

Date
09.14.2022

By
Liz Feltz

Subject	Project Name	Project Number
Climate Response Visioning Charrette	Jefferson High School Modernization	30087
Present	Steve Effros	Liz Feltz, Bora
Members of the CPC	Ayana Horn	Chandra Robinson, Lever
Amira Schultz	Kiesha Locklear	Karim Hassanein, Colloqate
Jocelyn Beh	David Mayne	
Richard Hunter	Design Team	Community Design Organizers
Rick Hodges	Jeanie Lai, Bora	Cleo Davis
Margaret Calvert	Corey Squire, Bora	Members of the Public
Portland Public Schools	Scott Mooney, Bora	None

Minutes

1. ARRIVAL / DINNER / SIGN IN / WELCOME

- A. Corey gave an introduction and reviewed the project timeline and progress. He also showcased a JHS student-led aquaponics program.
- B. Corey reviewed the agenda and desired outcomes for the future of JHS. He mentioned that there will be another session in early 2023 to plan how we will achieve the goals set at this first workshop.

2. PPS CLIMATE CRISIS RESPONSE AND JUSTICE POLICY

- A. Kat defined the term "Climate Justice" noting that those who make the lowest environmental impact are often the most impacted by the effects of climate change
- B. Kat explained PPS' climate goals and noted that this generation of students is the first generation to experience extreme weather events on a yearly basis.
- C. Kat shared that PPS's climate crisis response committee holds quarterly meetings. They are aiming to form a Climate Justice Youth Advisory Group as well.

3. DISCUSSION #1: PPS POLICY

- A. Corey asked the CPC the following questions:
 - i. What resonated from the PPS policy?
 - ii. What does this look like at JHS?

- B. The CPC made the following comments:
- i. Richard: Why is PPS just now developing this policy? Was anything related to climate justice done at other local high schools?
 - a) David: A portion of energy usage had to be powered by renewables.
 - b) Corey: The newer schools are sustainably designed, but JHS is the first that needs to meet PPS' new standards. This policy is even more ambitious. It addresses fundamental climate issues, not just being "less bad" for the environment than other buildings.
 - ii. Roger: Will there be a plan for back-up power during an emergency?
 - a) Corey: Now is a good time to discuss what level of support JHS should be providing to the community during extreme weather. Can the school be a safe zone for the community?
 - iii. Roger: Will there be rainwater storage?
 - a) Kat: Water management is included in the PPS climate plan.
 - iv. Amira: How will waste disposal be approached? Can students compost and will there be education opportunities built in?
 - a) Corey: Yes, design of the waste stream system is discussed and education around composting will impact student behavior for the rest of their lives.
 - v. Amira: Will urban farming be integrated or taught? Can we utilize the roof space for this?
 - a) Corey: I think a space for that would be great – maybe this can be included in the site design.
 - b) Liz: Runoff capture from the roof is also important.
 - c) Corey: We will use solar panels on the roof as other school projects have.
 - vi. Roger: Is Benson still using fossil fuels?
 - a) Corey: JHS will be the first all-electric powered building while Benson still uses some gas. Natural light can also help reduce energy usage.
 - b) Liz: How much will that cost?
 - c) Corey: Passive strategies generally won't have a huge difference in cost.
 - vii. Richard: How would we orient the spaces?
 - a) Corey: We would avoid east-west orientation to capture natural light. We will get into conversations about program locations.
 - viii. Amira: One thing that could preserve the JHS aesthetic is the exterior brick. IS there potential to re-use brick that's here in any scenario?
 - a) Corey: If we preserve the existing building, or build a new building, we can use brick and a variety of other exterior claddings to meet insulation needs. We will need to do further studies on the existing façade.
 - ix. Liz: In other renovations, was it costly to preserve the existing brick?
 - a) Roger: Preserving brick comes with a high cost.
 - b) Corey: Some portions of the building might merit the higher cost to preserve the brick, others not.
 - x. Richard: In the PPS policy, will there be updated curriculum? Will district transport also be updated?
 - a) Kat: PPS is in the process of updating transportation and there is federal funding to start transitioning to electric vehicles. We are looking to standardize a climate justice curriculum and coordinate with community partners. Students will be able to use that to find a career pathway and the school itself will be able to serve as a precedent for green education.
 - xi. Richard: Will there be bike storage and EV charging? Will there be a shop program for EV?
 - a) Corey: The team is looking to have substantial bike storage and resources. We can talk about CTE programs as the CPC process progresses.

4. CASE STUDY PRESENTATION

- A. Chandra introduced the Meyer memorial trust project, discussing its sustainable wood sourcing, access to natural light, connection with nature, and diverse construction team.
- B. Scott introduced the OSU cascades project, show how the net-zero classroom building had the same budget as a traditionally constructed building and how the standard classroom unit can flex over time.
- C. Corey presented a few more projects to showcase successful daylighting strategies to reduce overall energy usage.
- D. Corey summarized three major themes: Climate, Health, and Education.

5. DISCUSSION #2 THREE MAJOR THEMES

- A. The CPC discussed carbon, resilience and resource use:
 - i. Roger: Is there potential for the use of hydro heat?
 - a) Corey: Geothermal systems are on the table. They are low maintenance and fairly quiet.
 - ii. Richard: How can athletics programming correspond with overall sustainability efforts?
 - a) Corey: Overall site strategy will be looked at.
 - iii. Amira: Will there be plantings to reduce heat island effect?
 - a) Corey: This project will aim to shade all hardscapes and reduce heat island effect.
 - b) Liz: I know that Albina is a heat island.
 - c) Corey: We can also look into other methods to reduce this effect list green roofs.
 - iv. Liz: Can we see what wind power looks like in a school project? Could this be a backup system or educational tool?
 - v. Amira: Who is in charge of coordinating the education piece post-construction?
 - a) Corey: The scope of design work can include a dashboard that shows building performance. This can work with the PPS curriculum.
 - vi. Amira: PPS communication to the community is lacking, can there be someone dedicated to getting the word out about the resources available at JHS?
- B. The CPC discussed health and the interior environment:
 - i. Roger: What is happening to the existing landscapes and plantings?
 - a) Corey: We will identify the current plants we want to keep.
 - ii. Liz: How would we re-use the lower level? Which programs would work best with less lighting?
 - a) Scott: There are plenty back-of-house spaces that can go on the base level.
 - iii. Liz: For community protection during a climate emergency, that community space needs to be in a very accessible location.
 - iv. Amira: Teachers need to be located in prime spaces with very good daylighting.
 - v. Richard: Will everything be handicap accessible?
 - a) Corey: The building will be brought up to ADA standards and beyond.
 - vi. Liz: Franklin has SPED located in the basement so JHS needs to be better about prioritizing health and wellness for those students.
 - a) Corey: We plan to go beyond the code to accommodate certain mental disabilities and a variety of learning styles. For example, acoustics are very important for students with English as their second language.
 - vii. Roger: Can we have ramps from floor to floor?
 - a) Corey: That would take up a large amount of space but we can think of a variety of ways for all students to feel included spatially.
 - b) Liz: Disabled kids still want to travel and experience learning with their peers. They want to sit with their friends and be fully incorporated in every space.
- C. Lastly, the CPC discussed student empowerment:
 - i. Roger: Can the school meal plan with produce grown on-site?
 - a) Corey: Bora has done projects with on-site community gardens with student participation.

- b) Liz: That food can be distributed to the rest of the community.
 - c) Corey: A connection to the curriculum can also solidify that resource.
 - d) Roger: Look into Metro Training Trust as a partnership.
 - ii. Robin: How are these conversations being captured? How are the decisions being made? These goals need to be distributed to the community. PPS needs to be better at sharing.
 - iii. Liz: Will PPS continue to invest in continued education and resources?
 - a) Corey: This is a very early meeting to set goals and we can brainstorm how to grow and solidify those goals as we move forward in the design process.
 - iv. Mary: If JHS has to live up to new standards, this will require more money. We need more money for programs on top of the basic remodel budget. We shouldn't have to trade off education opportunities for sustainable building elements just because of a new PPS policy. No other school was required to do that in the past.
 - a) Steve: Kellogg middle school also met these requirements without taking away from programs. For JHS, this doesn't speak to certain features like windows and cladding, but these sustainable principles are also included in the base budget.
 - b) Corey: A lot of passive approaches won't add cost. Some factors can, but there are other methods we can use to keep budget low.

6. NEXT STEPS

- A. Corey wrapped up discussion and asked CPC members to keep these goals in mind as we move on to CPC 4 next week.

7. MEETING ADJOURNED AT 7:30 PM

END OF MEETING MINUTES