



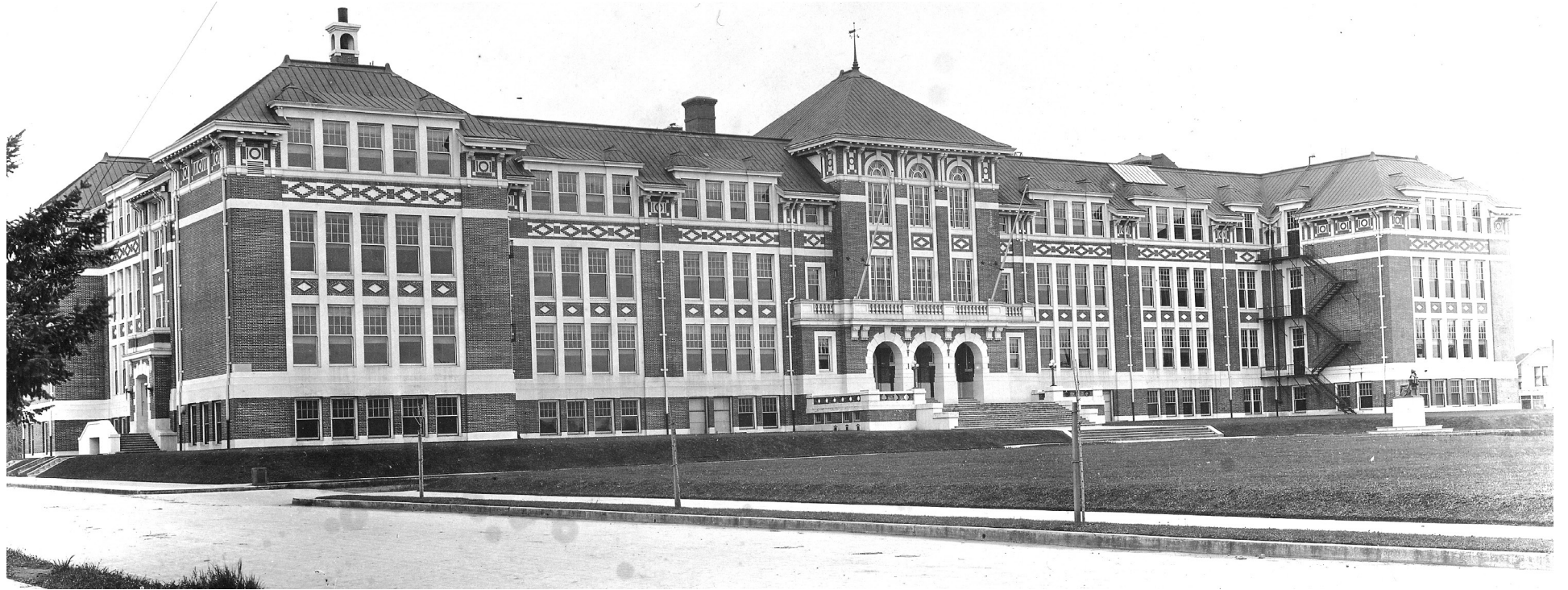
## JEFFERSON HIGH SCHOOL CONCEPTUAL MASTER PLAN REPORT



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# EXECUTIVE SUMMARY



Jefferson High School circa. 1910

## BACKGROUND

Jefferson High School, located in North Portland, is known for its Middle College collaboration with Portland Community College, for its focus on health science education, and for the internationally renowned Jefferson Dancers program. The school has a strong roster of community partners, including Self Enhancement Inc (SEI) which offers mentoring and social support services. Students within Jefferson's boundary have the option to enroll in Jefferson or at one of three other local High Schools. Jefferson's capture rate of its "in district" students was 29% in 2018. The neighborhood is experiencing rapidly increasing housing costs in both ownership and rental markets, and significant demographic change. Per PPS data, in 2007 Jefferson's total enrollment was 707, with African American enrollment at 63% compared to neighborhood African American population of 45%. In 2018, Jefferson's total enrollment was 656, with African American enrollment at 34% compared to neighborhood African American population of 24%. The school's enrollment levels are lower than those typical in many of Portland's High Schools.

## ACADEMICS

The school has a partnership with PCC Cascade Campus through the Middle College program. It also has partnership programs focused health science education, as well as for the internationally renowned Jefferson Dancers program. The school has strong community partnerships including Self Enhancement Inc (SEI) which offers mentoring and social support services, and Latino Network.

## EXISTING FACILITIES

Jefferson High School's campus extends over 13.56 acres, bounded by North

Killingsworth Street to the north and North Humboldt Street to the south. The property is bisected by North Albina Street. The site includes multiple structures. First opened in 1909, portions of the original structure remain in use today. A series of alterations, demolitions and additions have occurred over the decades. The current buildings include the 1909 original building (wood framed with unreinforced masonry walls) and its 1928 gymnasium addition which was later re-purposed and is currently used as academic space. The site also includes a free-standing gymnasium to the north, and a former auto shop now used as a wrestling classroom.

The school's site accommodates a relatively new track and field to the north, and baseball field to the south that is impacted by the presence of school structures in its outfield. There is no softball facility on site, and no dedicated soccer field. Several older tennis courts are currently not used, and the property to the south of North Albina Street is not currently used for school programs.

The existing facilities offer more area than the current enrollment requires, but those spaces that exist are not necessarily appropriate for their intended uses. The total assignable square footage at Jefferson is close to the District's target size for a Comprehensive High School, but the types of space available are inconsistent with those required by a modernized high school. In addition to smaller than standard classrooms, the building contains large outdated and underutilized spaces such as its TV studios, and the former auto shop space. The gyms do not meet district requirements. Over 11,000 SF of space at Jefferson High School is currently in active use by the District for functions not directly related to Jefferson's programming.

## RECOMMENDED PROGRAM

Due to Jefferson's unique partnership programs and the space demands of the Jefferson Dancers program, PPS's Steering Committee agreed that the school modernization options should be based on an expanded Education Specification that provides Comprehensive High School programming and additional program spaces for the Dance program and the partner programs. Specifically, this includes:

- A 1,000-seat theater rather than the standard 500 seat theater
- 4 large dance studios
- Support space and storage for the Jefferson Dancers program
- Significant space for Partner programs including SEI Inc and Latino Network
- The Middle College program has no net effect on space needs at Jefferson High School

## COMMUNITY ENGAGEMENT PROCESS

The Conceptual Master Planning effort was guided by a Conceptual Master Planning Committee (CMPC) which met five times over a period of two months in late 2019. Additional opportunities for input included Flex-period meetings with JHS students as well as a Community Forum in mid-December and an Open House in January 2020.

## CONCEPTUAL DESIGN PROCESS

The design process for Jefferson was deeply collaborative, with CMPC members driving the exploration of design options, facilitated by input from the design team. A fifth meeting was added to the planned four-meeting cycle to enable the CMPC to consider further design options that addressed site setback constraints that

# EXECUTIVE SUMMARY

made earlier explorations more challenging. A series of key guiding principles appeared over the first several meetings:

- 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

As the committee studied design options, consensus emerged around several key organizational strategies:

- The front steps to the 1909 building are not accessible but are central to the memory of the school as a gathering place. They could be removed, but care should be taken to create a new outdoor heart for the school.
- The theater and gym should be easily accessed by members of the public. Separated buildings are not preferred - create a single unified school building
- All new development should be placed to the south of the historic 1909 building; with the gym to the south, there should be team rooms to the north associated with the new bleachers.
- The Student Commons should be close to the building entrance
- While there was considerable interest in reusing the 1928 Gymnasium building, ultimately this was deemed not to be preferred as it compromises other design opportunities.
- With limited field space, there appears to be no design strategy that would support the preceding goals that would also allow inclusion of a baseball field on the site. Therefore, provide a multi-use practice field instead.

## FUTURE BOND PLANNING WORK

The CMP process was brief and fast-paced. Any future bond programming should include a meaningful outreach and engagement plan that will include an appropriately representative advisory committee for all stakeholders. This will also include student representatives as well as teachers.

## STRUCTURAL REVIEW SUMMARY

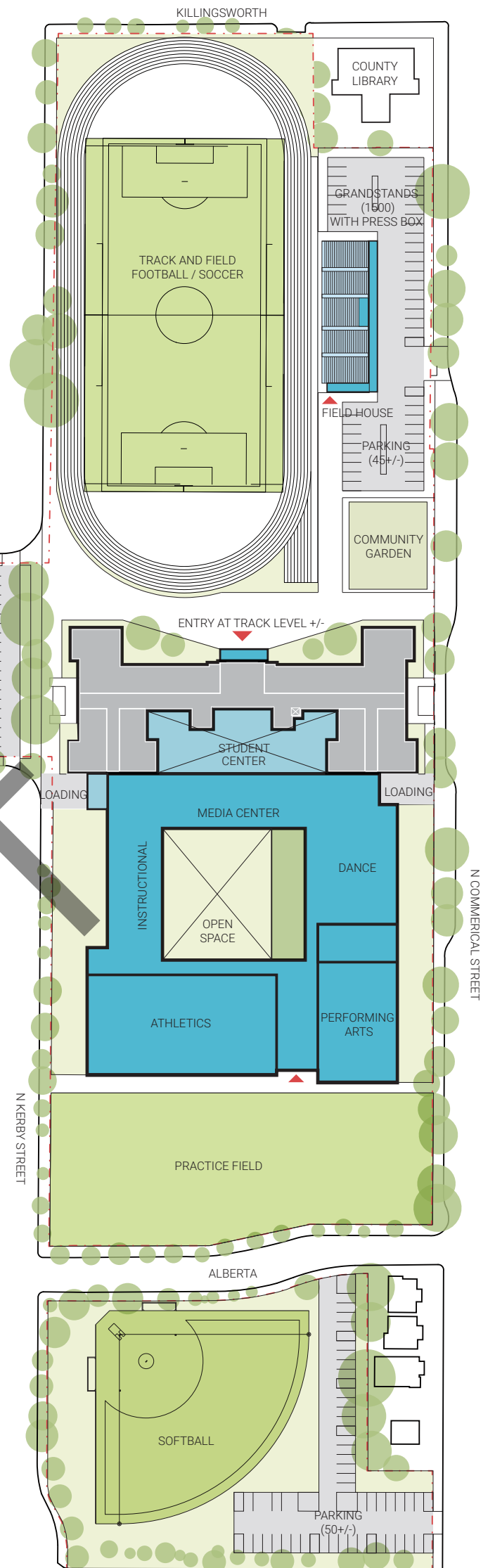
Kpff Consulting Engineers reviewed available documents and made on-site observations of the existing school buildings. Its findings are reported in the

- PENDING ITEMS FROM PPS:
- Geotechnical Summary pending
  - Cost Summary pending
  - LEED certification and energy performance requirements pending
  - Resiliency targets pending

appendix. The 1909 building will require a full seismic upgrade to meet current code ‘Life Safety’ performance levels. This would include installing new concrete shear walls inside the exterior walls, with the associated shoring and floor modifications necessary to accommodate the structure, as well as new foundations. Some of the new concrete could be replaced with steel strongbacks in certain locations. In addition to this work, floors may need to be strengthened with additional sheathing, and the floors and roof systems will be tied into the new concrete walls.

## PLANNING FOR GROWTH

Jefferson High School’s current enrollment level is below 700 students. The school, after modernization, may not experience



Conceptual Master Plan Option

full enrollment for some time. PPS asked how the project could be built for an initial enrollment of 1,000 students and a long-term enrollment of 1,700 students. Many aspects of the building would be constructed from the outset for full capacity, including the student commons and cafeteria, athletic facilities, and other specialized spaces. Performing arts spaces will be fully developed immediately, including the 1,000 seat theater. The smaller enrollment will be reflected in the design in two key ways: the top floor of the historic building will be shelled but not built out, and one wing of the new building can be constructed at a later date. A diagram showing this approach is included in the cost summary section of this report.

# COMMUNITY ENGAGEMENT / PROCESS & OUTCOMES

## CONCEPTUAL MASTER PLANNING COMMITTEES

The Conceptual Master Planning Committee (CMPC) at each of the high schools (Cleveland, Jefferson, Wilson) advised the District's Project Team in developing a comprehensive, equitable, integrated and visionary school design with authentic school community engagement. The Project Team worked directly with the CMPC to ensure that their concerns and aspirations were understood and considered.

The conceptual master planning process determined each school's overall program needs, site layout, and estimated costs for modernized or rebuilt facilities. The purpose of this early planning effort was to more accurately determine the cost estimates for the modernization or the rebuilding of that school. This information will help PPS in the planning of future capital improvement bonds.

There was an outreach and engagement effort by which community members aided in developing the conceptual master plans. Members of each high school community had the opportunity to join a CMPC which was part of a collaborative process with design teams and staff to develop a vision, program and conceptual options for each school.

The CMPC consisted of parents, teachers, students, and community stakeholders who worked together to help provide feedback for the development of the conceptual master plans. CMPC members synthesized community-wide input and shared the evolving details of the project to others in the community.

## COMMUNITY FORUM EVENTS

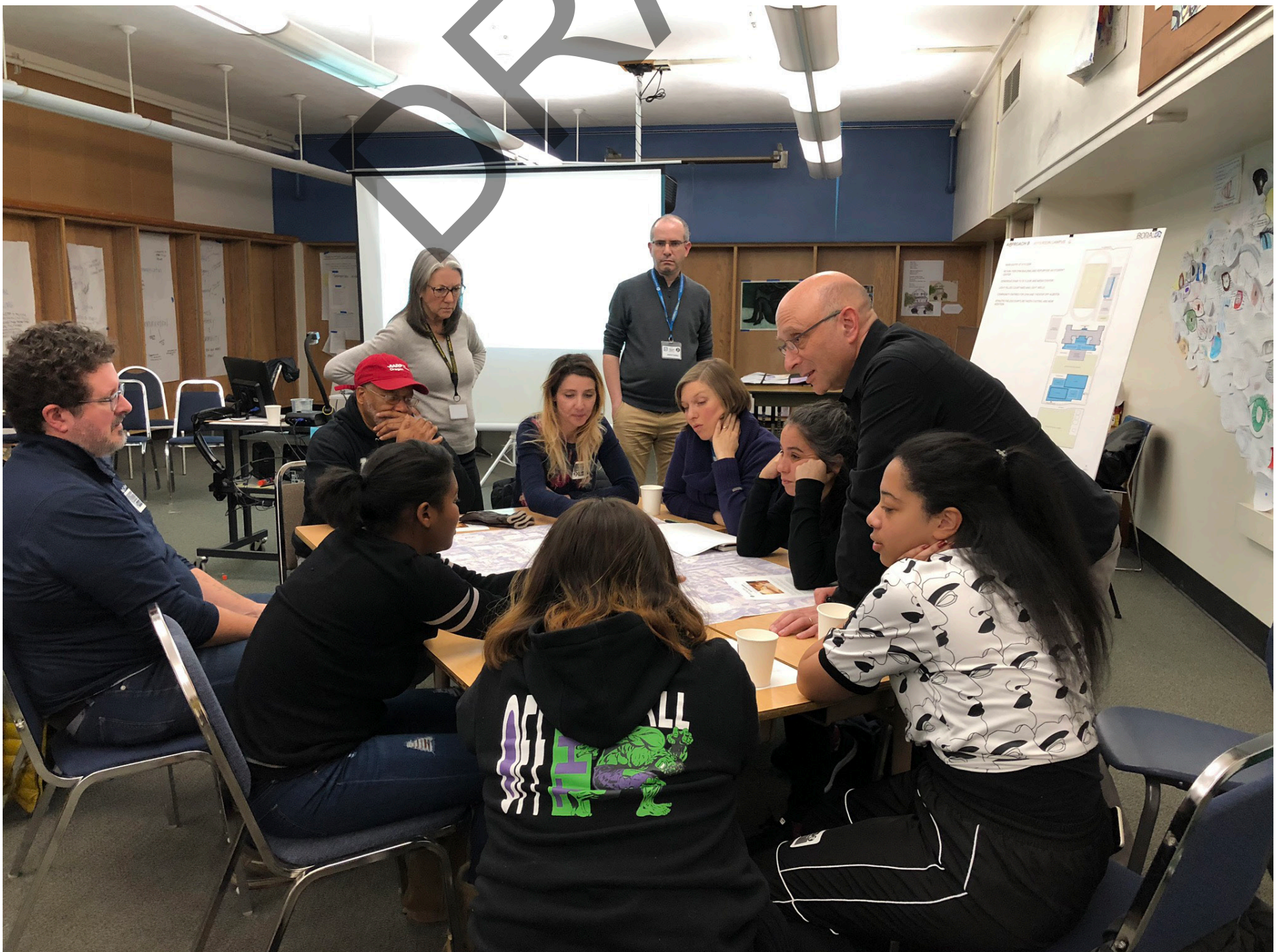
The Community Forum events provided each of the school communities the opportunity to learn about the Conceptual

Master Planning process and provide feedback about this process as well as the capital improvement bond planning effort.

Members of the community had the opportunity to hear from members of the Project Team, the CMPC, the school principal, and the representative Board member, and share with them their own vision, interests and concerns. This input and feedback will be incorporated into the final version of this report.

## OPEN HOUSE EVENT

The culmination of the CMPC meetings was the creation of recommended conceptual master plan options. At the Open House event, the public is invited to provide valuable feedback to the Project Teams for the three high schools as these conceptual master plan options are formally presented to the School Board.



# COMMUNITY ENGAGEMENT / PROCESS & OUTCOMES

List of conceptual master planning committee meetings, student engagements & community forums

CMPC #1: Vision and Goals	October 10 <sup>th</sup>
CMPC #2: Program and Analysis	October 24 <sup>th</sup>
Student Engagement at JHS	October 30 <sup>th</sup>
CMPC #3: Concept Development	November 7 <sup>th</sup>
CMPC #4: Concept Refinement 1	November 21 <sup>st</sup>
CMPC #5: Concept Refinement 2	December 5 <sup>th</sup>
Community Forum	December 11 <sup>th</sup>
Open House	January TBD



# ANALYSIS OF EXISTING CONDITIONS

## EXISTING CONDITIONS

Located in north Portland's Humboldt neighborhood, Jefferson High School stands as a prominent building in the community both physically and culturally. The school was established in 1909 as the primary high school in north Portland at the time.

Throughout the years, the school has changed in size from over 2,000 students to currently 700 students. The main facade is setback from Killingsworth with the recently rebuilt track and field between the

main 1909 building and Killingsworth street. The only other significant building from this viewpoint is the Multnomah county branch library located on a small parcel at the northeast corner of the site. The main entry to school is the same entry as the original design located at the center of the Renaissance Revival building.

The JHS context is that of primarily single-family houses to the south, east and west while the northern portion of the property lies on North Killingsworth. The height of most structures around the site low in comparison to JHS with exception of PCC

Cascade campus which has buildings on the north side of the Killingsworth as well as a small parcel the west. Along Killingsworth itself there are retail and restaurants to the west toward, North Albina Avenue while multi-family housing dominates the context to the east.

A frequent service bus runs on Killingsworth with a stop at the northwest of the site. The southern parcels of the JHS site are bisected by North Alberta which is a prominent street that connects to the popular Alberta district to the east.



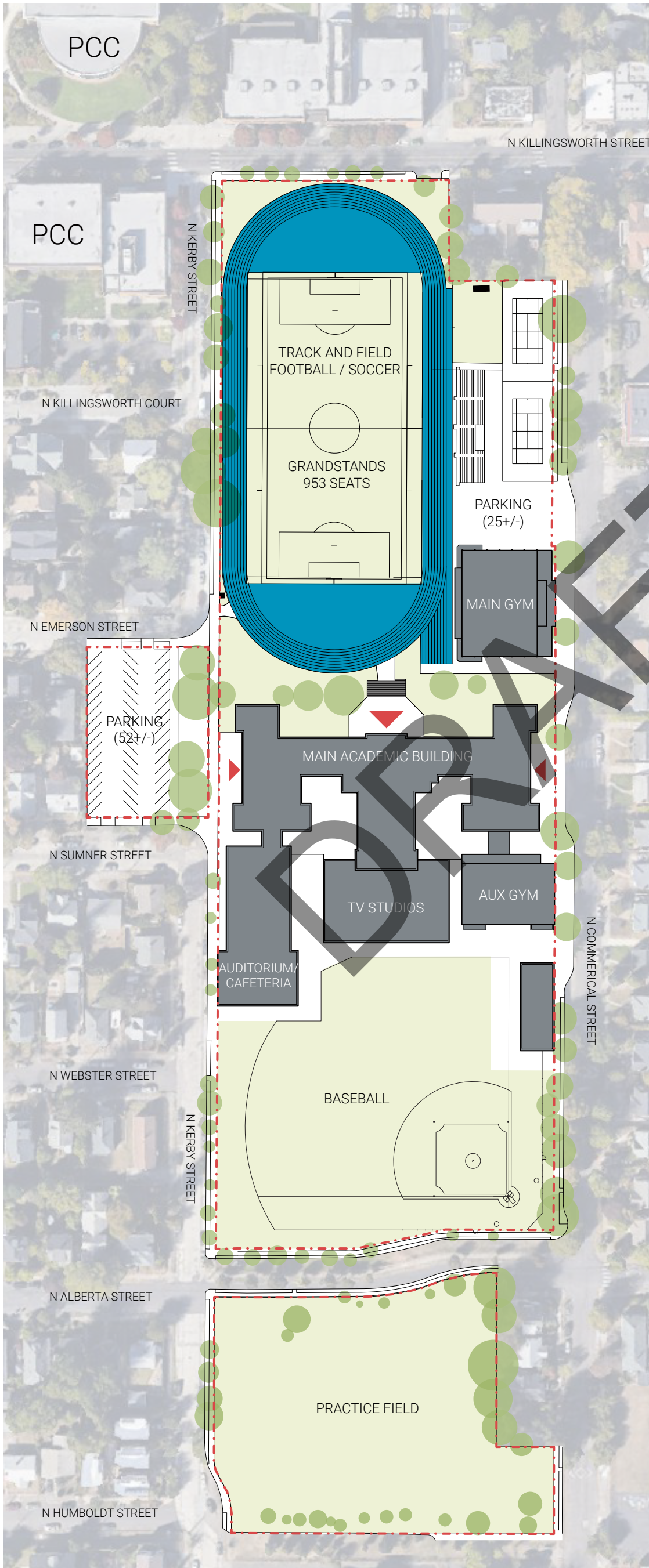
North facade of Jefferson High School



View north of main entry steps



Aerial view from northwest of JHS property



EXISTING SITE

The topography of the JHS is fairly flat with a less than 10' elevation change from Killingsworth rising to the southern most parcels at Alberta street. From east to west there is little change in elevation. Much of the site has no significant vegetation except for large trees plants were likely planted in the early 20th century on north side of the main entrance. Street trees of various ages have been planted along the right-of-ways over the years.

On-site parking for JHS is currently located near the main gym and grandstands and on the west parcel which serves as the primary visitor and staff parking lot. This lot is connected to the main building parcel by the Kerby street vacation between North Emerson and Sumner streets. Minor improvements have been made in this location except curbs to delineate that North Kerby no longer continues north to south. In terms of outdoor open space, there is very little space between to the track and field and main entry on the north for any significant plaza. To the south of the buildings, the remaining outdoor spaces are grass fields.

The JHS site is made up of 6 separate parcels located between North Killingsworth and North Alberta streets to the north and south and between North Commercial and North Kerby. All PPS parcels are zoned Institutional Residential or IR. The following table highlights the main zoning requirements for IR. Of note in the zoning document is the height limit at 75' and the setback regulations which require a 10' setback with 1' back horizontally for every 2' of building height. In chapter 33.279 *Recreational Fields for Organized Sports*, setbacks for sports fields and courts is indicated as 50'. The existing track and field and certain existing structures on site do not meet the current zoning but are grandfathered. The IR setback requirement is mandatory at all adjacent and abutting zones. The majority of the adjacent and abutting zones are R-5 single family houses with the exception of Commercial (C) and Institutional zoning along North Killingsworth, Kerby and Commercial Streets.

EXISTING SITE PLAN



ZONING

ZONING TABLE

Title 33, Planning and Zoning 8/22/2018  
 Chapter 33.150  
 Campus Institutional Zones

**Base Zoning**

IR – Institutional Residential;  
 Overlay - m (only along Killingsworth)

**Height limit**

75'/100' within 1000' of Public Transit

**Floor Area Ratio (FAR)**

2:1

**Parking**

None required - parcels are within 1000' of 20 minute transit system

**Minimum Building Setbacks**

1 ft back for every 2 ft of bldg hght but no less than 10'

(Note: IR setbacks are the same for all adjacent zones)

**Maximum Building Setbacks Street Lot Line, Transit Street or Pedestrian District**

10'

**Recreational Fields Setback**

50' (without a conditional use)

**Maximum Building Coverage**

70% of site area

**Minimum Landscaped Area**

20% of site area

**Landscaping abutting an R zoned lot**

10' @ L3 buffer

**Landscaping across the street from an R zoned lot**

10' @ L1 buffer

**Building Facade Articulation**

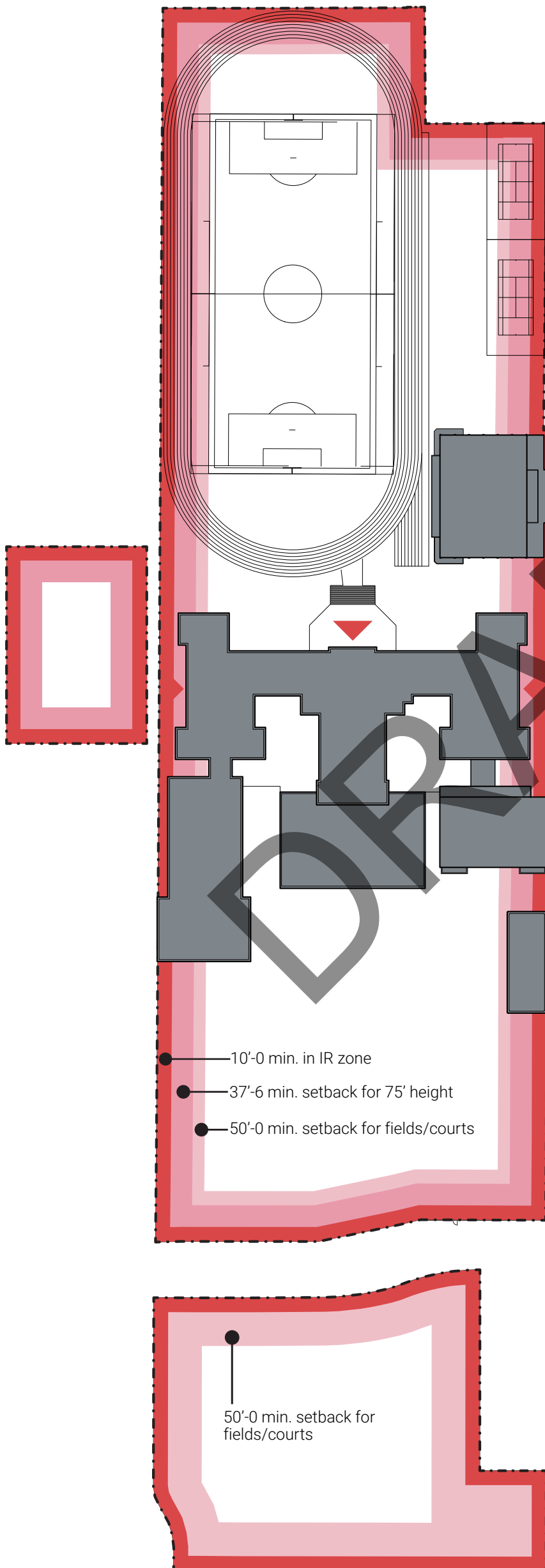
No

**Ground Floor Window Standards**

Yes

**Transit Street Main Entrance**

Further information regarding City of Portland zoning can be found in Title 33, Chapter 33.150 which covers Campus Institutional properties in the city of Portland including Institutional Residential (IR).



ZONING SETBACK DIAGRAM



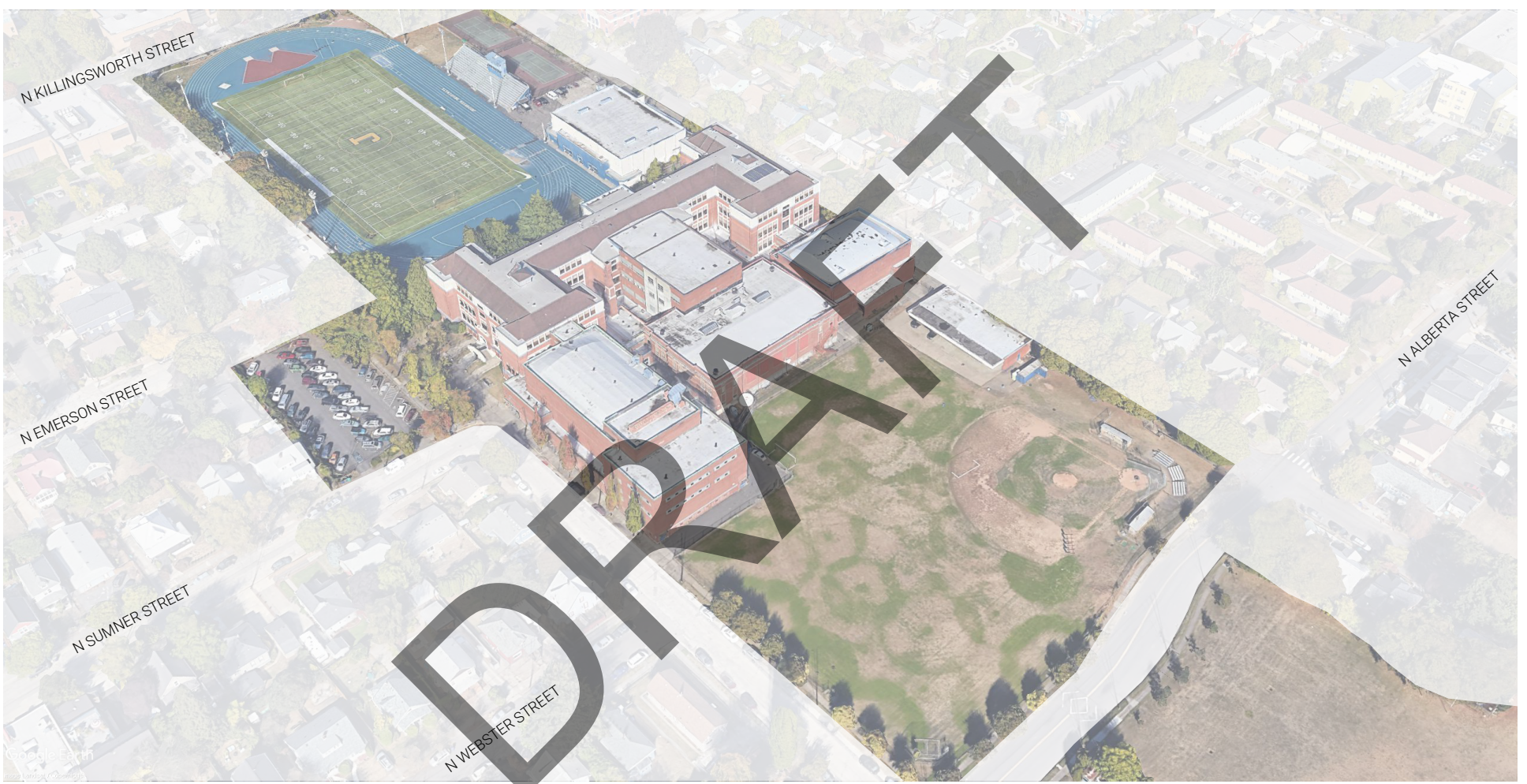
**EXISTING BUILDINGS**

The existing buildings vary in age from the original 1909 building to the 1968 auto shop now used as a wrestling space. A myriad of additions have been built on to or near the original 1909 building. At its inception, the 1909 building, designed by Whitehouse & Honeyman, was a handsome edifice in Renaissance Revival style featuring concrete plasterwork, diamond-shaped motifs, a hipped roof with a bracketed eave and flush face dormers. The interior also shows remarkable design features including tall ceilings and well day lit classrooms and

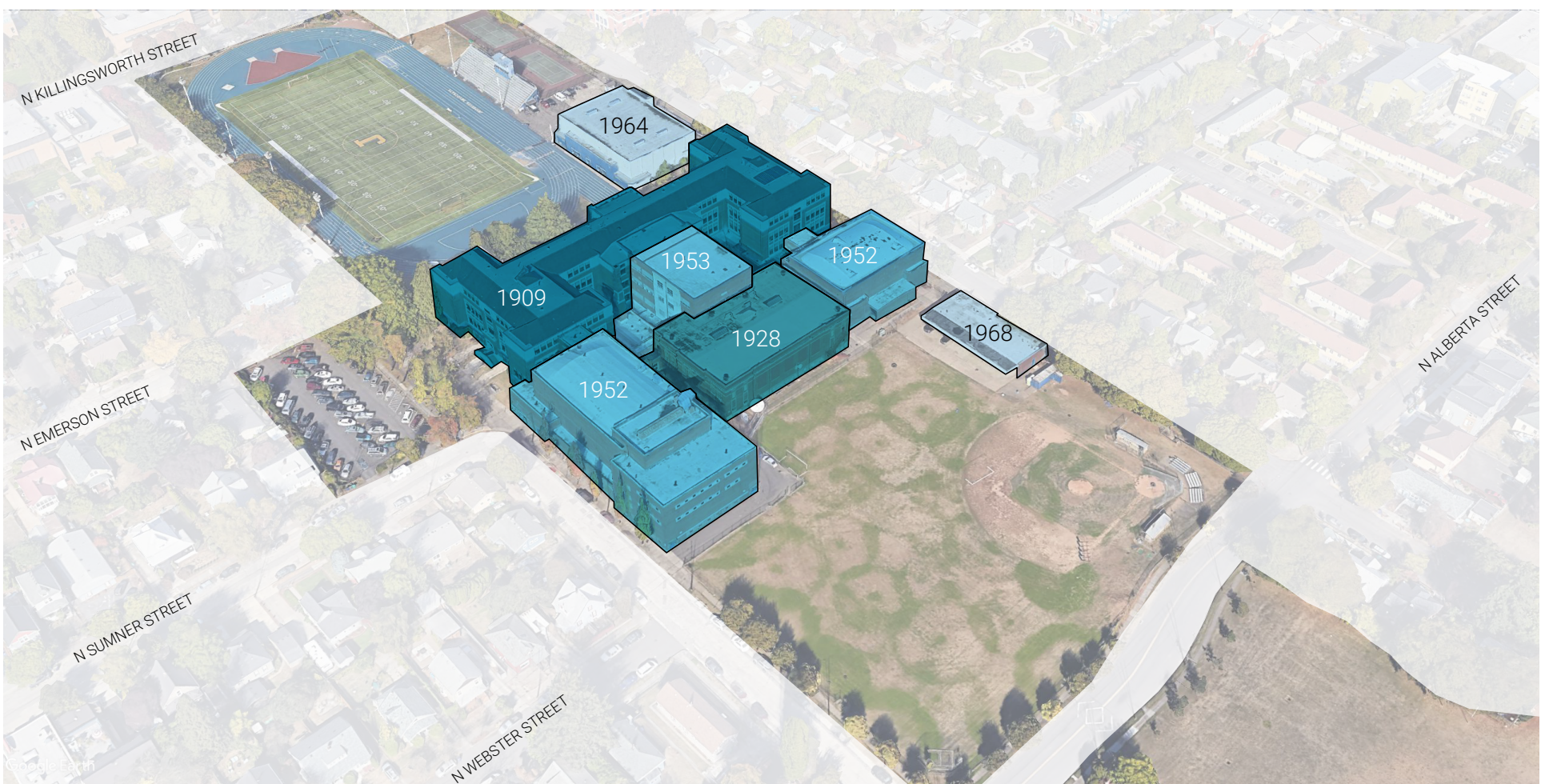
corridors through most of the four stories of the building. The central portion of the “E” plan of the 1909 building was altered in 1928 when a new “boys” gym was added to replace the existing small gym located in the middle portion of the “E”. The 1928 gym is currently where the TV studios are located.

An increase in population in the neighborhood, and subsequently higher enrollment at JHS, established the need for additions in the 1950’s. In 1952, a new “girls” gym was added south of the east wing of the 1909 while a large 1,000+ seat

theater with a fly loft was added south of the west wing of the original building. In 1953, the middle “E” portion of the 1909 building was once again manipulated to add more classroom spaces. During these additions, a “modernization” occurred which transformed the exterior of the building from the Renaissance Revival details to 50’s modernism style. Much of the inlay plaster and brick was lost and the eaves were removed. Today, the north facade of JHS appears quite different than the original as does the south facade which became a series of addition making the original architectural character un-recognizable. In



Aerial view from southwest



Aerial view indicating age of existing buildings

the 1960's two detached additions were built: the auto shop to the south east of the "girls" gym and a new main gym in 1964. The main gym still serves as the primary indoor athletic space at JHS.

Internally, the 1909 has a good layout with day light into most spaces. Several stairs give access on the four floors of academic spaces, the additions, however, have internal accessibility issues. Accessing certain parts of the interior between 1928 and 1950's additions are not ADA or universally accessible. Ramps, half levels and odd steps were constructed to

stitch together the various spaces in an unthoughtful manner. For example, there is no means to access the band and choir rooms behind the fly loft on the very most southwestern portion of the building.

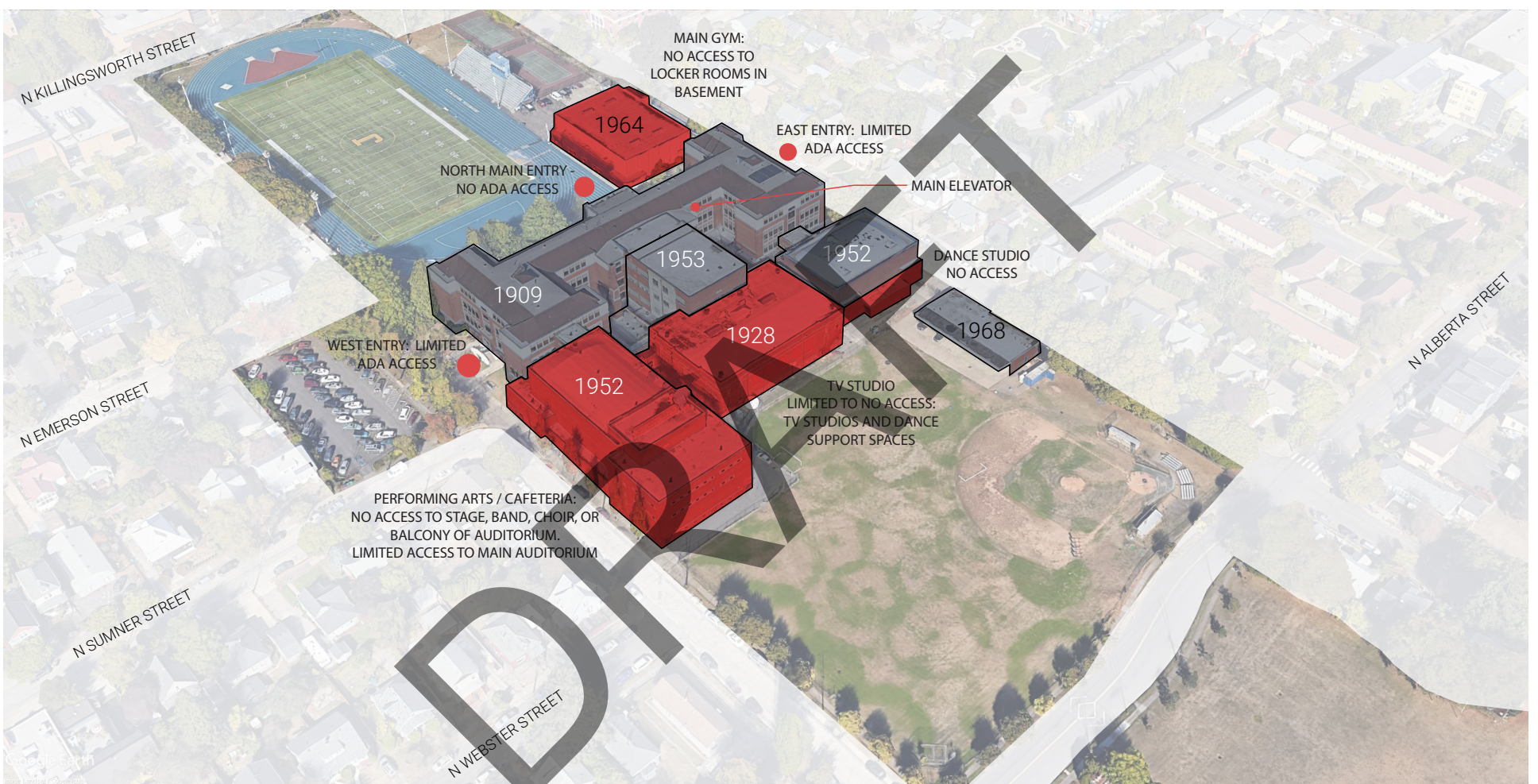
floor where the main administration spaces are located. These steps located both on the exterior and interior of the building present a serious challenge and will need to be thoughtfully addressed in a future design. Universal design standards state that all people of all abilities must access the main entry of a building in the same fashion.

**EXISTING MAIN ENTRY**

Much of the main 1909 building is internally ADA accessible and an elevator serves each of the floors (A, B, C and D). However, the main entry is a significant universal accessibility issue since there are three sets of stairs that need to be used to reach the B

**BUILDING CODE**

The construction type of JHS varies depending on the age of the structure. The original building is primarily a wood



Aerial view indicating ADA issues with existing buildings



Modernize existing buildings to PPS Standard: Damage Control Risk Category III

Aerial view indicating seismic deficiencies of existing buildings

structure with unreinforced masonry on the facade and concrete foundations. The additions are a combination of steel beams and columns, cast in place concrete and brick - all dominant construction systems of the 1950's and 60's. The main gym is a concrete tilt-up construction. Preliminary review of code has shown the existing buildings could meet the current building code standards for fire-life safety. The current building is fully sprinklered and protected from a high-level review of the structure and as-built drawings.

Early analysis of the structure by KPFF engineers indicates that significant seismic

upgrades would be required to meet the current standard for earthquake safety. PPS standards are higher than standard life safety and all buildings, existing or new, would be designed to damage control risk category III. This PPS goal is between life safety and immediate occupancy. See the technical reports in the appendix for more details.

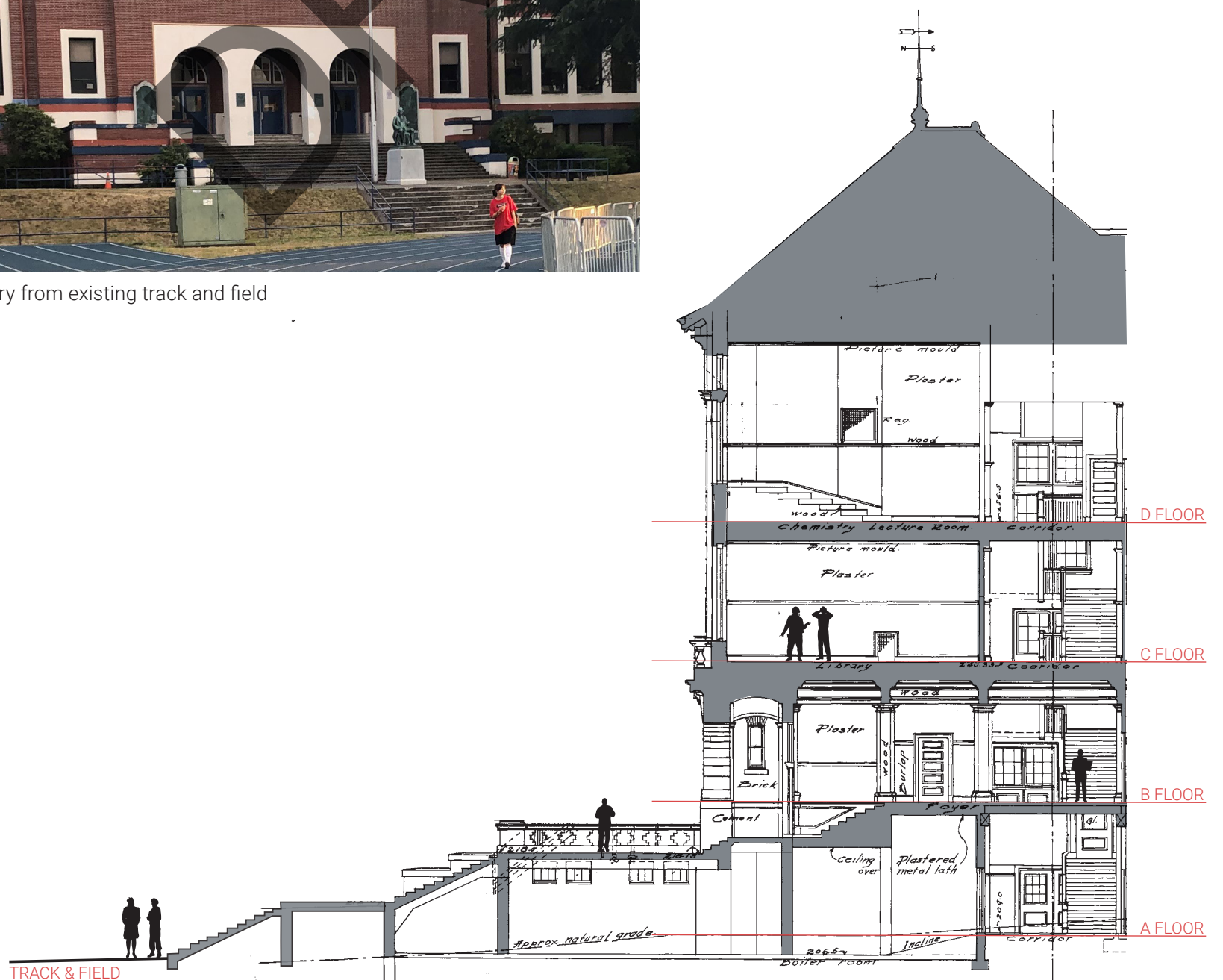
**FLOOR PLANS**

The existing building and additions are shown in the following floor plans for A through D floors. The colors on the plans show general program types throughout

the building from athletic spaces to education support as they are broken down in the Educational Specifications. Diagrammatically, the 1909 building houses mostly classroom space as well as partnerships and education support, i.e... administration, counseling, etc. The additions to the south are currently used for performing arts including most of the JHS dancers and athletics with the TV studios in the 1928 gym space. The A floor is a warren of rooms including the library, boiler room/mechanical space, a health clinic and storage.



Closeup view of main entry from existing track and field



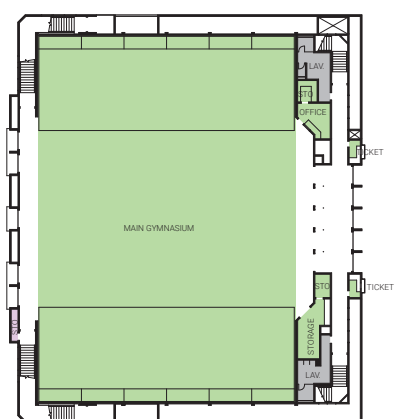
Section through the existing main entry from the 1936 as-built drawings



Legend by Ed Spec spaces

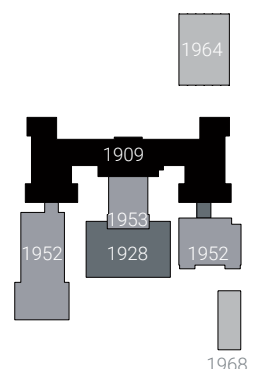
- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES

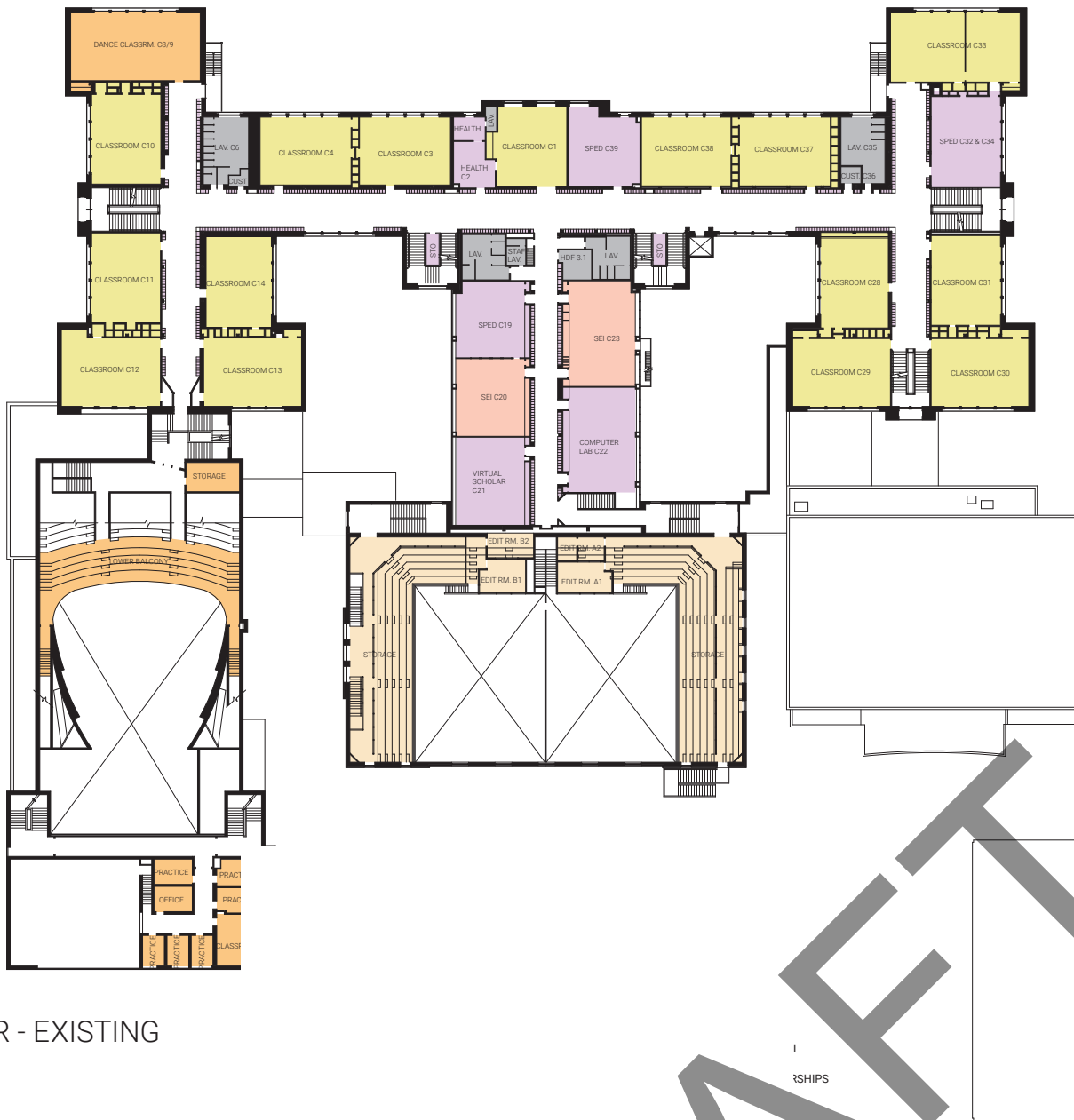
A FLOOR - EXISTING



B FLOOR - EXISTING

Building Key

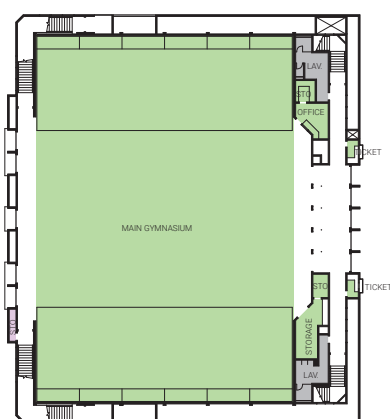




Legend by Ed Spec spaces

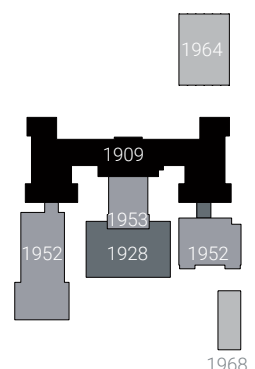
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- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES

C FLOOR - EXISTING



D FLOOR - EXISTING

Building Key



**BACKGROUND**

Jefferson High School is currently experiencing enrollment levels lower than those typical in many of Portland’s High Schools. Students living within Jefferson’s boundary have the option to enroll at Jefferson or at one of three other local High Schools (Grant, Roosevelt, or Madison). Jefferson’s capture rate of its “in district” students was 29% in 2018-19. Its total enrollment was 656 students.

The school has a robust partnership with PCC Cascade Campus through the Middle College program. It also has partnership program focused health science education, as well as for the internationally renowned Jefferson Dancers program. The school strong community partnerships including Self Enhancement Inc (SEI) which offers mentoring and social support services, and Latino Network.

**EXISTING SPACE**

The existing facilities offer more area than the current enrollment requires, but those spaces that exist are not necessarily appropriate for their intended uses. The total assignable square footage at Jefferson has been measured to be 206,689 SF – remarkably just one square foot shy of the target area of 206,690 NSF. The total gross area of Jefferson’s facilities measures at 318,421 NSF. [The Education Specification targets a total building area of 281,098 SF for new construction, using a net to gross ratio of 36%]

**SPECIFIC PROGRAM AREA CHALLENGES INCLUDE:**

**CTE:** old TV studios are located in spaces that are significantly larger than needed. A summary look at CTE shows that there is currently 15,680 SF of space allocated for programs. However, this is only the TV studio programs; there is currently no shop space or maker space or other CTE program area at the school.

**Fine & Performing Arts:** Jefferson has twice as much space as the Ed Spec suggests allocated to fine and performing arts. Much of this is contributed by the large theater (1,000+ seats) and the storage, admin space and dance studios used by the Jefferson Dance program.

**Athletics:** while the total area for gymnasiums meets the space requirements, the two gyms fail to provide adequate space for Jefferson’s athletes. Run outs and other conditions do not meet sporting requirements.

**General Education and Science** areas are below the Education Specification standards, with fewer and smaller classrooms than required. The lower count is due, in part, to the re-purposing of former classrooms to other uses given the low enrollment at the school. The smaller size is not unusual for older school facilities, as seen at locations such as Grant and Roosevelt.

Over 11,000 SF of space at Jefferson High School is currently in active use by the District for functions not directly related to Jefferson’s programming. This is also due to the low enrollment and underutilization of space.

Area Space Summary: PPS Education Specifications & Existing Space at JHS

**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>
<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>

**Jefferson High School Area**

MEASURED		
	Quantity	S.F. Total
		29
	7	7,604
	9	43,445
	1	15,580
	4	35,459
	6	59,186
	<b>56</b>	<b>187,940</b>
	?	7,506
		<b>7,506</b>
		<b>11,243</b>
<b>NET AREA (measured)</b>		<b>206,689</b>
<b>Non-net area (measured)</b>		<b>111,732</b>
<b>TOTAL AREA (measured)</b>		<b>318,421</b>

# AREA SPACE PROGRAM



## PROGRAM DEVELOPMENT

PPS's Office of School Modernization directed the design team to develop Jefferson to meet the Districts' Education Specification.

CMPC Meeting 2 asked committee members to consider various program scenarios and to prioritize possible program elements. Findings from this work led to discussions at the Steering Committee and a recommendation that, because of Jefferson's unique Partnership programs and the space demands of the Jefferson Dancers program, that the school modernization options should be based on an expanded Education Specification that provides Comprehensive High School programming and adds to that program spaces for the Dance program and the Partner programs. Specifically, the following programs:

**Theater** The Ed Spec theater is designed to seat 500, with an option to seat 600. The existing theater at Jefferson High School accommodates 1,000. The CMPC and others who participated in the program study unanimously requested a 1,000 seat theater in the reimagined school; the larger capacity serves the regular dance recitals as well as all-school assemblies that focus on performing arts. The theater is also used by the community and carries the important cultural legacy of being the only theater in the city that welcomed the African American population.

**Dance studios** Jefferson needs at least four well sized dance studios to support its current enrollment. Two spaces currently used in the 1909 building are inadequate for current needs. Two studios above the east gym work well at present. The team recommended including four large dance studios as instructional space / teaching stations, and reduced the count of elective classrooms by an equivalent number.

**Support space** For the Jefferson Dance program includes storage space and administrative space. The design team analyzed the existing spaces and recommends a smaller and more efficient space allocation in the updated building, but the needs are beyond any outlined in the Education Specification.

**Partner programs** In addition to conventional programs such as TREO, Jefferson provides significant space for its partners SEI Inc and Latino Network. The design team recommends maintaining a larger than usual area allocation for this crucial program component.



**MIDDLE COLLEGE SPACE NEEDS**

Jefferson High School’s administration provided the design team with detailed enrollment details for the Middle College program at Portland Community College. Despite spending significant time off campus for classes at Cascade Community College, there is no apparent opportunity to reduce program area at Jefferson High School. This is because schedule differences between the two institutions means that at some points during the Jefferson school day, all students are required to be present on the school campus and therefore the facility must be sized to accommodate the full cohort of students.

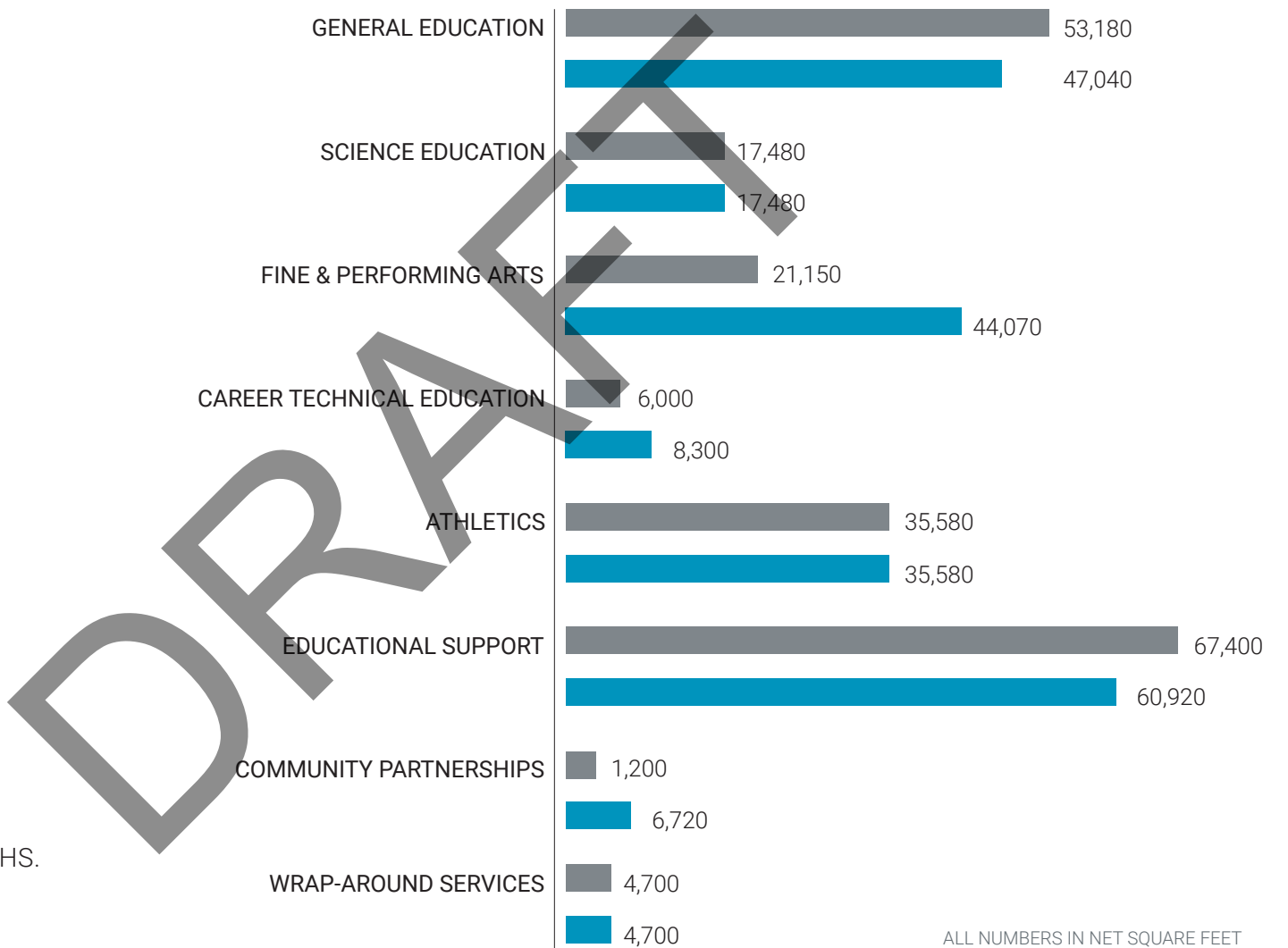
**CLASSROOM SIZE**

The design team recommends a standard classroom size for Jefferson of 920 SF. This is less than the recommended 980 SF but easily falls within the range of classroom sizes that PPS is realizing in its renovated and replacement schools. This is reflected in the typical size of a classroom in the historic 1909 building and has been carried into the calculations for the additions also. The does not affect the proposed capacity of the classrooms.

**PROPOSED PROGRAM**

The total proposed program for Jefferson High School, based on PPS’s Education Specification for Comprehensive High Schools and with specific adjustments based on the criteria outlined above, totals 224,810 SF of assigned program space and 330,210 SF of gross building space. The total building area is larger than the Education Specification calculator would suggest, based on an analysis of the efficiency of the existing building which is intended for re-use.

Comparison between Ed Spec and existing JHS space programs



Area space summary: PPS Education Specifications & proposed space at JHS.

See Appendix for full Program

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

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

**JHS Conceptual Master Plan Program**

SUMMARY					
AREA	Recommended		Pref / Opp		Total
	Quant.	SF Room	Quant.	SF Room	
General Education (Gen-Ed) Classrooms	37	47,040			47,040
Science Labs	11	17,480			17,480
Fine & Performing Arts (Drama, Theater)	4	44,070			44,070
Career Preparation/CTE <sup>3</sup>	3	8,300			8,300
Athletics (includes area for P.E. instruction)	3	38,780			38,780
Education Support <sup>4</sup>	2	60,920			60,920
<b>Sub-Total Recommended Teaching Stations</b>	<b>60</b>	<b>216,590</b>			
Community Partners <sup>5</sup>		6,720			6,720
Wrap-Around Service Providers <sup>5</sup>		4,700			4,700
<b>Sub-Total</b>		<b>11,420</b>			
<b>SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA</b>		<b>228,010</b>			<b>228,010</b>
					<b>82,084</b>
					<b>24,316</b>
<b>TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED</b>		<b>334,410</b>			<b>334,410</b>

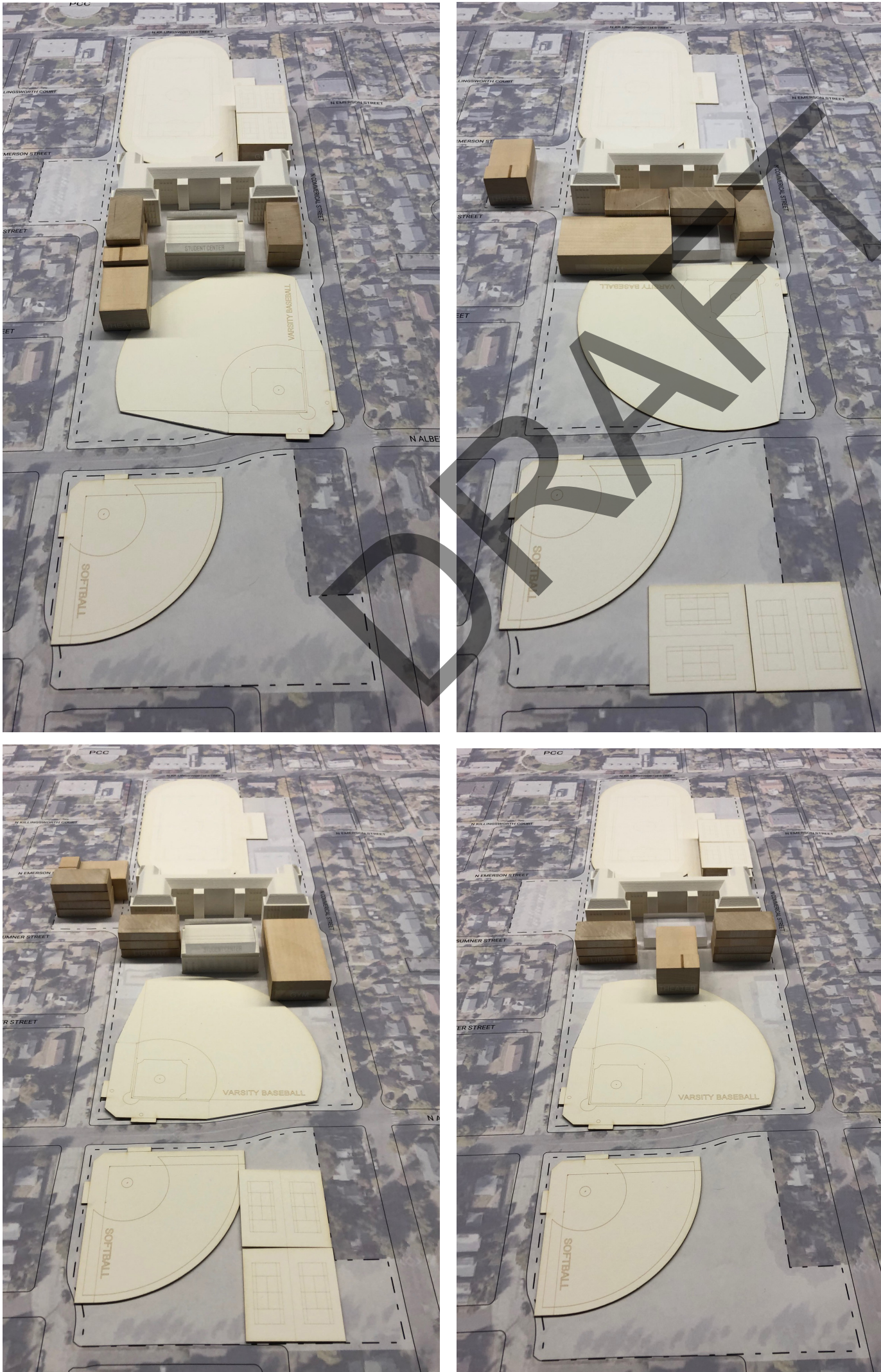
\*\*\* based on MEASURED net to gross for existing building and 36% multiplier for new construction \*\*\*  
increase in gross for existing

### CMPC MEETINGS AND ACTIVITIES

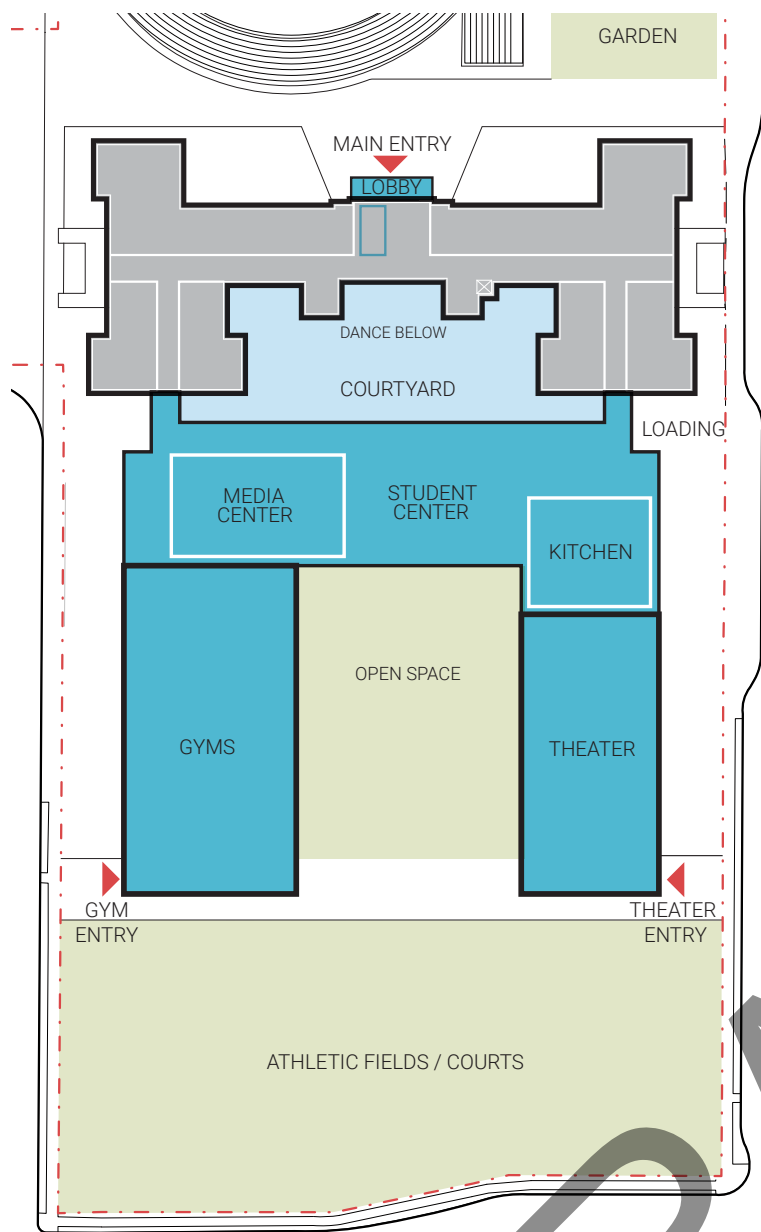
The CMPC gathered on five different occasions from October to December. In all of the meetings, Bora had activities to engage the CMPC members in conversation about the history and future of JHS. On two of these meetings, Bora asked the CMPC to use a kit of parts in wood blocks and 3d printed models representing

types of space to create high school layout options. The following images document what the CMPC created. On-going research into the zoning and other analysis was being performed between these meetings. The intent of these activities was to listen to and find new approaches with the group to help Bora better understand the site, building and cultural context of JHS.

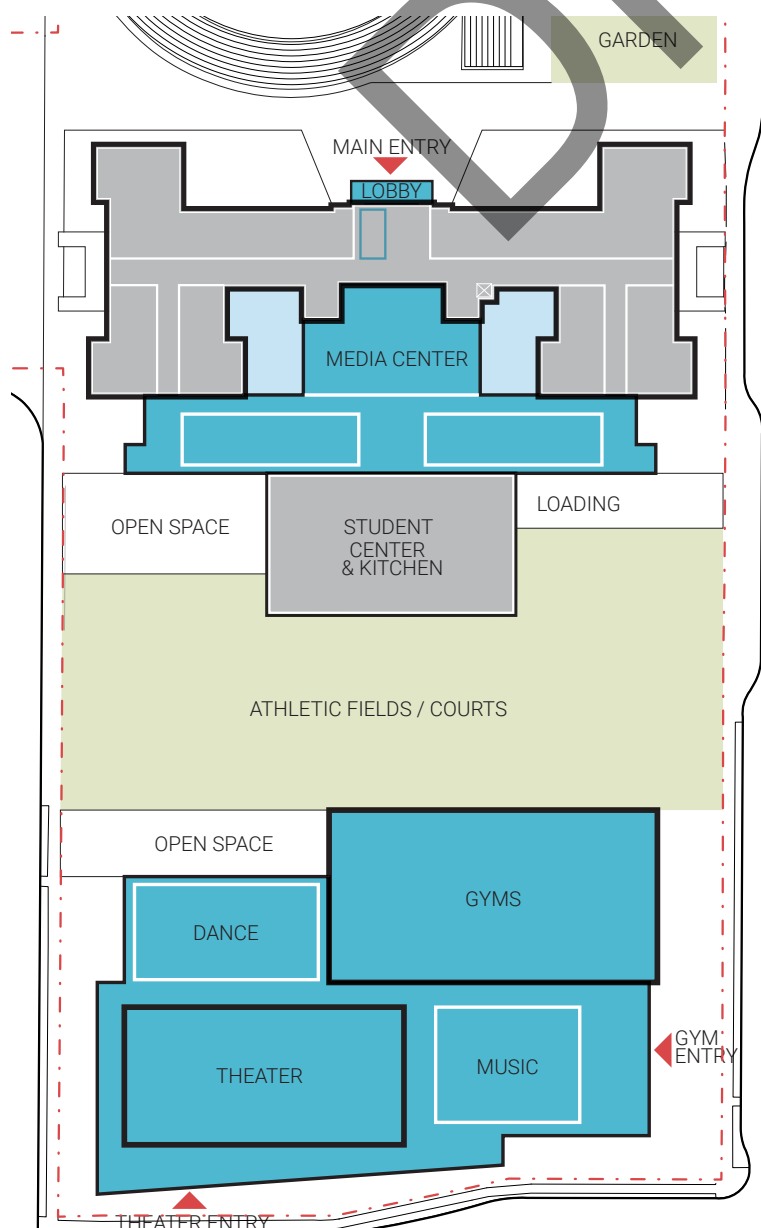
Design options generated by CMPC members at CMPC Meeting 3 on November 7<sup>th</sup>, 2019



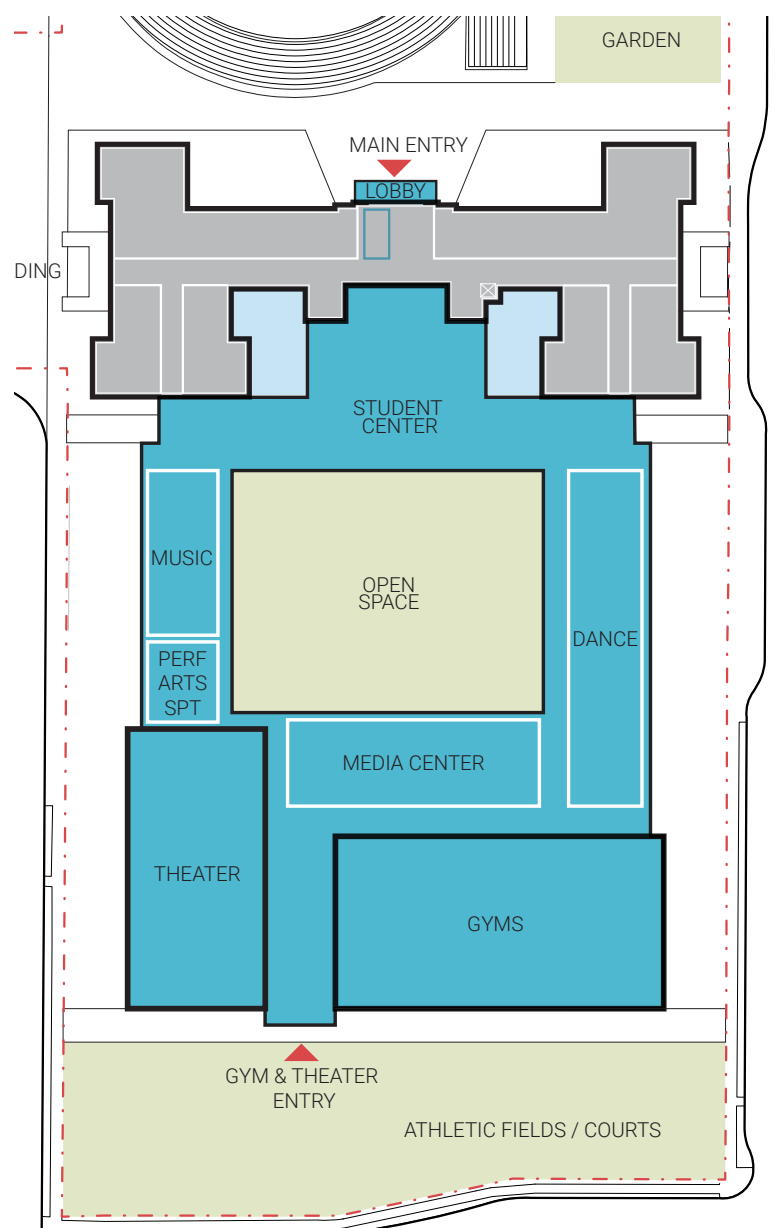
Design options by Bora presented at CMPC Meeting 4 on November 21<sup>st</sup>, 2019



APPROACH A: COMPACT



APPROACH B: CAMPUS



APPROACH C: COURTYARD

**BUILDING APPROACHES**

At CMPC #3, Bora presented three approaches represented in the conceptual plan diagrams on this page. Each of the approaches attempts to bring different ideas to the table for discussion with the CMPC. The Approach A: Compact brings the addition as close as possible to the 1909 building allowing for a generous open space and athletic fields. Approach B is a campus approach where the athletics and performing arts program are in a separate building; this approach retains the 1928 gym as the student center. And finally, Courtyard, Approach C, creates a central open space with a single gym and theater entry on the south facade.

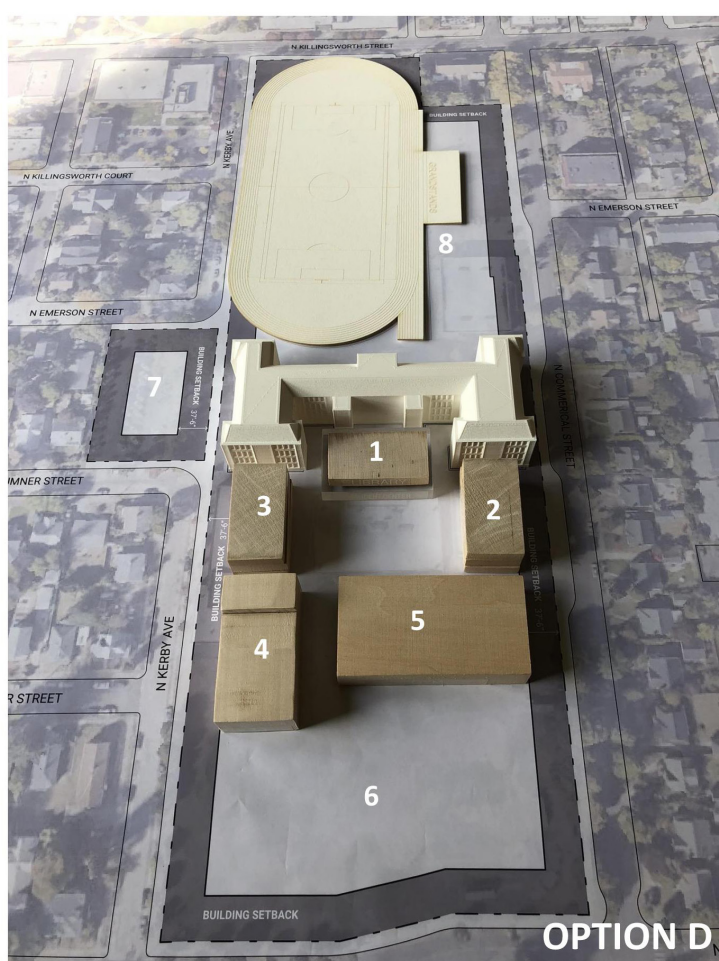
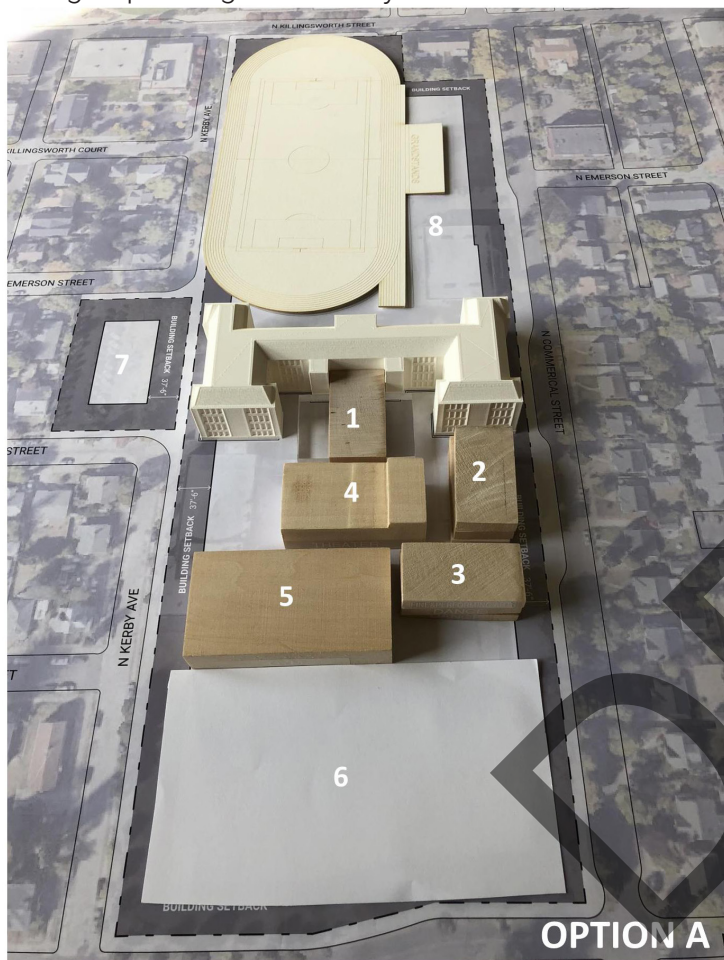
The CMPC gravitated toward both the A and C approaches finding the connected building more advantageous than separated buildings for distance, security and convenience reasons. Maximizing the amount of practice field was also a strong desire.

CMPC RECOMMENDED DESIGN IDEAS

The following list represents the top points between the CMPC meetings:

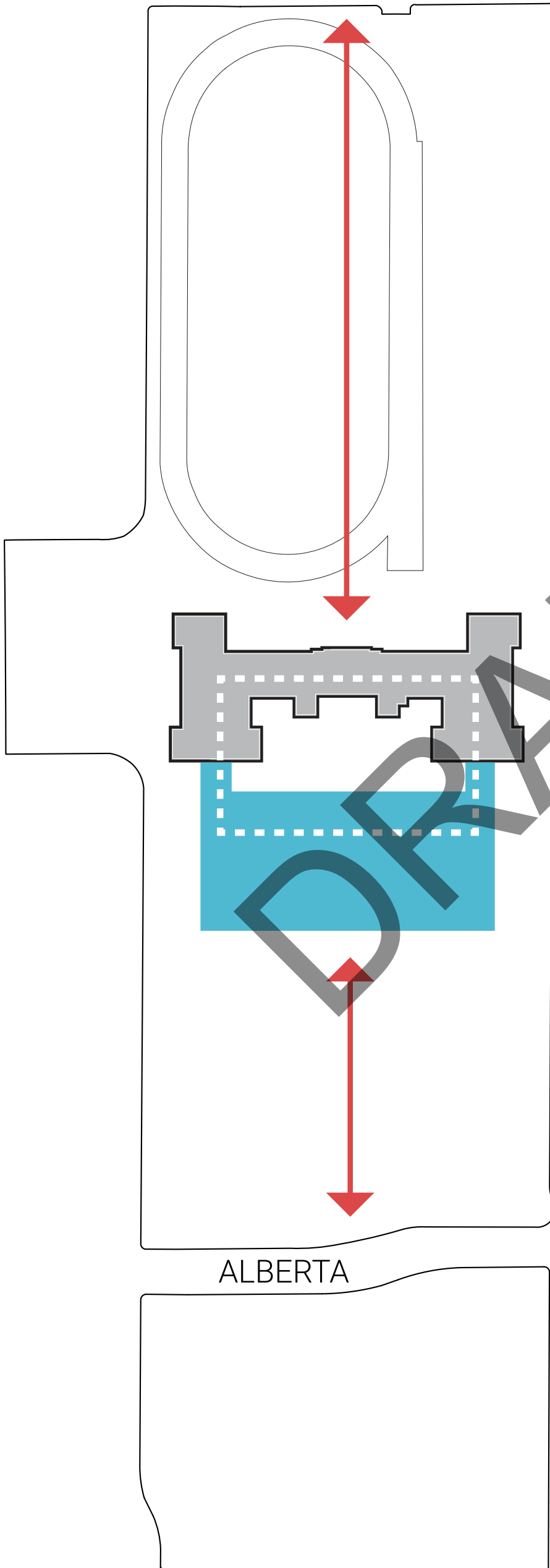
- Keep the 1909 “H” building portion
- Remove all the other additions to the 1909 “H” including the 1928 “boys” gym/ currently the TV studio
- Remove the 1964 main gym and do not place any structure/buildings north of the 1909 building other than the grandstands & fieldhouse (located under the grandstands)
- Continue to use the existing main entry however enter at the A floor with a universally accessible path
- Locate a new student center close to the main entry and at the center of the school at the A floor
- Rebuild a new theater at 1,000 seats
- Establish a new south entry for the gyms and theater accessible by the community
- Create as much outdoor space as possible including a practice field between the new addition and North Alberta Street

Design options generated by CMPC members at CMPC Meeting 5 on December 5<sup>th</sup>, 2019



- 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

KILLINGSWORTH

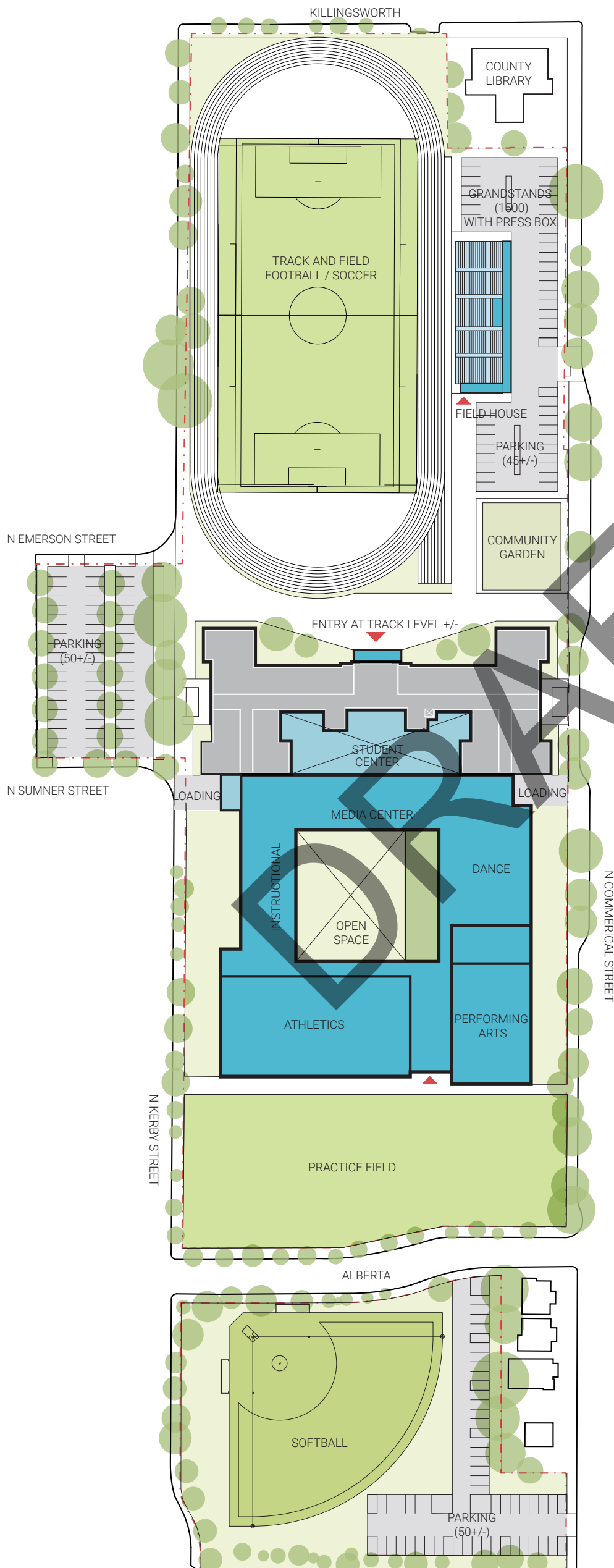


### CONCEPT

Conceptually our research and engagement with the CMPC has led us to this diagram. It represents the strength of the existing 1909 as a distinct symbol of the history and culture of JHS as a long-standing institution in the neighborhood and provides an architectural icon for the community. It has a strong urban relationship to Killingsworth Street. The new addition in blue is located entirely on the south side of the building and represents a new connection to Alberta street and a community entry. The addition would be shorter than the 1909 building and would sit within the required setbacks making it more in scale to the surrounding house. Internally, the concept ties the old and new buildings together through a main loop of circulation shown in white dashed line.

CONCEPT DIAGRAM





Upon the conclusion of CMPC Meeting 5, Bora synthesized a single conceptual option that was then forwarded to the cost estimating team for review and pricing. This conceptual option addresses many, but not all, of the ideas expressed by the CMPC. The selection of this option does not indicate that it is the final recommendation. Rather, it is the option that is most indicative of the likely construction cost. There will be ample time for community review and revise the design direction once the project is funded and moves forward.

### SITE DESIGN

The site design proposed reflects the conceptual thinking with no structures sited in front of the historic 1909 building. The main gym building existing today would be removed and new 1500 seat grandstands with a field house under it would be the only structure built. The existing track and field areas north of the 1909 building would be resurfaced. Tennis courts would likely be replaced with parking; sufficient parking space is a major concern of the CMPC. Additional parking would remain on the west parking in a reconfigured design that meets the code.

A new entry plaza would be created to lead students and visitors alike to the recreated main entry. The steps would be removed and/or reappropriated to allow for an ADA/ universally accessible entry. This entry would be two stories in height allowing for more light and feeling of space once inside the school.

Along Alberta street on the north side, a large practice field would be built made of artificial turf for use by students and athletic teams.

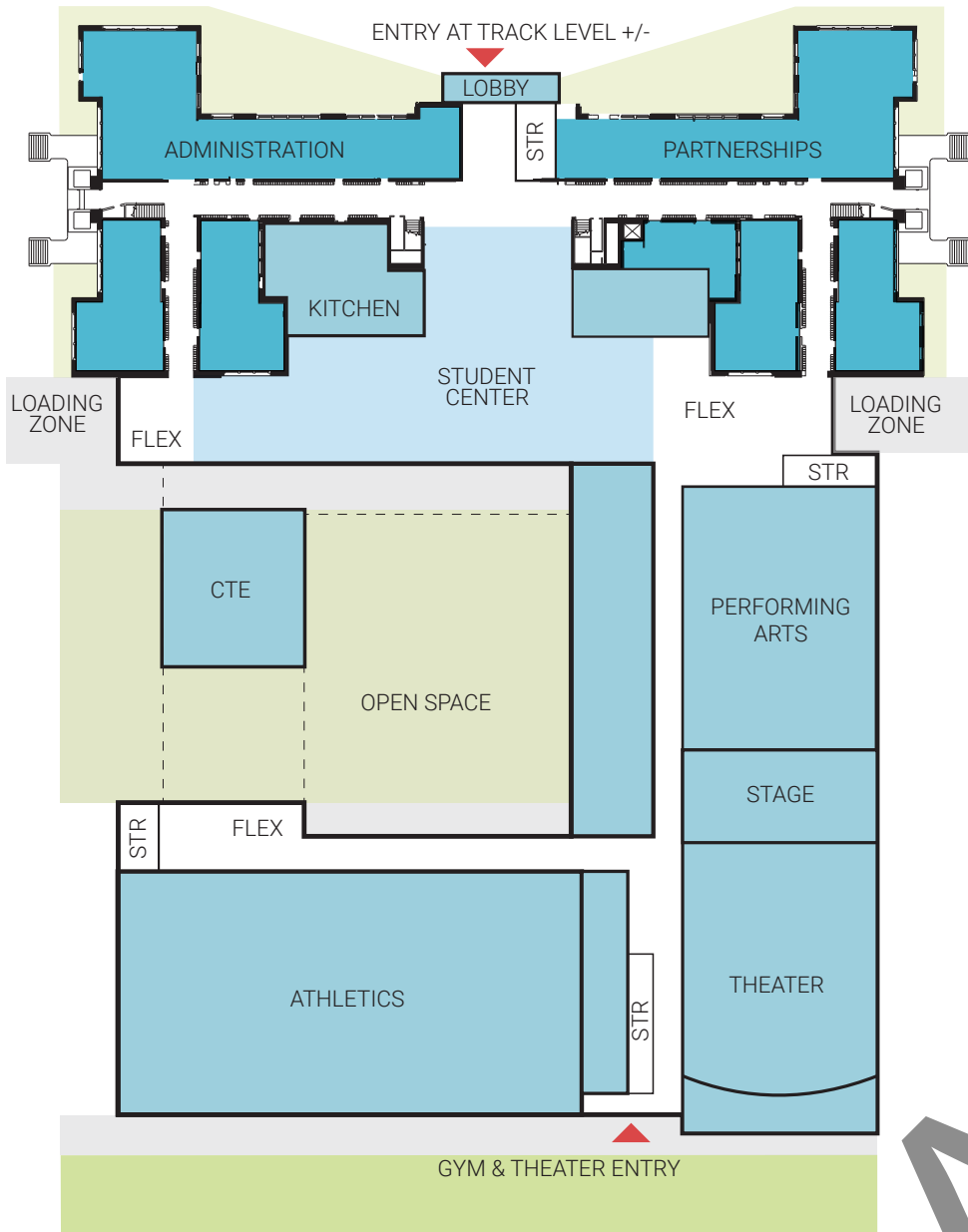
On south side of Alberta, a softball field would be built as well as additional parking that could serve the gym and theater during events.

SITE PLAN



NORTH

A FLOOR



BUILDING DESIGN

The building design for the renovation and new addition synthesizes an approach from the CMPC meetings and Bora's design thinking. The 1909 "H" plan building is well suited to classrooms spaces as it was originally intended. Administration, counseling, SPED and other education support program space would be housed in the renovated 1909 building. A new entry location lobby would be located at the current entry with a universally accessible path. Directly across from the main entry on the south side of the 1909 A floor corridor would be the new student center which connects to an open space on the south. Top light and south light would fill this 2-story student center space.

Two loops of circulation would be established for the new JHS project. First main circulation loop would be between the new addition and renovation and ties into the existing corridor while wrapping around into the student center, media center and science floors in the new addition. A second loop of circulation would connect the first to the spaces at the southernmost end of addition: the performing arts and athletics.

The following spaces are located on these floors:

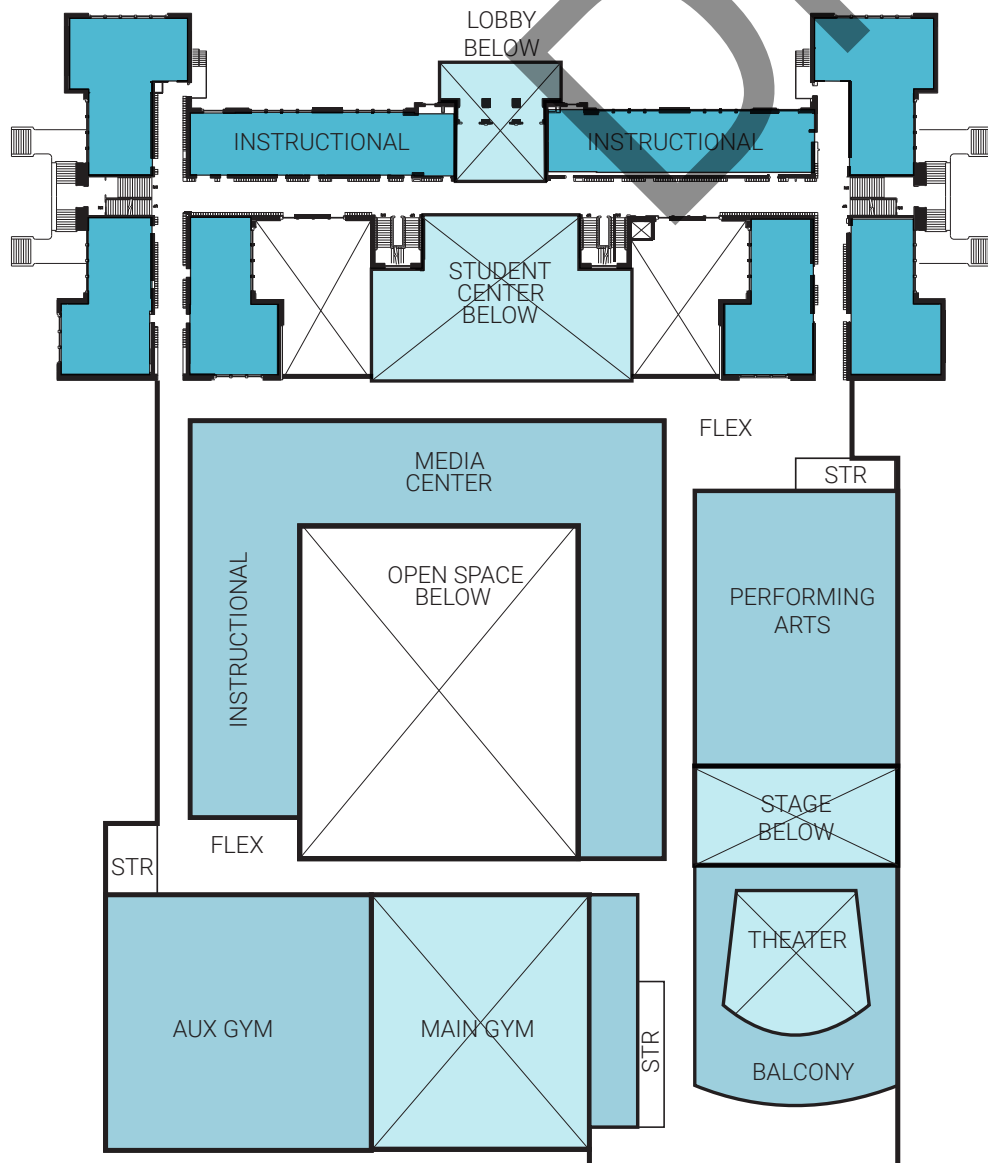
A FLOOR

- Main entry flanked by administration and partnerships
- Student center
- Computer labs
- CTE/wood shop
- Main gym and locker rooms
- Performing arts spaces – band & choir, 1,000 seat theater and stage and performance support spaces
- A secondary entry for the athletic and performing arts events
- A large outdoor open space at the center to bring in day light

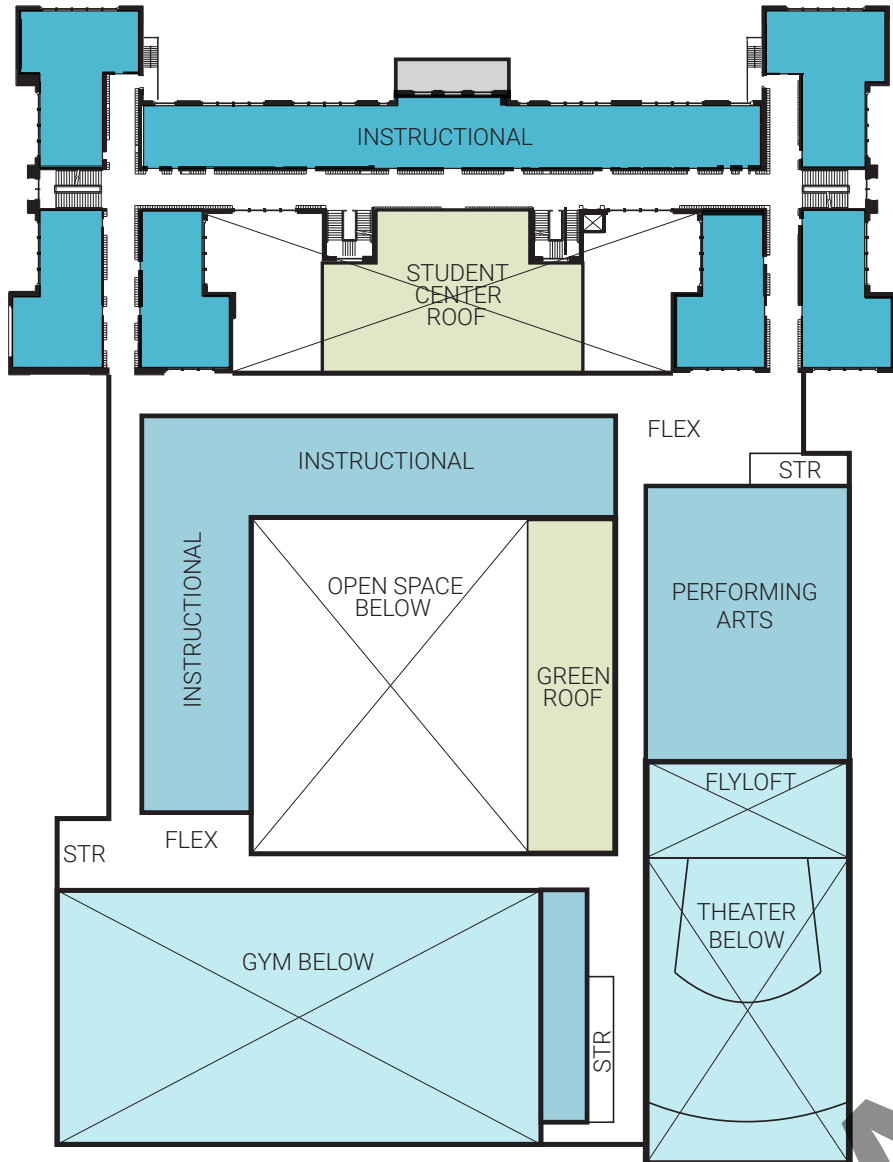
B FLOOR

- Instructional spaces – classrooms, teacher planning, etc
- Media center
- JHS Dance program
- Balcony at theater
- Auxiliary gym

B FLOOR



C FLOOR



**BUILDING DESIGN**

**C FLOOR**

Instructional spaces – classrooms, teacher planning, etc

Fine arts

Culinary arts

Robotics

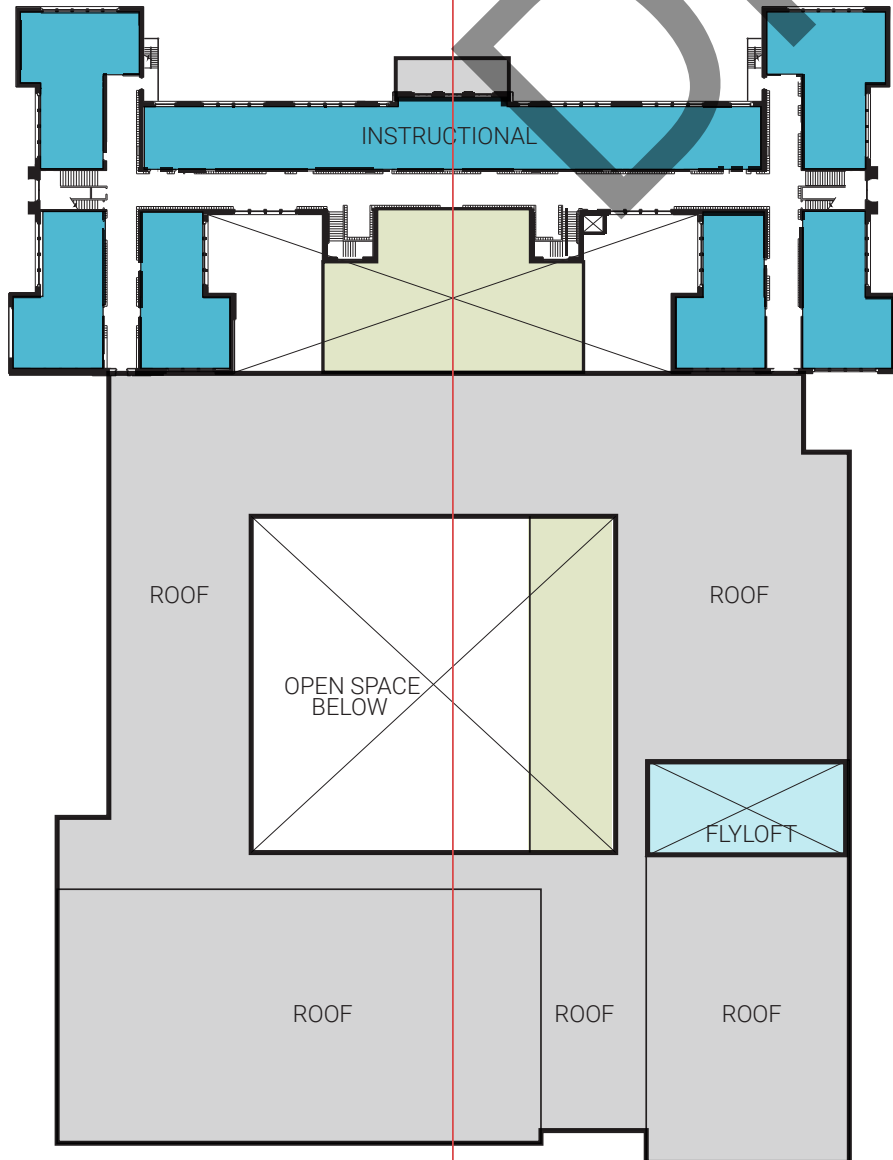
Science

**D FLOOR**

Instructional spaces – classrooms, teacher planning, etc

Only the 1909 “H” building is accessible on this floor

D FLOOR



NORTH

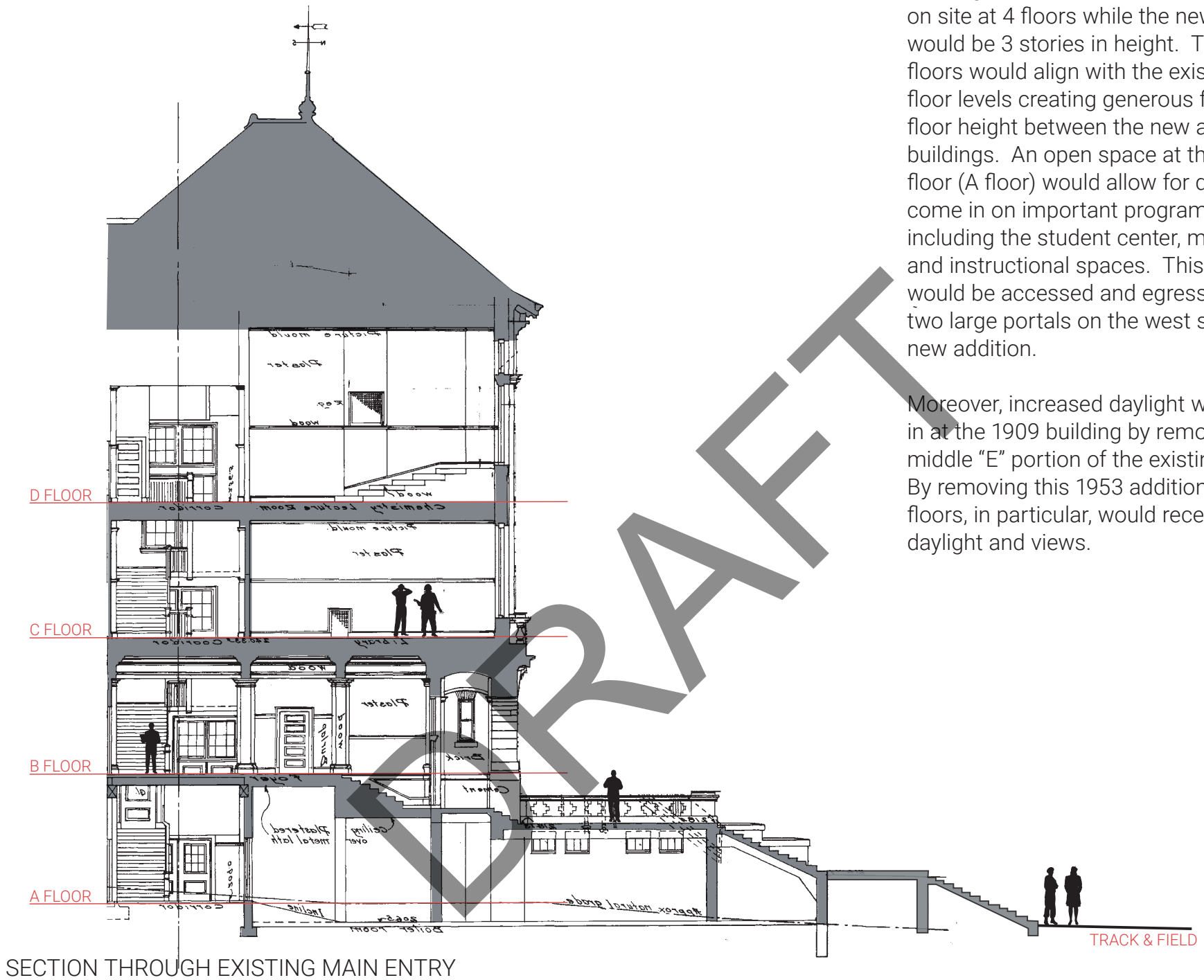
section



**BUILDING DESIGN**

The building section below, taken from north to south the midpoint of the buildings, illustrates the relative heights of the buildings and floor alignments. The 1909 building would remain the tallest structure on site at 4 floors while the new addition would be 3 stories in height. The addition floors would align with the existing 1909 floor levels creating generous floor to floor height between the new and old buildings. An open space at the ground floor (A floor) would allow for day light to come in on important programmed spaces including the student center, media center and instructional spaces. This open space would be accessed and egressed through two large portals on the west side of the new addition.

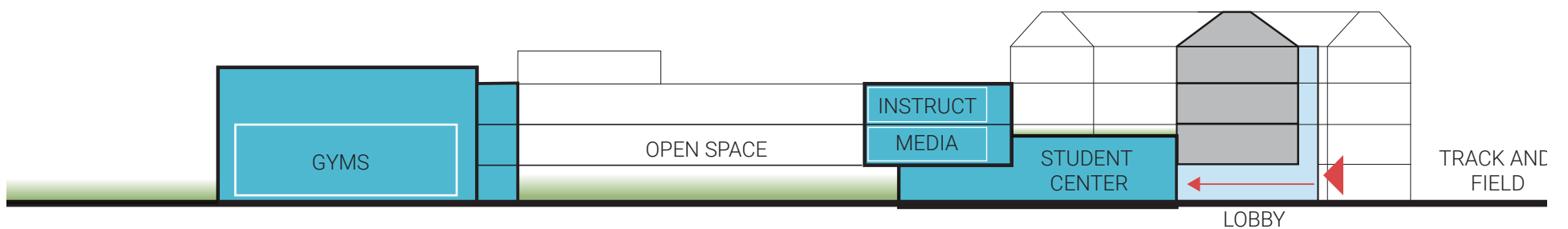
Moreover, increased daylight would come in at the 1909 building by removing the middle "E" portion of the existing building. By removing this 1953 addition, the C and D floors, in particular, would receive additional daylight and views.



SECTION THROUGH EXISTING MAIN ENTRY

**ADDITION**  
NEW GYMS, THEATER, DANCE  
AND INSTRUCTIONAL SPACE

**EXISTING 1909**  
BUILDING RENOVATED  
INSTRUCTIONAL AND ED SUPPORT SPACE



BUILDING SECTION: NORTH-SOUTH

**PHASING ORGANIZATION PLAN**

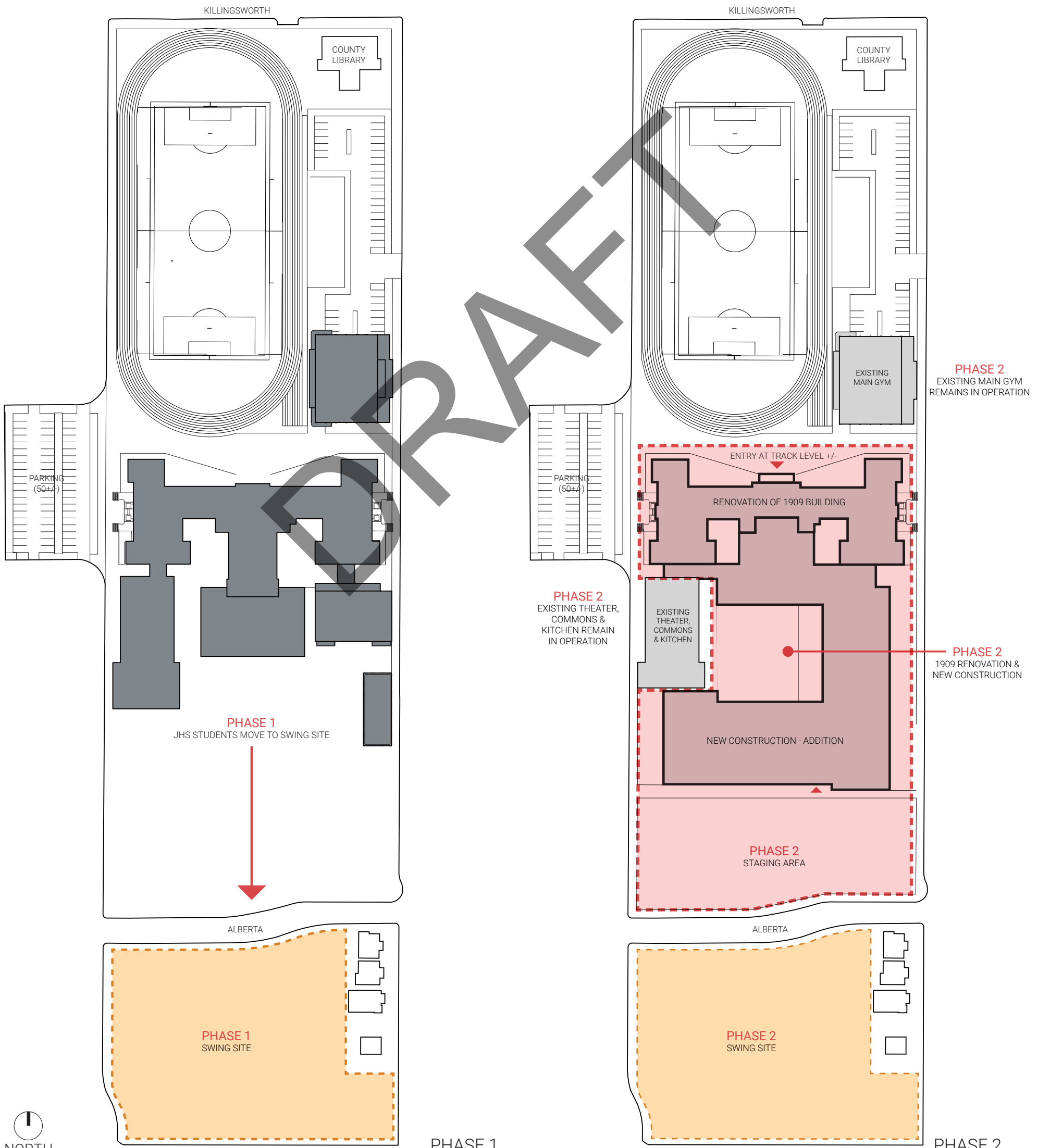
During the construction of Jefferson High School, students could potentially remain on-site while the project is under construction. The relationship between JHS and PCC Cascade Middle College program is a critical part of the student's education at JHS. Thus, moving JHS students off site would make this relationship difficult to maintain.

The following construction phasing

diagrams breaks down how the process could unfold at JHS. A key part of this process would be to establish a swing site on the southernmost parcels of the PPS property. On this portion of the site, a swing site would be assembled to serve 700 students. Additionally, the 1964 main gym would remain in operation until the new gym is built. The same would be true for the existing 1952 theater (less the existing band and choir spaces south of the back of house crossover), the commons and kitchen. The track and

field, grandstands and parking would also remain active during Phase 1 and 2 of the construction processes.

At phase 3, the newly renovated and constructed addition would be operational, and the swing site would be removed. Meanwhile the athletic fields, grandstands and fieldhouse and parking areas would be under construction. Finally, phase 4 would complete the high school for 1700 student by building this final piece shown in red.



**Phase 1**

- Assemble a swing site for 700 students on the site south of Alberta
- Establish a staging area at the current baseball field

**Phase 2**

- Protect and create circulation path to access the existing theater, student center and kitchen
- The existing 1964 main gym would remain in operation

- Vacate all remaining buildings
- Demolition all additions within the Phase 2 boundary
- Demolition the back portion of the existing theater at the crossover corridor behind the stage
- Demolition interior of 1909 building
- Start rebuilding 1909 and new addition

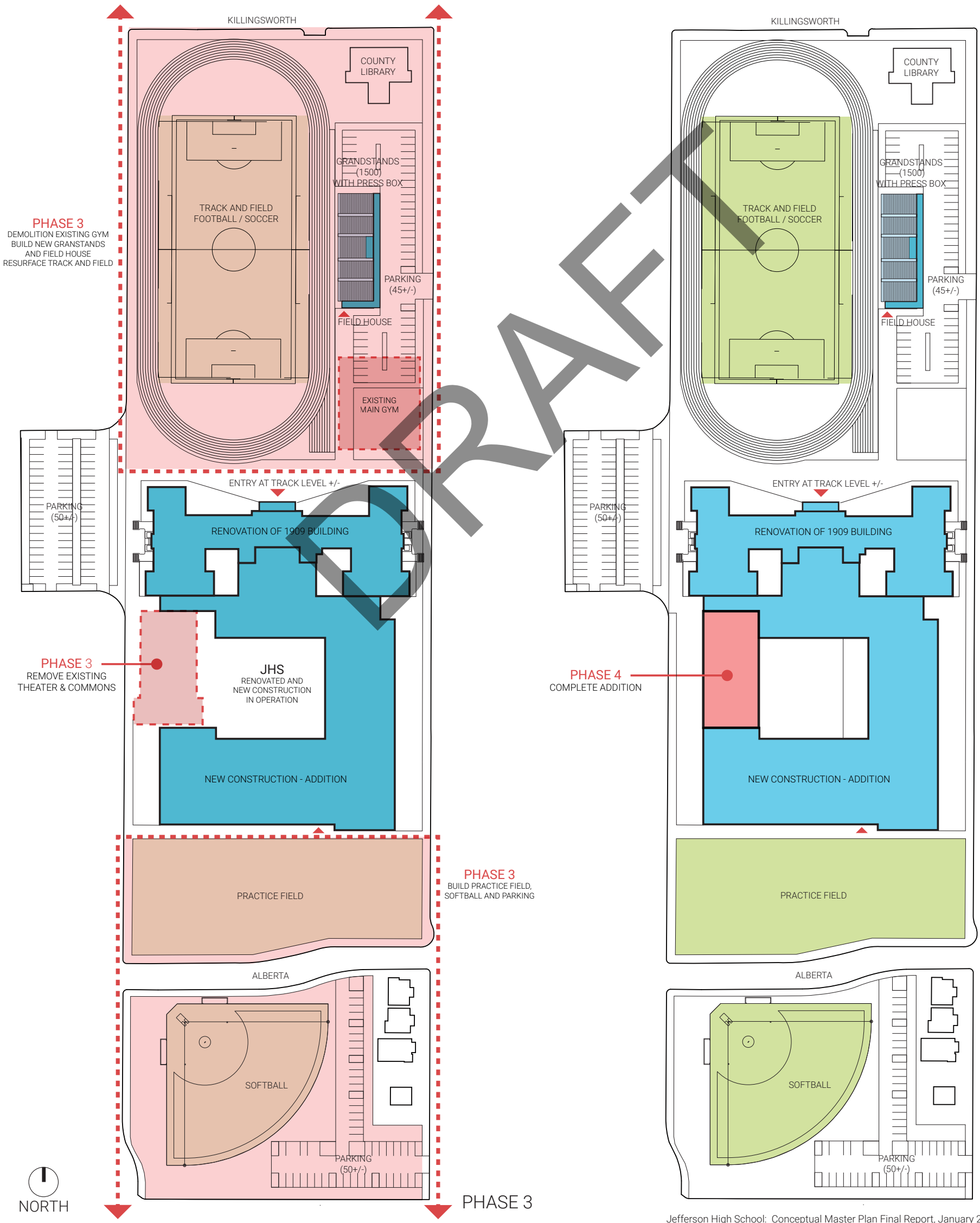
**Phase 3**

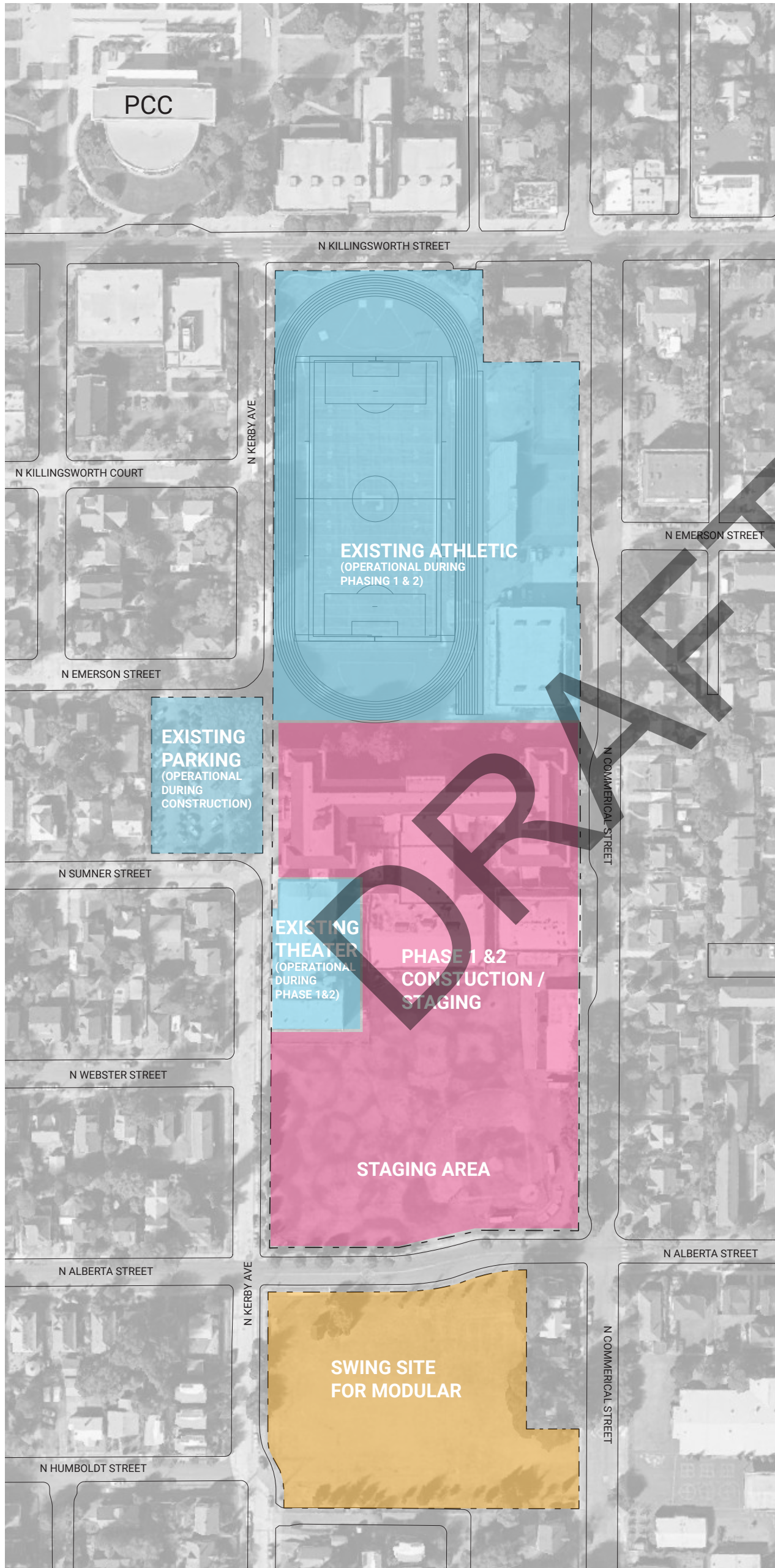
- Vacate existing theater, student center and kitchen as well as main gym

- Students move into the newly renovated 1909 building and addition
- Demolition remaining existing buildings 1952 theater/commons and 1964 main gym
- Construct new athletic fields, parking, grandstand and fieldhouse
- Resurface existing track and field

**Phase 4**

- Complete new construction addition as indicated on phasing plan





**SWING SITE DURING CONSTRUCTION**

During the renovation and new construction work an on-site temporary facility would be provided for roughly 700 students. The site south of Alberta would be the most advantageous location for the swing site. The existing theater building including commons and kitchen, the track and field and the main gym would remain operational until the end of phase 2 is complete. See the phasing organizational plans. The current west parking lot would continue to provide parking spaces.

SWING SITE PLAN



**PROGRAM SUMMARY**

The swing site would accommodate the current programs in the 1909 building, during its renovation and new construction. The program includes classrooms, administration plus other educational support programs, and dance studios. As previously mentioned, the main gym, theater, commons and kitchen would remain in operation during phases 1 and 2.

Room areas would be limited to meet the unit sizes of a standard modular building. Every effort would be made to provide the same number of classrooms to accommodate existing classes currently

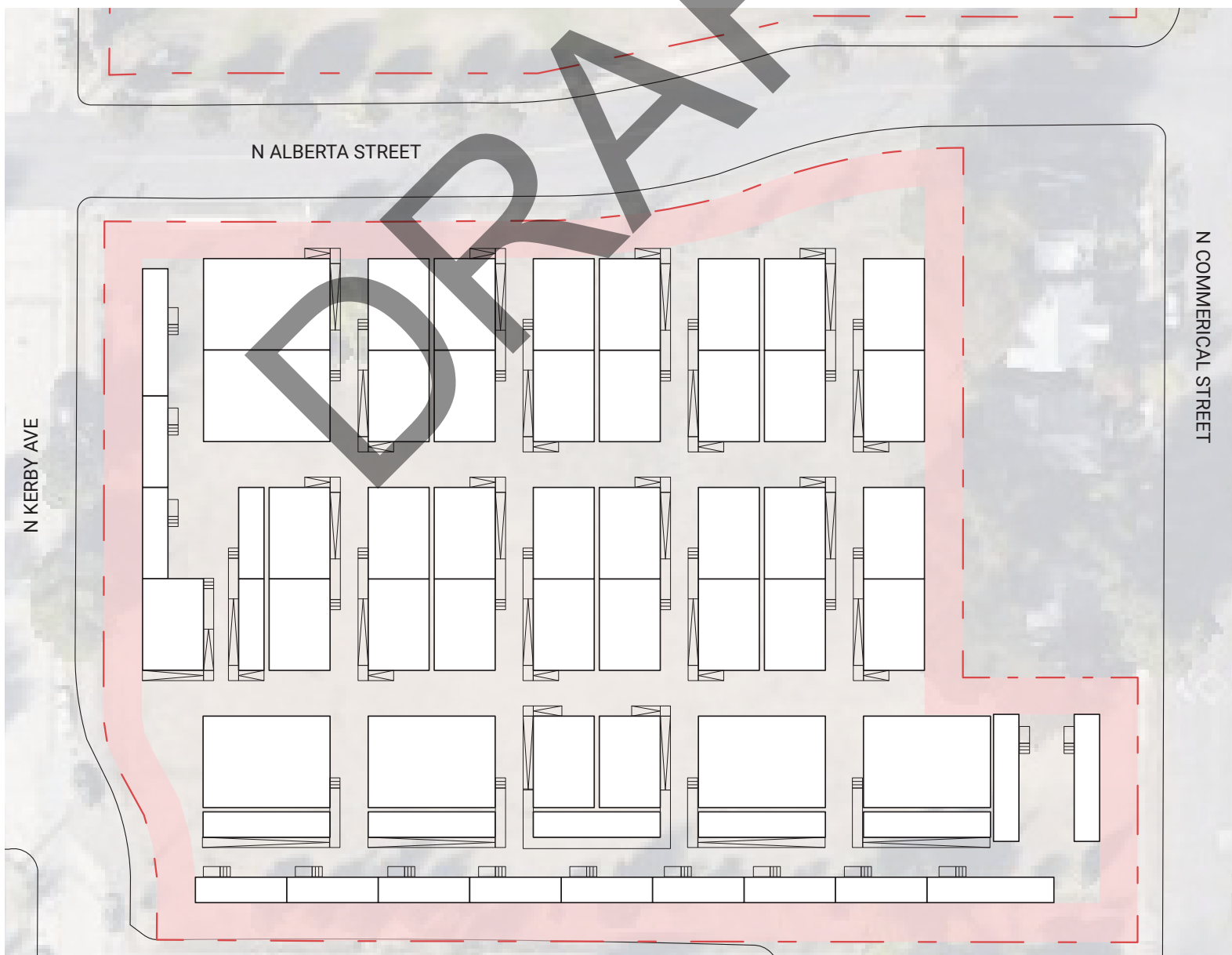
offered as well as provide an allocation of space for all major departments in the existing building.

**MODULAR PRODUCTS**

The modular lay-out would be based on Willscot portable classroom and office trailer model. All modular rooms could be modified and customized in a certain level.

For regular classrooms or similar programs, we recommend 24X36 or similar modular. For dance or library, two 24X36 module could be combined into one larger space. Office trailers would be used for admin and career counseling.

	SWING SITE	
	Modular Rooms	Total SF
<u>Classroom Modulares</u>		
Gen-Ed Classrooms	18	15,552
Science Labs	5	4,320
Visual Art	3	2,592
CTE/Audio+Video	1	864
Sub Total (NSF)		23,328
<u>Education Support Modulares</u>		
Administration	15	6,520
Counseling / Career	5	2,080
SPED	3	2,479
Media Center	1	2,592
Library	2	3,600
Sub Total (NSF)		13,671
<u>Performing Arts</u>		
Dance	4	7,200
Lockers / Dressing	2	1,728
Sub Total (NSF)		8,928

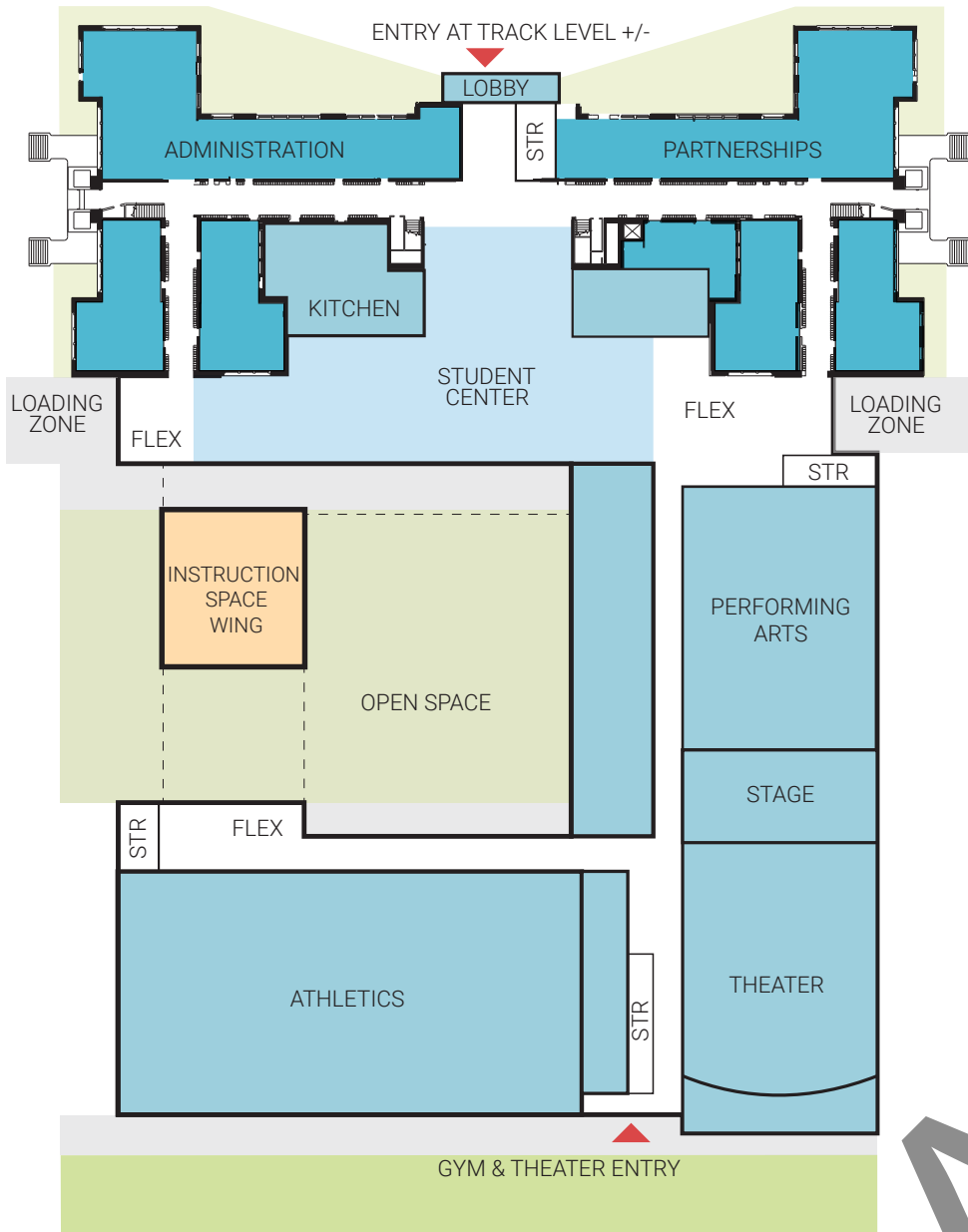


SWING SITE PLAN ORGANIZATION

**TBD**  
**JANUARY 2020**

**DRAFT**

A FLOOR



**BUILDING DESIGN FOR 1,000 STUDENTS**

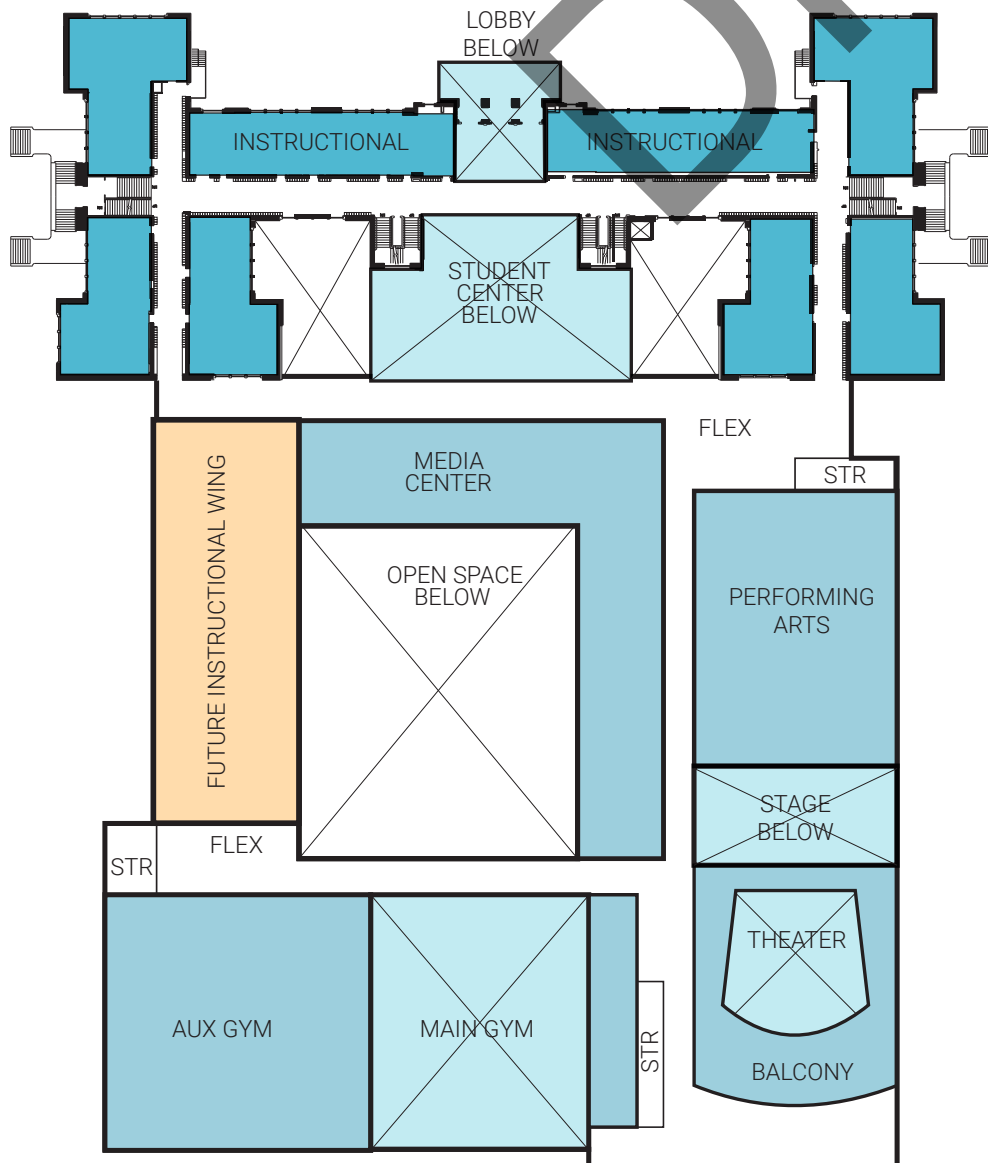
The Jefferson High School Conceptual Master Planning Committee (CMPC) was informed at the outset of its work that the direction from OSM was to consider a comprehensive high school for 1,700 students; and the building size that was ultimately recommended represents a larger total area to accommodate programs unique to Jefferson. Recognizing that the school, after modernization, may not experience full enrollment for some time, the design team was asked to consider ways that the project could be built for a smaller initial capacity, and expanded in the future as enrollment increases. Specifically, the team was asked to develop a school for an initial enrollment of 1,000 students and a long-term enrollment of 1,700 students.

Many aspects of the building would be constructed from the outset for full capacity, given the impracticability of later expansion. This includes the student commons and cafeteria, athletic facilities, and other specialized spaces. Performing arts spaces need to be fully developed in Phase One, including the 1,000 seat theater. Using PPS's capacity / utilization calculator, we find that a reduction in various classroom spaces from 84 to 53 teaching stations would support the smaller student body. This includes a variety of general education and science classrooms, CTE and special education classrooms, technology support spaces and smaller instructional spaces. The proposed design can be adjusted to this smaller size through two simple strategies:

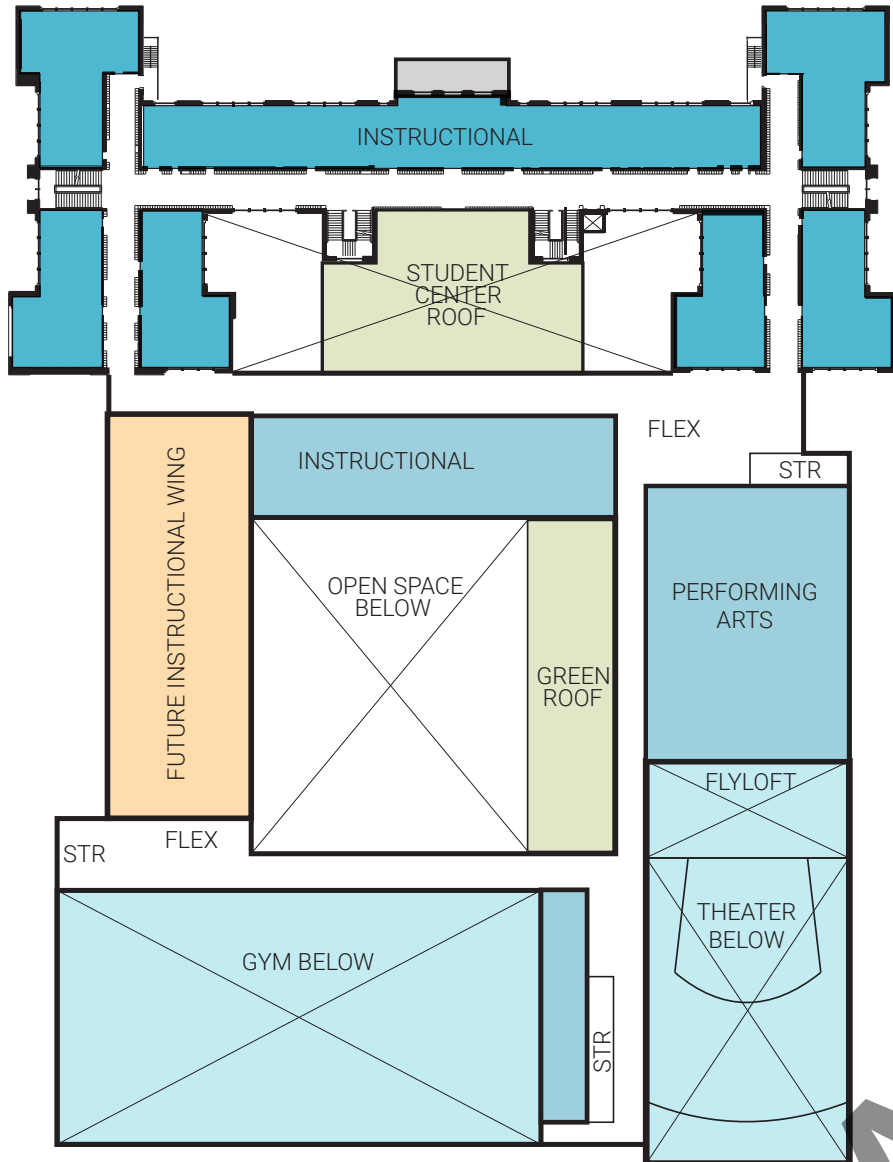
1. Leaving D-Floor of the historic school building as a warm shell without any internal build-out.
2. Not constructing one wing of the new building, as shown in this diagram but planning for its future construction through careful site planning and building design.

This has been estimated to reduce the overall construction cost by **\$XX, to \$XXM [estimate pending]**

B FLOOR



C FLOOR



**BUILDING DESIGN FOR 1,000 STUDENTS**

**A FLOOR**

- Main entry flanked by administration and partnerships
- Student center
- Computer labs
- Main gym and locker rooms
- Performing arts spaces – band & choir, 1,000 seat theater and stage and performance support spaces
- A secondary entry for the athletic and performing arts events
- A large outdoor open space at the center to bring in day light
- Future wing to meet 1,700 capacity\**

**B FLOOR**

- Instructional spaces – classrooms, teacher planning, etc
- Media center
- JHS Dance program
- Balcony at theater
- Auxiliary gym
- Future wing to meet 1,700 capacity*

**C FLOOR**

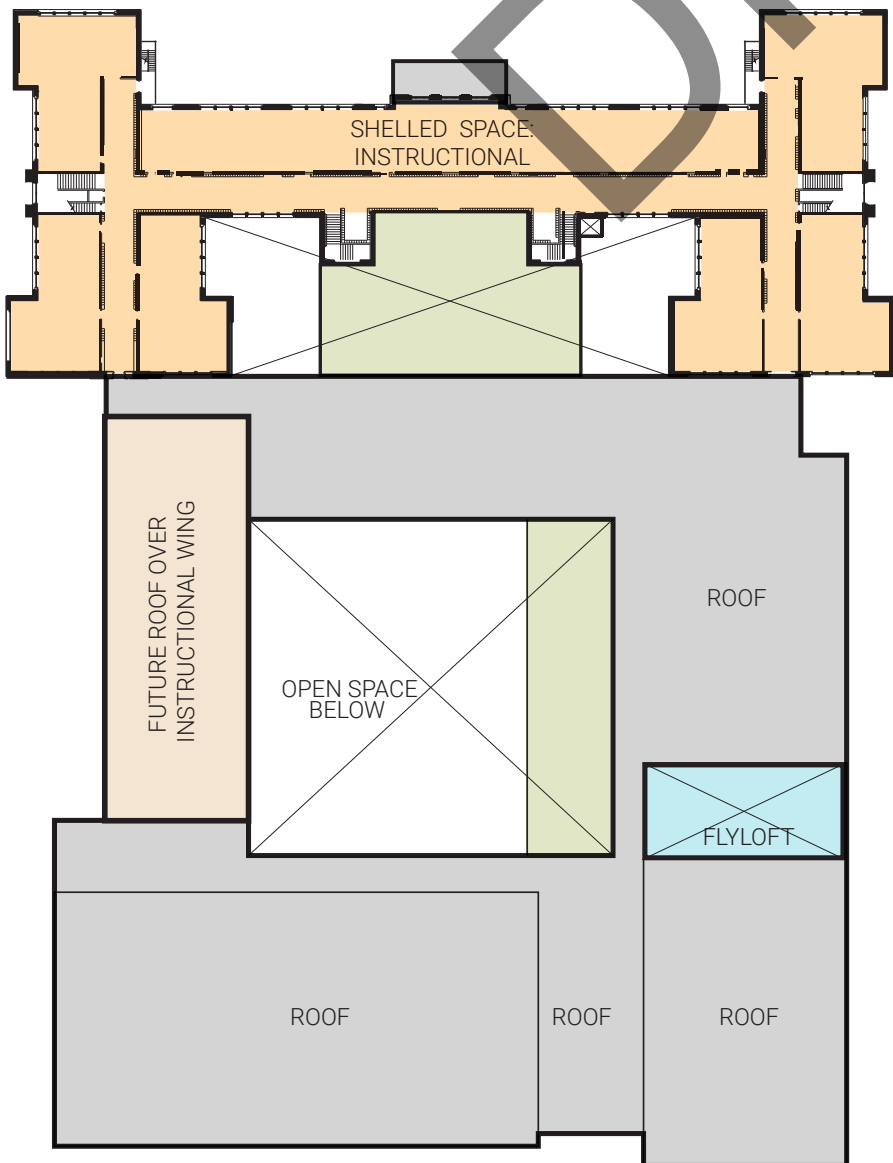
- Instructional spaces – classrooms, teacher planning, etc
- Fine arts
- Culinary arts
- Robotics
- Science
- Future wing to meet 1,700 capacity\**

**D FLOOR**

- Instructional spaces – classrooms, teacher planning, etc
- Only the 1909 “H” building is accessible on this floor
- Shell D floor\**

*\* Those spaces in italics represent a future wing or shell space to accommodate 1,700 student capacity.*

D FLOOR



section



**TBD**  
**JANUARY 2020**

**DRAFT**

DRAFT

BORA

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