
Date
10/24/2019

By
Becca Cavell

Subject	Project Name	Project Number
CMPC Meeting 2	Jefferson High School Conceptual Master Plan	19015

Present

Amy Hargrave, CMPC	Liz Foucher 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

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.

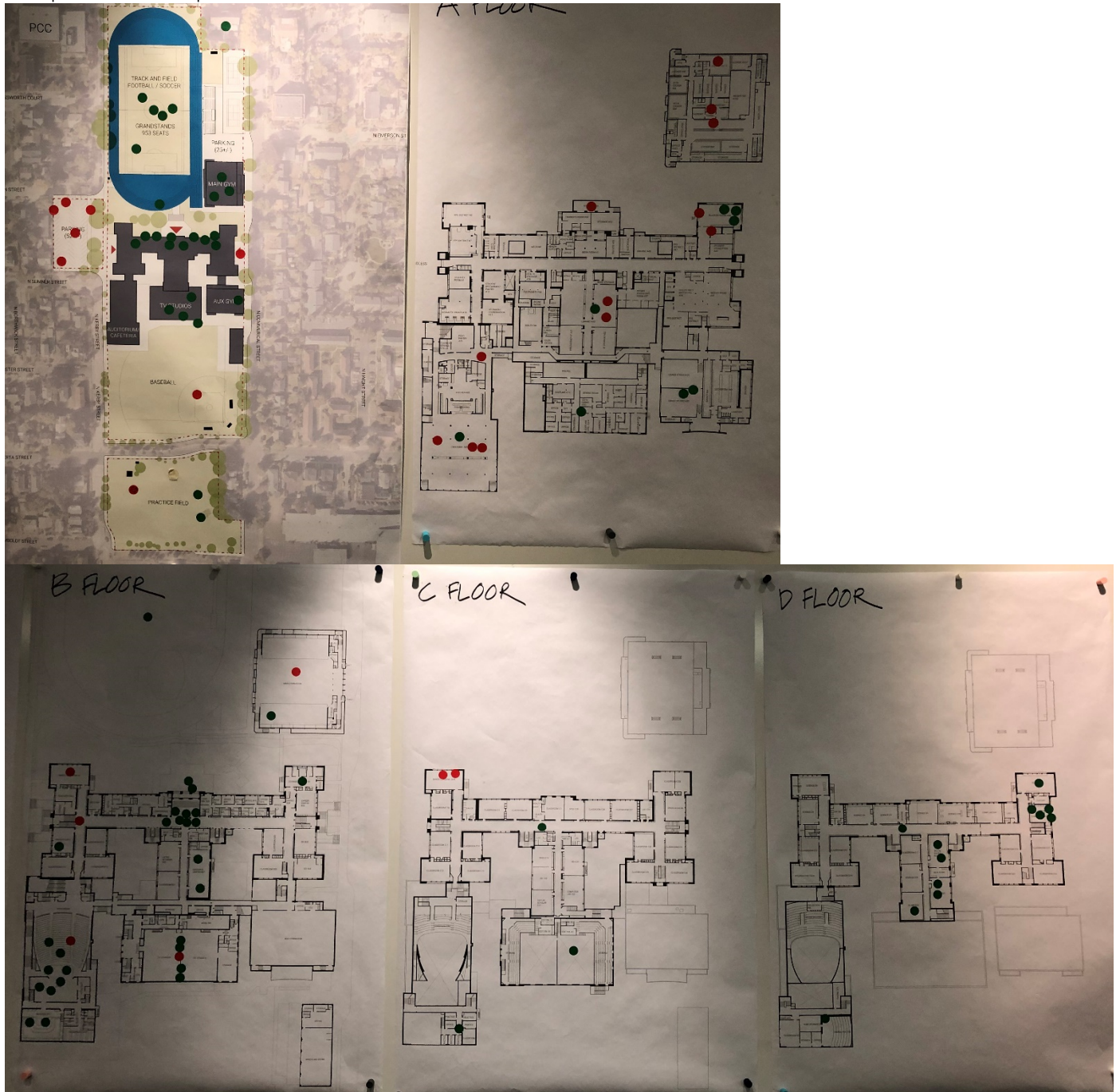
3. WHAT WE HEARD

- 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.

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:

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 I 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

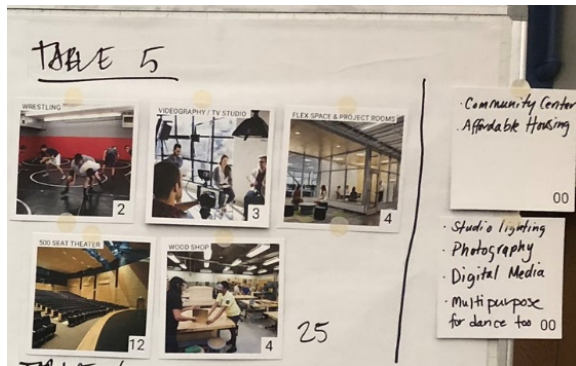


Table 5 selected:

- 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:

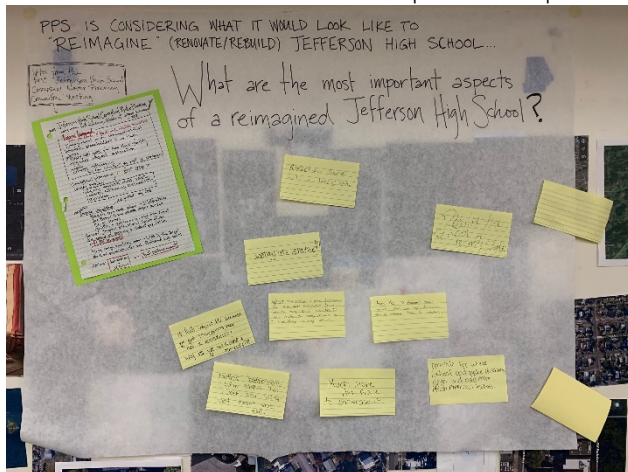
1. Discussion about negative language and reframing of the discussion to talk about reasoning behind choices.
2. Every team chose to retain the 1,000-seat theater. Group discussion showed that the larger theater is important for the dance program, for school gatherings associated with performing arts, 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

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

BORA |



JEFFERSON HIGH SCHOOL

Conceptual Master Plan Committee Program & Analysis

CMPC Meeting #2
October 24, 2019

CMPC CHARTER



PORTLAND PUBLIC SCHOOLS • September/2019

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 their concerns 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 or the rebuilding 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 would 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 and staff 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 SCHOOL BUILDING IMPROVEMENT BOND

The CMPC will nominate a **Chairperson** or **Co-Chairpersons** to assist in CMPC meeting agenda & presentation review, steering 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 and 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.

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.
- Clearly explain how you came to your position on a subject and how it serves the public interest.
- 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.
- Outside of committee meetings, members must be crystal clear whether they are speaking as an individual or have been recognized by the committee to speak on their behalf.
- Respect the different styles of fellow committee members.
- Be open to changing your mind based on new information.
- Take personal responsibility for encouraging respectful behavior among your fellow committee members.
- Recognize that you are seen as committee members at all times during the process, no matter how you may see yourself.
- Whenever you put anything in writing, assume that everyone in the city is looking over your shoulder.
- 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.

CMPC RULES OF ENGAGEMENT

Participation is limited to CMPC members only.

Public is invited to observe & comment at the end of the meeting.

CMPC is an advisory group, not a decision-making group.



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 Today
 - Ed Spec spaces and unique Jefferson programs
 - Existing conditions of Jefferson
 - PPS standards for full modernization
- 3 Concept Development Thursday, November 7
 - Bora to present options
- 4 Concept Refinement Thursday, November 21
 - Preferred option selected

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

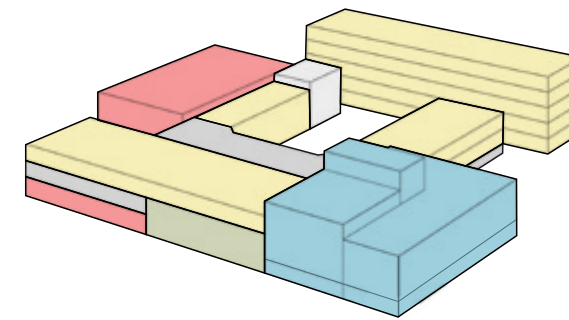
Customized to Jefferson's unique programs and partnerships

PPS HIGH SCHOOL MODERNIZATION

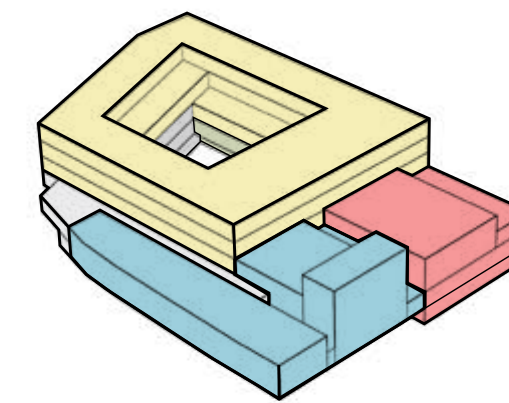


WHAT IS A CONCEPTUAL MASTER PLAN?

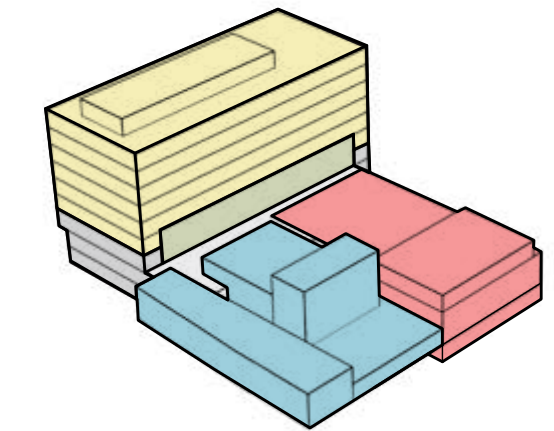
Renovation + Addition



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

ACTIVITY: A REIMAGINED JEFFERSON GROUP EXERCISE



ACTIVITY: A REIMAGINED JEFFERSON CMPC POST-IT NOTES

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

Aspects priorities (A)

- Welcoming to all - students & families diversity recognized and celebrated
- 4 large dance studios, 3 of them w/ spring floors + Marley with dressing rooms for both male/females on the same side of the building
- Larger stage for performances w/ larger dressing rooms.
- Maybe only 3 levels that are seen

Academic (A)

Athletic (A)

Music & Arts (A)

- Full Bands / Percussion / ACT Dept
- Full Dance Area with large training w/ M/F change rooms

Strengthen the arts (A)

(like it used to be)

A light filled & welcoming

Great art gathering spaces

Connections to Community - Middle College

Environment conducive to learning (A)

Aspects priorities (A)

Accessible to all in all areas

- All ~~important~~ **abilities**

Aspects priorities (A)

Flexible to the changes in education and the students in the building and our global world

Site (B)

RESTORE 1909 CURB. LOOK, FEEL, ETC.. HONORS THE AS HISTORIC BLACK HS + REFLECTS RACIAL DIVERSITY TODAY INTO THE FUTURE

COMMUNITY GATHERING EVENT GIVEN SPACES OPEN TO ALL TO BENEFIT FROM THE SCHOOL SITE

FLEXIBILITY OF DESIGN THAT SUPPORTS COMPREHENSIVE HS STATUS (B)

ARTS, ENTREPRENEURSHIP, ETC.. AS DETERMINED BY STUDENTS + TEACHERS

A/C SCHOOLS FOR 21st CENTURY

COLLABORATION COMMUNICATION CRITICAL THINKING CREATIVITY

AFFORDABLE HSG ON SITE TEACHERS + FAMILIES

Preservation of the core 1909 wing of the school

- Title IX compliant (Athletics)
- Three Turf Fields
- Self-Contained gym/stadium

Student exposure / choice

- Early college
- community fit

Be a comprehensive high school

Providing a diversity of programs to expose students to choices available to them, whether in college or career readiness

Seamless connection to PCC / MCPL campuses

Community

- use of space
- history & pride
- durability

Improved skills of play

the design should include a "Celebration and honoring of the history of the school in this community"

1. Community Multiple spaces used by the Comm.

2. History Preservation

3. ~~Community~~ **Pride** Restoration to Pride

Better ^{and more} sports facilities

- Tennis, Soccer, Football

Move outdoor learning spaces - gardens, labs, etc.

Focus in STEAM (D)

- Be a meeting point for surrounding areas.
- Have greater opportunities for technical careers.

Safety (D)

Capable areas

Durable

Expandable

Must include

- SAFETY: able to withstand an earthquake, safe drinking water, working exits, no holes in floor
- FUNCTIONAL: healthy the great outdoors, making use of space
- BEAUTIFUL: New paint, interior, Acoustic original exterior materials

Diversity (D)

Arts (music, dance, photography, etc.)

Sports

Community Access (D)

Diversity program

Expandable space

Athletics (D)

Women's

Men

Strengthen Arts Program (D)

Visual

Performing

Steam/s (D)

Community access (Arts, Sports, industry in school)

Technical Career S + more access

Safety

3 Most important aspects of a reimaged Jefferson?

- Community Access
- Equitable + accessible building for ALL students
- Technology Access

Collaborative meeting space for students.

Classes: clubs, leaders, formal, informal.

child care.

Showcase student work

gathering spaces for history + student work

a path for those historically represented.

3 most important aspects of Jefferson reimaged:

- Designed to serve the community: child care facility, health clinic, store-sized "pantry" w/ refrigerator.
- Community spaces for students that showcase student and alumni community kitchens in rooms work.
- Safety + Practicality: can students access all spaces? Is it safe?

Accessibility - in every sense of the word.

Healthy environment

More educational, artistic and exploration programs/classes

A space that reflects the contributions and efforts of people of color from the community.

A space flexible enough to accommodate changing technologies and emerging academic interests as they arise.

A space that fosters and stirs curiosity.

Drandon's Three important thoughts on New Jefferson Highschool!

- Students Learning/Advanced learning and opportunities for students will help future students in the long run!
- Food/supplies for students to use and
- Culture of the environment

1. design flexible spaces that will evolve with different learning models, tech needs, and student accessibility needs

2. spaces intentionally designed for: dance, vocation, science labs, sports team spaces

3. a structure that reflects the students and surrounding community - be intentional about design, aesthetics, and use

1. spaces designed for the learning target: updated science labs, sports team spaces, vocational ed

2. natural light, nature throughout

3. flexible learning environments, giving sts choice

1. flexible learning environments

2. natural light, nature throughout

3. community use

How does Jeff's space interact w/ the surrounding institutions: e.g. Library + PCC?

How does Jeff future-proof its ability to keep up w/ the relentless pace of technology? + make technology accessible?

- Keep the Demo Pride
- Culture
- Listen to the community

How does Jeff remove barriers for full participation for all students + community in education?

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 GROUP THEMES

Community access

Honoring history

Flexible design

Accessibility & safety

Arts education

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

AERIAL VIEW FROM NORTH WEST



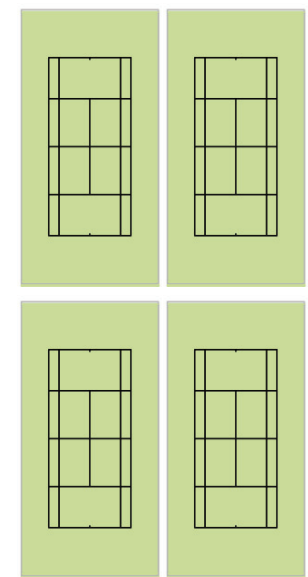
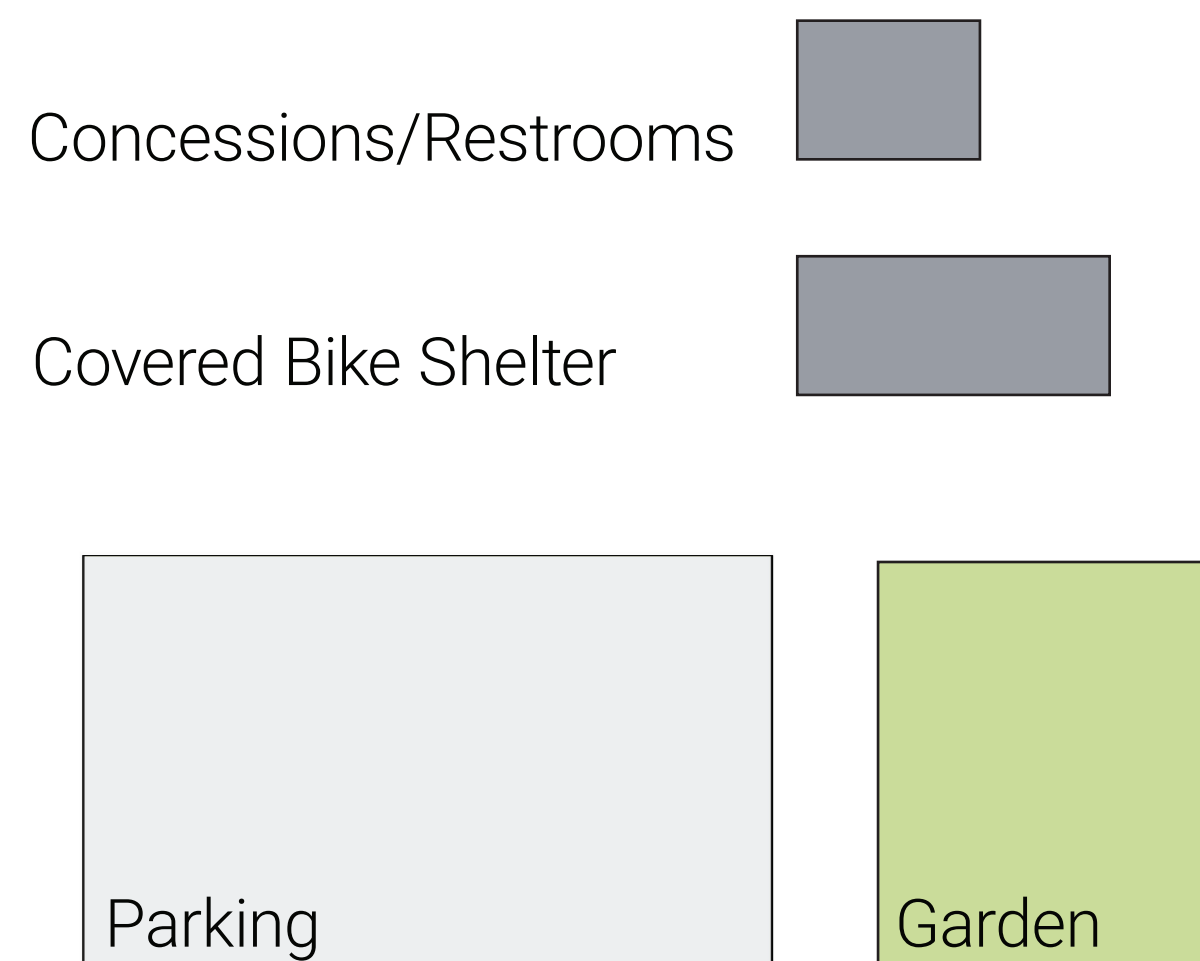
SITE PLAN OVERALL



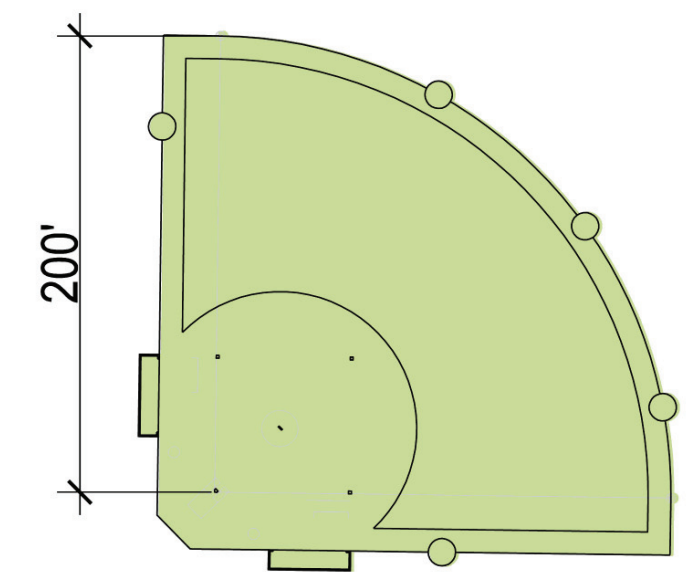
SITE PROGRAM ANALYSIS EDUCATIONAL SPECIFICATION

Ed Spec

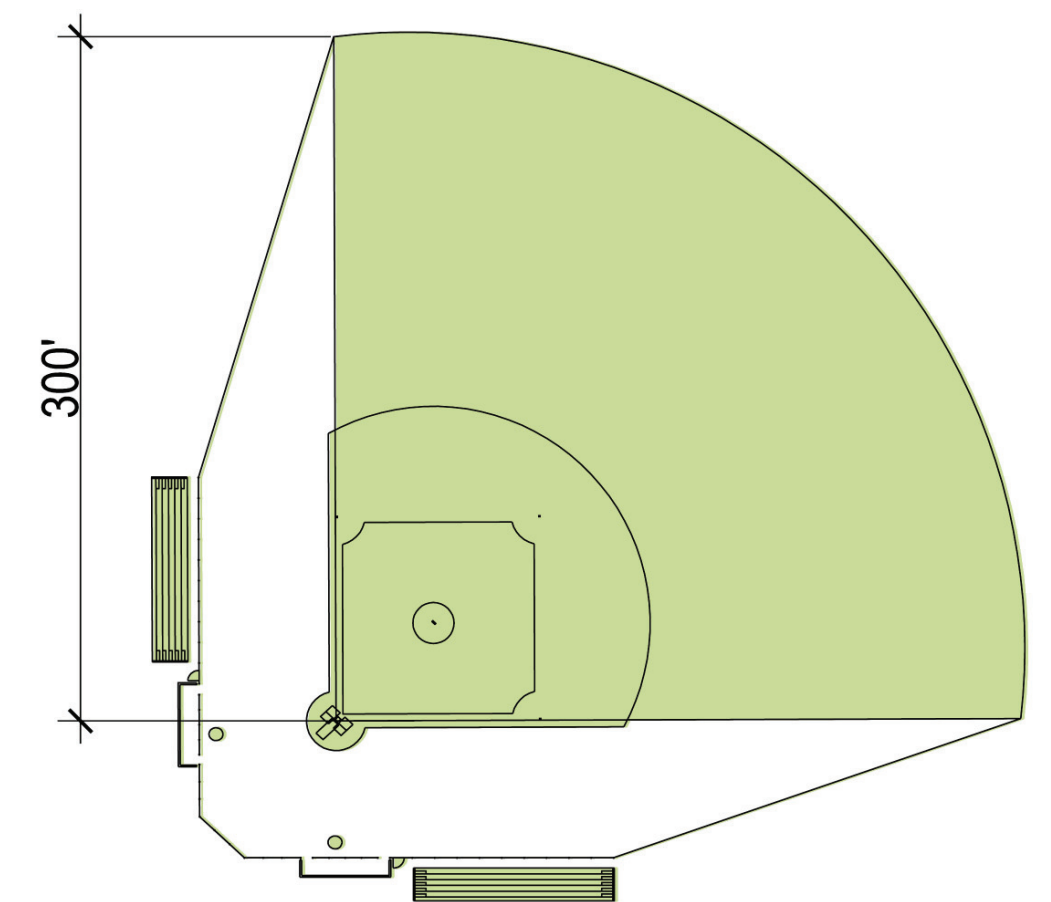
- (1) Track & Field / Football & soccer fields
- (1) Baseball field with dugouts
- (1) Softball field with dugouts
- (4-6) Tennis courts
- (1) Grandstands at 1500 seats
- (1) Concessions & restroom facilities
- Teaching or community garden
- Covered bicycle parking
- On-site vehicle parking (per city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



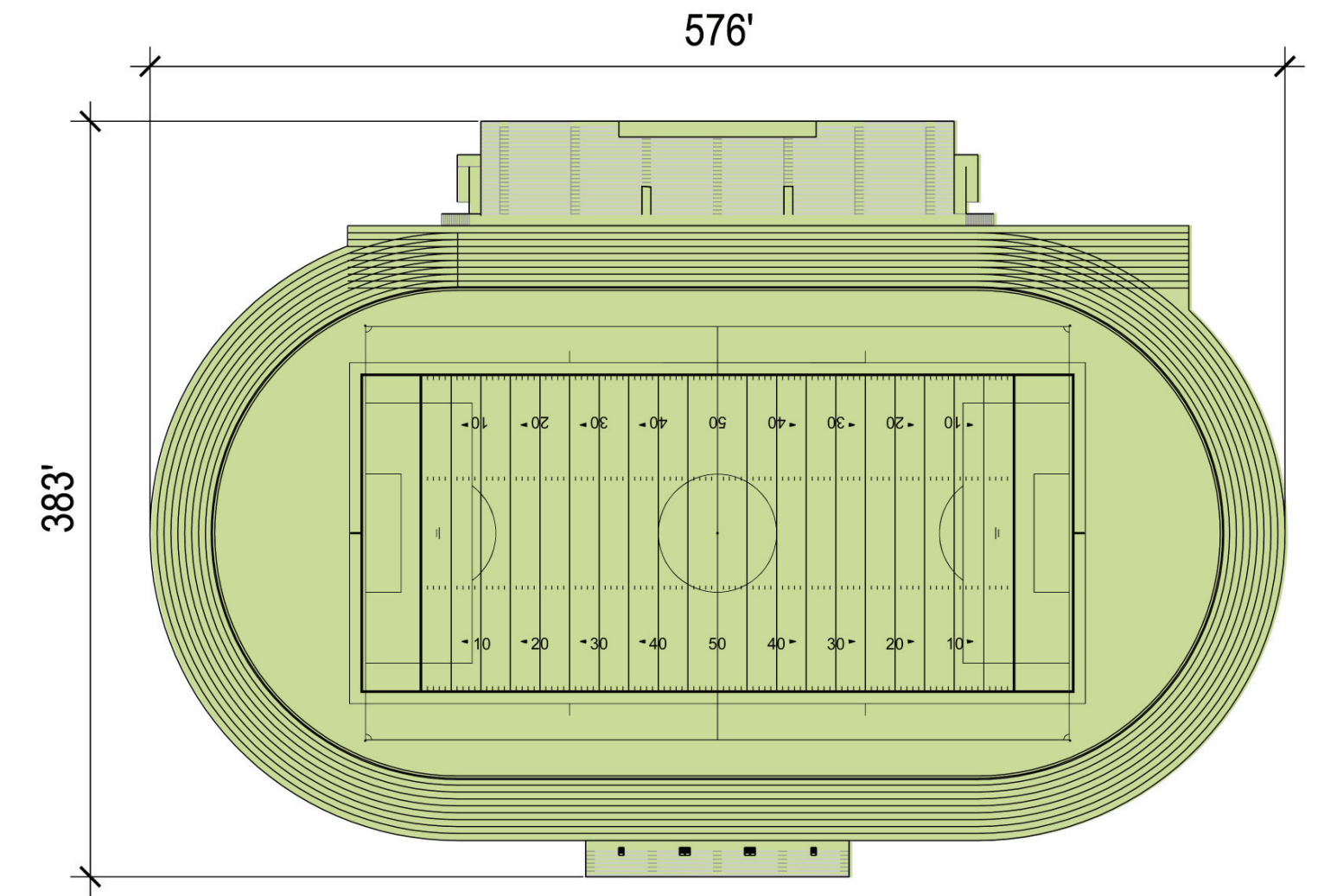
Tennis Courts



Softball Field



Baseball Field

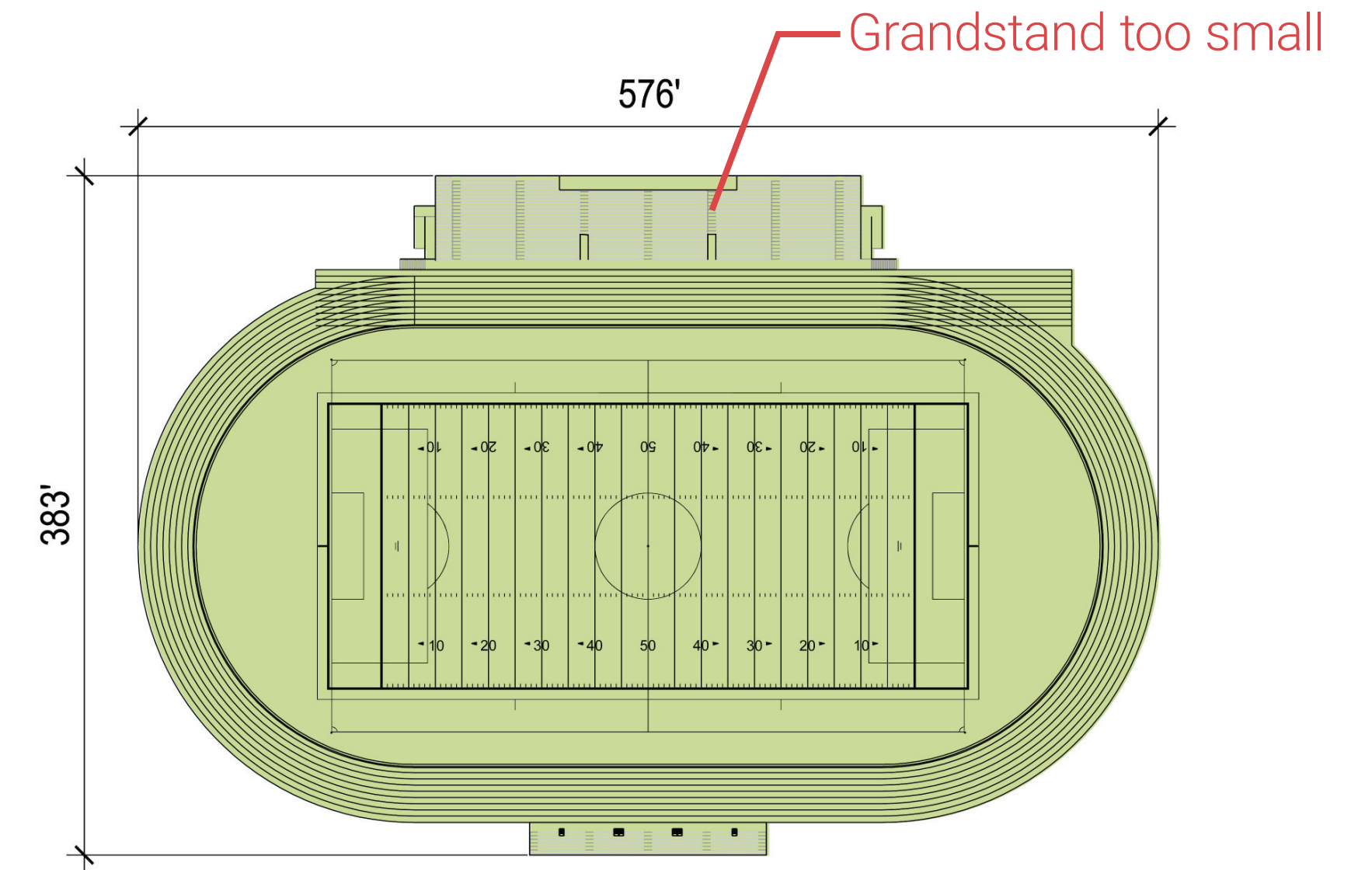


Track & Field / Football / Soccer

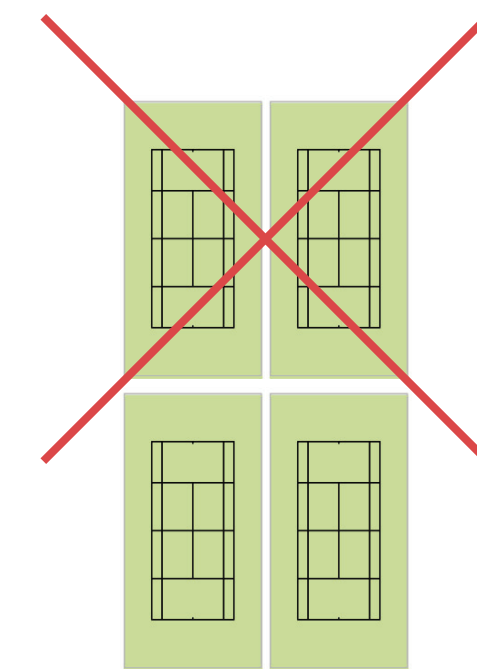
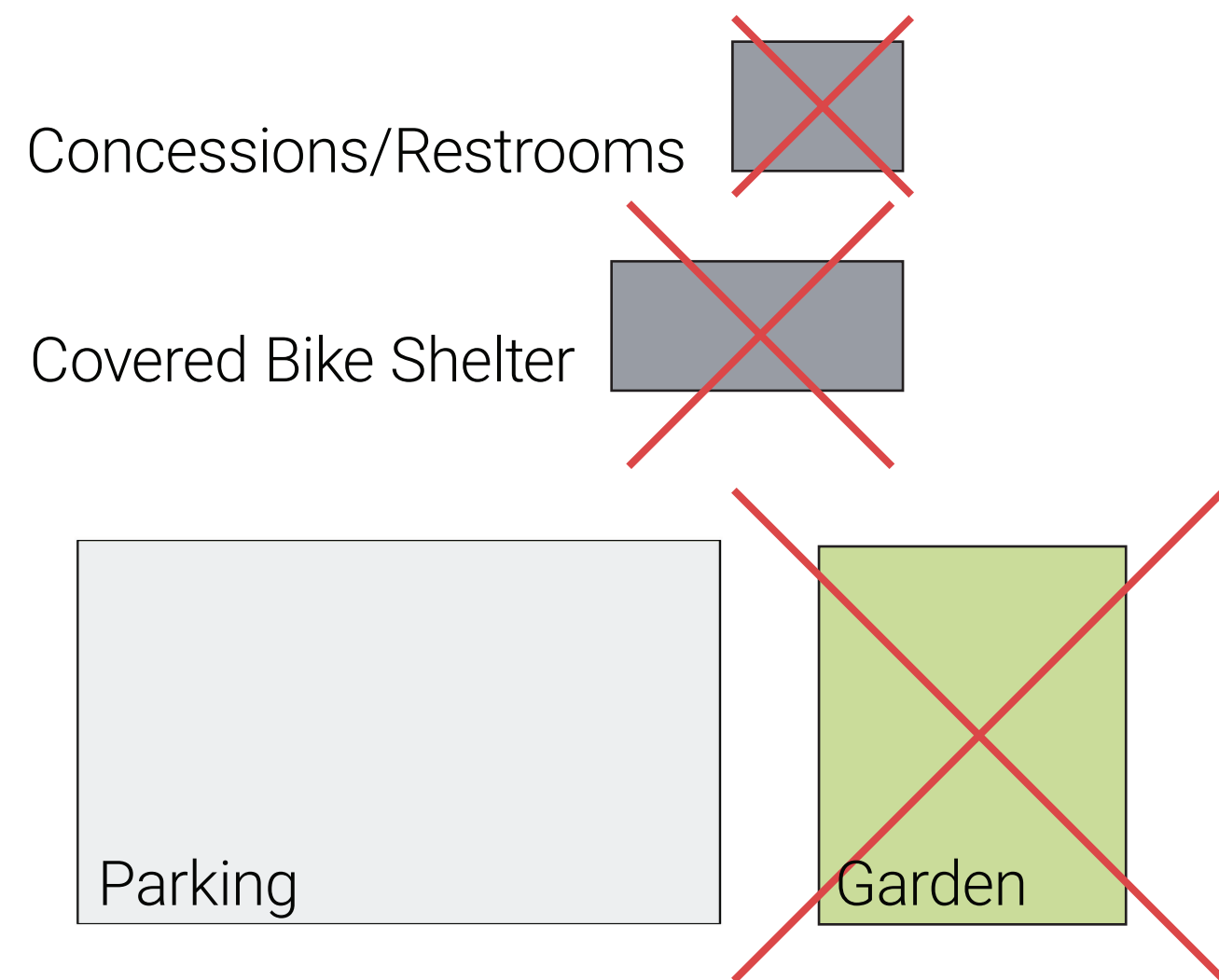
SITE PROGRAM ANALYSIS EXISTING JEFFERSON SITE PROGRAM

Ed Spec vs Existing Jefferson site program

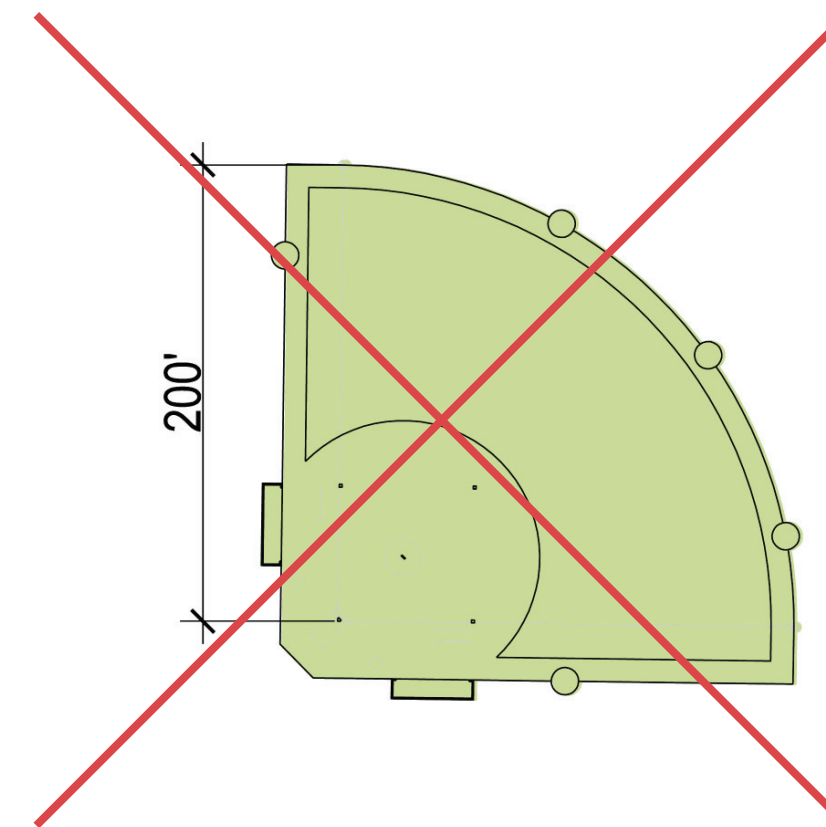
- (1) Track & Field / Football & soccer fields
- (1) Baseball field with dugouts
- ~~(1) Softball field with dugouts~~
- ~~(4-6) Tennis courts~~
- ~~(1) Grandstands at 1500 seats~~
- ~~(1) Concessions & restroom facilities~~
- ~~Teaching or community garden~~
- ~~Covered bicycle parking~~
- On-site vehicle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



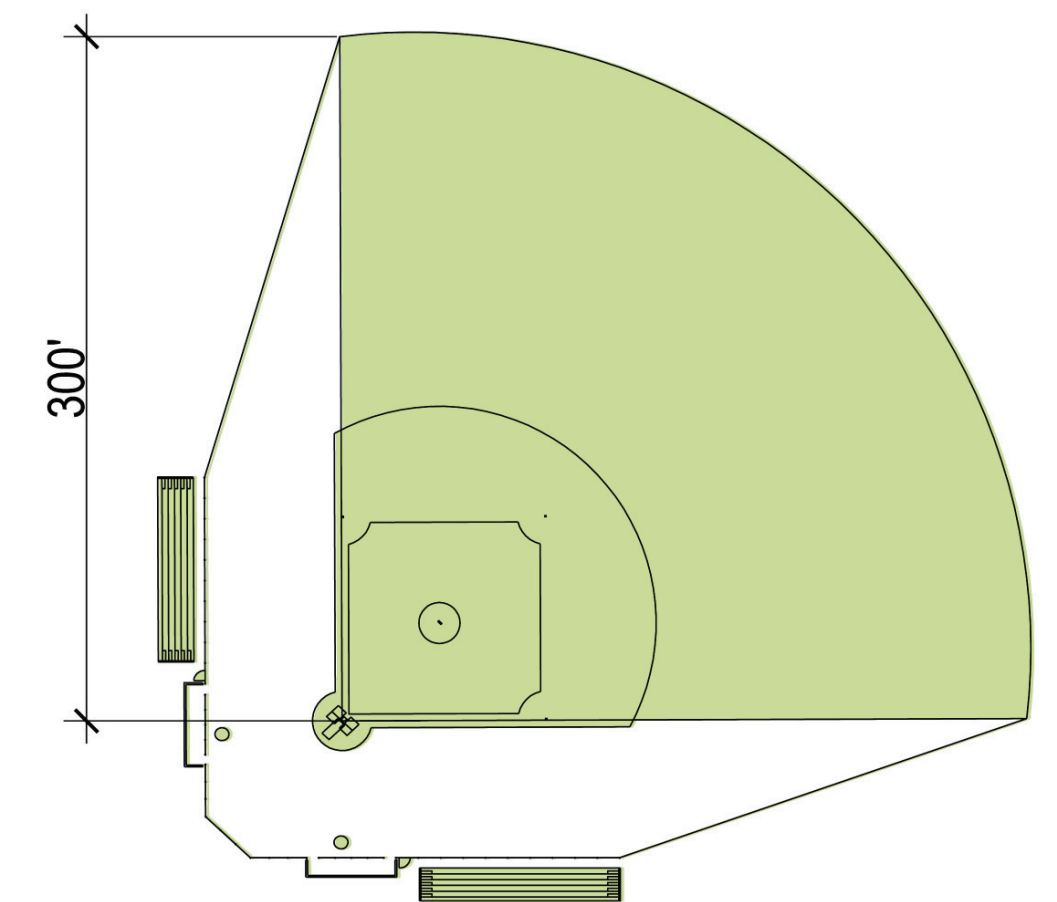
Track & Field / Football / Soccer



Tennis Courts



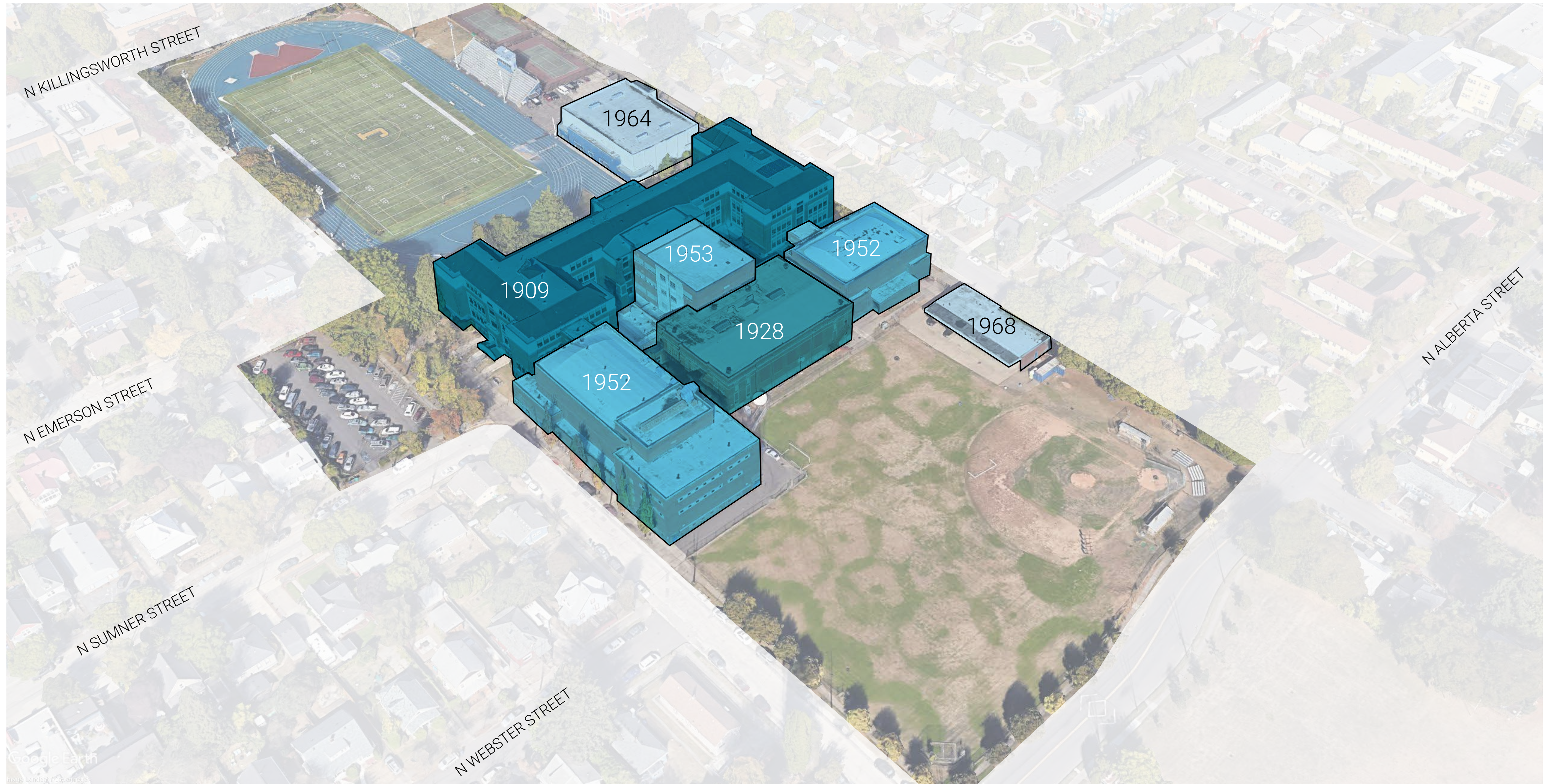
Softball Field



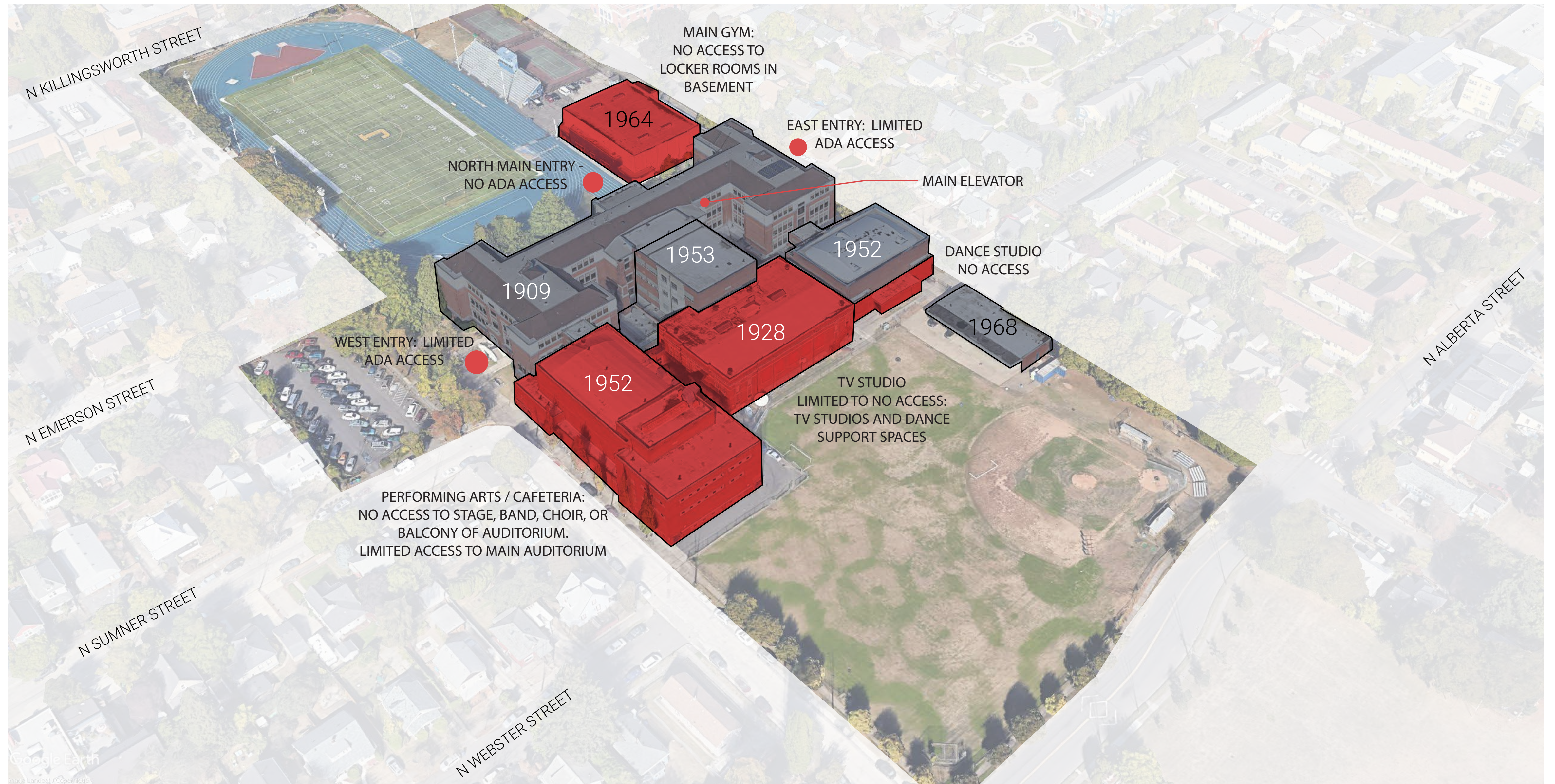
Baseball Field

BUILDING
PROGRAM & ANALYSIS

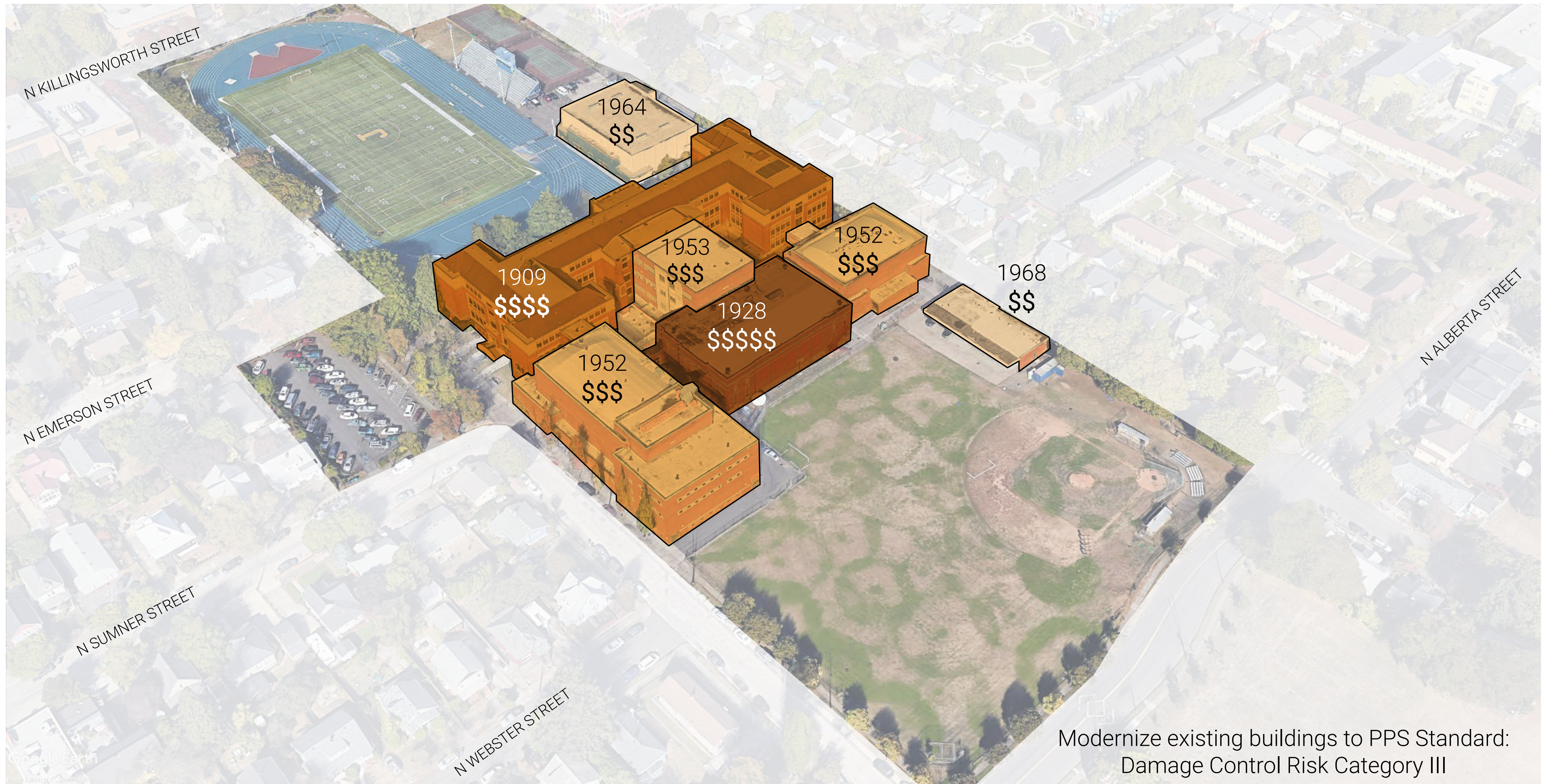
AERIAL VIEW FROM SOUTH WEST ADDITIONS



AERIAL VIEW FROM SOUTH WEST UNIVERSAL ACCESS



AERIAL VIEW FROM SOUTH WEST STRUCTURAL SEISMIC UPGRADES

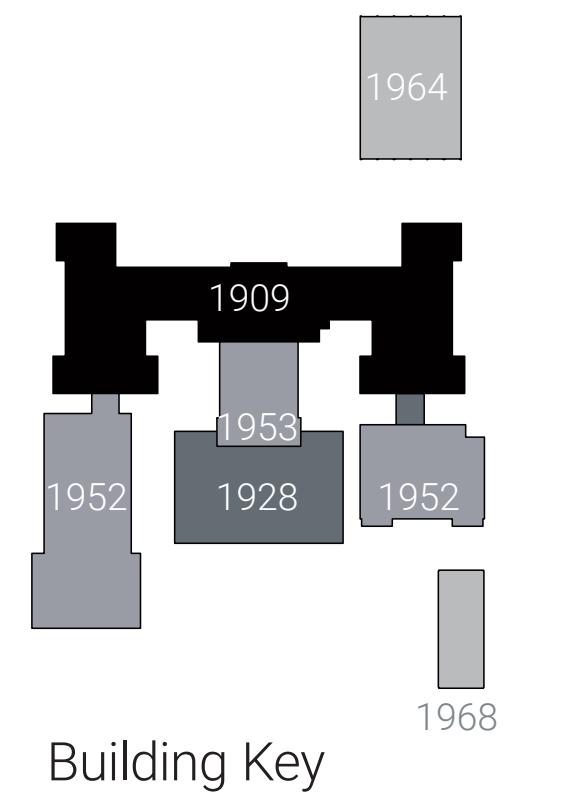
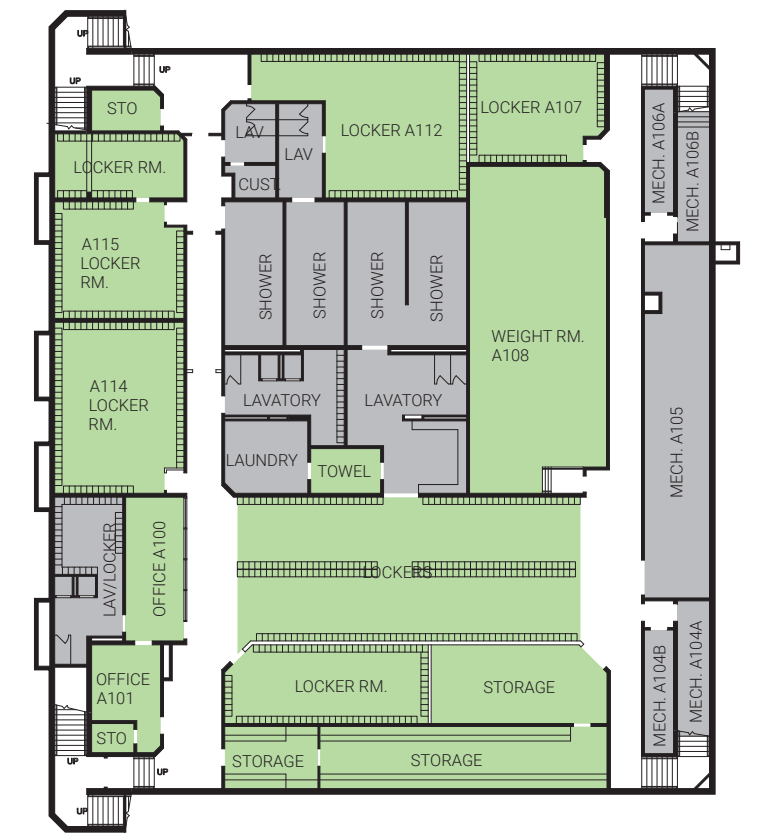


Modernize existing buildings to PPS Standard:
Damage Control Risk Category III

FLOOR PLANS PROGRAM ANALYSIS

BASEMENT (A FLOOR)

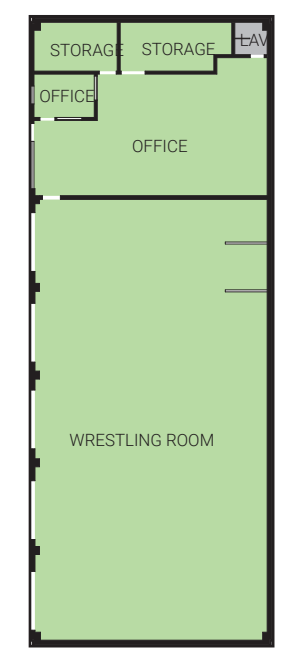
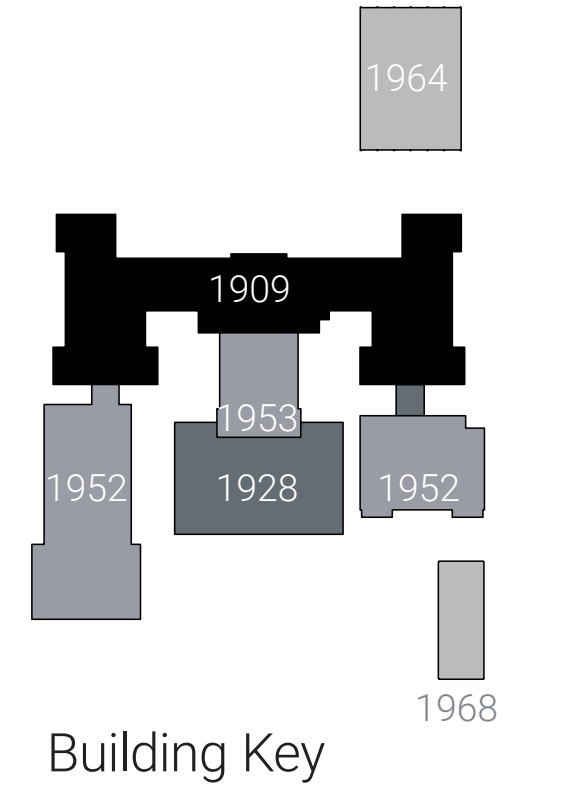
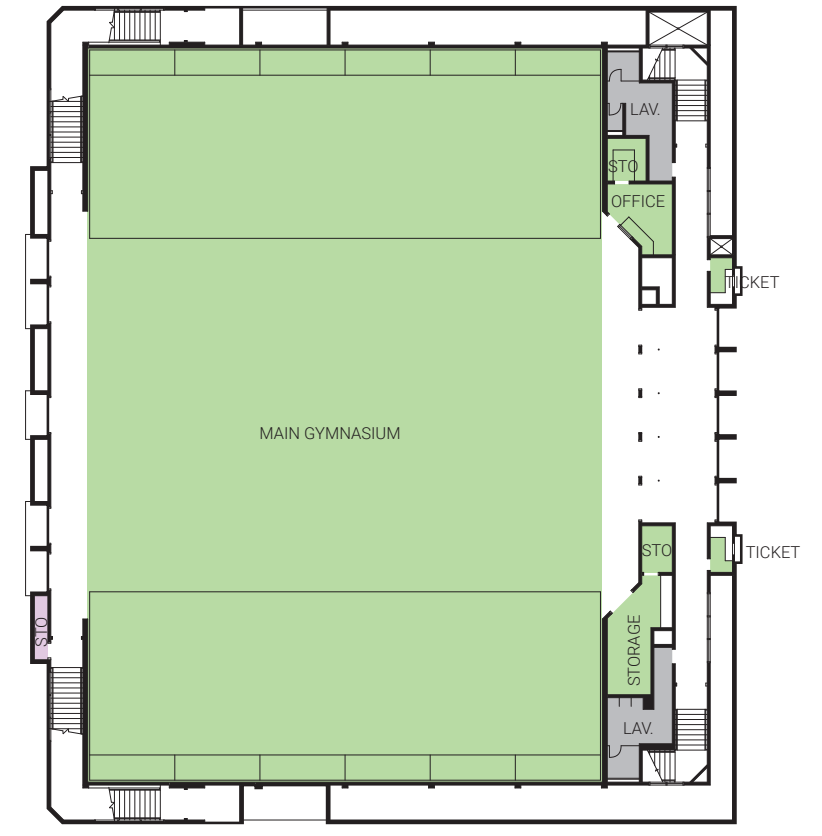
- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES



FLOOR PLANS PROGRAM ANALYSIS

FIRST FLOOR (B FLOOR)

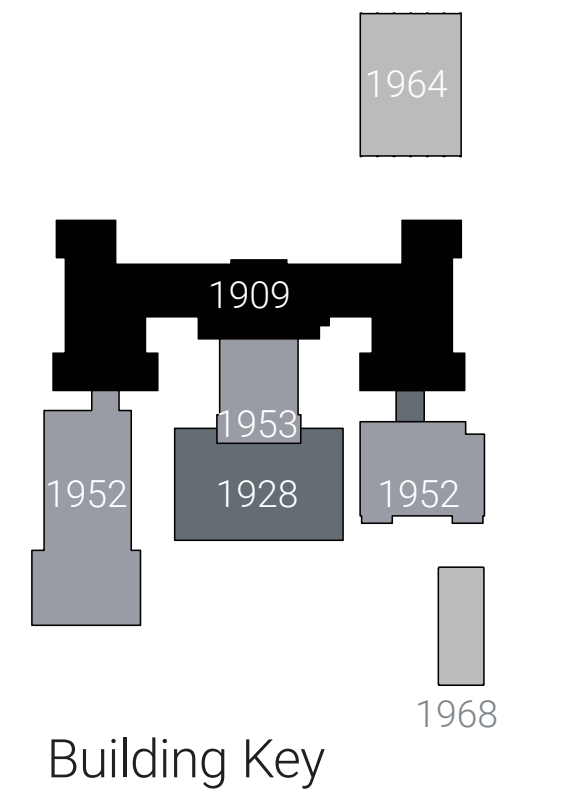
- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES



FLOOR PLANS PROGRAM ANALYSIS

SECOND FLOOR (C FLOOR)

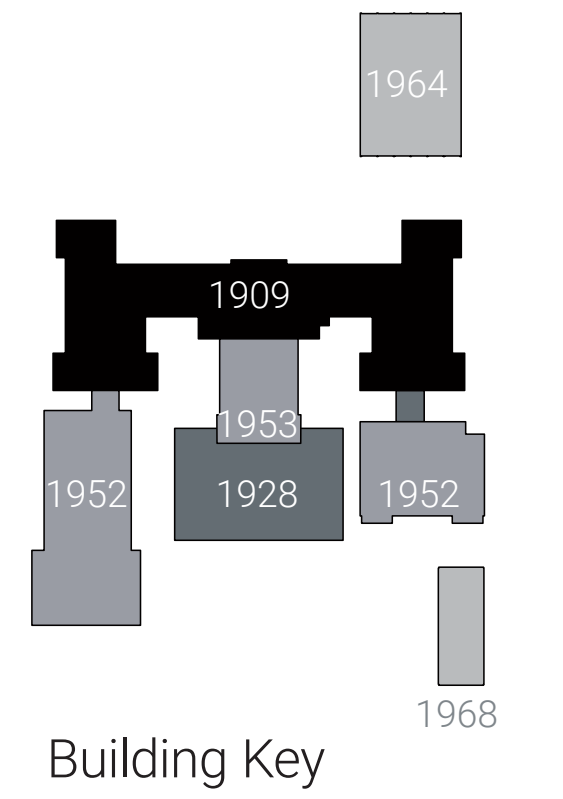
- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES



FLOOR PLANS PROGRAM ANALYSIS

THIRD FLOOR (D FLOOR)

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



Building Key

PROGRAM EDUCATIONAL SPECIFICATION & JEFFERSON



Education Specifications (Comprehensive High Schools)



Portland Public Schools | Portland, Oregon
Revised September, 2017

Facilities (after the modernization of Franklin, Grant, and Roosevelt high schools) have changed over that time, teachers have made use of the space available to them. Spaces for teaching to occur in the 21st century while providing flexibility to adapt to

Ed Specs specify a number of spaces not currently seen in District high schools (e.g., wrap around services (including dedicated classrooms), auxiliary gym, provision for wrap around services) to deliver educational project and design teams should discuss with the Office of Teaching and Learning during development process. The design process should note variations from the area program and

Modernized high school needs to consider the area program for comprehensive high schools to meet the program needs of each high school. The discussion below provides an overview of development process. The design process should note variations from the area program and

Quantity and size of spaces within a comprehensive high school needed to deliver the District to meet the program needs of each high school. The use of 1,700 students as the target enrollment for the Ed Spec is based on the "planning" of Education Resolution No. 4840 and factors in the current District-wide credit load taken by comprehensive high schools. Application of the area program applies to the new construction and

Design strives to provide parity of program at each comprehensive high school, however variability in student enrollment and programming between District comprehensive high schools. The area program is meant to provide district-wide parity of the elements of the area program to suit the needs of each individual school.

Identifies the number and size of required spaces, these numbers will and should be adapted to constraints as well as program needs. The area program is meant to provide district-wide parity of high school curriculum and should be seen as a point of departure for design teams of comprehensive high schools. It is expected that room sizes, adjacencies, and layout constraints of existing buildings.

Preferred and Optional spaces in the area program should be provided or a demonstration of how preferred spaces may be met. The number and type of instructional spaces may be altered depending on the overall area for a category of spaces (e.g. general education classrooms) but remain the same.

Spaces in the area program are identified as preferred or optional. Preferred areas state the number and type of instructional spaces may be altered depending on the overall area for a category of spaces (e.g. general education classrooms) but remain the same. Optional spaces identified in the area program are identified as preferred or optional. Preferred areas state the number and type of instructional spaces may be altered depending on the overall area for a category of spaces (e.g. general education classrooms) but remain the same.

Including preferred and optional spaces in the area program is to provide flexibility (greater) than the identified required areas. Optional spaces are identified should the preferred and/or optional spaces within the design process needs to be done within the context of the area program. These spaces are not part of the overall required area and should be considered into the program for each school as site, building and budget allow.

The area program contains recommendations for instructional and educational support spaces in the academic program. Instructional spaces include, but are not limited to:

- General education classrooms,

PORTLAND PUBLIC SCHOOLS | PORTLAND, OREGON
EDUCATION SPECIFICATIONS (COMPREHENSIVE HIGH SCHOOLS)

- Labs
- Art room(s)
- Music and theater spaces
- Gymnasium(s)
- Career preparation
- Electives

- Educational support areas include, but are not limited to:
- Computer labs
 - Library/Media center
 - Office areas
 - Kitchen and student commons (cafeteria)
 - Custodial areas

Teacher planning/collaboration areas provide teaching staff with office space for lesson preparation and/or collaboration with peers. The use of teacher planning/collaboration areas also allow classrooms to be shared by more than one teacher over the course of a teaching day. Installation of these spaces is optional, however the general requirements and functions of these spaces as identified in the room information sheets should be thoroughly explored and captured during the master planning and/or schematic design of each modernization project. The size and location of these areas should allow their conversion to classrooms over time when enrollment or school program requires it. The shared use of labs and specialty classrooms needs to be determined on a school by case basis. Shared use of instructional spaces need to ensure all teachers have storage for and access to instructional and classroom materials within the instructional space.

Computer labs are identified as both educational support spaces and specialty classrooms. Non-specialized computer labs provide student and teachers access to technology in support of core academic programs. Specialized computer labs provide technology access and support for career preparation or elective courses that require specialized hardware or software beyond the requirements of core program requirements.

The complete academic program offerings for comprehensive high schools will vary from school to school based on student interest. District identified programs of study for career technical education (CTE), staffing ratios and the average number of credits taken by students. The number of general education and specialized classrooms to meet core program requirements is based on a typical classroom allocation for 1,700 students. The number of classrooms devoted to each subject within the core academic program will vary from school to school. However, the total number of general education and specialized classrooms identified should remain within the total area specified within the area program.

The room data sheets describe the requirements, functions, relationships, equipment and size for each space. The information provided in the room data sheets should be used in conjunction with the District's Design Guidelines and Standards which provide a greater level of detail for the mechanical, electrical, plumbing, and communication requirements for new construction.

Partner/Community Use and Wrap-Around Service Providers This portion of the area program outlines the spaces requirements of community and partner organizations in comprehensive high schools as well as the needs of wrap around service providers. The tier levels shown in this portion of the area program refer to a process to be used during the master planning process for each school undergoing capital bond work to determine how much space to provide for partners and service providers in each school. See Appendix B for more details on this process.

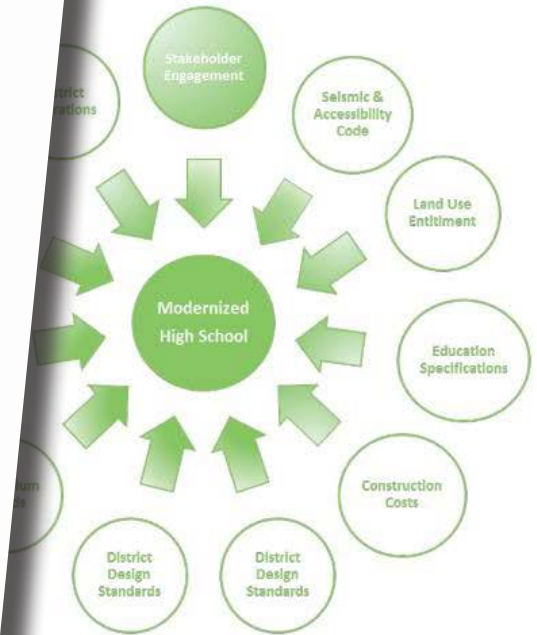
PORTLAND PUBLIC SCHOOLS | PORTLAND, OREGON
EDUCATION SPECIFICATIONS (COMPREHENSIVE HIGH SCHOOLS)

STAKEHOLDER ENGAGEMENT PLAN

Introduction
The modernization of a high school campus is a unique opportunity to identify how building design can best support current and future teaching and learning. Participation in the design of a modernized high school process should be seen as more than an opportunity to change paint colors and finishes. It is an opportunity to envision different teaching methods, explore potential collaboration opportunities, community uses and use the construction process as an educational opportunity.

Purpose
The modernization of PPS high schools will be accomplished with a robust stakeholder engagement process that will consult and inform stakeholders throughout the design process as well as building users during the pre and post occupancy of modernized school buildings. The stakeholder planning process outline below provides design teams with guidance on the development of stakeholder engagement processes for modernization projects and expectations for the roles, conduct and level of engagement of stakeholders.

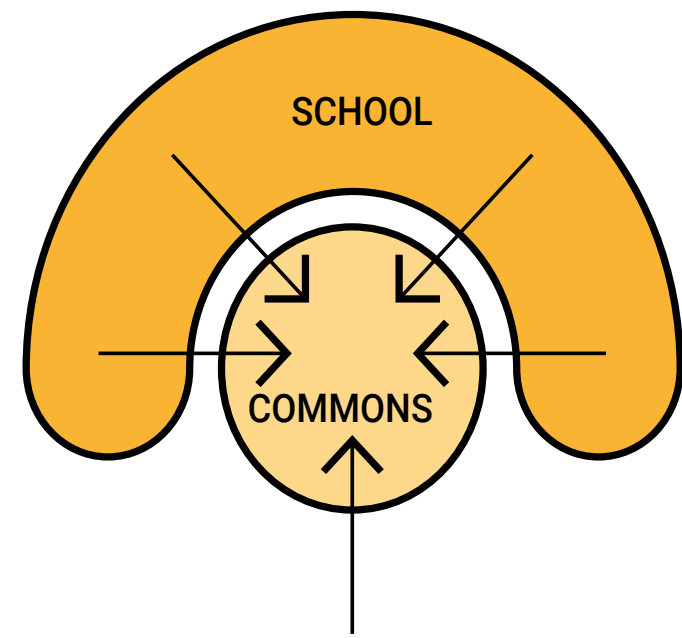
Stakeholder input will advise District staff and the design team in the building design, recognize that there are many factors that influence what ultimately gets built in a renovated school. An understanding of how and why feedback can or cannot be incorporated into a modernized school must balance a number of factors (see below).



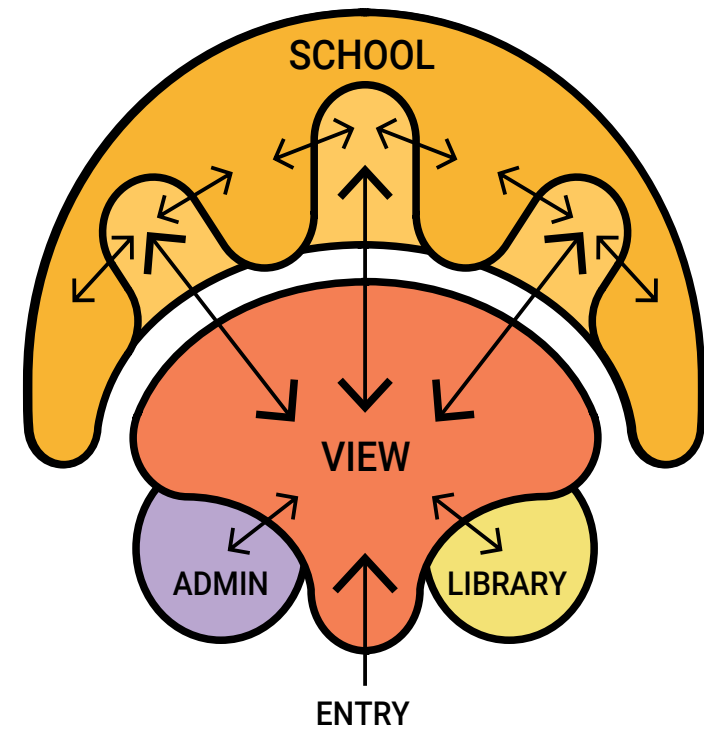
Stakeholder engagement processes should continue after the work of stakeholder groups conclude. As the details of the design are evaluated, it is quite likely there will be elements of the building design that are input into the design.

A stakeholder engagement process should be developed for every stakeholder group involved in providing input into the design process. The stakeholder engagement process described below provides a framework for the development of the stakeholder engagement process for school modernization project.

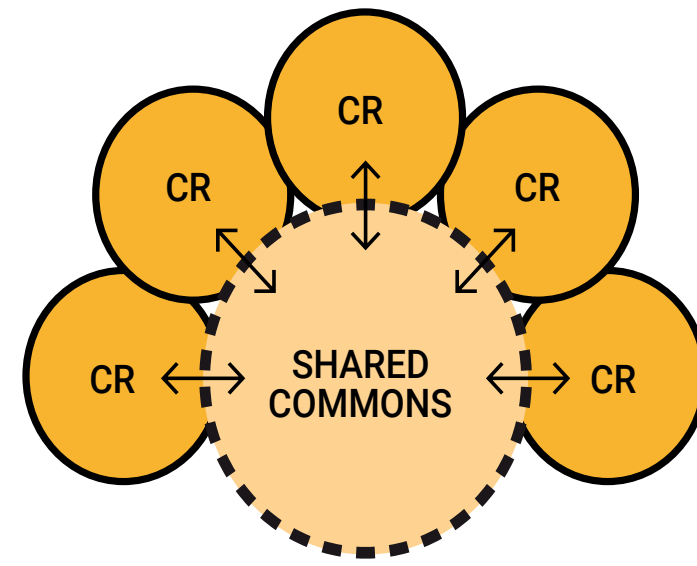
PPS HIGH SCHOOL PLANNING PRINCIPLES 9/17 ED SPEC



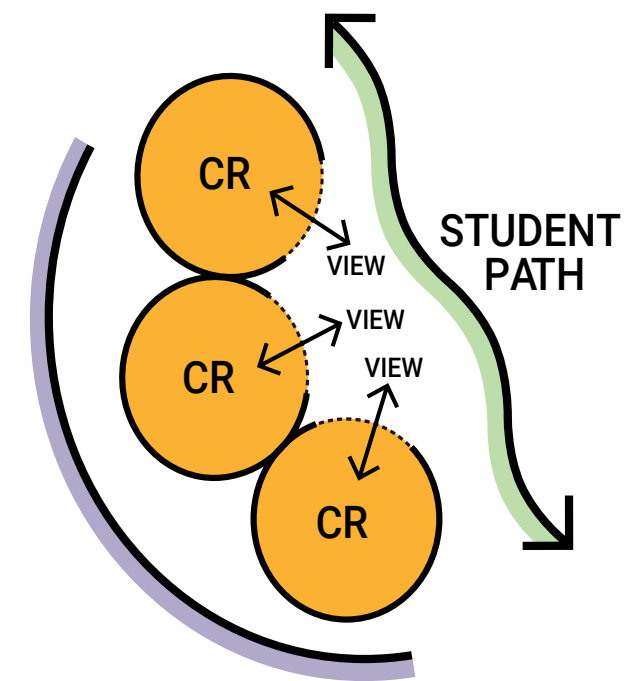
School Heart



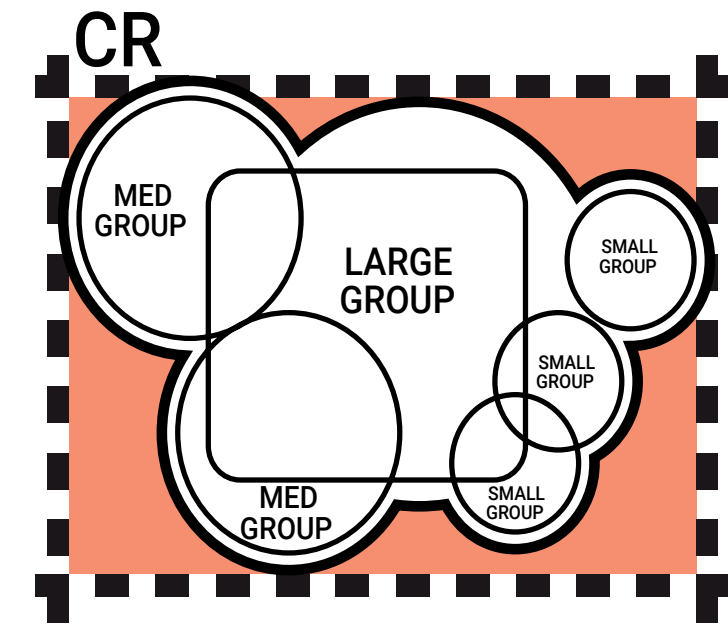
Viewable



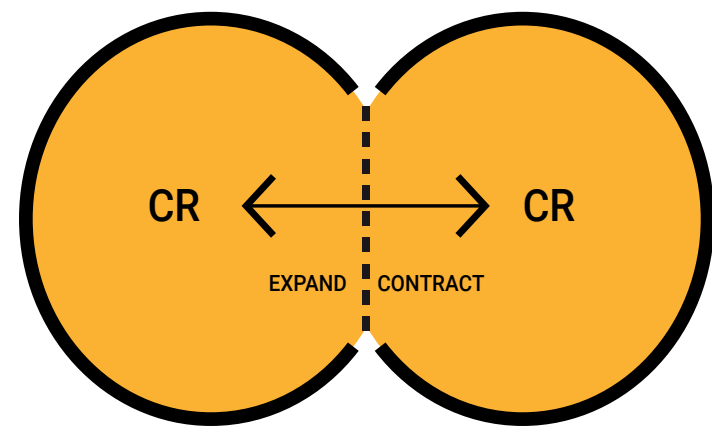
Learning Suite



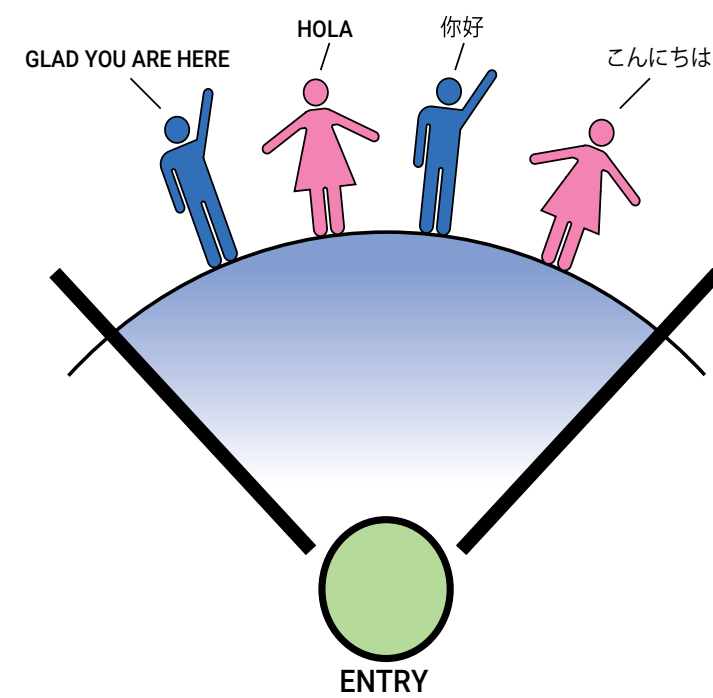
Transparent



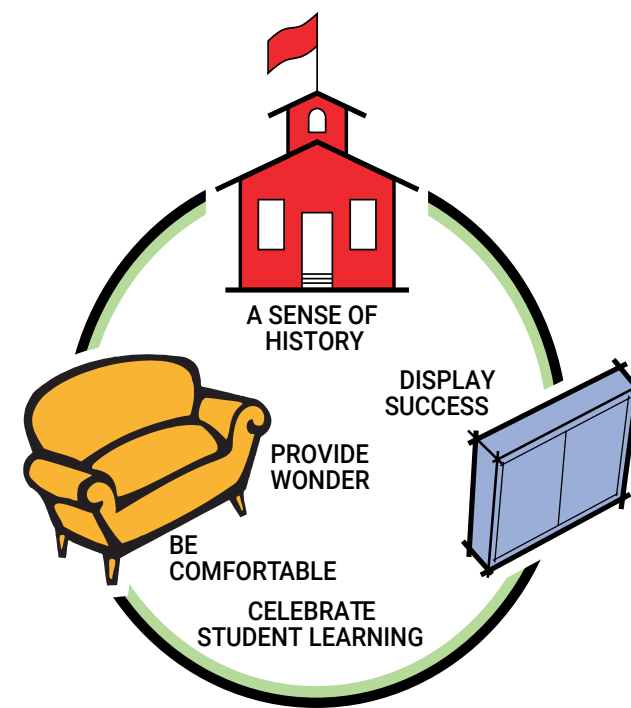
Variety



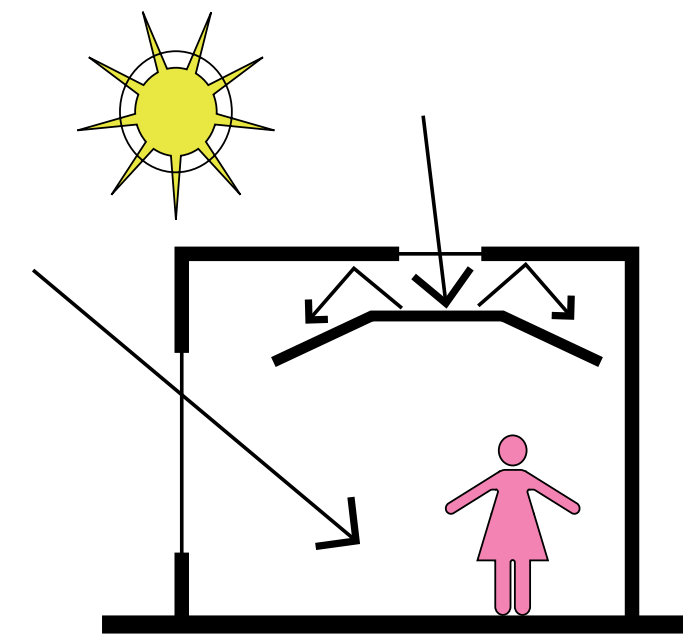
Flexible/Agile



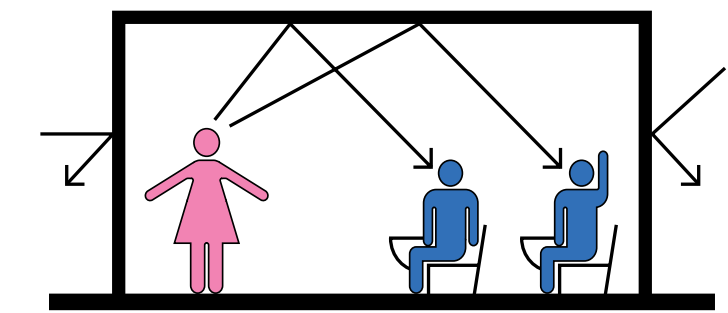
Entry



A School Should



Natural Light



Acoustics

PROGRAM EDUCATIONAL SPECIFICATION & JEFFERSON

PPS Comprehensive High School Area Program

SUMMARY

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

PROGRAM EDUCATIONAL SPECIFICATION & JEFFERSON

PPS Comprehensive High School Area Program

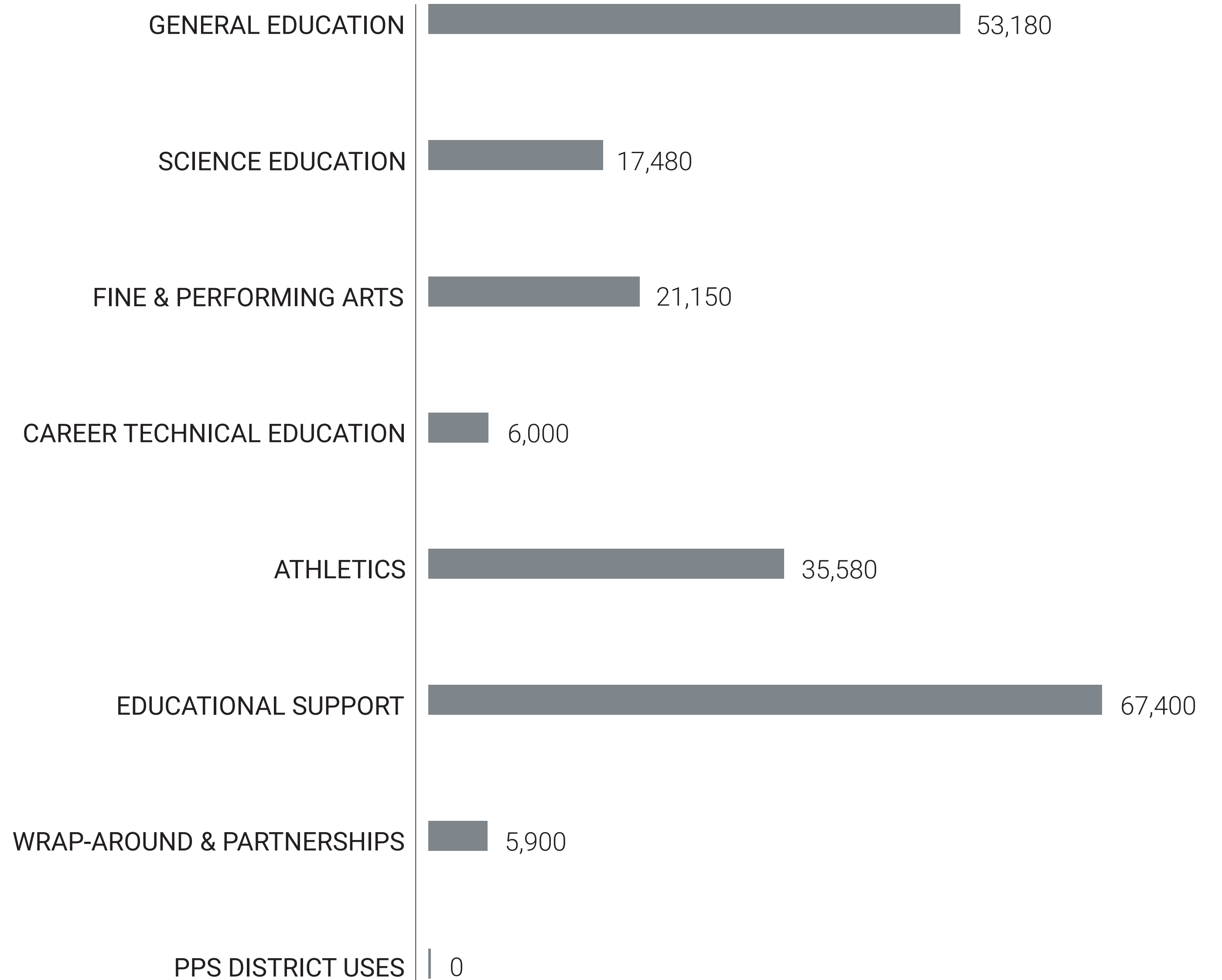
SUMMARY

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Jefferson High School Area

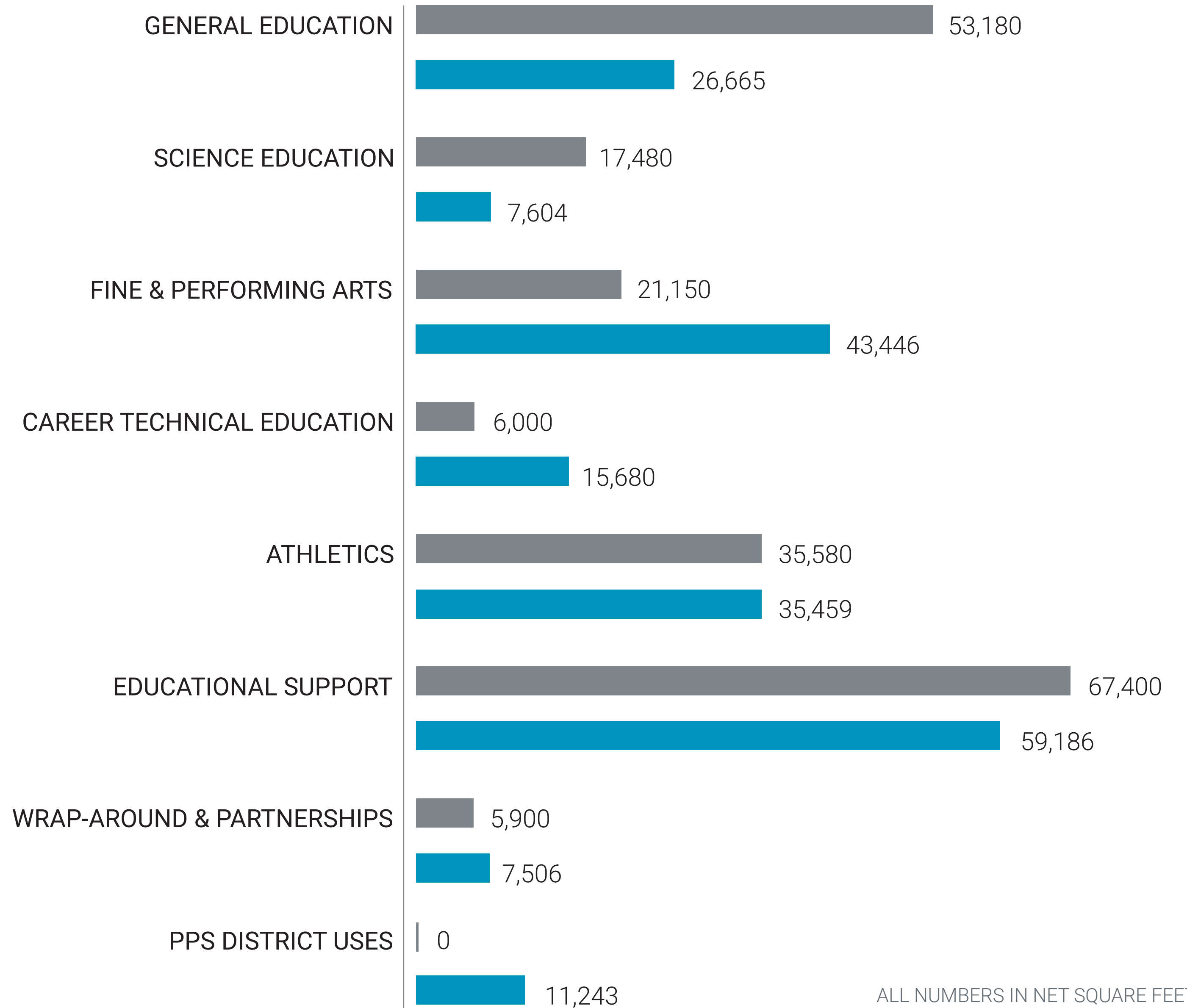
MEASURED		
	Quantity	S.F. Total
	29	26,665
	7	7,604
	9	43,445
	1	15,580
	4	35,459
	6	59,186
	56	187,940
	?	7,506
		7,506
		11,243
NET AREA (measured)		206,689
Non-net area (measured)		111,732
TOTAL AREA (measured)		318,421

PROGRAM EDUCATIONAL SPECIFICATION



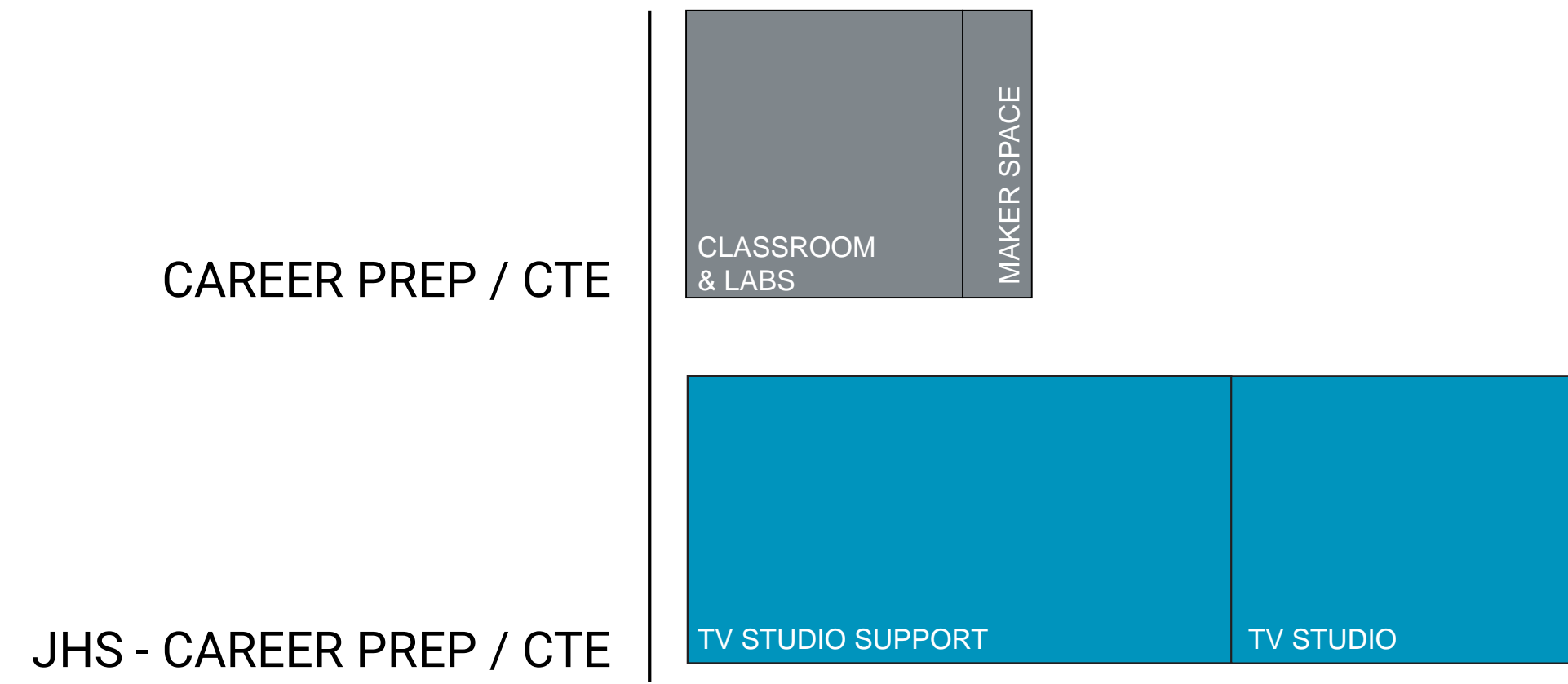
ALL NUMBERS IN NET SQUARE FEET AREA

PROGRAM ED SPEC COMPARED TO JEFFERSON HIGH SCHOOL



ALL NUMBERS IN NET SQUARE FEET AREA

PROGRAM ED SPEC COMPARED TO JEFFERSON HIGH SCHOOL



PROGRAM ED SPEC COMPARED TO JEFFERSON HIGH SCHOOL

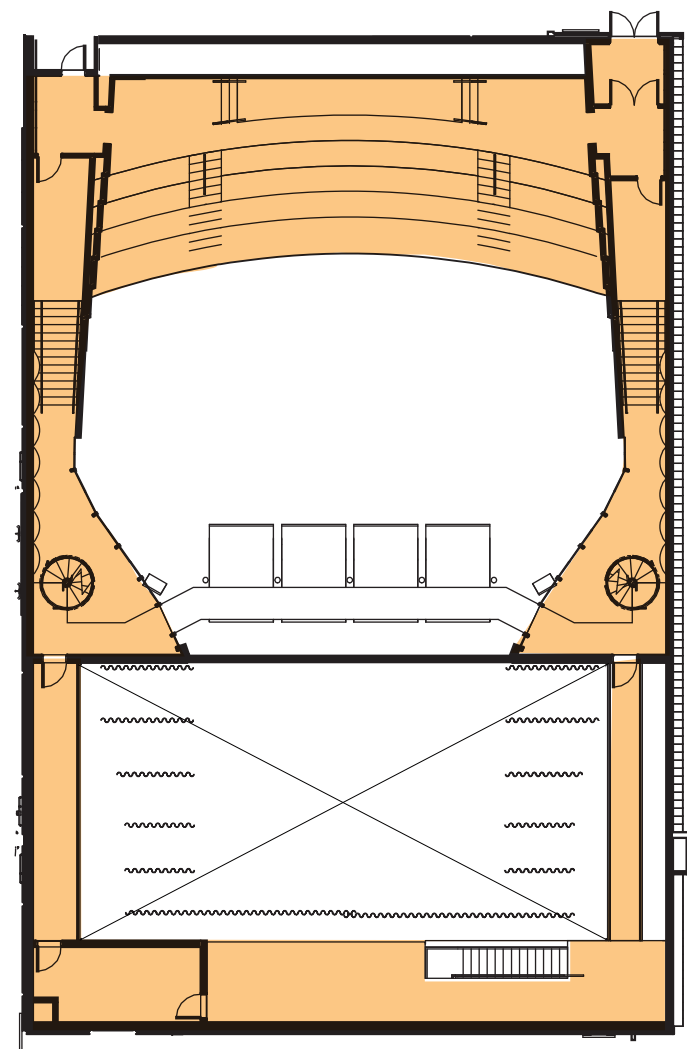
FINE & PERFORMING ARTS

THEATER	STAGE	BLACK BOX	PERFORMING ARTS SUPPORT	BAND	2D ART	3D ART	STO
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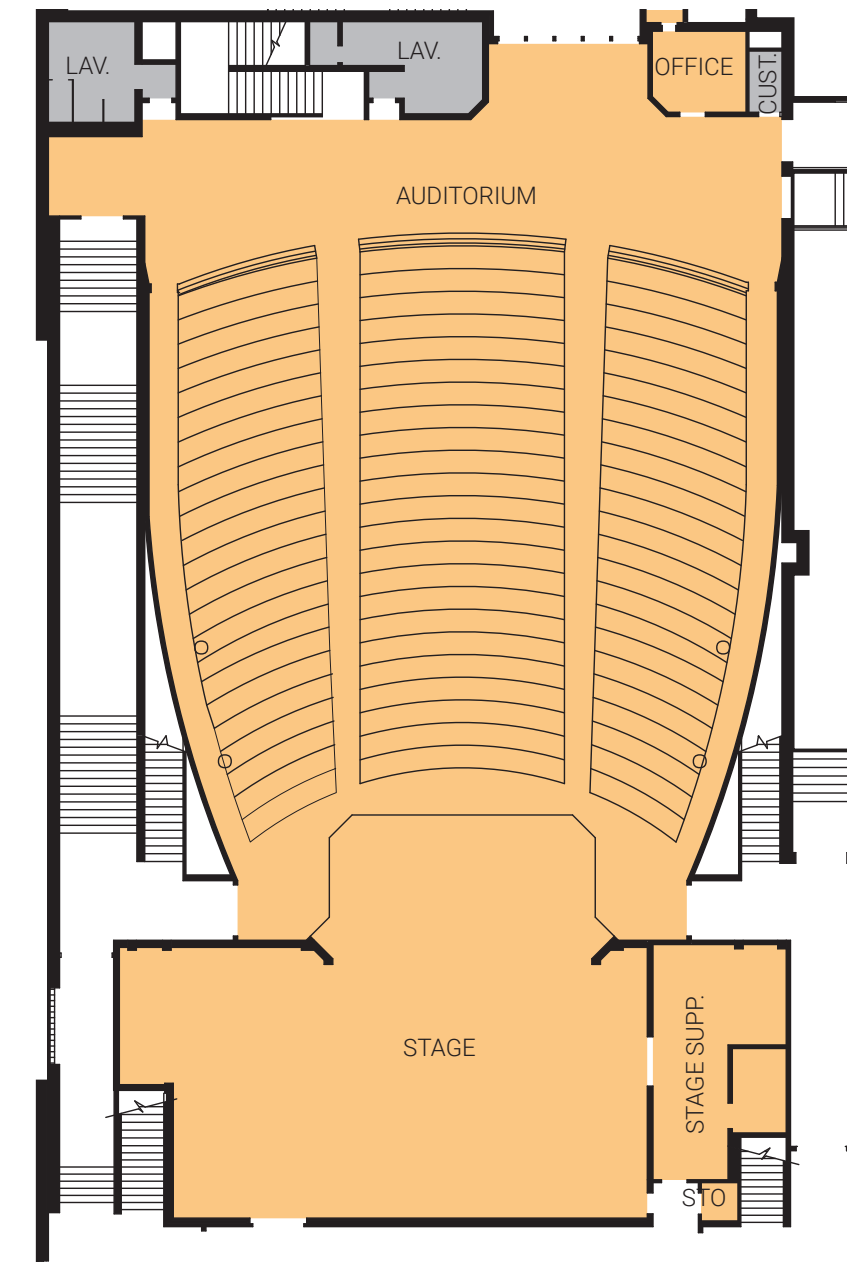
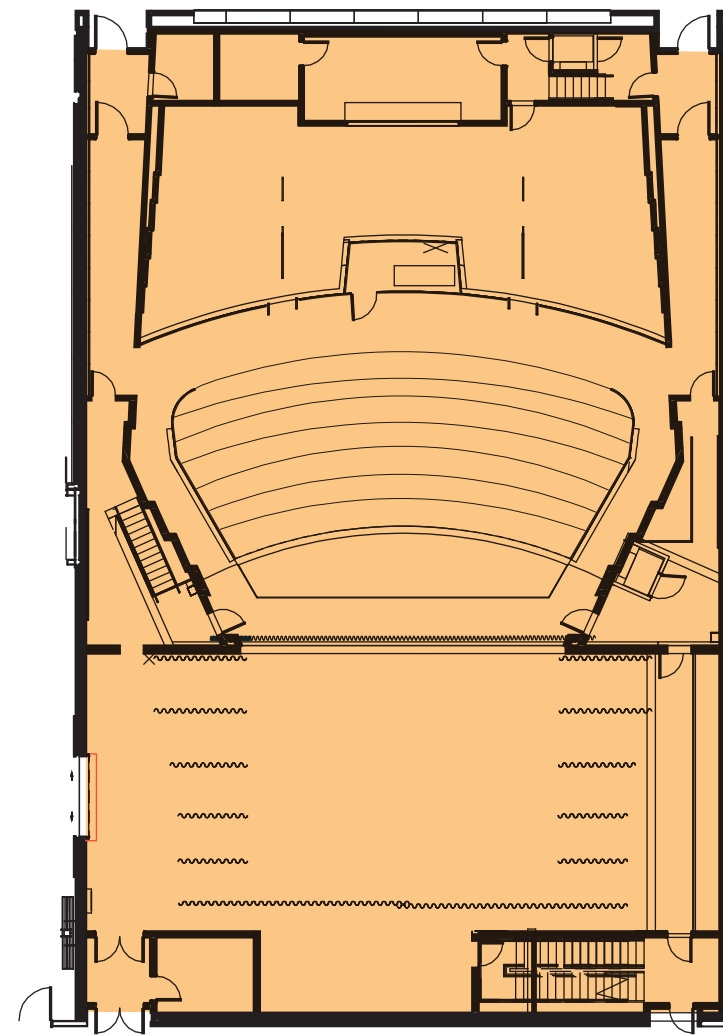
JHS - FINE & PERFORMING ARTS

THEATER	STAGE	DANCE STUDIO	COSTUME	LOCKER	PERFORMING ARTS SUPPORT	2D ART	3D ART	STORAGE	OFFICE	BAND	CHO- RAL RM
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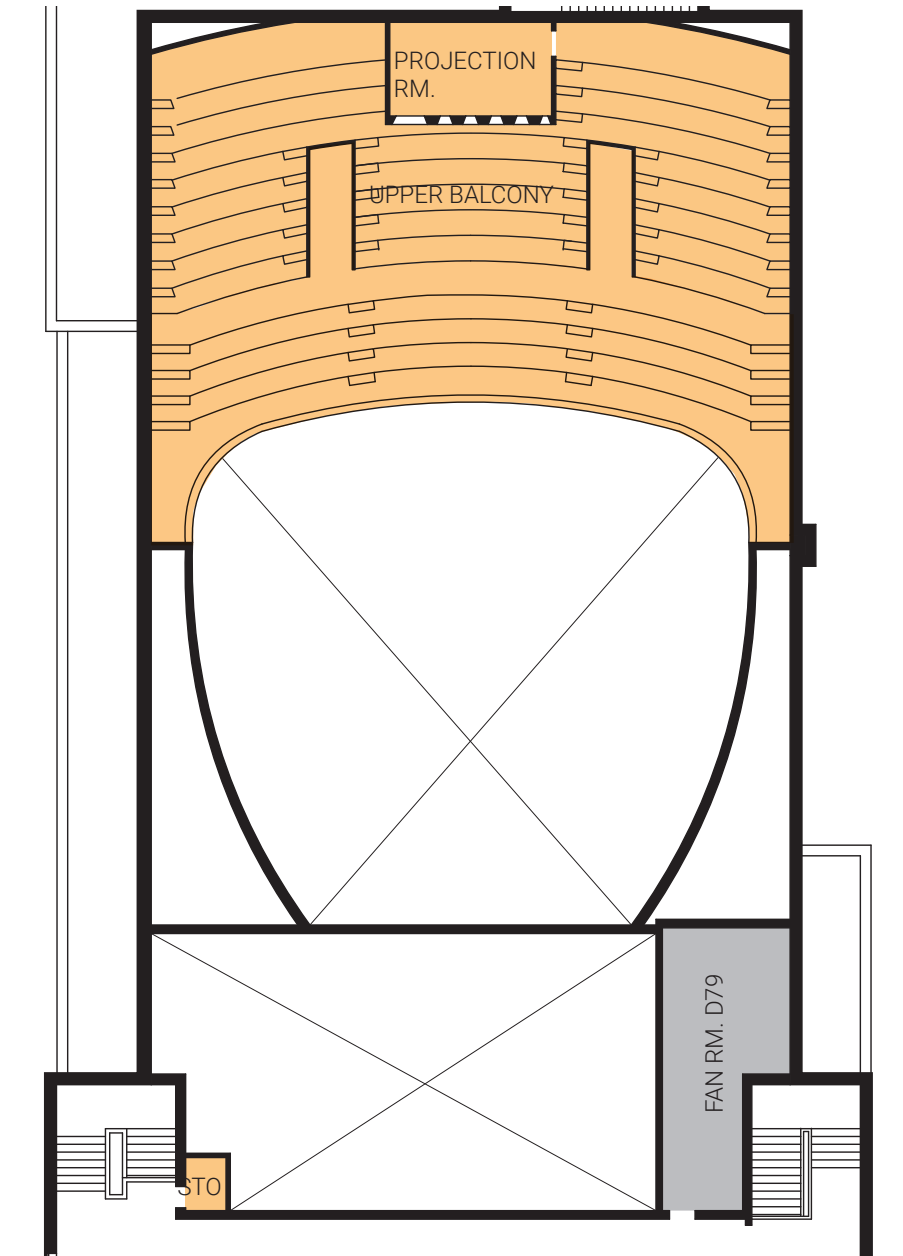
PROGRAM SIDE BY SIDE COMPARISON - AUDITORIUM



ED SPEC - 500 SEATS

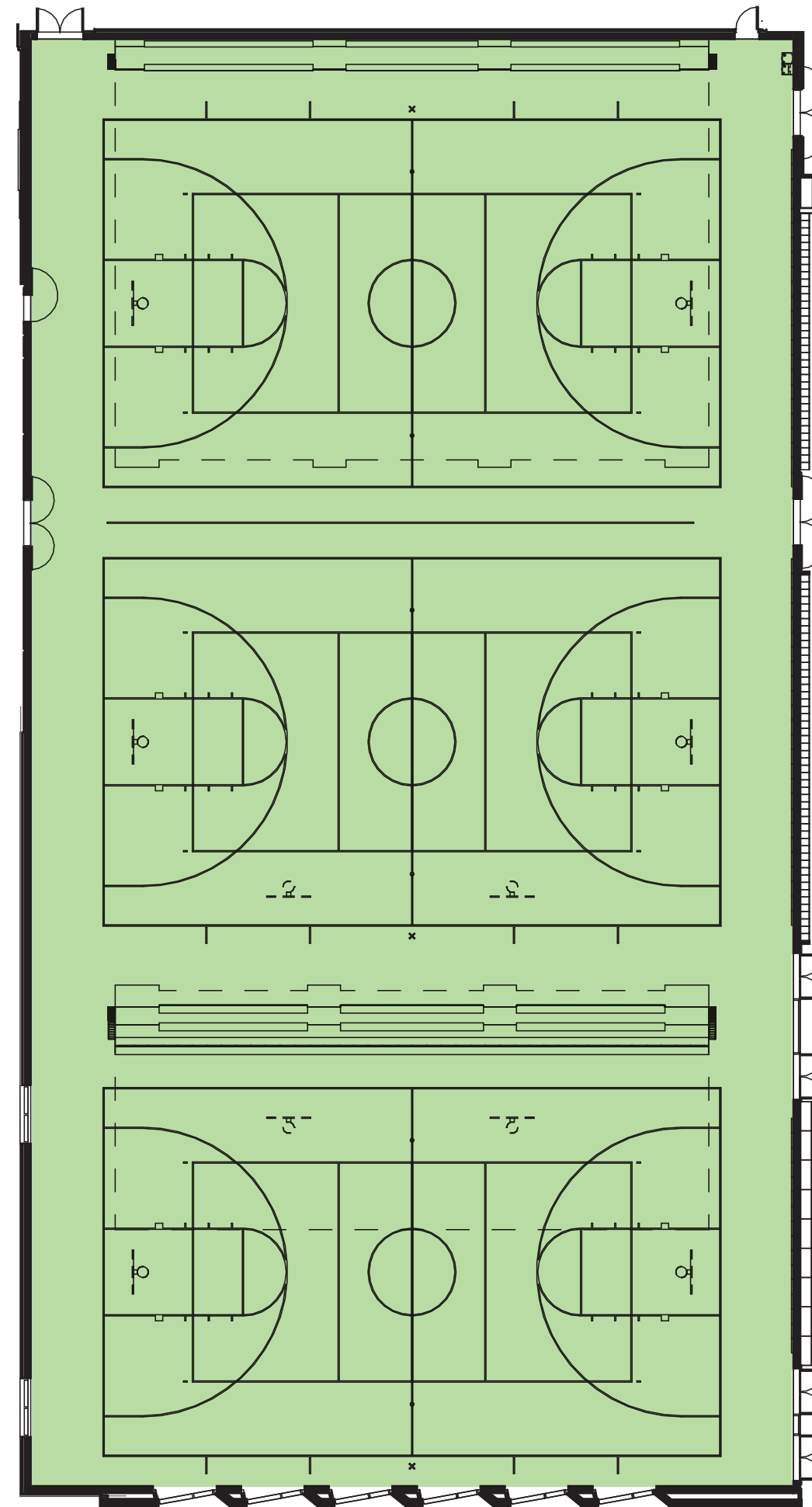


JHS - 1000+ SEATS



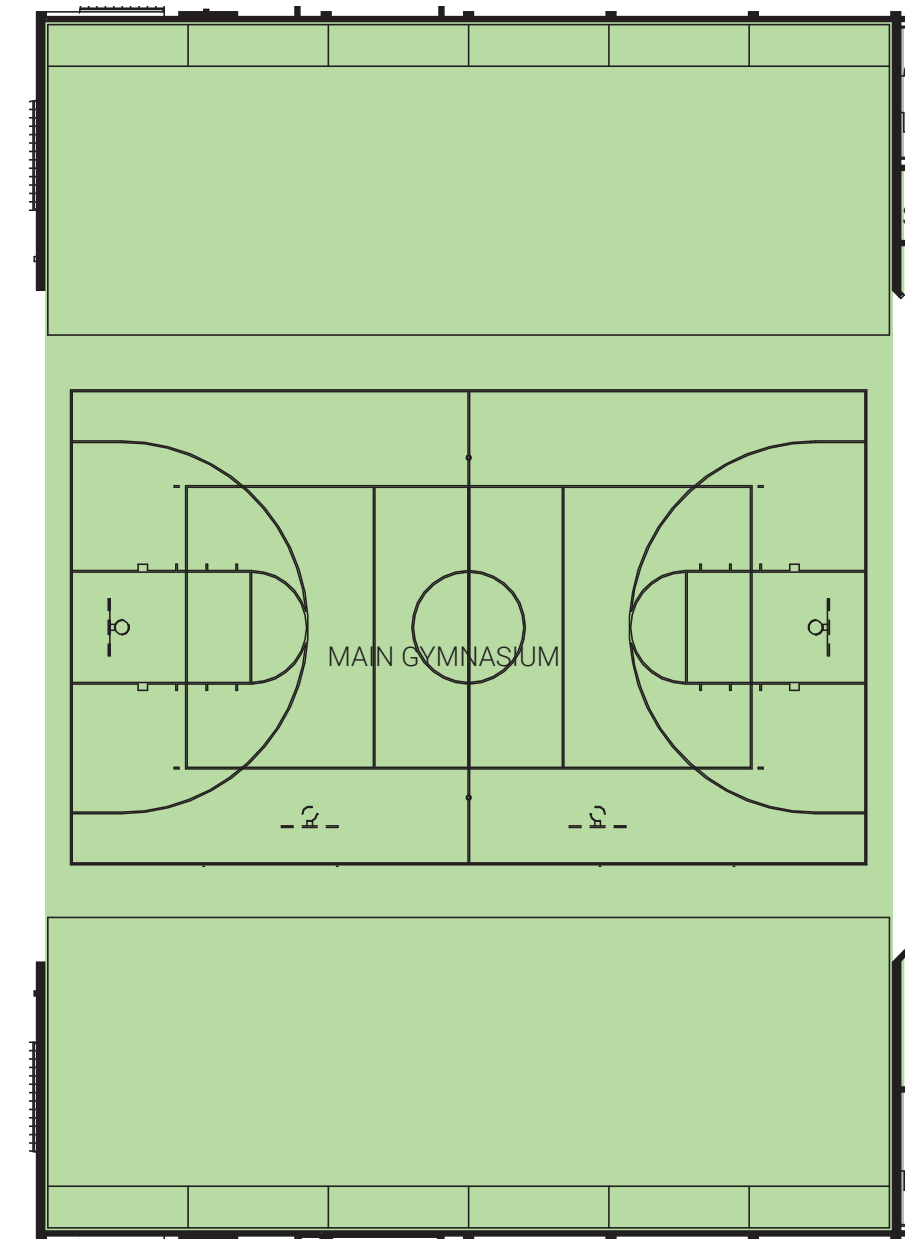
AUDITORIUM

PROGRAM SIDE BY SIDE COMPARISON - GYMNASIUM

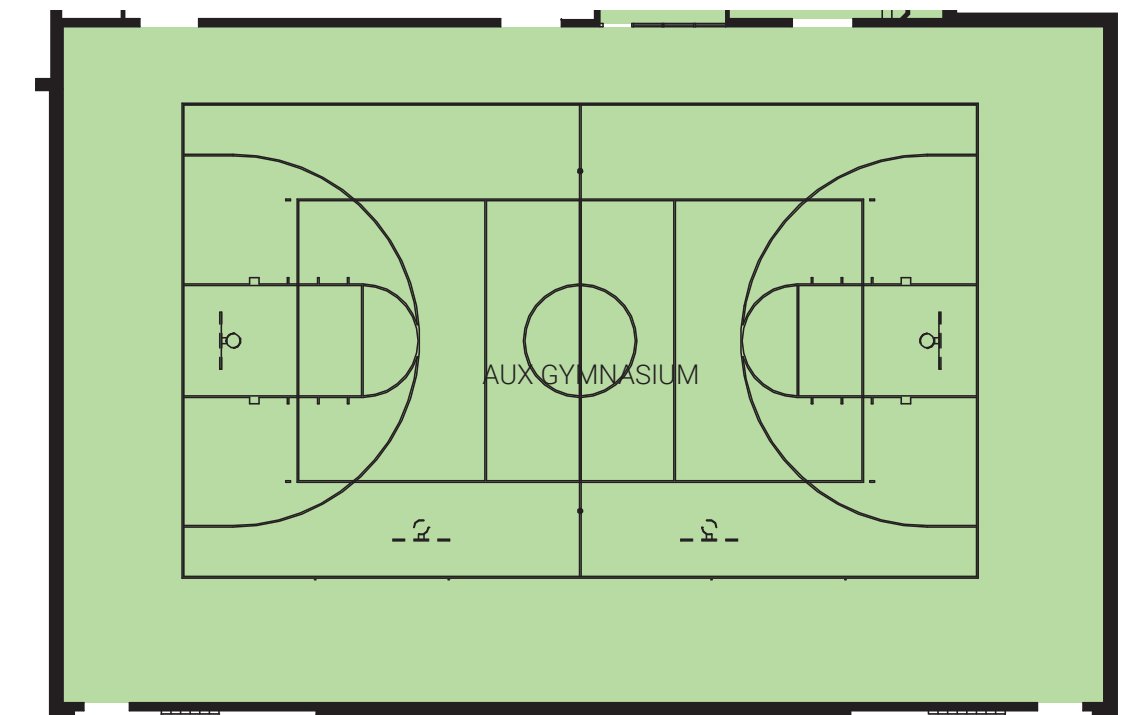


ED SPEC

MAIN GYM



AUX GYM



JHS

MAIN & AUX GYMS

ACTIVITY:
PRIORITIZING PROGRAM

ACTIVITY: PRIORITIZING PROGRAM

VIDEOGRAPHY / TV STUDIO



SELF ENHANCEMENT INC (SEI)



500 SEAT THEATER



1,000+ SEAT EXISTING THEATER



35 cards = 160 points

Pick ONE theater card

Select cards to build a program

Your goal: 135 Points

DANCE STUDIO



STUDIO



00

ELECTION

NEXT STEPS

CMPC Meeting #3

Concept Development

Thursday, November 7

PUBLIC COMMENTS?

THANK YOU