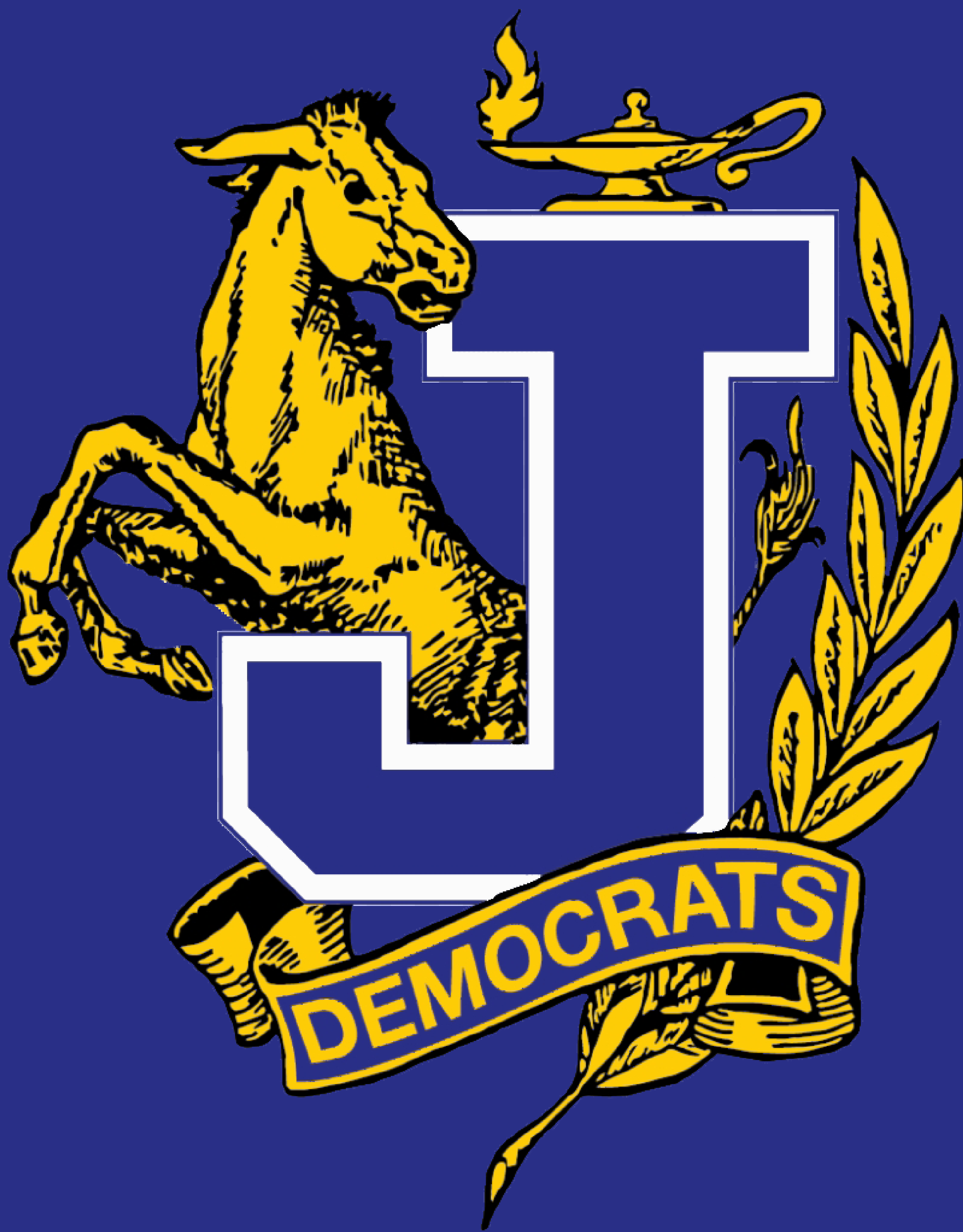


WELCOME TO THE JHS MODERNIZATION OPEN HOUSE!



Come in and chat with
the project team!

Food provided by
Heavy Plays Restaurant & Cafe!

November 16th

4-8 PM

JHS MODERNIZATION MISSION STATEMENT

The new modernized Jefferson High School will provide each student with an equitable, individualized, high-quality learning experience and the tools to reach their full potential within an environment that is safe, healthy, and joyful.

The new comprehensive high school will embody PPS's Mission, Vision and Values, and its Climate Policy, to strengthen the future of its students and its communities through the following Guiding Principles.

JHS MODERNIZATION GUIDING PRINCIPLES

GUIDING THE PROCESS

Design for
Equity & Justice

- Center engagement through the lens of Design Justice, and work with community-based organizations and community members to reach, hear from, and be responsive to Black and Brown communities, empowering these stakeholders in the design process to build pride of ownership

Resiliency & Equity
of Investment



- These communities, who will be most disproportionately impacted by this work in relation to their experiences of past marginalization, must be in the position to directly and meaningfully influence project decisions. This includes the community members who have been geographically displaced but remain culturally rooted in historic Albina—namely Portland's historic Black community.

- Demonstrate an equity of investment compared to other PPS modernization projects, providing welcoming, safe, healthy, resilient and accessible facilities that are flexible, adaptable and designed to accommodate future change.

Transparency &
Decision Making

- Support equitable access to JHS space as a cultural and civic resource for Black and Brown families, partners, and community members who are disproportionately impacted by gentrification, displacement, housing instability, and the digital divide.

Design &
Construction
Experience

- Demonstrate honesty and integrity in every action, with sincere, ethical, transparent and accountable communication and decision making in service of the Jefferson community. [Adapted from PPS Core Values]

- Adopt a design and construction process that is based on equity, teamwork, collaboration and trust, which minimizes negative impacts for students, teachers and staff, and for Jefferson's neighbors, and maximizes opportunity for input, engagement and workforce development.

GUIDING THE CULTURAL EXPERIENCE



Heritage and
Representation

- Center JHS in its community, proudly reflecting its rich Black history and the legacy of the school while creating a gathering place where everyone is welcomed and feels represented.

- Amplify joy and create inspirational and beautiful spaces that community members can be proud of and which represent, demonstrate and celebrate the inherent value of the JHS community, culture and history.

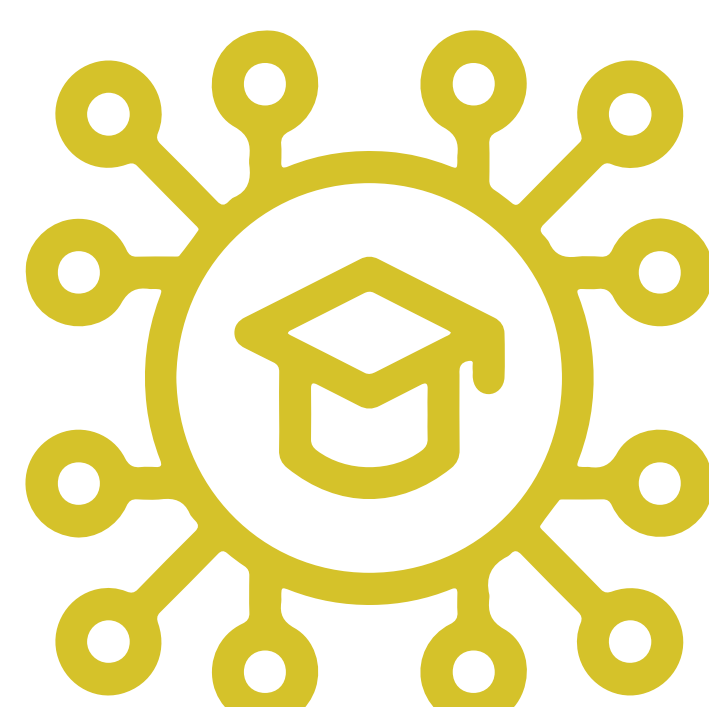
- Design spaces that feel welcoming and safe to members of all cultures within the JHS community.

- Elevate Arts and Athletic facilities so their physical spaces are on par with the high caliber of their respective programs, demonstrate excellence, and spark pride in the students and larger community.

- Create spaces and programs that are accessible to the Black communities that have been geographically displaced but remain culturally rooted in the historic Albina area.

- Thoughtfully consider the way the built environment maintains a seamless continuum of experiences for students PK-12 by drawing familiar connections to the middle grades and extending opportunities to higher education.

GUIDING THE SCHOOL PROGRAM



Learning
Experience

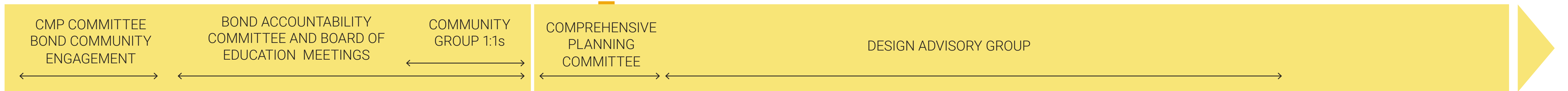
- Support a rich variety of educational opportunities with state-of-the-art teaching spaces, partner programs, and a campus environment that rivals any in the school district, celebrating Jefferson's unique programs and reflecting the voices of its students and community while meeting the requirements of PPS's educational specifications.

PROJECT TIMELINE



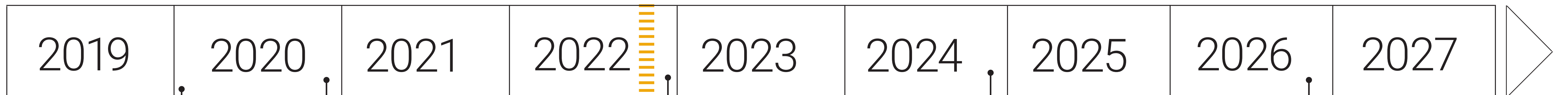
Project Community and Stakeholder Engagement :

Open Houses, Town Halls, workshops, engagement and community events, community associations, focus groups, 1:1s, stakeholder reviews, BOE meetings, BAC meetings



DESIGN JUSTICE BASED COMMUNITY ENGAGEMENT

COMMUNITY DESIGN ORGANIZERS



2019
PRE-BOND
CONCEPTUAL
MASTER PLAN

2020
2020 BOND PASSES
\$311M FOR JHS
MODERNIZATION

2022
COMPREHENSIVE PLAN PPS
SCHOOL BOARD APPROVAL
DECEMBER 2022

2023

2024
PHASE I
CONSTRUCTION
STARTS

2025
2026
PHASE II
CONSTRUCTION
STARTS

2027

2012 BOND

BUILDING PROJECTS:



Franklin High School



Roosevelt High School



Grant High School



Faubion K-8

PLANNING PROJECTS:

- Lincoln master plan
- Madison* master plan
- Kellogg master plan
- Benson master plan

2017 BOND

BUILDING PROJECTS:



Kellogg Middle School



McDaniel High School



Lincoln High School



Benson High School

PLANNING PROJECTS:

- Cleveland master plan
- Jefferson master plan
- Wilson* master plan

2020 BOND

BUILDING PROJECTS:



Jefferson High School



Center for Black Student Excellence



MPG Building @ Benson

PLANNING PROJECTS:

- Cleveland planning and design
- Ida B Wells planning and design
- Roosevelt planning and design

* SCHOOL NAME PRIOR TO NAME CHANGE



PROJECT TEAM

OWNERSHIP TEAM



Ayana Horn
Project Manager II - Office of School Modernization
Portland Public Schools

"As a Project Manager with Portland Public Schools, I am excited to incorporate Design Justice principles into my work with the Jefferson community and the design team to create spaces and experiences that reflect the communities' hopes and dreams for the future. My vision is to see students, staff and community members thrive for generations to come."



Kiesha Locklear
Project Manager II - Office of School Modernization
Portland Public Schools

"The Jefferson HS Modernization is the reason I'm working at PPS. To have the opportunity to strengthen Jefferson's roots and ensure its legacy lives on fruitfully within this historically black Portland community is an honor. I'm excited to see how principles of Design Justice combined with educational programming can help to do that by creating safe and welcoming spaces that support successful cutting edge learning models within diverse urban settings."



Steve Effros
Sr. Project Mgr. - Office of School Modernization
Portland Public Schools

"Part of my role as a project manager at PPS over the past decade has been to leverage school improvement projects as a way to bring equity to communities throughout the District. I feel privileged to collaborate with stakeholders to bring this approach to the Jefferson project, as we look to hear from as many diverse voices as possible in the planning and design of this modernized hub for the Jefferson community."

DESIGN TEAM



Chandra Robinson
Design Principal - Exterior
LEVER

"I am thrilled about this project's potential to strengthen opportunities for the Black community here in Portland. The project will be an incredible opportunity to create lasting, beautiful spaces that the community can take pride in."



Jeanie Lai
Design Principal - Interior
Bora

"I believe design to be an expression of care for the planet and for the communities in which we live. I can't think of a better project than Jefferson to show how design can bring back pride and joy that empowers individuals and heals our environment."



Walter Hood
Urban Design Principal
Hood Design Studio

"Jefferson's legacy is celebrated in the community, but the opportunity is also in defining how this place can become a new model for urban living and an inspiration for the youth attending the school to thrive in the world they will create."



Mauricio Villarreal
Design Principal - Landscape
PLACE

"Placemaking is a time for shared learning and formative discoveries. I enjoy collaborating with the young and young at heart, creating welcoming public spaces and celebrating community health, economic prosperity, and social and cultural solidarity."

ENGAGEMENT + ARCHITECTURAL DESIGN TEAM



Bryan C. Lee Jr.
Engagement Lead
Colloqate

"Design moves at the Speed of Trust. An engagement process that is focused on Design Justice will lead to an equitable space that dismantles barriers to opportunity, access, and inclusion in an act of collective hope."



Jackie Santa Lucia
Student Engagement
YSYV/ELSO

"I'm excited to collaborate with Black and Brown youth to use their own power and agency to decide how their own school will reflect their values, their desires, and their dreams for their education that impact the entire community."



Kayce Joyce
Project Team - Interior
Bora

"I am thrilled at the opportunity to work with my local high school, to envision a healthy school environment where the next generation of Jefferson students will want to come to in order to be inspired, build community, and learn."



Chris Linn
Principal in Charge
Bora

"I look forward to delivering design, climate and educational justice to a long underserved community. I am so proud to be a part of a project that will have such a profound impact on our profession."



Becca Cavell
Project Manager,
Point of Contact
Bora

"I am humbled and excited to be part of such a talented team whose focus on Design Justice will empower the Jefferson High School Community to express its vision for a new school that will serve its future and honor its legacy."



Dannon Canterbury
Project Manager - Exterior
LEVER

"Jefferson High School serves the neighborhood I live in and will be the school my daughter will eventually attend. I'd love to be a part of transforming such a vital Portland landmark into a place that better serves the coming generations."



Miguel Hidalgo
Project Architect - Interior
Bora

"As a person of color who shaped their career on the conviction that every student deserves schools that reflect their inherent value as human beings, the opportunity to serve the Jefferson community will be the culmination of my values, skills, and strengths."



Sean Bolden
Project Architect - Exterior
LEVER

"I'm excited to be part of this team, and for the opportunity to make significant design contributions to the school. It is important for students to see people who look like them making positive change in their community."



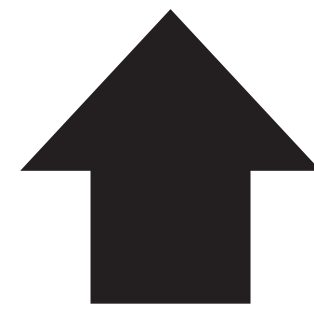
Corey Squire
Sustainability Lead
Bora

"I'm excited to deliver world-class energy performance and indoor air quality to the Jefferson community. Your students deserve a model project that supports health and learning outcomes and can set an example for districts across the country."

PROJECT PROCESS



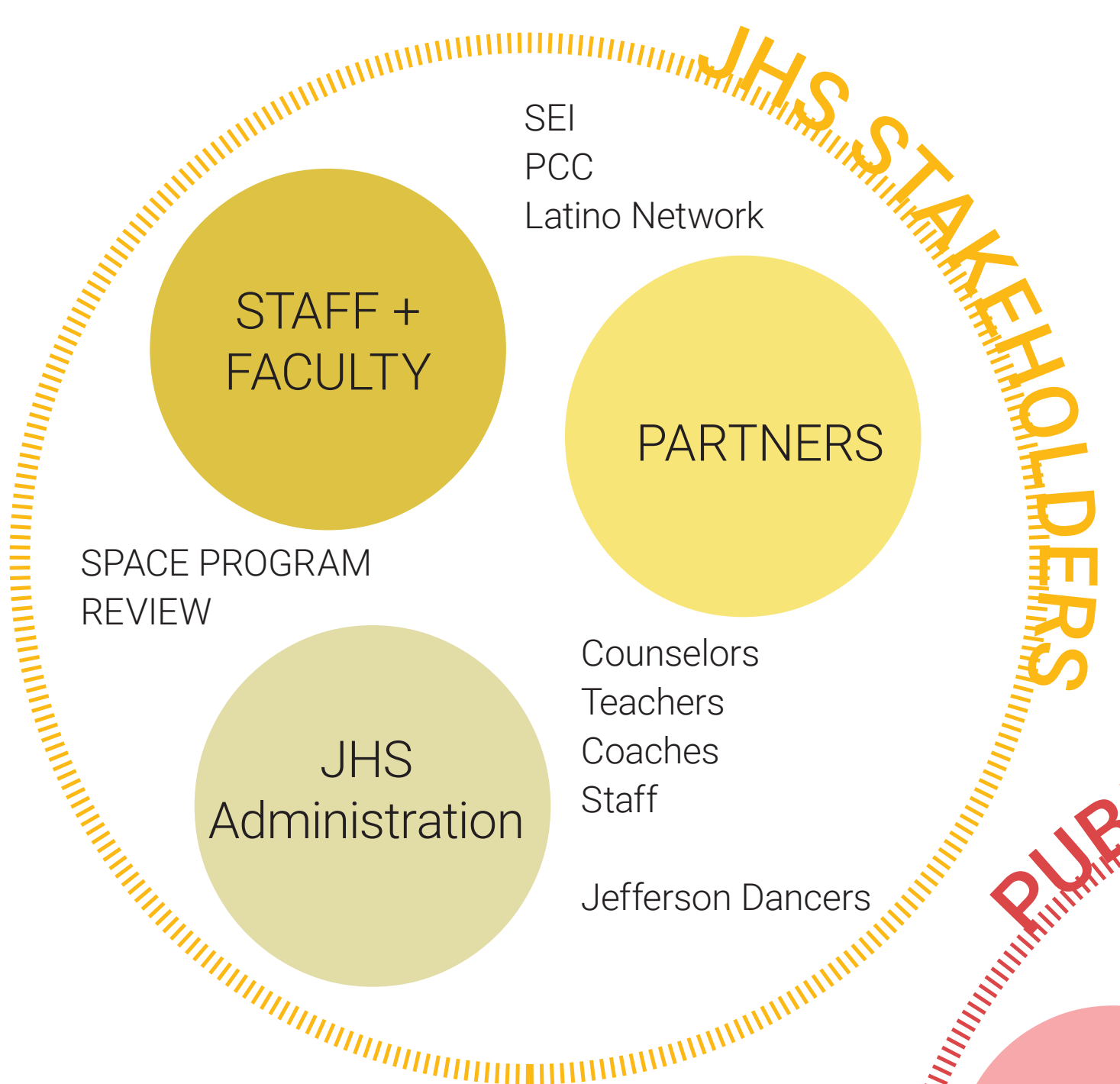
PPS BOARD OF EDUCATION APPROVAL



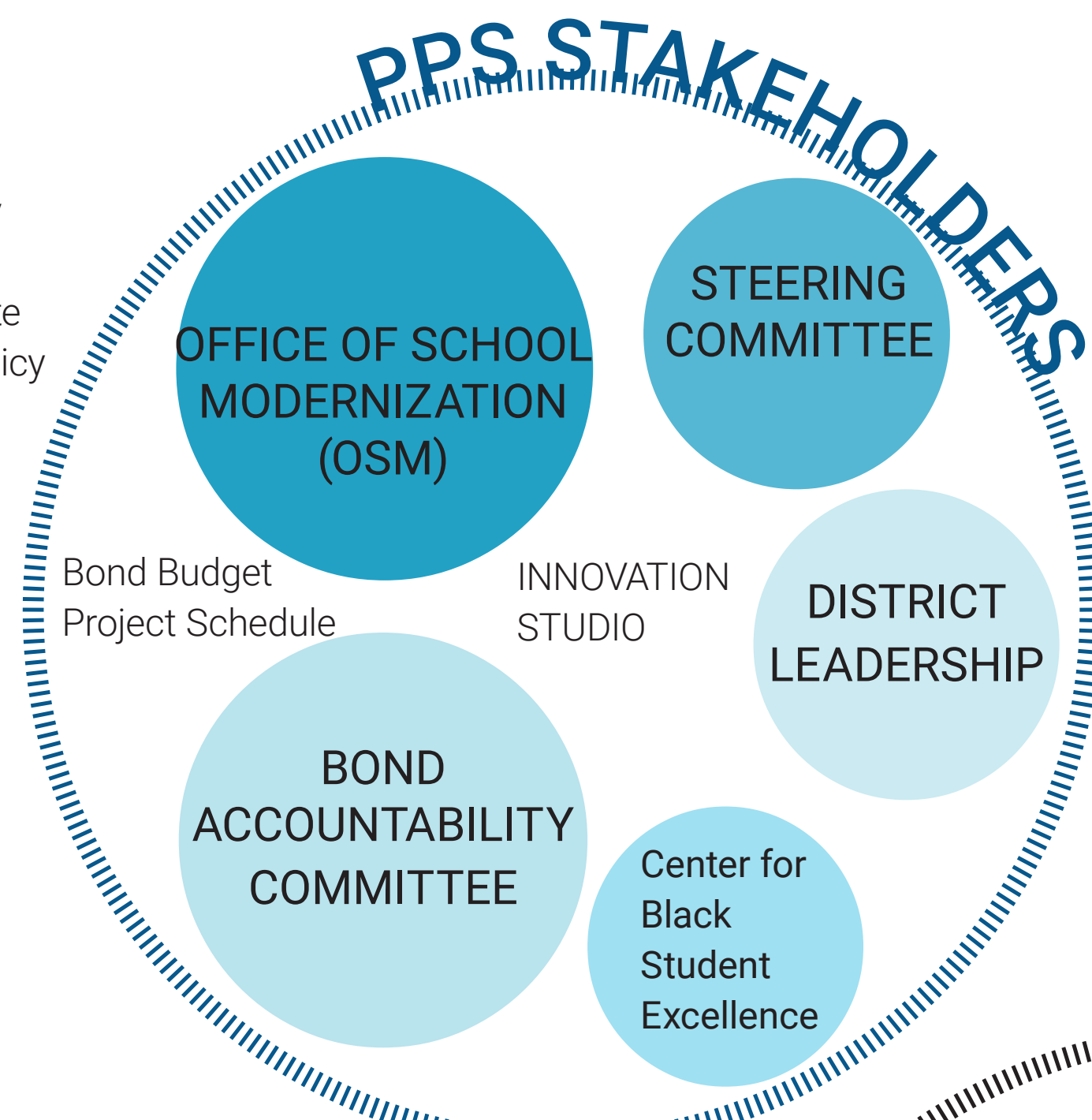
OFFICE OF SCHOOL MODERNIZATION (OSM)

OSM manages how capital improvement projects are administered since 2012 Bond
 Overseen by the School Board, The Bond Accountability Committee (BAC) and regular performance audits
 Supported by project design team to incorporate feedback, narrative themes, and meet standards & requirements

REQUIREMENTS

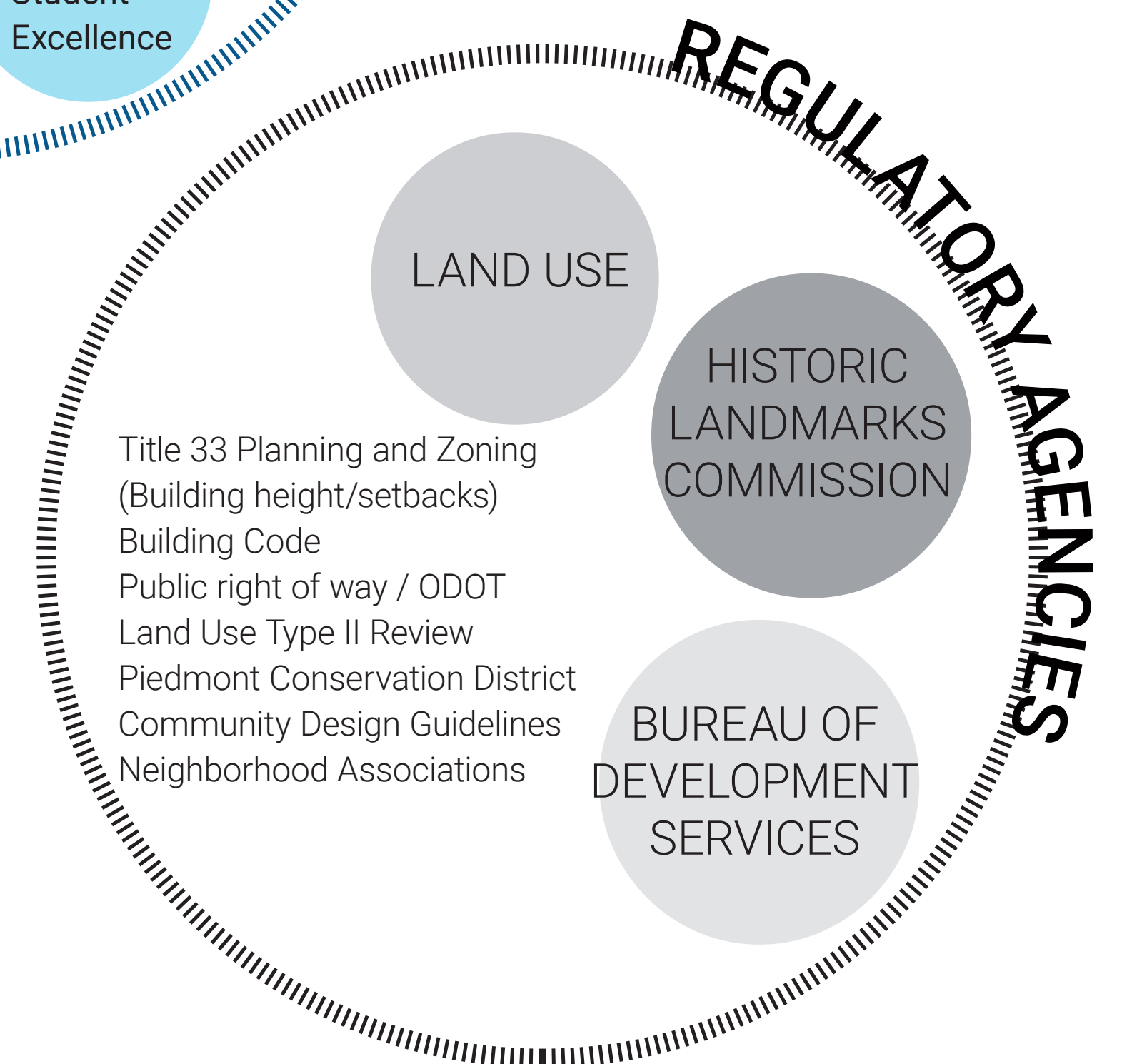
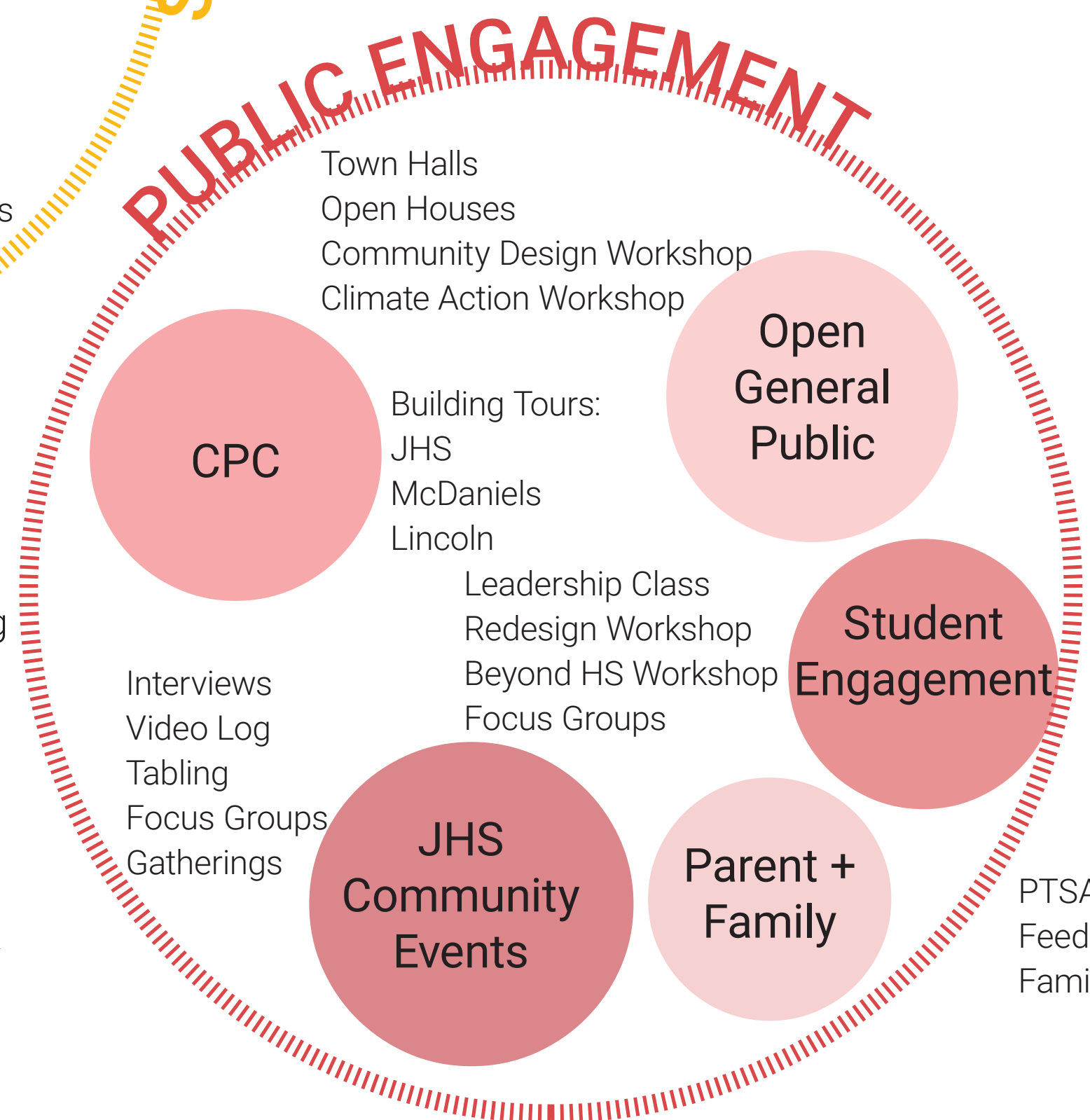


- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reimagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards



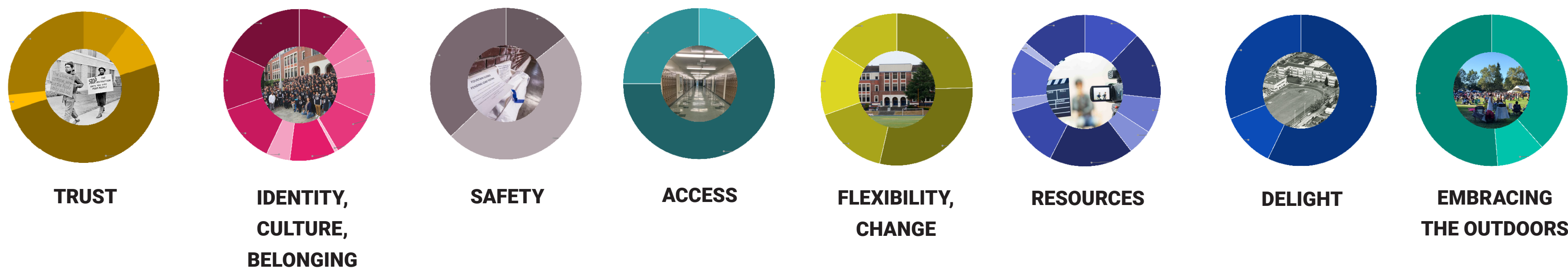
- PPS Academic Planning
 - PPS Transportation
 - PPS Athletics
 - PPS CTE
 - PPS VAPA
- PPS Partners:
- Teen Parent Center
 - Multnomah County Student Health Clinic

- 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



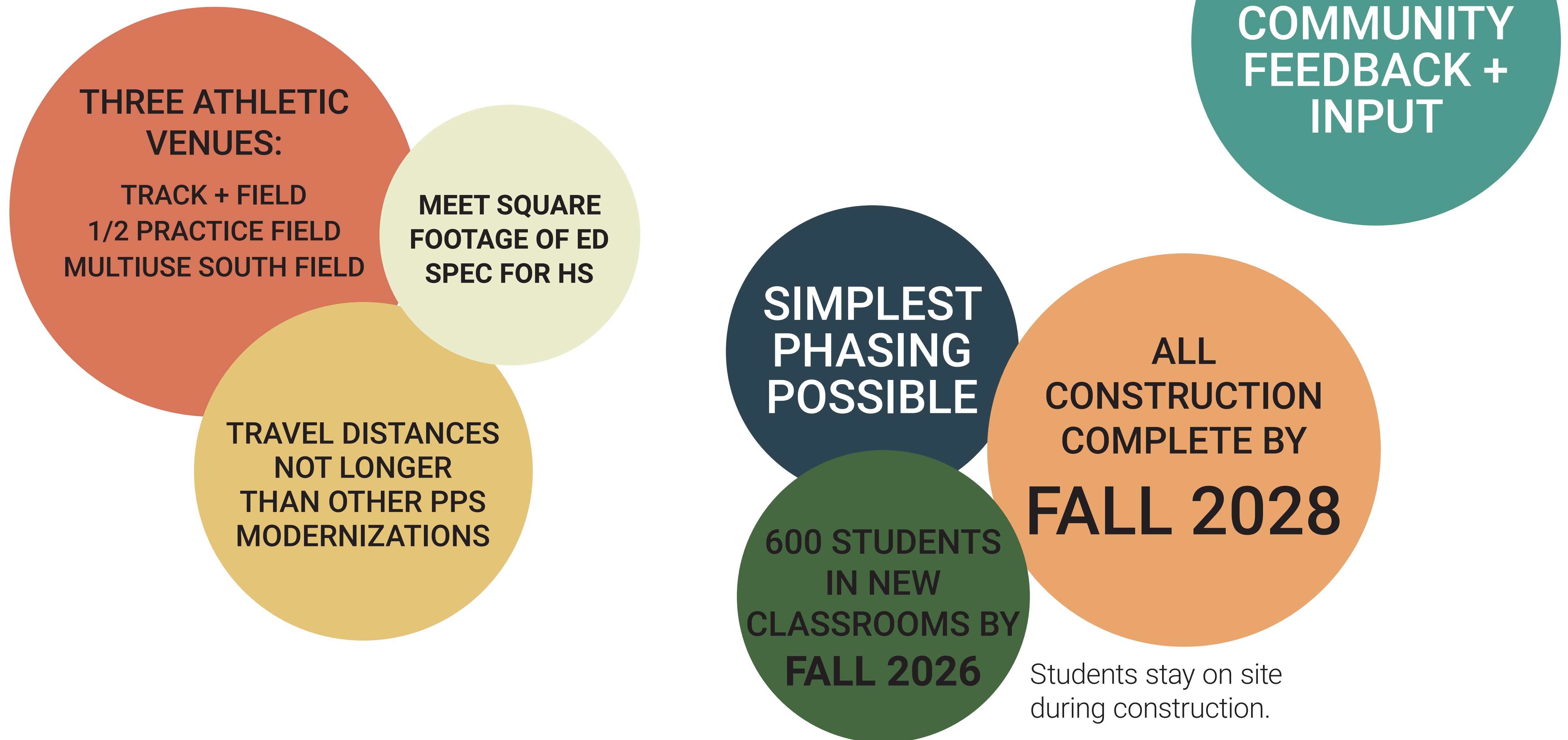
ADVISORY

8 KEY NARRATIVE THEMES

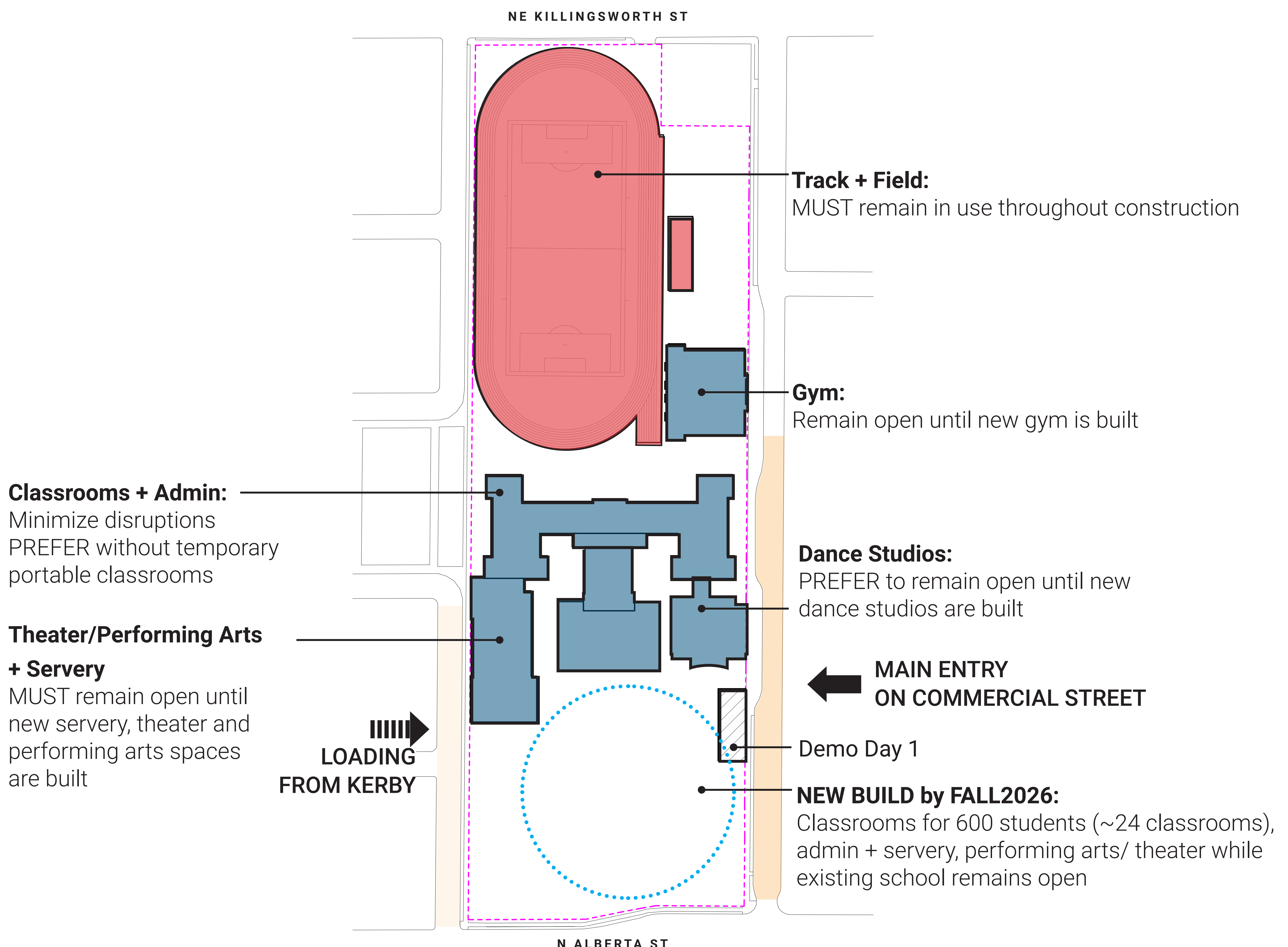


PROJECT DRIVING FACTORS PPS REQUIREMENTS

HIGH LEVEL DRIVING FACTORS



SPATIAL DRIVING FACTORS



WHAT IS CLIMATE JUSTICE?

Climate change disproportionately impacts the vulnerable members of our community. Climate justice **centers and prioritizes people with disabilities, communities of color, and other vulnerable populations** in developing climate change solutions. The way we communicate about climate change matters - **pushing against systems of oppression** that have resulted in climate change through **re-framing knowledge, solutions, and systems** is a form of climate justice.

As a part of the PPS Climate Justice Mission, the JHS Modernization project will...



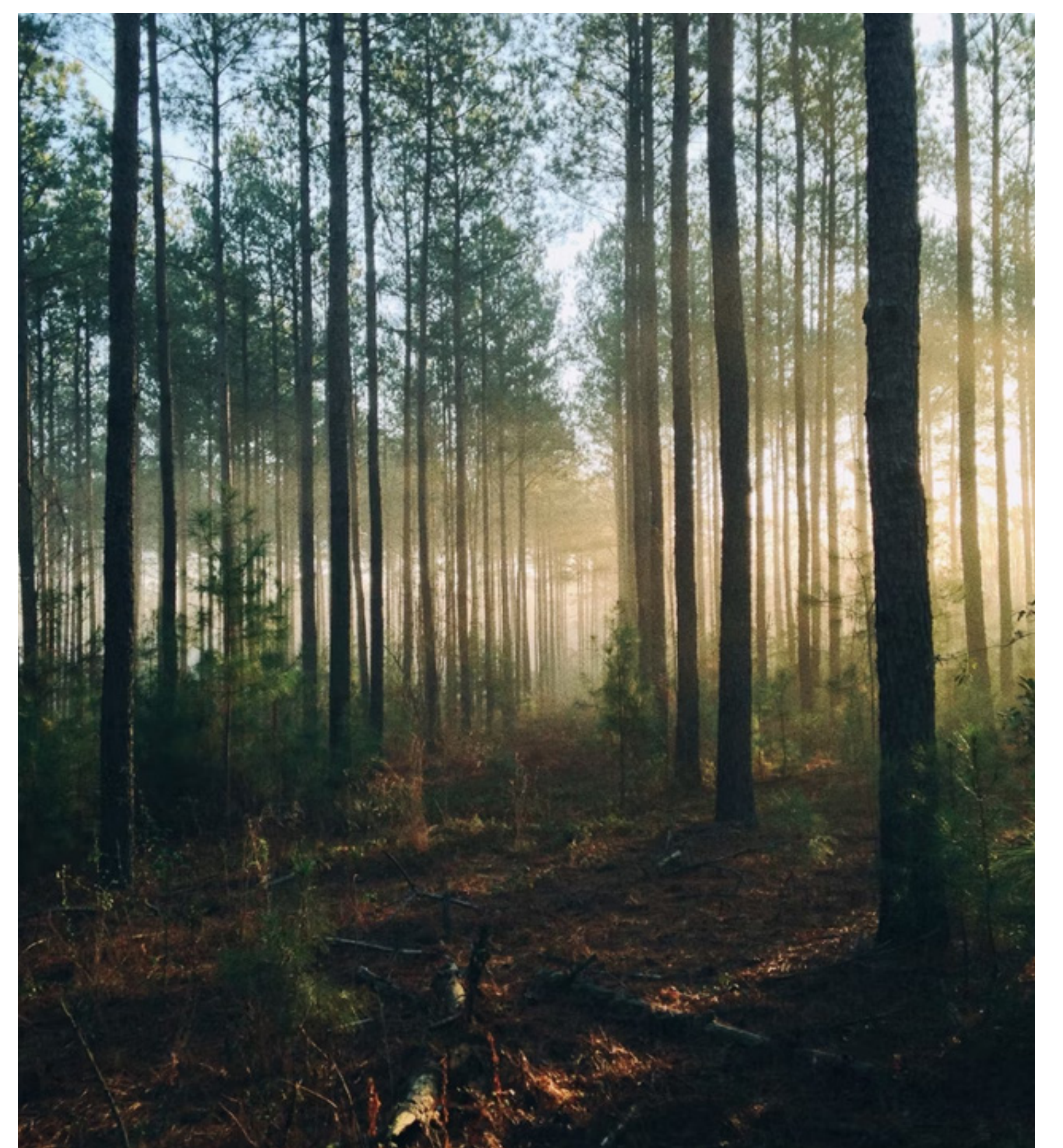
Support the teaching and learning of climate change and climate justice in all classrooms in Portland Public Schools.



Collaborate to develop transdisciplinary curriculum and professional learning that empowers educators and youth to become transformative racial equity leaders and global stewards and ambassadors.



Collaborate with district and community partners to empower youth to lead the district and the world in becoming more sustainable.



SUSTAINABILITY VISION

The JHS Modernization project is the first to kick off since the adoption of the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. This represents both the opportunity and the responsibility to lead this effort and set an example for the District, the City of Portland, and the State of Oregon on how meaningful Climate Action will result in safer, healthier, and more just communities.



The new JHS will support occupant health by delivering clean air and water, and avoiding common interior materials that are known to negatively impact health.

- All primary learning spaces will have access to quality, abundant daylight. This will be deliberately planned by preparing a space-by-space environmental criteria document.
- Existing spaces without sufficient daylight access will be reserved for program elements that do not require daylight, such as storage or darkrooms.
- Indoor Air Quality will be paramount. Recognizing the challenges associated with both pollution from I-5 and increasing seasonal wildfire smoke, design will prioritize healthy air and ongoing monitoring will ensure that indoor air meets pre-established criteria.
- Heat island effect will be addressed with an increase in site trees. North Portland suffers from warmer temperatures than elsewhere in the city because of a lack of tree cover. Working with the City's urban forestry, the future of Jefferson High School will prioritize healthy urban trees on the site, with benefits for lowering energy use and better air quality. Athletic fields will take precedence for site use and green roofs will also be explored to mitigate heat island effect.



The new JHS will be a national example of climate responsive design, incorporating strategies that support education, empower the community, and advance justice.

- The project will utilize all-electric building systems to decrease fossil fuel consumption, protect local air quality, and remain resilient in the face of potential future energy price shocks.
- The project will prioritize solar orientation for building massing decisions. This will enhance daylight access in learning environments, improve thermal comfort by decreasing heating and cooling loads, and allow for safe building operations during power outages.
- The building form and program layouts will seek to create spaces that prioritize student and community experience in a way that can also accommodate mass timber construction.
- The building will support healthy and sustainable transportation by collaborating with PPS on their electric fleet program and provisioning secure, covered bike parking with access to eBike charging.



The new JHS will incorporate climate action, climate preparedness, and climate justice into its curriculum, using the design of the school and a teaching tool.

- A dashboard that shows building performance will be displayed to keep the students informed on energy use, water use, indoor environmental conditions, and the actions that they take as individuals to make improvements.
- Explore the opportunity for an on-site garden or aquaponics facility that can be maintained by students and supply food while managing compost.
- Seek unique opportunities to use the building to educate students about climate change and resilience
- Reuse materials from the existing buildings onsite to educate student and community members about the site's history.
- Incorporate educational signage on sustainability, health, resilience, ecology, and climate action.



The future Jefferson High School will be designed to support the community in times of crisis.

- Passive strategies, including passive cooling and natural ventilation will allow for passive survivability during future power outages
- Providing operable windows that increase air flow through spaces to alleviate the impacts of future respiratory pandemics.
- Limited back-up power will be explored during design
- Water collection and storage will help offset summertime potable water use and allow for more effective stormwater management.
- The new JHS will anticipate the future effects of climate change and prepare the school and community to better weather coming storms.

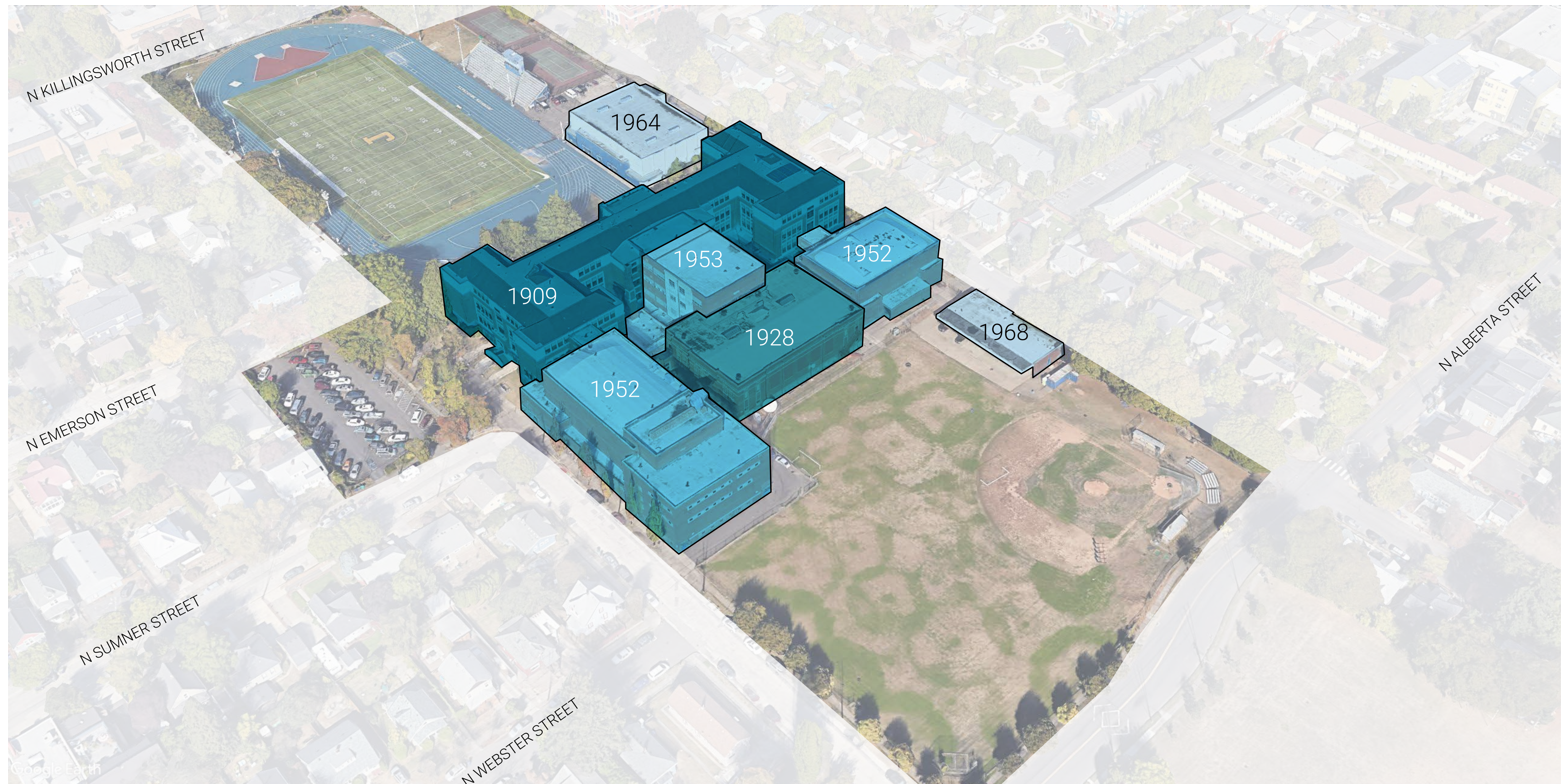


The new Jefferson High School will prioritize access for students with all different abilities and all users will be fully incorporated into every space.

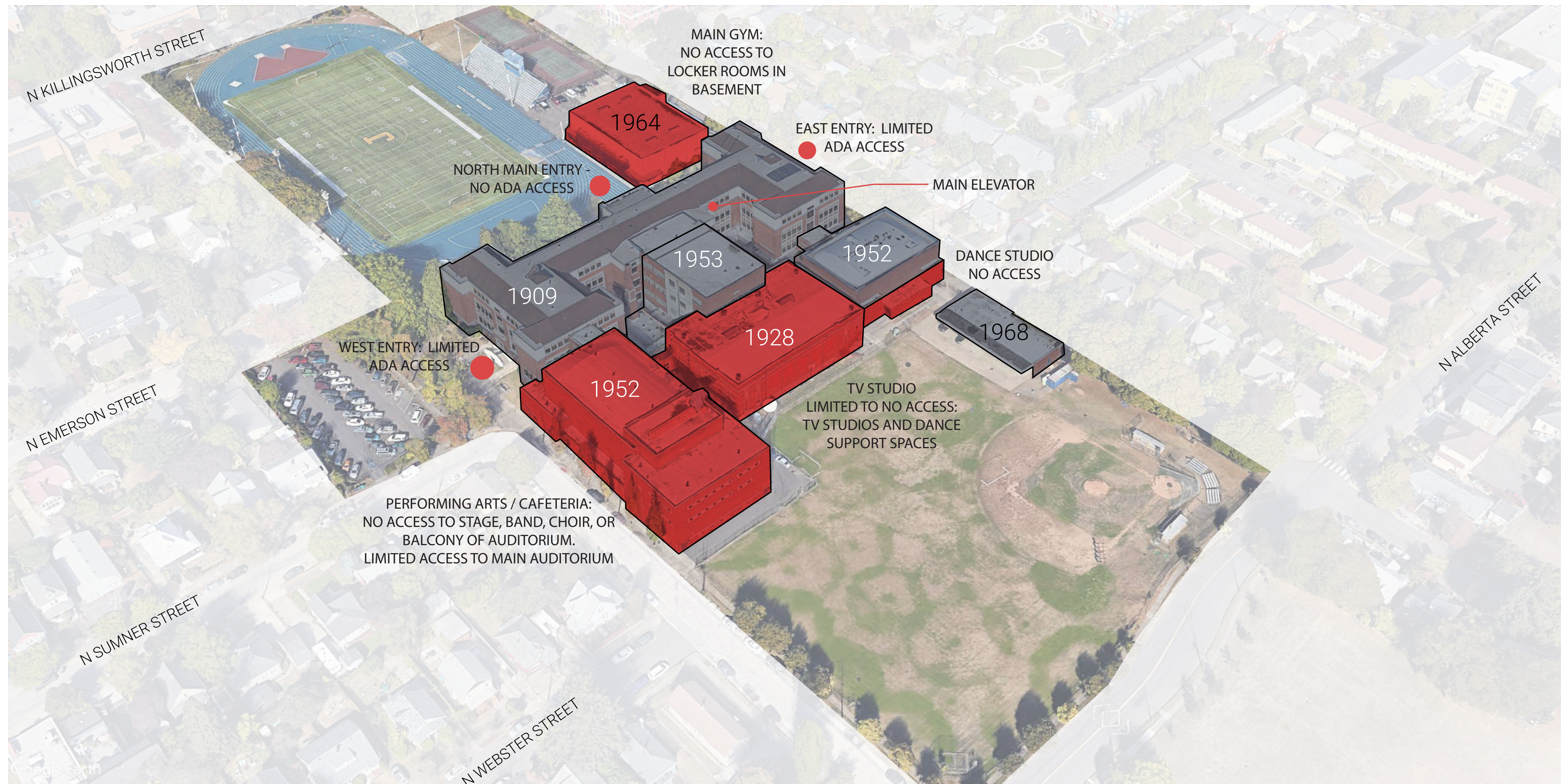
- All student spaces that will be accessible by all students.
- Floors will be aligned as best as possible and ramps, rather than stairs will be used where changes in level are necessary.
- The site programming and building entrances will be accessible to all students.
- Acoustical quality within classrooms will be priorities to education. Relevant criteria and thresholds will be developed.

EXISTING FACILITIES ASSESSMENT

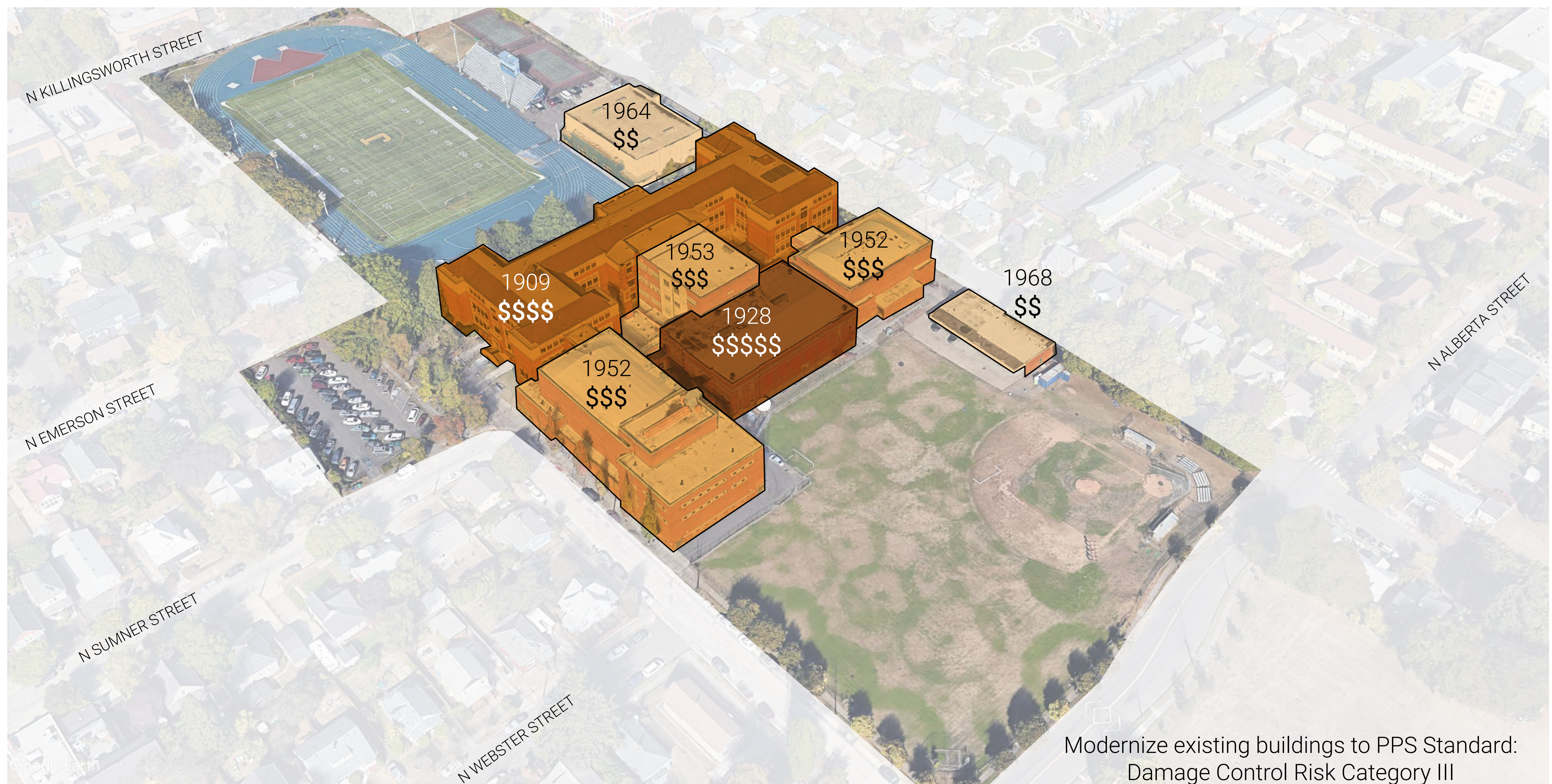
JEFFERSON HIGH SCHOOL BUILDING ADDITIONS



JEFFERSON HIGH SCHOOL ACCESSIBILITY

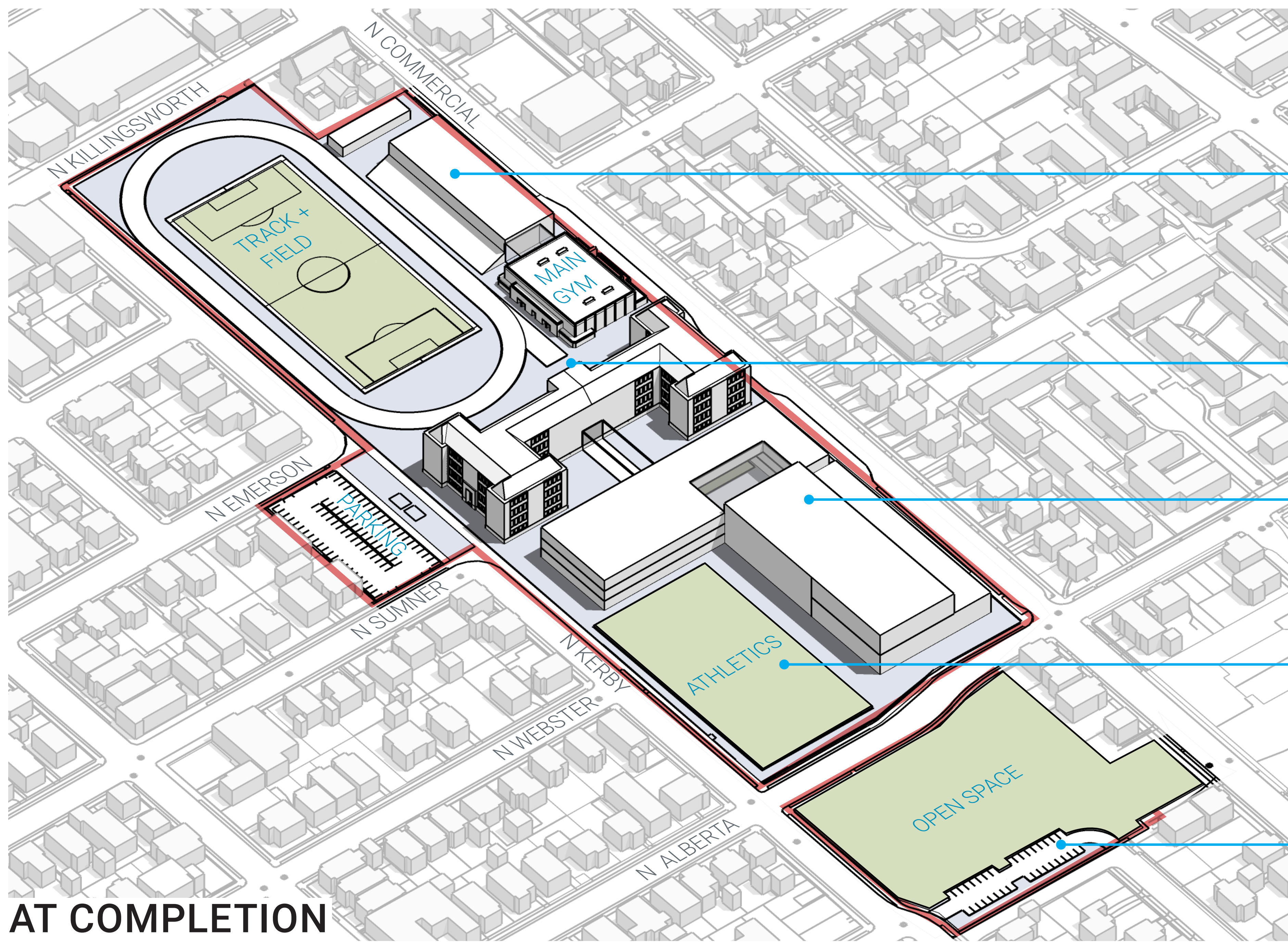


JEFFERSON HIGH SCHOOL STRUCTURAL SEISMIC UPGRADES



EARLY SITE PLANNING SCENARIO STUDIES

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

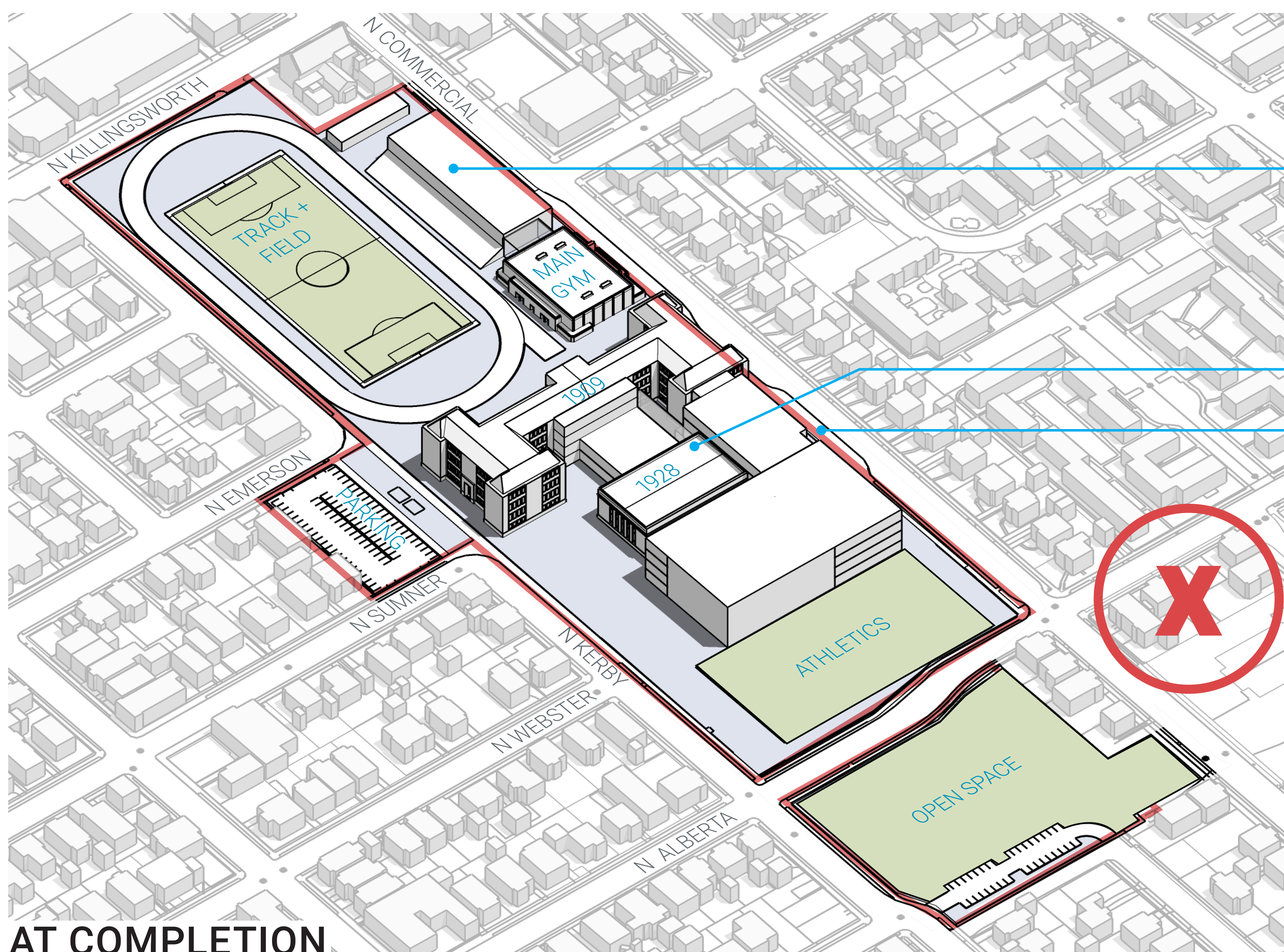
Additional parking

AT COMPLETION

FEEDBACK

- +** Retaining 1909 to preserve history
- +** Mid-block connection from Kirby to Commercial
- +** Street presence for Theater and Performing Arts
- Require portable temporary classrooms which is a significant disruption to students
- Require outside access to gyms
- No entry plaza defining main entrance

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

Community feedback: 1928 does not hold as much cultural significance but the community would to see some of the materials re-purpose and honor as artifacts in the new building.
"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."

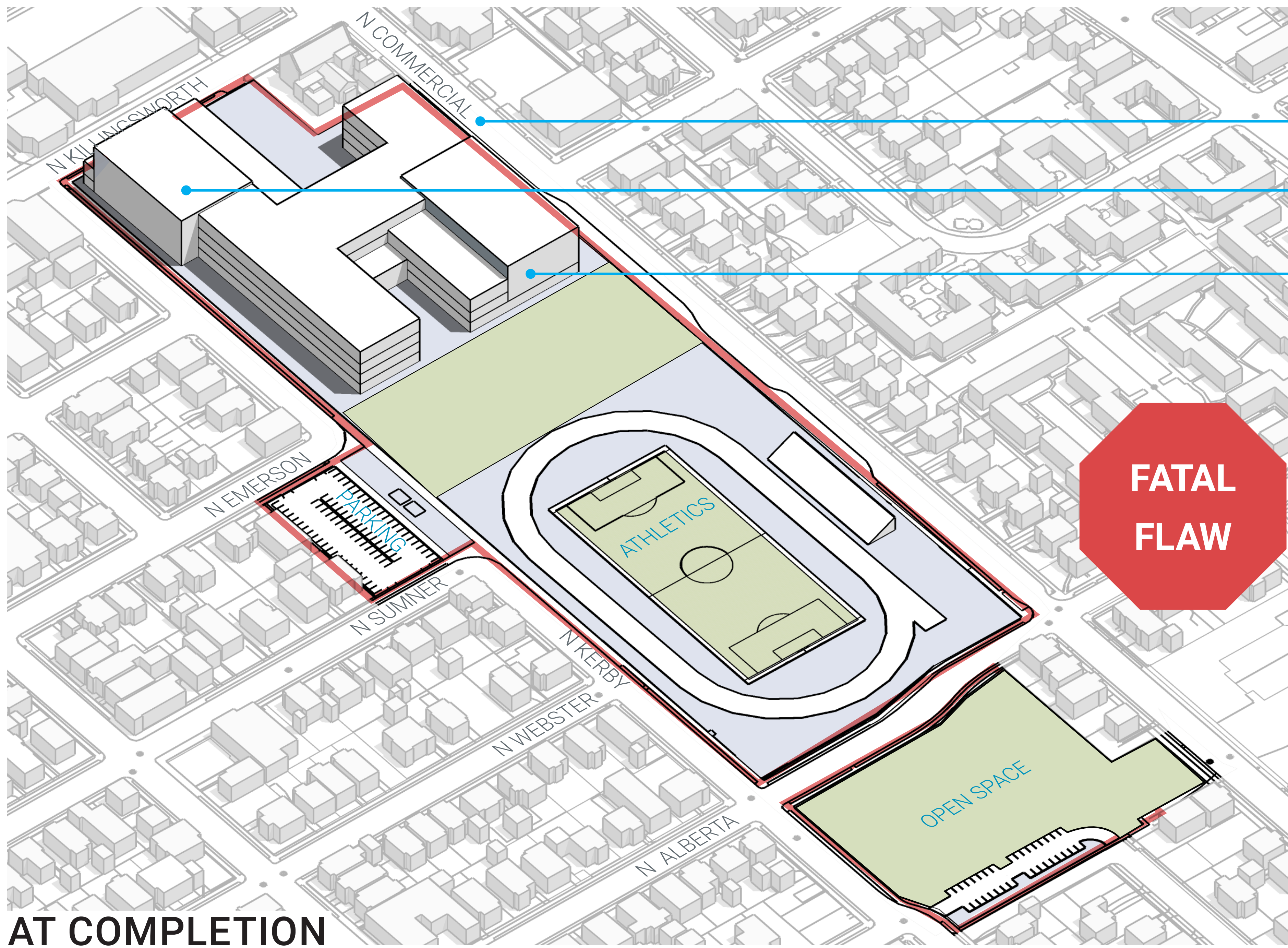
Design team assessment: 1928 will need significant structural upgrade to meet current code. The location of it at the center of the site also challenges space planning.

AT COMPLETION

- +** Retaining 1909 to preserve history
- +** Mid-block connection from Kirby to Commercial
- +** Street presence for Theater and Performing Arts
- Require portable temporary classrooms which is a significant disruption to students
- 1928 in middle of site requires new expansion to wrap around
- Tall long wall along Commercial

EARLY SITE PLANNING SCENARIO STUDIES

NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



New Main School Entry
along Commercial

New Theater
Civic presence along Killingsworth

Athletics Complex to the South

New athletics wing with Main and Aux Gyms
New Track + Field and practice fields consolidated on the south side of the site

PPS leadership review: Should not take T&F off-line. No close by swing fields /burden for JHS athletes to travel to multiple places throughout the week for practice. Will lose participation.

Community feedback: Local business and community leaders, alumni, staff, teacher and students worked hard to make this field a reality for the school. It's represents blue pride and the community coming together.

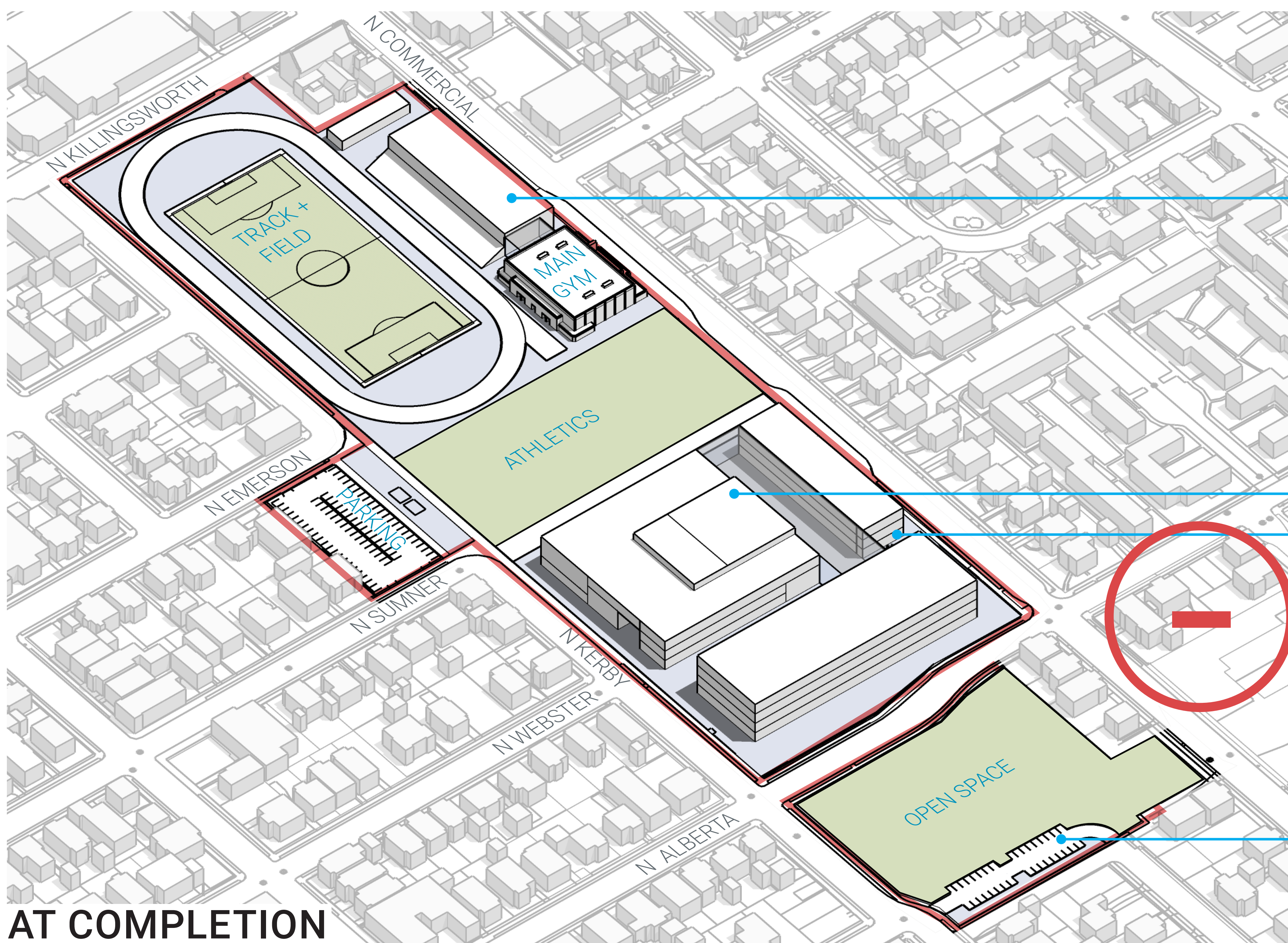
Design team assessment: The T&F is in good overall shape and needs minor improvements being almost 10 years old: turf will need replacing, resurfacing the track, alternations to curbs, retaining wall and fencing to improve safety.

AT COMPLETION

FEEDBACK

- | | | | |
|---|--|---|---|
| + | <ul style="list-style-type: none"> • Street presences along Killingsworth especially for Theater and Performing Arts • Mid-block connection from Kirby to Commercial | - | <ul style="list-style-type: none"> • Losing Track & Field is a significant disruption for Athletic programs • New track & field will need to meet current zoning setbacks reducing overall outdoor site space |
|---|--|---|---|

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

Community feedback: All new replacement school would do irreversible damage - erasing the history and losing the school as an anchor and cultural connection for the black and brown communities.

Student feedback: Jefferson is unlike any other school. The historical building give this school character. All the other modernized school looked the same - we don't want that - Jeff should be unique and special.

AT COMPLETION

- | | | | |
|---|---|---|--|
| + | <ul style="list-style-type: none"> • Compact footprint reduces travel time • Most outdoor open space • Minimal disruption, no temporary school | - | <ul style="list-style-type: none"> • All new school facing Alberta • Gyms separated from main school building • No entry plaza defining main entrance |
|---|---|---|--|

WHAT WE HEARD, WHO WE HEARD FROM Design Justice Engagement

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.



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.

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



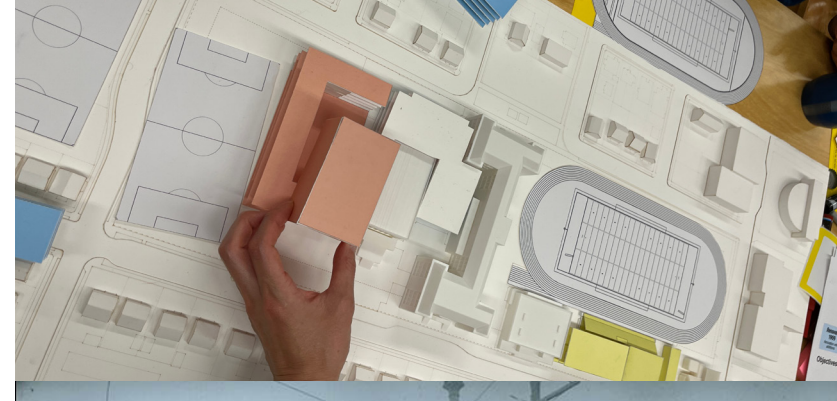
Continued Demolition of Black Space is Traumatizing



Full Replacement Would Do Irreversible Damage



Belief that Full Replacement is Predetermined



The Historic Buildings Anchor Cultural Connection



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

Distrusting Outcomes Due to Systemic Racism



Concern of Jeff as Monument to White Supremacy



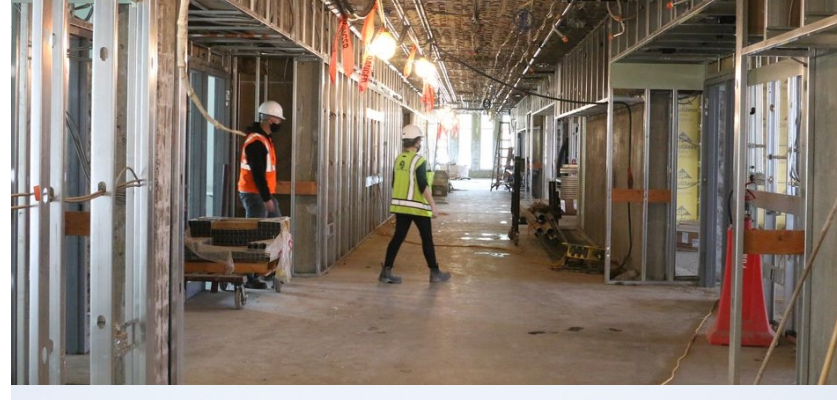
Concern About Exposure to Rust, Lead, or Asbestos



Belief That Renovation Will Not Provide Best Facilities Possible



Belief That Renovation Will Be Superficial



Clarify That Renovation = Removal of Unsafe Conditions



Common Desires Across Both Scenarios

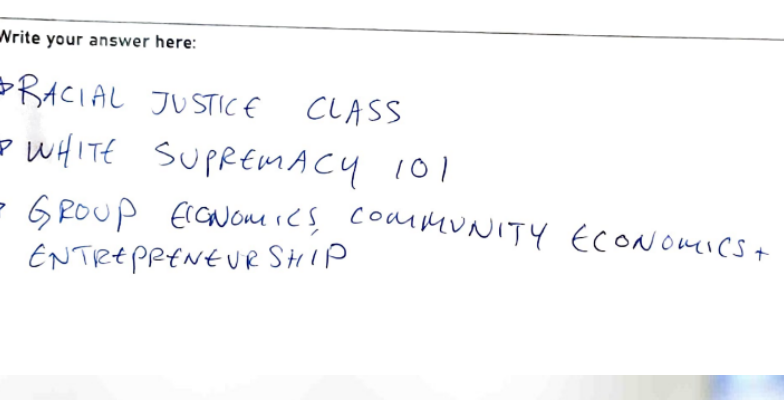
Jeff As a Cultural, Student, and Community Hub



Covered Outdoor Gathering for Students and Community



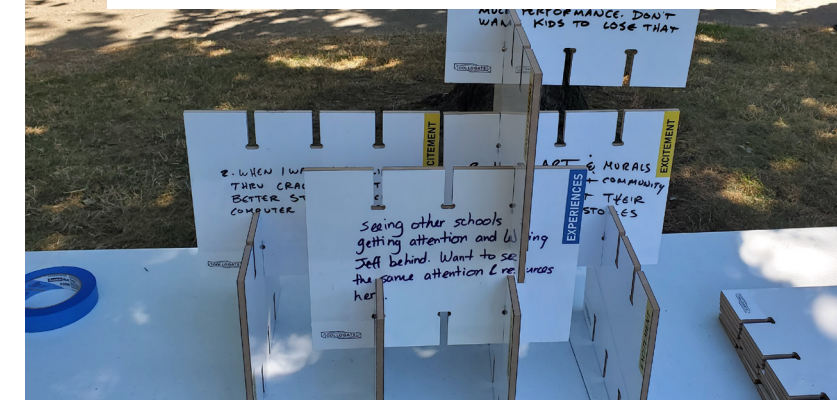
State-of-the-Art Facilities and Culturally Relevant Programs



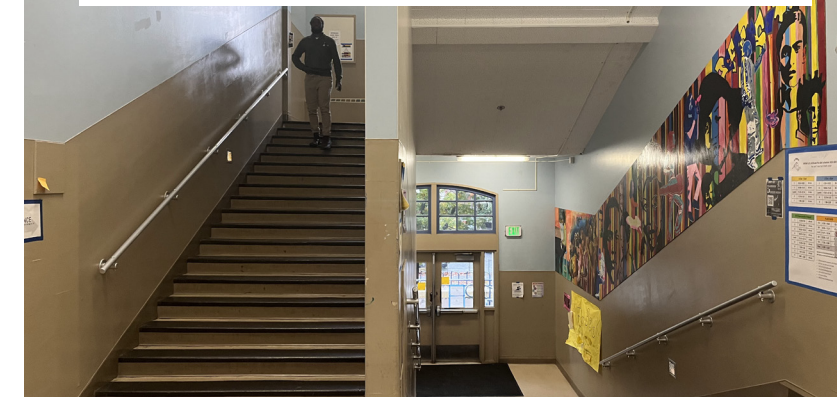
Revitalize Historic Programs and Increase Economic Opportunities



Present and Future Health and Safety Concerns

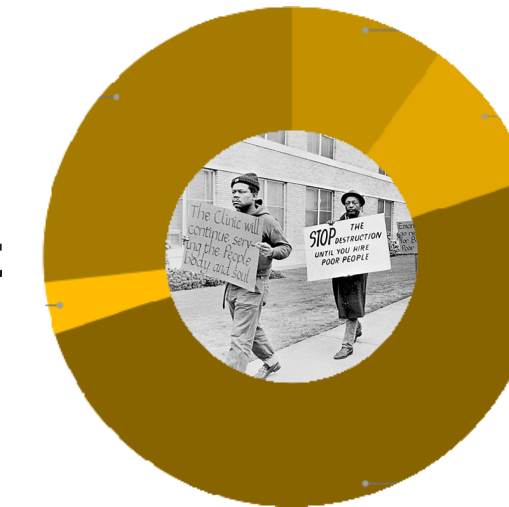


Less Stairs, New Elevators, Simpler Layout, More Daylight



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



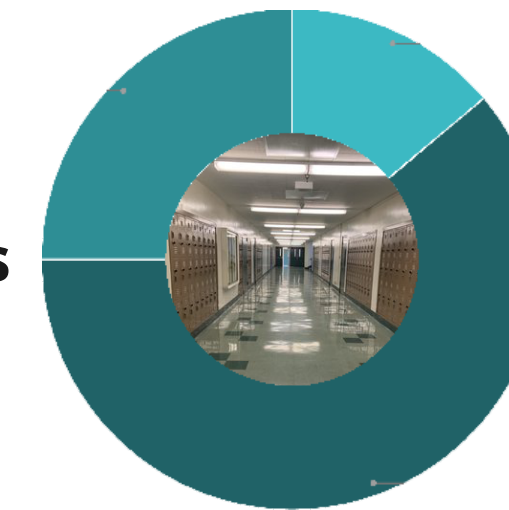
Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among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

Safety, Security, Wellness



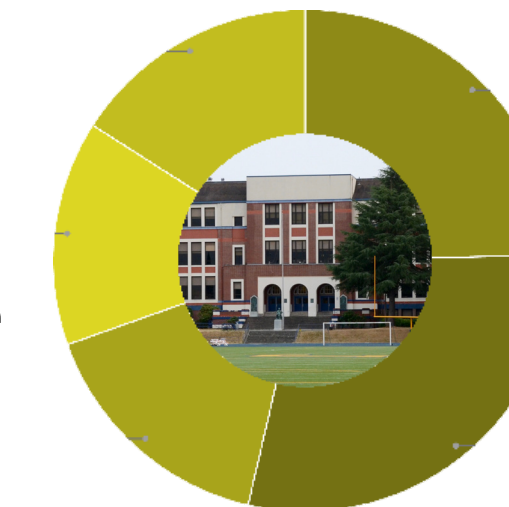
Safety consists of reducing incidents of physical and emotional harm including public health concerns such as COVID precautions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also addresses considerations around mental health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

Access



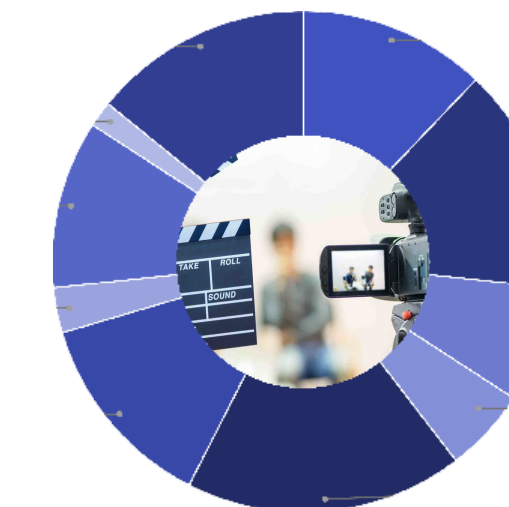
Accessibility is critical for diverse communities not limited to ADAAG (The Guide to Americans with Disabilities Act Accessibility Guidelines). This category refers to inclusive design for universal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding.

Flexibility, Change



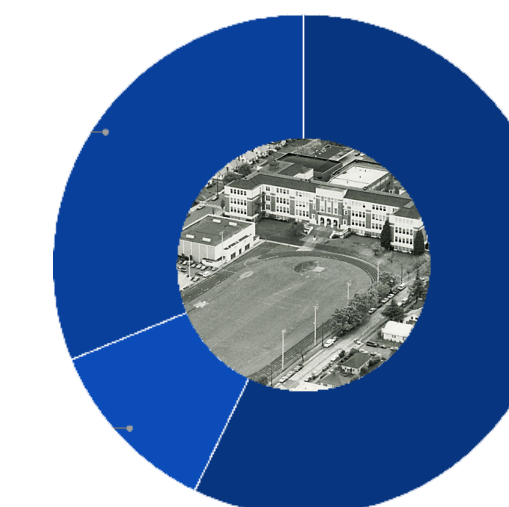
Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary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

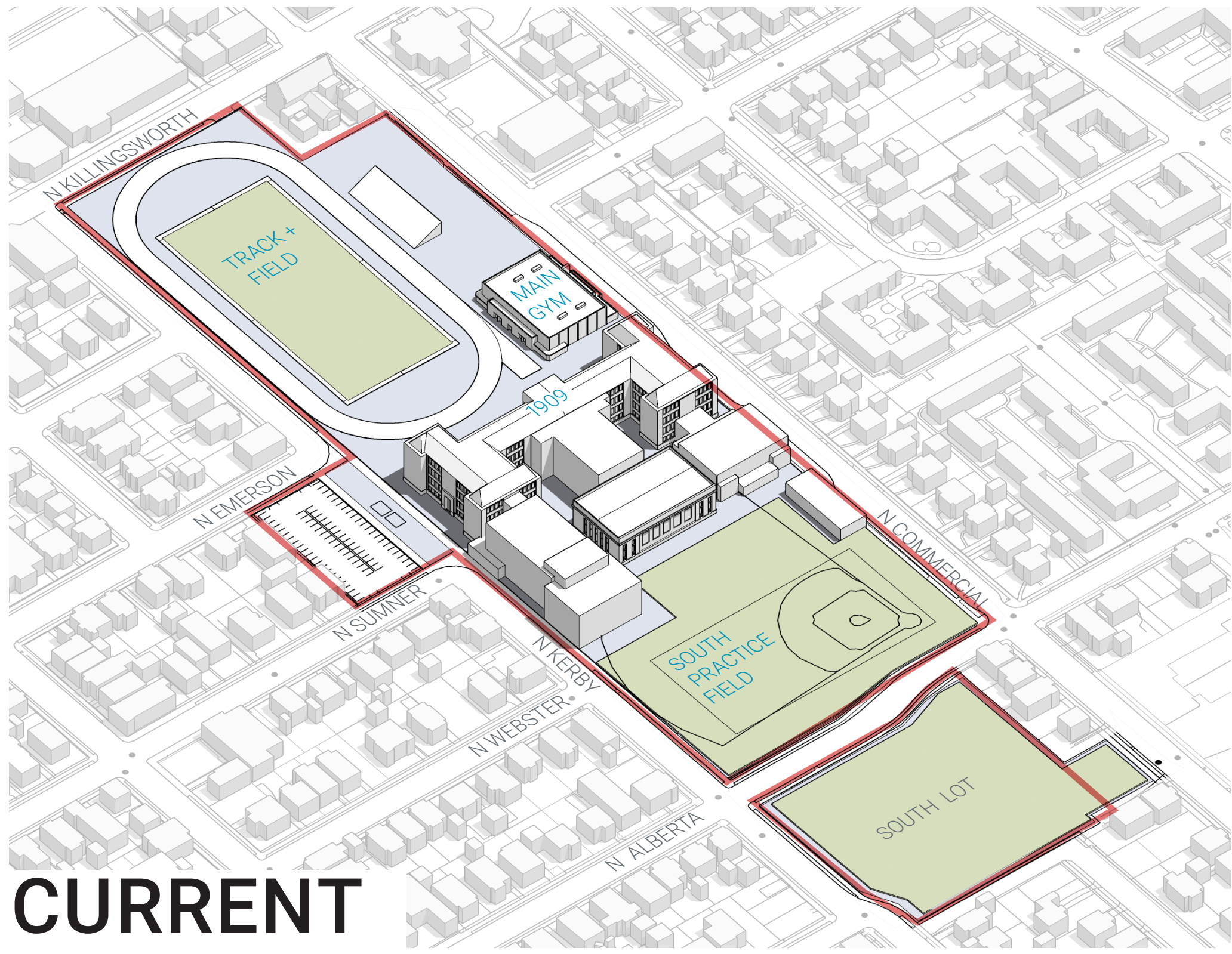
Embracing the Outdoors



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.

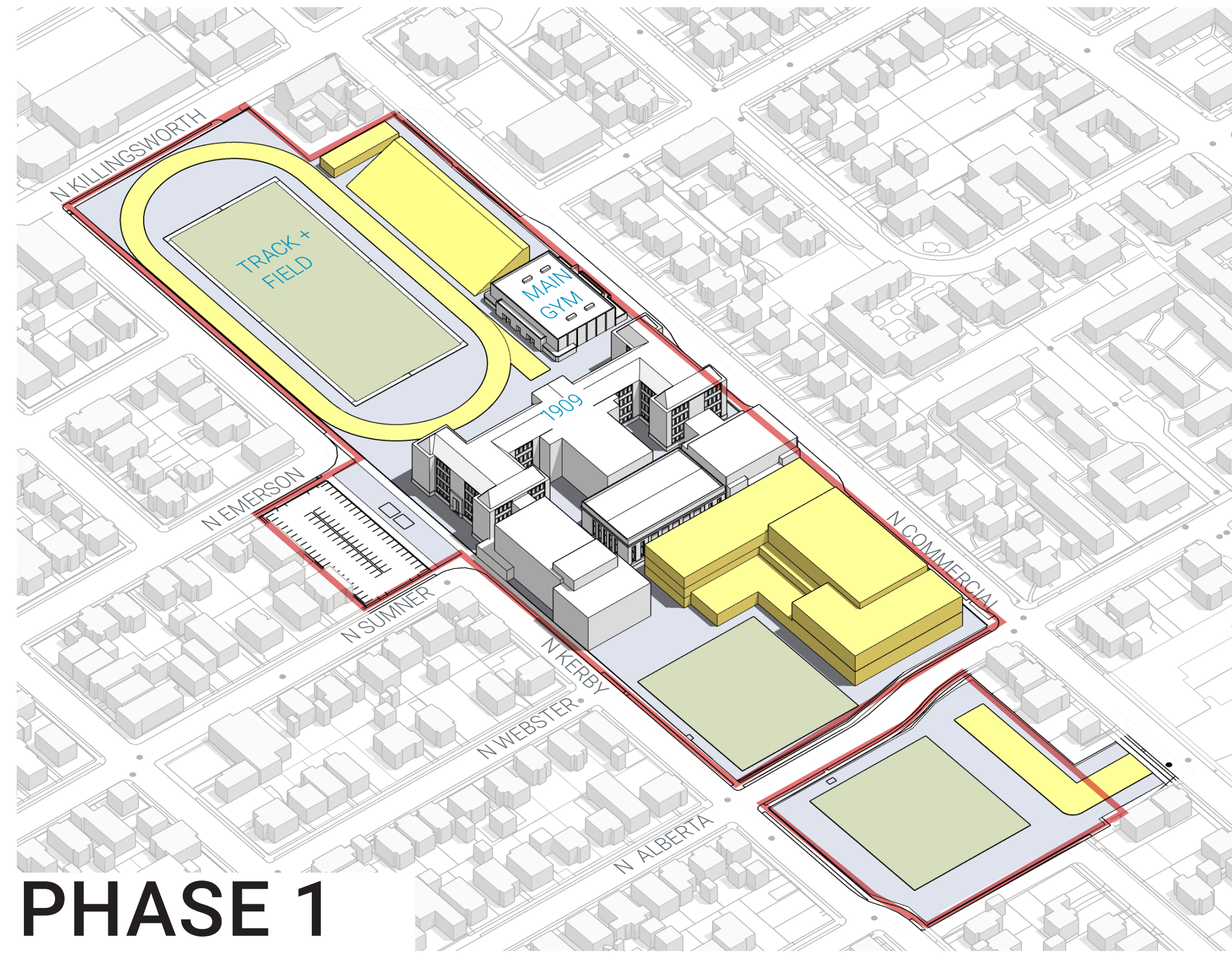
OVERVIEW OF PROJECT PHASING

RETAIN 1909 + EXPANSION



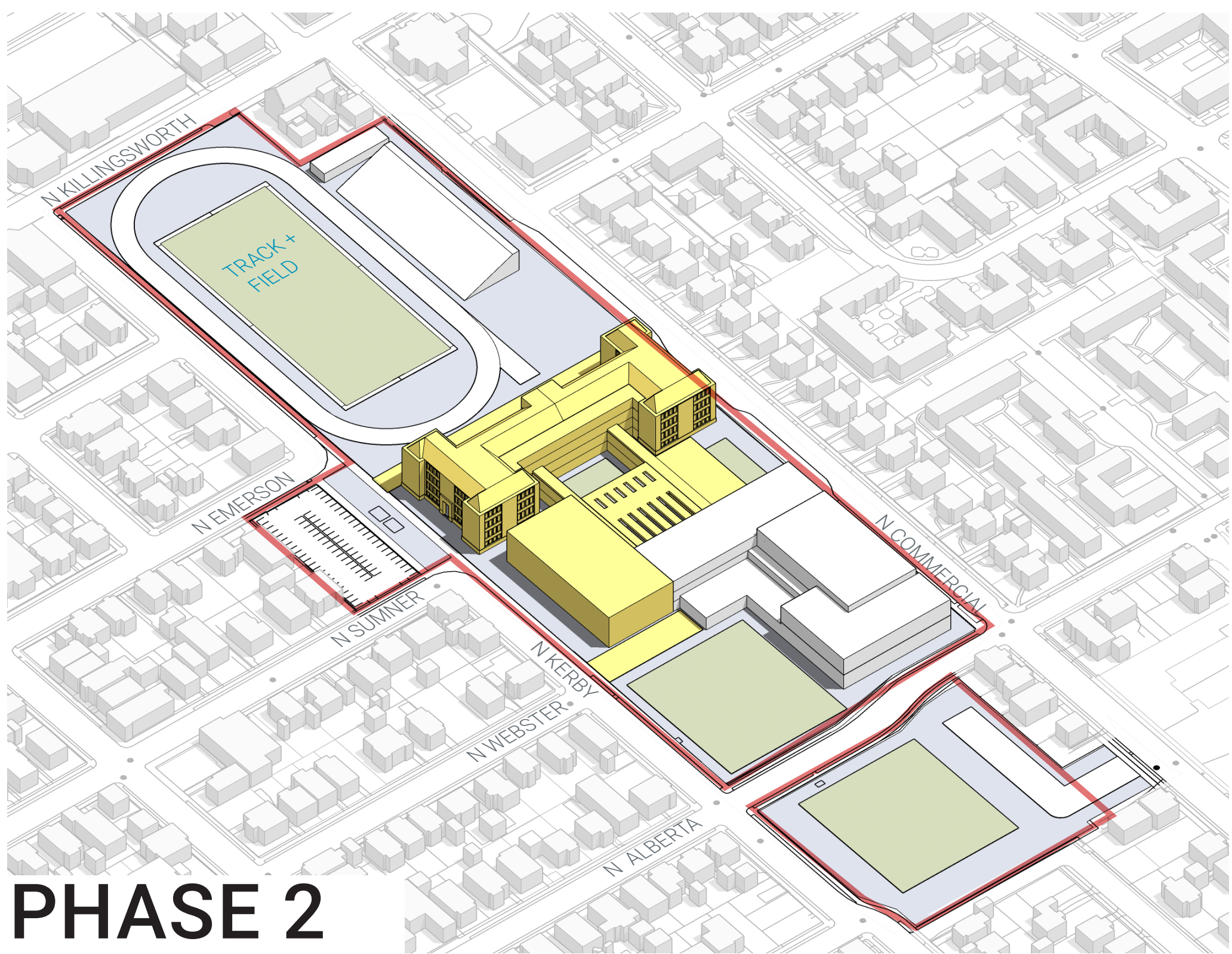
CURRENT

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



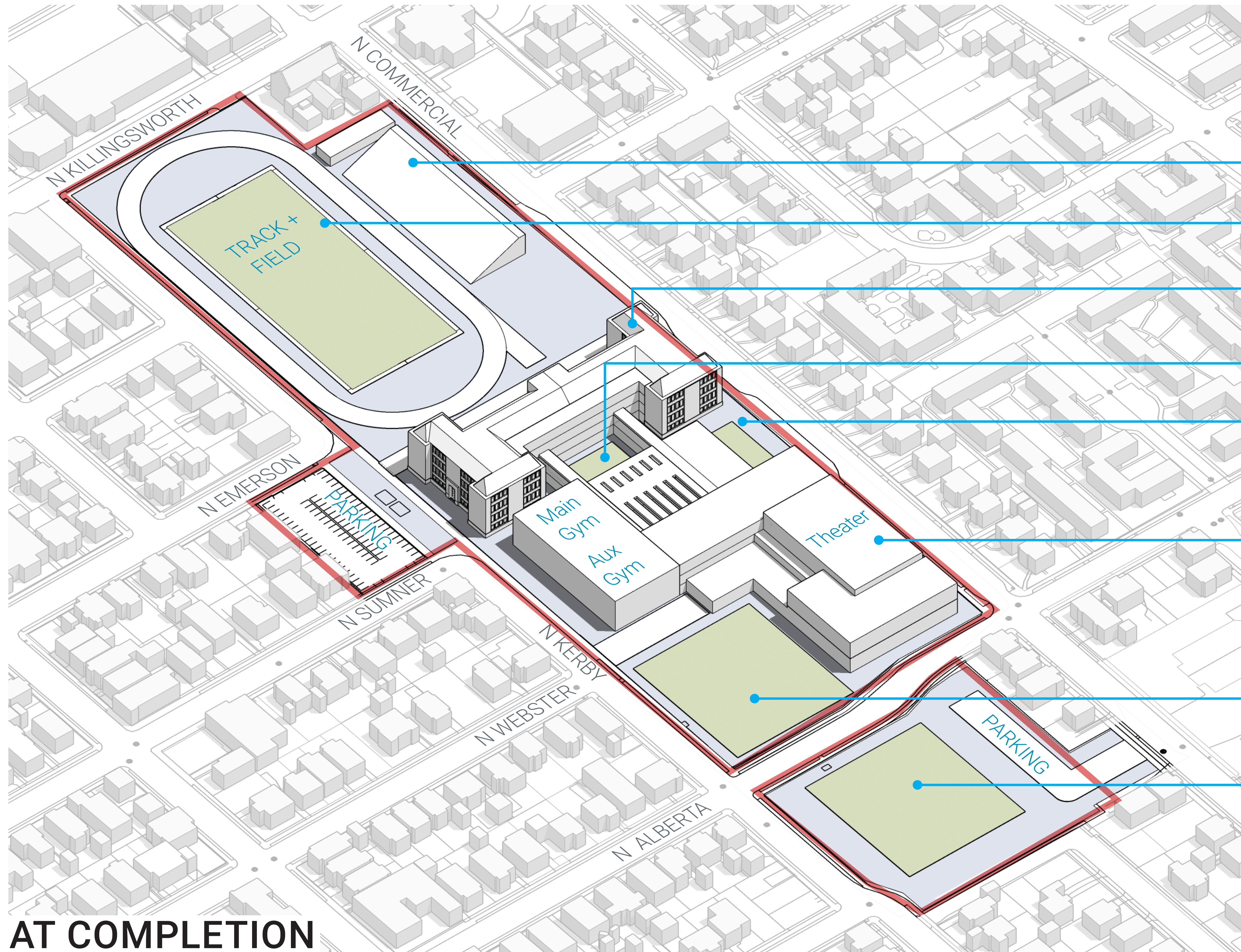
PHASE 1

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.



AT COMPLETION

- Fully renovate 1909 main building
- Update existing Track and Field with new grandstands
- Students stay in existing spaces during construction

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

New stands and field house with parking

Existing Track + Field is retained

Fully Renovated 1909

Central Courtyard

Main School Entry Plaza along Commercial Avenue

New Performing Arts Wing

New theater, dance studios are consolidated as a new complex with presence on Commercial

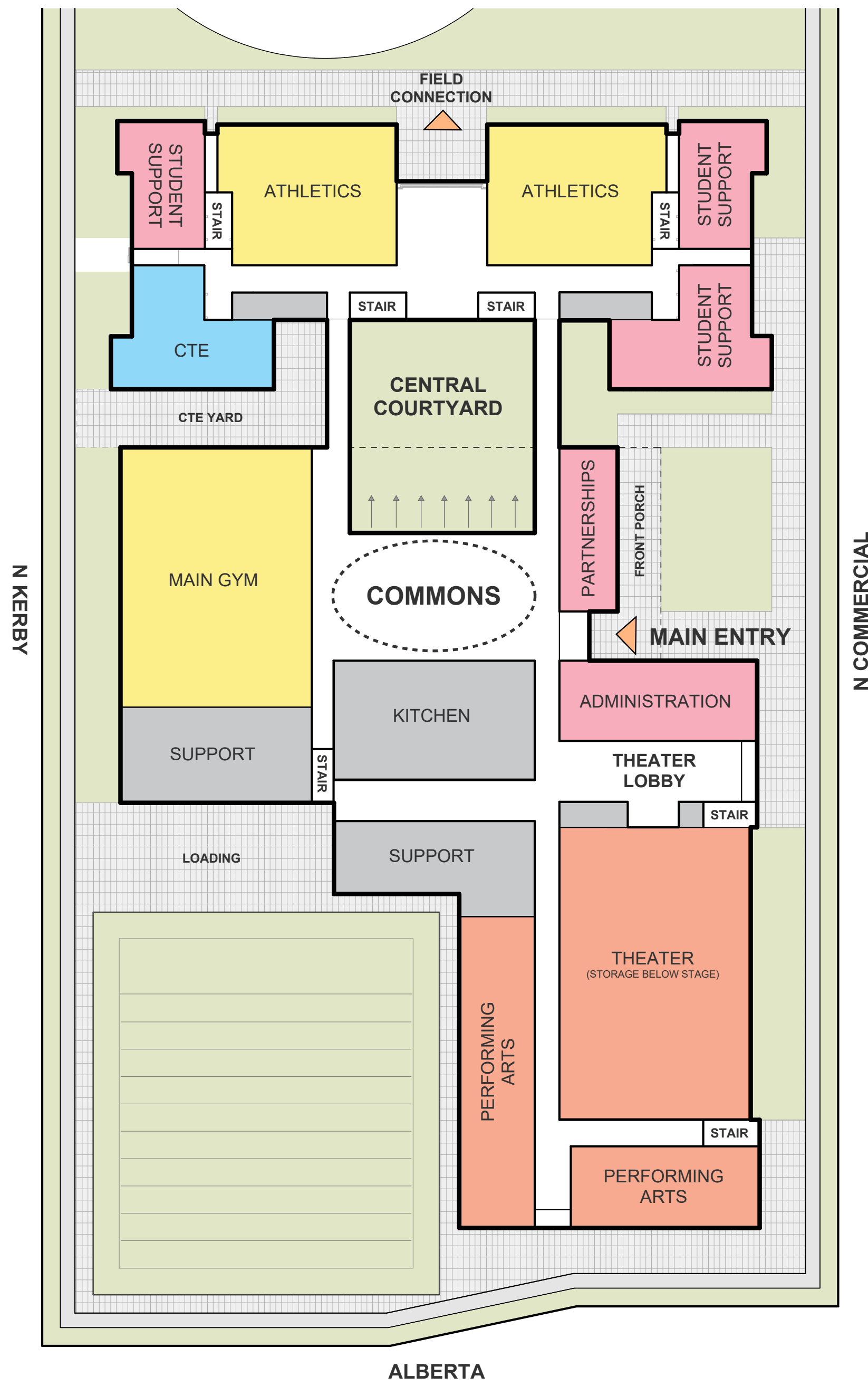
New 1/2 practice field

Multi-use field with parking/possible school garden

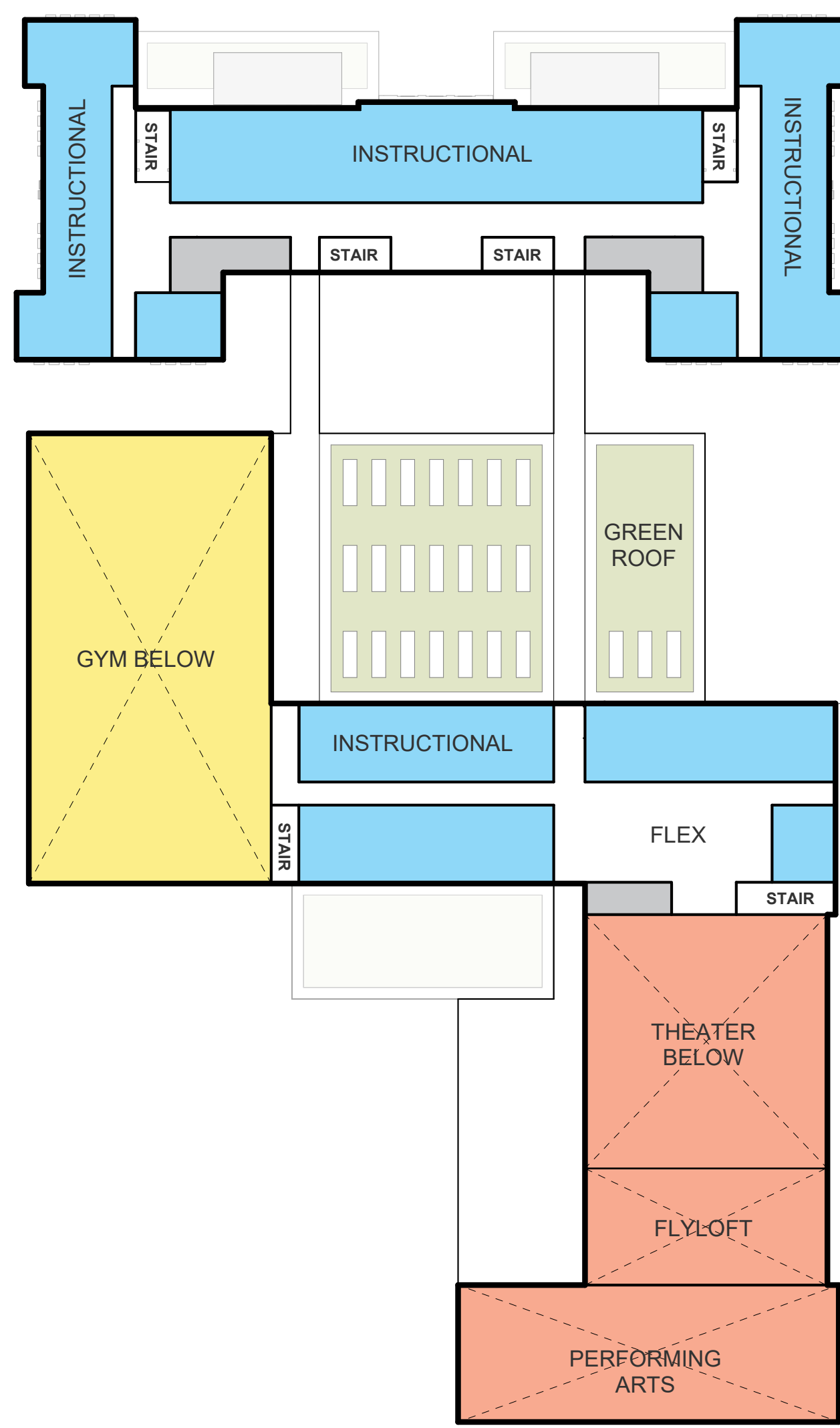
OVERVIEW OF DESIGN APPROACH

RETAIN 1909 + EXPANSION

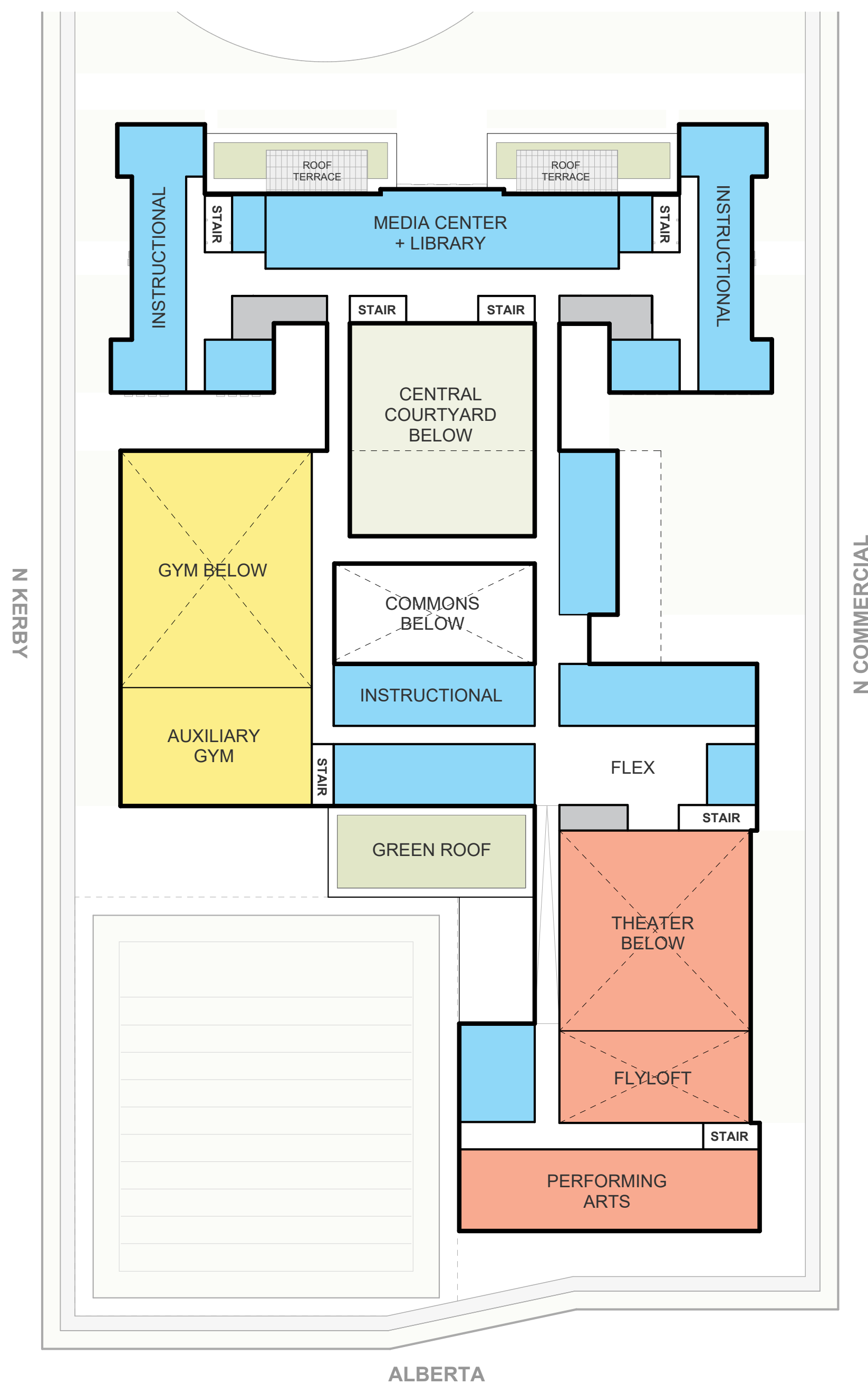
A FLOOR



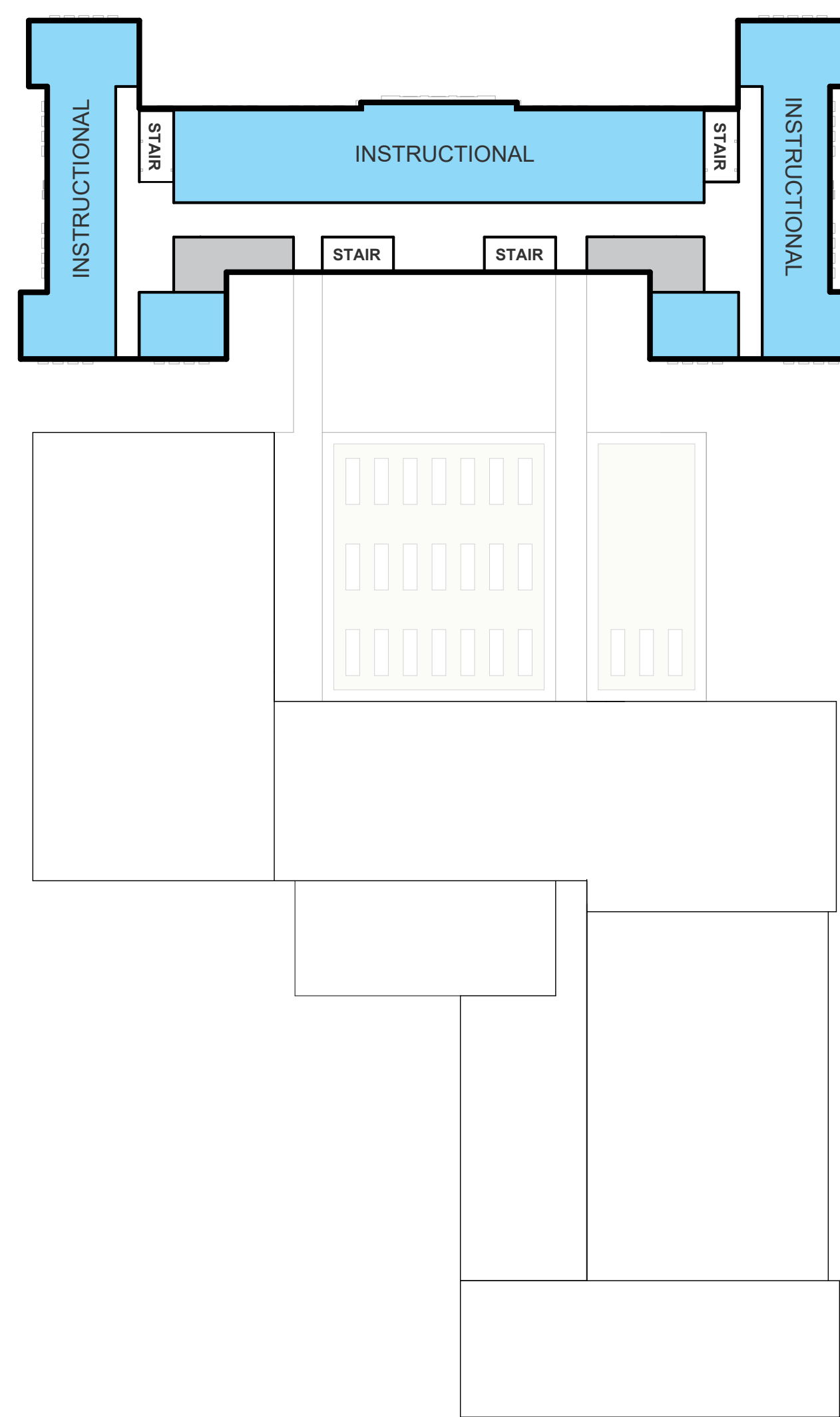
C FLOOR



B FLOOR



D FLOOR



OVERVIEW OF PROGRAM ORGANIZATION BY FLOOR

COLOR CODE:



Design Approach Overview

Full Renovation of 1909

The H shape of the 1909 building provides good daylighting orientation and is well suited for instructional use.

The renovation will be complete in all aspects, starting with the safe removal of all hazardous materials that meets all environmental building code requirements. The structure will be reinforced to meet current seismic requirements for a new school project. All building systems will be replaced - including all mechanical, plumbing, electrical and fire suppression systems.

Key themes: Trust, Identity/Culture/Belonging, Safety/Security

Celebrate the main historic entry of the 1909 building by altering the site grading to create an fully accessible entry at the level of the existing Track & Field. This will also create opportunities to showcase and celebrate Jeff's alumni and athletic achievements.

Key themes: Identity/Culture/Belonging, Delight

An **entry plaza** signifies the main entry of the school along the street on Commercial. A **'community porch'** provide covered space with open outdoor space for the school as well as for community use, with access to partnership spaces. The main entry is adjacent to admin program to provide safe secured entry into the school.

Key themes: Identity/Culture/Belonging, Safety/Security, Access, Resources

Central courtyard provides outdoor amenity at the heart of the proposed design, as a connector between the 1909 building and the new additions to the south. The connecting hallways are prime location for storytelling, art and display. Covered outdoor area provide opportunities for year round use.

Key themes: Outdoors, Flexibility/Change, Delight

The **Commons** is centralized acting as a social anchor and ease wayfinding for students. As double height space, it helps to maximize daylight in the building and reinforces the Commons as the social heart of the school. It is also located adjacent to the Main Gym and Theater, providing a large reception space for events.

Key themes: Identity/Culture/Belonging, Access, Flexibility/Change

The **theater and performing arts** are along the street to provide opportunities for community use. A separate theater lobby and entry provide options during events while keeping the rest of the school closed. The lobby is another opportunity to showcase Jeff's achievements in performing arts.

Key themes: Resources, Delight

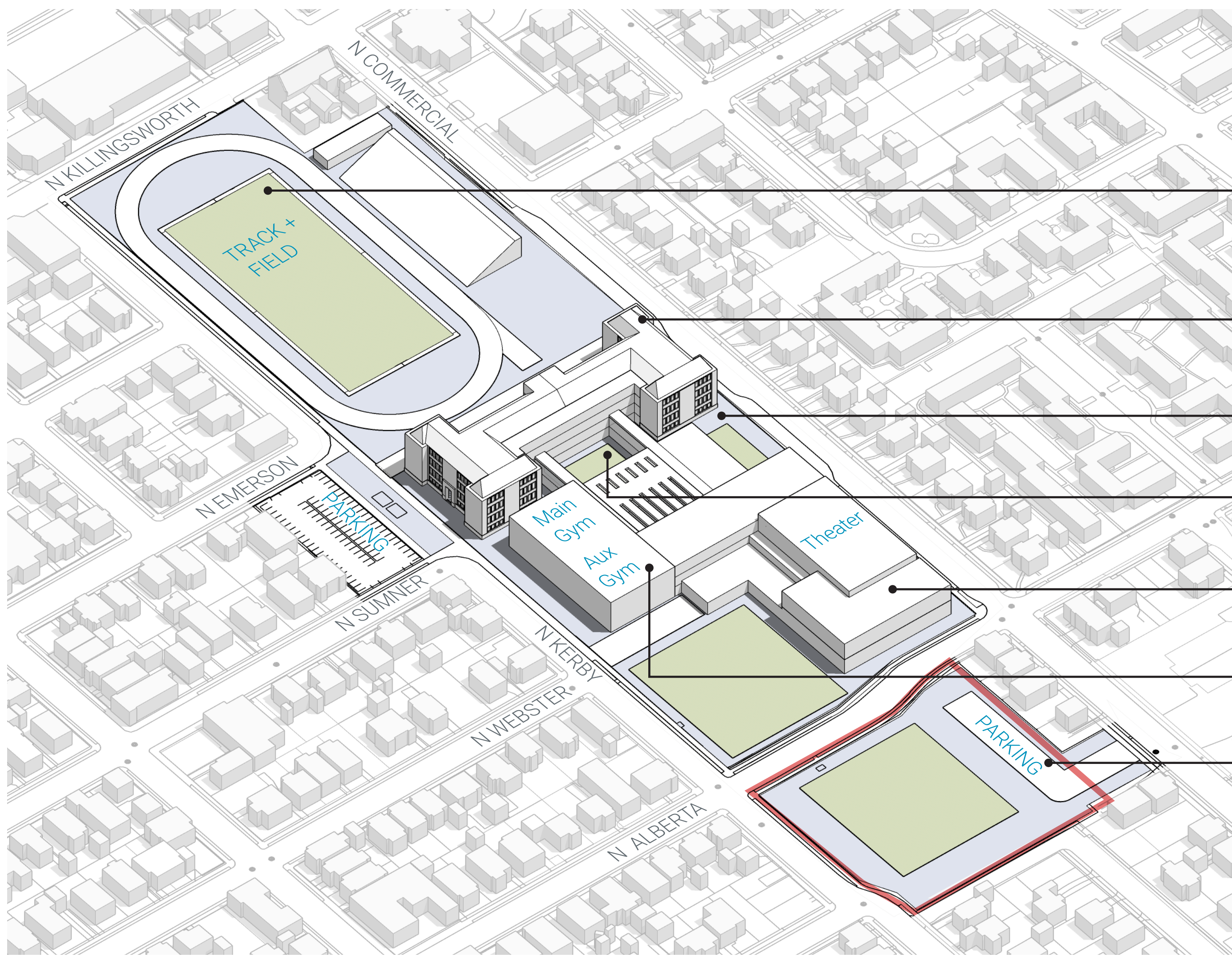
Media Center/Library, located at the center of the 1909 building, provide opportunities to feature and honor the history along historic *Center Hall*. Possible north terraces provide universally accessible opportunities to views north to Killingsworth and the T&F.

Key themes: Identity/Culture/Belonging, Resources, Delight

Sustainable building features, such as green roof and photo-voltaics visible on the roof, will be incorporated into the renovation and expansion of JHS. We also plan to incorporate a **Climate Dashboard** in the lobby to create educational opportunities for both visible and invisible key sustainability features in the building design, as well on the overall site.

Key themes: Trust, Flexibility/Change, Resources

COMMUNITY ENGAGEMENT NARRATIVE THEMES RETAIN 1909 + EXPANSION



Engagement feedback incorporated into overall planning approach:

- Keeping and improving the beloved blue Track & Field also minimizes disruptions to students and families during construction.
- Renovating 1909 provides historical continuity and irreplaceable value as a cultural and community hub
- Entry plaza with porch and partnership spaces offer amenities for communities and neighbors
- Central courtyard provide access to outdoors and covered gathering opportunities
- State-of- the- Art performing arts wing and theater is prominent with street presence
- New state-of-the-Art athletic facilities
- Additional parking reflect staff and student feedback



TRUST

Black & Brown voices support full renovation of 1909 with expansion over full replacement scenarios.

PPS Ed Specs and design guidelines ensures spatial parity between high school projects.

Community values maintaining and improving the blue track and field that the alumni, staff and students invested in recently.

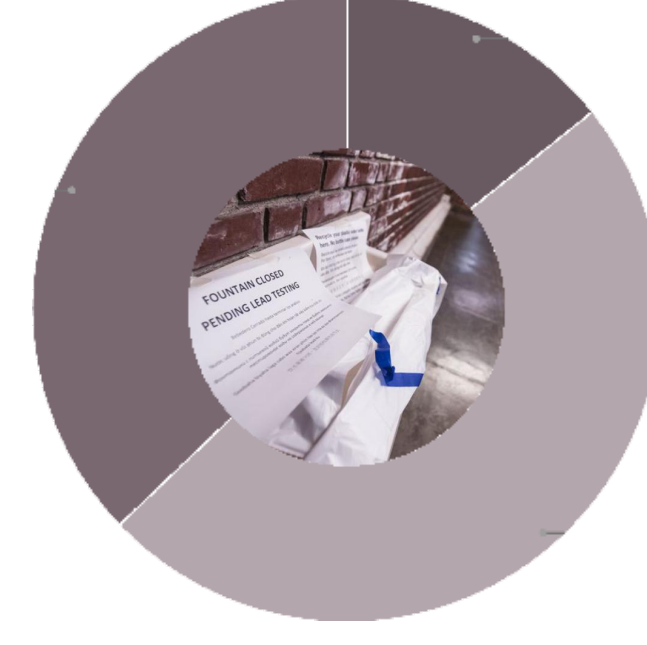


IDENTITY, CULTURE, BELONGING

Preserving the 1909 building and re-purposing 1928 artifacts into the new school will help future students connect and learn about the school's history.

Multiple storytelling opportunities are identified to recognize local and school history to reflect JHS as a significant anchor for Black and Brown communities in Portland.

Commons, community porch, entry plaza, and partners spaces offer places for broader community connection.

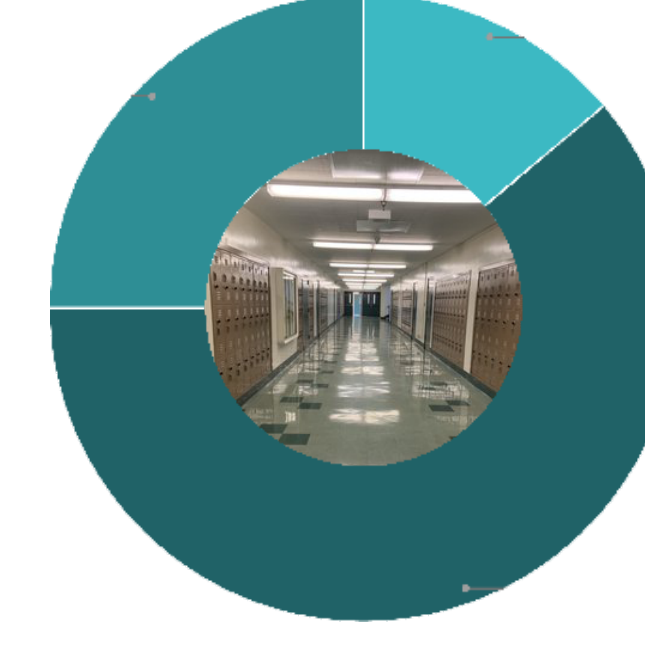


SAFETY

Replacing all building systems and safe removal of all hazardous materials in the existing school is proposed in the full renovation of 1909.

Clear secured main school entry provides visible and accessible access along Commercial Ave.

Site is fully secured during school day with perimeter fencing and gates.

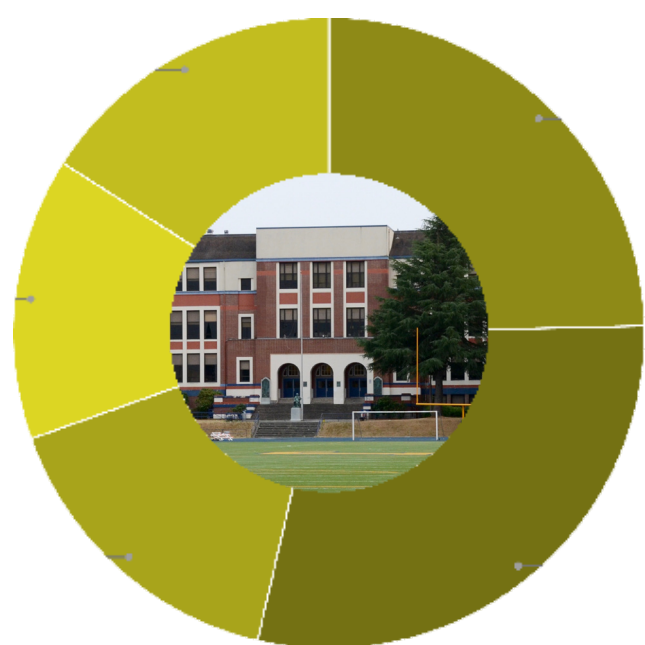


ACCESS

Universal design approach provides fully accessible entrances and school.

New path across the site offers neighbors an accessible path from Kirby to Commercial on evenings and weekend

Building additions are designed as 2 and 3 stories, minimizing stairs and travel. Elevators provide access to all levels.



FLEXIBILITY, CHANGE

Sustainable design strategies provide for future flexibility and adaptability.

Organizing instructional space uses together allow for flexibility as school programming and needs change.

The Commons is centrally located to maximize use as social space for students during the school day, as well as school and community events.



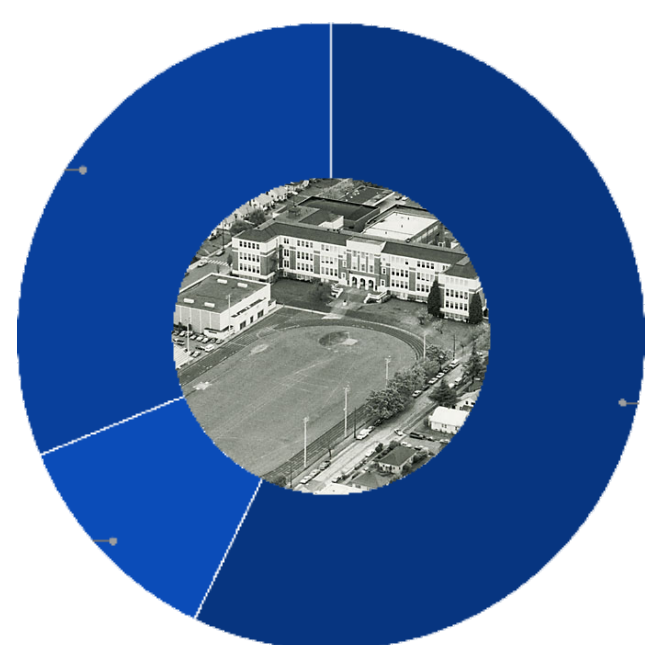
RESOURCES

Theater lobby and event entry maximize community use of the theater, dance and performing arts spaces.

Community and partnership programs are located with direct access in/out.

All gender restrooms are included in school planning.

All new athletic spaces - main & auxiliary gym, new grandstand, field house, weight room, locker rooms is conveniently located to existing Track & Field.



DELIGHT

Art, artifacts & storytelling opportunities are identified in multiple locations in the renovation of 1909 and in the new addition to celebrate past achievements and history.

There are opportunities to reuse/re-purpose existing student artwork in the new school, to be explored during the building design phases.



EMBRACING THE OUTDOORS

Courtyard with covered outdoor space provided much desired usable outdoor space at the center of the school.

Natural daylight is maximized with by locating instructional spaces along exterior wall.

South lot to become multi-use open space and possible location for edible garden area use.

PPS HIGH SCHOOL SPACE PROGRAM PLANNING

How are decisions made on what spaces to include for each High School?

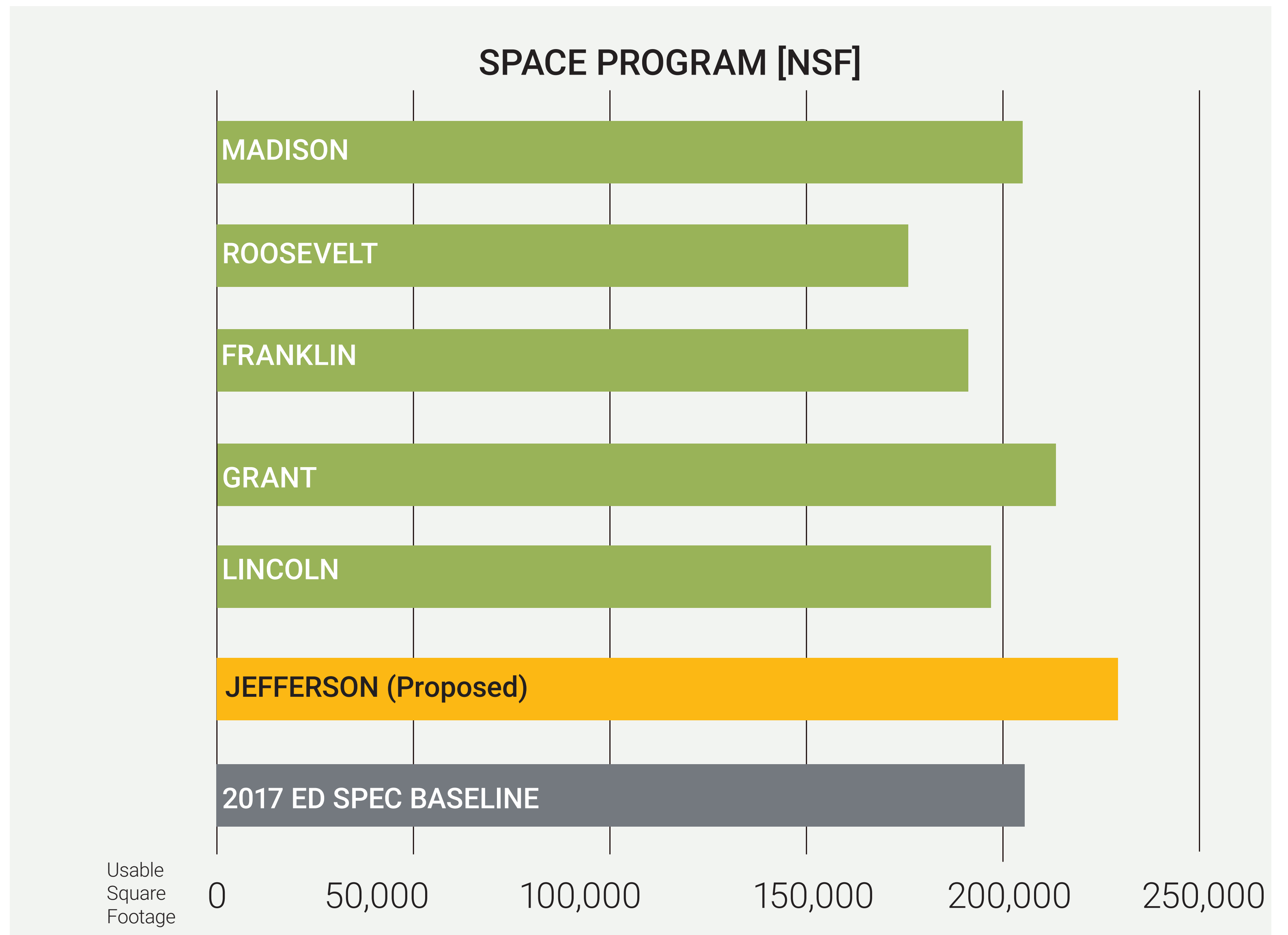
The space program for each of PPS's modernized high school is based on the District Education Specification (Ed Spec) and is customized for each school's specific needs. The Ed Spec document was completed in 2017, and included significant community engagement input. Each high school is designed to accommodate around 1,700 students.

What is an Education Specification?

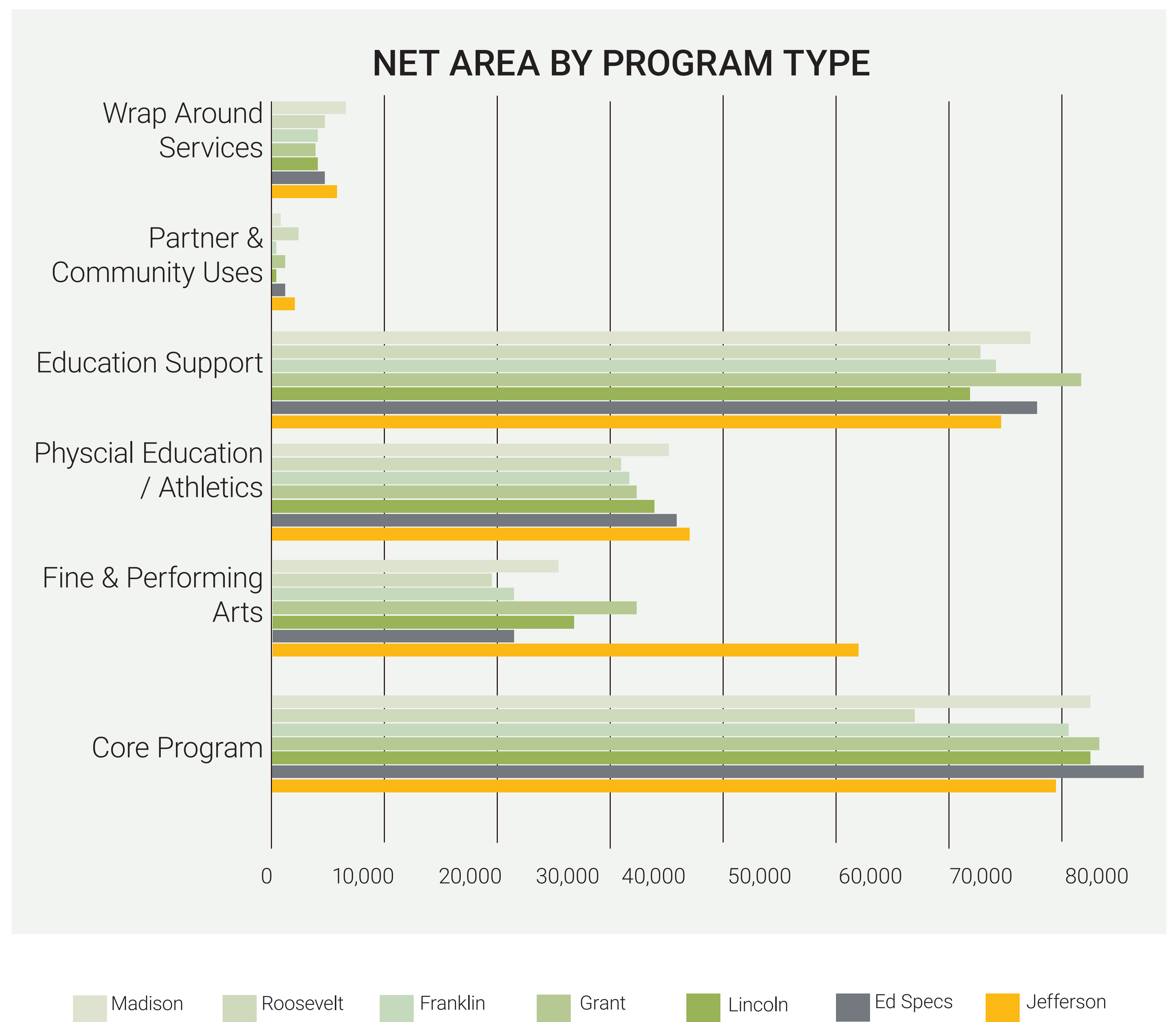
An Ed Spec is a document facility planners, architects and engineers use to develop, plan and design new schools or modernize existing ones. The Ed Spec document describes the facility vision, spaces, ideal relationships between spaces and specific physical characteristics of each space in a new or modernized school.

What will be included in the modernized JHS?

Jeff will continue to be a Focus Option school, and will also meet the Ed Spec standard for 1,700 students. Jeff will need extra space for its dance programs, a larger theater, and space for its specific community partners.



This chart shows how much total square footage is allocated to usable program area in each of the recent PPS modernization projects, and compares the schools to the baseline standard of the district Ed Spec.



This final chart shows more detail about the components of the space program for each of the schools, to allow for more direct comparison.

PROPOSED JHS SPACE PROGRAM

The proposed program for the modernization of Jefferson High School is customized to be a Focus Option school while using the Ed Spec baseline for a high school with 1,700 students.

CORE PROGRAM

- 35 general education classrooms and 6 elective classrooms, including large dance studios
- 11 science labs
- Specialized spaces for career technical education, including a large shop space
- A makerspace

FINE & PERFORMING ARTS

- Art classrooms, a photography classroom, and a darkroom, and a gallery space for fine art
- Band and choir rooms with good storage and practice spaces
- Theater with stage, a black box theater, and robust support space for dance

EDUCATION SUPPORT

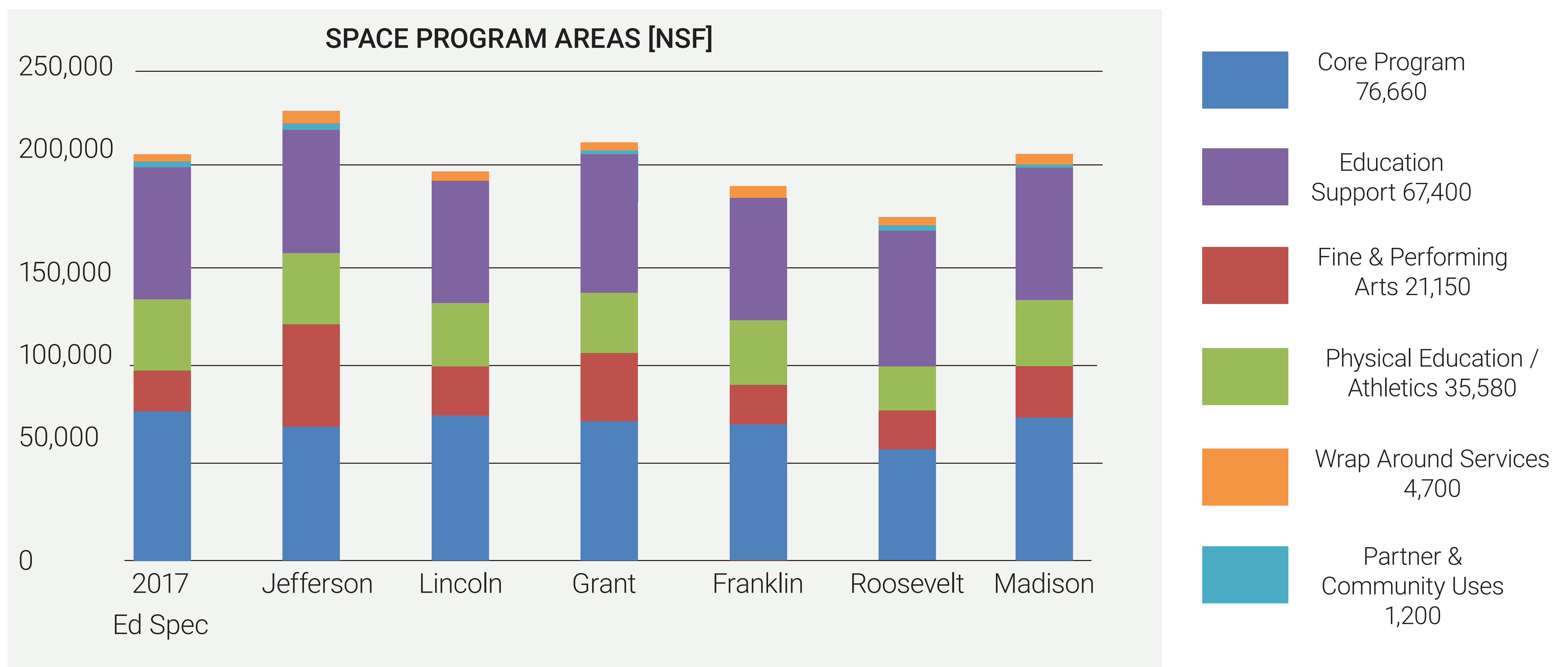
- Special Education spaces and a county health clinic
- A new media center/ library
- A new student commons and cafeteria
- Administrative, support
- Flexible learning areas

PHYSICAL EDUCATION

- A large main gym with an auxiliary gymnasium
- A mat room for wrestling and yoga
- Weight room and lockers facilities
-

WRAP AROUND SERVICES

PARTNER & COMMUNITY USES



This chart shows how the total square footage for usable program at each of the PPS modernized high schools is broken down into the various components of that space program. It shows the same data as the previous chart, but with an added layer of information. If you study the red component of each of these bars, you will notice that Jeff has significantly more Fine & Performing Arts area than any other school. This is because of its larger theater, and the additional space needed for its dance programs