



JHS MODERNIZATION

Comprehensive Planning Committee

BORA

LEVER



Meeting 4: Culture & Heritage / Program

September 21, 2022



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.



AGENDA

Welcome

Arrival / Sign In / Food

Land Acknowledgement / Anti Oppression Statement

What We've Heard

*CPC 3.1 + 3.2 and follow-up survey
Update to today's agenda*

Culture & Heritage, Experiences & Memories

*Think/Pair/Share/All Exercise
Visioning Exercise*

Space program

Questions

Community Engagement

Upcoming Events

Public Comment Period

Next Steps

WHAT WE HEARD

CPC 3.1 +3.2

Culture & Heritage was ranked first 6 out of 9 groups

Disruption was ranked as first or second for 7 out of 9 groups

Questions about the space program - need more information

Follow- Up Survey (7 responses)

Scenario 1 + 2 Full Replacement Options- biggest impact to Culture & Heritage

Scenario 3 Modernization+Addition - least impact to Culture & Heritage

Scenario 1 Full Replacement to North - less disruptive

Scenario 2 + 3 Full Replacement to South and Modernization+Addition - more disruption

WHAT WE HEARD

*“**Maintaining the structure of the building** demonstrates a the significance of the cultural and the importance of the memories and history at the school.”*

*the **spirit of the space mattered more than the details of the building.***

*“I like the opportunity for scenario 1 best, but I think we should **spend some time talking about how to best preserve culture and the...** I don’t think new construction has to mean losing heritage, history, or culture, especially if we take the time to properly preserve the important aspects. history of the school”*

*“...without considering a number of unknown factors around **how “C&H” is defined,** how it resonate in future buildings with in PPS and most importantly how heavy does “C&H” weigh on the minds of young people and staff since they are the ones who have to be at the schools.”*

Are there ways for a new building to reflect the historic building?

Will the replacement of the existing building be a symbol of erasure and past urban renewal efforts?

***desire to retain the existing athletic fields** (Scenario 2 + 3) because they serve as a community hub.*

WHAT WE HEARD

*“By keeping some portion of the historic structure, you maintain the visual reminders of the history of Jefferson HS and the impact its had on the communities in years past. Just as with any historic remodel these visual reminders are what **provide a feeling of “pride” of “where we come from.”** Jefferson HS will, most likely, always be in this same location - however, if it’s all new with none of this “history and pride” is it really still Jefferson HS - or just another new high building? Preserving the 1909 portion of the school, I believe, will have the greatest impact in ensuring that the feeling of “pride” due to the history of our school continues.”*

*“potential for lasting disruption, because the **existing building will remain as a monument to the past injustices this community has faced - that needs to be properly considered,** and I haven’t heard enough from the most-impacting community members on that front.”*

*Scenario #1 - Having new construction where the track field currently is will be very **disruptive to all of our sports activities.** Having the track in the back of the school will be disruptive to the surrounding neighborhood and it will no longer be viewed from the busy street.*

***wants the students out of the old building** as soon as possible and placed into a safer space.*

Putting students in a temporary school or portable during construction might still be safer than staying in the old building.

Spend time defining and discussing Culture & Heritage

What are the experiences and memories that contribute to the spirit and feeling of pride?

“spirit of the space mattered more than the details of the building”

“Jefferson to be center of MY community”

“To remember the history and to tell it right.”

“celebrating the old building by sharing the memories that the old building holds.”

“People want to change Jefferson, but the truth is that Jefferson changes you”

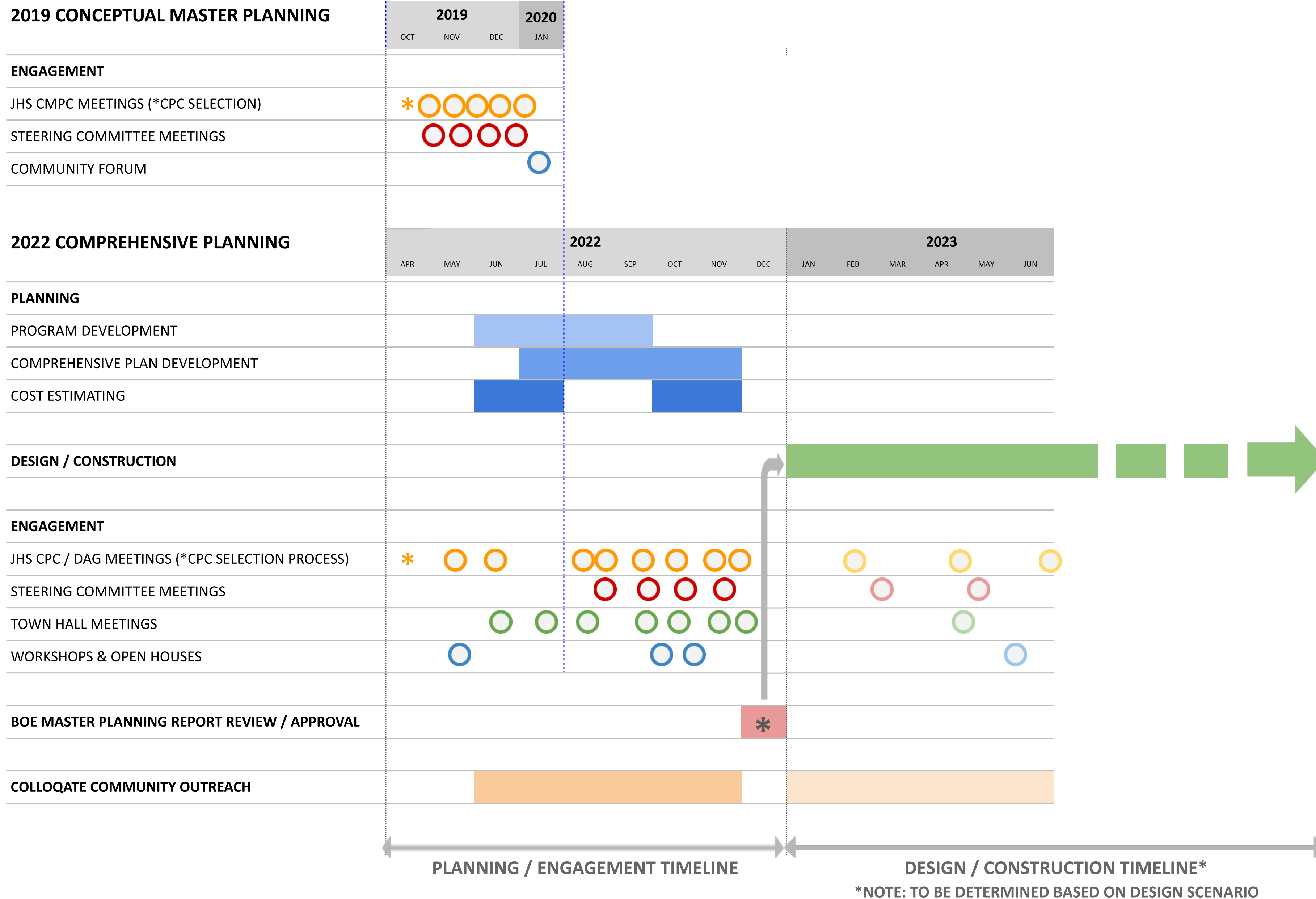
Better understand the space program

What is included in the HS ED SPEC?

How does it compare to current JHS space?

What about Middle College, Partners, Arts/Dance?

CPC 4 UPDATED TOPICS



Culture & Heritage

Describe an experience you had in a building that reflected and celebrated your community and culture.

THINK individually: 2 Minute brainstorm (silently, on your own, don't talk to anyone yet!)

In PAIRS: spend 4 mins together (find significant experiences)

In GROUPS of 3 or 4: 8 mins discussion (find significant experiences)

*Pick **someone** to share back top 2 significant experiences to full group*

SHARE with full CPC: One person share back top two experiences from each group.

VISIONING EXERCISE

What ideas do you have to create a high school that celebrates and welcomes Black culture and excellence as a lasting anchor for the community?

CREATE A COLLAGE using image and word cards at your table/group.

SHARE *Pick someone to explain why the images and words were chosen.*

What are the experiences and memories that contribute to the spirit and feeling of pride?

“spirit of the space mattered more than the details of the building”

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“People want to change Jefferson, but the truth is that Jefferson changes you”



Space Program

2019 CONCEPTUAL MASTER PLAN REPORT

CMPC + Steering Committee recommended program

Jefferson High School as Expanded Comprehensive High School

CURRENT FALL 2022 AND EARLY 2023 (SCHEMATIC DESIGN)

- *Review and reconfirm 2019 space program*
- *Ongoing meetings with PPS, staff, coaches, partners, Jefferson Dance Program, etc*

Building space programming - Finalized building space program will need to be approved by PPS Board of Education

vs

Academic programming - is ongoing

JHS 2019 PROPOSED BUILDING SPACE PROGRAM NET SQUARE FOOTAGE

PPS Comprehensive High School Area Program 1700 Students

SUMMARY			
HS ED SPEC BASELINE			
AREA ^{1,2}	Quantity	SF/ROOM	SF Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS			
General Education (Gen-Ed) Classrooms	41	980	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
Sub-Total			200,790
Community Partners ⁵			1,200
Wrap-Around Service Providers ⁵			4,700
Sub-Total			5,900
PPS District Uses			0

Jefferson High School - Current

EXISTING MEASURED	
Quantity	SF Total
29	26,665
7	7,604
9	44,328
1	15,741
4	38,739
6	71,010
	204,087
Indian Affairs + Storage/Support	11,243

Jefferson High School - Proposed

PROPOSED 2019		
Quantity	SF/ROOM	SF Total
37	920	47,040
11		17,480
4		44,070
3		8,300
3		38,780
2		60,920
		216,590
		6,720
		4,700
		11,420
		0

Notes:

¹ Area program for 1,700 student enrollment. Required program refers to the education program needed to meet graduation requirements. The area program includes spaces to accommodate course offerings reflected in credit hours typically taken by students

² Areas identified in Area Program are more readily achieved in new construction; it is expected the area of rooms and spaces in existing buildings will vary from those of the area program to accommodate the floor plates and other structural limitations of existing buildings

³ Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation/CTE/Maker Space

⁴ Includes Optional Teacher planning/collaboration areas

⁵ Assumptions based upon current average area of partners/providers in high schools

⁶ Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work

PPS EDUCATION SPECIFICATION FOR HIGH SCHOOL

Dated September 2017 / Full Document available at <https://www.pps.net/Page/2144>

General Education Classrooms	(41@980sf) English, Math, Social Sciences, Health, Languages, (6) Electives, Small Classrooms, Flexible Learning Areas
Science Lab Classrooms	(11@1500sf) Science Classrooms with support spaces
Fine & Performing Arts	(2) Art Rooms, Kiln Room, Optional: Photography/Dark Room, Production Suite Band, Black Box, Scene Shop, 500-seat Theater, Support and Storage, Optional; Choir
Career Preparation / CTE	Specialized Career/ Technical Education Spaces, Maker Space (6,000sf is minimum)
Physical Education/ Athletics	Main Gym, Auxiliary Gym, Mat Room/Movement Room, Weight Room, Training and Team Rooms Locker rooms, Support and Storage
Education Support	Reception/Lobby, Administrative & Staff Offices, Staff Rooms, Meeting Spaces, PTA & Alumni Spaces, Student Government Teacher Planning Spaces, Counseling & Career Center, (5) Computer Labs, ELL Classroom, Special Education (6 SPED Classrooms) Student Commons, Kitchen/Servery, Media Center/Library, Support and Storage Spaces
Community Partners	Food Pantry, Clothing Closet
Wrap Around Service Providers	Teen Parent Center, Health Clinic, Social Services Provider

JHS 2019 PROPOSED BUILDING SPACE PROGRAM

Space Program Adjustments proposed and approved by Board in 2019

General Education Classrooms	(37@920sf) English, Math, Social Sciences, Health, Languages, (2) Electives , Small Classrooms, Flexible Learning Areas
Science Lab Classrooms	(1500sf) Science Classrooms with support spaces
Fine & Performing Arts	(2) Art Rooms, Kiln Room, Photography/Dark Room, Production Suite Band, Choir , Black Box, Scene Shop, 1000-seat Theater , Support and Storage + (4) Dance Studios
Career Preparation / CTE	Specialize Career/ Technical Education Spaces, Maker Space (currently reviewing to define CTE academic programming)
Physical Education/ Athletics	Main Gym, Auxiliary Gym, Mat Room/Movement Room, Weight Room, Training and Team Rooms, Locker rooms, Support and Storage + Field House (not included but currently reviewing dedicated Movement with separate Mat Room)
Education Support	Reception/Lobby, Administrative & Staff Offices, Staff Rooms, Meeting Spaces, PTA & Alumni Spaces, Student Government Teacher Planning Spaces, Counseling & Career Center, (2) Computer Labs , ELL Classroom, Special Education (6 SPED Classrooms) Student Commons, Kitchen/Servery, Media Center, Support and Storage Spaces + Middle College (minimal space needs)
Community Partners	Food Pantry, Clothing Closet + SEI + Latino Network
Wrap Around Service Providers	Teen Parent Center, Health Clinic, Social Services Provider

CONCEPT PROGRAM BLOCKS

**Administrative
Counseling Center
Education Support
Wrap Around Service**

**Lobby
Student Commons
Servery/Kitchen**

**Building Support
Custodian**

Physical Education/ Athletics

**Performing Arts
(Theater/Stage, Band, Choir, Black Box)
Dance Studios**

**General Education / Science Classrooms
Flexible Learning / Teacher Planning
Fine + Visual Arts
SPED/Computer/ELL
Career Prep / CTE
Community Partners
Media Center/Library**

Engagement Update

Public Comment Period

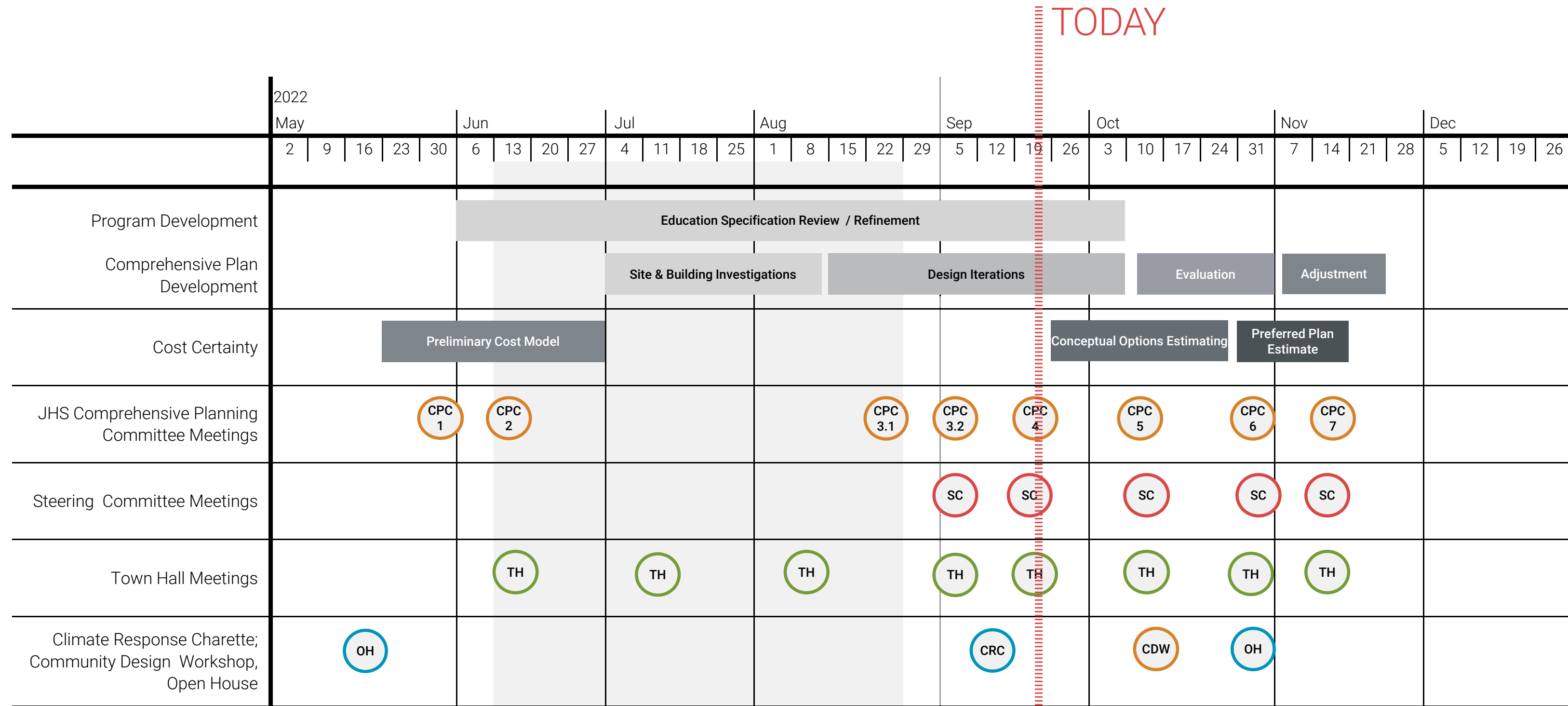
JHS COMPREHENSIVE PLANNING COMMITTEE PROCESS

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



TODAY

HOLD THE DATE !!

COMMUNITY DESIGN WORKSHOP

Saturday October 15

CPC final recommendations goes to PPS Board.
 Review at mid December board meeting for approval

THANK YOU