

# Bond Oversight Committee

Minutes 2.20.19

## **Committee**

Liz Keeler  
Frank King, Sr.  
Caitlin Woelfel  
Don Wheeler  
Robert Camarillo  
Eileen Creelman  
Earl Curtis  
Dick Dato [absent]  
Kim Egan  
Katrina Gustafson  
Liz Keeler  
Ben Schneider  
Echo Seaman  
William Gifford

## **Staff**

Larry Didway, Superintendent  
Dick Withycomb, Facilitator  
Michael Clark, Communications  
Leslie Robinette, Communications  
Stephen Wassererger, Bond Projects Manager  
Wes Rogers, Director of Operations/Bond Program Manager  
Kyle Laier, Assistant Superintendent

## **Welcome**

**Dick Withycombe, Facilitator**

BOC member William Gifford introduced himself to the group.

## **Leadership and Process:**

**Dick Withycombe, Facilitator**

The group discussed the standard for a quorum and agreed that a quorum of 7 members is required to conduct the business of the group.

The group also agreed that a simple majority of 7 members is required to approve a recommendation to the Superintendent. However, Superintendent Larry Didway stressed that a consensus-building approach would be used where possible, and that all voices will be heard. In the event of a divided opinion, the district would likely reconsider its options and come back to the group with a different proposal with the goal of community support. He provided some examples of group decision scenarios.

Leslie Robinette will send the group Earl Curtis' proposal on committee operations. The group will discuss this and any other ideas at the April meeting.

Leslie Robinette discussed the role of the Chair. This includes:

- Serving as a contact point for the BOC on the district's bond information website, to respond to community questions. [staff support will provided as needed]
- Convening a small subcommittee each fall to provide input for the BOC's annual report to the community. After group review and approval of the report, the Chair will be the official signer.
- Providing occasional comments regarding bond projects in district news items, as a spokesperson for the group.
- The Vice Chair will back up the Chair as needed.

By consensus, these members will fill the leadership roles this year.

**Chair:** Frank King, Sr.

**Vice Chair:** Earl Curtis

A decision regarding next year's leaders will be made next winter.

## Middle School Design Update

**Lisa Normand, Ogden Middle School Principal**

**Michael Sweeten, Gardiner Middle School Principal**

**James Mardon, social studies teacher at Ogden Middle School**

- **Handout: Meeting Plan for Oregon City Middle School Design**
- **Handout: Themes for Oregon City Middle School Design**

James explained design thinking, a philosophy that gathers input from the users to impact the design process, designing a better experience for them.

Teachers and students from the Middle School Design Team are using the empathetic interview process to gather input from a broad range of students, from those who are school averse to those who love school. All 8<sup>th</sup> graders were interviewed. Students said they want choices, electives, control, and ownership over their learning.

Discussion topics included:

- What's working?
- What could be better?
- What would you change about our school building?

The group also interviewed middle school teachers about what they think the perfect school would be. What should the space look like? How can the space be designed with flexibility to adapt to varying needs as education evolves?

The middle school principals also met with focus groups of 5<sup>th</sup> graders at the elementary schools to find out what they want middle school to be like, what they are concerned about, and what experience they hope to have in middle school. Students dislike crowded hallways and worry about learning to use their lockers. They are excited about electives and want to learn real-world things: cooking, sewing, woodworking, finance, and art. They want maker spaces where they can build things and create things.

The design team has focused on all the parts of the school: The entry/welcome center, project workspaces, classrooms, hallways, commons, assembly areas, etc.

In addition to the Middle School Design Team, each middle school has a Schools Next group. These are groups of kids who have been working with architects to design their own school as part of an international competition. As part of the project, this group toured two new buildings: Parkrose Middle School and the Karl Miller Center at Portland State University.

Students paid a lot of attention to details like sounds, smells, entry accessibility and traffic flow. The designs they produce will be available later at a showcase event.

Staff on the design team also went on some regional tours to get new ideas and help them think outside the box. They stressed that the new middle school will be a living legacy that will last for many decades. They want it to be the best learning environment possible. Architects will take the student/staff input and incorporate it into the design.

### **Questions:**

#### **Will there be a presentation of the school the Schools Next students designed?**

Showcases are planned later this spring. The BOC will be invited.

#### **What do students think about open space vs. small rooms?**

Ogden students only know what they're used to. They have never experienced an open commons. The design team students feel that initially, not all students would be comfortable in an open space, but they also realize that students can rise to the occasion when presented with a new opportunity.

#### **Is physical security something students and staff are concerned about?**

This is definitely a consideration as we develop plans. The district is working on transforming the education experience in alignment with the design of the new building. The open classroom that is still a closed classroom [glass classroom] has educational advantages because it allows student groups to work independently while providing teachers a line of site for supervision. But how can we design this to provide security during a threat situation? Our architects are looking for strategies to accomplish this. They are drawing on security best practices and design standards using Crime Prevention Through Environmental Design [CPTED]. It takes training and time to prepare teachers to utilize the space effectively and to ensure student safety. The district will be intentional in planning this.

#### **Are kids too inexperienced to have effective input on building design?**

Earl talked about the ways today's technology has expanded youths' ability to express themselves.

Staff and architects are listening to the deeper meanings behind student suggestions. For example, while we will not be installing swimming lanes in the hallways, we will be looking at designs that allow students to move between classes without feeling crowded.

The design team's thinking revolves around how we can create a school that will last for 50+ years and still meet changing, evolving educational needs.

Echo thinks big open spaces can wait until high school. This sounds too expensive for middle school.

Stephen said that when you see students at any age involved in project-based learning, their self-confidence and engagement is impressive.

Caitlin thinks students are smart, with great ideas and creativity. She says we should listen to their input. Having input will make them more invested in their learning.

### **Questions:**

#### **How is the team factoring adaptation to future technological advances into building design? Will you be able to test-drive the technology?**

Our team is attending the IntegrateEd conference to stay up to speed on the latest uses of technology in education.

### **How did you choose the student committees for Schools Next?**

Gardiner Middle School has a design-build class, so that was a natural fit. At Ogden, we involved 7<sup>th</sup> and 8<sup>th</sup> graders from the student council.

### **What did the group hear about the students' vision for outside facilities?**

Students want turf fields that can be used all year, a track, and some kind of outdoor play/social area, though not necessarily a playground. Outdoor facilities need to be flexible for year-round use. Ogden students want to bring the natural world into their learning environment. Students want to garden outside, to do environmental science outside, and to do art outside.

### **What do teachers want?**

The team's empathy interviews included teachers. They asked what gets in the way of doing what they want to do in the classroom. Teachers want one unifying school wide priority rather than numerous new initiatives. They want more natural light in the building. They want efficiencies and time blocks that allow time to teach.

## **Preliminary project timeline:**

**Stephen Wasserberger, Bond Projects Manager**

### **• Handout: Preliminary Bond Program Schedule**

The district has a federal requirement to spend 85% of bond funds by December 20, 2021. Because the two middle school projects are the bulk of bond expenses, this impacts the timing of projects. Our goal is to open Gardiner for the start of school in fall 2021. That project is now in the design process.

Ogden Middle School's major renovation is more complicated because it will happen while the school is in use. The goal is to have this project complete by fall 2022. However, the district plans to celebrate a significant milestone for that project in fall 2021 to parallel the grand opening of Gardiner.

Elementary school project work will be staggered, sorted into cohorts either geographically or by the scope of work. Most of these projects will take place in the summer of 2020 and 2021.

The district plans to do some project this summer. Possibly this will be development of Career-Technical Education [CTE] facility work at Oregon City High School.

The bond premium or any remaining funds would be spent on upgrades and updates to buildings.

### **Questions:**

**What is CTE?** Career-Technical Education.

**Is it true that any premium funds can only be spent on capital projects?**

Yes. All bond funds must be spent on projects approved by voters.

**What kind of school upgrades are we talking about?**

These include seismic improvements like connecting roofs to walls and roofing projects that use improved roofing materials.

**What geotech and seismic work are we doing?**

Geotechnical analysis is under way, including land use and design review. We are now considering adjacencies as we consider the conceptual layout of the building and work with the architects to lay out schematic designs. These designs will be discussed in future Bond Oversight meetings.

**Is the Oregon City Building Department on board with this?**

Yes. The district has had several meetings with them. They are working to ramp up their services to accommodate the construction of several major buildings concurrent with Gardiner. Land use planning can take a lot of time.

## **Clackamas Academy of Industrial Sciences STEM space for middle school**

**Wes Rogers, Director of Operations**

• **Handout: CTE Prototype CAIS Makerspace**

The Clackamas Academy of Industrial Sciences [CAIS] is a charter school that currently serves grades 8 to 12. This fall, the school will expand to include grades 6 and 7, so new facilities are needed.

The district is planning to add a maker space, with windows to bring in natural light and connection to the natural world. HVAC upgrades are needed, and we may eventually take out interior walls.

The new space will be designed to be flexible and dynamic, including LED lighting, an Electrical rack system, And data drops. It could be used to teach art, robotics, wood shop, STEM courses, and labs.

The project budget is \$250,000 to \$300,000.

The district is confident we can fast track this with the city, so it should be done in a year.

**Questions:**

**Is there any coordination between CAIS & the college?**

Yes, a lot! CAIS offers coursework through Clackamas Community College to prepare students for trades, college, and innovative careers.

**Is there a separate bond budget committee?**

Bond budget oversight is part of the role of this group.

**Is CAIS open full time?**

Yes. It is a comprehensive program.

**Does CAIS coordinate with local apprenticeship programs?**

Yes, definitely. CAIS has close connections with apprenticeships and local businesses, including Precision Castparts, Benchmade Knives, Autodesk, Miles Fiberglass, GK Machine, Intel, Boeing, and Oregon Ironworks.

## **Portrait of a Graduate Overview**

**Kyle Laier, Assistant Superintendent**

As the district thinks about designing a building to prepare kids for the future. How do we change instruction to support that? What is our priority? Our focus?

Portrait of a Graduate is a national movement to evolve education for 21<sup>st</sup> Century learning. How should schools change? Students, staff, industry, community members come together to forge a shared vision of what we want kids to know and do.

The focus of this work will be on deeper learning. Students need the soft skills – communication, collaboration – plus the academic skills to adapt to a changing world and workplace. They need to build a growth mindset, focus on self-directed learning, discover how to communicate and collaborate, build grit and flexibility, and learn critical thinking. The question for teachers is how to fit these pieces fit into lesson plans.

If these are our focus areas, how do our schools and classrooms need to look different? What we hear from our community may influence middle school design process and other school facility projects moving forward.

April 9 at 7 p.m. all BOC members are invited to the Portrait of a Graduate kick off event at Oregon City High School. Participants will watch the film Most Likely to Succeed and hear a panel discussion. At our April 24 BOC meeting, this group can debrief what we heard and learned that night.

## **Communications update**

### **Michael Clark and Leslie Robinette, Communications**

Michael stressed that when the district communicates about the bond, we are not just talking about transforming our school buildings, but also transforming the ways we educate students. This is why we are launching a big public involvement effort to develop Portrait of a Gardener.

Michael showed the group the updated Bond Information website at <http://ocschoolbond.org/>. This includes a new section on the Bond Oversight Committee.

Leslie discussed several recent bond communications, including stories about the Bond Oversight Committee, the state and federal funding sources supplementing bond projects, and the operations of the Middle School Design Team.

She captured video clips of the middle school design team in action that can be used later for a video about the school design process.

## **Questions and Discussion**

### **Dick Withycombe, Facilitator**

#### **What would make these meetings more valuable to you?**

- Several agreed that the meetings are working well for them.
- Many agreed that meetings feel rushed, so we need a bit more time.
- Some requested that the agenda and some handouts be sent before the meeting.
- Not all have received the district emails, so moving forward, Leslie will be communicating directly with the group.
- The group would like to be invited to both the middle school design showcase and Portrait of a Graduate.

**Group decision:** The next meeting will be 30 minutes longer to allow more time for questions and discussion.

**Next meeting:** Wednesday, April 24 from 6 to 8:30 p.m. in the district office downstairs meeting room.