

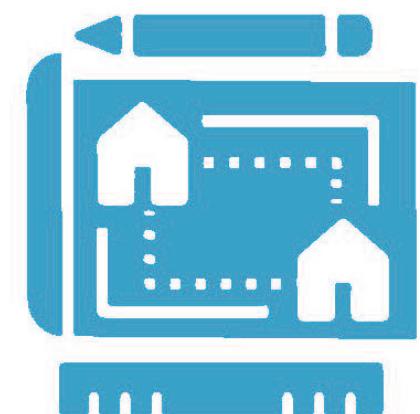
MISSION STATEMENT AND PROJECT GUIDING PRINCIPLES

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](#):

GUIDING THE PROCESS



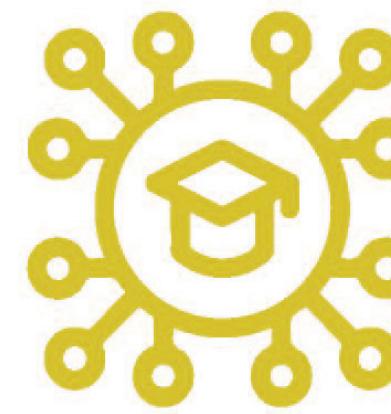
- Design for Equity & Justice
 - Center engagement through the lens of Design Justice, and work with community-based organizations and community members to reach, hear from, and be responsive to Black and Brown communities, empowering these stakeholders in the design process to build pride of ownership
 - 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.
- Resiliency & Equity of Investment
 - 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.
 - 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.
- Transparency & Decision Making
 - 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 as a cultural landmark and community hub, proudly reflecting its rich Black history and the legacy of the school while creating a welcoming, safe and supportive gathering place where all cultures feel welcomed and represented.
 - Amplify joy and create inspirational and beautiful spaces that all community members can be proud of and which demonstrate and celebrate creativity as an inherent value of the JHS community, culture and history.
 - Celebrate past achievements and create resources that are accessible to the Black communities that have been geographically displaced but remain culturally rooted in the historic Albina area.

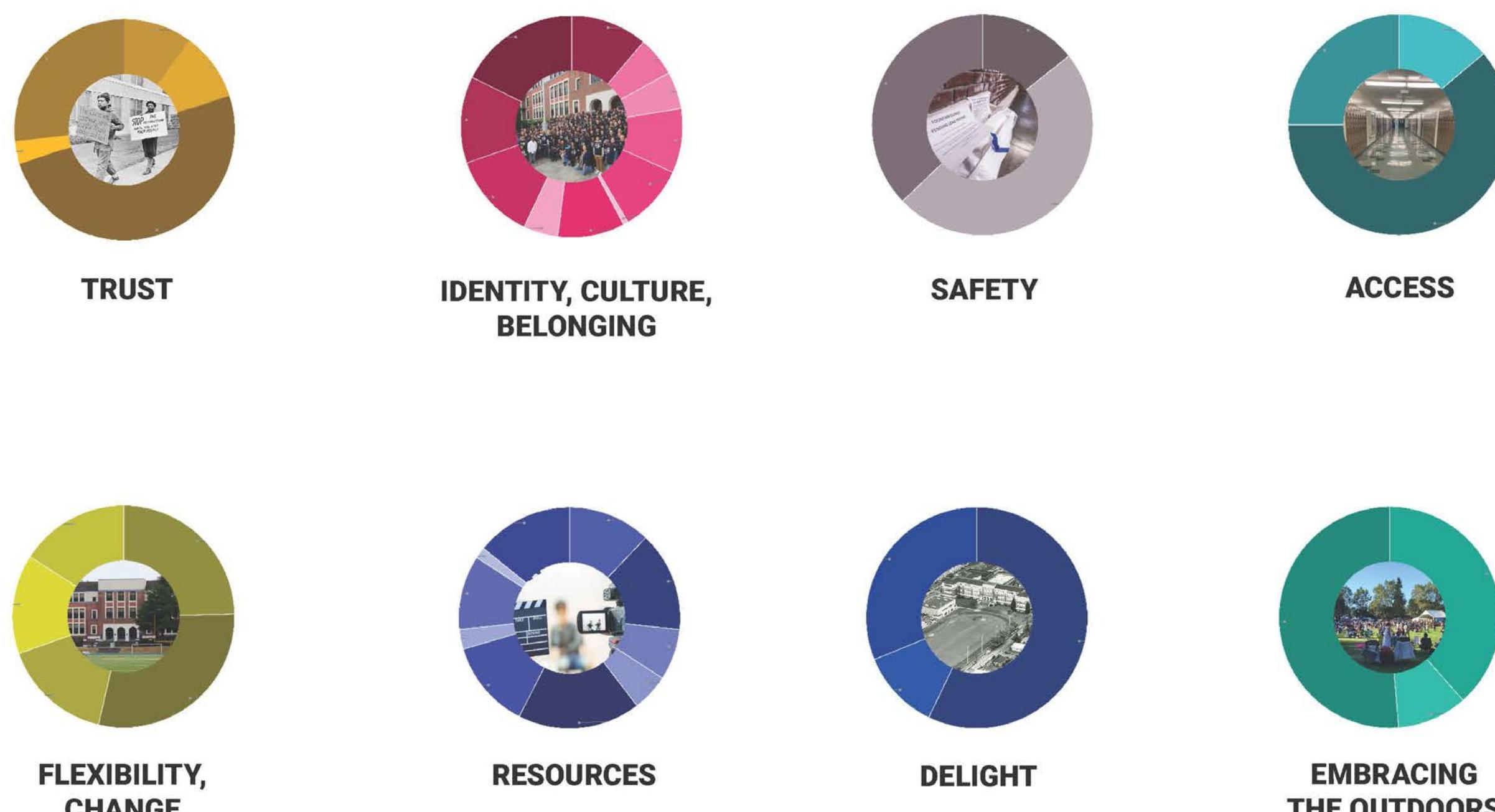
GUIDING THE SCHOOL PROGRAM



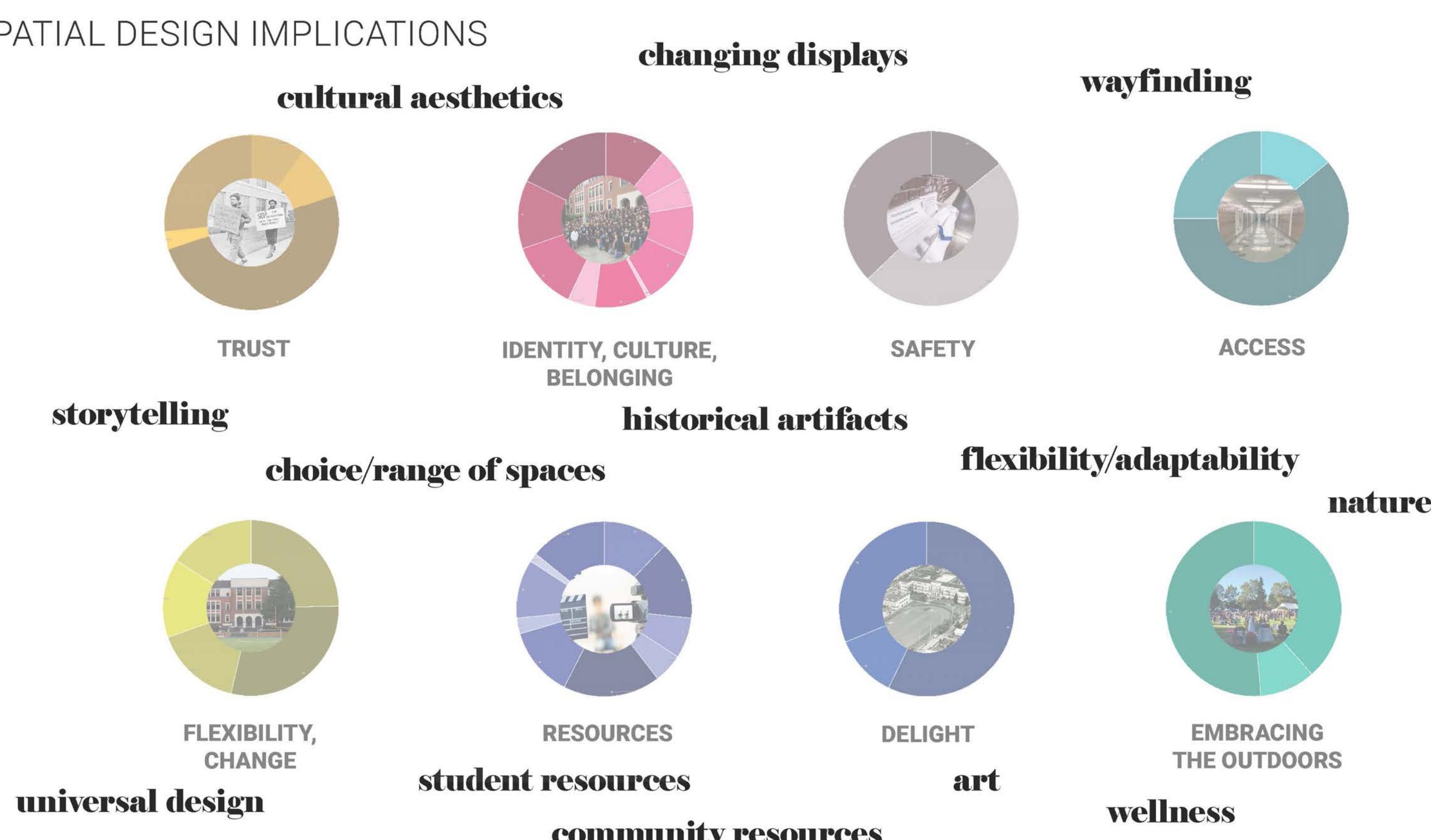
- Learning Experience
 - Support a rich variety of educational opportunities and elevate academic excellence with state-of-the-art teaching spaces, partner programs, and a campus environment that rivals any in the school district, celebrating Jefferson's unique programs and reflecting the voices of its students and community while meeting the requirements of PPS's educational specifications.
 - 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.
 - 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.
 - Provide a range of safe and accessible spaces designed to support a broad spectrum of students and community members.

NARRATIVE THEMES + SPATIAL IMPLICATIONS Community Engagement

NARRATIVE THEMES JEFFERSON HIGH SCHOOL



SPATIAL DESIGN IMPLICATIONS



Comments from community engagement events were 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.

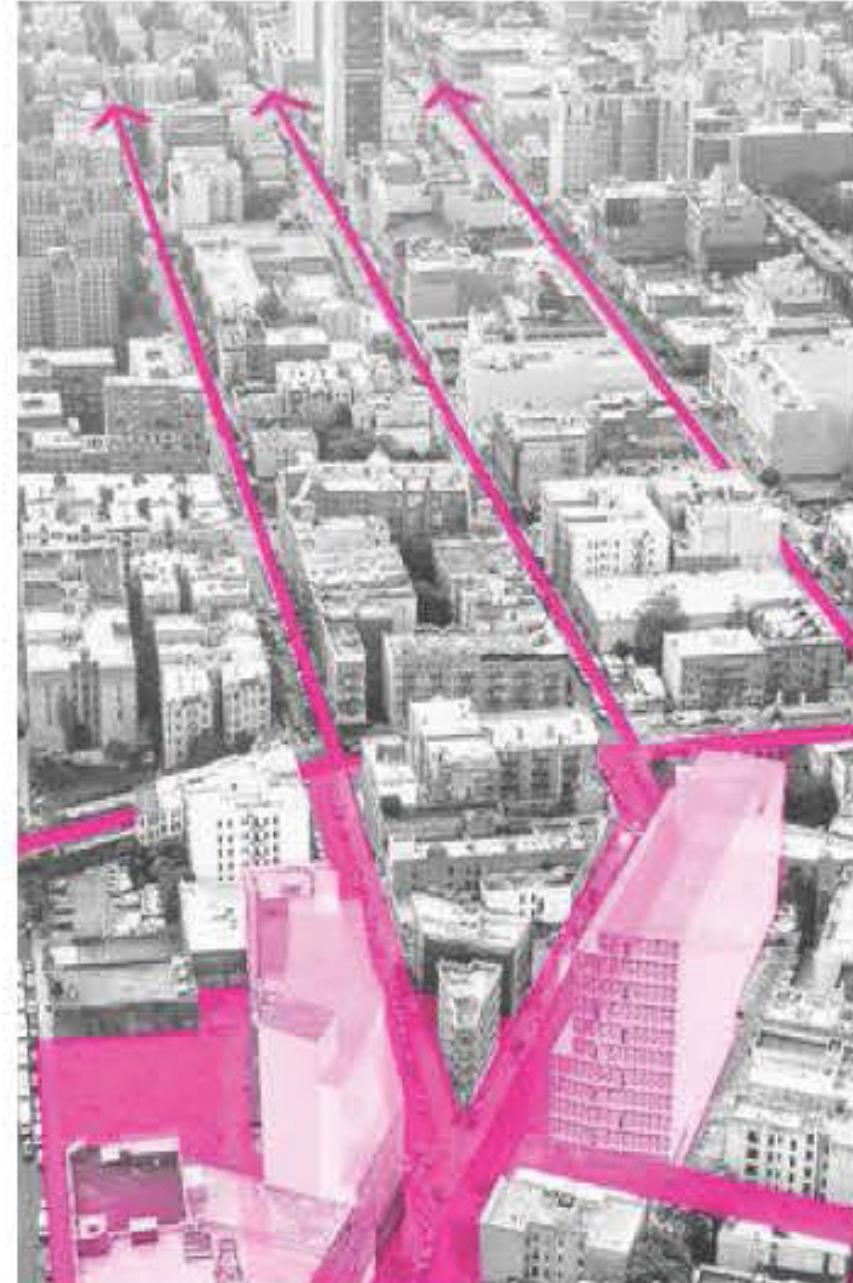
Comments were further synthesized into categories of policy & process implications, program implications, and spatial implications. The design team is using the program and spatial implications to develop the design principles and the goals for the project.

DESIGN PRINCIPLES

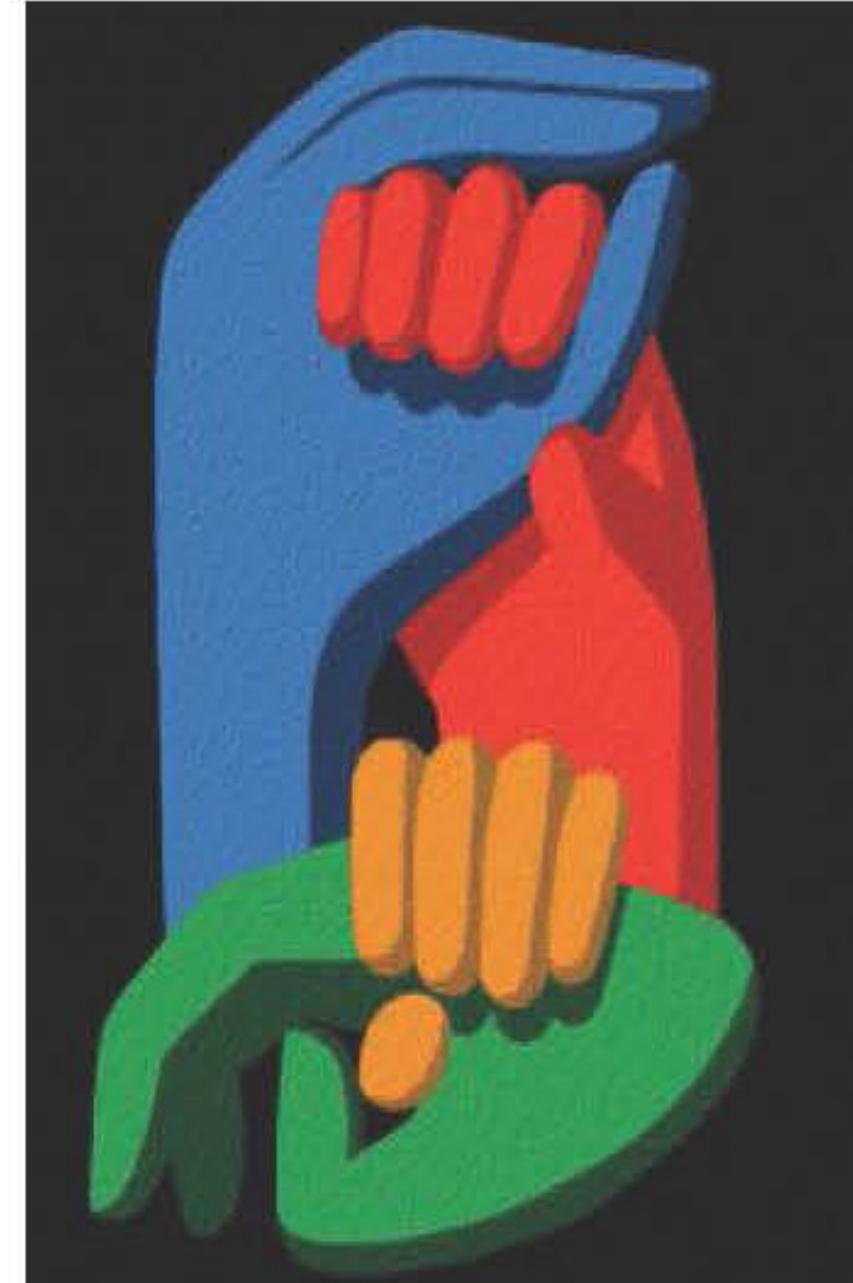
The set of key design considerations below, created in response to the community engagement narratives and spatial implications, will act as guideposts for the design team throughout the project.



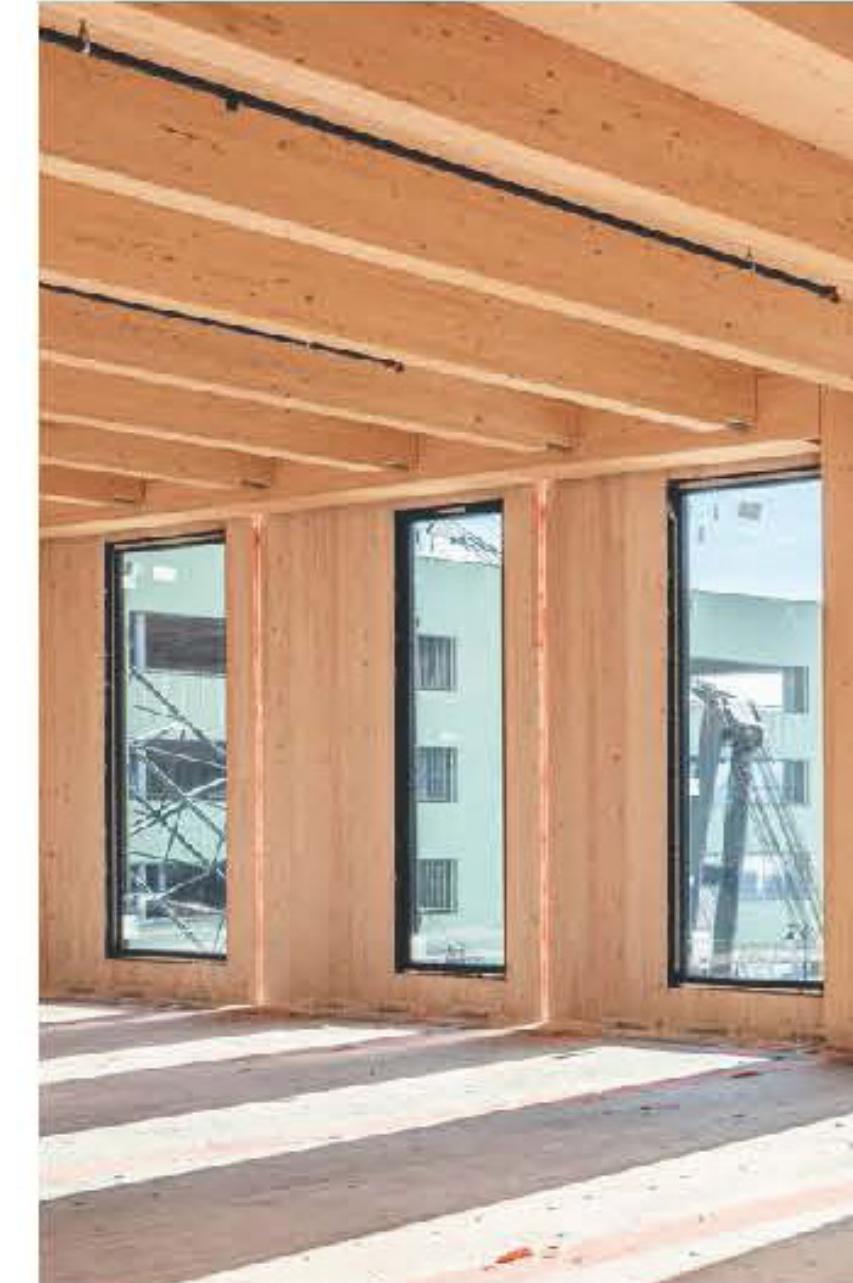
CONNECT
Communities
Past Present Future



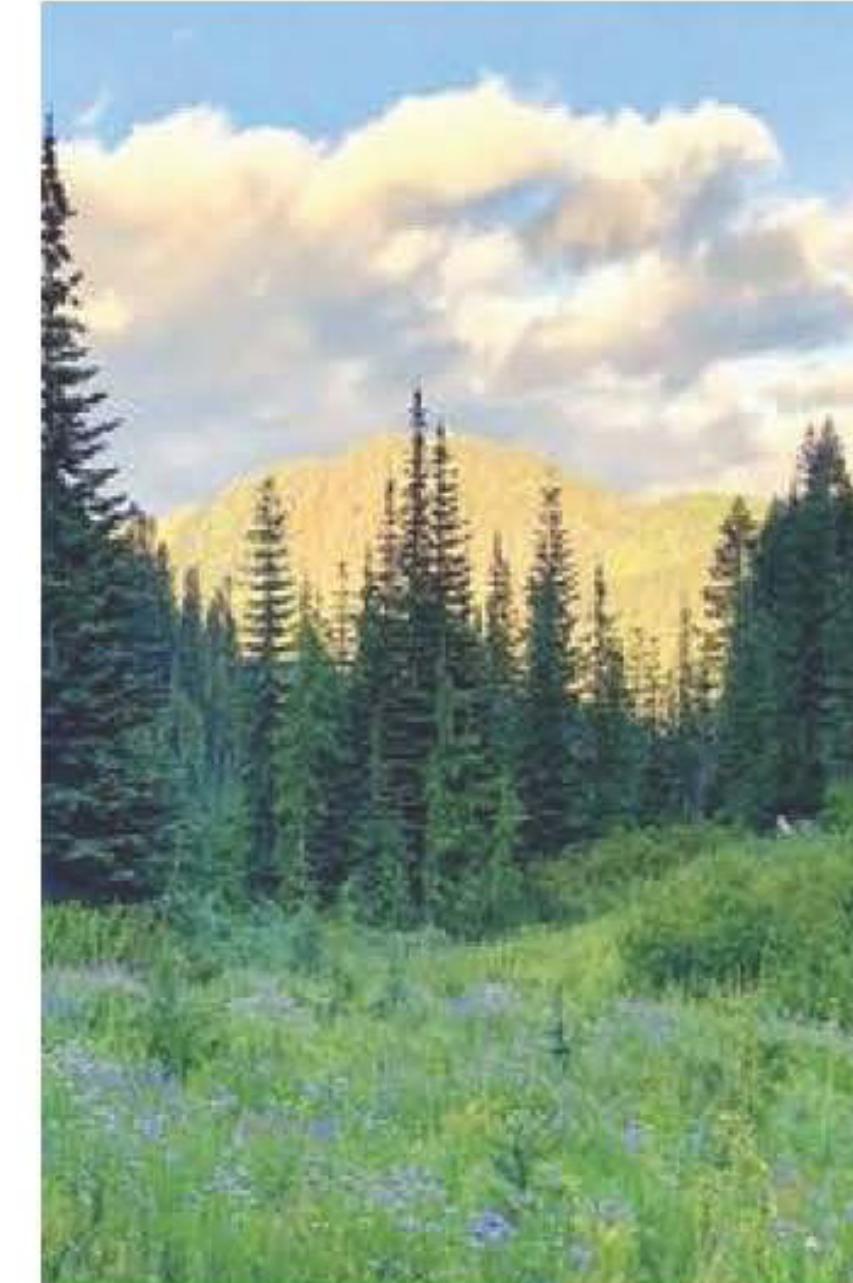
MOVEMENT
Direct
Active Hallways



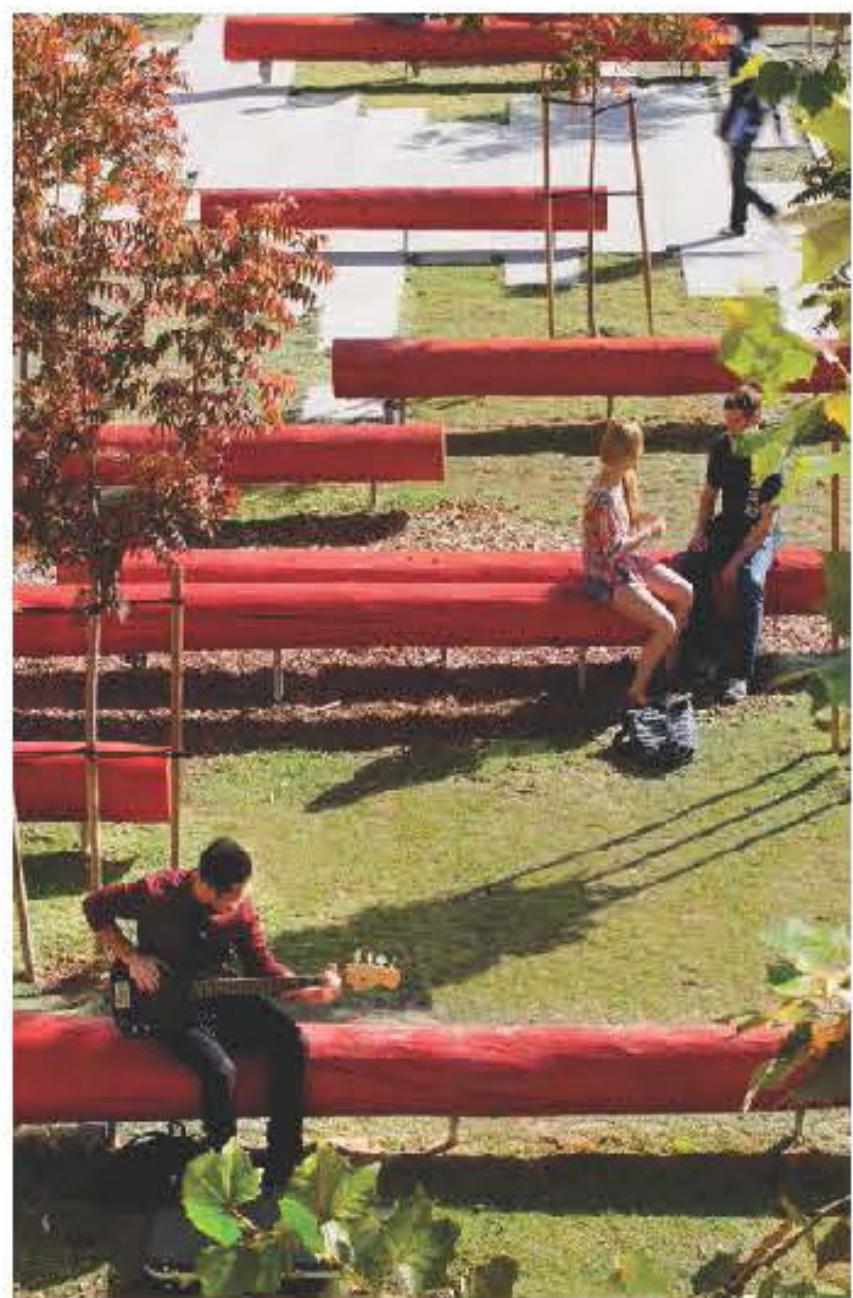
BELONGING
Art + Culture
Diversity



CLIMATE JUSTICE
Impact
Reduction + Efficiencies



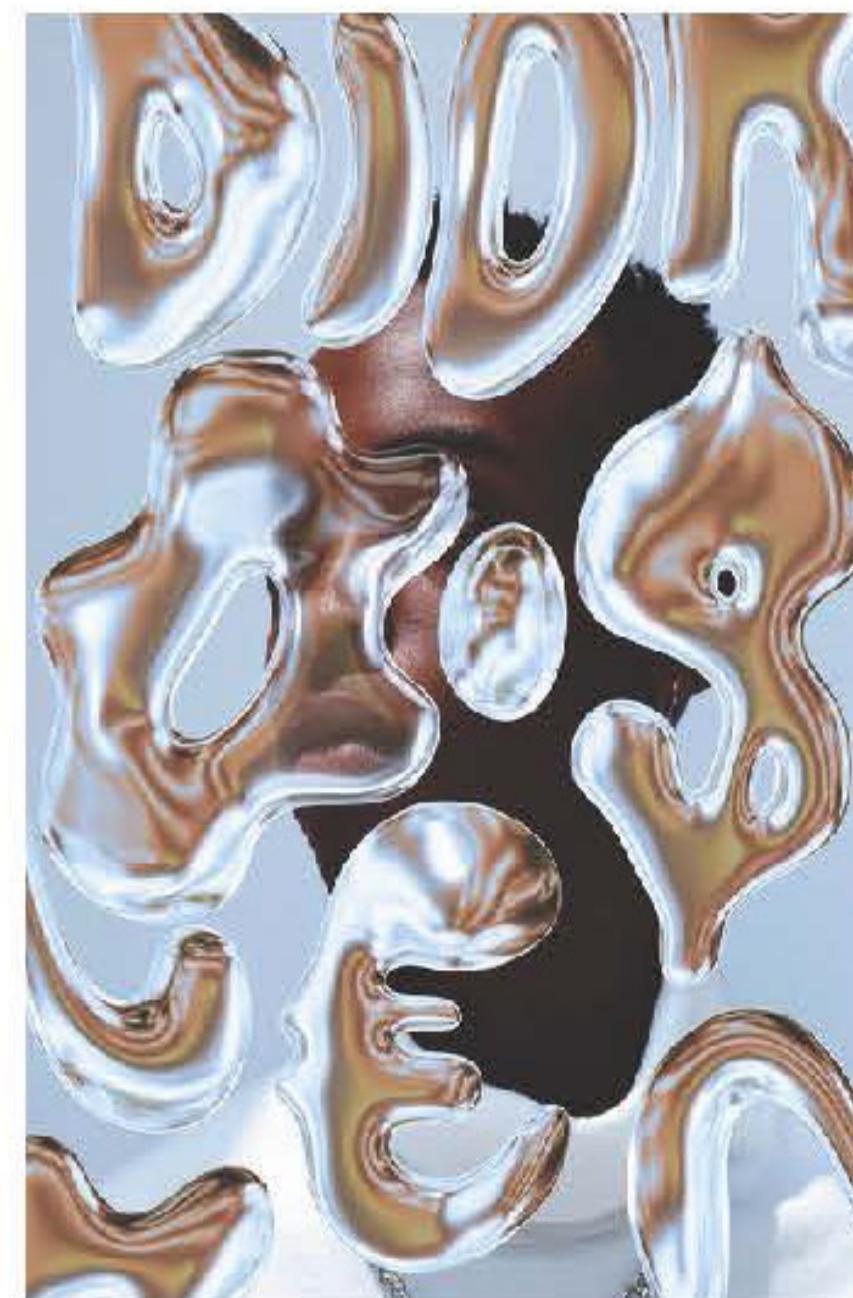
WELLNESS
Daylight
Healthy Air



NATURE
Views
Outdoor Space



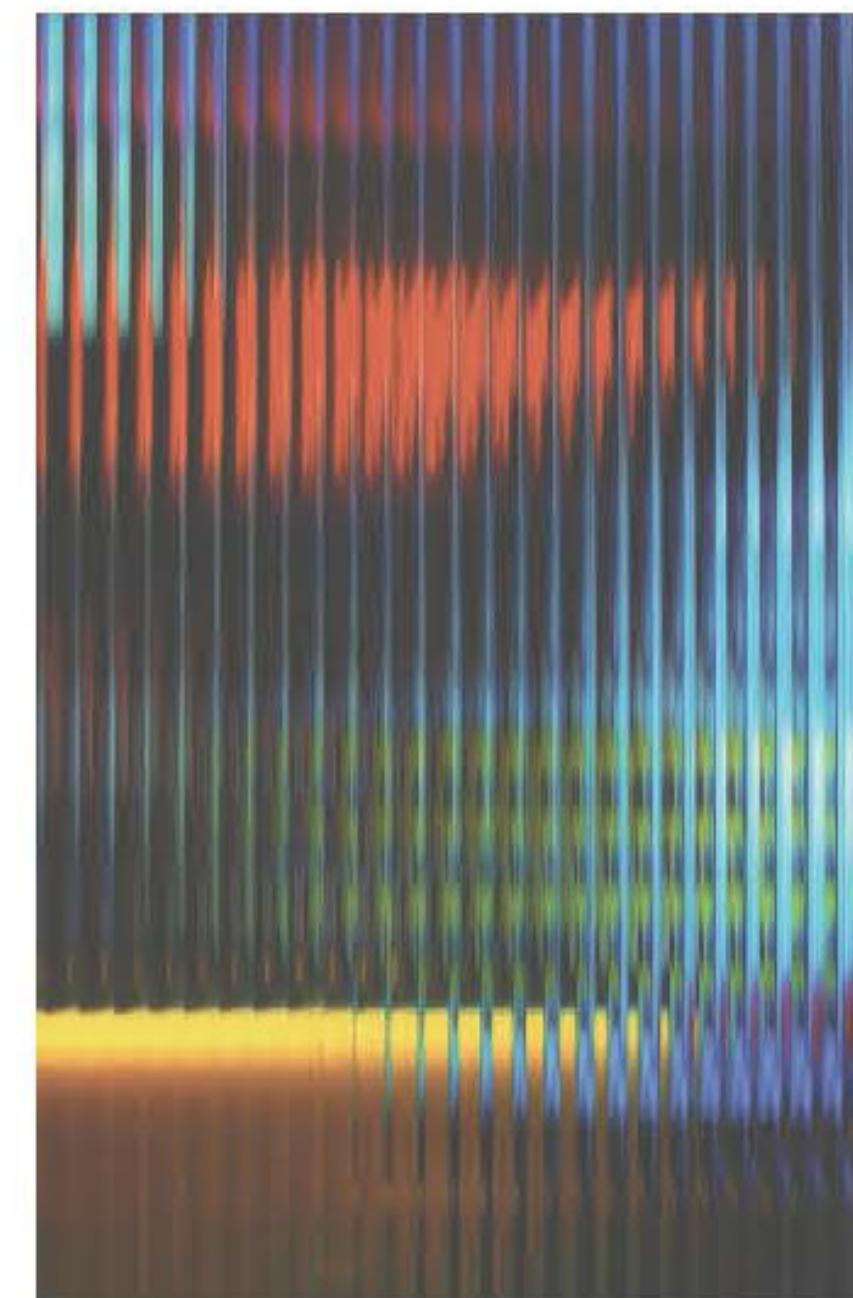
WAYFINDING
Intuitive
Landmarks



CALL AND RESPONSE
Interactive
Improvisational



MACRO/MICRO
Scales
Multi-sensorial



CHOICE
Universal
Neurodiverse

Give us feedback

**Put a blue dot on ones that resonant
What's missing?**

Share your thoughts on sticky notes below.

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. Below outlines the sustainability vision for the future JHS.

Give us feedback **The future Jefferson High School aspires be a leading example of how a school can address climate justice. What is essential for this to be successful?**

Share your thoughts on sticky notes below:



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.

DESIGN GOALS

The new Jefferson school will undergo a full modernization and meet the PPS high school education specifications, design guidelines and standards, and the PPS Climate Policy. Jefferson will be the first high school modernization project since the passing of the PPS Climate Policy in March 1, 2022. This represents great opportunity and responsibility for this project to lead this important work and set an example for future PPS modernization projects.

While the exterior walls and roof of the 1909 building will be refurnished and updated, the interior of the 1909 building will be completely new including upgraded structure to meet current building codes, all new building systems including mechanical, electrical, plumbing and fire suppression, technology systems as well as all the architectural elements such as floors, walls and finishes.

In addition, these specific goals were developed based on the key narrative themes from stakeholder engagement:

Create a **social hub** at the center of the school, connected to outdoors

Redefining 'A' floor as the main level and creating a new **main entry connected to the street and reconnect to 1909 original entry**

Activating building edges with partner spaces to **create a community hub**

Foster belonging and celebrate diversity of cultures

Remember and build on JHS past and present

Clear direct navigation and **make wayfinding intuitive**

Create a low carbon school using **mass timber**

Promote health and better learning by prioritizing daylight, views, great acoustics and air quality



Give us feedback

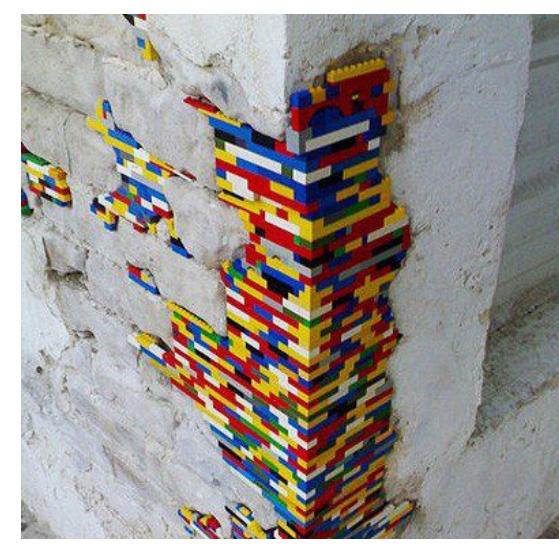
Do these represent the future JHS that you would like to see?

What's missing?

Put your thoughts on sticky notes below.

DESIGN CONCEPT

Build on JHS past and present **REMIX** to create the new future



Legos & concrete - This represents blending the new with the old in a way that doesn't hide past damage and neglect but repairs it, strengthens it, adorns it ~~as~~ and honors resilience.

J. Bell

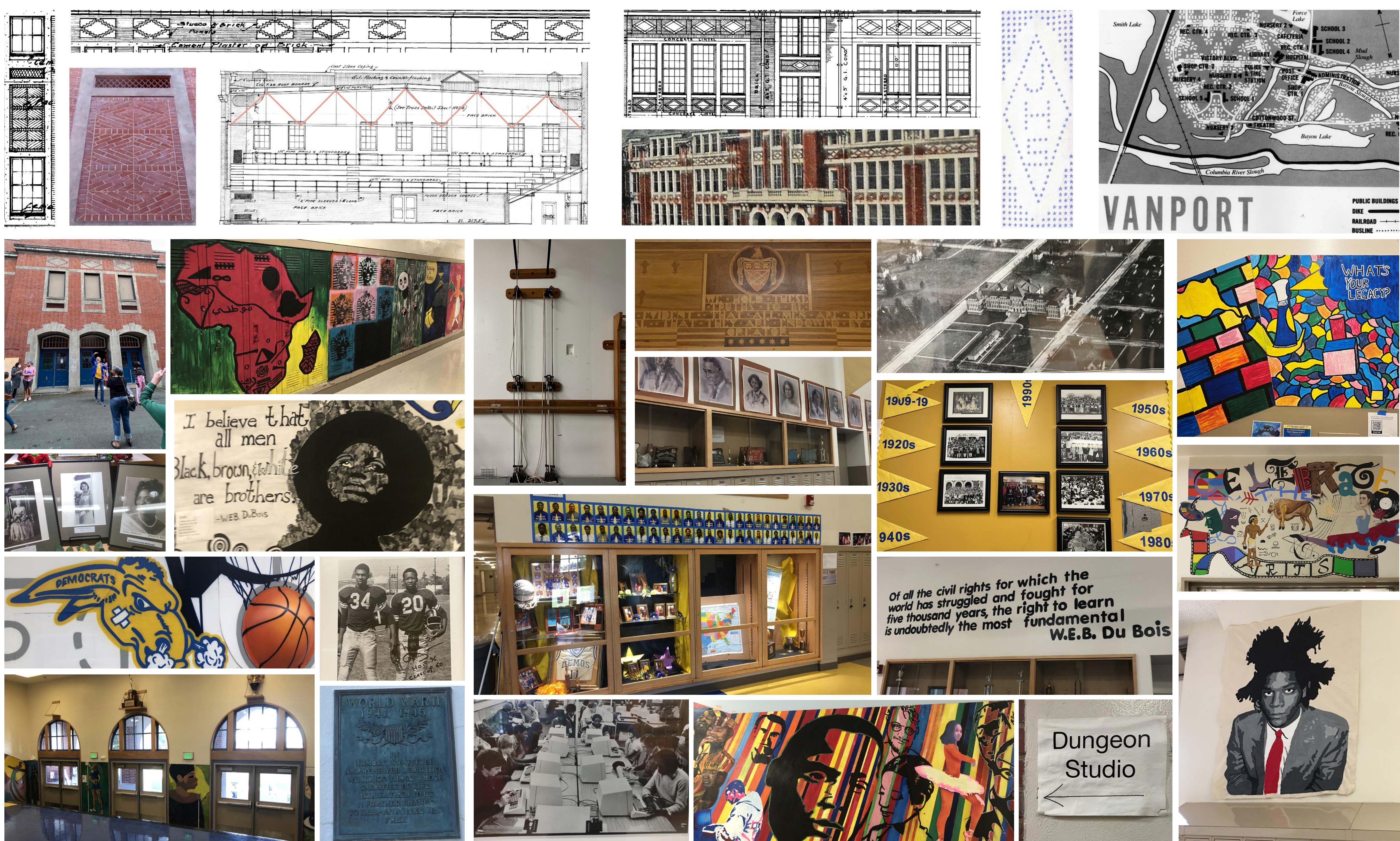
10/15/22

Give us feedback

What stories to tell? What existing artifacts to keep?

Put your thoughts on sticky notes below.

Add a **BLUE DOT** to indicate images that resonant.



DESIGN CONCEPT

The concept of Kaleidoscope reflects the idea that future look and feel of JHS is dynamic, diverse in expression with infinite possibilities and beauty.

Similar to a kaleidescope that contain only a few objects within but produces everchanging patterns, this concept seeks to create a consistent palette of colors and shapes that can be composed and recomposed or **REMIX** in varies ways offering different areas of the school their own rich and unique identity.

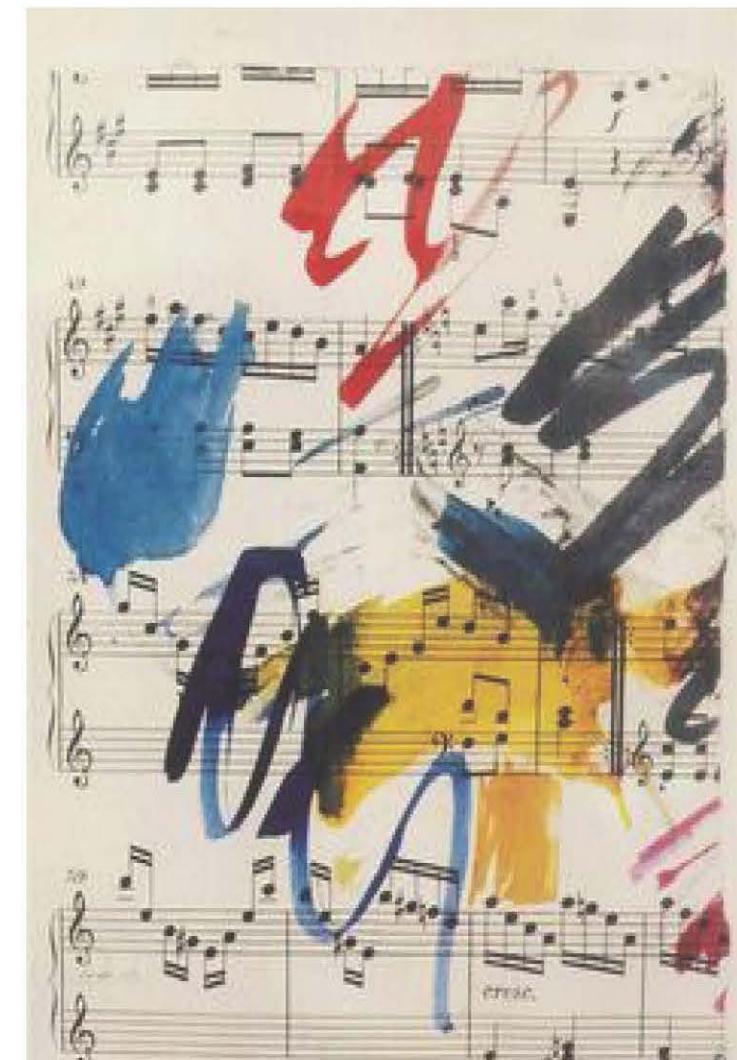
kaleidoscope multiple reflections of cultures, pride, joy and excellence / past, present and future / varied light, color and shapes



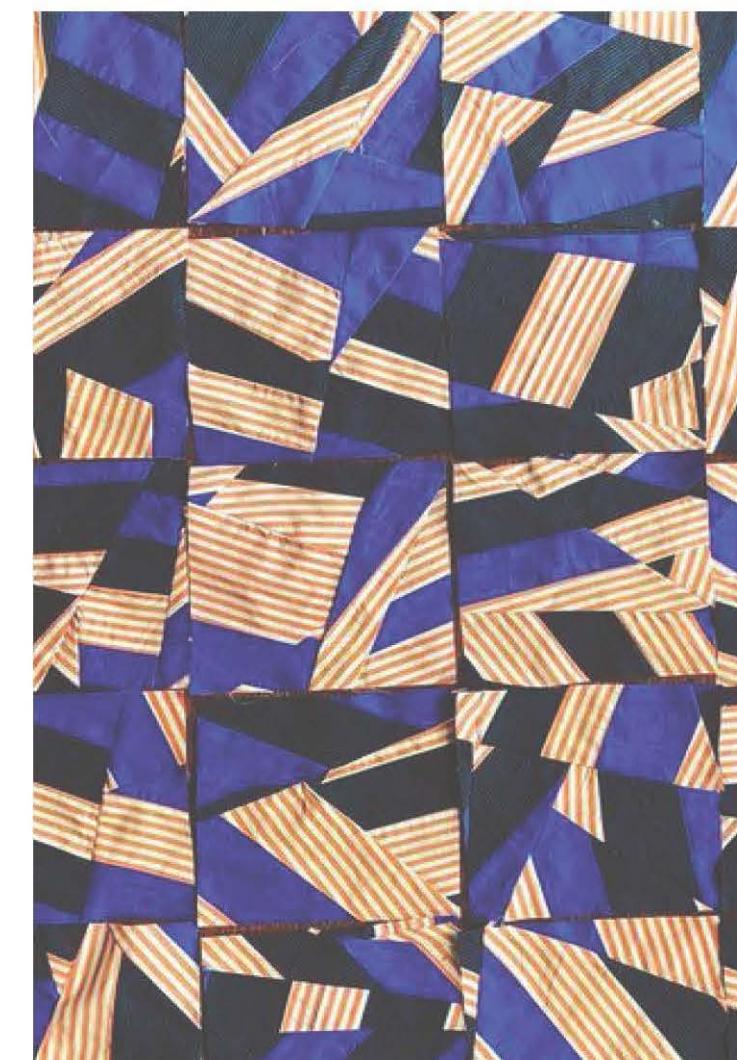
UNIFER
connecting



EXPRESSIVE
identities



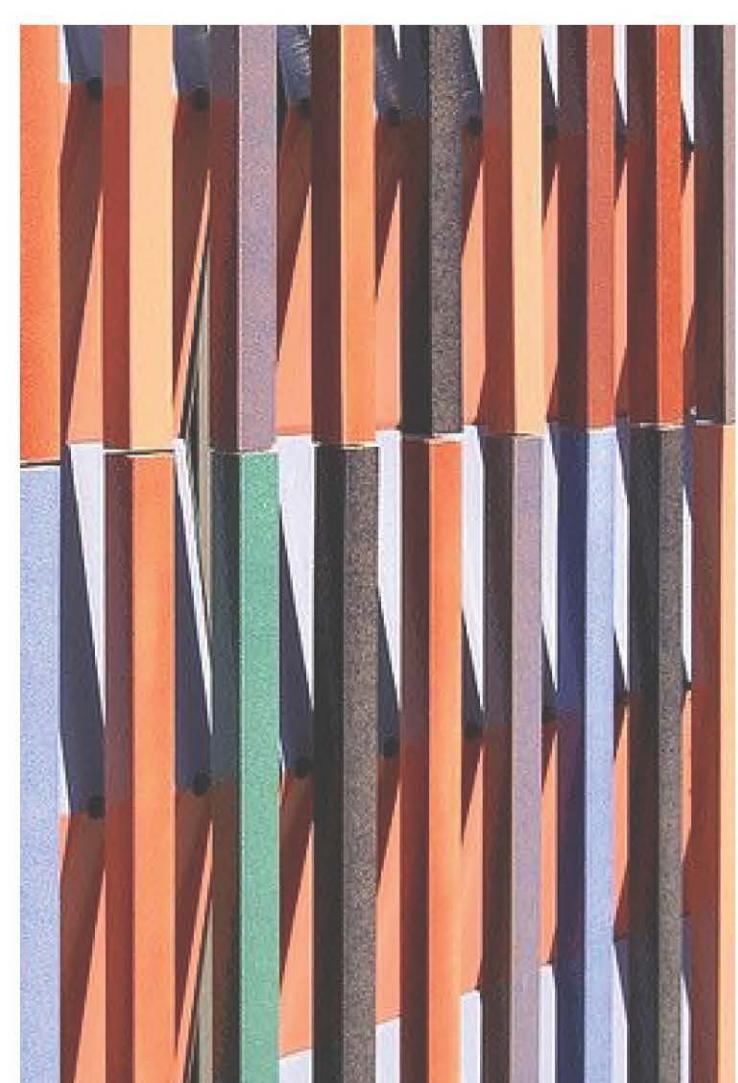
BOTH/AND
celebrate



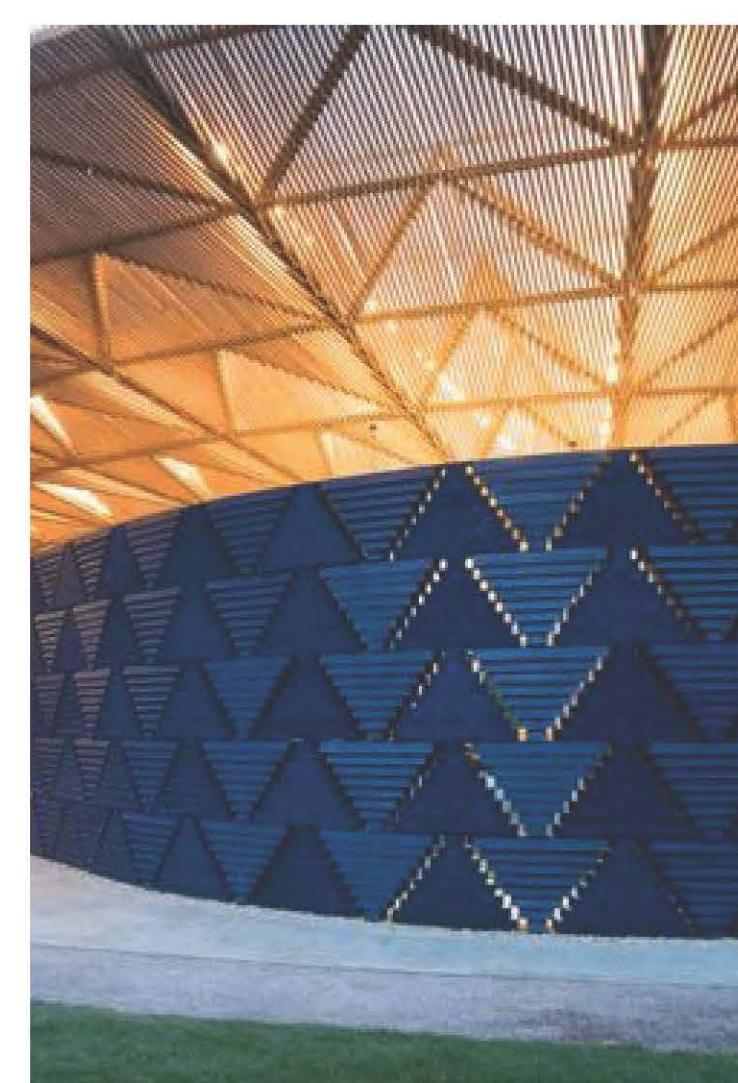
EVER CHANGING
never stagnant



INFINITE
opportunities



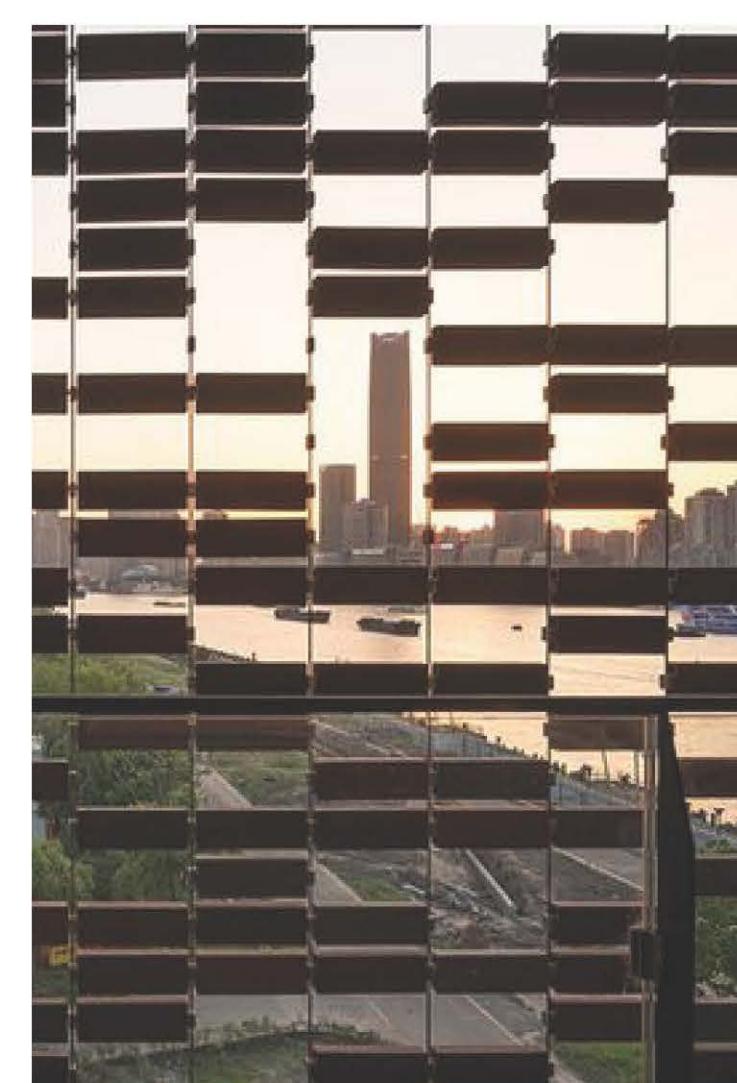
COLORS
Rich
Varied



GEOMETRIC
Abstract
Shapes



DELIBERATE CONTRAST
Bold
Outlined



RHYTHMIC
Syncopation
Repeat



LUMINOSITY
Smooth
Glossy

Give us feedback

How does this capture your vision for JHS?

What should be in this 'remix palette'?

Put your thoughts on sticky notes below.

Add a **BLUE DOT** to indicate images that resonant.

MUSEUM OF DEMOS

Rather than a room, the Museum of Demos could be conceived as series of design landmarks interwoven into the experience of the school. Different types of landmarks could be spread across the school that continue the past and present stories of Jeff, shaping a rich everyday experience of learning by promoting a sense of discovery, exploration, and belonging.

Landmarks could be composed of historical artifacts, interactive exhibits, info graphics or informational display. They can act as markers, art gallery or even be a forum for social interaction. Examples of possible types of landmarks:

Informative landmarks

acting as a springboard of knowledge and a cultural hub for black Portlanders

Interactive landmarks

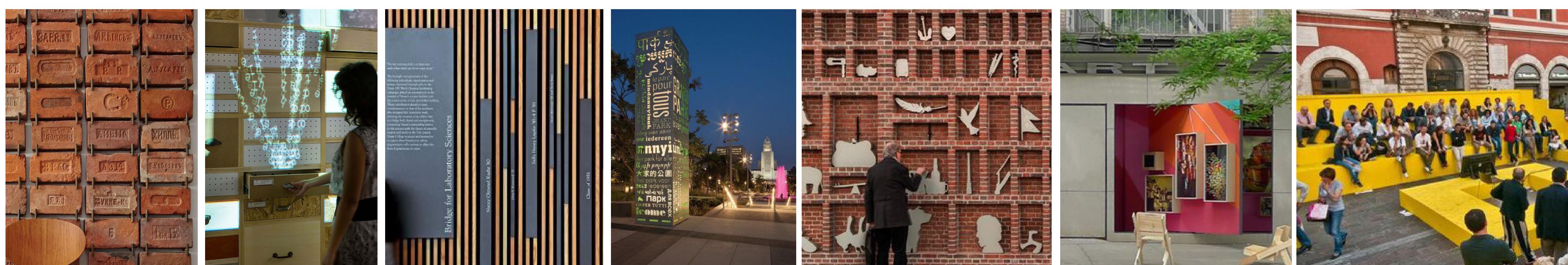
Interactive landmarks

fostering dialogue and community connections

Improvisational landmarks

Improvisational landmarks

creating moments for unexpected inventiveness and spirit that inspire learning



Give us feedback

What are your ideas for the Museum of Demos?

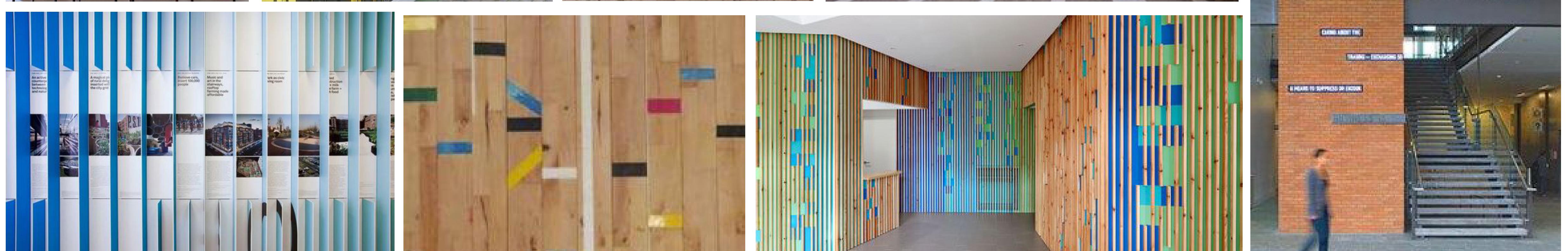
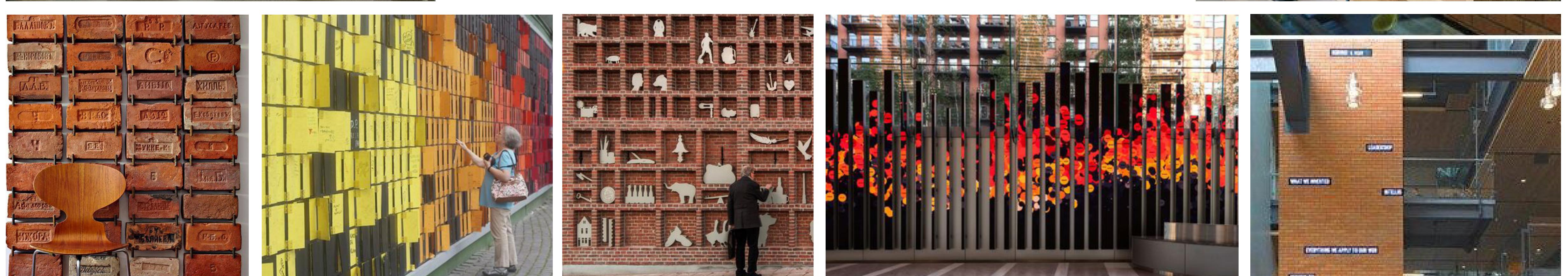
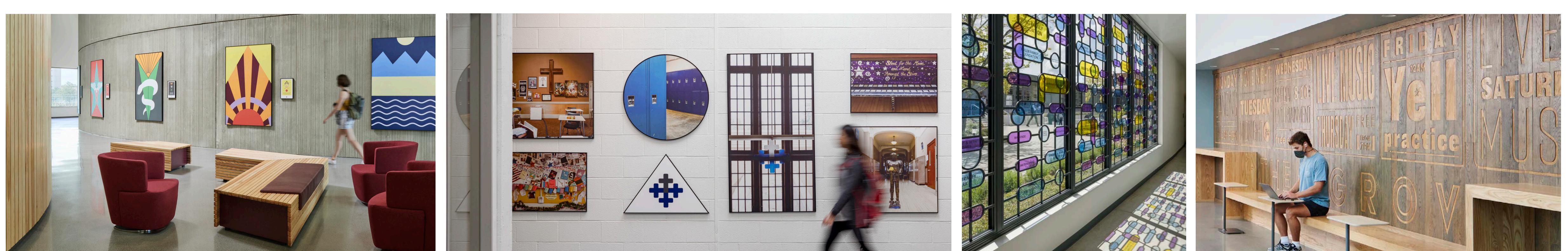
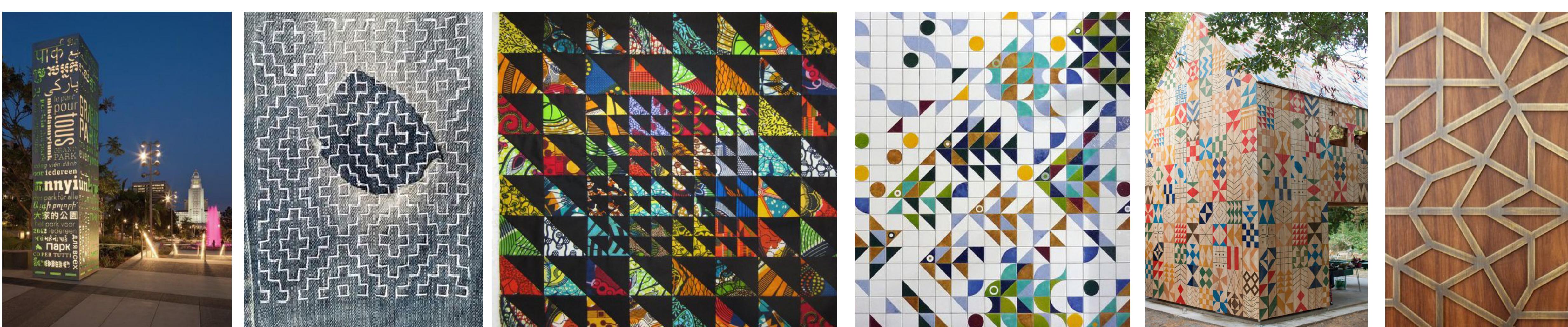
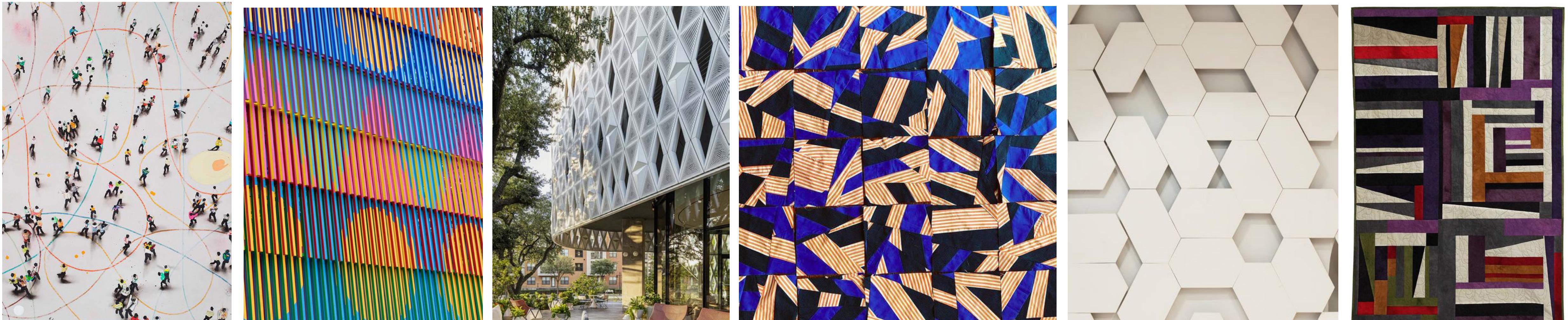
What would you like to see included?

Put your thoughts on sticky notes below.

DESIGN INSPIRATION

Add a **BLUE DOT** to indicate images that resonant.

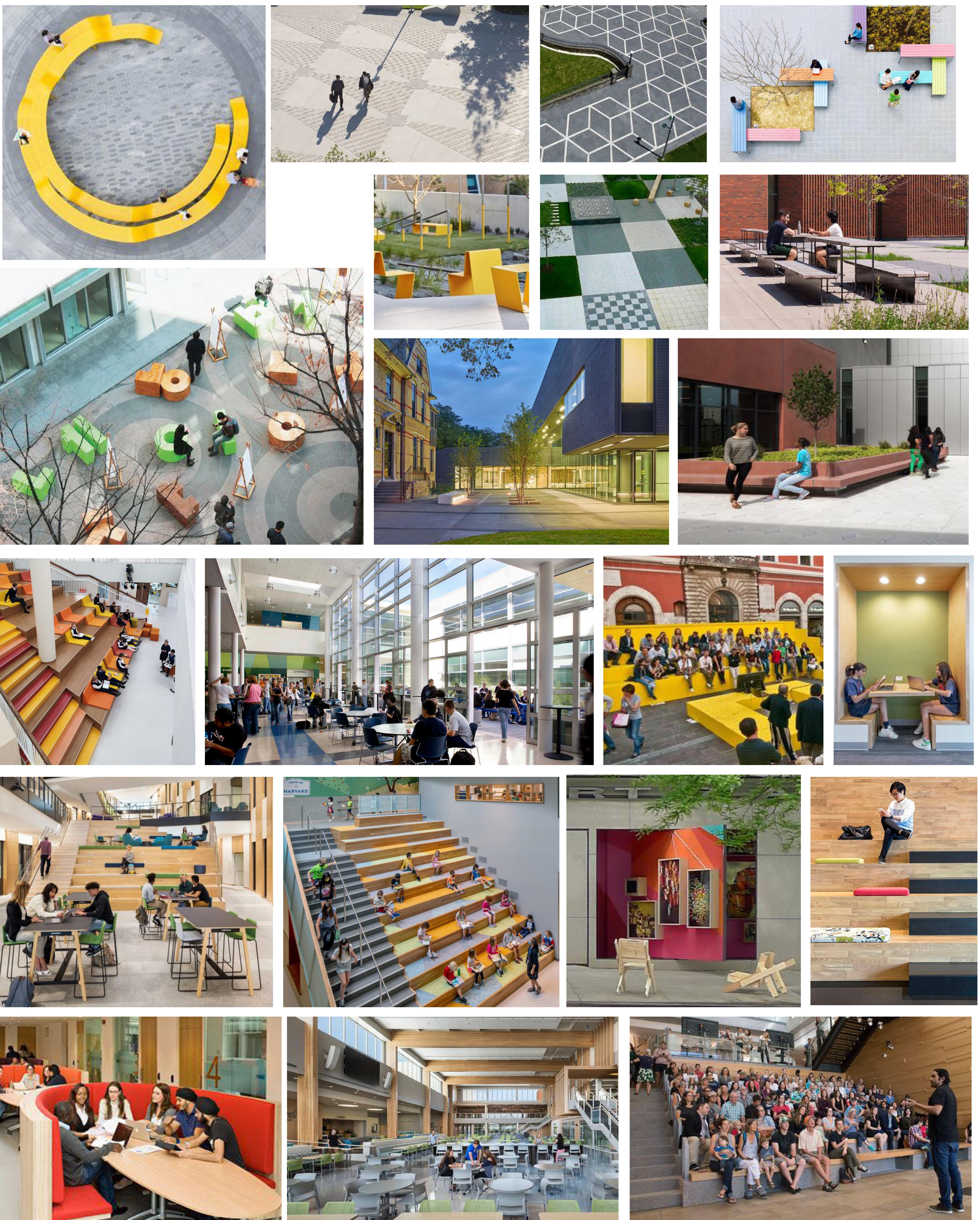
Add a **RED DOT** to indicate images that doesn't resonant.



DESIGN INSPIRATION

Add a **BLUE DOT** to indicate images that resonant.

Add a **RED DOT** to indicate images that doesn't resonant.



VISIONING COLLAGES

Comprehensive Planning Process

<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>Jefferson has always been a diverse community. One of the photos we chose was a good example of "black joy" and how our community came together. Our community is quite responsive to racism injustice in our system & the students have grown voices to stand up for themselves while we support all of our community.</p>	<p>DIVERSE</p>	<p>RESPONSIVE</p>	<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>I feel like these pictures and words represent what Jeff is now and what it should stay.</p> <p>REMEMBER - The history is very important part in what it is now. Colorful - Not only in art but in people.</p> <p>Bold - I think Jeff will always stay Bold.</p>	<p>colorful</p>			
<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>- "Spirited" at everything we do. From sports to academics, we strive to keep Jeff's spirit of excellence active throughout the year & our student body.</p> <p>- We are the School of Champions and the School of "Pride". We will restore our rich tradition of graduation scholars and athletes.</p> <p>- We are "inspired" by our excellence in everything we do. It is in our genes... it is our destiny!</p>	<p>STRUCTURED</p>	<p>pride</p>	<p>INSPIRED</p>	<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>I want to see Jefferson stay and embrace being LOUD. It's so important to speak up for ourselves and we need to nurture it better. Highschoolers are the transformation of our future, keep them creative. Our future requires ADAPTABILITY - giving students an adaptable environment as an example of responsiveness, resiliency, and climate responsibility.</p>	<p>BOLD</p>	<p>TRANSFORMING</p>	<p>adaptable</p>
<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>Rooted - I want to see Jeff be/remain connected to the community and develop that sense of connectedness and commitment in students.</p> <p>Future Dancers - I want Jeff to be connected to feeder schools and a place families aspire to go to.</p> <p>Excellence - I want Jeff to be a pillar of Black excellence. Jefferson Dancers. This represents friendship, inclusion, expression.</p> <p>Pride - I want Jeff to be a center of pride in the community in both the school it becomes and the process that gets it there.</p> <p>Pride - This represents blending the new with the old in a way that doesn't hide past damage and neglect but respects it, strengthens it, admires it, honors and honors resilience.</p>	<p>ROOTED</p>	<p>EXCELLENCE</p>	<p>pride</p>	<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>We are "STRONG" and resilient.</p> <p>- We must lift our voices out "LOUD" to get what we deserve.</p> <p>- We are not dumb or stupid, we are "SHARP" and intelligent.</p>	<p>LOUD</p>	<p>STRONG</p>	<p>SHARP</p>
<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>These images and words help frame characteristics of an idealized high school. The school needs many positive qualities, including, building positive relationships, and creating a safe, inclusive, and supportive environment. The school also must teach how to learn.</p>	<p>spirited</p>	<p>INSPIRED</p>	<p>Industry</p>	<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>I chose the words black, loud, and inspired.</p> <p>black</p> <p>These words are historically a reflection of Jefferson. That is the main conversation that is happening in the black community concerning that black community concerning that black community though in the black community though our neighborhood is not. We also feel it should honor black history in this school/neighborhood and otherwise.</p> <p>LOUD</p> <p>The black experience and culture and students should feel inspired while doing</p>	<p>black</p>	<p>LOUD</p>	<p>INSPIRED</p>
<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>Community</p> <p>Achievement</p> <p>Involvement</p>	<p>INSPIRED</p>	<p>nimble</p>	<p>dynamic</p>	<p>CREATE A COLLAGE OF YOUR VISION FOR JHS What represents Jeff to YOU. Or what you would like to see it become. SELECT 3 images and 3 word cards for your collage WRITE in the space below and describe why you chose these images and words</p> <p>I'm the class of 1970. I was on Dance Team, drill team, and was a student representative. I got my <u>spirit</u> from Jefferson.</p>	<p>ROOTED</p>	<p>DIVERSE</p>	<p>VIBRANT</p>

BUILDING LOOK MATERIALS AND PROPORTIONS

HOW DO THE NEW BUILDINGS RELATE TO 1909?



Midtown High School /
Cooper Carry

MATCHY-MATCHY
BUILDINGS

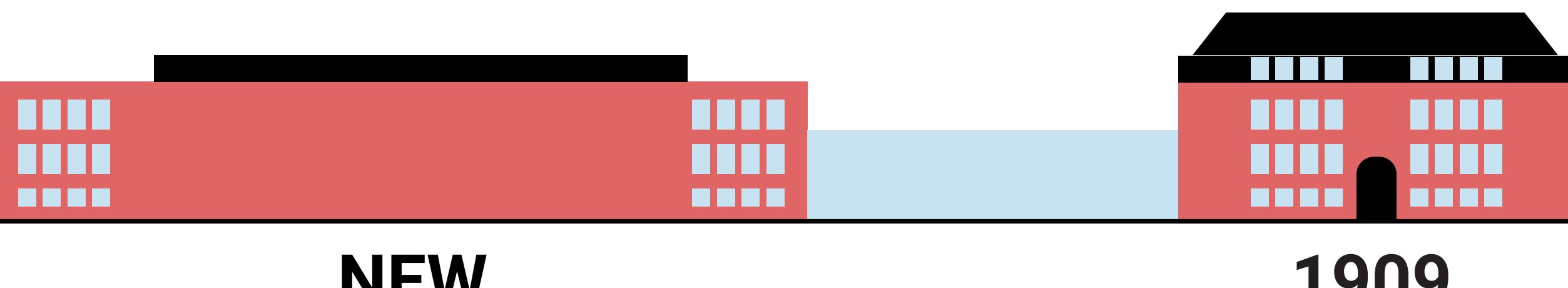
WHERE DOES JEFFERSON FIT ON THIS SPECTRUM?

CONTRASTING/
DIFFERENT
BUILDINGS



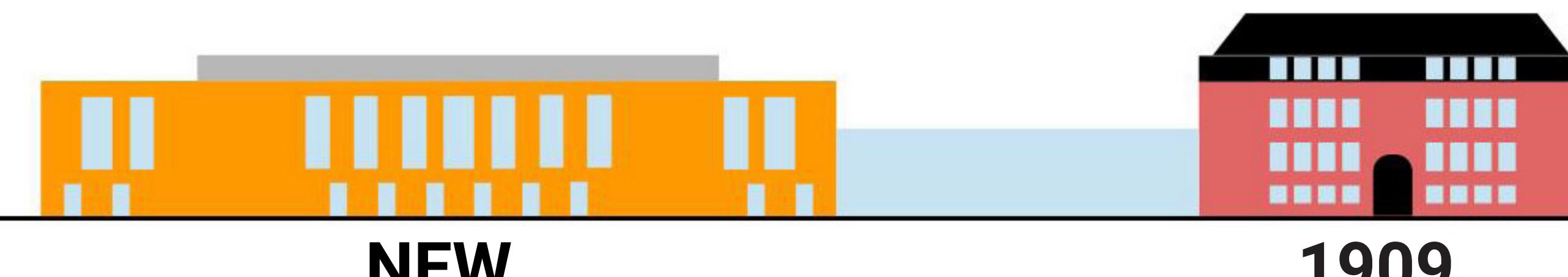
Roosevelt High School / Bassetti Architects

How do you feel the character of the new Jefferson should relate to the 1909 building?



THE NEW BUILDING HAS **SIMILAR** PROPORTIONS AND MATERIALS TO THE 1909 BUILDING

Put notes here of **YOUR** vision for the
'building look' of Jefferson.



THE NEW BUILDING HAS **DIFFERENT** PROPORTIONS AND MATERIALS THAN THE 1909 BUILDING

ARRIVAL EXPERIENCE BUILDING ENTRIES AND EXTERIOR SPACE

WHAT KIND OF MAIN ENTRY DOES JEFFERSON NEED?

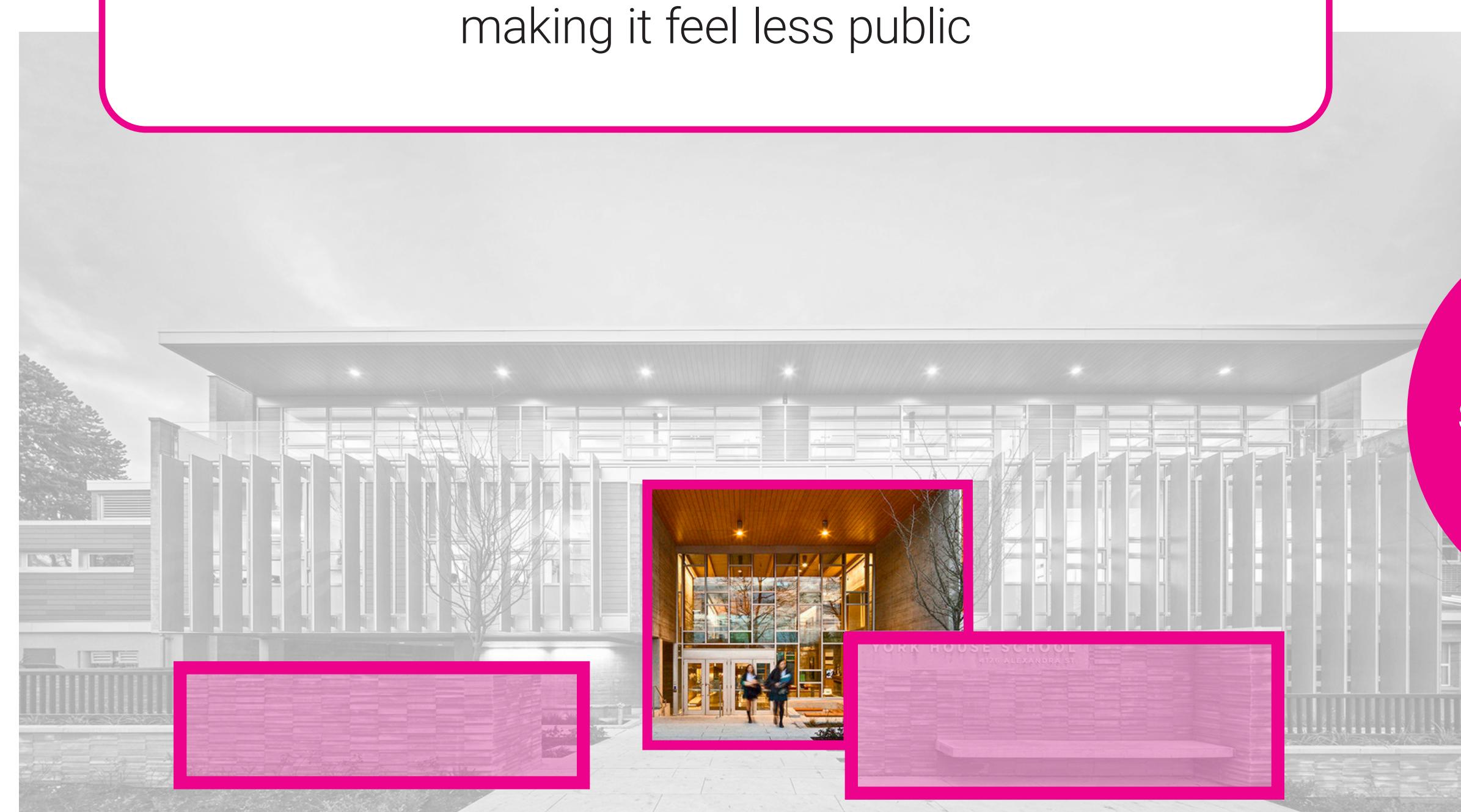
Which images do you like? Which one feels like your future school?

- How much access should the community have to the plaza?
- How would the community want to use this?
- How would students, faculty and staff want to use this space?



Back of the Yards High School / STL Architects

Low walls or plantings that create a barrier between the sidewalk and the plaza, plaza is set back from the street making it feel less public



York House School / Acton Ostry Architects

OPEN ENTRY,
BUT PLAZA IS
SETBACK AWAY
FROM THE
STREET



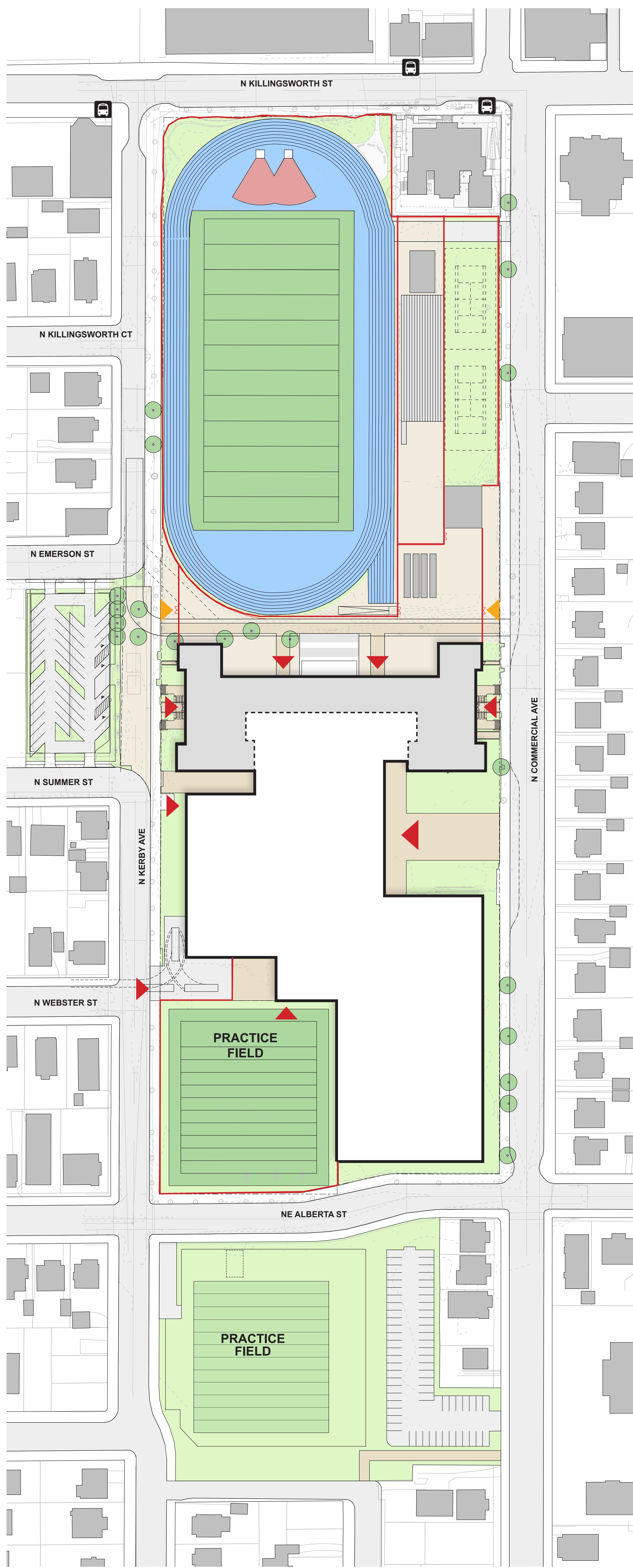
Harvard Yard Gates / Harvard University

MORE SECURE,
MORE PRIVATE,
YOU MUST BE
INVITED IN.



Regents High School / Walters & Cohen

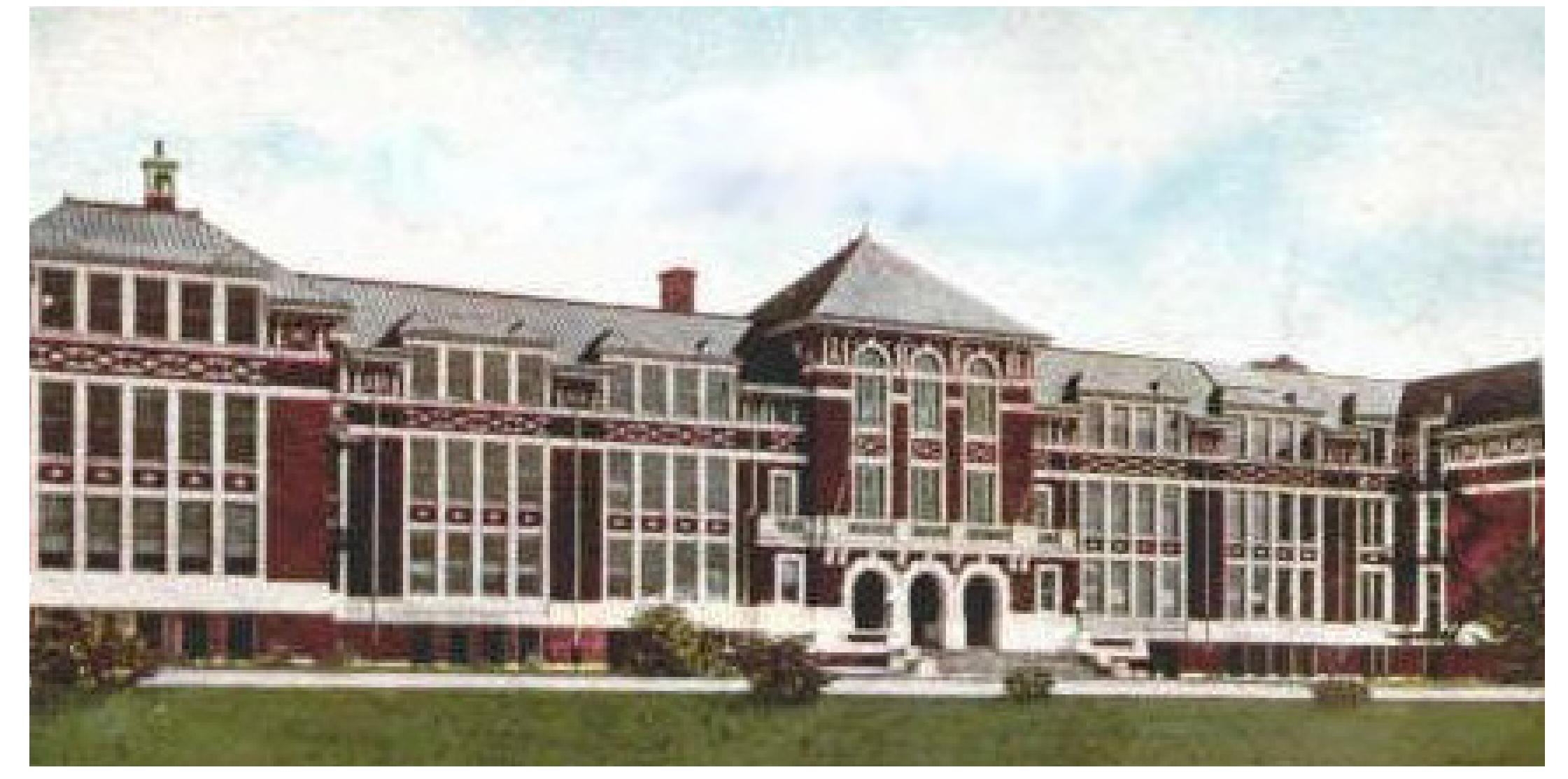
SITE PLAN



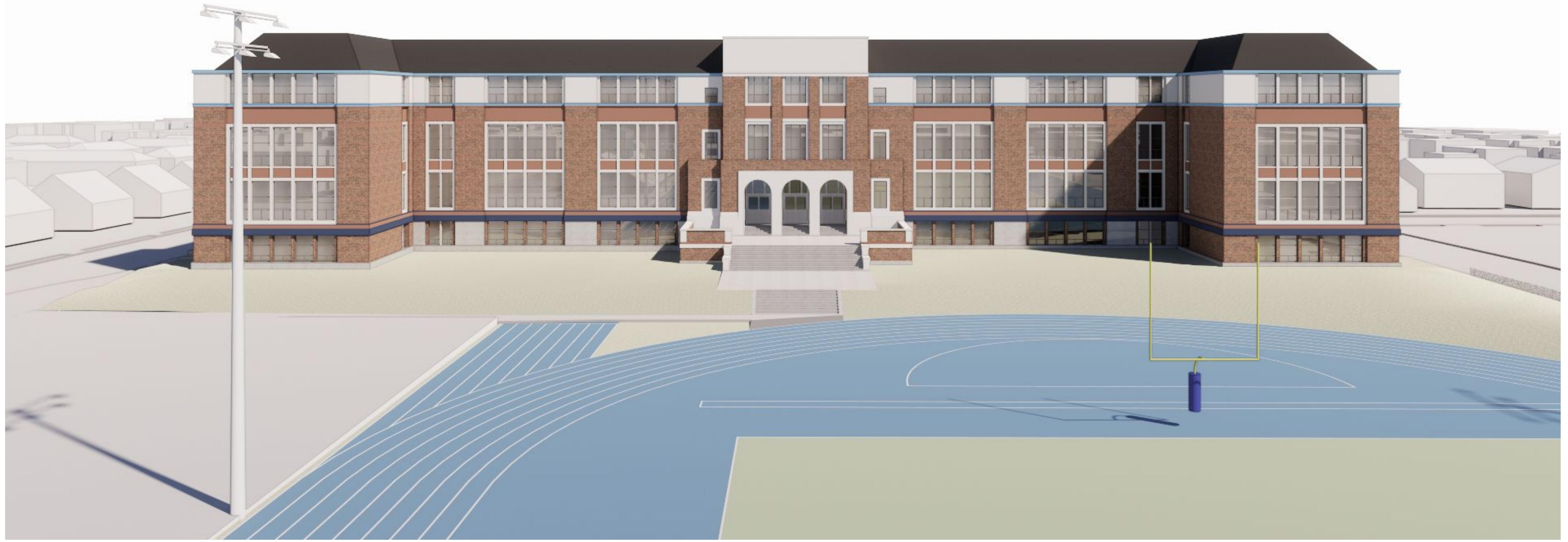
1909 NORTH ENTRY



NORTH ENTRY TODAY



HISTORIC POSTCARD OF 1909 BUILDING



EXISTING NORTH ELEVATION

HOW DO WE RETHINK THE NORTH ENTRY?



FUTURE NORTH ENTRY

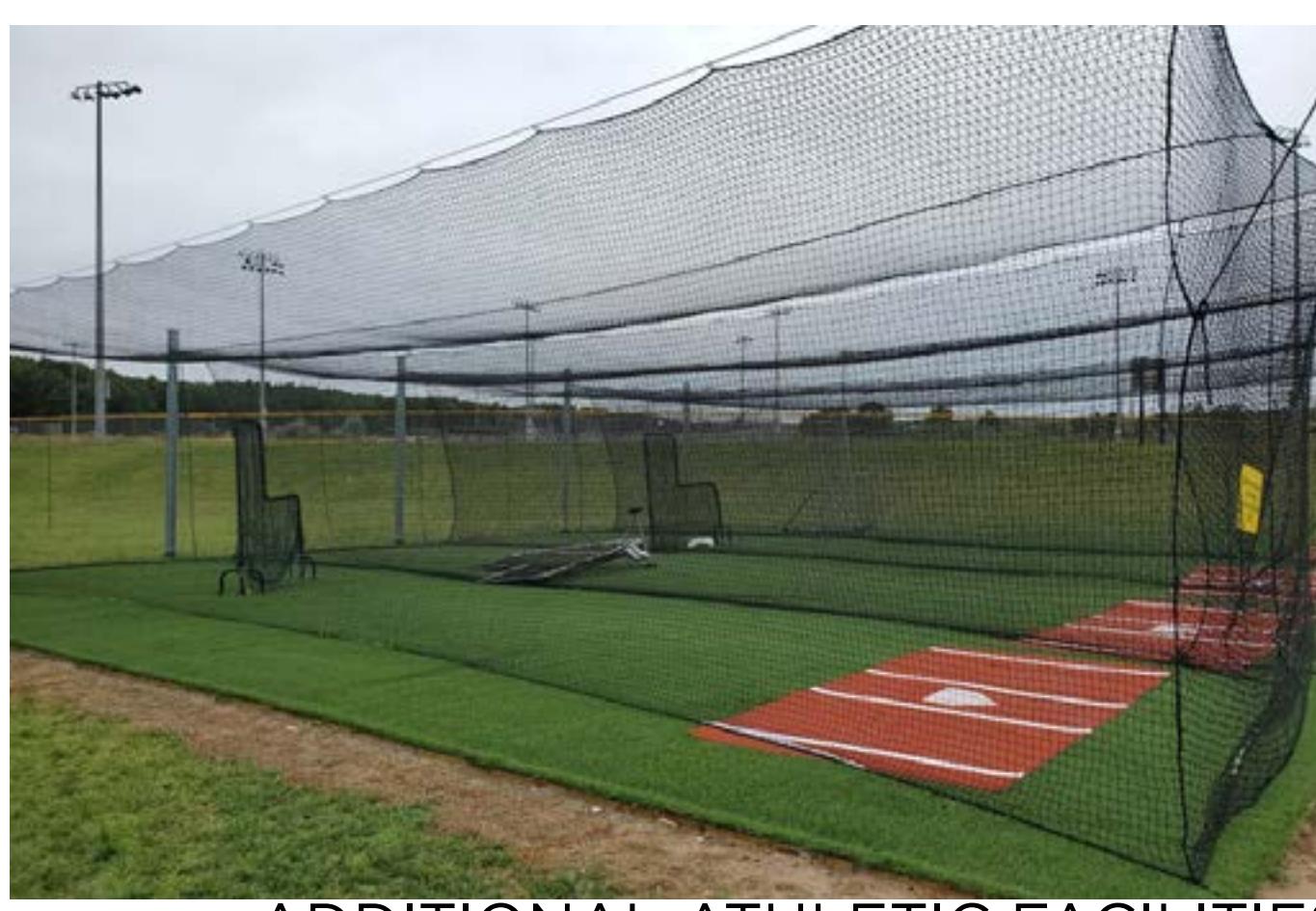


FUTURE NORTH ENTRY

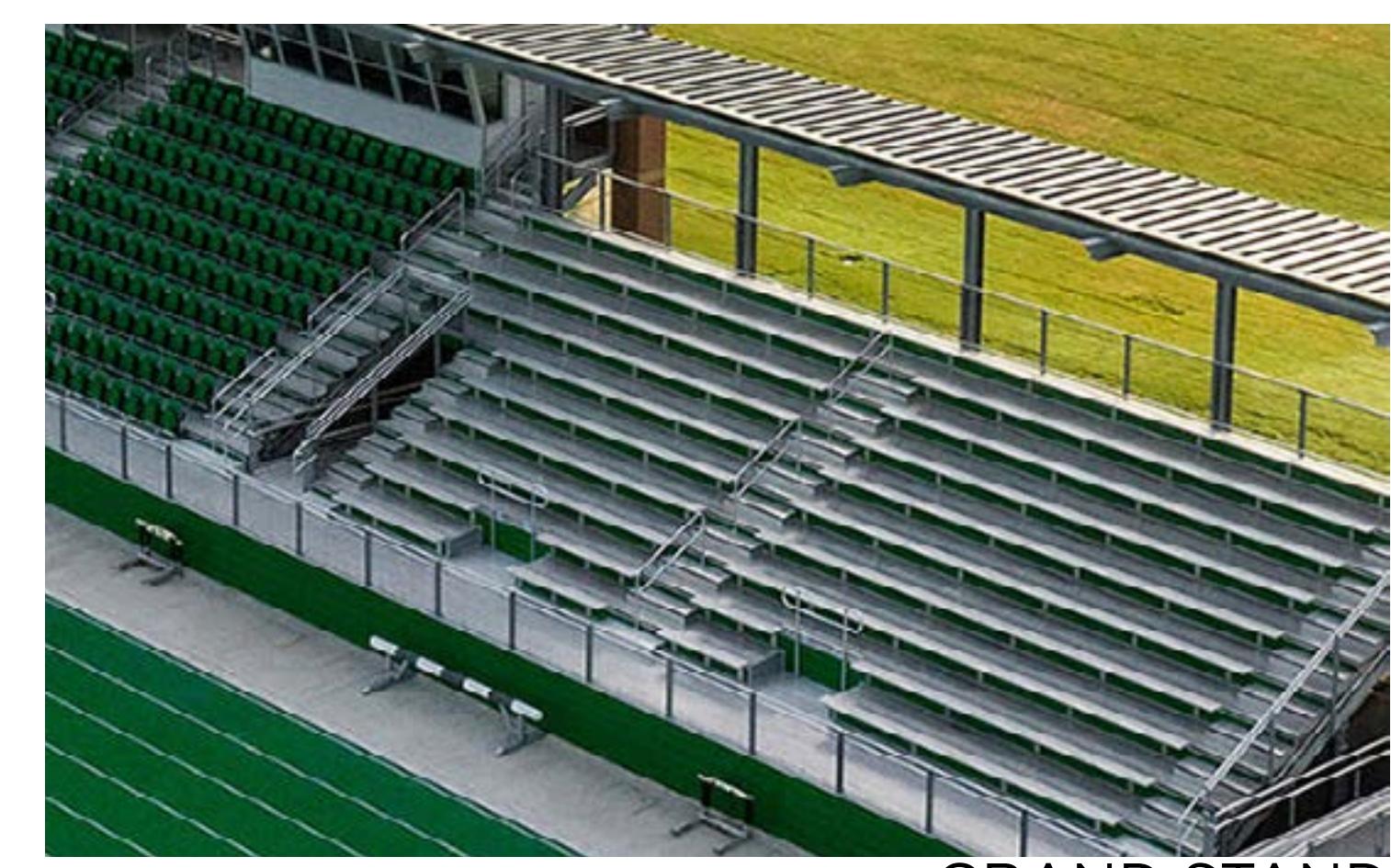
SPORTS



MULTI-SPORT PRACTICE FIELD



ADDITIONAL ATHLETIC FACILITIES



GRAND STAND



IMPROVED FIELD SPORTS



MULTI-SPORT PRACTICE FIELD



IMPROVED TRACK SURFACE



MULTI-PURPOSE PRACTICE FIELDS



MULTI-SPORT COURTS

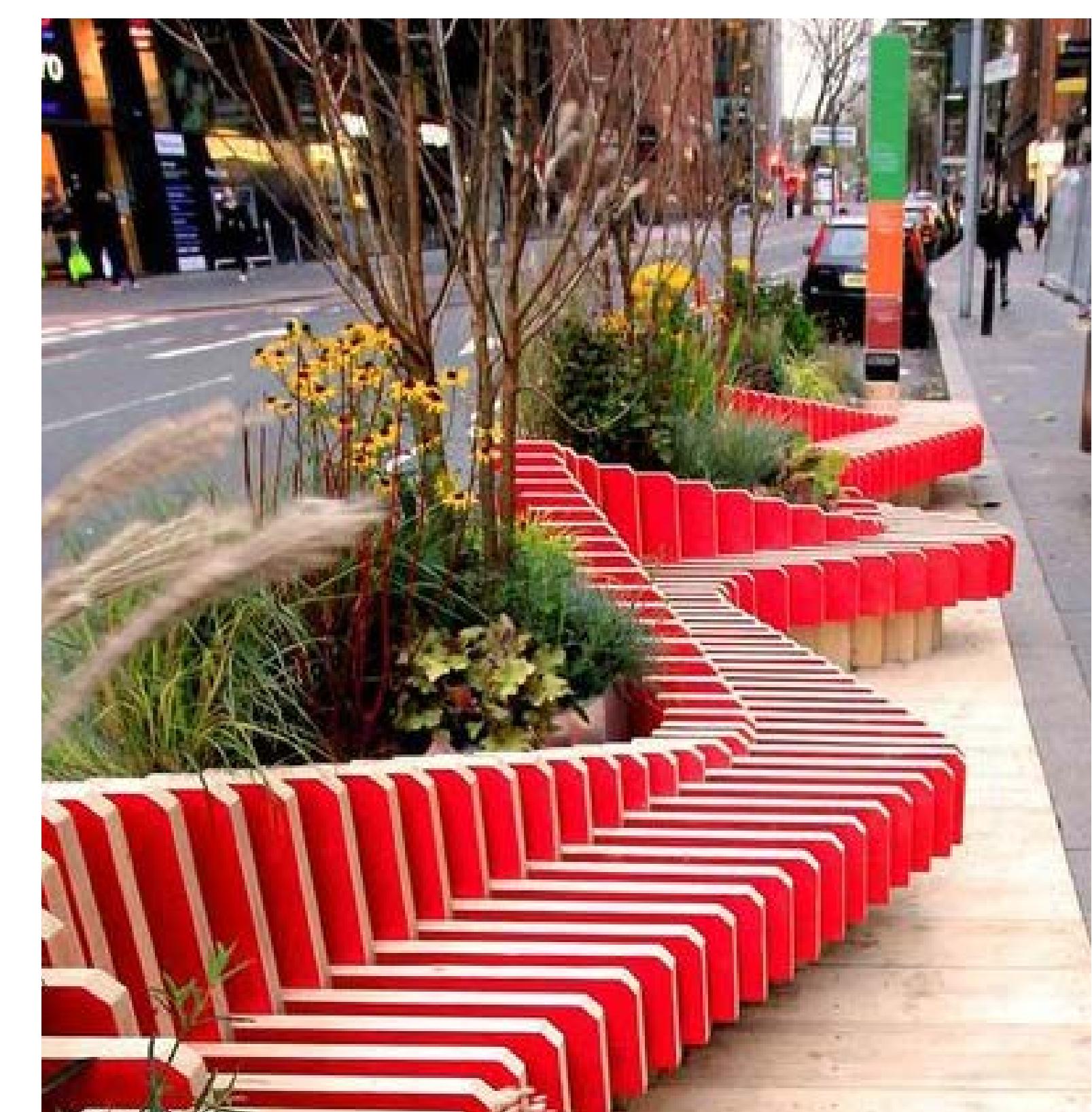


IMPROVED FIELD SPORTS

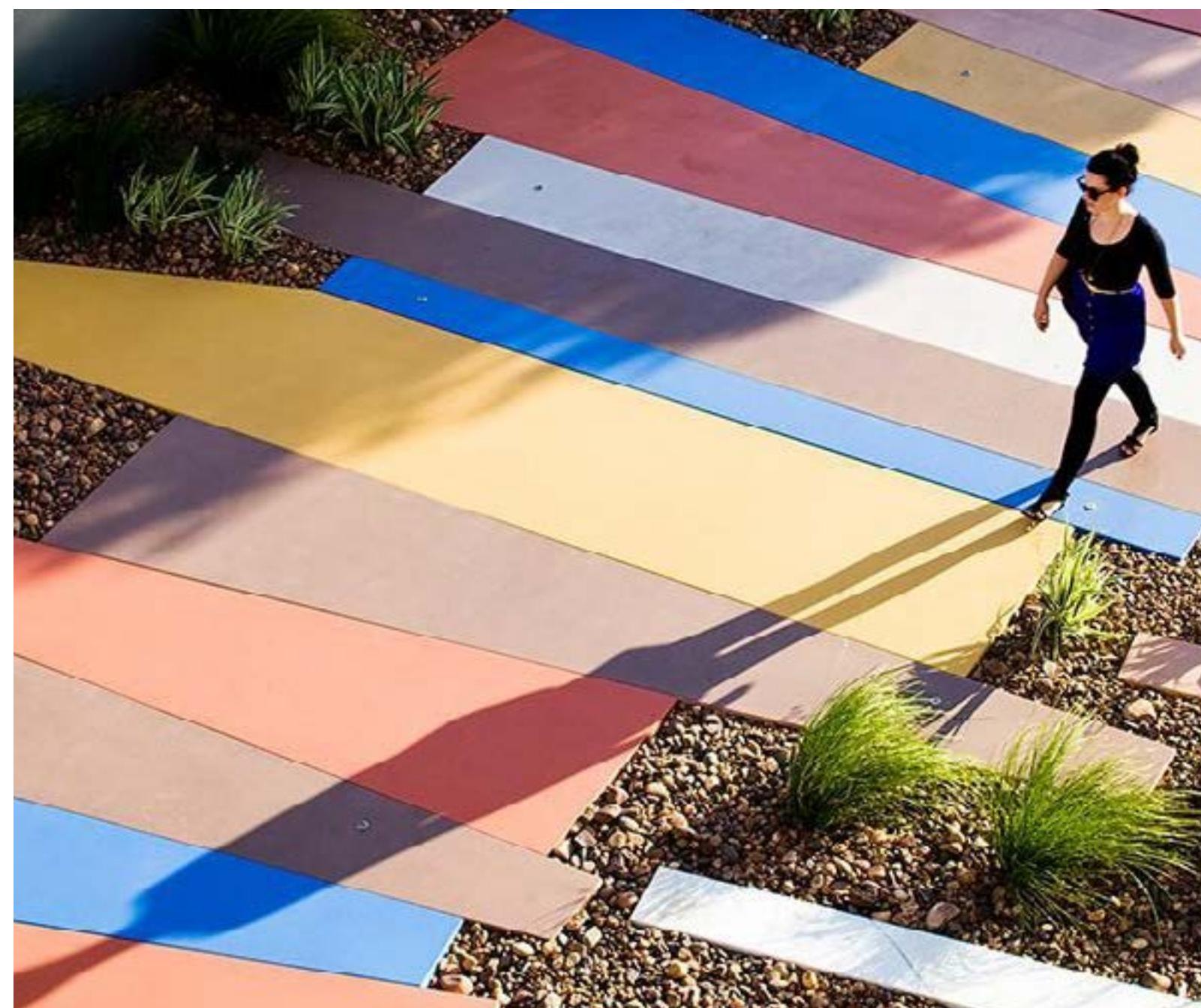
DEMOCRAT SPIRIT



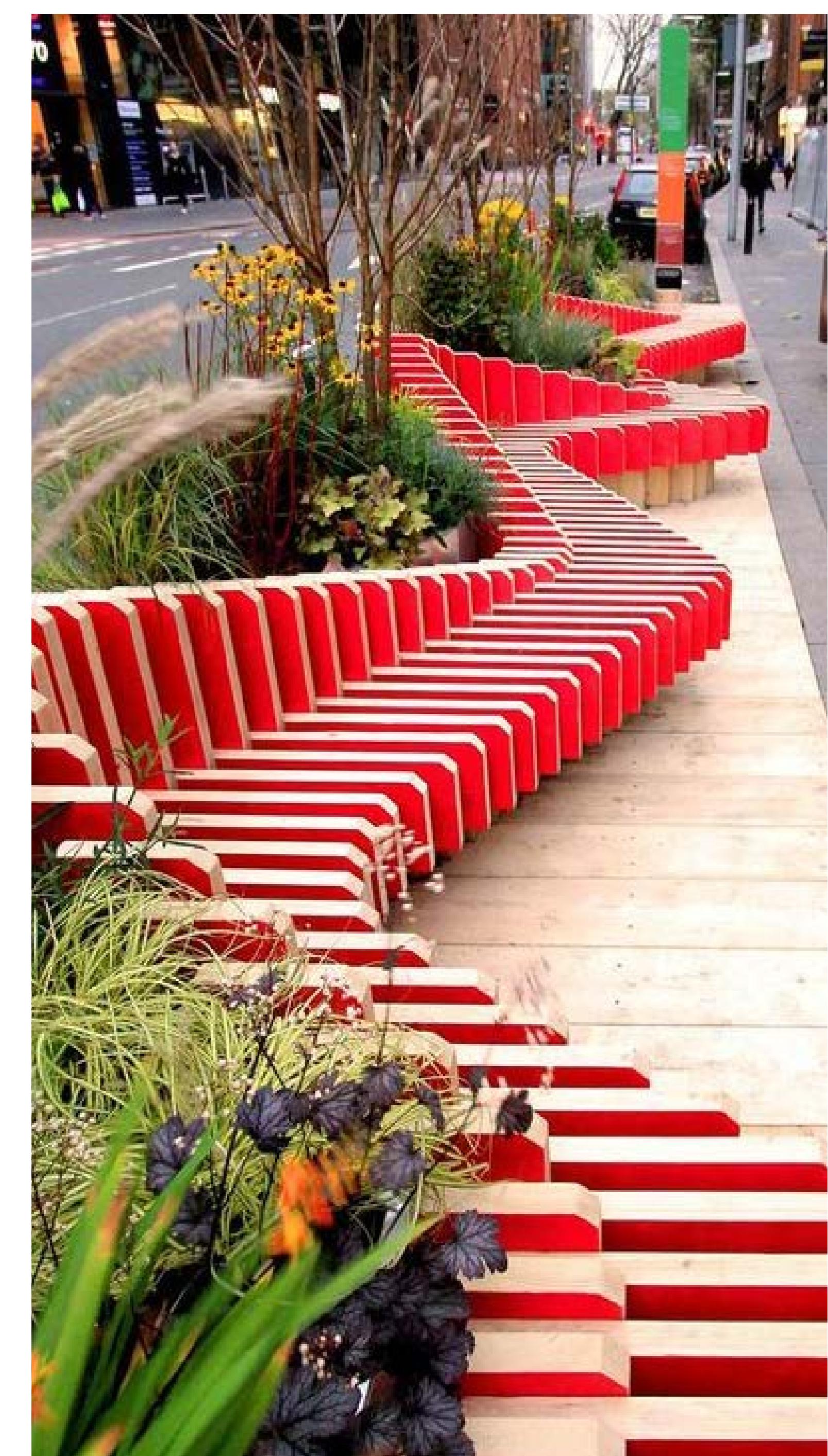
MURAL & IDENTITY



MASCOT LOCATIONS



DÉMOCRAT COLORS



ENTRY IDENTITY

STUDENT SPACE



COLORFUL FURNITURE



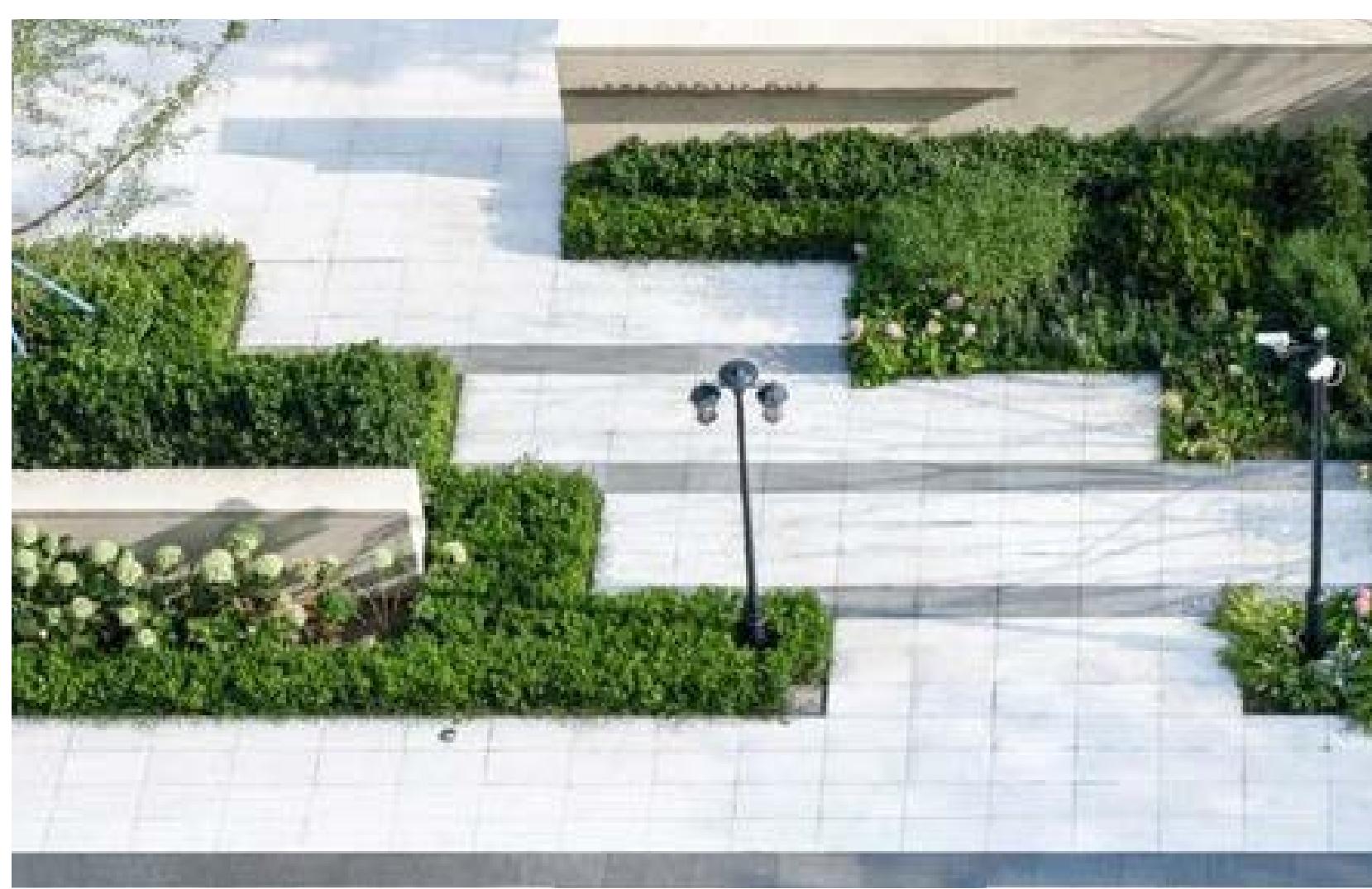
OUTDOOR SPACE



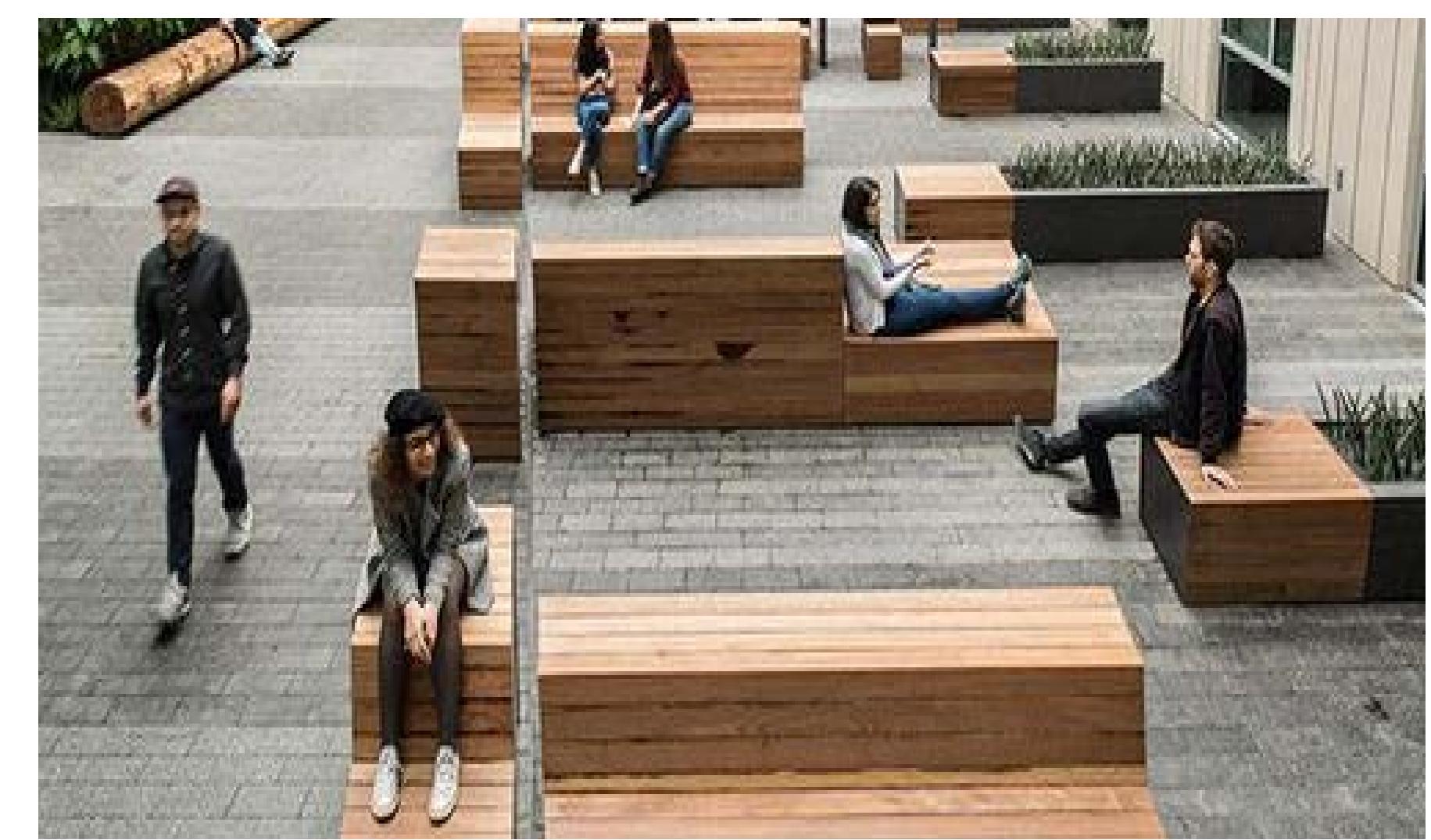
SEATING OPTIONS



PLAY WITH PAVING



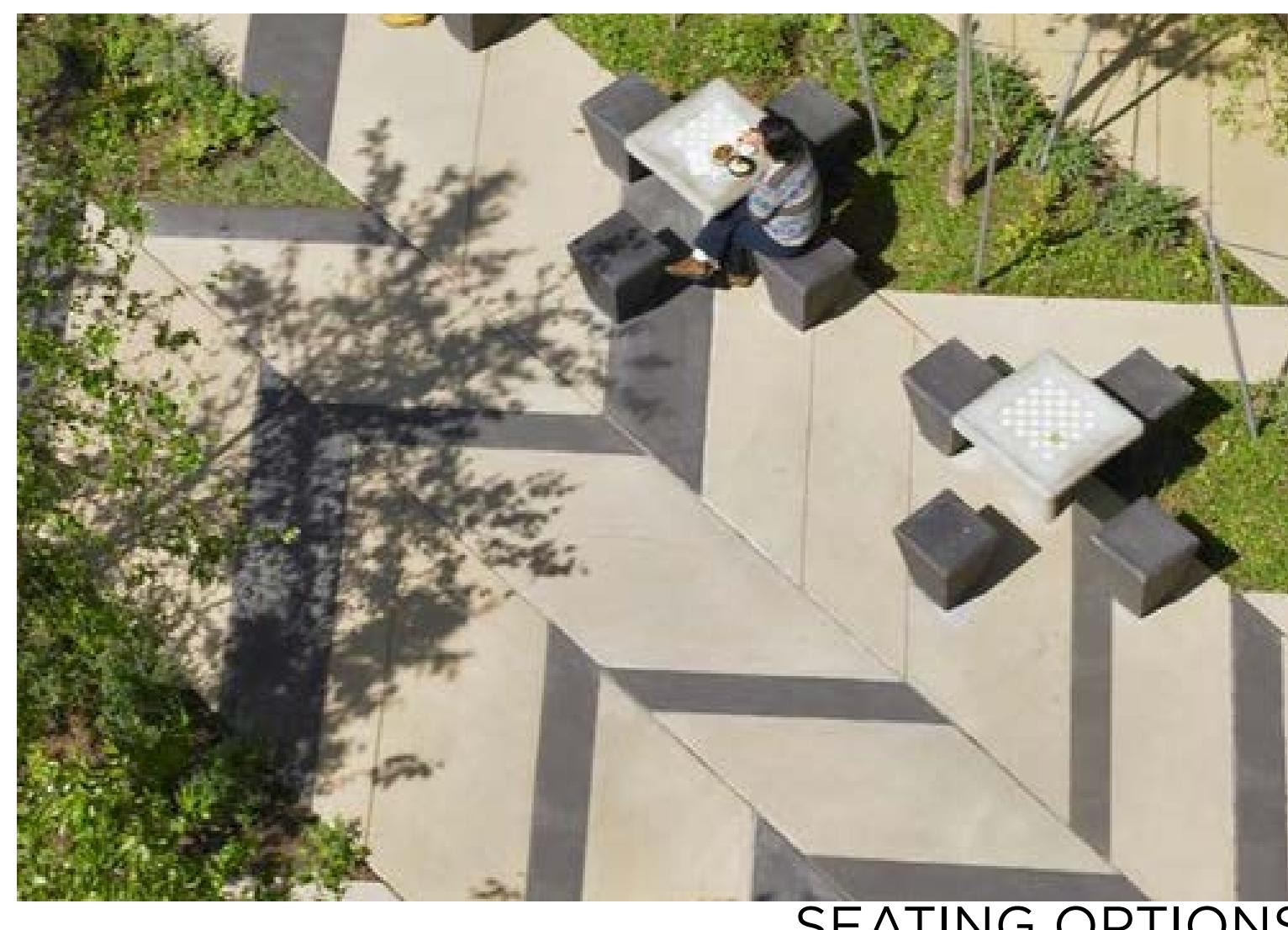
ENTRY PLAZA



GATHERING OPTIONS



COURTYARD SPACE



SEATING OPTIONS



PLAY WITH PAVING

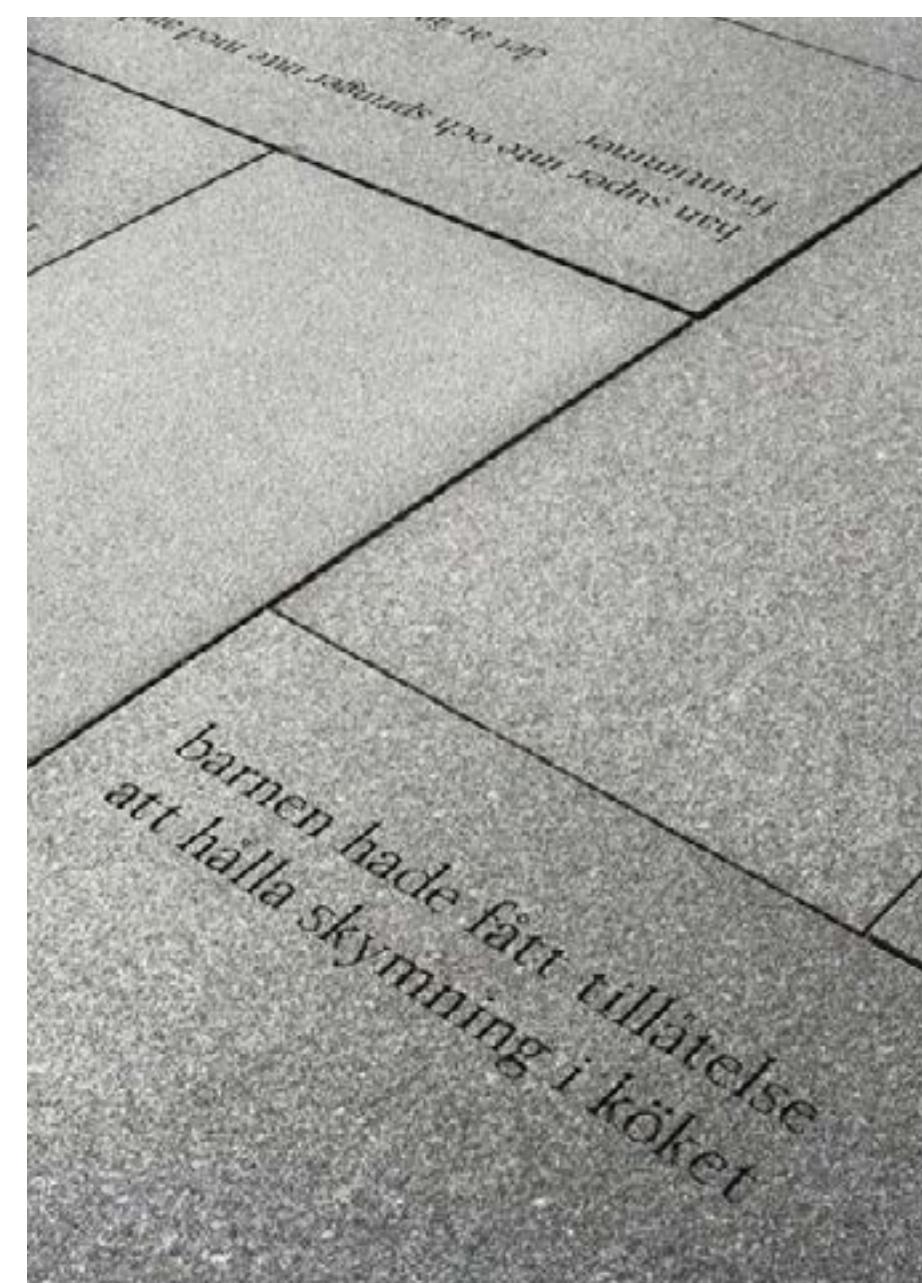
MEMORY AND COMMUNITY



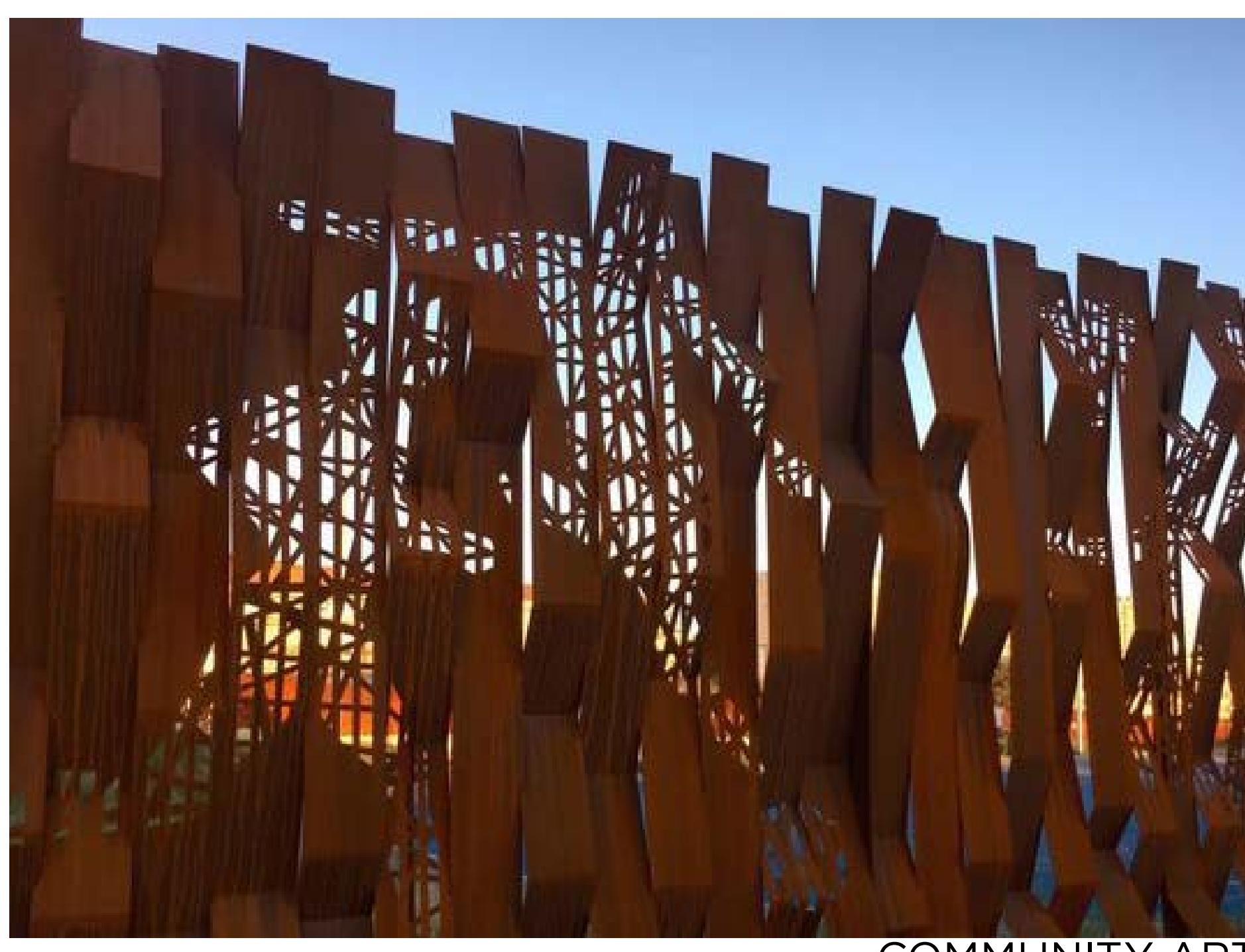
COMMUNITY SPACES



MEMORY AND TIMELINES IN THE LANDSCAPE



MEMORY AND TIMELINES IN THE LANDSCAPE



COMMUNITY ART



MARKERS