

DRAFT
H1 Facilities Bond Program FAQ
January 2017

On November 8, 2016, the voters approved [Measure H1](#), authorizing Piedmont Unified to sell up to \$66 million in school construction bonds. The District will use bond funds to implement its [Facilities Master Plan](#), to modernize and improve school facilities to better support its education programs.

Measure H1 was approved by 74% of the Piedmont voters, and the District is grateful for this remarkably strong community support for education. District staff are looking forward to working with the community in the first phase of the H1 Facilities Bond Program, to identify and develop conceptual options to most efficiently and effectively implement the Facilities Master Plan.

An overview of the H1 Facilities Bond Program follows. If you have questions or comments about this, please contact Director of Facilities Pete Palmer at ppalmer@piedmont.k12.ca.us

What is the “Facilities Master Plan”?

During 2015-16, Piedmont Unified assessed its facilities to determine whether they support changing educational programs and goals, and develop a plan to ensure that facilities enhance educational programs now and in the future. This Facilities Master Plan is intended to further the fundamental goal of educational excellence.

Why is Facilities Master Planning needed?

Educational programs and objectives must keep pace with the changing needs of the world outside the classroom. Readiness for higher education and future careers requires different types of knowledge, different educational experiences, and a different set of skills than in the past. To serve the needs of students, it is essential to offer students a broad range of educational opportunities. For example, students must have the opportunity to: learn through project-based exploration, collaboration, and presentation; investigate the connections among the sciences, and develop and test hypotheses; work individually, in small groups, and in large groups; complete service projects; and take full advantage of modern educational technologies.

The purpose of the Facilities Master Plan is to address current and future educational needs of students and ensure that facilities provide both the functionality and capacity to support educational excellence.

Haven't the schools been modernized?

Yes and no. Piedmont Unified recently completed seismic safety and technology modernization programs. The elementary schools were renovated or rebuilt to better withstand earthquakes, and all facilities have new technology infrastructure. Nonetheless, the middle and high schools have not been modernized, and many of their building systems have reached the end of their useful life and must be replaced. Also, educational needs have changed since these schools were constructed, and both additional and different kinds of facilities are needed.

How have educational needs changed?

Since the middle and high school buildings were constructed, course offerings have become more varied and some courses require specialized classrooms and labs - particularly in the fields of science, technology and engineering. Course work now incorporates collaboration in small groups and presentations, but undersized classrooms and heavy, inflexible furnishings make it difficult to reconfigure classrooms to support these activities. Lab work requires safe and suitable space for group projects and project storage, and inadequate labs, in fact, constrain teaching and learning opportunities. Additional specialized facilities are needed to offer or expand courses in film, web design, theater arts (including set and lighting design), graphic arts, culinary arts, and sports medicine, among others.

Why fix something that isn't broken?

Piedmont Unified provides an excellent education, so some have asked whether facilities upgrades are really needed. There are significant reasons for investing in facilities improvements:

- Investment in facilities at the middle and high schools is now overdue and unavoidable. These schools have antiquated mechanical, electrical, and plumbing systems that have reached the end of their useful life. These systems are inefficient and expensive to operate, and require either overhaul or replacement.
- The middle and high schools do not have a sufficient number of classrooms to support current and projected enrollment. The middle school needs at least three additional

classrooms, and the high school needs at least two additional classrooms and one additional science lab.

- The District has identified a range of vital educational needs -- from the need to provide extended-day kindergarten to the need for modern science labs and “maker spaces” -- that can be addressed only through facilities improvements.
- Serious deficiencies that distract from and undermine the learning environment include poor sound insulation, poor ventilation, poor climate control, and insufficient restrooms. At the middle and high schools, noise transfers among rooms, making it difficult for students and teachers to hear each other. At all schools, climate control measures and improved ventilation are needed to prevent classrooms from overheating in warmer months.
- Modernization of antiquated facilities is needed to keep pace with surrounding public and private schools, which are investing millions of dollars in STEAM (science, technology, engineering, arts, and mathematics) facilities. These schools include: Miramonte High School (Orinda); Campolindo High School (Moraga); Skyline High School (Oakland); Monte Vista High School (Danville); San Mateo Union High School (San Mateo); Bishop O'Dowd (Oakland); Head Royce (Oakland); Bentley (Lafayette); College Preparatory School (Oakland); Redwood Day School (Oakland); and De La Salle High School (Concord).

How was the Facilities Master Plan developed?

Assessment of whether Facilities Support Educational Goals

During the Fall of 2015, nearly 30 District educators and administrators met four times to discuss the educational programs and goals, and the educational appropriateness of the existing facilities.¹ The group discussed: current and future educational needs of students;

¹ This team included: Randall Booker, Superintendent; Song Chin-Bendib, Chief Business Officer; Pete Palmer, Director of Maintenance, Operations & Facilities; Dr. Cheryl Wozniak, Director of Curriculum & Instruction; Stephanie Griffin, Director of Instructional Technology; Michael Brady, Director of Alternative & Adult Education; Julie Valdez, Director of Special Education; Brent Daniels, Principal of PHS; Ken Taylor, Elementary Admin Rep; Sati Shah, Principal of MHS; Ryan Fletcher, Principal of PMS; Courtney Goen, Virginia Leskowksi, Marna Chamberlain, PHS Teacher Reps; Ken Brown, MHS Teacher Rep; Amy Savage, Carolyn White, Logan Medina, PMS Teacher Reps; Ras Medura, PUSD Custodian; Mike Wong, PMS

classroom functionality and capacity; whether the school sites provide an environment that is appropriate, comfortable and conducive to learning, including classroom size, acoustics, air quality, ventilation, and climate control; student safety and security; and current and future facilities use by the broader Piedmont community. The group consulted with the Piedmont Police Department, Piedmont Recreation Department, and school security professionals.

Assessment of Physical Condition of Facilities

During the same time period, a team of architects and engineers assessed the condition of each school facility including: educational appropriateness; mechanical and plumbing systems; safety and security; energy efficiency; and fire/life/safety and accessibility code compliance. This team consulted with the Piedmont Police Department, Recreation Department, Department of Public Works, and school security professionals concerning site security and community use. The team also developed a “solar master plan” with the Bay Area Air Quality Management District to generate enough solar power to offset all of Piedmont Unified’s energy use.

This assessment was informed by California Department of Education (CDE) standards and guidelines concerning classroom size and features.² The project team also consulted with the Collaborative for High Performance Schools (CHPS), a non-profit organization that specializes in school design that is versatile, energy-efficient, and provides a healthy educational environment. For example, CHPS has developed models for: maximizing flexibility of classrooms so they can be easily reconfigured for project-based learning and other purposes; integrating outdoor space for educational purposes; and incorporating natural light and

Classified Rep; Lydia Adams, Kelly Wallis, Havens Teacher Reps; Lianne Morrison, Kathleen Schneider, Wildwood Teacher Reps; Anne Valva, Raul Jorcino, Beach Teacher Reps.

² For example, CDE recommends at least 960 square feet of classroom space for a class of 25-30 students, and at least 1350 square feet for a kindergarten class. For a science classroom, CDE recommends at least 1400 square feet but prefers at least 1600 square feet.

The recommended ventilation for classrooms is eight “outside air changes” per hour. Without adequate air changes, air becomes stagnant and carbon dioxide accumulates. At the high school and middle school, there are classrooms with zero air exchanges per hour. In some of these classrooms, the only ventilation is to open a window, but cold temperatures preclude this for part of the year.

The recommended acoustics (or “sound transmission”) rating for classrooms is at least 50, but at the middle school and parts of the high school this rating is zero. This means that measurable background noise, which is supposed to be at or below 25 decibels, is typically above 35 decibels.

energy-efficient materials. The team also reviewed school specifications promulgated by Makers groups.

Community Meetings at each School Site

Piedmont Unified hosted a series of facilities tours and public meetings at each school site to gather community input concerning the adequacy of school facilities.³ Educators, students, families, and the broader Piedmont community were encouraged to participate.

Board of Education Meetings

In addition to receiving progress reports at its regular meetings, the Board of Education held a special meeting on December 14, 2015 to review all input received at the school site meetings. As with the site meetings, the December 14 meeting was publicized in the school bulletins, school newspaper, and local newspapers, and all members of the public were encouraged to participate.

Following this meeting, the District created a draft Facilities Master Plan that combined (1) the assessment of the educational appropriateness of facilities with (2) the assessment of the physical condition of facilities and (3) community input received. The project team also developed two illustrations -- for purposes of discussion and soliciting further community input -- demonstrating different approaches to implementing the Plan. The draft Plan was presented at the following Board of Education meetings: January 12 and 19, February 10, March 9 and 23, May 11 and 25, and June 22. The Plan was adopted at the June 22, 2016 meeting.

What needs are identified in the Facilities Master Plan?

Piedmont Middle and High Schools⁴

³ The school site meetings were held as follows: PHS (10/26/15); PMS (11/2/15); MHS (11/5/15); Havens (11/12/15); Wildwood (11/19/15); Beach (11/30/15); and PHS/MHS (12/1/15).

⁴ Piedmont Unified has two high schools and one middle school, clustered together at 740-800 Magnolia Avenue. Piedmont High School has 39 classrooms, roughly 110,000 square feet of building space, and 871 students enrolled for 2015-16. PHS consists of several separate facilities that were constructed in the 1920s, 1930s, 1960s, and 1970s, and includes classroom buildings, the Student Services building, Binks Gym, Alan Harvey Theater, and the Witter Field complex. Millennium High School is an alternative high school that shares space with PHS and the District's administrative offices. MHS has 4 classrooms (1 that is shared with PHS) and 80 students. Piedmont Middle School has 33 classrooms, roughly 85,000 square feet

- To accommodate current and projected enrollment, the middle school needs at least three additional classrooms and the high school needs at least two additional classrooms and one additional science lab.
- To support STEAM education, labs must be configured with sufficient preparation, collaboration, project, presentation, and storage space.
- To provide an educationally appropriate, comfortable and secure learning environment, sound insulation, ventilation, climate control, and additional restrooms are needed.
- To support a range of teaching strategies -- including quiet study, research, small-group collaboration, project work and exploration, presentations, and formal instruction -- classrooms must be modernized and furnished for maximum versatility.
- Antiquated mechanical, electrical, and plumbing systems must be replaced.
- To sustain, improve and expand course offerings, specialized facilities are needed:
 - The high school cafeteria, Piper Cafe, is used as the culinary arts classroom and for conferences, presentations, professional development programs for educators, and parent education programs. Nonetheless, use of the Cafe kitchen for career technical education programs in culinary arts means that the kitchen is not available for its original cafeteria purposes during class time. For this reason, the Cafe kitchen can support one section only of the culinary arts class. Also, the cafeteria is not well-suited for conferences and presentations due to poor acoustics. Additional teaching, conference, and presentation space is needed.
 - Alan Harvey Theater is used daily as a classroom, as well as for assemblies, rehearsals, performances, and community events. The Theater lobby is also used on a regular basis for small group meetings and rehearsals. The Theater is undersized for the current school population, does not adequately support the performing arts programs and needs for performance space, does not support Community needs for presentation and performance space, and does not comply

of building space, and 683 students enrolled for 2015-16. PMS buildings were constructed in the 1970s and 1990s and include the Science Building and Morrison and Redford Gyms.

with current fire/life/safety and accessibility codes. Additional seating capacity and additional teaching, rehearsal, and ancillary backstage spaces are needed.

- Course offerings in sports medicine and related fields require dedicated space and equipment that support instruction in physiology, athletic training, nutrition, preventative care, and rehabilitation techniques. This space differs from typical classrooms, in part because training tables and equipment storage is needed.
- The turf on Witter Field has reached the end of its useful life and must be replaced. In addition, underground drainage is inadequate and must be improved to protect the new turf from stretching and tearing due to the pooling of water from Bushy Dell Creek under the surface. These improvements are critical to preserve and enhance student athletics.
- To support the social and emotional health of students, additional, private meeting space is needed at the middle school for Wellness Center programs.
- To the extent feasible, parking and traffic issues should be mitigated. The District has been working with the City of Piedmont to reduce traffic congestion along Magnolia Avenue during drop-off and pick-up times with new parking zones, permits, and signage. Off-street, paved parking is desirable for faculty, staff and visitors although the constrained area around the middle and high school campuses makes this difficult. The District and the City are continuing to explore possible solutions for Magnolia Avenue.

Piedmont Elementary Schools⁵

- Extended-day kindergarten is needed to better serve students. The District currently offers half-day kindergarten due to space constraints. Nonetheless, a growing body of research suggests that extended-day kindergarten produces greater learning gains than half-day programs. Furthermore, elementary school curriculum is developed based on the assumption that kindergarten is a full day, so offering half-day-only kindergarten

⁵ Piedmont Unified School District has three elementary schools. Beach Elementary (100 Lake Avenue) has 18 classrooms, roughly 35,000 square feet of building space, and 334 students enrolled for 2015-16. Beach was modernized and seismically strengthened in 2011 and 2012. Havens Elementary (323 Highland Avenue) has 23 classrooms, roughly 51,000 square feet of building space, and 498 students enrolled for 2015-16. Havens was built in 2009. Wildwood Elementary (301 Wildwood Avenue) has 15 classrooms, roughly 20,000 square feet of building space, and 311 students enrolled for 2015-16. Wildwood was modernized and seismically strengthened in 2010.

necessarily means that students are not covering all recommended curriculum. For these reasons, additional kindergarten classrooms are needed.

- Climate control measures are needed to prevent classrooms from overheating and provide a comfortable learning environment. Ambient classroom temperatures exceed 80 degrees at least 30 school days per year.⁶
- All three elementary schools need additional shade for the outdoor recreational areas.

All School Sites

- Additional support spaces and meeting rooms are needed to meet current teaching needs.
- To the extent feasible, each campus should have a secure perimeter and administrative oversight over the access points to enhance safety and security. At the same time, facilities such as fields and playgrounds should be unlocked and open for community use and enjoyment during non-school hours.

How will the Facilities Master Plan be used?

The Facilities Master Plan is a long-range planning document that will guide short-term and long-term facilities improvements. Piedmont Unified cannot afford to address everything in the Plan *at one time*, and that is not the intent. Instead, the District will have to prioritize the work and propose a series of bond measures over time, seeking voter approval to make these improvements in phases.

What will it cost to implement the Facilities Master Plan?

District staff worked with architects, engineers, and three general contractors, each with extensive experience in public school construction, to develop detailed cost estimates for implementing the Plan. *If all work identified in the Facilities Master Plan were to be addressed in a single (multi-year) phase, the estimated cost is \$137 million.* This includes hard costs (cost

⁶ All elementary classrooms were supposed to get air conditioning and climate control features when they were renovated as part of the seismic safety program. However, in order to ensure completion of the seismic work, the installation of air conditioning units was deferred for budgetary reasons.

of construction), soft costs (architectural and engineering fees, state design review fees, inspection and permit fees, utilities fees, estimated price escalation over the next few years, and furnishings, fixtures, and equipment), and contingency funds. Nonetheless, Piedmont Unified cannot afford to address everything in a single phase. Instead, the Plan will be implemented in phases and actual cost will depend on the scope and sequence of each phase, which have yet to be determined.

How will the District prioritize the work?

Piedmont Unified's Board of Education will prioritize improvements based on educational needs and goals, considering input from the school community, broader Piedmont community, and City of Piedmont. The Board held a series of public meetings and conducted a public opinion poll concerning the community's priorities in the Spring of 2016, prior to proposing Measure H1 to the voters on November 8, 2016. In addition, the Facilities Steering Committee (FSC), which plays a significant role in bringing community viewpoints and professional expertise into the management and oversight of the District's capital projects, made recommendations concerning bond program priorities in May 2016.

In summary, the FSC concluded:

- ❑ Recognizing that it is not possible to address all of the needs identified in the Facilities Master Plan within the current "bonding capacity," Piedmont High School campus should be the primary focus because the PHS buildings are the oldest in the District with the most severe physical needs, because PHS serves all Piedmont students in their highest level of education in the District, and because supporting high school STEAM education (Science, Technology, Engineering, Art, and Mathematics) is a paramount educational goal.

- ❑ Investment in new classrooms at the elementary schools to support extended-day kindergarten is also a high priority.

- ❑ The Board of Education should not seek to "do the minimum" by repairing or replacing failing systems only. The Committee determined that it would not be a good value to invest in a building -- such as Piedmont Middle School -- if the building is nearing the end of its useful life and the improvements will not extend its useful life.

(See the [Facilities Steering Committee recommendation](#) here.)

The Committee did not recommend a specific design concept. Instead, more public input is needed to determine the scope and sequence of projects, assess the educational benefits and trade-offs of the various options, identify additional options, and determine the best solutions. Additional public meetings for this purpose are planned for March through May, 2017.

How will the District fund these improvements?

In California, school districts typically finance capital improvements by issuing bonds. The money is repaid over a period of years with property tax revenue. Property tax revenue is determined by the *assessed* value of real property (not market value), and the total cost to taxpayers depends on the interest rate and the repayment period.

To issue bonds, approval by 55% of local voters is required (Measure H1 was approved by 74% of the Piedmont voters). In addition, aggregate debt issued by the district may not exceed 2.5% of assessed value of the district's taxable property. Also, bonds may be issued only if the estimated *tax rate* levied to repay the bonds does not exceed \$60 per year per \$100,000 of assessed value of the taxable property.⁷

Piedmont Unified's bond financing consultant, KNN Public Finance, reported that the District's "bonding capacity" is now roughly \$66 million, and this number will increase over the next few years as previously-issued school bonds are retired. (To see KNN's presentation to the Board of Education on January 13, 2016, click here: <https://goo.gl/FHWzgl>)

Consistent with this advice, the District proposed the \$66 million Measure H1.

Is the District eligible to receive State funding for these projects?

The District is likely eligible for state matching funds to help pay for modernization of the middle and high school facilities. Eligibility is based on the age of buildings, student population, and past receipt of state modernization funds. The District estimates that it is eligible to receive between \$4.8 million and \$6.47 million in state funds, provided that Piedmont Unified offers a 40% match.

⁷ California Education Code section 15270 imposes these limits on the sale of school construction bonds.

The actual amount of the state modernization grant would depend, in part, on the extent of accessibility and fire life/safety code compliance work that is required by California's Division of State Architect (DSA) in the final project scope. In addition to State *modernization* funds, Piedmont Unified is eligible to receive state grants for water and energy conservation projects. The District will receive a \$650,000 DROPS (Drought Response Outreach Program for Schools) grant for water conservation enhancements on the high school campus, and \$420,000 over five years for energy efficiency and conservation improvements across the District.

Will there be continuing community involvement in implementation of the Facilities Master Plan?

Yes. To be most effective, facilities projects require ongoing community involvement and oversight. Piedmont Unified has long relied on a facilities steering committee to oversee both the Seismic Safety Bond Program (SSBP) and the Modernization Program (MP), and both programs were completed on time and on budget. Specifically, the SSBP Steering Committee and the MP Steering Committee met regularly with District staff, architects, and construction managers to oversee planning and management of individual projects and program financing. Members of these committees contributed significant professional expertise and helped guide these programs to successful completion.

As noted above, during the Spring of 2016, the Steering Committee studied the Facilities Master Plan and helped prioritize the work in anticipation of Measure H1. The Steering Committee will also oversee implementation.

The community members currently serving on the Steering Committee are: Sally Aldridge; Angel Fierro; John Gibbs; Grier Graff; Brad Hebert; Robert Hendrickson; John Lambert; Lane Lin; Bernard Pech; Rick Raushenbush; Clark Thiel; and John Welch. District staff who serve on the Committee include: Superintendent Randall Booker; Assistant Superintendent Song Chin-Bendib; Director of Facilities Pete Palmer; and Board of Education Members Andrea Swenson and Doug Ireland.

When the Facilities Master Plan is implemented, will students be relocated during construction? If so, would the relocation site be outside of Piedmont?

Whether temporary relocation of students will be needed will depend on the scope and sequence of campus improvements, and these have yet to be determined. The work identified at the *elementary* campuses could be completed over summers, when no students are on campus, so there would be no relocation issue.

The District hopes to avoid relocation of middle and high school students to a temporary school site for several reasons. Relocation adds considerable expense to construction projects and can be disruptive for students and staff. Also, as a practical matter, there are few, if any, appropriate relocation options within or close to Piedmont. The District hopes to avoid relocation through careful sequencing of the implementation plan. For example, the Facilities Master Plan calls for additional middle and high school classrooms and labs to ease overcrowding and meet program needs. If new classrooms and labs are constructed first, the new facilities could then be used as “temporary housing” while older buildings are modernized. If phased properly, students could be cycled through the new facilities throughout the renovation, so all students would remain on the Magnolia campus.

A few years ago the District proposed a bond measure to renovate Alan Harvey Theater and voters did not approve the measure. Are improvements to the Theater included in the Facilities Master Plan?

Yes. Alan Harvey Theater is undersized for the current school population, does not adequately support Piedmont Unified’s performing and theater arts programs, and does not comply with current fire/life/safety and accessibility codes, so the Facilities Master Plan includes these improvements.

The District received a range of feedback about why voters did not support the Alan Harvey Theater measure. Many voters questioned how the proposed theater improvements fit within an overall plan for facilities, particularly plans for STEAM labs and for modernizing antiquated classrooms at the middle and high schools. Based in part on this feedback, Piedmont Unified has now completed its comprehensive Facilities Master Plan.

The City of Piedmont has its own Master Plan. How is Piedmont Unified School District’s Facilities Master Plan related to the City’s Plan?

The City of Piedmont and the Piedmont Unified School District are distinct legal entities, and the regulatory oversight for their capital improvements and funding are separate. For example, all

proposed public school construction in California must be reviewed and approved by the Division of State Architect (DSA), which has the authority to require that school projects include accessibility and life safety improvements to bring school facilities into compliance with current building codes. City projects are not subject to this DSA review.

Although the City and the School District capital programs are subject to different rules, procedures, and oversight, there is a commitment to confer and collaborate to the greatest extent possible. Specifically: there are regular liaison meetings between the City Council and School Board; Pete Palmer, Piedmont Unified's Director of Facilities, participated in the City's planning group concerning the aquatic center, and contributed to the City's pedestrian and traffic safety plans; then-Chief of Police Rikki Goede and Recreation Director Sara Lillevand have consulted on the schools' Facilities Master Plan; Fire Marshall Dave Swan worked with Piedmont Unified on a comprehensive fire/life/safety assessment and participates in active fire drills at the school sites; Director of Public Works Chester Nakahara consults on parking and pedestrian safety as well as storm drains, utilities, and other improvements that are coordinated between the City and School District.

What can bond funds pay for?

Bond funds may be used only for the reconstruction, rehabilitation, or replacement of school facilities as authorized by the voters, and to furnish and equip school facilities. Specifically, bond funds can be used to pay for the following:

- Professional fees for program management, architectural services, structural engineering, environmental consulting, construction management, testing and inspection, inspector of record, and Division of the State Architect services;
- detailed schematic drawings for each project;
- actual construction costs of repairing, upgrading, and/or rebuilding the identified buildings;
- accessibility work necessary based on the Division of the State Architect requirements;
- interim student housing costs if applicable; and
- contingencies and allowances for cost increases for labor, materials, and other unknowns that may be identified during the course of the multi-year construction program.

Bond funds may not be used to pay for teacher and administrator salaries and other school operating expenses.

When will the bonds be issued?

The District will issue bonds as needed. The first bond sale is likely to be in April 2017.

When will the bonds be fully repaid?

Based in part on the projected growth in assessed real property values in Piedmont, the District expects the bonds to be fully paid off around the year 2045.

What oversight is in place to ensure that the bond funds are used properly?

The Program Manager will provide quarterly financial reports to the District, including budget information and actual costs incurred to date for the overall construction program and each of the major projects. On an annual basis, independent auditors will conduct a review and examination of the bond program and its financial reports.

In addition, as provided in Education Code Section 15278, a Citizens' Oversight Committee will review and report to the public concerning the expenditure of bond program funds. Meetings of the COC are open to the public and all are welcome to attend. The COC is comprised of individuals from local businesses, senior citizen organizations, organizations involved with schools, a tax payers' organization, legal, technical, and financial advisors, as well as involved parents of children residing in the Piedmont Unified School District. The COC members are:

- ❑ **Grier Graff**, a community member who has served on the Board of Education and a broad range of City of Piedmont and PUSD commissions and committees, including the Seismic Safety Bond Program Citizens Oversight Committee.
- ❑ **Julie Caskey**, a parent and attorney who has served on elementary and middle school parent boards.
- ❑ **Adam Christensen**, a parent and technology executive with experience in technology investment.
- ❑ **Kim Dao**, a parent with brand and team management experience.
- ❑ **Andrew Hempeck**, a parent and member of the Parcel Tax Subcommittee, with experience in capital markets
- ❑ **Kyung-Hee Howard**, a community member with experience in capital markets and bond sales.
- ❑ **Jonathan Levine**, a parent and attorney who has served on the Piedmont City Council and a broad range of City of Piedmont commissions and committees.
- ❑ **Melissa Wilk**, a parent and auditor for Alameda County who previously served as an administrative finance manager for Alameda County.

The COC will issue an annual report to the community about the management and expenditure of bond program funds and inspect the bond program projects during construction.