



JEFFERSON HIGH SCHOOL  
CONCEPTUAL MASTER PLAN REPORT: APPENDIX



# APPENDIX

## APPENDIX A - Conceptual Master Planning Committee Meetings

Presentations

Meeting Notes

## APPENDIX B - Steering Committee Meetings

Meeting Notes

## APPENDIX C - Community Forum & Open House

## APPENDIX D - Technical Reports

Geotechnical Evaluation

Conceptual Structural Narrative

Historic Site Form

Title Report

District EUI Targets & Efficiency Strategies

Survey Map



## APPENDIX E - Area Program

DRAFT



PRESENTATION - CMPC#1

PRESENTATION - CMPC#1

JEFFERSON HIGH SCHOOL

## Conceptual Master Plan Committee

### Vision & Goals


CMPC Meeting #1  
October 14, 2019

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### AGENDA

<b>Welcome / Introductions / Background</b>	<b>35 minutes</b>	JHS / PPS / CMPC / Bora
<b>Conceptual Master Plan Process</b>	10 minutes	Bora / PPS
<b>Activity: A Reimagined Jefferson</b>	65 minutes	CMPC
<b>Next Steps</b>	5 minutes	PPS / Bora
<b>Public Comment Period</b>	5 minutes	

## CMPC CHARTER



**CONCEPTUAL MASTER PLANNING  
MASTER PLANNING COMMITTEE CHARTER**

**Purpose and Role**  
The Conceptual Master Planning Committee (CMPC) will advise the Project Team in developing a comprehensive, equitable, integrated and visionary school design with authentic school community engagement. The District's project team will work directly with the CMPC to ensure that the norms and aspirations are understood and considered.  
The CMPC will be a part of the multifaceted planning & stakeholder engagement process including District & school staff, students, and the consultant design team; this process will include consideration of background guiding documents, building, site, budget and regulatory requirements that must be used in evaluating conceptual master plan options.  
CMPC members' role and responsibilities:  
• Attend meetings to advise project team on school community concerns, issues, goals and aspirations.  
• Abide by code of conduct for the CMPC.  
• Report to and bring feedback from groups and organizations CMPC members represent.

**Project Scope**  
The conceptual master planning process will determine each school's overall program needs, site layout, and estimated costs for historic modernization vs new construction. The purpose of this early planning effort is to more accurately determine the cost estimates for the modernization/rebuild of that school. This information will help PPS in the planning of future capital improvement bonds. The schedule for the full modernization or rebuild of these schools has not been determined at this time. It could be contingent on the passage of a future school building improvement bond. At that point, PPS will move forward with full Master Plans to provide timely and relevant guidance for the design and construction that will immediately follow.  
There will be an outreach and engagement effort by which community members will aid in developing the conceptual master plans. Members of each high school community will have the opportunity to join a Conceptual Master Planning Committee which will be part of a collaborative process with design teams to develop a vision, program and concept for each school. The CMPC will consist of parents, teachers, students, and community stakeholders who work together to help provide feedback for the development of the conceptual master plans. CMPC members synthesize community-wide input and share the evolving details of the project to others in the community. While CMPC members do not make decisions, their input is crucial in creating a design that the entire community can be proud of.

**Membership**  
CMPC members will be expected to serve for up to 2 months throughout the conceptual master planning phase.  
District Staff will select and appoint CMPC members through an open application process. Additional applicants may be recruited to ensure balanced and full representation of the school community.

**PPS Source: Reimagined Jefferson**

The CMPC will nominate a **Chairperson** or **Co-Chairpersons** to assist in CMPC meeting agenda & presentation review, meeting planning meetings and meeting protocol. PPS staff/employees and Board members may not serve as Chairperson/Co-Chairpersons.  
The CMPC should include at least one member from each of the following stakeholder groups: school parents, neighborhood parents, neighborhood associations, business associations, school program, potential site and/or capital partners, students, and teachers, in addition to a school board representative.  
A member wishing to resign from the CMPC shall do so in writing to the District's project manager; e-mail is acceptable.  
If a member fails to attend two consecutive CMPC meetings without reasonable excuse, or otherwise becomes unable to serve on the CMPC, the District's project manager may declare the position on the CMPC to be vacant and appoint another appropriate person to the CMPC.

**CMPC Meeting Schedule & Format**

- Estimated commitments include: Four CMPC meetings during the 2019-20 school year. Timing of these events will be aligned with overall project schedule and other school and district stakeholder engagement.
- See attached CMPC Meeting Schedule.

CMPC meetings locations are included in attached CMPC Meeting Schedule.  
CMPC meetings are open to the public and provide an opportunity for public comment; meeting materials and meeting notes will be posted online.  
Opportunity for public comment will be provided at the end of each meeting. Public comment will be limited to 10 minutes with a maximum of 3 minutes of testimony per person. Those wishing to provide testimony to the CMPC will need to sign up at the meeting. Testimony will occur in order of arrival. Comment cards will be provided at each meeting. The public is encouraged to provide written comments to the CMPC.

**Project Team**  
The project team will be comprised of architects, engineers, planners, the Office of School Modernization (OSM) project manager and department staff. They will provide agendas, presentations and site considerations; the project team will also facilitate discussions, record input, develop analysis and options for CMPC meetings.  
The OSM project manager, as the District's primary point of contact for the project, will oversee CMPC meetings and public participation events. All communications from CMPC members outside of CMPC meetings should be directed to the PPS project manager.  
Project decision making will be the responsibility of the Office of School Modernization in collaboration with other District Leadership as required. CMPC members perform in an advisory role only, and are not official District representatives.

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### CMPC CODE OF CONDUCT

- Make every effort to attend every meeting, to arrive on time, and to be prepared.
- If you know you must be absent, advise the committee support staff in advance.
- Do not criticize board members, staff members, other committee members, or any citizen in public. Letters and e-mails to any district personnel or elected official is a public document.
- Speak when recognized by the facilitator. Don't interrupt or engage in side conversations when another committee member is speaking.
- Be brief and to the point.
- Say what you mean and mean what you say; no political speeches; don't posture or grandstand.
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- Share credit generously. Spread opportunities to get positive recognition.
- Support the legitimacy of committee outcomes, even those you don't agree with. When a decision is made, move on.
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- Everyone does not have to weigh in on every question. Sometimes it's OK to just be present.
- Affirm the dignity and worth of the services rendered by Portland Public Schools and maintain a constructive, creative and practical attitude toward PPS affairs and a deep sense of social responsibility as committee members.
- Recognize that the chief function of PPS at all times is to serve the best interest of all its students.
- Refrain from activities which undermine public confidence.
- Be respectful of all people at all times.

*Violation of these committee rules of conduct will result first in a written warning and may ultimately result in removal from the committee.*



PRESENTATION - CMPC#1

PRESENTATION - CMPC#1

CMPC RULES OF ENGAGEMENT

Participation is limited to CMPC members only.  
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CMPC is an advisory group, not a decision-making group.



PPS HIGH SCHOOL MODERNIZATION

Comprehensive high school for 1700 students  
Meet the PPS educational specification (Ed Spec)  
Meet the PPS standards for full modernization of high school

- Equity
- Universal Access
- Safety
- Energy Efficiency
- Sustainability
- Resiliency

Customized to Jefferson's unique programs and partnerships

PPS HIGH SCHOOL MODERNIZATION



INTRODUCTIONS



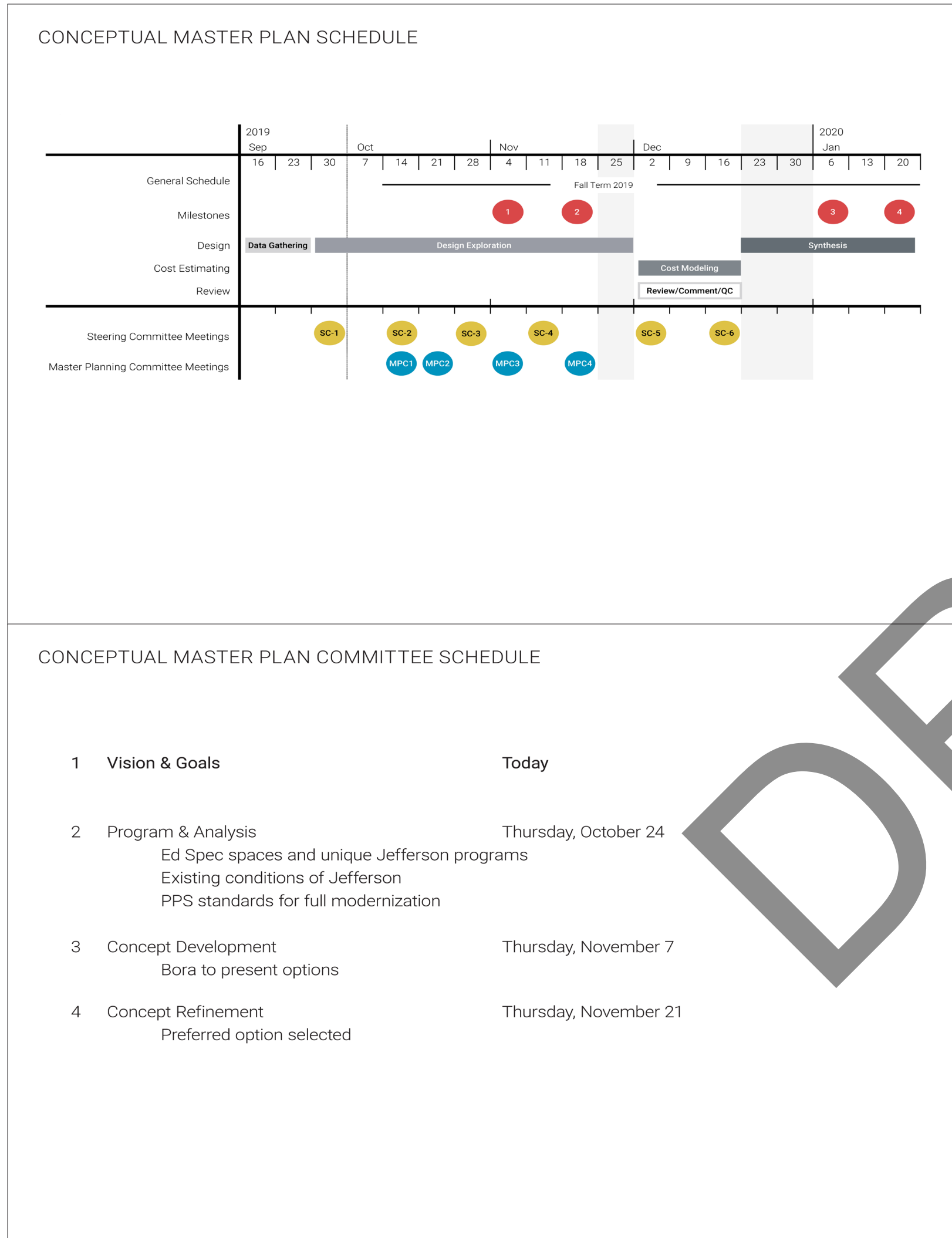
Faubion K-8 School



Mountainside High School

PRESENTATION - CMPC#1

PRESENTATION - CMPC#1





PRESENTATION - CMPC#1

AERIAL VIEW FROM NORTH WEST



THE JEFFERSON COMMUNITY



PRESENTATION - CMPC#1

JEFFERSON HIGH SCHOOL EXTERIOR



JEFFERSON HIGH SCHOOL INTERIOR



DRAFT



PRESENTATION - CMPC#1

PRESENTATION - CMPC#1

ACTIVITY: A REIMAGINED JEFFERSON

What are the three most important aspects of a reimagined Jefferson HS?

ACTIVITY: A REIMAGINED JEFFERSON

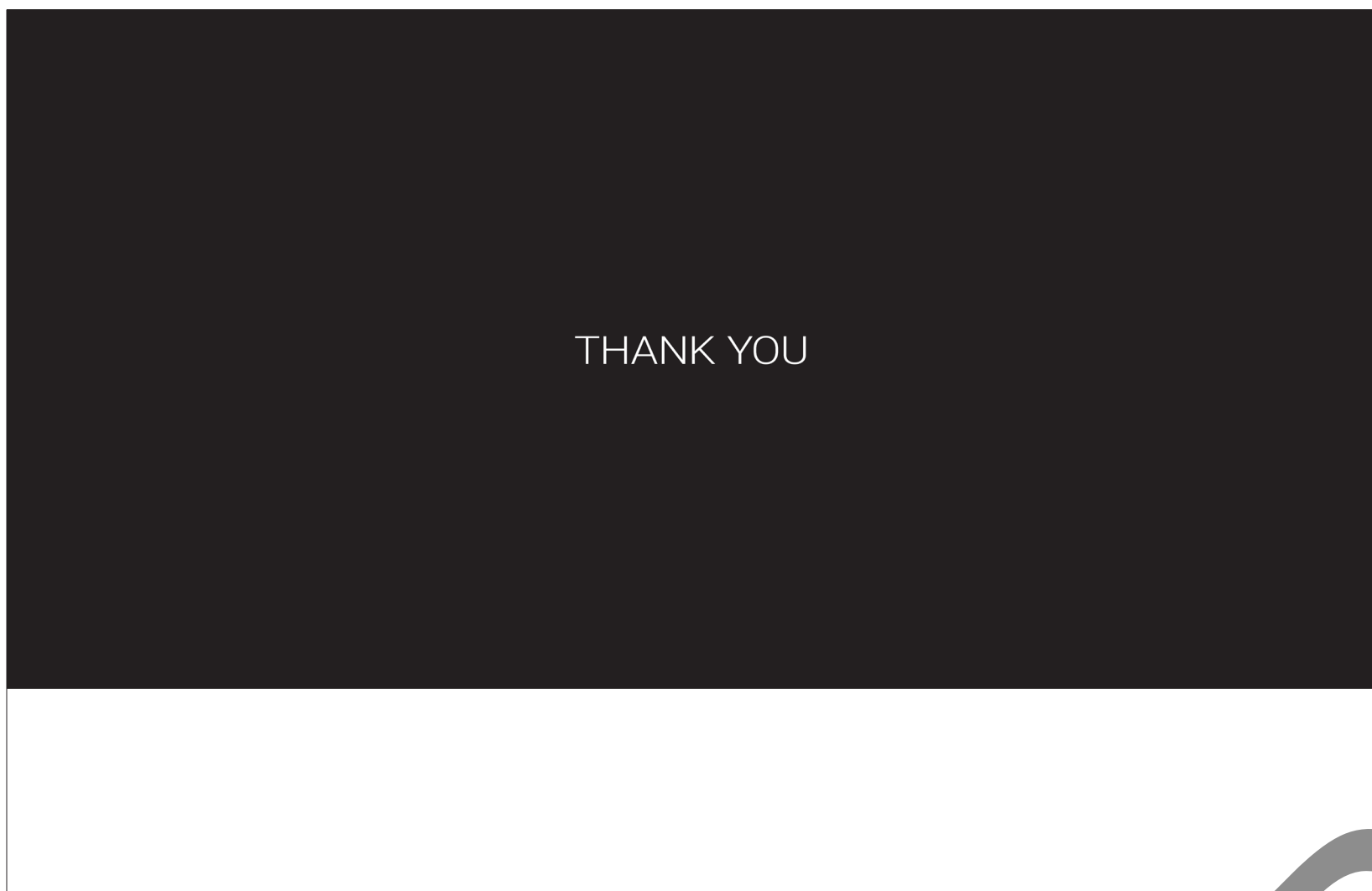


NEXT STEPS


CMPC Meeting #2	
Program & Analysis	Thursday, October 24

PUBLIC COMMENTS?

PRESENTATION - CMPC#1



PRESENTATION - CMPC#2



JEFFERSON HIGH SCHOOL

## Conceptual Master Plan Committee Program & Analysis

CMPC Meeting #2  
October 24, 2019

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### CMPC CHARTER

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PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

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AGENDA

Welcome / CMPC Process	10 minutes	PPS / Bora
What We Heard	10 minutes	Bora
Activity: Rank Jefferson's Facilities	20 minutes	CMPC
Program & Analysis	30 minutes	Bora
Activity: Prioritizing Program	40 minutes	CMPC
Election / Next Steps	5 minutes	PPS / Bora
Public Comment Period	5 minutes	All

CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE

1	Vision & Goals	Monday, October 14
2	Program & Analysis Ed Spec spaces and unique Jefferson programs Existing conditions of Jefferson PPS standards for full modernization	Today
3	Concept Development Bora to present options	Thursday, November 7
4	Concept Refinement Preferred option selected	Thursday, November 21



PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

PPS HIGH SCHOOL MODERNIZATION

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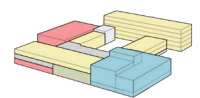
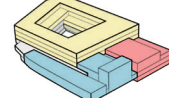
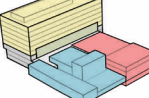
- Equity
- Universal Access
- Safety
- Energy Efficiency
- Sustainability
- Resiliency

Customized to Jefferson's unique programs and partnerships

PPS HIGH SCHOOL MODERNIZATION



WHAT IS A CONCEPTUAL MASTER PLAN?

	Renovation + Addition	Full Replacement	
			
		Horizontal	Vertical
Health & Safety and Security	✓	✓	✓
Student-Centered Facilities	✓	✓	✓
Meet Ed Specs (Quality and Quantity)	✓	✓	✓
Minimize Disruptions during Construction	✗	✓	✓
Long term Operational Efficiency	✓-	✓	✓

WHAT WE HEARD



PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

ACTIVITY: A REIMAGINED JEFFERSON GROUP EXERCISE

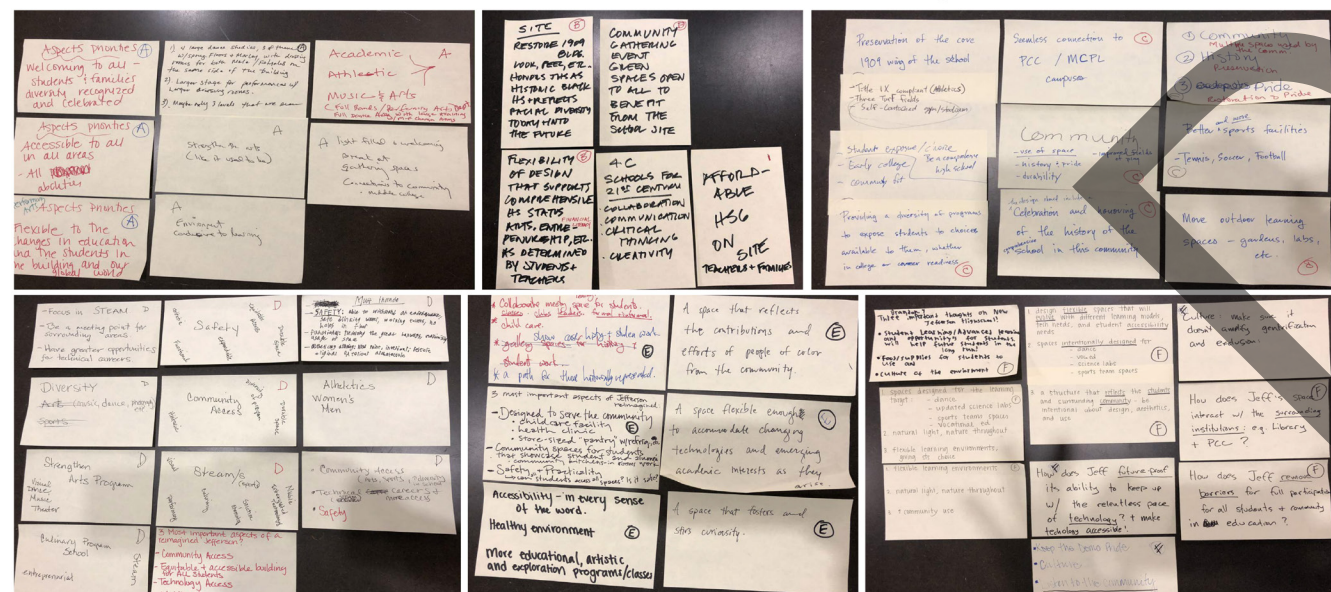


ACTIVITY: A REIMAGINED JEFFERSON GROUP THEMES

- Group A**  
Performing Arts focus  
Welcoming to all  
Transparency
- Group B**  
Flexibility of Comprehensive High School  
Community gathering place  
Restoring historical building & culture
- Group C**  
Community-centric facility that honor history  
Celebrate & honor history of school  
Provide a diversity of programs
- Group D**  
STEAM(S) programs  
Community access  
Safety and accessibility
- Group E**  
Redesigning the classroom  
Gentrification  
Public access to programs
- Group F**  
Design for flexibility  
Intentionally design space  
Reflects the surrounding community

ACTIVITY: A REIMAGINED JEFFERSON CMPC POST-IT NOTES

What are the three most important aspects of a reimagined Jefferson HS?



ACTIVITY: A REIMAGINED JEFFERSON GROUP THEMES

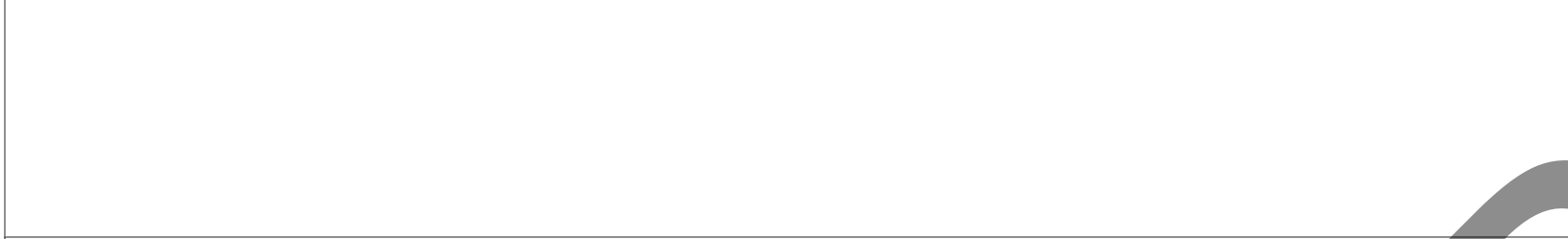
- Community access
- Honoring history
- Flexible design
- Accessibility & safety
- Arts education



PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

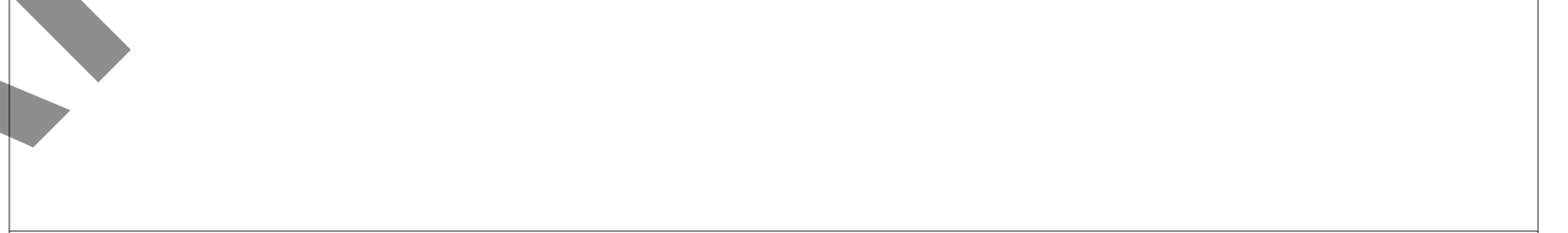
ACTIVITY:  
RANKING JEFFERSON'S FACILITIES



ACTIVITY: RANKING JEFFERSON'S FACILITIES

Place green dots on three areas you value the most.  
Place a red dot on your least valued area.

SITE  
PROGRAM & ANALYSIS



PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

**SITE PLAN OVERALL**

**SITE PROGRAM ANALYSIS EDUCATIONAL SPECIFICATION**

**Ed Spec**

- (1) Track & Field / Football & soccer fields
- (1) Baseball field with dugouts
- (1) Softball field with dugouts
- (4-6) Tennis courts
- (1) Grandstands at 1500 seats
- (1) Concessions & restroom facilities
- Teaching or community garden
- Covered bicycle parking
- On-site vehicle parking (per city code)

Concessions/Restrooms

Covered Bike Shelter

Parking

Garden

Tennis Courts

Softball Field

Baseball Field

Track & Field / Football / Soccer

**SITE PROGRAM ANALYSIS EXISTING JEFFERSON SITE PROGRAM**

**Ed Spec vs Existing Jefferson site program**

- (1) Track & Field / Football & soccer fields
- (1) Baseball field with dugouts
- ~~(1) Softball field with dugouts~~
- ~~(4-6) Tennis courts~~
- ~~(1) Grandstands at 1500 seats~~
- ~~(1) Concessions & restroom facilities~~
- ~~Teaching or community garden~~
- ~~Covered bicycle parking~~
- On-site vehicle parking (per city code)

Grandstand too small

Track & Field / Football / Soccer

Baseball Field

Softball Field

Tennis Courts

Garden

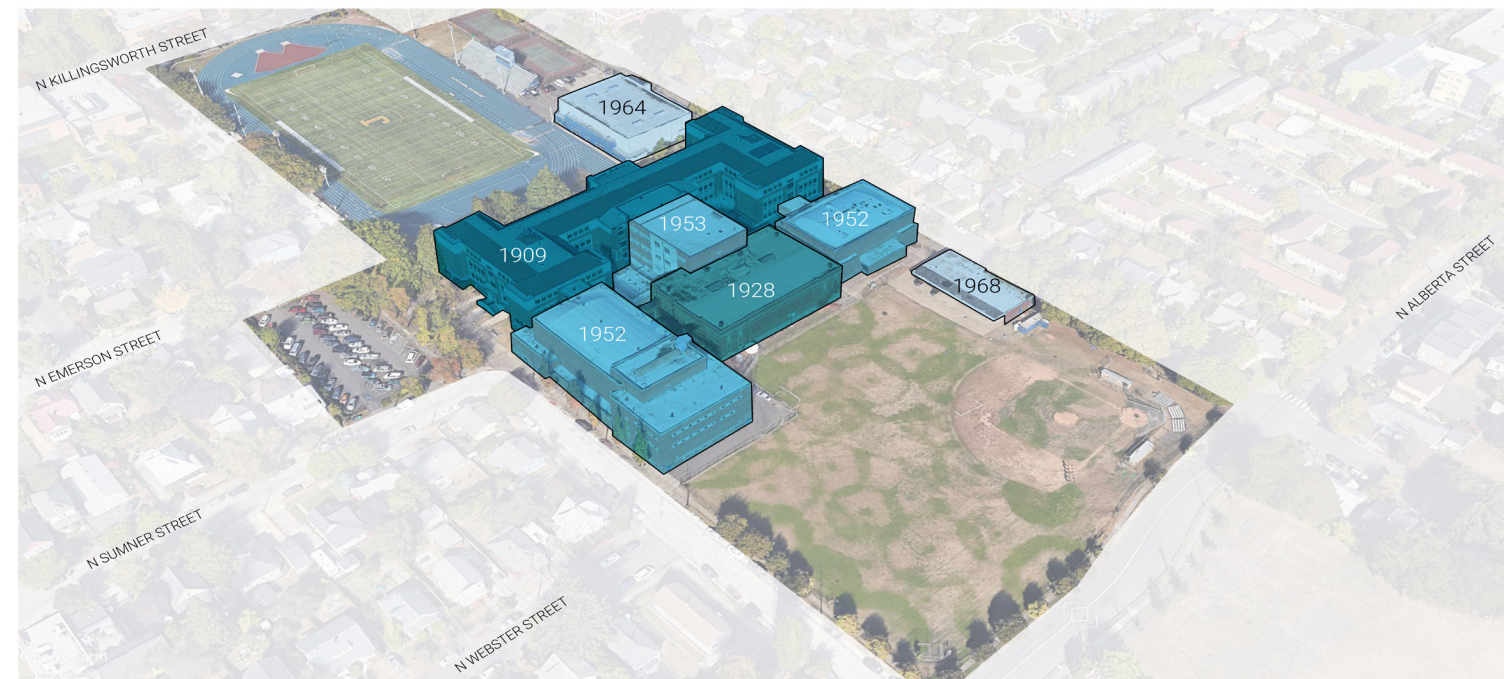
**BUILDING PROGRAM & ANALYSIS**



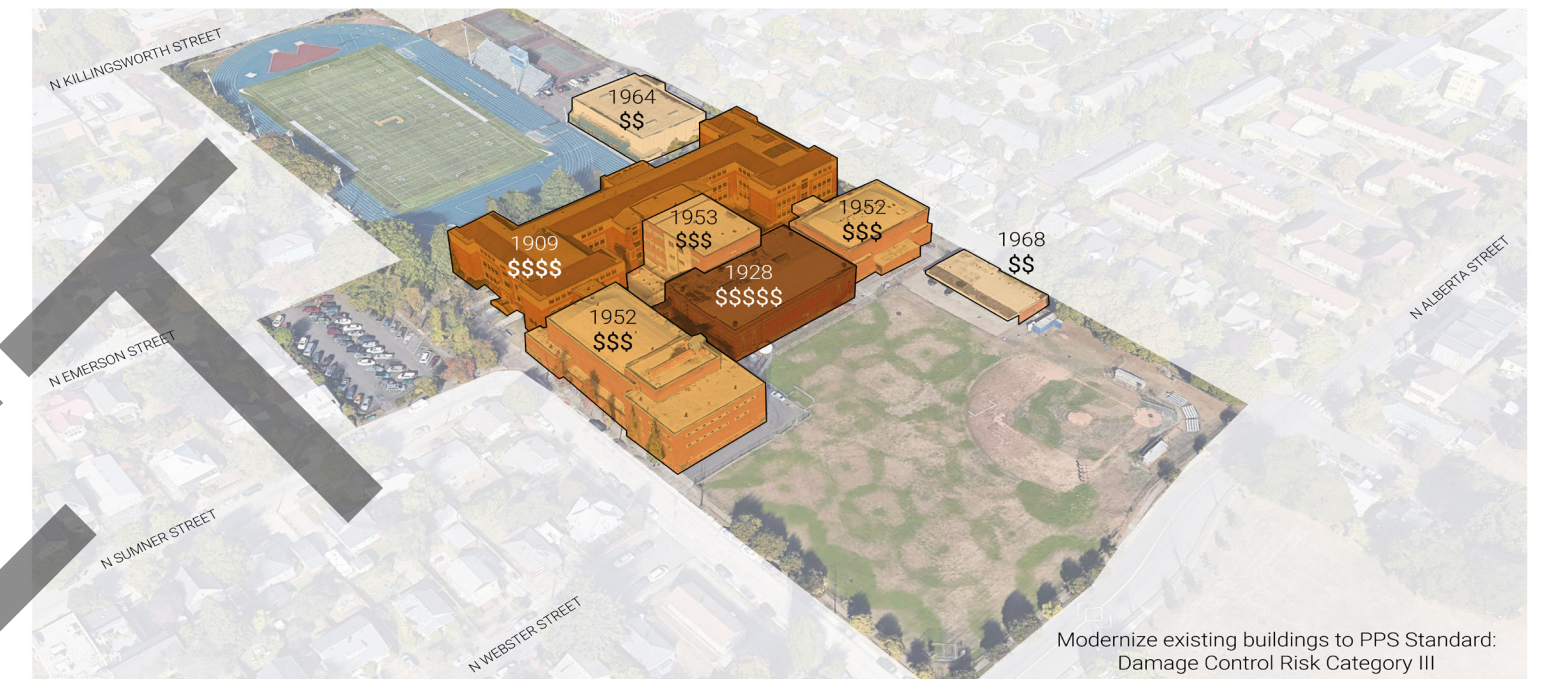
PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

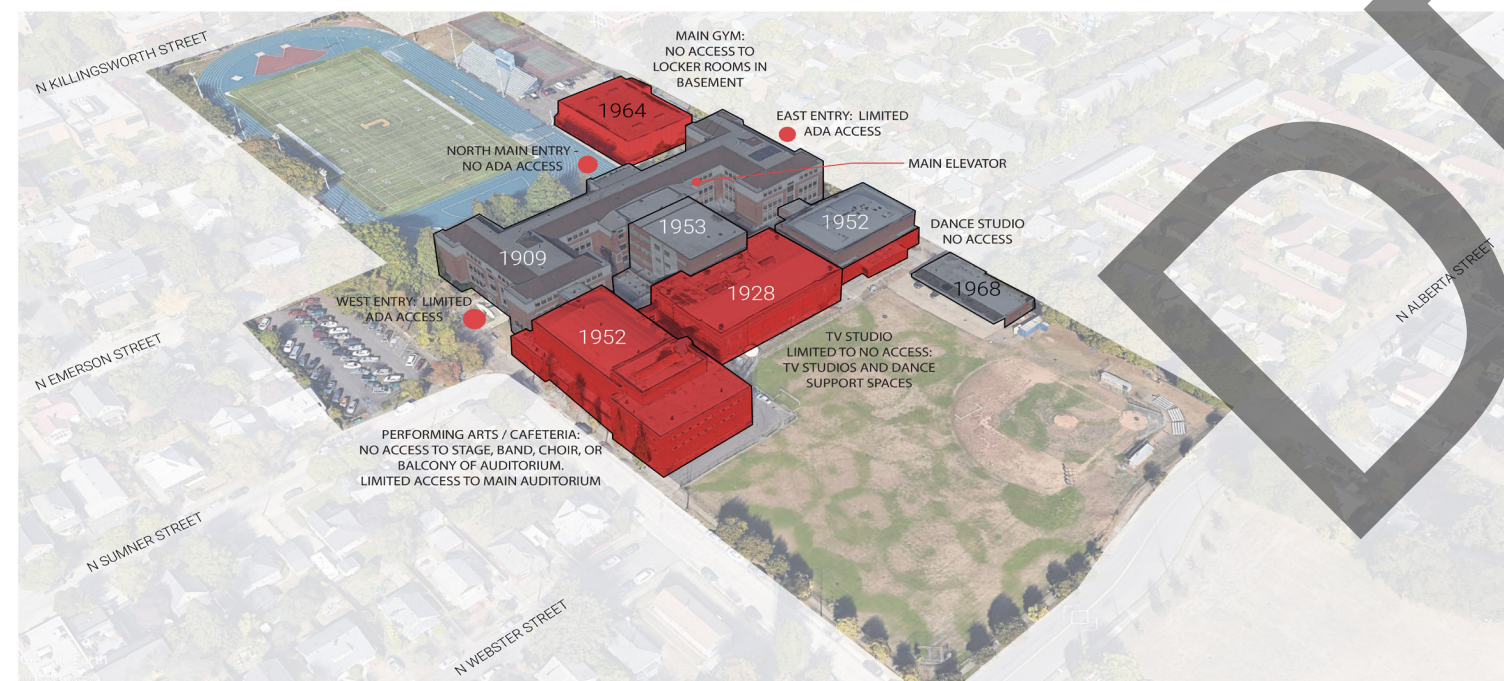
AERIAL VIEW FROM SOUTH WEST ADDITIONS



AERIAL VIEW FROM SOUTH WEST STRUCTURAL SEISMIC UPGRADES



AERIAL VIEW FROM SOUTH WEST UNIVERSAL ACCESS



FLOOR PLANS PROGRAM ANALYSIS





PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

**FLOOR PLANS PROGRAM ANALYSIS**

**FIRST FLOOR (B FLOOR)**

**SECOND FLOOR (C FLOOR)**

**THIRD FLOOR (D FLOOR)**

**PROGRAM EDUCATIONAL SPECIFICATION & JEFFERSON**

**FLOOR PLANS PROGRAM ANALYSIS**

**THIRD FLOOR (D FLOOR)**

**PROGRAM EDUCATIONAL SPECIFICATION & JEFFERSON**

### PPS HIGH SCHOOL PLANNING PRINCIPLES 9/17 ED SPEC

**PPS Comprehensive High School Area Program SUMMARY**

AREA <sup>1,2</sup>	RECOMMENDED	
	Quantity	S.F. Total
<b>COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS</b>		
General Education (Gen-Ed) Classrooms	41	53,180
Science Labs	11	17,480
Fine & Performing Arts (Drama, Theater)	4	21,150
Career Preparation/CTE <sup>3</sup>	3	6,000
Athletics (includes area for P.E. instruction)	3	35,580
Education Support <sup>4</sup>	2	67,400
<b>Sub-Total Recommended Teaching Stations</b>	<b>64</b>	<b>200,790</b>
Community Partners <sup>5</sup>		1,200
Wrap-Around Service Providers <sup>5</sup>		4,700
<b>Sub-Total</b>		<b>5,900</b>
<b>PPS District Uses</b>		<b>0</b>
<b>SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>		<b>206,690</b>
<i>Net to Gross Ratio of 36% <sup>6</sup></i>		<b>74,408</b>
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED</b>		<b>281,098</b>

### PROGRAM EDUCATIONAL SPECIFICATION & JEFFERSON

PPS Comprehensive High School Area Program SUMMARY			Jefferson High School Area		
AREA <sup>1,2</sup>	RECOMMENDED		MEASURED		S.F. Total
	Quantity	S.F. Total	Quantity	S.F. Total	
<b>COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS</b>					
General Education (Gen-Ed) Classrooms	41	53,180	29	26,665	
Science Labs	11	17,480	7	7,604	
Fine & Performing Arts (Drama, Theater)	4	21,150	9	43,445	
Career Preparation/CTE <sup>3</sup>	3	6,000	1	15,580	
Athletics (includes area for P.E. instruction)	3	35,580	4	35,459	
Education Support <sup>4</sup>	2	67,400	6	59,186	
<b>Sub-Total Recommended Teaching Stations</b>	<b>64</b>	<b>200,790</b>	<b>56</b>	<b>187,940</b>	
Community Partners <sup>5</sup>		1,200			
Wrap-Around Service Providers <sup>5</sup>		4,700	?	7,506	
<b>Sub-Total</b>		<b>5,900</b>		<b>7,506</b>	
<b>PPS District Uses</b>		<b>0</b>		<b>11,243</b>	
<b>SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>		<b>206,690</b>	<b>NET AREA (measured)</b>	<b>206,689</b>	
<i>Net to Gross Ratio of 36% <sup>6</sup></i>		<b>74,408</b>	<b>Non-net area (measured)</b>	<b>111,732</b>	
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED</b>		<b>281,098</b>	<b>TOTAL AREA (measured)</b>	<b>318,421</b>	

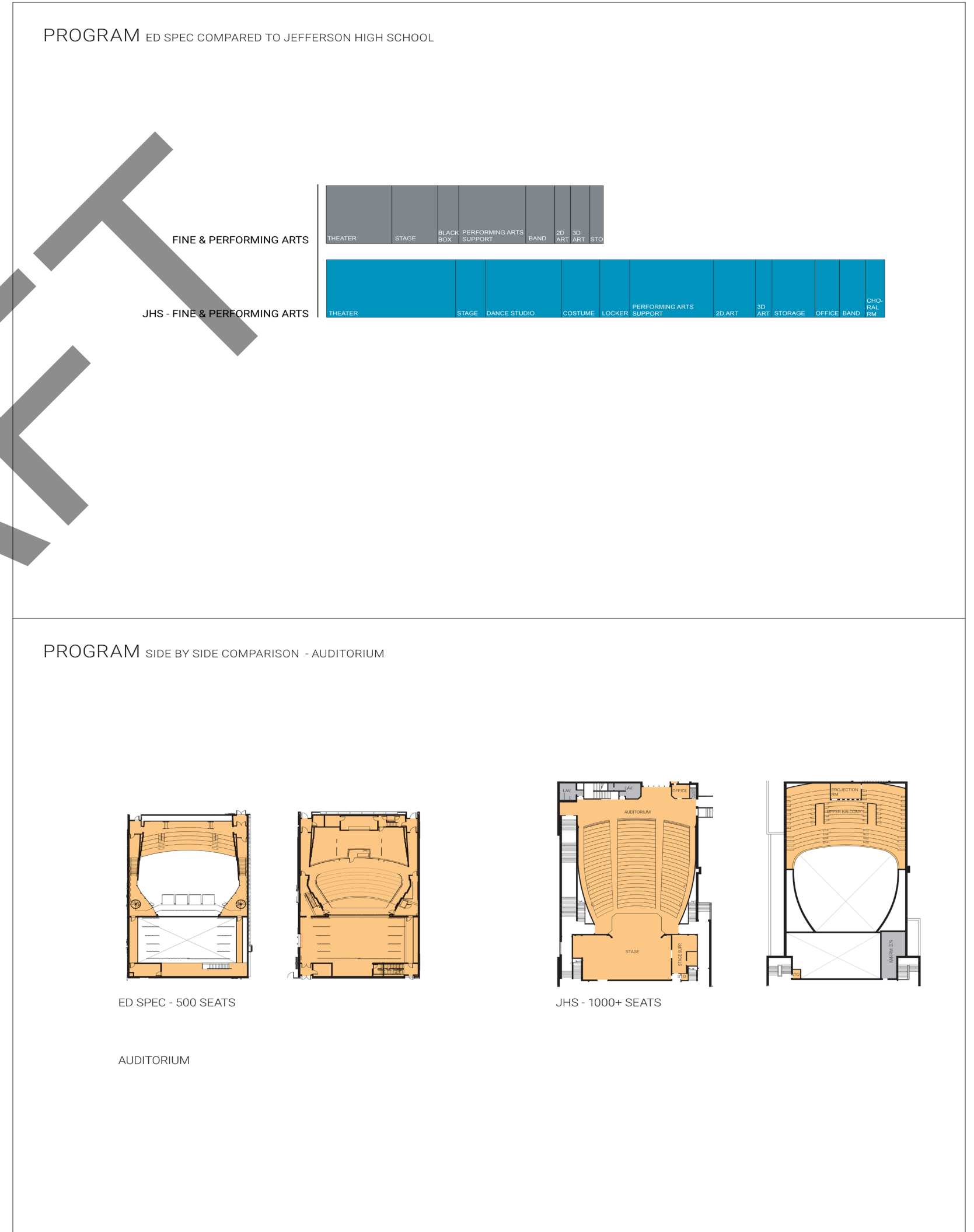
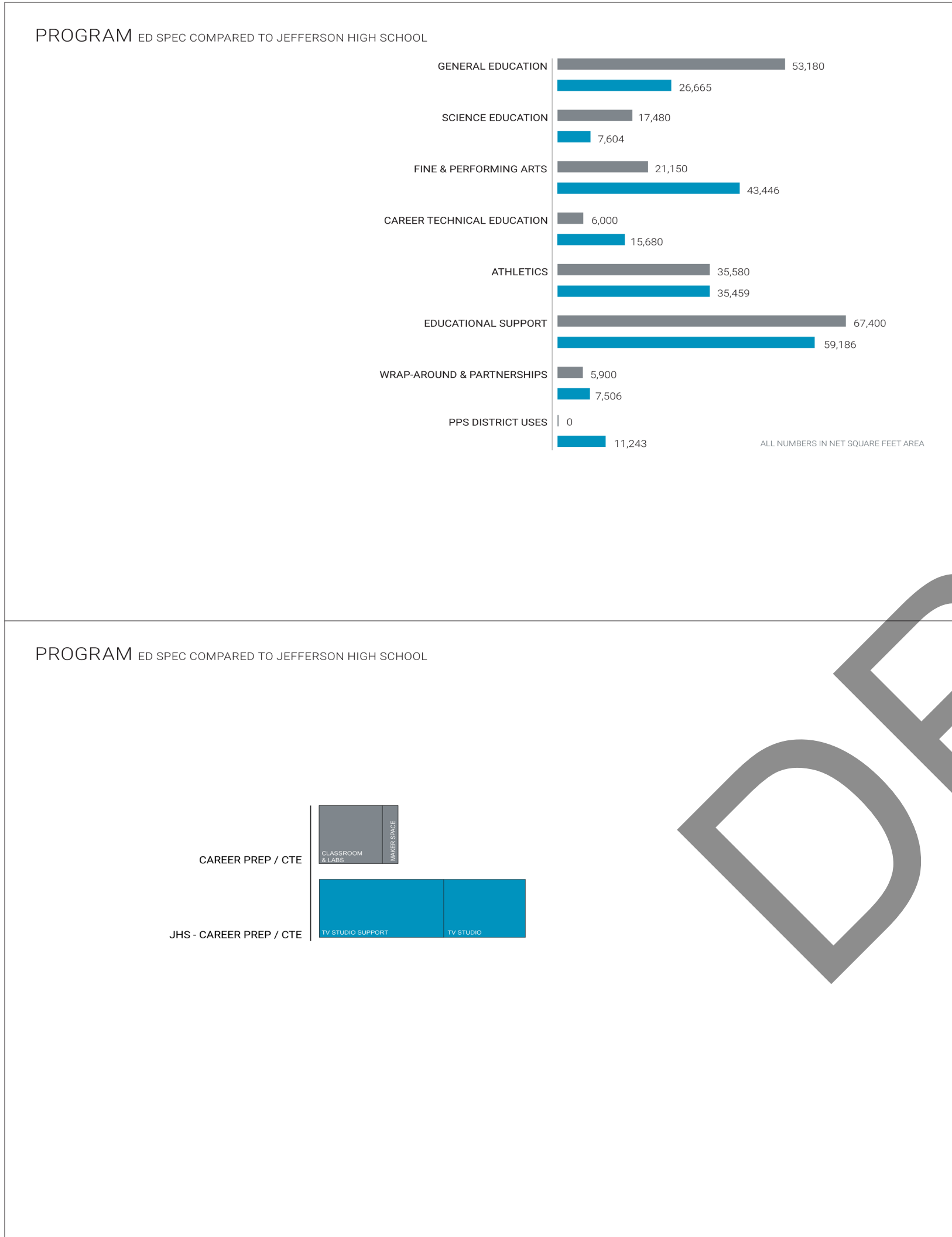
### PROGRAM EDUCATIONAL SPECIFICATION

Category	Net Square Feet Area
GENERAL EDUCATION	53,180
SCIENCE EDUCATION	17,480
FINE & PERFORMING ARTS	21,150
CAREER TECHNICAL EDUCATION	6,000
ATHLETICS	35,580
EDUCATIONAL SUPPORT	67,400
WRAP-AROUND & PARTNERSHIPS	5,900
PPS DISTRICT USES	0

ALL NUMBERS IN NET SQUARE FEET AREA

PRESENTATION - CMPC#2

PRESENTATION - CMPC#2



DRAFT

PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

PROGRAM SIDE BY SIDE COMPARISON - GYMNASIUM

MAIN & AUX GYMS

ED SPEC

MAIN GYM

AUX GYM

JHS

ACTIVITY:  
PRIORITIZING PROGRAM

ACTIVITY: PRIORITIZING PROGRAM

VIDEOGRAPHY / TV STUDIO 3

SELF ENHANCEMENT INC (SEI) 3

500 SEAT THEATER 12

1,000+ SEAT EXISTING THEATER 18

DANCE STUDIO 2

STUDIO 2

00

35 cards = 160 points  
Pick ONE theater card  
Select cards to build a program

Your goal: 135 Points

ELECTION



PRESENTATION - CMPC#2

PRESENTATION - CMPC#2

NEXT STEPS

CMPC Meeting #3

Concept Development      Thursday, November 7


PUBLIC COMMENTS?

THANK YOU

DRAFT

PRESENTATION - CMPC#3

PRESENTATION - CMPC#3

JEFFERSON HIGH SCHOOL

**Conceptual Master Plan Committee**

Concept Development

CMPC Meeting #3  
November 7, 2019

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**CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE**

1	Vision & Goals	Monday, October 14
2	Program & Analysis	Tuesday, October 24
3	<b>Concept Development</b>	<b>Today</b>
4	Concept Refinement	Thursday, November 21

**AGENDA**

Welcome	PPS
What We Heard	Bora
Activity: Build Jefferson High School	CMPC
Next Steps	PPS / Bora
Public Comment Period	All

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**ACTIVITY: A REIMAGINED JEFFERSON** GROUP THEMES

- Offering access to the community and being a hub for its community
- Honoring Jefferson's history as Portland's black high school and celebrating its future diversity
- Creating a flexible and adaptable design
- Providing welcoming, safe, resilient and accessible facilities
- Offering a rich variety of educational opportunities and maintaining strong partner programs

DRAFT

PRESENTATION - CMPC#3

PRESENTATION - CMPC#3

ACTIVITY: RANKING JEFFERSON'S FACILITIES

Green dots

1,000 seat theater  
Main hall and steps  
Exterior of 1909 building  
Track and field

Red dots

Small dance studios  
Locker rooms  
Cafeteria  
Parking lot



PROGRAM COMPARISON ED SPEC + NEW JEFFERSON HIGH SCHOOL



ACTIVITY: PRIORITIZING PROGRAM WITH CMPC



PROGRAM COMPARISON ED SPEC TO NEW JEFFERSON HIGH SCHOOL

ED SPEC	[Redacted]
JHS	[Redacted]
ED SPEC:	206,690 NSF
JEFFERSON:	224,810 NSF



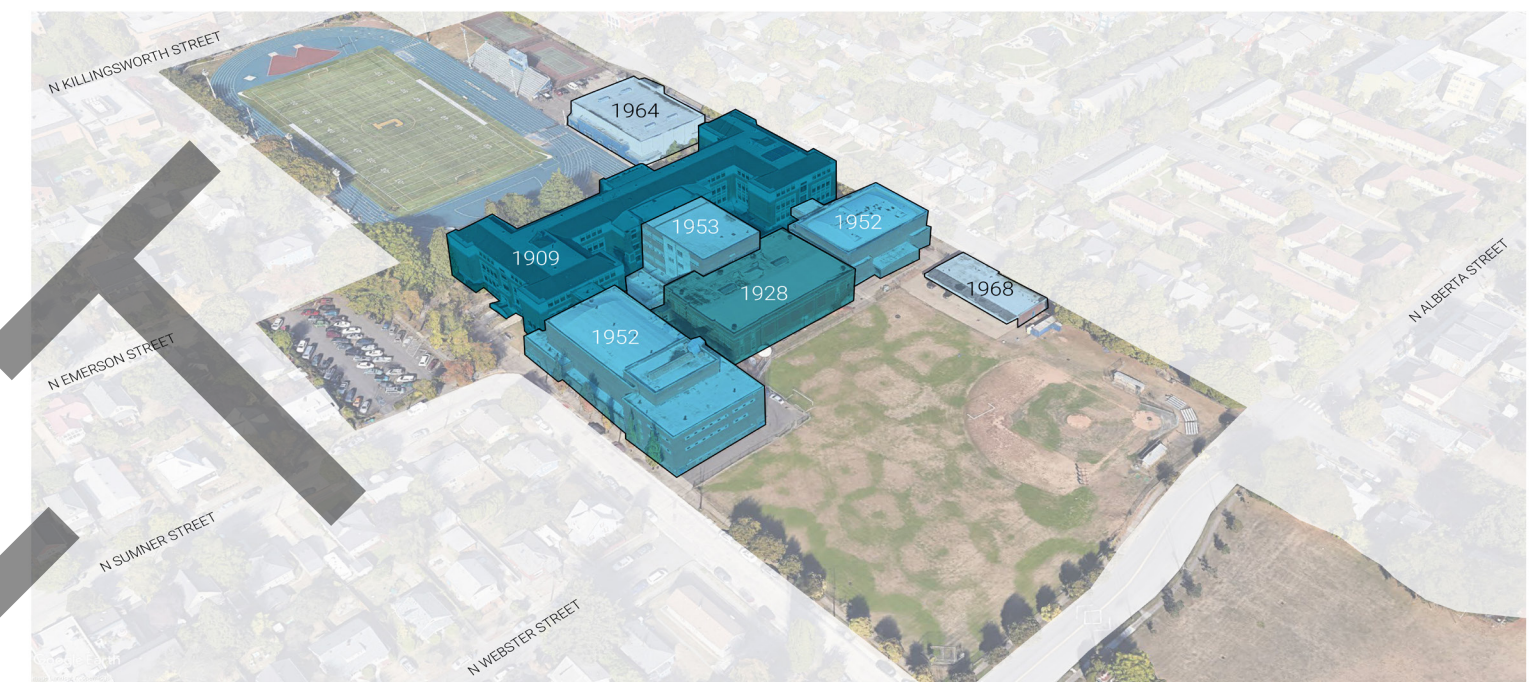
PRESENTATION - CMPC#3

PRESENTATION - CMPC#3

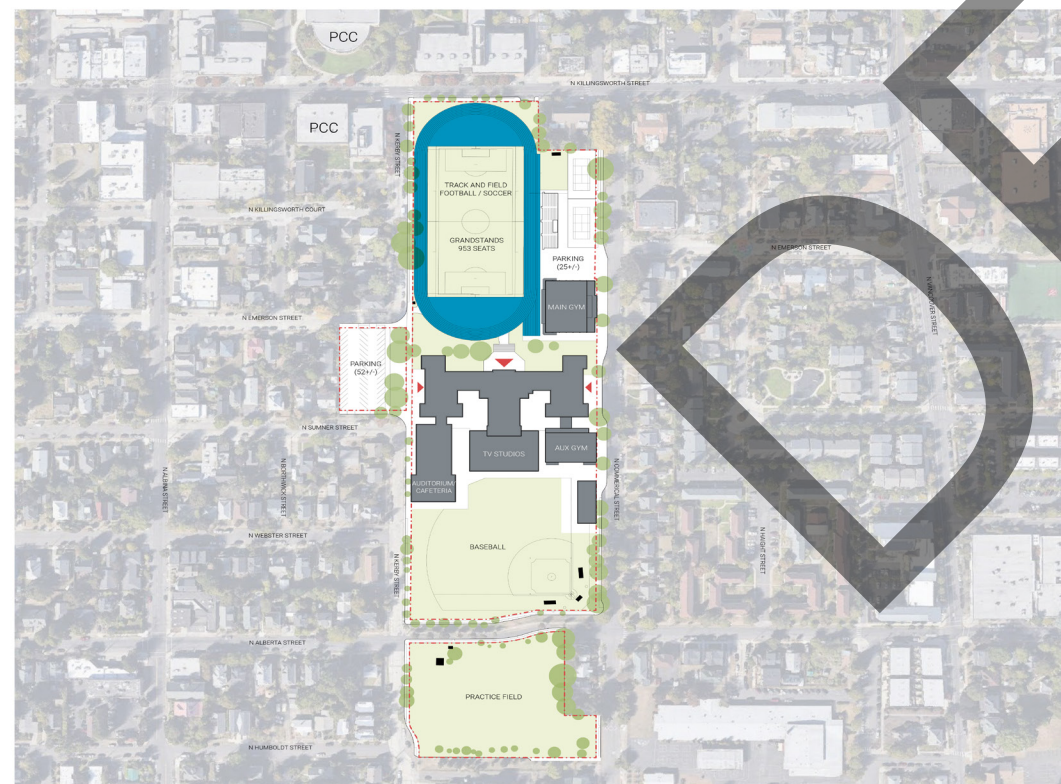
AERIAL VIEW FROM NORTH WEST



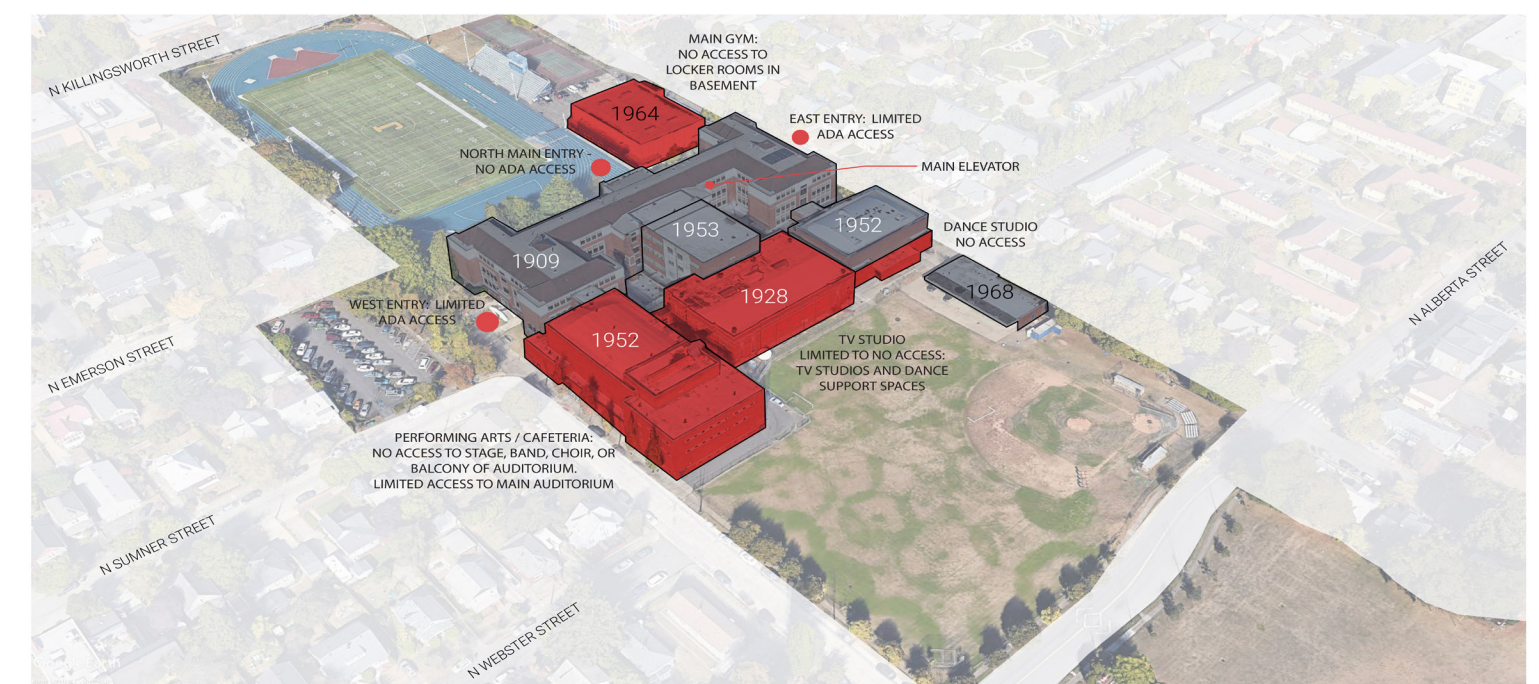
AERIAL VIEW FROM SOUTH WEST ADDITIONS



SITE PLAN OVERALL



AERIAL VIEW FROM SOUTH WEST UNIVERSAL ACCESS

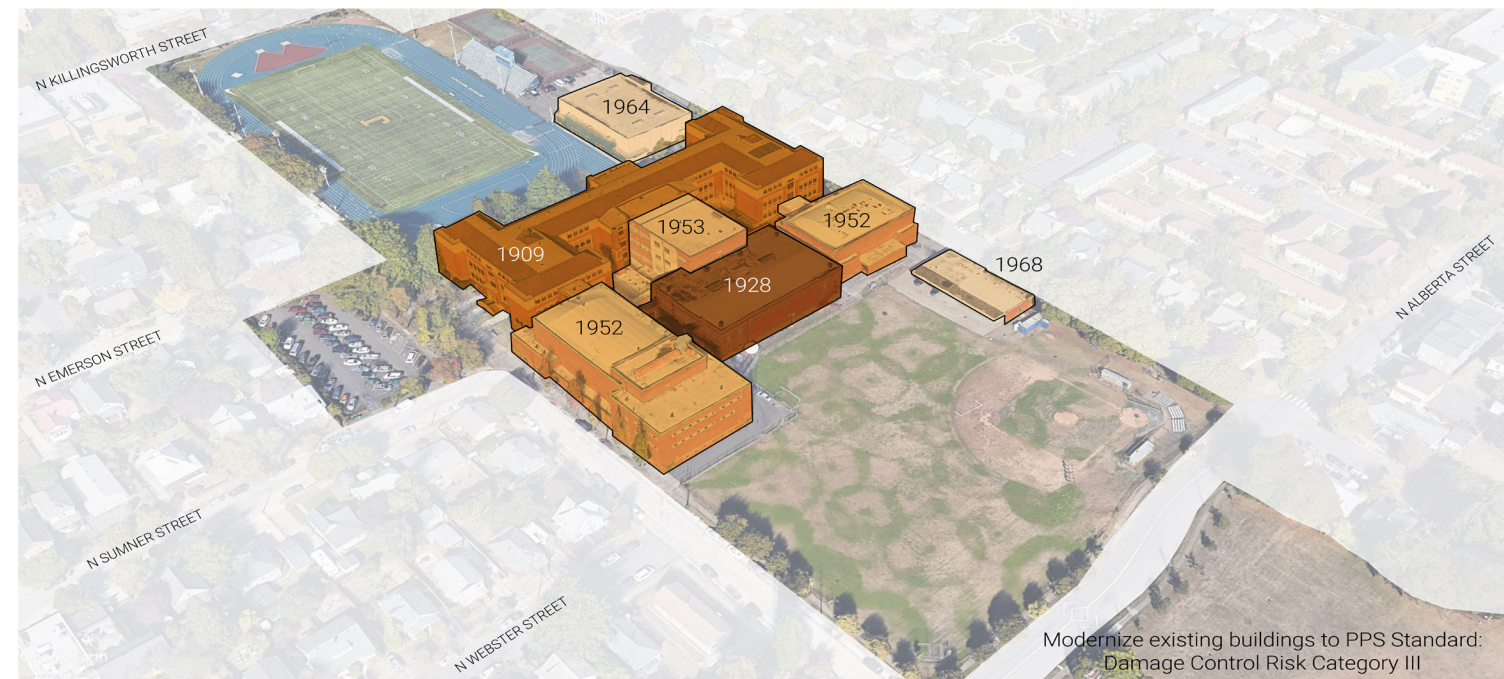




PRESENTATION - CMPC#3

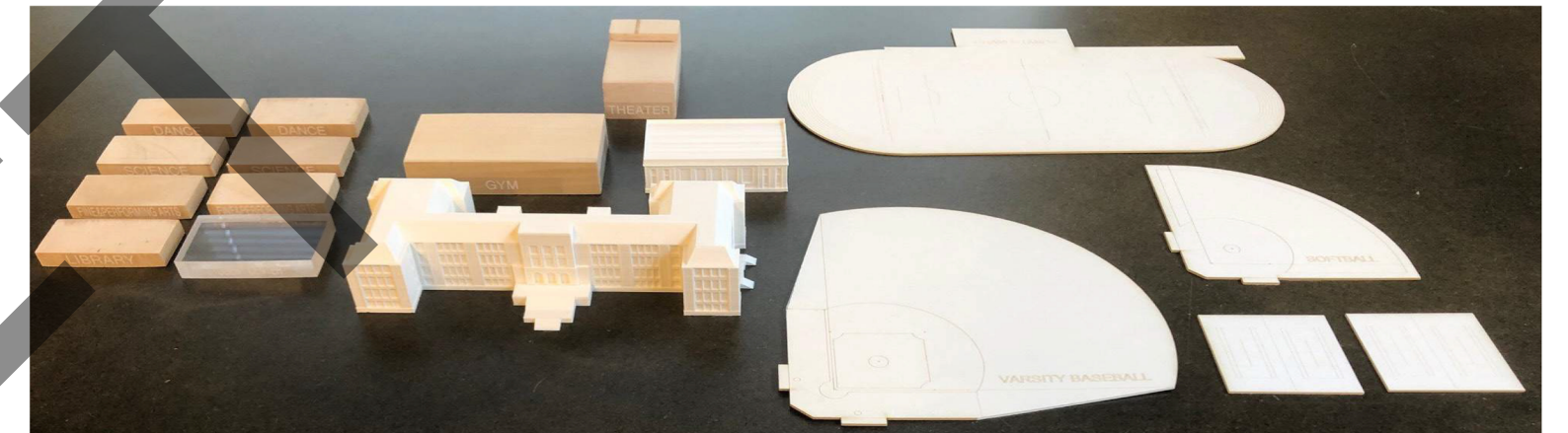
PRESENTATION - CMPC#3

AERIAL VIEW FROM SOUTH WEST STRUCTURAL SEISMIC UPGRADES

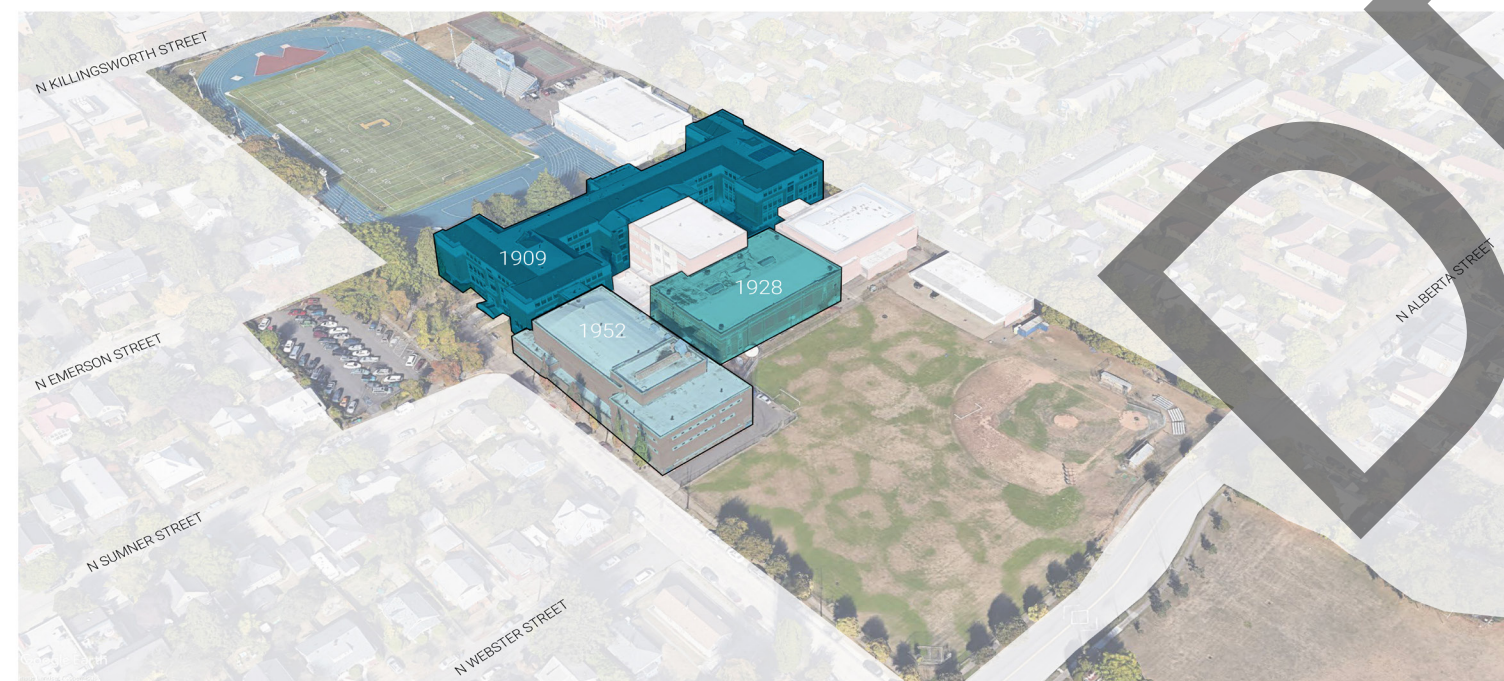


BUILD JEFFERSON HIGH SCHOOL KEEP 1909 BUILDING

- (1) 1909 building
- (1) 1,000 seat theater (new or existing)
- (1) Main & auxillary gym with locker rooms
- (1) Student center & kitchen
- (1) Library/media center
- (2) Dance studio
- (2) Science
- (2) Fine & performing arts
- (1) 1928 Old Gym - optional
- (1) Track & field with grandstands
- (1) Baseball field
- (1) Softball field
- (4) Tennis courts



BUILD JEFFERSON HIGH SCHOOL KEEP 1909 BUILDING



THINGS TO CONSIDER WHEN DESIGNING JEFFERSON HIGH SCHOOL

- DO YOU HAVE DAYLIGHT IN THE RIGHT PLACES?
- HOW FAR DO YOU HAVE TO WALK TO CLASSES?
- HOW DO YOU HONOR THE SCHOOL'S BLACK HISTORY?
- WHERE IS THE HEART OF THE SCHOOL?
- WHERE IS THE FRONT DOOR?
- HOW DO YOU SECURE THE BUILDING(S)?



PRESENTATION - CMPC#3

PRESENTATION - CMPC#3

NEXT STEPS

CMPC Meeting #4


Concept Development Thursday, November 21

PUBLIC COMMENTS?

THANK YOU

DRAFT

PRESENTATION - CMPC#4

**BORA** | 

JEFFERSON HIGH SCHOOL

**Conceptual Master Plan Committee**


Concept Refinement

CMPC Meeting #4  
November 21, 2019

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**CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE**


1	Vision & Goals	Monday, October 14
2	Program & Analysis	Tuesday, October 24
3	Concept Development	Thursday, November 7
4	<b>Concept Refinement</b>	<b>Today</b>

BORA 

PRESENTATION - CMPC#4

**AGENDA**


Welcome	PPS
What We Heard	Bora
Research Update	Bora
Design Options	Bora
Discussion	CMPC
Next Steps	PPS / Bora
Public Comment Period	All

BORA 

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**GROUP THEMES**

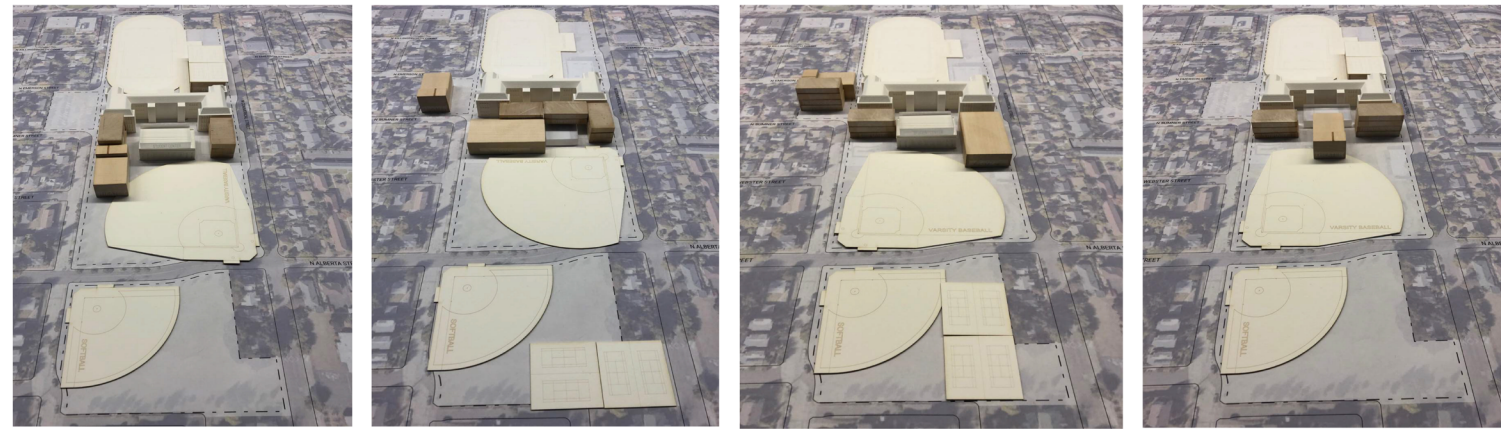
- Offering access to the community and being a hub for its community
- Honoring Jefferson's history as Portland's black high school and celebrating its future diversity
- Creating a flexible and adaptable design
- Providing welcoming, safe, resilient and accessible facilities
- Offering a rich variety of educational opportunities and maintaining strong partner programs
- Outreach and engagement are essential**

BORA 

PRESENTATION - CMPC#4

PRESENTATION - CMPC#4

WHAT WE HEARD - CMPC IDEAS



TEAM 1 TEAM 2 TEAM 3 TEAM 4

BORA 

WHAT WE HEARD - COMMON THEMES

- Use the parking lot for the new Theater or Gym
- Place the Gym to the north / south
- Allow community access to Theater and Gym
- View from Alberta Street
- Main entry at A-Floor
- Desire to retain original historic Gym building

BORA 

WHAT WE HEARD - UNIVERSAL THEMES

- Student Commons placed centrally
- Co-locate Theater and Dance programs
- Retain the existing Track & Field
- Parking

BORA 

WHAT WE HEARD - COOL IDEAS

- Tennis courts on top of the Gym
- Science garden / courtyard
- Separate performing arts complex

BORA 

DRAFT



PRESENTATION - CMPC#4

PRESENTATION - CMPC#4

DISCUSSION MAIN ENTRY STEPS



BORA

ZONING REQUIREMENTS

<b>Zoning</b>	
Base Zoning	IR – Institutional Residential; Overlay - m (only along Killingsworth)
Height limit	75'/100' within 1000' of Public Transit
FAR	2:1
Parking	None required - parcels are within 1000' of 20 minute transit system
<b>Setbacks</b>	
Min. Building Setbacks	1 ft back for every 2 ft of bldg hght but no less than 15'
Recreational Fields	50' without a conditional use
<b>Coverage</b>	
Max. Building Coverage	50% of site area
Min. Landscaped Area	25% of site area to the L1 standard

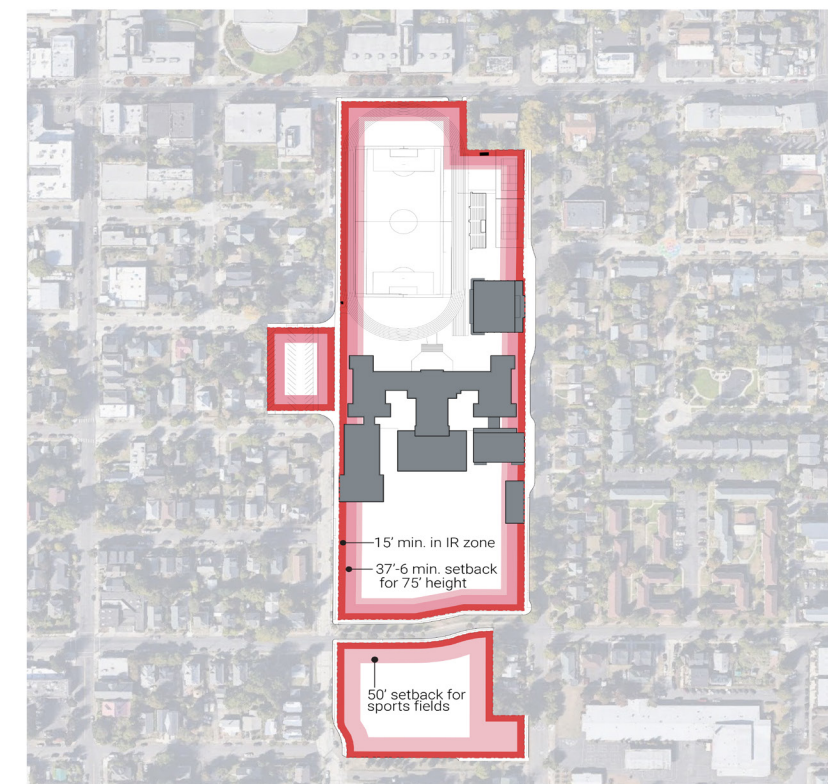
BORA

SITE PLAN CURRENT



BORA

SITE PLAN SETBACKS



BORA

PRESENTATION - CMPC#4

PRESENTATION - CMPC#4

**CONCEPT JEFFERSON HIGH SCHOOL**

**Killingsworth Street**  
Honor Jefferson's cultural heritage as Portland's black high school through the existing 1909 building

**Alberta Street**  
Reconnect Jefferson to its community and provide public access to its amenities

KILLINGSWORTH

ALBERTA

BORA

**APPROACHES**

APPROACH A

APPROACH B

APPROACH C

BORA

**APPROACH A COMPACT FOOTPRINT**

MAIN ENTRY AT 'A' FLOOR  
DANCE PROGRAM NEXT TO LOBBY AND MAIN ENTRY  
LIGHT FILLED COURTYARD  
COMMUNITY ENTRIES FOR GYM AND THEATER ON SOUTH SIDE  
ATHLETIC FIELDS/COURTS ON ALBERTA

PARKING (45 SPACES)

GARDEN

MAIN ENTRY

SPACE BELOW

COURTYARD

LOADING

MEDIA CENTER

STUDENT CENTER

KITCHEN

GYMS

OPEN SPACE

THEATER

ATHLETIC FIELDS / COURTS

GYM ENTRY

THEATER ENTRY

NORTH

TRACK AND FIELD

LOBBY

DANCE

STUDENT CENTER

DANCE (BURNING)

BORA

**APPROACH B JEFFERSON CAMPUS**

MAIN ENTRY AT 'A' FLOOR  
RETAIN 1928 GYM BUILDING AND RE-PURPOSE AS STUDENT CENTER  
GENEROUS STAIR TO 'B' FLOOR AND MEDIA CENTER  
LIGHT FILLED COURTYARD AND LIGHT WELLS  
COMMUNITY ENTRIES FOR GYM AND THEATER OFF ALBERTA  
ATHLETIC FIELDS/COURTS BETWEEN EXISTING AND NEW ADDITION

PARKING (45 SPACES)

GARDEN

MAIN ENTRY

MEDIA CENTER

STUDENT CENTER & KITCHEN

LOADING

ATHLETIC FIELDS / COURTS

OPEN SPACE

GYMS

DANCE

THEATER

MUSIC

THEATER ENTRY

NORTH

TRACK AND FIELD

LOBBY

MEDIA CENTER

STUDENT CENTER

ATHLETICS FIELD / COURTS

GYMS

THEATER

BORA

PRESENTATION - CMPC#4

PRESENTATION - CMPC#4

**APPROACH C CENTRAL COURTYARD**

MAIN ENTRY AT 'A' FLOOR  
 STUDENT CENTER AT 'A' FLOOR DIRECTLY ACROSS FROM MAIN ENTRY  
 A CENTRAL OPEN COURTYARD  
 SINGLE COMMUNITY ENTRY FOR GYM AND THEATER OFF ALBERTA  
 ATHLETIC FIELDS/COURTS ON ALBERTA

TRACK AND FIELD  
 LOBBY  
 STUDENT CENTER  
 OPEN SPACE  
 SCIENCE  
 MEDIA CENTER  
 GYMNASIUM

PARKING (45 SPACES)  
 LOADING  
 MAIN ENTRY  
 STUDENT CENTER  
 MUSIC  
 PERFORMING ARTS  
 THEATER  
 GYMNASIUM  
 MEDIA CENTER  
 DANCE  
 GYM & THEATER ENTRY  
 ATHLETIC FIELDS / COURTS  
 GARDEN

NORTH

BORA

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**ACTIVITY REVIEW APPROACHES**

Discuss each approach and consider pros and cons

BORA


**NEXT STEPS**

PUBLIC COMMENTS?

THANK YOU

PRESENTATION - CMPC#5

PRESENTATION - CMPC#5


**BORA** |  **JEFFERSON HIGH SCHOOL**  
**Conceptual Master Plan Committee**  
**Concept Refinement Part 2**

CMPC Meeting #5  
 December 5, 2019

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**CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE**

1	Vision & Goals	Monday, October 14
2	Program & Analysis	Tuesday, October 24
3	Concept Development	Thursday, November 7
4	Concept Refinement Part 1	Thursday, November 21
5	<b>Concept Refinement Part 2</b>	<b>Today</b>

**BORA** 

**AGENDA**


Welcome	PPS
Goals for this meeting	Bora / PPS
What we heard	Bora
Build JHS one more time	CMPC
Discussion	All
Next steps	PPS / Bora

**BORA** 

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**GOALS FOR THIS MEETING**

- Purpose of the work is to inform planning the future bond
- Consider high level conceptual planning strategies
- More than one scheme can move forward
- Doesn't reflect a proposed design for Jefferson High School - that work is still to come

**BORA** 



PRESENTATION - CMPC#5

PRESENTATION - CMPC#5

### BOND PLANNING

**INTERNAL WORK**  
educational adequacy + facilities review

**STAKEHOLDER FEEDBACK**  
stakeholder writing + budget strategy + bond options

**PUBLIC INPUT**  
polling input + bond development committee + community engagement

**FUTURE BOND VOTE**

**FUTURE BOND**

**PROJECT PLANNING**

**modernized school**

**factors influencing planning process**

**modernized school**

**CONCEPTUAL MASTER PLANNING PROCESS**

**COMPREHENSIVE MASTER PLANNING PROCESS**

BORA

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### CMPC 1 & 2 - GROUP THEMES

- Offer access to the community and be a hub for its community
- Honor Jefferson's history as Portland's black high school and celebrate its future diversity
- Create a flexible and adaptable design
- Provide welcoming, safe, resilient and accessible facilities
- Offer a rich variety of educational opportunities and maintain strong partner programs
- Outreach and engagement are essential

BORA

### CMPC 3 GROUP WORK

**TEAM 1**

**TEAM 2**

**TEAM 3**

**TEAM 4**

BORA

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### CMPC 3 GROUP WORK

**Universal Themes**

- Student Commons placed centrally
- Co-locate Theater and Dance programs
- Retain the existing Track & Field
- Parking

**Common Themes**

- Use the parking lot for the new Theater or Gym
- Place the Gym to the north / south
- Allow community access to Theater and Gym
- View from Alberta Street
- Main entry at A-Floor
- Desire to retain original historic Gym building

BORA

PRESENTATION - CMPC#5

PRESENTATION - CMPC#5

CMPC-4

APPROACH A APPROACH B APPROACH C

BORA

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CMPC-4

APPROACH A APPROACH B APPROACH C

BORA

ACTIVITY: CMPC 4 GROUP EXERCISE

BORA

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CMPC 4: WHAT WE HEARD

- Wished to have had information about setbacks and zoning code requirements at previous meeting
- Wanted to see CMPC 3 group work reflected in design options
- Concerned about the likely loss of baseball field due to site size limitations

BORA



PRESENTATION - CMPC#5

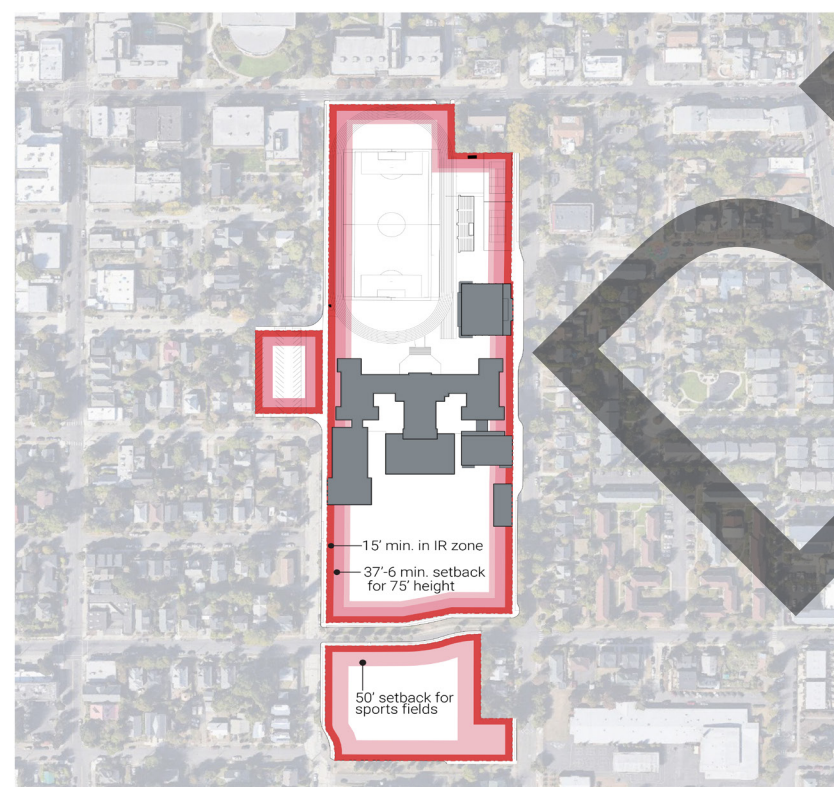
PRESENTATION - CMPC#5

CMPC 4: WHAT WE HEARD

- Separated buildings were not preferred - create a single unified school building
- No prior configuration placed both the gym and the theater on the south side of the 1909 building
- Consider passing time / travel distance
- Consider Teen Parent Center location
- A courtyard could feel too enclosed- consider safety, security and offer students a variety of environments
- Student Commons should be close to the building entrance
- Some interest in keeping the old Gymnasium building

BORA 

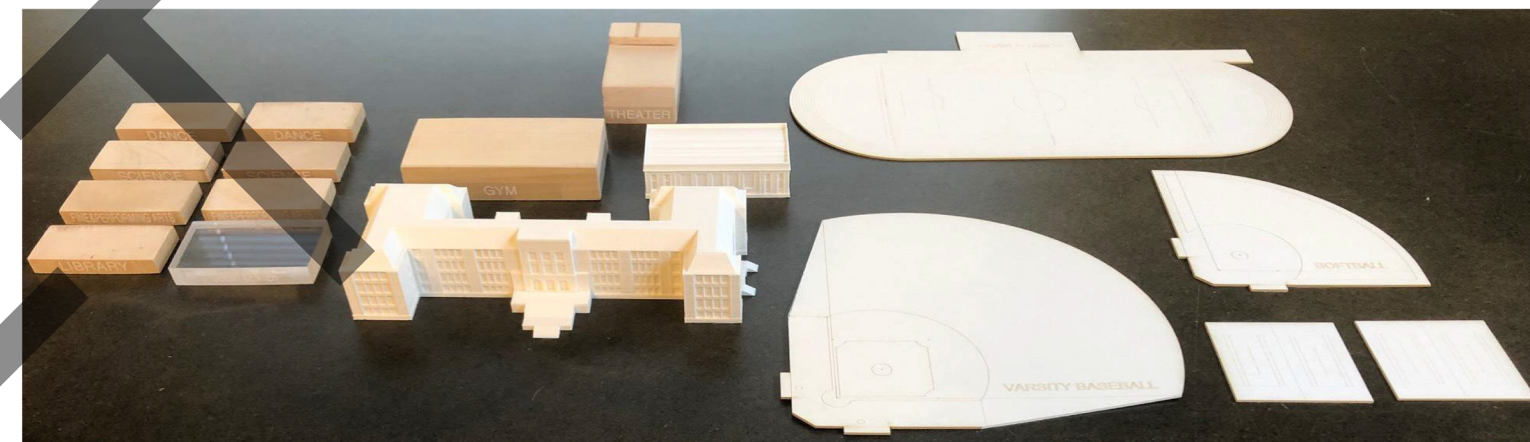
SITE PLAN SETBACKS



BORA 

ACTIVITY: BUILD JEFFERSON HIGH SCHOOL ONE MORE TIME

- |  |                             |                                    |
|--|-----------------------------|------------------------------------|
| (1) 1909 building                          | (2) Dance studio            | (1) Track & field with grandstands |
| (1) 1,000 seat theater (new or existing)   | (2) Science                 | (1) Baseball field                 |
| (1) Main & auxillary gym with locker rooms | (2) Fine & performing arts  | (1) Softball field                 |
| (1) Student center & kitchen               | (1) 1928 Old Gym - optional | (4) Tennis courts                  |
| (1) Library/media center                   |                             |                                    |



BORA 

NEXT STEPS

BORA 

PRESENTATION - CMPC#5

PUBLIC COMMENTS?

THANK YOU

DRAFT



MEETING NOTES - CMPC#1

MEETING NOTES - CMPC#1

# BORA

## MEETING MINUTES

**Date** 10/14/2019 **By** Becca Cavell

**Subject** CMPC Meeting 1 **Project Name** Jefferson High School Conceptual Master Plan **Project Number** 19015

**Present**

Amy Hargrave, CMPC	Mary Li, CMPC	Brandon York, CMPC
Brisa Somilleda Ruiz, CMPC	Nathaniel Shue, CMPC	Mauricio Somelleda, CMPC
Dan Cohnstaedt, CMPC	Neil Barrett, CMPC	Margaret Calvert, JHS
Eliana Machuca, CMPC	Nicole Dalton, CMPC	Joe Lafontaine, PPS
Gabrielle Mercedes Bolivar, CMPC	Niki Johnson, CMPC	Stephen Effros, PPS OSM
Jennifer Hall, CMPC	Paul Anthony, CMPC	Sue Brent, PPS OSM
Jon Worona, CMPC	Rakeem Washington, CMPC	Stephen Weeks, Bora
Keela Tillery, CMPC	Richard E Hunter Sr, CMPC	Christopher Almeida, Bora
Laurie Simpson, CMPC	Tamra Hickok, CMPC	Becca Cavell, Bora
Liz Fouthier Branch, CMPC	Taylor Hess, CMPC	
Maggie Mashia, CMPC	Steve Gonzales, CMPC	

**Distribution**  
Stephen Effros for distribution

**Minutes**

**1. WELCOME / INTRODUCTIONS / BACKGROUND**

- A. Welcome:
  - 1. Principal Calvert discussed the history of the school from its 1908 construction through decades of community involvement focused on its future. This is an exiting opportunity to reimagine JHS and she is exited to hear new voices. She reminded the group of the call from JHS's first Principal that "You are Jefferson and Jefferson is you".
  - 2. This will be a period of dreaming and looking forward. Visions need to be translated into reality. Ms Calvert encouraged the group to look at the work on the walls in the Resource Center and to consider the room itself, which has transformed many times over the years as the school's needs have changed. JHS's current work with PSU on service and inquiry has required that it find spaces to accommodate 60+ students: unconventional spaces will be part of the solution for JHS.

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# BORA

- 3. Principal Calvert acknowledged the recent histories of being told to plan for change, being asked to dream and then the reality of unfulfilled promises. The CMPC's voice is paramount. The challenge will be to zoom out and ask the big questions, such as what can happen here in the next hundred years? And what should the legacy be?
- 4. This should be a living space filled with you and your voices.
- B. Introduction from Steve Effros: PPS High School Modernization Program
  - 1. Steve outlined the history of the PPS bond program and noted that and updated JHS will address issues around equity, access, safety and resiliency.
  - 2. Steve acknowledged that PPS has learned some lessons from the work that had already been completed over the last ten years. Specifically, the current work is studying three high schools and PPS has created a single Steering Committee that is overseeing the work of all three project teams to ensure consistency and shared knowledge.
  - 3. The engagement process is critical. And this process will be more collaborative than the earlier work.
  - 4. Each project will include a cost estimate, and the final bond content will be decided at PPS Board Level.
- C. Discussion:
  - 1. Q: what is the process for hearing from community members who are not part of the CMPC? A: Each of the CMPC meetings has time allocated at the end of the session for public comments
  - 2. Q: Are there plans or a process to include more students in this process? It seems as if there was not a great effort put into recruitment? A: participation will be via the CMPC and also a public workshop will be organized. A survey is another possible tool, and the students who are on the committee can help by connecting with their colleagues. Ultimately there will be plenty of time in the future for more students to get involved – this CMPC process is fast-paced and doesn't allow enough time for engagement in the way that a traditional Master Planning effort might afford. The CMPC process is a compressed first step.
  - 3. Q: who participates on the Steering Committee? A: various administrative and academic leadership staff from PPS, along with the Principals from each of the schools and members of each design team.
- D. Each person quickly introduced themselves to the group.
- E. Stephen Weeks discussed Bora's relevant experience.
- F. Becca Cavell offered an overview of what the CMPC can anticipate:
  - 1. The project will be guided by the Education Specifications, or Ed Specs, and the district's technical standards. The teams might use a lot of industry jargon, and CMPC members were strongly encouraged to ask clarifying questions and to make sure they understand the language that is being used at all times.
  - 2. The intent is to look at renovation, addition and replacement options for JHS, to accommodate 1,700 students. This is the basis of the Ed Spec. While JHS enrollment is currently low, the intent is to update the school and its systems to provide space for 1,700 students.
  - 3. JHS will be updated on par with other schools that have recently been completed or are underway, including examples such as Franklin HS and Roosevelt HS. Becca reiterated Steve Effros's statement that the project would address issues of equity, universal access, safety, energy efficiency, sustainability and resiliency. The project will also be customized to Jefferson's unique program needs, such as the Jefferson Dancers program.
- 2. CONCEPTUAL MASTER PLAN PROCESS**
  - A. The CMPC schedule was shared, showing the four planned MPC meetings that have been scheduled. In general, Steering Committee meetings occur on alternate weeks.

10/14/2019CMPC Meeting 1

page 2 of 6

## BORA

- B. The basic content of each of the four planned MPC meetings was reviewed; the next meeting will be on October 24<sup>th</sup> and will begin to address the programs at the school as well as the existing conditions.
  - C. Christopher quickly reviewed what the committee should expect to see in the final Conceptual Master Plan, using Lincoln HS as an example. The team will look at multiple options for development of the site and will ask the MPC for its input on multiple possible approaches.
- 3. ACTIVITY: A REIMAGINED JEFFERSON HIGH SCHOOL**
- A. Christopher introduced the exercise with a quick overview of "Jefferson Today", looking at images of school activities, the site, the building and its interior spaces.
  - B. Each CMPC member was asked to take five minutes to write individual responses to the question "what are the three most important aspects of a reimagined Jefferson HS?". Individuals then paired up with one other, to discuss their thoughts and select three concepts from their ideas. Each pair then joined others at tables to develop three ideas to share with the entire room.
  - C. Reports:
    - 1. Group A
      - a. Performing Arts focus:
        - 1. Dance and choreography
        - 2. Dress and costumes
        - 3. Full vocational opportunities as it relates to the arts
      - b. Welcoming to all:
        - 1. Accessibility
        - 2. Universal design
        - 3. Barrier Free
      - c. Transparency
        - 1. More open
        - 2. Courtyards
        - 3. Need to be able to see in – display programs
        - 4. Welcoming
        - 5. Artwork on display
        - 6. Reflects all people and inclusive
    - 2. Group B
      - a. Flexibility of comprehensive high school
        - 1. Able to change over time
        - 2. Focus on all the arts
        - 3. Bring back certain programs like culinary arts
      - b. Community gathering place
        - 1. School by day / community by night for both site and building
        - 2. Technology access for community
      - c. Restoring historical building and culture
        - 1. Racial diversity
        - 2. Honor history of black high school in OR and the current and future diversity of the community
    - 3. Group C
      - a. Community-centric facility that honors its history
        - 1. Use of space
        - 2. Durable space – necessary because of heavy community use
        - 3. Feel at home
        - 4. Pride in space old and new

## BORA

- 5. Continue to be the hub of the community
- b. Celebrate and honor history of school
  - 1. Incorporate into the design and integrate into the physical building
- c. Provide a diversity of programs
  - 1. Choice outside of college prep courses
  - 2. Exposure to career training in trades, vocational training, entrepreneurial arts, integrated tech
  - 3. Easy connectivity between PCC studio and similar partnerships
  - 4. Seek out community partners to help provide diverse program offerings
- 4. Group D
  - a. STEAM(S\*) programs
    - 1. \*Sports included in this
    - 2. A is all the arts – visual, performing, culinary, entrepreneurial
    - 3. Inclusive of women's sports – sports equity for all
  - b. Community access and community
    - 1. Diversity and Durability
  - c. Safety and Access
    - 1. Resiliency
    - 2. Equal Access
- 5. Group E
  - a. Redesigning the classroom
    - 1. Flexible – adaptable to new ways of teaching and learning
    - 2. Outdoor spaces
    - 3. Flexibility to add technology as it emerges
    - 4. Space to prepare a meal - eating together as a community
    - 5. Prep for the future – beyond HS how are the students being prepared for the future
    - 6. Life skills classes – health, take care of ourselves, soft skills
  - b. Gentrification
    - 1. As community changes, how is the ??? accounted for and by who?
    - 2. Honoring and create space for the past and community today
    - 3. Return past program (auto shop) that were here before
    - 4. Respect history by maintaining murals and other cultural artifacts in the new school
  - c. Public Access to Programs
    - 1. Wrap around services – food and clothing pantries
    - 2. Health, mental health Clinic
    - 3. Childcare
- 6. Group F
  - a. Design for Flexibility
    - 1. Different learning, technology, accessibility needs
  - b. Intentionally Designed Spaces
    - 1. Highlight these programs in the building
    - 2. Dance, Culinary, Arts, Sports, etc
  - c. Reflects the surrounding community
    - 1. History of
    - 2. Process the community needs
    - 3. What does the future community look like?
    - 4. Engages the students
- D. Group Discussion / General
  - 1. Need more student voices – panel etc.

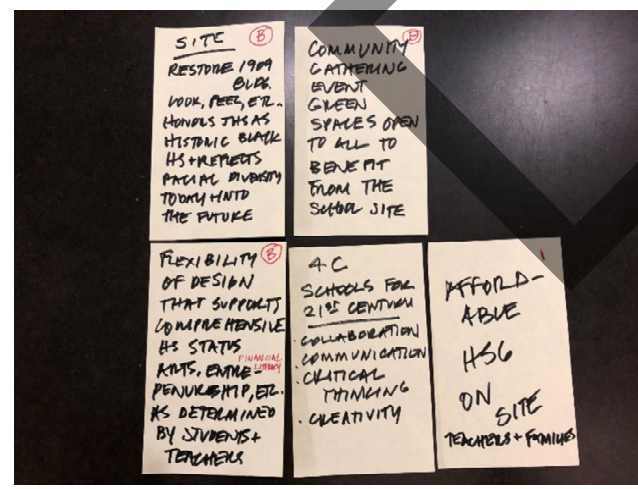
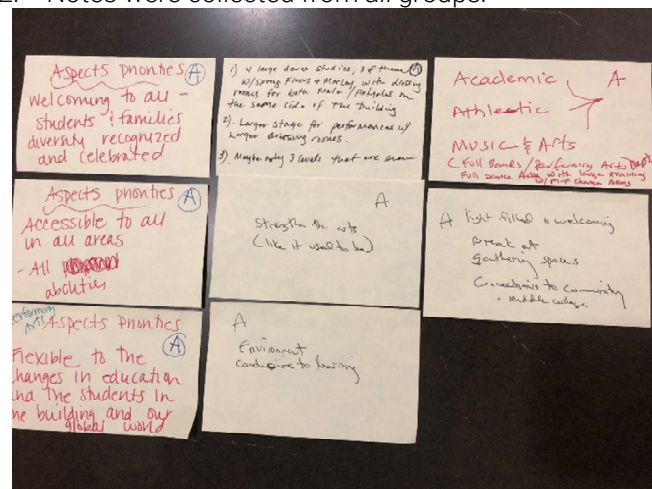


MEETING NOTES - CMPC#1

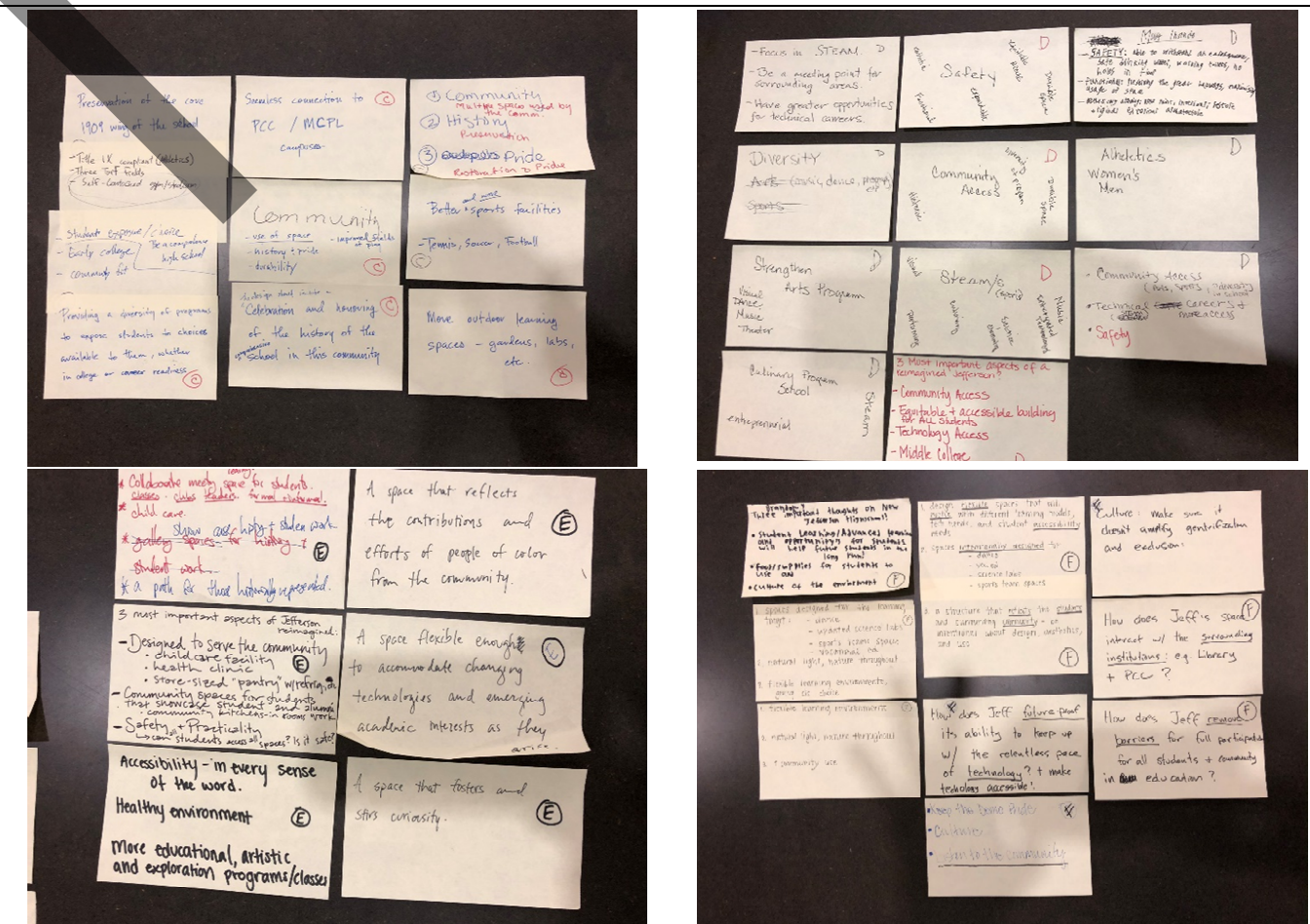
MEETING NOTES - CMPC#1

BORA

2. Dedicated team sports areas for gathering and discussion
  3. Keep existing murals and reintegrate into new school
  4. Nature in and around the site and building
  5. Natural daylight
  6. Name of the school- what does it mean? Will it change?
    - a. Community discussion around this
    - b. Lessons and curriculum around the name of the school
  7. Affordable housing on site?
    - a. Displacement of community
    - b. Future housing situation in neighborhood
  8. Multnomah Library – synergies with library, align with their plans
    - a. Shared resources possibilities
  9. Jefferson Dancers
    - a. Students used to be bussed in from other schools but no longer – must attend Jefferson to be a Jefferson Dancer
  10. Locker Rooms are terrible in existing building
  11. Keep the "Home of the Demos" in the locations where it is displayed
  12. Partnerships
  13. PCC – vocational opportunities
  14. Share with PCC at Jefferson – new spaces that folks at PCC could use
  15. Build for partnerships with PCC and others
  16. Earthquake safe building needs to be addressed
  17. Safety – holes in existing buildings
  18. Clean, safe and modernized school
  19. Intentionally Programmed space
  20. How do we leverage the strength of the community? What would this be?
  21. Accessibility everywhere
    - a. Use of technology to include everyone
  22. Technology for all
    - a. Use of technology to include everyone
  23. No loud bells!
- E. Notes were collected from all groups:



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4. PUBLIC COMMENT PERIOD
  - A. No members of the public present

Next Planned Meeting  
10/24/2019 JHS Resource Center

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

END OF MEETING MINUTES

MEETING NOTES - CMPC#2

MEETING NOTES - CMPC#2

# BORA

## MEETING MINUTES

<b>Date</b>	<b>By</b>
10/24/2019	Becca Cavell

<b>Subject</b>	<b>Project Name</b>	<b>Project Number</b>
CMPC Meeting 2	Jefferson High School Conceptual Master Plan	19015

**Present**

Amy Hargrave, CMPC	Liz Foulter Branch, CMPC	Steve Gonzales, CMPC
Brisa Somilleda Ruiz, CMPC	Maggie Mashia, CMPC	Tamra Hickok, CMPC
Eliana Machuca, CMPC	Mary Li, CMPC	Taylor Hess, CMPC
Gabrielle Mercedes Bolivar, CMPC	Mauricio Somelleda, CMPC	Margaret Calvert, JHS
Jayla Pride, CMPC	Nathaniel Shue, CMPC	Sue Brent, PPS OSM
Jon Worona, CMPC	Neil Barrett, CMPC	Derek Henderson, PPS OSM
Keela Tillery, CMPC	Nicole Dalton, CMPC	Stephen Weeks, Bora
Kenyatta Trice, CMPC	Niki Johnson, CMPC	Christopher Almeida, Bora
Kymerly Jeka	Paul Anthony, CMPC	Becca Cavell, Bora
La Tasha Frison	Rakeem Washington, CMPC	
Laurie Simpson, CMPC	Richard E Hunter Sr, CMPC	

**Distribution**

Stephen Effros for distribution

**Minutes**

**1. WELCOME**

- A. Sue Brent welcomed the committee to the meeting and reviewed the committee's charter and code of conduct, reminding the group that its role was advisory. Sue then asked if any members of the public were present – OSM had planned to invite any non-CMPC members to join the committee if they would like, but this would not be extended to future meetings.
- B. Sue informed the group that the election of the CMPC chair would be held at the end of the session, when she would distribute and collect ballots. Any CMPC member should feel free to nominate themselves on a sign up that Sue will establish during the meeting. The Chair would have the opportunity to participate in the Steering Committee meetings. These are held during workday hours.
- C. A committee member noted that at the first CMPC meeting PPS was criticized for inadequate community outreach in forming the CMPC and asked if any changes had been made. He

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noted that the reading materials [Education Specifications] outlined a specific process for forming the committee. Sue and Derek discussed the outreach strategy that had been employed by PPS as it invited community members to participate in the CMPC.

- D. A committee member asked if this was the last time that the public would be listened to. Sue noted that the public would continue to have opportunities for comment at the end of each meeting and encouraged the group to share its suggestions about how the process could be improved. She acknowledged that this the CMPC process is quicker than the full Design Advisory Group planning process. That would come next when a decision by the board to move forward on modernization at Jefferson.

**2. REVIEW OF PROCESS AND AGENDA**

- A. Stephen Weeks reviewed the agenda for the meeting and noted that tonight's meeting will focus on the Education Specifications, the existing conditions at Jefferson, and PPS standards for full modernization. These standards include:
  - 1. Designing a comprehensive high school for 1700 students
  - 2. Meeting the PPS educational specification (Ed Spec)
  - 3. Meeting the PPS standards for full modernization of high school
  - 4. Also, providing:
    - a. Equity
    - b. Universal Access
    - c. Safety
    - d. Energy Efficiency
    - e. Sustainability
    - f. Resiliency

All these issues will be studied and customized to Jefferson's unique programs and partnerships. Stephen quickly reviewed images of other PPS schools that have recently been modernized and reminded the committee that the Conceptual Master Plan will study a renovation/addition option or options as well as full replacement. The work will be very preliminary and diagrammatic – the CMP is NOT a design, and there will be plenty of time in the future to talk in more detail about all of the issues that are unique to Jefferson High School and for the public to get engaged in the discussion.

**3. WHAT WE HEARD**

- A. Stephen summarized the activities and outcomes of CMPC1, sharing an image of all the post-it notes gathered during the discussion. After review and synthesis, Bora suggested the following set of group themes:
  - 1. Community access
  - 2. Honoring history
  - 3. Flexible design
  - 4. Accessibility & safety
  - 5. Arts education
- B. A committee member discussed the significance of Jefferson HS as Portland's historically black high school.
- C. A committee member suggested adding clean air and clean energy
- D. A committee member suggested that parking was a key issue, connected with the topic of accessibility
- E. A committee member noted the proximity of North Portland Branch Library and noted the potential for shared and/or complementary programming that could be beneficial to Jefferson HS.
- F. A committee member asked if the five themes identified by Bora was be the only focus of the design work? Bora noted that while it looks for common unifying themes these will not be the only issues considered during the master planning work.

10/24/2019CMPC Meeting 2

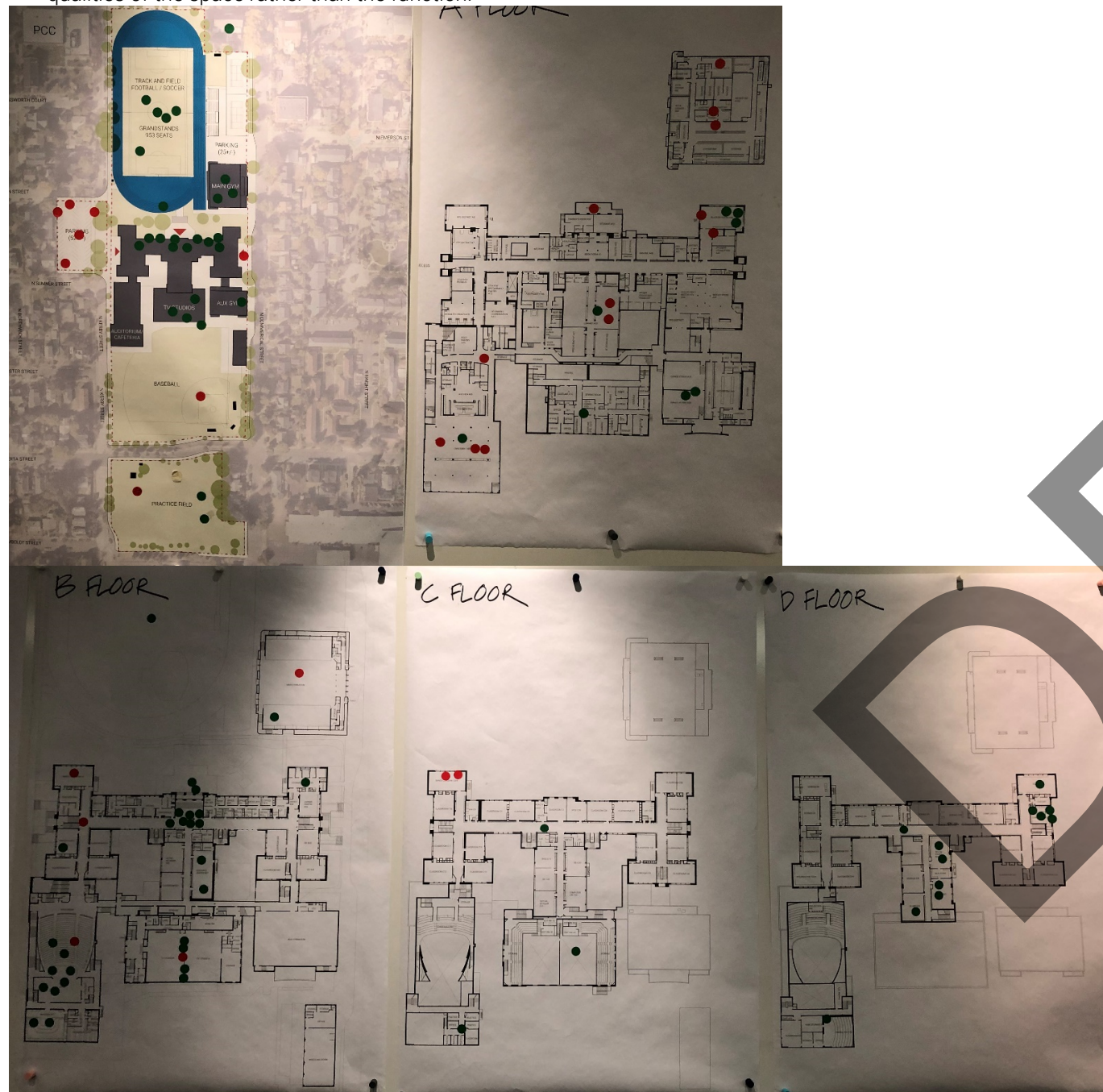
page 2 of 9



## BORA

### 4. ACTIVITY: RANK JEFFERSON'S FACILITIES

- A. Stephen then introduced an activity where committee members were asked to review a site plan and set of floor plans and each place 3 green dots in locations that they most valued, and one red dot at a location they valued the least. He asked the committee to respond to the qualities of the space rather than the function.



- B. With little time to discuss the results in detail, Stephen reviewed several key areas:

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1. A swarm of green dots has been placed in the center of the historic 1909 building. One committee member volunteered that his dot was in this location because this area – the central hall on B Floor – is where you can see the activity of the school; it's how you know "who is there".
  2. Many committee members value the historic 1909 building. The front steps are much liked, in part for their historic function as a gathering space for students.
  3. The school itself, and again particular the 1909 part, is important as a landmark in the community.
  4. "The architecture, the light, the doors – everyone used to congregate there"
  5. The theater attracted many green dots. The space is seen as a grand area celebrating the performing arts. It draws in families and the community. It's also a great teaching space.
  6. Red dots were located, among other areas, in the parking lot ("too small"), the locker rooms ("old") and the entries ("not accessible").
  7. The TV studio had green dots and a single red dot, placed there to critique the old bleacher seating, the darkness of the classroom, and the lack of modernization. "It used to be a great space when it was used for production". One member noted that parts of the studio suite feel unsafe.
  8. The west stairs on B-floor received a red dot, as this is the primary entry for most students and coming into a crowded stair hall is not appropriate. The school doesn't flow well.
  9. A committee member stated that some of the rooms on the floor plans are incorrectly labeled and don't represent the current functions.
- C. Becca noted time for additional discussion was running short and asked committee members to stay later if they could. Alternatively, members could please write to the team to share any observations they would like to make based on this exercise.
- ### 5. REVIEW OF EXISTING FACILITIES AND PROGRAM
- A. Christopher shared a series of slides showing the existing conditions and some early analysis:
1. An aerial view from the NW
  2. A site plan showing the building and site organization today
  3. A written and graphic summary of the site program identified in the Education Specification, and analysis of Jefferson's current amenities:
    - a. The grandstands are too small
    - b. JHS lacks a softball field, functional tennis courts, concessions and restrooms to support athletics, and it has no covered bike parking. It also has no garden [correction: there is a small community garden effort at the very south of the site – the "Humboldt Hedgerow".]
    - c. The track is quite new but a committee member noted that it has some challenges including root growth – it was deemed poorly designed.
  4. Christopher showed a diagram of the buildings showing the approximate ages of each of the buildings on the site.
  5. A "Universal Access" diagram shows many challenges including inaccessible entries and many of the ancillary buildings being very challenging.
  6. A "Structural Seismic Upgrade" diagram shows the relative costs per square foot to upgrade the various buildings to meet PPS's goal of "Damage Control Category III".
  7. Christopher then quickly reviewed a series of color-coded floor plans that relate each room to its category within the Education Specification. Becca noted that the drawings may not yet be 100% accurate and asked everyone to please share any corrections with the team.
- B. Becca briefly introduced the Education Specifications as a topic. The committee had been asked to review select pages from this document online prior to the meeting, and many committee members had done so.
1. A series of planning principles inform the design of each modernization project. These include issues such as entry, natural light and acoustics.



## BORA

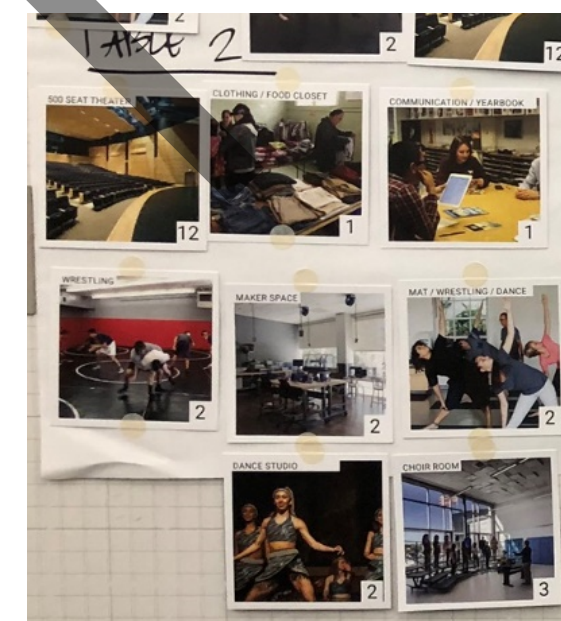
2. Becca reviewed the area summary that is shown in the Ed Spec for a comprehensive high school program with a net square foot total of 206,690 SF (net SF being the space inside of each usable room), and a total area of 281,098 SF including all the walls, stairs and other components that make up the gross square footage of a building.
  3. Jefferson's current net area is very close to the PPS standard, but the overall size is larger at 318,421 Sf. The buildings are not efficient, and don't contain the right sort of space.
  4. A review of the various subcategories of space begin to show some of the discrepancies, such as JHS having much less General Education space than recommended – in part because this is currently being used by partnership program and by PPS District.
  5. A review of Career Prep / CTE shows that while the overall area at JHS is twice the standard, it is all for one underutilized program – the TV studio. JHS does not have a Maker Space or any other CTE space.
  6. A review of Fine & Performing Arts suggests a very high area allocation, again twice the standard. The Dance Studios are clearly highly used and the theater is very large, but other spaces such as the band and choir rooms are not used. And Jefferson entirely lacks some spaces such as the Black Box Theater.
  7. Jefferson's theater is much larger than the PPS Education Specification of 500 seats. And its gyms, while approximately the right area, do not provide adequate facilities for the school due to how they are divided and organized.
- 6. ACTIVITY: PRIORITIZING PROGRAM**
- A. The committee was asked to work in groups at the tables with a pack of cards representing program functions that might comprise a modernized Jefferson High School. Each card is assigned a point value, and the total value of the pack is 160 points. Each team was asked to retain cards valued at 135 points. Or, to remove from the program cards a total of 25 points. Each team had to opt to keep one of two theater cards – a 1,00 seat existing theater for 18 points, or a new 500 seat theater for 12 points.



- Table 1 selected:
- Digital design / coding
  - Computer sciences
  - Communications/ yearbook
  - Choir room
  - Wrestling
  - Mat/wrestling/dance
  - Dance studio
  - 500 seat theater

Table 1 suggested that the idea of dedicated computer rooms seems outdated. Wrestling could happen in the auxiliary gym.

## BORA



- Table 2 selected:
- 500 seat theater
  - Clothing /food closet
  - Comm/ yearbook
  - Wrestling
  - Mat/wrestling/dance
  - Dance studio
  - Choir room
  - Maker space

Table 2 suggested that these functions could occur in other spaces if made to be multi-functional



- Table 3 selected:
- 500 seat theater
  - flex space and project rooms
  - dark room / photography classroom
  - culinary arts
  - teen parent center

Table 3 discussed looking to partners such as PCC to provide specialized spaces and services

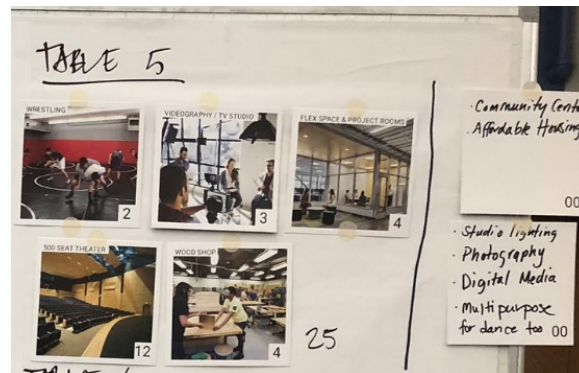


- Table 4 selected:
- 500 seat theater
  - Dance studio
  - Maker space
  - Choir room
  - Communication / yearbook
  - Woodshop
  - Teen parent center
  - Added a NEW space – an "audio recording suite" for podcasts, etc.

Table 4 also looked to partnerships to help with unique space and activities



## BORA



- Table 5 selected:
- 500 seat theater
  - Videography / TV studio
  - Flex space / project rooms
  - Wrestling
  - Wood shop

[not discussed, but this group also suggested adding a community center and affordable housing to the site, and program including studio lighting, photography, digital media, and a multipurpose space for dance.]



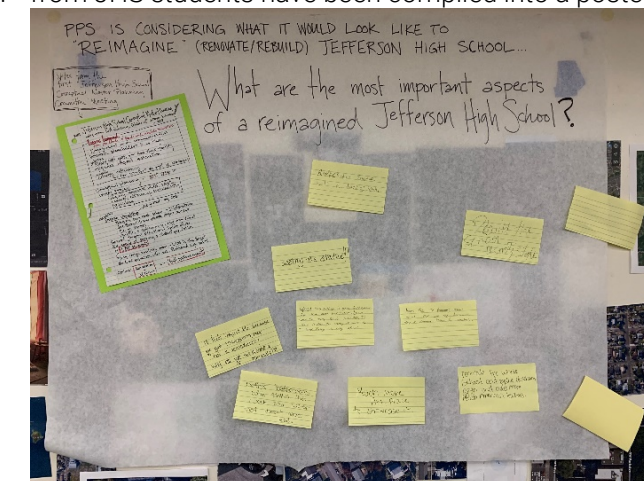
- Table 6 selected:
- 500 seat theater
  - Drama classroom / black box theater
  - Teen parent center
  - Computer science
  - Communication / yearbook
  - Mat/wrestling/dance
  - Dark room / photography classroom

Table 6 aspired to provide space for all these activities through multi-use of other spaces in the building.

- B. Conversation:
1. Discussion about negative language and reframing of the discussion to talk about reasoning behind choices.
  2. Every team chose to retain the 1,000-seat theater. Group discussion showed that the larger theater is important for the dance program, for school gatherings associated with performing arts, and for community use.
  3. Teams selected few or no dance studios as part of the 25-point removal exercise. Table 5 suggested that a future Jefferson HS with 1,700 students would need to have even more dance studios, given that the current rooms are fully utilized already.
  4. Suggestion that wrestling could be accommodated in the Auxiliary gym; others suggested that wrestling would benefit from a dedicated room so that mats don't need to be constantly rearranged.
  5. Many teams focused on class uses that could be consolidated / shared.
  6. The teen parent space is an Education Specification "requirement" – the Board has previously discussed providing this facility at every school to address issues of equity across the system. While this space was selected by some teams, that choice was made before the discussion regarding equity.

## BORA

7. Several teams selected the choir room; this is an "optional" Education Specification space and choir can be accommodated in other rooms, including the band room. Storage becomes a key consideration when spaces are shared.
  8. Darkroom photography is a current program at JHS
  9. Some spaces would be challenging to co-locate, such as the wood shop and the maker space
  10. The maker space is intended to be a resource for the entire school, offering 3-D printers and other resources for collective use.
7. DISCUSSION
- A. Committee members suggested that it is vital that teachers are involved in the discussion about the spaces at JHS. Also, lessons learned from completed HS projects area also important. One committee member noted that Franklin HS's flex spaces are not being used at all and are just full of pretty furniture but are empty. The committee does not want spaces to be built that are not well utilized.
  - B. A committee member described a need to have students get more involved but raised concerns about how to get them to "buy in" to a future vision that will not directly benefit their JHS experience. Another member suggested that they would also benefit from exposure to the architecture process from a career counseling perspective.
  - C. PPS has a lessons-learned document that is more geared toward OSM concerns; PPS can share this with the CMPC.
  - D. Sue will work to organize an optional tour of one of PPS's recently renovated High Schools.
  - E. Bora asked if it could bring both of this day's activities to Jefferson soon to work with the students. Principal Calvert is happy for Bora to do this and noted that there are Flex days next week on both Wednesday and Thursday between 1:15 and 3:15.
  - F. Bora reminded committee members to send any additional comments to the team so they can be recorded and addressed.
  - G. from JHS students have been compiled into a poster and were shared during the meeting:



8. ELECTION / NEXT STEPS
  - A. No member stepped forward to chair the committee; Sue will accept e-mail requests and hopes that this will be resolved at the next session.
9. PUBLIC COMMENT PERIOD
  - A. No members of the public present

MEETING NOTES - CMPC#2

MEETING NOTES - CMPC#3

BORA

**Next Planned Meeting**

10/24/2019 JHS Resource Center

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

**END OF MEETING MINUTES**

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MEETING MINUTES

<b>Date</b>	<b>By</b>
11/07/2019	Becca Cavell

<b>Subject</b>	<b>Project Name</b>	<b>Project Number</b>
CMPC Meeting 3	Jefferson High School Conceptual Master Plan	19015

<b>Present</b>		
Amy Hargrave, CMPC	Neil Barrett, CMPC	Stephen Effros, PPS OSM
Brisa Somilleda Ruiz, CMPC	Nicole Dalton, CMPC	Sue Brent, PPS OSM
Dan Cohnstaedt	Nicole Harris	Derek Henderson, PPS OSM
Eliana Machuca, CMPC	Niki Johnson, CMPC	Chris Linn, Bora
Jon Worona, CMPC	Paul Anthony, CMPC	Stephen Weeks, Bora
Keela Tillery, CMPC	Precious Dangerfield	Christopher Almeida, Bora
Kymerly Jeka	Richard E Hunter Sr, CMPC	Becca Cavell, Bora
Laurie Simpson, CMPC	Steve Gonzales, CMPC	
Liz Foucher Branch, CMPC	Tamra Hickok, CMPC	
Mary Li, CMPC	Taylor Hess, CMPC	
Mauricio Somelleda, CMPC	Margaret Calvert, JHS	

**Distribution**  
Stephen Effros for distribution

**Minutes**

1. **WELCOME**
  - A. Steve Effros welcomed the committee, and reiterated his earlier message requesting that members stay beyond the allocated 2 hours if possible.
  - B. Steve reviewed the purposed of the Conceptual Master Plan: this is a first step and a high-level view, intended to document the vision and aspirations of the community. The work will culminate in a report that will include a summary of the group's vision and also a comprehensive documentation of the work of the committee. The report will inform a cost estimate; this is intended to be flexible to allow various scenarios to be explored through options and alternates – the Board will be asked to consider these as it makes its decision about how to structure the next bond.



## MEETING NOTES - CMPC#3

## MEETING NOTES - CMPC#3

## BORA

- C. Steve noted that today's Oregonian article includes a link to a document that outlines a summary of Bond options and timings. The JHS Conceptual Master Plan is well ahead of many of the other studies that are necessary to inform bond planning.
- D. Steve noted that Michelle DePass has just been assigned from the School Board of Education to be its representative at the JHS CMPC; she was unable to attend tonight but hopes to attend the last meeting on 11/21.
- E. PPS is planning for two additional public meetings for the Conceptual Master Planning: a "community forum" with Michelle DePass in early to mid-December where the CMPC can share its ideas and concerns, and an Open House to share the results of the committee's work with the public.
- F. Discussion:
1. A committee member expressed her hopefulness that Michelle would engage with the process.
  2. A committee member welcomed the two additional meetings, noting it would open up the conversation. Is a schedule set? Steve: PPS is working to identify dates for these meetings and would like to align them with other attractor events at Jefferson in order to maximize attendance.
- G. Sue reported that optional site visits to Roosevelt High School are scheduled for Wednesday November 13<sup>th</sup> and 20<sup>th</sup> at 4:00 PM; PPS is working to establish tour date(s) for Grant HS.
- H. Sue noted that she remains hopeful that a committee member will step forward to chair the CMPC, and participate in the Steering Committee meetings.
- 2. WHAT WE HEARD**
- A. Becca reviewed the meeting schedule and the agenda, and reviewed the work done in CMPC Meeting 2
1. At the last meeting the group discussed a series of statements synthesized from the break out session exercise. After hearing feedback from the committee, Bora has edited and expanded the statements reflect what it heard, and suggest the following themes:
    - a. Offering access to the community and being a hub for its community
    - b. Honoring Jefferson's history as Portland's black high school and celebrating its future diversity
    - c. Creating a flexible and adaptable design
    - d. Providing welcoming, safe, resilient and accessible facilities
    - e. Offering a rich variety of educational opportunities and maintaining strong partner programs
 All comments shared by the committee will continue to be considered as the group explores design options.
- B. Becca reviewed the green dot / red dot exercise where committee members ranked Jefferson's facilities. While the exercise was brief, some key issues emerged:
1. The group collectively held the following areas in high value:
    - a. The large theater, for its capacity and ability to assemble the school around the performing arts, and also its symbol as a/the theater in Portland that welcomes the African-American community.
    - b. The main hall and front steps as a current and historical gathering place and center of the school community
    - c. The exterior of the 1909 building
    - d. The track and field which was recently completed and was a hard-fought victory
  2. The group collectively did not highly value:
    - a. The two dance studios in the 1909 building: they are too small
    - b. The locker rooms under the gym
    - c. The cafeteria
    - d. The parking lot

## BORA

- C. Becca reviewed the program prioritization exercise. She noted that she and Christopher had taken the same exercise to Jefferson, working with 9 groups of students over 2 hours during Flex. A very similar array of cards emerged from those sessions too. Both the committee and the students unanimously opted to retain the larger theater – a choice that showed the design team how important this space is to the Jefferson community.
- D. Becca reported that after hearing the outcomes of the CMPC meeting, at the Steering Committee PPS OSM leaders recommended that Jefferson be developed as a comprehensive high school with additional space for its unique program needs including the Jefferson Dance program (larger theater, four dance studios, and support and storage spaces) and its partner programs including SEI and Latino Network. This results in a school that is recommended to be about 18,000 net SF larger than the baseline Ed Spec program.
1. A committee member recommended that the program include spaces such as the Resource Center – larger classrooms to accommodate 60+ students for classes such as Senior Inquiry.
- 3. EXERCISE: BUILD JEFFERSON HIGH SCHOOL**
- A. Stephen Weeks reviewed the existing conditions at Jefferson HS, with the site organization and age of each building; the universal access challenge of the various component parts; and the relative severity of structural seismic upgrades that are needed for each building. Stephen then introduced a new slide showing three buildings that Bora suggests the committee consider retaining as it works to study design options:
1. The 1909 building – the original school – has many great qualities. It has a narrow floor plate, which brings a lot of light into the interior. It has gracious proportions and is taller than most modern schools can be. It has great importance to the community culturally, historically and symbolically: it's the heart and soul of the community. And, it has a great layout for general classroom use.
  2. The two gym buildings are not recommended to be retained – they don't meet the needs of a comprehensive high school and fail to provide an appropriate competition gym or seat enough spectators.
  3. The auto shop / wrestling building and the central 1950's building are also not recommended to be retained. The central building has lower ceilings and inadequate windows.
  4. The theater, while much loved, is not ideal and is particularly unsuited to dance performance. The stage and proscenium are poorly sized. Accessibility challenges within the theater and the lobby are significant. Bora recommends the committee consider replacing it with a new 1,000 seat theater.
  5. The building's original gym (1928) is now used as the TV studio. This building has architectural quality with its great roof structure and brickwork, but it needs significant seismic work. It wouldn't make a good gym but could be repurposed as something else.
    - a. Question: could the existing bleachers in the old gym be reused elsewhere? Answer: yes, certainly.
    - b. Stephen noted that Grant HS's remodel included repurposing that school's old gym as an art facility.
    - c. Stephen added that the building also has accessibility challenges as it is at a half-level. But the central location is very attractive.
  6. The 1909 building is about 125,000 GSF in size.
- B. Christopher introduced a set of model pieces that were set up at four tables for teams to work with:
1. A based plan shows the site to scale
  2. Museum board shapes represent field athletic items required by the Ed Spec.
  3. A 3D printed renditions of the 1909 building and 1928 historic gym
  4. Wood blocks representing various program elements

## BORA

5. An acrylic block representing the cafeteria / student commons
- C. Christopher explained that teams could opt to keep the 1928 gym building or not; if the building is retained, the team should identify which other block they intend to accommodate in the structure.
- D. Each team spent an hour considering how to organize the site and buildings:
  1. Team 1
    - a. Placed the performing arts and dance classes between the 1909 building and new theater for access and shared space / resources.
    - b. Kept the old gym as student center / cafeteria to provide nice environment for kid with an open courtyard for year-round access with creative sails or cover
    - c. Science over library
    - d. Main gym with track, and tennis courts on top
    - e. Statue is retained
    - f. Recommend basketball courts to the north
    - g. Big idea is about having a thoroughfare of student-centered space akin to the stairs – welcoming and comfortable space for kids
    - h. View from Alberta: as the Killingsworth corridor has the view of the school, from Alberta add a mural or installation on façade of the theater to represent its significance to the black community
    - i. Original gym restored and reconfirming its place in the community and on Alberta
    - j. Front door is to the west. Want the steps to remain.
    - k. Parking is retained in current location. Covered parking would be lovely but not good for neighbors
  2. Team 2
    - a. Scheme changed at last minute (Christopher)
    - b. One of the challenges is thinking about how to make open spaces for the community, making modular spaces would be easier than having everything contiguous. For example, spaces such as the theater and gym would be community focused, and the rest would be more central to the school.
    - c. Maintaining the front: dig down, to place entry on A-floor and enter straight into the commons.
    - d. Breezeways / elevated walkways between the spaces.
    - e. Fine and performing arts wing – maybe too far from theater?
    - f. Parking flanking the grandstands, with some around the theater
    - g. Imagine entering at A floor and it's ADA accessible. Like Center Hall, but down one floor.
    - h. Separating the gym and theater makes it easier to invite the community in.
  3. Team 3
    - a. Preserving main entrance and opening up to create flow – like Team 2's idea of taking away stairs and entering at A level.
    - b. Creating a full theater space so that academic performing arts and theater spaces come together.
    - c. Science wing includes an outdoor area for science to use – maybe a rooftop garden or courtyard access.
    - d. Library is below student center
    - e. "In the round" organization to allow flow
    - f. Parking located at grandstands and maybe to the south.
    - g. Really wanting to have the student commons at the center. Adding a covered outdoor area for year-round use.
    - h. Struggled with keeping or replacing the old gym – could do this either way. Ultimately, the freedoms related to new construction outweighed the desire to keep the old

## BORA

- i. building. Old gym entry is quite beautiful but couldn't find a good way to fit everything else without covering it.
- j. Separate performing arts complex.
- k. Placing gym to the south opens up visibility of old school; however, locker rooms are not convenient to football or track & field.
- l. Likes mural concept described by Team 1.
4. Team 4
  - a. Played with location of theater, parking, retaining the old gym
  - b. Gym to the north with rooftop covered (?) tennis courts
  - c. Theater: approach through front door and the commons, or through the side
  - d. Commons as pre-function space to theater [question about access by public after hours]
  - e. Dance to the side of the theater
  - f. Science and library to the other side
  - g. Covered breezeways connecting spaces
  - h. Main entry maintained to the north
  - i. Like prior team's concept to remove steps and enter on A floor
  - j. Elder parking to be considered
  - k. Maintain open courts at the south of the 1909 building to get natural light to the classrooms
  - l. Becca notes that this group also looked at locating a performing arts complex on the current parking lot
  - m. Margaret asked about stairwells on the south side of the 1909 building: those would be replaced / relocated into a new building.
- E. Bora's next step is to assimilate all that was shared today and to bring concepts back to the next meeting.
  1. Commons at the center is a common theme



TEAM 1



TEAM 2



MEETING NOTES - CMPC#3

MEETING NOTES - CMPC#4

BORA



TEAM 3



TEAM 4

4. PUBLIC COMMENT PERIOD

A. No members of the public present

5. NEXT STEPS

A. Bora will develop options based on the outcomes of today's session and bring to the next and final CMPC meeting on November 21.

NEXT PLANNED MEETING

11/21/2019 JHS Resource Center

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

END OF MEETING MINUTES

BORA

MEETING MINUTES

**Date** 11/21/2019 **By** Becca Cavell

**Subject** CMPC Meeting 4 **Project Name** Jefferson High School Conceptual Master Plan **Project Number** 19015

**Present**

Amy Hargrave, CMPC	Neil Barrett, CMPC	Margaret Calvert, JHS
Brisa Somilleda Ruiz, CMPC	Nicole Dalton, CMPC	Stephen Effros, PPS OSM
Eliana Machuca, CMPC	Niki Johnson, CMPC	Sue Brent, PPS OSM
Gabriele Mercedes Bolivar	Paul Anthony, CMPC	Chris Linn, Bora
Jayla Pride, CMPC	Precious Dangerfield, CMPC	Stephen Weeks, Bora
Jon Worona, CMPC	Steve Gonzales, CMPC	Christopher Almeida, Bora
Kymerly Jeka, CMPC	Rakeem Washington, CMPC	Becca Cavell, Bora
Laurie Simpson, CMPC	Richard E Hunter Sr, CMPC	
Maggie Mashia, CMPC	Steve Gonzales, CMPC	Kate Piper / HNA
Mary Li, CMPC	Tamra Hickok, CMPC	
Mauricio Somelleda, CMPC	Taylor Hess, CMPC	

**Distribution**  
File Stephen Effros for distribution

**Minutes**

1. WELCOME

A. Steve Effros welcomed the committee, and offered several updates:

- This Conceptual Master Planning effort is the first step toward the future Bond;
- The Board will want to discuss the pros, cons and scope of the bond.
- It's important to have a bridge between the CMPC effort and the Board review. Two sessions are planned:
  - A Community Meeting with Board Representative has been scheduled for December. PPS has created flyers for the event in three languages, and will distribute electronically also. This will be a good opportunity for stakeholders to make their case for Jefferson to be on the Bond.
  - An Open House is also being planned.

B. Sue reported on recent tours of Grant and Roosevelt High Schools. Quite a few CMPC members attended the tours. Committee members shared their observations:

- Both schools are fabulous

## MEETING NOTES - CMPC#4

## MEETING NOTES - CMPC#4

## BORA

2. RHS music classrooms are too close to the Library
  3. GHS has amazing gym, theater, black box etc – but sadly no football field
  4. GHS exterior looks original – even the replacement windows look original. Yet everything inside is modern.
  5. GHS Restrooms are gender neutral and open, so there's no place for students to congregate.
  6. GHS stage in the theater has no ramp or lift – hard to move things in and out.
  7. GHS multifunctionality is great. Teachers aren't assigned to classrooms, which helps equity for junior teachers, who might otherwise have to share a classroom or not have allocated space based on seniority.
    - a. Sue: teachers are assigned to no more than two classrooms; GHS also has large shared spaces for teachers with 10-15 teacher desks per space.
    - b. Committee member: it is not equitable to fail to provide a classroom to each teacher. It affects instruction and student success. Some students need to know how and where to find specific teachers.
    - c. JHS Senior Inquiry space is an example of a room that benefits from being able to accommodate and display ongoing work.
  8. GHS entryway is a bottleneck and chaotic, yet great because it's a place where you can get to everywhere from – totally central with direct access to the Commons.
  9. GHS central stair at entry is a visual barrier
  10. Re-use of old materials, for example old bleacher seats, is great.
  11. GHS conversion of old gym to new art facility is very successful
  12. Technology preparedness is good: abundant power, including ceiling drops in some areas.
  13. GHS Maker Space is great and busy; glassy open design makes it visually interesting too.
  14. GHS Forums / Stadium Stairs: authentic hang-out space
  15. GHS library windows and window seats connect students to nature and provide quiet nooks.
  16. Athletics: on other tours and in discussion, athletic spaces aren't given as much attention as academic spaces and some areas are non-functional, such as: no team rooms, not enough basketball courts, bleacher seats that don't deploy properly, inadequate storage for equipment.
  17. FHS has various failures including sinks pulling away from walls and tiles lifting up.
  18. Touring RHS and GHS shows the inequity between the two schools. This is disappointing. Students see the difference. JHS is an opportunity to address this inequity.
- 2. WHAT WE HEARD**
- A. Becca reviewed CMPC-3
1. Group Themes were reviewed, with the proposed additional theme "Outreach and Engagement are Essential".
  2. The site and building organization models developed by four teams were reviewed. Becca noted a series of themes:
    - a. Universal Themes
      1. Student Commons placed centrally
      2. Co-locate Theater and Dance programs
      3. Retain the existing Track & Field (teams had little choice, given site constraints)
      4. Parking
    - b. Common Themes
      1. Use the parking lot for the new Theater or Gym
      2. Place the Gym to the north / south
      3. Allow community access to Theater and Gym
      4. View from Alberta Street
      5. Main entry at A-Floor

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## BORA

6. Desire to retain original historic Gym building
  - c. Cool Ideas
    1. Tennis courts on top of the Gym
    2. Science garden / courtyard
    3. Separate performing arts complex
  3. Becca asked the group to discuss "Main Entry at A-Floor" and the very positive statements that have been made about the main entry stairs, which currently bring visitors up to B-floor. Becca suggested that to have the main entry at A, the stairs may need to be removed. A committee member asked could JHS have both the entry at A and keep the stairs? Maybe come around the sides of the stair? Becca asked what it was about the stairs that folks liked – what experiences are they thinking about?
    - a. Stairs are a gathering place
    - b. It feels good to be at the stairs
    - c. Class and team photos are often taken here
    - d. Walking up the stairs is a good way to transition your thoughts before entering the school
    - e. The stairs feel civic, grant, important.
    - f. The stairs are not good for differently able people. Stairs cause "othering" for those who can't navigate them.
    - g. B Floor currently has the "special" spaces. If A Floor becomes the entry floor, the spaces would need to be reorganized.
    - h. Current entries are haphazard. JHS should have a dramatic entry – restore the front door.
      - i. Make sure you don't come up stairs only to have to go back down.
      - j. Statue is important

Becca suggested that creating a new entry at A Floor to the north could provide a universally accessible entry for everyone, and the site could be designed to provide gathering and seating areas – making a new place for class and team photos.
  4. Becca asked the group to talk about the concept of having separate entries to the theater and the gym:
    - a. The current stand-along gym is much easier to manage
    - b. Is key-fobbing the answer? – only if doors can't be propped open
    - c. If the weight room is in the same building that makes access more complex
    - d. GHS reports that it has to either provide security staff for public events, or it is unable to host the events. Security is a major concern.
    - e. The community enjoys the experience of coming into the school in order to participate in events – people get to see student work on display, etc.
- 3. RESEARCH UPDATE**
- A. Stephen Weeks reported on zoning research which shows that required setbacks due to the proximity of the school to its residential neighbors will most likely preclude construction on the parking lot. Additional setbacks are required for taller buildings, and structures that are the maximum 75' height have to be set back from the property line by 37.5 feet. The existing gym building isn't in compliance and placing any large structure in this location in the future could be very challenging. Several existing buildings on the site are in violation of current zoning requirements.
- B. Question: is this why sometimes building shells are retained? Could we do this?
1. This might be possible
- C. Question: is there any way to work with the city on lands use, conditional use, etc?
1. Most likely we will be restricted, unless we can argue that our proposed approach is better than code in some way. The review process is rigorous.

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## 4. DESIGN OPTIONS

- A. Christopher introduced a site diagram where the historic 1909 building is oriented toward Killingsworth Street, and honors Jefferson's cultural heritage, while new development to the south can reconnect Jefferson to its community and provide public access to its amenities.
- B. Christopher briefly described three design options – Approach A, B and C. All schemes share common features to the north such as a new grandstand with team rooms and concessions below, parking, and a community garden. The 1909 building in each scheme would accommodate most classrooms as well as administration and other functions. Specifics of each scheme include:
  - 1. Approach A – "Compact Footprint"
    - a. Main entry at A floor
    - b. Dance program adjacent to entry lobby
    - c. A courtyard at the second floor, above the dance program
    - d. Community entries to gym and theater to the south
    - e. Athletic fields /courts on Alberta
  - 2. Approach B – "Jefferson Campus"
    - a. Two separate buildings
    - b. Main entry at A floor with a generous stair up to B Floor / Media Center
    - c. Retain 1928 gym structure and convert to Student Center
    - d. Community entries to gym and theater at Alberta
    - e. Fields between two buildings
  - 3. Approach C – "Central Courtyard"
    - a. Main entry at A floor
    - b. Student Center at A floor at entry
    - c. Central open courtyard
    - d. Single shared community entry for gym and theater to the south at Alberta
- C. Discussion:
  - 1. Are there multiple entrances?
    - a. Yes – there will be many. These schemes focus on the main entry
  - 2. What about the gym/field relationship?
    - a. There will be team rooms and possibly showers below the grandstand but the gym is distant from the field in each scheme.
  - 3. Where are the baseball and softball fields?
    - a. Currently there doesn't seem to be a way to fit them both on the site; softball fits on the south lot but baseball is more challenging.
  - 4. There is an Ed Spec requirement for child care via the Teen Parent Center. Where does it go? It should be separate?
    - a. Agreed – not yet resolved.
  - 5. Are Visual Arts still located with the Performing Arts?
    - a. Yes, in some of the schemes
- 5. DISCUSSION
  - A. The committee divided into three teams and spent several minutes reviewing each scheme in turn with a model and plan/section drawings to support the discussion. Written comments from team work:

# BORA

APPROACH A – COMPACT FOOTPRINT		
TABLE 1	TABLE 2	TABLE 3
Pros: a. All connected inside b. Secure Cons: c. Loss of baseball & softball (all) d. Separates cultural stuff from academic - Swap dance and student center locations	a. Open b. Fields are a general problem c. Flow is good – less travel distance d. Keeps kids closer together e. Spirit and pride f. Landscape/bushes can create spaces g. Flip entries to the north for the gym and theater h. Put the Student Center at the middle, closer to the entry – currently too far from the entry	Pros: a. Quicker to move around the loop b. Classrooms are closer to each other c. More efficient Cons: a. Less daylight than C b. Openness of south court (security issues)
APPROACH B – "JEFFERSON CAMPUS"		
TABLE 1	TABLE 2	TABLE 3
Cons: a. Gym too far from track & field b. Too spread out - connect with bridge? - keep old gym – make 1 building.	a. Distance – hard to get to class on time b. No FTE to run separate building or maintain it c. Should be welcoming with lights at the sidewalks d. Seating / gathering e. Doesn't feel like a high school f. Community interaction with students is lost	Pros: a. Keeping the old gym Cons: b. Disconnected theater/gym c. Security d. Isolation of athletes and arts students e. Not cohesive f. Coming into A floor and moving up
APPROACH C – "CENTRAL COURTYARD"		
TABLE 1	TABLE 2	TABLE 3
Pros: a. Student Center good at center b. Alberta frontage Cons: c. Only one place to d. Dance is disconnected from theater e. Shaded courtyard at third story f. Courtyard is a trap g. Confining & prison-like - Consider connecting courtyard to street - more places to hang out; not just the courtyard.	a. Large open space too wasteful b. Student Center location is good c. Site is difficult to fit d. Good light and wayfinding with the courtyard e. Strengthens the sense of community f. Kids will find spaces g. Helpful to see into open space h. Walls feel prism-like i. What is context of the neighborhood j. Respects the existing building	Pros: a. courtyard feels complete b. student center at entry c. daylight d. Alberta Street view e. Security of courtyard f. Feels like a comprehensive HS g. Meaningful Cons: h. Distance from parking to gym/theater i. Courtyard could suffer from lack of maintenance

- B. Report-back and Discussion:
  - 1. Zoning discoveries are disappointing.

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## BORA

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2. Being asked to think without constraints in the previous meeting, and then to have no say in how buildings are reconfigured after zoning is considered within the constraints makes us feel what was the point – we did the work but didn't get a chance to be the bridge. No prior configuration put the gym and theater together and now the committee is being told it has to be that way.
3. Loss of athletic fields is a serious issue for everyone
4. Approach A:
  - a. Open space is accessible when school is closed
  - b. Would be better with Commons / Student Center at entry floor – A floor.
  - c. Liked being able to access entire program in one building
  - d. Entry to theater and gym at the wrong end of the building – get them closer to the main building
  - e. Flow is good
  - f. Land-efficient
  - g. Less light
  - h. Feels a little open to the south; might require fencing
5. Approach B:
  - a. Weather – students will get wet between classes
  - b. Students get distracted moving between buildings
  - c. Had the best potential for Alberta Street frontage.
6. Approach C:
  - a. Some liked the organization and sense of enclosure, but others felt it was prison-like and worried about safety
  - b. Feels cohesive and intentional
  - c. Student Center / courtyard / media center progression seems very student-centered and welcoming
  - d. Lots of light in the learning spaces
  - e. Where will trash be collected from? Will there be a door there?
    1. A loading area has been placed to the west
    2. Yes a door will be here. Many doors will be needed.
  - f. Open space is too big – make it smaller. Put more light on the outside of the building. Right now it is all walls. Open up to the street. Students won't use such a large space.
  - g. Middle space isn't varied enough
  - h. Being looked down on while you're eating your lunch...not enough variety of space.
  - i. Feels too formal.
  - j. Concerned about lighting in courtyard – would it be in shade a lot of the time, other than summertime when school is out.
  - k. Welcoming like the Louvre or the Vatican – open and welcoming.
  - l. It's about how it's designed – how the landscape is designed. A variety of different places – choice.
  - m. It's a safe place. Now, the entire perimeter is fenced in and it would be nice to open up the site but to still have a safe place.
  - n. Open space could be used as an amphitheater.
7. Table 1 created a scheme D – turning the free-standing building 90 degrees and moving it north to meet the gym. Like to keep the old gym.
8. Childcare center has very specific needs; can't be internal access. Needs to be considered – where would it go?
9. Don't forget there is an existing courtyard to the north of the existing building. It can stay and be renovated.
10. Agreement that there is more work to do.

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## BORA

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### 6. PUBLIC COMMENT PERIOD

A. None

### 7. NEXT STEPS

- A. With some dissatisfaction from committee members about pre-baked schemes being presented, some would like another run at it. We don't have to find one solution – this is a complex project. Multiple options can move forward although it would be great to have a preferred scheme.
- B. Margaret recommends that people consider how large this project is – that they walk the exterior to get a sense of scale.
- C. A fifth meeting is planned for December 5.

### NEXT PLANNED MEETING

12/5/2019 JHS Resource Center

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

### END OF MEETING MINUTES

#### Next Planned Meeting

12/5/2019 JHS Resource Center

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### END OF MEETING MINUTES

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MEETING NOTES - CMPC#5

MEETING NOTES - CMPC#5

# BORA

## MEETING MINUTES

**Date** 12/5/2019 **By** Becca Cavell

**Subject** CMPC Meeting 5 **Project Name** Jefferson High School Conceptual Master Plan **Project Number** 19015

**Present**  
 Jon Worona, CMPC  
 Laurie Simpson, CMPC  
 Maggie Mashia, CMPC  
 Richard E Hunter Sr, CMPC  
 Steve Gonzales, CMPC  
 Neil Barrett, CMPC  
 Margaret Calvert, JHS  
 Stephen Effros, PPS OSM  
 Chris Linn, Bora  
 Stephen Weeks, Bora  
 Christopher Almeida, Bora  
 Becca Cavell, Bora

**Distribution**  
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**Minutes**

**1. GOALS FOR THIS MEETING**

- A. Becca reviewed the goals for the meeting:
  1. Purpose of the work is to inform planning the future bond
  2. Consider high level conceptual planning strategies
  3. More than one scheme can move forward
  4. Doesn't reflect a proposed design for Jefferson High School - that work is still to come
- B. Steve Effros introduced a diagram showing the CMPC work in relationship to the current bond planning effort and outlining a more expansive comprehensive master planning effort that would occur after a successful bond vote.

**2. WHAT WE HEARD**

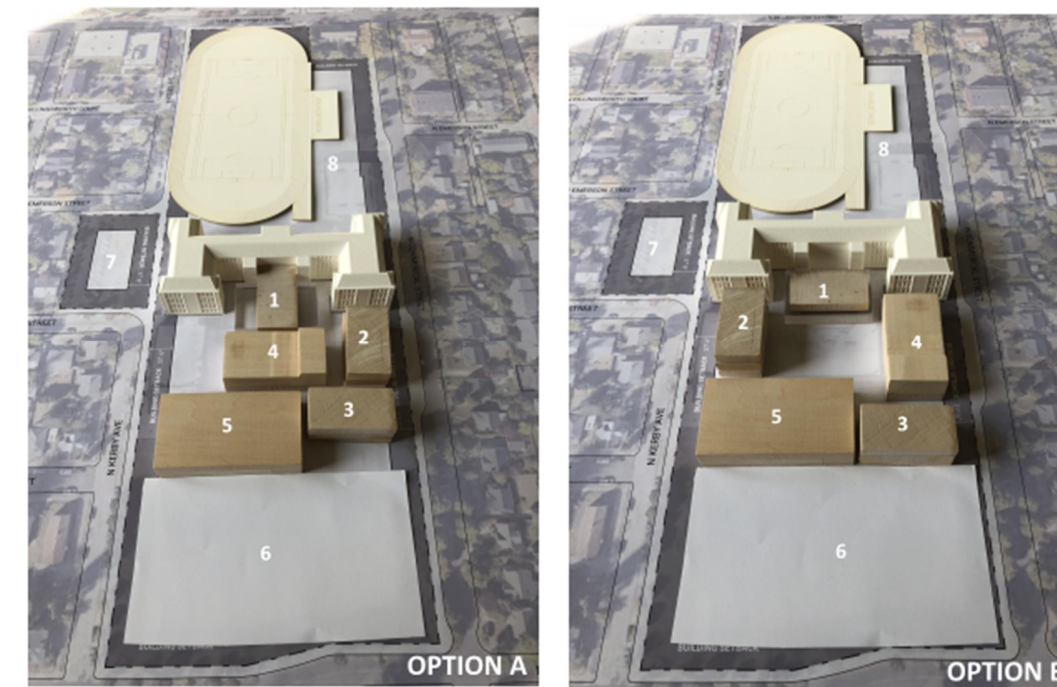
- A. Becca reviewed the group themes that emerged in CMPC 1 and 2 and summarized the themes that emerged during the group work in CMPC3. She then quickly shared the three Approaches that Bora brought to CMPC 4, and noted the purpose of this fifth meeting is to revisit design options given feedback from the committee:
  1. The CMPC wished to have had information about setbacks and zoning code requirements at previous meeting
  2. The CMPC wanted to see CMPC 3 group work reflected in design options
  3. The CMPC was concerned about the likely loss of baseball field due to site size limitations

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- B. Becca outlined several key topics that emerged in the group discussions at CMPC4:
  1. Separated buildings were not preferred - create a single unified school building
  2. No prior configuration placed both the gym and the theater on the south side of the 1909 building
  3. Consider passing time / travel distance
  4. Consider Teen Parent Center location
  5. A courtyard could feel too enclosed- consider safety, security and offer students a variety of environments
  6. Student Commons should be close to the building entrance
  7. Some interest in keeping the old Gymnasium building
- C. Becca quickly shared the site plan with required setbacks as a reminder to the group, and the committee members present revisited the block model exercise from CMPC3.

**3. DESIGN OPTIONS**



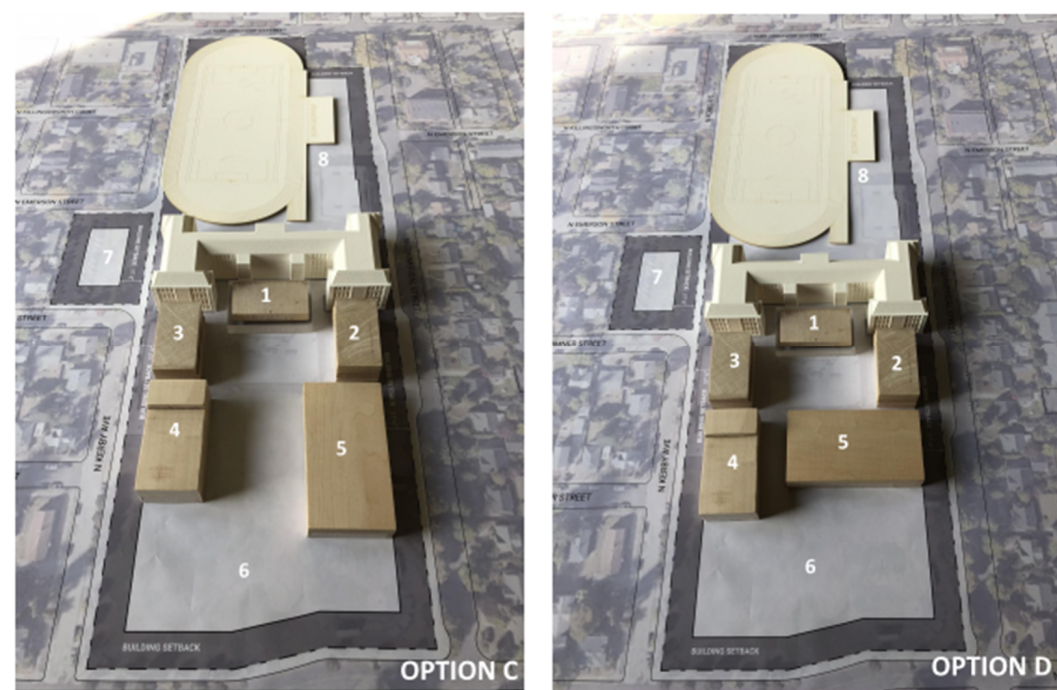
**Key**  
 1. Library / Commons  
 2. Science  
 3. Fine & Performing Arts  
 4. Theater  
 5. Gym  
 6. Athletic fields  
 7. Parking  
 8. Grandstands / team rooms

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MEETING NOTES - CMPC#5

BORA



- Key**
- 1. Library / Commons
  - 2. Science
  - 3. Fine & Performing Arts
  - 4. Theater
  - 5. Gym
  - 6. Athletic fields
  - 7. Parking
  - 8. Grandstands / team rooms

**4. DISCUSSION**

- A. Discussion of the equity between the last bond. Roosevelt and Grant. Some of that is a part of the original size of the schools. Franklin and Grant were built for 1,700 students while Roosevelt was built for fewer.
- B. Field space is limited at all the high schools in Portland.
- C. Baseball will likely need to be sacrificed. No real room for a proper field.
- D. What can the current baseball field be used for then? It may make good sense to consider a multi-use practice field.
- E. A shared field for communal PPS use needs to be considered since there is a constant need for athletic space in NE Portland
- F. Tennis courts - how long have they not been in use? about 7 years.
- G. The old gym /TV studio is very much liked by some, but not all, committee members. Retaining it is very challenging.
- H. Splitting the gyms - how does that work? Better to have two gyms together - makes more sense from a security and running games, practices etc.

**5. PUBLIC COMMENT PERIOD**

- A. None

**6. NEXT STEPS**

- A. Community Forum and Open House have been scheduled, and Bora and PPS will work on a report of the process to support the bond planning effort.

**NEXT PLANNED MEETING – MEETING CYCLE IS COMPLETE.**

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

**END OF MEETING MINUTES**

DRAFT



MEETING NOTES - SCM#1

MEETING NOTES - SCM#1

**CONCEPTUAL MASTER PLANNING****Steering Committee (SC) Meeting 1****October 4, 2019****MEETING SUMMARY NOTES** (in blue, with needs underlined)**Attendees:**

Steve Effros, PPS/OSM  
 Sue Brent, PPS/OSM  
 Margaret Calvert, PPS/JHS  
 Alyssa Leeviraphan, Mahlum  
 Chris Brown, Mahlum  
 James Fitzpatrick, IBI  
 Stephen Weeks, Bora  
 Christopher Almeida, Bora  
 Leo Lawyer, PPS/CHS  
 Levi Patterson, IBI  
 Darren Lee, PPS/OSM  
 Claire Hertz, PPS/B&O  
 Marina Cresswell, PPS/OSM  
 Joe LaFontaine, PPS/ISC  
 John Payne, PPS/Security

**1. Introductions****2. Recent accomplishments since last meeting**

- a. Communication/outreach: following Conceptual Master Planning Committee (CMPC) communications plan, principals reached out to their communities to apply to be members of these committees, applications were downloaded and members are being invited to participate on the CMPCs for the three high schools
  - Steve E reviewed the CMPC outreach goal of bringing in a broad, diverse group of participants. There are currently 30-40 applicants to consider, with the deadline extended to the end of today/Friday; he will download the list of applicants and send an acceptance letter later today that includes a schedule, charter and expectations of behavior to each participant
  - Margaret wanted to confirm that language services would be provided to support the CMPC process.
    - Meeting follow-up:
      - Document translation: please see attached screenshot of CMP website with underlined/linked translations of documents provided
      - Meeting translation services: meeting translation services are being provided as requested by principals
- b. Lessons learned: completed lessons learned process among design teams and senior OSM staff

- c. Data gathering: project teams gathered data and developed school specific project understanding
  - d. Cost estimating: cost estimating services firm is under contract and a kick-off meeting was held to set assumptions for the teams going forward
    - Steve E reviewed the cost estimating services, which included a kick-off meeting and will incorporate assistance during early concept development and participation in the third SC meeting.
  - e. Contracting process for background title reports/surveys/geotech letters will begin soon
    - Steve E reviewed the CMP timeline and that it would be a speedy process, requiring decisions to be made quickly; he described the comprehensive review of each school's vision, program goals, concept development and final deliverable of a report and cost estimate to the Board
    - Steve E discussed how the CMP process, which combines school design team and administrator participation during SC meetings, will benefit all three schools by allowing everyone to learn about program and design ideas
    - School principal input/feedback:
      - WHS: Filip shared some of the skepticism of the Wilson community; there is an understanding that there was a low degree of likelihood of more than one high school on the next bond; Marina explained that the goal of this effort was to produce useful scope & cost information without the level of effort of past master planning processes
      - JHS: Margaret reminded all that the 2017 Bond communicated that master planning would occur soon after the Bond passed; there is also fatigue based on what people have experienced in the past; she recommended as much detail as possible be provided to the community
      - CHS: Leo explained that he is pleasantly optimistic, looking forward to the process and motivated to see updates to a 100-year-old building
3. Next steps before next meeting
    - a. Conceptual Master Planning Committee (CMPC) meetings (see attached meeting schedule for reference)
      - Overview of CMPC meeting agendas
      - Typical review of prior CMPC meeting (starting with SC meeting 2)
      - Review of next CMPC meeting outline presentation material
    - Steve E shared the schedule of meetings, with a focus on the compressed schedule; he explained that the teams had been working hard up to this point, and that the fast schedule of alternating meetings meant that there is not time to spare, and decisions will need to be made quickly
  4. Cost estimating update
    - a. Cost estimating
      - Kick-off meeting included discussion about programmatic requirements, historical preservation, site constraints, sustainability/resilience goals, design team deliverables, and contingencies

## MEETING NOTES - SCM#1

## MEETING NOTES - SCM#1

- Procurement model assumptions
- Design team deliverable details and timing
- Collaboration between design and cost estimating teams
- Cost estimate deliverable format and timing
- Development of master spreadsheet tool, including owner soft costs

## 5. Schedule update

- a. See attached project schedule

## 6. Major risks/opportunities for team

- a. Comprehensive approach: see communication flyer for the first CMPC meeting that puts the CMP process into the broader context of planning for a future bond
- b. CMPC meeting focus: it is important that the CMPC meetings are kept on task so that each meeting agenda can be fully covered and community input incorporated into conceptual master planning process
- c. District program goals: PPS/OSM needs to ensure, on behalf of the project teams and CMPCs, that the HS Ed Specs will be applied to the three schools in a manner that addresses their unique program focus while equitably incorporating the District's high school program goals
  - SC members discussed College & Career Readiness and specifically future plans for Career & Technical Education (CTE); Joe said that Aurora Terry/Himmel can provide more information
  - Steve E described the lessons learned document that was generated between the design teams and project managers; Stephen W suggested this would be a helpful document to share at the next SC meeting, so Steve E will do that
- d. District facility goals: PPS/OSM needs to ensure, on behalf of the project teams and CMPCs, that District facility goals are applied uniformly across the three schools so that the conceptual scope and cost of each is as complete as possible
- e. Pre-conceptual input on structure: need input from engineer on structural system assumptions for each modernization option so that the scope and cost can be accurately estimated
  - Steve E described his conversation with KPFF about getting a structural update for all of the high schools to provide data for the cost estimates
- f. Limited scope/future analysis: as there will be a certain amount of input/data that cannot be incorporated into the shorter CMP process, determine how it can be documented for further analysis within a more comprehensive, future Bond master planning process
  - Steve E said that even scope outside the parameters of the CMP process should be brought to these meetings so that it can be memorialized in the reports; Levi raised the idea of a "Parking Lot" which Steve E agreed would be a good approach for recording and bringing ideas forward
- g. Others?

## 7. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership

- a. School-specific approaches: discuss how school-specific programs and partnerships can be best be incorporated into the three high schools while maintaining the core District Ed Spec requirements
- b. Confirm District facility goals: confirm District facility goals, including seismic, resilience, security, universal design, gender inclusion, and others
- c. CMP options: confirm how CMP options should be developed and shared with the SC & CMPC, and how the preferred option is selected for the cost estimate
- d. Public design survey/open house: while a typical public design workshop is not part of the scope of this process, discuss what other options would work for PPS to oversee, including a possible public design survey and open house
- e. Others?
  - Cleveland: Leo described the priorities for CHS, including security, athletic facilities, CTE facilities, heating/cooling, and music/arts; there is a lot of community support for music/arts, so he would hate to see the auditorium go away, but it would be ideal if it was modernized
  - Safety/security: Filip asked what the standards are for safety and security, how are priorities determined and how are decisions made; John provided background on security, including that any VE on security requires PPS Security approval; Marina explained that VE is an important discussion, but is not part of CMPC process; John explained that just about anyone can make a standards change, and that needs to change, with responsibility given to specific PPS departments in charge; Marina asked to catch up with John on what OSM is doing now to tighten up this process
  - Other District programs: Margaret asked about how other programs, including SPED, are accommodated in high school; Steve E will consult with John Lyons and Marina will consult with Dana White about the ongoing master planning process for SPED programs
  - Other Bond meetings: Filip asked about other Bond planning meetings; Marina confirmed that Planning, Operations and other departments are gathering data to feed to a Bond, but she will confirm with Dan Jung, COO, that all of the groups are communicating about this Bond planning effort
  - Conceptual options: in past MPC processes, a single preferred option has been developed from 2-3 options; Levi sees this as a feasibility study where multiple versions are looked at on a spectrum, with the preferred option used as a gauge for what the budget should be; James explained that conceptual options allow for design to be fully developed in the future; Alyssa asked and Steve E confirmed that real conceptual options are the goal, with each unique building and site helping determine the cost; Margaret said it would be helpful to understand what happened at other Bond modernization sites, what are the lessons learned; Filip asked is the commitment there to modernize at all; Marina confirmed that the goal is to fully modernize

Next meeting: October 17, 3-5 pm, there are no BESC spaces available, but consider possible meeting at modernized Grant HS?



MEETING NOTES - SCM#2

MEETING NOTES - SCM#2

**CONCEPTUAL MASTER PLANNING****Steering Committee (SC) #2****October 17, 2019****MEETING SUMMARY NOTES (in blue, with needs underlined)**

## Attendees:

Steve Effros, PPS/OSM  
 Sue Brent, PPS/OSM  
 Leo Lawyer, PPS/CHS  
 Margaret Calvert, PPS/JHS  
 Filip Hristic, PPS/WHS  
 Chris Brown, Mahlum  
 Octavio Guitierrez, Mahlum  
 Becca Cavell, Bora  
 Rebecca Grant, IBI  
 Levi Patterson, IBI  
 Marina Cresswell, PPS/OSM  
 Joe LaFontaine, PPS/ISC  
 Frank Leavitt, PPS/O&M

**1. Recent accomplishments since last meeting (30 minutes)****a. Review of CMPC #1 by each project/design team****i. CHS/Mahlum**

- CMPC #1 overview -
  - What is modernization
  - Impromptu Q & A; one issue to include on “bike rack” is the number of students, which per the Ed Specs is 1700; there is concern that this process reaches the right number for the site & future growth
  - Engagement activities: foundational question – top priorities for CHS modernizing with dot voting
    - Building design issues: preservation regarding history, sustainability, healthy environment, social spaces, community connectivity, playing fields and distance from school, questions about parking lot, safety along Powell
    - Activity 2 was sent for homework – what spaces are valuable for people?
    - Leo: staff says, remove it all up except the auditorium

**ii. JHS/Bora**

- CMPC #1 overview –
  - CMPC is very racially diverse, with teachers, students, alumni, community

- One activity: JHS now, aerial view of property; what are the three most important aspects of a successful JHS with 1700 students; shared top three in small groups and then with whole group; collected post-its, may use all comments with a survey
  - Group A: performing arts focus with everything vocational around it; welcoming to everyone, transparent in every way
  - Group B: flexible space; school by day, community by night, restoring historic building
  - Group C: STEM, STEAM, STEMS (sport); safe and resilient
  - Group D: entrepreneurial arts
- General discussion: safety of building; no loud bells
- Margaret: challenge of structure; how to get current student voice; posters now up in hallway with questions; students planning a panel; want materials from meeting to share with students; there are 5 students who will participate; juniors and seniors worried about having freshman, sophomore, and middle school voice; how do you include students during the day; how do students get to make decisions rather than just adults; tensions that will surface with parents of kindergarteners sharing their visions vs. those who have been in the building for a long time; how do others on the committee share and bring a broader perspective; staff is interested as well, how do they see meeting contents – video recordings of meetings would allow them to be informed

**iii. WHS/IBI Group**

- CMPC #1 overview –
  - Started with visioning: interactive process; want to include students for next time; everyone felt heard and valued; group shifted as the night went on
  - Key takeaways or themes: community; community use of facilities; open to community; school currently a barrier to the community, want it to be open to all peoples; fears include that Bond won't pass, will run out of money, Wilson won't be included
  - School pride: community embraces Wilson; want to see high levels of academic rigor continue; energy efficient; survive the big one
  - Survey: giving time to engage with the comments through a survey; the project team will take results and finalize/confirm at CMPC #2
  - Survey/video tools: Steve/Sue will talk with David Mayne (Bond Comms) about how to use survey tools and videos to reach students

## MEETING NOTES - SCM#2

## MEETING NOTES - SCM#2

- o Equity outreach: Joe will reach out to Jonathan Garcia's group for assistance; there will be a "bike rack" for ideas that aren't used so that they are recorded and documented
  - b. Budget revisions have been approved, and purchase orders being issued for background title reports/surveys/geotech letters; will try to expedite these services as much as possible to feed into design team concept development process
    - Steve updated the group that these reports are underway and he will get drafts asap to teams
  - c. Proposals for pre-conceptual structural input have been received and are under review; following budget revisions, agreements will be issued; will try to expedite these services as much as possible to feed into design team concept development process
    - There will be KPFF meetings with all three project teams
    - KPFF's structural input will transition to RLB (cost estimator) assistance
2. Next steps before next meeting (15 minutes)
- a. Overview of CMPC #2 agenda
    - Rebecca: shared Wilson's draft agenda for next meeting; program analysis activity – perception vs reality and relative differences
    - Octavio: pick up where building left off with historical significance; recap first meeting; program analysis; building has 30-40,000 sq ft less than Ed Specs; activity – 21<sup>st</sup> Century learning environment
    - Becca: generate survey; familiarize them with Ed Specs; activity – quick dot exercise with space, majority of time with program priorities as a card game
3. Cost estimating (5 minutes)
4. Schedule update (5 minutes)
5. Major risks/opportunities for team (30 minutes)
- a. Review efficacy of communication/outreach/engagement timeframe & approach to-date
  - b. Expand engagement process to be more inclusive of high school (& middle school?) students
  - c. Consider possible web-based survey approach to incorporate broader community & student input
  - d. Determine the best way for design teams to understand high school partner programs in a short amount of time
    - Wrap-around programs, health clinics, JHS-SEI program; how to incorporate a variety of partner programs into individual school programs
  - e. Other issues?
6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)

- a. Review current process by College & Career Readiness to plan the future of Career & Technical Education
  - Marina had shared a draft Master Plan for College & Career Readiness (dated October 1, 2019)
  - Overall approach is to better reflect national & regional jobs, to better align with PPS Vision, and to present options and scenarios; it is intended to provide a vision for PPS 20-30 years down the road
  - Steve's takeaway from a first pass at this draft document is that it is trying to provide consistency across District schools, using historical, school foundation to provide focus for academic-career path approach
  - Flexible use CTE space – what is the future use; see Benson for interesting work with flexibility of CTE space
  - JHS offers more program- & site-specific issues, including the fact that many of its partners offer year-round classes (PCC, SEI) as well as the issue of how to transport students to other PCC campuses
  - Steve will share the draft document with the SC members
- b. Share and discuss HS Ed Specs lessons learned from 2012/17
  - Lessons learned document shared with SC members
  - Discussion about health centers in schools without income need
- c. Discuss how to address the spectrum of school-specific approaches to educational programs
- d. Review information gathered about SPED program master planning effort
  - It is not 100% clear what this effort is, but spoke with planning team; appears to be an inventory of SPED related spaces, with a focus on those facilities that aren't modernizing; while this may have an impact in the future, it is not currently changing Ed Specs
  - JHS stores SPED equipment for everyone in the District; it stores material across half the first floor, with its woodshop used for adaptive PE
- e. Review shared classrooms and teacher office approach
  - Shared classrooms and teacher office approach is well defined in the Ed Specs; the teacher offices are optional in the Ed Specs; it was a contentious issue at Franklin HS; Carol Campbell (Grant HS) created a schedule where teachers have to share; Lincoln HS will reduce the amount of these spaces
  - Margaret raise the issue that there is not enough room for teachers to store and share material; schools are still heavily reliant on books and other non-digital materials
  - OSM does not have a stance about this approach to share classroom/teacher office space
  - It would be helpful to gather stakeholder input from teachers
- f. Review gender neutral/inclusive restroom approach
- g. Discuss how to set up public workshops for each project
- h. Review overall Bond planning efforts and Board next steps
- i. Other topics?



MEETING NOTES - SCM#2

MEETING NOTES - SCM#3

7. Meeting recap, to do items & next steps

Next meeting: October 31, 3-5 pm

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**CONCEPTUAL MASTER PLANNING**

**Steering Committee (SC) #3**

**October 31, 2019**

**MEETING SUMMARY NOTES (in blue, with needs underlined)**

Attendees:

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHS
- Alyssa Leeviraphan, Mahlum
- Chris Brown, Mahlum
- Becca Cavell, BORA
- Stephen Weeks, BORA
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Dan Jung, PPS/COO
- Marina Cresswell, PPS/OSM
- Jere High, PPS/O&M
- Daniel Junge, RLB

**AGENDA**

1. Recent accomplishments since last meeting (15 minutes)
  - a. Review of CMPC #2 by each project/design team
    - i. CHS/Mahlum
      - Overview: addressed issues of a small site; looking for more open space, seeking understanding with group on Ed Specs; the meeting included a dot survey on the site
    - ii. JHS/Bora
      - Overview: activity, dot survey on what is valued in school; take-away was weight of historical value of program and school; JHS has small but robust performing arts program and all want to keep a larger theater; dance program is valued and they want it maintained as is
    - iii. WHS/IBI Group
      - Overview: reviewed visioning statement, reality vs. perception with Ed Specs; activity, site program; homework is to look at adjacencies for programs and what they might want to save, architecturally, historically
  - b. Status of technical reports
2. Next steps before next meeting (10 minutes)

## MEETING NOTES - SCM#3

## MEETING NOTES - SCM#3

## a. Overview of CMPC #3 agenda

## 3. Cost estimating (15 minutes)

## a. Status of RLB cost estimate to improve existing buildings to seismic code, PPS resiliency &amp; PPS EUI

- Steve: design teams met with RLB, Dan Junge and Scott Usher; cost estimating needs to determine appropriate cost models for energy efficiency, resilience, seismic resistance; RLB is available to talk with teams about conceptual options
- Dan Junge: each team identify base (conceptual) option as a starting place; RLB will use Excel file to make it live version to allow for changes as needed to play with the values; won't have a lot of detail in designs; looking for square footage, addition vs renovation, massing, narrative on program, what needs to remain and what that means; any areas of building that need special attention; then coordinate meetings with teams to set up costs; District needs to begin first pass beginning of December
- KPFF: will review background documents and visit sites, and meet with teams to understand site issues; this will feed in to the cost estimating process

## 4. Schedule update (5 minutes)

## 5. Major risks/opportunities for team (30 minutes)

## a. CMPC process: some members of JHS CMPC, having reviewed the Ed Specs, believe that PPS is not following the outlined approach to Master Planning, including having a PPS Board member participate on the MPC, which is not happening at JHS, engendering distrust; recommend clarifying what the CMPC process is intended to achieve and what the next steps will be

- Concern: Board members not present; Jefferson Board member is being determined; Amy (board chair) just assigned people to schools; all requests had to go through Board office but OSM doesn't have a list of who was assigned to which school; Marina will reach out to Rosanne in the Board office about next week's meetings; Dan Jung will ping them again
- Concern: how this process is different than full process; Steve brought explanatory document, can review again; suggestion from Becca about how to address the difference; Steve will review this at upcoming CMPC meetings

## b. JHS community tensions &amp; distrust: it would be good to talk about community tensions and distrust around this project, and to introduce the topic of racial justice

- Discussion: thinking about how outreach can be done to address this issue; address the future of Jefferson; need the Board or others to determine a separate (from this process) conversation to address this issue; what follows this CMPC process; Marina, think about what we're promising, not promising; listen and document for future work
- Becca: should we create a comprehensive HS for 1700; or a specialized program
- Margaret: how do the Ed Specs get affected by focus option schools; what about space issues for JHS-MC program

- Marina: 1700 enrollment number is a range; depending on utilization enrollment could range from 1400 to 2100, not capped at 1700, not hard and fast; at 2100, classrooms are totally full
- Alyssa: CHS angst is the number of classrooms for IB program; growing other programs and classrooms are shrinking
- Marina: every school has its unique program and qualities; RHS struggling with using rooms in different ways

## 6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)

## a. Share and discuss HS Ed Specs lessons learned from 2012/17

- JHS CMPC request: JHS CMPC has asked about lessons learned from prior HS projects, including feedback from teachers; anecdotal stories that the Flex areas at FHS are not used; what are PPS's plans to modify, or not, the Ed Specs based on lessons learned

- Dan Jung: Facilities Condition Assessment will move to an update of HS Ed Specs, also meet with specific members, probably beginning of next year

## b. School specific program issues

- JHS Dancers: this program is currently reflected in 4 heavily used dance studios, a very significant amount of support space and storage, and a perceived or real need for a 1,000+ seat theater; should these spaces be provided IN ADDITION to a 1,700 student comprehensive HS program, or should cuts be made to the Ed Spec to allow the overall building area to remain the same (see Benson HS example, where specialty technical programs are provided necessary space over and above the provisions for the comprehensive HS)

- OSM direction: provide Ed Spec "Plus" for the purpose of program, concept, and costing

- CHS IB program: how do we address the IB program

- Mahlum: modifications made for IB and testing; double classroom added

## c. Review shared classrooms and teacher office approach

- CHS CMPC input: several questions were raised regarding teacher offices; we would like to make sure we are messaging consistently across projects

- Alyssa: Ed Spec change; optional and space needs to remain in the building; space will be provided
- Dan Jung: how to communicate to projects; if there's a clear change from planning teams, should bring it forward
- Becca: once you move over 75% utilization, you need to go to another model; you'll have a space to plan
- Dan: if there is an either/or, could have District leadership address
- Margaret: if there is additional square footage, prioritize storage space
- Get input from Joe LaFontaine and then get other instructional leaders in the room to hear the discussion and concern

## d. Site specific conditions and constraints



MEETING NOTES - SCM#3

MEETING NOTES - SCM#3

- o CHS CMPC requests: how to address requests to acquire property (eminent domain) and to vacate adjacent streets
  - Alyssa: CHS CMPC wants to have Mahlum team look at other property options; does CHS need to remain on the site; is there an option that can be shared; what is PPS perspective that can be shared
  - Dan Jung: this project has a timeline; it can't be determined in this process; we need to go forward with what property we have now; include this community input in report; cut down on the variables and limit the current process, but ensure that this can be raised in the future
  - Margaret: could sites separate out a performing arts building, for example, adjacent, in a non-contiguous way to allow opportunities for community; Filip: build safety must be integrated into concept
- o Sports fields strategy: existing site(s) will not accommodate all fields outlined in the Ed Specs
  - Alyssa: do we stick with what they have now; or try to meet the Ed Spec
  - Stephen Weeks: will just add what they have space for and note what won't fit
- o WHS pool: discuss Portland Parks & Recreation (PP&R), WHS pool, and PPS relationship with PP&R
  - How do you treat the pool vs the improvements that want to be made on the WHS site; could it return to school; Filip, it's an epicenter so it would be a loss; but wouldn't want to jeopardize students and facilities to keep a community use in summer; Levi, do we give the option to keep or remove; Dan Jung, give the option
- e. Review gender neutral/inclusive restroom approach
  - o Square footage: consider whether to increase program SF to provide gender neutral restrooms
    - Grant model is expensive and takes space; Lincoln is doing hybrid approach; Franklin has a mix; no district standard; renewed effort to replace the standard on this
    - Dan Jung: assume to be conservative and include a higher cost and space increase in planning; Grant is a pilot to assess gender-neutral locker rooms
- f. CMPC design options: provide more detail on how the CMPC developed design options will be used in master planning
  - A single option goes forward and what is included in cost estimate
  - Scalable cost option – post report presentation to the Board
- g. Discuss how to set up public workshops for each project
  - Possible pre-CMPC meeting, small interactive process; Becca, workshop implies activity; Stephen Weeks, Open House to engage in conversation; Steve and Becca; Open House to follow last meeting; make clear it's a beginning of a process; outcome of process and what's going to Board; Steve will discuss with Marina and Dan; find ways for Shanice Clarke to help coordinate community engagement; Marina, if something like this happens, it should be in the community; JHS wants

- h. Review overall Bond planning efforts and Board next steps
  - i. Other topics?
    - JHS-location of mobility team and where they will go; Steve shared meeting with Dana White and John Lyons
7. Meeting recap, to do items & next steps (15 minutes)
- Next meeting: November 15, 3-5 pm

MEETING NOTES - SCM#4

MEETING NOTES - SCM#4

**CONCEPTUAL MASTER PLANNING**

**Steering Committee (SC) #4**

**November 15, 2019**

**MEETING SUMMARY NOTES**

**Attendees:**

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHS
- Alyssa Leeviraphan, Mahlum
- Chris Brown, Mahlum
- Stephen Weeks, BORA
- Becca Cavell, BORA
- Chris Linn, BORA
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Dan Jung, PPS/COO
- Marina Cresswell, PPS/OSM
- Scott Perala
- Darren Lee
- Jere High, PPS/O&M
- Daniel Junge, RLB
- Rebekah Disbrow, CHS CMPC
- Mike Nolan, WHS CMPC

**AGENDA**

- Recent accomplishments since last meeting (30 minutes)
  - a. Introduction of CMPC Chairs to SC members
  - b. Review of CMPC #3 by each project/design team
    - i. CHS/Mahlum
      - Recap of engagement activities, areas of value to the community and where change is necessary
      - Review of spectrum exercise
      - Review of site constraints and overall traffic patterns; proposition of acquiring property which would need to be part of a future process
      - Review of overall site concepts, including 2 schemes that would save the entire historic core, 1 scheme that would remove the historic theater, and 2 schemes that would rebuild the entire site; also schemes look at consolidated and distributed sites; listening stations asked about

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challenges, opportunities and questions about each option; no consensus about historic vs new

- CMPC #4: will report back on feedback to site concept options
- See value in carrying two or three options into final report to provide some flexibility for future decision-making
- Rebekah Disbrow, CHC CMPC Chair, talked about the fact that we're at this point but without a bond; based on recent press about bond project budgets, there is concern about costs and being careful about public funds; Cleveland really needs a new school, so there is concern about what is actually achievable as part of a modernization, balancing vision/goals with what is practical; Steve said that this may support the idea of bringing forward multiple concepts for cost estimating

**ii. JHS/BORA**

- The team has been working carefully to build trust; came back to the third meeting with the group themes re-written in a more deliberate manner; one of the key themes is "honoring Jefferson's history as Portland's black high school and celebrating its future diversity"
- Brought a kit of parts for CMPC teams to work on to come up with site options; had heard that original, 1909 H-shaped building was really important so they made a 3d printed version of that; created cards for fields, printed version of 1928 gym, and other blocks labeled as program components; provided scaled site plans
- 4 CMPC team ideas; at next meeting, will present common themes, including preservation of 1928 gym as a center of the site, modernized to be the student commons, and removal of the 1928 gym, with the gym or theater taking that place
- Summary of universal themes: student commons placed centrally, co-locate theater (of same size as current) and dance (important to school & community) program, retain the existing track & field (limited by original building placement + emotional attachment), and parking as universal concern
- Summary of commons themes: use the parking lot for the new theater or gym, place the gym to the north/south, allow community access to the theater and gym (see potential for controlled entrances for security), view from Alberta Street (provide strong presence), main entry at A-floor, desire to retain original historic gym building
- Summary of cool ideas: tennis courts on top of gym, science garden/courtyard, separate performing arts complex
- CMPC #4: looking at zoning code and field use, possible shared resources; developed three options for evaluation by CMPC
- Margaret described it as interesting process, how far people were willing to think; will share kit of parts with staff to come up with ideas; seeing site constraints, what is next step if not all fields can fit; helpful to acknowledge press about next bond, and to hear about Community



## MEETING NOTES - SCM#4

## MEETING NOTES - SCM#4

Forum and Open House events, with Board representation; transparency is key going forward

iii. **WHS/IBI Group**

- Recap about early discussion regarding a Community Forum to be able to have a broader community-based discussion with the Wilson Board member, Andrew Scott
- Review of revised vision statements; no comments from CMPC members; reflected on these statements during review of concepts
- Reported back on site homework; 4 site components jumped out – Wilson Pool, Farmer Market, Football/Track, Theater
- Review of critical thinking exercise around Wilson site, including site pieces; presentation of 4 design paths, including remodel/addition with pool, remodel/addition with no pool, new building with pool, and new building with no pool
- Lengthy discussion in CMPC about the pool; complex issue because connected to Wilson, with shared locker rooms and mechanical system, and there are problems because of this joint use; CMPC members were concerned about whether PP&R was committed to renovation and maintenance of the facility, concern about the long-term viability of this relationship; pool is a community asset but not a student asset because it is not a school-year facility; concern about how the status of this community asset would impact a future bond
- Voting exercise yielded consensus for a new building with the pool; notwithstanding the history of the existing building, this decision seemed to be driven by the values statements developed by CMPC members
- Filip felt the absence of students in the room, would have been interested in their input; the pool will no longer be attached to the building, so there will be a whole new set of issues to address for PP&R & PPS; would like to preserve this community asset, but not be limited by it
- Mike Nolan was struck by the fact that none of the existing school was preserved; regarding the pool, it is less of an asset to Wilson High

c. **Status of technical reports**

- Next steps before next meeting (15 minutes)
  - a. Overview of CMPC #4 agenda
    - See item 1.b.i. above
  - b. Development of CMP reports; see draft report outline
    - See attached revised draft report outline
    - See attached May/June 2018 area space program reporting for consistent Board reporting format among teams, with footnotes for discrepancies
- Cost estimating (15 minutes)

a. Review of PPS goals that will be incorporated into RLB cost estimates

i. PPS Resilience: gym structure designed to meet Risk Category IV

- See Lincoln HS as an example of some measures that exceeded OSM requirements

ii. Sustainability:

- LEED certification –
  - New construction: LEED Gold
  - Renovation/addition: LEED Silver
  - See new guidance in PPS Standards/Guidelines for how to prioritize different LEED measures
  - There are costs associated with enhanced commissioning as well as individual LEED measures
- EUI (Energy Use Index/energy efficiency) –
  - New construction: 25
  - Renovation/addition: 35
  - See new guidance that Aaron Presberg/PAE came up with for reaching these EUI targets

iii. Universal design

iv. Gender inclusive restroom approach

- There are different models that are under consideration, including the Grant model; for the sake of a conservative starting point, the Grant model will be used to provide sufficient cost
- OSM will continue to monitor from a safety/security standpoint, including adding more cameras for visibility

v. Roof access/fall protection

vi. Other goals/standards

- State of Oregon, Green Energy Technology (GET) requirements: these have changed recently and PPS will share that information; also, the new Energy/Sustainability goals have shifted GET costs from individual projects to the program level
- Jere High raised the importance on behalf of Maintenance/Operations to keep systems as simple as possible
- Regarding “right-sizing” costs, RLB will be borrowing heavily from recent projects and associated lessons learned, applying that to the cost model, particularly on the historic side

b. Possibility of several site options/scenarios being brought through cost estimating if a single option couldn't be selected during CMPC process

- Diagrams, notes & narratives: each team can determine how best to describe conceptual options to RLB for the purpose of costing; for structural input by KPFF, either a narrative or marked up floor plan/diagram
- Site staging/constraints: off-site and on-site swinging, including possible move of students off-site, will be both a CMPC consideration and part of the project & program costs related to each project

MEETING NOTES - SCM#4

MEETING NOTES - SCM#4

- Schedule update (15 minutes)
  - Steve will provide more specific deliverable dates to project teams
  - Marina will share when the Board has narrowed down dates for their bond planning process
- Major risks/opportunities for team (tbd)
  - Issues?
- Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)
  - Public events
    - i. Community forums: individual, school-based opportunities for principals and CMPC members to present the CMPC process and the final recommended conceptual plan to the community as well as have an open discussion with represented Board members about the next step in the Board's Bond planning efforts; early to mid-December timeframe
      - OSM will be driving these events; Steve will be developing a template for 4 event posters, one per CMPC meeting, and will ask each team for graphic material for each poster; OSM will print posters and bring to the sites; look to develop survey material for each forum; Margaret asked that the term "parking lot" be used instead of "bike rack"
    - ii. Open house: general District, community-wide, informational session, marking the formal hand-off of the CMP reports for all three schools to the Board as part of their Bond planning and decision-making process; January timeframe
  - Review current Bond planning efforts and Board next steps
  - Athletic fields discussion
    - OSM will look to have break-out sessions with Marshall Haskins and each of the teams
    - There is some interest in possible joint use facilities for each District quadrant; would this benefit a future bond; each site wouldn't have to accommodate all of the amenities of full, competition fields
  - Possible follow-up meeting with CMPC, at design team discretion, to get final input on conceptual options
  - Additional topic: Rebekah inquired if there is a lessons learned document; Marina explained that there are multiple lessons learned documents, including through the project management software where managers enter lessons learned on a monthly basis; currently OSM is putting together new structure for this information to make it easier to reference
  - Additional topic: Marina is reaching out to school principals to coordinate the next three Bond Accountability Committee (BAC) meetings at the three CMP schools; there are tours prior to each meeting, so this would be an opportunity to show BAC members, and BOE members in attendance, specific site issues

- Additional topic: both Cleveland and Wilson teams will coordinate with principals to set up student CMP sessions (similar to Jefferson)
- Additional topic: can PPS put together a description of Cleveland's specific property issues, including commercial development opportunities and safer transportation options
- Meeting recap, to do items & next steps (15 minutes)

Next meeting: December 5, 3-5 pm

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MEETING NOTES - SCM#5

MEETING NOTES - SCM#5

**CONCEPTUAL MASTER PLANNING**

**Steering Committee (SC) #5**

**December 5, 2019**

**MEETING SUMMARY NOTES**

**Attendees:**

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHS
- Alyssa Leeviraphan, Mahlum
- Stephen Weeks, BORA
- Becca Cavell, BORA
- Chris Linn, BORA
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Daniel Junge, RLB
- Claire Hertz, PPS/Dep Supt B&O
- Marina Cresswell, PPS/OSM
- Darren Lee, PPS/OSM
- Jere High, PPS/O&M
- John Payne, PPS/Security
- Rebekah Disbrow, CHS CMPC
- Mike Nolan, WHS CMPC

**AGENDA**

1. Recent accomplishments since last meeting
  - a. Review of CMPC #4 by each project/design team
    - i. CHS/Mahlum
      - CHS/Mahlum team is coordinating with RLB to develop ROM cost alternates for several off-site improvements that were previously raised by CMPC members; these alternates could include local pedestrian-related street improvements to provide a safer crossing between the main school parcel & current parking lot parcel and better connectivity between the main school parcel & the remote athletic field parcel, as well as a possible future redevelopment opportunity with Burgerville to allow for greater possibilities in the re-use of the parking lot parcel
      - CMPC #4 (see online meeting notes/presentation for more details) included a discussion of 3 options that were presented to the members, with the challenges and opportunities compared for each one; the

guiding concepts for these options were the degree of historic elements to retain and how much to consolidate or distribute program across the parcels; the exit exercise was to vote on these guiding concepts among the 3 options

- Leo Lawyer commented on positive feedback to the CMPC process, including Mahlum’s work and the development of guiding principles by CMPC members
- Rebekkah Disbrow responded positively to the passion of the community brought out through the CMPC process

**ii. JHS/BORA**

- CMPC #4 & #5 (see online meeting notes/presentation for more details) included a review of the conceptual options and a further engagement activity to allow CMPC members to look at site layout options within zoning limitations; one of the important themes that came up was the importance of maintaining the front steps on the 1909 building while prioritizing universal access to a modernized school; some of the concerns raised by the CMPC related to setback limitations and the possible loss of a baseball field
- Margaret Calvert discussed how student discussions during the CMPC process demonstrated how kids have different views than adults about issues, including how the design of their environment is perceived; she also raised several future project risks including construction on an occupied site and the Northwest Natural station on the south site

**iii. WHS/IBI Group**

- CMPC #4 (see online meeting notes/presentation for more details) included a discussion about partner use/wrap-around services and a review of new building options; there was a lot of discussion around where new building should go, with a focus on the benefits of flipping the site so that students don’t need to be bussed to Marshall during the construction phase; the design team then integrated comprehensive CMPC member input into 2 conceptual master plan options
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- John Payne emphasized the importance of analyzing the security issues associated with the community use of the site for this and the other high schools

- b. Submittal of draft conceptual options to RLB
- c. Start of CMP report drafting process
- d. Other items

DRAFT

MEETING NOTES - SCM#5

MEETING NOTES - SCM#5

2. Next steps before completion of CMP process

a. Development of CMP reports

- The report outline was revised to consolidate sections and include appropriate reference material in the appendix

b. Preparation for Community Forums

- Posters are being developed for the community forum events; there will be community input at these events, whether a possible engagement activity or the collection of community comments
- Margaret emphasized that the collection of comments should be expanded so that it includes a broader and more representative cross section of the community

c. Other items

3. Cost estimating

- Coordination between design teams, KPFF & RLB
- Development of cost estimating models
- Other items

4. Schedule update

a. Review of timeline for balance of CMP process

- o December 2: submittal of CMP concepts to RLB
- o December 10-12: CMPC Community Forums
- o December 16:
  - Draft preliminary report: draft preliminary CMP reports submitted for internal PPS review
  - Draft preliminary costs: draft CMP costs submitted for internal PPS review
- o December 16-20: PPS internal review of draft preliminary CMP reports/costs and continuing development of costs, with comments provided to project teams
- o January 6: submittal of preliminary CMP reports to PPS/Board
- o January (timeframe TBD): coordination between PPS staff/Board and RLB on program-level cost models/options
  - Marina Cresswell clarified that OSM will not be asking for approval from the Board but that it will be presenting these reports, including the costs, to the Board Bond Committee on January 16 so that those committee members can discuss the options; it is not yet clear what the process will be to transmit these reports to the full Board
- o January (date TBD): CMP Open House event; presentation boards from CMPC Forum events, revised/re-printed as necessary with updated imagery
- o January 27: submittal of final/record CMP reports to PPS

5. Major risks/opportunities for team

- Issues?

6. Major discussion topics and decisions needed by Steering Committee/OSM/PPS leadership (30 minutes)

- Topics?
  - Margaret raised the issue of District-wide field limitations; the possibility of a combined/shared athletic facility was discussed as a means of taking some of the burden off individual high school sites

7. Meeting recap, to do items & next steps

DRAFT



COMMUNITY FORUM IMPRESSIONS

COMMUNITY FORUM POSTERS

Jefferson High School  
 Community Forum  
 December 10, 2019

Epiphanies from the Process – What shifted/what you connected to

- Sense of preserving history
- Building a community center
- Male and female should have equal access to sports
- What is front/entry – create welcoming spaces
- Essential that theater seating is 1000

Historic vs. Fields – Trade offs

Impressions

- Is there a field/space issue?
- So little field space in N/NE – would leave less places for people running around
- As community grows more dense will need space to get out and play
- Humbolt’s park has not been built
- Important to preserve historic building
- Chris Linn stated there are options we didn’t explore. Do you value the building vs. baseball/softball?
- Moving toward Killingsworth would create stacks of fields; long and skinny
- Could removal of building be good? Brand new might be a good trade off. Keep some of the historic
- Keep the façade.
- Keep just the front part of the building and remove the rest of the H, as a rectangular building
- Moving a portion of the building toward Killingsworth
- Ask the cost estimator to run this scenario
- It’s possible baseball still wouldn’t fit

DRAFT

## CONCEPTUAL MASTER PLANNING

### FIRST STEP IN PLANNING MODERNIZED HIGH SCHOOLS

Determine each school’s overall program needs, site layout, and estimated costs for modernization and new construction options

This information will help PPS in the planning of future capital improvement bonds

PPS Board currently in the process of planning for the next bond

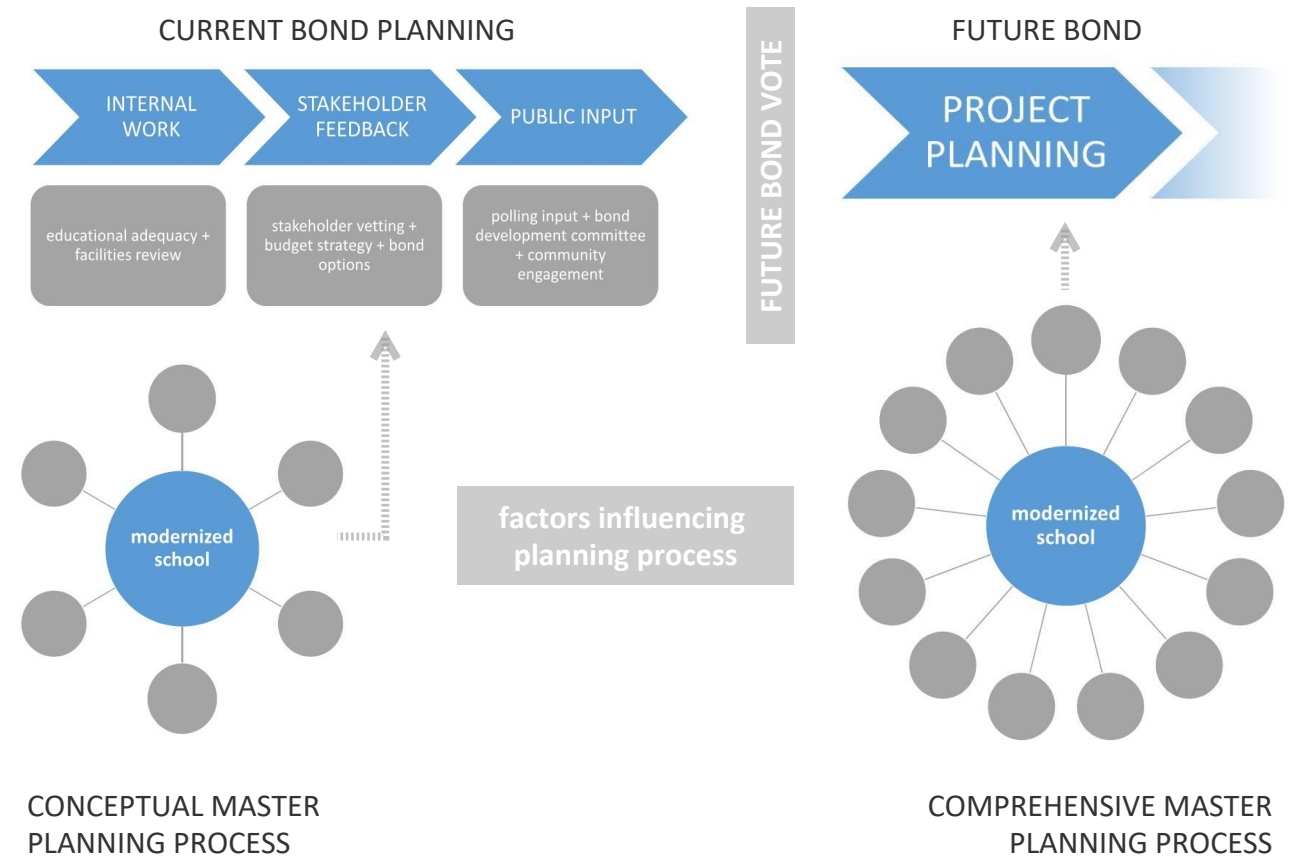
Once a school is part of a bond, PPS will move forward with comprehensive master planning process to provide timely and relevant guidance for the design

### CONCEPTUAL MASTER PLANNING COMMITTEE (CMPC)

The CMPC consists of parents, teachers, students, and community stakeholders who work together to help provide feedback for the development of conceptual master plans

CMPC members synthesize community-wide input and share the evolving details of the project to others in the community

Their input is critical in creating a design that the entire community can be proud of



COMMUNITY FORUM POSTERS

COMMUNITY FORUM POSTERS

## CMPC 1 - VISION & GOALS

### PPS VISION & GOALS

### LESSONS LEARNED FROM 2012 & 2017

### DISTRICT VISION / CORE VALUES

### EDUCATION SPECIFICATIONS

### DISTRICT FACILITY GOALS

- Equity
- Universal Access
- Safety
- Resilience
- Sustainability
- Energy Efficiency

#### DISTRICT VISION

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

#### DISTRICT CORE VALUES

- Students at the Center
- Racial Equity and Social Justice
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Spirit of Portland
- Joyful Learning and Leadership

Offer access to the community and be a hub for its community

Honor Jefferson's history as Portland's black high school and celebrate its future diversity

Create a flexible and adaptable design

Provide welcoming, safe, resilient and accessible facilities

Offer a rich variety of educational opportunities and maintain strong partner programs

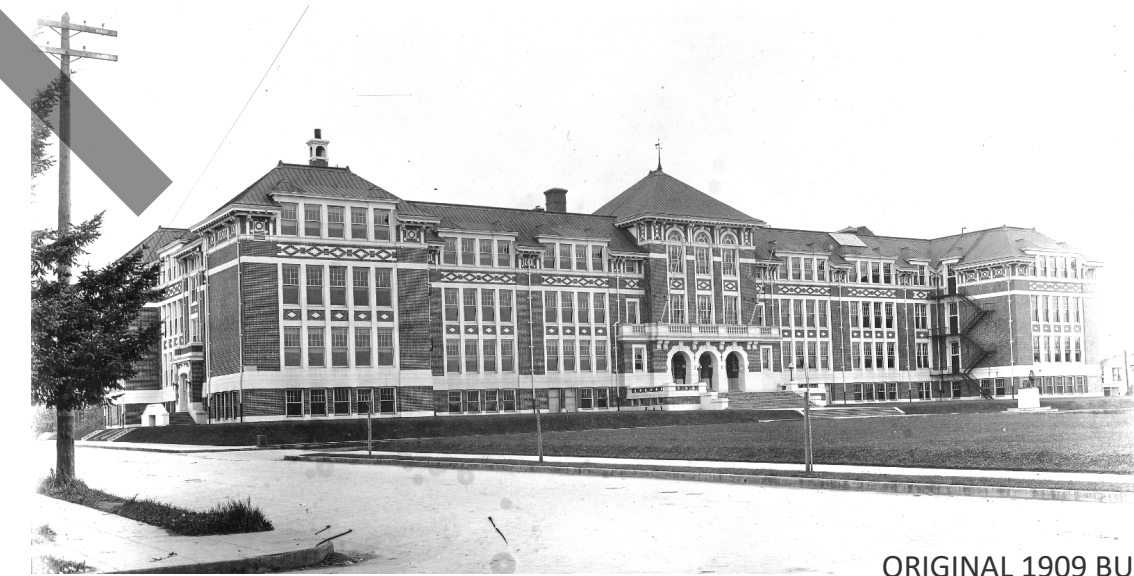
Outreach and engagement are essential

VISION AND GOALS FOR REIMAGINED SCHOOL

JEFFERSON HIGH SCHOOL



## CMPC 2 - PROGRAM & ANALYSIS



ORIGINAL 1909 BUILDING

### PPS Comprehensive High School Area Program

### JHS Conceptual Master Plan Program

AREA SUMMARY	Teaching Stations Quantity	Area Total (SF)
General Education (Gen-Ed) Classrooms <sup>1</sup>	37	47,040
Science Labs	11	17,480
Fine & Performing Arts (Drama, Theater) <sup>2,3</sup>	8	44,070
Career Preparation/CTE	3	8,300
Athletics (includes area for P.E. instruction)	3	35,580
Education Support	2	60,920
<b>Sub-Total Recommended Teaching Stations</b>	<b>64</b>	<b>213,390</b>
Community Partners <sup>4</sup>		6,720
Wrap-Around Service Providers		4,700
<b>Sub-Total</b>		<b>11,420</b>
<b>SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>		<b>224,810</b>
<b>Net to Gross Ratio <sup>5</sup></b>		<b>105,400</b>
<b>TOTAL COMPREHENSIVE HIGH SCHOOL AREA</b>		<b>330,210</b>

Notes:

- <sup>1</sup> 920 SF Classroom module
- <sup>2</sup> 4 dedicated Dance Studios to support Jefferson Dancers program
- <sup>3</sup> 1,000 seat Theater
- <sup>4</sup> Partner space includes area for SEI and Latino Network
- <sup>5</sup> Net to Gross ratio reflects reuse of existing building

JEFFERSON HIGH SCHOOL

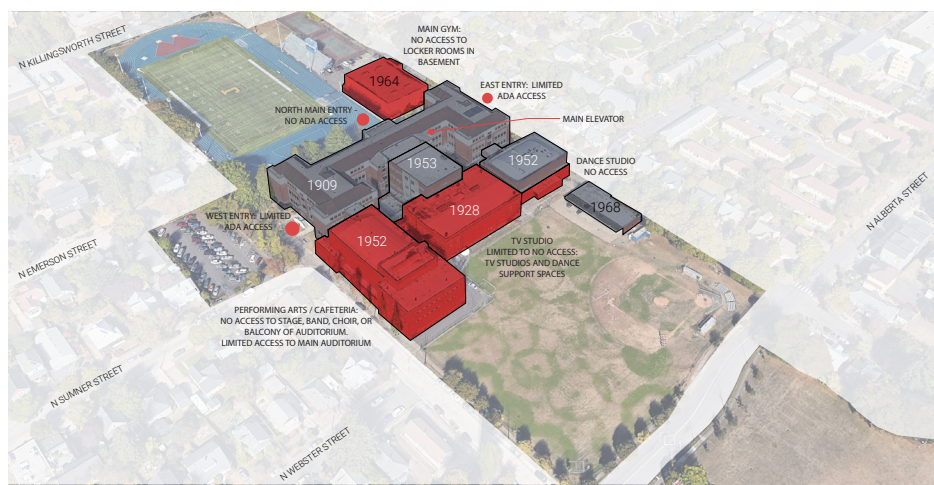




COMMUNITY FORUM POSTERS

COMMUNITY FORUM POSTERS

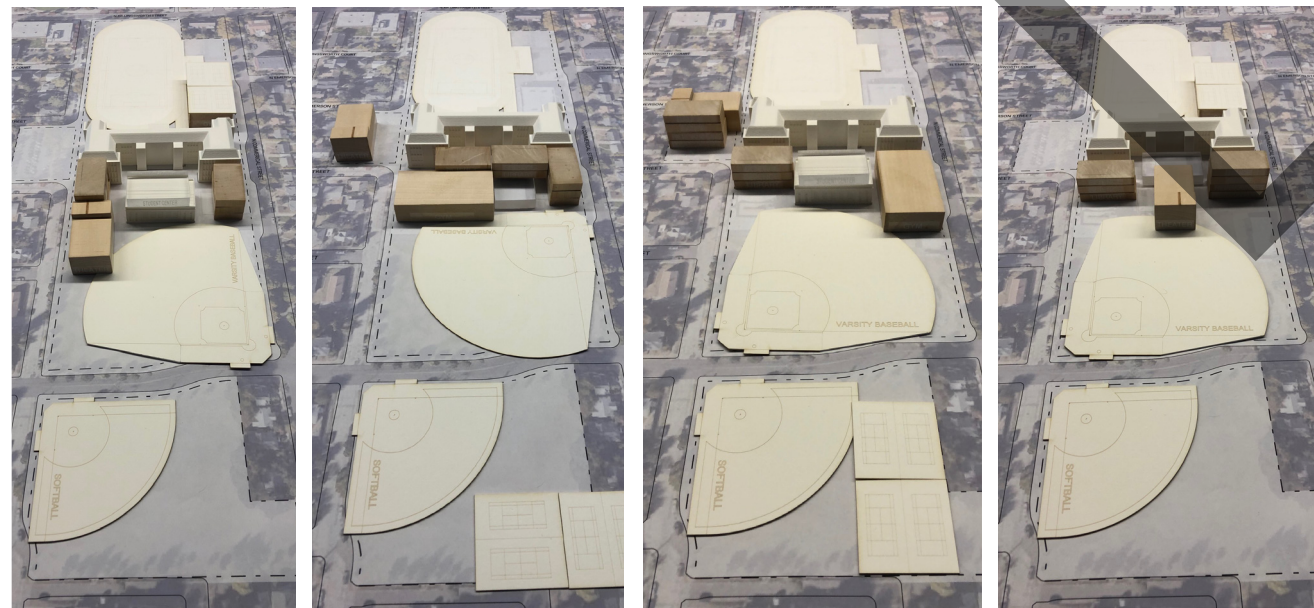
### CMPC 3 - CONCEPT DEVELOPMENT



ACCESSIBILITY ANALYSIS



SEISMIC ANALYSIS

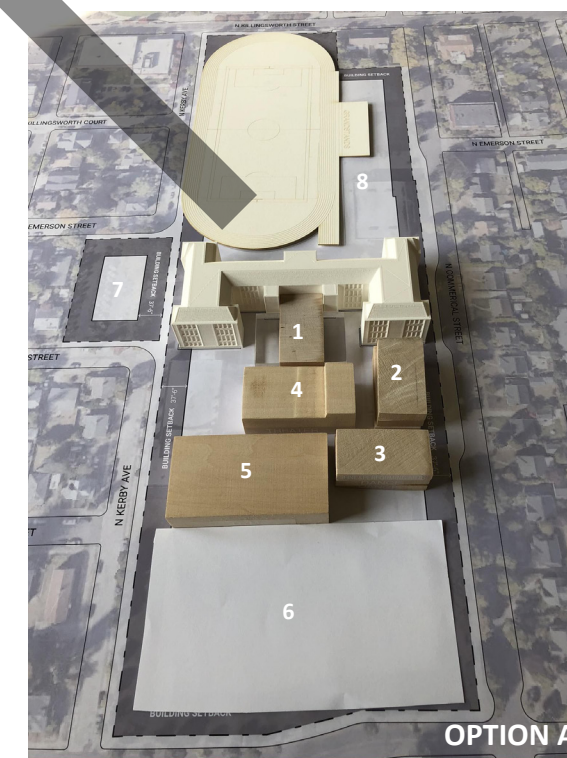


ORGANIZATION & MASSING OPTIONS CREATED BY CMPC MEMBERS

JEFFERSON HIGH SCHOOL



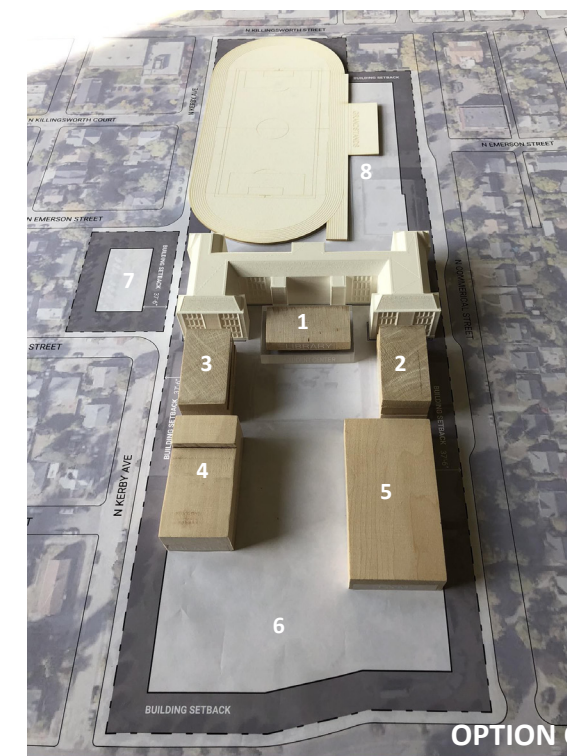
### CMPC 4 & 5 - CONCEPT REFINEMENT



OPTION A



OPTION B



OPTION C



OPTION D

- KEY**
- 1 Library and Student Commons
  - 2 Science Classrooms
  - 3 Fine & Performing Arts Classrooms
  - 4 Theater
  - 5 Gymnasium & Auxiliary Gym
  - 6 Athletic Fields
  - 7 Parking
  - 8 Grandstand & Team Rooms

MASTER PLANNING CONCEPT OPTIONS

JEFFERSON HIGH SCHOOL





MEETING NOTES - SCM#5

MEETING NOTES - SCM#5

**CONCEPTUAL MASTER PLANNING**

**Steering Committee (SC) #5**

**December 5, 2019**

**MEETING SUMMARY NOTES**

**Attendees:**

- Steve Effros, PPS/OSM
- Sue Brent, PPS/OSM
- Leo Lawyer, PPS/CHS
- Margaret Calvert, PPS/JHS
- Filip Hristic, PPS/WHS
- Alyssa Leeviraphan, Mahlum
- Stephen Weeks, BORA
- Becca Cavell, BORA
- Chris Linn, BORA
- Rebecca Grant, IBI
- Levi Patterson, IBI
- Daniel Junge, RLB
- Claire Hertz, PPS/Dep Supt B&O
- Marina Cresswell, PPS/OSM
- Darren Lee, PPS/OSM
- Jere High, PPS/O&M
- John Payne, PPS/Security
- Rebekah Disbrow, CHS CMPC
- Mike Nolan, WHS CMPC

**AGENDA**

1. Recent accomplishments since last meeting
  - a. Review of CMPC #4 by each project/design team
    - i. CHS/Mahlum
      - CHS/Mahlum team is coordinating with RLB to develop ROM cost alternates for several off-site improvements that were previously raised by CMPC members; these alternates could include local pedestrian-related street improvements to provide a safer crossing between the main school parcel & current parking lot parcel and better connectivity between the main school parcel & the remote athletic field parcel, as well as a possible future redevelopment opportunity with Burgerville to allow for greater possibilities in the re-use of the parking lot parcel
      - CMPC #4 (see online meeting notes/presentation for more details) included a discussion of 3 options that were presented to the members, with the challenges and opportunities compared for each one; the

guiding concepts for these options were the degree of historic elements to retain and how much to consolidate or distribute program across the parcels; the exit exercise was to vote on these guiding concepts among the 3 options

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- d. Other items

DRAFT



## GEOTECHNICAL EVALUATION

## GEOTECHNICAL EVALUATION



9750 SW Nimbus Avenue  
Beaverton, OR 97008-7172  
p | 503-641-3478 f | 503-644-8034

November 18, 2019

6304 GEOTECHNICAL EVALUATION

Portland Public Schools  
Facilities and Asset Management  
PO Box 3107  
Portland, OR 97208

**DRAFT**

Attention: Steve Effros

**SUBJECT: Geotechnical Evaluation  
Jefferson High School  
5210 N Kerby Avenue  
Portland, Oregon**

As requested, GRI completed a geotechnical evaluation for the above-referenced property in Portland, Oregon. The Vicinity Map, Figure 1, shows the general location of the site. The evaluation was conducted to provide information regarding the subsurface conditions at the site and discuss pertinent geotechnical and geologic issues to assist Portland Public Schools with initial master planning for future improvements to the Jefferson High School campus. This letter describes the work accomplished and provides our evaluation of the site with respect to geotechnical considerations to assist with preliminary master planning.

#### SITE DESCRIPTION

Jefferson High School is located at 5210 N Kerby Avenue in Portland, Oregon. The high school campus is bordered by N Kerby Avenue to the west, N Killingsworth Street to the north, N Commercial Avenue to the east, and N Alberta Street to the south. Buildings occupy the central portion of the high school campus. A football field and track are located north of the buildings and athletic fields are located south of the buildings. Figure 2 shows the existing improvements within the high school campus.

A review of the U.S. Geological Survey (USGS) Portland Quadrangle (2017) indicates the high school campus is relatively flat at about elevation 210 ft (North American Vertical Datum of 1998 [NAVD 1988]).

#### SUBSURFACE CONDITIONS

Subsurface materials and conditions at the site were evaluated based on our review of available geotechnical and geologic information. The general area is underlain by a variable thickness of Pleistocene-age alluvial deposits that typically consist of silt, clay, and fine-grained sand underlain at depth by gravel deposits (Madin, 2004). Figure 3 shows the high school campus is underlain by fine-grained catastrophic flood deposits (Qff). Previous field explorations by GRI in the near vicinity have encountered gravel with cobbles below the fine-grained deposits at depths of about 15 to 20 ft. Fill soils of variable thickness associated with previous site development may also be present within the campus.

#### Groundwater

A review of the USGS Scientific Investigations Report 2008-5059 (Snyder, 2008) suggests the regional groundwater is located at depths of about 130 to 140 ft. We anticipate perched groundwater in the low-

permeability alluvial deposits mantling the site could approach the ground surface during periods of heavy and prolonged rain and the wet winter season. The perched groundwater will be the lowest during the normally dry late-summer and early fall months.

#### GEOLOGIC HAZARDS

A review of the City of Portland PortlandMaps website indicates the northern property margin of the site and an area north of the existing buildings are designated as steep-slope areas (see Figure 4). A steep slope is defined as ground surface having an inclination greater than 20% (or 5H:1V [Horizontal to Vertical]). A site reconnaissance indicated the steep-slope area along the northern property margin appears to be associated with site retaining walls and other manmade structures. The steep-slope area north of the existing buildings is about 5 to 10 ft in height and grades down to the football field and track.

The Oregon Department of Geology and Mineral Industries (DOGAMI) has a Statewide Landslide Information Database for Oregon (SLIDO), which compiles landslides that have been identified on published maps. A review of the SLIDO website indicates no mapped landslides or historical landslides have been documented within the Jefferson High School campus.

The City of Portland PortlandMaps website indicates the Jefferson High School campus has a low liquefaction susceptibility. The nearest known faults mapped by the 2014 USGS National Seismic Hazard Maps (Petersen et al., 2014) are the East Bank Fault, about 1 mile to the west, and the Portland Hills Fault, about 2.6 miles to the west.

#### SUMMARY OF FINDINGS

##### General

Our review of available geologic and geotechnical literature indicates the site is likely mantled with variable thickness of fill soils and alluvial flood deposits of sand, silt, and clay. Gravel and cobbles likely underlie the site at depths of about 15 to 20 ft. Fill soils, where present, may not be suitable for the support of on-grade structures depending on the fill composition, magnitude of foundation loads, and settlement sensitivity. The fine-grained fill and alluvial soils are extremely sensitive to moisture content and easily disturbed by construction activities when wet. Careful working procedures and the use of imported granular fill material may be necessary if site preparation and grading are undertaken during wet-weather and wet-ground conditions.

##### Foundations

The foundation design of proposed structures will depend on the building type and finished grade elevation. One- or two-story structures with a finished floor at existing grades may be able to be supported on conventional spread and wall footings if the foundation loads are relatively light to moderate. Fill soils beneath proposed structures will likely need to be recompacted and/or replaced with compacted structural fill or reinforced with ground improvement. Buildings that have moderate to high foundation loads and are constructed at existing grades need to be supported on firm alluvial soils, ground improvement, or pile foundations.

Buildings designed with below-grade levels may be supported on shallow footings, ground improvement, or piles based on their depth of excavation, subgrade soil materials, and foundation loads. We anticipate foundation support for buildings with below-grade levels extending into firm, alluvial materials can be



GEOTECHNICAL EVALUATION

GEOTECHNICAL EVALUATION

provided by spread footings or a mat foundation. It may be cost effective to support perimeter-wall loads on soldier piles that are a part of an excavation shoring system. The soldier piles will likely need to extend into firm alluvial material at least 15 ft below the bottom of the excavation. If these piles are incorporated into the foundation system, it is likely this depth will be increased.

**Excavation Support**

Below-grade excavations in the Portland metropolitan area are usually supported with shoring consisting of cast-in-place soldier piles and lagging with soil anchors (tieback anchors). Soil-nail methods can also be used to support excavations. Soldier piles can also be designed and constructed to support perimeter-wall loads. Soldier-pile shoring systems are usually more appropriate where underpinning of adjacent structures is necessary. It may also be feasible to use internal braces and struts in lieu of soil anchors. The most appropriate shoring method will depend on soil type and depth, the foundation system, performance (deformation) criteria, easement considerations for soil anchors or soil nails, schedule, and cost.

**Groundwater**

Groundwater or perched groundwater may be encountered in the bottoms of utility and below-grade excavations depending on the excavation depth and time of year. Dewatering of below-grade excavations with sump pumps and/or wells may be required. Below-slab groundwater-control measures may consist of perforated polyvinyl chloride (PVC) pipes installed below the basement floor slab and connected to sump pumps that remove groundwater below the slab. The sump pumps should be connected to the sanitary sewer system. Alternatively, the basement slab and retaining walls may be designed for hydrostatic pressure.

**Seismic Considerations**

We anticipate the building design of new structures will be performed per the American Society of Civil Engineers (ASCE) 7-16 document with 2019 Oregon Structural Specialty Code (OSSC) modifications. The ASCE 7-16 design methodology uses two spectral response coefficients,  $S_s$  and  $S_1$ , corresponding to periods of 0.2 and 1.0 second to develop the Risk-Targeted Maximum Considered Earthquake (MCE<sub>R</sub>) response spectrum. The bedrock (Site Class B/C) spectral response coefficients were obtained from the USGS Uniform Hazard Response Spectra Curves for the coordinates of 45.5604° N latitude and 122.6721° W longitude. The  $S_s$  and  $S_1$  coefficients identified for the site are 0.87 and 0.39 g, respectively. The site class required for structural design will need to be evaluated based on a site-specific geotechnical investigation.

**Slope Stability**

Local areas within the Jefferson High School campus currently have slopes exceeding an inclination of 20%. Site-specific geotechnical studies will need to be performed to evaluate the stability of existing and proposed slopes once site improvement plans are more developed.

**LIMITATIONS**

This letter has been prepared to aid in preliminary evaluation of the property. The scope is limited to the specific location described herein, and our description of the project represents our understanding of the existing site improvements and conditions. A site-specific geotechnical investigation, including field explorations, laboratory testing, and engineering analysis, should be performed when site development plans become available.



Submitted for GRI,

A. Wesley Spang, PhD, PE, GE  
Principal

George A. Freitag, CEG  
Principal

This document has been submitted electronically.

**References**

City of Portland, 2019, PortlandMaps website, [www.portlandmaps.com](http://www.portlandmaps.com).  
 Madin, I. P., 2004, Geologic mapping and database for Portland area fault studies, final technical report, Oregon Department of Geology and Mineral Industries, Open-File Report OFR O-04-02.  
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 Snyder, D. T., 2008, Estimated depth to ground water and configuration of the water table in the Portland, Oregon, area, U.S. Geological Survey, Scientific Investigations Report, 2005-5059.  
 U.S. Geological Survey (USGS), 2017, Portland quadrangle, Oregon, 7.5-minute series.





## CONCEPTUAL STRUCTURAL NARRATIVE

## CONCEPTUAL STRUCTURAL NARRATIVE

**DRAFT**

**JEFFERSON HIGH SCHOOL**  
**CONCEPTUAL STRUCTURAL NARRATIVE**  
 JANUARY 10, 2020

**INTRODUCTION**

The purpose of this narrative is to provide a high-level review of the conceptual master plan for the modernization of Jefferson High School. Specifically, the review is focused on structural impacts to the original 1909 existing building that might be retained as part of the future school, and on providing input on the costs required to seismically upgrade the building. Our review was based on a walk through of the building on December 6, 2019, a review of existing drawings and photos, and a review of the proposed master plan.

**EXISTING BUILDING**

The original existing building, that is planned to be retained as an option for the proposed master plan, is 4-stories in height including a partial basement/lower level. There are no existing drawings of the building, however, based on observations, old photos, and drawings of the 1928 gymnasium addition, it appears to consist of unreinforced masonry (URM) exterior walls supporting wood framed floors and a wood framed roof. Based on observations of some concrete elements in the basement the URM walls are likely supported on exterior concrete walls below grade with concrete foundations and a concrete slab-on-grade.

**SEISMIC UPGRADE**

Buildings of this age and construction type (URM) perform poorly in earthquakes. Because of Portland Public Schools (PPS), as well as the City of Portland's requirements, the renovation of this building will have to include a full seismic upgrade to meet current code 'Life Safety' performance levels.

The seismic upgrade of this building would include the following:

- New concrete (shotcrete) placed on the inside of all the URM walls to resist both in-plane and out-of-plane seismic forces. This will require that the existing floor structure be shored, cut back to the face of the new wall, and then re-attached to the concrete with new ledgers and hangers.
- In lieu of shotcrete being placed at all URM walls, select locations could use shotcrete as shear walls to resist the in-plane seismic forces. The remaining URM walls would then need vertical steel strongbacks (tubes) at approximately 4 feet on center to resist out-of-plane forces. The tubes would be anchored to the URM walls with epoxy bolts.

111 SW Fifth Avenue, Suite 2600 Portland, OR 97204 503 227-3251 [kpff.com](http://kpff.com)

- The floor and roof diaphragms, which are likely straight sheathing, will require plywood being added over the existing sheathing, at all floors and roof with blocking added under panel joints.
- The floors and roof will need to be tied to the exterior walls with steel straps and epoxy bolts at approximately 2 feet on center.
- New foundations will need to be added under select shotcrete shear walls. The foundations could be large spread footings or they may require deep foundations such as micropiles.
- Non-structural interior clay partition walls would need to be removed and replaced or braced by new metal stud walls.

It is assumed that during this renovation, all existing MEP systems would be removed, as well as the majority of architectural finishes.

JLA:kw

Jefferson High School  
 Conceptual Structural Narrative

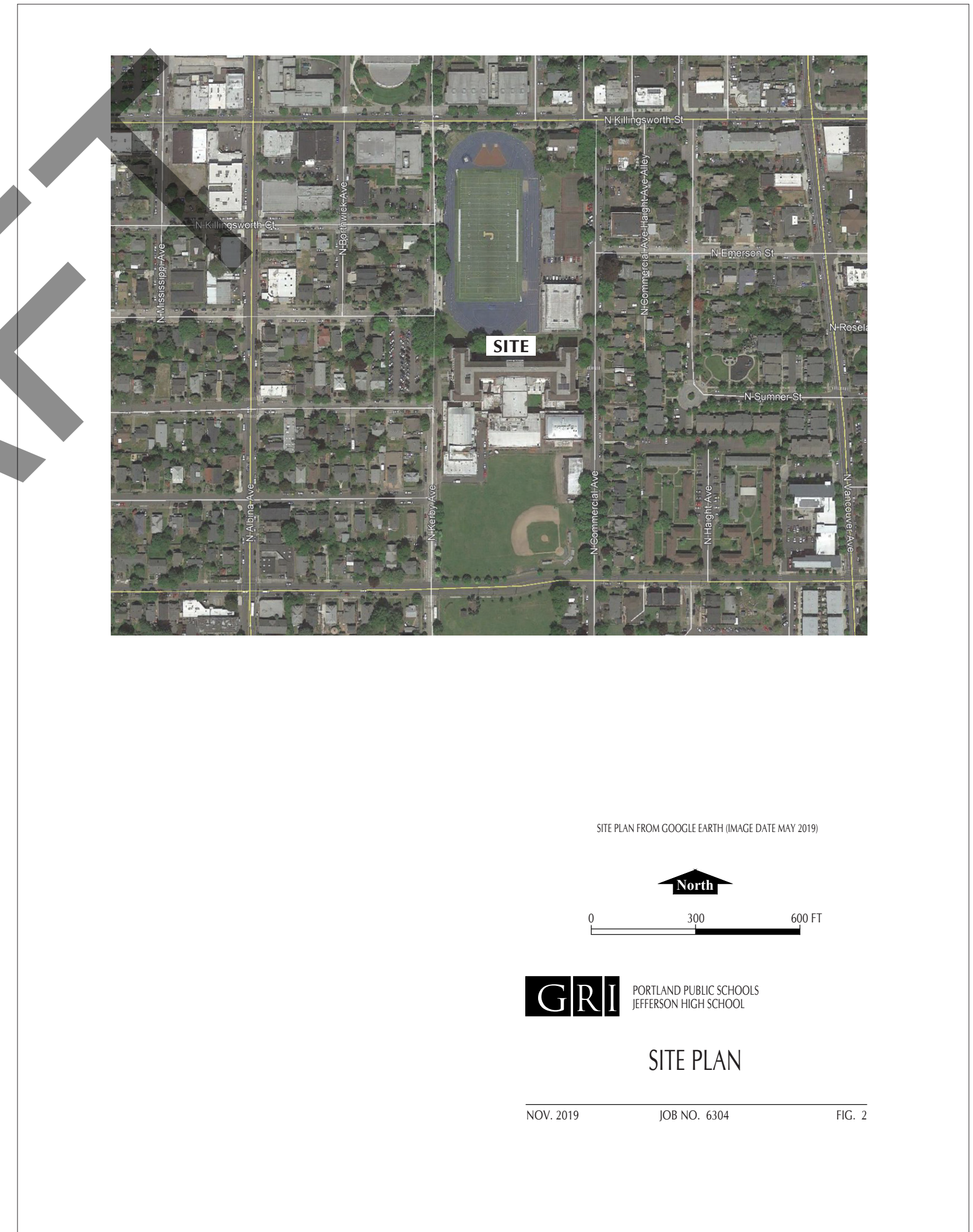
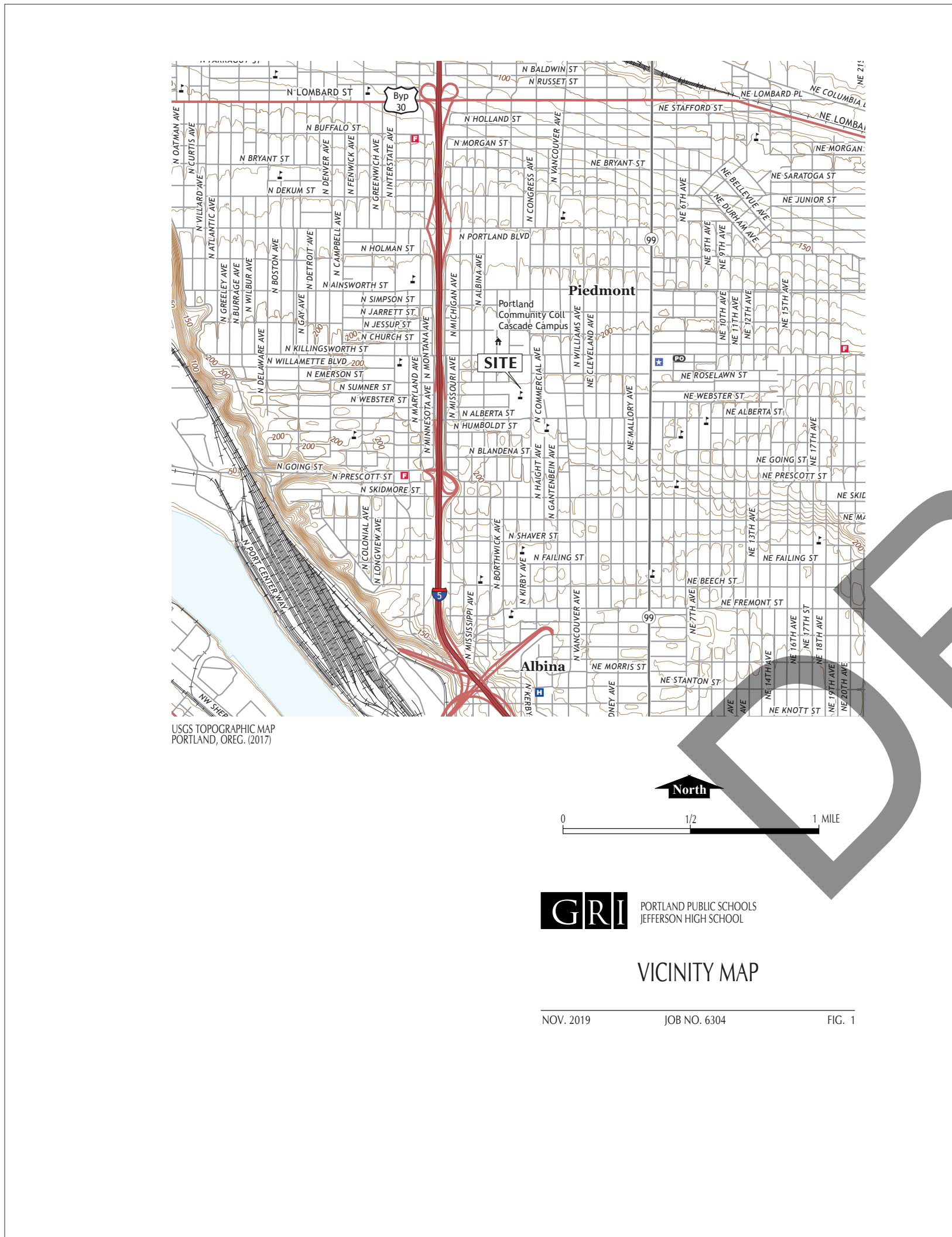
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KPFF Project No. 10021900870  
 January 10, 2020



GEOTECHNICAL EVALUATION

GEOTECHNICAL EVALUATION





GEOTECHNICAL EVALUATION

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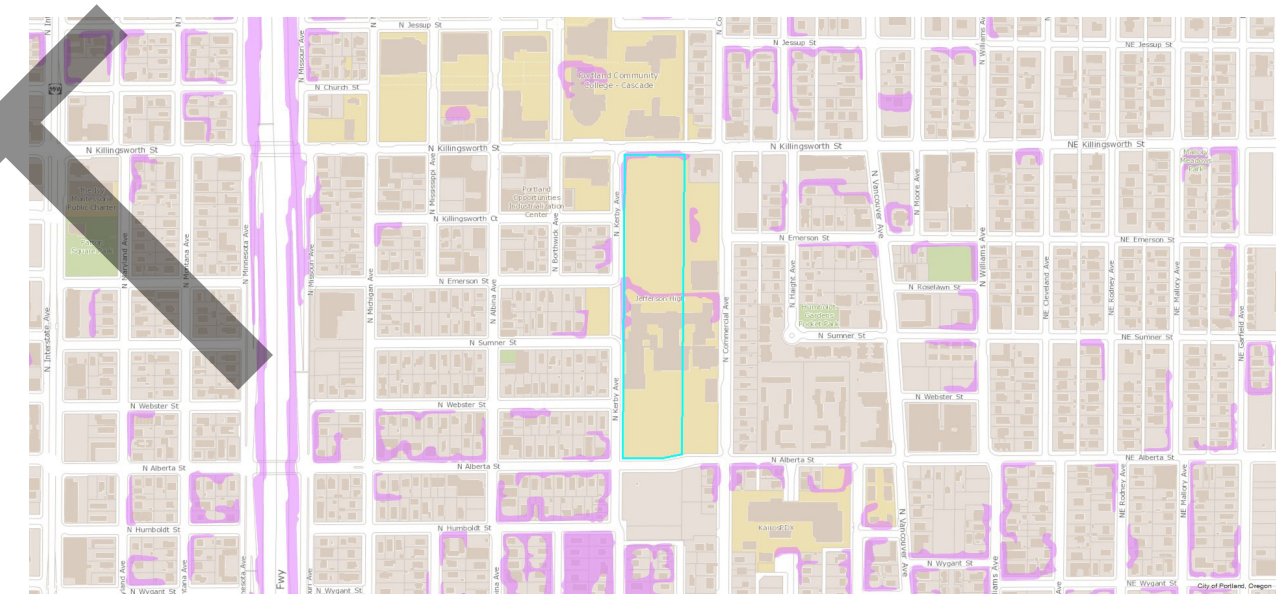


**LEGEND**  
 Qff CATASTROPHIC FLOOD DEPOSITS, FINE GRAINED FACIES



LOCAL GEOLOGY

NOV. 2019 JOB NO. 6304 FIG. 3



SOURCE: PORTLANDMAPS.COM (ACCESSED NOVEMBER 2019)

AREAS WITH SLOPE GREATER THAN 20%



STEEP SLOPE HAZARD

NOV. 2019 JOB NO. 6304 FIG. 4

DRAFT

HISTORIC SITE FORM

HISTORIC SITE FORM

### Oregon Historic Site Form

Jefferson High School  
5210 Kerby Ave  
Portland, Multnomah County

---

**LOCATION AND PROPERTY NAME**

address: 5210 N Kerby Ave  apprx. addr  
 Portland  vcnty Multnomah County

historic name: Jefferson High School  
 current/ other names: Thomas Jefferson High School

Optional Information  
 assoc addresses: \_\_\_\_\_  
 (former addresses, intersections, etc.)  
 location descr: \_\_\_\_\_  
 (remote sites)

block nbr: \_\_\_\_\_ lot nbr: \_\_\_\_\_ tax lot nbr: \_\_\_\_\_  
 township: \_\_\_\_\_ range: \_\_\_\_\_ section: \_\_\_\_\_ 1/4: \_\_\_\_\_  
 zip: \_\_\_\_\_

---

**PROPERTY CHARACTERISTICS**

resource type: Building height (# stories): 4 total # eligible resources: 0 total # ineligible resources: 3  
 elig. evaluation: not eligible/non-contributing NR status: \_\_\_\_\_  
 primary constr date: 1909 (c.)  secondary date: 1952 (c.)  NR date listed: \_\_\_\_\_ (indiv listed only; see Grouping for hist dist)  
 (optional--use for major addns)  
 primary orig use: School orig use comments: \_\_\_\_\_  
 secondary orig use: \_\_\_\_\_ prim style comments: \_\_\_\_\_  
 primary style: Renaissance Revival sec style comments: \_\_\_\_\_  
 secondary style: Late 19th/20th Amer. Mvmts: Other siding comments: \_\_\_\_\_  
 primary siding: Brick:Other/Undefined architect: Whitehouse & Honeyman/Fouilhoux  
 secondary siding: \_\_\_\_\_ builder: \_\_\_\_\_  
 plan type: School (General)

comments/notes: HRI Rank II. Piedmont Conservation District - Contributing Resource.

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**GROUPINGS / ASSOCIATIONS**

survey project name or other grouping name: PPS Historic Building Assessment 2009 Survey & Inventory Project

farmstead/cluster name: \_\_\_\_\_ external site #: 118  
 (ID# used in city/agency database)


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**SHPO INFO FOR THIS PROPERTY**

NR date listed: \_\_\_\_\_  
 ILS survey date: 6/22/2009  
 RLS survey date: 6/22/2009  
 Gen File date: \_\_\_\_\_

**106 Project(s)**

SHPO Case #	Date	Agency Effect Eval
	8/5/2003	No Adverse Effect



Printed on: 10/14/2009 Page 1 of 4

### Oregon Historic Site Form

Jefferson High School  
5210 Kerby Ave  
Portland, Multnomah County

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**ARCHITECTURAL / PROPERTY DESCRIPTION**  
 (Include expanded description of the building/property, setting, significant landscape features, outbuildings, and alterations)

Description Summary

Jefferson High School is located at 5210 N. Kerby Ave. in the Humboldt neighborhood of north Portland. The twelve acre campus includes the original 1909 school building (with several subsequent additions), an auto shop, and a gymnasium. The high school building currently exhibits limited evidence of its former architectural style that once revealed the tensions between the Arts and Crafts and Classical Revival Movements. Several subsequent additions and exterior alterations, however, have diminished the building's architectural integrity.

Architectural Description

The Jefferson High School is situated in the Humboldt neighborhood of north Portland. The campus encompasses twelve acres stretched from north to south between N. Kirby Ave. and N. Commercial Ave. and bisected by N. Alberta Ave. Development in the surrounding area consists primarily of single family residences built between 1890 and 1950 along N. Killingsworth Ave., which forms the northern boundary of the property, as well as mixed commercial and residential uses.

The Jefferson High School campus consists of the original main building (1909), gymnasium addition (1928), auditorium addition (1952), girl's gymnasium (1952), free-standing gymnasium (1964), and an auto shop (1968). Most of the buildings are clustered in the center of the property with a football field located to the north and a baseball field situated to the south.

The main building of the Jefferson campus consists of three story brick building with a full fenestrated basement. The original floor plan consisted of an I-shaped double loaded corridor on each of the four floors. The exterior brickwork is laid in a common bond consisting of a row of headers followed by six rows of two stretchers alternating with one header. Openings (entrances as well as windows) within the building are largely defined by cement stucco painted white which emphasizes the principal (north) elevation's bilateral symmetry.

The main ceremonial entrance is approached just to the south of a 1915 statue of a seated Thomas Jefferson. The entrance consists of three semi-circular arched portals that lead to a sheltered entryway. Bronze plaques and bas relief panels adorn the walls in the immediate vicinity of the entries and they memorialize the sacrifices of former students during World Wars I and II. Each of the three doorways into the school feature semicircular arched fanlights. The windows throughout the original building are replacements consisting of fixed sash with sliding panes at the bottom of the window.

Double run stairs approach recessed entries topped with semi-circular arches on the east and west sides of the original building. The building features a water table, several concrete belt courses, and a reconstructed fourth floor. The hipped roof is currently covered with composition shingles and once featured a bracketed overhang that was removed in 1952.

Just to the south of the original building on the west side of the complex is the 1952 auditorium. The large triple-height brick-face building features limited fenestration, but lines square openings with glass block pierce the exterior wall particularly on the south side of the addition. The auditorium contrasts with the original building in terms of its fenestration as well as bulky massing to visually dominate the west side of the building. The auditorium is also constructed to the lot line as opposed to the original building which is set back from the sidewalk approximately 20 feet.

On the north side of the campus, is the freestanding concrete gymnasium with a box-shaped massing that was constructed in 1964. The building features limited fenestration, a flat roof, and principal entries consisting of five sets of double-doors on the north and south sides of the building. An additional girl's gymnasium (1952) is located to the south side of the original building. The brick-faced gymnasium is double height and is largely unfenestrated. A free-standing auto shop (1972) is located further to the south of the girl's gymnasium. Attached to the rear of the original building is the 1928 gymnasium. This component of the building exhibits the greatest degree of historical integrity. The principal exterior entry into the gymnasium lies on the west side of the building. It consists of three double doors with cast stone surrounds with a keystone. The exterior walls on the west side also exhibit lozenges. Much of the building also has a cast stone cornice. The windows have largely been replaced.

The primary public spaces of Jefferson High School include the main entrance, three gymnasiums, and the auditorium. The auditorium features a balcony, main seating area, and stage as well as several rear stage service areas and rehearsal rooms for band and individual instrument instruction. The main entrance features two undecorated columns. The corridors of the original building mostly feature locker-lined walls and are illuminated by hanging tubular fluorescent lights. The 1928 gymnasium has been subdivided for use as a television studio, but the exposed brick walls, U-shaped seating, wood flooring, and most wood doors remain intact. The flooring is concrete and 12" x 12" tile. All classroom built-ins have been removed and acoustic tile has been installed in most ceilings. The heating is principally heated from boilers located near the center of the campus and marked by a vertical smokestack. Heat is largely conveyed to individual classrooms via heat registers located on the window side of the classroom.

Alterations

Extensive alterations in 1952 to the exterior of the original building consisted of removing overhanging eaves that exhibited brackets. The wall was subsequently raised to a level just above the third floor windows. The alterations also included the removal of the pyramidal roof that was centered over the central bay of the north elevation. In order to make the older section of the building look more modern in line with the auditorium and girls' gymnasium additions that were added in that year, cement plaster was applied around the windows which covered over lozenge patterned brickwork. Nearly all of the building's windows were removed between 1988 and 1990. Nearly all doors and classroom built-ins have also been removed from the original 1909 building. Jefferson High School only retains its integrity of association, setting, and location, but not design, materials, workmanship, and feeling.

Printed on: 10/14/2009 Page 2 of 4



HISTORIC SITE FORM

HISTORIC SITE FORM

**Oregon Historic Site Form**

Jefferson High School  
5210 Kerby Ave  
Portland, Multnomah County

**HISTORY**

(Chronological, descriptive history of the property from its construction through at least the historic period [preferably to the present])

Statement of Significance

In 1869, the first high school, housed in two rooms of the former North School building in Portland, was opened (Powers and Corning 1937: 74). Despite early struggles in the development of a consistent curriculum, the high school persisted at the will of the city's residents until the Oregon School Code, adopted in 1878, officially authorized the construction of high schools in the city (Sevetson 2007: 465). The first purpose built high school in Portland was the 1883 Portland High School built on Southwest Fourteenth and Morrison. Before it was even built, the school was the subject of a serious debate among prominent citizens, including George Atkinson and Harvey Scott as to the necessity of a publicly funded high school. Despite the conflict, the 1883 "Transition Gothic" styled Portland High School established a high design standard for the city's high schools as it was prominently featured in William Thayer's "Marvels of the New West" in 1887 (Thayer 1887: 334). Future high schools in the city would be built on a similarly grand scale.

Amidst the growing influence of John Dewey's Progressive Education Movement, Portland's public schools began a dramatic re-building program in the early twentieth century. The program served as a response to changing city demographics and ideas concerning school safety, sanitation, and child centered instructional methods beginning in the first decade of the 1900s (Rippa, 1997: passim; Cremin 1961: 135-153; Cubberley 1915: 283-290). By 1905, it became increasingly clear that dramatic increases in school-age children outstripped the district's existing classroom capacity. Additionally, much of the new residential development was occurring in areas of the city where the existing schools could not effectively serve the growing number of families with children (Cubberley 1915: 283-285, 288-290).

Simultaneous to this growth, several well-publicized school fires elsewhere in the United States brought calls for a more fundamental change in the building stock of the district. In 1906 Portland Mayor Lane called for the construction of new "fireproof" school buildings (Oregonian, 10-31-1906). In 1910, various city neighborhood "advancement clubs" joined forces to discuss the unfit school buildings in their respective neighborhoods (Oregonian 07-31-1910). Soon after this meeting, on August 16, 1910, the Portland City Council enacted a requirement that all schools constructed after January 1, 1911 would have to be of fire proof construction (Powers and Corning 1937: 183). Even as these discussions were occurring, Portland Public Schools was undertaking the construction of the city's largest fire-proof high school; Jefferson High School.

Jefferson High School, constructed in 1909-1910 was a direct reflection of Portland's ambitions as well as its concerns about school safety. By the early twentieth century, PPS was constructing a significant number of frame elementary schools largely designed by architect Thomas J. Jones. Due to the size and fire proof construction necessary for the city's impressive new high schools such as the old Lincoln High School (1912) and the first Washington High School (1906), the school district held a design competition for the new Jefferson High School in July 1908 rather than hand the design over to its own architect. The School Board considered eleven sets of plans, and chose the firm Whitehouse & Honeyman (Honeyman was later replaced by Foulhoux in the partnership) for its design of a new high school on the east side (PPS Portland School Board Minutes, 1908). In 1909, the site for the new school, part of the Walnut Park Addition and several lots of the K. and M. Patton tract was acquired for \$157,920 (PPS Chronology Binder).

For the new high school, Morris Whitehouse, the founder of Whitehouse, Church, Newberry, & Roer, designed a three story brick building with a full basement that featured an E-shaped plan and reflected the architectural tensions of the Arts and Crafts and Classical Revival architectural movements. Rather than exhibiting the straightforward application of Classical Revival detailing, the building featured concrete plasterwork consisting of horizontal belt courses, diamond-shaped motifs, a hipped roof with a bracketed eave, flush face dormers, as well as projecting walls to diminish the sheer size of the new building. The building, built at a cost of \$321,078 was popularized through a series of color postcards following its construction and was at the time one of the largest high schools constructed in the United States (PPS Chronology Binder). The firm of Whitehouse and Foulhoux would also eventually design Lincoln High School (1912, now Lincoln Hall on the campus of Portland State University) (Ritz 2003: 421-422).

For much of its early history, Jefferson High School had an attendance consisting largely of whites who lived in north and northeast Portland. Immediately following the Vanport flood of 1948, the demographics of the neighborhoods surrounding Jefferson High School changed dramatically as many displaced African-Americans settled in the neighborhoods that fed the high school. The Vanport Flood is often credited with finally integrating the city in addition to its schools (Oregon Journal 3-10-1952). With the arrival of African Americans into north and northeast Portland, many of the elementary schools, as well as Jefferson High School witnessed a steep increase in the percentage of minority students and a marked decrease in the percentage of white students.

By the 1960s, the Albina cluster of schools would be the flashpoint for accusations of segregation and unequal educational opportunities. Throughout the 1960s, 1970s, and 1980s, PPS enacted several programs in an attempt to integrate the district's schools and gain equity in educational opportunities. In 1978, a controversial desegregation plan to bus Jefferson students to Wilson and Lincoln High Schools was abandoned at the request of the Community Coalition for School Integration (League of Women Voters of Portland 1980: 5-6; Oregonian 1-10-1978). Other measures to diversify the student population at the high schools were adopted by the School Board instead.

The oldest high school remaining in Portland, Jefferson High School retains close associations with the surrounding neighborhood. Although designed by Whitehouse and Honeyman (later Foulhoux), one of Portland's more prominent architectural firms during the early twentieth century, Jefferson High School does not retain sufficient architectural integrity to be eligible for the National Register of Historic Places (NRHP). While associated with the growth of high school education in Portland in the early twentieth century as well as the desegregation of Portland's Public Schools, the alterations to the building's interior and exterior have diminished its associations with these events and trends such that it is not eligible for the NRHP under Criterion A. The loss of its original overhanging roof with brackets, brick diapering, and interior finishes would also preclude the building from being eligible for the NRHP under Criterion C as the design, workmanship, and materials associated with the original Whitehouse and Honeyman design has been greatly diminished.

**Oregon Historic Site Form**

Jefferson High School  
5210 Kerby Ave  
Portland, Multnomah County

**RESEARCH INFORMATION**

(Check all of the basic sources consulted and cite specific important sources)

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Title Records           | <input type="checkbox"/> Census Records                  | <input type="checkbox"/> Property Tax Records  | <input checked="" type="checkbox"/> Local Histories      |
| <input checked="" type="checkbox"/> Sanborn Maps | <input checked="" type="checkbox"/> Biographical Sources | <input checked="" type="checkbox"/> SHPO Files | <input type="checkbox"/> Interviews                      |
| <input type="checkbox"/> Obituaries              | <input checked="" type="checkbox"/> Newspapers           | <input type="checkbox"/> State Archives        | <input checked="" type="checkbox"/> Historic Photographs |
| <input type="checkbox"/> City Directories        | <input type="checkbox"/> Building Permits                | <input type="checkbox"/> State Library         |  |

Local Library: Multnomah County Library University Library: Portland State University Library  
Historical Society: Oregon Historical Society Other Repository: PPS Archives

Bibliography: Bibliography

Betelle, James O. "Architectural Styles as Applied to School Buildings." American School Board Journal. Vol. 58 (April 1919).

Cremin, Lawrence. The Transformation of the School: Progressivism in American Education, 1876-1957. New York: A. Knopf, 1961.

Cubberley, Ellwood Patterson. The Portland Survey: A Textbook on City School Administration Based on a Concrete Study. Yonkers-on-Hudson, NY: World Book Co., 1915.

League of Women Voters of Portland. "Creative Approaches: How Will Portland Integrate its Public Schools." January 1980.

Oregonian. "Mayor Lane and the Schools." 10-31-1906.

Oregonian. "School Buildings are Called Unfit." 7-31-1910.

Portland Public Schools. Schools Chronology Binder.

Powers, Alfred and Howard McKinley Corning, History of Education in Portland. [Portland]: Work Projects Administration, 1937.

Rippa, Alexander. Education in a Free Society: An American History. New York: Longman, 1997.

Ritz, Richard. E. Architects of Oregon. A Biographical Dictionary of Architects Deceased - 19th and 20th Centuries. Portland: Lair Hill Publishing, 2003.

Sanborn Map Company 1924-1928, 1908-Dec. 1950 Sanborn Maps, Multnomah County Public Library, Portland, Oregon. Available at: <https://catalog.mtcolib.org/validate?url=http%3A%2F%2F0-sanborn.umi.com.catalog.mtcolib.org%3A80%2F>. Accessed June 16, 2009.

Sibley, Ernest. "Why I Prefer the Colonial Style." School Board Journal: Vol. 66 (January 1923).



HISTORIC SITE FORM

HISTORIC SITE FORM



North (main) elevation of main building (118A) with track in foreground



View of 1952 auditorium addition, looking south.



West entrances into old gymnasium.

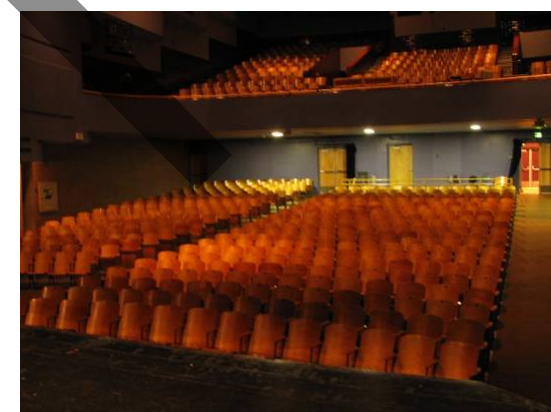


South elevation of 1952 auditorium addition



Looking southeast toward 1964 gymnasium.

**Jefferson High School  
Exterior Photos  
ENTRIX, 2009**



Interior of 1952 auditorium with balcony (118A).



View of 1964 gymnasium.



View of old (1928) gymnasium seating



Cafeteria located within 1952 auditorium addition.



Typical corridor of main building (118A).

**Jefferson High School  
Interior Photos  
ENTRIX, 2009**

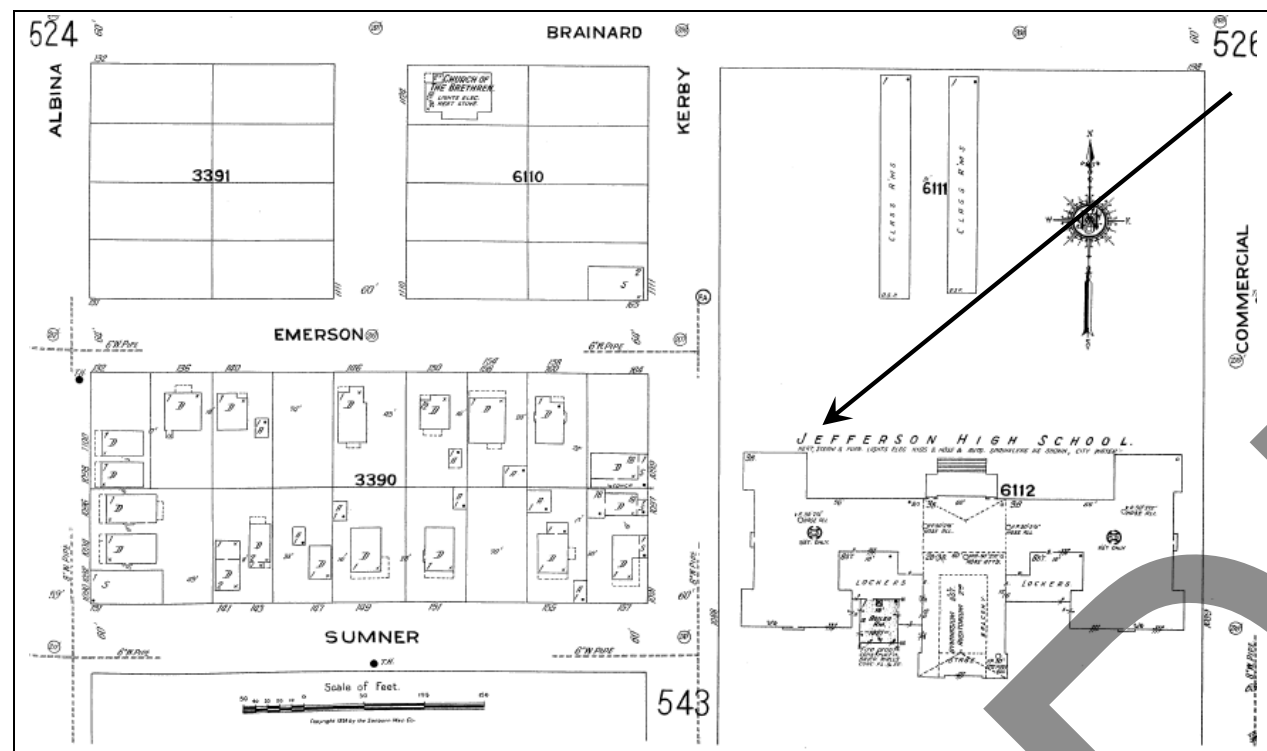


HISTORIC SITE FORM

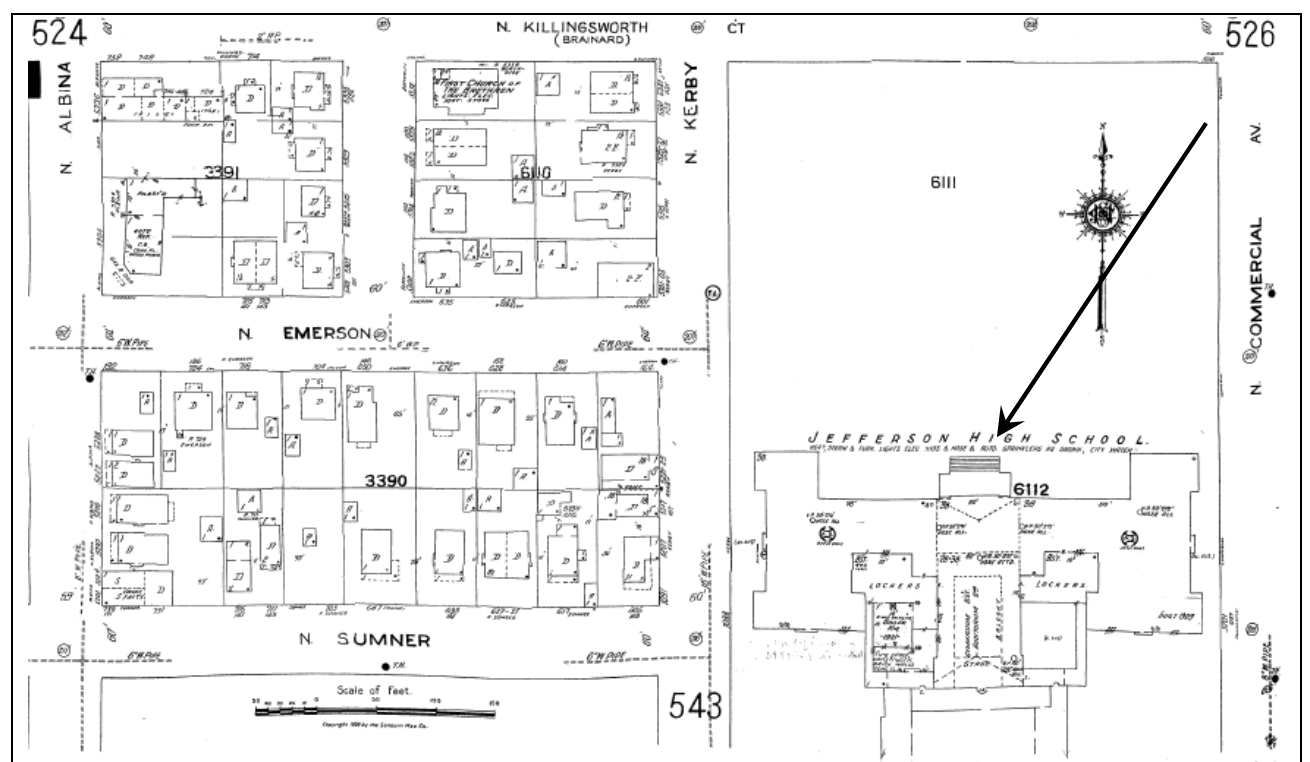
HISTORIC SITE FORM



V



1924-1928, Sanborn Fire Insurance Company Map, Portland, Oregon, Map 525. Arrow points to Jefferson High School.





Updated to 1950 Sanborn Fire Insurance Company Map, Portland, Oregon, Map 525. Arrow points to Jefferson High School. Note street name change.

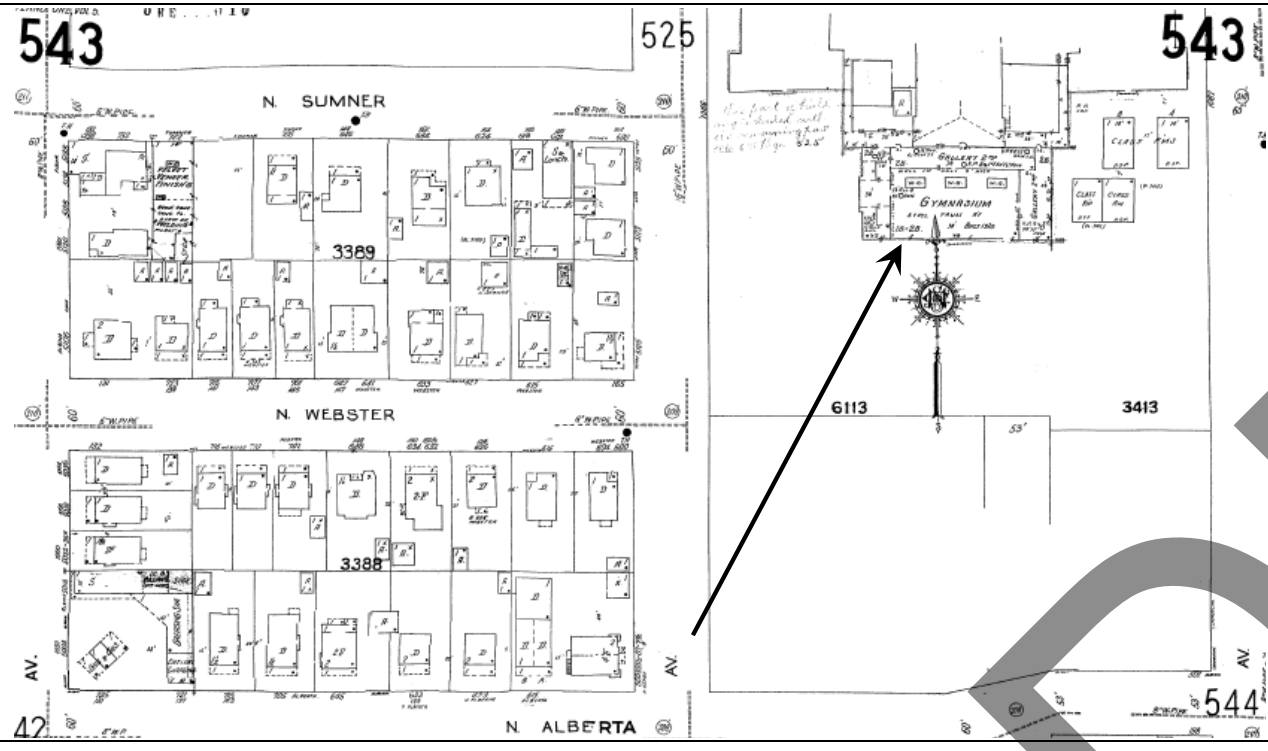


HISTORIC SITE FORM

HISTORIC SITE FORM

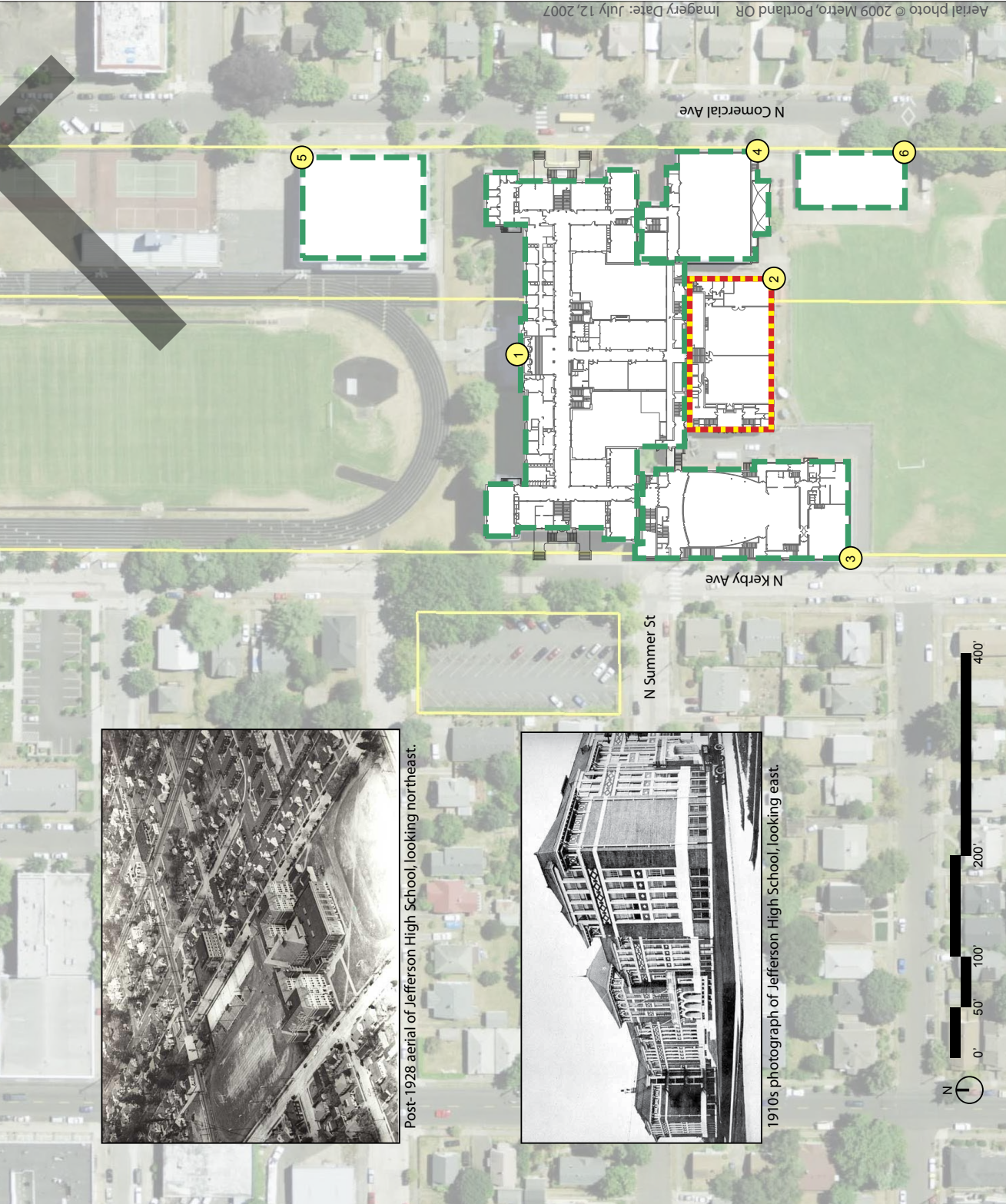




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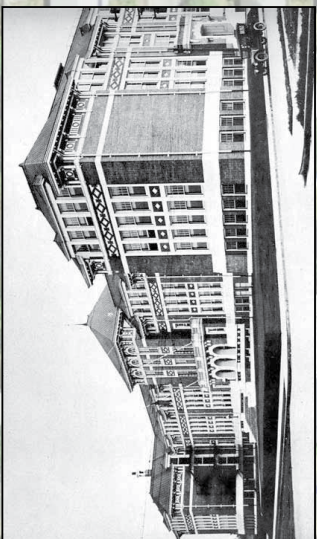
Updated to 1950 Sanborn Fire Insurance Company Map, Portland, Oregon, Map 543.  
Arrow points to Jefferson High School gymnasium.

Aerial photo © 2009 Metro, Portland OR. Imagery Date: July 12, 2007





Post-1928 aerial of Jefferson High School, looking northeast.



1910s photograph of Jefferson High School, looking east.

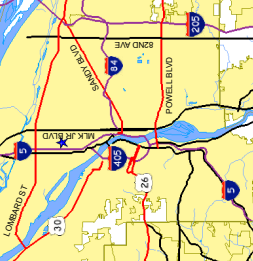
**Jefferson High School**  
5210 N Kerby Ave, Portland OR, 97217  
[View Site in Google Maps](#)

**Building Periods**

1. Original Bldg (118A), 1909
2. Gym Addition (118B), 1928
3. Auditorium Addition (118C), 1952
4. Girls Gym Addition (118D), 1952
5. Gym Addition (118E), 1964
6. Auto Shop (118F), 1972

**Historical Significance and Building Integrity**

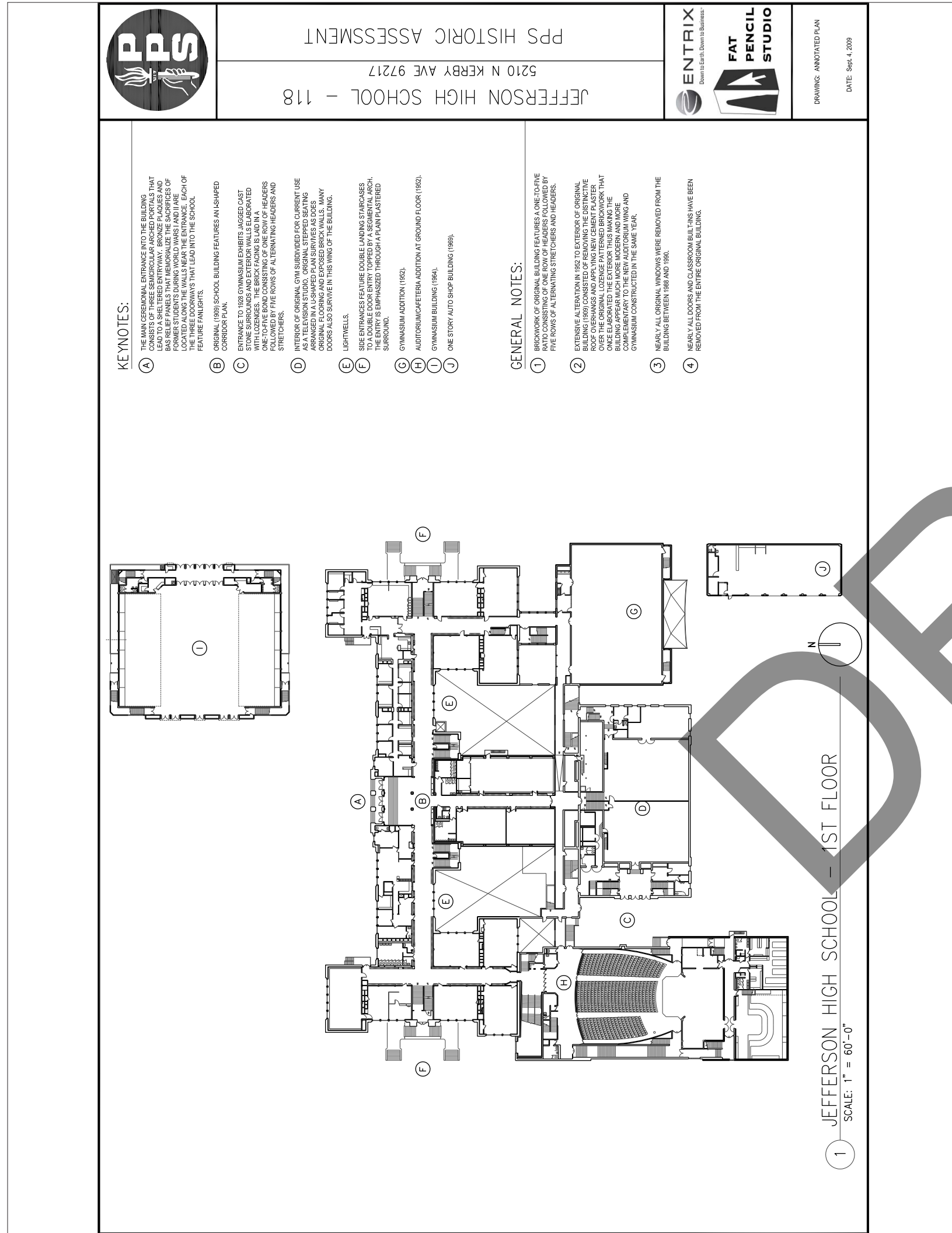
- Contributing High Significance
- Contributing Moderate Signif.
- Non-Contributing





HISTORIC SITE FORM

HISTORIC SITE FORM



TITLE REPORT

TITLE REPORT



**First American Title Insurance Company**  
*National Commercial Services*  
**200 SW Market Street Suite 250**  
**Portland, OR 97201**  
*(503)795-7600 - Fax (866)678-0591*

Title Officer: **Tina Carleton**  
 (503)795-7606  
 tcarleton@firstam.com  
 (866)678-0591

**LOT BOOK SERVICE**

Portland Public Schools  
 501 N Dixon  
 Portland, OR 97227

Attn: Kirsten Cowden  
 Phone No.: (503)916-3913 - Fax No.:  
 Email: kcowden1@pps.net

Re: Jefferson High School

Order No.: NCS-985971-OR1

We have searched our Tract Indices as to the following described property:

The land referred to in this report is described in Exhibit A attached hereto.  
 and as of October 25, 2019 at 8:00 a.m.

We find that the last deed of record runs to

School District No. 1, Multnomah County, Oregon, a quasi-municipal corporation of the State of Oregon

We also find the following apparent encumbrances prior to the effective date hereof:

1. Conditions, restrictions and easements contained in Ordinance No. 51196, a copy of which was recorded January 6, 1927 in [Book 1068, page 325](#).  
  
(Affects vacated North Congress Avenue)
2. Conditions, restrictions and easements contained in Ordinance No. 51195, a copy of which was recorded January 6, 1927 in [Book 1068, page 327](#).  
  
(Affects vacated Brainard Street)

*First American Title Insurance Company*

Lot Book Service

Guarantee No.: **NCS-985971-OR1**  
 Page 2 of 5

3. Conditions, restrictions and easements contained in Ordinance No. 55221, a copy of which was recorded September 15, 1928 in [Book 1151, page 320](#).  
  
(Affects vacated North Congress Avenue)
4. Conditions and restrictions contained in Ordinance No. 96660, a copy of which was recorded July 19, 1952 in [Book 1546, page 458](#).
5. Conditions, restrictions and easements contained in Ordinance No. 116129, a copy of which was recorded December 17, 1962 in [Book 2147, page 369](#).  
  
(Affects vacated North Congress Avenue and vacated North Humboldt Street)
6. Conditions and restrictions contained in Conditional Use Permit No. CU 47-63 recorded September 1963 in [Book 2188, page 487](#)
7. Conditions, restrictions and easements contained in Ordinance No. 117169, a copy of which was recorded November 13, 1963 in [Book 2195, page 3](#).  
  
(Affects vacated North Congress Avenue)
8. Conditions and restrictions contained in Conditional Use Permit No. CU 13-64 recorded March 26, 1964 in [Book 7, page 171](#)
9. Conditions and restrictions contained in Conditional Use Permit No. CU 61-66 recorded August 23, 1966 in [Book 522, page 1307](#)
10. Conditions and restrictions contained in Conditional Use Permit No. CU 34-68 recorded July 12, 1968 in [Book 629, page 824](#)
11. Easement, including terms and provisions contained therein:  
 Recording Information: January 20, 1976 in [Book 1083, page 1277](#)  
 In Favor of: Pacific Power & Light Company, a corporation  
 For: Electric transmission and distribution line
12. The terms and provisions contained in the document entitled "Revocable Permit to Use Dedicated Street Areas" recorded October 31, 2013 as Recording No. [2013-144356](#) of Official Records.  
  
(Affects North Kerby Avenue)
13. Conditions and restrictions contained in Land Use Review File No. LU 16-211724 HRM recorded October 10, 2016 as Recording No. [2016-127275](#)
14. Unrecorded leases or periodic tenancies, if any.

We have also searched our General Index for Judgments and State and Federal Liens against the Grantee(s) named above and find:

NONE

We also find the following unpaid taxes and city liens:

*First American Title Insurance Company*



TITLE REPORT

TITLE REPORT

Lot Book Service

Guarantee No.: **NCS-985971-OR1**  
Page 3 of 5

1. General and special taxes and assessments for the fiscal year 2019-2020 are exempt. If the exempt status is terminated an additional tax may be levied. A.P. No.: R210923, R298127, R210799, R210924, R135700, R131398 and R131400.
2. City liens, if any, for the city of Portland.

Note: An inquiry has NOT been made concerning the actual status of such liens. A fee of \$25.00 will be charged per tax account each time an inquiry request is made.

THIS IS NOT a title report since no examination has been made of the title to the above described property. Our search for apparent encumbrances was limited to our Tract Indices, and therefore above listings do not include additional matters which might have been disclosed by an examination of the record title. We assume no liability in connection with this Lot Book Service and will not be responsible for errors or omissions therein. The charge for this service will not include supplemental reports, rechecks or other services.

*First American Title Insurance Company*

Lot Book Service

Guarantee No.: **NCS-985971-OR1**  
Page 4 of 5

**Exhibit "A"**

Real property in the County of Multnomah , State of Oregon, described as follows:

LOT "O" IN M. PATTON'S TRACT (PLAT VOLUME 151, PAGE 11), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

EXCEPTING THEREFROM THAT PORTION CONVEYED TO THE CITY OF PORTLAND BY DEED RECORDED NOVEMBER 23, 1928 IN [BOOK 1164, PAGE 137](#).

TOGETHER WITH LOTS 1 THROUGH 10, INCLUSIVE, BLOCK 1, L. C. PATTON'S SUBDIVISION OF BLOCK "J" IN M. PATTON (PLAT [VOLUME 360, PAGE 38](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

TOGETHER WITH LOTS 1 THROUGH 8, INCLUSIVE, BLOCK 6, L. C. PATTON'S SUBDIVISION OF BLOCK "J" IN M. PATTON (PLAT [VOLUME 360, PAGE 38](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

TOGETHER WITH LOTS 1 THROUGH 9, INCLUSIVE, BLOCK "A", WALNUT PARK (PLAT [VOLUME 308, PAGE 62](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

TOGETHER WITH LOTS 1 THROUGH 8, INCLUSIVE, BLOCK "B", WALNUT PARK (PLAT [VOLUME 308, PAGE 62](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

TOGETHER WITH LOTS 4 THROUGH 7, INCLUSIVE, BLOCK "C", WALNUT PARK (PLAT [VOLUME 308, PAGE 62](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

TOGETHER WITH LOTS 4 AND 5, BLOCK 20, AMENDED PLAT OF CLIFFORD (PLAT [VOLUME 163, PAGE 36](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

EXCEPTING THEREFROM THE SOUTH 25 FEET CONVEYED TO THE CITY OF PORTLAND BY DEED FOR STREET PURPOSES RECORDED NOVEMBER 18, 1964 IN [BOOK 172, PAGE 270](#).

TOGETHER WITH THE WEST HALF OF LOT 2, ALL OF LOT 3, THE WEST HALF OF LOT 4, ALL OF LOT 7, THE WEST HALF OF LOT 6, THE SOUTH HALF OF THE EAST HALF OF LOT 6 AND THE SOUTH HALF OF LOT 5, ALL IN BLOCK 4, CENTRAL ALBINA ADDITION (PLAT [VOLUME 140, PAGE 23](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

EXCEPTING FROM SAID LOTS 2 AND 3 THAT PORTION CONVEYED TO THE CITY OF PORTLAND BY DEED FOR STREET PURPOSES RECORDED NOVEMBER 13, 1963 IN [BOOK 2195, PAGE 1](#).

TOGETHER WITH LOTS 8, 9, 10 AND 11, BLOCK 2, SUBDIVISION OF TRACT "K", M. PATTON'S TRACT (PLAT [VOLUME 308, PAGE 21](#)), IN THE CITY OF PORTLAND, COUNTY OF MULTNOMAH AND STATE OF OREGON.

TOGETHER WITH THOSE PORTIONS OF VACATED CONGRESS STREET, WHICH INURED THERETO BY ORDINANCE NO. 18152, RECORDED AUGUST 12, 1908; NO. [21517](#), RECORDED JULY 16, 1910; NO. 51196, RECORDED JANUARY 6, 1927 IN [BOOK 1068, PAGE 325](#) AND NO. 55221, RECORDED SEPTEMBER 15, 1928 IN [BOOK 1151, PAGE 320](#), NO. 116129, RECORDED DECEMBER 17, 1962 IN [BOOK 2147, PAGE 369](#), NO. 117169, RECORDED NOVEMBER 13, 1963 IN [BOOK 2195, PAGE 3](#) AND NO. 119270, RECORDED NOVEMBER 18, 1964 IN [BOOK 172, PAGE 266](#).

TOGETHER WITH THAT PORTION OF VACATED SUMNER STREET, WHICH INURED THERETO BY

*First American Title Insurance Company*

DRAFT

TITLE REPORT

Lot Book Service

Guarantee No.: **NCS-985971-OR1**  
Page 5 of 5

ORDINANCE NO. 18153, RECORDED AUGUST 12, 1908.

TOGETHER WITH THAT PORTION OF VACATED EMERSON STREET, WHICH INURED THERETO BY ORDINANCE NO. [21517](#), RECORDED JULY 16, 1910.

TOGETHER WITH THAT PORTION OF VACATED BRAINARD STREET, WHICH INURED THERETO BY ORDINANCE NO. 51195, RECORDED JANUARY 6, 1927 IN [BOOK 1068, PAGE 327](#).

TOGETHER WITH THOSE PORTIONS OF VACATED NORTH HUMBOLDT STREET, WHICH INURED THERETO BY ORDINANCE NO. 116129, RECORDED DECEMBER 17, 1962 IN [BOOK 2147, PAGE 369](#) AND NO. 119270, RECORDED NOVEMBER 18, 1964 IN [BOOK 172, PAGE 266](#).


DRAFT

*First American Title Insurance Company*



DISTRICT EUI TARGETS & EFFICIENCY STRATEGIES

DISTRICT EUI TARGETS & EFFICIENCY STRATEGIES



Memo

**Date:** November 22, 2019  
**Project:** PPS Design Standards 19-1638  
**Project Number:** 19-1638  
**To:** Aaron Presberg (PPS)  
**From:** Ruwan Jayaweera, Forest Tanier-Gesner  
**Subject:** District EUI Targets and Efficiency Strategies  
**Distribution:** Reilly Loveland, (NBI); Amy Cortese, (NBI)

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**District EUI Targets and Efficiency Strategies**


To help focus PPS Design Standards around attainable sustainability goals, PAE has reviewed current design best practices and previous project energy use reductions to identify a prioritized list of energy efficiency strategies and energy use intensity (EUI) targets.

**PRIORITIZED EFFICIENCY STRATEGIES**

**Table 1 | Recommended Strategies**

Priority	New/Addition	Envelope Modernization	HVAC All	Plumbing All	Lighting All	Plug Load All	Kitchen Equipment All
1	Continuous air barrier achieving air leakage rate max of 0.20 cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)	Caulking and sealing existing to achieve air leakage rate max of 0.35 cfm/sf of total envelope area (confirmed through whole building testing at 75 Pa)	Air-water heat pumps for primary central heating/chilled water with back-up electric boilers and radiant or 4PFC distribution.  DOAS units with heat recovery for ventilation and CO2 based DCV  Air-air packaged heat pumps where hydronic not appropriate	Separate air-water heat pumps for heating locker rooms and kitchens  On-demand electric heaters serving restrooms and breakrooms	Space Type LPD (W/ft2): Whole building-primary school = 0.40 Whole building-secondary school = 0.45 Gym/multipurpose-primary school = 0.50 Cafeteria = 0.40 Classroom = 0.40 Mechanical = 0.40 Restroom = 0.40 Auditorium = 0.50 Office = 0.50 Art room = 0.60 Kitchen = 0.60 Corridor = 0.25 Library/media center-primary school = 0.40 Library/media center-secondary school = 0.50 Lobby = 0.70	Energy Star office equipment/appliances	Energy Star kitchen equipment
2	WWR not exceeding 40% with Window assembly max U-values of 0.28	New window assembly max U-values of 0.28  Air sealing all existing windows  Window inserts on all fixed windows	For new construction option, consider Passivhaus level envelope with DOAS heat recovery, passive cooling and electric cove heaters. <b>(requires expand thermostat settings)</b>	Shower fixtures not exceeding 1.75 gpm  Lav fixtures not exceeding 0.5 gpm  Kitchen fixtures not exceeding 1.0 gpm	Lighting controls package meeting or exceeding 90.1-2019 requirements.	Occupancy controlled outlets for admin workstations	All electric Energy Star kitchen equipment package
3	Wall assembly max U-values of 0.064	Wall assembly max U-values of 0.064	Mixed mode natural ventilation with operable window and green light control strategy	Heat tape temperature maintenance rather than HW recirculation	Task tuning of installed fixtures to maintain foot candle levels within a max./min range defined by space/workstation type		
4	Roof assembly max U-values of 0.032	Roof assembly max U-values of 0.032	Ceiling fans and radiant heating in commons	Hybrid urinals			

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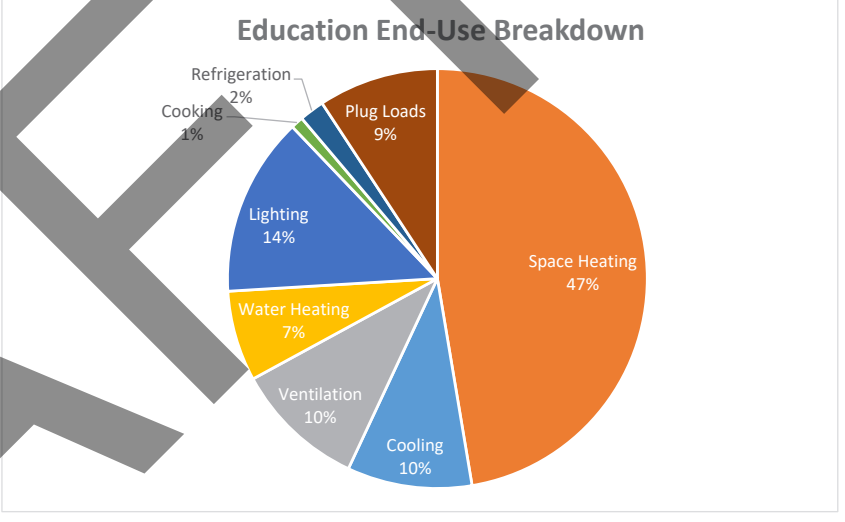


November 22, 2019

**END USE BREAKDOWN**

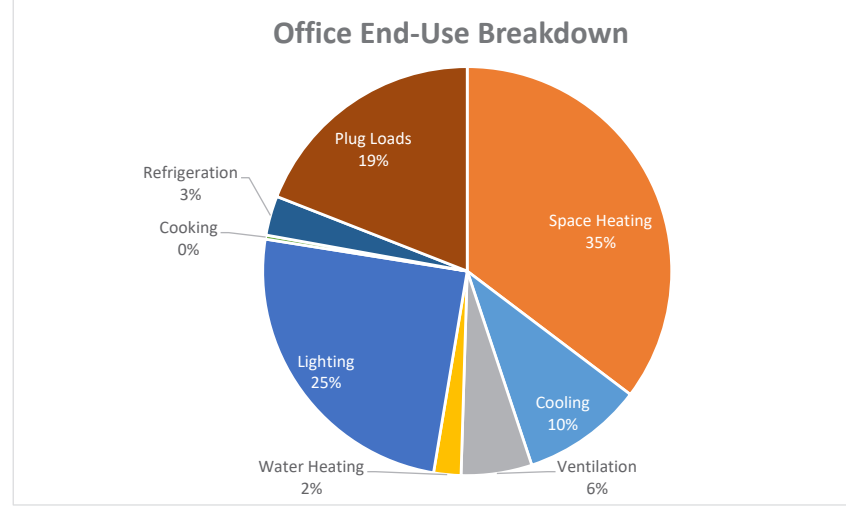
The primary basis of the energy efficiency strategy prioritization is the breakdown of the major energy uses of the District building types. Figure 1 below shows the Education and Office End-Breakdowns of the existing building stock from the 2003 CBECs dataset. In general, buildings in this region are heating load dominated and the energy consumption of the building space heating equipment is significantly higher than all other end-uses. Therefore, reducing heating loads through envelope improvements and shifting the heating source to higher efficiency equipment is going to be the 1<sup>st</sup> priority for most projects. Efficient distribution and control of the ventilation will address both ventilation and cooling energy uses, and then efficient equipment selection and controls will address DHW, Lighting, and Plug Load end-uses.

Figure 1 | Photo



**Education End-Use Breakdown**

Space Heating	47%
Lighting	14%
Ventilation	10%
Cooling	10%
Water Heating	7%
Plug Loads	9%
Refrigeration	2%
Cooking	1%



**Office End-Use Breakdown**

Space Heating	35%
Lighting	25%
Ventilation	6%
Cooling	10%
Water Heating	2%
Plug Loads	19%
Refrigeration	3%
Cooking	0%

**EUI TARGETS**

PAE has reviewed PPS building energy consumption data and previous project energy reduction data to come up with EUI goals by building type for both new construction and building modernization projects. Table 1 outlines the condensed existing building data and the recommended EUI targets.

**Table 2 | PPS Building EUIs and Recommended Targets**

Building Type	Existing Weighted Average EUI (kBtu/sf/yr)	Recommended New Bldg Target EUI (kBtu/sf/yr)	Recommended Modernization Target EUI (kBtu/sf/yr)
Admin/Other	57.4	25	30
K-5 or less	57.3	20	30
K-8	48.0	25	30
Middle School	55.6	25	30
High School	58.4	30	35
<b>ALL</b>	<b>55.0</b>	<b>Overall District EUI Goal</b>	<b>30</b>

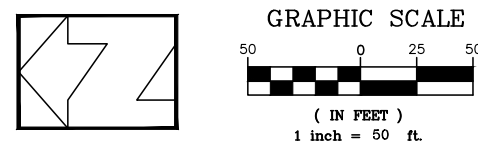
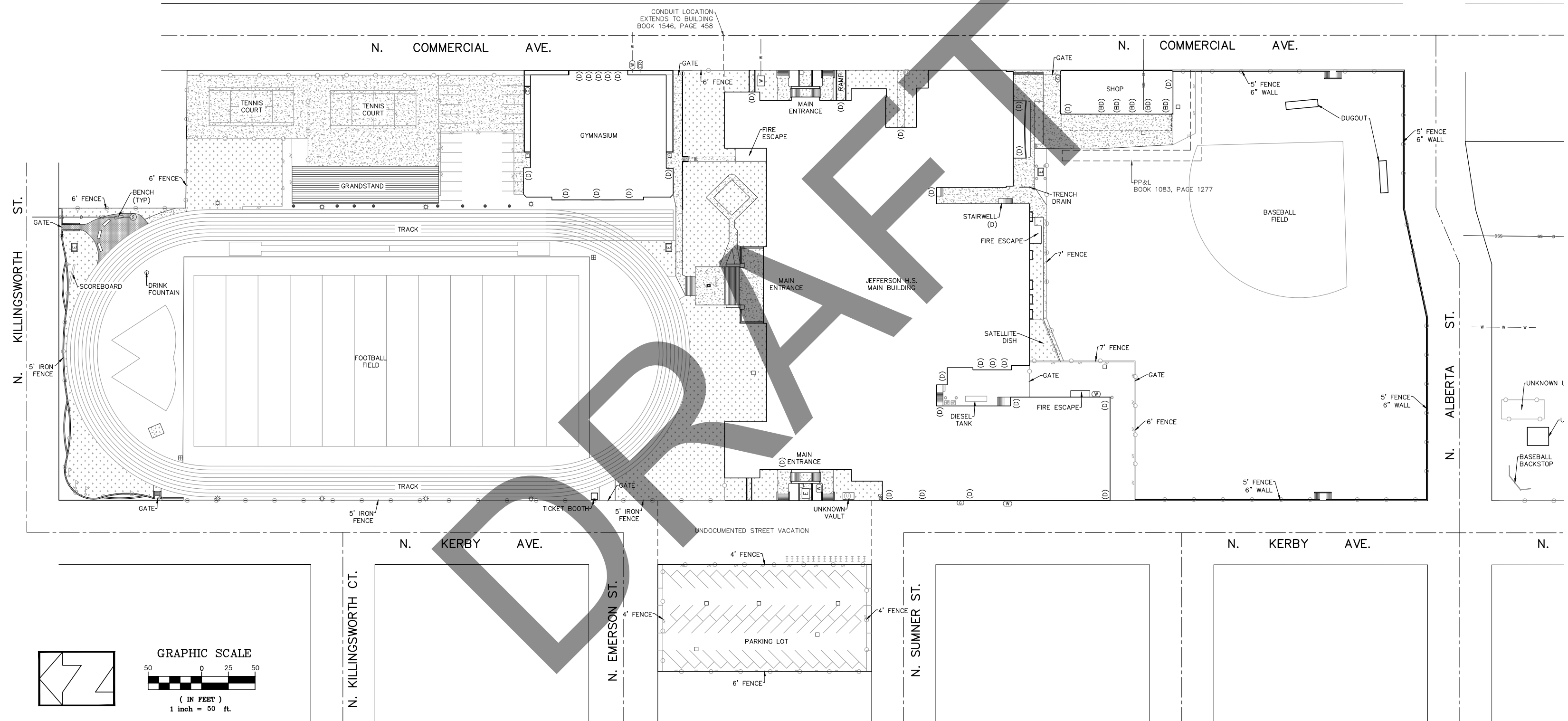
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SURVEY MAP

SURVEY MAP

EXHIBIT MAP

SHOWING THE PROPERTY OF JEFFERSON HIGH SCHOOL  
 LOCATED IN THE CITY OF PORTLAND OREGON, MULTNOMAH COUNTY  
 SCALE 1" = 50'



LEGEND & ABBREVIATIONS

- |                    |                          |   |
|--------------------|--------------------------|---|
| ⊙ SEWER MANHOLE    | ⊠ ELECTRICAL TRANSFORMER | —+—+—+— COMBINED SEWER                  |
| □ CATCH BASIN      | ⊞ ELECTRICAL VAULT       | —+—+—+— WATERLINE                       |
| • DRAIN            | ⊞ ELECTRICAL RISER       | —+—+—+— EDGE OF PAVEMENT                |
| ⊞ CLEANOUT         | ⊞ HEAT PUMP              | ○ CHAINLINK FENCE                       |
| ⊞ UNKNOWN MANHOLE  | ⊞ LIGHT POLE             | --- EASEMENT                            |
| ⊞ WATER VAULT      | ⊞ BOLLARD                | --- BUILDING OVERHANGS/COVERED WALKWAYS |
| ⊞ STAND PIPE       | ⊞ FLAG POLE              | — WALL                                  |
| ⊞ IRRIGATION VALVE | ⊞ BIKE RACKS             | (D) DOOR                                |
| ⊞ GAS METER        | ⊞ CONCRETE SURFACE       | (BD) BAY DOOR                           |
|                    | ⊞ BRICK SURFACE          |   |
|                    | ⊞ GRASS/LANDSCAPE        |   |

NOTES:

INFORMATION AND LINE WORK SHOWN ON THIS DRAWING WAS COMPILED FROM VARIOUS SOURCES SUCH AS RECORD SURVEYS, DEEDS, DESIGN PLANS AND AERIAL PHOTOS.  
 THE UNDERGROUND UTILITIES SHOWN HAVE BEEN LOCATED FROM PORTLAND MAPS AND EXISTING DRAWINGS. FIRWOOD MAKES NO GUARANTEE THAT THE UNDERGROUND UTILITIES SHOWN COMPRISE ALL SUCH UTILITIES IN THE AREA, EITHER IN SERVICE OR ABANDONED. FIRWOOD DOES NOT WARRANT THAT THE UNDERGROUND UTILITIES SHOWN ARE IN THE EXACT LOCATION INDICATED. HOWEVER UTILITIES ARE LOCATED AS ACCURATELY AS POSSIBLE FROM INFORMATION AVAILABLE.  
 THIS DRAWING IS NOT A RECORD OF SURVEY AND IS ONLY FOR EXHIBIT USE SHOWING EXISTING CONDITIONS

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CLIENT: PORTLAND PUBLIC SCHOOLS  
 SITE: JEFFERSON HIGH SCHOOL  
 JOB NUMBER: S19-032

**SHEET 1 OF 2**  
 FILE: S19032.dwg  
 PLOT DATE: 12/18/19



SURVEY MAP

SURVEY MAP

**EXHIBIT MAP**

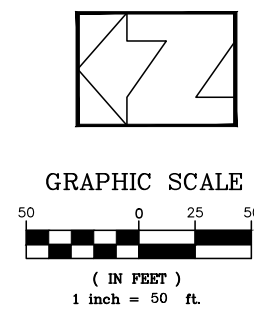
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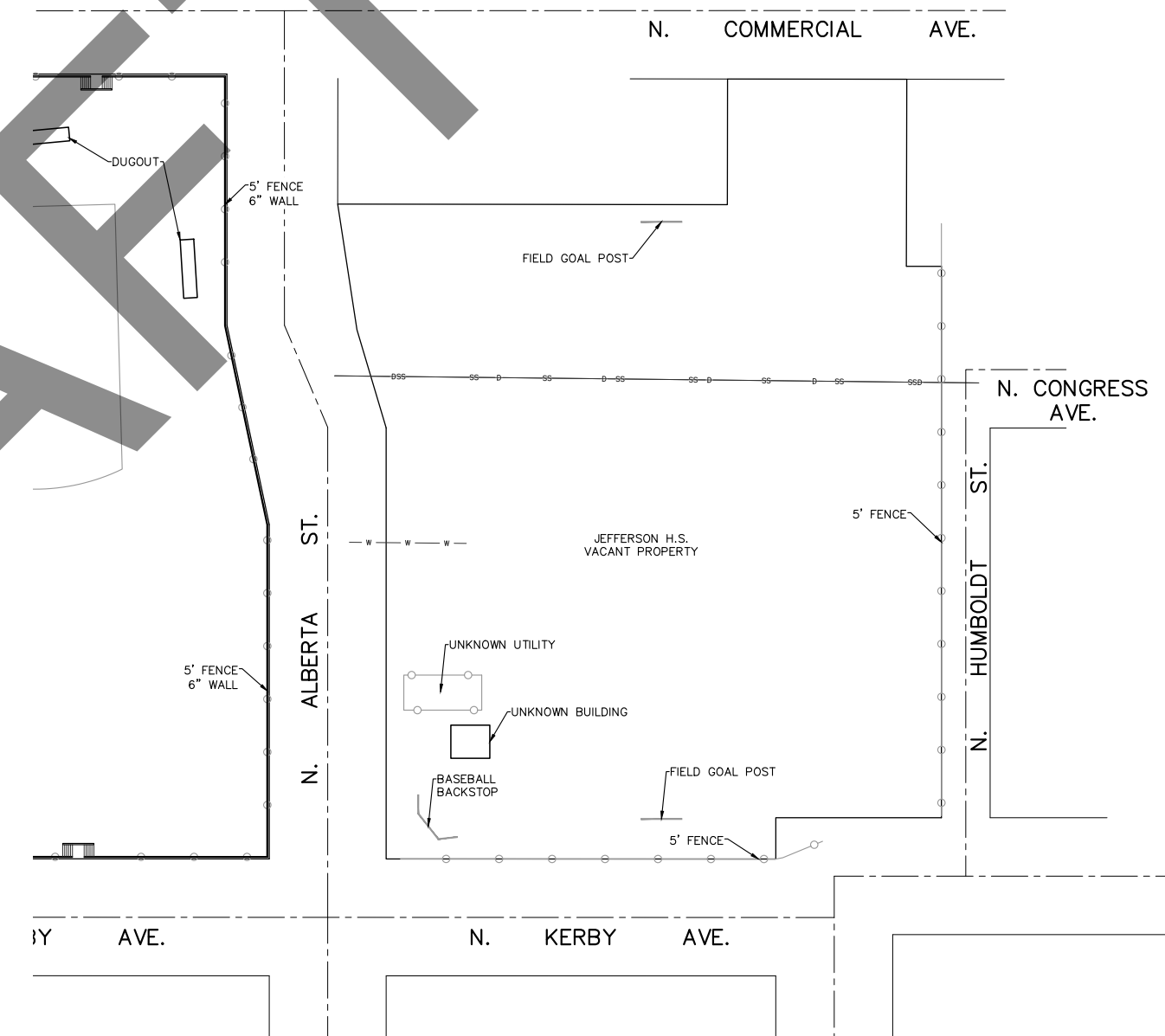
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**LEGEND & ABBREVIATIONS**

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□ CATCH BASIN	⊞ ELECTRICAL VAULT	—- WATERLINE
• DRAIN	⊞ ELECTRICAL RISER	—+— EDGE OF PAVEMENT
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DRAFT



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 JOB NUMBER: S19-032

**SHEET 2 OF 2**  
 FILE: S19032.dwg  
 PLOT DATE: 12/18/19

PPS Comprehensive High School(s) Area Program

Recommended / Preferred / Optional	Recommended	Pref / Opp	Total
AREA	Quant.	SF Room	Total
<b>COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS</b>			
General Education (Gen-Ed) Classrooms	41		53,180
Science Labs	11		17,480
Fine & Performing Arts (Drama, Theater)	4		21,150
Career Preparation/CTE <sup>3</sup>	3		6,000
Athletics (includes area for P.E. instruction)	3		35,580
Education Support <sup>4</sup>	2		67,400
<b>Sub-Total Recommended Teaching Stations</b>	<b>64</b>		<b>200,790</b>
Community Partners <sup>5</sup>			1,200
Wrap-Around Service Providers <sup>5</sup>			4,700
<b>Sub-Total</b>			<b>5,900</b>
<b>SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>			<b>206,690</b>
<b>Net to Gross Ratio of 36% <sup>6</sup></b>			<b>74,408</b>
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED</b>			<b>281,098</b>

PPS Comprehensive High School(s) Area Program

Recommended / Preferred / Optional	Recommended	Pref / Opp	Total
AREA	Quant.	SF Room	Total
<b>CORE PROGRAM <sup>7</sup></b>			
<b>Career Preparation   CTE <sup>8</sup></b>			
Classrooms		TBD per site	4,800
Specialized classrooms/labs			
Shop			
Culinary Arts			
Robotics			
Maker Space	1	1,200	1,200
<b>Sub-Total Career Prep   CTE</b>			<b>6,000</b>
<b>General Education Classrooms - Core Program Recommendations <sup>9,10,11,12</sup></b>			
English	11	980	10,780
Math	8	980	7,840
Social Studies	8	980	7,840
Health	2	980	1,960
World Language	6	980	5,880
Electives <sup>13</sup>	6	980	5,880
<b>Sub-Total Gen Ed Classrooms</b>	<b>41</b>		<b>40,180</b>
<b>Specialized Classrooms - Core Program Recommendations</b>			
Science Lab	11	1,500	16,500
Chemical Storage	1	180	180
Prep Rooms	4	200	800
Electives	0	980	0
<b>Sub-Total Specialized Classrooms</b>	<b>11</b>		<b>17,480</b>
Smaller Instructional Spaces <sup>14</sup>		10	500
Flexible Learning Areas <sup>14</sup>		8	1,000
Sub-Total Preferred			
Sub-Total Optional			
Sub-Total Optional			13,000
<b>Sub-Total Recommended Classrooms</b>			<b>63,660</b>
<b>SUB-TOTAL RECOMMENDED: CORE PROGRAM+ FLEXIBLE LEARNING + SMALLER INS</b>			<b>76,660</b>

PPS Comprehensive High School(s) Area Program

Recommended / Preferred / Optional	Recommended	Pref / Opp	Total
AREA	Quant.	SF Room	Total
<b>FINE &amp; PERFORMING ARTS</b>			
<i>Fine &amp; Visual Arts</i>			
Art Room (2D)	1	1,200	1,200
Art Room (3D)	1	1,500	1,500
Art Room (Photography Classroom)			
Photography Darkroom			
Kin Room	1	100	100
Supply /Storage	1	160	160
Art Office(s)	1	120	120
<b>Sub-Total Fine &amp; Visual Arts</b>			<b>3,080</b>
<i>Band/Orchestra <sup>24,27</sup></i>			
Band Room	1	2,200	2,200
Large Instrument Storage Room	1	250	250
Music Library & Uniform Storage <sup>25</sup>	1	200	200
Small Equipment Storage	1	200	200
Large Practice Rooms/Music Lab	1	300	300
Small Practice Rooms	2	100	200
Band/Choir Office <sup>26</sup>	1	120	120
<b>Sub-Total Band/Orchestra</b>			<b>3,470</b>
<i>Choir <sup>24,27</sup></i>			
Choir Room	1	1,500	1,500
Equipment & Robe Storage	1	200	200
<b>Sub-Total Choir</b>			<b>1,700</b>
Sub-Total Preferred			6,700
Sub-Total Optional			1,700
<b>SUB-TOTAL RECOMMENDED FINE &amp; PERFORMING ARTS</b>			<b>6,550</b>

JHS Conceptual Master Plan Program

Recommended	Pref / Opp	Total
Quant.	SF Room	Total
37		47,040
11		17,480
4		44,070
3		8,300
3		38,780
2		60,920
<b>60</b>		<b>216,590</b>
		6,720
		4,700
		<b>11,420</b>
		<b>228,010</b>
		82,084
		<b>24,316</b>
		<b>334,410</b>

Based on 920 SF classroom module size  
 \*\*\* based on MEASURED net to gross for existing building and 36% multiplier for new construction \*\*\*  
 increase in gross for existing

JHS Conceptual Master Plan Program

Recommended	Pref / Opp	Total
Quant.	SF Room	Total
1	3,000	3,000
1	1,600	1,600
1	2,500	2,500
1	1,200	1,200
		<b>8,300</b>
11	920	10,120
8	920	7,360
8	920	7,360
2	920	1,840
6	920	5,520
2	920	1,840
<b>37</b>		<b>34,040</b>
11	1,500	16,500
1	180	180
4	200	800
0	980	0
<b>11</b>		<b>17,480</b>
10	500	5,000
8	1,000	8,000
		0
		<b>72,820</b>
		<b>72,820</b>

\* One classroom to be double  
 Reduced from 6 to 2 to offset additional dance studios  
 Included  
 Included

JHS Conceptual Master Plan Program

Recommended	Pref / Opp	Total
Quant.	SF Room	Total
1	1,200	1,200
1	1,500	1,500
1	920	920
1	800	800
1	100	100
1	160	160
1	120	120
		<b>4,800</b>
1	2,200	2,200
1	250	250
1	200	200
1	200	200
1	300	300
2	100	200
1	120	120
		<b>3,470</b>
1	1,500	1,500
1	200	200
		<b>1,700</b>
		6,700
		1,700
		<b>9,970</b>

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PPS Comprehensive High School(s) Area Program

Recommended / Preferred / Optional	Recommended	Pref / Opp	Total
AREA	Quant.	SF Room	Total
<b>FINE &amp; PERFORMING ARTS</b>			
<i>Theater/Dance <sup>28</sup></i>			
Theater (500 seat)	1	5,000	5,000
Orchestra Pit	1	500	500
Stage	1	3,500	3,500
Drama Classroom/Black Box	1	1,600	1,600
Dance Studio	NA		
Multi-Purpose Production Area <sup>29</sup>	NA	1	1,500
Audio Recording Suite	NA		
Laundry	1	150	150
Control Room	1	200	200
Sound Room	1	100	100
Office	1	70	70
Box Office/Tickets <sup>29</sup>	1	100	100
Concession Stand <sup>30</sup>	1	100	100
Scenery Construction/Production Storage	1	1,500	1,500
Equipment Storage	1	120	120
Lighting Storage	1	100	100
Dance Program Support Space / Storage	NA		
Costume Storage	1	400	400
Make-up Room	1	400	400
Boy's Dressing	1	250	250
Girl's Dressing	1	250	250
Girl's Toilet	1	130	130
Boy's Toilet	1	130	130
Green Room		1	400
Sub-Total Preferred			8,800
Sub-Total Optional			1,900
<b>SUB-TOTAL RECOMMENDED FINE &amp; PERFORMING ARTS Theater/Dance</b>			<b>14,600</b>

PPS Comprehensive High School(s) Area Program

Recommended / Preferred / Optional	Recommended	Pref / Opp	Total
AREA	Quant.	SF Room	Total
<b>PHYSICAL EDUCATION/ATHLETICS</b>			
Gym (large; two teaching stations) <sup>31</sup>	1	13,000	13,000
Mat/Wrestling/Dance <sup>32</sup>	1	2,750	2,750
Weight Room/Aerobics/Spinning	1	2,500	2,500
Boy's PE Coaches Office/Toilet/Shower/Lockers	1	300	300
Girl's PE Coaches Office/Toilet/Shower/Lockers	1	300	300
Boy's Locker Room/Shower <sup>33</sup>	1	1,900	1,900
Girl's Locker Room/Shower <sup>33</sup>	1	1,900	1,900
Multi-purpose Toilet/Shower	1	150	150
PE Storage	2	200	400
Training Room	1	580	580
School Team Room	1	800	800
Athletic Storage - Large	1	1,000	1,000
Athletic Storage - Small	1	500	500
Concessions <sup>34</sup>	1	100	100
Laundry Room	1	200	200
Uniform/Equipment Storage	1	1,000	1,000
Gym (auxiliary - practice)	1	5,700	5,700
Auxiliary gym bleachers	1	1,000	1,000
Auxiliary gym storage	1	500	500
Field Equipment Storage <sup>35</sup>	1	1,000	1,000
Fieldhouse Team Room	2	600	1,200
Fieldhouse Team Restroom / Showers	2	300	600
Fieldhouse - Ticket booth	1	200	200
Fieldhouse - Concessions	1	500	500
Fieldhouse - Public restrooms	2	600	1,200
Fieldhouse - Electrical room	1	300	300
Fieldhouse - Custodial	1	200	200
Sub-Total Preferred			28,876
Sub-Total Optional			800
<b>SUB-TOTAL REQUIRED PHYSICAL EDUCATION/ATHLETICS</b>			<b>35,580</b>

PPS Comprehensive High School(s) Area Program

Recommended / Preferred / Optional	Recommended	Pref / Opp	Total
AREA	Quant.	SF Room	Total
<b>EDUCATION SUPPORT</b>			
<i>Administration</i>			
Reception/Lobby	1	400	400
Waiting Areas	1	100	100
Principal's Office	1	200	200
Principal's Secretary	1	125	125
Vice Principal's Office	2	150	300
Vice Principal's Secretary	2	120	240
Dean of Students	1	120	120
Teacher Planning/Collaboration Area <sup>36</sup>		10	980
Attendance	1	120	120
Bookkeeper	1	120	120
Resource Officer/Campus Monitor <sup>37</sup>	1	200	200
Camera Monitors <sup>37</sup>	1	100	100
Restrooms	2	60	120
Records Storage	1	200	200
Office Storage	1	125	125
Business Manager	1	120	120
Health Office	1	120	120
Sick Room	1	150	150
Sick Toilet	1	100	100
Student Support/Mediation Office	1	700	700
Student Support/Mediation Support	1	300	300
Workroom/Mail/Delivery Process Center	1	300	300
Staff Room	1	400	400
Conference Rooms	2	150	300
Parent Volunteers/Family Resource/PTA/Boosters/Alumni Room	1	500	500
Sub-Total Optional			10,100
<b>Sub-Total Administration + Teacher Planning/Collaboration Areas <sup>36</sup></b>			<b>5,460</b>
<b>Sub-Total Administration + Teacher Planning/Collaboration Areas <sup>36</sup></b>			<b>15,260</b>

JHS Conceptual Master Plan Program

Recommended	Pref / Opp	Total
Quant.	SF Room	Total
1	10,000	10,000
1	500	500
1	3,500	3,500
1	1,600	1,600
4	2,000	8,000
1	1,500	1,500
1	250	250
1	150	150
1	200	200
1	100	100
1	70	70
1	100	100
1	100	100
1	1,500	1,500
1	120	120
1	100	100
1	5,000	5,000
1	400	400
1	400	400
1	250	250
1	250	250
1	130	130
1	130	130
		1
		400
		0
		400
		<b>34,100</b>

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JHS Conceptual Master Plan Program

Recommended	Pref / Opp	Total
Quant.	SF Room	Total
1	13,000	13,000
1	2,750	2,750
1	2,500	2,500
1	300	300
1	300	300
1	1,900	1,900
1	1,900	1,900
1	150	150
2	200	400
1	580	580
1	800	800
1	1,000	1,000
1	500	500
1	100	100
1	200	200
1	1,000	1,000
1	5,700	5,700
1	1,000	1,000
1	500	



**PPS Comprehensive High School(s) Area Program**

Recommended / Preferred / Optional	Quant.	SF Room	Pref / Opp	Total
<b>Counseling/Career</b>				
Counseling Offices	5	120		600
Counseling Secretary/Waiting	1	400		400
Drug/Alcohol Counselor Office	1	125		125
Conference Room (large)	1	240		240
Conference Room (medium)	1	150		150
Career Center	1	700	1 980	700
Career Center Office	1	120		120
Career Counselor	1	100		100
Secure Records Storage	1	180		180
Restroom	2	60		120
<b>Sub-Total Counseling/Career</b>				<b>2,735</b>

**PPS Comprehensive High School(s) Area Program**

Recommended / Preferred / Optional	Quant.	SF Room	Pref / Opp	Total
<b>AREA</b>				

**EDUCATION SUPPORT**

<b>Student Activities</b>				
Athletic Director	1	150		150
AD Support Staff	1	120		120
<b>Sub-Total Student Activities</b>				<b>270</b>

<b>Technology Access <sup>38</sup></b>				
Computer Lab (dedicated)	4	1,100		4,400
Computer Lab (non-specialized)	1	1,100		1,100
<b>Sub-Total Student Testing</b>				<b>5,500</b>

<b>Special Education (SPED)</b>				
Sensory Support Room	1	900		900
Learning Resource Center	3	900		2,700
<b>Intensive Skills Classes <sup>39</sup></b>				
Low Intensity Classroom (includes kitchen)	2	600		1,200
Storage	1	100		100
Reception	1	100		100
Conference	1	120		120
Office(s)	1	100		100
Special Needs Toilet	1	200		200
Itinerants				
Speech Pathologist offices	2	120		240
Psychologist Offices	2	120		240
<b>Sub-Total SPED</b>				<b>5,900</b>

<b>Emerging Language Learning (ELL)</b>				
Emergent Bi-Lingual Classroom <sup>40</sup>	1	800		800
<b>Sub-Total ELL</b>				<b>800</b>

<b>Student Center</b>				
Student Center/Commons: One lunch @ 600				
students	1	7,800		7,800
Main Servery	1	1,700	1 1,800	1,700
Food Prep/Kitchen	1	1,500		1,500
Dish Washing	1	200		200
Dry Storage/Cart Storage	1	500		500
Cooler	1	200		200
Freezer	1	200		200
Office	1	120		120
Staff Lockers/Dressing Rooms	1	150		150
Table Storage	1	250		250
<b>Sub-Total Student Center</b>			1,800	<b>12,620</b>

**PPS Comprehensive High School(s) Area Program**

Recommended / Preferred / Optional	Quant.	SF Room	Pref / Opp	Total
<b>AREA</b>				

**EDUCATION SUPPORT**

<b>Media Center/Library <sup>41</sup></b>				
Library	1	8,000	1 4,500	8,000
Office	2	120		240
Workroom	1	200		200
Text Storage	1	750		750
Collaboration Space	1	400		400
Multi-use Rooms	3	150		450
IT Repair/Tech Coordinator	1	180		180
Library Classroom			1 980	
<b>Sub-Total Media Center</b>			980	<b>10,220</b>

<b>Student Space</b>				
Student Government Room/Office <sup>42</sup>	1	200		200
<b>Sub-Total Student Space</b>				<b>200</b>

<b>Custodial</b>				
Custodial Office	1	250		250
Custodial Rooms	10	100		1,000
Building Storage	1	2,000		2,000
Material Storage	1	500		500
Flammable Storage	1	100		100
<b>Sub-Total Custodial</b>				<b>3,850</b>

**PPS Comprehensive High School(s) Area Program**

Recommended / Preferred / Optional	Quant.	SF Room	Pref / Opp	Total
<b>AREA</b>				

**EDUCATION SUPPORT**

<b>Miscellaneous</b>				
Lobby	1	2,000		2,000
Student Lockers <sup>43</sup>	850	1		850
Student Toilets	12	250		3,000
Gender Neutral Toilet <sup>44</sup>	1	60	1 64	60
Gender Neutral Shower	1	100		100
Boiler Room	1	2,000		2,000
MDF	1	180		180
IDF	5	80		400
Main Electrical Room	1	240		240
Sub Electrical Room	5	75		375
areas)	10	70		700
Riser Room	1	60		60

**JHS Conceptual Master Plan Program**

5	120		600
1	400		400
1	125		125
1	240		240
1	150		150
1	700	1 980	700
1	120		120
1	100		100
1	180		180
2	60		120
			<b>2,735</b>

**JHS Conceptual Master Plan Program**

Recommended	Pref / Opp	Total
Quant.	SF Room	Total

1	150	150
1	120	120
		<b>270</b>

1	1,100	1,100
1	1,100	1,100
		<b>2,200</b>

1	900	900
3	900	2,700
		<b>3,600</b>

2	600	1,200
1	100	100
1	100	100
1	120	120
1	100	100
1	200	200
		<b>2,200</b>

2	120	240
2	120	240
		<b>480</b>

1	800	800
		<b>800</b>

1	7,800	7,800
1	1,700	1,700
1	1,500	1,500
1	200	200
1	500	500
1	200	200
1	200	200
1	120	120
1	150	150
1	250	250
		<b>12,620</b>

1	7,800	7,800
1	1,700	1,700
1	1,500	1,500
1	200	200
1	500	500
1	200	200
1	200	200
1	120	120
1	150	150
1	250	250
		<b>12,620</b>

1	7,800	7,800
1	1,700	1,700
1	1,500	1,500
1	200	200
1	500	500
1	200	200
1	200	200
1	120	120
1	150	150
1	250	250
		<b>12,620</b>

1	7,800	7,800
1	1,700	1,700
1	1,500	1,500
1	200	200
1	500	500
1	200	200
1	200	200
1	120	120
1	150	150
1	250	250
		<b>12,620</b>

1	7,800	7,800
1	1,700	1,700
1	1,500	1,500
1	200	200
1	500	500
1	200	200
1	200	200
1	120	120
1	150	150
1	250	250
		<b>12,620</b>

**JHS Conceptual Master Plan Program**

Recommended	Pref / Opp	Total
Quant.	SF Room	Total

1	4,500	4,500
2	120	240
1	200	200
1	750	750
1	400	400
3	150	450
1	180	180
1	920	920
		<b>7,640</b>

1	200	200
		<b>200</b>

1	250	250
10	100	1,000
1	2,000	2,000
1	500	500
1	100	100
		<b>3,850</b>

1	2,000	2,000
850	1	850
12	250	3,000
1	60	60
1	100	100
1	2,000	2,000
1	180	180
5	80	400
1	240	240
5	75	375
10	70	700
1	60	60
		<b>20,000</b>

1	2,000	2,000
850	1	850
12	250	3,000
1	60	60
1	100	100
1	2,000	2,000
1	180	180
5	80	400
1	240	240
5	75	375
10	70	700
1	60	60
		<b>20,000</b>

1	2,000	2,000
850	1	850
12	250	3,000
1	60	60
1	100	100
1	2,000	2,000
1	180	180
5	80	400
1	240	240
5	75	375
10	70	700
1	60	60
		<b>20,000</b>

**JHS Conceptual Master Plan Program**

Recommended	Pref / Opp	Total
Quant.	SF Room	Total

1	2,000	2,000
850	1	850
12	250	3,000
1	60	60
1	100	100
1	2,000	2,000
1	180	180
5	80	400
1	240	240
5	75	375
10	70	700
1	60	60
		<b>20,000</b>

1	2,000	2,000
850	1	850
12	250	3,000
1	60	60
1	100	100
1	2,000	2,000
1	180	180
5	80	400
1	240	240
5	75	375
10	70	700
1	60	60
		<b>20,000</b>

1	2,000	2,000
850	1	850
12	250	3,000
1	60	60
1	100	100
1	2,000	2,000
1	180	180
5	80	400
1	240	240