
Date
11/07/2019

By
Becca Cavell

Subject	Project Name	Project Number
CMPC Meeting 3	Jefferson High School Conceptual Master Plan	19015

Present

Amy Hargrave, CMPC	Neil Barrett, CMPC	Stephen Effros, PPS OSM
Brisa Somilleda Ruiz, CMPC	Nicole Dalton, CMPC	Sue Brent, PPS OSM
Dan Cohnstaedt	Nicole Harris	Derek Henderson, PPS OSM
Eliana Machuca, CMPC	Niki Johnson, CMPC	Chris Linn, Bora
Jon Worona, CMPC	Paul Anthony, CMPC	Stephen Weeks, Bora
Keela Tillery, CMPC	Precious Dangerfield	Christopher Almeida, Bora
Kymerly Jeka	Richard E Hunter Sr, CMPC	Becca Cavell, Bora
Laurie Simpson, CMPC	Steve Gonzales, CMPC	
Liz Fother Branch, CMPC	Tamra Hickok, CMPC	
Mary Li, CMPC	Taylor Hess, CMPC	
Mauricio Somelleda, CMPC	Margaret Calvert, JHS	

Distribution

Stephen Effros for distribution

Minutes

1. WELCOME

- A. Steve Effros welcomed the committee, and reiterated his earlier message requesting that members stay beyond the allocated 2 hours if possible.
- B. Steve reviewed the purposed of the Conceptual Master Plan: this is a first step and a high-level view, intended to document the vision and aspirations of the community. The work will culminate in a report that will include a summary of the group's vision and also a comprehensive documentation of the work of the committee. The report will inform a cost estimate; this is intended to be flexible to allow various scenarios to be explored through options and alternates – the Board will be asked to consider these as it makes its decision about how to structure the next bond.

- C. Steve noted that today's Oregonian article includes a link to a document that outlines a summary of Bond options and timings. The JHS Conceptual Master Plan is well ahead of many of the other studies that are necessary to inform bond planning.
 - D. Steve noted that Michelle DePass has just been assigned from the School Board of Education to be its representative at the JHS CMPC; she was unable to attend tonight but hopes to attend the last meeting on 11/21.
 - E. PPS is planning for two additional public meetings for the Conceptual Master Planning: a "community forum" with Michelle DePass in early to mid-December where the CMPC can share its ideas and concerns, and an Open House to share the results of the committee's work with the public.
 - F. Discussion:
 - 1. A committee member expressed her hopefulness that Michelle would engage with the process.
 - 2. A committee member welcomed the two additional meetings, noting it would open up the conversation. Is a schedule set? Steve: PPS is working to identify dates for these meetings and would like to align them with other attractor events at Jefferson in order to maximize attendance.
 - G. Sue reported that optional site visits to Roosevelt High School are scheduled for Wednesday November 13th and 20th at 4:00 PM; PPS is working to establish tour date(s) for Grant HS.
 - H. Sue noted that she remains hopeful that a committee member will step forward to chair the CMPC, and participate in the Steering Committee meetings.
- 2. WHAT WE HEARD**
- A. Becca reviewed the meeting schedule and the agenda, and reviewed the work done in CMPC Meeting 2
 - 1. At the last meeting the group discussed a series of statements synthesized from the break out session exercise. After hearing feedback from the committee, Bora has edited and expanded the statements reflect what it heard, and suggest the following themes:
 - a. Offering access to the community and being a hub for its community
 - b. Honoring Jefferson's history as Portland's black high school and celebrating its future diversity
 - c. Creating a flexible and adaptable design
 - d. Providing welcoming, safe, resilient and accessible facilities
 - e. Offering a rich variety of educational opportunities and maintaining strong partner programsAll comments shared by the committee will continue to be considered as the group explores design options.
 - B. Becca reviewed the green dot / red dot exercise where committee members ranked Jefferson's facilities. While the exercise was brief, some key issues emerged:
 - 1. The group collective held the following areas in high value:
 - a. The large theater, for its capacity and ability to assemble the school around the performing arts, and also its symbol as a/the theater in Portland that welcomes the African-American community.
 - b. The main hall and front steps as a current and historical gathering place and center of the school community
 - c. The exterior of the 1909 building
 - d. The track and field which was recently completed and was a hard-fought victory
 - 2. The group collectively did not highly value:
 - a. The two dance studios in the 1909 building; they are too small
 - b. The locker rooms under the gym
 - c. The cafeteria
 - d. The parking lot

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- C. Becca reviewed the program prioritization exercise. She noted that she and Christopher had taken the same exercise to Jefferson, working with 9 groups of students over 2 hours during Flex. A very similar array of cards emerged from those sessions too. Both the committee and the students unanimously opted to retain the larger theater – a choice that showed the design team how important this space is to the Jefferson community.
- D. Becca reported that after hearing the outcomes of the CMPC meeting, at the Steering Committee PPS OSM leaders recommended that Jefferson be developed as a comprehensive high school with additional space for its unique program needs including the Jefferson Dance program (larger theater, four dance studios, and support and storage spaces) and its partner programs including SEI and Latino Network. This results in a school that is recommended to be about 18,000 net SF larger than the baseline Ed Spec program.
 - 1. A committee member recommended that the program include spaces such as the Resource Center – larger classrooms to accommodate 60+ students for classes such as Senior Inquiry.

3. EXERCISE: BUILD JEFFERSON HIGH SCHOOL

- A. Stephen Weeks reviewed the existing conditions at Jefferson HS, with the site organization and age of each building; the universal access challenge of the various component parts; and the relative severity of structural seismic upgrades that are needed for each building. Stephen then introduced a new slide showing three buildings that Bora suggests the committee consider retaining as it works to study design options:
 - 1. The 1909 building – the original school – has many great qualities. It has a narrow floor plate, which brings a lot of light into the interior. It has gracious proportions and is taller than most modern schools can be. It has great importance to the community culturally, historically and symbolically: it's the heart and soul of the community. And, it has a great layout for general classroom use.
 - 2. The two gym buildings are not recommended to be retained – they don't meet the needs of a comprehensive high school and fail to provide an appropriate competition gym or seat enough spectators.
 - 3. The auto shop / wrestling building and the central 1950's building are also not recommended to be retained. The central building has lower ceilings and inadequate windows.
 - 4. The theater, while much loved, is not ideal and is particularly unsuited to dance performance. The stage and proscenium are poorly sized. Accessibility challenges within the theater and the lobby are significant. Bora recommends the committee consider replacing it with a new 1,000 seat theater.
 - 5. The building's original gym (1928) is now used as the TV studio. This building has architectural quality with its great roof structure and brickwork, but it needs significant seismic work. It wouldn't make a good gym but could be repurposed as something else.
 - a. Question: could the existing bleachers in the old gym be reused elsewhere? Answer: yes, certainly.
 - b. Stephen noted that Grant HS's remodel included repurposing that school's old gym as an art facility.
 - c. Stephen added that the building also has accessibility challenges as it is at a half-level. But the central location is very attractive.
 - 6. The 1909 building is about 125,000 GSF in size.
- B. Christopher introduced a set of model pieces that were set up at four tables for teams to work with:
 - 1. A based plan shows the site to scale
 - 2. Museum board shapes represent field athletic items required by the Ed Spec.
 - 3. A 3D printed renditions of the 1909 building and 1928 historic gym
 - 4. Wood blocks representing various program elements

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5. An acrylic block representing the cafeteria / student commons
- C. Christopher explained that teams could opt to keep the 1928 gym building or not; if the building is retained, the team should identify which other block they intend to accommodate in the structure.
- D. Each team spent an hour considering how to organize the site and buildings:
 1. Team 1
 - a. Placed the performing arts and dance classes between the 1909 building and new theater for access and shared space / resources.
 - b. Kept the old gym as student center / cafeteria to provide nice environment for kid with an open courtyard for year-round access with creative sails or cover
 - c. Science over library
 - d. Main gym with track, and tennis courts on top
 - e. Statue is retained
 - f. Recommend basketball courts to the north
 - g. Big idea is about having a thoroughfare of student-centered space akin to the stairs – welcoming and comfortable space for kids
 - h. View from Alberta: as the Killingsworth corridor has the view of the school, from Alberta add a mural or installation on façade of the theater to represent its significance to the black community
 - i. Original gym restored and reconfirming its place in the community and on Alberta
 - j. Front door is to the west. Want the steps to remain.
 - k. Parking is retained in current location. Covered parking would be lovely but not good for neighbors
 2. Team 2
 - a. Scheme changed at last minute (Christopher)
 - b. One of the challenges is thinking about how to make open spaces for the community; making modular spaces would be easier than having everything contiguous. For example, spaces such as the theater and gym would be community focused, and the rest would be more central to the school.
 - c. Maintaining the front: dig down, to place entry on A-floor and enter straight into the commons.
 - d. Breezeways / elevated walkways between the spaces.
 - e. Fine and performing arts wing – maybe too far from theater?
 - f. Parking flanking the grandstands, with some around the theater
 - g. Imagine entering at A floor and it's ADA accessible. Like Center Hall, but down one floor.
 - h. Separating the gym and theater makes it easier to invite the community in.
 3. Team 3
 - a. Preserving main entrance and opening up to create flow – like Team 2's idea of taking away stairs and entering at A level.
 - b. Creating a full theater space so that academic performing arts and theater spaces come together.
 - c. Science wing includes an outdoor area for science to use – maybe a rooftop garden or courtyard access.
 - d. Library is below student center
 - e. "In the round" organization to allow flow
 - f. Parking located at grandstands and maybe to the south.
 - g. Really wanting to have the student commons at the center. Adding a covered outdoor area for year-round use.
 - h. Struggled with keeping or replacing the old gym – could do this either way. Ultimately, the freedoms related to new construction outweighed the desire to keep the old

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building. Old gym entry is quite beautiful but couldn't find a good way to fit everything else without covering it.

- i. Separate performing arts complex.
- j. Placing gym to the south opens up visibility of old school; however, locker rooms are not convenient to football or track & field.
- k. Likes mural concept described by Team 1.

4. Team 4

- a. Played with location of theater, parking, retaining the old gym
- b. Gym to the north with rooftop covered (?) tennis courts
- c. Theater: approach through front door and the commons, or through the side
- d. Commons as pre-function space to theater [question about access by public after hours]
- e. Dance to the side of the theater
- f. Science and library to the other side
- g. Covered breezeways connecting spaces
- h. Main entry maintained to the north
- i. Like prior team's concept to remove steps and enter on A floor
- j. Elder parking to be considered
- k. Maintain open courts at the south of the 1909 building to get natural light to the classrooms
- l. Becca notes that this group also looked at locating a performing arts complex on the current parking lot
- m. Margaret asked about stairwells on the south side of the 1909 building: those would be replaced / relocated into a new building.

E. Bora's next step is to assimilate all that was shared today and to bring concepts back to the next meeting.

- 1. Commons at the center is a common theme



TEAM 1



TEAM 2

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TEAM 3



TEAM 4

4. PUBLIC COMMENT PERIOD

A. No members of the public present

5. NEXT STEPS

A. Bora will develop options based on the outcomes of today's session and bring to the next and final CMPC meeting on November 21.

NEXT PLANNED MEETING

11/21/2019 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 Development

CMPC Meeting #3

November 7, 2019

CONCEPTUAL MASTER PLAN COMMITTEE SCHEDULE

- | | | |
|---|----------------------------|-----------------------|
| 1 | Vision & Goals | Monday, October 14 |
| 2 | Program & Analysis | Tuesday, October 24 |
| 3 | Concept Development | Today |
| 4 | Concept Refinement | Thursday, November 21 |

AGENDA

Welcome

PPS

What We Heard

Bora

Activity: Build Jefferson High School

CMPC

Next Steps

PPS / Bora

Public Comment Period

All

ACTIVITY: A REIMAGINED JEFFERSON 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

ACTIVITY: RANKING JEFFERSON'S FACILITIES

Green dots



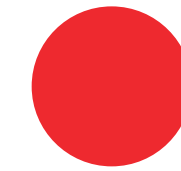
1,000 seat theater

Main hall and steps

Exterior of 1909 building

Track and field

Red dots



Small dance studios

Locker rooms

Cafeteria

Parking lot



ACTIVITY: PRIORITIZING PROGRAM WITH CMPC

TABLE 1

DIGITAL DESIGN / CODING 2
COMPUTER SCIENCES 1

CHOIR ROOM 3
COMMUNICATIONS 1
DANCE 2

MAT / WRESTLING / DANCE 2
DANCE STUDIO 2
500 SEAT THEATER 12

TABLE 2

500 SEAT THEATER 12
CLOTHING / FOOD CLOSET 1
COMMUNICATIONS / YEARBOOK 1

WRESTLING 2
MAKER SPACE 2
MAT / WRESTLING / DANCE 2

DANCE STUDIO 2
CHOIR ROOM 3

TABLE 3

500 SEAT THEATER 12
FLEX SPACE & PROJECT ROOMS 4
DARK ROOM & PHOTOGRAPHY CLASSROOM 2

25 ✓

TABLE 4

DANCE STUDIO 2
MAKER SPACE 2
CHOIR ROOM 3
COMMUNICATIONS / YEARBOOK 1

WOOD SHOP 4
TEEN PARENT CENTER 3
500 SEAT THEATER 12

27
2 NEW @ TABLE.

2
Digital
Summer
Budget
Music Activities

TABLE 5

WRESTLING 2
VIDEOGRAPHY / TV STUDIO 3
FLEX SPACE & PROJECT ROOMS 4

500 SEAT THEATER 12
WOOD SHOP 4

25

TABLE 6

COMPUTER SCIENCES 1
DRAMA CLASSROOM / BLACK BOX THEATER 4
TEEN PARENT CENTER 3

500 SEAT THEATER 12
COMMUNICATIONS / YEARBOOK 1
MAT / WRESTLING / DANCE 2

DARK ROOM & PHOTOGRAPHY CLASSROOM 2

Community Center
Affordable Housing

00

Studio lighting
Photography
Digital Media
Multi purpose
for dance too 00

PROGRAM COMPARISON ED SPEC + NEW JEFFERSON HIGH SCHOOL

CHOIR ROOM



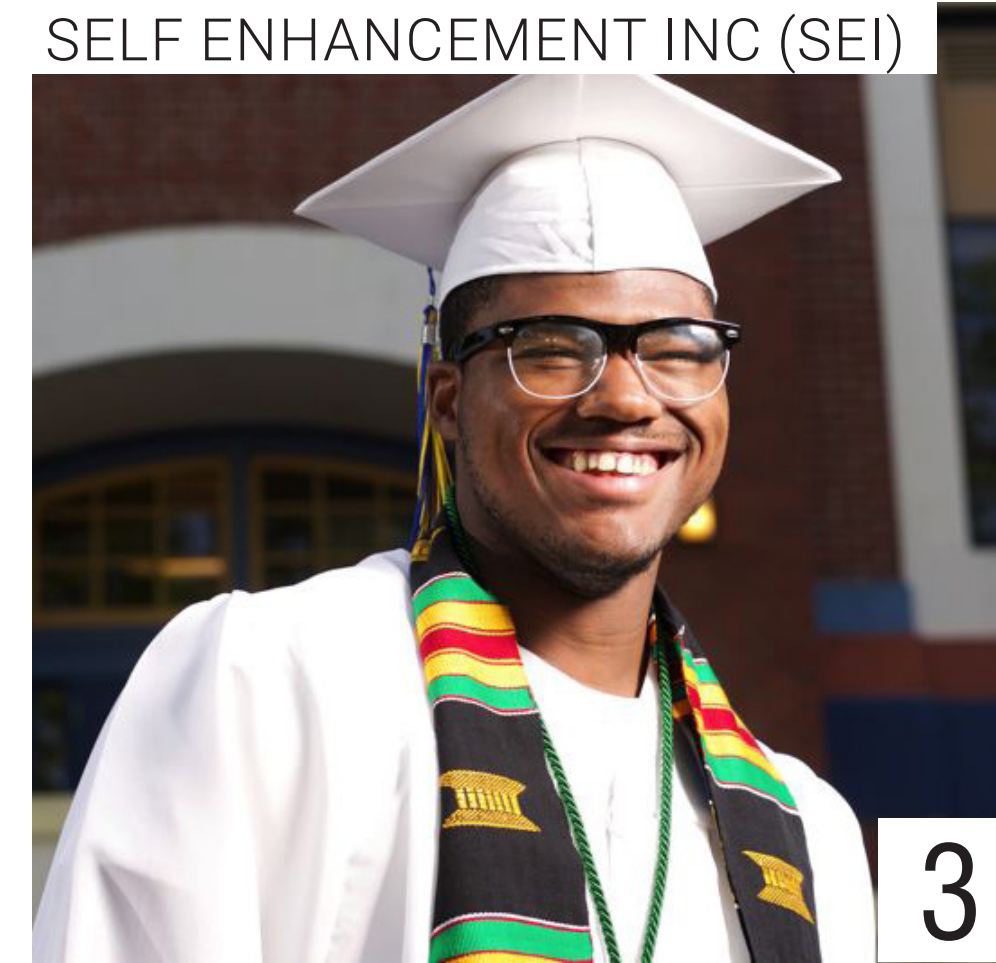
DANCE STUDIO



DANCE STUDIO



SELF ENHANCEMENT INC (SEI)



WOOD SHOP



DANCE STUDIO



DANCE STUDIO



1,000+ SEAT EXISTING THEATER



PROGRAM COMPARISON ED SPEC TO NEW JEFFERSON HIGH SCHOOL



ED SPEC



JHS

ED SPEC: 206,690 NSF

JEFFERSON: 224,810 NSF

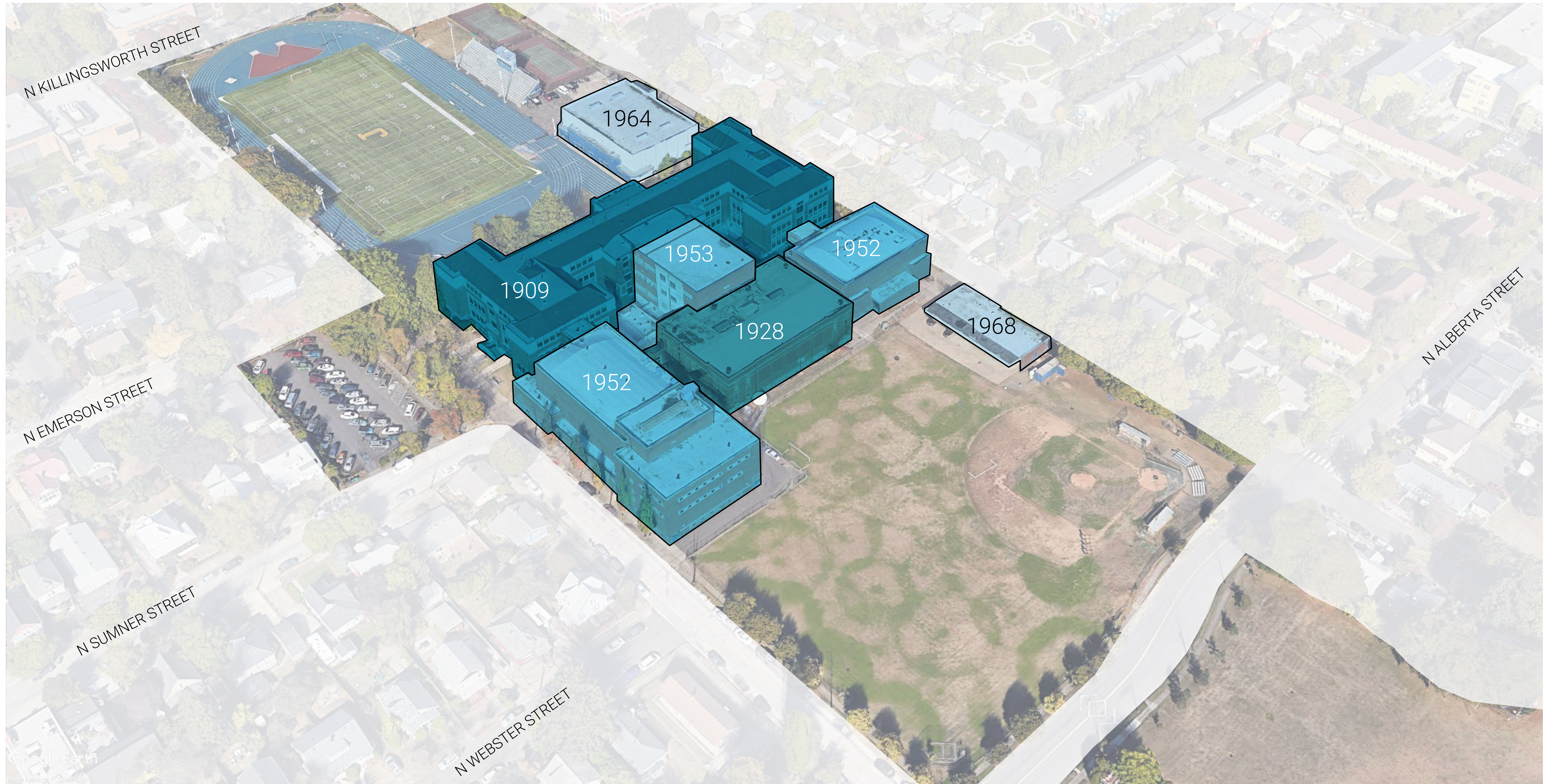
AERIAL VIEW FROM NORTH WEST



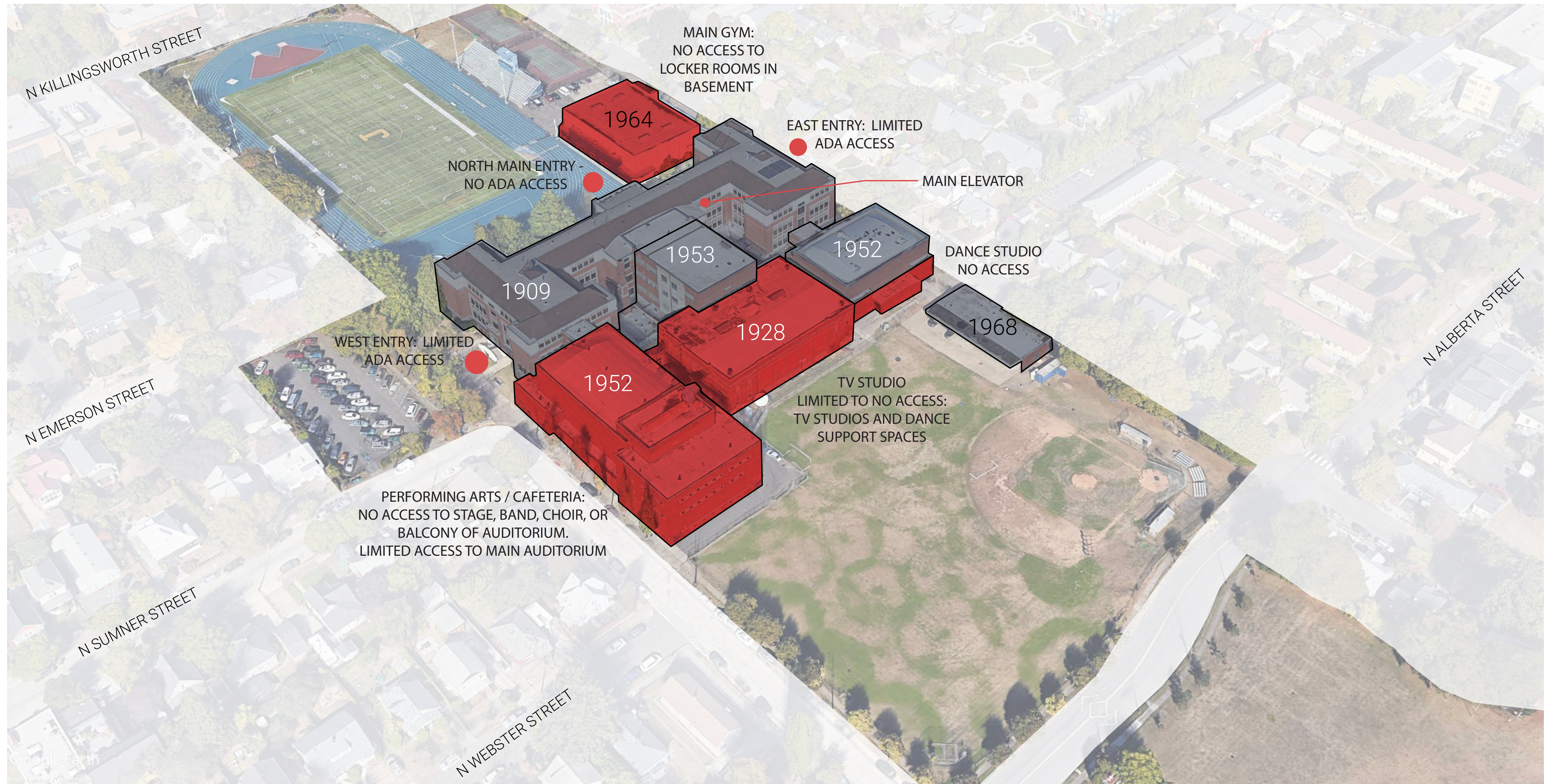
SITE PLAN OVERALL



AERIAL VIEW FROM SOUTH WEST ADDITIONS



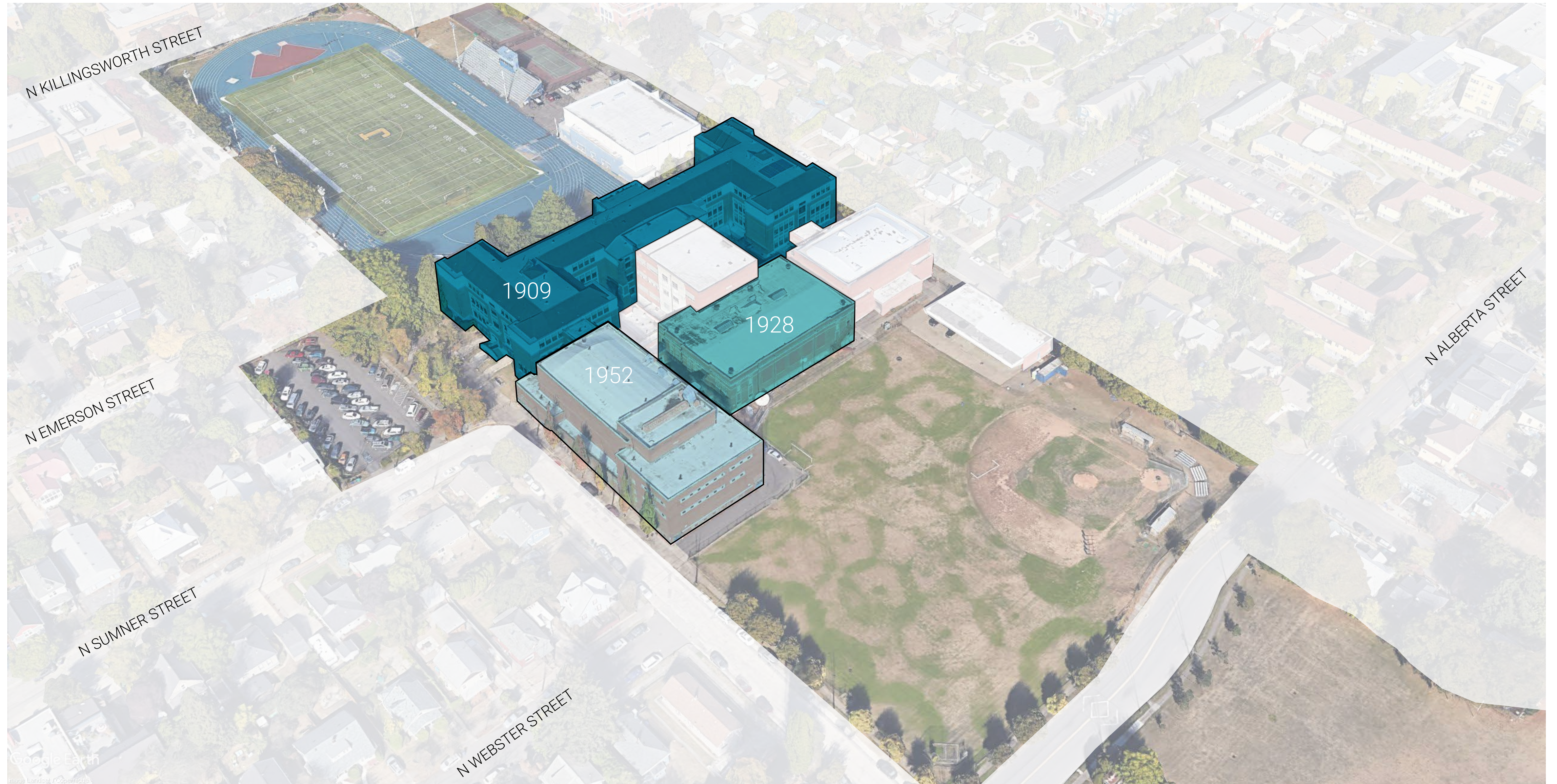
AERIAL VIEW FROM SOUTH WEST UNIVERSAL ACCESS



AERIAL VIEW FROM SOUTH WEST STRUCTURAL SEISMIC UPGRADES



BUILD JEFFERSON HIGH SCHOOL KEEP 1909 BUILDING



BUILD JEFFERSON HIGH SCHOOL KEEP 1909 BUILDING

(1) 1909 building

(1) 1,000 seat theater (new or existing)

(1) Main & auxiliary gym with locker rooms

(1) Student center & kitchen

(1) Library/media center

(2) Dance studio

(2) Science

(2) Fine & performing arts

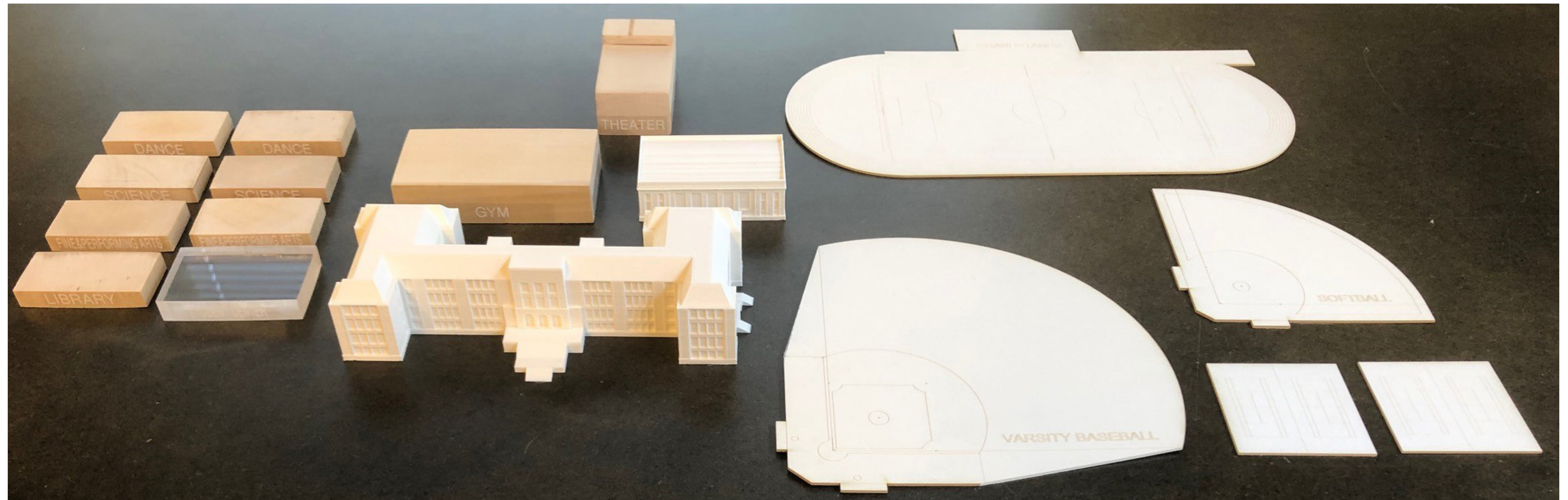
(1) 1928 Old Gym - optional

(1) Track & field with grandstands

(1) Baseball field

(1) Softball field

(4) Tennis courts



THINGS TO CONSIDER WHEN DESIGNING JEFFERSON HIGH SCHOOL

DO YOU HAVE DAYLIGHT IN THE RIGHT PLACES?

HOW FAR DO YOU HAVE TO WALK TO CLASSES?

HOW DO YOU HONOR THE SCHOOL'S BLACK HISTORY?

WHERE IS THE HEART OF THE SCHOOL?

WHERE IS THE FRONT DOOR?

HOW DO YOU SECURE THE BUILDING(S)?

NEXT STEPS

CMPC Meeting #4

Concept Development

Thursday, November 21

PUBLIC COMMENTS?

THANK YOU