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|------------|--------------|
| Date | By |
| 11/21/2019 | Becca Cavell |

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|----------------|--|----------------|
| Subject | Project Name | Project Number |
| CMPC Meeting 4 | Jefferson High School Conceptual Master Plan | 19015 |

Present

| | | |
|----------------------------|----------------------------|---------------------------|
| Amy Hargrave, CMPC | Neil Barrett, CMPC | Margaret Calvert, JHS |
| Brisa Somilleda Ruiz, CMPC | Nicole Dalton, CMPC | Stephen Effros, PPS OSM |
| Eliana Machuca, CMPC | Niki Johnson, CMPC | Sue Brent, PPS OSM |
| Gabreille Mercedes Bolivar | Paul Anthony, CMPC | Chris Linn, Bora |
| Jayla Pride, CMPC | Precious Dangerfield, CMPC | Stephen Weeks, Bora |
| Jon Worona, CMPC | Steve Gonzales, CMPC | Christopher Almeida, Bora |
| Kymberly Jeka, CMPC | Rakeem Washington, CMPC | Becca Cavell, Bora |
| Laurie Simpson, CMPC | Richard E Hunter Sr, CMPC | |
| Maggie Mashia, CMPC | Steve Gonzales, CMPC | Kate Piper / HNA |
| Mary Li, CMPC | Tamra Hickok, CMPC | |
| Mauricio Somelleda, CMPC | Taylor Hess, CMPC | |

| | |
|--------------|---------------------------------|
| Distribution | |
| File | Stephen Effros for distribution |

Minutes

1. WELCOME

- A. Steve Effros welcomed the committee, and offered several updates:
 - 1. This Conceptual Master Planning effort is the first step toward the future Bond;
 - 2. The Board will want to discuss the pros, cons and scope of the bond.
 - 3. It's important to have a bridge between the CMPC effort and the Board review. Two sessions are planned:
 - a. A Community Meeting with Board Representative has been scheduled for December. PPS has created flyers for the event in three languages, and will distribute electronically also. This will be a good opportunity for stakeholders to make their case for Jefferson to be on the Bond.
 - b. An Open House is also being planned.
- B. Sue reported on recent tours of Grant and Roosevelt High Schools. Quite a few CMPC members attended the tours. Committee members shared their observations:
 - 1. Both schools are fabulous
 - 2. RHS music classrooms are too close to the Library
 - 3. GHS has amazing gym, theater, black box etc – but sadly no football field

4. GHS exterior looks original – even the replacement windows look original. Yet everything inside is modern.
 5. GHS Restrooms are gender neutral and open, so there’s no place for students to congregate.
 6. GHS stage in the theater has no ramp or lift – hard to move things in and out.
 7. GHS multifunctionality is great. Teachers aren’t assigned to classrooms, which helps equity for junior teachers, who might otherwise have to share a classroom or not have allocated space based on seniority.
 - a. Sue: teachers are assigned to no more than two classrooms; GHS also has large shared spaces for teachers with 10-15 teacher desks per space.
 - b. Committee member: it is not equitable to fail to provide a classroom to each teacher. It affects instruction and student success. Some students need to know how and where to find specific teachers.
 - c. JHS Senior Inquiry space is an example of a room that benefits from being able to accommodate and display ongoing work.
 8. GHS entryway is a bottleneck and chaotic, yet great because it’s a place where you can get to everywhere from – totally central with direct access to the Commons.
 9. GHS central stair at entry is a visual barrier
 10. Re-use of old materials, for example old bleacher seats, is great.
 11. GHS conversion of old gym to new art facility is very successful
 12. Technology preparedness is good: abundant power, including ceiling drops in some areas.
 13. GHS Maker Space is great and busy; glassy open design makes it visually interesting too.
 14. GHS Forums / Stadium Stairs: authentic hang-out space
 15. GHS library windows and window seats connect students to nature and provide quiet nooks.
 16. Athletics: on other tours and in discussion, athletic spaces aren’t given as much attention as academic spaces and some areas are non-functional, such as: no team rooms, not enough basketball courts, bleacher seats that don’t deploy properly, inadequate storage for equipment.
 17. FHS has various failures including sinks pulling away from walls and tiles lifting up.
 18. Touring RHS and GHS shows the inequity between the two schools. This is disappointing. Students see the difference. JHS is an opportunity to address this inequity.
2. WHAT WE HEARD
- A. Becca reviewed CMPC-3
1. Group Themes were reviewed, with the proposed additional theme “Outreach and Engagement are Essential”.
 2. The site and building organization models developed by four teams were reviewed. Becca noted a series of themes:
 - a. Universal Themes
 1. Student Commons placed centrally
 2. Co-locate Theater and Dance programs
 3. Retain the existing Track & Field (teams had little choice, given site constraints)
 4. Parking
 - b. Common Themes
 1. Use the parking lot for the new Theater or Gym
 2. Place the Gym to the north / south
 3. Allow community access to Theater and Gym
 4. View from Alberta Street
 5. Main entry at A-Floor
 6. Desire to retain original historic Gym building
 - c. Cool Ideas
 1. Tennis courts on top of the Gym
 2. Science garden / courtyard
 3. Separate performing arts complex
 3. Becca asked the group to discuss “Main Entry at A-Floor” and the very positive statements that have been made about the main entry stairs, which currently bring visitors up to B-floor. Becca

suggested that to have the main entry at A, the stairs may need to be removed. A committee member asked could JHS have both the entry at A and keep the stairs? Maybe come around the sides of the stair? Becca asked what it was about the stairs that folks liked – what experiences are they thinking about?

- a. Stairs are a gathering place
- b. It feels good to be at the stairs
- c. Class and team photos are often taken here
- d. Walking up the stairs is a good way to transition your thoughts before entering the school
- e. The stairs feel civic, grant, important.
- f. The stairs are not good for differently able people. Stairs cause “othering” for those who can’t navigate them.
- g. B Floor currently has the “special” spaces. If A Floor becomes the entry floor, the spaces would need to be reorganized.
- h. Current entries are haphazard. JHS should have a dramatic entry – restore the front door.
- i. Make sure you don’t come up stairs only to have to go back down.
- j. Statue is important

Becca suggested that creating a new entry at A Floor to the north could provide a universally accessible entry for everyone, and the site could be designed to provide gathering and seating areas – making a new place for class and team photos.

4. Becca asked the group to talk about the concept of having separate entries to the theater and the gym:
 - a. The current stand-along gym is much easier to manage
 - b. Is key-fobbing the answer? – only if doors can’t be propped open
 - c. If the weight room is in the same building that makes access more complex
 - d. GHS reports that it has to either provide security staff for public events, or it is unable to host the events. Security is a major concern.
 - e. The community enjoys the experience of coming into the school in order to participate in events – people get to see student work on display, etc.

3. RESEARCH UPDATE

- A. Stephen Weeks reported on zoning research which shows that required setbacks due to the proximity of the school to its residential neighbors will most likely preclude construction on the parking lot. Additional setbacks are required for taller buildings, and structures that are the maximum 75’ height have to be set back from the property line by 37.5 feet. The existing gym building isn’t in compliance and placing any large structure in this location in the future could be very challenging. Several existing buildings on the site are in violation of current zoning requirements.
- B. Question: is this why sometimes building shells are retained? Could we do this?
 1. This might be possible
- C. Question: is there any way to work with the city on lands use, conditional use, etc?
 1. Most likely we will be restricted, unless we can argue that our proposed approach is better than code in some way. The review process is rigorous.

4. DESIGN OPTIONS

- A. Christopher introduced a site diagram where the historic 1909 building is oriented toward Killingsworth Street, and honors Jefferson's cultural heritage, while new development to the south can reconnect Jefferson to its community and provide public access to its amenities.
- B. Christopher briefly described three design options – Approach A, B and C. All schemes share common features to the north such as a new grandstand with team rooms and concessions below, parking, and a community garden. The 1909 building in each scheme would accommodate most classrooms as well as administration and other functions. Specifics of each scheme include:
 - 1. Approach A – “Compact Footprint”
 - a. Main entry at A floor
 - b. Dance program adjacent to entry lobby
 - c. A courtyard at the second floor, above the dance program
 - d. Community entries to gym and theater to the south
 - e. Athletic fields /courts on Alberta
 - 2. Approach B – “Jefferson Campus”
 - a. Two separate buildings
 - b. Main entry at A floor with a generous stair up to B Floor / Media Center
 - c. Retain 1928 gym structure and convert to Student Center
 - d. Community entries to gym and theater at Alberta
 - e. Fields between two buildings
 - 3. Approach C – “Central Courtyard”
 - a. Main entry at A floor
 - b. Student Center at A floor at entry
 - c. Central open courtyard
 - d. Single shared community entry for gym and theater to the south at Alberta
- C. Discussion:
 - 1. Are there multiple entrances?
 - a. Yes – there will be many. These schemes focus on the main entry
 - 2. What about the gym/field relationship?
 - a. There will be team rooms and possibly showers below the grandstand but the gym is distant from the field in each scheme.
 - 3. Where are the baseball and softball fields?
 - a. Currently there doesn't seem to be a way to fit them both on the site; softball fits on the south lot but baseball is more challenging.
 - 4. There is an Ed Spec requirement for child care via the Teen Parent Center. Where does it go? It should be separate?
 - a. Agreed – not yet resolved.
 - 5. Are Visual Arts still located with the Performing Arts?
 - a. Yes, in some of the schemes

5. DISCUSSION

- A. The committee divided into three teams and spent several minutes reviewing each scheme in turn with a model and plan/section drawings to support the discussion. Written comments from team work:

| APPROACH A – COMPACT FOOTPRINT | | |
|---|---|---|
| TABLE 1 | TABLE 2 | TABLE 3 |
| <p>Pros:</p> <ul style="list-style-type: none"> a. All connected inside b. Secure <p>Cons:</p> <ul style="list-style-type: none"> c. Loss of baseball & softball (all) d. Separates cultural stuff from academic <p>- Swap dance and student center locations</p> | <ul style="list-style-type: none"> a. Open b. Fields are a general problem c. Flow is good – less travel distance d. Keeps kids closer together e. Spirit and pride f. Landscape/bushes can create spaces g. Flip entries to the north for the gym and theater h. Put the Student Center at the middle, closer to the entry – currently too far from the entry | <p>Pros:</p> <ul style="list-style-type: none"> a. Quicker to move around the loop b. Classrooms are closer to each other c. More efficient <p>Cons:</p> <ul style="list-style-type: none"> a. Less daylight than C b. Openness of south court (security issues) |
| APPROACH B – “JEFFERSON CAMPUS” | | |
| TABLE 1 | TABLE 2 | TABLE 3 |
| <p>Cons:</p> <ul style="list-style-type: none"> a. Gym too far from track & field b. Too spread out <p>- connect with bridge? - keep old gym – make 1 building.</p> | <ul style="list-style-type: none"> a. Distance – hard to get to class on time b. No FTE to run separate building or maintain it c. Should be welcoming with lights at the sidewalks d. Seating / gathering e. Doesn’t feel like a high school f. Community interaction with students is lost | <p>Pros:</p> <ul style="list-style-type: none"> a. Keeping the old gym <p>Cons:</p> <ul style="list-style-type: none"> b. Disconnected theater/gym c. Security d. Isolation of athletes and arts students e. Not cohesive f. Coming into A floor and moving up |
| APPROACH C – “CENTRAL COURTYARD” | | |
| TABLE 1 | TABLE 2 | TABLE 3 |
| <p>Pros:</p> <ul style="list-style-type: none"> a. Student Center good at center b. Alberta frontage <p>Cons:</p> <ul style="list-style-type: none"> c. Only one place to d. Dance is disconnected from theater e. Shaded courtyard at third story f. Courtyard is a trap g. Confining & prison-like <p>- Consider connecting courtyard to street - more places to hang out; not just the courtyard.</p> | <ul style="list-style-type: none"> a. Large open space too wasteful b. Student Center location is good c. Site is difficult to fit d. Good light and wayfinding with the courtyard e. Strengthens the sense of community f. Kids will find spaces g. Helpful to see into open space h. Walls feel prism-like i. What is context of the neighborhood j. Respects the existing building | <p>Pros:</p> <ul style="list-style-type: none"> a. courtyard feels complete b. student center at entry c. daylight d. Alberta Street view e. Security of courtyard f. Feels like a comprehensive HS g. Meaningful <p>Cons:</p> <ul style="list-style-type: none"> h. Distance from parking to gym/theater i. Courtyard could suffer from lack of maintenance |

B. Report-back and Discussion:

1. Zoning discoveries are disappointing.
2. Being asked to think without constraints in the previous meeting, and then to have no say in how buildings are reconfigured after zoning is considered within the constraints makes us feel what was the point – we did the work but didn’t get a chance to be the bridge. No prior configuration put the gym and theater together and now the committee is being told it has to be that way.
3. Loss of athletic fields is a serious issue for everyone
4. Approach A:
 - a. Open space is accessible when school is closed

BORA

- b. Would be better with Commons / Student Center at entry floor – A floor.
 - c. Liked being able to access entire program in one building
 - d. Entry to theater and gym at the wrong end of the building – get them closer to the main building
 - e. Flow is good
 - f. Land-efficient
 - g. Less light
 - h. Feels a little open to the south; might require fencing
5. Approach B:
- a. Weather – students will get wet between classes
 - b. Students get distracted moving between buildings
 - c. Had the best potential for Alberta Street frontage.
6. Approach C.
- a. Some liked the organization and sense of enclosure, but others felt it was prison-like and worried about safety
 - b. Feels cohesive and intentional
 - c. Student Center / courtyard / media center progression seems very student-centered and welcoming
 - d. Lots of light in the learning spaces
 - e. Where will trash be collected from? Will there be a door there?
 - 1. A loading area has been placed to the west
 - 2. Yes a door will be here. Many doors will be needed.
 - f. Open space is too big – make it smaller. Put more light on the outside of the building. Right now it is all walls. Open up to the street. Students won't use such a large space.
 - g. Middle space isn't varied enough
 - h. Being looked down on while you're eating your lunch...not enough variety of space.
 - i. Feels too formal.
 - j. Concerned about lighting in courtyard – would it be in shade a lot of the time, other than summertime when school is out.
 - k. Welcoming like the Louvre or the Vatican – open and welcoming.
 - l. It's about how it's designed – how the landscape is designed. A variety of different places – choice.
 - m. It's a safe place. Now, the entire perimeter is fenced in and it would be nice to open up the site but to still have a safe place.
 - n. Open space could be used as an amphitheater.
7. Table 1 created a scheme D – turning the free-standing building 90 degrees and moving it north to meet the gym. Like to keep the old gym.
8. Childcare center has very specific needs; can't be internal access. Needs to be considered – where would it go?
9. Don't forget there is an existing courtyard to the north of the existing building. It can stay and be renovated.
10. Agreement that there is more work to do.

BORA

6. PUBLIC COMMENT PERIOD

A. None

7. NEXT STEPS

- A. With some dissatisfaction from committee members about pre-baked schemes being presented, some would like another run at it. We don't have to find one solution – this is a complex project. Multiple options can move forward although it would be great to have a preferred scheme.
- B. Margaret recommends that people consider how large this project is – that they walk the exterior to get a sense of scale.
- C. A fifth meeting is planned for December 5.

NEXT PLANNED MEETING

12/5/2019 JHS Resource Center

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

END OF MEETING MINUTES

Next Planned Meeting

12/5/2019 JHS Resource Center

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

END OF MEETING MINUTES

BORA |



JEFFERSON HIGH SCHOOL

Conceptual Master Plan Committee

Concept Refinement

CMPC Meeting #4
November 21, 2019

CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE

- | | | |
|---|---------------------|----------------------|
| 1 | Vision & Goals | Monday, October 14 |
| 2 | Program & Analysis | Tuesday, October 24 |
| 3 | Concept Development | Thursday, November 7 |
| 4 | Concept Refinement | Today |

AGENDA

| | |
|-----------------------|------------|
| Welcome | PPS |
| What We Heard | Bora |
| Research Update | Bora |
| Design Options | Bora |
| Discussion | CMPC |
| Next Steps | PPS / Bora |
| Public Comment Period | All |

GROUP THEMES

Offering access to the community and being a hub for its community

Honoring Jefferson's history as Portland's black high school and celebrating its future diversity

Creating a flexible and adaptable design

Providing welcoming, safe, resilient and accessible facilities

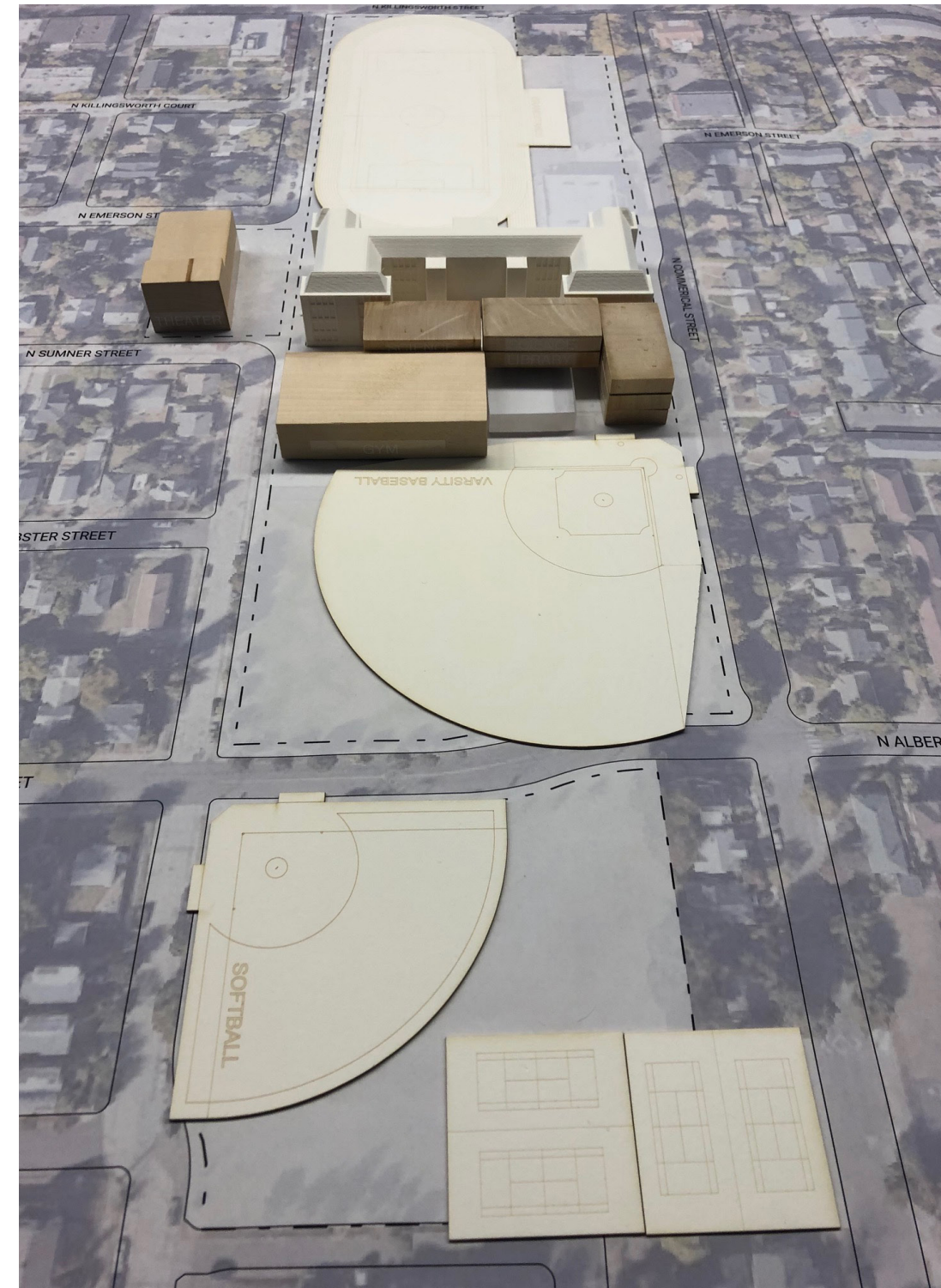
Offering a rich variety of educational opportunities and maintaining strong partner programs

Outreach and engagement are essential

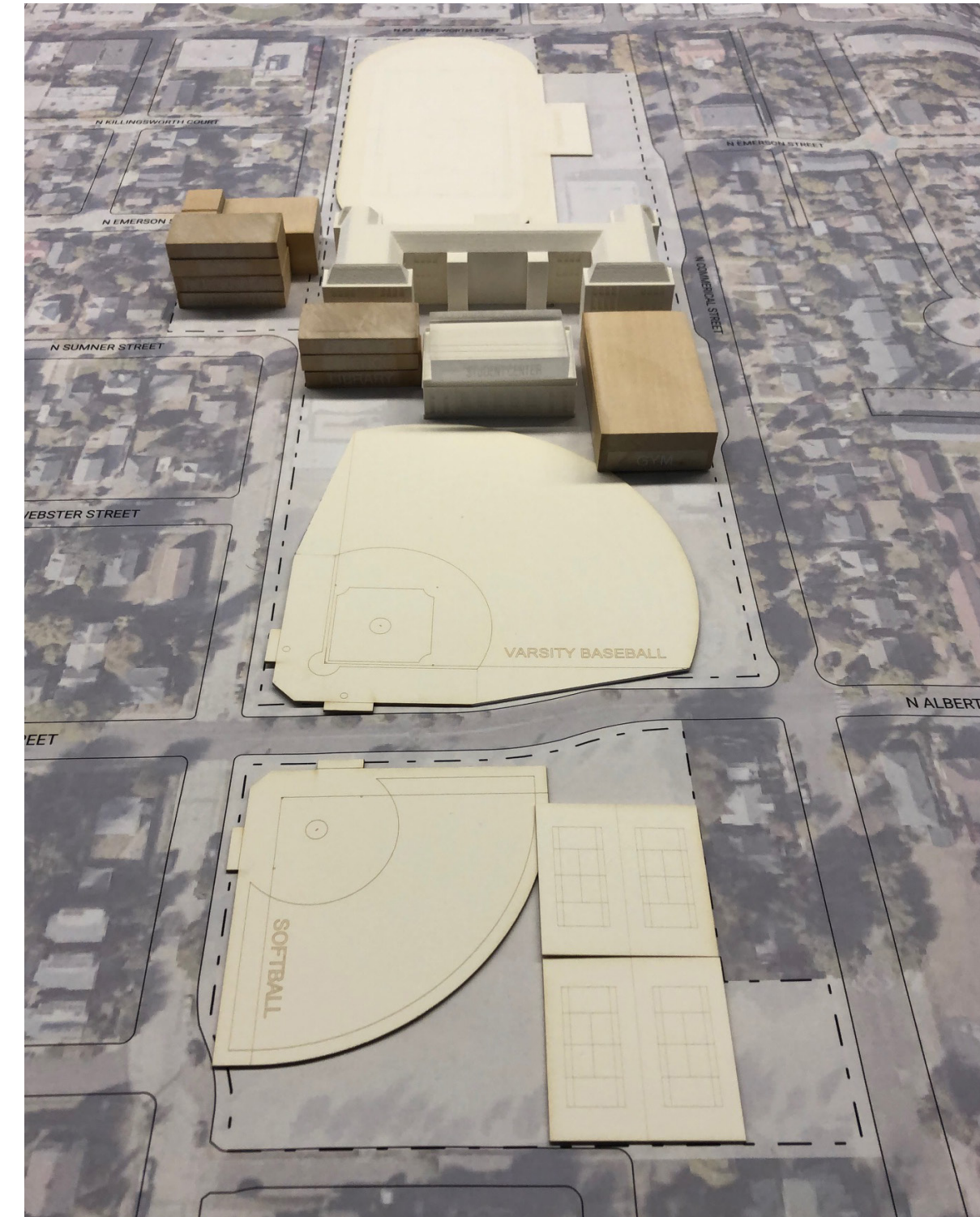
WHAT WE HEARD - CMPC IDEAS



TEAM 1



TEAM 2



TEAM 3



TEAM 4

WHAT WE HEARD - UNIVERSAL THEMES

Student Commons placed centrally

Co-locate Theater and Dance programs

Retain the existing Track & Field

Parking

WHAT WE HEARD - COMMON THEMES

Use the parking lot for the new Theater or Gym

Place the Gym to the north / south

Allow community access to Theater and Gym

View from Alberta Street

Main entry at A-Floor

Desire to retain original historic Gym building

WHAT WE HEARD - COOL IDEAS

Tennis courts on top of the Gym

Science garden / courtyard

Separate performing arts complex

SITE PLAN CURRENT



ZONING REQUIREMENTS

Zoning

| | |
|--------------|--|
| Base Zoning | IR – Institutional Residential; Overlay - m (only along Killingsworth) |
| Height limit | 75'/100' within 1000' of Public Transit |
| FAR | 2:1 |
| Parking | None required - parcels are within 1000' of 20 minute transit system |

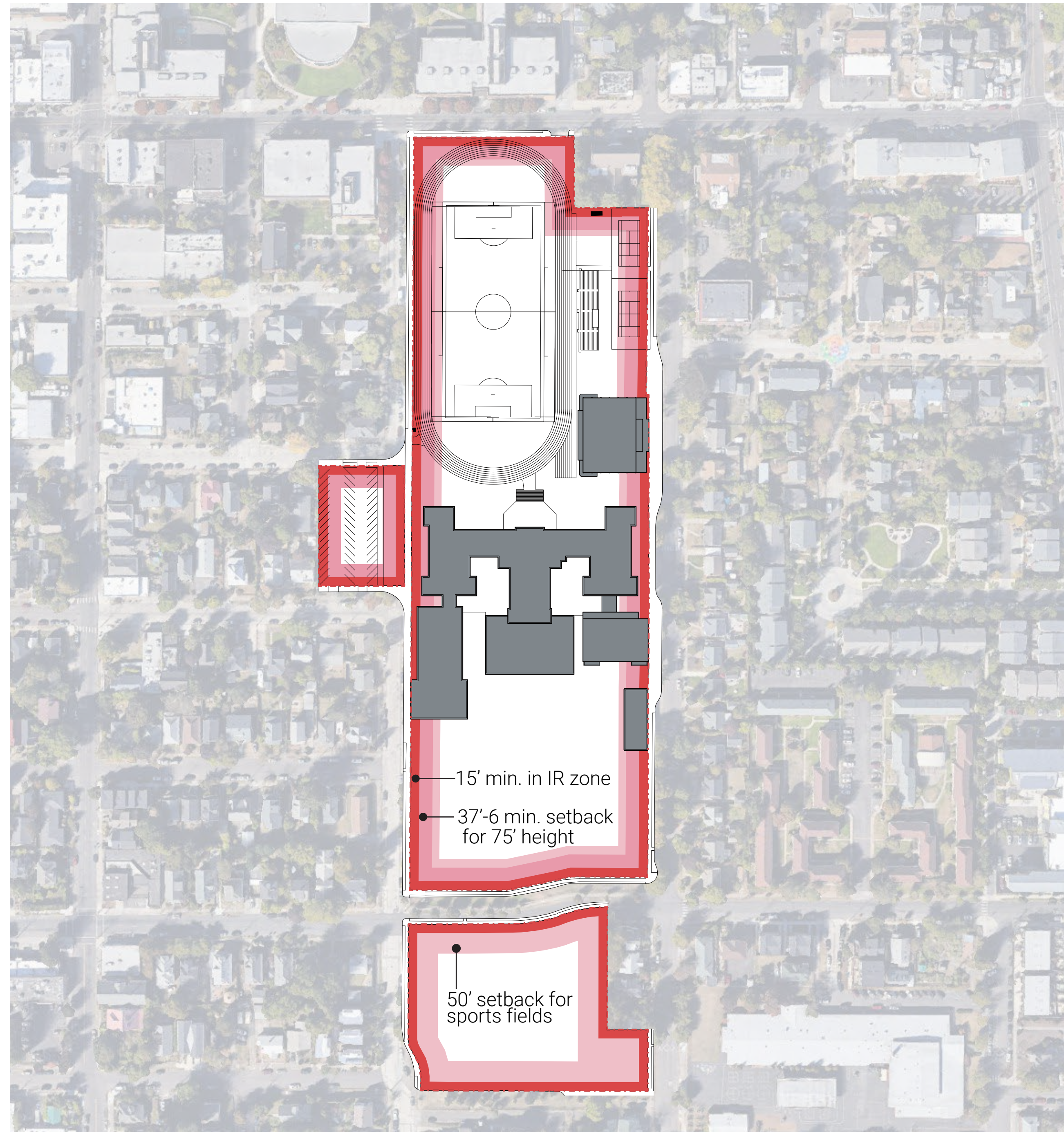
Setbacks

| | |
|------------------------|---|
| Min. Building Setbacks | 1 ft back for every 2 ft of bldg hght but no less than 15' |
| Recreational Fields | 50' without a conditional use |

Coverage

| | |
|------------------------|-------------------------------------|
| Max. Building Coverage | 50% of site area |
| Min. Landscaped Area | 25% of site area to the L1 standard |

SITE PLAN SETBACKS



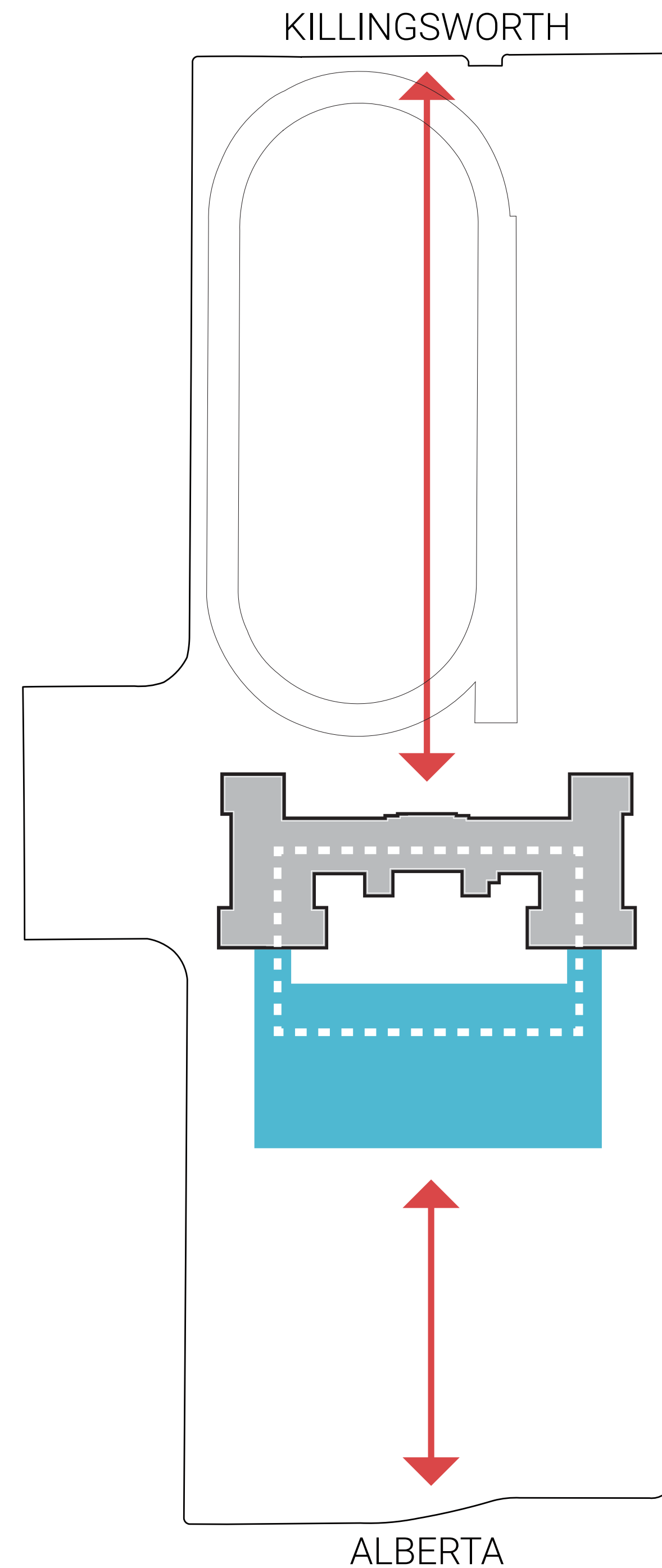
CONCEPT JEFFERSON HIGH SCHOOL

Killingsworth Street

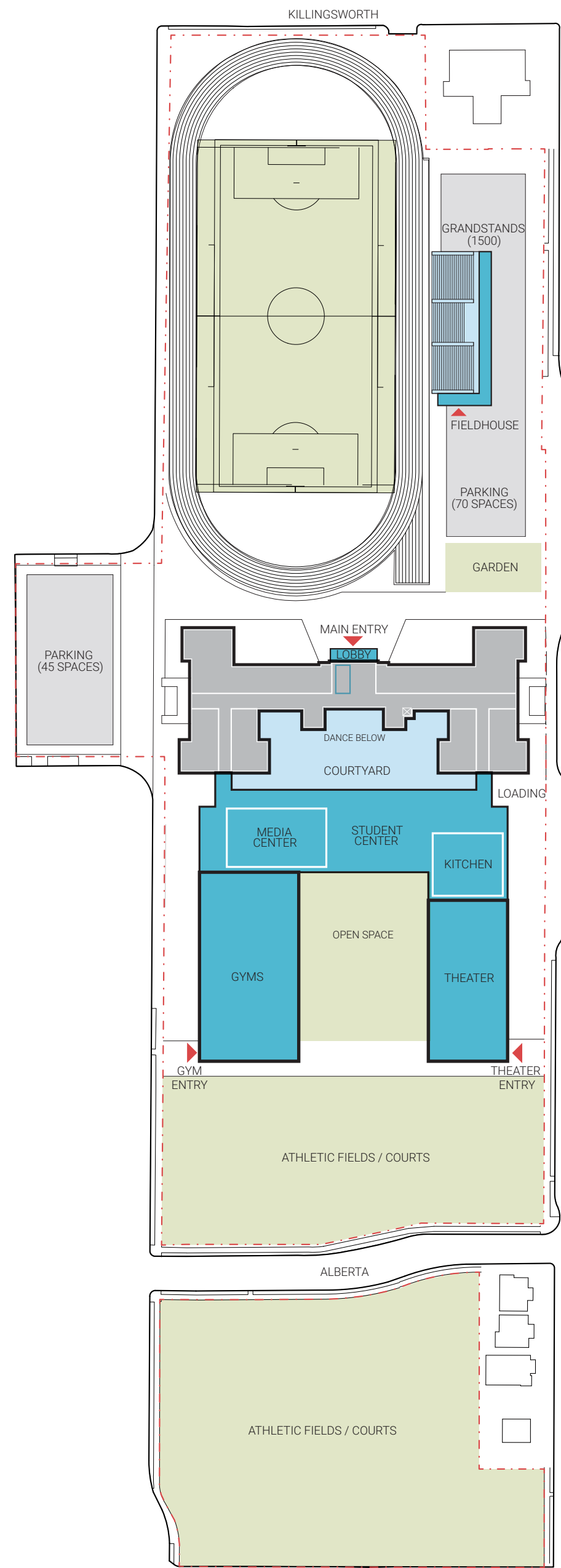
Honor Jefferson's cultural heritage as Portland's black high school through the existing 1909 building

Alberta Street

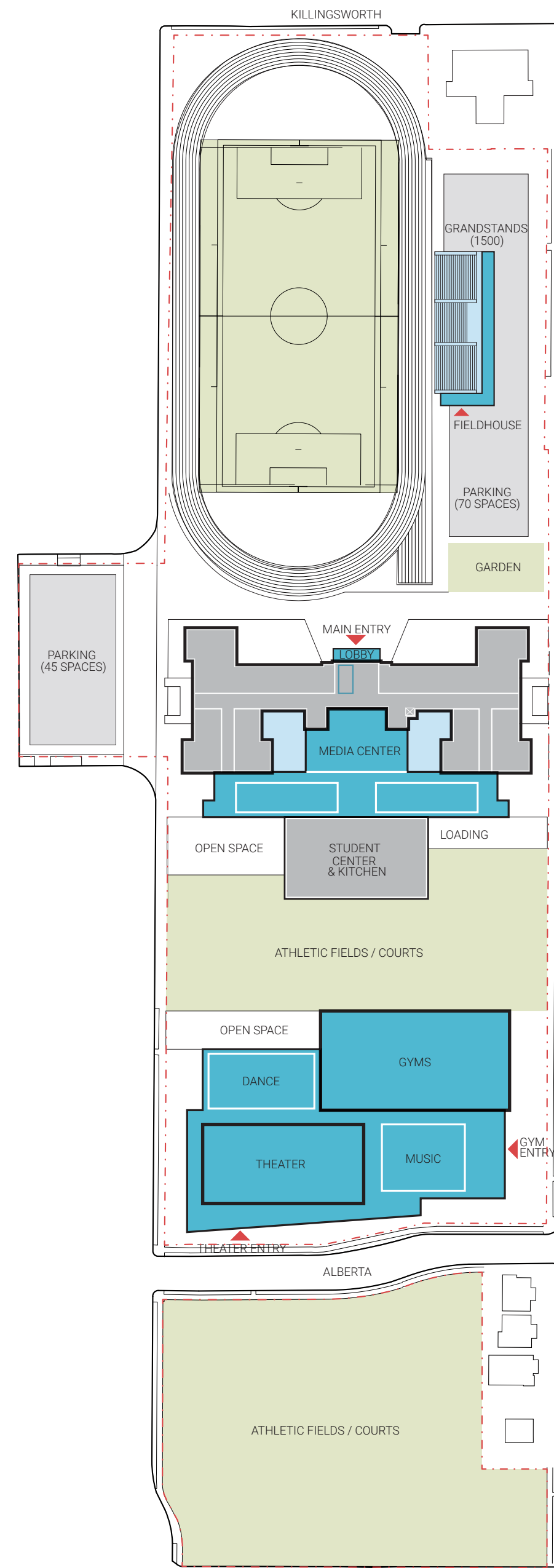
Reconnect Jefferson to its community and provide public access to its amenities



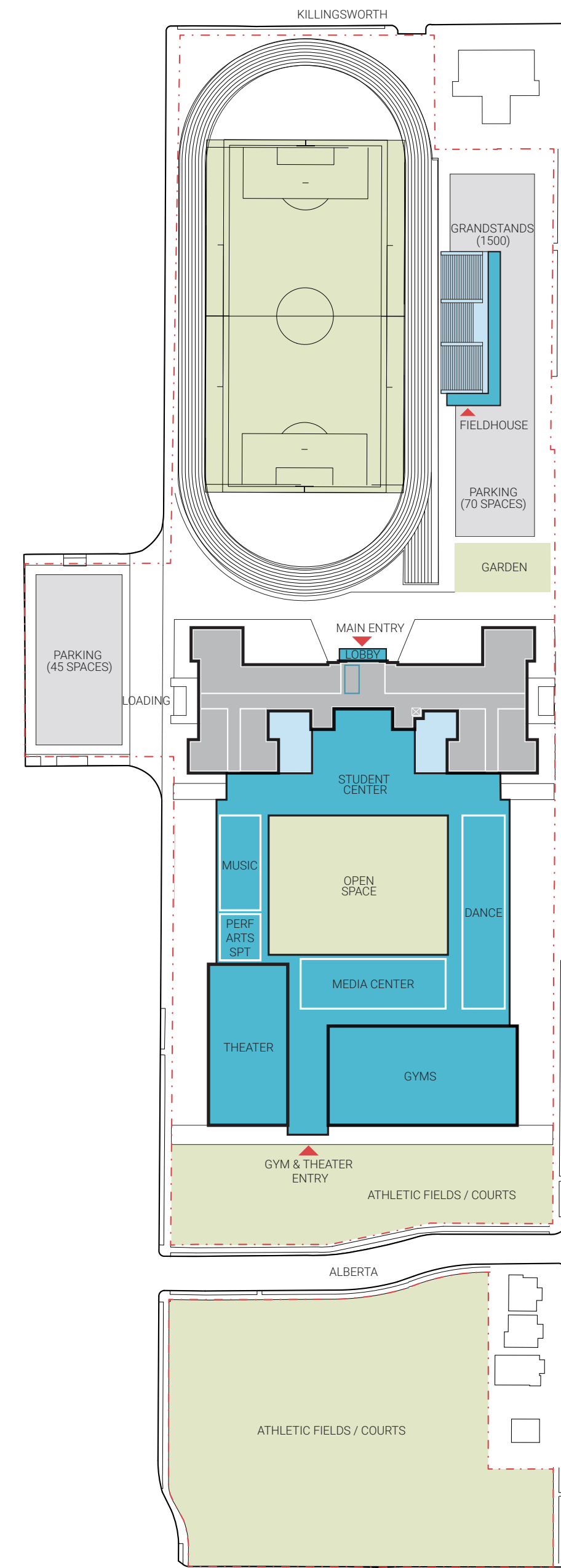
APPROACHES



APPROACH A



APPROACH B



APPROACH C



APPROACH A COMPACT FOOTPRINT

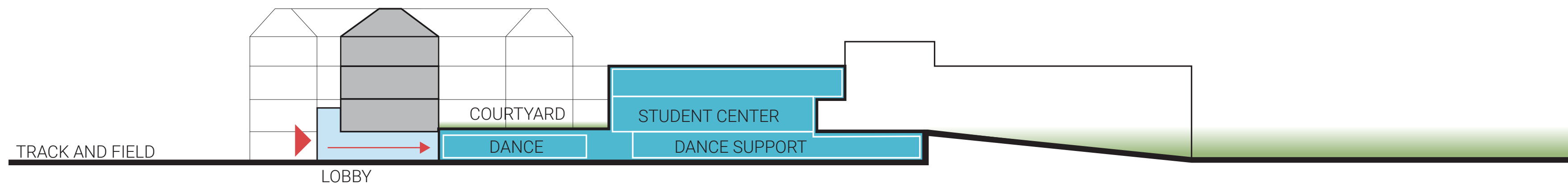
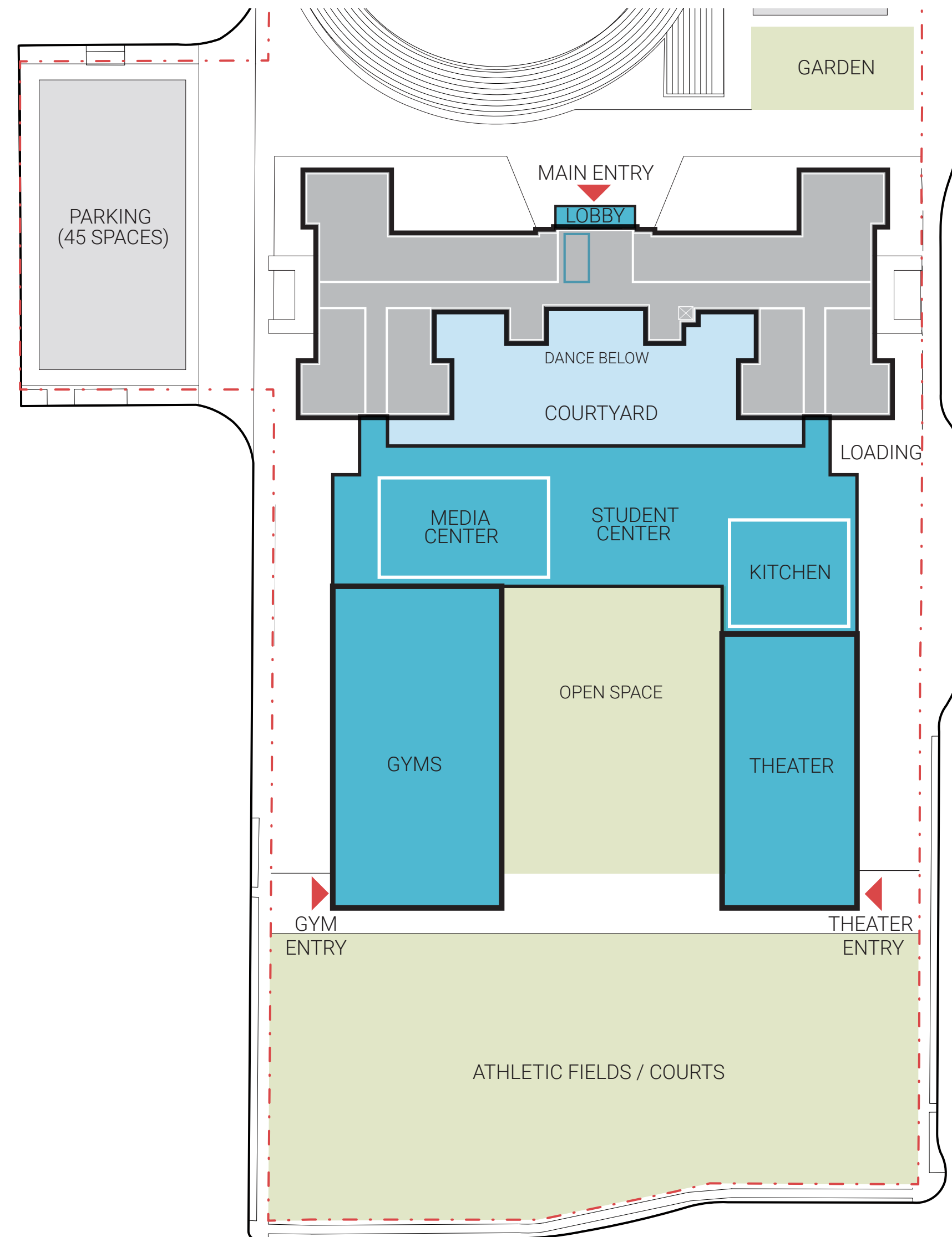
MAIN ENTRY AT 'A' FLOOR

DANCE PROGRAM NEXT TO LOBBY AND MAIN ENTRY

LIGHT FILLED COURTYARD

COMMUNITY ENTRIES FOR GYM AND THEATER ON SOUTH SIDE

ATHLETIC FIELDS/COURTS ON ALBERTA



APPROACH B JEFFERSON CAMPUS

MAIN ENTRY AT 'A' FLOOR

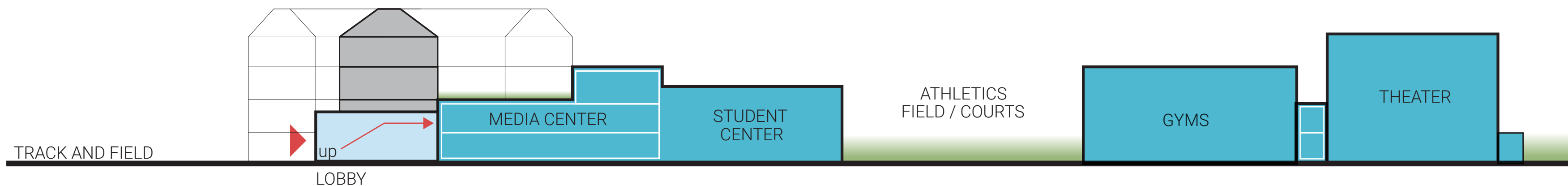
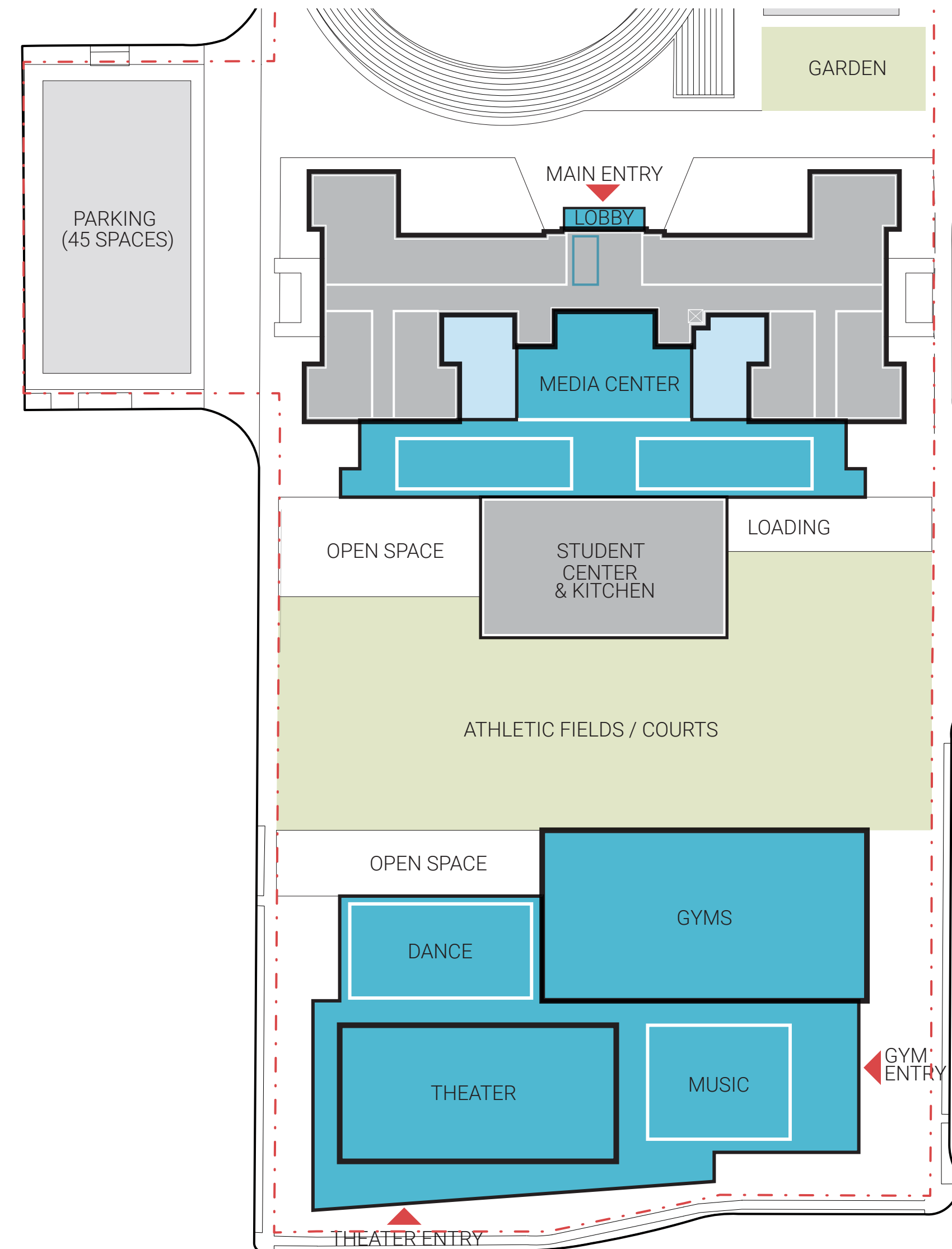
RETAIN 1928 GYM BUILDING AND RE-PURPOSE AS STUDENT CENTER

GENEROUS STAIR TO 'B' FLOOR AND MEDIA CENTER

LIGHT FILLED COURTYARD AND LIGHT WELLS

COMMUNITY ENTRIES FOR GYM AND THEATER OFF ALBERTA

ATHLETIC FIELDS/COURTS BETWEEN EXISTING AND NEW ADDITION



APPROACH C CENTRAL COURTYARD

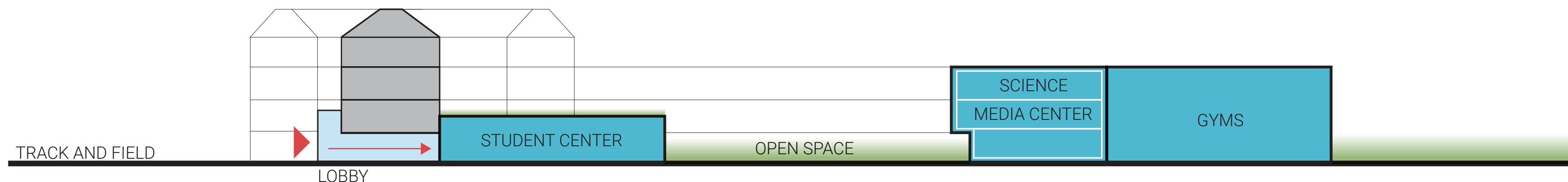
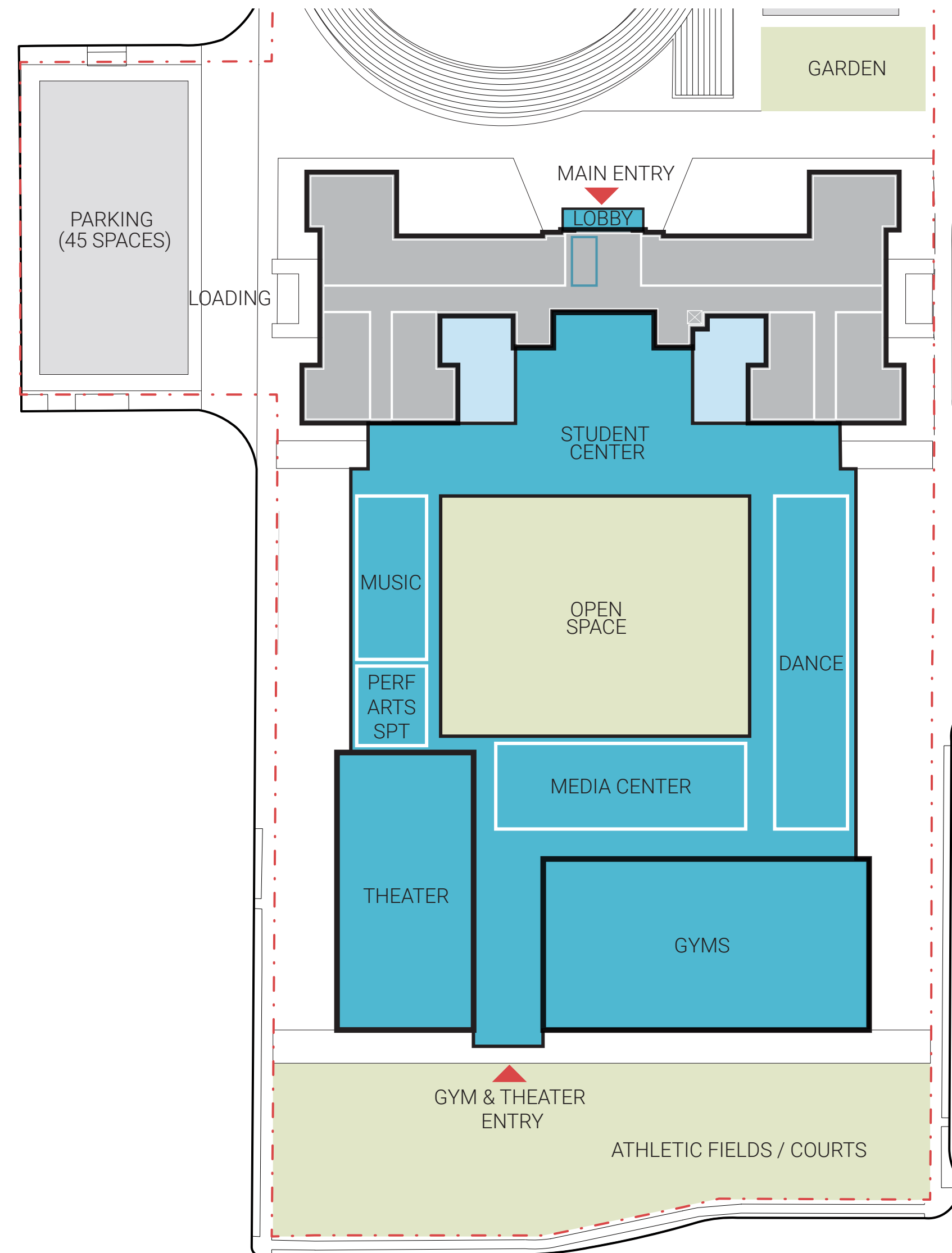
MAIN ENTRY AT 'A' FLOOR

STUDENT CENTER AT 'A' FLOOR DIRECTLY ACROSS FROM MAIN ENTRY

A CENTRAL OPEN COURTYARD

SINGLE COMMUNITY ENTRY FOR GYM AND THEATER OFF ALBERTA

ATHLETIC FIELDS/COURTS ON ALBERTA



Discuss each approach and consider pros and cons

NEXT STEPS

PUBLIC COMMENTS?

THANK YOU