



JHS MODERNIZATION

Comprehensive Planning Committee

BORA

LEVER



Meeting 3: Site Planning Scenarios

Session 3.1 | August 24, 2022

Session 3.2 | September 7, 2022

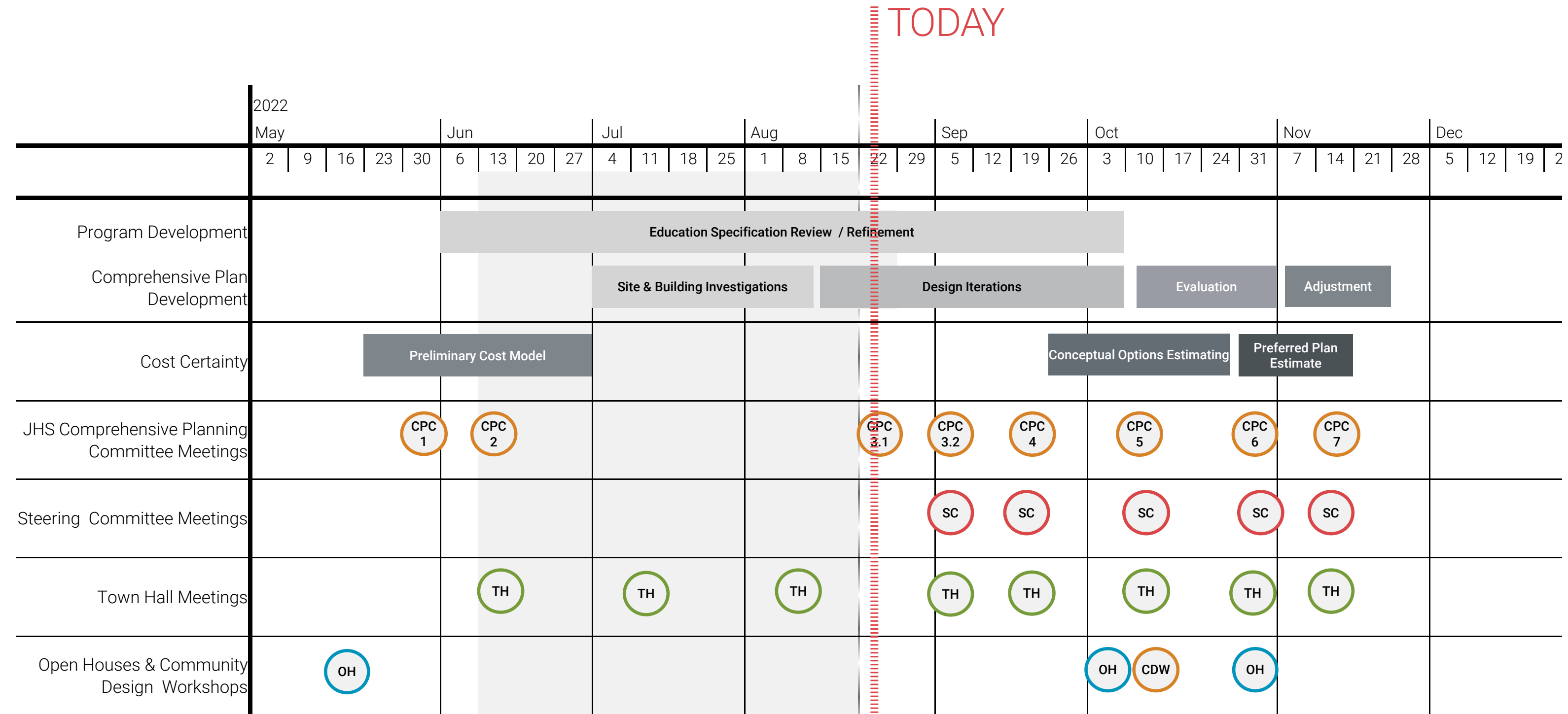
JHS COMPREHENSIVE PLANNING COMMITTEE PROCESS

Schedule of Meetings

Location: Jefferson High School - Library @ 6:30PM
Location subject to change check the website

Date	Topic
June 1	Process Overview, Design Justice Training
June 15	Vision/Mission/Goals
August 24	Site Plan Scenarios Session 1
September 7	Site Plan Scenarios Session 2
September 21	Program and Design Options
October 12	Multiple Massing Options
November 2	Three Massing Options
November 16	Cost Review/Selection

Updated 6-5-2022
schoolmodernization@pps.net
jhsbond@pps.net



HOLD THE DATE !!

COMMUNITY DESIGN WORKSHOP OCT 15

AGENDA

Welcome 5 mins

Arrival / Sign In / Food

CPC 2 Homework

Land Acknowledgement / Anti Oppression Statement 5 mins

Re-naming Process 5 mins

Chair/Co-Chair Roles 5 mins

Sustainability 15 mins

What does sustainability mean to you?

Community Engagement 15 mins

Engagement Roadmap Overview

Interactive Exercise: 45 mins

Key Drivers / Opportunities

Breakout Groups: Prioritize

Report Back

Break 10 mins

Interactive Exercise: 45 mins

Site Planning Scenarios

Breakout Groups: Evaluate

Report Back

Next Steps 5 mins

Homework - Educational Specifications for Comprehensive HS (Handout)

CPC 2 Homework: Reflection of JHS Mission Statement + Guiding Principles

- Summer Reading List:

[PPS Racial Educational Equity Policy](#)

[Portland Public Schools reImagined](#)

[Forward Together for Racial Equity, Inclusion and Excellence](#)

[PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy](#)

- Reflections on the Mission Statement + Guiding Principles

Discuss with your friends, family and communities.

Do you align with the statements?

Would you like to propose any changes to review with the group?

Is there anything missing that should be added?

Please submit feedback via Google Forms!



Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





Land Acknowledgement and Anti -Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.



10 mins

Re-naming Process

Chair and Co-Chair Roles

15 mins

Sustainability

What does sustainability
mean to you?

What is Sustainable Design?



Better Design
and
Broader Design

Zero-in On What Matters



An aerial photograph of rolling green hills, likely in the Philippines. The hills are covered in lush green vegetation and are characterized by their undulating, wave-like shapes. The lighting is soft, creating a range of green tones from vibrant lime to deep forest green. In the lower-middle section, a small group of people is visible walking along a ridge, providing a sense of scale to the vast landscape.

Informed and Intentional Decisions

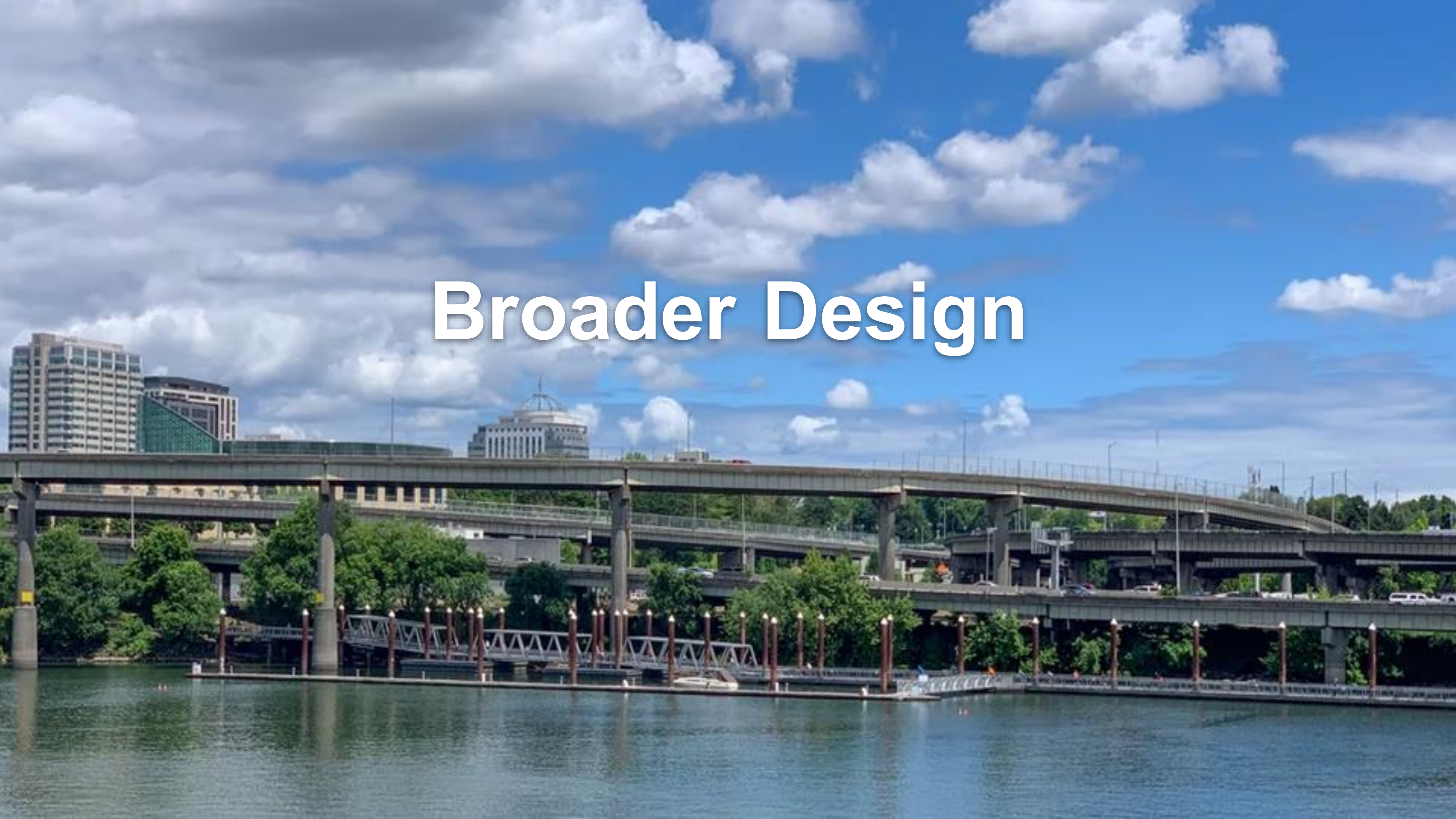
Anticipate the Unknown



Invest in People



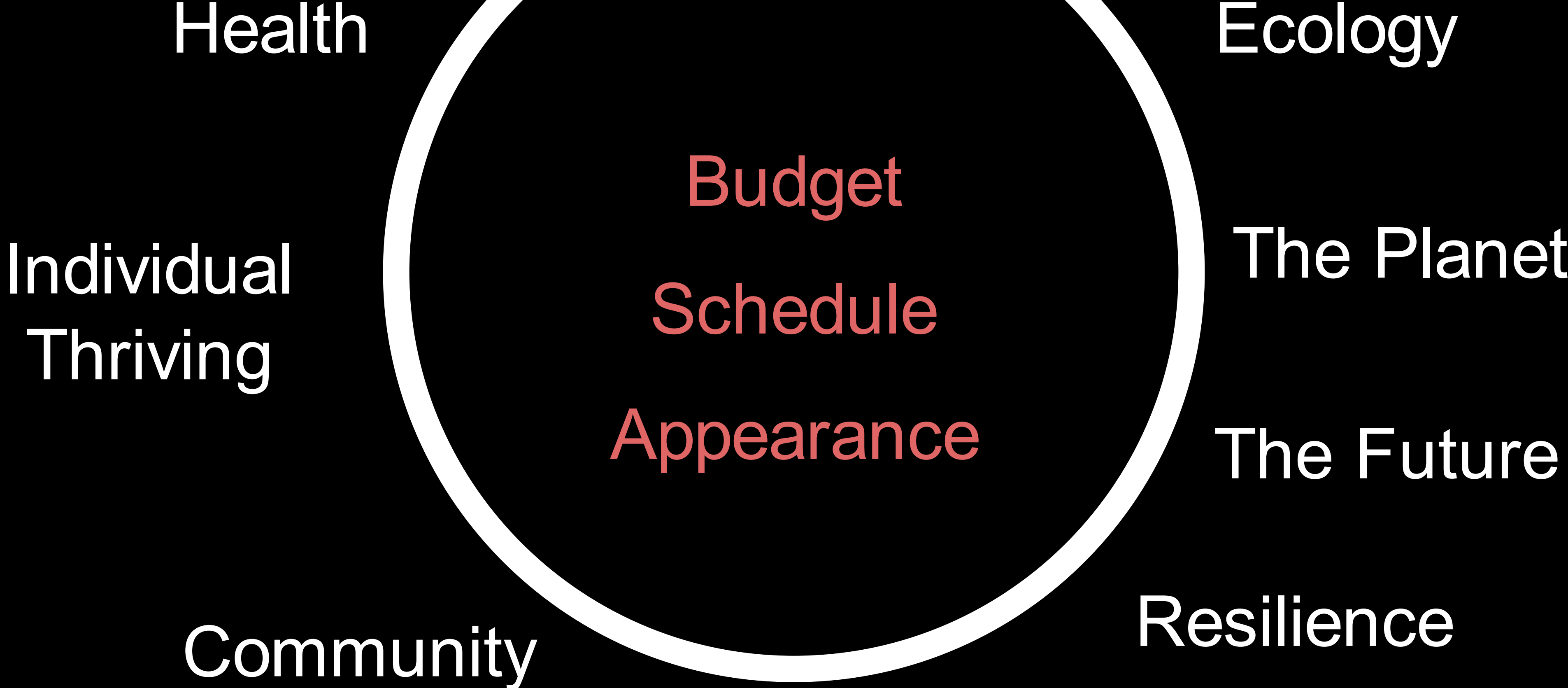
Broader Design





Sphere of
Considerations

Traditional Practice



Health

Ecology

Budget
Schedule
Appearance

The Planet

Individual
Thriving

The Future

Community

Resilience

Sustainable Design

Health

Ecology

Individual
Thriving

Budget

The Planet

Schedule

Appearance

The Future

Community

Resilience



Board Policy

3.30.079-P

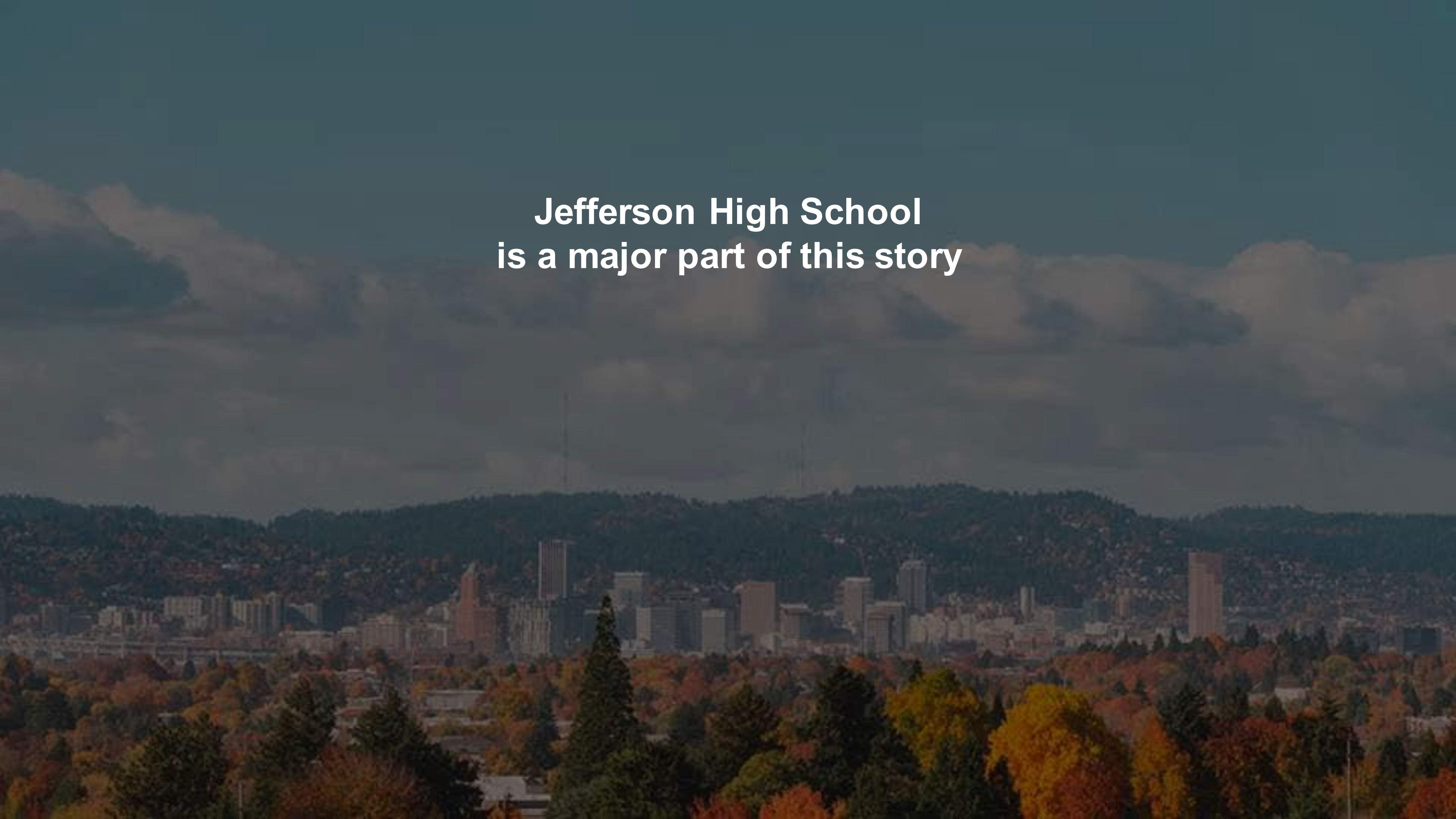
**PPS Climate Crisis Response,
Climate Justice and Sustainable
Practices Policy**

A scenic view of a city skyline, likely Portland, Oregon, with mountains in the background and trees in the foreground. The image is dimmed to serve as a background for the text.

Emissions Reduction:

PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

**Jefferson High School
is a major part of this story**



Carbon

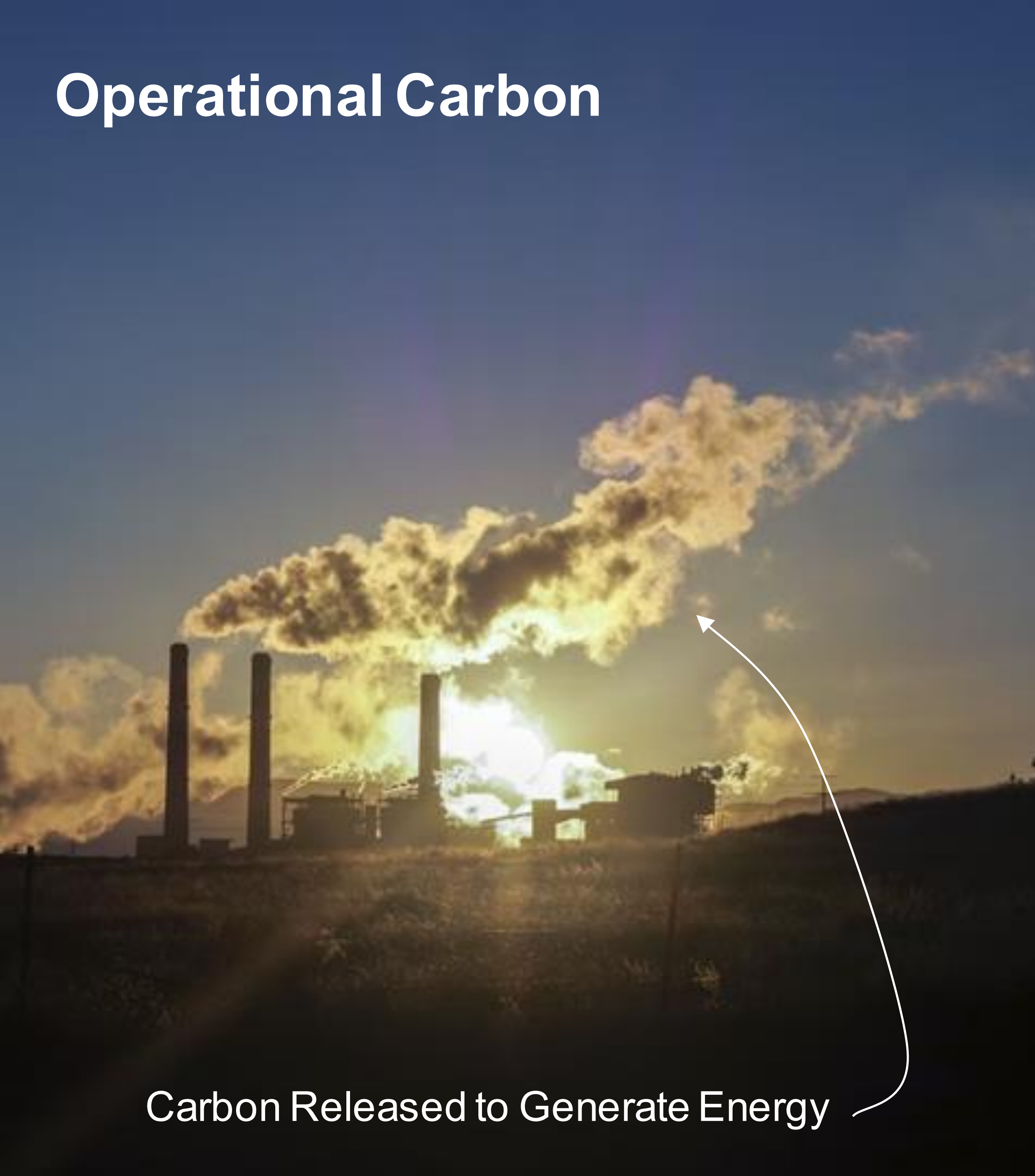






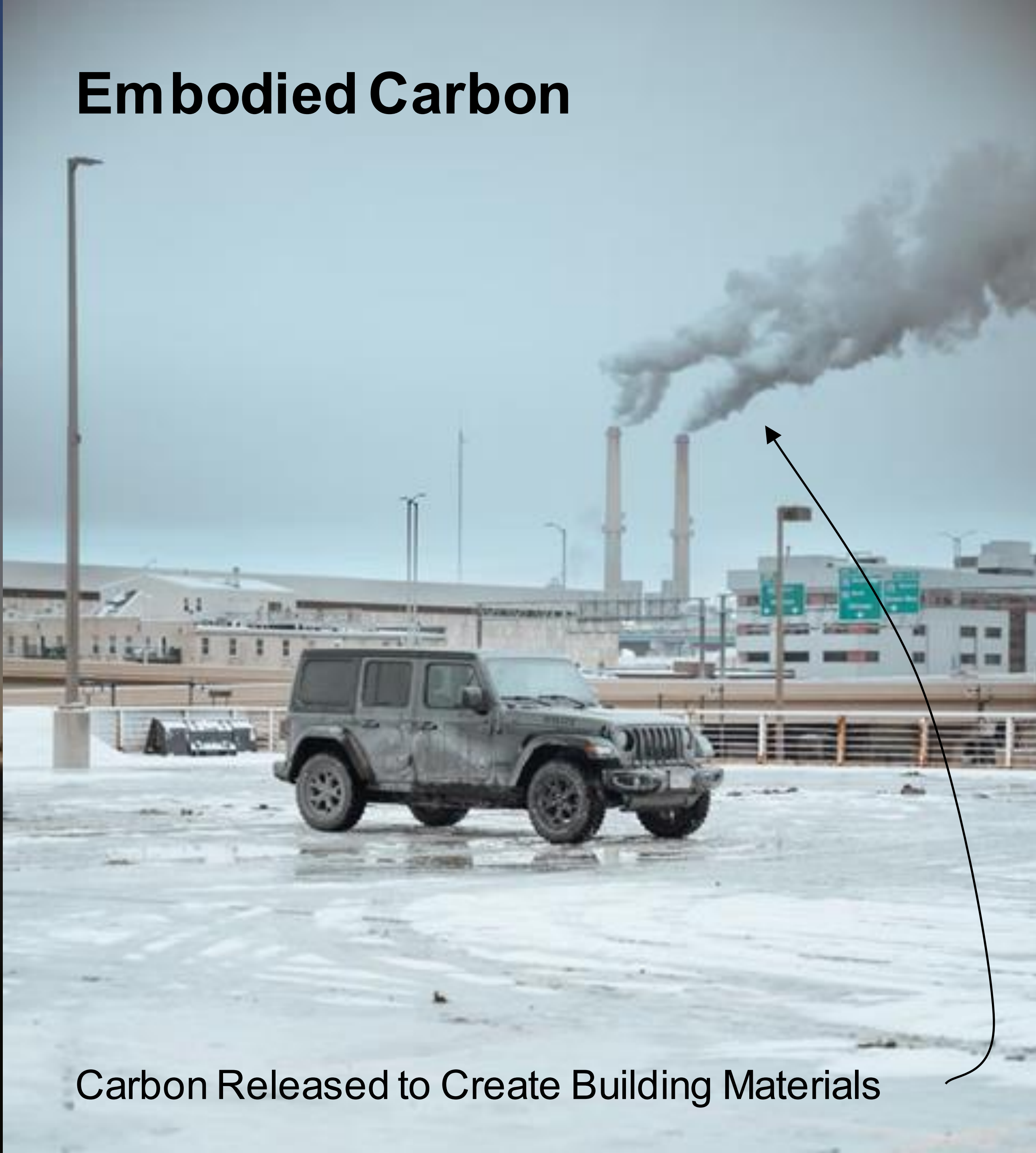


Operational Carbon



Carbon Released to Generate Energy

Embodied Carbon



Carbon Released to Create Building Materials

Operational Carbon

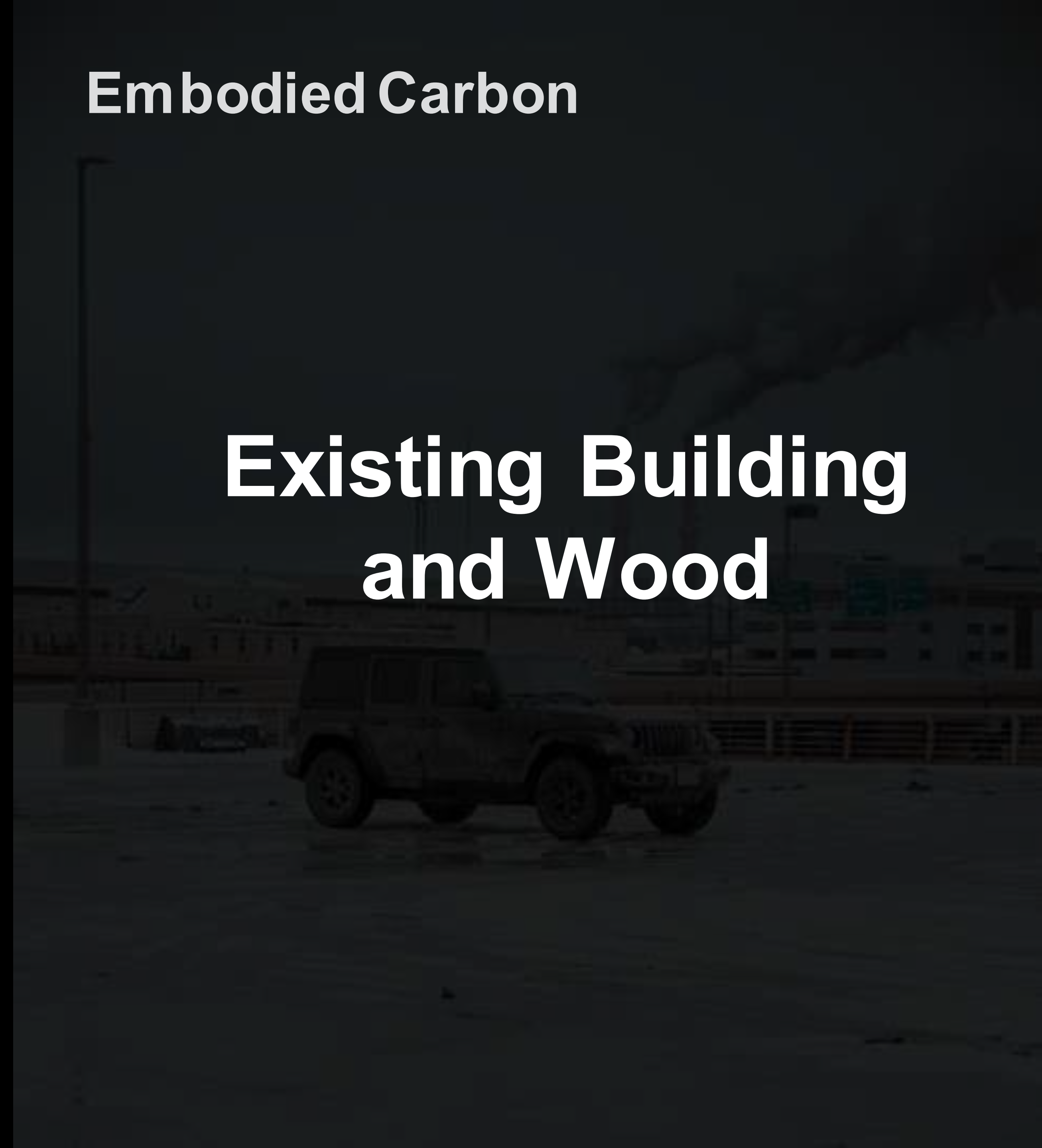
**Energy Efficiency
and Solar PV**

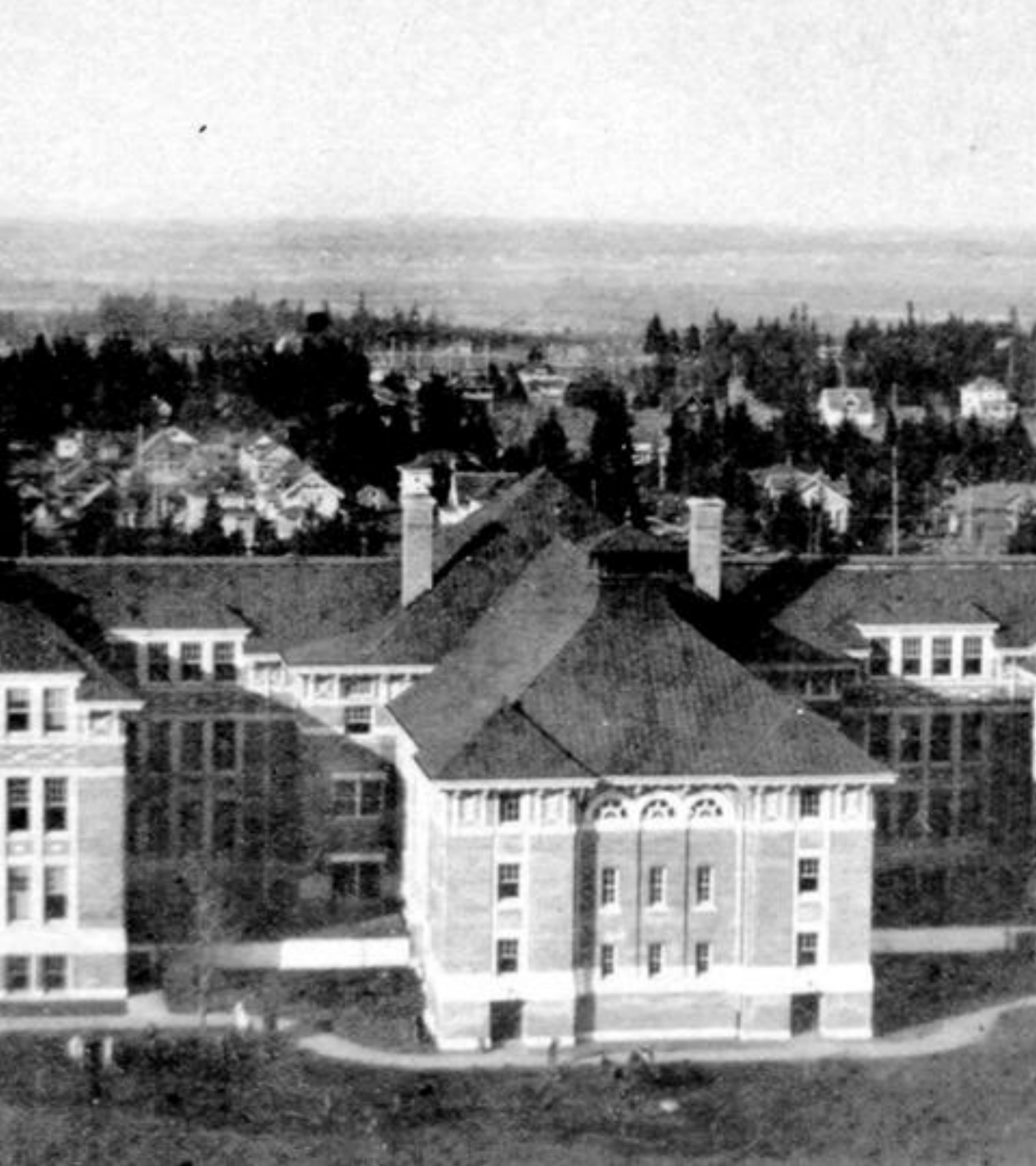
Embodied Carbon

**Existing Building
and Wood**

Embodied Carbon

**Existing Building
and Wood**

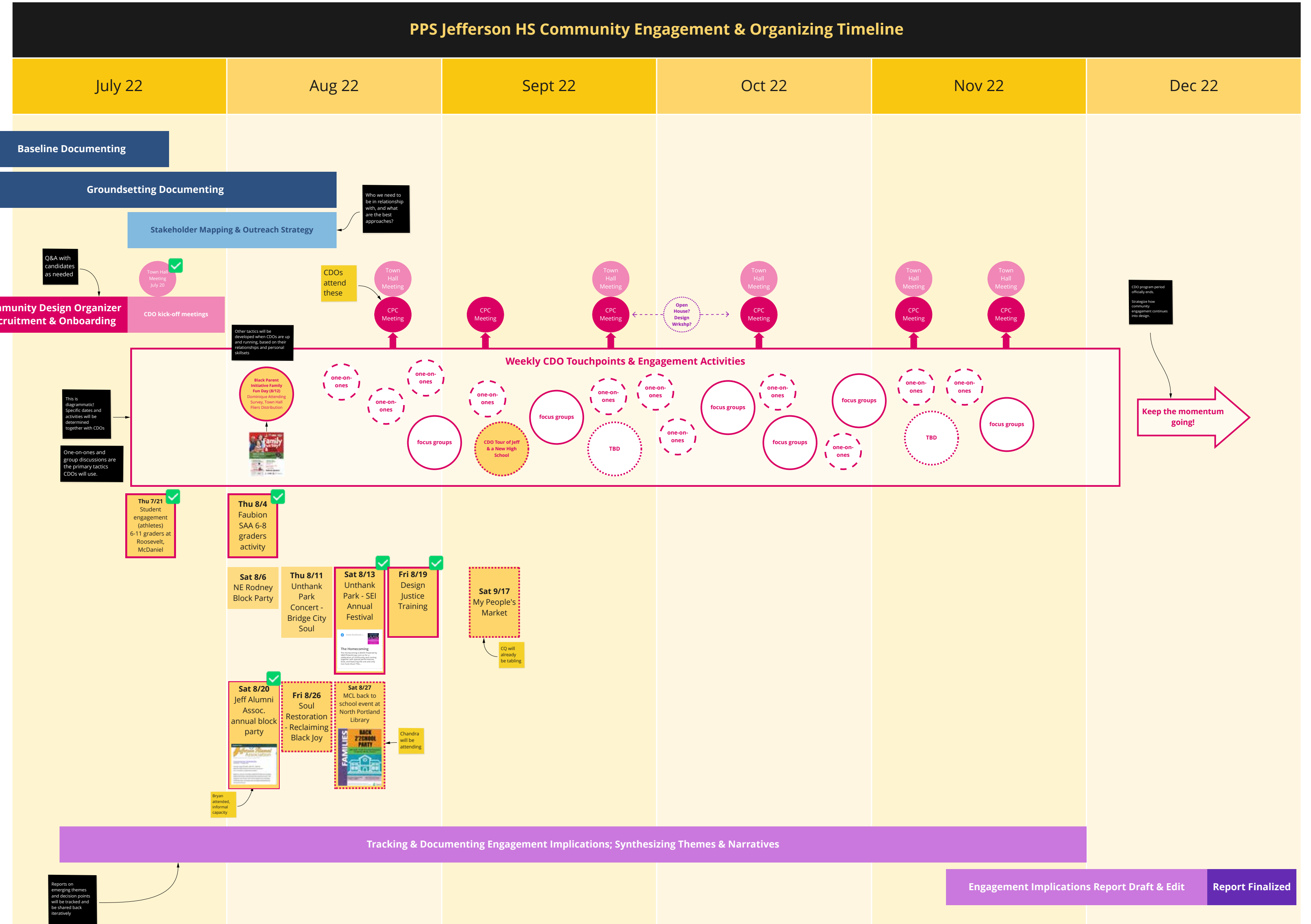




15 mins

Community Engagement

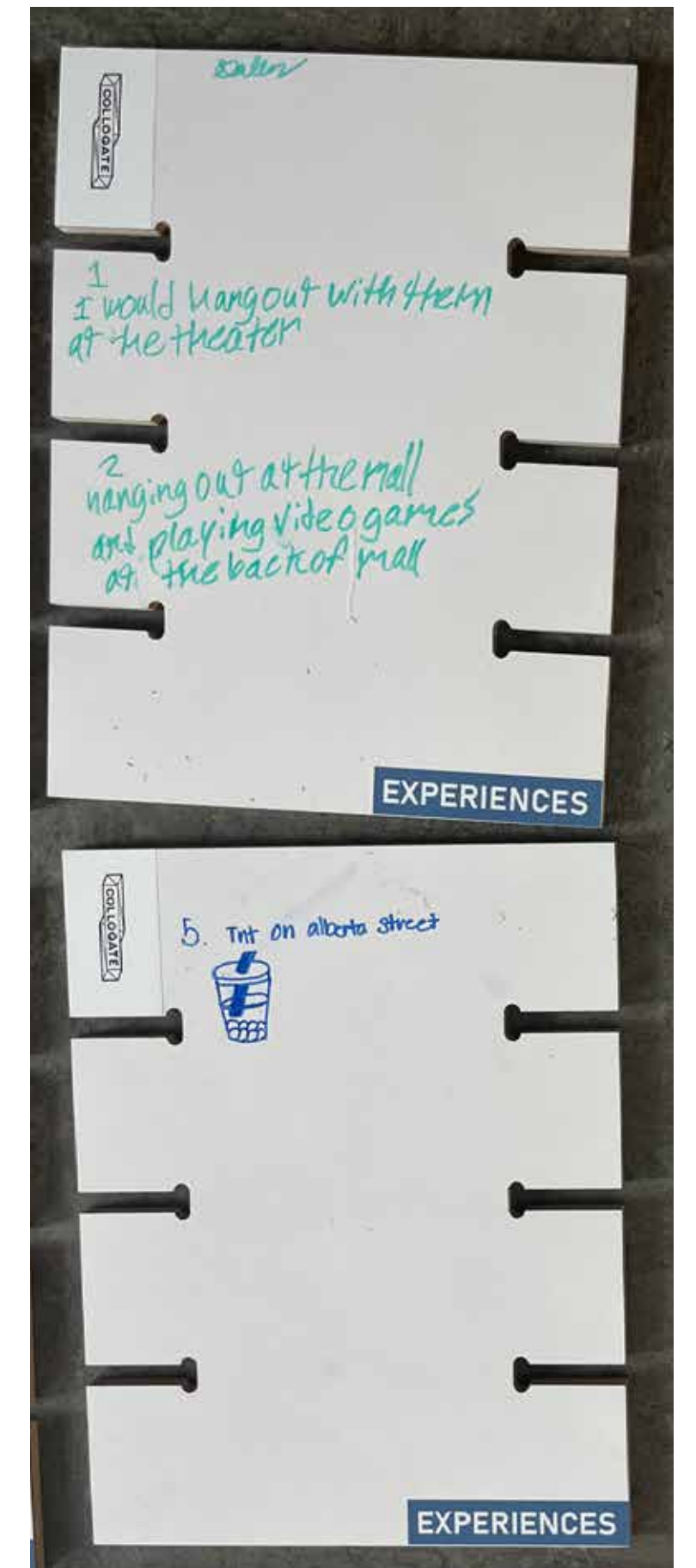
Timeline



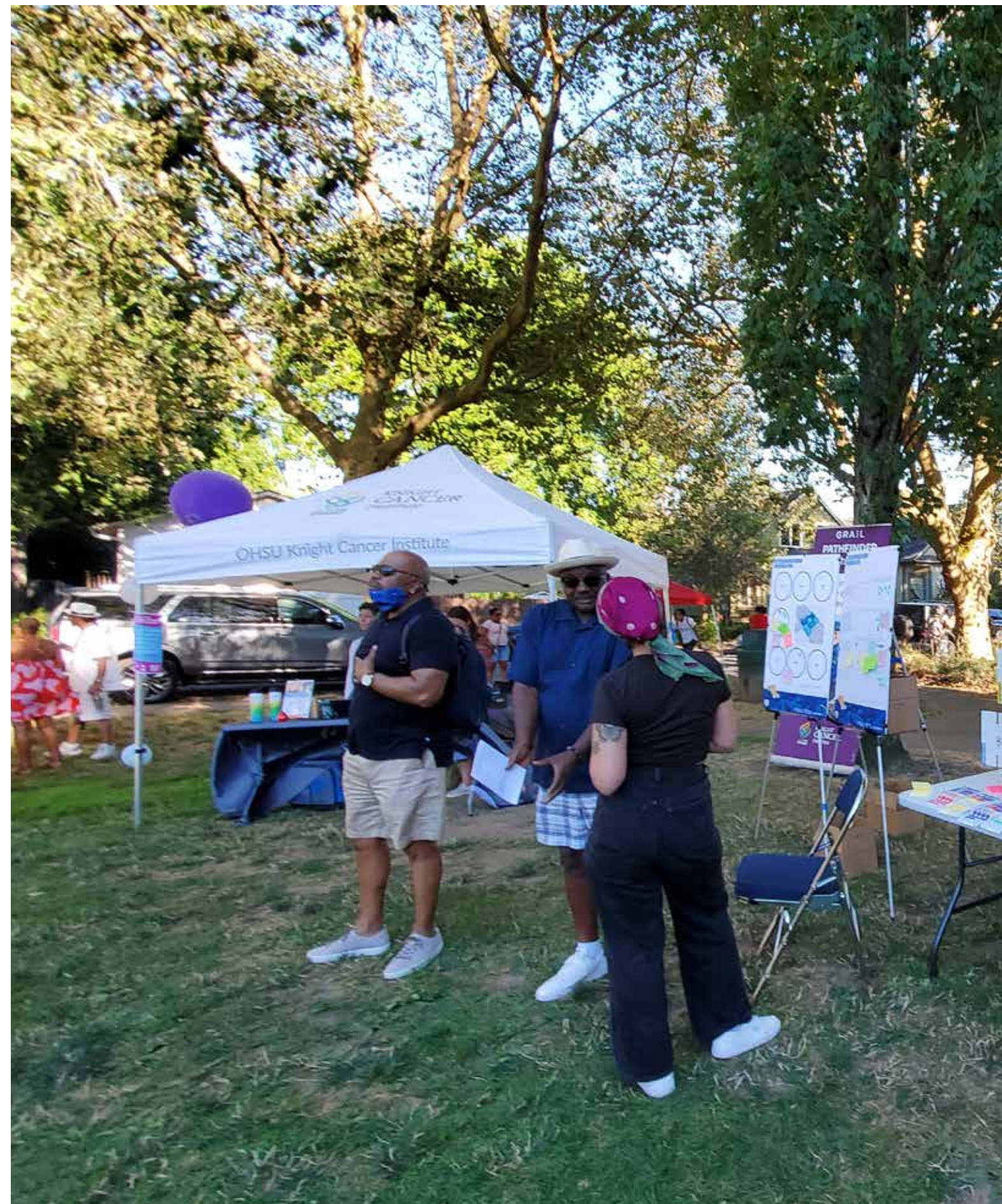
IMPORTANT NOTE:
This process is flexible and responsive to shifts in what we learn and who we engage with. It will change!

Updated: 08/22/22

Engagement Activities: Faubion 6-8th Graders Vision Building



Engagement Activities: SEI Homecoming Festival Tabling



Community Design Organizers Dialogues in Planning/Progress

- Faculty & Staff (Current & Retired)
- Alumni (Elders)
- Piedmont Neighbors
- Nearby Businesses w/ community connections
- Coaches
- Current Students
- Feeder School Families
- Custodial Staff
- Past & Present Admins
- Boys & Girls Club
- SEI Staff
- Black Parent Initiative
- Bradley Angle

Emerging Themes from Engagement

Creating Welcoming & Accessible Spaces for Students & Their Communities

Creating Range of Types of Gathering Spaces for Students, Families, Staff, & Community

Lack of General Awareness About Project Timeline & Goals

Honoring Cultural Histories & Acknowledging Injustices

Developing Academic Programs with Culturally-Relevant Pedagogy

Not Enough Information about Possible Outcomes for People to Give Informed Opinions

Investing in CTE & STEM Learning Environments, Life Skills Applications

Hiring More BIPOC Teachers to Reflect Experiences & Cultures of Communities

Fears Around Losing Access to Cultural Hub with Ongoing Displacement & Gentrification

Investing in Arts Education beyond Dance Programs (Band, Theater, Ceramics, Visual Arts, Podcasting,

Investing In Health, Safety & Quality of Experience for JHS Occupants During this Design Process

Questions Around Impacts of Project on Current & Future Student Enrollment

45 mins

Interactive Exercise

What are the Key Drivers and Opportunities?

Breakout: Prioritize

Report Back

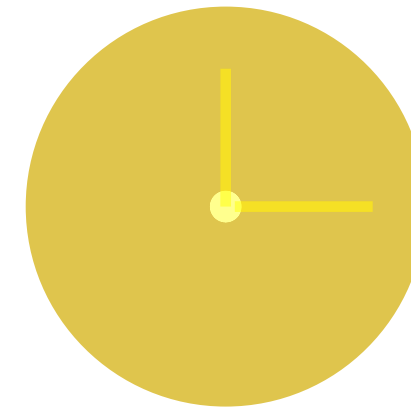
Key Drivers of the Design

COST



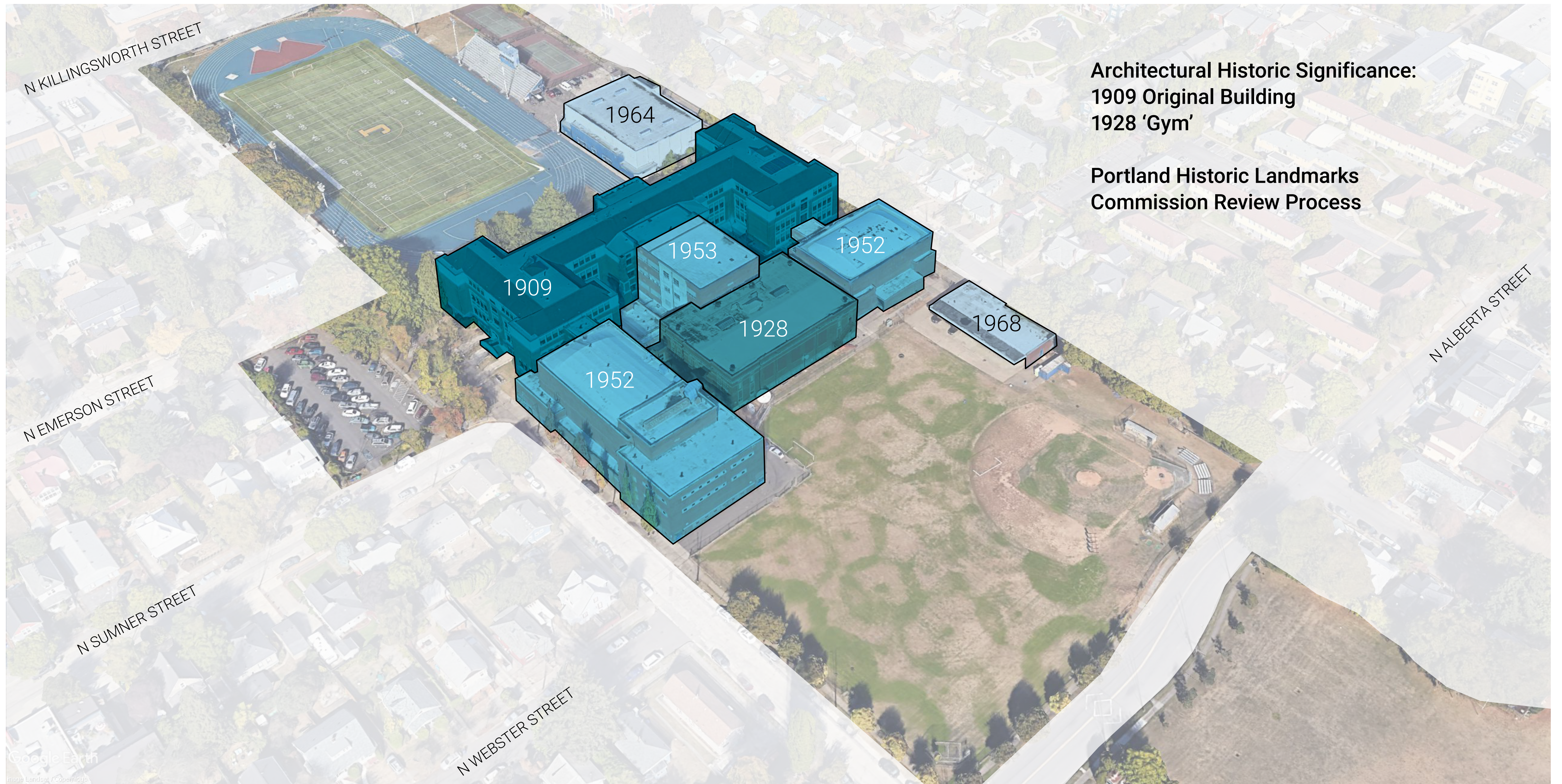
- *New construction < Modernization*
- *Temporary facilities (\$20-30 MM)
(include improvements to swing site)*
- *Amount of site work*

TIME



- *Single phase < multiple phases*
- *New construction < Modernization*
- *Swing offsite may simplify construction
and reduce construction time*

CURRENT AERIAL VIEW FROM SOUTHWEST



Google Earth
Image Landsat / Copernicus





CURRENT AGE OF BUILDING + ADDITIONS



BOTH 1909 + 1928 WILL NEED EXTENSIVE RENOVATION, INCLUDING:

- Hazardous Material Removal**
- Accessibility Upgrades Throughout**
- New Stairs To Meet Egress**
- Enhance Building Exterior**
- Exterior Building Envelope Upgrades**
New Wall Assembly, New Windows, New Roof
- Structural Upgrades Throughout**
Add Sismic Bracing At Exterior Walls, New Shear Walls, Brackign At Interior Walls And Floors
- All Systems Upgrade Throughout**
Mechanical, Electrical, Plumbing, Fire, Technology Etc

Key Drivers of the Design

CULTURE & HERITAGE



- *Traditions, History and Heritage*
- *How can this project strengthen this community?*
- *How can this project bridge the past and future of the community?*
- *How can the physical spaces contribute to culture and heritage?*
- *What parts of the physical JHS campus are important to the culture and heritage of the community?*
- *Historic Resource Review: We will need to make a case*

DISRUPTIONS



- *Retention: What will keep students at JHS while its under construction?*
- *Retention: What will bring students back?*
- *Athletics will not be able to use locker rooms or fields*
- *Dance will not be able to use theater*
- *Academics will be impacted by noise and changing circulation*
- *Community(ies) will not be able to meet or gather here*
- *Middle college must be close to PCC so a remote swing site will not work*
- *Additional disruption to other partners who run programs on site*

Prioritize these drivers 1-4

(1 is highest)

COST



TIME

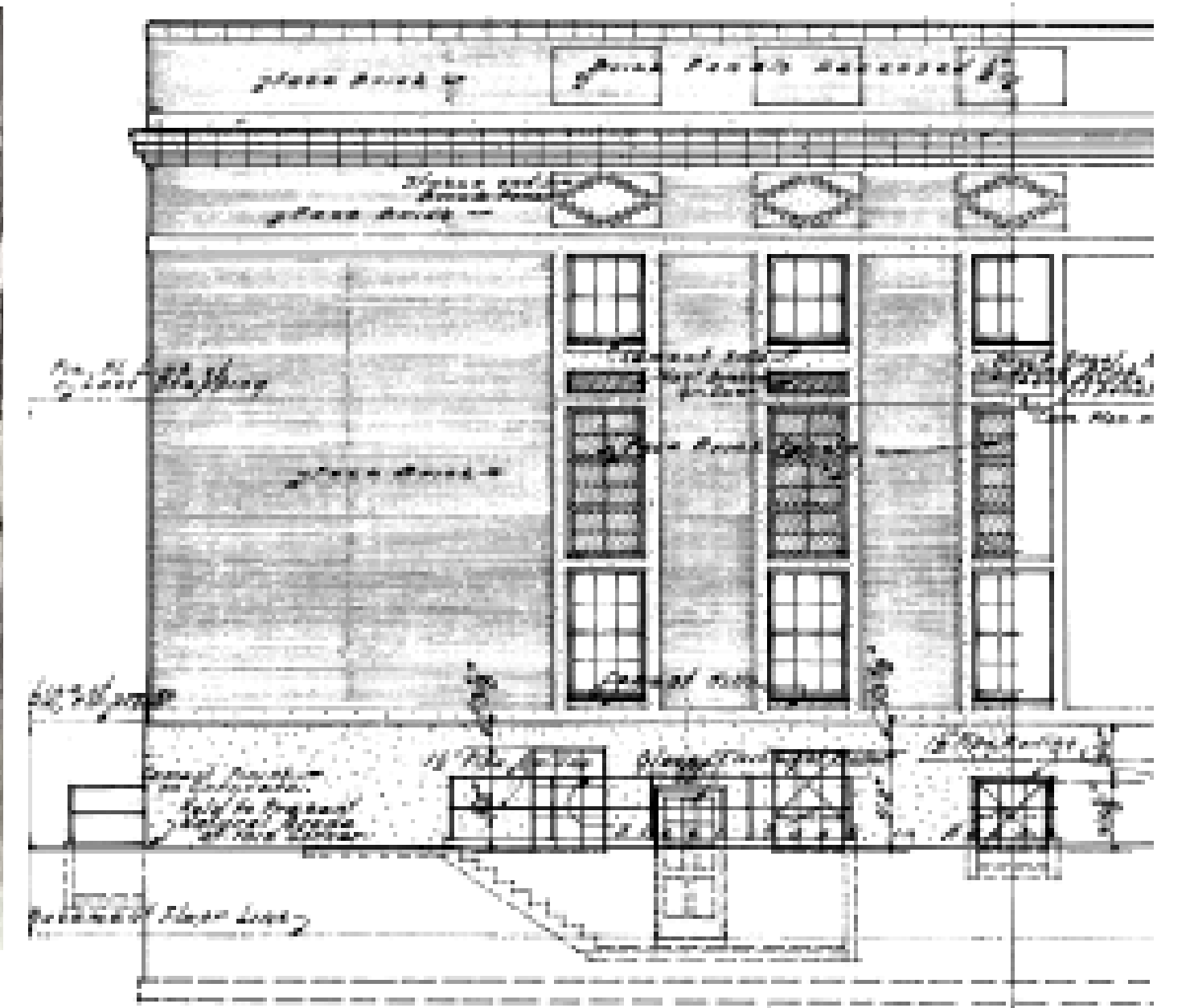


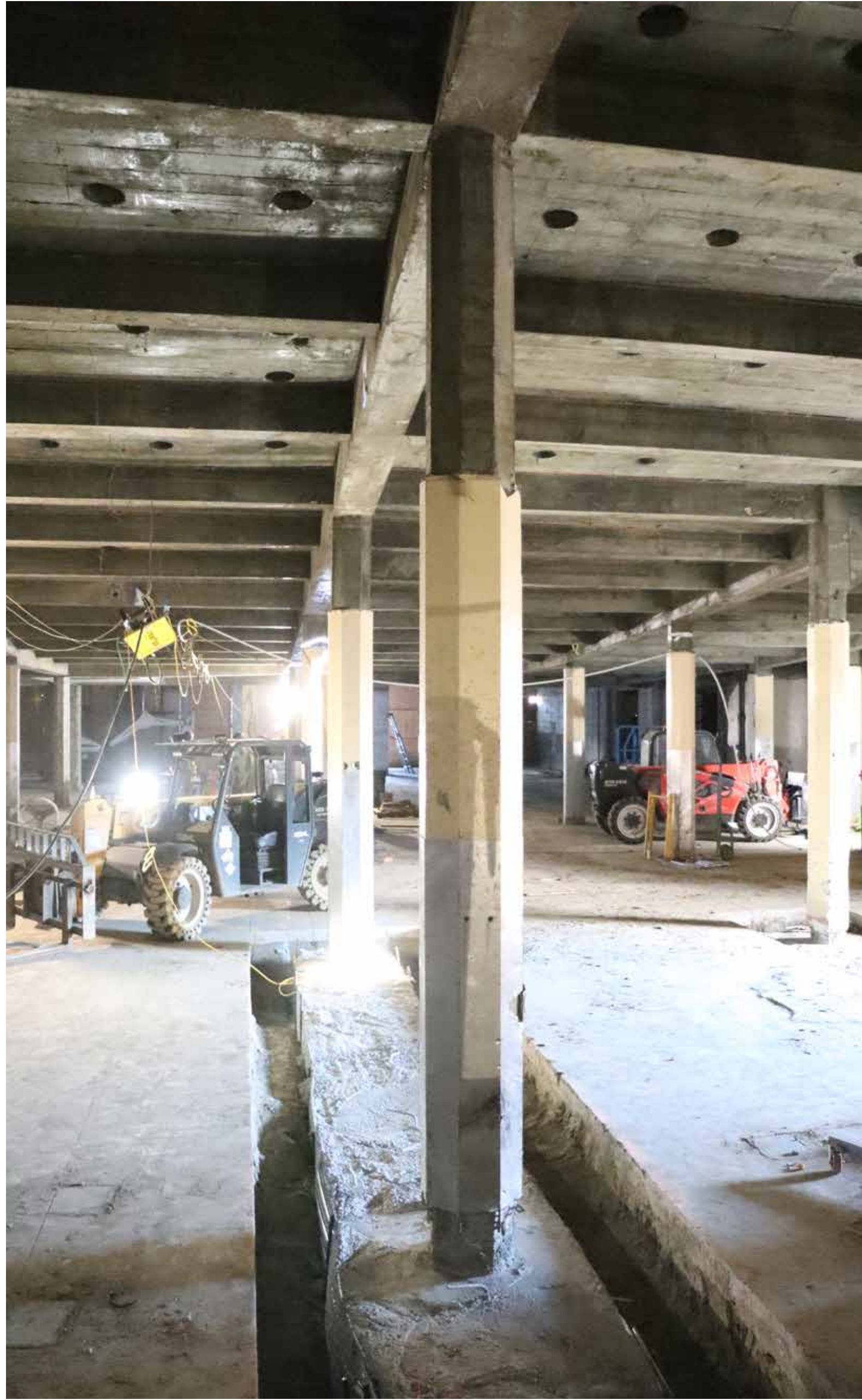
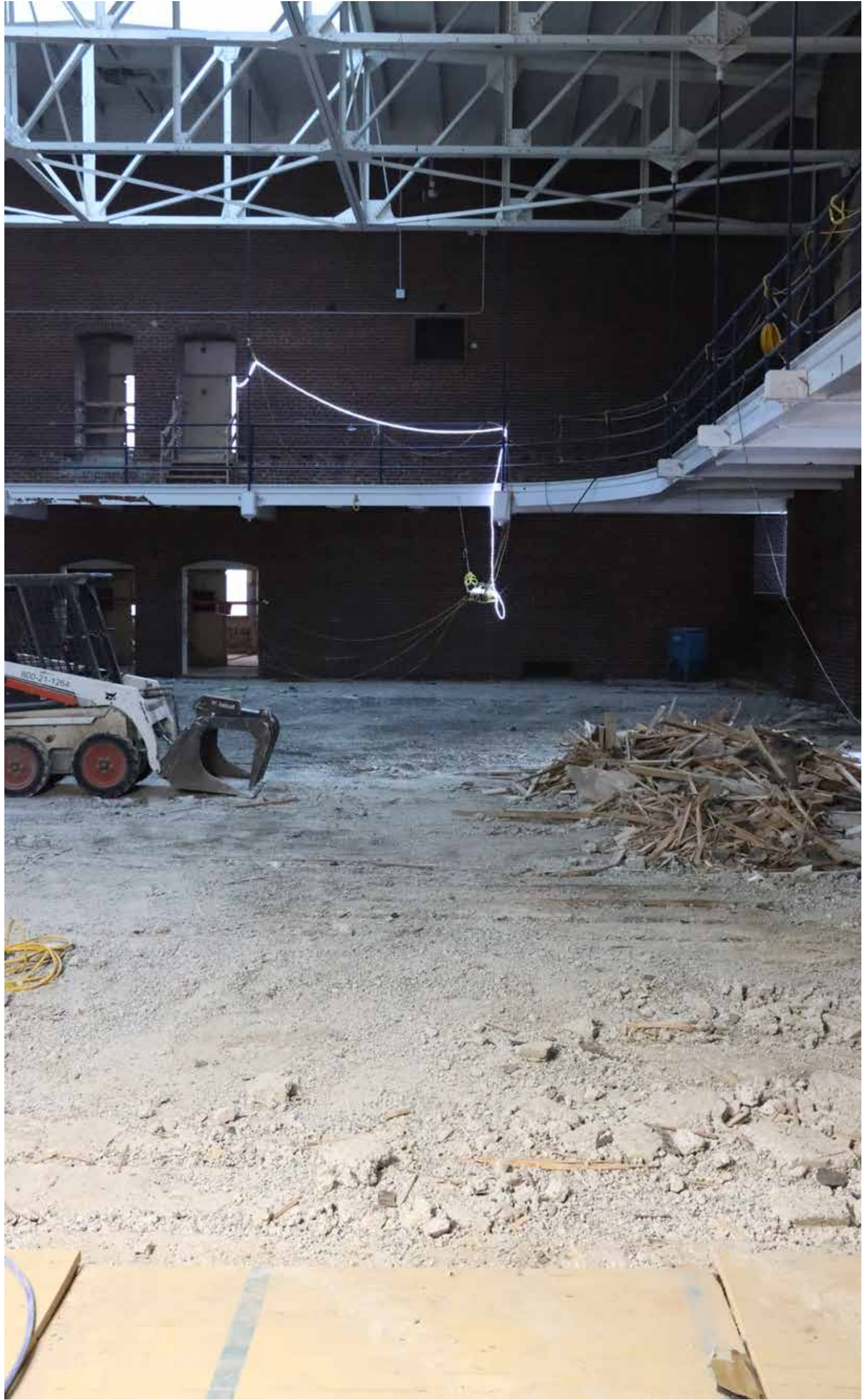
CULTURE & HERITAGE



DISRUPTIONS







10 mins

Break

45 mins

Interactive Exercise

Site Planning Scenarios

Breakout: Evaluate

Report Back

SCENARIO PLANNING EVALUATING FACTORS

MODERNIZE PART(S) OF EXISTING BUILDING & ADD ON OR BUILD ALL NEW REPLACEMENT SCHOOL?

WHAT PART OF THE SITE TO BUILD ON?

SWING LOGISTICS DURING CONSTRUCTION?

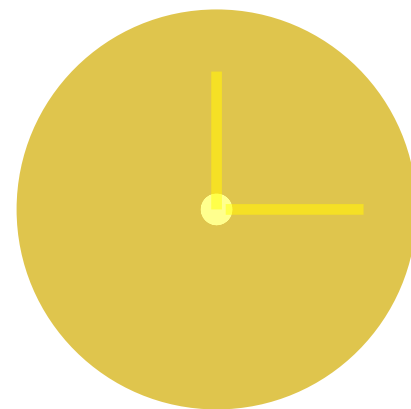
PHASED CONSTRUCTION?

EVALUATING FACTORS:

COST



TIME



DISRUPTIONS

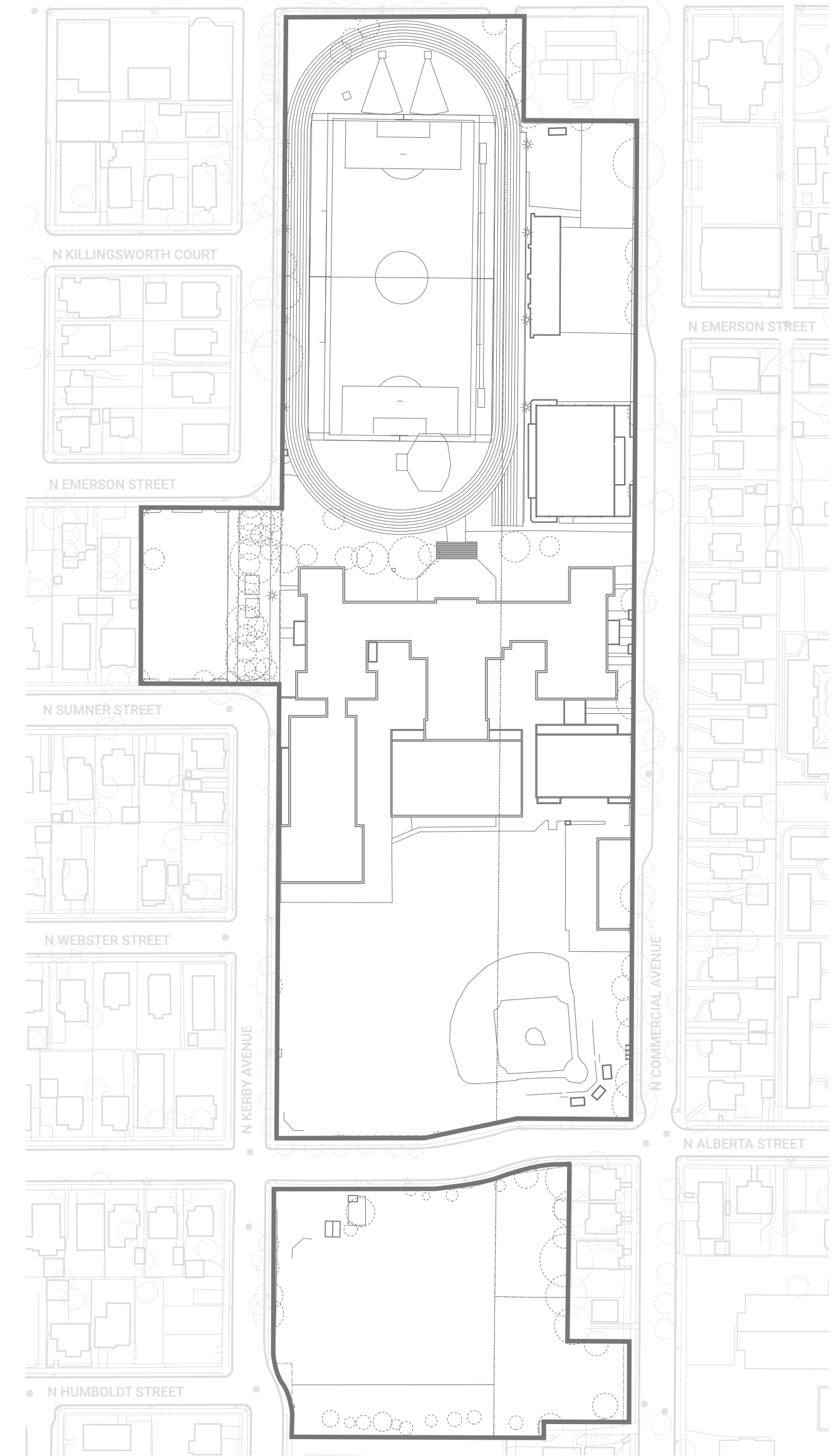


ACADEMICS
STUDENTS
PARTNERS
COMMUNITIES

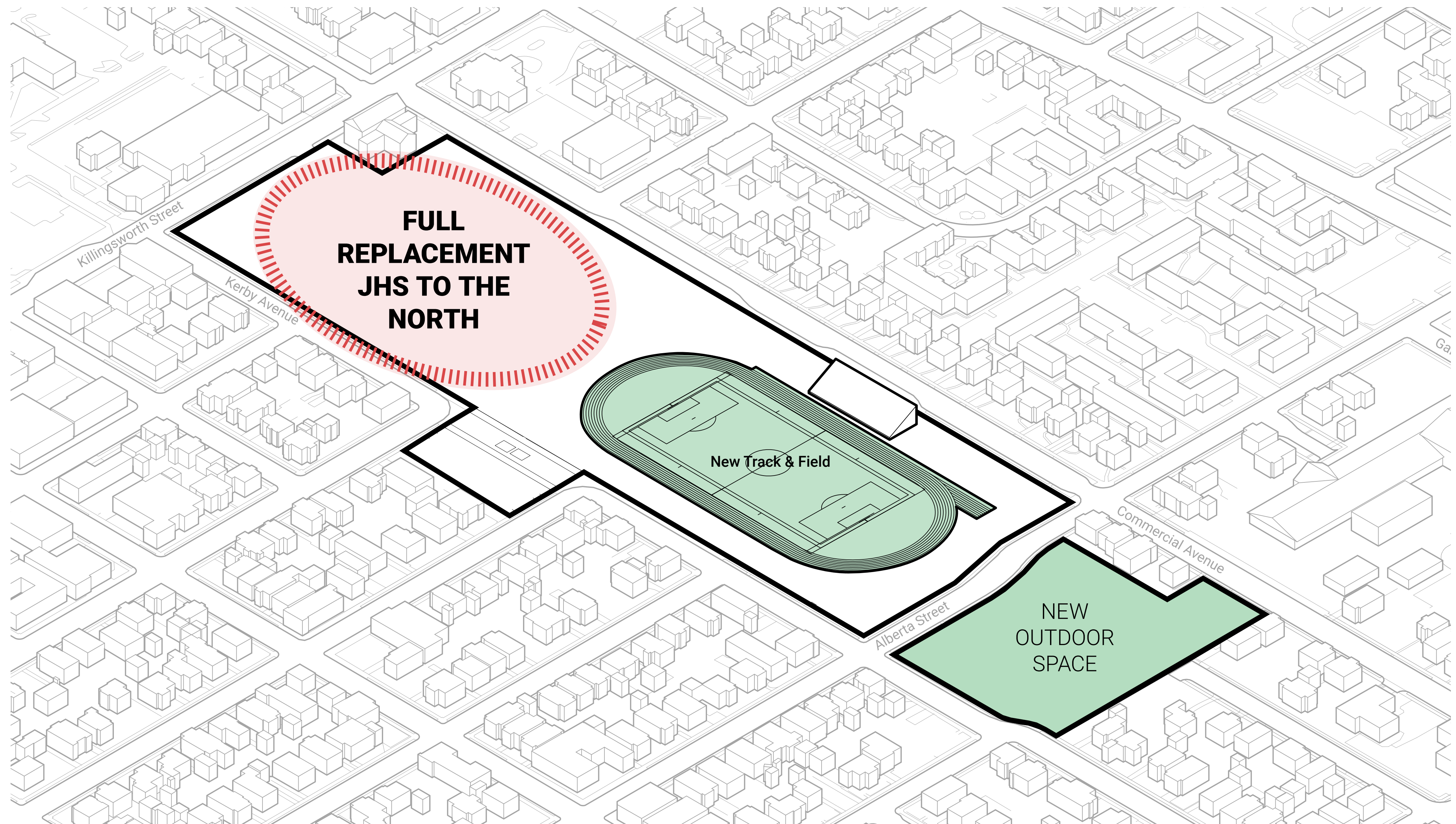
CULTURE & HERITAGE



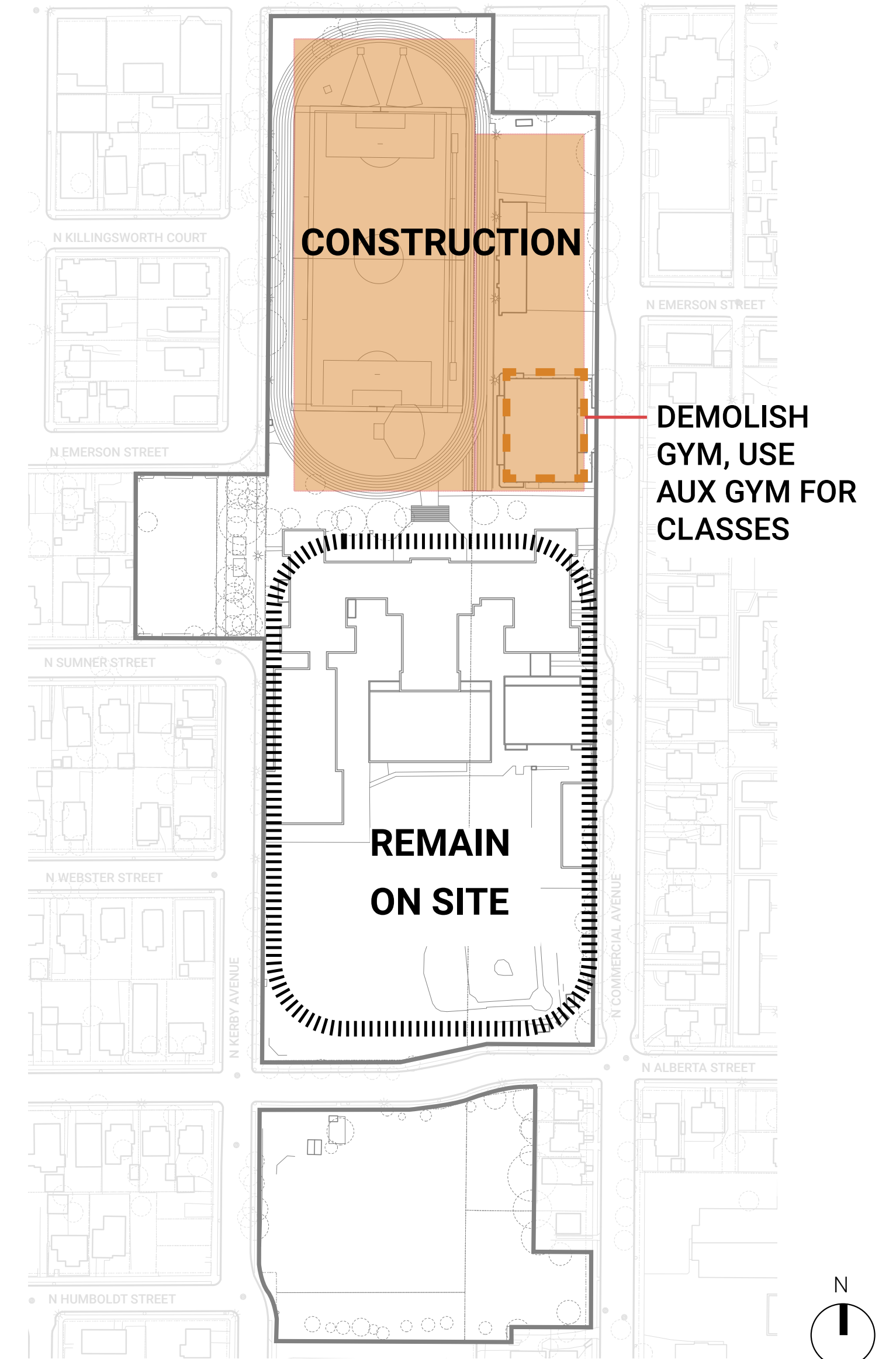
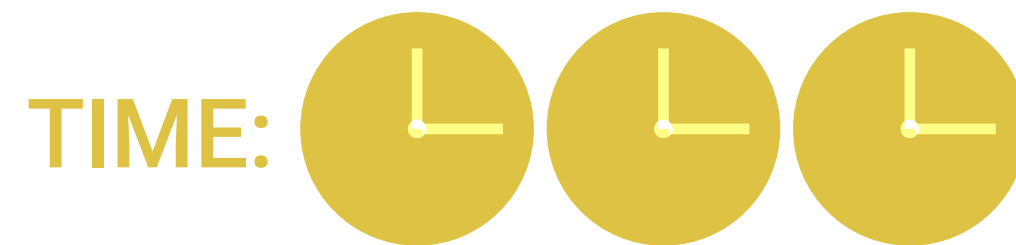
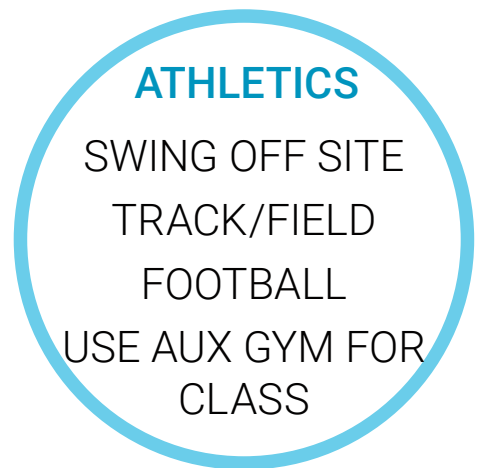
TRADITIONS
HISTORY
HERITAGE



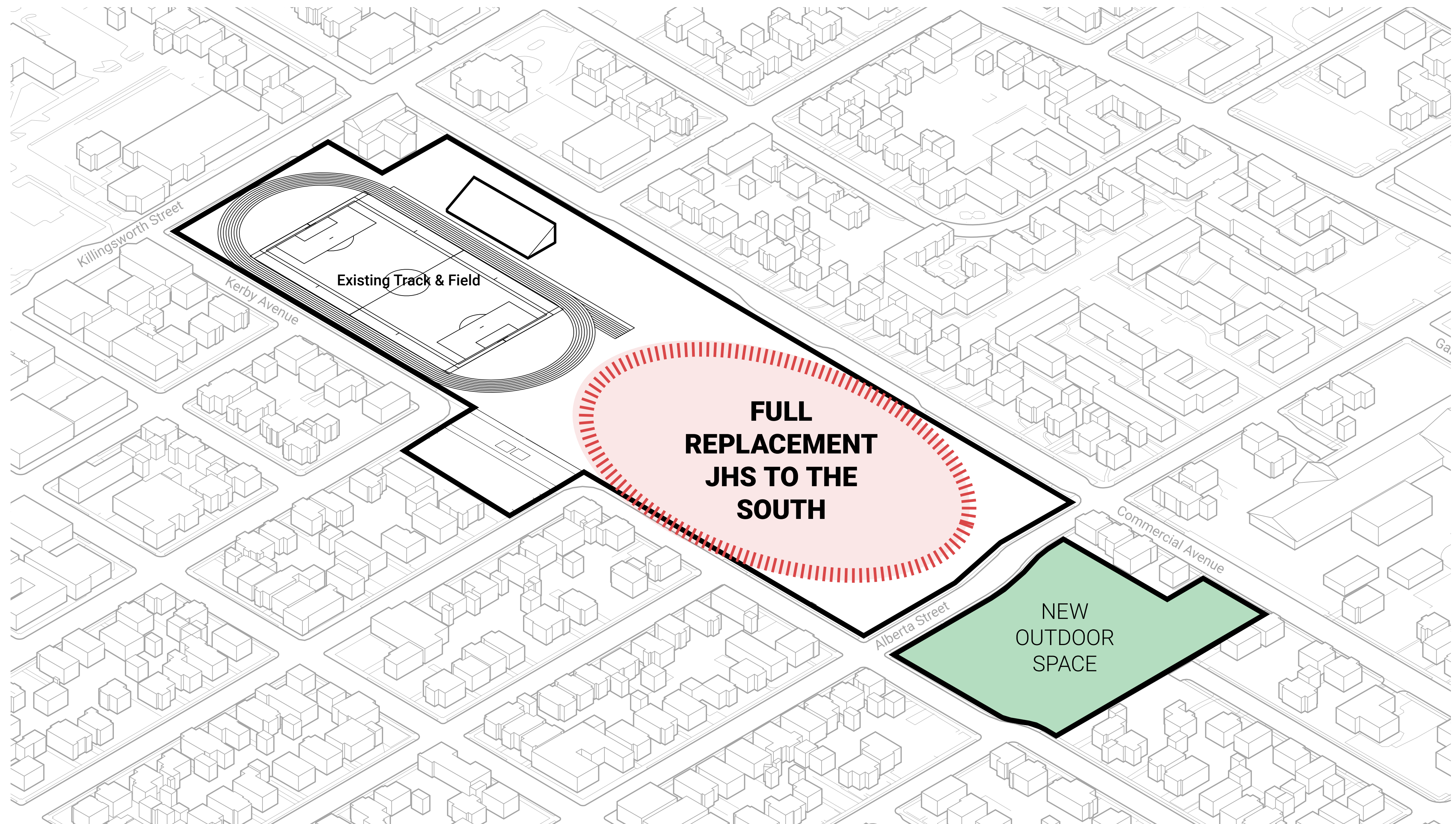
SCENARIO 1: FULL REPLACEMENT TO NORTH



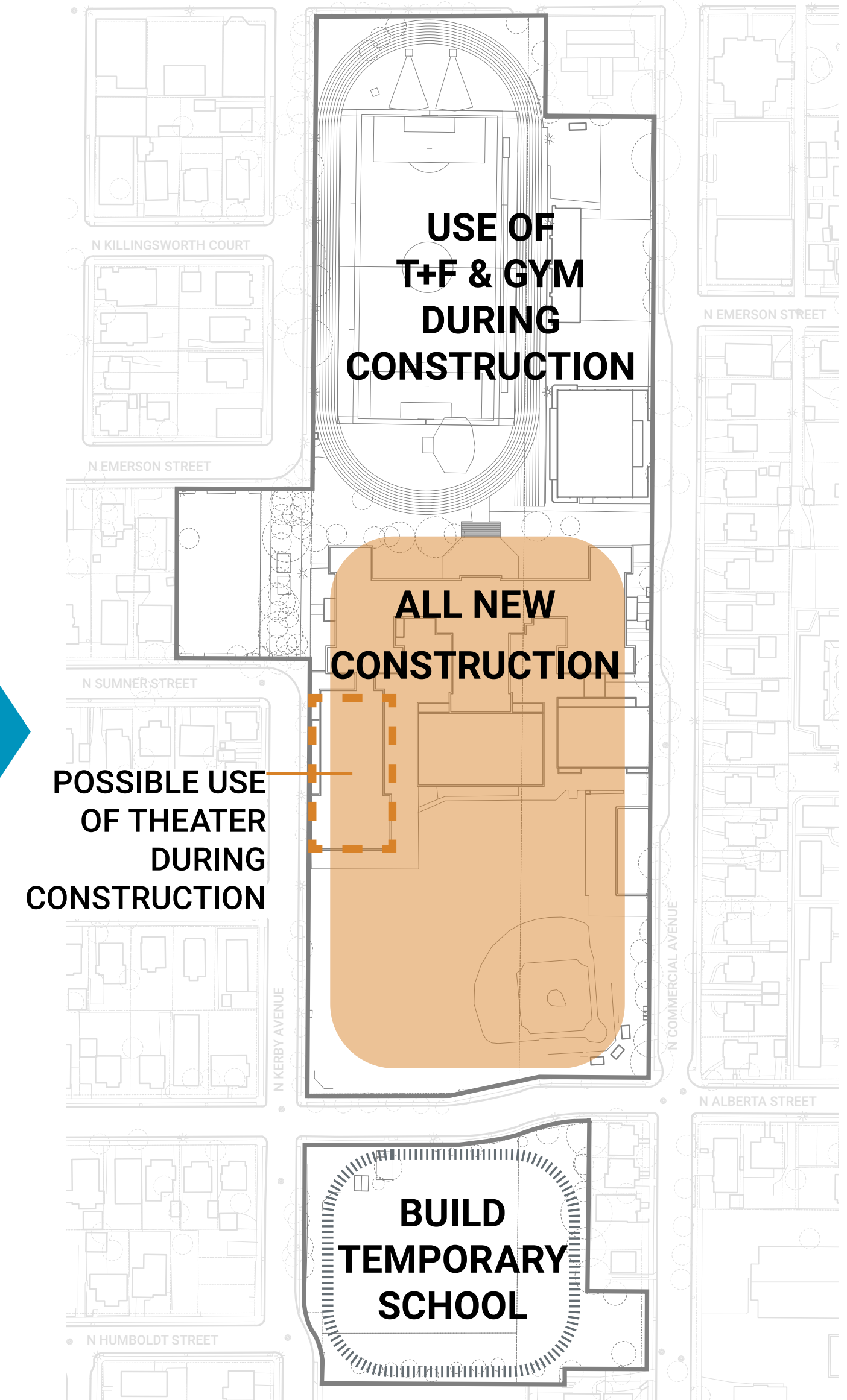
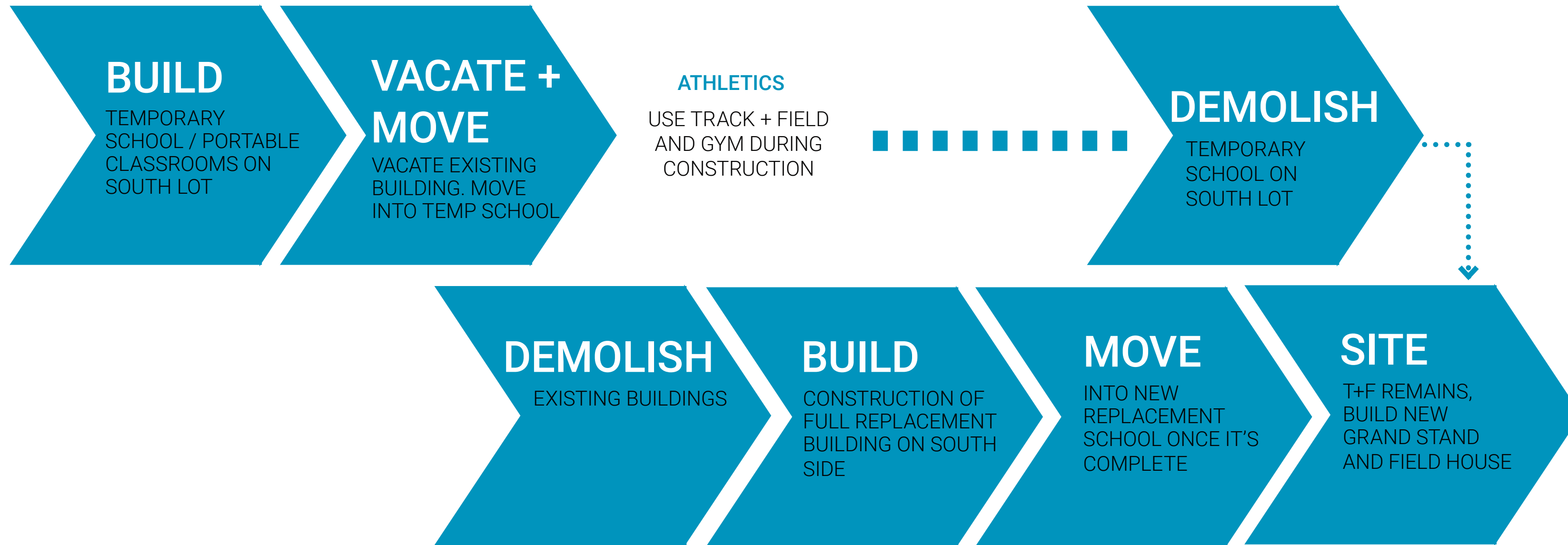
SCENARIO 1: FULL REPLACEMENT TO NORTH



SCENARIO 2: FULL REPLACEMENT TO SOUTH



SCENARIO 2: FULL REPLACEMENT TO SOUTH



SCENARIO PLANNING EVALUATING FACTORS

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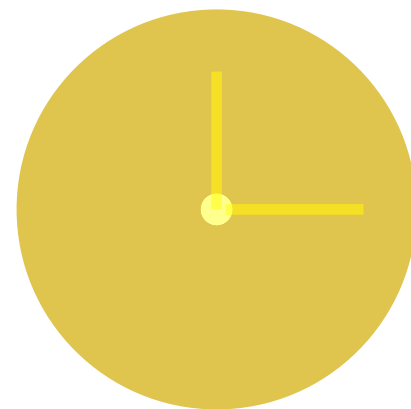
PHASED CONSTRUCTION?

EVALUATING FACTORS:

COST



TIME



DISRUPTIONS

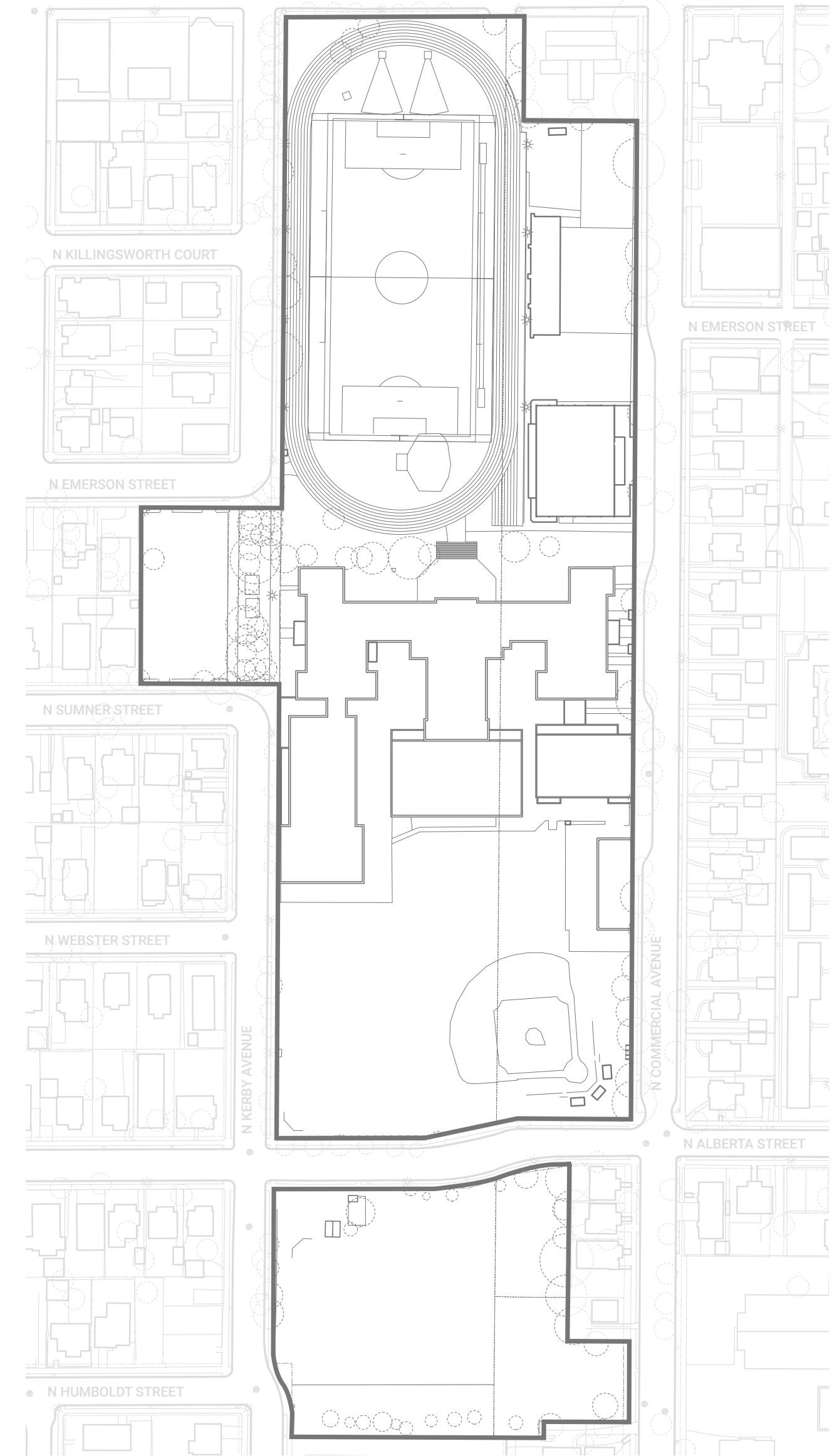


ACADEMICS
STUDENTS
PARTNERS
COMMUNITIES

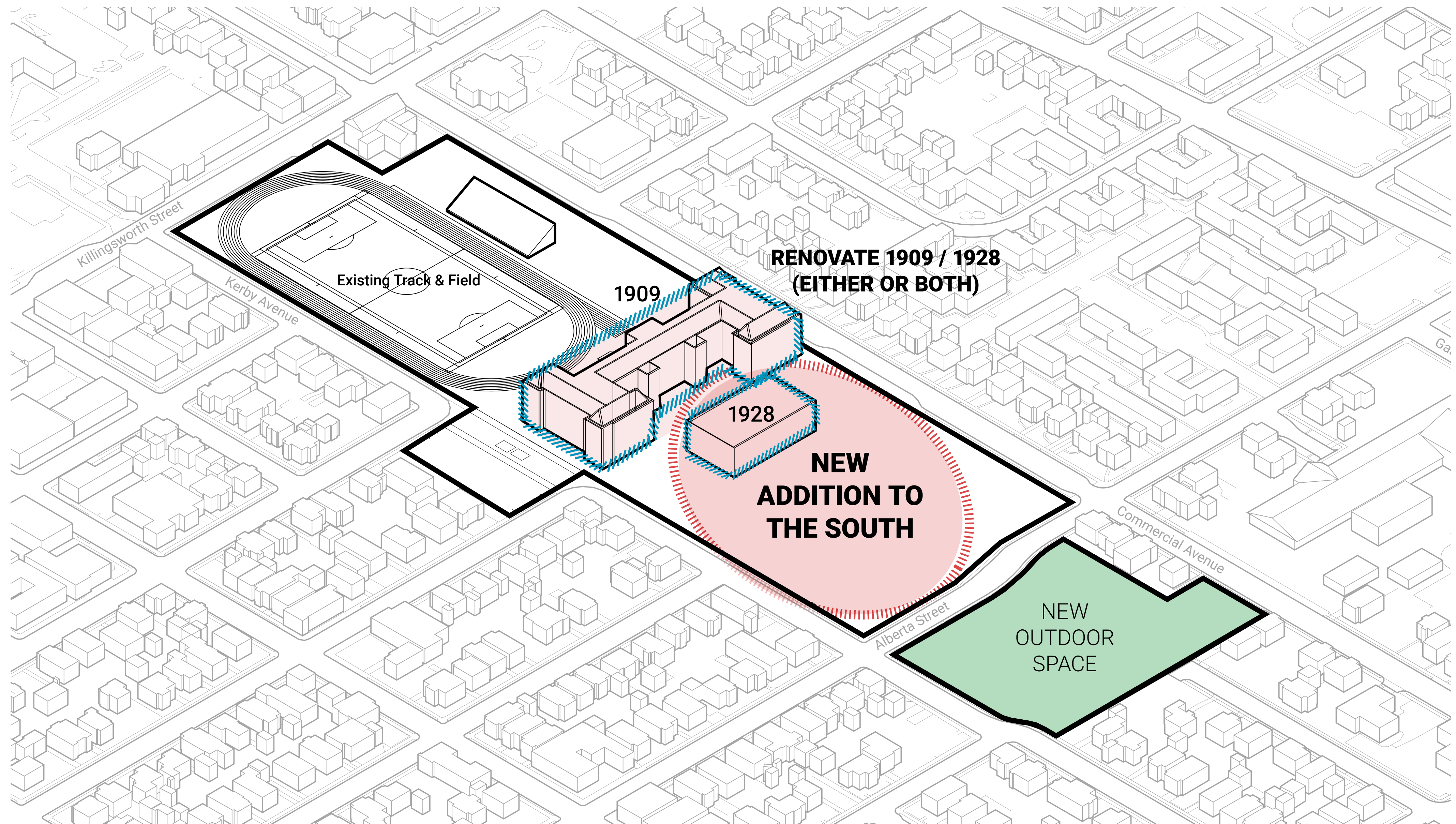
CULTURE & HERITAGE



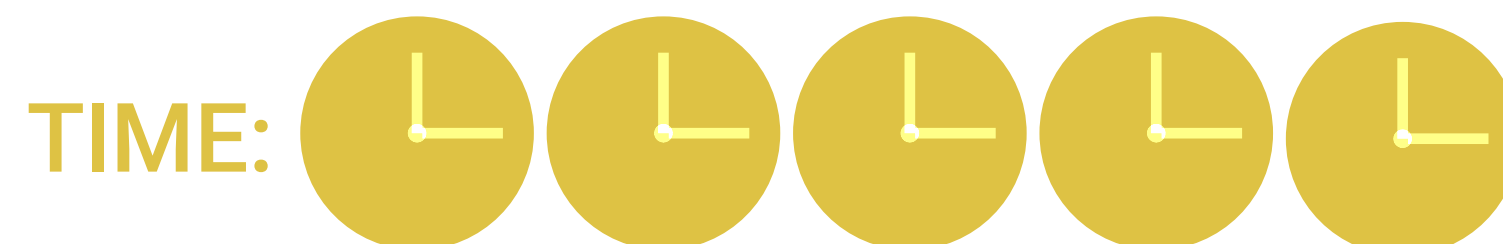
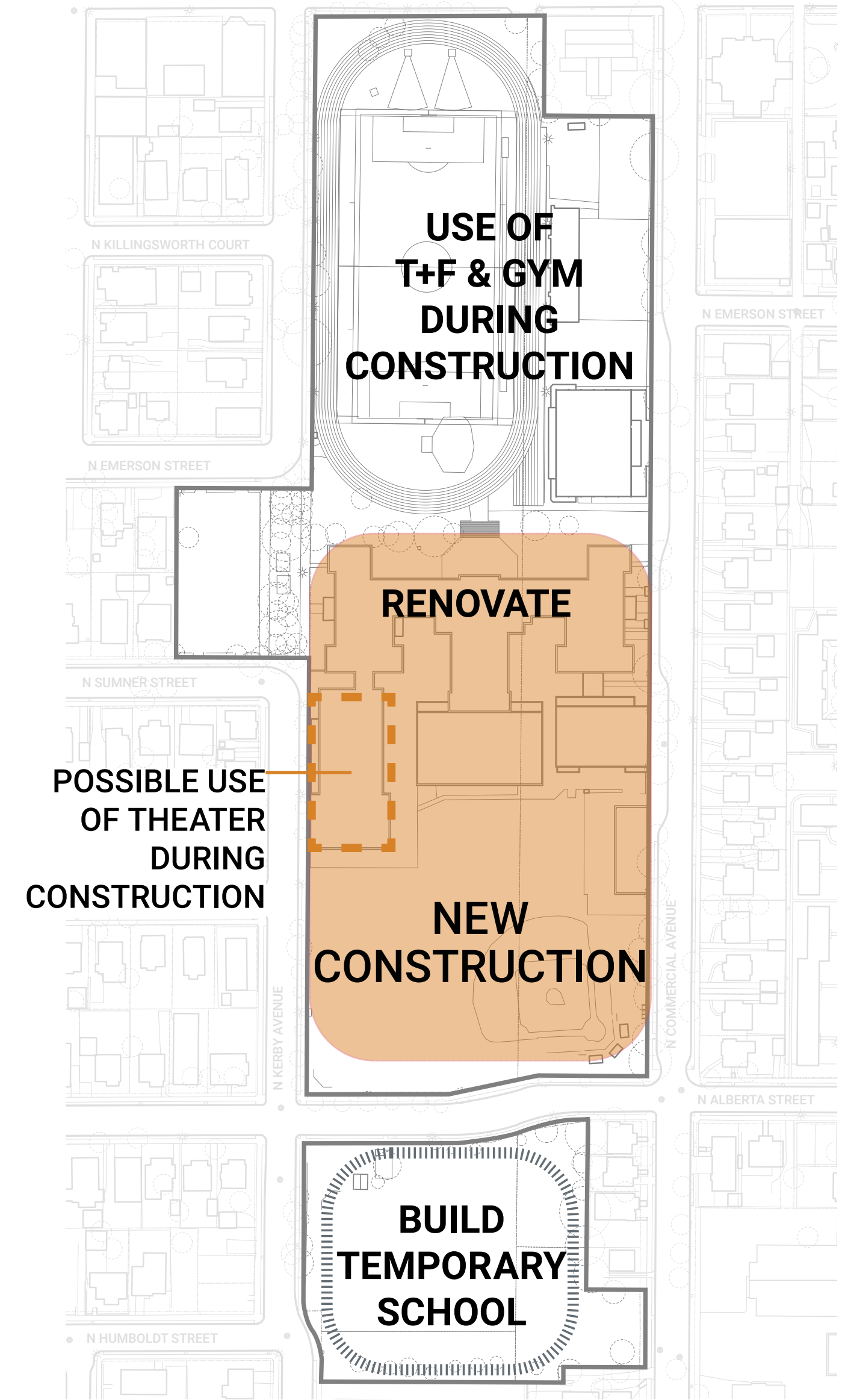
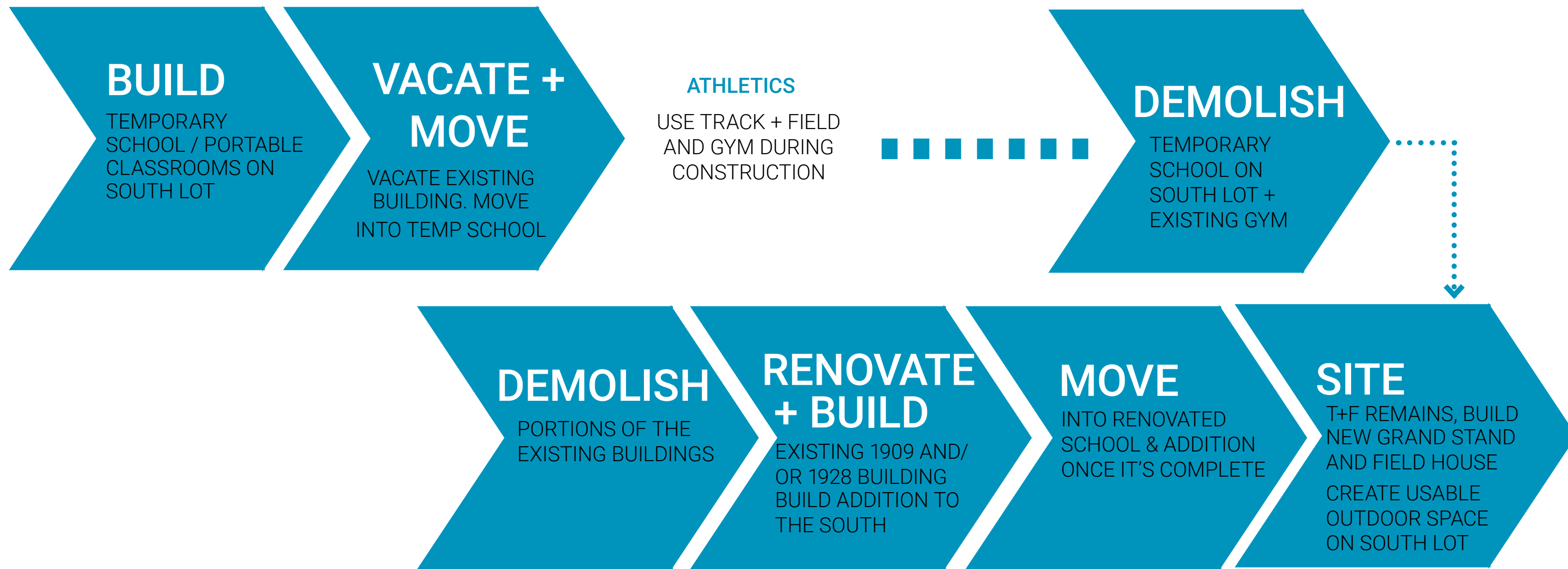
TRADITIONS
HISTORY
HERITAGE



SCENARIO 3: MODERNIZATION 1909/1928 & ADDITION



SCENARIO 3: MODERNIZATION 1909/1928 & ADDITION



INTERACTIVE EXERCISE

20 mins **IN GROUPS**

Use boards to discuss key factors for each site planning scenarios. Evaluate disruption and culture & heritage between options. Jot down discussion on sticky notes.

5 mins **EVALUATION**

Finalize your group evaluation by using color dots. Put them on the Evaluation Boards.

Use scale rating from 1 to 5 dots

RED for Disruptions - Consider academics, students, partners, communities

Rating: 1 dot for 'least disruptions' - 5 dots for 'most disruptions'

ORANGE for Culture & Heritage

Rating: 1 dot for 'least impact' - 5 dots for 'most impact'

10 mins **SHARE** evaluations back to the full group

Was there consensus amongst evaluation from the groups?

Each group to share key insights

10 mins

Next Steps

CPC 3 HOMEWORK

*PREP FOR CPC 4 FOCUS TOPIC ON EDUCATIONAL
SPECIFICATIONS FOR COMPREHENSIVE HIGH SCHOOL*

LOOK OUT FOR AN EMAIL ON READING MATERIAL

THANK YOU