decision, the Superintendent or her designee is hereby authorized to conduct a CM/GC alternative contracting process for the Ida B. Wells Modernization Project.

PORTLAND PUBLIC SCHOOLS

OFFICE OF SCHOOL MODERNIZATION

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

Date: April 11, 2024

To: Board of Education

From: Stormy Shanks
Senior Director, Office of School Modernization

Subject: Draft Findings in Support of Alternative Contracting Method and Use of Construction Manager/General Contractor Method for Ida B. Wells High School Modernization Project

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REQUEST: Staff requests that the Board of Education ("Board"), acting as the Local Contract Review Authority for the Portland Public School District ("District"), grant an exemption from the traditional Design-Bid-Build low-bid procurement process and approve the use of an Alternative Contracting Method for the construction of Ida B. Wells High School Modernization (the "Project"). Specifically, staff seeks to use a Construction Manager/General Contractor ("CM/GC") to select the contractor ("Proposer") for the Project.

PROJECT DESCRIPTION: The 2020 School Improvement Bond includes funding for planning and design of the full modernization of Ida B. Wells High School. The buildings require major improvements and upgrades to optimize the school's operational and learning environments and allow for full modernization of the facility. The Ida B. Wells High School Modernization Project will include, but is not limited to, seismic retrofit, hazardous material abatement, mechanical/electrical/plumbing upgrades, structural reinforcing, onsite storm water management, building additions, and informational technology improvements, as well as new interior partitions, architectural finishes, and site/landscaping improvements. Funding for the cost of construction is not included in the 2020 School Improvement Bond and must come from a future bond. However, the CM/GC alternative contracting method solicits and contracts with a CM/GC contractor early in the design phase to provide valuable pre-construction design input, as detailed below. Based on comprehensive planning, the total project budget is expected to be in the range of $425-445M, with spring 2026 targeted as the approximate start date for Project-related construction. Construction cost estimates will be refined through the course of design, with input from the CM/GC contractor.

The Project will address many challenges and require careful planning and coordination during the design and construction phases to complete them effectively and efficiently. Detailed budget and schedule controls established during the design phase are essential to the Project's success. It will be important to utilize a construction firm with the following specific traits:

- Ability to provide a complete Project within the District's budget for the Project – cost overruns take away funds from other, necessary bond-funded projects;
- Experience with detailed and robust pre-construction services;
- An exemplary history of on-time delivery with an aggressive timeline – the facilities to be developed by the Project must be delivered in a timely manner due to program and enrollment needs;
- Company and staff skills and experience with projects of this size, scope and complexity – relevant project experience lowers the risk of cost and schedule overruns due to better understanding of Project needs, availability of appropriate company resources for size and complexity;
- Experience in identifying and mitigating Project risks;
- Ability and commitment to in-depth and innovative approaches in engaging the local subcontracting community in support of the District's Equity in Public Purchasing and Contracting programs and goals;
- Utilization of staging and construction means and methods that are sensitive to the occupied school facility, site and surrounding residential neighborhood – construction work will be occurring around occupied facilities with tight site constraints;
- Flexibility and creativity in addressing unique opportunities and unforeseen conditions – existing infrastructure often provides unexpected challenges with a short timeline for resolution; and
- An understanding of the importance of a collaborative and tightly integrated Project team.

CM/GC ALTERNATIVE CONTRACTING METHOD: The conventional design-bid-build contracting methodology (DBB) that represents the basis of public improvement contracting in the State of Oregon would expose the District to a significant amount of risk based on the parameters of this Project. DBB, which only considers the lowest priced bid that conforms to the bidding requirements, does not allow the District to consider any of the above qualities when selecting the most appropriate contractor. The CM/GC alternative contracting process is authorized for procurement of construction services under ORS 279C.337, provided that the Local Contract Review Board approves an exemption from competitive bidding. Under the CM/GC contracting method:

- The contractor is solicited early in the design phase pursuant to a competitive Request for Proposals (RFP) process wherein selection is based upon evaluation of factors relating to the experience, expertise, and project approach of the contractor rather than lowest bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build (low bid) method, the design is completed, without input from the contractor, before the project is bid.
- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows for construction to begin before design is complete (via Early Work Amendments), reducing the

overall project schedule.

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major modernizations involving existing buildings and sites like the Ida B. Wells High School Modernization Project.

FINDINGS: Following are the factors for consideration under ORS 279C.335 (2), in **bold**, followed by staff's findings.

"(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts."

The requested exemption will not encourage favoritism or substantially diminish competition. The District will utilize a competitive Request For Proposal ("RFP") process. That procurement is formally advertised with public notice and disclosure of the planned Alternative Contracting Method. Full competition will be encouraged and this competitive process will include significant staff outreach to and solicitation of certified minority owned, women owned, service-disabled veteran owned, and emerging small business contractors ("Certified Businesses") in accordance with the District's values and policies. The general contracting market is familiar with the CM/GC process and accepts it as a standard, and often preferred, delivery method. The award will be based upon review and scoring of submitted proposals through identified selection criteria, by a diverse District review committee representing a broad range of experience and qualifications. Once selected, the CM/GC will select subcontractors via competitive process in accordance with Oregon Attorney General Model Rules and required by statute. The process will therefore provide for vigorous competition and provide opportunity for all interested large and small contractors to participate in bidding for the Project.

"(b) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the state agency that seeks the exemption or, if the contract is for a public improvement described in ORS 279A.050 (3)(b), to the contracting agency or the public."

Through the use of the CM/GC process to ensure successful Proposers are experienced with the scope, scale and unique qualities of the Project, the District limits its risk of changes to the final contract amount due to incomplete or inaccurate bid estimates.

"In approving a finding under this paragraph, the Director of the Oregon Department of Administrative Services, the Director of Transportation or the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:"

"(A) How many persons are available to bid;"

Based on previous District CM/GC procurements, it is reasonable to anticipate between three to five firms will propose on the Ida B. Wells High School Modernization Project. The District has

received two to four proposals on each of its last four CM/GC procurements for high school modernizations.

"(B) The construction budget and the projected operating costs for the completed public improvements;"

The Project budget is set forth above in the Project description, however it is an early estimated cost based on comprehensive planning. The projected operating costs are yet to be determined. The current construction market in Portland is extremely busy and has limited resources. Having a CM/GC under contract early is essential to mitigating escalation costs and workforce availability issues. The District has not conducted a detailed analysis of the operating costs, but expects that the improved design and particularly the energy efficiency improvements will reduce long-term operating cost. Having a contractor onboard during the design phases will help improve the design of the building including operating cost impacts such as energy efficiency.

"(C) Public benefits that may result from granting the exemption;"

A CM/GC RFP allows the District to review the resumes and references of the Proposer's project team, ensuring the selected Proposers have the necessary experience, expertise, and community-centric approach to address the Project's unique needs. In a traditional design-bid-build procurement, the District awards to the lowest responsible bidder regardless of the above factors. This process would increase risk for the Project, the District, and the community by potentially awarding the bid to a contractor who does not have the qualifications, knowledge or experience to successfully complete the Project.

Bringing the CM/GC on during the design phase promotes an early team partnering approach that leads to continuous cost and constructability review, and a better collaboration between design and construction, resulting in an improved final design. The District, Architect, and Contractor gain more knowledge and confidence in the final design as they move through design development and are able to more accurately price the final construction cost. This also reduces change orders and limits delays during the construction phases. This benefits the public through cost savings, provides more early cost certainty, and is more likely to result in timely delivery of the project.

Under a CM/GC process, the District can execute an Early Work agreement to allow construction work to proceed prior to design completion. This allows the District to utilize the CM/GC to fully investigate existing conditions prior to completion of design. In the traditional bidding process, these conditions would not be determined until the start of construction, which significantly lengthens the construction schedule if designs need to be modified to address unexpected conditions. Construction time savings translate to both schedule and cost savings for the Project.

The CM/GC RFP process also ensures award to Proposers with the financial strength to perform the Project. The District is able to perform a more in-depth financial health review of all RFP Proposers. It is imperative that the CM/GC can financially withstand the obligations of expending over $8-11 million worth of labor, materials, and equipment between each monthly invoice payment. The CM/GC process encourages smaller contractors to partner with larger contractors to provide the smaller contractors with growth-enabling experience while still

demonstrating financial stability as partnered Proposers.

"(D) Whether value engineering techniques may decrease the cost of the public improvement;"

Value engineering is a routine practice in public improvement projects regardless of procurement method. The CM/GC procurement process allows for the general contractor and subcontractors with specialized expertise and common project goals to participate in the value engineering process during the design phase, resulting in a more cost-effective and efficient process as compared to attempting to reduce cost by change order in construction. The inherent flexibility and openness of the CM/GC process allows the District to more effectively change the design and scope of work as necessary to meet the Project budget before the final design is fixed, while ensuring that the CM/GC agrees with and supports the changes.

"(E) The cost and availability of specialized expertise that is necessary for the public improvement;"

The CM/GC RFP process allows for review of contractor expertise not afforded in traditional procurement. High school modernization projects are very complex and require a general contractor with specialized expertise due to the complexity of the construction types. While the final design is not yet known at this time, the Ida B. Wells High School Modernization Project will include a mix of new construction, abatement and demolition, all in a tight construction schedule on an occupied site. The Project will require a unique variety of specialized spaces and systems, such as theaters, kitchens, construction shops, dance floors, science classrooms, and complex mechanical, security and sound systems.

"(F) Any likely increases in public safety;"

The CM/GC process, by bringing the contractor on board during design, provides the CM/GC with clear, upfront knowledge of Project constraints prior to construction, and an early opportunity to collaborate with the design team on the work sequencing, staging, and site access. This significantly improves public safety during demolition, hazardous material abatement, construction adjoining occupied areas, and routing of pedestrian, bicycle, and vehicle traffic during construction.

"(G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;"

The CM/GC process will reduce risks to the District and the public through selection of a qualified and experienced contractor, inclusion of the contractor in the design phase, and the use of a negotiated GMP. It will reduce risks of: unforeseen conditions; permitting delays; inappropriate material or system selections during design; lack of labor availability; material procurement delays; safety hazards in demolition, traffic management, and construction; schedule overruns; cost overruns; and poor construction quality.

"(H) Whether granting the exemption will affect the sources of funding for the public

improvement;"

There will be no impact on the funding of the Project if the exemption is granted.

"(I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;"

The current market conditions have shown a dramatic increase in material supply costs and availability, as well as a competitive contractor labor market. The exemption will allow the District to execute construction contracts early, at defined costs, to ensure Project prioritization in contractor labor scheduling and cost. Early execution of contracts will also allow for flexible modification of design elements to address market variabilities in product costs; better understanding of labor market conditions related to specific construction materials; and contractor ability to purchase long lead materials early to avoid potential schedule delays.

"(J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;"

Granting the exemption will help deliver a successful Ida B. Wells High School Modernization Project. One of the biggest advantages of the CM/GC process is the ability to coordinate work in areas of technical complexity prior to the start of construction. Such areas of technical complexity in the Project will include: active school use of the overall site; dense surrounding urban fabric; complex land use permitting requirements; challenging site footprint; community partnership and lease agreements; and District and community desire to maximize Certified Business participation. In the CM/GC process, the contractor's awareness of complex technical issues arising during the design phase facilitates advance problem-solving. Potential technical issues are addressed early in the process, resulting in improved mitigation of cost and schedule risks.

"(K) Whether the public improvements involve new construction or renovate or remodel an existing structure;"

The final design of the Ida B. Wells High School Modernization Project is not known at this time but will likely involve a mix of limited renovation and primarily new construction. Procuring a contractor with experience in both new construction and renovation is critical.

"(L) Whether the public improvements will be occupied or unoccupied during construction;"

The final design of the Ida B. Wells High School Modernization Project is not known at this time but will likely involve a multi-year, phased approach to construction with occupancy of buildings in areas adjacent to where construction is occurring.

"(M) Whether the public improvements will require a single phase of construction work or multiple phases of construction work to address specific project conditions;"

The final design, and therefore specific phasing, of the Ida B. Wells High School Modernization Project is not known at this time but it is anticipated to require a multi-year, phased approach to construction. The exemption will allow the district to evaluate the contractor's qualifications in successfully delivering multi-year, phased projects.

"(N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract;"

The District's Office of School Modernization has department staff, as well as the design team consultants under contract, that have the necessary expertise with the CM/GC contracting method to develop and effectively utilize the CM/GC method for the Ida B. Wells High School Modernization Project. The District's outside legal counsel, Miller Nash Graham & Dunn LLP, has extensive experience with both the CM/GC alternative contracting method and prior District CM/GC contracts.

CONCLUSION: For the reasons stated above, the draft findings support an exemption from competitive bidding under ORS 279C.335 to utilize the CM/GC alternative contracting method for the Ida B. Wells High School Modernization Project.

PORTLAND PUBLIC SCHOOLS
PURCHASING & CONTRACTING
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Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: April 24, 2024

To: School Board

From: Emily Courtnage, Director of Purchasing & Contracting

Subject: Cleveland and Ida B. Wells High School Modernization Projects: Exemption from Competitive Bidding and Authorization for Use of Construction Manager/ General Contractor Alternative Contracting Method

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BACKGROUND

ORS 279C.335(2) authorizes the Board to exempt certain public improvement contracts or classes of contracts from the traditional design/bid/build competitive bidding (i.e., low bid) procurement process. Staff requests that the Contract Review Board approve an exemption from low bid competitive bidding for the Cleveland High School Modernization Project ("Cleveland Modernization Project") and the Ida B. Wells High School Modernization Project ("Ida B. Wells Modernization Project") and authorize staff to utilize for both projects the Construction Manager/ General Contractor ("CM/GC") alternative contracting method procured by a fully competitive Request for Proposals process. The CM/GC method was previously approved and utilized for the Franklin, Roosevelt, Grant, McDaniel, Lincoln, Benson, and Jefferson High School Modernization Projects.

Per Oregon law, an exemption request and approval to use an alternative contracting method must be supported by the following findings: (1) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts, *and* (2) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the public. See ORS 279C.335(2).

Detailed descriptions of the Cleveland and Ida B. Wells Modernization Projects and draft Findings of Fact ("Draft Findings") supporting the exemption Resolutions, as required by ORS 279C.335(2), are set forth in the attached Office of School Modernization staff memos.

FISCAL IMPACT

Careful coordination and scheduling will be essential to minimize disruptions to surrounding public areas and neighborhoods during construction. The CM/GC method allows the District to carefully screen firms to assure that the contractor chosen to work on the project has the necessary experience and qualifications to successfully work in such site conditions. Further, the CM/GC process results in reduced risks and potential cost savings by engaging the CM/GC

early in the design process and incorporating the CM/GC's construction knowledge and experience in the design as it progresses, thus limiting design conflicts and construction challenges.

RELATED POLICIES AND BEST PRACTICES

The CM/GC alternative contracting method is in alignment with the District's Equity in Public Purchasing & Contracting Policy and implementation plan. A benefit of the CM/GC method, as opposed to the standard design/bid/build low-bid contracting method, is the District's ability to include evaluation criteria in the RFP to help ensure selection of a prime contractor with strong commitment to use and demonstrated success in using Certified minority owned, women owned, service-disabled veteran owned, and emerging small businesses ("Certified businesses") subcontractors or partners. The District will award points for demonstration of a history of Certified business utilization and a substantive plan of outreach to, partnership with, and/or inclusion of Certified subcontractors.

The Request for Proposals will be open and publicly advertised. Purchasing & Contracting and Office of School Modernization will notify minority contracting communities about the solicitation and encourage Certified business participation. The selected contractor will be required to comply with the District's Workforce Equity and Career Learning requirements, as well as report on Certified business subcontractor utilization, during the course of the contract.

COMMUNITY ENGAGEMENT

Before final adoption of findings supporting an exemption from competitive bidding and adoption of an alternative contracting method, Oregon law requires that the District publish notice of the exemption request and provide interested parties an opportunity to request a public hearing. See ORS 279C.335(5). At the time of the public notice, copies of the Draft Findings must be made available to the public.

Purchasing & Contracting published notices concerning the Cleveland and Ida B. Wells Modernization Projects exemption requests on April 16, 2024 in the Business Tribune, the same Journal in which Purchasing & Contracting posts all required construction solicitation notices. Instructions for requesting copies of the Draft Findings and requesting a public hearing were included in the notice.

The District received no requests for a public hearing on these exemption requests.

STAFF RECOMMENDATION

Staff recommend that the Board approve the exemptions for both the Cleveland High School Modernization Project and the Ida B. Wells High School Modernization Project. If these Resolutions are adopted, staff in Purchasing & Contracting and the Office of School Modernization will prepare solicitation documents and issue two separate Requests for Proposals for a Construction Manager/General Contractor for these Projects.

ATTACHMENTS

A. Cleveland High School Modernization: Resolution to Authorize Alternative Contracting Method
B. Cleveland High School Modernization: Office of School Modernization Staff Memo with Draft Finding

C. Ida B. Wells High School Modernization: Resolution to Authorize Alternative Contracting Method
D. Ida B. Wells High School Modernization: Office of School Modernization Staff Memo with Draft Findings

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Before final adoption of findings supporting an exemption from competitive bidding and adoption of an alternative contracting method, Oregon law requires that the District publish notice of the exemption request and provide interested parties an opportunity to request a public hearing. See ORS 279C.335(5). At the time of the public notice, copies of the Draft Findings must be made available to the public.

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Staff recommend that the Board approve the exemptions for both the Cleveland High School Modernization Project and the Ida B. Wells High School Modernization Project. If these Resolutions are adopted, staff in Purchasing & Contracting and the Office of School Modernization will prepare solicitation documents and issue two separate Requests for Proposals for a Construction Manager/General Contractor for these Projects.

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D. Ida B. Wells High School Modernization: Office of School Modernization Staff Memo with Draft Findings

RESOLUTION NO. 6910

Cleveland High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of a Construction Manager/ General Contractor Alternative Contracting Method

RECITALS

A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.

B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.

C. In a duly and legally held election on November 3, 2020, general obligation bonds were approved by a majority of the qualified voters of Portland Public Schools voting at the election ("2020 Capital Improvement Bonds").

D. The District intends to perform the design phase of the Cleveland High School Modernization Public Improvement Project ("Cleveland Modernization Project") as part of the 2020 Capital Improvement Bond work.

E. Staff has determined that use of the Construction Manager/ General Contractor ("CM/GC") alternative contracting method is the preferred method of delivery for the complex Cleveland Modernization Project. This determination is supported by draft Findings of Fact ("Draft Findings") presented to the Board pursuant to ORS 279C.335.

F. These Draft Findings specify the cost savings and design, scheduling, operational, safety, and logistical advantages gained through use of the CM/GC contracting method.

G. On April 16, 2024, the District issued a public notice in the Business Tribune announcing the District's intent to utilize the CM/GC alternative contracting method for the Cleveland Modernization Project. The notice was issued in compliance with ORS 279C.335 and the PPS Public Contracting Rules. The Draft Findings were made available for public review on the date of publication. The notice included instructions for requesting a public hearing on the request for exemption from competitive bidding.

H. The District received no requests for a public hearing.

I. The Superintendent recommends approval of the exemption from Competitive Bidding and approval of the CM/GC alternative contracting method for solicitation and completion of the Cleveland Modernization Project.

RESOLUTION

1. The Board hereby adopts the Draft Findings in support of use of the CM/GC alternative contracting method for the Cleveland Modernization Project ("Findings").

2. The Board hereby exempts the Cleveland Modernization Project from competitive bidding requirements as provided in ORS 279C.335 and PPS Public Contracting Rules -49-0600 through PPS-49-0690. The exemption is based upon the Findings pursuant to ORS 279C.335(2).

3. Pursuant to these Findings and decision, the Superintendent or her designee is hereby authorized to conduct a CM/GC alternative contracting process for the Cleveland Modernization Project.

PORTLAND PUBLIC SCHOOLS

OFFICE OF SCHOOL MODERNIZATION

501 North Dixon Street / Portland, OR 97227
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Mailing Address: P. O. Box 3107 / 97208-3107

Date: April 11, 2024

To: Board of Education

From: Stormy Shanks
Senior Director, Office of School Modernization

Subject: Draft Findings in Support of Alternative Contracting Method and Use of Construction Manager/General Contractor Method for Cleveland High School Modernization Project

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REQUEST: Staff requests that the Board of Education ("Board"), acting as the Local Contract Review Authority for the Portland Public School District ("District"), grant an exemption from the traditional Design-Bid-Build low-bid procurement process and approve the use of an Alternative Contracting Method for the construction of Cleveland High School Modernization (the "Project"). Specifically, staff seeks to use a Construction Manager/General Contractor ("CM/GC") to select the contractor ("Proposer") for the Project.

PROJECT DESCRIPTION: The 2020 School Improvement Bond includes funding for planning and design of the full modernization of Cleveland High School. The buildings require major improvements and upgrades to optimize the school's operational and learning environments and allow for full modernization of the facility. The Cleveland High School Modernization Project will include, but is not limited to, seismic retrofit, hazardous material abatement, mechanical/electrical/plumbing upgrades, structural reinforcing, onsite storm water management, building additions, and informational technology improvements, as well as new interior partitions, architectural finishes, and site/landscaping improvements. Funding for the cost of construction is not included in the 2020 School Improvement Bond and must come from a future bond. However, the CM/GC alternative contracting method solicits and contracts with a CM/GC contractor early in the design phase to provide valuable pre-construction design input, as detailed below. Based on comprehensive planning, the total Project budget is expected to be in the range of $400-425M, with summer 2026 targeted as the approximate start date for Project-related construction. Construction cost estimates will be refined through the course of design, with input from the CM/GC contractor.

The Project will address many challenges and require careful planning and coordination during the design and construction phases to complete them effectively and efficiently. Detailed budget and schedule controls established during the design phase are essential to the Project's success. It will be important to utilize a construction firm with the following specific traits:

- Ability to provide a complete Project within the District's budget for the Project – cost overruns take away funds from other, necessary bond-funded projects;
- Experience with detailed and robust pre-construction services;
- An exemplary history of on-time delivery with an aggressive timeline – the facilities to be developed by the Project must be delivered in a timely manner due to program and enrollment needs;
- Company and staff skills and experience with projects of this size, scope and complexity – relevant project experience lowers the risk of cost and schedule overruns due to better understanding of Project needs, availability of appropriate company resources for size and complexity;
- Experience in identifying and mitigating project risks;
- Ability and commitment to in-depth and innovative approaches in engaging the local subcontracting community in support of the District's Equity in Public Purchasing and Contracting programs and goals;
- Utilization of staging and construction means and methods that are sensitive to the site and surrounding residential neighborhood;
- Flexibility and creativity in addressing unique opportunities and unforeseen conditions – existing infrastructure often provides unexpected challenges with a short timeline for resolution; and
- An understanding of the importance of a collaborative and tightly integrated Project team.

CM/GC ALTERNATIVE CONTRACTING METHOD: The conventional design-bid-build contracting methodology (DBB) that represents the basis of public improvement contracting in the State of Oregon would expose the District to a significant amount of risk based on the parameters of this Project. DBB, which only considers the lowest priced bid that conforms to the bidding requirements, does not allow the District to consider any of the above qualities when selecting the most appropriate contractor. The CM/GC alternative contracting process is authorized for procurement of construction services under ORS 279C.337, provided that the Local Contract Review Board approves an exemption from competitive bidding. Under the CM/GC contracting method:

- The contractor is solicited early in the design phase pursuant to a competitive Request for Proposals (RFP) process wherein selection is based upon evaluation of factors relating to the experience, expertise, and project approach of the contractor rather than lowest bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build (low bid) method, the design is completed, without input from the contractor, before the project is bid.
- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows for construction to begin before design is complete (via Early Work Amendments), reducing the overall project schedule.

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major modernizations involving existing buildings and sites like the Cleveland High School Modernization Project.

FINDINGS: Following are the factors for consideration under ORS 279C.335 (2), in **bold**, followed by staff's findings.

"(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts."

The requested exemption will not encourage favoritism or substantially diminish competition. The District will utilize a competitive Request for Proposal ("RFP") process. That procurement is formally advertised with public notice and disclosure of the planned Alternative Contracting Method. Full competition will be encouraged and this competitive process will include significant staff outreach to and solicitation of certified minority owned, women owned, service-disabled veteran owned, and emerging small business contractors ("Certified Businesses") in accordance with the District's values and policies. The general contracting market is familiar with the CM/GC process and accepts it as a standard, and often preferred, delivery method. The award will be based upon review and scoring of submitted proposals through identified selection criteria, by a diverse District review committee representing a broad range of experience and qualifications. Once selected, the CM/GC will select subcontractors via competitive process in accordance with Oregon Attorney General Model Rules and required by statute. The process will therefore provide for vigorous competition and provide opportunity for all interested large and small contractors to participate in bidding for the Project.

"(b) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the state agency that seeks the exemption or, if the contract is for a public improvement described in ORS 279A.050 (3)(b), to the contracting agency or the public."

Through the use of the CM/GC process to ensure successful Proposers are experienced with the scope, scale and unique qualities of the Project, the District limits its risk of changes to the final contract amount due to incomplete or inaccurate bid estimates.

"In approving a finding under this paragraph, the Director of the Oregon Department of Administrative Services, the Director of Transportation or the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:"

"(A) How many persons are available to bid;"

Based on previous District CM/GC procurements, it is reasonable to anticipate between three to five firms will propose on the Cleveland High School Modernization Project. The District has received two to four proposals on each of its last four CM/GC procurements for high school

modernizations.

"(B) The construction budget and the projected operating costs for the completed public improvements;"

The Project budget is set forth above in the Project description, however it is an early estimated cost based on comprehensive planning. The projected operating costs are yet to be determined. The current construction market in Portland is extremely busy and has limited resources. Having a CM/GC under contract early is essential to mitigating escalation costs and workforce availability issues. The District has not conducted a detailed analysis of the operating costs, but expects that the improved design and particularly the energy efficiency improvements will reduce long-term operating cost. Having a contractor onboard during the design phases will help improve the design of the building including operating cost impacts such as energy efficiency.

"(C) Public benefits that may result from granting the exemption;"

A CM/GC RFP allows the District to review the resumes and references of the Proposer's project team, ensuring the selected Proposers have the necessary experience, expertise, and community-centric approach to address the Project's unique needs. In a traditional design-bid-build procurement, the District awards to the lowest responsible bidder regardless of the above factors. This process would increase risk for the Project, the District, and the community by potentially awarding the bid to a contractor who does not have the qualifications, knowledge or experience to successfully complete the Project.

Bringing the CM/GC on during the design phase promotes an early team partnering approach that leads to continuous cost and constructability review, and a better collaboration between design and construction, resulting in an improved final design. The District, Architect, and Contractor gain more knowledge and confidence in the final design as they move through design development and are able to more accurately price the final construction cost. This also reduces change orders and limits delays during the construction phases. This benefits the public through cost savings, provides more early cost certainty, and is more likely to result in timely delivery of the Project.

Under a CM/GC process, the District can execute an Early Work agreement to allow construction work to proceed prior to design completion. This allows the District to utilize the CM/GC to fully investigate existing conditions prior to completion of design. In the traditional bidding process, these conditions would not be determined until the start of construction, which significantly lengthens the construction schedule if designs need to be modified to address unexpected conditions. Construction time savings translate to both schedule and cost savings for the Project.

The CM/GC RFP process also ensures award to Proposers with the financial strength to perform the Project. The District is able to perform a more in-depth financial health review of all RFP Proposers. It is imperative that the CM/GC can financially withstand the obligations of expending over $8-11 million worth of labor, materials, and equipment between each monthly invoice payment. The CM/GC process encourages smaller contractors to partner with larger contractors to provide the smaller contractors with growth-enabling experience while still demonstrating financial stability as partnered Proposers.

"(D) Whether value engineering techniques may decrease the cost of the public improvement;"

Value engineering is a routine practice in public improvement projects regardless of procurement method. The CM/GC procurement process allows for the general contractor and subcontractors with specialized expertise and common project goals to participate in the value engineering process during the design phase, resulting in a more cost-effective and efficient process as compared to attempting to reduce cost by change order in construction. The inherent flexibility and openness of the CM/GC process allows the District to more effectively change the design and scope of work as necessary to meet the Project budget before the final design is fixed, while ensuring that the CM/GC agrees with and supports the changes.

"(E) The cost and availability of specialized expertise that is necessary for the public improvement;"

The CM/GC RFP process allows for review of contractor expertise not afforded in traditional procurement. High school modernization projects are very complex and require a general contractor with specialized expertise due to the complexity of the construction types. While the final design is not yet known at this time, the Cleveland High School Modernization Project may include a mix of historic renovation, demolition and new construction, all in a tight construction schedule on a constrained site. Even all new construction will require a unique variety of specialized spaces and systems, such as theaters, kitchens, construction shops, dance floors, science classrooms, and complex mechanical, security and sound systems.

"(F) Any likely increases in public safety;"

The CM/GC process, by bringing the contractor on board during design, provides the CM/GC with clear, upfront knowledge of Project constraints prior to construction, and an early opportunity to collaborate with the design team on the work sequencing, staging, and site access. This significantly improves public safety during demolition, hazardous material abatement, construction adjoining occupied areas, and routing of pedestrian, bicycle, and vehicle traffic during construction.

"(G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;"

The CM/GC process will reduce risks to the District and the public through selection of a qualified and experienced contractor, inclusion of the contractor in the design phase, and the use of a negotiated GMP. It will reduce risks of: unforeseen conditions; permitting delays; inappropriate material or system selections during design; lack of labor availability; material procurement delays; safety hazards in demolition, traffic management, and construction; schedule overruns; cost overruns; and poor construction quality.

"(H) Whether granting the exemption will affect the sources of funding for the public improvement;"

There will be no impact on the funding of the Project if the exemption is granted.

"(I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;"

The current market conditions have shown a dramatic increase in material supply costs and availability, as well as a competitive contractor labor market. The exemption will allow the District to execute construction contracts early, at defined costs, to ensure Project prioritization in contractor labor scheduling and cost. Early execution of contracts will also allow for flexible modification of design elements to address market variabilities in product costs; better understanding of labor market conditions related to specific construction materials; and contractor ability to purchase long lead materials early to avoid potential schedule delays.

"(J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;"

Granting the exemption will help deliver a successful Cleveland High School Modernization Project. One of the biggest advantages of the CM/GC process is the ability to coordinate work in areas of technical complexity prior to the start of construction. Such areas of technical complexity in the Project will include: historically and culturally significant buildings; dense surrounding urban fabric; complex land use permitting requirements; challenging site footprint; community partnership and lease agreements; and District and community desire to maximize Certified Business participation. In the CM/GC process, the contractor's awareness of complex technical issues arising during the design phase facilitates advance problem-solving. Potential technical issues are addressed early in the process, resulting in improved mitigation of cost and schedule risks.

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construction, possibly in phases. The exemption will allow the district to evaluate the contractor's qualifications in successfully delivering multi-year and phased projects.

"(N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract;"

The District's Office of School Modernization has department staff, as well as the design team consultants under contract, that have the necessary expertise with the CM/GC contracting method to develop and effectively utilize the CM/GC method for the Cleveland High School Modernization Project. The District's outside legal counsel, Miller Nash Graham & Dunn LLP, has extensive experience with both the CM/GC alternative contracting method and prior District CM/GC contracts.

CONCLUSION: For the reasons stated above, the draft findings support an exemption from competitive bidding under ORS 279C.335 to utilize the CM/GC alternative contracting method for the Cleveland High School Modernization Project.