



JHS MODERNIZATION

# Comprehensive Planning Committee

# BORA

# LEVER



Meeting 6: Site Planning Approach Review

*November 2, 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 Acknowledgment / Anti Oppression Statement**

## **Comprehensive Planning Roadmap (25 mins)**

*Path to recommendation / Board approval*

*Key factors + stakeholders*

*PPS Planning Driving Factors*

*Discussion + Questions*

## **Engagement Feedback Key Themes (25 mins)**

## **Design Approach Options (60 mins)**

*What we heard from CPC 5*

*Design approach options update*

*Discussion*

## **Public Comment Period**

## **Next Steps**

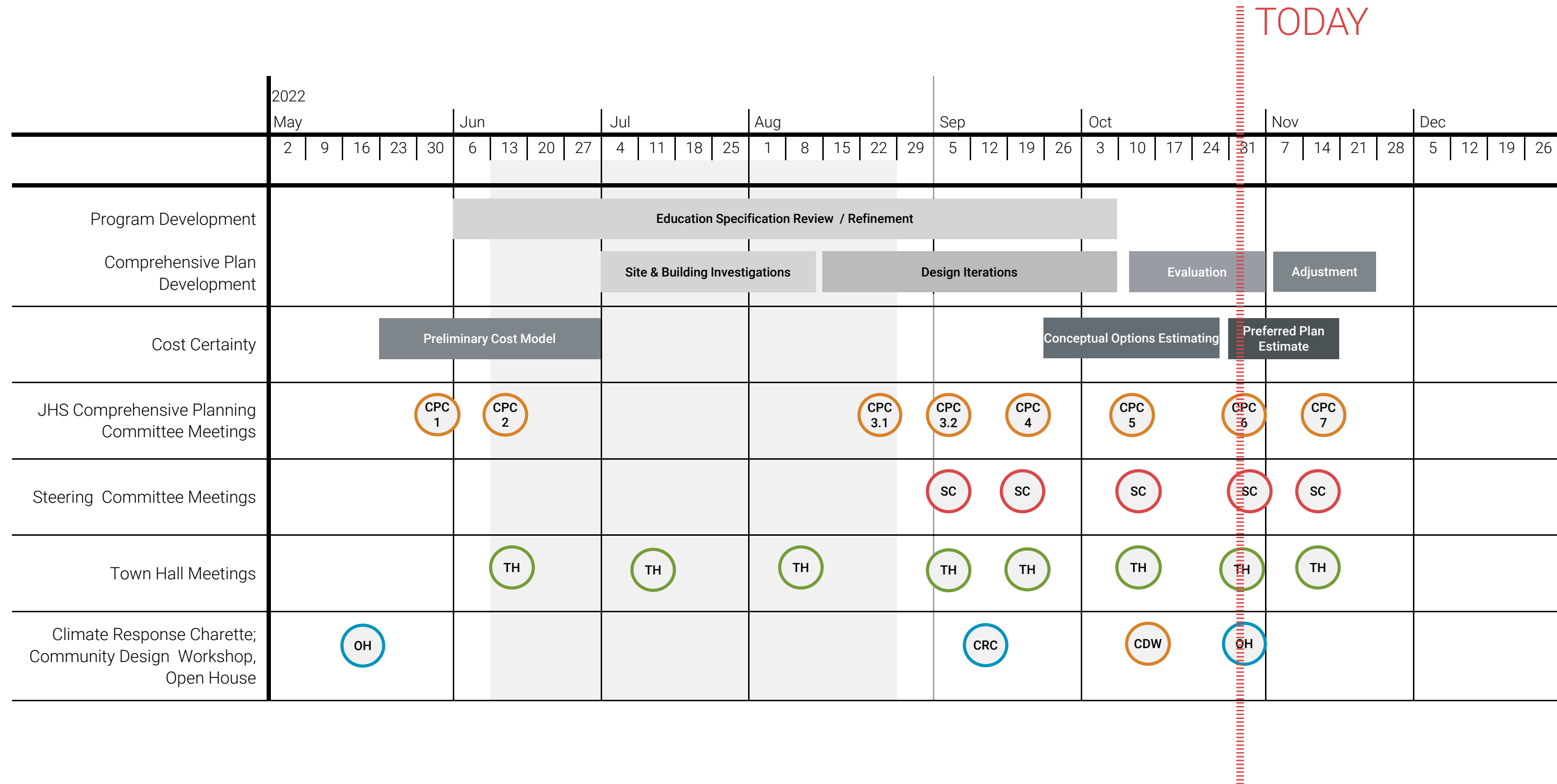
# JHS COMPREHENSIVE PLANNING ROADMAP

## 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](mailto:schoolmodernization@pps.net)  
[jhsbond@pps.net](mailto:jhsbond@pps.net)

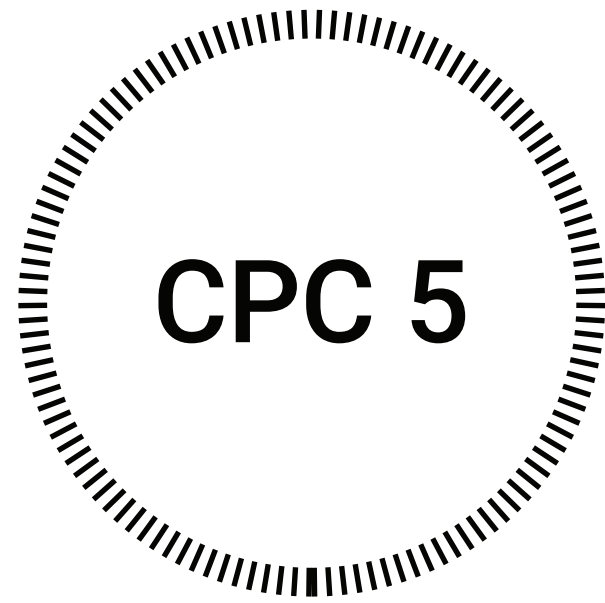


# DESIGN PROCESS FUNNEL



# PATH TO RECOMMENDATION

OCT 12



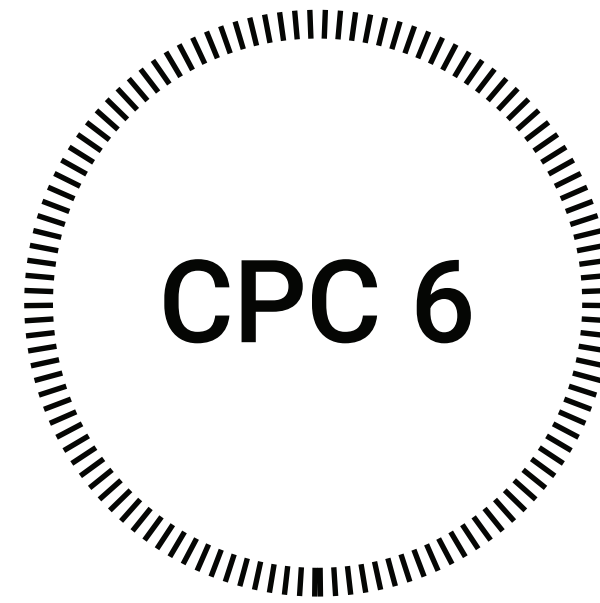
**(4) DESIGN  
APPROACH  
OPTIONS**

**QUALITATIVE  
FEEDBACK  
BETWEEN OPTIONS**

Engagement + Reviews:

- Town Hall
- 10/15 Design Workshop
- Tour of McDaniels + Lincoln HS
- Community Events (CDO)
  - BBQ Intergenerational
  - Student tour of JHS
- Neighborhood House BIPOC Fall Festival
- Math Game Night @ Woodlawn Elementary
- OAME meeting
- Tubman Family Night
- Student Engagement Class Sessions
  - Jeff Beyond HS
  - Leadership Class
  - BSU Student Focus Group
- Staff + Faculty Meeting
- Space Program Review/ Partner Stakeholder Meetings
- JHS Administration Review
- OSM + District Leadership Review
- CBSE Engagement Work Session
- BOE Facilities & Operations Committee update presentation
- City of Portland Land Use Application and staff feedback

NOV 2



**(2) DESIGN  
APPROACH OPTIONS**

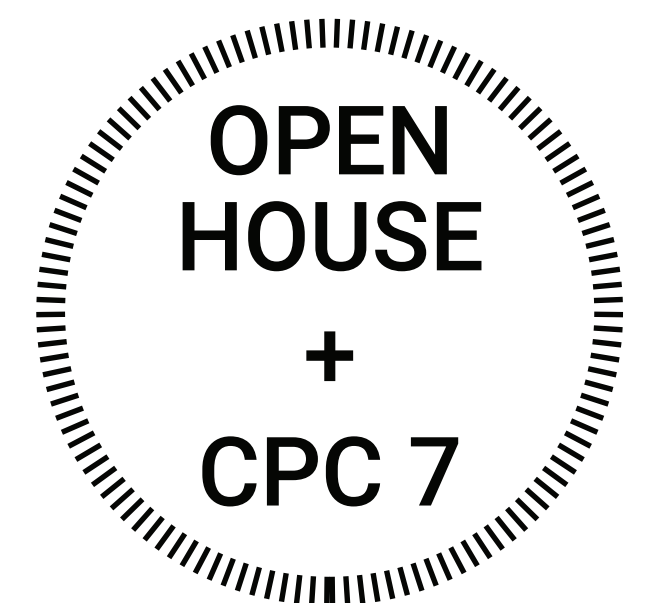
**QUALITATIVE  
DISCUSSION  
BETWEEN OPTIONS**

*RECRUIT  
YOUR CONSTITUENTS  
TO THE OPEN HOUSE  
IN MID NOVE*

Engagement + Reviews:

- Community Events (CDO)
  - Tae's Big Family Community Listening Session
  - BIPOC Feeder School Families Sessions
  - Alumni/ Jefferson Boosters/ Boys to Men/Girls to Women
  - 2000 Alumni Focus Group
- Student Engagement Class Sessions
  - Redesign Workshops
- Space Program Review/ Partner Stakeholder Meetings
- JHS Administration Review
- OSM + District Leadership Review
- PPS Steering Committee
- BOE Facilities & Operations Committee update presentation
- City of Portland Land Use Public Hearing

NOV 16



**FINAL REVIEW OF  
DESIGN APPROACHES**

**POLLING FOR  
RECOMMENDATION  
TO PPS BOARD FOR  
APPROVAL IN DECEMBER**

# PPS SCHOOL BOARD APPROVAL



## PPS BOARD OF EDUCATION

December 2022 Board Meeting

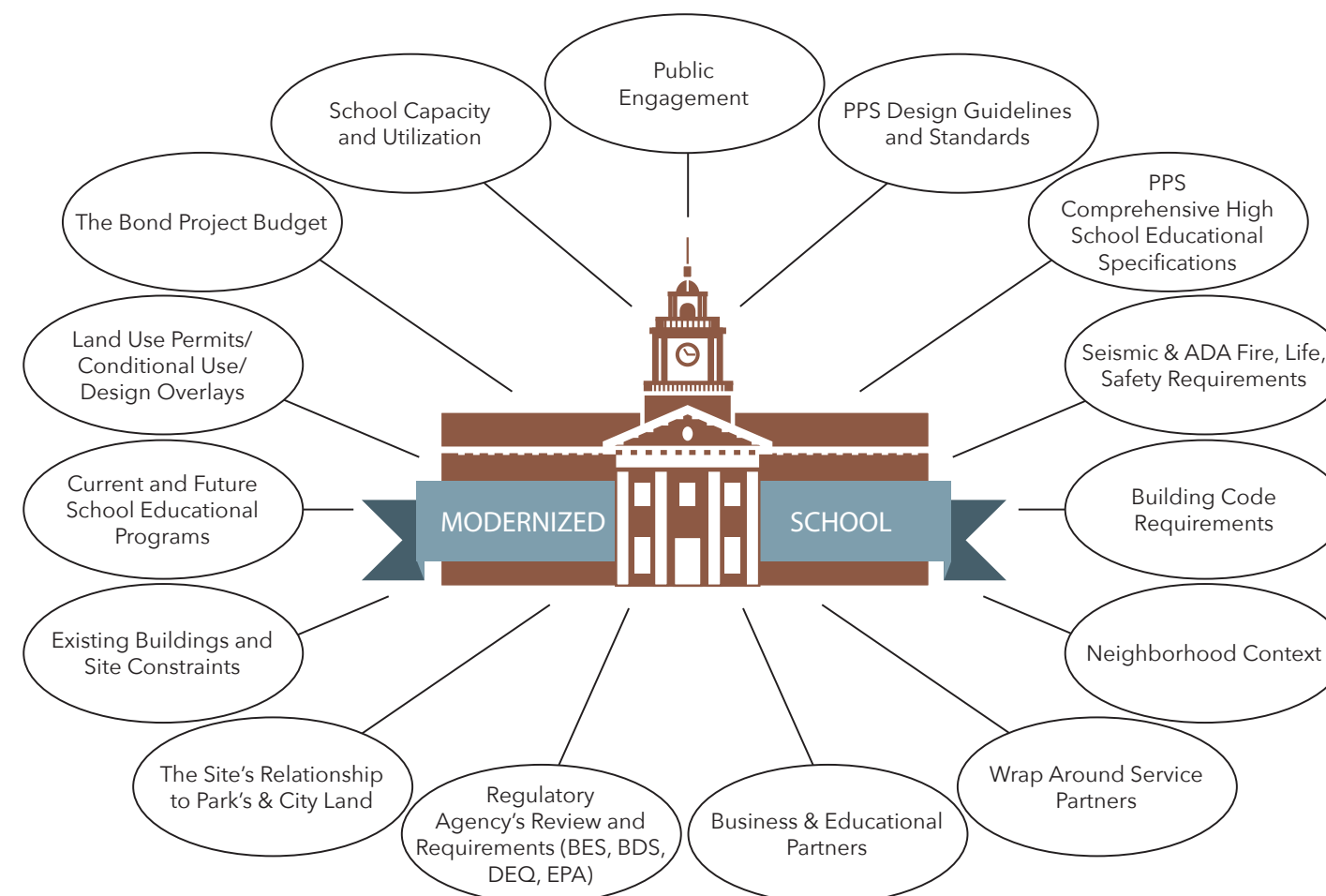


### DESIGN APPROACH RECOMMENDATION



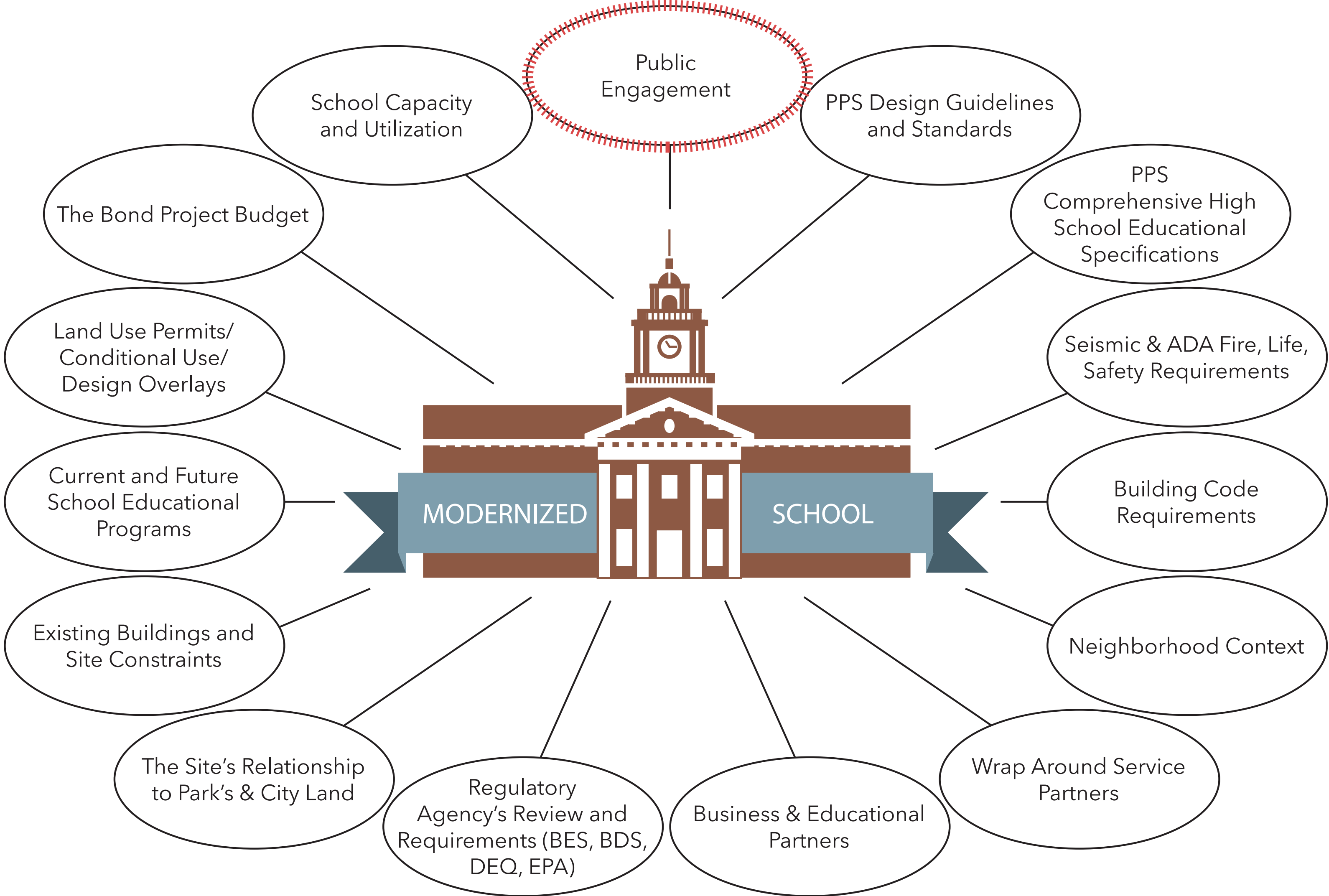
#### OFFICE OF SCHOOL MODERNIZATION (OSM)

SUPPORTED BY PROJECT DESIGN TEAM

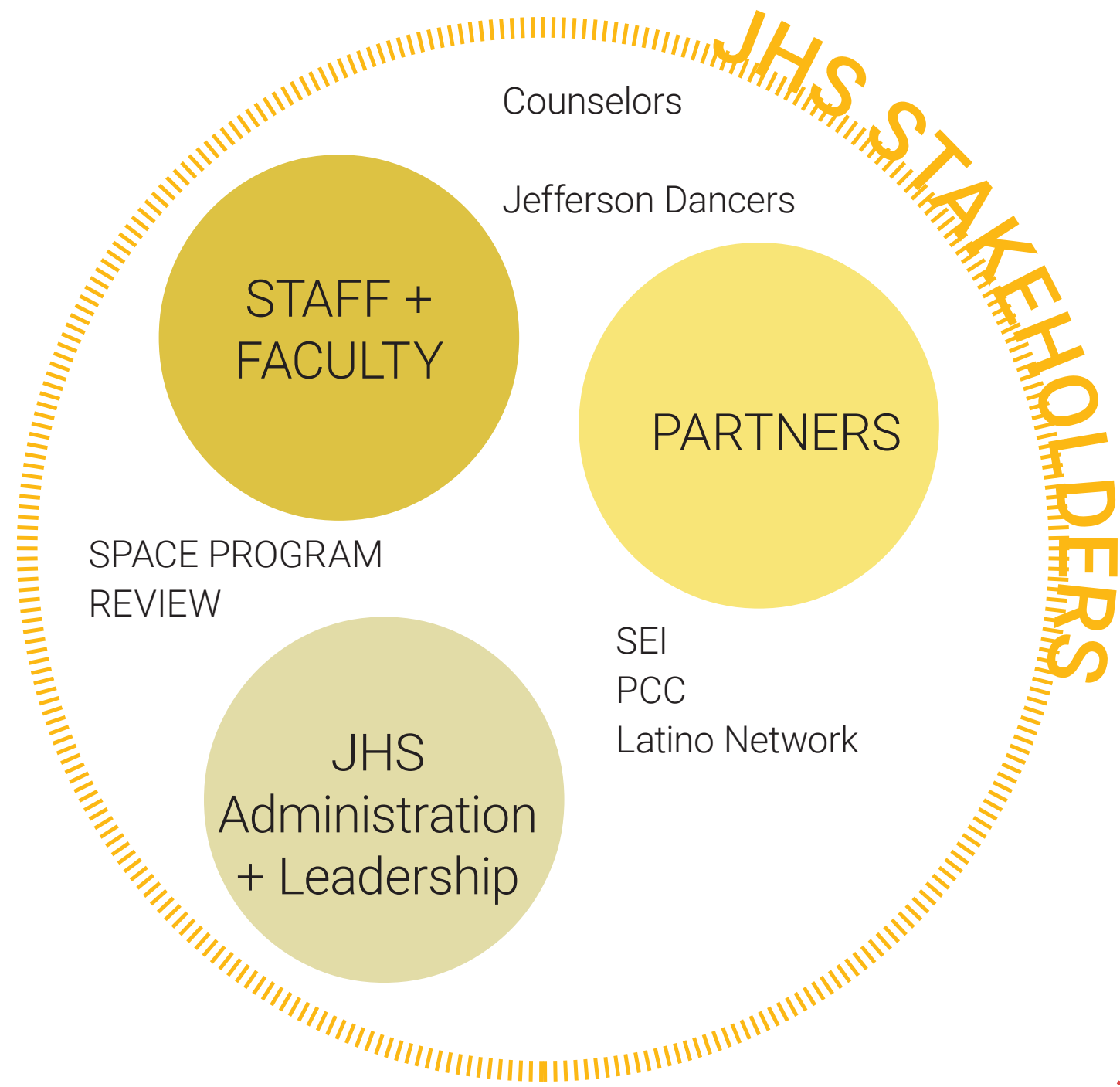




# Factors Influencing Jefferson Comprehensive Plan



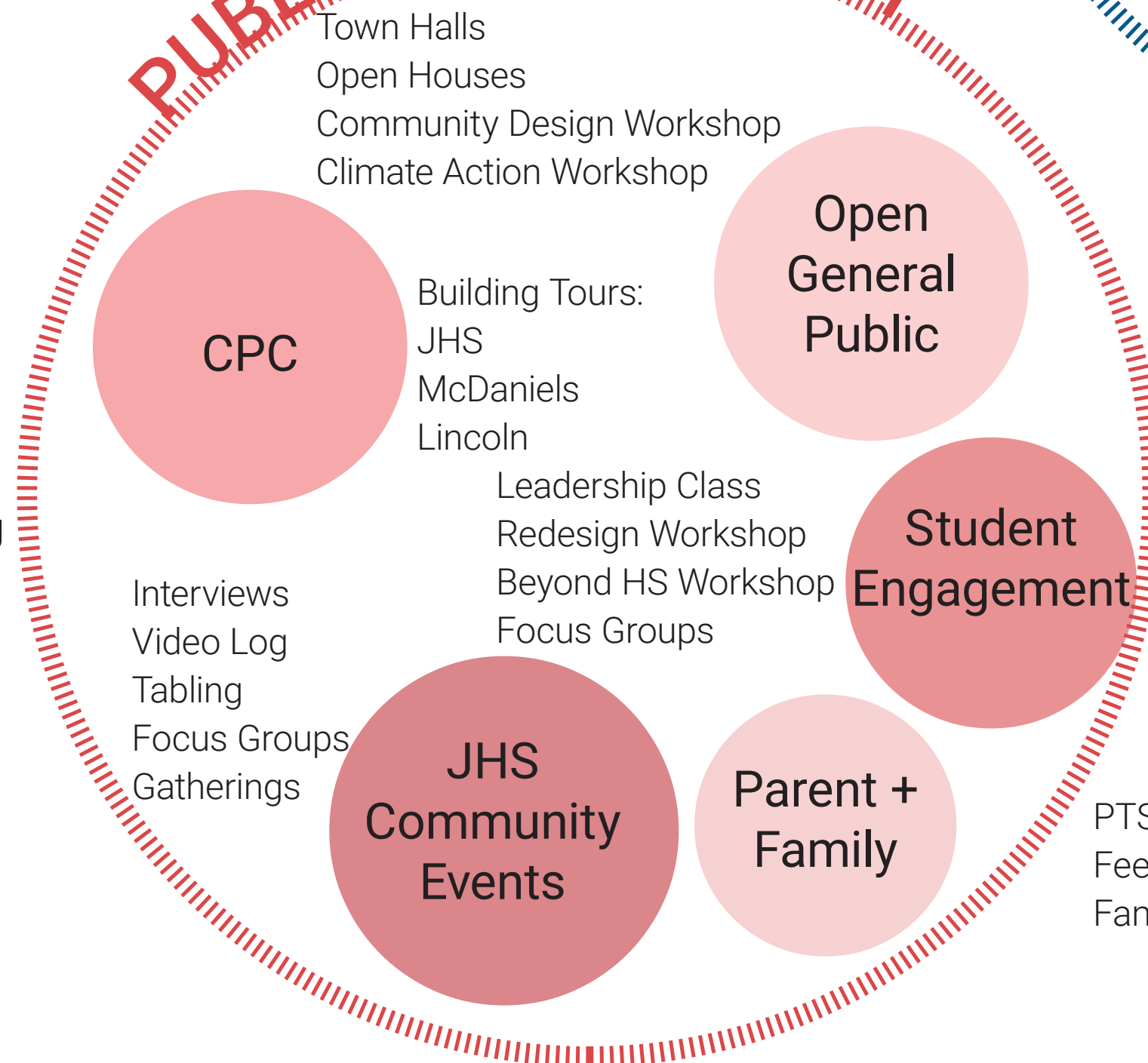
# KEY STAKEHOLDERS



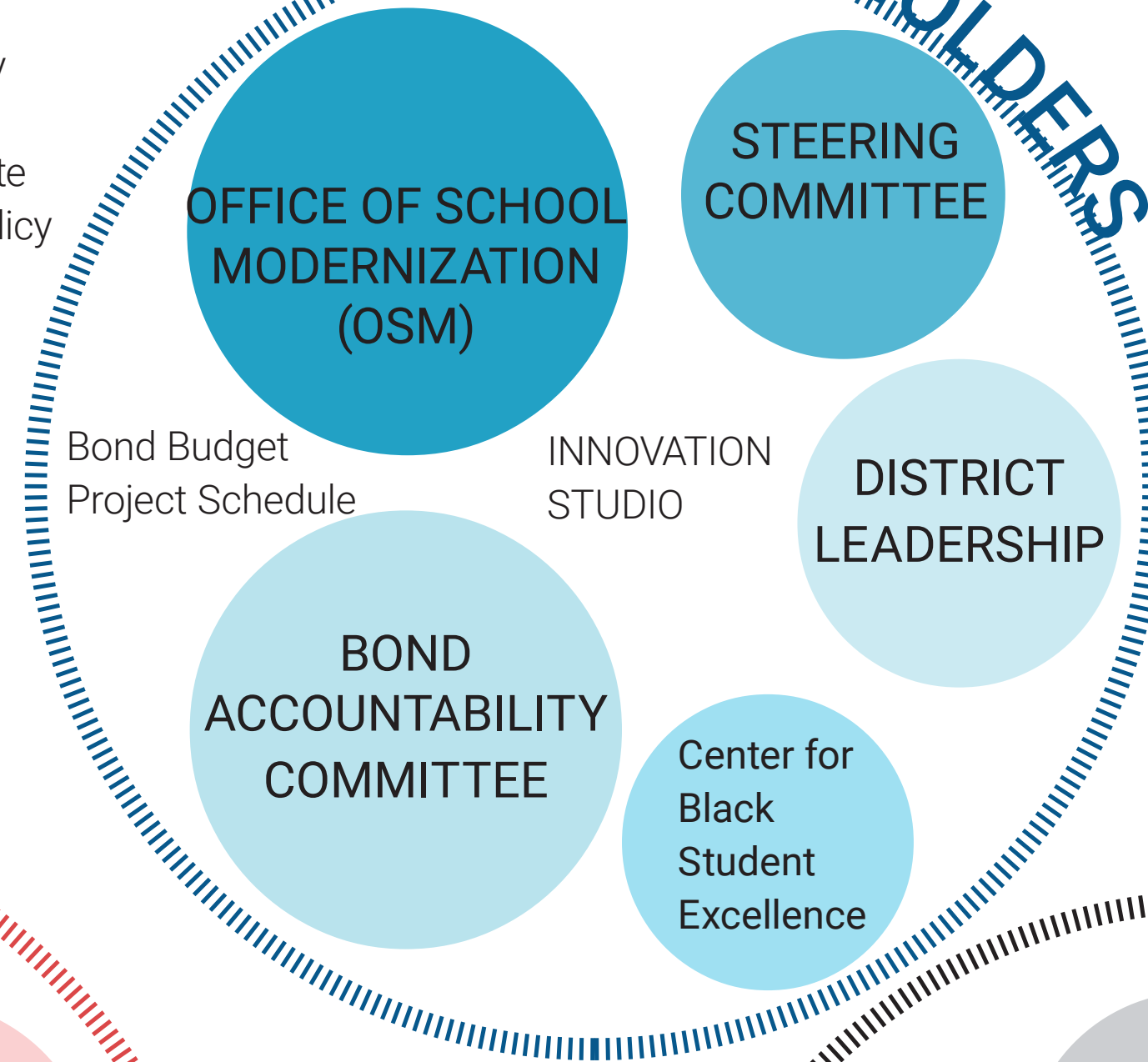
- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reimagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards

## PUBLIC ENGAGEMENT



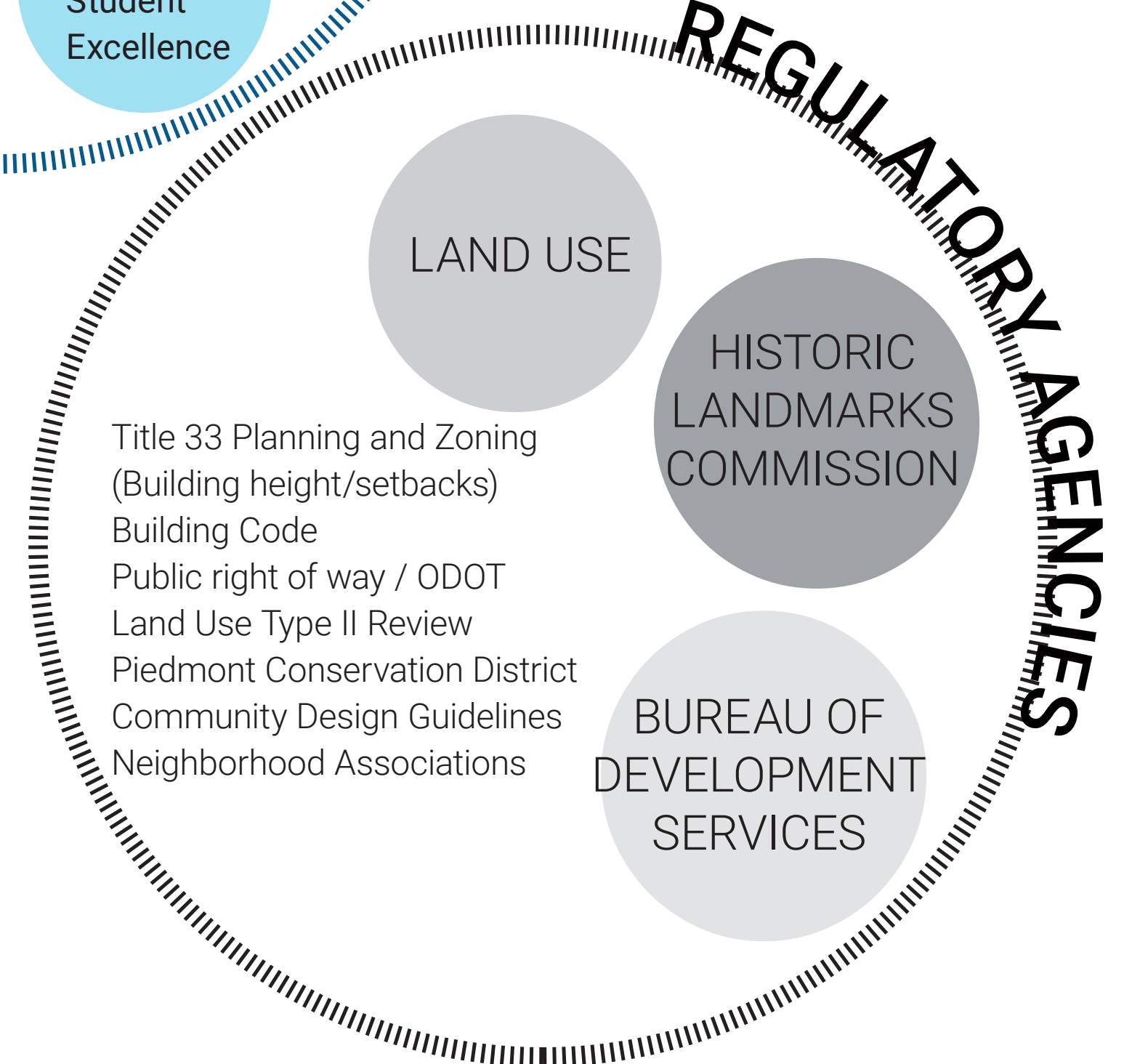
## PPS STAKEHOLDERS



- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

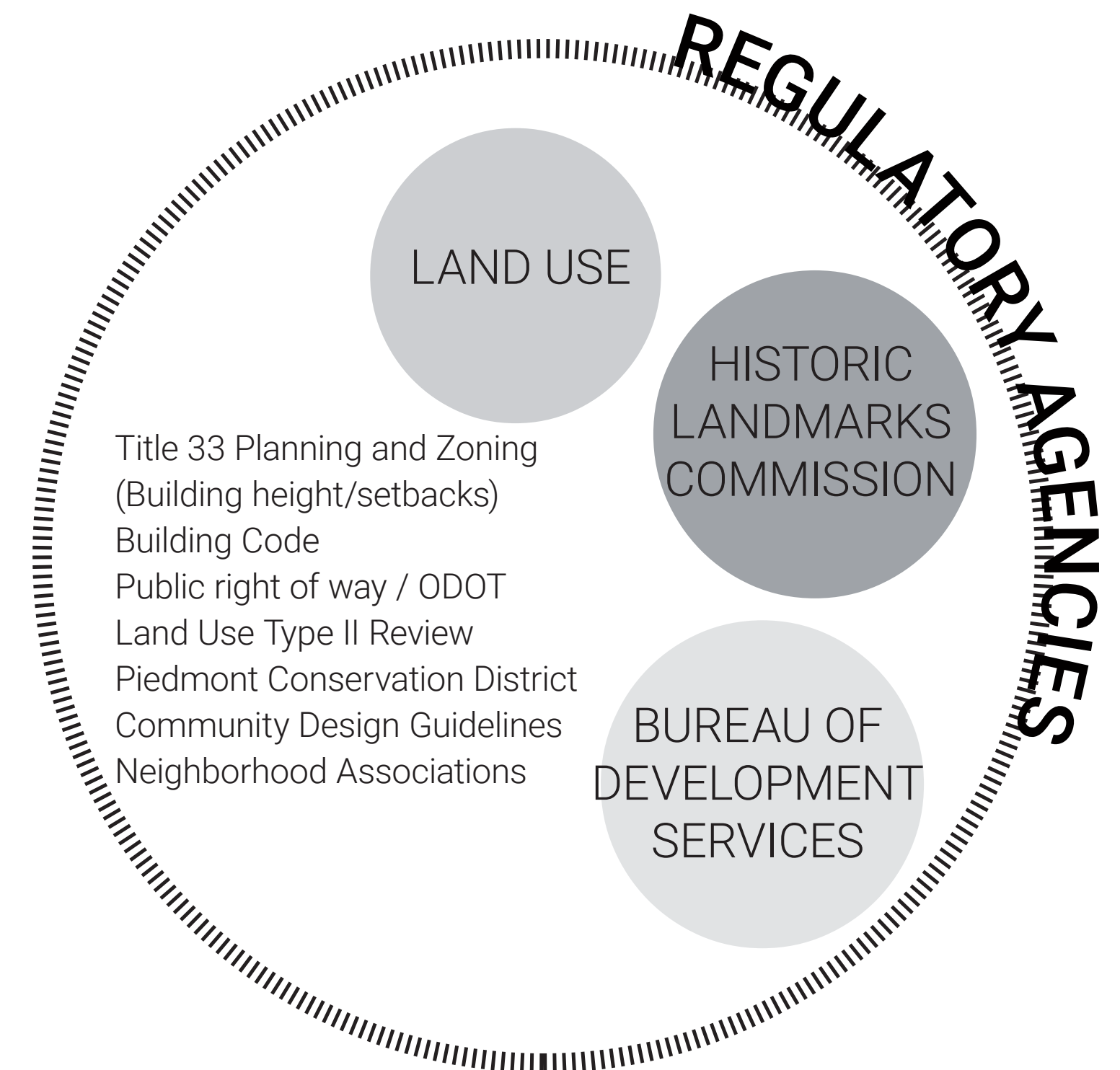
- PPS Partners:
- Teen Parent Center
  - Multnomah County Student Health Clinic

## REGULATORY AGENCIES



# KEY STAKEHOLDERS

- **Notice of Public Hearing signs posted on site**
- **Meeting with Land Use Planning and Historic Consultants**
- **Requested a Design Advice Meeting with City of Portland Planning Department to discuss Land Use process**



# LAND USE

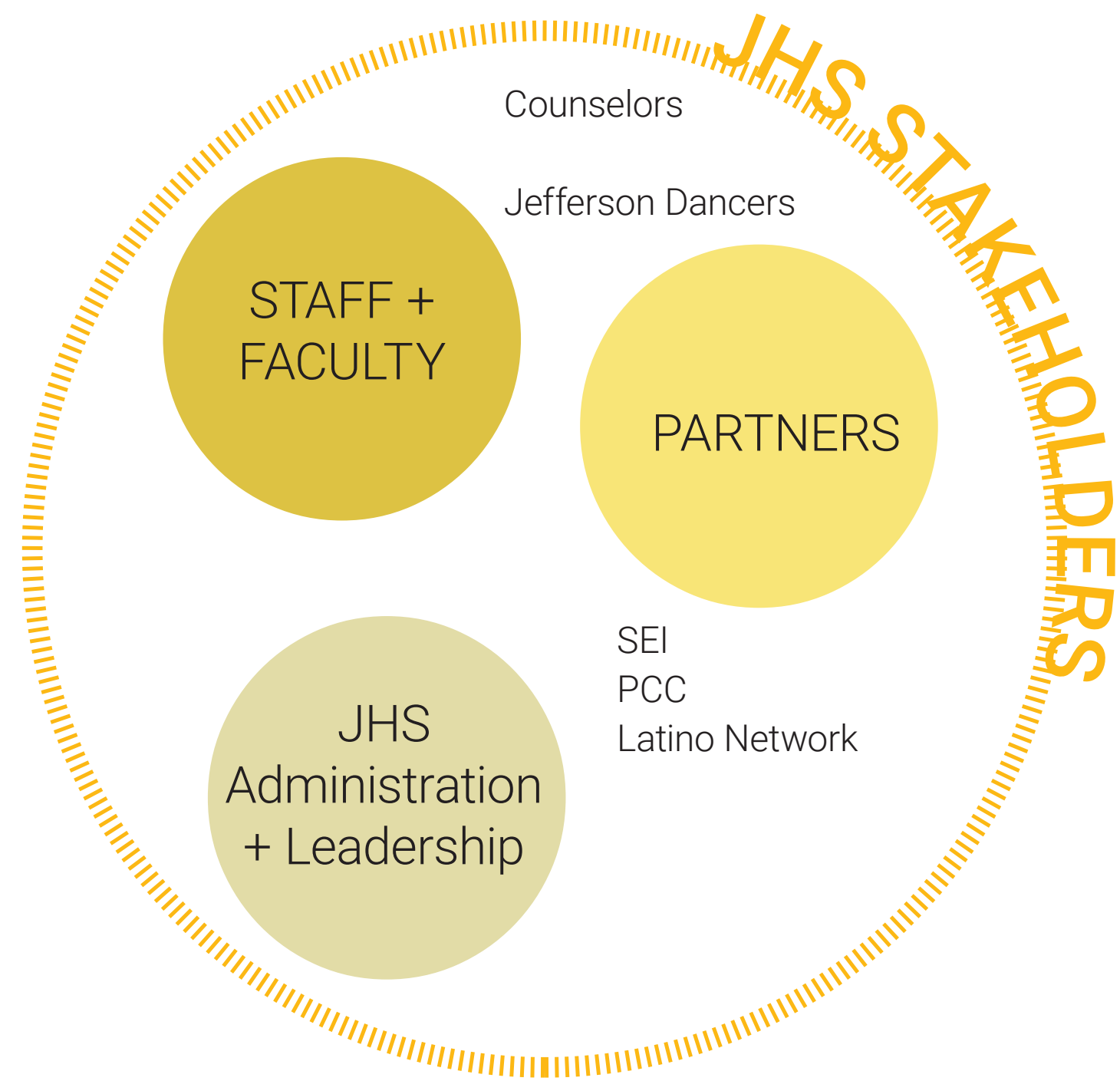
## Land Use Design Advice Meeting | Historic Landmarks Commission

Signs are at the site - there is a public hearing on November 14 and you're welcome to attend!

- This is an early meeting with the Historic Landmarks Commission to get its feedback on the JHS design options - there will be a second meeting in early 2023
- Two pathways to Land Use approval:
  - Replacement: Type III review in front of The Historic Landmarks Commission
  - Replacement would probably need Demolition Review and is not certain to prevail
  - Renovation: Type II review by City Staff
- **City staff strongly encourages retention of the 1909 Building.**
- **Any appeal is a significant risk can delay project and have added cost impacts**

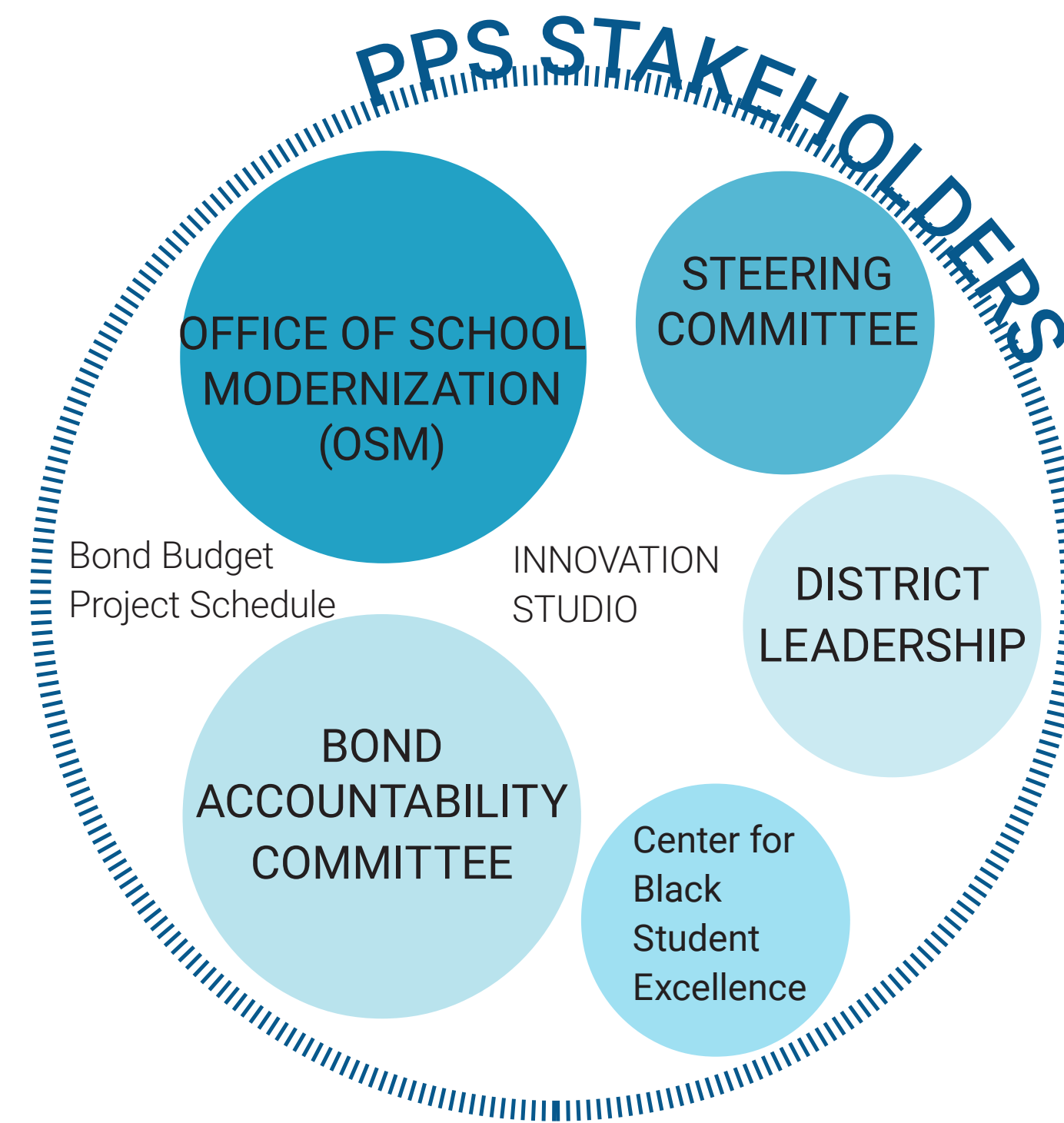


# KEY STAKEHOLDERS



- Staff + Faculty Meeting
- Space Program Reviews / Partner Stakeholder Meetings
- JHS Administration Review of Options

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reImagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards



- OSM + District Leadership Review
- CBSE Engagement Work Session
- BOE Facilities & Operations Committee update presentation

- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA
- PPS Partners:
  - Teen Parent Center
  - Multnomah County Student Health Clinic

# PLANNING DRIVING FACTORS

PPS REQUIREMENTS

HIGH LEVEL DRIVING FACTORS

**THREE ATHLETIC  
VENUES:**

TRACK + FIELD  
1/2 PRACTICE FIELD  
MULTIUSE SOUTH FIELD

**MEET SQUARE  
FOOTAGE OF ED  
SPEC FOR HS**

**TRAVEL DISTANCES  
NOT LONGER  
THAN OTHER PPS  
MODERNIZATIONS**

**SIMPLEST  
PHASING  
POSSIBLE**

**600 STUDENTS  
IN NEW  
CLASSROOMS BY  
FALL 2026**

**ALL  
CONSTRUCTION  
COMPLETE BY  
FALL 2028**

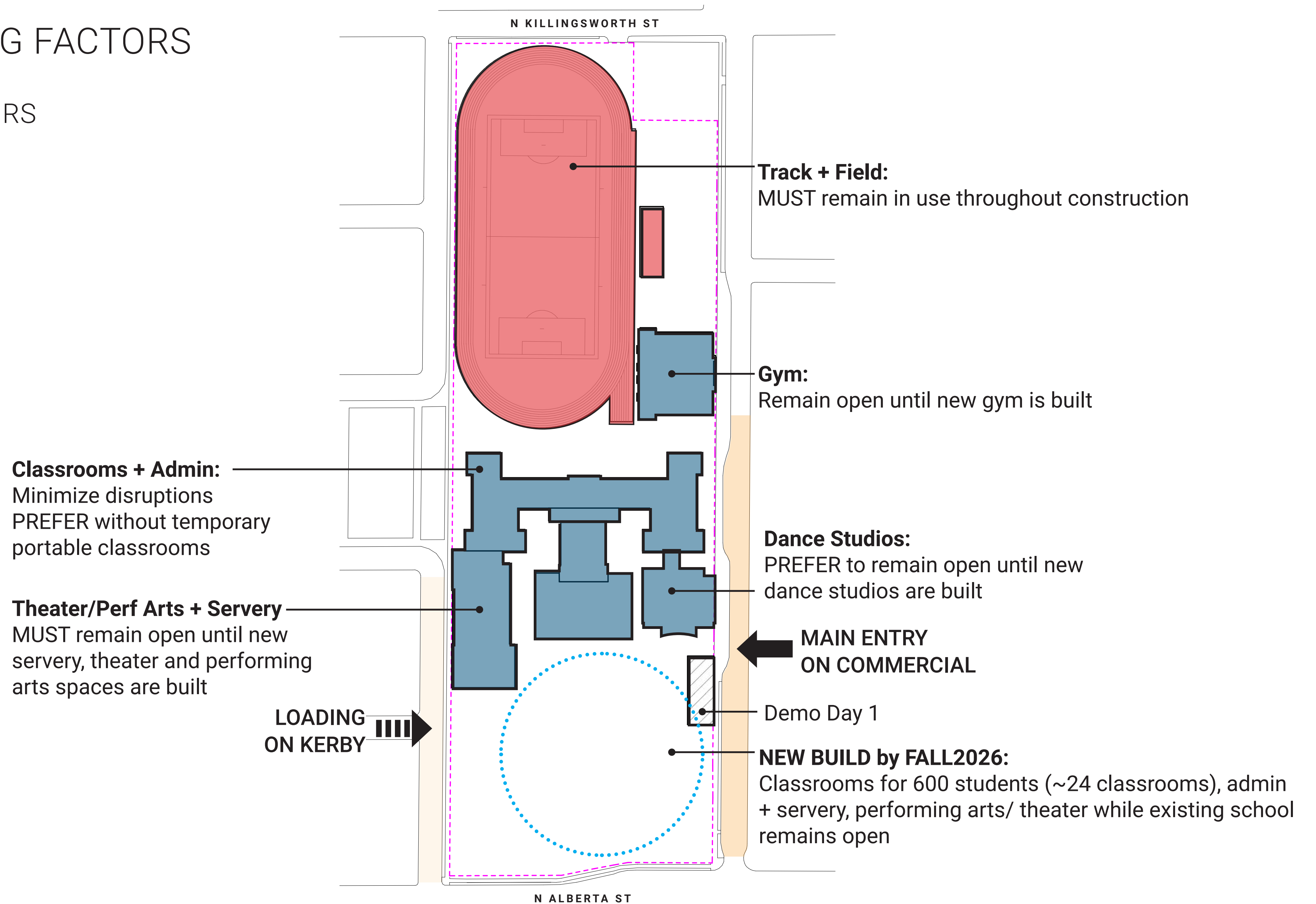
Students stay on site  
during construction.

**REFLECTS  
COMMUNITY  
FEEDBACK +  
INPUT**

# PLANNING DRIVING FACTORS

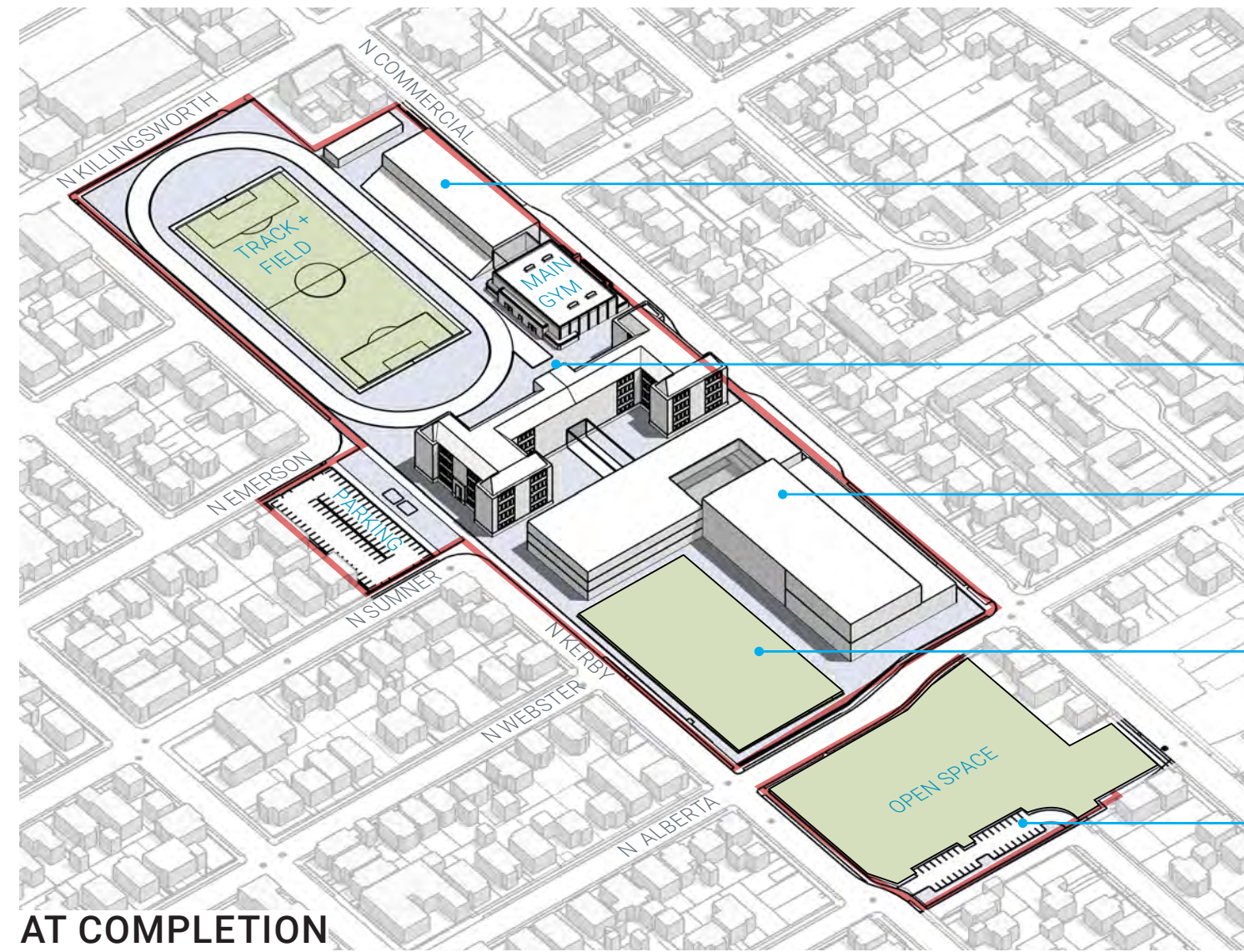
PPS REQUIREMENTS

SPATIAL DRIVING FACTORS



# DESIGN APPROACH OPTIONS FROM CPC 5

## RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS

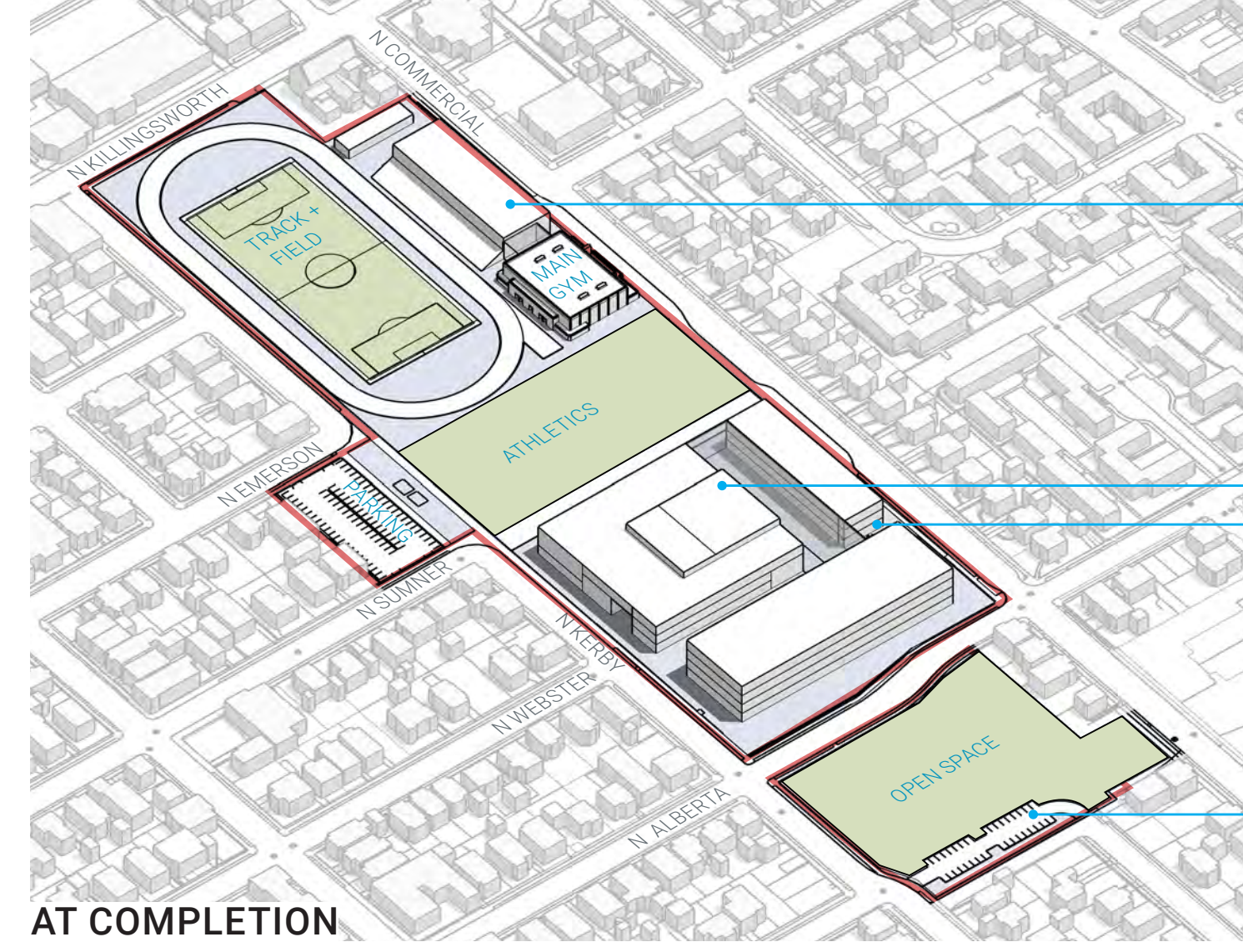


- North Athletics Complex**  
Existing Track + Field is retained  
Renovated and upgrade 1964 main gym  
New stands, field house, and auxiliary gym
- Main School Entry at Fully Renovated 1909 Building**  
Create an accessible entry to the original 1909 building
- New Performing Arts Complex**  
New theater, dance studios are consolidated as a new complex along Commercial
- New practice field
- Additional parking

AT COMPLETION



## NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE

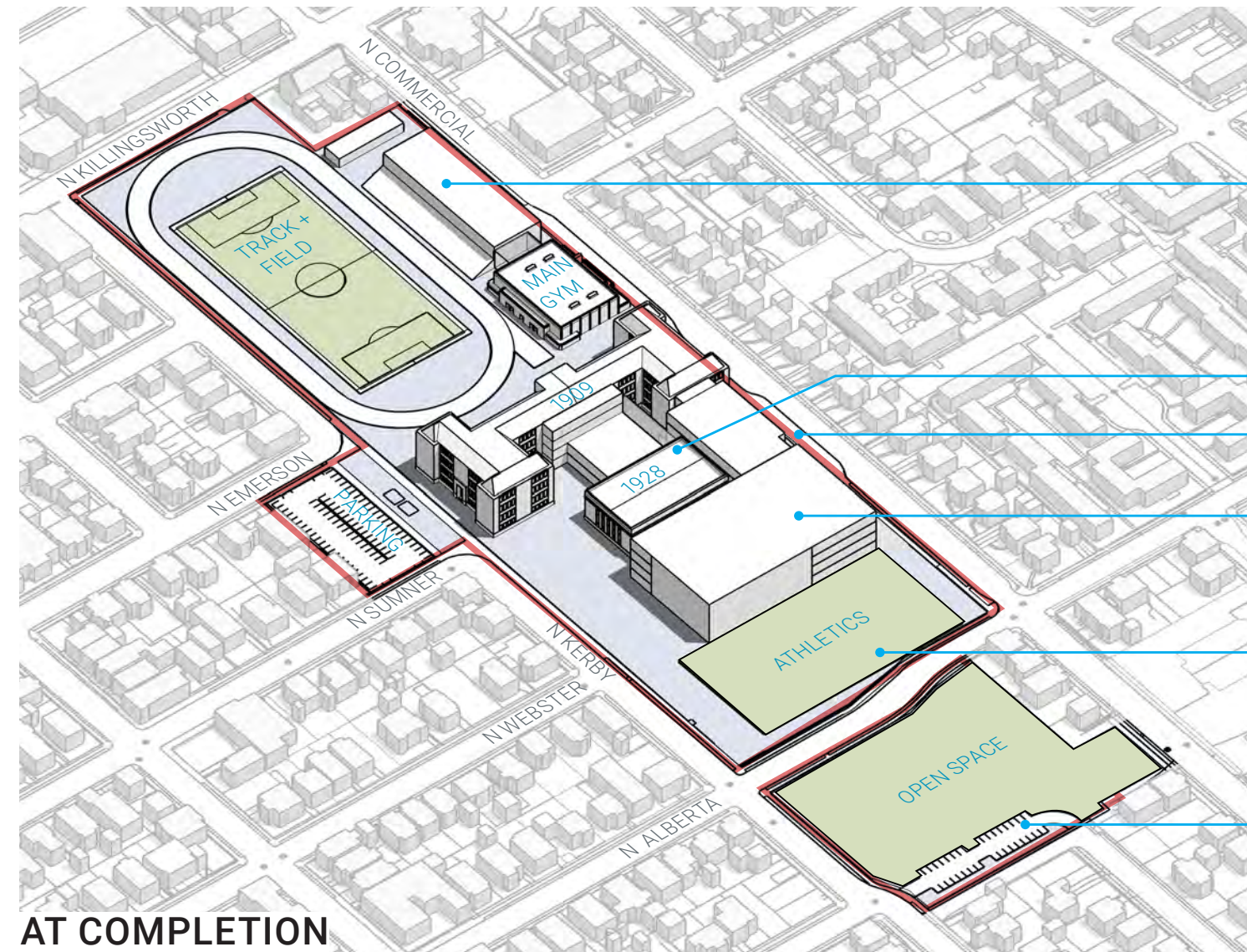


- North Athletics Complex**  
Existing Track + Field is retained  
Renovated and upgrade 1964 main gym  
New stands, field house, and auxiliary gym  
New practice field south of Track + Field
- New Theater**
- New Main School Entry**  
along Commercial Ave
- Additional parking

AT COMPLETION



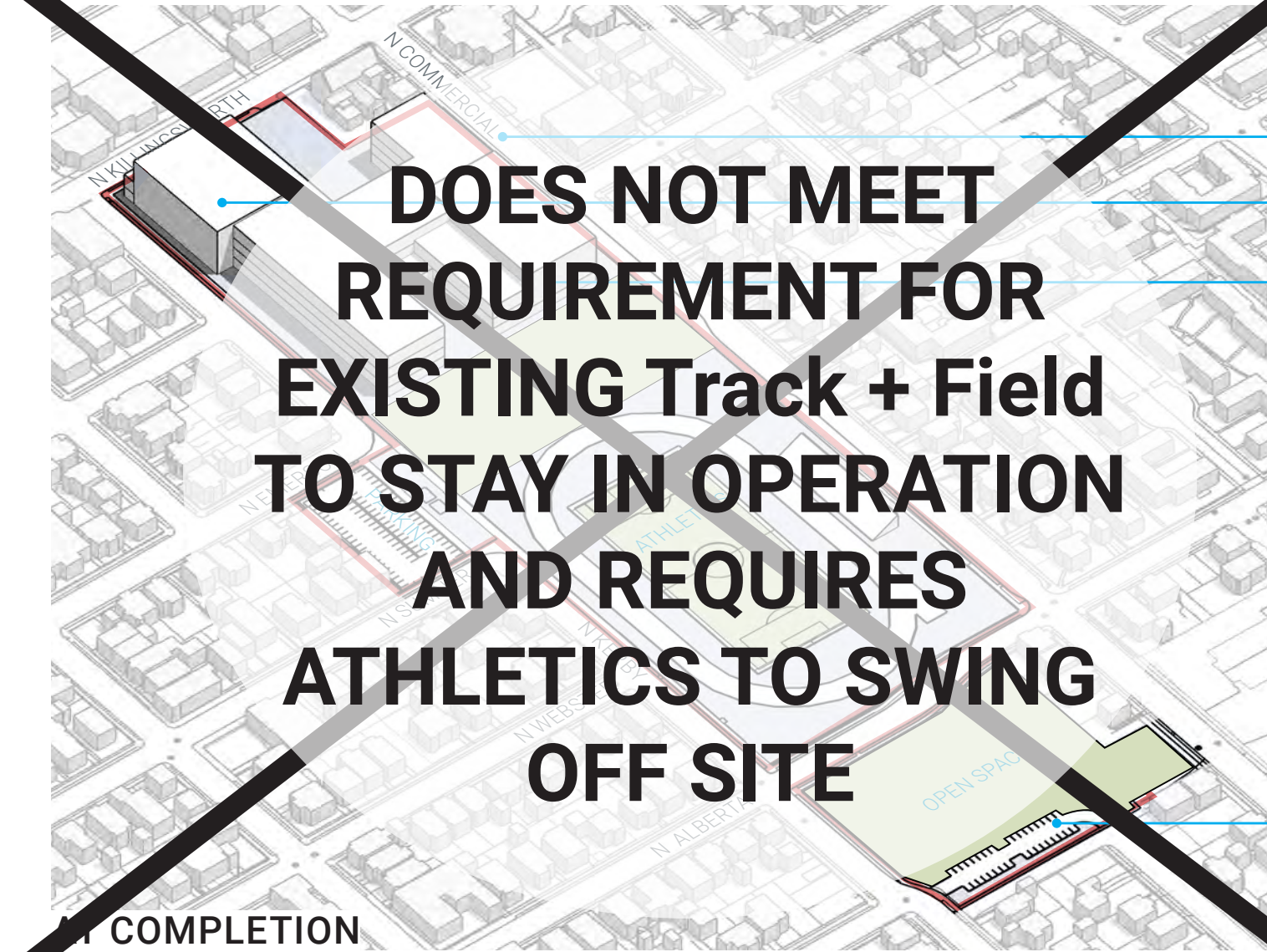
## RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



- North Athletics Complex**  
Existing Track + Field is retained  
Renovated and upgrade 1964 main gym  
New stands, field house, and auxiliary gym
- Fully Renovated 1928**
- Main School Entry**  
along Commercial
- New Performing Arts Wing**  
New Theater, dance studios, arts program spaces
- New practice field
- Additional parking

AT COMPLETION

## NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



**DOES NOT MEET REQUIREMENT FOR EXISTING Track + Field TO STAY IN OPERATION AND REQUIRES ATHLETICS TO SWING OFF SITE**

AT COMPLETION

- Feedback:**
- Street presence for performing arts / theater
  - Minimal impact to education
  - Academics First

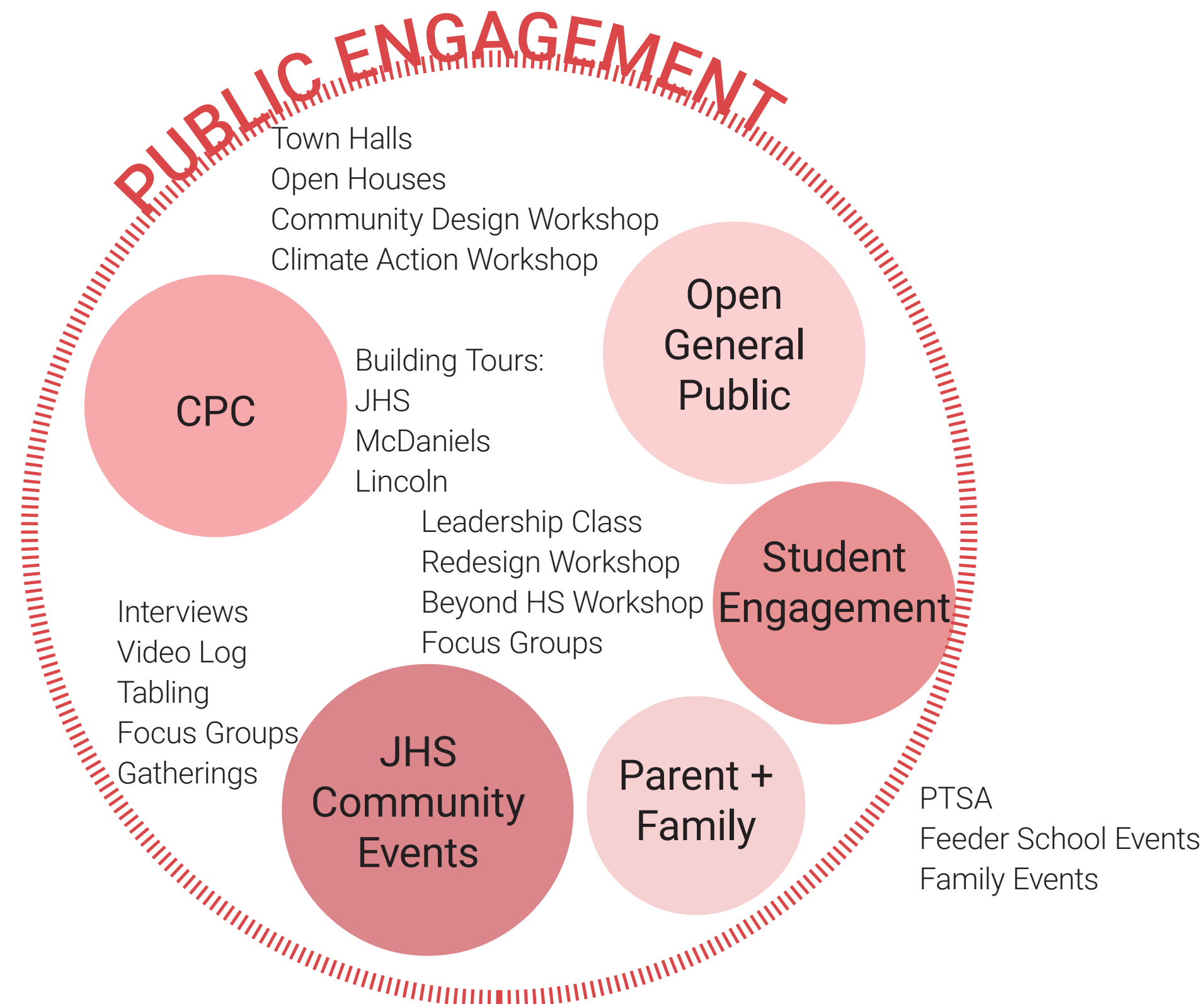


**QUESTIONS?**

# KEY STAKEHOLDERS

## Engagement Events:

- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle



## KEY THEMES

# What We Heard, Who We Heard It From



over  
**600 stakeholder discussions**

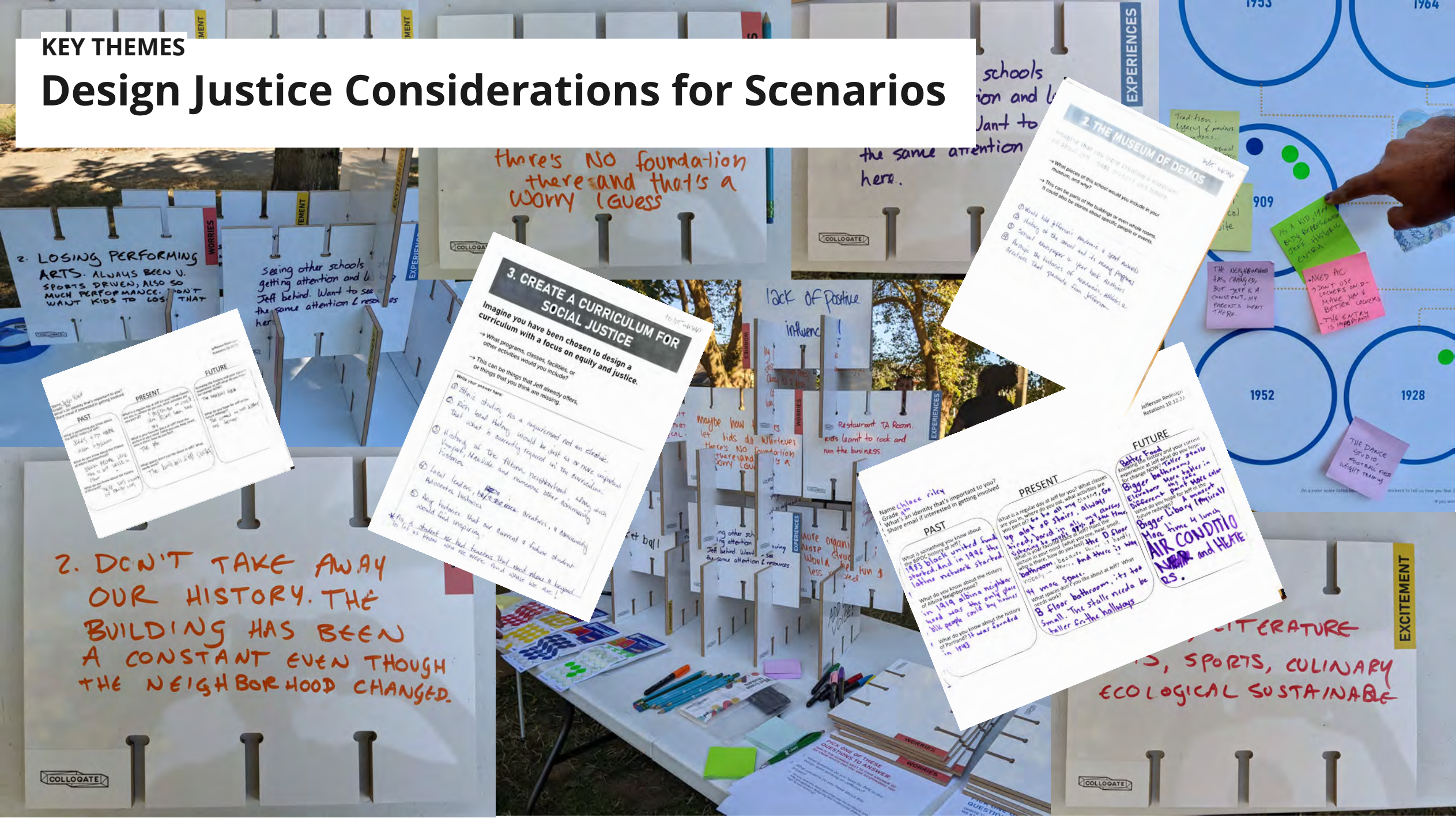
over  
**700 comments**



**Priority users** are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.

KEY THEMES

# Design Justice Considerations for Scenarios



2. LOSING PERFORMING ARTS. ALWAYS BEEN U. SPORTS DRIVEN, ALSO SO MUCH PERFORMANCE. DON'T WANT KIDS TO LOSE THAT

Seeing other schools getting attention and leaving Jeff behind. Want to see the same attention & resources here.

PAST	PRESENT	FUTURE
<p>What was the history of the building?</p> <p>What was the history of the neighborhood?</p>	<p>What is the current state of the building?</p> <p>What is the current state of the neighborhood?</p>	<p>What is the future vision of the building?</p> <p>What is the future vision of the neighborhood?</p>

There's NO foundation there and that's a worry I guess

the same attention here.

### 3. CREATE A CURRICULUM FOR SOCIAL JUSTICE

Imagine you have been chosen to design a curriculum with a focus on equity and justice.

- What programs, classes, facilities, or other activities would you include?
  - This can be things that Jeff already offers, or things that you think are missing.
- Write your answer here:
1. Ethnic studies, as a requirement not an elective.
  2. Rich local history would be just as or more important than what is currently required in the curriculum.
  3. History of the African neighborhood, along with Black, Hispanic and numerous other communities.
  4. Local leaders, like the area creatives, a community organizer, etc.
  5. Art histories that are current & future student would find inspiring.

Lack of positive influence!

Maybe how let kids do there's NO foundation there and worry I guess

Restaurant TA Room kids learn to cook and run the business.

### 2. THE MUSEUM OF DEMOS

- ① Would kids give more autonomy a sportswear?
- ② History of the canal and its many purposes
- ③ Seasonal newspaper to yearbook activities
- ④ Archive the histories of restaurants, shops & activities that graduate from Jefferson

**EXPERIENCES**

Traditional Legacy & previous traditions.

AS A KID, I HAD THIS BIG PROBLEM WITH HISTORY.

NEED AC DON'T USE LOCKERS ON 1st FLOOR. MAKE NEW 2 BOTTLE LOCKERS. THE ENTRY IS 1480 FT.

THE NEIGHBORHOOD HAS CHANGED, BUT JEFF IS A CONSTANT. MY PRECINCTS WERE THERE.

2. DON'T TAKE AWAY OUR HISTORY. THE BUILDING HAS BEEN A CONSTANT EVEN THOUGH THE NEIGHBORHOOD CHANGED.

Name Chelsea Riley  
Grade 9  
What's an identity that's important to you?  
Share email if interested in getting involved

**PAST**

What is something you know about the BIPOC history of Jeff?

1933 block united food started in 1946 the talking network started.

What do you know about the history of African neighborhoods?

in 1919 African neighborhood was the only place where Black people could buy houses in 1949

What do you know about the history of Portland? It was founded in 1793

**PRESENT**

What is a regular day at Jeff for you? What classes are you in, where do you eat, what activities are you part of?

Go to all my classes, always go to all my classes, always go to all my classes, always go to all my classes.

What spaces do you like about at Jeff? What do you need most?

M more space.  
B floor bathroom, it's too small. The stall needs to be taller for the hallway

**FUTURE**

Better food  
More history and your current experience at Jeff what do you hope for change how?  
Bigger bathrooms  
More tables in cafeteria  
More tables in cafeteria  
Bigger Library (imagine)  
More time 4 lunch  
AIR CONDITIO  
NEAR AND HEAT

LITERATURE, SPORTS, CULINARY ECOLOGICAL SUSTAINABLE

KEY THEMES

# Design Justice Considerations for Scenarios

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization



Cultural Significance Within Context of Displacement



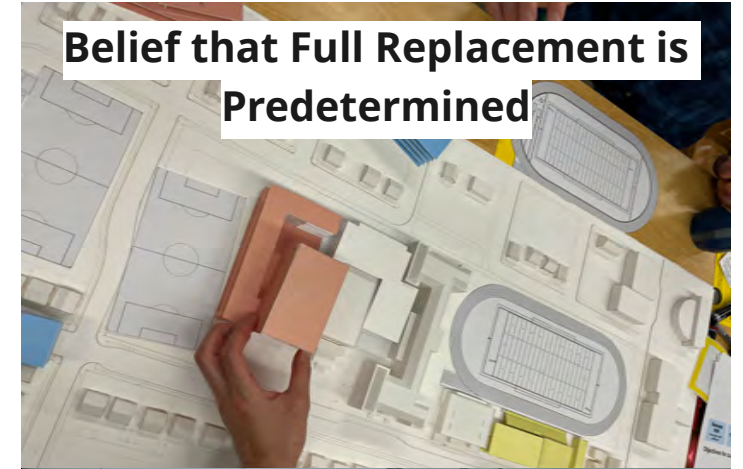
The Black Community Remains Rooted In This Place



Continued Demolition of Black Space is Traumatizing



Full Replacement Would Do Irreversible Damage



Belief that Full Replacement is Predetermined

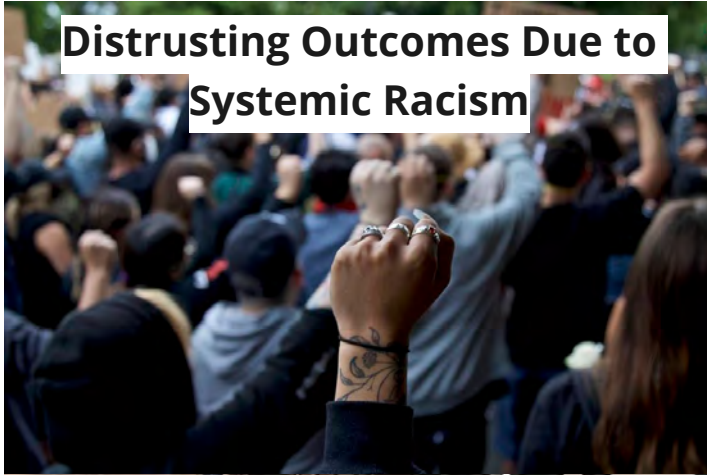


The Historic Buildings Anchor Cultural Connection

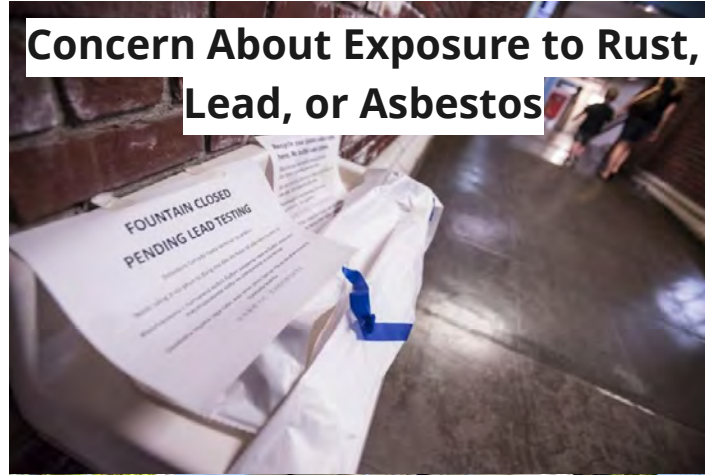
KEY THEMES

# Design Justice Considerations for Scenarios

Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement



**Distrusting Outcomes Due to Systemic Racism**



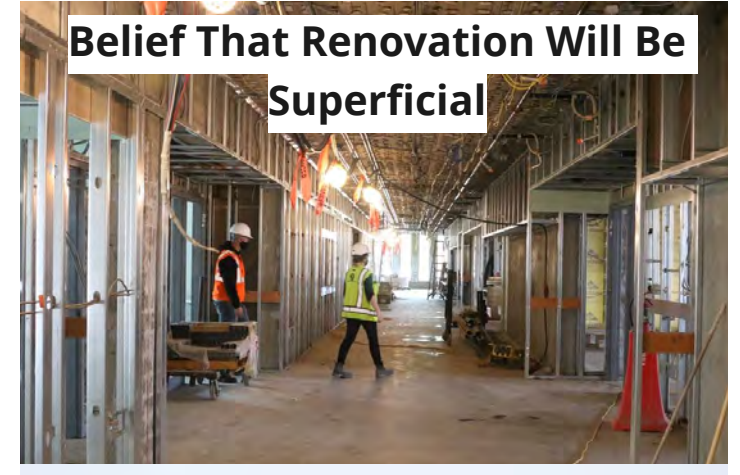
**Concern About Exposure to Rust, Lead, or Asbestos**



**Concern of Jeff as Monument to White Supremacy**



**Belief That Renovation Will Not Provide Best Facilities Possible**



**Belief That Renovation Will Be Superficial**



**Clarify That Renovation = Removal of Unsafe Conditions**

## KEY THEMES

# Design Justice Considerations for Scenarios

### Common Desires Across Both Scenarios

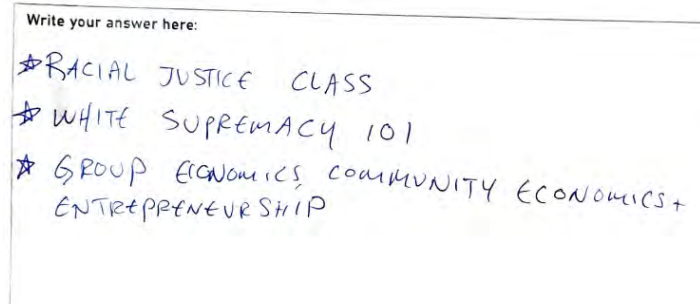


Jeff As a Cultural, Student, and Community Hub



Covered Outdoor Gathering for Students and Community

### State-of-the-Art Facilities and Culturally Relevant Programs



### Revitalize Historic Programs and Increase Economic Opportunities



Present and Future Health and Safety Concerns



Less Stairs, New Elevators, Simpler Layout, More Daylight

## KEY THEMES

# Narrative Themes

Comments are synthesized and grouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is **most impacted** by the project
- Who is **most vulnerable** in the communities associated with the project
- What the **prevalent concerns** of these communities may be
- **Existing operational considerations** and experiences
- Outstanding **questions and concerns** about the project
- **Potential opportunities** that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.



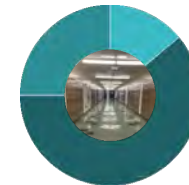
TRUST



IDENTITY,  
CULTURE,  
BELONGING



SAFETY



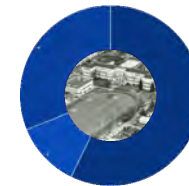
ACCESS



FLEXIBILITY,  
CHANGE



RESOURCES



DELIGHT



EMBRACING  
THE OUTDOORS



## KEY THEMES

# Narrative Themes

### Trust



Recognizing the ways that BIPOC communities have been impacted by systematic racism, and how that has manifested within district policies, procedures, and spaces over many generations, it is important for this project team to understand why people feel mistrustful that this process will result in more just outcomes.

### Identity, Culture, Belonging



Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.

### Safety, Security, Wellness



Safety consists of reducing incidents of physical and emotional harm including public health concerns such as COVID precautions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also addresses considerations around mental health and wellbeing.

### Access



Accessibility is critical for diverse communities not limited to ADAAG (The Guide to Americans with Disabilities Act Accessibility Guidelines). This category refers to inclusive design for universal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding.

### Flexibility, Change



Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.

### Resources



Schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment including implications related to housing, food, economics, technology, as well as specific educational pathways as resources. This also includes community gathering space as a resource.

### Delight



The hopes for communities to find wonder and inspiration within the Jeff's spaces, resources, programming, art and interactions within the school. This category captures the possibilities for innovation, creativity, artistry and engagement surrounding the project.

### Embracing the Outdoors



Responses in this narrative category relate to site planning and connections to nature, light and air. It also includes discussion of athletics fields. Beyond a physical connection to the outdoors, this includes indoor environmental quality issues such as fresh air, air quality, natural daylighting, biophilia and views.

## KEY THEMES

# Narratives Spanning Scenarios: TRUST

Outcomes will be lower quality for Black & Brown communities  
26.7%

Black & Brown voices won't be listened to  
3.3%

10.0% Trust Leaving Black & Brown schools until last

10.0% Division or fractures within the community

50.0% Gentrification/ PPS/ Harms of the past will be repeated



### Stakeholder Quotes:

*Why is Jeff the last building being worked on?*

*Jeff should be remodeled. Do right by the past, present, and future.*

*As gentrification is drawing down our Black student numbers, it is also bringing in Latinos. Our overall demographics are shifting and continue to shift. Would like to see us continue to address this shift.*

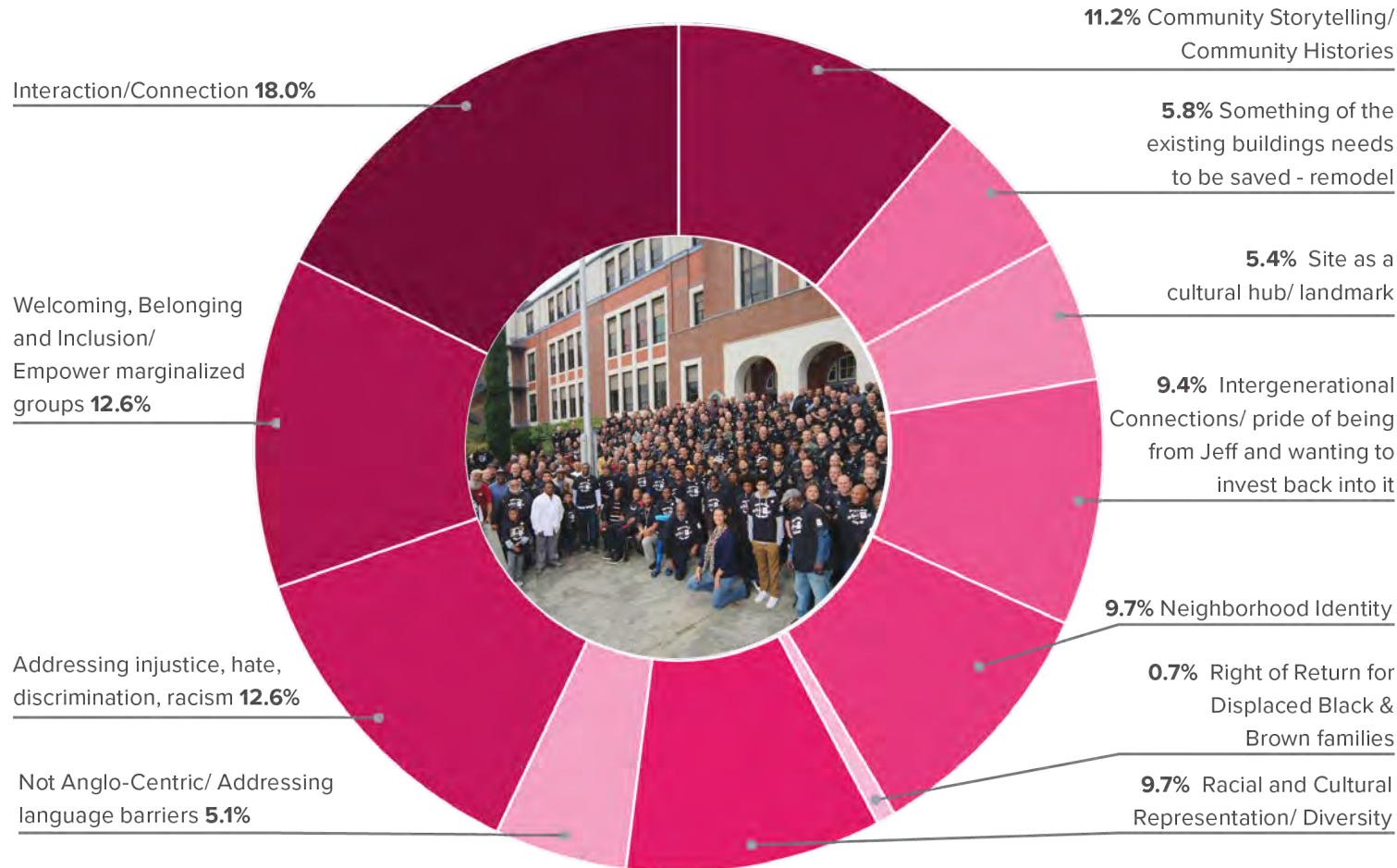
*"We're out of the game, it's not for us. What is our voice to them? You look around and you see everything, it's all new, why couldn't it be all new years ago when we were here? Its New now because it's for the new community [not us]"*

*I don't trust PPS to tear down and rebuild while preserving the history.*

*This project should acknowledge the history of harms from PPS to Black and brown communities. At least in the design and engagement process.*

## KEY THEMES

# Narratives Spanning Scenarios: IDENTITY, CULTURE, BELONGING



### Stakeholder Quotes:

*"Have art and murals by students and community members that reflect their identities and stories."*

*"Half day when everyone went into the hallways and the whole school came together"*

*"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."*

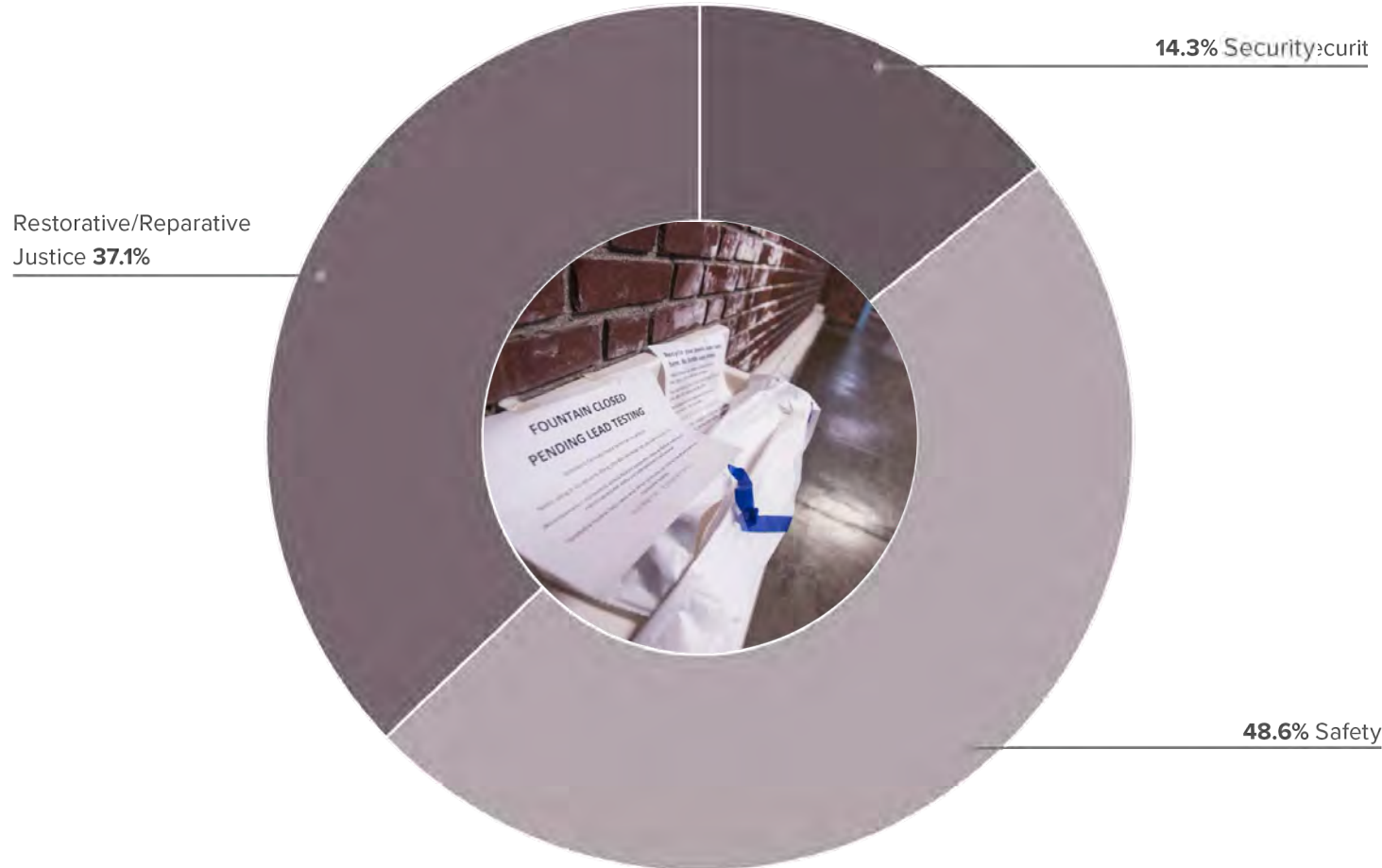
*"I worked at Roosevelt over the summer, and there's a lot of hate going towards Jeff. So anything that we can say: Haters stop talking. We deserve the recognition. We love each other, we support each other, we're a community that cares for each other."*

*"As a kid, the 1909 building represented Jeff. We would come into the building through the historic entry every day."*

*"The neighborhood has changed, but Jeff is a constant. My parents went there."*

## KEY THEMES

# Narratives Spanning Scenarios: SAFETY, SECURITY



### Stakeholder Quotes:

*"...please indicate which entry to come in through so it's easier to manage security and navigation."*

*"School entrance doors are locked so the kids have to get in and out at specific times. If you leave, you have to walk around the building to get buzzed back in. Need a pass to be in the hallways. Need a better cafeteria so they don't need to go off campus to get food. Bring the turkey wraps back!"*

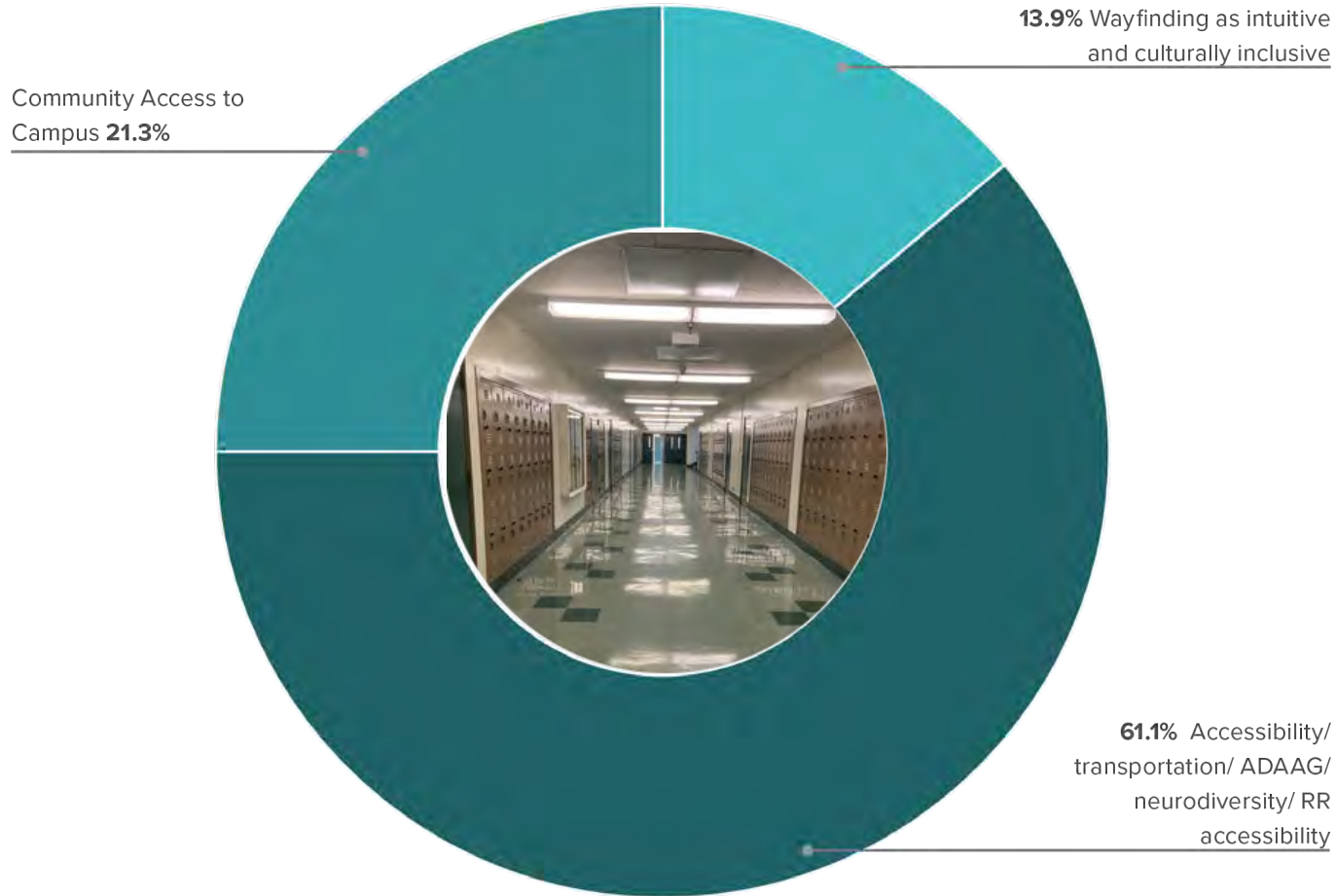
*"Enrollment is dropping, there's rust in the water, kids can't drink it. I'm worried that enrollment isn't going to come back."*

*" [we] need better bathrooms that look better and have working locks in stalls"*

*"They need to make sure all the pipes and toxic materials in the old building are replaced. If they can't do that, it should be all new."*

## KEY THEMES

# Narratives Spanning Scenarios: ACCESS



### Stakeholder Quotes:

*"to look nice to have more space in the classrooms and more sunlight and also more color"*

*"[my favorite place is] outside, its quiet and nice just wish there are more places to sit outside"*

*"we need a clear visible main entrance"*

*"The time I had questions in Art class and asked for help the teacher got frustrated with me. They would assign a lot of work and grades would go down until work was turned in."*

*There are too many stairs, it's hard for kids who have asthma. Would like to have elevators or escalators.*

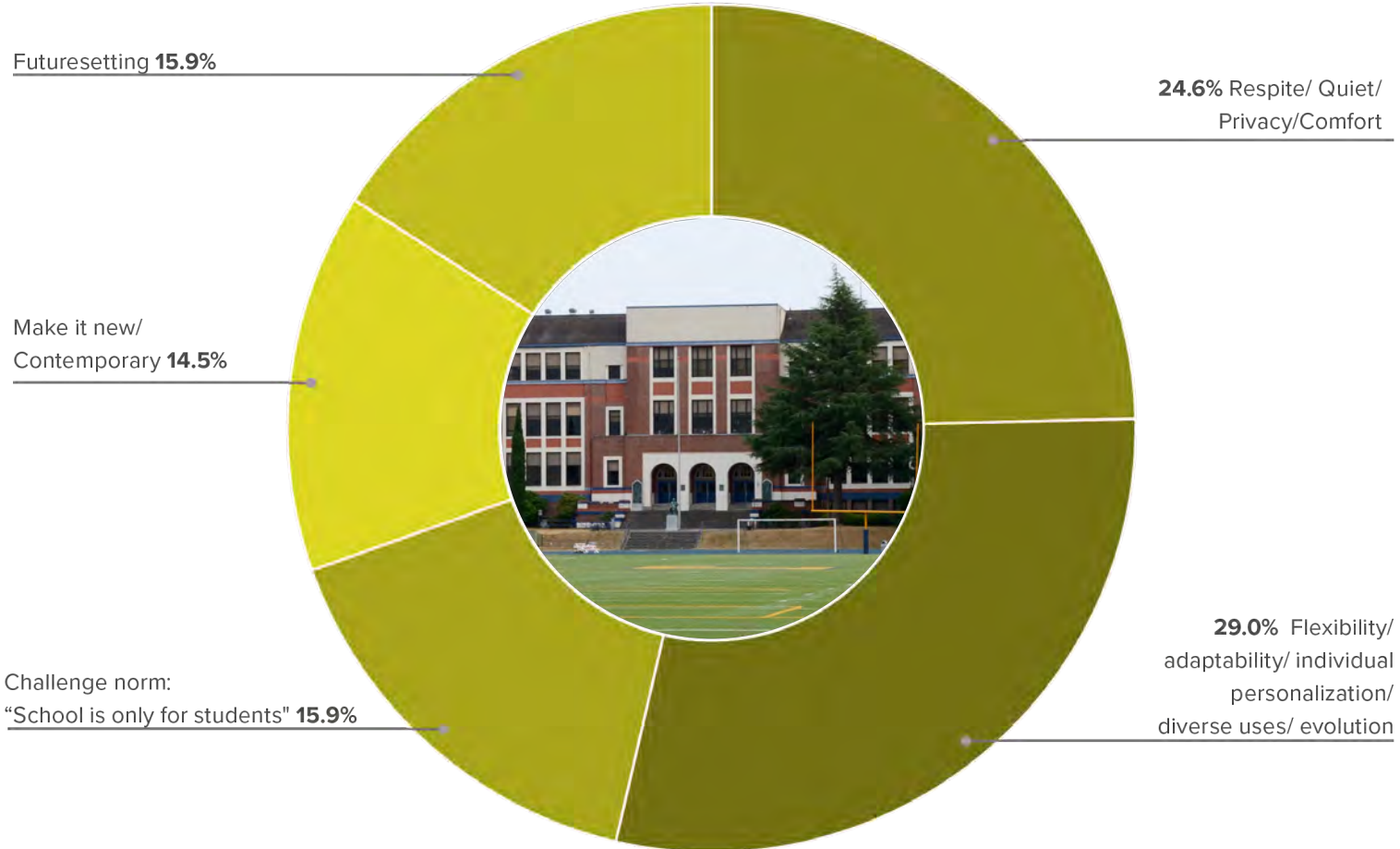
*"some of my classroom use projectors throughout the entire class, which I don't like because the room has to be dark, which makes the room feel sad and makes me sleepy sometimes."*

*"too many stairs! the elevator doesn't work now, teachers have been talking about this for years, not ADA compliant"*

*A community garden students & community can use. My middle school had one with benches, water, butterflies, bees.*

## KEY THEMES

# Narratives Spanning Scenarios: FLEXIBILITY AND CHANGE



### Stakeholder Quotes:

*Flex days because they get more time to work on stuff and get their grades up*

*"Should have a speaker for kids to play their own music. it's easier to do things when they have music, especially music they like. teachers are understanding and allow them to bring headphones because it's hard to focus when it's quite"*

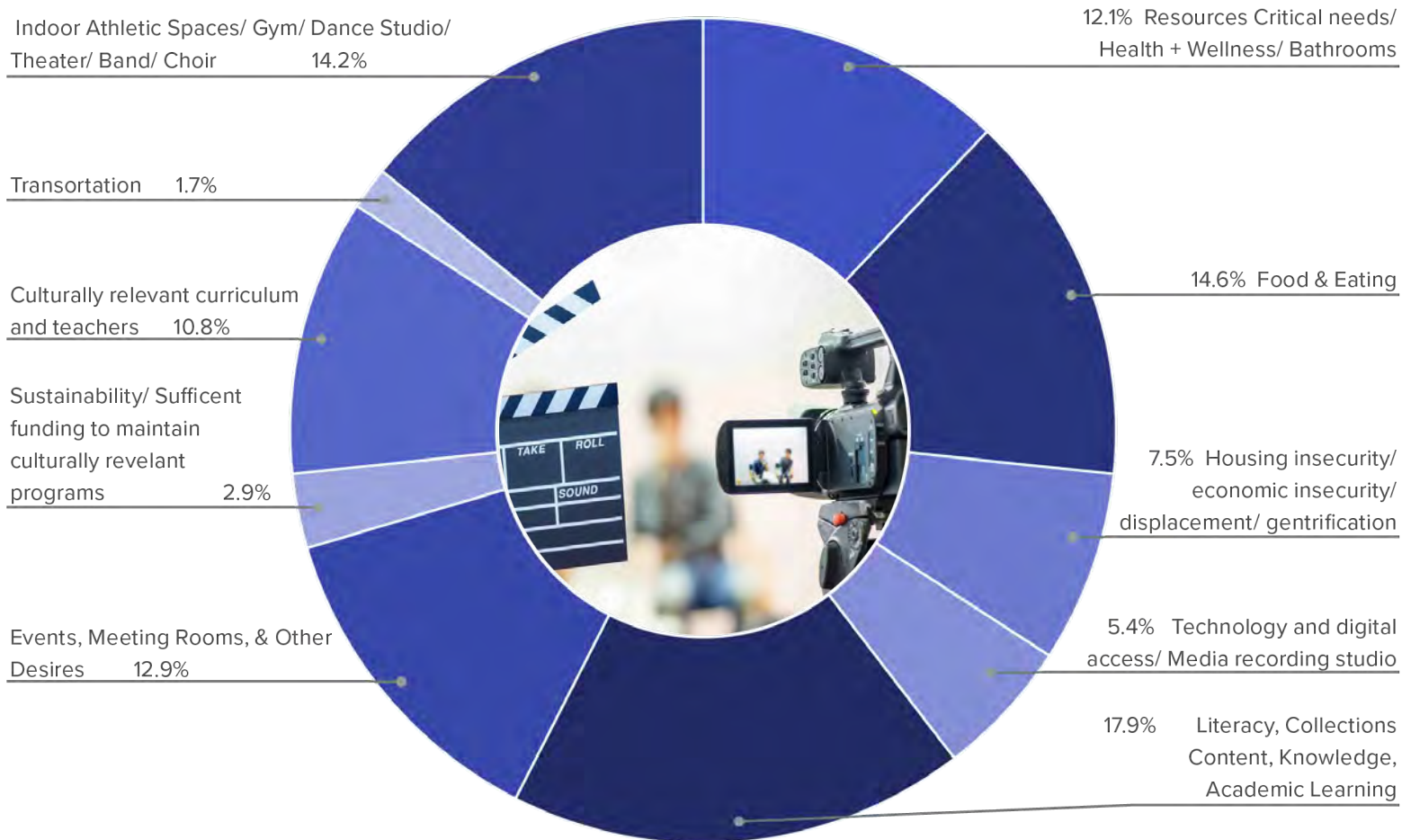
*"Want a prayer room and a place dedicated to wudu (muslim pre-prayer wash) including a foot washing station. McDaniel has a flex room for this."*

*"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."*

*"If parents could be on campus and have dedicated spaces, we could be available if teachers needed volunteers for something, they could easily find a group of people who were already interested and invested."*

## KEY THEMES

# Narratives Spanning Scenarios: RESOURCES



### Stakeholder Quotes:

*Losing performing arts. Jefferson has always been very sports driven, also so much performance. I don't want kids to lose access to those resources.*

*"Rich local history would be just as or more important than what is currently required in the curriculum  
- History of the Albina neighborhood, along with Vanport, Maxville and numerous other community histories  
- Local leaders, creatives, and community advocates histories  
- Any histories that our current and future students would find inspiring"*

*"I hope for a bigger cafeteria, gym, library, and more variety of classes. Some classes that can help in the real world. Color, wood, brick."*

*"More teachers and staff of color. More Black and Brown groups (include parents). Displacement of folks of color. More than activities like sports & dance."*

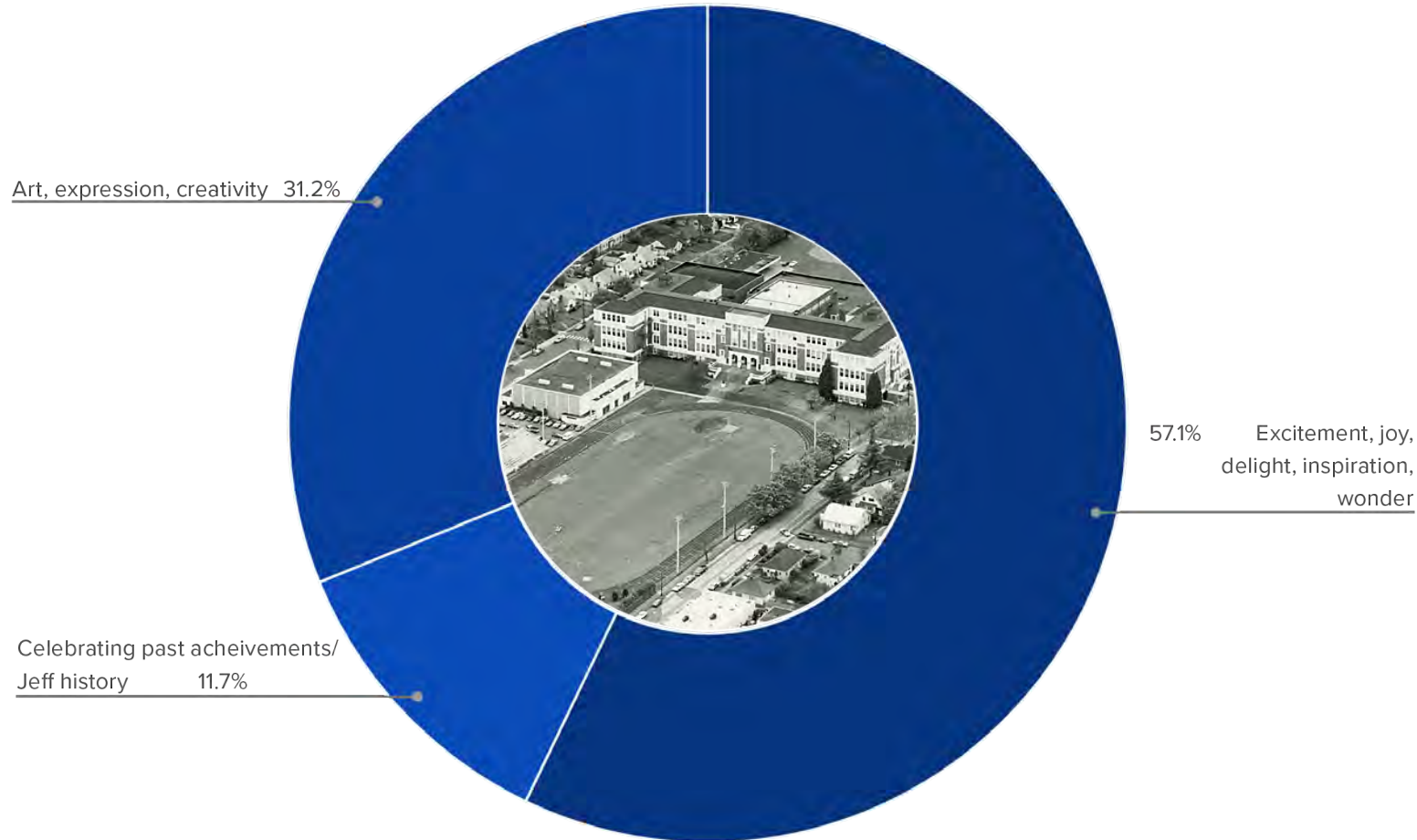
*There is nowhere other than the hallways to take breaks in. Would like a [student] lounge for breaks and mental health."*

*"(for the future) some type of public kitchenette like space would be so cool - more 1-person restrooms."*

*"whatever we do next here, we need media program. story is a big element. we need to be able to tell our own stories"*

## KEY THEMES

# Narratives Spanning Scenarios: DELIGHT



### Stakeholder Quotes:

*"I hope it doesn't become really modern and ugly like most new buildings, I feel like older buildings look better and have more character."*

*I would make sure the Crossing Borders Plaque and awards would continue*

*"Archive the histories of academics, athletes, and creatives that graduate from Jefferson"*

*"I would include some or all of the quilts from the Senior Community Quilt Project."*

*"[I like] my English classroom. The room is usually pretty quiet, well lit, laid out nicely, and the teacher keeps us productive"*

*"[I hope for Jeff] to look nice to have more space in the classrooms and more sunlight and also more color"*

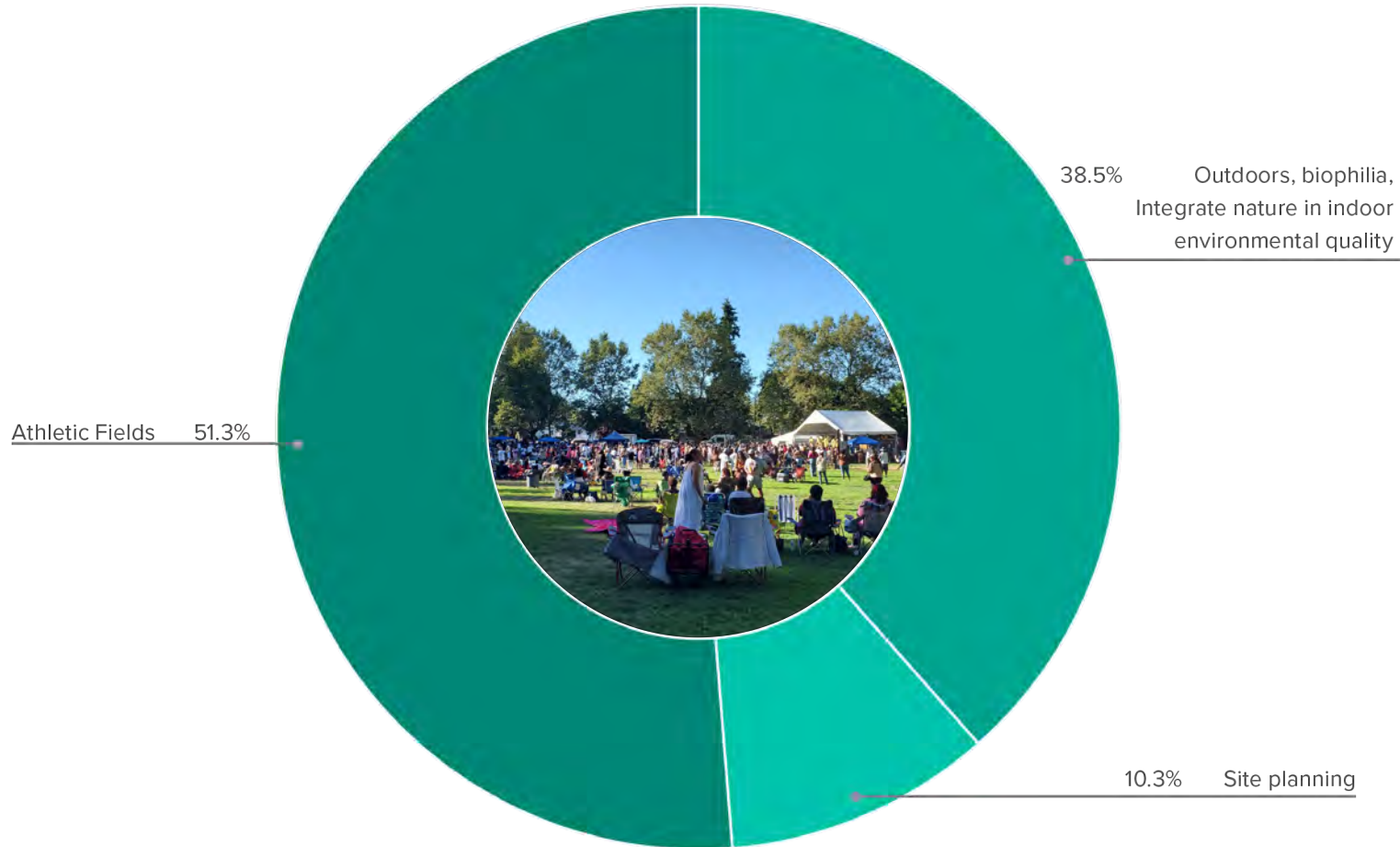
*"I had positive associations with the dance studio, football fields, and weight training room. I was a Jefferson Dancer."*

*"While attending Jeff, I really enjoy seeing all the old photos from past years. Jefferson has such a rich history which should be displayed throughout the school."*



## KEY THEMES

# Narratives Spanning Scenarios: OUTDOORS



### Stakeholder Quotes:

*Jeff was my neighborhood high school but I attended Benson, one of the positive memories is the rival football and basketball games. I took my SATS here.*

*[favorite day at school was] first playoff game, everyone was there*

*Nice hot days on the football field when everyone is hanging out on the blue mats the Jefferson Community*

*[we] organized to take down the barbed wired fence around building years ago, the community takes care of this place when PPS continues to not.*

*The most positive memory I have so far is my first Homecoming game. The positive experience was more about the energy and pride than the location. Even though it was just a game we were rooting and chanting for our team to win like it was the super bowl. The pride is in everything we do and our energy brings people together.*

*Her community says their favorite space is front of the building, the entry, football field, main hall*

*"[My favorite part of Jeff is] outside, its quiet and nice just wish there are more places to sit outside."*

## SURVEY POLL FEEDBACK

### + RETAIN

Most of the stakeholders we engaged who support full replacement do so out of distrust that a renovation would bring existing buildings up to appropriate standards.

“The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades :)”

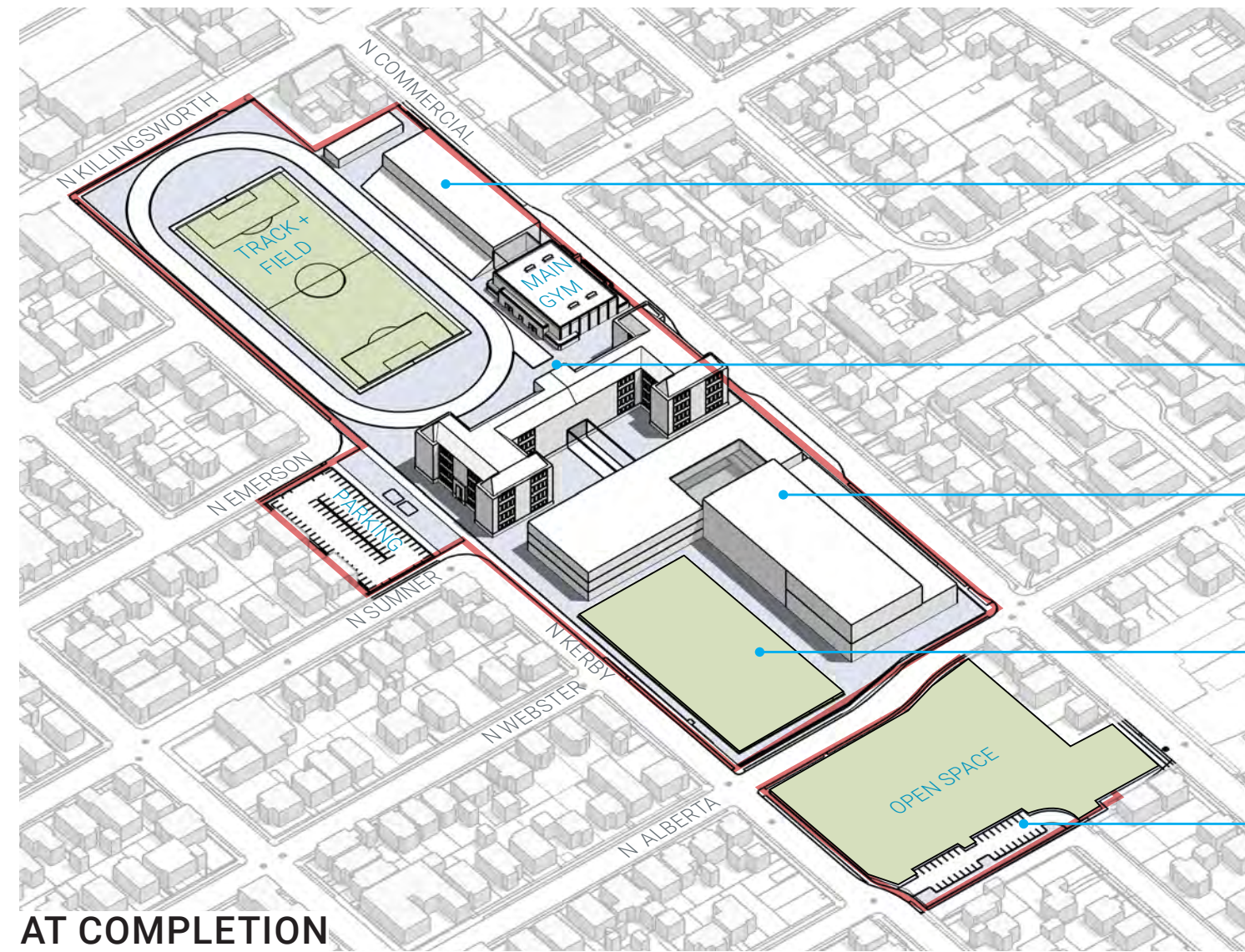
“This option **retains the heart of the current building which I have heard loud and clear is important to members of the Black community and other long-term residents as one of the few remaining elements of a neighborhood that has undergone significant change.**”

“Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don't let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the charm alive.”

“**Keeping in mind the community and the changes that are going on, it's important to retain history,** despite 'change' as gentrification continues to change how this community now looks. This building(s) reminds folks from where it started to where it's going, not out of personal choice but by **systemic necessity.**”

# DESIGN APPROACH OPTIONS FROM CPC 5

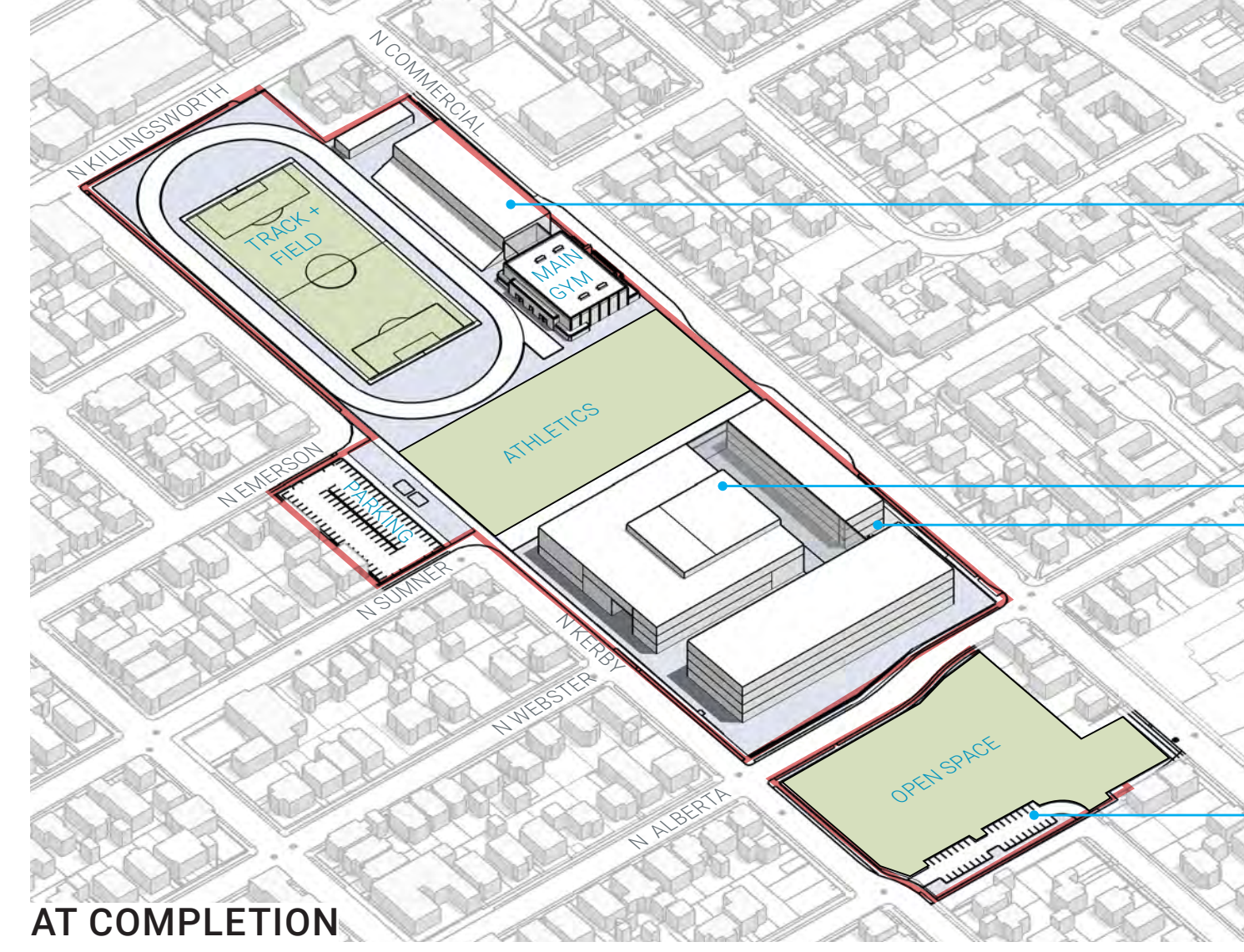
## RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



- North Athletics Complex**  
Existing Track + Field is retained  
Renovated and upgrade 1964 main gym  
New stands, field house, and auxiliary gym
- Main School Entry at Fully Renovated 1909 Building**  
Create an accessible entry to the original 1909 building
- New Performing Arts Complex**  
New theater, dance studios are consolidated as a new complex along Commercial
- New practice field
- Additional parking

AT COMPLETION

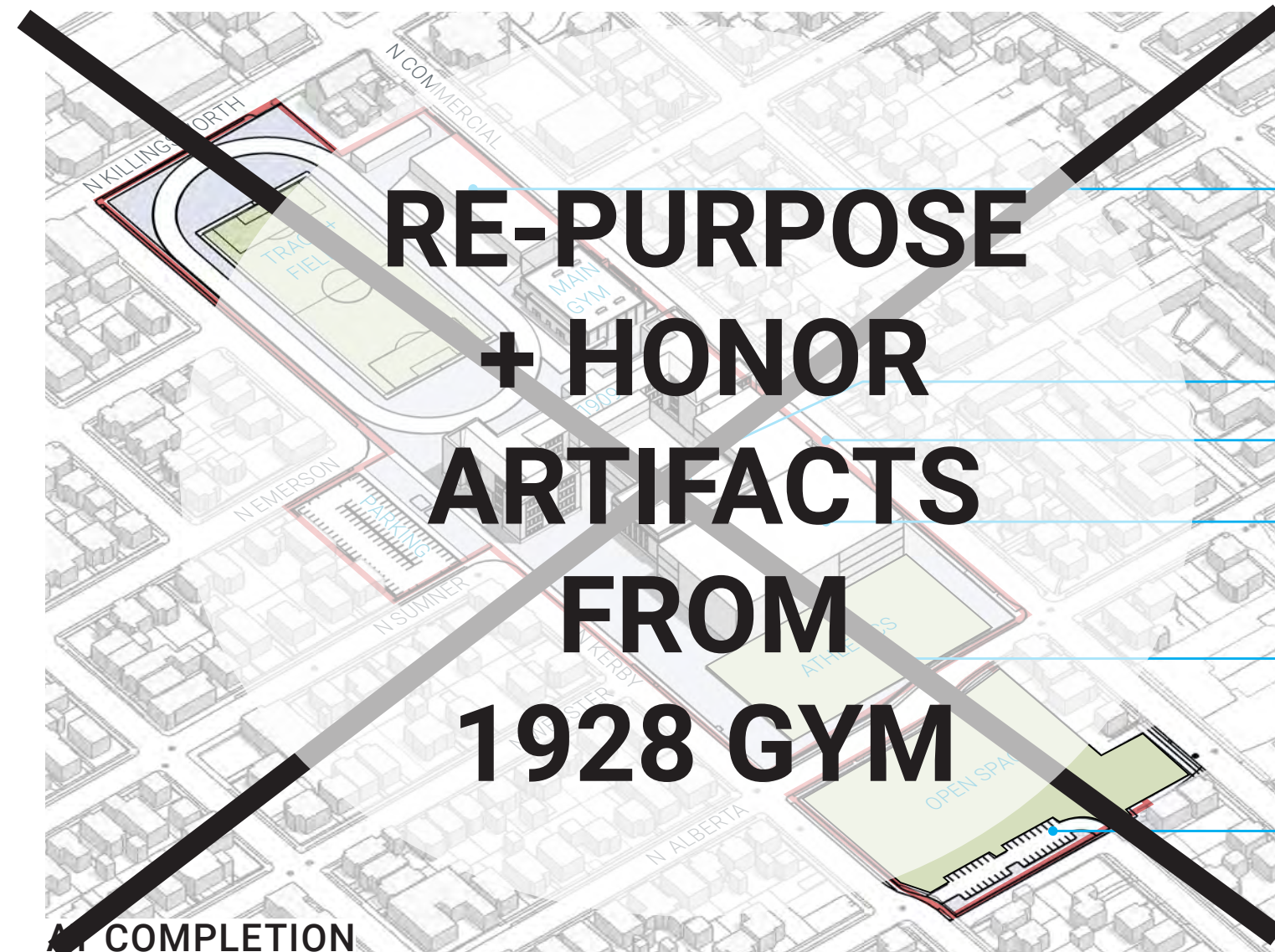
## NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



- North Athletics Complex**  
Existing Track + Field is retained  
Renovated and upgrade 1964 main gym  
New stands, field house, and auxiliary gym  
New practice field south of Track + Field
- New Theater**
- New Main School Entry**  
along Commercial Ave
- Additional parking

AT COMPLETION

## RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS

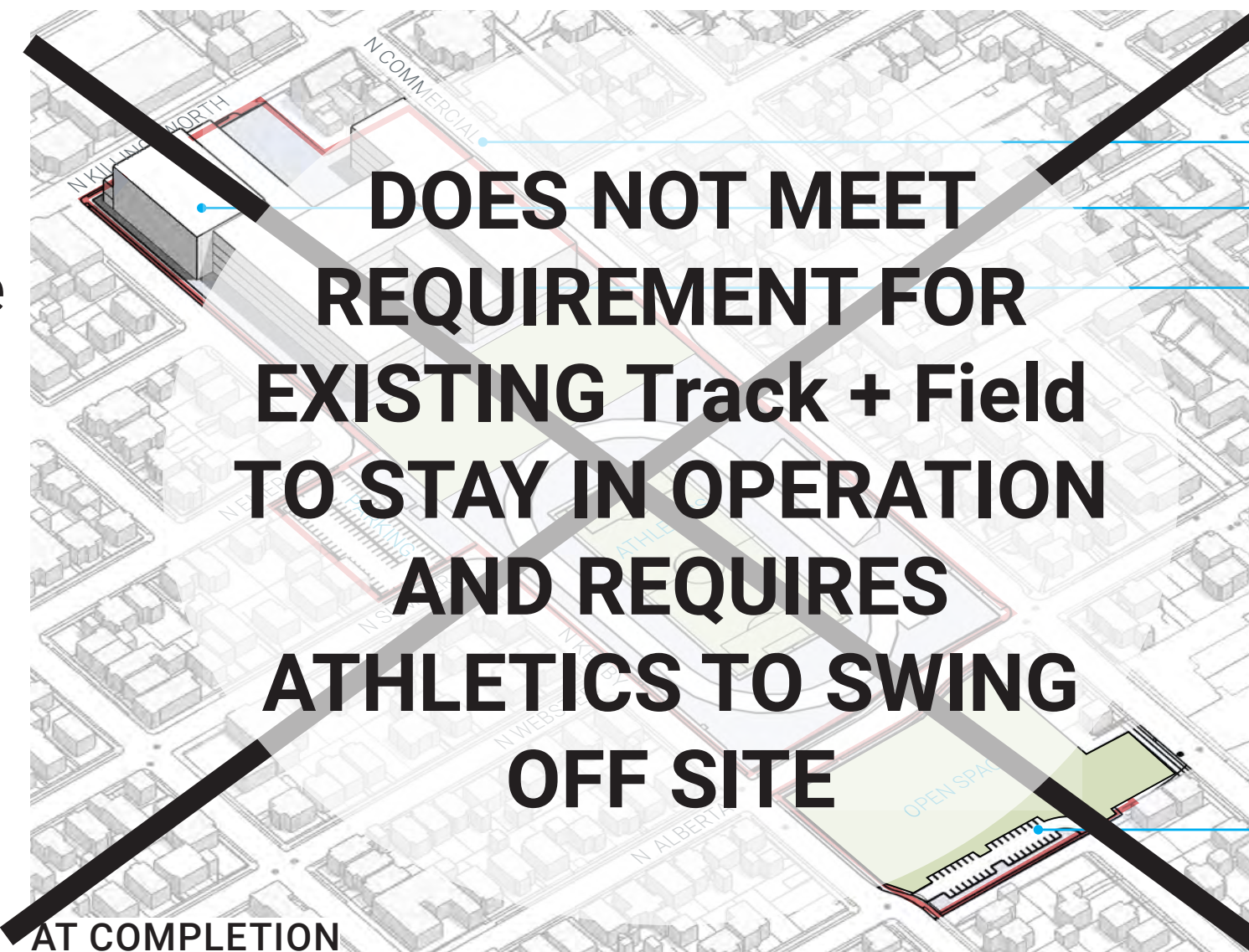


**RE-PURPOSE  
+ HONOR  
ARTIFACTS  
FROM  
1928 GYM**

AT COMPLETION

While I personally like the 1928 building, I have not heard as much interest in keeping it from the community at large and the overall layout feels more cramped.

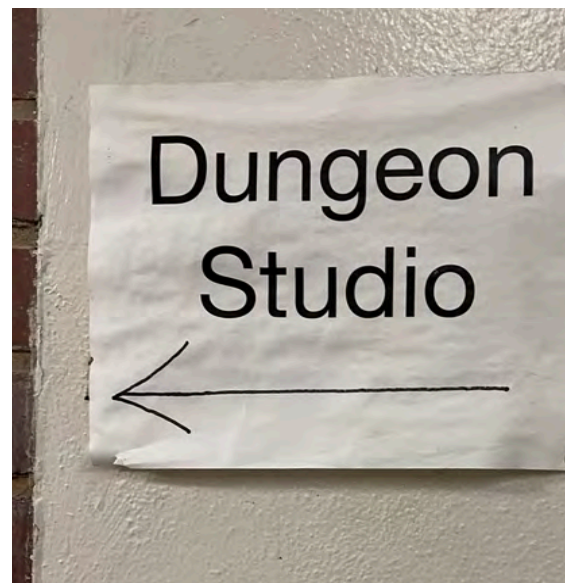
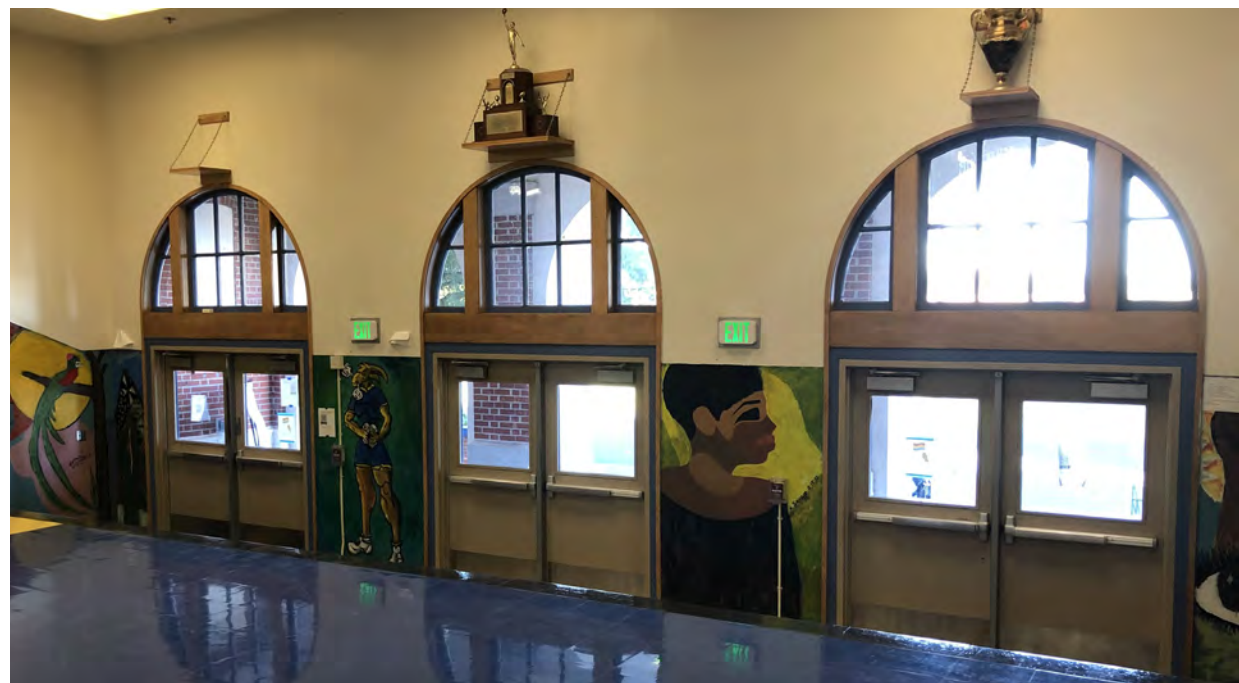
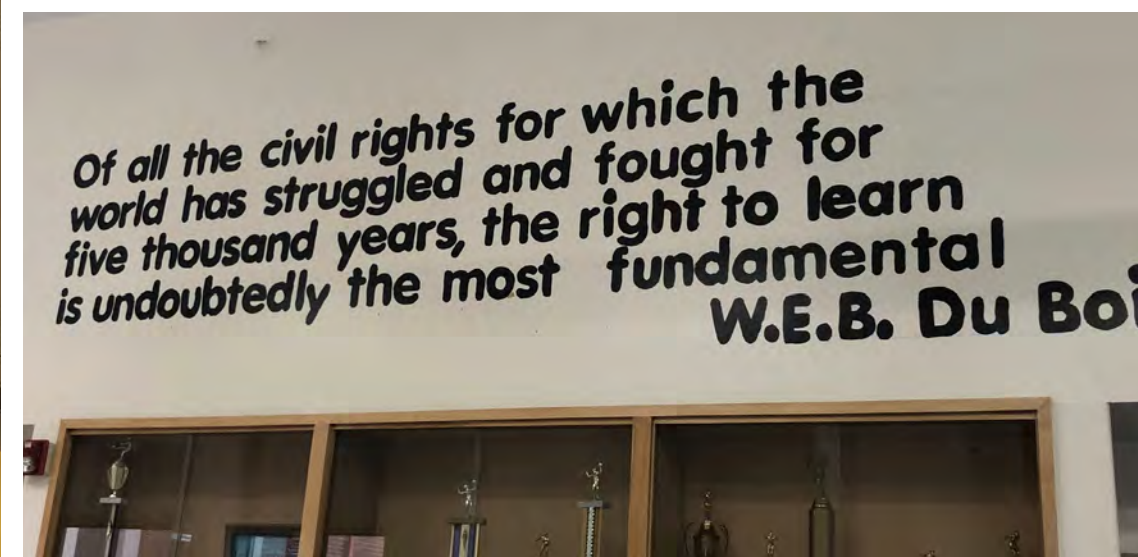
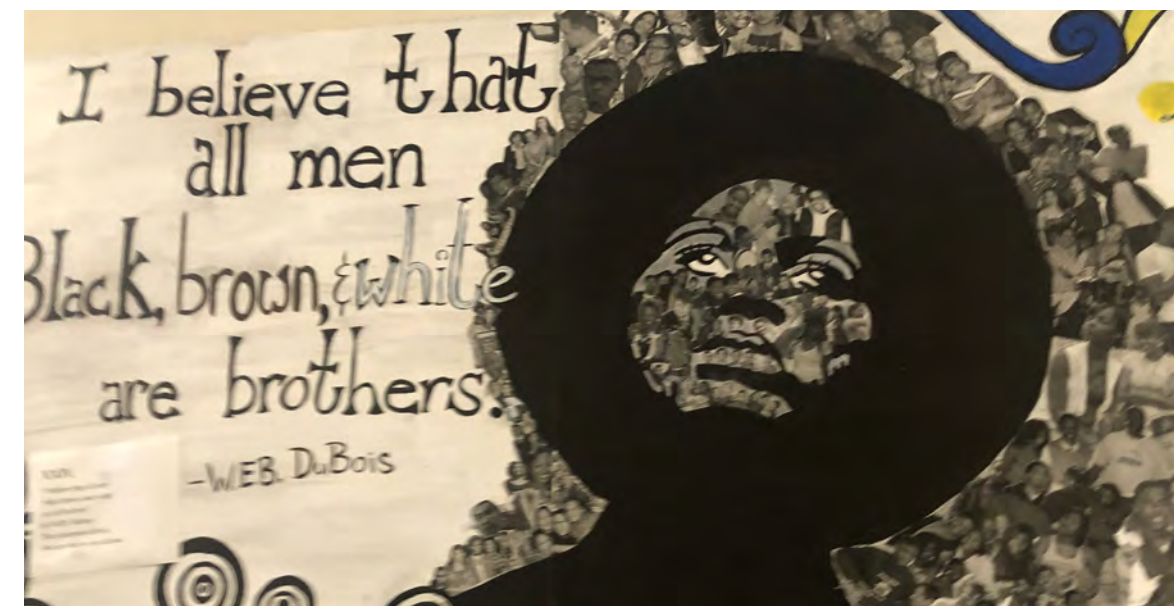
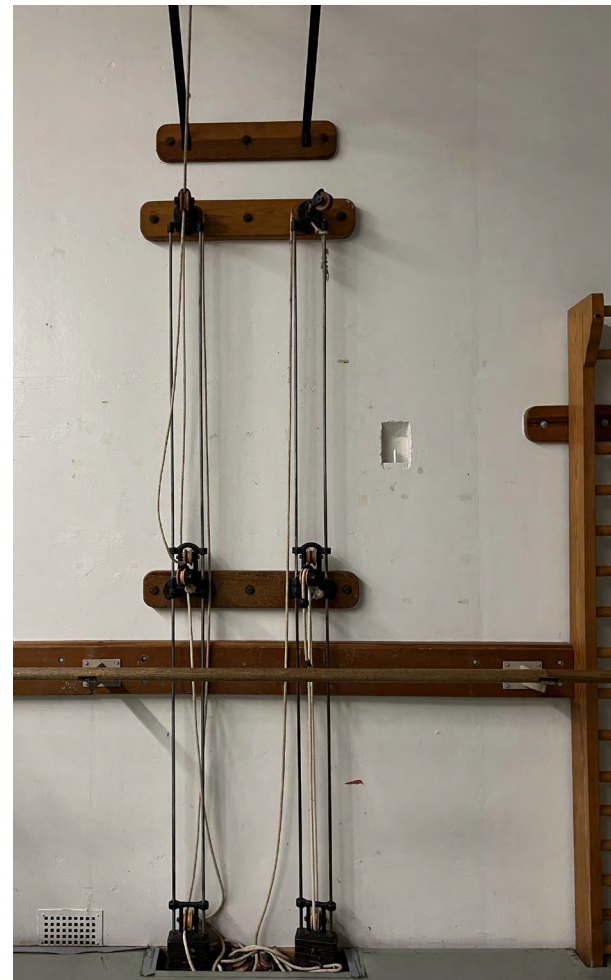
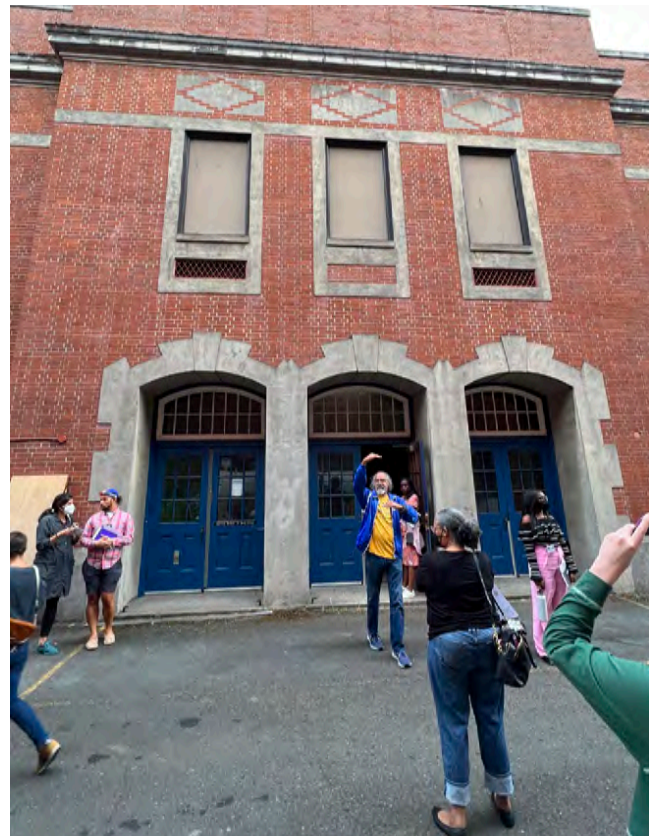
## NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE

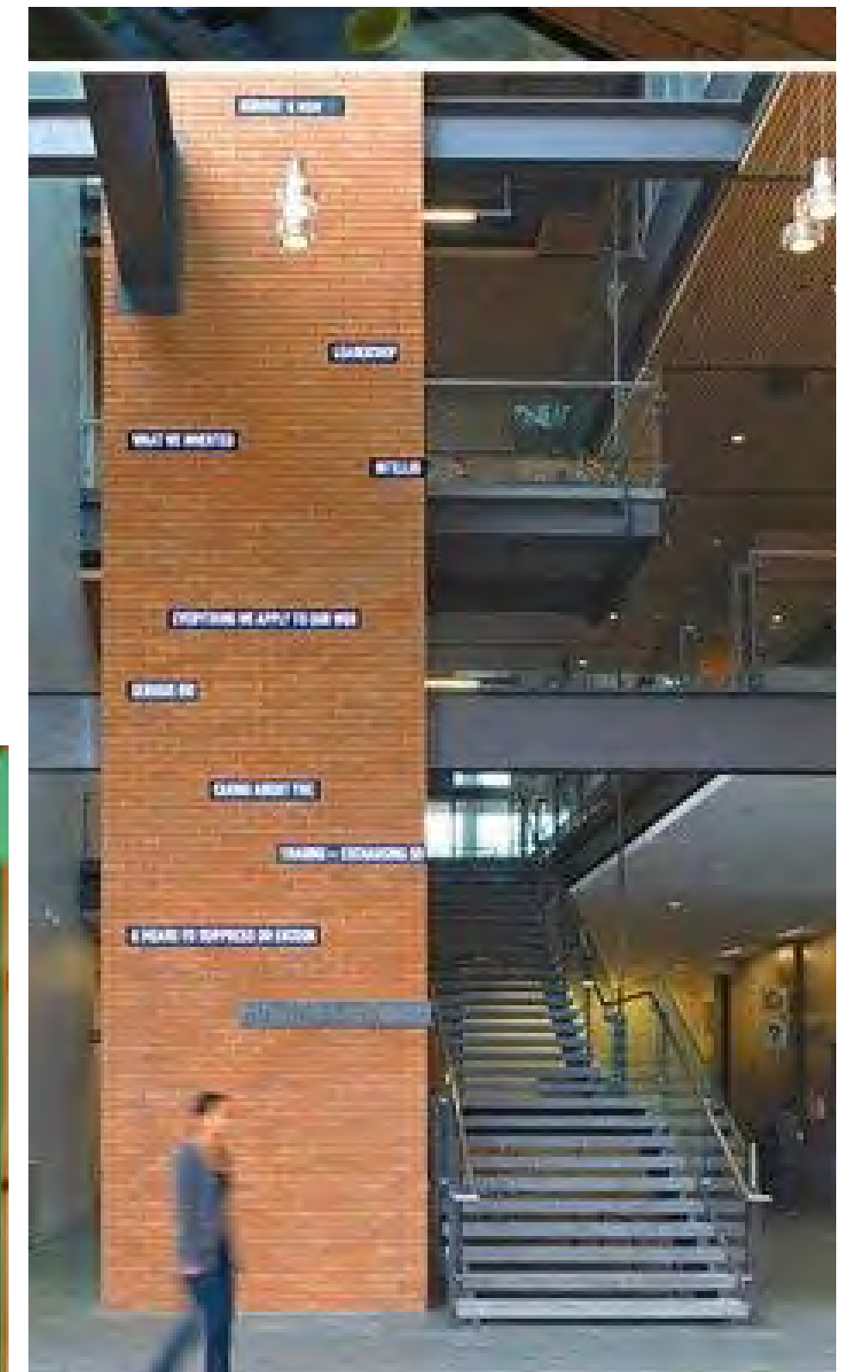
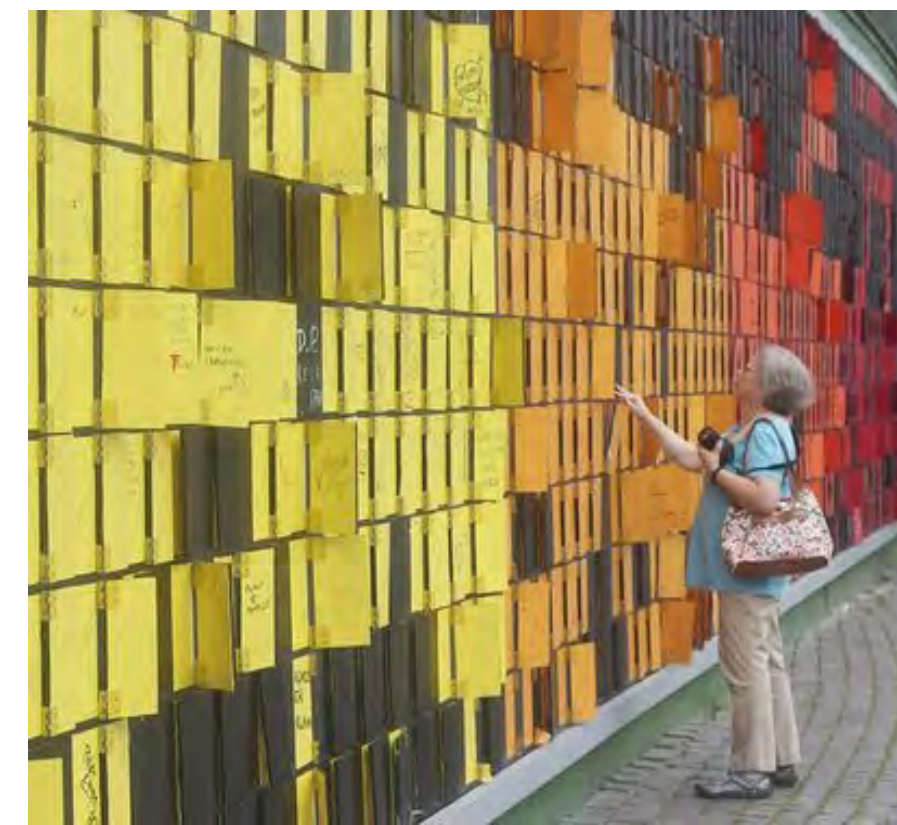
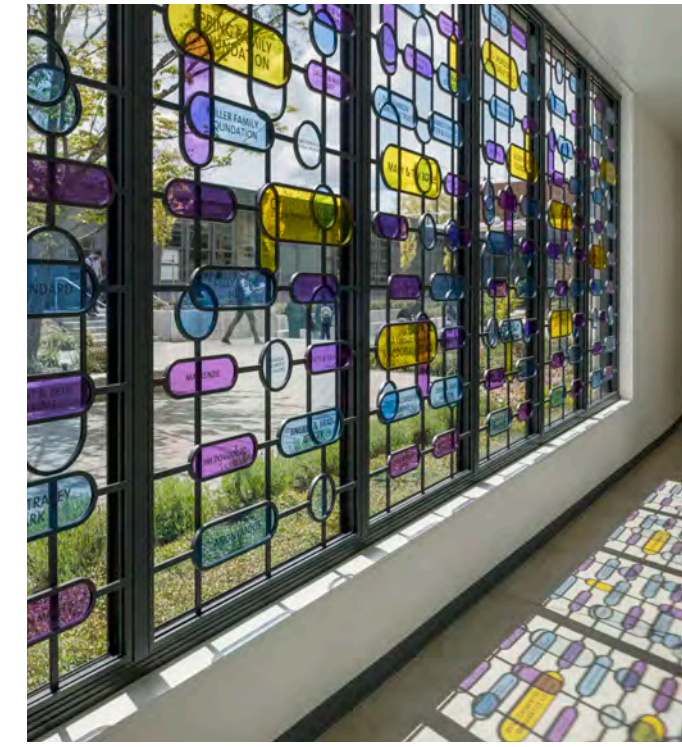


**DOES NOT MEET  
REQUIREMENT FOR  
EXISTING Track + Field  
TO STAY IN OPERATION  
AND REQUIRES  
ATHLETICS TO SWING  
OFF SITE**

AT COMPLETION

- Key Feedback:**
- Street presence for performing arts / theater
  - Minimal impact to education
  - Academics First





**QUESTIONS?**

# DESIGN APPROACH OPTIONS

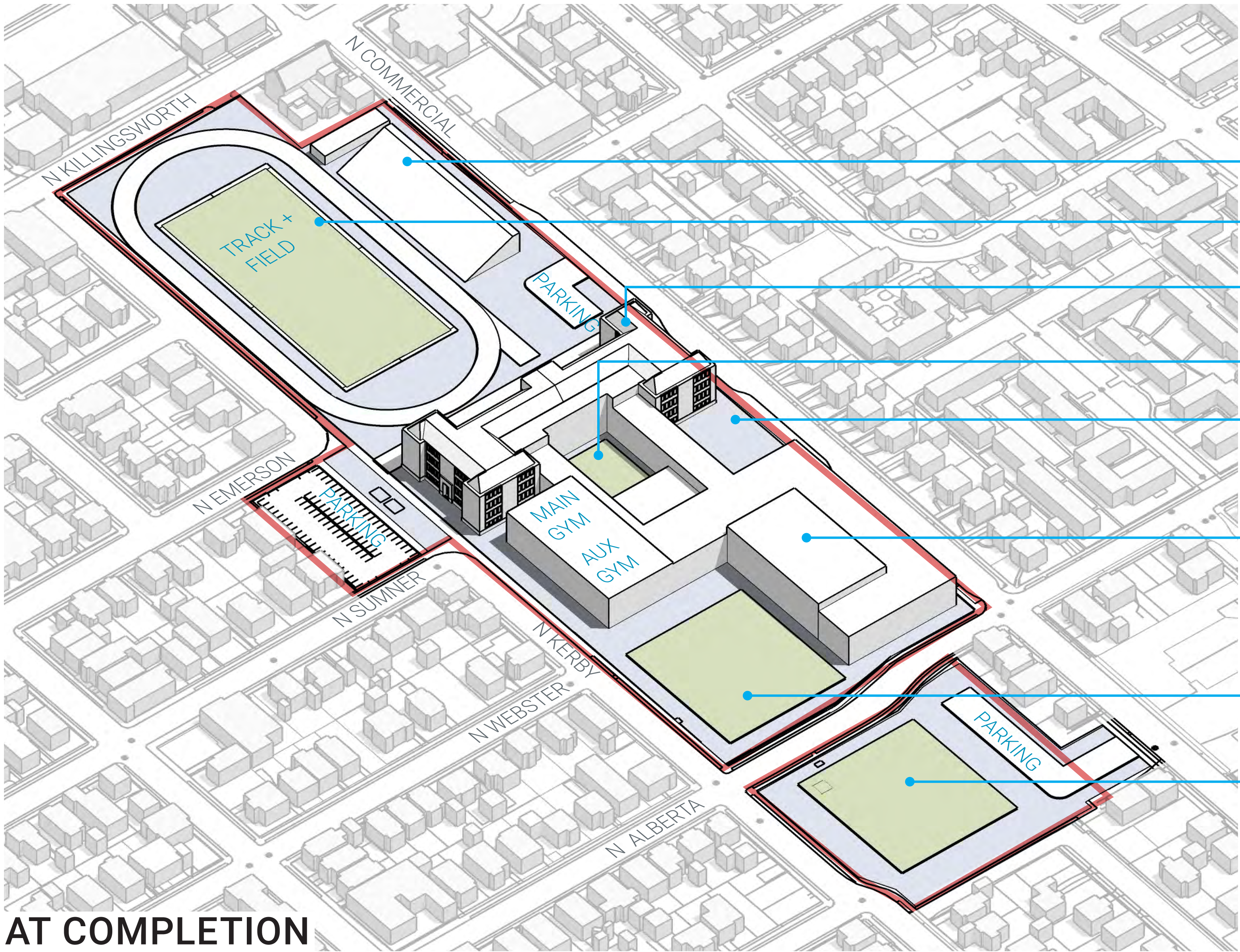
## WHAT WE HEARD FROM CPC 5

- Street presence for performing arts / theater
- Break up building scale along Commercial
- Connection to outdoors/ daylight / Usable courtyard outdoor space
- Clear main front door with street presence
- Repurpose/honor artifacts from 1928 Gym Building in final project
- Academics and student centered
- Student travel distance/time between classes
- Convey history and connection to culture and heritage of place in the design is necessary
- Midblock pedestrian crossing through the site, connecting Kirby and Commercial
- Minimize disruptions to classes, athletics and performing arts
- More Parking



# RETAIN 1909 + EXPANSION

FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



New stands and field house

Existing Track + Field is retained

**Fully Renovated 1909**

Courtyard / Outdoor space

**Main School Entry Plaza** along Commercial Avenue

**New Performing Arts Complex**  
New theater, dance studios are consolidated as a new complex with presence on Commercial

New 1/2 practice field

Multi-use field with parking/  
possible garden

**AT COMPLETION**

# RETAIN 1909 + EXPANSION

FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS

## DISRUPTIONS

### Minimal to Athletics

- Maintain use of Track + Field
- Use existing gyms until new gyms are completed

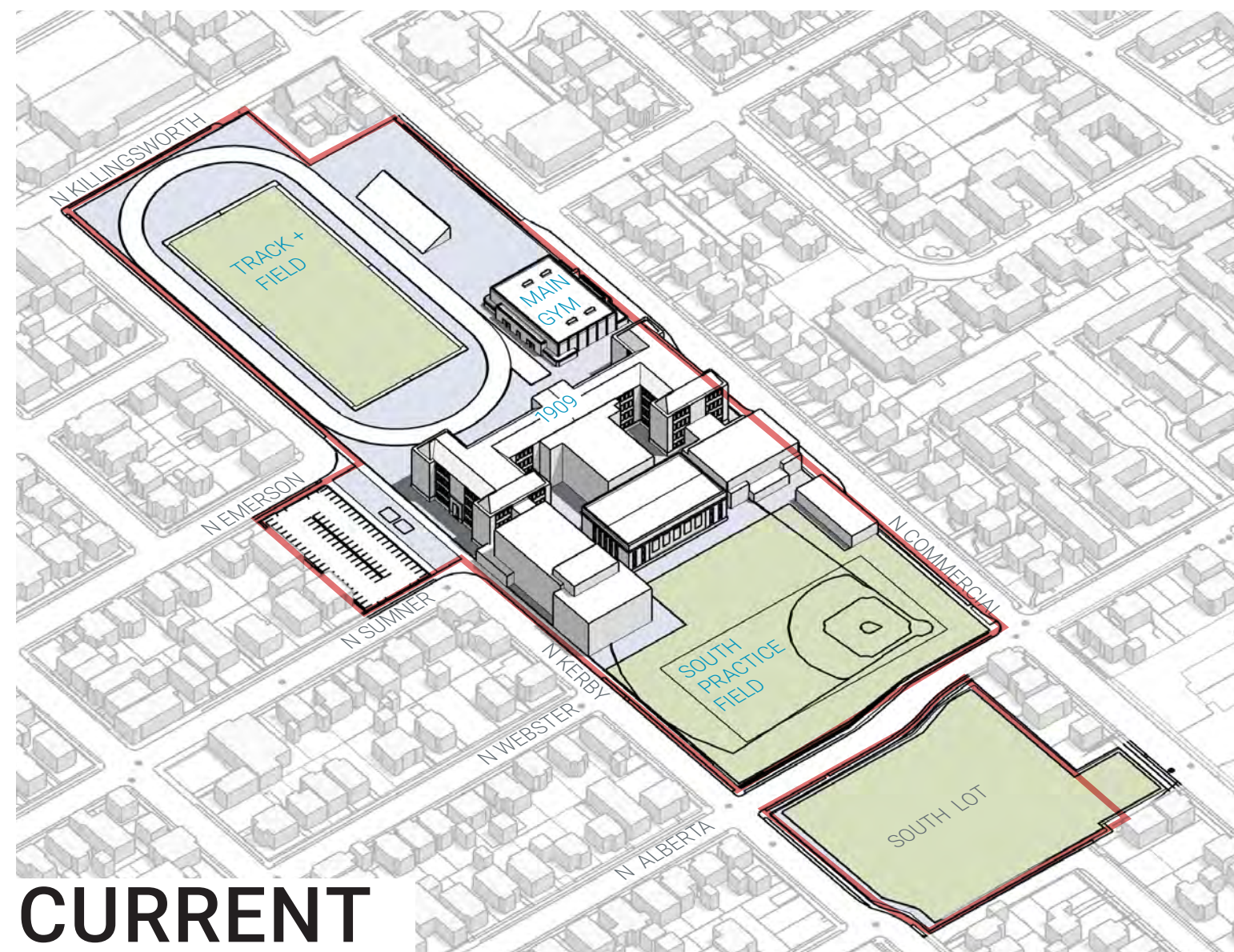
### Minimal to Academics

- Students stay in existing buildings during Phase 1
- Classes move into new wing at end of Phase 1

### Minimal to Performing Arts

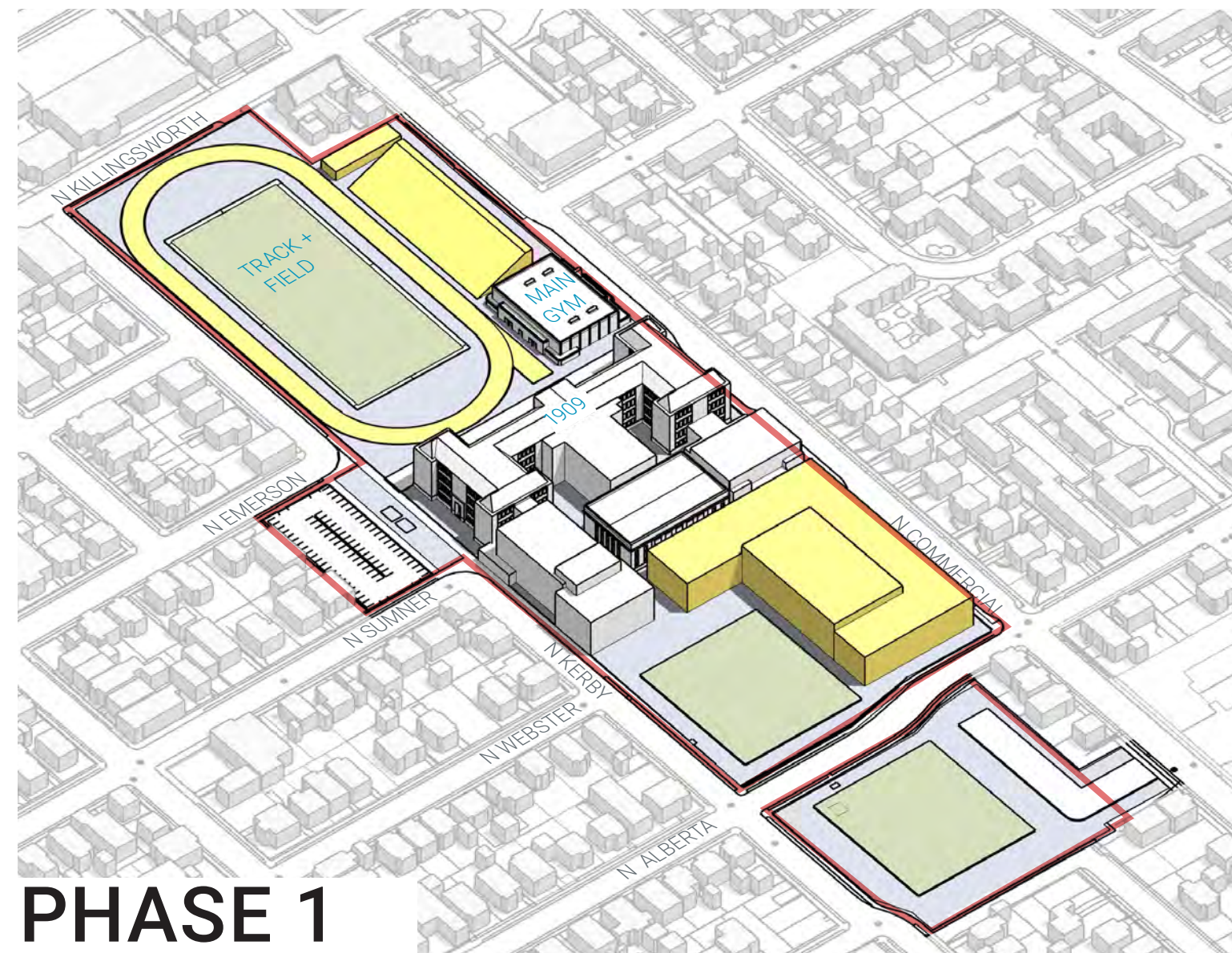
- Existing theater stays operational until new theater is completed at the end of Phase 1

- Dance stays in existing studios until new dance studios are completed at the end of Phase 1



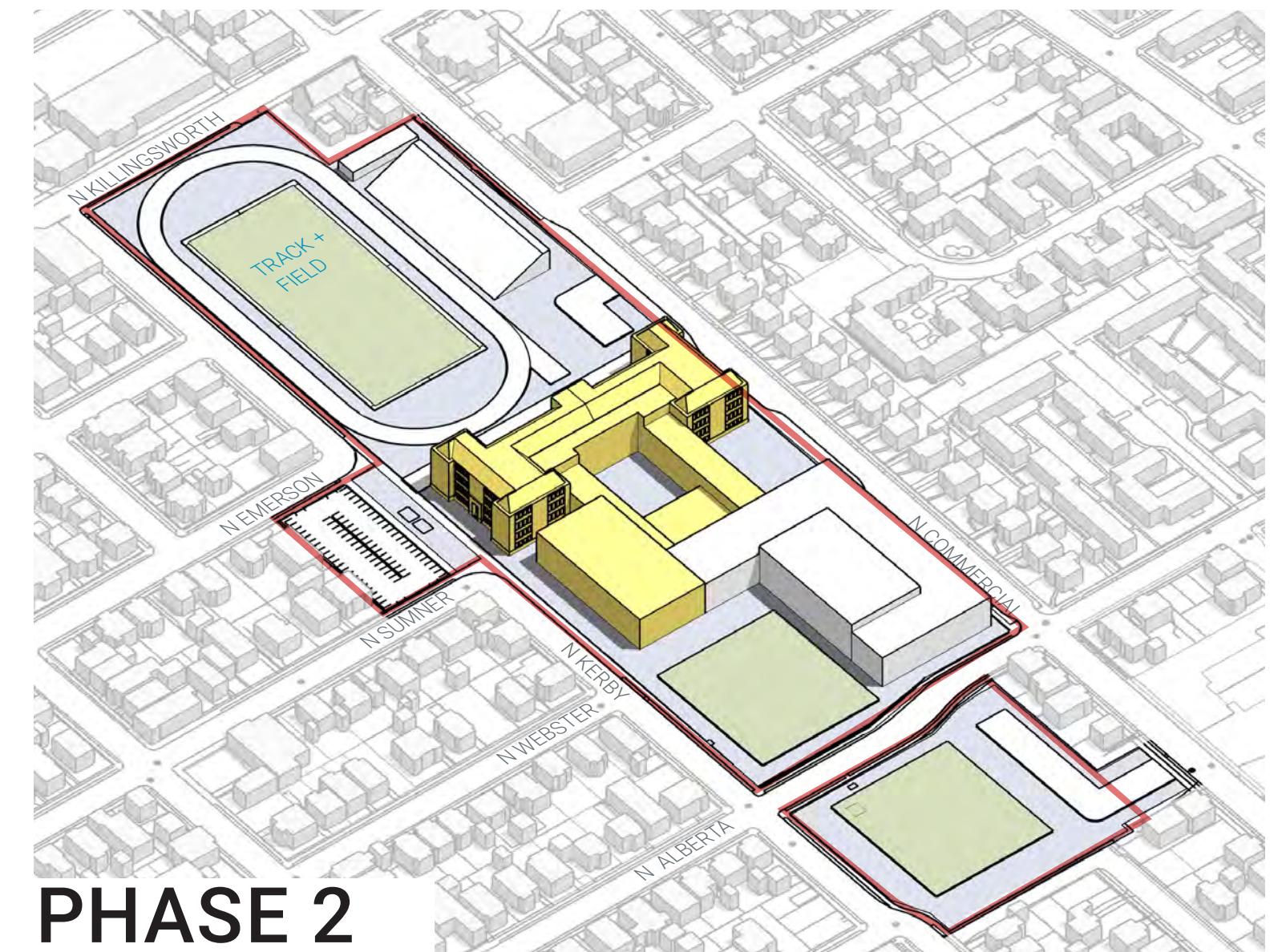
## CURRENT

Existing buildings stay operational  
Track + Field stays operational  
Temporary practice move to South Lot



## PHASE 1

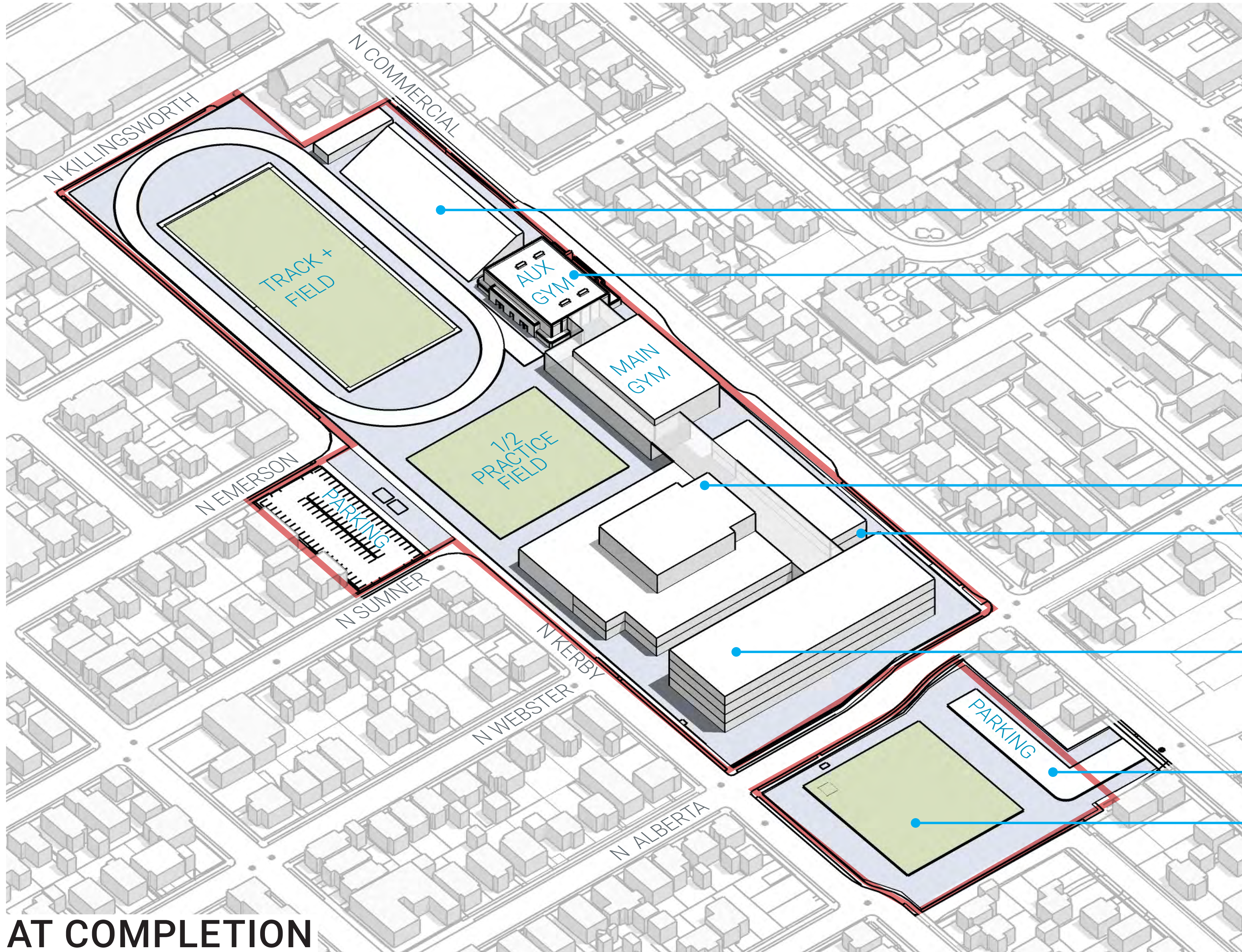
Build new theater, performing arts spaces with 24 classrooms, server, and admin  
Move into new wing by Fall 2026  
New grandstand/field house and updates to track + field.



## PHASE 2

Demolish existing theater, 1928, and aux gym/dance studios  
Renovate 1909 and build rest of expansion with new gyms, commons, media center.

# NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM



- New stands, fieldhouse
- Renovate 1964 Gym into auxiliary gym  
New main Gym south of 1964
- New Theater
- New Main School Entry along Commercial Ave
- New Academic Wing 4-story along Alberta
- Additional parking
- Multi-use field with parking/ possible garden

AT COMPLETION

# NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM

## DISRUPTIONS

### Minimal to Athletics

- Maintain use of Track + Field
- Use auxiliary gym while Main Gym is being renovated
- Practice field use is on South Lot until end of Phase 1

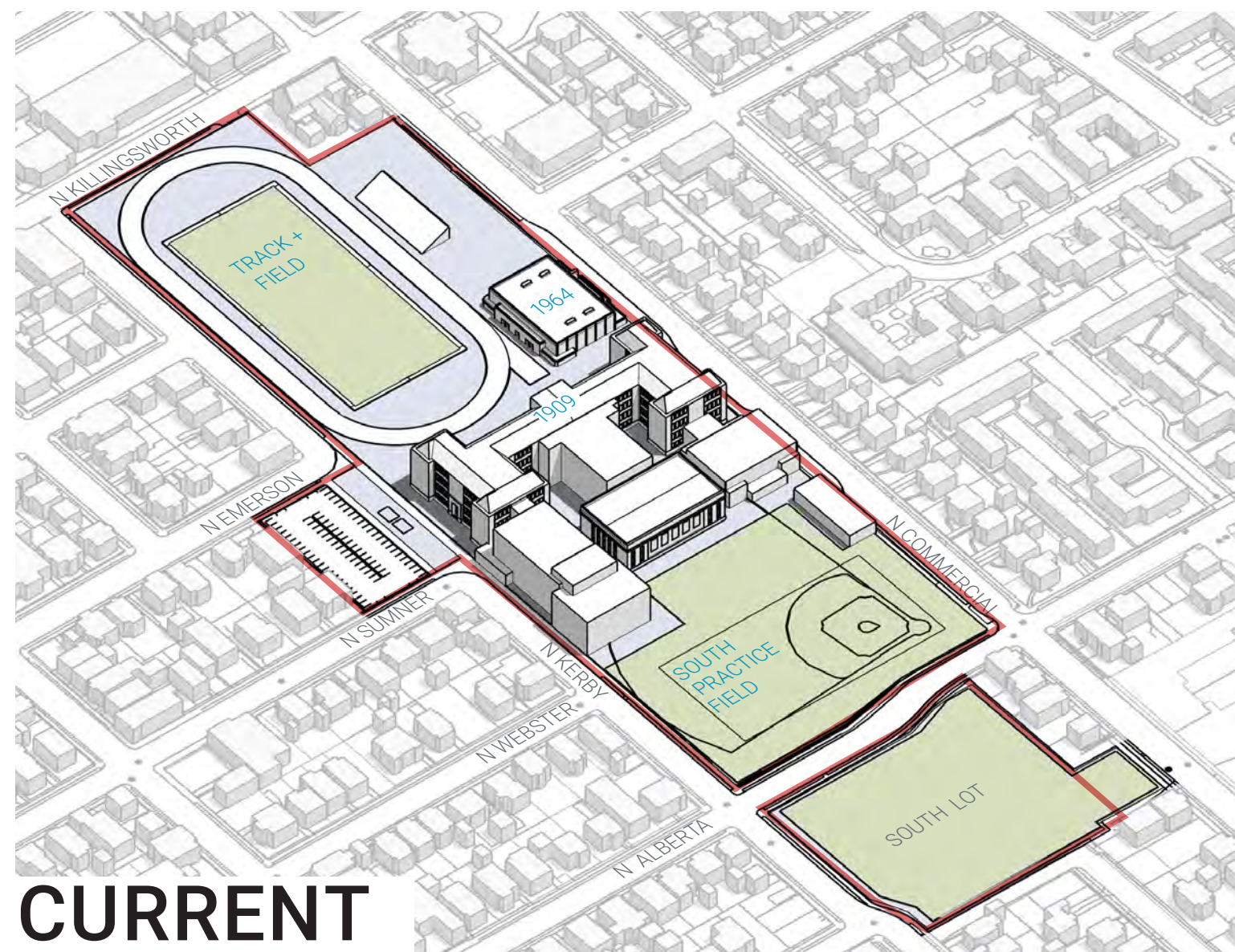
### Minimal to Academics

- Students stay in existing building during Phase 1 construction that includes new classroom wing along Alberta

### Minimal to Performing Arts

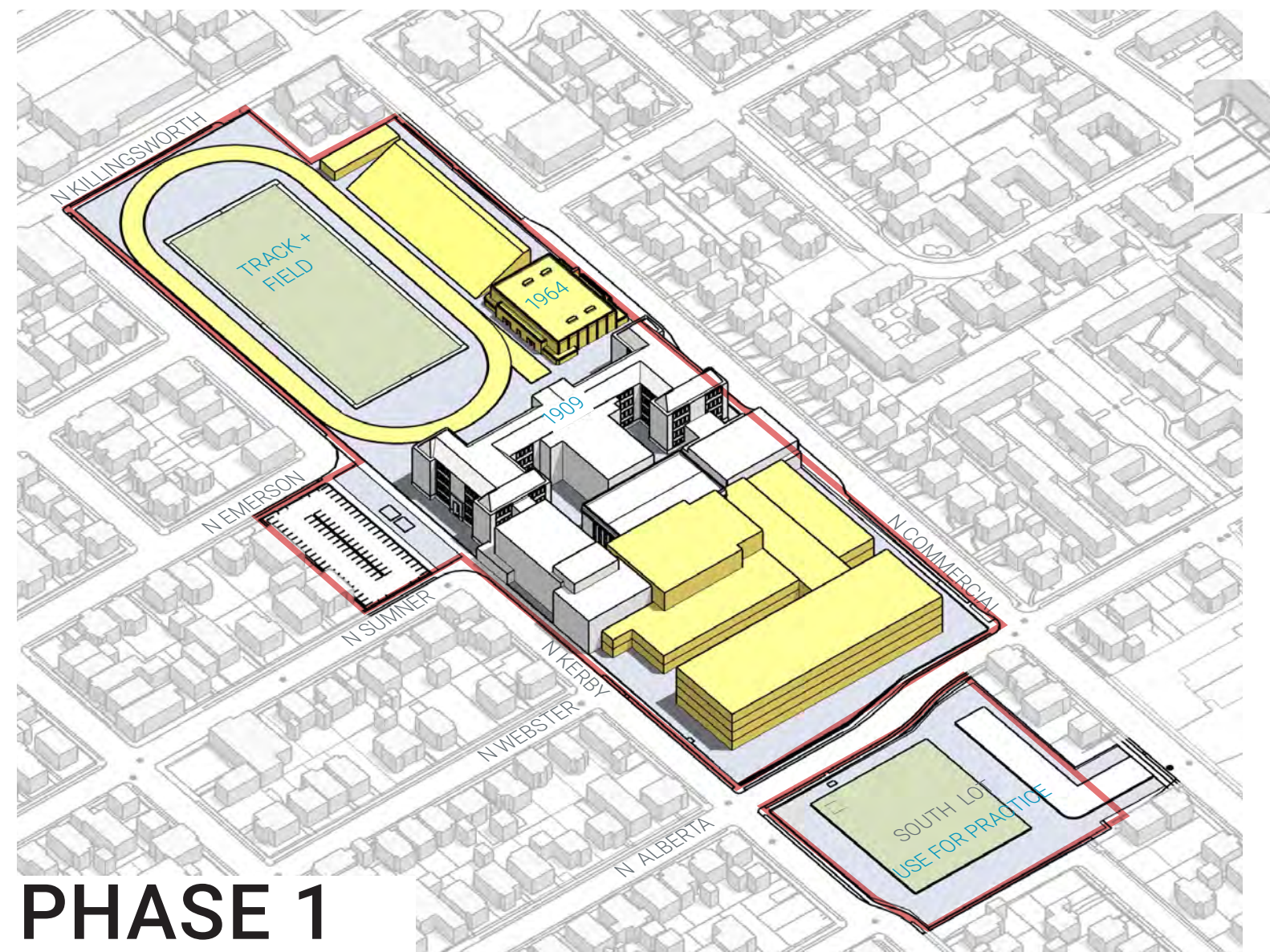
- Existing theater stays operational until new theater is completed at the end of Phase 1

- Dance stays in existing studios until new dance studios are completed at the end of Phase 2



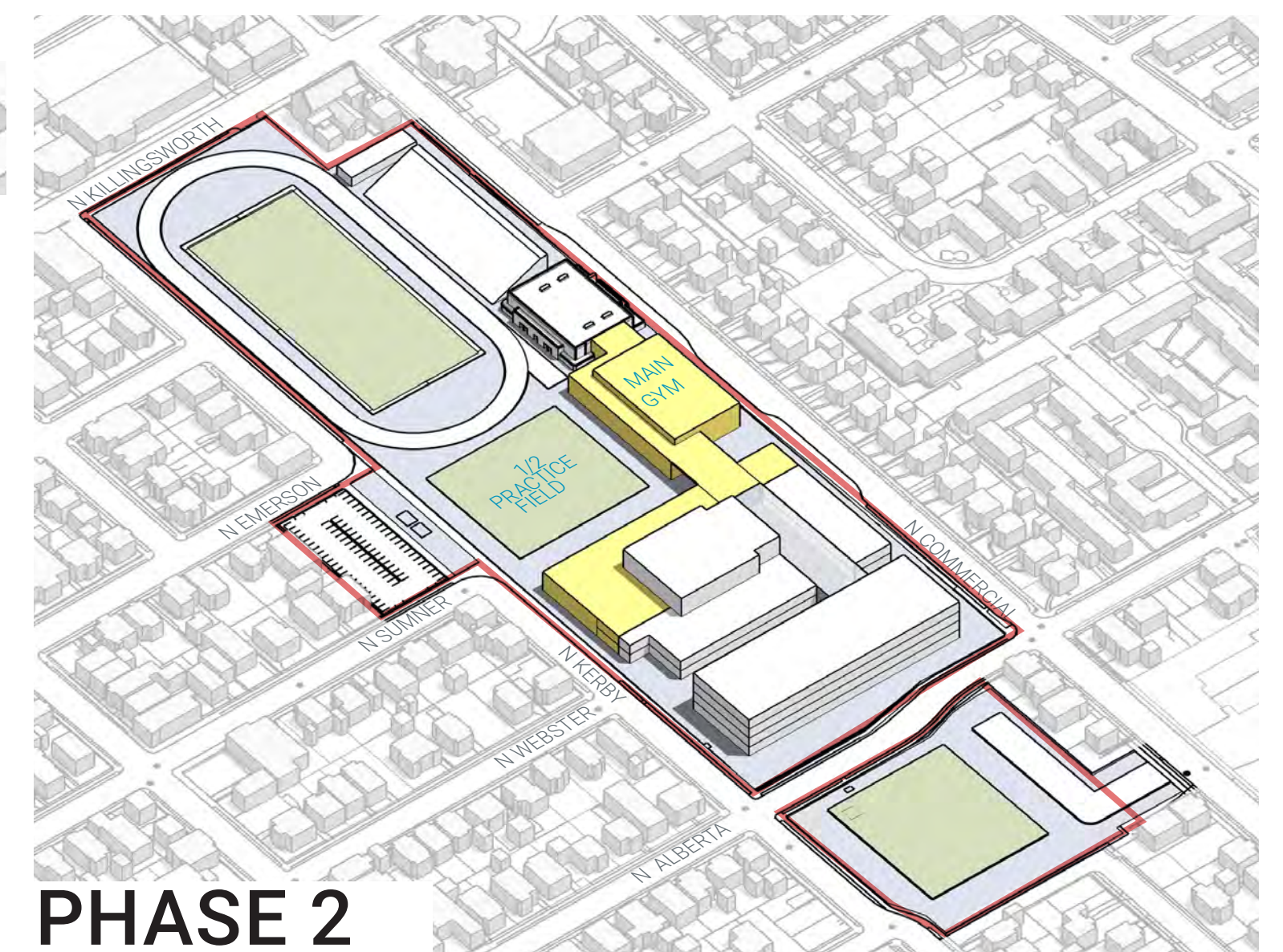
## CURRENT

Existing buildings stay operational  
Track + Field stays operational  
Build on south practice field / Temporary practice on South Lot



## PHASE 1

Build new academic wing, theater, commons.  
Renovate 1964 Gym into auxiliary gym  
Updates to existing Track & Field  
New grandstand and field house



## PHASE 2

Move into new phase 1 building and demolish existing building  
Complete remaining building wings on the north + west

## DISCUSSION

**What are you most excited or hopeful about from these two scenarios?**

**What are you afraid of or most worried about from these two scenarios?**

Public Comment Period

THANK YOU