
Date
10.12.2022

By
Liz Feltz & Becca Cavell

Subject
Comprehensive
Planning Committee
Meeting 5

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC	Portland Public Schools	Katherine Marple, Colloqate
Amy Hargrave	Kiesha Locklear	Melinda MacMillan, Place
Garin Gregory	Steve Effros	Mauricio Villarreal, Place
Amy Kohnstamm	Ayana Horn	
Ryan Schultz	David Mayne	Community Design Organizers
Amira Schultz	Margaret Calvert	Michael Stevenson
Dan Cohnstadt		Cleo Davis
Rick Hodges	Design Team	Tae Thomas
Mancala Synders	Jeanie Lai, Bora	Anita Mason
Tiara Fitz	Becca Cavell, Bora	
Jocelyn Beh	Chris Linn, Bora	Members of the Public
Michelle DePasse	Scott Mooney, Bora	Nikolai Ursin
Tina Myers	Liz Feltz, Bora	Stephanie Coyle
Richard Hunter	Chandra Robinson, Lever	Cynthia Saari
Roger Espinoza	Katie O'Connell, Lever	Sallie Stevens
Mary Li	Bryce Tolene, Lever	Robin Booker
	Bryan Lee, Colloqate	Janet Goefze
	Karim Hassanein, Colloqate	Shanice Clanke
	Tina Taeb, Colloqate	Ruth Oclander

Minutes

1. BUILDING TOUR

- A. Tae and Collin gave a tour of Jefferson's arts spaces.
- B. Collin took the CPC to the dance studio on B-Floor of the 1909 wing. He mentioned that the dancers really like the studios in the 1909 building because they have natural light and ventilation. However, he also mentioned that the ceiling tiles often fall onto people and the heating does not work.
- C. Next, Tae directed the CPC to the theater and band area. He expressed that the music program was the space that made him feel the safest and happiest at JHS. The band program brings him back to the school often as an alumnus.

- D. After exiting the theater, the CPC visited “the Dungeon” where Collin shared his experiences in the dance program. The dance students have a few of their own separate small gathering spaces near the locker rooms.
- E. Lastly, Tae took the CPC to the T.V. studios, where he explained that his graduating class put a lot of effort into revamping one of the studios, cleaning out the bleachers and utilizing old props like the Jeff-oardy game show podiums.

2. ARRIVAL / WELCOME

- A. Steve welcomed the CPC and asked them to sit down at one of the four programming activity tables.

3. LAND ACKNOWLEDGEMENT & ANTI-OPPRESSION STATEMENT

- A. Chandra read the Land Acknowledgement and Anti-Oppression statement.

4. PLANNING APPROACH CONCEPTS

- A. Jeanie gave an overview of the design phases in a typical project. She explained that this phase is focused on selecting where general programs will be located on the site.
- B. Jeanie reviewed the program colors prior to starting the planning exercise.
- C. The team began the planning exercise and the design team received the following feedback:
 - a. Table 1: Renovate 1909
 - i. Notes from the table discussion (Bryan Lee as scribe):
 - 1) Key takeaways from all four groups:
 - 1. The CPC likes the courtyard.
 - 2. Maintain students in center.
 - 3. The distance from one side to the other feels too long.
 - 4. Manage the first floor for accessibility.
 - 5. This scheme poses challenges and opportunities.
 - 6. Can we keep the bleachers from the 1928 gym?
 - 7. Will there be security measures?
 - 8. Where will there be fencing?
 - 9. Renovate the street along the front face of the building.
 - 10. The CPC doesn't want a disconnect between new and old.
 - 11. How do we connect and honor the history?
 - 12. Interior relationships between buildings
 - 13. Parking is insufficient.
 - 14. The CPC doesn't want athletics to outshine academics.
 - 15. PPS needs to go after the property on the north east corner (masonic building). Could they use eminent domain to take the space and renovate it for students?
 - 16. The groups want a kitchen and restaurant to teach students culinary skills and business management.
 - ii. Reporting Back:
 - 1) The connection between the old structure and the new structure needs to be thought through/shouldn't look awkward.
 - 2) The courtyard space should be more generous.
 - 3) The façade along commercial is very long and the CPC would like more detail about what that might look like.
 - 4) The CPC would like a pedestrian walkway across the site near the main entry.
 - 5) The CPC wants an accessible main entry, which would mean lowering the first level.
 - 6) More parking is needed.

- 7) With the length along commercial, the logistics with the students moving from class to class might become difficult.
 - 8) The CPC is interested in re-using the bleachers from the 1928 gym.
 - 9) The CPC would like control over the Masonic building across Commercial Avenue so there can be a link with that site.
 - 10) They want to make sure that the academic programming does not suffer from the buildup of athletics programming.
- b. Table 2: Renovate 1909 + 1928
- i. Notes from the table discussion (Katherine Marple as scribe):
 - 1) Group 1
 1. Retain the theater during construction and the gym where dancers practice and athletics practice.
 2. Build a new theater and band building.
 3. The scaled masses are helpful.
 4. The group is impressed with Grant's theater.
 5. At same time, add a new gym, an aux gym, and a new grandstand.
 6. The team confirmed that all of the classrooms can fit in the 1909 building.
 7. There is no front porch entry facing the street in this scheme for the community, which the CPC find problematic. Instead, they suggested having a secure main entry to the theater.
 8. The community is not sure where to park. Will they have to walk all the way around the building?
 9. A public passageway between the front porch and the field was suggested.
 10. Auto shop no long in program, instead have wood shop and makerspace, CT
 11. The team confirmed that there will still be EV charging.
 12. The team confirmed that there is no room for a baseball field in this scheme.
 13. The community wants the existing field fixed so it's "not a dog park."
 14. Is underground parking being considered? What about a parking garage where the current teacher parking is? The team answered that a structure cannot be built because of the proximity to residential properties.
 15. Could you apply for a conditional use to have parking garage? Then we can provide close parking for teachers. JHS already has enough trouble attracting teachers without taking parking away - thinking about how we attract good teachers who have to drive from outside of the neighborhood.
 16. This is a neighborhood with a lot of homeless people, is there any concern for children who have to walk to the school?
 17. Can people with children even live in this neighborhood anymore?
 18. Why are we building such a big building? Do we even know who will be living here? Who is this for?
 19. A developer reached out a few years ago. Could we build housing to attract teachers for good deals on homes to be owned?
 20. Are we considering the needs of homeless students?

2) Group 2

1. Are we leveling out the ground to the entry to make accessible to the existing building? Yes, there can also be public access through the site.
2. Are there going to be swimming programs? Is football going to serve kids? The Ed Spec does not have an aquatic program. There is community interest and if that emerges as strong community need, PPS would need to find funding for it.
3. Having two practice fields feels like overkill. This group doesn't understand why we are not finding more open outdoor space for the kids, or another common space that kids can use all year. The community field is the vibe of this school.
4. There was another person who emphasized the importance of the interior commons.
5. This option would not have baseball or softball? No, it does not fit in this scheme.
6. Do you feel this is an appropriate scale and size to the neighborhood?
7. The interior feels crowded and dark.
8. There are lots of skylights.
9. In the interior of the 1928 building, what are we gaining? Maybe sentimentality, but one CPC member would rather have a central gathering space that's open where the energy is central.
10. But would need some way to cut across when its bad whether
11. Tae- It's too much space to walk across because there is no time between classes. It looks really tedious to walk around in a giant circle all day.
12. There could be a covered outdoor space to gather that is open to the community.
13. It is important for the school to have a shop.
14. Tae argued for keeping the 1928 building because he likes the balconies and the over sentimentality of the space.

3) Group 3

1. What is the square footage relative to now?
2. Is the commons building open to the public? Can we open up the 1928 building so it is not so dark?
3. The interior of this scheme feels like it will be so dark and crowded.
4. The new classroom wing in the middle of the scheme doesn't feel right – it feels squished and unintentional.
5. Do you want to keep this old studio building? It has historicity and sentimentality, but it's so dark.
6. Someone suggested reusing the materials of 1928 in the new construction.
7. Will there be opportunities for art?
8. What happens inside the 1909 building? Is the inside being remodeled? Yes. Can it be opened up more? It should not be left as it is inside.
9. One CPC member likes making the entry accessible, but likes the idea of having a porch or terrace overlooking the field as well.
10. JHS doesn't need 2 practice fields.
11. There is a need for more outdoor space, perhaps between the buildings.

12. The commons should be light and bright and a place that the community wants to gather.
 13. Wants to be connected to open outdoor spaces (maybe covered?) but not having students spilling onto the street
 14. Where are the tennis courts? Will there be a swimming pool?
 15. These students should have all the opportunities that other schools have. If you take away an opportunity, you have to make it available somewhere else and make sure those relationships are in place.
 16. How are community SEI spaces integrated? They should be accessible from the street when the rest of the school is closed.
 17. This group wants to see versatile community spaces, open air spaces, and covered outdoor flexible spaces.
- 4) Group 4
1. The 1909 building and 1968 gym are the most important buildings to keep.
 2. There is concern about students going from portables or PCC to the fields/cafeteria, but this scheme is better than moving the whole school to the south forever.
 3. More parking is needed.
 4. Teachers don't really use their parking lot now, so people can park along the street.
 5. Why cant we do a parking garage or underground parking?
 6. Is the team talking to the neighbors? How to they feel/ think about different schemes?
 7. Can there be lockers closer to the south fields?
 8. Make an entry on the side that feels like an entry into the commons.
 9. There is interested in a common building entry that also serves theater and performances.
- ii. Reporting Back:
- 1) More parking is needed.
 - 2) There was concern around the connections between the north and south end of the site and the effects on student travel times.
 - 3) The CPC had mixed feeling about the 1928 building. They wondered if the team could remove and re-use the materials to maintain the connection to place.
 - 4) The center of the scheme felt too dense. They did not want a circular courtyard or "prison courtyard."
 - 5) The CPC wanted more community gathering space closer to the street.
 - 6) They would like to maintain the overall character of the 1909 building's exterior.
 - 7) If the site is more built up on Commercial Avenue, conversations with neighbors will be necessary.
 - 8) Some groups also proposed ideas for students to occupy spaces on the roof.
- c. Table 3: New South
- i. Notes from the table discussion (Karim Hassanein as scribe):
- 1) Group 1 (Liz, Eliana, Sallie, Garin)
 1. If baseball is gone, there needs to be a clear preferred option identified elsewhere in the neighborhood so people know where they will be able to go.
 2. This group wants to see tennis courts.

3. There is a significant allotment for performing arts - Is this responding to the community needs, or just building a resource that the Black community won't have access to due to displacement?
 4. Where are the CTE and vocational training spaces and programs? This should be clearer.
 5. Have the library connected to gathering and wrap-around services.
 6. This scheme gives a lot of respect and presence for arts, if that's what students are into.
 7. This scheme erases history.
 8. The theater feels like it could be a community hub and resource. How will BIPOC community members get access so it's not just for gentrifiers?
 9. This group likes the idea of having a passageway through the site (from Kerby to Commercial).
 10. They want to bring green space and trees back into the site.
 11. They suggested a green space for an outdoor commons. They would like to have open air spaces and covered open spaces more distributed throughout the site.
 12. Could we create a safer crossing over to the field on the south lot?
 13. One group member wants to see good outdoor seating like at McDaniel.
 14. They are concerned about outdoor spaces being along classrooms and being a disruption to students in class if it's all concentrated in a linear courtyard
 15. They would like to see a scale comparison of Lincoln and McDaniel compared to the outdoor spaces (non-athletics) shown here.
 16. The distance between PCC and the academic spaces is a problem.
 17. One person wants to see a pool. They said that the community hasn't had the opportunity for to benefit from that resource, and they don't have access in their neighborhood now or where they have been displaced.
- 2) Group 2 (Ruth, Jocelyn, Steve, Rick)
1. The main entry needs to be clear. It feels tucked away on Commercial.
 2. Full new replacement isn't reflective of history and culture. They want to register a strong opposition to this based on what the Black community is advocating for.
 3. One group member likes the opportunity to have a grand entry.
 4. The performing arts feel larger and more substantial than other parts (at the center of the school).
 5. Where is the loading area?
 6. They don't want the teacher entry to feel like a back door.
 7. This has better flow than the North replacement scheme.
 8. The theater is too tucked away from the community.
 9. They would prefer a grand entry on Alberta but this would be too far from the bus stops on Killingsworth as well.
 10. If the arts were clustered together, they would like to see dance connected more to academics, and the theater on the public corner of Alberta and Kerby.

11. Because of the weather, could the gym be closer to the academic spaces so kids don't have to walk so far outside to get to the gym in the rain?
 12. They need versatile common covered outdoor space that is flexible for the community to use and access.
 13. The one benefit is that there is less disruption to athletics because the track stays.
 14. What happens on the South lot? Could we build on it? Could we have a school garden?
 15. This feels too far from PCC for the middle college students. It also feels too far from the Library.
- 3) Group 3 (Michelle, Amy, Richard, Cleo, Michael)
1. What about a roller skating area?
 2. If the existing track needs work, will that be a problem?
 3. There's not enough parking to meet student, theater and community event needs.
 4. Could there be a parking structure? Could a structure go on the current Kerby lot?
 5. This scheme feels far away from PCC and difficult for Middle College connections.
 6. Can PCC classroom spaces be used as temporary classrooms during construction? They aren't fully reopened yet.
 7. Could the south lot be used for courts and parking with a small parking structure?
 8. Teachers shouldn't have to go into their own pockets. Academic support should be bumped up by the district.
 9. There used to be a "Dad's Club" in the Black community that raised money for the school.
 10. PPS needs to do more to support teachers.
 11. Can we partner with PCC for parking? Could PPS pay for spaces on the PCC parking lot?
 12. How do we attract and retain good strong teachers? They can't afford to live in this neighborhood, so they need parking. This is a transit equity issue.
- 4) Group 4 (Amira, Mary, Ryan, Tiara, Tae)
1. Could the new main entry recreate the historic facade of the 1909 building somehow? Could the team save the historic facade?
 2. This is too far from the library.
 3. What can go on the south lot? Perhaps a community garden?
 4. Practice fields should be open and available to the community.
 5. This group felt that the site needed a pool. This would offer more outdoor physical activity to the community, and Peninsula Park's pool is closed most of the time and isn't accessible.
 6. One group member likes the theater more on the Alberta corner. It would have more presence on the street.
 7. It feels far to get across campus for classes. How long would it take to get from one side of the building to the other?
 8. They want a good pathway through the middle of the site.
 9. If pulling back from Killingsworth, it feels important to still have the buildings face that direction the way the current 1909 building does.

10. There are safety consideration as well. If the main entry faces Killingsworth and looks out over the track, there's more visibility if someone is approaching the building with harmful intention.
 11. Parking should be close to the theater. Can it be multistory? Can we have solar panels on top of the parking area or structure?
 12. This plan feels congested on the site and needs more breathing room
 13. The entry on Commercial feels difficult and would need a dropoff area. Would we need to make the street one-way?
- ii. Report Back:
- 1) There was a feeling of tightness on the site.
 - 2) The performing arts programs in the center of the site felt too packed-in. The CPC would like more accessibility to the street.
 - 3) Parking came up as a transit equity issue because some people don't even live close enough to public transit systems that can transport them to JHS.
 - 4) More open greenspaces are needed. These could be distributed throughout different areas of the site.
 - 5) The distance from PCC and the Public Library was concerning.
 - 6) This group brought up the idea of adding an aquatics center to the program.
 - 7) While the CPC appreciated the preservation of existing athletics, they wished that the main entrance still faced the track instead of moving to commercial.
 - 8) There was interest in adding a community garden program to the school.
 - 9) There were security concerns about crossing Alberta to the athletics area noted on the JHS south lot.
- d. Table 4: New North
- i. Notes from Table Discussion (Tina Taeb and Liz Feltz as scribes):
- 1) Round 1: Steve, Jocelyn, Rick, Tina, Margaret
 1. Steve liked that this option was the least expensive and had the fastest schedule.
 2. Rick asked, "Are you tracking how students get to school?" Chandra answered yes, mainly from commercial.
 3. Jocelyn felt that the scheme didn't meet cultural initiatives, making it difficult to have a conversation about. She felt that it was the opposite of what the community has been requesting of the design team.
 4. Jocelyn asked, "Will staff be able to participate in the grand entrance with the students?"
 5. Jocelyn felt like there was no longer a central entrance. She said that it needs to flow into all of the main school spaces and that this option felt like a side entry.
 6. Jocelyn felt like this scheme an awkward path of travel amongst the classrooms, there needs to be a more continuous loop
 7. Rick asked if there was the potential to re-use materials from the old building.
 8. How can we replicate the 1909 building entry on commercial?
 9. Jocelyn liked having the theater right on the commercial strip and suggested that there should be a greenway on Killingsworth in front of the school.
 10. In general, this group understood the link with Killingsworth but wanted clarification on how the student entry would look.
 11. Someone from this group suggested a grander public entrance to the gym.
 12. They agreed that the theater needs to be extremely prominent.

- 2) Round 2: Michael, Richard, Amy, Jackie, Sallie, Michelle
 1. Richard emphasized a need for parking in this scheme. He also thought that placing the arts on Killingsworth made a lot of sense.
 2. Michelle noted that PPS rules about community use of buildings is not enforced equally between schools. So, the community spaces need to be very accessible.
 3. Richard noted that a key voice from the gathering on 10/11 was pleading that we retain the 1909 building. So, unless there is a severe loss of opportunity and program for the students, retaining the 1909 building might be the way to go.
 4. Michelle disagreed saying that the North Scheme was her favorite scenario. She wants JHS students to have all of the same amenities as the Lincoln High School students.
 5. Sallie and Richard were interested in coordination with the public library. They noted that it contains the African American archives.
 6. Amy asked if the design team can re-use materials from the old structure.
 7. Richard suggested that the design team build a parking structure and put tennis courts on top.
 8. Michelle was concerned that students will not have enough time to walk across the street to PCC.
- 3) Round 3: Tae, Mancala, Mary, Amira, Tiara
 1. Tiara suggested having a covered outdoor gathering space for the community instead of a third practice field.
 2. Mary said that this was her number one option because the arts were located on Killingsworth, it was the least disruption to students, and had the quickest project timeline. She was still concerned about athletic disruption.
 3. How do we convey the sense of the 1909 building and its history in the design of a new building?
 4. Someone asked if the design team considered locating the main entry on Killingsworth. Chandra responded that the entry on Commercial would be more central to the commons and academic spaces and that the theater could have it's own separate entry on Killingsworth.
 5. Mary asked, "How does the grand entry of the 1909 building translate to a new building on Commercial?"
 6. Mary also asked if JHS can we leverage PPC for the athletic disruption.
 7. Mancala felt that the public library would be really disrupted by the construction. Mary added that the library itself will also be re-constructed during this time.
 8. Amira asked if there will there be utilization of the proximity to the library.
 9. Amira also asked why there were so many fields. Can't we give a little up for other programs?
 10. Mary stated that Felisha, JHS' track coach, needs the athletics spaces to keep students engaged, she cannot work with less program than she has currently.
 11. Amira asked, "Can there be a pool near the practice fields?"
 12. Mancala felt that a community pool was not necessary on this site.
- 4) Round 4: Amy K, Garin, Elisa, and a JHS Neighbor (no nametag)

1. A visiting neighbor did not like that the whole structure would sit in a different spot on the site.
 2. Amy liked that money would be saved by keeping kids in the school during construction.
 3. Elisa felt that the scheme needed more outdoor casual common space and suggested losing a practice field.
 4. Elisa said that the gates currently wrapping around the track and practice field make sense but cause the site to feel really closed off.
 5. Elisa loved the idea of potentially having sports programming on the roof.
 6. Amy wanted the scheme to be more welcoming on the Alberta side.
 7. Amy suggested that a landscaped pathway could be made for people to pass through after school hours.
 8. One of the group members liked the entry on Commercial due to its proximity to the bus drop off.
 9. They also wondered if it would be possible to make Commercial Avenue a one-way to make drop-offs more efficient.
 10. There was suggestion to have more parking located closer to the theater on Killingsworth. They wondered if the project could share any parking with PCC.
 11. There was a suggestion to orient more of the entrances and views toward Killingsworth the way that the 1909 building does. This might feel more familiar and safer for the occupants.
- ii. Reporting Back:
- 1) The CPC liked that this option allowed the students to remain in the existing school but was concerned about the temporary relocation of athletics.
 - 2) This scheme brought up concerns about the erasure of the culture and heritage of the 1909 structure.
 - 3) The CPC felt that the entrance of this scheme was less obvious and wondered what could be done in later phases to make the main entrance feel grander.
 - 4) Some CPC members felt that the classroom layout was a bit awkward and would've liked to see a continuous loop to the south.
 - 5) They wondered how the materials from the 1909 building could be re-used.
 - 6) Many CPC members liked the location of the arts programs on Killingsworth.
 - 7) More parking is needed.
 - 8) Michelle noted that the rules pertaining to the community use of buildings is not equally enforced between the PPS buildings. This project needs to ensure that the community spaces are in an accessible location.
 - 9) Every group would like this scheme to have a strong connection with the Public Library. They noted that it contains the African American Archives.
 - 10) One group suggested a covered outdoor community space instead of the practice field closest to the school.
 - 11) The addition of an aquatics center was brought up at this table as well with mixed responses.
 - 12) The last group was interested in hearing more about how the money saved on temporary classrooms would be used for additional program.
 - 13) This table also had some discussion about a green pedestrian pathway through the site.

BORA

5. QUESTIONS

- A. The CPC had the following questions after the Planning Exercise:
- a. How will this CPC activity compare to the activities at the upcoming Community Design Workshop on Saturday? This programming activity will be one of many booths that the public can participate in.
 - b. What can we expect moving forward? The design team will revise 2-3 of the schemes and provide more information on cost and schedule.

6. MEETING ADJOURNED AT 8:30 PM

Link to Town Hall and CPC YouTube livestream :

CPC-5 Livestream - <https://www.youtube.com/watch?v=byFIBrJSjKc>

Town Hall Livestream: <https://www.youtube.com/watch?v=usyDOOXWTJc>

END OF MEETING MINUTES