
McCLYMONDS HS PROJECT ADVISORY COMMITTEE MEETING NOTES

Meeting Notes for June 7th , 2022

Meeting participants: VanCedric Williams, Jaqueline Hutton, Renee Swayne, Jumoke Hinton, Nicole Wells, Joshua Jackson, Marijke Smit, Misty Cross, Dewanna Slaughter, Milton Reynolds, Jeffrey Taylor, Vanessa Sifuentes, Kenya Chatman, Merintha Pinson, Lance Kutz, Relonda McGhee, Christina Stone, Mark Newton and Ray Bermudez.

Community Input Session Debrief – Ray Bermudez

QUESTIONS, ANSWERS AND STATEMENTS:

Q: (R.B.) What did you think about our engagement on May 3rd?

A: (J.J.) I really appreciate everyone that came out and participated, if there is one ongoing drum beat is that we need to bring more people onboard. I was super appreciative and super enthusiastic about the input we did get from the folks that were there.

A: (R.B.) We generally got some positive feedback from the folks online, they appreciated the hybrid part of the meeting.

A: (M.R.) I know the issue of youth keeps coming up, but I think if we vision forward and think of this as an ongoing conversation and more opportunities for them to weigh in when it becomes more tangible. I think that would be a good way for people to plug in and also to help people focus forward. There will be an opportunity to provide feedback on the more granular aspects of the project, which I think they really can sink their teeth into.

A: (M.S.) We've done a few sessions with different students across the board, what we're hearing is to try to meet them where they are. As they get more into the design and direction there will be some good work done in that end. To the extent that we've been able to meet with them in the school setting, it's been fantastic as they've been involved, it's been great to have the guidance of their teachers and have this integrated into their lesson planning.

Updates of the Process – Josh Jackson

- There's a lot of energy in creating vision for McClymonds in the 21st Century and part of the mechanism to achieve that vision is what is Measure Y.
- Measure Y is a bond issued by the school district to help fund improvements in schools that was supported by Oakland voters and 65 million have been allocated to McClymonds.
- This is what we're going to do with that Measure Y fund to increase enrollment, spur additional funding and Tee-up future projects.
- We started this process last year and the Oakland Unified School District selected Perkins-Eastman to develop the concept and scope and put that into a set of bridging documents.

- We are now in the process of writing up those bridging documents and producing them.
- What is going to happen later this year is that the Facilities team, Nicole, Kenya and Ray will be taking that information and put out a request for proposals for design-build entities to execute the project.
- They will finish the design, do the blueprints and do construction.
- There is going to be a period of time when that design is being finalized, it will be getting reviewed by the state of California's Division of Architects.
- We think that construction will begin in 2024, continue for 2 years and the project will be completed in 2026.
- There are some things in there that can make it go a little shorter or longer, but that is our best estimates of the timeline right now.
- We started working with the school community at the end of last year, we've done a number of engagements with the Project Advisory Committee.
- We've heard from the public at large through a couple of public meetings and also a number of student engagements, which was a wonderful experience and have given us a lot to work with.
- I do want to highlight that this is not the end of us (Perkins-Eastman), we are not going away, but the Perkins Team will be switching more of an oversight and review role.
- We will be working with the district to make sure that the design build entity is doing those detail drawings and executing the construction.
- Everything that we've covered, the concepts and ideas that have been developed thus far are carried forward through the project duration.
- I want to highlight that even though the role of this team is shifting, we will still be around and would like to think that we would be held accountable for what we've done so far.

Share of What We've Heard –

- What we've heard from our various engagement so far is that we've heard a lot about the capacity of the school and the target for the future enrollment.
- We've heard loud and clear that there is a 650 student population target to be served in a full service community school.
- Based on the assessment of the existing facility, there is some excess capacity, the school is not fully utilized.
 - Right now it means that there are some outside partners and other OUSD partners, entities like Adult Education and the health clinic that are helping to fill up the space and keep it fully utilized.
 - As we look long term, finding ways to reduce that excess capacity and match the capacity of the school with that 650 enrollment it will limit charter schools to request to use the underutilized space.
 - That was something that we heard was a major issue and that's something that we dove into in trying to address it with potential facilities solutions.
- We also did some great engagements with the students, we had them interview each other build user profiles and also do some design thinking in the generation of Journey Mapping.
 - In Journey mapping the students describe the experience with the school over a course of a day and talked about what aspects of the campus were working and what aspects weren't.
 - We've been able to analyze that data, spearhead by Marijke, who's on that call right now. We crunched the numbers of what feedback we heard from the students and identified some positive elements of the campus.
 - People do find ways to socialize and make their own, the hallways in particular is a space that has been claimed by students and used.
 - There's also a lot of positive reactions to the LIT, in the word of this student "it's a place to relax and it's perfect how it is."
 - People did not want to see changes to the library and really wanted to see that preserved.
- There were a lot of negative comments from the students about the campus as well, there were a lot of issues about thermal comfort.
 - Students spoke about it being hot or cold, particularly in the gymnasium and the classrooms along Myrtle St.

- We heard a lot of issues about access and use of different components of the school facility.
- A student spoke about the lack of access to the tennis courts and how she wanted to be able to play.
- We were able to take a lot of this input and identified key themes that were critical to students and combine that with some of the input we received from the public through the community engagements.
- Some of you may have participated in our workshop in the LIT about a month ago where we had people put a green or red dot to react to the elements of potential design components.
- We also got a lot of notes from people thinking outside of the red dot/green dot paradigm.
- Overwhelmingly, we heard that people were in favor of different investment on the campus.
- We heard a lot of things that people wanted and we want to make sure that some of these are included in the plans.
- In our second plan, we included an element of removing the pool to reorganize the lay out of the campus and we heard loud and clear that the pool is something that's important to the McClymonds Community and should not be removed.
 - That was something that we really heard loud and clear, we wanted to make sure we recognize the voices of those who said that, as we move forward, the pool is included in our consolidated design.
- We also heard a few requests for items that we looked into and unfortunately found that they were cost prohibited to pursue.
 - We heard request for the expansion upwards on the campus, adding a third floor about the LIT and the cafeteria. Unfortunately, this would have a cascade effect on required investments that the state of California requires.
 - Even though it sounds like it would be relatively simple, adding a floor on top of an existing building, it would trigger an additional 120 million dollars in additional work in structural retrofits, unfortunately that has not been included in the project moving forward.
 - There was a request to look into rooftop gardens, this also has the same trigger because of the shifting load on the existing structure, you would need to rebuild a lot to make those rooftops spaces habitable. It would trigger 120 million dollars on the main building or 45 million dollars on the gym, those have some unexpected costs.
 - Also, adding a level to the shop building would trigger some unexpected costs and we believe that would cost at least 36 million to go up on top of the shop building.
 - These are things that we looked into and interesting ideas from the community but unfortunately they are cost prohibited.
 - The other thing that I want to highlight is that all these suggestions would increase the capacity of the school, which would be a step in the other direction of aligning the school capacity with the anticipated enrollment.
- So to summarize, we heard that prioritizing health and safety above everything else, focusing the investments of spaces that are used by students.
- We heard that we need to keep the pool and protecting previous investments like the library and the floor on the gym, the plaza of peace are things that is valuable, and we want to make sure that the modernization doesn't get rid of any of that.
- We also heard about being able to provide flexibility for future pathways, the entrepreneurial and engineering pathways are very significant but we want to make sure that what we are building will be able to accommodate other pathways in the future.
- Planning for that 650 student community school and making sure that any investments that we are making with Measure Y are teeing up future work that could be funded by other sources. McClymonds has a great history of attracting donors that want to invest in the school so providing framework for that to continue is really important.

Share our updated concept – Josh Jackson

- There are four main parts, and we'll walk through these one by one.
- First is updating the building systems with things like plumbing, heating and air conditioning.

- Indoor space upgrades through out the main building and the gymnasium.
- Outdoor space upgrades to update the campus in various in various ways.
- The final component is demolishing the building that currently houses the shop and the clinic, Building C and using that as an opportunity to reorganize the campus.
- We'll start with the building systems, indicated in these purple pipes in the inside of the building, this includes new plumbing, HVAC system and it would address the vapor issues from the TCE.
 - You can see the costs of this that is listed here and most of the investment would go into replacing the plumbing and improving the HVAC system, the Heating Ventilation and Air Conditioning system.
 - Based on the analysis of the campus from our technical team, we believe that an HVAC system can provide the vapor mitigation needed.
 - The Design-Build entity will do some additional analysis to see if vapor barriers are needed, it's like a membrane or spray on as required and we would want that included in the scope.
 - We believe that an HVAC system that is maintaining a positive pressure in the inside of the building and is circulating the air would totally address any concerns about the vapors in the building.
- The next chunk of work would be the indoor space updates, this would affect the gymnasium and the main classroom building but notably it would not touch the LIT, the library is working really well.
- With the gymnasium, which just got the new floor, were only recommending replacing the bleachers in that space and leaving the basketball court largely untouched while making investments in other parts of the gymnasium.
 - This would be an investment between 22 and 46 million dollars, depending on the estimates and it would update the classrooms and labs, reconfigure the cafeteria, refresh the auditorium, new locker and exercise rooms in the gymnasium. Something more in line to what a student in the 21st century would expect from a locker room and exercise facilities.
- With the outdoor space updates includes a new grandstand with press box, a score board by the field, resurface the outdoor tennis courts and basketball courts and it would provide lighting for that, and also do some updates to the Plaza of Peace.
- These elements are somewhat less expensive the major building system upgrades, but it still adds up to some significant costs, in addition to the elements that have a cost associated with them.
- I also want to highlight that there have been some additional funds that have been identified by the OUSD facilities team to provide energy storage from solar panels, that's really great work from the OUSD facilities team, we just need to allocate space for that, there would be no costs from the Measure Y project.
- The final element of the scope of work is the demolition of the building that currently houses the shop, clinic and teen tech center.
 - We would move the parking in the space that has been created by the demolished building and make sure to relocate the clinic functions and the fabrication elements of that shop that is used by the pathway lab into the existing building.
 - This would help right-size the campus and maintain all the needed functions while allowing the parking to move out and having a more rational site organization.
- If you take the four elements of the scope and you add them up, we work with our cost estimator generate under the very best-case scenario if things work out really well, this can come in at a total cost which includes the design and the soft costs it can potentially be done with 54 million dollars.
- But we think that something higher may be more realistic, potentially as high as 130 million dollars.
 - What that means is that as the design proceeds, it means that we would have to prioritize at the top the building systems and the indoor spaces upgrades first and then we'd have to try alternate funding sources for the outdoor spaces, the demolition of the shop and the reorganization of parking.
 - That would have to be resolved as this process continues but this is the prioritization framework that we are going to be including in the bridging documents.

Bridging Documents Overview – Josh Jackson

- I know that there are a lot of moving parts here, but the bridging documents will serve as the foundation for the request of proposals that the Oakland School District Facilities Team will put out to solicit Design-Build entities to bid on the project.
- That will also be the foundation of the design work of the Design-Build entities as they produce the blueprints and build the project.
- There are six main parts of the bridging documents, the first is the executive summary which is a high level overview, which is essentially what I will be sharing today.
- A major component is something that we added based on community input, which is specifying Grass Roots community engagement which we are putting these as a set of recommended activities for the Design-Build entity to pursue.
- There are three major parts to this component, the first is continuing the in-person meetings with more outreach to try to draw more people, we want to continue that.
- We are also recommending focused small group engagements to address the specific designs to Athletics and Physical Education space, classroom and science labs, the pathway labs and the spaces where fabrication goes on in the labs.
- Also conducting small group engagements when it comes to the social spaces of the campus like the cafeteria, hallways and lounges as well as the plaza and outdoor learning.
 - We are strongly recommending to the Design-Build entity that they conduct these focused small groups engagements to get input on the specific design elements.
- The final engagement of the Grass Roots engagement component is reaching out to the feeder schools that have students that will have students attending McClymonds in the future, this has come up before and building this into the bridging documents will help ensure that this happens in the future.
- The next section is called the Site Context, this is where we're going to be including the high level technical analysis from the environmental standpoint, structural analysis of the building, the analysis of the building systems and their current state.
- We are going to describe the energy incentive programs, requirements for the State Architects and also some analysis of the site capacity.
- All of this will fit into the existing Site Context section of the bridging documents and serve as a foundation to anchor the rest of the work.
- The third section is Program Requirements, the core of the program requirements are the types of teachings and type of activities that will take place in the school in the future, this is coming directly from Principal Taylor and Vanessa Sifuentes.
- The program and activities feed what we call a Space Program, which is a spreadsheet that has inventory of different spaces and square footages allocated to each of them.
- The next section of the Bridging Documents is the detail descriptions of each of those spaces described in the Space Program.
 - This will describe each of the room types and the activities they are intended to hosts, the types of audio/visual information technology requirements that those spaces have, along with the furniture specifications for those rooms.
- We will also be sharing the concepts and the priorities that we walked through in this presentation so that the design team has an understanding of the total scope and how to bid on this.
- The final component will be the appendix, which where all of the detailed information from our structural team, our civil engineer and all of other very technical data that is essential for the project to move forward will be included in the document.

Next Steps – Josh Jackson

- This means that the architect team is compiling all this information to be recorded and shared with the OUSD facilities so that they can pursue activities they need to do.
- We will be sharing the draft with the campus stakeholders, including the folks on this call.

- As that is completed and reviewed, the Request for Qualification and Proposals will be distributed to designers and contractors in the California region and the Bay Area.
- Then that Design-Build entities will come together and bid on this project.
- Once they are selected, you'll hear from us again, we believe this may be in the Fall.

QUESTIONS, ANSWERS AND STATEMENTS:

Q: (J.K.) I have a couple of questions. The capacity of 650 students taking away space so that according to prop 39 the charter schools can't come in and say that the space is unutilized which then they will create a petition to have it. We have about 350 students right now, I was doing that math. That means that if we said 9th, 10th 11th and 12th graders, it would be like 137 per grade level and I was wondering if later on we wanted to add more students, that would probably knock us out the box for that. That is a concern I had, in addition to that, I heard you talk a lot about the demolition of the shop, and I was wondering about the main building, what the classrooms would look like in the inside, I was wondering if you could show a picture of that, I was taking down some notes as you were talking. Two more concerns, I did think I heard you mention something about the auditorium and upgrading that, I wrote something about the seating and the sound system which is greatly needed. My last wondering is, when all of this construction is taking place, what will actually happen to the staff and the students. If this construction going to take place during the course of the school year? Are we going to have to be relocated? And if so, what does that look like? That is one of my big major concerns.

A: (J.J.) Those were some very good questions, let me run through them very quickly. The first one was about if we right-size to 650 students but then if you want to grow in the future, what the issue would be there. I think you hit the nail right in the head with that question. If we aim for 650 students and right-size the campus, then there will probably have to be another project in the future to grow back more. What I can say in the short term is that there is some opportunity to grow, virtue of the fact that McClymonds hosts the Adult Education Program, and the Adult Education Program is using some of that space in the short term. If the student population grows, it's possible that the Adult Education Program can move out. So, the thought of low risk in the short terms of being underutilized space, thanks to Adult Ed. being there and the student population can grow over time and the Adult Education Program can be displaced. I will jump to the question about phasing, at this point we're going to recommend that the Design-Build team can phase this in such a way so that the school can continually be occupied while the project is taking place and the reason we think that it is possible is that temporarily we can move the Adult Education program out and use that as swing space, so as part of construction is taking place in another wing of the campus, there could be temporary housing that would displace adult education. I think the last question you had was auditorium, the concept describe what we're suggesting to be invested in the Auditorium by replacing the furniture and the Audio and Visual system. There would not be any major reconfiguration of the space, like no walls being moved and the stage would stay about the same size, but all that furniture and equipment will be replaced.

A: (N.W.) To add to the question about phasing and you guys staying on campus, I think we heard loud and clear at one of the engagements about people generally not wanting to be moved. It's general informal policy within the District to not relocate High School students to other High Schools. That presents a whole bunch of issues, beefs between areas of the city, is just never really smart to relocate High School students to other schools temporarily. We asked Josh and his team to put into the Bridging Documents that the Design-Build Entity has to figure out phase it, so that you guys can stay on campus. You will still have to share the campus as construction is going on, there will be noise, there will be dust and we will try to mitigate these things in everyway possible. I just want to put it out there that it is not going to be an ideal situation for a temporary amount of time.

Q: (J.H.) I appreciate Ms. Hutton's questions, I just want to piggyback on that, I think where students are going to be during that time period is important to know. This is a visual question, what is the front of the building going to look like? For the most part people drive by it and go to the back, I am just curious about changing the orientation and how does space get utilized. I know that the auditorium is in that front end, just curious about that and I guess that's a down the road design piece. Thanks for doing the research on the cost to add the third floor, I hope that is really well communicated that it might be really cost prohibited, so that people just understand that. In the third element, you talked about the tennis courts and the plaza, you didn't mention the swimming pool, would you do an upgrade with the swimming pool? When you talk about the athletic facilities, like when you when talk about the gym and the locker rooms and making sure they are upgraded, I just want to make sure that there is gender equity thought into the design of it like girl spaces and even nonbinary student spaces are not left out in the design and I think that this maybe something that is discussed down the road, I don't know if it would go in the RFP or not.

A: (J.J.) You brought up a couple of things that will definitely be topics to dive deeper in with the Design-Build entity. I actually think that the question about the front door is a good one and one that quite frankly we're a little agnostic on right now, I think that's something that is worthy of additional inquiry. If the existing door on Myrtle becomes more of a drop off oriented front door and all of the automobile traffic is coming on the side, that's something that we don't have the answer to and that's something that should be a design focus. In this scope that we are presenting, we are not investing in the pool, the pool house itself, at least structurally, is in better shape than other buildings on the campus and we don't think it needs additional investments at this point. From what we heard from our engagement is that the pool has received work recently and that there are some question marks around operations, maintenance and the programs that are used in the pool. Those are outside of the scope of work from architects like us, we are basically saying, don't put more money into it but don't get ride of it either. The pool, the gym, the LIT, the football field and the tennis courts, there is a priority that there would be equal investments in women's facilities and more over making things as flexible as possible so they can be used by all. We've been having conversations with Nicole and the facilities team about gender neutral space requirements for restrooms, not only in the gym but throughout the campus.

Q: (R.S.) I have three concerns or questions, I assume that this has to deal with the lead abatement, but I would like to hear about if there's any specificity on that because that is a big question. I would like to hear a basic timeframe of when the anticipated start and when possible completion might take place. The last one has to do with money, I know that you are planning to spend more than was budgeted, I think that's a great thing, because I think not enough was ever budgeted in the first place. It's good to see VanCedric here and maybe he can help us to lobby to get more money allocated. Perhaps there is more money in Measure Y, it's hard to say, so those are my three general areas that I have questions about.

A: (J.J.) Your first question was about the lead abatement and I can absolutely offer more details on that, we are budgeting for a full replacement of all plumbing across the campus. I can specify what that means in practice, this means that there may some old pipes that my be left behind that are in the core of the building, but they wont be hooked up into anything. Anything that the students will be interacting with whether it's in a science lab where they will be washing their hands or a water fountain or shower in the locker room, that water will connect from the utilities to where it comes out. The students will only be interacting with water that will be flowing through brand new pipes that would be completely replaced. We've heard what a concern this is and water will not be coming out of the old pipes ever again after this project, I hope we can put that one to rest. Your timeframe from start to completion, if the timeline moved along the way we anticipate the facilities team will begin seeking what is called the Design-Build Entity what will develop the blueprints and the construction later this year. That team will be selected and begin the work next year, after that there will be a process of review by the Division of State Architect and that process can go all the way through 2023. We think construction, where you actually start having things moving on site would begin in 2024 and we anticipate that the duration of construction will take us into 2026 for things to be completely wrapped up. Towards the end, that would be the commissioning phase and things will be brought online and some buttoning up to make sure it's all working, but potentially there can still be construction still going on in 2026 or even later. I think the last one was more of a comment, instead of a question about identifying all of the needs without cutting it off arbitrary at 65 million dollars, we're very excited about this approach. We do think that given the history of the school attracting donors, that perhaps the grandstand by the football field, that can be a high profile thing that someone may want to have named after. If anyone has Steph Curry's number on dial, wait until the finals are over.

Q: (M.C.) I think that some of the things that I wanted to speak on like covering that lead was on the top of the list, like that those pipes can never be used again and if we guarantee that that doesn't slip and fall. I was wondering if this information that is going on now, because this is a lot, if that can be emailed to us I was trying to collect all that. I know that when we had that meeting, we were talking about another scenario that had the input from the last meeting that we were on where all of those things were included. I wanted to know if we have a different scenario that included building, we were concerned on, on the 28th side, if it is included with the upgrades of everything else that was submitted to us. We can't get rid of the parking because the teachers will not have parking if we move it from where it is and if we remove it we'll loose the basketball courts for the team, even though we have the gymnasium where they can play basketball in there. I just wanted

to see what parking will be for the teachers and the staff being that that is a residential area and is not allowed parking around there.

A: (R.B.) Let me address about getting those documents out, when I send out the minutes for this particular meeting, I will send out the presentation as well. They will also live online for review.

A: (N.W.) On the specific website for this project, you can look and go back to look at every past presentation that's been given in any one of these meetings. It kind of looks like a blog, it's in chronological order and we will add this to the website, so you can look at everything.

S: (M.C.) It would have been good to have that in our email, so that was we can look at is as you're going through it instead of trying to look at this on small print on my cell phone.

A: (J.J.) This scope that we spoke about in this meeting, we really strove to have that be the third scenario that we talked about in person. It takes the components that were positively received from both scenario and combines them. The thing that is missing is that it doesn't include the construction of a new building, that was not carried forward because there was little reaction to that idea during our meeting and it also retains the pool. One of the concepts we shared previously we removed the pool, but we heard loud and clear that the pool should remain. We really endeavored that the concept we presented today be that third scenario. With regards to your question about the parking, we've included that as only the final scope of work, that would be the last thing that happens is the demolition of building that currently houses the clinic and the tech center, that would come down and provide an equivalent amount of parking that the campus has now and the parking would move to that site, so there would be no net loss of parking. We know that some teachers are coming from the neighborhood, but some are coming from far away. We are making sure we have space for the teachers as well as for events. I look forward to having a packed house on a Friday night when the football team is on it's way to another championship. We want to make sure we have space for people to come and socialize before that. At no point during the phasing the parking would be lost.

Q: (J.H.) I know that there is going to be dust and dirt flying in the air, I am just wondering about the health risks of some potentially dangerous dust flying around?

A: (N.W.) This is common with construction projects, we hire a consultant that evaluates what you are pointing out and works with the contractor to implement measures to mitigate all of those things like dust and water runoffs. They will look at where you guys are occupying versus where construction is happening. It might be fencing with netting and barriers, sometimes water is sprayed upon loose dirt to keep it down and keep dust from getting up into the air. There will be complete planning around keeping everybody safe while this is happening.

A: (J.J.) I will add that the activities that Nicole just described, we have budgeted for those types of safety abatements. I know that when we look at these costs, I am like "Oh my god, it's a lot of money, why do we do things cost that much?" A lot of it is because we are factoring in all the things that we

need to do in order to keep the space safe for students as construction is taking place. It adds to construction costs and in this case it's necessary.

S: (J.H.) I have a comment and appreciation as we go forward that everything is in the name of student outcomes, so appreciating that we are identifying the middle school students and incorporating them into this. Really, all of this is being built so that students are solid and know how to do things while we are building these safe spaces for them. Constantly reminding ourselves of that value. I think I heard that this may be able to come in under the 65 million, if I think I heard it correctly. I feel that there's some space and leverage, we should take a moment to appreciate Oakland voters because this is a long time coming. I appreciate the work and I can't wait to get to that merger between design and build.

Q: (V.W.) Josh, I appreciate the hard work putting up a great design, really excited about it and seeing us move forward. One of the things that I didn't hear you address is that aspect of the institutional feel and that is something that we have not spoke about. I think Ms. Jumoke brought it up in regard to the exterior, I think that it's something that we are still trying to figure out a way to work out. I've had previous conversations with the B&G folks and Facilities. One was actually making sure that we have a clear understanding that McClymonds has been a premier football public school program throughout the Bay, through out the state. The second part is the wall around the school, that extends all the way around the football field I am sure it would be too costly to rebuild, but I think that because we have design architects that can come up with a very good, either a mural idea or some type of exterior art work that can be added to the wall that can give it more of a homely, school, community feel because if you just drive around you just see this big concrete wall with fences on it. You can take a picture of that and you can take a picture of San Quentin and they look just the same. It's a bland color with these aluminum gates, I hope that as we're coming up with all these great ideas and presentations, really what we are trying to do is to let the community know that we've heard you in regards of how the campus feels and there are internal designs that we are doing but also the exterior design is really important. If any parent says, "I want to come to McClymonds" and they do a drive around on the weekend, what they are going to see is this type of institutional feel. We have to try to break that and use our great imagination to really try to address that as well, so I hope that it will be part of it. Students really brought that up as well.

A: (J.J.) Thank you so much for sharing that, I think that you are right that we can call that out as a higher priority, thank you for bringing that to the floor. I do want to say that we have identified that fence around the football field as an item within the scope. We had thought of replacing it, but I think the mural idea is a good one and maybe we'll frame that as a redesign and an area for investment. There's a lot of chain link fence and areas of concrete that also contribute to the institutional field. We've allocated funding for resurfacing the basketball and tennis courts, I think that that will go a long way in brightening the campus and we can use some creative, colorful things there to break down the institutional feel. I think your comments are really good, we appreciate it and we will make sure to run with that moving forward.

A: (K.C.) We can add the conversation about the mural design when we meet with the DBE (Design-Build Entity). Director Williams, hold that thought and when we get together with the DBE, we can definitely add the murals to their final design.

A: (N.W.) I think that someone had a good suggestion in the chat, that that could be a great project to get students input and maybe even their involvement. Our students are very talented and I think that it would be a good place for art on the campus as far as academically.

A: (J.J.) We know from our engagements that there are some students with some real design skills on the campus, let's give them a big canvas to work with.

S: (J.T.) I just wanted to say that we have a partner on campus currently that can definitely work with the mural project, there is definitely someone we can tap into.

S: (R.B.) We have reached the end of our meeting, we will continue to meet through the summer during our regularly programmed hour. Sometime these meetings may be short meetings, sometimes they may be little longer meetings, we want to make sure that we keep the community informed as we proceed through all these phases. Our next meeting will be on July 5th, thank you again for all the time that you have invested in engaging with us and we look forward to continue to work with you all to bring this project into fruition.