
Date
10/14/2019

By
Becca Cavell

Subject CMPC Meeting 1	Project Name Jefferson High School Conceptual Master Plan	Project Number 19015
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Present

Amy Hargrave, CMPC	Mary Li, CMPC	Brandon York, CMPC
Brisa Somilleda Ruiz, CMPC	Nathaniel Shue, CMPC	Mauricio Somelleda, CMPC
Dan Cohnstaedt, CMPC	Neil Barrett, CMPC	Margaret Calvert, JHS
Eliana Machuca, CMPC	Nicole Dalton, CMPC	Joe Lafontaine, PPS
Gabrielle Mercedes Bolivar, CMPC	Niki Johnson, CMPC	Stephen Effros, PPS OSM
Jennifer Hall, CMPC	Paul Anthony, CMPC	Sue Brent, PPS OSM
Jon Worona, CMPC	Rakeem Washington, CMPC	Stephen Weeks, Bora
Keela Tillery, CMPC	Richard E Hunter Sr, CMPC	Christopher Almeida, Bora
Laurie Simpson, CMPC	Tamra Hickok, CMPC	Becca Cavell, Bora
Liz Foucher Branch, CMPC	Taylor Hess, CMPC	
Maggie Mashia, CMPC	Steve Gonzales, CMPC	

Distribution

Stephen Effros for distribution

Minutes

1. WELCOME / INTRODUCTIONS / BACKGROUND

A. Welcome:

1. Principal Calvert discussed the history of the school from its 1908 construction through decades of community involvement focused on its future. This is an exiting opportunity to reimagine JHS and she is exited to hear new voices. She reminded the group of the call from JHS's first Principal that "You are Jefferson and Jefferson is you".
2. This will be a period of dreaming and looking forward. Visions need to be translated into reality. Ms Calvert encouraged the group to look at the work on the walls in the Resource Center and to consider the room itself, which has transformed many times over the years as the school's needs have changed. JHS's current work with PSU on service and inquiry has required that it find spaces to accommodate 60+ students: unconventional spaces will be part of the solution for JHS.

3. Principal Calvert acknowledged the recent histories of being told to plan for change, being asked to dream and then the reality of unfulfilled promises. The CMPC's voice is paramount. The challenge will be to zoom out and ask the big questions, such as what can happen here in the next hundred years? And what should the legacy be?
4. This should be a living space filled with you and your voices.
- B. Introduction from Steve Effros: PPS High School Modernization Program
 1. Steve outlined the history of the PPS bond program and noted that and updated JHS will address issues around equity, access, safety and resiliency.
 2. Steve acknowledged that PPS has learned some lessons from the work that had already been completed over the last ten years. Specifically, the current work is studying three high schools and PPS has created a single Steering Committee that is overseeing the work of all three project teams to ensure consistency and shared knowledge.
 3. The engagement process is critical. And this process will be more collaborative than the earlier work.
 4. Each project will include a cost estimate, and the final bond content will be decided at PPS Board Level.
- C. Discussion:
 1. Q: what is the process for hearing from community members who are not part of the CMPC? A: Each of the CMPC meetings has time allocated at the end of the session for public comments
 2. Q: Are there plans or a process to include more students in this process? It seems as if there was not a great effort put into recruitment? A: participation will be via the CMPC and also a public workshop will be organized. A survey is another possible tool, and the students who are on the committee can help by connecting with their colleagues. Ultimately there will be plenty of time in the future for more students to get involved – this CMPC process is fast-paced and doesn't allow enough time for engagement in the way that a traditional Master Planning effort might afford. The CMPC process is a compressed first step.
 3. Q: who participates on the Steering Committee? A: various administrative and academic leadership staff from PPS, along with the Principals from each of the schools and members of each design team.
- D. Each person quickly introduced themselves to the group.
- E. Stephen Weeks discussed Bora's relevant experience.
- F. Becca Cavell offered an overview of what the CMPC can anticipate:
 1. The project will be guided by the Education Specifications, or Ed Specs, and the district's technical standards. The teams might use a lot of industry jargon, and CMPC members were strongly encouraged to ask clarifying questions and to make sure they understand the language that is being used at all times.
 2. The intent is to look at renovation, addition and replacement options for JHS, to accommodate 1,700 students. This is the basis of the Ed Spec. While JHS enrollment is currently low, the intent is to update the school and its systems to provide space for 1,700 students.
 3. JHS will be updated on par with other schools that have recently been completed or are underway, including examples such as Franklin HS and Roosevelt HS. Becca reiterated Steve Effros's statement that the project would address issues of equity, universal access, safety, energy efficiency, sustainability and resiliency. The project will also be customized to Jefferson's unique program needs, such as the Jefferson Dancers program.

2. CONCEPTUAL MASTER PLAN PROCESS

- A. The CMPC schedule was shared, showing the four planned MPC meetings that have been scheduled. In general, Steering Committee meetings occur on alternate weeks.

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- B. The basic content of each of the four planned MPC meetings was reviewed; the next meeting will be on October 24th and will begin to address the programs at the school as well as the existing conditions.
- C. Christopher quickly reviewed what the committee should expect to see in the final Conceptual Master Plan, using Lincoln HS as an example. The team will look at multiple options for development of the site and will ask the MPC for its input on multiple possible approaches.

3. ACTIVITY: A REIMAGINED JEFFERSON HIGH SCHOOL

- A. Christopher introduced the exercise with a quick overview of "Jefferson Today", looking at images of school activities, the site, the building and its interior spaces.
- B. Each CMPC member was asked to take five minutes to write individual responses to the question "what are the three most important aspects of a reimagined Jefferson HS?". Individuals then paired up with one other, to discuss their thoughts and select three concepts from their ideas. Each pair then joined others at tables to develop three ideas to share with the entire room.
- C. Reports:
 - 1. Group A
 - a. Performing Arts focus:
 - 1. Dance and choreography
 - 2. Dress and costumes
 - 3. Full vocational opportunities as it relates to the arts
 - b. Welcoming to all:
 - 1. Accessibility
 - 2. Universal design
 - 3. Barrier Free
 - c. Transparency
 - 1. More open
 - 2. Courtyards
 - 3. Need to be able to see in – display programs
 - 4. Welcoming
 - 5. Artwork on display
 - 6. Reflects all people and inclusive
 - 2. Group B
 - a. Flexibility of comprehensive high school
 - 1. Able to change over time
 - 2. Focus on all the arts
 - 3. Bring back certain programs like culinary arts
 - b. Community gathering place
 - 1. School by day / community by night for both site and building
 - 2. Technology access for community
 - c. Restoring historical building and culture
 - 1. Racial diversity
 - 2. Honor history of black high school in OR and the current and future diversity of the community
 - 3. Group C
 - a. Community-centric facility that honors its history
 - 1. Use of space
 - 2. Durable space – necessary because of heavy community use
 - 3. Feel at home
 - 4. Pride in space old and new

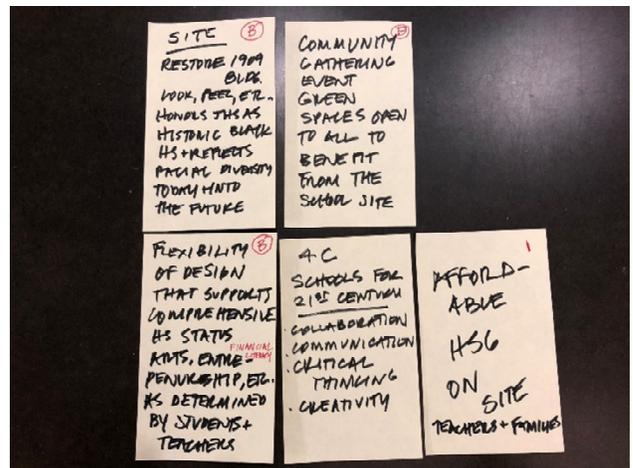
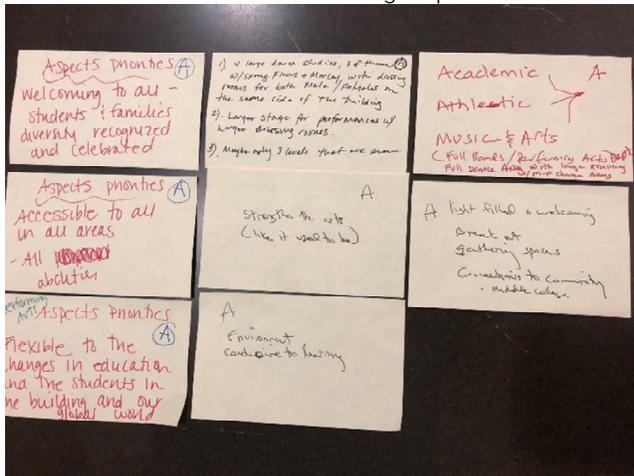
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5. Continue to be the hub of the community
- b. Celebrate and honor history of school
 1. Incorporate into the design and integrate into the physical building
- c. Provide a diversity of programs
 1. Choice outside of college prep courses
 2. Exposure to career training in trades, vocational training, entrepreneurial arts, integrated tech
 3. Easy connectivity between PCC studio and similar partnerships
 4. Seek out community partners to help provide diverse program offerings
4. Group D
 - a. STEAM(S*) programs
 1. *Sports included in this
 2. A is all the arts – visual, performing, culinary, entrepreneurial
 3. Inclusive of women's sports – sports equity for all
 - b. Community access and community
 1. Diversity and Durability
 - c. Safety and Access
 1. Resiliency
 2. Equal Access
5. Group E
 - a. Redesigning the classroom
 1. Flexible – adaptable to new ways of teaching and learning
 2. Outdoor spaces
 3. Flexibility to add technology as it emerges
 4. Space to prepare a meal - eating together as a community
 5. Prep for the future – beyond HS how are the students being prepared for the future
 6. Life skills classes – health, take care of ourselves, soft skills
 - b. Gentrification
 1. As community changes, how is the ??? accounted for and by who?
 2. Honoring and create space for the past and community today
 3. Return past program (auto shop) that were here before
 4. Respect history by maintaining murals and other cultural artifacts in the new school
 - c. Public Access to Programs
 1. Wrap around services – food and clothing pantries
 2. Health, mental health Clinic
 3. Childcare
6. Group F
 - a. Design for Flexibility
 1. Different learning, technology, accessibility needs
 - b. Intentionally Designed Spaces
 1. Highlight these programs in the building
 2. Dance, Culinary, Arts, Sports, etc
 - c. Reflects the surrounding community
 1. History of
 2. Process the community needs
 3. What does the future community look like?
 4. Engages the students
- D. Group Discussion / General
 1. Need more student voices – panel etc.

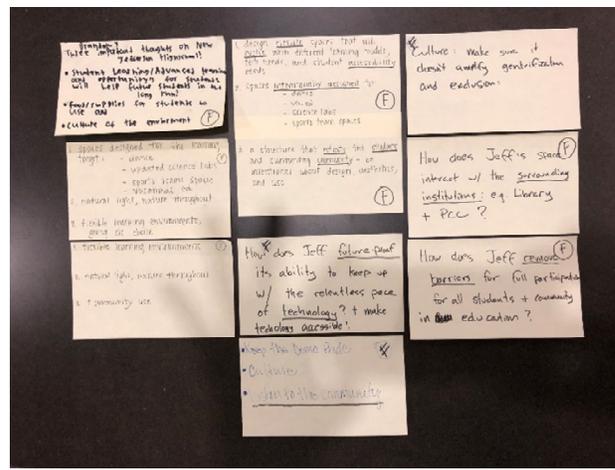
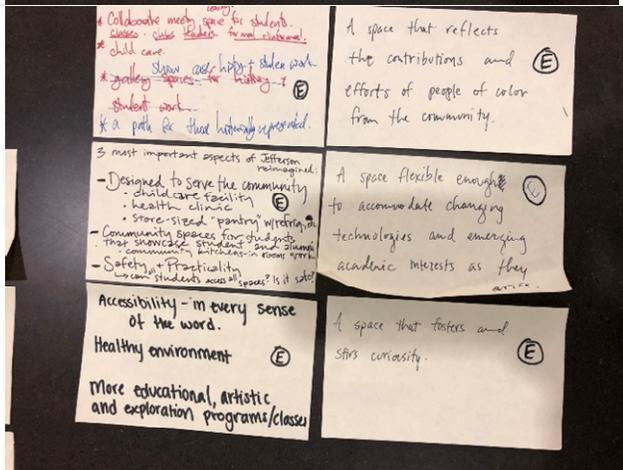
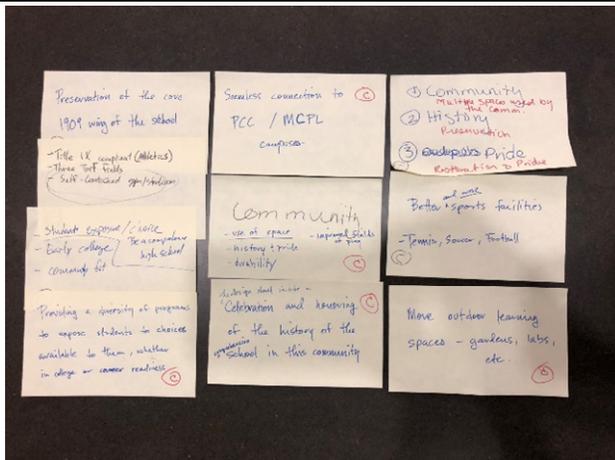
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2. Dedicated team sports areas for gathering and discussion
3. Keep existing murals and reintegrate into new school
4. Nature in and around the site and building
5. Natural daylight
6. Name of the school- what does it mean? Will it change?
 - a. Community discussion around this
 - b. Lessons and curriculum around the name of the school
7. Affordable housing on site?
 - a. Displacement of community
 - b. Future housing situation in neighborhood
8. Multnomah Library – synergies with library, align with their plans
 - a. Shared resources possibilities
9. Jefferson Dancers
 - a. Students used to be bussed in from other schools but no longer – must attend Jefferson to be a Jefferson Dancer
10. Locker Rooms are terrible in existing building
11. Keep the “Home of the Demos” in the locations where it is displayed
12. Partnerships
13. PCC – vocational opportunities
14. Share with PCC at Jefferson – new spaces that folks at PCC could use
15. Build for partnerships with PCC and others
16. Earthquake safe building needs to be addressed
17. Safety – holes in existing buildings
18. Clean, safe and modernized school
19. Intentionally Programmed space
20. How do we leverage the strength of the community? What would this be?
21. Accessibility everywhere
22. Technology for all
 - a. Use of technology to include everyone
23. No loud bells!

E. Notes were collected from all groups:



BORA



4. PUBLIC COMMENT PERIOD

A. No members of the public present

Next Planned Meeting

10/24/2019 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

Vision & Goals

CMPC Meeting #1

October 14, 2019

AGENDA

Welcome / Introductions / Background	35 minutes	JHS / PPS / CMPC / Bora
Conceptual Master Plan Process	10 minutes	Bora / PPS
Activity: A Reimagined Jefferson	65 minutes	CMPC
Next Steps	5 minutes	PPS / Bora
Public Comment Period	5 minutes	

CMPC CHARTER



PORTLAND PUBLIC SCHOOLS • September/2019

CONCEPTUAL MASTER PLANNING MASTER PLANNING COMMITTEE CHARTER

Purpose and Role

The Conceptual Master Planning Committee (CMPC) will advise the Project Team in developing a comprehensive, equitable, integrated and visionary school design with authentic school community engagement. The District's project team will work directly with the CMPC to ensure that their concerns and aspirations are understood and considered.

The CMPC will be a part of the multifaceted planning & stakeholder engagement process including District & school staff, students, and the consultant design team; this process will include consideration of background guiding documents, building, site, budget and regulatory requirements that must be used in evaluating conceptual master plan options.

CMPC members' role and responsibilities:

- Attend meetings to advise project team on school community concerns, issues, goals and aspirations.
- Abide by code of conduct for the CMPC.
- Report to and bring feedback from groups and organizations CMPC members represent.

Project Scope

The conceptual master planning process will determine each school's overall program needs, site layout, and estimated costs for historic modernization vs new construction. The purpose of this early planning effort is to more accurately determine the cost estimates for the modernization or the rebuilding of that school. This information will help PPS in the planning of future capital improvement bonds. The schedule for the full modernization or rebuild of these schools has not been determined at this time. It would be contingent on the passage of a future school building improvement bond. At that point, PPS will move forward with full Master Plans to provide timely and relevant guidance for the design and construction that will immediately follow.

There will be an outreach and engagement effort by which community members will aid in developing the conceptual master plans. Members of each high school community will have the opportunity to join a Conceptual Master Planning Committee which will be part of a collaborative process with design teams and staff to develop a vision, program and concept for each school.

The CMPC will consist of parents, teachers, students, and community stakeholders who work together to help provide feedback for the development of the conceptual master plans. CMPC members synthesize community-wide input and share the evolving details of the project to others in the community. While CMPC members do not make decisions, their input is crucial in creating a design that the entire community can be proud of.

Membership

CMPC members will be expected to serve for up to 2 months throughout the conceptual master planning phase.

District Staff will select and appoint CMPC members through an open application process. Additional applicants may be recruited to ensure balanced and full representation of the school community.



PPS SCHOOL BUILDING IMPROVEMENT BOND

The CMPC will nominate a **Chairperson** or **Co-Chairpersons** to assist in CMPC meeting agenda & presentation review, steering planning meetings and meeting protocol. *PPS staff/employees and Board members may not serve as Chairperson/Co-Chairpersons.*

The CMPC should include at least one member from each of the following stakeholder groups: school parents, neighborhood parents, neighborhood associations, business associations, school program, potential site and/or capital partners, students, and teachers, in addition to a school board representative.

A member wishing to resign from the CMPC shall do so in writing to the District's project manager; e-mail is acceptable.

If a member fails to attend two consecutive CMPC meetings without reasonable excuse, or otherwise becomes unable to serve on the CMPC, the District's project manager may declare the position on the CMPC to be vacant and appoint another appropriate person to the CMPC.

CMPC Meeting Schedule & Format

- Estimated commitments include: Four CMPC meetings during the 2019-20 school year. Timing of these events will be aligned with overall project schedule and other school and district stakeholder engagement.
- See attached CMPC Meeting Schedule.

CMPC meetings locations are included in attached CMPC Meeting Schedule.

CMPC meetings are open to the public and provide an opportunity for public comment; meeting materials and meeting notes and will be posted online.

Opportunity for public comment will be provided at the end of each meeting. Public comment will be limited to 10 minutes with a maximum of 3 minutes of testimony per person. Those wishing to provide testimony to the CMPC will need to sign up at the meeting. Testimony will occur in order of arrival. Comment cards will be provided at each meeting. The public is encouraged to provide written comments to the CMPC.

Project Team

The project team will be comprised of architects, engineers, planners, the Office of School Modernization (OSM) project manager and department staff. They will provide agendas, presentations and site considerations; the project team will also facilitate discussions, record input, develop analysis and options for CMPC meetings.

The OSM project manager, as the District's primary point of contact for the project, will oversee CMPC meetings and public participation events. All communications from CMPC members outside of CMPC meetings should be directed to the PPS project manager.

Project decision making will be the responsibility of the Office of School Modernization in collaboration with other District Leadership as required. CMPC members perform in an advisory role only, and are not official District representatives.

CMPC CODE OF CONDUCT

- Make every effort to attend every meeting, to arrive on time, and to be prepared.
- If you know you must be absent, advise the committee support staff in advance.
- Do not criticize board members, staff members, other committee members, or any citizen in public. Letters and e-mails to any district personnel or elected official is a public document.
- Speak when recognized by the facilitator. Don't interrupt or engage in side conversations when another committee member is speaking.
- Be brief and to the point.
- Say what you mean and mean what you say: no political speeches; don't posture or grandstand.
- Clearly explain how you came to your position on a subject and how it serves the public interest.
- Share credit generously. Spread opportunities to get positive recognition.
- Support the legitimacy of committee outcomes, even those you don't agree with. When a decision is made, move on.
- Outside of committee meetings, members must be crystal clear whether they are speaking as an individual or have been recognized by the committee to speak on their behalf.
- Respect the different styles of fellow committee members.
- Be open to changing your mind based on new information.
- Take personal responsibility for encouraging respectful behavior among your fellow committee members.
- Recognize that you are seen as committee members at all times during the process, no matter how you may see yourself.
- Whenever you put anything in writing, assume that everyone in the city is looking over your shoulder.
- Everyone does not have to weigh in on every question. Sometimes it's OK to just be present.
- Affirm the dignity and worth of the services rendered by Portland Public Schools and maintain a constructive, creative and practical attitude toward PPS affairs and a deep sense of social responsibility as committee members.
- Recognize that the chief function of PPS at all times is to serve the best interest of all its students.
- Refrain from activities which undermine public confidence.
- Be respectful of all people at all times.

Violation of these committee rules of conduct will result first in a written warning and may ultimately result in removal from the committee.

CMPC RULES OF ENGAGEMENT

Participation is limited to CMPC members only.

Public is invited to observe & comment at the end of the meeting.

CMPC is an advisory group, not a decision-making group.



PPS HIGH SCHOOL MODERNIZATION



PPS HIGH SCHOOL MODERNIZATION

Comprehensive high school for 1700 students

Meet the PPS educational specification (Ed Spec)

Meet the PPS standards for full modernization of high school

Equity

Universal Access

Safety

Energy Efficiency

Sustainability

Resiliency

Customized to Jefferson's unique programs and partnerships

INTRODUCTIONS

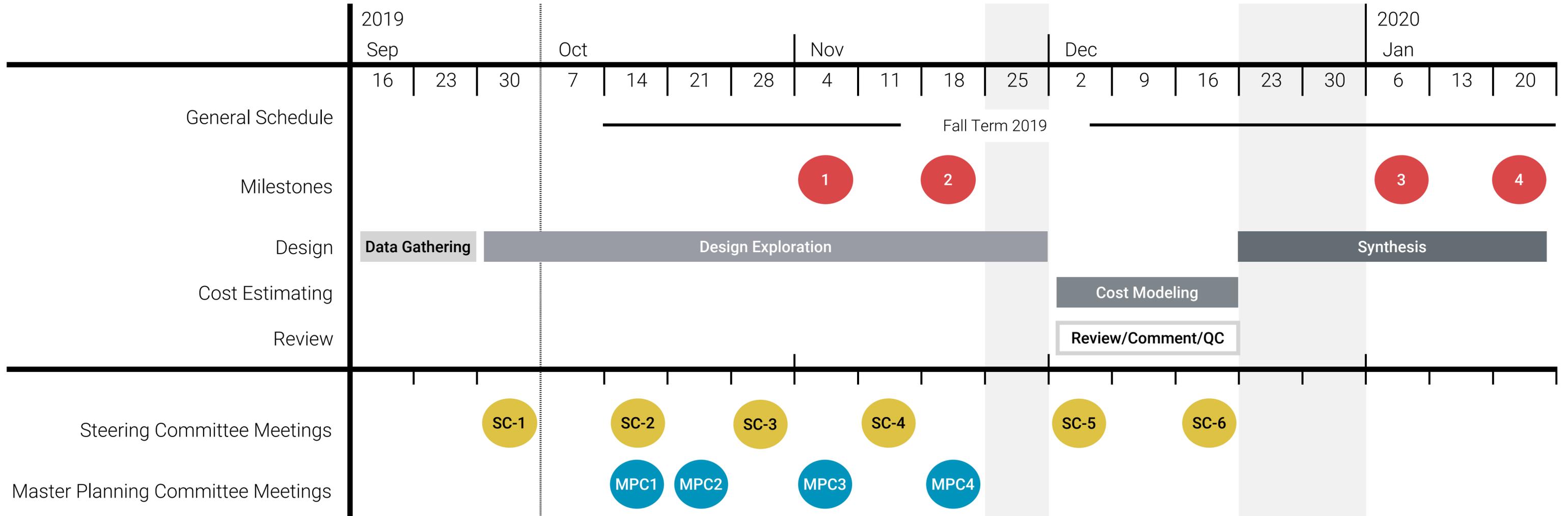


Faubion K-8 School



Mountainside High School

CONCEPTUAL MASTER PLAN SCHEDULE

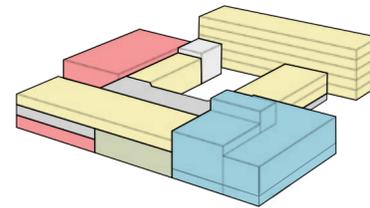


CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE

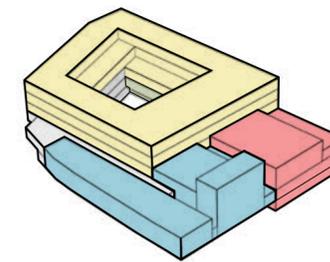
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|---|--|-----------------------|
| 1 | Vision & Goals | Today |
| 2 | Program & Analysis
Ed Spec spaces and unique Jefferson programs
Existing conditions of Jefferson
PPS standards for full modernization | Thursday, October 24 |
| 3 | Concept Development
Bora to present options | Thursday, November 7 |
| 4 | Concept Refinement
Preferred option selected | Thursday, November 21 |

WHAT IS A CONCEPTUAL MASTER PLAN?

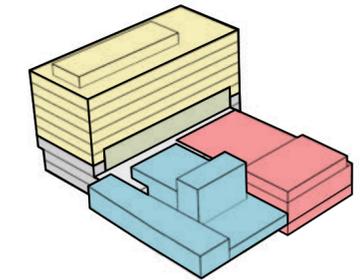
Renovation + Addition



Full Replacement



Horizontal



Vertical

Health & Safety and Security

✓

✓

✓

Student-Centered Facilities

✓

✓

✓

Meet Ed Specs (Quality and Quantity)

✓

✓

✓

Minimize Disruptions during Construction

✗

✓

✓

Long term Operational Efficiency

✓-

✓

✓

ACTIVITY:

A REIMAGINED JEFFERSON HIGH SCHOOL

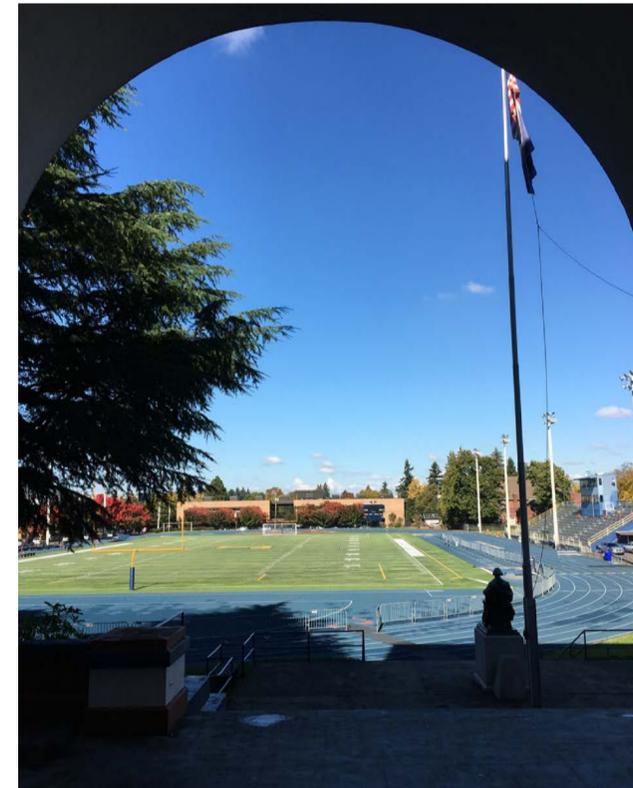
AERIAL VIEW FROM NORTH WEST



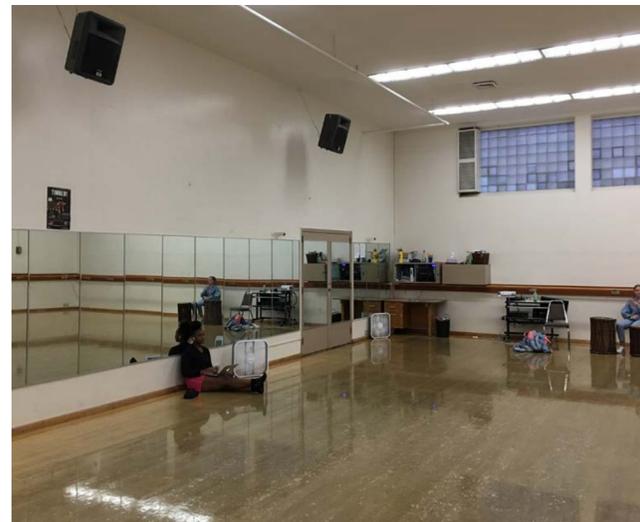
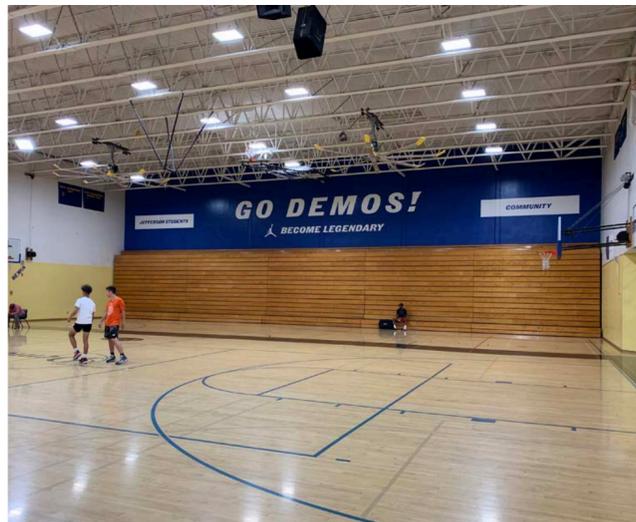
THE JEFFERSON COMMUNITY



JEFFERSON HIGH SCHOOL EXTERIOR



JEFFERSON HIGH SCHOOL INTERIOR



ACTIVITY: A REIMAGINED JEFFERSON

What are the three most important aspects of a reimagined Jefferson HS?

ACTIVITY: A REIMAGINED JEFFERSON

Maintenance Alumni Classrooms Durability
Athletics Track Health Diversity
Community Student Success Choir Gym
Academics Partnerships
Inclusion Literacy Culture
Equity Learning Performance
Family Middle College Theater Heritage
Science Band Parents Innovation
Library Art Food Graduation Orchestra
Language PCC Teaching
Jefferson Dancers Neighborhood

NEXT STEPS

CMPC Meeting #2

Program & Analysis

Thursday, October 24

PUBLIC COMMENTS?

THANK YOU

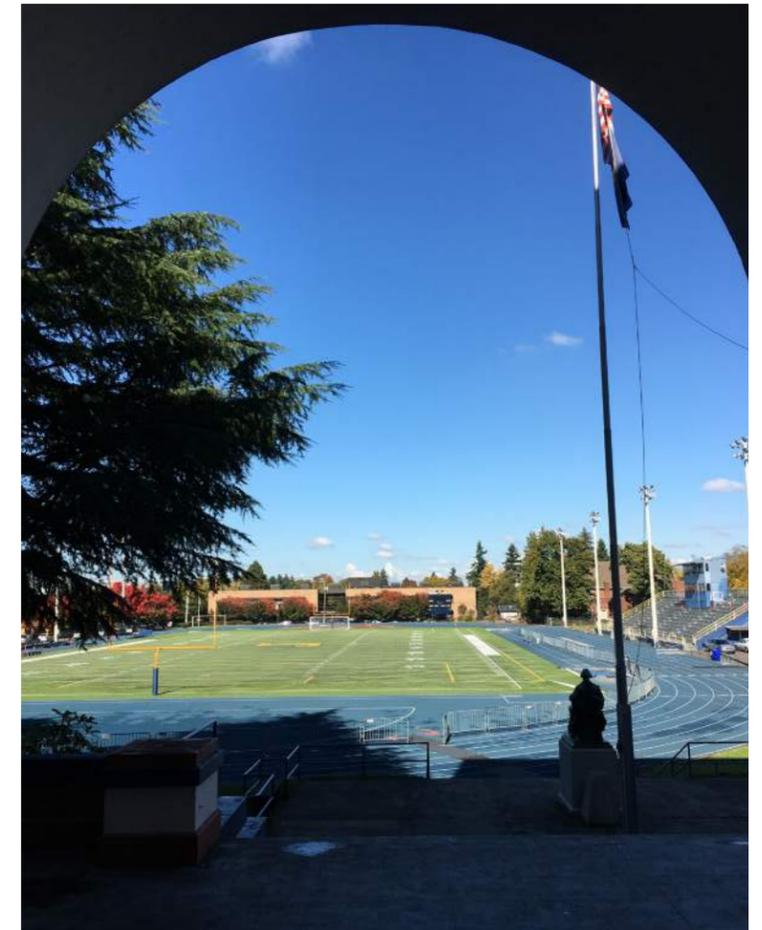
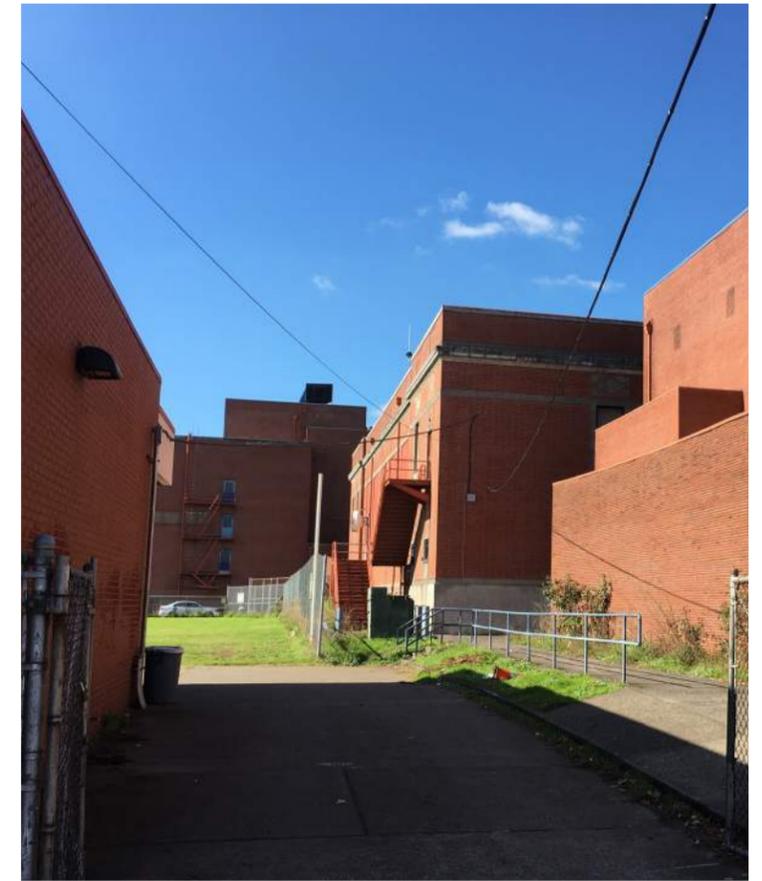
AERIAL VIEW FROM NORTH WEST



THE JEFFERSON COMMUNITY



THE JEFFERSON HIGH SCHOOL EXTERIOR



THE JEFFERSON HIGH SCHOOL INTERIOR

