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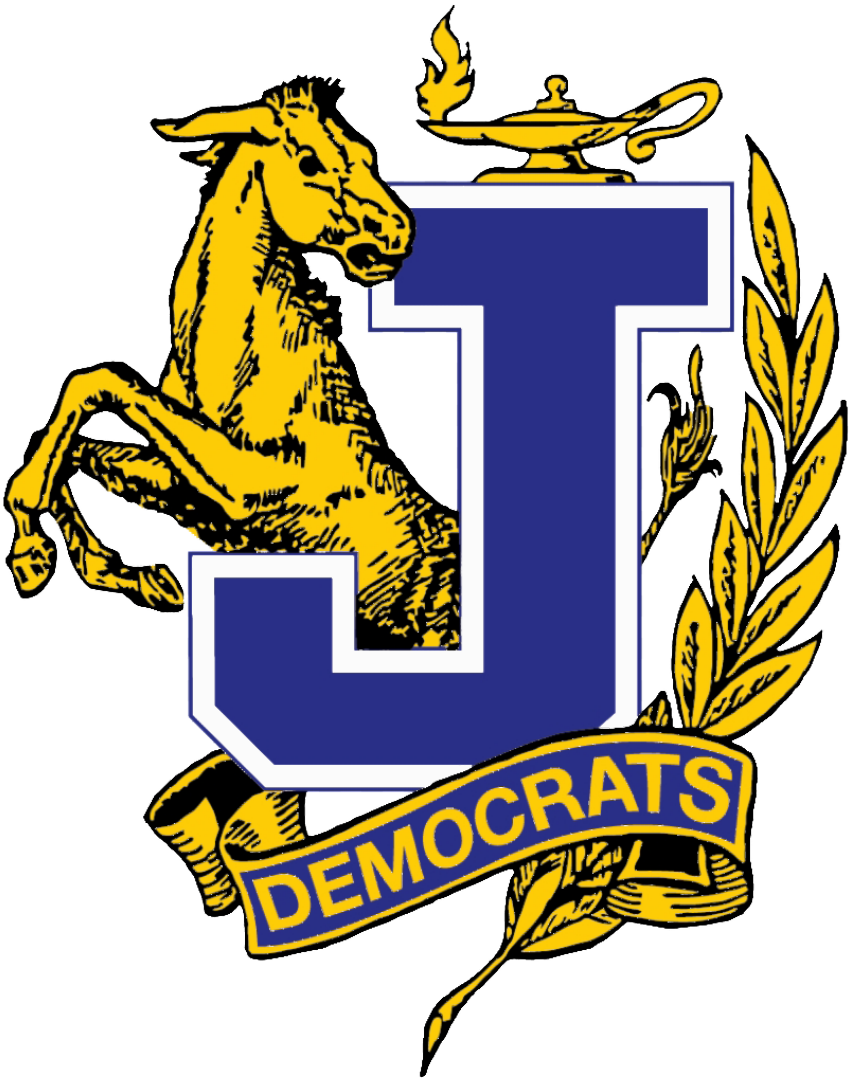
PORTLAND PUBLIC SCHOOLS
December 1, 2022



JEFFERSON HIGH SCHOOL
COMPREHENSIVE PLANNING REPORT

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PORTLAND PUBLIC SCHOOLS' LAND ACKNOWLEDGEMENT STATEMENT

"At PPS we strive to strengthen our relationship with the Native community and Native Nations. A symbol of this commitment is a land acknowledgement. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work, and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities."

PORTLAND PUBLIC SCHOOLS' ANTI-OPPRESSION STATEMENT

"Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgement is one step that we can take to improve our support of Indigenous communities in the area.

In additional to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak truth into spaces so that we can begin to heal."

PORTLAND PUBLIC SCHOOLS' CLIMATE RESPONSE STATEMENT

"In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice."

PORTLAND PUBLIC SCHOOLS' CLIMATE JUSTICE STATEMENT

"Climate change disproportionately impacts the vulnerable members of our community. Climate justice centers and prioritizes people with disabilities, communities of color, and other vulnerable populations in developing climate change solutions. The way we communicate about climate change matters - pushing against systems of oppression that have resulted in climate change through reframing knowledge, solutions, and systems is a form of climate justice."

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EXECUTIVE SUMMARY

INTRODUCTION

PROCESS AND GOALS

This planning phase for JHS has been underpinned with broad and meaningful community engagement founded in the principles of Design Justice. To date, dozens of separate engagement and outreach activities have occurred and many more are planned. Hundreds of individual conversations have been documented. A Comprehensive Planning Committee [CPC] met on six separate occasions to review, discuss and recommend next steps for the modernization project. This committee was also invited to tour two examples of modernized high schools in the PPS district : McDaniel high school and Lincoln high school .The CPC comprises representatives from many stakeholder groups including students, parents, alumni and parents from feeder schools, as well as teachers, staff, and partner program representatives. Uniquely, for this project a group of community design organizers was also invited to participate in the CPC work. These CDO's have deep roots in underrepresented communities who would be most impacted by the future development of this site. Their voices are crucial to our understanding of the complexities of modernizing JHS.

Augmenting these individual conversations and regular committee meetings, a series of live streamed Town Hall meetings, two open houses, and a community design workshop were planned for maximum engagement opportunities. A final open house was held on Wednesday November 16th to present and explain the recommended modernization solution for JHS to the community, and to respond to any questions and suggestions that visitors might have.

JHS MODERNIZATION MISSION STATEMENT

The new modernized Jefferson High School will provide each student with an equitable, individualized, high-quality learning experience and the tools to reach their full potential within an environment that is safe, healthy, and joyful. The new comprehensive high school will embody PPS's Mission, Vision and Values, and its Climate Policy, to strengthen the future of its students and its communities through a robust set of Guiding Principles that guide the process, the cultural experience, and the school program.

JHS OVERVIEW

SITE OVERVIEW

Jefferson High School, located in the North Portland Albina neighborhood, is a densely developed site that has historically served as one of the anchors of the Black community in Portland and has long been considered Portland's Black high school. The 13.56-acre site includes the original 1909 structure, later alterations and additions, track, fields, and parking.

The JHS campus extends over 13.56 acres, bounded by N Killingsworth St to the north and N Humboldt St to the South. The property is bisected by N Alberta St. This is a small site for a proposed comprehensive high school, and unlike many other high schools in the PPS district, JHS does not benefit from an adjacent public park that might accommodate some of the athletic facilities that would otherwise not fit on its campus. In addition, the property to the South of Alberta St is encumbered with easements for a public sewer and an above-grade gas pressurization system both of which limit possible development without additional investment to relocate these encumbrances.

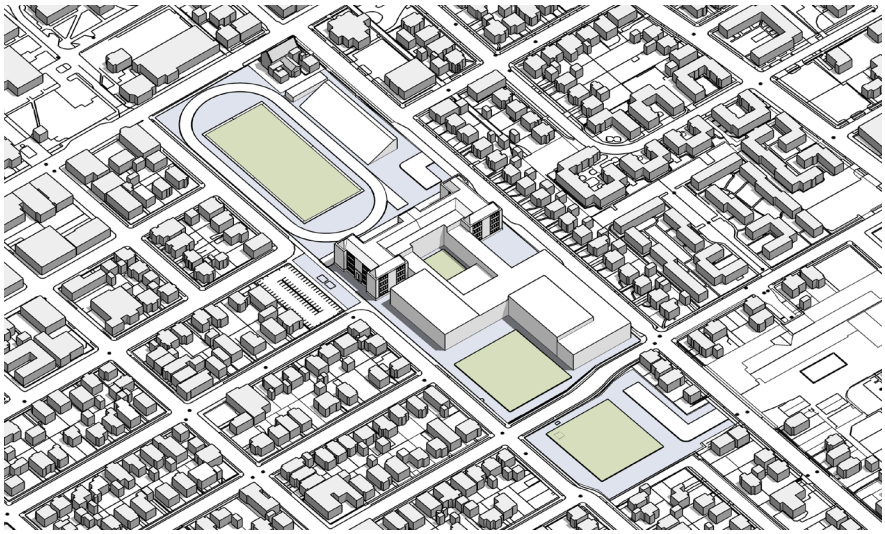
ED SPEC PROGRAM

JHS will continue to be a Focus Option school, and will also meet the Education Specification for 1,700 students. The school will need additional space for its dance programs, a bigger theater, and for its community partners. Key program areas include:

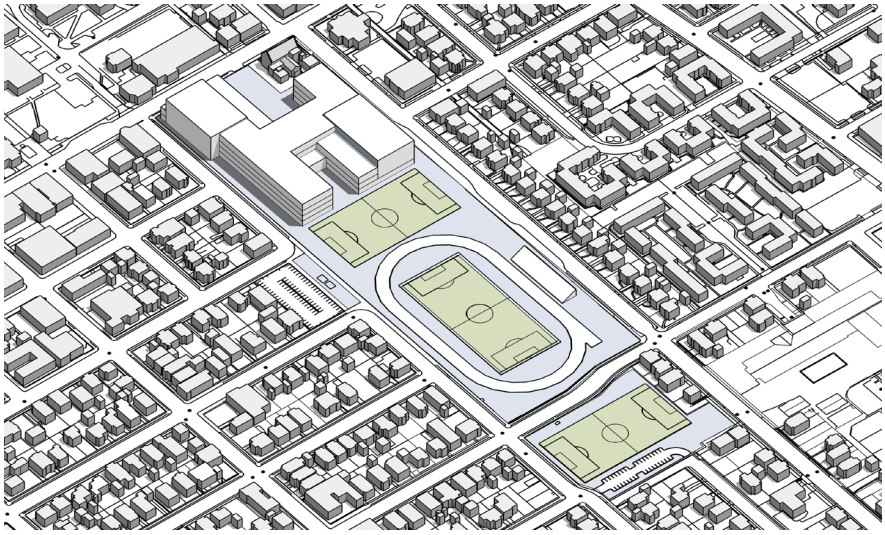
- A 1000 seat theater, a black box theater, and large dance studios, one of which will be equipped for small recitals
- Specialized spaces for career technical education and hands on learning, and a maker space
- Art classrooms, a photography classroom, and a darkroom, and a gallery space for fine art
- Band and choir rooms with good storage and practice spaces
- One large competition gym, and 1 auxiliary gymnasium among other physical education and athletics spaces.
- As well as many other spaces including administrative, support, and partner spaces

DESIGN CONCEPTS

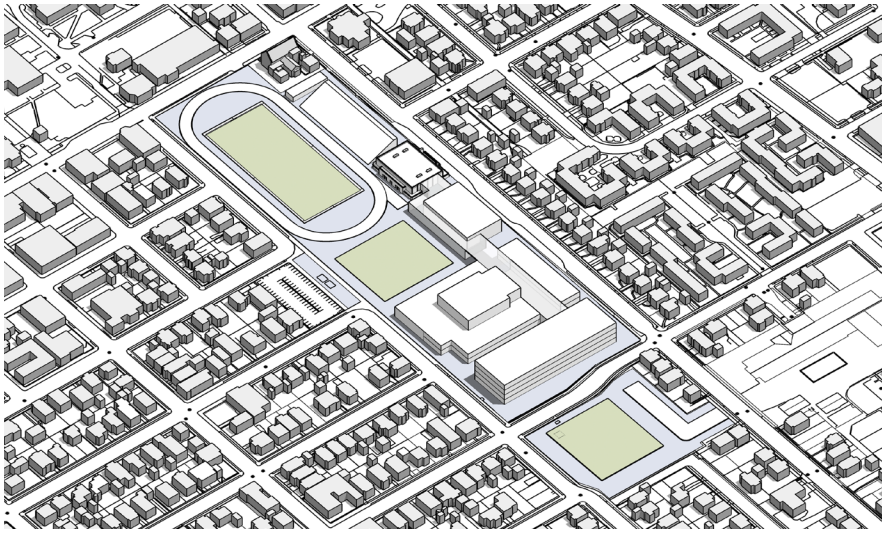
Each of the primary Design Concepts that were explored offer contrasting ideas regarding the relationship of the school to the neighborhood, overall organization of the site and program, and varied approaches to construction and schedule. The development of divergent strategies provided a strong foundation upon which the design team could build robust conversation with the myriad stakeholders and understand the priorities of all parties involved. It also helped clarify the trade-offs involved for both the adaptive reuse and new construction strategies. Ultimately, this dialogue created clarity around why Retain 1909 is the favored design direction and will be the team's primary focus as we transition into the next phase of development.



Renovation + Addition (CPC-5)



New North (CPC-5)



New South (CPC-5)

COST ESTIMATE SUMMARY

The total construction budget allocated for JHS in 2020 including all owner costs was $311 million. Two independent cost estimates for the preferred Retain 1909 design option identified significantly higher construction costs than allocated in that budget. That original allocation was established in 2020, and planning at this point could not have predicted the market disruptions that have been experienced in the intervening years. This includes the influence of the global pandemic which has resulted in a much higher rate of escalation than was anticipated, compounded by supply chain impacts, labor shortages, and wildly fluctuating commodity costs. Recent inflationary pressure has not shown any sign of easing, and projecting future escalation is especially challenging in the current market conditions.

COMPONENT	COMMENTS	TOTAL
Hard Cost	Building and Site work Estimate provided by professional cost estimator Estimate based on current Master Plan Design	$284,185,237
1.5% Green Energy Tech	Required by State of Oregon	$3,450,423
Subtotal		**$287,635,660**
Owner Direct Hard Costs	Potential required public mprovements, hazardous material abatement, utility connections (not included above)	$3,422,000
TOTAL HARD COSTS		**$291,057,660**
Soft Cost	~ 12% of Hard Costs	$33,338,529
Fixtures, Furniture & Equipment	~$25/SF Based on Current PPS Project Data	$8,360,250
Swing Space / Temp Facilities	*Included in Hard Cost Estimate*	N/A
Contingency	15% of Total Costs: 10% this line 5% *included in Hard Cost Estimate*	$33,243,561
Escalation	*Included in Hard Cost Estimate*	N/A
TOTAL		**$366,000,000**

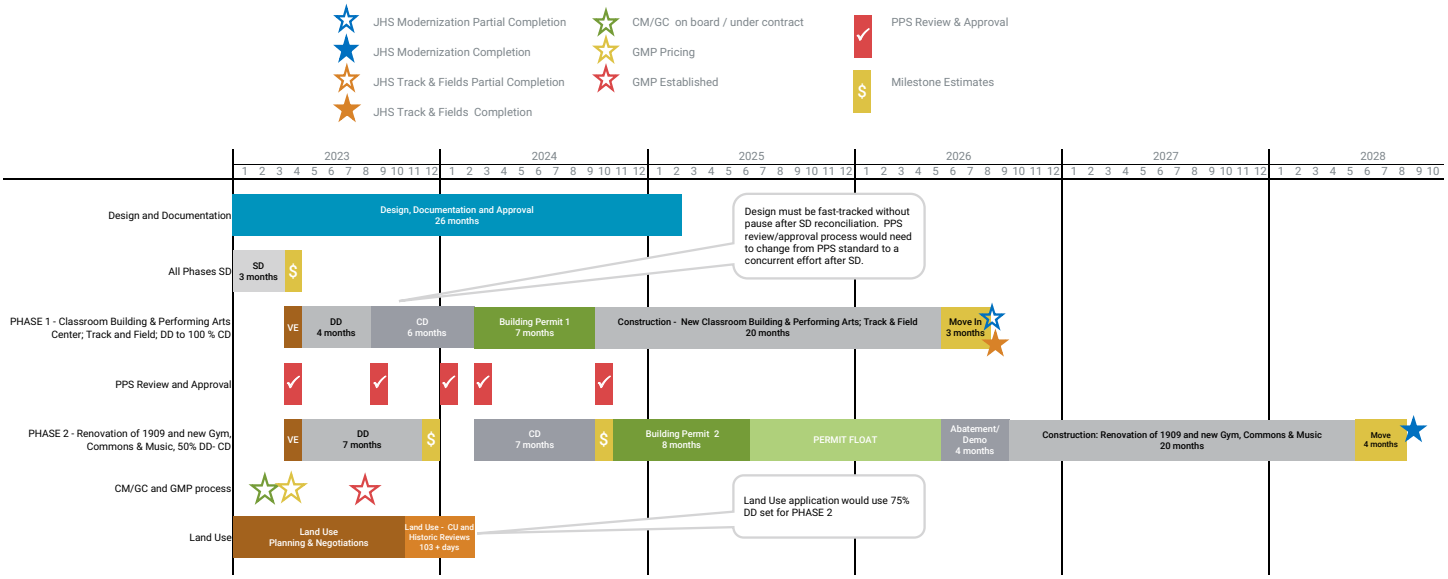
Cost Estimate Overview

DESIGN AND CONSTRUCTION SCHEDULE

The current approach to the Modernization of Jefferson High School breaks the project into 2 phases of construction. In order to complete the first phase of JHS by 2026 and have the overall project complete by 2028 as directed by PPS, a compressed design and construction schedule has been proposed. The team is currently targeting completion of Schematic Design for both Phases of construction by early April 2023, followed shortly by a month-long period of value engineering. From that point on, the design schedules will diverge in order to expedite the development of phase 1. Design Documentation of phase 1 will occur through July of 2023, with a complete set of Construction Documents targeted for the first quarter of 2024 followed by a 7 month period allocated for Permit Review in order for construction to commence in the fall of 2024. Design Documentation for phase 2 will occur through December of 2023, with a complete set of Construction Documents targeted for the fall of 2024 followed by a 8 month period allocated for Permit Review. Given that phase 2 cannot begin until Phase 1 is complete, there is considerable float in the duration of the Permit review for Phase 2, with a construction start anticipated for the fall of 2026.

Note that a number of risks are associated with this compressed design and construction schedule and are outlined in a later portion of this report.

2022-12-01 Design & Construction Schedule: "Retain1909 Option"



CPC RECOMMENDATION

As a result of regular and robust engagement with the Comprehensive Planning Committee, it is clear that the retain 1909 Design Option is the favored direction moving forward for Jefferson High School. There was not unanimous agreement among the CPC on a specific site planning scenario, but a majority of the group favored the retention of the 1909 building. This scheme is unique in its ability to accommodate a complex set of design criteria that address multiple parallel priorities for both PPS and the community at large. We heard clearly and consistently from community members that the original building holds an irreplaceable cultural significance and therefore the retention and renovation of the 1909 Classroom Building should be a priority for the project. We also heard from the community that the remaining buildings on the site were not as important to them symbolically as the original structure. From a planning and phasing perspective, this perspective was appreciated, as removing the remaining buildings on the site frees up critical site area and sets into motion a design solution that is able to minimize disruption to the student community, which we also heard is of great importance to our community partners.

The Retain 1909 Design Option that is recommended in this report allows for the creation of a 'school within a school' in the first phase of construction – essentially a self-contained structure that includes performing arts, administrative support, a servery/kitchen, mechanical and support space, and enough classrooms to accommodate the current enrollment of Jefferson High School. Through building out all of this program in a location that is outside of the footprint of the existing structures, we are able to allow the entirety of JHS to stay up and running while the first phase is being constructed. Upon completion of the first phase, the current Jefferson community can then move directly into the new building, eliminating the need for swing sites or costly portable classroom and support spaces. The second phase of construction then breathes new life into the 1909 structure, creates covered outdoor spaces that we heard consistently were desired by the community, and provides a newfound clarity in the organization and circulation of the school around a central courtyard that anchors the connection between the new and the old.

NEXT STEPS

This programming and conceptual design report documents the proposed scope of work and a pathway to budget for a single solution for JHS which has community support, and which has been presented to a broad group of stakeholders as the preferred design option. Building design begins in January. The design will need to navigate a complex land use approval process, and multiple building permits; construction is planned to begin in the summer of 2024.

Phase 1 of construction, including the new performing arts center, commons, and classrooms, is planned to open in the fall of 2026. This new building will provide full facilities for the current JHS enrollment. This allows the remaining buildings to be vacated, and a second phase of construction will complete all new construction, and the renovation of the 1909 building. Construction is planned to be complete by the fall of 2028.

Students will remain on site during construction, and will be kept separate and safe from the impact of that construction. Portable classrooms are not anticipated at this point. Students will have access to athletic fields at all times, and renovations of the existing track and field will be planned for the summer months to minimize disruption to the community.

Community engagement and the Design Justice process remain key aspects of the design approach for JHS as it moves into this next phase. Intensive community conversations and work with many partners will help inform the development of this design over the next months.

JEFFERSON HIGH SCHOOL

SITE + LANDSCAPE

OVERVIEW

Located in North Portland's Humboldt neighborhood, Jefferson High School stands as a prominent building in the community, both physically and culturally. The school was established in 1909 as the primary high school in Albina. The main facade is setback from Killingsworth with the relatively recently rebuilt track and field between the main 1909 building and Killingsworth street. Multnomah County's North Portland Library is located on a small parcel at the northeast corner of the site. While the original design located the main entrance on the second floor at the center of the Renaissance Revival-style building, the side entrance on Kerby Street is the de facto Main Entrance since the entire site is fenced and gated for security purposes - the original entrance no longer serves its original function.

The neighborhood context is that of primarily single-family houses to the south, east and west while the northern portion of the property lies on North Killingsworth. Commercial Street to the east accommodates several larger commercial buildings towards the north. The height of most structures around the site low in comparison to JHS with exception of PCC Cascade campus which has buildings on the north side of the Killingsworth as well a small parcel to the west. Along Killingsworth itself there are retail and restaurants to the west toward North Albina Avenue, while multi-family housing dominates the context to the east. A frequent service bus runs on Killingsworth with a stop at the northwest of the site. The southern parcels of the JHS site are bisected by North Alberta which is a prominent street that connects to the popular Alberta district to the east.

TRACK & FIELD

In 2014, the track and field facilities at JHS were renovated. This work was a result of a community-wide effort to provide every Portland Public high school with new track facilities. JHS was the ninth out of ten high schools to complete these updates. The project was supported by Nike, Portland Public Schools, and JHS community members. Prior to these upgrades, JHS students ran track and played football and soccer at other nearby schools. JHS's track and field also serves as a vital community hub, welcoming students, parents, alumni, and neighbors.

Aerial View of Jefferson High School

North Entrance

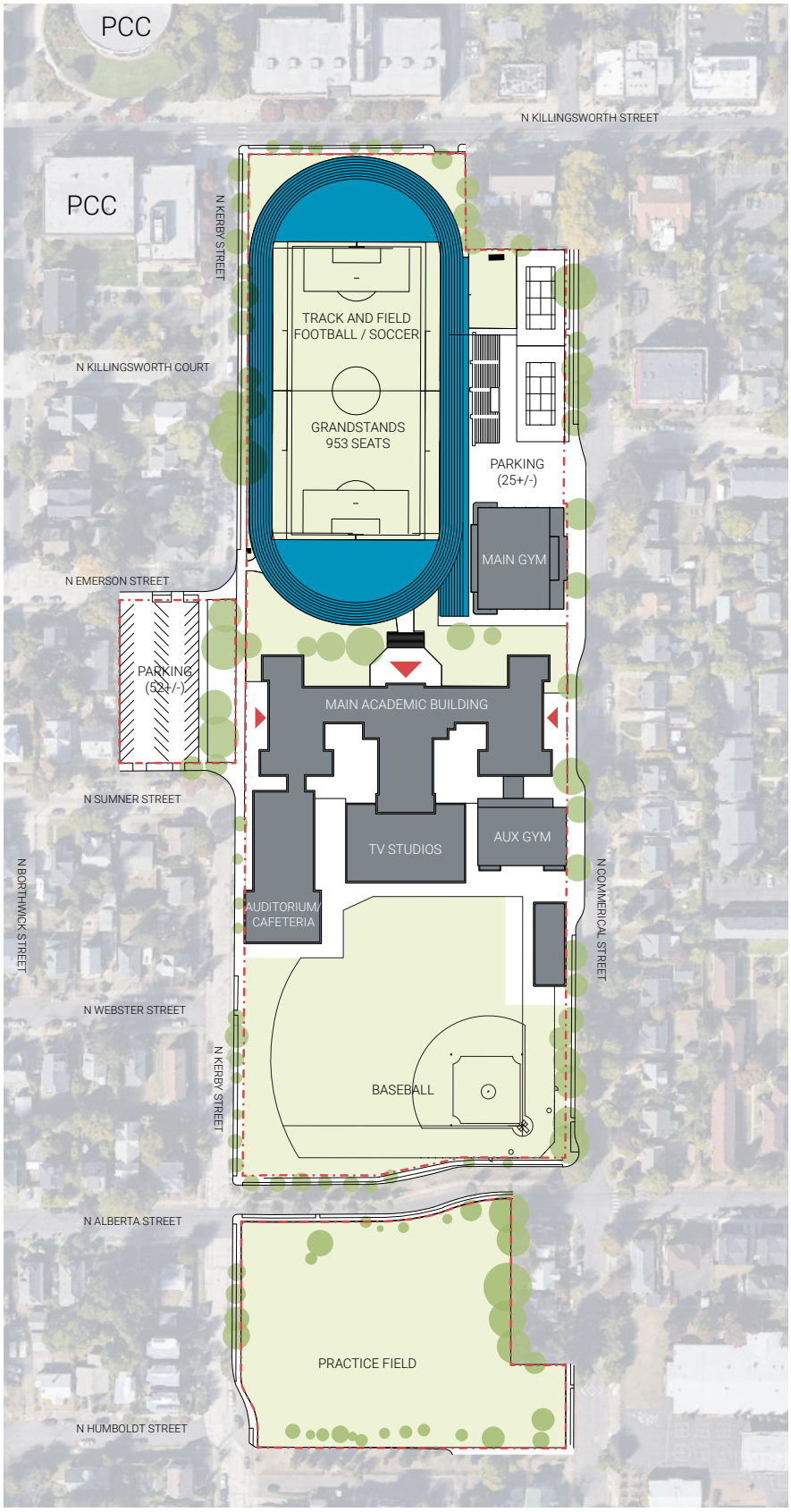
Track & Field

West Entrance

EXISTING SITE / CIVIL

The JHS site is made up of 6 separate tax lots located between North Killingsworth and North Alberta streets to the north and south and between North Commercial and North Kerby. All are zoned Institutional Residential or IR. The following table highlights the main zoning requirements for IR. Of note in the zoning document is the height limit at 75' and the setback regulations which require a 10' setback with 1' back horizontally for every 2' of building height. In chapter 33.279 Recreational Fields for Organized Sports, setbacks for sports fields and courts is indicated as 50' if site abuts a residential property this set back rule does not apply if there is a street immediately adjacent.

The existing track and field and certain existing structures on site do not meet the current zoning but are grandfathered. The IR setback requirement is mandatory at all adjacent and abutting zones. A majority of the adjacent and abutting zones are R-5 single family houses except for Commercial (C) and Institutional zoning along North Killingsworth, Kerby and Commercial Streets.



Existing Site Plan

ZONING

Base Zoning: IR – Institutional Residential

Overlay - m (only along Killingsworth)

Height limit: 75’/100’ within 1000’ of Public Transit

Floor Area Ratio (FAR): 2:1

Parking: None required - parcels are within 1000’ of 20 minute transit system

Minimum Building Setbacks: 1 ft back for every 2 ft of building height but no less than 10’

Maximum Building Setbacks Street Lot Line, Transit Street or Pedestrian District: 10’

Recreational Fields Setback: 50’ (if a residential property is immediately adjacent)

Maximum Building Coverage: 70% of site area

Minimum Landscaped Area: 20% of site area

Landscaping abutting an R zoned lot: 10’ @ L3 buffer

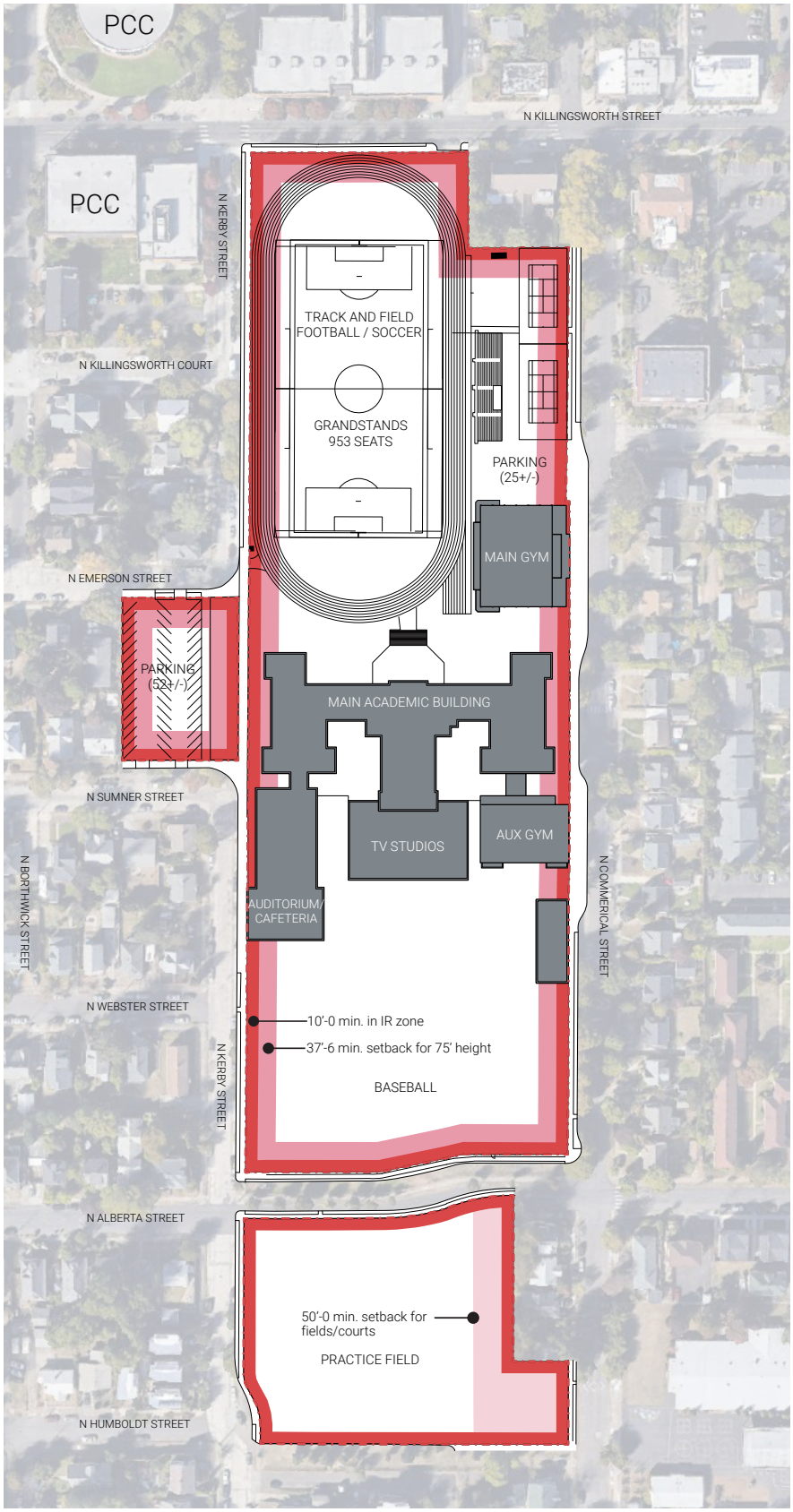
Landscaping across the street from an R zoned lot: 10’ @ L1 buffer

Building Facade Articulation: No

Ground Floor Window Standards: Yes

Transit Street Main Entrance: No

Further information regarding City of Portland zoning can be found in Title 33, Chapter 33.150 which covers Campus Institutional properties in the city of Portland including Institutional Residential (IR).



Zoning Setback Diagram

ARCHITECTURAL

OVERVIEW

As one of the oldest high schools remaining in Portland, the JHS campus consists of the original 1909 building and a series of additions that accumulated over the past century as the surrounding community has grown and changed. The high school building shows some evidence of its original architectural style from the early 1900s. However, subsequent additions and exterior alterations have diminished portions of the original architectural features.

EXTERIOR

The main building on the JHS campus, constructed in 1909, is a three-story brick building with a fenestrated basement. The openings are defined by cement stucco painted white. At the entrance, there are three arched portals that lead into a sheltered entryway. Bronze plaques are mounted at the entryways and double run stairs continue into the interior entryway. Some other building features include a water table, concrete belt courses, and a reconstructed fourth floor. The original detailing around the windows were covered by paneling in renovation during the 1950s. The hipped roof is covered with composition shingles and previously featured a bracketed overhang removed in 1952.

South of the original building stands the 1952 auditorium complex, a triple-height, brick-faced building that dominates the west face campus with limited fenestrations. On the north side of the campus, the 1964 gymnasium is a freestanding concrete structure that leads out to the track and field area. The T.V. studio building that is attached to the original 1909 building, constructed as a gymnasium in 1928, exhibits the greatest degree of historical integrity. The entrance on the west side of the building has three double doors with cast stone surrounds and a keystone. Most of the building also has a cast stone cornice. However, most of the windows have either been replaced or sealed up.

INTERIOR

Internally, the 1909 has a good layout with day light into most spaces. Several stairs give access on the four floors of academic spaces, the additions, however, have internal accessibility issues. Accessing certain parts of the interior between 1928 and 1950's additions are not ADA or universally accessible. Ramps, half levels and odd steps were constructed to stitch together the various spaces in an unthoughtful manner. For example, there is no accessible route to the band and choir rooms behind the fly loft on the very most southwestern portion of the building.

West Entrance

North Entrance

Brick Facade of the 1928 Addition

B-Floor Entry Hallway

B-Floor Center Hallway

D-Floor Hallway

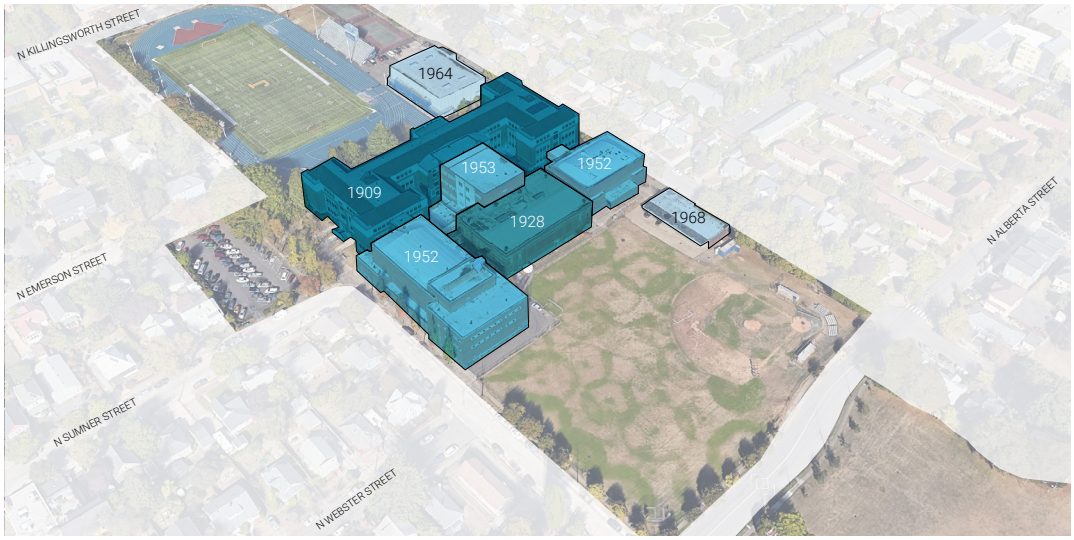
BUILDING ADDITIONS

The existing buildings vary in age from the original 1909 building to the 1968 auto shop now used as a wrestling space. A myriad of additions have been built on to or near the original 1909 building. At its inception, the 1909 building, designed by Whitehouse & Honeyman, was a relatively handsome edifice in Renaissance Revival style featuring concrete plasterwork, diamond-shaped motifs, a hipped roof with a bracketed eave and flush face dormers. The interior also shows design features including tall ceilings and well day-lit classrooms and corridors through most of the four stories of the building. The central portion of the "E" plan of the 1909 building was altered in 1928 when a new "boys" gym was added to replace the existing small gym located in the middle portion of the "E". The 1928 gym is currently where the TV studios are located.

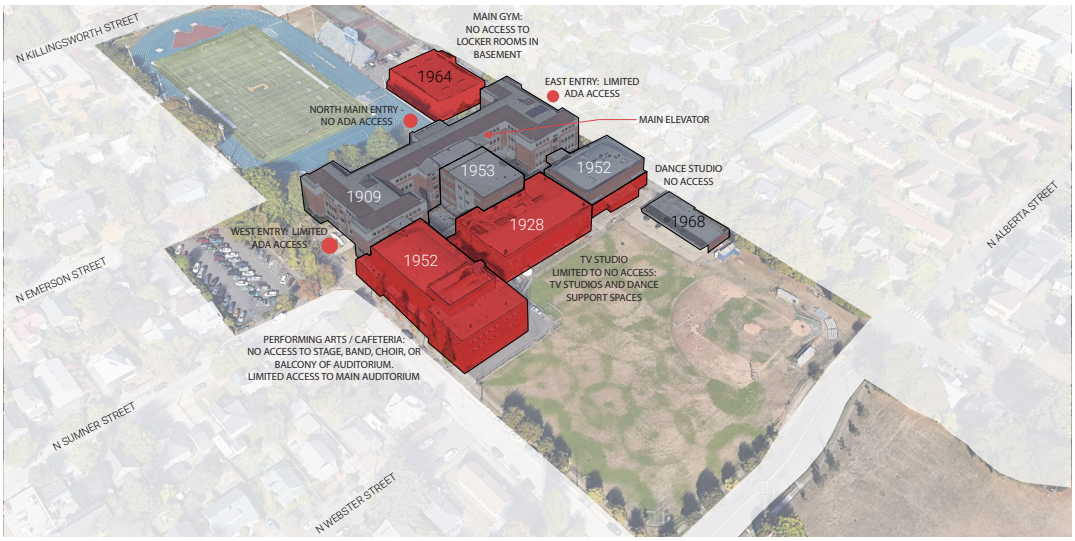
An increase in population in the neighborhood, and subsequently higher enrollment at JHS, established the need for additions in the 1950's. In 1952, a new "girls" gym was added south of the east wing of the 1909 while a large 1,000+ seat theater with a fly loft was added south of the west wing of the original building. In 1953, the middle "E" portion of the 1909 building was once again changed to add more classroom spaces. During these additions, a "modernization" occurred which transformed the exterior of the building from the Renaissance Revival details to 50's modernism style. Much of the inlay plaster and brick was lost and the eaves were removed. Today, the north facade of JHS appears quite different than the original as does the south facade which became a series of addition making the original architectural character un-recognizable. In the 1960's two detached additions were built: the auto shop to the south east of the "girls" gym and a new main gym in 1964. The main gym still serves as the primary indoor athletic space at JHS.

BUILDING CODE

The current building is fully sprinklered and protected from a high-level review of the structure and as-built drawings. The main entry to the 1909 building does not meet ADA standards for accessibility. The varying floor heights of the main building and its additions create a condition that is not universally accessible.



Building Additions



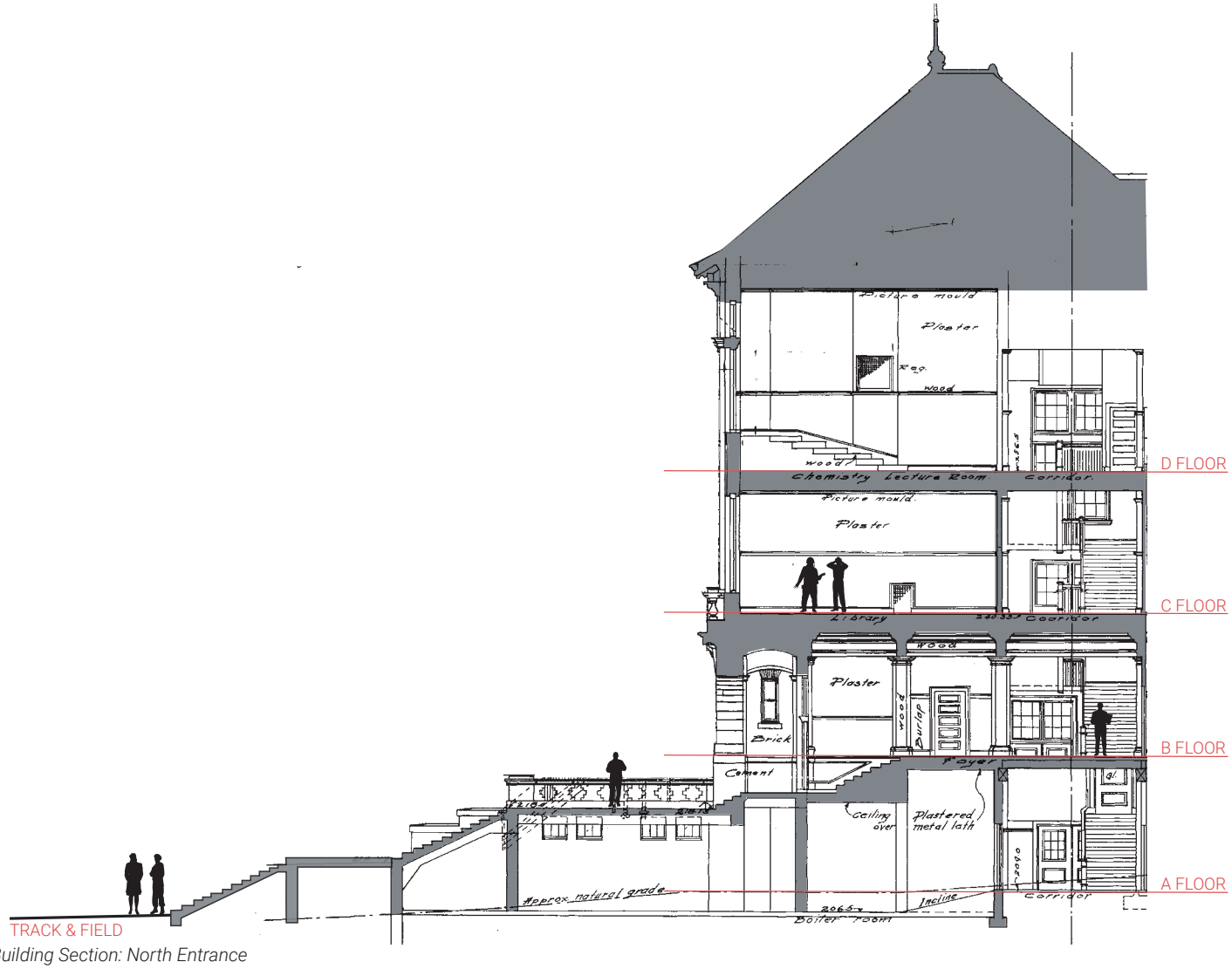
Accessibility

Seismic Risk

EXISTING ENTRY

Much of the main 1909 building is internally ADA accessible and an elevator serves each of the floors (A, B, C and D). However, the main entry is a significant universal accessibility issue since there are three sets of stairs that need to be used to reach the B floor where the main administration spaces are located. These steps located both on the exterior and interior of the building present a serious challenge and will need to be thoughtfully addressed in a future design. Universal design standards state that all people of all abilities must access the main entry of a building in the same fashion.

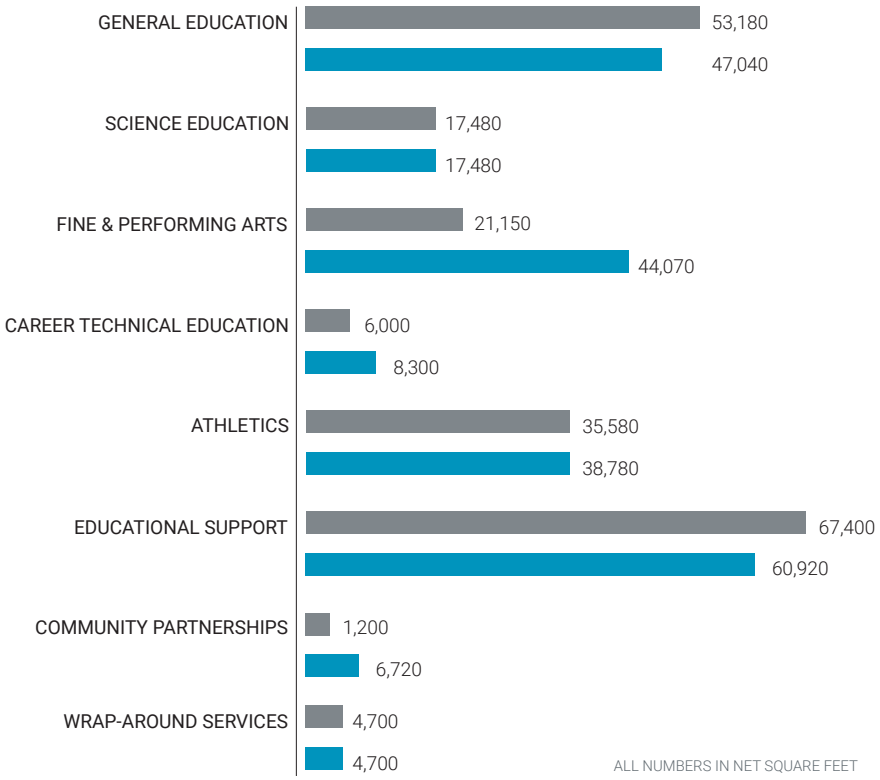
North Entrance



Building Section: North Entrance

EXISTING FLOOR PLANS

The existing building and additions are shown in the following floor plans for A through D floors. The colors on the plans show general program types throughout the building from athletic spaces to education support. Diagrammatically, the 1909 building houses mostly classroom space as well as partnerships and education support, i.e. administration, counseling, etc. The additions to the south are currently used for performing arts including most of the JHS dancers and athletics with the TV studios in the 1928 gym space. The A floor is a warren of rooms including the library, boiler room/ mechanical space, a health clinic and storage.



Comparison between Ed Spec and existing JHS space programs

PPS Comprehensive High School Area Program

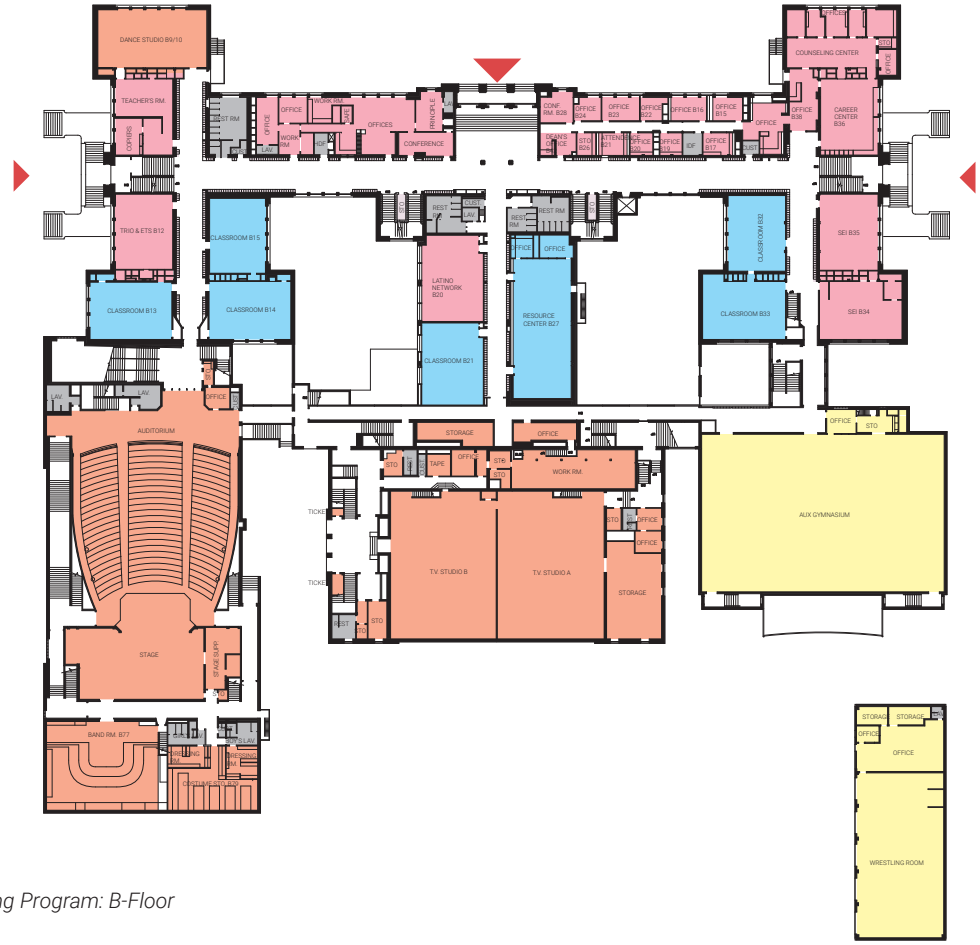
SUMMARY

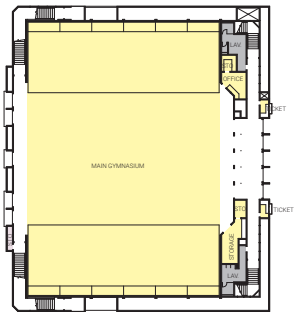
AREA [1,2]	RECOMMENDED Quantity	S.F. Total	MEASURED Quantity	S.F. Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS				
General Education (Gen-Ed) Classrooms	41	53,180	29	26,665
Science Labs	11	17,480	7	7,604
Fine & Performing Arts (Drama, Theater)	4	21,150	9	43,445
Career Preparation/CTE [3]	3	6,000	1	15,580
Athletics (incudes area for P.E. instruction)	3	35,580	4	35,459
Education Support [4]	2	67,400	6	59,186
Sub-Total Recommended Teaching Stations	***64***	***200,790***	**56**	**187,940**
Community Partners [5]		1,200		
Wrap-Around Service Providers [5]		4,700	?	7,506
Sub-Total		***5,900***		**7,506**
PPS District Uses		**0**		**11,243**
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA		***206,690***	***NET AREA (measured)***	**206,689**
Net to Gross Ratio of 36% [6]		***74,408***	***Non-net area (measured)***	**111,732**
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED		***281,098***	***TOTAL AREA (measured)***	**318,421**

Jefferson High School Area

Area Space Summary: PPS Education Specifications & Existing Space at JHS

Existing Program: A-Floor

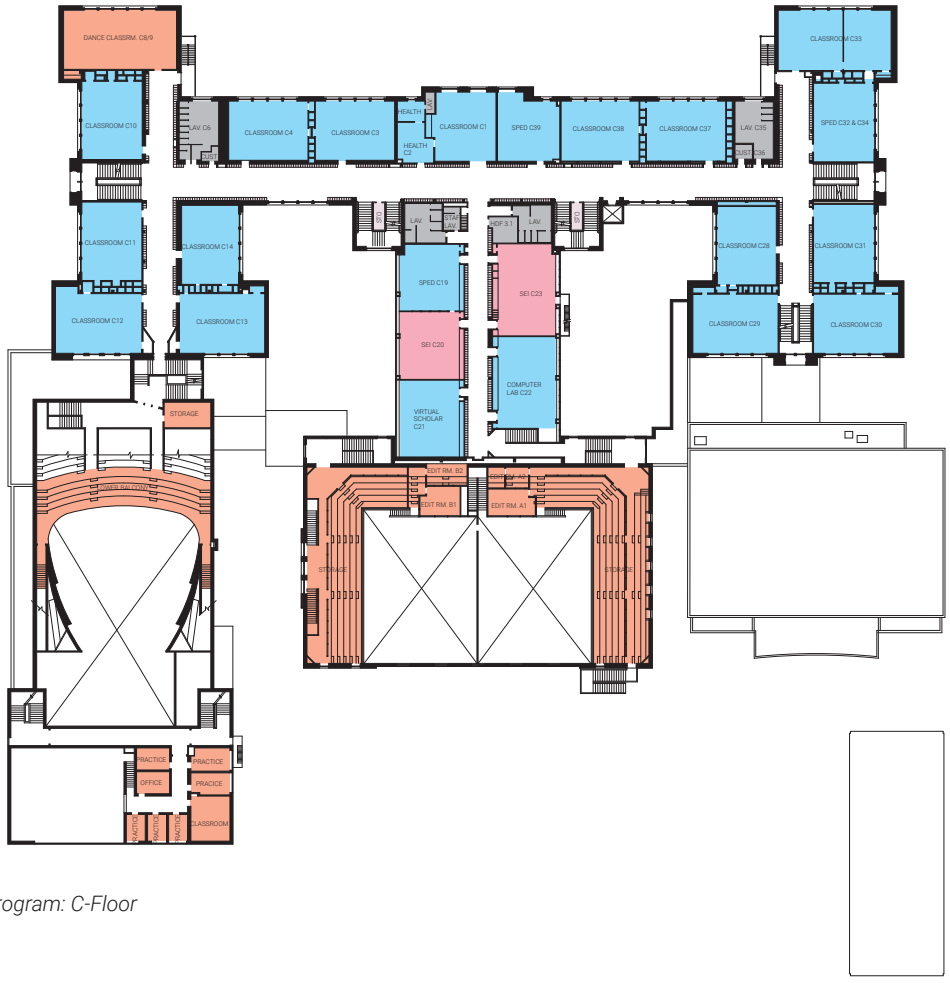




Legend by Ed Spec spaces

- ACADEMICS
- ATHLETICS
- ARTS
- COMMUNITY PARTNERS + ADMIN
- COMMUNAL SPACE
- LOADING + SUPPORT

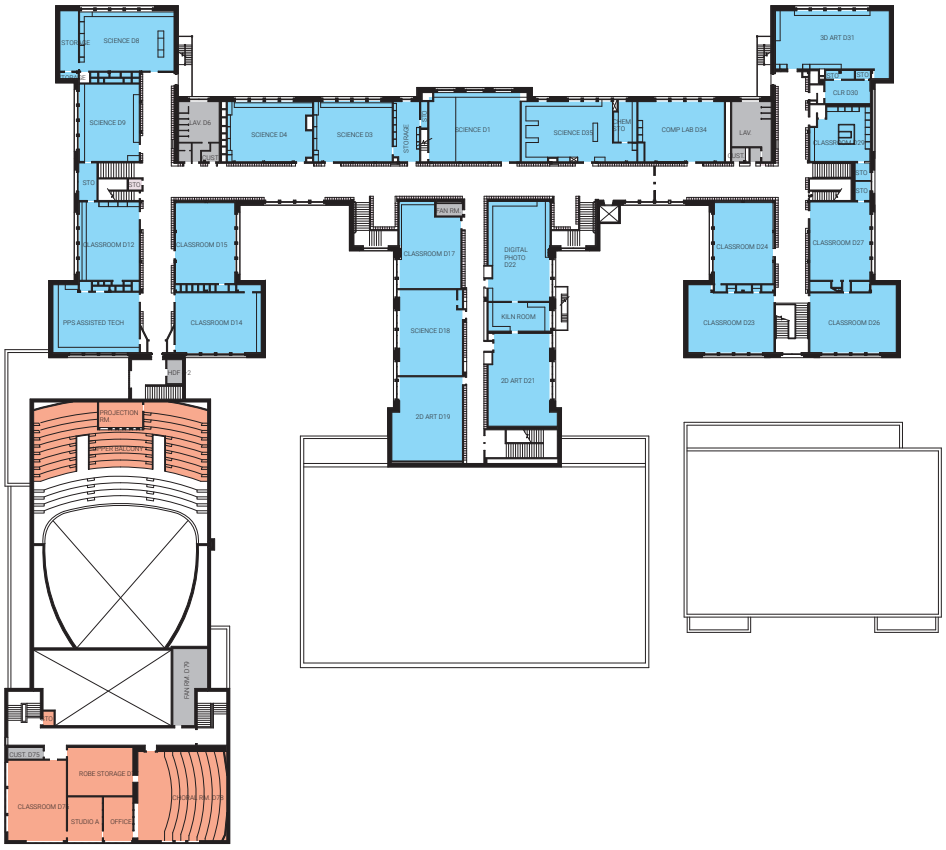
Existing Program: B-Floor

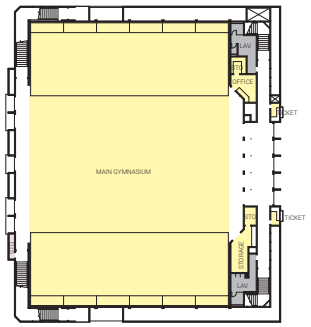


Existing Program: C-Floor

Legend by Ed Spec spaces

- ACADEMICS
- ATHLETICS
- ARTS
- COMMUNITY PARTNERS + ADMIN
- COMMUNAL SPACE
- LOADING + SUPPORT





Legend by Ed Spec spaces

- ACADEMICS
- ATHLETICS
- ARTS
- COMMUNITY PARTNERS + ADMIN
- COMMUNAL SPACE
- LOADING + SUPPORT

Existing Program: D-Floor

HISTORY

Jefferson High School is a contributing property within the Piedmont Conservation District, a primarily early-twentieth-century residential district in North Portland. Jefferson High School was evaluated in 2009 as part of a systemwide historic building assessment undertaken by Portland Public Schools.

This evaluation concluded that Jefferson High School was not eligible for listing on the National Register of Historic Places due to loss of integrity stemming from the extensive 1952 alterations. (The 2009 assessment also noted that the 1928 gymnasium retains a higher level of integrity than does the 1909 building.) As a result of this evaluation's findings, Jefferson High School is classified as "not eligible/non-contributing" in the Oregon Historic Sites Database, a publicly-accessible database of all built properties for which the State Historic Preservation Office (SHPO) has collected physical and/or historical information.

Due to the myriad changes made to the building over time, the original 1909 building's character-defining features generally pertain to aspects of the building's overall massing and form rather than individual architectural features. Specific character-defining features of the building include:

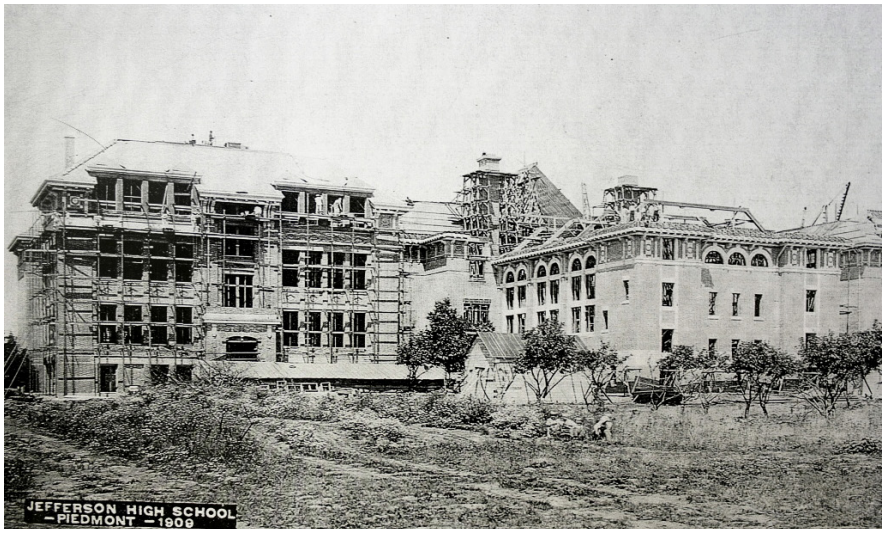
Exterior

Three-story-plus-basement height with flat-on-gable roof forms

Punched window openings (windows themselves have been replaced)

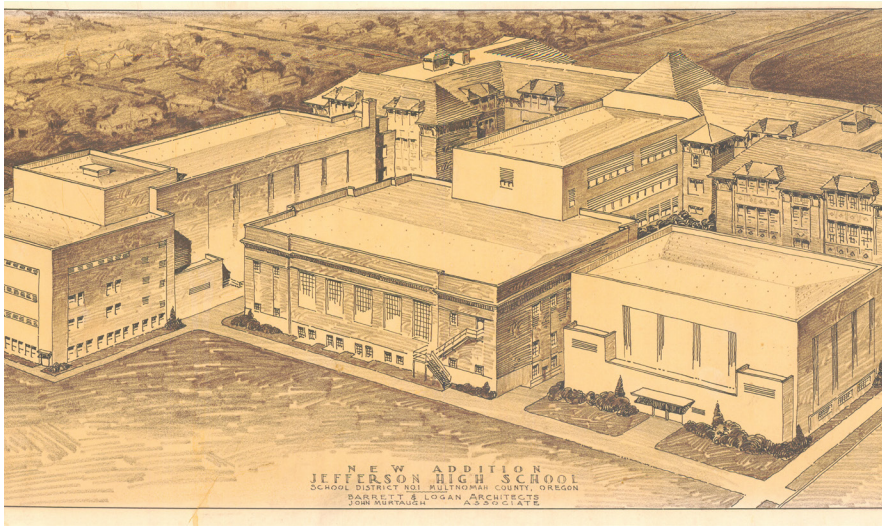
Modified Flemish bond consisting typically of stretcher and header bricks alternating in each course.

Main entry atop a central stair on north façade composed of three arched openings with divided-light transoms behind three semicircular arched portals



Construction of the 1909 School Building

Postcard of the Completed High School



Rendering of the 1951 Arts Buildings

On east and west façades, recessed entries with semi-circular arches atop double-run stairs

Two louvered vents at rooftop with pyramidal roofs and exposed rafters

Wrought iron fire escapes at east and west wing projections of the north façade

Interior

Basic configuration of classrooms arranged around spacious, double-loaded corridors laid out in an H-shaped plan

STRUCTURAL

The construction type of JHS varies depending on the age of the structure. The original building is primarily a wood structure with unreinforced masonry on the facade and concrete foundations. The additions are a combination of steel beams and columns, cast in place concrete and brick - all dominant construction systems of the 1950's and 60's. The main gym is a concrete tilt-up construction.

Early analysis of the structure by KPFF engineers indicates that significant seismic upgrades would be required to meet the current standard for earthquake safety. PPS standards are higher than standard life safety and all buildings, existing or new, would be designed to damage control risk category IV.

DESIGN JUSTICE

BACKGROUND + CONTEXT

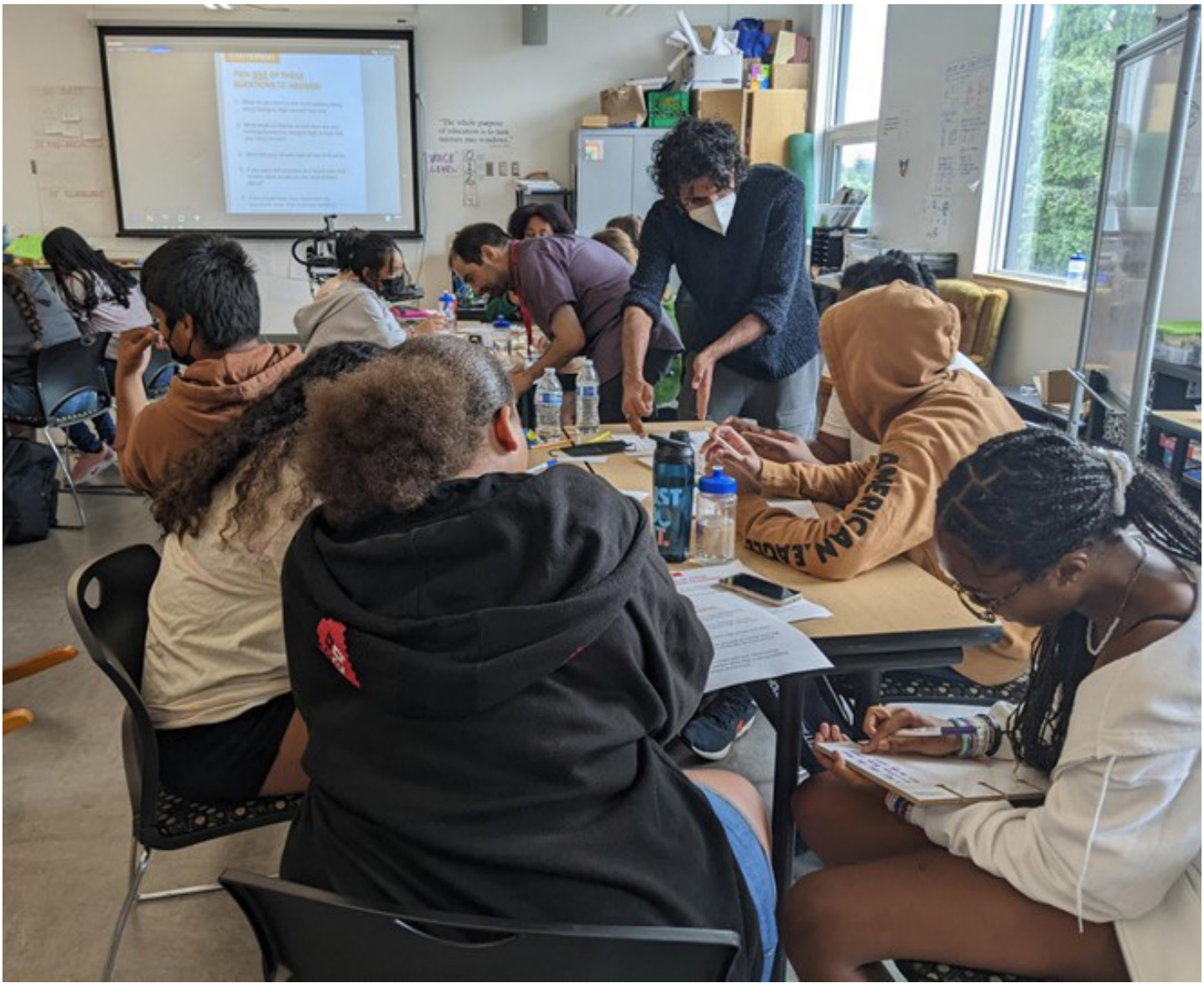
The engagement team believes that to design is to have an unyielding faith in the potential for a just society. It is an act of individual and collective hope that has the potential to express collective values and amplify community power through the processes and outcomes of design. However, historically, the design profession has excluded justice and equity as part of the design process and has further marginalized the very groups who are most experienced to speak for their communities' needs.

Through applying a Design Justice framework to all phases and aspects of the JHS design process, this project roots the project team's work in those principles and values. Making design decisions through the lens of Critical Race Theory and Design Justice necessitates evaluating not only physical school spaces, but also school processes, policies and practice which define how a space is able to function.

The project team acknowledges that other factors (i.e. cost, schedule, regulatory directive, etc.) also factor into decision making, but the recommendations in Colloqate's "JHS Implications Document" prioritize a Design Justice perspective.

The engagement team acknowledges that not every recommendation will be incorporated into the project. The intention in applying a critical lens is not to condemn the project or its stewards, but to examine the reasons why certain decisions are deemed unfeasible, to advocate for systems that allow for justice-centered design in the future, and to take accountability for decisions, impacts and priorities of the project.

Colloqate Narrative Process



Visioning Exercise

ENGAGEMENT SUMMARY

Over the course of Phase 1 (Comprehensive Planning) the engagement team documented over 700 comments through various outreach activities, such as but not limited to open houses, tabling events, workshops, focus groups, and one-on-one conversations. These comments indicate recurring themes and narrative trends among the stakeholder groups Colloqate has engaged.

Colloqate's work began in June 2022. To date, Colloqate's engagement and organizing efforts have been mostly focused on reaching Black/African American stakeholders, followed by Latine stakeholders. This is informed by the fact that Jeff's cultural significance is most central to Black/African American community members, and a conviction that by centering the needs and experiences of this community, the project team will encounter and address the systemic injustices that are experienced by all communities of color and culture.

Beginning in the summer, Colloqate prioritized connecting with adult stakeholders at community events, with fewer engagement activities around youth and Jeff students. Efforts centering youth and students ramped up significantly beginning in September with the start of the school year and more access to students and their families within Jeff and feeder school spaces.

At this point in time of the Planning Phase, the engagement team has had less success at bringing in Latine voices compared to Black/African American voices. This has been heavily impacted by the lack of available Spanish translation and interpretation at all public PPS events, Town Halls, and CPC meetings, as well as delays in procuring translated informational materials during the first months of this process. Colloqate is holding a series of workshops with Latine students in collaboration with Latino Network staff at Jeff that will occur before the end of the planning phase and be incorporated into their ongoing implications reporting.

Moving forward, the engagement team will be intentionally engaging with underrepresented stakeholders in an intersectional manner, with emphasis on racial, cultural, and linguistic diversity, gender and sexuality, and disability, without losing sight of the central importance this school holds for Black and brown communities.

Date/Range	Type	Stakeholders	Event	Facilitator
3/16/22	Community Outreach	Neighborhood Association	Concordia Neighborhood Association Meeting	PPS
3/29/22	Community Outreach	Community Members	Town Hall	PPS
3/31/22	Community Outreach	Unite Oregon Committee Members	Unite Oregon Committee Mtg	PPS
4/18/22	Student Engagement	JHS Students	JHS Leadership Class	PPS
5/3/22	Community Outreach	Neighborhood Association	Overlook Neighborhood Association Meeting	PPS
5/17/22	Community Outreach	Community	Town Hall / Open House	PPS, BORA, Colloqate, LEVER
6/1/22	CPC Meeting	CPC Members	CPC Meeting	PPS, BORA, Colloqate, LEVER
6/15/22	Community Outreach	Community	Town Hall	PPS, BORA, Colloqate, LEVER
6/15/22	CPC Meeting	CPC Members	CPC Meeting	PPS, BORA, Colloqate, LEVER
6/18/22	Community Outreach	Community	Juneteenth Festival	PPS, BORA, Colloqate
6/26/22	Community Outreach	Community	Good in the Hood	PPS, BORA, Colloqate
7/21/22	Student Engagement	JHS Girls Basketball Team	Focus Group Discussion	PPS, Colloqate
7/21/22	Student Engagement	Feeder School Students	SAA @ Faubion (JHS Feeder MS students)	PPS, Colloqate
7/21/22	Student Engagement	Feeder School Students	SAA @ Roosevelt (JHS Feeder MS students)	PPS, Colloqate
7/22/22	Stakeholder Meeting	SBHC Admin	Multnomah County Student Health Clinic	PPS, BORA
7/29/22	Stakeholder Meeting	SEI JHS Staff	SEI @ Jefferson	PPS, BORA
8/4/22	Student Engagement	Faubion Students	SAA Student Engagement at Faubion	PPS, BORA, Colloqate
8/4/22	Stakeholder Meeting	Innovation Studio, RESJ, Community Engagement, HR	CBSE Engagement Work Session	PPS
8/10/22 - 9/16/22	One-on-One & Small Group Discussions	Community elders, alumni	20+ conversations	Michael (CDO)
8/12/22	Community Outreach	Parents	Black Parent Initiative - Family Fun Day Tabling	Colloqate
8/20/22 - 9/7/22	Community Outreach	Feeder school parents, teachers, extended Jeff community (Black/African American, Latine)	One-on-One & Small Group 15+ conversations	Dominique (CDO)
8/20/22 - 9/12/23	Community Outreach	Parents, alumni	One-on-One & Small Group 12 conversations	Kayin (CDO)
8/15/22 - 9/12/22	Stakeholder Engagement	Jeff Teachers, current students	One-on-One & Small Group 5 conversations	Tae (CDO)
8/13/22	Community Outreach	Community	SEI Homecoming Festival	PPS, BORA, Colloqate
8/20/22	Community Outreach	Community	"On the Block" Community Block Party	Colloqate
8/24/22	Community Outreach	Community	Town Hall	PPS, BORA, Colloqate, LEVER
8/24/22	Community Outreach	Neighborhood Association	Humboldt Neighborhood Association	PPS
8/24/22	CPC Meeting	CPC Members	Meeting 3a	PPS, BORA, Colloqate, LEVER
8/24/22	Focus Group	Elders & Alumni	Elder's circle	Colloqate
8/25/22	One-on-One	Feeder school parent		Colloqate
8/30/22	One-on-One	Retired HS Counselor	Understanding history of Jeff & PCC relationship	Anita (CDO)
9/7/22	Stakeholder Meeting	NAMC members	Project presentation at NAMC meeting	PPS
9/7/22	CPC Meeting	CPC Members	Meeting 3b	PPS, BORA, Colloqate, LEVER
9/8/22	One-on-One	Jeff Alum, Race Talks founder emeritus		Meera (CDO)
9/14/22	Community Outreach	CPC Members	CPC - Sustainability Workshop	PPS, BORA, Colloqate, LEVER
9/14/22	Community Outreach	Jefferson Parents, Students	JHS Back to School Night	PPS, BORA, Colloqate, LEVER
9/17/22	Community Engagement	Extended Jeff community (Black/African American, Latine), alumni	My People's Market Tabling (~15 conversations)	Colloqate
9/21/22	Student Engagement	Jefferson Students	Hallway conversations	Colloqate
9/21/22	Community Outreach	Community	Town Hall	PPS, BORA, Colloqate, LEVER
9/21/22	CPC Meeting	CPC Members	Meeting 4	PPS, BORA, Colloqate, LEVER
9/29/22	Community Outreach	King Parents, Students	King Back to School Night	PPS, Colloqate
10/5/22	Student Engagement	Jefferson Students	Tabling @ lunch	PPS
10/7/22	Community Engagement	Students, parents, elders, alumni, extended Jeff community	Homecoming Tabling & Video Log	Anita (CDO)
10/11/22	Community Outreach	Community	JHS BBQ: Intergenerational Future Visioning & Reflectior	PPS, BORA, Colloqate, LEVER
10/12/22	Community Outreach	Community	Town Hall	PPS, BORA, Colloqate, LEVER
10/12/22	CPC Meeting	CPC Members	Meeting 5	PPS, BORA, Colloqate, LEVER
10/14/22	Community Outreach	OAME members	Project presentation at OAME meeting	PPS
10/15/22	Community Outreach	Community	Community Design Workshop	PPS, BORA, Colloqate, LEVER
10/16/22	Community Engagement	Community	Neighborhood House BIPOC Fall Festival tabling (~20 cc	Colloqate
10/18/22	CPC Meeting	CPC Members	CPC/CDO Tour of McDaniel HS	PPS
10/21/22	Student Engagement	Tubman Students	Tubman Community Engagement with CBSE	PPS
10/26/22	Student Engagement	CPC Members	CPC/CDO Tour of Lincoln HS	PPS
10/27/22	Student Engagement	Jefferson Students	BSU Student Lunch Focus Group	Colloqate
10/27/22	Community Outreach	Tubman Community	Tubman Family Night	PPS
10/27/22	Community Engagement	Woodlawn Community	Math Game Night @ Woodlawn Elementary	Colloqate

Engagement Tracking

EMERGING THEMES FROM SPATIAL IMPLICATION DOCUMENT

As the Project Team continues to synthesize comments, several overarching narratives have emerged. The following section defines these narratives with later chapters breaking down themes within these narratives.

Trust

Responses in this category have to do with how much or little trust people have in this process, in relation to PPS as an institution, and/or in relation to the project design team as a perceived extension of PPS. Recognizing the ways that BIPoC communities have been impacted by systematic racism, and how that has manifested within district policies, procedures, and spaces over many generations, it is important for this project team to understand why people feel mistrustful that this process will result in more just outcomes.

Identity, Culture and Belonging

Responses in this category highlight the importance of Jeff as a Black and brown cultural institution in its own right, and how to make it a welcoming, resource bountiful, and empowering space for diverse communities. These communities included racial, ethnic and other affinity groups, with an emphasis on ensuring that marginalized groups are prioritized in the project. Responses also reflected the strength that communities find in interaction, collective support, and working together amongst diverse communities.

Safety

Responses in this category include both safety and security. Safety consists of reducing incidents of physical and emotional harm including public health concerns such as COVID precautions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also addresses considerations around mental health and wellbeing.

Access

The Guide to Americans with Disabilities Act Accessibility Guidelines (ADAAG) outlines accessibility for those with disabilities, mobility devices, hearing loss and eyesight. However, accessibility is critical for diverse communities not limited to ADAAG. This category refers to inclusive design for universal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding.

Flexibility and Change

Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. This category addresses the need to encompass a wide spectrum of intensity of activity. Built-in flexibility in our architectural planning is critical. Additionally, this category contains future setting and imagining radically just futures for this project. It also incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.

Resources

A recurring sentiment amongst all user communities is that schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment. Included in this section are implications related to housing, food, economics, technology, as well as specific educational pathways as resources. This also includes community gathering space as a resource.

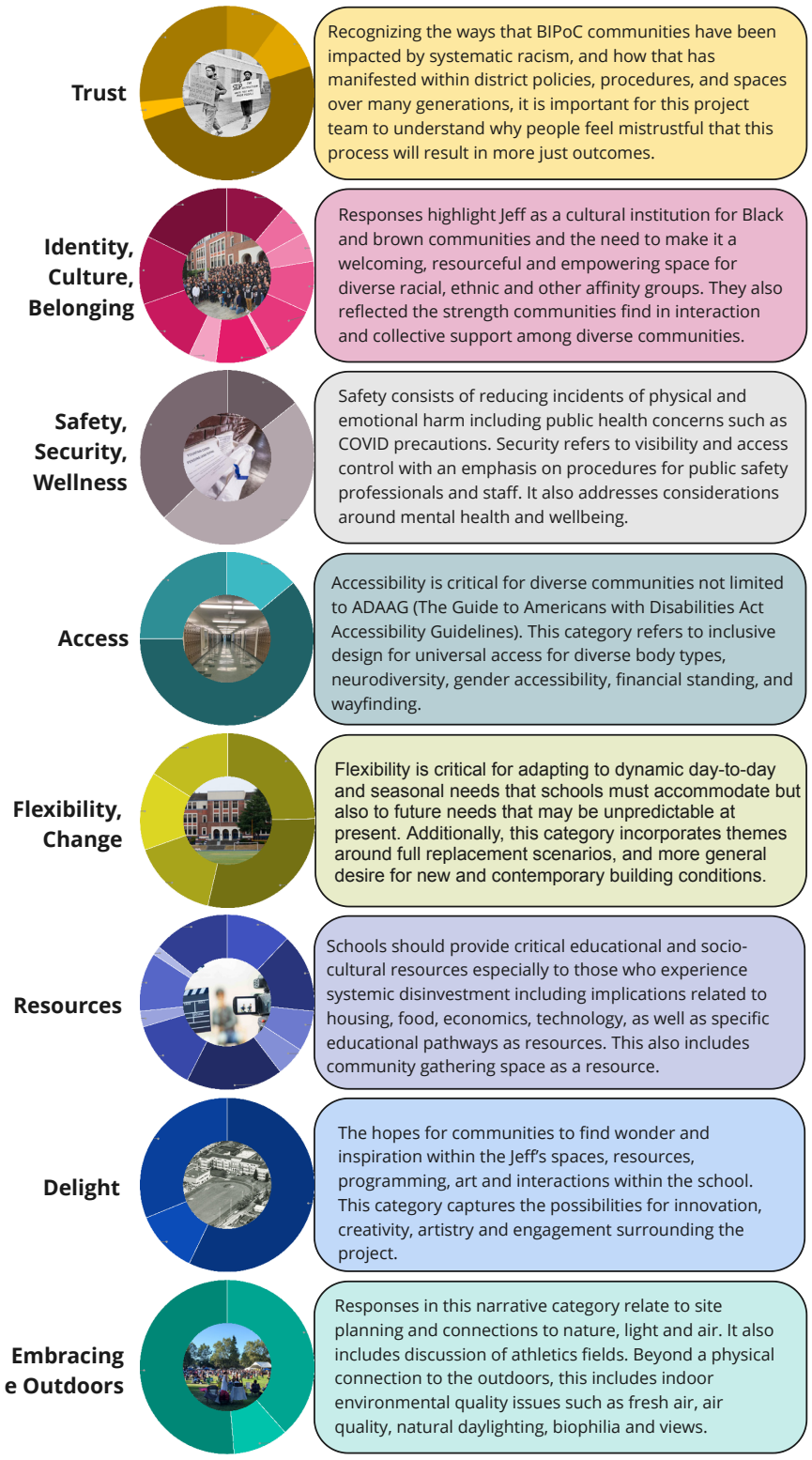
Delight

This category expresses the excitement in potential outcomes for the Jeff redesign, the hopes for communities to find wonder and inspiration within the Jeff's spaces, resources, programming, art and interactions within the school. This category captures the possibilities

for innovation, creativity, artistry and engagement surrounding the project.

Embracing the Outdoors

Responses in this narrative category relate to site planning and connections to nature, light and air. It also includes discussion of athletics fields. Beyond a physical connection to the outdoors, this includes indoor environmental quality issues such as fresh air, air quality, natural daylighting, biophilia and views.



Colloqate's Key Narratives

PROJECT ENGAGEMENT + STAKEHOLDER OUTREACH

OVERVIEW

The comprehensive planning process for the modernization of the historic JHS began in the spring of 2022. Comprehensive planning is the first step in determining the shape of a new school. The project team solicited input from the Jefferson community about the design through the citizen-led Jefferson Comprehensive Planning Committee (CPC), Town Halls, Public Design Workshops, focus groups, and other community events.

Prior to the 2022 CPC process, in late 2019 after a series of public meetings over a four-month period, a Jefferson High School Conceptual Master Plan was completed as part of the planning effort for the 2020 Bond. The work was done through a Conceptual Master Planning Committee (CMPC), a group of school and community stakeholder representatives who worked together to help provide feedback for the Conceptual Jefferson master plan. This conceptual plan was used as the starting point for the new Jefferson Modernization Master Plan, but the new Master Planning Committee (MPC) was not restricted by those plans.

This comprehensive planning process began in late spring of 2022 and continued into the fall. In addition to regular meetings, a community design workshop, several open houses and regular town hall meetings were held to allow the greater community an opportunity to weigh in on the design process. After a Comprehensive Plan is finalized and approved by the School Board, the project moves into design followed by construction starting in 2024.

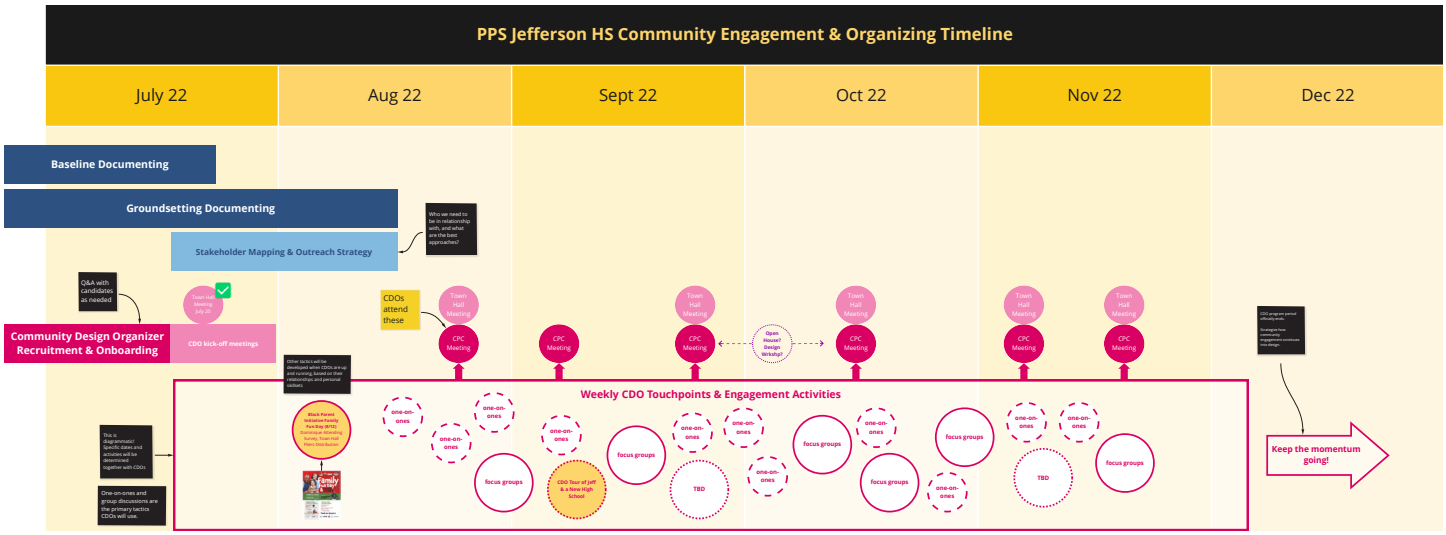
Comprehensive Planning Committee Meeting

PROJECT ENGAGEMENT ROADMAP

In July of 2022, Colloqate laid out a Community Engagement and Organizing timeline for the comprehensive planning process. The first two months involve documentation and the formation of their Baseline and Groundsetting Report along with the creation of a stakeholder mapping and outreach strategy.

Colloqate also recruited a group of Community Design Organizers to work within the JHS community and gather feedback. Adjacent to the comprehensive planning meetings, Colloqate and the Community Design Organizers held touchpoints and engagement activities in various forms. During this time, the project team also visited feeder schools, attended JHS events, tabled at community events, and more.

Using the feedback collected over the five-month period of engagement, Colloqate synthesized a set of themes and narratives from all the different outreach methods. With these narratives, Colloqate produced an Engagement Implications Report that will help advise the project team and district leadership in their design decisions in the years to come.



Engagement & Organizing Timeline

COMPREHENSIVE PLANNING COMMITTEE

PROCESS OVERVIEW

The Jefferson Comprehensive Planning Committee (CPC) is a group of school and community stakeholder representatives who have worked together to provide feedback to the design team as they synthesize community input and reimagine a more sustainable and equitable JHS. The committee includes parents, teachers, students, alumni, PPS staff, community members, and a school board member. The advising provided by the CPC is necessary to create a design that celebrates the JHS legacy for past, present, and future Demos.

PROJECT VISIONING

The purpose of this planning effort was to develop a better understanding of the value of the structures on the JHS site to the community members participating in the comprehensive planning process. The project team worked directly with the planning committee in a series of meetings where they discussed their relationships with JHS's history, site, and spaces within the buildings. This process also helped refine JHS's programs, site layout, and estimated costs for modernized or rebuilt facilities.

JHS MODERNIZATION MISSION STATEMENT

The new modernized Jefferson High School will provide each student with an equitable, individualized, high-quality learning experience and the tools to reach their full potential within an environment that is safe, healthy, and joyful. The new comprehensive high school will embody PPS's Mission, Vision and Values, and its Climate Policy, to strengthen the future of its students and its communities through the following Guiding Principles.

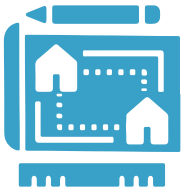
GUIDING PRINCIPLES

A series of guiding principles was developed synthesizing feedback and shared goals from the JHS community. The guiding principles are as follows:

CPC Group Discussions

JHS MODERNIZATION GUIDING PRINCIPLES

GUIDING THE PROCESS



Design for Equity & Justice

- Center engagement through the lens of Design Justice, and work with community-based organizations and community members to reach, hear from, and be responsive to Black and Brown communities, empowering these stakeholders in the design process to build pride of ownership

Resiliency & Equity of Investment

- These communities, who will be most disproportionately impacted by this work in relation to their experiences of past marginalization, must be in the position to directly and meaningfully influence project decisions. This includes the community members who have been geographically displaced but remain culturally rooted in historic Albina–namely Portland's historic Black community.
- Demonstrate an equity of investment compared to other PPS modernization projects, providing welcoming, safe, healthy, resilient and accessible facilities that are flexible, adaptable and designed to accommodate future change.

Transparency & Decision Making

- Support equitable access to JHS space as a cultural and civic resource for Black and Brown families, partners, and community members who are disproportionately impacted by gentrification, displacement, housing instability, and the digital divide.
- Demonstrate honesty and integrity in every action, with sincere, ethical, transparent and accountable communication and decision making in service of the Jefferson community. [Adapted from PPS Core Values]

Design & Construction Experience

- Adopt a design and construction process that is based on equity, teamwork, collaboration and trust, which minimizes negative impacts for students, teachers and staff, and for Jefferson's neighbors, and maximizes opportunity for input, engagement and workforce development.

GUIDING THE CULTURAL EXPERIENCE

Heritage and Representation

- Center JHS in its community, proudly reflecting its rich Black history and the legacy of the school while creating a gathering place where everyone is welcomed and feels represented.
- Amplify joy and create inspirational and beautiful spaces that community members can be proud of and which represent, demonstrate and celebrate the inherent value of the JHS community, culture and history.
- Design spaces that feel welcoming and safe to members of all cultures within the JHS community.
- Elevate Arts and Athletic facilities so their physical spaces are on par with the high caliber of their respective programs, demonstrate excellence, and spark pride in the students and larger community.
- Create spaces and programs that are accessible to the Black communities that have been geographically displaced but remain culturally rooted in the historic Albina area.
- Thoughtfully consider the way the built environment maintains a seamless continuum of experiences for students PK-12 by drawing familiar connections to the middle grades and extending opportunities to higher education.

GUIDING THE SCHOOL PROGRAM

Learning Experience

- Support a rich variety of educational opportunities with state-of-the-art teaching spaces, partner programs, and a campus environment that rivals any in the school district, celebrating Jefferson's unique programs and reflecting the voices of its students and community while meeting the requirements of PPS's educational specifications.

TOWN HALLS

To hear all voices during the early phases of the JHS Modernization project, Portland Public Schools hosted a series of Town Halls, virtually and in-person, to solicit feedback from the JHS community and general public on the JHS design process as well as other capital improvement efforts. At these meetings, any member of the public could come an receive engagement updates, overviews of past comprehensive planning meetings, strategies and goals for future CPC meetings, project team updates, and updates on other PPS projects and initiatives.

OPEN HOUSES

Open houses were hosted at JHS at the beginning and end of the pre-design phase. The first open house introduced the Jeff community to the overall project, asked broader questions about experiences at JHS, and helped recruit members of the Comprehensive Planning Committee. The second open house was held in November to wrap up the Comprehensive Planning process. At both events, participants visited a series of stations and engaged in design activities focused on preserving aspects of the original school, discussed spaces or experiences that should be translated to a new building, and refined the overall desired program. The November Open House had a station for the overall project, sustainability goals, engagement narratives, program and site planning, landscape design, and facade concepts. There was also a station showing video interviews with JHS community members, alumni, staff, and leadership that recorded throughout the pre-design phase.

DESIGN WORKSHOPS

In October 2022, the project team held a design workshop in the JHS cafeteria that was open to the public. There were four stations that visitors could engage with: a project sustainability overview, a project visioning collage exercise, a design option review, and a writing exercise about the future of JHS.

CLIMATE RESPONSE VISIONING WORKSHOP

The Jefferson High School Modernization project is the first to kick off since the adoption of the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. This prompted a need for a separate climate workshop with the Comprehensive Planning Committee and rest of the JHS community to discuss their perceptions and priorities regarding sustainable design. The topics and associated strategies below were identified as priorities during the charrette. These ideas will continue to develop over the course of pre-design and become solidified as project goals in early design.

Topic 1: Climate

The new Jefferson High School will be a national example of climate responsive design, incorporating strategies that support education, empower the community, and advance justice.

Topic 2: Health

The new Jefferson High School will support occupant health by delivering clean air and water, and avoiding common interior materials that are known to negatively impact health.

Topic 3: Access

The new Jefferson High School will prioritize access for students with all different abilities and all users will be fully incorporated into every space.

Topic 4: Resilience

The new Jefferson High School will anticipate the future effects of climate change and prepare the school and community to better weather coming storms.

Topic 5: Education

The new Jefferson High School will incorporate climate action, climate preparedness, and climate justice into its curriculum, using the design of the school and a teaching tool.

JHS Modernization Open House

Design Workshop

CREATE A COLLAGE OF YOUR VISION FOR JHS

What represents Jeff to YOU.
Or what you would like to see it become.

SELECT 3 images and 3 word cards for your collage

WRITE in the space below and describe why you chose theses images and words

Jefferson has always been a diverse community. One of the photos we chose was a good example of 'black joy' and how our community comes together. Our community is quite responsive to racial injustice in our system & the students have grown voices to stand up for ourselves with the support of our community.

DIVERSE

RESPONSIVE

STRUCTURED

CREATE A COLLAGE OF YOUR VISION FOR JHS

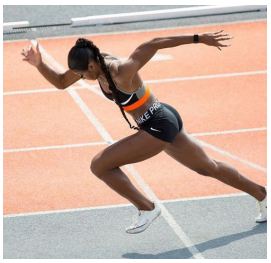
What represents Jeff to YOU.
Or what you would like to see it become.

SELECT 3 images and 3 word cards for your collage

WRITE in the space below and describe why you chose theses images and words

- "Spirited" at everything we do. From sports to academics, we strive to keep Jeff's spirit of Excellence Active throughout the life of our student Body
- We are the School of Champions and the School of "Pride" We will restore our Rich tradition of graduating Scholars and Athletes
- We are "inspired" by our excellence in everything to do. It is in our genes... it is our Destiny

pride



spirited

INSPIRED

CREATE A COLLAGE OF YOUR VISION FOR JHS

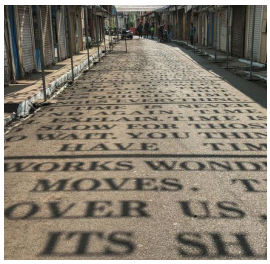
What represents Jeff to YOU.
Or what you would like to see it become.

SELECT 3 images and 3 word cards for your collage

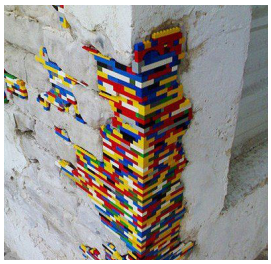
WRITE in the space below and describe why you chose theses images and words

I WANT TO SEE JEFFERSON STAY AND EMBRACE BEING LOUD. ITS SO IMPORTANT TO SPEAK UP FOR OURSELVES AND WE NEED TO NURTURE IT BETTER.
HIGHSCHOOLERS ARE THE TRANSFORMATION OF OUR FUTURE. KEEP THEM CREATIVE.
OUR FUTURE REQUIRES ADAPTABILITY - GIVE THE STUDENTS AN ADAPTABLE ENVIRONMENT AS AN EXAMPLE OF RESPONSIVENESS, RESILIENCY, AND CLIMATE RESPONSABILITY

LOUD



TRANSFORMING



adaptable

CREATE A COLLAGE OF YOUR VISION FOR JHS

What represents Jeff to YOU.
Or what you would like to see it become.

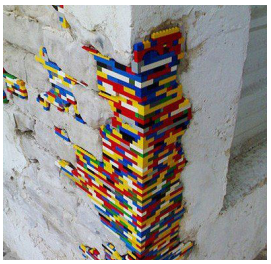
SELECT 3 images and 3 word cards for your collage
WRITE in the space below and describe why you chose theses images and words

Black – when I attended Jeff in the 80s it was predominantly Black
Rooted – the alumni have roots in the community and are the best source for the history of the school and neighborhood.
Pride – Every single person I know is proud to have been a Democrat. :)
Joy – the games - basketball, football - and the plays were always so much fun.
Studious – students are here to learn.
Intelligent – the young men and women, past and present, are smart, capable, and determined. I hope their educators challenge them to fulfill their academic potential.

ROOTED

EXCELLENCE

pride



CREATE A COLLAGE OF YOUR VISION FOR JHS

What represents Jeff to YOU.
Or what you would like to see it become.

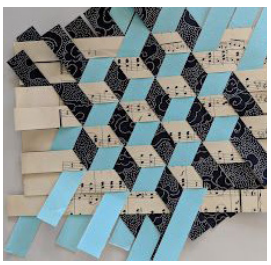
SELECT 3 images and 3 word cards for your collage
WRITE in the space below and describe why you chose theses images and words

Community
Achievement
Involvement

INSPIRED

nimble

dynamic



CREATE A COLLAGE OF YOUR VISION FOR JHS

What represents Jeff to YOU.
Or what you would like to see it become.

SELECT 3 images and 3 word cards for your collage
WRITE in the space below and describe why you chose theses images and words

I'm the class of 1970. I was on Dance Team, Drill Team, band was a student representative. I got my spirit from Jefferson

ROOTED

DIVERSE

VIBRANT

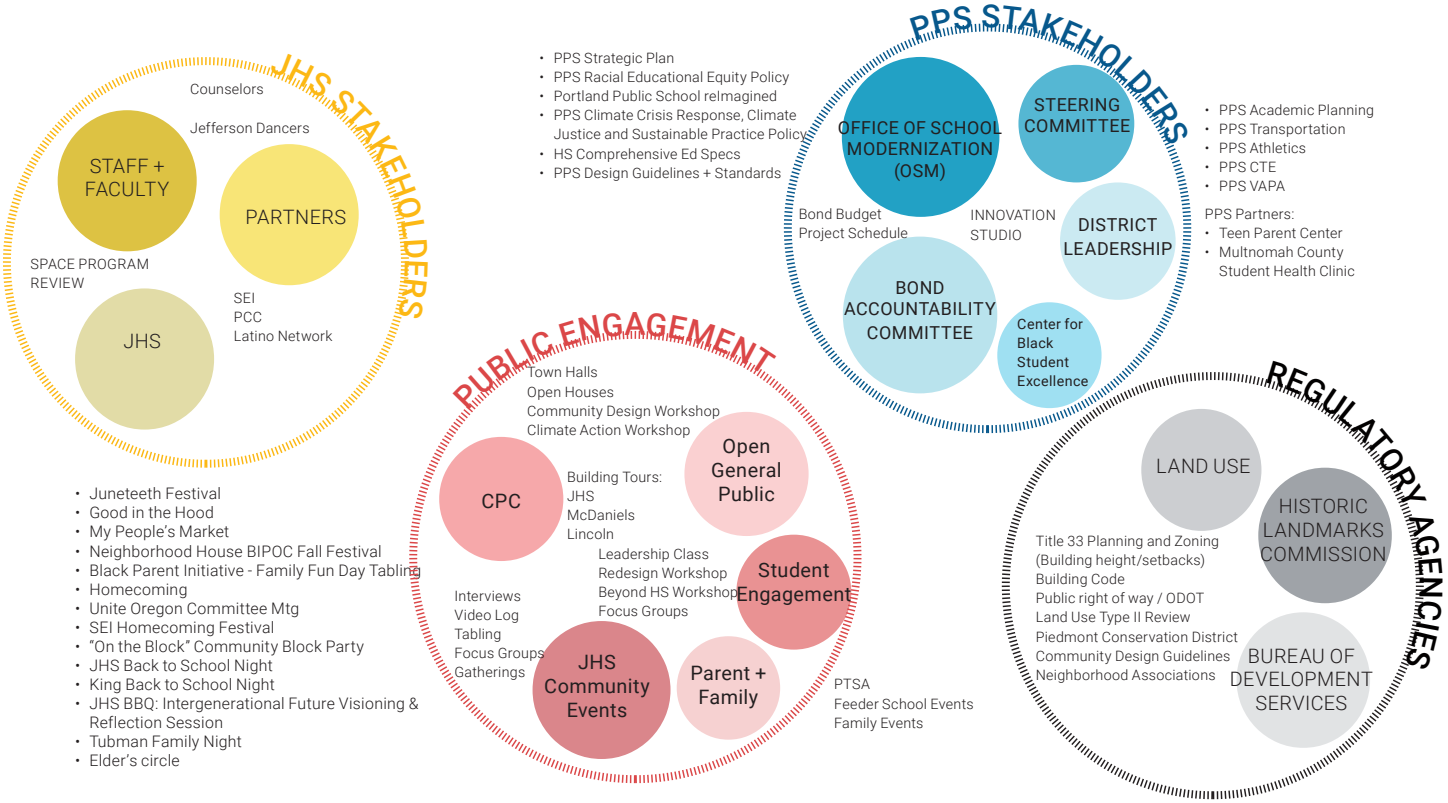
STAKEHOLDER OUTREACH APPROACH

OVERVIEW

As the project team laid out a plan to engage the diverse list of stakeholders in the JHS modernization process, their approach aimed to amplify the voices of the JHS community from every decade, who have the knowledge of the place, and needs associated with it, better than anyone else. Of these community members, the project team aimed to prioritize the voices those who have been most heavily impacted by systematic racism, and how that has manifested within district policies and planning. Through the focus groups, events, and workshops held by the project team, they developed a better understanding of the hidden relationships and networks that make the JHS spaces meaningful.

STAKEHOLDER MAPPING

The JHS modernization project has a wide variety of stakeholders including community members, district leadership, city agencies, JHS staff, and many more. The project team has identified four key groups of stakeholders in the JHS design process: JHS Stakeholders, Public Engagement, PPS Stakeholders, and Regulatory Agencies. The Public Engagement section of the overall pool of stakeholders includes the events and feedback associated with the Comprehensive Planning Committee, JHS community events, JHS parent + family engagement, student engagement, and open general public. To reach these groups, the project team engaged in the following events: town halls, open houses, community design workshops, climate action workshops, building tours of JHS, McDaniel, and Lincoln High School, leadership classes, redesign workshops, beyond high school workshops, focus groups and gatherings, interviews, video logs, tabling, ptsa, feeder school events, and family events.

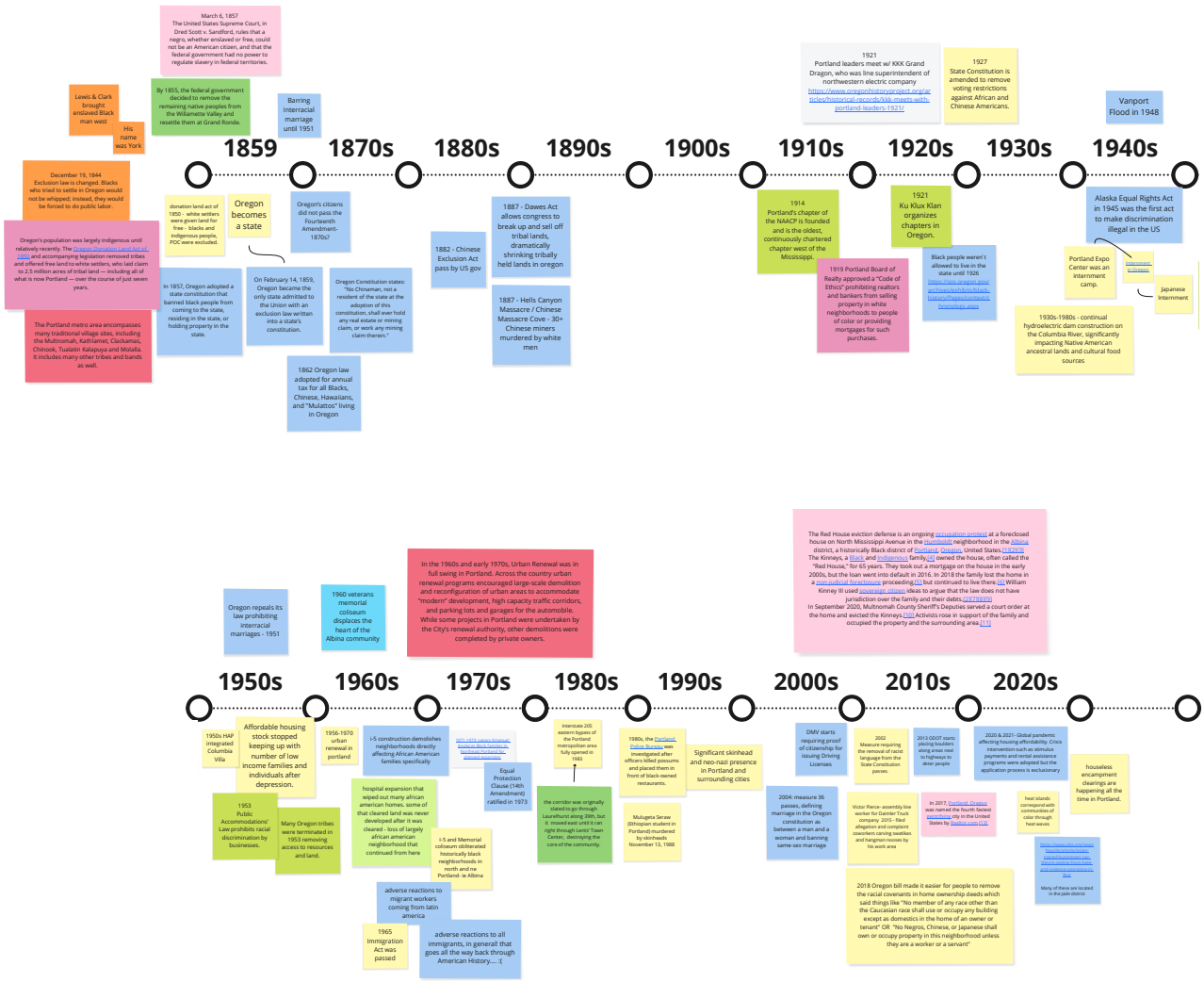


JHS Stakeholders

DESIGN JUSTICE WORKSHOP

In October, Colloqate hosted a workshop in the JHS cafeteria with the Comprehensive Planning Committee and the project team centered around Design Justice. The Design Justice workshop and training session served to clarify the connections between oppressive power structures and how they show up in the architecture, planning, and design of the spaces around us. It was an opportunity for the project team and CPC members to get to know one-another better and share how they related to the design process and future of JHS. Once the group gained a better collective understanding of the overall principles of Design Justice, the project team and the CPC participated in project-specific discussions.

In this workshop, members of the project team and the CPC identified where those connections between power and architecture appeared at JHS presently and over the past few decades. Participants were also asked to review an Unjust Timeline of events that occurred in the JHS community, in Portland, and in the United States over the past few centuries that culminated into the challenges facing the JHS community today.



Timeline of Disinvestment in the Albina Neighborhood

BASELINE AND GROUNDSETTING REPORT

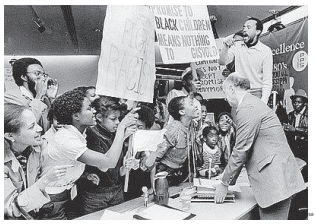
Near the beginning of the design process, Colloqate distributed a Baseline and Groundsetting report to help guide the community engagement process. The Baseline & Groundsetting document was intended to be a primer for the project team as we moved through the engagement and design processes. The project team believes it is essential for the team to have a shared understanding of the social, ecological, economic, political, and architectural narratives that have shaped this site up until the present. While the team expects to gain a deeper understanding of the place and its history during the community engagement process, having some foundational knowledge of an area's history is critical to working on any community-engaged project.

This document was not an exhaustive list of historic events or people involved in imagining a better future for Portland, Oregon, and the United States - but it helped the team start to understand the context in which JHS exists. By understanding the social, spatial, and political context of this place, the design team was are able to pinpoint the systems that sustain injustice. From this document, the design team was able to set clearer goals aimed at repairing harm and supporting joyful resilient futures for the communities who have borne the weight of injustice for generations.

COMMUNITY DESIGN ORGANIZERS

One of the core strategies Colloqate seeks to implement on all of their projects is to hire a cohort of community members from the most impacted stakeholder groups as part of our engagement and organizing team. The Community Design Organizer (CDO) program was created to deepen each project's connection and responsiveness to the communities the building is serving. It is imperative for the design team to work with the expertise of community members in the process of designing a building; assuring that the building reflects the communities it serves.

The program works with CDOs to develop an accurate understanding of the relationship between the residents, the building, and its socio-political and geographic context. CDOs are part of the project team and are asked to engage with stakeholders in the most appropriate manner possible, building on existing relationships and creating new ones, and documenting those interactions to the best of their abilities. CDOs met with the Colloqate team on a weekly basis to share out and work through the implications of their collective conversations.



The Black United Front Portland branch formed in 1979 to end the busing for desegregation in Portland and form a new middle school in the northeast neighborhood. Leaders came together from the militant Black Panthers and prominent preachers. The Coalition used boycotts as a way to get the attention of white leaders to actually make change. ***(see Municipal Context for more)***

As Oregon's Latino population grew to include indigenous Mexicans from Oaxaca and refugees from Guatemala and El Salvador fleeing civil rights wars, many of which were instigated by U.S. foriegn policy [95], the community continued to be restricted by racial assumptions of illegality and labor work.

Latino individuals and organizations rose during this time and worked to improve Latinos' lives in the state. KWRC in Woodburn, for example, began its Spanish radio programming in 1965, offering entertainment and information to the Latino community. The Oregon Council of Churches obtained an Office of Economic Opportunity grant in 1965 and formed the Valley Migrant League to provide social services for Latinos in six Oregon communities. The League played a vital leadership role by working with local, regional, and state officials on social and economic issues. **Oregon Latinos were engaged in**

[94] https://www.oregonhistoryproject.org/articles/historical-records/african-american-community-protests-school-board/#.YwuZv3bMJD8

[95] https://www.ohs.org/events/latino-activism-in-oregon.cfm

Overview of Thomas Jefferson High School

Thomas Jefferson High School, formerly Albina High School, is a public high school in the Humboldt neighborhood of Portland, Oregon. Slated to open in 1910, the school was opened early in 1908 due to overcrowding issues and renamed a year later to Thomas Jefferson High School, its current name.[96] Located in North Portland, its student body is majorly Black/African American, previously as high as 70% of the student body.[96] **As of 2018, the school's ethnic demographics were 41% African American, 28% European American, 17% Hispanic, 10% Two or more races, 2% Asian, 2% Hawaiian, and 1% American Indian.[97]**

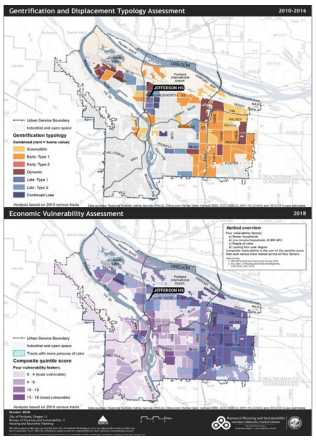
Aerial photograph of Jefferson High School. Source: Leah Hare, Jefferson High School Yearbook, Soundcore". Courtesy of Harvard Yearbooks

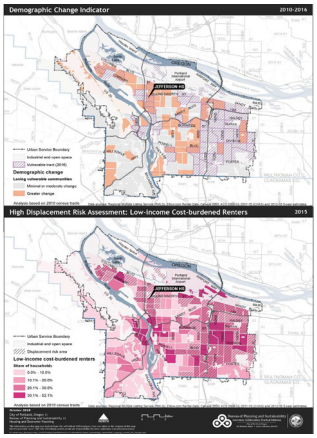
The existing campus is 12 acres between N. Kerby Avenue and N. Commercial Ave and bisected by N. Alberta Avenue. The campus consists of the original 1909 building (wood framed with unreinforced masonry walls), gymnasium addition (1928) (repurposed as an academic space), auditorium addition (1952), girl's gymnasium (1952), free-standing gymnasium (1964), and an auto-shop (1968) (repurposed as a wrestling classroom). Most of the buildings are clustered in the center, with a football field to the north

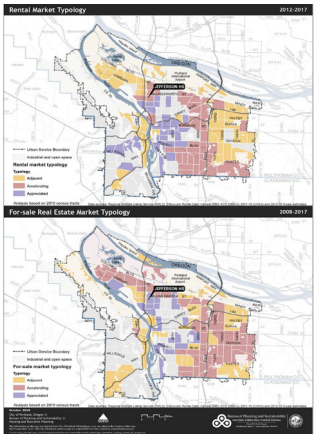
[96] https://en.wikipedia.org/wiki/Jefferson_High_School_(Portland,_Oregon)

[96] https://www.opb.org/news/article/jefferson-high-school-portland-oregon-name-change/

[97] https://en.wikipedia.org/wiki/Jefferson_High_School_(Portland,_Oregon)



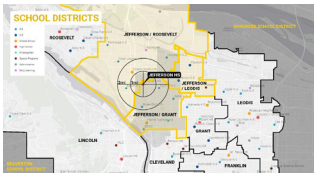




school, resulting in a nearly 25% drop in enrollment over 2 years. This act ushered in a decade-long period of school closures and consolidations, including Jefferson High School in 2010, saved only through community action. This combined with school choice policies have, instead of helping desegregation, enabled gentrification and re-segregation by allowing parents to opt out of sending their children to neighborhood schools at a time when neighborhoods were becoming more diverse[107].

"In 2013, at a hearing on a proposal to close and consolidate the remaining K-8 schools in inner Northeast Portland, one mother warned, **"If you keep shifting our kids around, they are going to become invisible"** (Enrollment Balancing Meeting Woodlawn K-8, 2013)."

The impacts of these culminating conditions recalls a painful similarity to the threat of the disappearance of Black students from neighborhood schools brought about through mandatory busing. Because of this history, many neighborhood residents have deep ties to schools nearby and feel a sense of ownership over them. "As one student passionately claimed, **"by taking away Jeff," you would be "taking away part of my body"** (High School Redesign meeting, 2010)"[108]



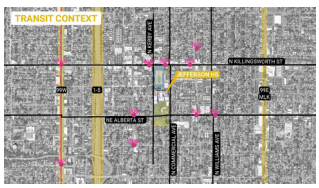
[107] Seitsulo, L. (2017). Closing Schools is Like "Taking Away Part of My Body": The Impact of Gentrification on Neighborhood, Public Schools in Inner Northeast Portland, Belgeo [En ligne], 2-3 | 2017, mis en ligne le 31 décembre 2018, consulté le 02 février 2018.

[108] Ibid.

Transit Routes

Prominent Streets

The site is bisected by **N Alberta St**, which is a prominent street that connects to the popular Alberta district to the east. Just a few blocks east of the school is **N Williams Ave**, the historic Black community economic corridor. Today, this corridor is rapidly changing, with only a few Black businesses left and many new high-rise developments. A new bike lane connects north and southeast Portland along this street.

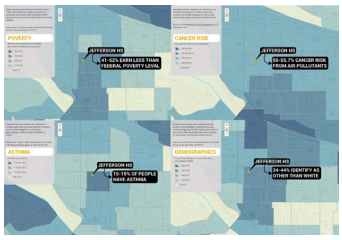


Transit Corridor

Two major thoroughfares create a neighborhood corridor which Jefferson High School sits within. **I-5** to the west was a part of the 1950/60s urban development and transportation projects. This highway in particular cut through the heart of the community, demolishing over 300 homes. N Williams Ave faltered after this blow to the community, leaving the strip with vacancies. The noise and air pollution impact is significant. **NE Martin Luther King Jr Blvd (99E)** sits to the east of Jefferson. This street is one of the oldest in the neighborhood, put in place during the original creation of Albina in 1873. In 1888 tracks were laid for a steam-powered rail line, which stimulated business and residential development. In 1930, the street was widened and streetcar tracks laid. Today, it is still a bustling economic corridor.

Bus & Rail

Frequent service buses run east to west on **N Killingsworth St** and NE Alberta St with multiple stops near the school. North to south stops run along N Commercial Ave, N Williams Ave and N Albina Ave (1 block west of N Kerby Ave). Portland's light rail, the MAX, runs north to south along the **99W** Pacific Highway,



Cleanup Sites

Jefferson High School is in the vicinity of brownfields and clean-up sites. Blue bubbles indicate brownfield locations - sites that have the presence of hazardous substances. Green bubbles indicate a cleanup site - sites with documented, suspected, or remediated hazardous substance contamination in groundwater, surface water, soil, or sediments. Pink bubbles indicate areas with issues related to cleanup of soils and groundwater contamination from spills and releases of petroleum or hazardous substances from underground storage tanks[110].

[110] https://www.portlandmaps.com/bps/brownfields/

Although there are significant numbers of sites that have been redeveloped, many remain unremediated. Various agencies at the National, State, County and Municipal level, including EPA, the City of Portland, National Pollution Funds Center (NPFC), have all demonstrated commitment and funding to remediation and redevelopment of brownfields and other polluting sites although there are significant limitations preventing comprehensive remediation. Limitations include funding caps and lack of clarity over what agencies have primary jurisdiction over clean up sites.

Environmental Activism and Advocacy

Many groups and individuals are working together in Portland to address the rising issues caused by climate change and Oregon's colonial and industrial history. The city has initiated funding programs such as Portland Clean Energy Fund, which also aims to benefit communities of color first, as those most disproportionately impacted by climate change and environmental factors[111]. The state of Oregon itself has passed the Energy Affordability Act, the Healthy Homes Repair Fund, and the 100% Clean Energy for All bill. **These initiatives would not have happened without the advocacy of non-profit organizations and grassroots organizing. Involved in each of these city and state initiatives were groups such as The Coalition of Communities of Color, Verde, Asian Pacific American Network of Oregon, and the Native American Youth and Family Center, and many more.**

[111] https://www.coalitionofcommunitiescolor.org/environmental-justice

Pages from the Baseline & Groundsetting Report

OUTREACH ACTIVITY SUMMARY

EVENTS

The design team hosted and attended events such as the Black Parent Initiative, My People's Market, Homecoming, Good in the Hood, and many more. In addition to tabling at various community events, representatives from the project team visited JHS feeder schools and hosted dozens of conversations with elders, parents, teachers, and many more. Within JHS, members of the engagement team hosted activities with current students, reviewing design options and soliciting questions and comments.

STUDENT AND YOUTH ENGAGEMENT

Colloqate visited many of the JHS feeder schools, such as Faubion K-8, and conducted vision building activities with students to collect ideas about what they are looking for in their future high school. Some questions that were asked to the students revolve around their experiences in the current JHS building, their worries about the current and future building, and spaces that excite them. Some themes that emerged from Colloqate's student engagement include:

- Creating Welcoming & Accessible Spaces for Students & Their Communities
- Honoring Cultural Histories & Acknowledging Injustices
- Investing in CTE & STEM Learning Environments, Life Skills Applications
- Investing in Arts Education beyond Dance Programs (Band, Theater, Ceramics, Visual Arts, Podcasting, etc.)
- Creating Range of Types of Gathering Spaces for Students, Families, Staff, & Community
- Developing Academic Programs with Culturally-Relevant Pedagogy
- Hiring More BIPOC Teachers to Reflect Experiences & Cultures of Communities
- Investing In Health, Safety & Quality of Experience for JHS Occupants During this Design Process

Pathfinder Study

PROPOSED SPACE PROGRAM

PROGRAMMING PROCESS OVERVIEW

Programming meetings with various stakeholders have been ongoing since July 2022 and will continue into the Schematic Design and Design Development phases in 2023. These meetings have included District and JHS staff. Once the new Principal was available to meet, regular weekly meetings with Drake Shelton were scheduled to review and discuss the emerging Space Program.

Some key considerations that have surfaced during Phase 1 include:

1. The dance programs will require two large studios, rather than the four smaller studios proposed in the 2019 study. The area of these two studios has been adjusted to meet emerging recommendations from PPS Visual and Performing Arts' review of the current Ed Spec.
2. The academic dance programs and the Jefferson Dancers program require significant storage and support spaces. Where possible, classroom modules have been proposed to support future flexibility.
3. The Career Technical Education [CTE] program at JHS is emerging. Two lines of study have been confirmed and are piloting this year – Health Sciences and Digital Media. PPS is planning to identify four additional subject areas and is planning to develop a long list of 8 contenders that would be broadcast to the JHS community for its input. This engagement effort will not be complete prior to the end of Phase 1.

COMPREHENSIVE HIGH SCHOOL ED SPEC PROGRAM

BACKGROUND

The basis of the Space Program for JHS is the 2017 Education Specification [Ed Spec] issued by Portland Public Schools as modified through the 2019 CMPC work. JHS is being planned to meet the "Comprehensive High School" space criteria, with some additional area to accommodate its unique focused programs. The target net area for JHS is 228,010 NSF, compared to the baseline Ed Spec net area of 206,690 NSF.

PPS is in the process of reviewing and updating the Ed Spec. While some previews have been shared with the Design Team, final direction has not been given and the Space Program remains based on the 2019 document with a few minor exceptions.

Early programming work in the 2019 CMPC study prior to the bond, recommended JHS adopt the 2017 Education Specifications, with additional space in several key areas

1. A theater for 1000 patrons, twice the size of the capital Ed Spec standard theater size, was recommended because of JHS's robust history of routinely filling its existing theater for Jefferson Dancer performances as well as other programs
2. Significant added support space for Dance program
3. Dance studios were added, to support the thriving dance program. These were offset with reductions in elective classrooms, but dance studios are larger than the classrooms and so a net increase in program area resulted
4. JHS has robust community partnerships with PCC, SEI, and Latino Network. Additional space was also allocated for these community partnerships beyond the space allocated in the capital Ed Spec

In 2019, the total proposed net square footage for these programs at JHS totaled 228,010 square feet.

EXISTING SPACE

Jefferson High School is currently experiencing enrollment levels lower than those typical in many of Portland's High Schools. Students living within Jefferson's boundary have the [unique] option to enroll at Jefferson or at one of three other local High Schools (Grant, Roosevelt, or Madison). Jefferson's capture rate of its "in district" students was 21% in 2022-23, with 14% opting to attend Grant high school, 25% opting to attend McDaniel high school, and 26% opting to attend Roosevelt high school, for a total 86% capture rate within the boundary. JHS's total enrollment is currently 607 students for the 2022 - 2023 school year.

The school has a robust partnership with PCC Cascade Campus through the Middle College program. It also has partnership program with OHSU and PSU, focused health science education, as well as for the internationally renowned Jefferson Dancers program. The school's strong community partnerships including Self Enhancement Inc (SEI) which offers mentoring and social support services, and Latino Network.

The existing facilities offer more area than the current enrollment requires, but those spaces that exist are not necessarily appropriate for their intended uses. The total assignable square footage at Jefferson has been measured to be 206,689 SF. The total gross area of Jefferson's facilities measures at 318,421 SF. [The Education Specification targets a total building area of 281,098 SF for new construction, using a net to gross ratio of 36%]

The proposed space program for JHS was developed through a series of

conversations with various stakeholders, including district representatives and TOSAs for various specialty areas including athletics, fine and performing arts, and career technical education, among others. The starting points for these conversations were the district education specifications, and the proposed space program that was developed in the 2019 study. Weekly meetings with principal Drake Shelton have been held since his arrival at the high school, and have informed the final proposed space program for JHS.

PROPOSED SPACE

The total proposed space program for Jefferson High School, based on PPS's Education Specification for Comprehensive High Schools and with specific adjustments based on the criteria outlined above and below, totals 228,180 SF of assigned program space and 334,641 SF of gross building space. The total building area is larger than the Education Specification calculator would suggest, based on an analysis of the efficiency of the existing building which is intended for re-use.

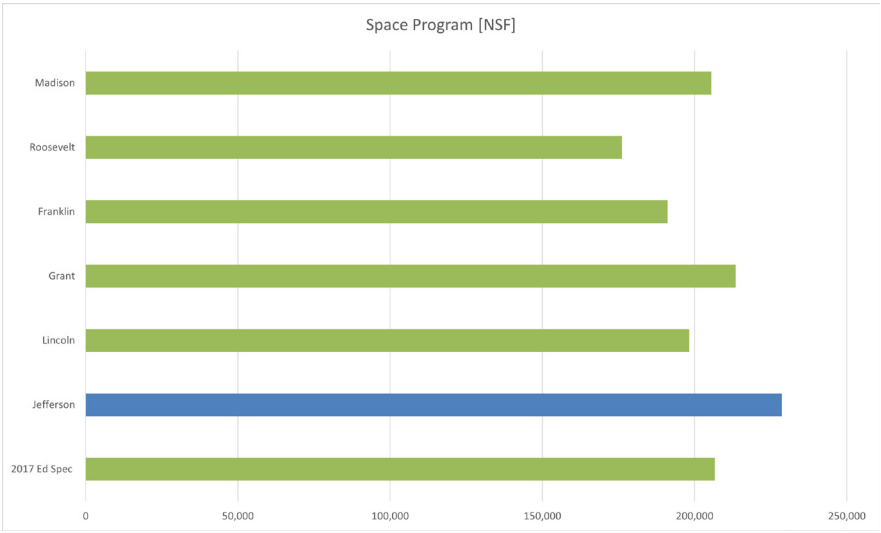
PROGRAM EQUITY

"What sort of spaces are going to be included in the modernized JHS?"

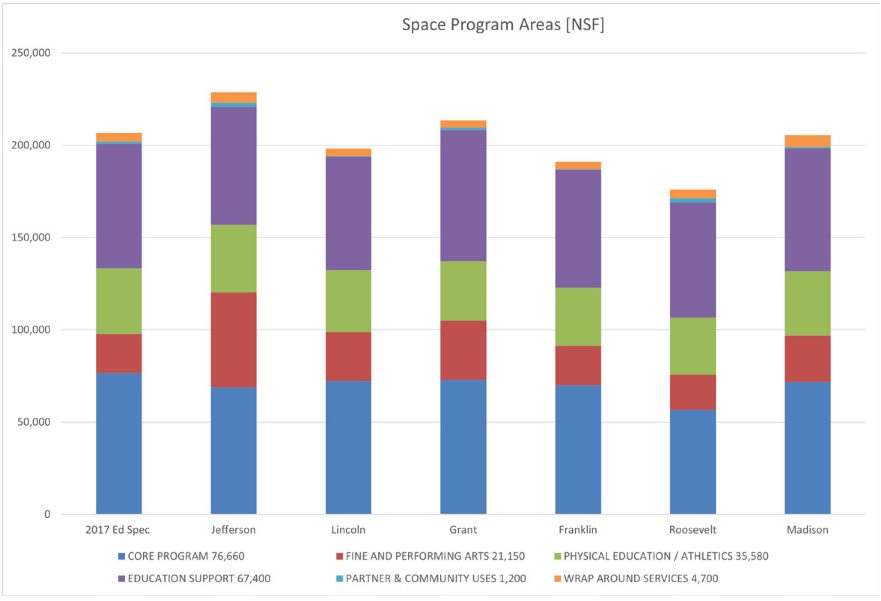
Jeff will continue to be a focus option school and will also be brought up to the PPS Education Specification standard for a 1,700-student comprehensive high school. This means that Jeff will have more program space than any other PPS high school, with the exception of Benson Polytechnic. Jeff needs extra space for its dance programs, a bigger theater, and for its community partners.

Here are some of the spaces that will be included in of the modernized school:

- Larger dance studios with one studio equipped with technology to support videography, and with retractable seating for smaller scale recitals
- A new 1,000 seat theater with great acoustics, sight lines, and accessibility.
- Specialized career technical education classrooms and labs to support hands on learning experiences
- A new county health clinic that will be available to any student living in the district



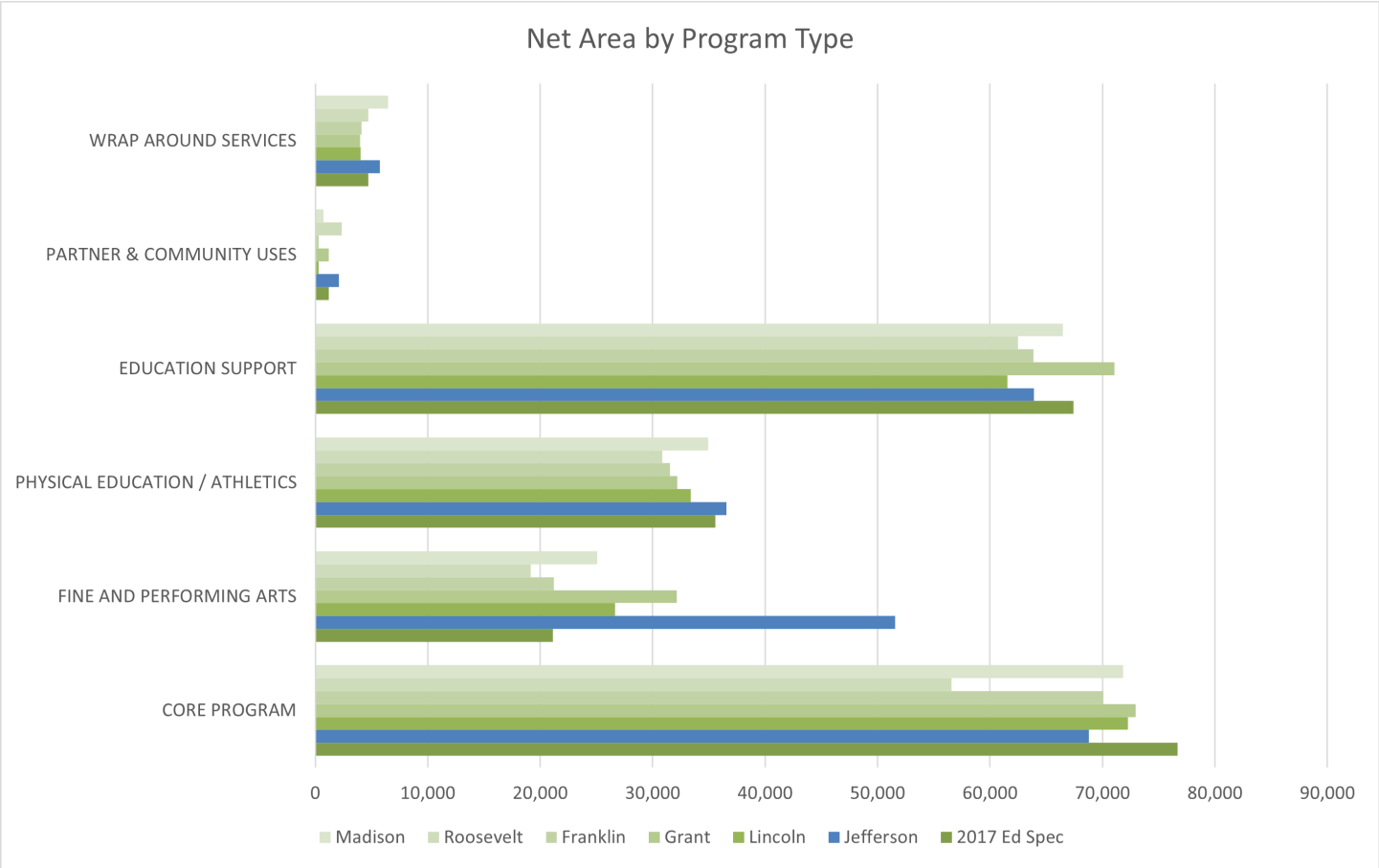
The chart on the upper right shows how much total square footage is allocated to usable program area in each of the recent PPS modernization projects, and compares the schools to the baseline standard of the district Ed Spec. Jeff has more space than any other school with the exception of Benson Polytechnic.



The chart on the lower right shows how the total square footage for usable program at each of the PPS modernized high schools is broken down into the various components of that space program. It shows the same data as the previous chart, but with an added layer of information. If you study the red component of each of these bars, you will notice that Jeff has

significantly more fine & performing arts area than any other school. This is because of its larger theater, and the additional space needed for its dance programs.

This final chart below shows more detail about the components of the space program for each of the schools, to allow for more direct comparison. You can quickly see, for example, that the primary reason for Benson Polytechnic being so much larger than any of the other schools is the large allocation of space in the Core Program. This represents classrooms and labs for the specialized career technical education programs that distinguish Benson Polytechnic from any other school in the district.



PROPOSED JHS PROGRAM NARRATIVE

GENERAL EDUCATION CLASSROOMS

Classrooms are based on the 2017 Education Specification. The size has been reduced from the recommended 980 SF to 920 SF per classroom. The 1909 building module, if re-used, lends itself better to this size than the larger size. This planning approach is consistent this that used in other PPS HS modernizations, including Grant High School. The smaller module allows additional space to be allocated to other program areas – for example, large dance studios. A similar approach, and classroom size, can be seen at the modernized Lincoln High School.

The number of "Elective" classrooms has been reduced from six to three; these "teaching stations" have been reassigned to the two Dance Studios and to the proposed Sewing Classroom in the Fine & Performing Arts section.

The current program adds several optional smaller instruction spaces and flexible learning areas at 500 SF each.

SCIENCE LABS

The program carries the recommended Science Lab program without alteration. This includes eleven teaching labs at 1,500 SF each with associated support space.

CAREER PREP (CTE)

As noted above, the CTE program is emerging and will not be finalized in Phase 1. 6,000 NSF is allocated to CTE in the Space Program. Of this, 1,200 SF is set aside for the non-CTE "Maker Space" – a key part of PPS's recent Modernization projects. Another 3,000 SF is currently set aside for a "Shop"; this could be a traditional wood shop, or could be more of a "manufacturing" type space. The final requirements for the Shop will emerge through the community engagement process described above.

Two CTE lines of study are currently being piloted at JHS and it is likely that neither will need space from this section of the Ed Spec; these are Health Sciences [uses science labs and/or general classrooms] and Digital Media [space is currently allocated in Fine & Performing Arts].

The following areas of study are some of those that have been suggested for JHS and may be part of the final list of options that are taken to the community for its input: Product Design with a focus on footwear; Dentistry [could be a subset of Health Science but would need specialized instructional space]; Fire Science; and Culinary Arts.

FINE AND PERFORMING ARTS

Visual arts spaces typically align with the Ed Spec. An optional Photography Classroom is included, along with a photography darkroom, reflecting a currently active program at the school. A gallery space has been included, and the kiln room size increased, based on recent recommendations from VAPA.

In addition to the required Band Room, an optional Choir Room has been included, along with expanded support space and practice rooms for the music program.

Specialized spaces for Jefferson's Dance Program has been refined and more clearly articulated than in the 2019 study, when 5,000 SF was set aside for "support space'. Two large dance studios are included as noted above; one of these includes additional space for retractable seating to support small dance recitals. The larger theater – 1,000 seats versus the district standard of 500 seats – is retained in the program, with additional square footage added based on input from the Shalleck Collaborative, Bora's theater consultant.

McDaniel Community Space

Mountainside Audio Suite

The Jefferson Dancers

ATHLETICS

The Athletic program closely mirrors the 2017 Education Specification. An additional 1,000 SF of field storage has been added to reflect the request of District Athletic leadership.

EDUCATION SUPPORT

The Media Center[or library] has been sized based on the smaller of the two options that are identified in the district document and this is currently being cross checked with the size of the collection. As noted in the middle college section below, three small study rooms have been added to the Media Center to support quiet study or distance learning, or even test taking.

The back of house spaces have been adjusted to reflect recent findings at PPS as it has studied some challenges that have emerged at other recently renovated schools. This includes expanded storage space for equipment and supplies, as well as adequate support spaces for custodial staff.

PARTNERSHIPS

Community Partners at JHS include Self Enhancement Inc [SEI], Latino Network and SUN. All have been embedded at JHS for many years and are considered key players for student success. Space needs for these programs continue to evolve and the new Principal, Drake Shelton, is in the process of reviewing both area needs and adjacencies.

MIDDLE COLLEGE

Early conversations with Middle College representative from JHS and PCC suggest that very little dedicated space is needed for this program. Some degree of visual presence through environmental graphics, and possibly a dedicated or shared small conference room, is likely all that's needed to support this key program at JHS. Most learning occurs in the classroom, at PCC, or online. The online need may result in the need for small spaces for students engage with virtual classes. To support this, as well as to support students who may need quiet study space, we have added three additional small study rooms to the Media Center.

Jefferson vs. Lincoln High School

McDaniel CTE Sustainable Agriculture Classroom

EXISTING VS. PROPOSED PROGRAM

For the purpose of this study the most important task has been to establish the areas of each of the rooms that comprise the space program. The district Education Specification from 2017 and recent draft changes that are in development by PPS include detailed room data sheets which describe the technical performance of each room and its relationship to other spaces in the program. In the next design phase one of the tasks of the design team will be to develop this space program into a more technical document that will in turn inform the construction documents for the project.

The proposed program supports the continued functioning of JHS as a focus option high school, while also providing the full suite of amenities it would need if it were to become a comprehensive high school with a population of 1,700 students.

PPS Comprehensive High School(s) Area Program

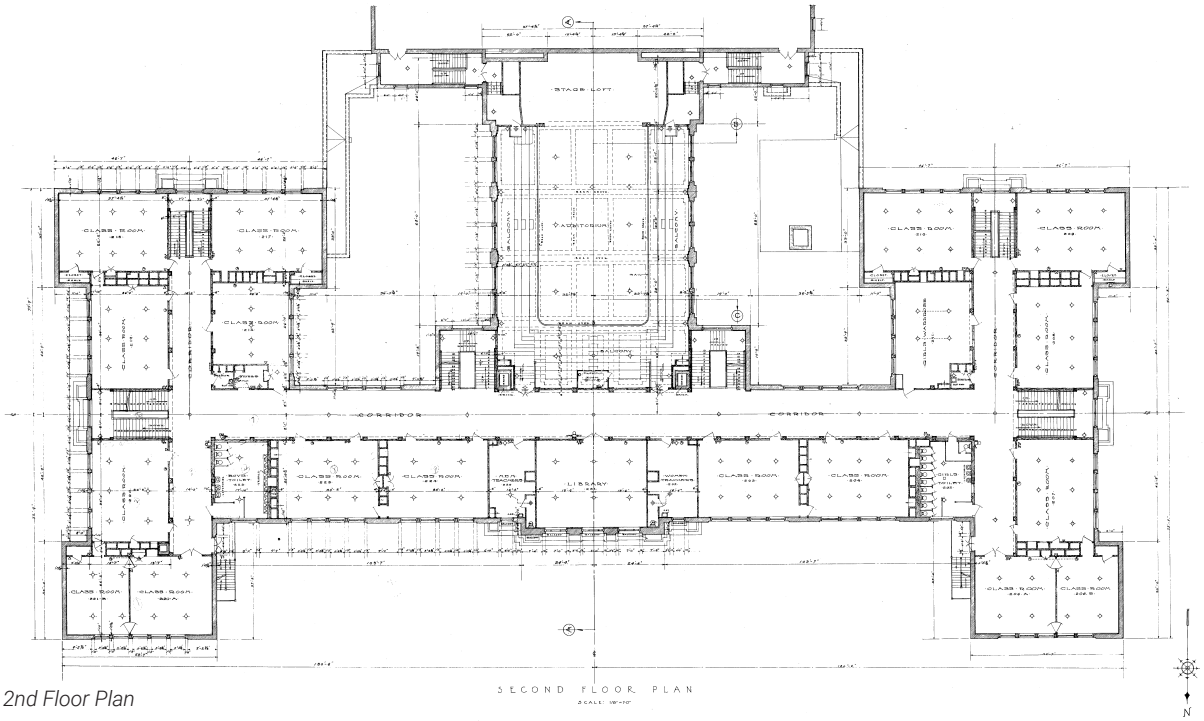
JHS 2022 Phase 1 Program

SUMMARY								
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended		
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS								
General Education (Gen-Ed) Classrooms	41				53,180	38		40,960
Science Labs	11				17,480	11		17,480
Fine & Performing Arts (Drama, Theater)	4				21,150	9		52,980
Career Preparation/CTE [3]	3				6,000	4		7,800
Athletics (incudes area for P.E. instruction)	3				35,580	3		36,580
Education Support [4]	2				67,400	2		64,830
SPED								
ELL	0				0	0		0
Sub-Total Recommended Teaching Stati	***64***				***200,790***	***67***		***220,630***
Community Partners [5]					1,200			2,120
Wrap-Around Service Providers [5]					4,700			5,530
Sub-Total					***5,900***			***7,650***
PPS District Uses					***0***			***0***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA					***206,690***			***228,280***
Net to Gross Ratio of 36% [6]					***74,408***			***82,181***
								24,316
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED					***281,098***			***334,777***

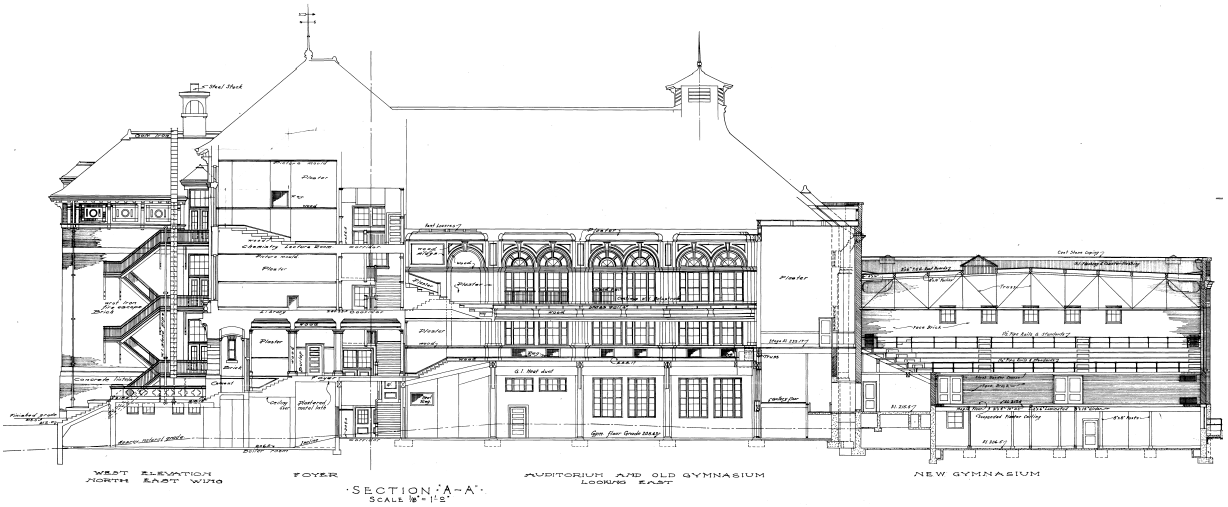
JHS Comprehensive Program

CONSTRAINTS OF EXISTING BUILDING

As we study design options and look at distribution of these program spaces on the JHS site and within the JHS existing buildings, it quickly becomes apparent that any design option which retains existing building will be inherently less space efficient than a complete replacement. This is due to the geometry and construction of the 1909 building, which has narrow floor plates and wide hallways, which has a highly articulated plan organization.



2nd Floor Plan



Building Section

NATURAL LIGHT IN LEARNING ENVIRONMENTS

Natural daylight is an essential for wellness and learning. With the exception of specific spaces that require darkness, such as black box theater or photography lab, all learning environments require access to quality daylight. Ensure this outcome, early massings were analyzed for daylight using a threshold of 50% daylight autonomy.

Lick-Wilmerding High School

DESIGN STUDIES

SITE PLANNING SCENARIO STUDIES

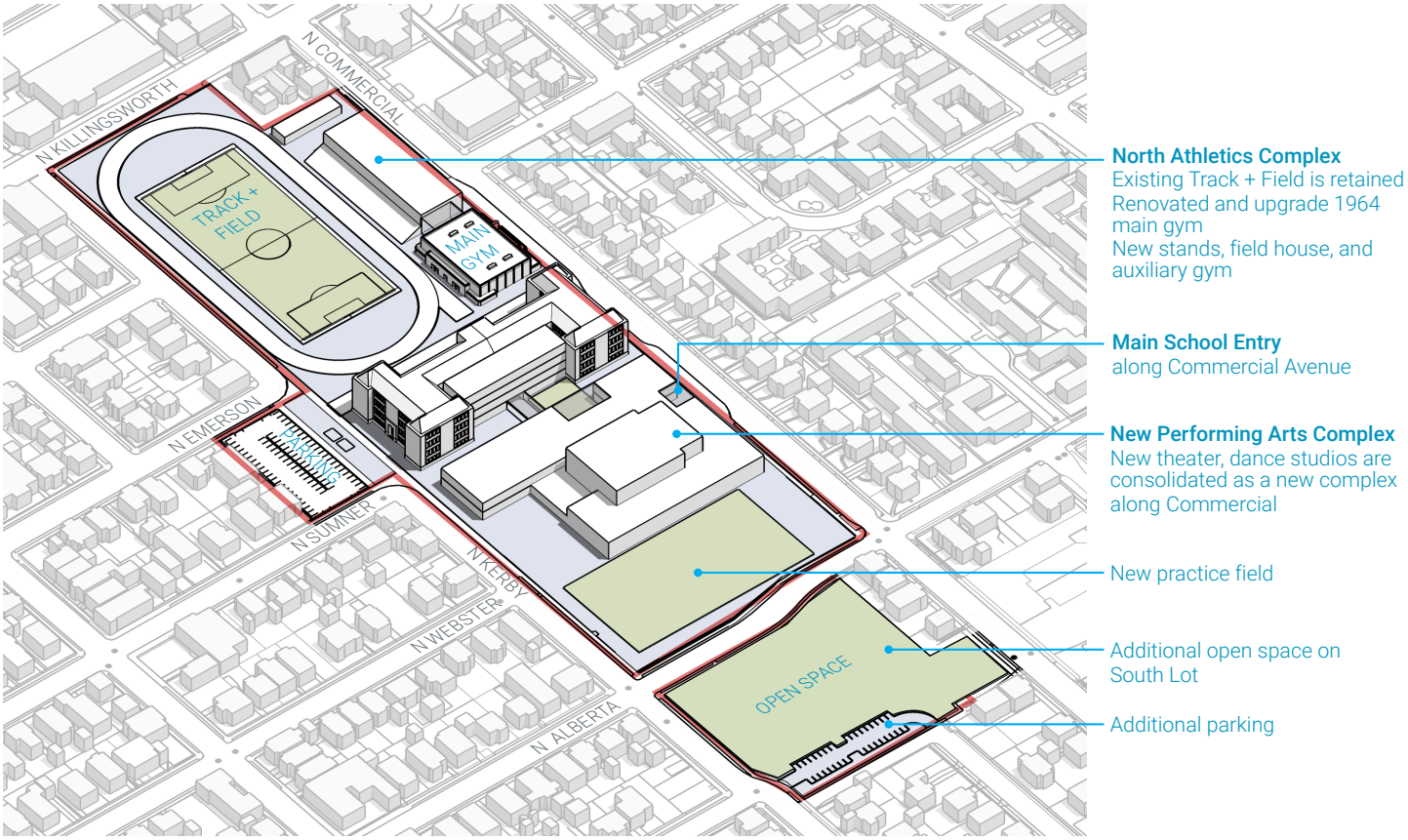
The project team looked at the JHS site comprehensively to develop a range of site planning possibilities. From this analysis, four different design scenarios were developed for CPC-5. Following CPC 5, the four design options were shared in multiple venues and feedback and rankings were solicited through an online Google form. Participants in this ranking and writing effort included members of the CPC, attendees at an open house held in October, and students who participated in classes where they learned about the project. The community design organizers and some of the CPC members also took the design options into their communities to seek additional feedback. The Retain 1909 option consistently prevailed as the preferred option but there was also significant support for the other three design option, with Retain 1909 + 1928 trailing the two full replacement options.

CPC-5 Group Discussions of 4 Design Scenarios

SITE PLANNING SCENARIO STUDIES

Retain 1909 - CPC 5

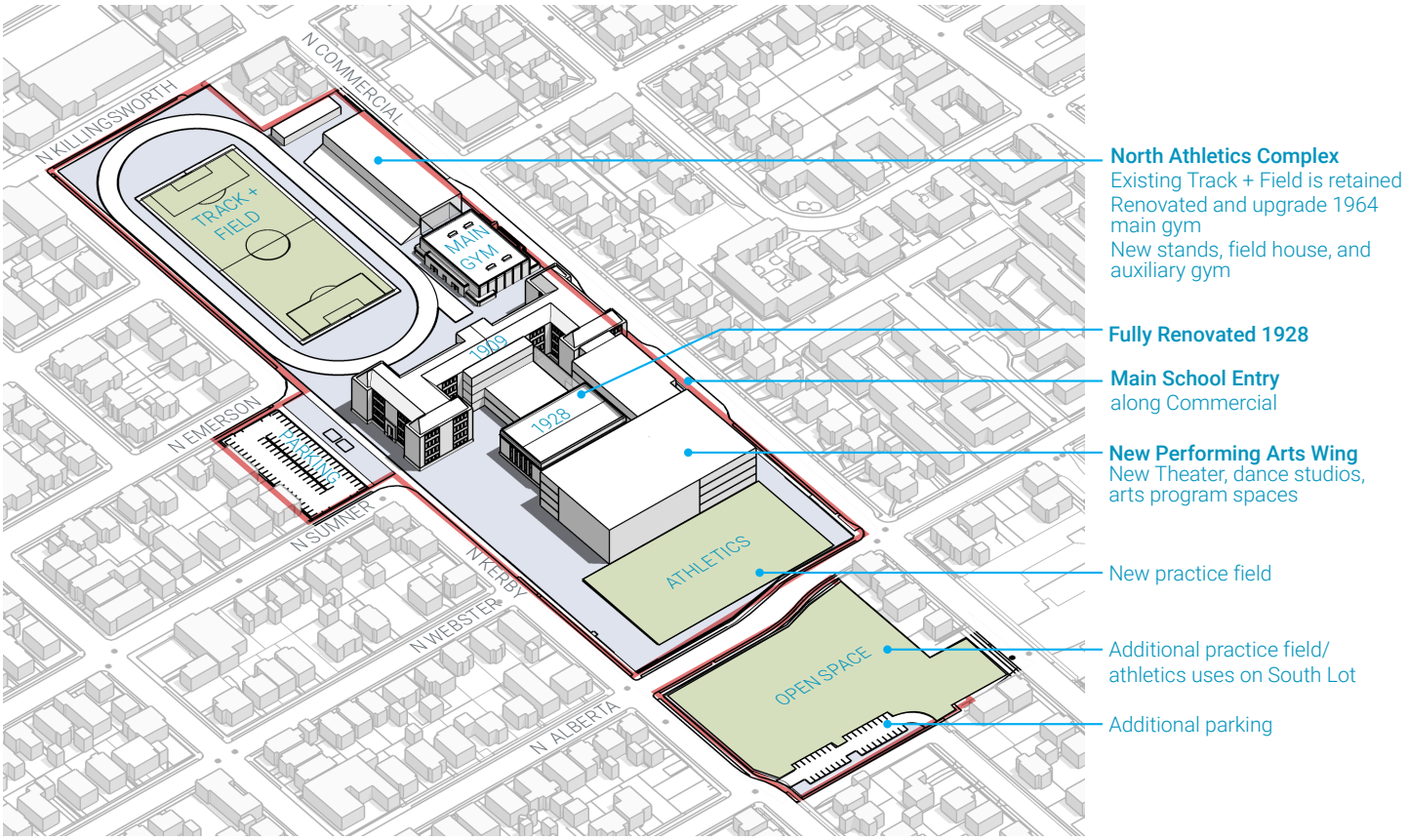
- The original 1909 main building and 1964 main gym are fully renovated
- all other buildings are removed, and a new Performing Arts Center and other support spaces are constructed to the South
- the track and field to the north are renovated and a new grandstand with occupied space below for our new athletic center also constructed
- this option that would potentially require portable classrooms for a temporary school during construction



Retain 1909 - CPC 5

1909 + 1928 - CPC 5

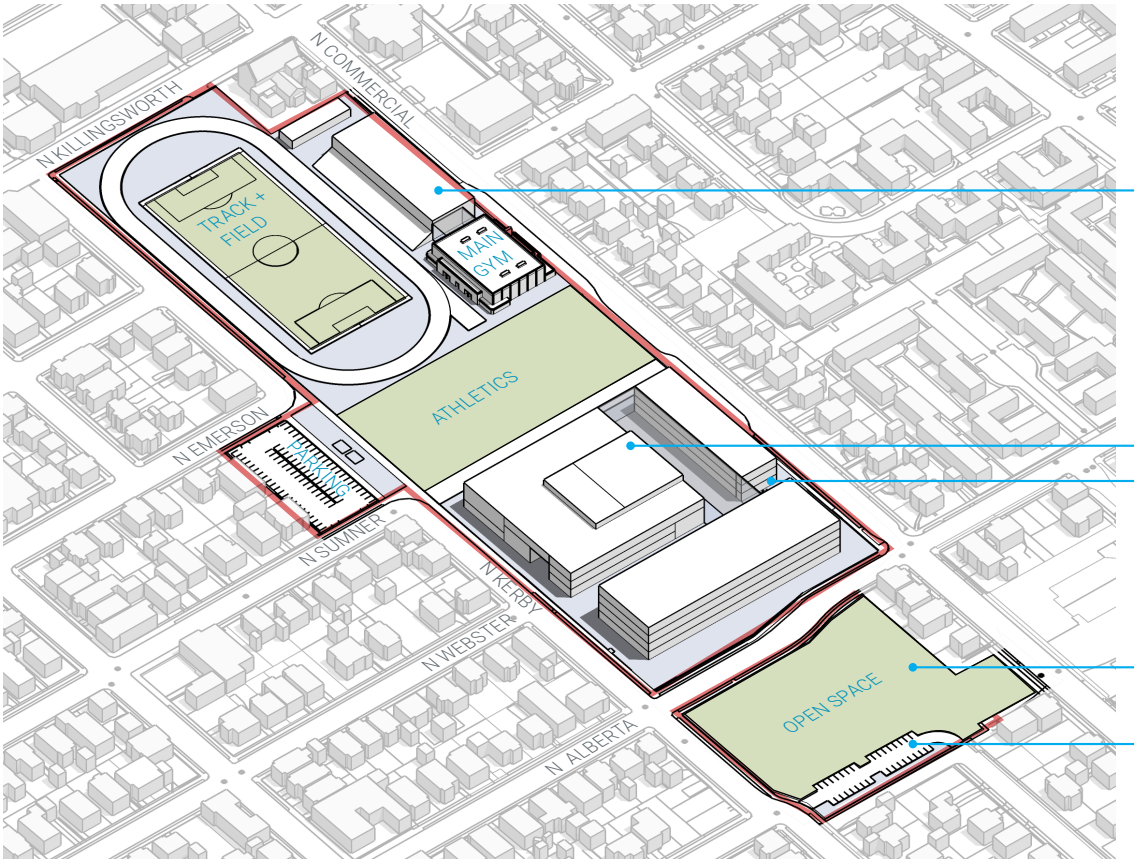
- The original 1909 main building, the 1928 gymnasium, and the 1964 main German buildings are all fully renovated
- all other buildings are removed, and a new performing arts centre and other support spaces are constructed to the South
- the track and field to the north are renovated, and new grandstand with occupied space below for a new athletic centre are also constructed
- a practice field and multipurpose field are constructed to the South



1909 + 1928 - CPC 5

New South - CPC 5

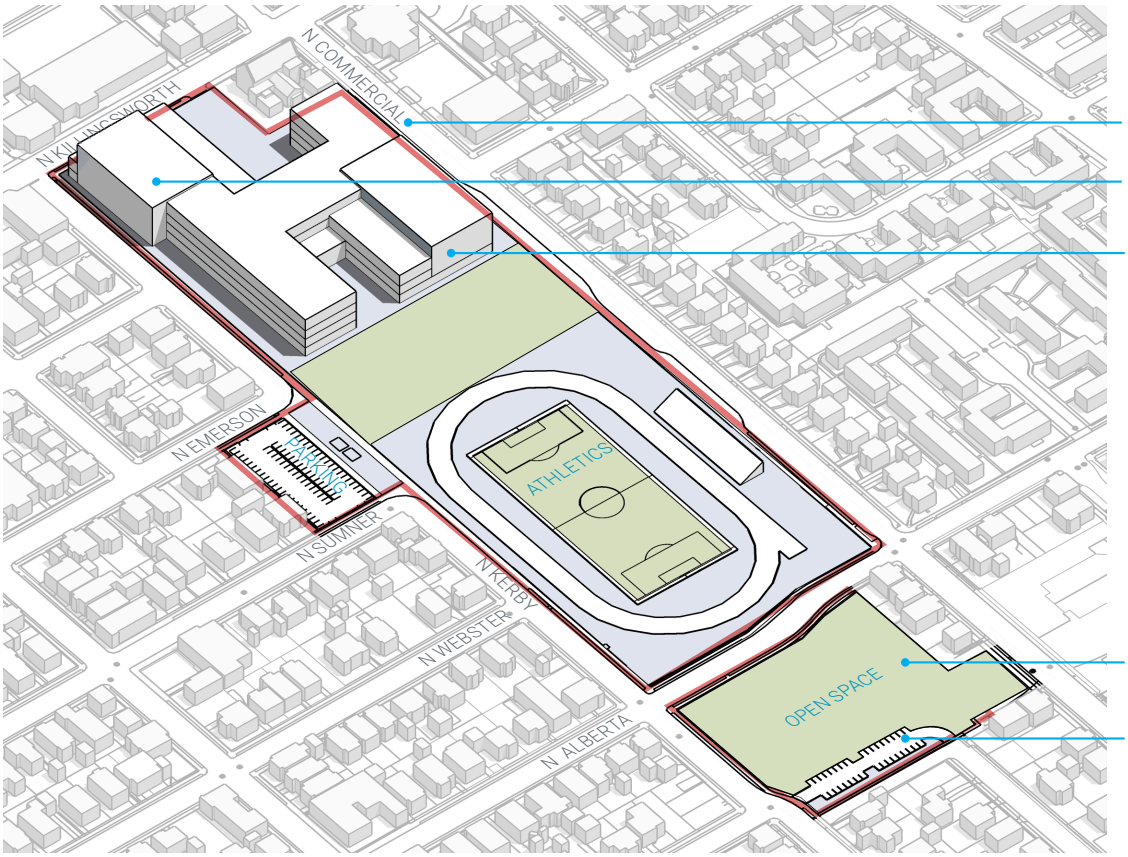
- A full replacement school, with students remaining in the 1909 building until the new facility is ready
- fully renovate the 1964 gymnasium and renovate the track and field, with a grandstand and athletic center to the north
- all other buildings located to the South of the 1909 building
- includes a full practice field and a multipurpose field.



New South - CPC 5

New North - CPC 5

- A full replacement school, with students remaining in the 1909 building and all other facilities until the new school is ready
- New high school built towards Killingsworth St to the north
- Includes new track and field, as well as a practice field and multi-purpose
- This is the only scheme that cannot maintain athletics on site during the construction



New North - CPC 5

ANALYSIS OF SITE PLANNING SCENARIO STUDIES

Seeing the four site planning scenarios helped the project stakeholders clarify the following priorities for the site planning and design.

PLANNING DRIVING FACTORS

Following CPC5, PPS clarified its requirements for any viable design option. these criteria are as follows:

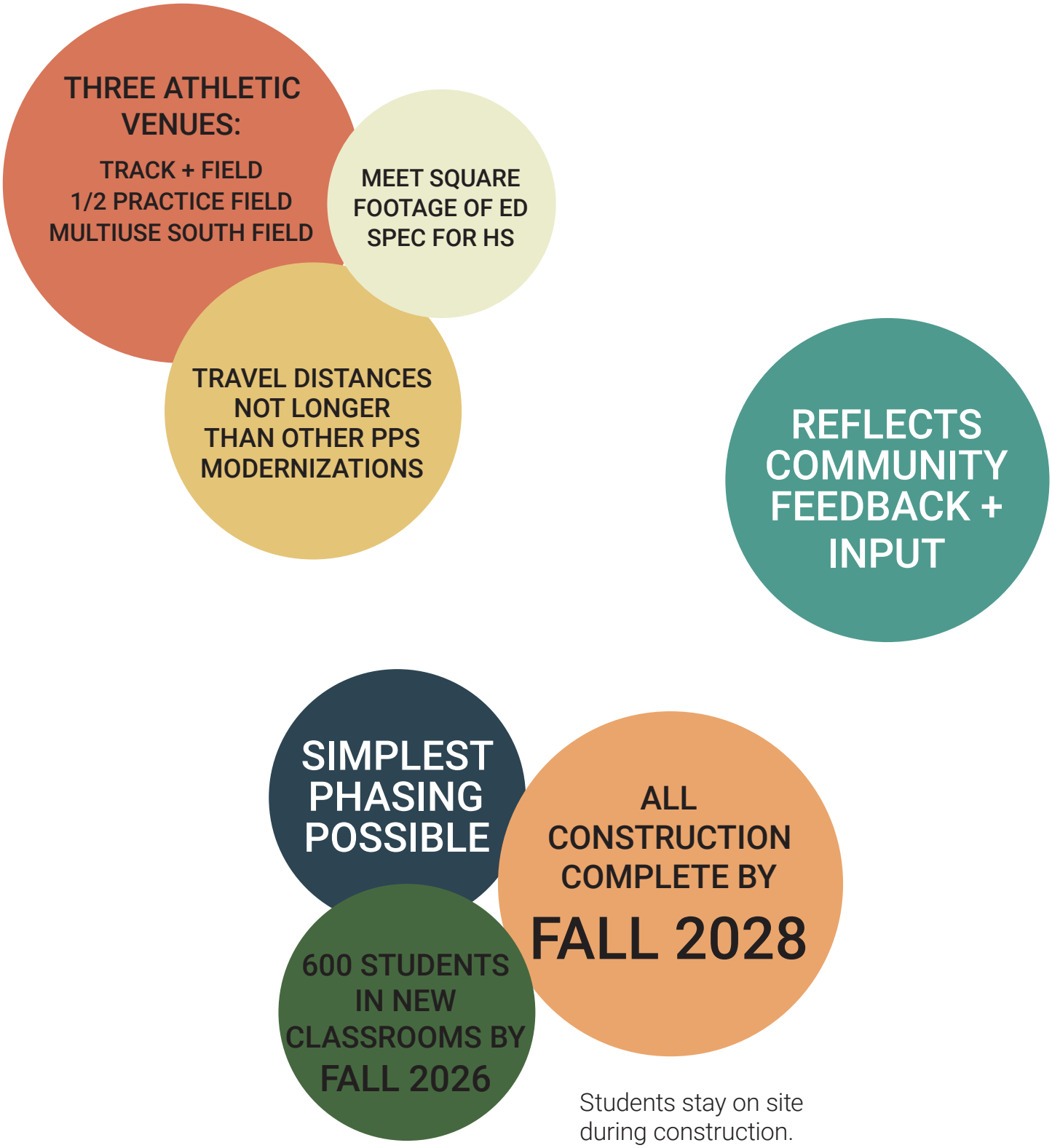
- Design options must reflect community feedback and input
- Design options must have the simplest phasing possible, with all construction complete by Fall 2028. Students must stay on site during construction, with 600 students, the current enrollment of JHS, in new classrooms by Fall 2026
- Design options must include 3 venues for athletics: a track and field, 1/2 sized practice field, and a third multi use field assumed to be on the South lot.
- Travel distances within the modernized JHS must not exceed those in any other PPS high school.
- Design options must meet the square footage of the education specification for high school

SPATIAL DRIVING FACTORS

In addition to the planning driving factors, PPS established a series of spatial driving factors which should be considered for each design option. These include:

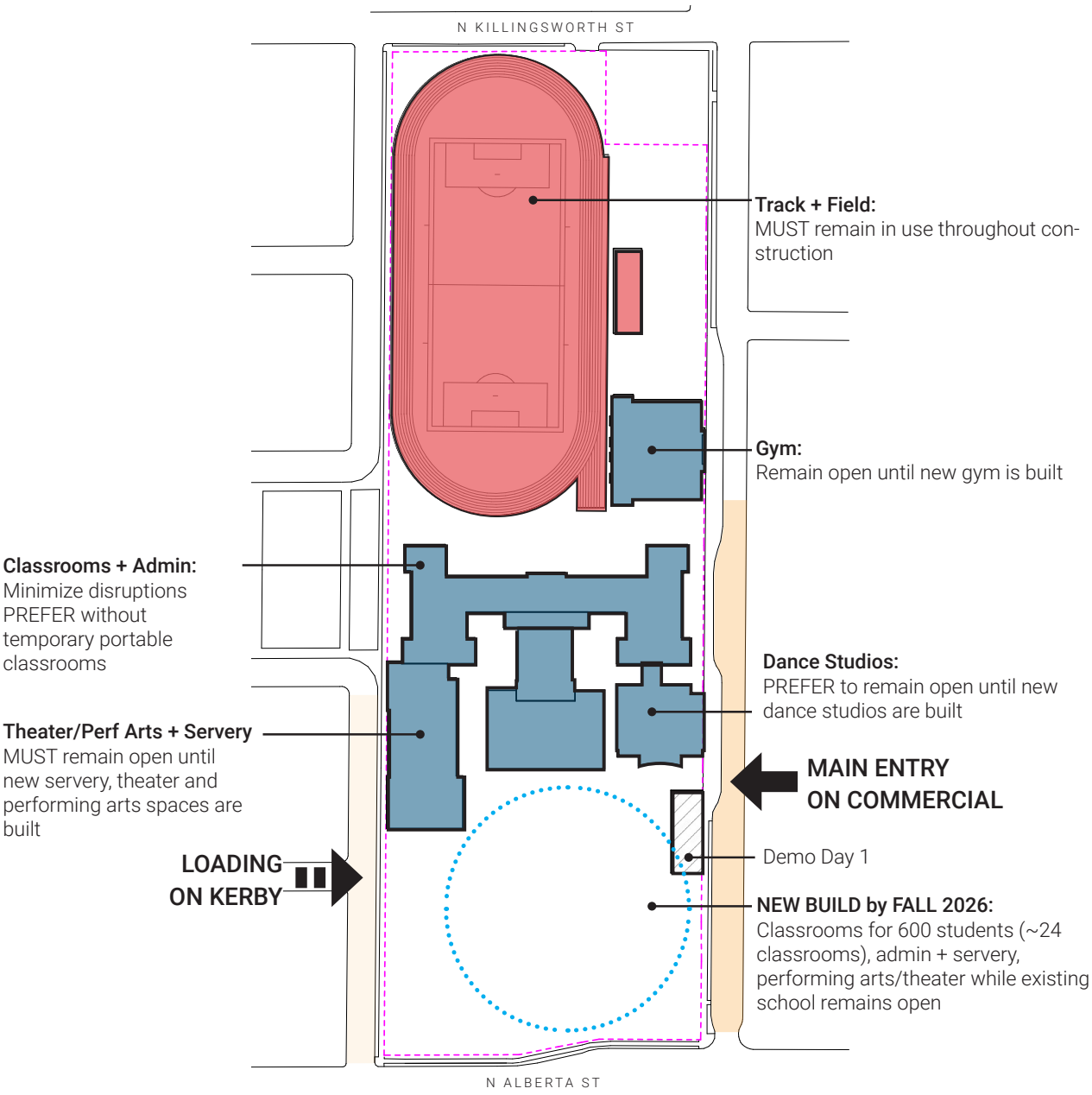
- A track and field must be available for students at the JHS campus throughout construction. PPS investigated alternate athletic solutions and concluded this was the only viable approach. Maintaining a robust athletics program is a key part of a student retention strategy for JHS. [Note: a result of this requirement is that the New North design option is no longer viable since it requires off-site athletics for at least three years]
- Students must have access to key program support spaces during the construction process. This includes access to a gym, and to the theater and performing arts spaces including dance studios, if possible, and the cafeteria servery.
- The main entry to the modernized high school will be on Commercial Street, while the loading access will be on Kerby. This is based on feedback from PBOT, as well as the desire to maintain and grandfather in the bus loading on Commercial St.
- Minimizing disruptions to students and staff during construction is a key driving factor, and minimizing or avoiding the need for temporary portable classroom is preferred.

PLANNING DRIVING FACTORS



Students stay on site during construction.

High-Level PPS Requirements



At CPC 6, the comprehensive planning committee was updated on the planning and spatial driving factors that had been clarified by PPS, having been previously informed that the New North design option was no longer viable since it does not meet the requirement for the existing track and field to stay operational during construction.

The design team also recommended that the Retain 1909 + 1928 design option also be retired from consideration. Extensive polling of various community members and stakeholders had consistently resulted in this design option receiving less support than its counterparts. While the 1928 building is more historically intact then it's 1909 partner, the nature of this building and its physical relationship to the rest of any possible development on the site, consistently resulted in unsatisfactory design solutions for the modernized JHS. This old gymnasium building is challenging with regard to accessibility, as well as any strategy that might honor and respect its historical integrity due to its position on the site. In addition, it is the most seismically challenging of any of the structures on the site.

It is the intention of the design team to honor the legacy of this building, and other parts of the JHS complex that will be removed during this modernization effort, by preserving them in some way and either reinstalling or recreating important historical and cultural elements from the older buildings on this site in the modernized school. This will be achieved through the lens of design justice and community engagement.

At CPC6, the committee was presented with two updated design options as follows:

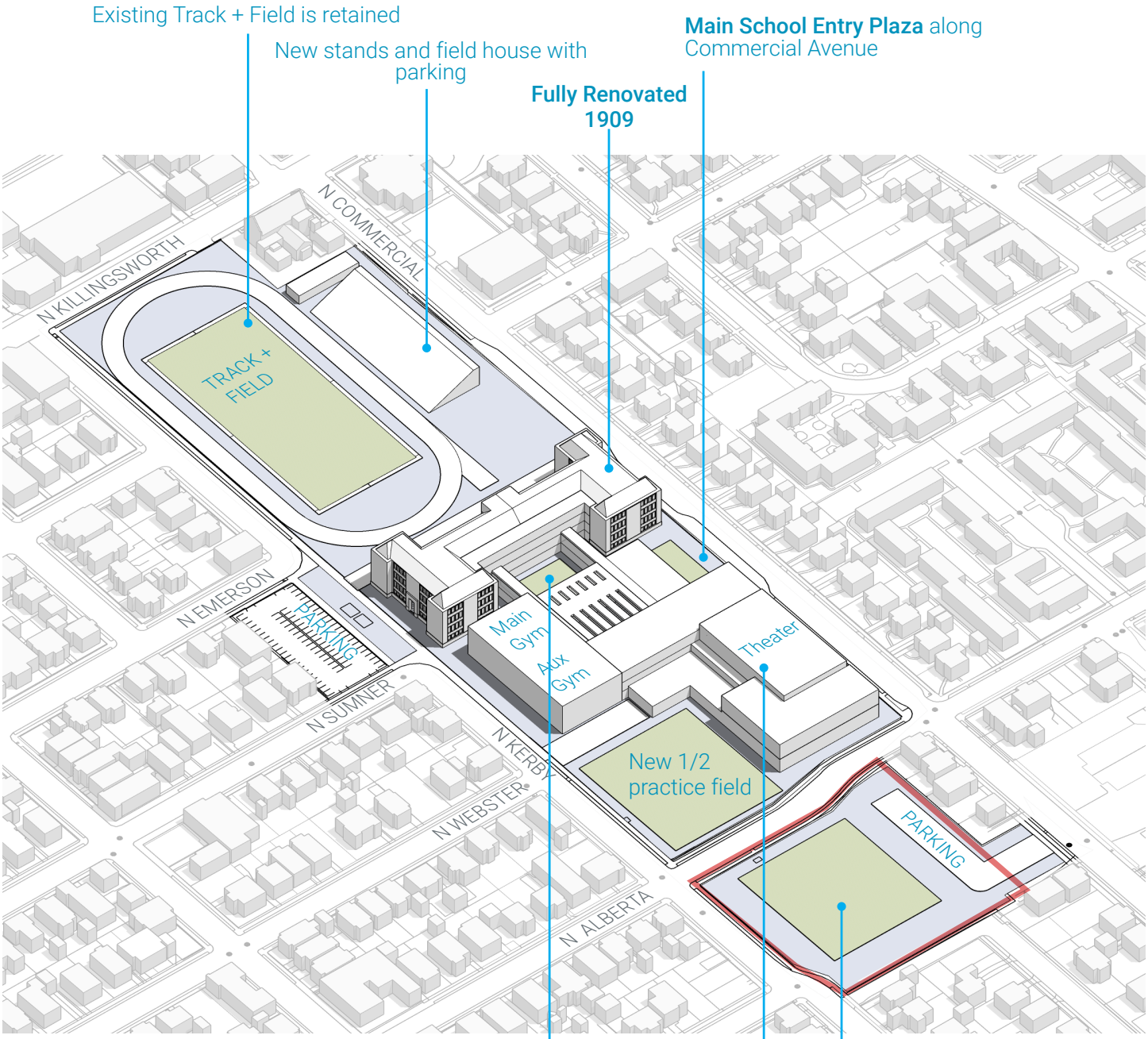
RETAIN 1909 + EXPANSION - CPC 6

OVERVIEW

The Retain 1909 Design Option for Jefferson High School preserves the 1909 Classroom Building for primarily academic use while consolidating the remaining program into 2 phases of new construction to the south. Upon their entry approach mid-block on N Commercial Avenue, students will step into a generous entry plaza flanked by the existing 4 story classroom building to the north, a new 3 story structure to the south, and facing a 2 story 'Front Porch'. This 'Front Porch' provides a double-height community-facing covered space that also protects a secure entry leading directly into the student commons. The commons open directly out onto a large semi-covered courtyard to the north that serves as the heart of the new design, providing outdoor space for students and acting as a wayfinding focal point around which primary building circulation is organized.

Adjacent to the commons at the ground floor are the consolidated gym facilities to the west, kitchen and servery to the south, and community-facing partnership organizations to the east who will also have a direct connection to the 'Front Porch' and entry plaza space. The performing arts program will be located to the south along N Commercial Avenue, with a theater lobby adjacent to the commons that will also serve as a temporary building entry in the interim period after which the first phase of construction is complete but the second phase is still underway. Lining the north side of the performing arts wing is 3 story classroom bar, oriented along an E-W axis to create opportunity for improved daylighting, reduced energy use, and optimized educational environments. The new classroom structure is tied into a 2-story circulation 'loop' that overlooks the double height commons and runs alongside the courtyard, directly connecting into south side of the renovated 1909 Classroom Building.

The renovated 1909 Classroom Building preserves the majority of the existing shell and works within the current structural layout along the east and west 'wings' but creates a deeper structural bay and adds a new linear circulation/service core along the primary E-W corridor. Student Support and Public-facing program occupies the ground floor along N Commercial and N Kerby, with construction-oriented CTE space at the SW corner adjacent to an outdoor work area with loading access. The landscape grading and entry stair on the north will be removed in order to make the building universally accessible, and in its place consolidated lockers and a new single story addition containing athletics program will frame the historic entry and reinforce the building's connection to the main playing field. The single-story addition may also provide a roof terrace overlooking the field that directly connects back to the library space occupying a central location at B Level of the existing structure. The remainder of the 1909 Classroom Building will honor its history and continue to serve as instructional spaces.



Retain 1909 + Expansion - CPC 6

RETAIN 1909 + EXPANSION - CPC 6

DISRUPTIONS

The Retain 1909 Design Option for Jefferson High School is intended to minimize disruption to the current student body and provide continuous operation of academic, theater, and building support program on site without the use of temporary portable facilities. Phase 1 new construction will be built over the existing practice field to the south of the existing facilities. This phase will include 24 typical classrooms, temporary student commons, building support and the full performance arts program, in addition to the administrative area. Phase 1 will also include improvements to the track and field during the summer months.

Upon Completion of Phase 1, current students will relocate from the existing facilities to the newly constructed buildings. All existing buildings other than the 1909 Classroom Building will be deconstructed, in conformance with all protocols to minimize disruption, health, and safety risks that have been in place for other district deconstruction projects. A temporary entrance will be in place at the future theater lobby, which will also double as a temporary commons until construction of phase 2 is complete.

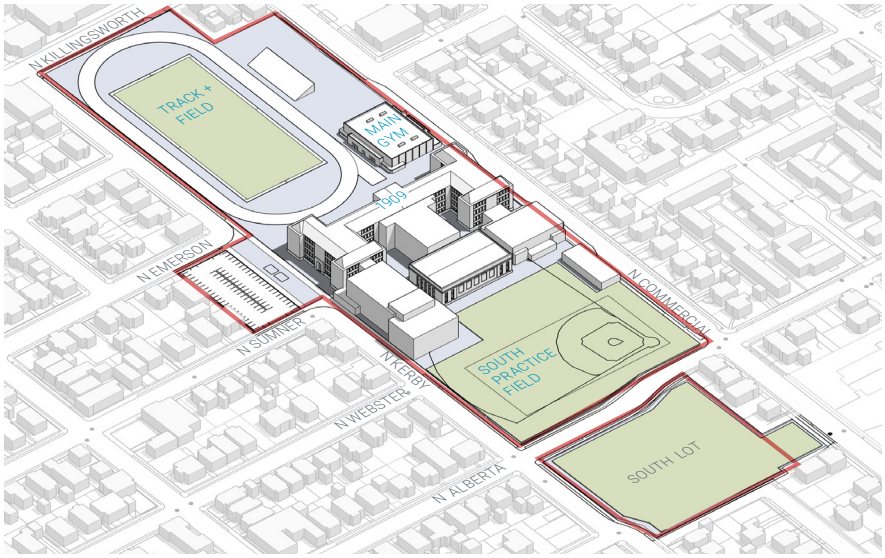
SITE + LANDSCAPE

The retain 1909 Design Option for Jefferson High School preserves a more compact practice field just west of its current location. The grading on the north side of the 1909 Classroom Building is leveled out to provide universal accessibility and introduce a new through-block connection just south of the existing track. All major entries have been consolidated to N Commercial Avenue, with the Main Entry Plaza located just south the of 1909 Classroom Building, an Athletics Entry in the location of the current 1964 gym, and a potential Arts Entry just south of the Main Entry Plaza. All loading and unloading are located off N Kerby. New parking will be introduced adjacent to the bleachers north of the 1909 Classroom Building along N Commercial. Tennis courts and other outdoor athletics will be relocated to the lot south of Alberta. This lot will also accommodate future parking with access off N Commercial between Alberta and N Blandena Street.

RETAIN 1909 + EXPANSION PHASING

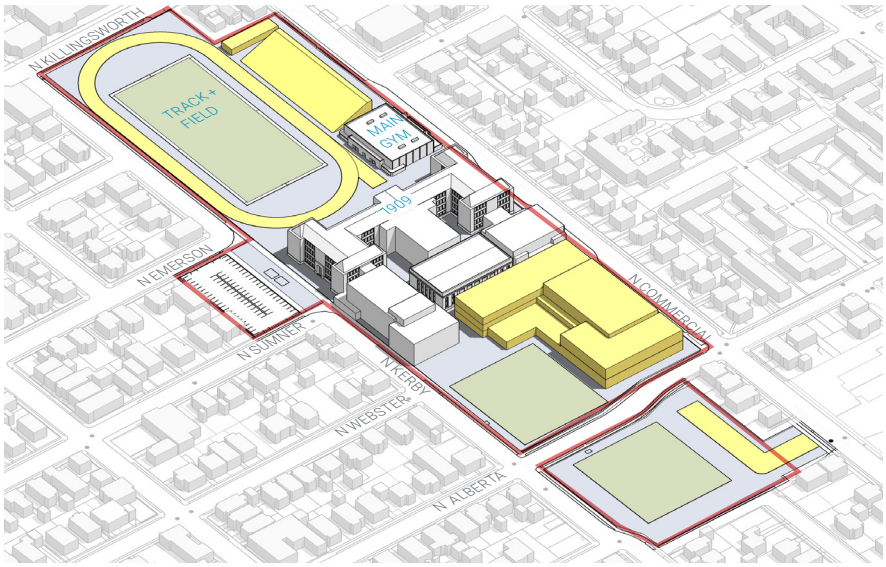
Current

- Existing buildings stay operational
- Track + Field stays operational
- Temporary practice move to South Lot



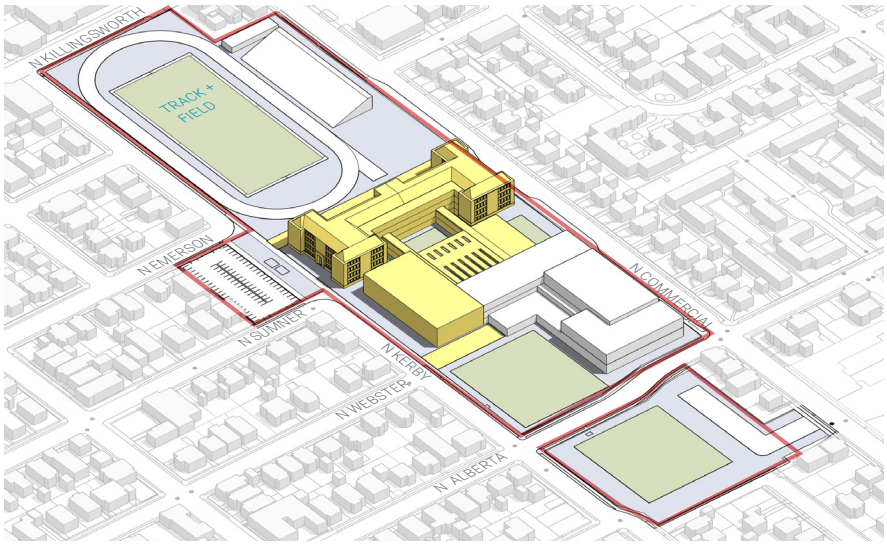
Phase 1

- Build new theater, performing arts spaces with 24 classrooms, servery, and admin
- Move into new wing by Fall 2026
- New grandstand/field house and updates to track + field.



Phase 2

- Demolish existing theater, 1928, and aux gym/dance studios
- Renovate 1909 and build rest of expansion with new gyms, commons, media center.



Retain 1909 + Expansion - CPC 6

NEW SOUTH + RETAIN 1964 GYM - CPC 6

OVERVIEW

The New Building to the South Design Option for Jefferson High School, outside of retaining and renovating the existing 1964 gym, consists of entirely new ground up structures. Upon their entry approach at the southeast corner of the site off N Commercial Avenue, students step into a crossroads with an unobstructed view into an expansive greenspace that breaks up the overall massing and allows a visible connection through to N Kerby Avenue. To the south of this entry lobby, typical instructional spaces have been consolidated into a 4-story classroom building along Alberta. This new structure is organized on an E-W axis to create opportunity for improved daylighting, reduced energy use, and optimized educational environments. To the north is a double-height linear student commons that opens onto the playing fields and provides a direct and covered connection to the athletics program.

On the ground floor, the commons is flanked to the west by the servery and theater and to the east by the community-facing partnership organizations that would also have a presence along N Commercial Avenue. On the second of 2 levels, science classrooms overlook the entry courtyard while the media center connects to the commons and the balcony level of the theater. The theater is wrapped by the band and choir program to the west that connect to loading along N Kerby and the Dance Studios to the north that will have a presence along the new through-block connection aligning with N Sumner Street. Athletics will be served by a new full-sized gym along N Commercial Avenue that connects to the building commons to the south and overlooks the relocated practice field to the west. It will also connect directly to the renovated 1964 gym, which will house weights, Lockers and the Auxiliary Gym. The area between these new and renovated athletics structures will serve as a new 'Athletics Gateway' to the site off of N Commercial, where ticketing, bathrooms, and concessions will be consolidated into a single transitional shared lobby space.

DISRUPTIONS

The New Building to the South Design Option for Jefferson High School is intended to minimize disruption to the current student body and provide continuous operation of academic, theater, and building support program on site without the use of temporary portable facilities. Phase 1 new construction will be built over the existing practice field to the south of the existing facilities. This phase will include all future academic spaces, student commons, building support and the theater, in addition to most administrative, partnership, and student support areas. Phase 1 will also include improvements to the track and field during the summer months in addition to a renovation and seismic upgrade of the 1964 gym which will, in the future, house lockers, weights, and the auxiliary gym.

Upon Completion of Phase 1, current students will relocate from the existing facilities to the newly constructed buildings. All existing buildings other than the 1964 gym will be deconstructed, in conformance with all protocols to minimize disruption, health, and safety risks that have been in place for other district deconstruction projects. Dance, Band, and Choir will be housed temporarily in unoccupied portions of Phase 1 new construction until their new spaces have been completed as a part of Phase 2.

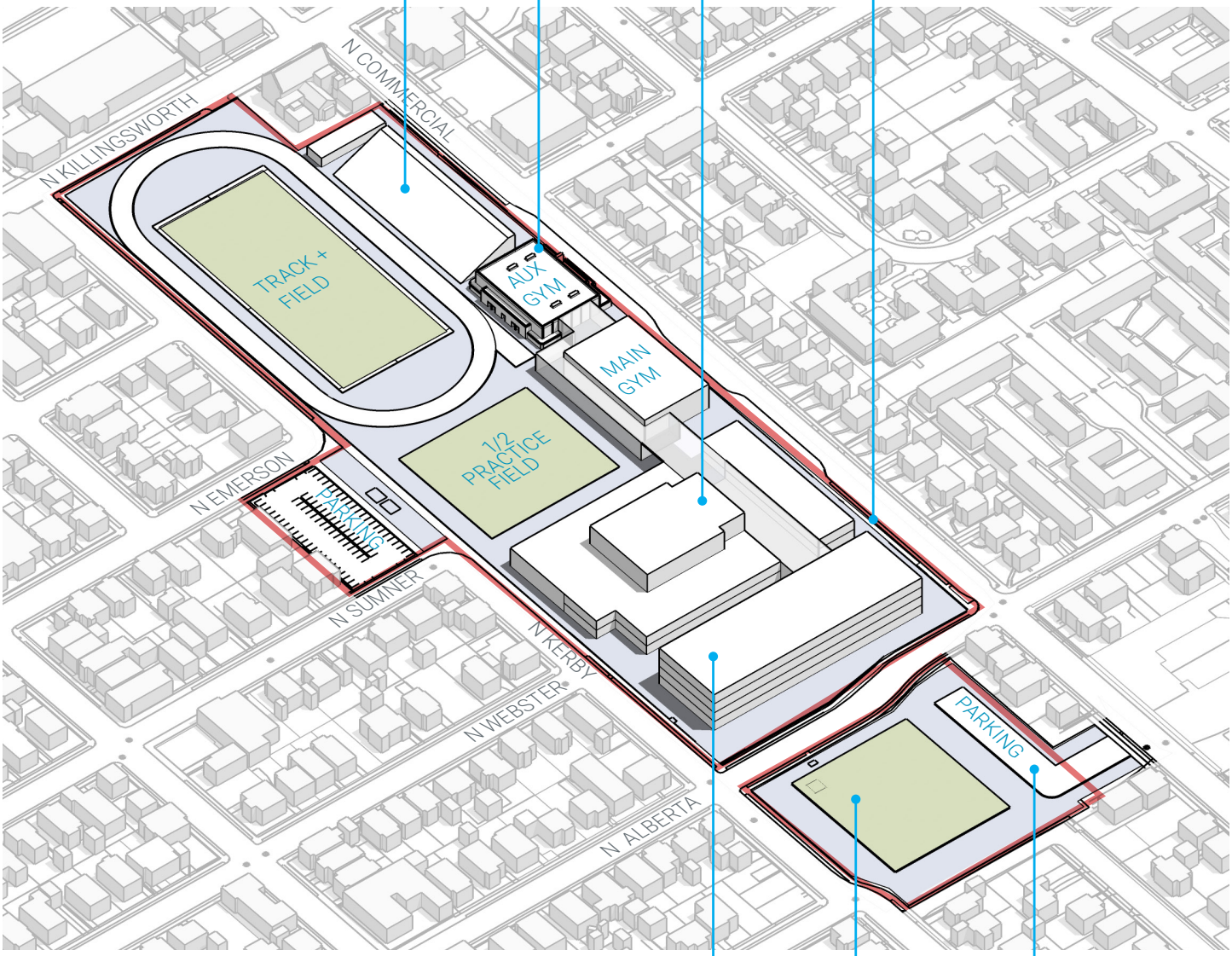
New stands, fieldhouse

New Main School Entry
along Commercial Ave

Renovate 1964 Gym
into auxiliary gym

New main Gym south of 1964

New Theater



New South + Retain 1964 Gym - CPC 6

New Academic Wing
4-story along Alberta

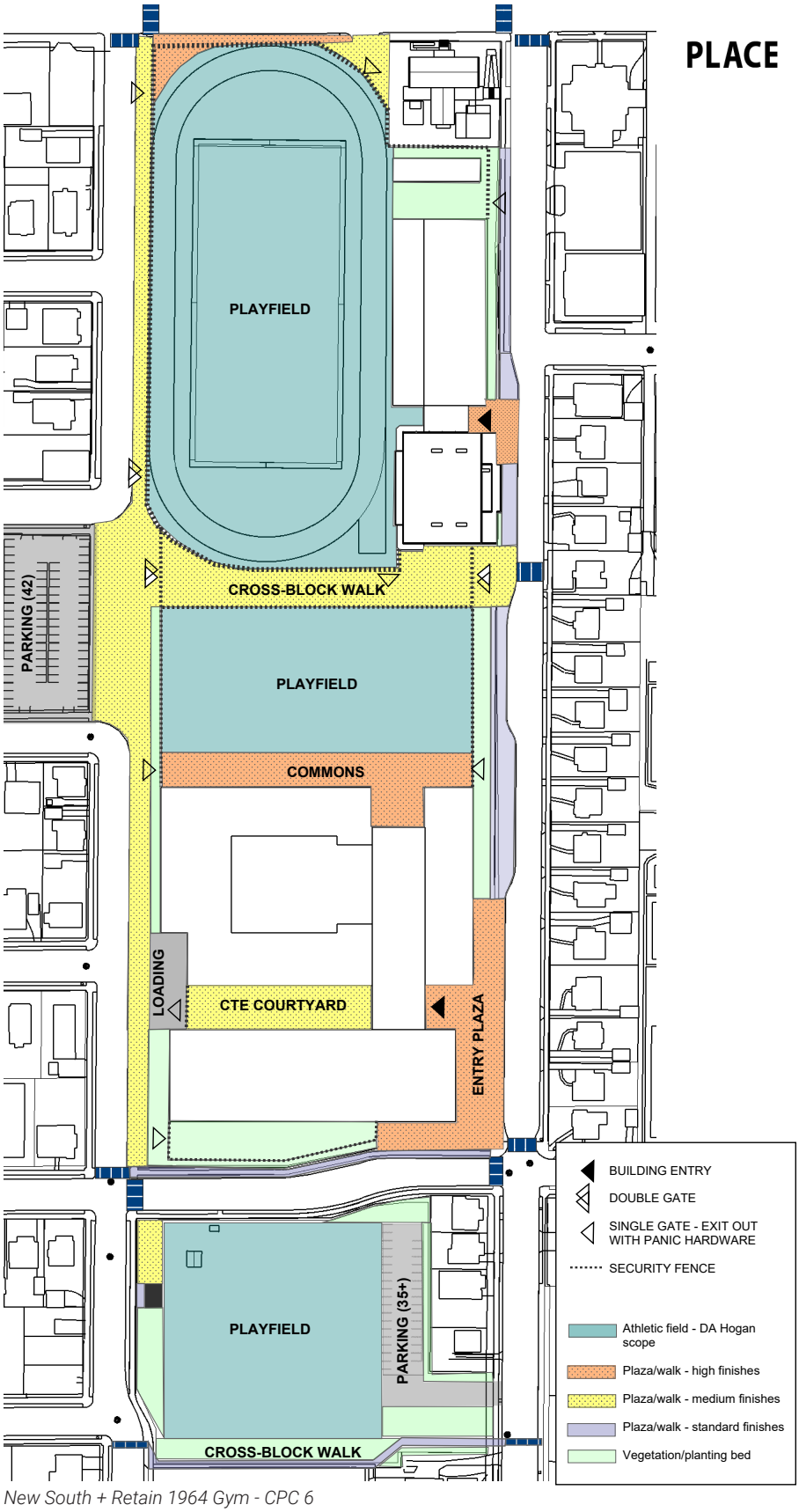
Multi-use field with parking/
possible garden

Additional parking

NEW SOUTH + RETAIN 1984 GYM

SITE + LANDSCAPE - CPC 6

The New Building to the South Design Option for Jefferson High School relocates the practice field north of its current location, occupying the space between the Track and Field and the Performance Arts Wing in the former location of the 1909 Classroom Building. A new through-block connection is introduced to the south of the practice field and aligns with N Sumner Street. All major entries have been consolidated to N Commercial Avenue, with the Main Entry Plaza located on the Southeast corner close to Alberta, the Athletics Entry located south of the 1964 Gym, and a potential Performing Arts Entry under the overhang that spans across the new through block connection on the north side of the Commons. All loading and unloading will be located off N Kerby. New parking will be introduced adjacent to the bleachers north of the 1964 gym along N Commercial. Tennis courts and other outdoor athletics will be relocated to the lot south of Alberta. This lot will also accommodate future parking with access off N Commercial between Alberta and N Blandena Street.

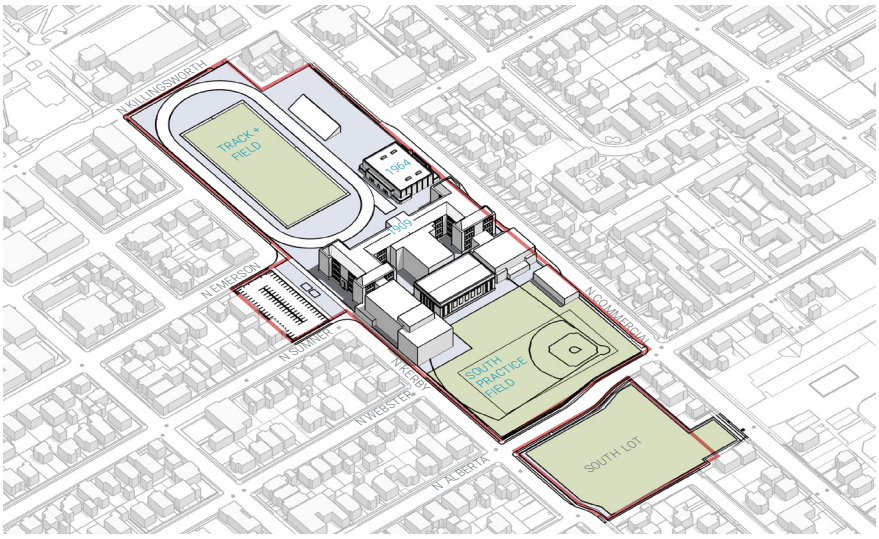


New South + Retain 1964 Gym - CPC 6

NEW SOUTH + RETAIN 1984 GYM
PHASING - CPC 6

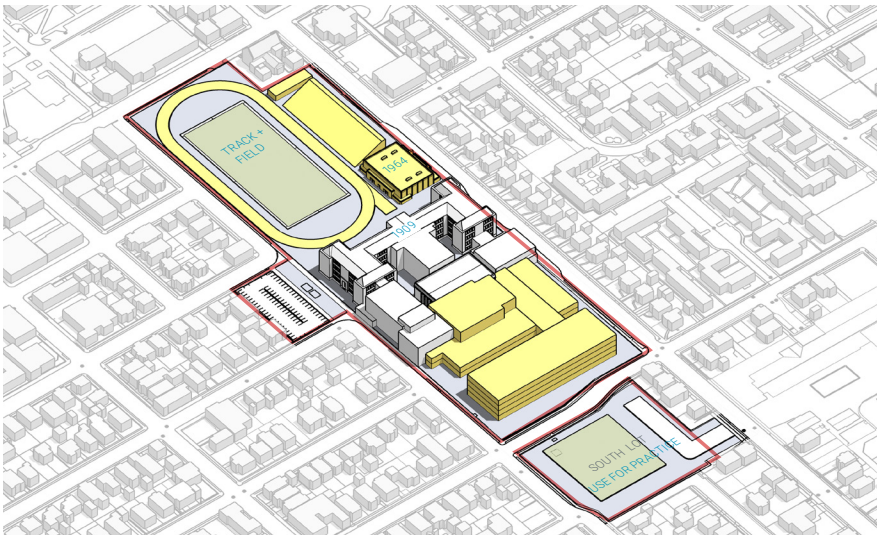
Current

- Existing buildings stay operational
- Track + Field stays operational
- Build on south practice field / Temporary practice on South Lot



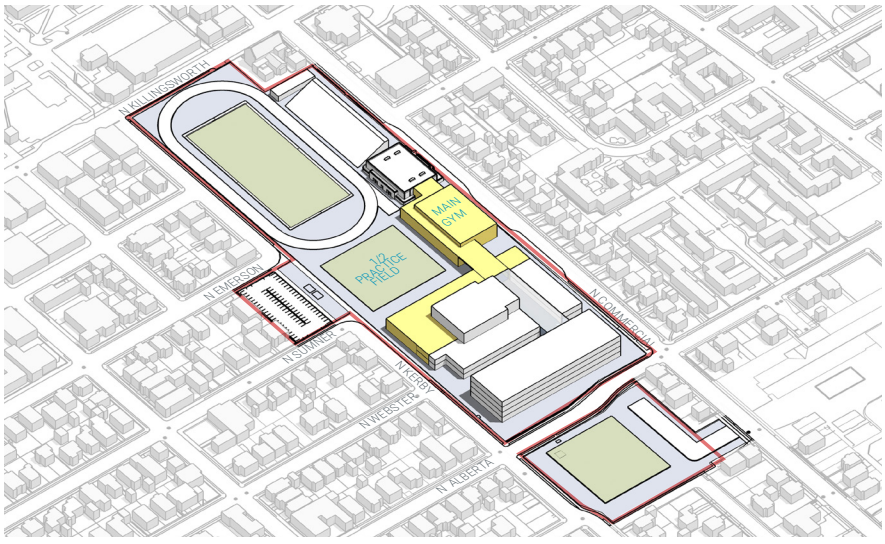
Phase 1

- Build new academic wing, theater, commons.
- Renovate 1964 Gym into auxiliary gym
- Updates to existing Track & Field
- New grandstand and field house



Phase 2

- Move into new phase 1 building and demolish existing buildings
- Complete remaining building wings on the north + west



New South + Retain 1964 Gym - CPC 6

CPC RECOMMENDATIONS

As a result of regular and robust engagement with the Comprehensive Planning Committee, it is clear that the retain 1909 Design Option is the favored direction moving forward for Jefferson High School. This scheme is unique in its ability to accommodate a complex set of design criteria that address multiple parallel priorities for both PPS and the community at large. The design retains a critical piece of history through preserving the original classroom building while also resulting in an overall architectural resolution which prioritizes clear wayfinding, optimizes daylighting, reinforces connections to nature, and supports energy efficiency in a way that promotes student health and revitalizes connections back to the neighborhood and the community at large.

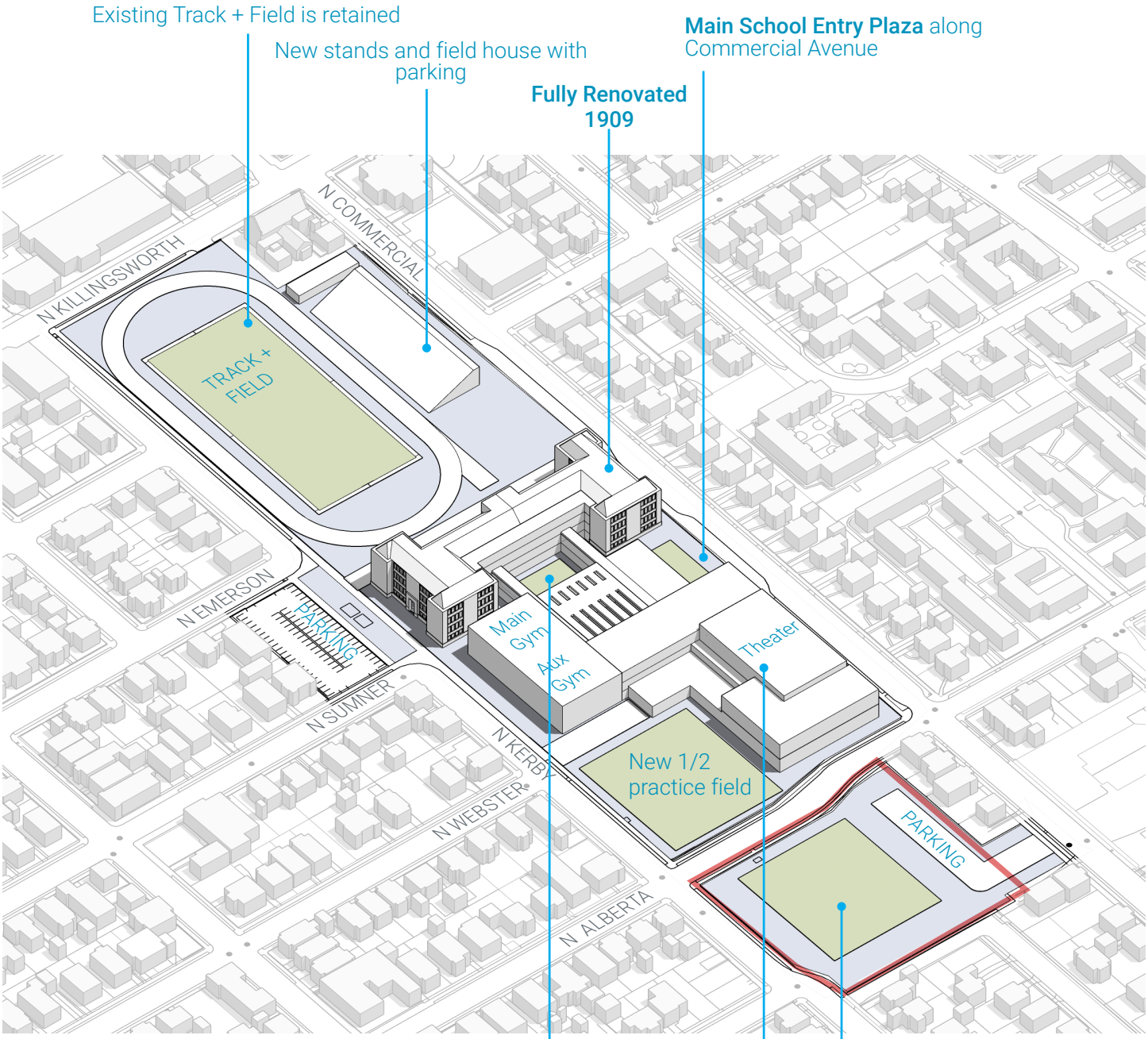
"The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades."

"This option **retains the heart of the current building which I have heard loud and clear is important to members of the Black community and other long-term residents as one of the few remaining elements of a neighborhood that has undergone significant change."**

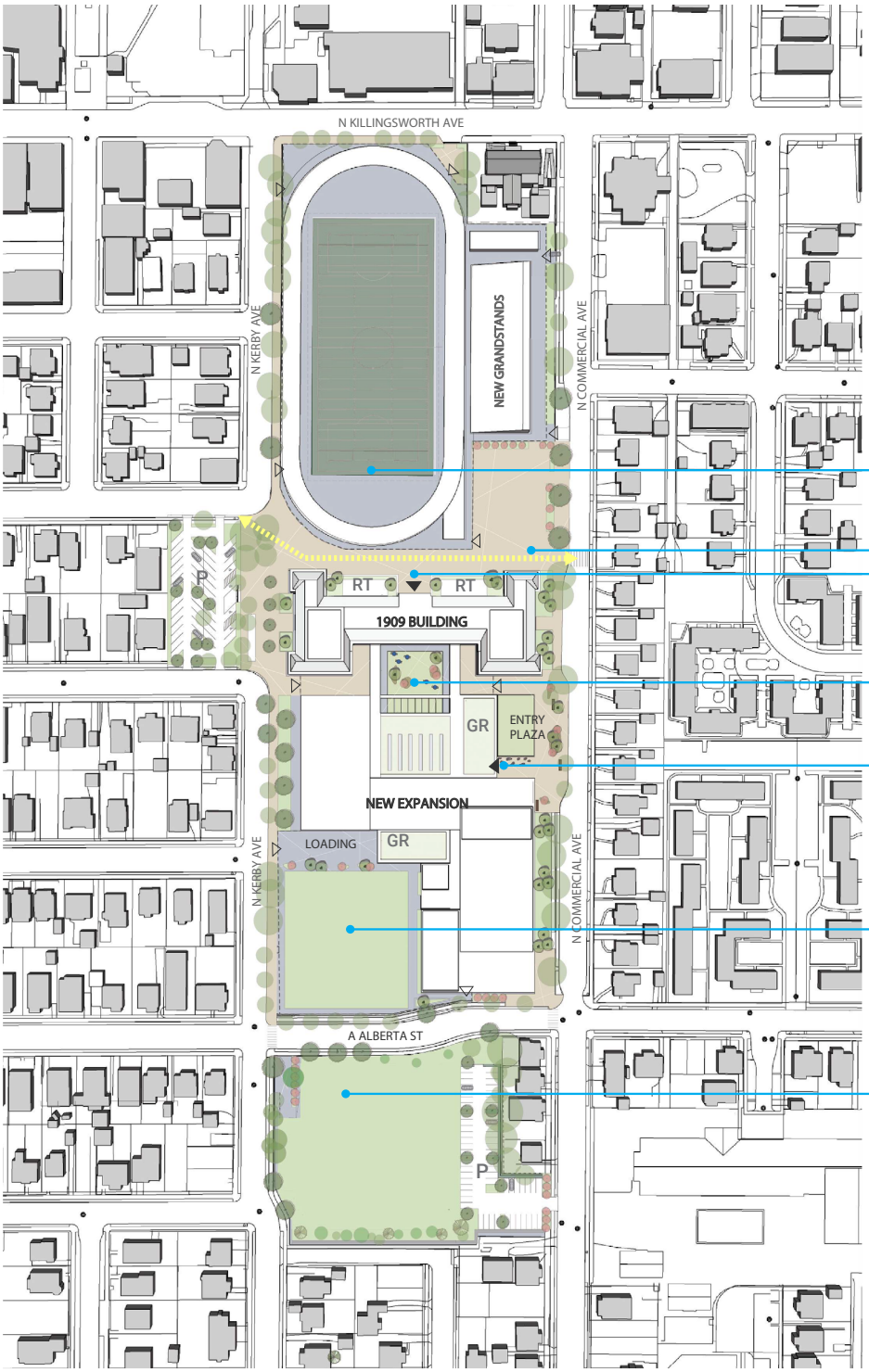
"Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don't let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the charm alive."

"**Keeping in mind the community and the changes that are going on, it's important to retain history**, despite 'change' as gentrification continues to change how this community now looks. This building(s) reminds folks from where it started to where it's going, not out of personal choice but by **systemic necessity**."

CPC RECOMMENDATION: RETAIN 1909 + EXPANSION



Retain 1909 + Expansion



Retain 1909 + Expansion

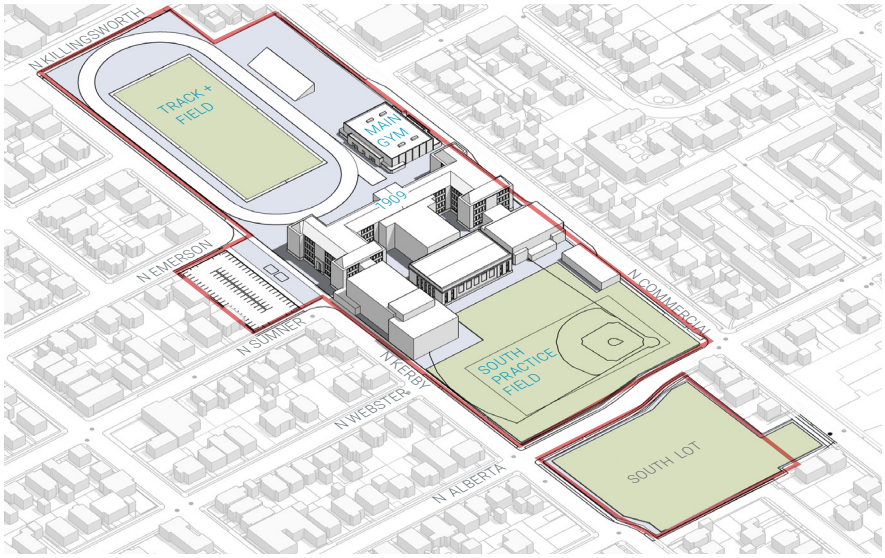
Site Design for Students and the JHS Community

- Existing track to remain with improved facilities and features
- Cross-Block walk for public use outside of school hours
- Plazas for places of memory
- Community and student gathering areas
- Preservation of perimeter trees where possible
- New playfields for student and community use - both regulation and practice sizes

RETAIN 1909 + EXPANSION PHASING

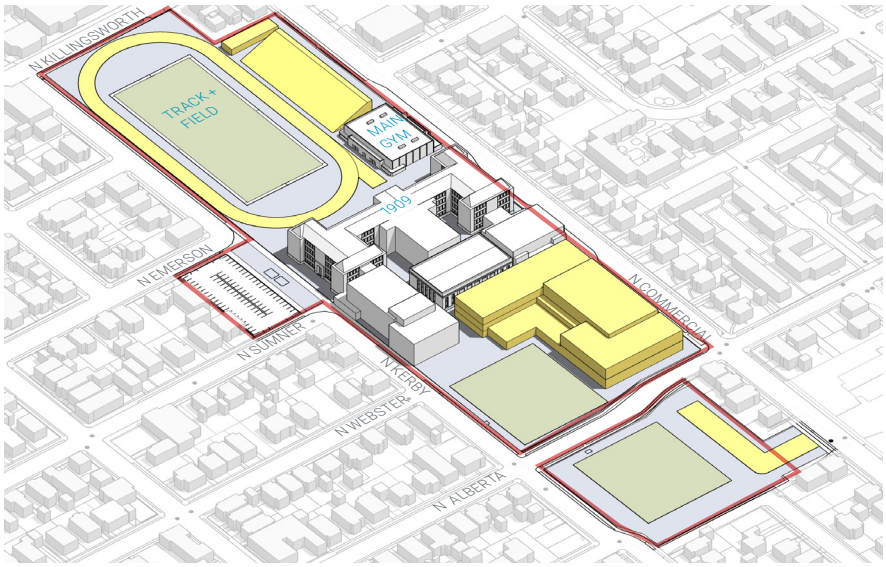
Current

- Existing buildings stay operational
- Track + Field stays operational
- Temporary practice move to South Lot



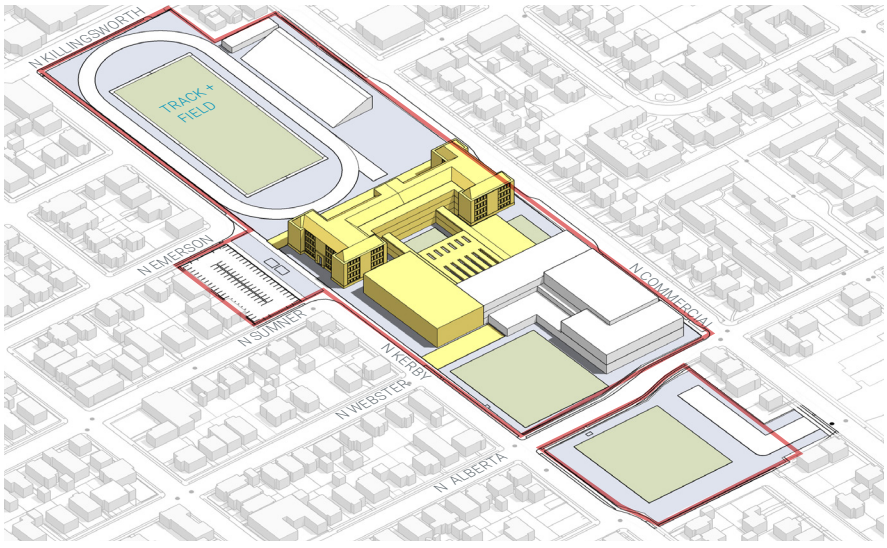
Phase 1

- Build new theater, performing arts spaces with 24 classrooms, servery, and admin
- Move into new wing by Fall 2026
- New grandstand/field house and updates to track + field.



Phase 2

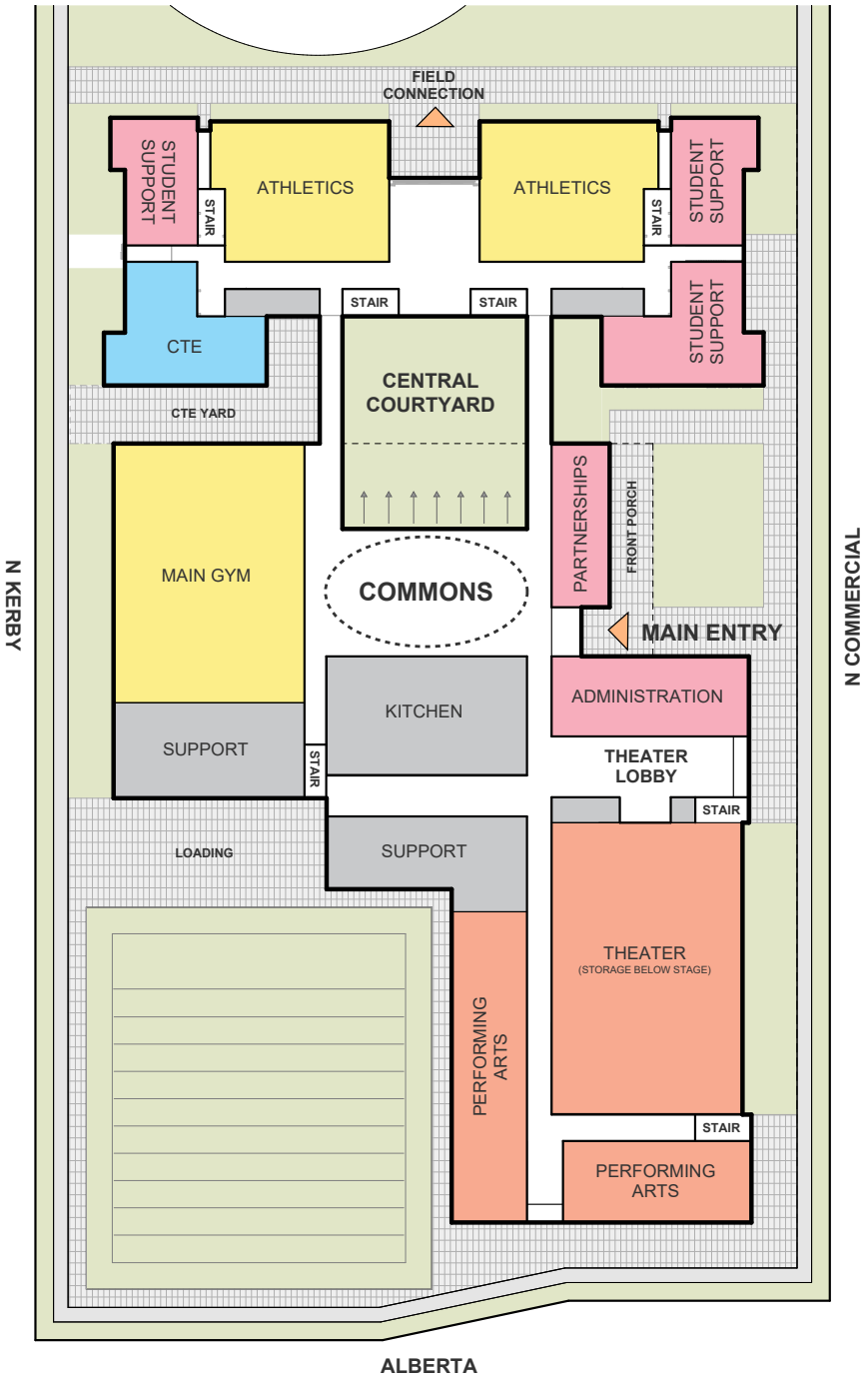
- Demolish existing theater, 1928, and aux gym/dance studios
- Renovate 1909 and build rest of expansion with new gyms, commons, media center.



Retain 1909 + Expansion

A FLOOR

A-Floor contains all administrative and public-facing program areas, including the health clinic, teen parent center, and spaces for community – partner programs such as SEI, Latino Network, and the food pantry. It will also include most athletics program adjacent to the playing fields to the north and some limited CTE program that may need access to outdoor space and loading off of N Kerby. The performing arts program to the south will include the main level of the theater and associated lobby, the black box theater, scene shop, choir space, and band room with associated offices and storage. Anchoring all of these spaces in the center of the building will be the student commons and central courtyard that connects to both the secure entry to the east and the kitchen/ servery/support spaces off of the loading area to the south.



Retain 1909 + Expansion

Performing Arts and Dance related spaces

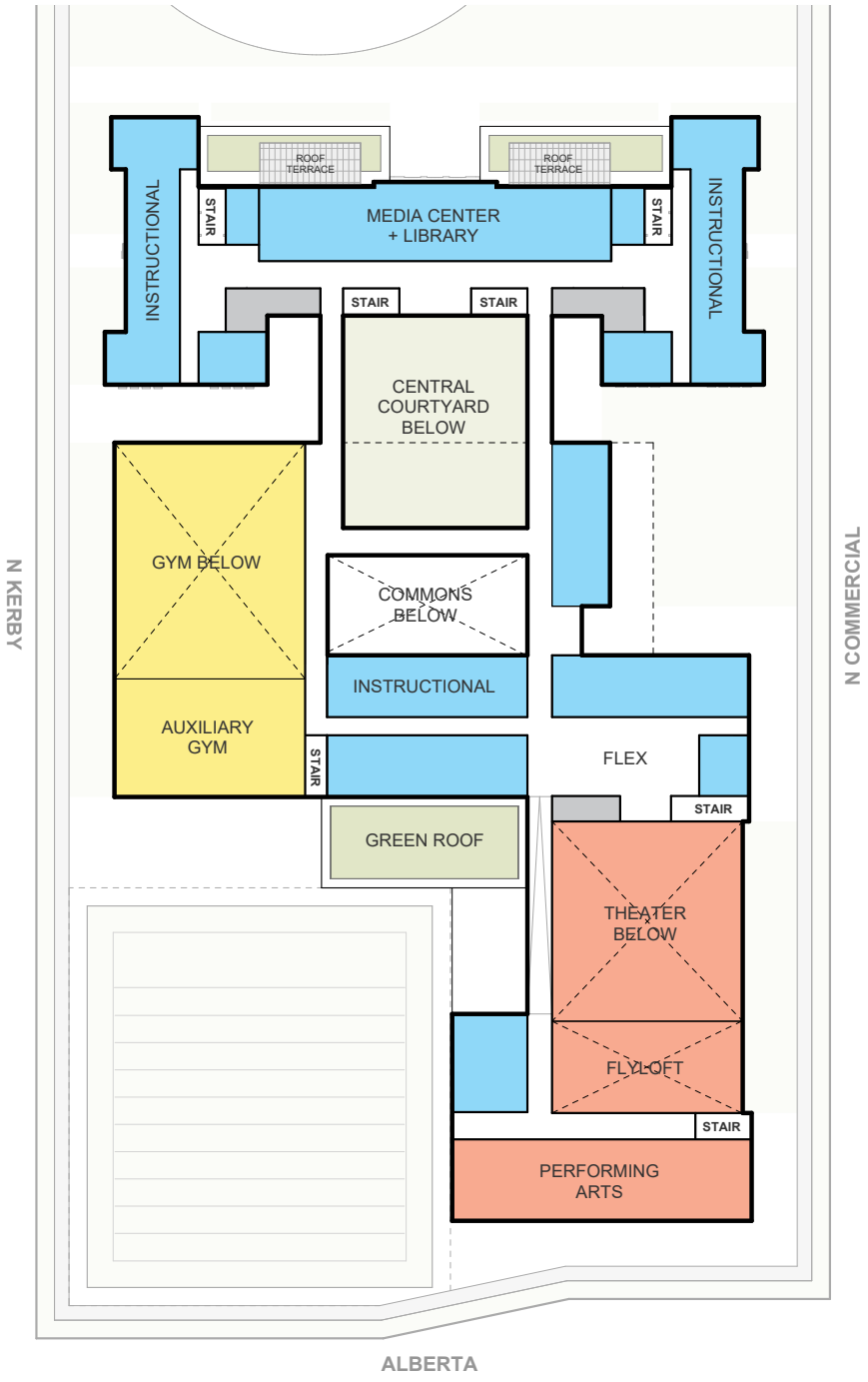
Athletics related

Administration and Partners related program and spaces

Instructional related spaces

B FLOOR

B-Floor provides access to the auxiliary gym and the balcony level of the theater. It also connects to the dance studios and dance support areas overlooking Alberta to the south and the library and media center that occupies the former B-Floor entry hall and is overlooking the Track and Field to the north. All other spaces at B-Level are academic program that are organized off the circulation loop that visually connects to the centrally located courtyard and student commons.



Retain 1909 + Expansion

Performing Arts and Dance related spaces

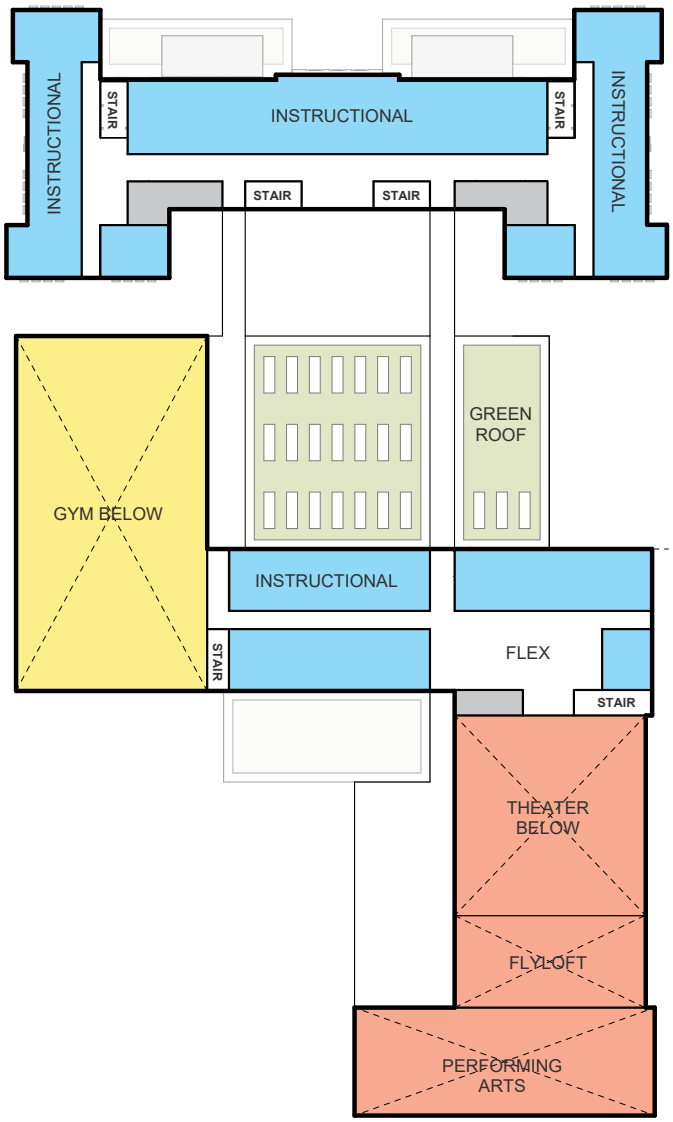
Athletics related

Administration and Partners related program and spaces

Instructional related spaces

C FLOOR

C-Floor consists entirely of academic program areas. To the south is the 3rd level of the Phase 1 structure that contains general academic classroom/teacher support spaces. The massing is organized along an E-W axis so that the spaces can be optimized around daylighting but the windows and envelope can also be set up to manage the risk of glare and solar heat gain. To the north is the the 3rd level of the renovated 1909 classroom building, which organizes the science classrooms along the north side of the long corridor with general academic classroom/teach support spaces occupy the east and west wings.



Retain 1909 + Expansion

Performing Arts and Dance related spaces

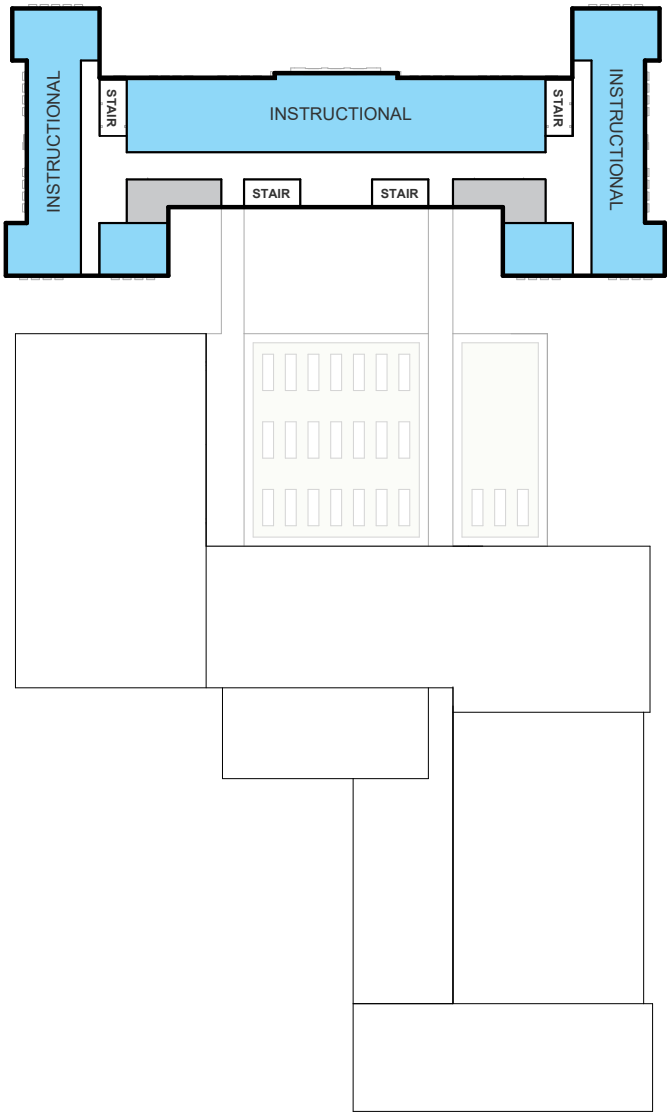
Athletics related

Administration and Partners related program and spaces

Instructional related spaces

D FLOOR

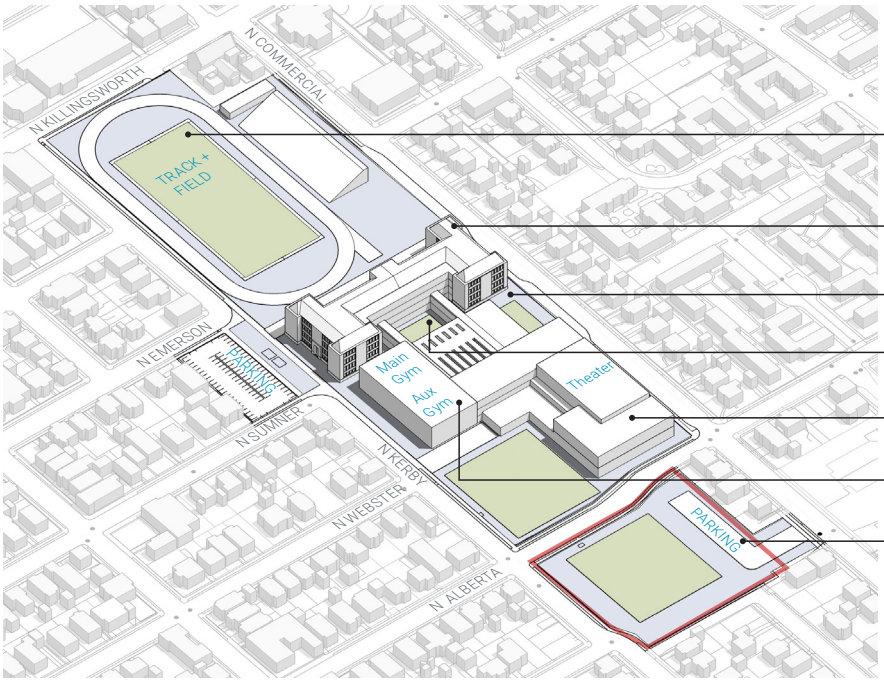
D-Floor also consists of teaching spaces, with the upper level of the 1909 classroom building containing a mix of science classrooms, visual arts, and CTE programs. Through having these specialized and technical spaces at the uppermost floor, we are able to take advantage of shorter duct routing for use types with higher ventilation requirements and also introduce the opportunity for toplighting into spaces such as painting studios which benefit from more even and diffuse lighting over the course of the day.



Retain 1909 + Expansion

DESIGN NARRATIVES

Over the course of the pre-design phase, extensive community engagement resulted in the team identify 8 key narrative themes through which the final design proposal should be considered: Trust, Identity/ Culture/Belonging, Safety/Security/ Wellness, Access, Flexibility/Change, Resources, Delight, and Embracing the Outdoors. Through preserving and seismically upgrading the historic 1909 classroom building, the identity and culture of Jefferson is being recognized in way that also supports the safety and security of the students who will continue to write it's history moving forward. The north entry into the original building is being adapted in a way that makes the school more universally accessible while also creating the opportunity for a connection to the athletics field that can be celebrated by all. The new entry plaza off of Commercial creates a 'Community Porch' that embraces the outdoors and accommodates an outward facing public space adjacent to community partnership programs, while also creating a new secure entry directly into the centralized student commons. Just off of the commons to the north is a new central courtyard that is flexible in how it is programmed and used, creates ample covered outdoor area within the secure perimeter of the building, and also creates the opportunity to introduce natural beauty into the heart of the Jefferson campus. The theater has its own entry off of N Commercial, allowing the opportunity for use as a community resource after hours even when the rest of the school is closed, while the dance studios are give a prominent location overlooking Alberta and help contribute the new identity of the building along this southern edge. The library and media center are given a symbolically significant position at the center of B-Floor, where the history of the B-Floor entry can be celebrated as the space overlooks the improved playing fields to the north of the space. Wherever possible, the overall design of the building structure has been optimized for long term flexibility, creating spaces that are organized around best practice sustainability principles, wayfinding, optimized learning environments, and low carbon structural solutions that focus on equity and climate justice as foundational to the building design.



Retain 1909 + Expansion

Engagement feedback incorporated into overall planning approach:

Keeping and improving the beloved blue Track & Field also minimizes disruptions to students and families during construction.

Renovating 1909 provides historical continuity and irreplaceable value as a cultural and community hub

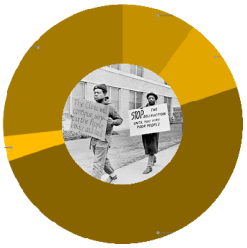
Entry plaza with porch and partnership spaces offer amenities for communities and neighbors

Central courtyard provide access to outdoors and covered gathering opportunities

State-of- the- Art performing arts wing and theater is prominent with street presence

New state-of-the-Art athletic facilities

Additional parking reflect staff and student feedback



TRUST

Black & Brown voices support full renovation of 1909 with expansion over full replacement scenarios.

PPS Ed Specs and design guidelines ensures spatial parity between high school projects.

Community values maintaining and improving the blue track and field that the alumni, staff and students invested in recently.

IDENTITY, CULTURE, BELONGING

Preserving the 1909 building and re-purposing 1928 artifacts into the new school will help future students connect and learn about the school's history.

Multiple storytelling opportunities are identified to recognize local and school history to reflect JHS as a significant anchor for Black and Brown communities in Portland.

Commons, community porch, entry plaza, and partners spaces offer places for broader community connection.

FLEXIBILITY, CHANGE

Sustainable design strategies provide for future flexibility and adaptability.

Organizing instructional space uses together allow for flexibility as school programming and needs change.

The Commons is centrally located to maximize use as social space for students during the school day, as well as school and community events.

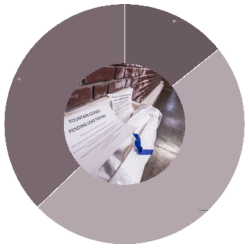
RESOURCES

Theater lobby and event entry maximize community use of the theater, dance and performing arts spaces.

Community and partnership programs are located with direct access in/out.

All gender restrooms are included in school planning.

All new athletic spaces - main & auxiliary gym, new grandstand, field house, weight room, locker rooms is conveniently located to existing Track & Field.

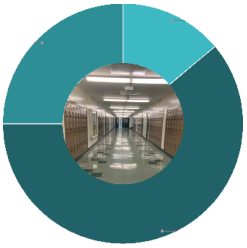


SAFETY

Replacing all building systems and safe removal of all hazardous materials in the existing school is proposed in the full renovation of 1909.

Clear secured main school entry provides visible and accessible access along Commercial Ave.

Site is fully secured during school day with perimeter fencing and gates.

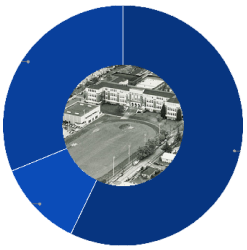


ACCESS

Universal design approach provides fully accessible entrances and school.

New path across the site offers neighbors an accessible path from Kirby to Commercial on evenings and weekend

Building additions are designed as 2 and 3 stories, minimizing stairs and travel. Elevators provide access to all levels.



DELIGHT

Art, artifacts & storytelling opportunities are identified in multiple locations in the renovation of 1909 and in the new addition to celebrate past achievements and history.

There are opportunities to reuse/re-purpose existing student artwork in the new school, to be explored during the building design phases.

EMBRACING THE OUTDOORS

Courtyard with covered outdoor space provided much desired usable outdoor space at the center of the school.

Natural daylight is maximized with by locating instructional spaces along exterior wall.

South lot to become multi-use open space and possible location for edible garden area use.

SYSTEMS NARRATIVES

LANDSCAPE DESIGN

VISION

The site design for the JHS Modernization project will improve existing conditions and create new spaces that will be enjoyable for small and large gatherings through all seasons. Student and staff will enjoy improved universal accessibility, service and utility accommodations, fire-safety, and the landscape-enhanced identity of a significant community center. Celebrating history, showcasing achievements, and branding the site as Home of the Democrats will be significant themes woven through our design collaboration.

LANDSCAPE PROGRAM

Branding + Urban Presence

PLACE has noted higher-finish zones at Killingsworth and Alberta approach corners and Main Entry/Athletic Event plazas. It is intended that additional branding for the school, colors, mascot, community identity, etc. are expressed at these locations. In the landscape scope indicated in the attached exhibits, a higher design focus, elevated finishes, and additional coordination with HOOD and the architectural teams are assumed. Signage to be by architect.

Pricing Levels

The attached exhibits note zones that are coded by level of finish. In calculating finish level for construction internally, the PLACE team assumes $50/sf for highest grade hardscape landscapes, $30/sf for medium grade designs, and $20/sf for standard landscape finishes. These costs capture furniture, irrigation plantings, planters, etc. and are to be considered illustrative of the difference in grade for these zones. PLACE assumes that the cost estimators will measure this in-house grading system against their current cost data and labor conditions to determine final estimates

Athletics

DA Hogan will cover the scope of the playfields indicated in the exhibits. PLACE will coordinate overall campus design.

Enclosure/Security

Assume an enclosed, fully fenced campus with larger gates at the north Cross-block walk allowing the public to move through a fenced corridor after school hours. This will allow public through-access but keep the campus secure on either side. Additional gates are noted around the perimeter for exit-only use for events or emergency.

Parking Strategy

Concept plans indicate providing parking that meets the existing number of parking stalls. The existing lot will be improved to meet current City code, and the South Lot will provide new parking to meet or exceed current stall count. If surface parking is limited to under 50 stalls, no vegetated stormwater facilities are required, however, we assume parking will need to meet or exceed existing parking counts which is approximately 83 onsite stalls. The attached exhibits show 70-80 stalls and assume vegetated stormwater facilities in the Vegetation/planting bed zones as needed. No mention of permeable paving has been discussed but may want to be pursued for sustainability goals.

CIVIL NARRATIVE

PUBLIC STREET IMPROVEMENTS

Portland Bureau of Transportation (PBOT) requires public frontage improvements when renovations to a property exceed 35% of its assessed value and/or the trips to the site are increased. Public frontage improvements and street lighting improvements will be required for all ROW fronting the project property. PBOT has confirmed that all sidewalk corridors except for N Humboldt can be protected but repair is needed for cracking or non-compliant slopes.

The entire site is within a pedestrian district. A lighting study will likely be required, and additional street lighting will be needed. Placing cobra head streetlights on existing or new cobra head poles is expected. For a description of improvements needed on each street surrounding the site, please see the Appendix.

STORMWATER MANAGEMENT

Stormwater runoff from the project site must be managed in accordance with the 2020 Portland Stormwater Management Manual. There are no public storm-only mains available to the site. Connection to the combined sewer is only allowed if on-site infiltration is not feasible. Infiltration testing results for an adjacent site demonstrate that full on-site infiltration is feasible. If surface parking is limited to under 50 stalls, no vegetated stormwater facilities will be required.

SANITARY SEWER

There are public combined sewer mains available to serve the site. Existing laterals can be utilized if they meet demand.

DOMESTIC/FIRE WATER

There are public water mains on all frontages and several existing services that can be re-used.

POWER

There are overhead power lines able to serve the site along Killingsworth, Alberta, and Commercial.

STRUCTURAL NARRATIVE

DESIGN CRITERIA

KPFF used the following design criteria for their JHS structural narrative:

- Classrooms: 40 psf
- Office: 50 psf
- Lobbies and First Floor Corridors: 100 psf
- Corridors above First Floor: 80 psf
- Storage Areas: 125 psf
- Common Areas: 100 psf
- Gymnasium: 100 psf (150 psf at Bleachers)
- Library/Media Center: 150 psf
- Green Roofs: 20 psf Allowance
- Snow Loading: 27 psf + drift (includes rain on snow)
- Soils: Foundations will be supported by conventional spread footings

Earthquake design will be based on the following:

- Seismic Resilient Structures Risk Category IV, I = Importance Factor = 1.5 (voluntary)
- Seismic Design Category D

The building code requires that schools be designed as a risk category III structure. The entire building, including renovations, will be designed as a risk category IV structure for increased seismic resilience only. This will increase the seismic design forces by 20%. KPFF expects the added cost of this design to be approximately $5.00 per square foot applied to the square footage of the new buildings and $15 to $20 per square foot for renovated buildings. Neither wind nor snow loads will be designed for this higher occupancy category as it is not required by code.

Wind load effects on the structure as a whole and on individual elements will be considered with recognition of its variation over the height of the building and orientation to the wind.

Wind loading criteria are as follows:

- Wind Speed = 103 mph (3-second gust), Exposure B
- Wind Risk Category III

NEW CONSTRUCTION NARRATIVE

Classroom buildings will be a 2 and 3 story steel framed structures with a 4” thick concrete slab on grade at the ground floor. Floor framing will consist of a composite slab of 3 inches of concrete over a 3-inch metal deck. The composite slab will be supported by steel wide flange beams and girders. The beams and girders will be supported by HSS and/or steel wide flange columns. The roof will be steel framed. Lateral loads will be resisted by either buckling restrained braced frames or steel moment frames utilizing SidePlate bolted connections. KPFF estimates that the approximate steel weight of the classroom building floors will be 14 psf and roof will be 10 psf. This includes columns, connections, and miscellaneous steel.

There may be a tall mechanical screen at the classroom roof to conceal mechanical units. This screen will be steel framed and be approximately the same height as the units. KPFF estimates the steel weight to be 10 psf for the screen. The roof may be designed to support solar panels and a green roof if required. For more information on the gymnasium structure, auditorium structure, foundation system, and exterior walls, please see the Appendix.

EXISTING CONSTRUCTION NARRATIVE

1909 Building

The 1909 building will require seismic upgrades as listed in the existing conditions sections of the appendix. For clarity and estimating, this information is provided below. Refer to the PDF titled "1909 Building Concept" for additional visual information.

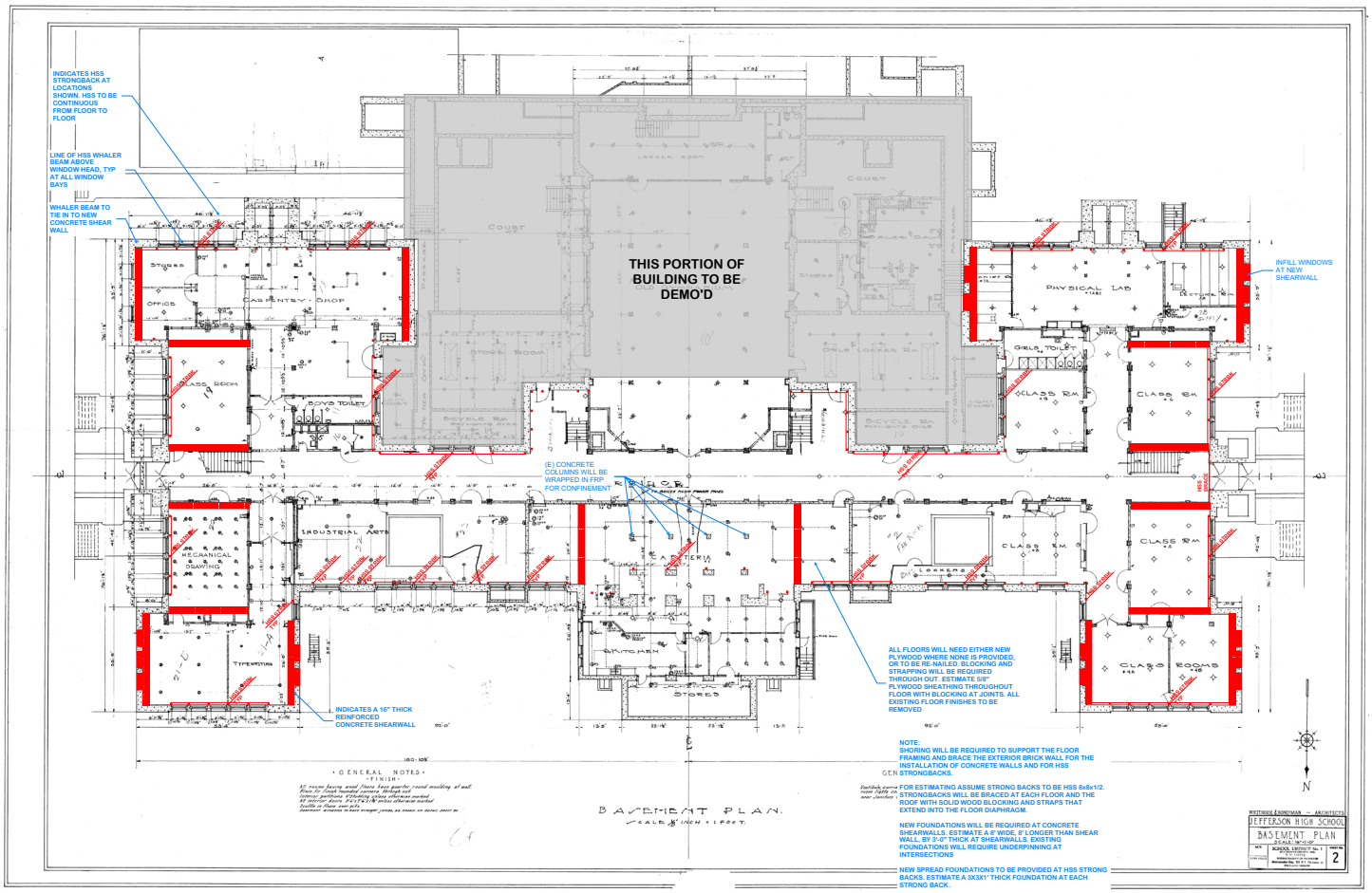
- Reinforce perimeter walls with HSS strongbacks and whalers
- Add concrete shearwalls with collector elements at each floor
- Resheath the floor with plywood and blocking at edges
- Provide new foundations at shearwalls and strongbacks
- Wrap concrete columns with FRP at the basement level
- Provide shoring for the installation of concrete shearwalls

The design team is also considering the possibility of removing the interior framing of the building. For this concept, the southern face of the building would be removed and all of the interior framing would be demolished. The exterior URM walls on the north, west and east sides of the buildings would be kept. These walls would need to be temporarily shored from the outside of the building. The temporary shoring could be attached to the HSS whalers and strongbacks that would still be required to brace the URM walls. The floors and roof of the building would be demolished and replaced with new steel framing and overlaid with concrete over metal deck. Buckling restrained braced frames would be provided for the lateral system. The estimate steel weight of the floors would be 14 psf and the roof would be 10 psf.

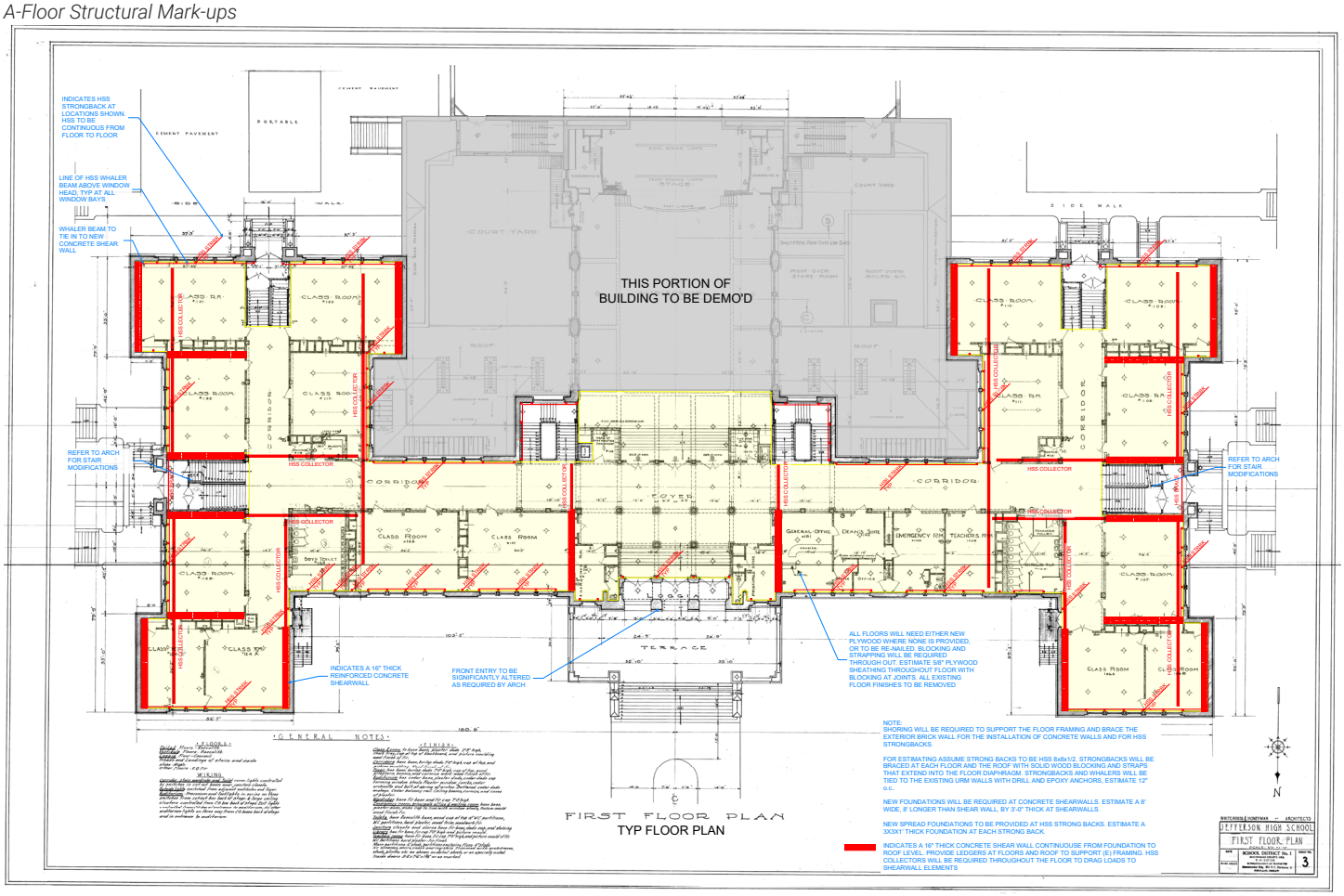
1964 Gymnasium

The seismic upgrade work at the 1964 gymnasium will include the following:

- Remove tectum at roof and replace with 16 gauge acoustic deck.
- Reinforce attachment of trusses to existing walls with additional steel plates and drill and epoxy anchors.
- New ledger angles provided around the perimeter of the roof to tie the metal roof deck to.
- HSS strongbacks at concrete wall pilasters on North and South wall elevations. For estimating assume HSS 8x8x1/2 at each wall pilaster. Strongbacks will be tied to the existing concrete wall pilasters with steel plates and drill and epoxy anchors. For estimating assume connections at 2'-0" o.c.



A-Floor Structural Mark-ups



B-Floor Structural Mark-ups

MECHANICAL, ELECTRICAL, PLUMBING & FIRE PROTECTION

MECHANICAL

To meet the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy – all HVAC systems proposed for the Jefferson High School Modernization project will be all-electric / fossil fuel-free. Systems will be selected to help the project achieve its target Energy Use Intensity and support PPS's goals to reduce its greenhouse gas emissions by 50% by 2030 and reach net zero emissions by 2040. The table below illustrates the baseline climate design criteria that will be utilized to design the facility systems.

For this concepts phase, a district condenser water system is being considered the primary source of energy for the campus. The buildings on campus, except for the Athletics, will be primarily heated and cooled by energy transferred from a District Condenser Water Loop. Due to its location on site and phasing considerations, Athletics will have its own standalone systems.

The athletic facilities will be served by DOAS (Dedicated Outdoor Air System) Air Source heat pumps with the option to natural ventilate or passively cool when conditions allow. Air for ventilation, space conditioning and dehumidification will be distributed to all occupied spaces by central air source heat pump, variable air volume dedicated outdoor air handling units. All exhaust air from locker rooms or other general exhaust will be returned to the DOAS units for heat recovery.

The classroom and science lab ventilation will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling. The Performance Arts Center will have an underfloor distribution system for the seating area and a single zone variable air volume system for the stage. In the CTE spaces, air for ventilation will be distributed to all occupied spaces by distributed constant volume dedicated outdoor air heat recovery ventilators. The administrative and educational support areas will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling. The Wrap Around Service program should consider a stand-alone HVAC system option if its operating conditions are expected to vary significantly from the main educational program. A VRF system with a heat recovery ventilator is a good candidate for this select program. A direct digital control (DDC) system will be provided to control and monitor all HVAC equipment and systems.

The following table illustrate the baseline climate design criteria that will be utilized to design the facility systems.

Table 1: Outdoor Conditions

Operation	Reference	Temperature
Cooling	ASHRAE 0.4% (Dry Bulb/Mean Coincident Wet Bulb)	92°F/68°F
Evaporation	ASHRAE 0.4% (Wet Bulb/Mean Coincident Dry Bulb)	70°F/87°F
Dehumidification	ASHRAE 0.4% (Dew Point/Mean Coincident Dry Bulb)	63°F/75°F
Humidification	ASHRAE 99.6% (Dew Point/Mean Coincident Dry Bulb)	10°F/31°F
Heating	ASHRAE 99.6% (Dry Bulb)	25°F

Mechanical Design Criteria

MECHANICAL ALTERNATES

To support the pathway to budget, two additional system alternates are proposed:

Alternate 1: All-Air Systems with Electric Heat and DX Cooling

The Alternate 1 Mechanical Systems help bracket the low end of conceptual pricing. This is likely the lowest first cost option but is the least efficient, requires the largest distribution ductwork and has the lowest equipment use life.

All central plant and hydronics systems are eliminated. All equipment will be packaged-style. This system approach does meet the electrification goals of the CAP but will not likely be able to meet district energy performance EUI targets. It is not recommended due to the energy inefficiency with electric resistance heat and the large size of distribution ductwork associated will an all-air system.

Additionally, the equipment life for packaged systems is shorter than central plant equipment and less robust than a hydronic system and the distributed, rooftop nature of all of the DX equipment will require considerable maintenance.

Alternate 2: Variable Refrigerant Flow and Air Source Heat Pumps

The systems described under Alternate 2 are all-electric. The primary means of heating and cooling is utilizing a Variable Refrigerant Flow or VRF system, similar to McDaniel High School.

Under this alternate scenario, all central plant and hydronics systems are eliminated. All equipment will be packaged-style. This system approach does meet the electrification goals of the CAP and will likely be able to meet district energy performance EUI targets due to the decoupling of heating and cooling from ventilation.

An important consideration with VRF systems is the large volume of refrigerant utilized. For a large installation with large quantities of refrigerant piping, there is an increased possibility of leakage. Refrigerants, along with operational and embodied carbon, are a major source of carbon emissions.

Additionally, VRF equipment is operated and controlled with its own packaged control system and can be difficult to trouble shoot operational issues and limits integration into an overall building automation system/DDC for direct operator control. Eliminating the central plant fully distributes all the heating and cooling sources which increases maintenance.

VRF capacities can also derate significantly at low temperatures which needs to be considered for system sizing. It also requires defrost cycles which limit the system's heating capacity which can create occupant comfort issues. This system is, however, consistent with what is installed at McDaniel High School and would provide some system consistency across schools.

PAE recommends doing a systems options assessment with feedback from PPS and the design team to fully evaluate system options looking through the lens of best value, energy/carbon performance, maintainability and life cycle cost.

Please see the Appendix for more information about each mechanical system alternate.

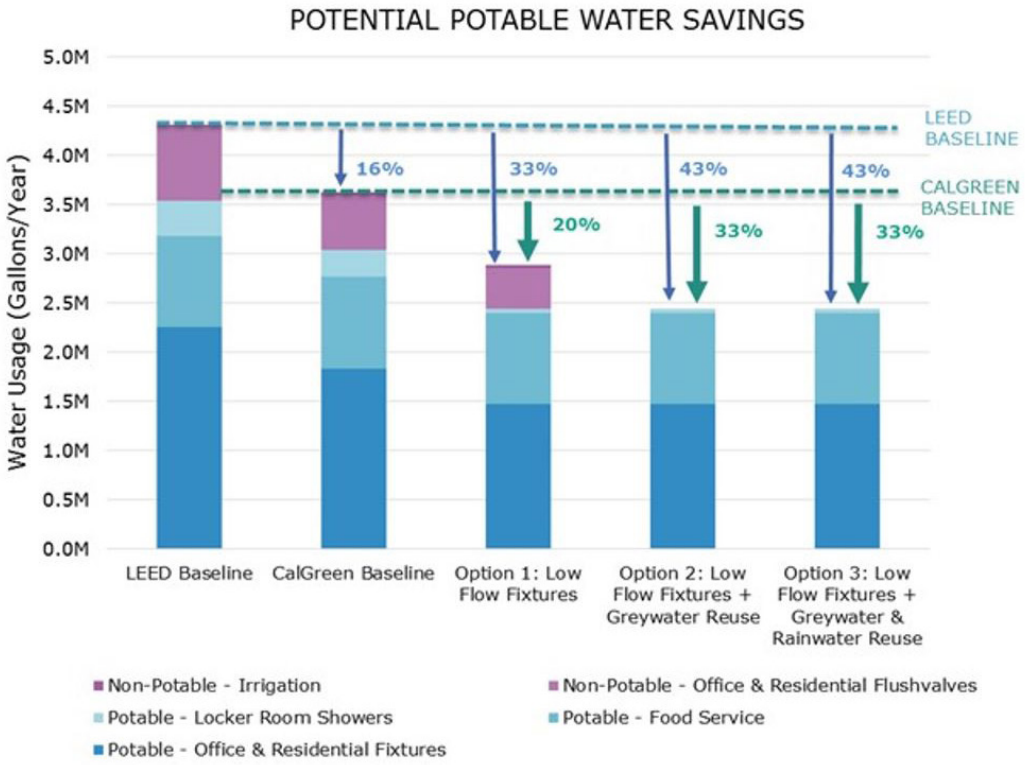
PLUMBING

See the figure below for what will be used to estimate water savings. Using low-flow fixtures, greywater, and rainwater on-site treatment, an estimated 43 percent in indoor water use against the LEED Baseline and 33 percent savings against the local code requirements. Saving this much water will allow the project to capture all LEED points targeted for LEED Gold certification.

A new water line will serve the domestic water system. A backflow device on the incoming domestic water supply will be in the mechanical room. The domestic water system will be provided with positive means to control backflow, with appropriate backflow preventers at sources of possible contamination within the building, such as mechanical equipment or laboratory cold/hot water systems. New high efficiency heat pump water heaters will provide domestic hot water to the building. Heat pumps will be paired with swing storage tanks having electrical back up for heavy use periods. As the HVAC systems are decided, should a water source heat pump hydronic loop be considered, a water source water heater system could be implemented.

Non-Potable cold and hot water piping will be routed to labs and classrooms as required. Water systems will be isolated from the domestic water system by means of a reduced pressure backflow preventer. A roof and overflow drain system will be provided as required by code. Overflow storm drain system will daylight utilizing downspout nozzles at the floor level above grade. A running trap will be provided on the storm water piping leaving the building to prevent sewer gases from entering the building storm water piping systems.

Sanitary waste and vent piping will be provided in toilet rooms and other spaces as required. Compressed air will be produced by a packaged system, which



Potable Water Savings

includes duplex air compressors, receiver tank, and air dryer. Natural gas for kitchen cooking equipment will be provided should that be part of the kitchen program. For science classrooms, gas could be required for lab stations.

FIRE PROTECTION

A new automatic fire protection sprinkler system will be provided to meet the requirements of the adopted editions of the building codes, as well as national standards and current local codes. New fire lines will be established for each building on campus where required. Connection points will be determined based on phasing and siting of new construction. The Fire Department Connection (FDC) locations will be coordinated with the Authority Having Jurisdiction. FDCs will be sized in accordance with NFPA 13. The FDC will be sized for the fire sprinkler demand or standpipe demand, whichever is greater.

The fire sprinkler system will consist of main flow alarm station, zone control valves and flow indicators, alarm bell, fire sprinkler piping and heads. A dry pipe sprinkler system will be used where sprinklers are subject to freezing (exterior overhangs exceeding 4 feet in depth, parking areas, etc.). A Class I wet standpipe system will be provided in interior stairwells/stages. A dedicated fire department connection (FDC) will be provided for each standpipe system.

ELECTRICAL

Based on the scope of the Jefferson Modernization project, the existing electrical service will not be sufficient to serve the campus and the existing transformer and main switchboard locations would not work with the conceptual layouts. To serve the project, new electrical services are anticipated. Primary power would be extended from N. Commercial Avenue to new pad-vault (PCORP 577) mounted transformer locations for each of these services. Secondary conduits would route underground to main switchboards located in each phase. Pacific Power may require an additional switch vault (PCORP 712) or pull vault (PCORP 444) along the primary routing to accommodate the new services.

The campus will require an emergency power system supported by a new diesel engine generator located in a sound attenuated weatherproof enclosure or 2-hour rated room. The campus generator power requirements, often referred to as 'emergency power', are categorized as follows:

The following load allowances are included for the project based on targeting all electric systems:

Space Type	Power Systems (VA/sf)	Lighting Systems (VA/sf)	Mechanical Systems (VA/sf)
Lab	25	1.0	20
Classrooms	3.0	0.7	15
Circulation/Transition	1.0	1.0	10
Lobby	1.5	1.0	15
Service Areas	0.5	0.6	8
Stairs	0.5	0.6	5
Restrooms	1.0	0.7	10
Storage	0.5	0.5	5
Offices	5.0	0.7	15
Mechanical/Electrical Areas	0.5	0.5	12

Electrical Loads per Program

Life Safety Emergency Power System

The system is intended to automatically supply power in the event of a normal power loss, to loads that are considered essential for safety to human life. In the event of a normal power loss, power must be restored to these loads within 10 seconds.

Legally Required Standby Power System

The system is intended to automatically supply power in the event of failure of the normal source, to selected loads as defined by the local AHJ to be “legally required”.

Optional Standby Power System

The system is intended to supply power to selected loads as determined by PPS. These loads can vary widely depending on project requirements, but often include telecommunications systems and associated cooling, passenger elevators if not code required, lab exhaust, or computer/ convenience receptacles in select portions of the buildings.

Surge Protective Devices (SPD) will be provided in the main switchboards and branch circuit panels that serve sensitive equipment to enhance power quality and in panels that serve life safety as required by code. Load types will also be separated to isolate critical operation loads from general purpose loads. Details about power requirements for wiring and connection components can be found in the Appendix of this document.

Roof mounted solar photovoltaic arrays will be considered for the project’s new construction buildings in compliance with the 1.5% for Green Energy Technology (GET) program for public buildings. The design team will review renewable system options further with PPS to determine the best approach.

THEATER DESIGN

The following narrative describes The Shalleck Collaborative's recommended approach for the technical systems related to the education facilities for the performing arts at Jefferson High School. The ultimate goal is to focus on the architectural design, technical operation and what it takes for audiences to have rich and captivating experiences, what it takes to inspire and support artists and theatre makers, what it takes to maintain financial viability for the project and the working facility, and what it takes to design and build a successful arts education and performance venue. These recommendations are based on conversations with the rest of the design team and assumptions made from experience on similar projects of this type, incorporating new directions in theatre technology. More information on the performing arts systems listed below can be found in the Appendix.

THEATER

The 1000-seat theatre will be used for both educational and school functions. The proscenium theatre form is most suited for a multi-use theatre because it can provide an appropriate place for the various forms of use without significant reconfiguration. The theatre will be suitable for plays, musical theatre, lectures, general presentations, video viewing, ceremonies, dance and amplified and unamplified music. Since audience sizes will vary, the available footprint area is limited, and to provide the most engaging setting for a performance, the auditorium will be configured with a lower "orchestra" level of approximately 650 seats subdivided front and rear, and a balcony with approximately 350 seats.

DRAMA CLASSROOM/BLACK BOX

The Drama Classroom/Black Box will be primarily used for teaching, rehearsals and small dramatic performances. A lighting pipe grid will be provided for flexibility in lighting and other staging requirements. This space will be provided with a full-perimeter manually operated drapery and track to allow for reconfiguration of the room as needed. A small production lighting control system for this space will provide dimmed and/or constant power outlets for LED sources, distributed throughout the pipe grid. All seating in the Drama Classroom/Black Box will use loose chairs and portable tiered platforms accommodating audiences of 100-150. The AV system will include audio and video systems, an intercom system, program audio and & paging systems, assistive listening systems, and portable AV equipment.

BAND ROOM AND CHOIR ROOM

The Band & Choir Rooms will be provided with manually operated variable acoustics draperies and tracks for the adjustment of the reverberation characteristics of the room. A district-standard classroom AV system, including projector/screen, wireless HDMI, document camera and laptop docking station or Chromebox CPU will be provided.

DANCE STUDIOS

A lighting pipe grid will be provided for flexibility in lighting and other staging requirements. This space will be provided with a manually operated drapery and track to allow for reconfiguration of the room as needed. A small production lighting control system for one Dance Studio space will be provided including dimmed and/or constant power outlets for LED sources, distributed throughout the pipe grid. Seating in this Dance Studio will be on a 6-row telescopic platform system with approximately 120 seats. A district-standard classroom AV system, including projector/screen, wireless HDMI, document camera and laptop docking station or Chromebox CPU will be provided.

HISTORIC COMPONENTS

METHODOLOGY

Architectural Resources Group was retained as historical consultant by BORA Architecture & Interiors for the Jefferson High School Modernization Project. ARG reviewed historic documentation of the property (including architectural drawings and prior assessments) and conducted a site visit on August 25, 2022. Site reconnaissance focused on identifying extant character-defining features of the two oldest buildings on the Jefferson High School site and noting their general conditions: the original 1909 building, and the Gym Addition, which was added in 1928. Exterior conditions were observed from the ground, the accessible portion of the 1909 building roof, and by visiting representative interior spaces throughout the buildings. Close-range access was not provided to assess upper areas of the building.

1909 BUILDING

Due to the myriad changes made to the building over time, the original 1909 building's character-defining features generally pertain to aspects of the building's overall massing and form rather than individual architectural features. Specific character-defining features of the building include:

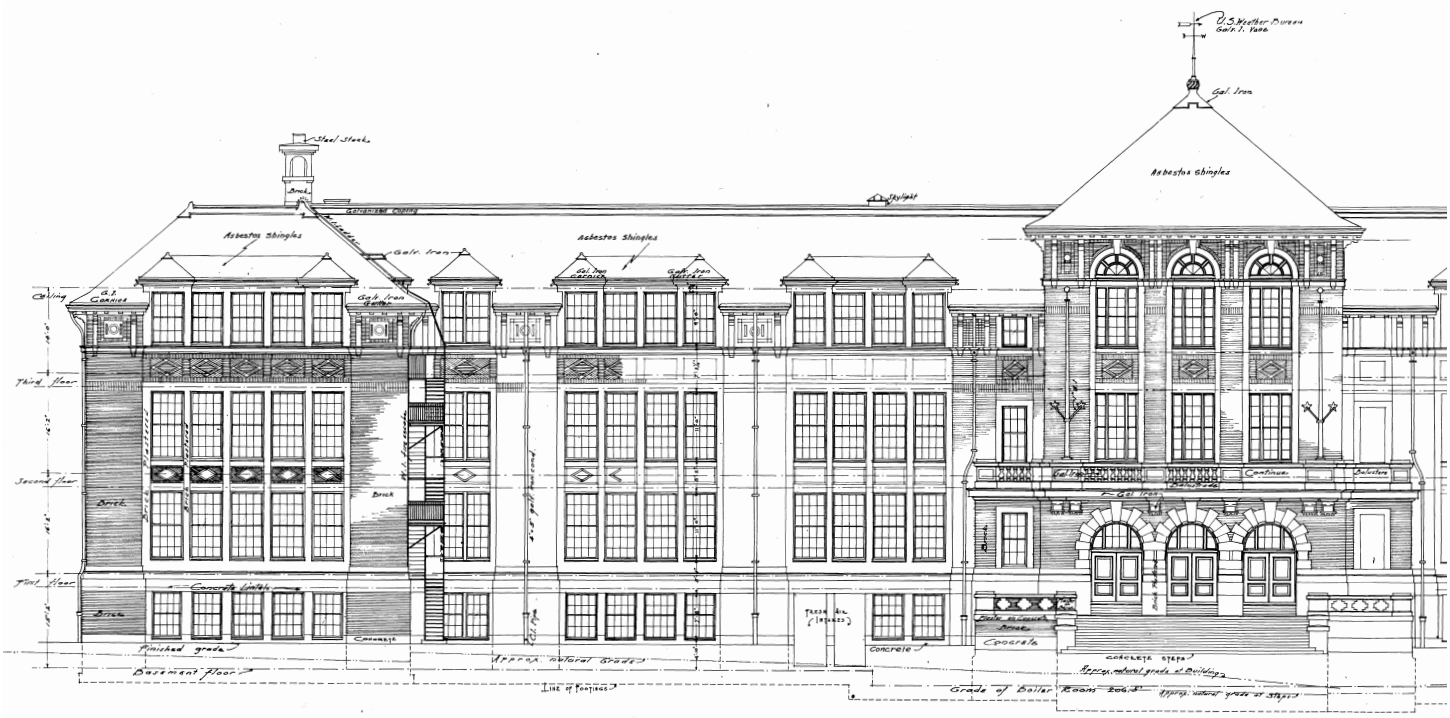
Exterior:

- Three-story-plus-basement height with flat-on-gable roof forms
- Punched window openings (windows themselves have been replaced)
- Modified Flemish bond consisting typically of stretcher and header bricks alternating in each course.
- Main entry atop a central stair on north façade composed of three arched openings with divided-light transoms behind three semicircular arched portals
- On east and west façades, recessed entries with semi-circular arches atop double-run stairs
- Two louvered vents at rooftop with pyramidal roofs and exposed rafters
- Wrought iron fire escapes at east and west wing projections of the north façade

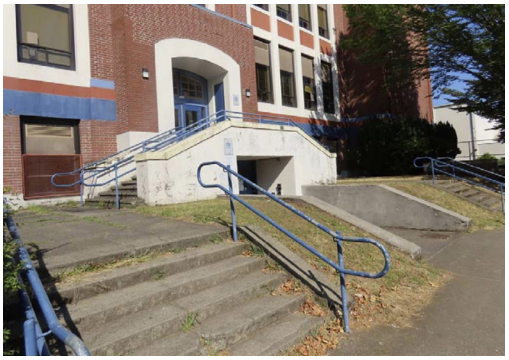
Interior:

- Basic configuration of classrooms arranged around spacious, double-loaded corridors laid out in an H-shaped plan

Additional information about specific building features is included in the Appendix.



North Facade Elevation - 1909



North Facade Conditions

ENTITLEMENTS

LAND USE

Zoning is IR with a Main Street overlay at the north. The High School modernization project will require a Conditional Use approval. The site is also part of the Piedmont Conservation District, ranked HRI Rank II. Piedmont Conservation District - Contributing Resource. Its historic significance is noted as "association, setting, and location, but not design, materials, workmanship". The buildings are ranked not eligible/non-contributing for the National Register of Historic Places.

Recent discussions with the City of Portland's Planning Department have suggested that the Land Use approval pathway for the JHS Modernization Project will be through a Type II process, unless demolition of a majority of the structures is proposed. In that event, a Type III demolition review in front of the Historic Landmarks Commission is required.

A Design Advice Request meeting [DAR] with the Historic Landmarks Commission was held on November 14th 2022. The Land Use application will be submitted to the city for review towards the end of next year [2023] The design team anticipates that a second DAR will be requested in early Schematic Design.

Regardless of the pathway to approval, the governing document for approval by either the H LC or by city staff will be the Community Design Guidelines. As an institutional building, all of the "Community Design Guidelines" are applicable to the JHS project. These are:

Portland Personality Guidelines:

P1: Community Plan Area Character

P2: Historic and Conservation Districts

P3: Gateways

Pedestrian Emphasis Guidelines:

E1: Pedestrian Networks

E2: Stopping Places

E3: The Sidewalk Level of Buildings

E4: Corners that Build Active Intersections

E5: Light, Wind and Rain

Project Design Guidelines:

D1: Outdoor Areas

D2: Main Entrances

D3: Landscape Features

D4: Parking Areas and Garages

D5: Crime Prevention

D6: Architectural Integrity

D7: Blending into the Neighborhood

D8: Interest, Quality and Composition

BUILDING CODES

A preliminary code analysis is included in the appendix. The following represents a brief summary of those findings:

- The 1909 building is believed to be type III-B construction, and the team intends to maintain this construction type. The ability to do this may hinge on a confirmation that the existing building is a three story plus basement condition, and verification of the basement as such is a key consideration
- Several areas of the building will be considered Type A occupancy, including the theater, cafeteria & Commons, and large classrooms. These areas will require extra care for egress and will affect building planning.
- Maximum allowable building height per the building code aligns with the zoning code, at 75 feet for type II-B and III-B construction.
- The total area of the proposed design will require multiple code buildings to meet the allowable area, and this would typically require firewalls for separation. A firewall alternative maybe a possible code path, to be explored in the next phase.
- This project does not anticipate an atrium, and active smoke evacuation is not planned.
- Per OSSC Section 1207, enhanced classroom acoustics will be required for most classrooms
- All-User, All-Gender, Gender-Inclusive restrooms continue to pose some permanent challenges and may result in significant building costs.

CLIMATE RESPONSE + CLIMATE JUSTICE

ANALYSIS + GROUNDSETTING

PPS CLIMATE CRISIS RESPONSE + CLIMATE JUSTICE

Jefferson High School will be the first major Portland Public School project to be designed and constructed following the adoption of the new PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy. This policy focuses on two overarching objectives that will positively impact the future students and the surrounding community, 1) Emission Reduction, and 2) Engagement, Resilience, and Wellness. As stated in the policy:

"In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice."

Because of its unique position as the first school modernization following adaptation, Jefferson High School will serve as a leading example for what's possible. The project will aim to achieve all ten goals laid out in the Policy in a meaningful way.

Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

Goal 3.1: PPS will empower staff as allies for a healthy climate

Goal 3.2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions

Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools

CLIMATE JUSTICE

In parallel to leadership around greenhouse gas emissions, the policy demonstrates Portland and the Portland School District's commitment to climate justice, Recognizing that Climate change disproportionately impacts the vulnerable members of our community. PPS states that Climate Justice centers and prioritizes people with disabilities, communities of color, and other vulnerable populations in developing climate change solutions. The way we communicate about climate change matters - pushing against systems of oppression that have resulted in climate

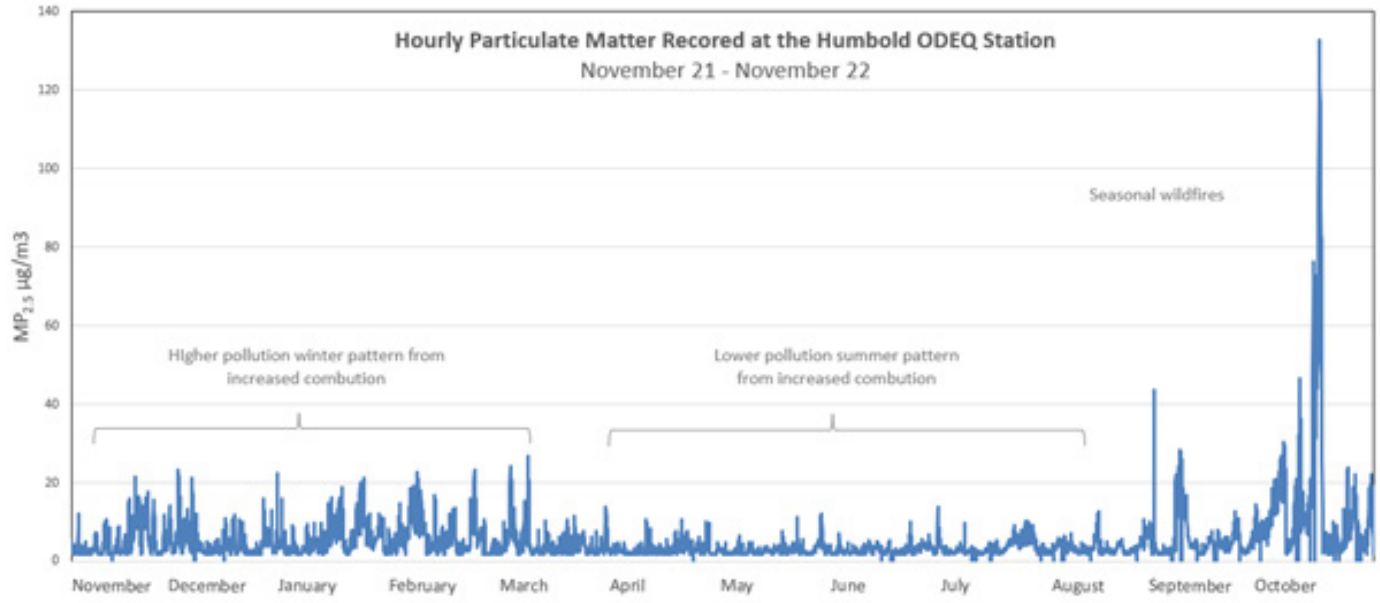
change through reframing knowledge, solutions, and systems is a form of climate justice. This commitment will serve as a primary design driver throughout the modernization process.

INDOOR ENVIRONMENT

The existing building suffers from multiple environmental differences. Old windows and poor insulation result in thermally uncomfortable learning spaces while a leaky enclosure can lead to poor indoor air quality during periods of smoke inundation. While the original 1909 structure was designed to maximize daylighting, subsequent additions were not and many learning environments do not have appropriate access to natural light or views to nature. The building modernization will address these deficiencies.

OUTDOOR AIR QUALITY

Like most of Portland and the Pacific Northwest Region, the Jefferson High School site enjoys excellent outdoor air quality most of the year. The graph below shows one year of hourly air quality measurements taken at the Humboldt Oregon Department of Environmental quality monitoring station, across the street from the high school. During the summer months, air quality is excellent, while during the winter months, local air quality suffers from combustion of gas and wood for building heating. The nearby I-5 highway has the potential to impact air quality depending on the time of day and wind direction. Jefferson high school will improve local outdoor air quality by shifting from gas to electric heating.



Outdoor Air Quality Graph

BENCHMARKING ENERGY, CARBON, AND WATER

Energy

The current Jefferson has an average EUI of 68 kbtu/sf/yr, which is considerably higher than the PPS average EUI of 58 kBtu/sf/yr. The reasons for this high energy use include out of date building enclosure standards and old equipment. 84% of current energy use comes from on-site combustion of natural gas used for space heating, water heating, and cooking. 16% of energy use comes from grid electricity which is used for lights and plugs.

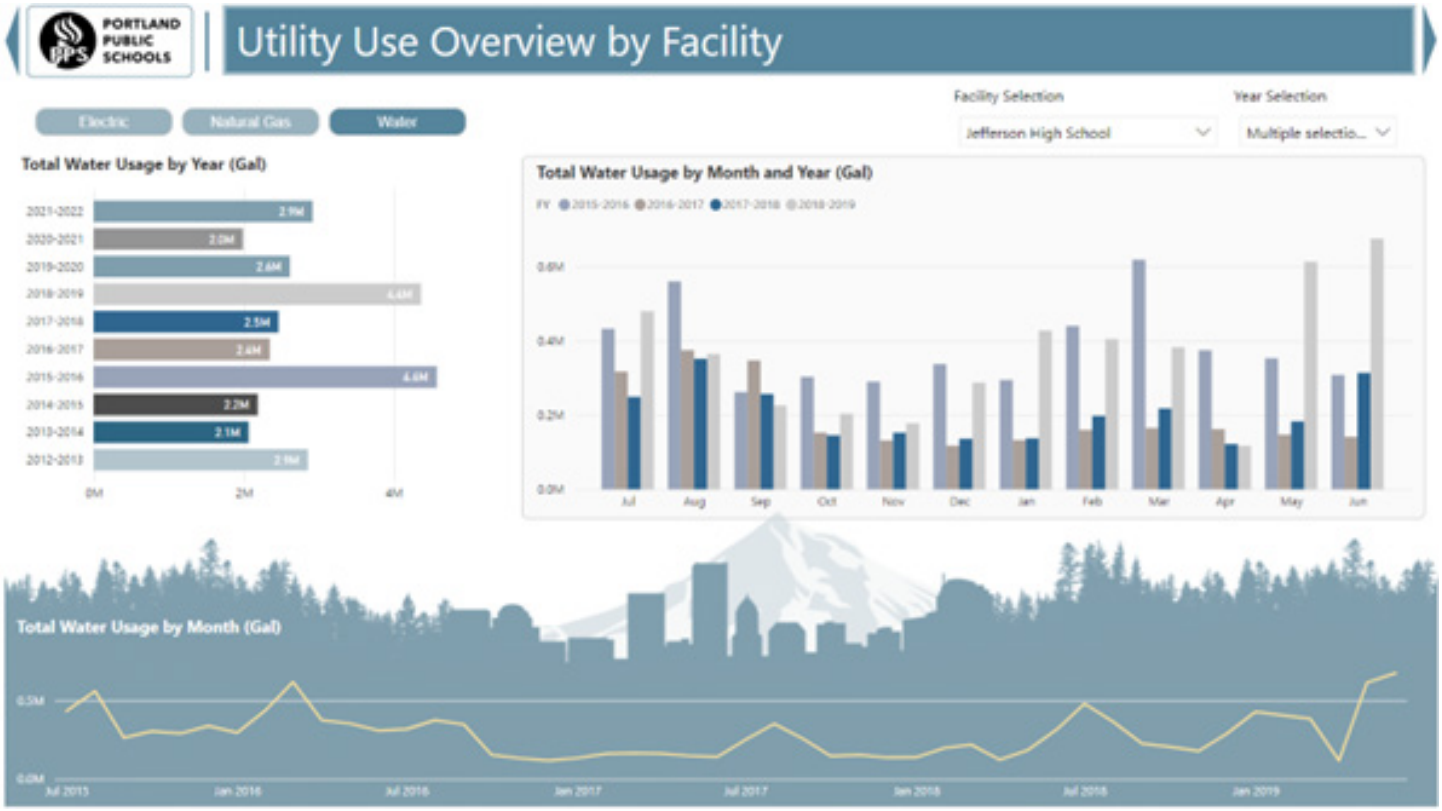
The modernized building will achieve a PPS goal of 30 EUI for new conduction and 35 EUI for renovations. The future Jefferson High School will be powered with 100% electricity, supplied from both the grid and roof-top solar panels.

Water

Jefferson High School has historically used between 2 million and 4 million gallons of water per year, including both potable water reuse and irrigation of the ground and playing fields.

Carbon

The existing buildings, including the original 1909 structure and the multiple additional since contain significant embodied carbon.



PPS Utility Use Graph

PROJECT PERFORMANCE NARRATIVES

INTRODUCTION

A sustainability visioning workshop was held on September 14th with students, faculty, CPC members, Community Design Advocates, PPS leadership, and the design team members in attendance. The below topics and associated strategies were identified as priorities. These ideas will continue to develop over the course of pre-design and become solidified as project goals in early design.

TOPIC 1: CLIMATE

The new Jefferson High School will be a national example of climate responsive design, incorporating strategies that support education, empower the community, and advance justice.

- The project will utilize all-electric building systems to decrease fossil fuel consumption, protect local air quality, and remain resilient in the face of potential future energy price shocks.
- The project will prioritize solar orientation for building massing decisions. This will enhance daylight access in learning environments, improve thermal comfort by decreasing heating and cooling loads, and allow for safe building operations during power outages.
- The building form and program layout will be designed to accommodate mass timber construction. This will allow the project to take advantage of the health and carbon sequestration benefits of wood.
- The building will support healthy and sustainable transportation by collaborating with PPS on their electric fleet program and provisioning secure, covered bike parking with access to eBike charging.

TOPIC 2: HEALTH

The new Jefferson High School will support occupant health by delivering clean air and water, and avoiding common interior materials that are known to negatively impact health.

- All primary learning spaces will have access to quality, abundant daylight. This will be deliberately planned by preparing a space-by-space environmental criteria document.
- Existing spaces without sufficient daylight access will be reserved for program elements that do not require daylight, such as storage or darkrooms.
- Indoor Air Quality will be paramount. Recognizing the challenges associated with both pollution from I-5 and increasing seasonal wildfire smoke, design will prioritize healthy air and ongoing monitoring will ensure that indoor air meets pre-established criteria.
- Heat island effect will be addressed with an increase in site trees. North Portland suffers from warmer temperatures than elsewhere in the city because of a lack of tree cover. The future Jefferson High School will become an oasis of urban trees, with benefits for lowering energy use and better air quality. Green roofs will also be explored.

TOPIC 3: ACCESS

The new Jefferson High School will prioritize access for students with all different abilities and all users will be fully incorporated into every space.

- All student spaces that will be accessible by all students.
- Floors will be aligned as best as possible and ramps, rather than stairs will be used where changes in level are necessary.
- The site programming and building entrances will be accessible to all students.
- Acoustical quality within classrooms will be priorities to education. Relevant criteria and thresholds will be developed.

TOPIC 4: RESILIENCE

The new Jefferson High School will anticipate the future effects of climate change and prepare the school and community to better weather coming storms.

- Passive strategies, including passive cooling and natural ventilation will allow for passive survivability during future power outages
- Access operable windows will protect students and staff from disease during future respiratory pandemics.
- Limited back-up power will be explored during design
- Water collection and storage will help offset summertime potable water use and allow for more effective stormwater management.
- The future Jefferson High School will be designed to support the community in times of crisis.

TOPIC 5: EDUCATION

The new Jefferson High School will incorporate climate action, climate preparedness, and climate justice into its curriculum, using the design of the school and a teaching tool.

- A dashboard that shows building performance will be displayed to keep the students informed on energy use, water use, indoor environmental conditions, and the actions that they take as individuals to make improvements.
- Explore the opportunity for an on-site garden or aquaponics facility that can be maintained by students and supply food while managing compost.

TECHNICAL CRITERIA

INDOOR AIR QUALITY

Indoor air quality is essential for long-term health and short-term mental acuity. High quality indoor air will be developed to all spaces in the building and verified through measurement against the below criteria. The objective for this project is to achieve indoor air quality that is measurably superior that industry baseline standards.

Minimum IAQ to achieve (during typical conditions)

- Carbon dioxide < 750 ppm
- Carbon monoxide < 9 ppm
- Formaldehyde < 50 ppb
- PM2.5 < 12 µg/m3
- PM10 <150 µg/m3
- Total VOCs < 500 µg/m3
- Ozone < 51 ppb

The following design strategies will be used to achieve high quality indoor air.

- Install equipment for ongoing air quality monitoring
- Filter all incoming and circulating air with MERV 14 media filters
- The ventilation systems must comply with ASHRAE 62.1
- The design ventilation rate should achieve a threshold CO2 below 800ppm
- Ventilation controls based on demand
- Zero VOC threshold for indoor wet-applied coatings
- Store potential contamination sources in negatively pressured spaces with direct exhaust
- Include walk-off mats or grates at all entrances.

DAYLIGHT

Daylight inspires, stimulates, invigorates, and connects us to the outdoors. While excellent in some areas, some spaces of the current high school are daylight challenged. This lack of daylight has the potential to impact mood, focus, memory, energy, and all-around mental acuity. Unlike indoor air quality, which needs to be consistent throughout, lighting quality and quantity will vary from space to space, with this report defining ideal daylight conditions along a variety of daylight metrics, each described below. Overall, the objective is for learning environments and major program spaces to be designed to be lit primarily with daylight and the effectiveness of the design solution will be analyzed and refined through.

View Criteria

Views to nature are important for mood and focus. All learning environments will have views of greenery. This becomes even more important for spaces that might be lit through indirect (borrowed) daylight.

Daylight Access

Access to daylight can be divided into two major categories, direct access and indirect access. All learning environments should prioritize direct access to daylight. Where indirect access is necessary, spaces should still achieve at least 50% daylight autonomy and quality views.

Threshold For Glare

Glare is defined as an uncomfortably high contrast between dark and light surfaces within the visual field. Generally, this is the result of direct sunlight striking a surface within a space. A moderate glare threshold is suitable for spaces where occupants can move to avoid occasional glare. This works in circulation and informal spaces. Learning environments with assigned seats require a zero-glare threshold.

Light Quantity

Different spaces require different quantities of light. Measured in Food Candles, light should mostly come from the sun, with

electric light supplementing the difference. Classrooms will achieve a minimum 40 footcandle threshold measured horizontally at 30" off the finished floor. Other spaces will define illumination thresholds based on Illuminating Engineering Society (IES) guidelines.

Light Color Temperatures

Color temperature defines the spectrum of light from warm to white to cool and follows the natural rhythm of the diurnal cycle, from warm in the morning to cool in mid day, to warm again at night. Different color temperatures impact occupants in different ways, with cool light encouraging focus and warm encouraging relaxation. The ideal scenario is for spaces to shift color temperature over time to match the body's natural circadian rhythm. A high color temperature (5000K) that mimics daylight will encourage concentration during the day, while a lower color temperature (2700K) is better during evening events.

Maximum Lighting Power Density

Lighting power density, measured in Watts per Square Foot indicates the energy used to light a space. The objective is to achieve LPDs below code minimum for each space type.

Lighting Controls

Lighting controls include shades, dimmers, vacancy sensors, and daylight sensors. These features allow for both greater user variation and control which leads to increased occupant satisfaction. Manual blinds and daylight sensors should be included in all spaces with windows while vacancy sensors should be included in all spaces that are only occasionally occupied. Dimmers are useful in most spaces.

THERMAL COMFORT

Thermal comfort is essential for optimal physical and mental performance and the factors that determine thermal comfort are broad, including aspects of both the space and users. Air temperature, surface temperature, air flow, and humidity levels combine to create a subjective feeling of a given thermal environment. Each of these factors should be taken into account to provide high-performance, thermally healthy spaces. Jefferson High School currently suffers from poor thermal comfort because of both its historic windows and its outdated systems. The objective is to deliver summer and winter thermal comfort will be delivered based on 99% and 1% design temperature. The following design and operational criteria are recommended:

- Air temperature should be set appropriately based on the season: 70 degrees Fahrenheit during the winter and 74 degrees during the summer.
- Surface temperature should match the air temperature. To achieve this, windows should be replaced with modern IGUs to increase airtightness and thermal resistance, while decreasing solar heat gain
- Air flow should be constant and minimal during the winter. During the summer, fans can be used to provide comfort while using less cooling energy.
- Relative humidity should be maintained around 50%.

Since significant variation exists amongst individuals, a high level of satisfaction regarding thermal comfort can only be achieved through environmental variation and user choice. Spaces for individuals should have individual thermostats. Spaces for larger groups, such as classrooms, should build in subtitle environmental variation throughout to allow users to choose an environment that suits their needs.

ACOUSTICS

Like daylight and air, quality acoustics

are necessary for a high performance learning environment. Each space type will define maximum acceptable background noise, and recommended Noise Reduction Coefficient (NRC) and Sound Transmission Class (STC) metrics. The objective is to design for the acoustical conditions necessary for an ideal learning environment.

MATERIAL SAFTEY

The selection of construction materials, finish materials, and furniture will deeply affect occupant health as well as distantly impact the health and equity of both people and planet. The below guide identifies the chemicals that are best to avoid in the built environment for all around positive outcomes.

DURABILITY CRITERIA

Durability and Longevity are key features of both a sustainable building and an economically reasonable building. The below building system lifestyle criteria establish thresholds that design decisions can be reviewed against.

Building design lifespan: 100 years beyond modernization

- Structure: 50+ years
- Enclosure materials design: 30 years
- Roof design: 30 years
- Mechanical systems design: 20 years
- Integrated technology design: 5 years

STRUCTURAL SYSTEM SELECTION

In alignment with the PPS climate response policy, and goals around carbon emissions. The massing of the addition has been designed in a way that will allow for the efficient and economic use of mass timber construction. The assumption is that wood will be the primary structural system unless it its impractical for a given space.

MECHANICAL SYSTEM SELECTION

The most appropriate mechanical system will be chosen by considering the system's full life cycle impact on energy efficiency, refrigerant management, maintenance, training, complexity, comfort, cost. A thorough comparison, looking at each of these denominations will be performance on two or more systems to inform a final decision. The mechanical system will be able to track and log data and will be all electric. An initial preference is for hydronic based distribution.

THERMAL ENCLOSURE

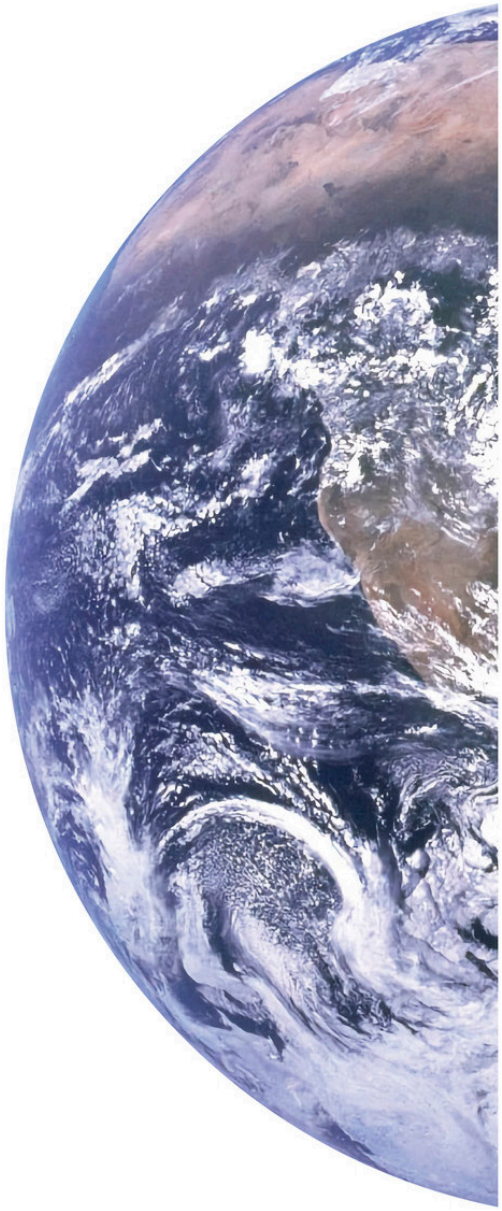
The thermal enclosure is the building system that ensures energy efficiency, thermal comfort, and indoor air quality. It will be designed to the following minimum values.

- Roof: R35 (reduce only at drain sumps)
- Slab Edge: R13
- Glazing Area: <35%
- Window Frame: Fiberglass
- Window U Value: 0.26
- Window SHGC: 0.27
- Solid exterior wall: To explore
- Tested Airtightness: 0.20 cfm/sf @ 1.57psf

ENERGY AND CARBON

The building will be designed to a EUI of 35kBtu/sf/yr for the existing building and 30kBtu/sf/yr for new construction. Progress will be confirmed with energy modeling at least twice per phase.

Intrinsic to our material selection philosophy is the knowledge that many substances, ubiquitous in the built environment, cause harm to people and the natural environment. On each project, we set out to avoid the chemicals of concern listed below, and with each effort, come one step closer to a world free of these dangerous chemicals.



EXTERNAL Environmental Concerns

Polyvinyl Chloride (PVC) + Chlorinated PVC (CPVC)

The production of PVC is extraordinarily toxic and energy intensive, and there are no safe outcomes at the end of its useful life. Its negative impacts bear heavily on lower income and minority communities that live near production and incineration facilities. These inequitable societal and environmental costs are not reflected in the purchase price of PVC products, though alternatives are readily available for most applications.

- Vinyl Flooring
- PVC Roofing
- Vinyl Windows
- Plastic Wall Protection
- Fabrics + Window Coverings
- Furniture

Perfluorinated Compounds (PFOA, PFOS, PFBS)

PFCs are reproductive toxins and endocrine disruptors that are extremely persistent and bioaccumulate in the environment. They are used to increase water, stain, or wrinkle resistance in products. Increased awareness of their negative impacts are making them easier to avoid.

- Carpet
- Resilient Flooring
- Floor Sealant + Coatings
- Grout

Antimicrobials

Antimicrobials are developmental and aquatic toxins. Some provide necessary product preservation, but overuse may contribute to increased antibiotic resistance. They provide no proven health benefit and should be avoided when marketed with health claims.

- Textiles
- Countertops
- Baby Changing Stations
- Many Other Touch Surfaces

Arsenic, Cadmium, Chromium, Lead, Mercury

These toxic metals are extremely hazardous in very small doses, especially to young children. In addition to some architectural products where they can be avoided, they are found in plumbing and electronic equipment, batteries, and fluorescent lighting.

- Wood Preservatives
- Glazes + Pigments
- Metal Plating
- Fly Ash Recycled Content in Carpet
- Products with Recycled PVC
- Rubber Flooring with Recycled Tires

Alkylphenol Ethoxylates

APEs are endocrine disruptors that bioaccumulate in the environment. It is unclear at this time how prevalent their use is in the products we specify.

- Paint

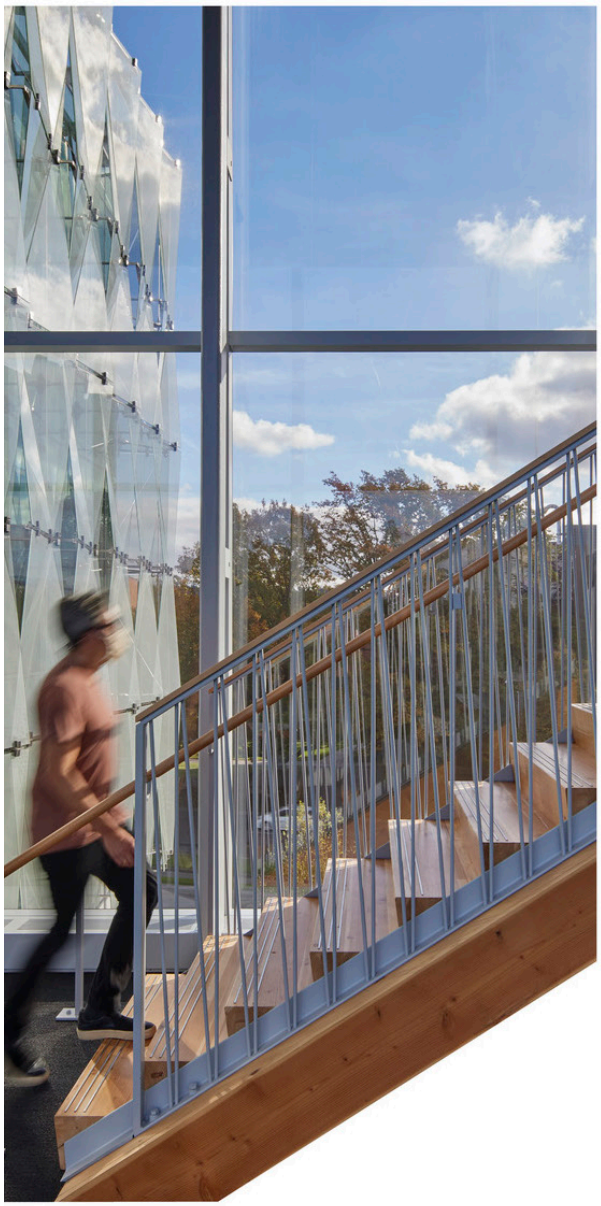
CFC, HCFC, HFC

These substances contribute substantially to global warming. Regulations are gradually phasing out the worst of these, along with those that are ozone-depleting.

- XPS + Spray Foam Insulation

References
Perkins&Will Precautionary List | Green Science Policy Institute Six Classes | Healthy Building Network Transformation Targets
International Living Future Institute LBC Red List | Cradle to Cradle Products Innovation Institute Restricted Substances List

Bora's Chemicals of Concern



INTERNAL Health Concerns

Formaldehyde

Formaldehyde is readily emitted into interior environments causing respiratory and other short and long term health issues. Options for ultra-low emitting or no-added formaldehyde are typically available.

Composite Wood Products
Insulation

Halogenated + Organophosphate Flame Retardants

Flame retardants are associated with lower IQ and hyperactivity in children, hormone disruption and reduced fertility in adults, and these types are highly persistent and bioaccumulate in the environment. They often do not increase fire safety and pose additional risks to fire-fighting personnel.

EPS/XPS Insulation
Single-Ply Roofing
Upholstery Foam

Antimony Trioxide Flame Retardants

Antimony Trioxide is a concerning member of the non-halogenated and non-organophosphate flame retardant categories.

Batt + Spray Applied Insulation
Carpet Backing + Vinyl Flooring
Single-Ply Roofing
Polyurethane + Epoxy Coatings
PET Textiles

Orthophthalates

Phthalates are developmental and reproductive toxins, endocrine disruptors, and asthmagens, and persist and bioaccumulate in the environment. They are used primarily to make materials such as PVC softer and more flexible, providing another reason to avoid vinyl products.

Carpet Backing + Vinyl Flooring
Woodwork Adhesives + Binders
Roofing

Bisphenol A (BPA)

BPA is a reproductive and developmental toxin and endocrine disruptor that persists and bioaccumulates in the environment. It is a component of some polycarbonate plastics and epoxies and should be easy to identify in ingredient disclosure documentation.

Flooring
Laminate
Grout + Mortar
Polycarbonate Panels/Skylights
Whiteboard Paint

Isocyanates

Isocyanates are asthmagens and air pollutants. Some provide the only and preferred alternative to formaldehyde binders, but other products with isocyanates should be avoided.

Spray Foam Insulation
Whiteboard Paint

Solvents

Solvents can cause short term health effects like headaches and contribute to long term neurodevelopmental effects and cancer. Use water-based alternatives.

Paints
Wood Finishes
Adhesives

RESILIENCE

OVERVIEW

With increasing climate uncertainty, coupled with an increasingly fragile utility grid, it's essential for the design of Jefferson High School to anticipate and accommodate disruptions that are sure to occur over the next half century. Spaces will need to be designed for passive operations to maintain safe and comfortable conditions during periods of disruption. Backup power for essential services, such as data will be explored, and each relevant climate risk will be subdued and addressed individually.

As part of a resilient design process, passive strategies to provide light, air, and thermal comfort, as well as back up power needs will be analyzed and documented for each space.

Climate Crisis Response Policy

The New PPS Climate Response Policy provides a goal dedicated to resilience, houses under pillar 2: Improve Health and wellness.

> Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

Resilience and Adaptation

The project will identify and anticipate the future impacts of climate change over the next 50 years and incorporate strategies to keep the building functional during periods of smoke inundation and extreme temperatures. Each proposed system (architectural, mechanical, etc.) will be analyzed for both today's climate and that of the future. Dedicated passive strategies, such as operable windows, will be used to keep the building comfortable during periods without utility power or when maximizing outdoor air is deemed necessary.

Climate Risks

The most immediate climate risks for Portland are the threats of wildfire smoke, heat wave, and utility disruption which can take place in summer or winter. All three of these risks, while current challenges faced by the Portland community, will increase in frequency and severity over the next century. It's essential that Jefferson High School is prepared.

Wildfire smoke inundation is a regional challenge that will be increasingly common as summers warm and rainfall patterns shift. Advanced filtration systems will be incorporated into the design as well as the ability to add filtration, such as standalone HEPAs filters as needed when quality is especially problematic. Ensuring a tight enclosure and adequate ventilation, especially for the renovation of the existing building, will be essential in allowing educational spaces to remain usable during periods of inundation.

Airborne Pathogen transfer has taken on new importance since the COVID-19 Pandemic, and the same design strategies that make a building safer during a pandemic will decrease the spread of other airborne diseases, such as colds and flu. Each classroom will be equipment with operable windows to allow for safe levels of ventilation during times of high pathogen transfer.

Utility Resilience

Decreasing reliability of municipal utilities is likely in the near future due to both extreme weather and an influx of population putting pressure on existing infrastructure. This means that power outages during times of extreme heat and cold are increasingly possible. Aside from adding backup power, which will be explored, passive design strategies, such as limiting East and West facing glazing will be priorities, and optimizing insulation

will be essential to ensure health and comfort during periods of disruption.

Community Resilience & Resources

The social network within a community will contribute to resilience just as much as the built environment. Providing spaces and resources to support the community during climate induced adversity is essential to the success of this project and for the realization of PPS's goal around resilience.

Arlington Elementary

Meyer Memorial Trust

OSU Ray Hall

TECHNICAL CRITERIA

Durability + Longevity Criteria

Durability and Longevity are key features of both a sustainable building and an economically reasonable building. The below building system lifestyle criteria establish thresholds that design decisions can be reviewed against.

Building design lifespan: 100 years beyond modernization

- Structure lifespan: 50+ years
- Enclosure materials design lifespan: 30 years
- Roof design lifespan: 30 years
- Mechanical systems design lifespan: 20 years
- Integrated technology design lifespan: 5 years

Passive Survivability

Future climate design preparations criteria: Use Year 2035 as a HVAC BOD

Passive survivability criteria: 2 of days without power in summer or winter

Backup Power Systems

Energy Generation: Rooftop Solar

PV system capacity: Based in PPS requirements

On-site storage: To be explored

Off-grid operations criteria: To be explored

Backup Stormwater Systems

On-site water systems: To be explored

Stormwater management: To be explored

Storage capacity: To be explored

Collected water uses: To be explored

Collected water filtration: To be explored

COST MODEL

BACKGROUND + PROCESS

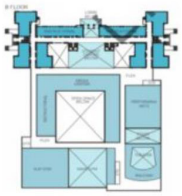
In 2020, PPS OSM engaged the cost consultant firm of RLB to provide a cost model for each of the high schools that were being considered for the upcoming bond. The total construction budget for JHS including all owner soft costs was established as $311 million.

In 2022, as part of its phase one effort, Bora's cost consultant, DCW, developed a cost estimate for the preffered design option. Supporting materials for this estimate includes drawings, site diagrams, sketches, and systems narratives provided by the consultant team. Where appropriate, alternates were explored and considered.

RLB was engaged to provide a second cost opinion using the same information shared with DCW, and without previewing the DCW estimate. The two estimates where then exchanged and reconciled, to under 5% variation.

The construction schedule is a key component of any cost estimate. For the purpose of the cost estimates provided by DCW, construction is anticipated to begin in 2024, with the early delivery of a classroom building in 2026. After phase one is complete, phase two will begin, and the entire project is currently scheduled for completion in the fall of 2028. This schedule has various risks associated with it, and can be reviewed in the schedule section of this report.

COST BASIS: CONCEPTUAL MASTER PLAN TO COMPREHENSIVE PLAN



	Conceptual Master Plan February 2020	**Comprehensive Plan** November 2022	**COST IMPACT**
BUILDING SQUARE FOOTAGE	334,410	338,800	minor increase
ED SPECS	2017 HS Ed Specs (base) + Jeff	2017 HS Ed Specs (base) + Jeff	same
SEISMIC	I/O occupancy	I/O occupancy	same
SOFT COST ASSUMPTION	14% of Hard Cost	12% of Hard Cost	decrease
FIXTURES, FURNITURE & EQUIPMENT	$27 / sf	$25 / sf	decrease
SWING SITES	separate swing space on site	existing buildings on site	major decrease
CONTINGENCY ASSUMPTION	15% of Hard Cost	15% of Hard Cost	same
ESCALATION ASSUMPTIONS, FEB 2020 TO NOV 2022	4% first two years, 3% third year (roughly 9.4% compounded)	16-29% actual inflation	**major increase**
ESCALATION ASSUMPTIONS, NOV 2022 TO JAN 2026	3% third, fourth, and fifth years	9% in 2023, 8% in 2024, 7% in 2025	**major increase**

RLB CONSTRUCTION COST ESTIMATE

DESCRIPTION	$/SF	TOTAL COST
Foundations	21.65	7,239,676
Superstructure	88.51	29,598,085
Exterior Enclosure	63.84	21,348,930
Roofing	12.38	4,139,049
Interior Construction	45.65	15,264,780
Stairs	2.62	876,780
Interior Finishes	33.89	11,333,370
Conveying	2.31	772,800
Plumbing	22.70	7,591,635
HVAC	52.89	17,687,160
Fire Protection	5.69	1,902,480
Electrical	39.60	13,241,580
Equipment	9.42	3,148,830
Furnishings	14.76	4,934,640
Selective Building Demolition	5.29	1,770,300
Site Preparations	12.64	4,227,896
Site Improvements	32.56	10,890,000
Site Civil/Mechanical Utilities	5.68	1,900,000
Site Electrical Utilities	6.28	2,100,000
ESTIMATED HARD COST	**478.36**	**159,967,991**

MARGINS & ADJUSTMENTS	
Preconstruction (per PPS)	1,000,000
Phasing & Temporary Work (0%)	0
General Requirements	N/A - inc below
General Conditions	22,000,000
Bonds & Insurance, CAT Tax	6,019,647
Overhead & Profit	6,614,586
Design Contingency	23,472,264
CM/GC Contingency	10,953,723
Solar/Green Energy Allowance	3,450,423
Escalation to midpoint of Phase 1 - 2Q 2025	42,026,151
Escalation to start of Phase 2 - 3Q 2026 (7.5%)	12,130,875
TOTAL MARGINS & ADJUSTMENTS	**127,667,669**

TOTAL COST ESTIMATE	**$287,635,660**

DESIGN AND CONSTRUCTION SCHEDULE

DESIGN + CONSTRUCTION SCHEDULE

Each early design option that was developed was also studied via a design and construction schedule.

When OSM clarified it's requirement for a classroom building to be opened in 2026 and all construction to be complete in 2028, the schedule for design, land use, permitting, estimating and construction becomes compressed. With design starting almost one year later than PPS initially intended, strategies to deliver the project on time become limited.

The school district has stated its intention of on boarding the CMGC partner in early 2023, with GMP pricing underway at mid year and the GMP established in the fall of 2023.

The schedule proposes breaking construction into two phases. The first phase would be the construction of a new classroom building and Performing Arts Center. As shown, at 20 months construction duration, and with a conventional permit process, this would leave perhaps three months for move in in 2026 prior to the new facility opening for full term of that year. In order to achieve the start of construction as shown, a compressed design, pricing, and approval process is necessary. We are proposing a three month schematic design effort that would establish the scope of work for both phase one and phase two. This could be the point at which the GMP pricing begins, and we have allocated one month for estimating, reconciliation, value engineering, and district approvals. this is at least two weeks shorter than would be typical for APS project. Following this pause, The DVD's and CD's effort 4 phase one would need to continue without pause and any approval or pricing effort would need to be in parallel with the documentation effort. There is also no ability in this compressed timeline for construction to demo any building, since abatement would be required, as well as a building permit for demolition. Therefore all work in phase one would have to be built on a site that is not currently occupied by an existing building.

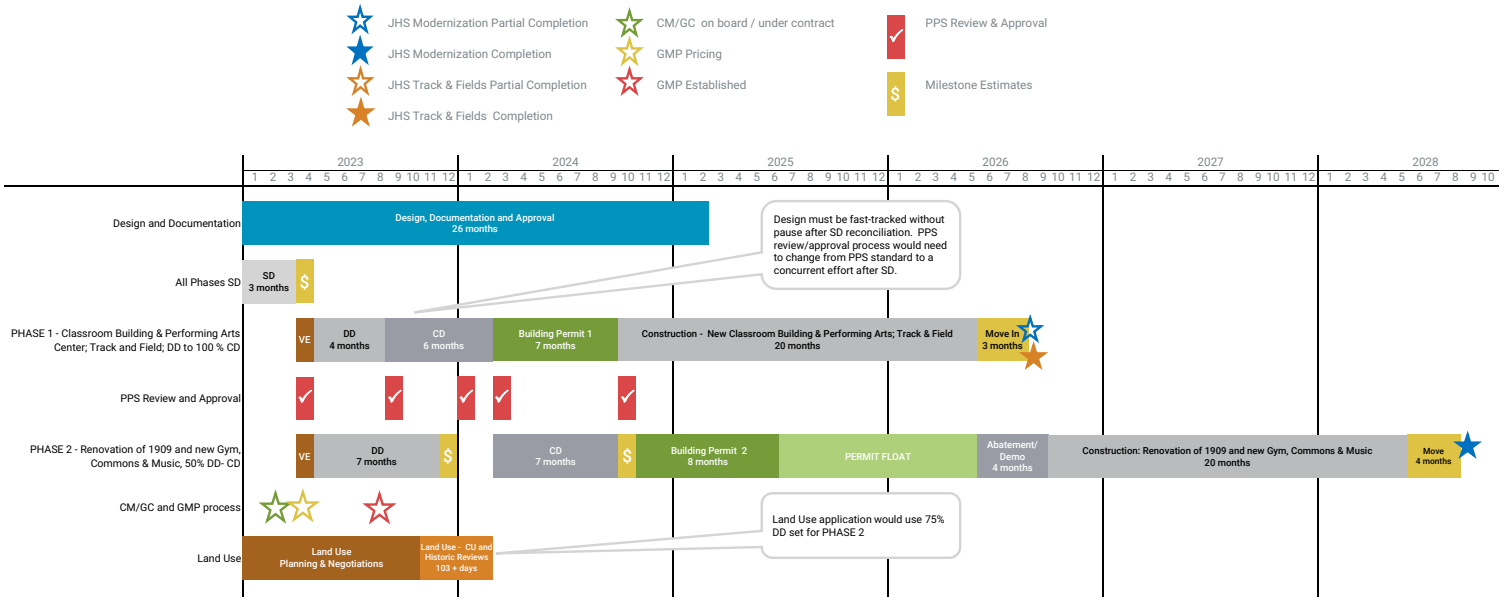
Land use approval is required and is discussed elsewhere. A Type III land use and conditional use review takes a minimum of 103 calendar days and we are currently showing a four month duration since additional time is typically required before a submittal is deemed complete by staff. If the land use process is a Type II LUR, this duration would shorten but the city has advised us to plan for a 120 day approval effort that would include an appeal To the HLC. land use approval is required before a building permit application can be submitted to the city. The City of Portland currently will not allow two building permits to be open at one time for the same building, and the duration for approval of any building permit for complex buildings can be upwards of one year. For the purpose of this schedule, we are showing a seven-month building permit approval process for phase one, based on the duration that the recent PPS MPG project took for its approval.

The second phase of design and construction would be for the remainder of the project. This phase also includes the abatement and demolition of any buildings that are planned for removal. We are proposing a pause in the DD effort at the point that construction documents for phase one begins, to enable the team to focus on that higher priority effort. Phase two has adequate float in its schedule to accommodate phase and estimating, reviews, and approvals. We are recommending an 8 month permit timeline, and assume that abatement and demolition can't begin until the summer of 2026 when students have left campus for the summer. As with phase one, this phase would require a 20 month effort in order to provide a four month move in window prior to school starting in the fall of 2028.

The risks associated with this schedule are several. Specifically:

- A three month SD effort is only possible if a single approved design option emerges from the early planning phase. This design option must be feasible in that it requires no demolition of existing buildings for the first phase of design and construction. A 3 month SD phase does not allow for significant redesign, and therefore all major space program decisions must also be in place, since large changes in room types would require a building redesign given the constrained parameters of this site.
- The compressed design phases require that OSM and PPS adjusts its typical project design review and approval process and allows the design to move forward without delay during these efforts especially at design development and construction documents for phase one
- land use and building permit timelines are notoriously volatile and cannot be guaranteed. The more clarity that is brought to this project early in design, and the fewer changes that it endures, the easier each of these efforts will be to achieve within the target timeline.
- Construction durations must be confirmed my parties other than the architect and the cost estimator. We request input and confirmation from OS M or from the CMGC, and do not represent that 20 month is adequate given the supply chain and inflationary pressures that all construction projects are currently experiencing.

2022-12-01 Design & Construction Schedule: "Retain1909 Option"



LESSONS LEARNED

SUMMARY

A “Lessons Learned” document was compiled during the Comprehensive Planning Phase compiling knowledge from the Lincoln High School design team, construction team, and consultants.

Each “lesson learned” is organized by category, with details about a challenge faced during the project and a proposed action to address the challenge in the future. For example, Bora left the following comment related to exterior enclosure design:

Challenge:

“Structural system selection can seriously affect overall building movement - this movement can require extensive planning, detailing and cost. The LHS side plate structural system had significant impacts on the façade that weren’t fully understood until later in design.”

Proposed Action:

“When selecting structural systems, ensure that the implications of that system are fully understood around detailing, performance requirements, schedule, and cost. For LHS, the decision would likely stand, but the team would have planned for the façade detailing process/effort more effectively”

At the kick-off for the next phase of design, it would be beneficial for the team to use this list to address shortcomings and areas where expectations were not met on these past projects. This list also helps the project team identify what went well or better than expected. This archive of knowledge and experience will allow the team to improve future outcomes and the document will continue to grow as the project progresses. To view the full list of lessons learned, please see the Appendix.

APPENDIX

VIRTUAL APPENDIX

A complete appendix can be viewed at the following location: Link to Virtual Appendix