School: The building is 'the proverbial albatross'

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Broadway Middle School had asbestos inspections performed in 2016 and 2019 with no reduction in asbestos containing building material, Patrick Duhachek wrote.

Federal regulations require damaged thermal system insulation to be cleaned and repaired and replaced.

"Nothing has been done 2016," since Duhachek wrote. "Should we even be using this building and putting children in it?"

Duhachek cited a 2013 report showing the building had "moderate to high" collapse potential.

City Councilor Randall L. Frank, who said he was also speaking as a private citizen, said \$4 million to \$5 million needs to be spent just to keep the building watertight by replacing the roof and all west-facing windows.

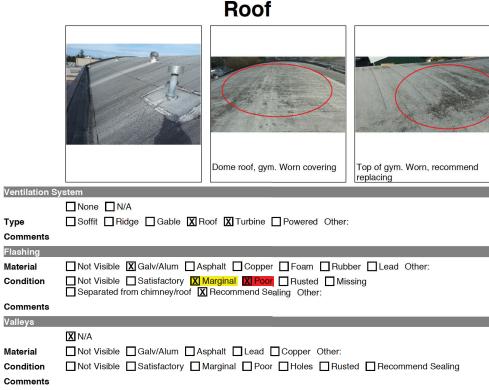
The middle school building on the sales market after the Seaside School District moved to a new campus on Spruce Drive, "has served its useful life span," Montero said.

Montero, who acquired school inspection records back to 1988, said the school district has long known that the middle school comes with many hazards and high remediation costs.

The building is "the proverbial albatross," she said. "Given the cost of remediation and the probable impossibility of correcting all deficiencies, is BMS, in fact, a worthless building?'

Montero also questioned its ability to be financed and insured. "It's not beyond reason to predict that within several years SEPRD will decide that the building needs to be torn down and a new facility built."

This would cost more than the \$20 million bond proposed and voted down in 2018 to expand the Sunset Pool facility, she said.



Condition of Roof Coverings	
Roof #1	□ Satisfactory X Marginal X Poor □ Curling X Cracking □ Ponding □ Burn Spots □ Broken/Loose Tiles/Shingles □ Nail popping X Granules missing X Alligatoring □ Blistering □ Missing Tabs/Shingles/Tiles □ Moss buildup □ Exposed felt □ Cupping □ Incomplete/Improper Nailing □ Recommend roofer evaluate □ Evidence of Leakage
Roof #2	N/A Satisfactory Marginal Poor Curling Cracking Ponding Burn Spots Broken/Loose Tiles/Shingles Nail popping Granules missing Alligatoring Blistering Missing Tabs/Shingles/Tiles Moss buildup Exposed felt Cupping Incomplete/Improper Nailing Recommend roofer evaluate Evidence of Leakage
Roof #3	X N/A Satisfactory Marginal Poor Curling Cracking Ponding Burn Spots Broken/Loose Tiles/Shingles Nail popping Granules missing Alligatoring Blistering Missing Tabs/Shingles/Tiles Moss buildup Exposed felt Cupping Incomplete/Improper Nailing Recommend roofer evaluate Evidence of Leakage
Comments	

Two middle school roofs receive ratings of "poor" in a report delivered to the Sunset Empire Park and Recreation District.

Reports describe seismic deficiencies, the need for total roof replacement and 10 areas showing positive for asbestos.

A more comprehensive structural evaluation is necessary to fully identify all potential seismic deficiencies, the inspection report states, to quantify the risks associated with them, and determine what retrofit measures may be employed to mitigate those risks.

The report, from the Building Advisory Group Inc., based in Madras, said the 72,557-square-foot building will continue to have ongoing roof leaks. The report describes horizontal and vertical cracks at the center of the gym.

All windows should be replaced, they write, and several bathrooms are missing toilets and sinks.

"Overall this building does have positive features with negative issues that should be addressed. With any new remodeling this property will need to be brought up to ADA (Americans with Disabilities Act) codes," the report states.

A structural study delivered on Dec. 4 said that seismic deficiencies could put portions of the building at risk of partial collapse or present a falling hazard during a major seismic event, endangering the safety of building occupants.

According to a report delivered in September by A.W.E. Environmental, of 60 samples, 10 came back positive for asbestos in the building. The asbestos remains encapsulated, however, and unless it becomes exposed, likely through demolition, does not pose a public safety hazard.

Walls at the older gym were found "to be in poor condition" Morrison Hershfield, engineers and managers based in Portland, said in a due diligence assess-

evaluate and identify the current condition of elements of the middle school building. including the exterior wall cladding, glazing and roofs.

Building envelope components at Broadway Middle School are in poor to moderate condition and some components require immediate replacement to stop active leaks, they write. Others require maintenance and further assessment. A subtotal

ment delivered this month to of immediate repairs is \$3.77 million. Overall totals within the next 10 years are estimated at \$4.46 million.

"There are times when one just needs to walk away from what appears to be a dream and not because it was a bad idea but because it just won't 'pencil out," Frank said. "In my opinion this does not necessarily end the desire to acquire the property but may be an opportunity to regroup and explore other ideas.



Policy: 'Embedded in our mission is the word 'equitable''

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The state passed All Students Belong as a health and safety rule after a student sent a letter to Gov. Kate Brown in July, asking for help. "Banning the Confederate flag is far more than just an act to please some people," the student wrote. "It shows students and educators that the state of Oregon sees them in their struggles to be considered equal and aiding in the fight against racism."

The policy is arriving as the district is nearly three years into completing comprehensive work on equity. "Embedded in our mis-

help guide the process.

Board member Sondra Gomez said she is grateful to have taken part in many of the conversations regarding equity.

"It was good insight to hear what people are feeling currently, as well as how we can continue to look at ways to serve all the students in

In response, Brown urged educators to take action to address the adverse impact hate symbols and hate speech have on students.

In a September letter instructing superintendents and districts to adopt policies and procedures prohibiting the use and display of hate symbols, the Oregon Department of Education said that this student's experience is not alone.

In the past few years, the department has received complaints and been made aware of multiple incidents involving hate symbols that have disrupted education for students across Oregon.

The district's new policy applies to both in-person and distance learning. In responding to the use of any symbols of hate, the district will use nondisciplinary remedial action whenever appropriate.

At the meeting, the district also adopted a new procedure for how staff members, administrators and other leadership should proceed if they witness or hear about a potential bias incident.

According to Superintendent Susan Penrod, staff from all schools will be trained on the details of both the policy and the administrative rule, and it will be enforced districtwide. She also plans to present more in-depth information to parents, families and the community this month.

sion is the word 'equitable,' said Sande Brown, director of curriculum in Seaside.

Sande Brown will help spearhead the effort with assistance from two consultants from the California-based National Equity Project, Ana Moreno and Tom Malarkey.

According to Sande Brown, the district's equity team is taking a complex systemic approach.

"In a system like a school district, there are many, many moving parts," she added.

Over the past few years, the team has met with administrators, staff members and teachers to clarify what equity means and identify what education would look like if the schools were serving students and families equitably.

"As we move into the building, what are the policies and procedures, as well as the design, that we could have in place to be equitable?" Sande Brown said.

The team is also working to figure out how to embed equity into the system, which means approaching policy, procedure and practice through an equity lens.

"You have a series of questions to ask yourself as you're planning and making decisions for your district, Sande Brown explained. Questions like, "Who does it impact?" "Who has opportunities and who does not?" and "Whose voices are at the table and whose voices are not?"

The answers to these questions should guide the district and everyone who serves within it as they make determinations about budget, curriculum, instruction and building design, for example.

Penrod is also developing a student advisory group and parent advisory groups to

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