

Jefferson High School Modernization Community Design Workshop #2

Meeting Date: 08.14.2024
 Meeting Location: JHS Cafeteria
 Meeting Participants: 36 Community Participants
 Presentation Link: [CDW 02 Boards](#)

The second in a series of Community Design Workshops, the JHS community was invited to review approaches to celebrating culture on the building exterior, how the site can help tell the stories of Jeff’s history, and how the experience of Center Hall and the Cafeteria can join together as The Commons. The workshop focused on exploring progress in the development of the design and how stakeholders would like to see Jeff’s history represented throughout the new building.



Key Findings + Overall Themes

Building Exterior That Celebrates Jeff. Community members appreciated the idea of incorporating patterns similar to the existing buildings and using the brick diamond details as inspiration while allowing the new building to feature a more modern and simplified design. On a scale from exact replica of the old building to a highly modern look, preferences leaned towards a contemporary interpretation of the cultural elements.

The Commons At The Heart Of The Building. The interior team heard a lot of enthusiasm for the central placement of community partners and student gathering areas within The Commons. The feedback was also clear that the community would like to continue to have conversations around noise control and celebrating Jeff’s identity in The Commons.

Paving The Way, Brick-By-Brick. The site team heard positive feedback around preserving the Jeff legacy in the landscape with 1909 brick or Demo colors. The community appreciated how the Crossblock access would cut down walking routes for students. Concerns were raised around the balance of safety and public access, as well as why tennis courts were included but not exterior basketball courts.

Monuments to Jeff’s Diverse Cultures. Stakeholders were excited to see stories of Jeff excellence written out and added their own stories to the Timeline of Jeff Excellence. There were critical conversations around what a monument to Jeff might be and a resounding consensus to embed cultural heritage of diverse cultures throughout the site. There was enthusiasm for “fencing as a canvas” and excitement around a “buy a brick” idea for alumni and doḡors.



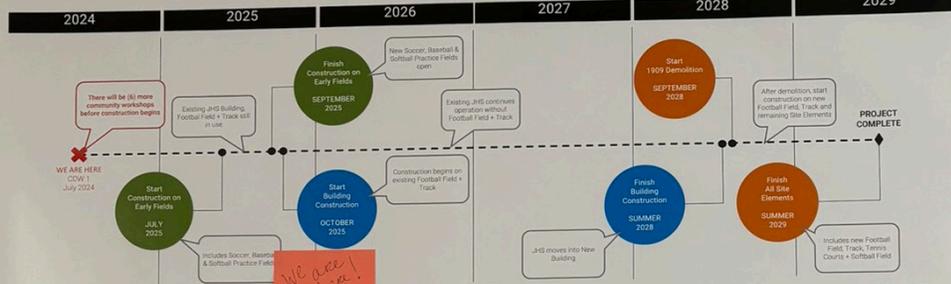
Appendix

A: Community Design Workshop #1 Presentation Boards 3 - 29

B: Community Feedback 30 - 33

JHS PROJECT SCHEDULE

Current Construction Schedule:



* 04/02/2024 PPS BOARD APPROVAL FOR ALL NEW SCHOOL

	2024												2025											
	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER						
COMMUNITY DESIGN WORKSHOPS (CDW)	KICK OFF 4/25			CDW 1 7/17	CDW 2 8/14	CDW 3 9/25	CDW 4 10/30		CDW 5 12/11	CDW 6 1/22		CDW 7 3/19						CDW 8						
MONTHLY EMAILS UPDATES & WEBSITE UPDATES	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•						
STUDENT DESIGN WORKSHOPS & STAFF UPDATES						SDW	SDW	SDW				SDW	SDW											
STEERING COMMITTEE MEETINGS				SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC						
CBE ADVISORY & COMMUNITY PARTNERS / ORGANIZATIONS						CBE	CBE	CBE	CBE	CBE	CBE	CBE	CBE	CBE	CBE	CBE	CBE	CBE						

OPPORTUNITIES

Grab a sticky What other opportunities do you see for the project team to engage with the community?

Handwritten sticky notes include: '20% of Neighborhood Planning', 'BLOCK PARTY!', 'LAST THURSDAY', and 'King Market'. There are several blank yellow, green, and orange sticky notes scattered around.

STAY INVOLVED

How do you want to be involved? Please let us know the best way to communicate with you and where you want to be involved.



You can also always go to:
www.pps.net/jeffersonbond
 IG: @ppsbondprogram
 EMAIL: jhsbond@pps.net

JHS TRACKING COMMUNITY FEEDBACK



CULTURAL PLACEMAKING

The items below were identified by the community and relate to maintaining the legacy of Jefferson High School. They will be incorporated as cultural placemaking elements of this modernization project, creating a tangible legacy of excellence and history at Jefferson. Opportunities on the site and building will be studied in more detail throughout the design phases to address these items, working closely with the Jeff community.

"Storytelling through the art and murals throughout the building, i.e. stories of diverse community histories, neighborhood history and legacy of Jeff, current student identities, influential cultural figures"

- 1 Carry over historical artifacts from current Jeff to new Jeff, such as artwork, stories, artifacts, building materials and elements. Choose and design these elements with extensive community involvement.
- 2 Allow ways for student initiated customization over time, so each class can leave their creative mark.
- 3 Include graphic storytelling elements that depict the histories of JHS communities at JHS within the broader context of events in Portland, the region, and the country.
- 4 Create spaces for gathering and community collaboration with cultural art and visual storytelling.
- 5 Provide adaptable ways for new generation of students to generate space while showcasing creative expression and achievements of previous generations.
- 6 Collaborate with community stakeholders to identify pieces that should be kept and displayed as physical artifacts. Document and archive murals and art pieces in the building to incorporate into future exhibits.
- 7 Celebrate history of Jefferson, provide range of display spaces throughout the building.
- 8 Incorporate culturally specific and diverse art throughout the building.
- 9 Install memorabilia from athletic spaces, recognizing those key stories and memories in Jefferson history.
- 10 Integrate art throughout the site. Consider the old stadium platform and walls of the building as opportunities for art.

SPATIAL DESIGN IMPLICATIONS

These spatial design implications, identified through previous community engagement, will be addressed in this modernization project. Throughout the design phases, the team will develop solutions and share them with the Jeff community to reflect how these implications are incorporated into the project.

Each implication is color coded by narrative themes.

- | | |
|--------------------------------|--------------------------|
| ● TRUST | ● FLEXIBILITY & CHANGE |
| ● IDENTITY, CULTURE, BELONGING | ● DELIGHT |
| ● SAFETY | ● RESOURCES |
| ● ACCESS | ● EMBRACING THE OUTDOORS |

"Community accessible spaces to support leadership education and related types of programming."

- 1 Create various gathering spaces for both food and quiet activities, accommodating large groups and smaller meetings.
- 2 Allow flexible, student initiated customization over time, so each class can leave their creative mark on Jeff.
- 3 Employ "Teamwork Informed Design Principles" such as Biophilic design strategies, natural light, materials and forms. Multi-sensory with spaces for rest, self-reflection and providing choice, lighting temperature and glare.
- 4 Create safe spaces for students to seek refuge or ask for help at the school, i.e. counselors, support groups, locker as it is not connected with administrative control authorities.
- 5 Quiet-low-stimulus spaces (primary space) for students who are experiencing sensory overload.
- 6 Allow for access to community programs beyond school hours.
- 7 Provide clear wayfinding for both students and visitors in multiple languages.
- 8 Provide spaces for students to work collaboratively or get tutoring help.
- 9 Entire event spaces are accessible for community use outside school hours.
- 10 Locate the main entrance in a clear and visible place, both security and wayfinding considerations, in proximity to other services in the building, i.e. community resources, clinic, athletic, etc.
- 11 Provide easily accessible stairs and convenient elevators to the natural flow of students through the school.

"Colorful and playful spatial elements to create a beautiful and welcoming school"

- 12 Provide accessible, safe and beautiful receptors - considering diverse gender, cultural and religious norms and physical abilities. Provide all-use receptors. Design laboratories for a spectrum of uses. Include single-use and family welcoming.
- 13 Provide common with comfortable and welcoming space for gathering and student activities.
- 14 Provide spaces with views and connected to nature.
- 15 Provide state of the art classrooms with comfortable movable furniture, spaces for pop-up and storage.
- 16 Provide spaces for PLAY.
- 17 Provide quiet and open outdoor places to connect to nature.
- 18 Spaces for gathering and community celebration, provide cultural art and visual storytelling.
- 19 Provide adaptable ways for each new generation of students to personalized space while preserving and celebrating creative expression and achievements of previous generations.
- 20 Provide color playful elements to create a welcoming vibrancy across the school.
- 21 Provide distinguishable character for wayfinding across the school.
- 22 Provide space for new art and artifacts created while preserving and celebrating creative expression and achievements of previous generations.
- 23 Welcoming atmosphere for commons, with natural light, open food court style, outside eating areas, self-service stations for students who bring their lunch.

"Safe spaces to step away from classroom environment, that is not connected to administrative or punitive spaces, or in a location that is on great public display."

- 24 Provide fire spaces in the library with a calm environment. Comfortable seating, study rooms and windows.
- 25 Provide hallways with seating areas and tables with outlets for students to do homework.
- 26 Provide ample natural light in working spaces.
- 27 Provide device facilities that honor this special program at Jeff.
- 28 Prioritize physical health of school environment (air conditioning, proper heating, natural light, natural ventilation and views to the outside).
- 29 Dedicated spaces to do homework or mental health breaks aside from classrooms.
- 30 Separating the unused field that is currently being used like a dog park.
- 31 Provide seating community garden with benches connecting to heritage from multiple cultures.
- 32 Create a safe site for students.
- 33 Site way finding - Consider flow of traffic for car drop-off, buses, walking, and parking and clear signage indicating how to get around.
- 34 Provide usable outdoor buffer spaces with shade trees.
- 35 Provide places to study or have lunch in small peaceful nature gatherings.
- 36 Cover outdoor spaces and walkways so they can be used even when it is cold and raining.

BASE REQUIREMENTS

The spatial implications below are comments we heard from the community that align with the PPS Education Specifications requirements for high schools, PPS district standards and the Board approved space program for JHS and/or are required by current building codes. These items are considered **base requirements**. These items will not be separately tracked, but will be fully incorporated.

- Provide space for Indian Education Office suite at Jeff, providing ample space for their learning resources library, program materials, meeting, and meeting. Provide usability several spaces for community access, i.e. a place for studying, cooking, learning opportunities, etc.
- Provide spaces to facilitate community support networks, i.e. mentorship opportunities, student groups, connections with other schools.
- Provide private changing areas in locker rooms. Gender inclusive spaces are necessary to help students feel safe in vulnerable spaces.
- Consider safety and areas of welcome for students and visitors.
- Provide a communal pantry, i.e. food, clothes, hygiene products - considering impact to student mental well-being.
- Site and entry to be wheelchair accessible.
- Provide easily accessible stairs and convenient elevators to the natural flow of students through the school.
- Provide comfortable places for refuge and decompression.
- Provide flexible spaces for non-class activities, studying, clubs, etc.
- Consider flexible usable spaces for cultural and religious needs.
- Provide space for community gatherings, inside and outside use.
- Provide theater, band, choir spaces. Provide art studios.
- Provide top of the line STEM Science classroom.
- Provide dedicated spaces for teacher planning, prep, and breaks.
- Provide spaces for students to access mental health - suicide - substance abuse support.
- Provide planned stress and covered outdoor seating space to gather, eat lunch, play and decompress.

BORA LEVER PLACE COLLOCAATE

JHS BUILDING ORGANIZATION

N HILLINGWORTH ST

Level One

COLOR KEY

 General Classrooms Science Labs	 Media Center	 Fine Arts Visual Arts / CTE	 SEI + Indian Ed TPC + Health Clinic Alumni + Pantry
 SPED	 Theater Dance	 Athletics	 Admin

Find more dedicated space for SEI + Indian Ed. This space will be used for the new SEI + Indian Ed program. This space will be used for the new SEI + Indian Ed program. This space will be used for the new SEI + Indian Ed program.

JHS TRAC

CULTURAL PLACEMAKING

The items below were identified by the community and staff as key elements to maintaining the legacy of Jefferson High School. These items will be incorporated as placemaking elements in the modernization project, a tangible legacy of excellence and history at Jefferson High School. Opportunities on the site plan will be studied in detail throughout the design process to address these items, working closely with the community.

"Storytelling through the art and murals in the building, i.e. stories of diverse communities, neighborhood history and legacy of a student identities, influential cultural figures"

- a. Carry over historical artifacts from current building, i.e. stories of diverse communities, neighborhood history and legacy of a student identities, influential cultural figures.
- b. Allow ways for student-installed content that can leave their creative mark.
- c. Include graphic storytelling elements that represent the region, and the country.
- d. Create spaces for gathering and community cultural art and visual storytelling.
- e. Provide adaptable ways for new generations to tell their stories while celebrating the achievements of previous generations.
- f. Collaborate with community stakeholders to identify and display art pieces in the future exhibits.
- g. Celebrate history of Jefferson grounds throughout the building.
- h. Integrating culturally specific and design building.
- i. Create memorabilia from athletic games and memories in Jefferson High School.
- j. Integrate art throughout the site. Color and walls of the building as opportunities.

JHS BUILDING ORGANIZATION



Level Three



Level Four



Level Two

COLOR KEY

 General Classrooms	 Media Center	 Fine Arts Visual Arts / CTE	 SEI + Indian Ed TPC + Health Clinic Alumni + Pantry
 SPED	 Theater Dance	 Athletics	 Admin

Handwritten Notes:

- All lower level spaces are designed to be flexible.
- All lower level spaces are designed to be flexible.
- (Lower level) spaces are designed to be flexible.
- STUDENTS NEED SPACIOUS SPACES.
- Please note: existing building is to be renovated.
- Outdoor basketball court to be added.
- Building is designed to be flexible.
- All spaces are designed to be flexible.
- Flexibility in design.
- Flexibility in design.
- College and Career Center: Part of room + High School Alumni that will be in order to order important and unique center piece.

BORA LEVER PLACE





JHS B



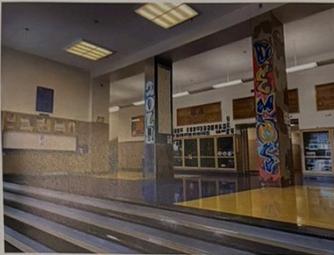
Level One

COLOR KEY

- General Class Science Labs
- SPED

JHS MODERNIZATION - CENTER HALL & THE COMMONS

CENTER HALL



Grab a sticky

What does Center Hall mean to Jeff?
 How do students use Center Hall?
 What works well in the current space?
 What is challenging in the current space?



CAFETERIA

Grab a sticky

What does the existing cafeteria mean to Jeff?
 How do students use the cafeteria?
 What works well in the current space?
 What is challenging in the current space?



BRINGING THEM TOGETHER TO CREATE "THE COMMONS"



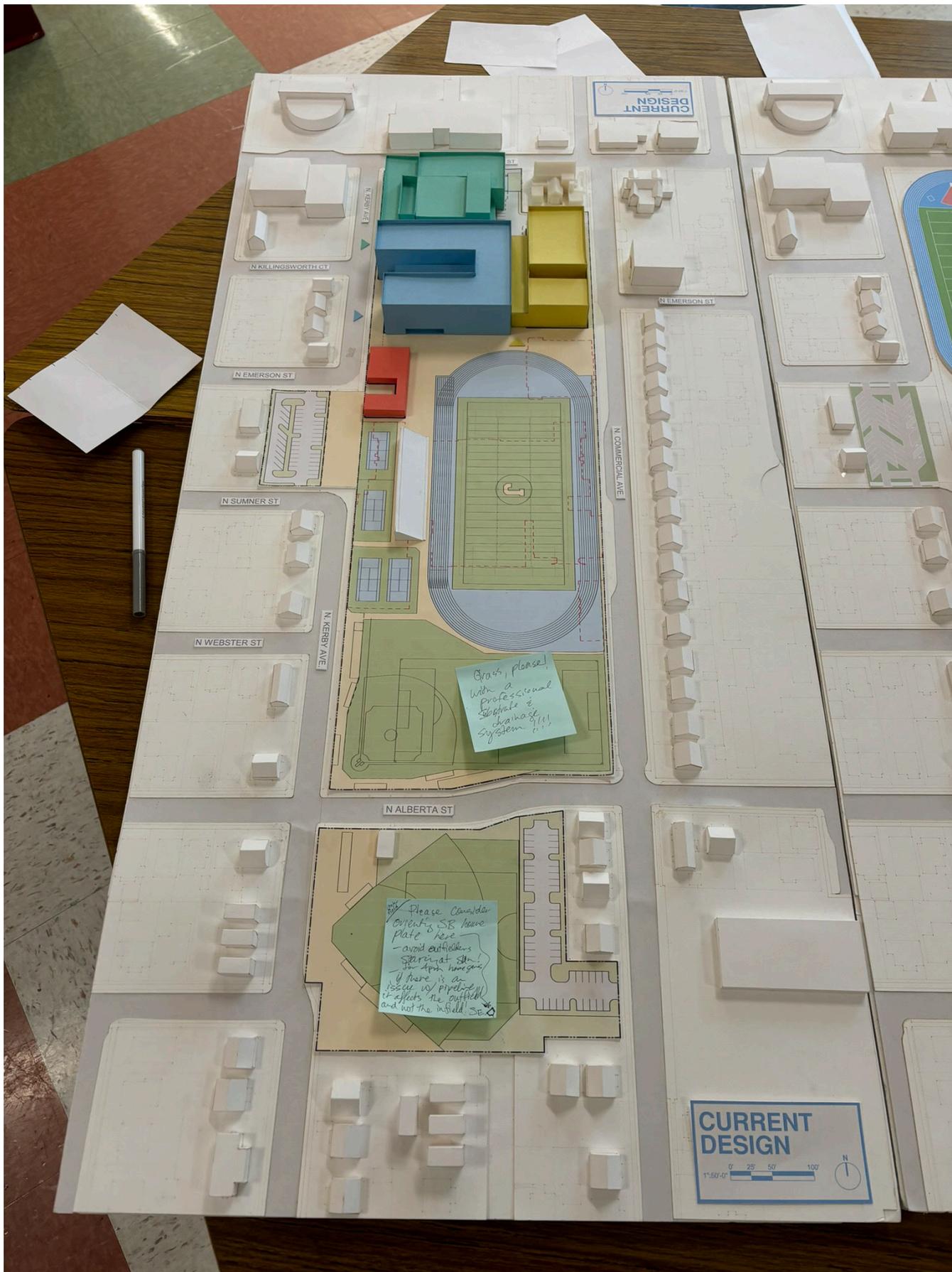
Grab a sticky

Help us envision the new COMMONS for Jefferson—
 an inviting hub at the heart of the building, where we
 combine the vibrant energy of Center Hall with the
 spaciousness of the current Cafeteria.



Level One Floor Plan





WHAT WE HEARD

COMMENTS FROM PREVIOUS CDW



In response to prompt of "What is important about the existing design character to the Jefferson story? What do we want to bring from the existing to the new?"...

"Liked historic facade of 1909. New build could tribute some of that? Not be too modern."

"Keep Demo signage"

"Capture the schools history thru times to the present + future"



In response to prompt of "How do we make the new Jeff feel like Jeff? How will you know you are at Jeff?"...

"Feels like a school!" on image of two-story concave exterior panels, broken up by areas of glazing

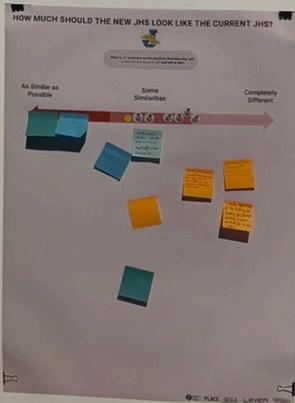
"Differentiate dramatically from PCC architecture style - we are not park PCC"

"How can we compliment the public library"

"Love this" on image of yellow metal paneling that creates diamond shapes up the facade

"Can we revive the original exterior style"

"Feels like a school" on image of undulating vertical, masonry facade pattern, broken up by areas of glazing



In response to prompt of "How much should the new JHS look like the current JHS?"...

"Keep building the same"

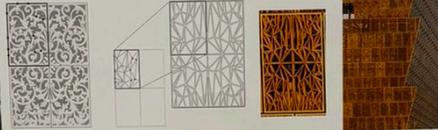
"Please make it look like a school, NOT an office."

"Keep the energy of (existing) building with familiar colors and sayings! Promote Jeff culture - Demos I say!"

"I really appreciate all the history, but frankly, the current building is UGLY. I'm ready for a new look."

EXTERIOR - TEXTURE

HERE ARE SOME BUILDINGS THAT REFLECT CULTURE. SOME ARE SUBTLE AND OTHERS ARE BOLD. WHERE DO YOU THINK THE NEW JEFFERSON HS SHOULD BE ON THIS SCALE?



Inspiration: Legacy of Black American contributions to the building of America through iron work. South Carolina, USA

yes.

Turf contribute to climate change grass decent

An interpretation of the original iron work with some simplification while still retaining a complex pattern



Inspiration: Images and symbols in Aztec artifacts

SYMMETRY!!! = OLD JEFF

do we have color spaces for landscaping peeps?

original brick work is amazing

Images and symbols are directly applied to the building. You can clearly see the inspiration.



Inspiration: Aztec Temple in Tenochtitlan, Mexico

traffic slowing @ alberta?

museum of this on inside.

maybe use all bricks on exterior

keep the spirit (expectation)

turf is unattractive

One detail chosen to be simplified and repeated

EXTERIOR - COLOR

HERE ARE SOME BUILDINGS THAT REFLECT CULTURE. SOME ARE SUBTLE AND OTHERS ARE BOLD. WHERE DO YOU THINK THE NEW JEFFERSON HS SHOULD BE ON THIS SCALE?



Inspiration: Bright colors of historic Mexican architecture



Modern buildings taking on the traditional vibrant colors in a contemporary way



Inspiration: Clay and earth based building materials and colors



De-saturating or highlighting traditional building material in new buildings



Inspiration: Red as royalty and good fortune in traditions of China



"Chinese Red" translated from the Imperial Red Gates to new design and architecture

EXTERIOR - SHAPE

HERE ARE SOME BUILDINGS THAT REFLECT CULTURE. SOME ARE SUBTLE AND OTHERS ARE BOLD. WHERE DO YOU THINK THE NEW JEFFERSON HS SHOULD BE ON THIS SCALE?



Inspiration: Ornate Islamic architecture with complex pattern, colors, screens and words from the Quran

Modern architecture with subtle imagery using arches, ornamental text and patterned window spacing

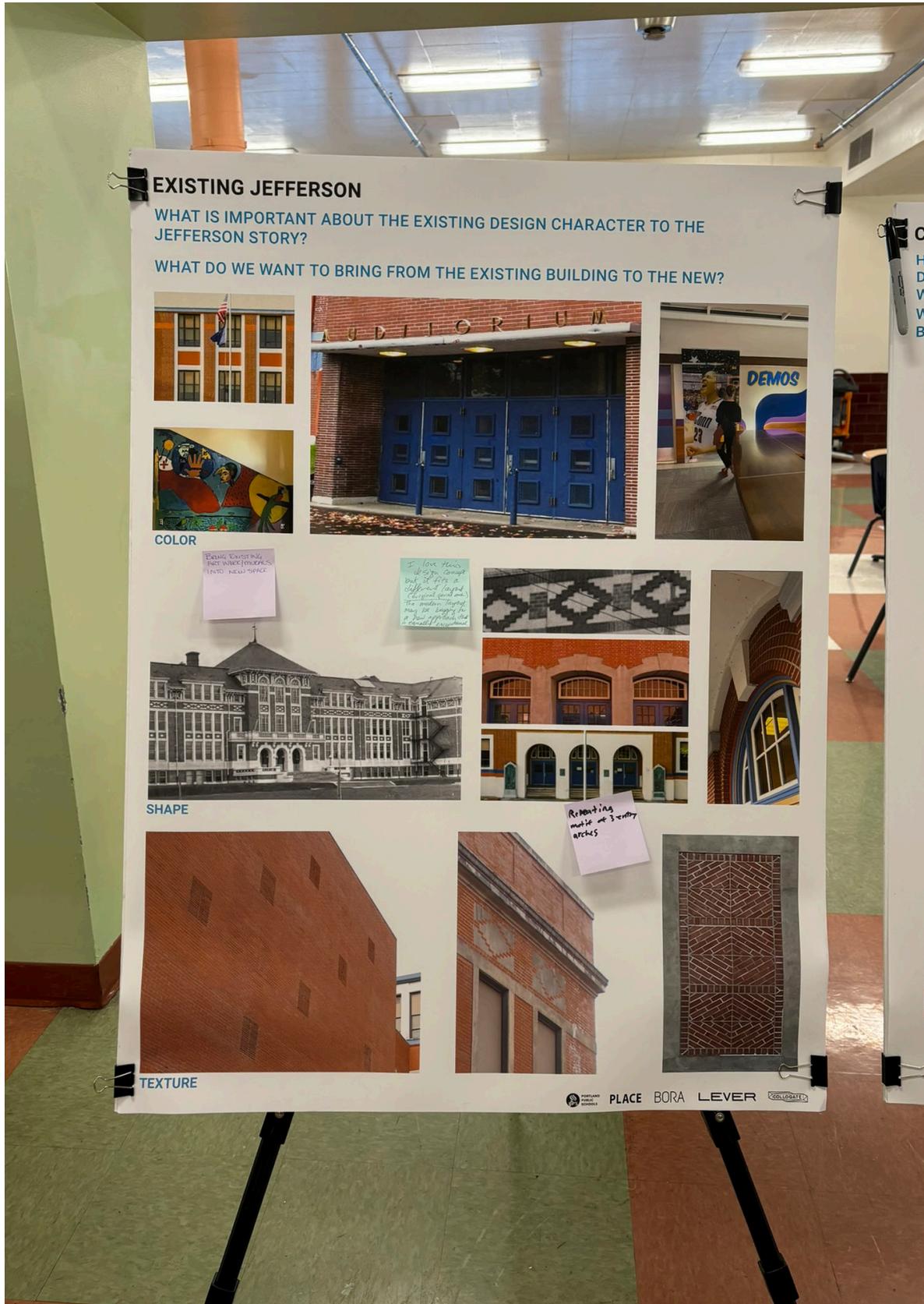
Inspiration: Aztec Temple in Tenochtitlan, Mexico

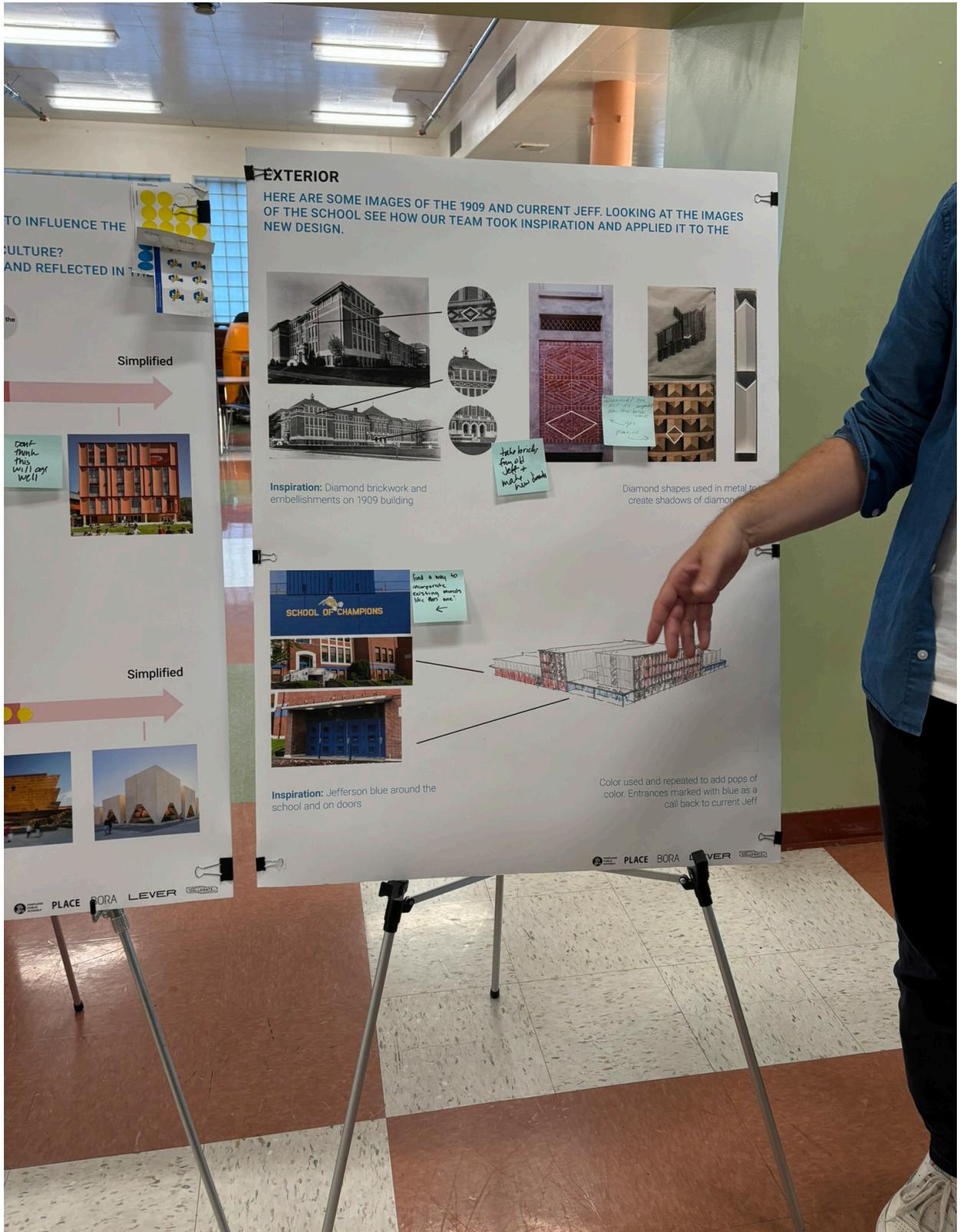
Simplified imagery of the pyramid punched into the more modern building

Inspiration: Wabanaki peoples' responsibility to welcome the sun as it rises every day. Maine, USA

Building aligns with the angle of the sun at the winter solstice and roof cradles the sun in the sky at the summer solstice. Inspiration was taken from the cultural values and translated into architecture.

EVER COLLABORATED PLACE BORA LEVER COLLABORATED





SITE PROGRAM + CIRCULATION

- KILLINGSWORTH PRESENCE**
 - JIS IDENTITY MOMENT
 - KERBY PEDESTRIAN EXPERIENCE - LIGHTS + SEATING OPTIONS
- ARTS ENTRANCE**
 - ART OPPORTUNITY
 - ENTRY COURT
- MAIN ENTRANCE**
 - DEMOCRAT IDENTITY
 - BIKE PARKING
- CROSS BLOCK CONNECTION**
 - GATEWAY TO ATHLETICS
 - SHIP PUBLIC ACCESS THROUGH THE BLOCK
 - INDIAN ED. PRESENCE
 - INDOOR/OUTDOOR COMMONS SPILL-OUT
 - TEEN PARENT CENTER CONNECTION
- KERBY GROVE**
 - COMMUNITY GATHERING
 - NATIVE PLANTING/MEDICINE OPPORTUNITY
 - MULTI-CULTURAL ART OPPORTUNITY
- TENNIS COURTS**
 - 4 REQUIRED BY PPS ED SPEC
 - COMPETITION SIZE
- FIELD ENTRY**
 - FIELD ACCESS CO.
 - GATEWAY OPPOR.
 - PEDESTRIAN GATHERING/SEATING/ PRE-EVENT SPACE

Handwritten notes:
 "Our tennis courts have not been used in 10 yrs. Encourage a basketball court instead of dual use."
 "I suggest that the tennis courts be a renovation. Seems naturally insensitive. Why wouldn't basketball courts take priority?"
 "We need to make sure we have a full basketball right now. The models are showing left field to be about 2,500. NOT ACCEPTABLE."

ART + JEFF IDENTITY OPPORTUNITIES

- KILLINGSWORTH CORNER**
- ARTS ENTRANCE**
- MAIN ENTRANCE ZONE**
- KERBY GROVE**
- ALBERTA GATEWAY**
- COMMUNITY HEALTH**
- CROSS BLOCK WAYFINDING + CENTRAL JEFF EXPERIENCE + INDIAN ED PRESENCE**
- COMMERCIAL IDENTITY MOMENT**

Handwritten notes:
 "We need to make sure we have a full basketball right now. The models are showing left field to be about 2,500. NOT ACCEPTABLE."

SITE DESIGN TOOLKIT APPLIED TO IDENTITY OPPORTUNITIES

ART & WAYFINDING

VEGETATION

FURNITURE & LIGHTING

GROUND PLANE & PAVING

CULTURAL PIECES + JEFF IDENTITY

CULTURALLY SIGNIFICANT PLANTS

DEMO COLORS OR CULTURALLY-SIGNIFICANT PATTERNS

CULTURALLY-SIGNIFICANT PATTERNS

LEVER PLACE

COMMUNITY LISTENING

SITE RESPONSE

EXAMPLES OF WHAT YOU TOLD US:

- A. Provide a **courtyard** or other usable **outdoor** buffer spaces with **large shade trees**
- B. Provide places to **study** or have **lunch** in small peaceful **nature gatherings**
- C. **Cover outdoor spaces** and **walkways** so they can be used even when it is cold and raining
- D. Maintain the legacy of **school events**. Space in front of building is valued in memory as a grand entry

HOW THE LANDSCAPE DESIGN CAN RESPOND:

- A. **Existing mature trees** to remain will be celebrated, engaged for people as much as possible and **additional shade opportunities** will be carefully crafted for both habitat and gathering.
- B. **Natural spaces and vegetation** near seating and gathering has been requested at nearly all community outreach events.
- C. **Covered** outdoor spaces provide four-seasons usage and promote **multi-generational** and **multi-ability** use.
- D. Integration of **athletic, arts, and academic history** into the **Crossblock** connection. The memory of a grand entry is reinterpreted for a new building.

SITE DESIGN TOOLKIT

ART & WAYFINDING

Could make a courtyard similar to Black Plaza in Mother Plaza in D.C. but using the design of that courtyard to be the grand entry to the Block

VEGETATION

FURNITURE & LIGHTING

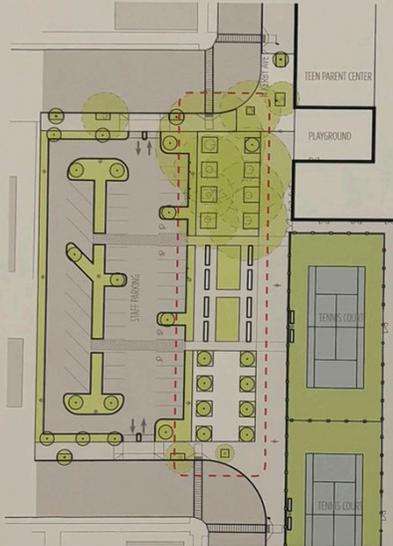
GROUND PLANE & PAVING

KERBY GROVE - PROGRAM & KEY OPPORTUNITIES

WHAT ACTIVITIES COULD HAPPEN HERE?

WHAT JEFF IDENTITY OR CULTURAL ART WOULD YOU LIKE TO SEE IN THIS AREA?

HOW IS THIS PLACE SPECIAL TO YOU?



PROGRAM REQUIREMENTS

- A. Community access to grove
- B. Kerby pedestrian connection
- C. Staff parking
- D. Variety of gathering types + sizes
- E. Many mature trees to remain
- F. Connection to Teen Parent Center play + athletic fields

OPPORTUNITIES FOR PLACEMAKING

- A. Mature tree zone
- B. Central area where unhealthy/dying trees are to be removed will be sunny
- C. Southern zone will have some trees to remain, but remain sunny
- D. Community experience of Kerby
- E. Gateway moments for Jeff students and visitors
- F. Planting possibilities
- G. Place for Black history + Indigenous presence

More trees

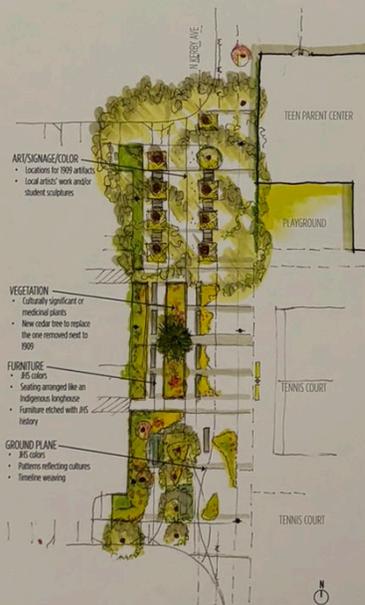
Cultural - Refined Wood Bench Salvaged wood?

KERBY GROVE - SITE DESIGN TOOLKIT APPLIED

WHAT DESIGN TOOLKIT LAYERS DO YOU WANT TO SEE HERE?

WHAT WOULD MAKE YOU WANT TO VISIT?

HOW COULD YOUR CULTURE/COMMUNITY BE REPRESENTED?



PLACEMAKING POTENTIAL

- A. Mature grove as history + regional ecosystem
- B. Central multicultural garden
- C. Functional seating/eating spaces
- D. Longhouse cedar as a central feature
- E. Generations reflected in the weaving of materials and finishes
- F. Many gathering sizes
- G. Formal to organic concept

TOOLKIT LAYERS

- A. Art + signage - sculpture, pattern, wayfinding
- B. Paving - color, timeline, generations, pattern
- C. Furniture - history, memory, color
- D. Planting - culturally significant vegetation + companion planting

PERKABALL INSTEAD OF TENNIS COURTS



Printing Tips	Conseils d'impression	Consejos de impresión
1 Go to every.com/templates	1 Allez à every.com/templates	1 Visite every.com/templates
2 Change using the template number for this product	2 Cliquez sur l'option ou choisissez un modèle pour ce produit	2 Cliquez sur l'option, sélectionnez le modèle que vous voulez
3 Test print on plain paper	3 Faites un test d'impression sur du papier ordinaire	3 Pruebe la impresión en un papel común

PLACE

THE GROVE: STORIES OF CULTURAL CONNECTIONS TO THE LAND



MONUMENTS & SIGNAGE tell stories of transformation and transition that follow the symbolic shaping of site elements from rigid past grids to flourishing future curves.

A PLANTING PALETTE of Solidarity, Resilience, and Healing weaves together native plants cherished by Indigenous stewards, with plants also significant to Black and Latine resilience. This living tapestry celebrates history and collective healing.



Yarrow - Companion plant

Camas - Native plant

Responding to Stakeholder Desire to learn about and honor cultural heritage through plants.

What stories of the land from the past impact this neighborhood?

Theft of Indigenous Land	Albina and Redlining	?
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PAST

What plants and food are significant to your culture? Why?

Native peoples shared local plant knowledge with Black peoples, now many plants are significant to both!	Plants that are useful & can teach skills economics (beer!)	Plants native to this land
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PRESENT

What do you want peoples relationship with the land to be like in 100 years?

?	?
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FUTURE



FENCING: STORIES OF DEMO PRIDE



FENCE GRAPHIC with image signaling **Jeff pride** identifying that "you have entered Jeff territory"



MEDALLIONS with responses to "What does Jeff mean to you?". Starting from alumni stories and being added to over time by students



Responding to Stakeholder
Desire to showcase Demo pride + ability to add to it over time

great idea. make it look good, not regular chain link.

Have smaller blue prints copy for classes to create a procession when walking? If blue prints in mural that tell the story of Alma and Jeff just make sure there aren't any that can add

What signals Jeff pride?

Things we have been hearing...

Demo chant
"that camaraderie we have is saying like, you could go to a grocery store depending on what age you graduated from here and just say "demos I say" and you have six people at a grocery store saying, "you know", and that's just our chant."

"Keep the mascot and name. "Demo" signs and Democrats Jerseys - to this day 2022 when Demo is yelled out it brings so much joy and school pride to anyone who went to Jeff and understands"

Seeing the historic logo and "Home of the Demos"

Share your perspective on the Demo Pride Fence!!

What does Jeff mean to you?

Things we have been hearing...

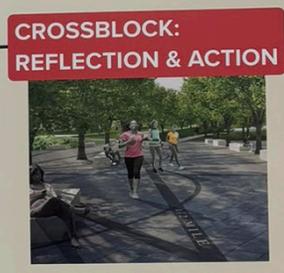
It's where my people are. "It has always been a part of the community, it is a part of the culture. Jeff's school spirit is second to none. A lot of my family are alumni."

Inter-generational Community Hub. "before my dad passed, I invited him to my son's game, he told them his name and they let him in for free, that means something, he been here off and on at Jeff for 26 years to care for the kids. I'm always gonna come back for my people"

Share your perspective on the Demo Pride Fence!!

SITE STORIES

LEGACY OF PLACE: TIMELINES OF JEFF AS COMMUNITY HUB



CROSSBLOCK: RE-IMAGINING A MONUMENT TO JEFF



A RE-IMAGINATION OF THE THOMAS JEFFERSON PLINTH honors student activism and becomes a place of celebration. In 2020, following the murder of George Floyd at the hands of police, protesters and Jefferson HS students toppled the Thomas Jefferson monument in support of the movement for Black Lives.



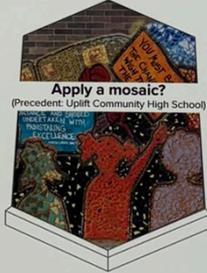
Responding to Stakeholder Desire to celebrate student activism and set new traditions for the future

What should a monument to this school community be about?



Commemorative BRICKS
People donate + put a name(s) on it (engraved)
this one seems to date & possibly controversial do we expect students to continue dying ahead?
Doesn't have to be negative.

"STORIES OF STUDENT ACTIVISM"

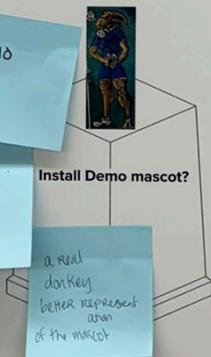


"MEMORIAL TO STUDENTS WHO HAVE LOST THEIR LIVES"



EXAMPLES OF HOW STORIES MIGHT SHOW UP IN SPACE

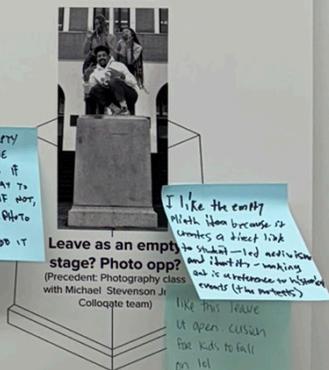
"WE ARE PROUD TO BE JEFF DEMOS"



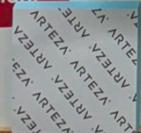
"CELEBRATE MULTI-GENERATIONAL JEFF COMMUNITY"



"CREATE NEW TRADITIONS"

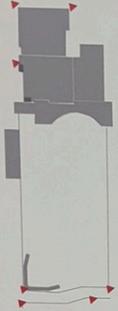


Imagine your own JEFF PLINTH at the collage station!



JHS CULTURAL PLACEMAKING COLLOGATE

EDGES: STORIES OF HERITAGE AND REMEMBRANCE



STORY PILLARS share the enduring legacy of local tribes, Black presence and other cultures represented at Jeff. They evoke ancestral presence and connect to other Black cultural monuments around the Albina neighborhood. Stories told reveal Jeff's presence in the broader community.

Responding to Stakeholder Desire to see diverse cultures represented via monuments, cultural objects, or flags as well as finding ways to connect to existing cultural monuments in the Albina neighborhood.



What cultures should be expressed?

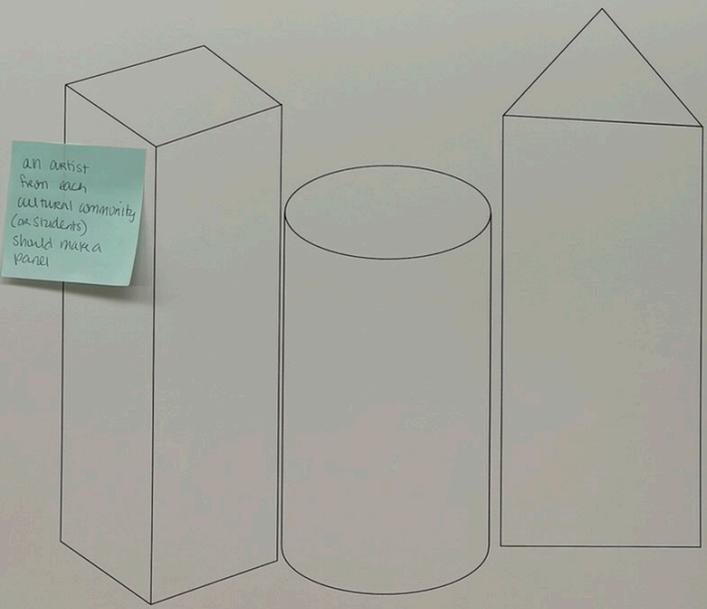


"Many immigrant families know each other - like their cousins or relatives moved here, had a positive experience here, and other parts of the expanded families move here, so those families and communities are able to grow and thrive which is beautiful"

What histories of place should be told?

Important Community Heros - like who? what did they do?

This school was once called Albina



STAIRS: STORIES OF JEFF EXCELLENCE



CELEBRATORY STAIRS are large bold moments that can be experienced from outside, showcasing Jeff excellence across time. Inside, stairs become ribbons that connect pathways throughout the building.



Responding to Stakeholder Desire to showcase Jeff excellence in bold and unique ways

What timelines of excellence should be celebrated?

Timeline means a lot

Things we have been hearing...

Love the lollab Art Project

Love the 5th floor

Students who've shown progress over the month/year (as interchangeable about walls) (eg. "I've been here a long time up the stairs" about the small, grand staircase)

Successful Alumni! Who? What did they do?

Students who receive scholarships, awards, and college acceptance

Influential Teachers Who? What did they do?

Hall of Fame for Successful Jeff Athletes

TV Studio Program memories and Impact

Family Trees - legacy of Jeff as a multi-generational community

Student creations Who made them? What was the meaning?

Explore stories and add your own to the **TIMELINE OF JEFF EXCELLENCE!**

EXAMPLES OF HOW STORIES MIGHT SHOW UP IN SPACE

Hall of Fame for Successful Jeff Athletes...	...could showcase quotes and photos!	Student creations...	...could make a collage installation!

Feedback Related To Building Exterior

- “Diamonds’ are not as impactful as the brick work.” yes (brick), please, no (wood) Re: exterior design
- “Take bricks from old Jeff & make new diamonds” Re: exterior design
- “Original brick work is amazing” noted on exterior texture inspiration board
- “Maybe use old bricks on interior” noted on exterior texture inspiration board
- “Keep the spirit (expectation)” noted on exterior texture inspiration board
- “I love this design concept but it fits a different layout (original period arch.) The modern layout may be begging for a new approach that is equally exceptional.” noted next to existing building shape
- “Repeating motif of 3 entry arches” Re: Existing Jefferson character
- “Arch entry into athletics” on the cultural context board near the ‘literal’ part of the spectrum
- “Arches in LA coliseum” on the cultural context board near the ‘literal’ part of the spectrum
- “Yes” Re: curved building to align with angle of the sun for exterior shape
- “Yes” inspired design from iron work on exterior texture
- “Symmetry!!!! = old Jeff” re: Aztec inspiration
- “Don’t think this will age well” Re: simplified design
- “Do we have calm spaces for neurodivergent peeps?” Noted on exterior texture inspiration board
- “Traffic slowing at Alberta?” Noted on exterior texture inspiration board

Building Exterior Feedback Related to PPS and JHS Policy

- “Find a way to incorporate existing murals like this one!” Noting the ‘school of champions’ mural
- “Bring existing art work/murals into new space” re: what we want to bring from existing building
- “Museum of JHS on inside” noted on exterior texture inspiration board
- “Recycled shoe sole courts” on the cultural context board near the ‘literal’ part of the spectrum
- “Pickle ball connects generations” on the cultural context board near the ‘literal’ part of the spectrum
- “Turf contributes to climate change. Grass doesn’t” noted on exterior texture board
- “Turf is unnatural” noted on exterior texture inspiration board
- “Grass, please! With a professional substrate & drainage system!!!!” Noted on current design model
- “Please consider orienting SB home plate here (SE corner of Alberta/Comm.) -Avoid outfielders staring at sun! -For 4pm home games if there is an issue w/ pipeline it affects the outfield and not the infield” noted on current design model

Feedback Related To Building Interior

- “Be mindful of this being a community building and community space. As long as we’re mindful of that, we can make it feel like a home for all.” Re: JHS Building organization, level one
- “Like that the commons and classrooms are in different areas - quieter for class time” Re: center hall & commons
- “Don’t like it right at the entry - you should have a welcome space first” Re: the new Commons
- “Feels overwhelming coming straight into commons - feels like a mall, too loud” Re: JHS Building organization, level one
- “Noise - glass & hard materials could be overwhelming for many students” Re: JHS Building organization, level one
- “Student or local community design/art” Re: cafeteria/center hall coming together
- “It needs to reflect the generations of families” Re: cafeteria/center hall coming together
- “Will it express what’s special about Jeff? Where would you see that? Placemaking at double height wall is too far to experience it when you walk into the building.” Re: JHS Building organization, level one
- “Too white cafeteria” noted on board for the new Commons
- “Site safety in crossing Alberta to get to the softball fields?” Re: JHS Building organization, level one
- “Disappointed that its such a tight baseball field” Re: JHS Building organization, level one
- “Athletic team coaches - where are the offices for male coaches who coach girls sports?” Re: JHS Building organization, level one

Building Interior Feedback Related to PPS and JHS Policy

- “Existing murals - move them to the new building so alumni can see themselves in the building.” Re: center hall & commons
- “Could there be a space for a Jefferson museum inside the building?” Re: JHS Building organization, level one
- “Could use double height space of the Commons to plug in more programming instead of having that open space?” Re: JHS Building organization, level one
- “Where can people park? Will parking spots still be dedicated to teachers? What about teen parents doing drop off of their kids? What about staff other than teachers?” Re: JHS Building organization, level one
- “More parking and make it closer” Re: JHS Building organization, level one
- “What are we doing with the turf? Is it turf or grass? Can we get a bond to take care of it as grass? Feels like turf is building a weapon of war in the war on climate change. Feels very hot, you have to change it every 10 years - Look deeply into this issue.” Re: JHS Building organization, level one
- “Need more dedicated dance studios. Maybe consider the floor in the rooms that dancers can use but aren’t dedicated studios for safety & practicality - signed, Jefferson Dancer Alum” Re: JHS Building organization, level one

Feedback Related To Cultural Placemaking

- “Plants native to this land” to answer the question What plants and food are significant to your culture? Why?
- “Hall of Fame Museum. AMEN!!!!” Over the building on the Legacy of Place board
- “Reference Black Lives Matter plaza DC. Ground can create strong statements” on Crossblock: Stories of Activism board
- “Plants that are useful & can teach skills. Economics (basil)” to answer the question What plants and food are significant to your culture? Why?
- “An artist from each cultural community (or students) should make a panel” Re: story pillars
- “Love the collab art project” Re: celebratory stairs
- “Love this idea” Re: celebratory stairs
- “Teachers mean a lot to students” Re: note about influential teachers noted on celebratory stairs board
- “Students who’ve shown progress over the month/year (so interchangeable shout outs) (e.g. Tubman does a ‘Legends of the Month’ for each grade level” Re: celebratory stairs
- “Leave parts empty for classes to create expressions when graduating? Fill other parts with murals that tell the story of Albina and Jeff, but leaving empty space so each graduating class can add” in response to fence graphics
- “Great idea. Make it look good, not regular chain link” in response to fence graphics
- “No” Re: We are Proud to be Jeff Demos plinth
- “Nope” Re: We are Proud to be Jeff Demos plinth
- “A real donkey better representation of the mascot” Re: image of We are Proud to be Jeff Demos plinth
- “I like the empty stage and the casting idea if there’s a way to do both. If not, I’d keep the photo op that the students made it into” Re: Create New Traditions plinth
- “Like this, leave it open. Cushion for kids to fall on lol” Re: Create New Traditions plinth
- “I like the empty plinth idea because it creates a direct link to student-led activism and identity - making art is a reference to historical events (the protests)” Re: Create New Traditions plinth
- “This one seems too dark & possibly controversial. Do we expect students to continue dying often?” RE: memorial to students plinth idea

Cultural Placemaking Feedback Related to PPS and JHS Policy

- “Commemorative Bricks - People donate & put a name(s) on it (engraved). Doesn’t have to be negative.” Re: memorial to students plinth idea

Feedback Related To Site

- “Could make a walkway similar to Black Lives Matter Plaza in DC but using the design of the “go demos” banner that’s currently on the facade” Re: site design toolkit
- “Mature trees” Re: Kerby Grove program
- “Cultural-related wood bench. Salvaged wood?” Re: Kerby Grove program

Site Feedback Related to PPS and JHS Policy

- “Our tennis courts have not been used in 10+ years. Encourage a basketball court instead or dual use.” Re: site program & circulation
- “I’d like to suggest that the tennis courts be designed for dual use, accommodating both tennis and basketball. This would provide access to facilities during weekend evenings and when school is closed.” Re: site program & circulation
- “Who decided tennis courts are a requirement? Seems culturally insensitive. Why wouldn’t basketball courts take priority?” Re: site program & circulation
- “Pickleball instead of tennis courts” placed on Kerby Grove site design toolkit board
- “We need to make sure we have a full baseball field. Right now the models are showing left field to be about 230ft. NOT ACCEPTABLE.” Re: site program & circulation