

BORA

Ida B. Wells HS Modernization Community Design Workshop #02

December 17, 2023





MEETING DETAILS

Location	Ida B. Wells-Barnett High School, 1151 SW Vermont St., Portland, OR 97219	
Date	Sunday, December 17; 1:00 PM to 3:00 PM	

PARTICIPANTS

Comprehensive Planning Committee Members	Erika Caldwell	Jazzmin Reece
Portland Public Schools	Erik Gerding Hector Lopez	Donna Bezio Rolando Aquilizan
Design Team	Stefee Knudsen, Bora Amy Donohue, Bora Amelie Reynaud, Bora	Keevin Collier, Bora Aisha Marcos, Bora Rhonda Teeny, After Bruce Mireaya Medina, After Bruce
Members of the Public	Approximately 41 people attended: ~15 neighbors/community members/business assoc.; ~22 parents (of current students and prospective students); 1 staff/coach 1 student	

FULL COMMUNITY DESIGN WORKSHOP #2 (CDW-2) PRESENTATION

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/62/2023-12-17%20CDW2-Presentation%20.pdf>

DESIGN TEAM HERE TODAY

Donna Bezio
PPS

Erik Gerding
PPS

Hector Lopez
PPS

Rolando Aquilizan
PPS

Amy Donohue
Bora

Stefee Knudsen
Bora

Aisha Marcos
Bora

Keevin Collier
Bora

Amelie Reynaud
Bora

Rhonda Teeny
After Bruce

Thy Daniels
After Bruce

Mireaya Medina
After Bruce

MEETING AGENDA

OVERVIEW + INTRODUCTION	00:05
OBJECTIVES + LOOK AHEAD	00:10
ENGAGEMENT PLAN	00:05
SITE/BUILDING ORIENTATION	00:05
EXISTING SITE CIRCULATION & TOPOGRAPHY	00:15
SITE OPTIONS	00:25
SITE OPTIONS: FEEDBACK EXERCISE	00:50
CLOSE + NEXT STEPS	00:05

FULL PROJECT TEAM

PPS Project Team: Office of School Modernization	Architecture & Engineering Team:
Marina Cresswell - Sr. Director Darren Lee - Director of Construction	Bora Architects - Architecture, Interiors After Bruce - Community Engagement KPFF - Structural Engineer, Civil Engineer
Erik Gerding - Sr. Project Manager Hector Lopez - Project Manager	NBZ - Structural Engineering Rivero Design - Civil Engineer Walker Macy - Landscape Architect
Derek Henderson - OSM Operations Specialist David Mayne - Bond Communications Manager	PAE - MEP Design w/ Burman Design Vertex - Low Voltage/IT Studio Pacifica - Accessibility
Jonathan Wan - Operations + Communications	Shalleck Collaborative - Theater Design DCW - Cost Consultant Bookin Group - Land Use Planning Code Bird - Code Analysis and review

SITE APPROACH TO IDA B. WELLS HS

Site Approach

- **Input towards a single option (not choosing)**
- **"Work toward ONE preferred option to take to the School Board."**
 - Goal: Gradually narrow down the schemes to propose to the board with a reasonable budget
- **To show:**
 - Experience: what is special and unique?
 - Function: where are key elements?
 - Where is the front door? How will people arrive?
 - To move or keep the track & field in current place?
 - To move or keep the pool in its current place?

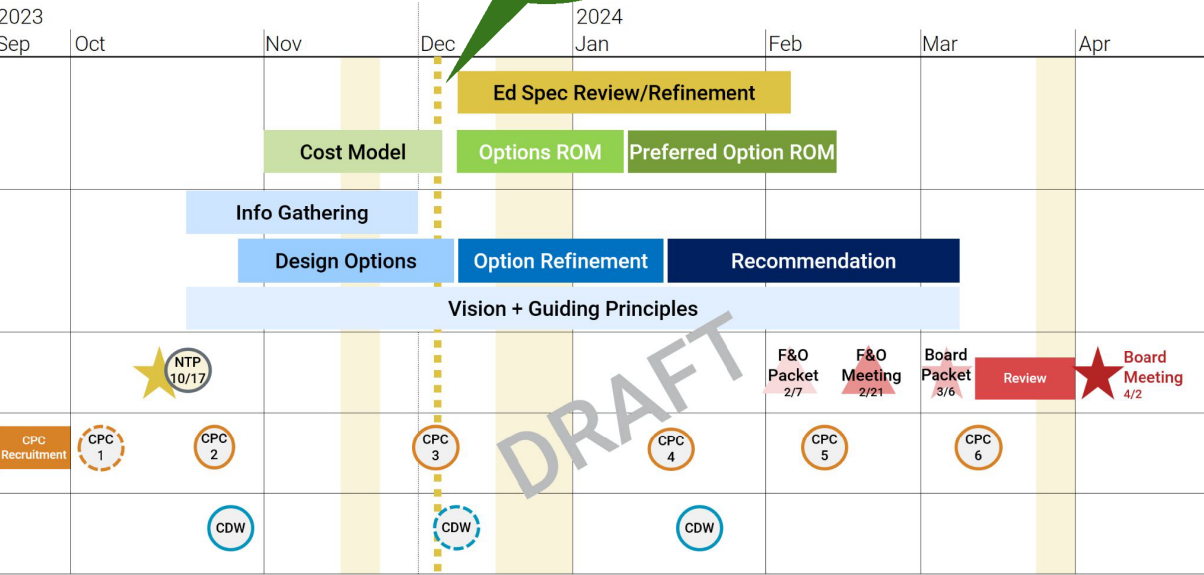


COMMITTEE INPUT + ROLE IN THIS PROCESS

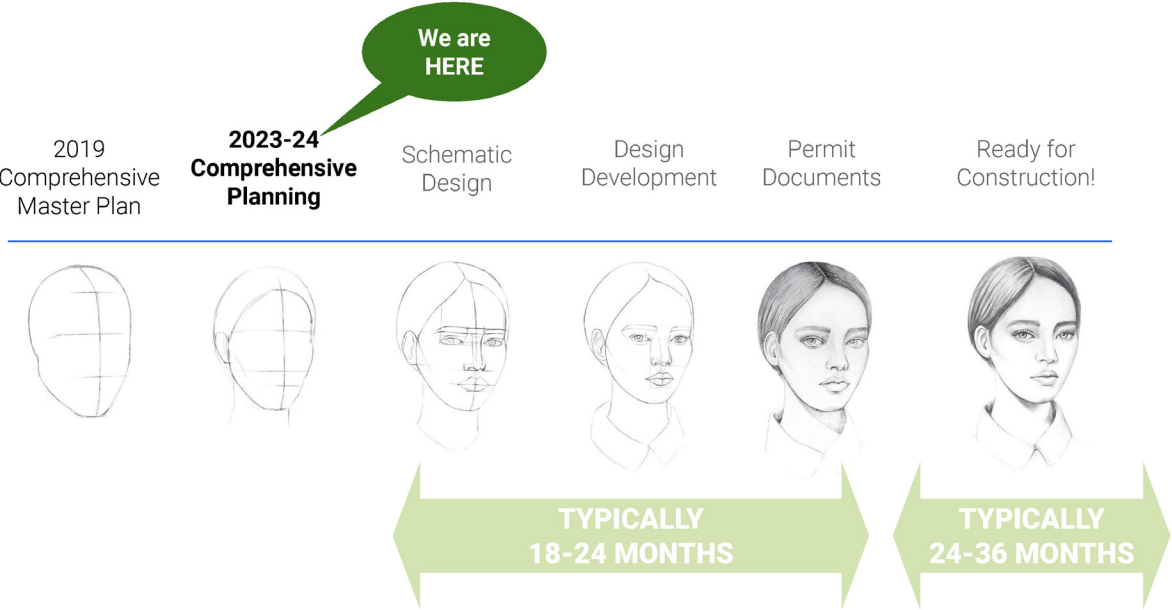
- **Modernizations are about physical space**
 - How is the look + feel
 - How the infrastructure supports teaching and learning
- **This [modernization] is not about operations**
 - How it is managed
 - What types of classes or functions are inside
- **Your input helps us understand qualitative questions:**
 - Experience, uniqueness, and the culture of this school
 - Design to support flexibility and to enhance the culture of the school

WHERE WE ARE IN THE PROCESS

WHERE ARE WE IN THE PROCESS



WHERE ARE WE IN THE BIG PICTURE



Design/Planning Process

Stefee outlined: Where we are in the process?

- We are at the early planning stages
 - Showing different variations of design options
- We are still at the beginning stages of the design process

AFTER BRUCE

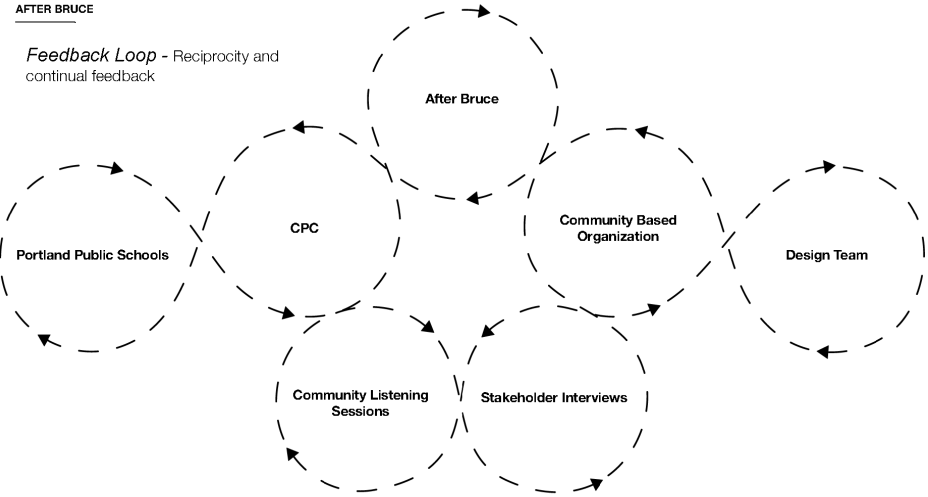
At After Bruce, Community Engagement is relational.

It's a focus on centering the communities most impacted in our work to achieve long-term, transformative and sustainable outcomes. We're guided by strategies and processes that honor community context, history, lived experience, and immediate and long-term needs. We do this through co-creation, community informed decision making, relationship building, and deep listening to ensure that our practices are a function of reciprocity and not extractive.

In other words, we support our collaborators to work with and within communities in ways that are more specific, responsive, and impactful.

AFTER BRUCE

Feedback Loop - Reciprocity and continual feedback



After Bruce

Stefee introduced Rhonda from After Bruce, Bora's Community Engagement Consultant, to go over the community engagement aspect of the project

- "Lived experience is expertise."
 - Folks do not need to have expertise in a specific field to be part of the conversation
- Community works aims to be specific and engaging
 - Facilitating the conversation
 - Providing information and alternative forms of communication
- Feedback Loop
 - Reciprocity
 - Continual Feedback
- Feedback Loop through:
 - Stakeholder Interviews
 - Conducted 1:1 (occasionally 2:1) and help provide specific nuanced insights into day to day experiences of key communities, critical feedback or anecdotes, help identify current barriers and motivations, and potentially inform other engagement strategies and the questions we should be asking in listening sessions.
 - Community Listening Sessions
 - Intimate, thoughtfully cultivated spaces meant to provide a safe, inclusive and intentional environment for participants to share their truths.
 - Surveys
 - An online survey is an opportunity to reach local communities who wouldn't otherwise receive communications regarding the Modernization process and plan.
 - DIY Engagement Guide
 - Working alongside student leaders, we can develop an engagement and facilitation guide gear toward peer-to-peer engagement.
 - Office Hours
 - Our community-led educational office hours are vibrant and inclusive events created by and for the local community.

SITE + BUILDING ORIENTATION

Site + Building
Orientation for Climate,
Health, and Equity

● Building Orientation

- Relationship between the [proposed] building + the site.
- Building orientation matters because of learning outcomes and energy use

Learning Outcomes

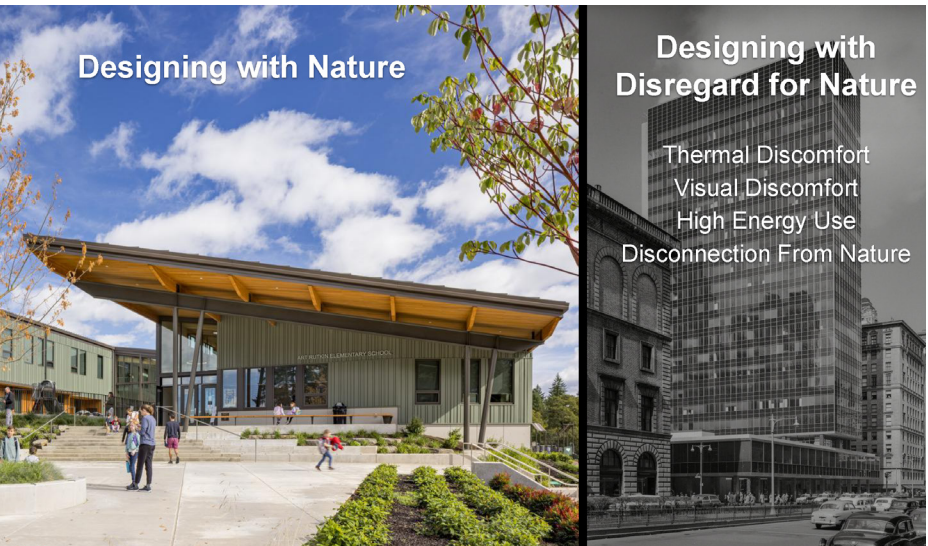
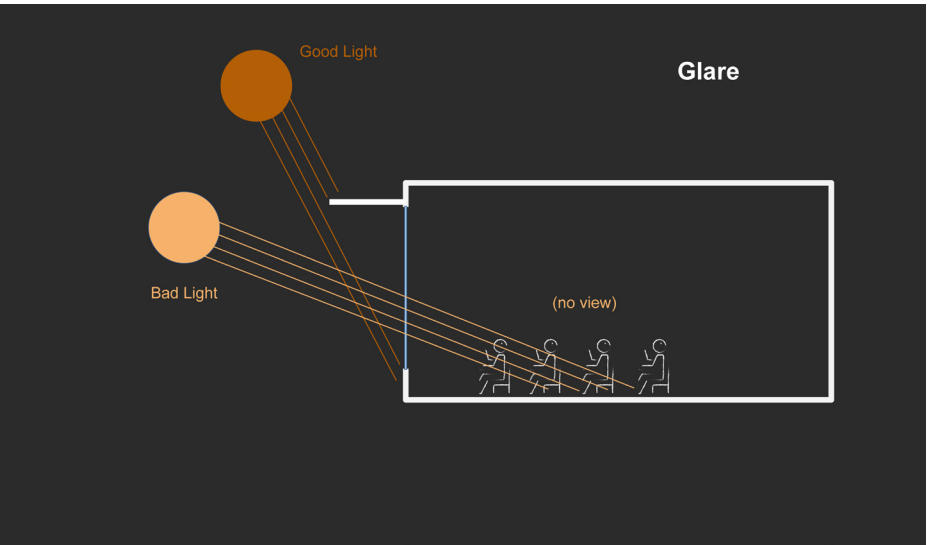
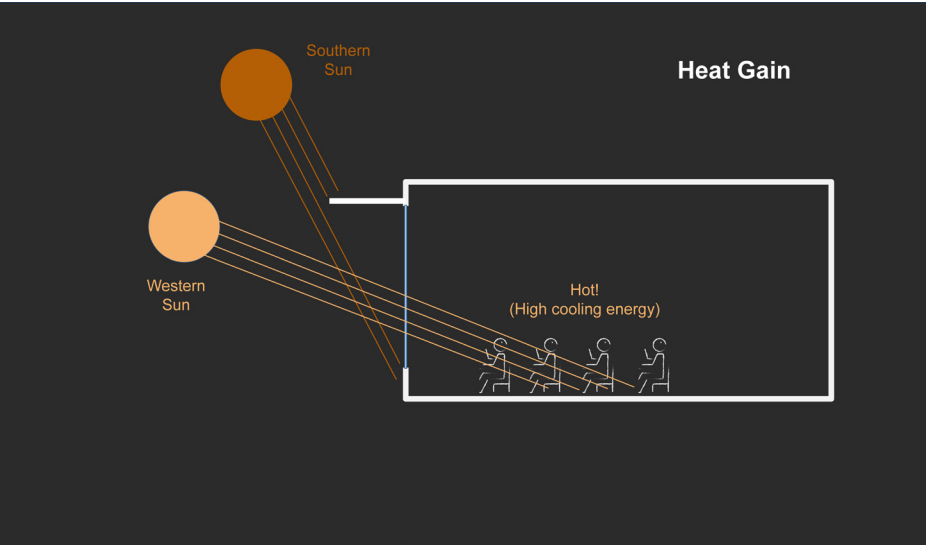
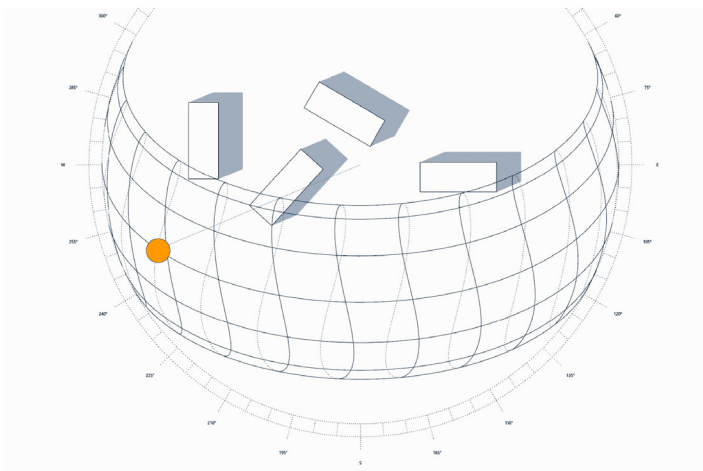
- Daylight and Test Score
 - Access to natural light can improve students' test scores by 20%, and kids with the more access to daylight progressed up to 26% faster in math and reading over the course of a year
- Daylight and Well Being
 - Students at schools with quality daylight were found to be healthier overall, missing 3-4 fewer days of school than students at schools with less access to daylight

Energy/Operating Costs

- Energy
 - Effectively managing solar energy results in less energy needed to heat and cool the building
- Costs and Carbon
 - A more efficient building costs less to operate and results in fewer carbon emissions



“Building Orientation” = Relationship between the building and the site



● The site design is influenced by many things:

- Site Topography
- Views
- Sun
 - Heat
 - Glare
- Outcomes
 - Building Efficiency
 - Carbon Emissions
 - System and Operating Costs
 - Comfort
 - Resilience
 - Experience

● What does this mean for the building design?

- Southern sun is a lot higher in elevation
 - Can be easily controlled
- Western sun is a lower in elevation
 - Harder to control/High cooling energy
 - Considered as “bad” light
- Designing with nature in minds | Designing with disregard for nature
- Thermal discomfort
- Visual discomfort
- High energy use
- Disconnection from nature

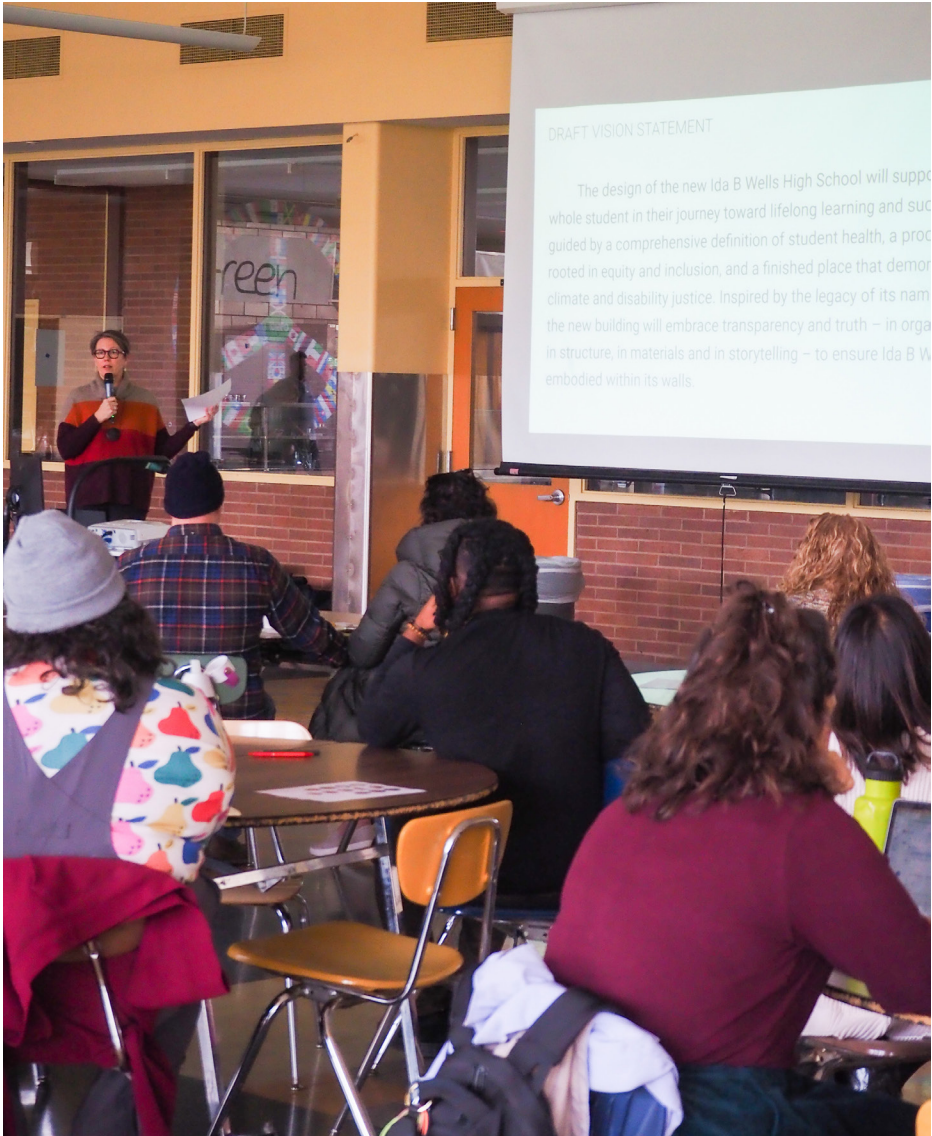
● Need to be cognizant of where sunlight hits within the spaces of the building

- Need to create classrooms that are oriented to minimize glare but still having good lighting in the space and to diffuse light inside spaces

MISSION/VISION FOR THE MODERNIZATION OF IDA B. WELLS HS

Vision Statement

- Amy introduces the most updated guiding principles for the design of IBW HS Modernization
- Want to make sure that the new building and site design are able to achieve several visions for the project
 - Aligning with the common themes discussed in previous community engagement
 - These themes are gathered from the ideals of Ida B. Wells and the surrounding community
 - Themes are separated in 3 main categories:
 - Student Health (Intellectual, Physical + Mental)
 - Equity + Inclusion
 - Justice



IBW High School Modernization – DRAFT Vision Statement + Guiding Principles

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.

The guiding principles in support of this vision include:

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.
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.
 - 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.

SITE OPTIONS + BUILDING SCHEMES

Site options

Amelie introduced several site options for the schemes of the proposed building

- School will remain operational throughout the construction of the new HS

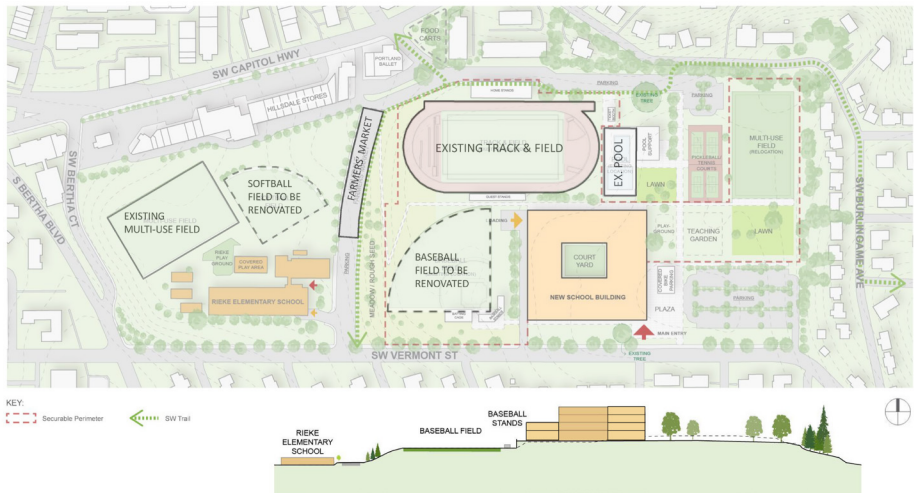
Developing 3 ideas on where the school might go

- How much of the remaining site will stay or go
- Shifting or moving of the facility fields within the building site
- From where it is from the site - there are different forms that are manifested

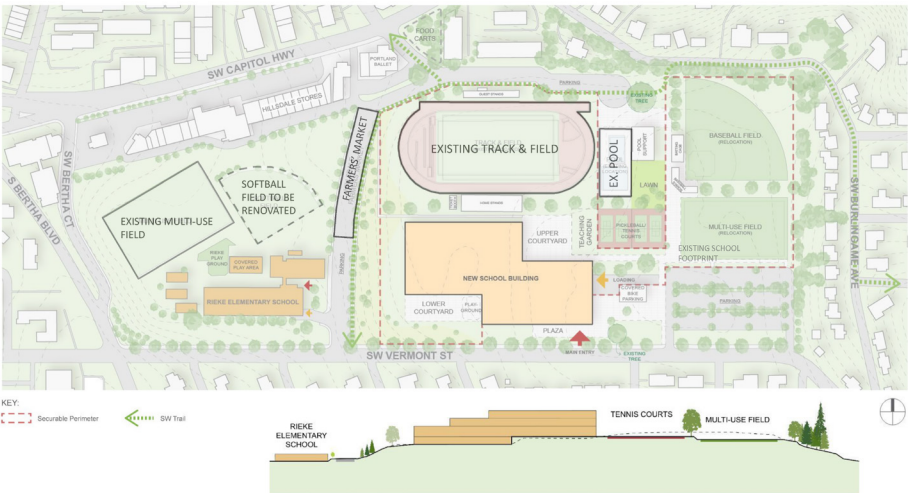
Scheme 01 | Gather

- Most compact scheme within the site
- Several fields will stay in place, but will renovate a couple of them
- Option with the 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
- Internal courtyard
- Relocated multi-use field
- Compact, 4-story building fits between existing pool + fields
- Main entry visible from Vermont St.

SCHEME 1 - "GATHER"



SCHEME 2 - "LIFT"



Scheme 02 | Lift

- Scheme with more dynamic spaces - designed with the topographical changes in mind
- 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 - moved to a new area
- Improved softball field
- Building form "steps up" with topography of site; 3.5 stories
- Moving the grandstand to the south of field
- Main entry visible from Vermont St.

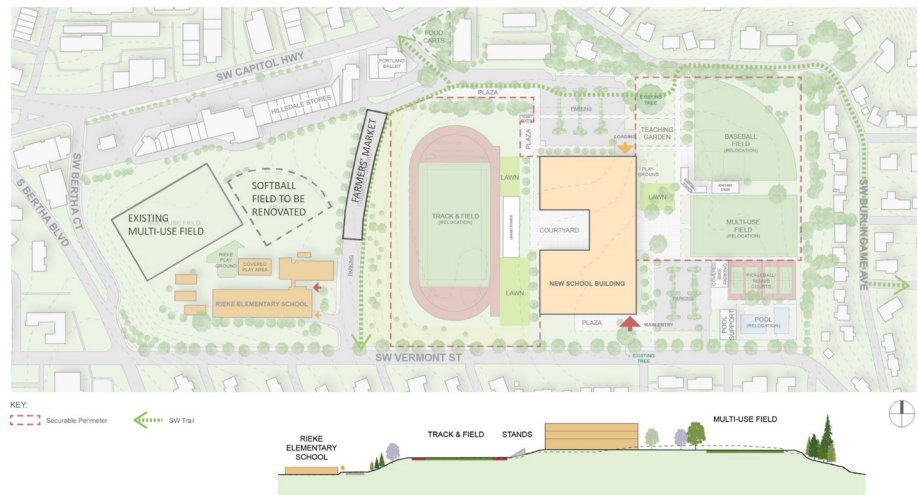
SITE OPTIONS + BUILDING SCHEMES

Site options cont...

● Scheme 03 | Connect

- Scheme that has a more prominent site design - creating more connection to Capitol Highway
- Option with most site work
- New track & field moved to N-S position, optimal north/south orientation
- New pool and pool support building
- New tennis and pickleball courts
- New baseball and multi-use field
- Improved softball field
- Pedestrian plaza at Capitol Highway approach
- A more welcoming pedestrian experience in the NW Capitol area
- 3-story building (not fully enclosed) with central courtyard, views over track & field
- Stretching North-South access
- Main entry visible from Vermont St.

SCHEME 3 - "CONNECT"



SITE OPTIONS + BUILDING SCHEMES

Questions/comments on the Site Options

The design team asked if there are some initial questions/comments/clarification on the site options

- “Lack of transportation analysis.”
 - o If we reduce the number of parking - a lot of people would not have an alternative (in the mode of transportation)
 - o If we have an entrance in the north side, we would need to have a specified entrance in that area as well
 - o Need to be looking into the number of people entering from the north and the south
- “Are all the site options similar in cost?”
 - o The differences in the costs between the schemes are roughly about 3%
- “For the three schemes, is there an option to have a fourth site option?”
 - o The intent of the options are to provide a range of ideas
 - o The ultimate goals is to narrow down the site options to one - to present to the School Board
- “Do any of these [site options] have similar or different timeline in completion than others?”
 - o All are about the same - the building would take ~20-24 months to construct and the field improvements are similar as well
- “Asking for the Wells pool to be kept - if possible, keep it to where it is currently.”
 - o The pool being on the north side generates foot traffic during the summer months when the school is not in session
 - o Having parking main in Vermont will also be detrimental in reducing foot traffic/passage through the businesses in Hillsdale



Questions/comments on the Site Options cont..

- “Understanding the traffic - finding about the eastern pass through access between the north and south”
 - o There are safety concerns of cars speeding in that pass through connection between north and south
- “Take into consideration the surrounding neighborhood at the site - the impact to the people living across the site.”
 - o There are concerns regarding traffic, parking, privacy and noise around the site when construction starts
 - o Need to also understand the people living in surrounding communities of the school
- “Do we have an estimated year of completion?”
 - o Not right now due to timing
- “Wondering if the strike has delayed the timeline for the project?”
 - o No, it has not
- “Push for indoor air quality”
 - o Students needs fresh, clean air quality in the building
 - o We need to see PPS for good indoor air quality for students

SITE OPTIONS: PRIORITIES/TRADE-OFFS, SUCCESSES, AND CHALLENGES

Community Feedback

- Amelie introduced the exercise and asked tables to do some self-reflection on the site options seen, and post them on the boards and discuss them with others

What is successful?

For Scheme 01

- “Love the securable event/ gathering space - could this ‘donut’ be round? And maximize the view somehow?”
- “Good ‘public’ access (Pool, courts)”
- “I appreciate the minimal impact to the pool. The pool is well used + must stay open as much as possible”
- “Keep pool + fields”
- “Least amount of site work”
- “Community + outdoor space is very important. I appreciate keeping the building footprint small to leave room for community + outdoor spaces”
- “Least expensive, maintains the current footprint of the building, less noise and more privacy for the neighbors on the east side”
- “Keeps track/field and pool in use”
- “I like the compact nature of this option, perhaps saving \$\$ in relocating pool, track, baseball that can be applied to addressing other school, design & equality needs, or improving other aspects”
- “Small footprint”



Self Reflection 00:10

For each site option, please write on post-it notes:

What are the trade-off / priorities?

What is successful?

What are some challenges?

Post Answers on Boards + Look at them 00:15

Summarize Comments + Themes 00:30

Review comments posted on each option

Discuss common themes and trade-offs



Additional Comments on Scheme 01

- “Why is there a playground?”
- “Can the existing pool be covered/enclosed so it can be used year round?”
- “Site # 1
 - Works - less site work;
 - Doesn't work - transportation and parking;
 - Favorite - Baseball field does not move perimeter fence”
- “For ALL | Please allow Hillsdale Farmers Market to remain at current location in one configuration or another”
- “Keep sports field in middle of the site away from boundary with residential area Noisy activities should be closer to adjacent commercial uses”
- “If kept - move pickleball courts to location behind commercial area (on Rieke)”

What is challenging?

For Scheme 01

- “Higher building means higher earthquake danger, longer escape route. There is likely a major earth quake in the next 100 years”
- “Access to school & parking is difficult from the North”
- “Building will crowd and loom over both the track and field and swimming pool venues”
- “Closed campus layout & closed building - why not move the bandstand in this option as well?”
- “Appreciate the minimal site work/disruption. Generally keeps louder uses away from residences (hard to tell how far away the pickleball would be)”
- “Need to be sure to have strong community access through the site (north/ south) A pass through walkway open preferably 24/7 or at least open non-school hours”
- “North side: unbalanced access; parking -- future traffic problem; doesn't take into account how many people are dropped off and picked up, or access the school from the north side”
- “Fenced areas ought to be limited... Fences create a perception that this area is unsafe”
- “Need DROP OFF LOOP Main entry by transit area?”
- “Courtyard feels like we are not taking advantage of site”
- “DON'T lock out neighbors DON'T put community spaces back in the worst corner”

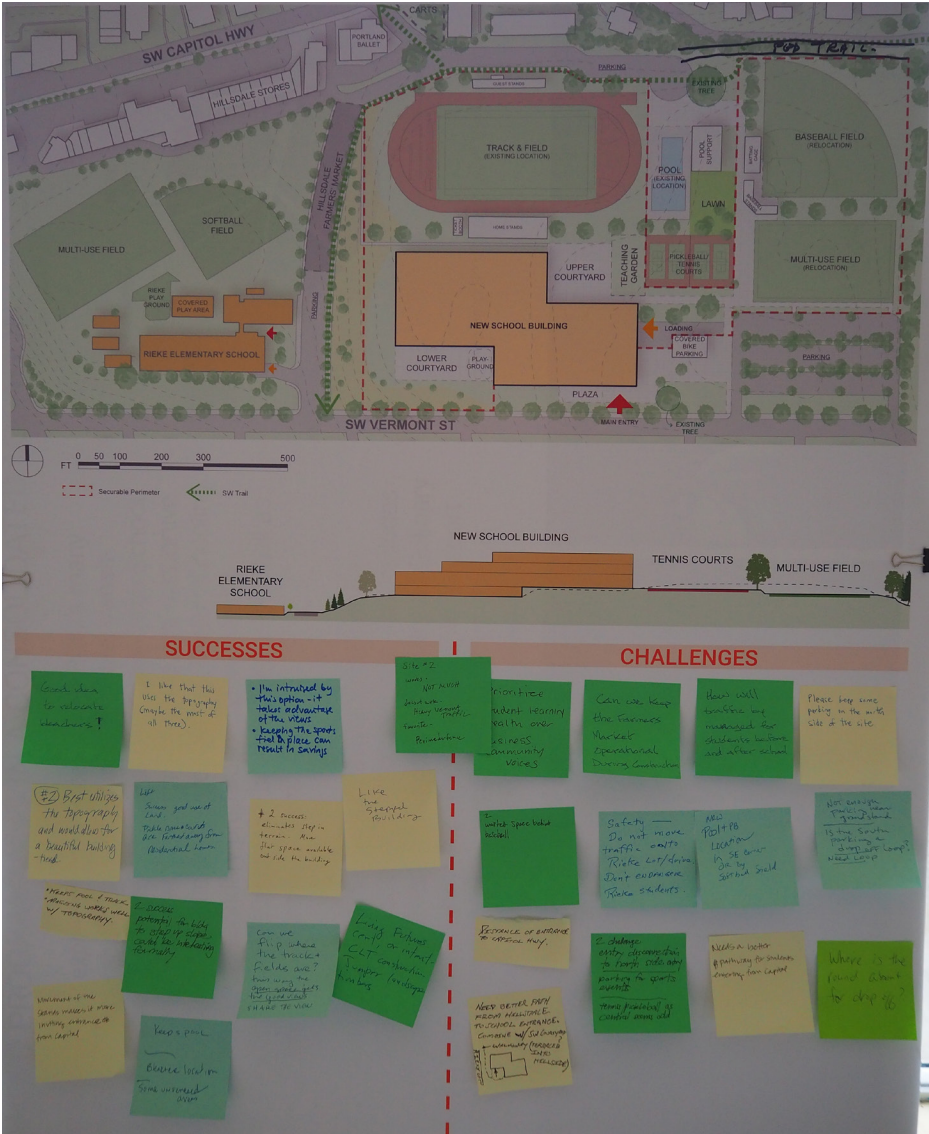
SITE OPTIONS: PRIORITIES/TRADE-OFFS, SUCCESSES, AND CHALLENGES

Community Feedback

What is successful?

For Scheme 02

- “A large part of the new building is far away from the old building. This minimizes construction noise for students.”
- “Nice to have multiple courtyards as different places for students to gather.”
- “I really like the elevation opportunities with this to design a building of interest”
- “ALL with likely reduced parking; More driving & more drop offs”
- “Integrates well with natural landscape”
- “Trade off: Like the shape of the building. Looks the easiest to maximize community access”
- “Wider footprint will allow for secure outdoor roof decks and more indoor/outdoor secured spaces within the building perimeter”
- “Shorter more spread out layout better than taller option”
- “Good idea to relocate bleachers!”
- “I like that this uses the topography (maybe the most of all three)”
- “I’m intrigued by this option - it takes advantage of the views. Keeping the sports fields in place can result in savings \$5”
- “Good use of land. Pickleball courts are farthest away from residential homes”



Additional Comments on Scheme 02

- “Site #2
 - Works - not much;
 - Doesn’t work - heavy Vermont traffic;
 - Favorite - perimeter fence”

What is challenging?

For Scheme 02

- “All access seems to be forced on to Vermont”
- “No loading area? How will trucks access [the site/building]”
- “If we go with this design, definitely need to move the grandstand to the south”
- “Loading zone right at the front of the building and by the bike parking - not a great idea”
- “Need better access from North Capitol Highway”
- “This HS on the hill is a site that is conducive to being a bigger community hub/resource - this doesn’t maximize community”
- “Cover the pool or at least a movable roof, so IBW swim team can use it”
- “Move playground away from Vermont keep kids away from car exhaust + road dangers.”
- “Please keep some parking in the north side of the site”
- “...Wasted space behind baseball”
- “Safety - Do not move traffic onto Rieke lot/drive. Don’t ENDANGER Rieke student.”
- “New pool + pickleball location in SE corner or by the softball field”
- “Where is the round about for drop off?”
- “Lack of transportation access across campus will route more traffic to Burlingame Ave + Rieke Lot. Burlingame doesn’t have sidewalks + slope of street allows cars to go fast. Rieke speed bumps kill cars.”

SITE OPTIONS: PRIORITIES/TRADE-OFFS, SUCCESSES, AND CHALLENGES

Community Feedback

What is successful?

For Scheme 03

- “ This feels like the “HERO” option.; Great visual lines for track - building.; Good balance between Public/ Private.; Best perimeter.”
- “Like the North-South orientation of the track & field stadium. Allows for a much better design on the entire North side of the site”
- “Most innovative use of the site; Centers school on property; Allows for other site elements to have their own focus: Track & Field Baseball, Tennis, Pool etc. School ties them together”
- “Best option for loading zone. Doesn't take up any dedicated real estate”
- “I love the Courtyard over looking the field with amazing views”
- “Better access + parking on the north side would be great for local businesses + community access.”
- “North plaza provides welcoming 2nd entrance”
- “Relocating track & field so the field is equitable”



Additional Comments on Scheme 03

- “Can the teaching garden be in the courtyard ?”
- “Can the Well pool be covered for year-round use?”
- “Site # 3
 - Works - N/S fields keep views;
 - Doesn't work - pool away from Hillsdale - no parking;
 - Favorite - N/S Stretch”

What is challenging?

For Scheme 03

- “Any ways to keep pool in this layout?”
- “Seems lovely; but likely much more expensive”
- “Don't move the pool. Noise will impact neighbors”
- “#3 Focus on Vermont: ALL transit will be on Capitol Highway”
- “Need a N-S through campus [to be accessed] 24-7”
- “Switch baseball+ pool + pickleball”
- “There will be students who loose all of their fields for years. This will have a huge impact on a group of students that are at school during construction”
- “Where is the roundabout for drop off?”
- “Concerned about the pool traffic disrupting the neighborhood”
- “Pool and pickleball court are too close to Burlingame Ave - noise and privacy issue”
- “No open grass for community Too much hardscape No drop off loop”
- “Not enough access to all campus amenities Not enough parking”
- “Would it be possible to build a parking structure? Possibly with solar panels on top”
- “New pool location will obviously be a big fight with the business district This much change will be hard for the community”

WHAT ARE THE TRADE-OFFS/PRIORITIES?

IDA B. WELLS HIGH SCHOOL MODERNIZATION
WHAT IS MORE IMPORTANT TO YOU? [CHECK ONE BOX]

STRONGLY LEANING TO

MAXIMIZE ON-SITE
PARKING

MAINTAIN COMMUNITY
ACCESS ACROSS THE
SITE

KEEPING PUBLIC POOL

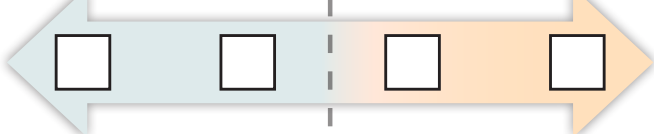
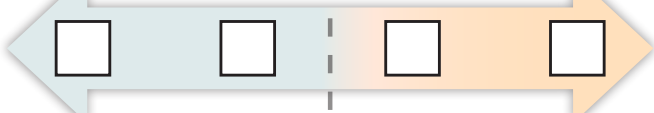
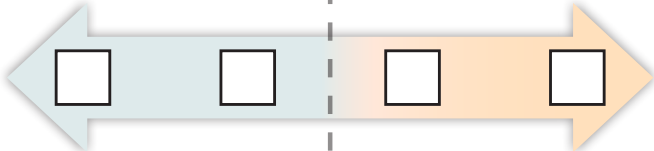
TALLER SCHOOL WITH
MORE OPEN SPACE ON
CAMPUS

TRACK & FIELD MOVED
(OPTIMAL ORIENTATION
& CONNECTION TO
CAPITOL HWY)

VEHICLE PASSAGE
THROUGH CAMPUS

ENTRY FROM VERMONT

MAXIMIZE ATHLETIC
FIELDS



BORA

STRONGLY LEANING TO

SUPPORT FOR PPS
CLIMATE RESPONSE
POLICY TO REDUCE
VEHICLE USE

INCREASED STUDENT
SAFETY

PROVIDE OPTIMAL
MODERN CAMPUS

SHORTER SCHOOL WITH
LESS OPEN SPACE ON
CAMPUS

NO TRACK & FIELD
CLOSURE DURING
CONSTRUCTION

MORE OPEN OUTDOOR
SPACE AND INCREASED
STUDENT SAFETY

ENTRY FROM CAPITOL
HIGHWAY

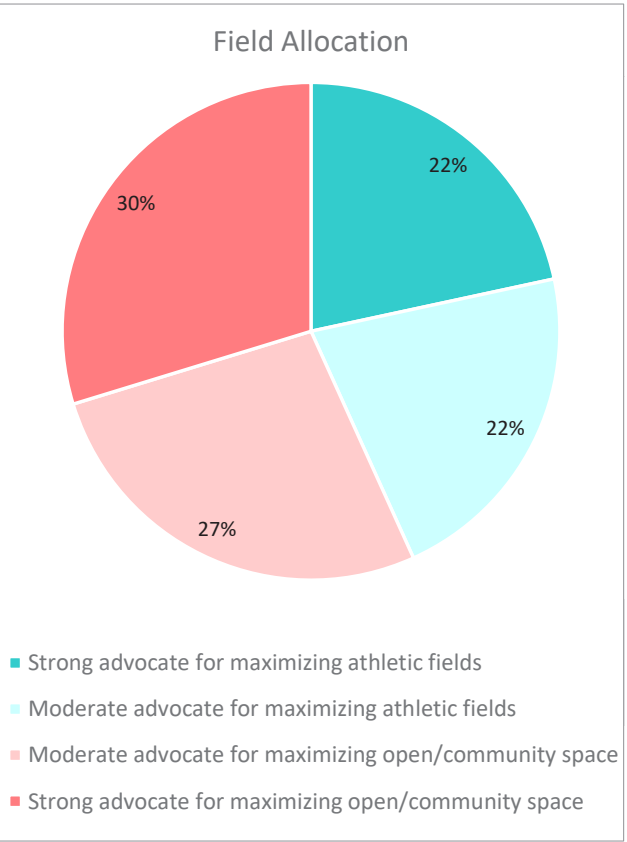
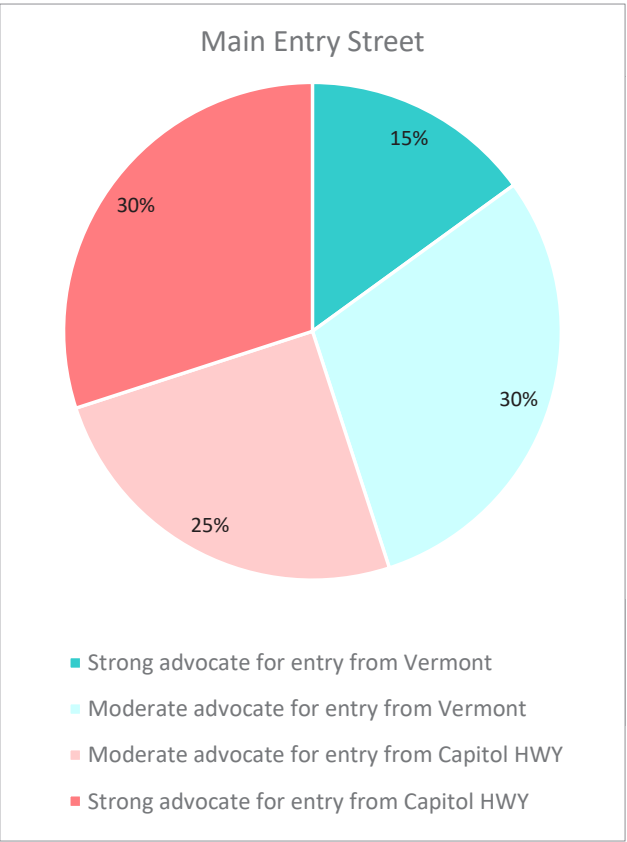
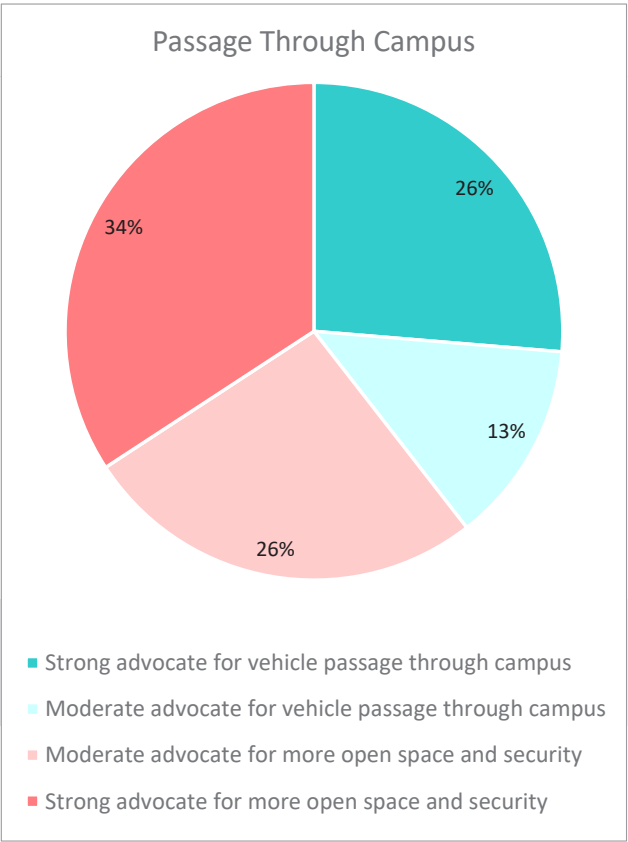
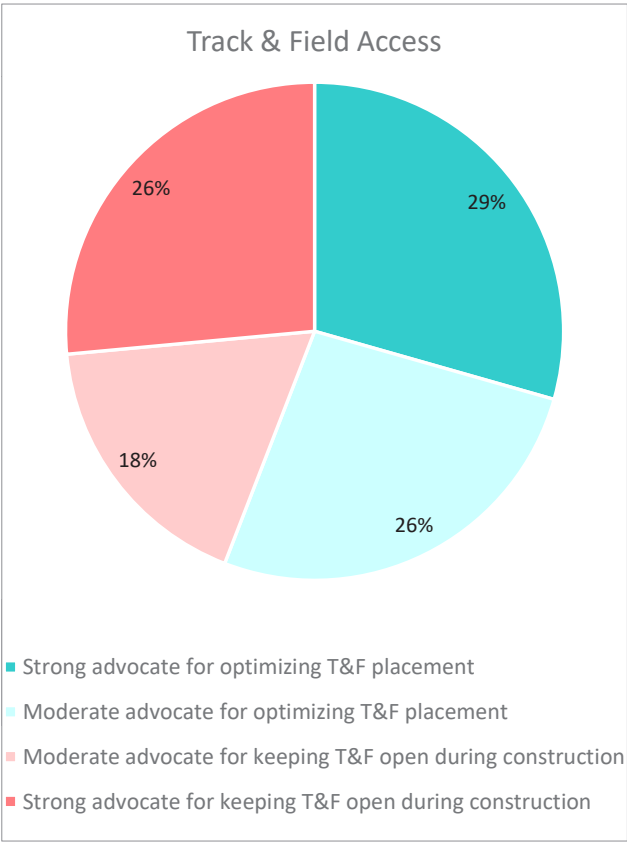
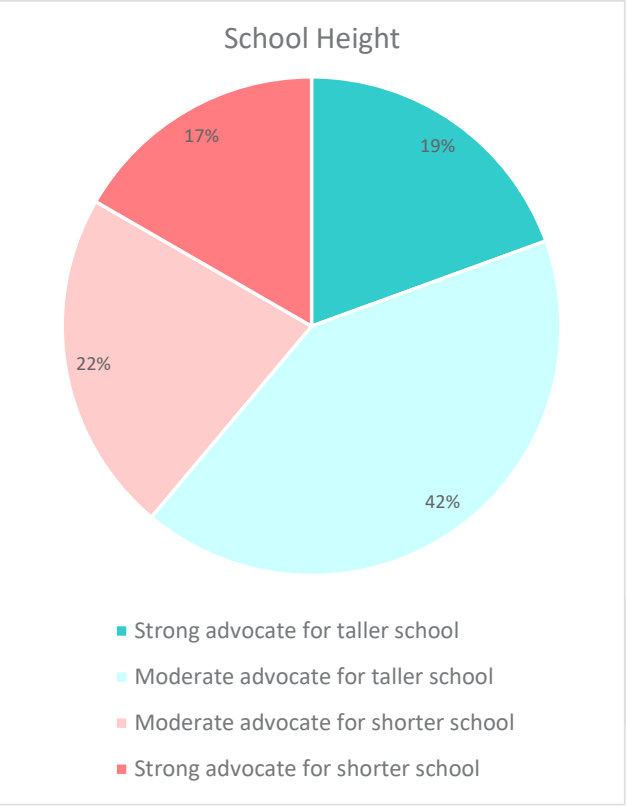
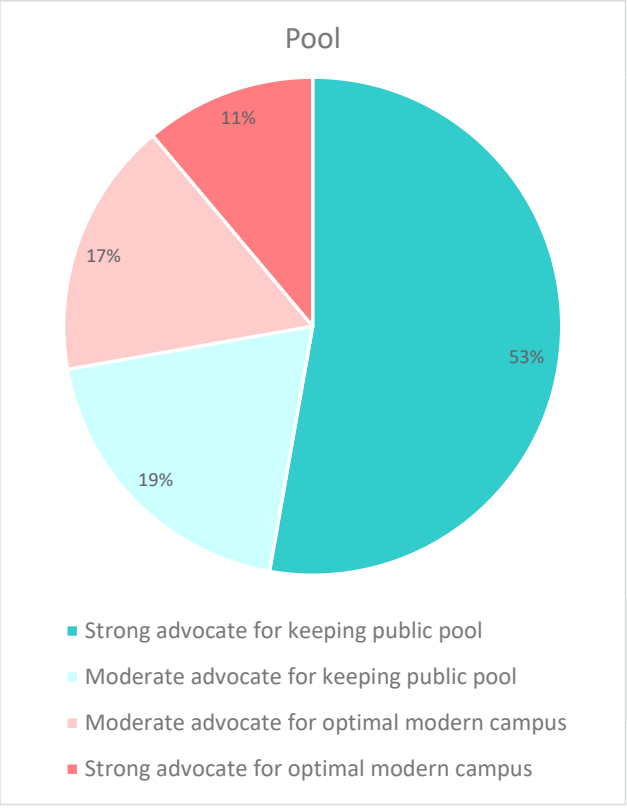
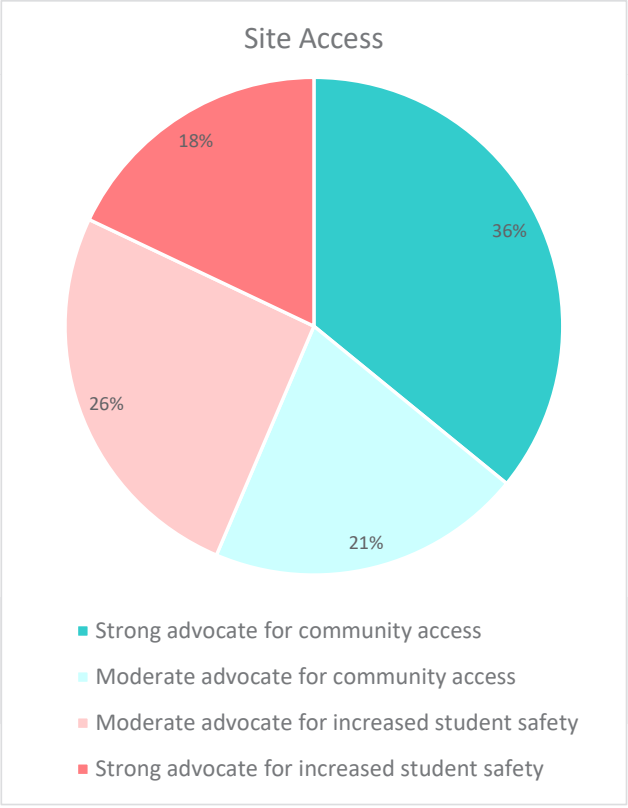
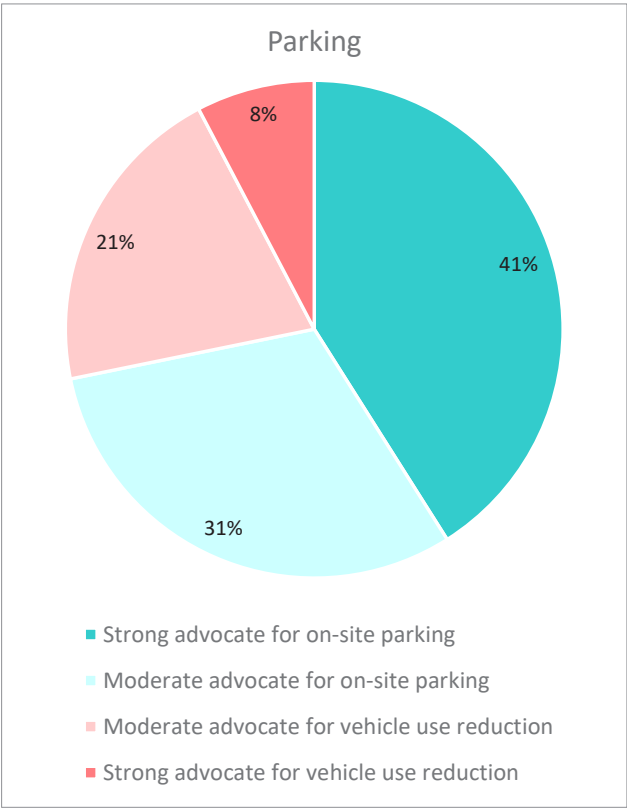
MAXIMIZE OPEN
SPACE FOR SCHOOL &
COMMUNITY USE



Trade-off Survey
Exercise

- Stefee introduced the exercise and asked tables to reflect what their priorities for the site options
- General Comments on Survey
 - Well's pool | Campus optimization
 - "Depends on whether it can be rebuilt to accommodate Wells' student use (maybe Rieke too?)"
 - Vehicle passage | Student safety
 - "Campus bisects our community, so access is important - and not putting too much pressure on traffic in Rieke lot"
 - Entry to Vermont | Entry to Capitol Hwy
 - "Should have full access from both streets"
 - "Maintain Vermont address & primary access"
 - "Auxiliary access at the Capitol Hwy for bus egress"
 - "Yes to entry from Vermont but with closer connection to Hillsdale business shops"
 - Track & field operational through construction | Field optimization
 - "Too disruptive for students - if fields are closed during construction"

WHAT ARE THE TRADE-OFFS/PRIORITIES?



NEXT STEPS

Next Steps

- Quick review of the next steps
- Upcoming Community Workshop
 - Sunday, January 21st (1pm - 3pm)
 - Narrowing down site options (to two schemes) considering feedback
 - First draft of Guiding Principles and Project Vision
 - First draft of a rough cost estimate
- Available community engagement activities
 - Listening sessions
 - Surveys
 - Office hours

Final Thoughts

- General Comments
 - Add community integration to mission statement
 - Include more focused discussion on fencing / security perimeter in future design workshops
 - I'm very concerned about the extent of fencing that will limit community access (even with gates)
 - Can the pool be rebuilt/ improved to accommodate IBW Student Use - PE, Swim team set?
 - Putting pool near Farmers Market for making the best use of parking access



NEXT STEPS

Community Workshop: Sunday 1/21, 1-3pm

- this will **narrow down** site options considering feedback
- first draft of **Guiding Principles** and **Project Vision**
- first draft of a **rough costs**

Community Engagement Activities

- listening sessions
- surveys
- office hours

Next Steps cont...

- General Comments cont...
 - Moving pool to NW corner would reduce negative impact in neighbors of potential SE location + reduce negative impact on business district
- The comment today on lack of east car circulation resonated. Adding traffic/ congestion to street in front Rieke
- Same with comments on the reality of transportation
 - Many (most) students will continue to arrive by car, either parking their cars or getting dropped off
 - This is an opportunity to manage traffic to the benefit of the neighborhood.
- Prioritize access from North as well as South
- For Additional Feedback
 - Additional feedback can be sent through PPS - CPC website or emailed to PPS
 - **Website**
 - pps.net/IdaBWellsBond
 - **Email**
 - WellsBond@pps.net

Additional Feedback?

Website: pps.net/IdaBWellsBond

Email: WellsBond@pps.net

Meeting Adjourned at 2:50 PM