Regular Meeting
Tuesday, December 13, 2022 6:00 PM

Jefferson High School - Cafeteria
5210 N Kerby Ave
Portland, Oregon 97217

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Board Leadership Intention
3. 6:10 pm - Consent Agenda: Resolutions 6620 through 6624 Vote- Public Comment Accepted
   3.(a) Resolution 6620 - Adoption of the Index to the Minutes
   3.(b) Resolution 6621 - Expenditure Contracts that Exceed Delegation of Authority
   3.(c) Resolution 6622 - Revenue Contracts that Exceed Delegation of Authority
   3.(d) Resolution 6623 - Authorizing Off-campus Travel
   3.(e) Resolution 6624 - Appointing a Community Member to the Audit Committee
4. 6:15 pm - Student and Public Comment
   - Student Comment
   - Public Comment
   - Portland Federation of School Professionals (PFSP)
5. 6:45 pm - Student Representative's Report
6. 6:50 pm - Center for Black Student Excellence (CBSE)
   6.(a) Update on Design Phase for the Center for Black Student Excellence (CBSE)
   6.(b) Jefferson High School Modernization Master Plan (Resolution 6627) Vote - Public Comment Accepted
7. 8:00 pm - Board Committee and Conference Reports
8. 8:10 pm - Annual Comprehensive Financial Report Presentation Vote - Public Comment Accepted
9. 8:25 pm - Legislative Priorities Platform (Resolution 6626) Vote - Public Comment Accepted
10. 8:30 pm - First Readings of Policies
    10.(a) First Reading of Policy Revisions
    - Anti-Racist & Anti-Oppression Learning Communities 2.10.015-P
    - Compulsory Enrollment; Age and Grade Level at Entrance 4.10.020-P

    10.(b) First Reading of Policy Rescissions
    - Presentations by Citizens and Employees 1.70.012-P
11. 8:35 pm - Second Reading of Policy Rescissions Vote - Public Comment Accepted
12. 8:40 pm - Oregon School Board Association (OSBA) Nominations
13. 8:50 pm - Other Business / Committee Referrals
14. 8:55 pm - Adjourn

RESOLUTION No. 6620

The Following Index to the Minutes are offered for Adoption

- 11/15/2022 – Regular Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Regular Meeting
November 15, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on November 15, 2022. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://www.youtube.com/watch?v=ppHV1MeqXxg&list=PL8CC942A46270A16E&index=1

Board Member Attendance

Present: Chair Scott; Vice-Chair Hollands; Directors Brim-Edwards, DePass, Kohnstamm, and Lowery; Student Representative McMahon

Absent: Director Greene

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RESOLUTIONS

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ACTIONS TAKEN

- **Resolution 6606: Resolution to Recognize November 8-12, 2022 as National School Psychology Week**

  Director Kohnstamm moved and Director Brim-Edwards seconded the motion to approve Resolution 6606. The motion was put to a voice vote and passed (6 yes, 0 no, and Director Greene absent).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Absent, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6607: to Recognize November 8-12, 2022 as National School Psychology**

  Director DePass moved and Director Brim-Edwards seconded the motion to approve Resolution 6607, as amended. The motion was put to a voice vote and passed (6 yes, 0 no, and Director Greene absent).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Absent, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Consent Agenda: Resolutions 6608 through 6615 and 6619**

  Director Brim-Edwards moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6608 through 6615 and 6619. The motion was put to a voice vote and passed (5 yes, 0 no, 1 abstain, and Director Greene absent)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Absent, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Abstain, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6616: Settlement Agreement**

  Director Lowery moved and Director Hollands seconded the motion to approve Resolution 6616. The motion was put to a voice vote and (4 yes, 2 no [Brim-Edwards and Hollands], and Greene absent)

  Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Greene: Absent, Director Hollands: No, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6617: Resolution Approving the Racial Equity and Social Justice Community Advisory Committee Charter Committee Members**

  Director Kohnstamm moved and Director Brim-Edwards seconded the motion to approve Resolution 6617. The motion was put to a voice vote and passed (5 yes, 0 no, and Directors DePass and Green Absent)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Absent, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6618: Resolution to Approve the Appointment of Metro Policy Advisory Committee Member**

  Director Kohnstamm moved and Director Hollands seconded the motion to approve Resolution 6618. The motion was put to a voice vote and passed (4 yes, 0 no, 1 abstain, and Directors DePass and Green Absent) with Student Representative McMahon voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Absent, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Abstain; Student Representative McMahon: Yes (Unofficial)

STATEMENT(S) FOR THE RECORD

- **Director Brim-Edwards**

  Vote explanation for Resolution 6616:

  I appreciate the care which the leaders in the Office of School Modernization (OSM) and legal counsel took in representing the district in this case and how OSM is now managing expenditure approval requirements. Having been involved in the legislative development of the Student Success Act, there was extensive and frequent discussion about the structure of the Commercial Activity Tax (CAT) and who would be legally obligated to pay the tax. With only a few exceptions, businesses are to pay the CAT and shall not charge the CAT to their customers. Given that, from my perspective, the contractor's demand that PPS pay all or the majority of its CAT obligation is unreasonable and not substantiated by the legislative history.

  The Office of School Modernization has shared that it has enhanced its systems, tools and training to support district staff with contract administration and PPS has added regular management representation at construction project team meetings.

RESOLUTION No. 6606

Resolution to Recognize November 8-12, 2022 as National School Psychology Week

RECITALS

A. "School psychologists work to ensure the protection of the educational rights, opportunities, and well being of all children, especially those whose voices have been muted, identities obscured, or needs ignored," National Association of School Psychologists (NASP) Board of Directors, April 2017.

B. School psychologists in Portland Public Schools are especially skilled in the provision of school-based mental and behavioral health, Multi-Tiered Systems of Support that meet the academic and social emotional needs of all students, and services for students with disabilities that ensure equitable educational access and are consistent with special education law.

C. School districts and local educational agencies should continue to work with school psychologists to implement the National Association of School Psychologists' organizational principles that facilitate school psychologists' engagement in all tiers of Multi-Tiered Systems of Support in partnership with school teams, teachers, students, families, and community partners to ensure that student supports, programs, learning strategies and educational decisions prepare students to realize the Graduate Portrait and lead a more socially just world.

RESOLUTION

The Board of Education of Portland Public Schools extends greetings and best wishes to all observing November 8-12, 2022 as National School Psychology Week.

RESOLUTION No. 6607

Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools

RECITALS

A. Native American Indians are descendants of the original, indigenous inhabitants of what is now the United States;

B. The Portland Metro region rests on the traditional lands of the Bands of the Chinook, Multnomah, Clackamas, Tualatin, Molalla, Kalapuya, Wasco, Cowlitz and Kathlamet tribes. These tribes established their communities in a resource rich area where they traded and fished along the rivers and harvested those natural resources that fed and maintained their families. In the 1950's, under Federal Relocation Policy a large segment of the Native population in the US was forced to relocate to several major cities of which Portland was one. This has added to the diversity of tribal representation in the region; Portland boasts one of the largest, and most diverse urban Native American populations in the US;

C. The history of Native American Indians; is rich with those who positively influence and enrich our nation, our society, our region, our state, and our schools through their entrepreneurship, commitment to community service, deep value of justice and liberty, and social and cultural life;

D. On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month;

E. Native American Indians have made profound contributions and continue to make advances in education, medicine, art, culture, and public service and been a consistent and vital influence in our nation's growth and prosperity;

F. The Portland Metro's Native American Indian Community is diverse and growing with the population estimated to be nearly 70,000. As Portland is a relocation site, PPS students represent more than 150 tribal nations. As such, we are humbled by Native American Indian employees, families and community's contribution to the accomplishment of PPS's mission;

G. Understanding Native American Indian history is an important part of celebrating Native American Heritage Month;

H. The Oregon Indian Education Association introduced and Oregon Governor Brown signed into law Senate Bill 13, Tribal History/Shared History in the 2017 legislative session. This Bill called upon the Oregon Department of Education (ODE) to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.

Tribal History/Shared History is one of 11 objectives identified in ODE's American Indian/Alaska Native State Plan, in which "Every school district in Oregon implements historically accurate, culturally embedded, place-based, contemporary, and developmentally-appropriate American Indian curriculum…" Oregon is one of several states adopting similar efforts to reaffirm the state's commitment in preserving tribal cultural integrity and the education of our citizens.

In May 2018, ODE facilitated coordination of the creation of Essential Understandings of Oregon's American Indians, which has been used to develop American Indian curriculum and assessment tools for 4th, 8th, and 10th grades aligning with state standards in the following content areas: English Language Arts, Science, Math, Social Science, and Physical Education/Health. Portland Public Schools Office of Indian Education, Office of Teaching and Learning and Office of Schools are engaged in this vital statewide work.

As of January 2020 the State of Oregon requires implementation of Tribal History/Shared History within all K-12 school districts throughout the state. The Office of Schools and Office of Teaching and Learning will work together to support the implementation of this curriculum K-12, as a

foundational and fundamental element of our culturally responsive teaching and learning for the students in Portland Public Schools.

I. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for Black and Native students and to give each student the opportunity and support to meet their highest potential;

J. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff;

K. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community. Tonight we are celebrating Native American students.

RESOLVED

1. The Portland Public Schools Board of Education hereby promotes November 1 through November 30th as Native American Indian Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Native Americans to our Oregon and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.

2. The Superintendent or his designee shall work with all schools in the district to recognize Native American Indian Heritage Month through culturally relevant lessons and activities In November and throughout the school year.

RESOLUTION No. 6608

The Following Index to the Minutes are offered for Adoption

- November 01, 2022 – Work Session with a consent agenda

RESOLUTION No. 6609

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
CDR Labor Law LLC	11/16/22 through 6/30/24	Legal Services LS 92404	Provide legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	$300,000	L. Large Fund 101 Dept. 5430	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
Organization for Educational Technology & Curriculum (OETC)	11/16/22 through 6/30/25	OETC COA 92358	Fulfillment of hosted voice over internet protocol service and equipment.	$5,000,000	D. Wolff Funding Source Varies	NA - Nonprofit
Organization for Educational Technology & Curriculum (OETC)	11/16/22 through 7/18/25	OETC COA 92394	Purchase of physical security products and services.	$5,000,000	D. Wolff Funding Source Varies	NA - Nonprofit
PortionPac Chemical Corp.	11/17/22 through 7/31/23 Option to renew for up to four additional years through 7/31/27	Harris County Department of Education Choice Partners COA 92405	Purchase of food safety and sanitation systems, service plan, just-in-time delivery of detergents, dispensing equipment and educational accessories for District-wide use.	$600,000	D. Jung Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No new IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Vocovision, dba Blazerworks	11/16/22 through 6/30/23	Personal Services PS 92040 Amendment 1	Contractor will continue to provide speech language pathologists to serve PPS students, increasing service an additional two days per week. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	$35,840 $185,280	C. Proctor Fund 101 Dept. 5414	No
Catalyst Pathways	11/16/22 through 6/30/23	Personal Services PS 90224 Amendment 2	Contractor will continue to provide tutoring services to students under Title I. Request for Proposals 2019-2698	$75,000 $200,000	C. Proctor Fund 205 Dept. 5407 Grant G2051	No

RESOLUTION No. 6610

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Oregon Department of Education	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 91156 Amendment 1	This amendment adds funds and extends the end date for the Measure 98 High School Success grant.	$12,744,282 $24,383,338	C. Proctor Funding Source Varies
Oregon Department of Education	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 89920 Amendment 2	This amendment adds funds and extends the end date for the PPS Grow Your Own Teacher Pathway Partnership.	$700,000 $1,395,635	S. Reese Fund 205 Dept. 5449 Grant G2044

RESOLUTION No. 6611

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
11/18-11/21/22	Franklin HS Band; 12	Practice, present, perform	Seattle, WA	$450 per student	N/A
11/18-11/21/22	Cleveland HS Band; 33	Rehearse under collegiate directors/composers; perform; attend concerts	Seattle, WA	$431 per student	N/A

RESOLUTION No. 6612

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

RESOLUTION

The Board affirms Directors Michelle DePass, and Herman Greene to attend the Council of Urban Board of Education Annual Conference in Miami, Florida from December 8, 2022 through December 10, 2022.

RESOLUTION No. 6613

Dismissal of a Contract Educator

RECITALS

A. The Board has reviewed the evidence submitted along with the Superintendent's recommendation for dismissal. These documents are confidential and will be kept in the employee's personnel file.

B. The Board met in Executive Session on November 1, 2022, prior to making a decision. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to terminate the employee.

RESOLUTIONS No. 6614

Jefferson High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of a Construction Manager/ General Contractor Alternative Contracting Method

RECITALS

A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.

B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.

C. In a duly and legally held election on November 3, 2020, general obligation bonds were approved by a majority of the qualified voters of Portland Public Schools voting at the election ("2020 Capital Improvement Bonds").

D. The District intends to begin the Jefferson High School Modernization Public Improvement Project ("Jefferson Modernization Project") as part of the 2020 Capital Improvement Bond work.

E. Staff has determined that use of the Construction Manager/ General Contractor ("CM/GC") alternative contracting method is the preferred method of delivery for the complex Jefferson Modernization Project. This determination is supported by draft Findings of Fact ("Draft Findings") presented to the Board pursuant to ORS 279C.335.

F. These Draft Findings specify the cost savings and design, scheduling, operational, safety, and logistical advantages gained through use of the CM/GC contracting method.

G. On October 18, 2022, the District issued a public notice in the Business Tribune announcing the District's intent to utilize the CM/GC alternative contracting method for the Jefferson Modernization Project. The notice was issued in compliance with ORS 279C.335 and the PPS Public Contracting Rules. The Draft Findings were made available for public review and comment on the date of publication.

H. The District held a public hearing on the Draft Findings on November 2, 2022.

I. The Superintendent recommends approval of the exemption from Competitive Bidding and approval of the CM/GC alternative contracting method for solicitation and completion of the Jefferson Modernization Project.

RESOLUTION

1. The Board hereby adopts the Draft Findings in support of use of the CM/GC alternative contracting method for the Jefferson Modernization Project ("Findings").

2. The Board hereby exempts the Jefferson Modernization Project from competitive bidding requirements as provided in ORS 279C.335 and PPS Public Contracting Rules -49-0600 through PPS-49-0690. The exemption is based upon the Findings pursuant to ORS 279C.335(2).

3. Pursuant to these Findings and decision, the Superintendent or his designee is hereby authorized to conduct a CM/GC alternative contracting process for the Jefferson Modernization Project.

RESOLUTION No. 6615

Resolution to Appoint the Chair of the Climate Crisis Response Committee

RECITALS

A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .

B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.

C. On August 9, 2022 the Board of Education approved nine committee members for one year and two year terms.

D. The Climate Crisis Response Committee Charter requires that a Committee chairperson be appointed annually by the Board and will not hold that position for more than three years.

E. Committee members were asked to indicate their interest or willingness to serve as Chair, and based on an indication of interest, Jane Comeault is recommended to serve as the Chair of the Committee for a one year term.

F. The Chair will work with the appointed district staff and Committee members to create the Committee's agendas, facilitate the meetings, and serve as the point of contact between the Committee and District staff between meetings.

G. The Climate Crisis Response Committee will also establish work groups for specific projects during the year and members will also have the opportunity to lead or serve on the work groups.

RESOLUTION

The Board of Education appoints Jane Comeault as the Chair of the Climate Crisis Response Committee for a one year term.

RESOLUTION No. 6616

Settlement Agreement

The Board of Education grants authority to pay $750,000 in a settlement agreement to resolve a disputed claim. The agreement will be specified in a form approved by the General Counsel's Office.

RESOLUTION No. 6617

Resolution Approving the Racial Equity and Social Justice Community Advisory Committee Charter Committee Members

RECITALS

A. In 2021, the Oregon Legislature passed SB 732 which requires each school district to convene an educational equity advisory committee, and specifies certain committee responsibilities, membership selection requirements, and an optional annual report that committees are allowed to produce.

B. This committee's duties are to advise the school board and the superintendent and to inform the board and the superintendent. The committee includes action by and reporting to both the board and the superintendent.

C. On August 9, 2022, the Board of Education approved the Racial Equity and Social Justice Community Advisory Committee Charter. The charter specifies that the committee will have up to 15 Total Members with the following specific representation:

Up to 5 Current PPS Students (e.g. middle and/or high school students)
Up to 5 Family and Community Representatives (e.g parent, RESJ partner)
Up to 5 PPS Staff (e.g. classified employee, educator, school principal)

D. Following approval of the Racial Equity and Social Justice Community Advisory Committee Charter, membership application outreach to Community Representatives , as the first round of applicants, in order to have the first members in place by September 15, 2022.

E. On September 6, 2022, the Portland Public Schools Board of Education appointed Adriel Person, Ernie Guerrero, and Kolini Fusitua to the Racial Equity and Social Justice Community Advisory Committee through August 31, 2024.

F. A second round of outreach to students, parents, and staff began in August to recruit additional Community Advisory Committee members.

RESOLUTION

The Portland Public Schools Board of Education appoints Jessica Montas-Mendoza, Jamartae (Martae) Brown, Destiny Spruill,Chrysanthius Lathan,Nohea'ililani Waiwai'ole, Pramila Kumar, Tanya Burkhard, and Anna Marquezto to the Racial Equity and Social Justice Community Advisory Committee through August 31, 2024, and Rudy Duncan, Malcolm Ewing, June Healy, and Izla Cahill to the Racial Equity and Social Justice Community Advisory Committee through August 31, 2023.

RESOLUTION No. 6618

Resolution to Approve the Appointment of Metro Policy Advisory Committee Member

RECITALS

A. The Metro Policy Advisory Committee (MPAC) advises the Metro Council on a range of topics, including regional transportation and land use planning, management of the urban growth boundary (UGB), and other planning matters of regional concern. MPAC's membership consists of 30 voting and non-voting members, including representation by cities, counties, school districts, special districts, and the public.

B. The school district member position on MPAC's governing bodies was held by Mark Watson of the Hillsboro School District Board of Education. According to the committee bylaws, the member position representing school districts is to be appointed jointly by the governing bodies of the school districts represented, which include Portland Public Schools.

C. There was a nomination period for the position, and Susan Greenberg was nominated by the Beaverton School District Board of Directors to serve on the committee. Mark Watson was nominated by Hillsboro School District to serve as an alternate member on the committee.

D. The Metro Council Office requires represented school boards to vote on the nominees.

RESOLVED

The Portland Public Schools Board of Education approves the nominations of Susan Greenberg to serve on the Metro Policy Advisory Committee (MPAC) and Mark Watson to serve as the alternate on the Metro Policy Advisory Committee (MPAC) representing school boards in the region.

RESOLUTION No. 6619

Settlement Agreement

The authority to pay $399,999.00 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a student in a form approved by the General Counsel's Office.

RESOLUTION No. 6621

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
D & R Masonry Restoration, Inc.	12/14/22 through 12/13/25	Flexible Services Contractor Pool FSCP 92146	District-wide masonry services on an as-needed basis. Request for Proposals 2022-018	Not to exceed $3,000,000	D. Jung Funding Source Varies	No
Innercept, LLC	12/14/22 through 6/30/23	Personal Services PS 92497	Educational and mental health services to PPS student per student's IEP. Direct Negotiation – Therapeutic Placement -- PPS 46-0525(12)	$213,675	C. Proctor Fund 101 Dept. 5414	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVES

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 92427	Regional services to individuals with Autism Spectrum Disorder.	$180,400	C. Proctor Fund 205 Dept. 5433 Grant G2070
Reynolds School District	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 92433	Regional services to individuals with Autism Spectrum Disorder.	$249.700	C. Proctor Fund 205 Dept. 5433 Grant G2070
West Linn - Wilsonville School District	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 92480	Regional services to individuals with Autism Spectrum Disorder.	$178,200	C. Proctor Fund 205 Dept. 5433 Grant G2070

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount,Contract Amount	Responsible Admin, Funding Source	Certified Business

Relay Resources	12/17/22 through 8/1/23	Services S 64948 Amendment 5	Weekly laundry services to Nutrition Services department. Qualified Rehabilitation Facility – PPS-45-0410	$57,500 $308,500	D. Jung Fund 202 Dept. 5570	No

RESOLUTION No. 6622

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
University of Oregon	11/15/22 through 6/30/28	Intergovernmental Agreement / Revenue IGA/R 92445	Funding for Ballmer Institute/District liaison.	$360,000	C. Proctor Fund 299 Dept. 5424 Grant S0487

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
State of Oregon – Department of Education	10/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 90272 Amendment 3	Passthrough of SIA funds to The Ivy School, a state sponsored charter school.	$190,175 $462,317	C. Proctor Fund 251 Dept. 5486 Grant W0500
State of Oregon – Department of Education	10/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 90271 Amendment 3	Passthrough of SIA funds to Cottonwood School, a state sponsored charter school.	$129,360 $305,781	C. Proctor Fund 251 Dept. 5486 Grant W0500

RESOLUTION No. 6623

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
2/28-3/5/23	Jefferson HS Dancers, 18	Workshops, performances, auditions	Point Park University, Pittsburgh, PA	$1200	N/A
12/16-12/21/22	Roosevelt HS M Basketball, 14	Basketball tournament, team bonding	Seattle, WA	$400	Unknown
12/16-12/21/22	Benson HS M Basketball, 12	Basketball tournament	Seattle, WA	$641.66	100%

RESOLUTION No. 6624

Resolution to Appoint Audit Committee Member

RECITALS

1. Pursuant to Board Policy, the Board Audit Committee shall be comprised of five members appointed by the school board. All appointees shall be independent of the district's management and administrative service. The Audit Committee will be comprised of three members of the school board and two ex-officio public members with a general knowledge of the district and the audit process. Committee members shall serve for two years, serving from July 1 to June 30, and may be re-appointed at the end of their term.

2. The Audit Committee Chair, after consultation with the Committee members, recommends the Board appoint Caroline Zavitkovski as a member for two years beginning immediately.

RESOLUTION

The Board appoints Caroline Zavitkovskias ex-officio member of the Board Audit Committee for a two-year term through June 30, 2024.

Driving Innovation in Portland Public Schools

Through the Center for Black Student Excellence

INNOVATION STUDIO

How did we get here?

There have been longstanding, well-documented examples of advocacy by Black leaders and Black-led organizations in Portland who've fought for children and against discrimination.

These efforts gained momentum in 2020 following the murder of George Floyd and the social movement for Black Lives.

The work further accelerated when Black Portland community leaders put forth the concept of the Center for Black Student Excellence (CBSE).

Later in 2020, voters approved a bond measure that enabled Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE.

To turn the vision for the Center for Black Student Excellence into reality, the PPS Board of Education in 2022 unanimously approved a Cooperative agreement with the Center for Black Excellence ("CBE"), a new organization.

Within PPS, the district's Innovation Studio, a problem-solving accelerator, is facilitating the process by helping to build the tools and infrastructure to help the district address this challenge.

Meet the Team



Dr. Cheryl Proctor, Executive Sponsor



Camille Idedevbo, Founding Manager, Innovation Studio

INNOVATION STUDIO

Meet the Team



Dr. S. Renee Mitchell, Creative Revolutionist, I AM MORE



Bryan Lee, Jr., Founder, Colloqate Design

INNOVATION STUDIO

Meet the Team



Cliff Chesnut, Director 30 Point Strategies



Diego Caballero, Executive Creative Director, MKT BOX

INNOVATION STUDIO

Dr. Camedra Jefferson	Patrice Woods
Donna Jones	Loretta Benjamin-Samuels
Tony Hopson Sr.	Stacey L. Murray
Dani Ledezma	Marsha Williams
Yusuf Leary	Sydney Kelly
Kiesha Locklear	Jamaal Tibbs
Anjene Bryant	Stetson James
Gary Hollands	Mirna Ghamrawi
Tyler Brown	Tiffany Robinson
Courtney Westling	Crystal Ball
Aisha Hollands	Jazmin Jinnah
Cortonio Smith-Myles	Tanesha Dawson
Ayana Horn	Tamra Hickok
Ebonee Bell	

Meet the Team

INNOVATION STUDIO

The Problem

The problem: Decades of underinvestment, systemic racism, lack of coordinated systems of support, and discriminatory practices have resulted in an enduring opportunity and achievement gap for Black students in Portland.

The opportunity: The opportunity ahead is to redefine the future by advancing a culture of Black excellence; unifying and elevating the Black educational experience; and improving outcomes for Black students.

The mechanism: Center for Black Student Excellence

INNOVATION STUDIO

*The Center for Black Student Excellence (CBSE) is a currently a **concept**. PPS, in collaboration with the community, will determine the exact vision and outcomes of the CBSE through a thoughtfully curated innovation equity design process.*

Deliverables:

- CBSE Vision
- CBSE Comprehensive Plan
- CBSE Facilities Plan
- CBSE Operations Plan

Deliverables Explained

CBSE Vision

The document that will describe the collective aspiration for what the CBSE will be, do and accomplish on behalf of Black students, staff, and families.

CBSE Operational Plan

The document that will describe the ongoing support for the initiative including maintenance of infrastructure, hiring, capacity building and retention of high quality talent, etc.

CBSE Comprehensive Plan

The document that will describe in detail the specific elements of the CBSE along with strategies, programs, and experiences that will span the learning continuum.

- **Curriculum/ Instruction**
- **Student Support**
- **Family Support**
- **Educator Capacity Building, Hiring and Retention**
- **Advocacy**

CBSE Facilities Plan

The document that will describe the implications of the CBSE Vision and Comprehensive Plan on physical space including but not limited to site improvements, modernizations, property purchases and/or new builds.

- **Overall CBSE facilities implications**
- **HTMS Relocation**
- **Jefferson Modernization**

INNOVATION STUDIO

What can this group expect?

Innovation in Context

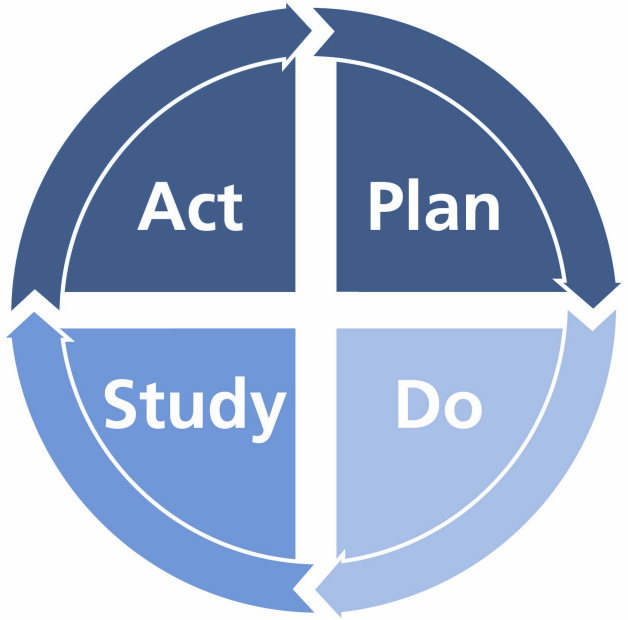
Innovation Equity Design Process



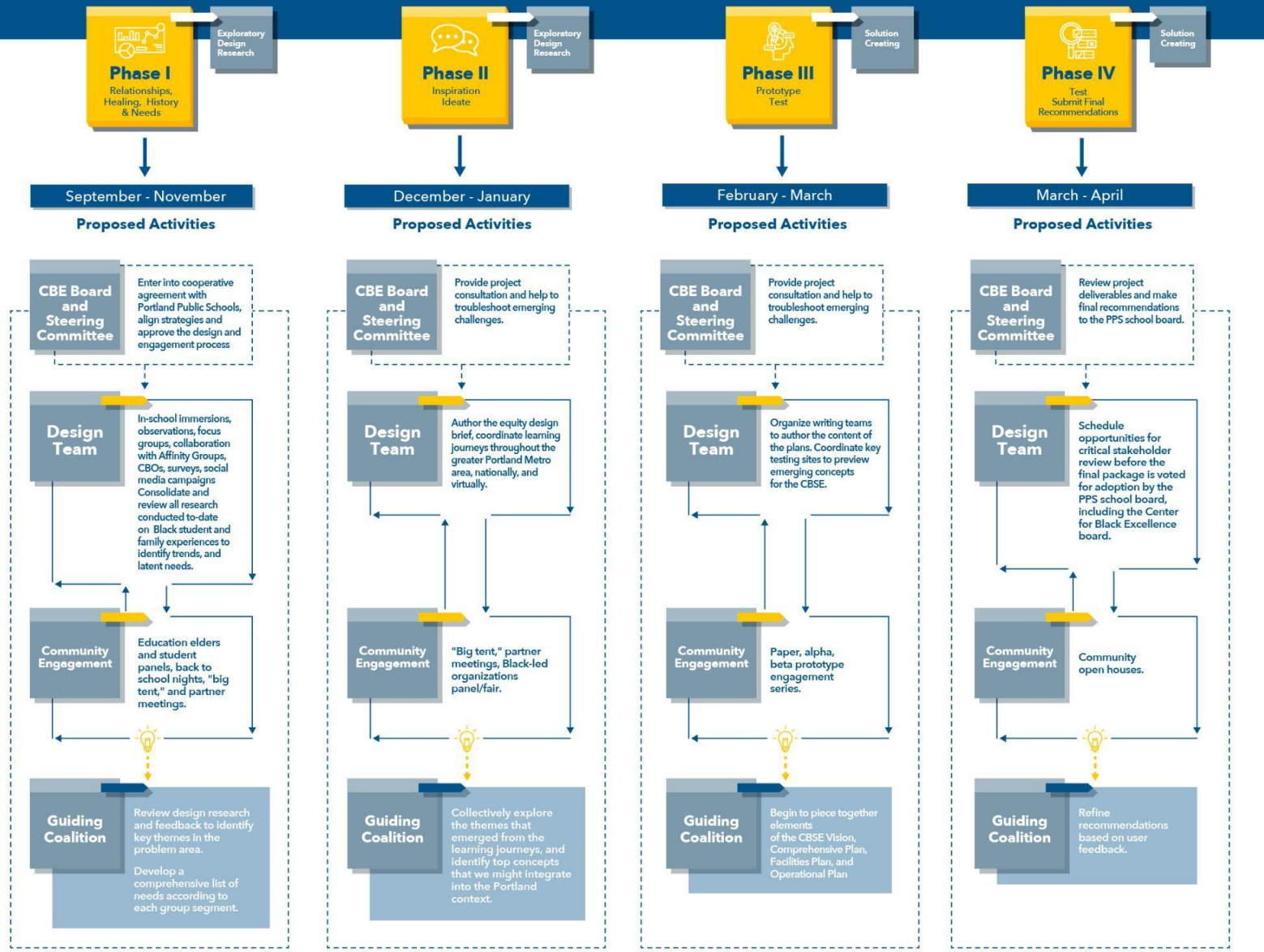
Planning for Implementation



Continuous Improvement



Journey Map Design Process 2022-2023



CBE Board

Provide oversight, accountability, and thought-partnership.

Design Team

Drive the planning and management of the development process, conduct design research, facilitate community engagement sessions and help to interpret key lessons from community discussions.

Community Engagement Series

Numerous entry points for participatory design and updates including pushing into existing events and creating new ones.

Guiding Coalition

Collectively surface themes, build on ideas and translate design research and feedback from community engagement into workable outcomes for the Center for Black Student Excellence.

INNOVATION STUDIO

The New Standard of Engagement Across Projects

Spectrum of Community Engagement



Inform
We provide balance and objective information to our community.

Consult
We seek and obtain feedback from our community on analysis, issues, alternatives and decisions.

Involve
Work with our community to make sure that their concerns and aspirations are considered and understood.

Collaborate & Empower
Partner with the community in each aspect of the decision-making.

Communicate Powered Action
District-decision making as a result of autonomous advocacy from the community.

Phase I Explained



Relationships, History, Healing, Needs Finding

Phase I of the CBSE design process includes activities to encourage **relationship building.** During this phase, project participants explore the **histories** that have shaped the current Black student and community experience in PPS schools. In addition, community engagement is framed through the lens of trauma informed community **healing** and project participants engage in a **needs** analysis of what the CBSE aims to accomplish on behalf of primary stakeholders.

Overall, we've hosted more than 30 design and engagement activities to date with a primary focus on **students and staff**.

Phase I Activities

September

On September 20, 2022, the PPS Board adopted a resolution that read in part: "The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS ... working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators."



Phase I Activities

October

Subsequently, in October, the Innovation Studio launched preliminary design research with students and staff to understand the current experiences in our schools. In Addition, we held a kickoff gathering at the Prophet Education Center for members of the CBSE working groups. This gathering served as the first interaction with peers as the project moved into the design phase.

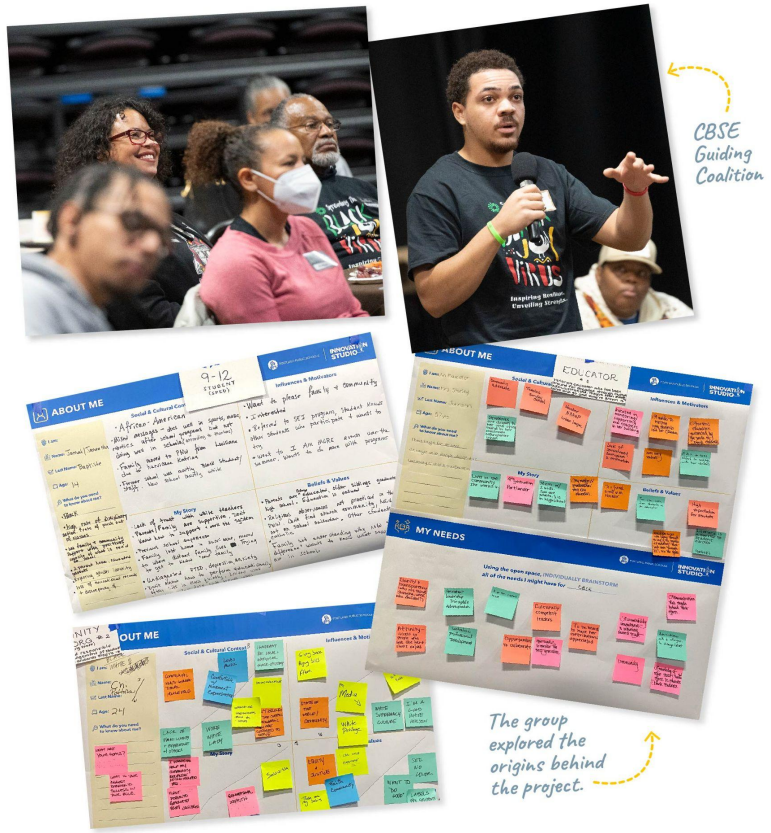


Phase I Activities

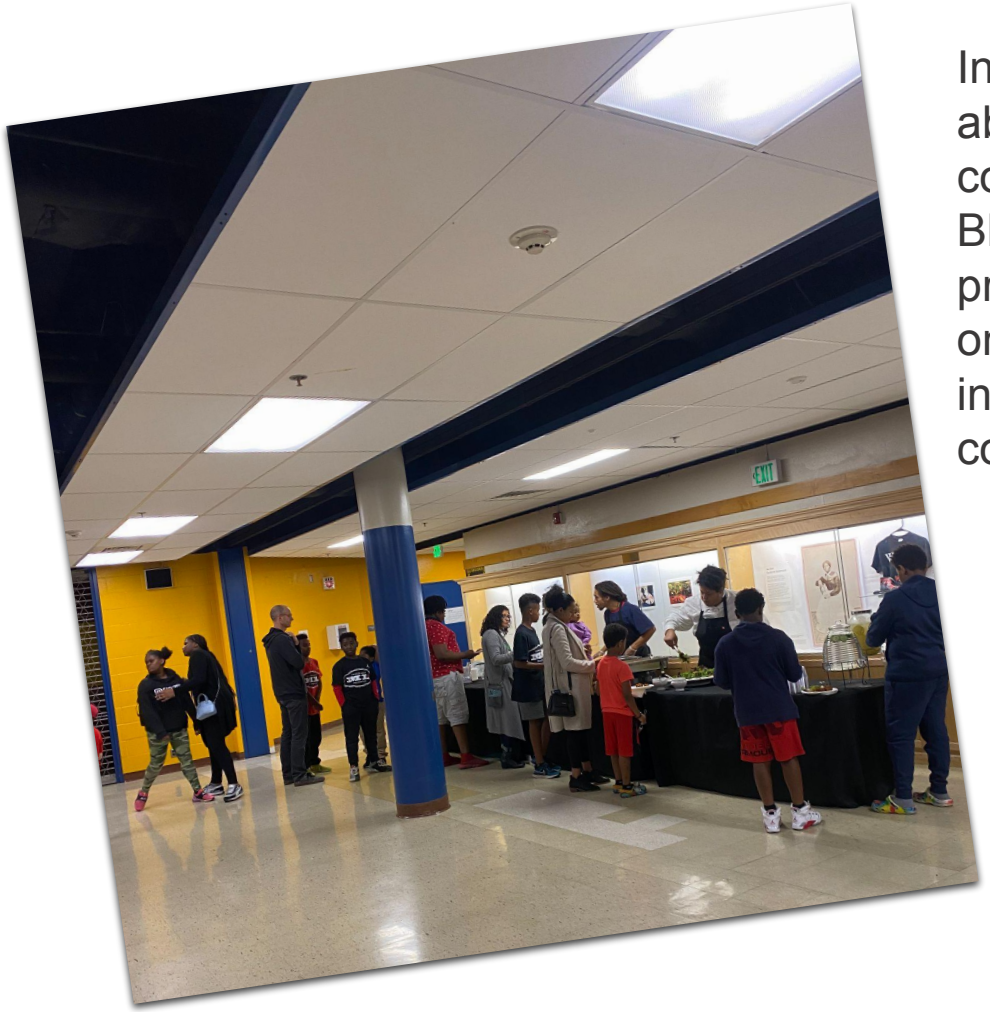
November

In November, one of those working groups, the CBSE Guiding Coalition, comprising leaders from Black-led organizations and leaders who are influencing change within the community, held its first session. The group explored the origins behind the project, discussed what current research says about the condition of Black students and families, and participated in collective storytelling.

The Design team also convened its first two meetings in November. This group of subject-matter experts and stakeholders with lived experience in the Black community is tasked with driving the planning and management of the development process, conducting design research, facilitating community engagement sessions, and helping to interpret key lessons from community discussions. During its first session, the Design team began the chartering process to establish the group's working relationship and take inventory of existing bodies of work that will influence the design process.



Phase I Activities



In addition to these gatherings, community members have been able to interact during a series of community gatherings, including a community dinner series, a Harriet Tubman Community night, and a Black Family night at King Elementary School – all in service of projects within the historic Albina neighborhood. These activities are only the beginning of a series of engagements that will collectively inform the development of the Center for Black Student excellence community plan.

Narratives from Design Research

When asked, “what do adults need to know about how to support you,” students said:

- “Just bear with me and don't give up on me.”
- “Be there for me when I need you.”
- “Understand me”
- “Patience”

When asked, “what is Black excellence,” community members:

- Described self actualization and a commitment to the community as the indicators of excellence.

When asked, “how will you know when you see it,” community members:

- Described a shift in body language, youth to youth interactions and youth to adult interactions. They described the confidence students would have in expressing their learnings and passions.

When asked, to what extent has your personal identity work contributed to your ability to connect with Black students, educators said:

- “Identifying as a fellow "village" member caring for these kids alongside parents.”

When asked, what additional support, coaching, or professional learning might support you to deepen your practice, educators said:

- “Trauma informed training”
- “Concrete classroom practices to support students in trauma. Less talk, more strategies!”

Looking Ahead: Phase II

Phase II: Inspiration and Ideation

During Phase II, project participants will learn from examples of people who are demonstrating Black excellence. This phase is intended to generate inspiration for Portland's Center for Black Student Excellence as the community begins to generate new and creative solutions to address Black Student Excellence.

Look out for a series of Learning Journeys and Engagement Events

- MLK Day Community Walk (1/14)
- Black Excellence Expo (TBA)

INNOVATION STUDIO

Portland Public Schools

RESOLUTION No. 6627

Resolution Authorizing Jefferson High School Modernization Comprehensive Plan

RECITALS

A. The Board of Education adopted resolutions 6153 and 6161 authorizing submission to the voters of Portland Public Schools (PPS) a general obligation bond that included the full modernization of Jefferson High School.

B. The election was duly and legally held on November 3, 2020 and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.

RESOLUTION

1. The Board of Education directs staff to utilize the Jefferson High School Comprehensive Planning Report (December 1, 2022) as a guide to construct the modernized Jefferson High School to an approximate size of 339,000 square feet.

2. The Office of School Modernization will return to the Board of Education with any major substantive changes to the Jefferson High School proposed space program.

PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222 / Fax: (503) 916-3253

Date: December 13, 2022

To: School Board

From: Dan Jung, Chief Operating Officer
Marina Cresswell, Senior Director, Office of School Modernization

Subject: Adoption of Jefferson HS Comprehensive Plan

BACKGROUND

Board Resolution 6153 referred the Jefferson High School Modernization project to voters as a part of the 2020 bond.

The Jefferson High School Modernization Project Team (Project Team) has worked with internal stakeholders, external stakeholders, a community Comprehensive Planning Committee and the internal Jefferson Steering Committee to develop a Comprehensive Plan in conformance with the Comprehensive High School Education Specifications and Design Guidelines & Standards.

RELATED POLICIES/BEST PRACTICES

The PPS Comprehensive High School Educational Specifications, along with information on current Jefferson High School programming, was used as the basis for programming of the modernized Jefferson High School.

In addition to using these documents as the foundation for the Jefferson program, the Project Team conducted a rigorous outreach and engagement effort over several months. The Project Team met with internal and external focus groups having over 600 stakeholder dícussions and developed a Comprehensive Plan report for Jefferson that presents the desired room requirements, the interrelationships of spaces, specific room requirements and square footages, and most importantly, represents the core educational values of PPS.

As part of the Jefferson High School Comprehensive Plan, the Project Team developed a detailed Area Program Summary that refines the PPS High School Ed Specs so that it meets the specific requirements for Jefferson High School.

ANALYSIS OF SITUATION

Jefferson High School serves over 600 students in Portland, Oregon. The current building was originally built in 1909 with multiple modifications and additions occurring through the 1960's.

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 was historically considered Portland's Black high school. The 14-acre site includes the original 1909 structure, later alterations and additions, track, fields, and parking. Approximately 300,000 SF, the school is bound by North Killingsworth to the North and North Humboldt Street to the South, and is bisected towards the south of the site by North Albina Street.

A Conceptual Master Planning effort was undertaken in late 2019 to help inform cost estimates for inclusion of the Jefferson High School Modernization project on the District's successful 2020 Bond measure. This effort was guided by a Conceptual Master Planning Committee (CMPC) that included parents, teachers, students and community stakeholders.

The Conceptual Master Planning work was guided by several key principles that developed over the course of early meetings: be a hub with access provided to its community; honor Jefferson's history as Portland's black high school and celebrate its future diversity; create a flexible and adaptable design; provide welcoming, safe, resilient and accessible facilities; offer a rich variety of educational opportunities and maintain strong partner programs; and provide essential outreach and engagement.

The preference from the CMPC was to maintain the existing 1909 structure as a distinct symbol of the history and culture of Jefferson as a long-standing institution that provides an architectural icon for the community. A new addition on the south side of the building would represent a new connection to Alberta Street and a community entry, tying the old and new building together through a main loop of circulation.

The Conceptual Master Plan established a concept that would deliver a modernized facility that meets PPS Design Standards, Guidelines and Educational Specifications (Ed Specs). Utilizing these guidelines and standards, the new JHS will provide facilities that compare equitably to the modernized high school facilities at Roosevelt, Franklin, Grant, McDaniel, and Lincoln.

FISCAL IMPACT

The total project budget identified in the 2020 Bond materials for the Jefferson High School Modernization project was $311,000,000.

The original budget allocation was established in early 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. Two independent cost estimates were obtained in November 2020. Based on these cost estimates and forecast data, the total proposed Comprehensive Plan Budget is $366,000,000.

Please see the attached Jefferson HS Comprehensive Plan Report for more detailed project cost information.

COMMUNITY ENGAGEMENT

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 for the design phase of the modernization project. 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 comprehensive plan of the modernization project. This committee toured Jefferson, as well as 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. CPC members were specifically chosen to represent as many stakeholder groups as possible, while reflecting the diverse make-up of Jefferson High School itself.

Uniquely, for this project a group of community design organizers (CDOs) was also invited to participate in the CPC work. These CDOs have deep roots in Jefferson's 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. CDOs had regular one-on-one conversations with members of their communities and participated in several small group discussions focused on specific community groups. Augmenting these individual conversations, small focus groups, and regular CPC meetings, a series of live streamed Town Hall meetings, representation at several community-wide events, two open houses, a community barbecue, a design justice workshop, and a community design workshop took place 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.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The original conceptual Jefferson High School Modernization project schedule for the 2020 Bond Draft Execution Plan targeted a comprehensive plan approval in March of 2022. The effects of the global COVID-19 pandemic, mentioned in the Fiscal Impact section above, have also affected the schedule for Jefferson High School project. Selection of the A/E team was completed in March 2022. We are submitting this Comprehensive Plan Report in December 2022.

If the proposed Comprehensive Plan is approved, building and site design will commence in January 2023 alongside a rigorous Design Advisory Group process and continued extended community outreach and engagement efforts. Construction will occur in two phases and is targeted to begin in the Summer of 2024 and to complete Phase 1 in the Summer of 2026 and phase 2 in the Summer of 2028. Due to the initial delays of the project, there are tight timelines for the design and construction. In order to provide the anticipated amount of time necessary for construction, design work must start in January 2023.

Please see the attached Comprehensive Plan Report for more detailed project schedule information.

BOARD OPTIONS WITH ANALYSIS

Staff requests approval of the proposed Jefferson High School Comprehensive Plan Resolution.

CONNECTION TO BOARD GOALS

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 Jefferson 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.

STAFF RECOMMENDATION

Staff requests approval of the proposed Jefferson High School Comprehensive Plan Resolution.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

A. Jefferson HS Comprehensive Plan Report
B. Jefferson HS Comprehensive Plan Board Presentation

JEFFERSON HIGH SCHOOL MODERNIZATION

Board of Education Meeting

Comprehensive Planning Phase Presentation

December 13, 2022

Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. 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 a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.



Land Acknowledgement and 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; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition 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 that truth into spaces so that we can begin to heal.



AGENDA

Community Engagement & Feedback

Recommended Concept

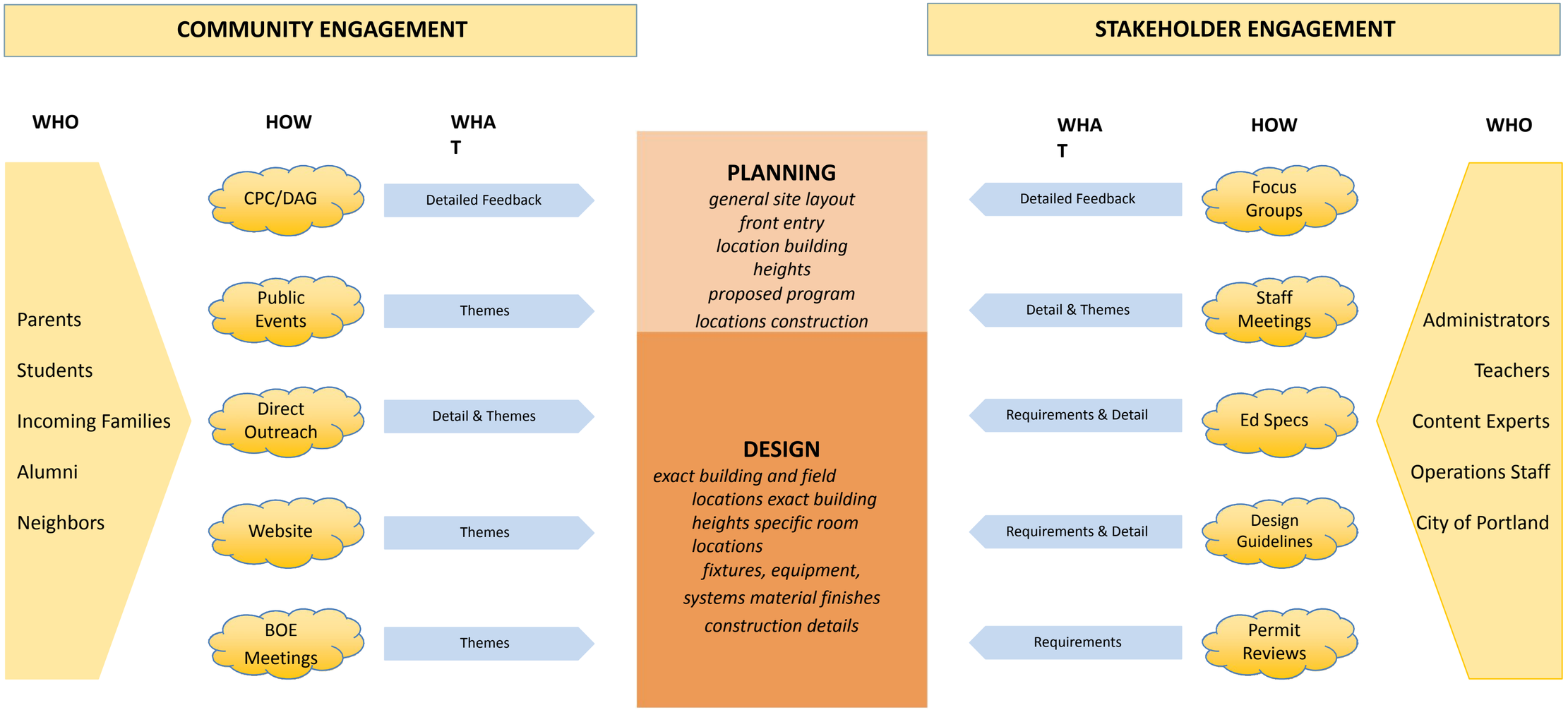
Project Program Compared to Education Specifications

Schedule

Total Projected Cost

Program Detail

ENGAGEMENT AND THE DESIGN PROCESS



BORA LEVER COLLOQATE PPS

KEY STAKEHOLDERS

JHS STAKEHOLDERS

Counselors

Jefferson Dancers

STAFF + FACULTY

PARTNERS

SPACE PROGRAM REVIEW

SEI
PCC
Latino Network

JHS Administration + Leadership

- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle

PPS STAKEHOLDERS

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reImagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards

OFFICE OF SCHOOL MODERNIZATION (OSM)

STEERING COMMITTEE

Bond Budget
Project Schedule

INNOVATION STUDIO

DISTRICT LEADERSHIP

BOND ACCOUNTABILITY COMMITTEE

Center for Black Student Excellence

- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

PPS Partners:
- Teen Parent Center
- Multnomah County Student Health Clinic

PUBLIC ENGAGEMENT

Town Halls
Open Houses
Community Design Workshop Climate Action Workshop

CPC

Building Tours: JHS McDaniels Lincoln

Open General Public

Leadership Class Redesign Workshop

Student Engagement

Beyond HS Workshop
Focus Groups

Interviews Video Log
Tabling
Focus Groups
Gatherings

JHS Community Events

Parent + Family

PTSA
Feeder School Events
Family Events

REGULATORY AGENCIES

LAND USE

HISTORIC LANDMARKS COMMISSION

Title 33 Planning and Zoning (Building height/setbacks) Building Code
Public right of way / ODOT
Land Use Type II Review
Piedmont Conservation District Community Design Guidelines Neighborhood Associations

BUREAU OF DEVELOPMENT SERVICES

BORA LEVER COLLOQATE PPS

MISSION STATEMENT AND GUIDING PRINCIPLES

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 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

- 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.

Heritage and Representation

- 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.

COMMUNITY ENGAGEMENT - DESIGN JUSTICE

Over 600 stakeholder discussions

Over 700 Comments

Priority users are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.

"Enrollment is dropping, there's rust in the water, kids can't drink it. I'm worried that enrollment isn't going to come back."

" [we] need better bathrooms that look better and have working locks in stalls"

There is nowhere other than the hallways to take breaks in. Would like a [student] lounge for breaks and mental health."

"(for the future) some type of public kitchenette like space would be so cool - more 1-person restrooms."

"Want a prayer room and a place dedicated to wudu (muslim pre-prayer wash) including a foot washing station. McDaniel has a flex room for this."

"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."

There are too many stairs, it's hard for kids who have asthma. Would like to have elevators or escalators.

"We're out of the game, it's not for us. What is our voice to them? You look around and you see everything, it's all new, why couldn't it be all new years ago when we were here? Its New now because it's for the new community [not us]"

I don't trust PPS to tear down and rebuild while preserving the history.

"I worked at Roosevelt over the summer, and there's a lot of hate going towards Jeff. So anything that we can say: Haters stop talking. We deserve the recognition. We love each other, we support each other, we're a community that cares for each other."

"As a kid, the 1909 building represented Jeff. We would come into the building through the historic entry every day."

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization


Cultural Significance Within Context of Displacement



Continued Demolition of Black Space is Traumatizing


Belief that Full Replacement is Predetermined

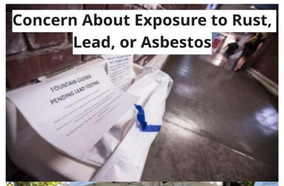

The Black Community Remains Rooted In This Place


Full Replacement Would Do Irreversible Damage


The Historic Buildings Anchor Cultural Connection

Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement


Distrusting Outcomes Due to Systemic Racism


Concern About Exposure to Rust, Lead, or Asbestos


Belief That Renovation Will Be Superficial



Concern of Jeff as Monument to White Supremacy

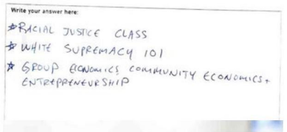

Belief That Renovation Will Not Provide Best Facilities Possible


Clarify That Renovation = Removal of Unsafe Conditions

Common Desires Across Both Scenarios


Jeff As a Cultural, Student, and Community Hub

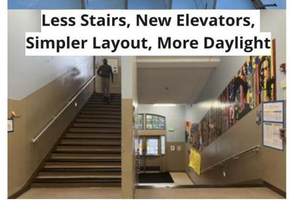
State-of-the-Art Facilities and Culturally Relevant Programs




Present and Future Health and Safety Concerns


Covered Outdoor Gathering for Students and Community

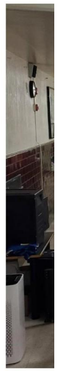

Revitalize Historic Programs and Increase Economic Opportunities

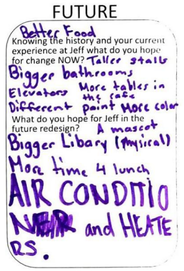

Less Stairs, New Elevators, Simpler Layout, More Daylight

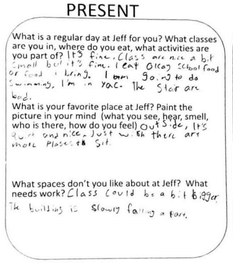
BORA LEVER COLLOQATE PPS

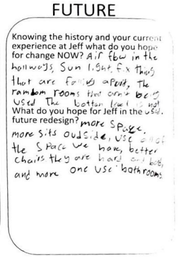
COMMUNITY ENGAGEMENT - WHAT WE'VE BEEN HEARING

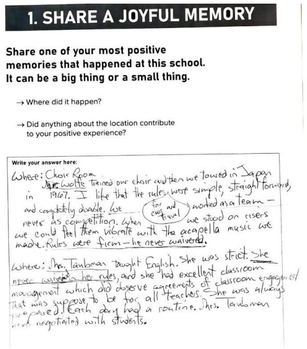


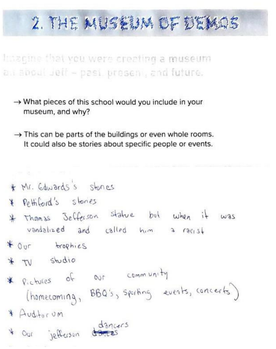


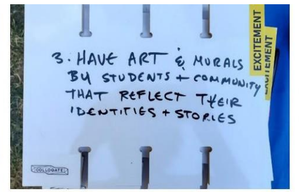


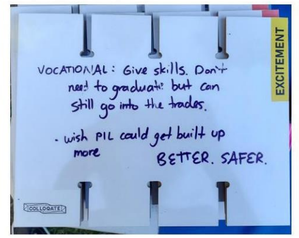


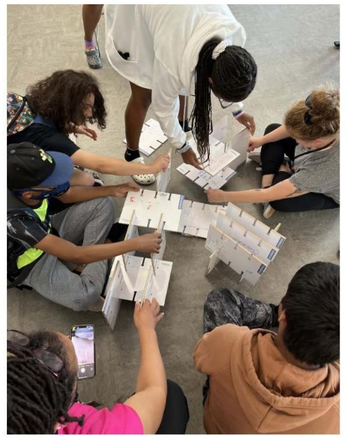












How do you think a high school could be a place that supports social and racial justice?

Programs that educate on the history of our country + disparities of the past.

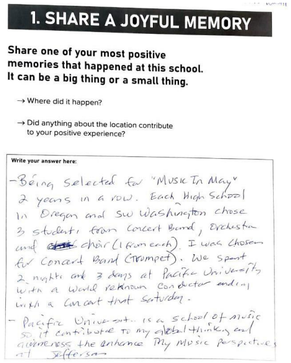
Stop the pipeline from high school to prison!

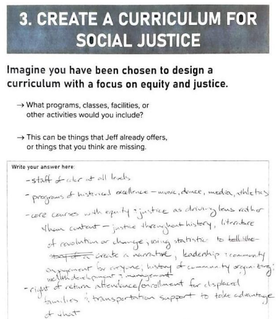
Certain clubs, or sessions or assemblys to talk about that stuff. Maybe inviting different movements. Or speakers.

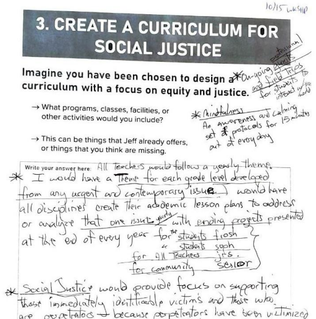
having required or more talked about seminars/assemblys about racial and social justice. Making more resources that students are directly informed about

-Any developing Target programs that equitably meet the needs of each students, esp those that don't have access to necessary resources.

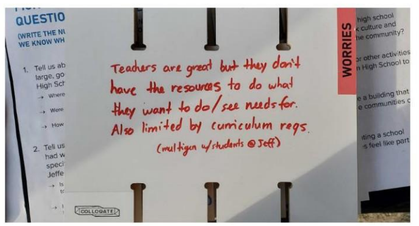
-HAVING BLACK TEACH

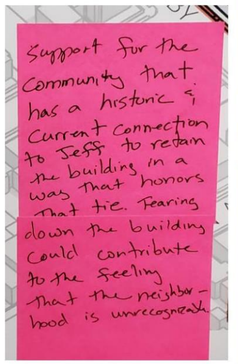


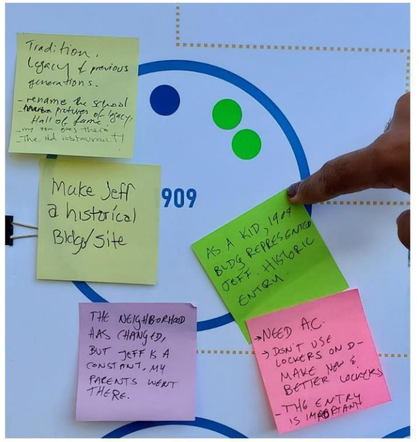


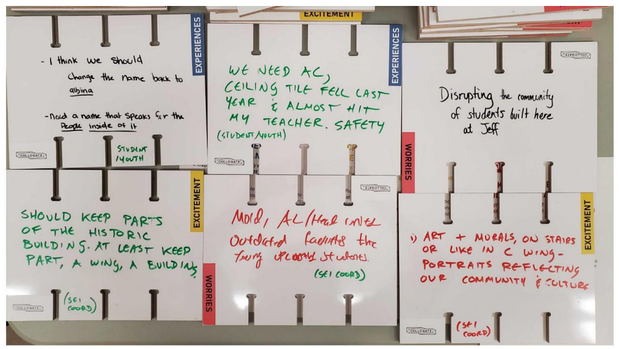


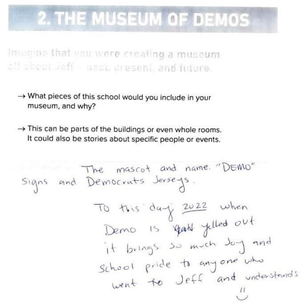








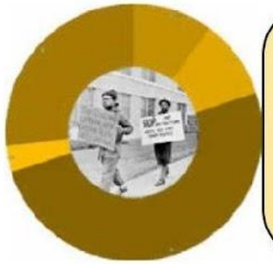




BORA LEVER COLLOQATE PPS

COMMUNITY ENGAGEMENT - NARRATIVE THEMES

Trust



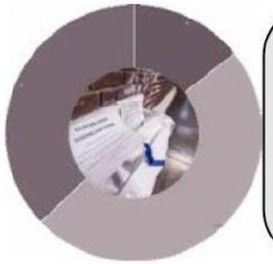
Recognizing the ways that BIPoC communities have been impacted by systematic racism, and how that has manifested within district policies, procedures, and spaces over many generations, it is important for this project team to understand why people feel mistrustful that this process will result in more just outcomes.

Identity, Culture, Belonging



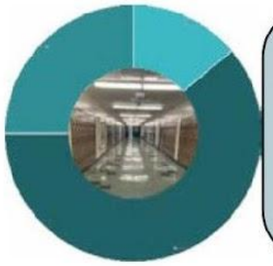
Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.

Safety, Security, Wellness



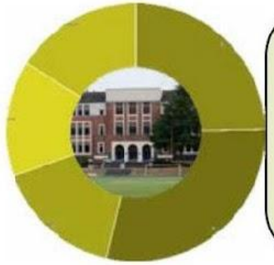
Safety consists of reducing incidents of physical and emotional harm including public health concerns such as COVID precautions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also addresses considerations around mental health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

Access



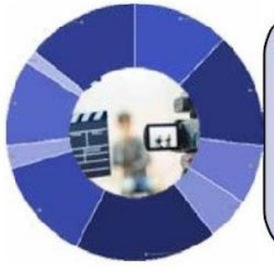
Accessibility is critical for diverse communities not limited to ADAAG (The Guide to Americans with Disabilities Act Accessibility Guidelines). This category refers to inclusive design for universal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding.

Flexibility, Change



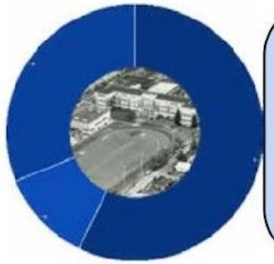
Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.

Resources



Schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment including 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



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.

+ RETAIN

Most of the stakeholders we engaged who support full replacement do so out of distrust that a renovation would bring existing buildings up to appropriate standards.

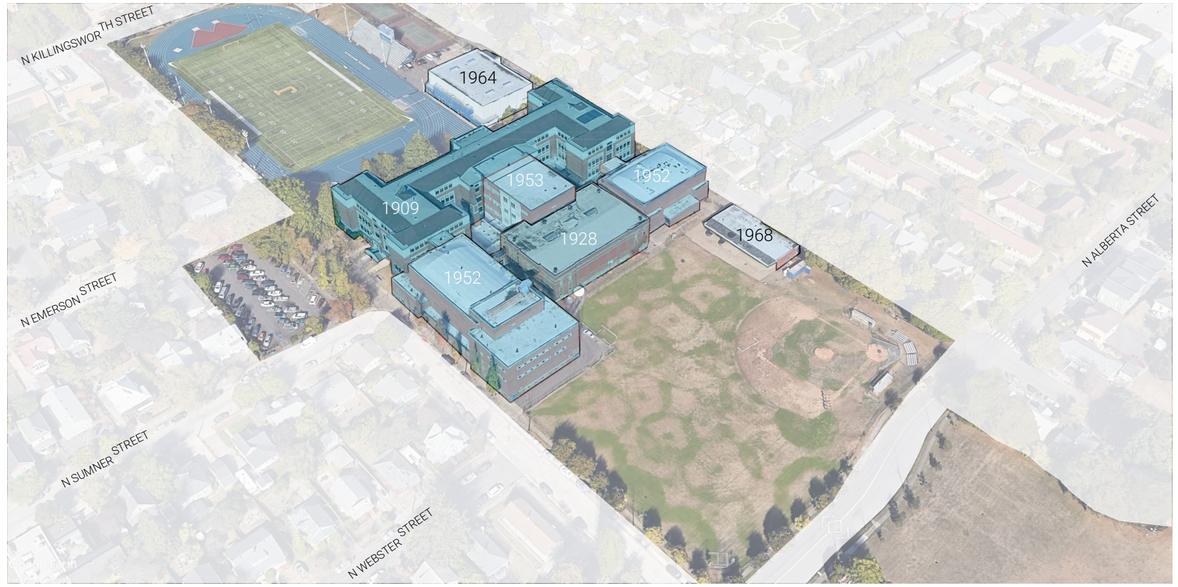
"The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades :)"

"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."**

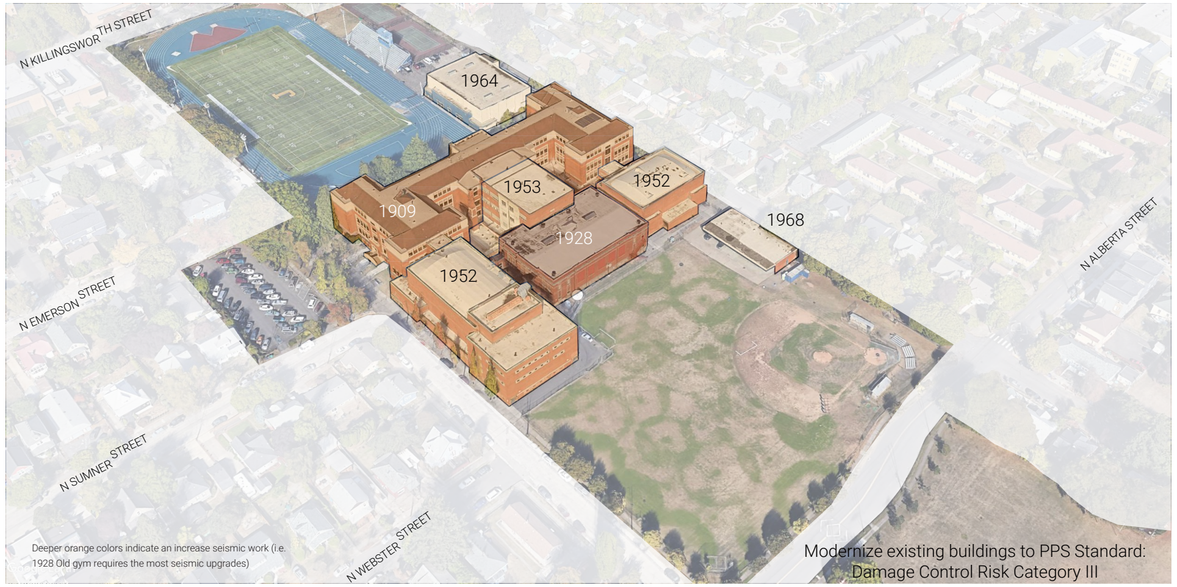
"Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don't let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the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

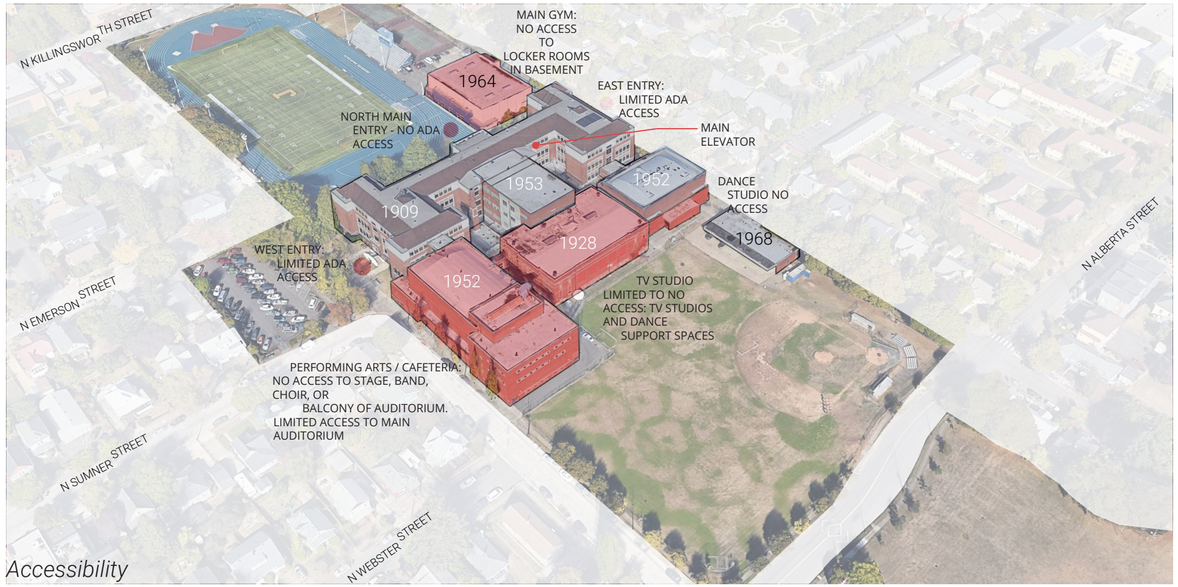
ANALYSIS OF EXISTING CONDITIONS



Building Additions



Seismic Risk



Accessibility

BORA LEVER COLLOQATE PPS

PLANNING DRIVING FACTORS

PPS REQUIREMENTS
HIGH LEVEL DRIVING FACTORS

THREE ATHLETIC VENUES:

TRACK + FIELD
1/2 PRACTICE FIELD
MULTIUSE SOUTH FIELD

MEET SQUARE FOOTAGE OF ED SPEC FOR HS

TRAVEL DISTANCES NOT LONGER THAN OTHER PPS MODERNIZATIONS

REFLECTS COMMUNITY FEEDBACK + INPUT

SIMPLEST PHASING POSSIBLE

ALL CONSTRUCTION COMPLETE BY **FALL 2028**

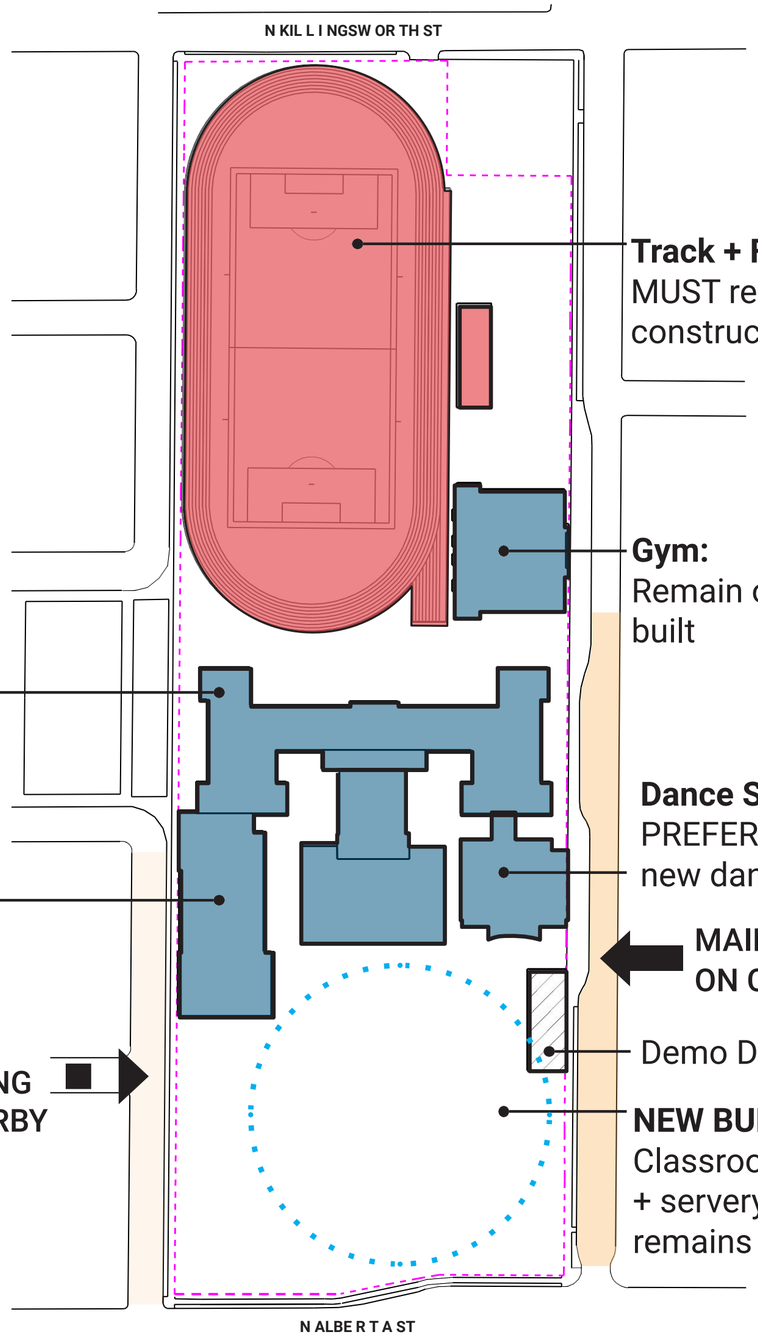
600 STUDENTS IN NEW CLASSROOMS BY **FALL 2026**

Students stay on site during construction.

BORA LEVER COLLOQATE PPS

PLANNING DRIVING FACTORS

PPS REQUIREMENTS
SPATIAL DRIVING FACTORS



Track + Field:
MUST remain in use throughout construction

Gym:
Remain open until new gym is built

Classrooms + Admin:
Minimize disruptions
PREFER without temporary portable classrooms

Dance Studios:
PREFER to remain open until new dance studios are built

Theater/Perf Arts + Servery
MUST remain open until new servery, theater and performing arts spaces are built

MAIN ENTRY ON COMMERCIAL

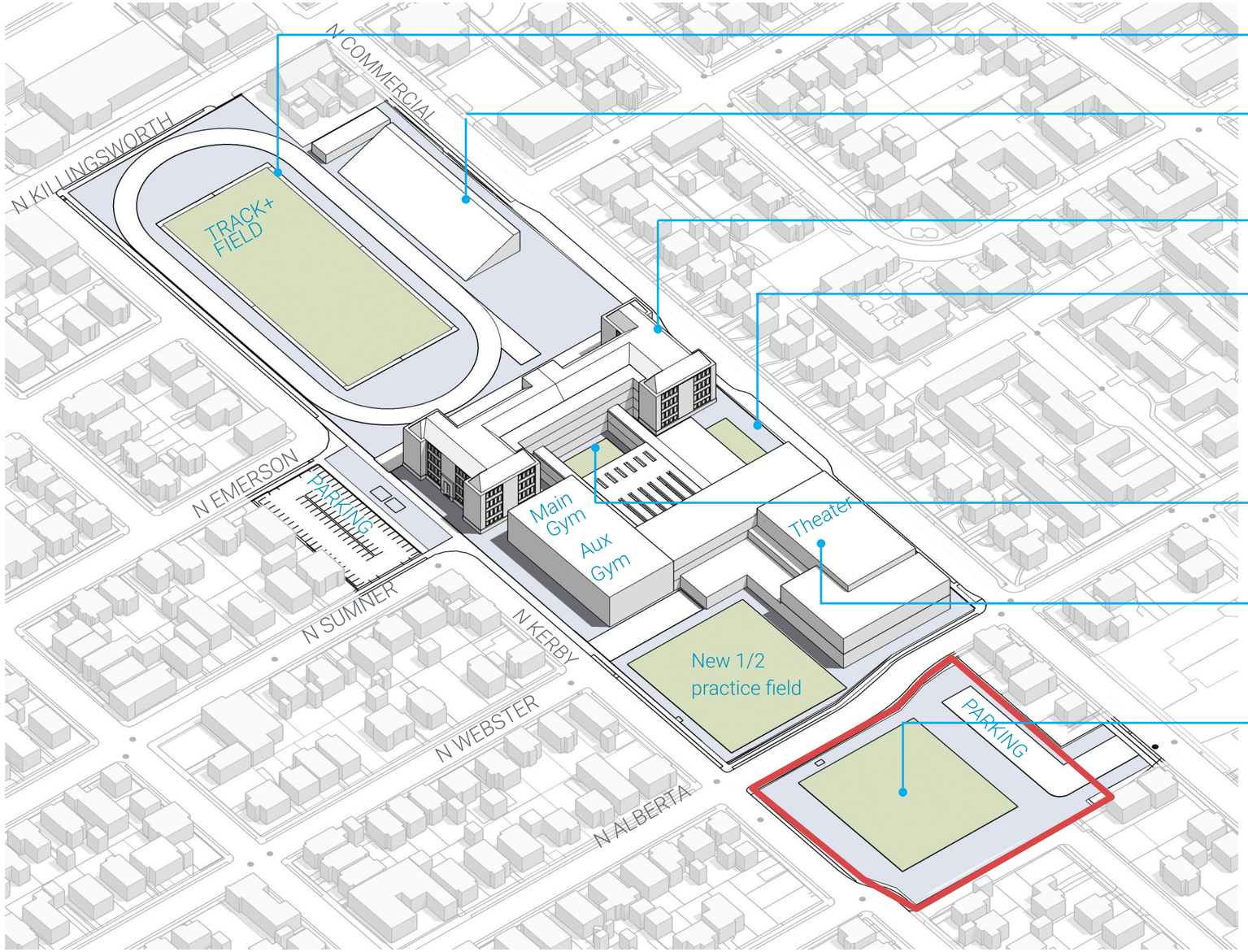
Demo Day 1

LOADING ON KERBY

NEW BUILD by FALL2026:
Classrooms for 600 students (~24 classrooms), admin + servery, performing arts/ theater while existing school remains open

BORA LEVER COLLOQATE PPS

CPC RECOMMENDATION: RETAIN 1909 + EXPANSION



Existing Track + Field retained

New stands and field house with parking

Fully Renovated 1909 Building

Main School Entry Plaza
along Commercial Avenue

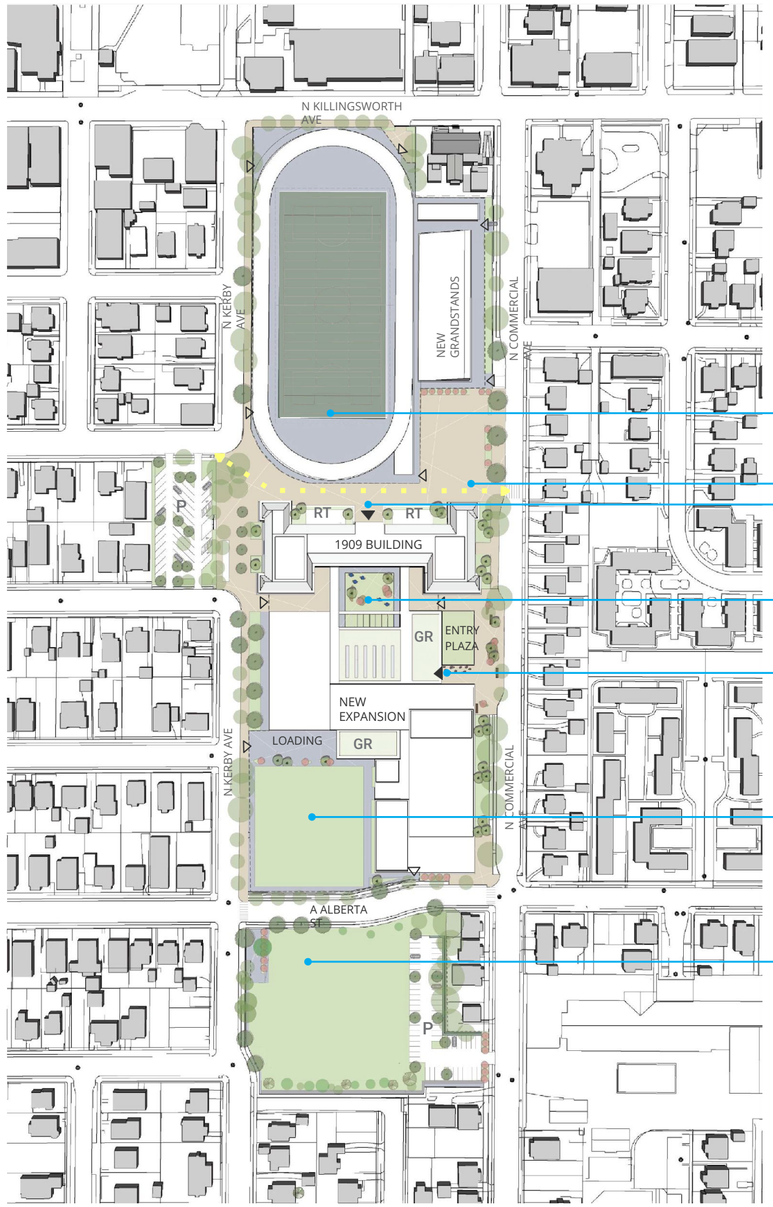
Central Courtyard

New Performing Arts Wing
New theater, dance studios are consolidated as a new complex with presence on Commercial

Multi-use field with parking / possible school garden

BORA LEVER COLLOQATE PPS

SITE DESIGN



Retain 1909 Landscape

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**

EXISTING FIELD TO REMAIN

CROSS-BLOCK WALK

EXISTING STAIR PROPOSED TO BE REMOVED FOR UNIVERSAL ACCESS. DESIGN IS PENDING.

COMMONS

MAIN ENTRY

PLAYFIELD 1

PLAYFIELD 2

BORA LEVER COLLOQATE PPS

RESPONSE TO DESIGN NARRATIVES FROM ENGAGEMENT WORK



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.

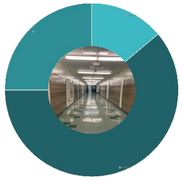


SAFETY

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.



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.

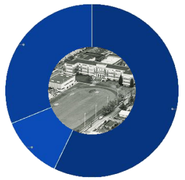
The Commons is centrally located to maximize use as social space for students during the school day, as well as school and community events.



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.



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.



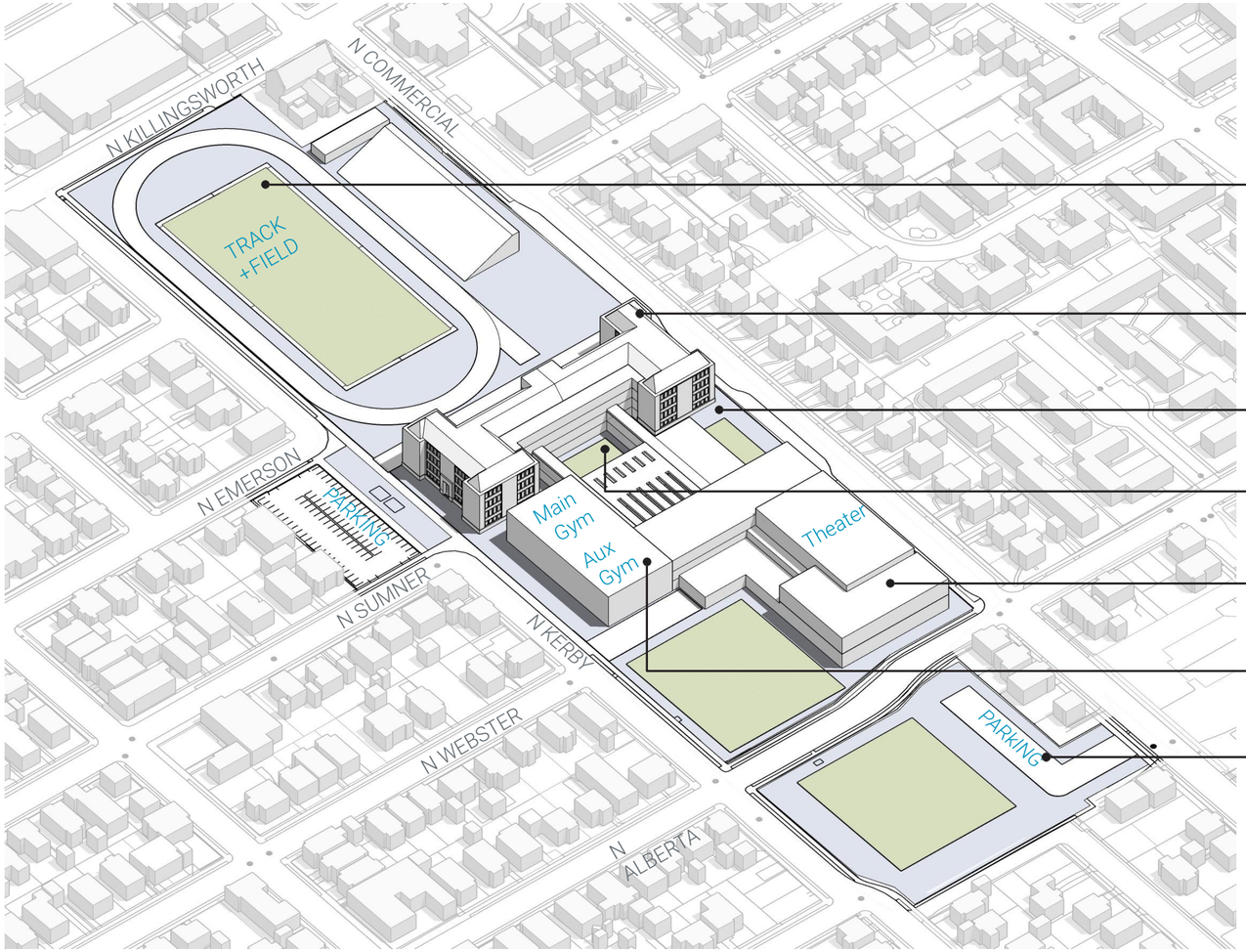
EMBRACING THE OUTDOORS

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.

BORA LEVER COLLOQATE PPS

RESPONSE TO DESIGN NARRATIVES FROM ENGAGEMENT WORK



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

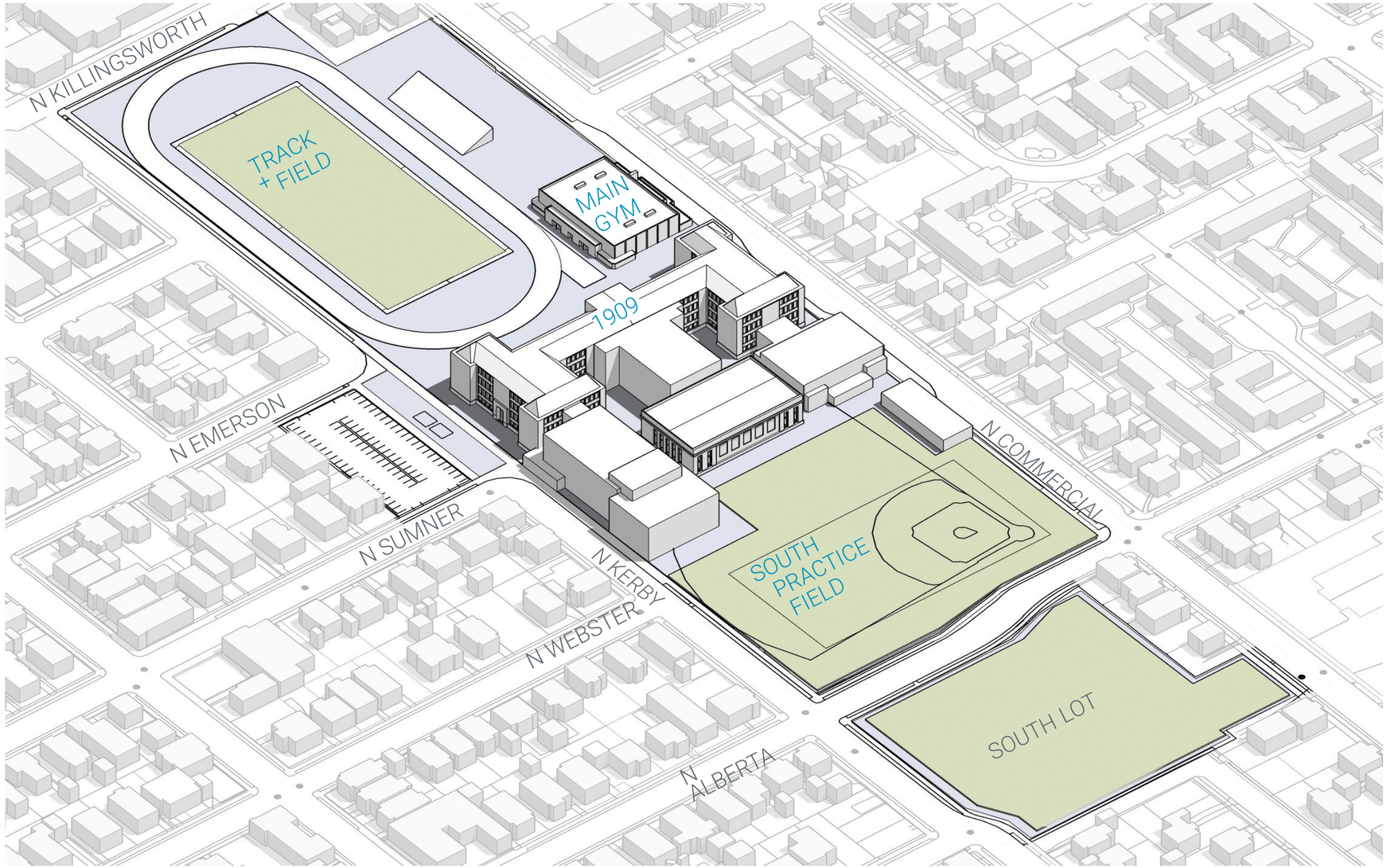
New state-of-the-Art athletic facilities

Additional parking reflect staff and student feedback

PHASING

Current

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

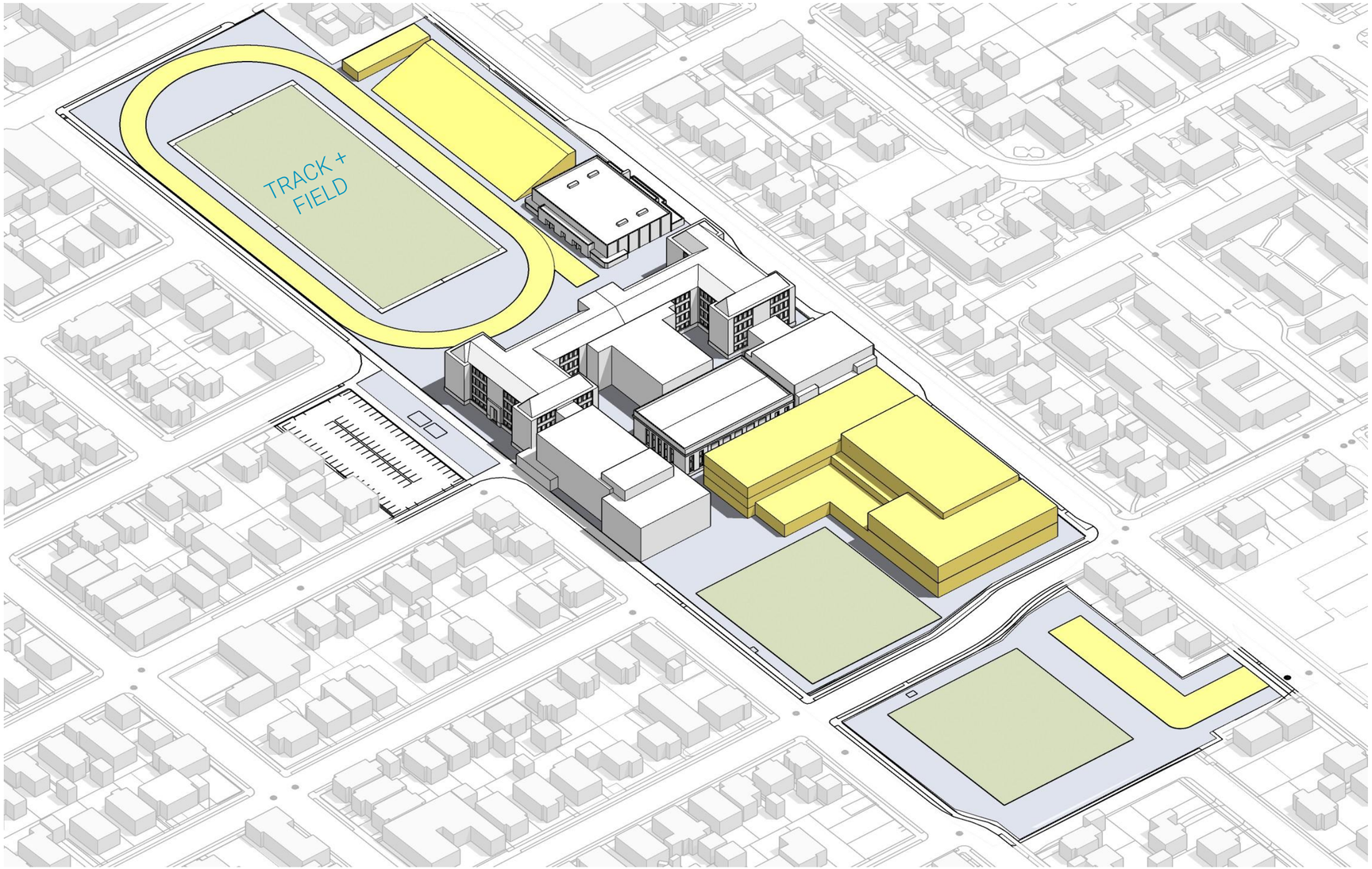


BORA LEVER COLLOQATE PPS

PHASING

Phase 1

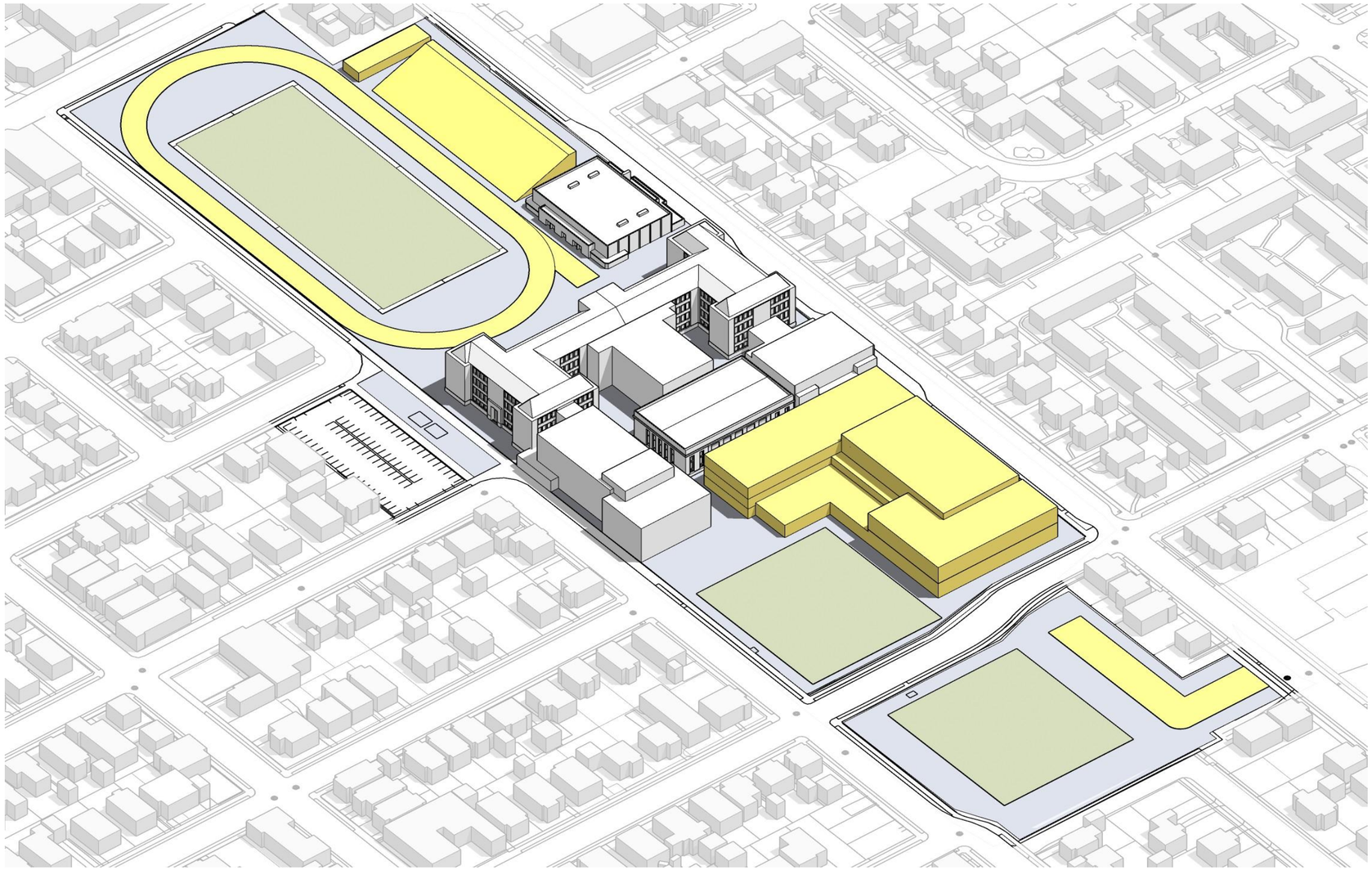
- Build new theater, performing arts spaces with 24 classrooms, servery, and admin
- Move into new wing by Fall 2026
- New grandstand/field house and updates to track + field.



PHASING

Phase 2

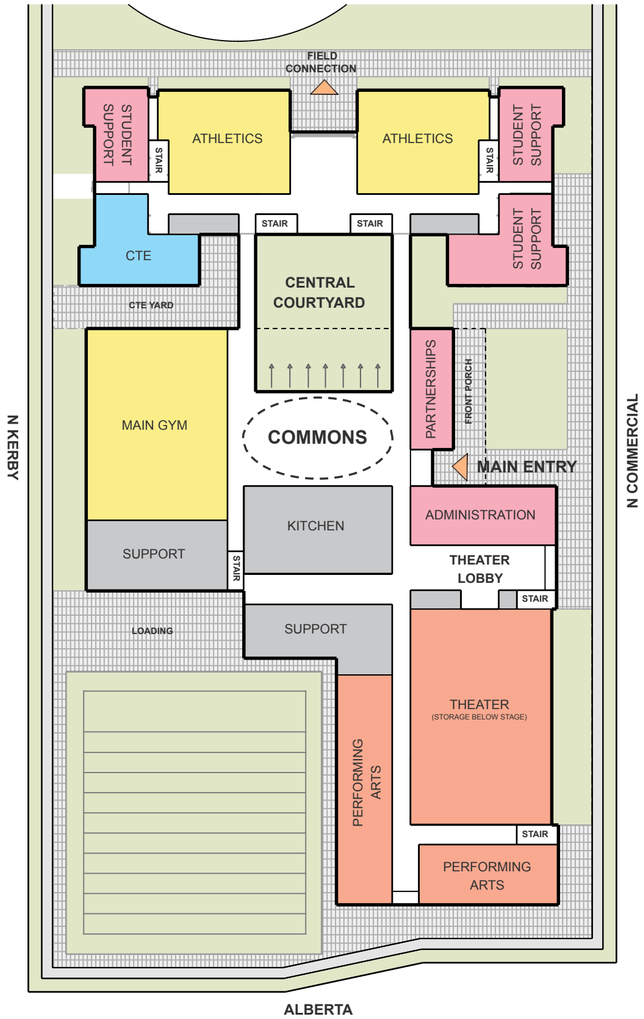
- Demolish existing theater, 1928, and aux gym/ dance studios
- Renovate 1909 and build rest of expansion with new gyms, commons, media center.



FLOOR PLANS

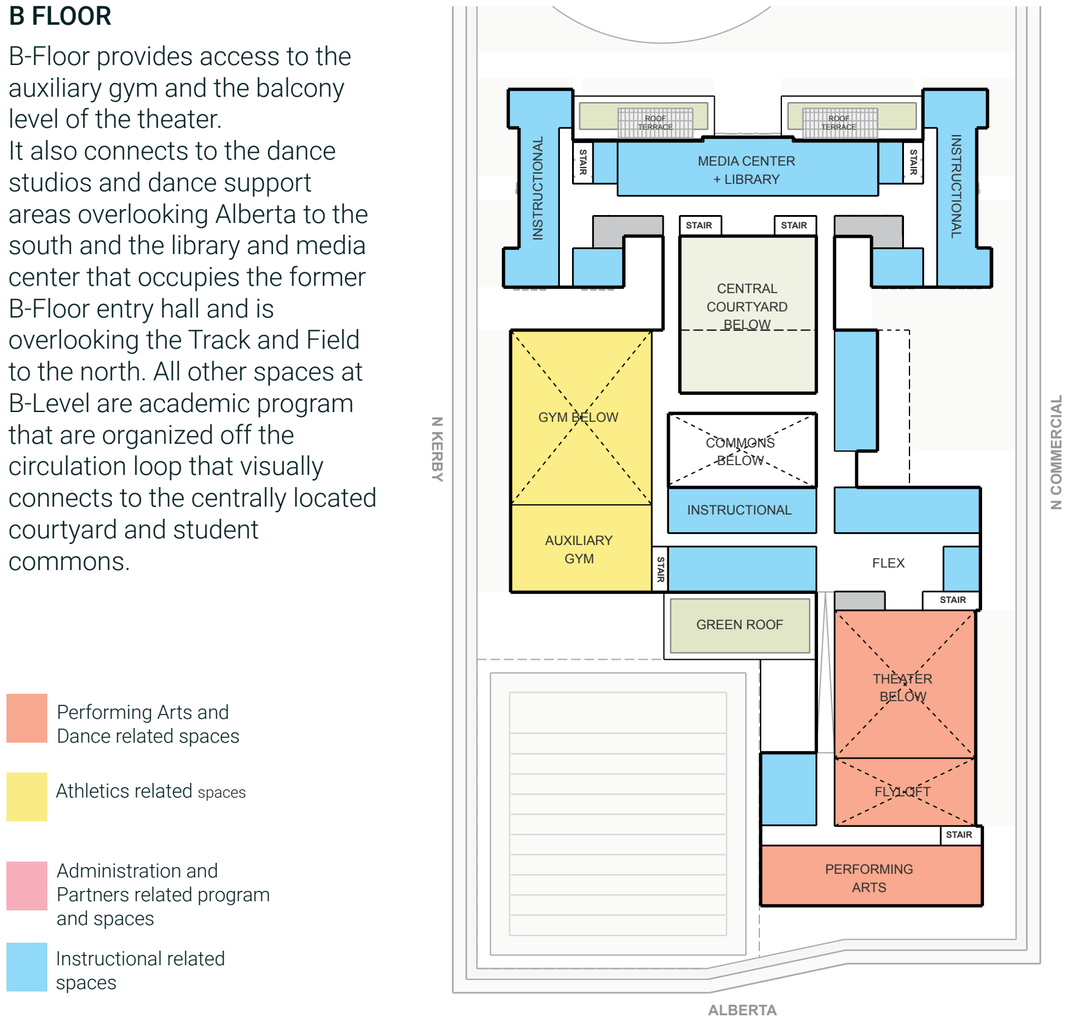
A FLOOR

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.



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.



Performing Arts and Dance related spaces

Athletics related spaces

Administration and Partners related program and spaces

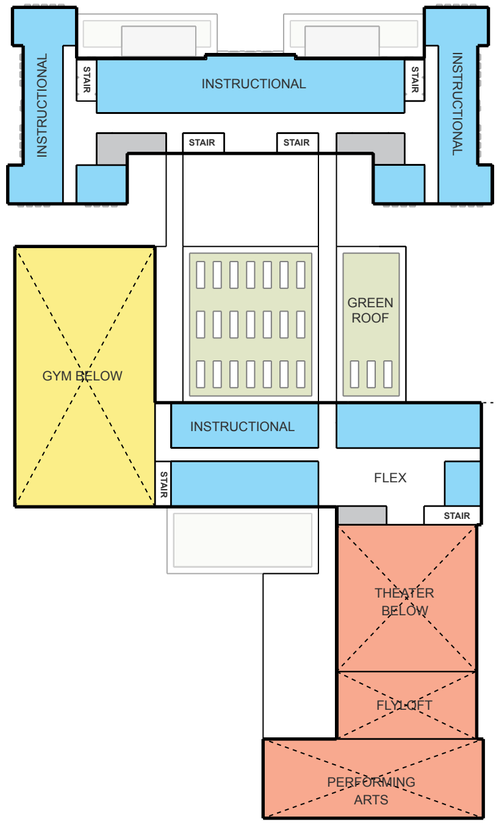
Instructional related spaces

BORA LEVER COLLOQATE PPS

FLOOR PLANS

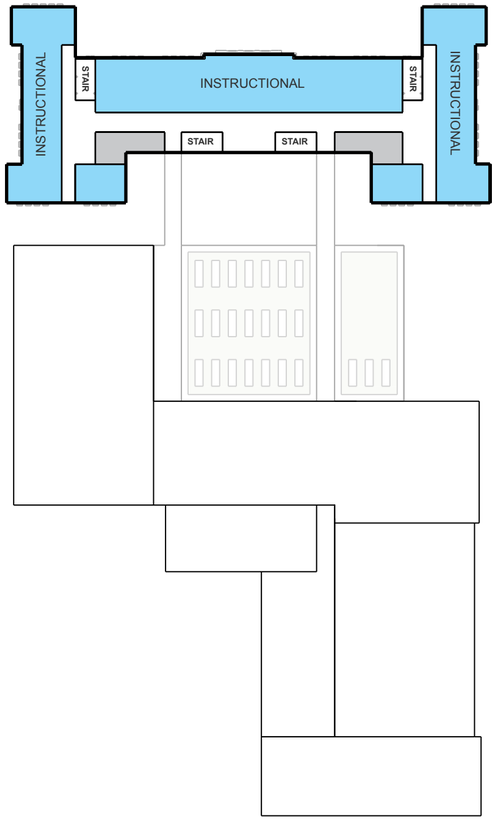
C FLOOR

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.



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.



- Performing Arts and Dance related spaces
- Athletics related spaces
- Administration and Partners related program and spaces
- Instructional related spaces

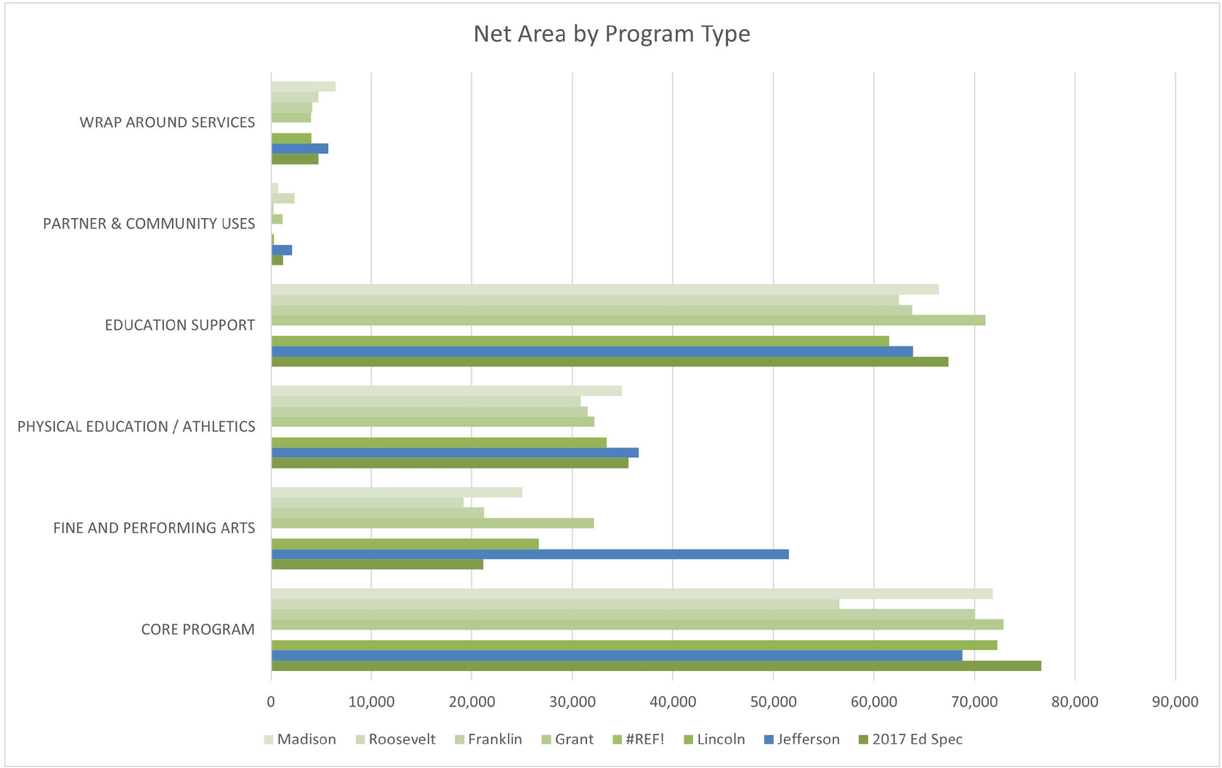
SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

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

JHS 2022 Phase 1 Program

	Recommended	
Quant.	SF Room	Total
38		40,960
11		17,480
9		52,980
4		7,800
3		36,580
2		64,830
0		0
67		***220,630***
		2,120
		5,530
		7,650
		0
		228,280
		82,181
		24,316
		334,777



Early programming work in the 2019 CNPC 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

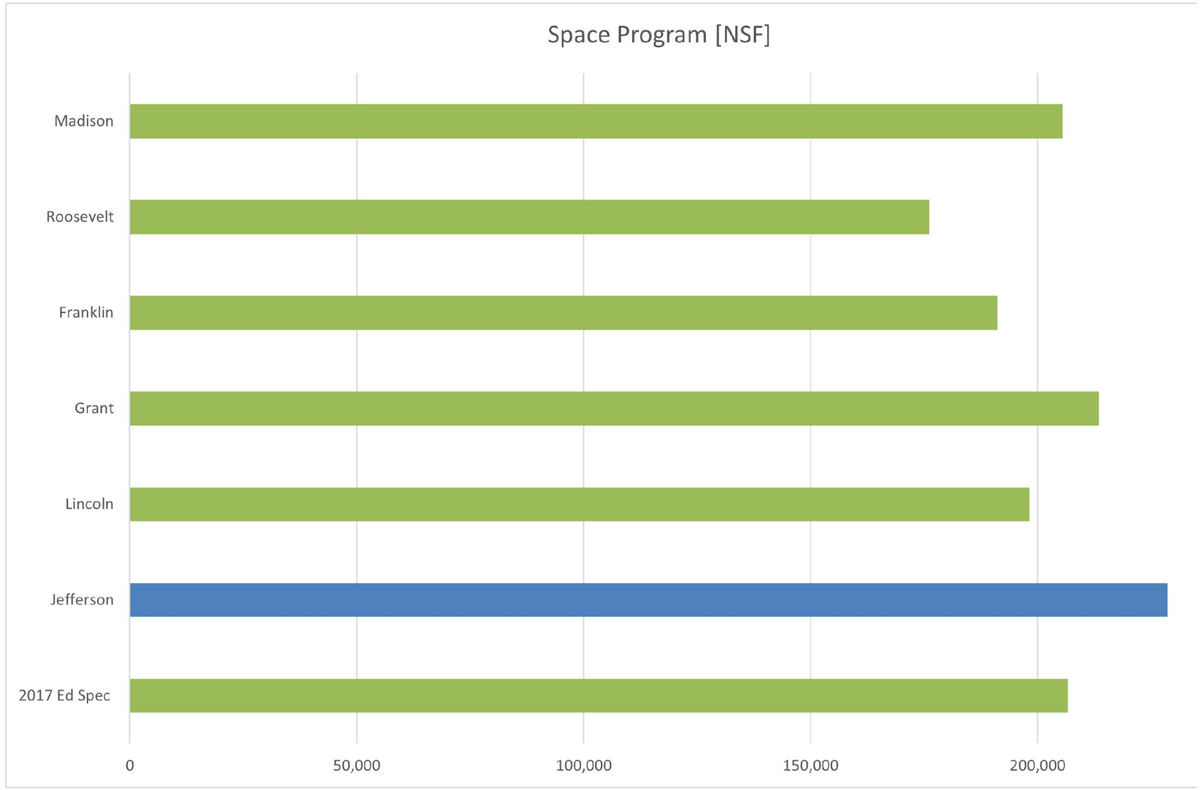
In 2019, the total proposed net square footage for these programs at JHS totaled 228,010 square feet.

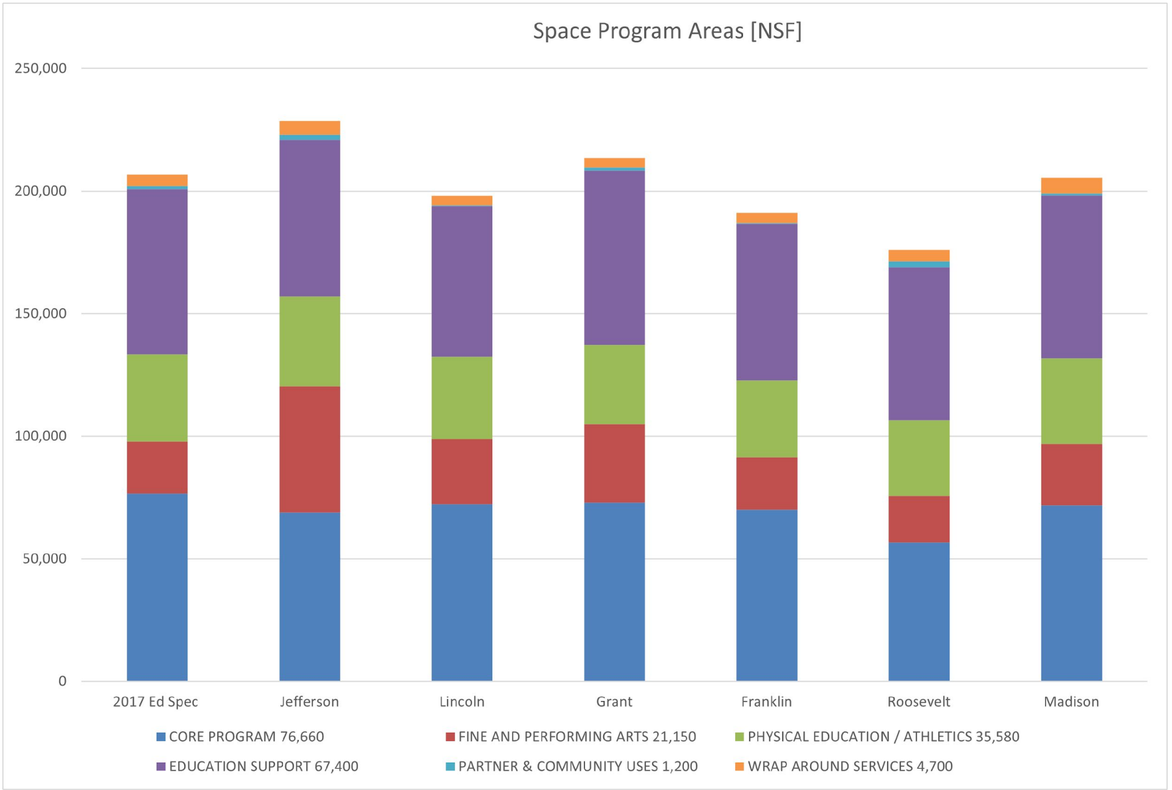
Programming meetings with various stakeholders have been ongoing since July 2022 and will continue into the Schematic Design and Design Development phases in 2023. These meetings have included District and JHS staff. Once the new Principal was available to meet, regular weekly meetings with Drake Shelton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

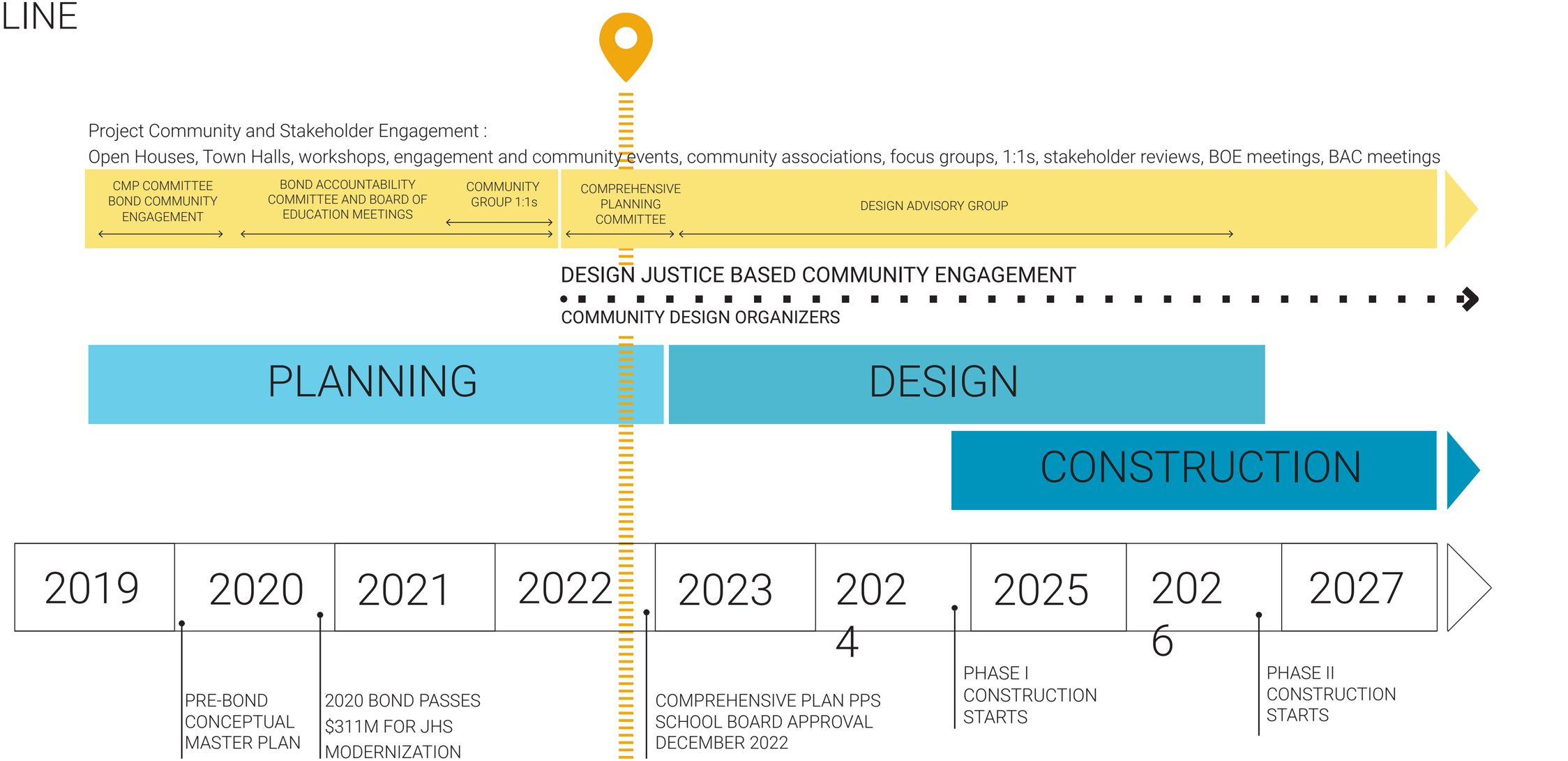
SPACE PROGRAM COMPARISON





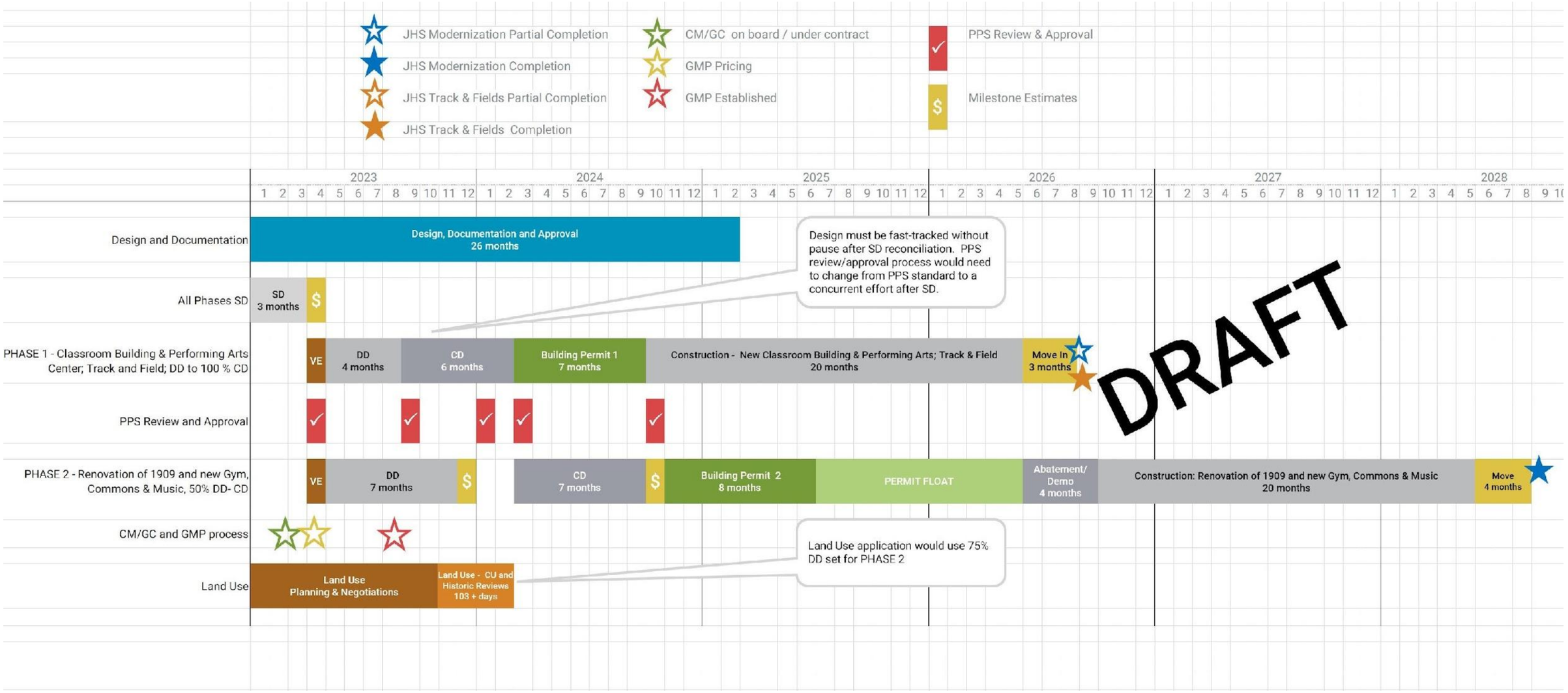
BORA LEVER COLLOQATE PPS

TIMELINE



BORA LEVER COLLOQATE PPS

DESIGN & CONSTRUCTION SCHEDULE



BORA LEVER COLLOQATE PPS

SCHEDULE

CURRENT PHASE	Comprehensive Planning	June - November 2022
	B of E Approval Process	December 2022
	Schematic Design	January - March 2023
	B of E Approval Process	April 2023
	Design Development	May - November 2023
	Construction Documents	September 2023 - September 2024
	Construction Phase 1	Summer 2024 - Summer 2026
	Move In Phase 1	**Summer 2026**
	Construction Phase 2	Summer 2026- Summer 2028
	Project Completion	**Summer 2028**

COST ESTIMATE

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 improvements, 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*	
TOTAL		**$366,000,000**

RLB CONSTRUCTION COST ESTIMATE

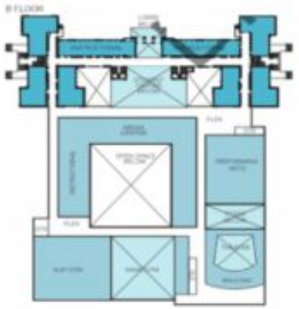
DESCRIPTION	$/SF	TOTAL COST
Foundations	21.65	7,239,676
Superstructure	88.51	29,598,085
Exterior Enclosure	63.84	21,348,930
Roofing	12.38	4,139,049
Interior Construction	45.65	15,264,780
Stairs	2.62	876,780
Interior Finishes	33.89	11,333,370
Conveying	2.31	772,800
Plumbing	22.70	7,591,635
HVAC	52.89	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**

BORA LEVER COLLOQATE PPS

COST BASIS: CONCEPTUAL MASTER PLAN TO COMPREHENSIVE PLAN



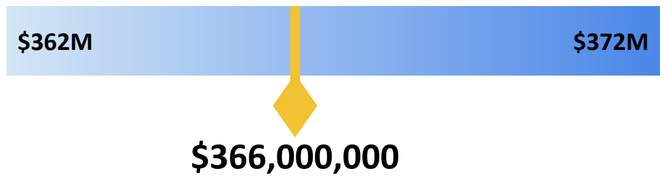


	Conceptual Master Plan February 2020	**Comprehensive Plan** November 2022	**COST IMPACT**
BUILDING SQUARE FOOTAGE	334,410	338,800	minor increase
ED SPECS	2017 HS Ed Specs (base) + Jeff	2017 HS Ed Specs (base) + Jeff	same
SEISMIC	I/O occupancy	I/O occupancy	same
SOFT COST ASSUMPTION	14% of Hard Cost	12% 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**

BORA LEVER COLLOQATE PPS

INFLATION UPDATE TO 2020 COST ASSUMPTIONS

	2020 BOND MEASURE	2022 INFLATION UPDATE COST ESTIMATOR 1	2022 INFLATION UPDATE COST ESTIMATOR 2
	February 2020	November 2022	November 2022
HARD COST	183,142,890	183,142,890	183,142,890
EST CONTINGENCY	0	0	0
SOFT COST	25,640,005	25,640,005	25,640,005
FFE	9,029,070	9,029,070	9,029,070
CONTINGENCY	32,671,795	32,671,795	32,671,795
SWING	INCL	INCL	INCL
INFLATION UPDATE TO TODAY'S COSTS	-	72,915,822	40,077,401
FUTURE ESCALATION	54,442,727	31,703,346	75,430,840
TOTAL	304,926,487	355,102,928	365,992,000
TOTAL - ROUNDED	**305,000,000**	**355,000,000**	**366,000,000**
SEISMIC ADD	6,000,000	7,000,000	6,000,000
TOTAL W/ SEISMIC	**311,000,000**	**362,000,000**	**372,000,000**



FUNDING

BUDGET

COMPREHENSIVE PLAN COST ESTIMATE	**$366,000,000**	

FUNDING

2020 BOND: JEFFERSON HS MODERNIZATION	$311,000,000	*already set aside in 2020 Bond Measure*
2020 BOND: 2020 PROGRAM CONTINGENCY	$ 55,000,000	*see below for additional information*
	$366,000,000	

Purpose of Bond Program Contingency:

- Purpose of bond program contingency is **to cover unexpected costs related to the bond projects and administration**
- 2020 Bond Program:
  - MPG and Jefferson are only modernization projects to be constructed
  - Other uses of contingency funds could be administrative needs or new projects as covered by scope of bond measure language

2020 Program Contingency

Current balance	$ 97,553,481
Set aside to complete Harrison Park conversion	- $ 11,425,000
Available for Jefferson and MPG	**$ 86,128,481***

** Does not include premiums from future bond issuances or future interest earnings*

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

SUMMARY	Recommended		Pref / Opp		
Recommended / Preferred / Optional					
AREA	Quant.	SF Room	Quant.	SF Room	Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS					
General Education (Gen-Ed) Classrooms	41				53,180
Science Labs	11				17,480
Fine & Performing Arts (Drama, Theater)	4				21,150
Career Preparation/CTE [3]	3				6,000
Athletics (incudes area for P.E. instruction)	3				35,580
Education Support [4]	2				67,400
SPED					
ELL	0				0
Sub-Total Recommended Teaching Stati	***64***				***200,790***
Community Partners [5]					1,200
Wrap-Around Service Providers [5]					4,700
Sub-Total					***5,900***
PPS District Uses					***0***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA					***206,690***
Net to Gross Ratio of 36% [6]					***74,408***
					24,316
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED					***281,098***
CORE PROGRAM [7]					
Career Preparation | CTE [8]					
Classrooms	TBD per site				4,800
Specialized classrooms/labs					
Digital Design Classroom					
Recording Suite / journalism					
Health Sciences Teaching Lab					
Health Sciences Storage / Support					
Product Design					
Communications					
Shop					
Culinary Arts					
Robotics					
Maker Space	1	1,200			1,200
Sub-Total Career Prep | CTE					***6,000***

JHS 2022 Phase 1 Program	Recommended		
	Quant.	SF Room	Total
	38		40,960
	11		17,480
	9		52,980
	4		7,800
	3		36,580
	2		64,830
	0		0
	67		***220,630***
			2,120
			5,530
			7,650
			0
			228,280
			82,181
			24,316
			334,777
	1	1,200	1,200
	1		600
	1		1,500
			300
			0
			0
	1	3,000	3,000
	0	1,600	0
	0	2,500	0
	1	1,200	1,200
	4		***7,800***

CTE / Computer
CTE / Computer
CTE
Computer
CTE

PPS Comprehensive High School(s) Area Program

SUMMARY	Recommended		Pref / Opp		
Recommended / Preferred / Optional					
AREA	Quant.	SF Room	Quant.	SF Room	Total
General Education Classrooms - Core Program Recommendations [9,10,11,12]					
English	***11***	980			10,780
Math	***8***	980			7,840
Social Studies	***8***	980			7,840
Health	***2***	980			1,960
World Language	***6***	980			5,880
Electives [13]	***6***	980			5,880
Sub-Total Gen Ed Classrooms	***41***				***40,180***
Specialized Classrooms - Core Program Recommendations					
Science Lab	***11***	1,500			16,500
Chemical Storage	1	180			180
Prep Rooms	4	200			800
Electives	0	980			0
Sub-Total Specialized Classrooms	***11***				***17,480***
Smaller Instructional Spaces [14]			10	500	
Flexible Learning Areas [14]			8	1,000	
Sub-Total Preferred					
Sub-Total Optional					
Sub-Total Optional				13,000	
Sub-Total Recommended Classrooms					***63,660***
SUB-TOTAL RECOMMENDED: CORE PROGRAM+ FLEXIBLE LEARNING + SMALL					***76,660***
FINE & PERFORMING ARTS					
Fine & Visual Arts					
Art Room (2D)	***1***	1,200	1	1,700	1,200
Art Room (3D)	***1***	1,500	1	1,700	1,500
Art Room (Photography Classroom)					
Photography Darkroom					
Gallery/Display					
Kiln Room	***1***	100			100
Supply /Storage	***1***	160			160
Art Office(s)	1	120			120
Sub-Total Fine & Visual Arts					***3,080***
Band/Orchestra [24, 27]					
Band Room	***1***	2,200	1	2,400	2,200
Large Instrument Storage Room	1	250			250
Instrument Storage					
Music Library & Uniform Storage [25]	1	200			200
Music Library					
Uniform and Robe Storage [shared]					
Small Equipment Storage	1	200			200
Large Practice Rooms/Music Lab	1	300	2	300	300

JHS 2022 Phase 1 Program	Recommended		
	Quant.	SF Room	Total
	11	920	10,120
	8	920	7,360
	8	920	7,360
	2	920	1,840
	6	920	5,520
	3	920	2,760
	38		***34,960***
	11	1,500	16,500
	1	180	180
	4	200	800
	0	980	0
	11		***17,480***
	8	500	4,000
	4	500	2,000
			66,540
			66,540
	1	1,200	1,200
	1	1,500	1,500
	1	920	920
	1	800	800
	1	500	500
	1	200	200
	1	160	160
	1	120	120
			5,400
	1	2,200	2,200
	1	250	250
	1	300	300
	0	200	0
	1	450	450
	1	500	500
	1	200	200
	2	300	600

CTE / Computer

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

JHS 2022 Phase 1 Program

SUMMARY									CTE / Computer
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	
Small Practice Rooms	2	100	3	100	200	3	100	300	
Band/Choir Office [28]	1	120			120	1	120	120	
Sub-Total Band/Orchestra					***3,470***			***4,920***	
Choir [24,27]									
Choir Room			1	1,500		***1***	1,500	1,500	
Equipment & Robe Storage			1	200	0	***0***	200	0	
Sub-Total Choir					***0***			***1,500***	
Sub-Total Preferred				6,700					
Sub-Total Optional				1,700					
SUB-TOTAL RECOMMENDED FINE & PERFORMING					***6,550***			***11,820***	
FINE & PERFORMING ARTS									
Theater/Dance [26]									
Dance Program									
Private Office						2	120	240	
Open Office						1	920	920	
Conference Room						1	300	300	
Commons/events lobby						1	1,000	1,000	
Sewing / Costume Design Classroom						1	920	920	
Dye Station						1	100	100	
Costume Storage						1	2,000	2,000	
Props storage						1	500	500	
Tap Floor storage						1	150	150	
General Storage						1	300	300	
Theater (500 seat)	1	5,000	1	6,000	5,000	1	9,045	9,045	
Theater balcony						1	4,455	4,455	
Orchestra Pit	1	500			500	1	500	500	
Stage	1	3,500			3,500	1	5,100	5,100	
Drama Classroom/Black Box	***1***	1,600	1	2,600	1,600	***1***	1,600	1,600	
Dance Studio	NA					2	3,700	7,400	
Dance Studio seating						1	250	250	
Multi-Purpose Production Area [29]	NA		1	1,500		0	1,500	0	
Laundry	1	150			150	1	250	250	
Control Room	1	200			200	1	200	200	
Sound Room	1	100			100	1	100	100	
Office	1	70			70	1	70	70	
Box Office/Tickets [29]	1	100			100	1	100	100	
Concession Stand [30]	1	100	1	200	100	1	100	100	
Scene Shop	1	1,500			1,500	1	1,500	1,500	
Equipment Storage	1	120			120	1	120	120	
Lighting Storage	1	100			100	1	100	100	
Dance Program Support Space / Storage	NA					0	6,000	0	
Costume Storage	1	400			400	1	400	400	
Make-up Room	1	400			400	1	400	400	
Boy's Dressing	1	250			250	4	250	1,000	
Girl's Dressing	1	250			250	4	250	1,000	
Girl's Toilet	1	130			130	4	130	520	
Boy's Toilet	1	130			130	4	130	520	
Green Room			1	400					
Sub-Total Preferred				8,800					
Sub-Total Optional				1,900					
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS Theater/Dance					***14,600***			***41,160***	

PPS Comprehensive High School(s) Area Program

JHS 2022 Phase 1 Program

SUMMARY									CTE / Computer
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	
PHYSICAL EDUCATION/ATHLETICS									
Gym (large; two teaching stations) [31]	**1**	13,000	1	14,676	13,000	**1**	13,000	13,000	
Mat/Wrestling/Dance [32]	1	2,750	1	3,500	2,750	0	2,750	0	
Mat Room						1	2,750	2,750	
Weight Room/Aerobics/Spinning	**1**	2,500	1	3,000	2,500	**1**	2,500	2,500	
Office/Toilet/Shower/Lockers	1	300			300	1	300	300	
Office/Toilet/Shower/Lockers	1	300			300	1	300	300	
Boy's Locker Room/Shower [33]	1	1,900			1,900	1	1,900	1,900	
Girl's Locker Room/Shower [33]	1	1,900			1,900	1	1,900	1,900	
Multi-purpose Toilet/Shower	1	150			150	1	150	150	
PE Storage	2	200			400	2	200	400	
Training Room	1	580			580	1	580	580	
School Team Room	1	800	1	800	800	1	800	800	
Athletic Storage - Large	1	1,000			1,000	1	1,000	1,000	
Athletic Storage - Small	1	500			500	1	500	500	
Concessions [34]	1	100	1	200	100	1	100	100	
Laundry Room	1	200			200	1	200	200	
Uniform/Equipment Storage	1	1,000			1,000	1	1,000	1,000	
Gym (auxiliary - practice)	1	5,700	1	7,500	5,700	1	5,700	5,700	
Auxiliary gym bleachers	1	1,000			1,000	1	1,000	1,000	
Auxiliary gym storage	1	500			500	1	500	500	
Field Equipment Storage [35]	1	1,000			1,000	1	2,000	2,000	
Sub-Total Preferred				28,876					
Sub-Total Optional				800					
SUB-TOTAL REQUIRED PHYSICAL EDUCATION/ATHLETICS					***35,580***			***36,580***	

BORA LEVER COLLOQATE PPS

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

JHS 2022 Phase 1 Program

SUMMARY

Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			CTE / Computer
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	
EDUCATION SUPPORT									
Administration									
Reception/Lobby	1	400			400	1	400	400	
Waiting Areas	1	100			100	1	100	100	
Principal's Office	1	200			200	1	200	200	
Principal's Secretary	1	125			125	1	125	125	
Vice Principal's Office	2	150			300	2	150	300	
Vice Principal's Secretary	2	120			240	2	120	240	
Dean of Students	1	120			120	1	120	120	
Teacher Planning/Collaboration Area			10	980	0	8	920	7,360	
Attendance	1	120			120	1	120	120	
Bookkeeper	1	120			120	1	120	120	
Resource Officer/Campus Monitor [37]	1	200			200	1	200	200	
Camera Monitors [37]	1	100			100	1	100	100	
Restrooms	2	60			120	2	60	120	
Records Storage	1	200			200	1	200	200	
Office Storage	1	125			125	1	125	125	
Business Manager	1	120			120	1	120	120	
Health Office	1	120			120	1	120	120	
Sick Room	1	150	2	150	150	1	150	150	
Sick Toilet	1	100			100	1	100	100	
Student Support/Mediation Office	1	700			700	1	700	700	
Student Support/Mediation Support	1	300			300	1	300	300	
Workroom/Mail/Delivery Process Center	1	300			300	1	300	300	
Staff Room	1	400			400	1	400	400	
Conference Rooms	2	150			300	2	150	300	
Parent Volunteers/Family Resource/PTA/Boosters/Alumni Room	1	500			500	2	1,000	2,000	
CTE Storage						1	300	300	
Sub-Total Optional				10,100					
Sub-Total Administration					***5,460***			***14,620***	
Sub-Total Admonition + Teacher Planning/Collaboration Areas [36]					***15,260***			***14,620***	
Counseling/Career									
Counseling Offices	5	120			600	5	120	600	
Counseling Secretary/Waiting	1	400			400	1	400	400	
Drug/Alcohol Counselor Office	1	125			125	1	125	125	
Conference Room (large)	1	240			240	1	240	240	
Conference Room (medium)	1	150			150	1	150	150	
Career Center	1	700	1	980	700	1	700	700	
Career Center Office	1	120			120	1	120	120	
Career Counselor	1	100			100	1	100	100	
Secure Records Storage	1	180			180	1	180	180	
Restroom	2	60			120	2	60	120	
Sub-Total Counseling/Career					***2,735***			***2,735***	

PPS Comprehensive High School(s) Area Program

JHS 2022 Phase 1 Program

SUMMARY

Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			CTE / Computer
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	
EDUCATION SUPPORT									
Student Activities									
Athletic Director	1	150			150	1	150	150	
AD Support Staff	1	120			120	1	120	120	
Sub-Total Student Activities					***270***			***270***	
Technology Access [38]									
Computer Lab (dedicated)	4	1,100			4,400	0	1,100	0	Computer
Computer Lab (non-specialized)	1	1,100			1,100	1	1,100	1,100	Computer
Sub-Total Student Testing					**5,500**			**1,100**	
Special Education (SPED)									
Sensory Support Room	1	900			900	1	900	900	
Learning Resource Center	3	900			2,700	3	900	2,700	
Low Intensity Classroom (includes kitchen)	2	600			1,200	2	600	1,200	
Storage	1	100			100	1	100	100	
Reception	1	100			100	1	100	100	
Conference	1	120			120	1	120	120	
Office(s)	1	100			100	1	100	100	
Special Needs Toilet	1	200			200	1	200	200	
Speech Pathologist offices	2	120			240	2	120	240	
Psychologist Offices	2	120			240	2	120	240	
Sub-Total SPED					***5,900***			***5,900***	
Emerging Language Learning (ELL)									
Emergent Bi-Lingual Classroom [40]	***1***	800			800	***1***	800	800	
Sub-Total ELL									
Student Center									
Student Center/Commons: One lunch @ 600 students	1	7,800			7,800	1	7,800	7,800	
Student Store						1	300	300	
Main Servery	1	1,700	1	1,800	1,700	1	1,700	1,700	
Food Prep/Kitchen	1	1,500			1,500	1	1,500	1,500	
Dish Washing	1	200			200	1	200	200	
Dry Storage/Cart Storage	1	500			500	1	500	500	
Cooler	1	200			200	1	200	200	
Freezer	1	200			200	1	200	200	
Office	1	120			120	1	120	120	
Staff Lockers/Dressing Rooms	1	150			150	1	150	150	
Table Storage	1	250			250	1	250	250	
Sub-Total Student Center				1,800	***12,620***			***12,920***	

BORA LEVER COLLOQATE PPS

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program | **JHS 2022 Phase 1 Program**

SUMMARY	Recommended		Pref / Opp			Recommended			CTE / Computer
Recommended / Preferred / Optional									
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	
EDUCATION SUPPORT									
Media Center/Library [41]									
Library	1	8,000	1	4,500	8,000	1	4,500	4,500	
Office	2	120			240	2	120	240	
Workroom	1	200			200	1	200	200	
Text Storage	1	750			750	1	750	750	
Collaboration Space	1	400			400	1	400	400	
Multi-use Rooms	3	150			450	3	150	450	
Small Study Rooms						3	120	360	
IT Repair/Tech Coordinator	1	180			180	1	400	400	
Library Classroom			1	980		1	920	920	Computer
Sub-Total Media Center				980	***10,220***			***8,220***	
Student Space									
Student Government Room/Office [42]	1	200			200	1	200	200	
Sub-Total Student Space					***200***			***200***	
Custodial									
Custodial Office	1	250			250	1	250	250	
Custodial staff office								300	
Custodial staff shower room and lockers								400	
Custodial laundry								150	
Building furniture storage								1,500	
Custodial Rooms	10	100			1,000	10	100	1,650	
Building Storage	1	2,000			2,000	1	2,000	2,000	
Material Storage	1	500			500	1	500	1,500	
Flammable Storage	1	100			100	1	100	150	
Sub-Total Custodial					***3,850***			***7,900***	
EDUCATION SUPPORT									
Miscellaneous									
Lobby	1	2,000			2,000	1	2,000	2,000	
Student Lockers [43]	850	1			850	850	1	850	
Student Toilets	12	250			3,000	12	250	3,000	
Gender Neutral Toilet [44]	1	60	1	64	60	1	60	60	
Gender Neutral Shower	1	100			100	1	100	100	
Lactation Room						1	120	120	
Boiler Room	1	2,000			2,000	1	2,000	2,000	
MDF	1	180			180	1	180	180	
IDF	5	80			400	5	80	400	
Main Electrical Room	1	240			240	1	240	240	
Sub Electrical Room	5	75			375	5	75	375	
Restroom (teacher planning/collaboration areas)	10	70			700	10	70	700	
Riser Room	1	60			60	1	60	60	
Elevator Room	1	80			80	1	80	80	
Mechanical Fan Rooms [45]			1	2,000					
Corridors [46]	Variable					Variable			
Sub-Total Miscellaneous					***10,045***			***10,165***	
Sub-Total Preferred Educational Support				1,864					
Sub-Total Optional Educational Support				3,830					
SUB-TOTAL RECOMMENDED EDUCATIONAL SUPPORT					***67,400***			***64,830***	

PPS Comprehensive High School(s) Area Program | **JHS 2022 Phase 1 Program**

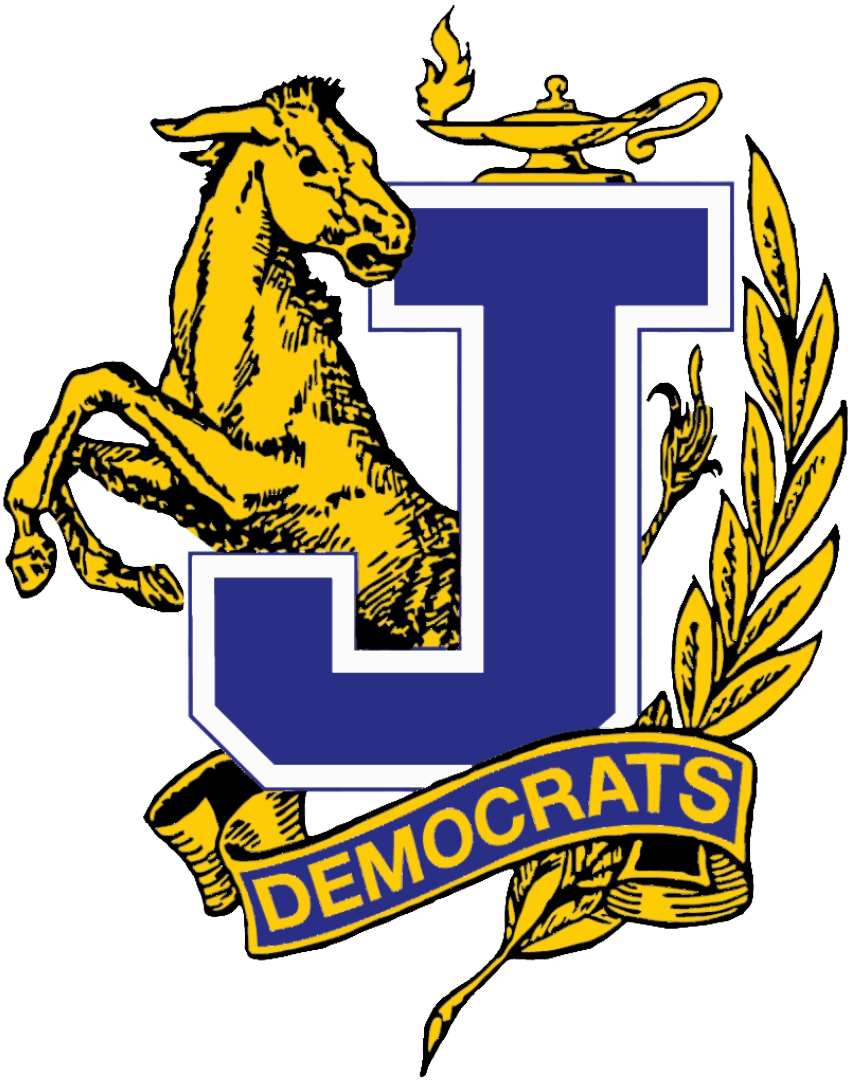
SUMMARY	Recommended		Pref / Opp			Recommended			CTE / Computer
Recommended / Preferred / Optional									
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	
PARTNER & COMMUNITY USES [47]									
Partner Program Office			1	150					
Pantry			1	200					
SEI Inc									
SEI Homebase / Coordinator Workstations						0	920	0	
SEI Storage						4	80	320	
Study Room						4	100	400	
Community space with kitchenette						1	250	200	
Latino Network						0	920	0	
Clothing/Food Closet	1	1,200	1	2,000	1,200	1	1,200	1,200	
After School Instruction [48]			4	500					
Sub-Total Preferred				2,000					
Sub-Total Optional Educational Support				850					
SUB-TOTAL COMMUNITY & PARTNER USES					**1,200**			**2,120**	
WRAP AROUND SERVICE PROVIDERS [48]									
Health Clinic	1	1,600			1,600				
Reception						1	165	165	
Waiting						1	500	500	
Office						2	120	240	
Office, Service Provider [shared]						1	160	160	
Conference/Break						1	165	165	
Lab						1	160	160	
Restroom						1	80	80	
Exam Room						2	110	220	
Exam Room, accessbile/bariatric						1	130	130	
Hall						1	225	225	
Sub-Total Health Clinic						12		***2,045***	
Teen Parent Services									
Infant Room [49]	1	500	1	50	500	1	500	500	
Breastfeeding Room			1	50		1	65	65	
Toddler Room	1	500			500	1	500	500	
Crawler Room	1	500			500	1	500	500	
Toilet	1	50			50	1	50	80	
Toddler toilet room						1	90	90	
Changing Area	1	50			50	1	50	50	
Nap Area	1	200			200	1	200	200	
Storage/Kitchen	1	300			300	1	300	300	
Office						1	200	200	
Sub-Total Teen Parent Services					***2,100***	10		***2,485***	
Office Space Social Service Providers (Includes SUN, STEP UP an			5	200		1	200	200	
Classroom(s)	2	500			1,000	2	500	1,000	
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS					***4,700***			***5,530***	

BORA LEVER COLLOQATE PPS

COMMENTS

BORA

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.

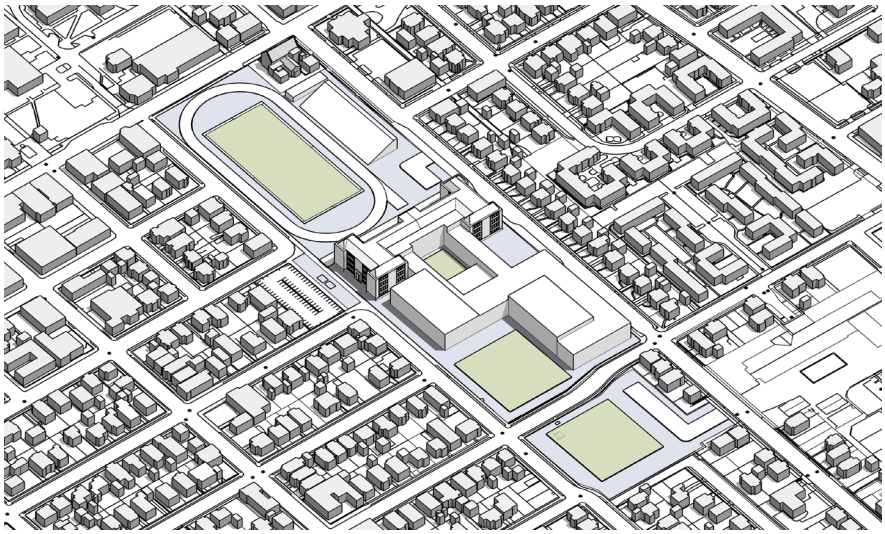
ED SPEC PROGRAM

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:

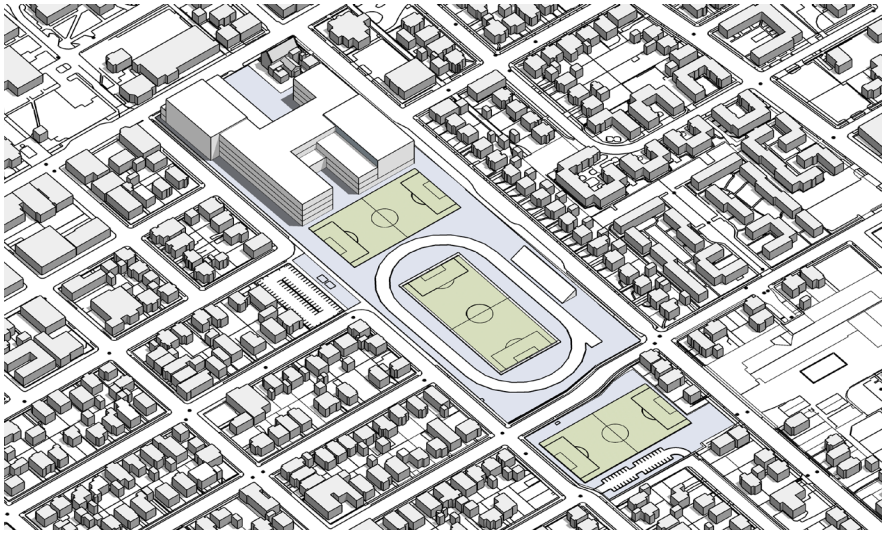
- A 1000 seat theater, a black box theater, and large dance studios, one of which will be equipped for small recitals
- Specialized spaces for career technical education and hands on learning, and a maker space
- Art classrooms, a photography classroom, and a darkroom, and a gallery space for fine art
- 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

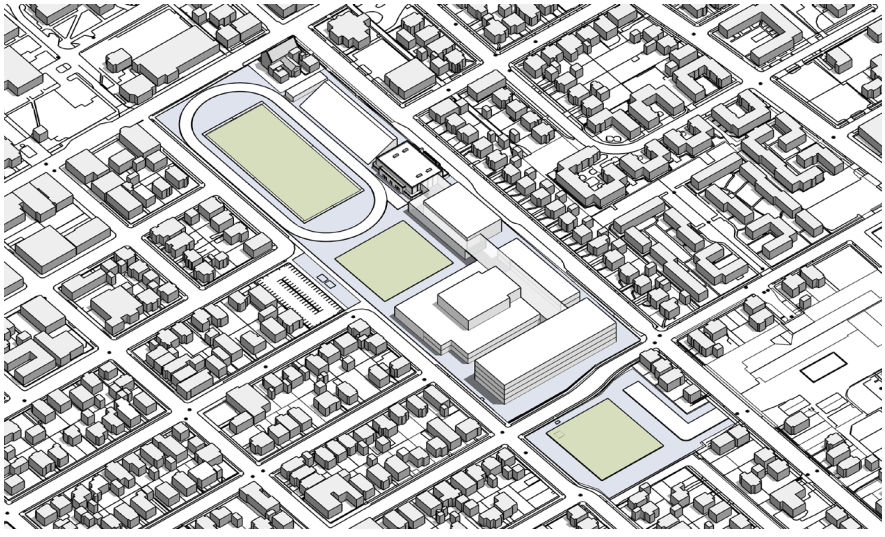
Each of the primary Design Concepts that were explored offer contrasting ideas regarding the relationship of the school to the neighborhood, overall organization of the site and program, and varied approaches to construction and schedule. The development of divergent strategies provided a strong foundation 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**

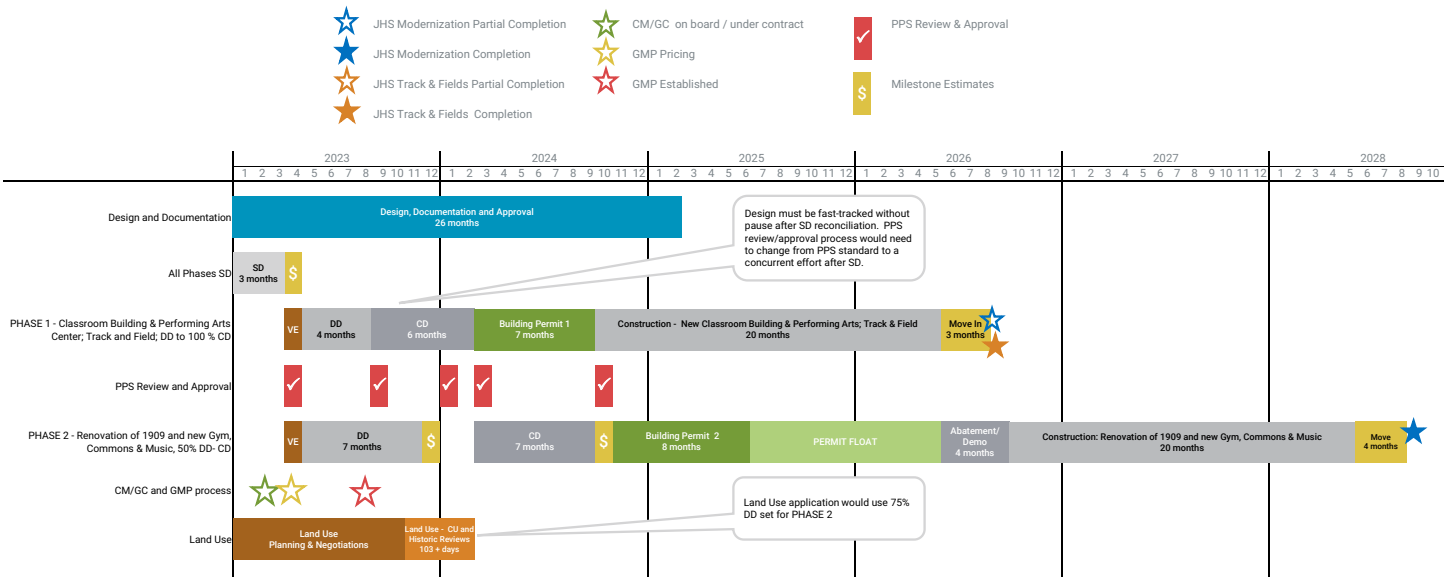
Cost Estimate Overview

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

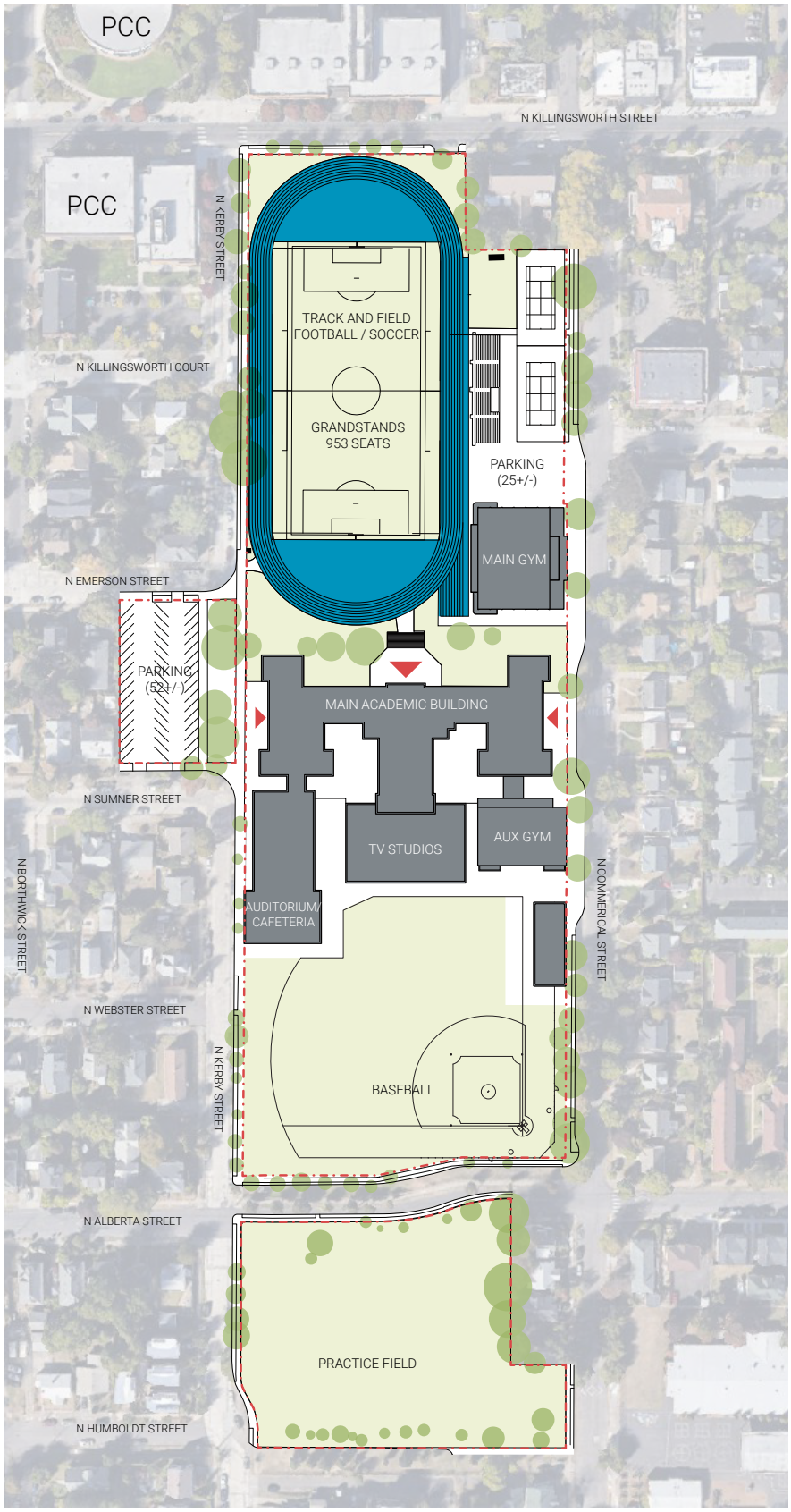


West Entrance

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

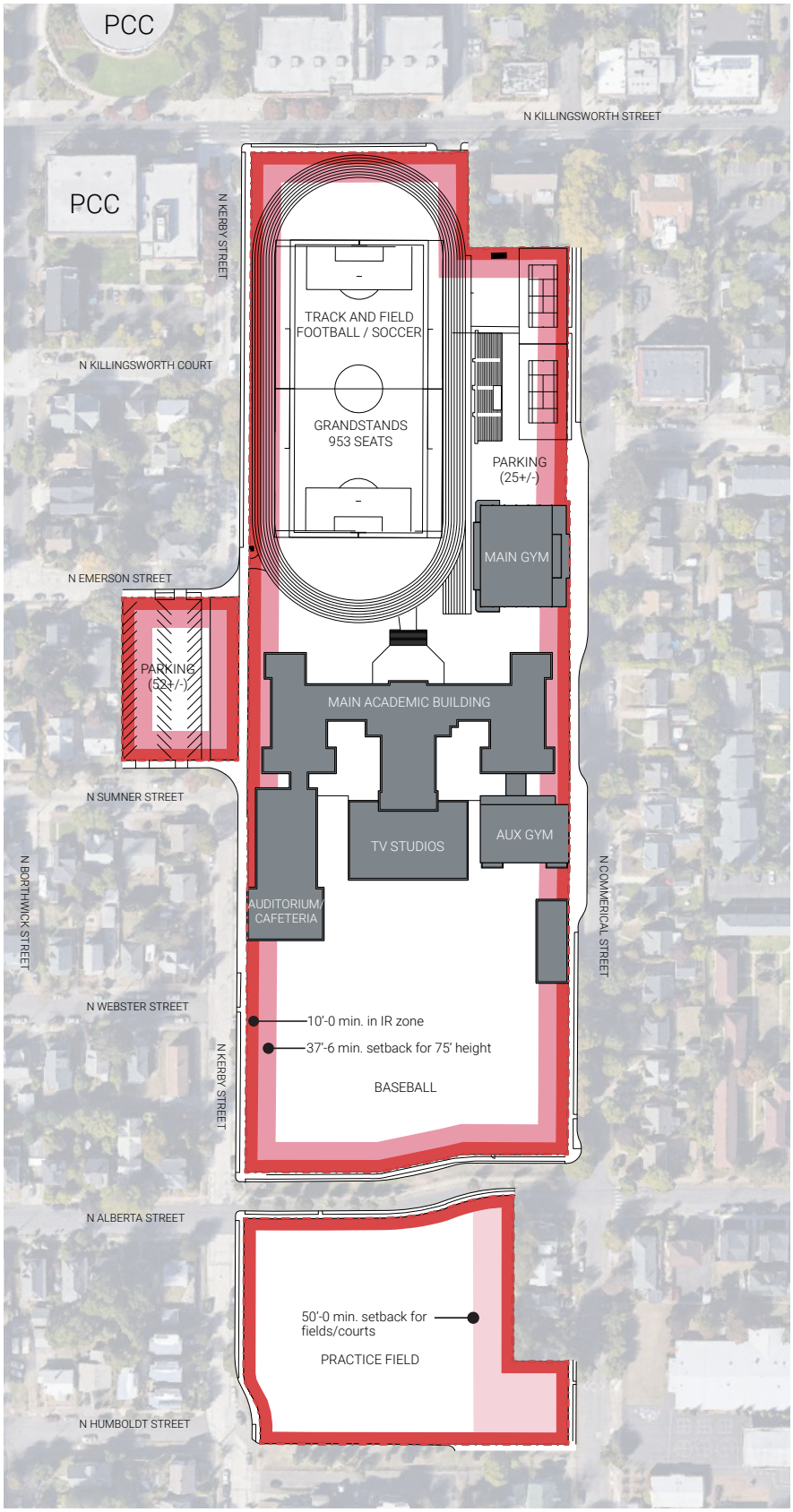
Landscaping across the street from an R zoned lot: 10’ @ L1 buffer

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

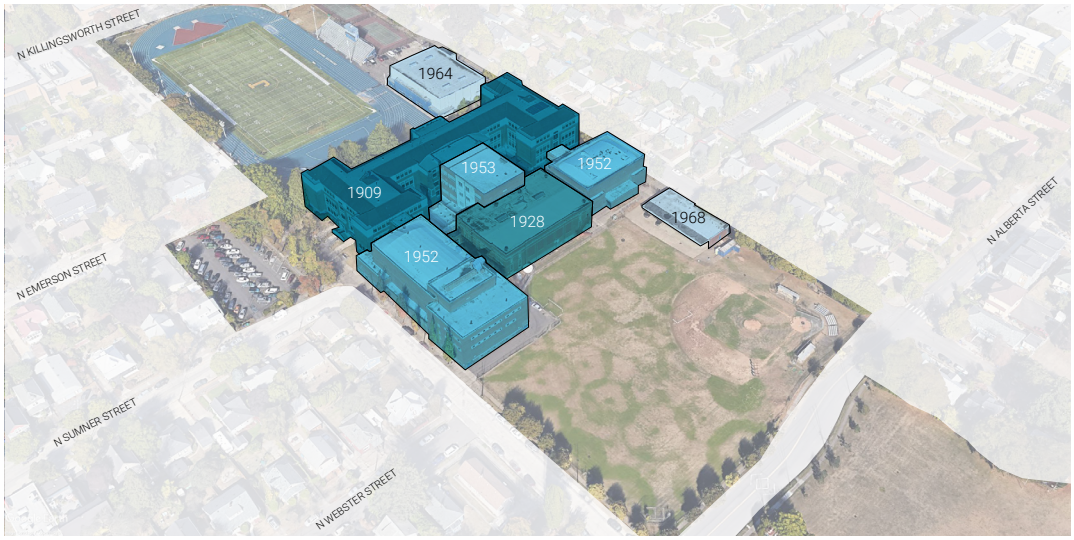
BUILDING ADDITIONS

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.

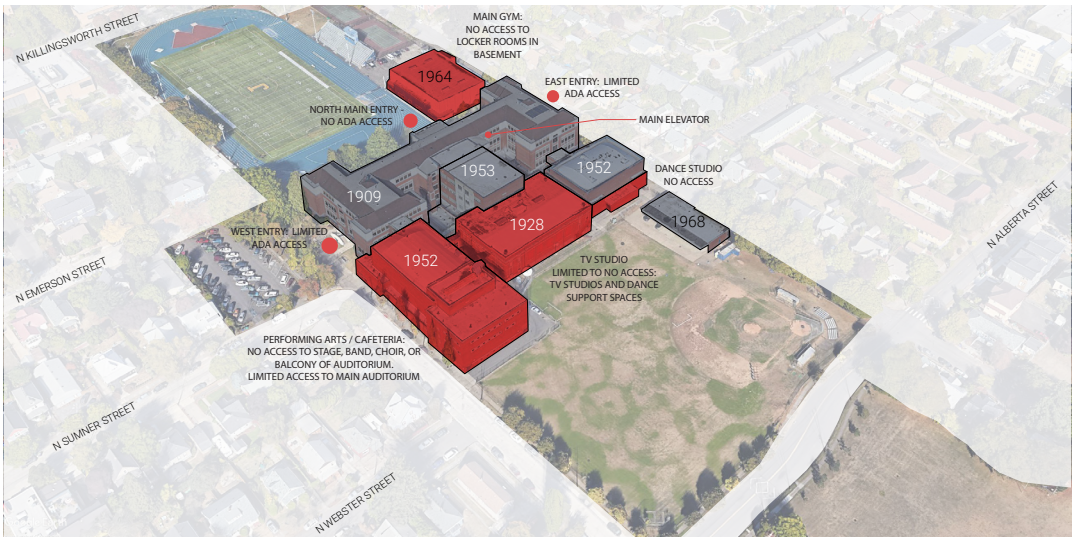
An increase in population in the neighborhood, and subsequently higher enrollment at JHS, established the need for additions in the 1950's. In 1952, a new "girls" gym was added south of the east wing of the 1909 while a large 1,000+ seat theater with a fly loft was added south of the west wing of the 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



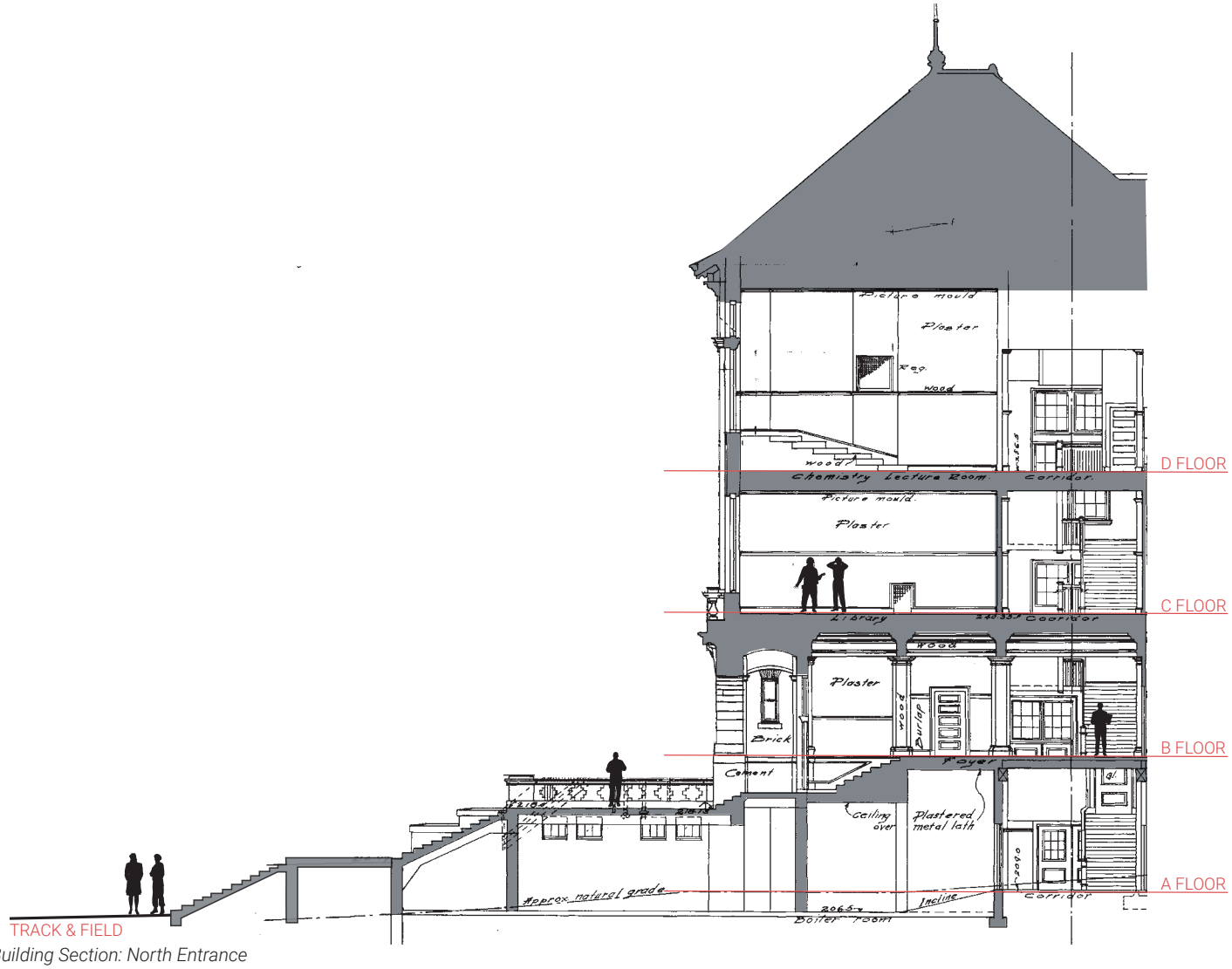
Seismic Risk

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.



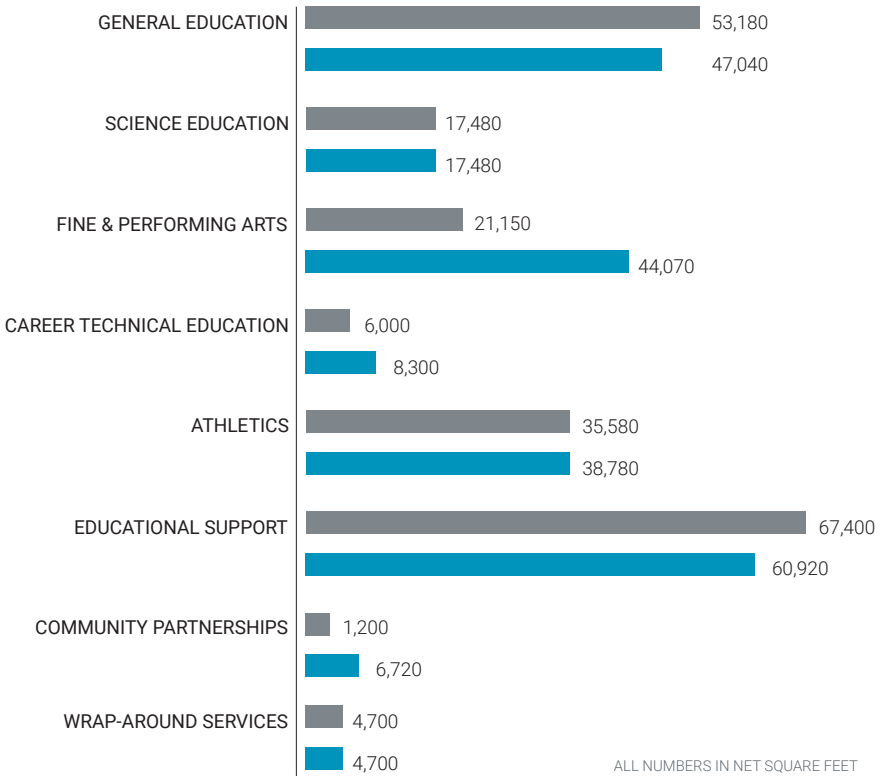
North Entrance



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

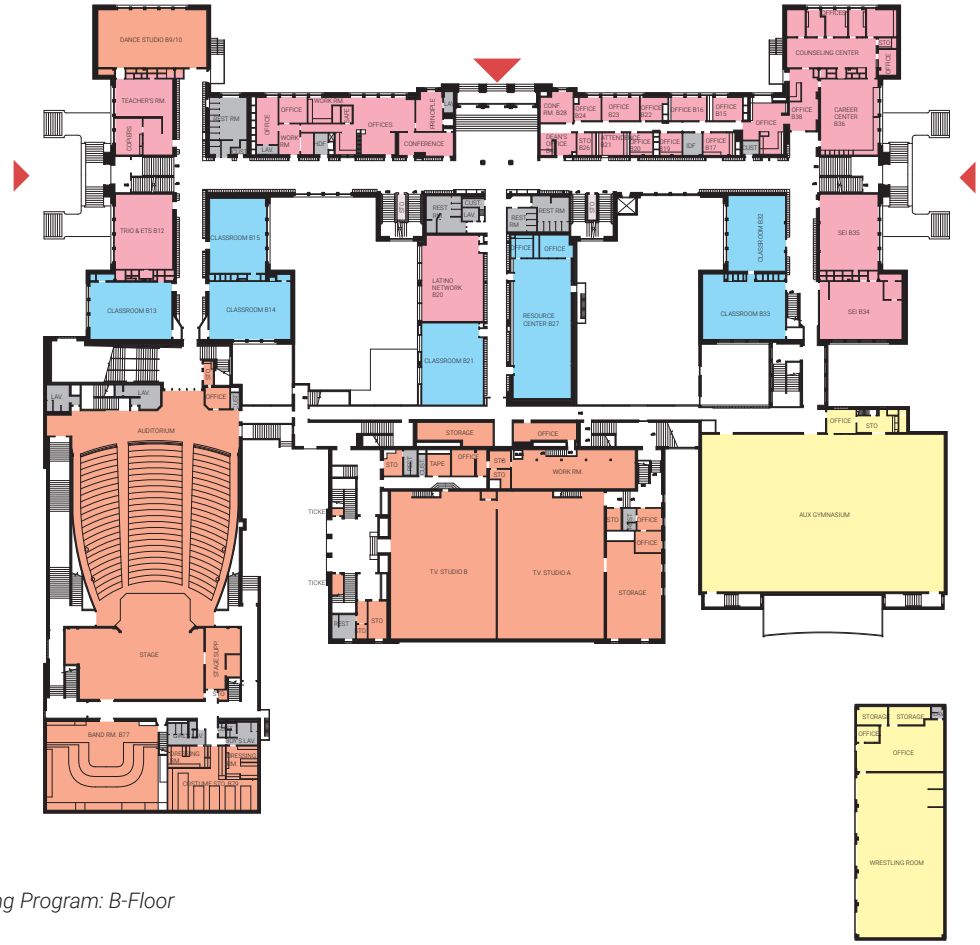
AREA [1,2]	RECOMMENDED Quantity	RECOMMENDED S.F. Total	MEASURED Quantity	MEASURED S.F. Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS				
General Education (Gen-Ed) Classrooms	41	53,180	29	26,665
Science Labs	11	17,480	7	7,604
Fine & Performing Arts (Drama, Theater)	4	21,150	9	43,445
Career 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**

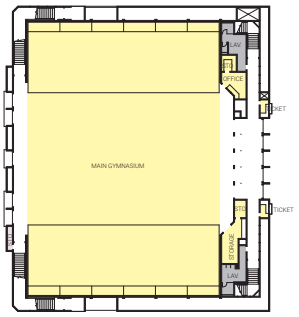
Jefferson High School Area

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



Existing Program: A-Floor

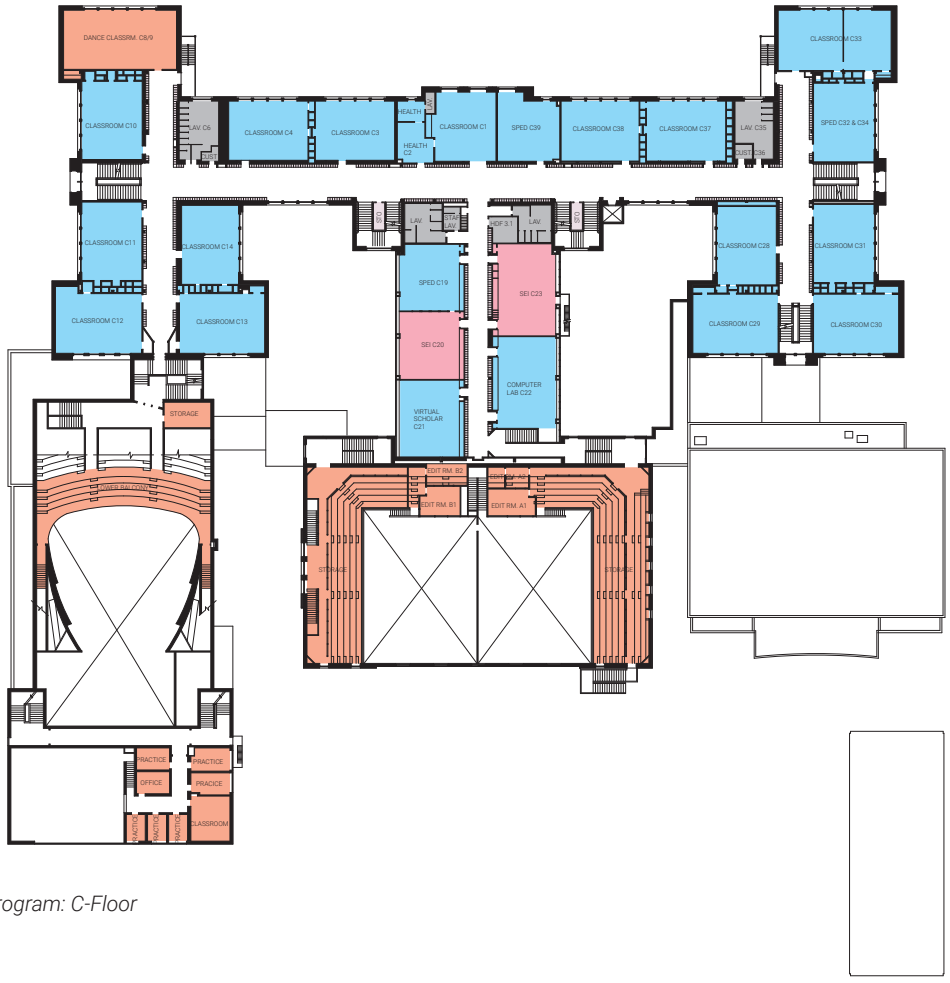




Legend by Ed Spec spaces

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

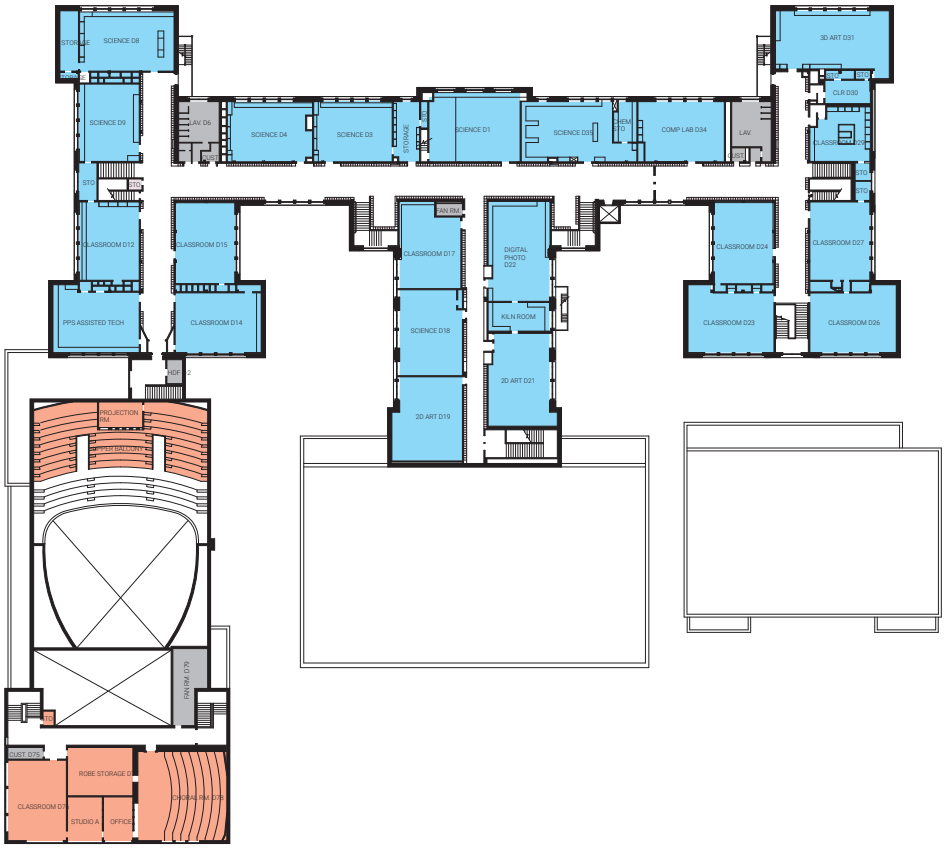
Existing Program: B-Floor

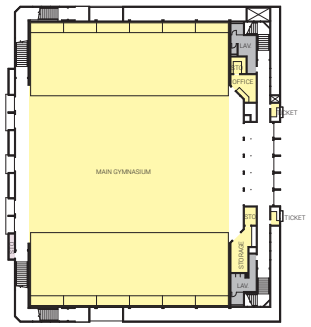


Existing Program: C-Floor

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:

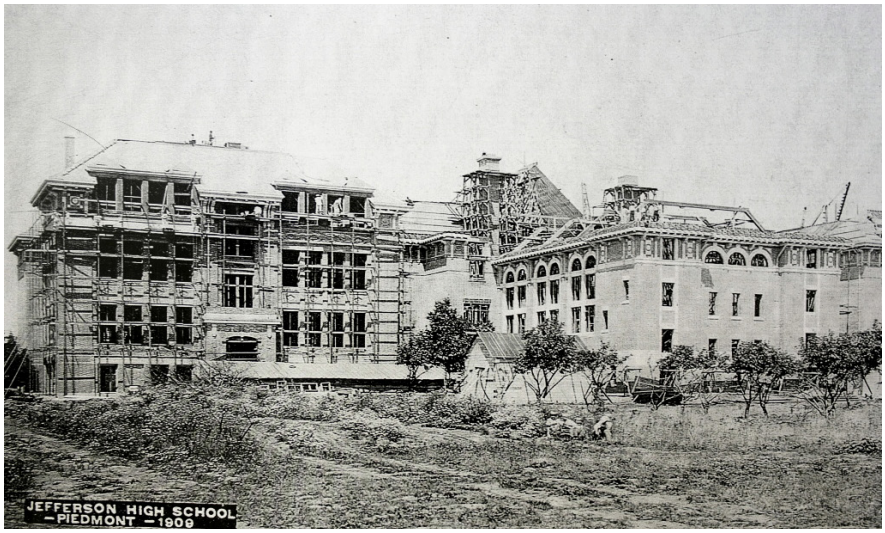
Exterior

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.

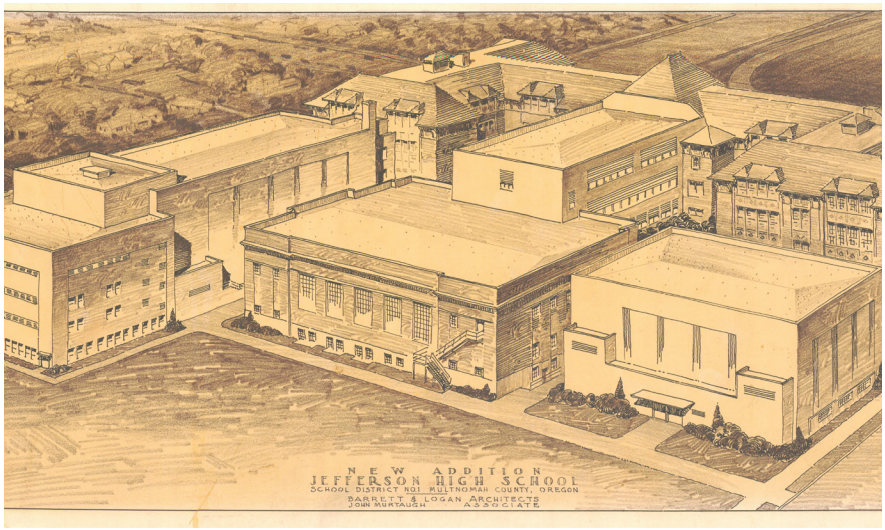
Main entry atop a central stair on north façade composed of three arched openings with divided-light transoms behind three semicircular arched portals



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.

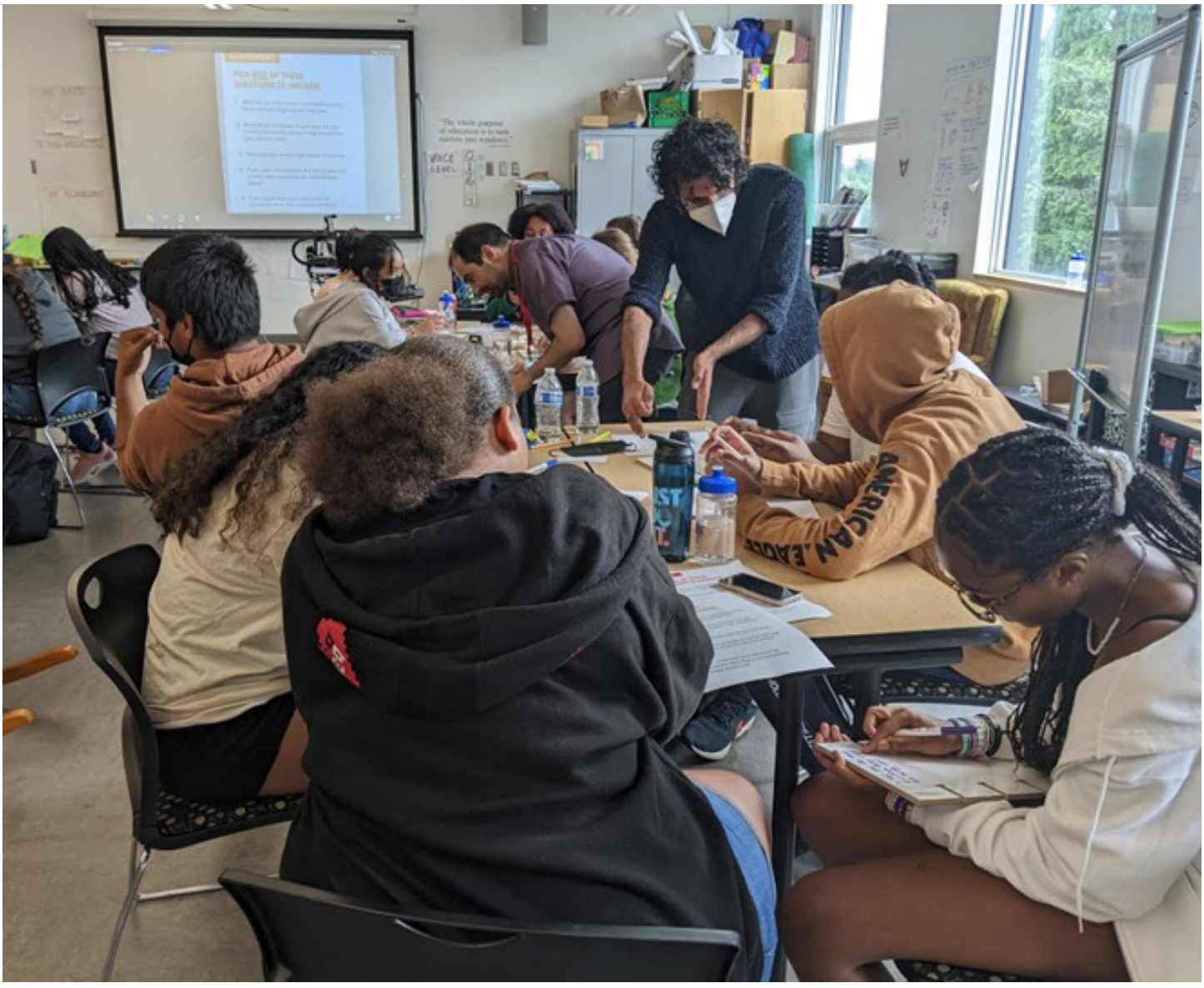
Through applying a Design Justice framework to all phases and aspects of the JHS design process, this project roots the project team's work in those principles and values. Making design decisions through the lens of Critical Race Theory and Design Justice necessitates evaluating not only physical school 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.

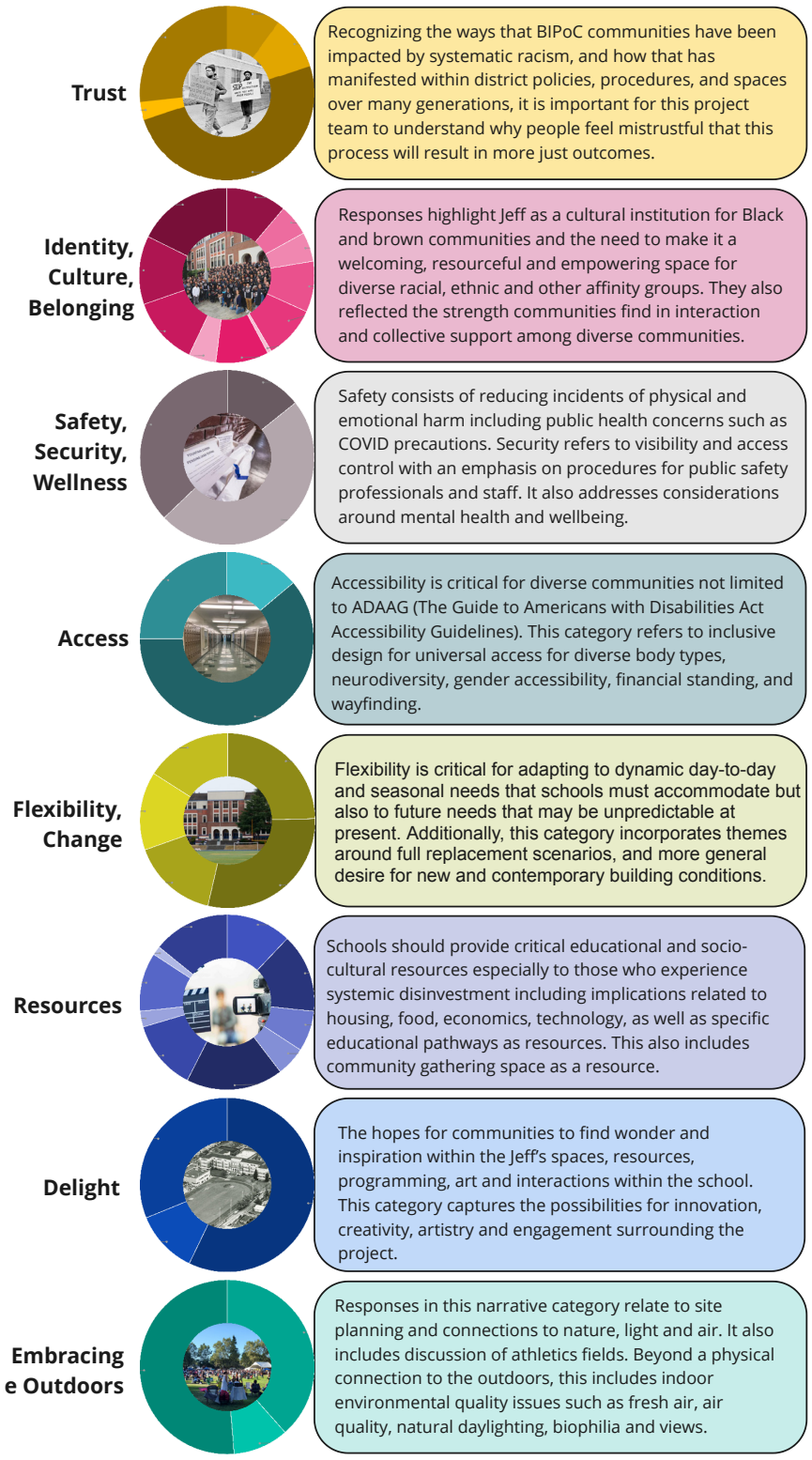
Delight

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.



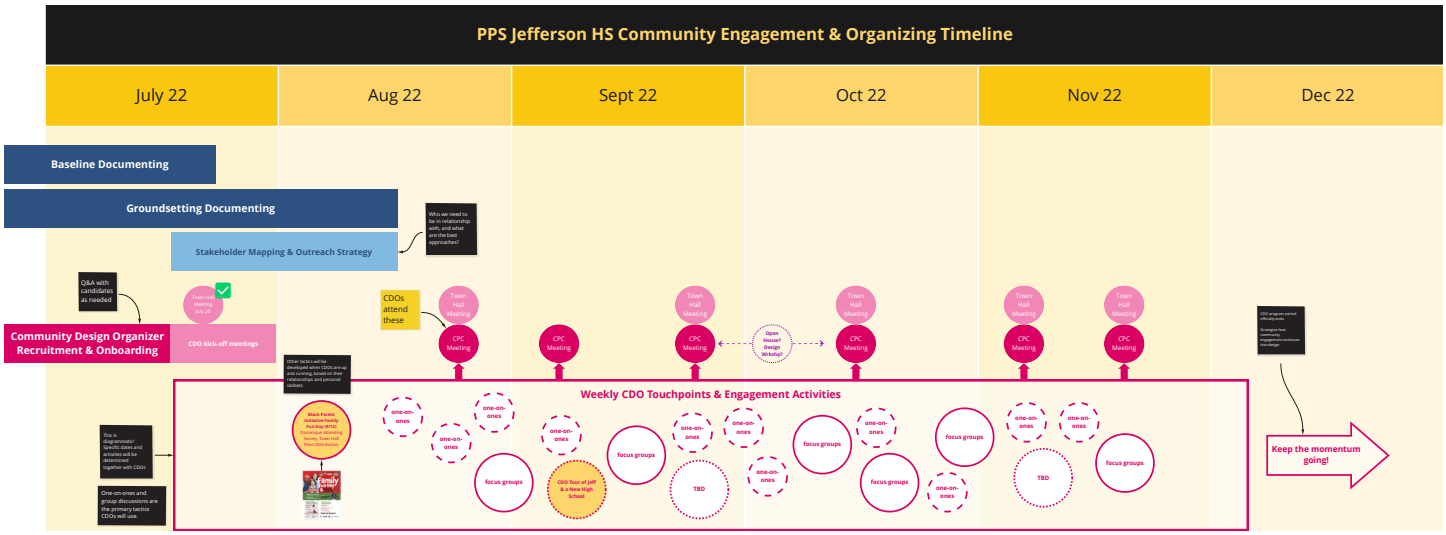
Comprehensive Planning Committee Meeting

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

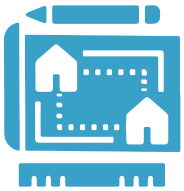
A series of guiding principles was developed synthesizing feedback and shared goals from the JHS community. The guiding principles are as follows:



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.

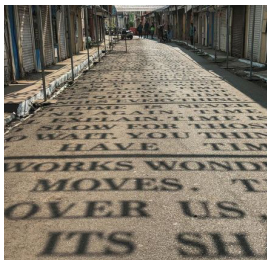
SELECT 3 images and 3 word cards for your collage

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

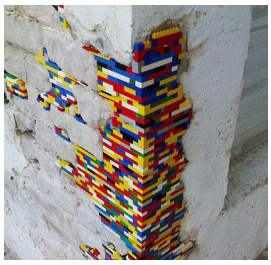
I WANT TO SEE JEFFERSON STAY AND EMBRACE BEING LOUD. ITS SO IMPORTANT TO SPEAK UP FOR OURSELVES AND WE NEED TO NURTURE IT BETTER.
HIGHSCHOOLERS ARE THE TRANSFORMATION OF OUR FUTURE. KEEP THEM CREATIVE.
OUR FUTURE REQUIRES ADAPTABILITY - GIVE THE STUDENTS AN ADAPTABLE ENVIRONMENT AS AN EXAMPLE OF RESPONSIVENESS,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

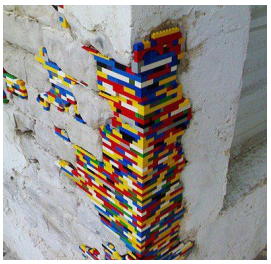
ROOTED



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

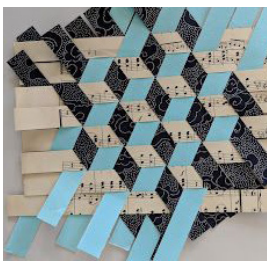
INSPIRED



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



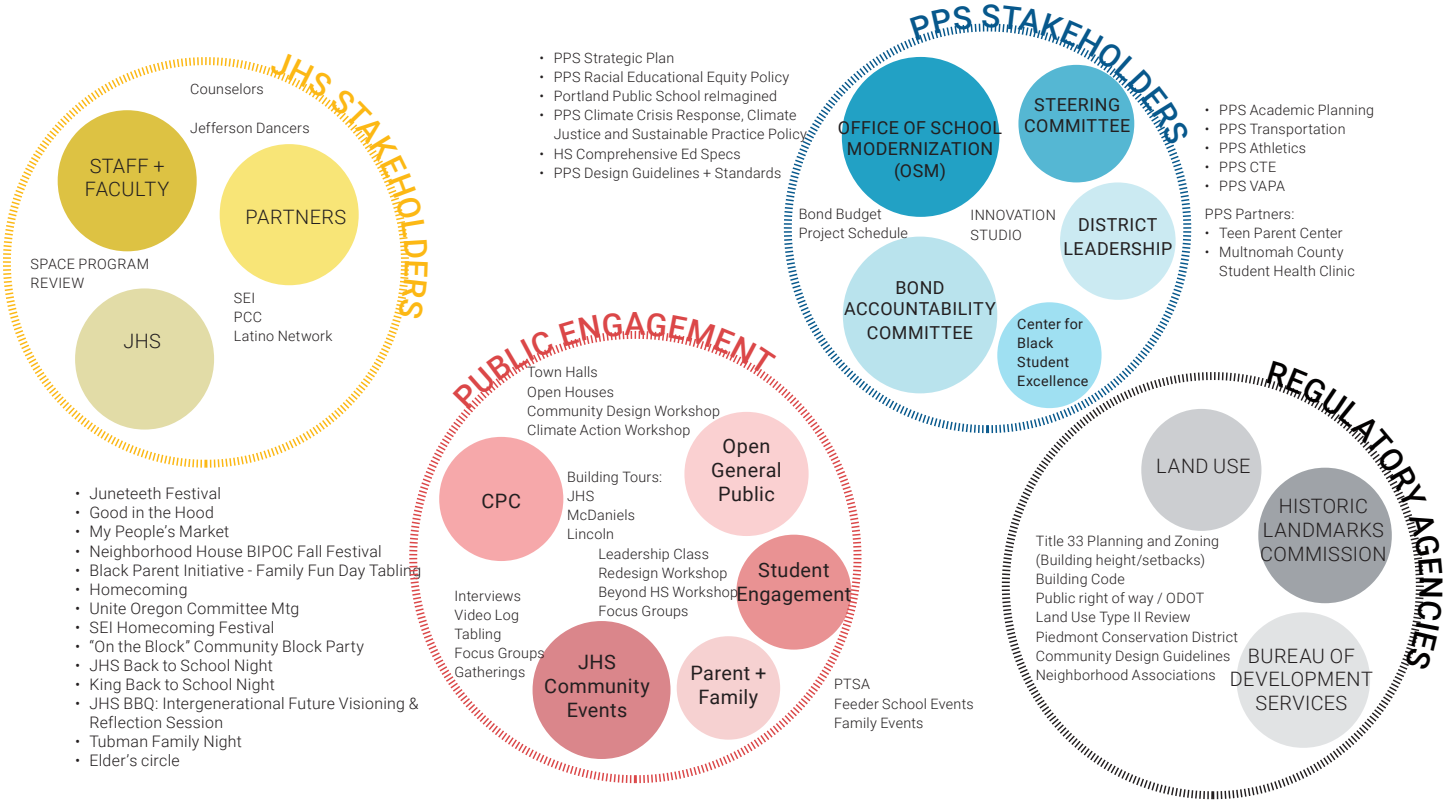
STAKEHOLDER OUTREACH APPROACH

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.

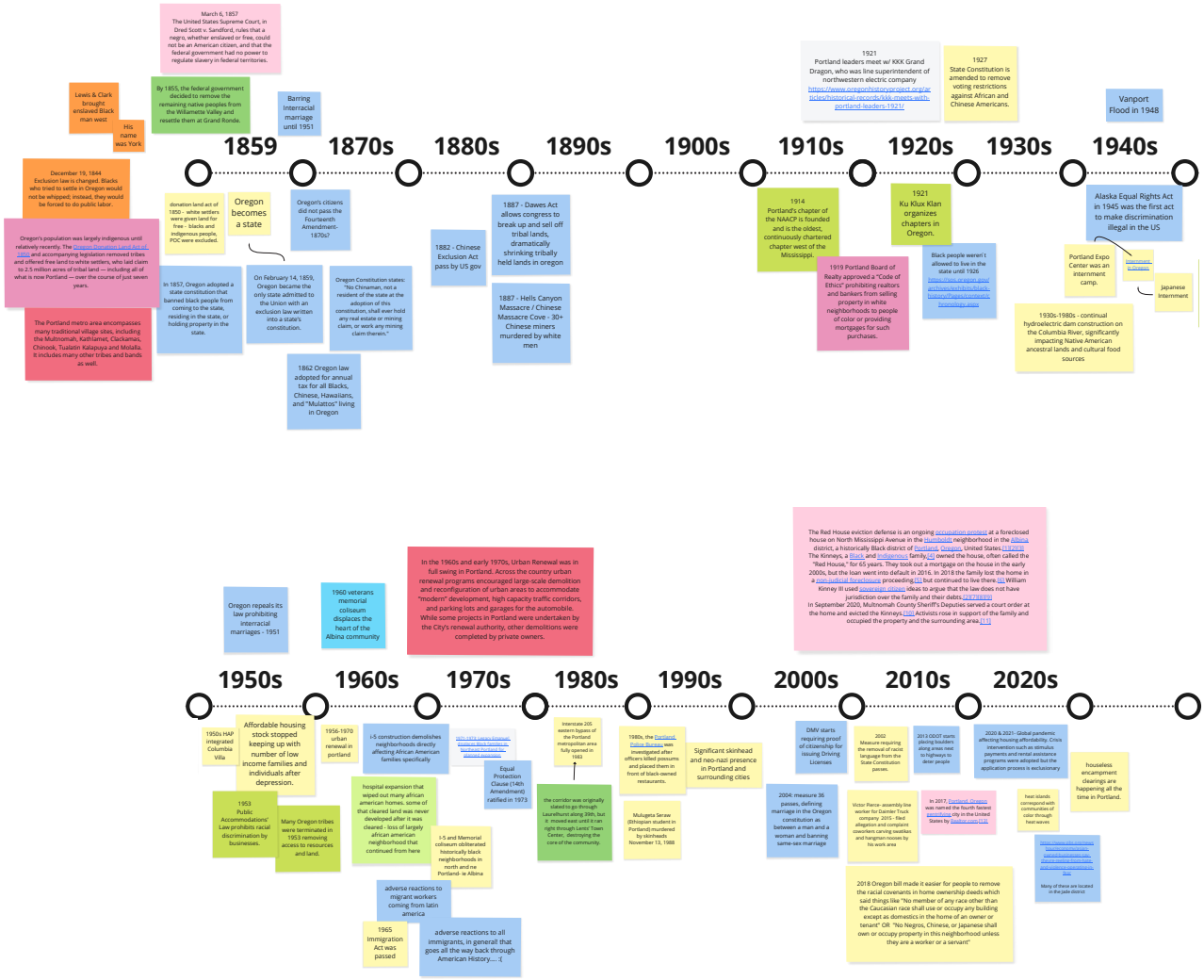


JHS Stakeholders

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

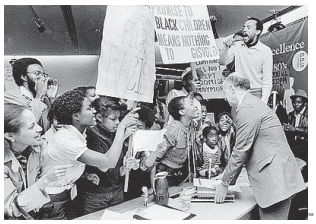
Near the beginning of the design process, Colloqate distributed a Baseline and Groundsetting report to help guide the community engagement process. The Baseline & Groundsetting document was intended to be a primer for the project team as we moved through the engagement and design processes. The project 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]**



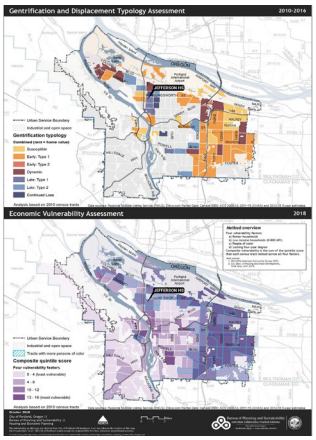
Aerial photograph of Jefferson High School. Source: Leah Hass, Jefferson High School Yearbook, Soapbox". Courtesy of Harvard Yearbooks

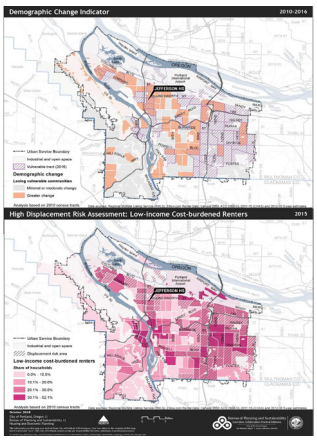
The existing campus is 12 acres between N. Kerby Avenue and N. Commercial Ave and bisected by N. Alberta Avenue. The campus consists of the original 1909 building (wood framed with unreinforced masonry walls), gymnasium addition (1928) (repurposed as an academic space), auditorium addition (1952), girl's 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

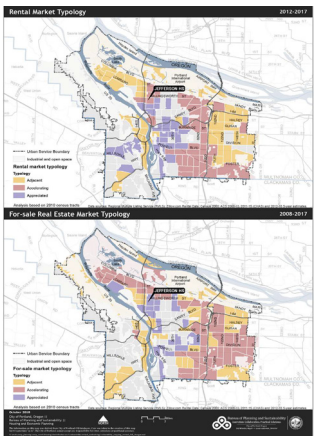
[96] https://en.wikipedia.org/wiki/Jefferson_High_School_(Portland,_Oregon)

[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)



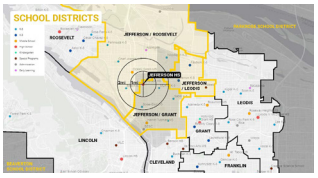




school, resulting in a nearly 25% drop in enrollment over 2 years. This act ushered in a decade-long period of school closures and consolidations, including Jefferson High School in 2010, saved only through community action. This combined with school choice policies have, instead of helping desegregation, 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]



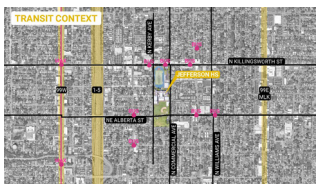
[107] Seitsulu, L. (2017). Closing Schools is Like "Taking Away Part of My Body": The Impact of Gentrification on Neighborhood, Public Schools in Inner Northeast Portland, Belgeo [En ligne], 2-3 | 2017, mis en ligne le 31 décembre 2018, consulté le 02 février 2018.

[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.

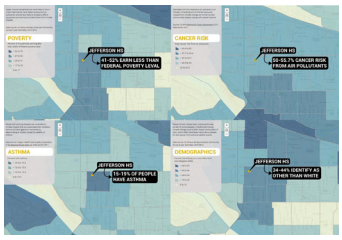


Transit Corridor

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.

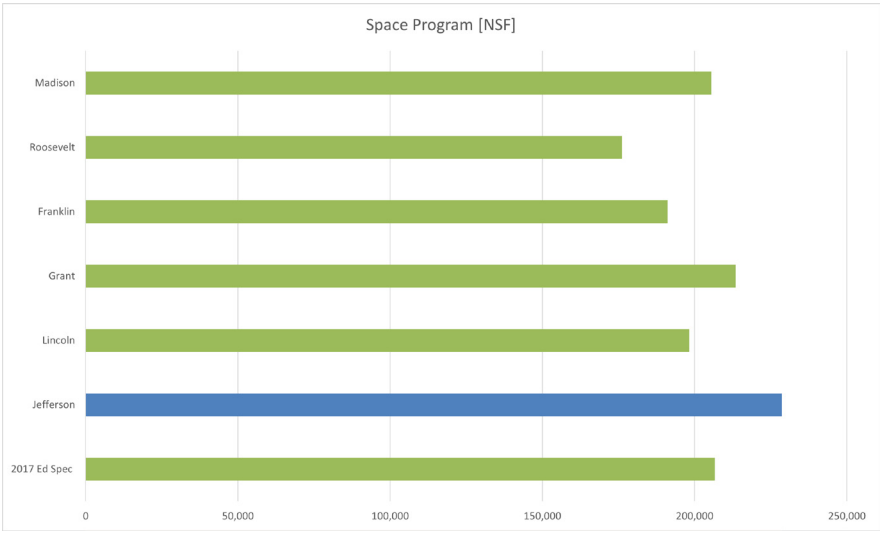
PROGRAM EQUITY

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

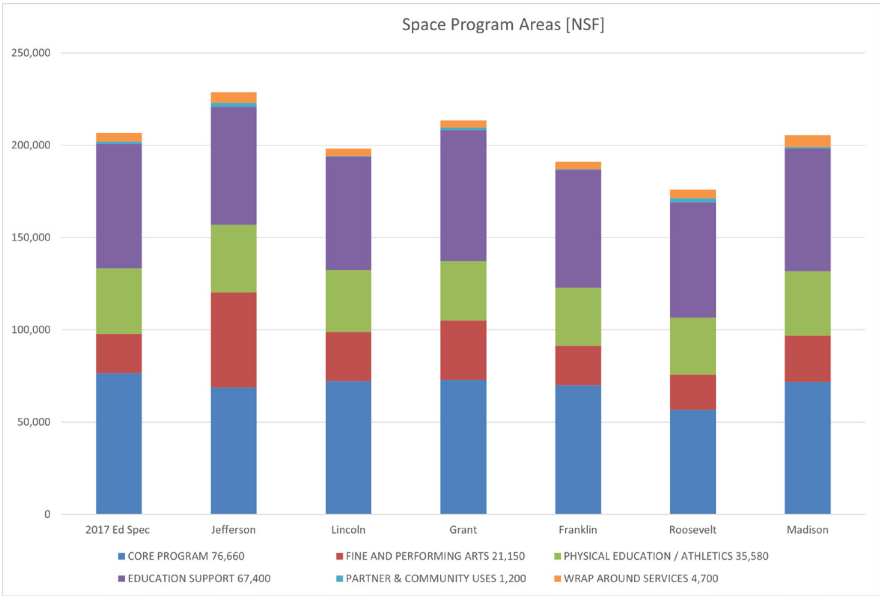
Jeff will continue to be a focus option school and will also be brought up to the PPS Education Specification standard for a 1,700-student comprehensive high school. This means that Jeff will have more program space than any other PPS high school, with the exception of Benson Polytechnic. Jeff needs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



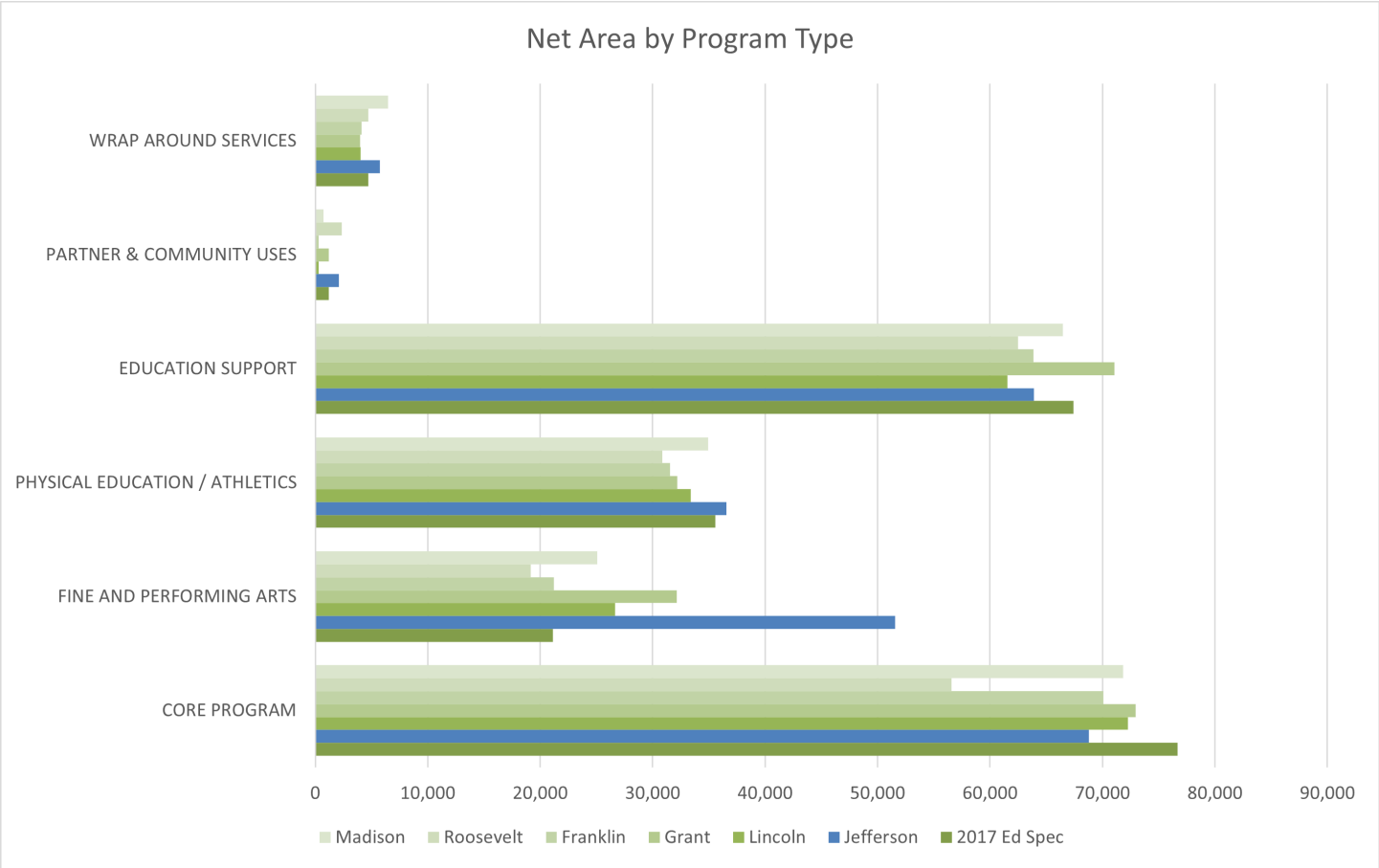
The chart on the upper right shows how much total square footage is allocated to usable program area in each of the recent PPS modernization projects, and compares the schools to the baseline standard of the district Ed Spec. Jeff has more space than any other school with the exception of Benson Polytechnic.



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

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

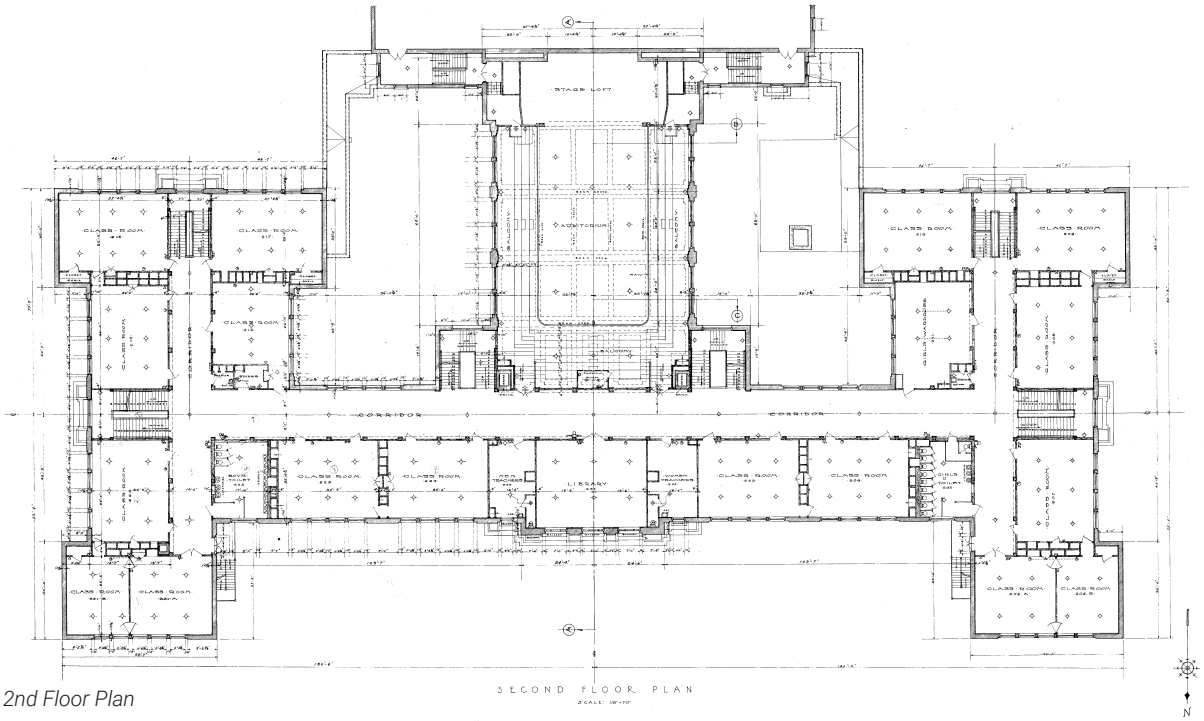
JHS 2022 Phase 1 Program

	Recommended		
	Quant.	SF Room	Total
	38		40,960
	11		17,480
	9		52,980
	4		7,800
	3		36,580
	2		64,830
	0		0
	67		***220,630***
			2,120
			5,530
			7,650
			0
			228,280
			82,181
			24,316
			334,777

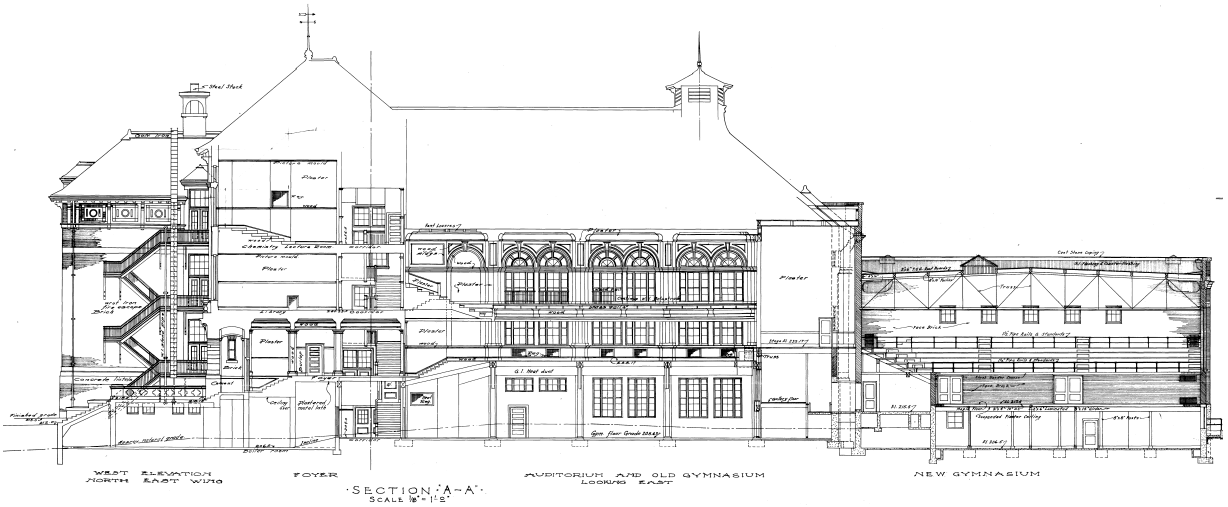
JHS Comprehensive Program

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.





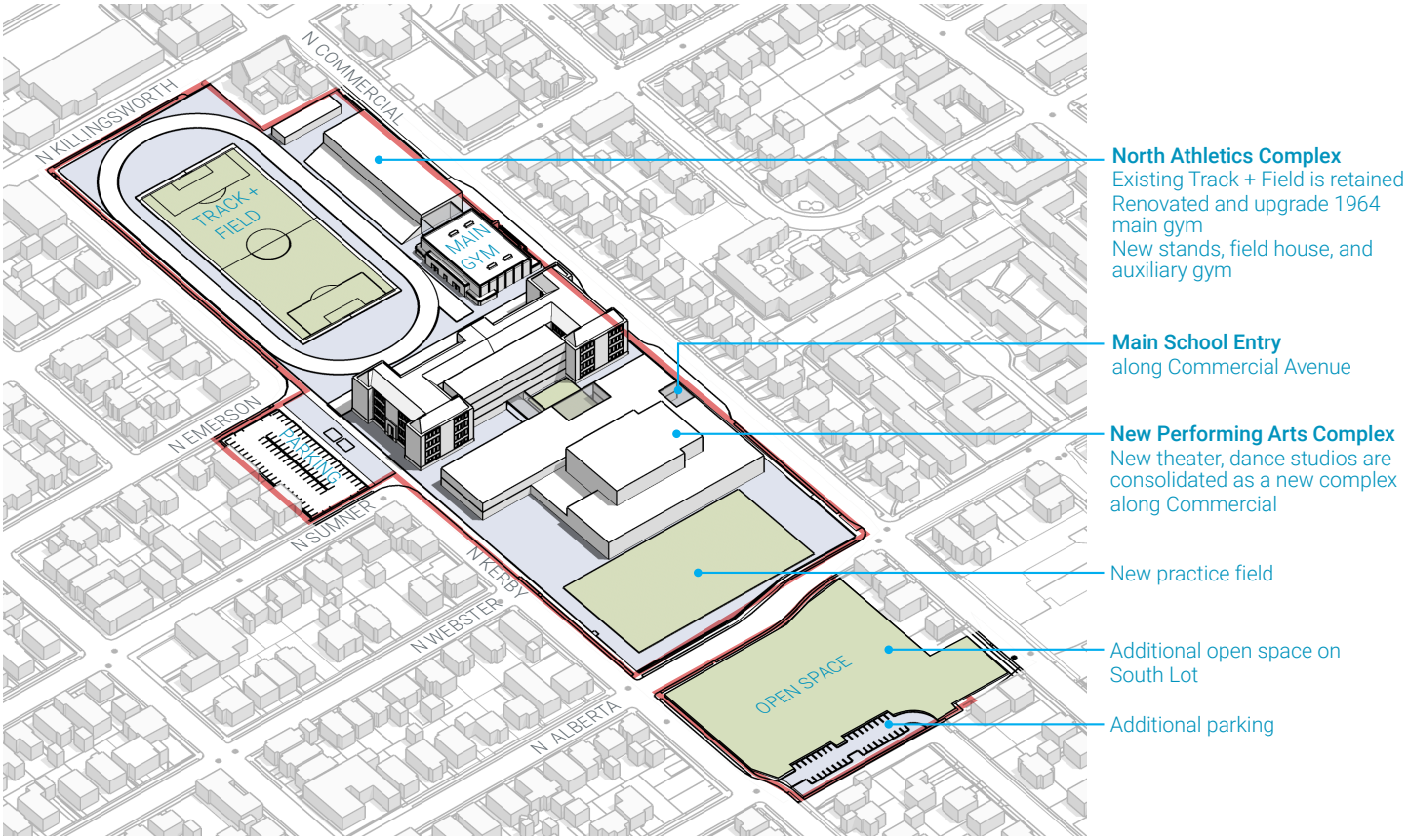


CPC-5 Group Discussions of 4 Design Scenarios

SITE PLANNING SCENARIO STUDIES

Retain 1909 - CPC 5

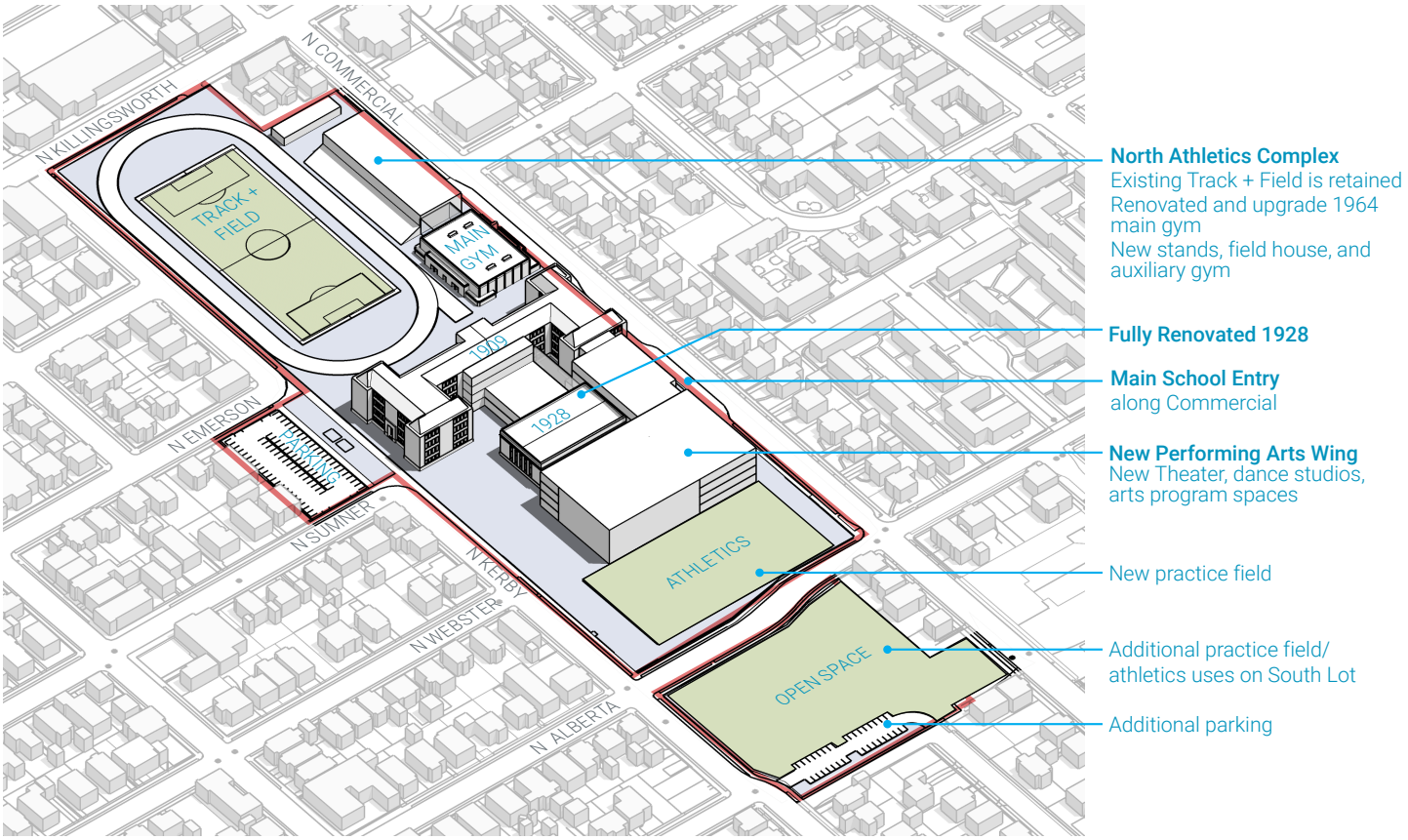
- The original 1909 main building and 1964 main gym are fully renovated
- all other buildings are removed, and a new Performing Arts Center and other support spaces are constructed to the South
- the track and field to the north are renovated and a new grandstand with occupied space below for our new 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

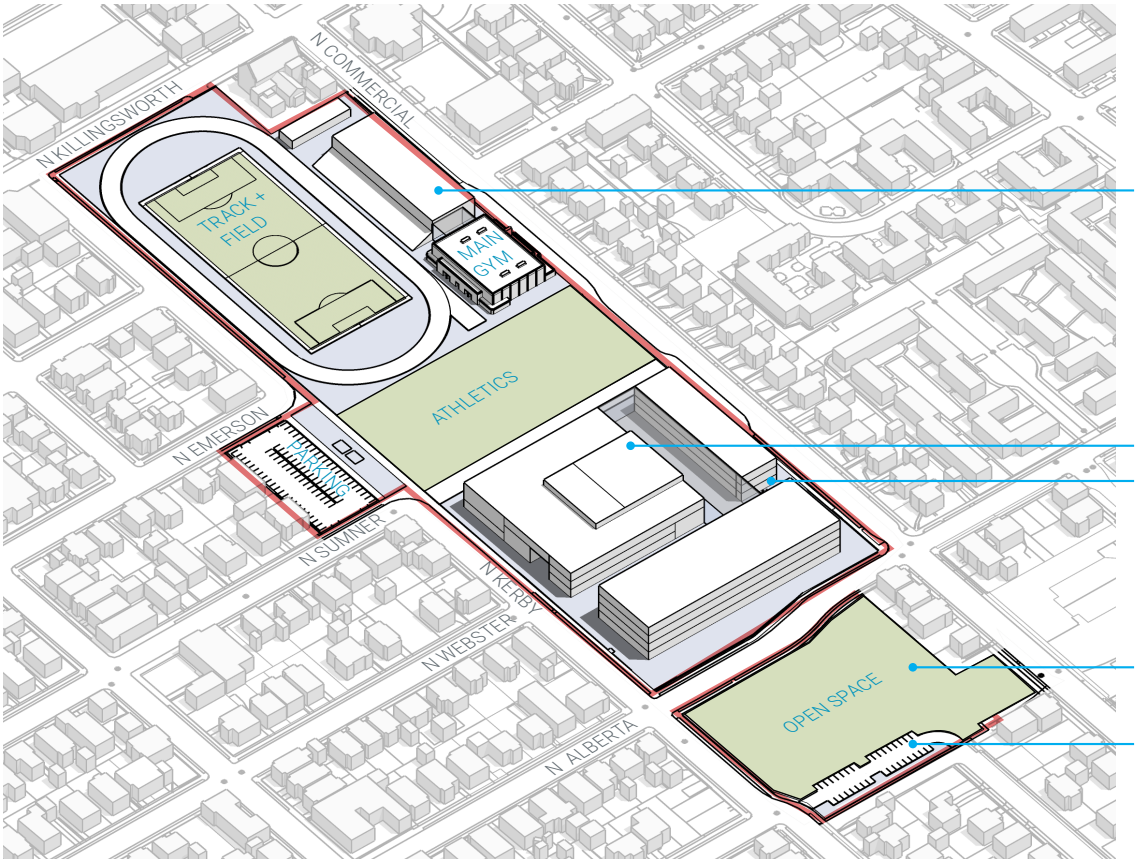
- The original 1909 main building, the 1928 gymnasium, and the 1964 main German buildings are all fully renovated
- all other buildings are removed, and a new performing arts centre and other support spaces are constructed to the South
- the track and field to the north are renovated, and new grandstand 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

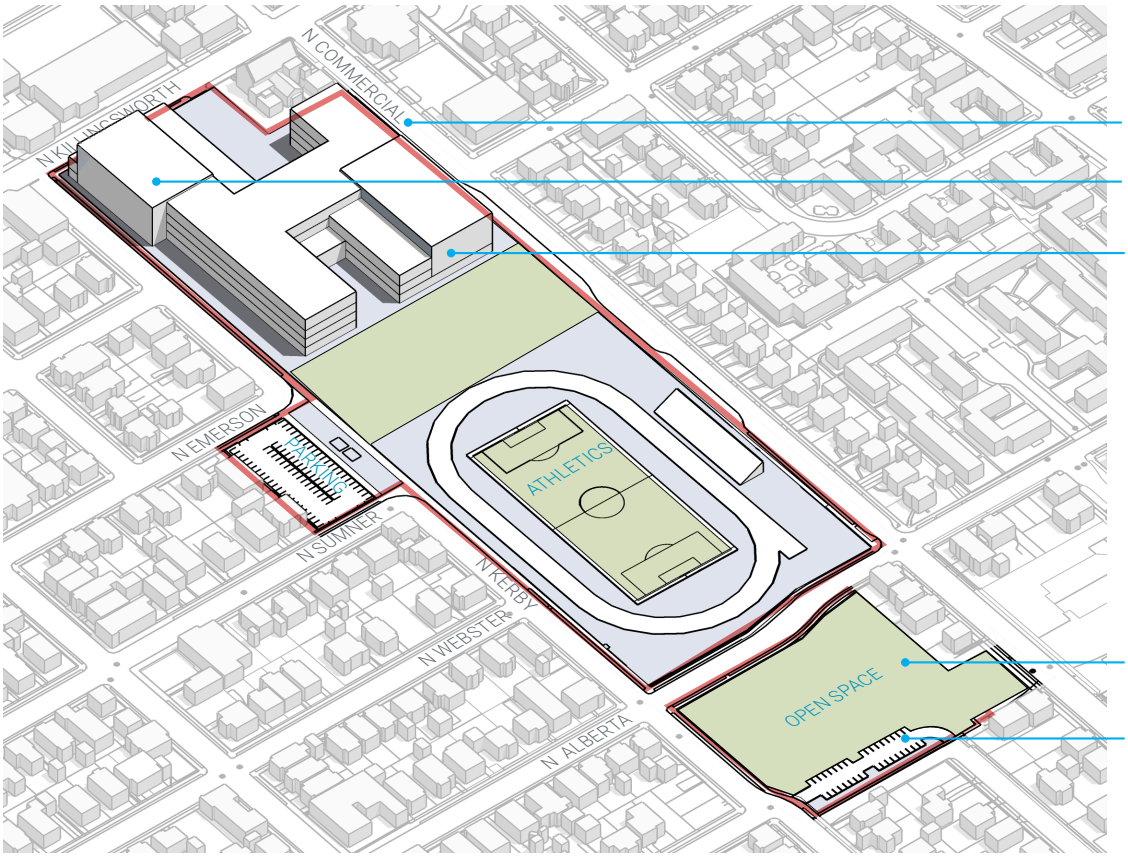
- A full replacement school, with students remaining in the 1909 building until the new facility is ready
- fully renovate the 1964 gymnasium and renovate the track and field, with a grandstand and athletic center to the north
- all other buildings located to the South of the 1909 building
- includes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

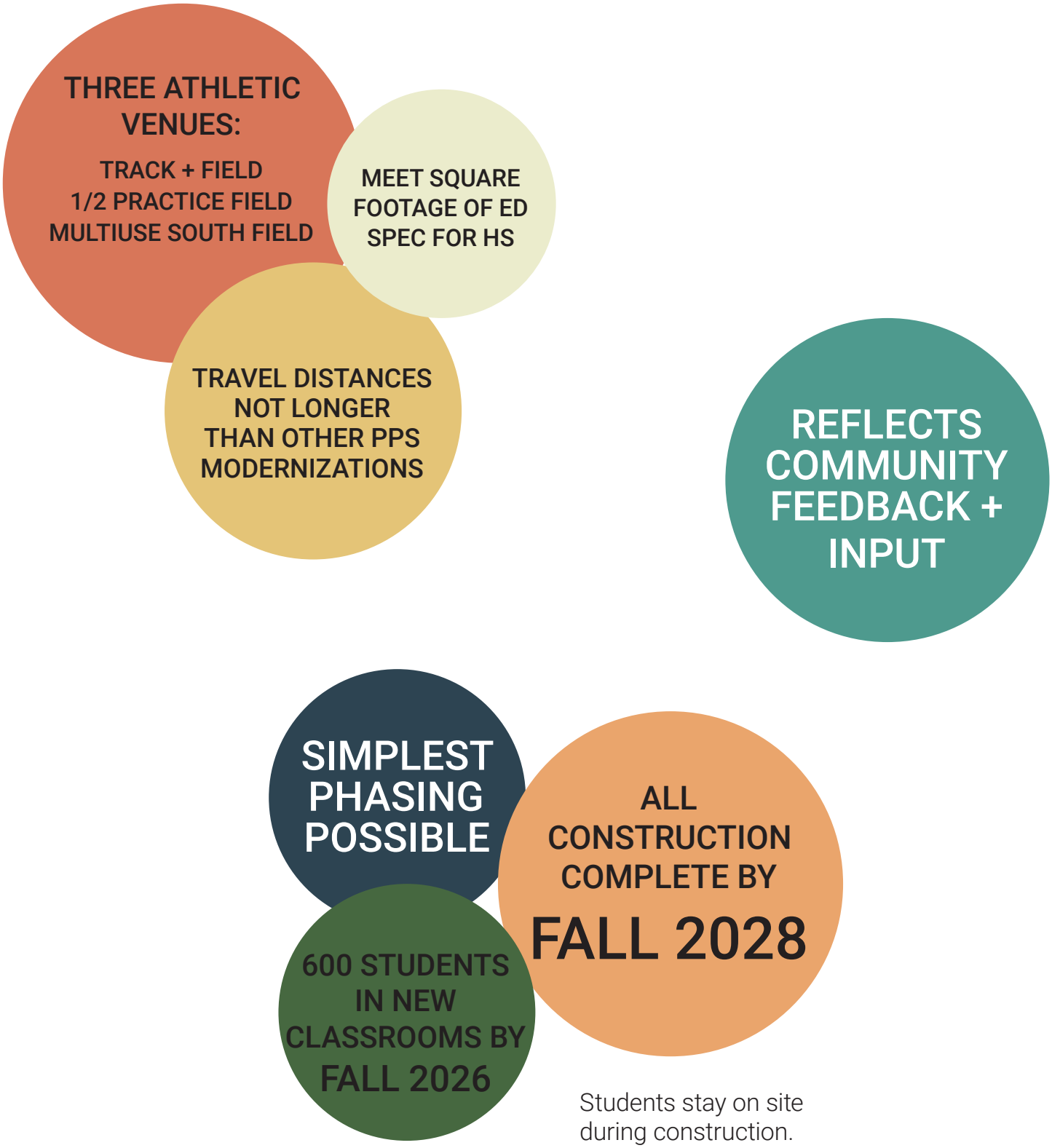
- Design options must reflect community feedback and input
- Design options must have the simplest phasing possible, with all construction complete by Fall 2028. Students must stay on site during construction, with 600 students, the current enrollment of JHS, in new classrooms by Fall 2026
- Design options 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:

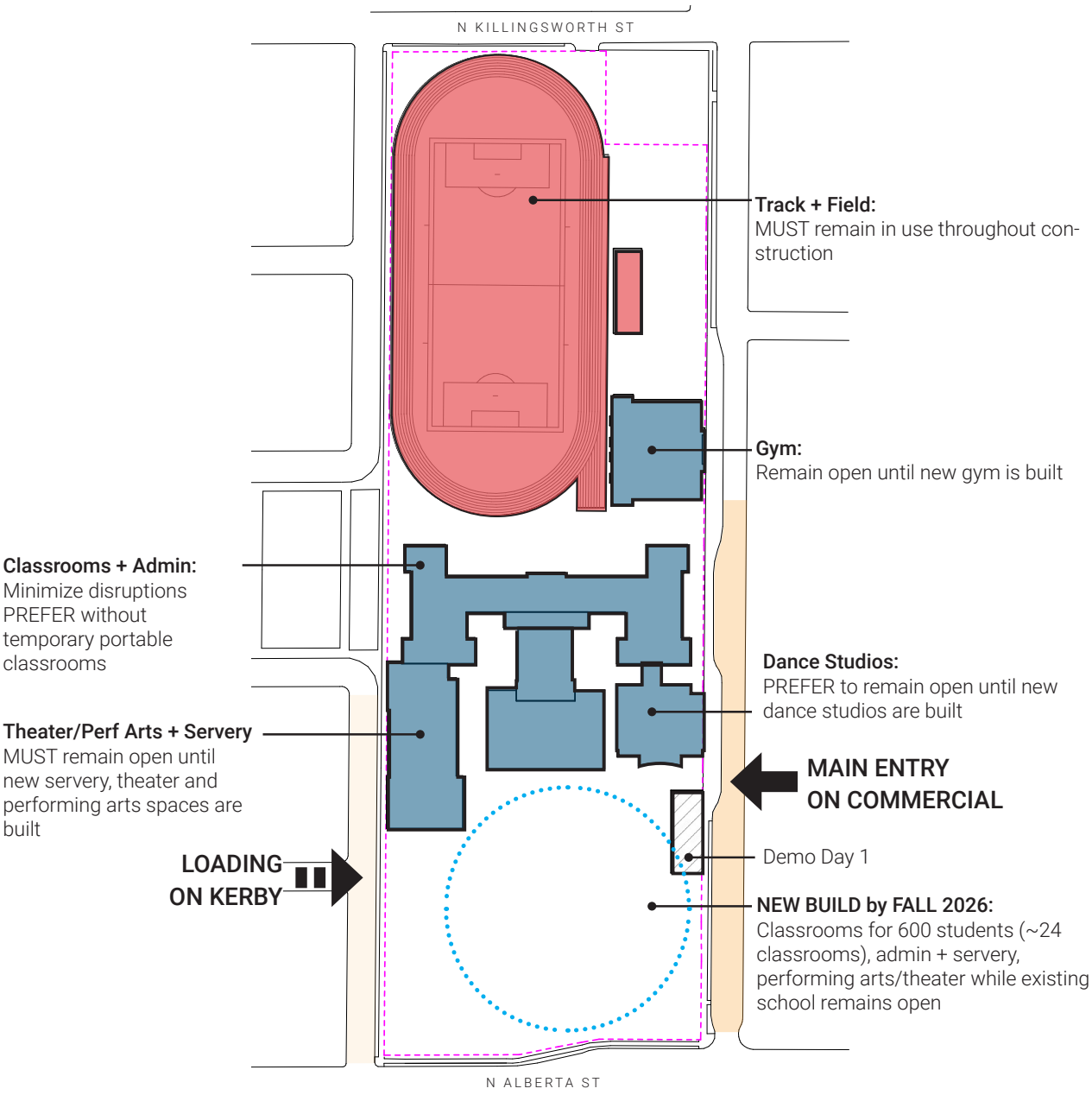
- A track and field must be available for students at the JHS campus throughout construction. PPS investigated alternate athletic solutions and concluded this was the only viable approach. Maintaining a robust athletics program is a key part of a student retention strategy for JHS. [Note: a result of 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:

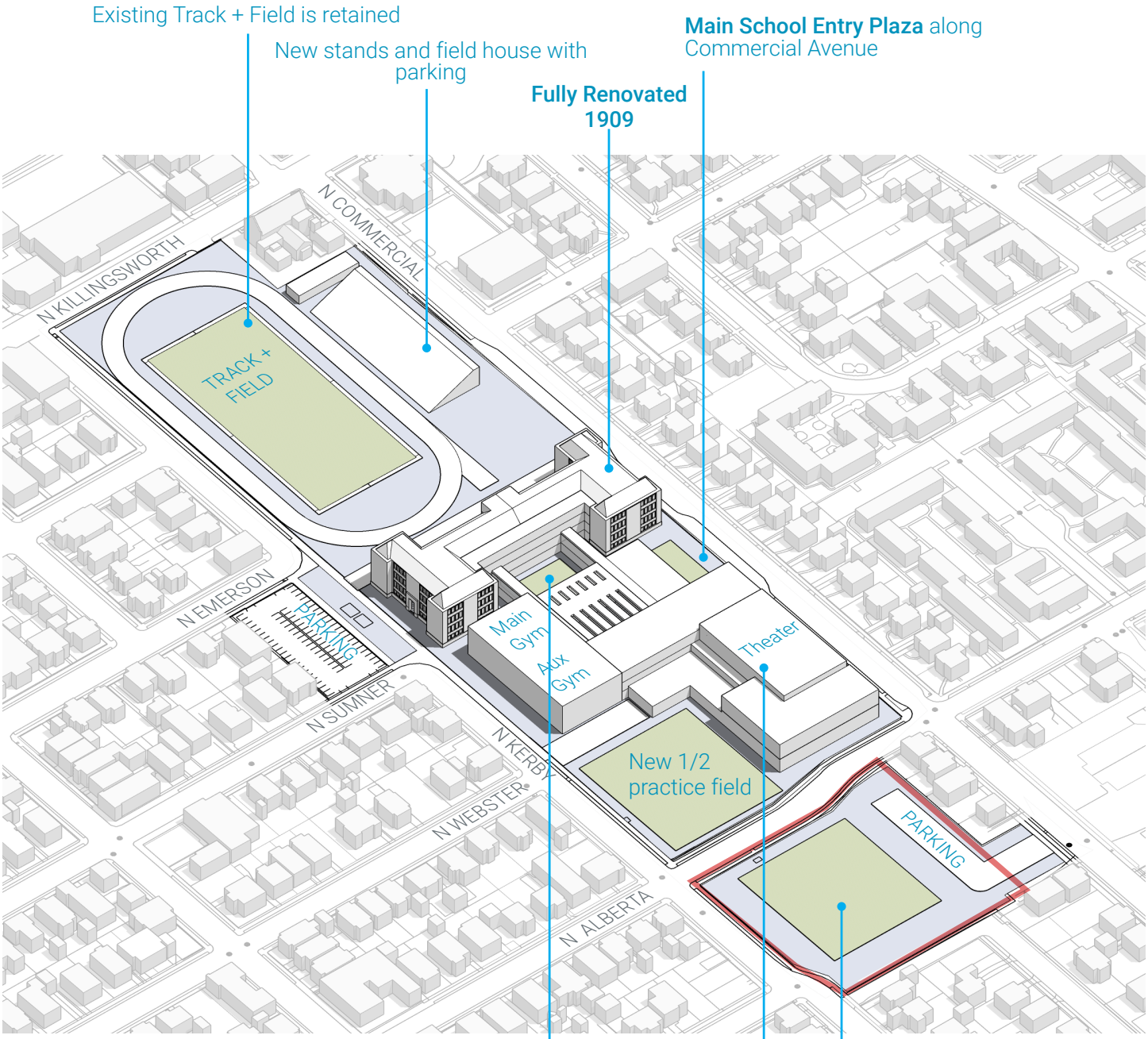
RETAIN 1909 + EXPANSION - CPC 6

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

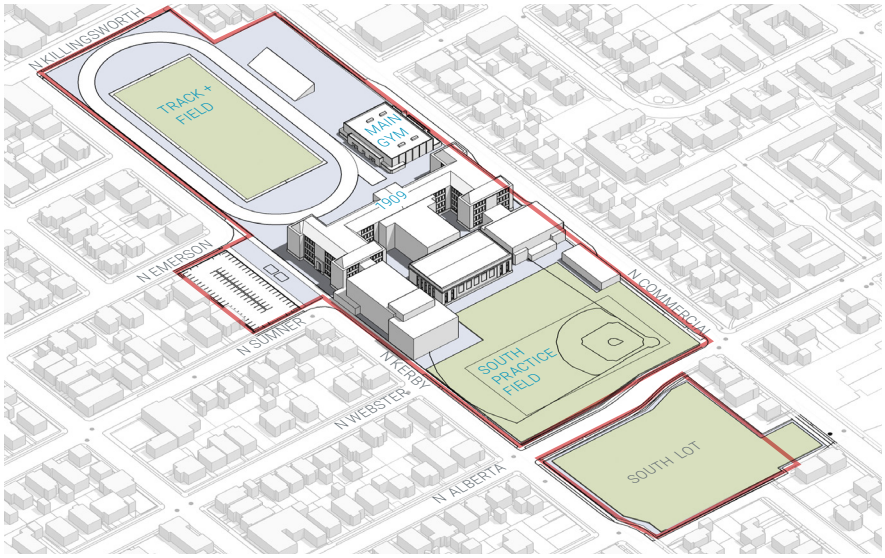
The retain 1909 Design Option for Jefferson High School preserves a more compact practice field just west of its current location. The grading on the north side of the 1909 Classroom Building is leveled out to provide universal accessibility and introduce a new through-block connection just south of 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

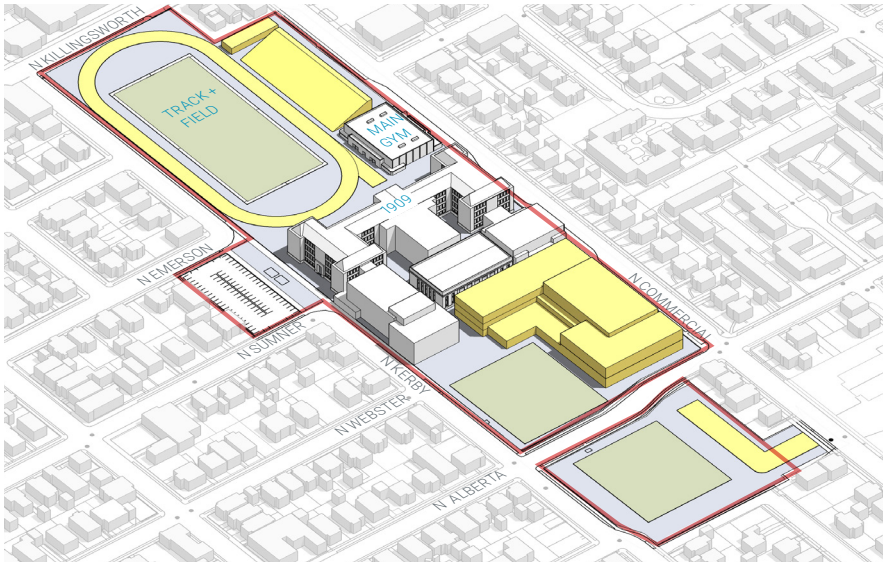
Current

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



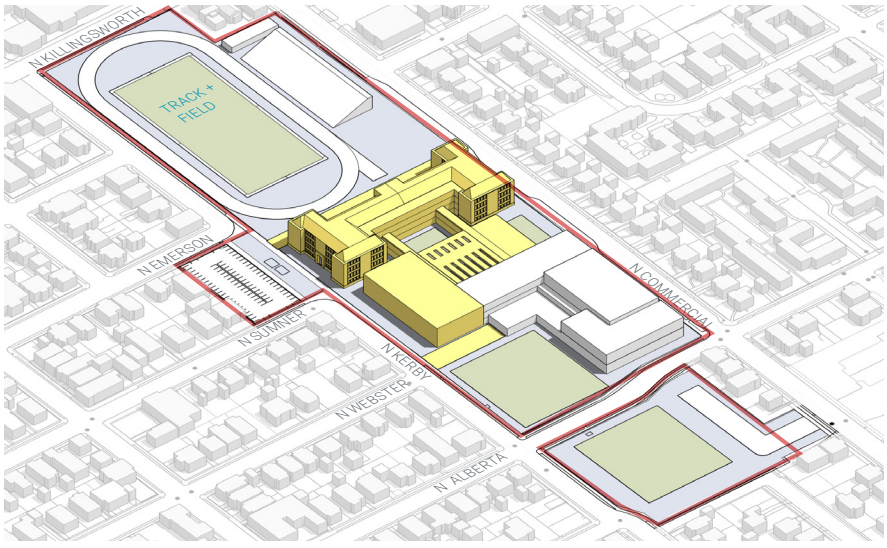
Phase 1

- 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.

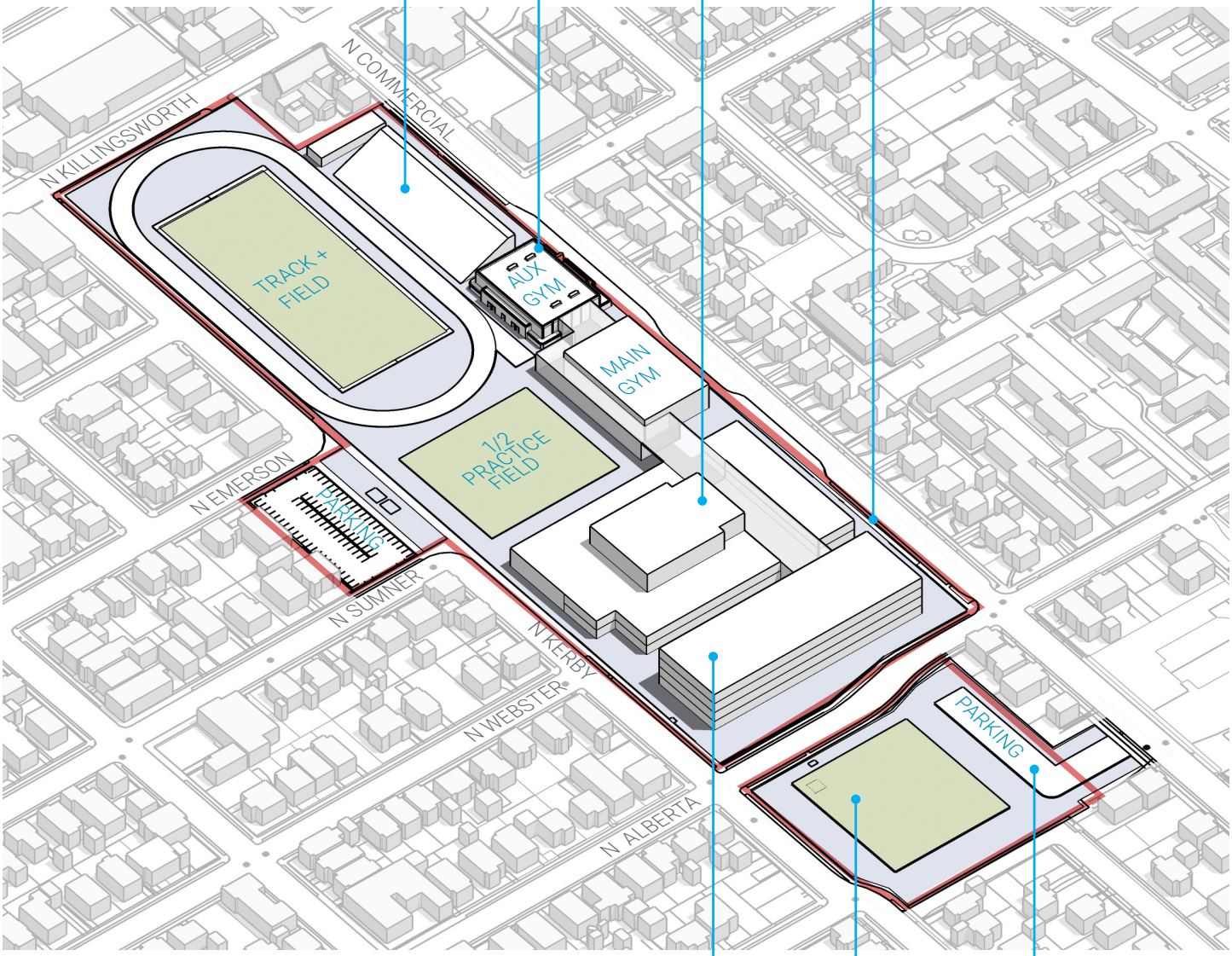
New stands, fieldhouse

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

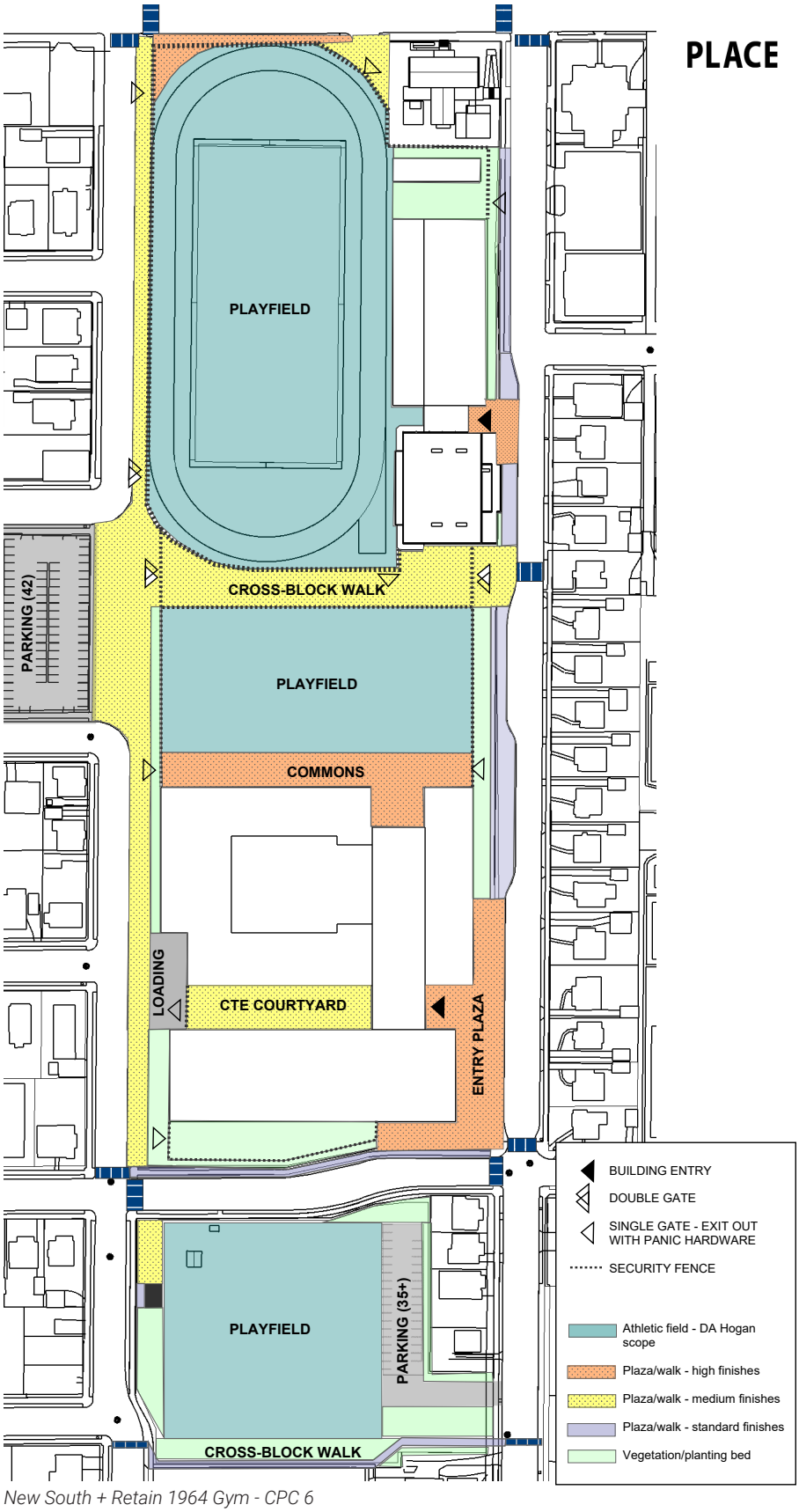
Multi-use field with parking/
possible garden

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.

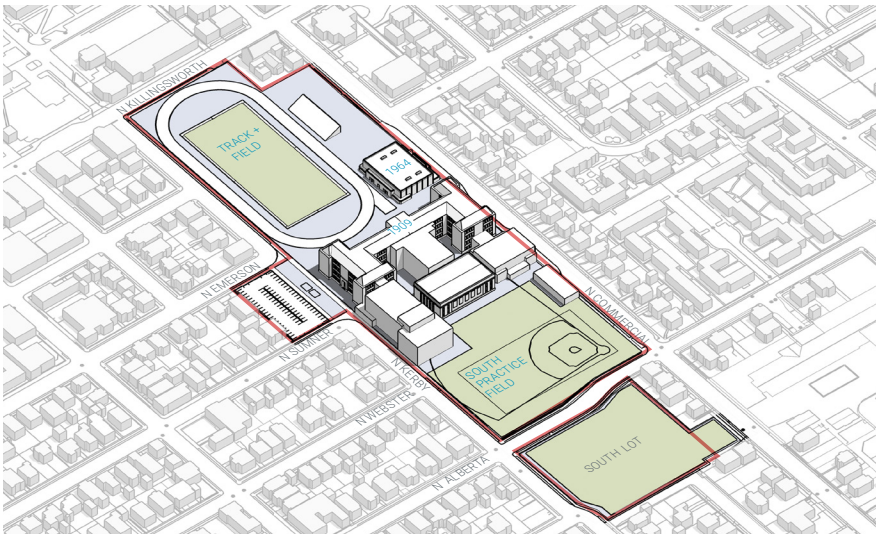


New South + Retain 1964 Gym - CPC 6

NEW SOUTH + RETAIN 1984 GYM
PHASING - CPC 6

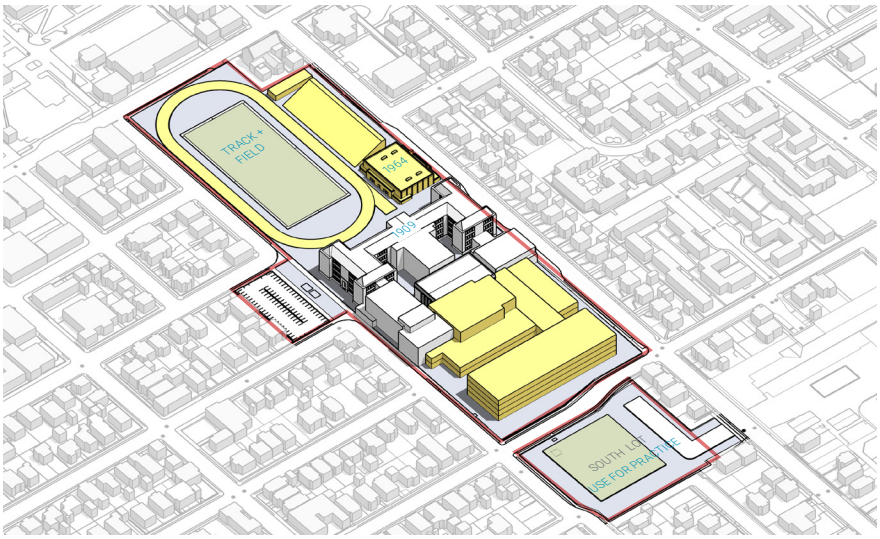
Current

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



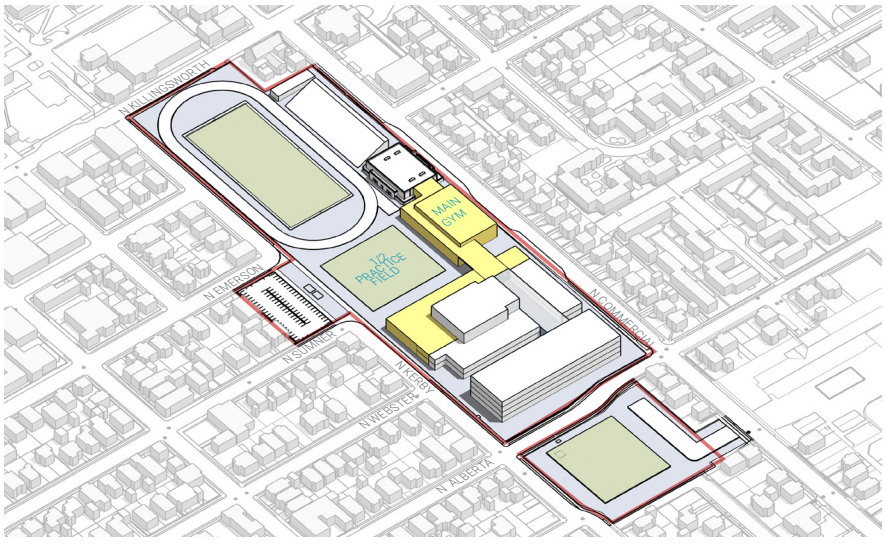
Phase 1

- 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.

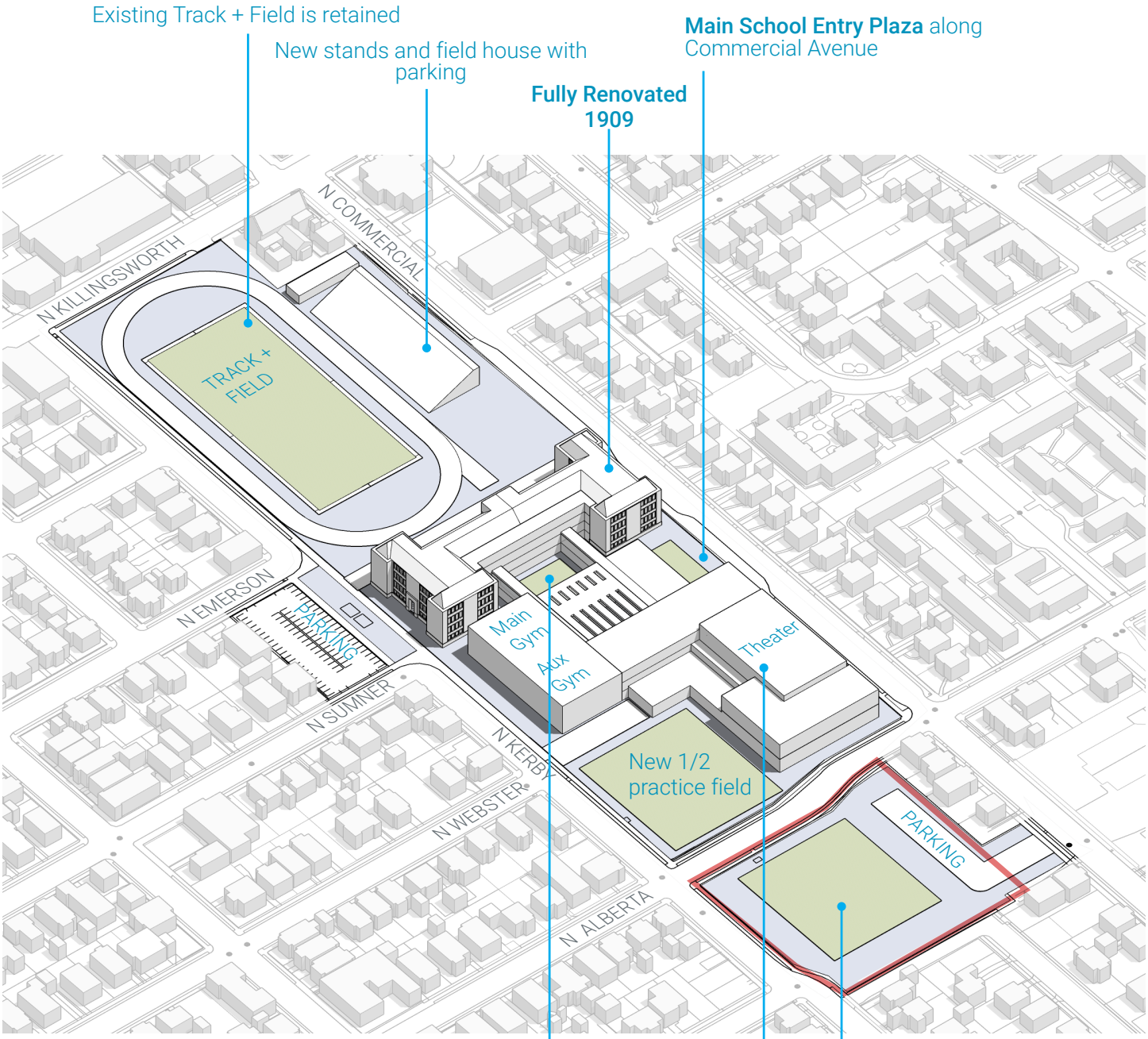
"The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades."

"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."**

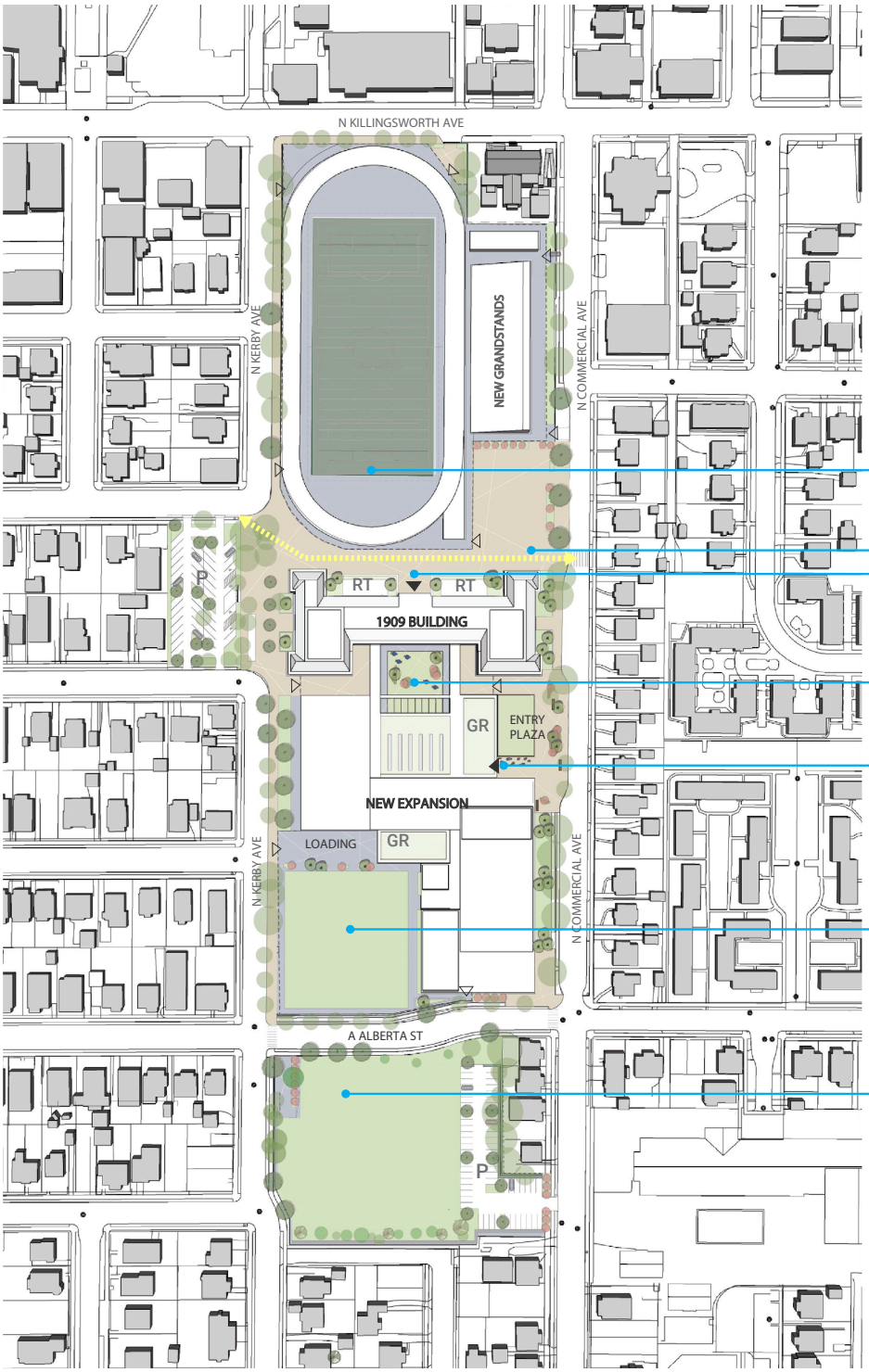
"Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don't let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the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

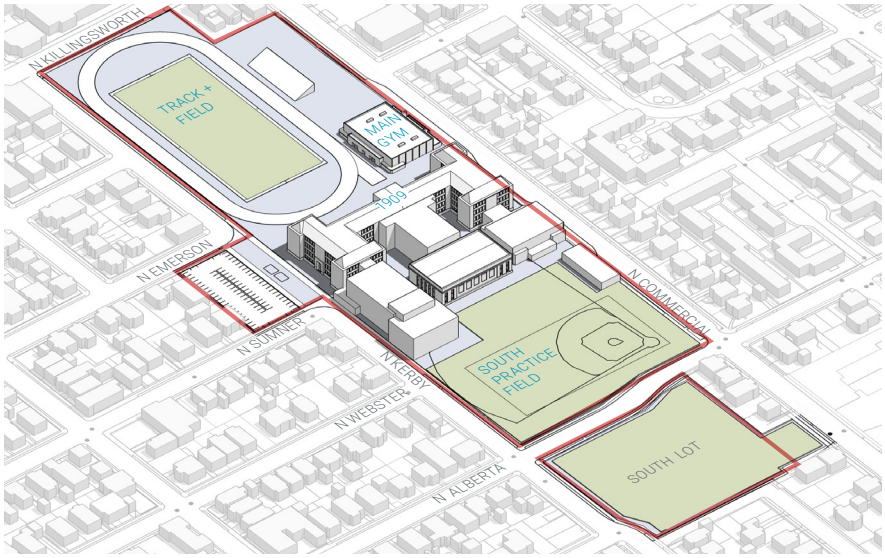
Site Design for Students and the JHS Community

- 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

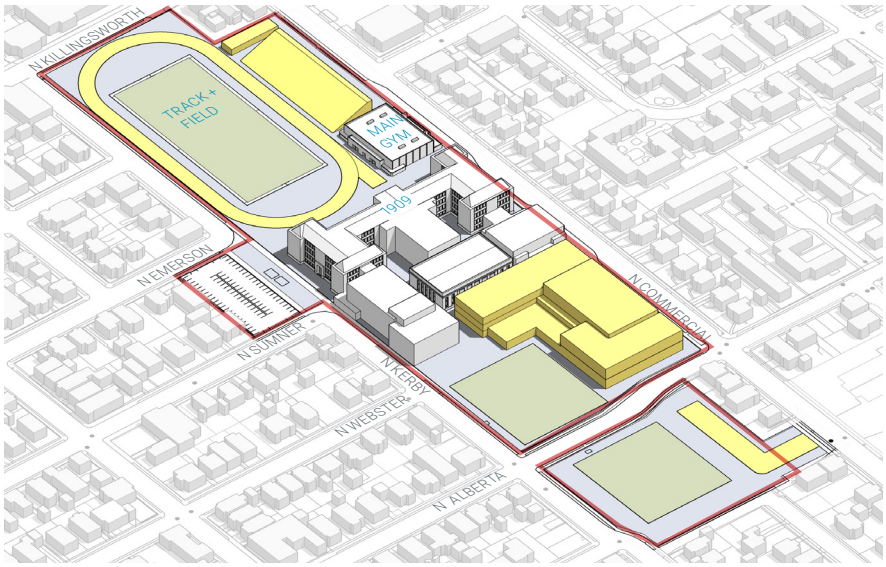
Current

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



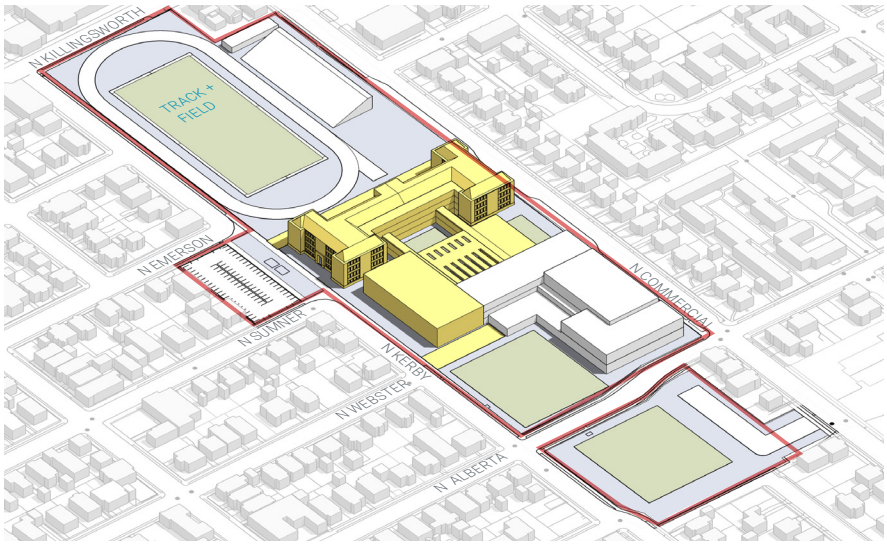
Phase 1

- 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

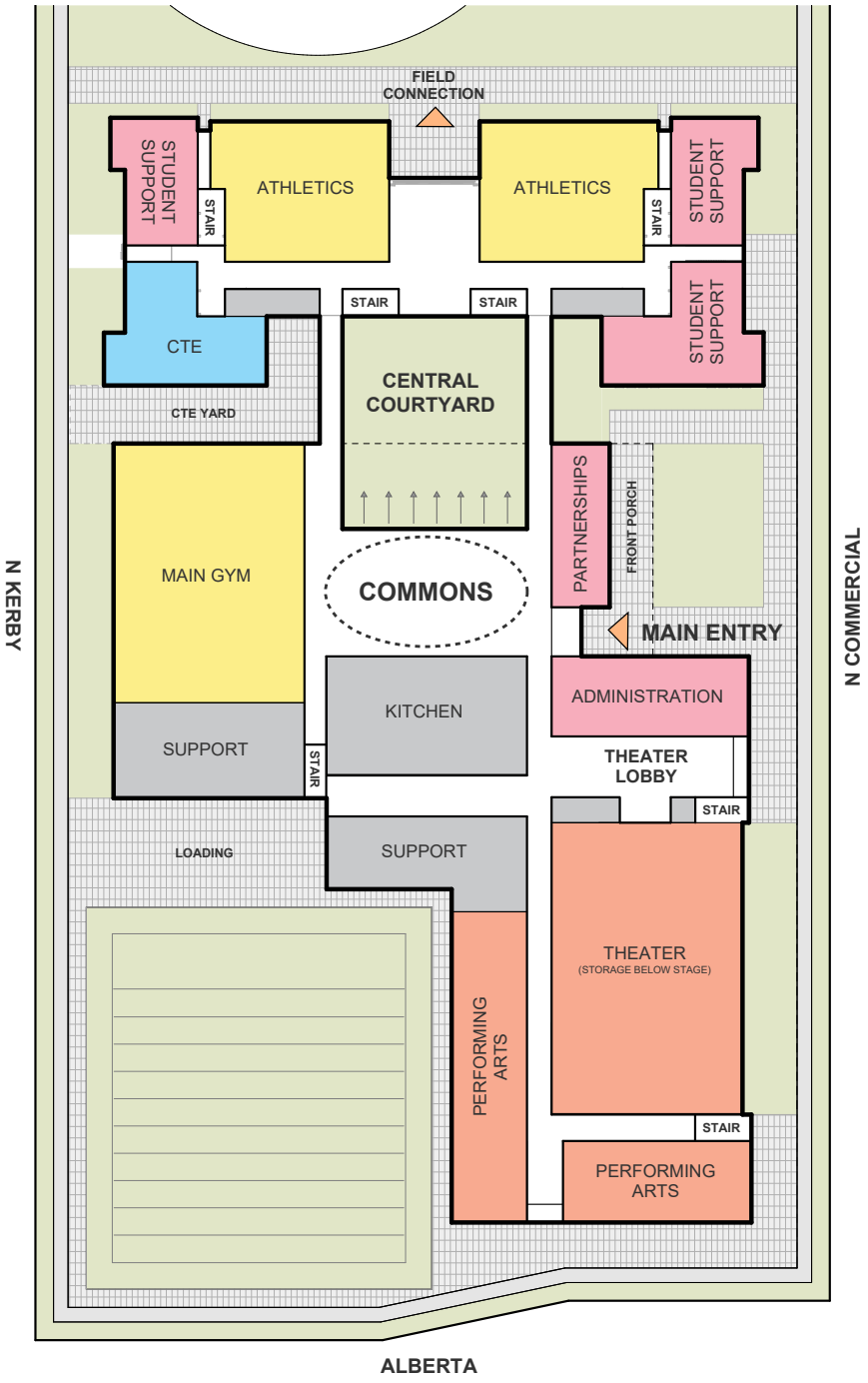
- Demolish existing theater, 1928, and aux gym/dance studios
- Renovate 1909 and build rest of expansion with new gyms, commons, media center.



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

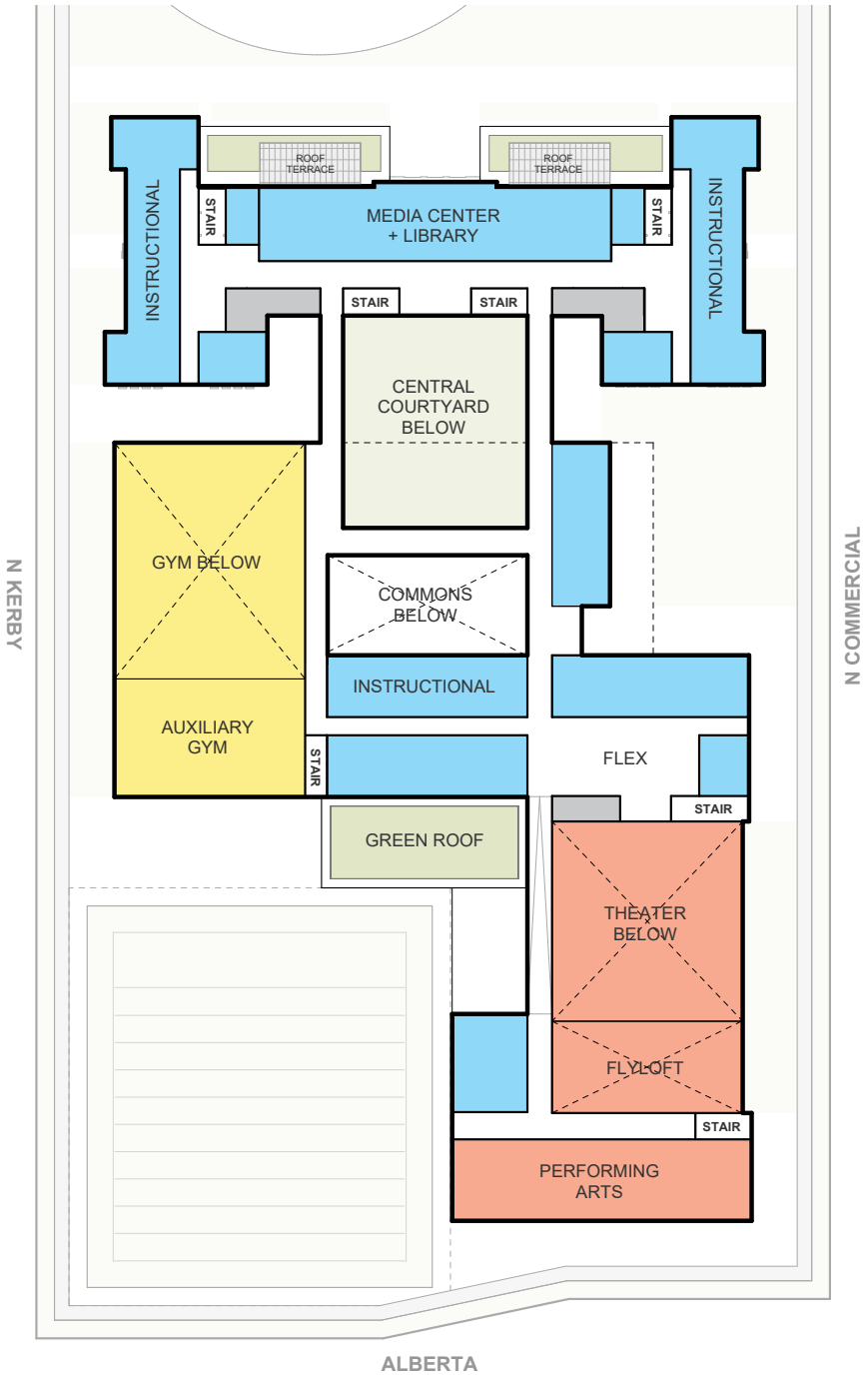
Athletics related

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

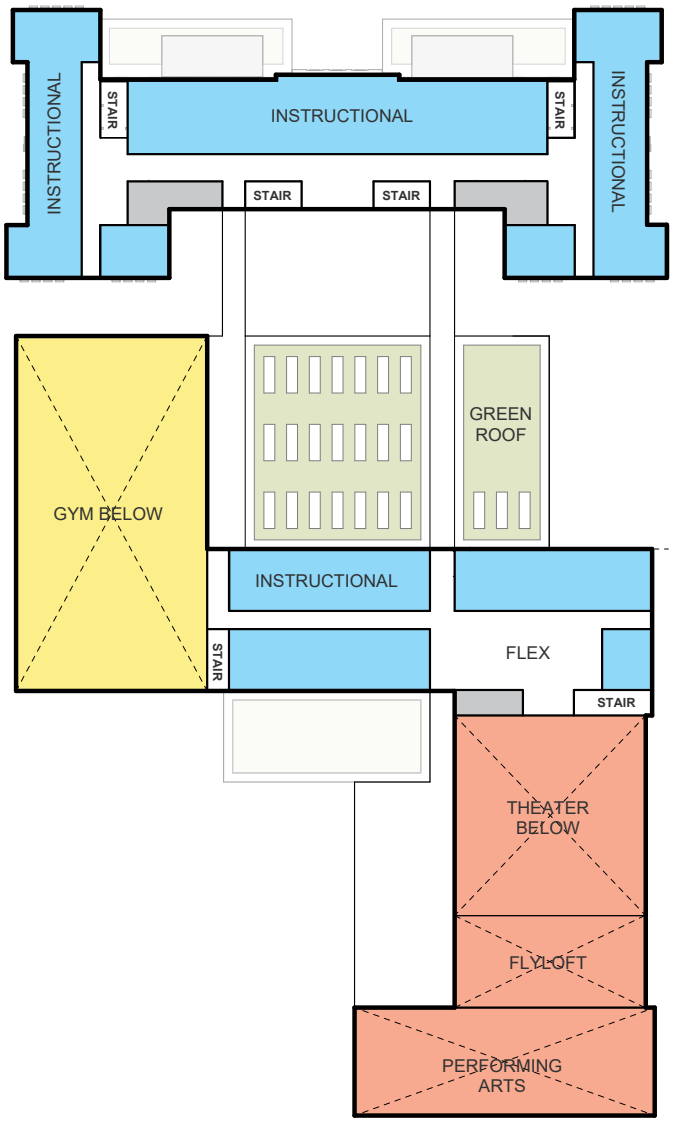
Athletics related

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

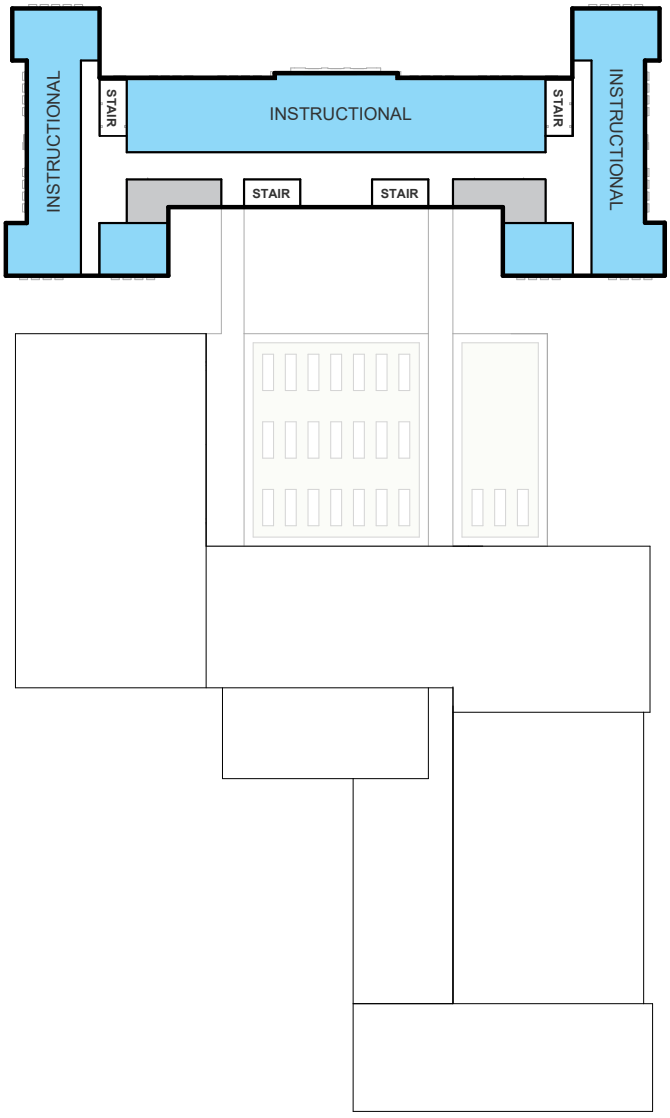
Athletics related

Administration and Partners related program and spaces

Instructional related spaces

D FLOOR

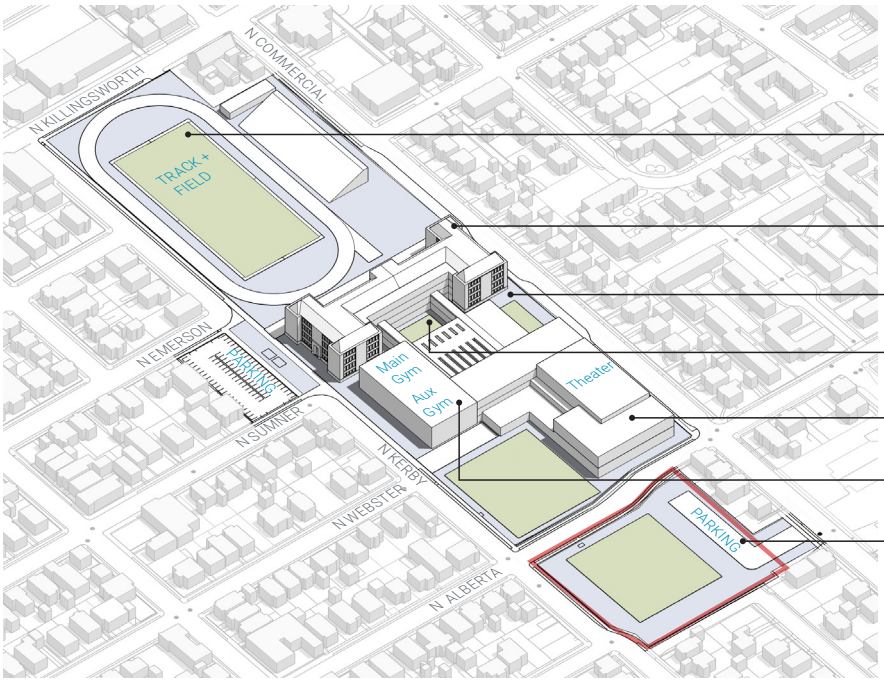
D-Floor also consists of teaching spaces, with the upper level of the 1909 classroom building containing a mix of science classrooms, visual arts, and CTE programs. Through having these specialized and technical spaces at the uppermost floor, we are able to take advantage of shorter duct routing for 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

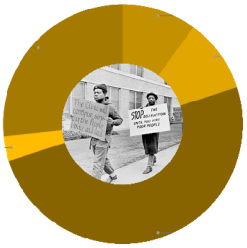
Entry plaza with porch and partnership spaces offer amenities for communities and neighbors

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.



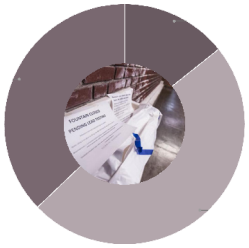
RESOURCES

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.

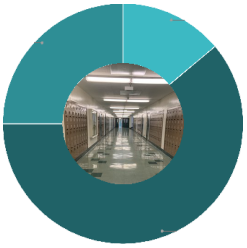


SAFETY

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.

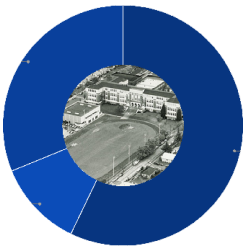


ACCESS

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.

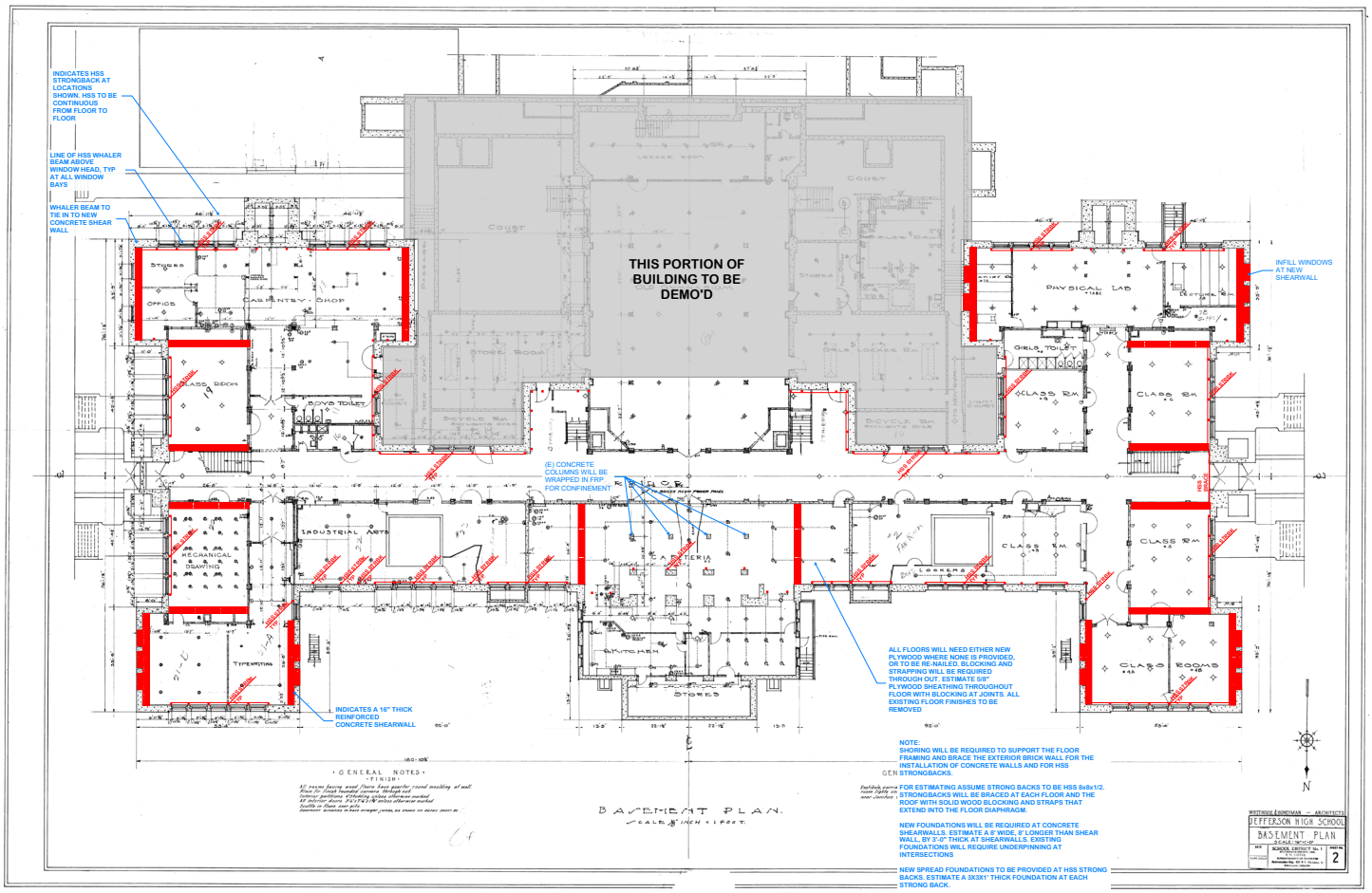
- Reinforce perimeter walls with HSS strongbacks and whalers
- Add concrete shearwalls with collector elements at each floor
- Resheath the floor with plywood and blocking at edges
- Provide new foundations at shearwalls and strongbacks
- Wrap concrete columns with FRP at the basement level
- Provide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

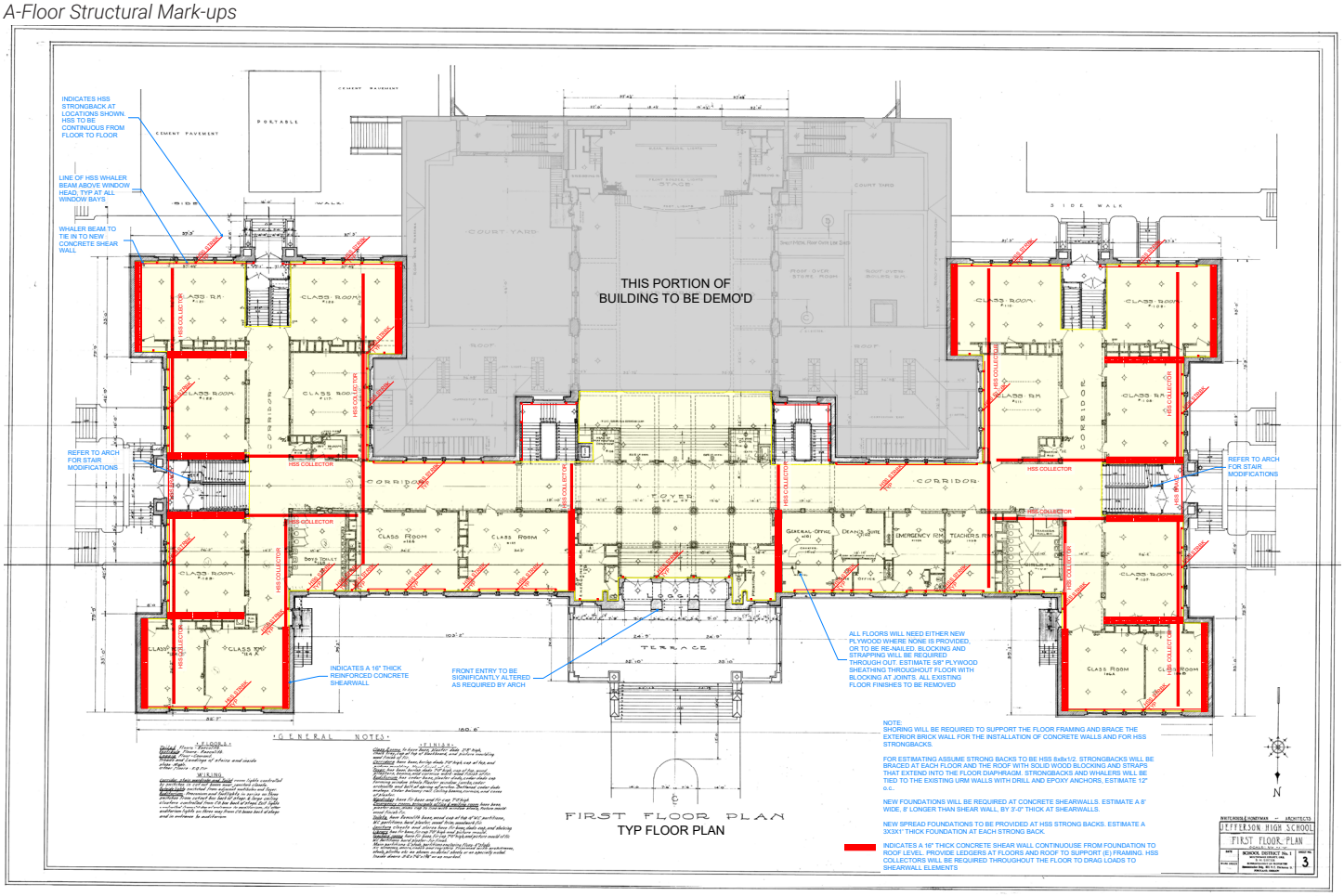
1964 Gymnasium

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.

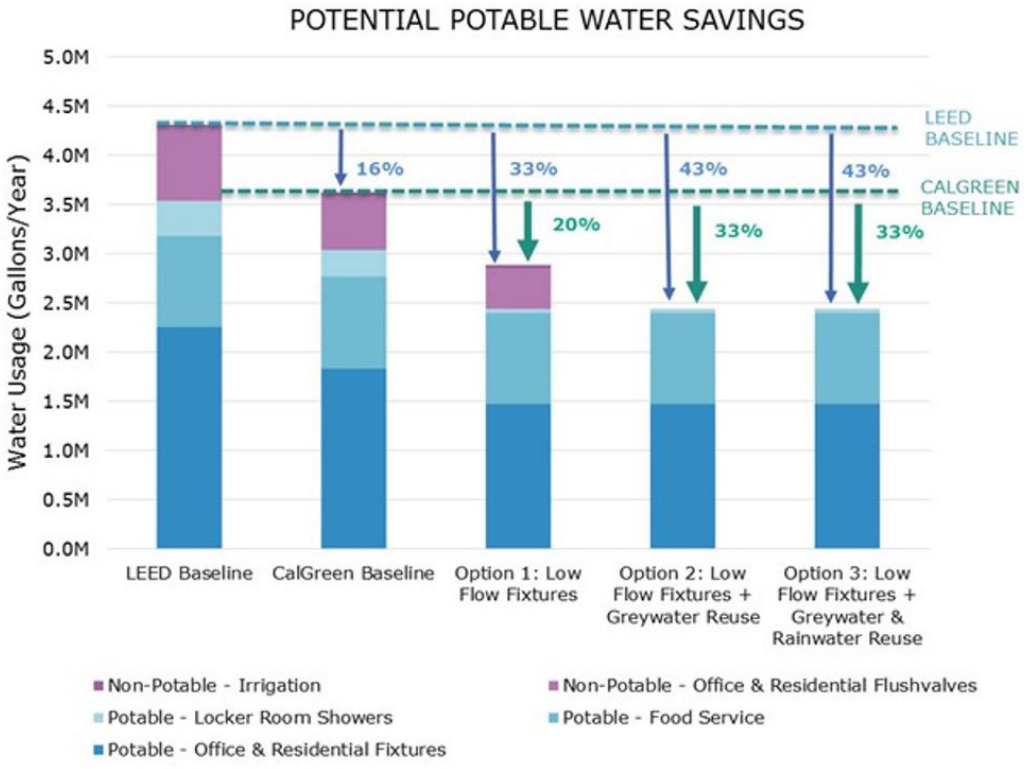
PLUMBING

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:

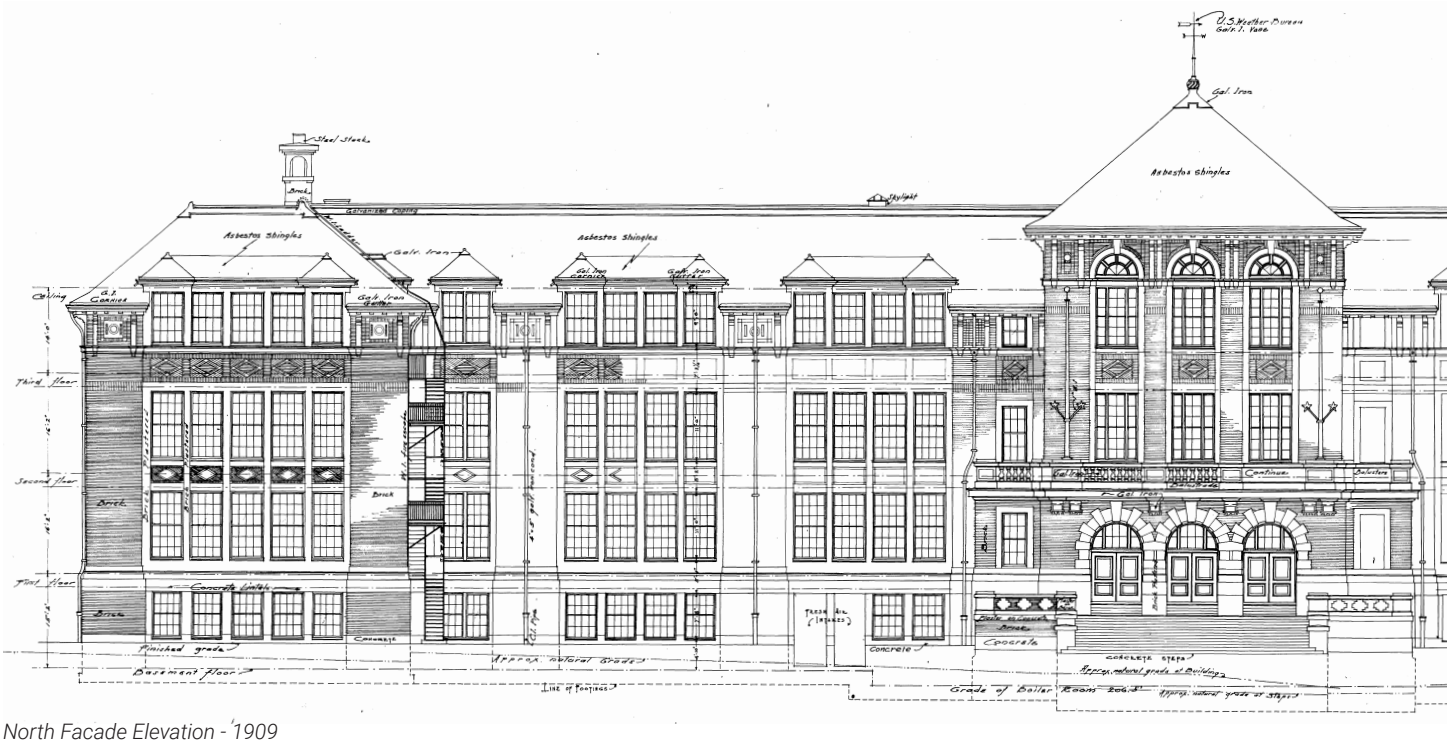
Exterior:

- 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

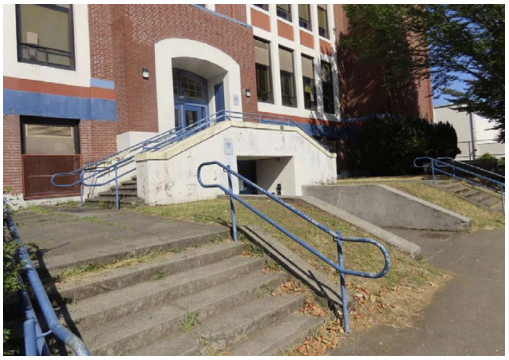
Additional information about specific building features is included in the Appendix.



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

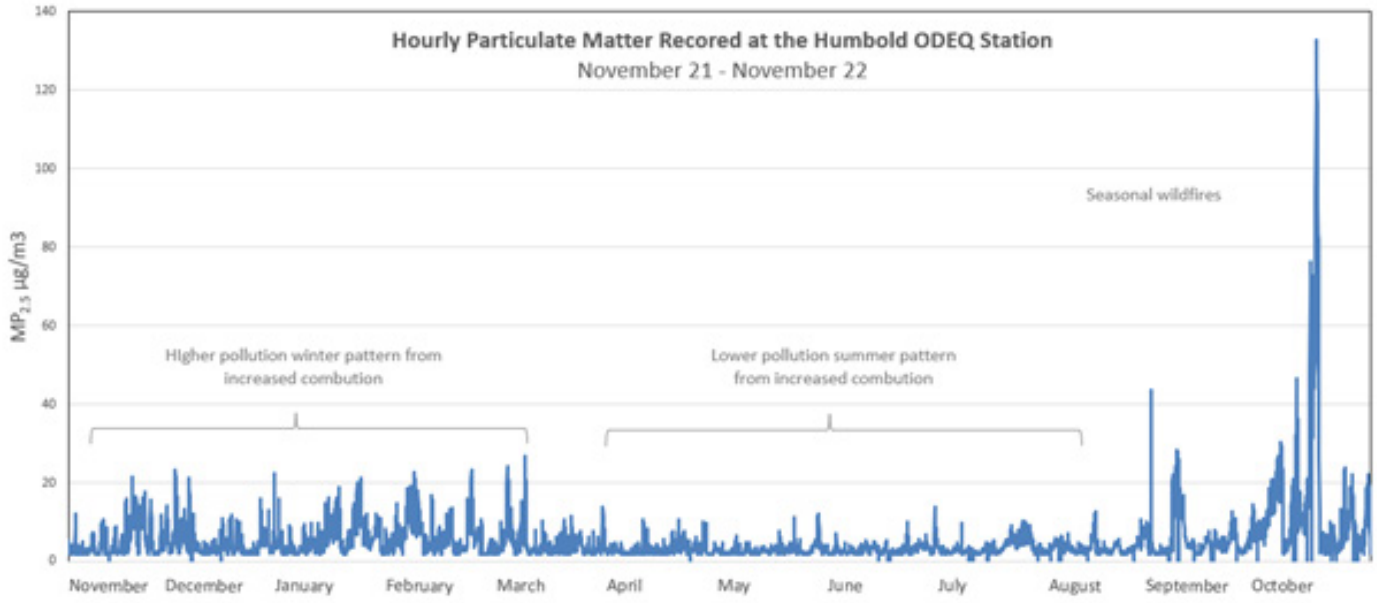
change through reframing knowledge, solutions, and systems is a form of climate justice. This commitment will serve as a primary design driver throughout the modernization process.

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.

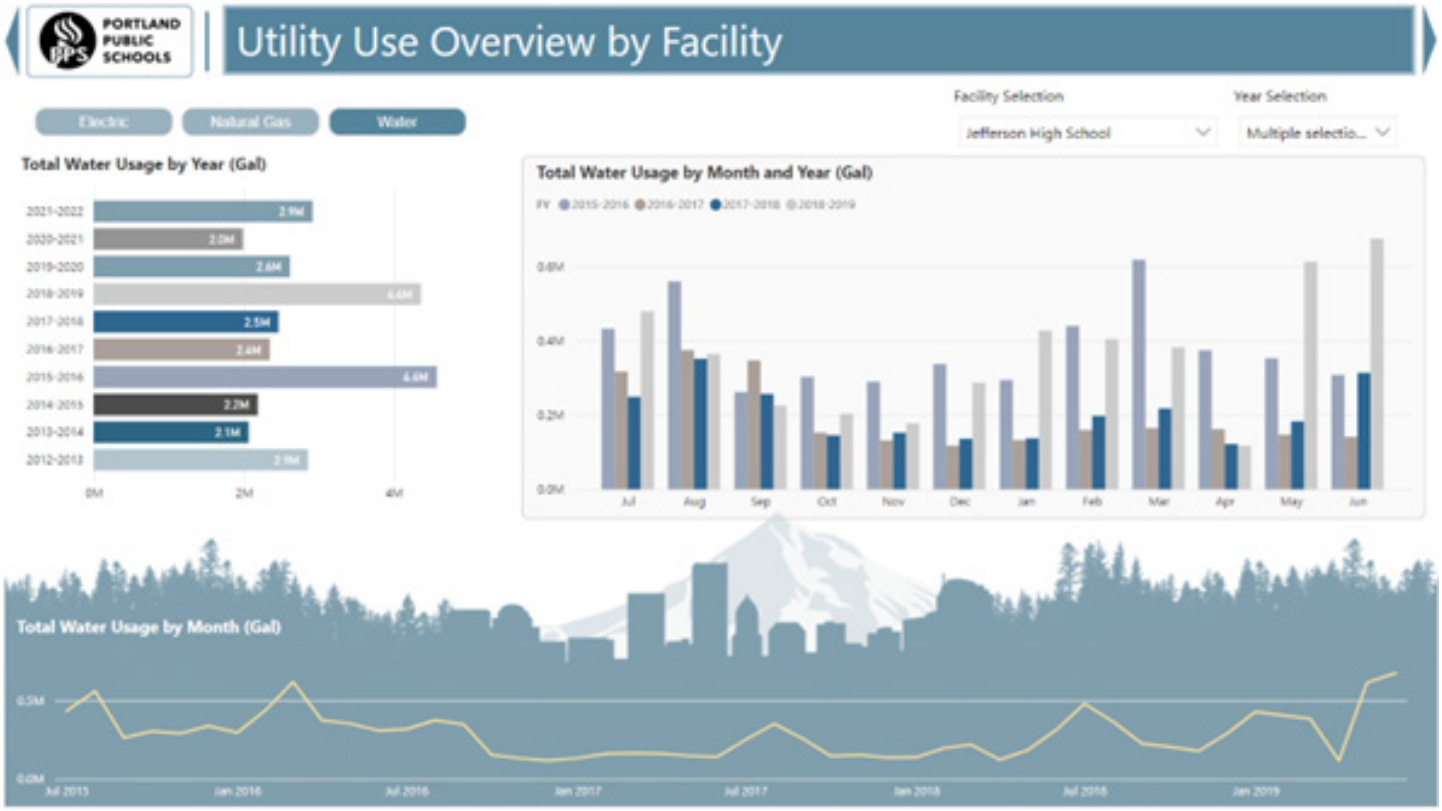
The modernized building will achieve a PPS goal of 30 EUI for new conduction and 35 EUI for renovations. The future Jefferson High School will be powered with 100% electricity, supplied from both the grid and roof-top solar panels.

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

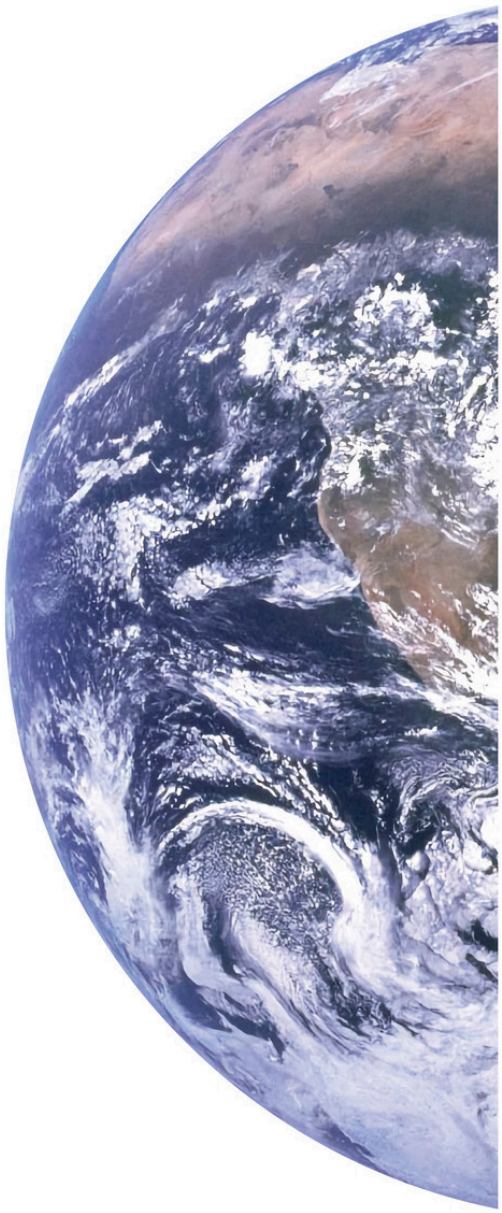
The thermal enclosure is the building system that ensures energy efficiency, thermal comfort, and indoor air quality. It will be designed to the following minimum values.

- 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

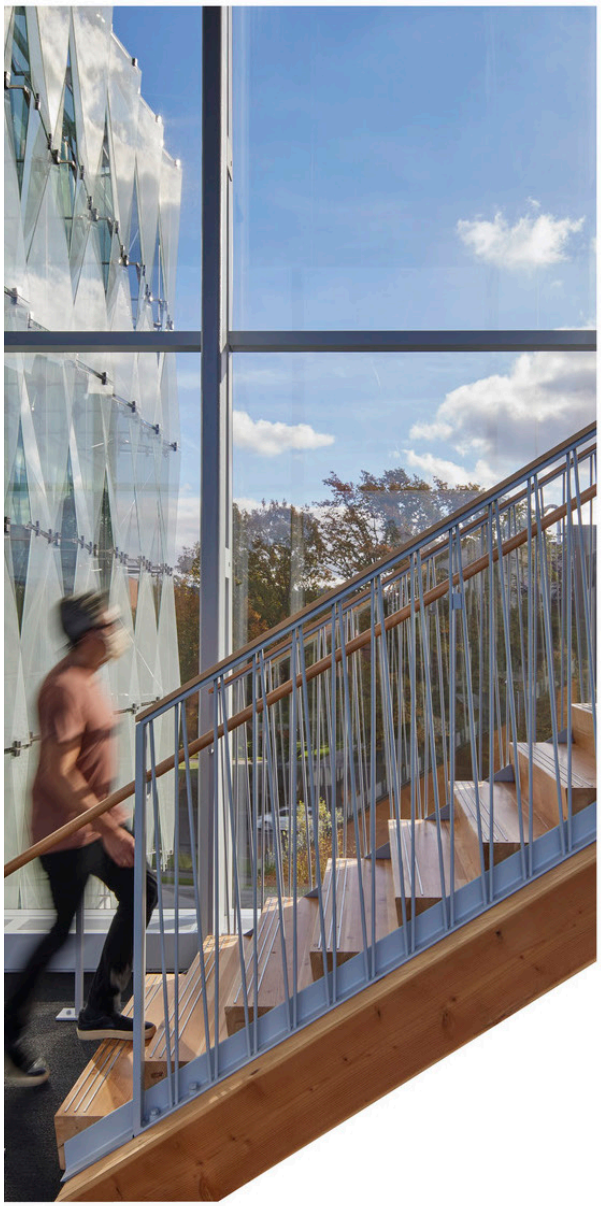
CFC, HCFC, HFC

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

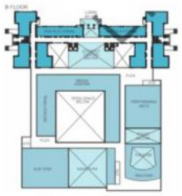
In 2020, PPS OSM engaged the cost consultant firm of RLB to provide a cost model for each of the high schools that were being considered for the upcoming bond. The total construction budget for JHS including all owner soft costs was established as $311 million.

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.

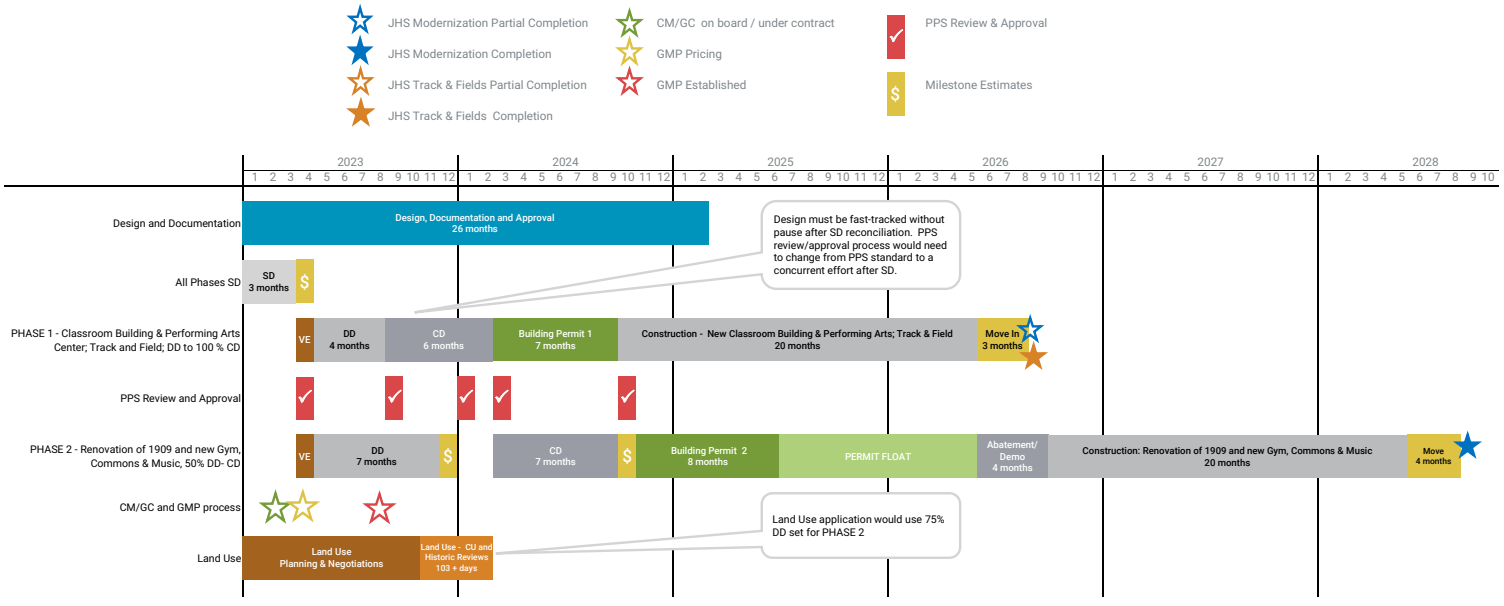
Land use approval is required and is discussed elsewhere. A Type III land use and conditional use review takes a minimum of 103 calendar days and we are currently showing a four month duration since additional time is typically required before a submittal is deemed complete by staff. If the land use 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:

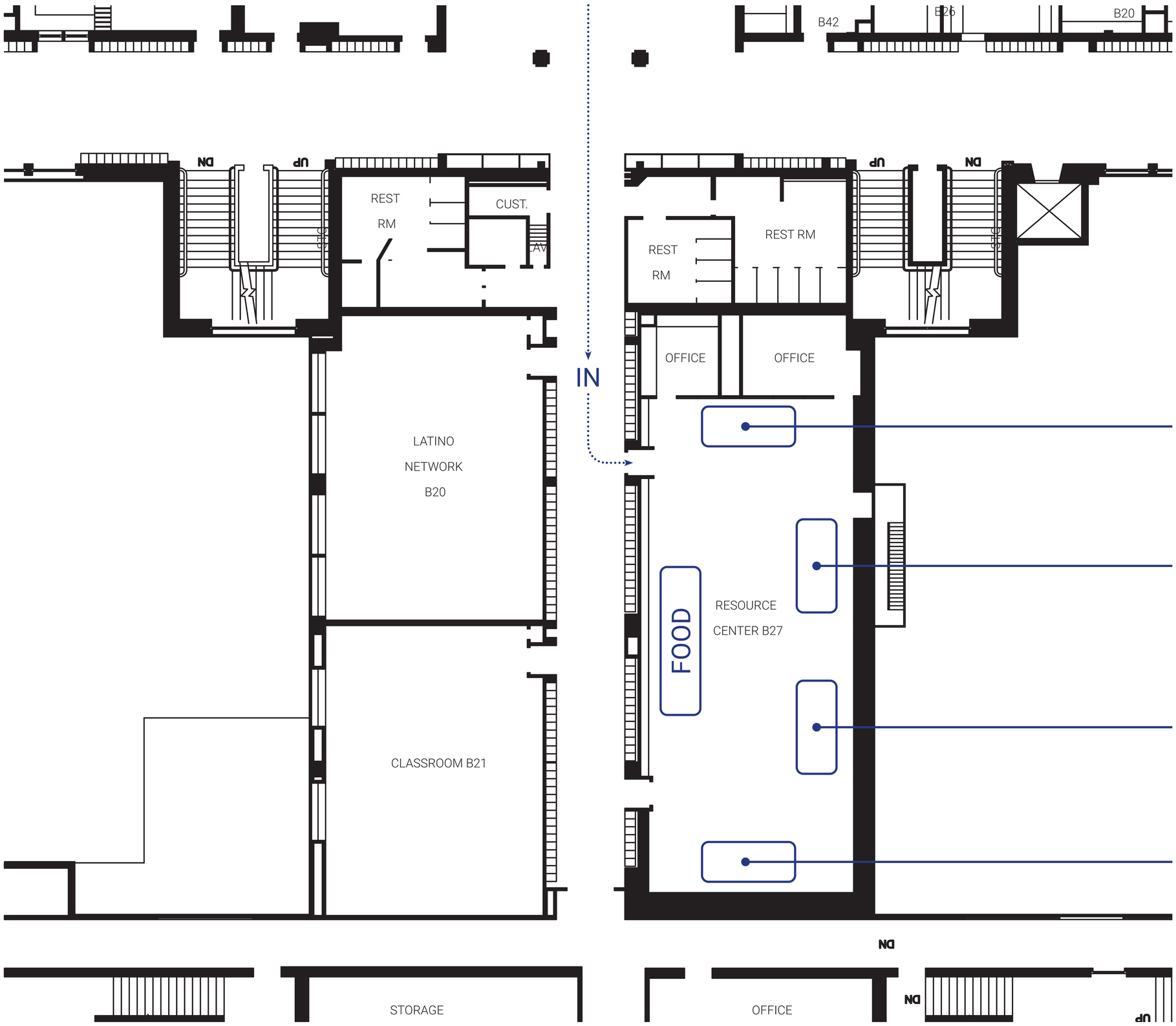
“When selecting structural systems, ensure that the implications of that system are fully understood around detailing, performance requirements, schedule, and cost. For LHS, the decision would likely stand, but the team would have planned for the façade detailing process/effort more effectively”

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



SIGN-IN MAP

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE | PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE

OWNERSHIP TEAM



Ayana Horn
Project Manager II - Office of School Modernization
Portland Public Schools

“As a Project Manager with Portland Public Schools, I am excited to incorporate Design Justice principles into my work with the Jefferson community and the design team to create spaces and experiences that reflect the communities’ hopes and dreams for the future. My vision is to see students, staff and community members thrive for generations to come.”



Kiesha Locklear
Project Manager II - Office of School Modernization
Portland Public Schools

“The Jefferson HS Modernization is the reason I’m working at PPS. To have the opportunity to strengthen Jefferson’s roots and ensure its legacy lives on fruitfully within this historically black Portland community is an honor. I’m excited to see how principles of Design Justice combined with educational programming can help to do that by creating safe and welcoming spaces that support successful cutting edge learning models within diverse urban settings.”



Steve Effros
Sr. Project Mgr. - Office of School Modernization
Portland Public Schools

“Part of my role as a project manager at PPS over the past decade has been to leverage school improvement projects as a way to bring equity to communities throughout the District. I feel privileged to collaborate with stakeholders to bring this approach to the Jefferson project, as we look to hear from as many diverse voices as possible in the planning and design of this modernized hub for the Jefferson community.”

DESIGN TEAM



Chandra Robinson
Design Principal - Exterior
LEVER

“I am thrilled about this project’s potential to strengthen opportunities for the Black community here in Portland. The project will be an incredible opportunity to create lasting, beautiful spaces that the community can take pride in.”



Jeanie Lai
Design Principal - Interior
Bora

“I believe design to be an expression of care for the planet and for the communities in which we live. I can’t think of a better project than Jefferson to show how design can bring back pride and joy that empowers individuals and heals our environment.”



Walter Hood
Urban Design Principal
Hood Design Studio

“Jefferson’s legacy is celebrated in the community, but the opportunity is also in defining how this place can become a new model for urban living and an inspiration for the youth attending the school to thrive in the world they will create.”



Mauricio Villarreal
Design Principal - Landscape
PLACE

“Placemaking is a time for shared learning and formative discoveries. I enjoy collaborating with the young and young at heart, creating welcoming public spaces and celebrating community health, economic prosperity, and social and cultural solidarity.”

MANAGEMENT & TECHNICAL DESIGN TEAM



Becca Cavell
Project Manager,
Point of Contact
Bora

"I am humbled and excited to be part of such a talented team whose focus on Design Justice will empower the Jefferson High School Community to express its vision for a new school that will serve its future and honor its legacy."



Sean Bolden
Project Architect - Exterior
LEVER

"I'm excited to be part of this team, and for the opportunity to make significant design contributions to the school. It is important for students to see people who look like them making positive change in their community."



Kayce Joyce
Project Team - Interior
Bora

"I am thrilled at the opportunity to work with my local high school, to envision a healthy school environment where the next generation of Jefferson students will want to come to in order to be inspired, build community, and learn."



Chris Linn
Principal in Charge
Bora

"I look forward to delivering design, climate and educational justice to a long underserved community. I am so proud to be a part of a project that will have such a profound impact on our profession."



Dannon Canterbury
Project Manager - Exterior
LEVER

"Jefferson High School serves the neighborhood I live in and will be the school my daughter will eventually attend. I'd love to be a part of transforming such a vital Portland landmark into a place that better serves the coming generations."



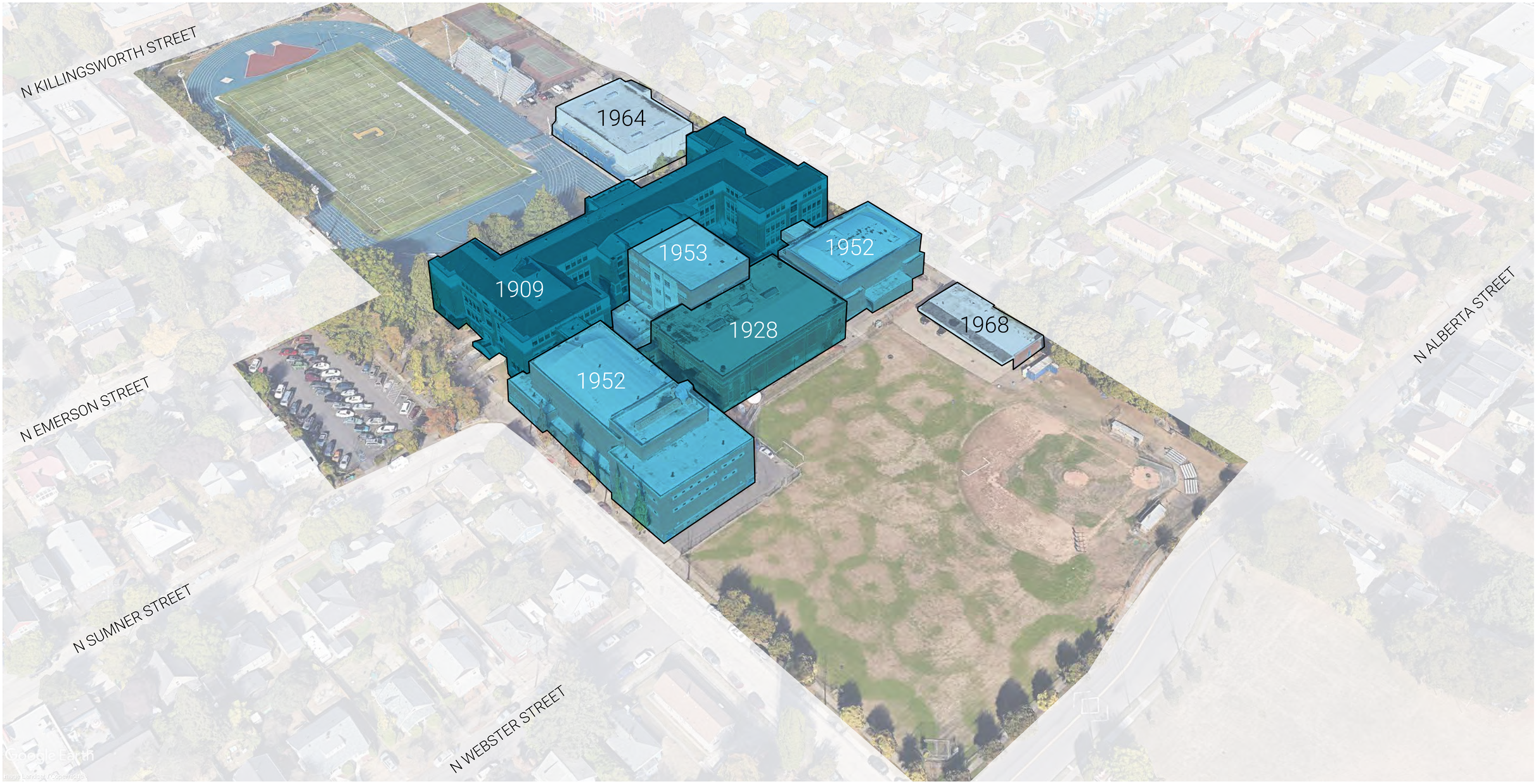
Miguel Hidalgo
Project Architect - Interior
Bora

"As a person of color who shaped their career on the conviction that every student deserves schools that reflect their inherent value as human beings, the opportunity to serve the Jefferson community will be the culmination of my values, skills, and strengths."



Corey Squire
Sustainability Lead
Bora

"I'm excited to deliver world-class energy performance and indoor air quality to the Jefferson community. Your students deserve a model project that supports health and learning outcomes and can set an example for districts across the country."

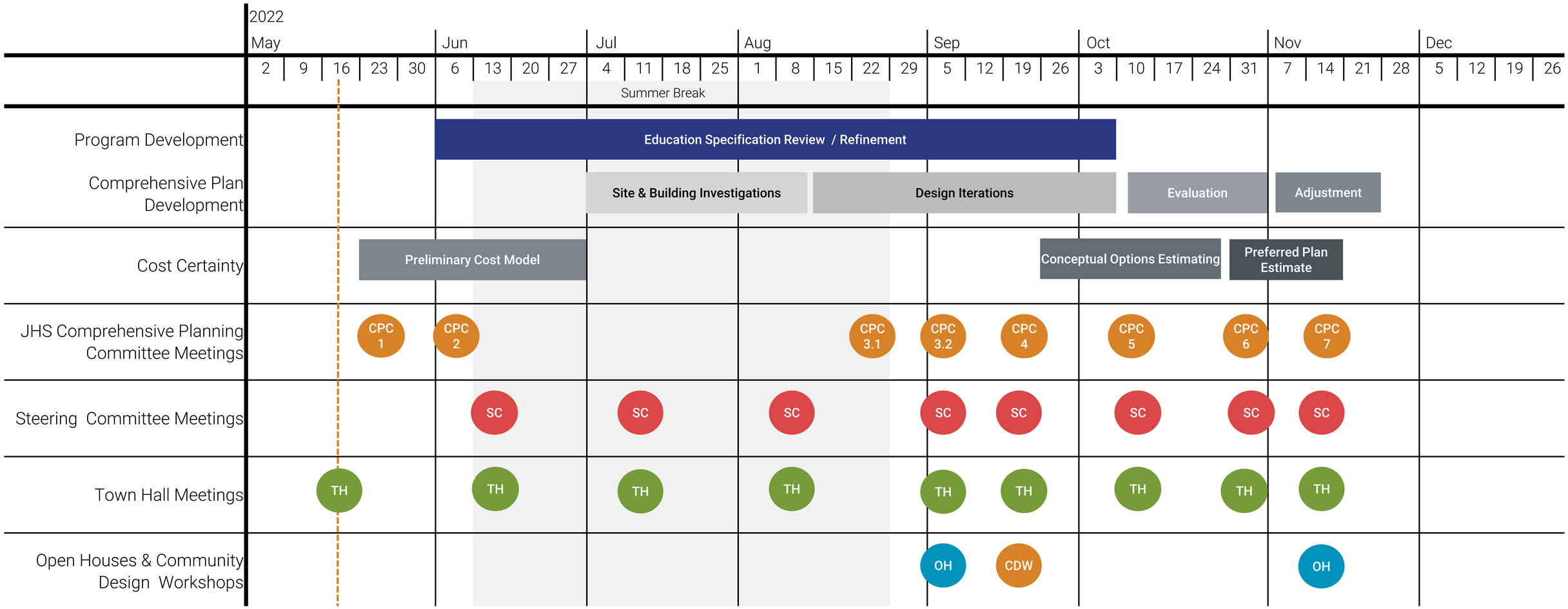


BUILDING ADDITIONS

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE

PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE

JEFFERSON HIGH SCHOOL COMPREHENSIVE PLANNING PHASE



PLANNING SCHEDULE

Spring 2022–Spring 2024
PLANNING & DESIGN

- Master Planning
- Schematic Design
- Design Development
- Construction Documents

Summer 2024–Summer 2026
CONSTRUCTION

- Construction takes place over 2 years

Fall 2026
COMPLETION

- Modernized Jefferson High School Reopens

PROJECT TIMELINE



















THE JEFFERSON COMMUNITY

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE

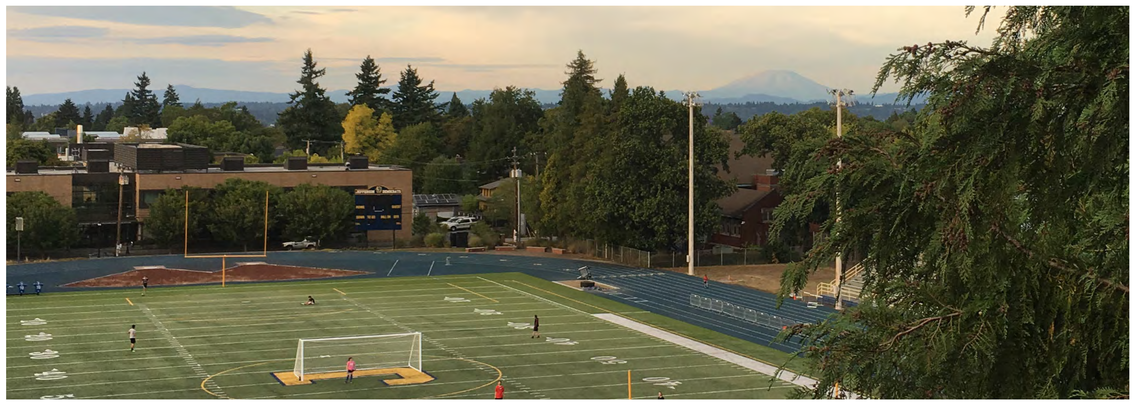
PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE



















JEFFERSON HIGH SCHOOL

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE

PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE

























HISTORY

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE | PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE





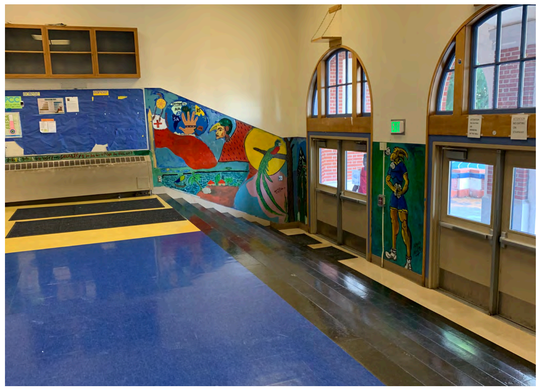




















JEFFERSON HIGH SCHOOL

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE

PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE

WHAT DO YOU LOVE ABOUT THIS COMMUNITY?

WHERE DO YOU FEEL THE MOST COMFORTABLE?

WHERE DO YOU FEEL THE MOST WELCOME?

TELL US MORE



SITE PLAN

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE

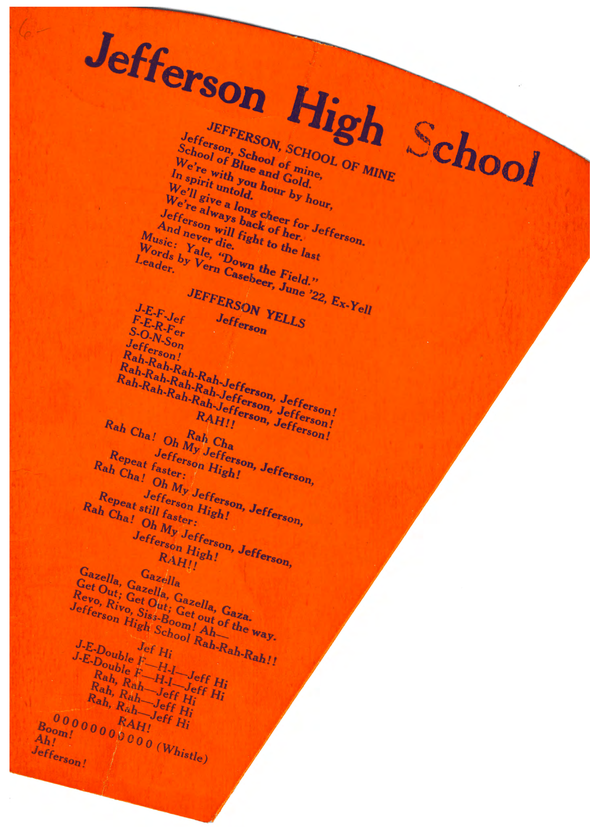
PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE











HISTORY

JEFFERSON HIGH SCHOOL
MODERNIZATION OPEN HOUSE | PPS PORTLAND PUBLIC SCHOOLS | BORA | LEVER | COLLOQATE

WHAT IS IMPORTANT TO YOU IN THE FUTURE?

TELL US YOUR STORIES

WHAT ARE YOU THE MOST EXCITED ABOUT?

WHAT ARE YOU THE MOST CONCERNED ABOUT?

TELL US YOUR STORIES

HOW CAN THIS PROJECT SUPPORT THE COMMUNITY?

HOW CAN THIS PROJECT BE OF SERVICE?

TELL US YOUR STORIES

BORA

PPS
SCHOOL BUILDING
IMPROVEMENT BOND

LEVER

COLLOQATE

JEFFERSON HIGH SCHOOL MODERNIZATION

Comprehensive Planning Committee

Meeting One: Process, Overview & Design Justice Introduction

June 1, 2022

AGENDA

Welcome & Introductions	PPS
Overview of CPC process	PPS
Background / 2019 Study	Bora
Break and review of Open House boards	
Discussion / Questions	All
Design Justice Presentation	Colloqate
Preparation for next CPC meeting	PPS
Public Comment Period	Public

PROJECT TEAM

PORTLAND PUBLIC SCHOOLS

Steve Effros - Senior Project Manager
Kiesha Locklear - Project Manager
Ayana Horn - Project Manager

BORA

Becca Cavell - Project Manager, Point of Contact
Jeanie Lai - Design Principal, Interior
Chris Linn - Principal in Charge
Miguel Hidalgo - Project Architect
Corey Squire - Sustainability Lead
Kayce Joyce - Project Team, Interior
Elizabeth Lee - Project Administrator

LEVER

Chandra Robinson - Design Principal, Exterior
Sean Bolden - Project Architect, Exterior
Dannon Canterbury - Project Manager, Exterior

COLLOQATE

Bryan C. Lee Jr. - Engagement Lead
Bryan Bradshaw - Engagement Team
Natalia Revelo LaRotta - Engagement Team

HOOD DESIGN STUDIO

Walter Hood - Urban Design Principal

PLACE

Mauricio Villareal - Design Principal, Landscape

YOUR STREET YOUR VOICE

Jackie Santa Lucia - Student Engagement

PORTLAND PUBLIC SCHOOLS BOND PROGRAM OVERVIEW

PPS BOND TIMELINE

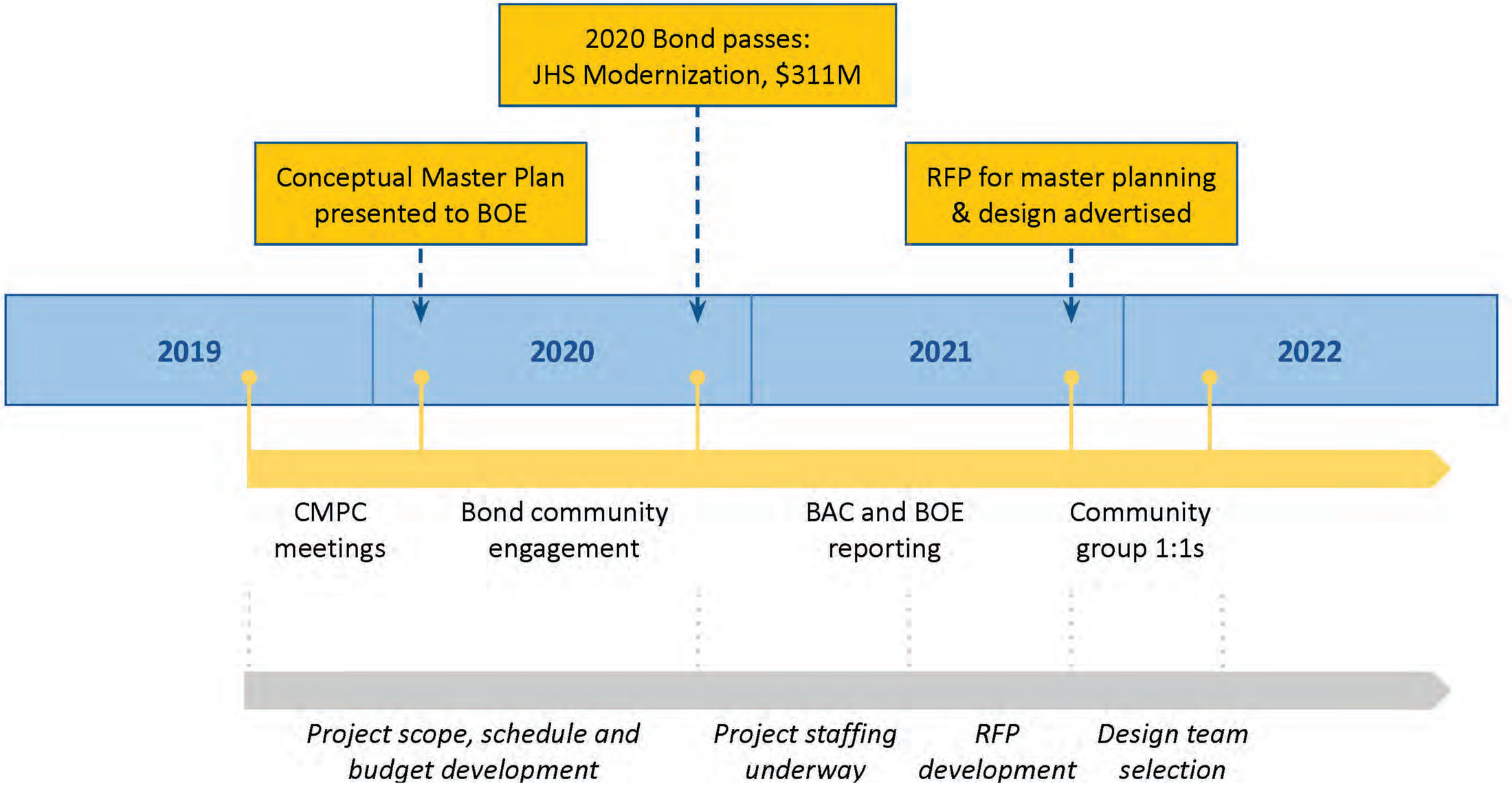
2012 BOND
- Roosevelt HS Modernization
- Franklin HS Modernization
- Grant HS Modernization
- Faubion PK-8 Rebuild
- Improvement Projects

2017 BOND
- McDaniel HS Modernization
- Kellogg MS Rebuild
- Lincoln HS Rebuild
- Benson HS Modernization
- Health & Safety Projects

2020 BOND
- Jefferson HS Modernization
- Cleveland HS Master Planning
- Ida B Wells HS Master Planning
- Capacity Projects
- Infrastructure Projects
- Curriculum
- Technology

HERE

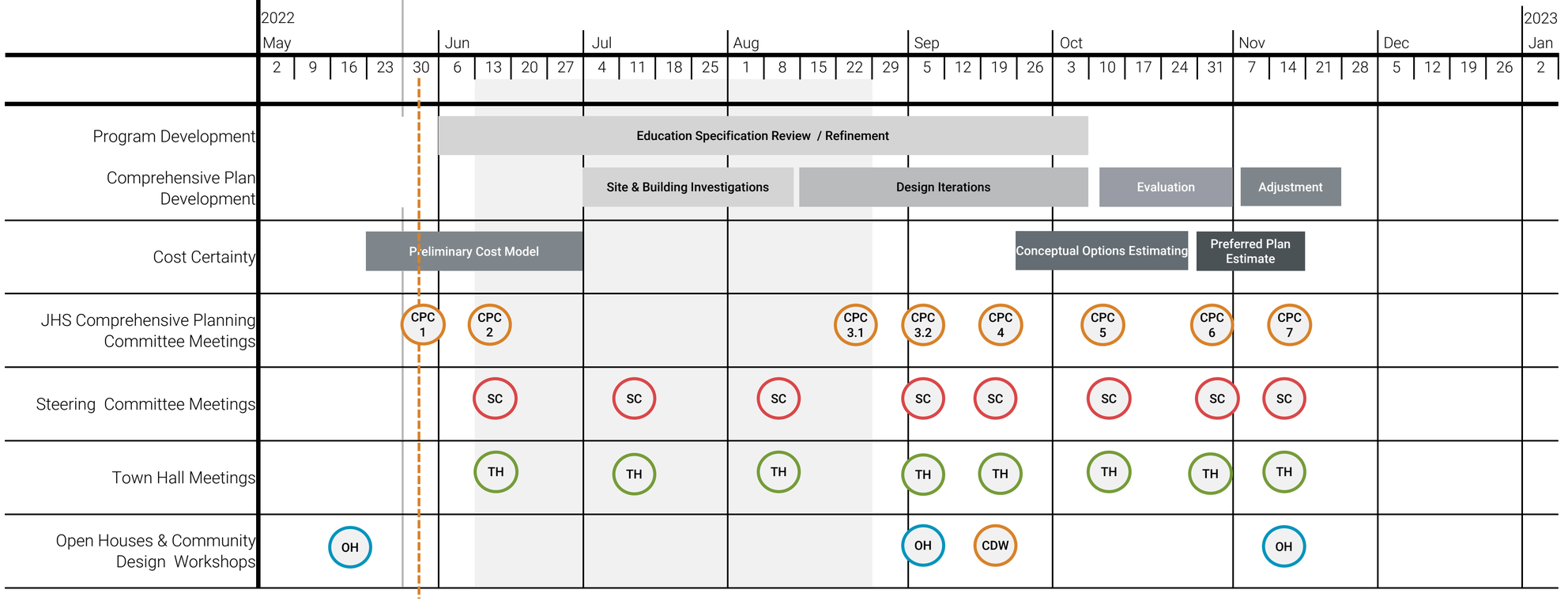
JEFFERSON HS MODERNIZATION - WORK TO DATE



BORA LEVER COLLOQATE PPS

CPC SCHEDULE

PPS | Jefferson High School Comprehensive Planning Phase



June 1, 2022	Comprehensive Planning Committee Meeting CPC 1	Process, Overview, Design Justice Introduction
June 15, 2022	Comprehensive Planning Committee Meeting CPC 2	Vision, Mission and Goals
August 24, 2022	Comprehensive Planning Committee Meeting CPC 3.1	Site Plan Scenarios Session 1
September 7, 2022	Comprehensive Planning Committee Meeting CPC 3.2	Site Plan Scenarios Session 2
September 21, 2022	Comprehensive Planning Committee Meeting CPC 4	Program & Design Options
October 12, 2022	Comprehensive Planning Committee Meeting CPC 5	Multiple Massing Options
November 2, 2022	Comprehensive Planning Committee Meeting CPC 6	Three Massing Options
November 16, 2022	Comprehensive Planning Committee Meeting CPC 7	Cost Review / Selection

BORA LEVER COLLOQATE PPS

2019 BOND STUDY

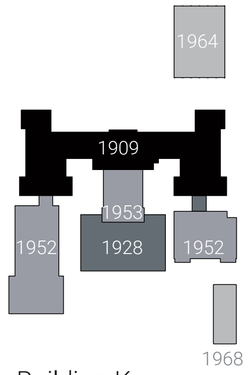
FLOOR PLANS PROGRAM ANALYSIS

BASEMENT (A FLOOR)

- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES



NORTH



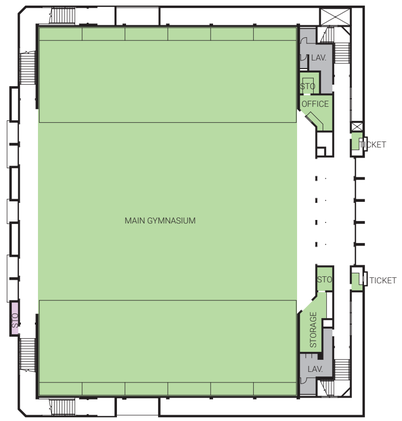
Building Key

BORA LEVER COLLOQATE PPS

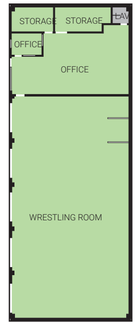
FLOOR PLANS PROGRAM ANALYSIS

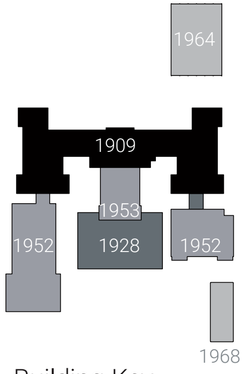
FIRST FLOOR (B FLOOR)





- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES





Building Key

NORTH

BORA LEVER COLLOQATE PPS

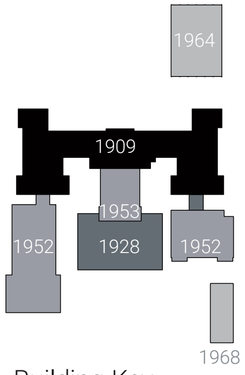
FLOOR PLANS PROGRAM ANALYSIS

SECOND FLOOR (C FLOOR)



- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES

NORTH



Building Key

BORA LEVER COLLOQATE PPS

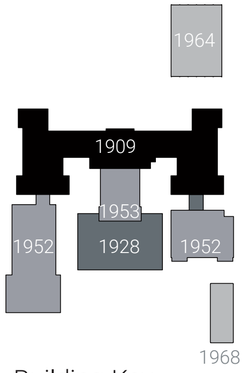
FLOOR PLANS PROGRAM ANALYSIS

THIRD FLOOR (D FLOOR)



- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES

NORTH



Building Key

BORA LEVER COLLOQATE PPS

PROGRAM COMPARISON ED SPEC TO NEW JEFFERSON HIGH SCHOOL



ED SPEC



JHS

ED SPEC: 206,690 NSF
JEFFERSON: 228,010 NSF

SITE PLAN CURRENT



NORTH

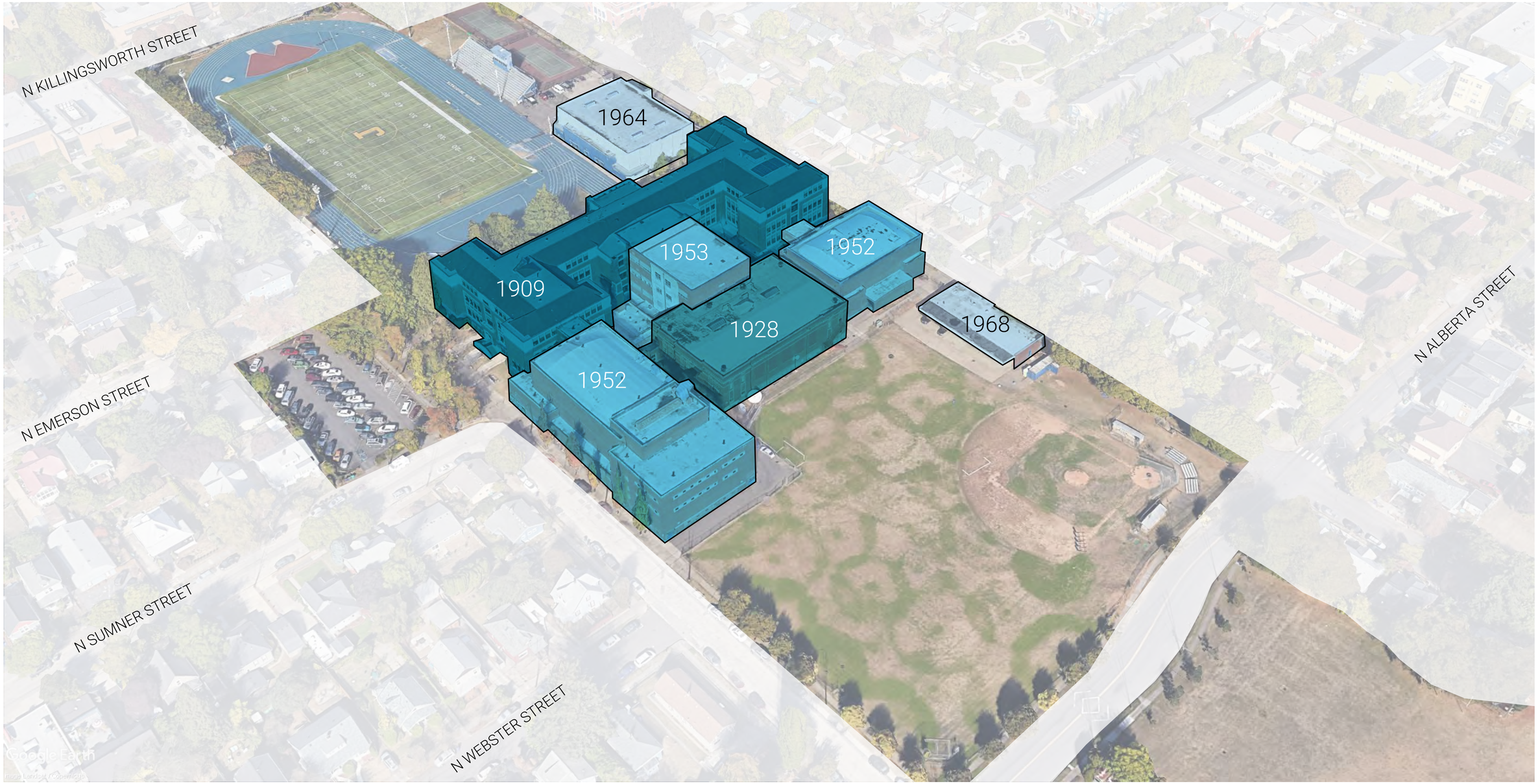
BORA LEVER COLLOQATE PPS

AERIAL VIEW FROM SOUTH WEST



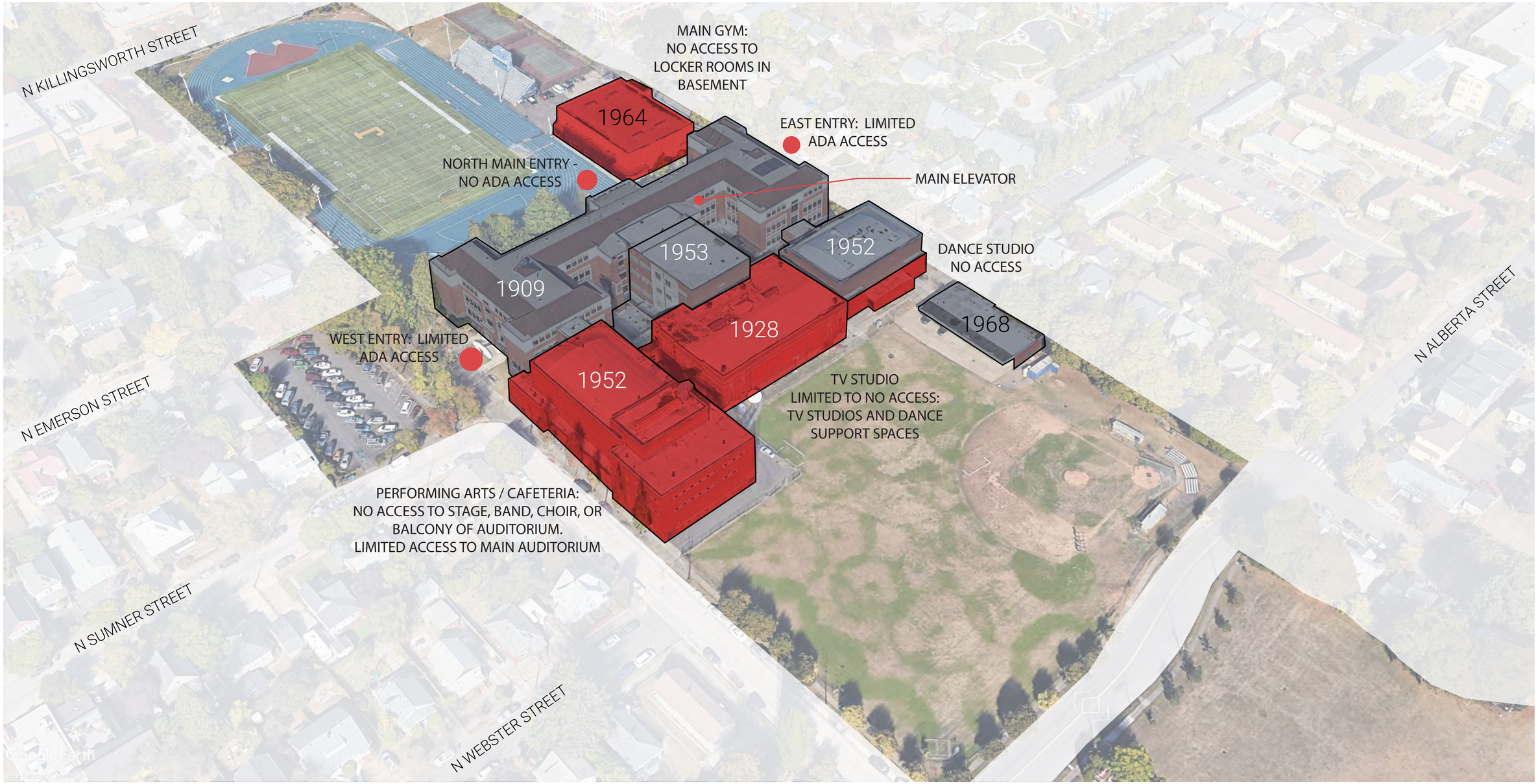
BORA LEVER COLLOQATE PPS

AERIAL VIEW FROM SOUTH WEST ADDITIONS



BORA LEVER COLLOQATE PPS

AERIAL VIEW FROM SOUTH WEST UNIVERSAL ACCESS



BORA LEVER COLLOQATE PPS

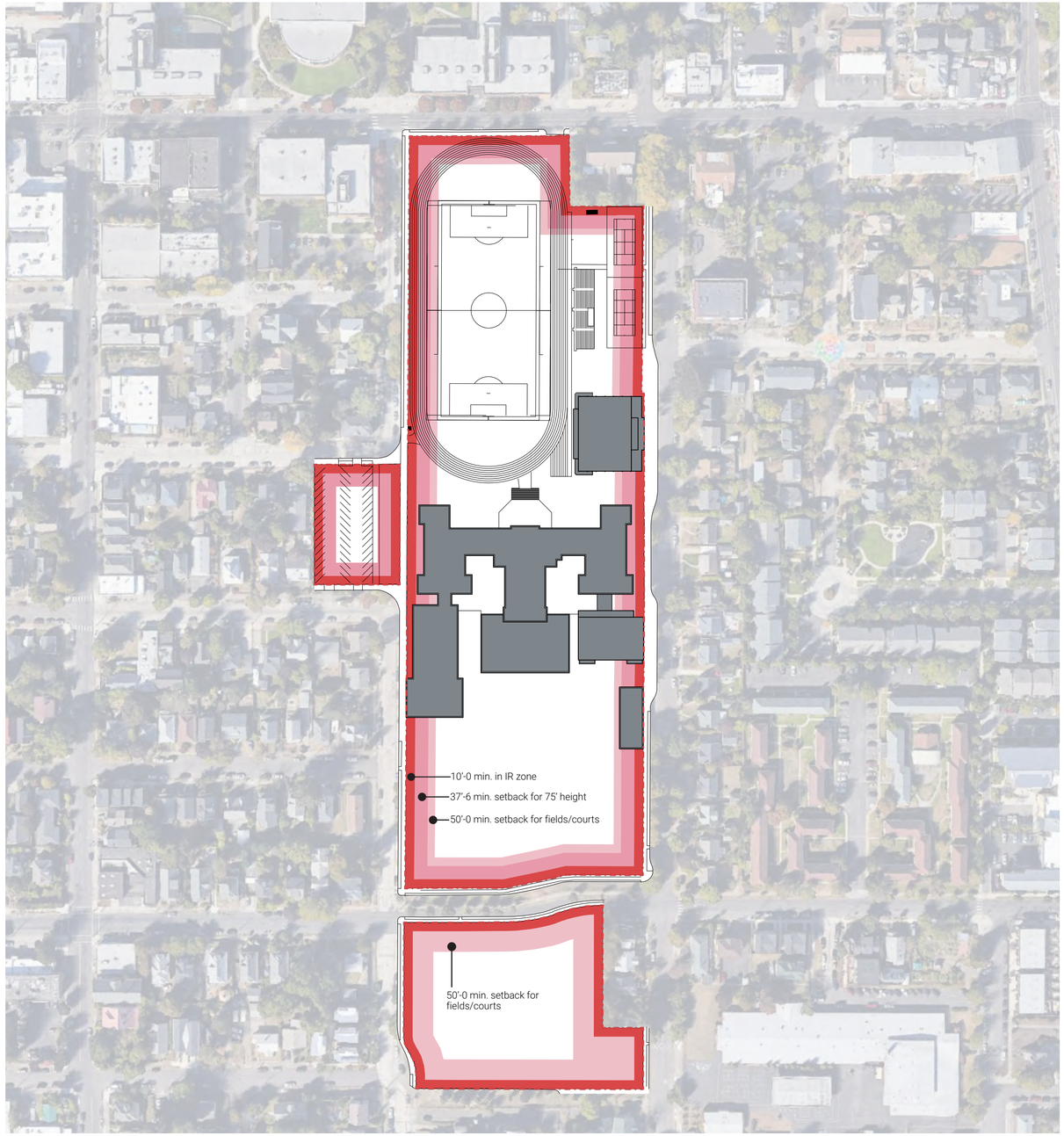
AERIAL VIEW FROM SOUTH WEST STRUCTURAL SEISMIC UPGRADES



Modernize existing buildings to PPS Standard:
Damage Control Risk Category III

BORA LEVER COLLOQATE

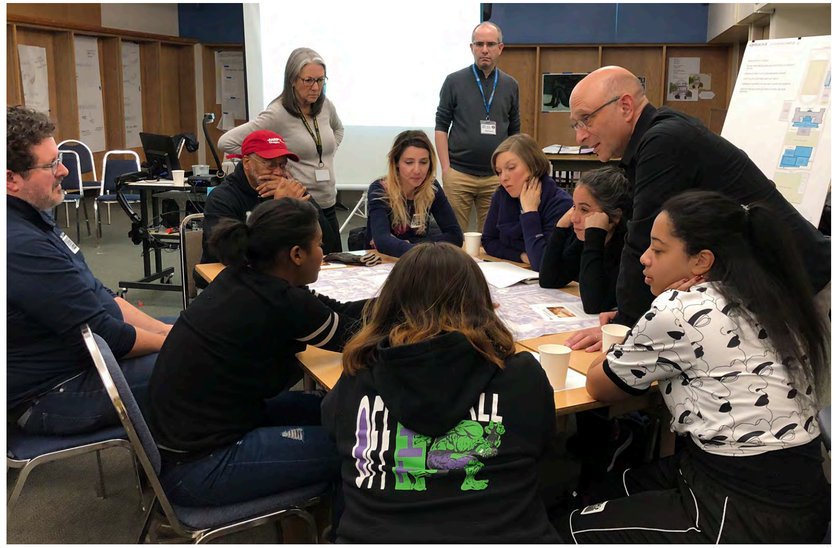
SITE PLAN SETBACKS



NORTH

BORA LEVER COLLOQATE PPS

CMPC PROCESS GROUP EXERCISES















BORA LEVER COLLOQATE PPS

CMPC THEMES

Offer access to the community and be a hub for its community

Honor Jefferson's history as Portland's black high school and celebrate its future diversity

Create a flexible and adaptable design

Provide welcoming, safe, resilient and accessible facilities

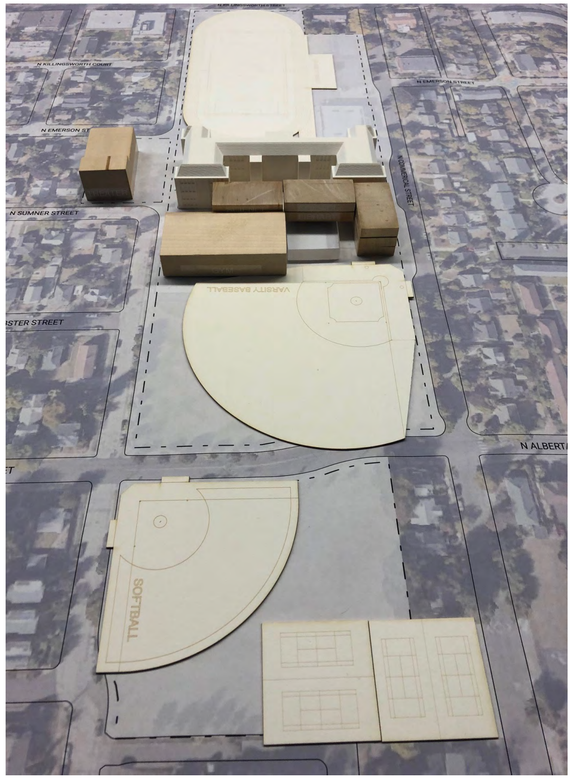
Offer a rich variety of educational opportunities and maintain strong partner programs

Outreach and engagement are essential

CMPC 3 GROUP WORK



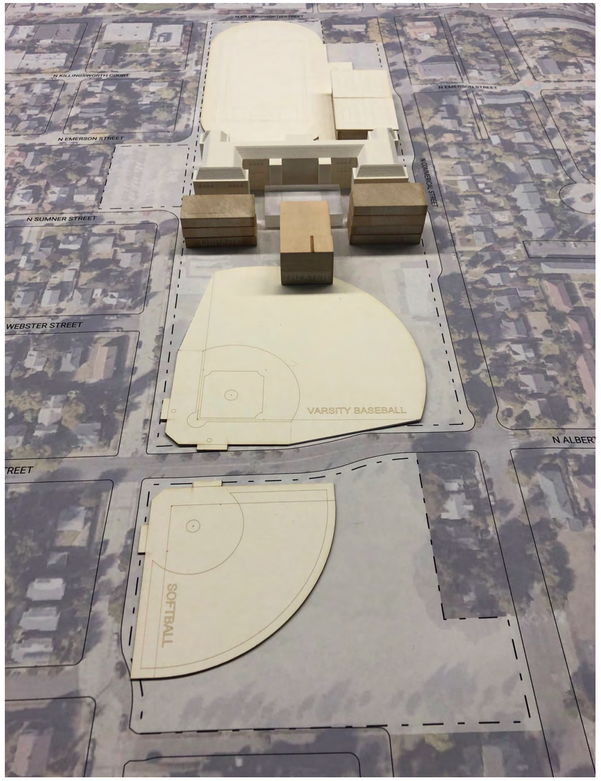
TEAM 1



TEAM 2



TEAM 3



TEAM 4

BORA LEVER COLLOQATE PPS

CMPC 4 GROUP WORK



APPROACH A



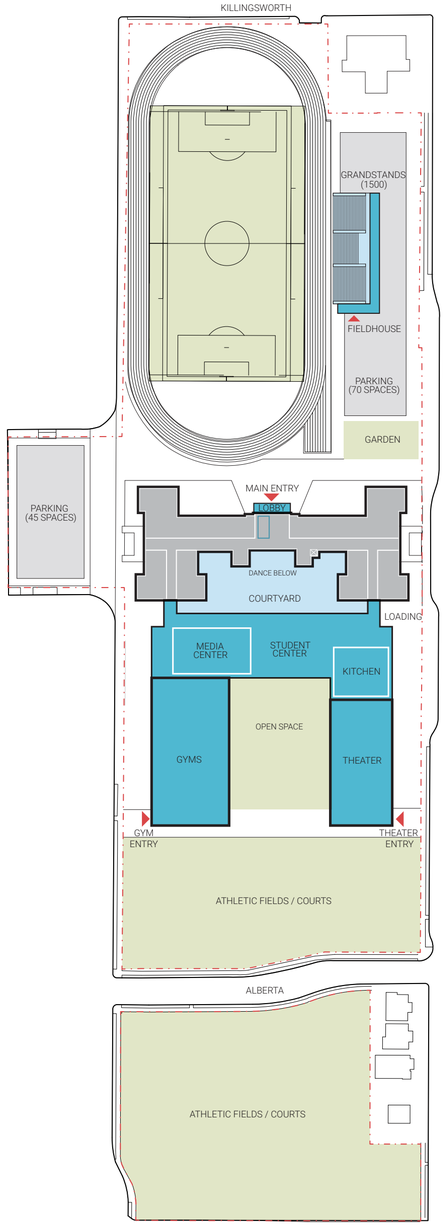
APPROACH B



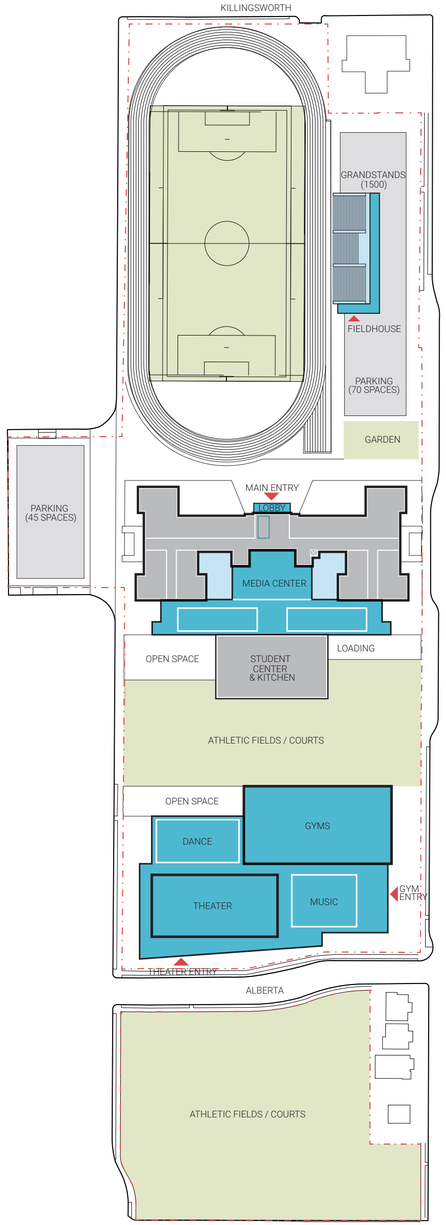
APPROACH C

BORA LEVER COLLOQATE PPS

CMPC-4



APPROACH A



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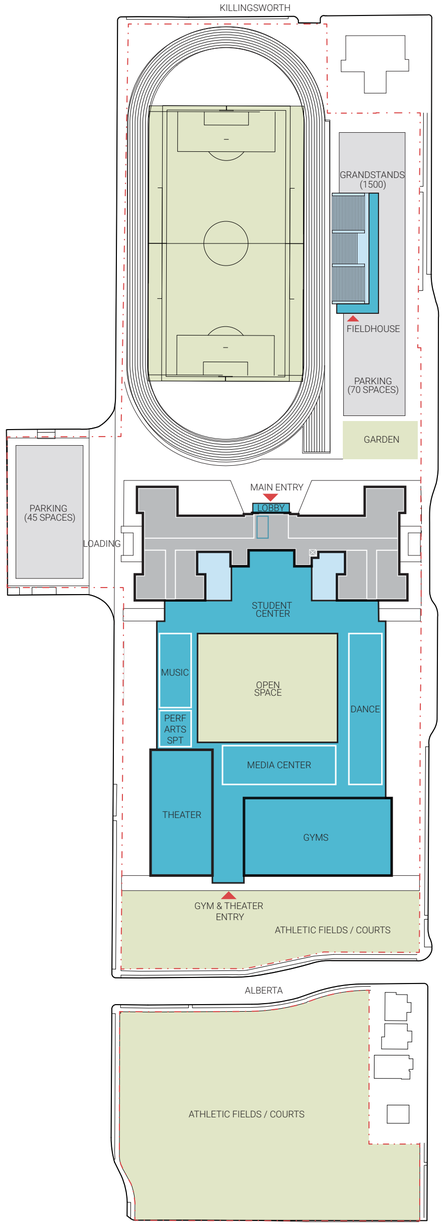


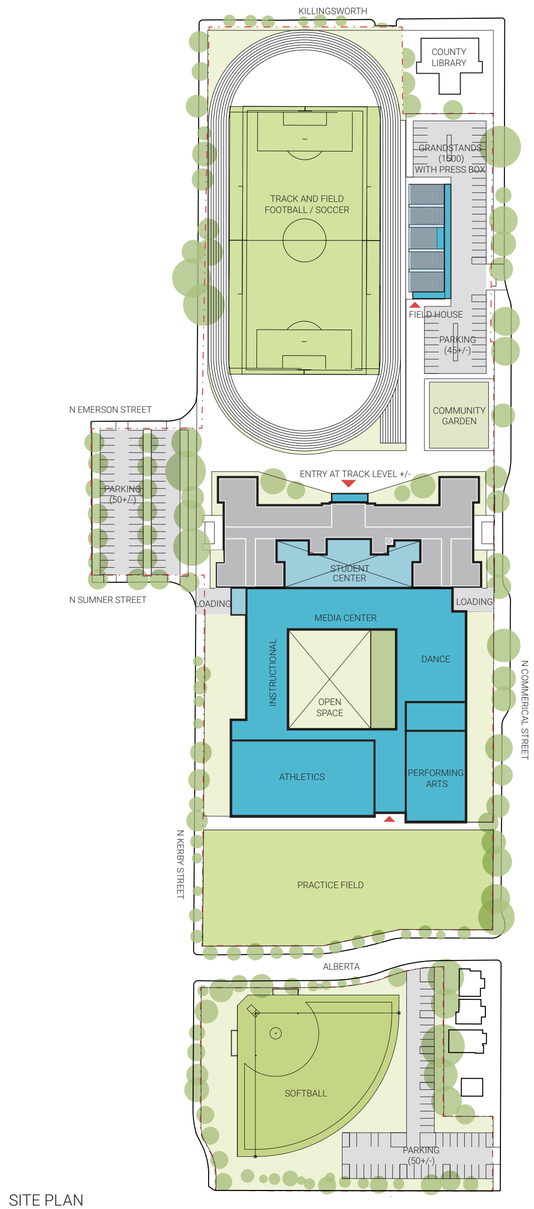
APPROACH C

NORTH

BORA LEVER COLLOQATE PPS

REPORT - SITE ORGANIZATION PLAN

Upon the conclusion of CMPC Meeting 5, Bora synthesized a single conceptual option that was then forwarded to the cost estimating team for review and pricing. This conceptual option addresses many, but not all, of the ideas expressed by the CMPC. The selection of this option does not indicate that it is the final recommendation. Rather, it is the option that is most indicative of the likely construction cost. There will be ample time for community review and revise the design direction once the project is funded and moves forward.



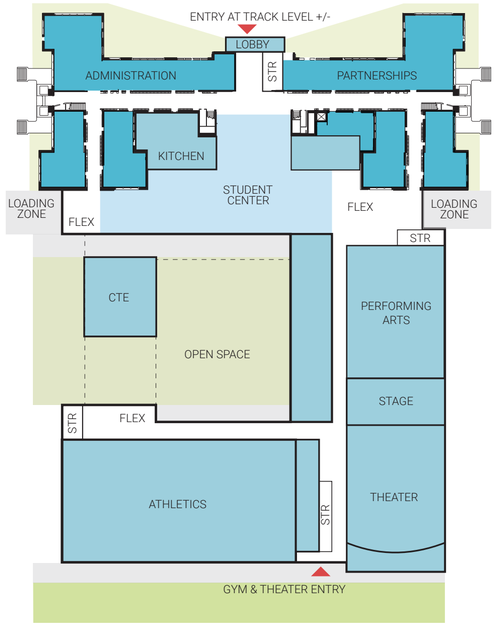
SITE PLAN

NORTH

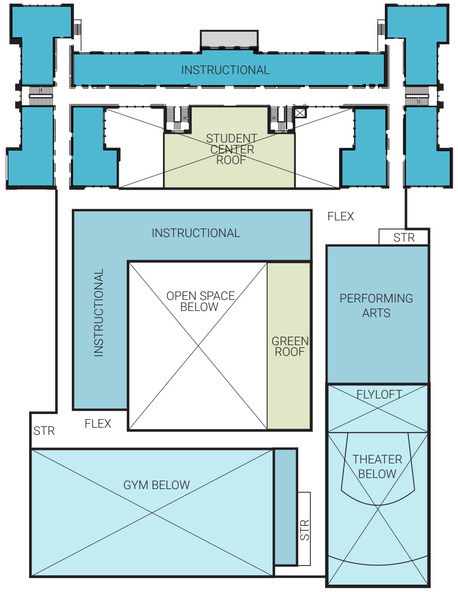
BORA LEVER COLLOQATE PPS

REPORT - PLANS

A FLOOR



C FLOOR



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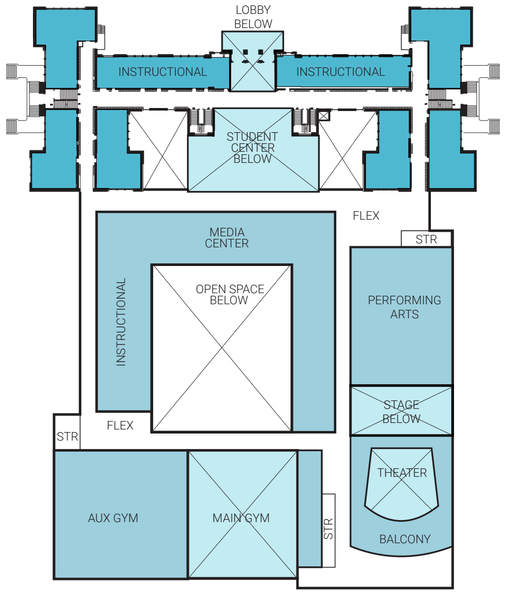
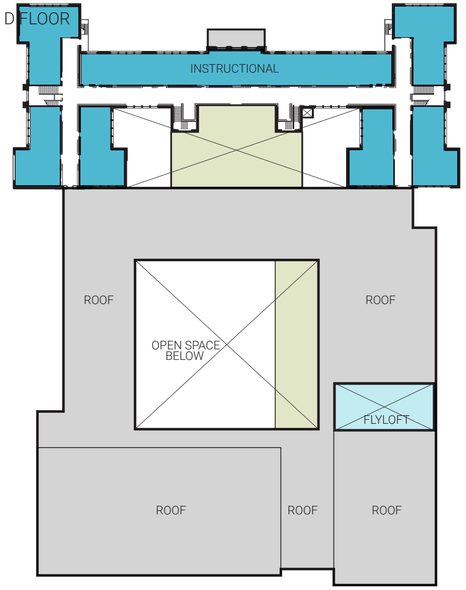


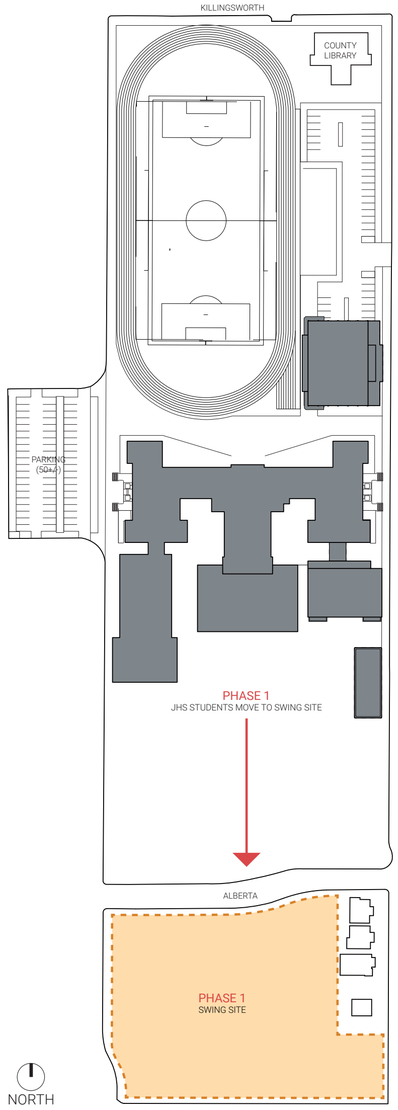
D FLOOR



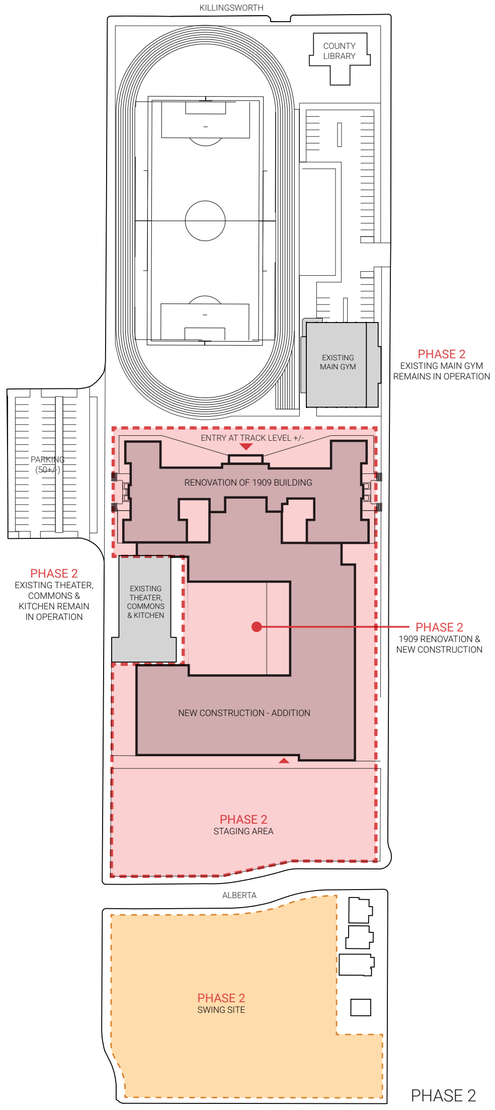
NORTH

BORA LEVER COLLOQATE PPS

REPORT - SITE PHASING DIAGRAMS



PHASE 1



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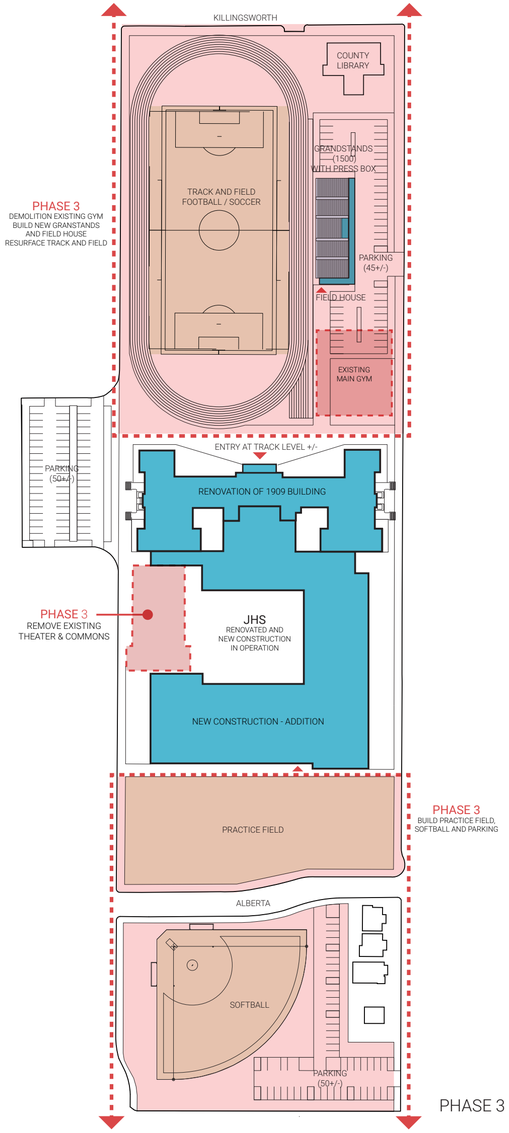

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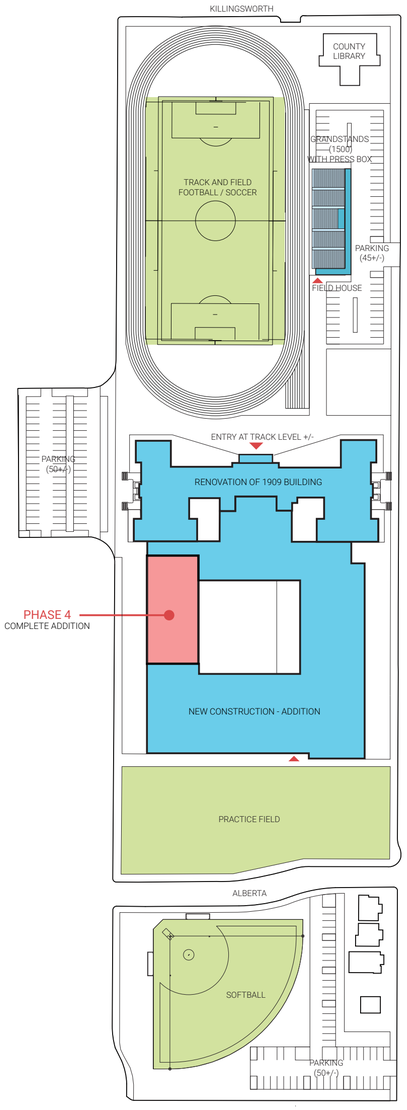

PHASE 4

BORA LEVER COLLOQATE PPS


GSWORTH STREET
SON STREET
N SUMNER STREET
N WEBSTER STREET
N ALBERT

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OSM Project Team

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- Bureaus of Planning + Building
- PBOT

Design Team



Chandra Robinson
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LEVER



Jeanie Lai
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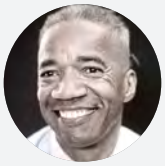
Bora



Walter Hood
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Hood Design Studio



Mauricio Villarreal
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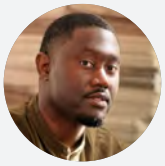
PLACE

Community Engagement Team



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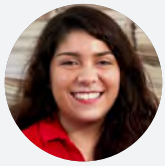

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Colloqate



Jackie Santa Lucia
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Corey Squire
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Kayce Joyce
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Engineering + Technical Subconsultant Team

Refer to next page for more information on subconsultants

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Portland Public Schools

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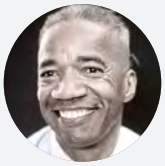

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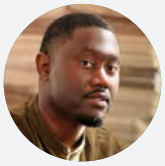

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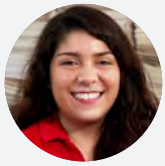

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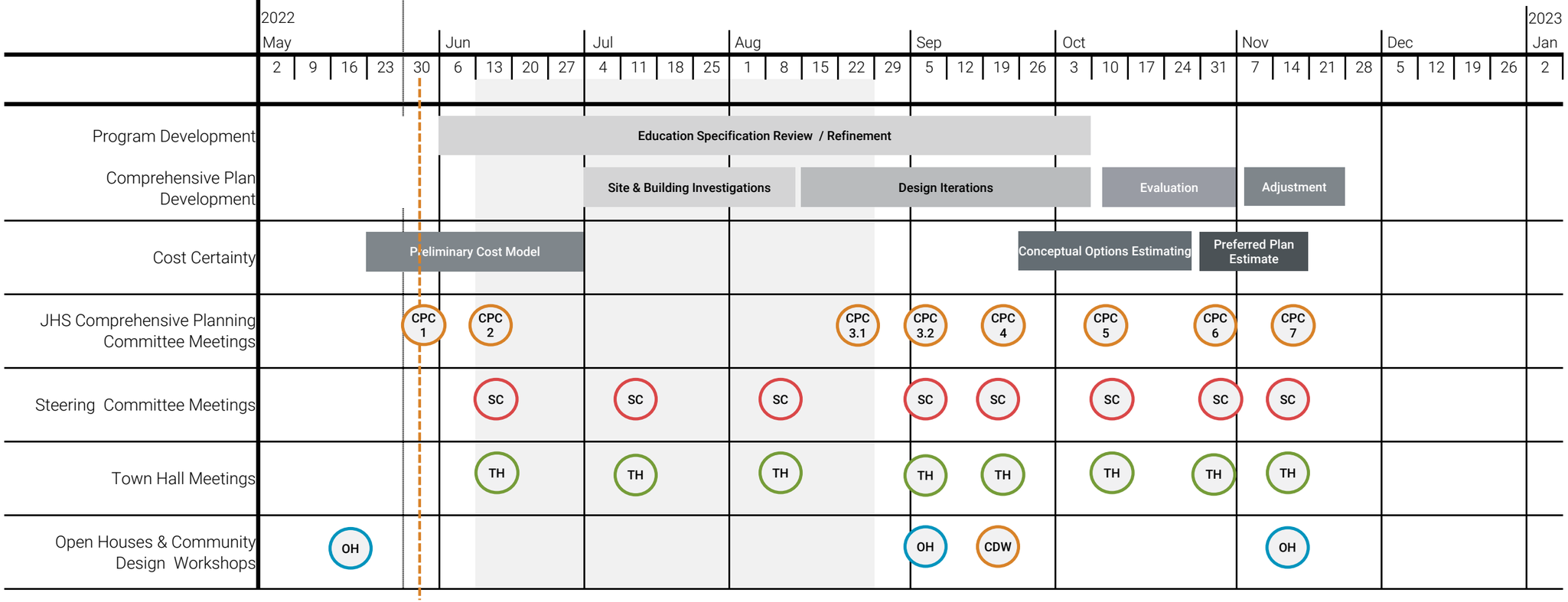
BORA

PPS | Jefferson High School Comprehensive Planning Phase



June 1, 2022	Comprehensive Planning Committee Meeting CPC 1	Process, Overview, Design Justice Introduction
June 15, 2022	Comprehensive Planning Committee Meeting CPC 2	Vision, Mission and Goals
August 24, 2022	Comprehensive Planning Committee Meeting CPC 3.1	Site Plan Scenarios Session 1
September 7, 2022	Comprehensive Planning Committee Meeting CPC 3.2	Site Plan Scenarios Session 2
September 21, 2022	Comprehensive Planning Committee Meeting CPC 4	Program & Design Options
October 12, 2022	Comprehensive Planning Committee Meeting CPC 5	Multiple Massing Options
November 2, 2022	Comprehensive Planning Committee Meeting CPC 6	Three Massing Options
November 16, 2022	Comprehensive Planning Committee Meeting CPC 7	Cost Review / Selection

720 SW Washington, Suite 800 Portland, Oregon 97205 503 226 1575 www.bora.co

BORA

PPS
SCHOOL BUILDING
IMPROVEMENT BOND

LEVER

COLLOQATE

JEFFERSON HIGH SCHOOL MODERNIZATION

Comprehensive Planning Committee

Meeting One: Process, Overview & Design Justice Introduction

June 1, 2022

AGENDA

Welcome & Introductions	PPS
Overview of CPC process	PPS
Background / 2019 Study	Bora
Break and review of Open House boards	
Discussion / Questions	All
Design Justice Presentation	Colloqate
Preparation for next CPC meeting	PPS
Public Comment Period	Public

PROJECT TEAM

PORTLAND PUBLIC SCHOOLS

Steve Effros - Senior Project Manager
Kiesha Locklear - Project Manager
Ayana Horn - Project Manager

BORA

Becca Cavell - Project Manager, Point of Contact
Jeanie Lai - Design Principal, Interior
Chris Linn - Principal in Charge
Miguel Hidalgo - Project Architect
Corey Squire - Sustainability Lead
Kayce Joyce - Project Team, Interior
Elizabeth Lee - Project Administrator

LEVER

Chandra Robinson - Design Principal, Exterior
Sean Bolden - Project Architect, Exterior
Dannon Canterbury - Project Manager, Exterior

COLLOQATE

Bryan C. Lee Jr. - Engagement Lead
Bryan Bradshaw - Engagement Team
Natalia Revelo LaRotta - Engagement Team

HOOD DESIGN STUDIO

Walter Hood - Urban Design Principal

PLACE

Mauricio Villareal - Design Principal, Landscape

YOUR STREET YOUR VOICE

Jackie Santa Lucia - Student Engagement

PORTLAND PUBLIC SCHOOLS BOND PROGRAM OVERVIEW

PPS BOND TIMELINE

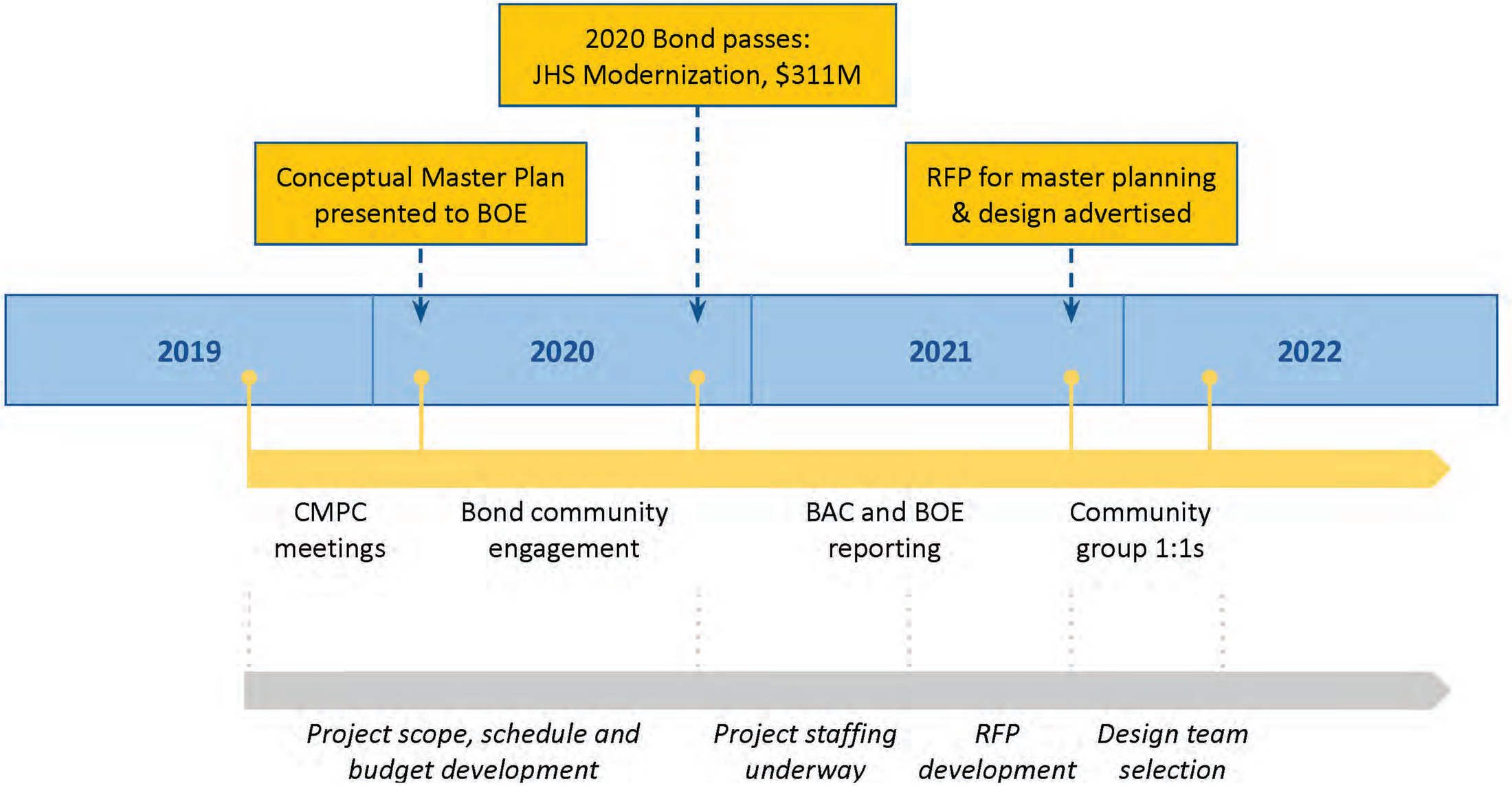
2012 BOND
- Roosevelt HS Modernization
- Franklin HS Modernization
- Grant HS Modernization
- Faubion PK-8 Rebuild
- Improvement Projects

2017 BOND
- McDaniel HS Modernization
- Kellogg MS Rebuild
- Lincoln HS Rebuild
- Benson HS Modernization
- Health & Safety Projects

2020 BOND
- Jefferson HS Modernization
- Cleveland HS Master Planning
- Ida B Wells HS Master Planning
- Capacity Projects
- Infrastructure Projects
- Curriculum
- Technology

HERE

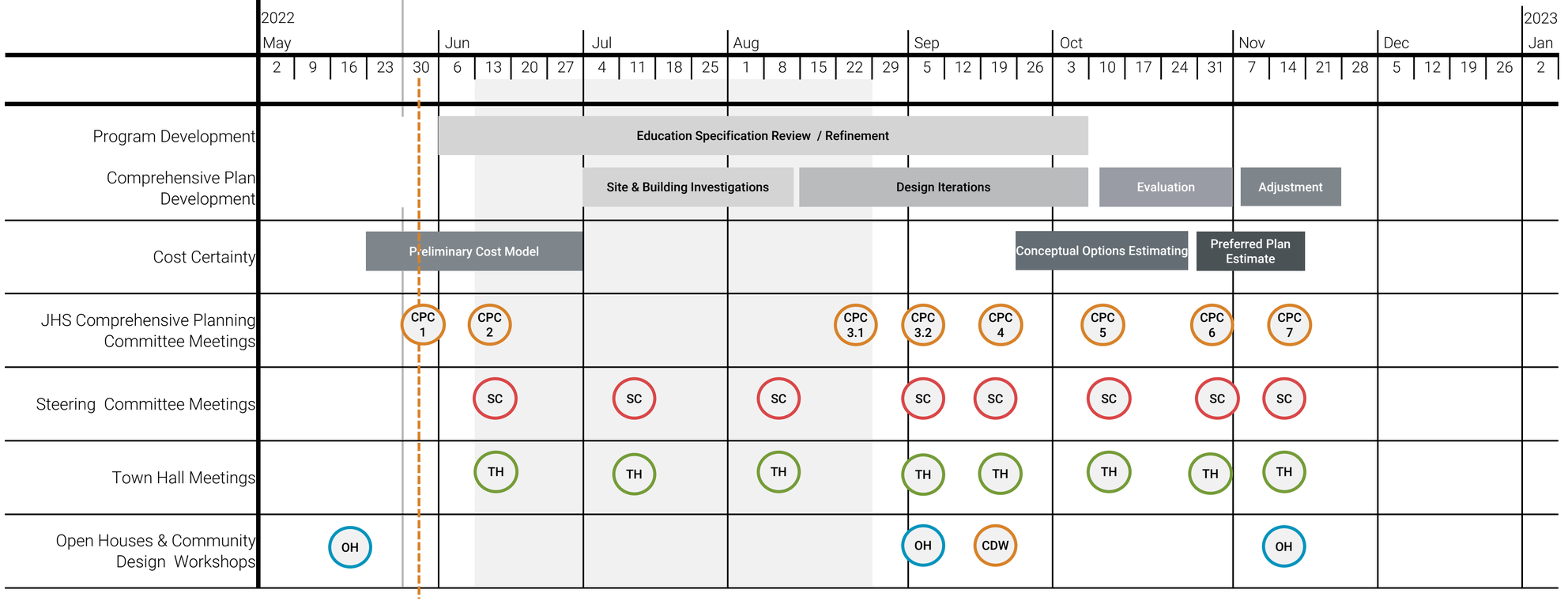
JEFFERSON HS MODERNIZATION - WORK TO DATE



BORA LEVER COLLOQATE PPS

CPC SCHEDULE

PPS | Jefferson High School Comprehensive Planning Phase



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September 21, 2022	Comprehensive Planning Committee Meeting CPC 4	Program & Design Options
October 12, 2022	Comprehensive Planning Committee Meeting CPC 5	Multiple Massing Options
November 2, 2022	Comprehensive Planning Committee Meeting CPC 6	Three Massing Options
November 16, 2022	Comprehensive Planning Committee Meeting CPC 7	Cost Review / Selection

BORA LEVER COLLOQATE PPS

2019 BOND STUDY

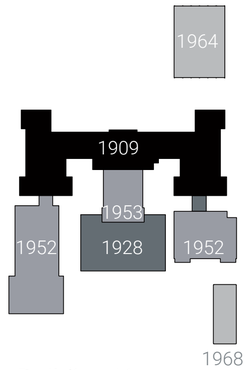
FLOOR PLANS PROGRAM ANALYSIS

BASEMENT (A FLOOR)

- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES



NORTH



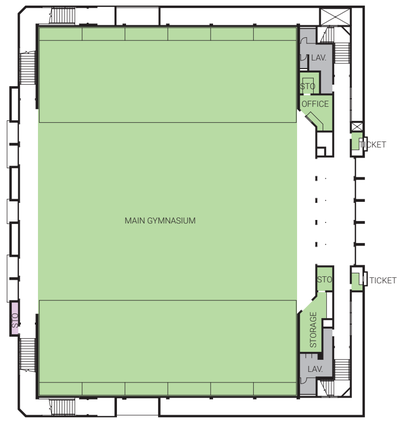
Building Key

BORA LEVER COLLOQATE PPS

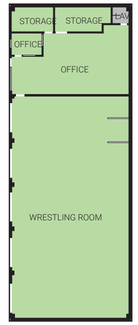
FLOOR PLANS PROGRAM ANALYSIS

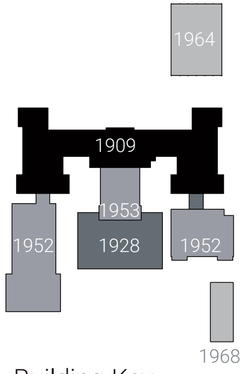
FIRST FLOOR (B FLOOR)





- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES





Building Key

NORTH

BORA LEVER COLLOQATE PPS

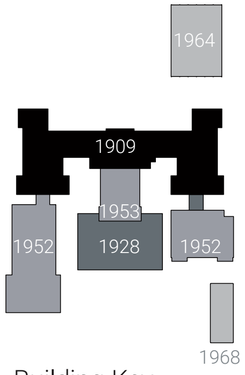
FLOOR PLANS PROGRAM ANALYSIS

SECOND FLOOR (C FLOOR)



- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES

NORTH



Building Key

BORA LEVER COLLOQATE PPS

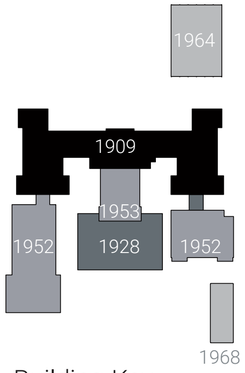
FLOOR PLANS PROGRAM ANALYSIS

THIRD FLOOR (D FLOOR)



- EDUCATIONAL SUPPORT
- GENERAL EDUCATION
- SCIENCE EDUCATION
- PHYSICAL EDUCATION
- FINE & PERFORMING ARTS
- CTE
- RESTROOM & MECHANICAL
- WRAP-AROUND & PARTNERSHIPS
- PPS DISTRICT USES

NORTH



Building Key

BORA LEVER COLLOQATE PPS

PROGRAM COMPARISON ED SPEC TO NEW JEFFERSON HIGH SCHOOL



ED SPEC



JHS

ED SPEC: 206,690 NSF
JEFFERSON: 228,010 NSF

SITE PLAN CURRENT



NORTH

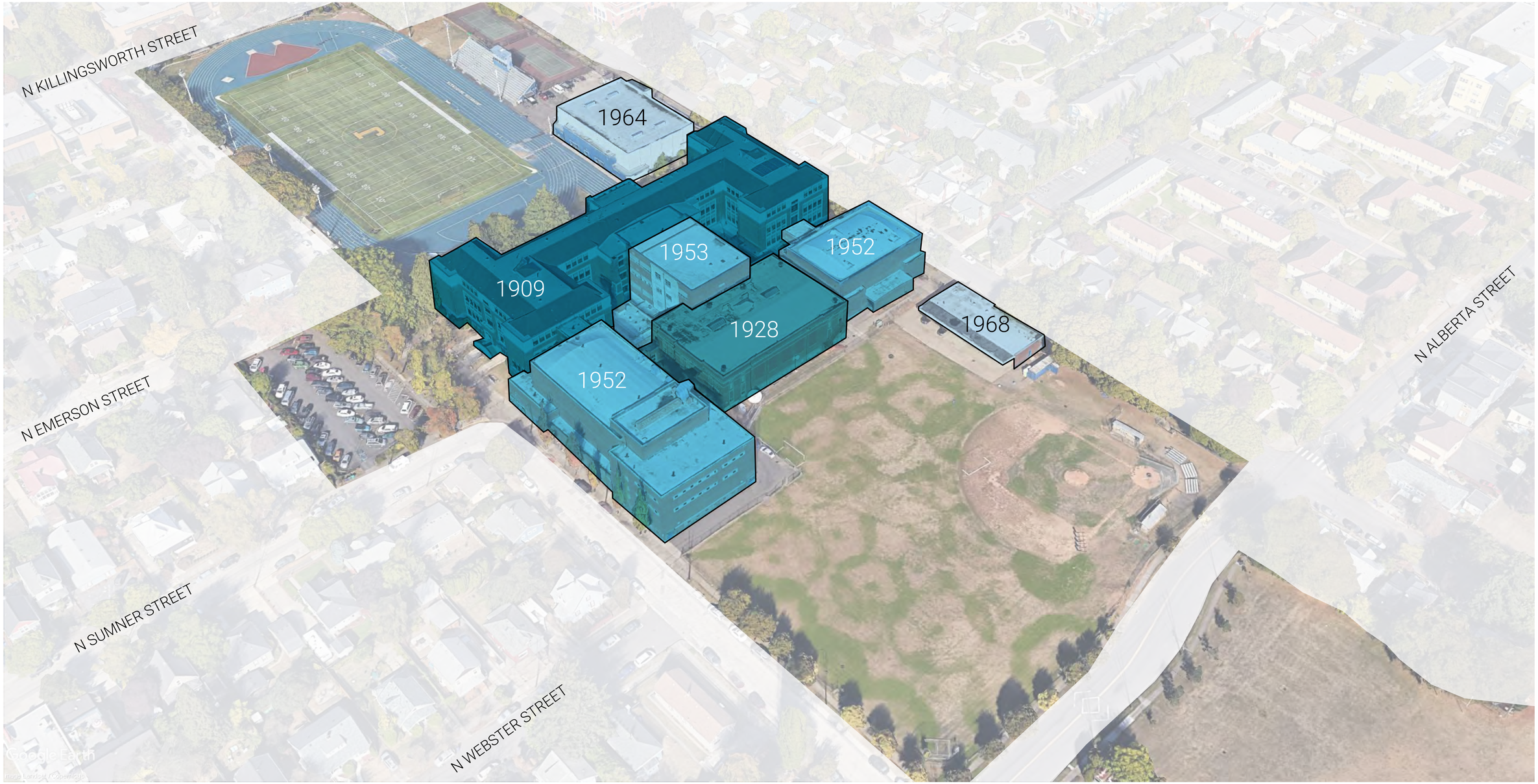
BORA LEVER COLLOQATE PPS

AERIAL VIEW FROM SOUTH WEST



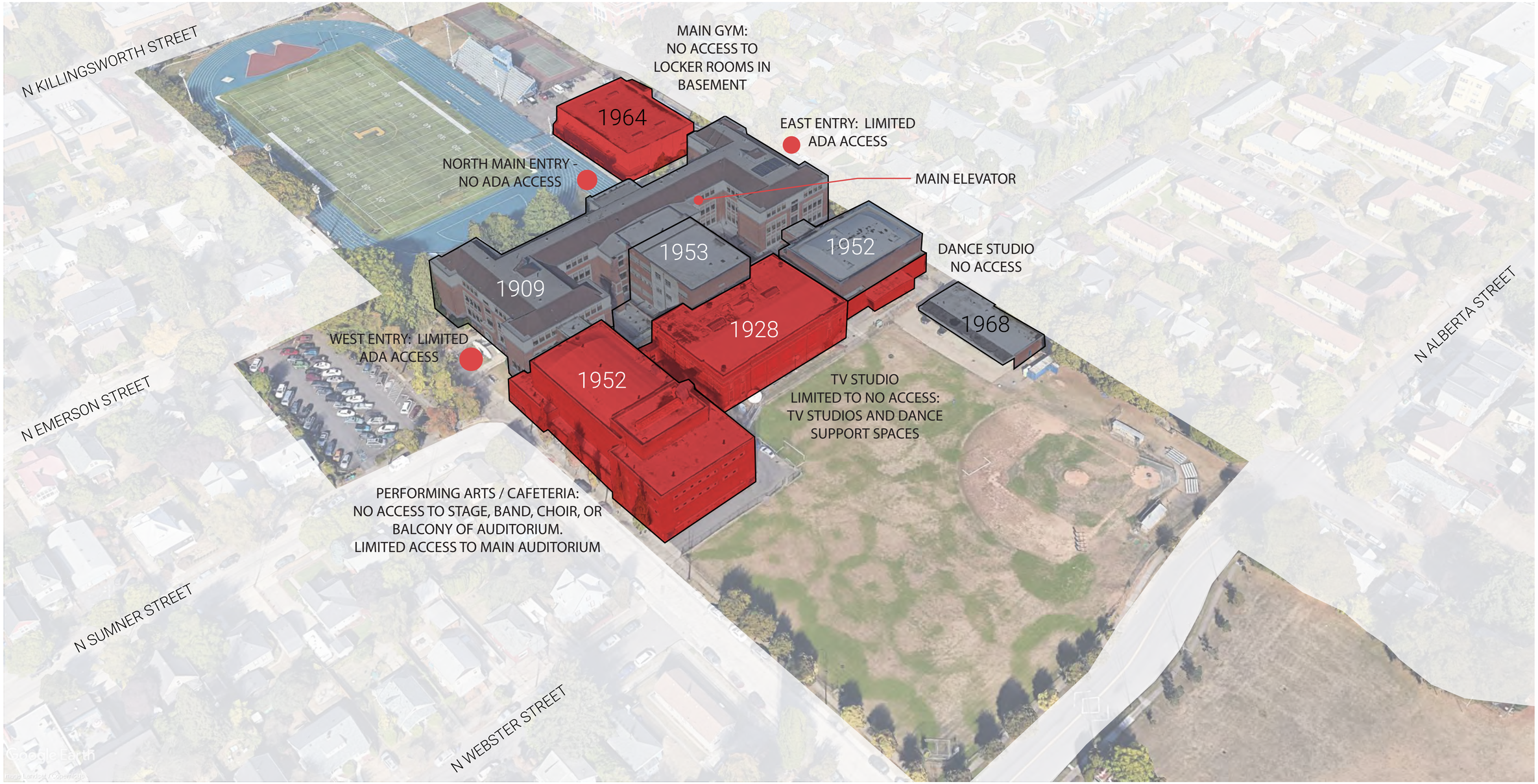
BORA LEVER COLLOQATE PPS

AERIAL VIEW FROM SOUTH WEST ADDITIONS



BORA LEVER COLLOQATE PPS

AERIAL VIEW FROM SOUTH WEST UNIVERSAL ACCESS



BORA LEVER COLLOQATE PPS

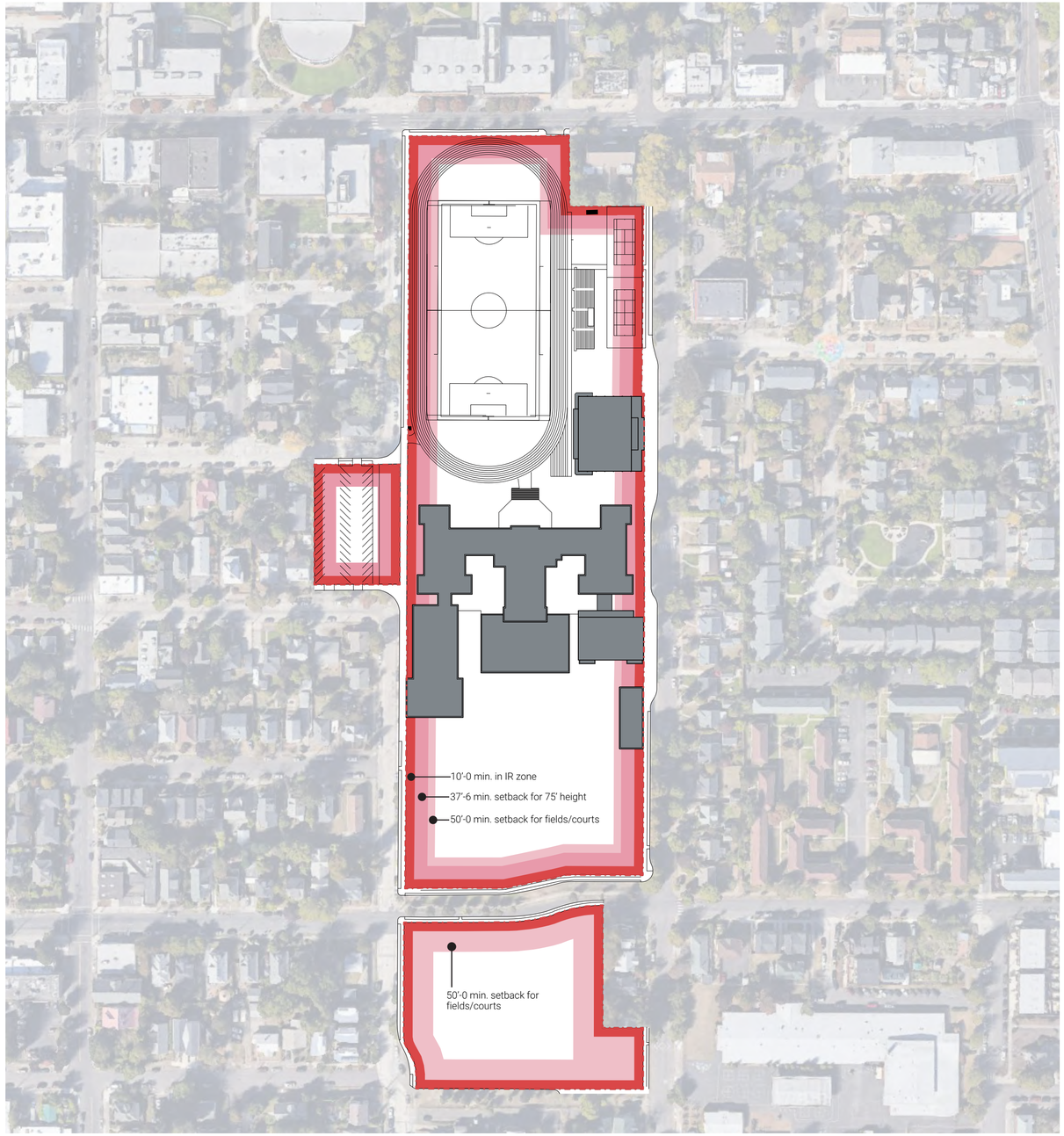
AERIAL VIEW FROM SOUTH WEST STRUCTURAL SEISMIC UPGRADES



Modernize existing buildings to PPS Standard:
Damage Control Risk Category III

BORA LEVER COLLOQATE

SITE PLAN SETBACKS



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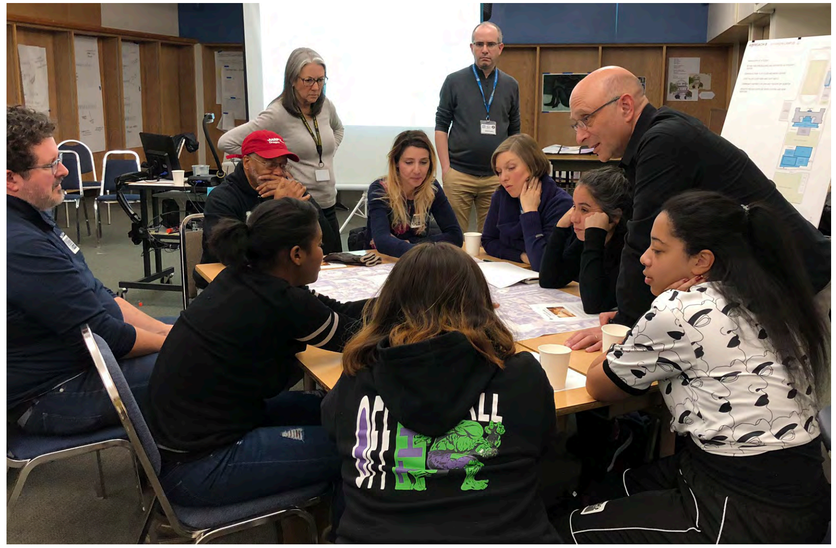
CMPC PROCESS GROUP EXERCISES















BORA LEVER COLLOQATE PPS

CMPC THEMES

Offer access to the community and be a hub for its community

Honor Jefferson's history as Portland's black high school and celebrate its future diversity

Create a flexible and adaptable design

Provide welcoming, safe, resilient and accessible facilities

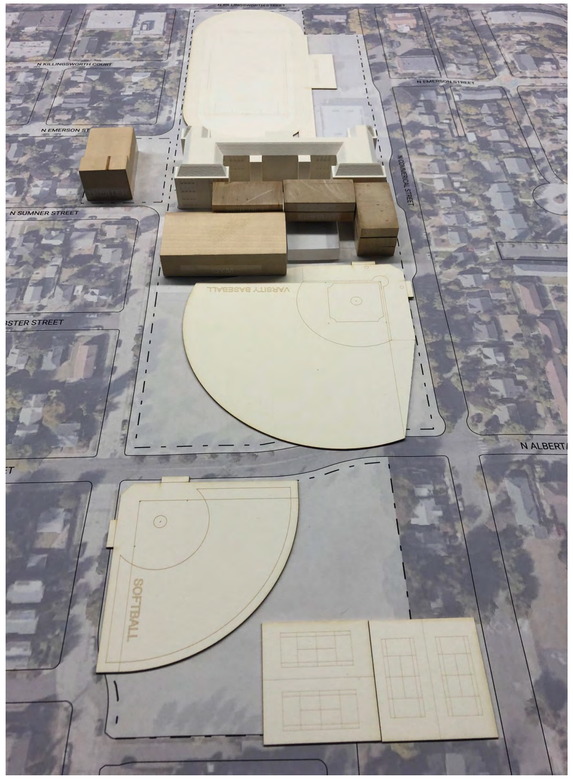
Offer a rich variety of educational opportunities and maintain strong partner programs

Outreach and engagement are essential

CMPC 3 GROUP WORK



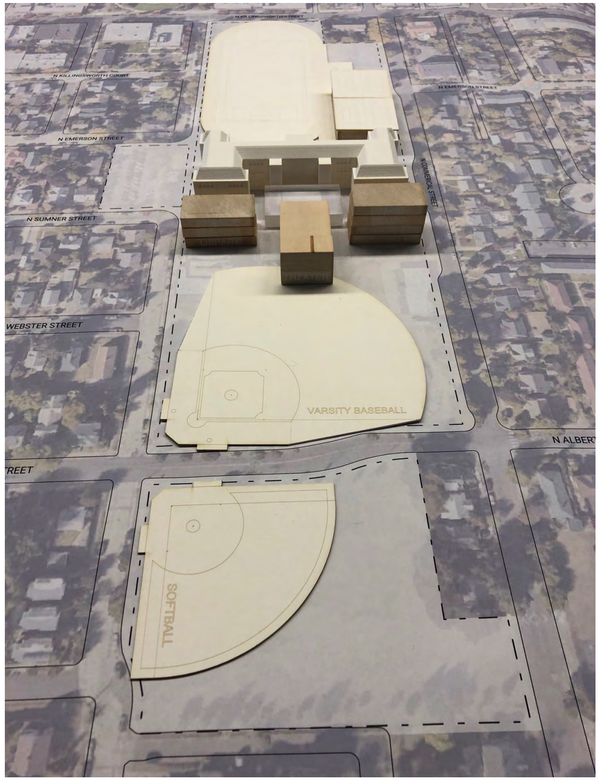
TEAM 1



TEAM 2



TEAM 3



TEAM 4

BORA LEVER COLLOQATE PPS

CMPC 4 GROUP WORK



APPROACH A



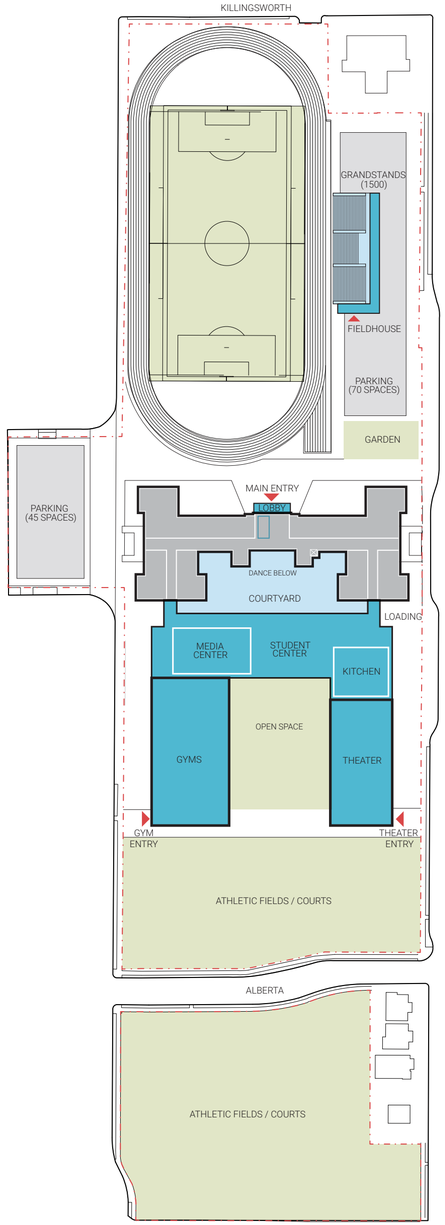
APPROACH B



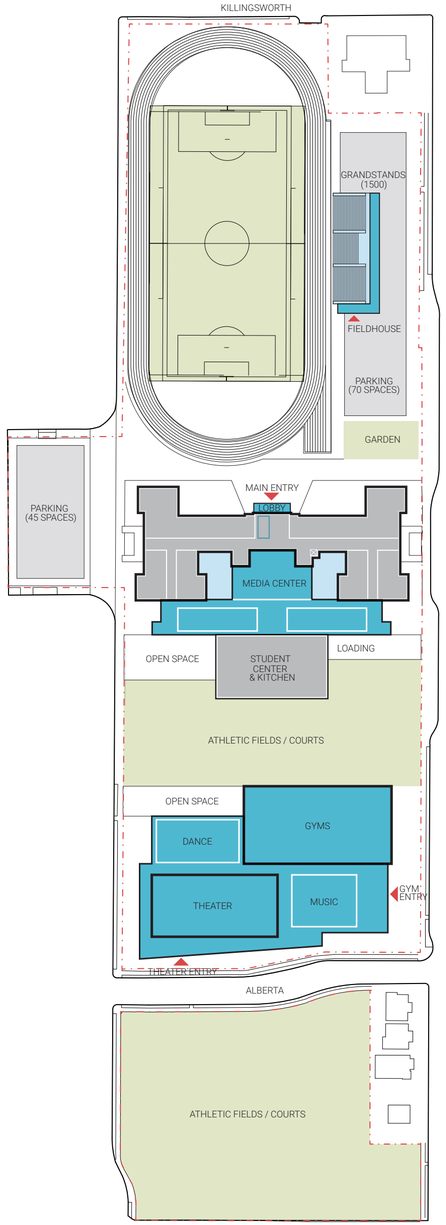
APPROACH C

BORA LEVER COLLOQATE PPS

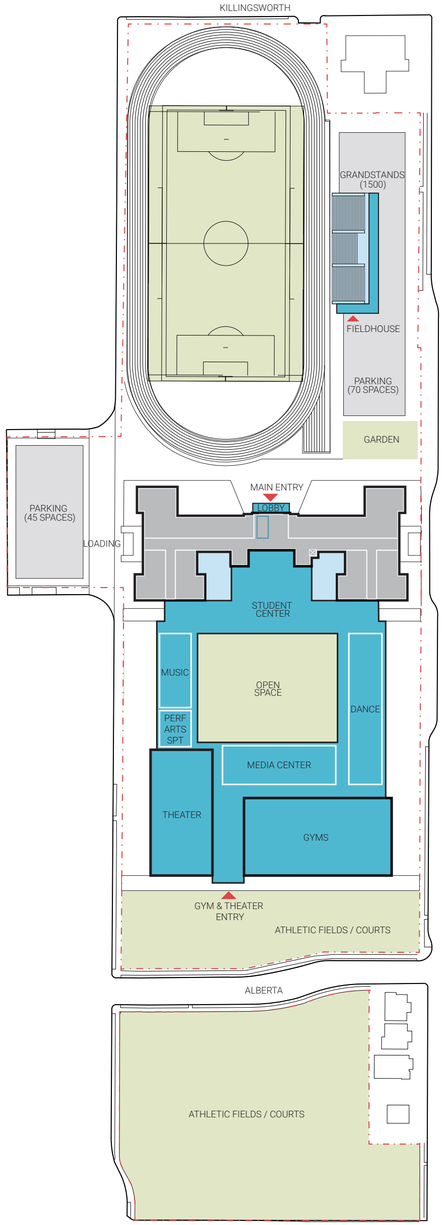
CMPC-4



APPROACH A



APPROACH B



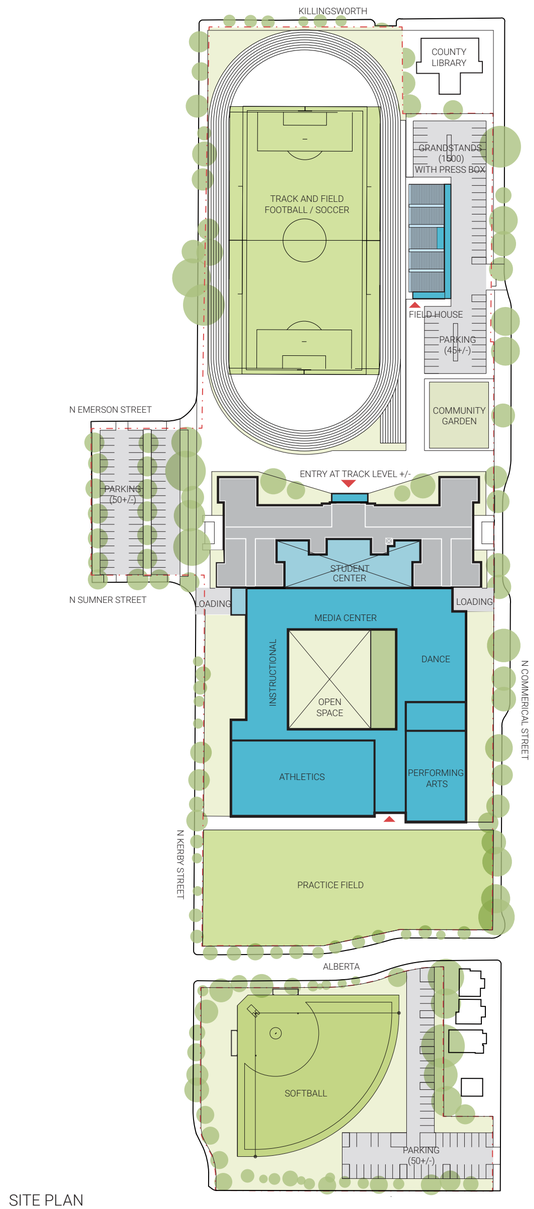
APPROACH C

NORTH

BORA LEVER COLLOQATE PPS

REPORT - SITE ORGANIZATION PLAN

Upon the conclusion of CMPC Meeting 5, Bora synthesized a single conceptual option that was then forwarded to the cost estimating team for review and pricing. This conceptual option addresses many, but not all, of the ideas expressed by the CMPC. The selection of this option does not indicate that it is the final recommendation. Rather, it is the option that is most indicative of the likely construction cost. There will be ample time for community review and revise the design direction once the project is funded and moves forward.



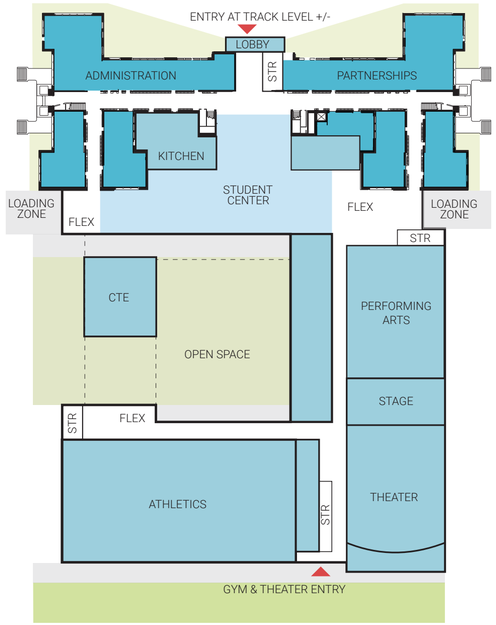
SITE PLAN

NORTH

BORA LEVER COLLOQATE PPS

REPORT - PLANS

A FLOOR



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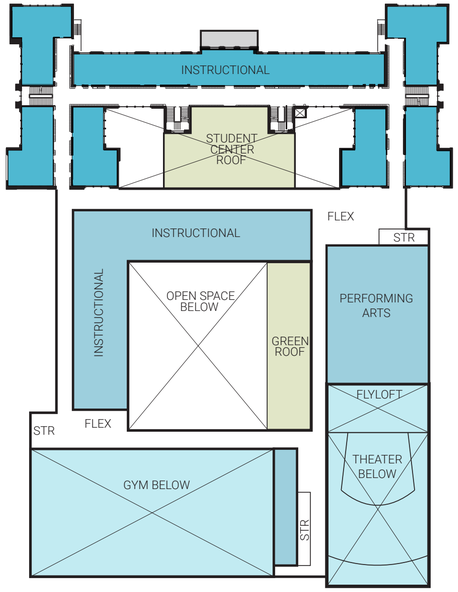

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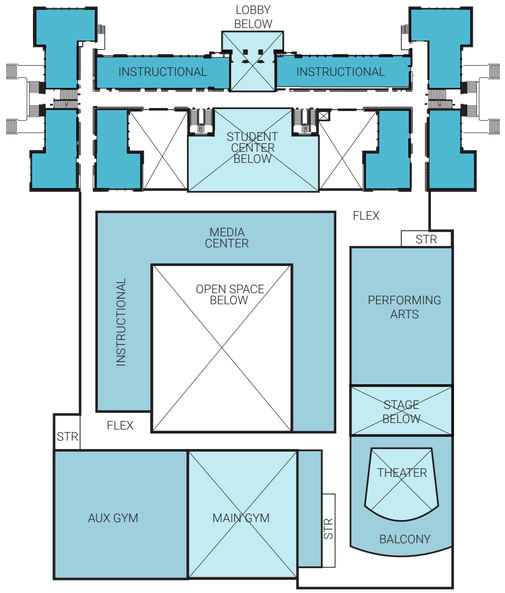

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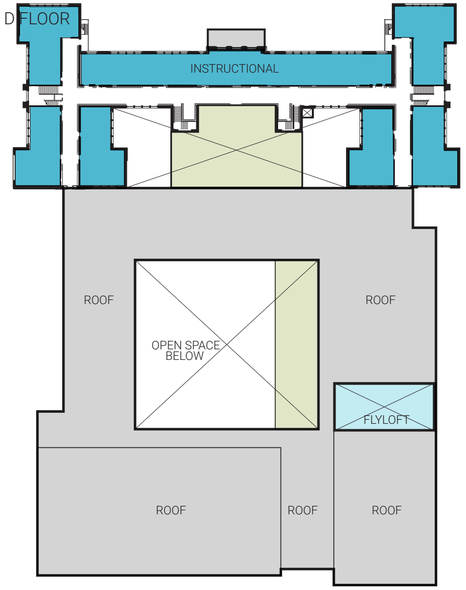

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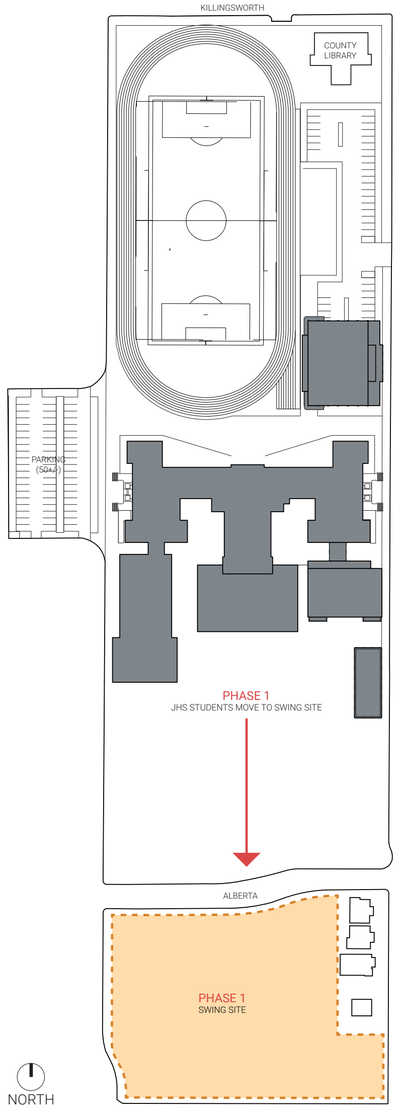
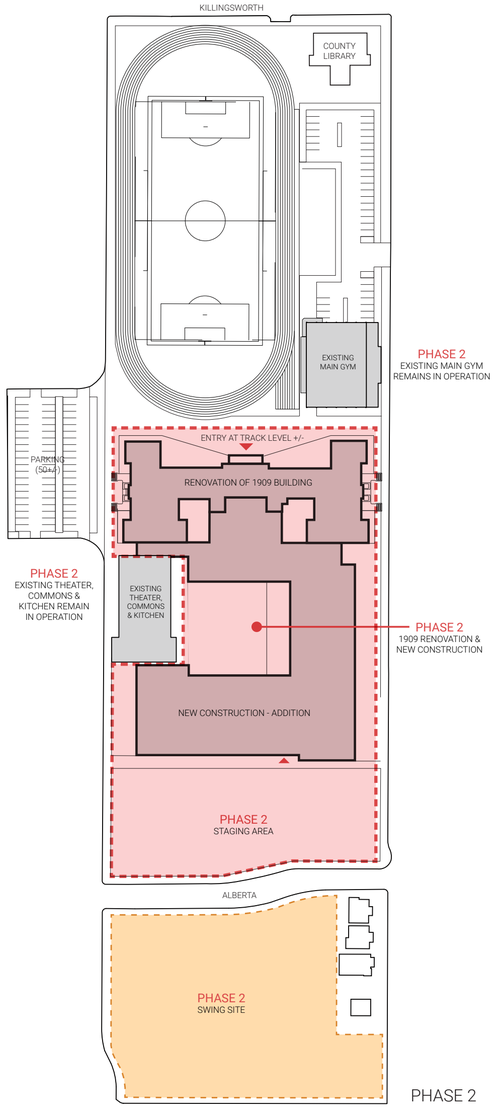
REPORT - SITE PHASING DIAGRAMS



PHASE 1



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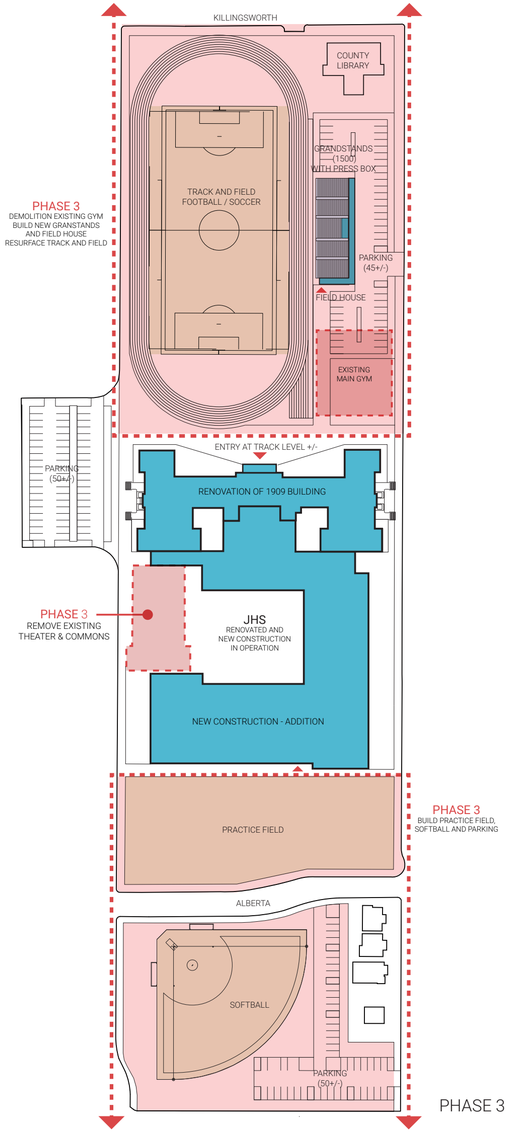

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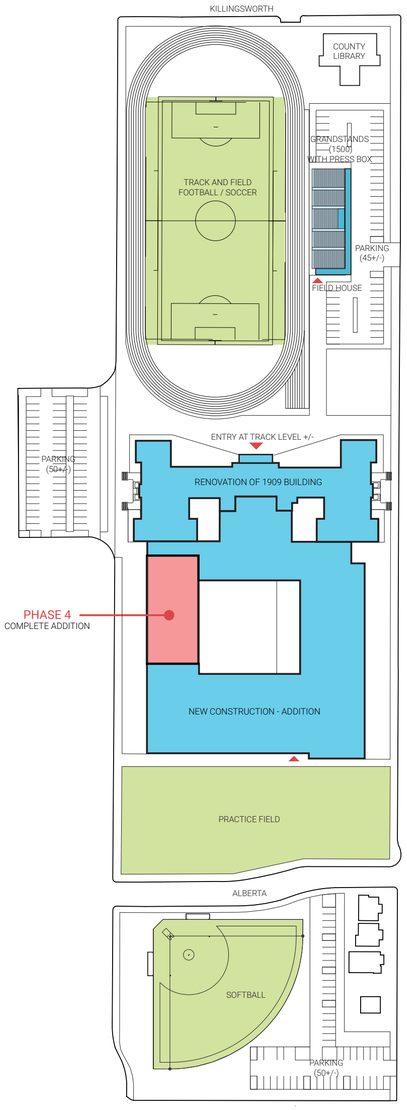


PHASE 4

BORA LEVER COLLOQATE PPS


GSWORTH STREET
SON STREET
N SUMNER STREET
N WEBSTER STREET
N ALBERT

Jefferson High School Modernization Project

Comments Gathered at the May 27, 2022 Open House

What do you love about this community?

Resilience
Diversity
the potential for excellence,
Garden area
The Pride for Jeff that's passed down through generations despite tough circumstances
that we have a library right next to our schoo
History Pride family-centered
pride, people The history,
Transportation options
Has an old town feel; everyone knows everyone Feels home-y
Walkability Accessibility
Diversity
Pride
we are near to Ockley Green + PCC + the North PDX library Proximity + visibility
The smaller town / community feel of schools, library, PCC, parks, & walking / biking
Diversity sense of community while closeness/walk ability/ of still integrated with city (businesses etc.)
parks & access to nature spaces

Where do you feel the most comfortable?

where there is art.
B-14 Because you can sit any where u want to
Dance Studios
Band Room
keep all the back halls
"unclaimed spaces"-halls, entryways, outdoor Stairways
Dance Department Dungeon
IN MY OWN CLASSROOM I'VE TALKED TO OTHERS WHO FEEL THE SAME
ELD ROOM
Homeroom
Homeroom
Theatre
Community Spaces (gym, fiold. etc.)
Library
Track and Field - brings me inner peace
LIBRARY
I feel the most comfortable in the gym. I feel most welcome in the gym as well

Where do you feel the most welcome?

I feel the most comfortable in the gym. I feel most welcome in the gym as well
PTSA
Theater
Latino Network
By the Football Field doors
sports related spaces
The middle entrance (inside) has a nice welcoming vibe
Better Playing Fields for Soccer

What are you most excited about?

a space that welcomes students and families and is a point of pride for the community
New Spaces!!
new building for my kids - 4th graders at Faubiar
a better functioning school for student to learn ir
Building the physical spaces for school and community growth: - ARTS -ACADEMIC - ATHLETICS - CLUBS
I'm most excited for the new Campus / Gym
BUILDING A PLACE FUTURE STUDENTS & FAMILIEs CAN BE PROUD OF
partnership with PCC
To honor + preserve Jefferson's history while updating the spaces to be safer and more useful - the opportunity to draw historic community back into the school while looking forward to the evolution of education/ learning.
A Story being told & shared
Light Natural in Dance Studios
Creating spaces that give the opportunity to grow in - Science - arts (music theater) -dance
A place where students feel safe, and are not distracted by the worn down environment of the building. ie:
Brand New Arts Wing!!
Highlighting Black artist designers & architects
New building that we can all be proud of
A space that honors students and families and demonstantes their value

What are you the most concerned about?

Lack of resources for clubs, academic programs, like: - National Honor Society -Volunteer work for students in
That the design will be 100% utilization & teachers will not have their own classrooms. Building community &
Supporting Students is extremely difficult with 100% utilization design Jefferson is a community focus school that requires a different design from other High Schools
all the art's history being forgotten student's art over the years being destroyed
Accessibility (working elavator, ADA friendly)
Decisions will be made to Wipe this school of its rich Africans. American history
I would love to have white boards on 2 or 3 of the walls - at least in math classrooms
insufficient input of students and youth & incorporation of feedback into decision making
•Discrepancies between intentions + impacts in planning design implementation
Transparency & accountability of decision making + Community input integration
some in the Community not being heard
Completion. -Honest Thorough -No shortcuts -No redirections of funds
LOTS OF CONCERNS ABOUT UTILIZATION, ESP. AS IT RELATES TO OUR SENSE OF COMMUNITY HERE @
Lack of transparency & this being yet another change done to Jeff
updates that are made will not get to be enjoyed by the original Jefferson black & brown) community
The Arts - Band Room /supplies - Music - News
'-Making sure all voices in the Community are heard and supported in the design process -Let's make this School a source of community pride'
Athletic space being decreased and its part of the Demo Legacy
Being constrained by the impacts the recent past by way of constraining the school through a limited design. -a design limited to/ by the current direction for the school! -depressed enrollment limited academic, athletic, etc
keep the history & diversity
pro forma community engagement but decisions actually being made w/out hearing or understanding concerns from an outside entity that "knows best"
What can be repurposed +remembered?
Compromising development of Jeff to meet other PPS needs
limited vision/ hope for community & community growth
Listening too much to outside voices... ignoring Students/staff and or community ideas/thoughts
"Short-handing the school (budget)

How can this project support the Community?

engage community in design and creation So community takes ownership and pride in school as a centerpoint and resource, provide opportunity of empowerment
Welcoming Spaces for Students + Community
Building a space that kids will want to learn in and the community, can take pride ir
by bringing the community back into the space
Provide transparent communication on data inputs (enrollment forecasting, demo-graphic trends, etc) being used to inform planning. i.e. understanding more about why students are not choosing to attend Jeff any more.
Building on attractive space that demonstrates the value inherent in the people and Jefferson HS
students being proud of going to a nice schoo
provide Safety to the students here.
Make the community and school more safe
Onsite child care!!!
Community has changed so alums need to be brought to the table
Make multiple attempts to get input from the community and alumni about updates
Embrace what made Jefferson, Jefferson
It can give the Students & Staff PRIDE in having a beautiful, safe Place to learr
Ensure the school is also a community Space for families, students, and neighbors
Connection to the community- younger Kids coming to Jeff + alumni Students + families in the Design team

How can this project be of service?

Create state of the art science Facilities to attract more students to the BioTech program
Leverage community based organizations like SEI to reach, hear from and engage Black and Brown
Bigger health department @ Jeff
be a model of inclusion (race, gender, neurodiversity, ethnicity, physical ability, and more)
So programs that importance to me are SEI, Trio, B leap into th grade
Encourage student & Community to be involved
PROVIDING SAFE SPACES FOR OUR DIVERSITY OF STUDENTS
use this project as a way to create accountability mechanisms like student and community advisory groups w/ power in decision making + to bring different stakeholders in like the Steering Committee and the MPC) Also, giving decision power to to community engagement team and its people representing Black + Brown
a campus and experience on par with those of our peers in the district
entrances + access for families of students to be/ feel welcome (childcare, student based health center, Community programs used in the building)
maintain What's beautiful & working + build Just b/c the buildings are old they aren't out without value
State of the Art Dance Studios
community Space
State of the art Theater
side note: If you don't know Mr. Petiford you should he's been at this school for a long time
safe & conducive learning environments for students
create community gathering space where diverse groups feel welcome and want to be
Be overly focused on engagement too much / what Good community involvement looks like

PROJECT TEAM

PORTLAND PUBLIC SCHOOLS

Steve Effros - Senior Project Manager
Kiesha Locklear - Project Manager
Ayana Horn - Project Manager

BORA

Becca Cavell - Project Manager, Point of Contact
Jeanie Lai - Design Principal, Interior
Chris Linn - Principal in Charge
Miguel Hidalgo - Project Architect
Corey Squire - Sustainability Lead
Kayce Joyce - Project Team, Interior
Elizabeth Lee - Project Administrator

LEVER

Chandra Robinson - Design Principal, Exterior
Sean Bolden - Project Architect, Exterior
Dannon Canterbury - Project Manager, Exterior

COLLOQATE

Bryan C. Lee Jr. - Engagement Lead
Bryan Bradshaw - Engagement Team
Natalia Revelo LaRotta - Engagement Team

HOOD DESIGN STUDIO

Walter Hood - Urban Design Principal

PLACE

Mauricio Villareal - Design Principal, Landscape

YOUR STREET YOUR VOICE

Jackie Santa Lucia - Student Engagement

PORTLAND PUBLIC SCHOOLS BOND PROGRAM OVERVIEW

PPS BOND TIMELINE

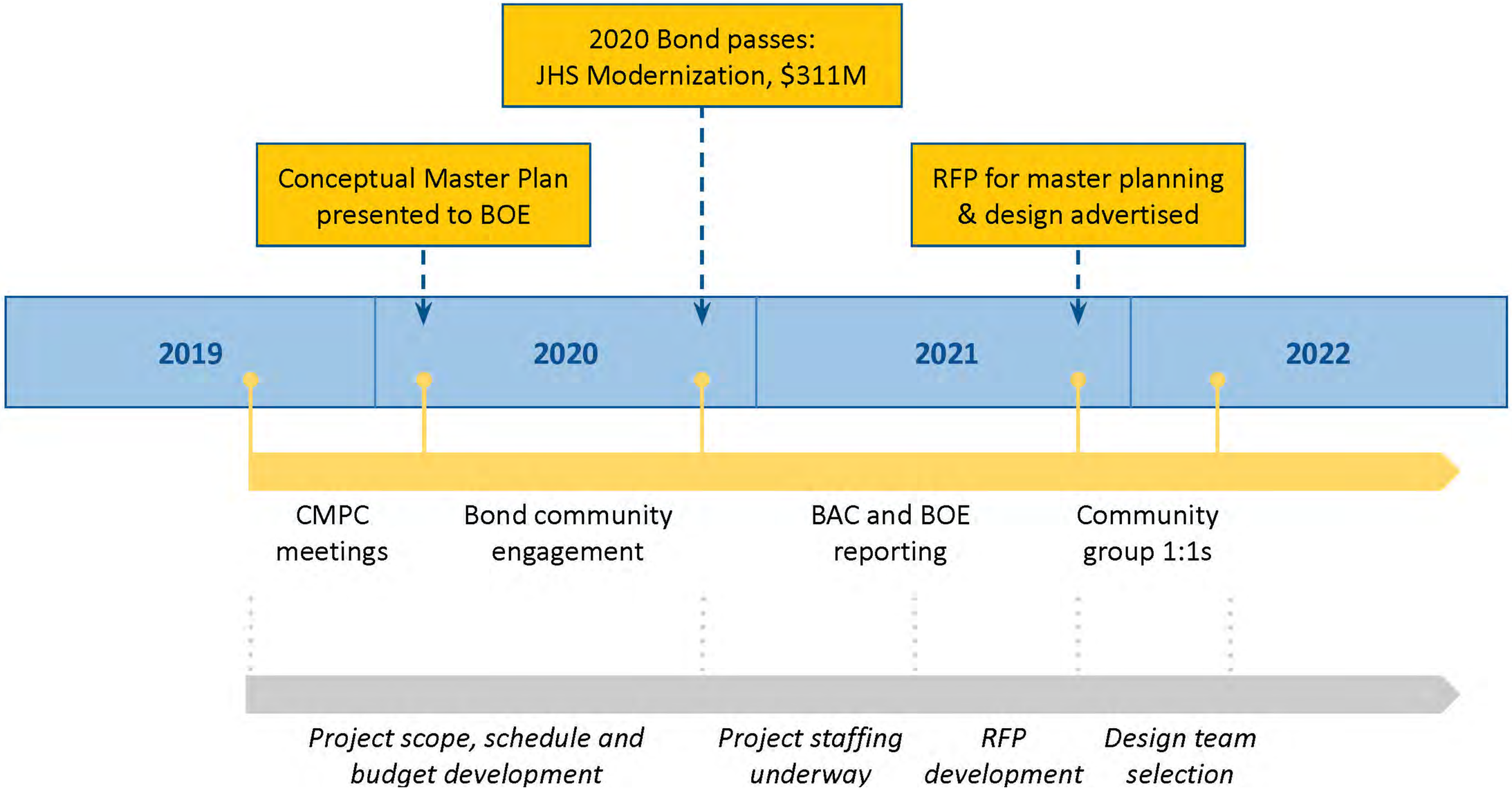
2012 BOND
- Roosevelt HS Modernization
- Franklin HS Modernization
- Grant HS Modernization
- Faubion PK-8 Rebuild
- Improvement Projects

2017 BOND
- McDaniel HS Modernization
- Kellogg MS Rebuild
- Lincoln HS Rebuild
- Benson HS Modernization
- Health & Safety Projects

2020 BOND
- Jefferson HS Modernization
- Cleveland HS Master Planning
- Ida B Wells HS Master Planning
- Capacity Projects
- Infrastructure Projects
- Curriculum
- Technology

HERE

JEFFERSON HS MODERNIZATION - WORK TO DATE



TITLE HERE

JEFFERSON HIGH SCHOOL MODERNIZATION

Comprehensive Planning Committee

Meeting Two: Framework for Vision, Mission, & Values
June 15, 2022

AGENDA

Welcome 15 mins

Team introductions

Confirm date for Design Justice Training

Mission, Vision, Values Framework 15 mins

Let's Get Start 10 mins

Break 10 mins

CPC Introductions 45 mins

Reflection Exercise: Think>Pair>Share 30 mins

Election of Chair(s) 5 mins

Binder Walk-Through 5 mins

Summer Break Preparation 5 mins

Public Comment Period 10 mins

Mission, Vision, Values Framework

PROCESS

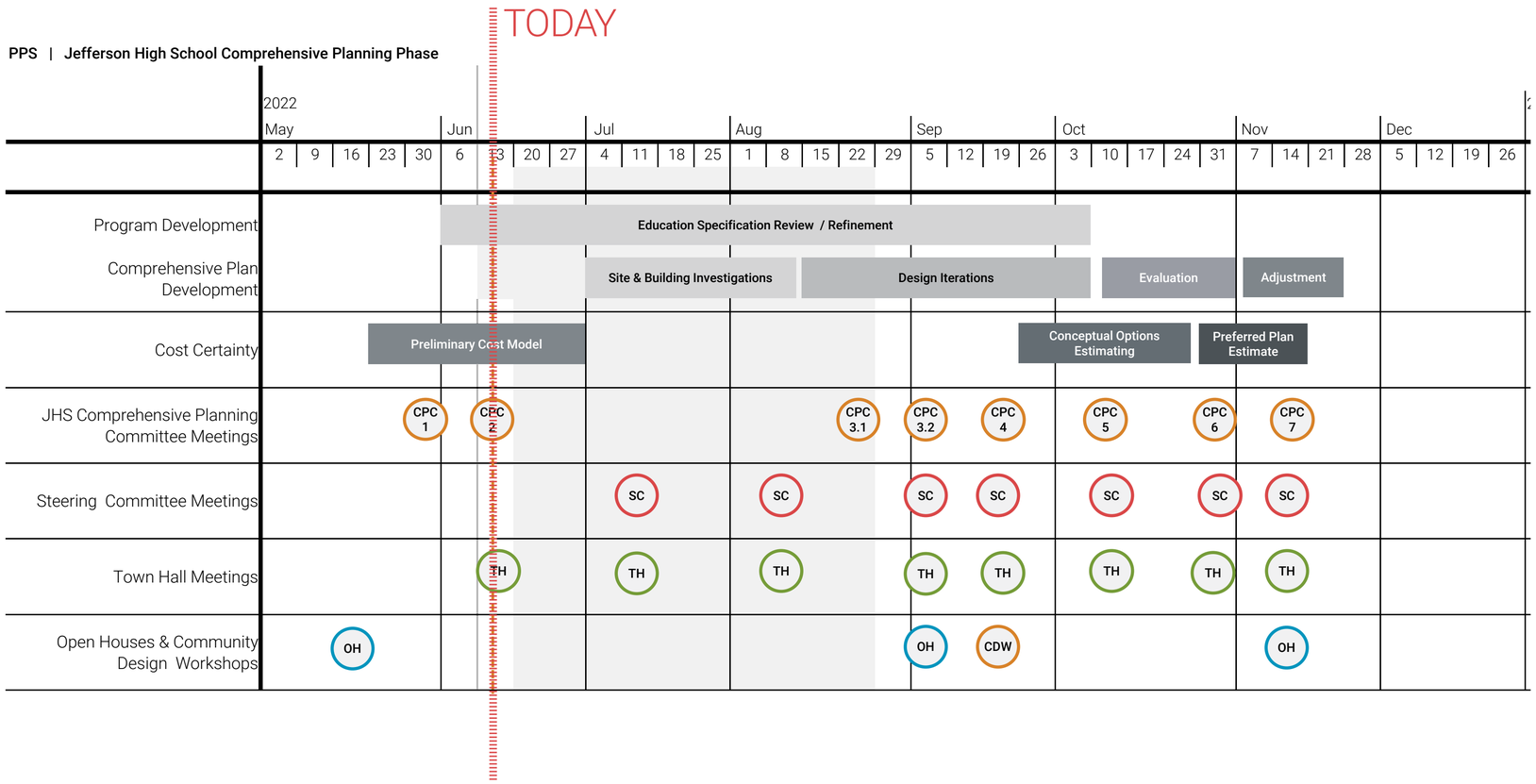
Jefferson High School Comprehensive Planning Committee

Schedule of Meetings

Location: Jefferson High School - Library @ 6:30PM
Location subject to change check the website

Date	Topic
June 1	Process Overview, Design Justice Training
June 15	Vision/Mission/Goals
August 24	Site Plan Scenarios Session 1
September 7	Site Plan Scenarios Session 2
September 21	Program and Design Options
October 12	Multiple Massing Options
November 2	Three Massing Options
November 16	Cost Review/Selection

Updated 6-5-2022
schoolmodernization@pps.net
jhsbond@pps.net

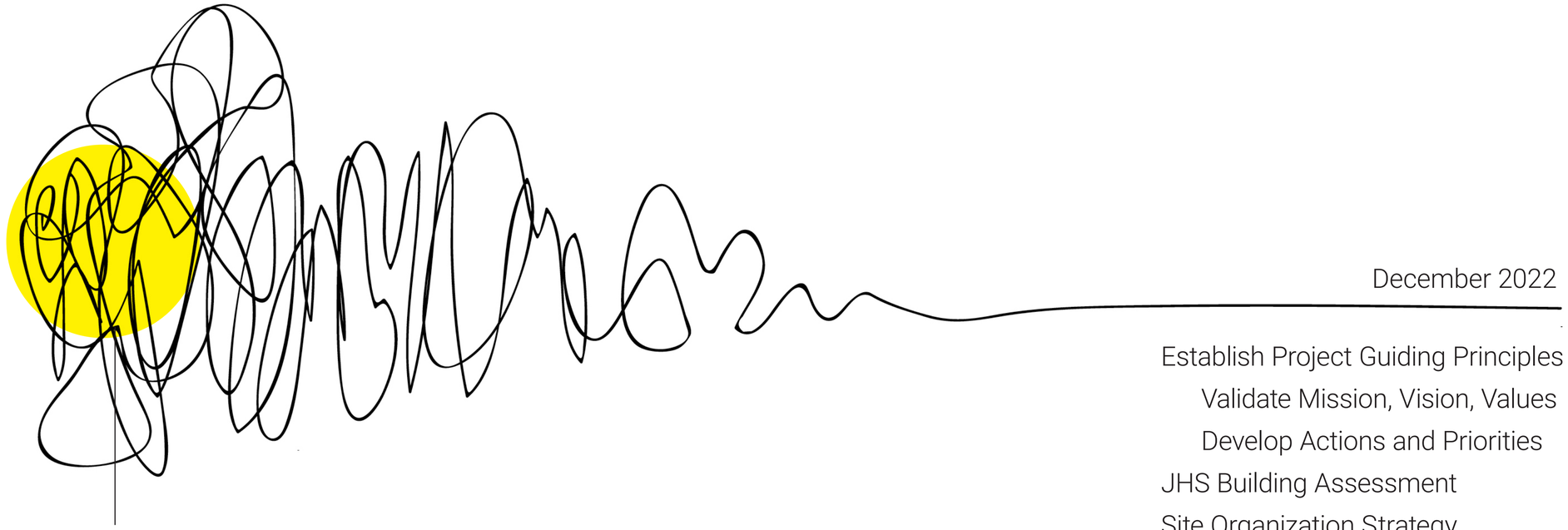


BORA LEVER COLLOQATE PPS

PROCESS

uncertainty / insights / stories / patterns

clarity / focus



December 2022

Establish Project Guiding Principles
- Validate Mission, Vision, Values
- Develop Actions and Priorities

JHS Building Assessment

Site Organization Strategy

Building Massing Approach

Project Phasing Strategy

Budget Alignment

Based on 'The Process of Design Squiggle' by Damien Newman, thedesignsquiggle.com

BORA LEVER COLLOQATE PPS

What guides this process?

Racial Educational Equity Policy
(2011)

Portland Public Schools reImagined *serves as the compass*
(vision 2019)

Forward Together for Racial Equity, Inclusion and Excellence *is the roadmap*
(strategic plan 2021-2025)

- PPS Mission
- PPS Vision
- PPS Graduate Portrait, Educator Essentials, Educational System Shifts
- PPS Core Values

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy
(2022)

Mission

PPS *We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.* *(July 2021)*

JHS *The mission of Jefferson High School is to create a collaborative and inclusive educational environment that actively promotes respect for diversity and requires cooperative and individual learning. Students of Jefferson will be well prepared to meet challenges, set and attain goals, contribute to their communities and continue the process of learning and developing throughout their lives.* *(2020-21)*

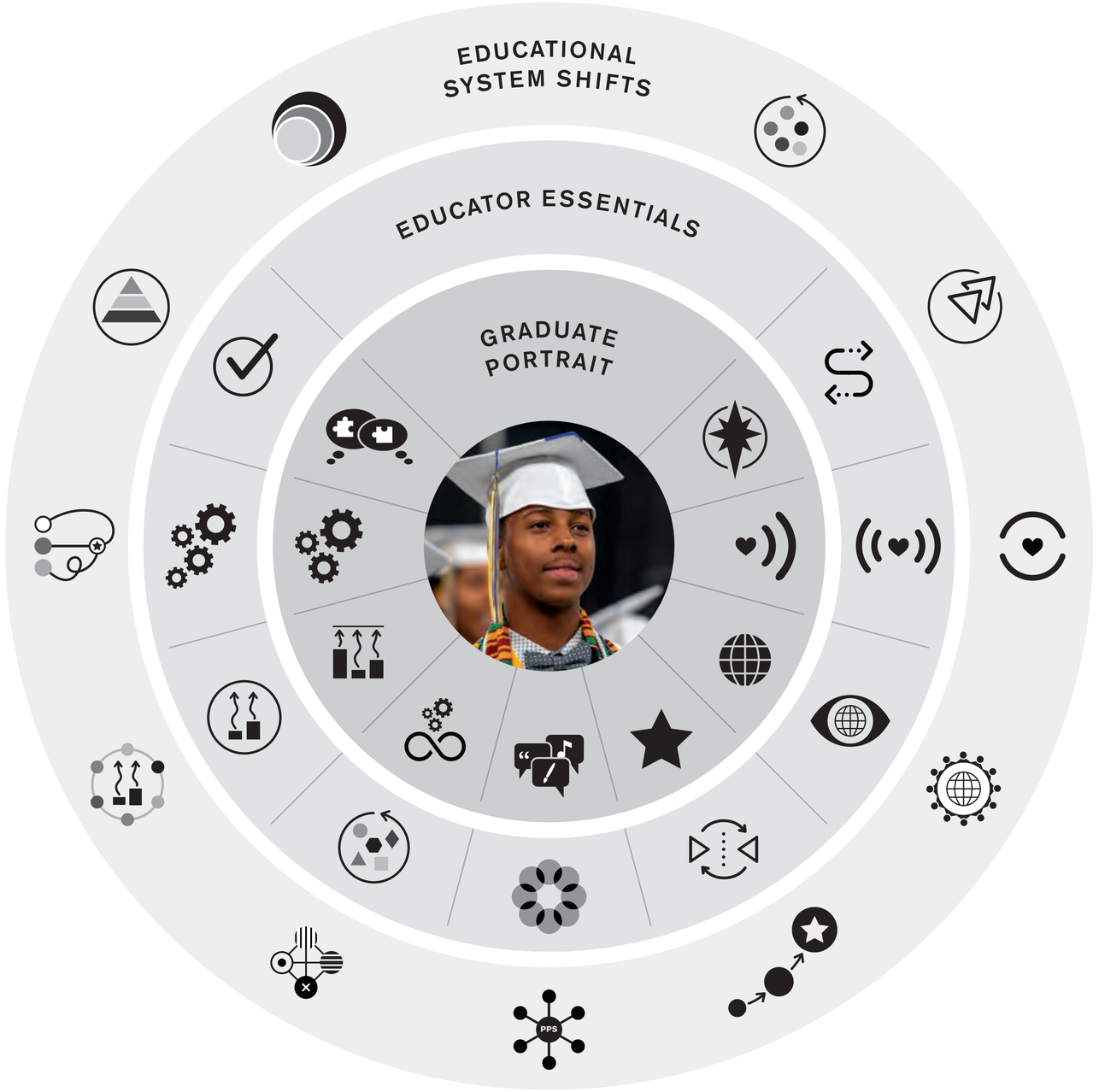
Vision

Portland Public Schools reImagined The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. Ultimately, everything in the vision document supports:

A graduate of Portland Public Schools
will be a compassionate critical thinker, able
to collaborate and solve problems, and be
prepared to lead a more socially just world.

Integrated Diagram

This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways in which Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.







GRADUATE PORTRAIT



Inclusive and Collaborative Problem Solvers

Optimistic, Future-Oriented Graduates

Inquisitive Critical Thinkers with Deep Core Knowledge

Reflective, Empathetic, and Empowering Graduates

Transformative Racial Equity Leaders

Influential and Informed Global Stewards



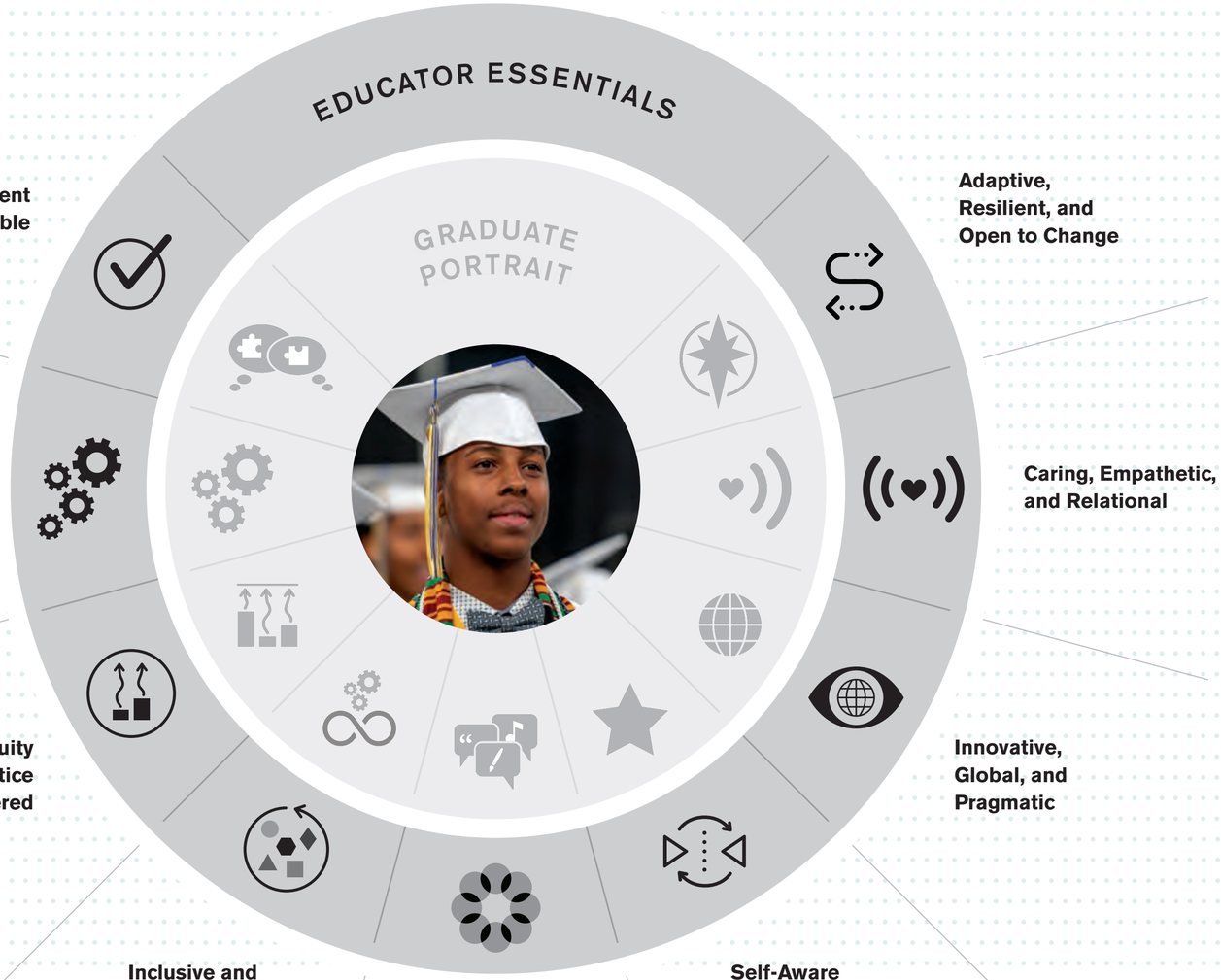
Resilient and Adaptable Lifelong Learners

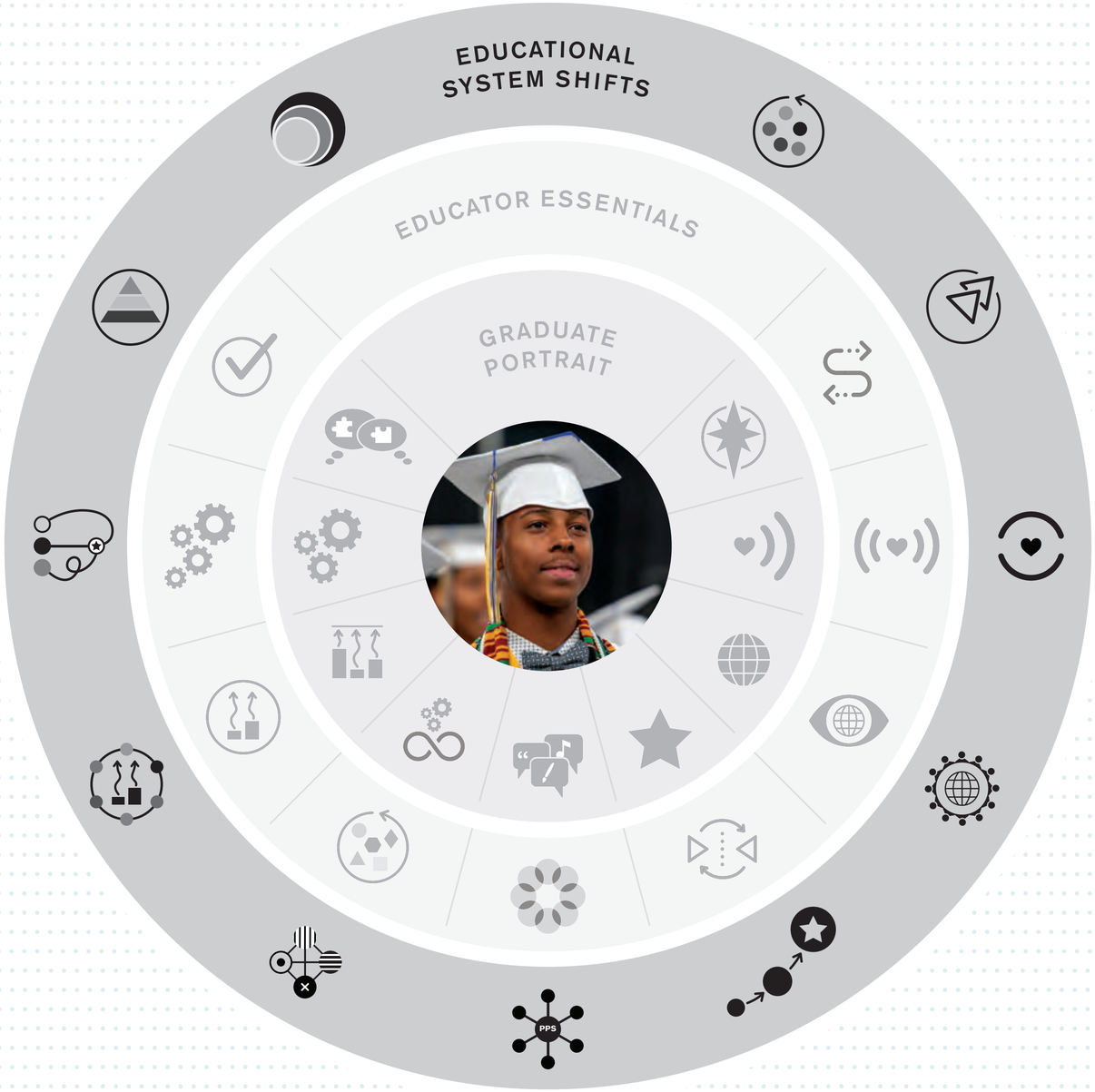
Powerful and Effective Communicators

Positive, Confident, and Connected Sense of Self



BORA LEVER COLLOQATE PPS


EDUCATOR ESSENTIALS
GRADUATE PORTRAIT
Consistent and Reliable
Adaptive, Resilient, and Open to Change
Knowledgeable and Committed to Lifelong Learning
Caring, Empathetic, and Relational
Racial Equity and Social Justice Centered
Innovative, Global, and Pragmatic
Inclusive and Responsive to Diverse Learners
Self-Aware and Reflective
Community-Minded, Connected, and Collaborative



The 11 Shifts

(Counter-clockwise)

A Connected and Transformative School District

Mindful, Inclusive Practices that Support the Continuum of Students with Disabilities

Redefining Time and Place for Personalized Learning

Racial Equity Aligned Systems and Structures

Cultivating System-Wide Learning and a Diverse Workforce

Schools as Community Hubs

Transformative Curriculum and Pedagogy

Support for Global Stewards and Ambassadors

A Culture of Physical and Emotional Safety

Equity-Centered, Inclusive Learning for Students and Adults

Flexible, Future-Focused Environments

PPS Core Values

Core values are an organization's enduring beliefs that remain constant over time. By making these values explicit through value statements and tethering them to a vision, an organization can articulate the ethical principles that guide action toward its vision.

These ten statements are new, and describe the core values we need to achieve our Vision. Some of these core values are lived values and some are aspirational; either way, we believe in making them explicit and persistent throughout our work over time.



BORA LEVER COLLOQATE PPS

Students at the Center
We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Racial Equity and Social Justice
We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Honesty and Integrity
We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision making in service of our students, families, staff, and community.

Excellence
We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect
We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships
We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation
We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Partnerships and Collaboration
We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland
We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

Joyful Learning and Leadership
We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.



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Board Policy 3.30.079-P

PPS Climate Crisis Response, Climate Justice and Sustainable Practices 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.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

(Adopted March 2022)

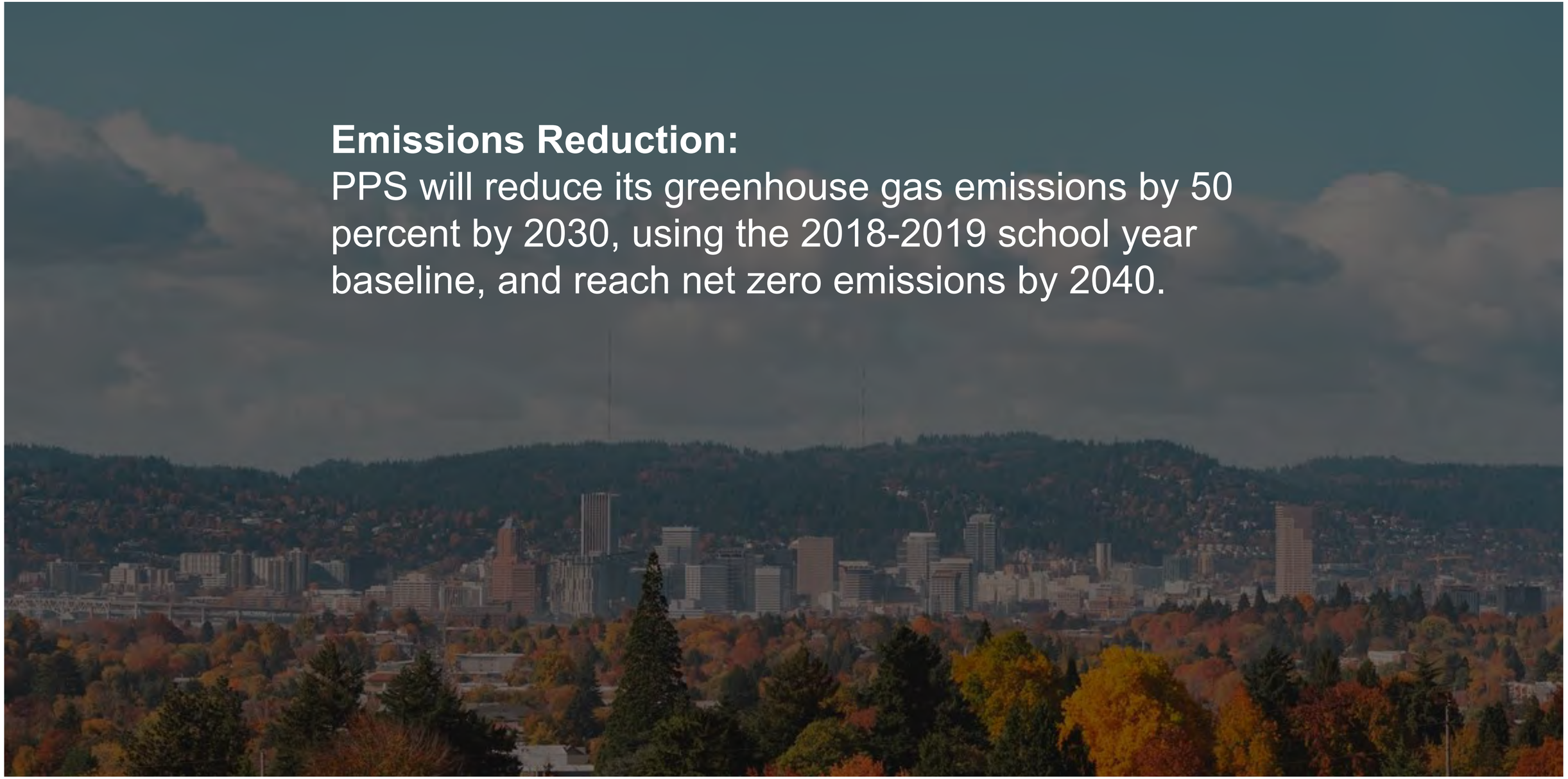
"the construction sector contributes to 23% of air pollution, 50% of the climatic change, 40% of drinking water pollution, and 50% of landfill wastes. In separate research by the U.S. Green Building Council (USGBC), the construction industry accounts for 40% of worldwide energy usage, with estimations that by 2030 emissions from commercial buildings will grow by 1.8%"

- according to research by Bimhow

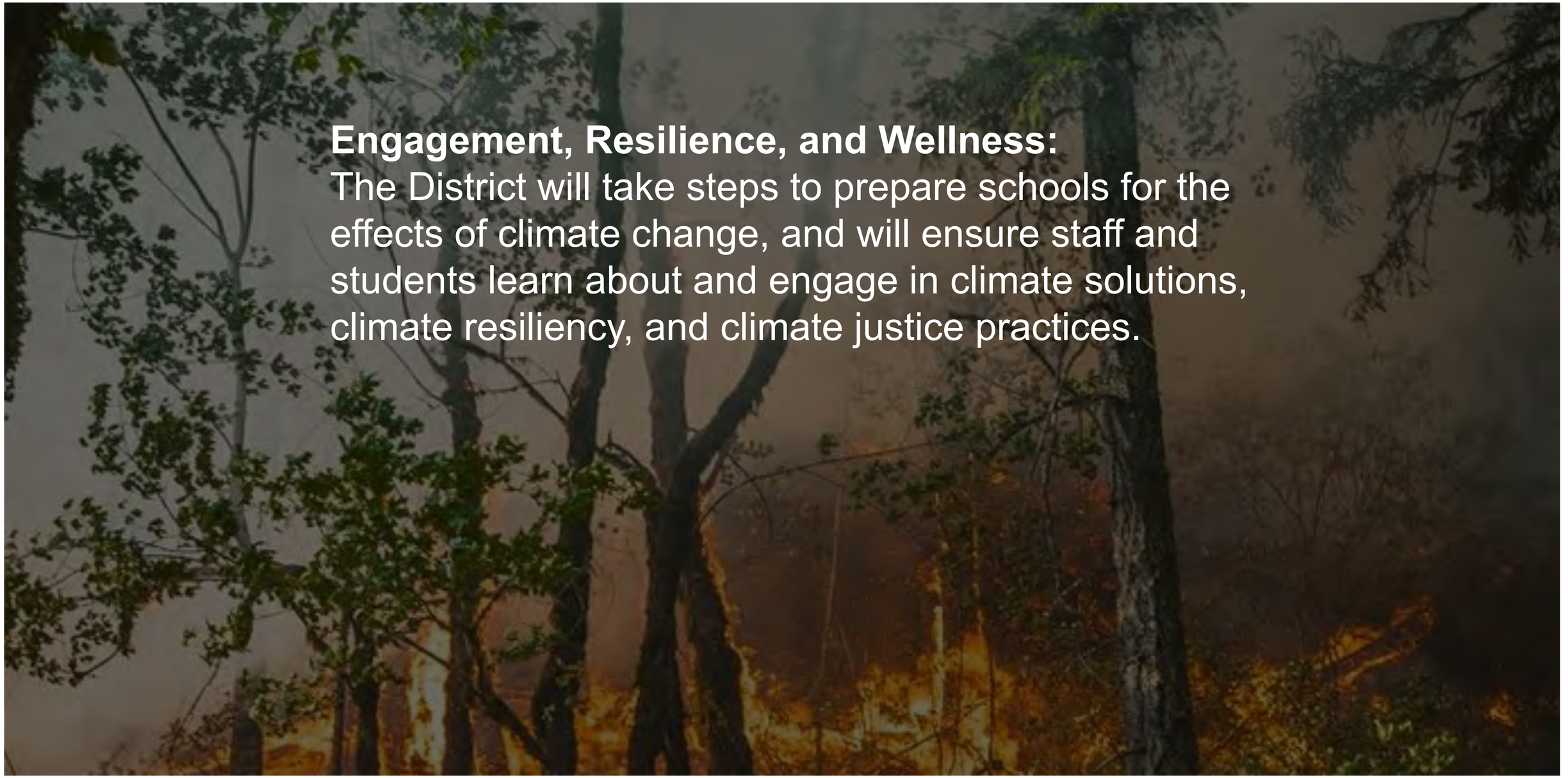
“This policy is big and bold and yesterday the board took action on their biggest climate action plan yet. This is the first step in truly committing to **climate justice and the longevity of our students and future generations to come.”**

Danny Cage, student representative to the PPS Board of Education Policy Committee

KEY OBJECTIVES



KEY OBJECTIVES



Planning for Success

Establish Project Guiding Principles

- Validate Mission, Vision, Values
- Develop Actions and Priorities

Framework for Design Excellence

- Ten principles for considersation to inform design process toward an equitable, resilient, healthy and sustainability built environment.

FRAMEWORK FOR DESIGN EXCELLENCE

The American Institute of Architects



DESIGN FOR INTEGRATION

Good design elevates any project, no matter how small, with a thoughtful process that delivers both beauty and function in balance. It is the element that binds all the principles together with a big idea.

- ***central design and performance concept***
- ***connections with place, climate, culture, and people***
- ***beauty and delight (multisensory!)***
- ***connecting with the other nine principles***
- ***integrated design process***

What is the concept or purpose behind this project, and how will the priorities within the nine other principles inform the unique approach to this project?

How will the project engage the senses and connect people to place?

What makes this a project that people will fight to preserve?

What design strategies can provide multiple benefits across the triple bottom line of social, economic, and environmental value?



DESIGN FOR EQUITABLE COMMUNITIES

Design solutions affect more than the client and current occupants. Good design positively impacts future occupants and the larger community.

- ***extend reach beyond project***
- ***social justice, equity, diversity, and inclusion***
- ***community engagement and gathering***
- ***community resilience***
- ***mobility and access***

What is the project's greater reach? How could this project contribute to creating a diverse, accessible, walkable, just, and human-scaled community?

Who might this project be forgetting? How can the design process and outcome remove barriers and promote inclusion and social equity, particularly with respect to vulnerable communities?

What opportunities exist in this project to include, engage, and promote human connection?

How can the design support health and resilience for the community during times of need or during emergencies?



DESIGN FOR ECOSYSTEMS

Good design mutually benefits human and nonhuman inhabitants.

- ***Evaluate the different geographic conditions on-site.***
- ***Identify and protect the species of the site.***
- ***Understand how human interaction has impacted local ecosystems.***

How can the design support the ecological health of its place over time?

How can the design help users become more aware and connected with the project's place and regional ecosystem?

How can the design build resilience while reducing maintenance?

How is the project supporting regional habitat restoration?



DESIGN FOR WATER

Good design conserves and improves the quality of water as a precious resource.

- ***indoor water efficiency***
- ***outdoor water use reduction***
- ***process water reuse***
- ***capture/reuse of greywater and/or blackwater***
- ***rainwater/stormwater use and management***
- ***net zero water building***

How does the project use water wisely, addressing efficiency and consumption while matching water quality to appropriate use?

How can the project's water systems maintain function during emergencies or disruptions?

How does the project handle rainfall and stormwater responsibly?

How does the project contribute to a healthy regional watershed?



DESIGN FOR ECONOMY

Good design adds value for owners, occupants, community, and planet, regardless of project size and budget.

- ***building size***
- ***material use***
- ***operational requirements***
- ***financing and incentives***
- ***community links***

How do we provide abundance while living within our means?

How will the design choices balance first cost with long-term value?

How can the performance of this project be improved in ways that are cost and design neutral?

BORA LEVER COLLOQATE PPS

FRAMEWORK FOR DESIGN EXCELLENCE

The American Institute of Architects



DESIGN FOR ENERGY

Good design reduces energy use and eliminates dependence on fossil fuels while improving building performance, function, comfort, and enjoyment.

- ***passive design strategies***
- ***energy benchmarking and goal setting***
- ***energy modeling***
- ***commissioning***
- ***net zero energy building***
- ***net zero carbon building***

How can passive design strategies contribute to the project's performance and form?

How can the project exceed building code efficiency standards to approach net zero energy and net zero carbon?

Can the project be powered by clean, renewable energy sources?

How can the project provide for continuous performance improvements over its lifetime?



DESIGN FOR WELL-BEING

Good design supports health and well-being for all people, considering physical, mental, and emotional effects on building occupants and the surrounding community.

- ***natural and artificial lighting***
- ***thermal comfort***
- ***indoor air quality***
- ***mental and social well-being***
- ***acoustics***
- ***movement /exercise***
- ***safety***

How can the design encourage a healthy lifestyle?

How can the project provide for greater occupant comfort?

How can the project be welcoming and inclusive for all?

How can the project connect people with place and nature?

How can material selection reduce hazards to occupants?need or during emergencies?



DESIGN FOR RESOURCES

Good design depends on informed material selection, balancing priorities to achieve durable, safe, and healthy projects with an equitable, sustainable supply chain to minimize possible negative impacts to the planet.

- ***material sourcing***
- ***embodied carbon***
- ***healthy materials***
- ***construction, deconstruction, and demolition waste***
- ***zero waste operations***

What factors or priorities will be considered in making material selection decisions?

How are materials and products selected and designed to reduce embodied carbon and environmental impacts while enhancing building performance?

How can material selection reduce hazards and support equitable labor practices in the supply chain?

How does the project promote zero waste throughout its life cycle?

How does the project celebrate local materials and craft?

How long will the project last, and how does that affect your material?



DESIGN FOR CHANGE

Adaptability, resilience, and reuse are essential to good design, which seeks to enhance usability, functionality, and value over time

- ***flexibility and adaptability***
- ***risk and vulnerability assessment***
- ***resilient design***
- ***passive survivability and livability***
- ***best practices***

How does the project address future risks and vulnerabilities from social, economic, and environmental change?

How is the project designed for adaptation to anticipate future uses or changing markets? How does the project address passive survivability and/or livability?



DESIGN FOR DISCOVERY

Every project presents a unique opportunity to apply lessons learned from previous projects and gather information to refine the design and construction process.

- ***knowledge sharing and lessons learned***
- ***occupant engagement***
- ***post-occupancy evaluations***
- ***discovery that influences behavior***

How can the design process foster a long-term relationship between designers, users, and operators to ensure design intentions are realized and the building project performance can improve over time?

How are performance data and experiential stories shared, even if the findings fall short of the vision?

How are lessons learned through construction administration shared to project teams?

BORA LEVER COLLOQATE PPS

Let’s Get Started

MISSION, VISION, VALUES

Today

- Reflect on Mission, Vision & Values
- Get to know each other better Personal Introductions / Personal Share
- Learn from you and the communities about opportunities and priorities

What we've heard so far...
2019 Bond Study
Review Open House
Review CPCM 1
Review Homework

BEFORE WE START....

The mission, vision, and values statements are the guiding forces behind an organization. They convey the purpose, direction and underlying values of the organization.

Mission

The mission statement communicates the purpose of the organization.

The mission statement defines an organization's reason for being. A good mission statement should only focus on what is most important to the organization. It should be brief, clear, informative, simple and direct.

What do we do today?

Who do we serve?

What are we trying to accomplish?

What impact do we want to achieve?

Vision

The vision statement provides insight into what the organization hopes to achieve or become in the future.

The vision statement describes the future of the organization. It reveals what the company aspires to be or hopes to achieve in the long-term. The vision statement is inspirational and motivational but also provides direction, mapping out where the organization is headed.

Where are we going moving forward?

What do we want to achieve in the future?

What kind of future society do we envision?

Values

The values statement reflects the organization's core principles and ethics.

It is used to both inform and guide the decisions and behaviors. An organization's core values shape daily culture and establish standards of conduct against which actions and decisions can be assessed.

What do we stand for?

What behaviors do we value over all else?

How will we conduct our activities to achieve our mission and vision?

How do we treat members of our own organization and community?

Reflection

Mission

PPS *We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.*

JHS *The mission of Jefferson High School is to create a collaborative and inclusive educational environment that actively promotes respect for diversity and requires cooperative and individual learning. Students of Jefferson will be well prepared to meet challenges, set and attain goals, contribute to their communities and continue the process of learning and developing throughout their lives.*

Vision

A graduate of Portland Public Schools (JHS) will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Graduate Portrait

Educator Essentials

Educational System Shifts

Values

Student at the Center

Racial Equity and Social Justice

Honesty and Integrity

Excellence

Respect

Relationships

Creativity and Innovation

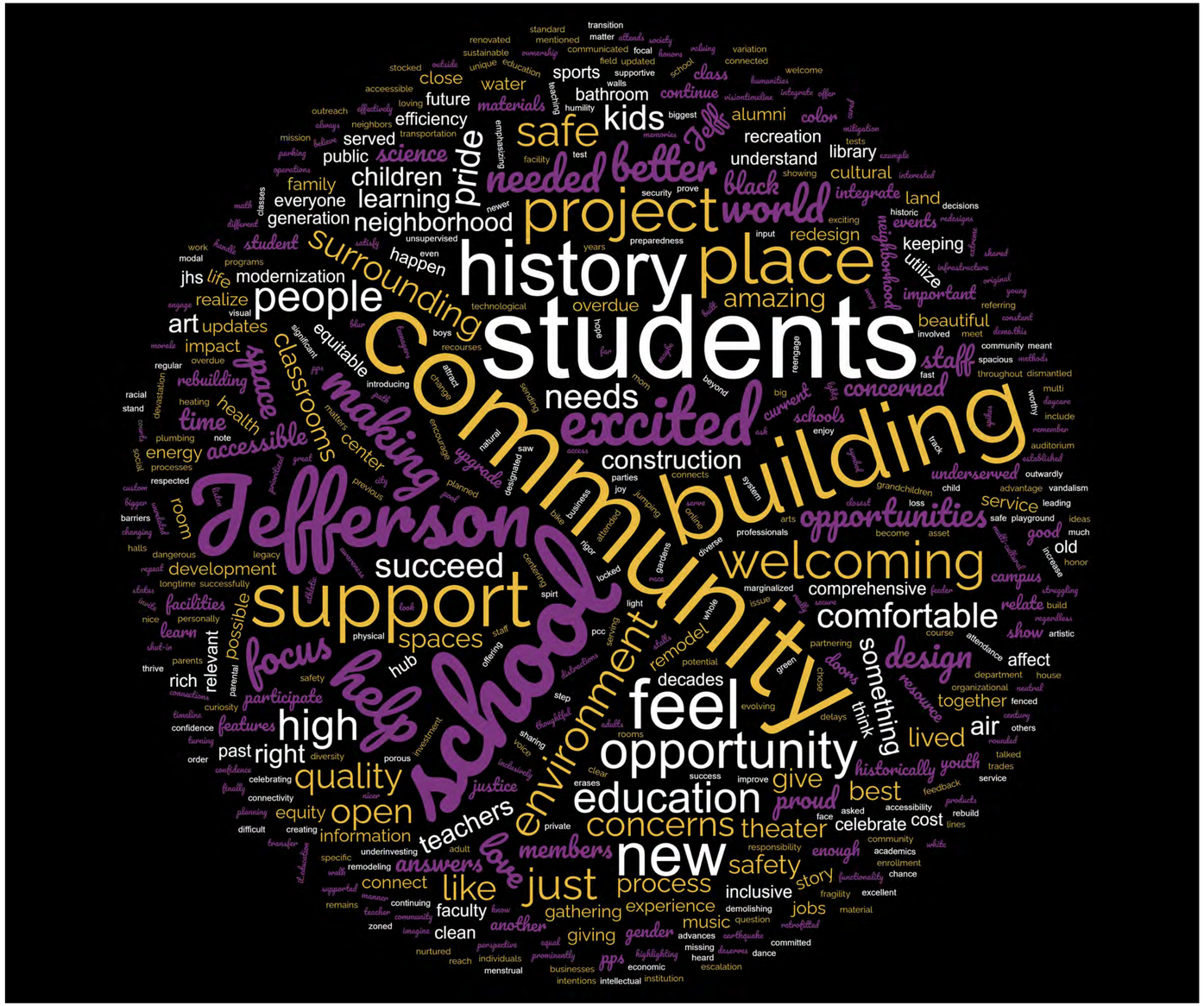
Partnerships and Collboration

Grounded in the Spirit of Portland

Joyful Learning and Leadership

BORA LEVER COLLOQATE PPS

WHAT WE HEARD SO FAR


students
Jefferson
Community
building
history
place
project
school
support
environment
welcoming
opportunity
feel
education
new
needs
excited
surrounding
making
focus
help
safe
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needed
Jeff
pride
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people
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updates
impact
space
classrooms
rebuilding
time
health
accessible
energy
development
facilities
learn
relevant
rich
high
quality
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teachers
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process
inclusive
faculty
gathering
experience
jobs
music
another
giving
gender
clean
safety
members
answers
love
concerns
theater
celebrate
cost
proud
best
give
lived
air
historically
youth
together
design
something
comfortable
relate
show
campus
opportunities
service
underserved
concerned
staff
beautiful
keeping
utilize
important
amazing
overdue
redesign
construction
succeed
spaces
hub
remodel
decades
doors
resource
affect
artistic
good
much
old
honor
increase
auditorium
include
multi
daycare
worthy
outwardly
vandalism
leading
safe playground
ideas
spacious
throughout
dismantled
community meant
methods
underserved
advantage
grandchildren
child
loss
closest
arts
professionals
become
asset
comprehensive
marginalized
partnering
course
attendance
department
house
organizational
neutral
fenced
century
others
talked
trades
service
feedback
products
accessibility
rebuild
lines
asked
face
community
academics
enrollment
chance
excellent
fragility
functionality
story
enough
responsibility
white
inclusive
material
demolishing
retrofitted
earthquake
committed
missing
heard
dance
escalation
economic
businesses
menstrual
intentions
intellectual
institution
individuals
prominently
highlighting
deserves
pps
reach
nurtured
perspective
equal
zoned
imagine
clean
continuing
remains
teacher
community
know
question
advances
gender
giving
another
music
jobs
experience
gathering
faculty
connect
like
just
process
inclusive
safety
new

10 mins

Break

Be ready to introduce yourself and share after the Break.....

An experience when you felt a sense of belonging in high school

Personal Introductions *1-2 mins*

- *Introduce yourself*

(Name, pronouns, communities you represent)

- *Share a personal experience of belonging in High School*

Think > Pair > Share Reflection Exercise

REFLECTION EXERCISE

Reflect on the Mission, Vision, and Values we've discussed, and the experiences of belonging in High School that everyone shared today.

Based on that, come up with opportunities you see for this project and process to create a place where Jefferson's communities feel deep belonging.

THINK individually: 2 Minute brainstorm (silently, on your own, don't talk to anyone yet!)

In PAIRS: spend 5 mins together (find common ideas and big differences)

In GROUPS of 3 or 4: 12 mins discussion (find common ideas and big differences)

Pick someone to share back top 2 ideas to full group

SHARE with full CPC: One person share back top two ideas from each group!

Election of Chair(s)

Binder Walk-Through

Summer Break Preparation

- Summer Reading List:

PPS Racial Educational Equity Policy

Portland Public Schools reImagined

Forward Together for Racial Equity, Inclusion and Excellence

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

- Reflections on the Mission, Vission, Values for Jefferson High School

  Consider with your friends, familiy and communities

  Do you find alignment with the mission, vision and values statements?

  Are there changes you want to propose for the group to consider?

  Is there anything missing that should be added?

We will send out a Google Forms survey for you to share your thoughts.

CPC 2 Homework: Reflection of Mission, Vision, Values

Mission

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Creativity and Innovation

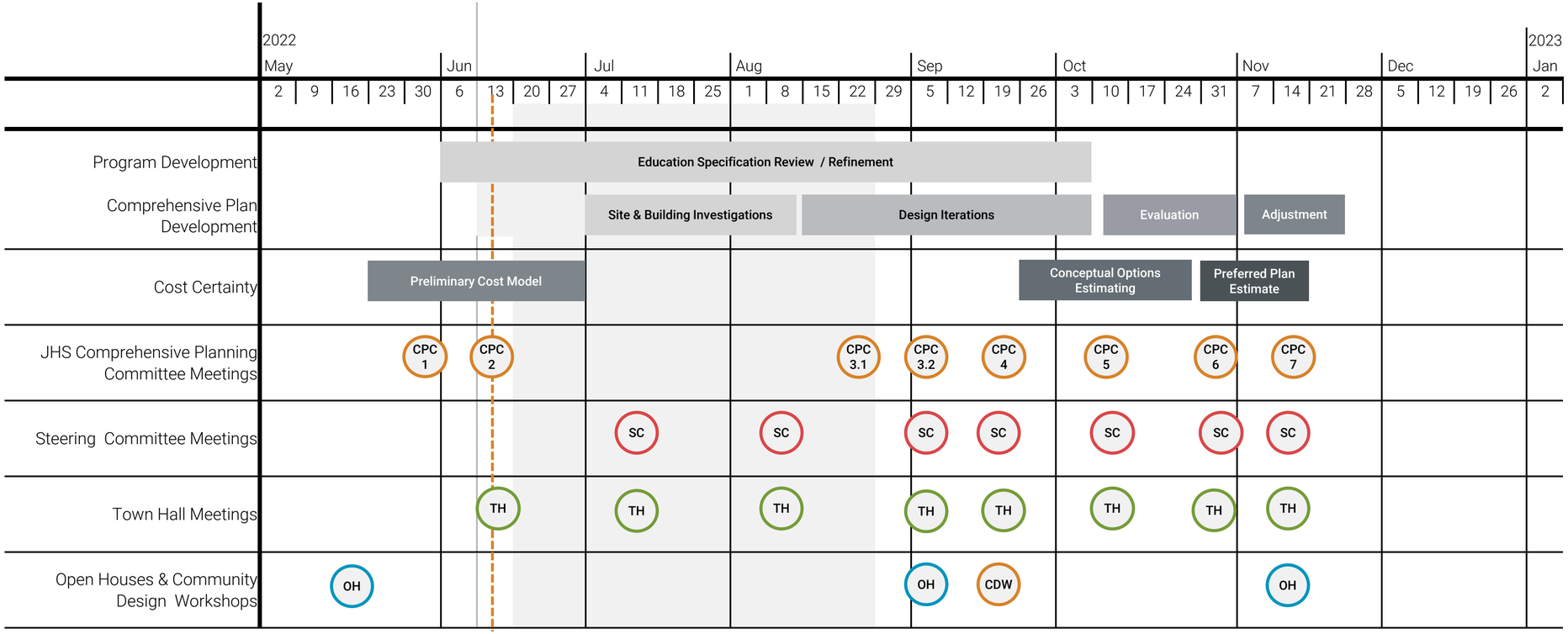
Partnerships and Collboration

Grounded in the Spirit of Portland

Joyful Learning and Leadership

BORA

PPS | Jefferson High School Comprehensive Planning Phase



June 1, 2022	Comprehensive Planning Committee Meeting CPC 1	Process, Overview, Design Justice Introduction
June 15, 2022	Comprehensive Planning Committee Meeting CPC 2	Vision, Mission and Goals
August 24, 2022	Comprehensive Planning Committee Meeting CPC 3.1	Site Plan Scenarios Session 1
September 7, 2022	Comprehensive Planning Committee Meeting CPC 3.2	Site Plan Scenarios Session 2
September 21, 2022	Comprehensive Planning Committee Meeting CPC 4	Program & Design Options
October 12, 2022	Comprehensive Planning Committee Meeting CPC 5	Multiple Massing Options
November 2, 2022	Comprehensive Planning Committee Meeting CPC 6	Three Massing Options
November 16, 2022	Comprehensive Planning Committee Meeting CPC 7	Cost Review / Selection

10 mins

Public Comment Period

THANK YOU

JHS MODERNIZATION

Comprehensive Planning Committee

Meeting 3: Site Planning Scenarios

Session 3.1 | August 24, 2022

Session 3.2 | September 7, 2022

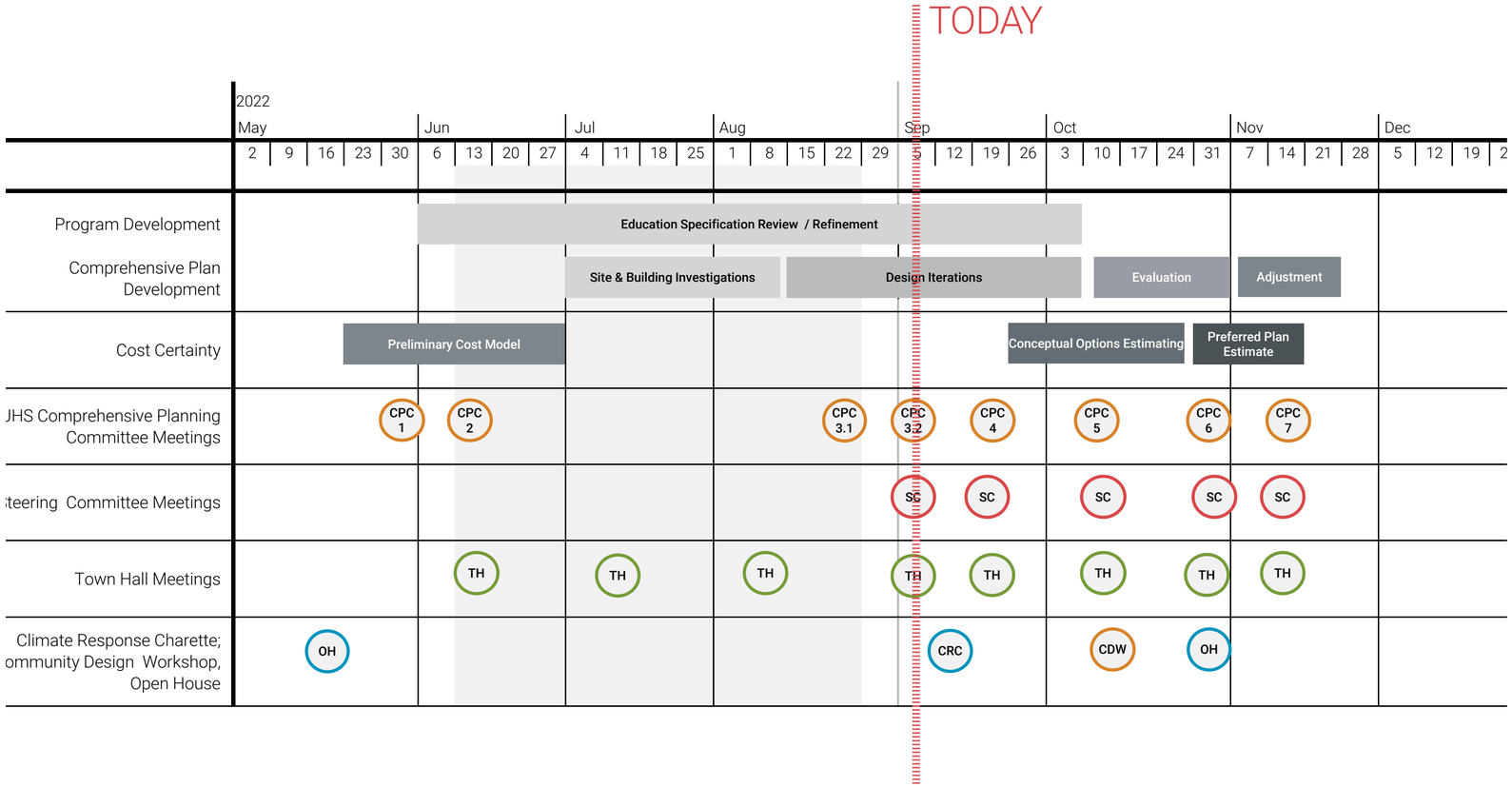
JHS COMPREHENSIVE PLANNING COMMITTEE PROCESS

Schedule of Meetings

Location: Jefferson High School - Library @ 6:30PM
Location subject to change check the website

Date	Topic
June 1	Process Overview, Design Justice Training
June 15	Vision/Mission/Goals
August 24	Site Plan Scenarios Session 1
September 7	Site Plan Scenarios Session 2
September 21	Program and Design Options
October 12	Multiple Massing Options
November 2	Three Massing Options
November 16	Cost Review/Selection

Updated 6-5-2022
schoolmodernization@pps.net
jhsbond@pps.net



HOLD THE DATE !!

COMMUNITY DESIGN WORKSHOP OCT 15

BORA LEVER COLLOQATE PPS

AGENDA

Welcome 5 mins
Arrival / Sign In / Food
CPC 2 Homework

Sustainability 15 mins
What does sustainability mean to you?

Community Engagement 15 mins
Engagement Roadmap Overview

Interactive Exercise: 30 mins
Key Drivers / Opportunities
Breakout Groups: Prioritize
Report Back

Break 5 mins

Interactive Exercise: 60 mins
Site Planning Scenarios
Individual Brainstorming
Breakout Groups: Evaulate
Report Back

Land Acknowledgement / Anti Oppression Statement 5 mins

Chair/Co-Chair Roles 5 mins

Re-naming Process 5 mins

Public Comment Period 5 mins

Next Steps 5 mins

CPC 2 Homework: Reflection of JHS Mission Statement + Guiding Principles

- Summer Reading List:

PPS Racial Educational Equity Policy

Portland Public Schools reImagined

Forward Together for Racial Equity, Inclusion and Excellence

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

- Reflections on the Mission Statement + Guiding Principles
  - Discuss with your friends, family and communities.
  - Do you align with the statements?
  - Would you like to propose any changes to review with the group?
  - Is there anything missing that should be added?

Please submit feedback via Google Forms!

15 mins

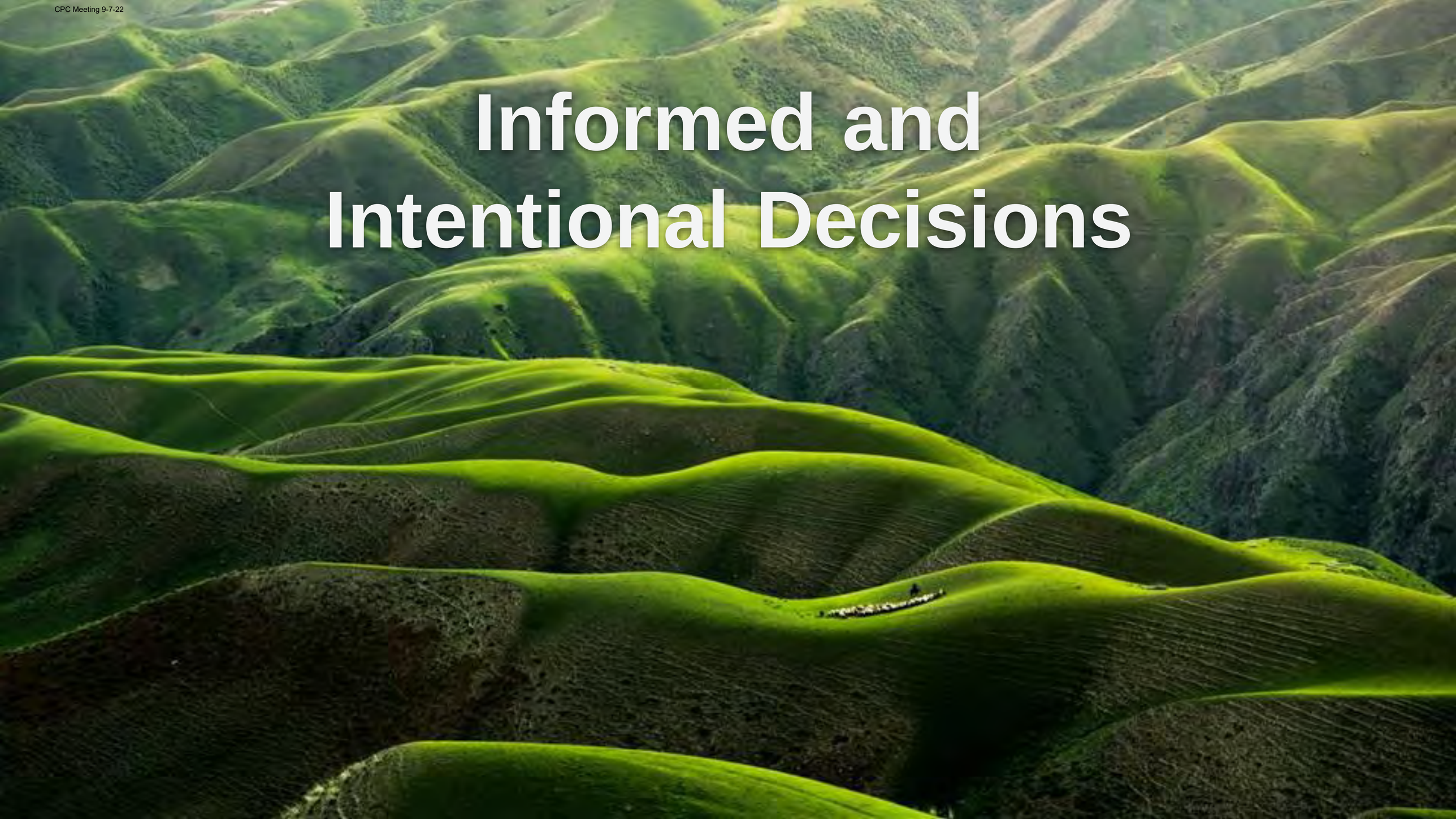
Sustainability

What does sustainability mean to you?

What is Sustainable Design?

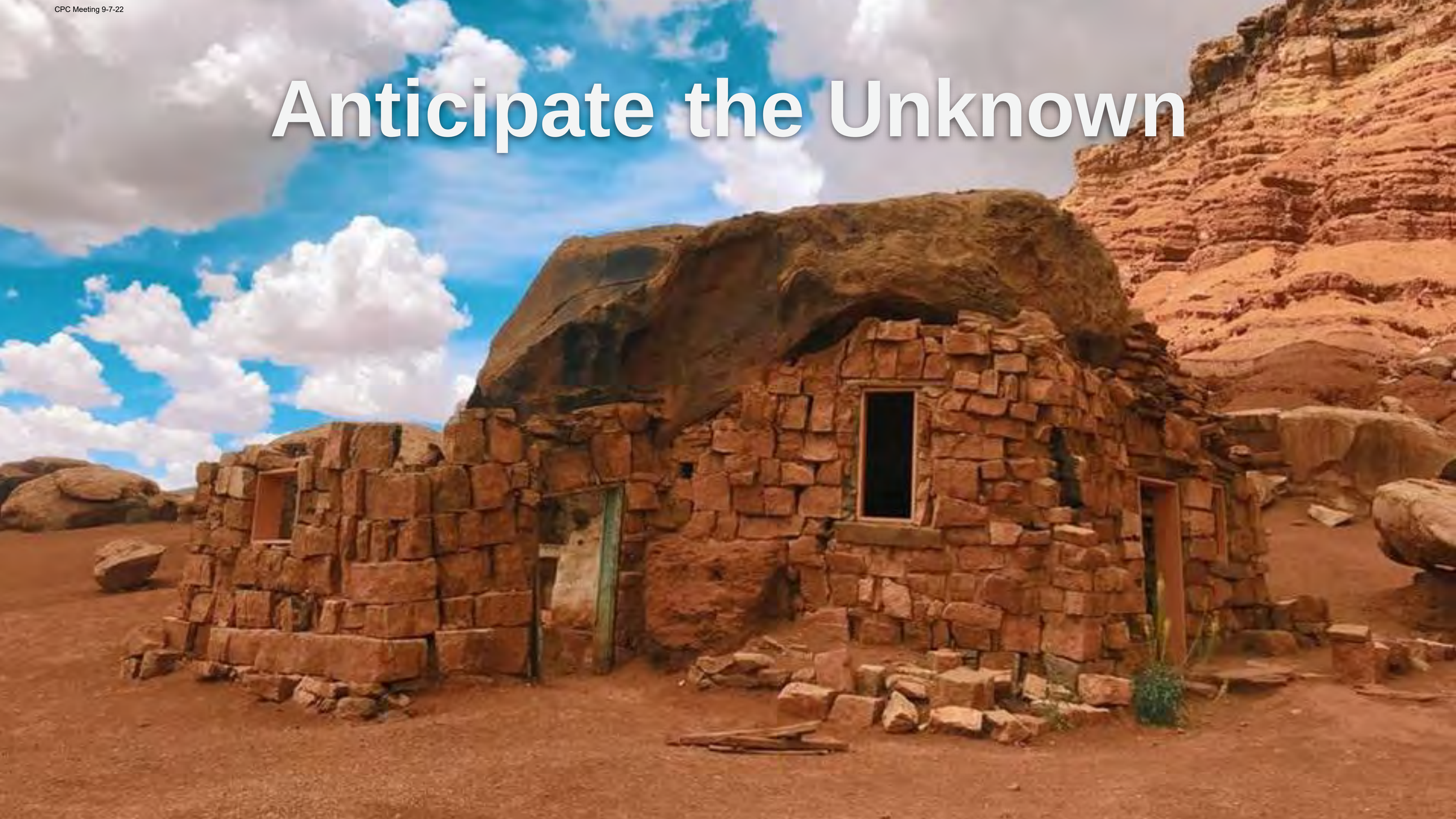

Better Design
and
Broader Design


Zero-in On What Matters



Informed and Intentional Decisions

Anticipate the Unknown





Invest in People



Broader Design

Sphere of Considerations

Traditional Practice



Health

Individual Thriving

Community

Ecology

The Planet

The Future

Resilience

Sustainable Design

Health

Ecology

Budget

Schedule

Appearance

Individual Thriving

The Planet

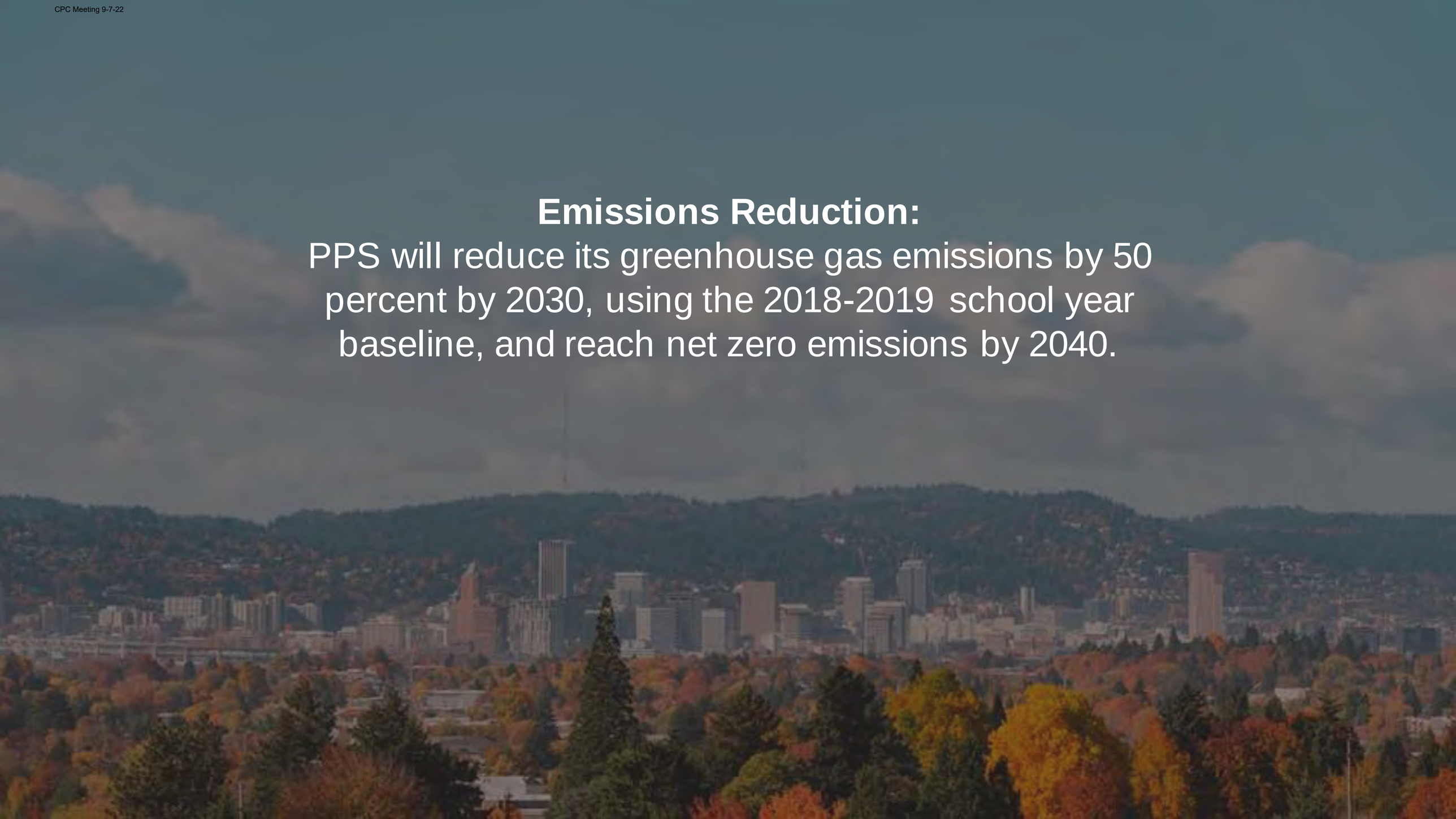
The Future

Community

Resilience

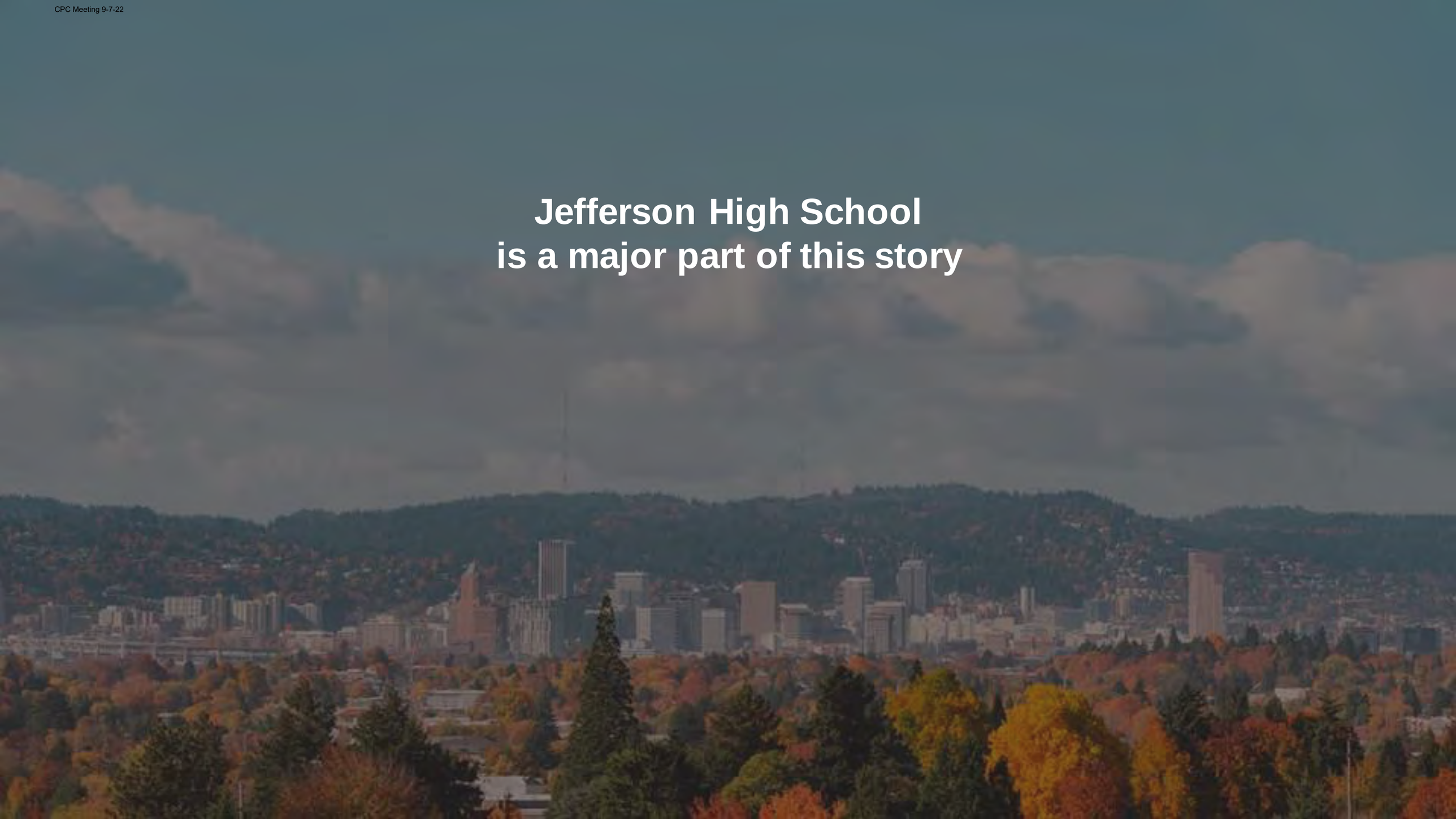
Board Policy 3.30.079-P

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy



Emissions Reduction:

PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.



Jefferson High School
is a major part of this story

Carbon







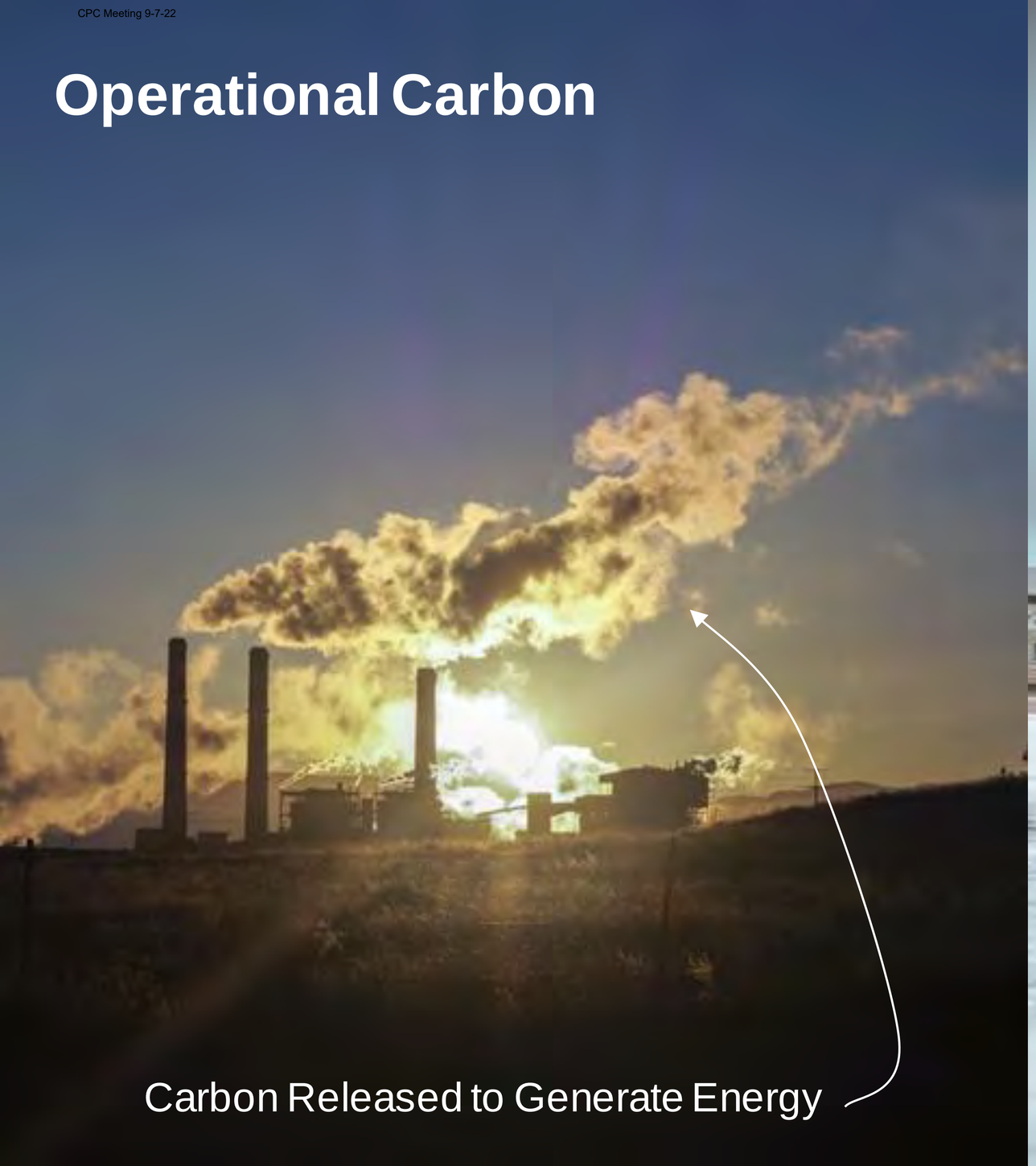






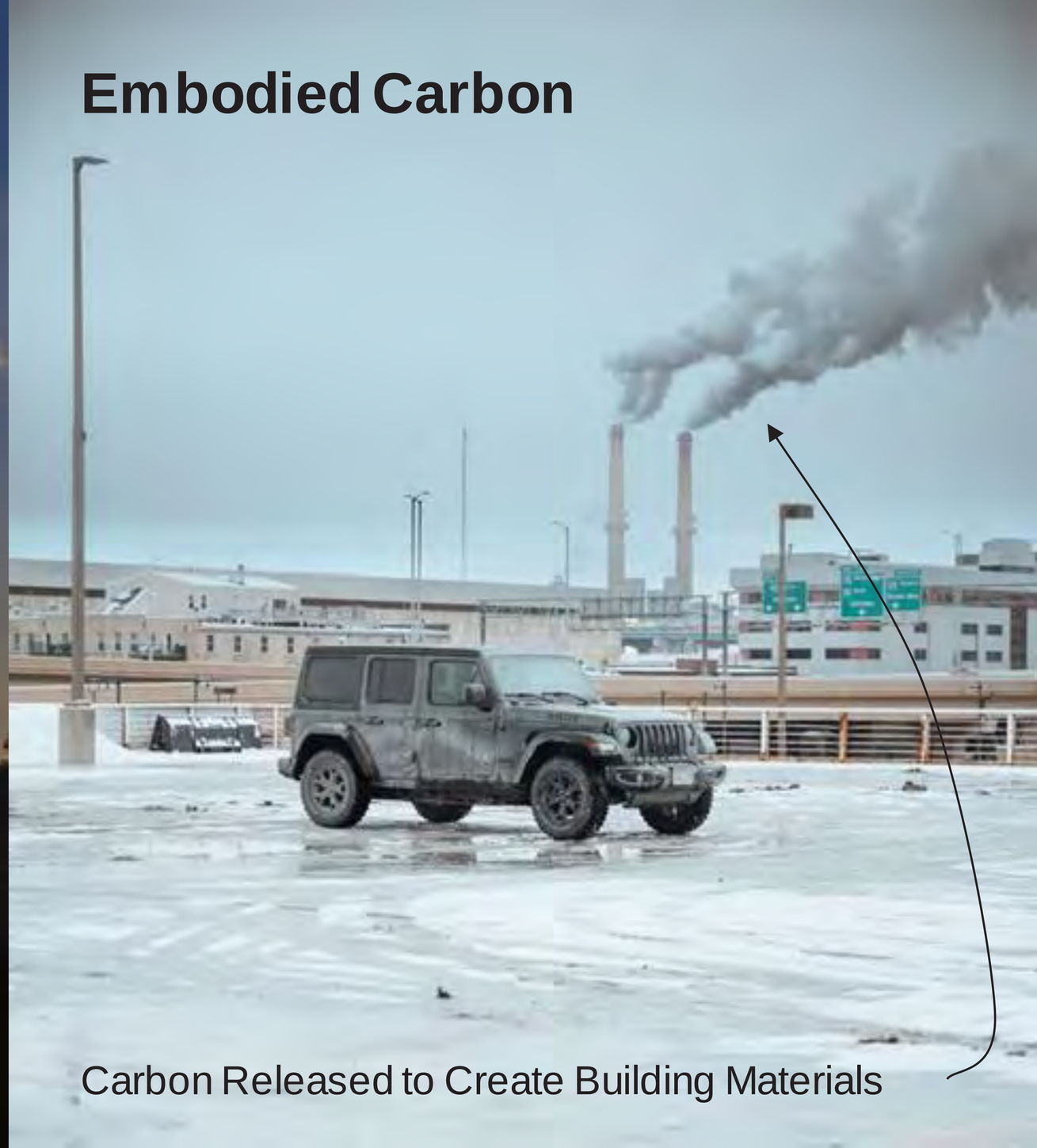


Operational Carbon



Carbon Released to Generate Energy

Embodied Carbon



Carbon Released to Create Building Materials

Operational Carbon

Energy Efficiency and Solar PV

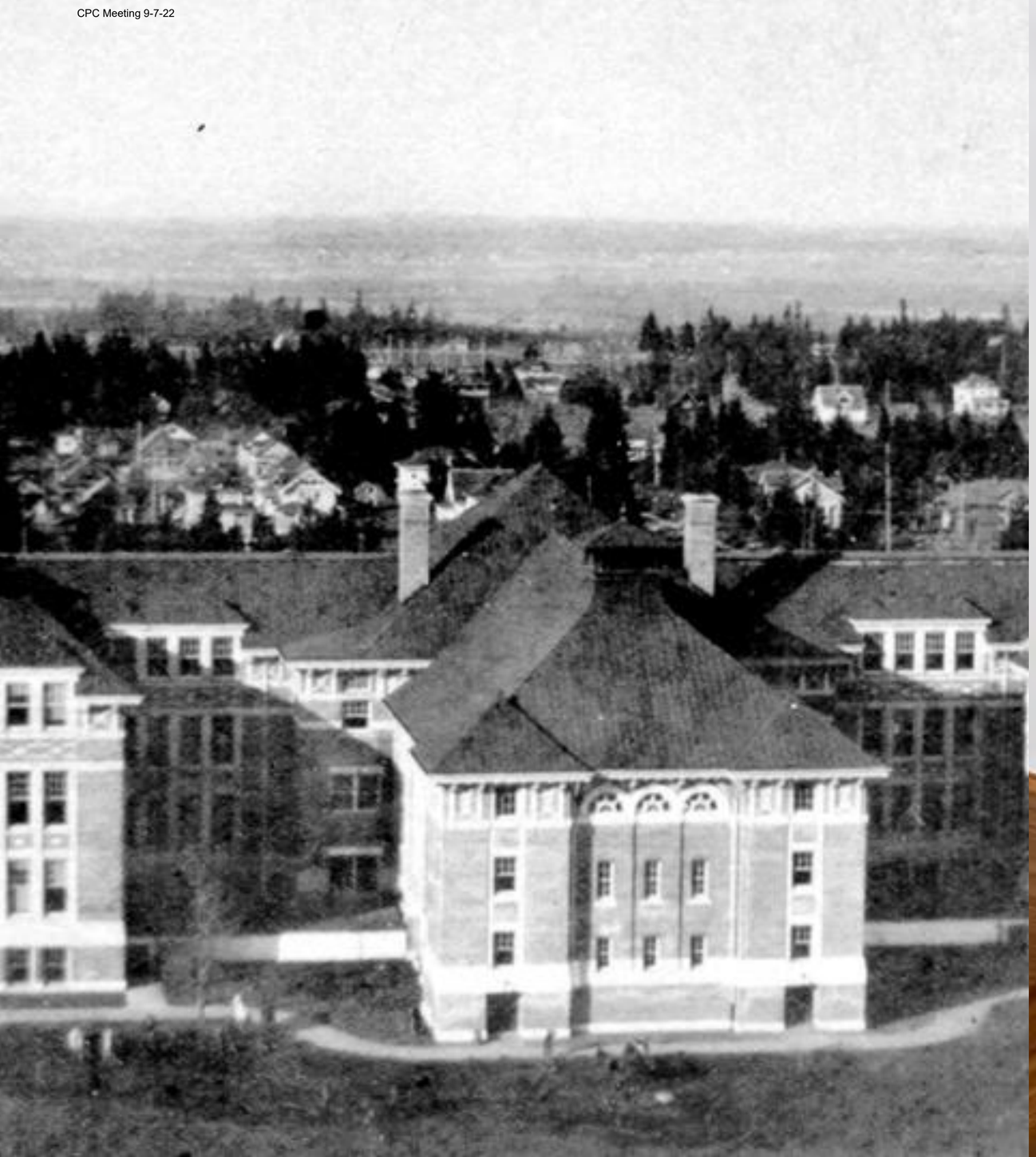
Embodied Carbon

Existing Building and Wood

Embodied Carbon



Existing Building and Wood





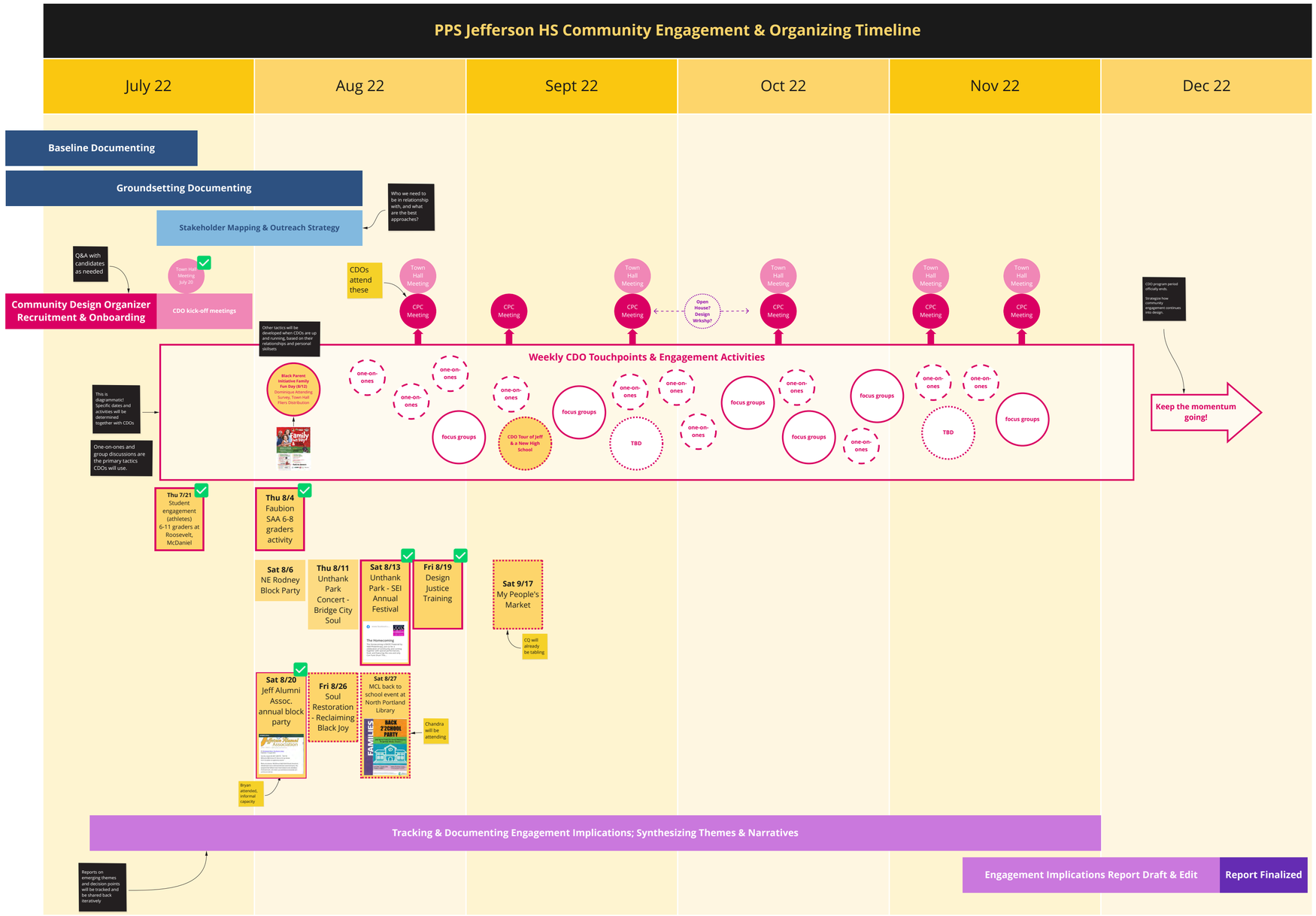
Climate Response Visioning Charette

September 14th, 2022 | 5:30 PM | JHS Library

15 mins

Community Engagement

Timeline



IMPORTANT NOTE:
This process is flexible and responsive to shifts in what we learn and who we engage with. It will change!

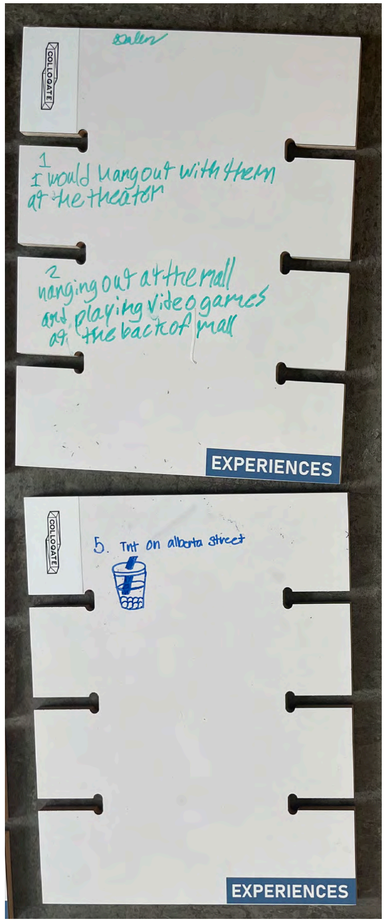
Updated: 08/22/22

BORA LEVER COLLOQATE PPS

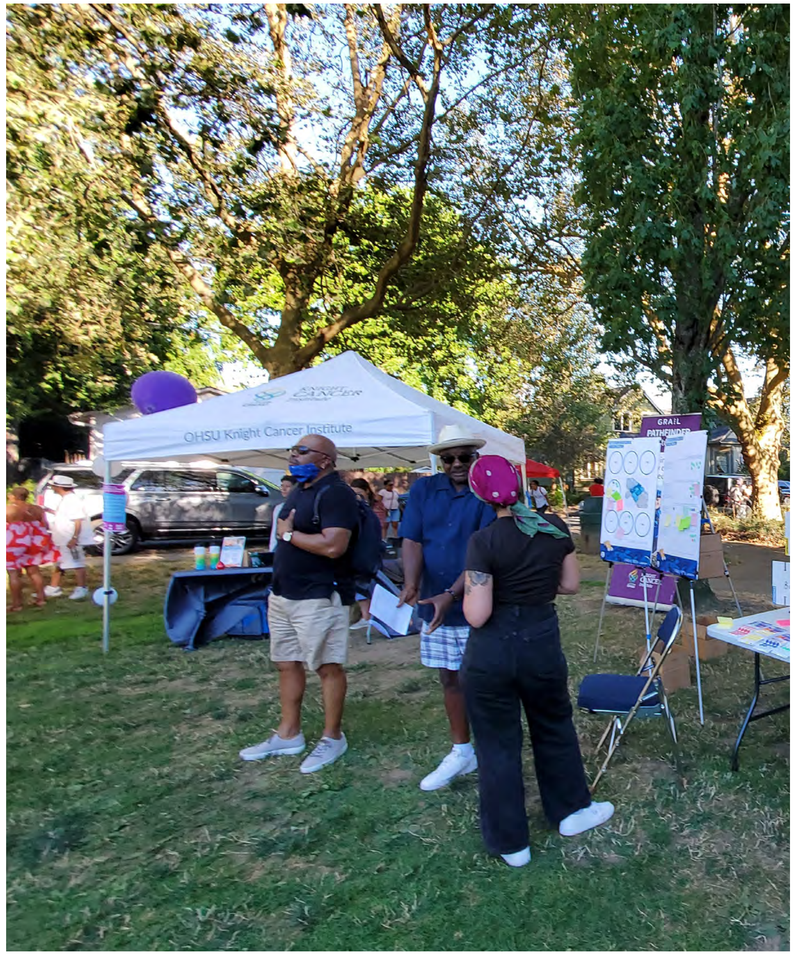
Engagement Activities:
Faubion 6-8th Graders Vision Building







Engagement Activities:
SEI Homecoming Festival Tabling





Community Design Organizers Dialogues in Planning/Progress

- Faculty & Staff (Current & Retired)
- Alumni (Elders)
- Piedmont Neighbors
- Nearby Businesses w/ community connections
- Coaches
- Current Students
- Feeder School Families
- Custodial Staff
- Past & Present Admins
- Boys & Girls Club
- SEI Staff
- Black Parent Initiative
- Bradley Angle

Emerging Themes from Engagement

Creating Welcoming & Accessible Spaces for Students & Their Communities	Creating Range of Types of Gathering Spaces for Students, Families, Staff, & Community	Lack of General Awareness About Project Timeline & Goals
Honoring Cultural Histories & Acknowledging Injustices	Developing Academic Programs with Culturally-Relevant Pedagogy	Not Enough Information about Possible Outcomes for People to Give Informed Opinions
Investing in CTE & STEM Learning Environments, Life Skills Applications	Hiring More BIPOC Teachers to Reflect Experiences & Cultures of Communities	Fears Around Losing Access to Cultural Hub with Ongoing Displacement & Gentrification
Investing in Arts Education beyond Dance Programs (Band, Theater, Ceramics, Visual Arts, Podcasting,	Investing In Health, Safety & Quality of Experience for JHS Occupants During this Design Process	Questions Around Impacts of Project on Current & Future Student Enrollment

30 mins

Interactive Exercise

What are the Key Drivers and Opportunities?

Breakout: Prioritize

Report Back

Key Drivers of the Design

COST



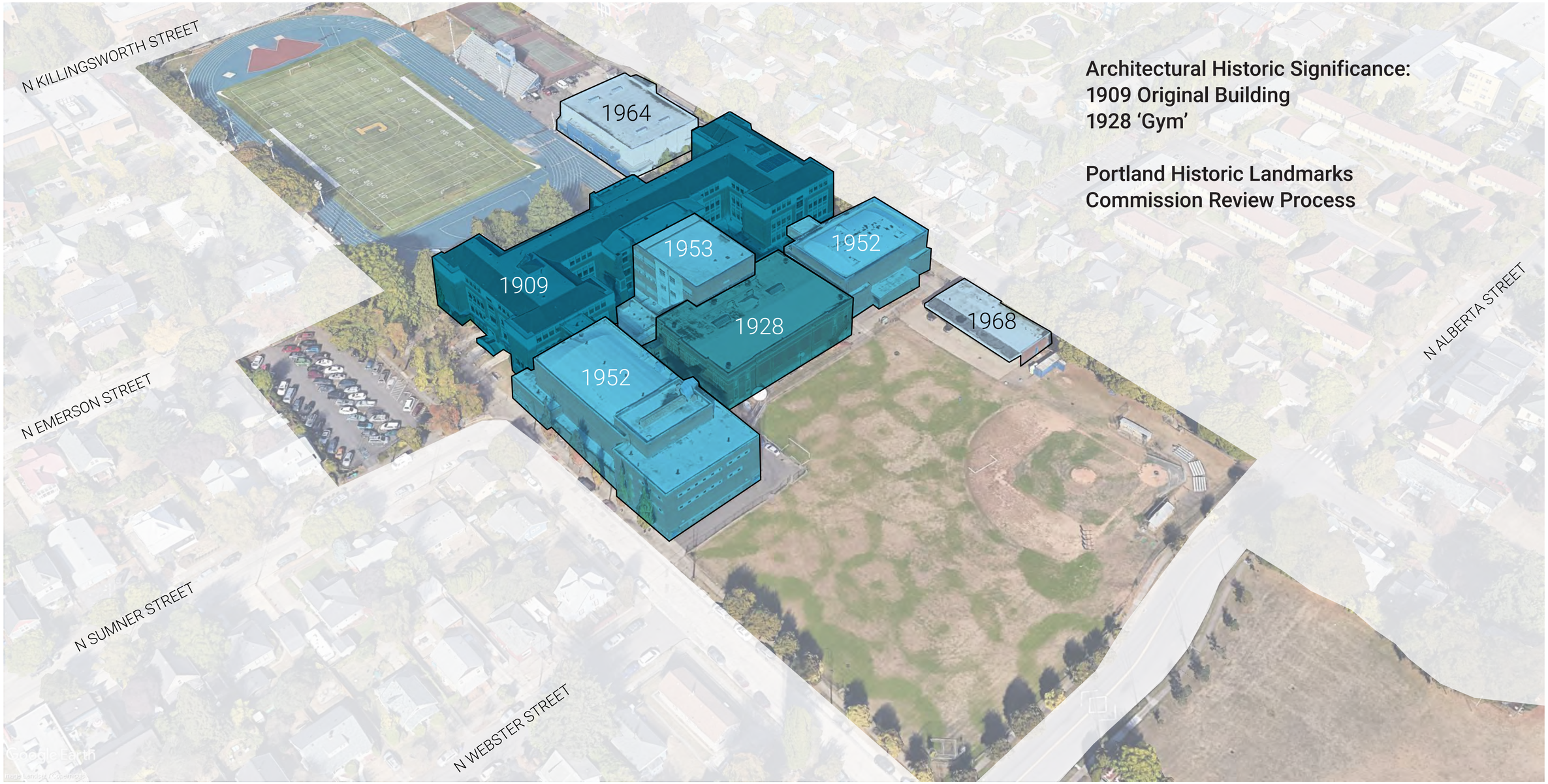
- *New construction < Modernization*
- *Temporary facilities ($20-30 MM) (include improvements to swing site)*
- *Amount of site work*

TIME



- *Single phase < multiple phases*
- *New construction < Modernization*
- *Swing offsite may simplify construction and reduce construction time*

CURRENT AERIAL VIEW FROM SOUTHWEST



Architectural Historic Significance:
1909 Original Building
1928 'Gym'

Portland Historic Landmarks Commission Review Process

BORA LEVER COLLOQATE PPS



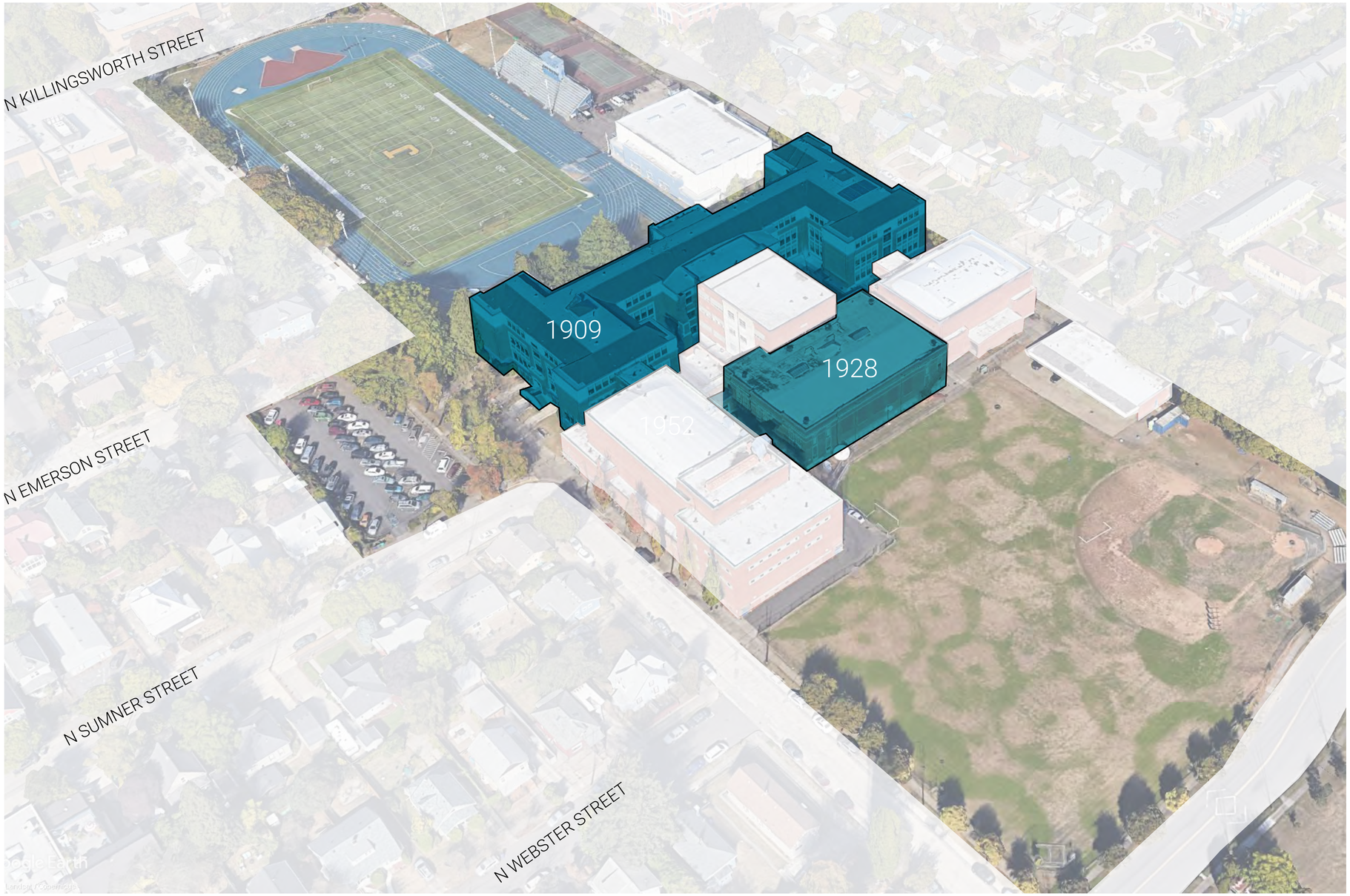





Home of the DEMOS
DEMOCRATS



CURRENT AGE OF BUILDING + ADDITIONS



BOTH 1909 + 1928 WILL NEED EXTENSIVE RENOVATION, INCLUDING:

Hazardous Material Removal

Accessibility Upgrades Throughout

New Stairs To Meet Egress

Enhance Building Exterior

Exterior Building Envelope Upgrades
New Wall Assembly, New Windows, New Roof

Structural Upgrades Throughout
Add Sesmic Bracing At Exterior Walls, New Shear Walls, Brackign At Interior Walls And Floors

All Systems Upgrade Throughout
Mechanical, Electrical, Plumbing, Fire, Technology Etc

Key Drivers of the Design

CULTURE & HERITAGE



- *Traditions, History and Heritage*
- *How can this project strengthen this community?*
- *How can this project bridge the past and future of the community?*
- *How can the physical spaces contribute to culture and heritage?*
- *What parts of the physical JHS campus are important to the culture and heritage of the community?*
- *Historic Resource Review: We will need to make a case*

DISRUPTIONS



- *Retention: What will keep students at JHS while its under construction?*
- *Retention: What will bring students back?*
- *Athletics will not be able to use locker rooms or fields*
- *Dance will not be able to use theater*
- *Academics will be impacted by noise and changing circulation*
- *Community(ies) will not be able to meet or gather here*
- *Middle college must be close to PCC so a remote swing site will not work*
- *Additional disruption to other partners who run programs on site*

Prioritize these drivers 1-4

(1 is highest)

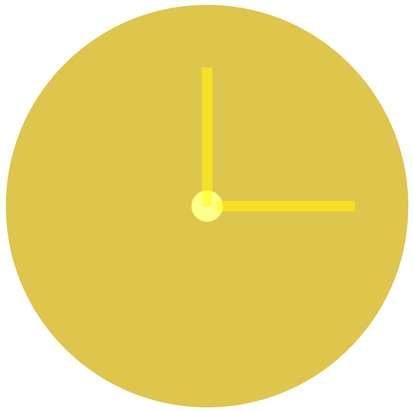
COST



CULTURE & HERITAGE



TIME



DISRUPTIONS

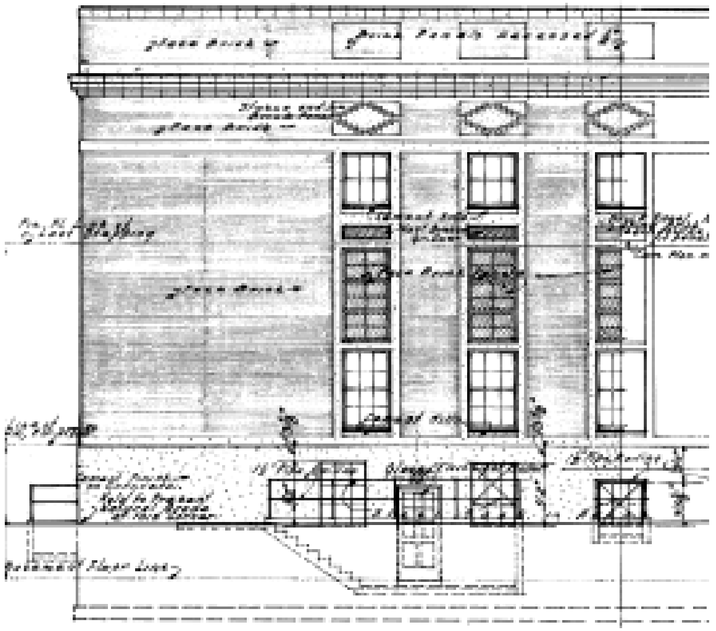


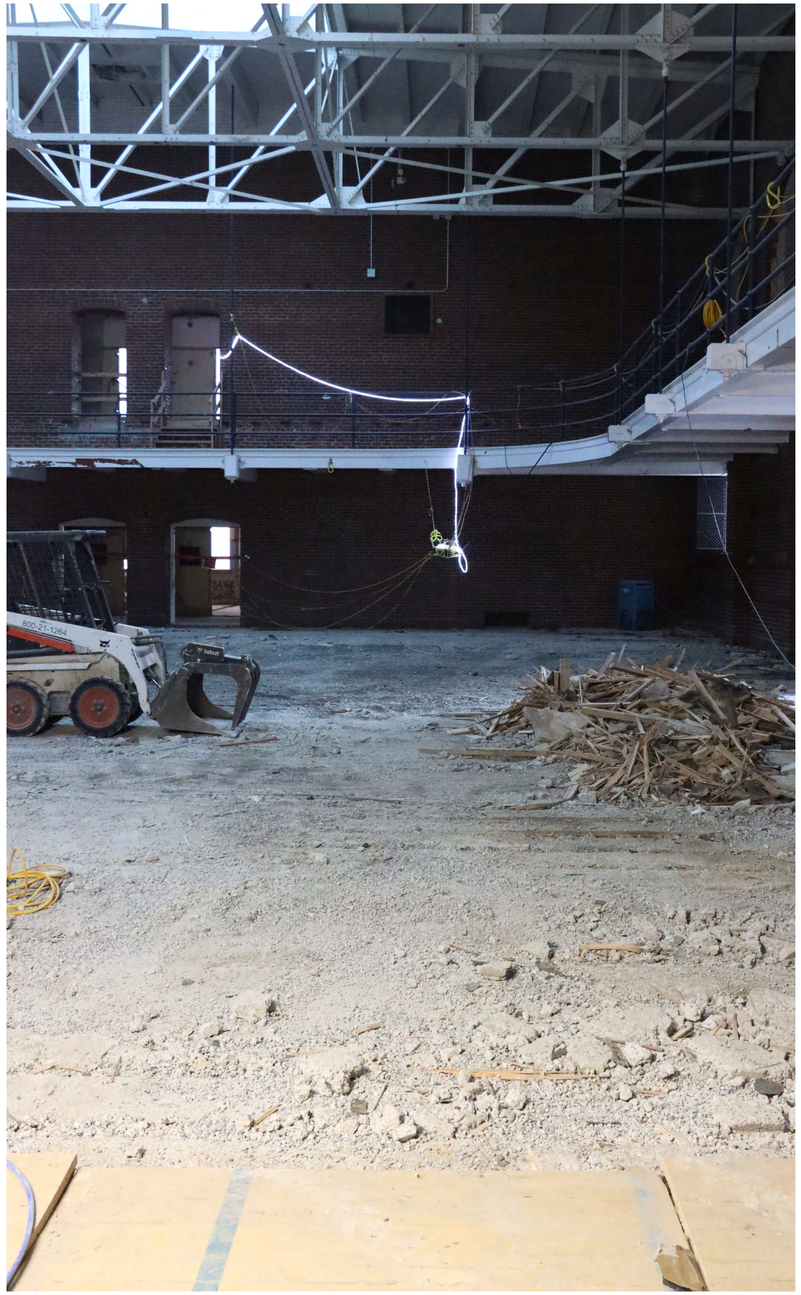


















BORA LEVER COLLOQATE PPS

5 mins

Break

60 mins

Interactive Exercise

Site Planning Scenarios

Breakout: Evaluate

Report Back

SCENARIO PLANNING EVALUATING FACTORS

MODERNIZE PART(S) OF EXISITING BUILDING & ADD ON OR BUILD ALL NEW REPLACEMENT SCHOOL?

WHAT PART OF THE SITE TO BUILD ON?

SWING LOGISTICS DURING CONSTRUCTION?

PHASED CONSTRUCTION?

EVALUATING FACTORS:

COST

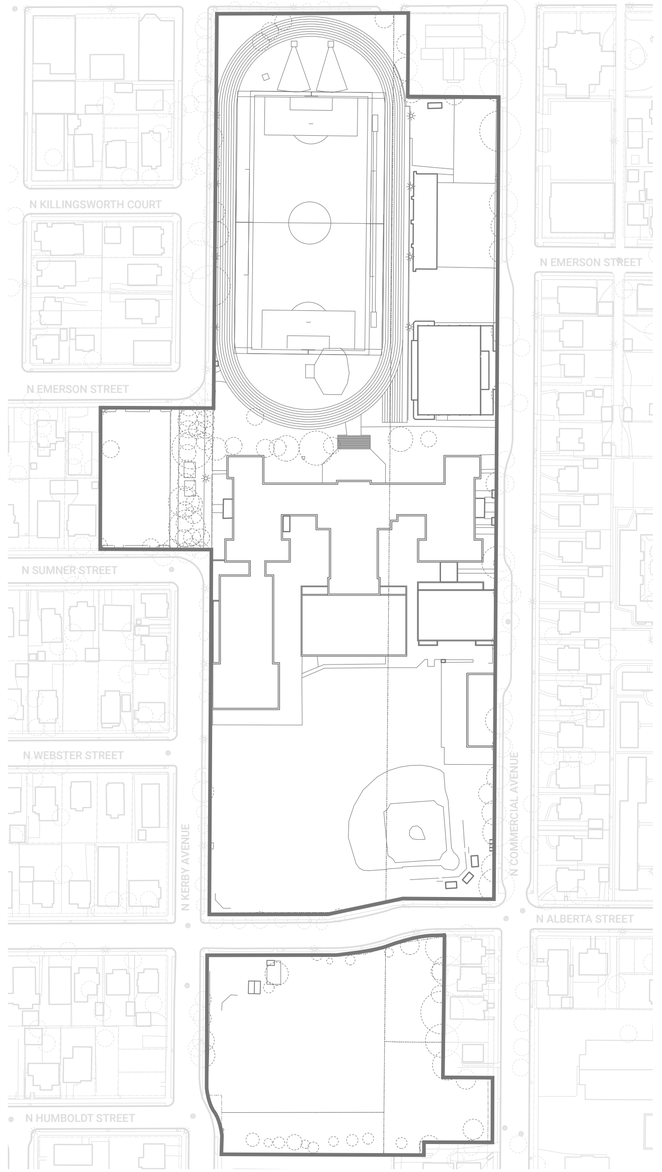
TIME

DISRUPTIONS

ACADEMICS
STUDENTS
PARTNERS
COMMUNITIES
ATHLETICS

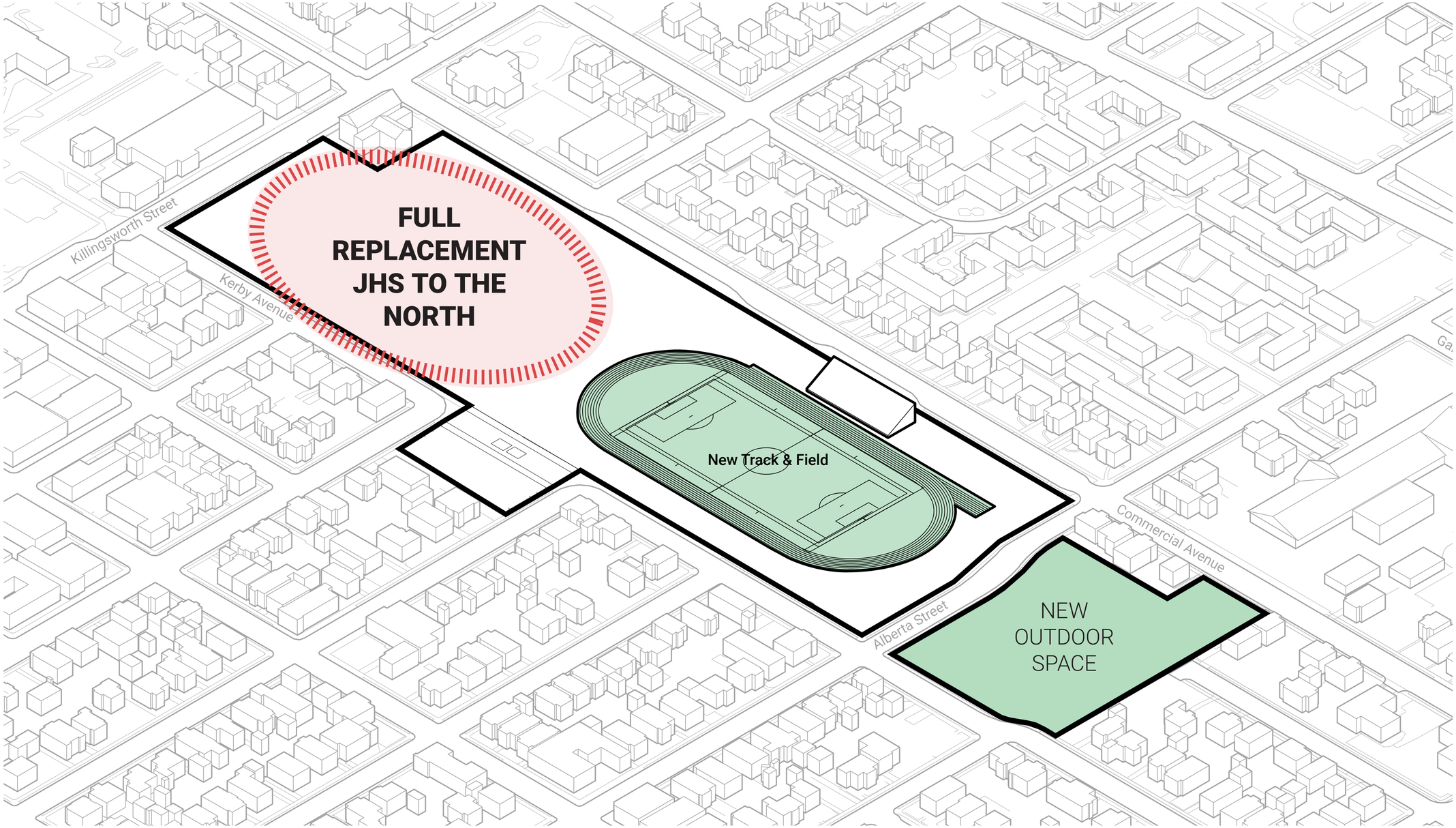
CULTURE & HERITAGE

TRADITIONS
HISTORY
HERITAGE
EXPERIENCES



BORA LEVER COLLOQATE PPS

SCENARIO 1: FULL REPLACEMENT TO NORTH



BORA LEVER COLLOQATE PPS

SCENARIO 1: FULL REPLACEMENT TO NORTH

BUILD
CONSTRUCTION OF FULL REPLACEMENT BUILDING ON EXISTING T+F

ATHLETICS
SWING OFF SITE
TRACK/FIELD
FOOTBALL
USE AUX GYM FOR CLASS

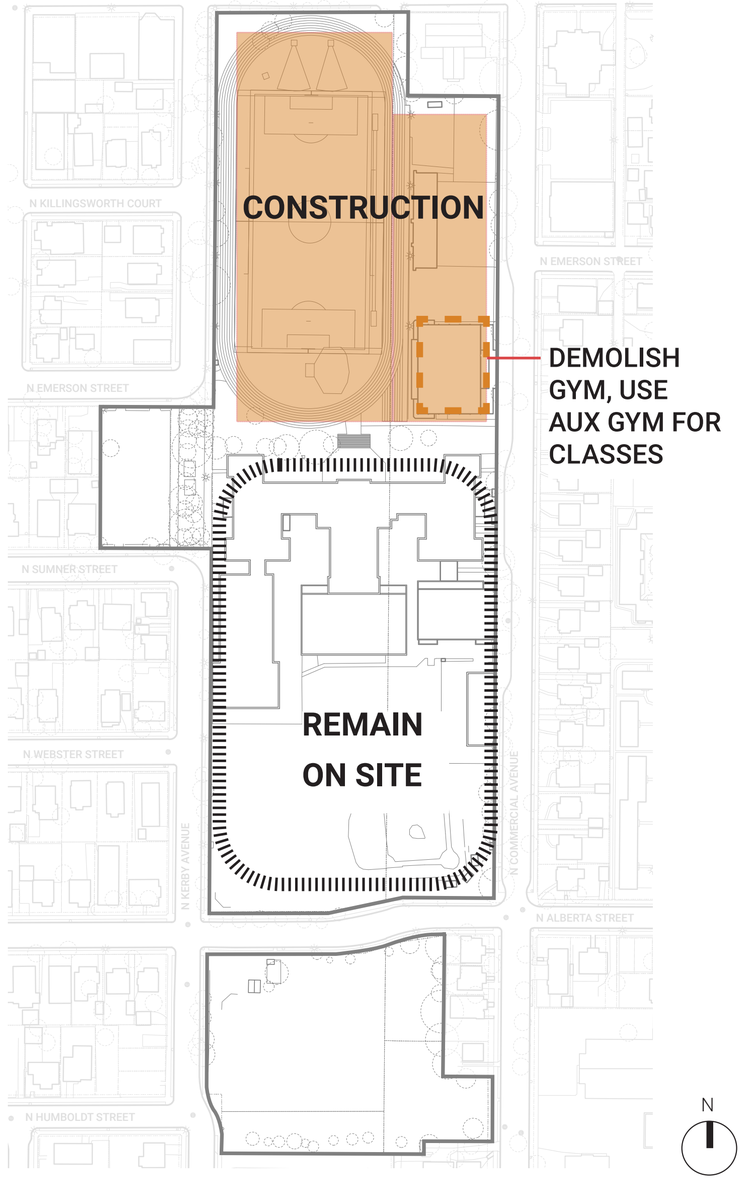
ACADEMICS
STAY ON SITE
REMAIN IN EXISTING BUILDING

DANCE
PERFORMING ARTS
STAY ON SITE
IN EXISTING SPACE

VACATE + MOVE
INTO NEW REPLACEMENT SCHOOL ONCE IT'S COMPLETE

DEMOLISH
EXISTING BUILDINGS

SITE
NEW TRACK + FIELD, GRAND STAND AND FIELD HOUSE ON SOUTH SIDE

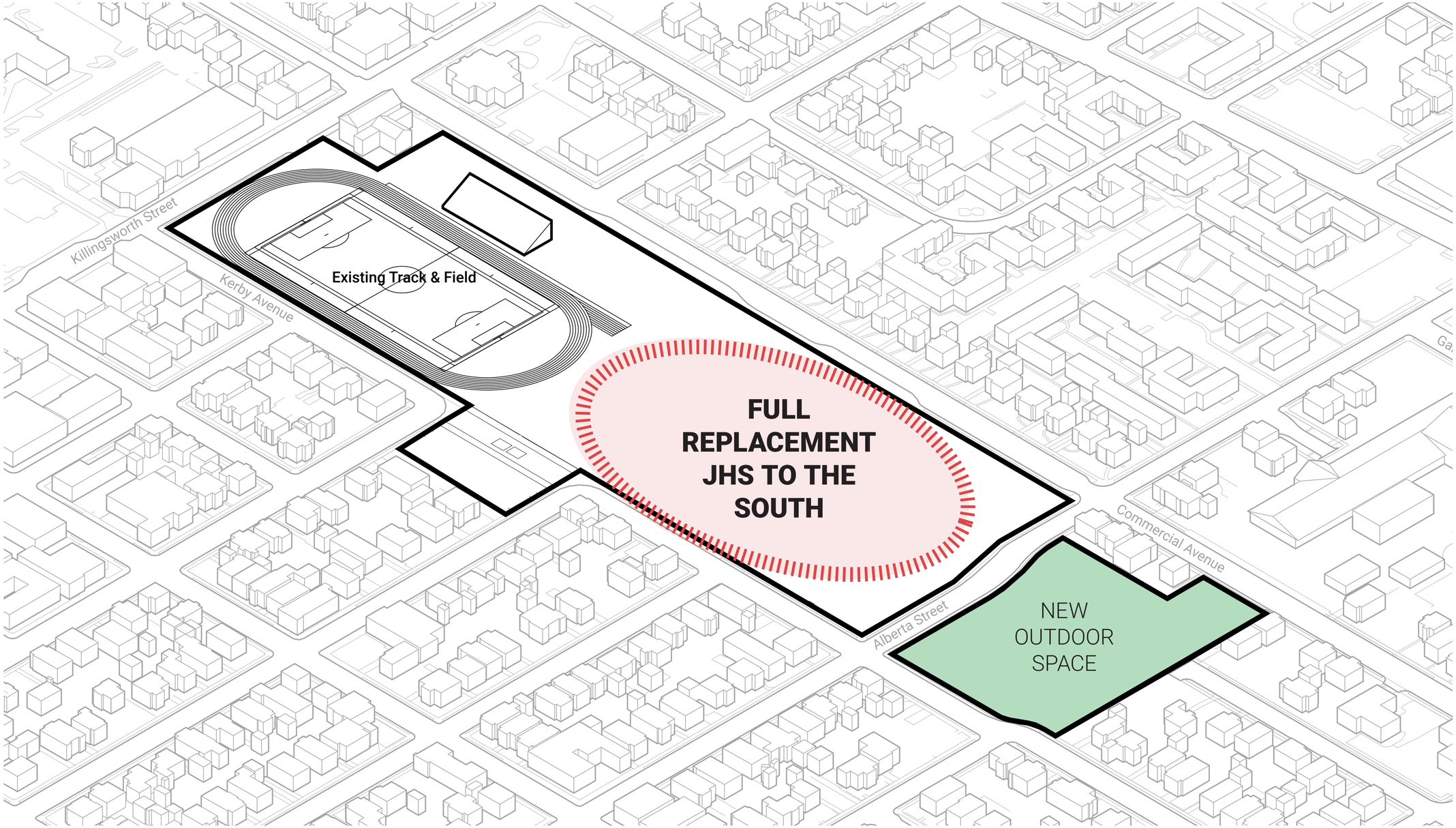


COST: $ $ $

TIME:

BORA LEVER COLLOQATE PPS

SCENARIO 2: FULL REPLACEMENT TO SOUTH



BORA LEVER COLLOQATE PPS

SCENARIO 2: FULL REPLACEMENT TO SOUTH

BUILD
TEMPORARY SCHOOL / PORTABLE CLASSROOMS ON SOUTH LOT

VACATE + MOVE
VACATE EXISTING BUILDING. MOVE INTO TEMP SCHOOL

ATHLETICS
USE TRACK + FIELD AND GYM DURING CONSTRUCTION

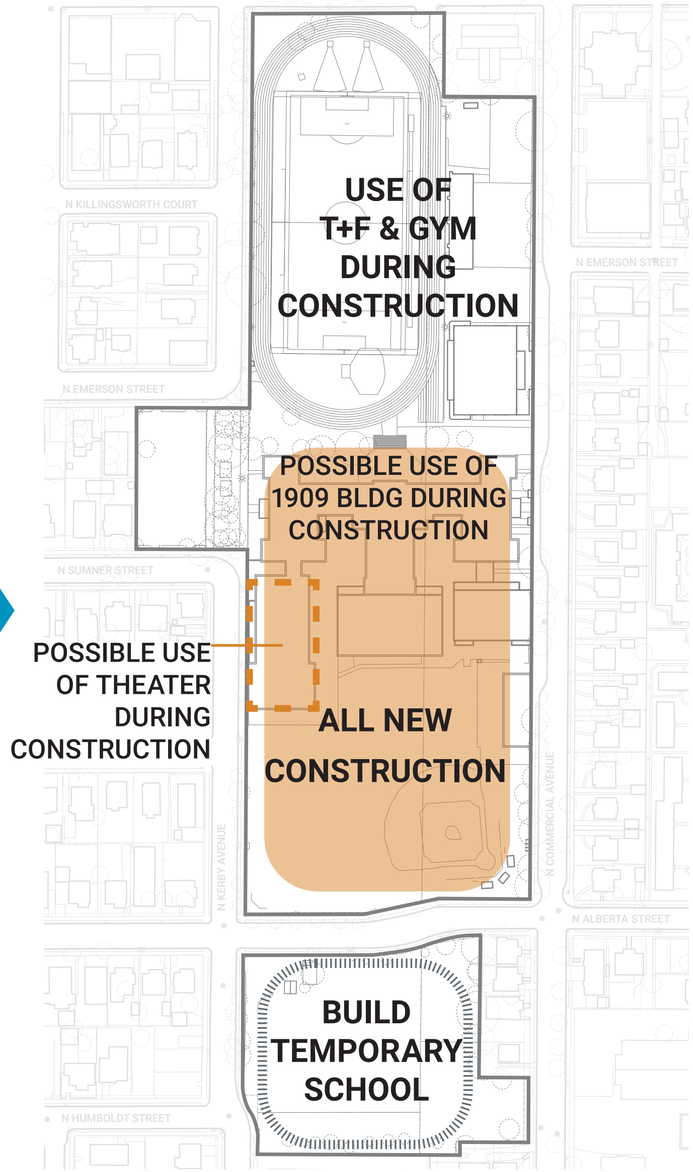
DEMOLISH
TEMPORARY SCHOOL ON SOUTH LOT

DEMOLISH
EXISTING BUILDINGS

BUILD
CONSTRUCTION OF FULL REPLACEMENT BUILDING ON SOUTH SIDE

MOVE
INTO NEW REPLACEMENT SCHOOL ONCE IT'S COMPLETE

SITE
T+F REMAINS, BUILD NEW GRAND STAND AND FIELD HOUSE

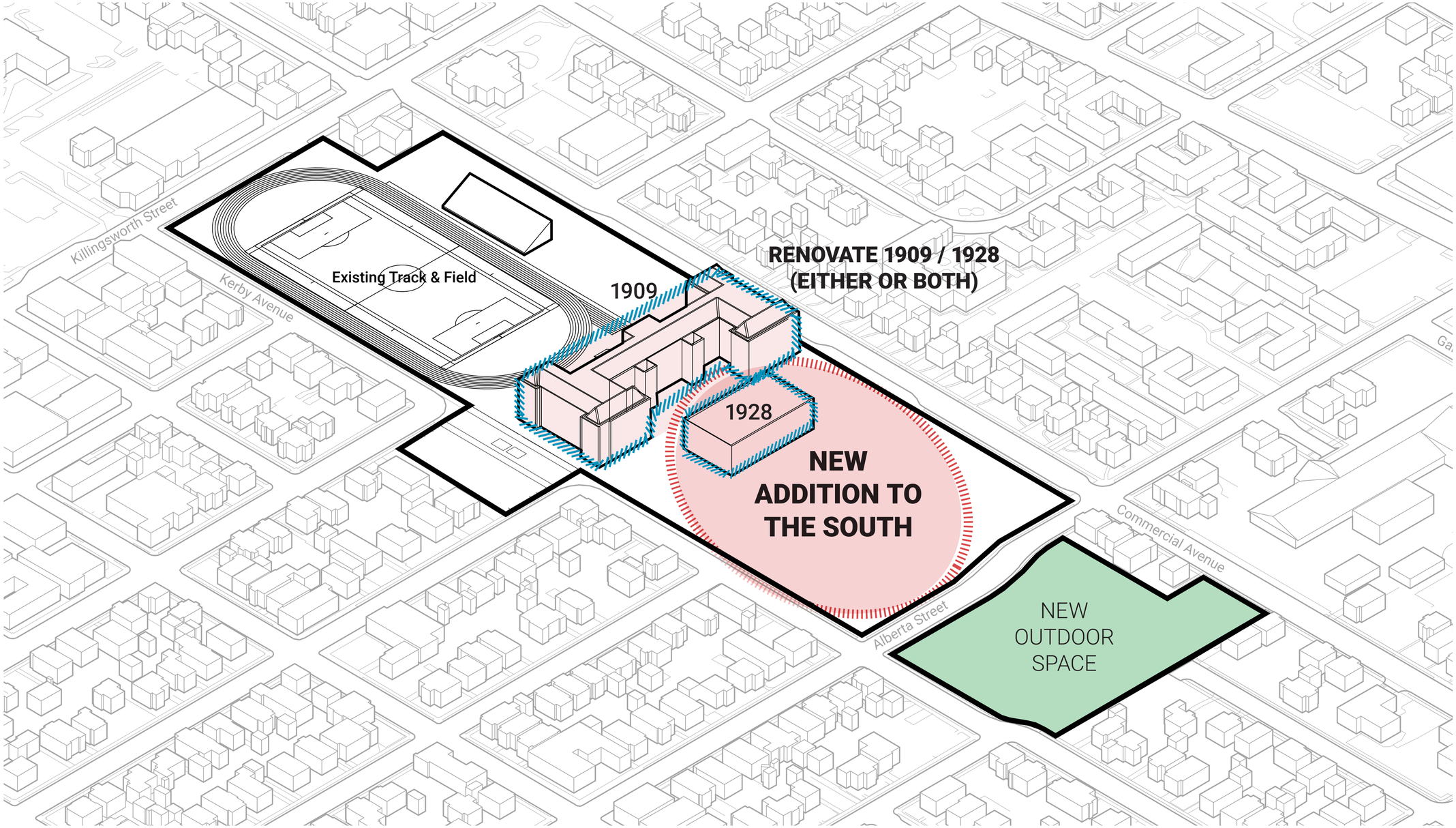


COST: $ $ $ $

TIME:

BORA LEVER COLLOQATE PPS

SCENARIO 3: MODERNIZATION 1909/1928 & ADDITION



BORA LEVER COLLOQATE PPS

SCENARIO 3: MODERNIZATION 1909/1928 & ADDITION

BUILD
TEMPORARY SCHOOL / PORTABLE CLASSROOMS ON SOUTH LOT

VACATE + MOVE
VACATE EXISTING BUILDING. MOVE INTO TEMP SCHOOL

ATHLETICS
USE TRACK + FIELD AND GYM DURING CONSTRUCTION

DEMOLISH
TEMPORARY SCHOOL ON SOUTH LOT + EXISTING GYM

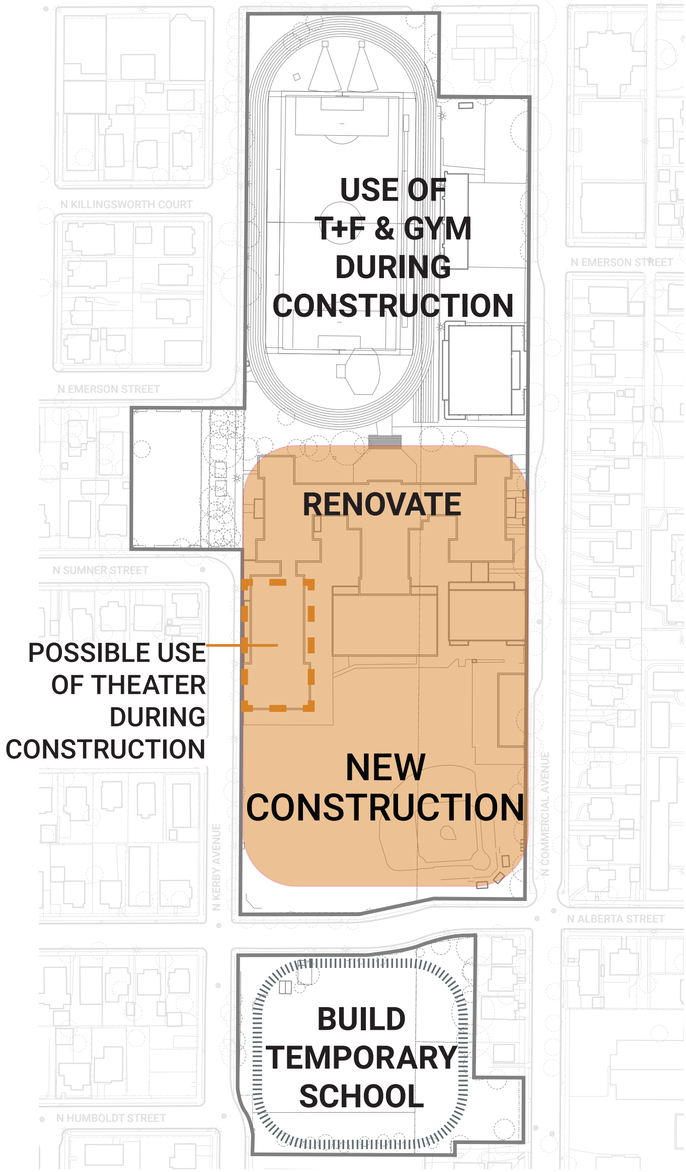
DEMOLISH
PORTIONS OF THE EXISTING BUILDINGS

RENOVATE + BUILD
EXISTING 1909 AND/ OR 1928 BUILDING BUILD ADDITION TO THE SOUTH

MOVE
INTO RENOVATED SCHOOL & ADDITION ONCE IT'S COMPLETE

SITE
T+F REMAINS, BUILD NEW GRAND STAND AND FIELD HOUSE

CREATE USABLE OUTDOOR SPACE ON SOUTH LOT



COST: $ $ $ $ $

TIME:

BORA LEVER COLLOQATE PPS

INTERACTIVE EXERCISE

10 mins **INDIVIDUALLY**

Use boards to evaluate the three design scenarios shown. Work individually and write about each scenario, focusing on the level of disruption to the student experience during construction along with the overall effects on the culture and heritage of the site.

15 mins **IN GROUPS**

Discuss individual findings and key factors for each site planning scenario. Evaluate disruption and culture & heritage between options. Jot down discussion points and recommendations on sticky notes.

25 mins **SHARE** evaluations back to the full group

Was there consensus amongst evaluation from the groups?

Each group to share key insights

5 mins

Land Ackowledgement & Anti-Oppression Statement

Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. 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 a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.



Land Acknowledgement and 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; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition 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 that truth into spaces so that we can begin to heal.



5 mins

Chair and Co-Chair Roles

5 mins

Re-naming Process

5 mins

Public Comment Period

5 mins

Next Steps

CPC 4 HOMEWORK

FOCUS ON DEFINING 'CULTURE & HERITAGE'

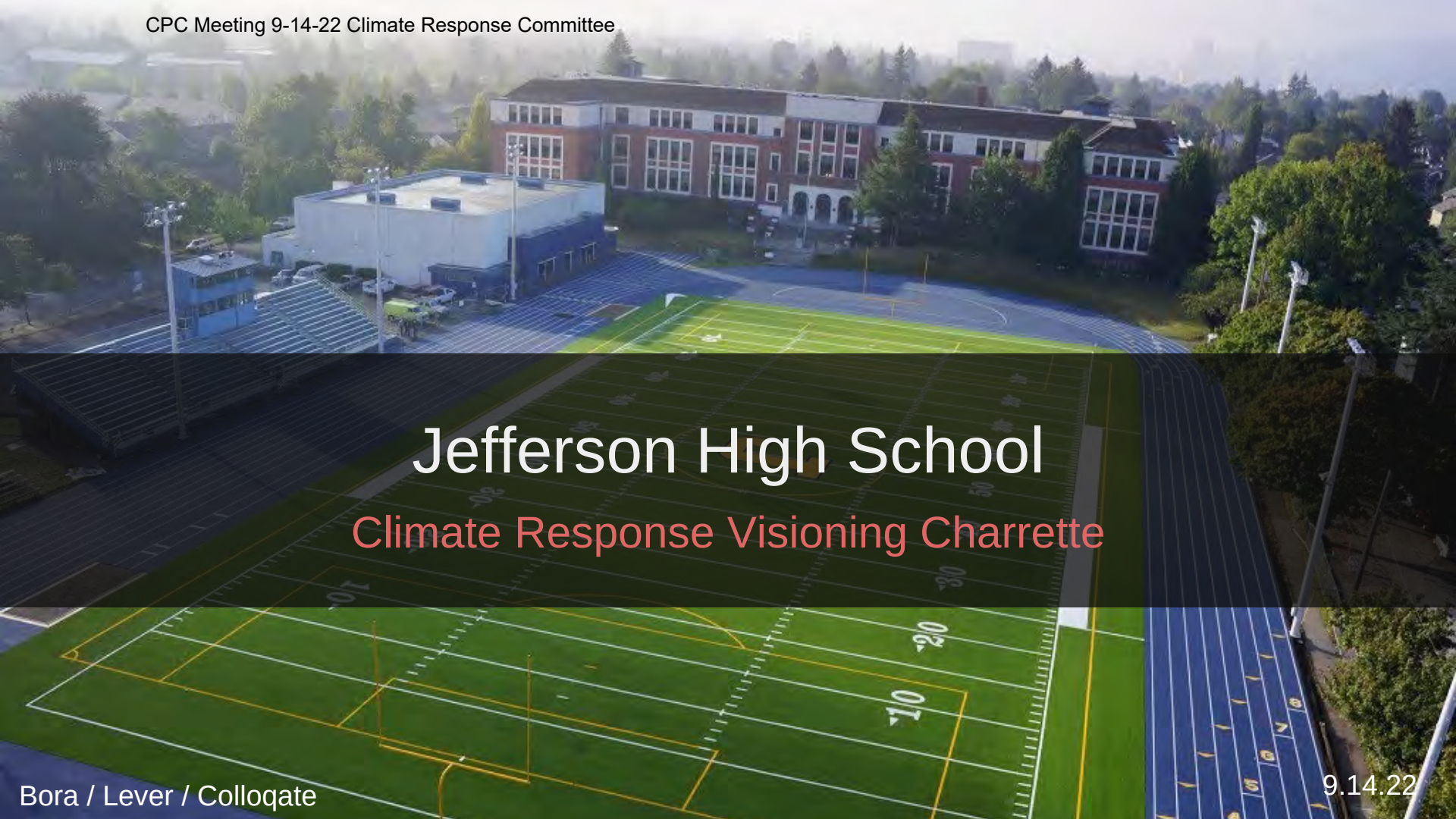
WHAT ARE THE IMPORTANT MEMORIES, EXPERIENCES AND TRADITIONS?

HOW CAN WE CAPTURE, MAINTAIN AND BUILD ON THESE MEMORIES AND TRADITIONS THROUGH THIS PROJECT?

WHAT ARE SOME WAYS THAT WE CAN PRESERVE CULTURE AND THE HISTORY OF THE SCHOOL?

DOES NEW CONSTRUCTION HAVE TO MEAN LOSING HERITAGE, HISTORY, OR CULTURE, ESPECIALLY IF WE TAKE THE TIME TO PROPERLY PRESERVE THE IMPORTANT ASPECTS.

THANK YOU



Jefferson High School

Climate Response Visioning Charrette

Bora / Lever / Colloqate

9.14.22





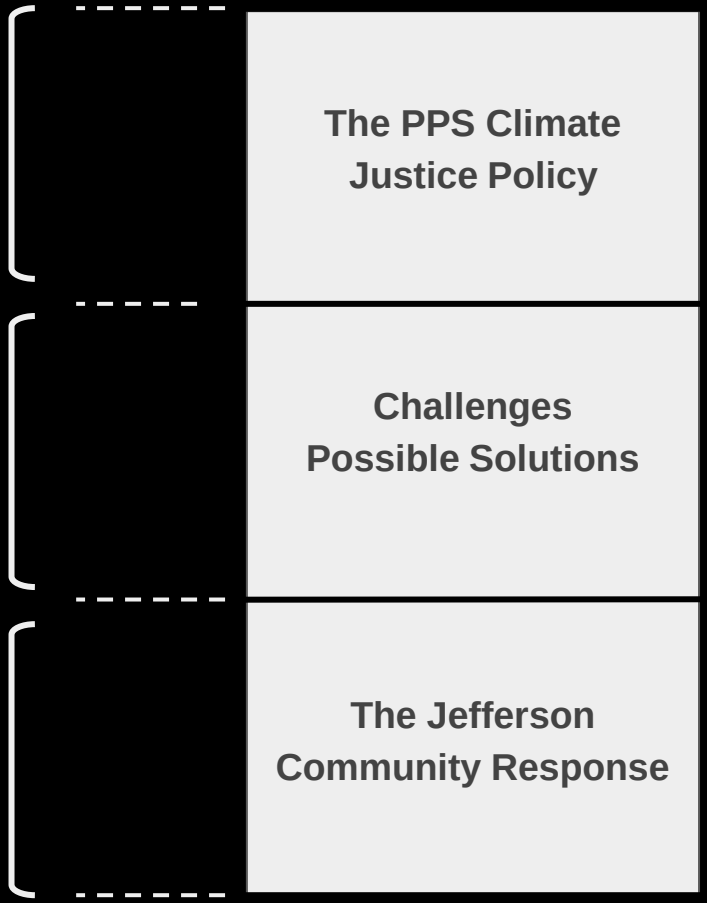
The World is Changing

How does Jefferson HS Respond?

The outcome of today’s session

A Vision for
Jefferson High School as a leader
in Climate Justice, Resilience, Climate Education

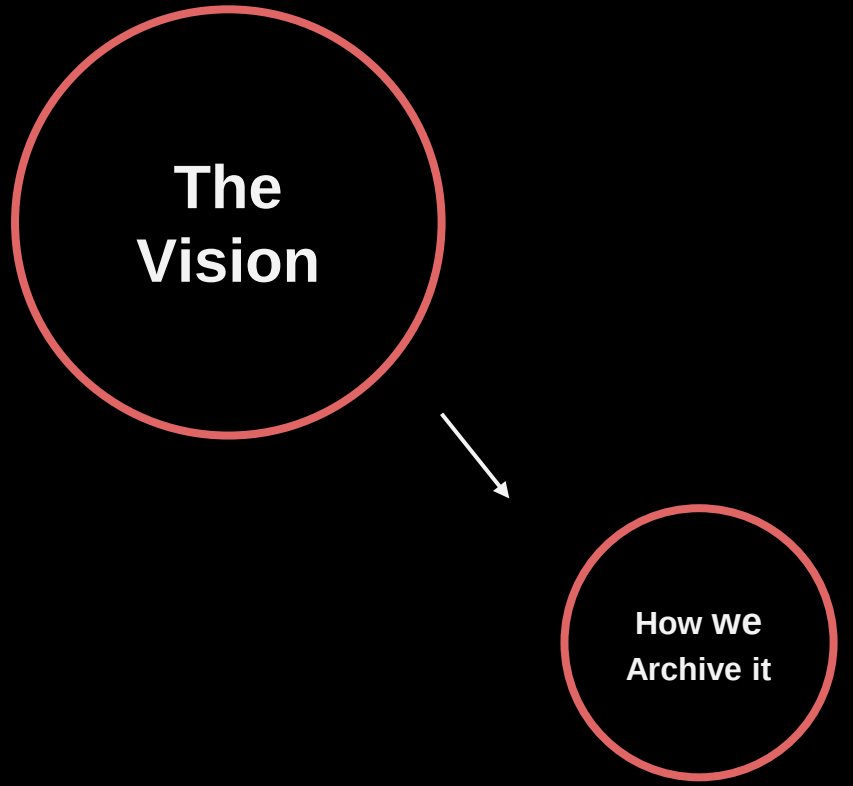
Workshop Agenda



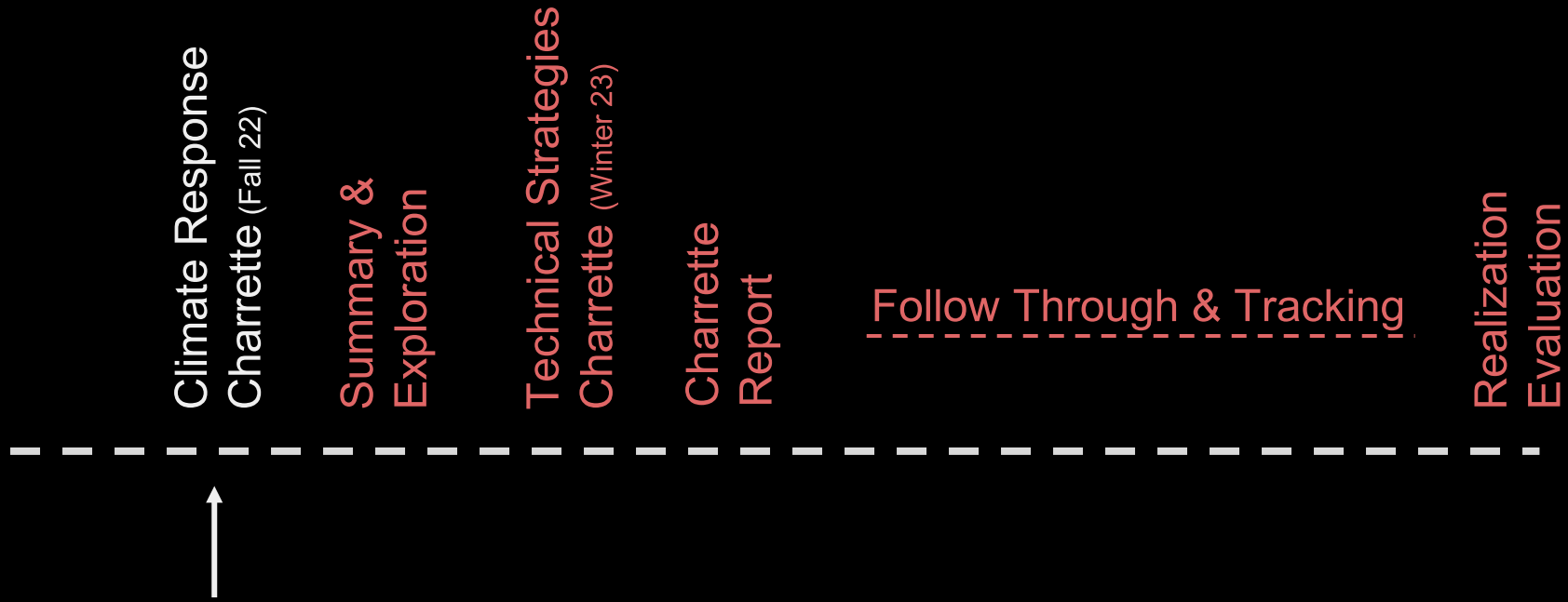
Full Charrette Scope

Climate Response Visioning
Ambitions outcomes
Narrative based

Targeted Strategies
Technical
Metric based



Full Charrette Scope



What do we mean by

Climate Response?

The 20th Century

The norms of the last century were baked into architecture of the last century

The 21st Century

The climate is changing

Education is changing

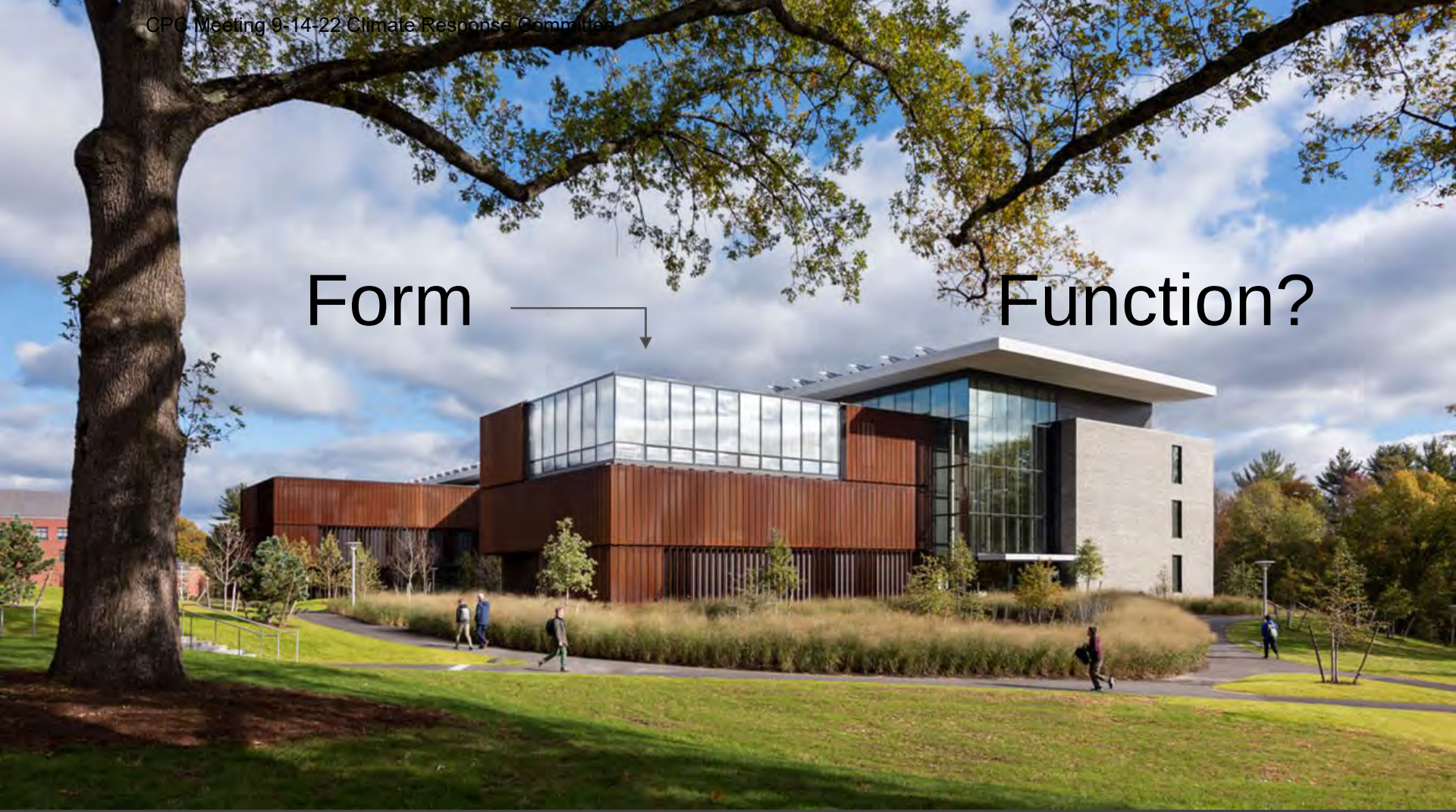
Values are changing

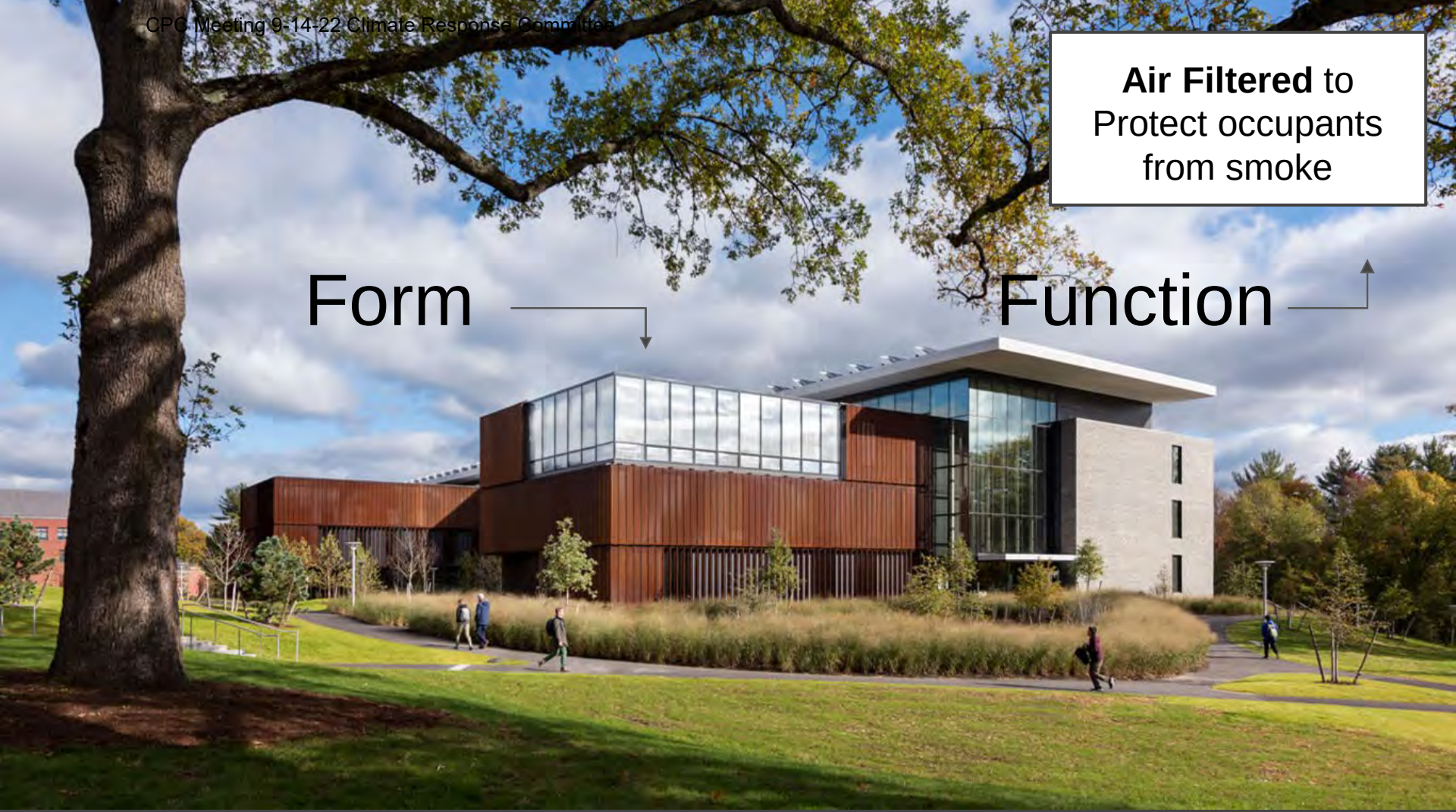
Respond to current challenges

Anticipate future changes

Address the needs of the community

Lead by example

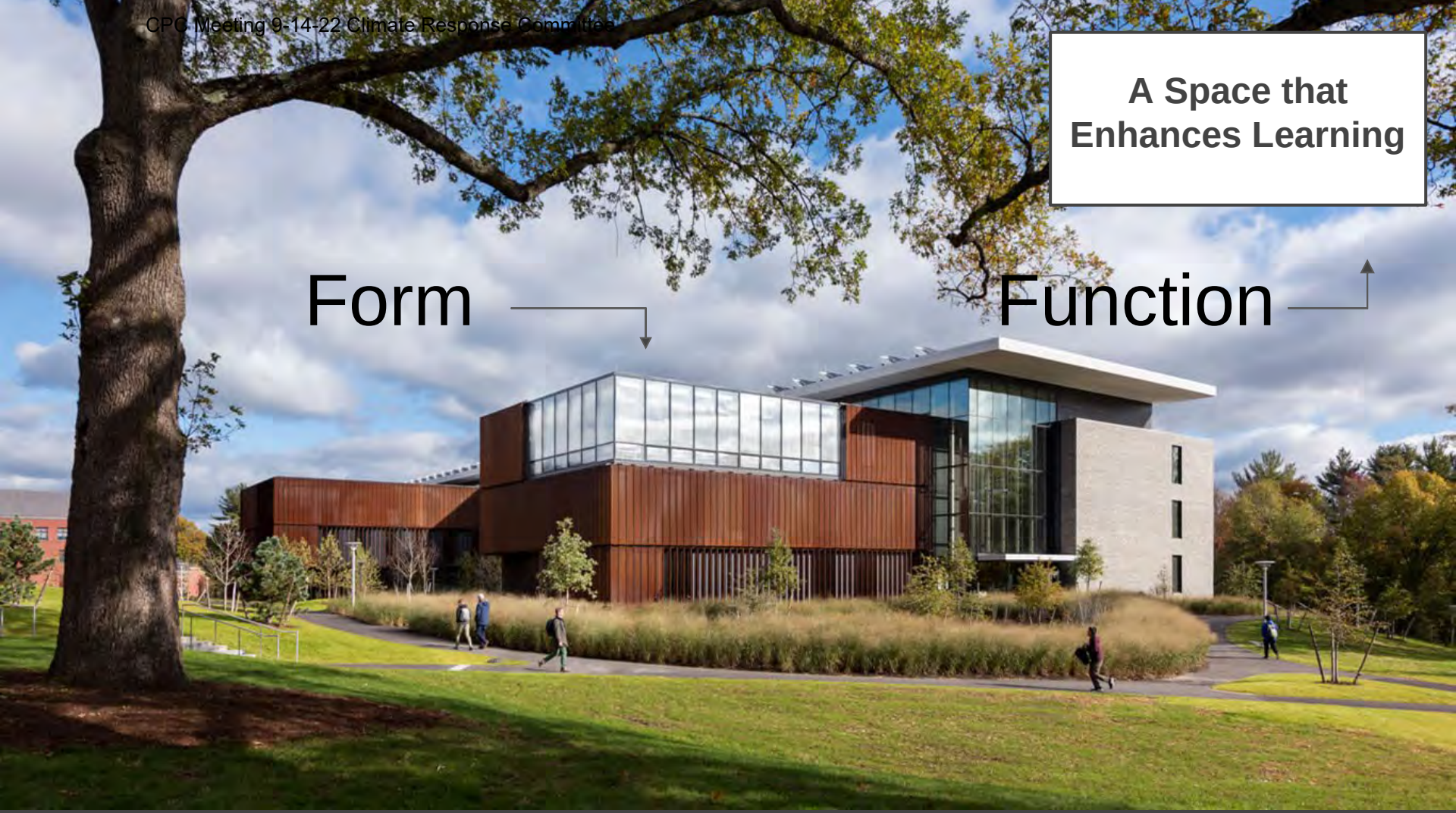

Form
Function?

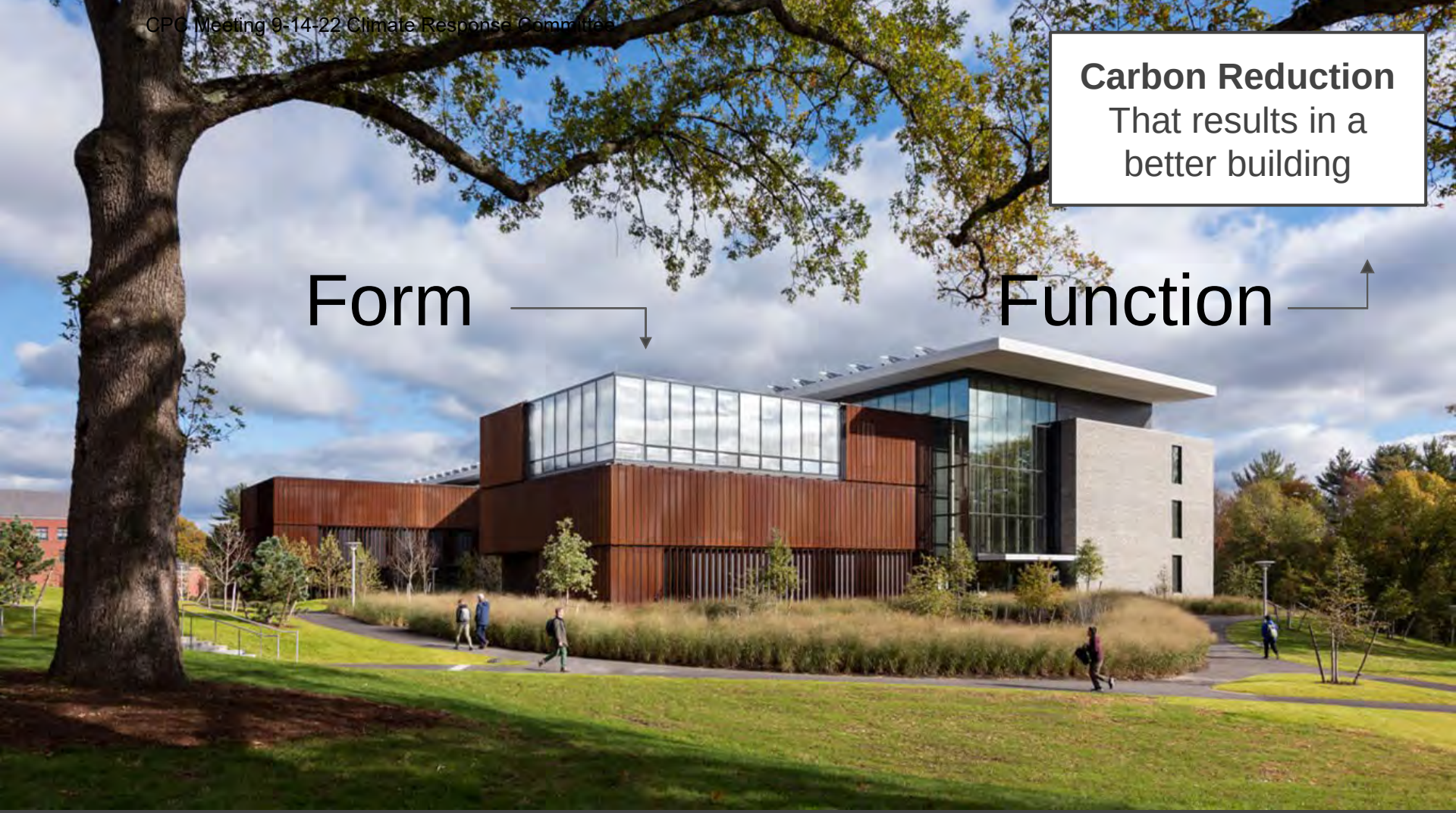


Air Filtered to Protect occupants from smoke



Safety and Comfort
during power outages


A Space that Enhances Learning
Form
Function


Carbon Reduction
That results in a better building
Form
Function

Building a Future of Climate Justice at PPS

Kat Davis
Climate Justice Advisor
Office of the Chief of Staff

Climate Justice

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.

Climate Crisis Response Policy

- “Climate Crisis Response, Climate Justice, and Sustainable Practices Policy”
- Passed in March, 2022
- A direct result of student, teacher, and community advocacy
- Two Overarching Goals
  - Reduce greenhouse gas emissions by 50 percent by 2030, net zero emissions by 2040
  - Elevate engagement, resilience and wellness
- Three Pillars
  - Reduce Environmental Impact & Costs
  - Improve Health and Wellness
  - Provide Effective Environmental & Sustainability Education

Moving Forward

- Launching the Climate Crisis Response Committee - Community Board Oversight committee
- Clarity and strategic alignment across the district with the CCRP goals
- District-wide implementation plan
- Pathways for involvement - Climate Justice Youth Advisory

Jefferson Modernization

- First major construction project to begin design since the policy passed
- Policy considerations:
  - Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable
  - Goal 1.2: Maximize reductions in Greenhouse gas emissions from district operations, maintenance, and facilities
  - Goal 1.3: Maximize carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes
- This building is the opportunity to lead by example and show what a future of climate solutions looks like for our community

Quick Discussion

What resonated from the PPS Policy?

What does this look like at Jefferson?

10 minutes to discuss,
But first introduce yourselves



High Performance Precedents

CPC Meeting 9-14-22 Climate Response Committee

Meyer Memorial Trust

Portland, OR



CPC Meeting 9-14-22 Climate Response Committee



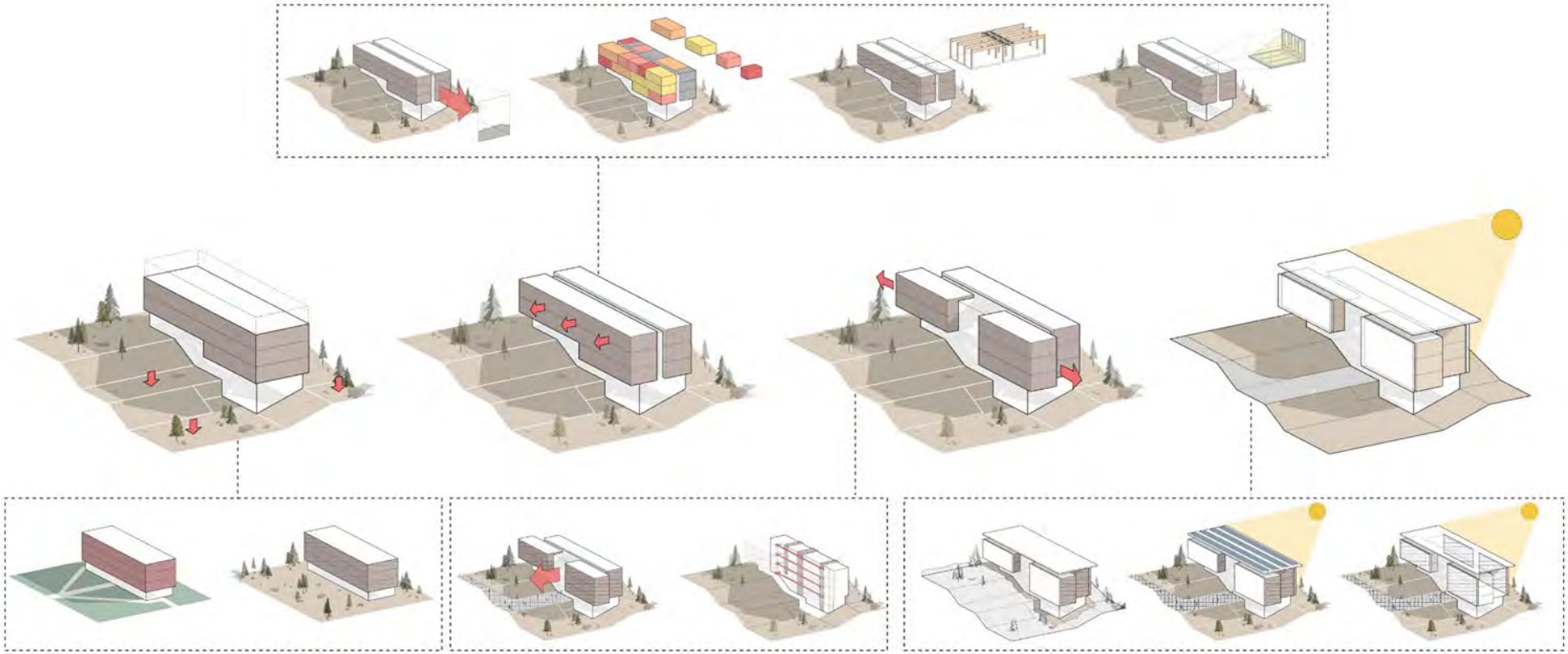




Oregon State University Ray Hall



- 50,000 sf new construction
- Academic + Sciences Building for OSU Cascades
- NZE Energy + Water Ready



Mass Timber / CLT

Benefits:

Renewable Resource and Potential for Carbon Sequestration / Reduction

Supports Regional Industry and Economy

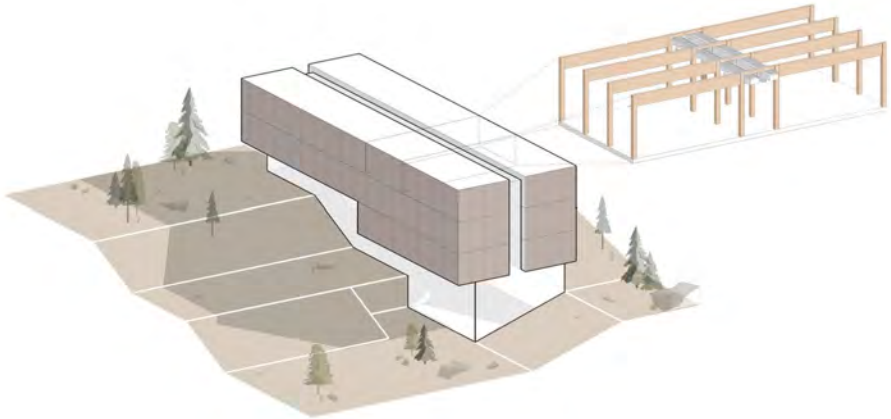
Speed and Accuracy of Construction

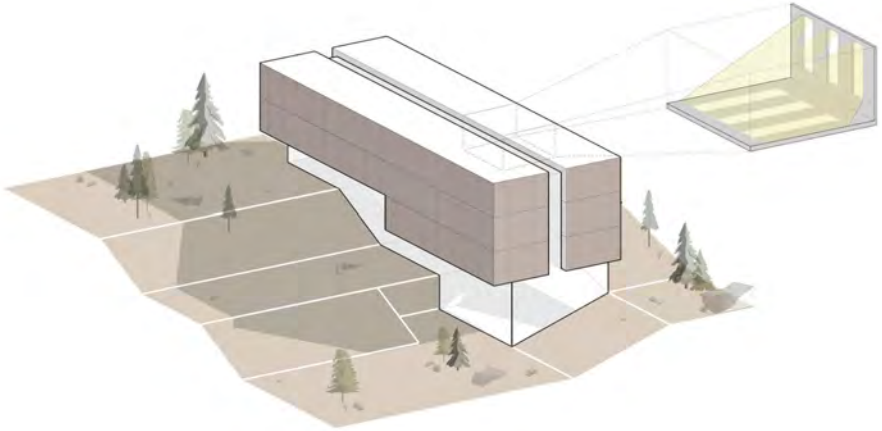
Improved Daylighting Opportunities

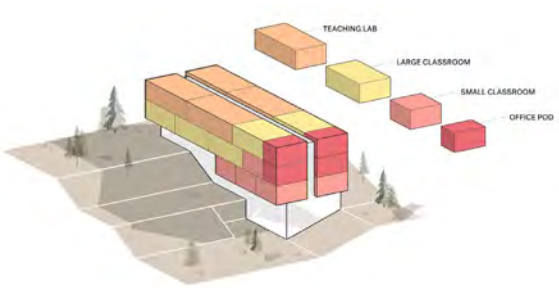
Deconstruction Potential

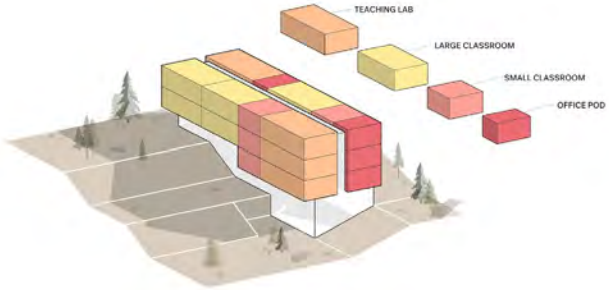
Biophilic Response








TEACHING LAB
LARGE CLASSROOM
SMALL CLASSROOM
OFFICE POD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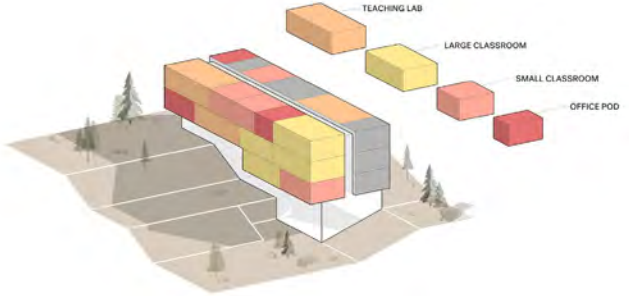
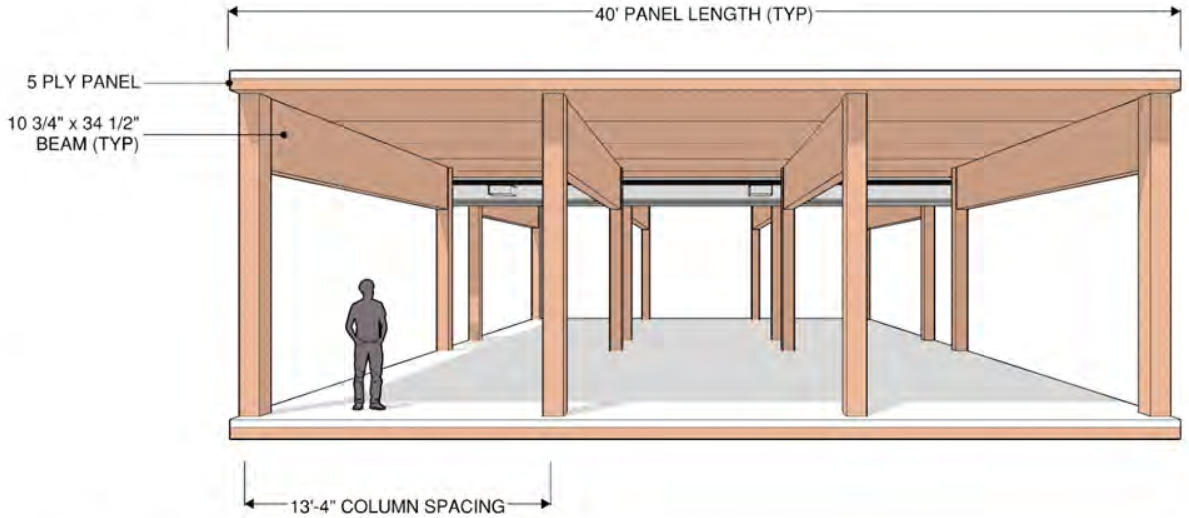

TEACHING LAB
LARGE CLASSROOM
SMALL CLASSROOM
OFFICE POD

SYSTEMS OPTIONS

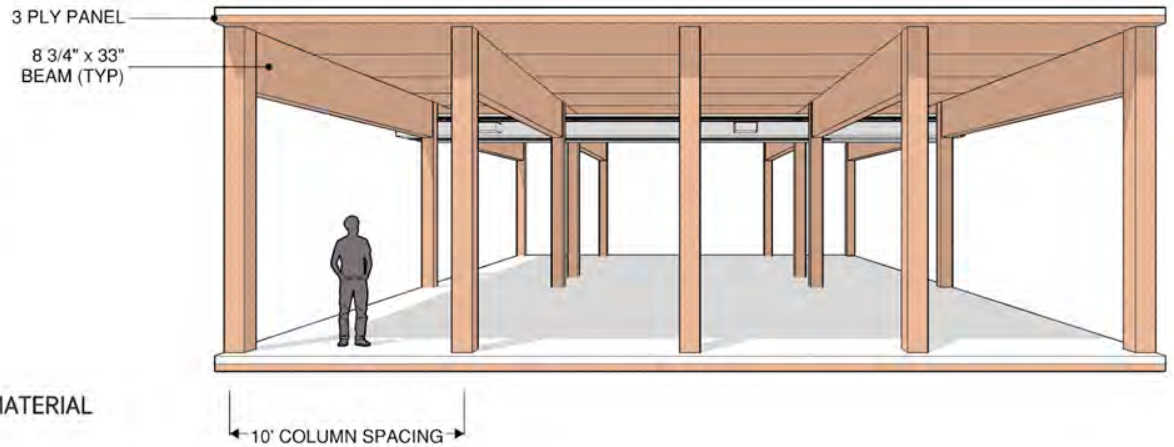
5 PLY PANEL WITH 13'-4" O.C. COLUMN SPACING

CLT BY VOLUME (APPROX):
30,070 CUBIC FT
FRAMING BY VOLUME (APPROX):
10,670 CUBIC FT
TOTAL WOOD VOLUME (APPROX):
40,740 CUBIC FT



3 PLY PANEL WITH 10'-0" O.C. COLUMN SPACING

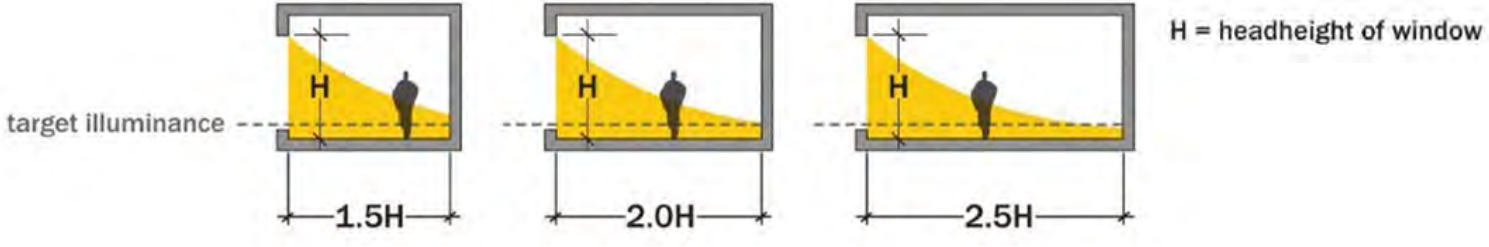
CLT BY VOLUME (APPROX):
18,700 CUBIC FT
FRAMING BY VOLUME (APPROX):
11,750 CUBIC FT
TOTAL WOOD VOLUME (APPROX):
30,450 CUBIC FT



25-30% REDUCTION IN STRUCTURAL MATERIAL






target illuminance
H
H
H
1.5H
2.0H
2.5H
H = headheight of window

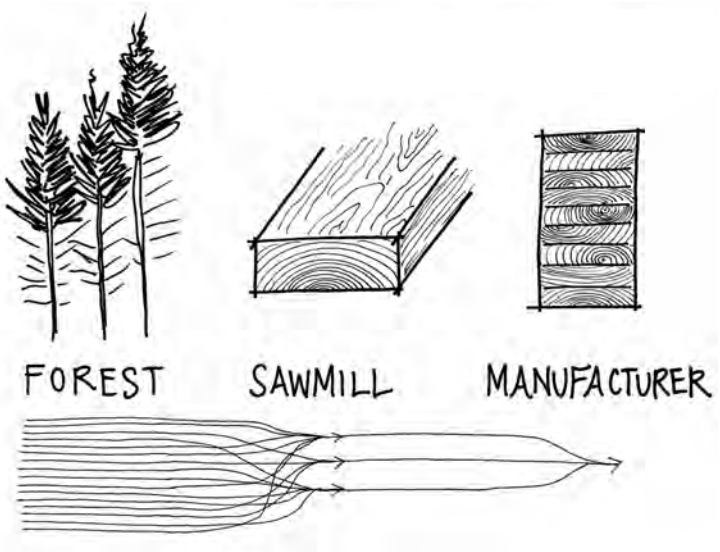




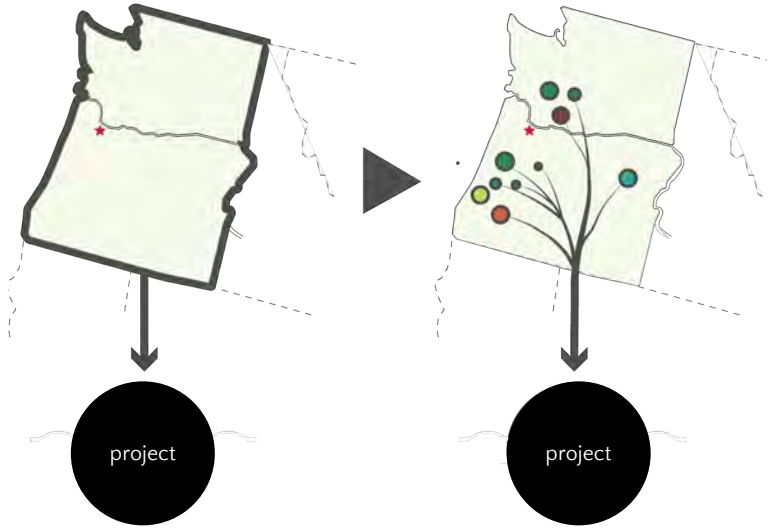
WOOD SUPPLY CHAIN TRANSPARENCY

What is it?

- Supply chain transparency asks where wood comes from and who helped produce it.



- Reaches back all the way to landowners
- Knowing where the wood comes from and who made it

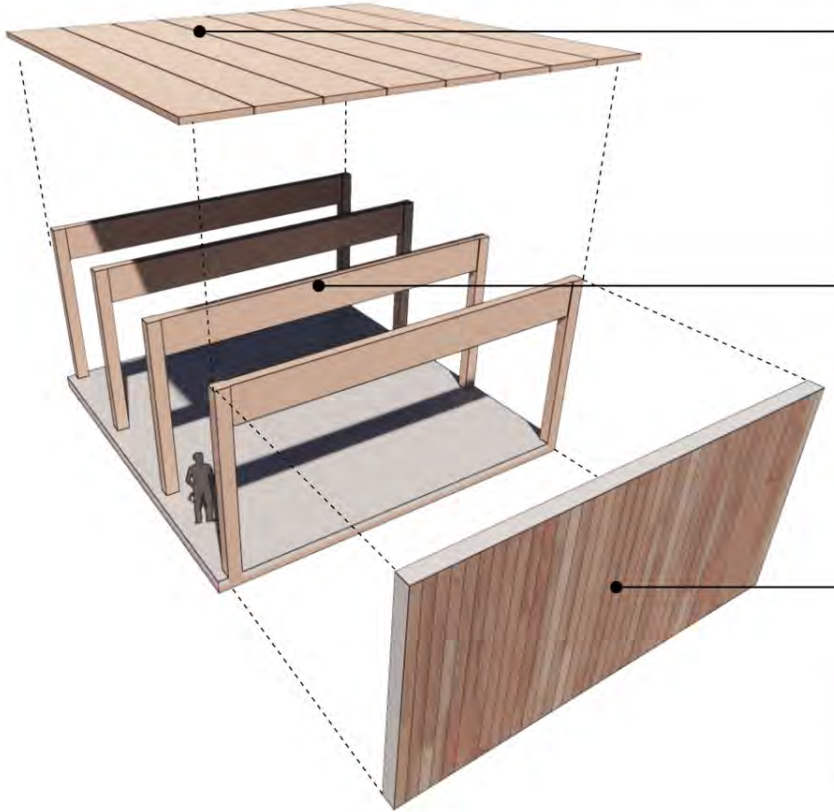


WOOD SUPPLY CHAIN TRANSPARENCY

Why It's Important

- It enables a deeper connection to the people and forests that produce the wood products in our buildings.
- It builds understanding and potential to elevate the community, conservation, and equity opportunities that align with PPS values (wildfire resilience, tribal sourcing, etc.)
- Certifications can be a tool but they don't provide forest-of-origin info. This approach goes beyond what certification is designed to do (while building relationship and transparency that can be complementary)
- It can differentiate mass timber products from the PNW and US at large from international markets that can typically produce cheaper products due to the maturity of their mass timber industry.

FSC ADJACENT SUSTAINABLE WOOD SOURCING BY BUILDING COMPONENT



LOG PURCHASE TRANSPARENCY

FOREST RESTORATION WOOD

VAAGEN TIMBERS CLT:
202,632 BF

RESTORATION TIMBER LOGS:
135,088 BF

FOREST HEALTH:
40 ACRES OF FOREST RESTORATION

JOBS CREATED IN:
STEVENS COUNTY

VERTICALLY INTEGRATED MILL

TRIBAL FOREST RESTORATION WOOD

ZIP-O LAMINATORS GLULAM BEAMS:
67,162 BF of lumber from Yakama Forest Products (50% of 134,324 TOTAL BF)

YAKAMA NATION LOGS:
47,972 BF

FOREST HEALTH:
14 ACRES OF FOREST RESTORATION

JOBS SUPPORTED IN:
YAKAMA AND LANE COUNTY

SMALL MILL DIRECT SOURCING

FAMILY FOREST WOOD

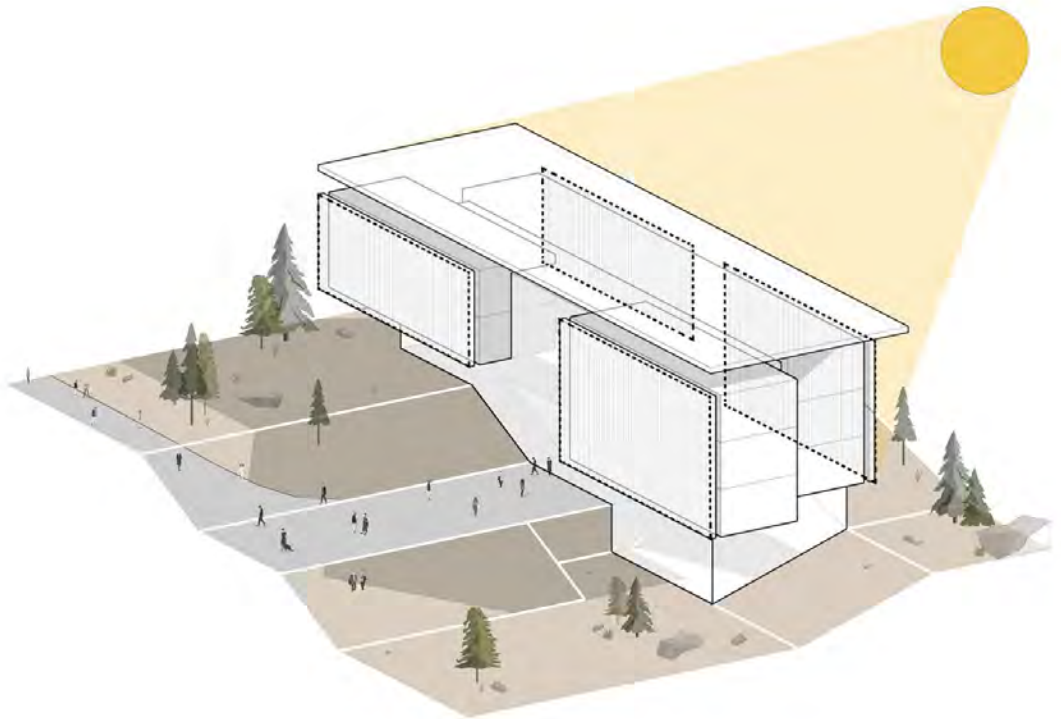
SUSTAINABLE NORTHWEST WOOD CEDAR SIDING:
10,900 BF

FAMILY FOREST LOGS:
11,000 BF

FOREST HEALTH:
10 ACRES (single tree selection)

JOBS SUPPORTED IN:
CLACKAMAS, WHATCOM, MARION, MULTNOMAH COUNTIES

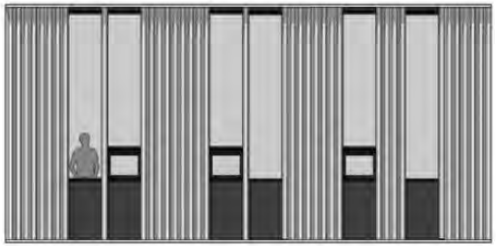






BUILDING ENVELOPE DESIGN VS. HEATING AND COOLING SYSTEM OPTIONS COMPARISON

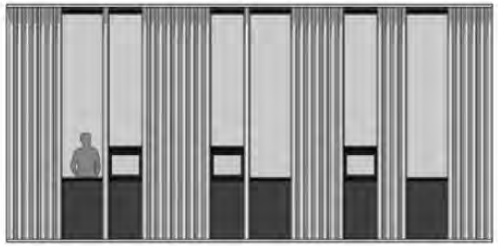
SOUTH ORIENTATION 31% GLAZING



HEATING AND COOLING SYSTEM OPTIONS

- RADIANT PANELS
- HYDRONIC FAN POWERED BOXES
- VARIABLE REFRIGERANT FLOW
- VARIABLE AIR VOLUME

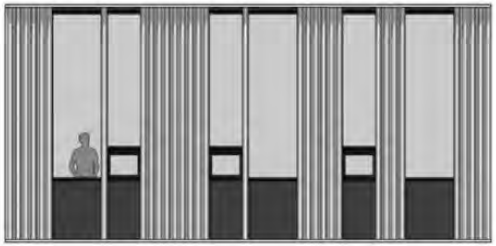
SOUTH ORIENTATION 35% GLAZING



HEATING AND COOLING SYSTEM OPTIONS

- ~~RADIANT PANELS~~
- HYDRONIC FAN POWERED BOXES
- VARIABLE REFRIGERANT FLOW
- VARIABLE AIR VOLUME

SOUTH ORIENTATION 39% GLAZING



HEATING AND COOLING SYSTEM OPTIONS

- ~~RADIANT PANELS~~
- ~~HYDRONIC FAN POWERED BOXES~~
- VARIABLE REFRIGERANT FLOW
- VARIABLE AIR VOLUME

POSITIVE OPERATIONAL ENERGY IMPACT

NEGATIVE GLOBAL WARMING POTENTIAL IMPACT

BASELINE ASSUMPTIONS: 30' x30' BAY, 16' FLOOR TO FLOOR WITH 10'-10" TALL APERTURES LOCATED 3'-0" ABOVE FLOOR FOR OPTIMIZED DAYLIGHTING. FIBERGLASS WINDOWS WITH 0.24 U-VALUE, GLAZING WITH 0.27 SHGC AND .65 VLT. R-21 WALL ASSEMBLY WITH R-8 CONTINUOUS EXTERIOR INSULATION.






EDWARD J. RAY HALL


CHARLES M. McGRATH FAMILY ATRIUM

CPC Meeting 9-14-22 Climate Response Committee

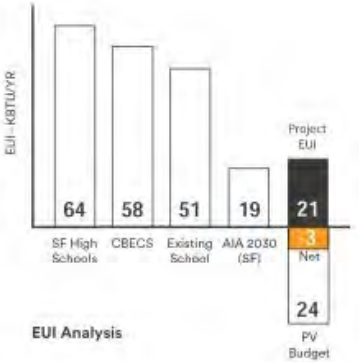
Lick Wilmerding HS Expansion & Renovation

San Francisco, California

EHDD







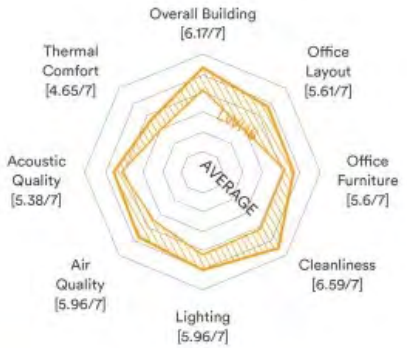
EUI Analysis



Plug Load Analysis

Plug loads and lighting accounted for nearly two-thirds of predicted energy use. An onsite assessment of plug loads was performed during design, followed by commissioning of lighting and day-lighting controls.



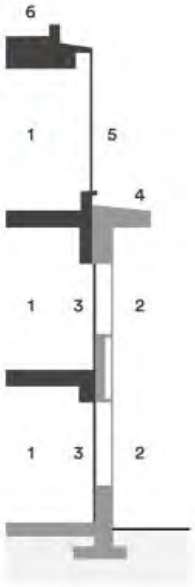


Center for the Built Environment - Livable Building Metrics

2020 Livable Building Award Winner

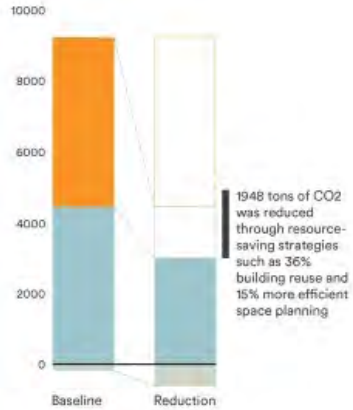






Wall Section

1 Classroom
2 Restored Historic Wood Curtainwall
3 New Interior Glazing
4 Historic Eave
5 New Curtainwall
6 New Roof



Carbon Emissions Reductions

Operational Emissions
100% Reduction

Embodied Emissions
34% Reduction

Sequestration
612 Additional Tons Sequestered

CPC Meeting 9-14-22 Climate Response Committee

Mundo Verde at Cook Campus

Washington DC

Studio Twenty Seven Architecture





The multipurpose Zocalo gleams from midday sun



Zocalo terrace and porous parking



View of Zocalo from teacher work room

Percentage of floor area or percentage of occupant work stations with direct views of the outdoors:

95%

Percentage of floor area or percentage of occupant work stations within 30 feet of operable windows:

92%

Percentage of power needs supportable by onsite power generation:

15%

Anticipated number of days the project can maintain function without utility power:

260 Days



Arlington Elementary School

Tacoma, WA

Mahlum Architects



CPC Meeting 9-14-22 Climate Response Committee





Carbon / Resilience



Health / Environment



Student Empowerment



Carbon / Resilience



Strategies and Opportunities

- How does the Jefferson HS prioritize
- energy conservation?

- What happens when the lights go out?

- What happens when the temp hits 115 or 0?

- How can the project educate and prepare the community for a different future?

Health / Environment



Strategies and Opportunities

- How do we address indoor and outdoor air quality?
- Describe the materials that we want or don't want inside the school
- Describe desirable experiential quality (daylight, views, interior finishes, acoustics, etc.)
- How are occupants connected with the outdoors and local community?

Student Empowerment



Strategies and Opportunities

- How can the school building teach the students about sustainability and climate justice.
- How does the school building teach students about buildings and systems?
- How does the school building empower students to act for positive change?
- How does the Jefferson Community talk about climate justice?

Visioning

What resonates?
What do we want to achieve?



Discussion

A Climate Responsive Jefferson High School

Choose a topic to dig into

40 minutes to discuss,
but first a five minute break

and then then take 2 minutes to think to yourself

JHS MODERNIZATION

Comprehensive Planning Committee

Meeting 4: Culture & Heritage / Program

September 21, 2022

Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. 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 a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.



Land Acknowledgement and 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; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition 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 that truth into spaces so that we can begin to heal.



AGENDA

Welcome
Arrival / Sign In / Food

Land Acknowledgement / Anti Oppression Statement

What We've Heard
CPC 3.1 + 3.2 and follow-up survey
Update to today's agenda

Culture & Heritage, Experiences & Memories
Think/Pair/Share/All Exercise
Visioning Exercise

Space program
Questions

Community Engagement
Upcoming Events

Public Comment Period

Next Steps

PUBLIC COMMENTS + QUESTIONS

Email questions throughout today's meeting and we will do our best to answer them during the public comment period.

Please submit all questions to schoolmodernization@pps.net.

Priority is given to the public attending in person at the meeting. If we don't go through all questions coming in, we will follow up with answers. A list of all questions submitted and their answers will also later be posted on the Jefferson Bond website.

More updates and more information visit: https://www.pps.net/JeffersonBond.

WHAT WE HEARD

CPC 3.1 +3.2

Culture & Heritage was ranked first 6 out of 9 groups

Disruption was ranked as first or second for 7 out of 9 groups

Questions about the space program - need more information

Follow- Up Survey (7 responses)

Scenario 1 + 2 Full Replacement Options- biggest impact to Culture & Heritage

Scenario 3 Modernization+Addition - least impact to Culture & Heritage

Scenario 1 Full Replacement to North - less disruptive

Scenario 2 + 3 Full Replacement to South and Modernization+Addition - more disruption

WHAT WE HEARD

*"**Maintaining the structure of the building** demonstrates a the significance of the cultural and the importance of the memories and history at the school."*

*the **spirit of the space mattered more than the details of the building**.*

*"I like the opportunity for scenario 1 best, but I think we should **spend some time talking about how to best preserve culture** and the…. I don't think new construction has to mean losing heritage, history, or culture, especially if we take the time to properly preserve the important aspects. history of the school"*

*"…without considering a number of unknown factors around **how "C&H" is defined**, how it resonate in future buildings with in PPS and most importantly how heavy does "C&H" weigh on the minds of young people and staff since they are the ones who have to be at the schools."*

Are there ways for a new building to reflect the historic building?

***Will the replacement of the existing building be a symbol of erasure** and past urban renewal efforts?*

***desire to retain the existing athletic fields** (Scenario 2 + 3) because they serve as a community hub.*

WHAT WE HEARD

"By keeping some portion of the historic structure, you maintain the visual reminders of the history of Jefferson HS and the impact its had on the communities in years past. Just as with any historic remodel these visual reminders are what ***provide a feeling of "pride" of "where we come from."*** *Jefferson HS will, most likely, always be in this same location - however, if it's all new with none of this "history and pride" is it really still Jefferson HS - or just another new high building? Preserving the 1909 portion of the school, I believe, will have the greatest impact in ensuring that the feeling of "pride" due to the history of our school continues."*

"potential for lasting disruption, because the ***existing building will remain as a monument to the past injustices this community has faced - that needs to be properly considered****, and I haven't heard enough from the most-impacting community members on that front."*

Scenario #1 - Having new construction where the track field currently is will be very ***disruptive to all of our sports activities****. Having the track in the back of the school will be disruptive to the surrounding neighborhood and it will no longer be viewed from the busy street.*

wants the students out of the old building *as soon as possible and placed into a safer space.*

Putting students in a temporary school or portable during construction might still be safer than staying in the old building.

CPC 4 UPDATED TOPICS

Spend time defining and discussing Culture & Heritage

What are the experiences and memories that contribute to the spirit and feeling of pride?

"spirit of the space mattered more than the details of the building"

"Jefferson to be center of MY community"

"To remember the history and to tell it right."

"celebrating the old building by sharing the memories that the old building holds."

"People want to change Jefferson, but the truth is that Jefferson changes you"

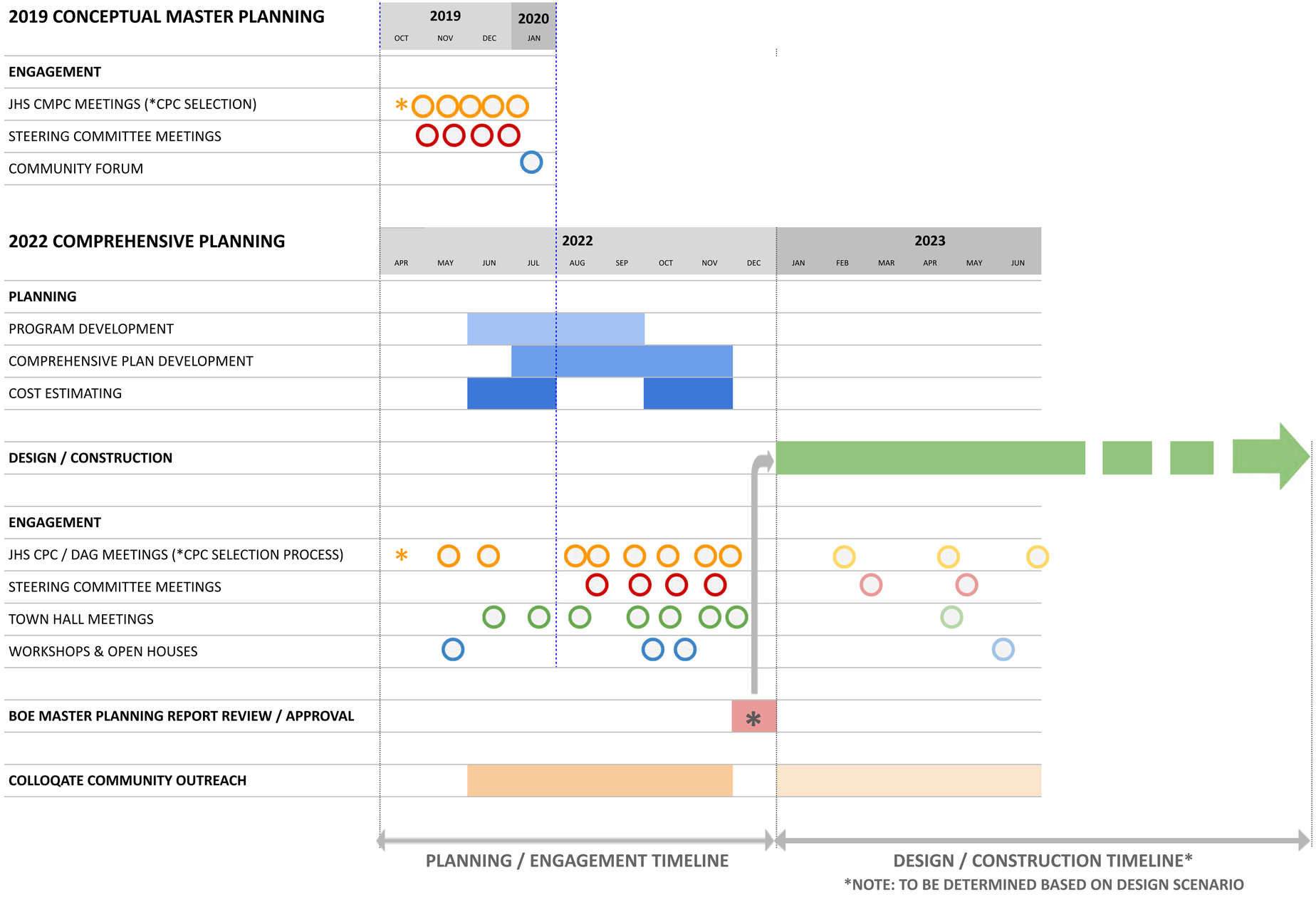
Better understand the space program

What is included in the HS ED SPEC?

How does it compare to current JHS space?

What about Middle College, Partners, Arts/Dance?

CPC 4 UPDATED TOPICS



Culture & Heritage

THINK/PAIR/GROUP/SHARE

Describe an experience you had in a building that reflected and celebrated your community and culture.

THINK individually: 2 Minute brainstorm (silently, on your own, don't talk to anyone yet!)

In PAIRS: spend 4 mins together (find significant experiences)

In GROUPS of 3 or 4: 8 mins discussion (find significant experiences)

*Pick **someone** to share back top 2 significant experiences to full group*

SHARE with full CPC: One person share back top two experiences from each group.

VISIONING EXERCISE

What ideas do you have to create a high school that celebrates and welcomes Black culture and excellence as a lasting anchor for the community?

CREATE A COLLAGE using image and word cards at your table/group.

SHARE *Pick someone to explain why the images and words were chosen.*

What are the experiences and memories that contribute to the spirit and feeling of pride?

"spirit of the space mattered more than the details of the building"

"Jefferson to be center of MY community"

"To remember the history and to tell it right."

"celebrating the old building by sharing the memories that the old building holds."

"People want to change Jefferson, but the truth is that Jefferson changes you"



Space Program

JHS 2019 PROPOSED BUILDING SPACE PROGRAM

2019 CONCEPTUAL MASTER PLAN REPORT

CMPC + Steering Committee recommended program

Jefferson High School as Expanded Comprehensive High School

CURRENT FALL 2022 AND EARLY 2023 (SCHMATIC DESIGN)

- *Review and reconfirm 2019 space program*
- *Ongoing meetings with PPS, staff, coaches, partners, Jefferson Dance Program, etc*

Building space programming - Finalized building space program will need to be approved by PPS Board of Education

vs

Academic programming - is ongoing

JHS 2019 PROPOSED BUILDING SPACE PROGRAM NET SQUARE FOOTAGE

PPS Comprehensive High School Area Program 1700 Students				Jefferson High School - Current		Jefferson High School - Proposed		
SUMMARY								
	HS ED SPEC BASELINE			EXISTING MEASURED		PROPOSED 2019		
AREA [1,2]	Quantity	SF/ROOM	SF Total	Quantity	SF Total	Quantity	SF/ROOM	SF Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS								
General Education (Gen-Ed) Classrooms	41	980	53,180	29	26,665	37	920	47,040
Science Labs	11		17,480	7	7,604	11		17,480
Fine & Performing Arts (Drama, Theater)	4		21,150	9	44,328	4		44,070
Career Preparation/CTE [3]	3		6,000	1	15,741	3		8,300
Athletics (incudes area for P.E. instruction)	3		35,580	4	38,739	3		38,780
Education Support [4]	2		67,400	6	71,010	2		60,920
Sub-Total			***200,790***		**204,087**			**216,590**
Community Partners [5]			1,200					6,720
Wrap-Around Service Providers [5]			4,700		7,506			4,700
Sub-Total			***5,900***		**7,506**			**11,420**
PPS District Uses			**0**		**11,243**			**0**

Notes:

[1] *Area program for 1,700 student enrollment. Required program refers to the education program needed to meet graduation requirements. The area program includes spaces to accommodate course offerings reflected in credit hours typically taken by students*

[2] *Areas identified in Area Program are more readily achieved in new construction; it is expected the area of rooms and spaces in existing buildings will vary from those of the area program to accommodate the floor plates and other structural limitations of existing buildings*

[3] *Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation/CTE/Maker Space*

[4] *Includes Optional Teacher planning/collaboration areas*

[5] *Assumptions based upon current average area of partners/providers in high schools*

[6] *Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

PPS EDUCATION SPECIFICATION FOR HIGH SCHOOL

Dated September 2017 / Full Document available at https://www.pps.net/Page/2144

General Education Classrooms	(41@980sf) English, Math, Social Sciences, Health, Languages, (6) Electives, Small Classrooms, Flexible Learning Areas
Science Lab Classrooms	(11@1500sf) Science Classrooms with support spaces
Fine & Performing Arts	(2) Art Rooms, Kiln Room, Optional: Photography/Dark Room, Production Suite Band, Black Box, Scene Shop, 500-seat Theater, Support and Storage, Optional; Choir
Career Preparation / CTE	Specialized Career/ Technical Education Spaces, Maker Space (6,000sf is minimum)
Physical Education/ Athletics	Main Gym, Auxiliary Gym, Mat Room/Movement Room, Weight Room, Training and Team Rooms Locker rooms, Support and Storage
Education Support	Reception/Lobby, Administrative & Staff Offices, Staff Rooms, Meeting Spaces, PTA & Alumni Spaces, Student Government Teacher Planning Spaces, Counseling & Career Center, (5) Computer Labs, ELL Classroom, Special Education (6 SPED Classrooms) Student Commons, Kitchen/Servery, Media Center/Library, Support and Storage Spaces
Community Partners	Food Pantry, Clothing Closet
Wrap Around Service Providers	Teen Parent Center, Health Clinic, Social Services Provider

JHS 2019 PROPOSED BUILDING SPACE PROGRAM

Space Program Adjustments proposed and approved by Board in 2019

General Education Classrooms	(37@920sf) English, Math, Social Sciences, Health, Languages, (2) Electives, Small Classrooms, Flexible Learning Areas
Science Lab Classrooms	(1500sf) Science Classrooms with support spaces
Fine & Performing Arts	(2) Art Rooms, Kiln Room, **Photography/Dark Room, Production Suite** Band, **Choir**, Black Box, Scene Shop, **1000-seat Theater**, Support and Storage **+ (4) Dance Studios**
Career Preparation / CTE	Specialize Career/ Technical Education Spaces, Maker Space (currently reviewing to define CTE academic programming)
Physical Education/ Athletics	Main Gym, Auxiliary Gym, Mat Room/Movement Room, Weight Room, Training and Team Rooms, Locker rooms, Support and Storage **+ Field House** (not included but currently reviewing dedicated Movement with separate Mat Room)
Education Support	Reception/Lobby, Administrative & Staff Offices, Staff Rooms, Meeting Spaces, PTA & Alumni Spaces, Student Government Teacher Planning Spaces, Counseling & Career Center, (2) Computer Labs, ELL Classroom, Special Education (6 SPED Classrooms) Student Commons, Kitchen/Servery, Media Center, Support and Storage Spaces **+ Middle College** (minimal space needs)
Community Partners	Food Pantry, Clothing Closet **+ SEI + Latino Network**
Wrap Around Service Providers	Teen Parent Center, Health Clinic, Social Services Provider

CONCEPT PROGRAM BLOCKS

Physical Education/ Athletics

Administrative
Counseling Center
Education Support
Wrap Around Service

Lobby
Student Commons
Servery/Kitchen

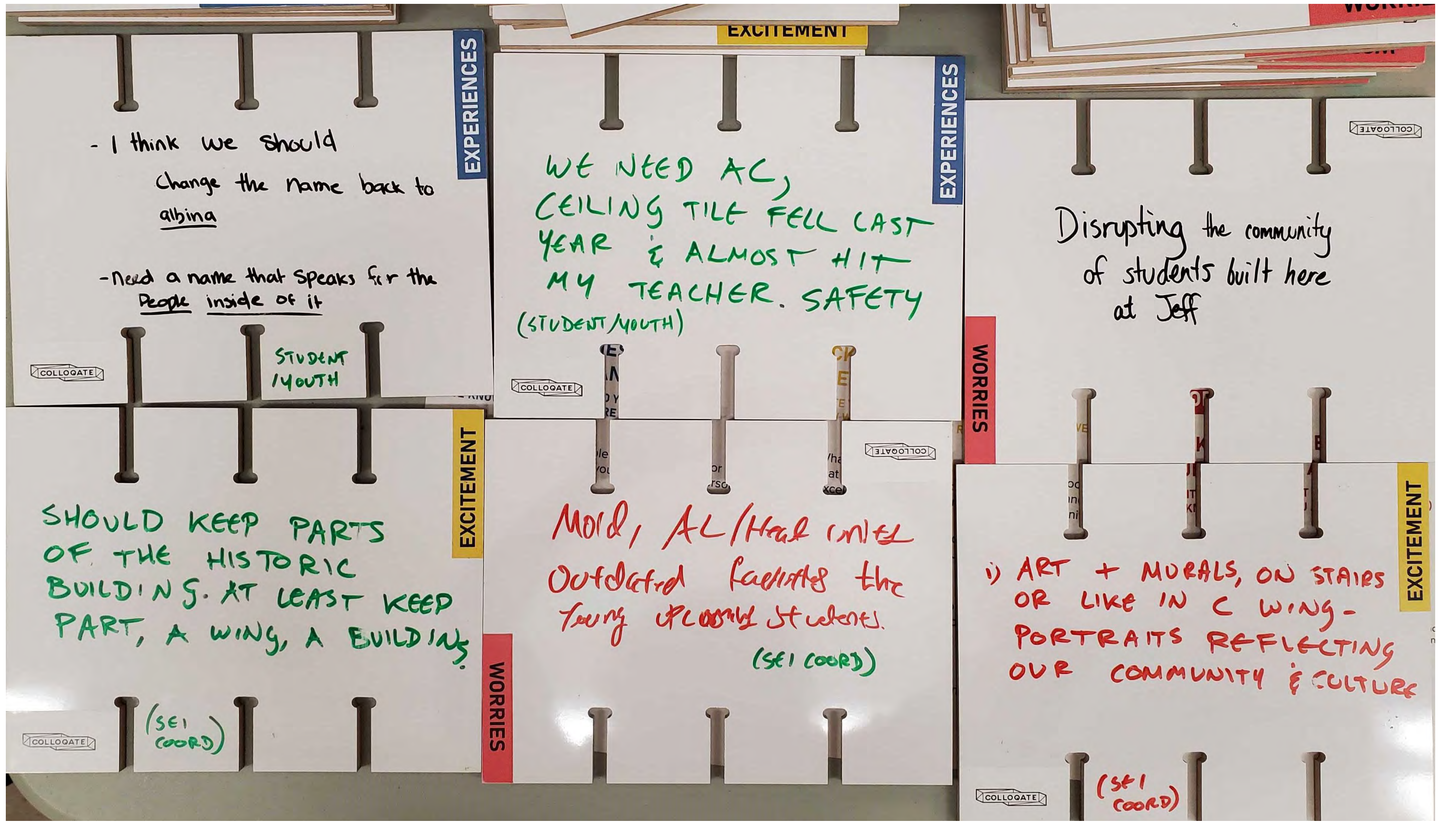
Performing Arts
(Theater/Stage, Band, Choir, Black Box)
Dance Studios

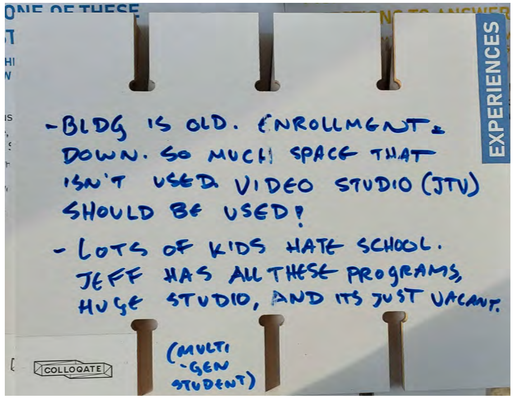
Building Support
Custodian

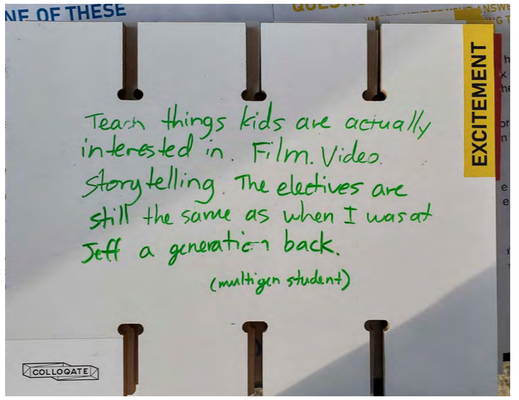
General Education / Science Classrooms
Flexible Learning / Teacher Planning
Fine + Visual Arts
SPED/Computer/ELL
Career Prep / CTE
Community Partners
Media Center/Library

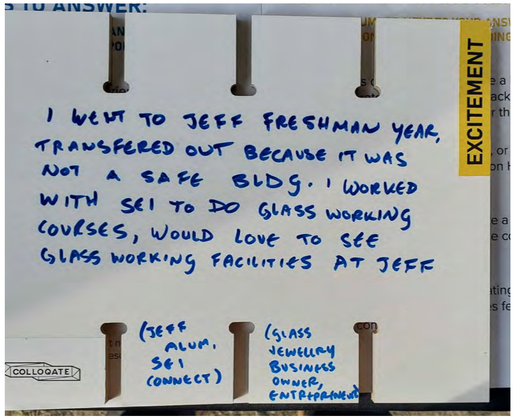
Engagement Update

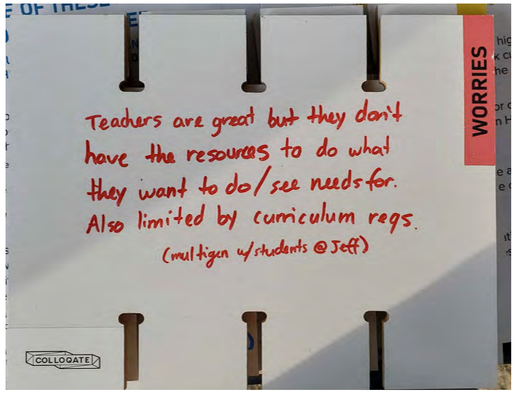
RECENT FEEDBACK











EVENTS

Where We've Been

Juneteenth Festival

Good in the Hood

Faubion K-8 School

Roosevelt HS

SEI Homecoming Festival

"On the Block" Community Block Party

Jefferson HS Back to School Night

Black Parent Initiative Family Fun Day

My People's Market

Who We've Been Talking To

Student Athletes

Jeff Current Students

Rising Middle Schoolers at Feeder Schools

Community Elders & Alumni

Parents

Teachers

Retired Staff

Latino Network

Jefferson Dancers

SEI staff

What's We're Working On

Tabling at Homecoming on 10/7

Video interviews with youth & elders

Jeff Community BBQ in early October

Student focus groups

Alumni focus groups

Youth engagement events

Teacher focus groups

Staff & program partner focus groups

Connecting with community based organizations including: Black Parent Initiative, Urban League, Hacienda, Brown Hope

Public Comment Period

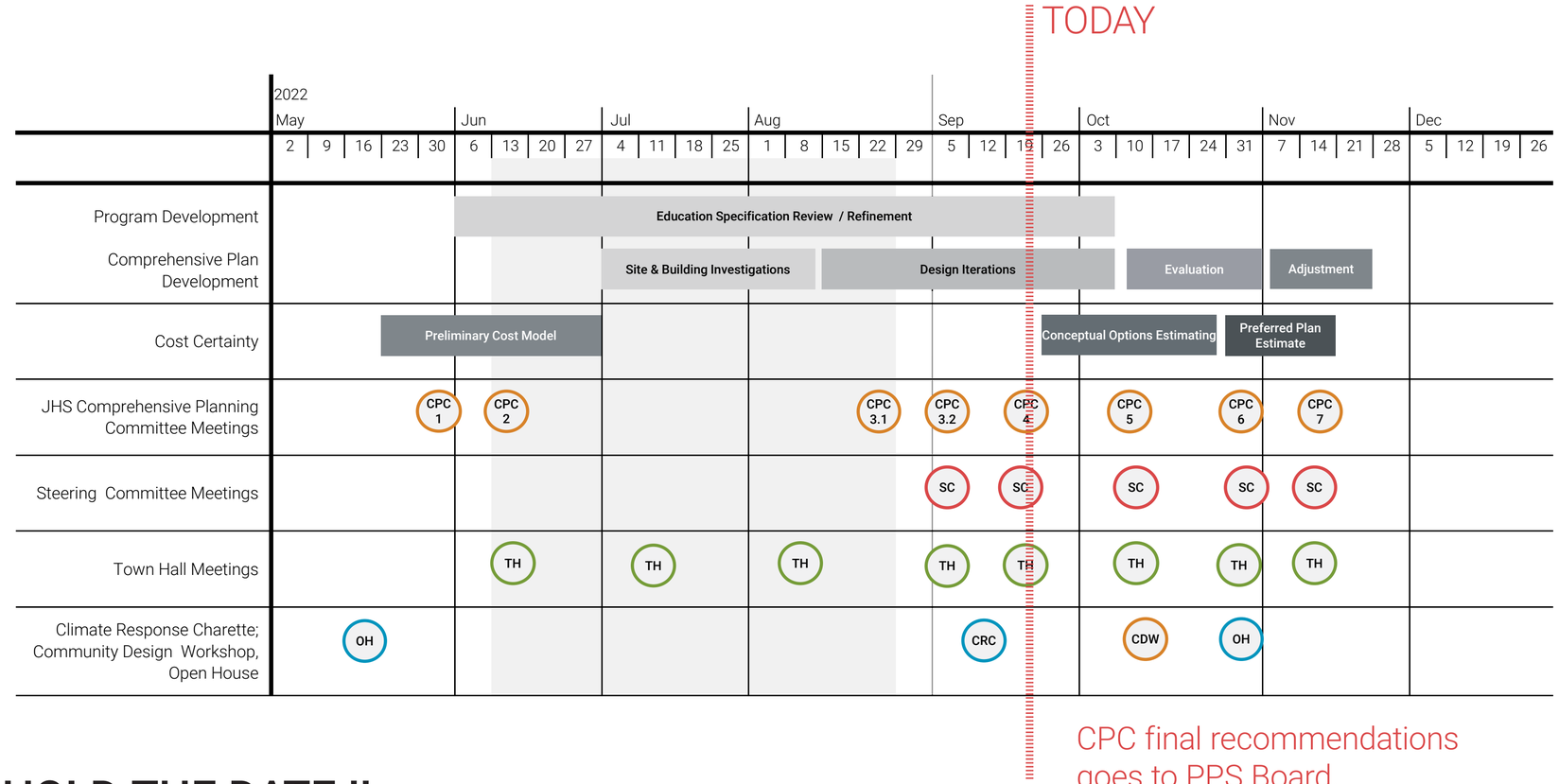
JHS COMPREHENSIVE PLANNING COMMITTEE PROCESS

Schedule of Meetings

Location: Jefferson High School - Library @ 6:30PM
Location subject to change check the website

Date	Topic
June 1	Process Overview, Design Justice Training
June 15	Vision/Mission/Goals
August 24	Site Plan Scenarios Session 1
September 7	Site Plan Scenarios Session 2
September 21	Program and Design Options
October 12	Multiple Massing Options
November 2	Three Massing Options
November 16	Cost Review/Selection

Updated 6-5-2022
schoolmodernization@pps.net
jhsbond@pps.net



CPC final recommendations goes to PPS Board.

Review at mid December board meeting for approval

HOLD THE DATE !!

COMMUNITY DESIGN WORKSHOP

Saturday October 15

BORA LEVER COLLOQATE

THANK YOU

DRAFT

JHS MODERNIZATION

Comprehensive Planning Committee

Meeting 5: Site Planning Options

October 12, 2022

Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. 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 a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.



Land Acknowledgement and 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; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition 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 that truth into spaces so that we can begin to heal.



AGENDA

Welcome
Arrival / Sign In / Food

Land Acknowledgment / Anti Oppression Statement

Planning Approach Concepts
Interactive Design Exercise
Exit Poll Survey

Questions

Public Comment Period

Next Steps

INTERACTIVE EXERCISE: SITE PLANNING CONCEPTS

Table 1	Table 2	Table 3	Table 4
Renovate 1909 Renovation with additions	**Renovate 1909 + 1928** Renovation with additions	**New South** Full Replacement	**New North** Full Replacement

CPC members divide into 4 Teams

Spend 20 minutes at each station

Rotate through all 4 stations (Listen for the bell!)

Objective: Review the ideas that the design team is sharing

Make a Team version for each concept

Report Back (30 mins)

Each table (note taker) to report back on feedback from teams

CONCEPT PROGRAM BLOCKS

Physical Education/ Athletics

need to update colors to match models

Administrative
Counseling Center
Education Support
Wrap Around Service

Lobby
Student Commons
Servery/Kitchen

Performing Arts
(Theater/Stage, Band, Choir, Black Box)
Dance Studios

Building Support
Custodian

General Education / Science Classrooms
Flexible Learning / Teacher Planning
Fine + Visual Arts
SPED/Computer/ELL
Career Prep / CTE
Community Partners
Media Center/Library

EXITING POLLING

For CPC 6 on Nov 2, we would like to bring back 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about?

A. Retain 1909

B. Retain 1909+1928

C. New South

D. New North

Add any additional Comments:

Questions?

NEXT STEPS

City Land Use Review process is now underway

A Land Use notification will appear on the site for the upcoming Design Advise Review meeting

JHS COMPREHENSIVE PLANNING COMMITTEE PROCESS

Schedule of Meetings

Location: Jefferson High School - Library @ 6:30PM
Location subject to change check the website

Date	Topic
June 1	Process Overview, Design Justice Training
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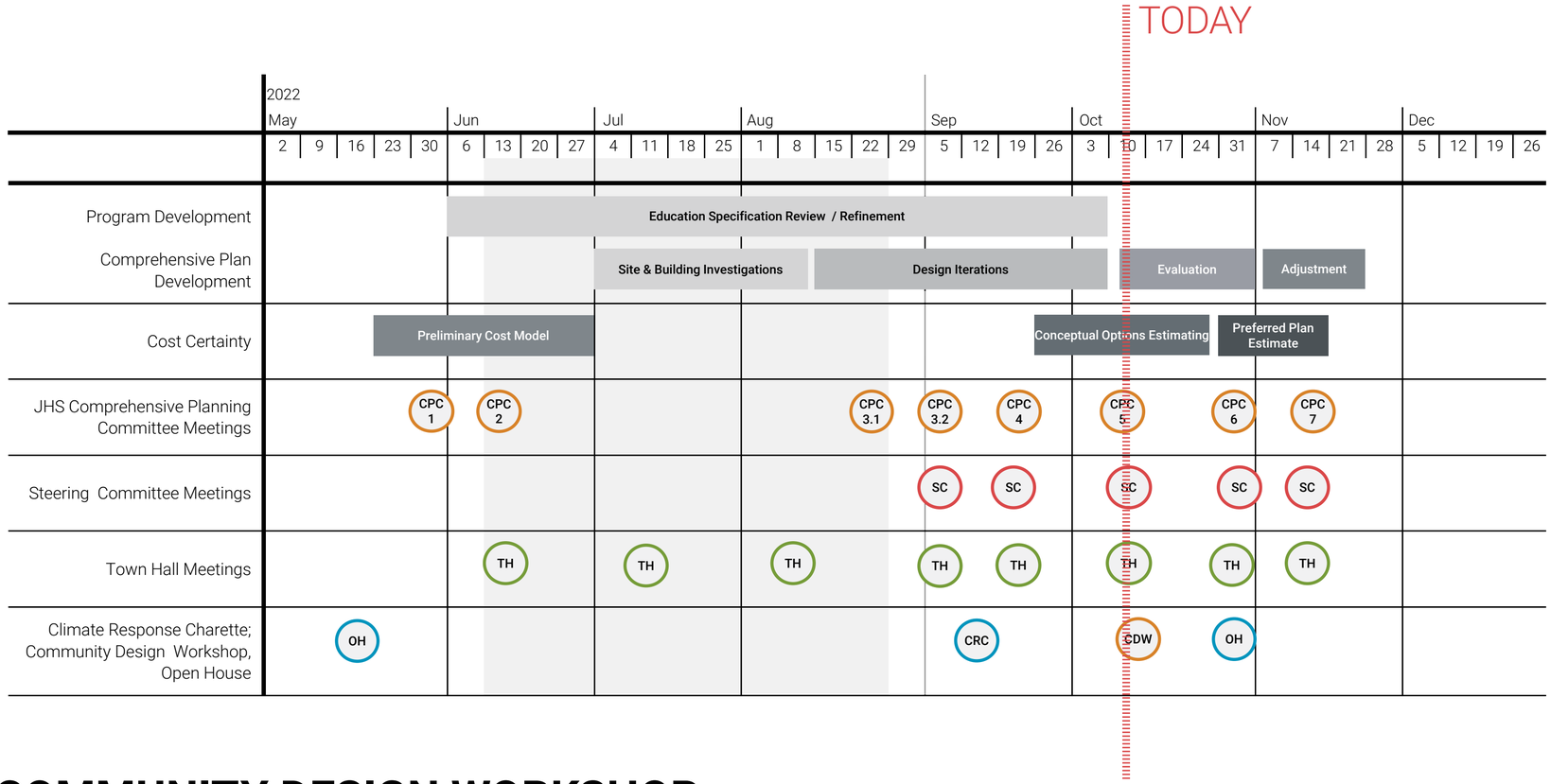


COMMUNITY DESIGN WORKSHOP

This Saturday October 15

CPC final recommendations goes to PPS Board.

Review at mid December board meeting for approval

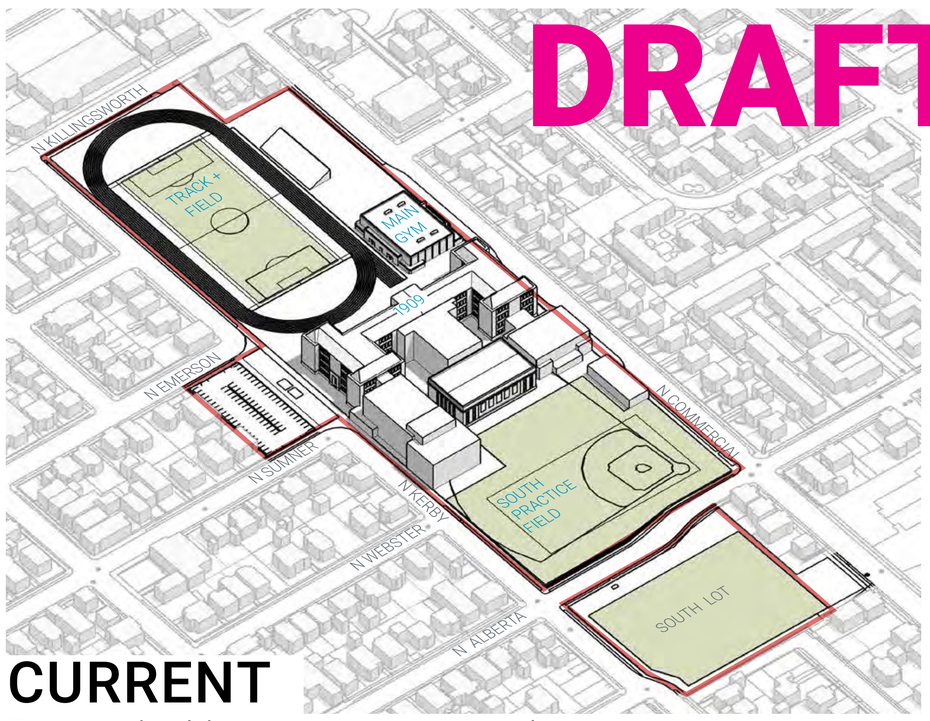
BORA LEVER COLLOQATE PPS

Public Comment Period

THANK YOU

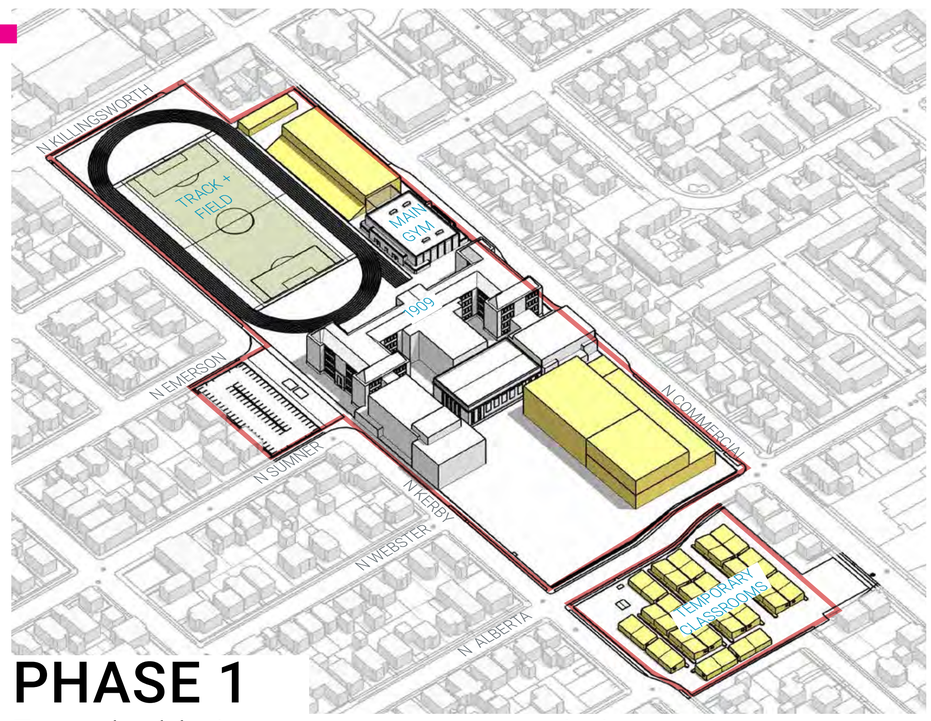
RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS

DRAFT



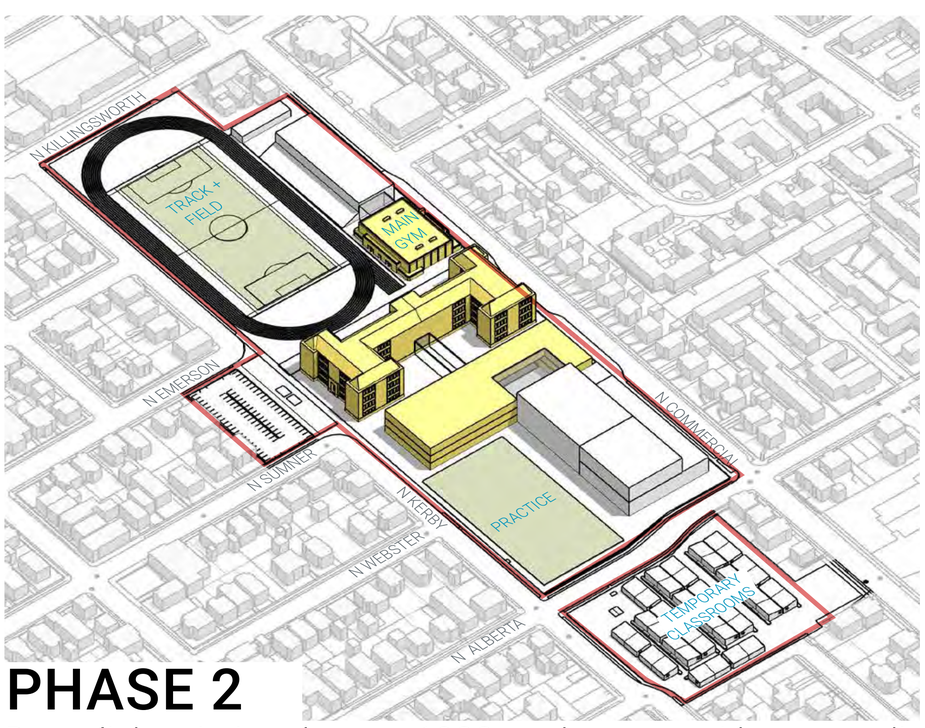
CURRENT

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



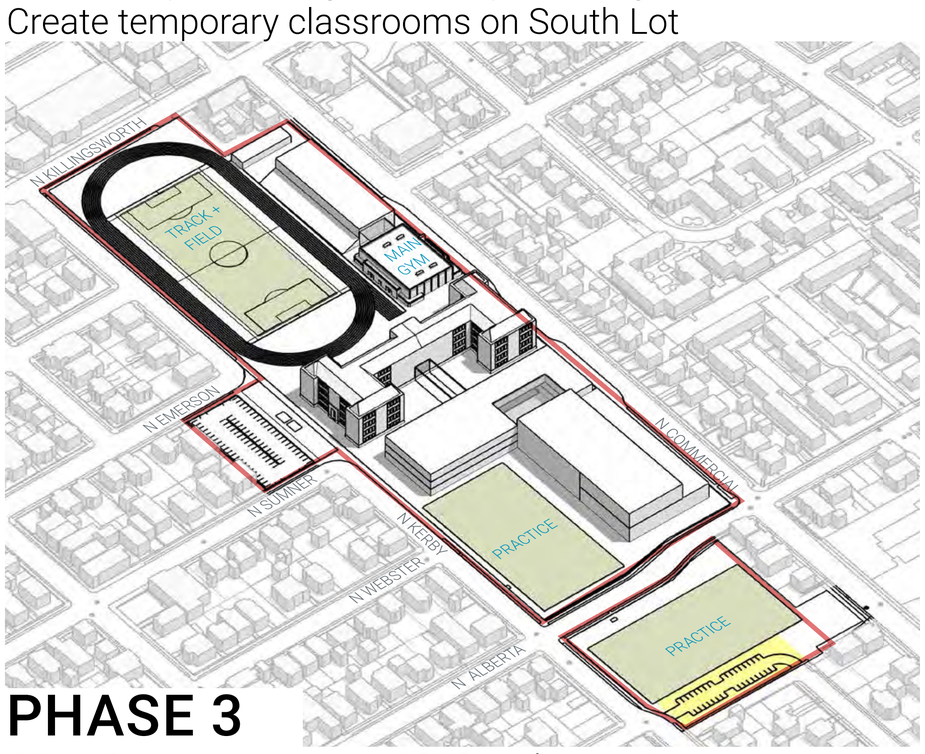
PHASE 1

Extend athletics program next to existing main gym
(New auxiliary gym, stands, field house)
Build new performing arts complex along Commercial
Create temporary classrooms on South Lot



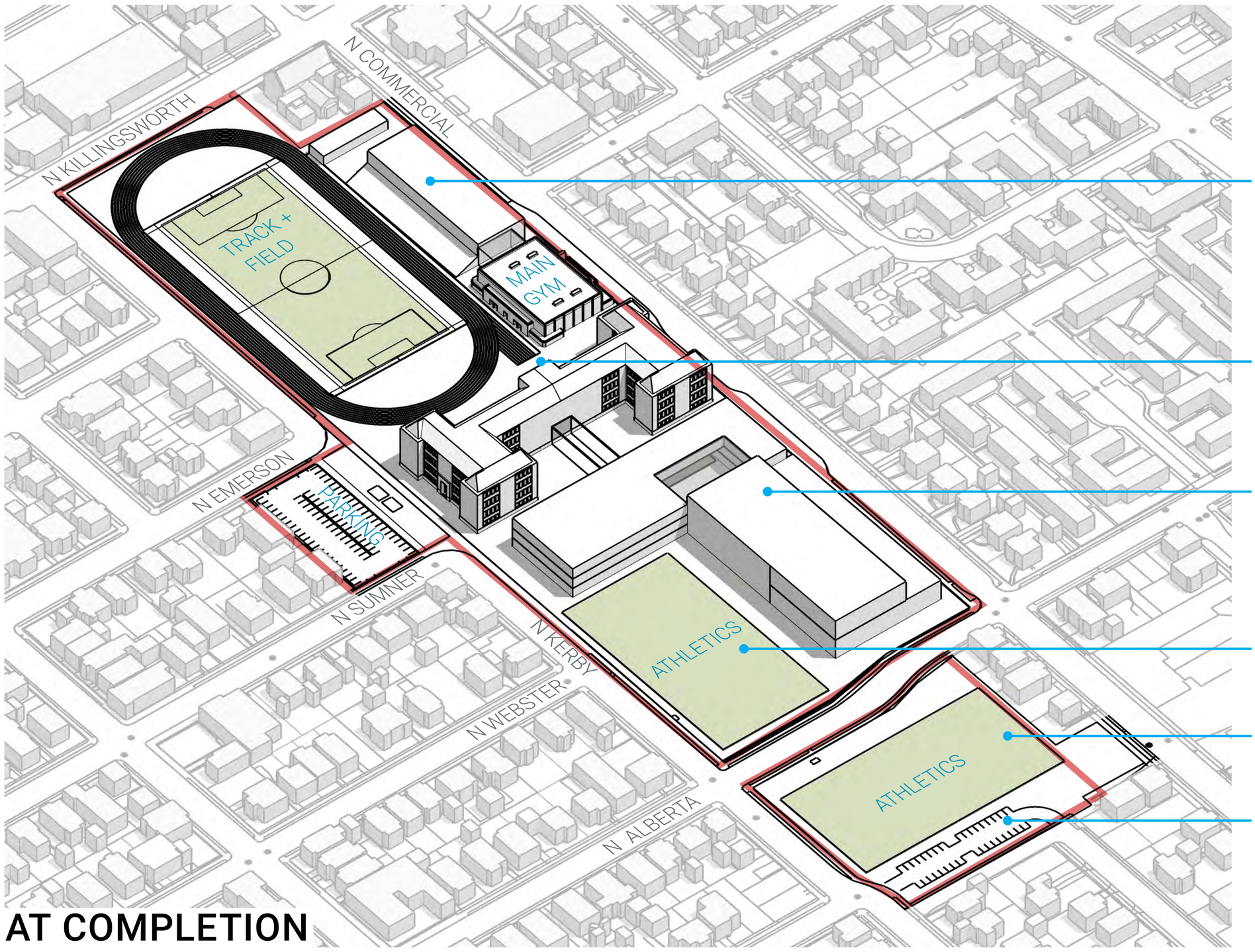
PHASE 2

Demolish existing theater, 1928, and aux gym/dance studios
Renovate 1909 and building new wing
Swing to temporary classrooms on the South Lot



PHASE 3

Move into new renovate 1909 and new wing
Demolish swing classrooms
Construct athletics fields and parking on South Lot



AT COMPLETION

North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

New practice field

Additional practice field/ athletics uses on South Lot

Additional parking

Renovate1909 building and add new additions

- Fully renovate 1909 main building and 1964 main gym
- New athletics center on the north with renovated Track and Field
- Temporary on-site school required during construction

DISRUPTIONS

Minimal to Athletics

- Maintain use of Track + Field and main gym
- Use new auxiliary gym while Main Gym is being renovated in Phase 2
- No practice field use until end of Phase 2

Significant to Academics

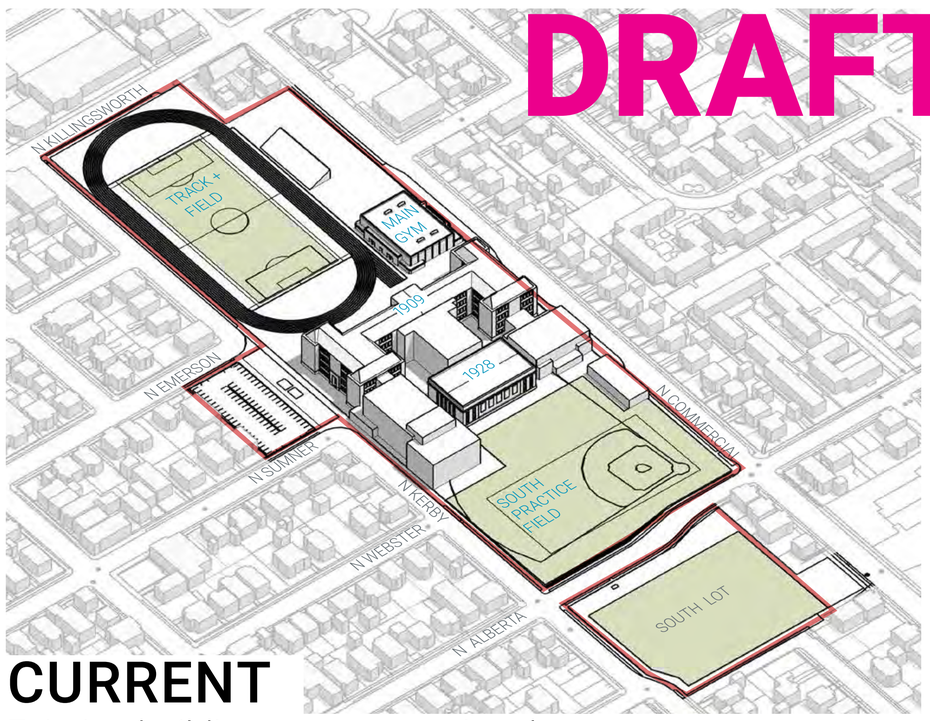
- Students stay in existing classrooms during Phase 1
- Classes are in portable classrooms on South Lot until end of Phase 2

Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 1

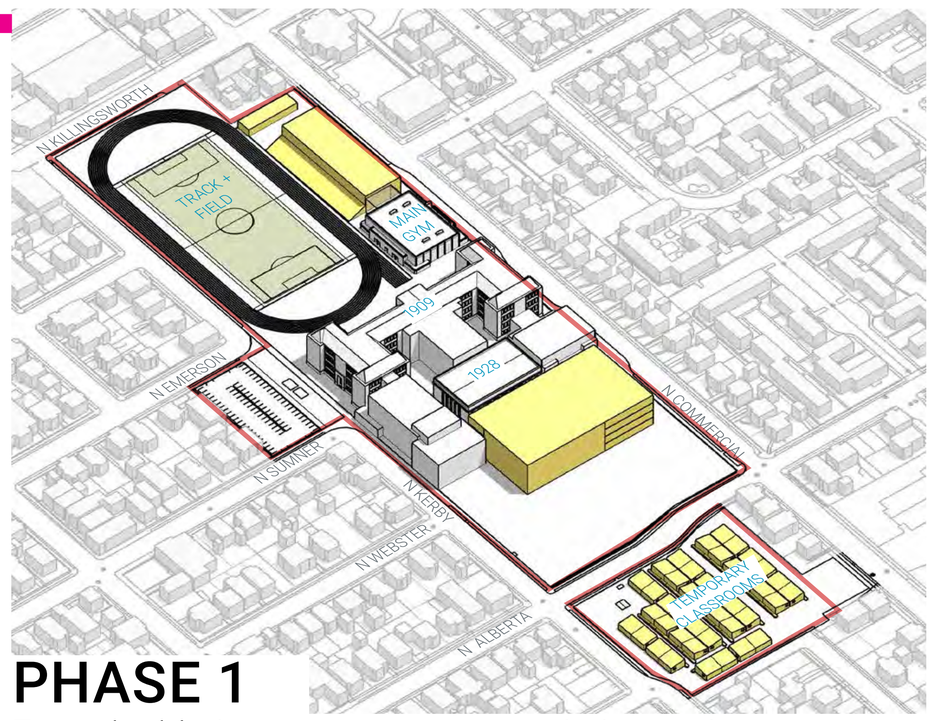
RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS

DRAFT



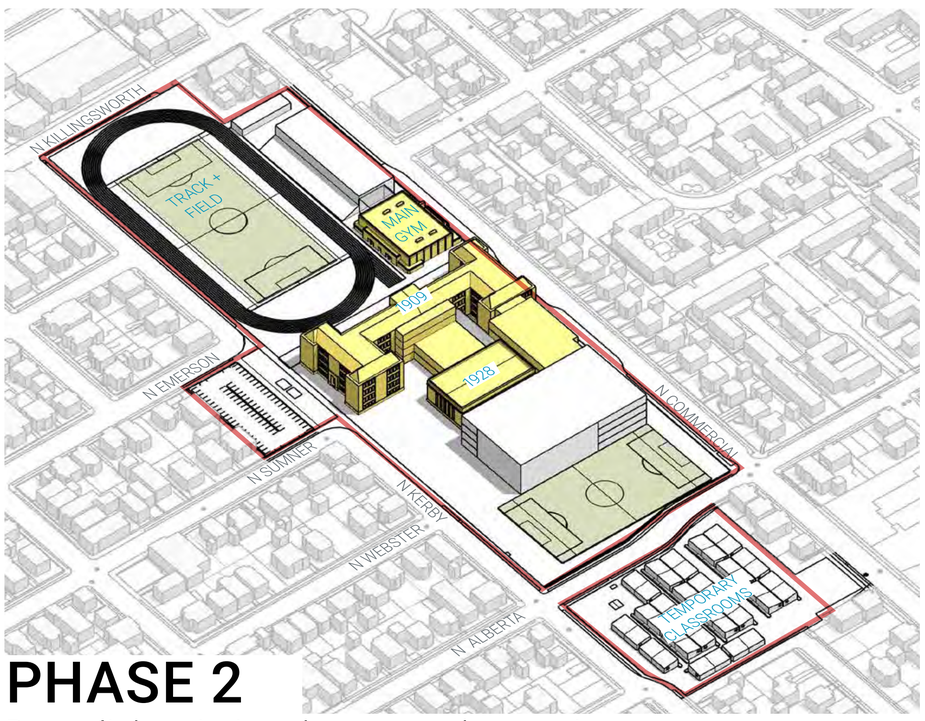
CURRENT

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



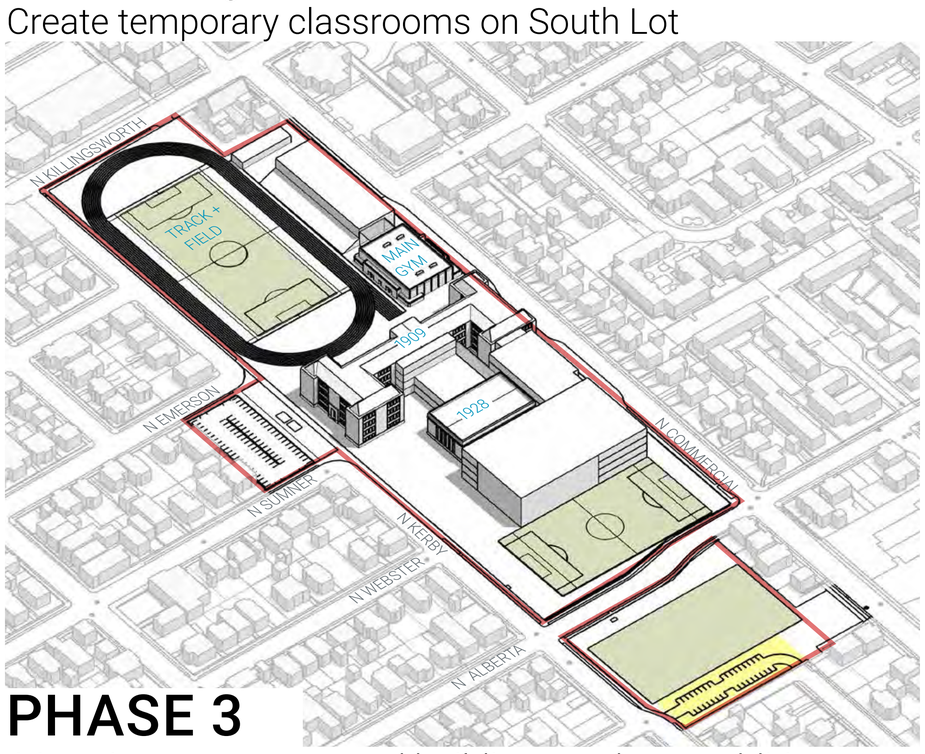
PHASE 1

Extend athletics program next to existing main gym
(New auxiliary gym, stands, field house)
Build new wing south of 1928
Create temporary classrooms on South Lot



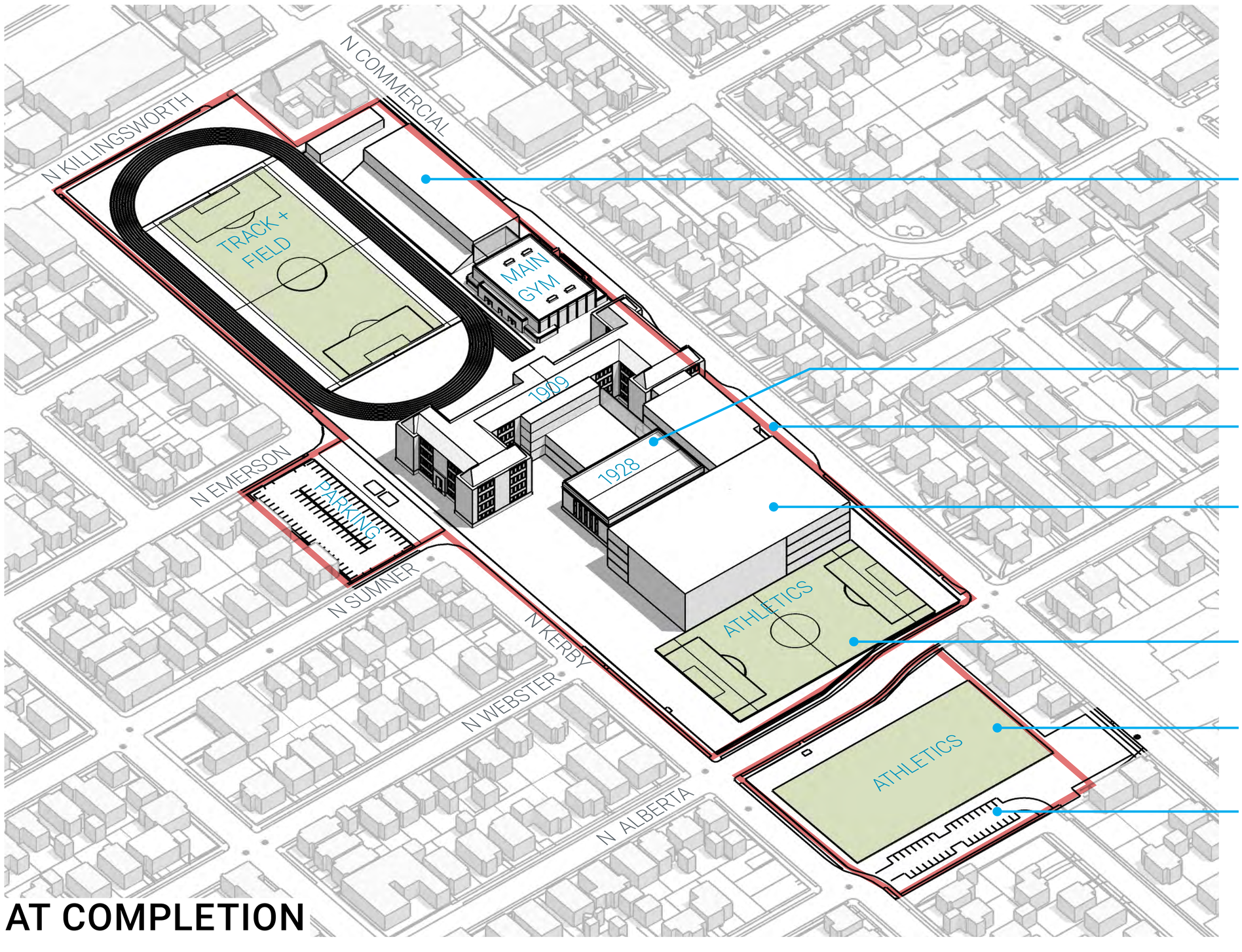
PHASE 2

Demolish existing theater and move into new
Renovate 1909 and 1928 and build addition east of 1928
Swing to classrooms on the South Lot during this phase



PHASE 3

Move into new renovated buildings and new addition
Demolish swing classrooms
Construct practice fields and parking on South Lot



AT COMPLETION

North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Fully Renovated 1928

Main School Entry
along Commercial

New Performing Arts Wing
New Theater, dance studios, arts program spaces

New practice field

Additional practice field/ athletics uses on South Lot

Additional parking

Renovate1909 + 1928 buildings and add new additions

- Full renovate1909 main building, 1928 building and 1964 main gym
- New athletics center on the north with renovated Track and Field
- Temporary on-site school required during construction

DISRUPTIONS

Minimal to Athletics

- Maintain use of Track + Field and Main Gym
- Use new auxiliary gym while Main Gym is being renovated in Phase 2
- No practice field use until end of Phase 2

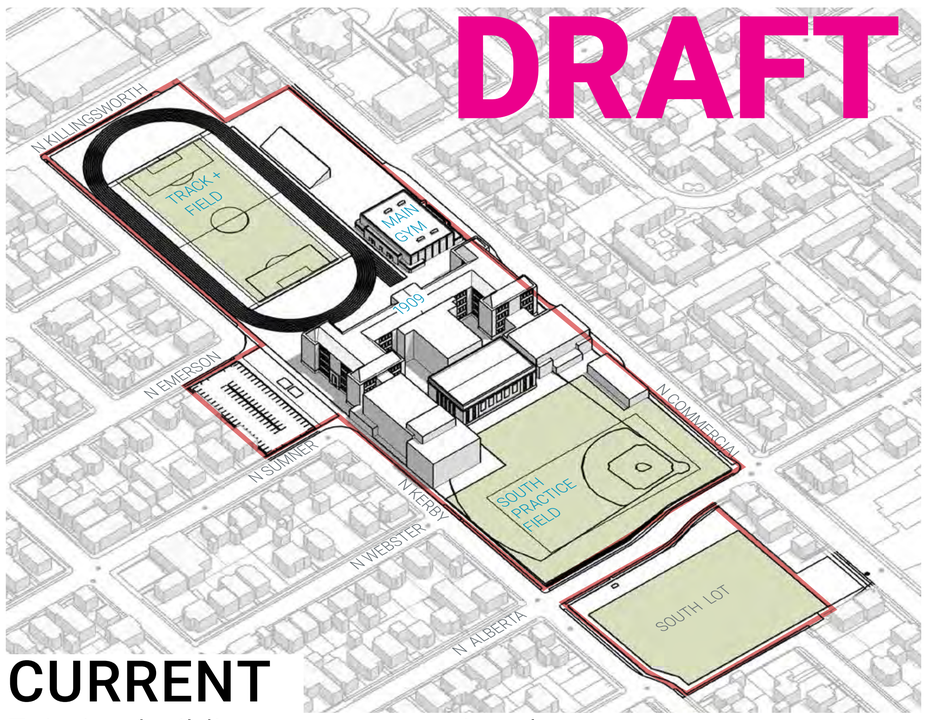
Significant to Academics

- Students stay in existing classrooms during Phase 1
- Classes are in portable classrooms on South Lot until end of Phase 2

Minimal to Performing Arts

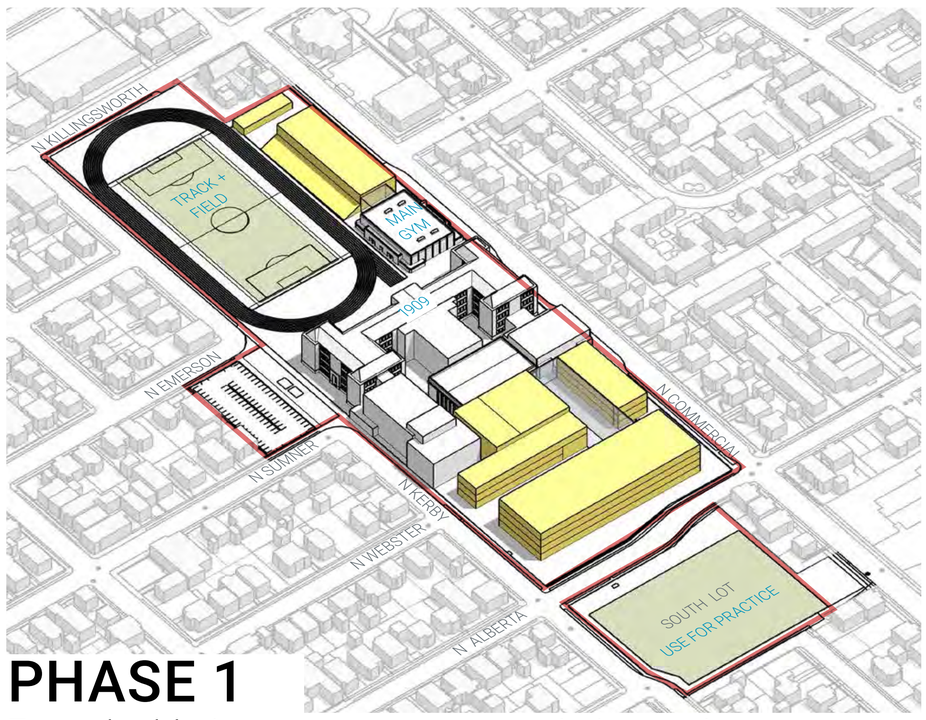
- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 1

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



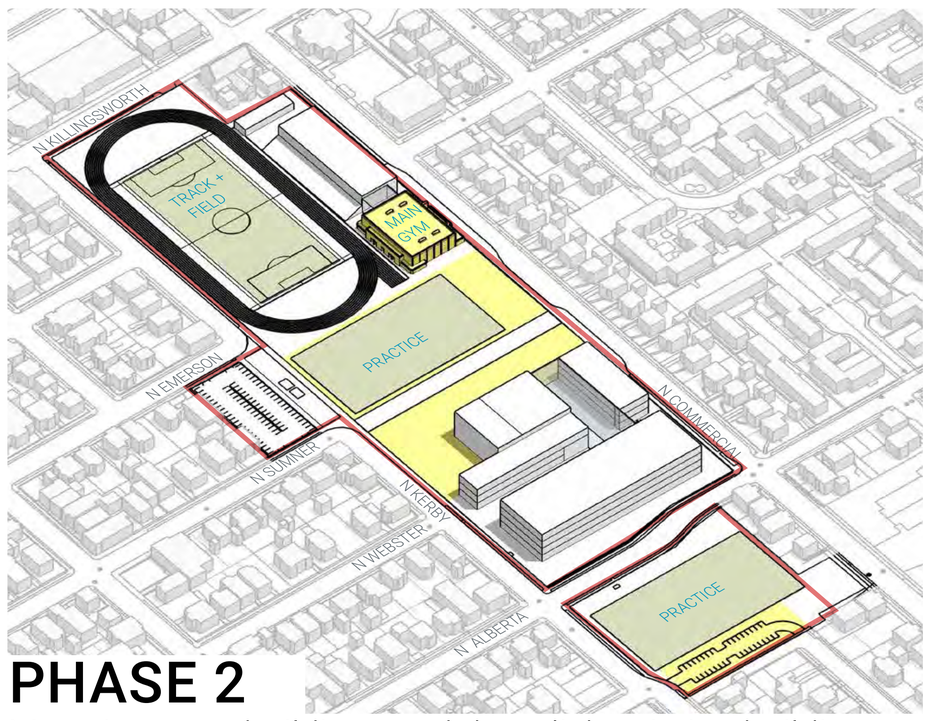
CURRENT

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



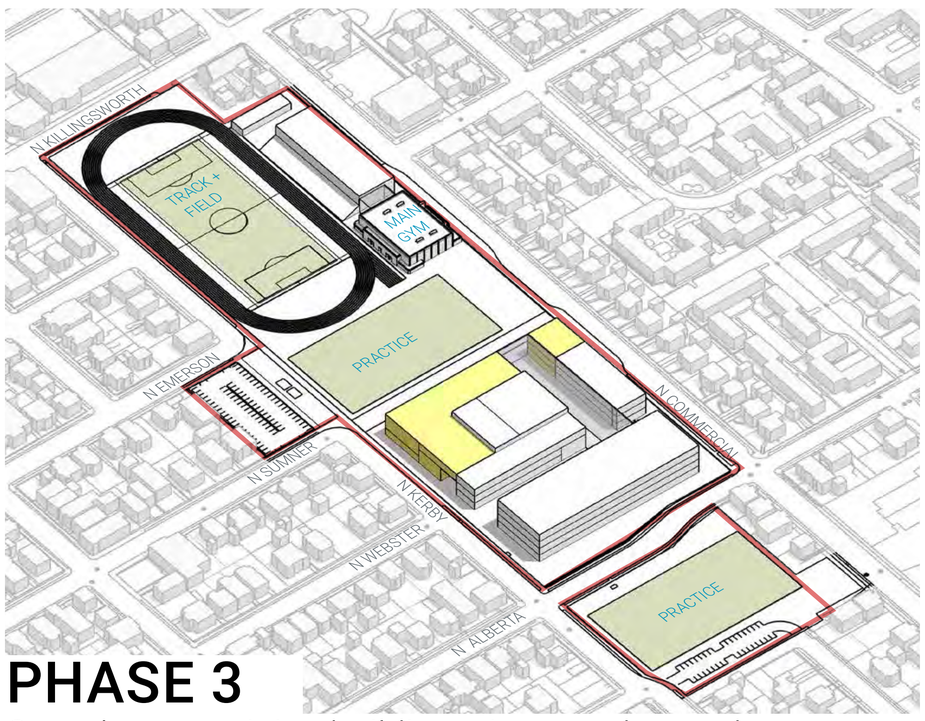
PHASE 1

Extend athletics program next to existing main gym
(New auxiliary gym, stands, field house)
Build new building along Alberta Street



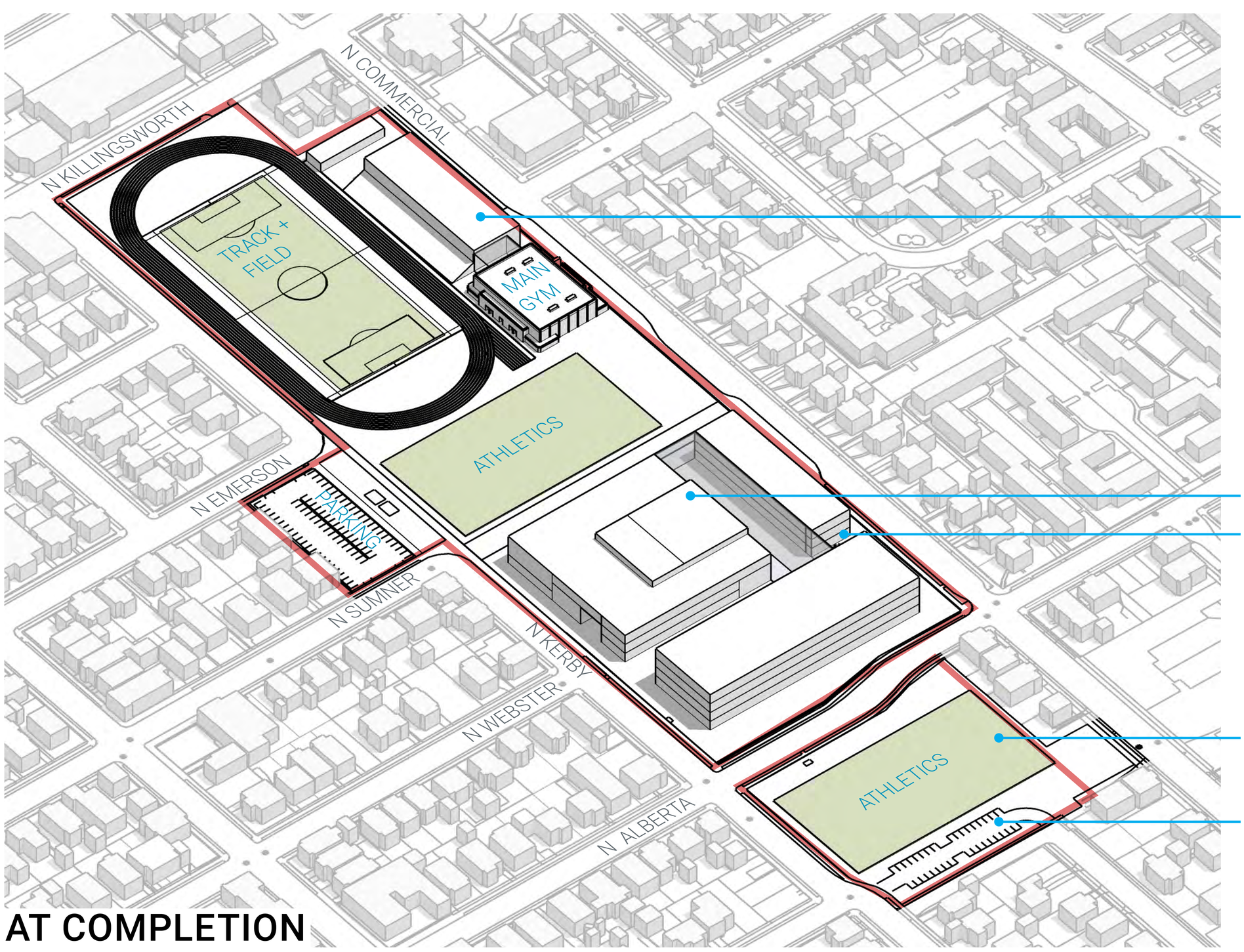
PHASE 2

Move into new buildings and demolish existing buildings
Renovate main gym and create new practice field
New practice field and parking on South Lot



PHASE 3

Complete remaining building wings on the north



AT COMPLETION

Full replacement school

- Fully renovate 1964 Main Gym on the north with renovated Track and Field to create new athletic center
- Create street presence along Alberta Street
- Students stay in existing spaces during construction

DISRUPTIONS

Minimal to Athletics

- Maintain use of Track + Field and Main Gym
- Use new auxiliary gym while Main Gym is being renovated in Phase 2
- Practice field use is on South Lot until end of Phase 2

Minimal to Academics

- Students stay in existing classrooms during Phase 1 construction that includes new classroom wing along Alberta
- Moves into new classrooms at the end of Phase 1

Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 3

North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

New Main School Entry
along Commercial Ave

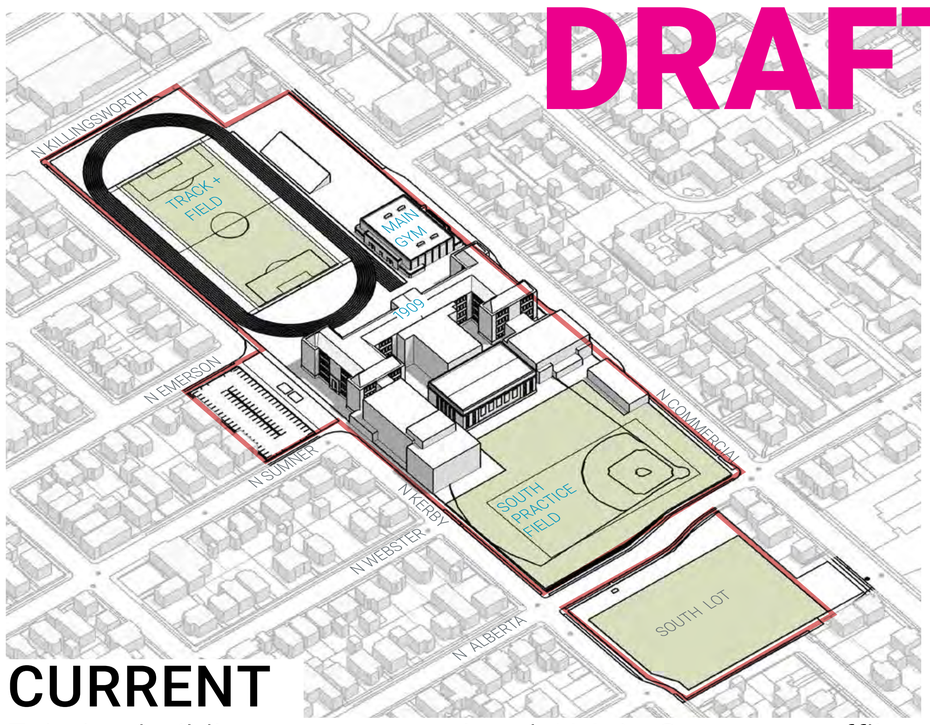
Additional practice field/ athletics uses on South Lot

Additional parking

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

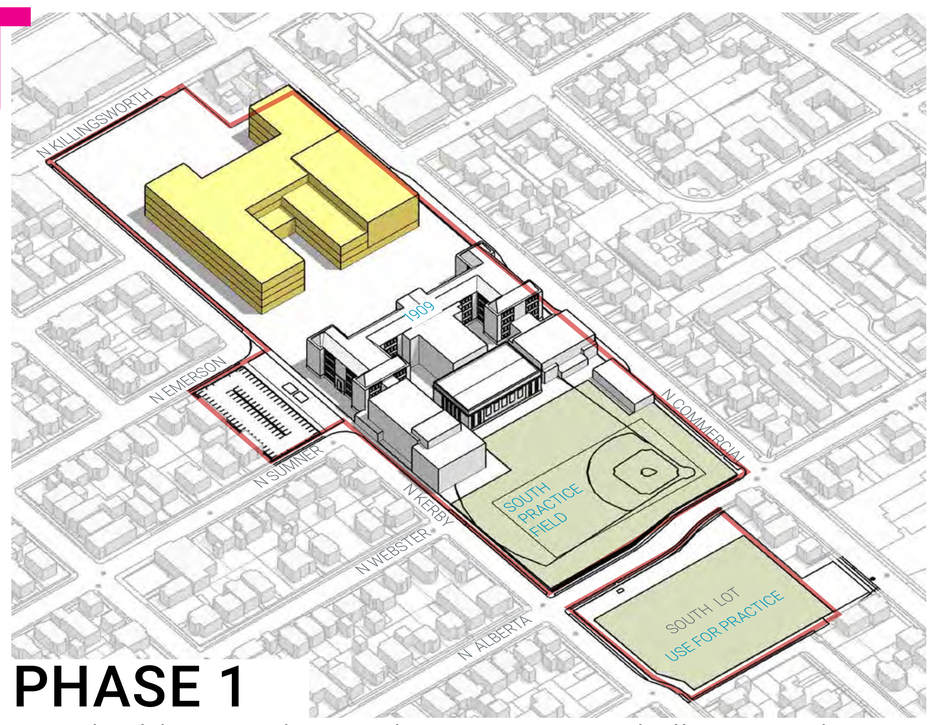
NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE

DRAFT



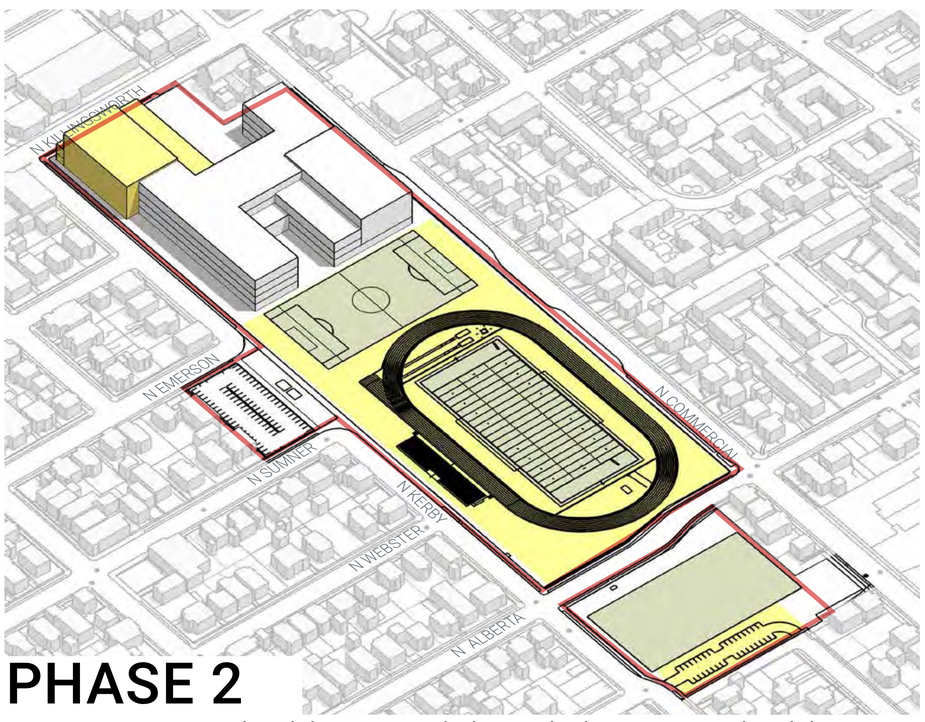
CURRENT

Existing buildings stay operational / Main Gym goes offline
Use Aux Gym for athletics during construction
Track & Field is demolished and athletics will need to swing off site



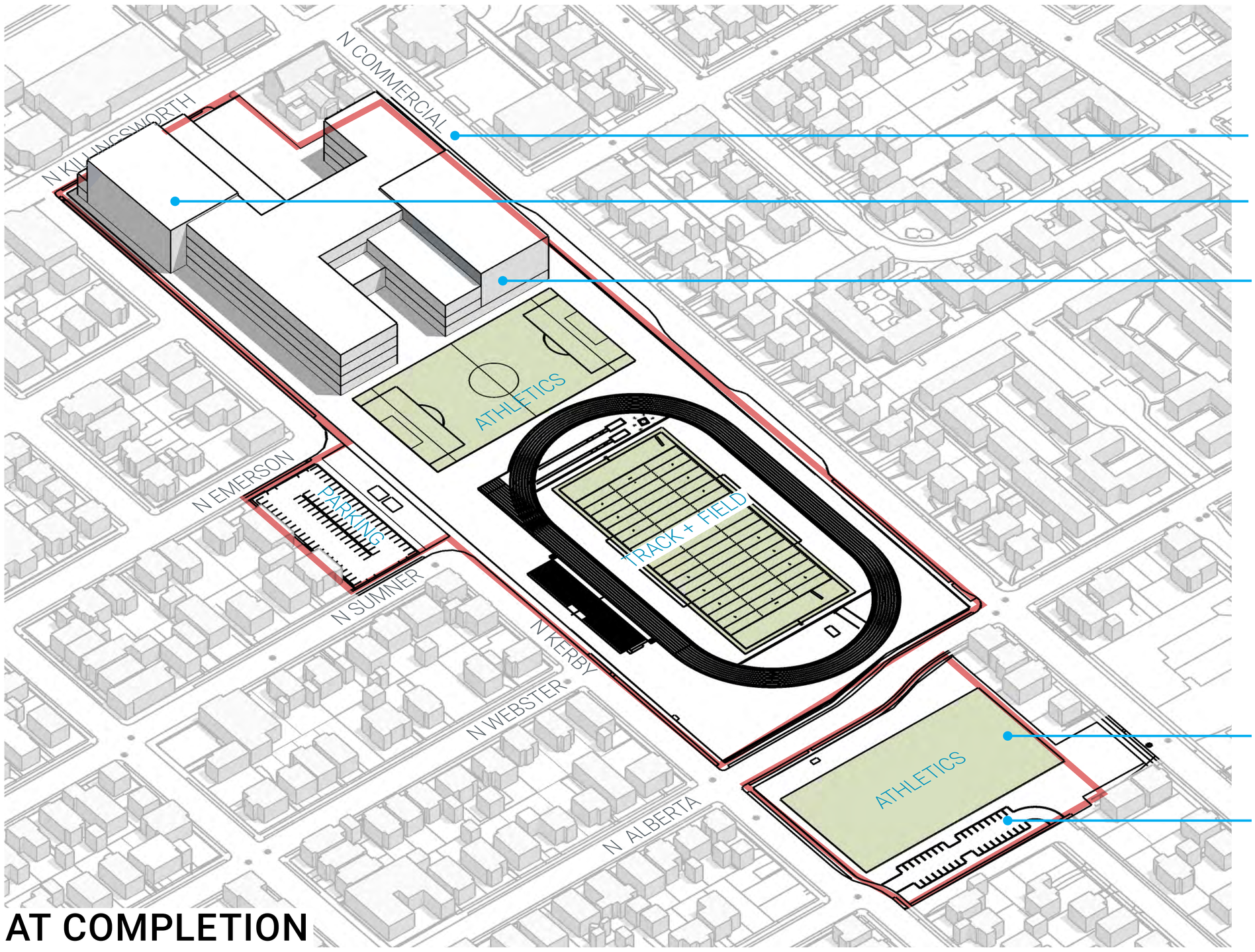
PHASE 1

New building on the north is constructed all in one phase while classes and programs stay operational
South practice field stays in use during construction



PHASE 2

Move into new buildings and demolish existing buildings
Build new Track & Field and practice fields
New parking on South Lot



AT COMPLETION

New Main School Entry
along Commercial

New Theater
Civic presence along Killingsworth

Athletics Complex to the South
New athletics wing with Main and Aux Gyms
New Track + Field and practice fields consolidated on the south side of the site

Additional practice field on South Lot

Additional parking

Full replacement school

- None of the existing buildings are retained
- Create street presence along Killingsworth
- This option keeps students in existing spaces during construction
- Fastest project delivery schedule

DISRUPTIONS

Significant to Athletics

- Track + Field and Main Gym will be demolished in phase 1
- Athletics - games and some practice will need to swing off site
- South fields and South Lot could be use for practice

Minimal to Academics

- Students stay in existing classrooms while new school is constructed
- Moves into new building at the end of Phase 1

Minimal to Performing Arts

- Existing theater stays operational until new theater is completed
- Dance stays in existing studios until new dance studios are completed

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909
4 Retain 1909+1928
1 New South
3 New North

Add any additional comments you want to share:

6

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options. This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909

1 Retain 1909+1928

4 New South

3 New North

Add any additional comments you want to share:

- Auditorim needs to be facing the street (more accessible to the public)
- The TV studio has so much history and connection to the public (community based programs)

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909

4 Retain 1909+1928

3 New South

1 New North

Add any additional comments you want to share:

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options. This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

_1_ Retain 1909 - explore moving theater closer to street – either SE or SW corner of lot

_2_ Retain 1909+1928 - flip academic additions from east to west of 1928 building → relieves continuous building along Commercial & creates welcoming courtyard to theater & school

_3_ New South

_4_ New North

Add any additional comments you want to share:

How/when do we reconnect with discussions of honoring culture/history?

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909
4 Retain 1909+1928
1 New South
3 New North

Add any additional comments you want to share:

CPC MEMBER

EXITING POLLING

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After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909

4 Retain 1909+1928

3 New South

1 New North

Add any additional comments you want to share:

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
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After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

__ Retain 1909

__ Retain 1909+1928

__ New South

__ New North

Add any additional comments you want to share:

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

3_ Retain 1909
4_ Retain 1909+1928
2_ New South
1_ New North

Add any additional comments you want to share:

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options. This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909
4 Retain 1909+1928
3 New South
1 New North

Add any additional comments you want to share:

cpc

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
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__ Retain 1909

__ Retain 1909+1928

__ New South

X New North

Add any additional comments you want to share:

CPC

EXITING POLLING

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2 Retain 1909

3 Retain 1909+1928

4 New South

1 New North

Add any additional comments you want to share:

CPL

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

2 Retain 1909
3 Retain 1909+1928
4 New South
1 New North

Add any additional comments you want to share:

CPC

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
This exit poll survey will help to inform what we bring back.

After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

3 Retain 1909

4 Retain 1909+1928

2 New South

1 New North + garden, acquatic center

Add any additional comments you want to share:

CPC - Ryan Schultz
Anna Schultz

EXITING POLLING

For CPC 6 on Nov 2, we would like to narrow down the concepts to 2 or 3 options.
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After doing the interactive exercise and hearing each groups feedback, which of these 4 concepts are you most excited about? (Rank from 1 to 4 1=most excited 4=least excited)

3 Retain 1909

4 Retain 1909+1928

2 New South

1 New North

Add any additional comments you want to share:

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

Signature: Date:

What is your affiliation with Jefferson High School?*

Select all that apply.

- ○ Current student at Jefferson
- ○ Jefferson alumni
- ○ Parent/guardian of a Jefferson student/alumni
- ○ Have friends or family who are Jefferson students/alumni
- ○ Go to Jefferson for community events or activities
- ○ Live in the neighborhood
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- ○ Other: [ ]

(Optional) What is your name?

This is optional, and we will keep your name confidential when sharing the feedback from this form with others. If you choose to share your name, it will just help us to keep track of whether we have been addressing your questions or concerns over time.

Your answer:

(Optional) Race/Ethnicity

Your answer:

(Optional) Gender

Your answer:

(Optional) Age

Under 14 14-18 19-24 25 to 34

35 to 44 45 to 54 55 to 64 65 or over

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

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

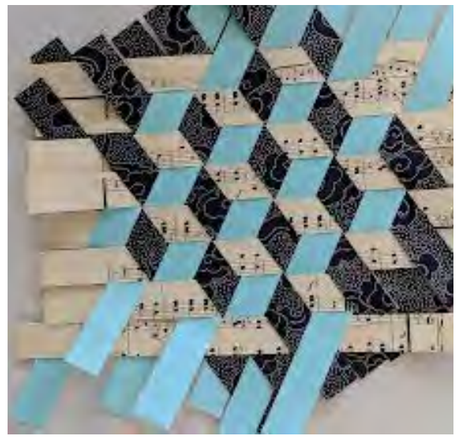
INSPIRED



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 feel like these pictures and words represent what Jeff is now and what it should stay.

REMEMBER - The history is a very important part in what it is now

Colorful - Not only in art but in people

Bold - I think Jeff will always stay Bold

REMEMBER



colorful



BOLD



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

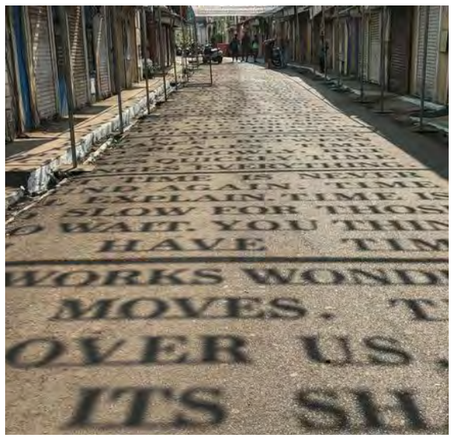
WRITE in the space below and describe why you chose theses images and words

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, RESILENCY, 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

- We are "STRONG" and resilient

- We must lift our voices out "LOUD" to Get what we deserve

- We are not dumb or stupid. we are "SHARP" and Intelligent



LOUD



STRONG



SHARP

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, and was a student representative. I got my spirit from Jefferson

ROOTED



DIVERSE



VIBRANT



JHS Site Planning Evaluation Criteria

(in no particular order)

- ☐ Continuous operation of track and field
- ☐ Continuous operation of theater
- ☐ Continuous operation of food service (temporary might be ok)
- ☐ New Academic Space online for Fall 2026 (for 600 students – verify number of classrooms ~25)
- ☐ No use of temporary facilities preferred (ie portables/modules)
- ☐ Does not rely on leasing PCC spaces temporarily to meet swing need
- ☐ All construction activity complete by Fall 2028
- ☐ Meet building GSF targets (for 1909 renov/expansion target at ~340,000, for all new at ~315,000)
- ☐ 3 athletic fields / venues (track & field, half-sized practice field on the north lot and multiuse softball filed at south lot)
- ☐ Simplest phasing possible
- ☐ Lowest LUR (Land Use Review) risk as possible
- ☐ Reflects community feedback + input
- ☐ Travel distances not longer than any other PPS modernized HS
- ☐ Single entry on Commercial
- ☐ Loading from Kerby (per City)

Which of these options will best meet the current and future needs while honoring the culture and heritage of Jeff's community?

{Please rank **ALL** options from 1 to 4, 1= Best 4= Least]

__ Retain 1909
__ Retain 1909+1928
__ New South
__ New North

Add any additional comments you want to share:

What is your affiliation with Jefferson High School?*

Select all that apply.

- ○ Current student at Jefferson
- ○ Jefferson alumni
- ○ Parent/guardian of a Jefferson student/alumni
- ○ Have friends or family who are Jefferson students/alumni
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Your answer:

(Optional) Race/Ethnicity

Your answer:

(Optional) Gender

Your answer:

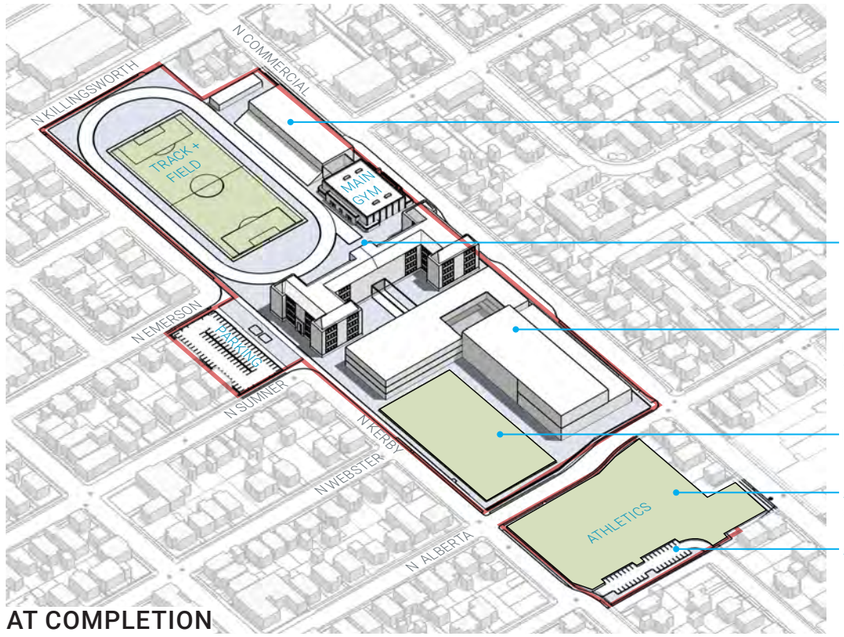
(Optional) Age

Under 14 14-18 19-24 25 to 34

35 to 44 45 to 54 55 to 64 65 or over

JHS SITE PLANNING APPROACH OPTIONS October 2022

RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

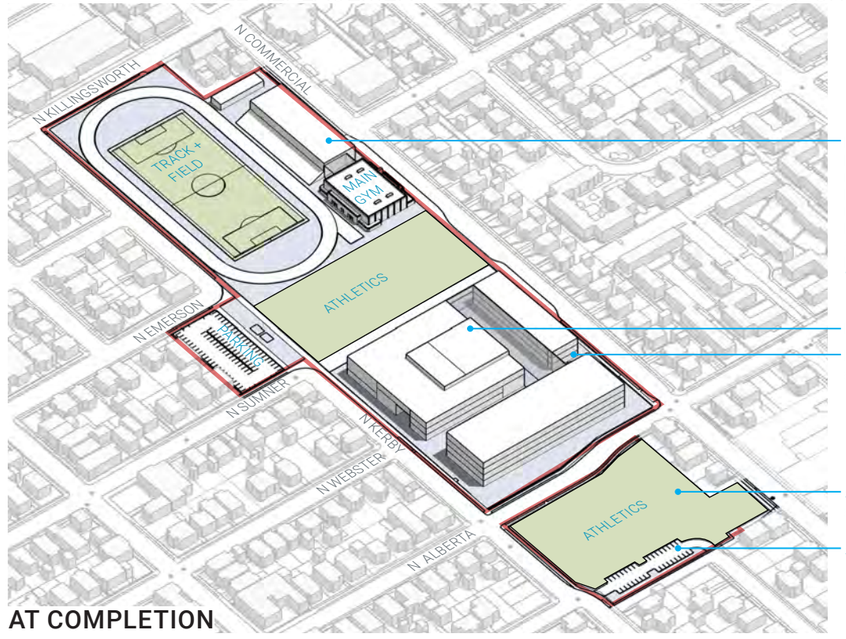
New practice field

Additional practice field/ athletics uses on South Lot

Additional parking

AT COMPLETION

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

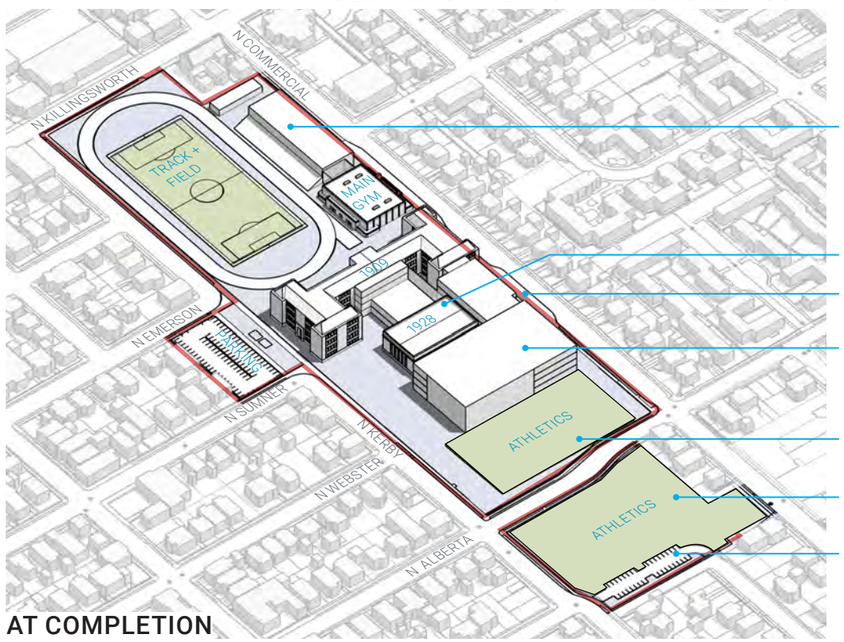
New Main School Entry
along Commercial Ave

Additional practice field/ athletics uses on South Lot

Additional parking

AT COMPLETION

RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Fully Renovated 1928

Main School Entry
along Commercial

New Performing Arts Wing
New Theater, dance studios, arts program spaces

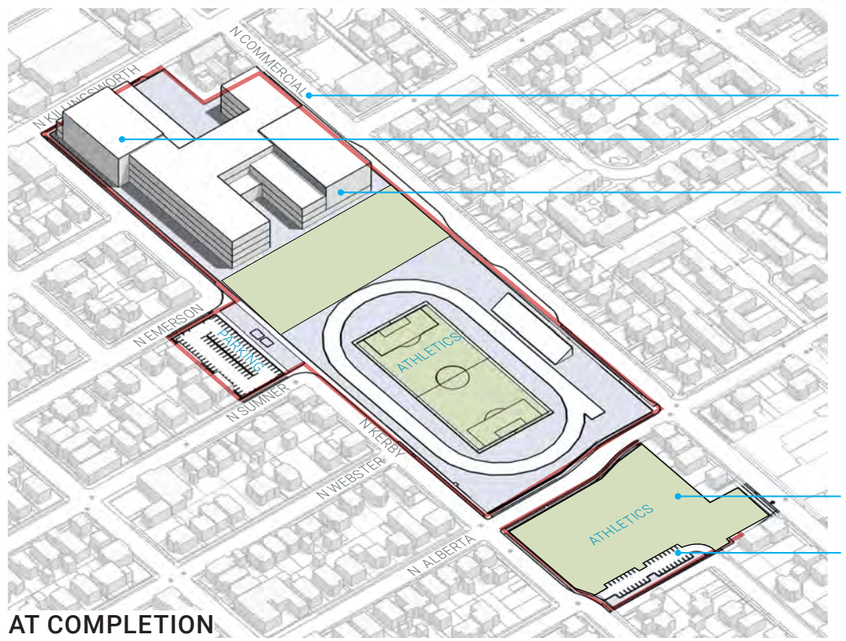
New practice field

Additional practice field/ athletics uses on South Lot

Additional parking

AT COMPLETION

NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



New Main School Entry
along Commercial

New Theater
Civic presence along Killingsworth

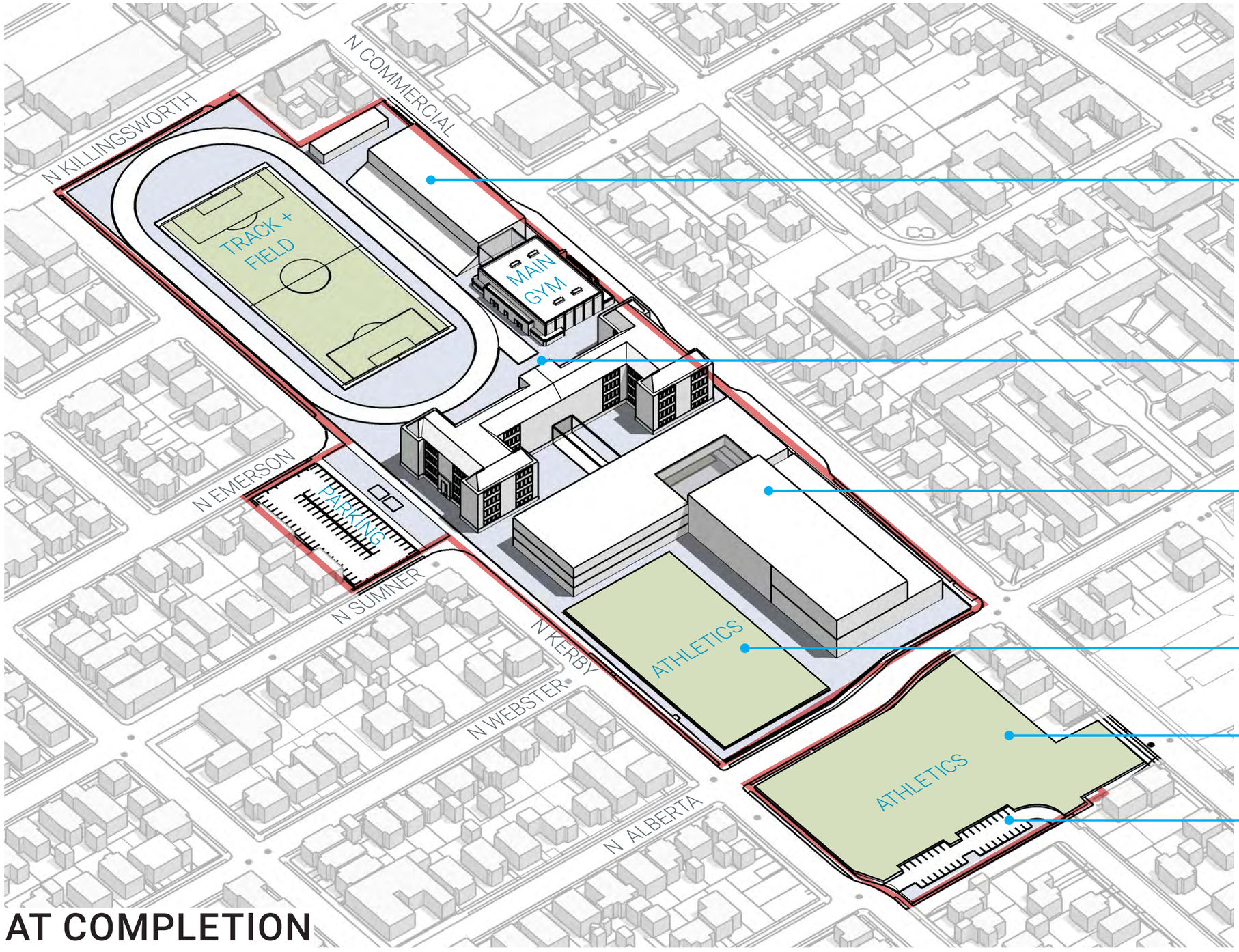
Athletics Complex to the South
New athletics wing with Main and Aux Gyms
New Track + Field and practice fields consolidated on the south side of the site

Additional practice field on South Lot

Additional parking

AT COMPLETION

RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

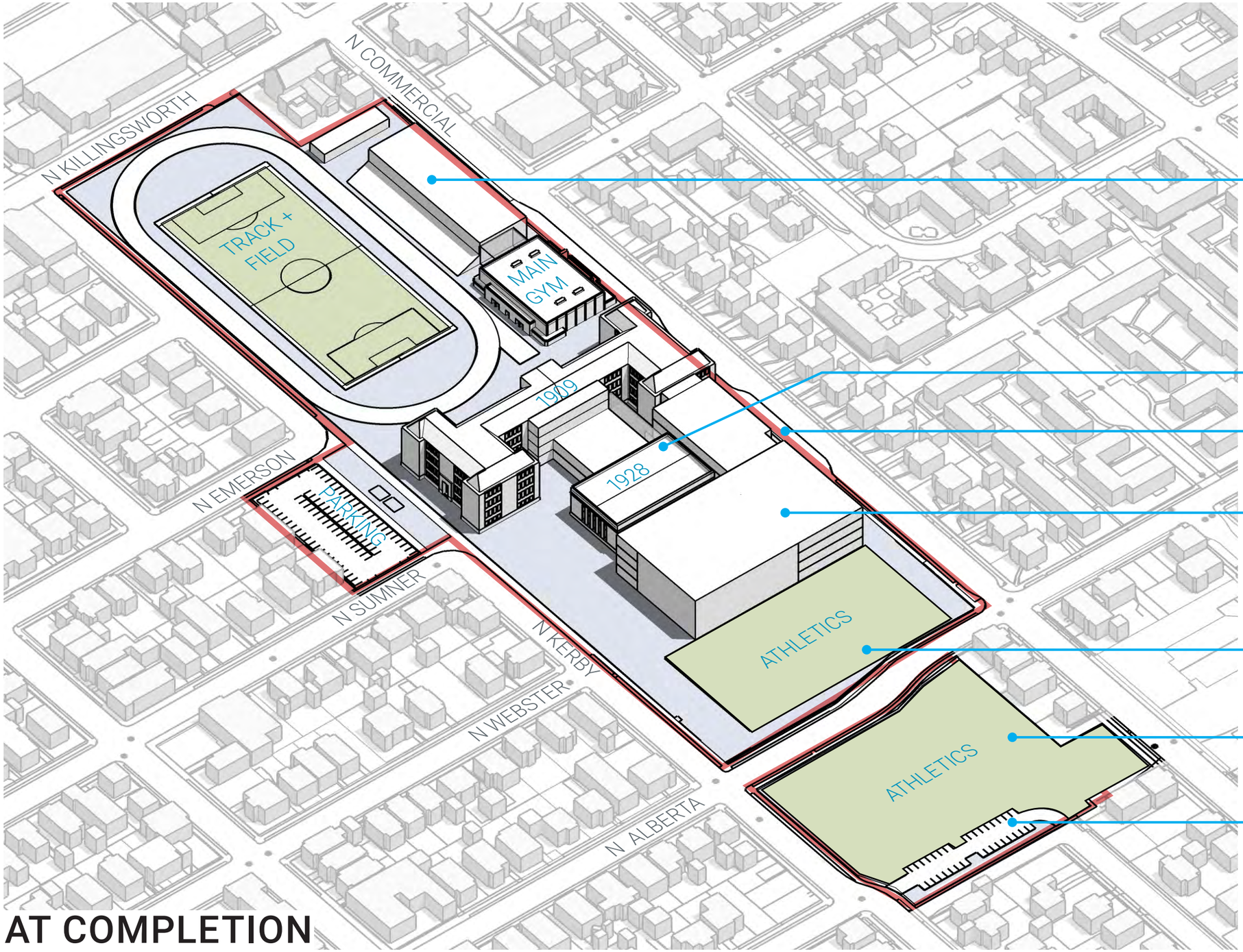
New practice field

Additional practice field/ athletics uses on South Lot

Additional parking

AT COMPLETION

RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Fully Renovated 1928

Main School Entry
along Commercial

New Performing Arts Wing
New Theater, dance studios, arts program spaces

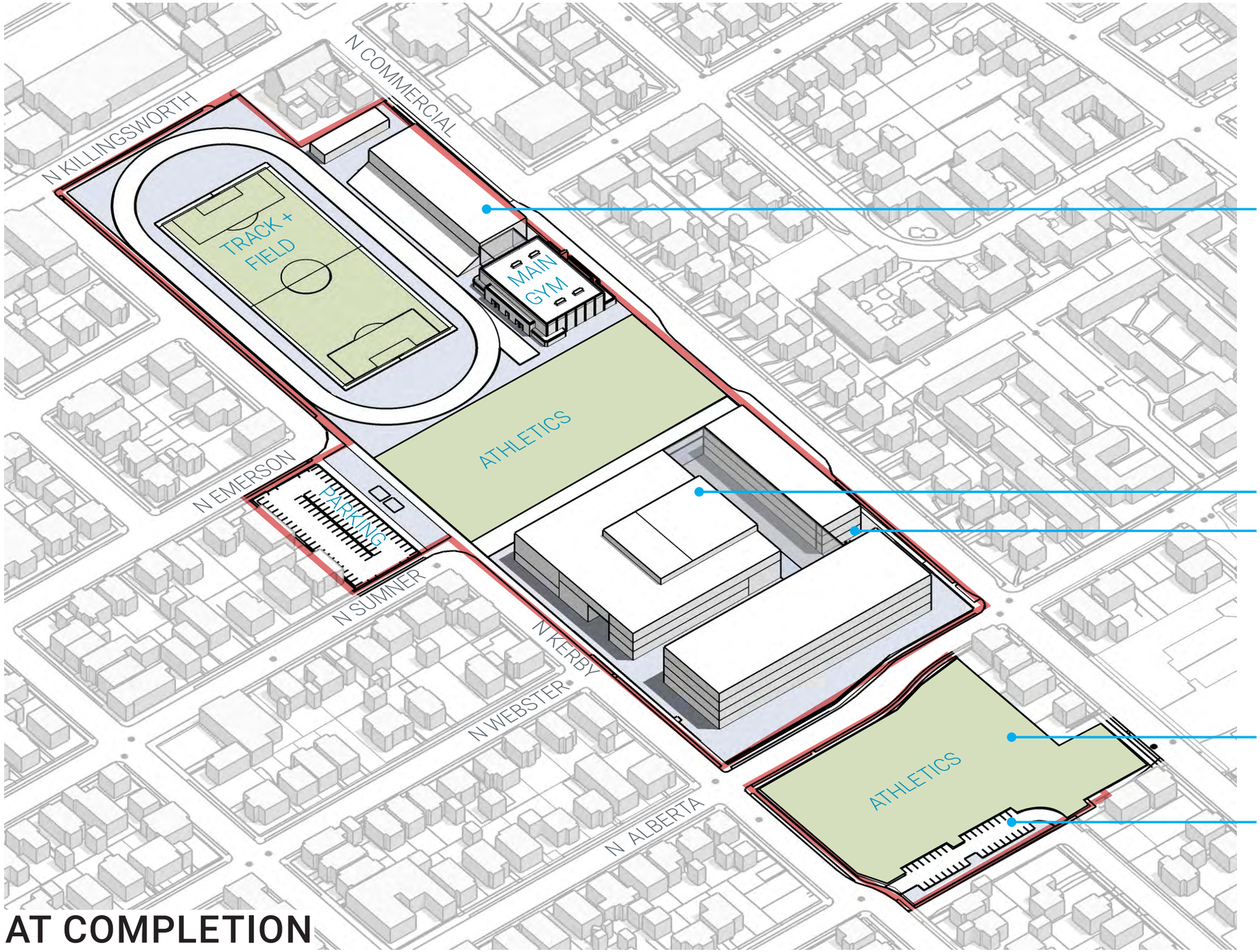
New practice field

Additional practice field/ athletics uses on South Lot

Additional parking

AT COMPLETION

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

New Main School Entry
along Commercial Ave

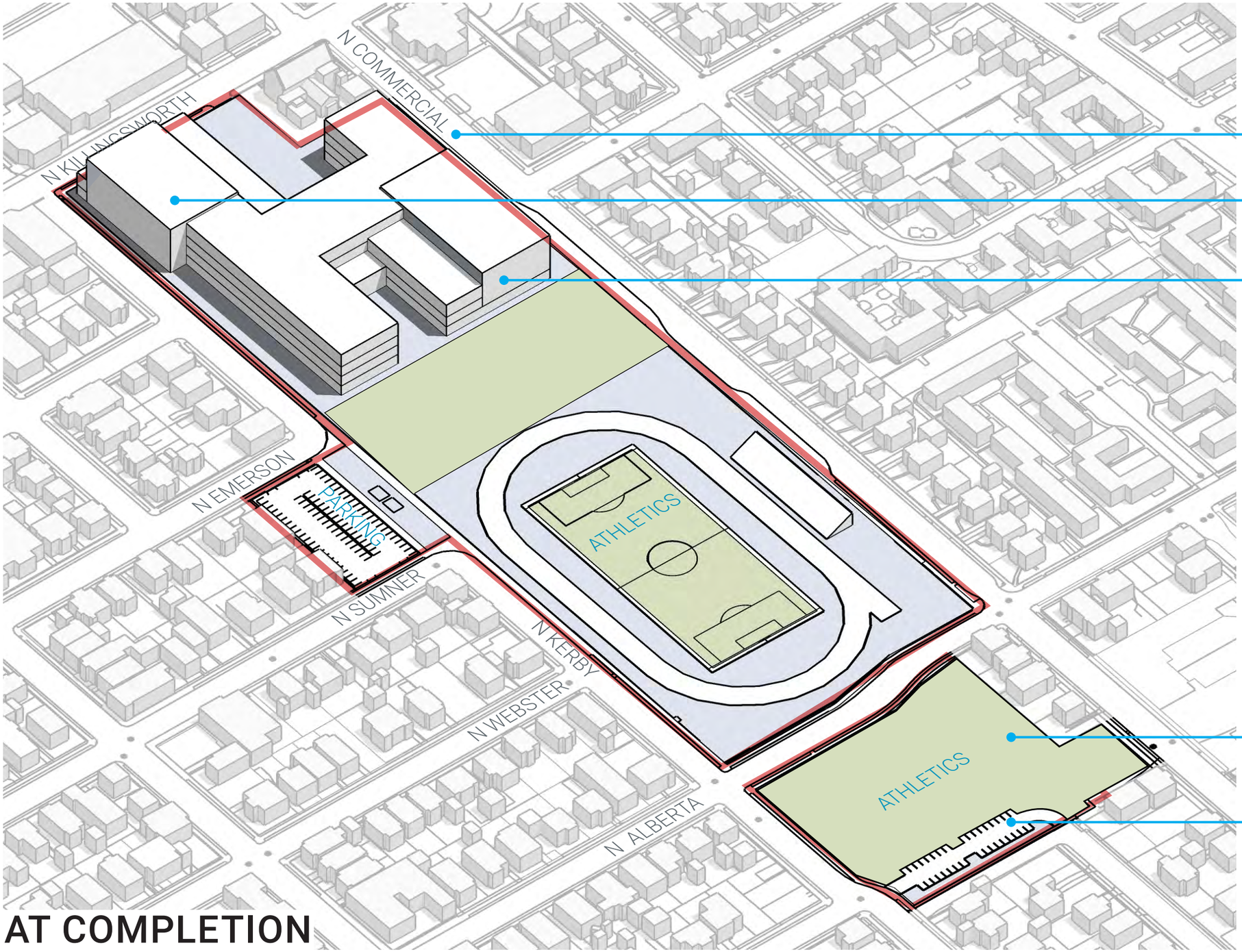
Additional practice field/ athletics uses on South Lot

Additional parking

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



New Main School Entry
along Commercial

New Theater
Civic presence along Killingsworth

Athletics Complex to the South
New athletics wing with Main and Aux Gyms
New Track + Field and practice fields consolidated on the south side of the site

Additional practice field on South Lot

Additional parking

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

SUSTAINABILITY VISION

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 represents both the opportunity and the responsibility to lead this effort and set an example for the District, the City of Portland, and the State of Oregon on how meaningful Climate Action will result in safer, healthier, and more just communities.

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. Athletic fields will take precedence for site use and green roofs will also be explored to mitigate heat island effect

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.
- Seek unique opportunities to use the building to educate students about climate change and resilience
- Reuse materials from the existing buildings onsite to educate student and community members about the site's history.
- Incorporate educational signage on sustainability, health, resilience, ecology, and climate action.

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 layouts will seek to create spaces that prioritize student and community experience in a way that can also accommodate mass timber construction.
- 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.

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.

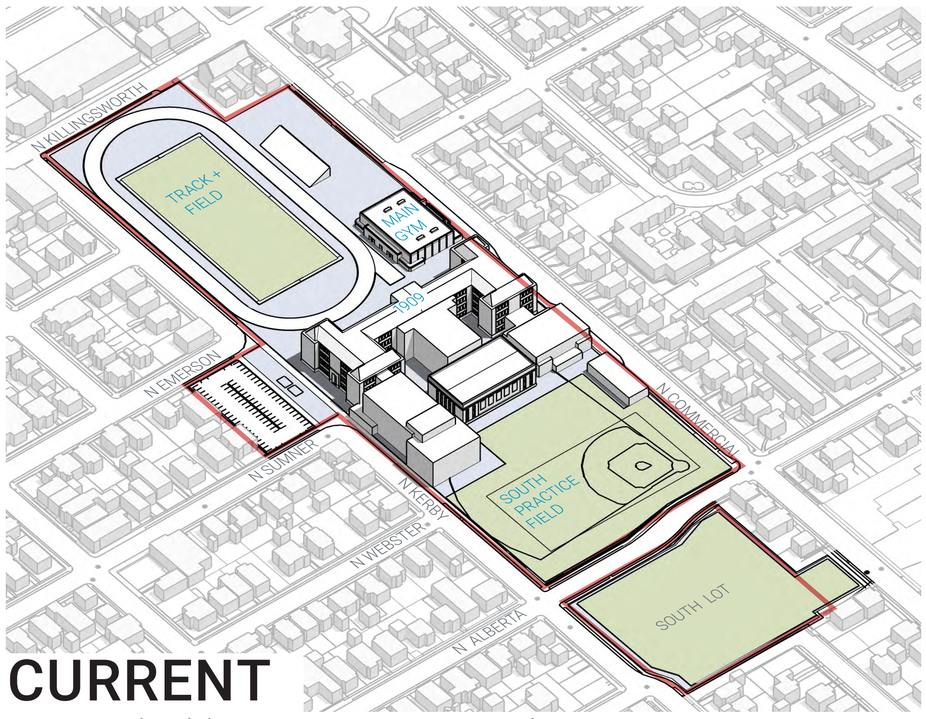
RESILIENCE

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
- Providing operable windows that increase air flow through spaces to alleviate the impacts of 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.

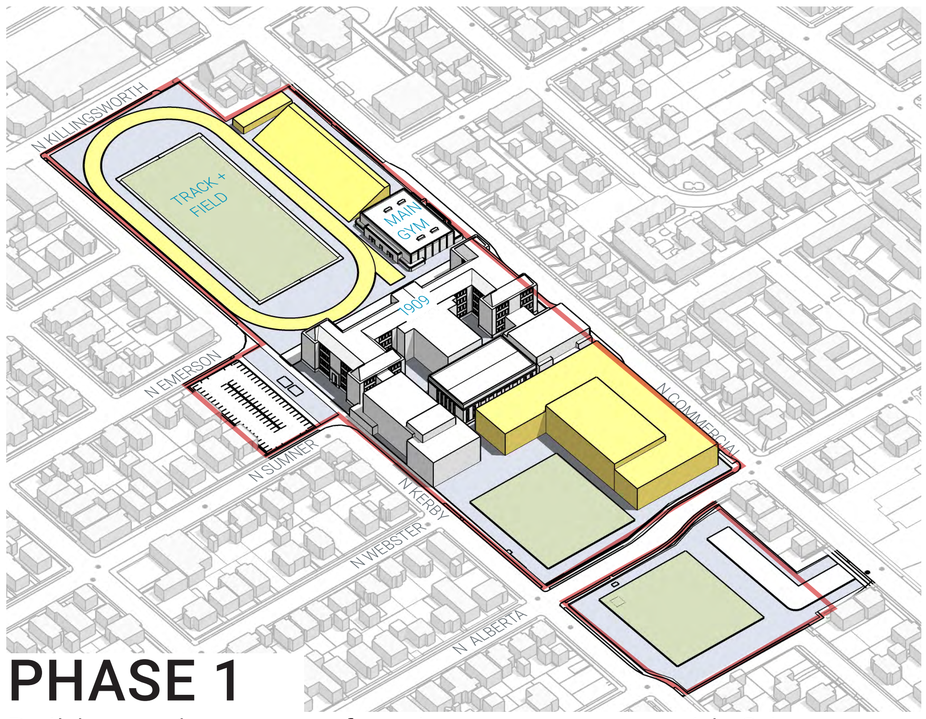
RETAIN 1909 + EXPANSION

FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



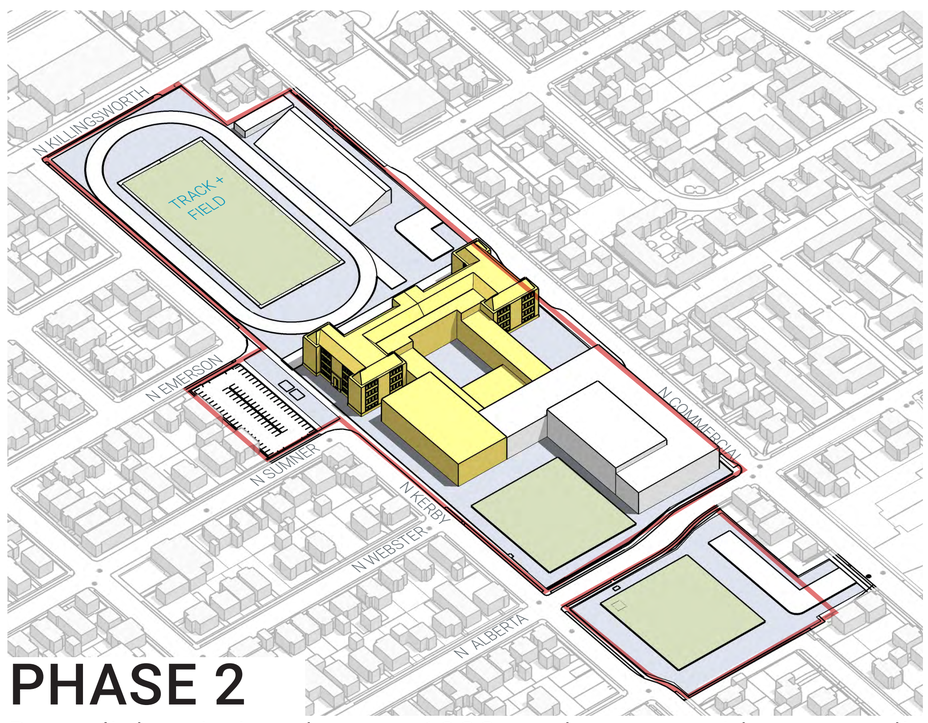
CURRENT

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



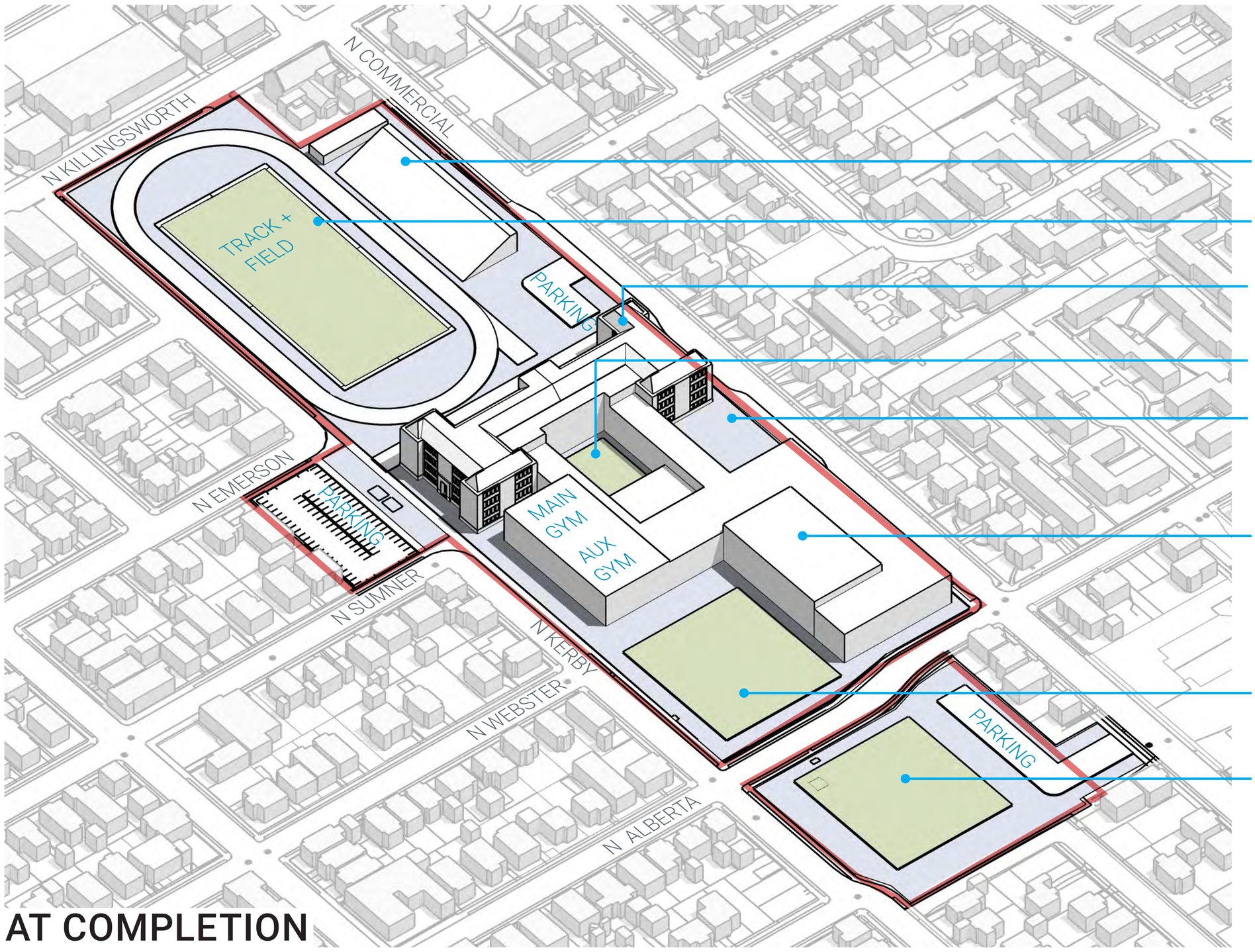
PHASE 1

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.



New stands and field house

Existing Track + Field is retained

Fully Renovated 1909

Courtyard / Outdoor space

Main School Entry Plaza along Commercial Avenue

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex with presence on Commercial

New 1/2 practice field

Multi-use field with parking/ possible garden

AT COMPLETION

- Fully renovate 1909 main building
- Update existing Track and Field with new grandstands
- Students stay in existing spaces during construction

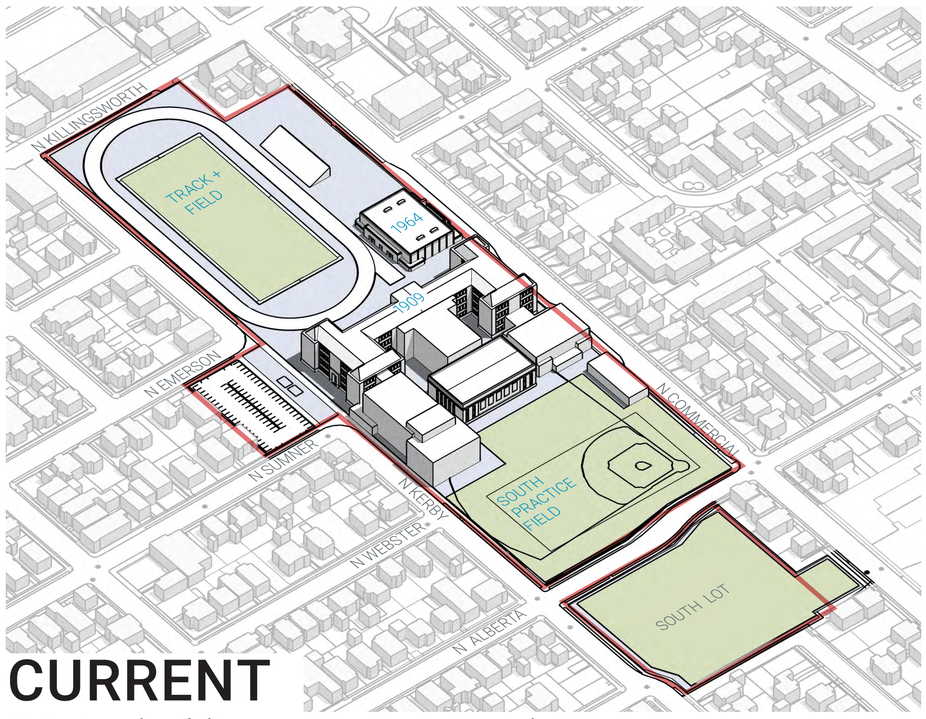
DISRUPTIONS

Minimal to Athletics
- Maintain use of Track + Field
- Use existing gyms until new gyms are completed

Minimal to Academics
- Students stay in existing buildings during Phase 1
- Classes move into new wing at end of Phase 1

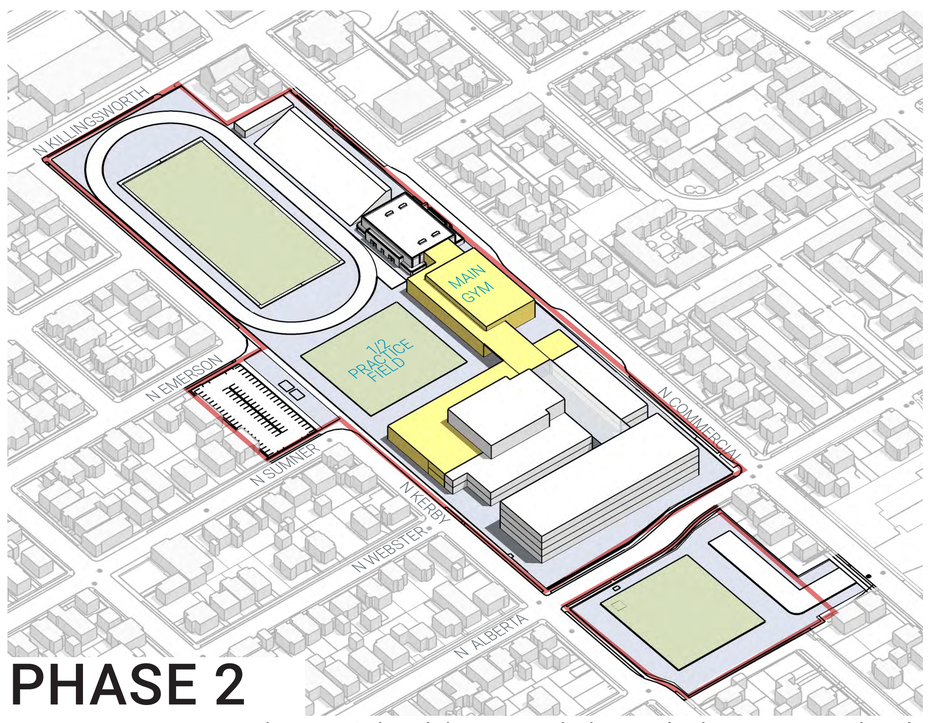
Minimal to Performing Arts
- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 1

NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM



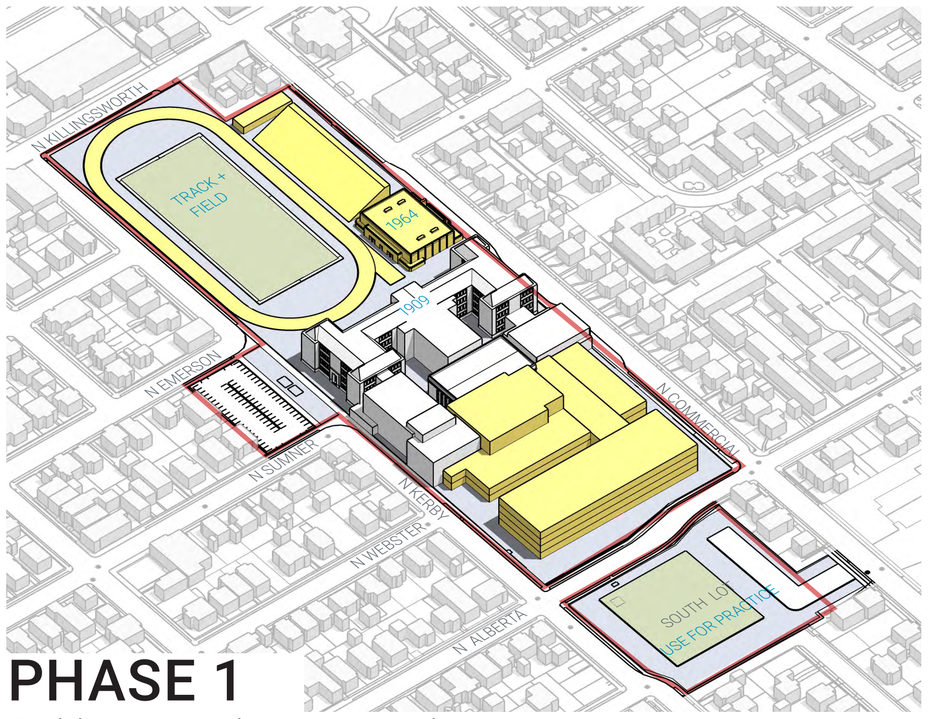
CURRENT

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



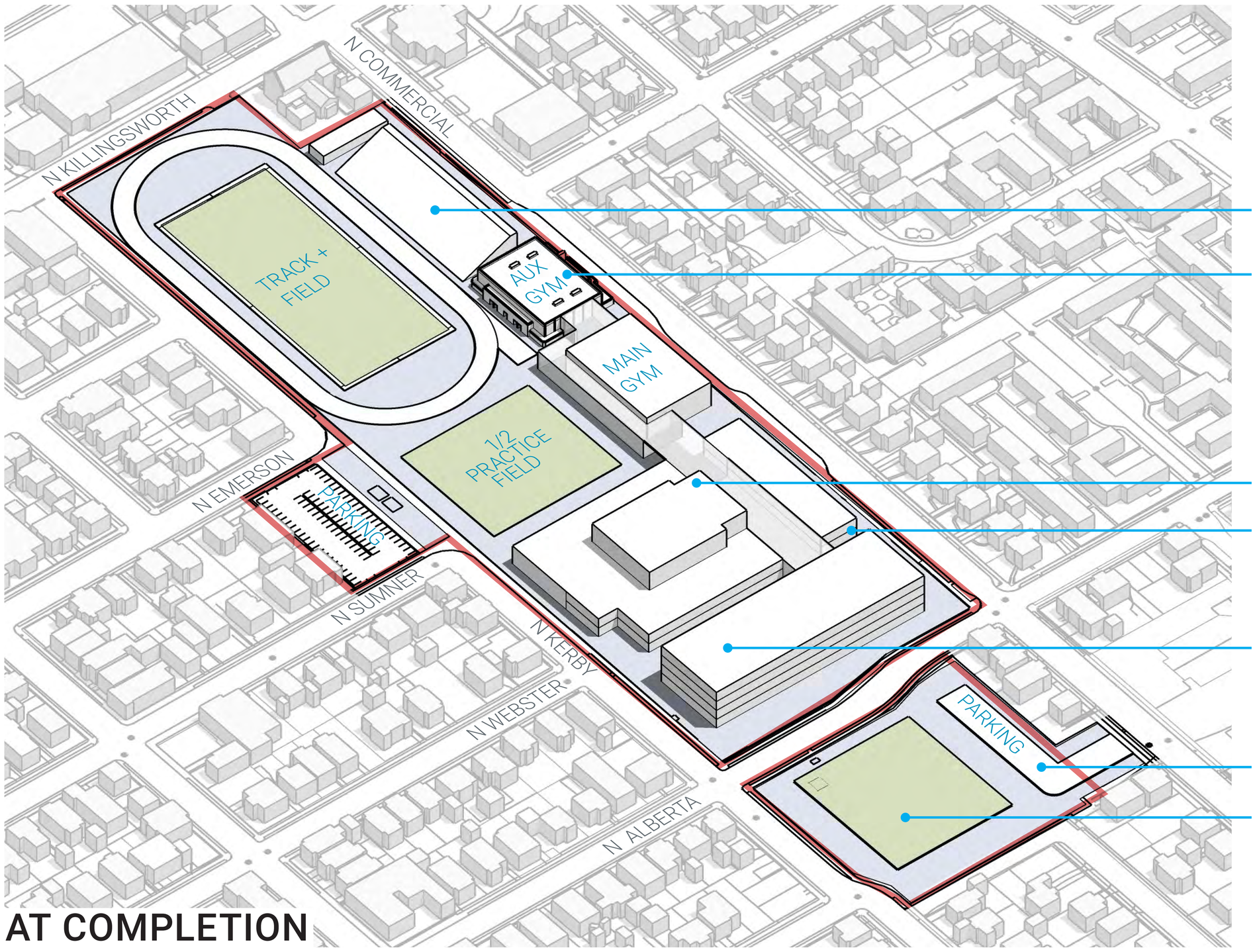
PHASE 2

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



PHASE 1

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



AT COMPLETION

- Fully renovate 1964 Gym with new main gym
- Create street presence along Alberta Street
- Students stay in existing spaces during construction

DISRUPTIONS

Minimal to Athletics

- Maintain use of Track + Field
- Use auxiliary gym while Main Gym is being renovated
- Practice field use is on South Lot until end of Phase 1

Minimal to Academics

- Students stay in existing building during Phase 1 construction that includes new classroom wing along Alberta
- Moves into new classrooms at the end of Phase 1

Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 2

JHS MODERNIZATION

Comprehensive Planning Committee

Meeting 6: Site Planning Approach Review

November 2, 2022

Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. 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 a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.



Land Acknowledgement and 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; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition 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 that truth into spaces so that we can begin to heal.

AGENDA

Welcome
Arrival / Sign In / Food

Land Acknowledgment / Anti Oppression Statement

Comprehensive Planning Roadmap (25 mins)
Path to recommendation / Board approval
Key factors + stakeholders
PPS Planning Driving Factors
Discussion + Questions

Engagement Feedback Key Themes (25 mins)

Design Approach Options (60 mins)
What we heard from CPC 5
Design approach options update
Discussion

Public Comment Period

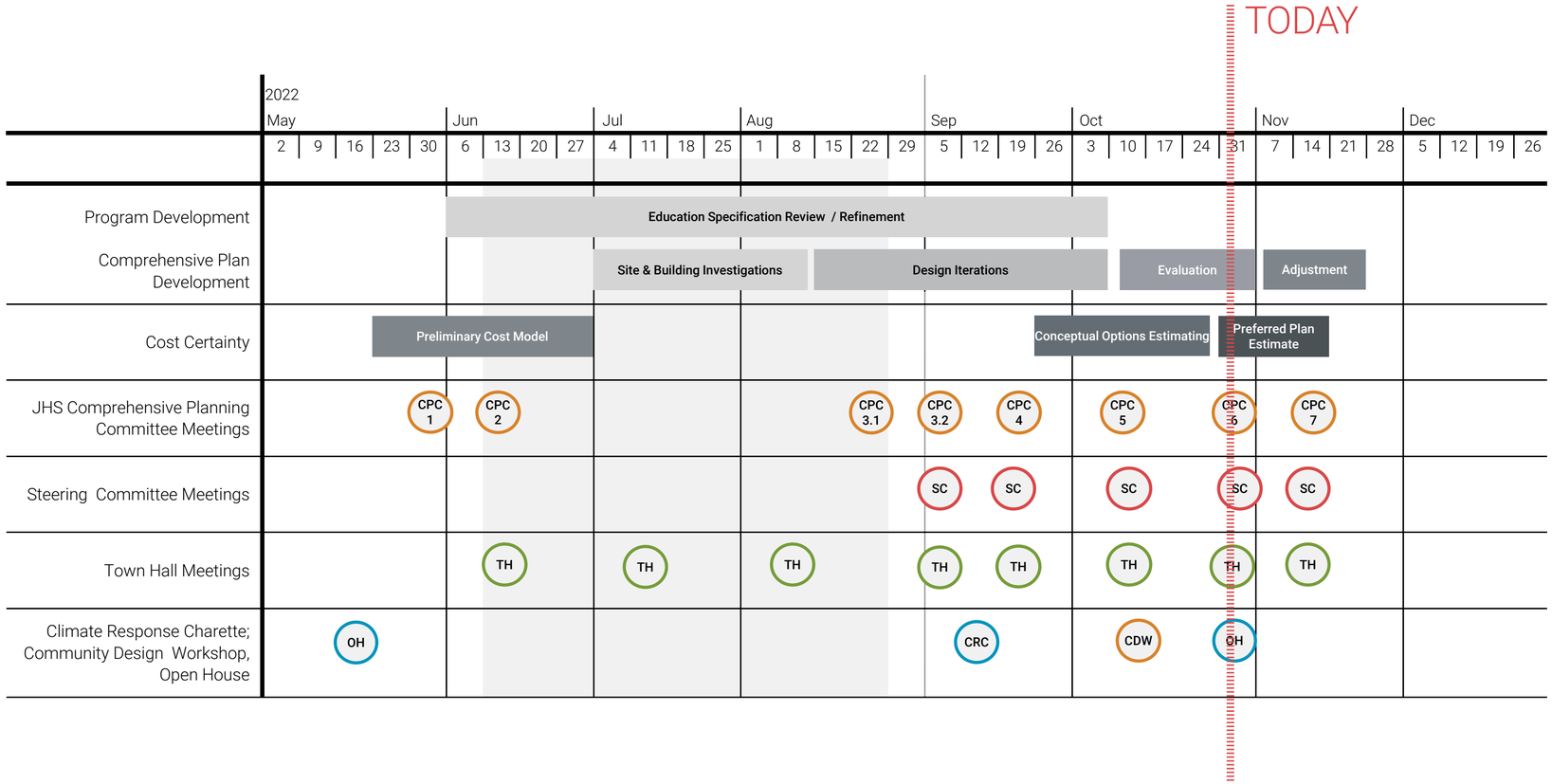
Next Steps

JHS COMPREHENSIVE PLANNING ROADMAP

Schedule of Meetings

Location: Jefferson High School - Library @ 6:30PM
Location subject to change check the website

Date	Topic
June 1	Process Overview, Design Justice Training
June 15	Vision/Mission/Goals
August 24	Site Plan Scenarios Session 1
September 7	Site Plan Scenarios Session 2
September 21	Program and Design Options
October 12	Multiple Massing Options
November 2	Three Massing Options
November 16	Cost Review/Selection



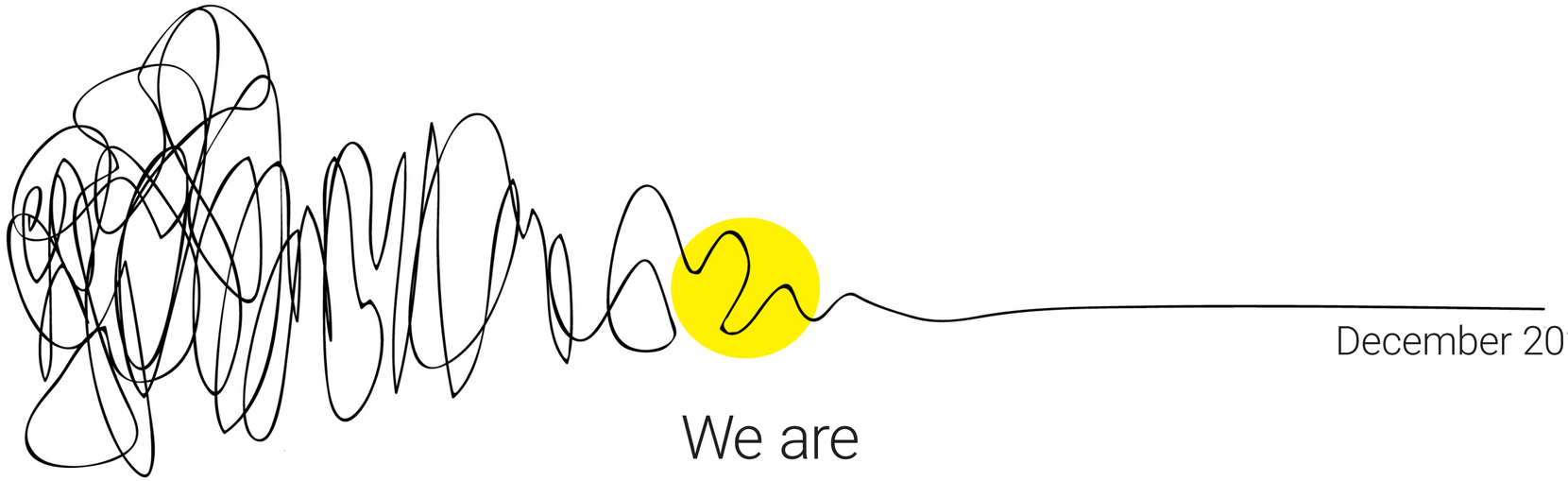
Updated 6-5-2022
schoolmodernization@pps.net
jhsbond@pps.net

BORA LEVER COLLOQATE PPS

DESIGN PROCESS FUNNEL

uncertainty / insights / stories / themes

clarity / focus



PATH TO RECOMMENDATION

OCT 12

CPC 5

(4) DESIGN APPROACH OPTIONS

QUALITATIVE FEEDBACK BETWEEN OPTIONS

Engagement + Reviews:

- Town Hall
- 10/15 Design Workshop
- Tour of McDaniels + Lincoln HS
- Community Events (CDO)
  - BBQ Intergenerational
  - Student tour of JHS
- Neighborhood House BIPOC Fall Festival
- Math Game Night @ Woodlawn Elementary
- OAME meeting
- Tubman Family Night
- Student Engagement Class Sessions
  - Jeff Beyond HS
  - Leadership Class
  - BSU Student Focus Group
- Staff + Faculty Meeting
- Space Program Review/ Partner Stakeholder Meetings
- JHS Administration Review
- OSM + District Leadership Review
- CBSE Engagement Work Session
- BOE Facilities & Operations Committee update presentation
- City of Portland Land Use Application and staff feedback

NOV 2

CPC 6

(2) DESIGN APPROACH OPTIONS

QUALITATIVE DISCUSSION BETWEEN OPTIONS

RECRUIT YOUR CONSTITUENTS TO THE OPEN HOUSE IN MID NOVE

Engagement + Reviews:

- Community Events (CDO)
  - Tae's Big Family Community Listening Session
  - BIPOC Feeder School Families Sessions
  - Alumni/ Jefferson Boosters/ Boys to Men/Girls to Women
  - 2000 Alumni Focus Group
- Student Engagement Class Sessions
  - Redesign Workshops
- Space Program Review/ Partner Stakeholder Meetings
- JHS Administration Review
- OSM + District Leadership Review
- PPS Steering Committee
- BOE Facilities & Operations Committee update presentation
- City of Portland Land Use Public Hearing

NOV 16

OPEN HOUSE + CPC 7

FINAL REVIEW OF DESIGN APPROACHES

POLLING FOR RECOMMENDATION TO PPS BOARD FOR APPROVAL IN DECEMBER

PPS SCHOOL BOARD APPROVAL

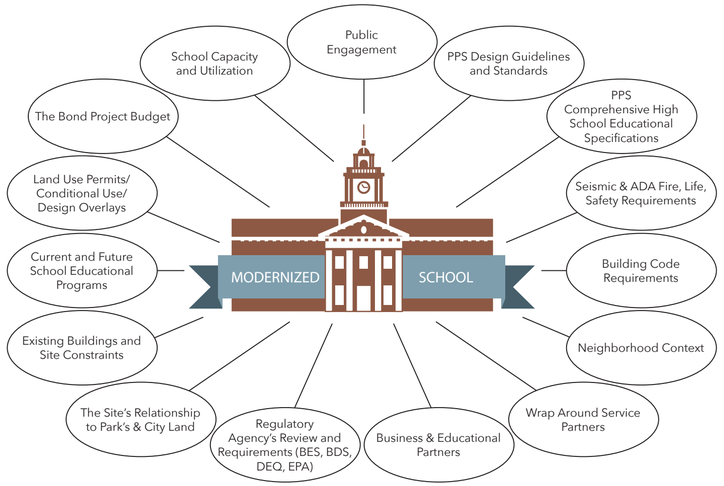
PPS BOARD OF EDUCATION
December 2022 Board Meeting

DESIGN APPROACH RECOMMENDATION

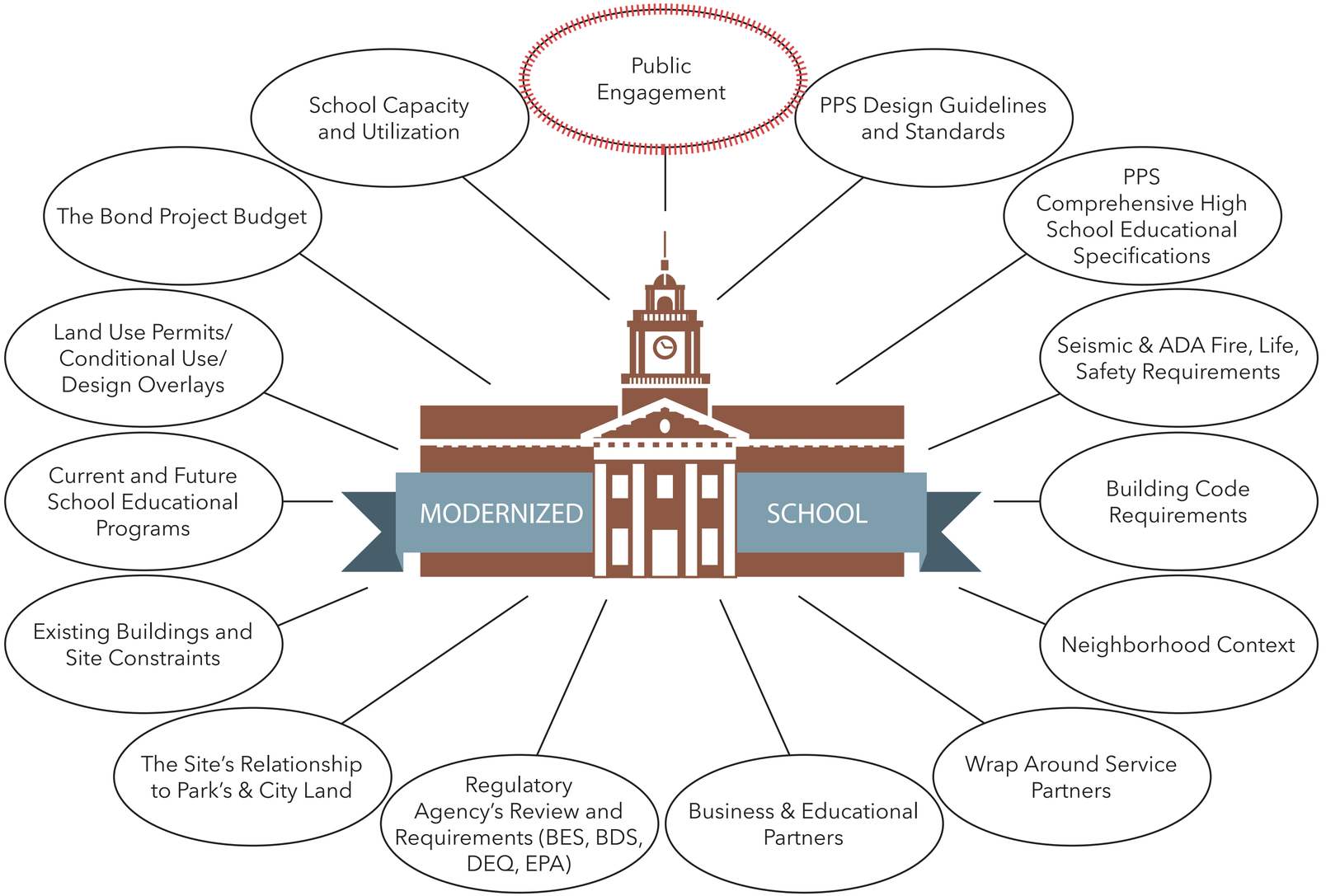
SCHOOL BUILDING IMPROVEMENT BOND

OFFICE OF SCHOOL MODERNIZATION (OSM)

SUPPORTED BY PROJECT DESIGN TEAM



Factors Influencing Jefferson Comprehensive Plan



KEY STAKEHOLDERS

JHS STAKEHOLDERS

Counselors

Jefferson Dancers

STAFF + FACULTY

PARTNERS

SPACE PROGRAM REVIEW

SEI
PCC
Latino Network

JHS Administration + Leadership

- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle

PPS STAKEHOLDERS

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School relmagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards

OFFICE OF SCHOOL MODERNIZATION (OSM)

STEERING COMMITTEE

Bond Budget
Project Schedule

INNOVATION STUDIO

DISTRICT LEADERSHIP

BOND ACCOUNTABILITY COMMITTEE

Center for Black Student Excellence

- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

PPS Partners:
- Teen Parent Center
- Multnomah County Student Health Clinic

PUBLIC ENGAGEMENT

Town Halls
Open Houses
Community Design Workshop
Climate Action Workshop

CPC

Building Tours:
JHS
McDaniels
Lincoln

Open General Public

Leadership Class
Redesign Workshop
Beyond HS Workshop
Focus Groups

Student Engagement

Interviews
Video Log
Tabling
Focus Groups
Gatherings

JHS Community Events

Parent + Family

PTSA
Feeder School Events
Family Events

REGULATORY AGENCIES

LAND USE

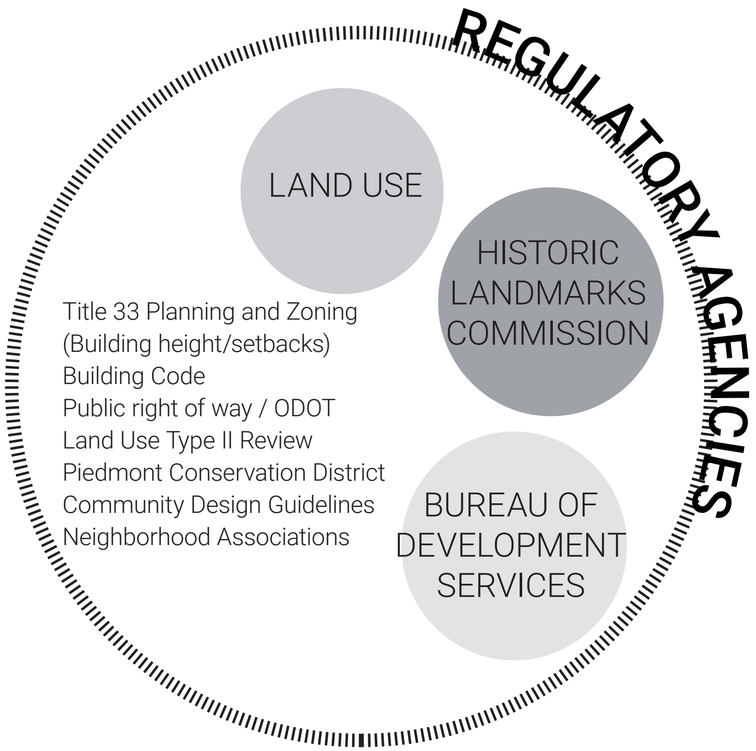
Title 33 Planning and Zoning
(Building height/setbacks)
Building Code
Public right of way / ODOT
Land Use Type II Review
Piedmont Conservation District
Community Design Guidelines
Neighborhood Associations

HISTORIC LANDMARKS COMMISSION

BUREAU OF DEVELOPMENT SERVICES

KEY STAKEHOLDERS

- **Notice of Public Hearing signs posted on site**
- **Meeting with Land Use Planning and Historic Consultants**
- **Requested a Design Advice Meeting with City of Portland Planning Department to discuss Land Use process**



LAND USE

Land Use Design Advice Meeting | Historic Landmarks Commission

Signs are at the site - there is a public hearing on November 14 and you're welcome to attend!

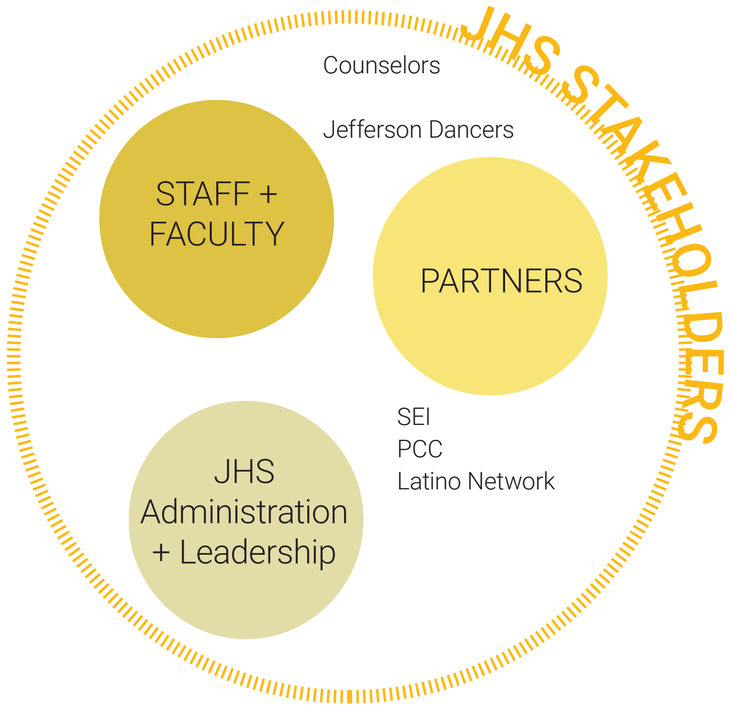
- This is an early meeting with the Historic Landmarks Commission to get its feedback on the JHS design options - there will be a second meeting in early 2023
- Two pathways to Land Use approval:
    - Replacement: Type III review in front of The Historic Landmarks Commission
    - Replacement would probably need Demolition Review and is not certain to prevail
    - Renovation: Type II review by City Staff

- **City staff strongly encourages retention of the 1909 Building.**
- **Any appeal is a significant risk can delay project and have added cost impacts**

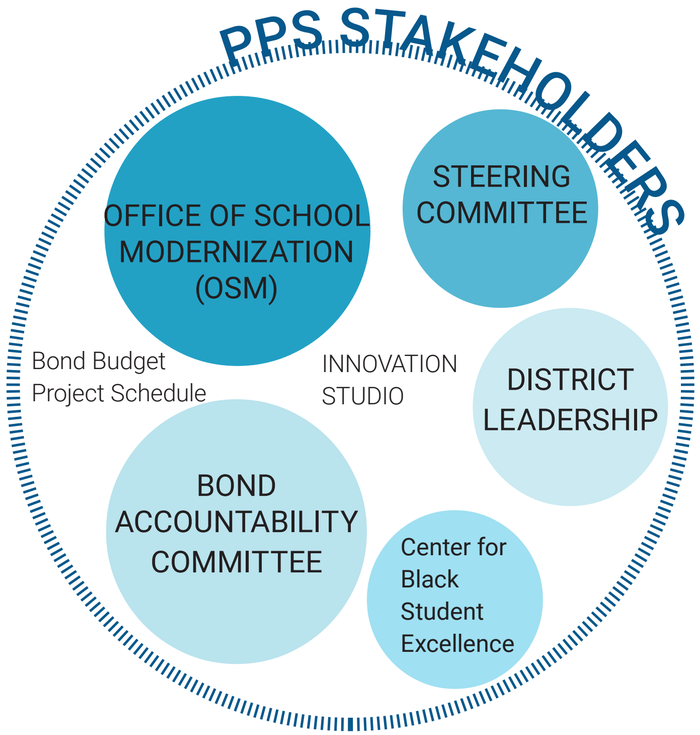




KEY STAKEHOLDERS



- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reImagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards



- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

PPS Partners:

- Teen Parent Center
- Multnomah County Student Health Clinic

- **Staff + Faculty Meeting**
- **Space Program Reviews / Partner Stakeholder Meetings**
- **JHS Administration Review of Options**

- **OSM + District Leadership Review**
- **CBSE Engagement Work Session**
- **BOE Facilities & Operations Committee update presentation**

PLANNING DRIVING FACTORS

PPS REQUIREMENTS
HIGH LEVEL DRIVING FACTORS

THREE ATHLETIC VENUES:

TRACK + FIELD
1/2 PRACTICE FIELD
MULTIUSE SOUTH FIELD

MEET SQUARE FOOTAGE OF ED SPEC FOR HS

TRAVEL DISTANCES NOT LONGER THAN OTHER PPS MODERNIZATIONS

REFLECTS COMMUNITY FEEDBACK + INPUT

SIMPLEST PHASING POSSIBLE

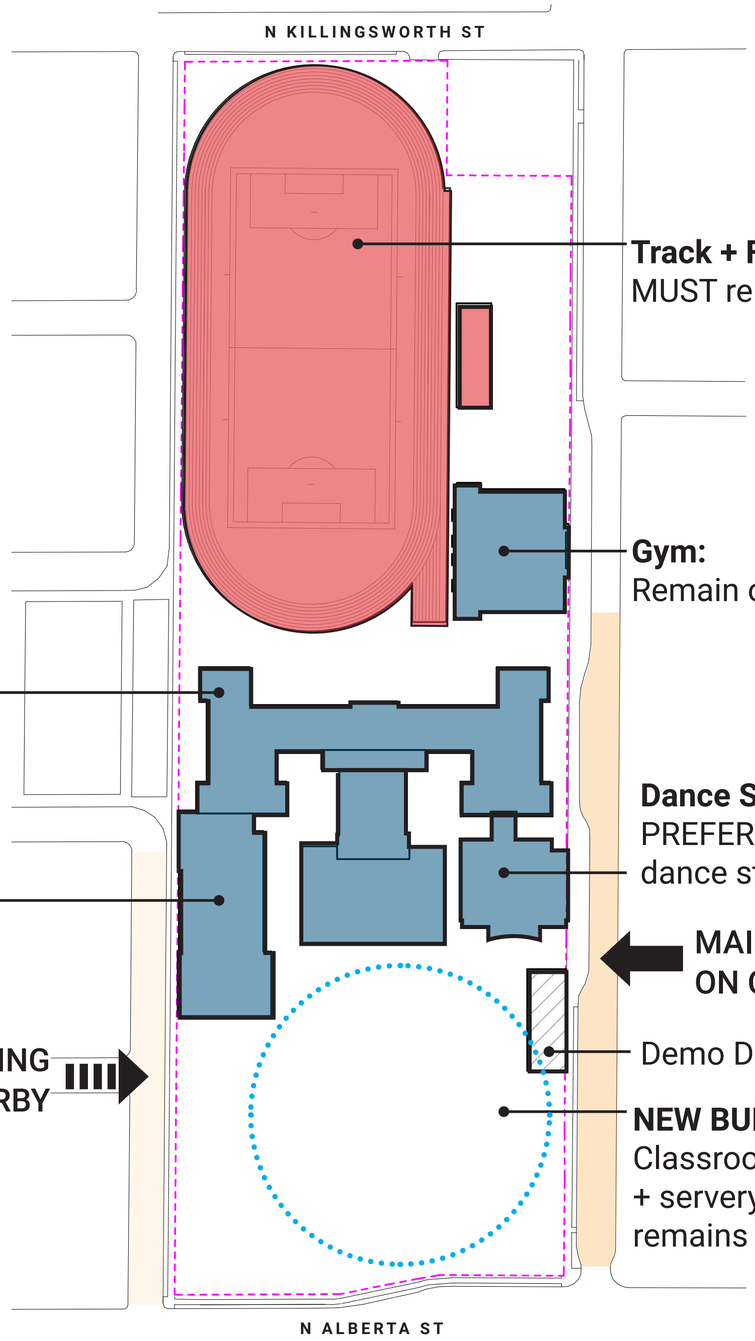
ALL CONSTRUCTION COMPLETE BY FALL 2028

600 STUDENTS IN NEW CLASSROOMS BY FALL 2026

Students stay on site during construction.

PLANNING DRIVING FACTORS

PPS REQUIREMENTS
SPATIAL DRIVING FACTORS



Track + Field:
MUST remain in use throughout construction

Gym:
Remain open until new gym is built

Classrooms + Admin:
Minimize disruptions
PREFER without temporary portable classrooms

Dance Studios:
PREFER to remain open until new dance studios are built

Theater/Perf Arts + Servery
MUST remain open until new servery, theater and performing arts spaces are built

MAIN ENTRY ON COMMERCIAL

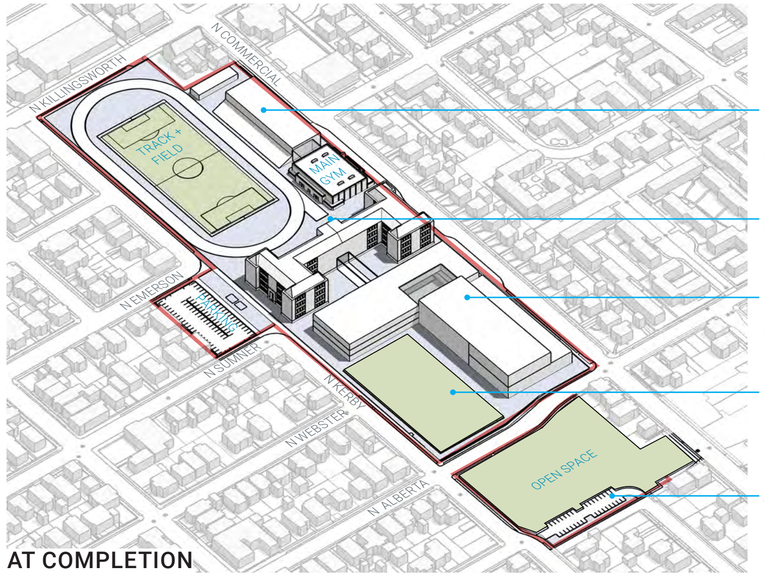
LOADING ON KERBY

Demo Day 1

NEW BUILD by FALL2026:
Classrooms for 600 students (~24 classrooms), admin + servery, performing arts/ theater while existing school remains open

DESIGN APPROACH OPTONS FROM CPC 5

RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

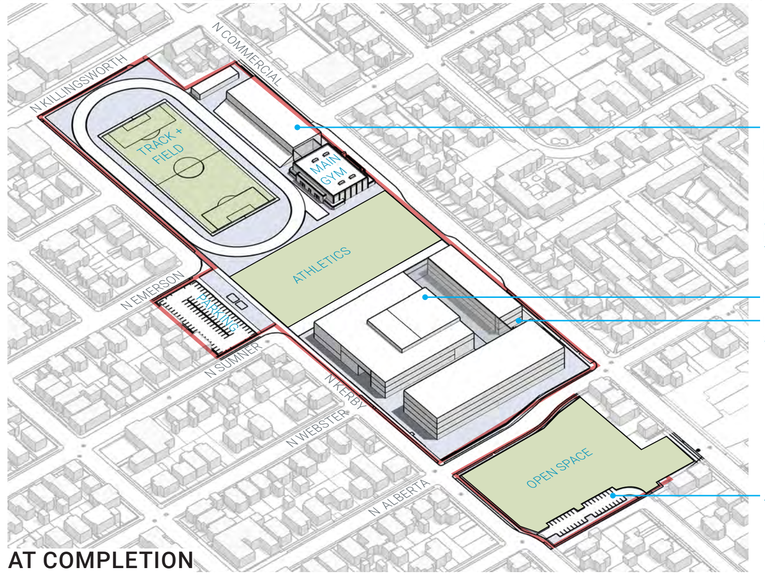
New practice field

Additional parking

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOGATE

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

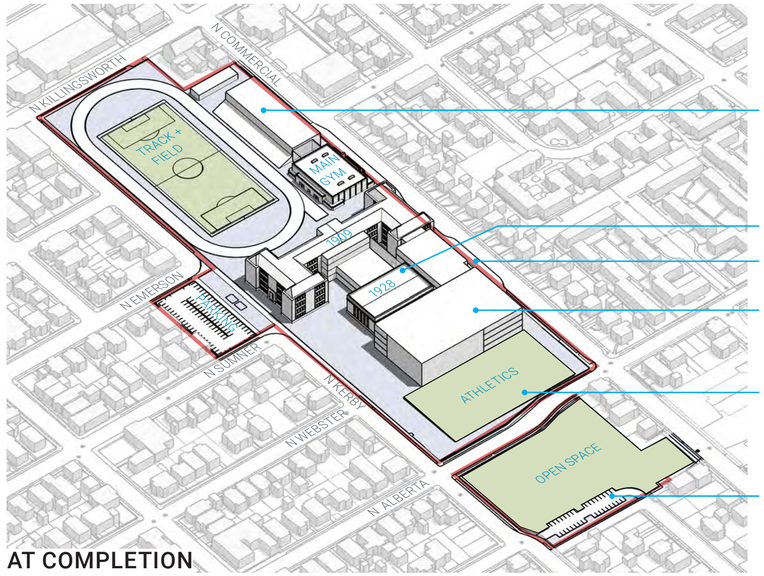
New Main School Entry
along Commercial Ave

Additional parking

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOGATE

RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Fully Renovated 1928

Main School Entry
along Commercial

New Performing Arts Wing
New Theater, dance studios, arts program spaces

New practice field

Additional parking

AT COMPLETION

NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



DOES NOT MEET REQUIREMENT FOR EXISTING Track + Field TO STAY IN OPERATION AND REQUIRES ATHLETICS TO SWING OFF SITE

AT COMPLETION

Feedback:

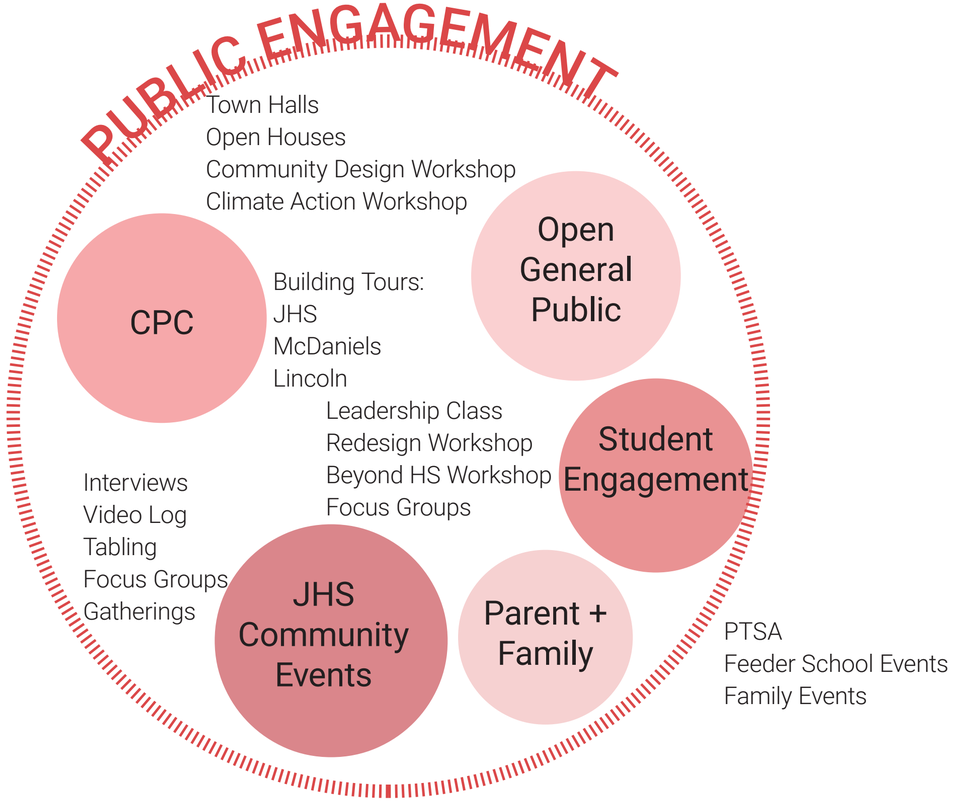
- Street presence for performing arts / theater
- Minimal impact to education
- Academics First

QUESTIONS?

KEY STAKEHOLDERS

Engagement Events:

- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle



KEY THEMES

What We Heard, Who We Heard It From





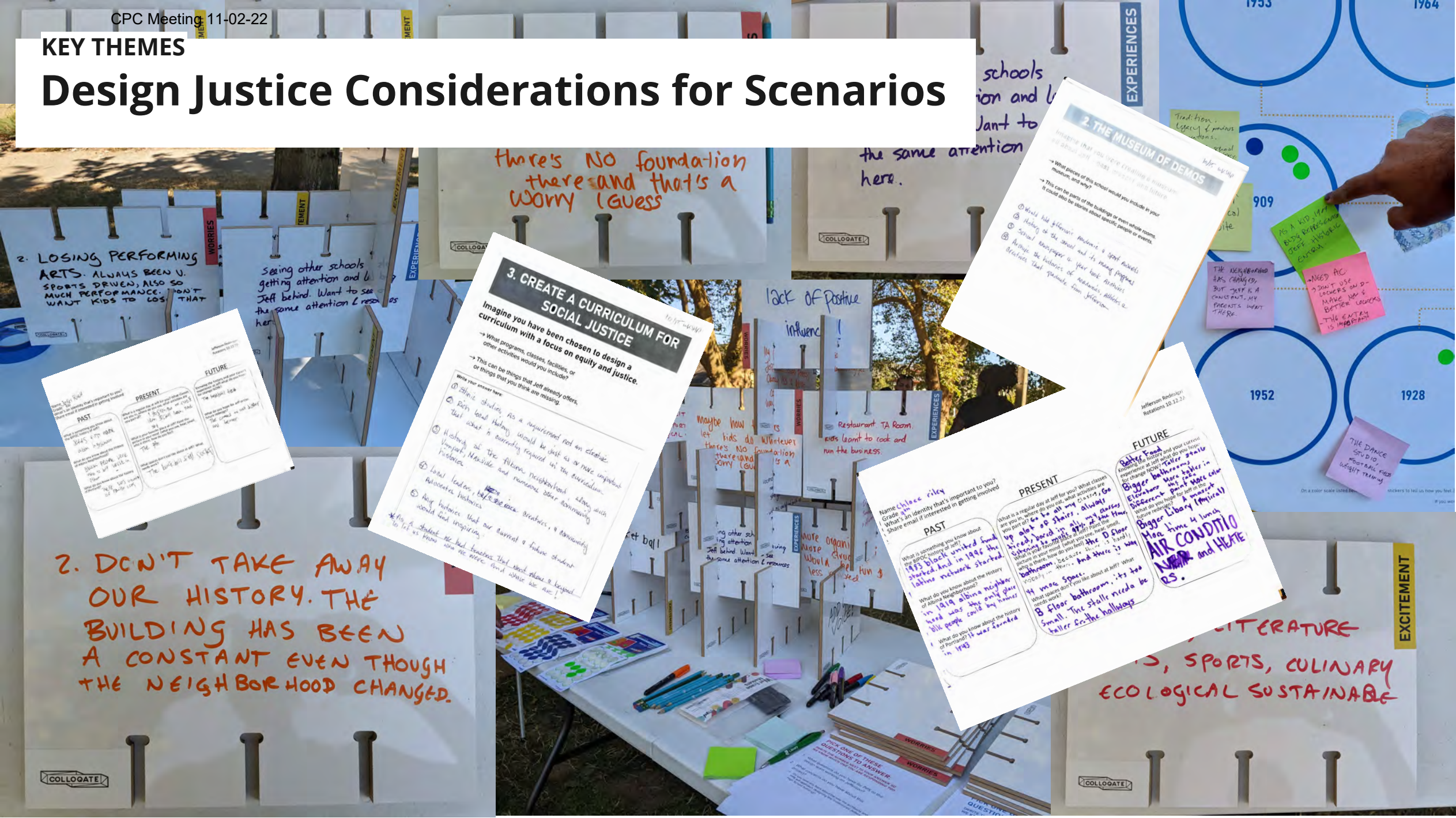
over
600 stakeholder discussions

over
700 comments

Priority users are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.

KEY THEMES

Design Justice Considerations for Scenarios



KEY THEMES

Design Justice Considerations for Scenarios

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization

Cultural Significance Within Context of Displacement



The Black Community Remains Rooted In This Place



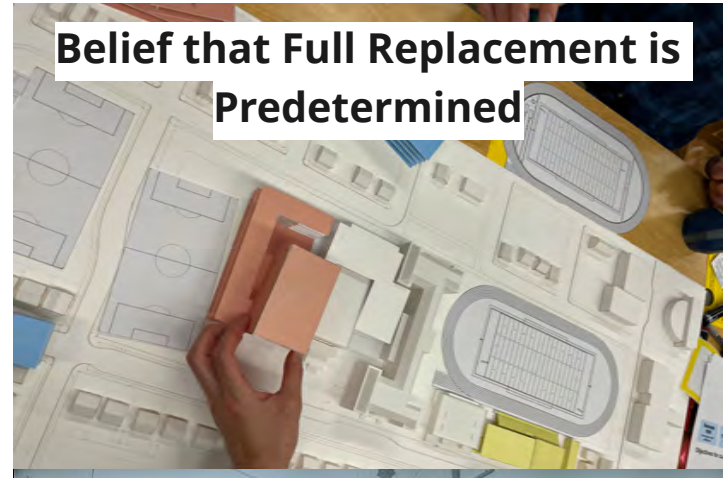
Continued Demolition of Black Space is Traumatizing



Full Replacement Would Do Irreversible Damage



Belief that Full Replacement is Predetermined



The Historic Buildings Anchor Cultural Connection

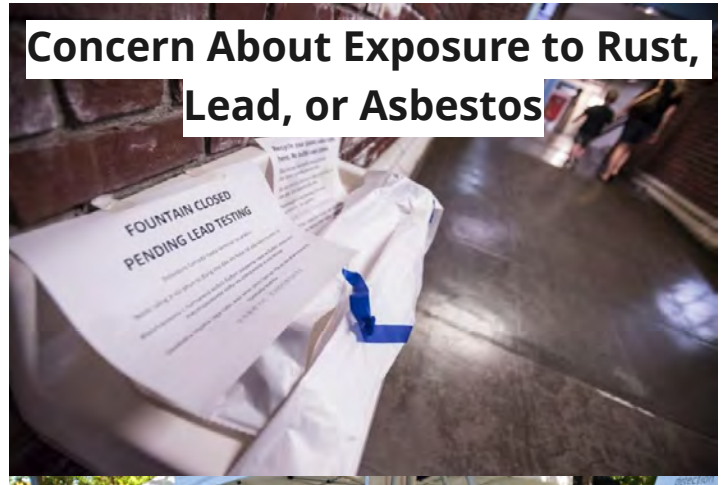


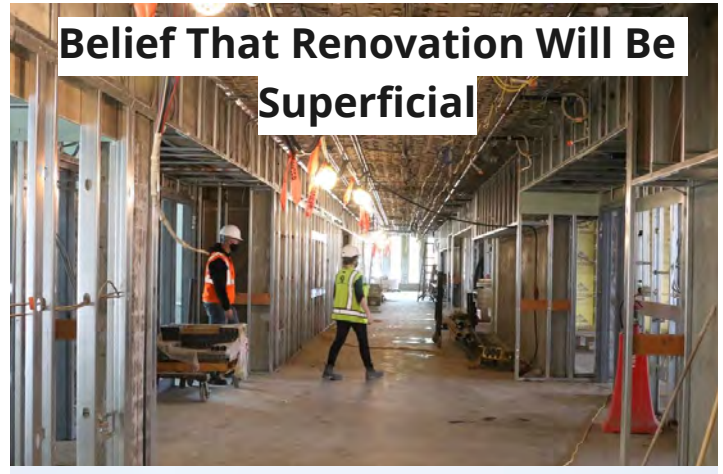
KEY THEMES

Design Justice Considerations for Scenarios

Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement













KEY THEMES

Design Justice Considerations for Scenarios

Common Desires Across Both Scenarios

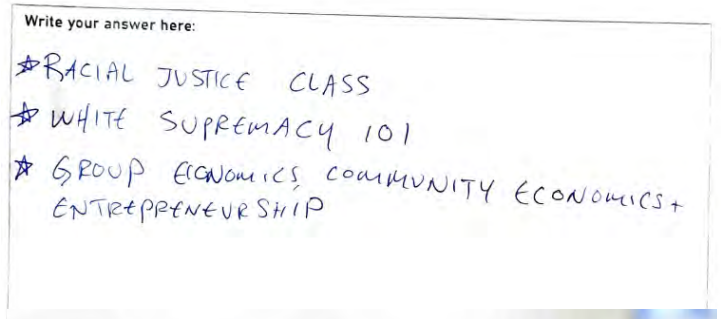
Jeff As a Cultural, Student, and Community Hub



Covered Outdoor Gathering for Students and Community



State-of-the-Art Facilities and Culturally Relevant Programs



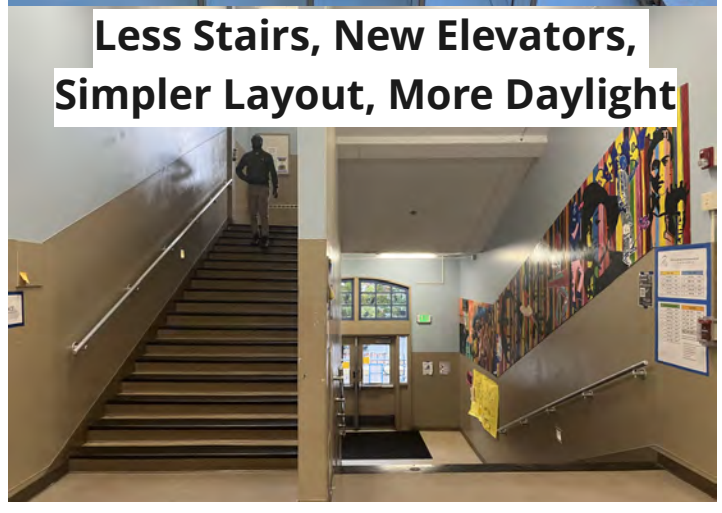
Revitalize Historic Programs and Increase Economic Opportunities



Present and Future Health and Safety Concerns



Less Stairs, New Elevators, Simpler Layout, More Daylight



KEY THEMES

Narrative Themes

Comments are synthesized and grouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is **most impacted** by the project
- Who is **most vulnerable** in the communities associated with the project
- What the **prevalent concerns** of these communities may be
- **Existing operational considerations** and experiences
- Outstanding **questions and concerns** about the project
- **Potential opportunities** that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.



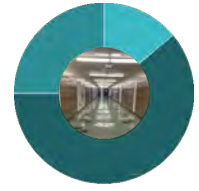
TRUST



IDENTITY, CULTURE, BELONGING



SAFETY



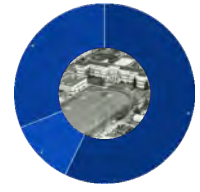
ACCESS



FLEXIBILIT, CHANGE



RESOURCES



DELIGHT



EMBRACING THE OUTDOORS

KEY THEMES

Narrative Themes

Trust



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, Belonging



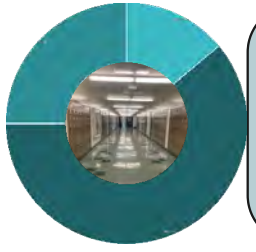
Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.

Safety, Security, Wellness



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



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

Flexibility, 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. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.

Resources



Schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment including 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



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.

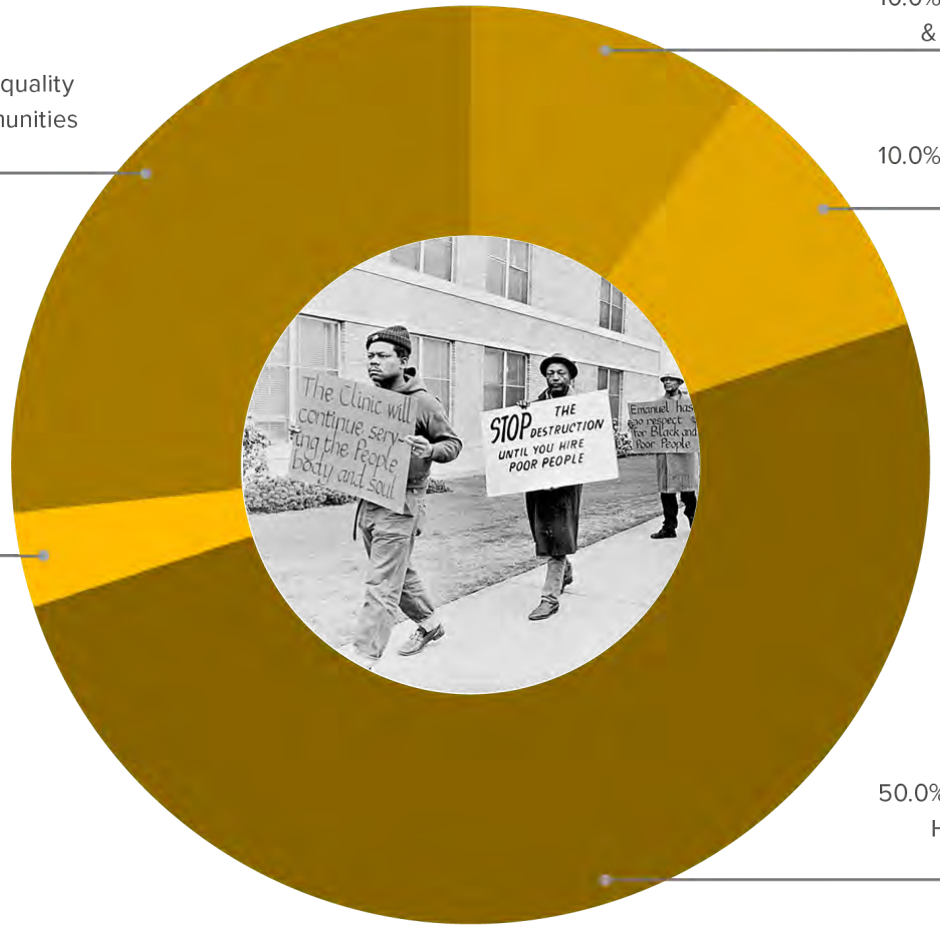
Embracing the Outdoors



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.

KEY THEMES

Narratives Spanning Scenarios: TRUST



Stakeholder Quotes:

Why is Jeff the last building being worked on?

Jeff should be remodeled. Do right by the past, present, and future.

As gentrification is drawing down our Black student numbers, it is also bringing in Latinos. Our overall demographics are shifting and continue to shift. Would like to see us continue to address this shift.

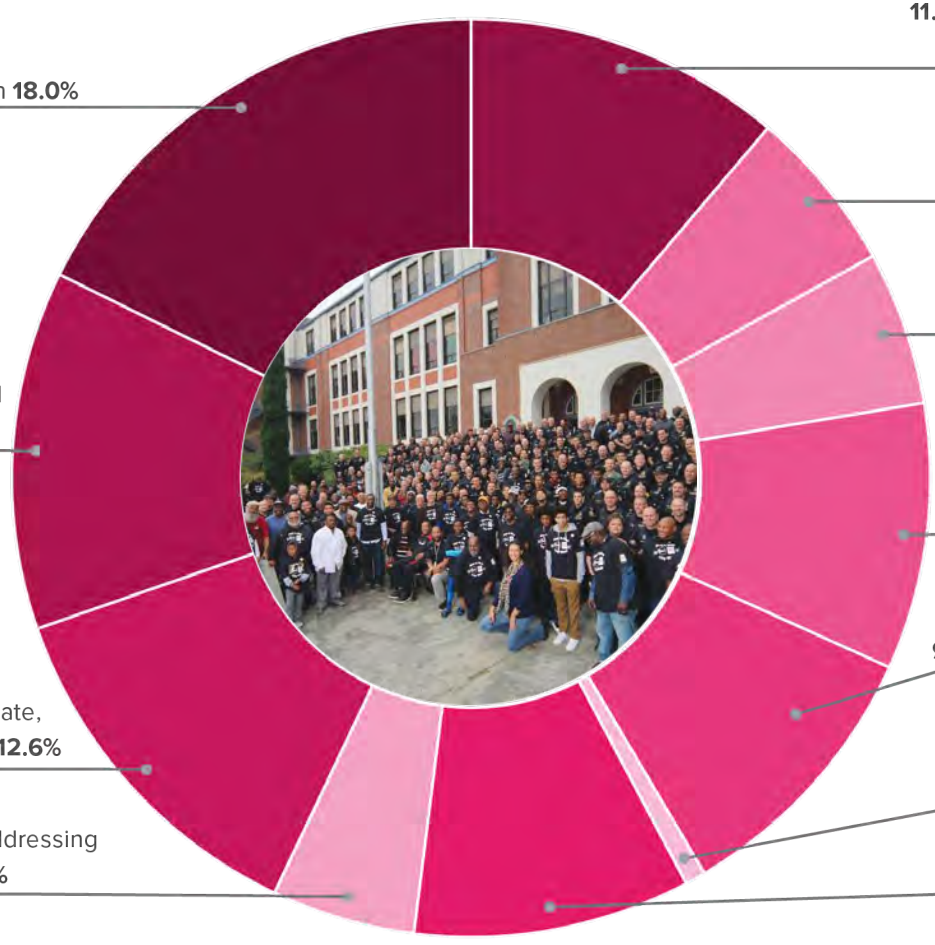
"We're out of the game, it's not for us. What is our voice to them? You look around and you see everything, it's all new, why couldn't it be all new years ago when we were here? Its New now because it's for the new community [not us]"

I don't trust PPS to tear down and rebuild while preserving the history.

This project should acknowledge the history of harms from PPS to Black and brown communities. At least in the design and engagement process.

KEY THEMES

Narratives Spanning Scenarios: IDENTITY, CULTURE, BELONGING



Stakeholder Quotes:

"Have art and murals by students and community members that reflect their identities and stories."

"Half day when everyone went into the hallways and the whole school came together"

"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."

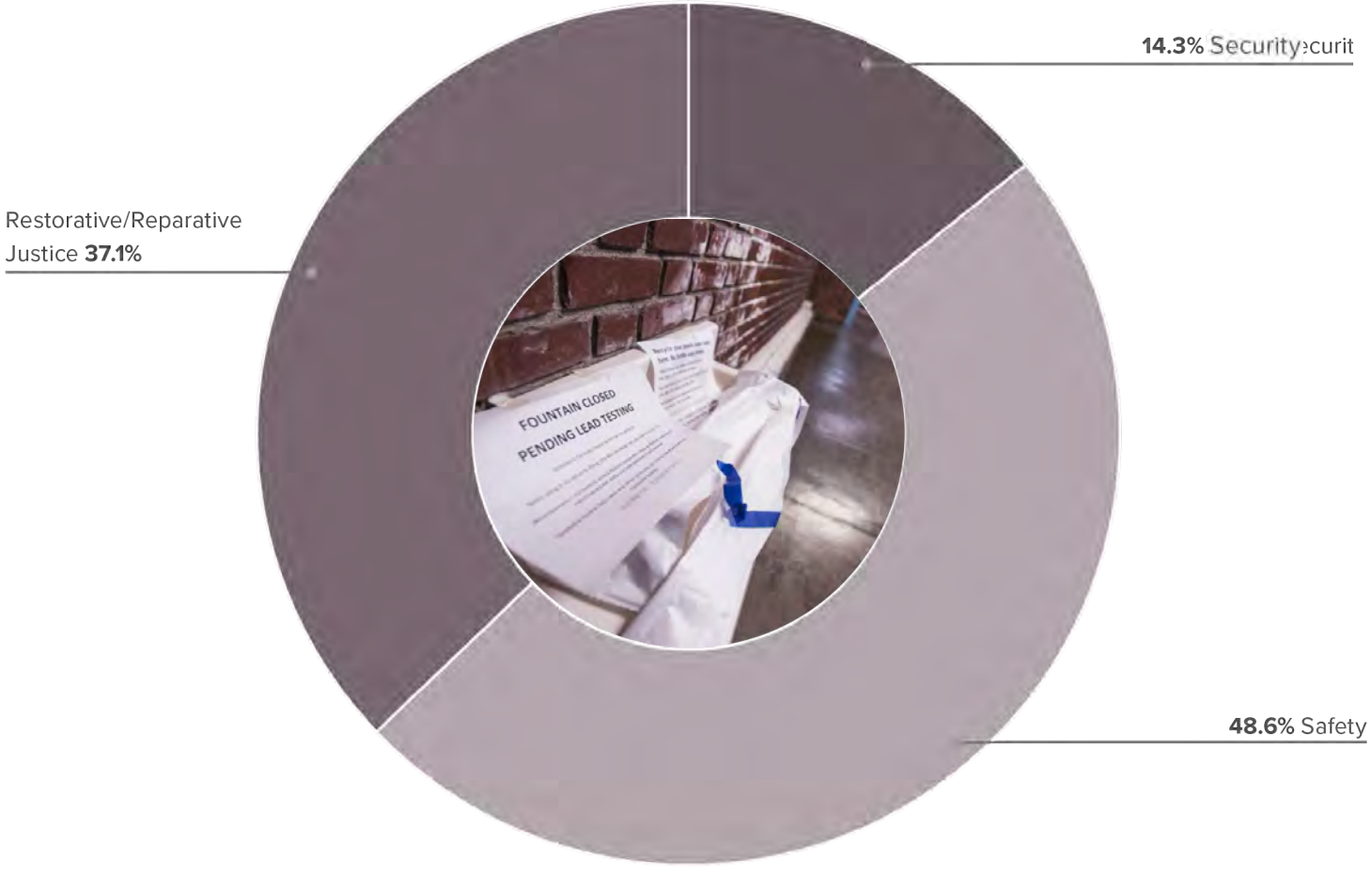
"I worked at Roosevelt over the summer, and there's a lot of hate going towards Jeff. So anything that we can say: Haters stop talking. We deserve the recognition. We love each other, we support each other, we're a community that cares for each other."

"As a kid, the 1909 building represented Jeff. We would come into the building through the historic entry every day."

"The neighborhood has changed, but Jeff is a constant. My parents went there."

KEY THEMES

Narratives Spanning Scenarios: SAFETY, SECURITY



Stakeholder Quotes:

"...please indicate which entry to come in through so it's easier to manage security and navigation."

"School entrance doors are locked so the kids have to get in and out at specific times. If you leave, you have to walk around the building to get buzzed back in. Need a pass to be in the hallways. Need a better cafeteria so they don't need to go off campus to get food. Bring the turkey wraps back!"

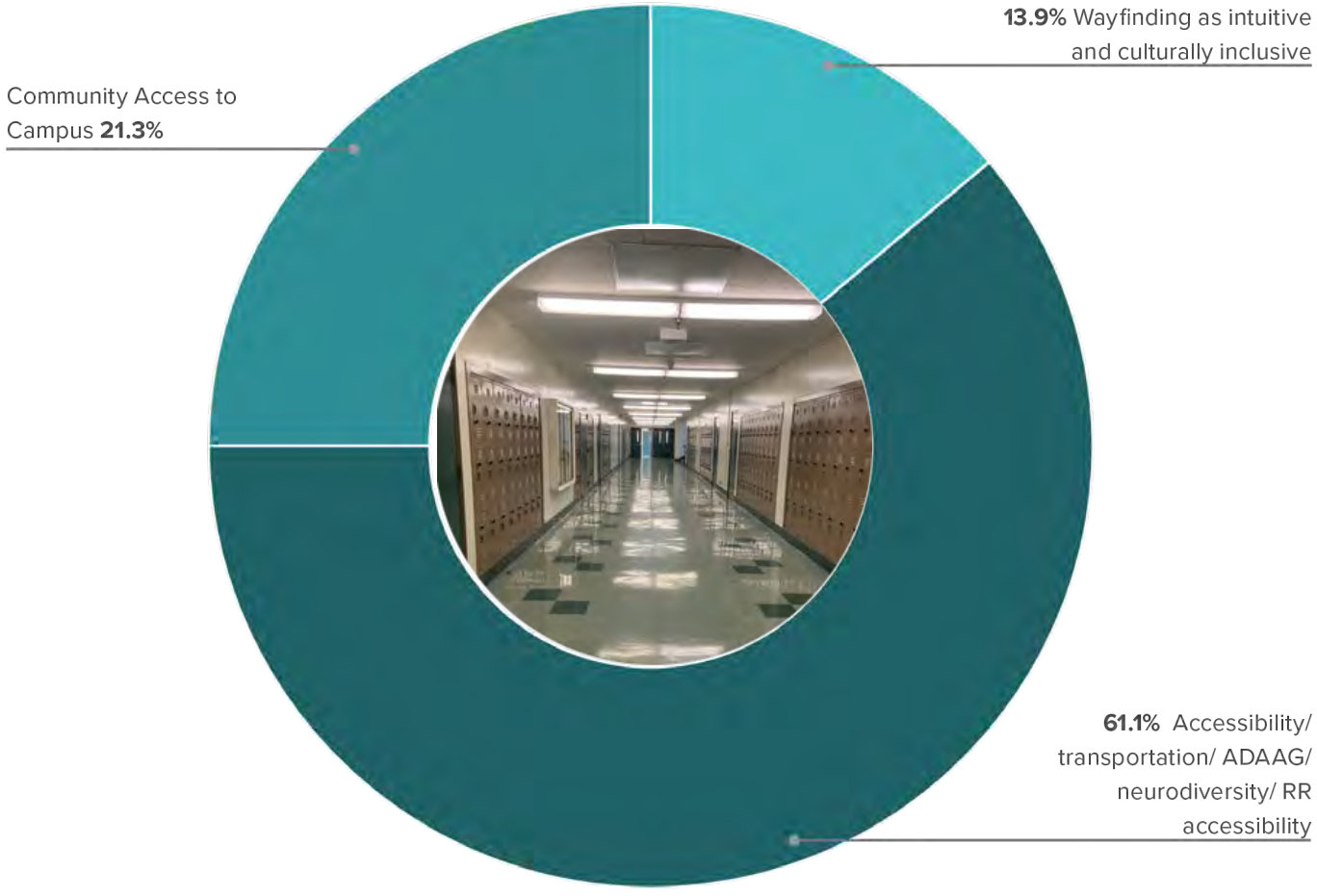
"Enrollment is dropping, there's rust in the water, kids can't drink it. I'm worried that enrollment isn't going to come back."

" [we] need better bathrooms that look better and have working locks in stalls"

"They need to make sure all the pipes and toxic materials in the old building are replaced. If they can't do that, it should be all new."

KEY THEMES

Narratives Spanning Scenarios: ACCESS



Stakeholder Quotes:

"to look nice to have more space in the classrooms and more sunlight and also more color"

"[my favorite place is] outside, its quiet and nice just wish there are more places to sit outside"

"we need a clear visible main entrance"

"The time I had questions in Art class and asked for help the teacher got frustrated with me. They would assign a lot of work and grades would go down until work was turned in."

There are too many stairs, it's hard for kids who have asthma. Would like to have elevators or escalators.

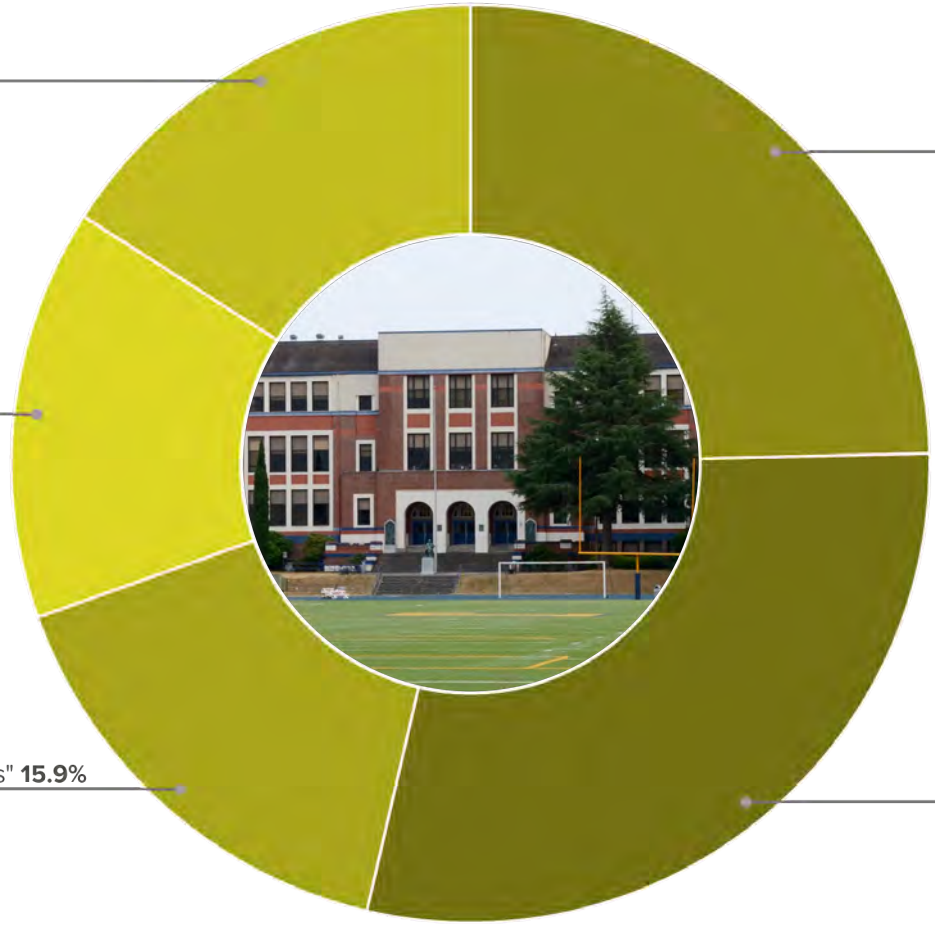
"some of my classroom use projectors throughout the entire class, which I don't like because the room has to be dark, which makes the room feel sad and makes me sleepy sometimes."

"too many stairs! the elevator doesn't work now, teachers have been talking about this for years, not ADA compliant"

A community garden students & community can use. My middle school had one with benches, water, butterflies, bees.

KEY THEMES

Narratives Spanning Scenarios: FLEXIBILITY AND CHANGE



Stakeholder Quotes:

Flex days because they get more time to work on stuff and get their grades up

"Should have a speaker for kids to play their own music. it's easier to do things when they have music, especially music they like. teachers are understanding and allow them to bring headphones because it's hard to focus when it's quite"

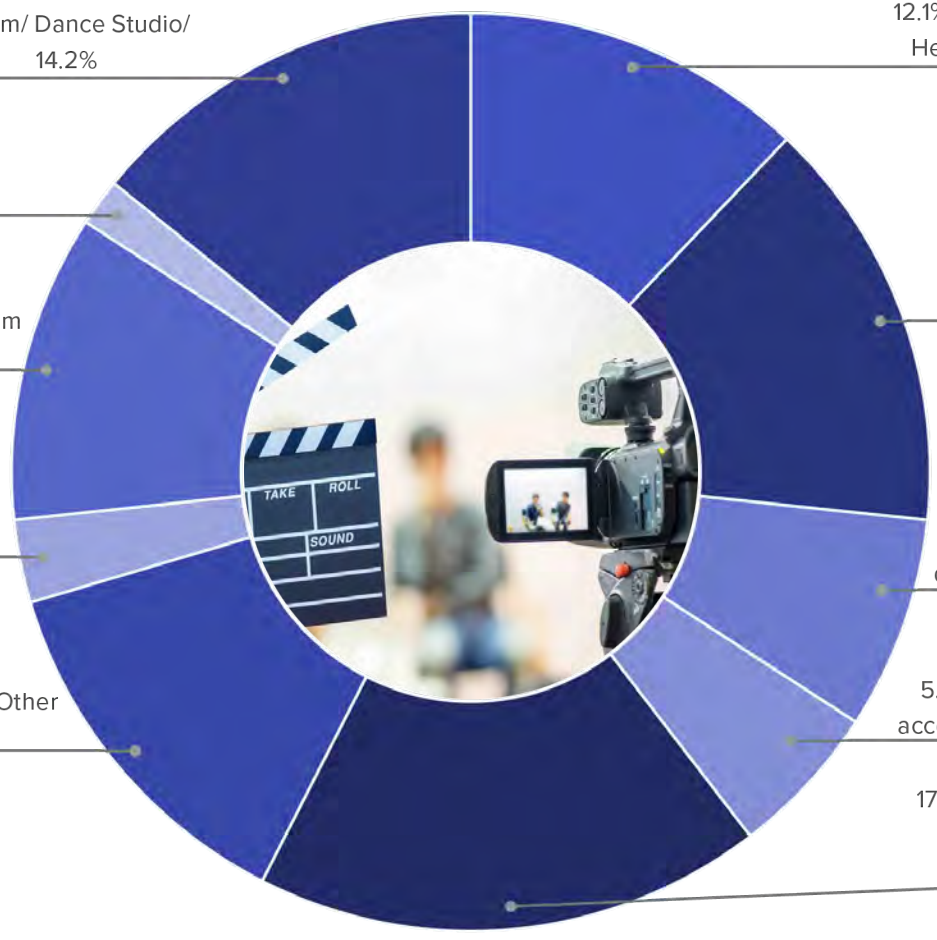
"Want a prayer room and a place dedicated to wudu (muslim pre-prayer wash) including a foot washing station. McDaniel has a flex room for this."

"We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building."

"If parents could be on campus and have dedicated spaces, we could be available if teachers needed volunteers for something, they could easily find a group of people who were already interested and invested."

KEY THEMES

Narratives Spanning Scenarios: RESOURCES



Stakeholder Quotes:

Losing performing arts. Jefferson has always been very sports driven, also so much performance. I don't want kids to lose access to those resources.

"Rich local history would be just as or more important than what is currently required in the curriculum
- History of the Albina neighborhood, along with Vanport, Maxville and numerous other community histories
- Local leaders, creatives, and community advocates histories
- Any histories that our current and future students would find inspiring"

"I hope for a bigger cafeteria, gym, library, and more variety of classes. Some classes that can help in the real world. Color, wood, brick."

"More teachers and staff of color. More Black and Brown groups (include parents). Displacement of folks of color. More than activities like sports & dance."

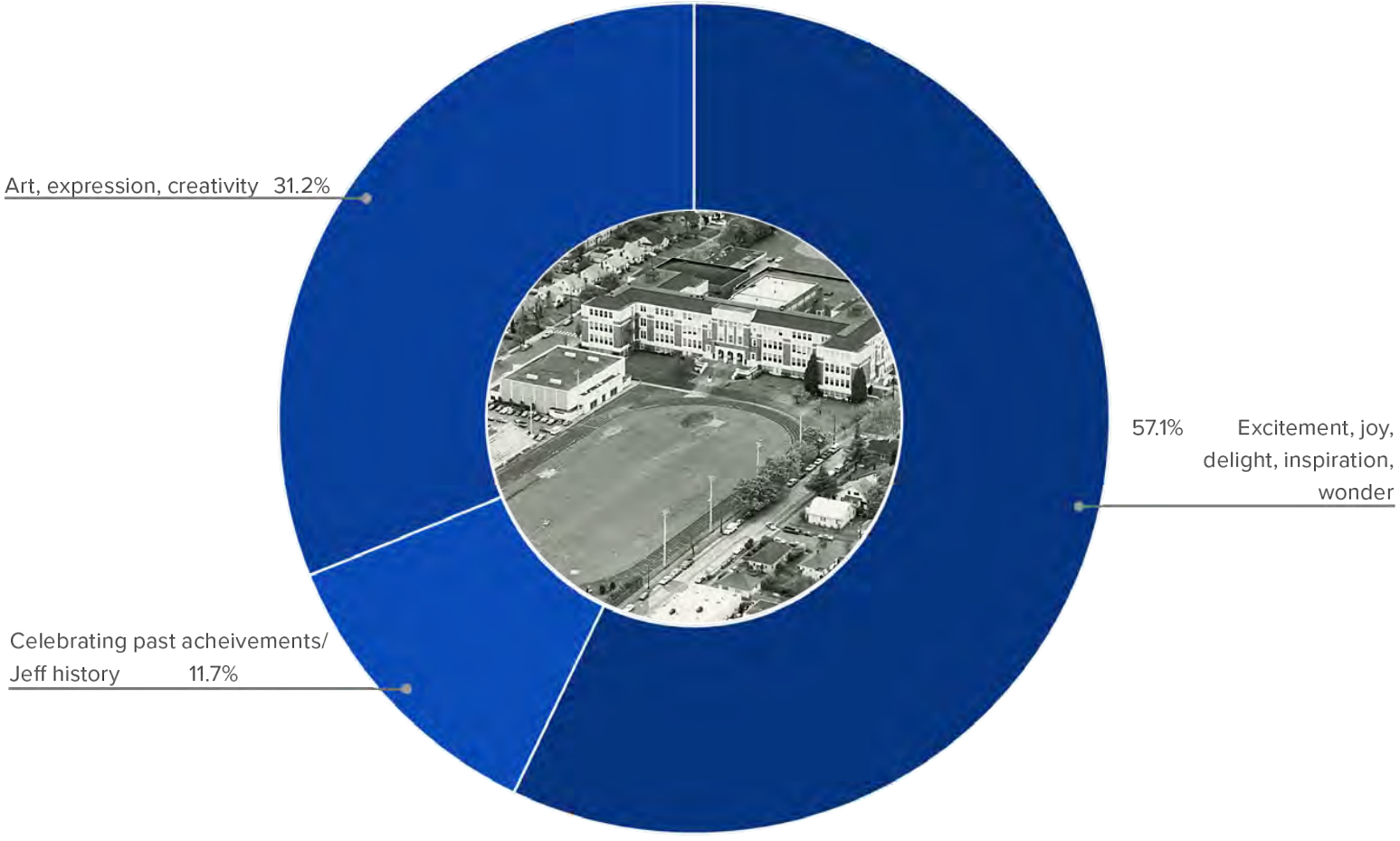
There is nowhere other than the hallways to take breaks in. Would like a [student] lounge for breaks and mental health."

"(for the future) some type of public kitchenette like space would be so cool - more 1-person restrooms."

"whatever we do next here, we need media program. story is a big element. we need to be able to tell our own stories"

KEY THEMES

Narratives Spanning Scenarios: DELIGHT



Stakeholder Quotes:

"I hope it doesn't become really modern and ugly like most new buildings, I feel like older buildings look better and have more character."

I would make sure the Crossing Borders Plaque and awards would continue

"Archive the histories of academics, athletes, and creatives that graduate from Jefferson"

"I would include some or all of the quilts from the Senior Community Quilt Project."

"[I like] my English classroom. The room is usually pretty quiet, well lit, laid out nicely, and the teacher keeps us productive"

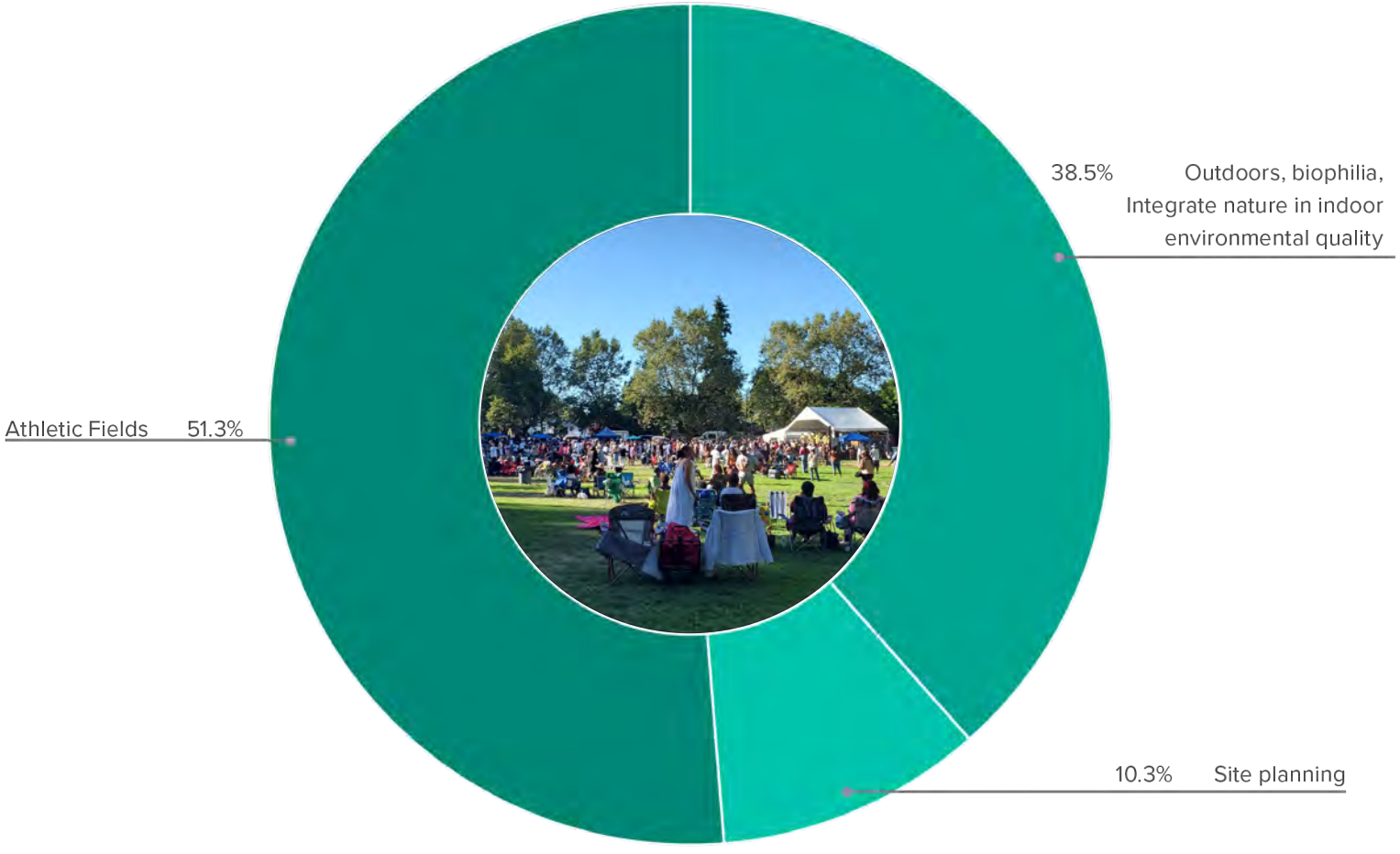
"[I hope for Jeff] to look nice to have more space in the classrooms and more sunlight and also more color"

"I had positive associations with the dance studio, football fields, and weight training room. I was a Jefferson Dancer."

"While attending Jeff, I really enjoy seeing all the old photos from past years. Jefferson has such a rich history which should be displayed throughout the school."

KEY THEMES

Narratives Spanning Scenarios: OUTDOORS



Stakeholder Quotes:

Jeff was my neighborhood high school but I attended Benson, one of the positive memories is the rival football and basketball games. I took my SATS here.

[favorite day at school was] first playoff game, everyone was there

Nice hot days on the football field when everyone is hanging out on the blue mats the Jefferson Community

[we] organized to take down the barbed wired fence around building years ago, the community takes care of this place when PPS continues to not.

The most positive memory I have so far is my first Homecoming game. The positive experience was more about the energy and pride than the location. Even though it was just a game we were rooting and chanting for our team to win like it was the super bowl. The pride is in everything we do and our energy brings people together.

Her community says their favorite space is front of the building, the entry, football field, main hall

"[My favorite part of Jeff is] outside, its quiet and nice just wish there are more places to sit outside."

SURVEY POLL FEEDBACK

+ RETAIN

“The **1909 builidng should be preserved and renovated for future generations.** We have to consider the archtiecture 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.”**

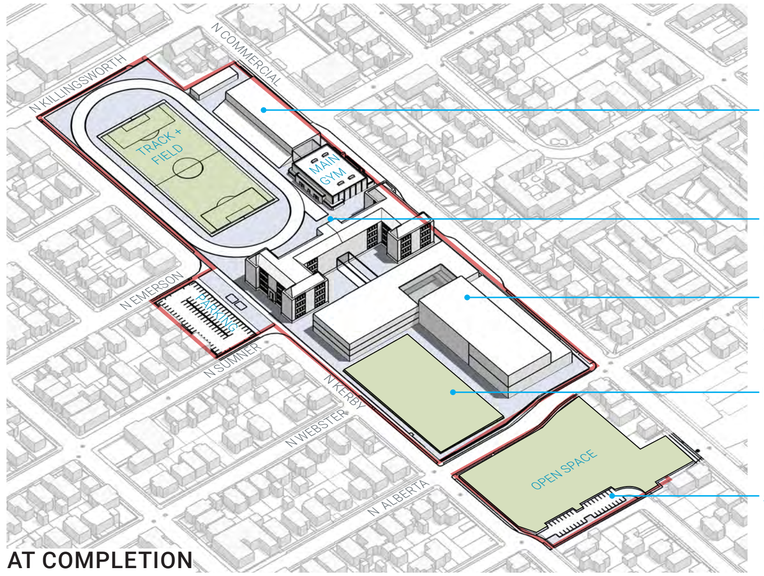
“Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don’t let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the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

Most of the stakeholders we engaged who support full replacement do so out of distrust that a renovation would bring existing buildings up to appropriate standards.

“**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**.”

DESIGN APPROACH OPTIONS FROM CPC 5

RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

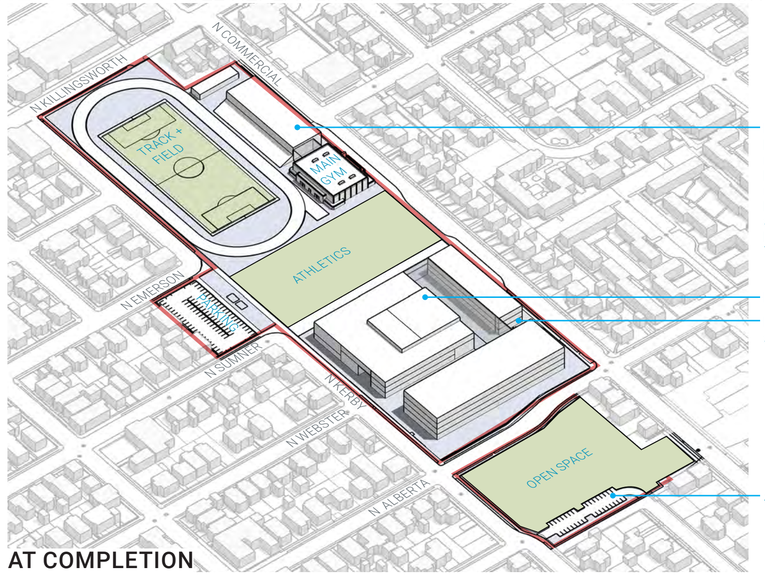
New practice field

Additional parking

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOGATE

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

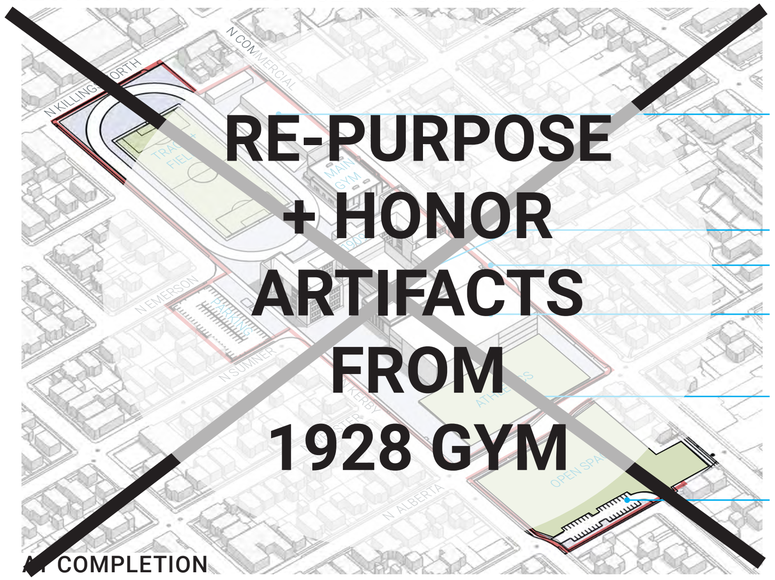
New Main School Entry
along Commercial Ave

Additional parking

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOGATE

RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



While I personally like the 1928 building, I have not heard as much interest in keeping it from the community at large and the overall layout feels more cramped.

AT COMPLETION

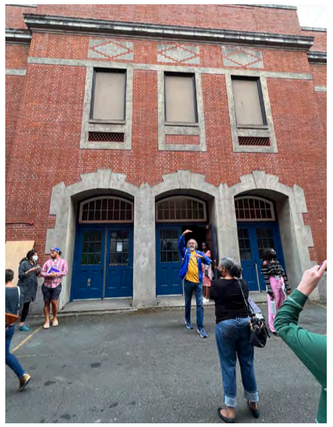
NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



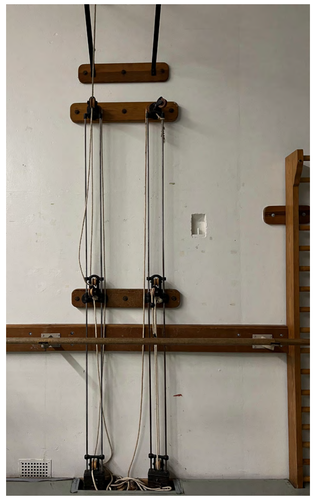
AT COMPLETION

Key Feedback:

- Street presence for performing arts / theater
- Minimal impact to education
- Academics First



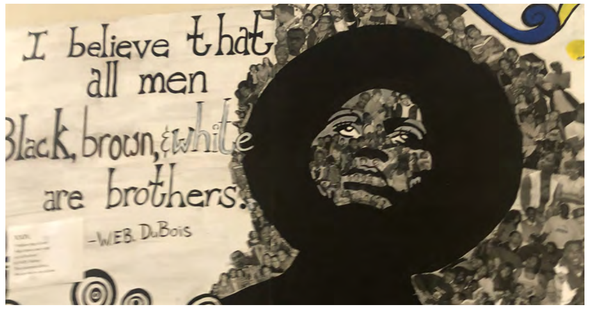











I believe that
all men
Black, brown, & white
are brothers.
-W.E.B. DuBois

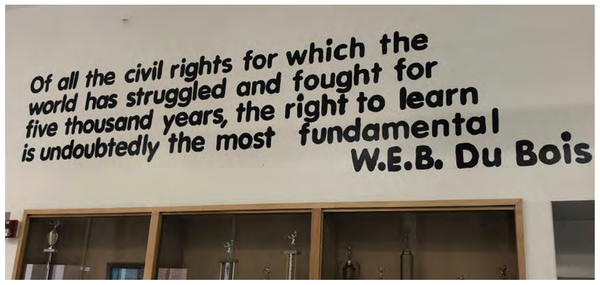



1909-19
1920s
1930s
940s
1950s
1960s
1970s
1980


DEMOCRATS


34
20



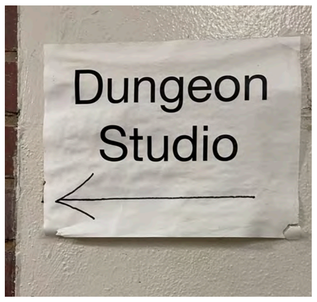

Of all the civil rights for which the world has struggled and fought for five thousand years, the right to learn is undoubtedly the most fundamental
W.E.B. Du Bois

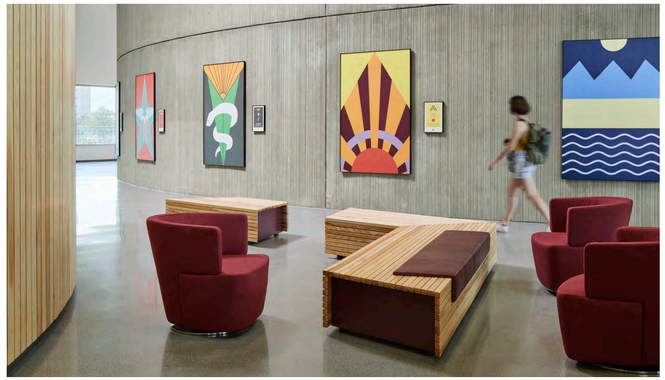


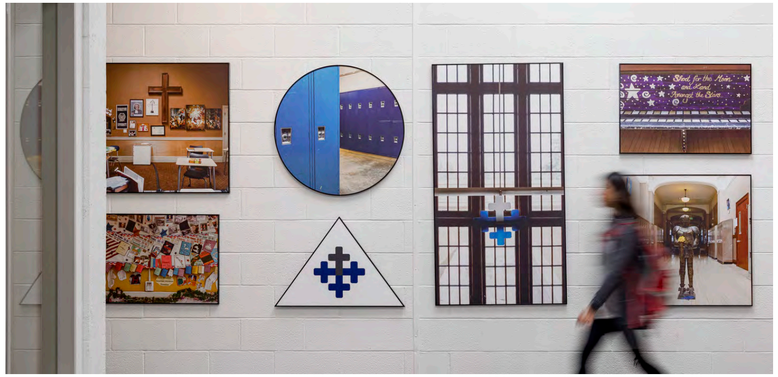

WORLD WAR II
1941 1945
IN
HUMBLE GRATITUDE
AND RENEWED DEDICATION
WE HONOR THOSE WHOSE
SACRIFICE OF LIFE
BEQUEATHED TO US
A FURTHER CHANCE
TO KEEP AND MAKE MAN
FREE

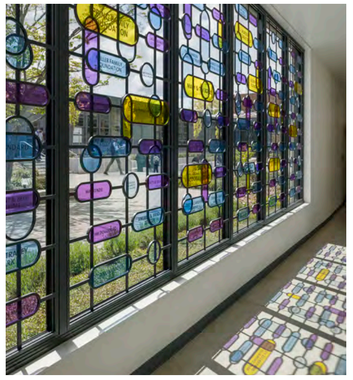


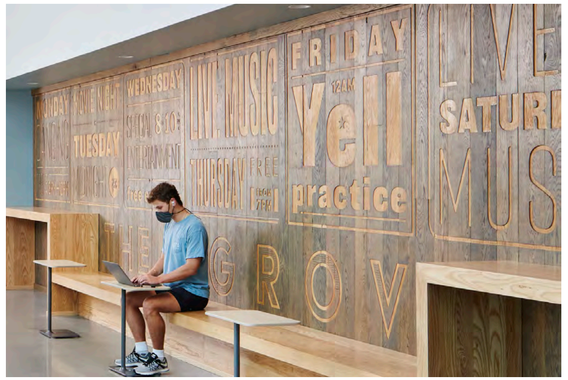


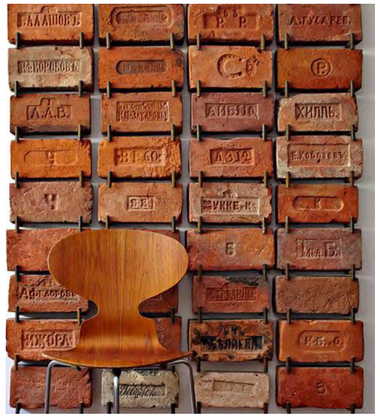

Dungeon
Studio







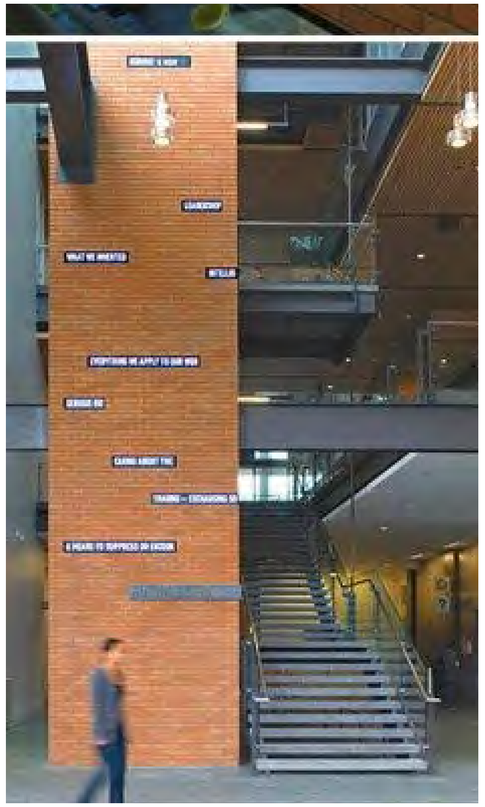


















BORA LEVER COLLOQATE PPS

QUESTIONS?

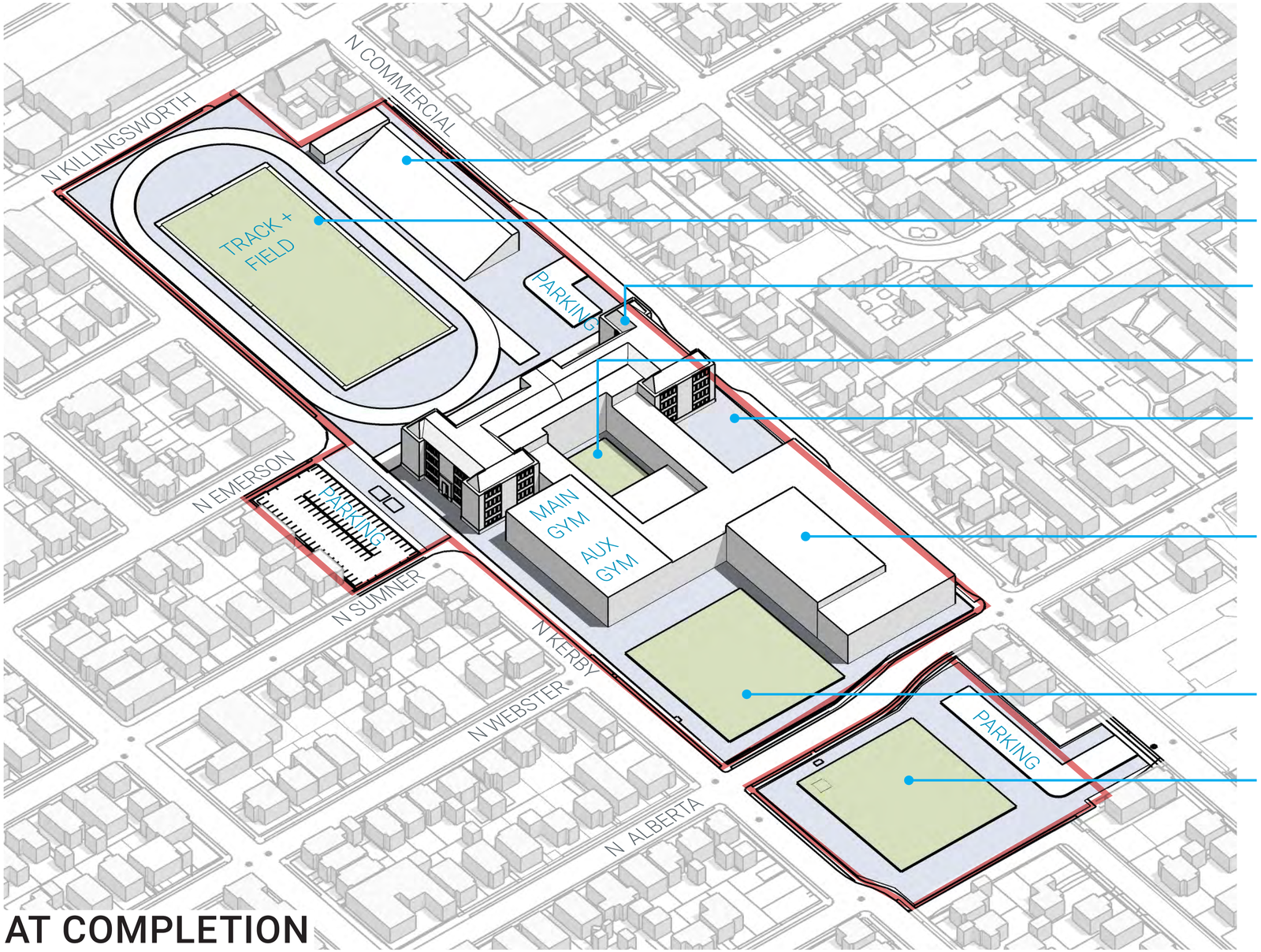
DESIGN APPROACH OPTIONS

WHAT WE HEARD FROM CPC 5

- Street presence for performing arts / theater
- Break up building scale along Commercial
- Connection to outdoors/ daylight / Usable courtyard outdoor space
- Clear main front door with street presence
- Repurpose/honor artifacts from 1928 Gym Building in final project
- Academics and student centered
- Student travel distance/time between classes
- Convey history and connection to culture and heritage of place in the design is necessary
- Midblock pedestrian crossing through the site, connecting Kirby and Commercial
- Minimize disruptions to classes, athletics and performing arts
- More Parking

RETAIN 1909 + EXPANSION

FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



New stands and field house

Existing Track + Field is retained

Fully Renovated 1909

Courtyard / Outdoor space

Main School Entry Plaza along Commercial Avenue

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex with presence on Commercial

New 1/2 practice field

Multi-use field with parking/ possible garden

AT COMPLETION

RETAIN 1909 + EXPANSION

FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS

DISRUPTIONS

Minimal to Athletics

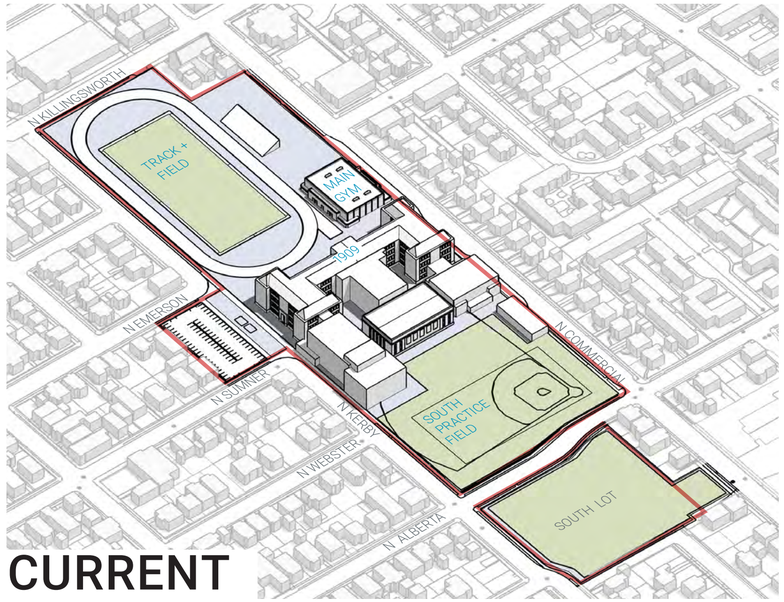
- Maintain use of Track + Field
- Use existing gyms until new gyms are completed

Minimal to Academics

- Students stay in existing buildings during Phase 1
- Classes move into new wing at end of Phase 1

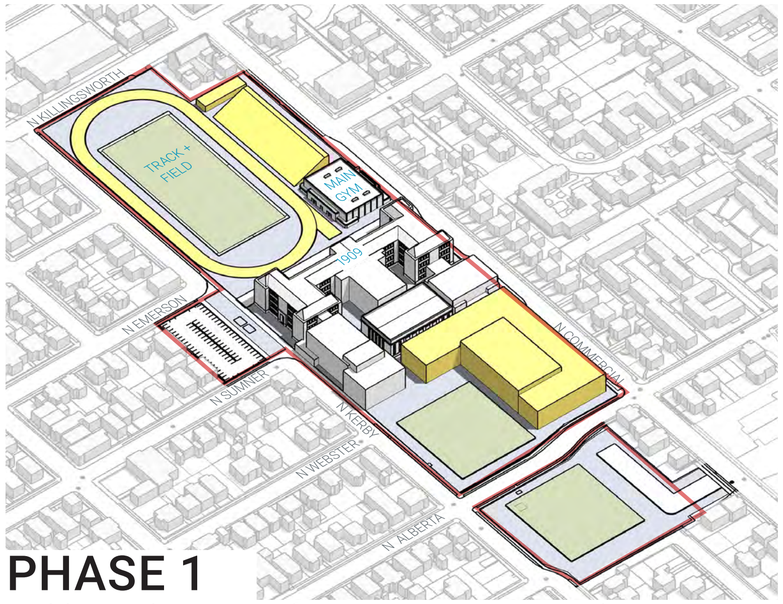
Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 1



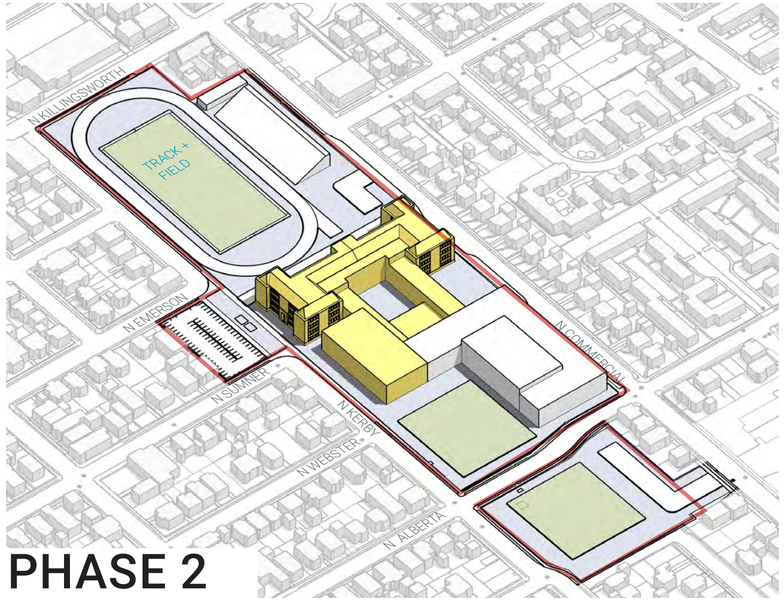
CURRENT

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



PHASE 1

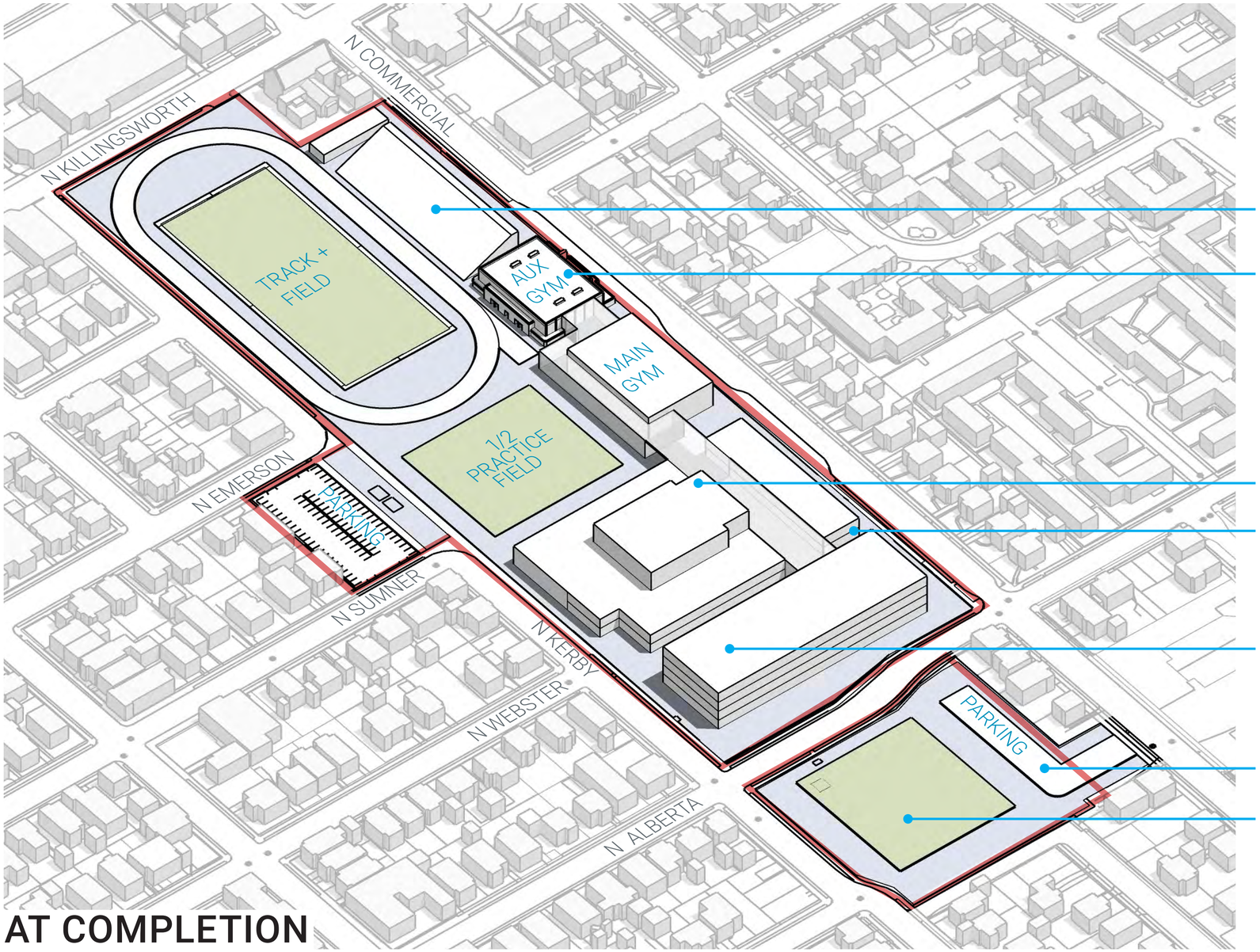
Build new theater, performing arts spaces with 24 classrooms, servery, and admin
Move into new wing by Fall 2026
New grandstand/field house and updates to track + field.



PHASE 2

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

NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM



New stands, fieldhouse

Renovate 1964 Gym
into auxiliary gym
New main Gym south of 1964

New Theater

New Main School Entry
along Commercial Ave

New Academic Wing
4-story along Alberta

Additional parking

Multi-use field with parking/
possible garden

AT COMPLETION

NEW SOUTH + RETAIN 1964 FULL REPLACEMENT SCHOOL WITH RENOVATED 1964 GYM

DISRUPTIONS

Minimal to Athletics

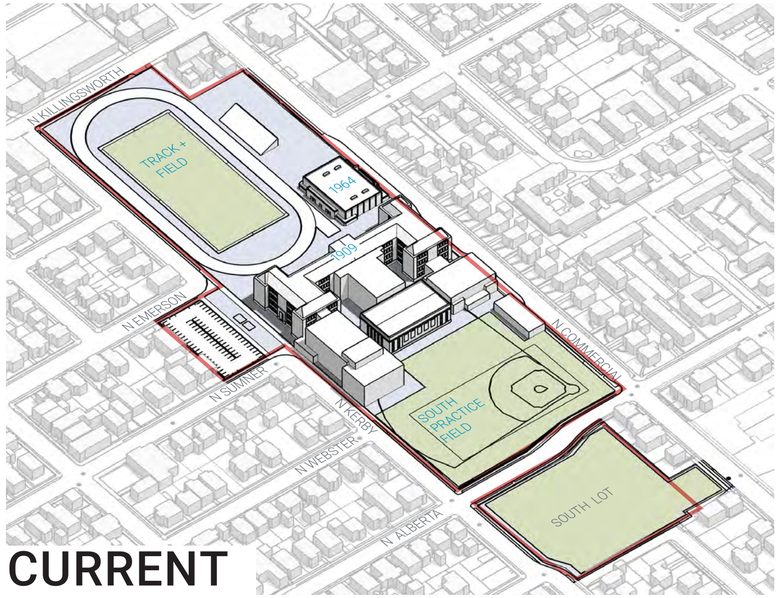
- Maintain use of Track + Field
- Use auxiliary gym while Main Gym is being renovated
- Practice field use is on South Lot until end of Phase 1

Minimal to Academics

- Students stay in existing building during Phase 1 construction that includes new classroom wing along Alberta

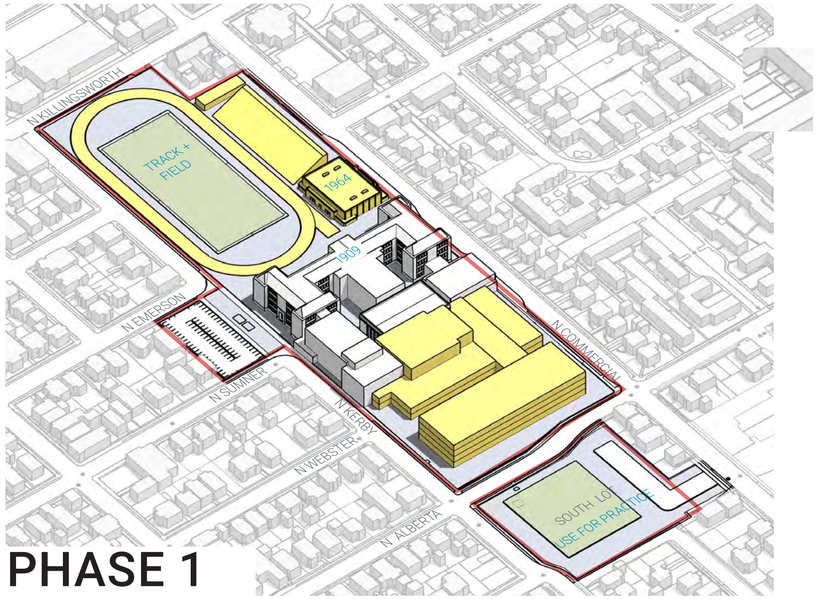
Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 2



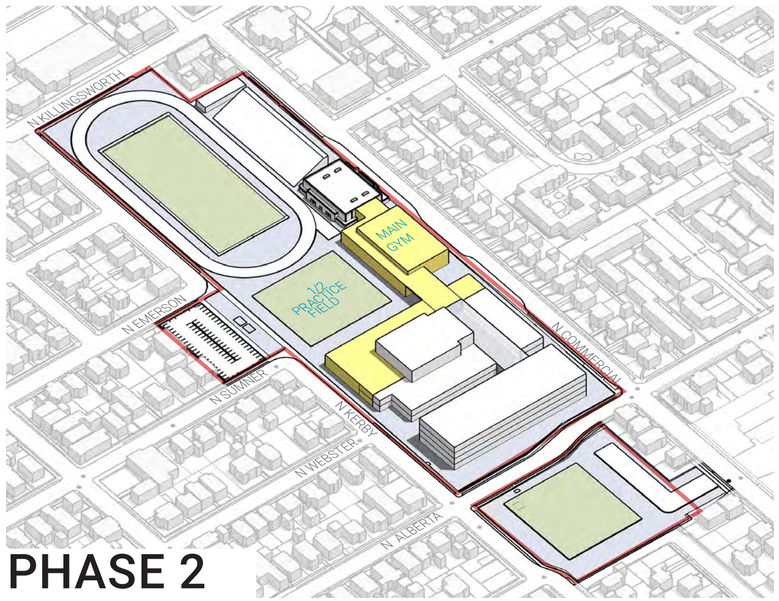
CURRENT

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 building
Complete remaining building wings on the north + west

DISCUSSION

What are you most excited or hopeful about from these two scenarios?

What are you afraid of or most worried about from these two scenarios?

Public Comment Period

THANK YOU

CPC 11-15-22

WELCOME TO THE JHS MODERNIZATION OPEN HOUSE!

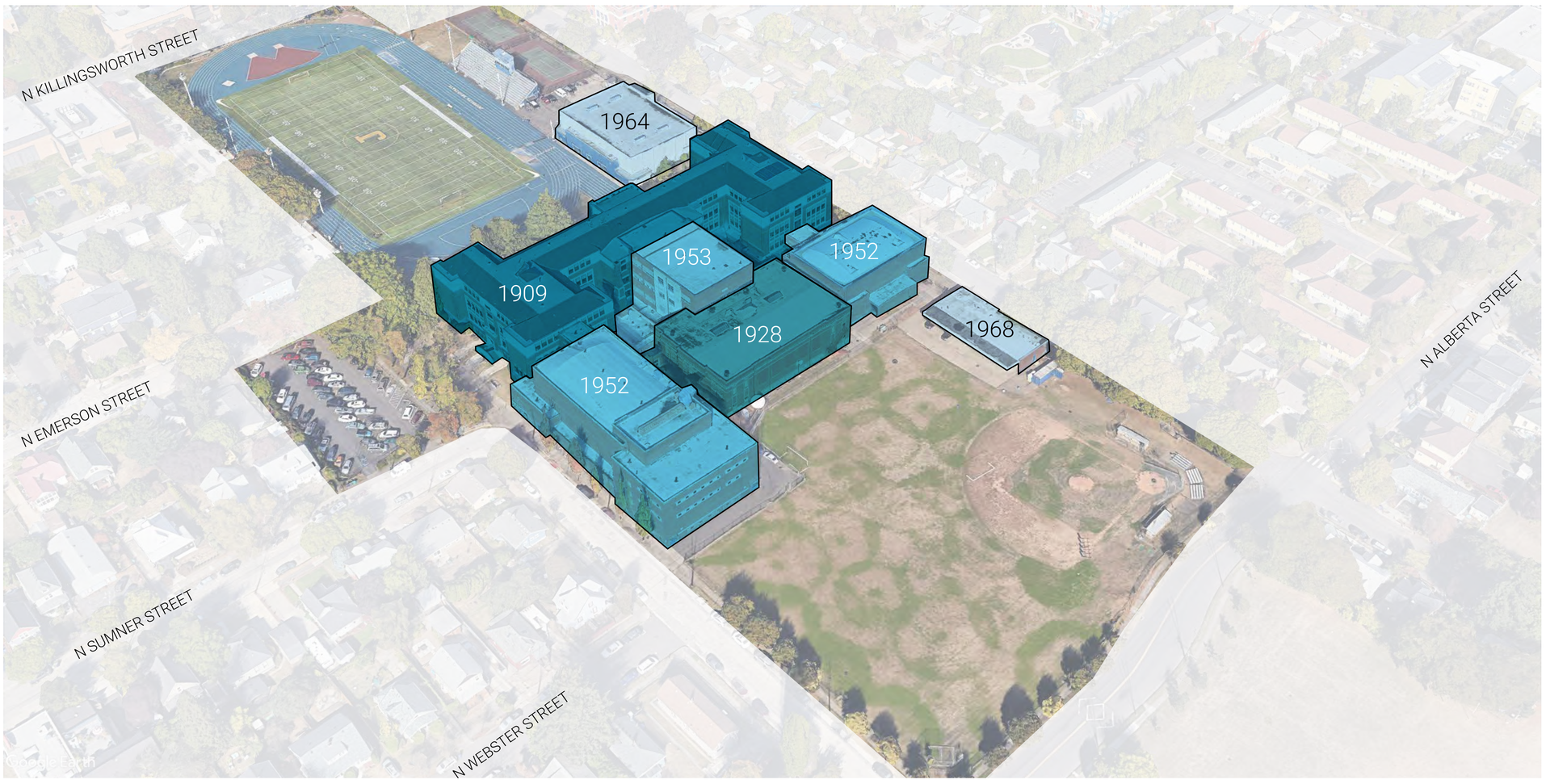
Come in and chat with the project team!

Food provided by Heavy Plays Restaurant & Cafe!

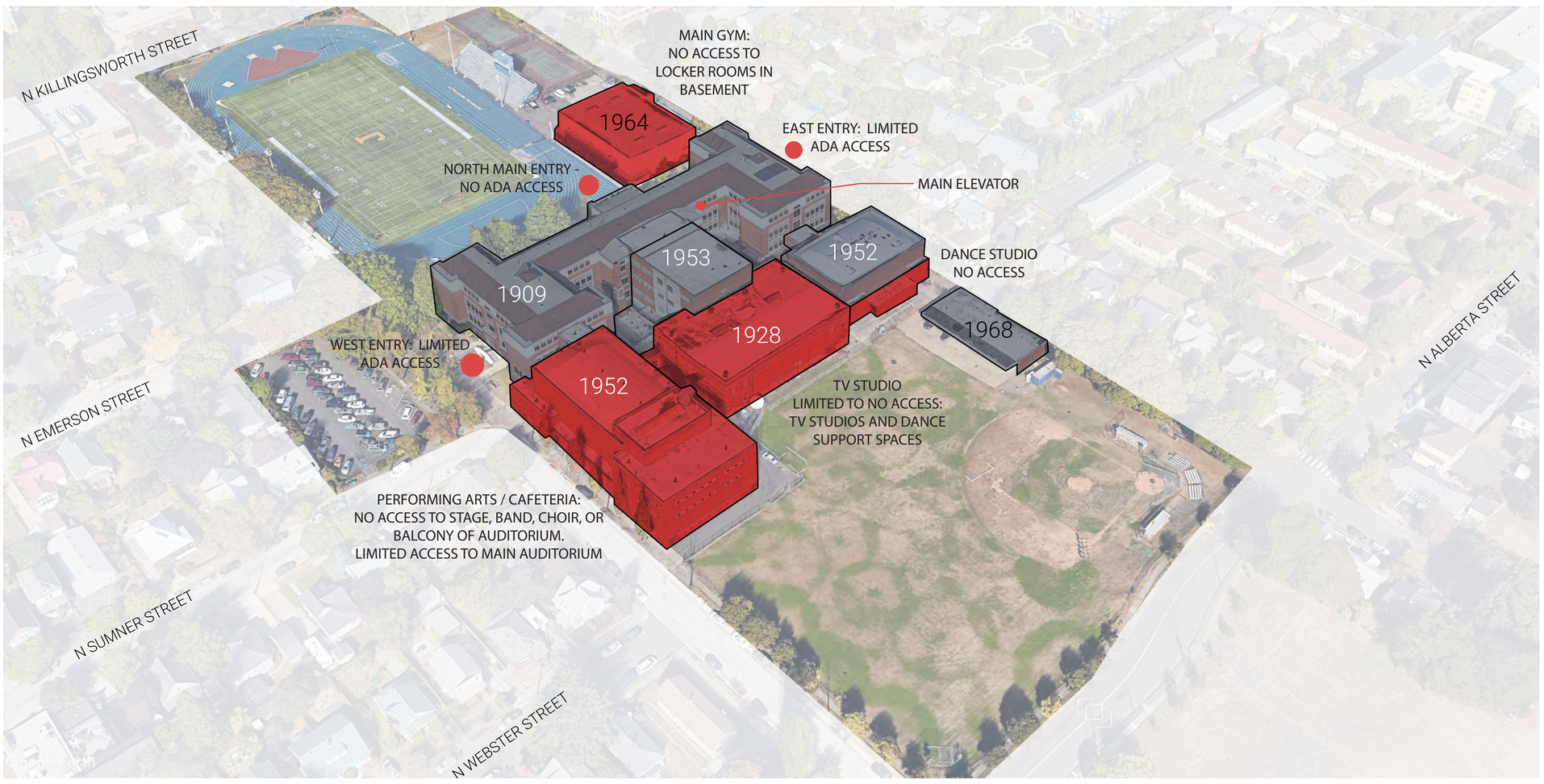
November 16th 4-8 PM

EXISTING FACILITIES ASSESSMENT

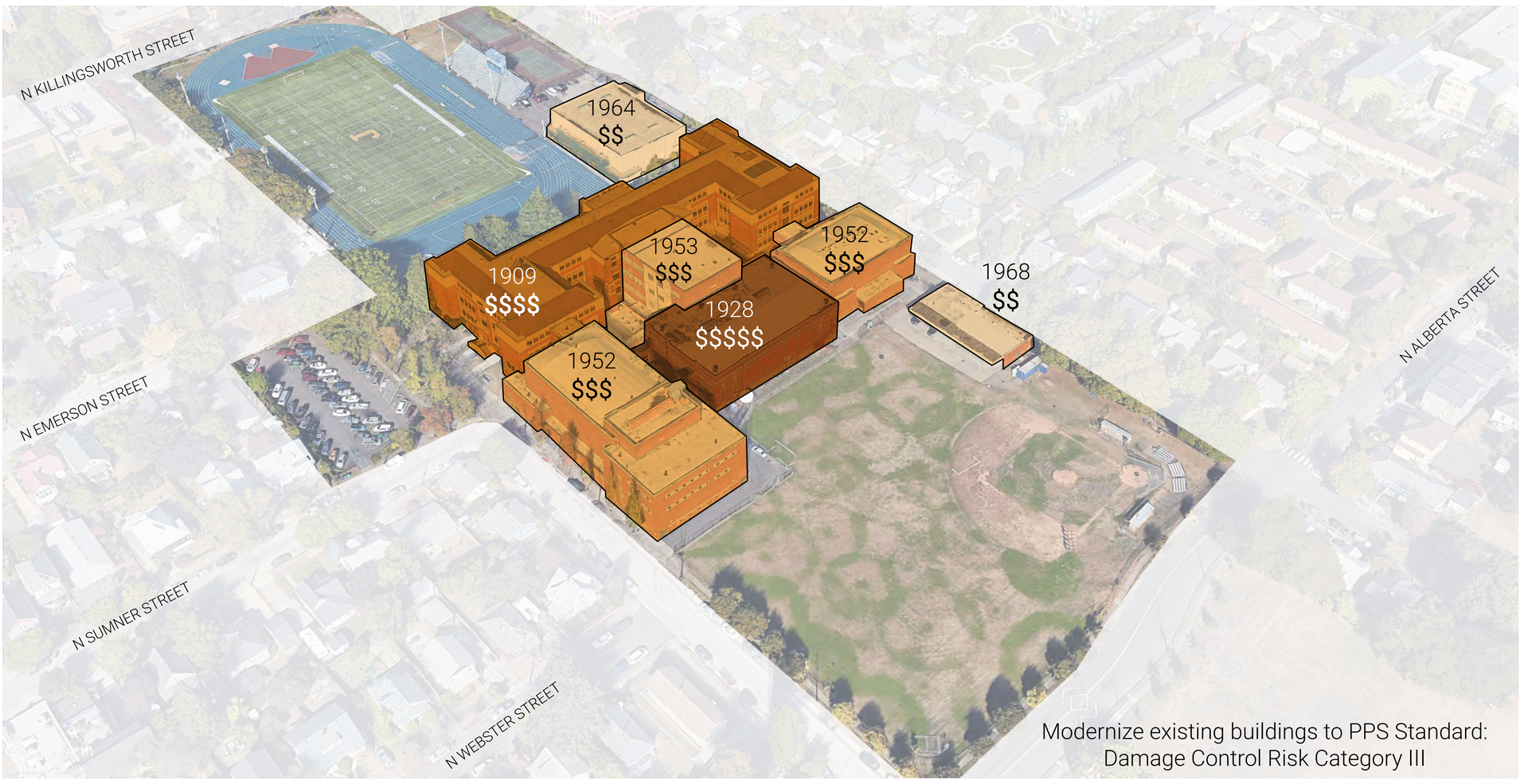
JEFFERSON HIGH SCHOOL BUILDING ADDITIONS



JEFFERSON HIGH SCHOOL ACCESSIBILITY

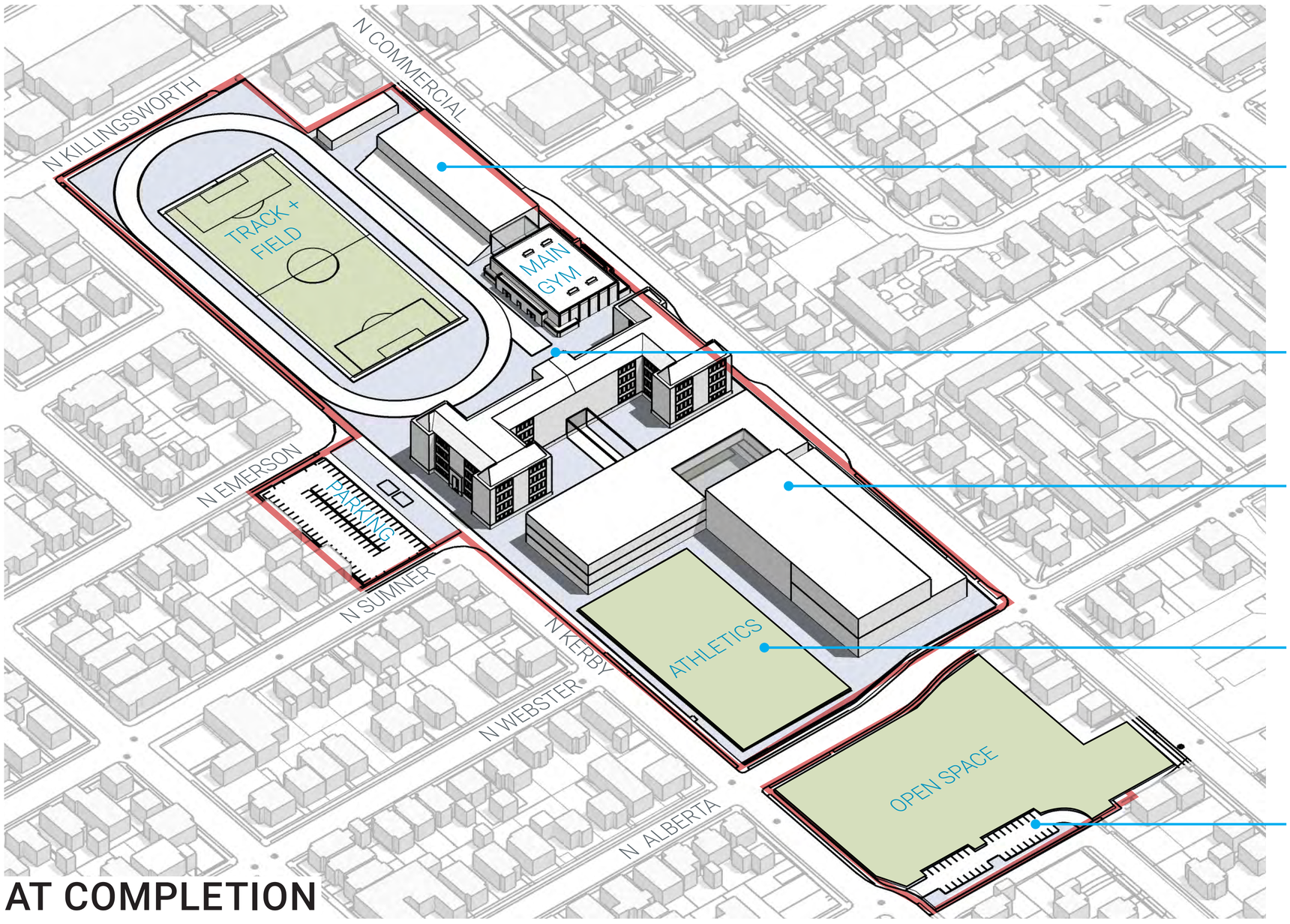


JEFFERSON HIGH SCHOOL STRUCTURAL SEISMIC UPGRADES



EARLY SITE PLANNING SCENARIO STUDIES

RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

New practice field

Additional parking

AT COMPLETION

FEEDBACK

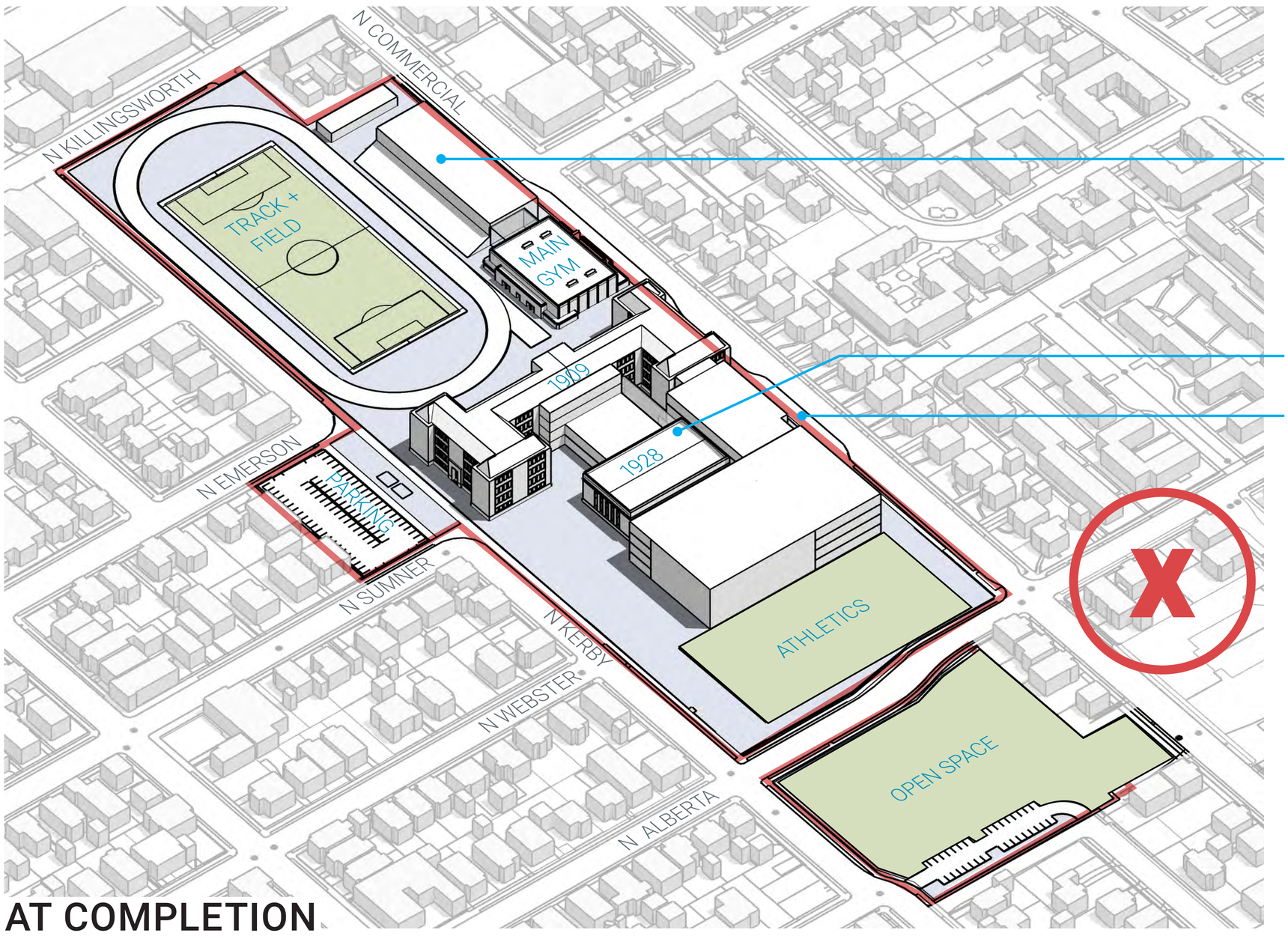
+

- Retaining 1909 to preserve history
- Mid-block connection from Kirby to Commercial
- Street presence for Theater and Performing Arts

–

- **Require portable temporary classrooms which is a significant disruption to students**
- Require outside access to gyms
- No entry plaza defining main entrance

RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Fully Renovated 1928

Main School Entry
along Commercial

Community feedback: 1928 does not hold as much cultural significance but the community would to see some of the materials re-purpose and honor as artifacts in the new building.

"While I personally like the 1928 building, I have not heard as much interest in keeping it from the community at large and the overall layout feels more cramped."

Design team assessment: 1928 will need significant structural upgrade to meet current code. The location of it at the center of the site also challenges space planning.

AT COMPLETION

FEEDBACK

+

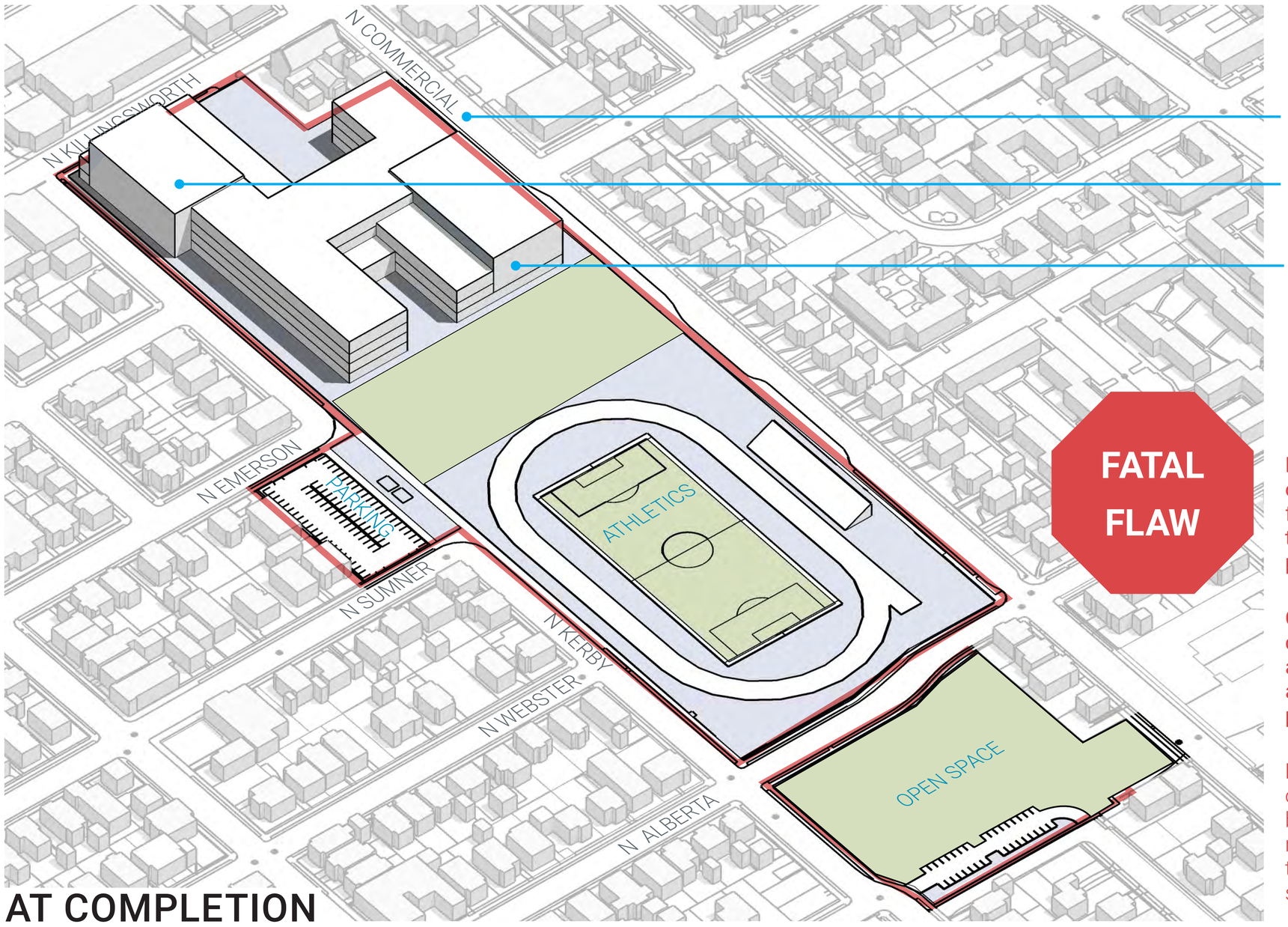
- Retaining 1909 to preserve history
- Mid-block connection from Kirby to Commercial
- Street presence for Theater and Performing Arts

–

- **Require portable temporary classrooms which is a significant disruption to students**
- **1928 in middle of site requires new expansion to wrap around**
- Tall long wall along Commercial

EARLY SITE PLANNING SCENARIO STUDIES

NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



New Main School Entry
along Commercial

New Theater
Civic presence along Killingsworth

Athletics Complex to the South
New athletics wing with Main and Aux Gyms
New Track + Field and practice fields consolidated on the south side of the site

FATAL FLAW

PPS leadership review: Should not take T&F off-line. No close by swing fields /burden for JHS athletes to travel to multiple places throughout the week for practice. Will lose participation.

Community feedback: Local business and community leaders, alumni, staff, teacher and students worked hard to make this field a reality for the school. It's represents blue pride and the community coming together.

Design team assessment: The T&F is in good overall shape and **needs minor improvements** being almost 10 years old: turf will need replacing, resurfacing the track, alternations to curbs, retaining wall and fencing to improve safety.

AT COMPLETION

FEEDBACK

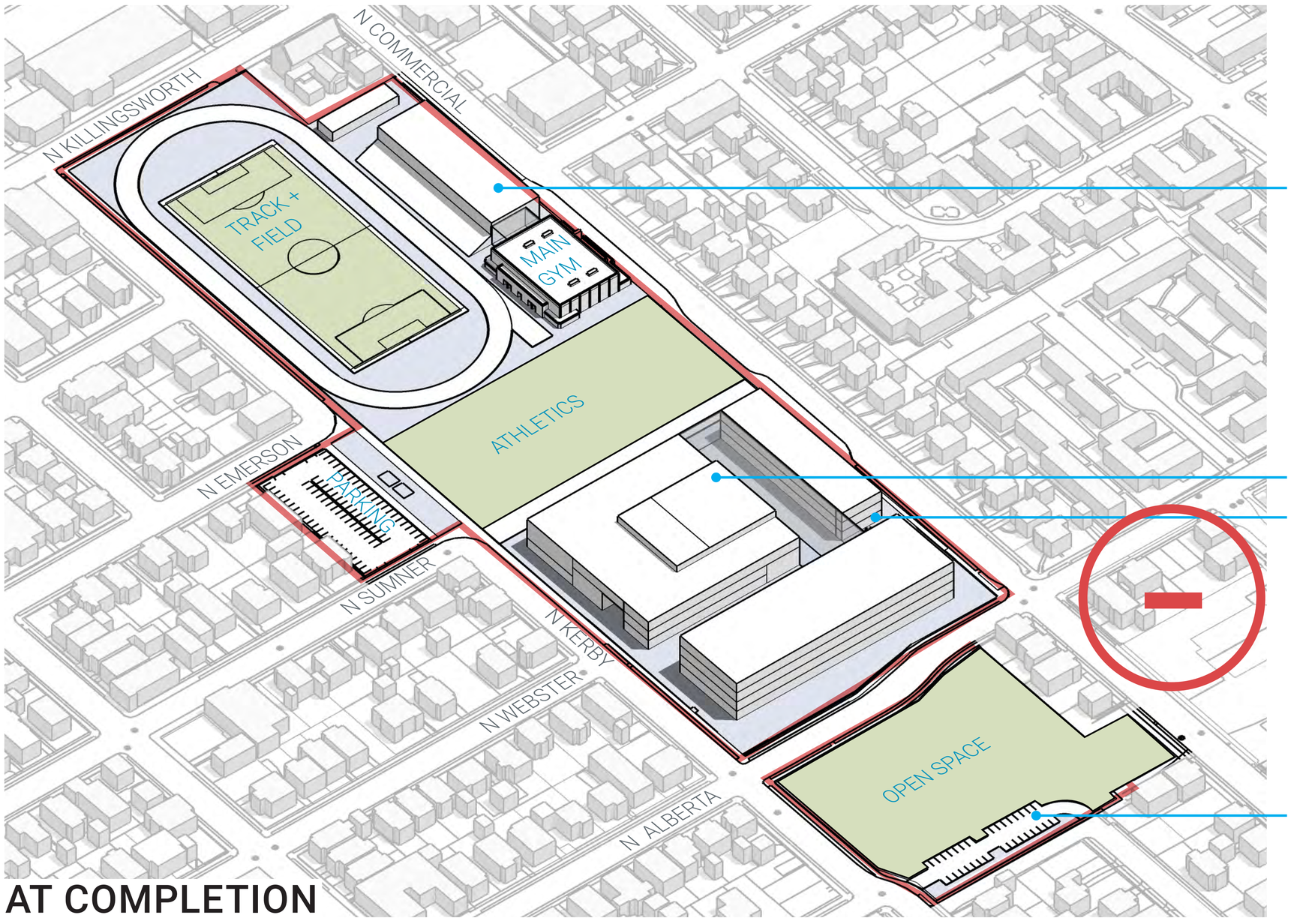
+

- Street presences along Killingsworth especially for Theater and Performing Arts
- Mid-block connection from Kirby to Commercial

–

- **Losing Track & Field is a significant disruption for Athletic programs**
- **New track & field will need to meet current zoning setbacks reducing overall outdoor site space**

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

New Main School Entry
along Commercial Ave

–

Community feedback: All new replacement school would do irreversible damage - erasing the history and losing the school as an anchor and cultural connection for the black and brown communities.

Student feedback: Jefferson is unlike any other school. The historical building give this school character. All the other modernized school looked the same - we don't want that - Jeff should be unique and special.

AT COMPLETION

FEEDBACK

+

- Compact footprint reduces travel time
- Most outdoor open space
- Minimal disruption, no temporary school

–

- **All new school facing Alberta**
- **Gyms separated from main school building**
- No entry plaza defining main entrance

WHAT WE HEARD, WHO WE HEARD FROM

Design Justice Engagement

over
600 stakeholder discussions

over
700 comments

Priority users are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.





Comments are synthesized and grouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is **most impacted** by the project
- Who is **most vulnerable** in the communities associated with the project
- What the **prevalent concerns** of these communities may be
- **Existing operational considerations** and experiences
- Outstanding **questions and concerns** about the project
- **Potential opportunities** that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.

KEY THEMES

Design Justice Considerations for Scenarios

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization

Cultural Significance Within Context of Displacement



The Black Community Remains Rooted In This Place



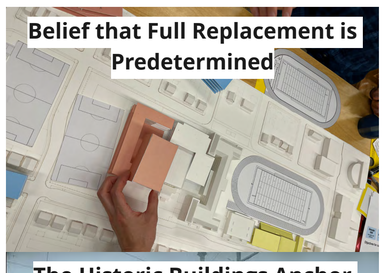
Continued Demolition of Black Space is Traumatizing



Full Replacement Would Do Irreversible Damage



Belief that Full Replacement is Predetermined



The Historic Buildings Anchor Cultural Connection



Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement

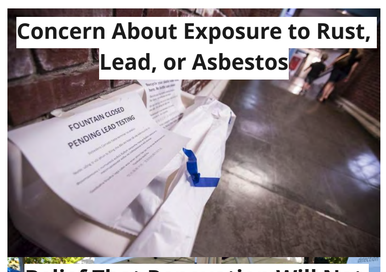
Distrusting Outcomes Due to Systemic Racism



Concern of Jeff as Monument to White Supremacy



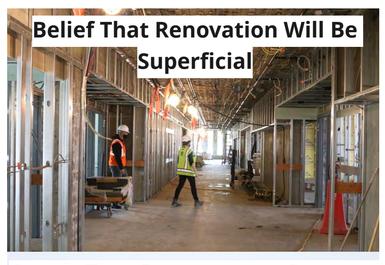
Concern About Exposure to Rust, Lead, or Asbestos



Belief That Renovation Will Not Provide Best Facilities Possible



Belief That Renovation Will Be Superficial



Clarify That Renovation = Removal of Unsafe Conditions



Common Desires Across Both Scenarios

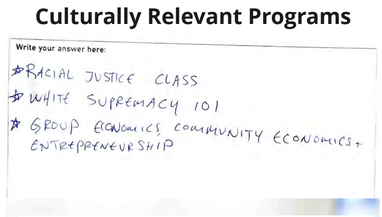
Jeff As a Cultural, Student, and Community Hub



Covered Outdoor Gathering for Students and Community



State-of-the-Art Facilities and Culturally Relevant Programs



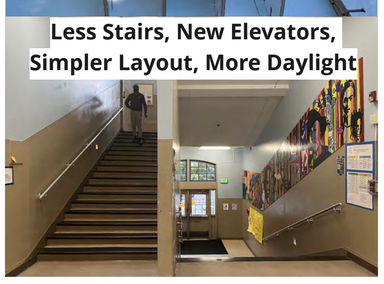
Revitalize Historic Programs and Increase Economic Opportunities



Present and Future Health and Safety Concerns



Less Stairs, New Elevators, Simpler Layout, More Daylight



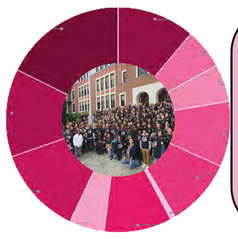
Narrative Themes

Trust



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, Belonging



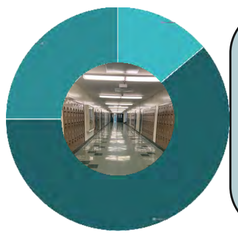
Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.

Safety, Security, Wellness



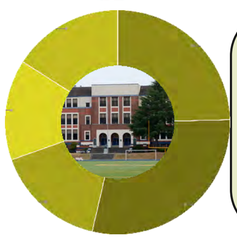
Safety consists of reducing incidents of physical and emotional harm including public health concerns such as COVID precautions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also addresses considerations around mental health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

Access



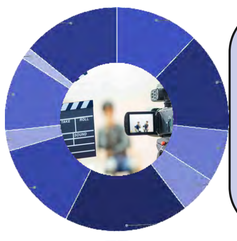
Accessibility is critical for diverse communities not limited to ADAAG (The Guide to Americans with Disabilities Act Accessibility Guidelines). This category refers to inclusive design for universal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding.

Flexibility, Change



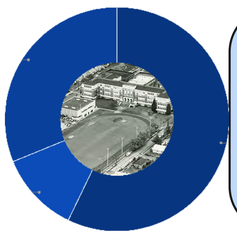
Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.

Resources



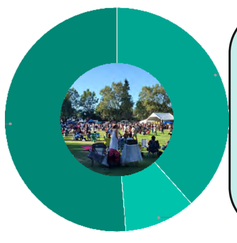
Schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment including implications related to housing, food, economics, technology, as well as specific educational pathways as resources. This also includes community gathering space as a resource.

Delight



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.

PROJECT DRIVING FACTORS PPS REQUIREMENTS

HIGH LEVEL DRIVING FACTORS

THREE ATHLETIC VENUES:
TRACK + FIELD
1/2 PRACTICE FIELD
MULTIUSE SOUTH FIELD

MEET SQUARE FOOTAGE OF ED SPEC FOR HS

TRAVEL DISTANCES NOT LONGER THAN OTHER PPS MODERNIZATIONS

REFLECTS COMMUNITY FEEDBACK + INPUT

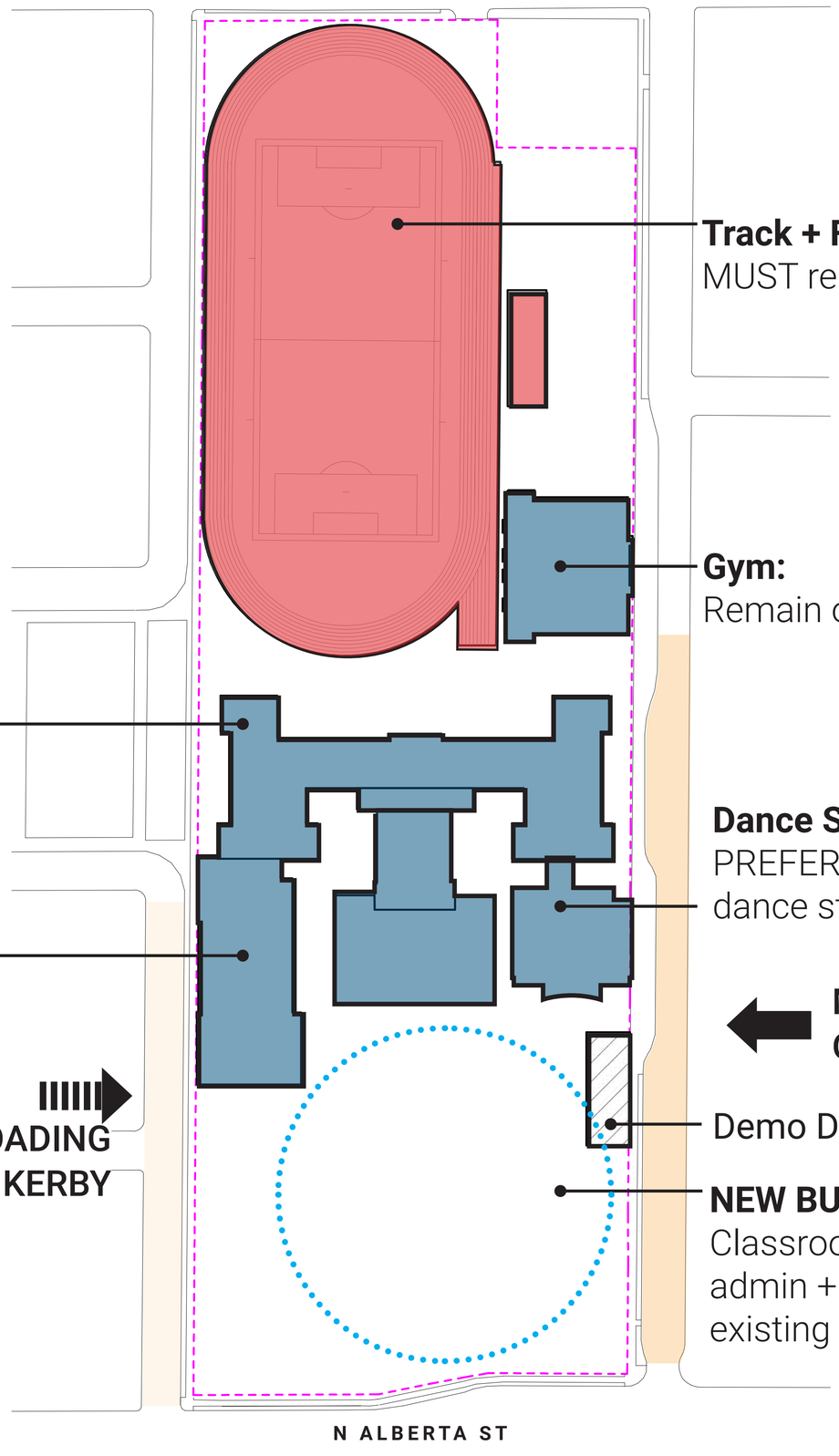
SIMPLEST PHASING POSSIBLE

ALL CONSTRUCTION COMPLETE BY FALL 2028

600 STUDENTS IN NEW CLASSROOMS BY FALL 2026

Students stay on site during construction.

SPATIAL DRIVING FACTORS



Track + Field:
MUST remain in use throughout construction

Gym:
Remain open until new gym is built

Classrooms + Admin:
Minimize disruptions
PREFER without temporary portable classrooms

Theater/Performing Arts + Servery
MUST remain open until new servery, theater and performing arts spaces are built

Dance Studios:
PREFER to remain open until new dance studios are built

MAIN ENTRY ON COMMERCIAL STREET

Demo Day 1

NEW BUILD by FALL2026:
Classrooms for 600 students (~24 classrooms), admin + servery, performing arts/ theater while existing school remains open

PROJECT TIMELINE

Project Community and Stakeholder Engagement :
Open Houses, Town Halls, workshops, engagement and community events, community associations, focus groups, 1:1s, stakeholder reviews, BOE meetings, BAC meetings

CMP COMMITTEE
BOND COMMUNITY ENGAGEMENT

BOND ACCOUNTABILITY COMMITTEE AND BOARD OF EDUCATION MEETINGS

COMMUNITY GROUP 1:1s

COMPREHENSIVE PLANNING COMMITTEE

DESIGN ADVISORY GROUP

DESIGN JUSTICE BASED COMMUNITY ENGAGEMENT

COMMUNITY DESIGN ORGANIZERS

PLANNING

DESIGN

CONSTRUCTION

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027

PRE-BOND CONCEPTUAL MASTER PLAN

2020 BOND PASSES $311M FOR JHS MODERNIZATION

COMPREHENSIVE PLAN PPS SCHOOL BOARD APPROVAL DECEMBER 2022

PHASE I CONSTRUCTION STARTS

PHASE II CONSTRUCTION STARTS

2012 BOND

BUILDING PROJECTS:



Franklin High School



Roosevelt High School



Grant High School



Faubion K-8

PLANNING PROJECTS:

Lincoln master plan

Madison* master plan

Kellogg master plan

Benson master plan

2017 BOND

BUILDING PROJECTS:



Kellogg Middle School



McDaniels High School



Lincoln High School



Benson High School

PLANNING PROJECTS:

Cleveland master plan

Jefferson master plan

Wilson* master plan

2020 BOND

BUILDING PROJECTS:



Jefferson High School



Center for Black Student Excellence



MPG Building @ Benson

PLANNING PROJECTS:

Cleveland planning and design

Ida b wells planning and design

Roosevelt planning and design

* SCHOOL NAME PRIOR TO NAME CHANGE

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

PROJECT PROCESS

PPS BOARD OF EDUCATION APPROVAL

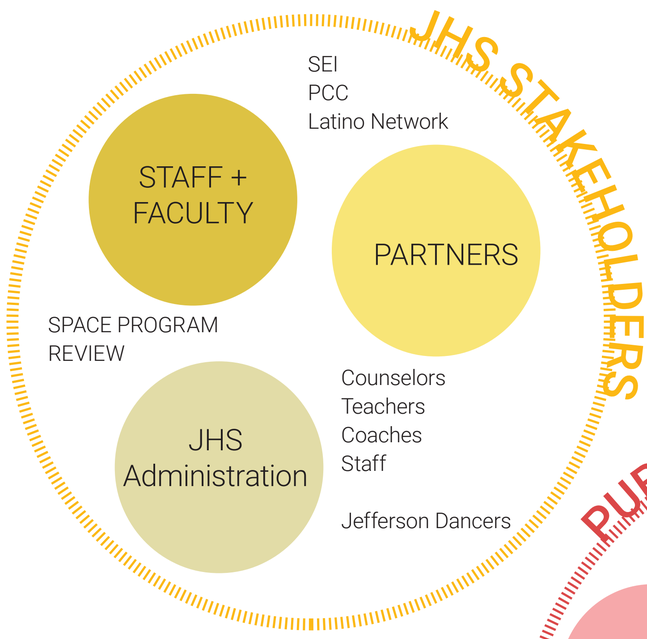
OFFICE OF SCHOOL MODERNIZATION (OSM)

OSM manages how capital improvement projects are administered since 2012 Bond
Overseen by the School Board, The Bond Accountability Committee (BAC) and regular performance audits
Supported by project design team to incorporate feedback, narrative themes, and meet standards & requirements

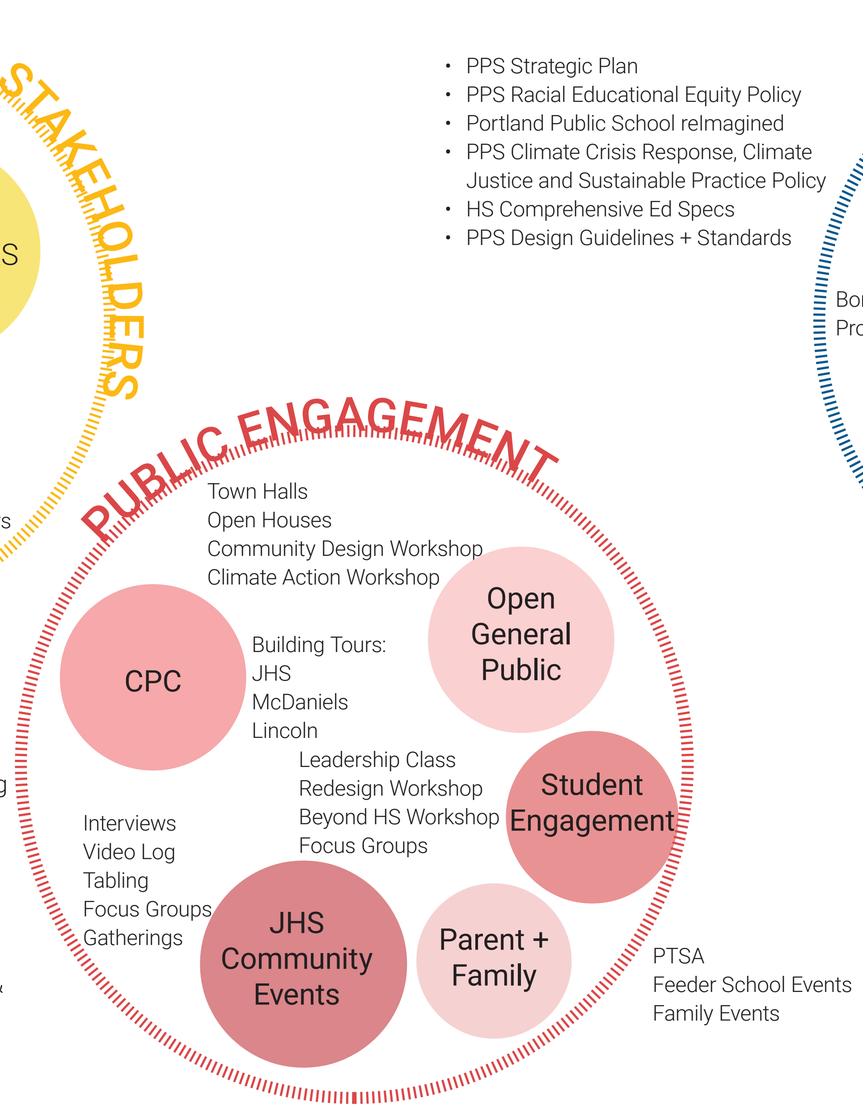
REQUIREMENTS

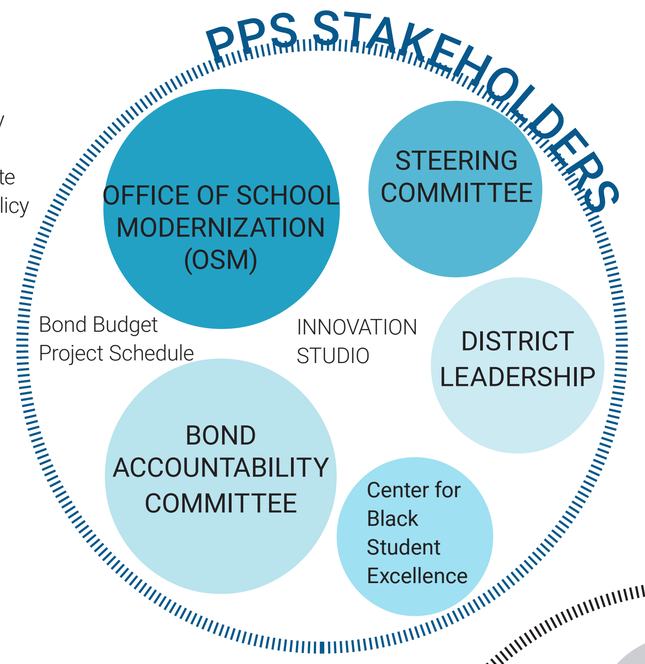
ED SPECS, PPS POLICIES, DESIGN GUIDELINES + STANDARDS, CODES

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reImagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards



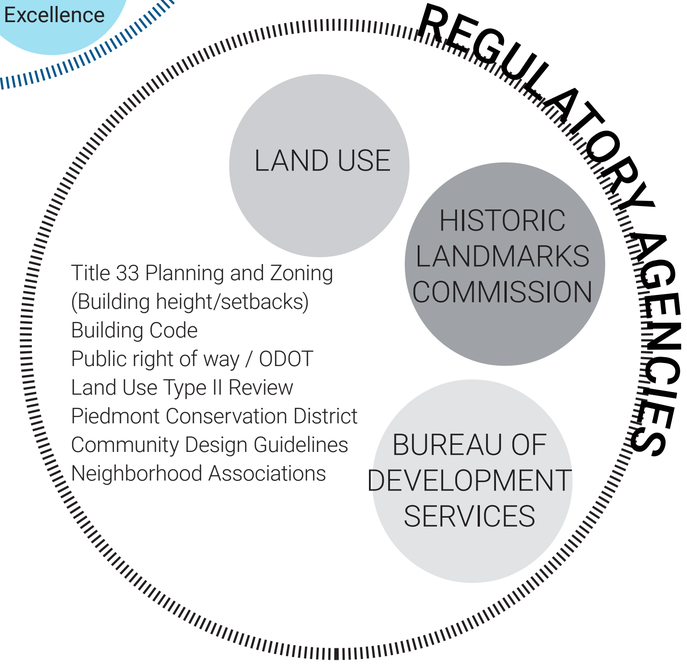
- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle





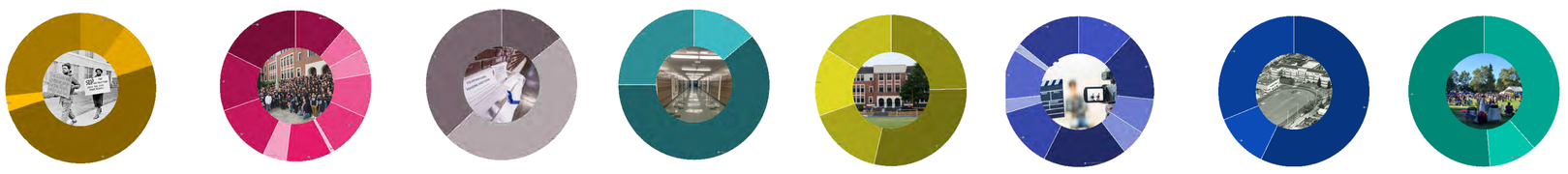
- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

PPS Partners:
- Teen Parent Center
- Multnomah County Student Health Clinic



ADVISORY

8 KEY NARRATIVE THEMES



TRUST

IDENTITY, CULTURE, BELONGING

SAFETY

ACCESS

FLEXIBILITY, CHANGE

RESOURCES

DELIGHT

EMBRACING THE OUTDOORS

PROJECT DRIVING FACTORS PPS REQUIREMENTS

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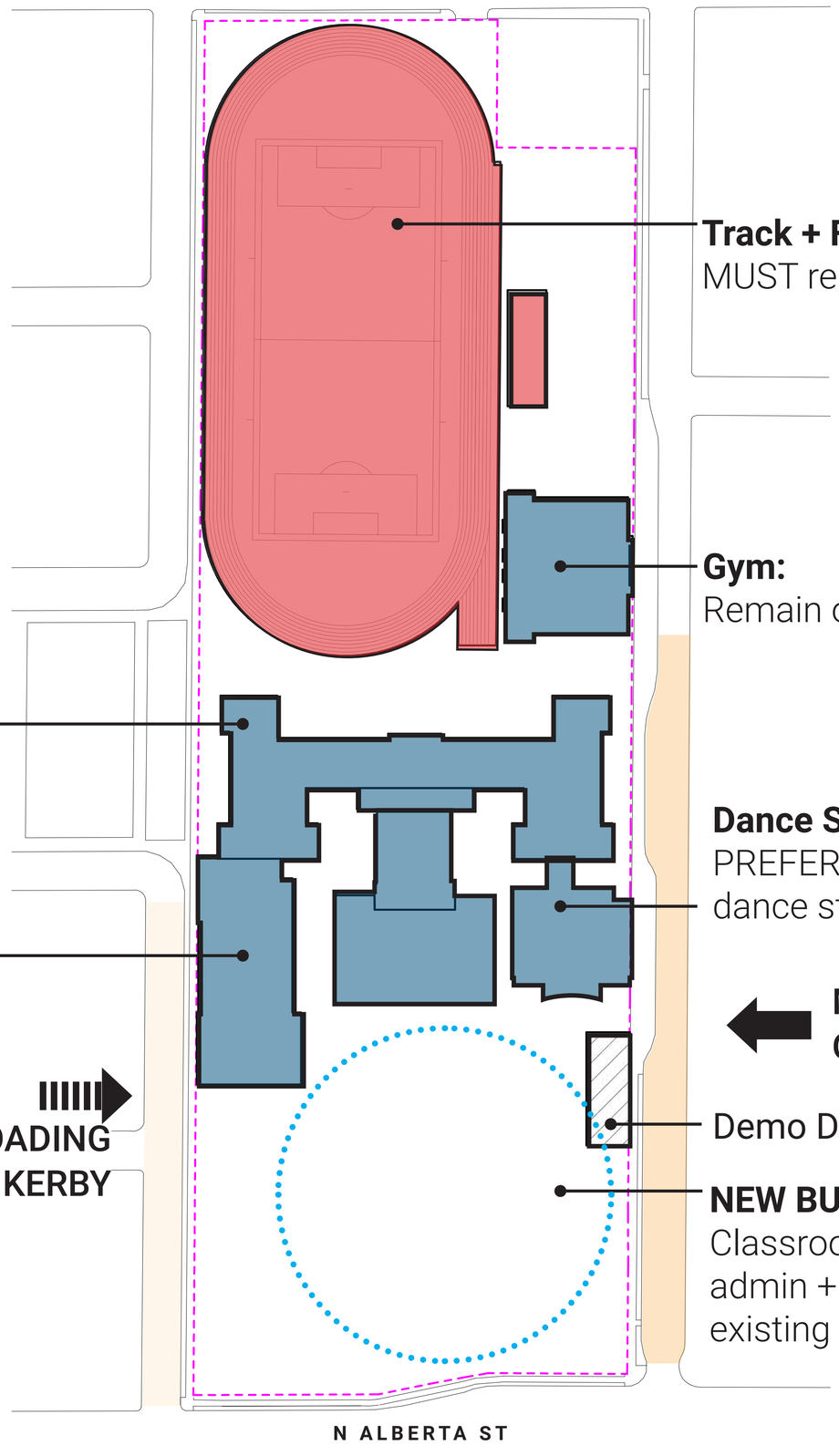

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PROJECT TEAM

OWNERSHIP TEAM



Ayana Horn
Project Manager II - Office of School Modernization
Portland Public Schools

"As a Project Manager with Portland Public Schools, I am excited to incorporate Design Justice principles into my work with the Jefferson community and the design team to create spaces and experiences that reflect the communities' hopes and dreams for the future. My vision is to see students, staff and community members thrive for generations to come."



Kiesha Locklear
Project Manager II - Office of School Modernization
Portland Public Schools

"The Jefferson HS Modernization is the reason I'm working at PPS. To have the opportunity to strengthen Jefferson's roots and ensure its legacy lives on fruitfully within this historically black Portland community is an honor. I'm excited to see how principles of Design Justice combined with educational programming can help to do that by creating safe and welcoming spaces that support successful cutting edge learning models within diverse urban settings."



Steve Effros
Sr. Project Mgr. - Office of School Modernization
Portland Public Schools

"Part of my role as a project manager at PPS over the past decade has been to leverage school improvement projects as a way to bring equity to communities throughout the District. I feel privileged to collaborate with stakeholders to bring this approach to the Jefferson project, as we look to hear from as many diverse voices as possible in the planning and design of this modernized hub for the Jefferson community."

DESIGN TEAM



Chandra Robinson
Design Principal - Exterior
LEVER

"I am thrilled about this project's potential to strengthen opportunities for the Black community here in Portland. The project will be an incredible opportunity to create lasting, beautiful spaces that the community can take pride in."



Jeanie Lai
Design Principal - Interior
Bora

"I believe design to be an expression of care for the planet and for the communities in which we live. I can't think of a better project than Jefferson to show how design can bring back pride and joy that empowers individuals and heals our environment."



Walter Hood
Urban Design Principal
Hood Design Studio

"Jefferson's legacy is celebrated in the community, but the opportunity is also in defining how this place can become a new model for urban living and an inspiration for the youth attending the school to thrive in the world they will create."



Mauricio Villarreal
Design Principal - Landscape
PLACE

"Placemaking is a time for shared learning and formative discoveries. I enjoy collaborating with the young and young at heart, creating welcoming public spaces and celebrating community health, economic prosperity, and social and cultural solidarity."

ENGAGEMENT + ARCHITECTURAL DESIGN TEAM



Bryan C. Lee Jr.
Engagement Lead
Colloqate

"Design moves at the Speed of Trust. An engagement process that is focused on Design Justice will lead to an equitable space that dismantles barriers to opportunity, access, and inclusion in an act of collective hope."



Jackie Santa Lucia
Student Engagement
YSYV/ELSO

"I'm excited to collaborate with Black and Brown youth to use their own power and agency to decide how their own school will reflect their values, their desires, and their dreams for their education that impact the entire community."



Kayce Joyce
Project Team - Interior
Bora

"I am thrilled at the opportunity to work with my local high school, to envision a healthy school environment where the next generation of Jefferson students will want to come to in order to be inspired, build community, and learn."



Chris Linn
Principal in Charge
Bora

"I look forward to delivering design, climate and educational justice to a long underserved community. I am so proud to be a part of a project that will have such a profound impact on our profession."



Becca Cavell
Project Manager,
Point of Contact
Bora

"I am humbled and excited to be part of such a talented team whose focus on Design Justice will empower the Jefferson High School Community to express its vision for a new school that will serve its future and honor its legacy."



Dannon Canterbury
Project Manager - Exterior
LEVER

"Jefferson High School serves the neighborhood I live in and will be the school my daughter will eventually attend. I'd love to be a part of transforming such a vital Portland landmark into a place that better serves the coming generations."



Miguel Hidalgo
Project Architect - Interior
Bora

"As a person of color who shaped their career on the conviction that every student deserves schools that reflect their inherent value as human beings, the opportunity to serve the Jefferson community will be the culmination of my values, skills, and strengths."



Sean Bolden
Project Architect - Exterior
LEVER

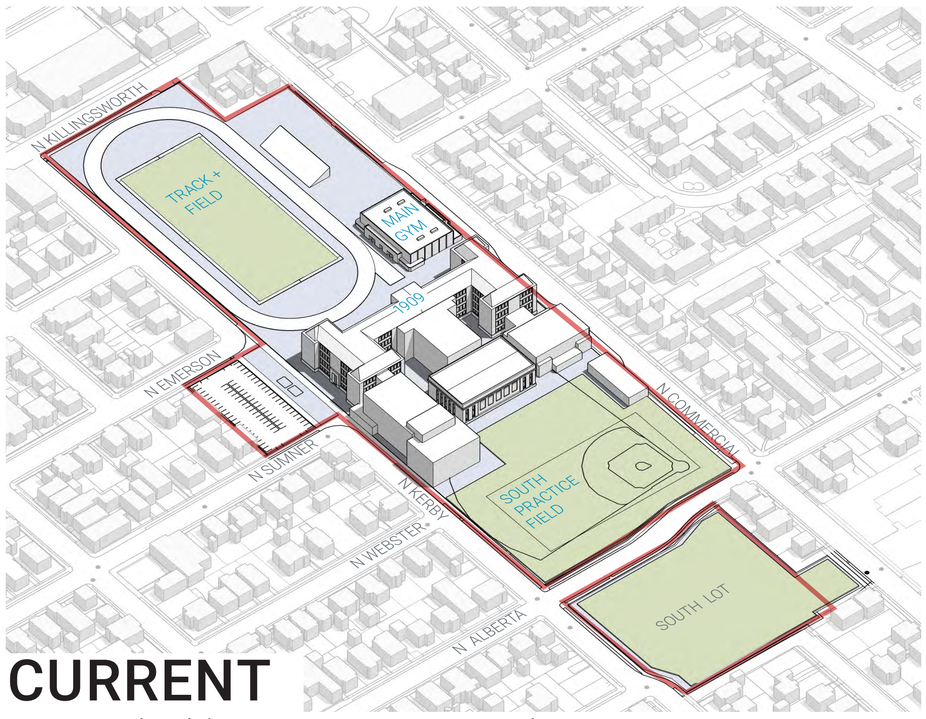
"I'm excited to be part of this team, and for the opportunity to make significant design contributions to the school. It is important for students to see people who look like them making positive change in their community."



Corey Squire
Sustainability Lead
Bora

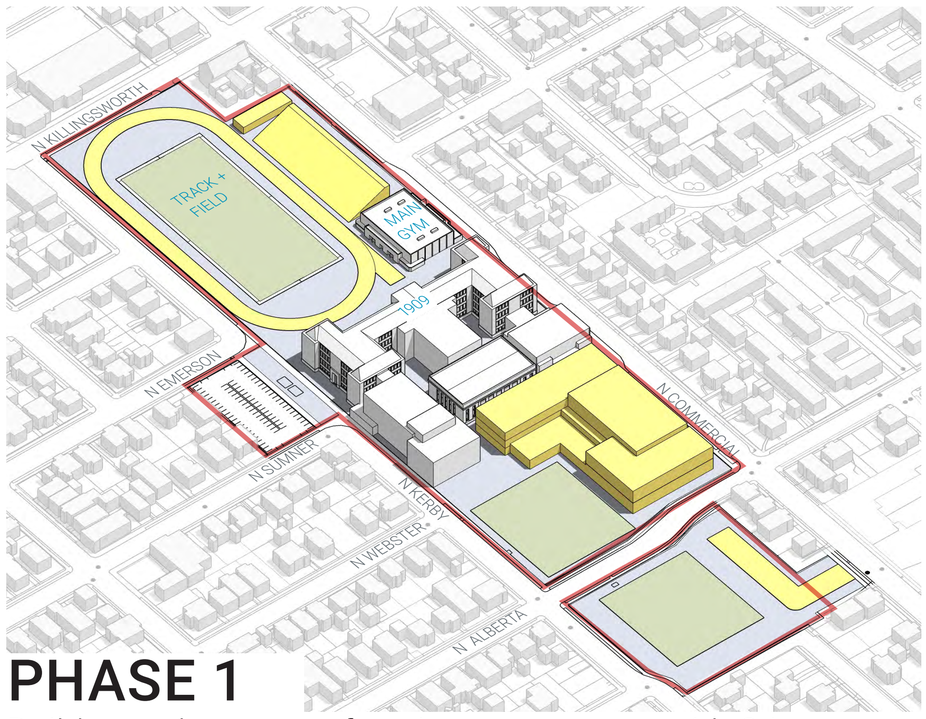
"I'm excited to deliver world-class energy performance and indoor air quality to the Jefferson community. Your students deserve a model project that supports health and learning outcomes and can set an example for districts across the country."

OVERVIEW OF PROJECT PHASING RETAIN 1909 + EXPANSION



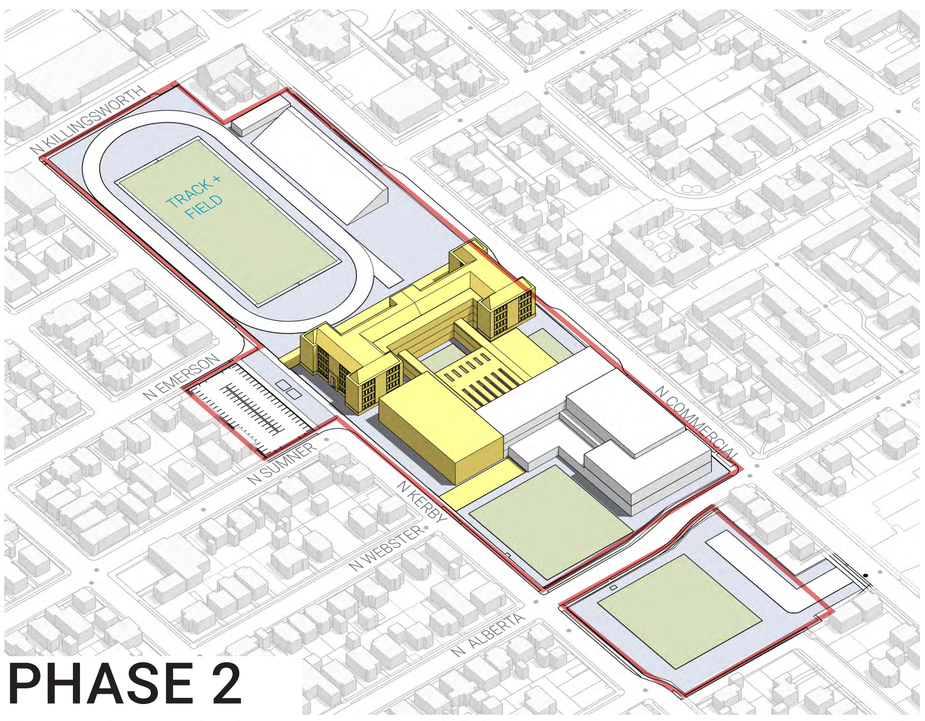
CURRENT

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.

- Fully renovate 1909 main building
- Update existing Track and Field with new grandstands
- Students stay in existing spaces during construction

DISRUPTIONS

Minimal to Athletics

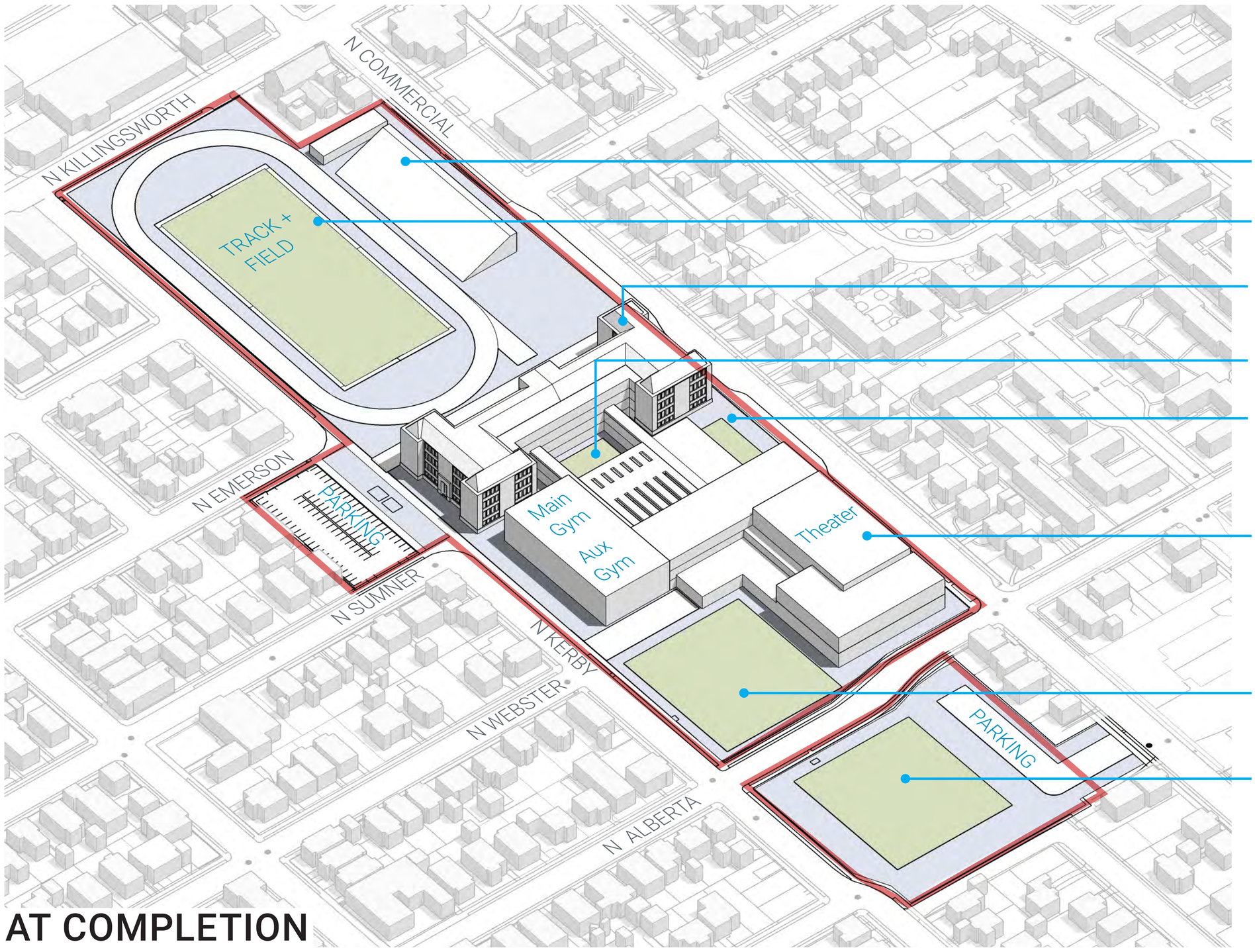
- Maintain use of Track + Field
- Use existing gyms until new gyms are completed

Minimal to Academics

- Students stay in existing buildings during Phase 1
- Classes move into new wing at end of Phase 1

Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 1



New stands and field house with parking

Existing Track + Field is retained

Fully Renovated 1909

Central Courtyard

Main School Entry Plaza along Commercial Avenue

New Performing Arts Wing
New theater, dance studios are consolidated as a new complex with presence on Commercial

New 1/2 practice field

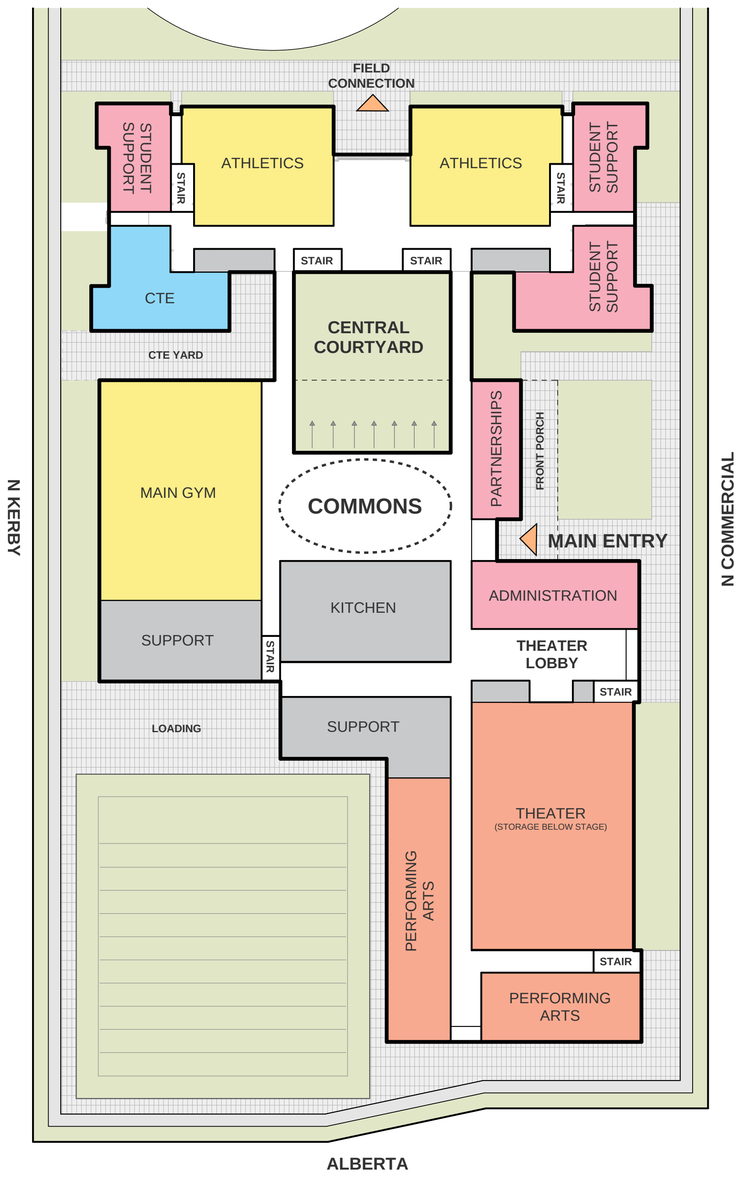
Multi-use field with parking/ possible school garden

AT COMPLETION

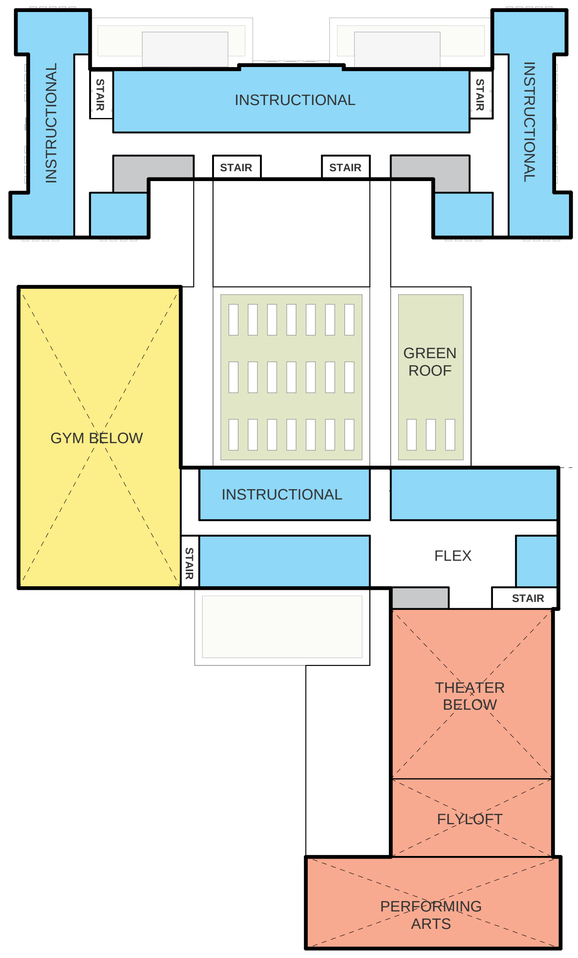
PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

OVERVIEW OF DESIGN APPROACH RETAIN 1909 + EXPANSION

A FLOOR



C FLOOR



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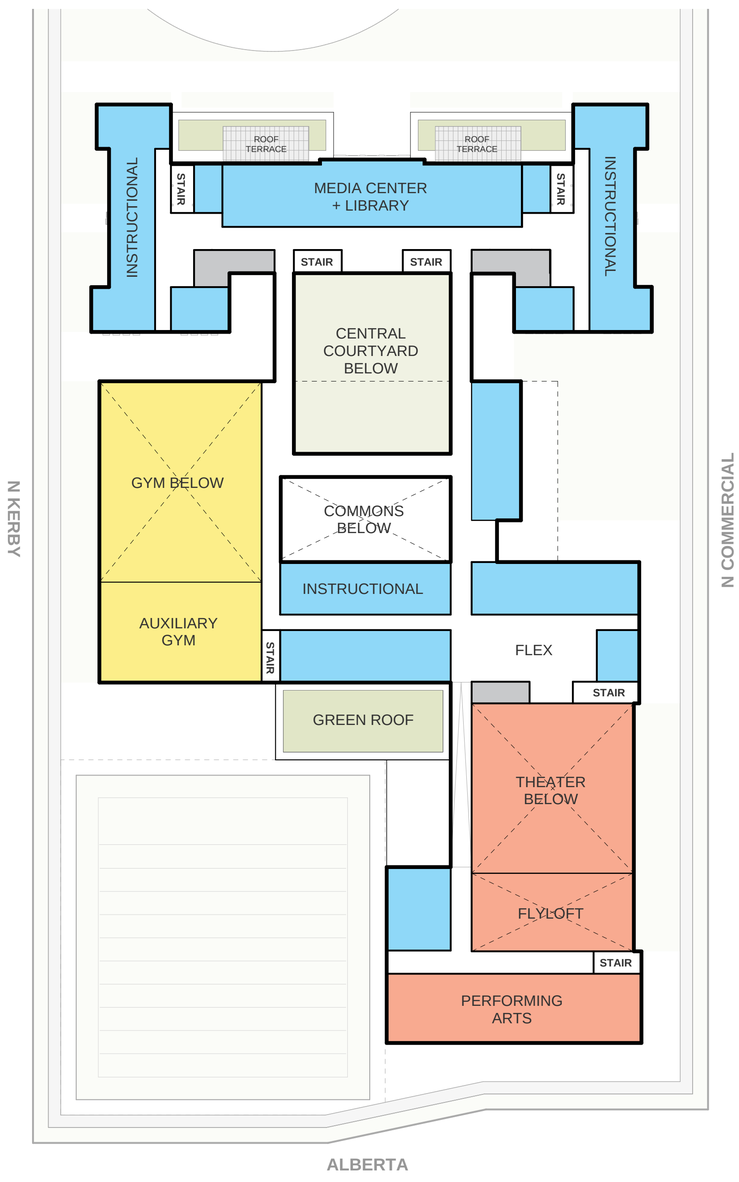
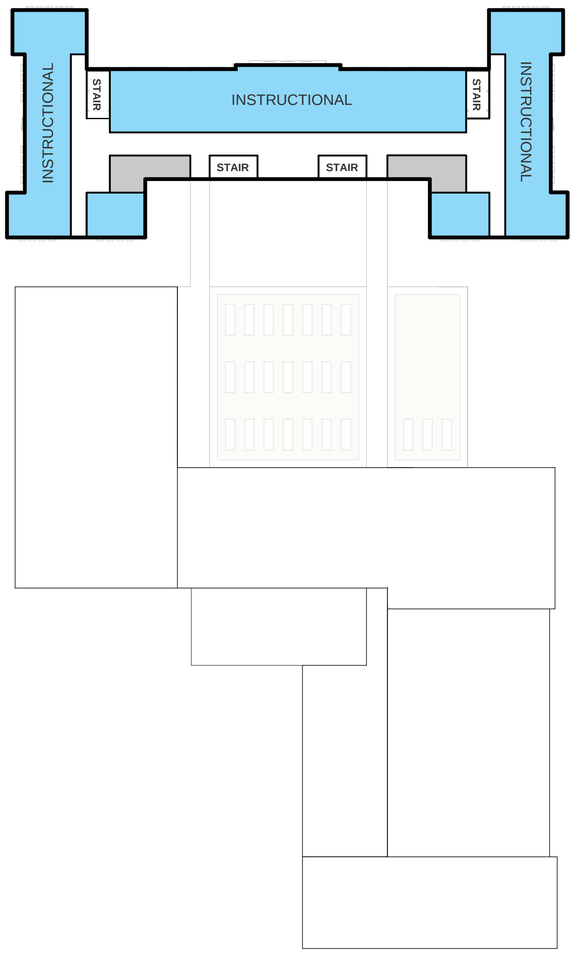


D FLOOR



Design Approach Overview

Full Renovation of 1909

The H shape of the 1909 building provides good daylighting orientation and is well suited for instructional use.

The renovation will be complete in all aspects, starting with the safe removal of all hazardous materials that meets all environmental building code requirements. The structure will be reinforced to meet current seismic requirements for a new school project. All building systems will be replaced - including all mechanical, plumbing, electrical and fire suppression systems.

Key themes: Trust, Identity/Culture/Belonging, Safety/Security

Celebrate the main historic entry of the1909 building by altering the site grading to create an fully accessible entry at the level of the existing Track & Field. This will also create opportunities to showcase and celebrate Jeff's alumni and athletic achievements .

Key themes: Identity/Culture/Belonging, Delight

An **entry plaza** signifies the main entry of the school along the street on Commercial. A **'community porch'** provide covered space with open outdoor space for the school as well as for community use, with access to partnership spaces. The main entry is adjacent to admin program to provide safe secured entry into the school.

Key themes: Identity/Culture/Belonging, Safety/Security, Access, Resources

Central courtyard provides outdoor amenity at the heart of the proposed design, as a connector between the 1909 building and the new additions to the south. The connecting hallways are prime location for storytelling, art and display. Covered outdoor area provide opportunities for year round use.

Key themes: Outdoors, Flexibility/Change, Delight

The **Commons** is centralized acting as a social anchor and ease wayfinding for students. As double height space, it helps to maximize daylight in the building and reinforces the Commons as the social heart of the school. It is also located adjacent to the Main Gym and Theater, providing a large reception space for events.

Key themes: Identity/Culture/Belonging, Access, Flexibility/Change

The **theater and performing arts** are along the street to provide opportunities for community use. A separate theater lobby and entry provide options during events while keeping the rest of the school closed. The lobby is another opportunity to showcase Jeff's achievements in performing arts.

Key themes: Resources, Delight

Media Center/Library, located at the center of the 1909 building, provide opportunities to feature and honor the history along historic *Center Hall*. Possible north terraces provide universally accessible opportunities to views north to Killingsworth and the T&F.

Key themes: Identity/Culture/Belonging, Resources, Delight

Sustainable building features, such as green roof and photo-voltaics visible on the roof, will be incorporated into the renovation and expansion of JHS. We also plan to incorporate a **Climate Dashboard** in the lobby to create educational opportunities for both visible and invisible key sustainability features in the building design, as well on the overall site.

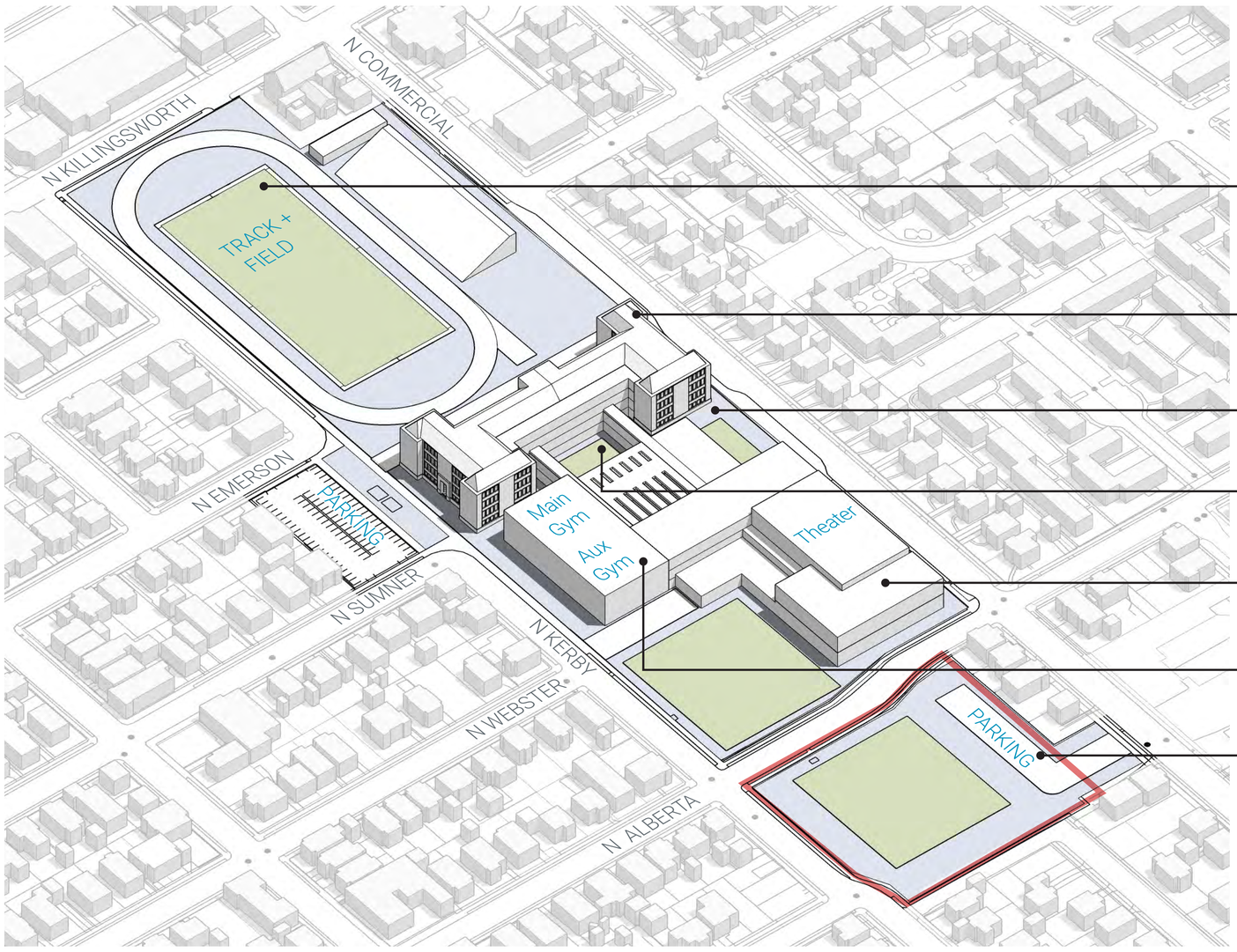
Key themes: Trust, Flexibility/Change, Resources

OVERVIEW OF PROGRAM ORGANIZATION BY FLOOR

COLOR CODE:

- Performing Arts and Dance related spaces
- Athletics related spaces
- Administration and Partners related program and spaces
- Instructional related spaces

COMMUNITY ENGAGEMENT NARRATIVE THEMES 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.

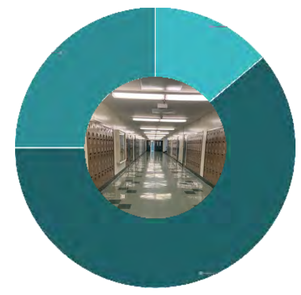


SAFETY

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.

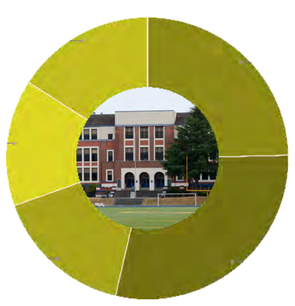


ACCESS

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.

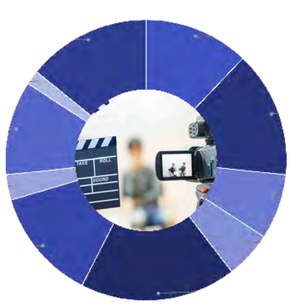


FLEXIBILITY, CHANGE

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.



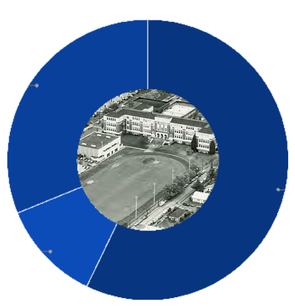
RESOURCES

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.



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.

WHAT IS CLIMATE JUSTICE?

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 **re-framing knowledge, solutions, and systems** is a form of climate justice.

As a part of the PPS Climate Justice Mission, the JHS Modernization project will...

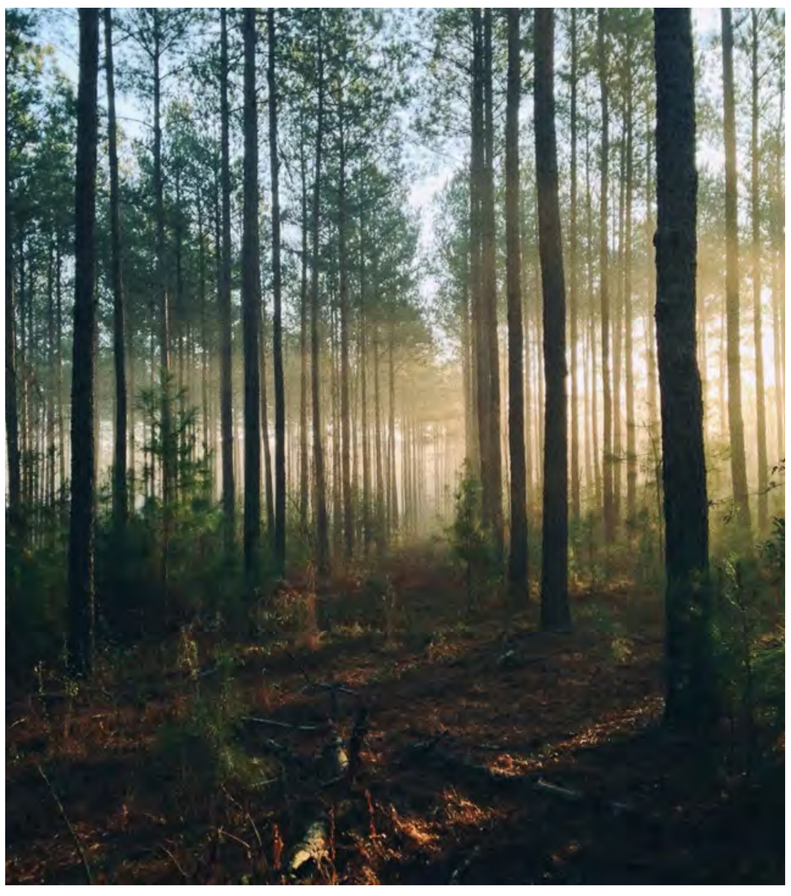
Support the teaching and learning of climate change and climate justice in all classrooms in Portland Public Schools.

Collaborate to develop transdisciplinary curriculum and professional learning that empowers educators and youth to become transformative racial equity leaders and global stewards and ambassadors.

Collaborate with district and community partners to empower youth to lead the district and the world in becoming more sustainable.







PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

SUSTAINABILITY VISION

The JHS Modernization project is the first to kick off since the adoption of the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. This represents both the opportunity and the responsibility to lead this effort and set an example for the District, the City of Portland, and the State of Oregon on how meaningful Climate Action will result in safer, healthier, and more just communities.

HEALTH



The new JHS 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. Working with the City's urban forestry, the future of Jefferson High School will prioritize healthy urban trees on teh site, with benefits for lowering energy use and better air quality. Athletic fields will take precedence for site use and green roofs will also be explored to mitigate heat island effect.

CLIMATE



The new JHS 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 layouts will seek to create spaces that prioritize student and community experience in a way that can also accommodate mass timber construction.
- 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.

EDUCATION



The new JHS 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.
- Seek unique opportunities to use the building to educate students about climate change and resilience
- Reuse materials from the existing buildings onsite to educate student and community members about the site's history.
- Incorporate educational signage on sustainability, health, resilience, ecology, and climate action.

RESILIENCE



The future Jefferson High School will be designed to support the community in times of crisis.

- Passive strategies, including passive cooling and natural ventilation will allow for passive survivability during future power outages
- Providing operable windows that increase air flow through spaces to alleviate the impacts of 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 new JHS will anticipate the future effects of climate change and prepare the school and community to better weather coming storms.

ACCESS



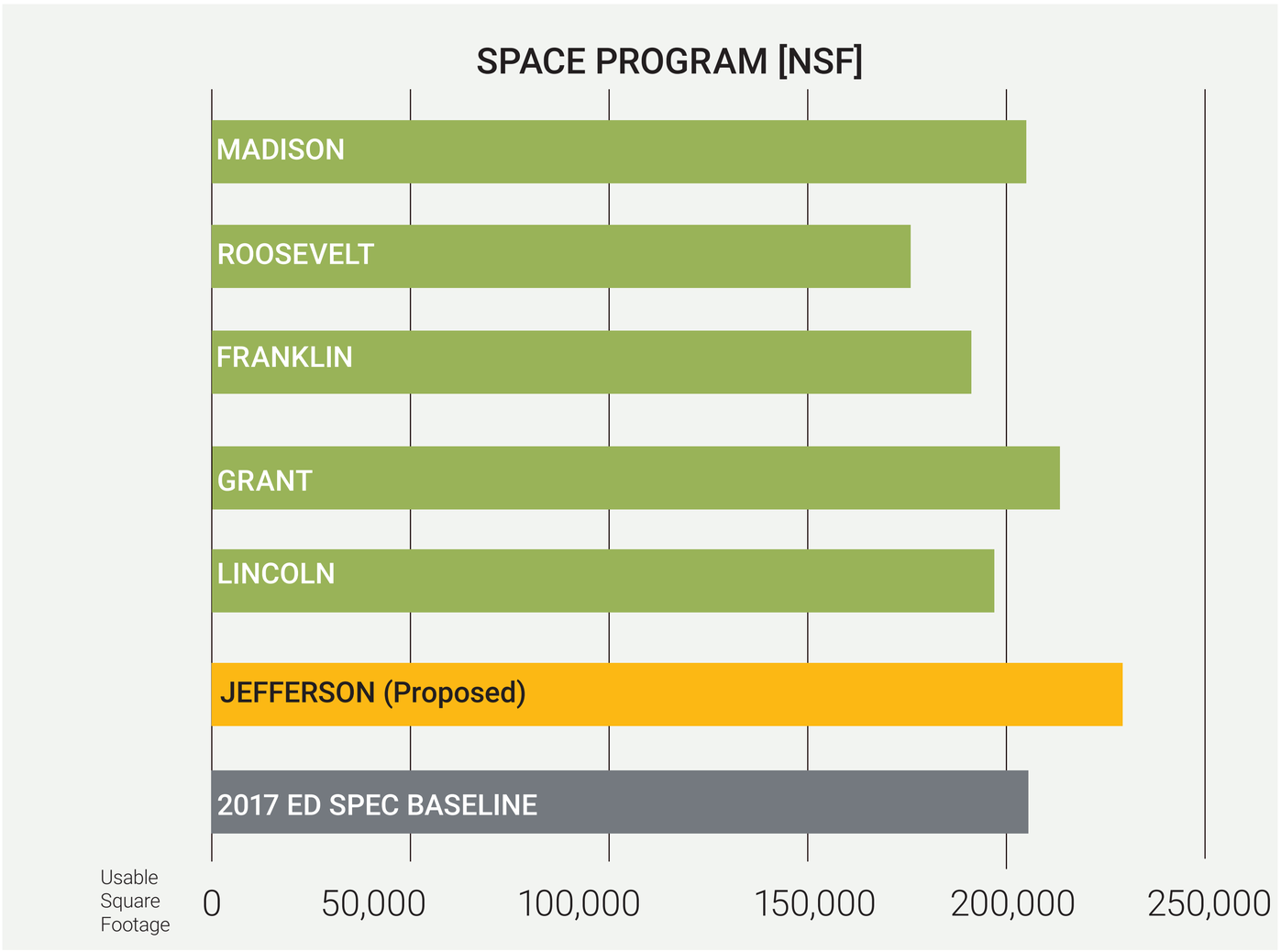
The new Jefferson High School will prioritize access for students with all different abilities and all users will be fully incorporated into every space.

- 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.

PPS HIGH SCHOOL SPACE PROGRAM PLANNING

How are decisions made on what spaces to include for each High School?

The space program for each of PPS's modernized high school is based on the District Education Specification (Ed Spec) and is customized for each school's specific needs. The Ed Spec document was completed in 2017, and included significant community engagement input. Each high school is designed to accommodate around 1,700 students.



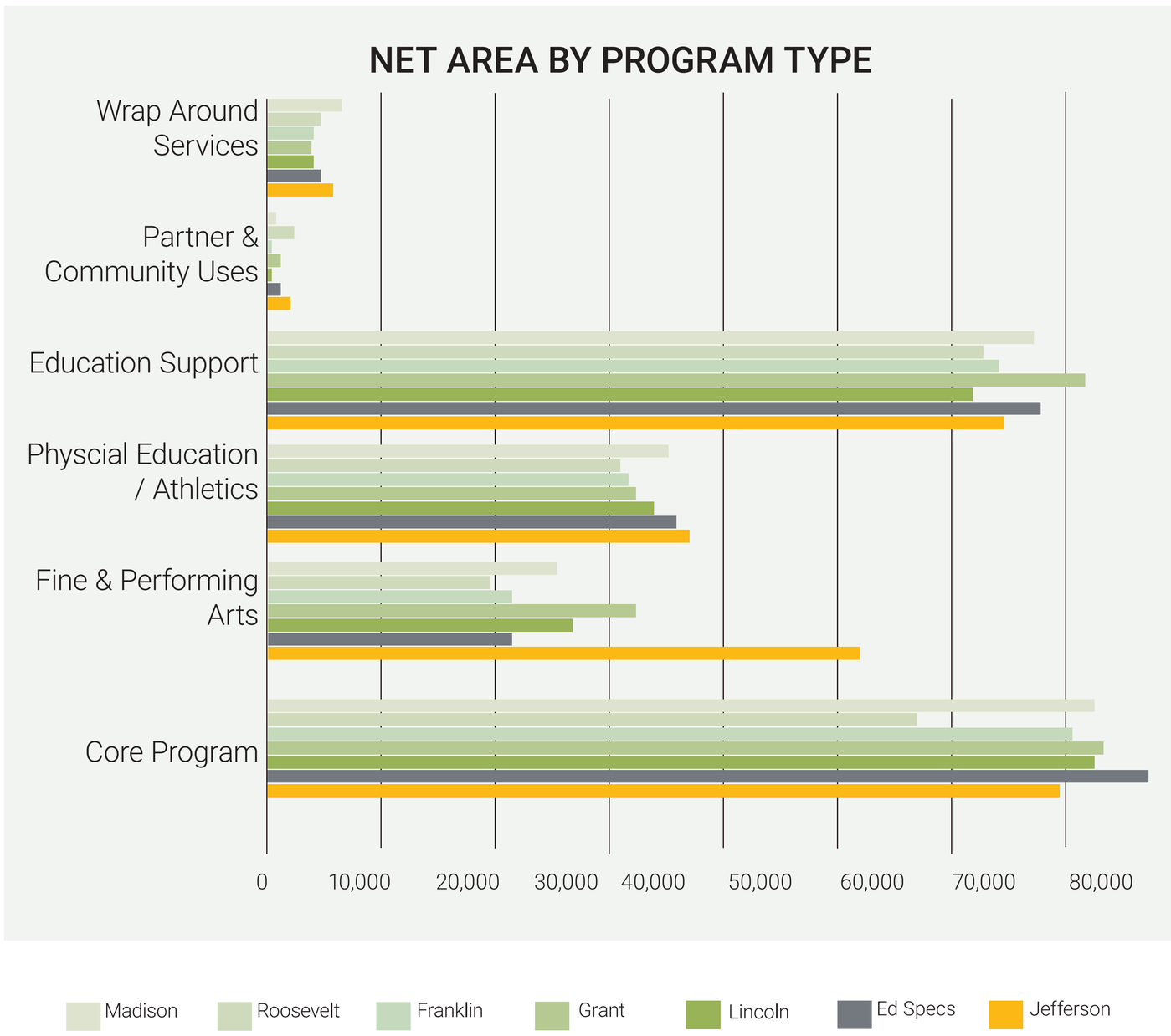
This chart shows how much total square footage is allocated to usable program area in each of the recent PPS modernization projects, and compares the schools to the baseline standard of the district Ed Spec.

What is an Education Specification?

An Ed Spec is a document facility planners, architects and engineers use to develop, plan and design new schools or modernize existing ones. The Ed Spec document describes the facility vision, spaces, ideal relationships between spaces and specific physical characteristics of each space in a new or modernized school.

What will be included in the modernized JHS?

Jeff will continue to be a Focus Option school, and will also meet the Ed Spec standard for 1,700 students. Jeff will need extra space for its dance programs, a larger theater, and space for its specific community partners.



This final chart shows more detail about the components of the space program for each of the schools, to allow for more direct comparison.

PROPOSED JHS SPACE PROGRAM

The proposed program for the modernization of Jefferson High School is customized to be a Focus Option school while using the Ed Spec baseline for a high school with 1,700 students.

CORE PROGRAM

- 35 general education classrooms and 6 elective classrooms, including large dance studios
- 11 science labs
- Specialized spaces for career technical education, including a large shop space
- A makerspace

FINE & PERFORMING ARTS

- 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
- Theater with stage, a black box theater, and robust support space for dance

EDUCATION SUPPORT

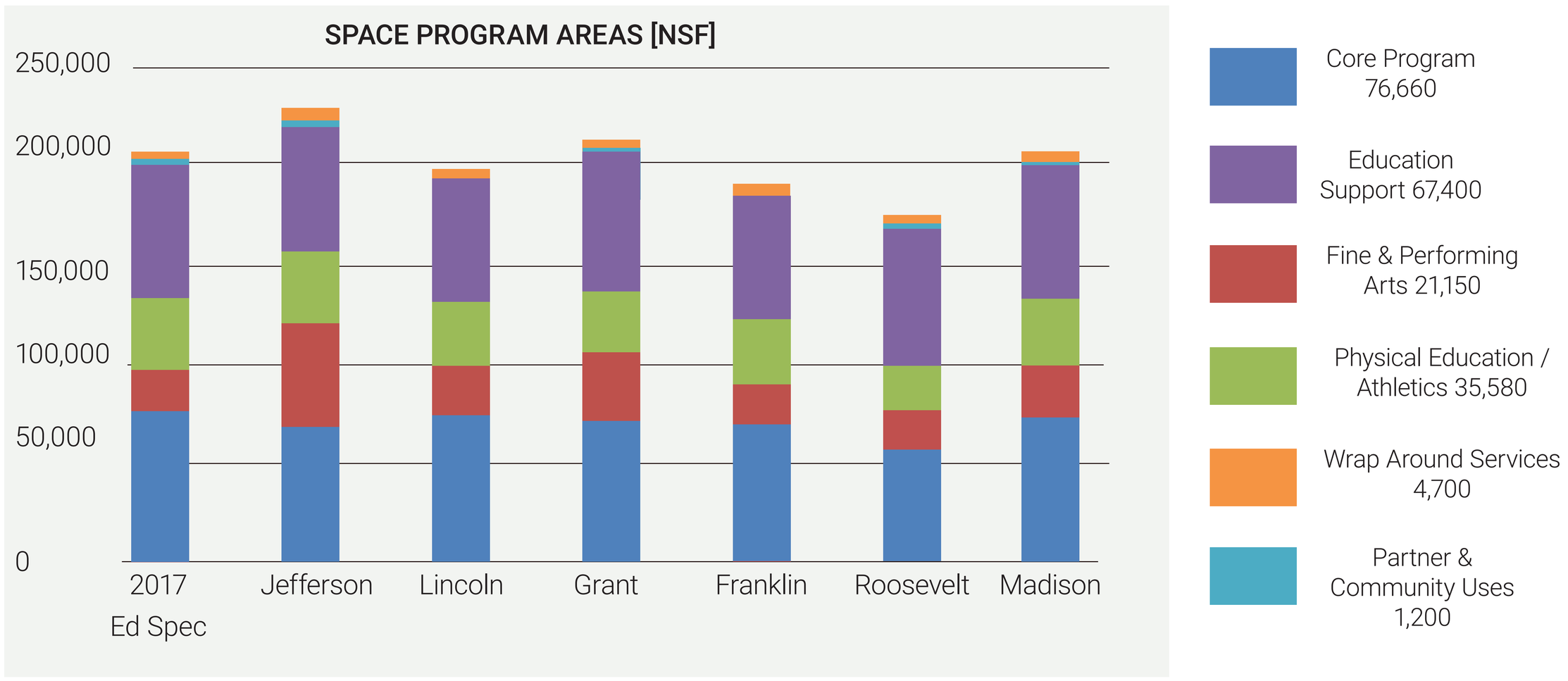
- Special Education spaces and a county health clinic
- A new media center/ library
- A new student commons and cafeteria
- Administrative, support
- Flexible learning areas

PHYSICAL EDUCATION

- A large main gym with an auxiliary gymnasium
- A mat room for wrestling and yoga
- Weight room and lockers facilities
-

WRAP AROUND SERVICES

PARTNER & COMMUNITY USES

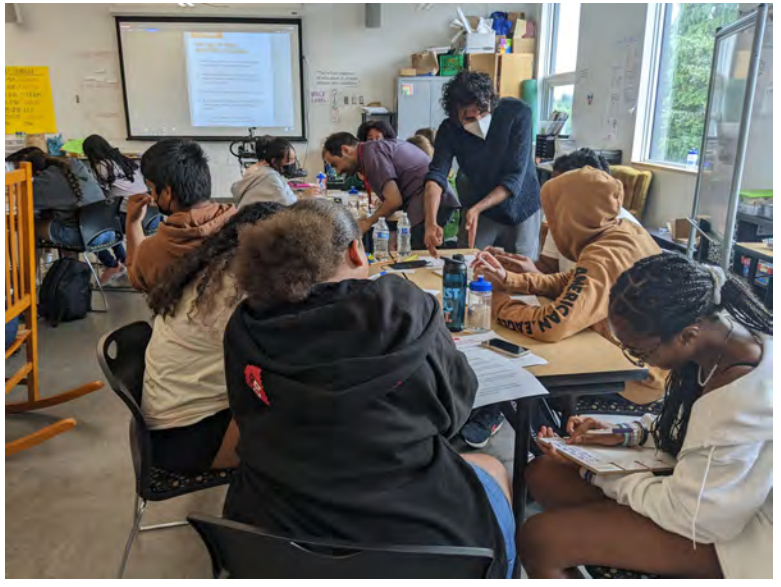


This chart shows how the total square footage for usable program at each of the PPS modernized high schools is broken down into the various components of that space program. It shows the same data as the previous chart, but with an added layer of information. If you study the red component of each of 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

KEY THEMES

What We Heard, Who We Heard It From





over
600 stakeholder discussions

over
700 comments

Priority users are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.

KEY THEMES

Design Justice Considerations for Scenarios

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization

Cultural Significance Within Context of Displacement



The Black Community Remains Rooted In This Place



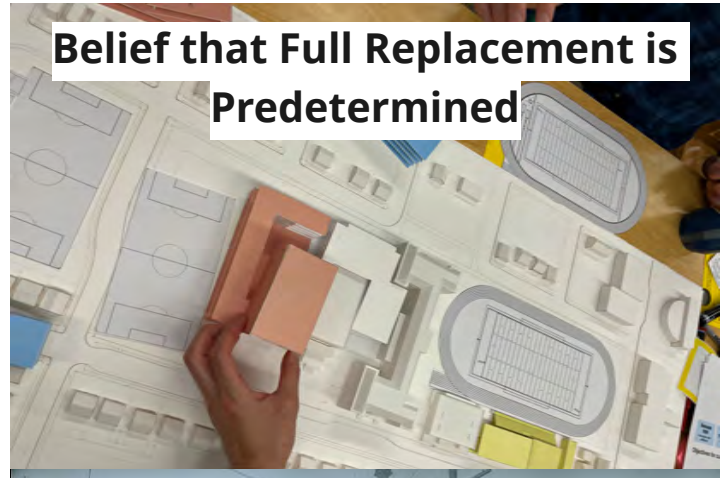
Continued Demolition of Black Space is Traumatizing



Full Replacement Would Do Irreversible Damage



Belief that Full Replacement is Predetermined



The Historic Buildings Anchor Cultural Connection



KEY THEMES

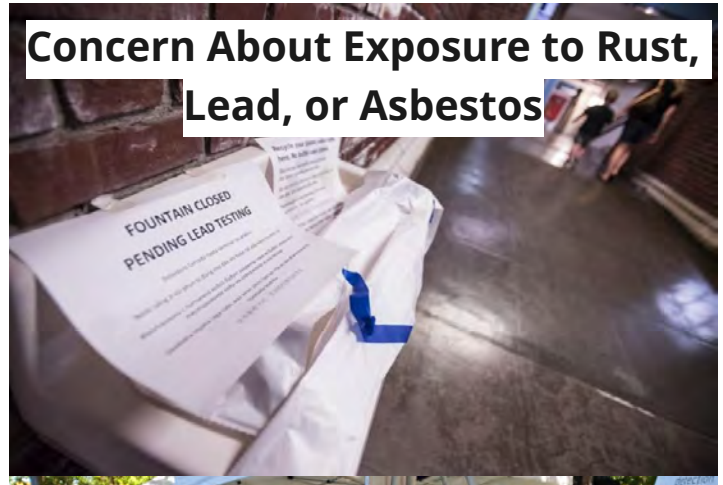
Design Justice Considerations for Scenarios

Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement

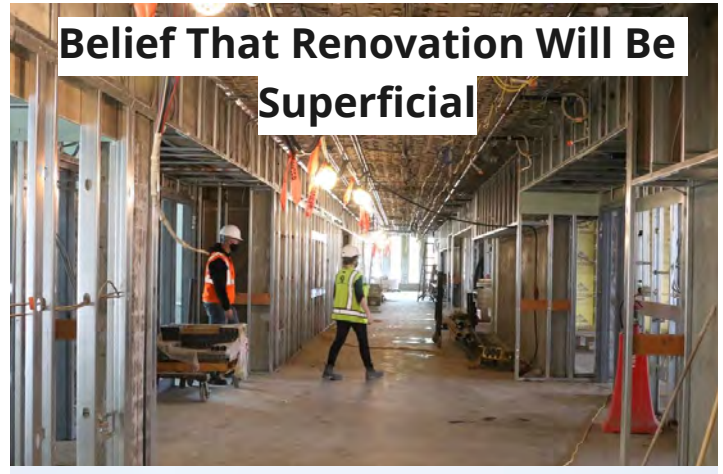
Distrusting Outcomes Due to Systemic Racism



Concern About Exposure to Rust, Lead, or Asbestos



Belief That Renovation Will Be Superficial



Concern of Jeff as Monument to White Supremacy



Belief That Renovation Will Not Provide Best Facilities Possible



Clarify That Renovation = Removal of Unsafe Conditions



KEY THEMES

Design Justice Considerations for Scenarios

Common Desires Across Both Scenarios

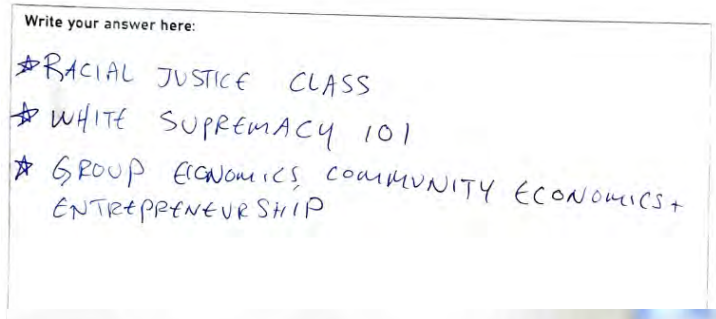
Jeff As a Cultural, Student, and Community Hub



Covered Outdoor Gathering for Students and Community



State-of-the-Art Facilities and Culturally Relevant Programs



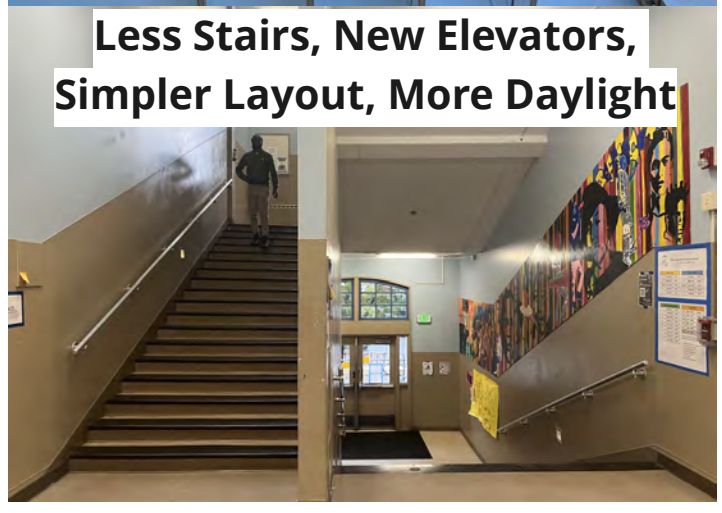
Revitalize Historic Programs and Increase Economic Opportunities



Present and Future Health and Safety Concerns



Less Stairs, New Elevators, Simpler Layout, More Daylight



KEY THEMES

Narrative Themes

Comments are synthesized and grouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is **most impacted** by the project
- Who is **most vulnerable** in the communities associated with the project
- What the **prevalent concerns** of these communities may be
- **Existing operational considerations** and experiences
- Outstanding **questions and concerns** about the project
- **Potential opportunities** that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.



TRUST



IDENTITY, CULTURE, BELONGING



SAFETY



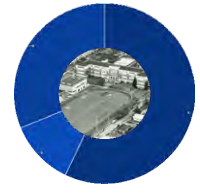
ACCESS



FLEXIBILIT, CHANGE



RESOURCES



DELIGHT



EMBRACING THE OUTDOORS

KEY THEMES

Narrative Themes

Trust



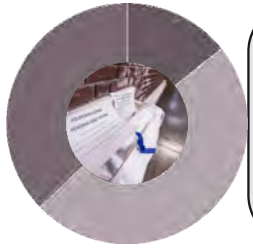
Recognizing the ways that BIPoC communities have been impacted by systematic racism, and how that has manifested within district policies, procedures, and spaces over many generations, it is important for this project team to understand why people feel mistrustful that this process will result in more just outcomes.

Identity, Culture, Belonging



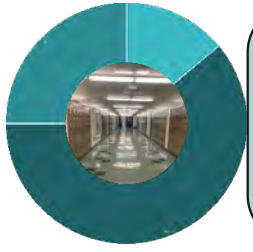
Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.

Safety, Security, Wellness



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



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Flexibility, Change



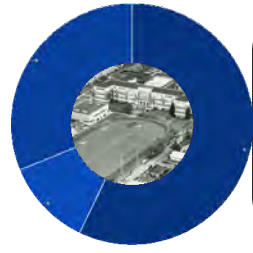
Flexibility is critical for adapting to dynamic day-to-day and seasonal needs that schools must accommodate but also to future needs that may be unpredictable at present. Additionally, this category incorporates themes around full replacement scenarios, and more general desire for new and contemporary building conditions.

Resources



Schools should provide critical educational and socio-cultural resources especially to those who experience systemic disinvestment including 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



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Embracing the Outdoors

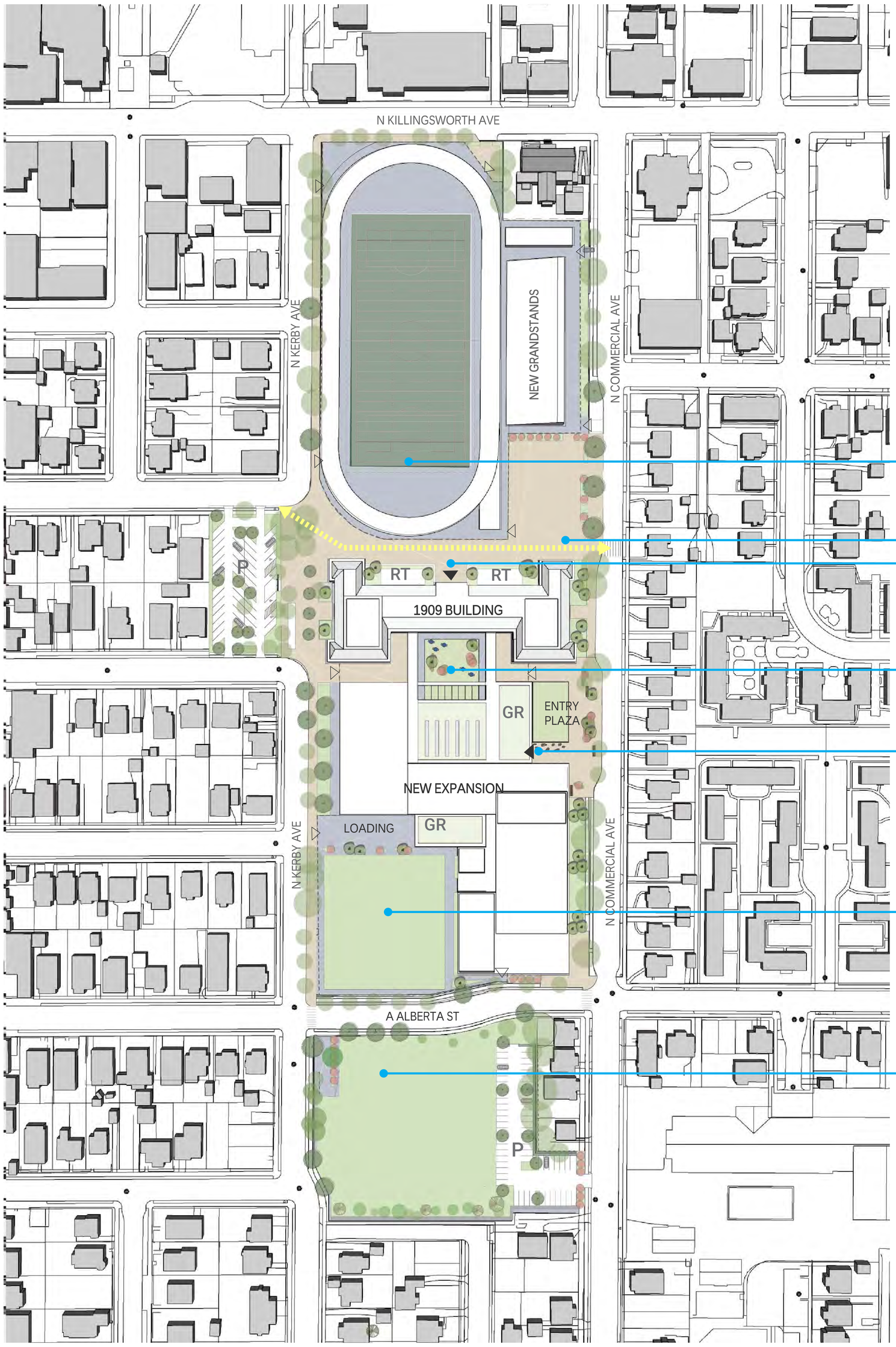


Responses in this narrative category relate to site planning and connections to nature, light and air. It also includes discussion of athletics fields. Beyond a physical connection to the outdoors, this includes indoor environmental quality issues such as fresh air, air quality, natural daylighting,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

CPC 11-16-22

RETAIN 1909 + EXPANSION SITE

LANDSCAPE, ATHLETICS, AND PUBLIC SPACE



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

SITE CONCEPT PLAN

LEGEND

◀ BUILDING ENTRY
◁ GATE

P PARKING
GR GREEN ROOF
RT ROOF TERRACE

NEW TREES

EXISTING TREES TO REMAIN

FENCE

PLAZA PAVEMENT

PORTLAND PUBLIC SCHOOLS · BORA · LEVER · COLLOQATE · PLACE

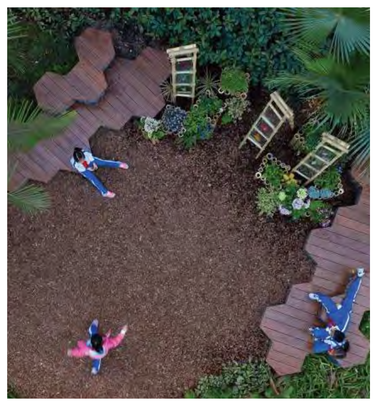
CPC 11-16-22

STUDENT SPACES + LANDSCAPE IDEAS

ATHLETICS AND SITE DESIGN















STUDENT OUTDOOR SPACE

Covered walkways + seating

- Four seasons use of outdoor spaces
- Safety, health, + fun

Multi-use spaces

- Gathering, eating, studying
- Athletic event spill-out space
- Arts event secondary use spaces

Community Use of Public Areas

- Outdoor places of memory accessible outside fenced perimeter
- Community gathering space always public
- Resources inside the school perimeter available for community use

COMMONS + ENTRY PLAZA







MULTI-SPORT FIELDS

Practice fields for students and Community

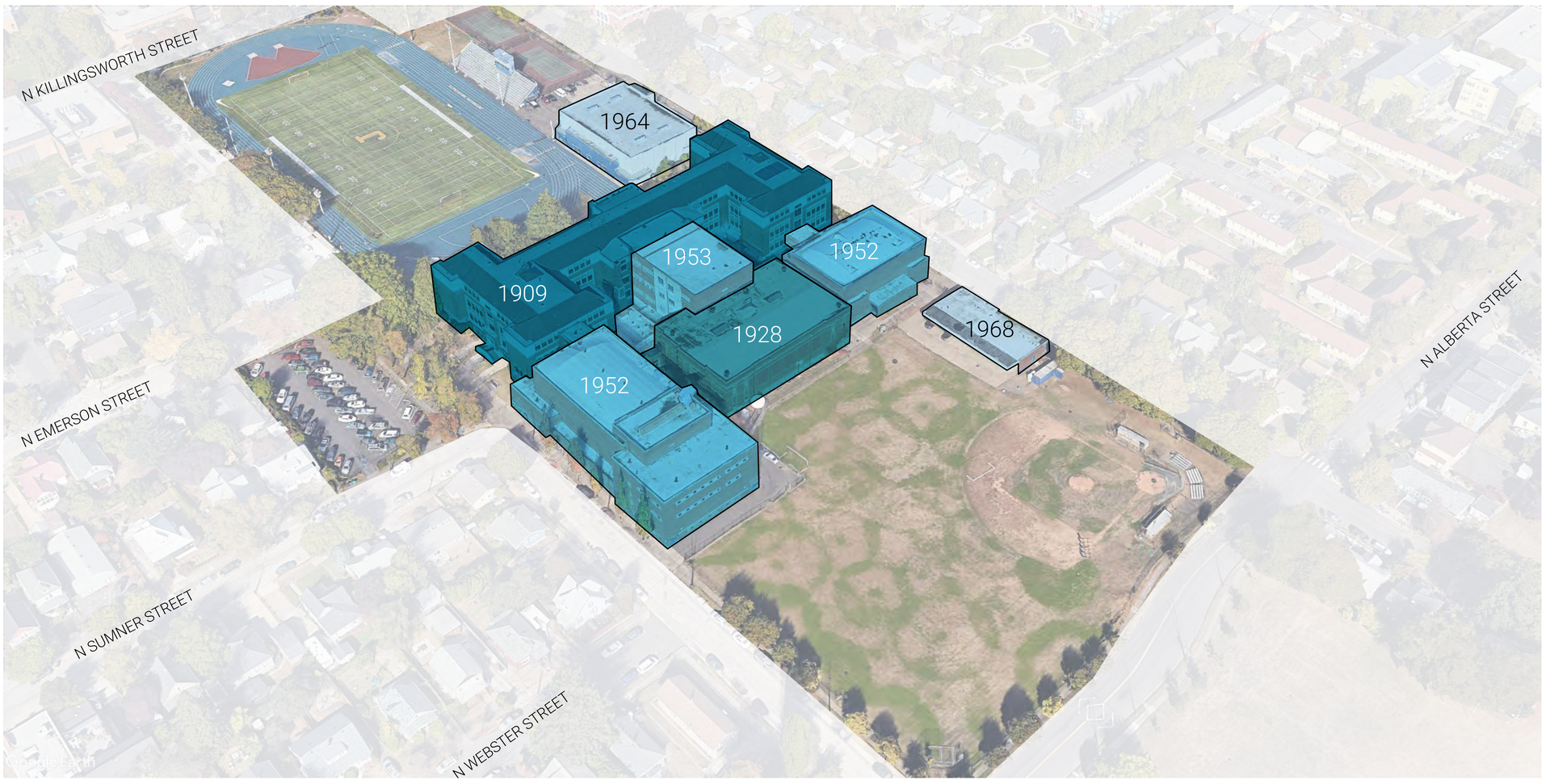
- All playfields will be designed to respond to teacher and practice requirements.
- Additional South Lot uses may include parking, community gardens, and stormwater remediation.

ATHLETIC FIELD OPTIONS

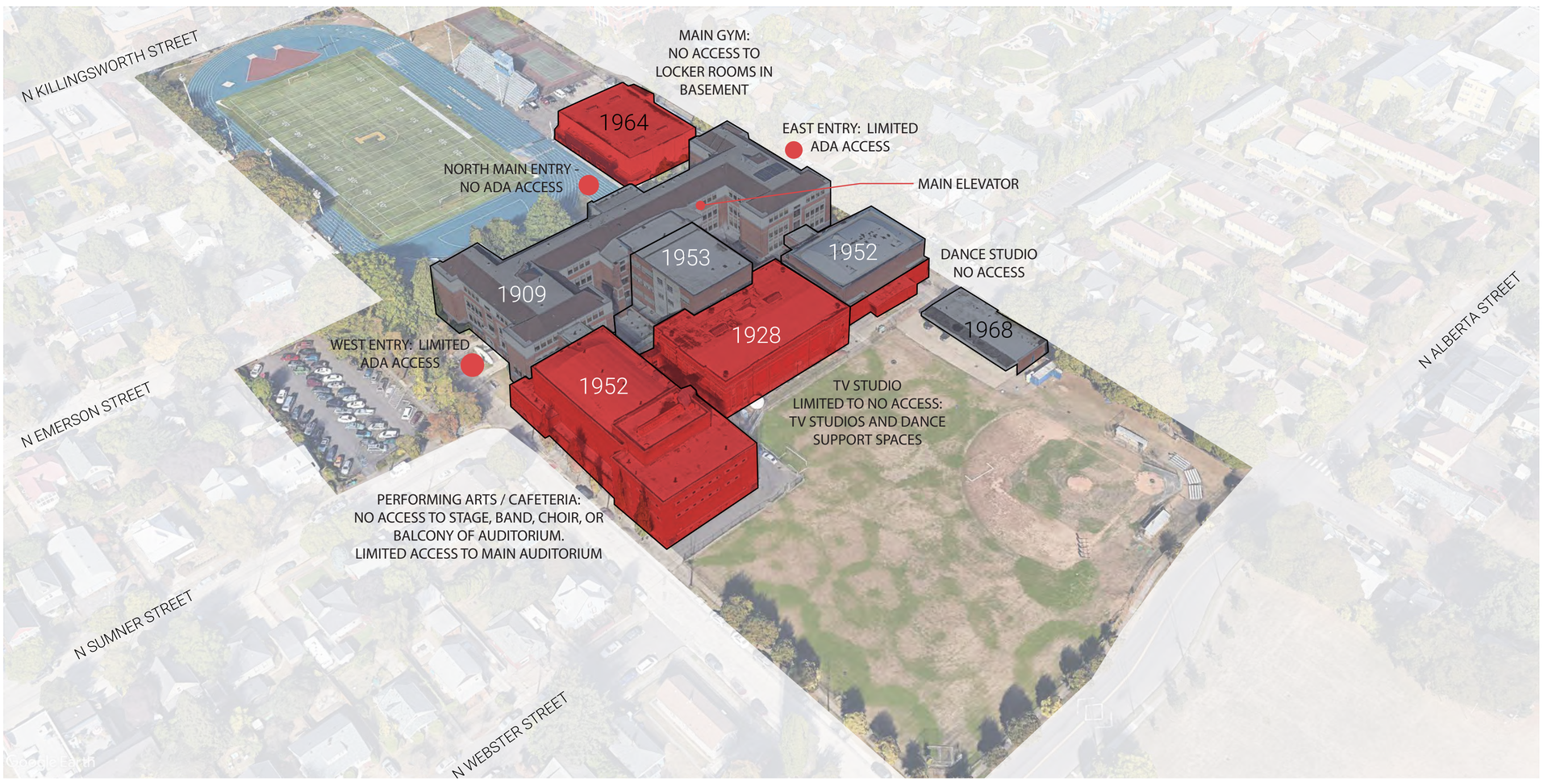
PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE PLACE

EXISTING FACILITIES ASSESSMENT

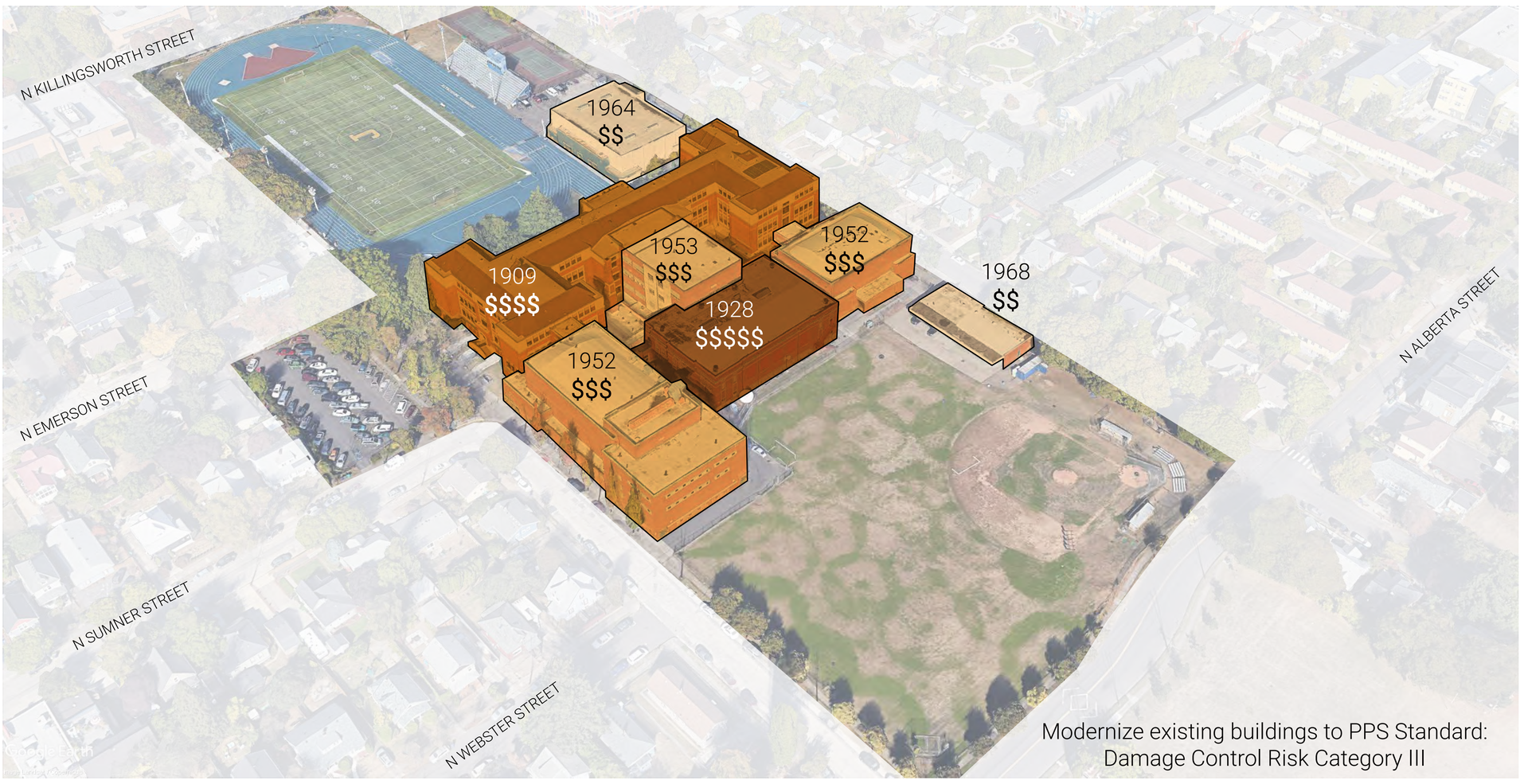
JEFFERSON HIGH SCHOOL BUILDING ADDITIONS



JEFFERSON HIGH SCHOOL ACCESSIBILITY

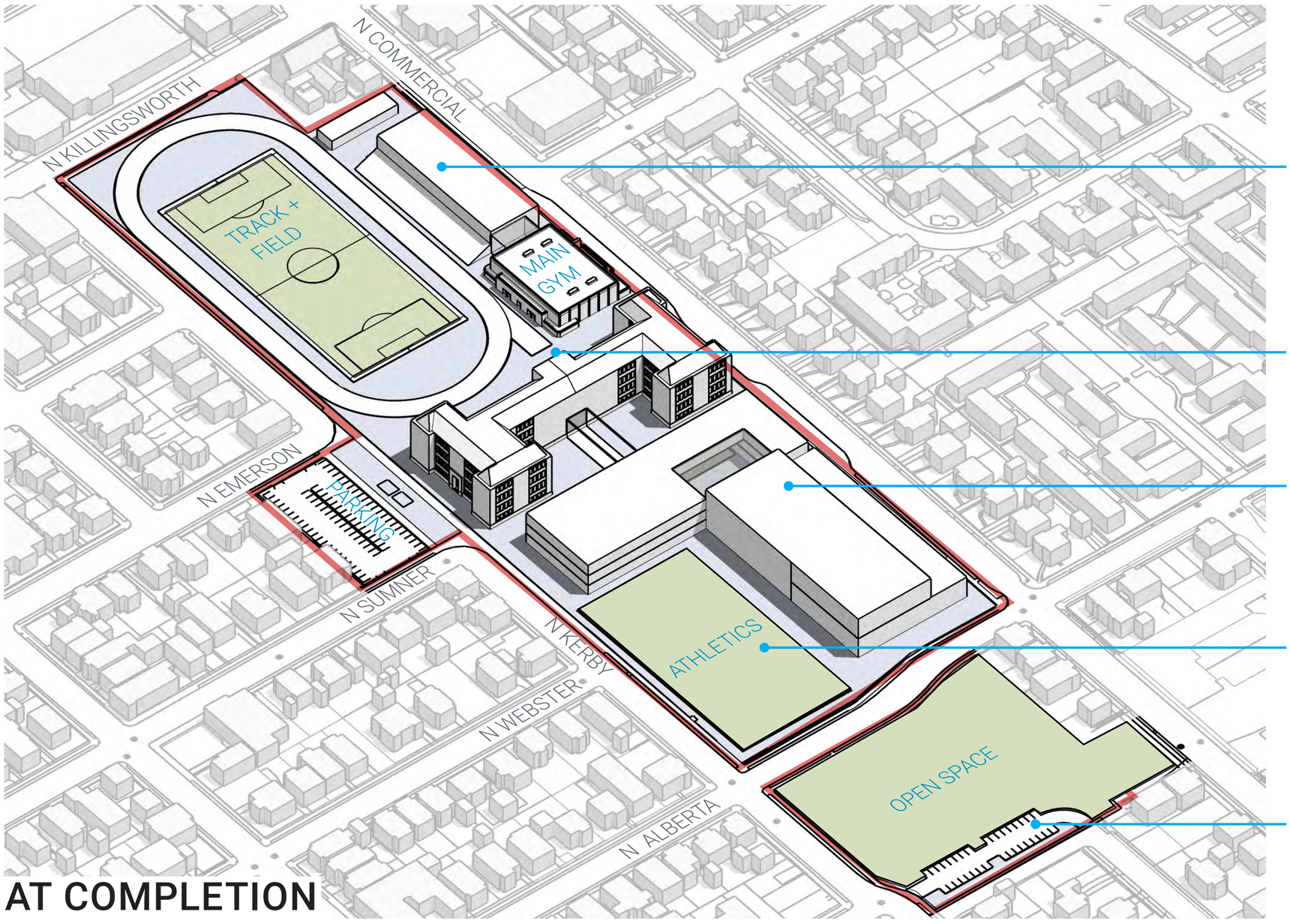


JEFFERSON HIGH SCHOOL STRUCTURAL SEISMIC UPGRADES



EARLY SITE PLANNING SCENARIO STUDIES

RETAIN 1909 FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Main School Entry at Fully Renovated 1909 Building
Create an accessible entry to the original 1909 building

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex along Commercial

New practice field

Additional parking

AT COMPLETION

FEEDBACK

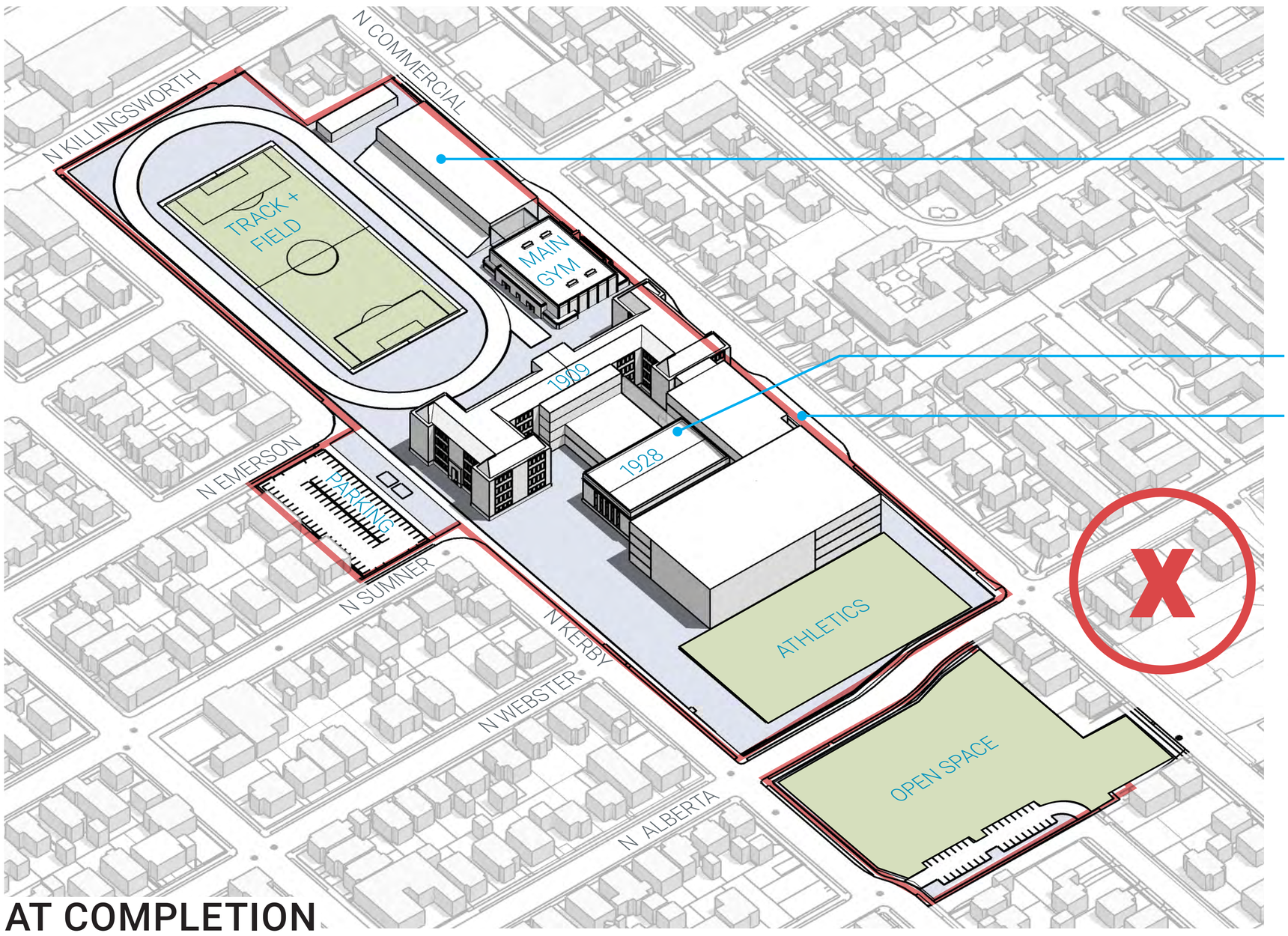
+

- Retaining 1909 to preserve history
- Mid-block connection from Kirby to Commercial
- Street presence for Theater and Performing Arts

–

- **Require portable temporary classrooms which is a significant disruption to students**
- Require outside access to gyms
- No entry plaza defining main entrance

RETAIN 1909 + 1928 FULLY RENOVATE 1909 + 1928 BUILDINGS WITH NEW ADDITIONS



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym

Fully Renovated 1928

Main School Entry
along Commercial

Community feedback: 1928 does not hold as much cultural significance but the community would to see some of the materials re-purpose and honor as artifacts in the new building.

"While I personally like the 1928 building, I have not heard as much interest in keeping it from the community at large and the overall layout feels more cramped."

Design team assessment: 1928 will need significant structural upgrade to meet current code. The location of it at the center of the site also challenges space planning.

AT COMPLETION

FEEDBACK

+

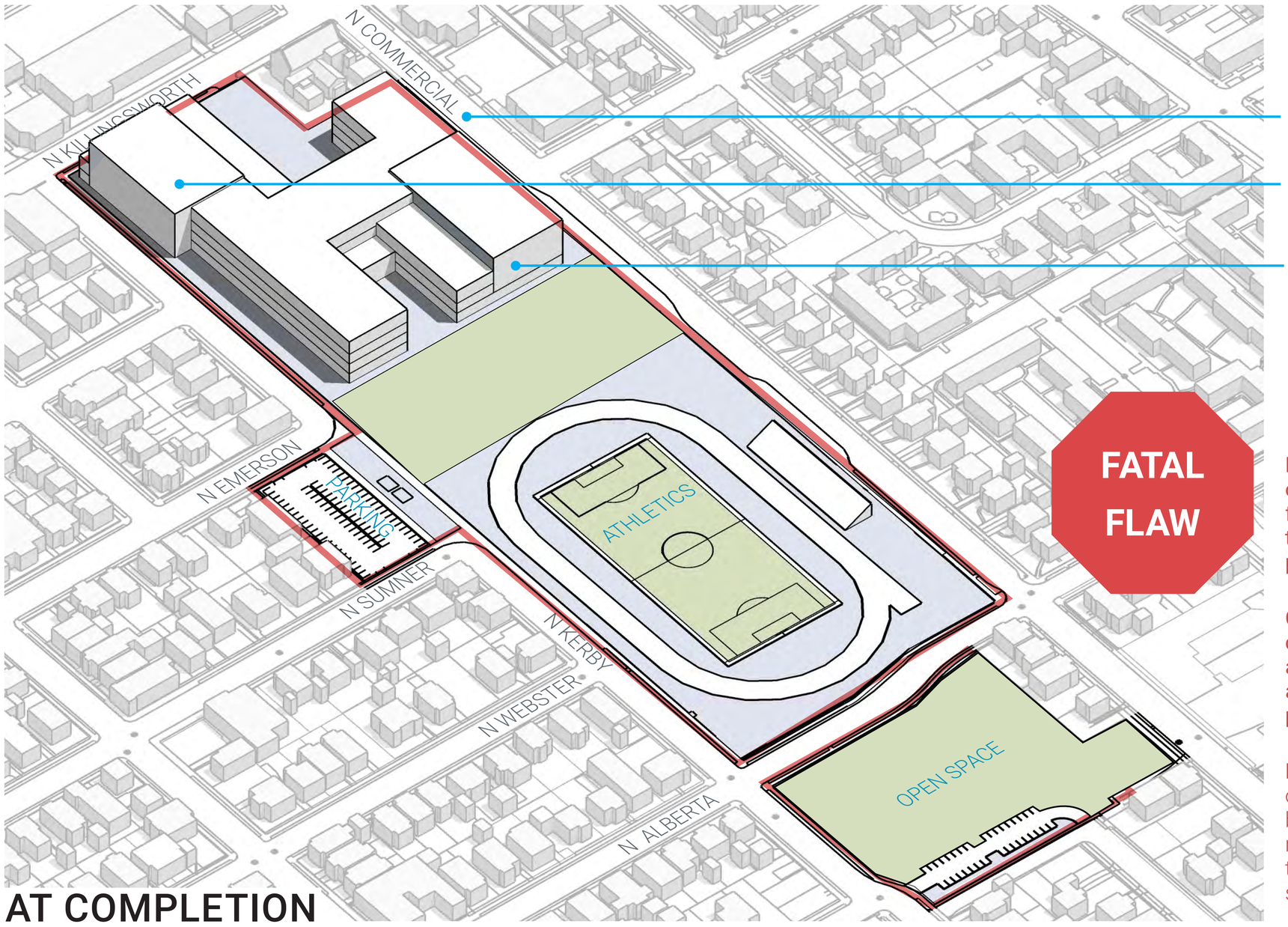
- Retaining 1909 to preserve history
- Mid-block connection from Kirby to Commercial
- Street presence for Theater and Performing Arts

–

- **Require portable temporary classrooms which is a significant disruption to students**
- **1928 in middle of site requires new expansion to wrap around**
- Tall long wall along Commercial

EARLY SITE PLANNING SCENARIO STUDIES

NEW NORTH FULL REPLACEMENT SCHOOL ON THE NORTH END OF SITE



New Main School Entry
along Commercial

New Theater
Civic presence along Killingsworth

Athletics Complex to the South
New athletics wing with Main and Aux Gyms
New Track + Field and practice fields consolidated on the south side of the site

FATAL FLAW

PPS leadership review: Should not take T&F off-line. No close by swing fields /burden for JHS athletes to travel to multiple places throughout the week for practice. Will lose participation.

Community feedback: Local business and community leaders, alumni, staff, teacher and students worked hard to make this field a reality for the school. It's represents blue pride and the community coming together.

Design team assessment: The T&F is in good overall shape and **needs minor improvements** being almost 10 years old: turf will need replacing, resurfacing the track, alternations to curbs, retaining wall and fencing to improve safety.

AT COMPLETION

FEEDBACK

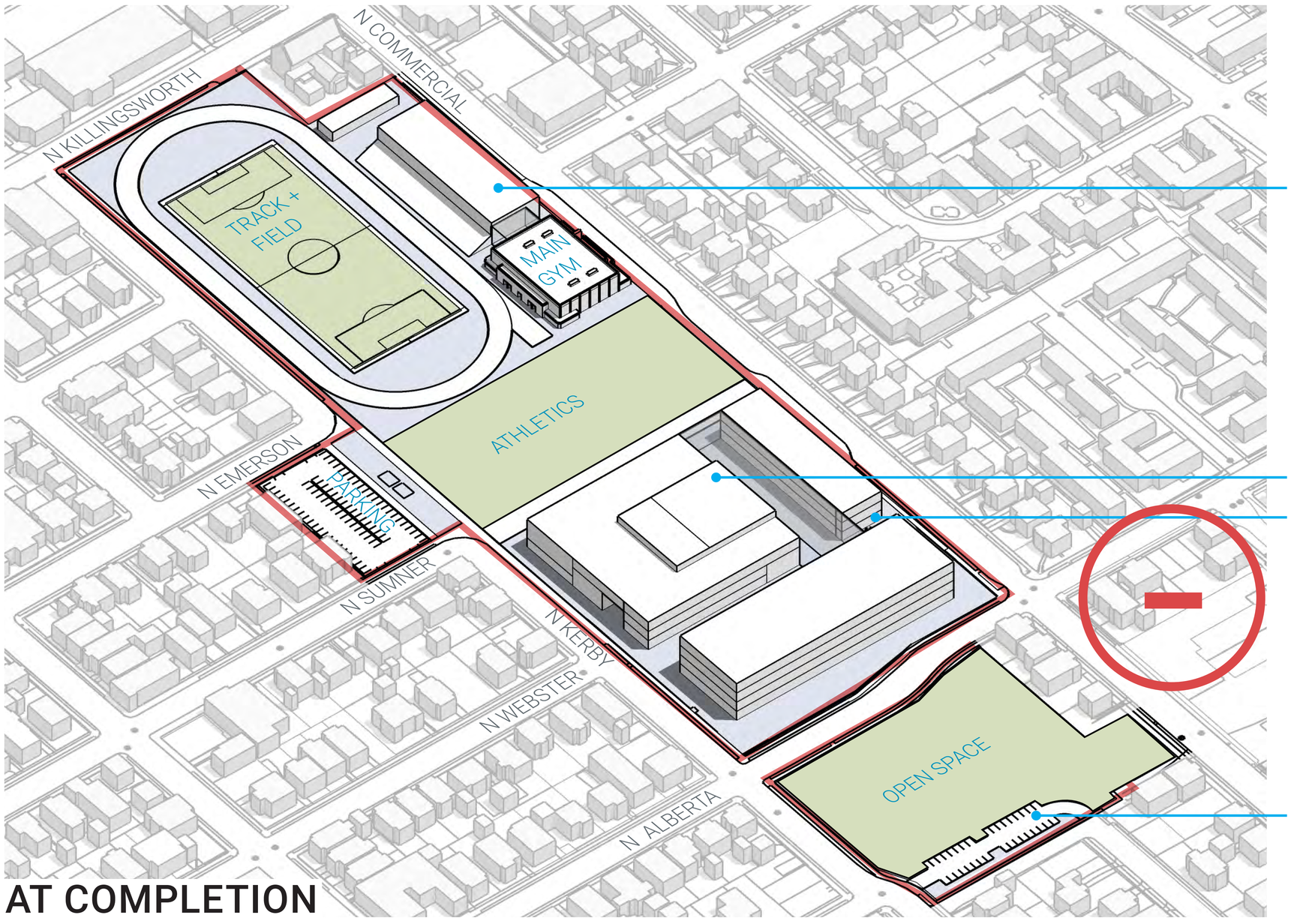
+

- Street presences along Killingsworth especially for Theater and Performing Arts
- Mid-block connection from Kirby to Commercial

–

- **Losing Track & Field is a significant disruption for Athletic programs**
- **New track & field will need to meet current zoning setbacks reducing overall outdoor site space**

NEW SOUTH FULL REPLACEMENT SCHOOL ON THE SOUTH END OF SITE



North Athletics Complex
Existing Track + Field is retained
Renovated and upgrade 1964 main gym
New stands, field house, and auxiliary gym
New practice field south of Track + Field

New Theater

New Main School Entry
along Commercial Ave

–

Community feedback: All new replacement school would do irreversible damage - erasing the history and losing the school as an anchor and cultural connection for the black and brown communities.

Student feedback: Jefferson is unlike any other school. The historical building give this school character. All the other modernized school looked the same - we don't want that - Jeff should be unique and special.

AT COMPLETION

FEEDBACK

+

- Compact footprint reduces travel time
- Most outdoor open space
- Minimal disruption, no temporary school

–

- **All new school facing Alberta**
- **Gyms separated from main school building**
- No entry plaza defining main entrance

WHAT WE HEARD, WHO WE HEARD FROM

Design Justice Engagement

over
600 stakeholder discussions

over
700 comments

Priority users are stakeholders who have been disproportionately marginalized by social and political systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project.





Comments are synthesized and grouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is **most impacted** by the project
- Who is **most vulnerable** in the communities associated with the project
- What the **prevalent concerns** of these communities may be
- **Existing operational considerations** and experiences
- Outstanding **questions and concerns** about the project
- **Potential opportunities** that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.

KEY THEMES

Design Justice Considerations for Scenarios

Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization







Renovation Quality Concerns, Safety, and Legacy of Namesake Driving Support for Replacement

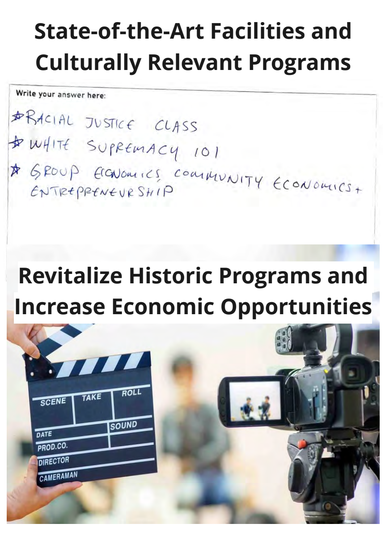


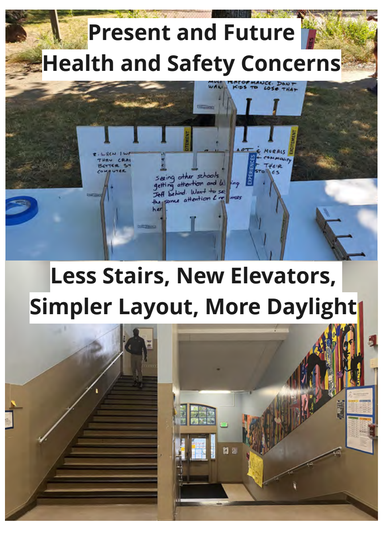




Common Desires Across Both Scenarios







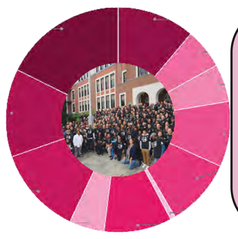
Narrative Themes

Trust



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, Belonging



Responses highlight Jeff as a cultural institution for Black and brown communities and the need to make it a welcoming, resourceful and empowering space for diverse racial, ethnic and other affinity groups. They also reflected the strength communities find in interaction and collective support among diverse communities.

Safety, Security, Wellness



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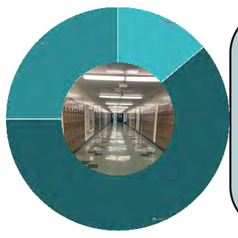

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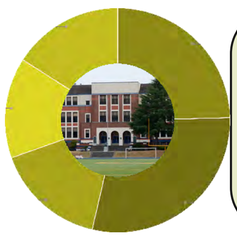
Flexibility, Change



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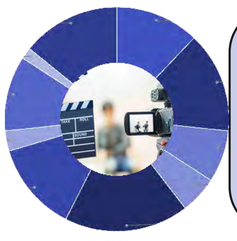
Resources



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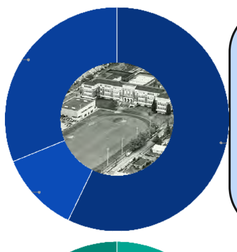

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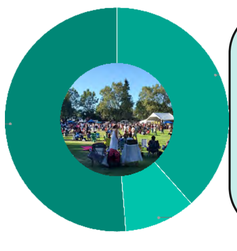

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PROJECT DRIVING FACTORS PPS REQUIREMENTS

HIGH LEVEL DRIVING FACTORS

THREE ATHLETIC VENUES:
TRACK + FIELD
1/2 PRACTICE FIELD
MULTIUSE SOUTH FIELD

MEET SQUARE FOOTAGE OF ED SPEC FOR HS

TRAVEL DISTANCES NOT LONGER THAN OTHER PPS MODERNIZATIONS

REFLECTS COMMUNITY FEEDBACK + INPUT

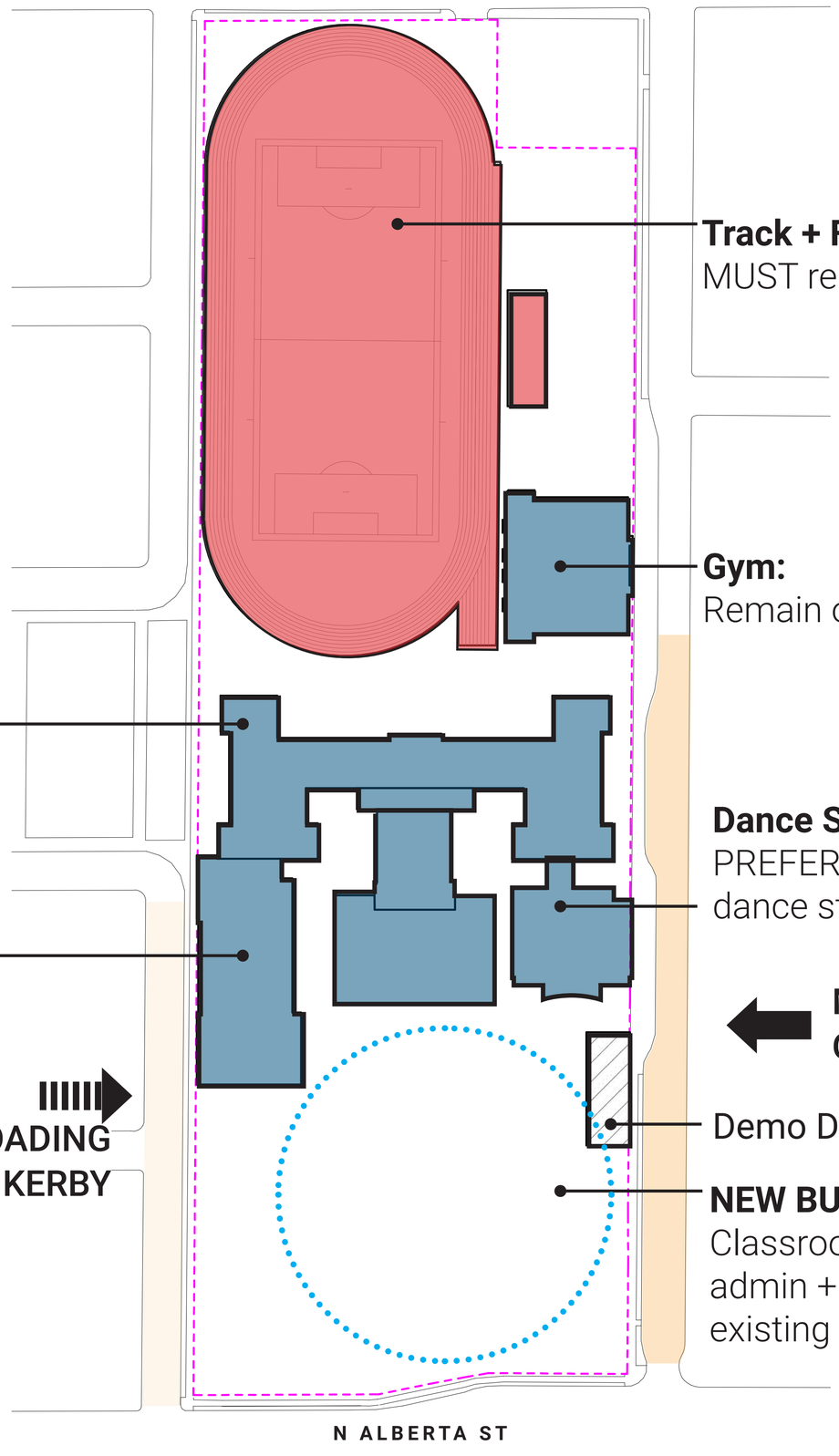
SIMPLEST PHASING POSSIBLE

ALL CONSTRUCTION COMPLETE BY FALL 2028

600 STUDENTS IN NEW CLASSROOMS BY FALL 2026

Students stay on site during construction.

SPATIAL DRIVING FACTORS



Track + Field:
MUST remain in use throughout construction

Gym:
Remain open until new gym is built

Classrooms + Admin:
Minimize disruptions
PREFER without temporary portable classrooms

Theater/Performing Arts + Servery
MUST remain open until new servery, theater and performing arts spaces are built

Dance Studios:
PREFER to remain open until new dance studios are built

MAIN ENTRY ON COMMERCIAL STREET

Demo Day 1

NEW BUILD by FALL2026:
Classrooms for 600 students (~24 classrooms), admin + servery, performing arts/ theater while existing school remains open

PROJECT TIMELINE

Project Community and Stakeholder Engagement :
Open Houses, Town Halls, workshops, engagement and community events, community associations, focus groups, 1:1s, stakeholder reviews, BOE meetings, BAC meetings

CMP COMMITTEE
BOND COMMUNITY ENGAGEMENT

BOND ACCOUNTABILITY COMMITTEE AND BOARD OF EDUCATION MEETINGS

COMMUNITY GROUP 1:1s

COMPREHENSIVE PLANNING COMMITTEE

DESIGN ADVISORY GROUP

DESIGN JUSTICE BASED COMMUNITY ENGAGEMENT

COMMUNITY DESIGN ORGANIZERS

PLANNING

DESIGN

CONSTRUCTION

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027

PRE-BOND CONCEPTUAL MASTER PLAN

2020 BOND PASSES $311M FOR JHS MODERNIZATION

COMPREHENSIVE PLAN PPS SCHOOL BOARD APPROVAL DECEMBER 2022

PHASE I CONSTRUCTION STARTS

PHASE II CONSTRUCTION STARTS

2012 BOND

BUILDING PROJECTS:



Franklin High School



Roosevelt High School



Grant High School



Faubion K-8

PLANNING PROJECTS:

Lincoln master plan

Madison* master plan

Kellogg master plan

Benson master plan

2017 BOND

BUILDING PROJECTS:



Kellogg Middle School



McDaniels High School



Lincoln High School



Benson High School

PLANNING PROJECTS:

Cleveland master plan

Jefferson master plan

Wilson* master plan

2020 BOND

BUILDING PROJECTS:



Jefferson High School



Center for Black Student Excellence



MPG Building @ Benson

PLANNING PROJECTS:

Cleveland planning and design

Ida b wells planning and design

Roosevelt planning and design

* SCHOOL NAME PRIOR TO NAME CHANGE

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

PROJECT PROCESS

PPS BOARD OF EDUCATION APPROVAL

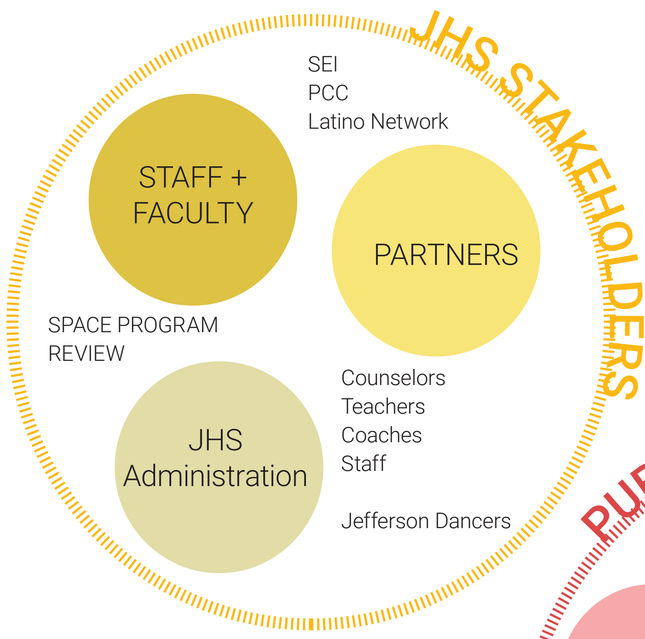
OFFICE OF SCHOOL MODERNIZATION (OSM)

OSM manages how capital improvement projects are administered since 2012 Bond
Overseen by the School Board, The Bond Accountability Committee (BAC) and regular performance audits
Supported by project design team to incorporate feedback, narrative themes, and meet standards & requirements

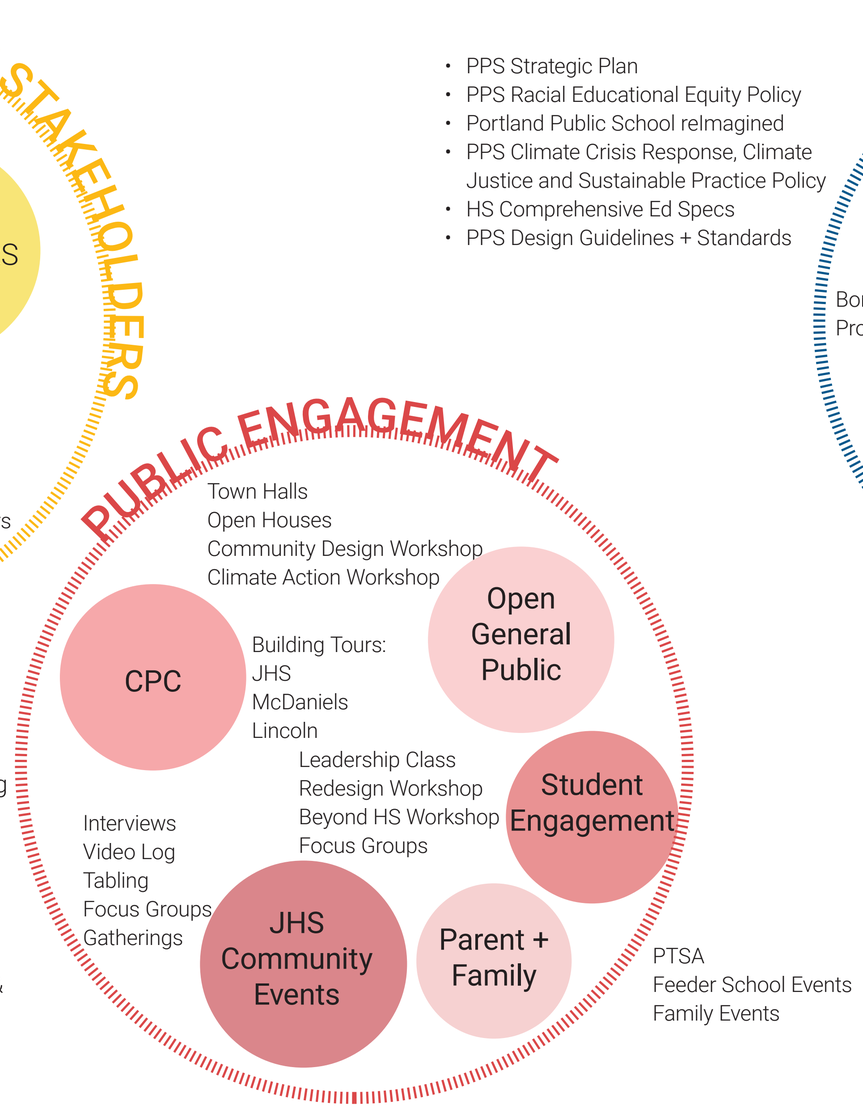
REQUIREMENTS

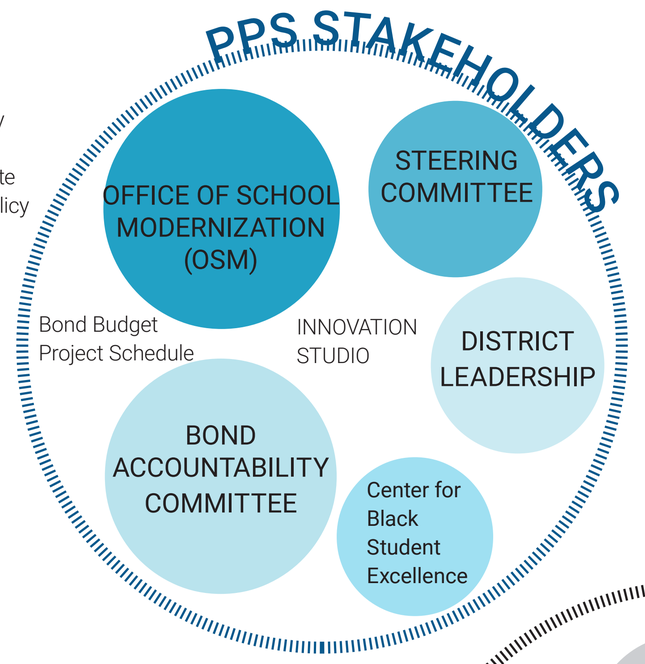
ED SPECS, PPS POLICIES, DESIGN GUIDELINES + STANDARDS, CODES

- PPS Strategic Plan
- PPS Racial Educational Equity Policy
- Portland Public School reImagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Specs
- PPS Design Guidelines + Standards



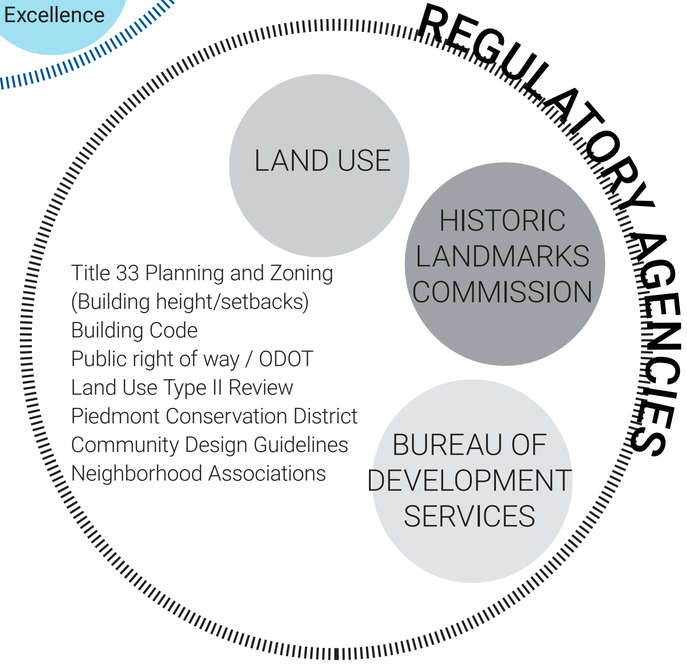
- Juneteeth Festival
- Good in the Hood
- My People's Market
- Neighborhood House BIPOC Fall Festival
- Black Parent Initiative - Family Fun Day Tabling
- Homecoming
- Unite Oregon Committee Mtg
- SEI Homecoming Festival
- "On the Block" Community Block Party
- JHS Back to School Night
- King Back to School Night
- JHS BBQ: Intergenerational Future Visioning & Reflection Session
- Tubman Family Night
- Elder's circle





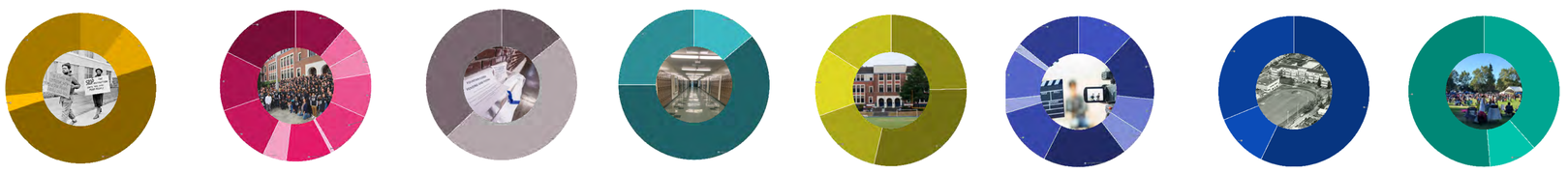
- PPS Academic Planning
- PPS Transportation
- PPS Athletics
- PPS CTE
- PPS VAPA

PPS Partners:
- Teen Parent Center
- Multnomah County Student Health Clinic



ADVISORY

8 KEY NARRATIVE THEMES



TRUST

IDENTITY, CULTURE, BELONGING

SAFETY

ACCESS

FLEXIBILITY, CHANGE

RESOURCES

DELIGHT

EMBRACING THE OUTDOORS

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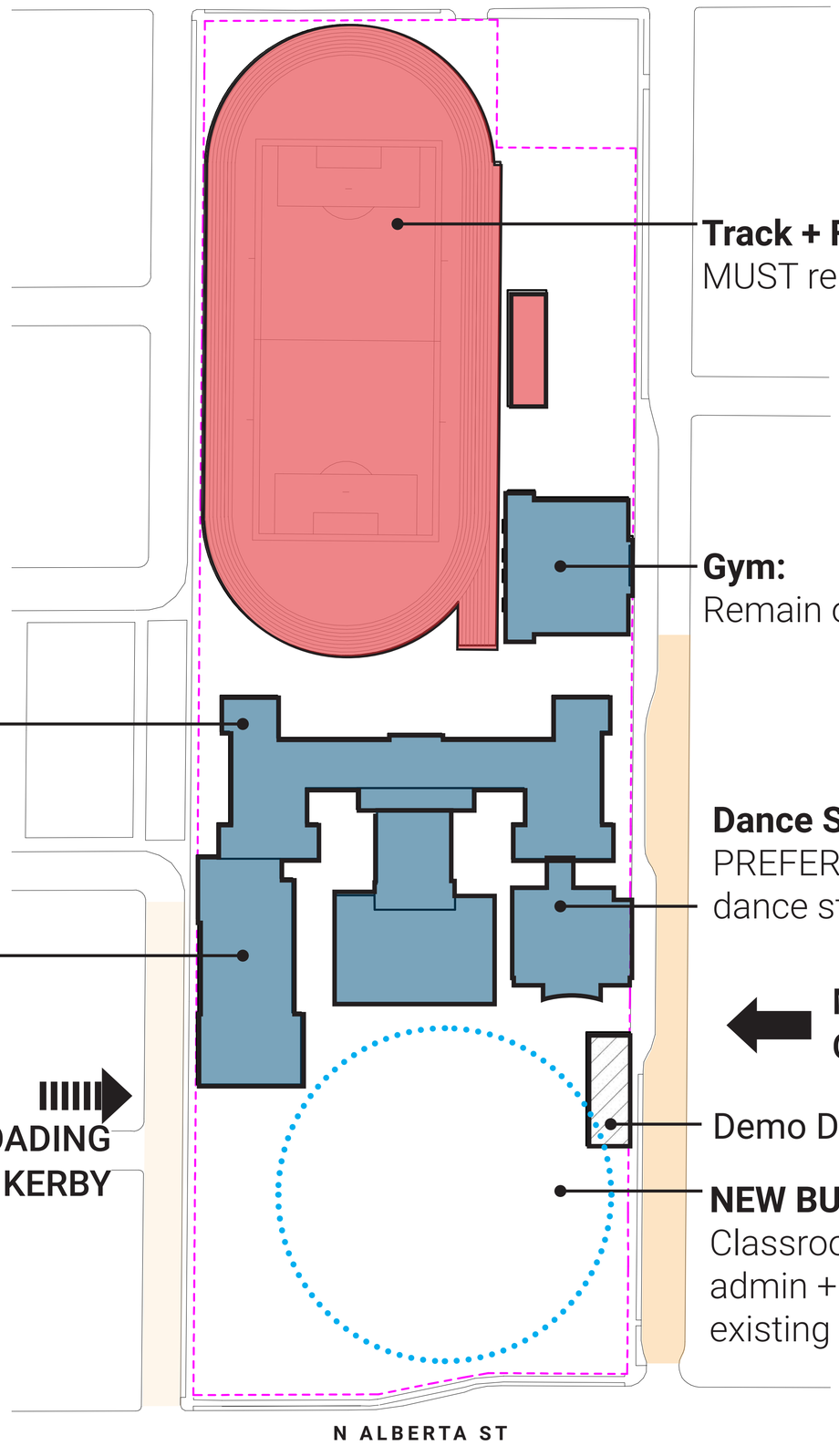

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Classrooms for 600 students (~24 classrooms), admin + servery, performing arts/ theater while existing school remains open

PROJECT TEAM

OWNERSHIP TEAM



Ayana Horn
Project Manager II - Office of School Modernization
Portland Public Schools

"As a Project Manager with Portland Public Schools, I am excited to incorporate Design Justice principles into my work with the Jefferson community and the design team to create spaces and experiences that reflect the communities' hopes and dreams for the future. My vision is to see students, staff and community members thrive for generations to come."



Kiesha Locklear
Project Manager II - Office of School Modernization
Portland Public Schools

"The Jefferson HS Modernization is the reason I'm working at PPS. To have the opportunity to strengthen Jefferson's roots and ensure its legacy lives on fruitfully within this historically black Portland community is an honor. I'm excited to see how principles of Design Justice combined with educational programming can help to do that by creating safe and welcoming spaces that support successful cutting edge learning models within diverse urban settings."



Steve Effros
Sr. Project Mgr. - Office of School Modernization
Portland Public Schools

"Part of my role as a project manager at PPS over the past decade has been to leverage school improvement projects as a way to bring equity to communities throughout the District. I feel privileged to collaborate with stakeholders to bring this approach to the Jefferson project, as we look to hear from as many diverse voices as possible in the planning and design of this modernized hub for the Jefferson community."

DESIGN TEAM



Chandra Robinson
Design Principal - Exterior
LEVER

"I am thrilled about this project's potential to strengthen opportunities for the Black community here in Portland. The project will be an incredible opportunity to create lasting, beautiful spaces that the community can take pride in."



Jeanie Lai
Design Principal - Interior
Bora

"I believe design to be an expression of care for the planet and for the communities in which we live. I can't think of a better project than Jefferson to show how design can bring back pride and joy that empowers individuals and heals our environment."



Walter Hood
Urban Design Principal
Hood Design Studio

"Jefferson's legacy is celebrated in the community, but the opportunity is also in defining how this place can become a new model for urban living and an inspiration for the youth attending the school to thrive in the world they will create."



Mauricio Villarreal
Design Principal - Landscape
PLACE

"Placemaking is a time for shared learning and formative discoveries. I enjoy collaborating with the young and young at heart, creating welcoming public spaces and celebrating community health, economic prosperity, and social and cultural solidarity."

ENGAGEMENT + ARCHITECTURAL DESIGN TEAM



Bryan C. Lee Jr.
Engagement Lead
Colloqate

"Design moves at the Speed of Trust. An engagement process that is focused on Design Justice will lead to an equitable space that dismantles barriers to opportunity, access, and inclusion in an act of collective hope."



Jackie Santa Lucia
Student Engagement
YSYV/ELSO

"I'm excited to collaborate with Black and Brown youth to use their own power and agency to decide how their own school will reflect their values, their desires, and their dreams for their education that impact the entire community."



Kayce Joyce
Project Team - Interior
Bora

"I am thrilled at the opportunity to work with my local high school, to envision a healthy school environment where the next generation of Jefferson students will want to come to in order to be inspired, build community, and learn."



Chris Linn
Principal in Charge
Bora

"I look forward to delivering design, climate and educational justice to a long underserved community. I am so proud to be a part of a project that will have such a profound impact on our profession."



Becca Cavell
Project Manager,
Point of Contact
Bora

"I am humbled and excited to be part of such a talented team whose focus on Design Justice will empower the Jefferson High School Community to express its vision for a new school that will serve its future and honor its legacy."



Dannon Canterbury
Project Manager - Exterior
LEVER

"Jefferson High School serves the neighborhood I live in and will be the school my daughter will eventually attend. I'd love to be a part of transforming such a vital Portland landmark into a place that better serves the coming generations."



Miguel Hidalgo
Project Architect - Interior
Bora

"As a person of color who shaped their career on the conviction that every student deserves schools that reflect their inherent value as human beings, the opportunity to serve the Jefferson community will be the culmination of my values, skills, and strengths."



Sean Bolden
Project Architect - Exterior
LEVER

"I'm excited to be part of this team, and for the opportunity to make significant design contributions to the school. It is important for students to see people who look like them making positive change in their community."



Corey Squire
Sustainability Lead
Bora

"I'm excited to deliver world-class energy performance and indoor air quality to the Jefferson community. Your students deserve a model project that supports health and learning outcomes and can set an example for districts across the country."

SUSTAINABILITY VISION

The JHS Modernization project is the first to kick off since the adoption of the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. This represents both the opportunity and the responsibility to lead this effort and set an example for the District, the City of Portland, and the State of Oregon on how meaningful Climate Action will result in safer, healthier, and more just communities.

HEALTH



The new JHS 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. Working with the City's urban forestry, the future of Jefferson High School will prioritize healthy urban trees on teh site, with benefits for lowering energy use and better air quality. Athletic fields will take precedence for site use and green roofs will also be explored to mitigate heat island effect.

CLIMATE



The new JHS 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 layouts will seek to create spaces that prioritize student and community experience in a way that can also accommodate mass timber construction.
- 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.

EDUCATION



The new JHS 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.
- Seek unique opportunities to use the building to educate students about climate change and resilience
- Reuse materials from the existing buildings onsite to educate student and community members about the site's history.
- Incorporate educational signage on sustainability, health, resilience, ecology, and climate action.

RESILIENCE



The future Jefferson High School will be designed to support the community in times of crisis.

- Passive strategies, including passive cooling and natural ventilation will allow for passive survivability during future power outages
- Providing operable windows that increase air flow through spaces to alleviate the impacts of 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 new JHS will anticipate the future effects of climate change and prepare the school and community to better weather coming storms.

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.

WHAT IS CLIMATE JUSTICE?

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 **re-framing knowledge, solutions, and systems** is a form of climate justice.

As a part of the PPS Climate Justice Mission, the JHS Modernization project will...

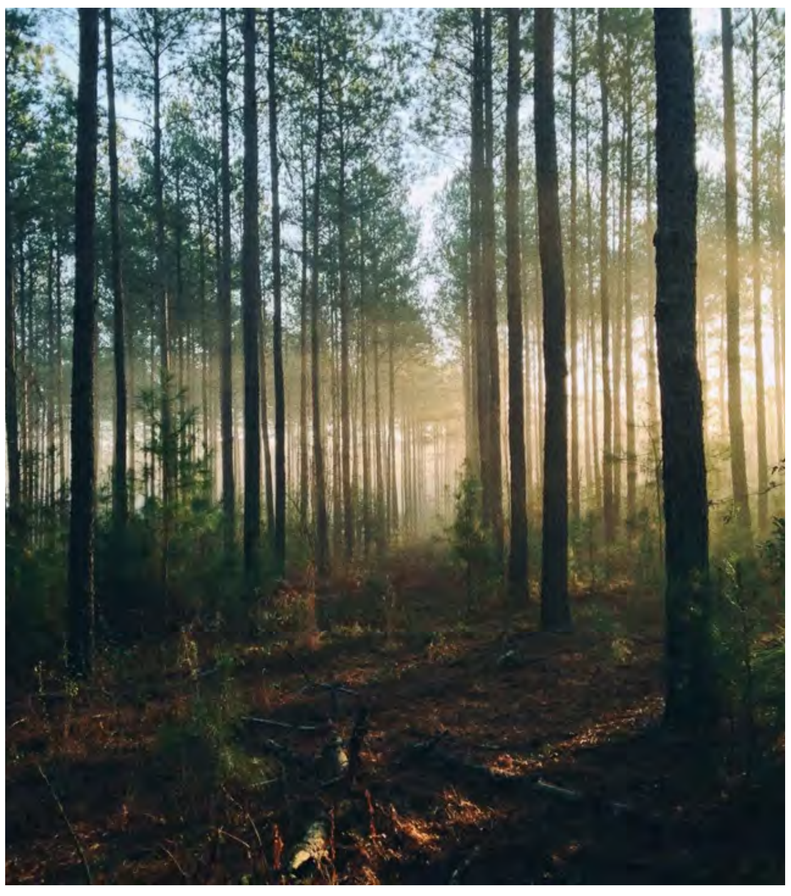
Support the teaching and learning of climate change and climate justice in all classrooms in Portland Public Schools.

Collaborate to develop transdisciplinary curriculum and professional learning that empowers educators and youth to become transformative racial equity leaders and global stewards and ambassadors.

Collaborate with district and community partners to empower youth to lead the district and the world in becoming more sustainable.







PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

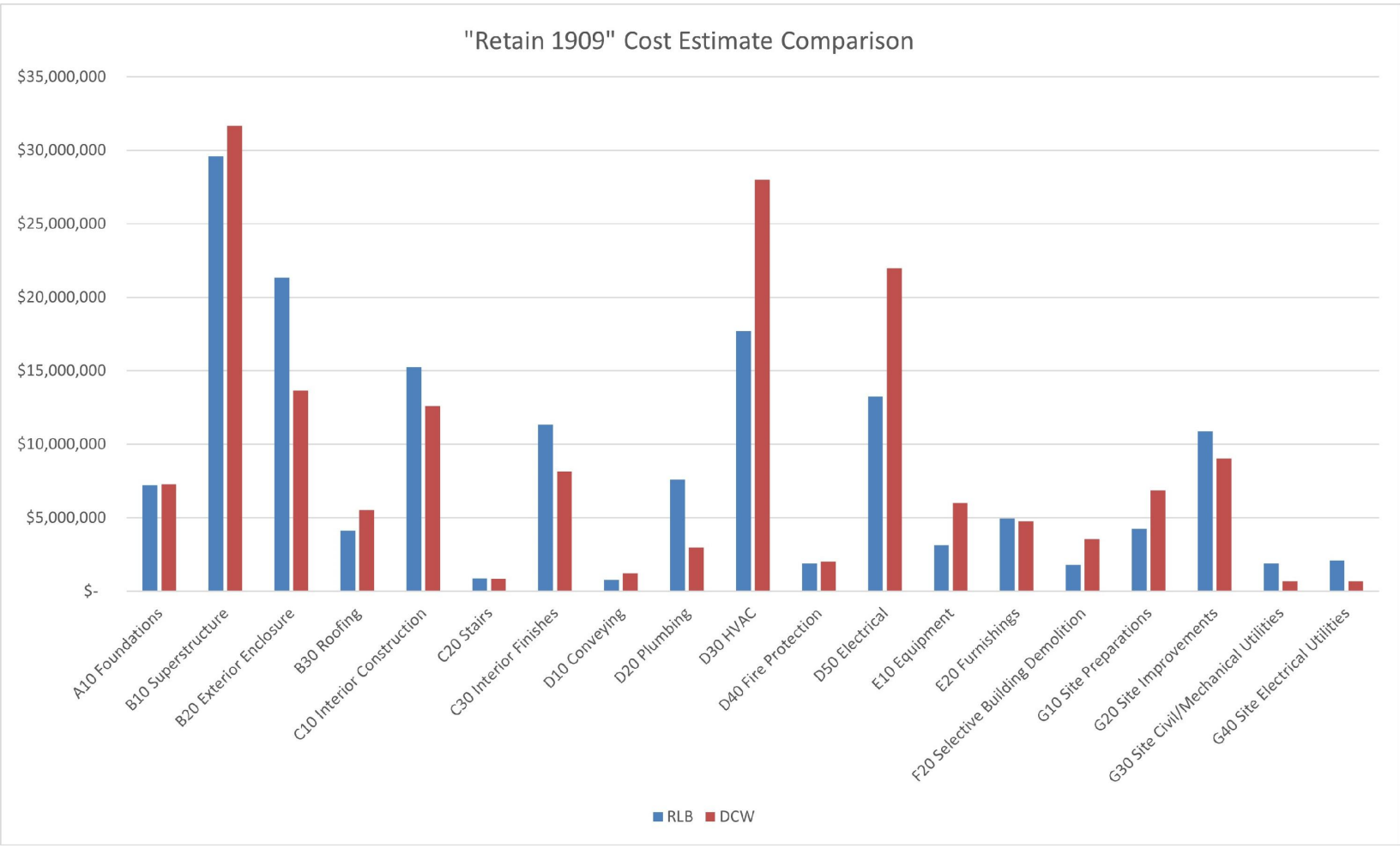
Cost Model Comparison : Retain 1909 Option

November 18, 2022

UNIFORMAT LEVEL 2 SUMMARY

Gross Floor Area: 334,410 SF / Rates Current At November 2022

Ref	Description		RLB Total Cost		DCW Total Cost
			$		$
A10	Foundations	21.65	7,239,676	21.78	7,284,805
B10	Superstructure	88.51	29,598,085	94.70	31,668,454
B20	Exterior Enclosure	63.84	21,348,930	40.84	13,657,025
B30	Roofing	12.38	4,139,049	16.52	5,523,470
C10	Interior Construction	45.65	15,264,780	37.62	12,582,114
C20	Stairs	2.62	876,780	2.51	839,696
C30	Interior Finishes	33.89	11,333,370	24.42	8,166,267
D10	Conveying	2.31	772,800	3.69	1,234,000
D20	Plumbing	22.70	7,591,635	8.84	2,954,601
D30	HVAC	52.89	17,687,160	83.77	28,011,970
D40	Fire Protection	5.69	1,902,480	6.05	2,023,479
D50	Electrical	39.60	13,241,580	65.69	21,967,623
E10	Equipment	9.42	3,148,830	17.95	6,002,000
E20	Furnishings	14.76	4,934,640	14.25	4,764,590
F20	Selective Building Demolition	5.29	1,770,300	10.65	3,559,952
G10	Site Preparations	12.64	4,227,896	20.51	6,860,202
G20	Site Improvements	32.56	10,890,000	26.99	9,025,260
G30	Site Civil/Mechanical Utilities	5.68	1,900,000	2.01	671,675
G40	Site Electrical Utilities	6.28	2,100,000	2.00	668,700
ESTIMATED NET COST		**478.36**	**159,967,991**	500.78	**167,465,883**
MARGINS & ADJUSTMENTS					
Preconstruction (0.3%)			479,904		N/A
Phasing & Temporary Work (3%)			4,813,437		N/A
General Requirements			N/A - inc below		13,593,405
General Conditions (7%)			11,568,294		14,381,787
Bonds & Insurance, CAT Tax (3.29%)			5,817,695		6,173,937
Overhead & Profit (3.5%)			6,392,657		10,634,533
Design Contingency (12%)			22,684,798		25,119,882
CM/GC Contingency (5%)			10,586,239		15,761,992
Solar/Green Energy Allowance (1.5%)			3,334,665		4,427,338
Escalation to midpoint of Phase 1 (Retain 1909) - 2Q2025			40,616,222		42,024,469
Escalation to start of Phase 2 (Retain 1909) - 3Q2026 (7.5%)			11,723,899		-
Total Markups			118,017,810		132,117,343
ESTIMATED TOTAL COST			**277,985,801**		**299,583,226**


"Retain 1909" Cost Estimate Comparison
$35,000,000
$30,000,000
$25,000,000
$20,000,000
$15,000,000
$10,000,000
$5,000,000
$-
A10 Foundations
B10 Superstructure
B20 Exterior Enclosure
B30 Roofing
C10 Interior Construction
C20 Stairs
C30 Interior Finishes
D10 Conveying
D20 Plumbing
D30 HVAC
D40 Fire Protection
D50 Electrical
E10 Equipment
E20 Furnishings
F20 Selective Building Demolition
G10 Site Preparations
G20 Site Improvements
G30 Site Civil/Mechanical Utilities
G40 Site Electrical Utilities
RLB
DCW

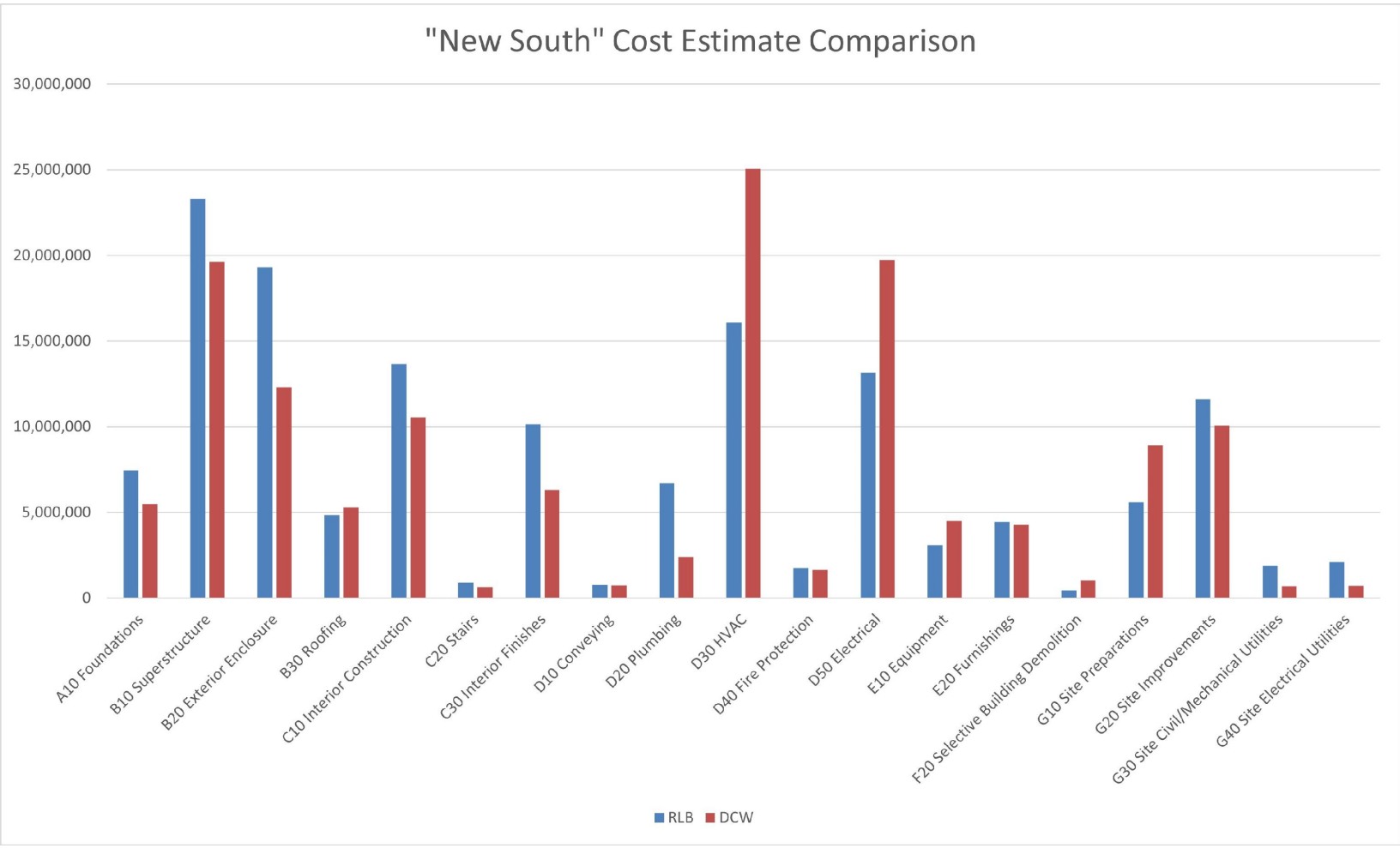
Cost Model Comparison : New South Option

November 18, 2022

UNIFORMAT LEVEL 2 SUMMARY

Gross Floor Area: 312,500 SF / Rates Current At November 2022

Ref	Description		RLB Total Cost		DCW Total Cost
			$		$
A10	Foundations	23.80	7,437,630	17.50	5,469,506
B10	Superstructure	74.60	23,314,010	62.81	19,629,278
B20	Exterior Enclosure	61.76	19,301,050	39.35	12,295,420
B30	Roofing	15.47	4,833,015	16.92	5,286,683
C10	Interior Construction	43.69	13,652,050	33.76	10,548,928
C20	Stairs	2.90	906,850	1.99	622,000
C30	Interior Finishes	32.49	10,153,250	20.14	6,292,951
D10	Conveying	2.45	765,925	2.29	716,000
D20	Plumbing	21.44	6,700,425	7.64	2,386,912
D30	HVAC	51.49	16,090,750	80.18	25,056,490
D40	Fire Protection	5.55	1,734,075	5.29	1,653,815
D50	Electrical	42.12	13,161,650	63.09	19,715,805
E10	Equipment	9.82	3,069,350	14.44	4,512,000
E20	Furnishings	14.20	4,436,300	13.74	4,294,740
F20	Selective Building Demolition	1.37	429,100	3.24	1,011,685
G10	Site Preparations	17.90	5,594,720	28.53	8,916,935
G20	Site Improvements	37.15	11,610,000	32.20	10,063,820
G30	Site Civil/Mechanical Utilities	6.08	1,900,000	2.14	669,050
G40	Site Electrical Utilities	6.72	2,100,000	2.23	698,250
ESTIMATED NET COST		**471.01**	**147,190,150**	447.49	**139,840,268**
MARGINS & ADJUSTMENTS					
Preconstruction (0.3%)			441,572		N/A
Phasing & Temporary Work (3%)			4,428,952		N/A
General Requirements			N/A - inc below		11,498,329
General Conditions (7%)			10,644,246		11,574,913
Bonds & Insurance, CAT Tax (3.29%)			5,352,992		4,968,978
Overhead & Profit (3.5%)			5,882,026		8,559,005
Design Contingency (12%)			20,872,792		20,976,040
CM/GC Contingency (5%)			9,740,636		6,310,564
Solar/Green Energy Allowance (1.5%)			3,068,301		4,012,099
Escalation to midpoint of Phase 1 (Retain 1909) - 2Q2025			43,600,550		36,557,374
Escalation to start of Phase 2 (Retain 1909) - 3Q2026 (7.5%)			6,920,770		27,187,797
Total Markups			110,952,837		131,645,099
ESTIMATED TOTAL COST			**258,142,987**		**271,485,367**


"New South" Cost Estimate Comparison
30,000,000
25,000,000
20,000,000
15,000,000
10,000,000
5,000,000
0
A10 Foundations
B10 Superstructure
B20 Exterior Enclosure
B30 Roofing
C10 Interior Construction
C20 Stairs
C30 Interior Finishes
D10 Conveying
D20 Plumbing
D30 HVAC
D40 Fire Protection
D50 Electrical
E10 Equipment
E20 Furnishings
F20 Selective Building Demolition
G10 Site Preparations
G20 Site Improvements
G30 Site Civil/Mechanical Utilities
G40 Site Electrical Utilities
RLB
DCW

JEFFERSON HS MODERNIZATION
CONCEPT OPTIONS

LOCATION SUMMARY

GFA: Gross Floor Area
Rates Current At November 2022

Ref	Location		GFA SF	GFA $/SF	Total Cost $
A	**RETAIN 1909 + EXPANSION**				
A1	**BUILDINGS**				
A1A	**PHASE 1**				
A1A1	NEW CONSTRUCTION		131,602	418.60	55,088,494
A1A2	RENOVATION				
		A1A - PHASE 1	131,602	418.60	55,088,494
A1B	**PHASE 2**				
A1B1	NEW CONSTRUCTION		76,358	406.67	31,052,446
A1B2	RENOVATION		126,450	434.78	54,977,691
		A1B - PHASE 2	202,808	424.19	86,030,137
		A1 - BUILDINGS	334,410	421.99	141,118,631
A2	**SITEWORK**				
A2A	PHASE 1				10,964,520
A2B	PHASE 2				7,884,840
		A2 - SITEWORK			18,849,360
		A - RETAIN 1909 + EXPANSION	**334,410**	**478.36**	**159,967,991**
ESTIMATED NET COST			**334,410**	**478.36**	**159,967,991**
MARGINS & ADJUSTMENTS					
Preconstruction (0.3%)		0.3 %			479,904
Phasing & Temporary Work (3%)		3.0 %			4,813,437
General Conditions (7%)		7.0 %			11,568,294
Bonds & Insurance, CAT Tax (3.29%)		3.3 %			5,817,695
Overhead & Profit (3.5%)		3.5 %			6,392,657
Design Contingency (12%)		12.0 %			22,684,798
CM/GC Contingency (5%)		5.0 %			10,586,239
Solar/Green Energy Allowance (1.5%)		1.5 %			3,334,665
Escalation to midpoint of Phase 1 (Retain 1909) - 2Q2025 (18%)		18.0 %			40,616,222
Escalation to start of Phase 2 (Retain 1909) - 3Q2026 (7.5%)		4.4 %			11,723,899
ESTIMATED TOTAL COST			**334,410**	**831.27**	**277,985,801**

JEFFERSON HS MODERNIZATION
CONCEPT OPTIONS

Rider Levett Bucknall

UNIFORMAT LEVEL 2 SUMMARY

Gross Floor Area: 334,410 SF
Rates Current At November 2022

Ref	Description	GFA $/SF	Total Cost $
A10	Foundations	21.65	7,239,676
B10	Superstructure	88.51	29,598,085
B20	Exterior Enclosure	63.84	21,348,930
B30	Roofing	12.38	4,139,049
C10	Interior Construction	45.65	15,264,780
C20	Stairs	2.62	876,780
C30	Interior Finishes	33.89	11,333,370
D10	Conveying	2.31	772,800
D20	Plumbing	22.70	7,591,635
D30	HVAC	52.89	17,687,160
D40	Fire Protection	5.69	1,902,480
D50	Electrical	39.60	13,241,580
E10	Equipment	9.42	3,148,830
E20	Furnishings	14.76	4,934,640
F20	Selective Building Demolition	5.29	1,770,300
G10	Site Preparations	12.64	4,227,896
G20	Site Improvements	32.56	10,890,000
G30	Site Civil/Mechanical Utilities	5.68	1,900,000
G40	Site Electrical Utilities	6.28	2,100,000
ESTIMATED NET COST		**478.36**	**159,967,991**
MARGINS & ADJUSTMENTS			
Preconstruction (0.3%)			479,904
Phasing & Temporary Work (3%)			4,813,437
General Conditions (7%)			11,568,294
Bonds & Insurance, CAT Tax (3.29%)			5,817,695
Overhead & Profit (3.5%)			6,392,657
Design Contingency (12%)			22,684,798
CM/GC Contingency (5%)			10,586,239
Solar/Green Energy Allowance (1.5%)			3,334,665
Escalation to midpoint of Phase 1 (Retain 1909) - 2Q2025 (18%)			40,616,222
Escalation to start of Phase 2 (Retain 1909) - 3Q2026 (7.5%)			11,723,899
ESTIMATED TOTAL COST		**831.27**	**277,985,801**

JEFFERSON HS MODERNIZATION

CONCEPT OPTIONS R1

Rider Levett Bucknall

LOCATION SUMMARY

GFA: Gross Floor Area
Rates Current At November 2022

Ref	Location		GFA SF	GFA $/SF	Total Cost $
B	**NEW SOUTH**				
B1	**BUILDINGS**				
B1A	**PHASE 1**				
B1A1	NEW CONSTRUCTION		251,850	407.58	102,649,500
B1A2	RENOVATION				
		B1A - PHASE 1	251,850	407.58	102,649,500
B1B	**PHASE 2**				
B1B1	NEW CONSTRUCTION		30,000	405.20	12,155,880
B1B2	RENOVATION		30,650	375.80	11,518,270
		B1B - PHASE 2	60,650	390.34	23,674,150
		B1 - BUILDINGS	312,500	404.24	126,323,650
B2	**SITEWORK**				
B2A	PHASE 1				5,923,000
B2B	PHASE 2				14,943,500
		B2 - SITEWORK			20,866,500
		B - NEW SOUTH	**312,500**	**471.01**	**147,190,150**
ESTIMATED NET COST			**312,500**	**471.01**	**147,190,150**
MARGINS & ADJUSTMENTS					
Preconstruction (0.3%)		0.3 %			441,572
Phasing & Temporary Work (3%)		3.0 %			4,428,952
General Conditions (7%)		7.0 %			10,644,246
Bonds & Insurance, CAT Tax (3.29%)		3.3 %			5,352,992
Overhead & Profit (3.5%)		3.5 %			5,882,026
Design Contingency (12%)		12.0 %			20,872,792
CM/GC Contingency (5%)		5.0 %			9,740,636
Solar/Green Energy Allowance (1.5%)		1.5 %			3,068,301
Escalation to midpoint of Phase 1 (New South) - 1Q2026 (21%)		21.0 %			43,600,550
Escalation to start of Phase 2 (New South) - 3Q2027 (10.5%)		2.8 %			6,920,770
ESTIMATED TOTAL COST			**312,500**	**826.06**	**258,142,987**

JEFFERSON HS MODERNIZATION

CONCEPT OPTIONS R1

Rider Levett Bucknall

UNIFORMAT LEVEL 2 SUMMARY

Gross Floor Area: 312,500 SF
Rates Current At November 2022

Ref	Description	GFA $/SF	Total Cost $
A10	Foundations	23.80	7,437,630
B10	Superstructure	74.60	23,314,010
B20	Exterior Enclosure	61.76	19,301,050
B30	Roofing	15.47	4,833,015
C10	Interior Construction	43.69	13,652,050
C20	Stairs	2.90	906,850
C30	Interior Finishes	32.49	10,153,250
D10	Conveying	2.45	765,925
D20	Plumbing	21.44	6,700,425
D30	HVAC	51.49	16,090,750
D40	Fire Protection	5.55	1,734,075
D50	Electrical	42.12	13,161,650
E10	Equipment	9.82	3,069,350
E20	Furnishings	14.20	4,436,300
F20	Selective Building Demolition	1.37	429,100
G10	Site Preparations	17.90	5,594,720
G20	Site Improvements	37.15	11,610,000
G30	Site Civil/Mechanical Utilities	6.08	1,900,000
G40	Site Electrical Utilities	6.72	2,100,000
ESTIMATED NET COST		**471.01**	**147,190,150**
	MARGINS & ADJUSTMENTS		
	Preconstruction (0.3%)		441,572
	Phasing & Temporary Work (3%)		4,428,952
	General Conditions (7%)		10,644,246
	Bonds & Insurance, CAT Tax (3.29%)		5,352,992
	Overhead & Profit (3.5%)		5,882,026
	Design Contingency (12%)		20,872,792
	CM/GC Contingency (5%)		9,740,636
	Solar/Green Energy Allowance (1.5%)		3,068,301
	Escalation to midpoint of Phase 1 (New South) - 1Q2026 (21%)		43,600,550
	Escalation to start of Phase 2 (New South) - 3Q2027 (10.5%)		6,920,770
ESTIMATED TOTAL COST		**826.06**	**258,142,987**



Portland Public Schools
Jefferson High School

DCW COST MANAGEMENT

DRAFT

Options Planning Cost Report

November 14, 2022

Portland Public Schools
Jefferson High School

Prepared for:

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Prepared by:

Andrew Jonsson
DCW Cost Management
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(206) 259-2992

Portland Public Schools
Jefferson High School

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Portland Public Schools
Jefferson High School

Scope of Work

Project Scope Description

The project comprises of the conceptual cost planning for Jefferson High School located in Portland, OR. The scope of work compares two options for campus development. The first option considers retaining the 1909 building applying a renovation and seismic upgrade. The second option considers building the campus at the south end and includes a new CTE building and demolishing the original 1909 building.

Project Design

The report is based on: 2022- 10-21 New South and Retain 1909 phasing, schedule and program provided by the Bora design team.

Procurement

It is anticipated that the project be delivered via GC/CM with a minimum of (3) qualified subcontractors to assure competitive market pricing.

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Basis of Estimate

Assumptions and Clarifications

This estimate is based on the following assumptions and clarifications:

- Acquisition costs are not included.
- Owner soft costs are not included.
- Prevailing wage labor rates are included.
- Cost assumes utilities are available, accessible, and functional for the proposed areas of work.
- The project will be performed during regular business hours.
- Phasing and construction of occupied structures has an applied additive markup for the complexity of construction and impact to construction schedule.

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Overall Summary

	SF	$/SF	TOTAL
Option 1 - 1909 Renovation w/ Temp Facilities	126,450	865.74	109,472,897
Option 1 - 1909 Infill	32,550	801.85	26,100,261
Option 1 - Performing Arts	58,500	989.36	57,877,635
Option 1 - Science/Servery/Admin/Commons	62,100	776.42	48,215,590
Option 1 - Athletics	28,550	844.70	24,116,082
Option 1 - Sitework	572,246	51.33	29,373,424
Option 1 - 1.5% GET		1.50%	4,427,338
OPTION 1 - RECOMMENDED BUDGET	338,800	884.25	299,583,227
Option 2 - Classroom/CTE/Admin (P1)	136,500	632.91	86,392,888
Phasing Premium - Phase 2 - Addition	8,800	735.51	6,472,492
Option 2 - Sciences/Servery/Commons/Etc. (P1)	62,900	807.92	50,817,927
Option 2 - Performing Arts (P1)	26,300	1,019.72	26,818,737
Phasing Premium - Phase 2 - Addition	21,200	1,216.84	25,796,933
Option 2 - Athletics	26,150	796.44	20,826,789
Option 2 - 1964 Athletics Renovation	30,650	476.71	14,611,082
Option 2 - Sitework	667,470	53.54	35,736,420
Option 1 - 1.5% GET		1.50%	4,012,099
OPTION 2 - RECOMMENDED BUDGET	312,500	868.75	271,485,367

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Detailed Cost Summary	Original Recommendation		Option 1 - Retain 1909		Option 2 New South	
	$/SF	TOTAL	$/SF	TOTAL	$/SF	TOTAL
	334,410 SF		338,800 SF		312,500 SF	
A10 Foundations	30.00	10,032,300	21.22	7,189,092	17.50	5,469,506
A20 Basement Construction	0.29	95,714	0.28	95,714	0.00	0
A Substructure	30.29	10,128,014	21.50	7,284,805	17.50	5,469,506
B10 Superstructure	105.00	35,113,050	93.47	31,668,454	62.81	19,629,278
B20 Exterior Enclosure	65.00	21,736,650	40.31	13,657,025	39.35	12,295,420
B30 Roofing	25.50	8,527,455	16.30	5,523,470	16.92	5,286,683
B Shell	195.50	65,377,155	150.09	50,848,949	119.08	37,211,380
C10 Interior Construction	44.00	14,714,040	37.14	12,582,114	33.76	10,548,928
C20 Stairways	5.04	1,685,426	2.48	839,696	1.99	622,000
C30 Interior Finishes	48.50	16,218,885	24.10	8,166,267	20.14	6,292,951
C Interiors	97.54	32,618,351	63.72	21,588,078	55.88	17,463,879
D10 Conveying Systems	2.25	752,423	3.64	1,234,000	2.29	716,000
D20 Plumbing Systems	19.50	6,520,995	8.72	2,954,601	7.64	2,386,912
D30 Heating, Ventilation & Air Conditioning	90.00	30,096,900	82.68	28,011,970	80.18	25,056,490
D40 Fire Protection	6.25	2,090,063	5.97	2,023,479	5.29	1,653,815
D50 Electrical	82.50	27,588,825	64.84	21,967,623	63.09	19,715,805
D Services	200.50	67,049,206	165.85	56,191,672	158.49	49,529,022
E10 Equipment	19.30	6,454,113	17.72	6,002,000	14.44	4,512,000
E20 Furnishings	20.00	6,688,200	14.06	4,764,590	13.74	4,294,740
E Equipment & Furnishings	39.30	13,142,313	31.78	10,766,590	28.18	8,806,740
F10 Special Construction	25.65	8,576,406	0.00	0	0.00	0
F20 Selective Demolition	15.18	5,076,000	10.51	3,559,952	3.24	1,011,685
F Special Construction & Demolition	40.83	13,652,406	10.51	3,559,952	3.24	1,011,685
G10 Site Preparation		4,905,300	20.25	6,860,202	28.53	8,916,935
G20 Site Improvements		5,697,240	26.64	9,025,260	32.20	10,063,820
G30 Site Mechanical Utilities		3,016,378	1.98	671,675	2.14	669,050
G40 Site Electrical Utilities		2,625,119	1.97	668,700	2.23	698,250
G Building Sitework	48.58	16,244,037	50.84	17,225,837	65	20,348,055
ELEMENTAL COST BEFORE CONT.	652.53	218,211,481	494.29	167,465,883	447.49	139,840,268
Contingency - Design	97.84	32,717,365	74.14	25,119,882	67.12	20,976,040
Contingency - Contractor		*Included*	46.52	15,761,992	20.19	6,310,564
General Requirements		*Included*	40.12	13,593,405	36.79	11,498,329
General Conditions		*Included*	42.45	14,381,787	37.04	11,574,913
Office Overhead & Profit		*Included*	31.39	10,634,533	27.39	8,559,005
Bonds & Insurance		*Included*	18.22	6,173,937	15.90	4,968,978
Permits & Fees - by Owner		*Included*		0		0
CONSTRUCTION COST BEFORE ESC.	750.36	250,928,846	747.14	253,131,419	651.93	203,728,097
Escalation to midpoints	146.84	49,103,855	124.04	42,024,469	116.98	36,557,374
CONSTRUCTION COST BEFORE PHASING	897.20	300,032,701	871.18	295,155,889	768.91	240,285,471
Phase 2 Additions	0.00	0	0.00	0	87.00	27,187,797
1.5% GET				4,427,338		4,012,099
RECOMMENDED BUDGET	897.20	300,032,701	884.25	299,583,227	868.75	271,485,367

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Option 1 - Courtyard Scheme Retain 1909 Summary

			%	$/SF	TOTAL
		Gross Area:		126,450 SF	
A10	Foundations		2%	13.05	1,650,749
A20	Basement Construction		0%	0.76	95,714
A	Substructure		2%	13.81	1,746,462
B10	Superstructure		11%	95.59	12,087,172
B20	Exterior Enclosure		4%	36.19	4,575,705
B30	Roofing		2%	13.75	1,738,535
B	Shell		17%	145.52	18,401,412
C10	Interior Construction		3%	27.49	3,476,206
C20	Stairways		0%	1.26	159,696
C30	Interior Finishes		3%	24.25	3,066,190
C	Interiors		6%	53.00	6,702,092
D10	Conveying Systems		0%	1.83	232,000
D20	Plumbing Systems		1%	9.72	1,229,698
D30	Heating, Ventilation & Air Conditioning		10%	90.08	11,390,200
D40	Fire Protection		1%	6.57	830,355
D50	Electrical Lighting, Power & Communications		9%	77.21	9,763,505
D	Services		21%	185.42	23,445,757
E10	Equipment		0%	0.20	25,000
E20	Furnishings		3%	23.56	2,979,300
E	Equipment & Furnishings		3%	23.76	3,004,300
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		3%	26.73	3,379,952
F	Special Construction & Demolition		3%	26.73	3,379,952
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			52%	448.24	56,679,975
	Contingency - Design	15.00%	8%	67.24	8,501,996
	Contingency - Contractor	4.00%	10%	85.17	10,769,195
	General Requirements	6.88%	4%	35.46	4,484,520
	General Conditions	6.48%	5%	41.22	5,212,232
	Office Overhead & Profit	4.50%	4%	30.48	3,854,156
	Bonds & Insurance	2.50%	2%	17.70	2,237,552
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			84%	725.50	91,739,627
	Escalation to midpoint (Q2 2027)	19.33%	16%	140.24	17,733,270
RECOMMENDED BUDGET			100%	865.74	109,472,897

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	31,613	SF		
Level 2	31,613	SF		
Level 3	31,613	SF		
Level 4	31,613	SF		
Perimeter	1012	LF		
TOTAL GROSS FLOOR AREA	126,450	SF		
Building	126,450	SF		
Perimeter	1,012	LF		
Building height (to top of roof)	76	LF		
Building Enclosure Total	62,744	SF		
Exterior glazing systems	18,823	SF		
Exterior cladding system	43,921	SF		
A10 Foundations	126,450	SF	13.05	1,650,749
A1010 Standard Foundations	126,450	SF	5.04	637,383
Foundations				
Base aggregates	38	CY	55.00	2,100
Footings - 8'w epoxy doweled to existing	553.78	CY	918.00	508,368
Spread footings	8.33	CY	944.00	7,867
Perimeter drainage and perf pipe (new)	1,042	LF	24.00	25,008
Anchor plates	253	EA	380.00	96,140
A1020 Special Foundations	126,450	SF	0.24	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	126,450	SF	7.77	982,866
Slab on grade - 6" incl. thickened edge	31,613	SF	18.50	584,831
Infill at new footings	4,984	SF	18.00	89,712
Under-slab insulation and vapor barrier	4,984	SF	4.25	21,182
				-
A20 Basement Construction	126,450	SF	0.76	95,714
A2020 Basement Walls	126,450	SF	0.76	95,714
FRP Wraps at columns	4	EA	2,980.00	11,920
Moisture protection	10,120	SF	8.28	83,794

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
B10 Superstructure	**126,450**	**SF**	**95.59**	**12,087,172**
B1010 Floor Construction	126,450	SF	74.05	9,363,017
HSS Strongbacks, collectors, incl. plates & connections (14 PSF)	443	TN	10,300.00	4,558,523
Resheath existing floors -plywood and blocking	94,838	SF	15.88	1,506,020
Fireproofing	443	TN	565.00	250,055
16" Shear walls	21,915	SF	92.00	2,016,180
Shear wall and exterior wall shoring	12,144	SF	85.00	1,032,240
B1020 Roof Construction	126,450	SF	21.54	2,724,155
Structural steel				
Columns and beams (10 PSF)	158.06	TN	13,200.00	2,086,425
Fireproofing	158	TN	565.00	89,305
Metal roof decking	31,613	SF	14.00	442,575
Light gauge metal framing	1,792	SF	26.00	46,592
Fall protection - allow	1	LS	15,000.00	15,000
Firestopping	126,450	SF	0.35	44,258
Canopy at entry				*Existing*
B20 Exterior Enclosure	**126,450**	**SF**	**36.19**	**4,575,705**
B2010 Exterior Walls	126,450	SF	18.53	2,343,517
Refurbish the existing wall system				
Infill openings at shear wall locations	563	SF	188.00	105,750
Clean walls and plaster surfaces	62,744	SF	2.20	138,037
Tuck point brick façade as required	43,921	SF	12.88	565,700
Patch and repair plaster wall surfaces	18,823	SF	19.00	357,641
Inside of exterior wall				-
Air/weather barrier	45,540	SF	6.50	296,010
Insulation	45,540	SF	6.50	296,010
Coverboard	45,540	SF	7.50	341,550
ADA upgrades to entry	1	LS	200,000.00	200,000
Louvers - allow	1	LS	15,000.00	15,000
Caulking and sealants	126,450	SF	0.22	27,819
B2020 Exterior Windows	126,450	SF	17.06	2,157,139
Windows	11,294	SF	90.00	1,016,453
Storefront	7,529	SF	104.00	783,045
WRB wrap	18,823	SF	7.00	131,762
Flashing and trim	18,823	SF	12.00	225,878
B2030 Exterior Doors	126,450	SF	0.59	75,050
Single - Steel	6	EA	2,650.00	15,900
Double - Steel	2	EA	4,637.50	9,275

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
Single -Steel w/vision panel	2	EA	3,500.00	7,000
Double - Steel w/vision panel	7	EA	6,125.00	42,875
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**126,450**	**SF**	**13.75**	**1,738,535**
B3010 Roof Coverings	126,450	SF	13.65	1,725,535
Waterproof membranes - TPO	12,645	SF	25.00	316,125
Vapor retarder	12,645	SF	6.00	75,870
Roof insulation - R30	12,645	SF	7.80	98,631
Cover board	12,645	SF	5.50	69,548
Asphalt Shingles	22,951	SF	15.24	349,768
Underlayment	22,951	SF	4.30	98,688
Plywood sheathing	22,951	SF	6.50	149,179
Insulation- attic space	22,951	SF	3.70	84,917
Flashing and trim	35,596	SF	12.00	427,148
Facia metal coping	1,012	LF	55.00	55,660
B3020 Roof Openings	126,450	SF	0.10	13,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight				*NIC*
C10 Interior Construction	**126,450**	**SF**	**27.49**	**3,476,206**
C1010 Partitions	126,450	SF	19.63	2,481,634
Interior partition - wood stud, insulation and gyp	92,294	SF	16.32	1,506,245
Interior of exterior - GWB	43,921	SF	10.33	453,702
Shaft walls	3,040	SF	18.21	55,358
Interior glazing	4,858	SF	96.00	466,330
C1020 Interior Doors	126,450	SF	1.88	238,125
Includes vision panels and electric strikes				
HM - single	20	EA	1,950.00	39,000
HM - double	10	EA	3,412.50	34,125
Wood - single	32	EA	2,750.00	88,000
Wood - double	16	EA	4,812.50	77,000
C1030 Fittings	126,450	SF	5.98	756,447
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Wayfinding	126,450	SF	0.36	45,522
Signage	1	LS	75,000.00	75,000
Corner guards - allow	1	LS	22,000.00	22,000

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
Roller shades	18,823	SF	14.00	263,525
Restroom fit out	42	EA	1,200.00	50,400
Storage shelving	1	LS	50,000.00	50,000
Closet shelves and coat hooks	1	LS	45,000.00	45,000
C20 Stairways	**126,450**	**SF**	**1.26**	**159,696**
C2010 Stair Construction	126,450	SF	1.26	159,696
New egress stairs (1 set)	4	FLT	16,500.00	66,000
Existing egress repair	4	FLT	12,000.00	48,000
Handrails	448	LF	102.00	45,696
C30 Interior Finishes	**126,450**	**SF**	**24.25**	**3,066,190**
C3010 Wall Finishes	126,450	SF	5.59	706,421
Paint	166,081	SF	1.80	298,946
Tile - restroom 7', allow at wet walls	17,640	SF	15.50	273,420
Plywood, BOH	1	LS	7,500.00	7,500
Wall graphics	1	LS	25,000.00	25,000
Firestopping	126,450	SF	0.21	26,555
Acoustic wall treatments	1	LS	75,000.00	75,000
C3020 Floor Finishes	126,450	SF	9.00	1,138,226
Polished concrete	51,191	SF	7.50	383,933
Sealed concrete	5,030	SF	4.50	22,635
Resilient flooring	7,875	SF	8.50	66,938
Tile	8,400	SF	16.50	138,600
Wood floor	13,160	SF	18.50	243,460
Carpet - classroom and office space	40,794	SF	6.50	265,161
WOM	500	SF	35.00	17,500
C3030 Ceiling Finishes	126,450	SF	9.66	1,221,543
GWB	8,400	SF	13.50	113,400
Open to structure	2,600	SF	1.85	4,810
ACT cloud system	5,675	SF	30.00	170,244
ACT w/soffit	109,775	SF	8.50	933,089
D10 Conveying Systems	**126,450**	**SF**	**1.83**	**232,000**
D1010 Elevators & Lifts	126,450	SF	1.83	232,000
Traction elevator - #4000	4	ST	58,000.00	232,000

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
D20 Plumbing Systems	**126,450**	**SF**	**9.72**	**1,229,698**
D2010 Plumbing Fixtures	126,450	SF	1.03	130,200
Water closet	32	EA	1,500.00	48,000
Urinals	8	EA	1,075.00	8,600
Lavatory	40	EA	1,200.00	48,000
Kitchen sink	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	4	EA	1,250.00	5,000
D2020 Domestic Water Distribution	126,450	SF	2.52	318,440
Pipes and fittings - HW/CW	3,240	LF	60.00	194,400
Insulation	1,620	LF	12.00	19,440
Hose bib	6	EA	800.00	4,800
Valves and hydrants	16	EA	1,550.00	24,800
Water heating	1	LS	75,000.00	75,000
D2030 Sanitary Waste	126,450	SF	3.05	385,080
Waste pipe and fittings	3,726	LF	65.00	242,190
Vent pipe	1,863	LF	30.00	55,890
Sanitary waste equipment	1	LS	70,000.00	70,000
Floor drains	20	EA	850.00	17,000
D2040 Rain Water Drainage	126,450	SF	0.40	50,278
Internal downspouts	200	LF	45.00	9,000
Roof drains/overflow	8	EA	1,650.00	13,200
Gutters and downspouts	511	LF	55.00	28,078
D2090 Other Plumbing Systems	126,450	SF	2.73	345,700
Sump pumps	2	EA	2,850.00	5,700
Gas distribution				*NIC*
Lab services	1	LS	250,000.00	250,000
Trench drains	300	LF	300.00	90,000
Oil/water separator				*Not required*
D30 Heating, Ventilation & Air Conditioning	**126,450**	**SF**	**90.08**	**11,390,200**
D3010 Energy Supply	126,450	SF	70.76	8,947,480
Energy supply	126,450	SF	22.00	2,781,900
Rooftop air handling units w/ connections	126,450	SF	15.00	1,896,750
VAV boxes	253	EA	1,850.00	467,865
Ductwork incl. diffusers and grilles	111,276	LB	15.00	1,669,140
Exhaust system/ventilation	126,450	SF	13.00	1,643,850
Split systems (MDF rooms)	4	EA	5,500.00	22,000

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
Ancillary equipment - allow	126,450	SF	3.50	442,575
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	126,450	SF	16.00	2,023,200
Building automation systems	126,450	SF	16.00	2,023,200
				-
				-
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab Exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	**126,450**	**SF**	**6.57**	**830,355**
D4010 Sprinklers	126,450	SF	6.25	790,313
Standpipe, valves and main distribution	126,450	SF	6.25	790,313
Dry system				*NIC*
D4030 Fire Protection Specialties	126,450	SF	0.32	40,043
Fire extinguishers, incl. cabinets	84	EA	475.00	40,043
D4090 Other Fire Protection Specialties	126,450	SF	-	-
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	**126,450**	**SF**	**77.21**	**9,763,505**
D5010 Electrical Service & Distribution	126,450	SF	23.37	2,955,285
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	9,000.00	9,000
Main switchboard panel and feeders	126,450	SF	11.30	1,428,885
Distribution panel and feeders	126,450	SF	12.00	1,517,400
D5020 Lighting & Branch Wiring	126,450	SF	20.19	2,552,678
Branch wiring and devices for lighting fixtures	126,450	SF	4.45	562,703
LED lighting - incl. sensors and controls	126,450	SF	15.50	1,959,975
Exterior lighting - allow	1	LS	30,000.00	30,000
D5030 Communications & Security	126,450	SF	31.44	3,975,799
Receptacles	1,054	EA	455.00	479,456
Fire alarm systems	126,450	SF	2.80	354,060
CO/smoke detection system	126,450	SF	2.50	316,125
Voice/data	126,450	SF	3.00	379,350
AV equipment	126,450	SF	9.00	1,138,050
PA/Intercom	126,450	SF	2.60	328,770
Clock and program systems	126,450	SF	2.75	347,738

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Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
CCTV	126,450	SF	5.00	632,250
D5090 Other Electrical Systems	126,450	SF	2.21	279,744
Connection to mechanical equipment	126,450	SF	0.55	69,548
Emergency generators				*W/site*
UPS				*By owner*
Seismic bracing	126,450	SF	0.48	60,696
Media center and visual arts -specialty lighting and AV	1	LS	125,000.00	125,000
Lighting and grounding protection systems	1	EA	24,500.00	24,500
E10 Equipment	126,450	SF	0.20	25,000
E1010 Commercial Equipment	126,450	SF	0.20	25,000
Kitchen equipment - allow - lounge	1	LS	25,000.00	25,000
E20 Furnishings	126,450	SF	23.56	2,979,300
E2010 Fixed Furnishings	126,450	SF	23.56	2,979,300
Fixed artwork				*By others*
Lab casework	580	LF	710.00	411,800
Fixed casework	3,950	LF	650.00	2,567,500
E2020 Movable Furnishings	126,450	SF	-	-
By Owner				*NIC*
F10 Special Construction	126,450	SF	-	-
F1010 Special Structures	126,450	SF	-	-
Temporary facilities				*NIC*
F20 Selective Demolition	126,450	SF	26.73	3,379,952
F2010 Building Elements Demolition	126,450	SF	25.54	3,229,952
Temporary protection	126,450	SF	1.25	158,063
Architectural				-
Demo - building elements for structural and architectural renovation	126,450	SF	17.50	2,212,875
Structural				
Saw cut and excavate for footings	592	CY	90.00	53,277
Saw cut and excavate for shear walls - floor to floor	1,461	SF	14.00	20,454
Openings for collectors and drag elements	544	SF	14.00	7,616
Mechanical				-
Trade demolition	126,450	SF	2.25	284,513
Electrical				-

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/ Temp Facilities

	Quantity	Unit	Rate	Total
Trade demolition	126,450	SF	2.75	347,738
Plumbing				-
Trade demolition	126,450	SF	1.15	145,418
F2020 Hazardous Components Abatement	126,450	SF	1.19	150,000
Allowance	1	LS	150,000.00	150,000

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill Summary

			%	$/SF	TOTAL
			Gross Area:	32,550 SF	
A10	Foundations		1%	11.82	384,676
A20	Basement Construction		0%	0.00	0
A	Substructure		1%	11.82	384,676
B10	Superstructure		15%	124.26	4,044,510
B20	Exterior Enclosure		4%	32.03	1,042,739
B30	Roofing		2%	12.31	400,846
B	Shell		21%	168.61	5,488,095
C10	Interior Construction		5%	40.95	1,332,927
C20	Stairways		1%	6.36	207,000
C30	Interior Finishes		4%	28.11	915,014
C	Interiors		9%	75.42	2,454,941
D10	Conveying Systems		2%	13.52	440,000
D20	Plumbing Systems		2%	15.02	488,745
D30	Heating, Ventilation & Air Conditioning		11%	89.36	2,908,690
D40	Fire Protection		1%	6.57	213,706
D50	Electrical Lighting, Power & Communications		8%	68.01	2,213,751
D	Services		24%	192.47	6,264,891
E10	Equipment		0%	0.46	15,000
E20	Furnishings		2%	12.13	394,750
E	Equipment & Furnishings		2%	12.59	409,750
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			57%	460.90	15,002,353
	Contingency - Design	15.00%	9%	69.14	2,250,353
	Contingency - Contractor	4.00%	3%	21.20	690,108
	General Requirements	6.88%	5%	37.93	1,234,466
	General Conditions	6.48%	5%	38.18	1,242,688
	Office Overhead & Profit	4.50%	4%	28.23	918,899
	Bonds & Insurance	2.50%	2%	16.39	533,472
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			84%	671.96	21,872,338
	Escalation to midpoint (Q2 2027)	19.33%	16%	129.89	4,227,923
RECOMMENDED BUDGET			100%	801.85	26,100,261

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	8,136	SF		
Level 2	8,136	SF		
Level 3	8,136	SF		
Level 4	8,136	SF		
Perimeter	280	LF		
TOTAL GROSS FLOOR AREA	32,544	SF		
A10 Foundations	**32,544**	**SF**	**11.82**	**384,676**
A1010 Standard Foundations	32,544	SF	3.68	119,883
Continuous footings	42	CY	890.00	37,380
Spread footings	48	CY	933.00	44,983
Anchor bolts/plates	70	EA	380.00	26,600
Perimeter insulation	560	SF	4.50	2,520
Perimeter drainage and bedding	280	LF	30.00	8,400
A1020 Special Foundations	32,544	SF	0.94	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	32,544	SF	7.20	234,293
Slab on grade - 6" incl. thickened edge	8,136	SF	18.50	150,516
Bases, stairs	200	SF	20.00	4,000
Curb wall - 1.5' ht.	420	SF	65.00	27,300
Under-slab drainage	8,136	SF	2.20	17,899
Under-slab insulation and vapor barrier	8,136	SF	4.25	34,578
B10 Superstructure	**32,544**	**SF**	**124.28**	**4,044,510**
B1010 Floor Construction	32,544	SF	94.38	3,071,366
Metal deck	24,408	SF	12.50	305,100
Concrete topping slab	24,408	SF	5.50	134,244
Floor - columns beams, incl. plates and connections	228	TN	10,300.00	2,346,422
Shear walls	3,360	SF	85.00	285,600
B1020 Roof Construction	32,544	SF	29.90	973,144
Metal deck	8,136	SF	12.50	101,700
Roof - beams, incl. plates and connections	57	TN	10,300.00	586,606
Fireproofing	57	TN	500.00	28,476
Vapor barrier	8,136	SF	4.50	36,612
Canopies	1,530	SF	115.00	175,950
Elevator and stair overrun	2	EA	10,000.00	20,000
Parapet	280	LF	85.00	23,800

Portland Public Schools
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Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
B20 Exterior Enclosure	**32,544**	**SF**	**32.04**	**1,042,739**
B2010 Exterior Walls	32,544	SF	24.08	783,522
Metal stud framing	9,840	SF	35.00	344,400
Exterior cladding	9,840	SF		
Brick veneer	3,938	SF	48.00	189,022
Metal panel	3,870	SF	60.00	232,200
Caulking and sealants	32,544	SF	0.55	17,899
B2020 Exterior Windows	32,544	SF	6.10	198,530
Windows	610	SF	90.00	54,865
Storefront	1,422	SF	101.00	143,665
B2030 Exterior Doors	32,544	SF	1.86	60,688
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	4	EA	3,500.00	14,000
Storefront - double	6	EA	6,125.00	36,750
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**32,544**	**SF**	**12.32**	**400,846**
B3010 Roof Coverings	32,544	SF	11.00	357,846
TPO membrane roof system	8,136	SF	25.00	203,400
Vapor barrier	8,136	SF	4.50	36,612
Insulation	8,136	SF	6.50	52,884
Flashing and trim	560	LF	30.00	16,800
Mechanical screen	100	LF	135.00	13,500
Roof drains	9	EA	3,850.00	34,650
B3020 Roof Openings	32,544	SF	1.32	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
C10 Interior Construction	**32,544**	**SF**	**40.96**	**1,332,927**
C1010 Partitions	32,544	SF	14.37	467,712
Interior partition - metal stud	12,096	SF	17.50	211,680
Interior of exterior - GWB	7,808	SF	9.00	70,272
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	1,344	SF	90.00	120,960

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Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
C1020 Interior Doors	32,544	SF	7.49	243,625
HM - single	20	EA	1,950.00	39,000
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	32,544	SF	19.10	621,590
Chalk and tack boards	1	LS	50,000.00	50,000
Lockers	1	LS	50,000.00	50,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Shop fit out	3,000	SF	69.00	207,000
Robotics fit-out	2,500	SF	72.00	180,000
Makers Space fit out	1,200	SF	70.00	84,000
Wayfinding	32,544	SF	0.35	11,390
C20 Stairways	32,544	SF	6.36	207,000
C2010 Stair Construction	32,544	SF	6.36	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000
C30 Interior Finishes	32,544	SF	28.12	915,014
C3010 Wall Finishes	32,544	SF	6.31	205,475
Tile	6,160	SF	16.50	101,640
Paint	34,506	SF	1.85	63,835
Acoustic wall treatment - allow	1	LS	40,000.00	40,000
C3020 Floor Finishes	32,544	SF	12.39	403,260
Polished concrete	3,384	SF	7.50	25,380
Sealed concrete	560	SF	4.50	2,520
Resilient flooring	5,430	SF	8.50	46,155
Tile	2,500	SF	16.50	41,250
Wood floor	12,800	SF	18.50	236,800
Carpet - classroom and office space	7,870	SF	6.50	51,155
C3030 Ceiling Finishes	32,544	SF	9.41	306,279
GWB	2,500	SF	11.50	28,750
Open to structure	13,360	SF	1.85	24,716
ACT cloud system	5,675	SF	30.00	170,244
ACT	11,009	SF	7.50	82,569

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
D10 Conveying Systems	**32,544**	**SF**	**13.52**	**440,000**
D1010 Elevators & Lifts	32,544	SF	13.52	440,000
Traction elevator - #3500	8	ST	55,000.00	440,000
D20 Plumbing Systems	**32,544**	**SF**	**15.02**	**488,745**
D2010 Plumbing Fixtures	32,544	SF	1.86	60,550
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink	2	EA	1,300.00	2,600
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	32,544	SF	6.45	209,915
Pipes and fittings - HW/CW	2,090	LF	60.00	125,400
Insulation	1,045	LF	7.00	7,315
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
D2030 Sanitary Waste	32,544	SF	6.43	209,280
Waste pipe and fittings	2,404	LF	65.00	156,228
Vent pipe	1,202	LF	30.00	36,053
Floor drains	20	EA	850.00	17,000
D2040 Rain Water Drainage	32,544	SF	0.28	9,000
Internal downspouts	200	LF	45.00	9,000
D2090 Other Plumbing Systems	32,544	SF		
No work anticipated				*NIC,*
D30 Heating, Ventilation & Air Conditioning	**32,544**	**SF**	**89.38**	**2,908,690**
D3010 Energy Supply	32,544	SF	73.38	2,387,986
Energy supply	32,544	SF	22.50	732,240
Rooftop air handling units w/ connections	32,544	SF	15.00	488,160
VAV boxes	65	EA	1,850.00	120,413
Ductwork incl. diffusers and grilles	28,639	LB	15.00	429,581
Exhaust system/ventilation	32,544	SF	13.00	423,072
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	32,544	SF	5.00	162,720
Testing and balancing	160	HR	130.00	20,800

Portland Public Schools
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Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
D3060 Controls and Instrumentation	32,544	SF	16.00	520,704
Building automation systems	32,544	SF	16.00	520,704
D40 Fire Protection	**32,544**	**SF**	**6.57**	**213,706**
D4010 Sprinklers	32,544	SF	6.25	203,400
Standpipe, valves and main distribution	32,544	SF	6.25	203,400
D4030 Fire Protection Specialties	32,544	SF	0.32	10,306
Fire extinguishers, incl. cabinets	22	EA	475.00	10,306
D4090 Other Fire Protection Specialties	32,544	SF		
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	**32,544**	**SF**	**68.02**	**2,213,751**
D5010 Electrical Service & Distribution	32,544	SF	22.21	722,770
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	32,544	SF	10.04	326,742
Distribution panel and feeders	32,544	SF	12.00	390,528
D5020 Lighting & Branch Wiring	32,544	SF	19.82	645,108
Branch wiring and devices for lighting fixtures	32,544	SF	4.00	130,176
LED lighting - incl. sensors and controls	32,544	SF	15.50	504,432
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	32,544	SF	25.44	827,974
Receptacles	271	EA	425.00	115,260
Fire alarm systems	32,544	SF	2.80	91,123
CO/smoke detection system	32,544	SF	2.50	81,360
Voice/data	32,544	SF	3.00	97,632
AV equipment	32,544	SF	6.00	195,264
PA/Intercom	32,544	SF	2.60	84,614
CCTV	32,544	SF	5.00	162,720
D5090 Other Electrical Systems	32,544	SF	0.55	17,899
Connection to mechanical equipment	32,544	SF	0.55	17,899
E10 Equipment	**32,544**	**SF**	**0.46**	**15,000**
E1010 Commercial Equipment	32,544	SF	0.46	15,000
Registration equipment	1	LS	15,000.00	15,000

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
E1090 Other Equipment	32,544	SF		
E20 Furnishings	32,544	SF	12.13	394,750
E2010 Fixed Furnishings	32,544	SF	12.13	394,750
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library (shelving by Owner)	40	LF	550.00	22,000
Casework - kitchen	35	LF	750.00	26,250
E2020 Movable Furnishings	32,544	SF		
By Owner				*NIC*
F10 Special Construction	32,544	SF		
F1010 Special Structures	32,544	SF		
No work anticipated				*NIC*
F20 Selective Demolition	32,544	SF		
F2010 Building Elements Demolition	32,544	SF		
See Sitework				*NIC*
F2020 Hazardous Components Abatement	32,544	SF		
See Sitework				*incl.*

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts Summary

			%	$/SF	TOTAL
		Gross Area:		58,500 SF	
A10	Foundations		5%	48.79	2,854,221
A20	Basement Construction		0%	0.00	0
A	Substructure		5%	48.79	2,854,221
B10	Superstructure		15%	147.30	8,617,255
B20	Exterior Enclosure		5%	48.98	2,865,602
B30	Roofing		3%	25.32	1,481,080
B	Shell		22%	221.61	12,963,937
C10	Interior Construction		6%	61.20	3,580,077
C20	Stairways		0%	4.55	266,000
C30	Interior Finishes		3%	29.21	1,708,912
C	Interiors		10%	94.96	5,554,989
D10	Conveying Systems		0%	3.76	220,000
D20	Plumbing Systems		1%	6.87	402,125
D30	Heating, Ventilation & Air Conditioning		9%	88.99	5,205,800
D40	Fire Protection		1%	6.57	384,150
D50	Electrical Lighting, Power & Communications		7%	68.15	3,986,603
D	Services		18%	174.34	10,198,678
E10	Equipment		6%	55.47	3,245,000
E20	Furnishings		1%	6.41	374,700
E	Equipment & Furnishings		6%	61.88	3,619,700
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	1.75	102,375
F	Special Construction & Demolition		0%	1.75	102,375
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			61%	603.31	35,293,899
	Contingency - Design	15.00%	9%	90.50	5,294,085
	Contingency - Contractor	4.00%	3%	27.75	1,623,519
	General Requirements	6.88%	5%	49.64	2,904,151
	General Conditions	6.48%	5%	49.97	2,923,494
	Office Overhead & Profit	4.50%	4%	36.95	2,161,762
	Bonds & Insurance	2.50%	2%	21.45	1,255,023
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			89%	879.59	51,455,934
	Escalation to Start Date (Q2 2025)	12.48%	11%	109.77	6,421,701
RECOMMENDED BUDGET			100%	989.36	57,877,635

Portland Public Schools
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Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	38,000	SF		
Level 2	20,500	SF		
Perimeter	673	LF		
TOTAL GROSS FLOOR AREA	58,500	SF		
Floor Height - level 1 areas	32	LF		
Floor height- typical	12	LF		
Perimeter	673	LF		
Building Height	44	LF		
Building Enclosure Total	29,612	SF		
Exterior glazing systems	4,751	SF		
Exterior cladding system	24,861	SF		
A10 Foundations	58,500	SF	48.79	2,854,221
A1010 Standard Foundations	58,500	SF	7.24	423,701
Continuous footings	150	CY	890.00	133,104
Spread footings	225	CY	890.00	200,415
Anchor bolts/plates	168	EA	380.00	63,935
Perimeter insulation	1,346	SF	4.50	6,057
Perimeter drainage and bedding	673	LF	30.00	20,190
A1020 Special Foundations	58,500	SF	0.52	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	58,500	SF	41.03	2,400,020
Slab on grade - 6" incl. thickened edge	38,000	SF	18.50	703,000
Bases, stairs	330	SF	20.00	6,600
Curb wall - 1.5' ht.	1,010	SF	65.00	65,650
Theatre tired floor w/plenum	9,045	SF	126.00	1,139,670
Orchestra pit w/accessway	500	SF	480.00	240,000
Under-slab drainage	38,000	SF	2.20	83,600
Under-slab insulation and vapor barrier	38,000	SF	4.25	161,500

Portland Public Schools
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Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
B10 Superstructure	**58,500**	**SF**	**147.30**	**8,617,255**
B1010 Floor Construction	58,500	SF	96.21	5,628,450
Metal deck	20,500	SF	12.50	256,250
Concrete topping slab w/acoustimat	20,500	SF	8.50	174,250
Structural Steel - Column, beams, plates and connections	410	TN	10,300.00	4,217,850
Structural framing -balcony	4,455	SF	220.00	980,100
B1020 Roof Construction	58,500	SF	51.09	2,988,805
Metal deck	38,000	SF	12.50	475,000
Roof - beams, incl. plates and connections	190	TN	10,300.00	1,957,000
Fireproofing	190	TN	565.00	107,350
Vapor barrier	38,000	SF	4.50	171,000
Canopies	1,530	SF	125.00	191,250
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	673	LF	85.00	57,205
B20 Exterior Enclosure	**58,500**	**SF**	**48.98**	**2,865,602**
B2010 Exterior Walls	58,500	SF	39.32	2,300,484
Metal stud framing	32,304	SF	35.00	1,130,640
Exterior cladding	32,304	SF		
Brick veneer	12,928	SF	48.00	620,547
Metal panel	8,619	SF	60.00	517,122
Caulking and sealants	58,500	SF	0.55	32,175
B2020 Exterior Windows	58,500	SF	9.22	539,430
Windows	2,151	SF	90.00	193,630
Curtainwall and entry system	2,600	SF	133.00	345,800
B2030 Exterior Doors	58,500	SF	0.44	25,688
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
ADA door openers - see Electrical				*incl. below*

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
B30 Roofing	**58,500**	**SF**	**25.32**	**1,481,080**
B3010 Roof Coverings	58,500	SF	25.10	1,468,080
TPO membrane roof system	38,000	SF	25.00	950,000
Vapor barrier	38,000	SF	4.50	171,000
Insulation	38,000	SF	6.50	247,000
Flashing and trim	1,346	LF	30.00	40,380
Mechanical screen	100	LF	135.00	13,500
Roof drains	12	EA	3,850.00	46,200
B3020 Roof Openings	58,500	SF	0.22	13,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight				*NIC,*
C10 Interior Construction	**58,500**	**SF**	**61.20**	**3,580,077**
C1010 Partitions	58,500	SF	19.01	1,112,297
Interior partition - metal stud	29,074	SF	17.50	508,788
Interior of exterior - GWB	27,553	SF	9.00	247,973
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,230	SF	90.00	290,736
C1020 Interior Doors	58,500	SF	4.16	243,625
HM - single	20	EA	1,950.00	39,000
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	58,500	SF	38.02	2,224,155
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	50,000.00	50,000
Restroom - bath accessories	8	EA	1,500.00	12,000
Restroom - toilet partitions	8	EA	950.00	7,600
Green room build out	500	SF	420.00	210,000
Dressing room/make up room build outs	900	SF	250.00	225,000
Dance studio seating	250	EA	400.00	100,000
Control room build out	200	SF	220.00	44,000
Sound room build out	100	SF	192.00	19,200
Storage room build out (all programs)	11,380	SF	76.00	864,880
Scene Shop build out	1,500	SF	82.00	123,000
Acoustics - general	58,500	SF	8.00	468,000
Wayfinding	58,500	SF	0.35	20,475

Portland Public Schools
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Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
C20 Stairways	58,500	SF	4.55	266,000
C2010 Stair Construction	58,500	SF	4.55	266,000
Egress stair	4	FLT	16,500.00	66,000
Feature stair	1	FLT	200,000.00	200,000
C30 Interior Finishes	58,500	SF	29.21	1,708,912
C3010 Wall Finishes	58,500	SF	10.79	631,169
Tile	6,160	SF	16.50	101,640
Paint	85,659	SF	1.85	158,469
Black box paint	4,680	SF	4.50	21,060
Acoustic wall treatment - allow	1	LS	350,000.00	350,000
C3020 Floor Finishes	58,500	SF	9.73	569,300
Polished concrete	16,420	SF	7.50	123,150
Sealed concrete	1,600	SF	4.50	7,200
Resilient flooring	15,600	SF	8.50	132,600
Tile	1,040	SF	16.50	17,160
Wood floor - sprung	3,700	SF	21.00	77,700
Stage floor	5,100	SF	15.80	80,580
Carpet - classroom and office space	20,140	SF	6.50	130,910
C3030 Ceiling Finishes	58,500	SF	8.69	508,443
GWB	1,040	SF	11.50	11,960
Open to structure -includes theatre	11,000	SF	1.85	20,350
ACT cloud system	5,675	SF	30.00	170,244
ACT	40,785	SF	7.50	305,889
D10 Conveying Systems	58,500	SF	3.76	220,000
D1010 Elevators & Lifts	58,500	SF	3.76	220,000
Traction elevator - #3500	4	ST	55,000.00	220,000
D20 Plumbing Systems	58,500	SF	6.87	402,125
D2010 Plumbing Fixtures	58,500	SF	0.85	49,750
Water closet	12	EA	1,500.00	18,000
Lavatory	12	EA	1,200.00	14,400
Kitchen sink	2	EA	1,300.00	2,600
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	58,500	SF	2.94	171,975

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Pipes and fittings - HW/CW	1,650	LF	60.00	99,000
Insulation	825	LF	7.00	5,775
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	50,000.00	50,000
D2030 Sanitary Waste	58,500	SF	2.93	171,400
Waste pipe and fittings	1,898	LF	65.00	123,338
Vent pipe	949	LF	30.00	28,463
Clay trays	4	EA	650.00	2,600
Floor drains	20	EA	850.00	17,000
D2040 Rain Water Drainage	58,500	SF	0.15	9,000
Internal downspouts	200	LF	45.00	9,000
D2090 Other Plumbing Systems	58,500	SF		
No work anticipated				*NIC,*
D30 Heating, Ventilation & Air Conditioning	58,500	SF	88.99	5,205,800
D3010 Energy Supply	58,500	SF	72.99	4,269,800
Energy supply	58,500	SF	22.50	1,316,250
Rooftop air handling units w/ connections	58,500	SF	15.00	877,500
VAV boxes	117	EA	1,850.00	216,450
Ductwork incl. diffusers and grilles	51,480	LB	15.00	772,200
Exhaust system/ventilation	58,500	SF	13.00	760,500
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	58,500	SF	5.00	292,500
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	58,500	SF	16.00	936,000
Building automation systems	58,500	SF	16.00	936,000
D40 Fire Protection	58,500	SF	6.57	384,150
D4010 Sprinklers	58,500	SF	6.25	365,625
Standpipe, valves and main distribution	58,500	SF	6.25	365,625
D4030 Fire Protection Specialties	58,500	SF	0.32	18,525
Fire extinguishers, incl. cabinets	39	EA	475.00	18,525
D4090 Other Fire Protection Specialties	58,500	SF		
No work anticipated				*NIC*

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
D50 Electrical Lighting, Power & Communications	**58,500**	**SF**	**68.15**	**3,986,603**
D5010 Electrical Service & Distribution	58,500	SF	22.13	1,294,840
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	58,500	SF	10.04	587,340
Distribution panel and feeders	58,500	SF	12.00	702,000
D5020 Lighting & Branch Wiring	58,500	SF	19.68	1,151,250
Branch wiring and devices for lighting fixtures	58,500	SF	4.00	234,000
LED lighting - incl. sensors and controls	58,500	SF	15.50	906,750
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	58,500	SF	25.44	1,488,338
Receptacles	488	EA	425.00	207,188
Fire alarm systems	58,500	SF	2.80	163,800
CO/smoke detection system	58,500	SF	2.50	146,250
Voice/data	58,500	SF	3.00	175,500
AV equipment	58,500	SF	6.00	351,000
PA/Intercom	58,500	SF	2.60	152,100
CCTV	58,500	SF	5.00	292,500
D5090 Other Electrical Systems	58,500	SF	0.89	52,175
Connection to mechanical equipment	58,500	SF	0.55	32,175
Kiln power	1	LS	20,000.00	20,000
E10 Equipment	**58,500**	**SF**	**55.47**	**3,245,000**
E1010 Commercial Equipment	58,500	SF	0.77	45,000
Concessions equipment - allow	1	LS	25,000.00	25,000
Laundry equipment	1	LS	20,000.00	20,000
E1090 Other Equipment	58,500	SF	54.70	3,200,000
SHALLECK Budget				
Theatre				
Drapery	1	LS	110,000.00	110,000
Rigging	1	LS	975,000.00	975,000
Pit Filler	1	LS	110,000.00	110,000
Production lighting	1	LS	260,000.00	260,000
Theatre seating	500	EA	450.00	225,000
Production AV	1	LS	550,000.00	550,000
Drama/Black Box				
Rigging	1	LS	125,000.00	125,000
Lighting Control	1	LS	85,000.00	85,000

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Production AV	1	LS	150,000.00	150,000
Band and Choir				
Drapery	2	EA	15,000.00	30,000
AV equipment	2	EA	45,000.00	90,000
Lighting Control	1	LS	50,000.00	50,000
Telescope theatre seating	1	LS	200,000.00	200,000
AV equipment	2	EA	45,000.00	90,000
Performing Arts FF&E				*By Owner,*
Structural support and catwalk	1	LS	150,000.00	150,000
E20 Furnishings	58,500	SF	6.41	374,700
E2010 Fixed Furnishings	58,500	SF	6.41	374,700
Casework - classrooms	600	LF	450.00	270,000
Casework - office/reception	50	LF	500.00	25,000
Casework - Box office	12	LF	450.00	5,400
Casework - Concessions	30	LF	450.00	13,500
Casework - library shelving	80	LF	760.00	60,800
E2020 Movable Furnishings	58,500	SF		
By Owner				*NIC*

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
F10 Special Construction	58,500	SF		
F1010 Special Structures	58,500	SF		
No work anticipated				*NIC*
F20 Selective Demolition	58,500	SF	1.75	102,375
F2010 Building Elements Demolition	58,500	SF	1.75	102,375
Temporary protection	58,500	SF	1.75	102,375

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

			%	$/SF	TOTAL
		Gross Area:		62,100 SF	
A10	Foundations		3%	19.60	1,216,892
A20	Basement Construction		0%	0.00	0
A	Substructure		3%	19.60	1,216,892
B10	Superstructure		9%	70.56	4,381,776
B20	Exterior Enclosure		7%	53.73	3,336,773
B30	Roofing		3%	20.16	1,251,910
B	Shell		19%	144.45	8,970,459
C10	Interior Construction		6%	50.23	3,119,283
C20	Stairways		0%	3.33	207,000
C30	Interior Finishes		4%	28.18	1,750,182
C	Interiors		11%	81.75	5,076,465
D10	Conveying Systems		0%	3.67	228,000
D20	Plumbing Systems		1%	8.08	501,798
D30	Heating, Ventilation & Air Conditioning		12%	95.80	5,949,060
D40	Fire Protection		1%	6.57	407,790
D50	Electrical Lighting, Power & Communications		8%	64.91	4,031,036
D	Services		23%	179.03	11,117,684
E10	Equipment		5%	35.97	2,234,000
E20	Furnishings		1%	11.41	708,840
E	Equipment & Furnishings		6%	47.39	2,942,840
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	1.25	77,625
F	Special Construction & Demolition		0%	1.25	77,625
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			61%	473.46	29,401,965
	Contingency - Design	15.00%	9%	71.02	4,410,295
	Contingency - Contractor	4.00%	3%	21.78	1,352,490
	General Requirements	6.88%	5%	38.96	2,419,335
	General Conditions	6.48%	5%	39.22	2,435,449
	Office Overhead & Profit	4.50%	4%	29.00	1,800,879
	Bonds & Insurance	2.50%	2%	16.84	1,045,510
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			89%	690.27	42,865,923
	Escalation to Start Date (Q2 2025)	12.48%	11%	86.15	5,349,667
RECOMMENDED BUDGET			100%	776.42	48,215,590

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	31,050	SF		
Level 2	31,050	SF		
Perimeter	716	LF		
TOTAL GROSS FLOOR AREA	62,100	SF		
Floor Height	12	LF		
Perimeter	716	LF		
Building Height	24	LF		
Building Enclosure Total	17,184	SF		
Exterior glazing systems	5,155	SF		
Exterior cladding system	12,029	SF		
A10 Foundations	62,100	SF	19.60	1,216,892
A1010 Standard Foundations	62,100	SF	5.43	337,085
Footings - 2'x4' continuous	212	CY	890.00	188,812
Footings - 3' spread	53	CY	890.00	47,170
Grade beams	13	CY	890.00	11,603
Perimeter drainage and perf pipe	716	LF	30.00	21,480
Anchor plates	179	EA	380.00	68,020
				-
A1020 Special Foundations	62,100	SF	0.49	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	62,100	SF	13.68	849,308
Slab on grade - 6" incl. thickened edge	31,050	SF	18.50	574,425
Bases, stairs	240	SF	20.00	4,800
Curb wall - 1.5' ht.	1074	SF	65.00	69,810
Under-slab drainage	31,050	SF	2.20	68,310
Under-slab insulation and vapor barrier	31,050	SF	4.25	131,963
				-
B10 Superstructure	62,100	SF	70.56	4,381,776
				-
B1010 Floor Construction	62,100	SF	64.71	4,018,711
Mass timber construction package - columns and beams				
Glu-lam beams, floor/roof	5,530	LF	115.00	635,950
Glu-lam columns	960	LF	92.00	88,320
Glu-lam blocking	40	EA	435.00	17,400
Hardware	1	LS	128,800.00	128,800
Layout/installation	62,100	SF	18.20	1,130,220
Lifting system	1	LS	70,000.00	70,000
Shop drawings	1	LS	30,000.00	30,000

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
Transport	1	LS	80,000.00	80,000
Decking				
CLT panels - 5 ply incl. spline ends and side joints	62,100	SF	18.23	1,132,083
Acoustic - mat	31,050	SF	3.10	96,255
2" gypcrete	31,050	SF	4.30	133,515
Wood sealer	31,050	SF	1.80	55,890
Firestopping, allow	62,100	SF	0.90	55,890
Sealants, allow	62,100	SF	0.60	37,260
Shear walls, wood	4,296	SF	68.00	292,128
Channels and angles, allow	1	LS	35,000.00	35,000
B1020 Roof Construction	62,100	SF	5.85	363,065
Mass timber construction - beams and decking included above				*incl. above*
Beams - glulam				*incl. above*
CLT decking				*incl. above*
Hardware				*incl. above*
Strapping/blocking/connection, add	31,050	SF	3.10	96,255
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	716	LF	85.00	60,860
Canopies	1,530	SF	115.00	175,950
				-
B20 Exterior Enclosure	62,100	SF	53.73	3,336,773
				-
B2010 Exterior Walls	62,100	SF	34.72	2,156,420
Wood stud framing, insulation, WRB	34,368	SF	26.00	893,568
Exterior cladding	34,368	SF		-
Brick veneer	13,754	SF	48.00	660,196
Metal panel	9,169	SF	62.00	568,502
Caulking and sealants	62,100	SF	0.55	34,155
				-
B2020 Exterior Windows	62,100	SF	18.39	1,142,165
Windows	3,433	SF	90.00	309,003
Storefront	8,011	SF	104.00	833,163
				-
B2030 Exterior Doors	62,100	SF	0.61	38,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
Roll up door	1	EA	12,500.00	12,500
ADA door openers - see Electrical				*incl. below*
				-

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
B30 Roofing	**62,100**	**SF**	**20.16**	**1,251,910**
				-
B3010 Roof Coverings	62,100	SF	19.47	1,208,910
TPO membrane roof system	31,050	SF	25.00	776,250
Vapor barrier	31,050	SF	4.50	139,725
Insulation	31,050	SF	6.50	201,825
Flashing and trim	1,432	LF	30.00	42,960
Mechanical screen	100	LF	135.00	13,500
Roof drains	9	EA	3,850.00	34,650
				-
B3020 Roof Openings	62,100	SF	0.69	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	**62,100**	**SF**	**50.23**	**3,119,283**
				-
C1010 Partitions	62,100	SF	26.39	1,638,923
Interior partition - Wood stud	65,299	SF	16.21	1,058,500
Interior of exterior - GWB	22,923	SF	9.00	206,311
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,437	SF	90.00	309,312
C1020 Interior Doors	62,100	SF	4.43	274,825
Includes vision panels and electric strikes				
HM - single	36	EA	1,950.00	70,200
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	62,100	SF	19.41	1,205,535
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Commons- Fit out	7,800	SF	96.00	748,800
Community and Partner fit out	2,120	SF	90.00	190,800
Wayfinding	62,100	SF	0.35	21,735
				-
C20 Stairways	**62,100**	**SF**	**3.33**	**207,000**
				-
C2010 Stair Construction	62,100	SF	3.33	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
				-
C30 Interior Finishes	62,100	SF	28.18	1,750,182
				-
C3010 Wall Finishes	62,100	SF	8.03	498,527
Tile	6,160	SF	16.50	101,640
FRP panels	10,000	SF	4.80	48,000
Paint	148,047	SF	1.85	273,887
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	62,100	SF	7.28	452,150
Polished concrete	18,900	SF	7.50	141,750
Sealed concrete	2,400	SF	4.50	10,800
Resilient flooring	7,200	SF	8.50	61,200
Tile	2,000	SF	16.50	33,000
Carpet - classroom and office space	31,600	SF	6.50	205,400
				-
C3030 Ceiling Finishes	62,100	SF	12.87	799,505
GWB	2,600	SF	11.50	29,900
Open to structure	50,922	SF	1.85	94,206
ACT cloud system	20,369	SF	30.00	611,064
ACT	8,578	SF	7.50	64,335
				-
D10 Conveying Systems	62,100	SF	3.67	228,000
				-
D1010 Elevators & Lifts	62,100	SF	3.67	228,000
Traction elevator - #3500	4	ST	57,000.00	228,000
				-
D20 Plumbing Systems	62,100	SF	8.08	501,798
				-
D2010 Plumbing Fixtures	62,100	SF	1.05	65,050
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink -hand sinks	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	1	EA	1,250.00	1,250
				-
D2020 Domestic Water Distribution	62,100	SF	3.44	213,408
Pipes and fittings - HW/CW	2,145	LF	60.00	128,700
Insulation	1,073	LF	7.00	7,508
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
				-

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
D2030 Sanitary Waste	62,100	SF	3.45	214,340
Waste pipe and fittings	2,467	LF	65.00	160,339
Vent pipe	1,233	LF	30.00	37,001
Floor drains	20	EA	850.00	17,000
				-
D2040 Rain Water Drainage	62,100	SF	0.14	9,000
Internal downspouts	200	LF	45.00	9,000
				-
D2090 Other Plumbing Systems	62,100	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	62,100	SF	95.80	5,949,060
				-
D3010 Energy Supply	62,100	SF	73.04	4,535,940
Energy supply	62,100	SF	22.50	1,397,250
Rooftop air handling units w/ connections	62,100	SF	15.00	931,500
VAV boxes	124	EA	1,850.00	229,770
Ductwork incl. diffusers and grilles	54,648	LB	15.00	819,720
Exhaust system/ventilation	62,100	SF	13.00	807,300
Split systems (MDF rooms)	3	EA	5,500.00	16,500
Ancillary equipment - allow	62,100	SF	5.00	310,500
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	62,100	SF	16.00	993,600
Building automation systems	62,100	SF	16.00	993,600
				-
				-
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	62,100	SF	6.57	407,790
				-
D4010 Sprinklers	62,100	SF	6.25	388,125
Standpipe, valves and main distribution	62,100	SF	6.25	388,125
				-
D4030 Fire Protection Specialties	62,100	SF	0.32	19,665
Fire extinguishers, incl. cabinets	41	EA	475.00	19,665
				-
D4090 Other Fire Protection Specialties	62,100	SF	-	-
No work anticipated				*NIC*
				-

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
D50 Electrical Lighting, Power & Communications	**62,100**	**SF**	**64.91**	**4,031,036**
				-
D5010 Electrical Service & Distribution	62,100	SF	22.17	1,376,684
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	8,000.00	8,000
Main switchboard panel and feeder	62,100	SF	10.04	623,484
Distribution panel and feeders	62,100	SF	12.00	745,200
				-
D5020 Lighting & Branch Wiring	62,100	SF	19.67	1,221,450
Branch wiring and devices for lighting fixtures	62,100	SF	4.00	248,400
LED lighting - incl. sensors and controls	62,100	SF	15.50	962,550
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	62,100	SF	22.52	1,398,747
Receptacles	591	EA	425.00	251,357
Fire alarm systems	62,100	SF	2.80	173,880
CO/smoke detection system	62,100	SF	2.50	155,250
Voice/data	62,100	SF	3.00	186,300
AV equipment- Shallek	14	EA	10,000.00	140,000
Culinary AV	1	EA	20,000.00	20,000
PA/Intercom	62,100	SF	2.60	161,460
CCTV	62,100	SF	5.00	310,500
				-
D5090 Other Electrical Systems	62,100	SF	0.55	34,155
Connection to mechanical equipment	62,100	SF	0.55	34,155
				-
E10 Equipment	**62,100**	**SF**	**35.97**	**2,234,000**
				-
E1010 Commercial Equipment	62,100	SF	10.47	650,000
Kitchen equipment - allow	1	LS	650,000.00	650,000
				-
E1090 Other Equipment	62,100	SF	25.51	1,584,000
Science equipment	16,500	SF	96.00	1,584,000
				-
E20 Furnishings	**62,100**	**SF**	**11.41**	**708,840**
E2010 Fixed Furnishings	62,100	SF	11.41	708,840
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library and media center	90	LF	760.00	68,400
Casework- Lab	426	LF	690.00	293,940
				-
E2020 Movable Furnishings	62,100	SF	-	-
By Owner				*NIC*

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
				-
F10 Special Construction	62,100	SF	-	-
				-
F1010 Special Structures	62,100	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	62,100	SF	1.25	77,625
				-
F2010 Building Elements Demolition	62,100	SF	1.25	77,625
Temporary protection	62,100	SF	1.25	77,625
				-
F2020 Hazardous Components Abatement	62,100	SF	-	-
				-
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics Summary

			%	$/SF	TOTAL
		Gross Area:		28,550 SF	
A10	Foundations		4%	37.92	1,082,553
A20	Basement Construction		0%	0.00	0
A	Substructure		4%	37.92	1,082,553
B10	Superstructure		11%	88.89	2,537,742
B20	Exterior Enclosure		8%	64.32	1,836,206
B30	Roofing		3%	22.81	651,099
B	Shell		21%	176.01	5,025,047
C10	Interior Construction		4%	37.60	1,073,621
C20	Stairways		0%	0.00	0
C30	Interior Finishes		3%	25.43	725,970
C	Interiors		7%	63.03	1,799,590
D10	Conveying Systems		0%	3.99	114,000
D20	Plumbing Systems		1%	11.64	332,236
D30	Heating, Ventilation & Air Conditioning		11%	89.60	2,558,220
D40	Fire Protection		1%	6.57	187,478
D50	Electrical Lighting, Power & Communications		8%	69.10	1,972,729
D	Services		21%	180.90	5,164,663
E10	Equipment		2%	16.92	483,000
E20	Furnishings		1%	10.75	307,000
E	Equipment & Furnishings		3%	27.67	790,000
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			57%	485.53	13,861,853
	Contingency - Design	15.00%	9%	72.83	2,079,278
	Contingency - Contractor	4.00%	3%	22.33	637,645
	General Requirements	6.88%	5%	39.95	1,140,620
	General Conditions	6.48%	5%	40.22	1,148,217
	Office Overhead & Profit	4.50%	4%	29.74	849,043
	Bonds & Insurance	2.50%	2%	17.27	492,916
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			84%	707.87	20,209,572
	Escalation to Start Date (Q2 2027)	19.33%	16%	136.83	3,906,510
RECOMMENDED BUDGET			100%	844.70	24,116,082

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	14,275	SF		
Level 2	14,275	SF		
Perimeter	887	LF		
TOTAL GROSS FLOOR AREA	28,550	SF		
A10 Foundations	28,550	SF	37.92	1,082,553
A1010 Standard Foundations	28,550	SF	8.87	253,248
Continuous footings	132	CY	890.00	117,480
Footings - 3' spread	19	CY	890.00	16,910
Anchor bolts/plates	222	EA	380.00	84,265
Perimeter insulation	1,774	SF	4.50	7,983
Perimeter drainage and bedding	887	LF	30.00	26,610
				-
A1020 Special Foundations	28,550	SF	1.07	30,500
Dewatering	1	LS	15,000.00	15,000
Elevator pit	1	EA	15,500.00	15,500
				-
A1030 Slab On Grade	28,550	SF	27.98	798,805
Slab on grade - 6" incl. thickened edge	28,550	SF	18.50	528,175
Curb wall - 1.5' ht.	1,331	SF	65.00	86,483
Under-slab drainage	28,550	SF	2.20	62,810
Under-slab insulation and vapor barrier	28,550	SF	4.25	121,338
				-
B10 Superstructure	28,550	SF	88.89	2,537,742
				-
B1010 Floor Construction	28,550	SF	80.43	2,296,342
Mass timber construction package - columns and beams				
CLT panels - 5 ply incl. spline ends and side joints	28,550	SF	18.23	520,467
Glu-lam beams, floor/roof	2,550	LF	115.00	293,250
Glu-lam columns	912	LF	92.00	83,904
Glu-lam blocking	76	EA	435.00	33,060
Hardware	1	LS	102,000.00	102,000
Layout/installation	28,550	SF	18.20	519,610
Lifting system	1	LS	38,000.00	38,000
Shop drawings	1	LS	26,000.00	26,000
Transport	1	LS	125,000.00	125,000
Decking				
Acoustic - mat	14,275	SF	3.10	44,253
2" gypcrete	14,275	SF	4.30	61,383
Wood sealer	14,275	SF	1.80	25,695
Firestopping, allow	28,550	SF	0.90	25,695

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
Sealants, allow	28,550	SF	0.60	17,130
Shear walls, wood	5,322	SF	68.00	361,896
Channels and angles, allow	1	LS	19,000.00	19,000
B1020 Roof Construction	28,550	SF	8.46	241,400
Mass timber construction - beams and decking included above				*incl. above*
Beams - glulam				*incl. above*
CLT decking				*incl. above*
Hardware				*incl. above*
Strapping/blocking/connection, add	28,550	SF	3.10	88,505
Canopies	500	SF	155.00	77,500
Parapet	887	LF	85.00	75,395
				-
B20 Exterior Enclosure	28,550	SF	64.32	1,836,206
				-
B2010 Exterior Walls	28,550	SF	47.16	1,346,556
Wood stud framing, insulation, WRB	23,062	SF	26.00	599,612
Exterior cladding	23,062	SF		-
Brick veneer	9,529	SF	48.00	457,377
Metal panel	4,615	SF	60.00	276,882
Caulking and sealants	23,062	SF	0.55	12,684
				-
B2020 Exterior Windows	28,550	SF	15.15	432,500
Windows	2,000	SF	90.00	180,000
Storefront	2,500	SF	101.00	252,500
				-
B2030 Exterior Doors	28,550	SF	2.00	57,150
HM - single	4	EA	2,650.00	10,600
HM - double	4	EA	4,637.50	18,550
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	4	EA	6,125.00	24,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	28,550	SF	22.81	651,099
				-
B3010 Roof Coverings	28,550	SF	21.30	608,099
TPO membrane roof system	14,275	SF	25.00	356,875
Vapor barrier	14,275	SF	4.50	64,238
Insulation	14,275	SF	6.50	92,788
Flashing and trim	1,774	LF	30.00	53,220
Mechanical screen	100	LF	135.00	13,500
Roof drains	7	EA	3,850.00	27,479
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
B3020 Roof Openings	28,550	SF	1.51	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	28,550	SF	37.60	1,073,621
				-
C1010 Partitions	28,550	SF	24.32	694,253
Interior partition - wood stud	19,159	SF	16.21	310,571
Interior of exterior - GWB	14,143	SF	9.00	127,291
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	2,129	SF	90.00	191,592
				-
C1020 Interior Doors	28,550	SF	4.82	137,575
HM - single	20	EA	1,950.00	39,000
HM - double	6	EA	3,412.50	20,475
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	28,550	SF	8.47	241,793
Chalk and tack boards	1	LS	50,000.00	50,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Ticket booth fit out	200	SF	88.00	17,600
Wayfinding	28,550	SF	0.35	9,993
				-
C20 Stairways	28,550	SF	-	-
				-
C2010 Stair Construction	28,550	SF	-	-
No work anticipated - See bleachers w/site				*NIC*
				-
C30 Interior Finishes	28,550	SF	25.43	725,970
				-
C3010 Wall Finishes	28,550	SF	8.06	230,170
Tile	3,360	SF	16.50	55,440
Paint	53,908	SF	1.85	99,730
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	28,550	SF	11.31	322,975
Polished concrete	14,300	SF	7.50	107,250
Sealed concrete	1,450	SF	4.50	6,525
Resilient flooring	2,000	SF	8.50	17,000
Tile	3,800	SF	16.50	62,700

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
Wood floor	7,000	SF	18.50	129,500
Carpet - classroom and office space				*Not required*
				-
C3030 Ceiling Finishes	28,550	SF	6.05	172,825
GWB	3,800	SF	11.50	43,700
Open to structure	10,000	SF	1.85	18,500
ACT	14,750	SF	7.50	110,625
				-
D10 Conveying Systems	28,550	SF	3.99	114,000
				-
D1010 Elevators & Lifts	28,550	SF	3.99	114,000
Elevator- 3500#	2	STP	57,000.00	114,000
				-
D20 Plumbing Systems	28,550	SF	11.64	332,236
				-
D2010 Plumbing Fixtures	28,550	SF	2.07	59,200
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	2	EA	1,250.00	2,500
				-
D2020 Domestic Water Distribution	28,550	SF	4.44	126,634
Pipes and fittings - HW/CW	1,221	LF	60.00	73,260
Insulation	611	LF	7.00	4,274
Hose bib	6	EA	800.00	4,800
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	35,000.00	35,000
				-
D2030 Sanitary Waste	28,550	SF	4.71	134,432
Waste pipe and fittings	1,404	LF	65.00	91,270
Vent pipe	702	LF	30.00	21,062
Floor drains	26	EA	850.00	22,100
				-
D2040 Rain Water Drainage	28,550	SF	0.42	11,970
Internal downspouts	266	LF	45.00	11,970
				-
D2090 Other Plumbing Systems	28,550	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	28,550	SF	89.60	2,558,220
				-
D3010 Energy Supply	28,550	SF	73.60	2,101,420
Energy supply	28,550	SF	22.50	642,375
Rooftop air handling units w/ connections	28,550	SF	15.00	428,250

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
VAV boxes	57	EA	1,850.00	105,635
Ductwork incl. diffusers and grilles	25,124	LB	15.00	376,860
Exhaust system/ventilation	28,550	SF	13.00	371,150
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	28,550	SF	5.00	142,750
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	28,550	SF	16.00	456,800
Building automation systems	28,550	SF	16.00	456,800
				-
D40 Fire Protection	28,550	SF	6.57	187,478
				-
D4010 Sprinklers	28,550	SF	6.25	178,438
Standpipe, valves and main distribution	28,550	SF	6.25	178,438
				-
D4030 Fire Protection Specialties	28,550	SF	0.32	9,041
Fire extinguishers, incl. cabinets	19	EA	475.00	9,041
				-
D4090 Other Fire Protection Specialties	28,550	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	28,550	SF	69.10	1,972,729
				-
D5010 Electrical Service & Distribution	28,550	SF	22.23	634,742
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	28,550	SF	10.04	286,642
Distribution panel and feeders	28,550	SF	12.00	342,600
				-
D5020 Lighting & Branch Wiring	28,550	SF	19.87	567,225
Branch wiring and devices for lighting fixtures	28,550	SF	4.00	114,200
LED lighting - incl. sensors and controls	28,550	SF	15.50	442,525
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	28,550	SF	26.45	755,060
Receptacles	238	EA	425.00	101,115
Fire alarm systems	28,550	SF	2.80	79,940
CO/smoke detection system	28,550	SF	2.50	71,375
Voice/data	28,550	SF	3.00	85,650
AV equipment- Shalleck	1	LS	200,000.00	200,000
PA/Intercom	28,550	SF	2.60	74,230
CCTV	28,550	SF	5.00	142,750
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
D5090 Other Electrical Systems	28,550	SF	0.55	15,703
Connection to mechanical equipment	28,550	SF	0.55	15,703
				-
E10 Equipment	28,550	SF	16.92	483,000
				-
E1010 Commercial Equipment	28,550	SF	12.26	350,000
Gym equipment - allow	1	LS	100,000.00	100,000
Concessions equipment	1	LS	250,000.00	250,000
				-
E1090 Other Equipment	28,550	SF	4.66	133,000
Bleachers and rails	1	LS	133,000.00	133,000
				-
E20 Furnishings	28,550	SF	10.75	307,000
E2010 Fixed Furnishings	28,550	SF	10.75	307,000
Casework - classroom	610	LF	450.00	274,500
Casework - office/reception	50	LF	650.00	32,500
				-
E2020 Movable Furnishings	28,550	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	28,550	SF	-	-
				-
F1010 Special Structures	28,550	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	28,550	SF	-	-
				-
F2010 Building Elements Demolition	28,550	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	28,550	SF	-	-
See Sitework				*incl.*

Portland Public Schools
Jefferson High School

Sitework - Option 1 Summary

			%	$/SF	TOTAL
			Gross Area:	572,246 SF	
G10	Site Preparation		23%	11.99	6,860,202
G20	Site Improvements		31%	15.77	9,025,260
G30	Site Mechanical Utilities		2%	1.17	671,675
G40	Site Electrical Utilities		2%	1.17	668,700
G	Building Sitework		59%	30.10	17,225,837
SITE ELEMENTAL COST BEFORE CONTINGENCIES			59%	30.10	17,225,837
	Contingency - Design	15.00%	0%	4.52	2,583,876
	Contingency - Contractor	4.00%	0%	1.20	689,033
	General Requirements	6.88%	0%	2.46	1,410,314
	General Conditions	6.48%	0%	2.48	1,419,707
	Office Overhead & Profit	4.50%	0%	1.83	1,049,795
	Bonds & Insurance	2.50%	0%	1.07	609,464
	Permits & Fees - by Owner	0.00%	0%		*NIC*
SITE CONSTRUCTION COST BEFORE ESCALATION			85%	43.67	24,988,026
Z30	Escalation to Midpoint (Q4 2026)	17.55%	15%	7.66	4,385,398
RECOMMENDED BUDGET			100%	51.33	29,373,424

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
Net Site Areas				
Building Footprint - New	**106,786**	**SF**		
Building Footprint - Existing	**31,613**	**SF**		
Roadwork		**SF**		
Parking Lots	**47,410**	**SF**		
Parking lot	35,730	SF		
Loading area	11,680	SF		
Ped Paving	**123,535**	**SF**		
Sidewalk - concrete	18,020	SF		
Plaza - medium	84,980	SF		
Plaza - high	20,535	SF		
Site Features	**247,280**	**SF**		
Courtyard	13,425	SF		
Athletics Program	247,280	SF		
Landscaping and Softscape	**47,235**	**SF**		
Planting area	47,235	SF		
TOTAL SITE AREA	572,246	SF		
G10 Site Preparation	572,246	SF	11.99	6,860,202
G1010 Site Clearing	572,246	SF	0.91	520,837
Construction entrance	2	EA	5,000.00	10,000
Construction fencing	5,100	LF	10.00	51,000
Erosion control	572,246	SF	0.15	85,837
Temp facilities	16	MO	1,500.00	24,000
Street cleaning	16	MO	5,000.00	80,000
Temp street closure and flagging	16	MO	5,000.00	80,000
Site protection	1	LS	50,000.00	50,000
Tree protection	1	LS	20,000.00	20,000
Utility protection	1	LS	35,000.00	35,000
Construction layout and survey	1	LS	85,000.00	85,000
G1020 Site Demolition and Relocations	572,246	SF	8.08	4,626,202
Demo - hardscape	228,898	SF	2.55	583,691
Demo - softscape	343,348	SF	0.75	257,511
Demo - building	210,000	SF	15.50	3,255,000
Hazardous Material Abatement, allow	1	LS	525,000.00	525,000
Demo - trees, allow	1	LS	5,000.00	5,000

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
G1030 Site Earthwork	572,246	SF	2.95	1,688,164
Excavation - building	5,568	CY	20.00	111,368
Site cut - 1' depth	19,438	CY	20.00	388,767
Site fill - stockpile	20,005	CY	15.00	300,081
Haul and dispose	5,001	CY	25.00	125,034
Grading and compaction	572,246	SF	0.75	429,185
Base aggregates				
Building - 12" depth	3,956	CY	45.00	178,020
Parking lots - 8" depth	1,172	CY	45.00	52,740
Ped paving - 6" depth	2,288	CY	45.00	102,960
ROW - 6" depth	0	CY	45.00	8
G1040 Hazardous Waste Remediation	572,246	SF	0.04	25,000
Mitigation - allowance	1	LS	25,000.00	25,000
G20 Site Improvements	572,246	SF	15.77	9,025,260
G2010 Roadways	572,246	SF	0.05	27,500
Sidewalk striping	10	LOC	2,750.00	27,500
Sidewalk paving - see pedestrian paving				*incl. below*
G2020 Parking Lots	572,246	SF	0.72	412,460
Parking lot - asphalt	35,730	SF	4.25	151,853
Loading area - concrete	11,680	SF	16.50	192,720
Striping	47,410	SF	0.17	8,060
ADA curb ramps	8	EA	1,550.00	12,400
Curbs - CIP concrete	1,555	LF	30.50	47,428
G2030 Pedestrian Paving	572,246	SF	6.88	3,936,550
Sidewalk - standard finish, incl. site furnishings	18,020	SF	20.00	360,400
Plaza - medium finish, incl. site furnishings	84,980	SF	30.00	2,549,400
Plaza - premium finish, incl. site furnishings	20,535	SF	50.00	1,026,750
G2040 Site Development	572,246	SF	7.32	4,187,088
Site walls, fences and gates				
Security fence	2,455	LF	125.00	306,875
Pedestrian gate - single	7	EA	3,500.00	24,500
Vehicular gate - double	3	EA	7,500.00	22,500
Covered bike parking	300	SF	178.50	53,550
Bike rack	25	EA	650.00	16,250
Courtyard	13,425	SF	35.00	469,875
Green roof - at commons	9,035	SF	35.00	316,225
Restroom building - allow	550	SF	550.00	302,500
Site furnishings - see ped paving				*incl. above*

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
Athletics Program				
DA Hogan scope + directive				
Track and field improvements				
Safety and performance upgrades	1	LS	145,000.00	145,000
Reconstruct shot put program	1	LS	20,625.00	20,625
Reconstruct discus throw ring and netting	1	LS	5,750.00	5,750
Football field - replace in-kind	74,025	SF	12.00	888,300
ADD - cork infill and pad	74,025	SF	3.00	222,075
Track - new striping	1	LS	12,500.00	12,500
Track - surface improvements	72,225	SF	2.50	180,563
Stadium seating - grand stand (allow)	1	EA	750,000.00	750,000
Track and field - improvements (allow)	1	LS	200,000.00	200,000
South Field and Baseball Field - improvements (allow)	1	LS	250,000.00	250,000
G2050 Landscaping	572,246	SF	0.81	461,663
Trees				
Tree - 2" cal.	94	EA	450.00	42,512
Planting area	47,235	SF		
Topsoil - 12" depth	1,749	CY	45.00	78,725
Mulch - 3" depth	437	CY	40.00	17,494
Planting - 1 to 2 gal, 24" O.C.	11,809	EA	18.50	218,462
Irrigation systems				
Planting area	47,235	SF	2.00	94,470
Device and controls	1	LS	10,000.00	10,000
G30 Site Mechanical Utilities	572,246	SF	1.17	671,675
G3010 Water Supply	572,246	SF	0.19	106,725
Connection to existing	2	LOC	3,500.00	7,000
WS - 4" DI pipe, incl. trenching and backfill	115	LF	90.00	10,350
FS - 8" DI pipe, incl. trenching and backfill	115	LF	125.00	14,375
Vaults, devices and controls	1	LS	75,000.00	75,000
G3020 Sanitary Sewer	572,246	SF	0.24	139,950
Connection to existing	3	LOC	3,500.00	10,500
SS - 8" pipe, incl. trenching and backfill	495	LF	110.00	54,450
SS - devices and controls, allow	1	LS	75,000.00	75,000
G3030 Storm Sewer	572,246	SF	0.74	425,000
Connection to existing	1	LS	5,000.00	5,000
Dry well - 30' depth	20	EA	15,000.00	300,000
SW - devices and controls, incl. vegetated stormwater facilities (allow)	1	LS	120,000.00	120,000
G40 Site Electrical Utilities	572,246	SF	1.17	668,700

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
G4010 Electrical Distribution	572,246	SF	0.48	273,750
Power distribution - allow	1	LS	150,000.00	150,000
Primary power - conduit, incl. trenching and backfill	750	LF	165.00	123,750
Transformer - by franchise utility				*NIC*
G4020 Site Lighting	572,246	SF	0.54	306,750
Parking lot - lighting	1	LS	75,000.00	75,000
Circulation/sidewalk - new fixtures at existing poles	1	LS	20,000.00	20,000
Landscape - lighting	1	LS	25,000.00	25,000
Conduit and wire, incl. trenching and backfill	1,150	LF	145.00	166,750
Site lighting controls	1	LS	20,000.00	20,000
G4030 Site Communications & Security	572,246	SF	-	
No work anticipated				*NIC*
G4090 Other Site Electrical Utilities	572,246	SF	0.15	88,200
EV charging	15	EA	5,880.00	88,200
Emergency power - not shown				*NIC*

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

			%	$/SF	TOTAL
		Gross Area:		136,500 SF	
A10	Foundations		2%	11.16	1,523,996
A20	Basement Construction		0%	0.00	0
A	Substructure		2%	11.16	1,523,996
B10	Superstructure		11%	68.08	9,293,139
B20	Exterior Enclosure		7%	43.07	5,878,709
B30	Roofing		2%	14.84	2,025,128
B	Shell		20%	125.99	17,196,976
C10	Interior Construction		5%	29.71	4,055,558
C20	Stairways		0%	2.07	282,000
C30	Interior Finishes		3%	16.00	2,184,286
C	Interiors		8%	47.78	6,521,845
D10	Conveying Systems		0%	1.70	232,000
D20	Plumbing Systems		1%	8.63	1,177,940
D30	Heating, Ventilation & Air Conditioning		14%	89.77	12,253,020
D40	Fire Protection		1%	6.57	896,350
D50	Electrical Lighting, Power & Communications		11%	71.10	9,705,508
D	Services		28%	177.76	24,264,818
E10	Equipment		0%	0.18	25,000
E20	Furnishings		3%	21.83	2,979,300
E	Equipment & Furnishings		3%	22.01	3,004,300
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	1.25	170,625
F	Special Construction & Demolition		0%	1.25	170,625
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			61%	385.95	52,682,559
	Contingency - Design	15.00%	9%	57.89	7,902,384
	Contingency - Contractor	4.00%	3%	17.75	2,423,398
	General Requirements	6.88%	5%	31.76	4,334,974
	General Conditions	6.48%	5%	31.97	4,363,847
	Office Overhead & Profit	4.50%	4%	23.64	3,226,822
	Bonds & Insurance	2.50%	2%	13.72	1,873,350
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			89%	562.69	76,807,333
	Escalation to Start Date (Q2 2025)	12.48%	11%	70.22	9,585,555
RECOMMENDED BUDGET			100%	632.91	86,392,888
Phase 2 - Addition			8,800	632.91	5,569,651
	Escalation from above to Q2 2026	16.21%			902,840
RECOMMENDED BUDGET- PHASE 2			7%	47.42	6,472,492

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	34,125	SF		
Level 2	34,125	SF		
Level 3	34,125	SF		
Level 4	34,125	SF		
Perimeter	825	LF		
TOTAL GROSS FLOOR AREA	136,500	SF		
Floor Height	15	LF		
Perimeter 1st and 2nd	825	LF		
Perimeter - Lvl 3	860	LF		
Perimeter - Lvl 4	700	LF		
Building Height	60	LF		
Building Enclosure Total	51,075	SF		
Exterior glazing systems	15,323	SF		
Exterior cladding system	35,753	SF		
A10 Foundations	136,500	SF	11.16	1,523,996
A1010 Standard Foundations	136,500	SF	4.07	555,607
Footings - 2'x4' continuous	244	CY	890.00	217,556
Footings - 6' spread	232	CY	890.00	206,607
Grade beams	20	CY	890.00	17,404
Perimeter drainage and perf pipe	825	LF	24.00	19,800
Anchor bolts and plates	248	EA	380.00	94,240
				-
A1020 Special Foundations	136,500	SF	0.22	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	136,500	SF	6.87	937,889
Slab on grade - 6" incl. thickened edge	34,125	SF	18.50	631,313
Bases, stairs	300	SF	20.00	6,000
Curb wall - 1.5' ht.	1,238	SF	65.00	80,470
Under-slab drainage	34,125	SF	2.20	75,075
Under-slab insulation and vapor barrier	34,125	SF	4.25	145,031
				-
B10 Superstructure	136,500	SF	68.08	9,293,139
				-
B1010 Floor Construction	136,500	SF	60.01	8,191,789
Mass timber construction package - columns and beams				-
CLT panels - 5 ply incl. spline ends and side joints	102,375	SF	18.23	1,866,296
Glu-lam beams, floor/roof	17,063	LF	115.00	1,962,188
Glu-lam columns	2,089	LF	92.00	192,214

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
Glu-lam blocking	174	EA	435.00	75,737
Hardware	1	LS	155,000.00	155,000
Layout/installation	136,500	SF	18.20	2,484,300
Lifting system	1	LS	78,000.00	78,000
Shop drawings	1	LS	30,000.00	30,000
Transport	1	LS	109,000.00	109,000
Acoustic - mat	6,520	SF	3.10	20,212
2" gypcrete	6,520	SF	4.30	28,036
Wood sealer	6,520	SF	1.80	11,736
Firestopping, allow	136,500	SF	0.90	122,850
Sealants, allow	136,500	SF	0.60	81,900
Shear walls, wood	13,740	SF	68.00	934,320
Channels and angles, allow	1	LS	40,000.00	40,000
				-
B1020 Roof Construction	136,500	SF	8.07	1,101,350
Mass timber construction - beams and decking included above				
Beams - glulam				*Included*
CLT decking				*Included*
Hardware				*Included*
Strapping/blocking/connection, add	136,500	SF	3.10	423,150
Canopies	800	SF	155.00	124,000
Parapet	6,520	LF	85.00	554,200
				-
B20 Exterior Enclosure	136,500	SF	43.07	5,878,709
				-
B2010 Exterior Walls	136,500	SF	26.34	3,595,073
Wood stud framing, insulation, WRB	56,760	SF	26.00	1,475,760
Exterior cladding	56,760	SF		
Brick veneer	22,715	SF	48.00	1,090,337
Metal panel	15,144	SF	62.00	938,901
Louvers	1	LS	15,000.00	15,000
Caulking and sealants	136,500	SF	0.55	75,075
				-
B2020 Exterior Windows	136,500	SF	16.45	2,245,448
Windows	5,670	SF	90.00	510,329
Storefront	13,231	SF	104.00	1,375,999
WRB wrap	18,901	SF	7.00	132,308
Flashing and trim	18,901	SF	12.00	226,813
				-
B2030 Exterior Doors	136,500	SF	0.28	38,188
Single - Steel	2	EA	2,650.00	5,300
Double - Steel	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
Roll up door	1	EA	12,500.00	12,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	**136,500**	**SF**	**14.84**	**2,025,128**
				-
B3010 Roof Coverings	136,500	SF	14.52	1,982,128
TPO membrane roof system	34,125	SF	25.00	853,125
Vapor barrier	34,125	SF	6.00	204,750
Insulation	34,125	SF	7.80	266,175
Coverboard	34,125	SF	5.50	187,688
Flashing and trim	13,040	LF	30.00	391,200
Mechanical screen	100	LF	135.00	13,500
Roof drains	17	EA	3,850.00	65,691
				-
B3020 Roof Openings	136,500	SF	0.32	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	**136,500**	**SF**	**29.71**	**4,055,558**
				-
C1010 Partitions	136,500	SF	15.23	2,079,558
Interior partition - wood stud	74,100	SF	16.21	1,201,161
Interior of exterior - GWB	37,859	SF	9.00	340,730
Shaft walls	4,320	SF	18.21	78,667
Interior glazing	5,100	SF	90.00	459,000
				-
C1020 Interior Doors	136,500	SF	1.79	244,025
Includes vision panels and electric strikes				-
HM - single	36	EA	1,950.00	70,200
HM - double	10	EA	3,412.50	34,125
Wood - single	46	EA	2,200.00	101,200
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	136,500	SF	12.69	1,731,975
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	28	EA	1,500.00	42,000
Restroom - toilet partitions	28	EA	950.00	26,600
Commons- Fit out	7,800	SF	96.00	748,800
Community and Partner fit out	2,120	SF	90.00	190,800
Shop fit out	3,000	SF	69.00	207,000
Robotics fit-out	2,500	SF	72.00	180,000
Makers Space fit out	1,200	SF	70.00	84,000

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
Wayfinding	136,500	SF	0.35	47,775
				-
C20 Stairways	136,500	SF	2.07	282,000
				-
C2010 Stair Construction	136,500	SF	2.07	282,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	150,000.00	150,000
				-
C30 Interior Finishes	136,500	SF	16.00	2,184,286
				-
C3010 Wall Finishes	136,500	SF	4.31	588,778
Tile	6,160	SF	16.50	101,640
FRP panels	10,000	SF	4.80	48,000
Paint	179,264	SF	1.85	331,638
Plywood BOH	1	LS	7,500.00	7,500
Graphics	1	LS	25,000.00	25,000
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	136,500	SF	8.07	1,101,250
Polished concrete	18,900	SF	7.50	141,750
Sealed concrete	2,400	SF	4.50	10,800
Resilient flooring	7,200	SF	8.50	61,200
Tile	2,000	SF	16.50	33,000
Wood Floor	8,000	SF	18.50	148,000
Carpet - classroom and office space	106,000	SF	6.50	689,000
WOM	500	SF	35.00	17,500
				-
C3030 Ceiling Finishes	136,500	SF	3.62	494,258
GWB	2,000	SF	13.50	27,000
Open to structure	120,000	SF	1.85	222,000
ACT cloud system	5,675	SF	30.00	170,244
ACT w/soffits	8,825	SF	8.50	75,014
				-
D10 Conveying Systems	136,500	SF	1.70	232,000
				-
D1010 Elevators & Lifts	136,500	SF	1.70	232,000
Traction elevator - #4000	4	ST	58,000.00	232,000
				-
D20 Plumbing Systems	136,500	SF	8.63	1,177,940
				-
D2010 Plumbing Fixtures	136,500	SF	0.89	121,600
Water closet	32	EA	1,500.00	48,000
Lavatory	40	EA	1,200.00	48,000
Kitchen sink -hand sinks	2	EA	1,300.00	2,600

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	4	EA	1,250.00	5,000
				-
D2020 Domestic Water Distribution	136,500	SF	2.29	312,880
Pipes and fittings - HW/CW	3,280	LF	60.00	196,800
Insulation	1,640	LF	7.00	11,480
Hose bib	6	EA	800.00	4,800
Valves and hydrants	16	EA	1,550.00	24,800
Water heating	1	LS	75,000.00	75,000
				-
D2030 Sanitary Waste	136,500	SF	2.85	388,760
Waste pipe and fittings	3,772	LF	65.00	245,180
Vent pipe	1,886	LF	30.00	56,580
Sanitary equipment	1	LS	70,000.00	70,000
Floor drains	20	EA	850.00	17,000
				-
D2040 Rain Water Drainage	136,500	SF	0.07	9,000
Internal downspouts	200	LF	45.00	9,000
Drain/overflow				*Included above*
				-
D2090 Other Plumbing Systems	136,500	SF	2.53	345,700
Sump pumps	2	EA	2,850.00	5,700
Gas distribution				*Not Required*
Lab services	1	LS	250,000.00	250,000
Trench drains	300	LF	300.00	90,000
Oil/water separator				*Not Required*
				-
				-
D30 Heating, Ventilation & Air Conditioning	136,500	SF	89.77	12,253,020
				-
D3010 Energy Supply	136,500	SF	70.69	9,649,500
Energy supply	136,500	SF	22.00	3,003,000
Rooftop air handling units w/ connections	136,500	SF	15.00	2,047,500
VAV boxes	273	EA	1,850.00	505,050
Ductwork incl. diffusers and grilles	120,120	LB	15.00	1,801,800
Exhaust system/ventilation	136,500	SF	13.00	1,774,500
Split systems (MDF rooms)	3	EA	5,500.00	16,500
Ancillary equipment - allow	136,500	SF	3.50	477,750
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	136,500	SF	16.00	2,184,000
Building automation systems	136,500	SF	16.00	2,184,000
				-
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	136,500	SF	6.57	896,350
				-
D4010 Sprinklers	136,500	SF	6.25	853,125
Standpipe, valves and main distribution	136,500	SF	6.25	853,125
				-
D4030 Fire Protection Specialties	136,500	SF	0.32	43,225
Fire extinguishers, incl. cabinets	91	EA	475.00	43,225
				-
D4090 Other Fire Protection Specialties	136,500	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	136,500	SF	71.10	9,705,508
				-
D5010 Electrical Service & Distribution	136,500	SF	23.37	3,189,450
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	9,000.00	9,000
Main switchboard panel and feeder	136,500	SF	11.30	1,542,450
Distribution panel and feeders	136,500	SF	12.00	1,638,000
				-
D5020 Lighting & Branch Wiring	136,500	SF	20.17	2,753,175
Branch wiring and devices for lighting fixtures	136,500	SF	4.45	607,425
LED lighting - incl. sensors and controls	136,500	SF	15.50	2,115,750
Exterior lighting - allow	1	LS	30,000.00	30,000
				-
D5030 Communications & Security	136,500	SF	25.44	3,472,788
Receptacles	1,138	EA	425.00	483,438
Fire alarm systems	136,500	SF	2.80	382,200
CO/smoke detection system	136,500	SF	2.50	341,250
Voice/data	136,500	SF	3.00	409,500
AV equipment	136,500	SF	6.00	819,000
PA/Intercom	136,500	SF	2.60	354,900
CCTV	136,500	SF	5.00	682,500
				-
D5090 Other Electrical Systems	136,500	SF	2.13	290,095
Connection to mechanical equipment	136,500	SF	0.55	75,075
Emergency generators				*W/site*
UPS				*By Owner*
Seismic bracing	136,500	SF	0.48	65,520
Media center and visual arts -specialty lighting and AV	1	LS	125,000.00	125,000
Lighting and grounding protection systems	1	EA	24,500.00	24,500
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
E10 Equipment	136,500	SF	0.18	25,000
				-
E1010 Commercial Equipment	136,500	SF	0.18	25,000
Kitchen- Lounge equipment	1	LS	25,000.00	25,000
				-
E20 Furnishings	136,500	SF	21.83	2,979,300
E2010 Fixed Furnishings	136,500	SF	21.83	2,979,300
Casework - classroom	3,950	LF	650.00	2,567,500
Casework- Lab	580	LF	710.00	411,800
				-
E2020 Movable Furnishings	136,500	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	136,500	SF	-	-
				-
F1010 Special Structures	136,500	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	136,500	SF	1.25	170,625
				-
F2010 Building Elements Demolition	136,500	SF	1.25	170,625
Temporary protection	136,500	SF	1.25	170,625
				-
F2020 Hazardous Components Abatement	136,500	SF	-	-
See Sitework				*incl.*
				-
				-

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1) Summary

			%	$/SF	TOTAL
		Gross Area:		62,900 SF	
A10	Foundations		2%	19.13	1,203,388
A20	Basement Construction		0%	0.00	0
A	Substructure		2%	19.13	1,203,388
B10	Superstructure		8%	67.28	4,232,039
B20	Exterior Enclosure		7%	53.93	3,391,924
B30	Roofing		2%	20.14	1,267,030
B	Shell		17%	141.35	8,890,993
C10	Interior Construction		6%	50.02	3,145,945
C20	Stairways		0%	3.29	207,000
C30	Interior Finishes		3%	28.14	1,770,004
C	Interiors		10%	81.45	5,122,949
D10	Conveying Systems		0%	3.62	228,000
D20	Plumbing Systems		1%	7.98	501,798
D30	Heating, Ventilation & Air Conditioning		12%	96.20	6,051,230
D40	Fire Protection		1%	6.57	413,043
D50	Electrical Lighting, Power & Communications		8%	68.33	4,298,066
D	Services		23%	182.70	11,492,137
E10	Equipment		4%	35.52	2,234,000
E20	Furnishings		1%	11.27	708,840
E	Equipment & Furnishings		6%	46.79	2,942,840
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	471.42	29,652,307
	Contingency - Design	15.00%	9%	70.71	4,447,846
	Contingency - Contractor	4.00%	3%	21.69	1,364,006
	General Requirements	6.88%	5%	38.79	2,439,934
	General Conditions	6.48%	5%	39.05	2,456,185
	Office Overhead & Profit	4.50%	4%	28.87	1,816,213
	Bonds & Insurance	2.50%	2%	16.76	1,054,412
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	687.30	43,230,903
	Escalation to Start Date (Q2 2026)	17.55%	15%	120.62	7,587,024
RECOMMENDED BUDGET			100%	807.92	50,817,927

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	31,450	SF		
Level 2	31,450	SF		
Perimeter	728	LF		
TOTAL GROSS FLOOR AREA	62,900	SF		
Floor Height	12	LF		
Perimeter	728	LF		
Building Height	24	LF		
Building Enclosure Total	17,472	SF		
Exterior glazing systems	5,242	SF		
Exterior cladding system	12,230	SF		
A10 Foundations	62,900	SF	19.13	1,203,388
A1010 Standard Foundations	62,900	SF	4.97	312,430
Footings - 2'x4' continuous	216	CY	890.00	191,976
Footings - 3' spread	20	CY	890.00	17,851
Grade beams	13	CY	890.00	11,603
Perimeter drainage and perf pipe	728	LF	30.00	21,840
Anchor plates	182	EA	380.00	69,160
				-
A1020 Special Foundations	62,900	SF	0.48	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	62,900	SF	13.68	860,458
Slab on grade - 6" incl. thickened edge	31,450	SF	18.50	581,825
Bases, stairs	240	SF	20.00	4,800
Curb wall - 1.5' ht.	1092	SF	65.00	70,980
Under-slab drainage	31,450	SF	2.20	69,190
Under-slab insulation and vapor barrier	31,450	SF	4.25	133,663
				-
B10 Superstructure	62,900	SF	67.28	4,232,039
				-
B1010 Floor Construction	62,900	SF	61.47	3,866,714
Mass timber construction package - columns and beams				
CLT panels - 5 ply incl. spline ends and side joints	62,900	SF	18.23	1,146,667
Glu-lam beams, floor/roof	5,600	LF	115.00	644,000
Glu-lam columns	420	LF	92.00	38,640
Glu-lam blocking	35	EA	435.00	15,225
Hardware	1	LS	129,000.00	129,000
Layout/installation	62,900	SF	18.20	1,144,780
Lifting system	1	LS	71,200.00	71,200

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Shop drawings	1	LS	30,000.00	30,000
Transport	1	LS	80,000.00	80,000
Decking				
CLT				*incl. above*
Acoustic - mat	31,450	SF	3.10	97,495
2" gypcrete	31,450	SF	4.30	135,235
Wood sealer	31,450	SF	1.80	56,610
Firestopping, allow	62,900	SF	0.90	56,610
Sealants, allow	62,900	SF	0.60	37,740
Shear walls, wood	2,184	SF	68.00	148,512
Channels and angles, allow	1	LS	35,000.00	35,000
				-
B1020 Roof Construction	62,900	SF	5.81	365,325
Mass timber construction - beams and decking included above				*incl. above*
Beams - glulam				*incl. above*
CLT decking				*incl. above*
Hardware				*incl. above*
Strapping/blocking/connection, add	31,450	SF	3.10	97,495
Canopies	1,530	SF	115.00	175,950
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	728	LF	85.00	61,880
				-
B20 Exterior Enclosure	62,900	SF	53.93	3,391,924
				-
B2010 Exterior Walls	62,900	SF	34.86	2,192,429
Wood stud framing, insulation, WRB	34,944	SF	26.00	908,544
Exterior cladding	34,944	SF		-
Brick veneer	13,985	SF	48.00	671,260
Metal panel	9,323	SF	62.00	578,030
Caulking and sealants	62,900	SF	0.55	34,595
				-
B2020 Exterior Windows	62,900	SF	18.46	1,161,308
Windows	3,491	SF	90.00	314,182
Storefront	8,145	SF	104.00	847,126
				-
B2030 Exterior Doors	62,900	SF	0.61	38,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
Roll up door	1	EA	12,500.00	12,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	62,900	SF	20.14	1,267,030

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
				-
B3010 Roof Coverings	62,900	SF	19.46	1,224,030
TPO membrane roof system	31,450	SF	25.00	786,250
Vapor barrier	31,450	SF	4.50	141,525
Insulation	31,450	SF	6.50	204,425
Flashing and trim	1,456	LF	30.00	43,680
Mechanical screen	100	LF	135.00	13,500
Roof drains	9	EA	3,850.00	34,650
				-
B3020 Roof Openings	62,900	SF	0.68	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	62,900	SF	50.02	3,145,945
				-
C1010 Partitions	62,900	SF	26.48	1,665,305
Interior partition - woodl stud	66,394	SF	16.21	1,076,240
Interior of exterior - GWB	23,308	SF	9.00	209,769
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,494	SF	90.00	314,496
				-
C1020 Interior Doors	62,900	SF	4.37	274,825
Includes vision panels and electric strikes				-
HM - single	36	EA	1,950.00	70,200
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	62,900	SF	19.17	1,205,815
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Commons- Fit out	7,800	SF	96.00	748,800
Community and Partner fit out	2,120	SF	90.00	190,800
Wayfinding	62,900	SF	0.35	22,015
				-
C20 Stairways	62,900	SF	3.29	207,000
				-
C2010 Stair Construction	62,900	SF	3.29	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000
				-

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**62,900**	**SF**	**28.14**	**1,770,004**
				-
C3010 Wall Finishes	62,900	SF	8.00	502,983
Tile	6,160	SF	16.50	101,640
FRP panels	10,000	SF	4.80	48,000
Paint	150,456	SF	1.85	278,343
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	62,900	SF	7.27	457,350
Polished concrete	18,900	SF	7.50	141,750
Sealed concrete	2,400	SF	4.50	10,800
Resilient flooring	7,200	SF	8.50	61,200
Tile	2,000	SF	16.50	33,000
Carpet - classroom and office space	32,400	SF	6.50	210,600
				-
C3030 Ceiling Finishes	62,900	SF	12.87	809,670
GWB	2,600	SF	11.50	29,900
Open to structure	51,578	SF	1.85	95,419
ACT cloud system	20,631	SF	30.00	618,936
ACT	8,722	SF	7.50	65,415
				-
D10 Conveying Systems	**62,900**	**SF**	**3.62**	**228,000**
				-
D1010 Elevators & Lifts	62,900	SF	3.62	228,000
Traction elevator - #3500	4	ST	57,000.00	228,000
				-
D20 Plumbing Systems	**62,900**	**SF**	**7.98**	**501,798**
				-
D2010 Plumbing Fixtures	62,900	SF	1.03	65,050
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink -hand sinks	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	1	EA	1,250.00	1,250
				-
D2020 Domestic Water Distribution	62,900	SF	3.39	213,408
Pipes and fittings - HW/CW	2,145	LF	60.00	128,700
Insulation	1,073	LF	7.00	7,508
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
				-
D2030 Sanitary Waste	62,900	SF	3.41	214,340
Waste pipe and fittings	2,467	LF	65.00	160,339

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Vent pipe	1,233	LF	30.00	37,001
Floor drains	20	EA	850.00	17,000
				-
D2040 Rain Water Drainage	62,900	SF	0.14	9,000
Internal downspouts	200	LF	45.00	9,000
				-
D2090 Other Plumbing Systems	62,900	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	62,900	SF	96.20	6,051,230
				-
D3010 Energy Supply	62,900	SF	73.03	4,593,860
Energy supply	62,900	SF	22.50	1,415,250
Rooftop air handling units w/ connections	62,900	SF	15.00	943,500
VAV boxes	126	EA	1,850.00	232,730
Ductwork incl. diffusers and grilles	55,352	LB	15.00	830,280
Exhaust system/ventilation	62,900	SF	13.00	817,700
Split systems (MDF rooms)	3	EA	5,500.00	16,500
Ancillary equipment - allow	62,900	SF	5.00	314,500
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	62,900	SF	16.50	1,037,850
Building automation systems	62,900	SF	16.50	1,037,850
				-
				-
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	62,900	SF	6.57	413,043
				-
D4010 Sprinklers	62,900	SF	6.25	393,125
Standpipe, valves and main distribution	62,900	SF	6.25	393,125
				-
D4030 Fire Protection Specialties	62,900	SF	0.32	19,918
Fire extinguishers, incl. cabinets	42	EA	475.00	19,918
				-
D4090 Other Fire Protection Specialties	62,900	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	62,900	SF	68.33	4,298,066
				-
D5010 Electrical Service & Distribution	62,900	SF	22.17	1,394,316
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	8,000.00	8,000

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Main switchboard panel and feeder	62,900	SF	10.04	631,516
Distribution panel and feeders	62,900	SF	12.00	754,800
				-
D5020 Lighting & Branch Wiring	62,900	SF	19.67	1,237,050
Branch wiring and devices for lighting fixtures	62,900	SF	4.00	251,600
LED lighting - incl. sensors and controls	62,900	SF	15.50	974,950
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	62,900	SF	25.95	1,632,105
Receptacles	599	EA	425.00	254,595
Fire alarm systems	62,900	SF	2.80	176,120
CO/smoke detection system	62,900	SF	2.50	157,250
Voice/data	62,900	SF	3.00	188,700
AV equipment	62,900	SF	6.00	377,400
PA/Intercom	62,900	SF	2.60	163,540
CCTV	62,900	SF	5.00	314,500
				-
D5090 Other Electrical Systems	62,900	SF	0.55	34,595
Connection to mechanical equipment	62,900	SF	0.55	34,595
				-
E10 Equipment	62,900	SF	35.52	2,234,000
				-
E1010 Commercial Equipment	62,900	SF	10.33	650,000
Kitchen equipment - allow	1	LS	650,000.00	650,000
				-
E1090 Other Equipment	62,900	SF	25.18	1,584,000
Science equipment	16,500	SF	96.00	1,584,000
				-
E20 Furnishings	62,900	SF	11.27	708,840
E2010 Fixed Furnishings	62,900	SF	11.27	708,840
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library and media center	90	LF	760.00	68,400
Casework- Lab	426	LF	690.00	293,940
				-
E2020 Movable Furnishings	62,900	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	62,900	SF	-	-
				-
F1010 Special Structures	62,900	SF	-	-
No work anticipated				*NIC*
				-

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
F20 Selective Demolition	62,900	SF	-	-
				-
F2010 Building Elements Demolition	62,900	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	62,900	SF	-	-
See Sitework				*incl.*
				-
				-

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1) Summary

			%	$/SF	TOTAL
		Gross Area:		26,300 SF	
A10	Foundations		6%	57.62	1,515,413
A20	Basement Construction		0%	0.00	0
A	Substructure		6%	57.62	1,515,413
B10	Superstructure		13%	132.14	3,475,326
B20	Exterior Enclosure		4%	41.15	1,082,235
B30	Roofing		2%	21.86	574,900
B	Shell		19%	195.15	5,132,461
C10	Interior Construction		5%	54.37	1,429,858
C20	Stairways		0%	5.06	133,000
C30	Interior Finishes		3%	35.04	921,565
C	Interiors		9%	94.46	2,484,423
D10	Conveying Systems		0%	4.18	110,000
D20	Plumbing Systems		1%	7.40	194,580
D30	Heating, Ventilation & Air Conditioning		9%	89.05	2,342,120
D40	Fire Protection		1%	6.57	172,703
D50	Electrical Lighting, Power & Communications		7%	68.70	1,806,833
D	Services		17%	175.90	4,626,236
E10	Equipment		6%	63.50	1,670,000
E20	Furnishings		1%	7.12	187,350
E	Equipment & Furnishings		7%	70.62	1,857,350
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	1.25	32,875
F	Special Construction & Demolition		0%	1.25	32,875
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	595.01	15,648,758
	Contingency - Design	15.00%	9%	89.25	2,347,314
	Contingency - Contractor	4.00%	3%	27.37	719,843
	General Requirements	6.88%	5%	48.96	1,287,655
	General Conditions	6.48%	5%	49.29	1,296,231
	Office Overhead & Profit	4.50%	4%	36.44	958,491
	Bonds & Insurance	2.50%	2%	21.16	556,457
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	867.48	22,814,749
	Escalation to Start Date (Q2 2026)	17.55%	15%	152.24	4,003,988
RECOMMENDED BUDGET Phase 1			100%	1,019.72	26,818,737
Phase 2 - Addition			21,200	1,019.72	21,618,146
	Escalation from above to Q2 2027	19.33%			4,178,788
RECOMMENDED BUDGET- PHASE 2			96%	980.87	25,796,933

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	13,150	SF		
Level 2	13,150	SF		
Perimeter	480	LF		
TOTAL GROSS FLOOR AREA	26,300	SF		
Floor Height - level 1 areas	32	LF		
Floor height- typical	12	LF		
Perimeter 1st	480	LF		
Building Height	128	LF		
Building Enclosure Total	15,360	SF		
Exterior glazing systems	4,751	SF		
Exterior cladding system	10,609	SF		
A10 Foundations	26,300	SF	57.62	1,515,413
A1010 Standard Foundations	26,300	SF	8.88	233,420
Continuous footings	107	CY	890.00	95,230
Grade beams	83	CY	890.00	73,870
Anchor bolts/plates	120	EA	380.00	45,600
Perimeter insulation	960	SF	4.50	4,320
Perimeter drainage and bedding	480	LF	30.00	14,400
A1020 Special Foundations	26,300	SF	1.16	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	26,300	SF	47.59	1,251,493
Slab on grade - 6" incl. thickened edge	13,150	SF	18.50	243,275
Bases, stairs	330	SF	20.00	6,600
Curb wall - 1.5' ht.	720	SF	65.00	46,800
Theatre tiered floor w/plenum	5,000	SF	126.00	630,000
Orchestra pit w/accessway	500	SF	480.00	240,000
Under-slab drainage	13,150	SF	2.20	28,930
Under-slab insulation and vapor barrier	13,150	SF	4.25	55,888
B10 Superstructure	26,300	SF	132.14	3,475,326
B1010 Floor Construction	26,300	SF	83.80	2,203,915
Metal deck	13,150	SF	12.50	164,375
Concrete topping slab w/acoustimat	13,150	SF	8.50	111,775
Structural Steel - Column, beams, plates and connections	92	TN	10,300.00	948,115
Structural framing -balcony	2,228	SF	220.00	490,050
Shear walls	5,760	SF	85.00	489,600

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
B1020 Roof Construction	26,300	SF	48.34	1,271,411
Metal deck	13,150	SF	12.50	164,375
Roof - beams, incl. plates and connections	72	TN	10,300.00	744,948
Fireproofing	72	TN	565.00	40,864
Vapor barrier	13,150	SF	4.50	59,175
Canopies	1,530	SF	125.00	191,250
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	480	LF	85.00	40,800
B20 Exterior Enclosure	**26,300**	**SF**	**41.15**	**1,082,235**
B2010 Exterior Walls	26,300	SF	31.31	823,372
Metal stud framing, insulation and WRB	11,520	SF	35.00	403,200
Exterior cladding	11,520	SF		
Brick veneer	4,610	SF	48.00	221,295
Metal panel	3,074	SF	60.00	184,412
Caulking and sealants	26,300	SF	0.55	14,465
B2020 Exterior Windows	26,300	SF	9.20	241,951
Windows	767	SF	90.00	69,051
Curtainwall and entry system	1,300	SF	133.00	172,900
B2030 Exterior Doors	26,300	SF	0.64	16,913
HM - single	1	EA	2,650.00	2,650
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	1	EA	6,125.00	6,125
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**26,300**	**SF**	**21.86**	**574,900**
B3010 Roof Coverings	26,300	SF	21.37	561,900
TPO membrane roof system	13,150	SF	25.00	328,750
Vapor barrier	13,150	SF	4.50	59,175
Insulation	13,150	SF	6.50	85,475
Flashing and trim	960	LF	30.00	28,800
Mechanical screen	100	LF	135.00	13,500
Roof drains	12	EA	3,850.00	46,200
B3020 Roof Openings	26,300	SF	0.49	13,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight				*NIC,*

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
C10 Interior Construction	**26,300**	**SF**	**54.37**	**1,429,858**
C1010 Partitions	26,300	SF	16.02	421,200
Interior partition - metal stud	10,368	SF	17.50	181,440
Interior of exterior - GWB	11,520	SF	9.00	103,680
Shaft walls	2,160	SF	15.00	32,400
Interior glazing	1,152	SF	90.00	103,680
C1020 Interior Doors	26,300	SF	4.63	121,813
HM - single	10	EA	1,950.00	19,500
HM - double	5	EA	3,412.50	17,063
Wood - single	30	EA	2,200.00	66,000
Wood - double	5	EA	3,850.00	19,250
C1030 Fittings	26,300	SF	33.72	886,845
Chalk and tack boards	1	LS	40,000.00	40,000
Lockers	1	LS	25,000.00	25,000
Restroom - bath accessories	8	EA	1,500.00	12,000
Restroom - toilet partitions	8	EA	950.00	7,600
Green room build out	250	SF	420.00	105,000
Dressing room/make up room build outs	450	SF	250.00	112,500
Dance studio seating	125	EA	400.00	50,000
Control room build out	100	SF	220.00	22,000
Sound room build out	50	SF	192.00	9,600
Storage room build out (all programs)	5,690	SF	76.00	432,440
Scene Shop build out	750	SF	82.00	61,500
Wayfinding	26,300	SF	0.35	9,205
C20 Stairways	**26,300**	**SF**	**5.06**	**133,000**
C2010 Stair Construction	26,300	SF	5.06	133,000
Egress stair	2	FLT	16,500.00	33,000
Feature stair	1	FLT	100,000.00	100,000

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**26,300**	**SF**	**35.04**	**921,565**
C3010 Wall Finishes	26,300	SF	13.63	358,492
Tile	6,160	SF	16.50	101,640
Paint	32,861	SF	1.85	60,792
Black box paint	4,680	SF	4.50	21,060
Acoustic wall treatment - allow	1	LS	175,000.00	175,000
C3020 Floor Finishes	26,300	SF	11.26	296,130
Polished concrete	8,900	SF	7.50	66,750
Sealed concrete	1,600	SF	4.50	7,200
Resilient flooring	4,000	SF	8.50	34,000
Tile	1,040	SF	16.50	17,160
Wood floor - sprung	3,700	SF	21.00	77,700
Stage floor	5,100	SF	15.80	80,580
Carpet - classroom and office space	1,960	SF	6.50	12,740
C3030 Ceiling Finishes	26,300	SF	10.15	266,943
GWB	1,040	SF	11.50	11,960
Open to structure -includes theatre	11,000	SF	1.85	20,350
ACT cloud system	5,675	SF	30.00	170,244
ACT	8,585	SF	7.50	64,389
D10 Conveying Systems	**26,300**	**SF**	**4.18**	**110,000**
D1010 Elevators & Lifts	26,300	SF	4.18	110,000
Traction elevator - #3500	2	ST	55,000.00	110,000
D20 Plumbing Systems	**26,300**	**SF**	**7.40**	**194,580**
D2010 Plumbing Fixtures	26,300	SF	0.85	22,350
Water closet	4	EA	1,500.00	6,000
Lavatory	4	EA	1,200.00	4,800
Kitchen sink	1	EA	1,300.00	1,300
Drinking fountain	2	EA	4,500.00	9,000
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	26,300	SF	3.39	89,110
Pipes and fittings - HW/CW	660	LF	60.00	39,600
Insulation	330	LF	7.00	2,310
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	30,000.00	30,000

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
D2030 Sanitary Waste	26,300	SF	2.99	78,620
Waste pipe and fittings	759	LF	65.00	49,335
Vent pipe	380	LF	30.00	11,385
Clay trays	4	EA	650.00	2,600
Floor drains	18	EA	850.00	15,300
D2040 Rain Water Drainage	26,300	SF	0.17	4,500
Internal downspouts	100	LF	45.00	4,500
D2090 Other Plumbing Systems	26,300	SF		
No work anticipated				*NIC,*
D30 Heating, Ventilation & Air Conditioning	26,300	SF	89.05	2,342,120
D3010 Energy Supply	26,300	SF	73.05	1,921,320
Energy supply	26,300	SF	22.50	591,750
Rooftop air handling units w/ connections	26,300	SF	15.00	394,500
VAV boxes	53	EA	1,850.00	97,310
Ductwork incl. diffusers and grilles	23,144	LB	15.00	347,160
Exhaust system/ventilation	26,300	SF	13.00	341,900
Split systems (MDF rooms)	1	EA	5,500.00	5,500
Ancillary equipment - allow	26,300	SF	5.00	131,500
Testing and balancing - baseline	90	HR	130.00	11,700
D3060 Controls and Instrumentation	26,300	SF	16.00	420,800
Building automation systems	26,300	SF	16.00	420,800
D40 Fire Protection	26,300	SF	6.57	172,703
D4010 Sprinklers	26,300	SF	6.25	164,375
Standpipe, valves and main distribution	26,300	SF	6.25	164,375
D4030 Fire Protection Specialties	26,300	SF	0.32	8,328
Fire extinguishers, incl. cabinets	18	EA	475.00	8,328
D4090 Other Fire Protection Specialties	26,300	SF		
No work anticipated				*NIC*

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
D50 Electrical Lighting, Power & Communications	**26,300**	**SF**	**68.70**	**1,806,833**
D5010 Electrical Service & Distribution	26,300	SF	22.25	585,152
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	26,300	SF	10.04	264,052
Distribution panel and feeders	26,300	SF	12.00	315,600
D5020 Lighting & Branch Wiring	26,300	SF	19.70	518,100
Branch wiring and devices for lighting fixtures	26,300	SF	4.00	105,200
LED lighting - incl. sensors and controls	26,300	SF	15.50	407,650
Exterior lighting - allow	1	LS	5,250.00	5,250
D5030 Communications & Security	26,300	SF	25.44	669,116
Receptacles	219	EA	425.00	93,146
Fire alarm systems	26,300	SF	2.80	73,640
CO/smoke detection system	26,300	SF	2.50	65,750
Voice/data	26,300	SF	3.00	78,900
AV equipment	26,300	SF	6.00	157,800
PA/Intercom	26,300	SF	2.60	68,380
CCTV	26,300	SF	5.00	131,500
D5090 Other Electrical Systems	26,300	SF	1.31	34,465
Connection to mechanical equipment	26,300	SF	0.55	14,465
Kiln power	1	LS	20,000.00	20,000
E10 Equipment	**26,300**	**SF**	**63.50**	**1,670,000**
E1010 Commercial Equipment	26,300	SF	1.71	45,000
Concessions equipment - allow	1	LS	25,000.00	25,000
Laundry equipment	1	LS	20,000.00	20,000
E1090 Other Equipment	26,300	SF	61.79	1,625,000
*SHALLECK Budget * 50% per phase (see summary)*				
Theatre				
Drapery	1	LS	55,000.00	55,000
Rigging	1	LS	487,500.00	487,500
Pit Filler	1	LS	55,000.00	55,000
Production lighting	1	LS	130,000.00	130,000
Theatre seating	250	EA	450.00	112,500
Production AV	1	LS	275,000.00	275,000
Drama/Black Box				
Rigging	1	LS	62,500.00	62,500
Lighting Control	1	LS	42,500.00	42,500

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Production AV	1	LS	75,000.00	75,000
Band and Choir				
Drapery	2	EA	7,500.00	15,000
AV equipment	2	EA	22,500.00	45,000
Lighting Control	1	LS	25,000.00	25,000
Telescope theatre seating	1	LS	100,000.00	100,000
AV equipment	2	EA	22,500.00	45,000
Performing Arts FF&E				*By Owner,*
Structural support and catwalk	1	LS	100,000.00	100,000
E20 Furnishings	**26,300**	**SF**	**7.12**	**187,350**
E2010 Fixed Furnishings	26,300	SF	7.12	187,350
Casework - classrooms	300	LF	450.00	135,000
Casework - office/reception	25	LF	500.00	12,500
Casework - Box office	6	LF	450.00	2,700
Casework - Concessions	15	LF	450.00	6,750
Casework - library shelving	40	LF	760.00	30,400
E2020 Movable Furnishings	26,300	SF		
By Owner				*NIC*
F10 Special Construction	**26,300**	**SF**		
F1010 Special Structures	26,300	SF		
No work anticipated				*NIC*
F20 Selective Demolition	**26,300**	**SF**	**1.25**	**32,875**
F2010 Building Elements Demolition	26,300	SF	1.25	32,875
Temporary protection	26,300	SF	1.25	32,875
F2020 Hazardous Components Abatement	26,300	SF		
Allowance				*w/site*

Portland Public Schools
Jefferson High School

Option 2 - Athletics Summary

			%	$/SF	TOTAL
		Gross Area:		26,150 SF	
A10	Foundations		5%	38.64	1,010,332
A20	Basement Construction		0%	0.00	0
A	Substructure		5%	38.64	1,010,332
B10	Superstructure		11%	87.53	2,288,832
B20	Exterior Enclosure		9%	68.06	1,779,767
B30	Roofing		3%	23.09	603,849
B	Shell		22%	178.68	4,672,448
C10	Interior Construction		5%	40.04	1,047,124
C20	Stairways		0%	0.00	0
C30	Interior Finishes		3%	26.20	685,001
C	Interiors		8%	66.24	1,732,125
D10	Conveying Systems		1%	4.36	114,000
D20	Plumbing Systems		2%	12.21	319,273
D30	Heating, Ventilation & Air Conditioning		11%	89.72	2,346,060
D40	Fire Protection		1%	6.57	171,718
D50	Electrical Lighting, Power & Communications		9%	69.79	1,825,053
D	Services		23%	182.64	4,776,104
E10	Equipment		2%	18.47	483,000
E20	Furnishings		1%	11.82	309,000
E	Equipment & Furnishings		4%	30.29	792,000
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			62%	496.48	12,983,010
	Contingency - Design	15.00%	9%	74.47	1,947,451
	Contingency - Contractor	4.00%	3%	22.84	597,218
	General Requirements	6.88%	5%	40.85	1,068,304
	General Conditions	6.48%	5%	41.13	1,075,420
	Office Overhead & Profit	4.50%	4%	30.41	795,213
	Bonds & Insurance	2.50%	2%	17.65	461,665
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			91%	723.83	18,928,282
	Escalation to Start Date (Q2 2025)	10.03%	9%	72.60	1,898,507
RECOMMENDED BUDGET			100%	796.44	20,826,789

Portland Public Schools
Jefferson High School

Option 2 - Athletics

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	13,075	SF		
Level 2	13,075	SF		
Perimeter	858	LF		
TOTAL GROSS FLOOR AREA	26,150	SF		
A10 Foundations	**26,150**	**SF**	**38.64**	**1,010,332**
A1010 Standard Foundations	26,150	SF	9.32	243,735
Continuous footings	128	CY	890.00	113,920
Footings - 3' spread	17	CY	890.00	14,843
Anchor bolts/plates	215	EA	380.00	81,510
Perimeter insulation	1,716	SF	4.50	7,722
Perimeter drainage and bedding	858	LF	30.00	25,740
A1020 Special Foundations	26,150	SF	1.17	30,500
Dewatering	1	LS	15,000.00	15,000
Elevator pit	1	EA	15,500.00	15,500
A1030 Slab On Grade	26,150	SF	28.15	736,098
Slab on grade - 6" incl. thickened edge	26,150	SF	18.50	483,775
Curb wall - 1.5' ht.	1,287	SF	65.00	83,655
Under-slab drainage	26,150	SF	2.20	57,530
Under-slab insulation and vapor barrier	26,150	SF	4.25	111,138
B10 Superstructure	**26,150**	**SF**	**87.53**	**2,288,832**
B1010 Floor Construction	26,150	SF	78.67	2,057,337
Mass timber construction package - columns and beams				
CLT panels - 5 ply incl. spline ends and side joints	26,150	SF	18.23	476,715
Glu-lam beams, floor/roof	2,330	LF	115.00	267,950
Glu-lam columns	204	LF	92.00	18,768
Glu-lam blocking	17	EA	435.00	7,395
Hardware	1	LS	101,500.00	101,500
Layout/installation	26,150	SF	18.20	475,930
Lifting system	1	LS	35,000.00	35,000
Shop drawings	1	LS	25,000.00	25,000
Transport	1	LS	121,000.00	121,000
Decking				
Mass plywood panels - see "Wood timber package"				*incl. above*
Acoustic - mat	13,075	SF	3.10	40,533
2" gypcrete	13,075	SF	4.30	56,223
Wood sealer	13,075	SF	1.80	23,535

Portland Public Schools
Jefferson High School

Option 2 - Athletics

	Quantity	Unit	Rate	Total
Firestopping, allow	26,150	SF	0.90	23,535
Sealants, allow	26,150	SF	0.60	15,690
Shear walls, wood	5,148	SF	68.00	350,064
Channels and angles, allow	1	LS	18,500.00	18,500
B1020 Roof Construction	26,150	SF	8.85	231,495
Mass timber construction - beams and decking included above				*incl. above*
Beams - glulam				*incl. above*
CLT decking				*incl. above*
Hardware				*incl. above*
Strapping/blocking/connection, add	26,150	SF	3.10	81,065
Canopies	500	SF	155.00	77,500
Parapet	858	LF	85.00	72,930
B20 Exterior Enclosure	26,150	SF	68.06	1,779,767
B2010 Exterior Walls	26,150	SF	49.69	1,299,392
Wood stud framing	22,308	SF	26.00	580,008
Exterior cladding	22,308	SF		
Brick veneer	9,152	SF	48.00	439,285
Metal panel	4,464	SF	60.00	267,830
Caulking and sealants	22,308	SF	0.55	12,269
B2020 Exterior Windows	26,150	SF	16.54	432,500
Windows	2,000	SF	90.00	180,000
Storefront	2,500	SF	101.00	252,500
B2030 Exterior Doors	26,150	SF	1.83	47,875
HM - single	4	EA	2,650.00	10,600
HM - double	2	EA	4,637.50	9,275
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	4	EA	6,125.00	24,500
ADA door openers - see Electrical				*incl. below*
B30 Roofing	26,150	SF	23.09	603,849
				-
B3010 Roof Coverings	26,150	SF	21.45	560,849
TPO membrane roof system	13,075	SF	25.00	326,875
Vapor barrier	13,075	SF	4.50	58,838
Insulation	13,075	SF	6.50	84,988
Flashing and trim	1,716	LF	30.00	51,480
Mechanical screen	100	LF	135.00	13,500
Roof drains	7	EA	3,850.00	25,169

Portland Public Schools
Jefferson High School

Option 2 - Athletics

	Quantity	Unit	Rate	Total
B3020 Roof Openings	26,150	SF	1.64	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
C10 Interior Construction	26,150	SF	40.04	1,047,124
				-
C1010 Partitions	26,150	SF	25.66	671,046
Interior partition - wood stud	18,533	SF	16.10	298,378
Interior of exterior - GWB	13,616	SF	9.00	122,540
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	2,059	SF	90.00	185,328
				-
C1020 Interior Doors	26,150	SF	5.26	137,575
HM - single	20	EA	1,950.00	39,000
HM - double	6	EA	3,412.50	20,475
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	26,150	SF	9.12	238,503
Chalk and tack boards	1	LS	50,000.00	50,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	15	EA	1,500.00	22,500
Restroom - toilet partitions	15	EA	950.00	14,250
Ticket booth fit out	200	SF	88.00	17,600
Wayfinding	26,150	SF	0.35	9,153
				-
C20 Stairways	26,150	SF	-	-
				-
C2010 Stair Construction	26,150	SF	-	-
No work anticipated - See bleachers w/site				*NIC*
				-
C30 Interior Finishes	26,150	SF	26.20	685,001
				-
C3010 Wall Finishes	26,150	SF	8.61	225,201
Tile	3,248	SF	16.50	53,592
Paint	52,221	SF	1.85	96,609
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	26,150	SF	11.66	304,975
Polished concrete	11,900	SF	7.50	89,250
Sealed concrete	1,450	SF	4.50	6,525
Resilient flooring	2,000	SF	8.50	17,000
Tile	3,800	SF	16.50	62,700

Portland Public Schools
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Option 2 - Athletics

	Quantity	Unit	Rate	Total
Wood floor	7,000	SF	18.50	129,500
Carpet - classroom and office space				*Not required*
				-
C3030 Ceiling Finishes	26,150	SF	5.92	154,825
GWB	3,800	SF	11.50	43,700
Open to structure	10,000	SF	1.85	18,500
ACT	12,350	SF	7.50	92,625
				-
D10 Conveying Systems	26,150	SF	4.36	114,000
				-
D1010 Elevators & Lifts	26,150	SF	4.36	114,000
Elevator 3500#	2	STP	57,000.00	114,000
				-
D20 Plumbing Systems	26,150	SF	12.21	319,273
				-
D2010 Plumbing Fixtures	26,150	SF	2.16	56,500
Water closet	15	EA	1,500.00	22,500
Lavatory	15	EA	1,200.00	18,000
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	2	EA	1,250.00	2,500
				-
D2020 Domestic Water Distribution	26,150	SF	4.68	122,443
Pipes and fittings - HW/CW	1,155	LF	60.00	69,300
Insulation	578	LF	7.00	4,043
Hose bib	6	EA	800.00	4,800
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	35,000.00	35,000
				-
D2030 Sanitary Waste	26,150	SF	4.91	128,360
Waste pipe and fittings	1,328	LF	65.00	86,336
Vent pipe	664	LF	30.00	19,924
Floor drains	26	EA	850.00	22,100
				-
D2040 Rain Water Drainage	26,150	SF	0.46	11,970
Internal downspouts	266	LF	45.00	11,970
				-
D2090 Other Plumbing Systems	26,150	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	26,150	SF	89.72	2,346,060
				-
D3010 Energy Supply	26,150	SF	73.72	1,927,660
Energy supply	26,150	SF	22.50	588,375
Rooftop air handling units w/ connections	26,150	SF	15.00	392,250

Portland Public Schools
Jefferson High School

Option 2 - Athletics

	Quantity	Unit	Rate	Total
VAV boxes	52	EA	1,850.00	96,755
Ductwork incl. diffusers and grilles	23,012	LB	15.00	345,180
Exhaust system/ventilation	26,150	SF	13.00	339,950
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	26,150	SF	5.00	130,750
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	26,150	SF	16.00	418,400
Building automation systems	26,150	SF	16.00	418,400
				-
D40 Fire Protection	26,150	SF	6.57	171,718
				-
D4010 Sprinklers	26,150	SF	6.25	163,438
Standpipe, valves and main distribution	26,150	SF	6.25	163,438
				-
D4030 Fire Protection Specialties	26,150	SF	0.32	8,281
Fire extinguishers, incl. cabinets	17	EA	475.00	8,281
				-
D4090 Other Fire Protection Specialties	26,150	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	26,150	SF	69.79	1,825,053
				-
D5010 Electrical Service & Distribution	26,150	SF	22.25	581,846
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	26,150	SF	10.04	262,546
Distribution panel and feeders	26,150	SF	12.00	313,800
				-
D5020 Lighting & Branch Wiring	26,150	SF	19.90	520,425
Branch wiring and devices for lighting fixtures	26,150	SF	4.00	104,600
LED lighting - incl. sensors and controls	26,150	SF	15.50	405,325
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	26,150	SF	27.09	708,400
Receptacles	218	EA	425.00	92,615
Fire alarm systems	26,150	SF	2.80	73,220
CO/smoke detection system	26,150	SF	2.50	65,375
Voice/data	26,150	SF	3.00	78,450
AV equipment- Shalleck	1	LS	200,000.00	200,000
PA/Intercom	26,150	SF	2.60	67,990
CCTV	26,150	SF	5.00	130,750
				-

Portland Public Schools
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Option 2 - Athletics

	Quantity	Unit	Rate	Total
D5090 Other Electrical Systems	26,150	SF	0.55	14,383
Connection to mechanical equipment	26,150	SF	0.55	14,383
				-
E10 Equipment	26,150	SF	18.47	483,000
				-
E1010 Commercial Equipment	26,150	SF	13.38	350,000
Gym equipment - allow	1	LS	100,000.00	100,000
Concessions equipment	1	LS	250,000.00	250,000
				-
E1090 Other Equipment	26,150	SF	5.09	133,000
Stage incl. equipment - allow	1	LS	133,000.00	133,000
				-
E20 Furnishings	26,150	SF	11.82	309,000
E2010 Fixed Furnishings	26,150	SF	11.82	309,000
Casework - classroom	600	LF	450.00	270,000
Casework - office/reception	60	LF	650.00	39,000
				-
E2020 Movable Furnishings	26,150	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	26,150	SF	-	-
				-
F1010 Special Structures	26,150	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	26,150	SF	-	-
				-
F2010 Building Elements Demolition	26,150	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	26,150	SF	-	-
See Sitework				*incl.*

Portland Public Schools
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Option 2 - 1964 Athletics Renovation Summary

			%	$/SF	TOTAL
		Gross Area:		30,650 SF	
A10	Foundations		1%	7.06	216,378
A20	Basement Construction		0%	0.00	0
A	Substructure		1%	7.06	216,378
B10	Superstructure		2%	11.09	339,943
B20	Exterior Enclosure		1%	5.31	162,784
B30	Roofing		6%	26.62	815,775
B	Shell		9%	43.02	1,318,502
C10	Interior Construction		6%	28.40	870,443
C20	Stairways		0%	0.00	0
C30	Interior Finishes		5%	23.89	732,094
C	Interiors		11%	52.29	1,602,537
D10	Conveying Systems		0%	1.04	32,000
D20	Plumbing Systems		1%	6.31	193,322
D30	Heating, Ventilation & Air Conditioning		14%	67.34	2,064,060
D40	Fire Protection		0%	0.00	0
D50	Electrical Lighting, Power & Communications		14%	67.87	2,080,346
D	Services		30%	142.57	4,369,728
E10	Equipment		1%	3.26	100,000
E20	Furnishings		1%	3.60	110,250
E	Equipment & Furnishings		1%	6.86	210,250
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		6%	26.37	808,185
F	Special Construction & Demolition		6%	26.37	808,185
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	278.16	8,525,579
	Contingency - Design	15.00%	9%	41.72	1,278,837
	Contingency - Contractor	4.00%	3%	12.80	392,177
	General Requirements	6.88%	5%	22.89	701,526
	General Conditions	6.48%	5%	23.04	706,198
	Office Overhead & Profit	4.50%	4%	17.04	522,194
	Bonds & Insurance	2.50%	2%	9.89	303,163
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	405.54	12,429,674
	Escalation to Start Date (Q2 2026)	17.55%	15%	71.17	2,181,408
RECOMMENDED BUDGET			100%	476.71	14,611,082

Portland Public Schools
Jefferson High School

Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	10,000	SF		
Level 2	20,650	SF		
Perimeter	503	LF		
TOTAL GROSS FLOOR AREA	30,650	SF		
A10 Foundations	30,650	SF	7.06	216,378
A1010 Standard Foundations	30,650	SF	3.14	96,378
Shear wall footing	59.26	CY	820.00	48,593
Anchor bolts/plates	126	EA	380.00	47,785
Perimeter insulation				*Existing*
Perimeter drainage and bedding				*Existing*
A1030 Slab On Grade	30,650	SF	3.92	120,000
Slab on grade - - repair	10,000	SF	12.00	120,000
B10 Superstructure	30,650	SF	11.09	339,943
B1010 Floor Construction	30,650	SF	7.16	219,600
Shear walls including access open/close	1,800	SF	122.00	219,600
B1020 Roof Construction	30,650	SF	3.93	120,343
Roof- Truss reinforcement	8.30	TN	14,500.00	120,343
B20 Exterior Enclosure	30,650	SF	5.31	162,784
B2010 Exterior Walls	30,650	SF	4.36	133,597
Exterior cladding	16,096	SF		
Clean	16,096	SF	4.20	67,603
Paint	16,096	SF	3.55	57,141
Caulking and sealants	16,096	SF	0.55	8,853
B2020 Exterior Windows	30,650	SF		
Windows -existing				*NIC*
Storefront -existing				*NIC*
B2030 Exterior Doors	30,650	SF	0.95	29,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	2	EA	3,500.00	7,000
Storefront - double	2	EA	6,125.00	12,250

Portland Public Schools
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Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**30,650**	**SF**	**26.62**	**815,775**
B3010 Roof Coverings	30,650	SF	26.62	815,775
TPO membrane roof system	20,650	SF	25.00	516,250
Vapor barrier	20,650	SF	4.50	92,925
Insulation	20,650	SF	6.50	134,225
Flashing and trim	1,258	LF	30.00	37,725
Roof drains -replace	9	EA	3,850.00	34,650
C10 Interior Construction	**30,650**	**SF**	**28.40**	**870,443**
C1010 Partitions	30,650	SF	17.61	539,691
Interior partition - existing				*Existing*
Structural reinforcement -to hollow clay walls	24,144	SF	8.00	193,152
Interior - GWB	37,423	SF	9.26	346,539
C1020 Interior Doors	30,650	SF	4.42	135,625
HM - single	12	EA	1,950.00	23,400
HM - double	10	EA	3,412.50	34,125
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	30,650	SF	6.37	195,128
Chalk and tack boards	1	LS	30,000.00	30,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	12	EA	1,500.00	18,000
Restroom - toilet partitions	12	EA	950.00	11,400
Wayfinding	30,650	SF	0.35	10,728
C20 Stairways	**30,650**	**SF**		
C2010 Stair Construction	30,650	SF		
Egress stair				*Existing*

Portland Public Schools
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Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**30,650**	**SF**	**23.89**	**732,094**
C3010 Wall Finishes	30,650	SF	6.49	198,873
Tile	6,160	SF	16.50	101,640
Paint	37,423	SF	1.85	69,233
Wall padding	1	LS	28,000.00	28,000
C3020 Floor Finishes	30,650	SF	13.36	409,625
Polished concrete	4,000	SF	7.50	30,000
Sealed concrete	6,500	SF	4.50	29,250
Resilient flooring	5,000	SF	8.50	42,500
Tile	1,200	SF	16.50	19,800
Wood floor - gym w/regulation line in finish	13,160	SF	21.50	282,940
Carpet - classroom and office space	790	SF	6.50	5,135
C3030 Ceiling Finishes	30,650	SF	4.03	123,596
GWB	1,200	SF	11.50	13,800
Open to structure	19,660	SF	1.85	36,371
ACT	9,790	SF	7.50	73,425
D10 Conveying Systems	**30,650**	**SF**	**1.04**	**32,000**
D1010 Elevators & Lifts	30,650	SF		
Elevator				*Existing*
Replace rails	2	EA	16,000.00	32,000
D20 Plumbing Systems	**30,650**	**SF**	**6.31**	**193,322**
D2010 Plumbing Fixtures	30,650	SF	1.54	47,150
Water closet	12	EA	1,500.00	18,000
Lavatory	12	EA	1,200.00	14,400
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	30,650	SF	2.98	91,304
Pipes and fittings - HW/CW	504	LF	60.00	30,240
Insulation	252	LF	7.00	1,764
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	50,000.00	50,000
D2030 Sanitary Waste	30,650	SF	1.79	54,868
Waste pipe and fittings	580	LF	65.00	37,674
Vent pipe	290	LF	30.00	8,694
Floor drains- replace	10	EA	850.00	8,500

Portland Public Schools
Jefferson High School

Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
D2040 Rain Water Drainage	30,650	SF		
Internal downspouts				*Existing*
D2090 Other Plumbing Systems	30,650	SF		
No work anticipated				*NIC*
D30 Heating, Ventilation & Air Conditioning	**30,650**	**SF**	**67.34**	**2,064,060**
D3010 Energy Supply	30,650	SF	50.84	1,558,335
Energy supply				*Existing,*
Rooftop air handling units w/ connections	30,650	SF	15.00	459,750
VAV boxes	61	EA	1,850.00	113,405
Ductwork incl. diffusers and grilles	26,972	LB	15.00	404,580
Exhaust system/ventilation	30,650	SF	13.00	398,450
Split systems (MDF rooms)	1	EA	5,500.00	5,500
Ancillary equipment - allow	30,650	SF	5.00	153,250
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	30,650	SF	16.50	505,725
Building automation systems	30,650	SF	16.50	505,725
D40 Fire Protection	**30,650**	**SF**		
D4010 Sprinklers	30,650	SF		
Standpipe, valves and main distribution				*Existing*
D4030 Fire Protection Specialties	30,650	SF		
Fire extinguishers, incl. cabinets				*Existing*
D4090 Other Fire Protection Specialties	30,650	SF		
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	**30,650**	**SF**	**67.87**	**2,080,346**
D5010 Electrical Service & Distribution	30,650	SF	22.04	675,526
Transformer - by franchise utility				*NIC*
Transformer pad				*Existing*
Main switchboard panel and feeder	30,650	SF	10.04	307,726
Distribution panel and feeders	30,650	SF	12.00	367,800
D5020 Lighting & Branch Wiring	30,650	SF	19.84	608,175
Branch wiring and devices for lighting fixtures	30,650	SF	4.00	122,600
LED lighting - incl. sensors and controls	30,650	SF	15.50	475,075

Portland Public Schools
Jefferson High School

Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	30,650	SF	25.44	779,787
Receptacles	255	EA	425.00	108,552
Fire alarm systems	30,650	SF	2.80	85,820
CO/smoke detection system	30,650	SF	2.50	76,625
Voice/data	30,650	SF	3.00	91,950
AV equipment	30,650	SF	6.00	183,900
PA/Intercom	30,650	SF	2.60	79,690
CCTV	30,650	SF	5.00	153,250
D5090 Other Electrical Systems	30,650	SF	0.55	16,858
Connection to mechanical equipment	30,650	SF	0.55	16,858
E10 Equipment	30,650	SF	3.26	100,000
E1010 Commercial Equipment	30,650	SF	3.26	100,000
Gym equipment - allow	1	LS	100,000.00	100,000
E20 Furnishings	30,650	SF	3.60	110,250
E2010 Fixed Furnishings	30,650	SF	3.60	110,250
Casework - classroom	180	LF	450.00	81,000
Casework - office	45	LF	650.00	29,250
E2020 Movable Furnishings	30,650	SF		
By Owner				*NIC*
F10 Special Construction	30,650	SF		
F1010 Special Structures	30,650	SF		
No work anticipated				*NIC*
F20 Selective Demolition	30,650	SF	26.37	808,185
F2010 Building Elements Demolition	30,650	SF	24.90	763,185
Temporary protection	30,650	SF	1.25	38,313

Portland Public Schools
Jefferson High School

Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Architectural				
Demo - building elements for structural and architectural renovation	30,650	SF	17.50	536,375
Mechanical				
Trade demolition	30,650	SF	2.25	68,963
Electrical				
Trade demolition	30,650	SF	2.75	84,288
Plumbing				
Trade demolition	30,650	SF	1.15	35,248
F2020 Hazardous Components Abatement	30,650	SF	1.47	45,000
Allowance	1	LS	45,000.00	45,000

Portland Public Schools
Jefferson High School

Sitework - Option 2 Summary

			%	$/SF	TOTAL
		Gross Area:		667,470 SF	
G10	Site Preparation		25%	13.36	8,916,935
G20	Site Improvements		28%	15.08	10,063,820
G30	Site Mechanical Utilities		2%	1.00	669,050
G40	Site Electrical Utilities		2%	1.05	698,250
G	Building Sitework		57%	30.49	20,348,055
SITE ELEMENTAL COST BEFORE CONTINGENCIES			57%	30.49	20,348,055
	Contingency - Design	15.00%	0%	4.57	3,052,208
	Contingency - Contractor	4.00%	0%	1.22	813,922
	General Requirements	6.88%	0%	2.50	1,665,936
	General Conditions	6.48%	0%	2.51	1,677,032
	Office Overhead & Profit	4.50%	0%	1.86	1,240,072
	Bonds & Insurance	2.50%	0%	1.08	719,931
	Permits & Fees - by Owner	0.00%	0%		*NIC*
SITE CONSTRUCTION COST BEFORE ESCALATION			83%	44.22	29,517,155
Z30	Escalation to Start Date (Q2 2027)	21.07%	17%	9.32	6,219,265
RECOMMENDED BUDGET			100%	53.54	35,736,420

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Net Site Areas				
Building Footprint - New	**154,190**	**SF**		
Roadwork		**SF**		
Parking Lots	**38,990**	**SF**		
Parking lot	34,470	SF		
Loading area	4,520	SF		
Ped Paving	**140,495**	**SF**		
Sidewalk - concrete	22,305	SF		
Plaza - medium	76,215	SF		
Plaza - high	41,975	SF		
Site Features	**278,080**	**SF**		
Athletics Program	278,080	SF		
Landscaping and Softscape	**55,715**	**SF**		
Planting area	55,715	SF		
TOTAL SITE AREA	667,470	SF		
G10 Site Preparation	**667,470**	**SF**	**13.36**	**8,916,935**
G1010 Site Clearing	667,470	SF	0.78	520,837
Construction entrance	2	EA	5,000.00	10,000
Construction fencing	5,100	LF	10.00	51,000
Erosion control	572,246	SF	0.15	85,837
Temp facilities	16	MO	1,500.00	24,000
Street cleaning	16	MO	5,000.00	80,000
Temp street closure and flagging	16	MO	5,000.00	80,000
Site protection	1	LS	50,000.00	50,000
Tree protection	1	LS	20,000.00	20,000
Utility protection	1	LS	35,000.00	35,000
Construction layout and survey	1	LS	85,000.00	85,000
G1020 Site Demolition and Relocations	667,470	SF	9.57	6,386,311
Demo - hardscape	266,988	SF	2.55	680,819
Demo - softscape	400,482	SF	0.75	300,362
Demo - building (1909 Building)	31,615	SF	62.00	1,960,130
Demo - building	180,000	SF	15.50	2,790,000
Hazardous Material Abatement, allow	1	LS	600,000.00	600,000
Demo - site structures and obstructions, allow	1	LS	50,000.00	50,000
Demo - trees, allow	1	LS	5,000.00	5,000
G1030 Site Earthwork	667,470	SF	2.97	1,984,787
Excavation - building	9,080	CY	20.00	181,596
Site cut - 1' depth	19,750	CY	20.00	395,004

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Site fill - stockpile	23,064	CY	15.00	345,960
Haul and dispose	5,766	CY	25.00	144,150
Grading and compaction	667,470	SF	0.75	500,603
Base aggregates				
Building - 12" depth	5,711	CY	45.00	256,995
Parking lots - 8" depth	964	CY	45.00	43,380
Ped paving - 6" depth	2,602	CY	45.00	117,090
ROW - 6" depth	0	CY	45.00	8
G1040 Hazardous Waste Remediation	667,470	SF	0.04	25,000
Mitigation - allowance	1	LS	25,000.00	25,000
G20 Site Improvements	667,470	SF	15.08	10,063,820
G2010 Roadways	667,470	SF	0.04	27,500
Sidewalk striping	10	LOC	2,750.00	27,500
Sidewalk paving - see pedestrian paving				*incl. below*
G2020 Parking Lots	667,470	SF	0.43	287,533
Parking lot - asphalt	34,470	SF	4.25	146,498
Loading area - concrete	4,520	SF	16.50	74,580
Striping	38,990	SF	0.17	6,628
ADA curb ramps	8	EA	1,550.00	12,400
Curbs - CIP concrete	1,555	LF	30.50	47,428
G2030 Pedestrian Paving	667,470	SF	7.24	4,831,300
Sidewalk - standard finish, incl. site furnishings	22,305	SF	20.00	446,100
Plaza - medium finish, incl. site furnishings	76,215	SF	30.00	2,286,450
Plaza - premium finish, incl. site furnishings	41,975	SF	50.00	2,098,750
G2040 Site Development	667,470	SF	6.55	4,374,738
Site walls, fences and gates				
Security fence	2,665	LF	125.00	333,125
Pedestrian gate - single	7	EA	3,500.00	24,500
Vehicular gate - double	3	EA	7,500.00	22,500
Covered bike parking	300	SF	178.50	53,550
Bike rack	25	EA	650.00	16,250
Restroom building - allow	1	LS	500,000.00	500,000
Site furnishings - see ped paving				*incl. above*
Athletics Program				
Stadium seating - grand stand (allow)	1	EA	750,000.00	750,000
DA Hogan scope + directive				
Track and field improvements				
Safety and performance upgrades	1	LS	145,000.00	145,000

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Reconstruct shot put program	1	LS	20,625.00	20,625
Reconstruct discus throw ring and netting	1	LS	5,750.00	5,750
Football field - replace in-kind	74,025	SF	12.00	888,300
ADD - cork infill and pad	74,025	SF	3.00	222,075
Track - new striping	1	LS	12,500.00	12,500
Track - surface improvements	72,225	SF	2.50	180,563
Stadium seating - grand stand (allow)	1	EA	750,000.00	750,000
Track and field - improvements (allow)	1	LS	200,000.00	200,000
South Field and Baseball Field - improvements (allow)	1	LS	250,000.00	250,000
G2050 Landscaping	667,470	SF	0.81	542,749
Trees				
Tree - 2" cal.	111	EA	450.00	50,144
Planting area	55,715	SF		
Topsoil - 12" depth	2,064	CY	45.00	92,858
Mulch - 3" depth	516	CY	40.00	20,635
Planting - 1 to 2 gal, 24" O.C.	13,929	EA	18.50	257,682
Irrigation systems				
Planting area	55,715	SF	2.00	111,430
Device and controls	1	LS	10,000.00	10,000
G30 Site Mechanical Utilities	667,470	SF	1.00	669,050
G3010 Water Supply	667,470	SF	0.16	107,800
Connection to existing	2	LOC	3,500.00	7,000
WS - 4" DI pipe, incl. trenching and backfill	120	LF	90.00	10,800
FS - 8" DI pipe, incl. trenching and backfill	120	LF	125.00	15,000
Vaults, devices and controls	1	LS	75,000.00	75,000
G3020 Sanitary Sewer	667,470	SF	0.21	137,750
Connection to existing	3	LOC	3,500.00	10,500
SS - 8" pipe, incl. trenching and backfill	475	LF	110.00	52,250
SS - devices and controls, allow	1	LS	75,000.00	75,000
G3030 Storm Sewer	667,470	SF	0.63	423,500
Connection to existing	1	LS	3,500.00	3,500
Dry well - 30' depth	20	EA	15,000.00	300,000
SW - devices and controls, incl. vegetated stormwater facilities (allow)	1	LS	120,000.00	120,000
G40 Site Electrical Utilities	667,470	SF	1.05	698,250
G4010 Electrical Distribution	667,470	SF	0.41	273,750
Power distribution - allow	1	LS	150,000.00	150,000
Primary power - conduit, incl. trenching and backfill	750	LF	165.00	123,750

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Transformer - by franchise utility				*NIC*
G4020 Site Lighting	667,470	SF	0.46	306,750
Parking lot - lighting	1	LS	75,000.00	75,000
Circulation/sidewalk - new fixtures at existing poles	1	LS	20,000.00	20,000
Landscape - lighting	1	LS	25,000.00	25,000
Conduit and wire, incl. trenching and backfill	1,150	LF	145.00	166,750
Site lighting controls	1	LS	20,000.00	20,000
G4030 Site Communications & Security	667,470	SF	-	
No work anticipated				*NIC*
G4090 Other Site Electrical Utilities	667,470	SF	0.18	117,750
EV charging	15	EA	7,850.00	117,750
Emergency power - not shown				*NIC*

BORA

MEETING MINUTES

Date
06.01.2022

By
Becca Cavell and Liz Feltz

Subject
Comprehensive Planning Committee Meeting One

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC

Jenn Latu
Judy Brown
Shirley White
Amy Hargrave
Tiara Fitz
Brittany Warner
Richard Hunter Sr
Dan Cohnstaedt
Robin Wilcox
Rick Hodges
Amira Schultz
Tina Myers
Garin Gregory
Mary Li
Emmaline Cais
Nicole Dalton
Kate Piper
Falisha Write
Sarafina Stolz
Roger Espinoza
Eliana Machuca
RaeAnn Thomson
Steve Gonzalez
Elisa Prieto
Jocelyn Beh
Kidus Yared

Portland Public Schools

Stephen Effros, PPS
Keisha Locklear, PPS
Marina Cresswell; PPS
Darren Lee, PPS
Armand Milazzo, PPS
David Mayne, PPS
Camille Idedevbo, PPS
Derek Henderson, PPS

Design Team

Jeanie Lai, Bora
Becca Cavell, Bora
Liz Feltz, Bora
Chandra Robinson, Lever
Bryan C Lee Jr, Colloqate

Members of the Public

None

Distribution
Those Present
Bora Team
file

Minutes

1. **WELCOME & INTRODUCTIONS**
    0. Kiesha welcomed the group to this introductory session and gave an overview of the agenda.
    1. Binders were planned to be distributed today but this will now happen at the next meeting, on June 15
    2. Kiesha introduced folks from PPS and Design Team members to the group
2. **OVERVIEW OF CPC PROCESS**

3. Steve Effros outlined the purpose of the CPC's work, and its relationship to studies were done in prior years.
4. Steve reviewed a schedule, focusing on the various meetings and touch points that are planned over the next six months
5. A series of future CPC meeting dates were reviewed, with the topics for each quickly outlined. See presentation slide.
6. Members were invited to express interest in serving the role of chair / co-chair of this committee
    0. Members asked what the role of the chair would be; Steve explained that the chairs would help the committee come to consensus over issues if there was disagreement - that the committee would ideally be self-governing
    1. Steve confirmed that the CPC chair + co-chair cannot be staff

3. BACKGROUND

A. Becca gave an overview of the 2019 study that informed the 2020 bond effort
1. The design team studied the existing buildings
2. The District's Education Specification for comprehensive high schools was the basis of the study, with additional area added to reflect Jefferson's unique program requirements including a larger theater and dance studios for the dance program, and partner spaces for SEI, etc.
    a. A committee member asked if JHS was going to return to a comprehensive HS; Marina noted that with the proposed program, the school could be a comprehensive high school and this approach would not prevent it functioning in other ways - options will remain open. It was noted this is an important understanding to help frame the conversation for staff.
3. Becca shared a series of images showing current conditions and analysis of the existing buildings
4. Bora also studied city-required zoning code limitations on building height and setbacks; since the adjacent neighborhood is predominantly residential, new buildings are limited in height towards the edges of the property to reduce their impact on local homes. If it is decided to retain existing structures, these can be taller than would be allowed today.
5. A series of themes emerged in the early work of the prior committee [CMPC]
    a. Offer access to the community and be a hub for its community
    b. Honor Jefferson's history as Portland's black high school and celebrate its future diversity
    c. Create a flexible and adaptable design
    d. Provide welcoming, safe, resilient, and accessible facilities
    e. Offer a rich variety of educational opportunities and maintain strong partner programs
    f. Outreach and engagement are essential
6. This committee will be asked to consider its own Vision, Mission, and Goals for the project in the next meeting session
7. The CMPC was asked to work in a series of hands-on exercised looking at site organization and building massing. Early thoughts included development on the west parking lot, but zoning setbacks likely preclude this option.
8. One option was ultimately selected for further development - not because it was the preferred option per se but because it represented a realistic strategy for the site that could inform a cost estimate. This included considering how the site would be developed over time - or phased, with the inclusion of a planned swing space for students in order that they could stay on site during construction.
9. The 2019 work with the CMPC proceeded rapidly. The work focused on retaining the original 1909 JHS building, but a final open house at the end of the effort opened the question of replacing all buildings on the site. The upcoming effort of this committee, in

2022, will look at all options once again, to make sure that the community is in agreement with the site development for the school.
10. This newly formed committee will be working to establish the actual strategy for site development and organization for Jefferson High School
11. Bora/PPS will share this presentation material with the Committee for its later review

4. INTRODUCTIONS

A. After a break, the CPC members were invited to introduce themselves to one another at their tables.
B. A committee member expressed a desire to hear introductions from everyone in the room

5. DESIGN JUSTICE PRESENTATION

A. Bryan C Lee Jr of Colloqate is the design team's community engagement consultant. Bryan gave a quick introduction to the focus that Colloqate will be bringing to the Jefferson High school project.
B. Bryan gave an introduction to Design Justice with a slide show and interactive discussion with the committee. There will be an invitation to the committee to participate in a longer Design Justice training later this summer
C. See presentation materials, shared via link.

6. PREPARATION FOR NEXT CPC MEETING

A. Jeanie Lai invited each committee member to begin to consider its responses to a "homework assignment", to support the development of Mission/Vision/Values for this project. Members were asked to:
B. Review and respond to a series of questions that were asked at the Open House
    1. OK to respond a second time if you participated in the Open House
    2. Please share with your stakeholder groups and connections in the community
C. PPS will send out a survey via Google tomorrow. Responses are requested back later next week.

7. PUBLIC COMMENT PERIOD

A. No members of the public were present

8. MEETING ADJOURNED AT 8:35 PM

END OF MEETING MINUTES

BORA

MEETING MINUTES

Date
06.15.2022

By
Liz Feltz & Becca Cavell

Subject
Comprehensive Planning Committee Meeting Two

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC
- Tiara Fitz
- Kate Piper
- Judy Brown
- RaeAnn Thompson
- Mancala Snyders
- Amy Hargrave
- Tina Myers
- Rahma Said
- Jenn Latu
- Jocelyn Beh
- Robin Wilcox
- Michelle DePasse
- Liz Fouther-Branch
- Sarafina Stolz
- Gavin Gregory
- Shirley White
- Falisha Wright
- Mary Li
- Gary Hollands
- Amy Kohnstamm
- Roger Espinoza

Portland Public Schools
- Stephen Effros, PPS
- Ayana Horn, PPS
- Camille Idedevbo, PPS
- Armand Milazzo, PPS
- David Mayne, PPS

Design Team
- Jeanie Lai, Bora
- Becca Cavell, Bora
- Corey Squire, Bora
- Liz Feltz, Bora
- Chandra Robinson, Lever
- Karim Hassanein, Colloqate

Members of the Public
- Charles Fitz Jr.
- Rosy Boyer
- TaeVondre Thomas

Minutes

1. **ARRIVAL / DINNER / SIGN IN**
   A. The PPS participants and design team introduced themselves

2. **DESIGN JUSTICE TRAINING VOTE**
   A. Colloqate will be offering a Design Justice training in July, and the CPC was asked to respond to an availability poll. Steve gave training date options: a full day of training on Friday 7/15 vs. two evenings of training on Wednesday 7/20 & Thursday 7/21
      1. Committee prefers Wednesday 7/20 & Thursday 7/21by a small margin
      2. Karim verified that committee members can come on just one of the two trainings if conflicts arise, but notes that the sessions build on one another and ideally folks would attend both.
         a. It may be possible to record and distribute sessions.

3. **REPORT FROM 5PM TOWN HALL MEETING**

A. CPC Member Mary Li encouraged participation in town hall meetings and CPC representation.
B. There was interest at the Town Hall meeting in renaming the school and renaming this planning process. Mary, on behalf of the CPC group, is requesting information from PPS about its school name-changing process. There is interest in changing the name for our planning process.
C. PPS noted that it has information on its website about its name changing process
    1. https://www.pps.net/Page/15710

4. CENTER FOR BLACK STUDENT EXCELLENCE

A. Camille gave information about the center and how it relates to equity in design.
    1. Explained that vision development for the center is focused on the Albina area
        a. JHS is in the Albina area
    2. Camille extended invitations to participate

5. MISSION VISION VALUES FRAMEWORK

A. Jeanie gave a schedule refresher, explaining how we identify patterns and establish goals and vision.
B. Jeanie shared a list of PPS efforts guiding this process, Portland Public Schools Reimagined as the guiding compass (document shared in binders).
C. Tina read the PPS and JHS missions.
D. Jeanie discussed PPS vision and the graduate portrait along with educator essentials supporting the successful graduate. She discussed educational systems shifts to support the graduate.
E. Jeanie shared PPS' core values:
    1. Students at the center
    2. Fundamental rights to human dignity
    3. Disrupting systems of oppression
    4. High standards for students and staff
    5. Culture of respect and creativity
    6. Grounded in Portland communities

6. SUSTAINABILITY MINUTE

A. Corey introduced PPS climate response and goals:
    1. Greenhouse gas emission reduction
    2. Preparation of schools as a refuge during climate crisis
B. Corey defined climate justice and longevity
C. Michelle addressed lack of diversity in sustainability and requested more engagement and education about environmental issues with students and local groups. They also expressed a desire to work with the Bureau of Sustainability and Build Shift.
D. Amy explained that we will eventually discuss building criteria related to sustainability.
E. Michelle discussed Kellogg Middle School as a prime example of a sustainable educational project.

7. LET'S GET STARTED

A. Jeanie explained how to build a framework for design excellence and establish guiding principles.
B. Jeanie defined "mission," "vision," and "values."
C. Jeanie shared a word cloud based on feedback heard from the CPC membership through its first homework assignment, and the team shared printouts of this feedback with the committee for inclusion in the CPC binders.

8. BREAK

A. CPC Members prepared to give introductions with an experience from high school that made them feel welcome.

9. PERSONAL INTRODUCTIONS BY EACH COMMITTEE MEMBER

A. Personal priorities for this project
   1. Richard Hunter Sr.– born in Albina, JHS alumni class of 1971, 4 siblings also alumni, played trumpet in the band and attended every football game, basketball game, and rose festival parade, now plays piano, selected for "Music in May"
   2. Shirley White – moved to Portland in 1943, 12 siblings graduated from JHS, went to school in LA and ended up meeting someone from JHS during that time, gained most life skills through the Jefferson community
   3. Mary Li – JHS parent, son is a graduate, didn't feel like a part of a community in high school as an Asian person attending an all-white school but finds that at JHS now
   4. Tina Myers – PPS employee, grew up in Albina, De La Salle student, found belonging through cheerleading at JHS
   5. Sarafina Stolz – JHS student (sophomore), feels immediate belonging at JHS, "when I walk into classroom I don't feel like I need to run out of it. I don't curl up in a ball and look at the floor I sit down in and empty seat and don't think twice about it."
   6. Judy Brown – raised in Grant district, wanted to attend JHS, JHS employee, feels more welcome as a JHS parent
   7. Brittany – JHS employee, grew up in JHS area, grandfather graduated from JHS, she went to Grant, became more comfortable with her identity in high school when she was finally accepted for who she was
   8. Jenn Latu – JHS parent, affinity spaces made her feel welcome
   9. RaeAnne Thompson – JHS health teacher, from Eugene, felt belonging with teachers outside of class, felt connections through sporting events like Basketball and Football games
   10. Amy Harge – JHS employee, art teacher, from MN, found voice through performing arts
   11. Rosy Boyer– has a young student looking to go to JHS
   12. Gary Hollands– PPS board member, the P.I.L. family, family in Portland since 1948, sense of community belonging in area
   13. Roger Espinoza– JHS alumni, found belonging through sports
   14. Amy K – PPS board, enjoyed a particular class, American literature, with a very energetic teacher, who made sure every single student was heard, and that class really became a tight community
   15. Jocelyn Beh– three young kids headed to JHS, likes small town feel in community, felt welcome in the arts and performance spaces
   16. Michelle DePass– went to JHS, came to JHS for dance, enjoys teaching dance to little kids in a K-12 school
   17. Tae Thomas– JHS new graduate, whole family in Albina, found belonging in English class and felt that even teachers that he did not have during his time at JHS made him feel welcome and engaged, enjoyed band and learning the history of the band program
   18. Mancala – JHS student (senior), most comfortable in the band and dance department, Mx. Mason welcomed and encouraged them
   19. Kate Piper– two students headed to JHS, architect, enjoyed the informal spaces with friends in high school, Liked have a particular meet-up "spot"
   20. Tiara Fitz– born in JHS community, went to Benson, daughter on dance team as JHS, liked hands-on experiences in high school, enjoyed tech show
   21. Charles Fitz – grew up in Woodlawn, daughter at JHS, liked tech courses

22. Robin Wilcox – moved to Portland in 2004, landscape architect, felt like they belonged after finding other misfits that didn't belong in the small town they grew up in, enjoyed lunch times off campus and sports
23. Liz Fouther-Branon– Mary Folberg's Jefferson Dancers, 1st graduating class, Drill team, Choir, Dance team, Soul Assembly, Cousin graduated 1945, Family Came to Portland 1920's
24. Rahma Said– recently graduated from JHS, found sense of belonging in track
25. Gavin Gregory – went to Grant, family went to JHS, kids went to JHS, found belonging through sports

10. THEMES AND PRIORITIES

A. Karim introduced the themes exercise. They discussed what makes a space accepting and what can create a sense of belonging. They brought up common threads from the shared experiences in the introductions.
B. Karim led the brainstorming exercise for ways to create belonging:
    1. 4 minutes of individual brainstorming.
    2. In pairs, committee members spent 5 minutes sharing ideas
    3. In groups of 4-5, members spent 12 minutes finding common ideas:
        a. Group 1: (represented by Brittany)
            1. Need for community spaces
            2. SCI and Latino network are anchors
            3. How do students find belonging in a rapidly changing neighborhood?
        b. Group 2: (represented by Tina)
            1. Avenge the past – resources that have been lost are brought back
            2. Earn the respect of the future – find ways for people to feel safe (ie gender neutral spaces)
            3. Willingness to be transformed through the work. Center for Black Student Excellence can provide this for students, faculty, staff, and community
        c. Group 3 – (represented by Liz)
            1. Community where people are welcoming
            2. Library relocated out of the basement
            3. History of the school and the space – everyone who comes here learns about the history and is proud of it and carries it forward.
            4. Teachers adopt the community vibe and express love for their students
            5. Accommodation for kids with physical disabilities and neurodivergent students
        d. Group 4 - (represented by RaeAnn)
            1. Creating a building that fosters community all the way from Head Start to here….Kairos, Tubman, King - all the way to JHS and then PCC and CBSE.
            2. Emphasized Center for Black Excellence
            3. Desire for JHS to not end up looking like a sterile office building wanting murals, color, and artwork
        e. Group 5 - (represented by Kate)
            1. Opportunity for CPC as a wide representation of the community to make sure everything is carried all the way through to the end, to the ribbon cutting
            2. Emphasizing informal lounge and hangout spaces
            3. Needs to feel open to the community with improved wayfinding and accessibility
            4. Design for the developmental age…human centered design, taking into consideration how kids use spaces
            5. Gatherings for community – maybe outside spaces that are multi-use, amphitheaters etc
            6. Accommodate kids with mobility issues, learning differences

11. **ELECTION OF CHAIR(S)**
    A. Steve opens a conversation about chair selection.
        1. Mary and Jenn volunteer to be co-chairs, with a hope to mentor a younger CPC member. [

12. **PUBLIC COMMENT PERIOD**
    A. 3 members of the public were present / no public comments recorded.

13. **MEETING ADJOURNED AT 9:00 PM**

END OF MEETING MINUTES

BORA

MEETING MINUTES

Date
08.24.2022

By
Liz Feltz & Becca Cavell

Subject
Comprehensive Planning Committee Meeting 3

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC
- RaeAnn Thompson
- Roger Espinoza
- Tina Myers
- Stephen Green
- Mancala Snyders
- Robin Wilcox
- Garin Gregory
- Brittany Warner
- Elisa Prieto Saavedra
- Anita Mason
- Maggie Mashia
- Amira Schultz
- Tae Thomas
- Amy Hargrave
- Mary Li
- Michelle DePasse
- Liz Fouther-Branch
- Gary Hollands

Portland Public Schools
- Steve Effros
- Kiesha Locklear
- Ayana Horn
- Dan Jung
- Margaret Calvert

Design Team
- Jeanie Lai, Bora
- Becca Cavell, Bora
- Scott Mooney, Bora
- Corey Squire, Bora
- Liz Feltz, Bora
- Chandra Robinson, Lever
- Bryan Lee, Colloqate
- Karim Hassanein, Colloqate

Community Design Organizers
- Cleo Davis
- Michael Stevenson
- Members of the PublicNone

Minutes

1. **ARRIVAL / DINNER / SIGN IN / WELCOME**
   A. Becca gave a schedule overview and announced the community design workshop on October 15th.
   B. Becca reviewed the meeting agenda.

2. **LAND ACKNOWLEDGEMENT & ANTI OPPRESSION STATEMENT**
   A. Kiesha read the PPS Land Acknowledgment and Anti-Oppression Statements.

3. **PPS SCHOOL RENAMING PROCESS**
   A. Dani explained the updated process for the renaming of Portland Public Schools that will be more robust and inclusive of students of color.
      i. PPS would like to ensure that students drive the renaming process.

ii. PPS has created a toolkit to help facilitate the renaming process and a method to assess readiness for the engagement process.
iii. The superintendent is currently reviewing this toolkit.
iv. PPS is looking to undertake no more than 2-3 name changes per year.
v. Website

B. Questions from the CPC:
i. Will the renaming process be tied in with student curriculum?
1) Dani stated that PPS is working toward creating a more culturally relevant curriculum that can potentially include dialogue around the renaming of the public schools.

4. CHAIR + CO-CHAIR ROLE

A. Steve distributed a hand-out describing the responsibilities of the CPC leadership roles and asked CPC members to use an updated online form that has been sent out to complete the nomination process.

5. SUSTAINABILITY

B. Corey asked the CPC: "What does Sustainability mean to you?"
i. Using renewable materials and energy sources.
ii. Creating spaces that are durable and easy to maintain.

C. Corey explained the considerations that need to be included in a sustainable design process, in addition to budget, schedule, and appearance.

D. Corey reviewed the PPS Climate Action Vision aiming to reduce greenhouse gas emissions by 50% by 2030 and 100% by 2040.

E. Corey explained the two types of carbon: operational and embodied.
i. Operational – carbon released to generate energy and maintain a building
ii. Embodied – carbon released to process and transport raw materials

F. Corey reviewed general strategies to help JHS achieve PPS' climate goals.
i. Energy efficiency and solar PV
ii. Existing building re-use and wood structural systems

G. Questions from the CPC:
i. Will a wood structure be seismically safe?
1) Yes
ii. Will this building be a net-zero building upon completion?
1) We are aiming to rely fully on electricity to power the building, with the anticipation of the grid becoming cleaner over time.
iii. What will be the effects on student experience?
1) Mentally, the qualities of wood are believed to lead to increased focus and sense of calm and should improve student performance.
iv. Is the design of JHS fundamentally different than past PPS projects?
1) Yes, it will be the first high school project that has to adhere to the updated PPS Climate Vision.
v. How will materials be disposed of? Will this affect student health and air quality?
1) Students will be located at a safe distance from any demolition and the team will aim to re-use as much material from the demolition as possible.

6. COMMUNITY ENGAGEMENT

A. Karim shared an overview of Colloqate's engagement roadmap, introduced community organizers, and welcomed suggestions for future events that the design team can attend.

B. Karim updated the CPC on recent engagement efforts:
i. Faubion Elementary – CQ organized vision building exercises with students.
ii. SEI Homecoming Festival – CQ asked "What spaces at JHS are meaningful to you?" and "What experiences have been positive/negative for you?"

C. Karim shared emerging themes from efforts of the Engagement effort thus far.
    i. Desires:
        1) Welcoming student support structures as a community hub
        2) Honoring cultural history and addressing past injustices
        3) Investing in CTE and STEM programs
        4) Investing in all JHS arts programs (not just dance)
        5) Community access and student safety
        6) Developing a culturally relevant curriculum
        7) Hiring more BIPOC teachers
        8) Improved building health and sustainability
    ii. Concerns:
        1) Lack of awareness about the JHS project timeline and goals
        2) Desire for more info about possible outcomes to help inform community feedback
        3) Fear about gentrification, displacement, and a loss of access to JHS resources
        4) Questions around the impact on current and future student enrollment
D. Questions & Concerns from the CPC:
    i. Will there be some form of anti-displacement policy in school enrollment?
    ii. What will Middle College look like as JHS shifts to a comprehensive high school?

7. INTERACTIVE EXERCISE: KEY DRIVERS / EVALUATION CRITERIA

E. Chandra reviewed the key design drivers: Cost, Time, Culture & Heritage, and Disruptions.
F. CPC members divided into six groups to discuss and prioritize criteria.
G. Each group provided a list ranking the importance of each criteria:
    i. Group 1 (Roger) – Disruption, Culture, Cost, Time
    ii. Group 2 (Tina) – Culture, Disruption, Cost, Time
    iii. Group 3 (RaeAnn) - Culture, Disruption, Cost, Time
    iv. Group 4 (Richard) - Culture, Cost, Disruption, Time
    v. Group 5 (Gary) - Cost, Culture, Disruption, Time
    vi. Group 6 (Tae) – Culture, Disruption, Time, Cost
H. As a team, the CPC synthesized their rankings into a few key points:
    i. There is a feeling that the quick time element is working against the mission of inclusivity. They observed that only the institutional bodies are prioritizing time.
    ii. There were questions about how to get more students involved this late in the process to address the Disruption component.
    iii. To address the Time component, the CPC wishes to have more meetings and increase time spent working together.

8. INTERACTIVE EXERCISE: KEY SCENARIO PLANNING

A. Jeanie shared three Modernization/Addition vs Full Replacement Scenarios
B. Members of the CPC asked the following clarifying questions:
    a. Can a 4-story structure be built on the current JHS site?
        i. Becca explained the zoning restrictions and setbacks affiliated with any new structures and athletic facilities. Yes, a 4-story building can be built.
    b. Will the track be updated?
        i. Repairs and updates will be made to the existing athletic facilities if that scheme is selected.
    c. Can the CPC get more details about the cost difference between schemes?
        i. There is info from the previous CMPC with rough budgets for each scenario. (This needs to be verified)
    d. Are there any scenarios that mitigate displacement? Can there be housing on-site?

i. The design team explained that there is not enough room to fit all the PPS Ed Spec site programming needs, so the CPC would need to sacrifice some of the school program for any sort of housing.

e. Is it possible to distill these scenarios down into a dot rating? Does this represent the complexities of each scheme?

C. The CPC divided into 4 groups and worked to rank the level of disruption and representation of culture and heritage for each scheme.

D. With inadequate time during this session, Bora will prepare a survey and will inviteCPC members to fill out a Google Form with their individual feedback from the exercise as soon as possible while the experience remains fresh.

9. NEXT STEPS

E. Jeanie shared the CPC homework:
   a. CPC members should review the project's Guiding Principles.
   b. CPC members should share individual feedback on the second exercise.

F. The project team will re-organize the agenda for CPC 3.2 to prioritize the interactive exercises.

G. Bora will send out the PPS Ed Spec so the CPC members can familiarize themselves with the document before CPC 4.

10. MEETING ADJOURNED AT 9:30 PM

END OF MEETING MINUTES

BORA

MEETING MINUTES

Date
09.07.2022

By
Liz Feltz & Becca Cavell

Subject
Comprehensive Planning Committee Meeting 3.2

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC
- Emmeline Car
- Eliana Machura
- Jocelyn Beh
- Kate Piper
- Rick Hodges
- Tina Myers
- Mancala Snyders
- Nicole Dalton
- Dan Cohnstadt
- Jenn Latu

Steve Gonzales

Portland Public Schools
- Kiesha Locklear
- Steve Effros
- David Mayne

Design Team
- Chandra Robinson, Lever
- Jeanie Lai, Bora
- Becca Cavell, Bora
- Corey Squire, Bora
- Scott Mooney, Bora

Liz Feltz, Bora
Karim Hassanein, Colloqate
Jackie Santa Lucia, Student Engagement
Mauricio Villarreal, Place

Community Design Organizers
- Tae Thomas
- Michael Stevenson
- Cleo Davis

Members of the Public

Minutes

1. **ARRIVAL / DINNER / SIGN IN / WELCOME**
   - A. Becca reviewed agenda, gave a schedule overview, and announced the community design workshop on October 15th.
   - B. Becca asked folks to identify themselves as CPC members, Design Team, CDO's and PPS staff. No members of the public were present.

2. **SUSTAINABILITY**
   - A. Corey introduced himself and announced the Climate Response Visioning Charrette on September 14th.
   - B. Corey asked the CPC: "What does Sustainability mean to you?"; responses:
     - i. Using as few nonrenewable resources as possible.
     - ii. Designing and advocating for future generations.
   - C. Corey explained the considerations that need to be included in a sustainable design process, in addition to budget, schedule, and appearance. This includes health, ecology, and community.

D. Corey reviewed the PPS Climate Action Vision aiming to reduce greenhouse gas emissions by 50% by 2030 and 100% by 2040.
E. Corey explained the two types of carbon: operational and embodied.
    i. Operational – carbon released to generate energy and maintain a building
    ii. Embodied – carbon released to process and transport raw materials
F. Corey reviewed general strategies to help JHS achieve PPS' climate goals.
    i. Energy efficiency and solar PV
    ii. Existing building re-use and wood structural systems
G. Questions from the CPC:
    i. Is there a reason to not build with wood? Will it create any constraints for the CPC?
        1) No inherent benefit of building with steel and concrete. Corey explained that wood structures require a slightly different design process but Scott assured the CPC that community desires in the program still will be fulfilled despite differences with the construction.

3. COMMUNITY ENGAGEMENT

A. Karim shared an overview of Colloqate's engagement roadmap and welcomed suggestions for future events that the design team can attend.
B. Karim introduced the community design organizers [CDO's] in attendance.
C. Karim updated the group on recent engagement efforts:
    i. CQ organized vision building exercises with students at Faubion.
    ii. CQ conducted high school visits at Roosevelt & McDaniel.
    iii. At the SEI Homecoming Festival, CQ asked "What spaces at JHS are meaningful to you?" and "What experiences have been positive/negative for you?"
D. Karim shared a list of stakeholders that CDOs and CQ are currently engaging with.
E. Karim shared emerging themes from the engagement efforts thus far.
    i. Desires:
        1) Welcoming student support structures as a community hub
        2) Honoring cultural history and addressing past injustices
        3) Investing in CTE and STEM programs
        4) Investing in all JHS arts programs (not just dance)
        5) Community access and student safety
        6) Developing a culturally relevant curriculum
        7) Hiring more BIPOC teachers to reflect the community
        8) Improved building health, safety, and sustainability
    ii. Concerns:
        1) Lack of awareness about the JHS project timeline and goals, concern about the pace of the project
        2) Desire for more info about possible outcomes to help inform community feedback
        3) Fear about gentrification, displacement, and a loss of access to JHS resources
        4) Questions around the impact on current and future student enrollment
F. The CDOs gave a progress update from their work in the community.
    i. Michael is planning a barbeque with JHS alumni for elders in the community to discuss community and heritage – everyone's invited
    ii. Cleo is collaborating with Michael on the barbeque planning.
    iii. Tae is having conversations with JHS teachers and recent grads.
    iv. Dominique is working with parents and kids to plan a pop-up youth art event.

4. INTERACTIVE EXERCISE: KEY DRIVERS / EVALUATION CRITERIA

A. Chandra reviewed the key design drivers: Cost, Time, Culture & Heritage, and Disruptions.

B. Chandra explained how the architecture of the school has changed over time. She also explained other factors to be mindful of such as the seismic upgrades to the building and the landmark review process.
C. The CPC asked the following clarifying questions:
    i. Can we add categories? Programs, partnerships, and sustainability we brought up as alternate categories.
    ii. Who decided that JHS was going to become a comprehensive high school?
        1) Portland Public Schools
    iii. Will the CTE programming be the same?
        2) It will be up to the community to decide CTE uses.
D. CPC members divided into 3 groups to discuss and prioritize criteria.
E. Each group provided a list ranking the importance of each criteria:
    i. Group 1 (Jenn) – Culture (1), Disruption & Time (2-tie), Cost (3)
    ii. Group 2 (Steve) – Culture (1), Disruption (2), Time (3), Cost (4)
    iii. Group 3 (Mancala) – Disruption (1), Time & Culture (2-tie), Cost (3)
F. As a team, the CPC synthesized their rankings into a few key points:
    i. Group 1:
        1) CPC members were curious how sustainability factors into each of these design criteria.
        2) There was concern about maintaining the Middle College program during construction. This could be a key disruption. PCC Cascade Campus could have a program for dual enrollment to help with this.
        3) Jenn expressed that JHS is a community hub for alumni who don't even have kids attending the school. This makes it different from other schools in Portland and shows that Culture and Heritage needs to be prioritized.
        4) Michael noted that we discussed disruption in the short term but cannot be certain of the long-term impacts of this project within the community.
        5) Since it was difficult to understand the complexities of how each factor influences one another, Emily re-organized the factors into a Venn diagram with Culture and Heritage as the center.
    ii. Group 2:
        1) This group felt that most of the heritage lay in retaining the existing building.
        2) Steve asked if there was a scenario where paying for portables and temporary structures would be taking away some of the budget from student programs in the new school.
    iii. Group 3:
        1) Mancala shared her concern about how long the students will need to remain in the existing school. CPC members noted that remaining in the old building has its own health and safety risks which are disruptive to current students.
        2) There is a feeling that this project is being built for a different audience than the one currently using the space. The team should be considering the disruption to current students and communities during this process.
        3) There was emphasis on maintaining relationships with PCC during the process and keep middle college as a resource to current students.

5. INTERACTIVE EXERCISE: KEY SCENARIO PLANNING

A. Jeanie shared three Modernization/Addition vs Full Replacement Scenarios
B. Members of the CPC asked the following clarifying questions:
    i. In which scenarios will the existing 1960's gym stay?
        1) Scenarios 2 and 3 have the potential to retain the existing 1960's gym during construction.
    ii. What will happen to JHS' community partners in each scenario?

1) There will be efforts to maintain or relocate all of the services currently used by JHS students, staff, and community members during construction.

iii. How do we quantify the social impact or benefit of each scenario?

iv. Can the CPC get a formal tour of the building?

i. Yes, the project team will be organizing tours of JHS and other Portland high schools.

v. Is it possible to create a new building with elements from the old building?

C. The CPC divided into 3 groups and worked to rank the level of disruption and representation of culture and heritage for each scheme.

D. The CPC shared the following takeaways:

i. Group 1:

1) Many members of the CPC are concerned that a full demolition of the building will sever the historic culture and memories of the place. They compared it to root shock, meaning that placing the existing community in a new space will have unpredictable outcomes.
2) Michael expressed concern about inequal representation from elders versus students in the design process.
3) Overall, there is concern that eliminating the old building will erase the community who built the JHS legacy. Jenn noted that the elders will still understand the existing building even if it changes on the inside.
4) Jenn shared a story about how parents continue to bring their children to the JHS youth football program, despite the disorganization, because the parents are so passionate about their experiences as Demos and want the same experience for their kids.
5) Jenn noted that the student body will continue to grow but is unsure whether a new building would continue to be a community hub for alumni who have left the area or no longer have kids at JHS.
6) Group 1 left the following notes on their scenario board with additional comments:
    a) The best-case scenario is to retain and fully replace the materials in the existing building.
    b) They would like to know more about how the program numbers are determined. Ex: How many therapeutic spaces will there be?
    c) What is the triage plan for a system change? The plan must involve current students, future students, staff and elders.
    d) Can the CPC get a full tour of the existing building?
    e) What parts of the building are empty/underutilized?
    f) Are there ways for a new building to reflect the historic building?
    g) Will the replacement of the existing building be a symbol of erasure and past urban renewal efforts?

ii. Group 2:

1) This group did not prioritize a scheme.
2) The group felt that the current relationship of the structures and fields with Killingsworth and Alberta made sense in relation to noise and connections with the neighborhood.
3) This group felt that a lot of the disruption was temporary and that long term cultural preservation was the main priority.
4) They wondered what the preservation would look like. Is it saving the 1909 building? Is it saving the version of the building from the 50s and 60s?
5) Jeanie shared that the design team is investigating the current condition of the façade and will report back to the CPC in the future.
6) Group 2 did not leave any additional notes on their scenario board.

ii. Group 3:

1) There is concern about Scenario 1 and keeping students in the building while the north is constructed. This group wants the students out of the old building as soon as possible and placed into a safer space.
2) Tae expressed a desire to retain the existing athletic fields (Scenario 2 + 3) because they serve as a community hub. This can mitigate some disruption.
3) This group saw potential to maintain the culture and heritage in either the renovation or a new structure. They felt that they needed more time to investigate the nuances around how that can be preserved.
4) Group 3 expressed a strong need for student commons and informal spaces and aren't sure where that would happen if the existing building is retained. There is currently a lot of underutilized space in the existing building because students require teacher supervision to use certain spaces. Increased visibility of each space could help with this issue.
5) Group 3 left the following notes on their scenario board with additional comments:
    a) Can the CPC get an idea of what happens to the community partners in each scenario?
    b) The cafeteria and common spaces need to be integrated and visible, no matter which scenario is selected.
    c) There is a desire for a more significant, welcoming entrance.
    d) Putting students in a temporary school or portable during construction might still be safer than staying in the old building. Can PCC provide any temporary spaces?
    e) This group emphasized the importance of well-maintained outdoor spaces to attract alumni and serve as visible outdoor learning spaces for students.
    f) Maintaining sporting events and athletic spaces will keep the community together throughout the process. Though, there is still a desire to renovate or upgrade those facilities eventually.

B. In the last 5 minutes of group discussion, the CPC discussed their thoughts on the architectural qualities of the existing building.
    i. Cleo said that maintaining the structure itself is likely more important that the detailing of the façade to the elders that attended JHS.
    ii. Other CPC members agreed that the spirit of the space mattered more than the details of the building.
    iii. Becca brought up that there might be qualities of the spaces that evoke certain memories of the place for alumni, such as the layout of the rooms, the entry sequence, or the feeling of the natural light coming in from the windows.
    iv. Michael expressed that the conversation around preserving certain spatial elements is not totally adjacent to a discussion around the architectural experience. There are certain symbolic elements, like a cornerstone, that might matter more than the amount of light in a space or a scale of a room.
    v. Jeanie concluded that there will be opportunities to discuss these architectural qualities further and brainstorm design ideas at the next CPC focused on Culture and Heritage.

6. CHAIR + CO-CHAIR ROLE

A. Steve announced the chair and co-chair election process, describing the responsibilities of the CPC leadership roles. He asked CPC members to use an updated online form that has been sent out to complete the nomination process.
B. Jenn shared that it would be preferred by the CPC that the chair or co-chair be a person of color, ideally a student, to accurately represent who this project will be impacting the most.

7. NEXT STEPS

H. Jeanie introduced CPC-4 and some discussion points for CPC members to consider over the next two weeks.

8. LAND ACKNOWLEDGEMENT & ANTI OPPRESSION STATEMENT

A. Kiesha read the PPS Land Acknowledgment and Anti-Oppression Statements.

9. MEETING ADJOURNED AT 9:15 PM

END OF MEETING MINUTES

BORA

MEETING MINUTES

Date
09.21.2022

By
Liz Feltz & Becca Cavell

Subject
Comprehensive Planning Committee Meeting 4

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC
- Richard Hunter
- Clifford Walker
- Robin Wilcox
- Roger Espinoza
- RaeAnn Thompson
- Mary Li
- Sarafina Stolz
- Jenn Latu
- Dan Cohnstadt
- Amira Schultz
- Ryan Schultz
- Jocelyn Beh
- Liz Fouther-Branch
- Amy Hargrave
- Maggie Mashia
- Elisa Prieto Saavedra
- Brittany Warner

Portland Public Schools
- Kiesha Locklear
- Steve Effros
- David Mayne

Design Team
- Chandra Robinson, Lever
- Jeanie Lai, Bora
- Liz Feltz, Bora
- Bryan Lee, Colloqate
- Karim Hassanein, Colloqate
- Tina Taeb, Colloqate
- Melinda MacMillan, Place
- Mauricio Villarreal, Place

Community Design Organizers
- Tae Thomas
- Michael Stevenson
- Cleo Davis

Anita Mason

Members of the Public
- Laura Hall
- Stephanie Coyle
- Rose Mashia Jones
- Lauren Hicks
- Janet Goetze
- Sarah Ono
- Belle Cantor
- Kelly Nisse
- Michael Ray
- Rose Willis
- Lennie Edwards
- Vincent Durato
- Andrew Colas
- Cynthia Saari
- Jackie Santa Luela

Minutes

1. BUILDING TOUR

A. Lennie Edwards met the CPC at the front entrance and toured the CPC up through B, C, and D floors.
B. The CPC was also able to see the roof structure of the 1909 building.
C. The CPC members shared stories from their time at JHS during these tours:
    a. Richard participated in band at JHS for four years, marching in the Rose parade all four years and participating in “Music in May.”

b. Lennie and his students planted flowers in the courtyard along with apple trees. Their goal was to be able to use the apples to bake for the JHS student body.
c. Maggie shared that her experience in Jeff's TV broadcasting program helped her become more advanced than her colleagues when she started studying broadcasting in college.
d. Alumni explained that the newer portions of JHS built in the 1950s and 60s were considered the "back halls." This includes the areas around the dance studio ("The Dungeon") and the basement under the TV studios.
e. Liz shared a story about her brother spending so much time in the theater space at JHS that she wouldn't see him for days.
f. Tae and Lennie shared that the students like to believe the tale that there is a secret pool located somewhere at Jeff.
g. Lennie enjoyed when JHS used to have a weekly, 30-minute news broadcast because students would leave class and immediately discuss it in the halls. It was a universal experience that everyone could bond over.
h. There was a desire expressed for a display of notable Jeff alumni ("Where Are They Now?")
i. A CPC member also recommended an externally facing art or architectural piece that showcases the school's legacy and history for those who don't enter the school often.

2. LAND ACKNOWLEDGEMENT & ANTI-OPPRESSION STATEMENT

A. Once the CPC members returned to the library, Steve started the CPC-4 meeting
B. Steve read the PPS Land Acknowledgement & Anti-Oppression Statements.

3. WELCOME

A. Jeanie reviewed the agenda for the meeting noting that it has been adjusted to try to reflect prior feedback for more discussion time. A PREVIEW of th presentation had been sent our prior
B. Feedback can be submitted to schoolmodernization@pps.edu and will be responded to either during this session or afterward, and all responses will be posted on the bond website

4. WHAT WE HEARD

A. Jeanie reviewed what we heard from CPC 3.
    a. Culture & Heritage was ranked as the highest priority for most of the discussion groups.
    b. Both full replacement options had a large impact on Culture and Heritage.
    c. The full replacement to the south and renovation options were the most disruptive.
    d. Jeanie read through some key comments and concerns we heard from both CPC 3 discussions.
B. Steve addressed scheduling questions and opportunities to extent the CPC process.
    a. Steve reviewed the CPC schedule from 2019 to the present meeting, reviewed the schedule through the rest of 2022, and explained the Design Advisory Group moving into 2023. He explained that the schedule for 2023 will be dependent on how we move forward with the site strategies and program layout.
    b. Jocelyn asked, "Where will we be by the end of the year?" and Michael S followed up asking "What will be included in the end of year report and is there any flexibility about what is included?"
        i. Jeanie responded that it would include the preferred site approach recommended by the CPC and some general program layouts that are reviewed by the community. Will not have a complete layout with each space / all detail resolved. That would be resolved in the next phase
        ii. At CPC-5 the team will be bringing some preliminary layout options for the committee to review, including development of the option diagrams that have been shared to date. CPC members will be able to move things around on the site.

iii. Jeanie noted that we can send out photos of a similar process from a different project to help folks know what to expect [ACTION]
iv. A committee member asked where in the process decisions are made about which spaces will be created for which programs
1. Jeanie: long answer – will cover in second half of this meeting
v. Amy asked how many CPC members were part of the prior committee; Jeanie also asked CDO's to ID themselves, and any members of the public

c. Steve: 2024 is start of construction. 2026 is partial occupancy. Cited Lincoln Hs as an example of this approach
d. Chandra: SHAPES of buildings won't be determined yet – placeholder blocks

C. Liz mentioned that the JHS renaming is needed as soon as possible.
a. Richard asked: "Who will form a committee for the renaming of JHS?"
b. Liz and Richard both expressed their frustration with PPS' new renaming process after the community has been advocating for a name change for many years with documentation of their efforts.
c. Amy said that PPS's process is not lengthy if the community is already organized and has a record of their efforts.
d. Richard and Liz said that this conversation has been happening for the past 20 years within the community.

D. Brittany asked if there were plans to move Tubman Middle School to the JHS campus. She said that the rumors surrounding that were deeply upsetting to the community.
a. Amy clarified that, according to the Ed Spec, Tubman will not be able to fit all the required programs onto the JHS south site.

5. ENGAGEMENT UPDATE

A. Bryan asked the CPC: "In 20 years, what will be the most special defining characteristic of Jeff and its culture? What would be a headline about Jeff from this period that you would like to see?"
a. Michael R: This area didn't have much of a culture in the late 90s. This new school is being built for the current community, not the community that was driven out.
b. Richard: Ideally, by the time JHS is rebuilt, the community will try to bring back past residents. This could be aided by other organizations like PCRI and Albina Vision Trust.
c. Michael R: It seems that Jeff grads from the 60s and 70s are present in this room but the folks from the 80s and 90s are not here. The community is not being properly communicated with to include all generations of alumni.
i. Liz asked how PPS and the team can fully communicate with all ages of alumni at this point in the process.
d. Bryan: It sounds like a more direct correlation between this design process and the surrounding housing; it's also about food, cultural centers - all the things that make the culture.
e. Andrew: We should have a higher percentage of Black students at Jeff than other demographics. We also want opportunities for students to get a high-quality education, get business experience, and be able to own assets within the nearby community to increase economic prosperity for people of color in this area.
f. Richard: Strong feeder schools used to be the foundation of JHS and that is no longer the case. School programs should feed all the way through from kindergarten to high school. "I was able to start playing the trumpet as early as the 5th grade."
g. Cleo: Stronger infrastructure is needed economically. PPS needs to be hiring more Black teachers as well, specifically Black male teachers.
h. Roger: Hispanic inclusion is also important.
i. Liz: While the Hispanic, Latino, and Asian communities are also a strong foundation in this community, if Blackness is centered, everyone else will benefit. 20 years from now, we have a

community that continues to invest in this school. There are jobs in the community. We are buying from one another. We need to be cultural community educators.
    i. Bryan: "20 years from now we have a multicultural institution; we have a Latino community that thrives as well'
j. Richard: Jefferson was never just a "Black school" when he was there, it was multicultural. It became labeled as a "Black school" by PPS and other communities because white communities believed that Blackness was bad. That's why uplifting Black voices is the top priority. Discussion of Emmanuel hospital and Vanport and the era when black folks were paid to move out; JHS was used as a symbol of 'black is bad"
k. Cleo: Arguing over which communities deserve to be centered the most will feed into further oppression of those communities.
l. Bryan reminded the CPC of the principles from Design Justice Training, reminded them of racialized bias and the injustices perpetrated against Black folks in Albina and Portland overall, explained why we center the Black experience in this project and how doing so will benefit everyone else using this space.
m. Bryan: when Black folks talk about Blackness it's not about racialized bias but is more about Black joy and resilience there is a cultural expression that you see hear and feel. Maybe by leaning in into this feeling we can find a place that both acknowledges that history and supports other cultures within the project
n. Michael R: The SEI program was originally meant to prevent students from joining gangs in the 80s and 90s. It started at Tubman Middle School. SEI evolved and distanced itself from its original vision, no longer serving the most vulnerable Black students. Michael is worried that the vision for the new school versus its actual impact over the next few decades will be misaligned, repeating what happened with the SEI program.
o. Amira: There was discussion about how SEI funds are allocated recently. They are being used for rent and utility bills for the schools and students in the community at large.
p. Michael S said that he looked to role models, like Fred Hampton, who used community organizing to get community needs met despite the actions of harmful governmental bodies. He noted that this meeting is the first time the community has talked about what its true needs are. Intergenerational connection will be necessary to heal the trauma that has happened in the past and the trauma that is currently happening as we speak. As a goal, he would like to see students being able to go K-12 here without jumping through hoops or taking five different buses to get to the school they want to attend.
q. Mary: A headline she would like to see goes something like this: "Killingsworth is shut down to celebrate 10 years in a row of 100% Black student graduation." Ideally, the community is healed, and people can come back to Jeff whenever they want to. People can walk home from school, not having to travel an hour away.
r. Elisa stated that she wants these stories and histories to be no longer fragmented. She wants the community to know how to hear, hold, and communicate its histories.
s. Karim: The Latino community has also fought for their own spaces and resources within the school. The organizing to get Spanish language into the classroom has been intense. Scarcity mentality isn't a necessity – "if you're thriving I can't" - They emphasized that, oftentimes, many cultural communities cross paths and we do not belong to a single group. Reflect on opportunity for this project and process to be a learning experience, This conversation was not on the agenda.
t. Richard: Healing is important. We need to heal what Richard Blanchard did to our communities, and the displacement that has occurred.
u. Michael R: Please notice that there are no photos from the 80s and 90s lining these hallways. How will we heal and remember that period here? There needs to be an honest fix for the community displaced out to the numbers.

v. Bryan explained the key factors that contributed to the disinvestment in the Jeff community in the 80s and 90s, when Michael R was a student. Those factors include economic mechanisms like redlining and slum clearance, the development of CPTED, Ronald Reagan defunding HUD, and the war on drugs.
w. Michael R: The overall goal amongst young people in the 90s was to "grow up quickly so you can leave." There was a strong disconnect between alumni from the 60s and 70s and alumni from the 80s and 90s. Michael stated that "Black people no longer want to live in Portland"
x. Tae shared that he has family who have been in Portland since 1898. His first documented family member was in 1906. He hears a lot of stories about the 80s and 90s from his father and uncles. He said, "Culture is not about the place, but about the inhabitants who occupy the place and their relationships." He also felt that in the past, "Everybody knew everybody," but this was not the case for him or his dad. Tae stated that he wants a community that fights for the advancement of people who feel like they don't have a voice by reconnecting families in the community.

B. Some CPC members shared written notes from this discussion as well
    a. Mary Li shared the following notes and suggestions:
        i. Project goals:
            1) Avenge the suffering of the ancestors
            2) Earn the respect of future generations
            3) Be transformed in service of the many hours of work
        ii. Prioritize top questions and answers easily found:
            1) Students moving to campus
            2) Costs of climate policy
            3) Magnet vs. Comprehensive school
            4) Tubman not on campus
        iii. Ideas for Renaming:
            1) Share the criteria for selection
            2) Solicit suggestions
            3) Evaluate new high school names against criteria and publish the top 3 options after the committee votes
        iv. Consistent meeting reminders
        v. Agenda with timing in the hands of the CPC 1 day prior
        vi. Facilitator to run the agenda separately for the presenters
        vii. Clearly articulate decision-making practices before the CPC makes decisions
        viii. Create a displacement and re-enrollment policy for when the project is done
        ix. To best commit to the renaming process, get it on the building project timeline
        x. Give additional points for specific requirements in the RFP procurement
        xi. Require at least 30% MWESB for all construction work
        xii. Questions:
            1) Can we ask for feedback after every meeting?
            2) Can we have name tags at every meeting?
    b. Sarafina Stolz shared the following notes and questions:
        i. How do you start the cycle? (of healing and reparations)
        ii. How do we create a system that's trustworthy?
            1) Acknowledge generational fear
            2) Increase safety
            3) Fix mentality
        iii. 20 years from now
            1) Future generations:
                a) Graduation
                b) Education

c) Culture
d) Economy
e) Investment

2) Past generations:
a) Bring community back
b) Housing, neighborhood, etc.

6. **CLOSE**
   A. Bryan asked everyone at the meeting to connect with friends, families, neighborhoods. The team will join folks wherever they are – out in the numbers. CQ has organizers on the team for that specific reason.

7. **MEETING ADJOURNED AT 8:45 PM**

Link to Town Hall and CPC YouTube livestream - CPC begins at 1:13:20 https://www.youtube.com/watch?v=-6-vnBDsdU8

END OF MEETING MINUTES

BORA

MEETING MINUTES

Date	By
10.12.2022	Liz Feltz & Becca Cavell

Subject	Project Name	Project Number
Comprehensive Planning Committee Meeting 5	Jefferson High School Modernization	30087

Present

Members of the CPC
- Amy Hargrave
- Garin Gregory
- Amy Kohnstamm
- Ryan Schultz
- Amira Schultz
- Dan Cohnstadt
- Rick Hodges
- Mancala Synders
- Tiara Fitz
- Jocelyn Beh
- Michelle DePasse
- Tina Myers
- Richard Hunter
- Roger Espinoza
- Mary Li

Portland Public Schools
- Kiesha Locklear
- Steve Effros
- Ayana Horn
- David Mayne
- Margaret Calvert

Design Team
- Jeanie Lai, Bora
- Becca Cavell, Bora
- Chris Linn, Bora
- Scott Mooney, Bora
- Liz Feltz, Bora
- Chandra Robinson, Lever
- Katie O'Connell, Lever
- Bryce Tolene, Lever
- Bryan Lee, Colloqate
- Karim Hassanein, Colloqate
- Tina Taeb, Colloqate
- Katherine Marple, Colloqate
- Melinda MacMillan, Place
- Mauricio Villarreal, Place

Community Design Organizers
- Michael Stevenson
- Cleo Davis
- Tae Thomas
- Anita Mason

Members of the Public
- Nikolai Ursin
- Stephanie Coyle
- Cynthia Saari
- Sallie Stevens
- Robin Booker
- Janet Goefze
- Shanice Clanke
- Ruth Oclander

Minutes

1. **BUILDING TOUR**
   A. Tae and Collin gave a tour of Jefferson's arts spaces.
   B. Collin took the CPC to the dance studio on B-Floor of the 1909 wing. He mentioned that the dancers really like the studios in the 1909 building because they have natural light and ventilation. However, he also mentioned that the ceiling tiles often fall onto people and the heating does not work.
   C. Next, Tae directed the CPC to the theater and band area. He expressed that the music program was the space that made him feel the safest and happiest at JHS. The band program brings him back to the school often as an alumnus.

D. After exiting the theater, the CPC visited "the Dungeon" where Collin shared his experiences in the dance program. The dance students have a few of their own separate small gathering spaces near the locker rooms.
E. Lastly, Tae took the CPC to the T.V. studios, where he explained that his graduating class put a lot of effort into revamping one of the studios, cleaning out the bleachers and utilizing old props like the Jeff-oardy game show podiums.

2. ARRIVAL / WELCOME

A. Steve welcomed the CPC and asked them to sit down at one of the four programming activity tables.

3. LAND ACKNOWLEDGEMENT & ANTI-OPPRESSION STATEMENT

A. Chandra read the Land Acknowledgement and Anti-Oppression statement.

4. PLANNING APPROACH CONCEPTS

A. Jeanie gave an overview of the design phases in a typical project. She explained that this phase is focused on selecting where general programs will be located on the site.
B. Jeanie reviewed the program colors prior to starting the planning exercise.
C. The team began the planning exercise and the design team received the following feedback:
    a. Table 1: Renovate 1909
        i. Notes from the table discussion (Bryan Lee as scribe):
            1) Key takeaways from all four groups:
                1. The CPC likes the courtyard.
                2. Maintain students in center.
                3. The distance from one side to the other feels too long.
                4. Manage the first floor for accessibility.
                5. This scheme poses challenges and opportunities.
                6. Can we keep the bleachers from the 1928 gym?
                7. Will there be security measures?
                8. Where will there be fencing?
                9. Renovate the street along the front face of the building.
                10. The CPC doesn't want a disconnect between new and old.
                11. How do we connect and honor the history?
                12. Interior relationships between buildings
                13. Parking is insufficient.
                14. The CPC doesn't want athletics to outshine academics.
                15. PPS needs to go after the property on the north east corner (masonic building). Could they use eminent domain to take the space and renovate it for students?
                16. The groups want a kitchen and restaurant to teach students culinary skills and business management.
        ii. Reporting Back:
            1) The connection between the old structure and the new structure needs to be thought through/shouldn't look awkward.
            2) The courtyard space should be more generous.
            3) The façade along commercial is very long and the CPC would like more detail about what that might look like.
            4) The CPC would like a pedestrian walkway across the site near the main entry.
            5) The CPC wants an accessible main entry, which would mean lowering the first level.
            6) More parking is needed.

7) With the length along commercial, the logistics with the students moving from class to class might become difficult.
8) The CPC is interested in re-using the bleachers from the 1928 gym.
9) The CPC would like control over the Masonic building across Commercial Avenue so there can be a link with that site.
10) They want to make sure that the academic programming does not suffer from the buildup of athletics programming.

b. Table 2: Renovate 1909 + 1928
   i. Notes from the table discussion (Katherine Marple as scribe):
      1) Group 1
         1. Retain the theater during construction and the gym where dancers practice and athletics practice.
         2. Build a new theater and band building.
         3. The scaled masses are helpful.
         4. The group is impressed with Grant's theater.
         5. At same time, add a new gym, an aux gym, and a new grandstand.
         6. The team confirmed that all of the classrooms can fit in the 1909 building.
         7. There is no front porch entry facing the street in this scheme for the community, which the CPC find problematic. Instead, they suggested having a secure main entry to the theater.
         8. The community is not sure where to park. Will they have to walk all the way around the building?
         9. A public passageway between the front porch and the field was suggested.
         10. Auto shop no long in program, instead have wood shop and makerspace, CT
         11. The team confirmed that there will still be EV charging.
         12. The team confirmed that there is no room for a baseball field in this scheme.
         13. The community wants the existing field fixed so it's "not a dog park."
         14. Is underground parking being considered? What about a parking garage where the current teacher parking is? The team answered that a structure cannot be built because of the proximity to residential properties.
         15. Could you apply for a conditional use to have parking garage? Then we can provide close parking for teachers. JHS already has enough trouble attracting teachers without taking parking away - thinking about how we attract good teachers who have to drive from outside of the neighborhood.
         16. This is a neighborhood with a lot of homeless people, is there any concern for children who have to walk to the school?
         17. Can people with children even live in this neighborhood anymore?
         18. Why are we building such a big building? Do we even know who will be living here? Who is this for?
         19. A developer reached out a few years ago. Could we build housing to attract teachers for good deals on homes to be owned?
         20. Are we considering the needs of homeless students?

2) Group 2
    1. Are we leveling out the ground to the entry to make accessible to the existing building? Yes, there can also can be public access through the site.
    2. Are there going to be swimming programs? Is football going to serve kids? The Ed Spec does not have an aquatic program. There is community interest and if that emerges as strong community need, PPS would need to find funding for it.
    3. Having two practice fields feels like overkill. This group doesn't understand why we are not finding more open outdoor space for the kids, or another common space that kids can use all year. The community field is the vibe of this school.
    4. There was another person who emphasized the importance of the interior commons.
    5. This option would not have baseball or softball? No, it does not fit in this scheme.
    6. Do you feel this is an appropriate scale and size to the neighborhood?
    7. The interior feels crowded and dark.
    8. There are lots of skylights.
    9. In the interior of the 1928 building, what are we gaining? Maybe sentimentality, but one CPC member would rather have a central gathering space that's open where the energy is central.
    10. But would need some way to cut across when its bad whether
    11. Tae- It's too much space to walk across because there is no time between classes. It looks really tedious to walk around in a giant circle all day.
    12. There could be a covered outdoor space to gather that is open to the community.
    13. It is important for the school to have a shop.
    14. Tae argued for keeping the 1928 building because he likes the balconies and the over sentimentality of the space.
3) Group 3
    1. What is the square footage relative to now?
    2. Is the commons building open to the public? Can we open up the 1928 building so it is not so dark?
    3. The interior of this scheme feels like it will be so dark and crowded.
    4. The new classroom wing in the middle of the scheme doesn't feel right – it feels squished and unintentional.
    5. Do you want to keep this old studio building? It has historicity and sentimentality, but it's so dark.
    6. Someone suggested reusing the materials of 1928 in the new construction.
    7. Will there be opportunities for art?
    8. What happens inside the 1909 building? Is the inside being remodeled? Yes. Can it be opened up more? It should not be left as it is inside.
    9. One CPC member likes making the entry accessible, but likes the idea of having a porch or terrace overlooking the field as well.
    10. JHS doesn't need 2 practice fields.
    11. There is a need for more outdoor space, perhaps between the buildings.

12. The commons should be light and bright and a place that the community wants to gather.
13. Wants to be connected to open outdoor spaces (maybe covered?) but not having students spilling onto the street
14. Where are the tennis courts? Will there be a swimming pool?
15. These students should have all the opportunities that other schools have. If you take away an opportunity, you have to make it available somewhere else and make sure those relationships are in place.
16. How are community SEI spaces integrated? They should be accessible from the street when the rest of the school is closed.
17. This group wants to see versatile community spaces, open air spaces, and covered outdoor flexible spaces.

4) Group 4
    1. The 1909 building and 1968 gym are the most important buildings to keep.
    2. There is concern about students going from portables or PCC to the fields/cafeteria, but this scheme is better than moving the whole school to the south forever.
    3. More parking is needed.
    4. Teachers don't really use their parking lot now, so people can park along the street.
    5. Why cant we do a parking garage or underground parking?
    6. Is the team talking to the neighbors? How to they feel/ think about different schemes?
    7. Can there be lockers closer to the south fields?
    8. Make an entry on the side that feels like an entry into the commons.
    9. There is interested in a common building entry that also serves theater and performances.

ii. Reporting Back:
1) More parking is needed.
2) There was concern around the connections between the north and south end of the site and the effects on student travel times.
3) The CPC had mixed feeling about the 1928 building. They wondered if the team could remove and re-use the materials to maintain the connection to place.
4) The center of the scheme felt too dense. They did not want a circular courtyard or "prison courtyard."
5) The CPC wanted more community gathering space closer to the street.
6) They would like to maintain the overall character of the 1909 building's exterior.
7) If the site is more built up on Commercial Avenue, conversations with neighbors will be necessary.
8) Some groups also proposed ideas for students to occupy spaces on the roof.

c. Table 3: New South
i. Notes from the table discussion (Karim Hassanein as scribe):
1) Group 1 (Liz, Eliana, Sallie, Garin)
    1. If baseball is gone, there needs to be a clear preferred option identified elsewhere in the neighborhood so people know where they will be able to go.
    2. This group wants to see tennis courts.

3. There is a significant allotment for performing arts - Is this responding to the community needs, or just building a resource that the Black community won't have access to due to displacement?
4. Where are the CTE and vocational training spaces and programs? This should be clearer.
5. Have the library connected to gathering and wrap-around services.
6. This scheme gives a lot of respect and presence for arts, if that's what students are into.
7. This scheme erases history.
8. The theater feels like it could be a community hub and resource. How will BIPOC community members get access so it's not just for gentrifiers?
9. This group likes the idea of having a passageway through the site (from Kerby to Commercial).
10. They want to bring green space and trees back into the site.
11. They suggested a green space for an outdoor commons. They would like to have open air spaces and covered open spaces more distributed throughout the site.
12. Could we create a safer crossing over to the field on the south lot?
13. One group member wants to see good outdoor seating like at McDaniel.
14. They are concerned about outdoor spaces being along classrooms and being a disruption to students in class if it's all concentrated in a linear courtyard
15. They would like to see a scale comparison of Lincoln and McDaniel compared to the outdoor spaces (non-athletics) shown here.
16. The distance between PCC and the academic spaces is a problem.
17. One person wants to see a pool. They said that the community hasn't had the opportunity for to benefit from that resource, and they don't have access in their neighborhood now or where they have been displaced.

2) Group 2 (Ruth, Jocelyn, Steve, Rick)
    1. The main entry needs to be clear. It feels tucked away on Commercial.
    2. Full new replacement isn't reflective of history and culture. They want to register a strong opposition to this based on what the Black community is advocating for.
    3. One group member likes the opportunity to have a grand entry.
    4. The performing arts feel larger and more substantial than other parts (at the center of the school).
    5. Where is the loading area?
    6. They don't want the teacher entry to feel like a back door.
    7. This has better flow than the North replacement scheme.
    8. The theater is too tucked away from the community.
    9. They would prefer a grand entry on Alberta but this would be too far from the bus stops on Killingsworth as well.
    10. If the arts were clustered together, they would like to see dance connected more to academics, and the theater on the public corner of Alberta and Kerby.

11. Because of the weather, could the gym be closer to the academic spaces so kids don't have to walk so far outside to get to the gym in the rain?
12. They need versatile common covered outdoor space that is flexible for the community to use and access.
13. The one benefit is that there is less disruption to athletics because the track stays.
14. What happens on the South lot? Could we build on it? Could we have a school garden?
15. This feels too far from PCC for the middle college students. It also feels too far from the Library.

3) Group 3 (Michelle, Amy, Richard, Cleo, Michael)
    1. What about a roller skating area?
    2. If the existing track needs work, will that be a problem?
    3. There's not enough parking to meet student, theater and community event needs.
    4. Could there be a parking structure? Could a structure go on the current Kerby lot?
    5. This scheme feels far away from PCC and difficult for Middle College connections.
    6. Can PCC classroom spaces be used as temporary classrooms during construction? They aren't fully reopened yet.
    7. Could the south lot be used for courts and parking with a small parking structure?
    8. Teachers shouldn't have to go into their own pockets. Academic support should be bumped up by the district.
    9. There used to be a "Dad's Club" in the Black community that raised money for the school.
    10. PPS needs to do more to support teachers.
    11. Can we partner with PCC for parking? Could PPS pay for spaces on the PCC parking lot?
    12. How do we attract and retain good strong teachers? They can't afford to live in this neighborhood, so they need parking. This is a transit equity issue.
4) Group 4 (Amira, Mary, Ryan, Tiara, Tae)
    1. Could the new main entry recreate the historic facade of the 1909 building somehow? Could the team save the historic facade?
    2. This is too far from the library.
    3. What can go on the south lot? Perhaps a community garden?
    4. Practice fields should be open and available to the community.
    5. This group felt that the site needed a pool. This would offer more outdoor physical activity to the community, and Peninsula Park's pool is closed most of the time and isn't accessible.
    6. One group member likes the theater more on the Alberta corner. It would have more presence on the street.
    7. It feels far to get across campus for classes. How long would it take to get from one side of the building to the other?
    8. They want a good pathway through the middle of the site.
    9. If pulling back from Killingsworth, it feels important to still have the buildings face that direction the way the current 1909 building does.

10. There are safety consideration as well. If the main entry faces Killingsworth and looks out over the track, there's more visibility if someone is approaching the building with harmful intention.
11. Parking should be close to the theater. Can it be multistory? Can we have solar panels on top of the parking area or structure?
12. This plan feels congested on the site and needs more breathing room
13. The entry on Commercial feels difficult and would need a dropoff area. Would we need to make the street one-way?

ii. Report Back:

1) There was a feeling of tightness on the site.
2) The performing arts programs in the center of the site felt too packed-in. The CPC would like more accessibility to the street.
3) Parking came up as a transit equity issue because some people don't even live close enough to public transit systems that can transport them to JHS.
4) More open greenspaces are needed. These could be distributed throughout different areas of the site.
5) The distance from PCC and the Public Library was concerning.
6) This group brought up the idea of adding an aquatics center to the program.
7) While the CPC appreciated the preservation of existing athletics, they wished that the main entrance still faced the track instead of moving to commercial.
8) There was interest in adding a community garden program to the school.
9) There were security concerns about crossing Alberta to the athletics area noted on the JHS south lot.

d. Table 4: New North

i. Notes from Table Discussion (Tina Taeb and Liz Feltz as scribes):

1) Round 1: Steve, Jocelyn, Rick, Tina, Margaret

1. Steve liked that this option was the least expensive and had the fastest schedule.
2. Rick asked, "Are you tracking how students get to school?" Chandra answered yes, mainly from commercial.
3. Jocelyn felt that the scheme didn't meet cultural initiatives, making it difficult to have a conversation about. She felt that it was the opposite of what the community has been requesting of the design team.
4. Jocelyn asked, "Will staff be able to participate in the grand entrance with the students?"
5. Jocelyn felt like there was no longer a central entrance. She said that it needs to flow into all of the main school spaces and that this option felt like a side entry.
6. Jocelyn felt like this scheme an awkward path of travel amongst the classrooms, there needs to be a more continuous loop
7. Rick asked if there was the potential to re-use materials from the old building.
8. How can we replicate the 1909 building entry on commercial?
9. Jocelyn liked having the theater right on the commercial strip and suggested that there should be a greenway on Killingsworth in front of the school.
10. In general, this group understood the link with Killingsworth but wanted clarification on how the student entry would look.
11. Someone from this group suggested a grander public entrance to the gym.
12. They agreed that the theater needs to be extremely prominent.

2) Round 2: Michael, Richard, Amy, Jackie, Sallie, Michelle
    1. Richard emphasized a need for parking in this scheme. He also thought that placing the arts on Killingsworth made a lot of sense.
    2. Michelle noted that PPS rules about community use of buildings is not enforced equally between schools. So, the community spaces need to be very accessible.
    3. Richard noted that a key voice from the gathering on 10/11 was pleading that we retain the 1909 building. So, unless there is a severe loss of opportunity and program for the students, retaining the 1909 building might be the way to go.
    4. Michelle disagreed saying that the North Scheme was her favorite scenario. She wants JHS students to have all of the same amenities as the Lincoln High School students.
    5. Sallie and Richard were interested in coordination with the public library. They noted that it contains the African American archives.
    6. Amy asked if the design team can re-use materials from the old structure.
    7. Richard suggested that the design team build a parking structure and put tennis courts on top.
    8. Michelle was concerned that students will not have enough time to walk across the street to PCC.
3) Round 3: Tae, Mancala, Mary, Amira, Tiara
    1. Tiara suggested having a covered outdoor gathering space for the community instead of a third practice field.
    2. Mary said that this was her number one option because the arts were located on Killingsworth, it was the least disruption to students, and had the quickest project timeline. She was still concerned about athletic disruption.
    3. How do we convey the sense of the 1909 building and its history in the design of a new building?
    4. Someone asked if the design team considered locating the main entry on Killingsworth. Chandra responded that the entry on Commercial would be more central to the commons and academic spaces and that the theater could have it's own separate entry on Killingsworth.
    5. Mary asked, "How does the grand entry of the 1909 building translate to a new building on Commercial?"
    6. Mary also asked if JHS can we leverage PPC for the athletic disruption.
    7. Mancala felt that the public library would be really disrupted by the construction. Mary added that the library itself will also be re-constructed during this time.
    8. Amira asked if there will there be utilization of the proximity to the library.
    9. Amira also asked why there were so many fields. Can't we give a little up for other programs?
    10. Mary stated that Felisha, JHS' track coach, needs the athletics spaces to keep students engaged, she cannot work with less program than she has currently.
    11. Amira asked, "Can there be a pool near the practice fields?"
    12. Mancala felt that a community pool was not necessary on this site.
4) Round 4: Amy K, Garin, Elisa, and a JHS Neighbor (no nametag)

1. A visiting neighbor did not like that the whole structure would sit in a different spot on the site.
2. Amy liked that money would be saved by keeping kids in the school during construction.
3. Elisa felt that the scheme needed more outdoor casual common space and suggested losing a practice field.
4. Elisa said that the gates currently wrapping around the track and practice field make sense but cause the site to feel really closed off.
5. Elisa loved the idea of potentially having sports programming on the roof.
6. Amy wanted the scheme to be more welcoming on the Alberta side.
7. Amy suggested that a landscaped pathway could be made for people to pass through after school hours.
8. One of the group members liked the entry on Commercial due to it proximity to the bus drop off.
9. They also wondered if it would be possible to make Commercial Avenue a one-way to make drop-offs more efficient.
10. There was suggestion to have more parking located closer to the theater on Killingsworth. They wondered if the project could share any parking with PCC.
11. There was a suggestion to orient more of the entrances and views toward Killingsworth the way that the 1909 building does. This might feel more familiar and safer for the occupants.

ii. Reporting Back:

1) The CPC liked that this option allowed the students to remain in the existing school but was concerned about the temporary relocation of athletics.
2) This scheme brought up concerns about the erasure of the culture and heritage of the 1909 structure.
3) The CPC felt that the entrance of this scheme was less obvious and wondered what could be done in later phases to make the main entrance feel grander.
4) Some CPC members felt that the classroom layout was a bit awkward and would've liked to see a continuous loop to the south.
5) They wondered how the materials from the 1909 building could be re-used.
6) Many CPC members liked the location of the arts programs on Killingsworth.
7) More parking is needed.
8) Michelle noted that the rules pertaining to the community use of buildings is not equally enforced between the PPS buildings. This project needs to ensure that the community spaces are in an accessible location.
9) Every group would like this scheme to have a strong connection with the Public Library. They noted that it contains the African American Archives.
10) One group suggested a covered outdoor community space instead of the practice field closest to the school.
11) The addition of an aquatics center was brought up at this table as well with mixed responses.
12) The last group was interested in hearing more about how the money saved on temporary classrooms would be used for additional program.
13) This table also had some discussion about a green pedestrian pathway through the site.

5. **QUESTIONS**
    A. The CPC had the following questions after the Planning Exercise:
        a. How will this CPC activity compare to the activities at the upcoming Community Design Workshop on Saturday? This programming activity will be one of many booths that the public can participate in.
        b. What can we expect moving forward? The design team will revise 2-3 of the schemes and provide more information on cost and schedule.

6. **MEETING ADJOURNED AT 8:30 PM**

Link to Town Hall and CPC YouTube livestream :
CPC-5 Livestream - https://www.youtube.com/watch?v=bvFlBrJSjKc
Town Hall Livestream: https://www.youtube.com/watch?v=usyDOOXWTJc

END OF MEETING MINUTES

BORA

MEETING MINUTES

Date	By
11.02.2022	Liz Feltz & Becca Cavell

Subject	Project Name	Project Number
Comprehensive Planning Committee Meeting 6	Jefferson High School Modernization	30087

Present

Members of the CPC
- Richard Hunter
- Mary Li
- Jocelyn Beh
- Tina Myers
- Amira Schultz
- Garin Gregory
- Kate Piper
- Rick Hodges
- Dan Cohnstaedt
- Robin Wilcox
- Mancala Snyders
- Steve Gonzales
- Amy Kohnstamm
- RaeAnn Thompson
- Brittany Warner

Portland Public Schools
- Kiesha Locklear
- Steve Effros
- Ayana Horn
- David Mayne
- Dan Jung
- Marina Cresswell

Design Team
- Jeanie Lai, Bora
- Becca Cavell, Bora
- Scott Mooney, Bora
- Liz Feltz, Bora
- Katie O'Connell, Lever
- Bryce Tolene, Lever
- Doug Sheets, Lever
- Bryan Lee, Colloqate
- Karim Hassanein, Colloqate
- Melinda MacMillan, Place

Community Design Organizers
- Michael Stevenson
- Cleo Davis
- Tae Thomas

Members of the Public
- Iyesha Rosser
- Ruth Oclander
- Selma Layhy
- Jayme Causey
- Robin Booker
- Nele Hollstein
- Belle Cantor
- Laura Bullock
- Archer Meyer
- Orion Meyer
- Sarah Ono
- Jennifer Duncan
- LaKeitha Elliot
- Sarra Yamin
- Eli Spevak
- B. Dugan
- Tanya Wolfersperger

Minutes

1. **ARRIVAL / DINNER / SIGN-IN**
2. **LAND ACKNOWLEDGEMENT & ANTI-OPPRESSION STATEMENT**
    A. Steve read the Land Acknowledgement and Anti-Oppression statement.
3. **COMPREHENSIVE PLANNING ROADMAP**
    A. Jeanie reviewed the comprehensive planning roadmap, design process funnel diagram, and path to recommendation
        a. At CPC 5, we shared four design approach options and collected qualitative feedback.
        b. At CPC 6, this meeting, we will sharetwo design approaches and discuss the two options,

c. The Open House and CPC-7 will be focused on a final review of design approaches and poll for a recommendation to the PPS board for approval in December.
    i. Members of the CPC are asked to let their stakeholder communities know about the open house and encourage them to attend

B. Jeanie shared an overview of the factors that will influence the design approach recommendation for the December 2022 Board of Education Meeting. The CPC falls into the "Public Engagement" factor Which is one of many contributing factors that will inform the final decision

C. Jeanie reviewed the project's key stakeholders:
    a. JHS Stakeholders include staff + faculty, community partners, and JHS administration + leadership.
        i. The design team has been attending staff and faculty meetings.
        ii. They have also been attending space program reviews with staff and community partners and the JHS administration
    b. Public Engagement includes the CPC, general public, student engagement, parents + family, and JHS community events.
    c. PPS Stakeholders include the Office of School Modernization (OSM), the steering committee, district leadership, the Center for Black Student Excellence, and the Bond Accountability Committee.
        i. OSM and District Leadership are reviewing the design options being presented at the CPC meetings.
        ii. There are plans for a CBSE engagement work session and a BOE facilities & operations committee presentation.
    d. Regulatory Agencies include Land Use, the Historic Landmarks Commission, and the Bureau of Development Services.
        i. There are currently "Notice of Public Hearing" signs posted around the JHS site.
        ii. There will be a Land Use Design Advice Meeting with the Historic Landmarks Commission to get their feedback on the JHS design options. There will be a second meeting in early 2023.
        iii. There are two pathways to Land Use approval:
            1) If JHS is fully replaced, this will require a Type III review which would likely need Demolition Review and is not certain to prevail.
            2) If JHS is renovated, this will require a Type II review by city staff. City staff strongly encourages retention of the 1909 structure.
            3) Any appeal is a significant risk, delaying the project and having added cost impacts.
            4) Question from the CPC: Why is the city trying to retain the 1909 building? Becca explained that the JHS site is a key contributor to the Piedmont Conservation District.
        iv. Meeting will take place on November 14th at 1:30 PM PST. It is open to the public. The meeting link will be listed on the agenda available at www.portland.gov/bds/landmarks

D. Jeanie reviewed the high-level planning driving factors/PPS requirements:
    a. Three athletic venues: track + field, ½ practice field, multi-use south field
    b. Meet the square footage of the Ed Spec for a comprehensive high school
    c. Travel distances no longer that other PPS modernized schools
    d. Simplest phasing possible
    e. 600 students (current student population) in new classrooms by Fall 2026
    f. All construction completed by Fall 2028
    g. Students stay on site during construction
    h. Reflects community feedback + input

E. Jeanie also reviewed some spatial driving factors:

a. Track + field must remain throughout construction
b. The 1964 gym remains open until a new gym is built
c. Dance studios remain open until new studios are built
d. Minimize disruption of existing classrooms and admin. PPS would prefer minimal use of temporary portable classrooms.
e. Theater and performing arts must remain open until new server and arts spaces are completed.
f. Immediate demolition of the auto shop
g. Build a new classroom wing for 600 students (approximately 24 classrooms), admin, servery, and performing arts while the existing school remains open.
h. Loading from Kerby Ave. and main entry on Commercial Ave.
i. Questions from the CPC:
    i. How will PPS work to bring the student body up from 600 to 1700? Why does the first phase only accommodate 600 students? The design team predicts that the student body will remain at 600 during construction. After the first project phase, it would be ideal to put the existing student body into new classrooms instead of portables.
    ii. Will the phasing effect the type of classrooms being built? In those initial 24 classrooms, all will be designed to the full program spec and incorporate science classrooms. CTE is still being discussed.
    iii. Is there any discussion about collaborating with PCC to use their spaces during construction? PPS would need to have those conversations with PCC. Steve shared that the design team doesn't have specifics, but collaboration with PCC is still being explored.
    iv. Would Kenton have any available space? It is currently being used by Alliance.
    v. Where will the teachers be doing prep if the 24 classrooms are full all day long? The first phase will include admin spaces. Portables are still being considered but the team would prefer less of construction budget be allocated toward temporary classrooms. Portables would also make student travel more complicated.
    vi. Is the design team thinking about the proximity of the student spaces to an active construction site? Will it be a safe environment for them? There will be clear separation between spaces and it will be the responsibility of the construction team to retain a safe environment for students.

4. CURRENT FEEDBACK KEY THEMES

A. After reviewing feedback from CPC 5, and receiving new input from PPS regarding the lack of outdoor athletics site available offsite, the design team determined that the New North scheme will not continue to be investigated.
    a. It does not meet the emerging requirement for the existing track and field to stay in operation during construction. This scheme would require athletics to swing off site.
    b. The feedback from this scheme that will be carried forward includes the following:
        i. Maintain a street presence for performing arts and theater
        ii. Minimal impact on education during construction
        iii. Prioritize academics
    c. The CPC had the following questions and feedback:
        i. What happened to baseball? At our last meeting, we verified that baseball and softball do not fit on the site.
            1) Garin mentioned that JHS is not losing a baseball program, just the physical space. The team will have to swing off site.
            2) Where will students go to play baseball or softball? Garin mentioned that they formerly practiced at Peninsula or Delta for softball.

3) Is there any flexibility for the design team to squeeze them in? Are there any other high schools that had to do this? This makes it difficult for students with a lack of access to transportation.
    1. It is not possible to fit both fields on the JHS sites.
    2. The building encroaches on the field and there is not enough area on the site for both baseball and softball fields.
    3. at CPC5, the design team brought scaled models of baseball and softball fields. Baseball field dimensions such this field cannot be accommodated on the JHS site. The existing field does not meet district standard, and there is no softball field JHS at present, which would be a Title 9 requirement
    4. Lincoln, Benson, and Cleveland also do not have these facilities.

ii. Is the design team also getting rid of tennis? That has not been decided yet. Since it requires much less area, it might still be possible to retain.

iii. Will there be a pool? No.

iv. Amira noted that in the north scheme, the link with PCC was a huge benefit and made student travel much less complicated.

v. Mary emphasized that there needs to be more clarity about the decision-making process and the role of the committee. She commented that there is a lot of engagement info from Colloqate that the committee is also missing. She wants to know how the CPC is going to receive the info collected form CQ to inform their decision-making.
    1) Steve responded that the design team is collecting information form various sources (CPC, CDOs, City meetings, etc.) and that the CPC will be reviewing those processes and outcomes later this evening.
    2) He also reminded the CPC that the design team is trying to summarize all of these conversations within a 2-hour meeting. PPS identifies CPC members as stakeholders with valuable community knowledge and their input holds a lot of weight in the process.

vi. Is the JHS budget less that the other local high schools? Can the CPC see those numbers? Is the budget limiting any of the programs?
    1) Steve reminded the CPC that there is a Bond Accountability Committee meeting during the planning process.
    2) He mentioned that the I Cleveland and Ida B Wells planning efforts occurred adjacent to JHS in 2020 with the same comprehensive planning standards. JHS has even higher sustainability goals than previously constructed high school.
    3) Many of the program constraints are affiliated with the site, zoning, and divided parcels.

B. Karim gave a public engagement overview.
    a. Karim explained that community members have been concerned about the timeline from day one and the design team has tried to adapt accordingly.
    b. Tae Thomas and Mancala Snyders will be organizing a family and community conversation at New Song Community Church from 1-4 PM on Saturday, November 5th.
    c. Karim asked the CPC, "How could this be structured differently to hear everyone's voices moving forward?"
    d. The team has participated in over 600 discussions with stakeholders and received over 700 comments.
    e. The design team is prioritizing feedback from communities of color and stakeholders who have been disproportionately marginalized by social and political systems.

f. Karim shared Colloqate's design justice considerations for the scenarios being presented to the CPC.
    i. Spatial justice, displacement/gentrification, and cultural pride drive support for modernization.
        1) Cultural significance within context of displacement
        2) Continued demolition of Black space is traumatizing
        3) Belief that full replacement is predetermined
        4) The Black community remains rooted in this place
        5) Full replacement would do irreversible damage to community
        6) The historic buildings anchor cultural connection
    ii. Renovation quality concerns, safety, and legacy of namesake drive support for replacement.
        1) Distrusting outcomes due to systemic racism
        2) Concern about exposure to rust, lead, or asbestos
        3) Belief that renovation will be superficial
        4) Concern of Jeff as monument to white supremacy
        5) Belief that renovation will not provide best facilities possible
        6) Clarify that renovation = removal of unsafe conditions
    iii. Common desires across both scenarios include the following:
        1) Jeff as a cultural, student, and community hub
        2) State-of-the-art facilities and culturally relevant programs
        3) Present and future health and safety concerns
        4) Covered outdoor gathering for students and community
        5) Revitalize historic programs and increase economic opportunities
        6) Less stairs, new elevators, simpler layout, more daylight
g. Karim brought up a common question they have been hearing throughout the process: "Why aren't we just catering to students now?" They clarified that the design team wants to make sure they aren't erasing the generations of students and alumni that have remained at Jeff and in the community.
h. Colloqate has synthesized feedback into eight "Narrative Themes" based on who is most impacted by the project, who is most vulnerable in the JHS community, their prevalent concerns, existing operational considerations, outstanding questions and concerns, and potential opportunities of the site. These narratives include:
    i. Trust
    ii. Identity, Culture, and Belonging
    iii. Safety
    iv. Access
    v. Flexibility and Change
    vi. Resources
    vii. Delight
    viii. Embracing the Outdoors
i. Colloqate shared a document with the CPC defining each of these narratives in-depth. The CPC can also refer to the presentation for a breakdown of each narrative.

C. Karim shared survey poll feedback. These were some key takeaways in favor of retaining the 1909 structure:
    a. The 1909 building should be preserved and renovated for future generations.
    b. This option is important to members of the Black community. It is one of the few remaining elements of a neighborhood that has undergone significant change.
    c. Don't let the memories fade.
    d. Keeping in mind the community and the changes that are going on, it's important to retain history (a systemic necessity).

D. After reviewing feedback from CPC 5, the design team also determined that the "Retain 1909+1928 Buildings" scheme will not continue to be investigated.
    a. There are many ways that the artifacts from the 1928 gym can be re-purposed and honored.
    b. The team has not heard as much interest from the community in keeping the 1928 building.
    c. The overall layout feels more cramped. The 1928 gymnasium location serious challenges to effective layouts for the renovated engineer school
    d. Jeanie shared photos from the 1928 building along with some images from other projects that display artifacts. The design team would work to incorporate elements of the gymnasium, along with other well-loved artifacts in other buildings, in the modernized JHS. This reflects the identity, culture, and belonging theme that Colloqate has identified

5. DESIGN APPROACH OPTIONS

A. Jeanie presented what the design team heard from the committee at CPC-5 in response to the four options that were presented in model form at that:
    a. Street presence for performing arts/theater
    b. Break up building scale along commercial
    c. Connection to the outdoors/daylight/usable courtyard space
    d. Clear main front door with street presence
    e. Repurpose and honor artifacts from 1928 gym building in final project
    f. Academics and student centered
    g. Consider student travel distance/time between classes
    h. Convey history and connection to culture and heritage of place in the design is necessary
    i. Midblock pedestrian crossing through the site, connecting Kerby and Commercial
    j. Minimize disruptions to classes, athletics and performing arts
    k. More parking
B. Two updated design options were shared with the committee.
C. Retain 1909 + Expansion: Jeanie reviewed program placement and phasing. Jeanie also confirmed that we will be updating the track and field.
D. The CPC had the following questions and comments about the "Retain 1909" scheme:
    a. When did we decide to put a gym on Kerby? Why would it be far from the track and field? This is a new idea, and the design team is open to feedback. The team has been focusing on re-purposing the ground floor of the 1909 for locker rooms and direct access to fields from the new gym space.
    b. There was concern about moving the front entrance to Commercial. Jeanie responded that the feedback from students shows that they mainly enter from that side of the building. RaeAnn said that the main entrance is still used most often.
    c. Another CPC member said that entering from the commercial is unsafe. Can there be a way to have two entryways into a main central space? Richard added the context that many Black students entered the school from Commercial when he attended JHS and many of the white students entered from Kerby.
    d. Another CPC member did not feel like all the feedback was fully implemented. He wanted to know what the cultural implications were of these new schemes. Jeanie clarified that this discussion serves as a high-level program site overview. Jeanie clarified that we adjusted this scheme from the CPC-5 feedback listed earlier in the presentation.
    e. Richard expressed concern that a lot of decisions were being made outside of the CPC meetings. He is worried that there are already preferences from other stakeholders that the design team is justifying to the CPC afterward. He said that the community has already said what is best for them. Why is the design team still looking at other options? Ayana clarified the feedback loop between CPC and design team and how feedback was directly implemented in these
    f. Why are we flipping the entry to Commercial? Commercial and Kirby feel like back entries compared to the main north entry. Jeanie clarified that the bus drop-off is on Commercial. The

team is also not deciding on the entry at CPC-6, the design team just wanted to talk about renovation versus replacement at a high-level. There will naturally be another entrance on Kerby if that's where the parking is. Ayana clarified that there will be multiple entrances like every other high school.

E. Jeanie also summarized the New South scheme, retaining the 1964 gym and new athletics, creating a Commercial Ave. entry, and phasing to construct classrooms and theater first and athletic construction following.
F. The CPC had the following questions and comments about the "New South" scheme, and about both design options have been presented this evening:
    a. The CPC is concerned about parking if the staff doubles in size. The design team is looking at the potential to add parking to the south lot or underneath the grandstands. They can share parking development at the next CPC meeting.
    b. Will there be a courtyard in each scheme or access to natural light? Will every classroom have a window? Yes, all educational spaces will have access to natural light and all classrooms will have windows.
    c. The most important information to the CPC is the community feedback from Colloqate. Whichever scenario that is selected needs to layout how its being applied to each of the eight design narratives. The design team needs to verify that all eight boxes are checked.
    d. Are we deciding on the preservation of 1909 tonight? No, this meeting is just for feedback.
    e. Mary refocused the CPC conversation on the preservation of the building. She asked the CPC to put aside any concerns about the details of each scheme for the larger question about retaining the 1909 structure. Other details can be addressed later.
    f. Kiesha commented that the two presented scenarios meet all the factors noted in the "Planning Driving Factors" presented earlier. Jocelyn expressed that she would like to see how the design team has considered each scheme and clarity on how decisions are being made.
    g. Richard shared that there is a disconnect amongst stakeholders. He asked, "What kind of imagery will I see when I walk into the new JHS?"
        i. He shared his experiences in Albina over the decades, recalling when the superintendent called the school a "dying school" and the efforts to close the school multiple times. Black families have always been the ones advocating for the school to stay open.
        ii. He emphasized the importance of the Black footprint at Jeff. When walking through the halls of JHS in the future, he wants it to be clear that Black students built the legacy of the space.
        iii. He noted that JHS used to have more resources than any other school. The new schemes do not appear to have as much as other schools resource-wise
        iv. Jeanie asked, "How can the 1909 school fit into that experience?"
    h. Mary spoke about historical landmarks' support. She stated that the design team has heard from enough people in terms of culture and belonging, and that the culture lies with the original building.
    i. Robin felt that, in the 1909 scheme, the original building is not celebrated amongst all of the pieces of addition, but the new south scheme looks clearer.
        i. Comparing the two schemes, RaeAnn asked, "What do we have to give up keeping 1909?" Becca asked, "What did Benson give up?" meaning that there is no sacrifice in program to retain the historic school.
        ii. Jocelyn stated that there appears to be a false choice between historic preservation with a sacrifice of programs and shiny all-new facilities. There is an impression that being in a renovated building will involve some form of sacrifice. Why is that happening? If that choice is real, then that does not feel equitable for this community.
        iii. Can we build up to fit more program? Not exactly, zoning regulations are 75'.

iv. If other schools have XYZ, then JHS needs to have it. Jeanie confirmed that both schemes have all the same programs as the other schools. This school requires more conversation around the design because the space is so deeply valued to community members.

j. Becca asked if the CPC if they would discuss the argument that the JHS 1909 building should be demolished. Is it a space that serves as a symbol of white supremacy?

k. Who makes the ultimate decision to keep the school? The PPS Office of School Modernization and eventually the Board of Education will make the final decision on the retention of 1909 with the CPC recommendation factored in.

l. Amira asked, "How can we preserve these historic pieces and modernize the school?" There are big functional problems with the buildings that need to be addressed while preserving the legacy and "Black footprint" that Richard spoke about.
   i. Jocelyn noted that accessibility is possible in a retain 1909 scheme.
   ii. Ayana shared that at McDaniel, the historic spaces still told a story and that there was a difference between old and new that people could sense.

m. Brittany said that for younger generations of students, if the name is changed, it is unclear if the physical space will have as much importance. Younger generations are less tied to the spaces.
   i. Karim shared what they heard, having received feedback that if the name changes and none of the buildings remain, then it becomes a school for a new community.
   ii. The experience in the space is what sticks with people, not the name.
   iii. Advocacy for a name change has come up often but some people also say "Jeff is Jeff," unconnected to the figure of Thomas Jefferson.
   iv. Thomas Jefferson has been removed from most documents like student diplomas.
   v. Karim has been asking students "What would you include in a museum of Demos?" Some students have ideas and some don't feel like they really need one.

n. Michael said that the process has been confusing since the beginning, and his position is to support the CPC in their decision-making.
   i. It is unclear how much power lies in the room and who is making real decisions in the end.
   ii. He is in favor of housing students in the old building while a new building is being built.
   iii. He said that a lot of nuances can shift but currently there is a clear binary between these two large schemes.
   iv. He emphasized that people cannot leave this process until the end of the project and keep inviting people to the table

o. Is Tubman Middle School coming over to JHS? The JHS community does not want that. Kiesha said that the decision has not been made to move Tubman to JHS. There is no support from Board to move Tubman to the main lot. Amy clarified that a district standard middle school cannot fit on the south lot either.

p. Jocelyn asked, "What are the advantages of doing a full rebuild?" and "Can we keep that old footprint?"

q. She also emphasized that the primary value for the CPC is trust. There is a lot of info to process upon presentation. Seeing what has been carried forward from the last meeting makes people uncomfortable and they feel forced to make decisions that they are not yet informed enough to make.

6. NEXT STEPS

A. Jeanie shared that an online form will be distributed to the CPC. They can share feedback on the two schemes along with other feedback.
B. There are two main questions that the design team would like the CPC to think about:
    a. What are you most excited or hopeful about from these two scenarios?
    b. What are you afraid of or most worried about from these two scenarios?

7. ADDITIONAL FEEDBACK

A. After the group discussion, CPC members and a team note taker added the following comments on post-it notes to the design team's presentation boards:
    a. Retain 1909 + Addition:
        i. Challenge of 2 designs – saving 1909 but not centering 1909
        ii. Black people made it the school of pride
        iii. Preserve 1909
            1) Landmarks
            2) Community trust
            3) Identity if in that building
        iv. Jeff should have the same things every other school has
        v. Maintain a spatial understanding of the place
        vi. Do not lose the Black footprint of Jeff
        vii. What do we have to give up if we keep 1909? ($$$)
        viii. How do we preserve heritage and still modernize?
        ix. If you get it right for Black people, you get it right for everyone else
        x. Main entrance remains in middle with promenade
        xi. The courtyard is too shady
    b. New South:
        i. Not equity – false choice of preserving vs. awesome new facilities
        ii. If we use a new building, how does Jeff outline get incorporated?
        iii. How is a campus made inviting? Street appeal
        iv. Black people use Commercial Street
        v. Flip academic building with arts
    c. Other comments:
        i. Does the physical space have a meaningful relationship?
        ii. Naming as a topic comes up independently of the space
        iii. Thomas Jefferson has already been wiped from the school except for the name
        iv. What do we see in the museum of Demos?
        v. Like housing students in the first phase
        vi. Weak argument made for demo'ing 1909
        vii. Advantage of full rebuild? Can we keep the footprint?
        viii. Clarify it's not an either or (between preserving the 1909 structure and having full program)
        ix. Meet needs and still modernize – How is it made accessible?
        x. Jeff is Jeff
        xi. What do I want to see? Story of Vanport and History of Albina
        xii. No decision on Tubman

8. MEETING ADJOURNED AT 8:30 PM

Link to Town Hall and CPC YouTube livestream:
CPC-6 Livestream: https://youtu.be/kRIjlMnddXQ
Town Hall Livestream: https://youtu.be/_PqRj1QH9M8

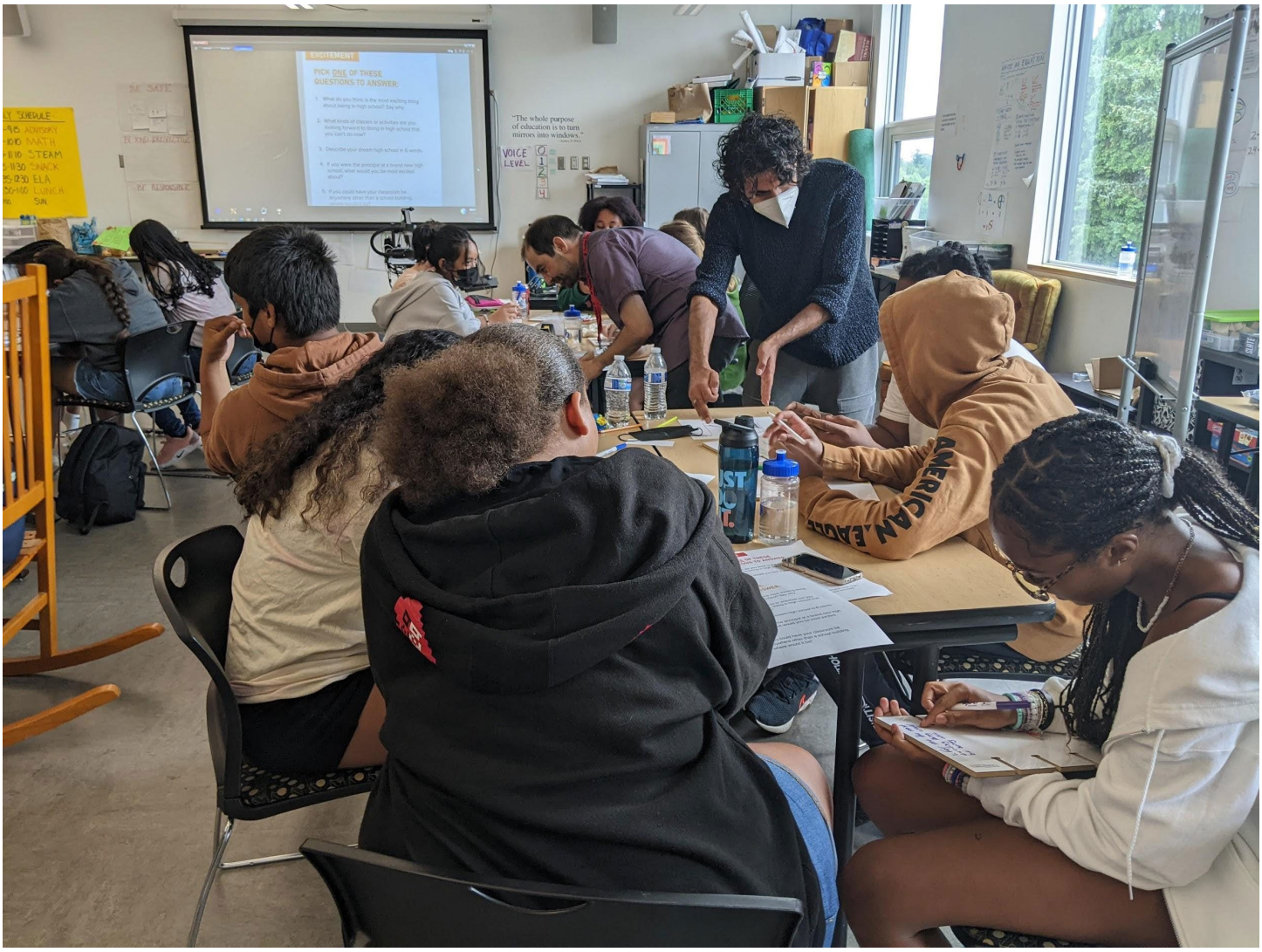
END OF MEETING MINUTES

COLLOQATE

PPS Jefferson High School Modernization

EMERGING STAKEHOLDER NARRATIVES & IMPLICATIONS REPORT: COMPREHENSIVE PLANNING PHASE

October XX, 2022



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INTRODUCTION

We believe 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 outcome s 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 design, this project roots our work in our 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 this document prioritize a Design Justice perspective.

The project team acknowledges that not every recommendation will be incorporated into the project. Our intention in applying a critical lens is not to condemn the project or it s 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.

HOW TO READ & USE THIS DOCUMENT

This document reflects our efforts through the end of the Comprehensive Planning Phase, in which the most impactful decision point is whether Jeff will see a full replacement or a renovation and expansion. This report therefore conta ins the implications of the community design and organizing process up to a specific point in time. It includes narrative themes, principles and stakeholders which have emerged from all engagement activities and serves to provide a framework for future org anizing and community design principles.

Unresolved Topics

There are many unresolved issues and decision topics contained within this report that may find resolution as the projects continue, or may be addressed on future PPS projects such as the Center f or Black Student Excellence. Our intent is for internal and external Jeff stakeholders across all impacted levels of decision -making hierarchies to have access to this report. It should serve as a tool for future decision making and community engagement ef forts.

Chapter Structure

Every chapter is arranged as follows:

A. Definitions, Themes & Related Narratives
B. Narrative Overview & Important Questions
C. Process & Policy Implications
D. Program Implications
E. Spatial Implications
F. Design Team Process Recommendations (where applicable)

We have incorporated representative examples of community comments addressing themes and narratives throughout each chapter.

OUR PROCESS



WHAT WE HEARD, WHO WE HEARD IT FROM

Over the course of Phase 1 (Comprehensive Planning) we documented over 700 comments through various engagement activities, such as but not limited to open houses, tabling events, workshops, focus groups, and one -on-one conversations.

These comments ar e not a scientifically representational data set of a specific percentage of discrete communities or user groups. But they do indicate recurring themes and narrative trends among the stakeholder groups Colloqate has engaged.

Every comment is recorded in a matrix and categorized by the type of user community they are generated from:

- **Primary/Daily users** are those who will be directly and disproportionately impacted by the decisions of process and outcome. This includes but is not limited to students, parents/caregivers, faculty, teachers, SEI coordinators, and others who rely on the school's spaces and resources on a regular/daily basis.
- **Invested users** are the secondary constituents in a spatial community. Those who are connected both socially and culturally to the space through their lives but do not rely on the support of the space to survive. Invested users are critical to understanding the broader context of the building in relationship with its neighborhood and communities context. This includes program partners such as SEI, Latino Network, PCC Middle College staff/administrators, and neighborhood associations.
- **Operator users** are often in a seat of power and thus have an obligation to both the affiliated and unaffiliated users of the space. They are tasked with the functional operation of the space both spatially and programmatically. Because operators are empowered to make prevailing decisions

about space and programming, it is incumbent upon these users to actively shift decision making power to the most directly impacted users. This includes administrators on site, facilities and maintenance staff, and in this case will have some overlap with Primary Users - specifically teachers, athletics and performing arts directors.

Even though power is not distributed evenly among all of these users, they currently have a say beyond invested and primary users on the function and spatial organization of the space.

- **Priority users** are stakeholders who have been disproportionately marginalized by social and politica l systems and who have a great potential to build and advocate for their communities and to access critical resources within the scope of this project. Priority users were preliminarily identified through Colloqate's research and interviews with community members with historic ties to the Albina neighborhood, and further confirmed or expanded in dialogue with Community Design Organizers and other stakeholders.

  For this project, we are centering the Black/African American community with historic roots in t he Albina neighborhood, recognizing that this school serves as a cultural anchor in a neighborhood from which this community has been displaced through forced removal and gentrification.

COMMUNITY DESIGN ORGANIZERS PROGRAM

One of the core strategies Collo qate seeks to implement on all our projects is to hire a cohort of community members from the most impacted stakeholder groups (Primary Users & Priority Users) as part of our engagement and organizing team. The Community Design Organizer (CDO) program is created to deepen each project's connection and responsiveness to the various communities the buildings serve. In order to truly design with communities, it is imperative for the design team to work with the expertise of community members in the process of making a building; assuring that the building is a reflection of the communities it serves.

The program works with CDOs to develop an accurate narrative understanding of the relationship between the residents, the building and its socio -political and geo graphic context. CDOs are part of the project team, as such, we ask that CDOs engage with stakeholders in the most appropriate manner possible, build on existing relationships and create new ones, and document those interactions to the best of their abilit y. CDOs meet with the Colloqate team on a weekly basis to share out and work through the implications of the collective conversations. CDOs are asked to give their unfiltered feedback based on their conversations during the project without fear.

CDO Team & Special Thanks

We were privileged to work with 7 wonderful people in our CDO program cohort for this planning phase. We are indebted to their time, trust, and labor on this project:

Anita Mason
Cleo Davis
Dominique Garcia
Kayin Talton-Davis
Meera Bowman-Johnson
Michael Bernard Stevenson, Jr.
Taeviondre Thomas

This group of people brought many communities, identities, and experiences with them, reflecting the following perspectives, among others:

- Black, African American & Latine communities
- Parents & Caregivers
- Elders
- Youth
- Students & Alumni
- Spiritual communities
- Community organizers
- Education workers
- Queer communities
- Displaced communities
- Feeder School families
- Artists & Designers
- Educators

CDO Engagement Approach & Data Disaggregation

Our CDO team members have conducted a variety of activities such as focus groups, individual conversations, workshops, event tabling, etc. Feedback from these sessions is recorded via reports and summarized as takeaways for each session. We made this decision, rather than aggregating CDO reports into the same data set as Colloqate-led engagement events and activities, due to the variability of reporting methods that CDOs used.

In some cases, CDOs took detailed notes of large focus groups with individual participants identified within the notes, and in other cases CDAs submitted summaries of their conversations without the same

level of individual attribution. Other reports were shared back orally during Colloqate check-in meetings, and transcribed into notes by Colloqate team members.

Comments specifically called out in this report are representative quotes that reflect a larger body of voices that we have heard around the same theme. In recognition that CDOs are centering underrepresented voices, there is an added effort to prioritize these voices. **This is indicated with the phrase "CDO Takeaway."**

NARRATIVE THEMES

Narrative themes give the project team cues about emerging stakeholders and how we can best incorporate them into the process and about potential opportunities that we can integrate into planning early and throughout design. Comments are synthesized and gr ouped by narrative themes. Themes are diverse in point of view and matter but tell a story about communities, principles and values, for example:

- Who is most impacted by the project
- Who is most vulnerable in the communities associated with the project
- What the prevalent concerns of these communities may be
- Existing operational considerations and experiences
- Outstanding questions and concerns about the project
- Potential opportunities that communities, as the people who have the most insight about the underlying conditions of the project site, are excited about.

PROCESS & POLICY IMPLICATIONS

In order to respond to the narratives we are hearing, there are implications for both the school and design team's processes and policies. Policy implications often inform and constrain how we conduct community outreach, engagement and organizing: they inform the methods by which we proceed and how we prioritize what we have heard with an eye toward building systems that are inclusive, equitable, and just.

Policy implications for the school inform how the systems and institutions that define the use of the building may need to adjust in order for the spaces to function responsively to community needs. For example, rules governing allowable behavior in a space may disproportionately prevent certain stakeholder groups from accessing school resources to meet their needs. While a spatial or programmatic design solution may exist to address those needs, the underlying policies or the procedures for enacting those policies may need to be reconsidered before a design solution can be effective.

PROGRAM IMPLICATIONS

Setting up just processes allows the programming of the building to reflect communities served. Program implications are the programs and services that communities in dicate to be the most crucial for primary user communities. Early in the design process, it is critical to track Program Implications in order to facilitate necessary partnerships and a pathway towards implementation in the design of the project.

SPATIAL IMPLICATIONS

Synthesizing narrative themes, policy implications and program implications allows the design team to parse out spatial implications. Types of activities, emerging priorities and stakeholder experiences inform the size, access, feeling and rel ationships of space. They translate to how we design the built environment.

WHO WE'VE HEARD FROM

PLANNING PHASE

Our work began in earnest in June 2022. To date, Colloqate's engagement and organizing efforts have been most focused on reaching Black/African American primary and priority stakeholders, followed by Latine primary and priority stakeholders. This is inform ed 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, we will by necessity encounter and address the systemic injustices that are experienced by all communities of color and culture.

Date/Range	Event & Approx. # of Participants	Type	Stakeholders
8/12/22	Black Parent Initiative - Family Fun Day Tabling (~20 conversations)	Community Outreach	Parents
8/10/22 - 10/26/22	50+ conversations	One-on-One & Small Group Discussions	Community elders, alumni
8/20/22 - 10/26/22	40+ conversations	One-on-One & Small Group Discussions	Feeder school parents, teachers, extended Jeff community (Black/African American, Latine)
8/20/22 - 9/12/23	12 conversations	One-on-One & Small Group Discussions	Parents, alumni
8/15/22 - 10/16/22	10 conversations	One-on-One & Small Group Discussions	Jeff Teachers, current students
8/24/22	Elder's circle (~10 participants)	Focus Group	Elders & Alumni
8/25/22		One-on-One	Feeder school parent
8/30/22	Understanding history of Jeff & PCC relationship	One-on-One	Retired HS Counselor
9/8/22	Interview	One-on-One	Jeff Alum, Race Talks founder emeritus
9/17/22	My People's Market Tabling (~15 conversations)	Community Engagement	Extended Jeff community (Black/African American, Latine), alumni
10/5/22	weekly Lunch break tabling (~10 conversations)	Community Engagement	Jeff current students
10/7/22	Homecoming Tabling & Video Log (20 interviews, ~50 conversations)	Community Engagement/ one-on-one	Students, parents, elders, alumni, extended Jeff community
10/11/22	Community Barbeque & Storytelling Event (~80 attendees, 12 testimonials)	Community Engagement	Elders, Alumni (Black/African American), CPC members
10/12/22	Rotations- 45 minute workshops x3 during PSAT (~60 students)	Focus Groups	Jeff Current Students
10/12/22	Tours of Jeff. Stories, experiences, visions. (~5 attendees)	Community Engagement	recent Jeff graduate, current sophomore student
10/13/22	BIPOC Parents Breakfast @ King School (~5 families)	Community Engagement	Parents
10/15/22	Design Workshop (~35 participants)	Community Engagement	Jeff community, alumni, students, CPC members, teachers
10/16/22	Neighborhood House BIPOC Fall Festival tabling (~20 conversations)	Community Engagement	BIPOC families, alumni
Upcoming: 10/27/22	Math Game Night @ Woodlawn Elementary	Community Engagement	Feeder school students & families
Upcoming: 11/1/22	Student, SEI, Staff Focus Groups	Focus Groups	Jeff teachers, Leadership Class, Middle College Students, SEI coordinators
Upcoming: 11/2/22	Tours of Jeff. Stories, experiences, visions	Community Engagement	60s/ 70s graduate. LEADS TO BE CONFIRMED
Upcoming: 11/2/22	Stories, experiences, visions (~20-30 people)	Focus Group	2000s Alumni
Upcoming: 11/5/22	Community meal & listening session (~100 people)	Community Engagement	BIPOC families, students, alumni, community members
Upcoming: 11/16/22	Tours of Jeff. Stories, experiences, visions	Community Engagement	80s/ 90s graduates. LEADS TO BE CONFIRMED
Upcoming: 11/17/22	Jacks & Jammies event @ King School	Community Engagement	Parents & students
Upcoming: 11/19/22	Black Teacher Healing Event @ Parkrose	Community Engagement	Teachers
Upcoming: 11/3/22, 11/10/22, 11/17/22	Latino Network student workshop	Community Engagement	Latino Community
Upcoming: October	Tea, stories, memories with elders	Community Engagement	Community Elders, alumni

Beginning in the summer, we prioritized connecting with adult stakeholders at community events, with fewer engagement activities around youth and Jeff students. Efforts centering youth and stu dents 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 the time of this Planning Phase report drafting, we have had less success at bri nging 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, 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 this phase ends and incorporated into our ongoing implications reporting.

Moving forward, we 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.

EMERGING NARRATIVES AND THEMES

As the Project Team continues to synthesize comments, several overarching narratives have emerged. The following section defines these narratives with later chapte rs 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 ext ension 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 welco ming, 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 i ncluding 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 ADAA G. 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 season al 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. Ad ditionally, this category contains futuresetting 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.

NARRATIVE 1: TRUST

1.A: DEFINITION, THEMES & RELATED NARRATIVES

TRUST:DEFINITION

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 many people are skeptical that this process will result in more just outcomes.

Narrative Themes

1. Being “Left for Last”
2. Divisive Processes
3. Place & Displacement
4. Undervaluing Black & Brown Voices
5. Quality Concerns

1.B: NARRATIVE OVERVIEW

Why Have We Encountered Mistrust?

- From the outset, many Black community members have expressed reticence to participate in this process at all because of past traumatic experiences with PPS - as students, staff, or family members of students/staff.
- The schedule is seen as too fast for real influence from community members. Many people are not plugged into the district’s primary communications platforms and have no idea what is happening.
- Initial presentation of massing schemes was perceived as biased towards “replace” options and therefore people believe the outcome to be predetermined.
- Black, Indigenous, brown, Asian, and other communities of color have experienced generations of oppression and systematic discrimination, including within the PPS system.
    - School bussing policies were profoundly harmful to Black families and contributed to fracturing social fabric for generations of students.

    - That harm has not been repaired, and is a foundational context within which continued cycles of gentrification and displacement are experienced.

- Large development projects such as the Rose Quarter/I5 Expansion have been divisive and painful for members of the Black community with roots in historic Albina, and community engagement has become synonymous with "checking the box" for many people.
    - Colloqate has experienced this criticism directly - being an organization that was founded outside Portland, with no Black team members from Portland. Simply being an all-BIPoC team with a racial justice mission does not earn unequivocal trust.
- Lack of access for non-English speakers in this process, especially Spanish-speaking communities.
    - Very little material was made available in Spanish (or any other PPS-supported language) from the project outset.
    - Town Hall and CPC meetings are all in English with no interpreters or translators available.
- Unclear or shifting communications about other projects that impact Jeff stakeholder communities. The lack of clear information exacerbates fears of decisions being made without community awareness. It also creates conditions for rumors or partial information to spread. This happens far faster than PPS communications protocols can currently keep up.
    - This includes Harriet Tubman Middle School relocation.
    - Connected to past experiences with Jeff almost being shut down.
    - Connected to pervasive narrative that PCC wants to "take over" Jeff property.

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source
Historically, PPS' ability to sustain programs is not great. We have basically been 17 different schools. It's been so many things at Jeff. For a team to come from outside and say "trust us, we have your best interests" and then you guys leave and the sustainability isn't in place, PPS will continue to do it's reevaluation every 3-4 years, it goes back to square one.	Latine Operator Stakeholder, EQCO Session
This project should acknowledge the history of harms from PPS to Black and brown communities. At least in the design and engagement process.	Black Parent of Middle School Student, One -on-One
We're out of the game, it's not for us. What is our voice to them? You look around and you see everything, it's all new, why couldn't it be all new years ago when we were here? Its New now because it's for the new community [not us]	Black Community Business Owner, CDO One-on-One
Why is Jeff the last building being worked on?	Latine Elder, EQCO Session

Project Schedule vs. Speed of Trust

- From the earliest CPC meetings, committee members, CDOs, and community members expressed concern with the project schedule. These concerns include:
    - Schedule moving too fast for primary & priority stakeholders to have meaningful influence.
    - Lack of awareness among internal and external stakeholders about project timeline, process, schedule, or current circumstances.
    - Trying to meet a deadline that was created without understanding what it takes to actually reach people and incorporate their voices into the process.
- **CDO Takeaways:**
    - The Black community doesn't feel like they have a voice in this process and the outcomes of this project. This comes from a long history of disenfranchisement and marginalization from the development of NE Portland.

- There has been an inadequate amount of time for community engagement and feedback. Decisions are being made faster than the community can learn about them and respond. This project is not seen as unique in that regard, but there is a frustration that Jeff deserves a pacing that accommodates repairative dialogue with community.

"It's Not For Us" & "Left for Last"

- Consistent frustration that Jeff was "left for last" from community and staff stakeholders who have any awareness of recent Bond projects.
- Sense of frustration, anger, and resignation that Jeff was left without necessary improvements for decades while other schools that serve more economically advantaged students have been renovated or replaced.
    - Accompanied by concern that this modernization process is coming at a time when the violence of gentrification and displacement has already taken its toll.
- Tension between BIPoC community members demanding investment parity with other schools and community members who fear that the modernized Jeff will incentivize further gentrification:
    - Fears that all-new school will encourage whiter, wealthier families to choose Jeff while severing historic connections for Black & brown communities.
    - Fears that past patterns of underinvestment and neglect of BIPoC cultural spaces throughout Portland and within PPS will be repeated on this project.

1.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source
White people see our community as the problem. Jeff was a state champion when I was here, but we never had coaches that lasted more than one year. That's why I came back to give back as a coach. I came back because it's my people…I've been here off and on at Jeff for 26 years to care for the kids. I'm always gonna come back for my people.	90's Jeff Alumni, Intergenerational Community BBQ
As gentrification is drawing down our Black student numbers, it is also bringing in Latinos. Our overall demographics are shifting and continue to shift. Would like to see us continue to address this shift.	Latine JHS Operator Stakeholder, EQCO Session

Representative Stakeholder/User Comments: Program	Source
Kæp all the athletic fields because that is what protected them from getting closed down. They need to keep athletics strong so they will always have leverage. They should have a whole bunch of athletic opportunities to keep the school strong.	Black Benson Alumni BIPoC Fall Festival Tabling

Perceived Preferences in Massing Schemes

- The initial presentation of two "replace" schemes and only one "renovate & expand" scheme contributed to perceptions in the Black community that the "replace" outcome had been predetermined, and that the project team was purposefully steering the process.
    - This has been exacerbated by a lack of clarity around Harriet Tubman Middle School relocation and the possibility of Tubman's collocation on the Jeff campus.
    - This triggers trauma responses among people who remember past efforts to shut down Jeff, and the Black community's collective organizing to save the school.
    - Also exacerbated by a pervasive belief that PCC has been seeking to acquire the Jeff property for many years, and a fear that tearing down Jeff is part of a broader initiative to expand PCC across Killingsworth.
        - Although this possibility is explicitly denied by PCC and PPS, the fear continues to exist.
- Early emphasis on cost and schedule challenges associated with renovation & expansion contributed to perceptions in BIPoC communities that culture and heritage were being undervalued.
    - Minimal discussion of successful precedents and potential opportunities in renovation & expansion options

Uncertainty arou nd Tubman Middle School Relocation

- **CDO Takeaways:**
    - There is a fair amount of confusion, frustration, and uncertainty among communities at Harriet Tubman and Martin Luther King, Jr. schools around the Tubman relocation.

- It is challenging to engage in Jeff visioning with these overlapping school communities when the project team cannot confirm whether or not the Jeff campus is a potential relocation site for Tubman.
- The collocation of both schools would have tremendous impacts on all stakeholders and should not come as a surprise part way through this process.

1.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source
With gentrification in process, creating an anchor for the Black community is critical.	Latine JHS Operator Stakeholder, EQCO Session
Jeff should be remodeled. Do right by the past, present, and future.	90's Jeff Alumni, Intergenerational Community BBQ
Do whatever you want on the outside, but don't tear it down. Black communities have been torn down time and again. Magnify this building…Tearing this building down would be a shame.	Jeff Alumni, Intergenerational Community BBQ
Something needs to be saved.This school is important, this is the only edifice that represents our community. So many other schools have been remodeled, why should this one be torn down?	60's Jeff Alumni & "Race Talks" Founder, Intergenerational Community BBQ
I'm worried about whit e-washing, lack of representation of [BIPoCf] identity [in the new design].	Community Member, SEI Homecoming Festival Tabling
I don't trust PPS to tear down and rebuild while preserving the history.	Black Community Member, former PPS Staff BIPoC Fall Festival Tabling

Representative Stakeholder/User Comments: Spatial	Source
Anything from 1950 and after, should be torn down. It's not safe. Give our kids a new school like Franklin.	Black Community Member BIPoC Fall Festival Tabling

Gentrification, Displacement, and Socio -Spatial Presence

- Jeff's cultural significance as Portland's Black high school rests within the context of the ongoing displacement of Black families from the NE neighborhoods comprising historic Albina.
- For this community, every project that impacts this area's architectural fabric is emotionally and politically interconnected as a result (See Narrative 2: Identity, Culture & Belonging).
- The most prevalent narrative among community members concerned about Black displacement and gentrification holds that something significant should be saved from Jeff's historic structures, and that a full replacement would do irreversible damage.
    - This is underscored by fear that such an outcome is actually desired by the dominant cultural powers in Portland.
- **CDO Takeaways:**
    - Gentrification has been changing the shape of the historic Albina neighborhood, but the Black community is still here and fighting to remain rooted.
    - The architecture and experience of being in historically Black cultural spaces and the legacy are intertwined.
    - The continued demolition of significant buildings that sustained Black cultural joy and resilience in NE Portland is traumatizing to many with roots in historic Albina.
    - Community members have shared stories of friends and family choosing to leave Portland because it is no longer recognizable due to gentrification, or being treated as though they are out of place when walking past the new shops and restaurants that cater to a wealthier, whiter primary audience. This feeling of alienation from the same neighborhood that they grew up in is deeply distressing.

- There is a strong current of concern among Black community members and Jeff alumni that if all buildings including the 1909 structure are demolished to build a replacement, it will result in severing the community's cultural connection to the school.
    - This is equated with the history around Black home demolition to make way for the Legacy Emmanuel Hospital expansion that never took place.

Concerns About the Project Being Done Right

- One of the driving concerns about renovation and expansion is that a renovation would be superficial, leaving unsafe materials or systems within historic buildings. (See Narrative 3: Safety)
    - Community members are general ly not aware that a renovation scenario would entail complete removal of harmful materials and unsafe systems.
- Project communications around this topic would benefit from clear, simple, diagrammatic descriptions of the measures that will be taken to ensure a safe jobsite and building for students and staff throughout the project.
- **CDO Takeaways:**
    - People are worried about rust or lead in the pipes and potentially asbestos in the old buildings.
    - People are worried that because this is a majority Black and brown school, systemic racism will result in less care for health and safety outcomes in a renovation.
    - Some community members believe that tearing down everything and building an entirely new school is the only way to guarantee it will be a safe and healthy environment.
- **Point of Information:**
    - In 2017, there was a significant bond-funded asbestos remediation project at Jeff, including:
        - Removal and remediation of pipe insulation a section and tunnel system after a steam leak (appx. 2,300 S/F and 500 L/F).
        - Removal of approximately 50,000 square feet of accessible asbestos containing floor tile & mastic from basement, first, second, and third floors and replacement with new non-asbestos flooring.
    - The presence of asbestos in historic buildings does not necessarily mean that it is exposed and poses an immediate risk. Any instances of exposed asbestos reported to the school would be immediately escalated to initiate remediation.

1.F: DESIGN PROCESS RECOMMENDATIONS

1. **Resist the dominant cultural expectation to "guard" established processes around community engagement.**

    a. Different outcomes require different processes. Within the first months of this project, there was pushback and concern from members of the design and PPS project management teams about CDOs having a voice in the CPC meetings.

        - It is important to maintain awareness that CDOs are community members who are asked to actively be involved in community engagement. They are organizing within their communities to a greater degree than many of the CPC members, because they are supported with resources to a greater degree.

    b. Incorporating CDOs into a traditional project community engagement strategy can be disruptive or introduce new biases, but that is because traditional processes are not designed to incorporate direct community advocacy.

        - A Design Justice approach asks designers to be biased towards outcomes that help repair systemic injustices. Direct community advocacy helps us to understand what those injustices are, and what those repairative outcomes could be.

    c. The design & PPS project management teams shifted their approach to CDOs after some time, and began expressing more desire for CDO feedback and participation later in the Planning phase.

        - The initial inclination to draw hard boundaries around CDO participation in CPC meetings undermined CDO trust that the process could change in ways that would heal past harms and result in more just outcomes on this project.

    d. Holding CDOs at arms length and the desire to protect the CPC process as it currently exists is an understandable inclination. Architects and design workers are conditioned to center our clients, and in this project PPS is the client holding the contract. However:

        - A Design Justice approach requires the design team to redefine who our primary and priority stakeholders are, and find opportunities to shift project processes when we are informed that the current and historic models have been experienced as harmful.

        - A Design Justice approach asks the design team to use our positions to create more room for community voices to direct the conversations.

- A Design Justice approach asks clients with disproportionate power over primary and priority stakeholders to share the rationale for maintaining current and historic models. This helps stakeholders to better advocate for the resources, policies and procedures necessary to bring about more just outcomes.

2. **Be mindful of our assumptions and biases**

   a. Cost and schedule are important project design drivers , but they are not the only ones *or* necessarily the most important to primary and priority stakeholders.

   b. When undertaking a project that impacts communities of color and culture who have experienced multigenerational oppression and trauma, it is necessary to have a trauma -informed approach and understanding:

      - The design team will very likely be perceived as biased in favor of the status quo and/or the client.
      - The design team's performance will be compared to past experiences with similar professionals. In t he context of architecture, this includes association with the processes of gentrification, racist planning, displacement, etc. The design team can't expect trust.
      - This is a difficult position to be in. Design professionals would benefit from training in transformative justice, trauma -informed communication, trauma stewardship, conflict mediation, etc.

   c. Industry jargon and specific understandings of terms are not shared by non -designers. Avoid acronyms, shorthand terms, and jargon. Create a list of commonly used terms and definitions with reference examples to help describe terms and processes.

3. **Do not assume that "consensus" exists within any specific community of color or culture.**

   a. Communities that have experienced systematic racism or other forms of discrim ination have also likely experienced organized attempts to undermine their sense of unity.

   b. Every community contains diversity within it. Experiences and perspectives vary based on intersections between race, ethnicity, language, age, gender, sexuality, dis ability, and more.

   c. In communities where there has been rapid displacement within the span of a few generations, elder generations will carry more insights into valuing socio-spatial heritage, while younger generations will carry more insights into contemporary socio-spatial conditions.

   d. Design Justice requires design teams to investigate *why* diverse opinions on core issues exist and seek solutions that address relevant concerns across differences.

- This helps design teams advocate for solutions that *heal past harms* and *minimize the potential for irreparable new harms* .
- Design teams are generally not equipped to facilitate the kind of dialogue necessary to heal intra-communal ruptures. Bringing people together without proper facilitation risks adding fuel to divisions or retraumatizing people.
- Consider contracting with conflict mediation and transformative justice facilitators who bring specific expertise working with historically marginalized communities.
- Do not expect transformative outcomes on typical schedules or processes. But continue to work towards them.

NARRATIVE 2: IDENTITY, CULTURE AND BELONGING

2.A: DEFINITION, THEMES & RELATED NARRATIVES

IDENTITY, CULTURE AND BELONGING: DEFINITION

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, eth nic 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 commun ities.

Narrative Themes

6. Theme
7. Theme
8. Theme
9. Theme

2.B: NARRATIVE OVERVIEW

History and Heritage

- Jeff is a site of history and heritage for Black and brown families. It is also one of the last remaining sites of cultural and community convening in historic Albina where these communities have had a continuous multigenerational presence.
- There is a deep and ongoing emotional, economic, and social trauma due to continuing processes of gentrification and displacement in Portland's Black community.
- In resistance to being fully uprooted and losing a sense of place within Portland's historic urban fabric, there is a strong desire for a "right to return" from displaced Black and brown families.
- Jeff's Latine history is also long and rich, and yet there is a need for more full-time Spanish-speaking staff and teachers to serve the growing Latine student population and their families/caregivers.

Generational Disruption

- There has been a generational break in relationship to place:
    - Elders and alumni know the history of this place and predominantly want to see architectural continuity, keeping the place recognizable as Jeff.
    - Youth have very little/no knowledge of Portland, Albina, or Jeff history. They therefore have little awareness of its socio-political significance to Black and brown communities in Portland.
    - Some alumni from the 80s and 90s feel their experiences and voices haven't been as valued as older alumni or current students.
- Across the board, stakeholders want parity of investment for Jeff students, staff, and their communities (See Narrative 7: Resources)

Curricula & Infrastructure for Social Justice & Economic Opportunity

- Strong desire from BIPoC students, staff, and community members for the school to be a teaching tool for BIPoC history and culture.
    - This extends across scales, from global to local. Especially with a focus on BIPoC community history in Portland and at Jeff.

- There is a desire for classes and curricula that center social and racial justice.

- Interest in revitalizing historic programs that had an impact on student's career opportunities (See Narrative 7: Resources).
    - TV and media production
        - Colloqate Consideration:
            - Explore partnership opportunities with community media organizations that share a social justice ethos, such as: KBOO Radio, Open Signal, MetroEast, Outside the Frame, etc.
    - Food/agriculture and culinary arts
        - Colloqate Consideration:
            - Explore partnership opportunities with BIPoC farms and food justice organizations such as: Mudbone Grown, Oregon Farm to School & School Garden Network, Equitable Giving Circle, and Feed'em Freedom Foundation.
    - Auto shop
        - Colloqate Consideration:
            - The electric vehicle industry is rapidly growing, with major industry players present in the Portland metro region. There are multiple career pathways, including well-paying jobs that don't require college degrees - something Mr. Paul Knolls has advocated for.
            - There are also incentive programs and funding opportunities from utility companies and EV manufacturers that could potentially help sustain a CTE program preparing students for careers in EV industry.
- Desire for more teachers of color, more cultural representation among teachers from the students' communities.
    - Students want to be able to see themselves in their teachers and mentors.

Jeff as Student & Community Hub

- Most of the community members spoken to during tabling events expressed a strong desire for a campus that serves BIPoC families and community members in a welcoming way, making resources available more equitably - as long as the spaces are respected and well cared -for by visitors.

- No desire for school to be fenced off and feel uninviting like a cage or a prison.
- Spaces and amenities should be available to communities for events, learning partnerships, etc.

- Students want spaces where they can sit and just exist without feeling in the way. They want to feel welcomed and safe in the building by having respite spaces to call their own.

Renaming

- Although the engagement team continues to communicate that renaming is a separate process, there is strong continued advocacy around both changing and maintaining the current name.
  - Generally, older generations of alum ni and community members are more likely to have concerns about changing the school name. It is more associated with the school and pride in having attended the same school as many relatives and friends.
    - The school is spoken about as “Jeff” not “Jefferson ” by many who advocate for keeping the name due to its familiarity within the historic Albina community.
    - This is not universal, and at every engagement event where renaming has come up, there have been older advocates for changing the name.
  - Generally, youn ger generations of alumni and students are more likely to advocate for a name change. There is pride in the fact that the Thomas Jefferson statue was removed, and a desire to fully address the racist legacy of the school’s namesake.
    - There has not been any significant advocacy for keeping the current name from youth thus far.
- Across the board, there is deep pride in the “Demos” moniker.
- CDO Takeaways:
  - This topic is divisive. It connects to the discussion of replacement vs. renovation.
  - If the school was fully replaced and the name changed, that would feel like a complete erasure of Black community history.
  - Look for ways to bridge this division through well-facilitated community dialogue led by the Black community, including multiple generations in the process. Do not make it just about the youth while disregarding older generations.
  - Do not approach the name change topic as a binary. Explore more nuanced options as well, such as adding to the name.

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

2.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source
[Prompt: Create a Curriculum for Social Justice at Jeff] 1. *Ethnic studies as a requirement not an elective.* 2. *Rich local history would be just as or more important than what is currently required in the curriculum.* 3. *History of the Albina neighborhood, along with Vanport, Maxville, and numerous other community histories.* 4. *Local leaders, creatives, and community advocates histories.* 5. *Any histories that our current and future students would find inspiring.* *As a studentwe had teachers that went above and beyond to let us know who we were and whose we are!*	Black Jeff Alumni & CPC Member Community Design Workshop
[Prompt: Create a Curriculum for Social Justice at Jeff] • *Definitely media and TV production. So that stories of this time can be told in this time and not assumed by generations to come.* • *History classes need to be revamped. History needs to be told in a non-traditional and "truthful" way.* • *Jefferson staff needsto feel empowered to think, be, and behave outside of the traditional education box.* • *Staff should all be continuously educated on equity and equitable practices in order to provide a better more collaborative experience for the Jefferson student body.*	Black Parent/Guardian of & CPC Member Community Design Workshop
You may as well have a school named after Adolf Hitler. The name needs to change.	Black Elder Town Hall Meeting(s)

Representative Stakeholder/User Comments: Policy & Process	Source
I want to keep the name. It's got history. Though, new generations have a different perspective.	Black Elder SEI Homecoming Festival Tabling

Desire for Social & Racial Justice to be Embedded in Architecture & Curriculum

- BIPoC community members, CPC members, students, and staff consistently advocate for ethnic studies, Latine studies, African & African American studies, and Indigenous studies.
    - This includes a desire for local BIPoC history to be incorporated into lesson plans.
    - This also includes a desire for culturally-specific pedagogy and teachers who share their students' lived experiences

Concern about Teachers Not Having their Own Classroom s

- **CDO Takeaway:**
    - Several Jeff teachers expressed concern that they might not have their own dedicated classrooms after the redesign.
    - This concern arises from the high amount of space customization that teachers often undertake to support their pedagogic approaches.

2.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source
We want to anchor the Black community at this building, as well as allowing the Latino community to grow and be supported. It's a lot in one little building.	Latine JHS Operator Stakeholder EQCO Session

Representative Stakeholder/User Comments: Program	Source
Ockley Green, which is a Spanish immersion school, has been one for 4 years now. Jeff is a Mandarin immersion school, but the neighborhood school right up the street [Ockley Green] is a Spanish immersion schoo So if students want to take Spanish, our closest middle school feeder school doesn't create that pathway for Spanish speaking students. They are here [in the neighborhood] for middle school, and then they are separated again. *Generally, immersion programs are the best option for students who don't speak English as their first language.*	Latine JHS Operator Stakeholder EQCO Session
Jeff is special. I was in the media department, and Lennie did so much to teach us. He wanted us to learn. I went to Morehouse in Atlanta for college for media production, and didn't realize until then that we had one of the top high school production stud ios in the country. The seeds were planted here. *Whatever we do next here, we need a media program. Story is a big element. We need to be able to tell our own stories.*	90's Jeff Alumni Intergenerational Community BBQ
[Prompt: How could Jeff support soc ial and racial justice?] *Certain clubs or sessions or assemblies to talk about that stuff. Maybe inviting different movements or speakers.*	Black HS Student Juneteenth Community Celebration

Connecting Pedagogy with Local Community Expertise

- BIPoC community members, students, and current and former staff all consistently expressed desire for more opportunities for students to interact with successful local BIPoC professionals in diverse industries, including:
    - Entrepreneurs
    - Media producers
    - Designers
    - Makers
    - Artists & Performers

- Athletes
- Activists & Community Organizers
- STEM Professionals

2.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source
[Prompt: What Would You Include in The Museum of Demos?] *I would include some (or all) of the quilts from the Senior Community Quilt Project. I would make sure the Crossing Borders Plaque and awards would continue.* *I would bring back the Annual Multicultural Film Festival which ran successfully for 14 years. (Several of those were from the North Portland Neighborhood Library on Killingsworth).*	Black/Indigenous Jeff Alumni, Neighborhood Resident, Retired Jeff Teacher Community Design Workshop
[Prompt: What Would You Include in The Museum of Demos?] ● *Mr. Edwards's stories* ● *Pettiford's stories* ● *Thomas Jefferson statue but when it was vandalized and called him a racist* ● *Our trophies* ● *The TV studio* ● *Pictures of our community (homecoming, BBQ's, sporting events, concerts)* ● *The Auditorium* ● *Our Jefferson Dancers* ● *The Grand Entrance*	Non-Binary Biracial Jeff Student & CPC Member Community Design Workshop

Representative Stakeholder/User Comments: Spatial	Source
[Prompt: What is your favorite place at Jeff?] *Probably the theater room because it has visible history and smells like must. I love how old it looks. I also like the dark.* *[Prompt: What do you hope for change now and in the future redesign?]* *I hope that they become more focused on the arts like they originally were before they lost funding. I hope it doesn't become really modern and ugly like most new buildings. I feel like older buildings look better and have more character.*	9th Grade Jeff Student Class Rotations Session 1
[Prompt: What do you ho pe for change now and in the future redesign?] *AC!! Longer lunch. More art. More light. Elevator!!* *Keep the history/historical parts of the school. Just renew it.*	9th Grade Jeff Student Class Rotations Session 1
Have art and murals by students and community members that reflect their identities and stories.	Community Member SEI Homecoming Festival Tabling
There is nowhere other than the hallways to take breaks in. Would like a lounge for breaks and mental health. A common area near the main entrance when you walk into the building would solve the hallway problem. Kind of like a little library but without books.	Jeff Varsity Girl's Basketball Team Member EQCO Session

Love for Spaces of Community Congregation

- The most joyful memories and experiences cited by students and alumni frequently took place in moments where their communities were gathered in action or celebration, including:
    - The dance studios
    - The TV production studio
    - Athletics fields
    - The gym

    - The theater

- Students and alumni cherish being surrounded by community and being celebrated for their cultural, artistic, and athletic achievements.
- Smaller congregational sites and moments of significance include:
    - B Floor Center Hall
    - Specific teacher classrooms where teachers have created a relaxed environment for students to drop in.
    - Last day of school events celebrating school spirit

Embedding Social & Racial Justice Learning Resources into the Architecture

- Primary & priority stakeholders are excited abou t the idea of interactive art, installations, galleries, or other ways of showcasing these histories through Jeff's new design. (See Narrative 6: Delight)

NARRATIVE 3: SAFETY

3.A: DEFINITION, THEMES & RELATED NARRATIVES

SAFETY & SECURITY: DEFINITION

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 prec autions. Security refers to visibility and access control with an emphasis on procedures for public safety professionals and staff. It also includes consideration of mental health and wellbeing.

Narrative Themes

- Theme
- Theme
- Theme

3.B: NARRATIVE OVERVIEW

Visibility

- Community members voiced concerns about visibility and sight lines across the site in an active shooter scenario. Want designs to maintain visibility of any risks approaching the building. Appreciation for schemes where the field and track is kept between Killingsworth and the existing structures.

Surveillance vs. Supervision

- Students feel surveilled at school. They recognize the need for supervision, but desire more autonomy and agency within the space.
    - A consistent narrative expressed among students is the experience of being "moved along" because there are no good spaces to congregate that aren't stairways or hallways.
    - Related concerns about the school to prison pipeline, and interest in seeing transformative justice processes incorporated into the district.

Mental Health & Wellness

- Concerns from students about lack of sufficient mental health support. One student told the CQ team that "suicidal ideation" is not uncommon among their friends and connections.

- Desire for quiet rooms for neurodivergent students and those needing space with less/different stimuli.

Making Sure Jeff is Safe From Now Until Completion

- Concerns from community members and students about what will be done to address currently unsafe conditions and materials - now, during con struction, and during renovation if applicable.
    - For all bond projects, there is a need for more comprehensive communications about what "renovation" entails (ie. full systems replacements for unsafe/unhealthy systems) (See Narrative 1: Trust)
- **CDO Takeaway:**
    - Community members with students in the school are concerned about how students will be kept safe during construction.
    - Community members want to know the rationale for keeping students at Jeff rather than sending them to Marshall.
        - If this decision is not yet fully made, community members want to know what factors are going into it and who is making the decision.
        - There is appreciation for keeping students on site to reduce the added transportation burden of a swing site option, but the concern about jobsite safety remains.

Sense of Safety

- Rising middle school students have expressed concerns about drugs, bullying, being lost in the big school, and anti-LGBTQIA discrimination. (See Narrative 2: Identity, Culture & Belonging)
- Students, staff, and community members were traumatized by the 10/18/22 shooting that injured two students. The implications of this incident and other incidents of gun violence in Portland have not yet been addressed by the project team.

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1. Who's safety is prioritized in this space?

2. What aspects of security create the feeling of being policed? Which are useful, which are not?
3. How is mental health and wellness being addressed by school and district leaders as a safety issue?

3.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source

Heading

-

3.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source

Heading

-

3.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source

Representative Stakeholder/User Comments: Spatial	Source

Heading

-

3.F: DESIGN PROCESS RECOMMENDATIONS

- Employ Trauma Informed Design Principles
    - Biophilic design strategies, natural light, materials and forms
    - Multisensory with spaces for retreat
    - Self-reliance and providing choice
    - Communicative rather than staff positioning.

NARRATIVE 4: ACCESS

4.A: DEFINITION, THEMES & RELATED NARRATIVES

ACCESS: DEFINITION

The Guide to Americans with Disabilities Act Access ibility 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 univer sal access for diverse body types, neurodiversity, gender accessibility, financial standing, and wayfinding. It also includes discussion of community access to the Jeff campus.

Narrative Themes

- Theme
- Theme
- theme

4.B: NARRATIVE OVERVIEW

Heading

-

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1. Space needs have historically been calculated with ADA as the typical level of consideration given for accessibility. Will the square footage defined for our buildings be able to accommodate the space that is actually needed for ease of movement for people in a variety of mobility devices?
2. How will Jeff's redesign balance student and staff safety with its role as a space for community and cultural gathering?
3. How will Jeff provide restrooms for all genders and gender-nonconforming users while being respectful of cultural differences around gendered space?
4. How can the design of the space help students, staff, and visitors to be self-sufficient?

5. How will the space be experienced by deaf and blind community members?

4.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source

Heading

-

4.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source

Heading

-

4.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source
[Prompt: What spaces don't you like about Jeff?] *The stairs. There needs to be less stairs.*	9th Grade Latine Jeff Student Class Rotations Session 1

Representative Stakeholder/User Comments: Spatial	Source
[Prompt: What do you hope for in the future redesign?] *Better air conditioning. An elevator that students can use, because there are way too many stairs for me in this school. More visible bathrooms, more lighting.*	9th Grade Jeff Student Class Rotations Session 2
[Prompt: What spaces don't you like about Jeff?] *I like A floor (privacy and quiet). I don't like crowded spaces and running into teachers constantly.*	9th Grade Jeff Student Class Rotations Session 3
[Prompt: What do you hope for in the future redesign?] *I don't really want Jeff to change. I just want them to renovate it but keep it the same. [I want a] better looking school than Roosevelt and Grant. The entrance way, because Roosevelt has a nice entrance way and Jeff's is kinda confusing.*	9th Grade Jeff Student Class Rotations Session 2
There are too many stairs, it's hard for kids who have asthma. Would like to have elevators or escalators.	Jeff Varsity Girl's Basketball Team Member EQCO Session

Stairs and Hallways

- The overwhelming majority of student complaints about current experiences navigating Jeff revolve around stairways and hallways. Students feel there are too many stairs and hallways, and that it is exhausting and confusing getting around the building.
- This is coupled with a desire for a functional elevator - students state that the current elevators in the building do not work or are unreliable.

Designing for Neurodiversity and Mental Health

- Quiet/**low-stimulus** spaces (sensory space) for students who are experiencing sensory overload and need a place to get calm and centered. (See Narrative: 7 Resources)

NARRATIVE 5: FLEXIBILITY & CHANGE

5.A: DEFINITION, THEMES & RELATED NARRATIVES

FLEXIBILITY & CHANGE: DEFINITION

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 activit y. Built-in flexibility in our architectural planning is critical. Additionally, this category contains futuresetting and imagining radically just futures for this project. It also incorporates themes around full replacement scenarios, and more general des ire for new and contemporary building conditions.

Narrative Themes

- themes
- Themes
- themes

5.B: NARRATIVE OVERVIEW

Heading

-

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1. How might we create spaces that are generic enough to be flexible while also being specific enough to represent community identity and encourage use?
2. How can Jeff meet the wrap-around needs of lower income students and staff, even as they are pushed out of the neighborhood?
3. Planning for resiliency and long-term change, how can we provide adequate parking space now while considering the ways that transportation will change in the next 20 years?

5.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source
[Prompt: Describe your favorite day in Class] *Physics class. Teacher was supportive and cared about our mental health more than just our studies and homework. He cared and understood the difficulty of transitioning from online middle school during covid to high school in -person. He made sure we understood the material but if we were having a bad day he'd let us take naps or take some time to ourselves in the hallway.*	Jeff Varsity Girl's Basketball Team Member EQCO Session
[Prompt: Describe your favorite day in Class] *Theater. On the first day I thought I was going to switch to a different class but because of the teacher's support I felt comfortable projecting and acting and that made me love it. I also like history class because of the teacher's teaching style, flexibility and giving us time to do homework.*	Jeff Varsity Girl's Basketball Team Member EQCO Session

Supporting Struggling Students

- Students reported deep appreciation for teachers and staff who gave them the flexibility they need while navigating the transition out of COVID shut-downs.
    - Are there ways for students and teachers to formalize this kind of supportive flexibility through school policy or procedures?

5.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source

Heading

-

5.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source

Climate Change Resiliency

-

Make it New/Newer/Like New

-

NARRATIVE 6: DELIGHT

6.A: DEFINITION, THEMES & RELATED NARRATIVES

DELIGHT: DEFINITION

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.

Narrative Themes

- Theme
- Theme
- Theme

6.B: NARRATIVE OVERVIEW

Heading

- Excitement, joy, inspiration, wonder
    - Excitement at the opportunity to have new spaces
    - Love for programs that celebrate community
    - Love for programs that bring people together
    - Love and appreciation of teachers for going above and beyond (although wishing they didn't have to)
    - Moments where students can feel trusted and respected to make their own decisions (ie. teachers being accommodating)
    - School pride at sporting events
    - Students like seeing school administrators joining in celebrations and participating in Jeff pride
- Art and creative expression
    - Desire for art that reflects student creativity and tells stories of cultural joy and resilience

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IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1. How can Jeff explore a co-creative approach to developing programs and events, and broadcasting it all to the community?
2. What kinds of activities and materials inspire students, staff, and community members? How do we design spaces to support that?
3. How can we ensure that the spaces we design for play, wonder, and creativity are universally accessible?
4. How can we ensure that we are incorporating art installations that are not purely visual for those who need beauty expressed via other senses?

5. What barriers are in place that prevent students, families, and community members from participating directly in the creation and curation of art for Jeff spaces?

6.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source

Heading

-

6.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source

Heading

-

6.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source
[Prompt: What is your favorite place at Jeff?] *My favorite place is gym or the field*	9th Grade Jeff Student Class Rotations Session 2

Heading

-

6.F: DESIGN PROCESS RECOMMENDATIONS

Incentives to participate in programs

- Giveaways and meals have shown to be successful for encouraging greater attendance and participation in various engagement activities

---

NARRATIVE 7: RESOURCES

7.A: DEFINITION, THEMES & RELATED NARRATIVES

RESOURCES: DEFINITION

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, foo d, economics, technology, as well as specific educational pathways as resources. This also includes community gathering space as a resource.

Narrative Themes

- Theme
- Theme
- theme

7.B: NARRATIVE OVERVIEW

Heading

- Critical needs, health & wellness
- Food & eating
- Housing insecurity, economic insecurity, gentrification & displacement
- Technology & media
- Literacy & academics
- CTE & vocational training
- Events & meeting space
- Sustaining culturally relevant programs
- Transportation

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1. How can Jeff continue to build on virtual resources while investing in its physical spaces? How could physical spaces incorporate the tools and technologies necessary for providing resources virtually or in a hybrid manner?

2. What is the mechanism for changing policies that disproportionately target marginalized communities and creating more just, equitable policies reflecting the needs of primary and priority users?
3. How can community members advocate for the resources they need from Jeff outside of this project? How does Jeff evaluate the impact of the resources it provides?
4. How are multilingual staff intentionally recruited and supported, and how does the presence (or absence) of a particular language impact the communities that feel welcome in at Jeff?

7.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source
[Prompt: What do you hope for in the future redesign?] *To be a cleaner school and a lot more help for students that missed school. Not the same food everyday, should be more variety of foods. It's always pizza and nachos.*	9th Grade Jeff Student Class Rotations Session 2
Student quote about need for mental health support	

Mental Health & Learning Support after Pandemic Closures

- Jeff students expressed a need for more mental health support staff, citing their individual experiences with anxiety and depression as well as friends' experiences.
- Students expressed a similar need for more staff who could help students catch up on learning loss that occurred during the pandemic-related school closures.

Food Options & Lunch Times

- Jeff students consistently express frustration with the short lunch break (30 minutes), and are confused why their lunches were shortened.

- Students do not have time to go off campus to get lunch, and off-campus options within walking distance are limited to begin with.
    - This impacts students who either cannot eat the school lunches due to health or other constraints, or are seeking more variety than the lunch menu provides.
- Students have expressed desire for vending machines to have more affordable quick food options.

7.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source

Heading

-

7.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source
[Prompt: What do you hope for in the future redesign?] *I hope for a bigger cafeteria, gym, library, and more variety of classes. Some classes that can help in the real world. Color, wood, brick.*	9th Grade Black Jeff Student Class Rotations Session 1

Heading

-

7.F: DESIGN PROCESS RECOMMENDATIONS

To better understand how community members themselves use resources, and what resources are needed with the most intensity, **we will need to continue showing up in spaces where community members already gather (whether online or in person).**

- The more we show up in spaces for tabling, the more we meet people and orgs, and the more we understand what opportunities are available for us to be present and hear from folks in our priority user groups.

- **We encourage dialogue with staff, partners such as CBSE, and community based organizations such as Latino Network and SEI for** building relationships and hearing from communities from a more trusted position.

NARRATIVE 8: EMBRACING THE OUTDOORS

8.A: DEFINITION, THEMES & RELATED NARRATIVES

EMBRACING THE OUTDOORS: DEFINITION

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.

Narrative Themes

- Theme
- Theme
- Theme

8.B: NARRATIVE OVERVIEW

Heading

- Strong appreciation for design scenarios that show a clear passage through campus at mid -block along the east-west axis.

- Students and community members want to see outdoor all-season flexible gathering spaces
- Students want more covered outdoor options. Walking long distances across the site in bad weather is unpleasant.
- Some concern about the canyon-like quality of outdoor options on a couple of schemes.
    - Worried about active outdoor spaces directly adjacent to learning environments.
- Bring trees back, it's a heat island.
- Visibility across the landscape (see Safety)
- Interest in agriculture, urban farm/garden, culinary arts, and food sovereignty education
- Parking space is desperately needed - it's a transit equity issue, considering:
    - Teachers and many BIPoC community members cannot afford to live near school.
    - Events in new performing arts spaces would draw larger audiences needing parking.
    - Suggestion from internal stakeholder: have PCC be overflow parking for Jeff on big event days and for teachers/staff/students.
    - Some suggestions from CPC & community members include having a small parking structure with other active uses on top such as tennis courts, a garden, or PV panels.
- Athletics & fields
    - Community doesn't want to lose the new track and field
    - Concerns about students and practices being displaced during construction for a long period of time.
    - For any displacement or temporary removal of a resource, the school/PPS has been asked to clearly and proactively communicate the replacement site so that families and students have time to prepare how they will adjust.
- Interest in pool/aquatics center from students, elders and alumni.
    - Narrative: Black community never had equitable access to pools, and now many people don't know how to swim. Black children deserve to learn, and Peninsula Park is closed much of the time.
        - Design team - explore this. Why is Peninsula Park closed so often? Is there potential for a partnership with Portland Parks & Rec?

IMPORTANT QUESTIONS

These questions can help to frame current and future design and engagement decisions in response to the topics addressed within this chapter:

1. People arrive at the school as they arrive at the site. How can they feel a sense of welcome and belonging before ever entering the building?
2. What is the balance between centralized and room -based climate control?
3. How can we overcome or work with maintenance barriers to create a generous space?
4. How can natural materials such as wood, masonry, or stone be incorporated into the interior and exterior design to create a sense of continuity throughout the site?

8.C: POLICY & PROCESS IMPLICATIONS

Representative Stakeholder/User Comments: Policy & Process	Source

Heading

-

8.D: PROGRAM IMPLICATIONS

Representative Stakeholder/User Comments: Program	Source

Representative Stakeholder/User Comments: Program	Source

Heading

-

8.E: SPATIAL IMPLICATIONS

Representative Stakeholder/User Comments: Spatial	Source

Desire for Outdoor Gathering & Seating Spaces

- Many Jeff students consistently said their favorite places on campus are outside, including the fields and the Kirby side which is closed to through traffic.
- One of the highest-frequency requests from students is covered outdoor seating space to gather, eat lunch, and decompress.
    - This is supported by other primary and priority stakeholders as well, both for student wellbeing and to facilitate an improved experience for community members and families during visits or events.

8.F: DESIGN PROCESS RECOMMENDATIONS

Engage with community members, specially indigenous community members, for selecting plant species for outdoor spaces.

JEFFERSON HIGH SCHOOL BASELINE + GROUNDSETTING REPORT_DRAFT

September 28, 2022

Project 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 14-acre site includes the original 1909 structure, later alterations and additions, track, fields, and parking.

In 2019, a Conceptual Master Planning process was undertaken by PPS, which proposed maintaining the existing 1909 structure as a distinct symbol of the history and culture of Jefferson, and creating a new addition on the south side of the building to represent a new connection to Alberta St. and a new community entry. This proposal is not final, and this first phase of design will explore multiple options with input from the communities who are most impacted by this work. Colloqate will be part of this process, while expanding the traditional approach with a Community Design Organizer program.

About this Document

This Baseline & Groundsetting document is intended to be a primer for the project team as we move through the engagement and design processes. We believe 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 we expect to gain a deeper understanding of the place and its history during community engagement, we find that having some foundational knowledge of an area's history is critical to working on any community-engaged project.

These are the living narratives that exist currently. Some of these narratives are widely-documented historical fact, and others are the experiential understandings of events from communities that have experienced oppression. **Our goal is not to be arbiters of truth, but to reflect the narratives that intersect with this project and have political, cultural, and spatial resonance on this work and this place.**

In no way is this document an exhaustive list of historic happenings or current people involved in imagining a better future for Portland, Oregon, and the United States - but it helps us start to understand the context in which Thomas Jefferson High School exists.

By understanding the social, spatial, and political context of this place, we are able to pinpoint the systems that sustain injustice. It is then incumbent upon us to leverage our positions within those systems to repair harm and support joyful resilient futures for the communities who have borne the weight of injustice for generations.

Note: All sources are cited as they are referenced throughout the text, and are listed at the bottom of each page.

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ANCESTRAL CONTEXT

Natural Foundations of the Site

Portland is located at the northernmost end of a broad valley, nestled between the Cascade Mountain Range to the East, the Coast Mountain Range and North Pacific Ocean to the West, and the Calapooya Mountains to the South. The bifurcation of the Columbia River into the Willamette River tributary wrap around Portland of today, but were once shallow braided channels that flowed across a wide floodplain[1].

For more than ten millennia, the Columbia River has been the most important and intensively used part of Oregon's natural landscape. One of the largest tributaries, the Willamette, which arises in mountainous terrain, carries significant minerals to create its alluvial valleys and is considered one of the most fertile regions in western North America.[2] The floodplain and riparian zone help control flood waters, reduce water temperatures, and provide critical fish and wildlife habitat. However, **today researchers estimate as much as 85% of the Willamette's floodplain and riparian zone has been permanently lost to development[3].**

Before colonial development, the Willamette Valley ecoregion was covered by dry-upland prairies, low elevation wetlands, meandering riparian flood plains, and open savannas dominated by old-growth Oregon White Oak. Dense conifer forests that are today considered to be unquestionably characteristic of the area were, in fact, largely relegated to the mountainous outskirts of the Valley through careful management by Indigenous peoples.

If we go further back in time, the fertile valley we experience today is a result of how quaternary climate change affected the base level regionally and locally. In geologic time, the Quaternary Period is the third and last of the three periods of the Cenozoic Era. A thin layer of sediments deposited during the Quaternary covers much of the Earth's land surface today[4]. In the Oregon area, global warming during this span of time changed the character of sediment transported and deposited within the basin by rivers and watersheds, and led to the colossal Missoula Floods. The floods were caused by the slow melting and periodic collapse of a great ice dam that filled northwestern Montana valleys. The flood of ice and debris from these collapses went rushing west through what is now the Columbia River Gorge, spilling south through the Willamette Valley. Therefore, much of the modern land surface in the Portland Basin is underlain by silt, sand, and gravel[5].

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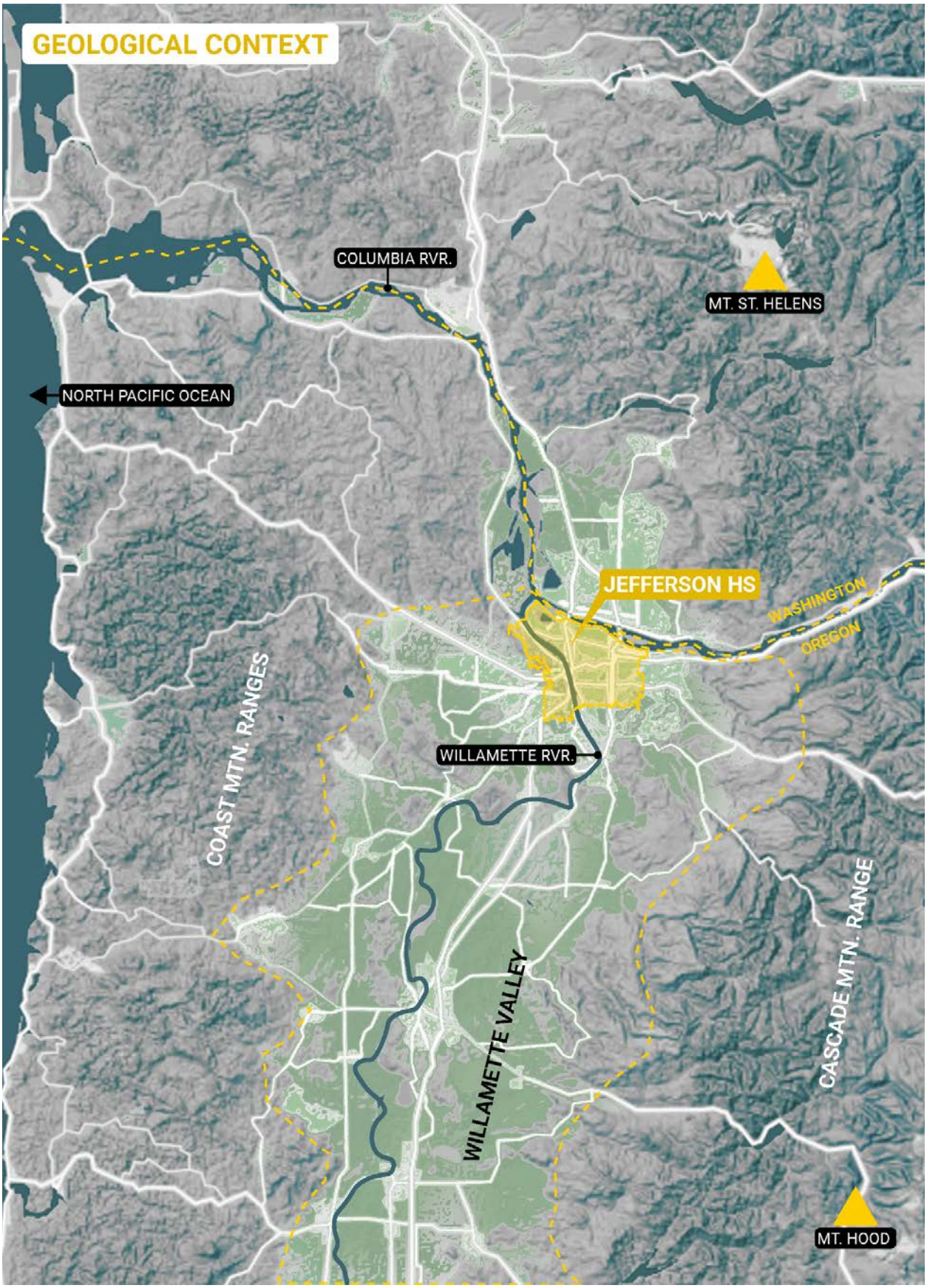
[1]https://www.portlandoregon.gov/bes/article/231478#:~:text=They%20planted%20crops%20and%20built,more%20people%20into%20the%20valley.

[2] https://www.oregonencyclopedia.org/articles/columbia_river/#.YPHnvRNuft0

[3] https://www.portlandoregon.gov/bes/article/231478

[4] https://www.nps.gov/articles/000/quaternary-period.htm#:~:text=The%20Quaternary%20Period%20is%20the,of%20the%20Earth's%20land%20surface

[5] https://www.geosociety.org/gsatoday/archive/19/9/article/i1052-5173-19-9-4.htm


GEOLOGICAL CONTEXT
COLUMBIA RVR.
MT. ST. HELENS
NORTH PACIFIC OCEAN
JEFFERSON HS
WASHINGTON
OREGON
COAST MTN. RANGES
WILLAMETTE RVR.
WILLAMETTE VALLEY
CASCADE MTN. RANGE
MT. HOOD

Due to the subduction of the Pacific Ocean plate underneath the North American continental plate, there is a predisposition for megathrust earthquakes in this area, the last one recorded in 1700. The Cascadia Subduction Zone, a 600-mile fault line that runs from northern California up to British Columbia, is the known location for 41 earthquakes that have occurred in the last 10,000 years. Scientists are predicting that there is about a 37 percent chance that a megathrust earthquake of 7.1+ magnitude in this fault zone will occur in the next 50 years.[6] Already, strong ground shaking from earthquakes has impacted the Portland metro area, most recently from the 1993 magnitude 5.7 Scotts Mills earthquake.[7] Coincidingly, rising magma from the deeper parts of the subduction zone continuously feeds the active volcanoes of the Cascades Arc, including Mount Hood and Mount St. Helens, both visible from Portland.

Also influenced by proximity to the ocean, a temperate climate West of the Cascade Mountain Range receives plentiful precipitation three seasons of the year. Its extremes are characterized by cool and rainy winters, and warm and dry summers.[8] While the climate average has drastically shifted over the years, the climate supports thriving habitats - home to hundreds of different native plants as well as 90 different kinds of native birds, reptiles, and mammals[9].

Indigenous Heritage

> "Before the non-Indians got here, we were some of the richest people in the world. Oregon has been 100 percent Indian land."
>
> Louie Pitt Jr., Director of Governmental Affairs for the Confederated Tribes of the Warm Springs

Geological and ecological Oregon regions vary in terrain, climate and resources. These regions shaped Indigenous traditions, technologies, and relationships[10]. Tribal borders were extremely fluid because of this, and many communities shared territory. If they were at war, boundaries would push and pull throughout the year. Other tribes were semi-nomadic or seasonally migrated and did not occupy the same place all year.[11] Many lived in what is now Multnomah county, including the Multnomah, Wasco, Kathlamet, Clackamas, Chinook, Tualatin, Kalapuya, Molalla[12],Cascades, Stl'pulmsh (Cowlitz), the Confederated Tribes of Siletz Indians, the Confederated Tribes of Grand Ronde, and many others.

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[6] https://www.oregon.gov/oem/hazardsprep/Pages/Cascadia-Subduction-Zone.aspx

[7] https://www.usgs.gov/news/volcanoes-vineyards-new-geologic-map-reveals-portlands-deep-history

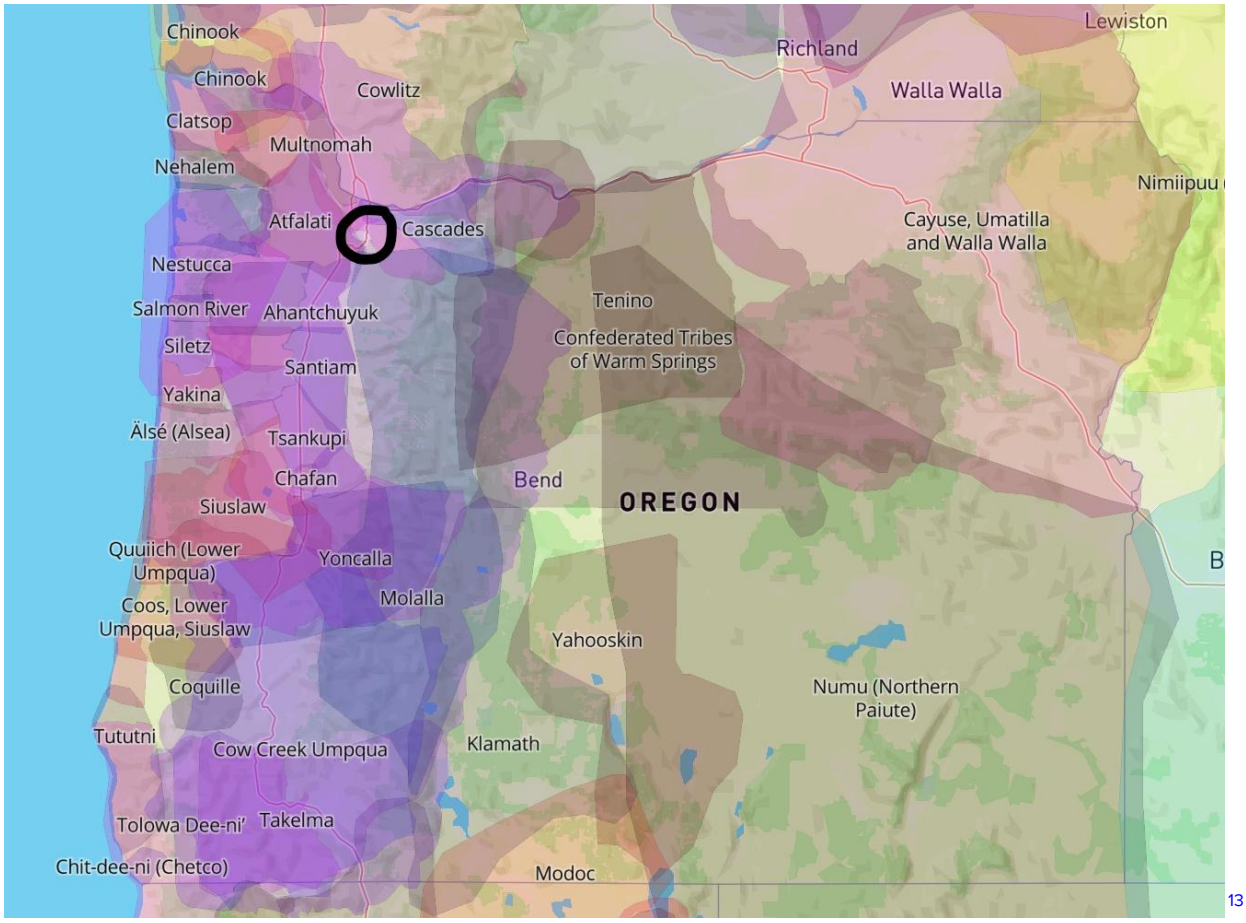
[8] https://en.wikipedia.org/wiki/List_of_ecoregions_in_Oregon#:~:text=Oregon%20is%20ecologically%20diverse.,Cascades%20and%20is%20much%20drier.

[9] https://willamettebotany.org/better-learning-through-botany/

[10] https://www.opb.org/artsandlife/series/brokentreaties/oregon-tribes-oral-history-broken-treaties/

[11] http://www.native-languages.org/maps.htm

[12] https://www.portlandpf.org/land-acknowledgement



> "You've been — [for] ten thousand years — in one place and your culture and your genealogy is a part of that place. You have a better understanding of that place than anybody else. We have learned to live with it — we're a part of it. The forest, the rivers, the coastline, the mountains — we are a part of all that. Our people are from there. And so everything we do in our culture resonates with that, and that's important to say. I mean, not a lot of people except for us has that."
> David Lewis, Confederated Tribes of the Grand Ronde

For millennia, Indigenous peoples maintained the landscape that sheltered and provided for them and honored the wildlife that kept them fed and clothed. The wetland prairies, upland prairies, and oak savanna were purposefully cultivated and managed by the native inhabitants over thousands of years through careful hunting, gathering, and planned burning. The Kalapuya people especially were stewards of the land, utilizing complex burning methods to prevent destructive fires and cultivate crop and wildlife health. For example, after hunting elk in an area, the underbrush would be burnt off to provide more feed for elk and deer for the next year. Burnt woody plantings would grow back as straight shoots used for basket weaving[14].

[13] https://native-land.ca/

[14] https://www.opb.org/artsandlife/series/brokentreaties/oregon-tribes-oral-history-broken-treaties/

The planned burning suppressed woody plant encroachment, increased resources for herbaceous species, and maintained habitat for insects, birds, and deer that were also key to Kalapuya diet and culture. In this way, the Kalapuya kept Douglas Fir and Big Leaf Maple from dominating the landscape and fostered the development of diverse ecosystems[15].

As the Columbia River is the cornerstone of the ecology of this area, the river plays a vital role in Indigenous ways of life. The river previously had the world's largest Chinook salmon runs, vital to Indigenous rituals and livelihood. However, salmon population decline has been linked to hydrological disturbances both human and climatic which have disrupted the natural ebb and flow of the river that was necessary to maintain the population.[16] ***(see Environmental Justice for more)***

Making of a State

1750-1800

After thousands of years of history, life as Indigenous people knew it was upended in just a few short decades. The Anglo settlers had declared independence from Great Britain in 1776. European nations along with the new Americans raced to gain control over the "untouched Northwest wilderness", not recognizing or honoring the presence of Indigenous people or their role in the ecosystem. Indigenous populations were labeled by Anglo settlers as heathen, savages, primitives and uncivilized peoples. These labels were used to dehumanize and discount indigenous societies and rights to the land[17].

As ships docked on their shores and overland explorers and fur traders reached the Northwest, the Indigenous peoples were exposed to more than white Europeans. Spanish explorers had come ashore in the mid 1700's before the United States. The first documented Black person to be in the area was Markus Lopius, a hired servant and crewmember of the American ship *Lady Washington* in 1788. Upon landing in what is now Tillamook Bay, Lopius was on shore cutting grass for stock when a local Native took his knife. After a struggle, Lopius caught the thief but was felled by a flight of arrows as he fled back to the ship[18].

Because no Indigenous group maintained written records, it is necessary to rely on written visitor and Indigenous oral accounts of how Indigenous peoples responded during early interactions with Anglo settlers. Different Indigenous groups met the settlers in varying degrees - violence and hostility towards the intruders, stealthy theft and sabotage, or welcoming and curious with a desire to trade[19]. The

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[15] https://willamettebotany.org/better-learning-through-botany/

[16] Jay, David & Naik, Pradeep. (2011). Distinguishing human and climate influences on hydrological disturbance processes in the Columbia River, USA. Hydrological Sciences Journal – Journal des Sciences Hydrologiques. 56. Pg. 1188.

[17] https://www.opb.org/artsandlife/series/brokentreaties/oregon-tribes-oral-history-broken-treaties/

[18] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.Yvryg3bMKUl

[19] https://en.wikipedia.org/wiki/Native_American_peoples_of_Oregon

Northwest Indigenous peoples were among the last to experience the wave of colonialism that was sweeping North America.

1800-1845

Lewis and Clark reached Oregon in 1805 with York, a Black enslaved laborer who had fought alongside Clark in the Revolutionary War and protected the expedition[20]. York was the first Black person that some of the Natives they encountered had ever seen, making him an important diplomatic asset in establishing relationships with resident populations. **As the fur industry expanded in the area, many traders used Black enslaved laborers in their work.** Some free Black mountain men such as Moses "Black" Harris, became legendary figures in the fur trade and later worked as wagon train guides.

While the U.S. was staking claim to the northwest, **Mexico won their independence from Spain in 1821, gaining a territory that stretched from Central America to the southern Oregon border.** Mexican and Spanish descent communities started to make their way north, many working as vaqueros (horsemen and cattle herders) and mule packers[21]. Most settled in the rangelands of eastern Oregon, and it would be a few more years before they reached the Valley[22].

Traders and trappers of the time did not form settlements, but they instigated a shift in power. Relationships between male fur traders and Indigenous women became common for both economic and personal reasons. Traders hoped to gain knowledge and skills; Indigenous groups hoped to be treated with favor in trade. Some of these relationships resulted in traders adopting Indigenous ways of life, but more often they abandoned their wife and children as they moved on or forced their new family to adopt British lifestyles. **The most devastating result of these interactions were the recurring waves of endemic diseases that devastated Indigenous communities during this time.** Rapid loss of population weakened Indigenous societies just as non-Indigenous colonizers approached the Pacific Northwest, diminishing natives' ability to resist colonization. [23]

The riparian wetland ecosystem around the future site of Portland provides a chilling example. Over the course of three years, beginning in 1830, malaria swept through groups of native people along the lower Columbia and Willamette rivers - brought to the region either by sailing vessels or by traders and trappers who had arrived from the Mississippi River valley. **In 1830, there are estimated to have been 13,940 Indigenous people in the lower Columbia and Willamette valleys who had survived previous**

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20 https://www.smithsonianmag.com/history/york-explored-west-lewis-and-clark-his-freedom-wouldnt-come-until-decades-later-180968427/

21 https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

22 https://www.ohs.org/events/latino-activism-in-oregon.cfm

23 https://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%207/7.html

endemics; by 1841 there were only an estimated 1175 natives remaining. Approximately 92% of the population had died in less than a decade[24].

Building on the impact of disease, the **Indian removal Act of 1830 legalized removal of Indigenous people from ancestral lands**[25], opening the door for missionaries to establish the first permanent colonial settlement and **Indian Boarding School in the Willamette Valley in 1835**[26]**.** By 1840, settlers poured in from the Oregon Trail, many settling in the growing port city that is now Portland - native inhabitants severely weakened from the previous malaria endemic.

In 1843 representatives met at Champoeg (near present-day Newberg) to organize a provisional government and Oregon became a US territory in 1846. As treaties were signed, tribes thought that they had binding agreements. Some moved to the restricted areas they had agreed to, but money never came from Congress because the treaty was not ratified.



24 https://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%207/7.html

25 https://www.pbs.org/video/oregon-experience-broken-treaties-oregon-experience/

26 https://www.oregonencyclopedia.org/articles/indian_boarding_school/#.YwaWhXbMJD8

Working in tandem with Christian missionaries, the government established boarding schools for Indigenous children in exchange for treaties, the Indigenous people not knowing that the United States military considered education and religion "a better conquering tactic than bullets"[27]. These boarding schools stripped students of their Native languages, religions, and cultural practices by teaching superiority of Anglo culture. Students became shameful of their heritage and families, successfully breaking millenia of cultural ties and preparing them for new life in the United States.

Contributing to the project of blatant extermination of Indigenous culture, race tensions in the rest of the country left the Northwest as a last chance for a white utopia. **As a young territory, Oregon passed Exclusion laws, such as in 1844 saying that Black folk who try to settle in Oregon would be forced to do public labor.** This builds upon the 1857 Supreme Court ruling that a Black person, whether enslaved or free, could not be an American citizen and that the federal government had no power to regulate slavery in federal territories. These laws were not well enforced, but the message was clear. Black people were not welcome, and few established residence in Oregon[28].

1845-1860

With their new territory, the US government passed the **Oregon Donation Land Act in 1850. offering 320-acre parcels to thousands of (only) white immigrants. In five years' time, settlers would claim 2.8 million acres of Indigenous land** - including all of what is now Portland. By 1855, the federal government decided to remove the remaining native peoples from the Willamette Valley and resettle them at Grand Ronde. Around this time, **small groups of Chinese miners and merchants arrived and settled in southwest and northeast Oregon,** though their numbers were unstable, rising and falling with the boom and bust of gold mining[29].

Oregon becomes a state in 1859[30]. While the Oregon Constitution bans slavery, it states that no Chinaman shall ever hold land and inserted an exclusion clause in the constitution that made it illegal for Black people to remain in the state, this clause was not removed until 1926. Though these laws were poorly enforced by the government, they allowed citizen racism to run rampant and denied these groups any support from the legal system.[31] **Oregon was one of only six states that refused to ratify the 15th Amendment to the U.S. Constitution, which gave Black people the rights of American citizenship and Black men the right to vote.[32]**

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[27] https://www.oregonencyclopedia.org/articles/chemawa_indian_boarding_school/#.YvV3VnbMLOg

[28] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

[29] https://www.oregonencyclopedia.org/articles/chinese_americans_in_oregon/#.YvsJqXbMKUk

[30] https://www.britannica.com/place/Oregon-state/History

[31] Gibson, Karen J. "Bleeding Albina: A History of Community Disinvestment, 1940-2000." *Transforming Anthropology* 15, no. 1 (2007): 3–25. https://doi.org/10.1525/tran.2007.15.1.03, pg 7.

[32] Ibid, pg 7.

A sharp increase in violence during this time between the remaining native people and settlers marked the resistance of Indigenous people against the theft of their land and way of life. The combined forces of development and forced removal of Kalapuya people and their cultural practices forever altered the way of life for Indigenous people and the land.

Indigenous boarding schools became a prolific tool of control both on and off reservations, a "solution to the Indian problem"[33]. School supervisors, often retired military generals, eventually brought cohorts of students from all over the Northwest and Alaska in order to increase government funding. Later, Indigenous families chose to send their children to boarding schools because there were no other schools available[34], yet there is substantial documentation revealing the tragic consequences of this particular form of education on students, tribes, and communities[35].

Need for Labor

1860-1900

Civil War 1861-65. Specialized labor remained linked to Black and Asian peoples. Where demand materialized, workers would be recruited then deported as soon as the work was finished. Such work included mining, logging, ranching, along with urban and railroad construction. After the 1850's gold rush enticed the first Chinese immigrants, **large numbers of Chinese laborers were imported by the O&C in the 1870's to construct the Northern Pacific Railroad, specifically the line from Portland to Roseburg.** Most were young men who sent money home to their families. Chinese women arrived in much smaller numbers. Some worked as laborers, while many more supported themselves as sex workers. Viewing Chinese sex workers as a national concern, Congress passed the Page Act in 1875 to prohibit the immigration of any Chinese woman who was not a merchant's wife or who entered the country as a prostitute. It was the first federal law to restrict immigration[36].

The anti-Chinese sentiment in Oregon and the Northwest emerged early on, especially during economic downturns such as the Panic of 1873 and the short-lived depression of the mid 1880s, and there were sometimes violent antagonisms of one segment of the working class against another. When unemployment increased, white workers feared that Chinese laborers threatened their livelihoods. The resulting **1882 Chinese exclusion act prohibited immigration for 10 years,** but those who were already in the U.S. could remain. With the decline of work in mining and railroads, many Chinese migrated to Portland, whose Chinatown in 1890 was second in size to San Francisco's. By 1900, the city was home to three-quarters of the state's Chinese population. Some operated businesses, but many were common

[33] https://www.oregonencyclopedia.org/articles/indian_boarding_school/#.YvVDLHbMLOh

[34] https://www.oregonencyclopedia.org/articles/chemawa_indian_boarding_school/#.YvV3VnbMLOg

[35] https://www.oregonencyclopedia.org/articles/indian_boarding_school/#.YtBbbXbMLOg

[36] https://www.oregonhistoryproject.org/articles/railroads-race-and-the-transformation-of-oregon/

laborers, laundrymen, dishwashers, and cooks. Others worked seasonally in canneries, farms, and lumber camps[37].

Japanese immigrants soon replaced Chinese labor on the railroads, as workers in the fishing and logging industries, and as agricultural fieldworkers. Mostly male, many returned to Japan and then made second or third trips to the United States. By the early twentieth century, some Japanese had pooled their resources and started family-operated truck farms on the fringes of cities, supplying fresh fruits and vegetables to people in Portland[38]. Koreans and South Asian Indians also immigrated to the Pacific Northwest in the early twentieth century to work in agriculture, railroads, lumber mills, canneries, and mining, though they arrived in smaller numbers than the Chinese and Japanese immigrants had in the previous century.

Concurrently, the 1887 Dawes Act allowed congress to break up and sell off tribal lands, again dramatically shrinking tribally held land in Oregon.

During the late 1800s, most Black Oregonians, effectively excluded from rural Oregon by land laws and racial hostility, gravitated to urban centers. Most went to Portland, where they worked for the railroads and related industries such as hotels, restaurants, and entertainment.[39] Segregation in education is a systemic practice or policy of establishing and maintaining racially separate educational facilities, services, and activities, and was a tactic of assimilation and oppression since the beginning. The infamous Plessy v Ferguson decision in 1896 gave legal sanction to racial segregation under the "separate but equal" principle, and school systems as a matter of course invested in education for whites while starving Black schools for resources.

1900-1950

The first half of the 1900's is defined by global war - WW1 1914-1918, WW2 1939-45 - impacting local relationships in Portland as much as global ones.

International geopolitics singled out Japanese immigrants when Japan began to emerge as a major world power after its defeat of Russia in 1905. West Coast newspapers played up the Japanese threat and identified immigrant Japanese as a menace to American security and welfare. Corporations competing with Japan for Pacific markets helped fan anti-Japanese fears[40]. **Most Japanese in Oregon lived in Multnomah and Hood River Counties, where they were subjected to the same abuses, injustices, and denial of civil rights that had been visited on Chinese.** There was also some jealousy of the success of Japanese farmers and the so-called picture brides that joined many Japanese men after 1910. By 1920, thousands of Japanese women had immigrated to the United States through such

[37] https://www.oregonhistoryproject.org/articles/railroads-race-and-the-transformation-of-oregon/

[38] https://www.oregonhistoryproject.org/articles/railroads-race-and-the-transformation-of-oregon/

[39] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

[40] https://www.oregonhistoryproject.org/articles/railroads-race-and-the-transformation-of-oregon/

agreements. In Oregon, the number of Issei (first generation) Japanese women increased from 294 in 1910 to 1,349 in 1920[41].

Employment in the rail and service industries attracted and recruited African Americans from southern states to work, and the first recognizable Black neighborhood in Portland was established in what is now Old Town Chinatown and the Pearl District[42]. This work—both commercial and domestic—became the economic pillars of Black community life. However, as the downtown core developed, and new immigrants arrived, Black communities were pushed northeast. Segregation was most widely and powerfully practiced in the real estate industry. **Restrictive covenants, redlining, and prohibitions in the real estate handbook established the inner northeast section of the city for Black residents[43].**

The Latine population grew slowly in Oregon, and it is difficult to measure how many were here in the early 1900's. **The 1910 Oregon Census reports that no Mexicans or Latinos lived in Oregon, but the issuance of money orders to Mexico from Oregon indicates that at least fifty Mexicans were in the state in 1900 and eighty-five in 1910.** Just before World War I, the railroads recruited Mexicans to work as laborers and then the U.S. entry into World War I increased the demand for agricultural production. To circumvent not only the anti-immigrant sentiment in the United States during this period but also the restrictions of the 1917 Immigration Act, Mexicans were exempted from provisions of the act to allow their labor in construction, railroad, and agriculture[44].

By the late 1920s and early 1930s, a large number of Latinos in Oregon worked in agriculture and this hard labor in the fields had become racialized as Mexican labor. Because of this, even as Mexicans were deported in the 1930s, a significant number remained employed in the Pacific Northwest, including in Oregon. The Depression revealed the vulnerability of Latinos, but it also reinforced the need for Latino labor. **Under a wartime agreement between Mexico and the United States, Oregon imported over 15,000 laborers from Mexico between 1942 and 1947.** The workers in the Bracero Program, as it was called, were not the first Latinos in Oregon, but they represent a significant moment in the state's Latino history[45].

In 1941, Japan attacked Pearl Harbor, and hysteria flew through Portland with rumors on the role Japanese living in the city had played in the attack. Through fear and no evidence, federal restrictions quickly followed. The FBI searched and arrested 2,000 Japanese men. Soon after, Executive Order 9066 authorized military internment camps for the "alien people unable to assimilate and still loyal to Japan[46]." Japanese were forced from their home, selling anything they could and leaving the rest behind, and

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[41] https://www.oregonhistoryproject.org/articles/railroads-race-and-the-transformation-of-oregon/

[42] https://www.oregonhistoryproject.org/articles/railroads-race-and-the-transformation-of-oregon/

[43] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

[44] https://www.oregonencyclopedia.org/articles/hispanics_in_oregon/#.YvqmXnbMLOg

[45] https://www.oregonencyclopedia.org/articles/hispanics_in_oregon/#.YvqmXnbMLOg

[46] https://www.oregonencyclopedia.org/articles/japanese_internment/#.YvvMj3bMLOh

shuffled into hastily constructed camps. **What is now the Portland Expo Center was established as the internment camp for the area, housing approximately 4,000 people in a livestock hall.** Later, permanent camps were built and most Oregon Japanese residents were sent to Idaho, where many were forced into agricultural labor to help meet the state's worker shortage during the war.

In December 1944, when it was clear that the Japanese military no longer posed any threat to the West Coast, the military ended its policy of exclusion. Although the War Department declared that the Japanese were free to leave camps as of January 2, 1945, by March only a hundred had returned to Oregon. Racism coupled with fears of economic competition meant that many white communities strongly opposed their return. Eventually, many did return but incarceration had traumatized Japanese Americans psychologically, socially, and economically. However, shared grief brought the community closer together[47].

The wartime efforts had positioned the Columbia River as a shipyard, and segregated working towns had been built along it. **At the end of the war, many Blacks left the state as shipyard jobs disappeared, but many decided to stay. The postwar Black population stabilized at about six times the size of the prewar population. Most lived in Vanport, until a devastating flood on the Columbia in 1948 swept that city away.** Finding a place for displaced Black Vanport residents to live became a racial crisis. The inner northeast area of Portland, known as the Albina District, was identified by the city's financial and political power structure as a target area for Black resettlement. **The neighborhood was favored because of its older, less desirable housing and its proximity to both Vanport and the older Black community.** Further, more and more whites were leaving the city for the suburbs, and creating a Black neighborhood in Albina did not interfere with or threaten that exodus[48]. ***(see Municipal Context for more)***

Outside Portland, many rural towns with small or nonexistent Black populations enforced Sundown Laws that required Blacks to be out of town by nightfall or face hostile action by the police, private citizens, or both. **By the 1920s, Oregon had a well-established and well-earned reputation as a hostile and dangerous place for Blacks. That reputation was solidified by the presence in the state of the largest Ku Klux Klan chapter west of the Mississippi River.[49]**

Oregon Black communities resisted Klan activities and influence on multiple levels. **The first NAACP chapter west of the Mississippi River was organized in Portland in 1914, and it fought KKK propaganda through educational campaigns and protests.** When Black people were denied access to white services and goods, individuals in the Black community filled the gap. Black people owned hotels, restaurants, and other small businesses; and fraternal and social organizations and clubs provided both community and recreation. A Black weekly newspaper, the Advocate, owned and edited by activist Beatrice Morrow

[47] https://www.oregonencyclopedia.org/articles/japanese_internment/#.YvvMj3bMLOh

[48] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

[49] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

Cannady, provided communication and inspiration, and Black churches were places to associate, bond, and maintain spiritual and psychological strength[50].

1950-2000

The second half of the 1900's is defined by civil unrest. Integration - aka assimilation - had become the new systemic wave exponetializing harm, and the people started to fight back. The Civil Rights Movement of the 1950's and 1960's revolutionized both rights and racism in the United States, ushering in a new era of social and political relationships[51]. When the Supreme Court handed down its radical ruling for racial justice in 1954 with Brown v. Board of Education, the white South began a systematic anti-integration.

In 1953, more than 60 Tribes in Oregon were terminated by the federal government under the guise of the then-liberal notion of assimilation. Denial of Indigenous citizenship occurred until 1924, but many states, Oregon included, denied voting rights until the Voting Rights Act of 1965. Indigenous faith traditions were outlawed until 1993. **Thousands of Native women (and some men) were forcibly sterilized or coerced into sterilization when in the justice, mental health, and child welfare systems[52]**. During this time, a mindset of "integration" was attempted without consulting the segregated populations and many acts of harm passed on the premise that they were helping "integrate" society. In 1956, Native peoples were forced to move from their reservations and into poor urban areas – with little more than a one-way bus ticket.

Termination of Tribal Nations and displacement from reservations meant revoking tribal sovereignty and government responsibilities to Native peoples, as well as claims to reservation land and unique identity. The policy also meant protected resources were taken from them, with millions of acres of land removed from Indigenous stewardship[53]. **It is this recent history which is a key factor in how Portland has emerged as the 9th largest Native American population in the USA. Still, some Tribes - like the Klamath Tribe in 1986 - successfully fought for restoration and began to work toward the realization of tribal sovereignty.**

Government disinvestment in the tribes also created disinvestment in schools on reservations, and students attending public schools were not supported. During this time, Tribal and intertribal Indian education associations were formed and Tribal communities started to rewrite curriculum to reflect their ancestral culture, values, and skills[54].

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[50] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

[51] Bonilla-Silva, E. (2022). *Racism without racists color-blind racism and the persistence of racial inequality in America*. Rowman & Littlefield.

[52] https://www.portlandoregon.gov/civic/article/505489

[53] https://www.portlandoregon.gov/civic/article/505489

[54] https://www.portlandoregon.gov/civic/article/505489

For Asian communities, assimilation pressures looked like the need to be the “model minority.” Less immigrated, the first generations passed away, and more were being born and raised fully in the U.S. The ethnic center of the city experienced dramatic change as more and more worked and lived outside it, even being renovated to increase tourism more than being an ethnic enclave for its original residents. Children increasingly were put under pressure to excel in school, and many graduated to become lawyers, doctors, architects, engineers, and other professionals[55].

The civil rights and ethnic power movements also began to change how many Americans viewed the internment camps. Prodded by activists Raymond Okamura and Edison Uno, the Japanese American Citizens League (JACL) supported a resolution in 1970 demanding that the government compensate Nikkei incarcerated during World War II. In 1980, Congress created the Commission on Wartime Relocation and Internment of Civilians. **After holding hearings and doing extensive archival research, the commission's 1983 report acknowledged that "race prejudice, war hysteria, and a failure of political leadership," not military necessity, had led to Japanese incarceration. In 1988, President Ronald Reagan signed legislation that provided $20,000 for each person incarcerated.** Two years later, the first nine Nikkei received their checks along with an official apology from President George H. W. Bush[56].

For Black communities, assimilation was rooted in the education experience. Previously, neighborhood schools meant segregated schools because the neighborhoods were segregated. **Instead of addressing root issues of lack of access to economic and housing possibilities, the Administrative Transfer Program officially established racial quotas of minority students and promoted the busing and recruitment of Blacks students in Portland in 1977.** The burden of desegregation fell to students of the Albina neighborhood, who were separated from friends and family and sent to primarily white schools while enduring long commutes out of their catchment area. In these schools, Black students were denied their culture, learned about white culture, and had no representation in the staff. They were likely to be neglected by teachers, excluded by their peers and deprived of Black leadership examples[57]. In many ways, the busing program had a similar effect as the Indian Boarding Schools.

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.

[55] https://www.oregonencyclopedia.org/articles/chinese_americans_in_oregon/#.YvsJqXbMKUk

[56] https://www.oregonencyclopedia.org/articles/japanese_internment/#.YvvMj3bMLOh

[57] Film: “Portland Civil Rights” https://www.youtube.com/watch?v=KmseZfiyn2k



[58]

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 [59], 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 the civil rights movement at every level, and the United Farm Workers of Oregon, established in 1968, worked to improve conditions for Latino farmworkers[60].**

[58]https://www.oregonhistoryproject.org/articles/historical-records/african-american-community-protests-school-board/#.YwaZv3bMJD8

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

[60] https://www.oregonencyclopedia.org/articles/hispanics_in_oregon/#.YvqmXnbMLOg

2000 - Present: Stakeholder Communities & School Today

Education plays a key role in the transmission of culture. In the United States public education has developed into a complex institution originally designed to assimilate immigrants into the American way of life. **Malinowski would argue that education plays such a key role in transmitting and maintaining culture, that if it is lost the culture will be unable to meet its basic and derived needs.** Subcultures within the United States have become increasingly aware of the impact of the educational system on their children. Since the late 1960's public education has been increasingly criticized by minority groups, who feel that it does not attempt to meet their needs. American public education has been slow to respond and more open conflicts have occurred between school districts and their communities which have significant minority populations[61].

Indigenous

Today, the Native American community of Multnomah county "exists as a testament to resilience and resistance... a community determined to build a positive future for all our members"[62]. In Portland area, there are 28 Native organizations and approximately 58,000 people representing 380 tribes[63]. The community at large is intentional about addressing the legacy of oppression that the United States has imposed upon them, and recovery is a central feature of today's Indigenous experience. Healing looks like reclaiming spirituality, unlearning the damaging myths that infuse Indigenous psyches, building and rebuilding community resources, and finding a way to navigate dominant society while protecting and nourishing culturally specific heritage and resources[64]. Still, disparities in accessing prime mortgages, school discipline, accessing needed resources such as health insurance for children, gaining subsidized housing, receiving a fair share of philanthropic grant dollars, and lack of solutions concerning food and housing security continue to impede Indigenous healing[65].

Over the past few decades, many new tribal schools and colleges have been constructed throughout the country, which are managed in whole or in part by the tribes. At these schools and at Chemawa - one of Oregon's original boarding schools still remaining - contemporary paradigms for Indian education are still expanding and strive to incorporate both the academic and technological skills with cultural values and traditions. At the five remaining boarding schools still operated by the Bureau of Indian Affairs, students are now encouraged to explore and enhance their understanding of Indian history and their own individual tribal cultures and traditions[66].

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[61] Doyle, Judith Helene. "Desegregation, Integration and the Charter of Portland Public Schools," 1982, pg 3-4

[62] https://www.portlandoregon.gov/civic/article/505489

[63] https://www.oregonmetro.gov/news/roots-portlands-native-american-community

[64] https://www.portlandoregon.gov/civic/article/505489

[65] https://www.portlandoregon.gov/civic/article/505489

[66] https://www.oregonencyclopedia.org/articles/indian_boarding_school/#.YvVw1XbMLOg

In the public school context, It has been long before the history of Indigenous relations with Oregon was acknowledged. It was not until 2019 that Oregon public schools began teaching Tribal history[67]. Indigenous enrollment remains small - only 0.3% at Thomas Jefferson High School[68]. Yet, Indigenous presence at the school has been important, as the Portland Public School Title VI Indian Education project office is currently located at Jefferson. The Title VI Indian Education Project provides supplementary education support to students of documented American Indian ancestry focusing on cultural education to connect students with their Native history, cultures and traditions, instilling pride and confidence to achieve challenging academic standards[69]. However, soon the office will be moved to a centralized location with other district administrative offices and programs.

Black

Today, the Black community finds themselves scattered over Oregon, only a small percentage left in the historic Albina neighborhood that had once been there.

Racial segregation in public education has been illegal for over 50 years in the United States. Yet American public schools remain largely separate and unequal — with profound consequences for students, especially students of color. Racial isolation of Black children in separate schools located in separate neighborhoods has become a permanent feature of our landscape. Today, Black students are more isolated from supportive communities than they were years ago, while most education policymakers and reformers have largely abandoned integration as a cause.

In response, many community organizations have started their own learning hubs, in the spirit of their predecessors who taught their children cultural values and self-sufficient economics in churches and living rooms. **Groups such as Black Educational Achievement Movement, Rebuilding Cornerstones, and the Feed'em Freedom Foundation are community supported non-profits that aim to teach their youth Black history and agency that the students are not receiving in public education[70].**

Asian

Today, the Jade District is the heart of Portland's Asian community, located at the border between Portland and East Portland. The Jade District was formed as businesses and residents were displaced from Old Town Chinatown in NW Portland by the Portland Development Commission, which was in the process of redeveloping the area as a tourist attraction, adding faux Chinese decorations, and "improvements" which raised rents and made the area unaffordable. Most Chinese residents had moved out of Old Town Chinatown to 82nd by the time Old Town Chinatown was established by the city. The area grew as a hub for East and Southeast Asians. The majority of Asians in the neighborhood are

[67] https://www.myoregon.gov/2019/09/11/tribal-history-curriculum-comes-to-oregon-schools/

[68] https://www.usnews.com/education/best-high-schools/oregon/districts/portland-public-schools/jefferson-high-school-16606

[69] https://www.pps.net/indian-education

[70] https://beamvillage.org/learning-hubs/overview

Vietnamese today. The Jade District is a program of APANO that focuses on community development work that takes a comprehensive approach to helping the neighborhood develop without displacing the residents and businesses in the neighborhood.

Latine

Today, Oregon's Latino population continues to grow. Between 2000 and 2010, the number of Latinos in the state increased by 63 percent, from 275,314 to 450,052—accounting for 43 percent of the population growth for Oregon during the decade. The increase was primarily due to an increase in the native-born population, which accounted for 65 percent of the growth in the Latino population, the rest from continued immigration. Most settled in agriculture or industry, and those in Portland are primarily in metro areas. Latinos are now the largest minority population in Oregon[71].

Impacts of historical events continue to affect each of these communities through wide-ranging institutional racism. These effects can be seen in high poverty rates, low income rates, low unemployment rates, lack of access to food or health insurance, low high school graduation rates, high incarceration rates, high rates of being victims of violent crimes and children taken from their parents to be put in the foster care system. **Yet, despite the context of oppression, these communities showcase resilience, care, and continue to hope and fight for a visionary future.**

[71] https://www.oregonencyclopedia.org/articles/hispanics_in_oregon/#.YvqmXnbMLOg

MUNICIPAL CONTEXT

Overview of Albina and Humboldt Neighborhoods

Historic Albina was a company town of the Union Pacific Railroad. By the late 1880s, Albina was the fastest growing city in Oregon. It was annexed by the city of Portland in 1891 and the city's population began to shift eastward.[72] **In 1910, due to overcrowding in primarily African American neighborhoods in Northwest Portland, residents started to move to Lower Albina.**

"Humboldt was one of the few areas in Portland that would allow black people to settle. The Portland Realty Board officially adopted housing discrimination in 1919" which confined the east Portland African American home-seekers to the Albina area by calling it unethical for an agent to sell property to either Negro or Chinese people in a White neighborhood.[73] **In practice, "more than half the Black population of 1,900 was squeezed into Albina by the real estate industry, local government, and private landlords, who restricted housing choice to an area two miles long and one mile wide in the Eliot neighborhood."**[74]

Between 1940 and 1960, the African American population in Albina grew dramatically as white residents left for the suburbs or other Portland neighborhoods. **At this time roughly 23,000 Black workers migrated to Portland for work in the shipyards and were restricted to segregated sections of defense housing developments in Vanport and Guild's Lake and to the Eliot and Boise neighborhoods in the Albina District.**

In the 1950s the defense housing was demolished by floods (known as Vanport Flood) and bulldozed, its citizens were funneled back to Albina, but with even lesser opportunities to purchase their homes.[75] By 1956, after years of disinvestment, Albina was declared as blight, and the city repeatedly undertook "urban renewal" projects that decimated the small black community that existed in Albina.

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[72] https://realestateagentpdx.com/portland-neighborhood-guide-humboldt/7966

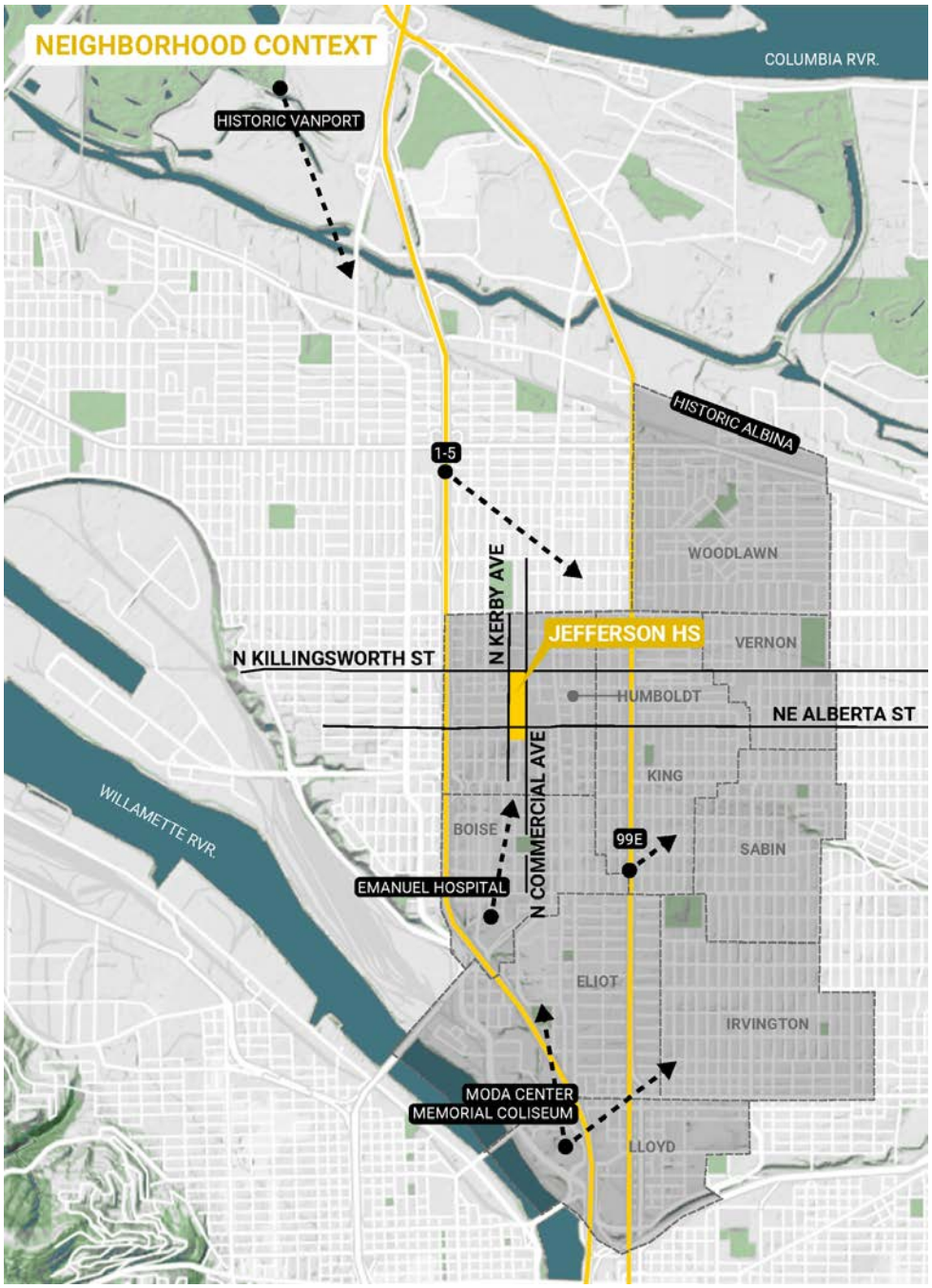
[73] https://www.oregonlive.com/hg/2015/01/north_portlands_humboldt_neigh.html#:~:text=Humboldt%20was%20one%20of%20the,to%20the%20Humboldt%20Neighborhood%20Association. and https://en.wikipedia.org/wiki/Albina,_Portland,_Oregon#:~:text=Historic%20Albina%20was%20a%20company,terminal%20or%20on%20the%20docks.

[74] Gibson, Karen J. "Bleeding Albina: A History of Community Disinvestment, 1940-2000." *Transforming Anthropology* 15, no. 1 (2007): 3–25. https://doi.org/10.1525/tran.2007.15.1.03, pg 7.

[75] Ibid, pg 8

By 1960, African-Americans totaled only 2% of Portland's population, with 80% living in Albina. As a result of this racial disparity, black representation in city government and civic institutions was nearly non-existent.[76] Yet discriminatory mortage lending policies, predatory lenders, speculators, and slumlords in the 70s and 80s, restricted black home ownership and therefore the accumulation of wealth for black Portlanders.[77]

"During the 1980s, disinvestment in the Albina area continued until problems became so severe that they finally became an issue for politicians in 1988. Economic stagnation, population loss, housing abandonment, crack cocaine, gang warfare, redlining, and speculation were all part of the scene."[78]



[76] https://en.wikipedia.org/wiki/Albina,_Portland,_Oregon#cite_note-4

[77] Gibson, Karen J. "Bleeding Albina: A History of Community Disinvestment, 1940-2000." *Transforming Anthropology* 15, no. 1 (2007): 3–25. https://doi.org/10.1525/tran.2007.15.1.03.

[78] Gibson, Karen J. "Bleeding Albina: A History of Community Disinvestment, 1940-2000." *Transforming Anthropology* 15, no. 1 (2007): 3–25. https://doi.org/10.1525/tran.2007.15.1.03, pg 17.

After years of disinvestment in Albina and as Portland's economy was on the rise, the 90s signaled gentrification in Albina. Whites moved into Albina neighborhoods in "greater-than-average" numbers, while other ethnic groups, largely hispanics, also increased.[79]

Presently, there are existing concerns about safety in the Humboldt neighborhood that have focused around guns, gangs, and drugs/alcohol, yet most residents still feel comfortable walking alone in daytime, and with a slight decrease of comfort for night time walking.[80] **With the ongoing gentrification homeownership is falling with the percentage of owner-occupied housing being 43% and 57% being renters.**[81] **The median income now is $84,000 with 15.1% of the population here being below poverty level.**[82]

Overview of Portland Public School System

Portland Public Schools (PPS) was initially formed in the 1850s. Currently there are six individual school districts providing public education to city residents.

In 1884, the first schoolhouse in Albina-Portland was established, known simply as the Albina School House. As the population rapidly grew, additional schools were built from 1880's-1920's[83].

In 1963 the school board appointed the Committee on Race and Education to assess whether or not Portland Public Schools was providing equal education opportunities for all of its students. The committee found that it did not for the following reasons:

1. The district did not provide equal programs for its students without taking into consideration backgrounds and abilities.
2. There were low teacher expectations and lack of services for black children.

This report did not come without criticism from the Black community of Portland as the committee conflated integration with assimilation and measured success by how assimilated black students were to white education standards.[84] **PPS operated under the assumption that equal opportunity "implies that if students are given the same, equal, education they should be able to achieve," "to be successful in life and work students should be able to excel in school under their own initiative," and "students need to change in order to meet the educational objectives of the school system."**[85]

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[79] Ibid, 21.

[80] https://crime-data.research.pdx.edu/Nhood_Survey_Humboldt_Report.pdf

[81] https://en.wikipedia.org/wiki/Humboldt,_Portland,_Oregon

[82] https://www.city-data.com/neighborhood/Humboldt-Portland-OR.html

[83] https://www.volgagermansportland.info/education.html

[84] Doyle, Judith Helene. "Desegregation, Integration and the Charter of Portland Public Schools," 1982, pg 25-26.

[85] Ibid, 27.

Later, under the Model School Program, the view of equal education changed to “improve instructional efforts specifically in schools with a heavy concentration of minority students.” More focus was placed on how the district should meet the material and cultural needs of the “disadvantaged” child. Still, this was operating under the assumption that racial concentration leads to unequal education and that **the only way to help was to expose minority or low income students to an environment where white, middle class values were dominant.**[86]

The Administrative Transfer Program AKA Busing

The Administrative Transfer Program (1977) established racial quotas of minority students and promoted the busing and recruitment of Black students in Portland. **This put the burden of desegregating schools mainly on residents of Albina and allowed the schools to select which students to be transferred.**[87] **They were seperated from friends and family to be sent to primarily white schools and endured long commutes out of their neighborhood and community.** Only to be neglected by their teachers, excluded by their peers, and deprived of Black leadership and representation within the administration.[88]

Through busing and redrawing school catchment boundaries, the goal was to limit minority population to no more than 25% per school. 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.

Funding

Historically, Portland Public schools were mostly funded through property taxes[89]. Because of this, schools in “poorer” neighborhoods were seriously underfunded and symptoms included overcrowded classrooms, underpaid teachers, and lack of extracurricular opportunities. **School choice policies “which were initially instituted to help desegregate schools, instead 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 integrated.”** This situation also made it possible for families to buy a house where they could afford but without compelling them to attend schools in their catchment area, therefore supplying them with a free alternative to private school.[90]

Ballot Measure 5, passed by Oregon voters in November of 1990, fundamentally changed Oregon’s property tax and public school funding system. At a time when anti-tax sentiment was high, voters decided to decrease the amount of funding for schools that came from property taxes. While this seemed to address the issue of underfunded neighborhood schools, the resulting restrictions in local school district revenues transformed the funding of Oregon's public school system to make it primarily dependent on state general revenues controlled by the legislature rather than on local school boards.

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[86] Ibid, 29.

[87] Ibid, 28.

[88] Doyle, Judith Helene. “Desegregation, Integration and the Charter of Portland Public Schools,” 1982, pg 15-16.

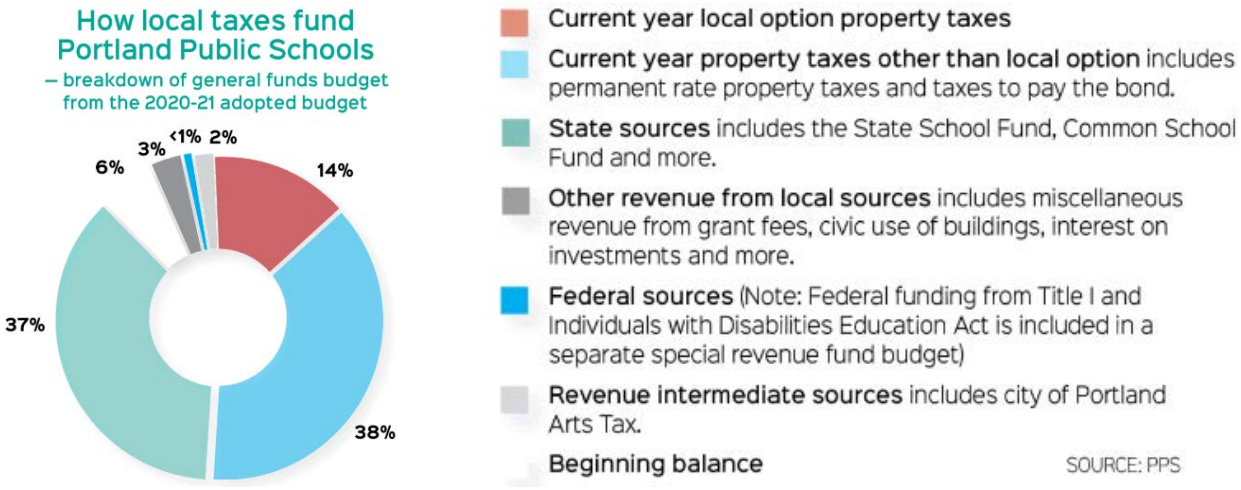
[89] https://pdxparent.com/the-school-budget-breakdown/

[90] Ibid, 8.

Measure 5's passage reflects three factors: (1) an insurgent conservative activism in the state; (2) great inconsistencies and disparities among local school districts and general voter ignorance of the school funding system; and (3) the acceleration of housing values and property taxes in the Portland metropolitan area. This reduction in revenue from local taxes gave greater state control over local school budgets and increased dependence on the more volatile income tax[91].

Today, funding is still complicated and fluctuates over time. **Most simply, Oregon public schools receive funding through three primary sources: local property taxes, state income taxes, and federal grants.** Those anti-tax measures of the 1990s gave schools a maximum dollar amount they could collect, and froze taxable property values — the combined effect was for schools to ask the state legislature for help. These days, K-12 education makes up about 40 percent of the state's budget. The state's general fund money comes almost entirely from income taxes[92].

Federal dollars come through various sources: the Individuals with Disabilities Education Act for special education, Title IV-B for after-school programs, Title II for teacher professional learning, etc. But a major source of funding is Title I, given to schools that serve communities where more than 35 percent of children are in poverty. In Oregon, more than 550 schools — about half — are eligible for Title I dollars[93].



Beyond local, state and federal tax dollars, there are other sources of revenue for public schools[94].

- The State School Fund receives 40% of the controversial marijuana tax, to split among Oregon's more than 1,200 schools. To distribute funds, the state used a complicated distribution formula that adjusts funding based on student needs.

[91] https://www.oregonencyclopedia.org/articles/measure_5_property_taxes/#.YxqJ43bMJD8

[92] https://pdxparent.com/the-school-budget-breakdown/

[93] https://pdxparent.com/the-school-budget-breakdown/

[94] https://pdxparent.com/the-school-budget-breakdown/

- The Common School Fund — not to be confused with the State School Fund — is a trust set up at Oregon's founding. Managed timber sales and other natural-resource extraction fuel this account, which distributes about $50 million a year.
- The Oregon Lottery allocates 53 percent of its money to education, which includes colleges and universities. Video lottery machines were shut off at the beginning of the pandemic, though, and the lottery is expected to bring in about half as much money this year. The Education Stability Fund, which is funded by lottery dollars, can be tapped in a recession, but lawmakers will have to decide how much to save for the future.
- Parent Teacher Associations and booster clubs at individual schools can raise money, too, of course, but the money can't go to pay for teachers. Those sources typically fund materials, trips, athletics, playground equipment, events or other "extras."
- School foundations can pay for extra staff. At Portland Public Schools, about a third of the neighborhood schools' foundation money does go to a districtwide pool, but some argue that the extra funding that can be raised through a foundation at wealthier schools is inequitable. The Fund for Portland Public Schools reports that in 2018, its schools collectively raised more than $4.6 million.
- The 2019 Student Success Act intended to be a corporate-activities tax expected to bring in $2 billion every two years, but COVID has made this an uncertain solution[95].

Current Efforts to Address Racial Disparities

Today, Portland Public Schools is making efforts to address the racial educational achievement gap and supply various educational opportunities such as Career Learning, Language Immersion, and Head Start Programs[96]. In 2011, PPS also adopted a Racial Educational Equity Policy and initiated a five-year plan to improve outcomes for students of color, which continues to be built on through the district's Racial Equity & Social Justice (RESJ) Department. The Model School Program has worked to break down barriers to access higher education for all students, especially Black and Latine students.

However, there is still work to be done amidst continued harm from prevailing historic systems. **Clear instances of institutional racism in Portland public schools can be noted in how often Black Oregonians are viewed as troublemakers before they reach adulthood—they are disciplined at twice the rate of their white peers[97].** The 2018-19 Oregon Department of Education report stated that Black students had the second-most incident reports: 12.6%. American Indian/Alaska Native students were slightly higher at 12.8%. White students accounted for only 6% of incident reports. A 2018-19 PPS report says Black students accounted for 46.1% of all the major discipline incidents reported, including expulsions and

[95] https://pdxparent.com/the-school-budget-breakdown/

[96] https://www.pps.net/domain/265

[97] https://www.wweek.com/news/2020/08/05/oregons-black-and-indigenous-kids-are-disciplined-at-twice-the-rate-of-their-white-classmates/

out-of-school suspensions in PPS middle schools, while white students made up 5.2%. Disciplinary actions can have a ripple effect on other aspects of students' lives, such as their likelihood of dropping out of school, or worse[98].

Because of continued mistrust and disappointments, organizations and movements like the NAACP, Black United Front, BEAM Village and other forms of community support have started support networks for Black children's education outside the public system.

School Building Improvement Bonds

Starting in 2012, The Office of School Modernization (OSM) has planned and administered PPS capital improvement projects on Portland's aging education infrastructure. On average, Portland Public Schools' buildings are over 80 years old, and some were built more than 100 years ago. Many of these schools need upgrades to provide students with modern learning environments and to address unsafe conditions[99].

Under the 2012 Modernizations Bond, Franklin HS (founded 1915), Grant HS (founded 1924), Roosevelt HS (founded 1922), and Faubion K-8 (founded 1950) were fully modernized or rebuilt[100]. The 2012 School Buildings Improvement Bond supported upgrades for 52 schools between 2012 and 2020[101]. The May 2017 Bond fully modernized Benson Polytechnic High School (founded 1917), construction set for 2021[102].

The 2020 Bond Program has plans for health and safety projects, new curriculum and textbooks, educational technology upgrades, modernizing the historic Jefferson (founded 1908), and planning the future modernizations of Cleveland (founded 1916) and Ida B Wells High Schools (founded 1956). Construction on the 2 remaining high schools is not in the 2020 Bond scope[103].

Overview of Thomas Jefferson High School

Thomas Jefferson High School, **originally named 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.[104] Located in North Portland, its student body is majorly Black/African American, previously as high

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98 https://www.wweek.com/news/2020/08/05/oregons-black-and-indigenous-kids-are-disciplined-at-twice-the-rate-of-their-white-classmates/

99 https://www.pps.net/Page/12146

100 https://www.pps.net/Page/15412

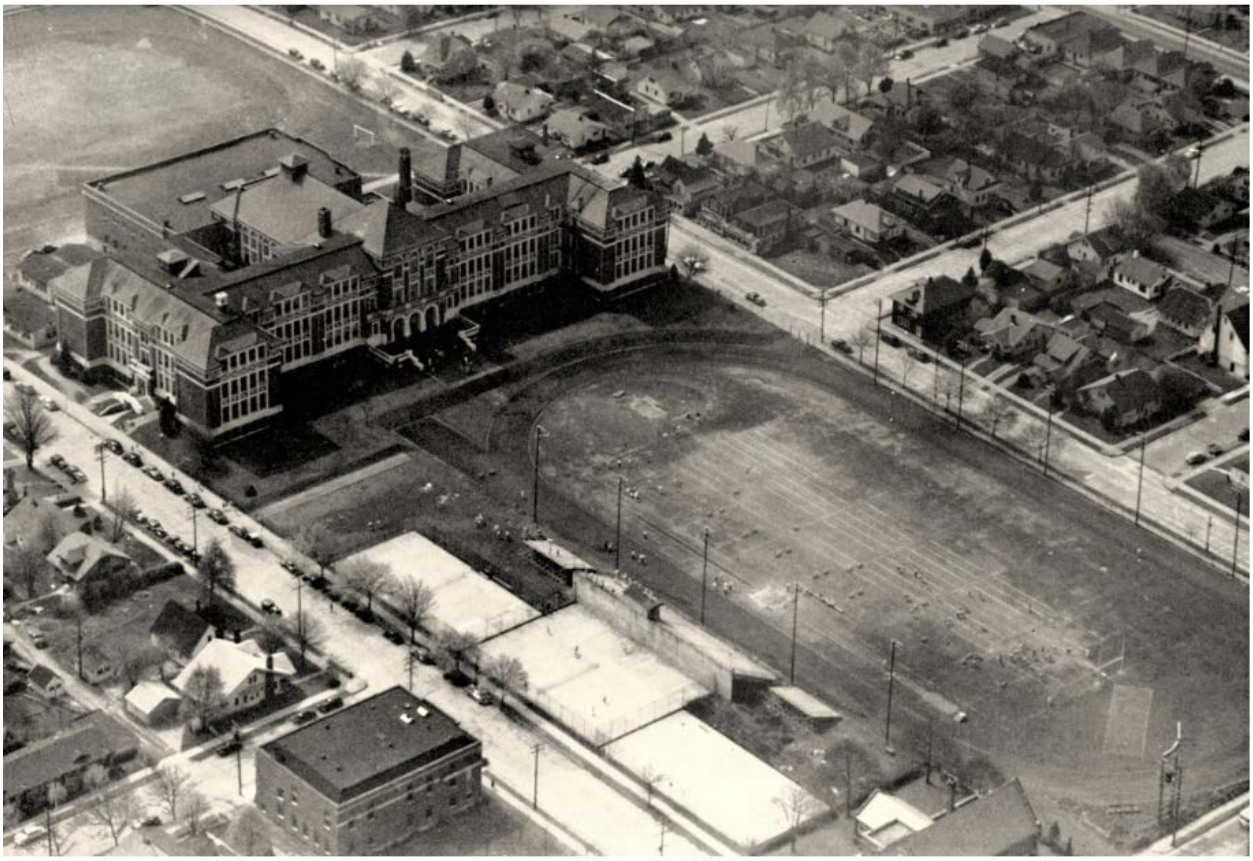
101 https://www.pps.net/Page/477

102 https://www.pps.net/Page/1838

103 https://www.pps.net/Page/17502

104 https://en.wikipedia.org/wiki/Jefferson_High_School_(Portland,_Oregon)

as 70% of the student body.[105] **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.**[106]



Aerial photograph of Jefferson High School. Source: 1948-1949 Jefferson High School Yearbook "Spectrum". Courtesy of Harold Kammerzell.

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 and a baseball field to the south.[107] The school mascot is the Democrats and their colors are blue and gold.

Important Programs & Partnerships

As a school Jefferson is known for its **Middle College collaboration with Portland Community College, its focus on health science education, its world renowned dance team and its nationally recognized**

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

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

[107] https://oregondigital.org/downloads/oregondigital:df67rn75p

athletics (football, volleyball, soccer, cross country, basketball, wrestling, baseball, softball, and track & field).[108] There are also a number of extracurricular programs that include dance, gospel choir, studio production, cheerleading, tutoring, SUN School program, drumline, theater, and mock trials competition.[109] The school holds partnerships with community organizations like Self Enhancement Inc (SEI) which offers mentoring and social support services and Latino Network.[110]

Decreasing Enrollment at Jefferson & Establishing a Magnet School

Starting around 1965, Jefferson enrollment decreased, but the 70s saw the biggest decrease. Reasons for this trend include, but are not limited to: **urban renewal projects pushing residents out, barriers for black folks to purchase property in the area, opening of Adams High School and open enrollment policies, busing, stereotypes of Jefferson being low quality education and dangerous, and rapid administration turnover.**[111]

In an effort to counter this, the school system implemented Project Turnabout in 1974, through which the magnet school concept for Jefferson as a Performing Arts school came to fruition. "The goals were designed to help Jefferson become like the other academically oriented high schools in Portland and to attract students from those high schools in order to end Jefferson's declining enrollment and increasing minority percentage."[112] In the early 1990s, Jefferson was thriving from the success of Project Turnabout and becoming a magnet school. Jefferson was associated with the glamorous image of Fame, a movie and television series about a performing arts high school, with its nationally recognized dance and acting programs and other arts related activities.

1990s Funding Cuts and Threats of School Closure

By the mid 90s, changes in funding sources and gentrification impacts of urban renewal and white flight hurt Jefferson's programs drastically.[113] More than the programs, the psyche of the student body and surrounding neighborhoods were impacted. Outbursts were often felt, such as in September of 1991, when an arsonist set at least six different fires at Jefferson High School, though no substantial damage was recorded.[114]

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[108] https://www.opb.org/news/article/jefferson-high-school-portland-oregon-name-change/ ; https://www.osaa.org/schools/337

[109] https://www.pps.net/domain/2294

[110] BORA Architects, Jefferson Conceptual Masterplan

[111] Ibid, 36.

[112] Doyle, Judith Helene. "Desegregation, Integration and the Charter of Portland Public Schools," 1982, pg 53.

[113] Serbulo, Leanne. "Closing Schools Is like 'Taking Away Part of My Body': The Impact of Gentrification on Neighborhood, Public Schools in Inner Northeast Portland." *Belgeo*, no. 2-3 (2017). https://doi.org/10.4000/belgeo.19835, pg. 7.

[114] https://www.oregonlive.com/portland/2009/11/past_portland_school_fires.html

The violence that became associated with Jefferson High School contributed to the white flight that was seen during this time. **This combined with funding cuts and dropping test scores made Jefferson vulnerable to repeated threats of closure.** One community historian noted that for every year of the 30 years they were in the school, there were constant rumors the school would be closed.

“In 2001, the passage of the federal No Child Left Behind (NCLB) Act created new challenges for inner Northeast Portland schools. The NCLB Act mandated standardized testing in all public schools and placed strict sanctions on low-income schools receiving federal funding. If a school did not demonstrate “adequate yearly progress” in raising test scores, it would be labeled a failing school and required to institute a series of increasingly drastic reforms. Once labeled a failing school, the school must allow students to transfer to a better-performing school in the district[115]. **In 2004, Jefferson High School was labeled failing under the NCLB Act.”[116]**

In the early 2000’s, instead of closing the school, PPS fired all the staff and a full reapplication and hiring process followed. This event seeded distrust among the teaching community, and many did not reapply.

While the federal No Child Left Behind Act intended to advance American international competitiveness and increase the federal government's role in holding schools responsible for the academic progress of all students, and close the achievement gap between poor and minority students and their more advantaged peers. Title I funding would be the reward for following these federal guidelines. Increased testing became the determining factor of success[117]. Over the next few years, the federal No Child Left Behind Act would be blamed for the massive student outflows from our poorest schools, but this is only part of the equation. Jefferson itself was redesigned in part to reset the clock on NCLB sanctions. Yet despite this, the district has continued to allow priority transfers out. By 2010, **Jefferson had lost vastly more funding to out-transfers than the modest amount of Title I money it received[118].**

In 2015, Congress passes the Every Student Succeeds Act to replace the No Child Left Behind Act[119].

2010 Proposal to Close Jefferson High School & Community Response

2010 proved a significant moment in Thomas Jefferson's History. Portland School Board announced plans to close Jefferson High School and disperse its students to four other high schools. **This was a combined effect of disinvestment and poor test scores.**

There is also perception from the broader Jeff community that pressure from Portland Community College Cascade (PCC) to absorb the high school buildings as a part of their campus expansion was part of this effort. While interviews with former staff from PCC do not reflect any clear intent on the part

[115] https://www.edweek.org/policy-politics/no-child-left-behind-an-overview/2015/04

[116] Serbulo, Leanne. “Closing Schools Is like ‘Taking Away Part of My Body’: The Impact of Gentrification on Neighborhood, Public Schools in Inner Northeast Portland.” *Belgeo*, no. 2-3 (2017). https://doi.org/10.4000/belgeo.19835, pg. 7.

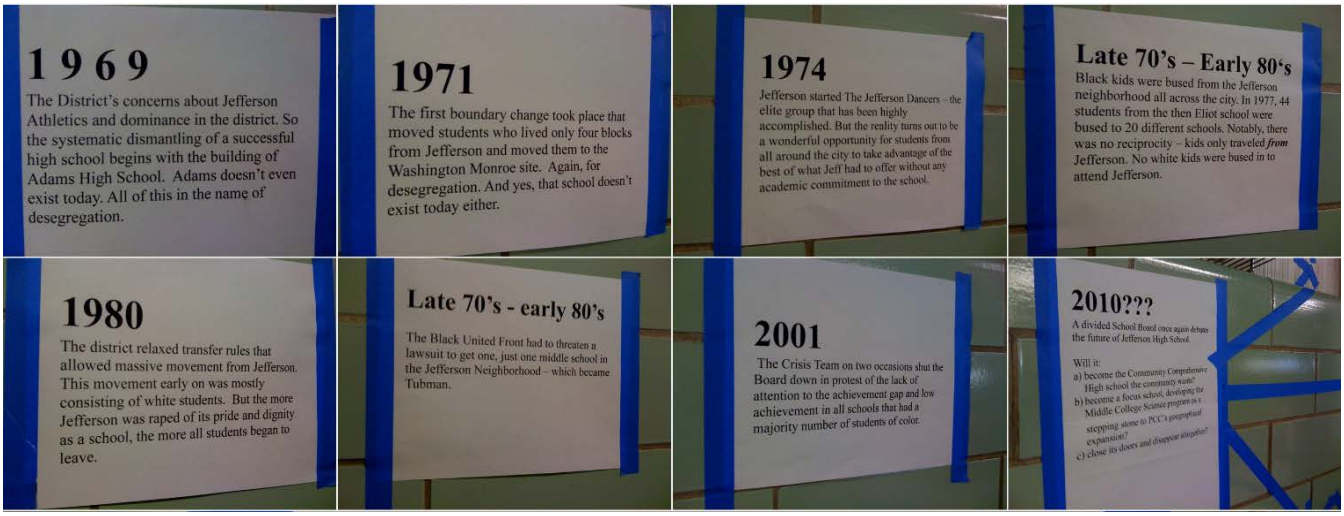
[117] https://www.edweek.org/policy-politics/no-child-left-behind-an-overview/2015/04

[118] http://ppsequity.org/category/features/

[119] https://www.edweek.org/policy-politics/no-child-left-behind-an-overview/2015/04

of PCC, spatialized symbols of this expansion pressure were felt through moves such as building the PCC Cascade gym across the street.

"African American leaders say closing the school is a racist blow, unfairly striking students and neighborhoods in the heart of the city's historic African American population center."[120] **In the end, the school was kept open due to large community support from alumni, longtime residents, and community supporters.**[121] Student efforts were and remain one of the largest support systems of Jefferson. When the school was set for closure, students traced out the history of harm and posed the questions: **"Will it become the Community Comprehensive High School the community wants? Will it become a focus school, developing the Middle College Science Program as a stepping stone to PCC's geographical expansion? Will it close its doors and disappear altogether?"** In the end, the school implemented the Middle College Program in collaboration with PCC which continues today.



PCC and Jefferson High School

Despite distrust and skepticism amongst community experiences with PCC and Jefferson, **community members who have been involved in both institutions remember the Middle College expansion as a solution to save the high school from closure.** When the partnership between PCC and Jefferson High School started in 2007, it began as a federal grant-funded program for Jefferson students interested in getting an early start on college studies. This early program was just for a select number of students, as an opt-in program that attracted students who already were academically savvy with plans to go to college[122].

"But despite the success of the Middle College program, Jefferson's overall enrollment was still falling. The school was in danger of shutting its doors and permanently closing what had been a cornerstone of

[120] https://www.oregonlive.com/portland/2010/06/reactions_to_possible_jefferso.html

[121] Serbulo, Leanne. "Closing Schools Is like 'Taking Away Part of My Body': The Impact of Gentrification on Neighborhood, Public Schools in Inner Northeast Portland." *Belgeo*, no. 2-3 (2017). https://doi.org/10.4000/belgeo.19835, pg. 11.

[122] https://www.pcc.edu/news/2017/02/middle-college-renaissance/

neighborhood life for more than a century. Amid community cries to keep the venerable North Portland landmark open, Portland Public Schools decided to try something new. In 2011, starting with the freshman class – the eventual Class of 2015 – the Middle College program was expanded to encompass every student at Jefferson.[123]"

The 2011 expansion of the Middle College program to include everyone enrolled[124] in the high school increased access to early college credit and made the school more desirable. Enrollment opened so that students anywhere in the city could come to the program, though students from the neighborhood were still prioritized. This did help save Jefferson from closure as more students started to enroll. **Opening enrollment to anyone in the city increased opportunities for Black students whose families had been displaced outside the Jefferson boundary to come back to their community hub.**

2019 Lead Testing

In 2019, Portland Public Schools' drinking fountains recorded high levels of lead and a process was undertaken, with Jefferson High School as one of the pilot schools and the school to have the most pervasive lead problem, to replace the drinking fountains with models that have strong enough filters to lessen the amount of lead in the drinking water.[125]

Contending with the Name

In 2018, conversations about whether or not Thomas Jefferson, founding father and known slave owner, was an appropriate name for the school gained public attention once again. "Right now, the centerpiece of our neighborhood is a shrine and memorial to a Virginia slave trader," said Clifford Walker, former Jeff student and local historian, during an interview with the Oregon Public Broadcasting. **During a protest in June 2020, protesters pulled down the school's statue of Jefferson. According to Lennie Edwards, a long-term Jefferson High School teacher, this conversation rises and recedes from time to time.** Names that have been proposed include naming the school after Lennie Edwards or Barack and Michelle Obama or an abolitionist.[126]

Another observation highlighted was the changing demographics of the school. "I have seen a lot change here at Jefferson," Edwards said. "I have seen a school go from a very large percentage of African-American population - over 70 percent - to the incoming class this year I believe was only 50

[123] https://www.pcc.edu/news/2017/02/middle-college-renaissance/

[124] https://www.pcc.edu/news/2011/01/middle-college-2/

[125] https://www.oregonlive.com/education/2019/02/for-portland-schools-new-water-filters-filling-stations-may-be-best-to-address-remaining-lead-problems-officials-say.html : https://www.opb.org/news/series/lead/portland-jefferson-high-school-lead-levels-elevated/

[126] https://www.oregonlive.com/education/2020/08/retiring-jefferson-high-teacher-watched-3-decades-of-change-in-his-portland-school-community.html

percent. So I've seen the gentrification of the neighborhood. The gentrification of the school if you will."[127]



"Toppling of Jefferson statue reignites debate to rename the school"[128].

The Current Modernization Project

The current Jefferson modernization project is made possible through the 2020 School Building Improvement Modernization Bond.

Sentiment among the Black community is that Jefferson is the last high school being modernized, creating a feeling of being deprioritized and neglected as part of a longer historical pattern of experiences with PPS. We recognize that there are two high schools - Cleveland and Ida B. Wells - which remain unmodernized, but they are distant from the Albina and central Portland context that Jefferson exists within. Within the central context of Portland and Albina history, Jefferson is indeed the last high school in the area to be invested in, even if not last in the entire PPS school district. Community sentiments struggle with this situation perceived as yet another indicator of racial marginalization and the complex political context. However, community members also feel it gives opportunity to look at how the other school renovation projects have gone and to use those as precedent to hold PPS accountable to the same standards, or to do things differently and learn from prior renovation mistakes[129].

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

[128] https://katu.com/news/local/toppling-of-jefferson-statue-reignites-debate-to-rename-school

[129] Conversation with community historians involved with PPS and PCC

Jeff as a Cultural Hub

The importance of Jefferson High School as a Black cultural hub cannot be denied. To this day, it is a place for sports, arts, and educational events where historic community members, now scattered from Vancouver to Beaverton to Gresham, can come back together to "maintain our culture," as one community historian expressed. A concern today in the current renovation process is the school going back to being for the neighborhood only. This would cut off historic residents from being able to attend their cultural hub, as many of those residents have now been pushed outside the school zone boundary through gentrification and urban renewal processes.

"White people are surprised that Black folks are still in the neighborhood, and the only thing that makes them have to deal with us is Jeff High School. The school is a reminder that Black folk are still here... The battle to integrate will never go away... which is why I want a facility made which can be our hub and focus, and that we will be able to benefit from in spite of the white community that is gentrifying this neighborhood... When we do our events, white folks love them too... People take advantage of Black culture and experience all the time... Right now we go out to Liberty, but we should be able to hold big events right here at the hub... We got to make sure to get facilities up to snuff so we can take advantage, we need to make sure we have a place for us, because white folks will always have their place."

"You guys are going to get a whole lot of emotions from different people, a whole lot of emotion."

- Quotes from community historians

Nationwide Education Narratives

Due to the government structure of the United States, states have the power to influence education standards and content in their own schools, with the exception of a few federally mandated standards and practices around religion and a base level of student performance. Though not a unique situation, conversations and debates about certain topics like banned books, Critical Race Theory, and adequate teacher compensation among other details about the state of education in the United States have risen to the surface in recent times and will likely influence how schools are configured in the future.

Critical Race Theory

Critical Race Theory (CRT) is an academic concept with the core idea that race is a social construct and that racism does not solely rest on an individual, but is embedded in legal systems and policies. "CRT also has ties to other intellectual currents, including the work of sociologists and literary theorists who studied links between political power, social organization, and language. And its ideas have since informed other fields, like the humanities, the social sciences, and teacher education."[130] Critics of CRT, argue that this theory urges intolerance and divisiveness. So far, 16 states have banned the use of CRT in schools, universities, and diversity training. The Trump administration unsuccessfully attempted an

[130] https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05

executive order prohibiting federally funded institutions from teaching “divisive concepts” about race and gender to federally ban CRT.[131]

Book Censorship

Literary censorship is the removal, suppression, or restricted circulation of literary, artistic, or educational content on the basis that they are morally or objectionable according to the standards of the institution doing the censoring. In the core of book banning is the creation or defining of what “American values” are. Some banned books include: Brave New World, Of Mice and Men, To Kill A Mockingbird, The China Lobby, 1984, and more. **Even though a court case in 1982 ruled that the school board could not restrict books based on content that the board members disagreed with, there have been instances of book banning in Oregon schools.**[132] Though the First Amendment prevents book banning at the federal level, recent trends in more restrictive legislation at the state and federal levels could impact what content is restricted in schools in the future.

Underpaid/Overworked teachers

Teaching in the United States has become an unsustainable profession. Before the 1800s, teaching was a male dominated profession and was highly revered. Once women began entering the workforce and the balance shifted to a women dominated profession, the respect for teaching and wages, as women have been historically paid less, decreased.[133] Salaries for teachers have been stagnant for over 20 years and most incoming teachers are needing a second job to stay afloat.

Though this is not solely unique to teaching, as the minimum wage and cost of living have not been responsive to one another in numerous professions, this is combined with serious funding cuts to education throughout the country. This has gravely affected public schools, as lower wages and overworked teachers lead to lower quality of education, which affects students’ performance and success. Since the onset of the COVID-19 pandemic and the 2020 uprisings for racial justice, teachers have also become targets of political pressure as communities are divided around the impacts of remote education, masking mandates, and social justice advocacy in the classroom.

Teacher Organizing

To combat these conditions, teachers across the country have staged walk-outs and protests to demand better working conditions and address low wages, insufficient benefits, lack of classroom supply funds, and the erosion of pensions. **This combined with state mandated benchmarks, curricula changes, and**

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131 https://www.insidehighered.com/news/2021/06/09/legislating-against-critical-race-theory-curricular-implications-some-states

132 https://fhspost.com/books-are-still-being-banned-in-oregon-schools/

133 https://www.nytimes.com/2021/06/15/learning/the-american-teachers-plight-underappreciated-underpaid-and-overworked.html and https://time.com/longform/teaching-in-america/

new evaluations for teacher performance have caused many to leave the profession in recent years, creating a shortage of teachers leading to overcrowded classrooms.[134]

Programs like Teach for America (TFA) hire freshly graduated students to work in underserved communities, ostensibly to help bring more people into the profession and address the critical shortage of education workers, but provide very little funding and training, and school systems use them as a way to hire more "teachers" for even less pay.[135] TFA members "work in service of a corporate reform agenda that rids communities of veteran teachers, privatizes public schools, and forces a corporatized, data-driven culture upon unique low-income communities with unique dynamics and unique challenges."[136]

School Shootings

School shootings are a prevalent concern for schools in the United States. Just last year (2021) 34 school shootings were recorded.[137] Although not an exclusively school related issue, as mass shootings and gun violence is part of a larger issue of the United States, it is an omnipresent concern that worries the minds of students, teachers, parents and communities. There is an entire website dedicated to school safety sponsored by the U.S. Government: schoolsafety.org where Targeted Violence is listed as one of the 7 school safety topics.[138]

The American Institute of Architects (AIA) issued a report in 2018 titled "The Design of Safe, Secure, and Welcoming Learning Environments" where they give recommendations on design-related strategies to mitigate casualties during a school shooting.[139] However, these strategies rely wholly on Crime Prevention Through Environmental Design (CPTED) strategies that reinforce a policing-first approach, and do not address the root causes of gun violence, including the targeted marketing of weapons to children and the persistent influence of weapons manufacturers in preventing meaningful regulation.

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[134] https://time.com/longform/teaching-in-america/

[135] https://www.washingtonpost.com/posteverything/wp/2015/10/20/teach-for-americas-biggest-problem-isnt-green-teachers-or-failing-schools-its-that-it-cant-take-criticism/

[136] https://www.washingtonpost.com/posteverything/wp/2015/10/20/teach-for-americas-biggest-problem-isnt-green-teachers-or-failing-schools-its-that-it-cant-take-criticism/

[137] https://www.npr.org/2022/05/24/1101050970/2022-school-shootings-so-far

[138] https://www.schoolsafety.gov/

[139] Link to report: https://www.schoolsafety.gov/sites/default/files/2021-01/The%20Design%20of%20Safe%2C%20Secure%20%26%20Welcoming%20Learning%20Environments%20Report.pdf

URBAN PLANNING CONTEXT

Policy, Planning and Development History

"By removing most Indigenous people to reservations and excluding all but white land ownership, the vision of a white homeland in Oregon was embedded in public policy. In subsequent generations, the profits, power, and political influence that flowed from near exclusive white land ownership were manifested in the construction of a racially stratified society in which white ascendancy was assured and nonwhite marginalization was profound. ***To understand later patterns of political, economic, and social inequality in Oregon, it is necessary to be aware of these early examples of race-based public policy that benefited only the state's white population"[140].***

In the recent past, the city followed the patterns of other US cities in creating dejure segregation through housing policy that designated the Albina neighborhood as one of the few locations in Portland where Black people could live. Despite a lack of systematic investment, and intentional Jim Crow segregation[141], a thriving neighborhood developed with active business corridors and services created by and for the Black community.

"Urban Renewal" and the Fracturing of Albina

By 1956, after years of disinvestment and the community being heavily impacted by the crack epidemic and associated over-policing, Albina was declared as "blighted". This became the reasoning for the city, developers, and real estate investors to take and demolish Black property and push Black citizens further and farther north east. In the 1960s and early 1970s, Urban Renewal was in full swing in Portland. Across the country urban renewal programs encouraged large-scale demolition and reconfiguration of urban areas to accommodate "modern" development, high capacity traffic corridors, and parking lots and garages for the automobile. While some projects in Portland were undertaken by the City's renewal authority, other demolitions were completed by private owners. These "urban renewal" projects repeatedly fractured and scattered the small black community that existed in Albina.

Projects of particular impact include the creation of the Veterans Memorial Coliseum, Highways I-5 and 99E and the expansion of the Emanuel Hospital. Each project remains a wound in the community around which many activist efforts exist. The Veterans Memorial Coliseum and Highways 1-5 and 99E were the first to scatter the budding vitality of the Black community, pushing folks northeast. Soon after, the Legacy Emanuel Hospital expansion wiped out many African American homes. Some of that cleared

[140] https://www.oregonencyclopedia.org/articles/blacks_in_oregon/#.YvaPn3bMKUk

[141] Rothstein, R. (2018). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing Corporation, a division of W. W. Norton & Company.

land was never developed; the park blocks at N Russell St and N Williams Ave remain a reminder of lost prosperity[142].

The Albina Vision

Today, artists and activists such as Cleo Davis and Kayin Talton Davis have made efforts to make visible the history of the neighborhood through projects such as The Black Williams Project - informational signs along Williams at what used to be cornerstones of the Black community[143]. On a larger scale, the Albina Vision Trust is a 50 year plan to restore the lower Albina neighborhood where the Moda Center and Veterans Memorial Coliseum now stand[144].

Still, planning and policy threaten to tear communities apart even while claiming to turn away from harmful methods. In the context of the Albina Vision Trust and redevelopment of the Rose Quarter, ODOT concurrently is planning an I-5 expansion with minority owned contractors doing the work. Albina Vision Trust has pushed back on the design of the expansion, which has in turn caused tension between the Black contracting community considering the immediate needs of their families and the Black community considering the long term planning of the area.

"ODOT has set up a scenario in which it has said to our contracting community, 'Here's $100 million in jobs,'" Yohannes [Albina Vision Director] said during a virtual discussion with Moreland hosted by the NAACP-Portland. **"But it will come only if you can convince people to forfeit the land that is ours. We reject that."** She later added, **"It's being framed as an either/or so that ODOT can get away with doing the bare minimum.[145]"**

Timeline of Racist Planning

The racist planning history of Portland is not unknown, and in fact researched and documented by Portland Bureau of Planning and Sustainability:

1900-1930: Exclusionary Zoning

Exclusionary zoning marked the early planning efforts of Portland. In 1924, Portland voters approved the first zoning code that separated "high quality" single-family neighborhoods from multi-family neighborhoods from business/ manufacturing areas and unrestricted areas. While the U.S. Supreme Court had already determined in 1917 that separating based on race was illegal, Portland was already so segregated that "high quality" and "multi-family" zoning effectively created the same condition. During

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142 http://kingneighborhood.org/wp-content/uploads/2015/03/BLEEDING-ALBINA_-A-HISTORY-OF-COMMUNITY-DISINVESTMENT-1940%E2%80%932000.pdf

143 https://www.portland.gov/transportation/pbot-projects/construction/historic-black-williams-project

144 https://albinavision.org/about/

145 https://www.theskanner.com/news/northwest/31574-group-of-black-contractors-criticize-albina-vision-trust-delays-to-rose-quarter-expansion-in-letter-to-governor

the same period, developers began to include racially restrictive covenants into housing deeds, restricting who could own the property and restricted uses of property. **Many of these covenants are still in effect in deeds today. In this way and others, like not allowing agents to sell to Black or Chinese peoples in a White neighborhood, the Portland Realty Board adopted unethical practices that the City of Portland did nothing to stop[146].**

1930-1960: Redlining

During this post-war era of planning, large areas were rezoned for single-family to protect real estate values and make it easier for homeowners to obtain Federal Housing Administration (FHA)-insured loans. Multi-family homes - the ones that a majority of Black, Brown, and Asian communities resided in, were deemed undesirable for these loans by the FHA. As areas were rezoned, certain areas were color coded in relation to how desirable those areas were for lending. Categorization was determined by average income, racial or ethnic makeup. This practice of "redlining" made it difficult or impossible for residents in these areas to receive loans. Areas that were "greenlined" were those given the most support, and tended to have homogenous, white, higher-income populations[147]. Urban renewal projects followed these lines. These conditions created the persistant racial segregation, intergenerational poverty, and the wealth gap seen today.

1960-1990: Comprehensive Planning

The politics and policy of Portland's community shifted greatly during this time with the increasingly influential electronic industry and growing universities. The first comprehensive plan for the city was required, and there was a strong interest in "fair share" housing policies that aimed to distribute low-income housing evenly throughout jurisdictions. Resident participation in planning was also required, and thus came neighborhood associations. Federal Policy was also changing in response to the Civil Rights Movement and the 1968 Fair Housing Act prohibited discrimination in housing based on race, color, religion, national origion, sex, disability, or presence of children. Then the Community Reinvestment Act of 1977 aimed to ensure that institutions provide credit to all neighborhoods, especially low-income or those affected by redlining. However, political power and those involved in neighborhood associations remained white and affluent. SIngle family zoning was expanded again in the passing of the first Comprehensive Plan in 1980[148].

1990-Present: Urban Growth Boundaries & Community Plans

In 1995 the Metro Urban Growth Boundary was adopted to prevent sprawl into the forests and farmland. This created the need for increased density in centers and along corridors. Community Plans were then addressed in response to the needs created by these regulations. Albina was the first community plan

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[146] City of Portland Bureau of Sustainability, "Historical Context of Racist Planning: A History of How Planning Segregated Portland" 2019

[147] Richard Rothstein, The Color of Law, (Liveright Publishing Corporation, 2017)

[148] City of Portland Bureau of Sustainability, "Historical Context of Racist Planning: A History of How Planning Segregated Portland" 2019

study area outside the central city in 1993. Through his plan, the city tried to address the area's prolonged disinvestment by boosting economic development, investment, and improvements. However, it set the stage for gentrification and displacement of the African American population that had become vulnerable due to the impacts of predatory lending, crack cocaine, gang warfare, and housing abandonment - the exact impacts of disinvestment the city was trying to address. The following decades saw a rapid population boom and a flood of new arrivals into the Albina area. **"From 1990 to 2016, the Interstate Corridor Urban Renewal Area, which corresponds to a major portion of the Albina area, over 4,000 households of more than 10,000 African Americans were displaced from the neighborhood[149]."**

New equity goals for planning have been researched and specified through the 2035 Comprehensive Plan, adopted in 2016. Community activism marks the inclusion of policies to prevent displacement, increase fair housing, advance environmental justice, and correct past harms. While positive in writing, the execution of these policies and their impact on Black, Brown, and Asian communities of Portland remain to be seen.

Impact on Jefferson High School Communities

This history of urban planning directly relates the experience of communities and neighborhoods served by Jefferson High School. As the Black community was dispersed from North Portland and Albina, many ended up being pushed out to "the numbers". **Many Black and Brown, immigrant, and refugee residents have, in recent years, located east of the 82nd street border seeking housing in one of the only areas that is still affordable due to little attention and investment from local government, banks, and realtors[150]. Community members often note feeling dispersed with few places of gathering.**

Gentrification

The Albina area and the area closely surrounding Jefferson High School in particular has experienced extreme gentrification in the past 10 years, with present day urban renewal taking advantage of the poorer neighborhood and displacing historic residents through accelerating prices. The 2035 Portland Comprehensive Plan defines gentrification as "an under-valued neighborhood that becomes desirable, resulting in rising property values and changes to demographic and economic conditions of the neighborhood. These changes include a shift from lower-income to higher-income households, and often there is a change in racial and ethnic make-up of the neighborhood's residents and businesses."

The Interstate and 99E/ MLK Corridor where Jefferson High School is located has continued to gentrify into late stages, having lost thousands of vulnerable residents. More than 1,700 residents of color have been displaced since 2010, and low income households have also dropped. The area was experiencing

[149] City of Portland Bureau of Sustainability, "Historical Context of Racist Planning: A History of How Planning Segregated Portland" 2019

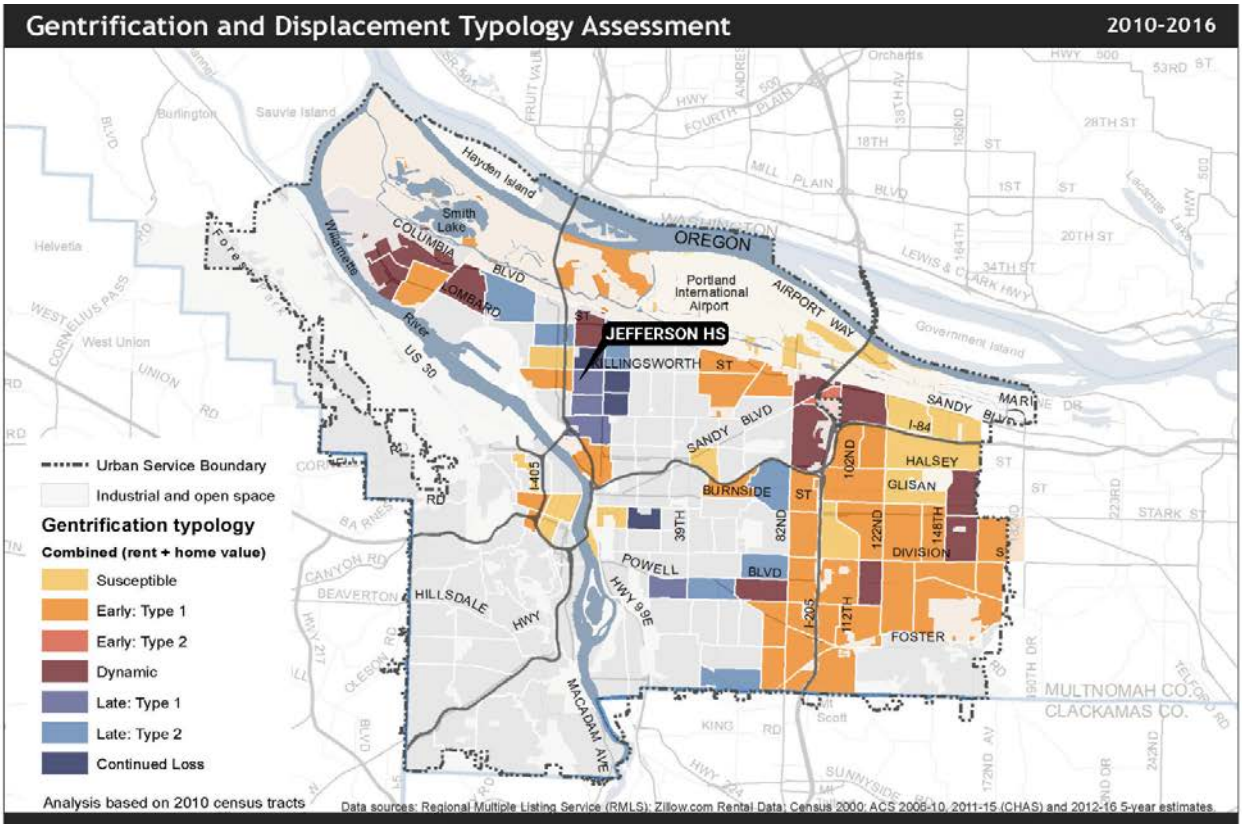
[150] https://www.oregonhumanities.org/this-land/stories/the-numbers/

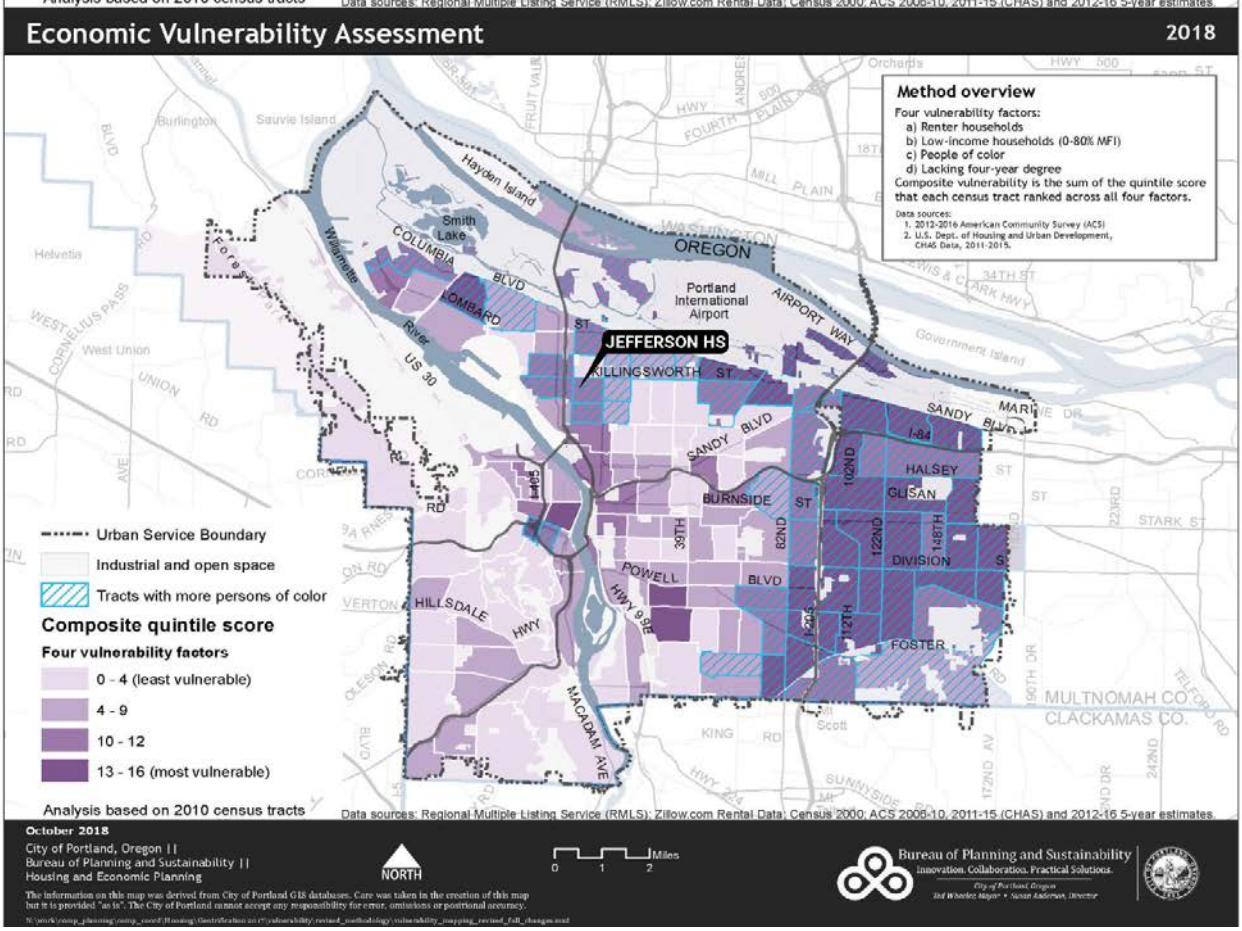
mid-stage gentrification between 2000 and 2010, but almost the entire corridor has moved into later stages where home values are high and vulnerable populations have been displaced[151].

The City of Portland's Gentrification and Displacement assessment of 2018 visualizes the conditions of Portland that contributed to gentrification of specific areas - like Albina - during this critical moment of history when gentrification made its most significant moves. The assessment shows that Jefferson High School is located in a High Displacement Risk area where 20-30% of the population are low-income cost burdened renters. The area experiences conditions as follows:

- **Gentrification and Displacement Typology:** Late stage gentrification Type 1: The neighborhood has higher shares of vulnerable populations but has experienced demographic changes by losing vulnerable populations proportionally. Their housing market used to be low or moderate in 2000 but has appreciated rapidly since, and now values are high. (pg 8)
- **Economic Vulnerability:** The neighborhood has a 10-12 vulnerability score (2nd greatest). Areas with a score over 10 are considered highly vulnerable and are composed of renters greater than the Portland average, communities of color greater than average, adults without a 4-year degree greater than average, and the share of households that are low-income is greater than average. (pg 8)
- **Demographic Change:** this factor of gentrification indicates whether the neighborhood experienced demographic change between 2006-10 and 2012-16. Gentrification-related change is occurring when the share of homeowners increased or decreased slower than the citywide average, the white population share increased or decreased slower than the citywide average, the share of adults with a four-year degree increased faster than the citywide average, or median household income increased faster than the citywide average. Jefferson is located in a tract that is both vulnerable to and already experiencing conditions of greater demographic change. (pg 11)
- **Housing Market Conditions:** Jefferson is in an Appreciated typology tract, where homes in 2000 had low to moderate home values or rents and then had high 2017 home values or rents as well as experiencing a high appreciation rate. (pg 13)

[151] 2018 Gentrification and Displacement Neighborhood Typology Assessment, Bureau of Planning and Sustainability, City of Portland Oregon


Gentrification and Displacement Typology Assessment
2010-2016
JEFFERSON HS
Urban Service Boundary
Industrial and open space
Gentrification typology
Combined (rent + home value)
Susceptible
Early: Type 1
Early: Type 2
Dynamic
Late: Type 1
Late: Type 2
Continued Loss
Analysis based on 2010 census tracts
Data sources: Regional Multiple Listing Service (RMLS); Zillow.com Rental Data; Census 2000; ACS 2006-10, 2011-15 (CHAS) and 2012-16 5-year estimates.


Economic Vulnerability Assessment
2018
Method overview
Four vulnerability factors:
a) Renter households
b) Low-income households (0-80% MFI)
c) People of color
d) Lacking four-year degree
Composite vulnerability is the sum of the quintile score that each census tract ranked across all four factors.
Data sources:
1. 2012-2016 American Community Survey (ACS)
2. U.S. Dept. of Housing and Urban Development, CHAS Data, 2011-2015.
JEFFERSON HS
Urban Service Boundary
Industrial and open space
Tracts with more persons of color
Composite quintile score
Four vulnerability factors
0 - 4 (least vulnerable)
4 - 9
10 - 12
13 - 16 (most vulnerable)
Analysis based on 2010 census tracts
Data sources: Regional Multiple Listing Service (RMLS); Zillow.com Rental Data; Census 2000; ACS 2006-10, 2011-15 (CHAS) and 2012-16 5-year estimates.
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Housing and Economic Planning
NORTH
Miles
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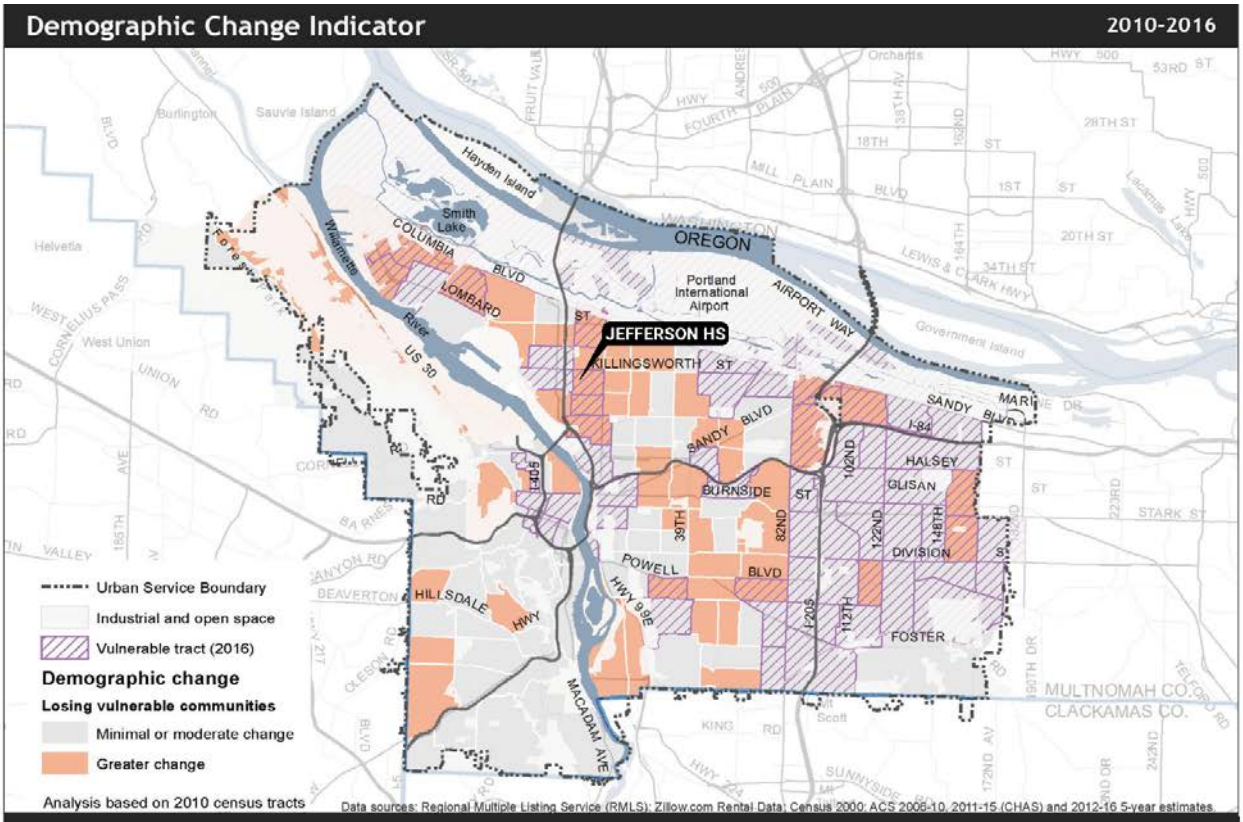
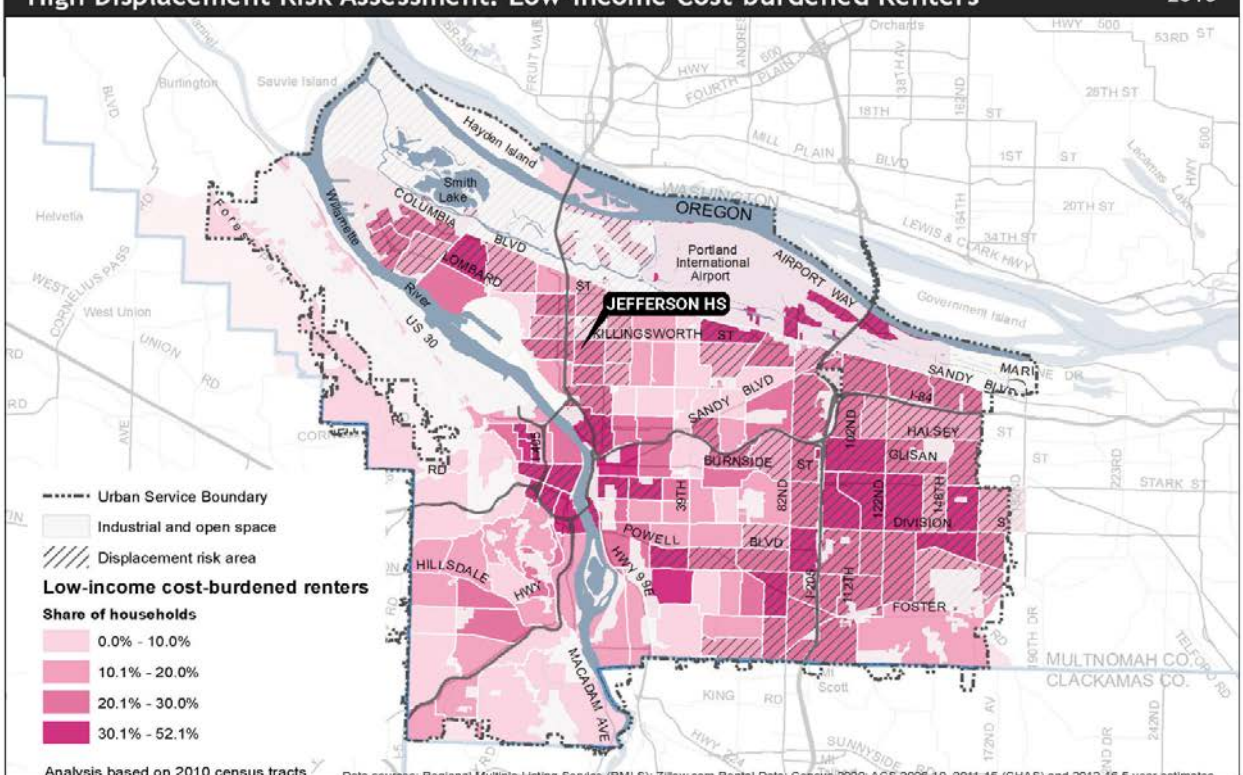
Demographic Change Indicator

2010-2016



High Displacement Risk Assessment: Low-income Cost-burdened Renters

2015



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NORTH

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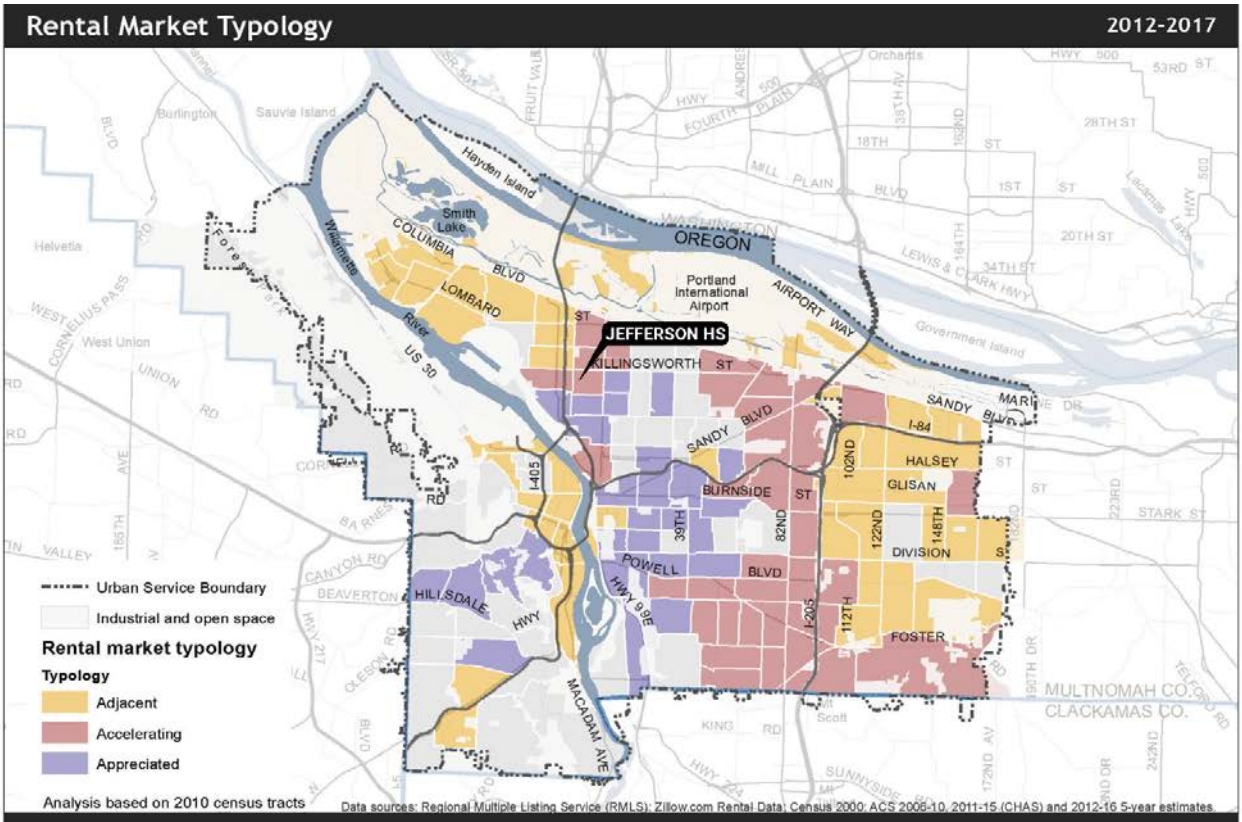
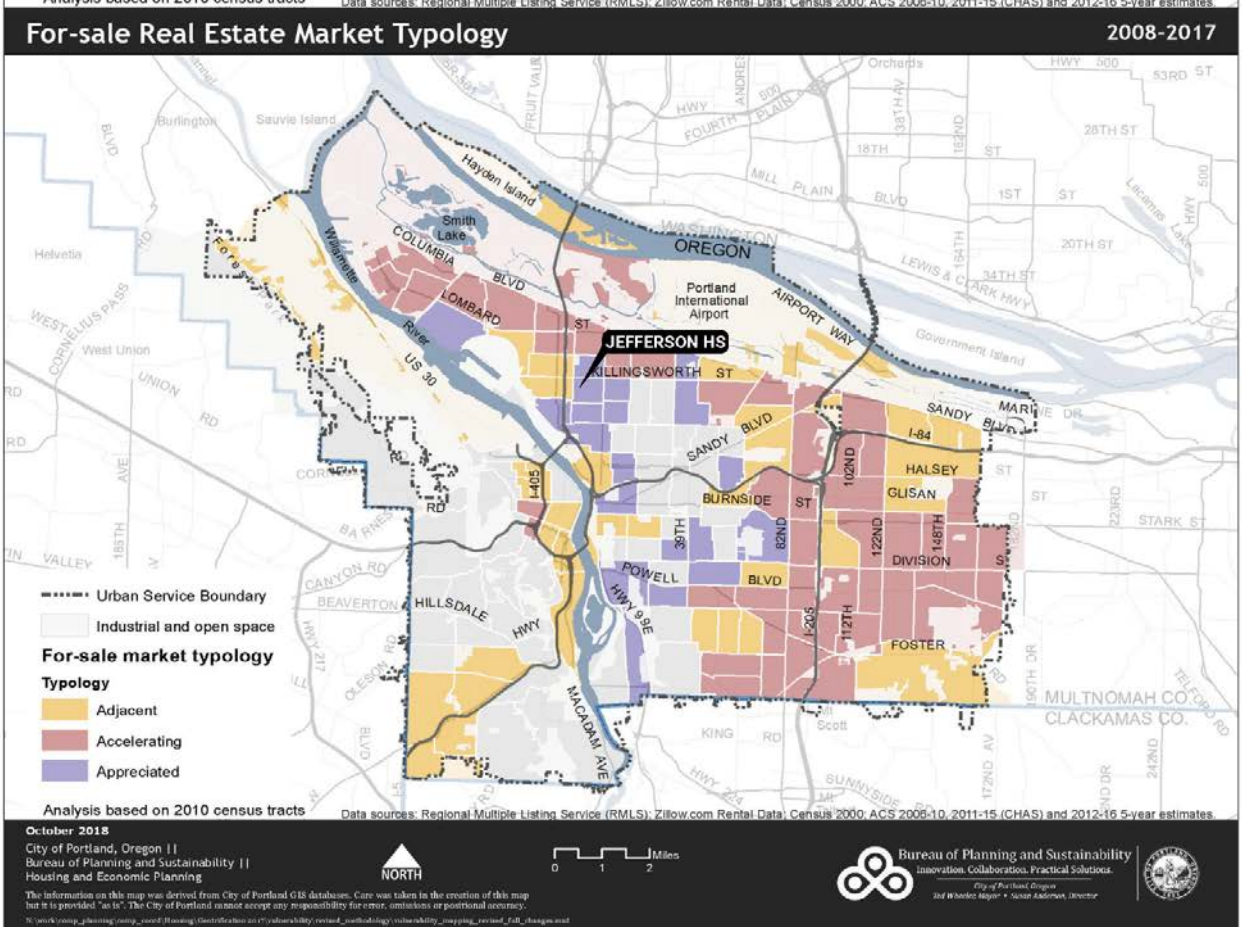

Rental Market Typology
2012-2017
JEFFERSON HS
Urban Service Boundary
Industrial and open space
Rental market typology
Typology
Adjacent
Accelerating
Appreciated
Analysis based on 2010 census tracts
Data sources: Regional Multiple Listing Service (RMLS); Zillow.com Rental Data; Census 2000; ACS 2006-10, 2011-15 (CHAS) and 2012-16 5-year estimates.


For-sale Real Estate Market Typology
2008-2017
JEFFERSON HS
Urban Service Boundary
Industrial and open space
For-sale market typology
Typology
Adjacent
Accelerating
Appreciated
Analysis based on 2010 census tracts
Data sources: Regional Multiple Listing Service (RMLS); Zillow.com Rental Data; Census 2000; ACS 2006-10, 2011-15 (CHAS) and 2012-16 5-year estimates.
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Housing and Economic Planning
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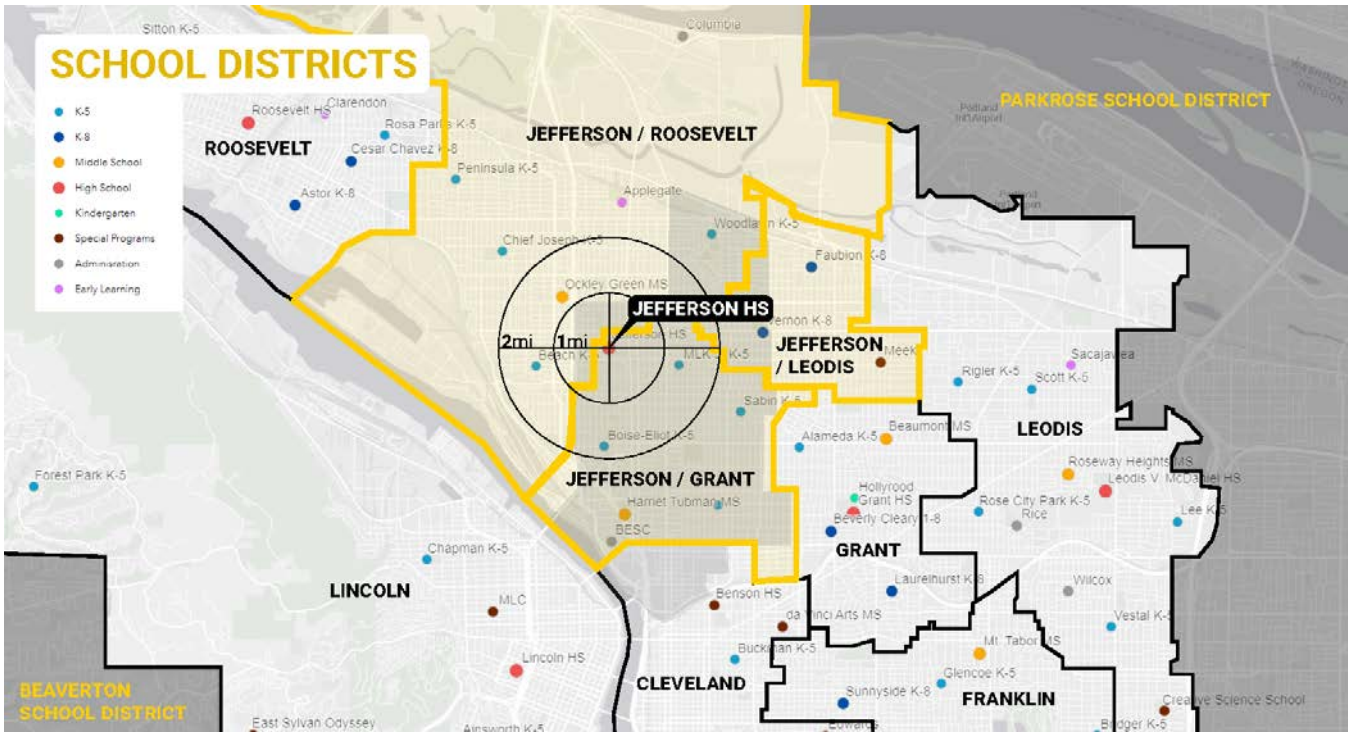
Gentrification and Schools

In rapidly gentrifying areas like the context Jefferson High School is situated within, a few key trends are seen. The area's current demographic is lower income, leading to the existing schools to also be in a state of disinvestment. As high-income residents are moving into the area, the social and physical condition of existing schools in the area, like Jefferson, are a concern and the higher-income parents look to send their children elsewhere. In contrast, many of the historic families who have roots to the area have been pushed away from the neighborhood and seek options to keep sending their children to the school they are connected to. Situations of school catchment boundaries and specialized programs becomes both a way for parents new to the area to circumnavigate investing in the existing neighborhood school and a way for families with roots to the neighborhood to keep their children in their school[152].



We can see both situations played out in the context of Jefferson High School. **School catchment areas of today show that Jefferson High School - the only historically Black high school in the entire state of Oregon - is also the only high school where people have an option to send their children to another school that shares the catchment area.** If incoming parents do not want to send their students to the historically Black high school, they do not have to. This leads to increasingly low enrollment and issues of if the school should continue to exist or not. Families who have generational ties to the school and the area might advocate for it to be invested in, but new arrivals do not have the same attachment. Jefferson

[152] Serbulo, 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 2016, consulté le 02 février 2018.

High School experienced a similar situation in 2010 when the school was proposed for closure. It was saved only through the protest of historic communities.

We also see the impact of specialized programs. The Jefferson Dancer program has become an elite department that attracts students from other catchment areas. **However, while many of the more affluent parents can afford for their student to participate in the dance program, they still live outside the Jefferson catchment lines and there is community perception that they dodge supporting the needs of the broader historic community.** Additionally, affluent parents have the means to shape the school to reflect their own tastes and preferences, displacing historic low income students who experience virtually no rise in academic achievement opportunities through the presence of affluent families[153].

Students from outside the Jefferson catchment area are able to come to (or leave) Jefferson through School Choice Programs. Originally, these programs were intended to help against segregation, instituted in the 1980's after Black residents' boycotts protesting the one-way busing program. In Portland Public Schools, students are still assigned schools based on their address, but can apply to transfer out to other schools[154]. In 2013, only 42% of students in the Jefferson school catchment cluster attended Jefferson High School.

In 2001, with the passage of the federal No Child Left Behind Act, standardized testing became the determination for school funding, reform, or closure. In 2004 Jefferson High School was labeled a failing 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[155].

"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)[156]."

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[153] Serbulo, 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 2016, consulté le 02 février 2018.

[154] Ibid.

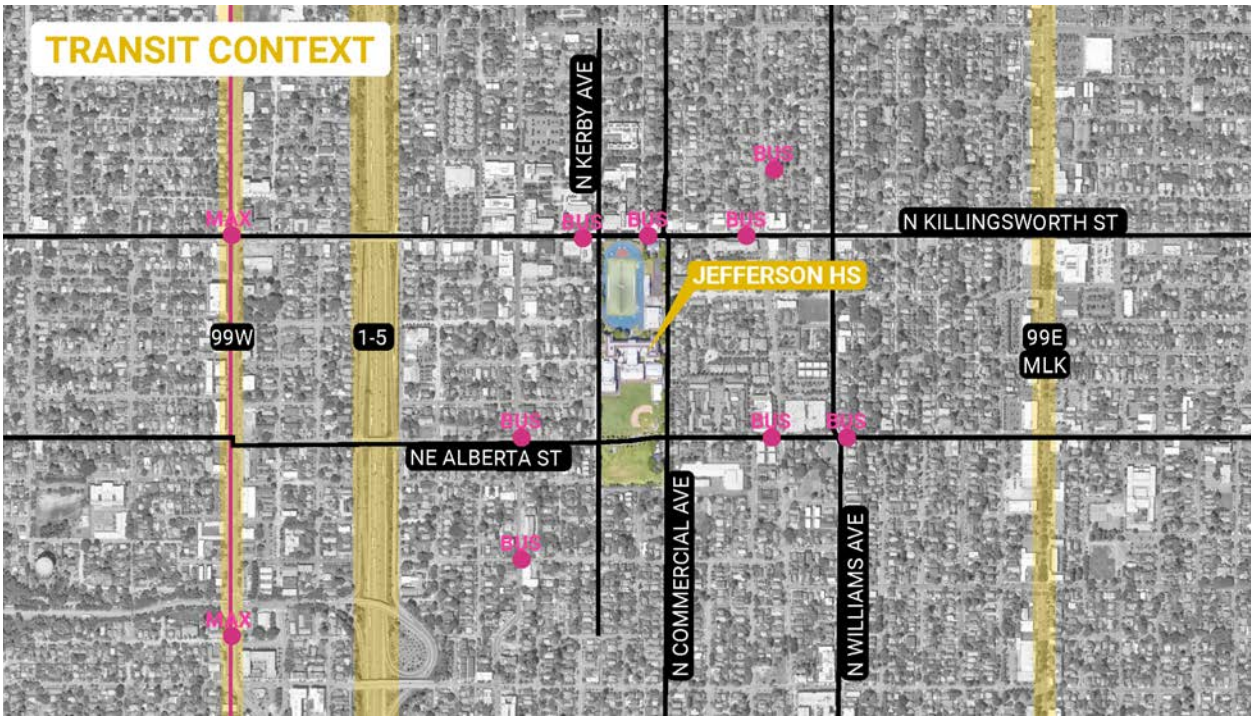
[155] Ibid.

[156] 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, with a stop on N Killingsworth just a half mile from Jefferson High School. The Max is Portland's primary north to south form of public transportation.

CURRENT DEMOGRAPHICS

Thomas Jefferson High School is open to both its neighborhood students (predominantly Humboldt) and, through a lottery system, to students outside of its neighborhood. Jefferson's capture rate of its neighborhood students was 29% in 2018. The neighborhood is experiencing rapidly increasing housing costs in both ownership and rental markets, and significant demographic change. For the purposes of this document, we looked at the census information for the Humboldt neighborhood.

Race, Ethnicity, Language, and Country of Birth

The total population of Humboldt is around 5,294 people. It's current neighborhood demographics breakdown for racial diversity are as follows: 62% white, 22% African American, 6% two or more races, 5% Hispanic/Latine, and 4% Asian.[157] According to city-data.com, only 0.8% of the population in Humboldt are not fluent in English and only 8.2% of the residents were born outside of the United States.[158] Historically this area was predominantly African American. "Since 2000, the number of white residents has grown more than 56 percent, according to the U.S. Census." [159]

The majority (91.2%) of the residents are citizens/U.S. born, with the remaining percentage predominantly hailing from Mexico, Ethiopia, Fiji, Panama, UK, Brazil, India, Canada, Vietnam, and Guatemala (listed in order of decreasing percentage).[160]

For reference, Portland overall is 71.6% White, 9.4% Hispanic, 7.6% Asian, 5.7% Black, 4.3% Mixed, and 1.4% Other.

Households and Age

Overall, there is a strong presence of people in the 30-39 year old age group in the Humboldt neighborhood. The most common household type here is one-person households (40.9%) followed by married (27.4%). With only 20.5% of families in the area having children, and only about 15% of the population being of school age.[161]

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[157] https://www.niche.com/places-to-live/n/humboldt-portland-or/residents/

[158] https://www.city-data.com/neighborhood/Humboldt-Portland-OR.html

[159] https://www.oregonlive.com/hg/2015/01/north_portlands_humboldt_neigh.html#:~:text=Humboldt%20was%20one%20of%20the,to%20the%20Humboldt%20Neighborhood%20Association.

[160] https://statisticalatlas.com/neighborhood/Oregon/Portland/Humboldt/National-Origin

[161] https://statisticalatlas.com/neighborhood/Oregon/Portland/Humboldt/Race-and-Ethnicity

ENVIRONMENTAL JUSTICE

Ecosystems

As colonization and industry overcame Oregon, the ecosystems were being altered as much as the human populations. Without regular burning, Douglas Fir grew to blanket what seemed like every inch of available space and the threat of wildfire increased. Today, as fires from Mount Hood, the Columbia River Gorge, Washington, and California rage more extreme each summer, ash and smoke settle in the Willamette Valley.

Moreover, the channelization of once complex, meandering rivers, tributaries, and streams - the Columbia and Willamette Rivers in particular - drastically altered riparian habitats, surrounding floodplains, and disrupted numerous native hydrological systems from the area[162]. Dams were built to control the natural flooding, severely altering the waterways and decreasing the salmon population so vital to Indigenous practices[163]. As the land was “improved” for industry and settlement, sewage was not managed but dumped into irrigation ditches and rivers causing disastrous pollution[164].

As Portland continued to grow, the river and its watershed had been ‘improved' almost beyond recognition. There had even been efforts to clean it up, the most notable being the 1938 initiative that created a state sanitary authority, now the Department of Environmental Quality, to deal with sewage. But the growing postwar economy brought more industrial pollution, and the river suffered under heavy loads from canneries and paper mills[165].

Air Quality

For more specific information on air quality and other environmental considerations, see Bora Architects phase 1 Programming & Conceptual Design report.

Social Vulnerability

The health impact of climate change is compounded in communities experiencing poor air quality, racial injustice, housing insecurity, pre-existing health conditions, and wealth inequity. **Multnomah County’s published data on Social Vulnerability indicates that Thomas Jefferson High School has an elevated risk to climate impact compared to other census tracts in Multnomah County[166].**

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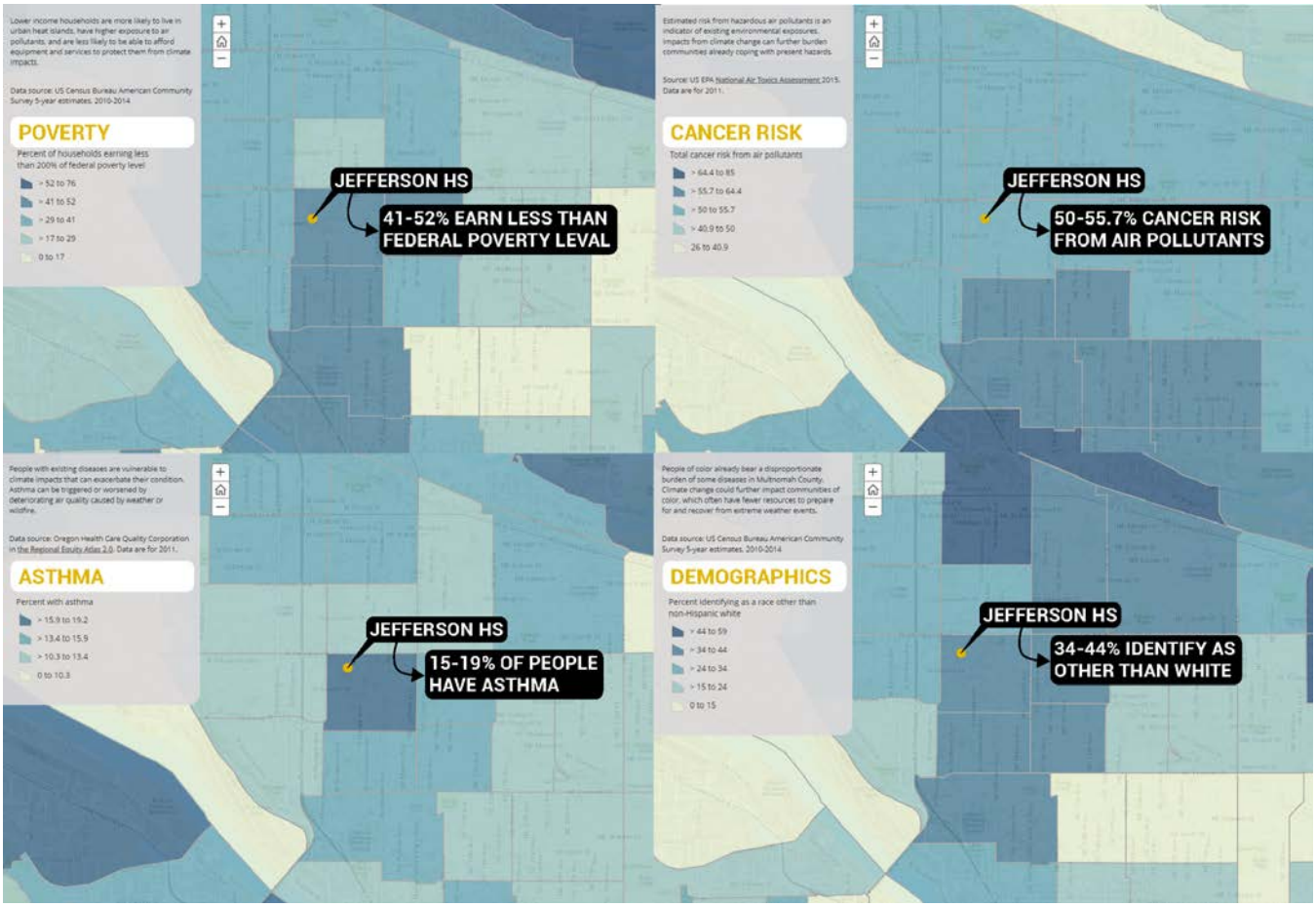
[162] https://willamettebotany.org/better-learning-through-botany/

[163] https://www.portlandoregon.gov/bes/article/231478

[164] https://willamettebotany.org/better-learning-through-botany/

[165] https://www.portlandoregon.gov/bes/article/231478

[166] https://multco.maps.arcgis.com/apps/MapJournal/index.html?appid=f6536b4fc7d946918975da4cc0005578

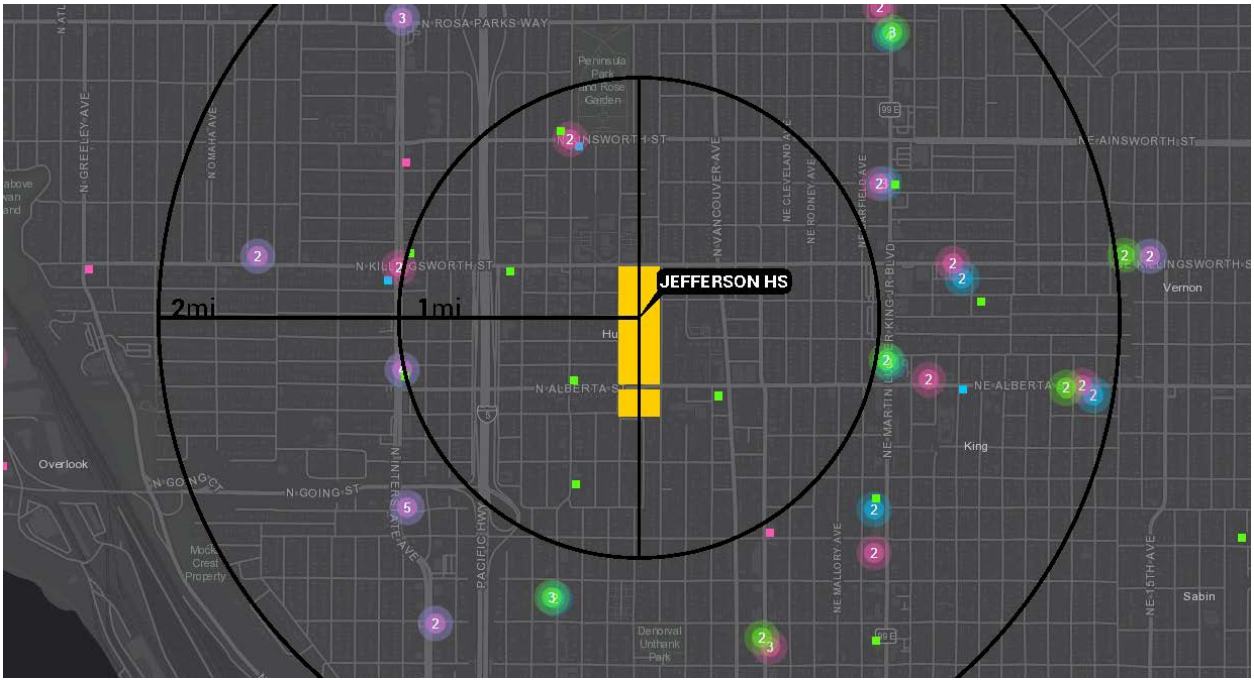


Cleanup Sites

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[167].

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.

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



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[168]. 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.**

Organizations also advocate outside of state and city initiatives. Projects such as the Oregon Water Futures Project are collaborations between environmental justice interests, Indigenous peoples, communities of color, low-income communities, and academic interests[169]. Rights to food access and historical connection to the land are addressed by groups such as Black Futures Farm[170] and Mudbone Grown[171]. These farms not only grow locally and in innovative ways, but also pass on information on how to grow food through community and youth programs.

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[168] https://www.coalitioncommunitiescolor.org/environmental-justice

[169] https://www.coalitioncommunitiescolor.org/environmental-justice

[170] https://blackfutures.farm/

[171] https://www.mudbonegrown.com/about-us/how-we-grow

In no way is this document an exhaustive list of historic happenings or current people involved in imagining a better future for Portland, Oregon, and the United States - but it helps us start to understand the context in which Thomas Jefferson High School exists.

By understanding the social, spatial, and political context of this place, we are able to pinpoint the systems that sustain injustice. It is then incumbent upon us to leverage our positions within those systems to repair harm and support joyful resilient futures for the communities who have borne the weight of injustice for generations.

APPENDIX

Sources

The following statistics are sourced from Statistical Atlas which uses US Census data.

Definitions

What we mean when we say...

- **ANTI-RACIST:** An anti-racist recognizes the obligation to each other to actively acknowledge racialized and socialized bias in the system and seek to dismantle the privilege and power systems that perpetuate injustice. It is an ongoing process that singular actions will not resolve. It will require multiple parallel activities that aim at the specific goals as follows.
- **COMMUNITY:** The community is a term used to identify spiritual, ideological, and other groups that reside or persist within a neighborhood framework. Communities are dynamic and have an affinity to neighborhoods but are not the same. Communities form patterns, habits, and relationships as a collective endeavor and preservation to build knowledge, share culture, organize power, and more. We are all a collection of multiple communities, and so are the people we partner with within this space.
- **CULTURE:** Culture is the consequence of persistent collective circumstances (environmental, systemic oppression, geographic isolation, War, Poverty, policy, wealth inequality, etc.) and immediate individual conditions (Maslow's hierarchy). It is the subtle adaptation of mental and physical processes to manage those immediate conditions and adhere to a path of least resistance, ultimately manifesting habitual tendencies and leading to entrenched cultural values. Culture is a collective coping mechanism. Culture is a necessary trauma response.
- **DISMANTLE + DECOLONIZATION:** White supremacy and colonial mindsets are inherent to the structures of power that we operate under presently. Dismantling this system requires a considered collective effort to deprogram and decolonize ourselves and our systems to sustain any long-term efforts around anti-racism and toward liberation. In the built environment, this requires us to actively dismantle the overt expressions of dominance and Supremacy made manifest through the physicality of architecture, landscape, and urban planning.
- **EQUALITY:** To make fair in the present and affirm a standard of fairness in the future.
- **EQUITY:** To acknowledge a past of inequity, make fair or stabilize in the present, and affirm a standard of fairness in the future.
- **ETHNICITY:** The fact or state of belonging to a social group that has a common national or cultural tradition.: "the interrelationship between gender, ethnicity, and class" "the diverse experience of women of different ethnicities.

- **INJUSTICE:** To make imbalanced systems that deny equal access and resources to extract/retain/maintain power.
- **INSTITUTIONAL POWER:** All institutions impose power and leverage privilege as a force through the component systems that make up those institutions. Institutions are subject to their own inherent biases. These systems rely on the unconscious cultivated bias of their operators to sustain it without bearing the burden of empathy. Actors in the network can often be conduits of power, not the sources of power. Often funnels of malicious power.
- **JUSTICE:** To repair past injustice, make fairness in the present, and remove barriers to progress in the future.
- **LIBERATION:** To repair past injustice, stabilize the present, remove barriers to progress, and affirmatively influence future outcomes.
- **NATIONALITY:** A people belonging or deriving from a particular land. Nationality locates one's lineage either directly or by heritage to a regional place.
- **PEOPLE/COLLECTIVE:** The individuals and communities that make up the constituent population. It is often subject to the dominant forces of the process and relegated to a reactionary position unless actively organized and engaged.
- **RACISM:** We are all subject to an inherently racialized system, and we are necessarily complicit within it. We recognize that those with privilege and power can, whether wittingly or unwittingly, marshall these systems to maintain power. Racism is a distinct system, practice, doctrine premised on the superiority of one group (white) and the inferiority of another. Racism is a system to which multiple, intersectional biases can be applied and layered. It is necessary to understand. Power structures can filter the prevailing characteristics of racism through whichever construct is determined to maintain its primacy in any given moment. Bias systems are social forces applied to communities.
- **RACIST:** An operator of a practice, system, doctrine premised on the superiority of one racial group (white) and inferiority of another.
- **RACE:** Race is a projected classification of humans into groups based on base physical characteristics. The color on one's skin being a foundational separator. Race has been used as a means to stratify and subjugate certain groups and privilege others for centuries.

General Topic	Challenge	Proposed Action
Foundations		Design and buy out button heads if using auger cast piers.
Construction tolerances	Handful of issues between allowable structural tolerances and finish tolerances.	
Timely information on anticipated loads for Structural	LHS example: 2nd floor gym, get specs for bleacher rolling path and weights to Structural Engineer early	Structural engineer to clearly articulate load needs/ timing; design team and owner to supply required information - may require early product research
Late final selection of material colors		Establish final material colors during design phases, OR write specifications to allow selection during CA; coordiante with Land Use approvals
Unexpected varations in color/texture of selected products	Make sure you understand the product that you have chosen - including color variation possibilities for cast/natural materials.	
Accomodating structural system movement in façade design	Structural system selection can seriously effect overall building movement - this movement can require extensive planning, detailing and cost. LHS sideplate structural system had a significant impact on the façade that weren't fully understood until later in design.	When selecting structural system, ensure implications of that system are fully understood re: detailing and performance requirements as well as schedule and cost. For LHS, decision would likely stand, but team would have planned for façade detailing process/effort more effectively
Detailing for drift	Silicone sheet patches at Curtainwall sawtooth sills	
Detailing for drift	Silicone sheet at slab edge - detailed to have a reverse lap - should have had a flap cover it to avoid reverse lap (PRC came up with a great detail for the next one)	
Detailing for drift	Alignment of drift tracks on elevations is challenging especially if your building has a drift/deflection joint between floors rather than at the floor line.	Anticipate the added time necessary for through coordination of drift tracks. Design team to review and accept track appearance early to reduce later surprises.
Movement joints in rated walls	Standard details don't apply to rated construction.	Include review of rated movement joints in standard QA/QC check process
Water testing at window systems	15PSF water test criteria poses detailing challenge	3rd bead is a must for fiberglass windows to achieve15PSF water test criteria. Ensure this is checked through QA/QC process
Tolerances in panelized wall systems		If ext wall is panelized, need to build in a perimeter curb. Cannot otherwise achieve the tight tolerance needed at the slab level.
Sealant specification	Henrys 925 (BES Sealant) nothing sticks to it!	
Closing in building - parapet detailing	For fast track construction, dry-in can be critical path issue and parapet construction can be weak link	Consider replacing plywood parapet cap with a sheet metal cap or break shape to take weather out of the equation.
Detailing for drainage at roof	Sloping roof structure in lieu of tapered insulation is time demanding for the design team. Staffing did not account for this and strained the capacity of the exterior detailing group.	Exclude sloped structure from the contract. If it is added, then the design team will have the necessary staffing support to design and document the system.
Detailing for drainage at roof	Problems with slopes at roof drain sumps	Roof drain sumps need to be flat not follow pitch of roof - this could require special cricketing or inconsistent insulation thickness
Detailing for drainage at roof	Roof detailing	If roof structure slopes - verify OD vs RD on roof slop to make sure RD at lower point
Detailing for drainage at roof	Even with built in slope for roof, crickets will be needed to completely manage water.	
Detailing for drainage at roof	BIM the roof. PPS spec calls for 1/4" in 10'. Designed to 1/2" in 10'. Makes for a complicated roof. Need to BIM it.	
Penetration detailing	Flashing return heights at IRMA roofs - Typical penetration detail would have helped a lot.	Add typical detail to Revit template.
Fall protection	42" parapet solves longer term operational costs otherwise required if maintenance folks have to tie off to access drains or maintain ecoroof.	
Fall protection	The testing criteria for fall protection anchors was not defined and required extensive discussion with the manufacturer and installer. Lots of time and energy spent by the design team.	Clarify the testing criteria for fall protection anchors. Discuss with KPFF.
Rooftop unit platform design	Roof AC Unit Access Platforms - design versus allowance	
Rooftop unit platform design	Look at access requirements for Mech units and determine what will be needed so access platforms.	
Rated roof assemblies	The termination of rated assemblies is complex and the requirements vary from floor assemblies, wall assemblies and roof assemblies. If uncertainty exists during construction it can lead to costly project changes.	Add a QC list review item that requires the review of the termination detail for all rated assemblies for wall, floors, and roofs.
If roof slab is a composite deck, look at how much extra concrete is required in order to avoid FP at the roof. Eliminates schedule challenge or working on a roof past when FP has been installed.	If roof slab is a composite deck, look at how much extra concrete is required in order to avoid FP at the roof. Eliminates schedule challenge or working on a roof past when FP has been installed.	
Metal deck at roof: lack of support for MEP and timing challenge for fireproffing	Evaluate pros and cons of metal deck versus concrete systems. Saves mass and money by eliminating concrete but trade off is timing challenge for fireproofing and lack of structure/support for MEP.	
Roof pipe clamp installation	Roof pipe clamps are a problem - language in MEP contracts to secure pipe from underside of roof deck and not pipe clamp on roof unless they can be cast into the concrete.	
CMU openings / coordination	Overstressed cmu walls (tall with many openings) are difficult to hide conduit inside because of the presence of rebar.	Design team recognition that tall CMU walls, especially those with many openings, will be full of rebar. There will be a need to balance the desire for hidden conduit and device placement with the scale and openness of the wall.
Seismic bracing for ceilings	Congested spaces above drop ceilings make seismic bracing of the ceiling challenging or impossible, requiring the ceiling to be reduced in size.	Avoid tight ceiling conditions in areas with high system congestion or plan for smaller zones of ceilings in those areas.
Construction layout process versus final product	Construction layout lines in sealed floors were visible and needed to be cleaned.	Discuss with GC about layout lines and other marks in concrete floors that will be sealed. (Hard-to-clean lines and gridding is also highly visible).
Door Hardward - tracking decisions	Doors are getting more complicated and the functions they need to address are difficult for the CA team to recall, sometimes years after the decisions were made. The door schedule and hardware schedule provides a record of the final design of the door but sometimes the intent of the door operation has been forgotten.	Need to create a door narrative to record the decisions made for passage, locking, security.
Coiling Door detailings	Coiling doors, rolling doors and other large opening control doors are often utilized in the design of schools for their circulation and plan benefits. However, they are complex to document, coordinate, review and install.	Recognize the time-consuming nature of this door type, often 10 times the effort of a typical door. Limit their use or increase staff accordingly.
Coiling Door detailings	Coiling door embeds - Bigger is better! Build in tolerance.	
Steel embeds	Little harm in larger embeds generally speaking. Leaves flexibility for minor discrepancies	
Concrete flatness	Buy out super flat conc floor at gym to minimize floor prep required by wood floor sub.	
Concrete flatness	Plan relief into long corridors with alcoves at classrooms to minimize floor fill. Pour to level vs. thickness with screeds set on column line to minimize floor fill.	
Concrete cracking	Added diamond dowels to help control cracking.	
Concrete cracking and color variation	Tru PC overlay was definitely the way to go to get a concrete-ish floor but need to set expectations with all involved. There will still be color variation and there will still be cracks.	
Plaster cracking	Agree on expectations for plaster cracks. They are inevitable. Agree on an allowance or approach with all involved in advance.	
Structural support for pony walls	Tube steel required for all partial height walls. Design and include in precon.	
Stair coordination	Complicated stairs require extra coordination beyond just design and structural. Lighting, fire sprinklers and cameras all need to be well integrated).	Recognize the time consuming nature of stairs in general and complicated stairs in particular. Limit their use or increase staff accordingly.

Mockups	Mockup of window shades for PPS Risk group as well as end users.	
Window shade controls	Window shades - desire for single button controller from main office to close all exterior shades with single button push.	
Elevator clearance requirements / tolerance	Structural Engineer vs Arch vs Elevator clearance expectations - Diferent disciplines allow different tolerance. ID greatest variability and work with design team to build in tolerance. Alt is to buy out subcontractors building to a tigher than industry standard tolerance.	
Size elevators to accommodate lifts	Plan an elevator rated for lifts. Service car functions most of the time but this limits ability to get lifts to upper floors and future maintenance for the life of the building.	
Tolerances for ADA lifts	Prioritize ADA lift buyout to coord with structural blockouts. Same for elevators.	
ADA compliance	Non-ADA certified fixtures open the district up to non-compliance liability. Some fixtures were specified and these needed to be changed in CA, causing an increase in cost.	Plumbing consultant to specify only ADA certified fixtures. If a special need requires a non-ADA fixture, get PPS deviation approval.
Cleanout location coordination	Wall cleanouts are often not documented until late in the project. They can be ugly and disruptive to interior finishes. If discovered too late, they have to be accepted in undesirable locations.	In early CD phase, request plumbing engineer to remind architecture team about WCO rules. At 90% CD, search plumbing set for "WCO" wall cleanouts. Move all of the ones that you don't want to see.
Dampers / Smoke Control coordination	Integrating the AHUs into smoke control system was a problem. Dampers on unit weren't controlled by panel.	
MEP Trade Partners - when to on-board	MEP Trade Partners at 75% DD was good time to get input for construction but allowed the design to be developed to a reasonable level from which to track schedule and cost.	
Fire damper coordination	Fire dampers require ispection and maintenance access. Since the final location of these dampers is often not established until middle/late CDs, it can be challening to find non-disruptive access locations.	Limit the use of fire dampers when possible. Schedue an early CD coordination meeting where each fire damper is reviewed for access.
Lighting at weight room	Type of light is important. Need appropriate foot cancles but take into connsideration someone on a bench press looking at can lights.	
OFCI log	Multiple OFCI logs were provided over the design of LHS. Resulted in conflicting direction within the design team specification, especially for small appliances and AV equipment.	PPS commits to providing a single OFCI document and to a delivery date.
Kiln installation	Pull specific lessons for kilns. Prairie honed this over the course of 2 PPS jobs. Document and get into docs for any new HS work.	
Futureproofing	Plan for future equip replacement in culinary spaces.	
Structural coordinatin for equipment	BIM volleyball supports and coord with structure.	
Coordination for floor to ceiling markerboards	Make clear to floor sub. Need to float up to track.	
Plan adquate time for abatement related to demolition	Compare old building SF and duration for abatement to inform time needed to abate Jefferson	
Investigative work during precontruction	Add critical potholing and destructive demolition to CMGC scope to aid design process to CMGC contract.	
Sacrificial gravel layer if there will be any piling	Sacrificial gravel layer if there will be any piling	
Site Utility providers require very long lead times	Early start needed for anything related to PGE, NW Natural, Tel/Data providers. Very, very long process	
Site Utility providers require very long lead times	Need to start pushing on cable / power utility hookups super early. They take forever.	
Student Engagement Opportunities	Proximity to students allowed for GC involvement in Construction Mgmt class	
Tower crane swings over adjacent properties.	Early discussions and budget for crane access agreements if tower crane will swing over adjacent properties.	
Challenging construction schedule	Early bid package & permit expedited project start	
Preconstruction coordination	Precon involvement by PRC or sim - earlier the better for envelope (not just roof - valuable for whole envelope)	
Late changes due to Mockup review	Expedite mockup buyout and completion both for exterios and interior	
Preinstallation meetings/process	Preinstallation meetings/process were very good	
Concrete flatness	Concrete flatwork memo was valuable. Helped ensure a good end product at least cost.	
Coordination between trades	Coordinate needs for MEP blockouts in structure. Docs contained a std detail but was difficult to quantify at bid time. May be an opportunity with MEP trade partners in precon.	
Construction tolerances	In precon, design connections that allow tolerance that accommodates what AISC allows.	
Intensive review of all building access assumptions and protocols	Intensive review of all building access assumptions and protocols	
Data entry bureaucracy	Ebuilder - Procore double up. There is a software that can communicate between the two but requires PPS to share API key. Worth revisiting to save double entry.	
Challenging construction schedule	Allow design contingency for fast track permits	
Challenging construction schedule	Buy out connected steel model pre 100% CD with RFIs required. Allowed big jump on shop drawing process and provided sanity check of assumed tonnge between bidders. Also needed for BIM coord with framer and MEP.	
Planning for long term builidng maitenance	Maintenance access can require the use of heavy and or large equipment, e.g. mobile lifts. At LHS the ideal lift for gym ceiling access does not fit in the elevators, meaning that window removal or other costly straegy will be required in a large lift is ever needed.	Work with Owner to adequately understand long term maintancne / access reuqirements and plan appropriate strategies - equipment replacement, high bay work etc.
Telecom room locations	Telecom rooms need to be within 250 feet of the furthest outlet. Past projects have redcued room sizes and locations resulting in overlength cables and the addition of remote IDFs being created during construction.	Work with the design team to ensure telecom rooms are included where needed with adequate space for equipment.
Paging system	The paging system needs to be a separate system and is not to utilize the fire alarm system speakers.	Specify paging system per district standards. Value engineering not to be accepted.
Standards	Follow the PPS standards and get approval and documentation of approval before deviating.	Set up standards devliation log and submit with every major deliverable for review and approval by PPS.
Owner Direction Management	Info may come from many sources. Try to set deadlines for when information is needed in order to be incorporated.	Set deadlines for when key areas of direction is needed by to keep the project on track.
Owner Direction Management	Take time to manage and document direction received from PPS stakeholders. There may be direction from multiple stakeholders.	Set up memos to formalize direction on key decisions.
Trade Partner Involvement	Constructability input from the design assist contractor would be helpful to assist the design team.	DA constractors to provide constructability feedback and costing feedback.
Existing Conditions	Routings of new utilities in existing buildings was very time intensive and required lots of detailed coordination. Coordinating with existing structure can be difficult and an unknown until construction begins.	Utilize tradepartners and scanning to identify existing conditions and review constructability issues

Equipment Specifications	Follow PPS Standards for Domestic Available parts on equipment specified. • PPS CM advised 10/14/22 that the Aermec units on Roosevelt are being replaced. a. FAMS had indicated multiple issues with hot/cold temperature issues throughout the building and did not like this Mechanical Room layout. There were complaints from FAMS staff about the Heat-Recovery Aermec units. b. We ended up with a Boiler System for Benson and 4-pipes (2-pipe switchover limited to local zones at chilled beams in admin area only). All electric was DD Alt - Costing was preventative to switch systems at DD. d. PPS CM indicated part of the reason for replacement of the Aermec units is not just system operational troubles, but parts availability.	Consider parts availability when specifying equipment. FAMS buy off in DD on BOD equipment package. Do not use Aermec.
Choose by Advantage	CBA (Choose by Advantage) during SD was beneficial	Conduct CBA in SD.
Controls Specifications	PPS has a thorough Div 25 standards specification and indicated in past, consultants haven't been integrating the Div 25 specification in full. We are test driving it a little for Benson. o Div 25 Spec is not full lighting/HVAC/power limiting. o Benson Power Monitoring is 3rd Party Electrical (not interfaced into the HVAC BAS for electrical dashboard) o PPS wanted something simple/least cost for electrical monitoring.	Cross discipline controls coordination. Issue Division 25 specificaiton fro controls
Controls Specifications	PPS doesn't like airflow stations for controls - Mainly using Grant HS as reference point (which was Aaon packaged rooftop units). Benson is using them for LEED compliance monitoring only; but if we were to use at Benson probably would have worked as Benson air handlers are modular AHUs with long air tunnels for good maintenance access and access between every section.	Review AFMS applications with FAMS prior to incorporation into the project.
Acoustics	PPS had noise issues to neighborhood during flush out on the economizer exhaust fans at Grant HS. Benson hopefully does better as we are using modular AHUs with true return fans rather than packaged units.	Coordinate with acoustic consultant to mitigate and neighborhood noise concerns.
Controls Specifications	PPS discourages Tstats with displays or adjustments. Where students are unsupervised, PPS wants SS wall plates for T-sensors, and wire cages at CO2/RH sensors. o PPS has an operating protocol in place for temperature adjustments. Instructors need to place a work order request to adjust temperatures and has digital thermometers available for Instructors (part of the temperature adjustment work order process is the teacher needs to identify the temperature in the space or location of temperature reading).	Specify non-adjustable stats & SS wall plates
Controls Specifications	Tstat Locations: Plan to detail earlier on in project than typical (PPS requested architectural elevations of all walls to project Architect).	Coordinate tstate locations beginning in DD.
Mechanical Equipment	Benson has the only large open loop cooling tower in the district, the other tower is smaller and is on the PPS Admin building. FAMS was indicating preferences fluid coolers or closed loop towers. o Air-Cooled Chillers are preferred; we were over code allowed tonnage for air-cooled when we started the project, and then when code switched to ASHRAE 90.1 we are at a tonnage where a water-cooled chiller plant is more efficient than an equivalent sized air-cooled chiller plant. o It's possible to get a domestic produced low GWP refrigerant on water-cooled chillers, but not air-cooled chillers.	
Acoustics	Anticipate a lot of Acoustical coordination/criteria. o Acoustics	• Summary needs to be provided early on the project with design criteria clearly defined • Acoustician should have enough staff/scoping for extensive reviews that need to be complete in relatively short turnaround time.
Room Criteria	Health Care Area requirements not clearly defined.	Obtain clear direction/requirements for wrap around service areas. Room Data sheets.
CTE coordination	Shop Spaces o Recommend DHA early on in process. PPS has learned a number of lessons with permitting and inspections over the past couple years. o Scoping to be clearly defined with the agency retained to perform DHA (questions still remain between Benson's DHA agent and Architect) o Dust should be tested to inform DHA. o Obtaining tooling information early important; not just for Electrical, but also for HVAC and Plumbing. o Track compressor heat gains for HVAC cooling requirements early.	Obtain DHA services early. Obtain equipment lists as early as feasible from the users.
Radon	Radon o If existing building slabs are being replaced; City of Portland is requiring Radon exhaust systems being installed under the new slab portions. o Inspectors are inspecting for all the provision of the OSSC in regards to such as aggregate under entire slab, sub-slab preparation, and sealing of all slab on grade penetrations.	Coordinate early with architectural and structural on radon requirements.
Infiltration	Historical Buildings o If Summer Site Surveys are available from Trade partners perform Building envelope leakage testing. • Clearly define acceptable testing criteria with the Architect.	Conduct infiltration testing on existing building if possible if 1909 building remains
FLS	Clearly define fire separations early	Set up shared bluebeam session early for team coordiantion.

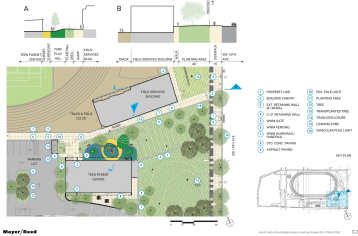
2022-10-27 Transportation

Thursday, October 27, 2022 8:02 AM

Teri Brady / Patrick Fukuoka / Ayana Horn / Becca Cavell / Kiesha Locklear / Drake Shelton

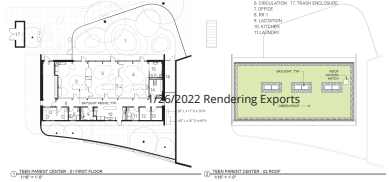
1. Unlike LHS, JHS does not and will not utilize yellow busses. Infrastructure, Trimet service, walkable neighborhood all support this
    a. Two students are currently transported to JHS in cabs
2. Special Education
    a. Need to make sure there is space for SPED buses. SPED buses should be near SPED program,. Currently on Kerby
    b. Current SPED bus service at other PPS Modernized HS sites:
        a. JHS - one SPED bus
            1) Teri - bussing at LHS has been more for students with physical disabilities
        b. MHS - five in the AM and six in the PM
        c. Grant has 8 SPED buses in AM 10 in PM.
        d. Franklin has 5 SPED AM/PM
    c. Teri - SPED has recently moved to a more cluster based approach and away from a centralized approach
    d. Teri: CLE has the deaf & hard of hearing program
    e. Providence students - medically fragile - were at Grant; where will they be?
    f. ACTION: Ayana to set up a meeting with SPED
3. Athletics
    a. Big busses for athletics are on Commercial - the turn on Kerby makes maneuvering big busses very difficult on Kerby
    b. If fields end up south, maybe reconsider [Becca: fields are very unlikely to be on the south; fields will be north, gym will be south of fields at mid-block
    c. Teri - Commercial would remain the most viable location
    d. Ayana: what about athletics and field trip buses?
        a. As a participant it feels constrained; what about crosswalks, etc?
    e. Teri: needs to do some research on that; Athletics goes to PPS's contractor directly. Normally would do 2 busses for football; most other schools have just one bus. But could be 3 for track, 2 for cross country - multiple events would require staggered drop off
    f. A good loading zone would be 3 x 40 ' busses 20 foot in and out
        i. 160' total for three busses
    g. Ayana - sometimes the busses stay for the duration of the event
    h. Drake - can there be a pull in
        a. Busses sometimes seem to try to figure out where to park
        b. Try to find ways in the neighborhood to park
    i. Becca - a bus loop on site would be very space intensive. Teri agrees that bus parking should not be a priority on the site. If more than 160' can be found that would be great. Drake agrees
    j. Patrick: if staging of busses in a problem, can work with the contractors to find an offsite staging area
4. SPED buses and games buses….games usually start at 4:00; SPED buses are quick in/out; last bell in currently at 3:30
5. Historically, busses brought students to JHS from the PISA program w- Portland International Scholar program for newcomers to the USA - helped students new to the country to adjust to life in the US, with language support
6. Parking -
    a. Not a topic for this group
    b. Will be informed by the traffic study that DKS is working on
7. What might change PPS policy?
    a. Teri - transportation study
8. Loading - Heidi has provided information about
9. Theater loading for a future time

SITE PLAN ENLARGED



BORA Mayer/Reed

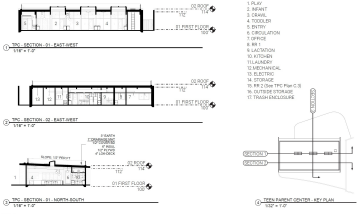
FLOOR PLANS TEEN PARENT CENTER



4/25/2022 Rendering Exports

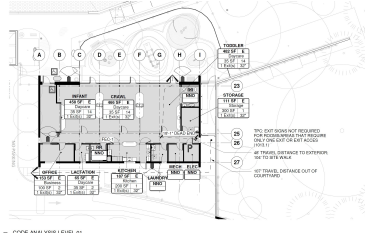
BORA Mayer/Reed

SECTIONS TEEN PARENT CENTER

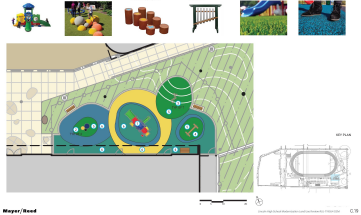


BORA Mayer/Reed

CODE ANALYSIS LEVEL 01



PLAY AREA



BORA Mayer/Reed



Ed Spec for JHS from 2019 study

Teen Parent Services					
Infant Room [1]	1	500	1	50	500
Breastfeeding Room			1	50	
Toddler Room	1	500			500
Crawler Room	1	500			500
Toilet	1	50			50
Changing Area	1	50			50
Nap Area	1	200			200
Storage/Kitchen	1	300			300
Sub-Total Teen Parent Services					***2,100***

Add children's toilet room

each child space to have diapering sink with handwashing; child handwashing sink

Add office - three teachers and three assistants 200 SF

Elaine: would love to have indoor play area

outdoor play: 75 SF per child outside; outdoor storage for play equipment; tuffshed often used

parking: none needed, but drop off zone is preferred

6' fence at

Area Summary: Lincoln High School

LHS TPC Area Summary

Program Spaces	
Infant Space	488
Crawl Space	466
Toddler Space	482
Office	153
Lactation	65
Kitchen	200
Storage	300
Subtotal	**2,154 NASF**
Support Spaces	
Restroom	89
Restroom	80
Laundry	80
Mechanical	80
Electrical	80
Subtotal	**409 NASF**
Total	**2,563 NASF**
Gross Building Area	3,550
Net/Gross ratio	139%
Outdoor Space	Not included above

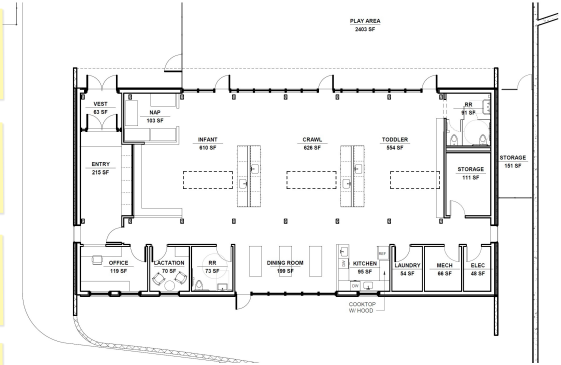
Early Application Plan - LHS [outdated]

nap room

entry with cubbies

dining room

outdoor storage



2022-07-15 JHS Teen Parent Center Program Meeting

Friday, July 15, 2022 1:00 PM

Kiesha Locklear / Becca Cavell / Elizabeth Lee / Liz Feltz / Jeanie Lai / Steve Effros / Elaine Harrison / Cheryl James / Ayana Horn

1. Introductions
2. DRAFT acknowledgements
    1. Indigenous and Black Legacy acknowledgements
3. Review of emerging Vision Statements from the CPC
    1. Looked over the Values emerging. Will likely add more, including Community
4. Schedule review and relationship of this meeting in the context of the overall effort
5. Discuss experiences of current teen parents at Jefferson
    1. Cheryl: Current students use childcare at other high schools, or private care. No childcare at JHS
6. Review PPS TPC Program requirements including exterior programming
    1. LHS - TPC is freestanding building on the campus.
        a. Total of 2,563 Net assignable square feet.
        b. Total area of the building is 3,550 GSF
        c. Outdoor space is not represented in the Ed Spec. Head Start Federal Regulations for that.
    2. How big should we plan for the TPC to be? Any specifics to document/incorporate? What ideas you might have with the center to the school as a whole
        a. Cheryl: Our preference is to be integrated into the building, with its own secured entrance.
            i. To get to the TPC go through the secure vestibule and then into?
                1) McDaniel has its own entrance separate and services both childcare and the health clinic. It has a buzz entry like the front door, but only accesses those two services.
            ii. Childcare is open 7:30-5, and most offices are open 8-4:30.
                1) Childcare needs to be able to buzz parents in.
                2) We want the students to access as much as they can. To spend time with their kids, help with nap time, lactation, classes.
        b. Albina Head Start operating TPC. Good guideline to be working from.
    3. Outdoor play
        a. Have at each of our childcare centers. Have to follow Head Start standards, that require outdoor play. Those have federal regulations.
        b. Security and safety
            i. Want a minimum 6 foot fence.
            ii. Albina Head Start rules
                1) At least 75 SF per child that's outside at one time.
            iii. Storage for outdoor play equipment
                1) Currently use a tuff shed.
                2) Largest items needing to be stored, get those represented in the Ed Spec.
        c. Some sites also had indoor play space too, which can also be used as equipment storage.
            i. Grant and at Franklin, but it wasn't designed as such in the beginning.
    4. Wrap-Around services program
        a. Program includes two 500 SF classrooms – teen parents can attend classes. Discussed being able to use one for indoor play for children, but not likely to work given the need for these rooms as educational spaces. Also, outside secured child care center.
    5. Nap Area
        a. Not shown in LHS TPC but a small alcove is evident in the infant area
        b. Per PPS, need storage area for cribs in addition to floor place. Nap area is the crib area for infants.
        c. 6 cribs are reasonable, but depends on enrollment. Minimum of 2 evacuation cribs needed.
            i. Need to be at grade to get outside in an emergency.
    6. LHS has a second restroom with children's fixtures. Agreement this should be added to program for JSH

7. JHS has an office in the TPC. Agreement this should be added to the program for JHS.
    a. With 3 classrooms here will be 3 head teachers and 3 assistants, and they'd all be sharing that office.
    b. Ideally would be 200 SF
8. Ayana to look at the McDaniel plan, and schedule a tour of their facility as well.
    a. Look at that space on Thursday.
9. Classroom sinks are next to the changing space.
    a. Usually has 2 sinks per room.
        i. Usually a child hand washing sink and an adult hand washing sink.
        ii. Food prep is in the kitchen area
10. TPC is small but drives a lot of site organization for the school:
    a. Outdoor play area, each play room needing direct access
    b. Health Clinic adjacent to share secured access.
11. Cars / Parking / Vehicular access?
    a. Prefer a drop off area for cars to pull in, drop off, then park with the general school population.

7. Questions:
    1. LHS , dividers between the rooms?
        a. Thought there were short walls on the islands
        b. Might be an older rendering, will check in with Kate on that.
        c. Need to have a bit more separation. Hopefully that's an early drawing.

2022-07-29 SEI and SUN Preliminary Meeting / JHS Modernization

11:00 AM

Attendees: Ayana Horn - PPS OSM / Becca Cavell, Chris Linn -Bora Architecture & Interiors / Marcus White - SEI Program Manager / LaToya Brown - SUN School Coordinator

Location: JHS

1. SEI structure at JHS:
    a. SEI is funded privately as well as directly by PPS
    b. Students arrive from MS already part of the SEI Community at JHS
    c. Freshman/9th Grade enrollment in SEI is open to all
    d. Each grade has three Coordinators and each coordinator serves a cohort of around 35 students. Coordinators are onsite at JSH full time
    e. Grade-level Coordinators share a room, so there are four rooms each with three staff positions. These rooms are former classrooms, and act as 'home bases' for the student cohorts. A safe place.
        i. Each coordinator personalizes their own space
        ii. Students personalize the room - lots of chalk board usage, posters, affirmations and recognitions
        iii. Suggest adding "study rooms" to support this and other needs
    f. Additional space needs not currently met:
        i. Lots of one-on-one meetings - would be good to have a private space to retreat to
        ii. A place to make food, or access to a place to make food
            1) Food pantry at Faubion has an associated space where folks learned how to prepare the food that was available in the pantry - maybe a similar model here? [see adjacencies] or a mobile cart? A kitchenette?
    g. Each Coordinator meets with their full cohort of 35 students once per month, in the home base.
        i. Sharing a space for this gathering probably doesn't make sense - the "ownership" of the home base is a key part of building community
    h. Important that these home bases are integrated into the school and not set apart
    i. Storage: need to have a dedicated storage room or rooms
    j. AV
        i. Recommend standard classroom package
        ii. Would love to have monitors in the school to celebrate student achievement
2. SUN at JHS
    a. Deeply integrated with SEI and funded by SEI at JHS
    b. SUN office is currently embedded in the administrative suite - not ideal, as students can be intimidated by "running the gauntlet" of admin
    c. SUN is happy to share space and would like to be located adjacent to SEI
3. Adjacencies / relationships
    a. SEI location in a modernized JHS:
        a. Commercial Street acts as the "main entry" for JHS - maybe the front door should be on that street?
        b. Near a common area, food pantry, clothing closet
        c. Hours of use: extended hours
    b. Latino Network - has presence at JHS now, and SEI would like to collaborate more
    c. Indian Education / Naya - has programming at JHS now
    d. Middle College
        a. Having PCC right nearby is crucial
        b. Many SEI kids at JHS have never really left the neighborhood

From JHS website: https://www.pps.net/domain/2432

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From JHS website: https://www.pps.net/domain/2432

2022-09-09 Programming Discussion with Margaret & Drake

Friday, September 9, 2022 2:33 PM

Attendees Drake Shelton / Margaret Calvert / Ayana Horn / Kiesha Locklear / Chris Linn / Jeanie Lai / Becca Cavell

Purpose of this meeting: to discuss temporary facilities and to talk about history of the school and its programs

1. Temporary Facilities
    a. Drake's experience at Gresham
        i. Plan was to shut down athletics and then shutdown tower
        ii. Then pandemic hit and temp facilities weren't required; building was shut down and students at home
    b. Chris: important to start messaging to the community that students can't stay in buildings that are being renovated - that temporary facilities will be needed.
        i. "nicest portables that we can find" located on the south of Alberta site
    c. Drake: lower enrollment of 600 students +/- will make this easier than Gresham
    d. List of things we need to know:
        i. Numbers of students
            1) Drake: current enrollment: 142/177/153/144 so 600 +
            2) Agreement to plan for 600 with a margin
        ii. Margaret: are programs at JHS going to move away ?
            1) Adaptive PE
            2) Indian Education
            3) SEI
            4) TREO
            5) There is the student number and there is the adult number - lots of adults with these programs
            6) Recommends planning for 800 students as folks will see that construction is actually happening
                a) Ayana: McDaniel saw enrollment growth while at Marshall/in construction
                b) Ayana: I'm in the midst of working with Facilities and Real Estate to figure out the move plan for programs that won't stay during construction.
        iii. Chris - working to keep theater open during construction, with commons too; also 1960's gym
            1) Who is scheduling and room assignment person at JHS?
                a) Drake to share the current spreadsheet
        iv. Margaret asks about south lot and how useable is it? Portables/ gas / sewer
        v. What about building on the parking lot on the west side?
        vi. Baseball diamond on south side of street?
        vii. Chris: maybe the tennis courts?
    e. Drake asks about PCC as a possible site for swing classrooms?
        i. Margaret - it's about the duration. If it's three years, less likely. If it's 1.5 years, more likely. If it starts Winter 2024, maybe less likely.
        ii. Margaret - maybe other larger spaces; PCC Gym; PCC auditorium /stage
2. Schedule discussion
    a. Chris - probably two school years for construction
    b. Temp facilities could be in construction as soon as next year
    c. Late 2024 is risky but could be start of construction
    d. 2026 could be partial occupancy; 2027 is less risk
    e. Drake: students are asking why they don't' have decent facilities - sporting events
    f. Recommends visiting and shadowing
        i. Walking between floors
        ii. Teaching on chalk boards
    g. Discussion around trust - Margaret: many schemes over many years; JHS was on first failed bond request and not on the next
    h. Chris: libraries, gyms, theaters and commons - how to keep those elements up and running
3. Margaret:
    a. Had lots of active students who are now Juniors in collage.
    b. Pre-pandemic Name Change process
        i. For students, "Name Change doesn't fix the building"
    c. Generational push/pull that will be palpable
    d. How do we infuse student voice?
    e. Center Hall conversation, returning entry to the center that faces the track?
    f. CPC doesn't seem to include a lot of students….or recent grads
        i. Recommends finding/speaking with recent alums
    g. JHS Experience:
        i. Tony Hunter - former GHS principal. Came to JHS as Principal. Woman of color. "you can hear about JHS but until you're inside and working in it, you have no sense of it"
        ii. How to make that voice be true?
    h. People want to change Jefferson, but the truth is that Jefferson changes you
        i. As outsiders, you can't know
4. Drake: attended Grant but has family/friends from JHS

   a. Whole different feel when you have Demos "in the house"
   b. Transformative. You're in the community school.
   c. It's beyond pride
   d. Don't want to lose it in the re-built. Want to highlight in the re-build
   e. JHS is the one thing the community has held onto
   f. Football game yesterday: folks who haven't been in community for years because of gentrification come back for the game
   g. Can't wait for homecoming
   h. Students and Alum make the culture and feel
   i. Ayana - club house ….. a way to celebrate Black Portland
5. Margaret:
   a. Sense of concern about being erased
      i. "if we change the name we erase me"
   b. How do we not lose the culture and the history
   c. Auditorium is a big deal - only place that Black Portland could stage a play
   d. "don't get sentimental" is not useful advise
   e. "Saving money / repurposing" is hard to hear - things have been repurposed to the detriment of the community all the time
   f. In meetings, should folks interrupt and highlight the harm? So many folks have lived Jefferson - "lived experience"
   g. Notion that if you build new, you save money: that notion does not sit well
   h. Ed Spec conversation will be really interesting; every school has had some form of trade off.
6. Chris:
   a. Landmarks Commission will be one of the deciders; it will be a hard sell to Landmarks to tear down the existing buildings
7. Margaret
   a. CMPC meeting with physical models - how do you fit this on the footprint?
      i. Was tangible, hopeful moment - it could really happen
   b. How can you bring that energy back to this group?
   c. "It's the blue track" - could finally hold a home track meet after a decade?
   d. Something tangible
8. Chris - interactive exercises are planned for the coming months
9. Ayana - was talking with Camille; meetings that we're having right now…..may feel that we're just asking for information. Environment is not as welcoming as we'd like; how can we bring a more emphathetic ear to the process
   a. Becca: how can we do this at CPC-3
10. Time
   a. Becca: pressure to get school open versus pressure to slow down the process
   b. Oppositional process
11. Margaret - side-by-side and together rather than presented to / discuss together
12. Margaret - community is expecting less.
13. Margaret - what is possible is worth every bit of discomfort we're going to experience
14. Chris: Heard about importance of Center Hall and Track. What about the 1960's gym?
   a. Drake: Jeff and how it's located and situated in the community - living that experience - JHS gym was always used as a community resource through SEI. That was Drake's first touch with JHS when in elementary school. SEI is what brings community into the school. Now, with Jeff alums who are celebs, they come back to Jeff and come to the gym. Funeral service at Gym for another community stalwart. Very different to any other gym in the state of Oregon. Keven Love is an LO alum but the Jeff gym is what he talks about. It's not just a gym. "yeah I'm a player". How do you make the Gym the pride of the state. Needs to be as big as the academic setting.
15. Drake: Center Hall B Floor - kids hang out on the porch….how do you keep those feels through the modernization
16. Ayana in chat: My first exposure to Jeff was the track via a USATF track and field event for my kids where they eventually went on to compete at a National Junior Olympic Track and Field event -- but the launching pad was performing on the blue track.

    From dshelton to Everyone 03:08 PM
    https://docs.google.com/spreadsheets/d/1v6iHxRenCFZmmSOd8xDQY7tzfxDsmQZ84oHWN_C0jbQ/edit#gid=608729129
    The phone list has the room assignment attached

    From Ayana Horn to Everyone 03:31 PM
    https://docs.google.com/spreadsheets/d/1m59UI1jvbwCJcUw9997iCXE17lopgrUAqa62RgqD900/edit#gid=0
    Here's info on enrollment

Actions:
1. Drake to share classroom scheduling / utilization information with Ayana for Design Team
2. Ayana to work to schedule a follow up meeting with the same group

2022-10-03 Programming

Monday, October 3, 2022 9:02 AM

Heidi/Drake/Ayana/Becca/Chris

1. Drake - introduced himself / just finished a modernization at Gresham HS; was with PPS about 6 years ago with the Alliance program housed at BHS for 3 years
2. Heidi - introduced herself; worked with Bora on LHS modernization; has been with PPS since 2018.
    a. Has worked a lot with Stakeholders to translate wishes/needs into
    b. Title is now "Senior program manager for Planning"
    c. Starting in 2020, PPS started to revise its Ed Spec to reflect lessons learned from completed projects
        i. JHS is the first project; revisions remain draft
    d. Interviewing with subject matter experts; moved online during pandemic; had to pause work; picked up again earlier this year; hoped to dovetail with JHS schedule
    e. On Friday, issued a spreadsheet; showed to Drake at this meeting; - summary of major program areas affected by these changes:
        i. Athletics
            1) Working with Marshall Haskins
            2) Storage; PE updates
        ii. Visual and Performing Arts
            1) Working with Kristen Brayson
        iii. Back of House
3. Board of Education
    a. Q1 approval is Heidi's goal
    b. Chris: JHS report will be submitted prior
    c. Action: Dan/Marina or both to get involved per Heidi
4. Mat/Wrestling/Dance Room:
    a. Heidi - name doesn't fit use; new name is "Mat & Wrestling"
    b. If a Dance Studio is needed, this is different; classified by PAT with different enrollment caps
    c. Drake: will need Dance Studios for JD program
        i. Want to use mat room for Yoga also
        ii. Heidi and Drake agree to cap size at 35
            1) Needs to be close to a locker room
5. Chris asks about deviation requests
    a. Yes will need this, but Heidi needs to think about how might be managed
    b. Bora can add to its current spreadsheet to account for these changes
6. Principal Shelton wants to understand the full Ed Spec
    a. Science
    b. CTE
    c. Athletics
        i. What about Tennis courts
    d. Action: requests focused area discussions
7. Seasons of use
    a. Ayana - Wrestling & Cheer seasons overlap
8. Athletics
    a. Heidi - pools, tennis and golf - all are looked for elsewhere per Heidi
    b. Marshal - adding a community pool would be huge
9. Chris clarifies the use of "Program' - Drake is talking about academic programming
10. Heidi's spreadsheet
    a. Notes are REALLY important per Heidi - very much a work in progress
    b. Will export to Excel
11. Drake asks about costume storage
12. Heidi - hints at systems storage - high density storage systems
13. Action: Drake to share Gresham drawings with team

14. Chris suggests a tour of Gresham HS; Becca also requests written program
    a. Gresham Barlow School District
    b. Drake: HS website has a video of new work
15. Ayana actions:
    a. Steve Gonzales suggested a tour of the Vancouver WA Performing Arts HS
    b. Drake recommends a tour of the new Sherwood HS for Athletics; field support there is good

2022-10-31 JHS Modernization Update Meeting Notes

Monday, October 31, 2022 9:05 AM

Attendees
Becca / Nic / Steve / Ayana / Heidi / Drake

Action Items Log

Link to Miro Board

Land Acknowledgement & Anti Oppression Statement

Mission Statement & Guiding Principles

1. Education Specification
    1. Becca – Working through education support piece. Should we discuss our ed spec to match Heidi's?

CUSTODIAL

1. ACTION ITEM: Ayana to send meeting notes from custodial meeting.
2. Drake – Custodial staff at Gresham wasn't happy that we didn't have enough storage spaces around the school
3. ACTION ITEM: Heidi will send an update to the area matrix this week
4. Building Supplies Receiving and Storage
    1. New room name but no area change, was previously Building Storage under Custodial @2000 sf
    2. Heidi – A receiving area for building materials and supplies is important, currently doing this in the hallway, which is a violation of the fire code.
    3. Has also been used as a staging area for cleaning supplies
5. Custodial Seasonal and Heavy Cleaning Equipment
    1. New room at 1200 sf
    2. Moving this to "preferred" column in spreadsheet as it's a new space we're exploring
    3. No precedent for a school that has done this well because the space had not been allocated
    4. Ayana would like to walk through McDaniel as a lot of planning was done around scrubber sizing, these were placed in custodial closets, need to determine the purpose of each storage room type
    5. ACTION ITEM: Ayana will look for a document about custodial closet planning at McDaniel
6. Building Materials and Parts Storage
    1. Heidi - "Building Materials Storage" was changed to "Building Materials and Parts Storage" to clarify narrative of this being for custodial and not teacher and admin materials storage
    2. Heidi – Updates account for historically we use them as custodial storage spaces, as well as kind of staging areas for their cleaning activities.
7. Head Custodian Office
    1. 250 sf
    2. No changes in updates but we could make it smaller
    3. Room is for two people, AM and PM not sharing a desk
8. Custodial Staff Office
    1. New room @300 sf
    2. Becca – Custodial Office is 250 sf, would we make this smaller? Heidi – Possibly.
9. Custodial Staff Break Room
    1. Heidi – Don't want to make this a standalone room. Treat more like a teacher planning room for on-shift work but with a breakout table for one to have lunch at.
    2. Ayana – McDaniel staff office and break room were made into one space vs 2. Don't recall square footage.
10. Locker/Shower Room
    1. Heidi - Located some reference to staff showering in the 2017 document, but it is entirely unclear who it's for, we know we all know they're a variety of Staff, Let's say categories or types that need to be able to shower and change your clothes. Custodial staff work a unique shift with regard to the rest of the school need to be able to have privacy and dignity to do their showering and changing.
    2. Ayana - Custodial staff have been surprised at lack of shower room, we need to include this.
    3. Heidi – Agrees that Custodial Staff Locker/Shower Room is necessary
11. Custodial Laundry
    1. Custodial staff have asked why there isn't a separate laundry for them, for sanitary purposes
    2. Heidi - Staff and athletics to share laundry, we dedicated some square footage for custodial laundry room
12. Custodial Closets
    1. Heidi - Planning requirement in the 2017 narrative asks for one custodial closet per 150, students that calculates to 11 minimum for a 1700 students. We've increased the recommended planning area to 150 square feet per custodial closet to allow for scrubber storage and shelving for supplies, with room to maneuver, with an additional storage closet added to the program
    2. Travel distance to each closet is important, custodial staff is divided per building and per zone, so staff without a nearby closet in their zone were unhappy with the configuration
13. Flammable Storage Room:
    1. Heidi – By adding this space, we're better supporting ops and avoid violating fire code by avoiding storage in hallways
14. General Program Notes
    1. Becca - Is the project going to get more money to pay for this 4,000 square feet?
    2. Heidi – Not positive but it doesn't seem so, need to get creative, will look at lessons learned from McDaniel to help with balancing numbers, about making program work rather than prescriptively following areas of the 2017 ed spec

INSTRUCTIONAL SPACES

1. Becca - Optional 10 additional spaces w/classroom module, teacher planning and collaboration. Meant for if teachers, don't own their classrooms and is a way to give some flexibility. It's a strategy that LHS used so if you build these on the more the module of your classroom that you use them as open office space so they have desks for teachers in them. Teachers could share classrooms and have a place w/a desk where they can do planning work. Two years ago, we reduced the number. The area per classroom to our classroom module was at 920 square feet, instead of the expect of 980. In our current working document, we kept the module and we've moved another down to nine instead of 10 because one of those has moved over to the to the Dance Program in fine and performing arts. It's still exists. So this is optional, not preferred or required. This 8,000 square feet that we have remaining. Here is space that we could look at, we allocate to accommodate our overages in other areas, if you don't need those spaces.
    1. Heidi – Caveat that post-occupancy in modernized schools to date have converted flex areas or teacher planning areas to become classrooms.
    2. Heidi – Flex learning areas are of lower value to the school administrators because it's not a scheduled classroom and it's not an enclosed office where you can have a private conversation.
    3. Becca – Flex learning areas and smaller instructional spaces are optional. Smaller instructional spaces might be enclosed. The flexible learning areas might be more open, we

added a conference room in dance and 3 small study rooms in the media center.
    4. Ayana - Smaller instructional spaces might be in closed. The flexible learning areas might be more open, had around 900 sf and around half of it was open. Small instruction areas are being used as half classroom size program as drop-in spaces. If these spaces had technology, it could turn into a conference room or still serve as instruction space.
    5. Becca – We could reduce this to qty. six or reduce the size to 500 and just take 3,000 square feet off of flexible learning areas. Whole group supports this idea.
2. Becca - Two years ago, we had four dance studios, 2000 sf/each, currently have two dance studios 3700 sf/each, did not add a third dance studio. If we did decide that we needed a third-down studio, it's a lot of floor area and height. If we add another dance studio back in in SD, for example, it'll be difficult to make things work, so I want to make sure that is the right choice and then down here on partner in community uses. Those of you who are involved two years ago will recall that the total area for partner. And community uses was a lot bigger than expect, you'll see that spec was 1200 square feet and basically, all that was a clothing and food closet, that's all that was required. And none of the outer space is what added in. But two years ago, we added space in. We added five classroom size spaces for SEI and that was reflecting. What's currently happening in the building and Drake used that, that you didn't want us to do that. So we have changed. I've tried to build a neutral program here that reflects what I think you do want, which is no, no classroom space This. We have a good amount of storage. We have a study room and we have a little bit of community space with a kitchenette. Scare. And then under Latino network we didn't have his base to them and we're maintaining that clothing and food closet.
3. Drake – This is exactly what he wants, does not want the classrooms dedicated to our community partners, make sure that we keep the building space and figure out how we can reallocate those
4. Becca – We could remove teach planning space and give them a community partner.
    1. Drake gives thumbs up to SEI shifts.

2022-11-07 JHS Modernization Update Meeting Notes

Monday, November 7, 2022 9:00 AM

Attendees
Ayana / Becca / Drake / Heidi / Kiesha / Nic

1. Check in on Gresham drawings
    1. Becca still in need of these drawings, should have come from Donna Mattson or Erica Whitlock at Gresham, Drake to follow-up with them
2. Review comparison spreadsheet
    1. This has been shared with Ayana and Heidi
    2. Ayana – This is similar to spreadsheet OS M prepared some time ago for Marina, perhaps for the bond effort.
    3. Becca has updated to include new information for Lincoln (50% CD) - the date of the original document is early 2018.
    4. Heidi to share this with Modernization Principals meeting, Becca asked that Heidi emphasize the somewhat draft nature of the document
    5. Becca noted that one observation she made while compiling this document is that LHS added small enclosed study space and Heidi confirms that this was built, and is hugely successful at that school.
        1. Heidi – Roosevelt and Franklin needed for schedulable instructional spaces, less flex spaces, partially due to behavioral management issues
        2. Heidi - Need to ask pointed questions to principals about flex vs instructional spaces; What's working, what the right total sf size, how do these support what teachers are doing in the building, how do they support student clubs? What other kinds of school-based activities do they support and are half of them, empty or so overflowing that you're looking for additional spaces? This can help chip away at program spaces or inform what specific kind of narrative
3. CTE
    1. Review CTE that has been identified to date
    ACTION ITEM:Becca to share meeting notes from Fridays two meeting to the group
        1. Digital design / media (w/Amy Hargrave)
            i. Amy wants to keep dark room, doesn't want it to be larger, just more efficient since negatives are being used to develop film; wants to have screen printing in the same space
            ii. Ayana – Randy Maves from McDaniel high said humidity levels for screen printing may be too high for photography
            iii. Ayana – Should Digital Design / Media be grouped with architectural? Feels like separate CTE offerings. This should be run by Aurora
        2. Recording / photography studio
            i. Becca – LHS has about 500 sf total before it's audio and video recording studio and control room; notes that at JHS program looks to have a fair amount of interest based on CTE survey, same space for both or separate? Do we want a broadcasting space?
            ii. Heidi – Could large motion capture be developed in a dance studio?
                - Becca – loves this idea.This would affect acoustics, technology, and light control at the windows
            iii. ACTION ITEM: Becca to add more notes to the dance studio description to support motion capture in a dance *studio*
            iv. Becca – Photography studio, audio production, broadcasting to emulate Lincoln? Is Lincoln space big enough for JHS broadcast work? Is journalism offered?
            v. Ayana – We need to walk through class schedule, course catalog, forecasting
            vi. ACTION ITEM: Ayana to review forecasting with Drake with more

pointed questions to identify potential holes in program before roping in Becca

2. Discuss upcoming survey process and timeline
    1. Drake – 111 responses as of 11/7
    2. ACTION ITEM: Drake to ask Mariah Schinder (CTE Coordinator) to share permissions to group to access Google Doc
    3. ACTION ITEM: Drake to push for responses for one more week, hoping for 350 responses (half)
    4. Are there any specific plans for a revival of the broadcasting program?
        i. Drake – Yes, journalism is offered and trying to extend it into broadcast journalism as a form of CTE

Follow up note from Becca: I'm realizing that students who responded to the survey didn't have the option to advocate for hydroponics or aquaponics or for automotive engineering.

4. Discuss student store
    1. Becca - Added to the program
    2. Removed two teacher prep area to balance the square footage budget. But, that connotes that an extra 1800 square feet was inadvertently left in the CTE section of the program that she distributed over the weekend, and so there may be some opportunity to restore areas.
5. Other
    1. Becca – Is automotive program in survey? Drake – No, it's not that maybe it should be. Suggested adding back to the CTE survey.

NOT DISCUSSED - Carry over to future meeting:

1. CTE
    1. Review CTE that has been identified to date
        1. Health Sciences
        2. Digital Media / Design
    2. What is our strategy to balance space needs if additional space intensive programs emerge?
        1. Culinary arts
        2. Product Design
2. Audio/Video recording
3. Review number of classrooms
4. Review teacher prep area total count
5. Discuss computer classroom strategy - Does JHS need a dedicated computer classroom?
6. Robotics is a club - Where does it currently meet? What space should it / could it have to support this program
7. Dance program support space

2022-11-14 JHS Programming Update Meeting Notes

Monday, November 14, 2022 8:56 AM

Attendees
Ayana / Becca / Drake / Kiesha / Nic / Steve

1. CTE
    1. Review CTE that has been identified to date
        a. Digital Media / Design – Amy
            i. 2D art, 3D art, photography, and digital design
            ii. Made small recording space
            iii. 2000 sq ft increase in CTE, 3000 sq ft included for shop
    2. What is our strategy to balance space needs if additional space intensive programs emerge? Possible examples:
        a. Culinary Arts
        b. Product Design

    Will look to reduce program areas from other spaces; classrooms, specifically Electives period
    3. CTE Survey:
        a. Aquaponics: Drake – Dave Gunderson piloted ag program, raises $70-$100k/year for students, wants to use tennis courts to repurpose with a temporary facility during construction, Dave and Michelle DuPass are supportive but district not buying in. http://www.hopscotchfoundation.com/about
            i. Ayana –survey didn't properly gauge aquaponics interest specifically vs ag
            ii. Becca to Drake – Not going to allocate space for it yet but keep the conversation going; could be relatively simple space.
            iii. Ayana – Request from library to use tennis courts to use this space as laydown space while their space is being worked on, is this space being used?
            iv. Drake – Not currently but we'd like to bring the program back
            v. Ayana – Let's put this onto Chandra to decide/follow up on

        ACTION ITEM: Ayana to talk with Chandra about North Portland library lay down area request
        b. Fire Science
            i. Drake: So little interest from students, no need to allocate space to it in the program, emailed Aurora and Carolina, Aurora said to cancel Salem trip
        c. Drake – Would like more responses to have better idea of interest but don't want to take up more time
        d. ACTION ITEM: Ayana, Becca, Heidi to look at Ed Spec CTE allocation chart
2. Audio/Video recording
    1. We were holding 1,500 sq ft for multimedia suite - end of the fine and performing arts section. This has now been removed and reallocated elsewhere
    2. 500 sq ft for recording suite right now: if we increase it for a full broadcasting program we would need to find additional space to offset this area from elsewhere
    3. Have Maker Space but no product design [yet]
    4. Drake – Currently just offering photography, not A/V
    5. ACTION ITEM: Track Product Design and Communications suite for CTE [added without area for now]
    6. Ayana – Journalism under communications
3. Review number of classrooms
    1. Ed spec 41 including 6 electives, we have 38 including 3 electives; three other former elective classrooms were reallocated to two dance studios and one sewing classroom for a total account that remains at 41
    2. JHS is on Ed spec for science classrooms
    3. Ayana wants to look at use and need of enclosed project rooms
    4. Photography and screen printing might not be able to dark room space due to humidity, these two spaces may move to CTE, currently in art count
4. Review teacher prep area total count
    1. One removed for staff space in dance program
5. Discuss computer classroom strategy - Does JHS need a dedicated computer classroom?
    1. McDaniel kept one originally but was removed later

2. ACTION ITEM: keep for now / track

6. Robotics is a club - Where does it currently meet? What space should it / could it have to support this program
    1. After school in teacher's classroom, add storage space but not newly allocated space
    2. This will continue to evolve
7. Dance program support space
    1. (Separate from CTE space, two teacher prep moved to support dance program
8. Blazer Room / Alumni Room
    1. Parents volunteers, family, resources – all in 500 SF in Ed Spec. JHS has Blazer Room [1,300 sf]
    2. Ayana – PTA currently works in library at times
    3. Drake - Can a field house act as alumni room? North Bend example
    4. Becca – confirm we need more than 500 sq ft? Should they have separate entry for after hours for security of whole school?
        a. Drake – Yes and yes
    5. ACTION ITEM: Bora to confirm size of current Blazers Room [1,300 SF]
    6. Ayana - Can this be taking from athletics space instead of classroom space?
9. Other
    1. 300 sq ft added for student store
    2. IT repair likely needs a larger space, these are always too small
    3. Education support general has an added lactation room for staff
    4. Ayana to Drake – Latino Network, India Ed only partners have space, confirm whether India Ed staying in project, partners aware we have 0 sq ft allotted in program
    5. Health clinic and teen services
    6. Added space for social services providers (2 spaces x 500 sq ft) including ESL
        a. Drake and Ayana – ESL/ELL have a separate classroom
    7. ACTION ITEM: Drake and Ayana to find time to visit McDaniel
    8. ACTION ITEM: Ayana to cancel this meeting for next week, Becca and Ayana OOO



JHS CTE Survey R...

2022-09-21 Jefferson Dancers

Wednesday, September 21, 2022 9:33 AM

Jefferson Dancers Space Needs

Chris Linn and Becca Cavell / Bora; Jill Collins / The Shalleck Collaborative / Steve Effros, Ayana Horn and Kiesha Locklear / PPS OSM / Bunky Holden-Williams, Teresa Perrin, and Steve Gonzales / Jefferson Dancers program staff

1. Introductions
2. Schedule review and relationship of this meeting in the context of the overall effort
    1. This is the first of many meetings. Current phase is Concepts/ programming - the first design phase [SD] begins in January. We'll have more than 6 months next year to get into increasingly technical detail about JD spaces.
1. Steve gave a quick overview of the Jefferson Dancers program [JD]
    1. JD was founded in 1974. Two years later, program expanded. Early 80's was the prime period - not just dance but all performing arts, Theatre, dance, music.
    2. Jefferson Dancers II is newer name of Modern Dance Lab
    3. Jeff was a magnet school - kids transferred here
    4. 90's budget cuts decimated the program. Rumors of the demise of JD
    5. SG brought touring to the program after joining in late 90's. National tours, then international.
    6. National tour one year, international the alternating year. This year, in Philly.
        a. Chris: has Jeff ever hosted?
        b. Vancouver School of the Arts - WA - have hosted
        c. Yes would aspire to host. Would need:
            i. Theater
            ii. Dance Studios
            iii. Networking space for college recruitment
    7. Over the years, the dance program has been the only program to survive; theater and music are back
    8. Community fundraising has been key to the survival of the program
2. Jill asked what dance styles are taught?
    1. All styles including aerial
    2. Musical with sets
    3. Steve danced with Momix; likes to use lots of props ala Cirque de Soleil
3. Bunky:
    1. toured with JD, toured; worked professionally and then came back to teach
4. Teresa:
    1. Aunt was one of the first JD's in 1976.
    2. 4 full time dance teachers
    3. Teresa is full time costumer
        a. Joined 4 years ago; taught 8th Grade prior
        b. Position is very unique to PPS
        c. She's the laundress, dresser, dyer, everything
    4. Fittings for recitals could be achieved in the dressing room
        a. Ideally sewing room and storage room would be near the dressing room and the stage
5. Other staff include:
    1. 1 part time company manager
    2. 1 part time drummer
6. JD currently enrolled with 150 students; goal is 300+. In the past, has always been 1/4 of the school.
    1. If 400 students, would need 12+ staff to cover all styles
    2. Would need 4 studios
    3. Current studios in 1909 are way too small
    4. Dungeon studios are just about ok but too small for hip hop.
    5. Auditions: use the gym. 140+ candidates
7. Dance Recitals
    1. Two recitals annually in the auditorium for all students in the program - not just JD and JD2

2. With 400 students would need to have two recitals each time
3. Backstage - did use band and choir until the music program revived, for dressing etc
4. Costume room back stage also

8. Dressing facilities
    1. Doesn't need to be separate from theater functions but needs to be big enough for dance
    2. Privacy in dressing?
        a. Gender inclusive with privacy for whoever wants it
        b. Restrooms and stalled changing for privacy
    3. Ayana: look at McDaniel….one large changing room with stalled partitions; inclusive
    4. Chris - may need to have some spaces below the stage, smaller space above.
    5. Steve - 2x25 students at stage level; "genderable"?
    6. Need functioning shower[s]
9. Costume Storage
    1. 250 active costume pieces for any one recital with 110-115 students now - will increase
    2. Vertical storage?
        a. Very dynamic - all costumes need to be very accessible
        b. Ayana shared this link: https://www.southwestsolutions.com/divisions/industrial/motorized-vertical-carousels/benefits-theater-costume-storage-carousels/
    3. Garment racks
    4. Gondolas are giant moving boxes like garment racks but securable [don't have any but aspire to]
    5. Access to loading area and/or cars
    6. [maybe a freight elevator if below a stage]
    7. Light and temperature control needed; maybe not need for humidity control
10. Sewing / Fabrication
    1. Dyeing - see notes below; needs a hood for toxicity?
    2. Dye vat - could use / specialized but not opposed
    3. Hot water!!
        a. Ayana: McDaniel has a fabric dying class - a lessons learned would be good
    4. Hot plate could work
    5. Could be akin to a college type program
        a. Aspire to sewing studio - could this be a CTE program?
    6. Chris suggests moving a GE classroom adjacent
    7. Maker Space is also an option
11. Changing Rooms / Locker Rooms
    1. Cubbies for bags in the studios would be good
    2. Or, lockable - bring your own lock - if not in the studio or in locker room
    3. Dressing rooms could be locker rooms
12. Studios
    1. Ideally one would be the same size as the stage
    2. 20' clear height for aerial - would be stage-sized space
    3. 16' clear elsewhere
    4. Location: can be on upper floors
13. Administrative space needs:
    1. If 12 staff, then 12 desks,. Shared OK - cubbies. Private huddle spaces
    2. Meeting room
14. Production Suite
    1. Quick discussion - rain check for later
15. See list below
    1. Place to host field trips - JD current goes out on the road
16. Windows / Views / Privacy
    1. Bodyvox can close its windows off to make a dark space
    2. Not averse to having views in….draws kids into the space; ability to create privacy
17. Lighting:
    1. Outside contractor

From Steve Gonzales Google Doc at

https://docs.google.com/document/d/1ihUtNKWkm81jpMPg9AppapR8bNz_NYO7RaV5j62KPfE/edit
:

Jefferson Building Modernization
Dance / Theater / Arts

Dance Studios:

- 4 large accessible dance studios - 3 studios that have sprung floors with Gray Marley and one studio with wood floors, each studio approximately 45 X 60
- Sub floor for studios - https://www.stagestep.com/most-popular-dance-floor-duo/
- Each studio has its own accessible entrance / exit
- Large windows (that open) and allowing natural light to come in
- Great ventilation system with heat and air conditioning options
- 8 foot Mirrors on at least one side of the studio
- Ballet barre wrapped around the studio walls
- Locked Sound system with Bluetooth and sound proof walls
- White walls for projection / instruction, movies etc...
- Each studio with storage room / closet - locking (A locking storage closet or space within the storage room for storing shoes/supplies/costumes, especially tap/ballet shoes)
- At the entrance of each studio there should be built in cubbies (35) for backpacks / dance bags
- One of the studios should have high a ceiling in order to hang some type of rigging (built in) for aerial work and lighting with viewing area
- Video recording device(wide view)
- Drinking fountains in each room if possible
- Paper Towel Dispensers

Dance Studio Ideas

Bathrooms / Changing rooms:

- Gender inclusive restrooms with shower
- Staff restroom with shower
- One large Womens changing room with showers for dancers (with possible built in stalls)
- One large Mens changing room with showers for dancers (with possible built in stalls)

Costume Studio and Storage:

- **Larger Studio/Work Space should accommodate:**
  -Large cutting table
  -Sewing tables (space for assistants and small classes)
  -Crafting table (gluing, painting, cutting, etc.)
  -Pressing station
  -Fabric and notions storage (or space for storage)
  -Could include “office space” with locked storage
  -Three sided mirror and platform for fittings
  -Space for some garment racks, mannequins
  -Combination of natural light and lighting
- **Costume Storage:**
  -Little to no natural light
  -Space for many rolling garment racks and storage bins (use vertical space)
  -Ability to have most costumes in one room but possibly in sections for different uses (gondolas, racks, bins, long term storage)

-Shoe storage…could have some shoe storage

- **Laundry and Fabric Dyeing room** (Could be in studio workspace)
  -Space for two washers and two dryers
  -One or two sinks and a stovetop/hood for washing and dying (all in one countertop). Good ventilation required.
  -Space for hang drying, sorting
  -Close to studio and storage
- Dressing/fitting room with mirrors (could be the changing rooms, connected to dance studios and auditorium)
  -Enough space for a class or companies to try on costumes or change for performances at one time
- Office Space (could be a small room off of the larger costume studio or incorporated into costume studio)

-Accessibility is important for loading/unloading costumes and supplies, and moving costumes to/from the auditorium.
Costume Studio and Storage Ideas

Staff Offices/ Common Areas:

- There should be at least 6 separate spaces for staff
- There should also be a common space / conference room for all staff to gather to conference / have lunch / meet with students
- Common Area for students

Common Area

Auditorium:

- 1,000 seat auditorium
- Large Stage (current stage at jeff is way too small for dance performances)
- Fly space and backstage area
- Private lighting and sound booth
- Built in Projector and Screen
- Black Box theater with rigging for lighting large enough to hold 50 seats
- Basic Light Setup
- Standard Theater curtains - wings, scrim, cyc, main
- Orchestra Pit
- Backstage Area: costume shop, green room, dressing rooms, gender inclusive restrooms/dressing rooms

Black Box Theater Ideas

2022-11-04 Health Sciences Meeting Notes

Friday, November 4, 2022 9:11 AM

Attendees
Becca / Ayana / Patrick McConnell / Nic / Carolina Cano

1. Introductions
    1. Carolina - Assistant director for PPS Career and Technical Education
    2. Patrick – Biotech Coordinator at Jefferson for 2 years
2. Schedule review and relationship of this meeting in the context of the overall effort
    1. Becca shared high-level schedule for programming, design, CA
        a. Programming and conceptual design work is ongoing through end of year,
        b. There will be plenty of opportunity for more detailed programming conversations in the first half of next year
        c. construction is scheduled to begin in 2024; keeping 1909 + renovate (partial completion 2026, full completion 2028)
3. Health Sciences/Biotechnology Program
    1. Per JHS website, this program "*supports students to meet rigorous content and performance standards; provides a continuum of high-quality curriculum and instruction; and, provides courses of instruction that prepare students for a successful transition to post-secondary education, training and future careers in medicine, allied health, biotechnology and related fields.*"
    2. What spaces at JHS currently support this program?
        a. Patrick - OHSU using existing lab spaces at JHS

1. Becca – Product design, digital media, screen printing, etc. could have adjacent room that houses equipment that can be shared amongst programs, cut down on footprint and cost to have them split but CTE program space

5. Emerging CTE Program
    1. Curriculum?
        a. OHSU Engagement Program creating throughput opportunity to connect students at JHS in health sciences and biotech, to increase diversity in the field and engage student of underrepresented groups
        b. https://www.pltw.org/our-programs/pltw-biomedical-science-curriculum
        c. Emerging CTE Program:
            i. Principles of Biomedical Science
            ii. Human Body Sciences
            iii. Medical Interventions
            iv. Biomedical Innovation
        d. OHSU Engagement Program creating throughput opportunity to connect students at JHS in health sciences and biotech, to increase diversity in the field and engage student of underrepresented groups
    1. How can we differentiate JHS to draw students in?

a. Ayana - McDaniel and Roosevelt are PLTW, great for equity but how do we help JHS stand out?
b. Carolina – They are also starting this year
c. Patrick – Stringent staffing requirements for these programs, leverage outreach with middle college, beginning, middle, advanced requirements. Do they have a 4th year "capstone" for internships to prep for workforce in biotech? How do we balance what we can do now vs what we want to provide in the future?
d. Becca – We want to plan for the future
e. Patrick – McDaniel has the most established PLTW curriculum so we may look to them
f. Ayana – One standard science classroom (ed spec) at McDaniel but they're not at 1700

students, what would requirements look like for 1700?

g. Patrick – Sharing classroom and multiple prep causes issues for teachers, materials management issue
h. Becca – Dedicated CTE prep room? Combine with science prep room?
i. Ayana – Roosevelt ran out of storage for science
    1. What future spaces will best serve its needs?
        a. Becca – suggests flexible space with classroom and storage, lab flooring, movable equipment, power drops
b. Ayana – Bio needs vs technology needs?
c. Patrick – Standard lab equipment needs for tech but much can be done on students' computers,
    i. Can Maker Space be made more flexible and centralized for CTE to be used for variety of programs? Can this bring CTE programs together? Centralize programs around a flexible space that may be otherwise underutilized, can this be marketing as the new model and receive funding that way?

2. CTE Dental and exam room needs?
    a. Patrick – Students more likely to go to Benson for these, may be detriment to split these programs between JHS and Benson, want to maintain equity between schools, CTE staffing
    b. Carolina – Benson dental is very successful
    c. Becca – Aurora mentioned interest in this at JHS at an earlier meeting
    d. Becca – PCC downtown at PSU campus just built a full dental training site, opportunity there or must this be a PCC Cascade opportunity?
    e. Ayana – Are there other schools that have done this well that we can look at? ACTION: Carolina to look into this and keep Patrick in the loop

2022-07-22 JHS Student Health Clinic

Friday, July 22, 2022 10:00 AM

Becca Cavell / Chris Linn / Elizabeth Lee / Steve Bardi / Kristen Cowden / Steve Effros / Ayana Horn / Kiesha Locklear / Chandra Robinson / Jen Engler

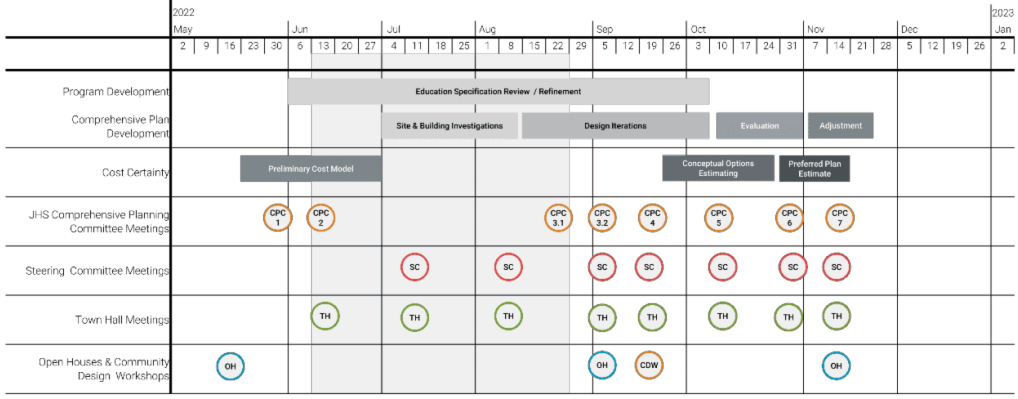
Miro Board: https://miro.com/app/board/uXjVOneHvus=/?share_link_id=248104159828

1. Introductions
2. Land acknowledgement and review of emerging Vision Statements from the CPC work
3. Schedule review and relationship of this meeting in the context of the overall effort
    a. Starting in January going to have up to 2 years of planning and documentation prior to construction.
4. Discuss experiences of current health-seekers and providers at Jefferson
    a. How is the clinic working or not working at JHS?
        a. Clinic at JHS is very tight space. No restroom within clinic. Location is hard to find, pretty isolated in the basement. Access from people from the outside is problematic because it's located midway down the hall of the building. The condition of the space and the building is really bad. Over the years we've had floods from rain. It's also an uninviting, dark space.
    b. Do you think that impacts the usage of the space relative to other school clinics?
        a. It is low compared to the other ones. I think there are various reasons for that: so small, absolutely no privacy, location. There's very little foot traffic on that floor.
    c. Who are the people that come from the outside to the health clinic?
        a. Youth and adolescents K-12. Anyone can go to any of the clinics. Someone may go to Roosevelt HS, but they may prefer to go to the one at Jefferson. We try to have parent involvement. The schools prefer very strongly that clients are not routed through the main school door. That they prefer them routed through door closest to the clinic.
        b. Want it located so that it has exterior access.
    d. Is it also desired to have an entry inside the school? Yes, two ways in.
    e. It's important that access to the school after hours is not available.
        a. Have their own security system.
        b. Shared vestibule can have concerns with only one party around, and having to buzz people in. Would prefer separate vestibules versus shared.
        c. Want a camera buzzer system tied to the receptionist.
    f. Is there a PPS buildings, is there one that stands out as working the best for your program?
        a. I think McDaniel is the superior space.
            i. It has a good alignment to the ed spec.
            ii. It has a shared vestibule with the teen parent center.
    g. If you could change anything at McDaniel what would you change?
        a. The waiting room is too narrow. Seating is problematic.
            i. How many people should we be accommodating in the waiting area?
                i. An average of 10 chairs.
                ii. Accommodations for kids.
                iii. Accommodations for bariatric needs? Extra wide chairs? Exam rooms for a larger patient? Yes.
                    1) Exam 1 is wheelchair accessible, can also be used for procedures.
        b. Lab layout configuration: refrigerator-4 needs to have counter next to it instead of floor to ceiling cabinet. If those two had been switched it would be better.
        c. Configuration problem: Space between the countertop and the upper cabinet
        d. No storage room at all in the layout. Add it to the ed spec? Yes.
            i. All of the cabinets in the break room are utilized for medical supply storage.
        e. Only have dental at the clinic at Reynolds.
        f. Offices: two are 220 sq ft. Could we push for slightly smaller offices and make them all the same size?
            i. No. The offices work pretty well for us.
        g. The windows are wonderful, but Office #2 one entire wall was windows which was problematic for furniture.

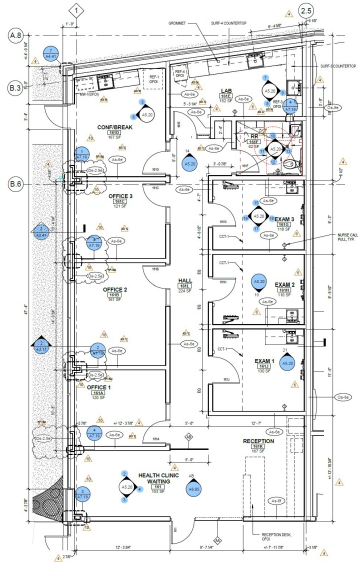
        i. Prefer windows on the office side and waiting room. Do not prefer windows in the exam rooms. If there are, they have to be obscured.
        ii. Clinic at Reynolds has solar tubes in the exam rooms.
    h. Which organization is responsible for the cleaning of the floors and counters?
        a. PPS maintains the space, structure, plumbing, HVAC, all systems.
        b. Depending on what it is, county facilities will do painting or something done to the interior.
    i. Need a custodian closet? No, not really an issue.
    j. Do we need to use the FPG guidelines for the clinic? Are there special permits that we need to consider?
        a. Yes. There are requirements like there have to be a clean and dirty side to the lab, touch-free or paddle handles on sinks.
    k. Post-Covid: Want one exam room to be negative pressure for respiratory illness?
        a. That would be ideal to have one room to accommodate that.
        b. Make it the first room, the largest, most flexible room. Handle more quickly without walking through the entire space?
        c. Have the large exam room next to the lab as opposed to the first one.
            i. Perhaps put the lab at the center of the clinic, rather than the far end?
                i. Some clinics are designed that way. Before making that decision I would get feedback from the staff that work in those clinics. (Franklin has the lab midway)
    l. Testing in cars during Covid?
        a. Yes, used reserve parking just outside the clinic.
    m. Is one restroom adequate? Yes.
        a. Clinic at Reynolds is quite a bit larger. There's a restroom at the front near reception as well.
        b. Is there a pass-through from restroom to lab for urinalysis? Yes.
    n. Supplies come through main door. No sidewalk to the side door outside conference room.
    o. Importance of street visibility and ease for public to find the clinic. Ideas on how to present that to the public
        a. Location of McDaniel is ideal. Parking lot right outside the clinic. The turnaround space is visible, across from the park.
        b. Clinic being located so it has exterior access is that often it removes it from the traffic pattern within the school itself.
            i. Clinic at Reynolds has an exterior entrance but the exam room wall abuts a hallway. So there are lots of traffic which is good to bring in more people, but there are trade-offs.
        c. Vestibule is setup it makes sense and is good for security, but it also isolates the clinic and the teen parent center. You could be a student in the building not even know they were there.
            i. Need to buzz people back into the school.
    p. Fabien: Vestibule security access, many people using that door and buzzing all the services for entry.
        a. Buzzers only in English?
    q. Need to buzz people in from the street or from the school independently of the other.
        a. Advantage of shared vestibule vs separate entry.
        b. Vestibule is required for energy code. Perhaps separate vestibules for each program. Then individually buzz back into the school from each program.
        c. If they're coming from the outside they normally leave from the outside.
    r. Is there a basic location within the building that you're thinking of putting the clinic?
        a. No, still investigating. Lots of street frontage. Perhaps try to go for a store front.
    s. Are there documents to share? Yes.
        a. Share the schedule
5. All of the senior leadership at county health department are new within the last two years. None of them are familiar with the PPS clinic programs. Steve Bardi needs to bring them up to speed.
6. Ayana can send a link to the PPS bond site that has documents.
7. This project will be submitted to County Facilities and they will assign a project manager.
    a. At some point that person will be brought in to help with the technical side.
    b. Are there County clinic design standards? No.
8. Do a couple clinic walkthroughs. It's always the best way for the designers to understand what we have and how we use the space.

BORA

PPS | Jefferson High School Comprehensive Planning Phase



June 1, 2022	Comprehensive Planning Committee Meeting CPC 1	Process, Overview, Design Justice Introduction
June 15, 2022	Comprehensive Planning Committee Meeting CPC 2	Vision, Mission and Goals
August 24, 2022	Comprehensive Planning Committee Meeting CPC 3.1	Site Plan Scenarios Session 1
September 7, 2022	Comprehensive Planning Committee Meeting CPC 3.2	Site Plan Scenarios Session 2
September 21, 2022	Comprehensive Planning Committee Meeting CPC 4	Program & Design Options
October 12, 2022	Comprehensive Planning Committee Meeting CPC 5	Multiple Massing Options
November 2, 2022	Comprehensive Planning Committee Meeting CPC 6	Three Massing Options
November 16, 2022	Comprehensive Planning Committee Meeting CPC 7	Cost Review / Selection

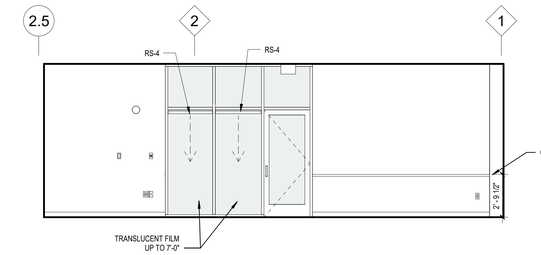


Ed Spec

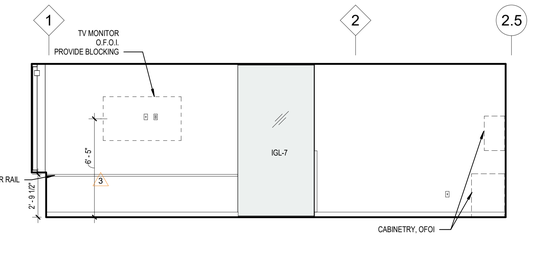
Clinic 1600

MHS

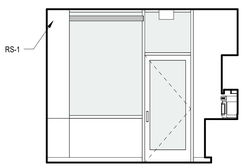
Reception	167
Waiting	153
Office	120
Office	161
Office	121
Conference/Break	167
Lab	152
RR	62
Exam	110
Exam	110
Exam	130
Hall	224
Total	**1677**



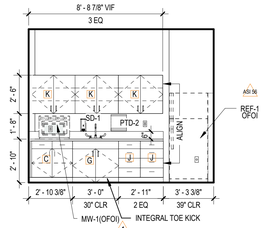
3 A5.20 | **161 HEALTH CLINIC WAITING - SOUTH**
1/4" = 1'-0"



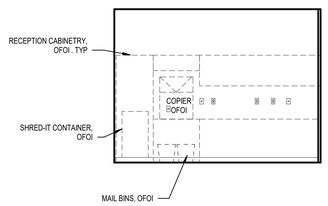
2 A5.20 | **161 HEALTH CLINIC WAITING - NORTH**
1/4" = 1'-0"



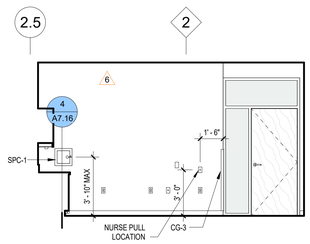
6 A5.20 | **161D CONF/BREAK - WEST**
1/4" = 1'-0"



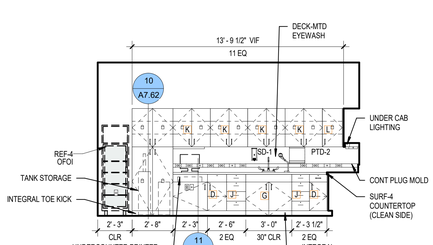
5 A5.20 | **161D CONF/BREAK - NORTH**
1/4" = 1'-0"



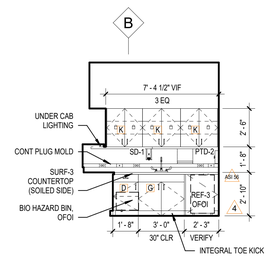
4 A5.20 | **161K RECEPTION - EAST**
1/4" = 1'-0"



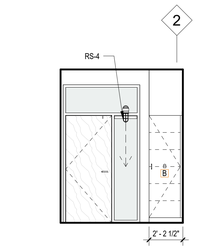
8 A5.20 | **161E LAB - SOUTH**
1/4" = 1'-0"



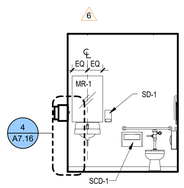
7 A5.20 | **161E LAB - NORTH**
1/4" = 1'-0"



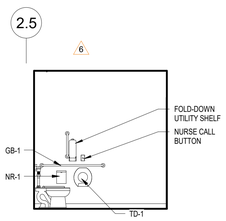
9 A5.20 | **161E LAB - EAST**
1/4" = 1'-0"



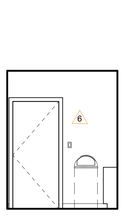
14 A5.20 | **161L HALL - NORTH**
1/4" = 1'-0"



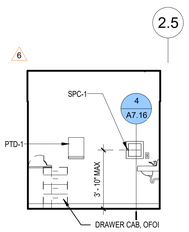
13 A5.20 | **161F RR - EAST**
1/4" = 1'-0"



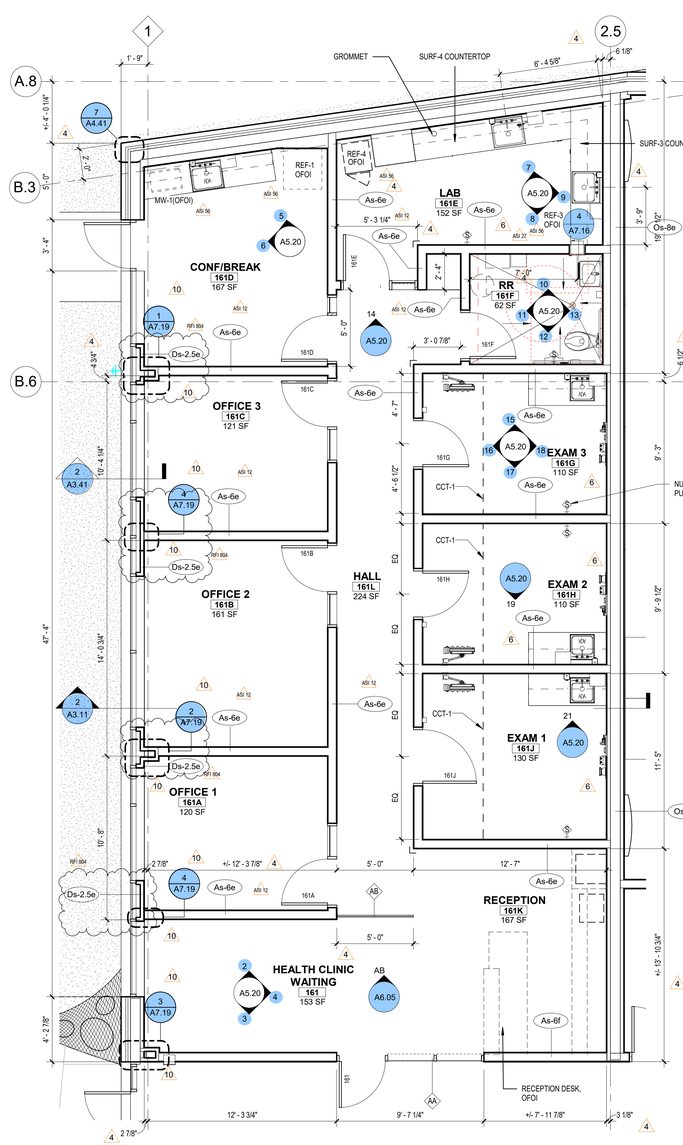
12 A5.20 | **161F RR - SOUTH**
1/4" = 1'-0"



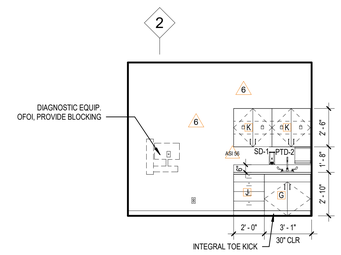
11 A5.20 | **161F RR - WEST**
1/4" = 1'-0"



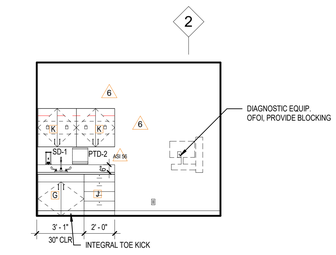
10 A5.20 | **161F RR - NORTH**
1/4" = 1'-0"



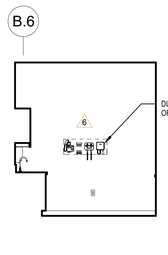
1 A5.20 | **LEVEL 1 - HEALTH CLINIC**
1/4" = 1'-0"



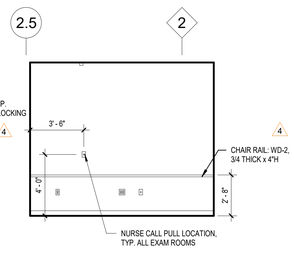
21 A5.20 | **161J EXAM 1 - NORTH**
1/4" = 1'-0"



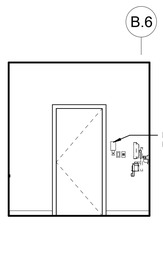
19 A5.20 | **161H EXAM 2 - SOUTH**
1/4" = 1'-0"



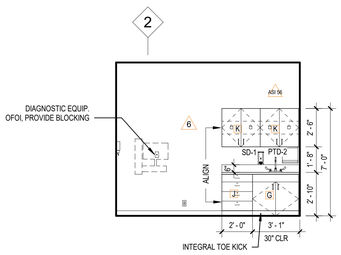
18 A5.20 | **161G EXAM 3 - EAST**
1/4" = 1'-0"



17 A5.20 | **161G EXAM 3 - SOUTH**
1/4" = 1'-0"



16 A5.20 | **161G EXAM 3 - WEST**
1/4" = 1'-0"



15 A5.20 | **161G EXAM 3 - NORTH**
1/4" = 1'-0"

SHEET NOTES - FLOOR PLANS

1. NOT USED
2. ALL FURNITURE SHOWN FOR REFERENCE ONLY - OFOI.
3. PROVIDE BLOCKING AS REQUIRED FOR ALL LOCATIONS TO RECEIVE RP PANEL FINISH
4. PROVIDE BLOCKING AT LOCATIONS TO RECEIVE NEW TOILET ACCESSORIES
5. ALL CORRIDOR & CLASSROOM DEMISING WALLS TO BE PARTITION TYPE B5, UNO
6. REFERENCE SHEET A0.00 FOR MOUNTING HEIGHTS AND GENERAL INFORMATION
7. REFERENCE LIGHTING / ELECTRICAL FOR LIGHTING TYPES. NOT ALL LIGHTING IS SHOWN ON THE ARCHITECTURAL REFLECTED CEILING PLANS.
8. REFERENCE SHEET A0.40 FOR EXTERIOR WALL ASSEMBLY TYPES
9. REFERENCE SHEET A0.50 FOR INTERIOR PARTITION ASSEMBLY TYPES
10. REFERENCE SHEET A0.51 FOR ACOUSTIC DETAILS AND TYPICAL WALL PARTITION DETAILS
11. REFERENCE SHEET A0.60 FOR HORIZONTAL ASSEMBLY TYPES
12. REFERENCE MECHANICAL, PLUMBING, AND ELECTRICAL FOR IN FLOOR DEVICES SUCH AS DRAINS AND FLOOR BOXES
13. REFERENCE SHEETS A0.70-A0.72 FOR DOOR SCHEDULES
14. REFERENCE SHEETS A6.00-A6.01 FOR INTERIOR FRAME TYPES
15. REFERENCE SHEET A3.71 FOR SEISMIC JOINT SCHEDULE
16. SEE CEILING SECTOR PLANS FOR CEILING MOUNTED PS-4 PROJECTION SCREEN LOCATIONS.
17. SHORT THROW PROJECTORS TO BE OFCI.
18. REFERENCE FLOOR FINISH PLANS FOR SEISMIC JOINT TRANSITIONS

SHEET NOTES - INTERIOR ELEVATIONS

1. SEE FINISH SCHEDULE FOR FINISH LOCATIONS
2. REFER TO A6.00 FOR INTERIOR FRAME TYPES
3. REFER TO VOL. 2 ENVIRONMENTAL GRAPHICS PACKAGE AND COORDINATE FOR LOCATIONS OF SIGNAGE
4. NOT USED
5. CENTER ACOUSTIC WALL PANELS ON WALL UON
6. REFER TO SPECIFICATIONS FOR FINISH MATERIAL INFORMATION
7. CASEWORK FINISH SCHEDULED IN ROOM FINISH SCHEDULE. SEE FINISH MATERIALS LEGEND FOR PRODUCT SPECIFICATION
8. REFER TO A0.50 FOR INTERIOR WALL ASSEMBLY TYPES
9. PROVIDE BLOCKING/STRAPPING IN WALL WHERE EQUIPMENT, FIXTURES OR CASEWORK ARE HUNG FROM WALL
10. REFER TO A7.60 FOR STANDARD CASEWORK TYPES AND DETAILS
11. REFER TO VOL. 4 AV DRAWINGS FOR AV ITEM LOCATIONS AND SCOPE. SOME AV ITEMS SHOWN IN ARCHITECTURAL DRAWINGS FOR CLARITY
12. REF 7/A6.61 FOR EXTENT OF ACCENT PAINT IN CORRIDOR ALCOVES, UNO

KEYNOTE LEGEND

CCT-1	(1) SAMPLE
CG-3	1/4" CLEAR GLASS
GB-1	GRAB BARS
MR-1	MIRROR
MW-1(OFOI)	MICROWAVE
NR-1	NAPKIN RECEPTICAL
PTD-1	PAPER TOWEL DISPENSER
PTD-2	PAPER TOWEL DISPENSER
REF-1	COMMERCIAL REFRIGERATOR/FREEZER
REF-3	RESIDENTIAL UNDERCOUNTER REFRIGERATOR
REF-4	IMMUNIZATION REFRIGERATOR
RS-1	ROLLER SHADES, INTERIOR MANUAL
RS-4	(2) SAMPLES
SCD-1	TOILET SEAT COVER DISPENSER
SD-1	SOAP DISPENSER
SPC-1	SPECIMEN PASS-THRU
TD-1	TOILET PAPER DISPENSER

opsis
920 NW 17th Ave.
Portland, OR 97209
503.525.9511
www.opsisarch.com

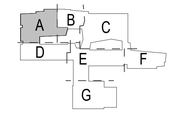
DAO ARCHITECTURE LLC

Stamp

REGISTERED ARCHITECT
Alec S. Holser
PORTLAND, OR
STATE OF OREGON

Consultant Logo

Key Plan



Project Owner:
PORTLAND PUBLIC SCHOOLS

Project Name:
MADISON HIGH SCHOOL

Project Adress:
2735 NE 82ND AVE.
PORTLAND, OR 97220

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Revisions to Sheet

No.	Revision	Date
3	GMP/ADD 3	05/15/19
4	GMP/ADD 4	06/26/19
6	PP2-COP RESP/ASI 01	08/05/19
10	PP3/ASI 04	09/27/19
	ASI 12	11/22/19
	ASI 27	03/18/20
	ASI 56	06/04/20
	RFI 804	6/11/20

Status: **PACKAGE 3 PERMIT SET**

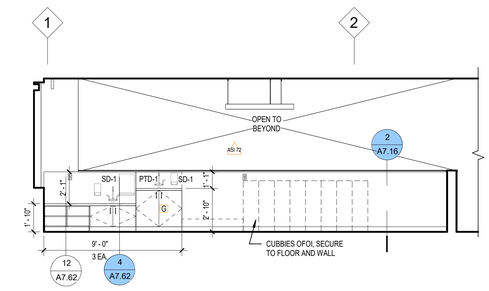
Date: **09/27/2019**

Sheet Title
ENLARGED PLANS - HEALTH CLINIC

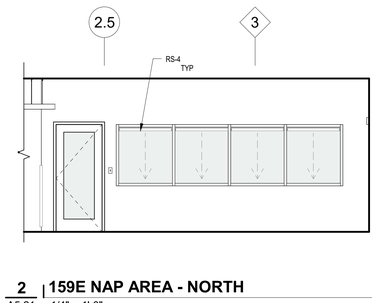
Sheet No.
A5.20

Job No.
4722-01

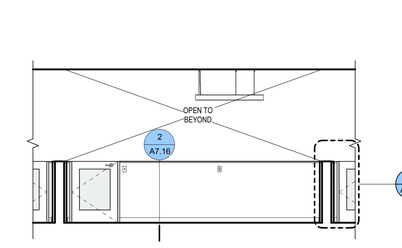
plotted: **6/11/2020 1:44:28 PM**



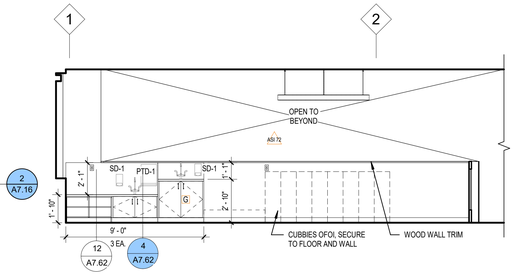
3 A5.21 | **159D INFANT ROOM - NORTH**
1/4" = 1'-0"



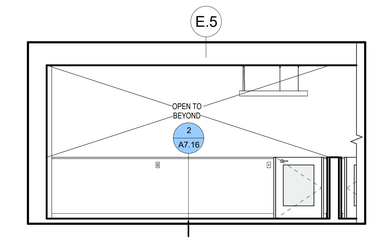
2 A5.21 | **159E NAP AREA - NORTH**
1/4" = 1'-0"



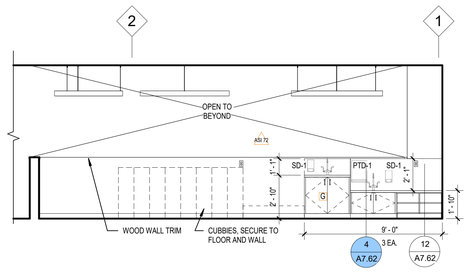
5 A5.21 | **159C CRAWLER ROOM - EAST**
1/4" = 1'-0"



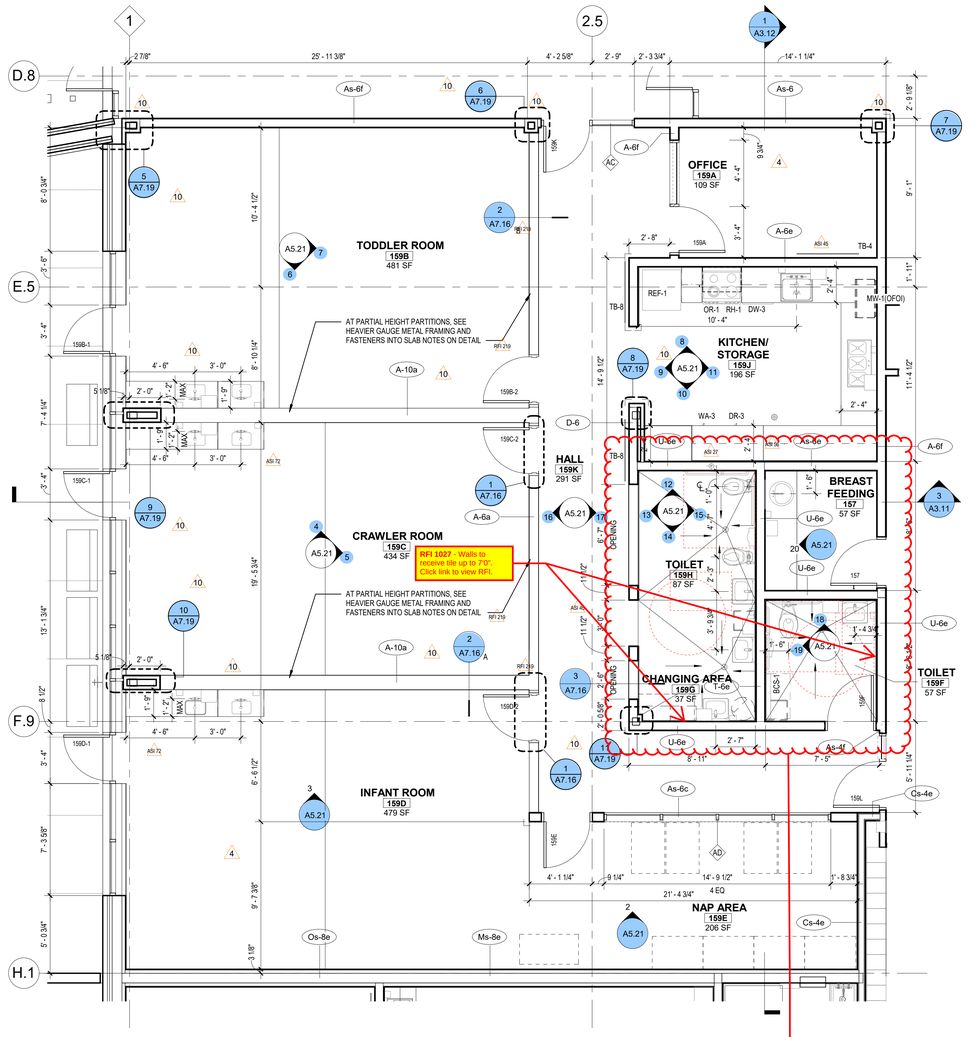
4 A5.21 | **159C CRAWLER ROOM - NORTH**
1/4" = 1'-0"



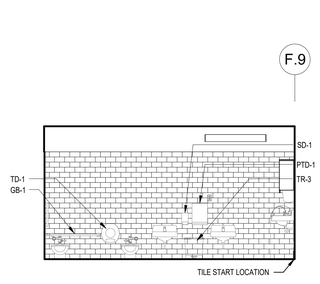
7 A5.21 | **159B TODDLER ROOM - EAST**
1/4" = 1'-0"



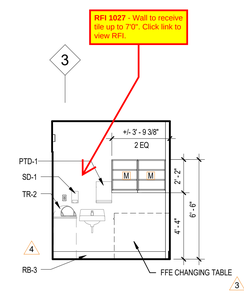
6 A5.21 | **159B TODDLER ROOM - SOUTH**
1/4" = 1'-0"



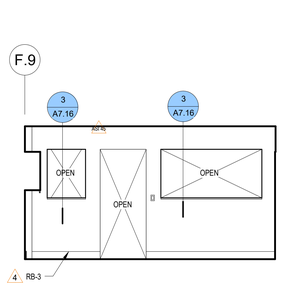
1 A5.21 | **LEVEL 1 - TEEN PARENT SERVICES**
1/4" = 1'-0"



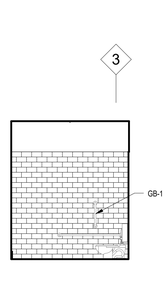
15 A5.21 | **159H TOILET - EAST**
1/4" = 1'-0"



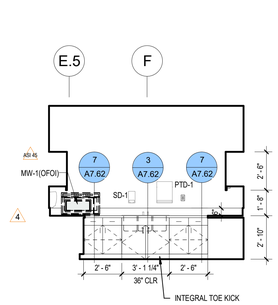
14 A5.21 | **159G CHANGING AREA - SOUTH**
1/4" = 1'-0"



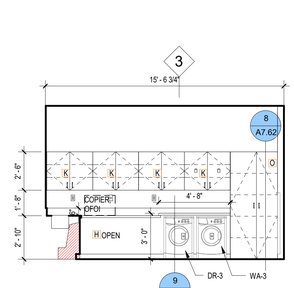
13 A5.21 | **159H TOILET - WEST**
1/4" = 1'-0"



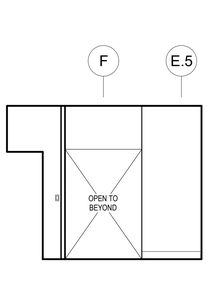
12 A5.21 | **159H TOILET - NORTH**
1/4" = 1'-0"



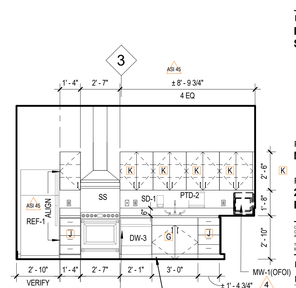
11 A5.21 | **159J KITCHEN/STOR - EAST**
1/4" = 1'-0"



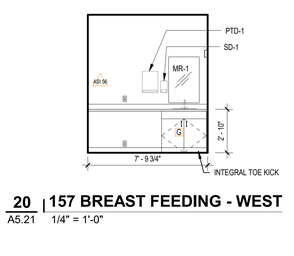
10 A5.21 | **159J KITCHEN/STOR - SOUTH**
1/4" = 1'-0"



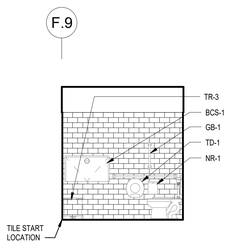
9 A5.21 | **159J KITCHEN/STOR - WEST**
1/4" = 1'-0"



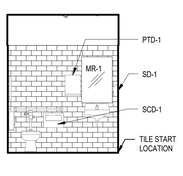
8 A5.21 | **159J KITCHEN/STOR - NORTH**
1/4" = 1'-0"



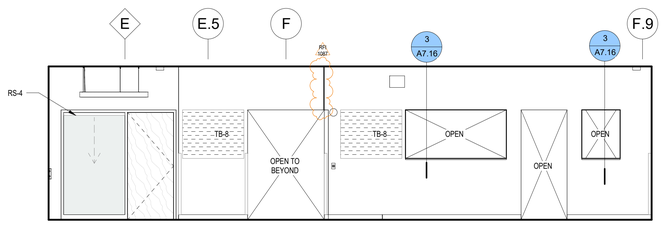
20 A5.21 | **157 BREAST FEEDING - WEST**
1/4" = 1'-0"



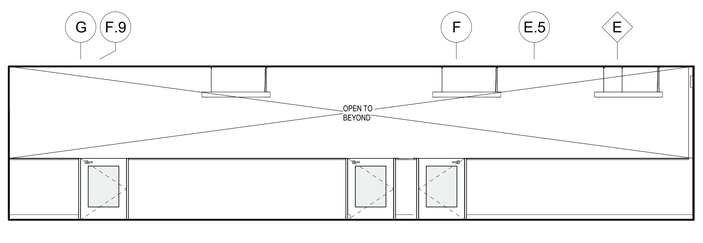
19 A5.21 | **159F TOILET - WEST**
1/4" = 1'-0"



18 A5.21 | **159F TOILET - NORTH**
1/4" = 1'-0"



17 A5.21 | **159K HALL - EAST**
1/4" = 1'-0"



16 A5.21 | **159K HALL - WEST**
1/4" = 1'-0"

SHEET NOTES - FLOOR PLANS

1. NOT USED
2. ALL FURNITURE SHOWN FOR REFERENCE ONLY - OFOI.
3. PROVIDE BLOCKING AS REQUIRED FOR ALL LOCATIONS TO RECEIVE RP PANEL FINISH
4. PROVIDE BLOCKING AT LOCATIONS TO RECEIVE NEW TOILET ACCESSORIES
5. ALL CORRIDOR & CLASSROOM DEMISING WALLS TO BE PARTITION TYPE B5, UNO
6. REFERENCE SHEET A0.00 FOR MOUNTING HEIGHTS AND GENERAL INFORMATION
7. REFERENCE LIGHTING / ELECTRICAL FOR LIGHTING TYPES. NOT ALL LIGHTING IS SHOWN ON THE ARCHITECTURAL REFLECTED CEILING PLANS.
8. REFERENCE SHEET A0.40 FOR EXTERIOR WALL ASSEMBLY TYPES
9. REFERENCE SHEET A0.50 FOR INTERIOR PARTITION ASSEMBLY TYPES
10. REFERENCE SHEET A0.51 FOR ACOUSTIC DETAILS AND TYPICAL WALL PARTITION DETAILS
11. REFERENCE SHEET A0.60 FOR HORIZONTAL ASSEMBLY TYPES
12. REFERENCE MECHANICAL, PLUMBING, AND ELECTRICAL FOR IN FLOOR DEVICES SUCH AS DRAINS AND FLOOR BOXES
13. REFERENCE SHEETS A0.70-A0.72 FOR DOOR SCHEDULES
14. REFERENCE SHEETS A6.00-A6.01 FOR INTERIOR FRAME TYPES
15. REFERENCE SHEET A3.71 FOR SEISMIC JOINT SCHEDULE
16. SEE CEILING SECTOR PLANS FOR CEILING MOUNTED PS-4 PROJECTION SCREEN LOCATIONS.
17. SHORT THROW PROJECTORS TO BE OFCI.
18. REFERENCE FLOOR FINISH PLANS FOR SEISMIC JOINT TRANSITIONS
19. TACKBOARD KEYNOTES (TB-1) IN TYPICAL CLASSROOMS IS BASE BID. SEE A6.61 FOR ALTERNATE PRICING OPTION OF MARKERBOARDS.

SHEET NOTES - INTERIOR ELEVATIONS

1. SEE FINISH SCHEDULE FOR FINISH LOCATIONS
2. REFER TO A6.00 FOR INTERIOR FRAME TYPES
3. REFER TO VOL. 2 ENVIRONMENTAL GRAPHICS PACKAGE AND COORDINATE FOR LOCATIONS OF SIGNAGE
4. NOT USED
5. CENTER ACOUSTIC WALL PANELS ON WALL UON
6. REFER TO SPECIFICATIONS FOR FINISH MATERIAL INFORMATION
7. CASEWORK FINISH SCHEDULED IN ROOM FINISH SCHEDULE, SEE FINISH MATERIALS LEGEND FOR PRODUCT SPECIFICATION
8. REFER TO A0.50 FOR INTERIOR WALL ASSEMBLY TYPES
9. PROVIDE BLOCKING/STRAPPING IN WALL WHERE EQUIPMENT, FIXTURES OR CASEWORK ARE HUNG FROM WALL
10. REFER TO A7.60 FOR STANDARD CASEWORK TYPES AND DETAILS
11. REFER TO VOL. 4 AV DRAWINGS FOR AV ITEM LOCATIONS AND SCOPE. SOME AV ITEMS SHOWN IN ARCHITECTURAL DRAWINGS FOR CLARITY
12. REF- 7/A6.61 FOR EXTENT OF ACCENT PAINT IN CORRIDOR ALCOVES, UNO
13. 2/A6.61 & 12/A6.61 TACKBOARDS ARE BASE BID FOR TYPICAL CLASSROOMS; 3/A6.61 & 11/A6.61 MARKERBOARDS ARE PRICING ALTERNATE. SEE SECTOR PLAN SHEET NOTE.

KEYNOTE LEGEND

BCS-1	CHANGING STATION
DR-3	RESIDENTIAL DRYER
DW-3	COMMERCIAL DISHWASHER
GB-1	GRAB BARS
MR-1	MIRROR
MW-1(OFOI)	MICROWAVE
NR-1	NAPKIN RECEPTICAL
OR-1	OVEN RANGE
PTD-1	PAPER TOWEL DISPENSER
PTD-2	PAPER TOWEL DISPENSER
RB-3	RUBBER BASE
REF-1	COMMERCIAL REFRIGERATOR/FREEZER
RH-1	RESIDENTIAL RANGE HOOD
RS-4	(2) SAMPLES
SCD-1	TOILET SEAT COVER DISPENSER
SD-1	SOAP DISPENSER
TB-4	(1) SAMPLE
TB-8	TACKBOARD
TD-1	TOILET PAPER DISPENSER
TR-2	
TR-3	
WA-3	RESIDENTIAL WASHER

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REGISTERED ARCHITECT
Alec S. Holser
PORTLAND, OR.
STATE OF OREGON

Consultant Logo

Key Plan



Project Owner:
PORTLAND PUBLIC SCHOOLS

Project Name:
MADISON HIGH SCHOOL

Project Adress:
**2735 NE 82ND AVE.
PORTLAND, OR 97220**

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Revisions to Sheet

No.	Revision	Date
3	GMP/ADD 3	05/15/19
4	GMP/ADD 4	06/26/19
10	PP3/ASI 04	09/27/19
	RFI 219	10/18/19
	ASI 27	03/18/20
	ASI 45	04/30/20
	ASI 56	06/04/20
	ASI 72	7/17/20
	RFI 1087	11/24/20

Status: **PACKAGE 3 PERMIT SET**

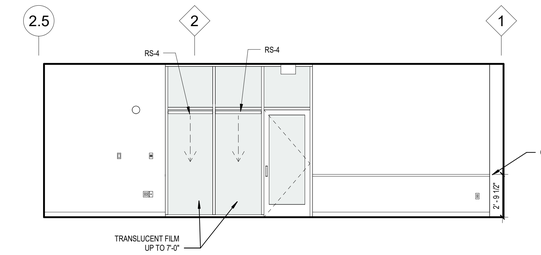
Date: **09/27/2019**

Sheet Title
ENLARGED PLANS - TEEN PARENT SERVICES

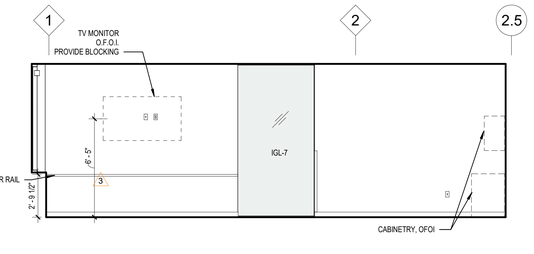
Sheet No.
A5.21

Job No.
4722-01

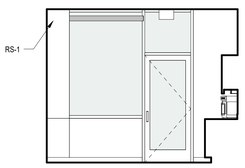
plotted: **11/30/2020 12:11:14 PM**



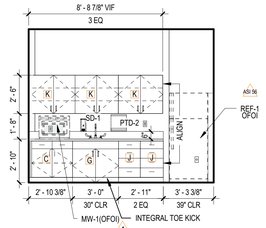
3 A5.20 | **161 HEALTH CLINIC WAITING - SOUTH**
1/4" = 1'-0"



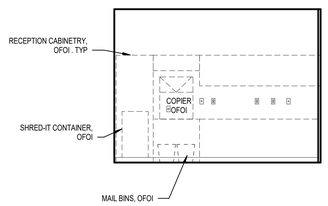
2 A5.20 | **161 HEALTH CLINIC WAITING - NORTH**
1/4" = 1'-0"



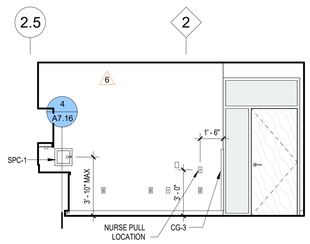
6 A5.20 | **161D CONF/BREAK - WEST**
1/4" = 1'-0"



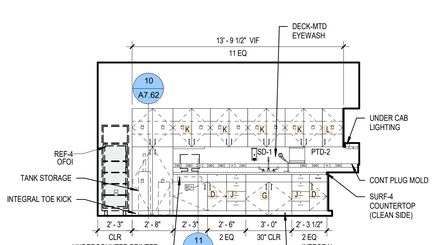
5 A5.20 | **161D CONF/BREAK - NORTH**
1/4" = 1'-0"



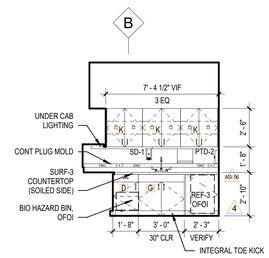
4 A5.20 | **161K RECEPTION - EAST**
1/4" = 1'-0"



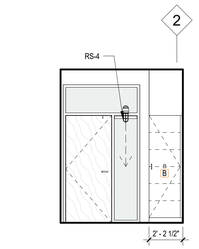
8 A5.20 | **161E LAB - SOUTH**
1/4" = 1'-0"



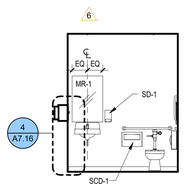
7 A5.20 | **161E LAB - NORTH**
1/4" = 1'-0"



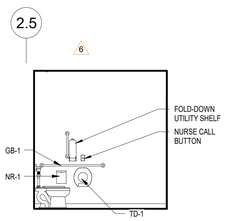
9 A5.20 | **161E LAB - EAST**
1/4" = 1'-0"



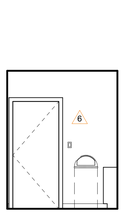
14 A5.20 | **161L HALL - NORTH**
1/4" = 1'-0"



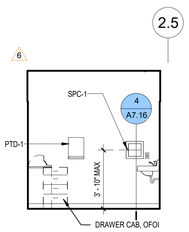
13 A5.20 | **161F RR - EAST**
1/4" = 1'-0"



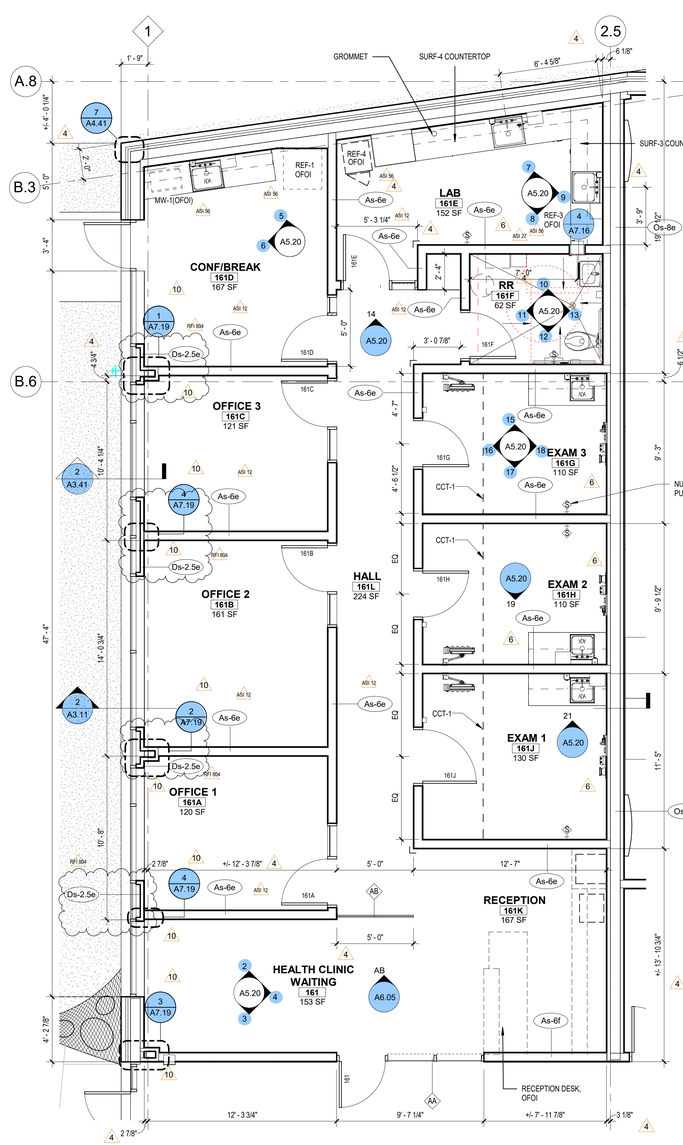
12 A5.20 | **161F RR - SOUTH**
1/4" = 1'-0"



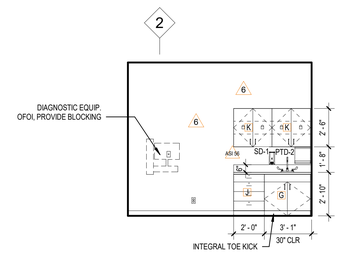
11 A5.20 | **161F RR - WEST**
1/4" = 1'-0"



10 A5.20 | **161F RR - NORTH**
1/4" = 1'-0"



1 A5.20 | **LEVEL 1 - HEALTH CLINIC**
1/4" = 1'-0"



21 A5.20 | **161J EXAM 1 - NORTH**
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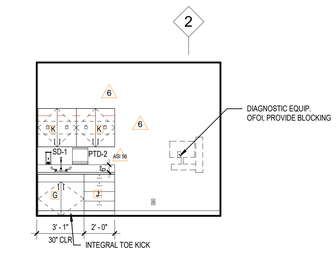
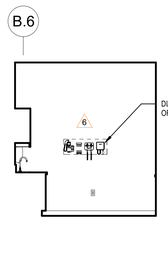
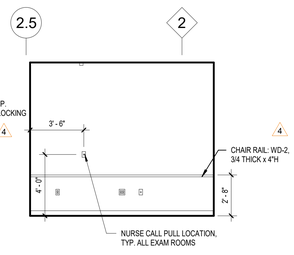


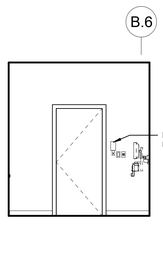
19 A5.20 | **161H EXAM 2 - SOUTH**
1/4" = 1'-0"



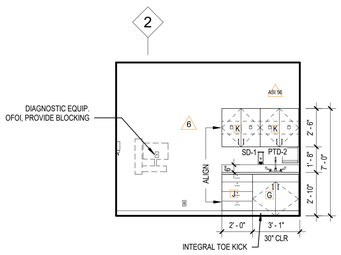
18 A5.20 | **161G EXAM 3 - EAST**
1/4" = 1'-0"



17 A5.20 | **161G EXAM 3 - SOUTH**
1/4" = 1'-0"



16 A5.20 | **161G EXAM 3 - WEST**
1/4" = 1'-0"



15 A5.20 | **161G EXAM 3 - NORTH**
1/4" = 1'-0"

SHEET NOTES - FLOOR PLANS

1. NOT USED
2. ALL FURNITURE SHOWN FOR REFERENCE ONLY - OFOI.
3. PROVIDE BLOCKING AS REQUIRED FOR ALL LOCATIONS TO RECEIVE RP PANEL FINISH
4. PROVIDE BLOCKING AT LOCATIONS TO RECEIVE NEW TOILET ACCESSORIES
5. ALL CORRIDOR & CLASSROOM DEMISING WALLS TO BE PARTITION TYPE B5, UNO
6. REFERENCE SHEET A0.00 FOR MOUNTING HEIGHTS AND GENERAL INFORMATION
7. REFERENCE LIGHTING / ELECTRICAL FOR LIGHTING TYPES. NOT ALL LIGHTING IS SHOWN ON THE ARCHITECTURAL REFLECTED CEILING PLANS.
8. REFERENCE SHEET A0.40 FOR EXTERIOR WALL ASSEMBLY TYPES
9. REFERENCE SHEET A0.50 FOR INTERIOR PARTITION ASSEMBLY TYPES
10. REFERENCE SHEET A0.51 FOR ACOUSTIC DETAILS AND TYPICAL WALL PARTITION DETAILS
11. REFERENCE SHEET A0.60 FOR HORIZONTAL ASSEMBLY TYPES
12. REFERENCE MECHANICAL, PLUMBING, AND ELECTRICAL FOR IN FLOOR DEVICES SUCH AS DRAINS AND FLOOR BOXES
13. REFERENCE SHEETS A0.70-A0.72 FOR DOOR SCHEDULES
14. REFERENCE SHEETS A6.00-A6.01 FOR INTERIOR FRAME TYPES
15. REFERENCE SHEET A3.71 FOR SEISMIC JOINT SCHEDULE
16. SEE CEILING SECTOR PLANS FOR CEILING MOUNTED PS-4 PROJECTION SCREEN LOCATIONS.
17. SHORT THROW PROJECTORS TO BE OFCI.
18. REFERENCE FLOOR FINISH PLANS FOR SEISMIC JOINT TRANSITIONS

SHEET NOTES - INTERIOR ELEVATIONS

1. SEE FINISH SCHEDULE FOR FINISH LOCATIONS
2. REFER TO A6.00 FOR INTERIOR FRAME TYPES
3. REFER TO VOL. 2 ENVIRONMENTAL GRAPHICS PACKAGE AND COORDINATE FOR LOCATIONS OF SIGNAGE
4. NOT USED
5. CENTER ACOUSTIC WALL PANELS ON WALL UON
6. REFER TO SPECIFICATIONS FOR FINISH MATERIAL INFORMATION
7. CASEWORK FINISH SCHEDULED IN ROOM FINISH SCHEDULE. SEE FINISH MATERIALS LEGEND FOR PRODUCT SPECIFICATION
8. REFER TO A0.50 FOR INTERIOR WALL ASSEMBLY TYPES
9. PROVIDE BLOCKING/STRAPPING IN WALL WHERE EQUIPMENT, FIXTURES OR CASEWORK ARE HUNG FROM WALL
10. REFER TO A7.60 FOR STANDARD CASEWORK TYPES AND DETAILS
11. REFER TO VOL. 4 AV DRAWINGS FOR AV ITEM LOCATIONS AND SCOPE. SOME AV ITEMS SHOWN IN ARCHITECTURAL DRAWINGS FOR CLARITY
12. REF 7/A6.61 FOR EXTENT OF ACCENT PAINT IN CORRIDOR ALCOVES, UNO

KEYNOTE LEGEND

CCT-1	(1) SAMPLE
CG-3	1/4" CLEAR GLASS
GB-1	GRAB BARS
MR-1	MIRROR
MW-1(OFOI)	MICROWAVE
NR-1	NAPKIN RECEPTICAL
PTD-1	PAPER TOWEL DISPENSER
PTD-2	PAPER TOWEL DISPENSER
REF-1	COMMERCIAL REFRIGERATOR/FREEZER
REF-3	RESIDENTIAL UNDERCOUNTER REFRIGERATOR
REF-4	IMMUNIZATION REFRIGERATOR
RS-1	ROLLER SHADES, INTERIOR MANUAL
RS-4	(2) SAMPLES
SCD-1	TOILET SEAT COVER DISPENSER
SD-1	SOAP DISPENSER
SPC-1	SPECIMEN PASS-THRU
TD-1	TOILET PAPER DISPENSER

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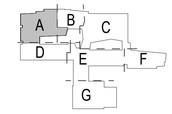
REGISTERED ARCHITECT
Alec S. Holser
PORTLAND, OR
STATE OF OREGON

Consultant Logo

Key Plan



Project Owner:
PORTLAND PUBLIC SCHOOLS

Project Name:
MADISON HIGH SCHOOL

Project Adress:
2735 NE 82ND AVE.
PORTLAND, OR 97220

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Revisions to Sheet

No.	Revision	Date
3	GMP/ADD 3	05/15/19
4	GMP/ADD 4	06/26/19
6	PP2-COP RESP/ASI 01	08/05/19
10	PP3/ASI 04	09/27/19
	ASI 12	11/22/19
	ASI 27	03/18/20
	ASI 56	06/04/20
	RFI 804	6/11/20

Status: **PACKAGE 3 PERMIT SET**

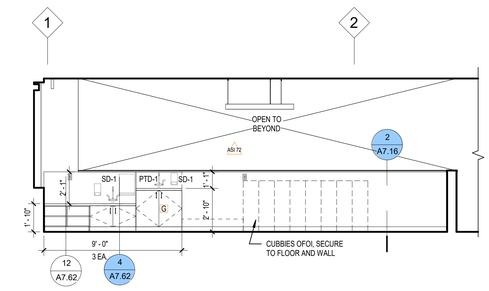
Date: **09/27/2019**

Sheet Title
ENLARGED PLANS - HEALTH CLINIC

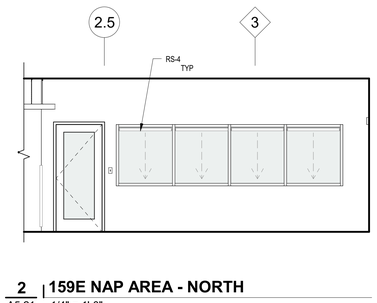
Sheet No.
A5.20

Job No.
4722-01

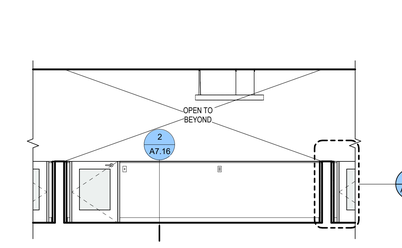
plotted: **6/11/2020 1:44:28 PM**



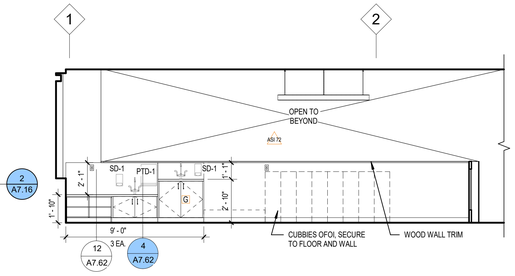
3 A5.21 | **159D INFANT ROOM - NORTH**
1/4" = 1'-0"



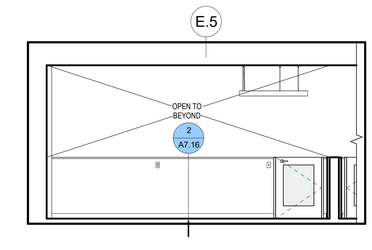
2 A5.21 | **159E NAP AREA - NORTH**
1/4" = 1'-0"



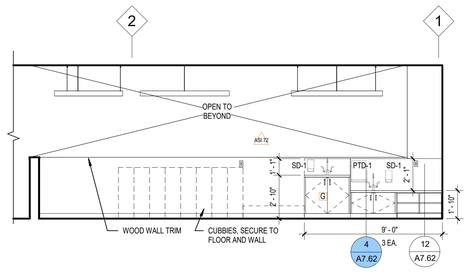
5 A5.21 | **159C CRAWLER ROOM - EAST**
1/4" = 1'-0"



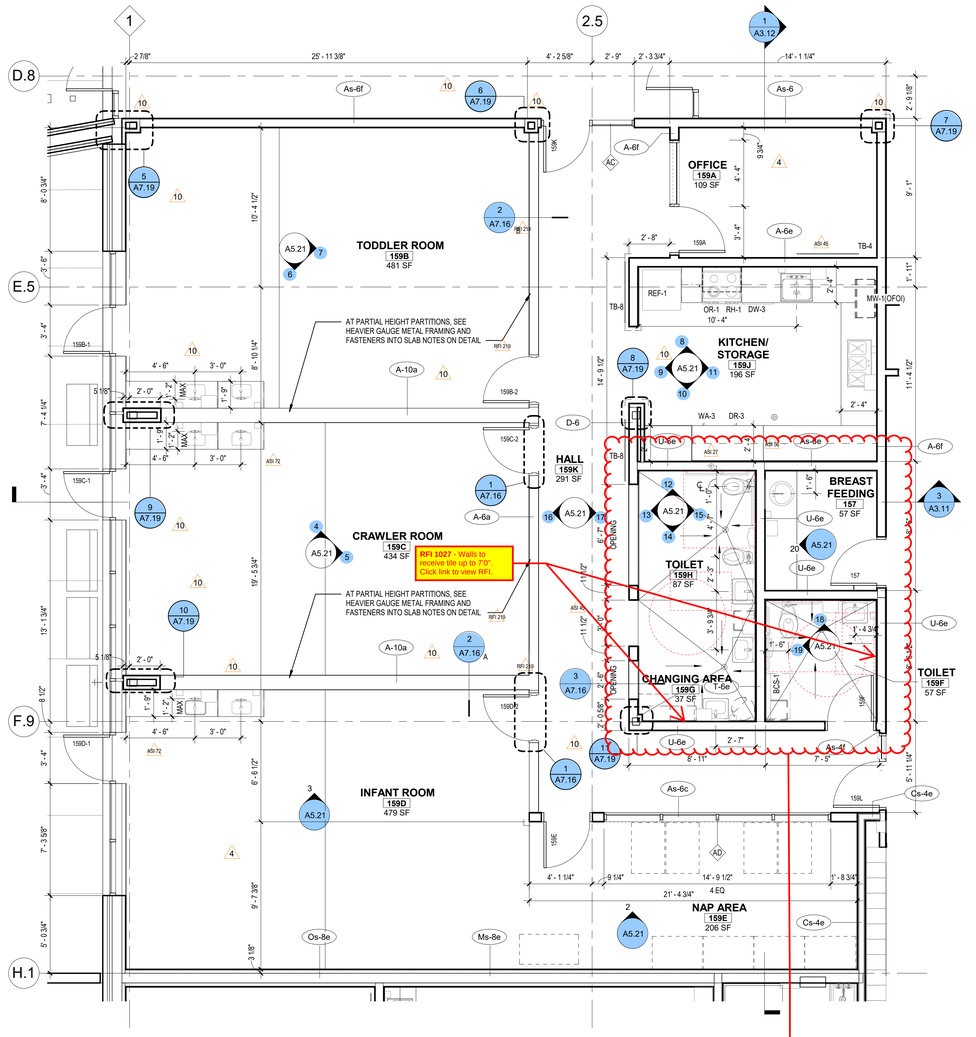
4 A5.21 | **159C CRAWLER ROOM - NORTH**
1/4" = 1'-0"



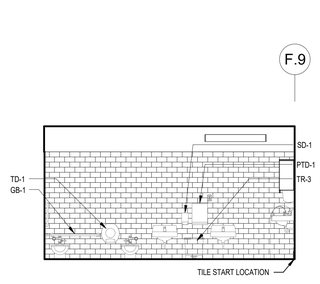
7 A5.21 | **159B TODDLER ROOM - EAST**
1/4" = 1'-0"



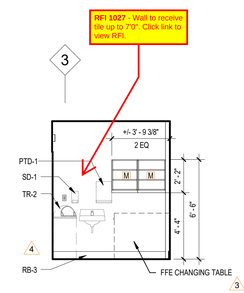
6 A5.21 | **159B TODDLER ROOM - SOUTH**
1/4" = 1'-0"



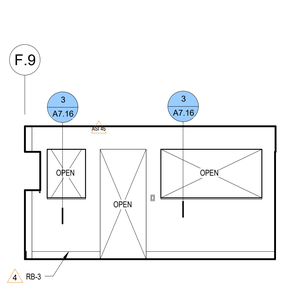
1 A5.21 | **LEVEL 1 - TEEN PARENT SERVICES**
1/4" = 1'-0"



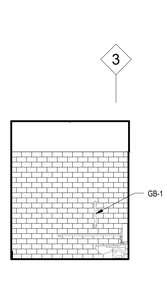
15 A5.21 | **159H TOILET - EAST**
1/4" = 1'-0"



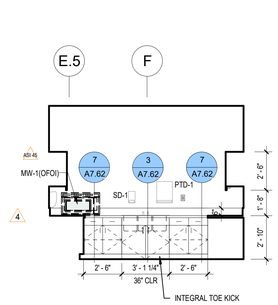
14 A5.21 | **159G CHANGING AREA - SOUTH**
1/4" = 1'-0"



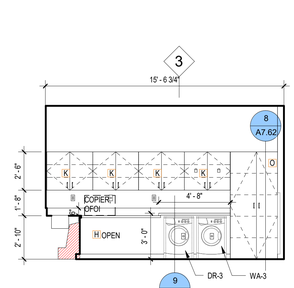
13 A5.21 | **159H TOILET - WEST**
1/4" = 1'-0"



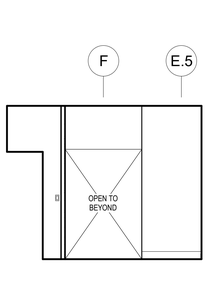
12 A5.21 | **159H TOILET - NORTH**
1/4" = 1'-0"



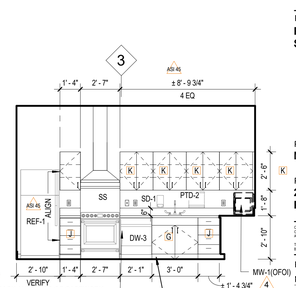
11 A5.21 | **159J KITCHEN/STOR - EAST**
1/4" = 1'-0"



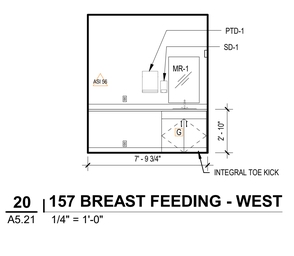
10 A5.21 | **159J KITCHEN/STOR - SOUTH**
1/4" = 1'-0"



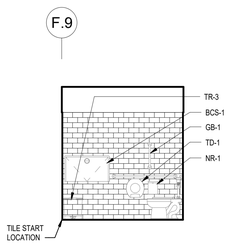
9 A5.21 | **159J KITCHEN/STOR - WEST**
1/4" = 1'-0"



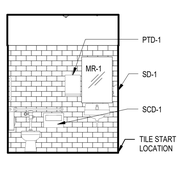
8 A5.21 | **159J KITCHEN/STOR - NORTH**
1/4" = 1'-0"



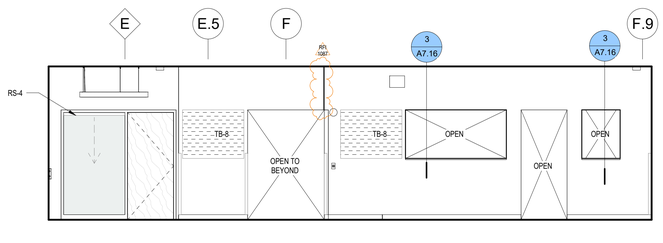
20 A5.21 | **157 BREAST FEEDING - WEST**
1/4" = 1'-0"



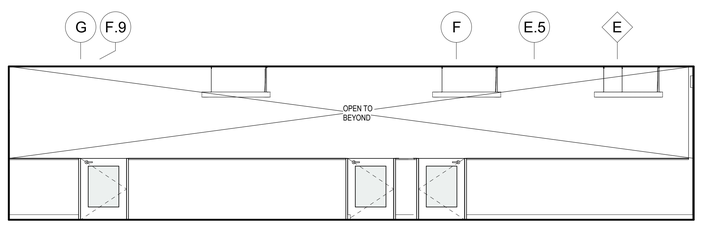
19 A5.21 | **159F TOILET - WEST**
1/4" = 1'-0"



18 A5.21 | **159F TOILET - NORTH**
1/4" = 1'-0"



17 A5.21 | **159K HALL - EAST**
1/4" = 1'-0"



16 A5.21 | **159K HALL - WEST**
1/4" = 1'-0"

SHEET NOTES - FLOOR PLANS

1. NOT USED
2. ALL FURNITURE SHOWN FOR REFERENCE ONLY - OFOI.
3. PROVIDE BLOCKING AS REQUIRED FOR ALL LOCATIONS TO RECEIVE RP PANEL FINISH
4. PROVIDE BLOCKING AT LOCATIONS TO RECEIVE NEW TOILET ACCESSORIES
5. ALL CORRIDOR & CLASSROOM DEMISING WALLS TO BE PARTITION TYPE B5, UNO
6. REFERENCE SHEET A0.00 FOR MOUNTING HEIGHTS AND GENERAL INFORMATION
7. REFERENCE LIGHTING / ELECTRICAL FOR LIGHTING TYPES. NOT ALL LIGHTING IS SHOWN ON THE ARCHITECTURAL REFLECTED CEILING PLANS.
8. REFERENCE SHEET A0.40 FOR EXTERIOR WALL ASSEMBLY TYPES
9. REFERENCE SHEET A0.50 FOR INTERIOR PARTITION ASSEMBLY TYPES
10. REFERENCE SHEET A0.51 FOR ACOUSTIC DETAILS AND TYPICAL WALL PARTITION DETAILS
11. REFERENCE SHEET A0.60 FOR HORIZONTAL ASSEMBLY TYPES
12. REFERENCE MECHANICAL, PLUMBING, AND ELECTRICAL FOR IN FLOOR DEVICES SUCH AS DRAINS AND FLOOR BOXES
13. REFERENCE SHEETS A0.70-A0.72 FOR DOOR SCHEDULES
14. REFERENCE SHEETS A6.00-A6.01 FOR INTERIOR FRAME TYPES
15. REFERENCE SHEET A3.71 FOR SEISMIC JOINT SCHEDULE
16. SEE CEILING SECTOR PLANS FOR CEILING MOUNTED PS-4 PROJECTION SCREEN LOCATIONS.
17. SHORT THROW PROJECTORS TO BE OFCI.
18. REFERENCE FLOOR FINISH PLANS FOR SEISMIC JOINT TRANSITIONS
19. TACKBOARD KEYNOTES (TB-1) IN TYPICAL CLASSROOMS IS BASE BID. SEE A6.61 FOR ALTERNATE PRICING OPTION OF MARKERBOARDS.

SHEET NOTES - INTERIOR ELEVATIONS

1. SEE FINISH SCHEDULE FOR FINISH LOCATIONS
2. REFER TO A6.00 FOR INTERIOR FRAME TYPES
3. REFER TO VOL. 2 ENVIRONMENTAL GRAPHICS PACKAGE AND COORDINATE FOR LOCATIONS OF SIGNAGE
4. NOT USED
5. CENTER ACOUSTIC WALL PANELS ON WALL UON
6. REFER TO SPECIFICATIONS FOR FINISH MATERIAL INFORMATION
7. CASEWORK FINISH SCHEDULED IN ROOM FINISH SCHEDULE, SEE FINISH MATERIALS LEGEND FOR PRODUCT SPECIFICATION
8. REFER TO A0.50 FOR INTERIOR WALL ASSEMBLY TYPES
9. PROVIDE BLOCKING/STRAPPING IN WALL WHERE EQUIPMENT, FIXTURES OR CASEWORK ARE HUNG FROM WALL
10. REFER TO A7.60 FOR STANDARD CASEWORK TYPES AND DETAILS
11. REFER TO VOL. 4 AV DRAWINGS FOR AV ITEM LOCATIONS AND SCOPE. SOME AV ITEMS SHOWN IN ARCHITECTURAL DRAWINGS FOR CLARITY
12. REF- 7/A6.61 FOR EXTENT OF ACCENT PAINT IN CORRIDOR ALCOVES, UNO
13. 2/A6.61 & 12/A6.61 TACKBOARDS ARE BASE BID FOR TYPICAL CLASSROOMS; 3/A6.61 & 11/A6.61 MARKERBOARDS ARE PRICING ALTERNATE. SEE SECTOR PLAN SHEET NOTE.

KEYNOTE LEGEND

BCS-1	CHANGING STATION
DR-3	RESIDENTIAL DRYER
DW-3	COMMERCIAL DISHWASHER
GB-1	GRAB BARS
MR-1	MIRROR
MW-1(OFOI)	MICROWAVE
NR-1	NAPKIN RECEPTICAL
OR-1	OVEN RANGE
PTD-1	PAPER TOWEL DISPENSER
PTD-2	PAPER TOWEL DISPENSER
RB-3	RUBBER BASE
REF-1	COMMERCIAL REFRIGERATOR/FREEZER
RH-1	RESIDENTIAL RANGE HOOD
RS-4	(2) SAMPLES
SCD-1	TOILET SEAT COVER DISPENSER
SD-1	SOAP DISPENSER
TB-4	(1) SAMPLE
TB-8	TACKBOARD
TD-1	TOILET PAPER DISPENSER
TR-2	
TR-3	
WA-3	RESIDENTIAL WASHER

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Portland, OR 97209
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REGISTERED ARCHITECT
Alec S. Holser
PORTLAND, OR.
STATE OF OREGON

Consultant Logo

Key Plan



Project Owner:
PORTLAND PUBLIC SCHOOLS

Project Name:
MADISON HIGH SCHOOL

Project Adress:
**2735 NE 82ND AVE.
PORTLAND, OR 97220**

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Revisions to Sheet

No.	Revision	Date
3	GMP/ADD 3	05/15/19
4	GMP/ADD 4	06/26/19
10	PP3/ASI 04	09/27/19
	RFI 219	10/18/19
	ASI 27	03/18/20
	ASI 45	04/30/20
	ASI 56	06/04/20
	ASI 72	7/17/20
	RFI 1087	11/24/20

Status: **PACKAGE 3 PERMIT SET**

Date: **09/27/2019**

Sheet Title
ENLARGED PLANS - TEEN PARENT SERVICES

Sheet No.
A5.21

Job No.
4722-01

plotted: **11/30/2020 12:11:14 PM**

2022-11-04 Digital Media Meeting Notes

Friday, November 4, 2022 9:11 AM

Attendees
Amy Hargrave / Ayana / Becca / Carolina Cano / Kiesha / Nic

1. Introductions
    1. Amy Hargrave : Photography, dual credit art
2. Schedule review and relationship of this meeting in the context of the overall effort
3. What we have heard so far
4. Quick review of current Art and Media
    1. Digital media (photography) and design, PCC Multimedia contact (Seth) has MFA as Amy does so her class is dual-credit with Middle College
    2. Wants to be similar to McDaniel program but with photography dark room well, current dark room large but needs wash out booth
    3. Becca – Currently planning for 2D, 3D art classrooms, photography classroom, and large dark room
    4. Amy – We'd like visual and performing arts to be in a wing together for interdisciplinary work
    5. Amy - would like a photography studio
    6. Ayana – Lighting and drops clipped to grids requested at McDaniel but was too late in schedule to incorporate
    7. Becca – Is there a local precedent? Amy isn't aware of one
    8. Amy – A lot of interest from student after COVID for analog photography instruction, JHS one of the only schools for this,
    9. Amy – Has collection of old analog negatives she found that we could use – EGD?
    a. A single space for video that supports movement for athletes and dancers that's separate from photography space?
    b. Amy to ask Randy Maves (McDaniel) about separating dark room/photog from screen printing
    c. Amy – Need secure storage for equipment
    d. Becca – Tour LHS photography (dark room) uses, LHS has large analog dark room but if we don't need enlargers, the space JHS would need would be very different. McDaniel is digital only.
5. Emerging CTE Program
    1. Curriculum?
        a. Still under development
        b. Amy – Starting with design foundations, want to start screen printing next year, may be low enrollment at first, Mack is teaching architecture and graphic design
        c. Confirmed that Amy would potentially teach in both CTE and standard art room
        d. ACTION ITEM: Ayana needs to circle back with Carolina to discuss the CTE further
    2. Relationship to existing programs
        a. Maves at McDaniels has three programs around design: https://www.pps.net/domain/5558
        b. Ayana – McDaniel has 8 CTE pathways:
            i. Biomed was in a regular science classroom computer.
            ii. Science was a dedicated CTE room.
            iii. Engineering was a dedicated classroom.
            iv. Construction was a dedicated classroom.
            v. Sustainable Ag was a dedicated classroom.
            vi. Design was in the 3D arts classroom, which was also ceramics. But everything that's taught in that classroom or in that pathway, can't be taught in the ceramics classroom. And so then we had to scramble at the end to find the classroom where they could teach the rest of that program. Ceramics cannot share classroom with any other classes.
    3. Space needs?
        a. Becca mentioned pooling of resources in CTE maker space that Patrick brought up in previous call
        b. Becca – Multipurpose production area likely to move to CTE and part of it to be digital media classroom and part of it to be video/photog studio, regular classroom size for CTE (920 sf)
        c. Auto, manufacturing, robotics into one area?
        d. ACTION ITEM: Need to track robotics club and their needs

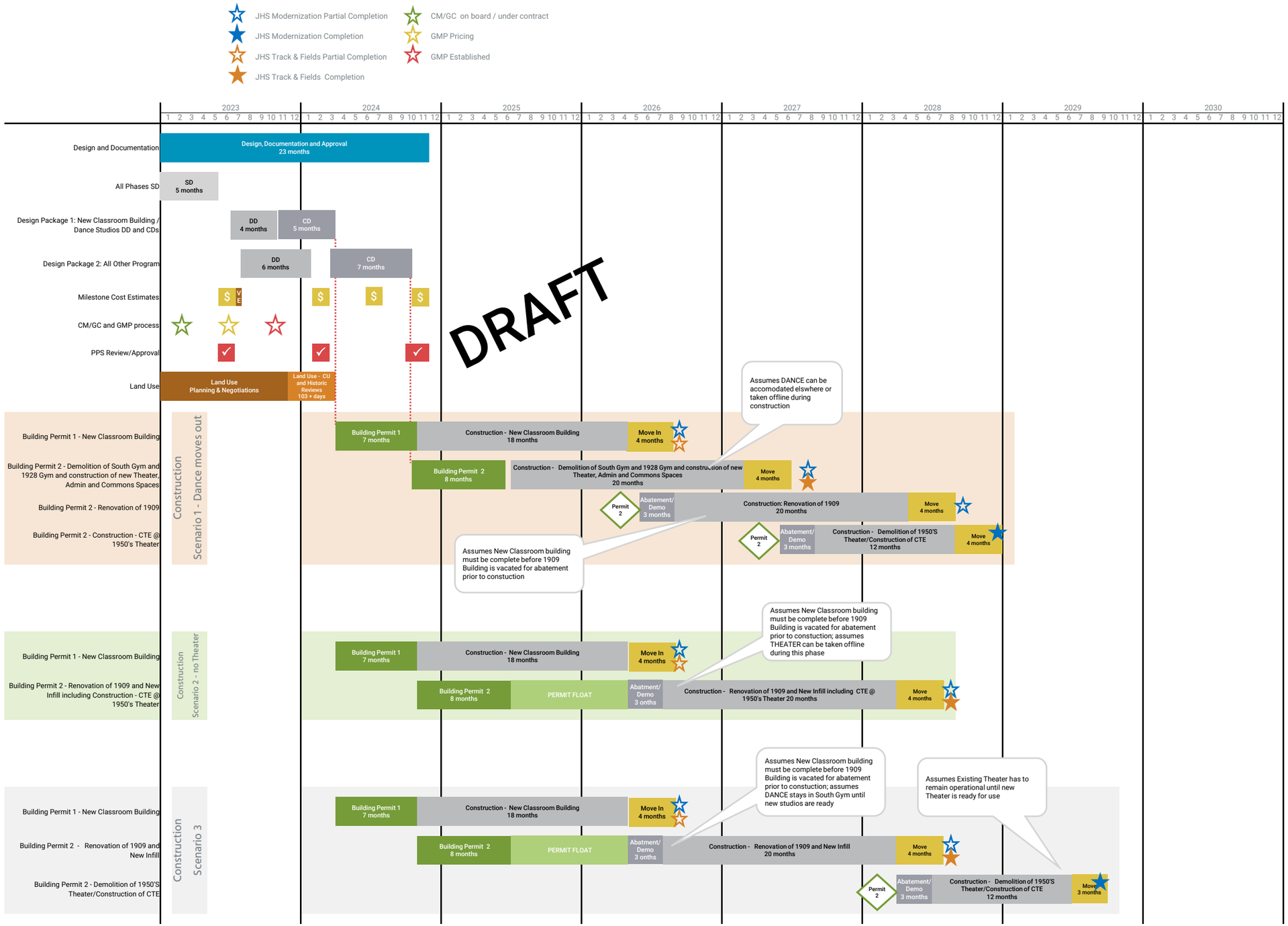
e. Mack's arch class be taught in graphic design computer lab? Amy – Does pencil drafting now but would likely need space for digital work.
f. Where can we display work for review – halls with hanging hardware?
    i. Gallery space? 500 sf in visual arts space that's easily monitored and public, can have monitors for digital media

4. Other Notes
    a. Amy – Black Footprint: Isaka Shamsud Din graduated Jeff in '57, famous muralist in PDX, baggage with school district, offered free mural in school but School District never approved, can we mend this bridge? Can he make mural or work with students? He has work at Kennedy School and other local works in PDX, including other schools.
        i. Can we have Colloqate connect with him ASAP?
    b. Amy – Michael Stevenson, Maggie Mache (spelling?) who wrote a book about notable alumni at JHS, Sharita Towne featured at the Art Museum right now
    c. Amy – Community outreach for historical timeline at Jefferson that highlights both peaks and valley of school's history, celebrate achievement but recognize hardship
    d. Amy – Maggie Mache was head of alumni (Ayana – she may have been on one of the tours), we should invite Cliff to help him come around

From a later email



2022-10-25 OSM Layout based on CMPC report - DELIVERY SCENARIOS 1-3



2022-10-17 CTE discussioin

Monday, October 17, 2022 9:11 AM

Attendees: Aurora Hymel/Steve Effros/Heidi/Chris/Becca

[Drake Shelton and Ayana Horn unable to attend]

1. Aurora outlined recent discussions and thinking about CTE at Jefferson HS and shared via e-mail an internal communication from Ayana from the prior week that followed a discussion between Drake, Ayana and Aurora:

Good morning all,

I wanted to check in to see how everyone's homework was going. We have a standing meeting with Drake and the architects on Monday mornings and the meeting this coming Monday is on CTE Aurora, Carolina, and Lorna, your calendars are all full, but if one of you could make that 9-10 am call let me know and I'll add you! It's a desired, but not required request as this is about to be a long process and we might have enough to get going after our great call this week.

Can I have an update on:

1. CTE Student Survey (Drake)
2. Fire Program requirements (Aurora/ Carolina)
3. Program Descriptions (1 pagers) (Carolina)
4. Tour options (Aurora/ Carolina)
5. Details on items marked for PCC and site needs (if any) on the JHS Campus
6. OHSU Biotech program relationship to CTE Program (new question -- Aurora/ Carolina/ Drake)

My recollection is that we're looking at the following with those in bold being areas of exploration or consideration for new:

1. Architecture & Construction: @PCC Electrician, Millwright, HVAC, Maintenance
2. Arts, AV, Communication: Multimedia Prof Musician, Digital Media
3. Business & Management: **Product Design**
4. Health Sciences: @PCC Opthallmic, Medical Terminology, Medical Assisting, **Dentistry**
5. Hospitality: **Culinary**
6. Human Resources: Fire Protection (currently @ PCC?)
7. Manufacturing: **Manufacturing?**
8. STEM: Engineering

Not sure where the following fit, but I also heard these on the call and from community/ students/ staff:

1. Audio Engineering
2. TV Broadcast/ Production
3. Sports Broadcasting/ Sports Management

1. Aurora confirmed that PPS is planning to identify six areas of CTE study for JHS. Two are known and underway:
    a. Digital Media and Health Science
2. The remaining 4 will be developed with community input.
    a. Many topics have been suggested including:
        i. Product Design esp. shoe design
        ii. Fire science [West Salem HS] - there is a high demand for fire and EMTs
        iii. Culinary arts - perhaps with a restaurant; there used to be a program like this at Jeff
    b. There is little will at PPS to "battle" the community over CTE offerings
    c. Maybe ID 10 viable programs and ask the community to rank them
3. Aurora noted that JHS as a "choice option" school - would benefit from programs that are NOT offered at other schools as this could increase enrollment
    a. Bora noted that JHS is slated to be developed as a Comprehensive HS with additional spaces to support existing successful programs such as the Dance program and the community partners such as SEI
    b. Aurora noted that without full enrollment not all programs would be operational when JHS opens
        i. Chris wonders if some space could be shelled or designed for flexibility - describes an "incubator" space
        ii. Aurora notes that PPS has no mechanism to build out shelled space; notes that a similar strategy at BHS faced complications around services, needs for power and ventilation, etc.
        iii. Heidi recommends getting into the details of how this might work in the future
4. Digital Media - is this TV broadcasting?
    a. Multimedia Production space in VAPA 1,500 SF and could very well be developed to serve this function
    b. ACTION: set up meeting with the instructor for the Digital Media program
5. ACTION: get curriculums for two current CTE programs
6. Health Science
    a. Aurora - there is interest in a Dental program - Benson has one; Bora has Benson drawings and can review
    b. Bora asks why duplicate a program if the desire is to differentiate JHS?
        i. Aurora: high demand meets CTE requirement
    c. Team wonders what relationship is to existing HS program at JHS
7. Culinary Arts
    a. Include a street Level "restaurant"? This would define position on site
    b. Develop program alongside a Business area of study?
8. Fire Science program
    a. Bora asked about relationship with PCC Cascade Campus, which has similar programs. Would/could this be Middle College?
    b. Aurora: students would start taking programs at JHS and then go to PCC after graduation for last couple of classes
    c. Possible program needs:
        i. Access to outside

        ii. Big heavy duty lockers
            1) Hose practice
            2) Uniform deployment
    d. ACTION: Carolina is reaching out to West Salem HS for a tour
9. Hydroponics/urban farming - Chris and Becca have both heard expressions of interest in this
    a. Aurora - could this be combined with Culinary Arts?
10. Aurora outlined requirements for subject areas to be considered for CTE:
    a. Must be high demand / high wage
    b. Must be connected to HE - community college or 4 year
    c. Also diversity of employment
    d. Cosmetology is an example of a topic that is often of great interest to students but which does not align with the three requirements above
11. Maker Space - 1,200 SF set aside in the Ed Spec program for this
12. Shop Space
    a. Aurora - 100% should plan for a shop space, whether that's Product Design or another space
    b. Heidi - would be good if Aurora can point team to a shop so that team can understand size and complexity
    c. Aurora - recommends McDaniel wood shop - build with lessons learned from Roosevelt
    d. Also Roosevelt Phase 4 shop....built as Manufacturing but very flexible; has welding booth
        i. ACTION: get plans and organize tour of RHS space
    e. First floor / outdoor access / wood delivery and larger outdoor building area - tiny houses are popular projects
    f. Covered outdoor space would be a great asset
    g. Construction CTE would not be unique; Manufacturing CTE is offered at Roosevelt.
13. Ed Spec allocates 6,000 NSF for "CTE"
    a. Current JHS program includes
        i. Maker 1,200 SF
        ii. Shop 3,000 SF
    b. Culinary, if added, would probably use the remaining 1,800 SF
14. ACTION: Heidi and Ayana to work on outreach plan
15. ACTION: Bora to connect with CQ to get list of "everything that has been heard"

2022-07-11 JHS Athletics Program Meeting

Monday, July 11, 2022 11:00 AM

Ayana Horn / Marshall Haskins / Kiesha Locklear / Becca Cavell / Elizabeth Lee / Bryan Lee / Chandra Robinson / Jeanie Lai / Melinda McMillan / Mauricio Villarreal / Steve Effros

1. Introductions
2. Land acknowledgement and review of emerging Vision Statements from the CPC work
    a. Vision Statement Process: Trying to align the CPC work with the PPS values.
    b. Community is a big concept consistently brought up.
    c. Touch base on Land Acknowledgement at next PM meeting on Tuesday.
3. Schedule review and relationship of this meeting in the context of the overall effort
4. Discuss current experiences of staff, coaches, student athletes, volunteers and fans- what works, what doesn't, the importance of history/memory/representation
    a. Why are sports necessary at JHS? What is the value to the culture of the school?
    b. Marshall: Student/Fan Experience: JHS
        i. "Where champions are made"
        ii. Basketball: Also the sport in the community
            1) Is there a conversation about the school name? "I need to make sure that the basketball coach is at that meeting."
            2) Locker rooms are dated
        iii. Exterior, walls, dated. Nothing has really changed
            1) Some of that is the grit
        iv. Stadium built in 1957 doesn't have padded seating
        v. Tennis courts hasn't been used in 20 years
        vi. Field hasn't been cared for enough to utilize in a great fashion
        vii. Facilities are used for youth programs, not enough space.
        viii. Location of the weight room, training facilities are cumbersome at best in terms of access.
        ix. Basketball is important, but there are 18 other sports.
        x. Once it opens up new, it goes from 700 kids to 17-1800 kids.
            1) How do we reconcile the access for kids
            2) Community that's gone to Jefferson, or who will?
        xi. Building it as a school for Albina Vision, lots of space for buses.
            1) Space for kids to leave their stuff since they'll be there all day.
    c. Ayana Questions to Marshall:
        i. Aspirations for a modernized Jefferson
            1) Marshall: I want it to be better than the others. There have been many lessons learned.
            2) I want to make sure those lessons are embedded in this project.
            3) Needs to be a concerted effort to think about how do we get the Ed Specs accessible up front.
                a) Learn from West Silvan
                    i) Think about it on the front end. Be really thoughtful - what, how far, quality, partners, community use.
        ii. Talking to more people, summer PIL math program. Students in that program to potentially engage?
            1) Girls basketball team right now working with Marshall
            2) Between 2 sites, 100-200 kids (girls and boys)
                a) Kids who play multiple sports
                b) Marshall: I could create a survey to ask those parents
        iii. Principal, all the head coaches, all athletics group
            1) Don't have a wrestling facility despite having one of the best programs around.
    d. Melinda Questions to Marshall:
        i. Help reach more students with participation / Title 9 / ADA access. Is there anything you know of that would help kids participate in sports?

1) Functional weight room
2) Turf both fields in the back
3) Redo the stadium for more accessibility, cant' really see from the rails.
    a) Don't really have a ramp to stadium seating
4) Access to the back field, needs to be lit to use in the evenings
5) Tennis courts are not lit
6) Where's an access to a pool?
7) Space designated for wrestling, cheer, dance
    a) Ayana: Combined space working anywhere?
        i) Marshall: Built it as Roosevelt to work
        ii) You can do them you can separate the practice times.
        iii) The problem: Wrestling is smelly.
        iv) Girl's wrestling is the largest growing sport in US.
        v) I don't think that's the best use. Best to have their own.
8) Bigger space where you could have golf, future options
9) Concessions are horrendous
10) Bathrooms are terrible

e. Athletic Dance Team <u>is separate</u> from The Jefferson Dancers
    i. Upwards of 60-70 people on a team. They use our HS gyms
    ii. Different than a class of 30 students doing something.
f. Bryan Questions to Marshall:
    i. What is a core memory for you (sports experience) as an alumnus?
        1) How do we make sure students have those same experiences?
        2) Marshall: Was a student, Coach, Administrator, experience kind of mixed
            a) Having home baseball games. Have to come to our house.
            b) Have a facility where fans can come and feel like its theirs.
            c) When we had small schools on one campus, there was a lot of pride in being the Science program - Leaving with 30 credits, going to Stanford and graduating in 3 years.
            d) I have Benson, Grant don't have home fields. When their buildings were being remodeled, they had to go to Marshall.
                i) Want to have a home stadium.
g. Becca Questions to Marshall:
    i. Still in touch with friends from back in school? -Yes
    ii. Can we get a group of you together to talk with you? -Yes
        1) Marshall: I could put together several diverse focus groups
            a) Athletes, non-athletes, alumni
        2) A couple week lead time, could do them this summer. <u>July 21st</u>

2022-10-24 Programming - Athletics

Monday, October 24, 2022 9:00 AM

Attendees: Drake Shelton / Ayana Horn / Diallo Lewis / Chris Linn / Becca Cavell / Heidi Bertman / Steve Effros

Miro Board link: https://miro.com/app/board/uXjVOneHvus=/?share_link_id=551214017663

1. Introductions
    a. Diallo noted that his parents both attended Jeff
2. Chris reviewed two current options the team is developing
    a. Retain 1909
        i. Athletic Center north
        ii. Keep 1964 Gym
        iii. Track/field stay in place - will be renovated
        iv. Two other sports fields
    b. New South
        i. Also has Athletic Center and 1964 gym
3. Chris noted that an earlier scheme - "New North" - replaced school buildings and located them on the track/field - takes onsite outdoor athletics offline
    a. Ayana asked for confirmation that this option was removed from consideration at Athletics meeting last week. Asked Steve for his confirmation. Steve recalled a set of "if/then" scenarios; more feasible options seems to be the new South scheme
    b. Heidi: New North scheme is attractive because it groups the fields, and all amenities can be grouped. Good for supervision and for access. If an all new scheme is in play, advices not "running away" from New North too quickly. Have swing spaces been appropriately considered? How can we maximize a constrained site footprint?
        i. Drake: excited to see New North; Chris explains this is similar to the LHS solution
        ii. Drake: swing site: students stay in the school while the fields are being worked on - but, where would practice and athletics be accommodated?
            1) Chris: yes but 1964 gym would come down
            2) Diallo - would lose all athletic programming? Women's gym would be retained
        iii. Drake: PCC has offered its gym as an interim facility; would have to figure out rotations
            1) Diallo: PCC would bring something; having smaller in-house gym as well as weight room will help to support athletics. Challenge is around outdoor sports. Football, soccer, track and field, lacrosse. Notes that LHS and WHS have been sharing space at Wells recently - a good case study. Spills to Rieke field on occasion.
        iv. Drake wonders if SEI gym could also be used.
        v. Chris: recommends looking at New South option again - this option keeps track/field in play. Team shared phasing diagrams and talked through the sequence of development.
            1) Is further from PCC
            2) Gym/athletics and track/field reno complete in 2026. Followed by academic building, etc.
    c. Keep New North in play?
        i. Chris: heard in this meeting that this is too disruptive to athletics
            1) Jeff students have choices about where they attend HS - would those students be lost without on-site athletics?
        ii. Diallo - agrees; students might leave, community might leave. Athletics has allowed JHS to maintain diversity within the student body. Take it away, and what will the new JHS look like?
            1) Chris - heard this 3 years ago.
        iii. [recommendation - focus on New South and keeping athletics functioning during modernization - agreement that New North should not be recommended; but, larger gym would be preferred]
        iv. New North: Gym offline for 3 years. New South: one year.
        v. Retain 1909 - not enough room for a large new gym
        vi. Agreement - locker rooms need to be near track/fields
        vii.

4. Diallo - New North takes gym away too during construction - where to those activities go?
    a. Heidi - in New South how long does work on 1964 Gym
        i. New Aux gym ready. But no home games for a year - less than one year of work on the 64 building.
5. Chris - confirm size of gym. 1964 gym does not comply with current Ed Spec
    a. Run outs are too small; restrooms not adequate
    b. Becca - Drake's commentary about importance of 1964 building to the history of the school is what led to its retention
    c. Diallo - would love JHS to have a gym like LHS - probably the best PPS gym so far re: size and space. Don't limit the space. RHS gym is too tight - can't pull out bleachers fully for competition
    d. Group discusses using 1964 gym as the Aux gym and building a new full court competition gym [only possible for New South, not viable for Retain 1909
6. Fields priorities
    a. Three fields - group agrees this is more important that parking
        i. Drake: have to use Athletics as a way to GROW athletics and build up attendance
        ii. Is U-10 the next most important thing?
            1) Diallo - would support practice; there's no PIL Middle School league. U-10 speaks to the size of the field rather than the specific sport
        iii. Chris - a half-size multi-use field - 1/2 court football / U10 / softball all overlaid
        iv. Chris - this could be on site south of Alberta. Might use moveable fences for backstops
    b. Title 9
        i. Ayana - per Marshall, use "multi-use" - could host softball; could have baseball practice.
        ii. Heidi requests meeting with Diallo and PPS T9 team [ACTION ITEM]
7. Tennis courts vs outdoor basketball
    a. Diallo supports tennis over outdoor basketball - this is in line with varsity programming; outdoor basketball is not an ed-spec requirement even though it would be very popular as a community asset
8. Fields guiding documents
    a. Ed Spec reference documents for fields
        i. Heidi is looking to update the reference and has had prior success finding older documents
        ii. Diallo wants "more than the minimum" sizes
        iii. ACTION: Heidi to research
9. CPC-6
    a. ACTION: Drake to attend November 2 CPC-6 and is encouraged to speak strongly re: his recommendation
        i. Replacement versus retention
10. Additional programming meetings
    a. ACTION: Ayana to work with Bora to find times for more time with Drake to catch up on slippage
11. Drake: Know Your Schools is first Tuesday of each month
    a. Who will be there from OSM to represent the modernization?
    b. Action: Ayana to let Drake know who will attend
12. ACTION: Diallo and Marshal to be invited to future community meetings [and CPCs?]
13. ACTION: Ok for standing Friday meeting with Drake/Diallo to be used by this team if needed
14. PIL Dance/cheer
    a. Main gym and Aux gym is used in other schools; Diallo would like Drake to weigh in on JD program and its space needs
    b. LHS mat room is designed to be used for cheer - extra height
        i. Will see on tour on Wednesday - maybe at the end?
        ii. Mirror mitigation
    c. Chris - there's an old wrestling room in the basement of the 1964 gym
    d. Diallo wonders where Cheer would practice when the weather turns bad
15. Weight Room
    a. Ayana recommends keeping at entry / ground level
    b. McDaniel and other HS's have garage doors / open space next to weight room
16. Ed Spec Review
    a. Field Storage has been upped to 2,000 SF from 1,000 SF
    b. Bora has adjusted other spaces to align with 2017 Ed Spec

17. ACTION - Bora to study new competition gym in current New South design option
18. Lessons Learned from other projects per Diallo
    a. RHS challenges around bleachers unable to be pulled out fully
    b. GHS - opportunity to expand bleachers more on the west side….the size of the bleacher on the west side: teams have struggled to figure out how to get spectators over to that side, so seems underutilized
    c. FHS: doesn't have a separate door to the locker room area - have to share one main entrance. Everyone uses the same door - spectators, officials, players. A separate exit would be better.
    d. MHS - main gym, aux gym, concessions and gathering space/foyer is very successful
    e. LHS - size of gym and amount of bleacher seating seems great
    f. LHS batting cage that lowers from the ceiling is much better than nets that tie up to the wall
        i. Ayana - needs PPS in-house discussion with baseball coaches
    g. LHS wrestling/cheer mats
    h. RHS concessions works really well - supports indoor and outdoor events
        i. Team discussed restroom access issues also

2022-09-22 Admin and Ed Support Spaces

Thursday, September 22, 2022 12:10 PM

Drake / Ayana ./ Becca / Chris / David Mayne

1. Drake has a drawing from Gresham HS that he will share with the team
2. Likes to have all the office staff together - don't' want them spread out
    a. Receptionist, office manager etc. all together
    b. Bookkeeping
    c. Athletic directors can be elsewhere - athletic wing is just fine - Gresham had a learning tower and an athletic wing
    d. VPs and Dean to be in the same hub
3. Counseling offices together; hub in the middle to meet with students
    a. Counseling suite - college and career and counselors;
    b. LHS strategy of ambiguity
        i. Quick triage area
    c. Large conference room, smaller spaces too
    d. Mental health support collocated in a hub
        i. Behavioral health, drug and alcohol
        ii. Emotional / social support
4. Community partners - similar strategy; but, not office: in open hubs with glass walls; no confidential spaces for community partners.
    a. Latino Network and SEI should each have a hub area that are adjacent / shared.
    b. Workstations in that space are good.
    c. Does not believe that SEI should have classrooms in the way that they do now.
        i. Ayana to share SEI program notes with Drake
        ii. Team to tour partner space at McDaniel
5. CTE - Andersen is talking about bringing manufacturing to JHS;
    a. Maybe shift Partner Space area to CTE
    b. Drake is pushing Automotive [worked well at Gresham
    c. https://www.paxtonpatterson.com/ - at Gresham and David Douglas now
6. Ayana is scheduling a meeting with Drake and Aurora to talk about Jeff. How can Jeff differentiate to offer something that nobody else has? Is uniqueness important?

PPS Comprehensive High School(s) Area Program						JHS 2019 CMP Program			JHS 2022 Conceptual Program		
SUMMARY											
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			Recommended		
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	Quant.	SF Room	Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS											
General Education (Gen-Ed) Classrooms	41				53,180	37		47,040	38		41,460
Science Labs	11				17,480	11		17,480	11		17,480
Fine & Performing Arts (Drama, Theater)	4				21,150	10		44,070	9		52,980
Career Preparation/CTE [3]	3				6,000	3		8,300	1		7,950
Athletics (incudes area for P.E. instruction)	3				35,580	3		38,780	3		36,580
Education Support [4]	2				67,400	2		60,920	2		63,910
SPED											
ELL	0				0	0		0	0		0
Sub-Total Recommended Teaching Stations	***64***				***200,790***	***66***		***216,590***	***64***		***220,360***
Community Partners [5]					1,200			6,720			2,120
Wrap-Around Service Providers [5]					4,700			4,700			5,530
Sub-Total					***5,900***			***11,420***			***7,650***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA					***206,690***			***228,010***			***228,010***
Net to Gross Ratio of 36% [6]					***74,408***			***82,084***			***82,084***
						1909 Building +SF		***24,316***	***1909 Building +SF***		***24,316***
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED					***281,098***			***334,410***			***334,410***
CORE PROGRAM [7]											
Career Preparation | CTE [8]											
Classrooms	TBD per site				4,800						
Specialized classrooms/labs									0	1,800	0
Digital Design Classroom									1		1,200
Recording Suite / journalism									1		500
Photography studio											250
Health Sciences Teaching Lab									1		1,500
Health Sciences Storage / Support											300
[Elec/Millwright/HVAC/Maintenance]											0
Fire Protection [Human Resources]											0
Shop						***1***	3,000	3,000	***1***	3,000	3,000
Culinary Arts						***1***	1,600	1,600	***0***	1,600	0
Robotics						***1***	2,500	2,500	***0***	2,500	0
Maker Space	1	1,200			1,200	1	1,200	1,200	1	1,200	1,200
Sub-Total Career Prep | CTE					***6,000***	***3***		***8,300***	***1***		***7,950***
General Education Classrooms - Core Program Recommendations [9,10,11,12]											
English	***11***	980			10,780	***11***	920	10,120	***11***	920	10,120
Math	***8***	980			7,840	***8***	920	7,360	***8***	920	7,360
Social Studies	***8***	980			7,840	***8***	920	7,360	***8***	920	7,360
Health	***2***	980			1,960	***2***	920	1,840	***2***	920	1,840
World Language	***6***	980			5,880	***6***	920	5,520	***6***	920	5,520
Electives [13]	***6***	980			5,880	***2***	920	1,840	***3***	920	2,760
Sub-Total Gen Ed Classrooms	***41***				***40,180***	***37***		***34,040***	***38***		***34,960***
Specialized Classrooms - Core Program Recommendations											
Science Lab	***11***	1,500			16,500	***11***	1,500	16,500	***11***	1,500	16,500
Chemical Storage	1	180			180	1	180	180	1	180	180
Prep Rooms	4	200			800	4	200	800	4	200	800
Electives	0	980			0	0	980	0	0	980	0
Sub-Total Specialized Classrooms	***11***				***17,480***	***11***		***17,480***	***11***		***17,480***
Smaller Instructional Spaces			10	500		10	500	5,000	7	500	3,500
Enclosed Project Rooms									5	200	1,000
Flexible Learning Areas			8	1,000		8	1,000	8,000	6	500	3,000
Sub-Total Optional				13,000							
Sub-Total Recommended Classrooms					***63,660***			***72,820***			***67,890***
SUB-TOTAL RECOMMENDED: CORE PROGRAM+ FLEXIBLE LEARNING + SMALLER IN					***76,660***			***72,820***			***67,890***
FINE & PERFORMING ARTS											
Fine & Visual Arts											
Art Room (2D)	***1***	1,200	1	1,700	1,200	***1***	1,200	1,200	***1***	1,200	1,200
Art Room (3D)	***1***	1,500	1	1,700	1,500	***1***	1,500	1,500	***1***	1,500	1,500
Art Room (Photography Classroom)						***1***	920	920	***1***	920	920
Photography Darkroom						1	800	800	1	800	800
Gallery/Display									1	500	500

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SUMMARY											
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			Recommended		
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	Quant.	SF Room	Total
Kiln Room	***1***	100			100	1	100	100	1	200	200
Supply /Storage	***1***	160			160	1	160	160	1	160	160
Laundry											
Art Office(s)	1	120			120	1	120	120	1	120	120
Sub-Total Fine & Visual Arts					***3,080***			***4,800***			***5,400***
Band/Orchestra [24, 27]											
Band Room	***1***	2,200	1	2,400	2,200	***1***	2,200	2,200	***1***	2,200	2,200
Large Instrument Storage Room	1	250			250	1	250	250	1	250	250
Instrument Storage									1	300	300
Music Library & Uniform Storage [25]	1	200			200	1	200	200	0	200	0
Music Library									1	450	450
Uniform and Robe Storage [shared]									1	500	500
Small Equipment Storage	1	200			200	1	200	200	1	200	200
Large Practice Rooms/Music Lab	1	300	2	300	300	1	300	300	2	300	600
Small Practice Rooms	2	100	3	100	200	2	100	200	3	100	300
Practice Rooms											
Band/Choir Office [26]	1	120			120	1	120	120	1	120	120
Sub-Total Band/Orchestra					***3,470***			***3,470***			***4,920***
Choir [24,27]											
Choir Room			1	1,500		***1***	1,500	1,500	***1***	1,500	1,500
Equipment & Robe Storage			1	200	0	1	200	200	0	200	0
Sub-Total Choir					***0***			***1,700***			***1,500***
Sub-Total Preferred				6,700							
Sub-Total Optional				1,700							
SUB-TOTAL RECOMMENDED FINE & PERFORMING ART					***6,550***			***9,970***			***11,820***
FINE & PERFORMING ARTS											
Theater/Dance [28]											
Dance Program											
Private Office									2	120	240
Open Office									1	920	920
Conference Room									1	300	300
Commons/events lobby									1	1,000	1,000
Sewing / Costume Design Classroom									1	920	920
Dye Station									1	100	100
Costume Storage									1	2,000	2,000
Props storage									1	500	500
Tap Floor storage									1	150	150
General Storage									1	300	300
Theater (500 seat)	1	5,000	1	6,000	5,000	1	10,000	10,000	1	9,045	9,045
Theater balcony									1	4,455	4,455
Orchestra Pit	1	500			500	1	500	500	1	500	500
Stage	1	3,500			3,500	1	3,500	3,500	1	5,100	5,100
Drama Classroom/Black Box	***1***	1,600	1	2,600	1,600	***1***	1,600	1,600	***1***	1,600	1,600
Dance Studio	NA					***4***	2,000	8,000	***2***	3,700	7,400
Dance Studio seating									***1***	250	250
Multi-Purpose Production Area [29]	NA		1	1,500		1	1,500	1,500	0	1,500	0
Audio Recording Suite	NA					***1***	250		0	250	
Laundry	1	150			150	1	150	150	1	250	250
Control Room	1	200			200	1	200	200	1	200	200
Sound Room	1	100			100	1	100	100	1	100	100
Office	1	70			70	1	70	70	1	70	70
Box Office/Tickets [29]	1	100			100	1	100	100	1	100	100
Concession Stand [30]	1	100	1	200	100	1	100	100	1	100	100
Scene Shop	1	1,500			1,500	1	1,500	1,500	1	1,500	1,500
Equipment Storage	1	120			120	1	120	120	1	120	120
Lighting Storage	1	100			100	1	100	100	1	100	100
Dance Program Support Space / Storage	NA					1	5,000	5,000	0	6,000	0
Costume Storage	1	400			400	1	400	400	1	400	400
Make-up Room	1	400			400	1	400	400	1	400	400
Boy's Dressing	1	250			250	1	250	250	4	250	1,000
Girl's Dressing	1	250			250	1	250	250	4	250	1,000
Girl's Toilet	1	130			130	1	130	130	4	130	520
Boy's Toilet	1	130			130	1	130	130	4	130	520
Green Room			1	400							
Sub-Total Preferred				8,800							

PPS Comprehensive High School(s) Area Program						JHS 2019 CMP Program			JHS 2022 Conceptual Program		
SUMMARY											
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			Recommended		
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	Quant.	SF Room	Total
Sub-Total Optional				1,900							
PERFORMING ARTS Theater/Dance					***14,600***			***34,100***			***41,160***
PHYSICAL EDUCATION/ATHLETICS											
Gym (large; two teaching stations) [31]	**1**	13,000	1	14,676	13,000	**1**	13,000	13,000	**1**	13,000	13,000
Mat/Wrestling/Dance [32]	1	2,750	1	3,500	2,750	1	2,750	2,750	**0**	2,750	0
Mat Room									**1**	2,750	2,750
Movement									**0**	2,750	0
Weight Room/Aerobics/Spinning	**1**	2,500	1	3,000	2,500	**1**	2,500	2,500	**1**	2,500	2,500
Boy's PE Coaches Office/Toilet/Shower/Lockers	1	300			300	1	300	300	**1**	300	300
Girl's PE Coaches Office/Toilet/Shower/Lockers	1	300			300	1	300	300	**1**	300	300
Boy's Locker Room/Shower [33]	1	1,900			1,900	1	1,900	1,900	**1**	1,900	1,900
Girl's Locker Room/Shower [33]	1	1,900			1,900	1	1,900	1,900	**1**	1,900	1,900
Multi-purpose Toilet/Shower	1	150			150	1	150	150	**1**	150	150
PE Storage	2	200			400	2	200	400	**2**	200	400
Training Room	1	580			580	1	580	580	**1**	580	580
School Team Room	1	800	1	800	800	1	800	800	**1**	800	800
Athletic Storage - Large	1	1,000			1,000	1	1,000	1,000	**1**	1,000	1,000
Athletic Storage - Small	1	500			500	1	500	500	**1**	500	500
Concessions [34]	1	100	1	200	100	1	100	100	**1**	100	100
Laundry Room	1	200			200	1	200	200	**1**	200	200
Uniform/Equipment Storage	1	1,000			1,000	1	1,000	1,000	**1**	1,000	1,000
Gym (auxiliary - practice)	1	5,700	1	7,500	5,700	1	5,700	5,700	**1**	5,700	5,700
Auxiliary gym bleachers	1	1,000			1,000	1	1,000	1,000	**1**	1,000	1,000
Auxiliary gym storage	1	500			500	1	500	500	**1**	500	500
Field Equipment Storage [35]	1	1,000			1,000	1	1,000	1,000	**1**	2,000	2,000
Fieldhouse Team Room						2	600	1,200	**0**	600	0
Fieldhouse Team Restroom / Showers						2	300	600	**0**	300	0
Fieldhouse - Ticket booth						1	200	200	**0**	200	0
Fieldhouse - Concessions						1	500	500	0	500	0
Fieldhouse - Public restrooms						2	600	1,200	0	600	0
Fieldhouse - Electrical room						1	300	300	0	300	0
Fieldhouse - Custodial						1	200	200	0	200	0
Hitting facility?											
						Sub-Total Fieldhouse		**4,200**	**Sub-Total Fieldhouse**		**0**
Sub-Total Preferred				**28,876**							
Sub-Total Optional				**800**							
SUB-TOTAL REQUIRED PHYSICAL EDUCATION/ATHLETICS					***35,580***			***38,780***			***36,580***
EDUCATION SUPPORT											
Administration											
Reception/Lobby	1	400			400	1	400	400	1	400	400
Waiting Areas	1	100			100	1	100	100	1	100	100
Principal's Office	1	200			200	1	200	200	1	200	200
Principal's Secretary	1	125			125	1	125	125	1	125	125
Vice Principal's Office	2	150			300	2	150	300	2	150	300
Vice Principal's Secretary	2	120			240	2	120	240	2	120	240
Dean of Students	1	120			120	1	120	120	1	120	120
Teacher Planning/Collaboration Area			10	980	0	10	920	9,200	8	920	7,360
Attendance	1	120			120	1	120	120	1	120	120
Bookkeeper	1	120			120	1	120	120	1	120	120
Resource Officer/Campus Monitor [37]	1	200			200	1	200	200	1	200	200
Camera Monitors [37]	1	100			100	1	100	100	1	100	100
Restrooms	2	60			120	2	60	120	2	60	120
Records Storage	1	200			200	1	200	200	1	200	200
Office Storage	1	125			125	1	125	125	1	125	125
Business Manager	1	120			120	1	120	120	1	120	120
Health Office	1	120			120	1	120	120	1	120	120
Sick Room	1	150	2	150	150	1	150	150	1	150	150
Sick Toilet	1	100			100	1	100	100	1	100	100
Student Support/Mediation Office	1	700			700	1	700	700	1	700	700
Student Support/Mediation Support	1	300			300	1	300	300	1	300	300
Workroom/Mail/Delivery Process Center	1	300			300	1	300	300	1	300	300
Staff Room	1	400			400	1	400	400	1	400	400
Conference Rooms	2	150			300	2	150	300	2	150	300
Resource/PTA/Boosters/Alumni Room	1	500			500	1	500	500	1	500	500
Sub-Total Optional				10,100							
Sub-Total Administration					***5,460***			***14,660***			***12,820***
Planning/Collaboration Areas [36]					***15,260***			***14,660***			***12,820***

PPS Comprehensive High School(s) Area Program						JHS 2019 CMP Program			JHS 2022 Conceptual Program		
SUMMARY											
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			Recommended		
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	Quant.	SF Room	Total
Counseling/Career											
Counseling Offices	5	120			600	5	120	600	5	120	600
Counseling Secretary/Waiting	1	400			400	1	400	400	1	400	400
Drug/Alcohol Counselor Office	1	125			125	1	125	125	1	125	125
Conference Room (large)	1	240			240	1	240	240	1	240	240
Conference Room (medium)	1	150			150	1	150	150	1	150	150
Career Center	1	700	1	980	700	1	700	700	1	700	700
Career Center Office	1	120			120	1	120	120	1	120	120
Career Counselor	1	100			100	1	100	100	1	100	100
Secure Records Storage	1	180			180	1	180	180	1	180	180
Restroom	2	60			120	2	60	120	2	60	120
Sub-Total Counseling/Career					***2,735***			***2,735***			***2,735***
EDUCATION SUPPORT											
Student Activities											
Athletic Director	1	150			150	1	150	150	1	150	150
AD Support Staff	1	120			120	1	120	120	1	120	120
Sub-Total Student Activities					***270***			***270***			***270***
Technology Access [38]											
Computer Lab (dedicated)	4	1,100			4,400	1	1,100	1,100	1	1,100	1,100
Computer Lab (non-specialized)	1	1,100			1,100	1	1,100	1,100	1	1,100	1,100
Sub-Total Student Testing					**5,500**			**2,200**			**2,200**
Special Education (SPED)											
Sensory Support Room	1	900			900	1	900	900	1	900	900
Learning Resource Center	3	900			2,700	3	900	2,700	3	900	2,700
Intensive Skills Classes [39]											
Low Intensity Classroom (includes kitchen)	2	600			1,200	2	600	1,200	2	600	1,200
Storage	1	100			100	1	100	100	1	100	100
Reception	1	100			100	1	100	100	1	100	100
Conference	1	120			120	1	120	120	1	120	120
Office(s)	1	100			100	1	100	100	1	100	100
Special Needs Toilet	1	200			200	1	200	200	1	200	200
Itinerants											
Speech Pathologist offices	2	120			240	2	120	240	2	120	240
Psychologist Offices	2	120			240	2	120	240	2	120	240
Sub-Total SPED					***5,900***			***5,900***			***5,900***
Emerging Language Learning (ELL)											
Emergent Bi-Lingual Classroom [40]	***1***	800			800	***1***	800	800	***1***	800	800
Sub-Total ELL											
Student Center											
600 students	1	7,800			7,800	1	7,800	7,800	1	7,800	7,800
Student Store									1	300	300
Main Servery	1	1,700	1	1,800	1,700	1	1,700	1,700	1	1,700	1,700
Food Prep/Kitchen	1	1,500			1,500	1	1,500	1,500	1	1,500	1,500
Dish Washing	1	200			200	1	200	200	1	200	200
Dry Storage/Cart Storage	1	500			500	1	500	500	1	500	500
Cooler	1	200			200	1	200	200	1	200	200
Freezer	1	200			200	1	200	200	1	200	200
Office	1	120			120	1	120	120	1	120	120
Staff Lockers/Dressing Rooms	1	150			150	1	150	150	1	150	150
Table Storage	1	250			250	1	250	250	1	250	250
Sub-Total Student Center				1,800	***12,620***			***12,620***			***12,920***
EDUCATION SUPPORT											
Media Center/Library [41]											
Library	1	8,000	1	4,500	8,000	1	4,500	4,500	1	4,500	4,500
Office	2	120			240	2	120	240	2	120	240
Workroom	1	200			200	1	200	200	1	200	200
Text Storage	1	750			750	1	750	750	1	750	750
Collaboration Space	1	400			400	1	400	400	1	400	400
Multi-use Rooms	3	150			450	3	150	450	3	150	450
Small Study Rooms									3	120	360
IT Repair/Tech Coordinator	1	180			180	1	180	180	1	180	180
Library Classroom			1	980		1	920	920	1	920	920
Sub-Total Media Center				980	***10,220***			***7,640***			***8,000***

PPS Comprehensive High School(s) Area Program						JHS 2019 CMP Program			JHS 2022 Conceptual Program		
SUMMARY											
Recommended / Preferred / Optional	Recommended		Pref / Opp			Recommended			Recommended		
AREA	Quant.	SF Room	Quant.	SF Room	Total	Quant.	SF Room	Total	Quant.	SF Room	Total
Student Space											
Student Government Room/Office [42]	1	200			200	1	200	200	1	200	200
Sub-Total Student Space					***200***			***200***			***200***
Custodial											
Custodial Office	1	250			250	1	250	250	1	250	250
CUSTODIAL STAFF OFFICE									1		300
CUSTODIAL STAFF BREAK ROOM											
Custodial Showers & Lockers									1		400
LAUNDRY - CUSTODIAL									1		150
BUILDING FURNITURE STORAGE									1		1,500
Custodial Rooms	10	100			1,000	10	100	1,000	10	100	1,650
Building Storage	1	2,000			2,000	1	2,000	2,000	1	2,000	2,000
Material Storage	1	500			500	1	500	500	1	500	1,500
Flammable Storage	1	100			100	1	100	100	1	100	150
Sub-Total Custodial					***3,850***			***3,850***			***7,900***
EDUCATION SUPPORT											
Miscellaneous											
Lobby	1	2,000			2,000	1	2,000	2,000	1	2,000	2,000
Student Lockers [43]	850	1			850	850	1	850	850	1	850
Student Toilets	12	250			3,000	12	250	3,000	12	250	3,000
Gender Neutral Toilet [44]	1	60	1	64	60	1	60	60	1	60	60
Gender Neutral Shower	1	100			100	1	100	100	1	100	100
Lactation Room									1	120	120
Boiler Room	1	2,000			2,000	1	2,000	2,000	1	2,000	2,000
MDF	1	180			180	1	180	180	1	180	180
IDF	5	80			400	5	80	400	5	80	400
Main Electrical Room	1	240			240	1	240	240	1	240	240
Sub Electrical Room	5	75			375	5	75	375	5	75	375
Restroom (teacher planning/collab. areas)	10	70			700	10	70	700	10	70	700
Riser Room	1	60			60	1	60	60	1	60	60
Elevator Room	1	80			80	1	80	80	1	80	80
Mechanical Fan Rooms [45]			1	2,000							
Corridors [46]	Variable					Variable			Variable		
Sub-Total Miscellaneous					***10,045***			***10,045***			***10,165***
Support				**1,864**							
Sub-Total Optional Educational Support				**3,830**							
EDUCATIONAL SUPPORT					***67,400***			***60,920***			***63,910***
PARTNER & COMMUNITY USES [47]											
Partner Program Office			1	150							
Pantry			1	200							
SEI Inc						5	920	4,600			
SEI Homebase / Coordinator Workstations									0	920	0
SEI Storage									4	80	320
Study Room									4	100	400
Community space with kitchenette									1	250	200
Latino Network						1	920	920	0	920	0
Clothing/Food Closet	1	1,200	1	2,000	1,200	1	1,200	1,200	1	1,200	1,200
After School Instruction [48]			4	500							
Sub-Total Preferred				**2,000**							
Sub-Total Optional Educational Support				**850**							
SUB-TOTAL COMMUNITY & PARTNER USES					**1,200**			**6,720**			**2,120**
WRAP AROUND SERVICE PROVIDERS [48]											
Health Clinic	1	1,600			1,600	1	1,600	1,600			
Reception									1	165	165
Waiting									1	500	500
Office									2	120	240
Office, Service Provider [shared]									1	160	160
Conference/Break									1	165	165
Lab									1	160	160
Restroom									1	80	80
Exam Room									2	110	220
Exam Room, accessbile/bariatric									1	130	130
Hall									1	225	225

PPS Comprehensive High School(s) Area Program

SUMMARY

Recommended / Preferred / Optional	Recommended		Pref / Opp		
AREA	Quant.	SF Room	Quant.	SF Room	Total
Sub-Total Health Clinic					
Teen Parent Services					
Infant Room [49]	1	500	1	50	500
Breastfeeding Room			1	50	
Toddler Room	1	500			500
Crawler Room	1	500			500
Toilet	1	50			50
Toddler toilet room					
Changing Area	1	50			50
Nap Area	1	200			200
Storage/Kitchen	1	300			300
Office					
Sub-Total Teen Parent Services					***2,100***
Office Space Social Service Providers (Includes SUN, STEP UP and ESL			5	200	
Classroom(s)	2	500			1,000
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS					***4,700***

JHS 2019 CMP Program

	Recommended		
	Quant.	SF Room	Total
Sub-Total Health Clinic			
Teen Parent Services			
Infant Room [49]	1	500	500
Breastfeeding Room			
Toddler Room	1	500	500
Crawler Room	1	500	500
Toilet	1	50	50
Toddler toilet room			
Changing Area	1	50	50
Nap Area	1	200	200
Storage/Kitchen	1	300	300
Office			
Sub-Total Teen Parent Services			***2,100***
Office Space Social Service Providers (Includes SUN, STEP UP and ESL			
Classroom(s)	2	500	1,000
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS			***4,700***

JHS 2022 Conceptual Program

	Recommended		
	Quant.	SF Room	Total
Sub-Total Health Clinic	12		***2,045***
Teen Parent Services			
Infant Room [49]	1	500	500
Breastfeeding Room	1	65	65
Toddler Room	1	500	500
Crawler Room	1	500	500
Toilet	1	50	80
Toddler toilet room			90
Changing Area	1	50	50
Nap Area	1	200	200
Storage/Kitchen	1	300	300
Office	1	200	200
Sub-Total Teen Parent Services	9		***2,485***
Office Space Social Service Providers (Includes SUN, STEP UP and ESL	1	200	200
Classroom(s)	2	500	1,000
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS			***5,530***

DA HOGAN

MEMORANDUM

To: Chris Linn, Principal, Bora linn@bora.co

Cc: Melinda McMillan, Architect, PLACE melinda.mcmillan@place.la
For Distribution

From: Eric Gold

Date: 10-17-22

Re: Jefferson HS, Portland OR
Outdoor Athletic Facilities Assessment

I visited the Jefferson HS site on Friday, October 7 to observe existing conditions and potential opportunities for improvements to the JHS athletic facilities. We walked the three main areas – field & track, baseball field, and the south field.

Melinda McMillan and I met with Stephen Effros, Capital Projects, Portland Public Schools, and Greg Wilson, Lead Custodian, JHS, who both joined us for our walk-through.

Refer to Appendix A for images, and Appendix B for site plan markups.

Field & Track Complex

The Jefferson HS Field & Track complex is an obvious source of pride for the students, staff, and community. With its bold, blue track surfaces, synthetic turf, lights, and site-design integration with the surrounding streetscape, this facility clearly serves as a focal point for the community and has the capacity to meet most needs for athletics and general assembly.

General Observations

- Standard 400-meter, 42” x8 lanes, “base matt, structural spray” polyurethane-based surfacing.
  - This surfacing type is “pervious”, although installed over standard asphalt, allowing a certain amount of rainwater (or condensation) to penetrate, resulting in little or no standing water and rapid recovery from rain events (*image 3*)
  - Slopes along the running lanes measured consistently 0.5% to 1.0% (within regulation, *image 4*).
  - The running lanes slope toward the infield and d-areas (without a slot- or trench-type drain inlet).
  - The surfacing, including base mat and color spray coats, appear to be in good condition, with little concern for excessive wear.
  - The striping and event markings are reasonably bold and crisp.
  - The District should expect to re-stripe within 2-3 years, and respray within 3-5.
  - The base mat should remain serviceable for at least 10-12 more years.
- 100m and 110m starts with common finish.
  - The common finish is located at the NE PC/PT (beginning of the turn), lacking the recommended 10m straight de-acceleration zone (*image 17*).

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  - There is ample room in the straight "chute" to the south before the 110m start to move all events such that the common finish would occur 10m prior to the curve (and closer to the grandstands).
- Full complement of field events, including long/triple jump (x2), high jump, pole vault, shot put (x2), discus, and javelin (x2 – the south runway appears to be practice only).
  - Note that the d-areas (high jump south, and throwing events north) are vertically draining, i.e. surfacing is installed over a porous asphalt base.
  - Shot put landing pit containment curb is recycled plastic 4x4's which have failed due to expansion/contraction (*image 11*).
  - Javelin runways appear short (non-regulation).
  - Long/Triple Jump landing pits have "sand catchers", which do not appear to sit flush with the surrounding surface. This may be of concern where they are in close proximity to the inside of lane 1 (*image 19*).
  - The discus cage has a single implement control safety net. We recommend installation of a second outside net to prevent anyone from coming into immediate contact with the primary safety net (*image 12).*
- Synthetic turf infield includes regulation football. Soccer appears marginal due to narrow field dimensions (approximately 175').
  - The synthetic turf is a "monofilament" fiber with SBR crumb rubber infill.
  - Infill measures an average of 30mm depth with excellent uniformity across the field.
  - The infill feels quite compacted.
  - The fibers are quite matted and show signs of significant wear, especially between the football hash marks (*image 20*).
  - I observed a unique seam condition uniformly between the 5-yard lines: instead of the typical single seam, there are two seams roughly 4" apart. This condition is quite noticeable, and is likely the result of a manufacturing or installation error being corrected on site by the installer (*images 24-26)*.
  - There are several locations where these seams are separated or separating (*image 27*).
- Field lighting (presumably the track events are adequately lit as well) is an 8-pole configuration, approximately 80' ht., symmetrically arranged 4 per side along the track straights. Fixtures appear to be either high pressure sodium, metal halide, or a combination of both, circa 1980's.
- Scoreboard appears newer (within 5 years), and is somewhat "football specific", although an LED board above may allow for some track timing and other display (*image 14*).

Areas of Immediate Concern

- Light Poles & associated panel boxes / ballast are extremely close to lane 8 along the west straight. NFHS regulations indicate a minimum 1m distance to vertical obstruction be maintained. Some of these boxes are set at about 5' above grade, and project right to the outside lane line. Where this occurs at a hurdle location, this is particularly concerning (*image 9*).
- Similarly along the west straight, there are abrupt grade changes immediately beyond the outside of lane 8. Again, this is particularly concerning where hurdles are located (*images 5, 6, 9*).
- The stair approach at the NW corner includes railing and masonry coping that project concerningly close to lane 8 (*image 10*).
- The seam conditions noted above on the synthetic turf field should be addressed immediately (*images 24-27*).
- The field should be subjected to a professional decompaction & grooming, and be tested for HIC/GMax.

Recommendations & Opportunities *Estimated Costs are in 2022 dollars, no escalation applied.*

- Safety: Reconfigure the western edge, specifically to eliminate sudden grade changes (both up and down). Removal and replacement of retaining wall & ornamental fencing.
- Safety: Consider a taller ornamental fence along the north radius.
- Safety: Adjust grades immediately outside the north radius to eliminate the sharp edges of the wall coping.
- Performance & Reliability: Eliminate sheet-flow from the track onto the field by introducing a trench- or slot-drain, at least along the field edge straights. Retrofitting this improvement would likely be on the order of $225lf x325lf x2 or $145,000.
- Performance & Reliability: Reconstruct shot put landing containment curbs with concrete. Retrofitting this improvements would likely be on the order of $75/lf x275 or $20,625.

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- Performance: Remove and replace discus throw ring with a modern ½" ring depression. Anticipate $4,500.
- Safety & Reliability: Seasonally remove safety netting from discus cage. Add a secondary, 6' safety net. Anticipate $1,250.
- Operations & Maintenance: Plan for synthetic turf replacement within 2-3 years. Consider current trends in infill materials and supplemental resilient pad underlayment. In-kind replacement approximately 74,025sf x$12/sf or $888,300. Upgrade to alternative infill with a supplemental pad 74,025sf x$3.00sf or $222,075 additional (granular cork and 25mm paved-in-place e-layer).
- Operations & Maintenance: Plan for restriping the track within 2-3 years. Typically around $12,500.
- Operations & Maintenance: Plan for re-spraying & restriping the track surfacing within 3-5 years. Consider adjusting the start & finish lines to provide a 10m straight de-acceleration runout beyond the common finish line. Respray costs is approximately $2.50/sf x72,225sf or $180,500, plus restripe $12,500.
- Operations & Maintenance: Replace existing lighting system / fixtures with LED. Move panel / driver boxes well up the pole (10' ht.). This should be estimated by an approved vendor.

Existing Baseball Field Site

In it's current condition as observed, the baseball facilities appear lacking in terms of turf health and infield condition including issues of uniformity and planarity. We will not spend much time critiquing the actual facilities as it appears more than likely that this site will be utilized for future building program. Even the grass will most likely be sacrificed for construction staging.

General Observations

- The field dimensions are well known to be less than ideal, with portions of centerfield obstructed by chain link fencing that secures a service entrance.
- The condition of the turfgrass cover during our observations suggests that this field is seriously neglected, however in reviewing Google Earth history, we suspect that this is a pattern of maintenance intensity, i.e., the field is allowed to remain dormant during the summer, and recovers fairly well in the fall and is in decent condition during the spring season (most aerial photos taken June-August of any given year show the majority of the turfgrass is dormant, and significant "irrigation patterning". Photos taken March-May show fairly a consistent, uniform green).
- The backstop is a very old recreation-standard, with a "hoop" over home plate. This is not typically considered favorable for High School baseball as it takes pop-up fouls out of play, with the ball being called "dead" when it hits the overhead hoop.

Areas of Immediate Concern

- Inconsistent topography between the infield diamond and skinned infield "fan" appear to be a potential safety issue (*image 29*).

Recommendations & Opportunities

(Again, it is assumed that a large majority of this site will be used for new building program and construction staging).

- We are looking at the potential for use of portions of this site for practice or perhaps fast-pitch softball. Future development could be synthetic turf, sand-based high performance turfgrass, or a high-use soil-based lawn specification.

Jefferson HS South Field

This smallish open grassy area does include a combination football/soccer-type goal, suggesting it has been used for recreation or practice in the past. The current condition of the turfgrass, including overly mature perennial rye grass "clumps" and numerous broadleaf weed species, suggests that this is not likely viable at this time. Its overall size appears to be a major limiting factor for potential future programming.

General Observations

- Poor turfgrass condition.
- Limited amenities.

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- Adjacent, co-located utility infrastructure.
- Former restroom building not likely recoverable.

Areas of Immediate Concern

- Uneven surface planarity is a likely safety issue.

Recommendations & Opportunities

- We are looking at the potential for use of portions of this site for football/soccer practice or perhaps fast-pitch softball. Future development could be synthetic turf, sand-based high performance turfgrass, or a high-use soil-based lawn specification.

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JEFFERSON HIGH SCHOOL
OUTDOOR ATHLETIC FACILITIES ASSESSMENT

Appendix A

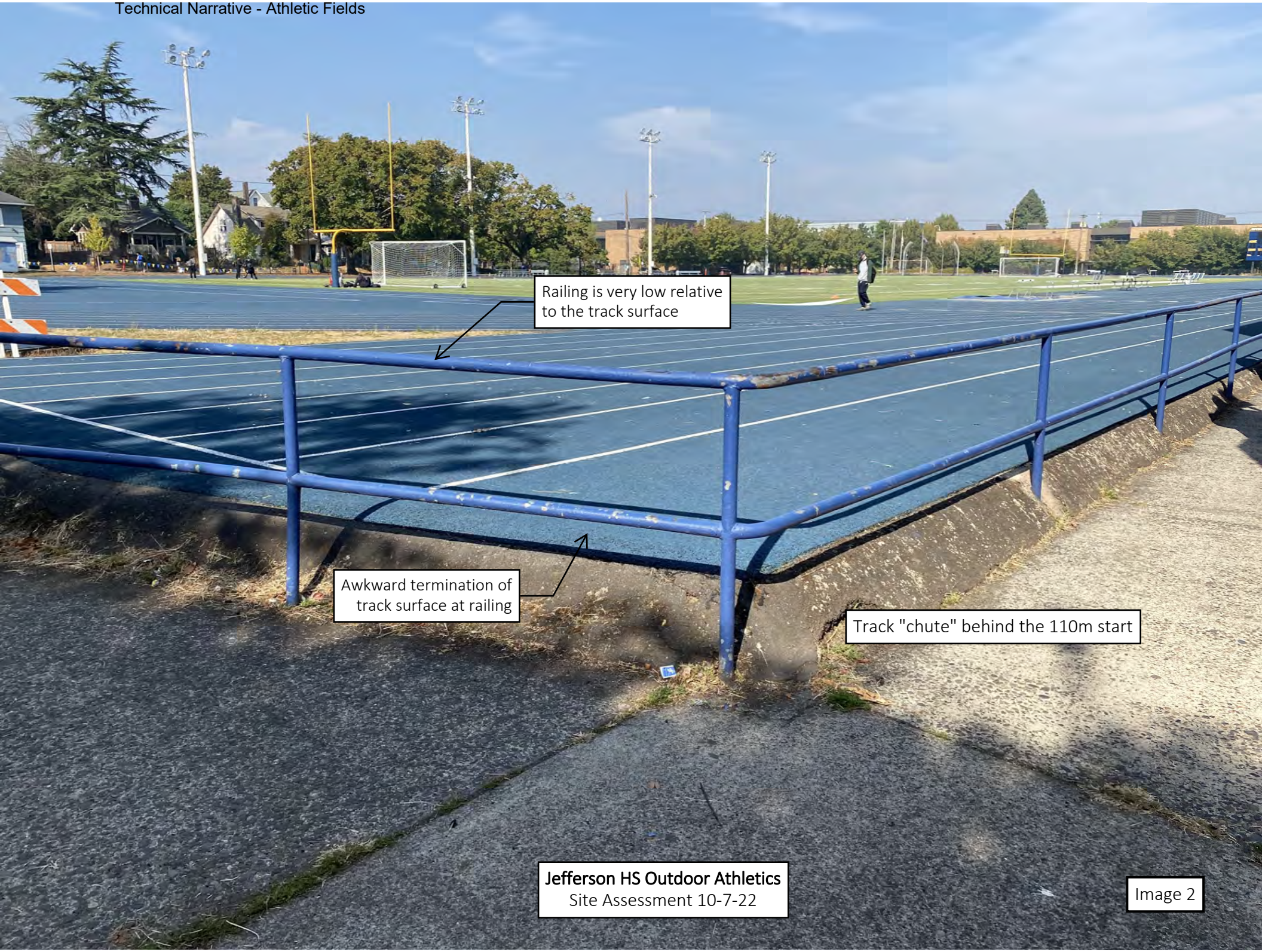
Site Photographs
October 7, 2022

Prepared for Bora Architects & PLACE LA

DA HOGAN

1450 114th Ave SE, Suite 225 Bellevue WA 98004


View north from the school building
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 1



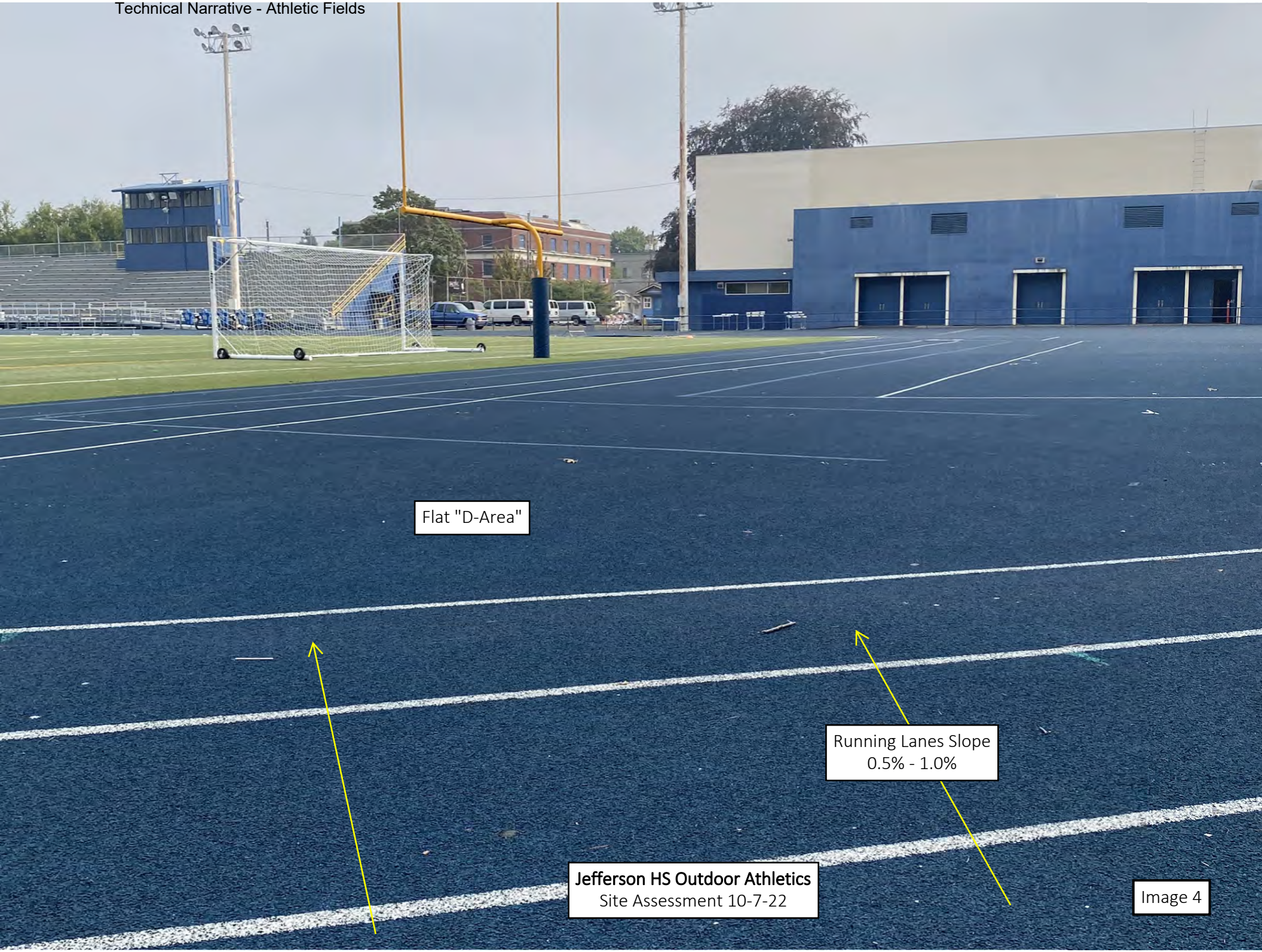
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 2



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 3


Flat "D-Area"
Running Lanes Slope
0.5% - 1.0%
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 4


Lighting Panel projecting well within 1m at about 5' above grade
Vertical grade change within 1m of the lane line
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 5

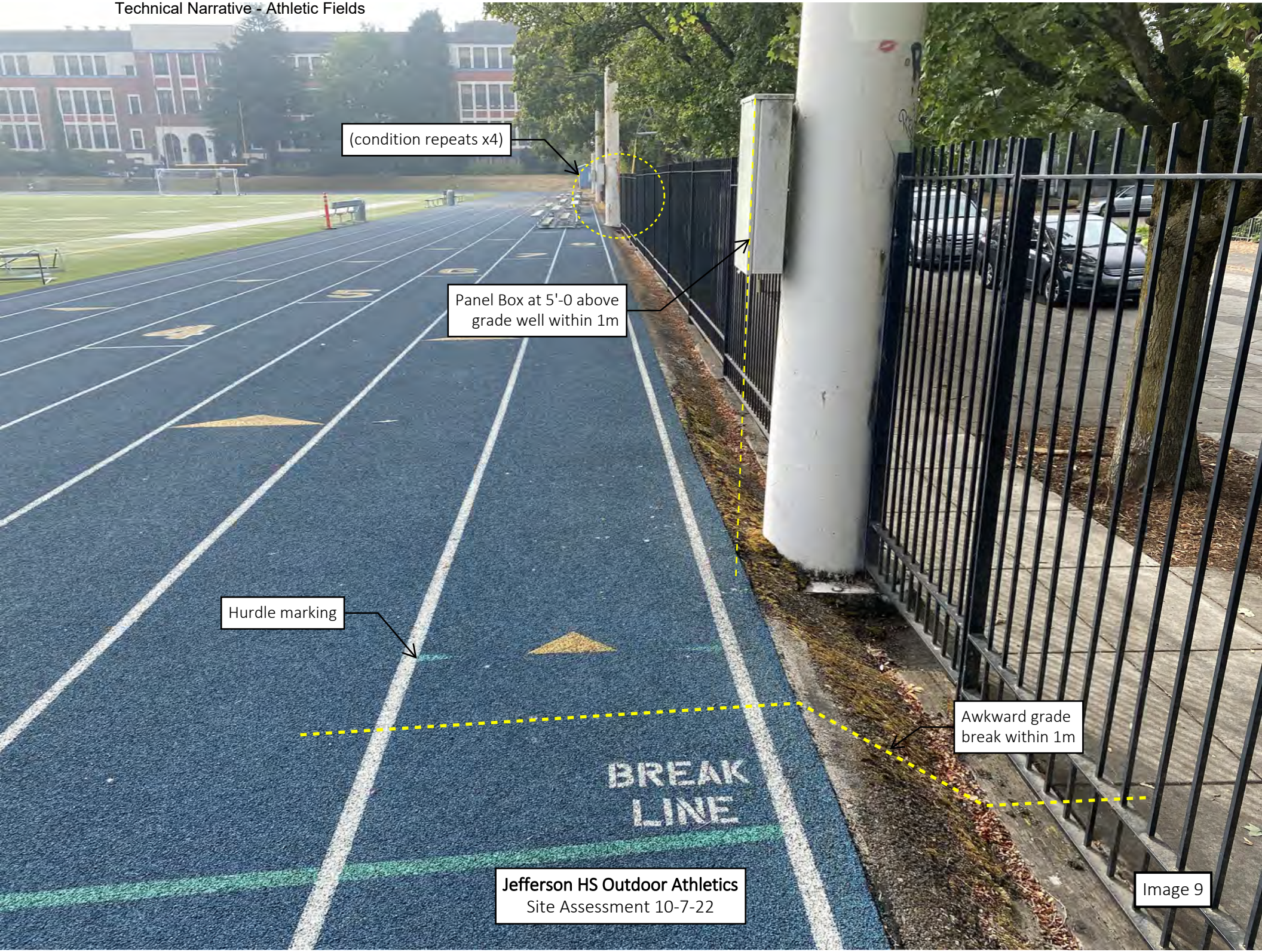


Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 6


These "feet" are probably not ideal
Evidence of root-heaving
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 7


Timber retaining wall
+/-3.0'
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 8


(condition repeats x4)
Panel Box at 5'-0 above grade well within 1m
Hurdle marking
Awkward grade break within 1m
BREAK LINE
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 9



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 10



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 11



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 12

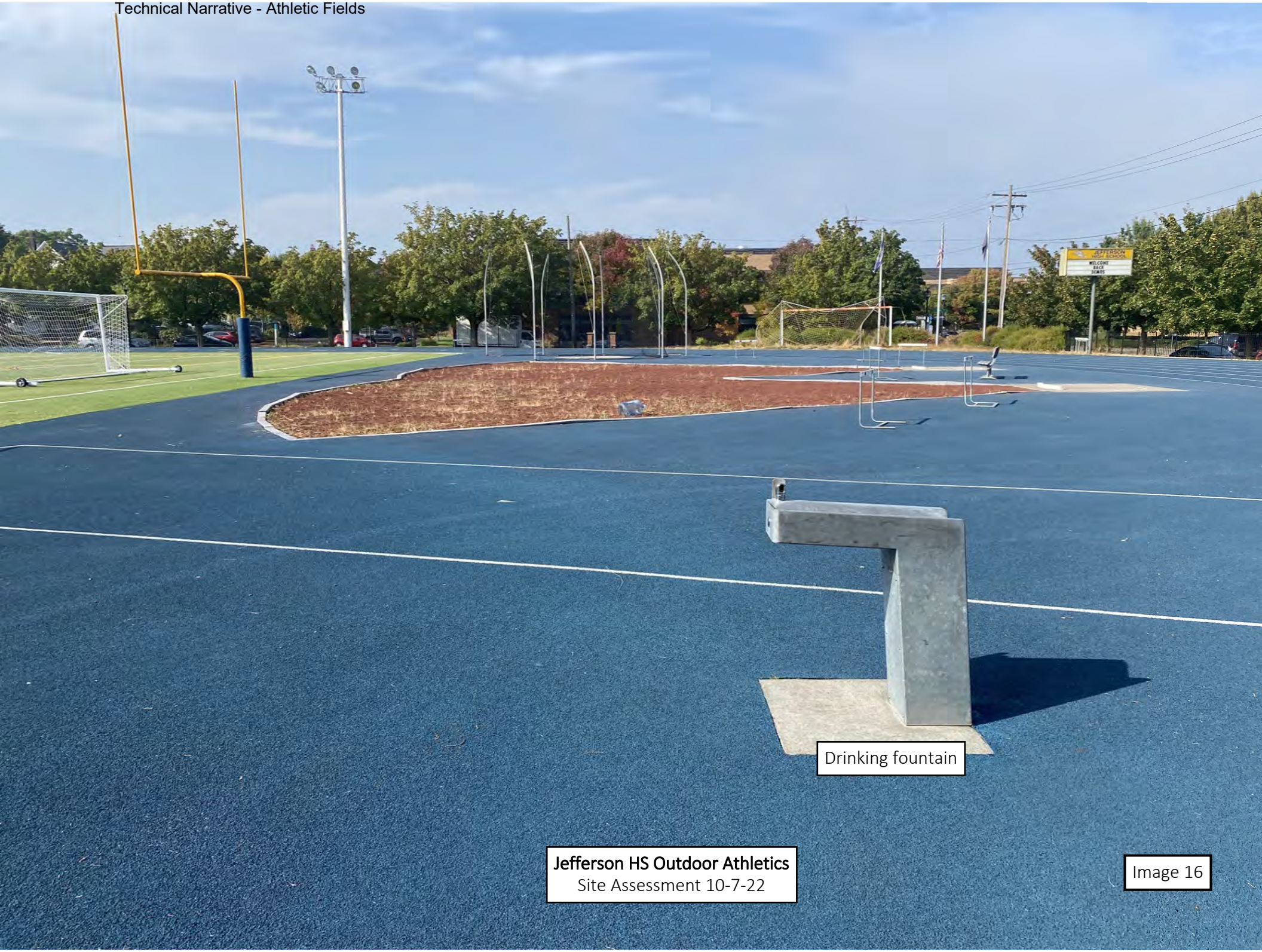

JEFFERSON
HIGH SCHOOL
WELCOME
BACK
DEMOS
Fence pickets
Sharp edges
Grade break within 1m
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 13



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

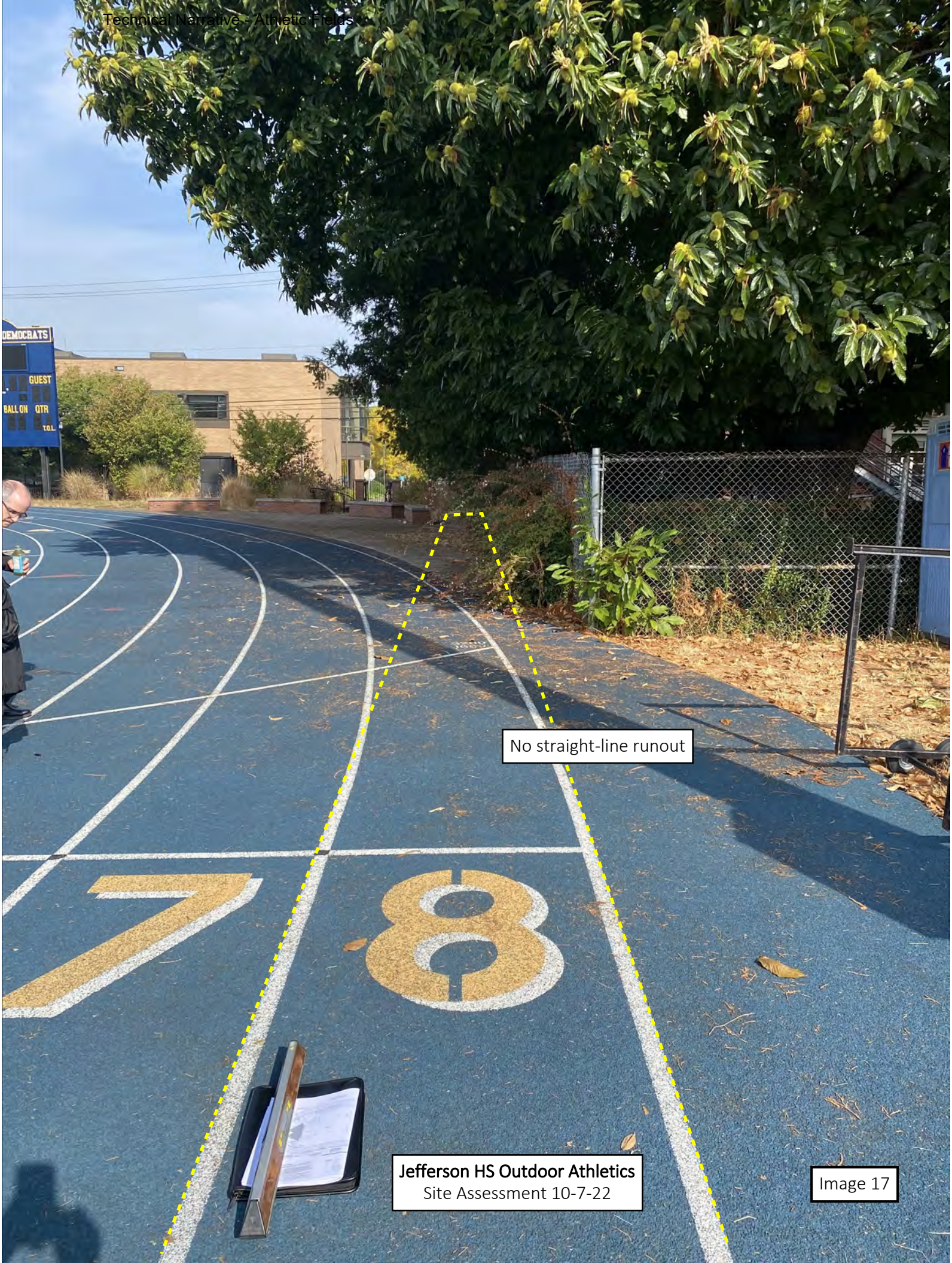
Image 14


Newer electrical equipment cabinets
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 15



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 16



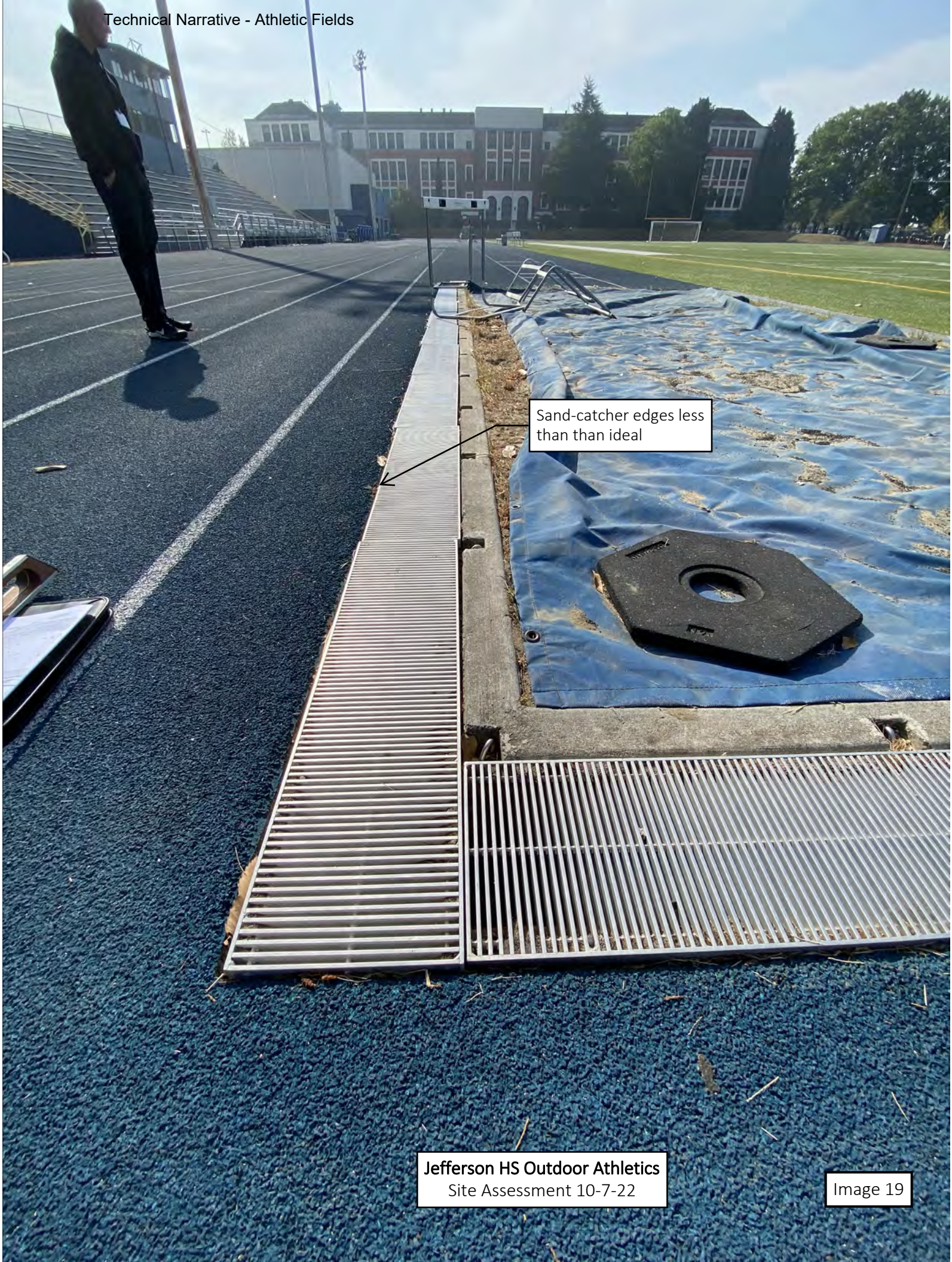
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 17



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 18



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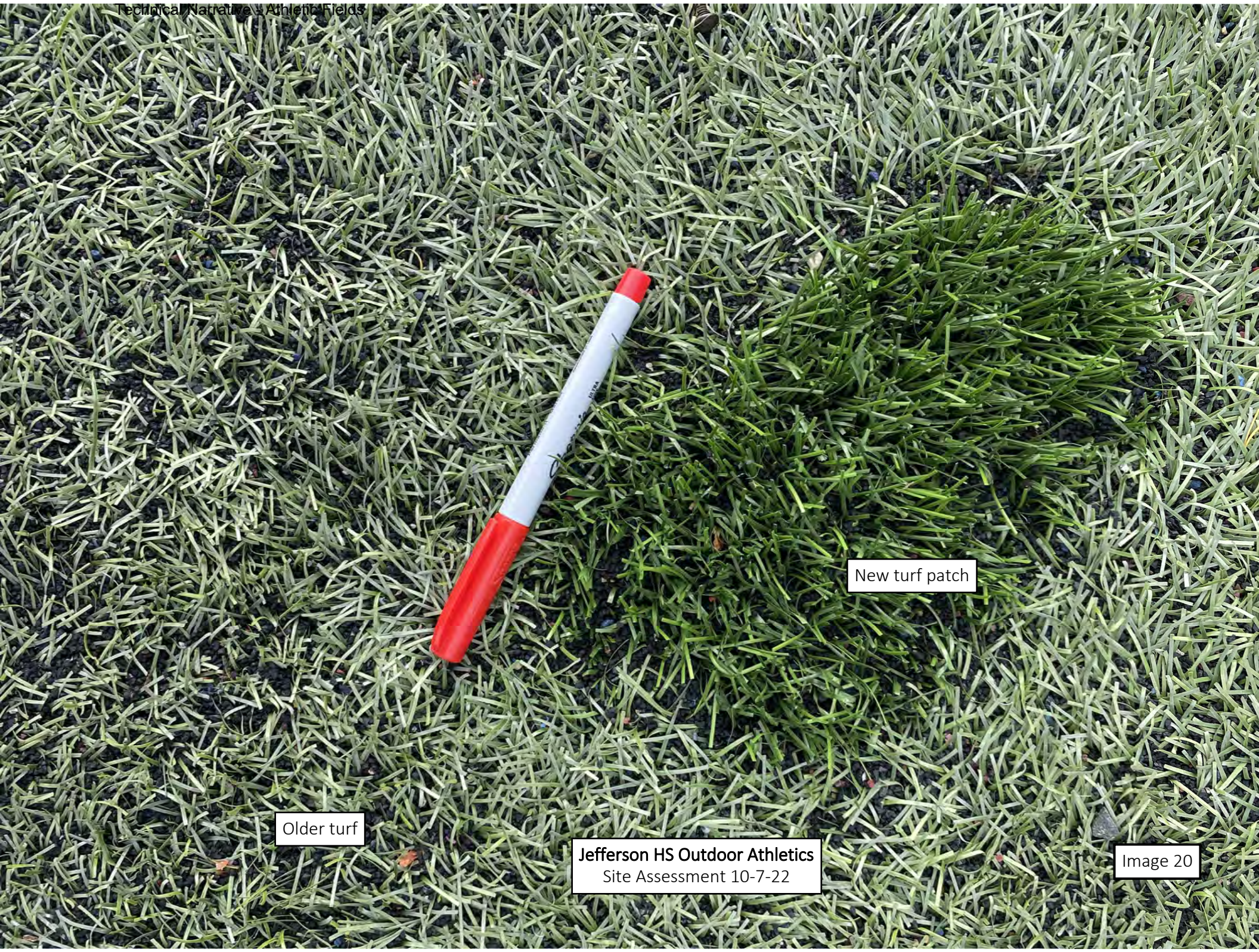
Site Assessment 10-7-22

Image 19


New turf patch
Older turf
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 20



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 21



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 22



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 23



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 24



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 25



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 26



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 27



Baseball Field - northeast approach

Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 28



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 29



View through center field

Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 30



Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

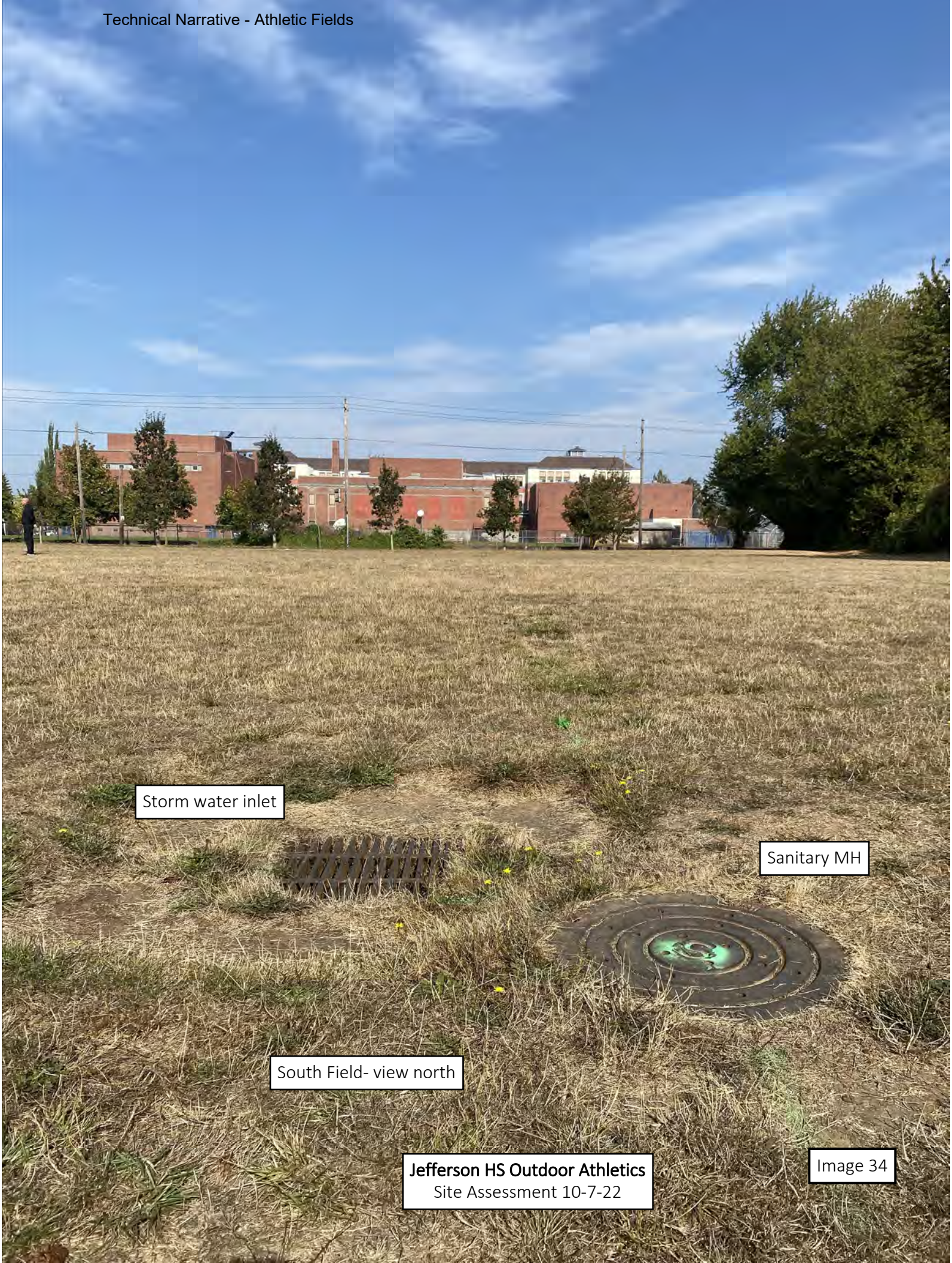
Image 31



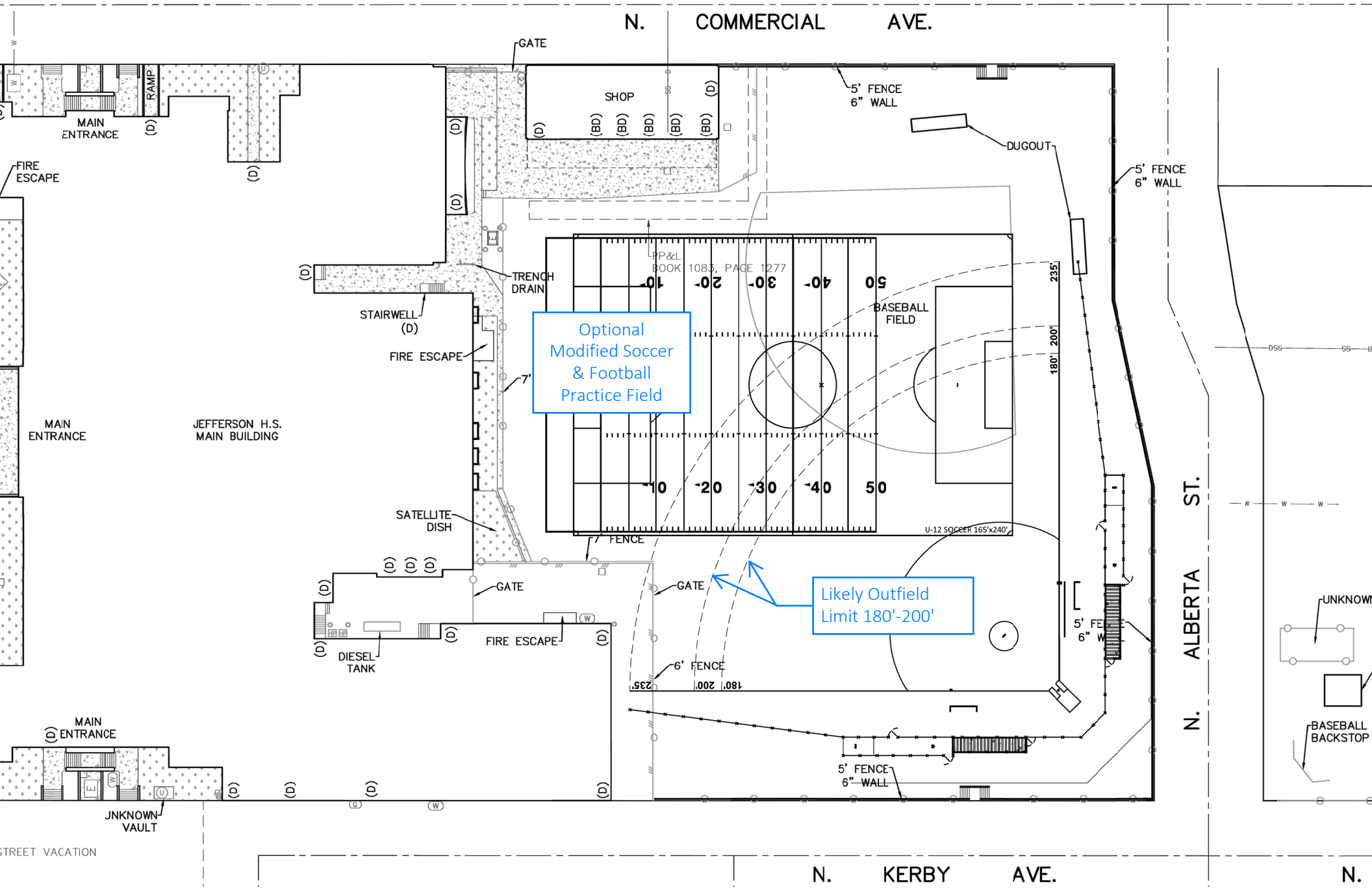
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22

Image 32

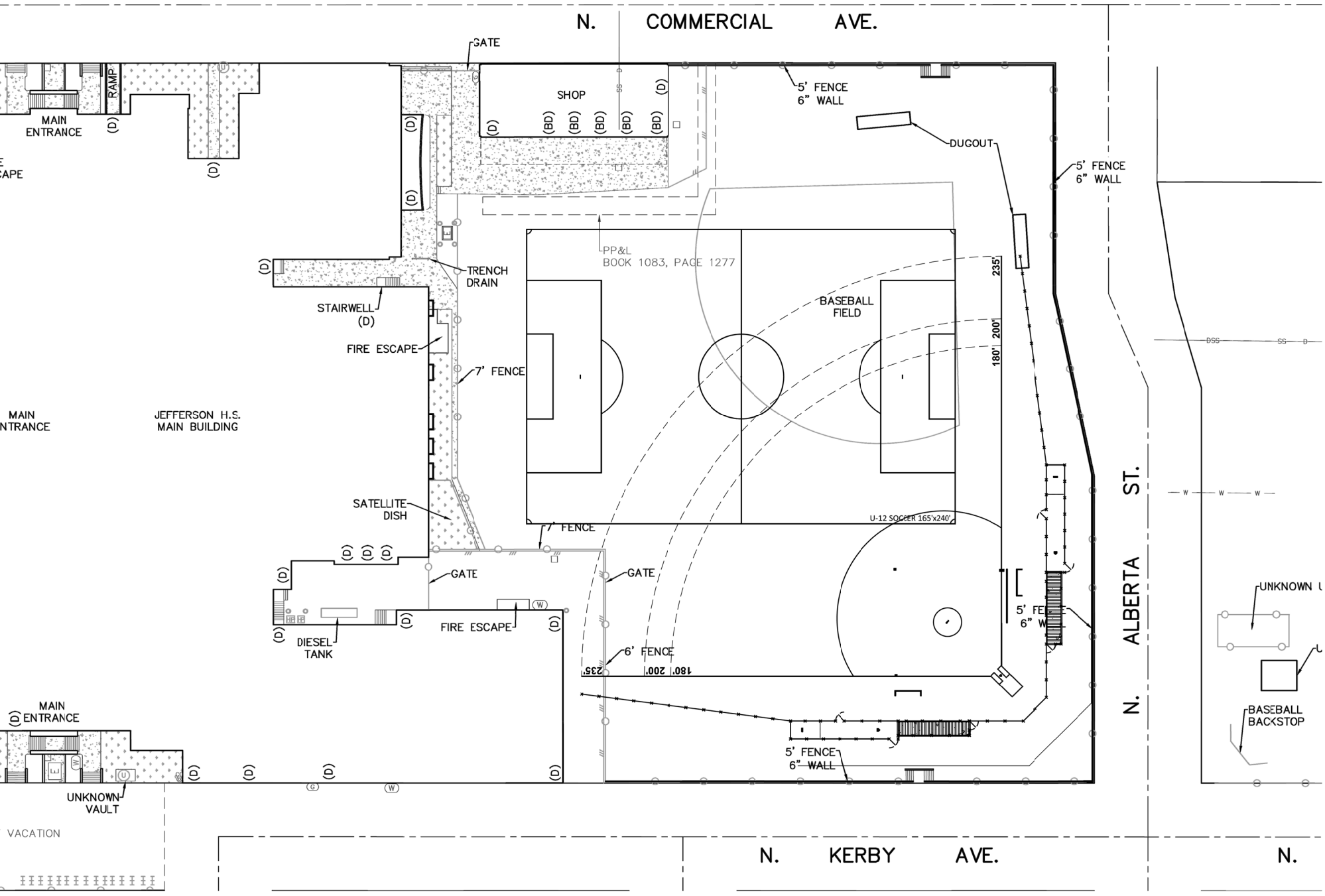

South edge along N Alberta St
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 33


Storm water inlet
Sanitary MH
South Field- view north
Jefferson HS Outdoor Athletics
Site Assessment 10-7-22
Image 34

APPENDIX B SITE PLAN 1



APPENDIX B SITE PLAN 2



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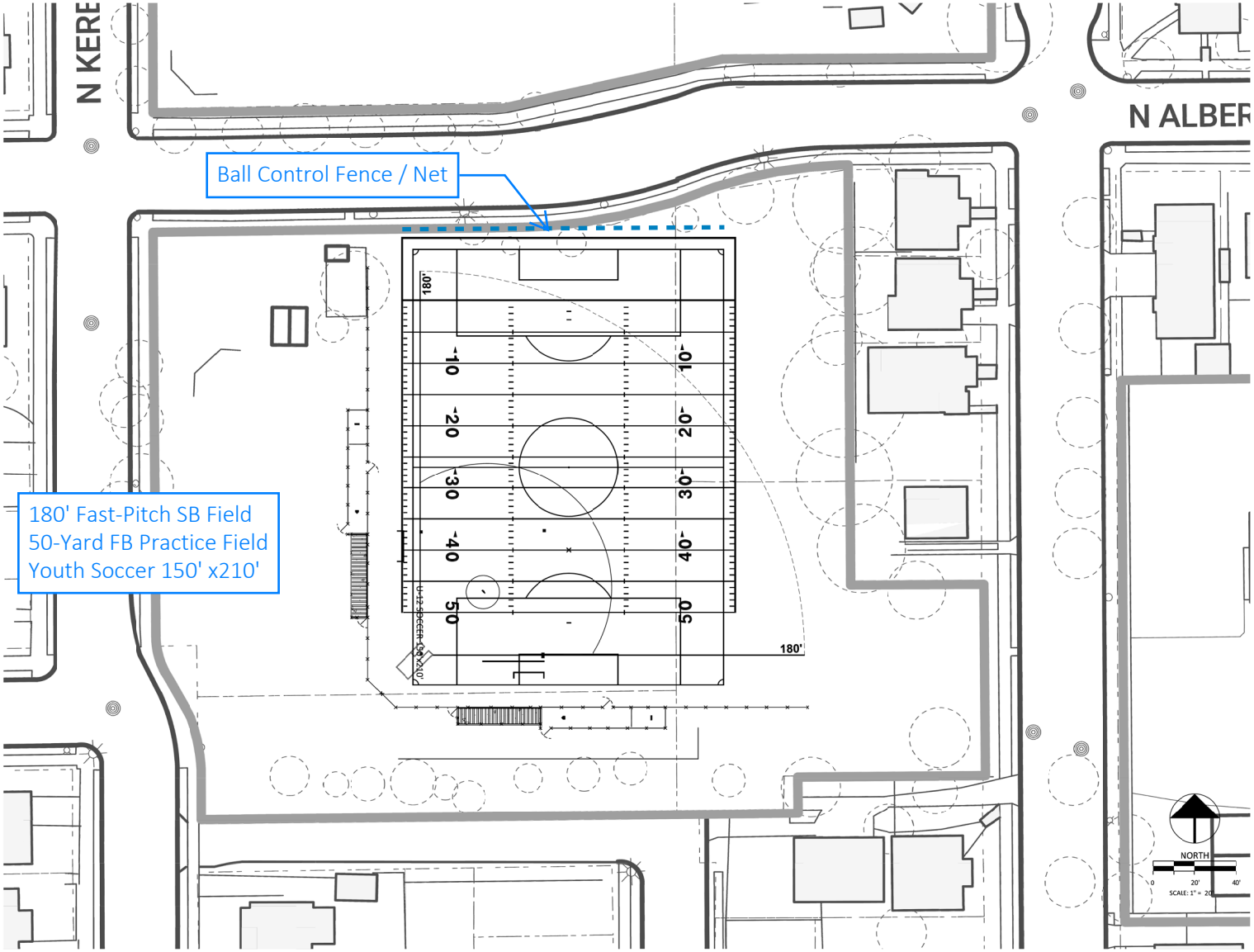

VEGA
CIVIL ENGINEERING LLC

Jefferson High School ROW and Utility Narrative
Date: October 28, 2022

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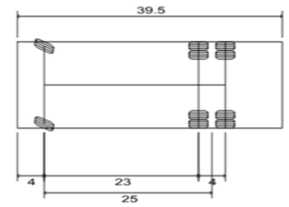
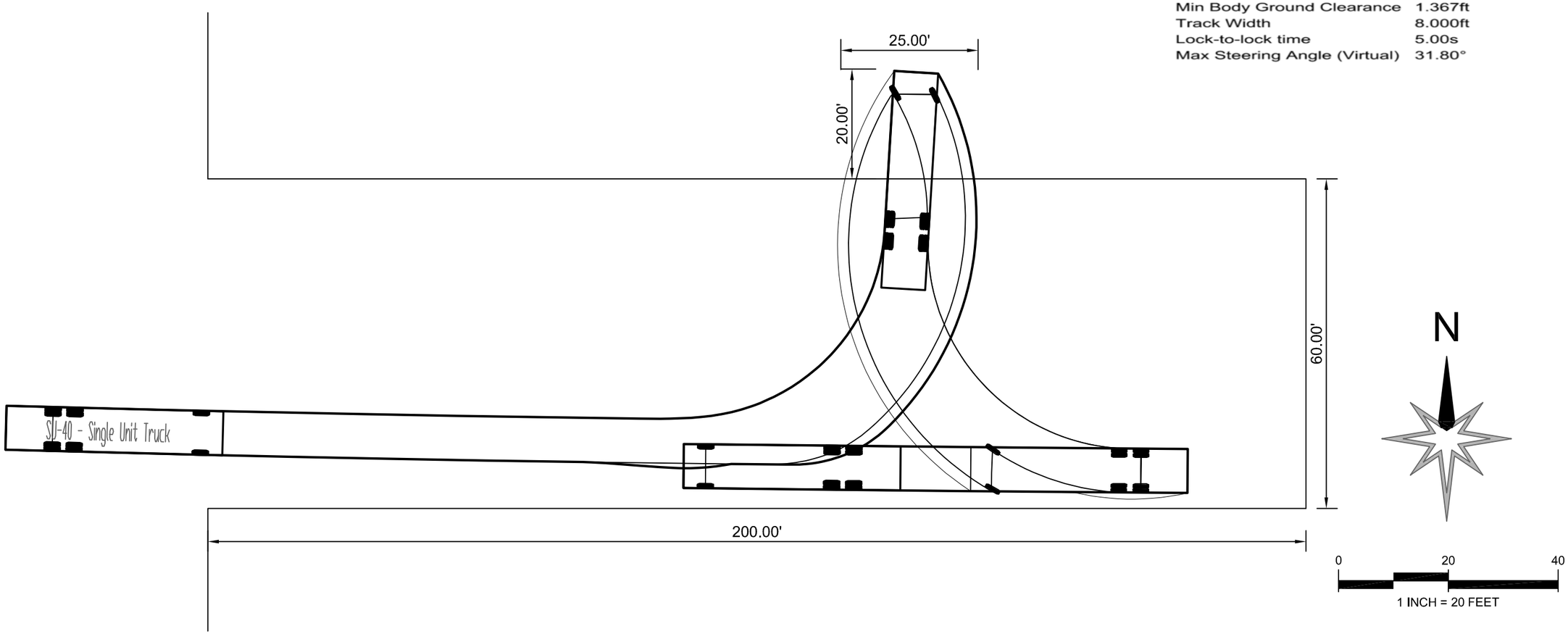


SU-40 - Single Unit Truck	
Overall Length	39.500ft
Overall Width	8.000ft
Overall Body Height	13.500ft
Min Body Ground Clearance	1.367ft
Track Width	8.000ft
Lock-to-lock time	5.00s
Max Steering Angle (Virtual)	31.80°



JHS VEHICLE TRACKING EXHIBIT

VEGA
CIVIL ENGINEERING LLC
503.349.1381 | WWW.VEGACIVIL.COM
VEGA CIVIL ENGINEERING, 1300 SE STARK ST #201, PORTLAND, OR 97214

SCALE: 1" = 20'	
DRAWN BY: RXN	CHECKED BY:
DATE: 2022-10-31	
REVISION:	
SHEET NO.: 1	

VEGA
CIVIL ENGINEERING LLC

Jefferson High School ROW and Utility Narrative
Date: October 28, 2022

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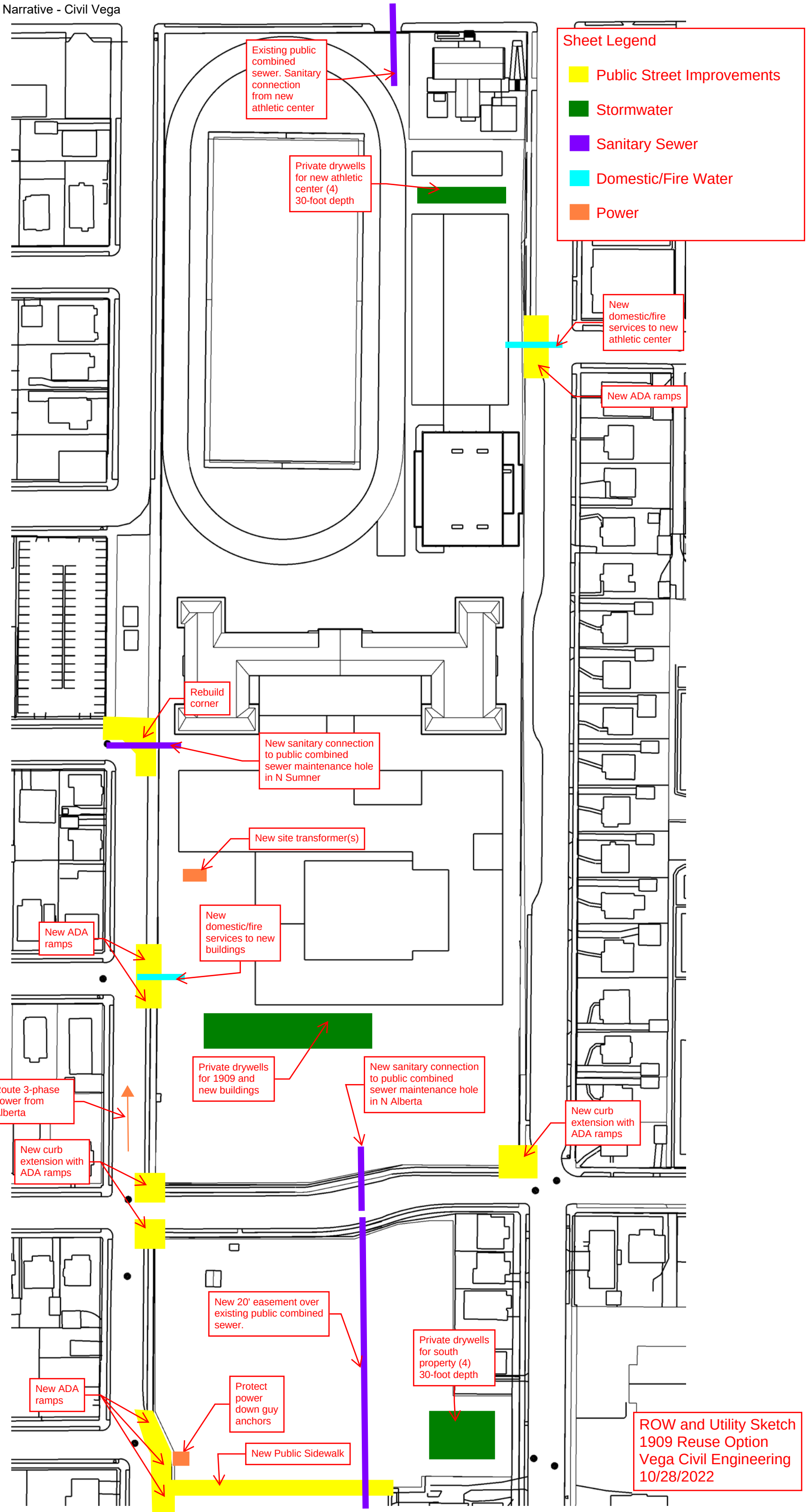
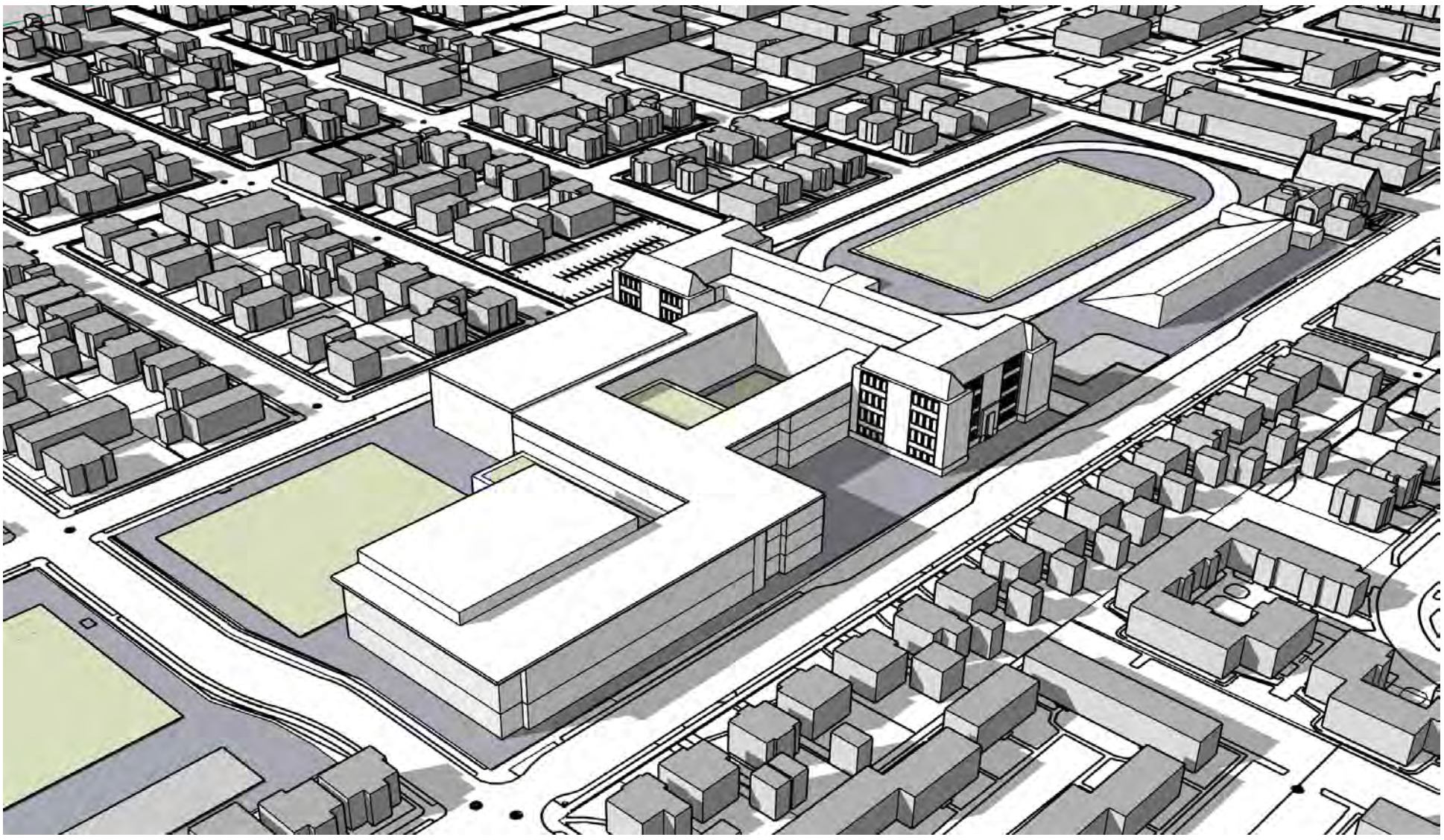
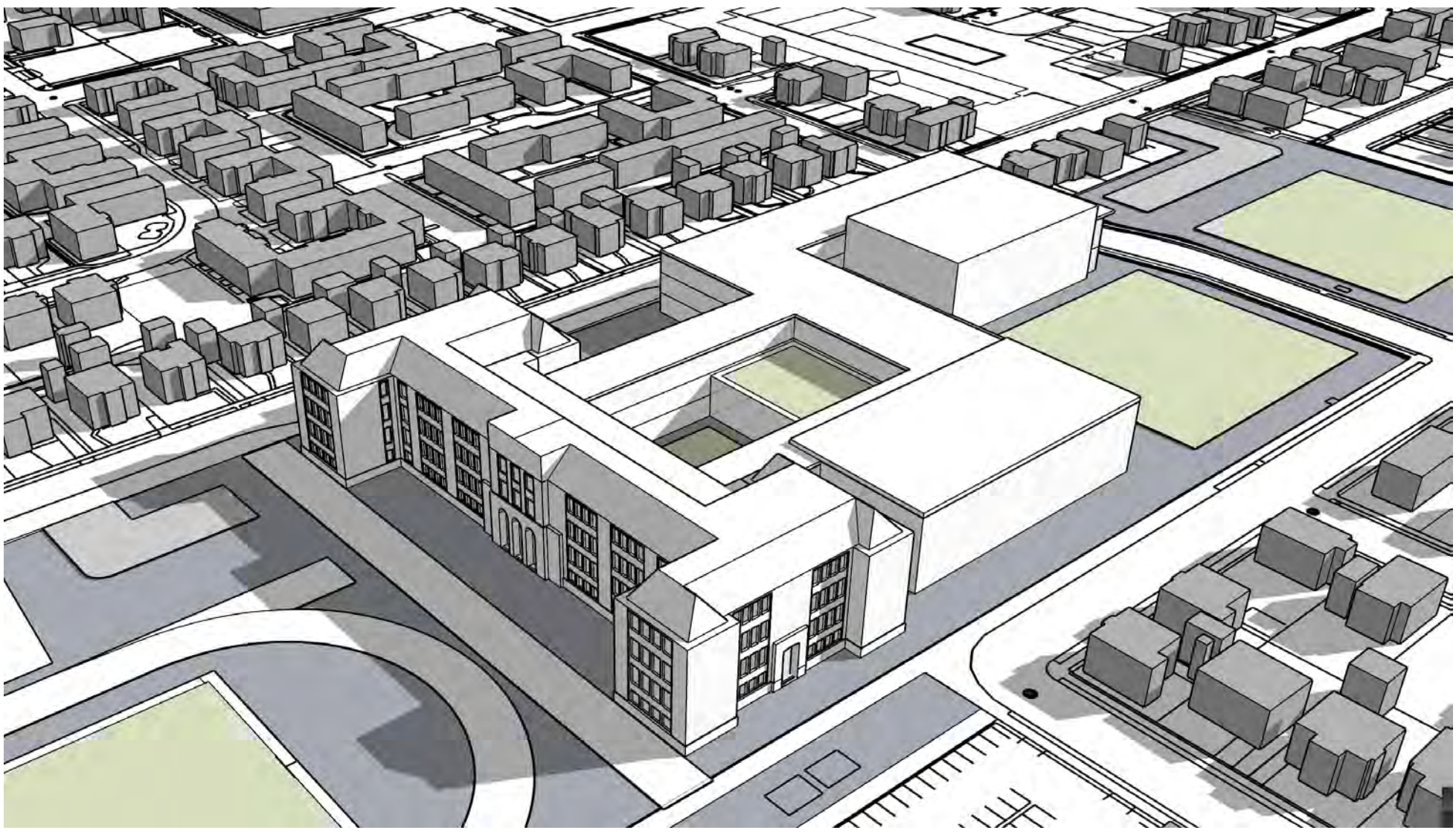
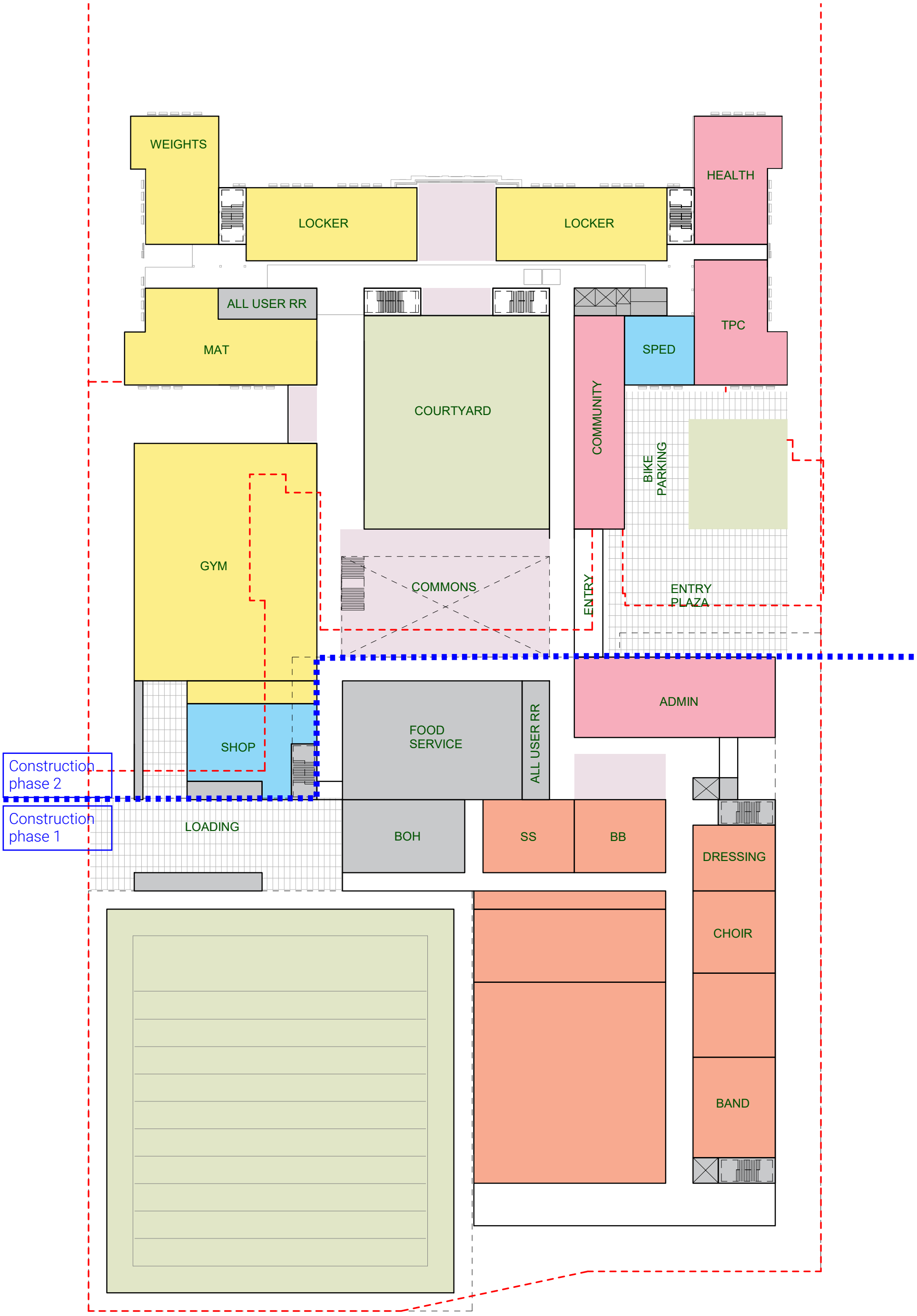
JEFFERSON HIGH SCHOOL - 1909 REUSE OPTION

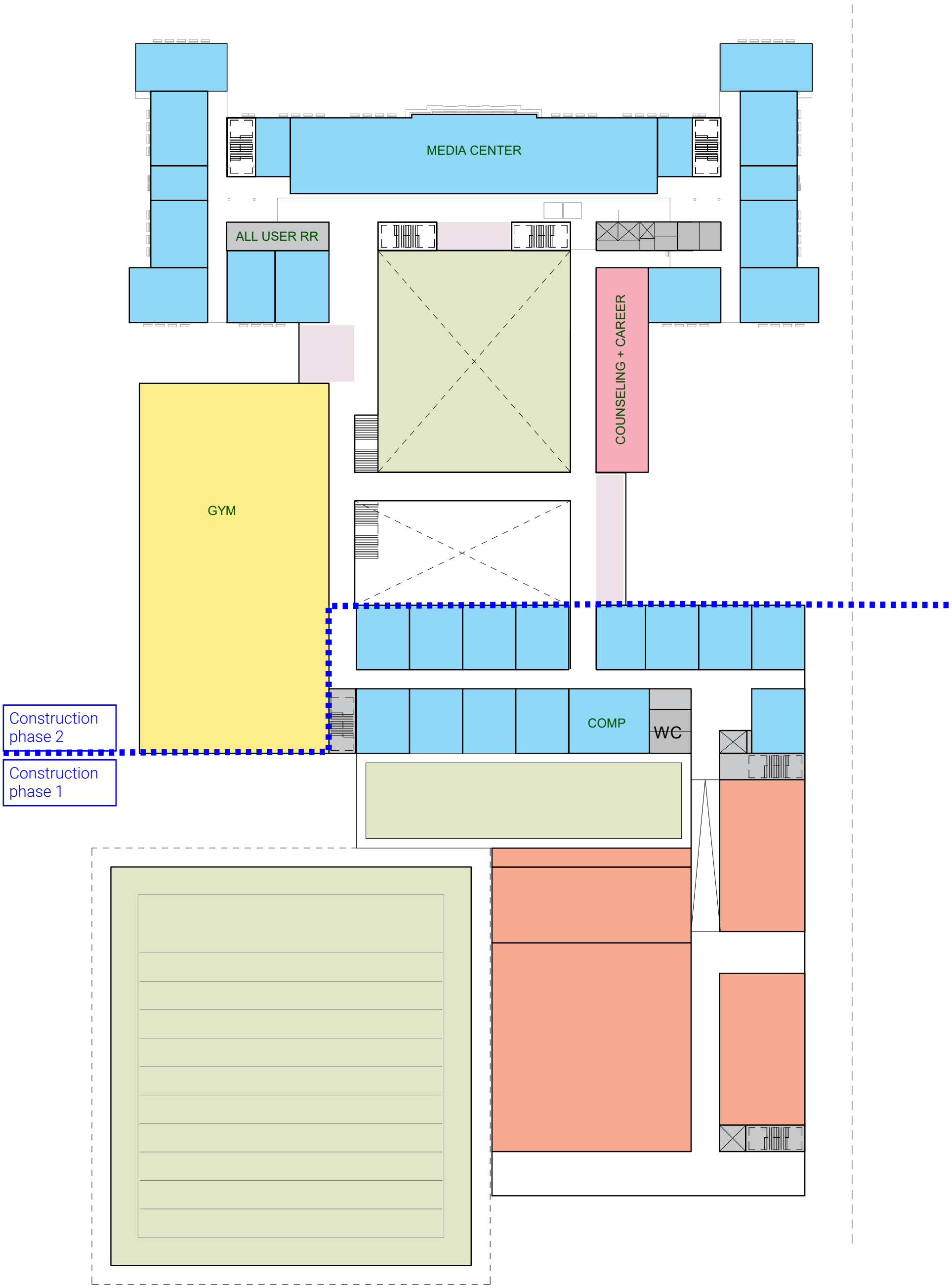
1" = 100'








WEIGHTS
LOCKER
LOCKER
HEALTH
ALL USER RR
MAT
COURTYARD
SPED
TPC
COMMUNITY
BIKE PARKING
GYM
COMMONS
ENTRY
ENTRY PLAZA
ADMIN
SHOP
FOOD SERVICE
ALL USER RR
Construction phase 2
Construction phase 1
LOADING
BOH
SS
BB
DRESSING
CHOIR
BAND


MEDIA CENTER
ALL USER RR
COUNSELING + CAREER
GYM
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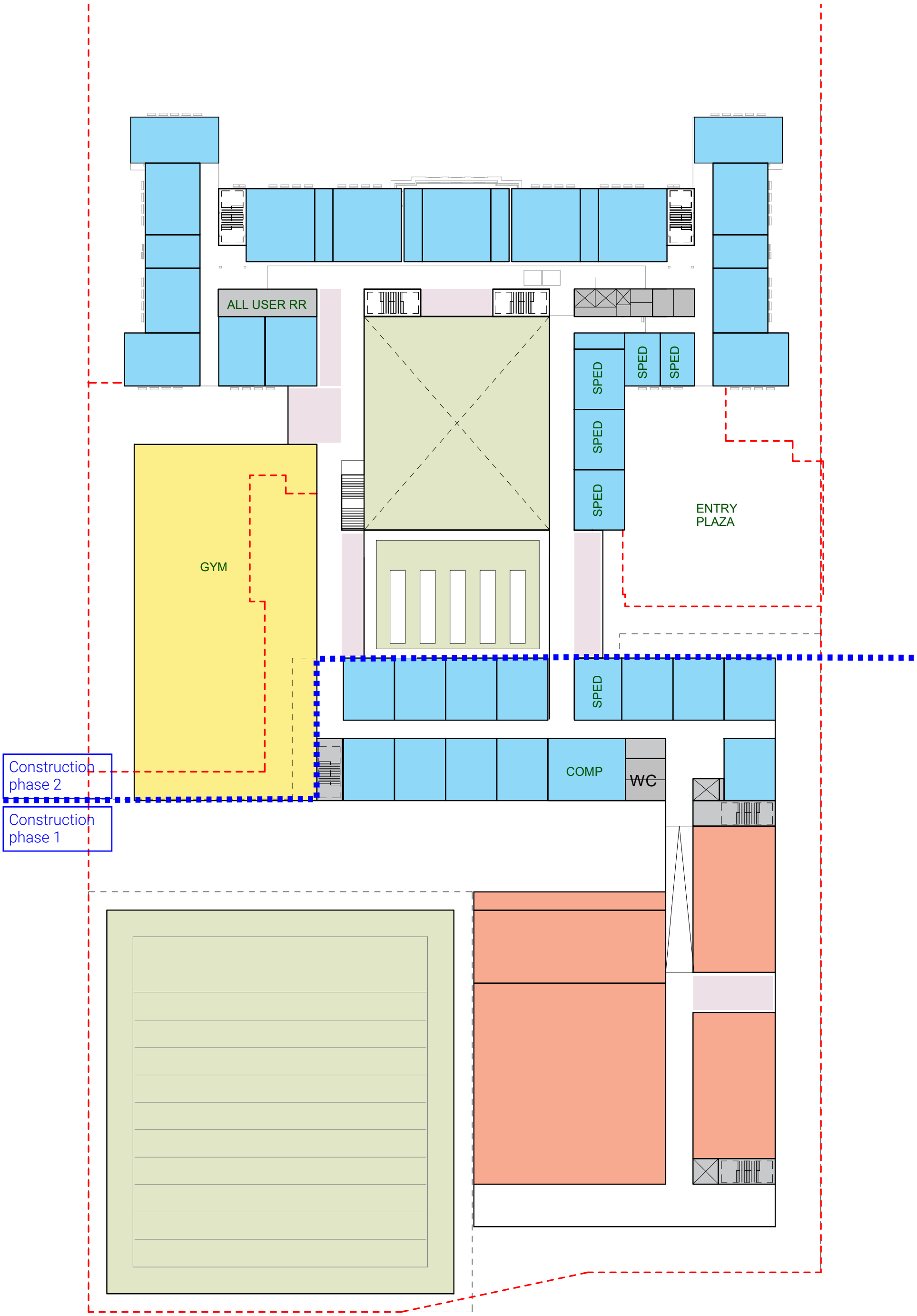
WC
Construction phase 2
Construction phase 1


ALL USER RR
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phase 2
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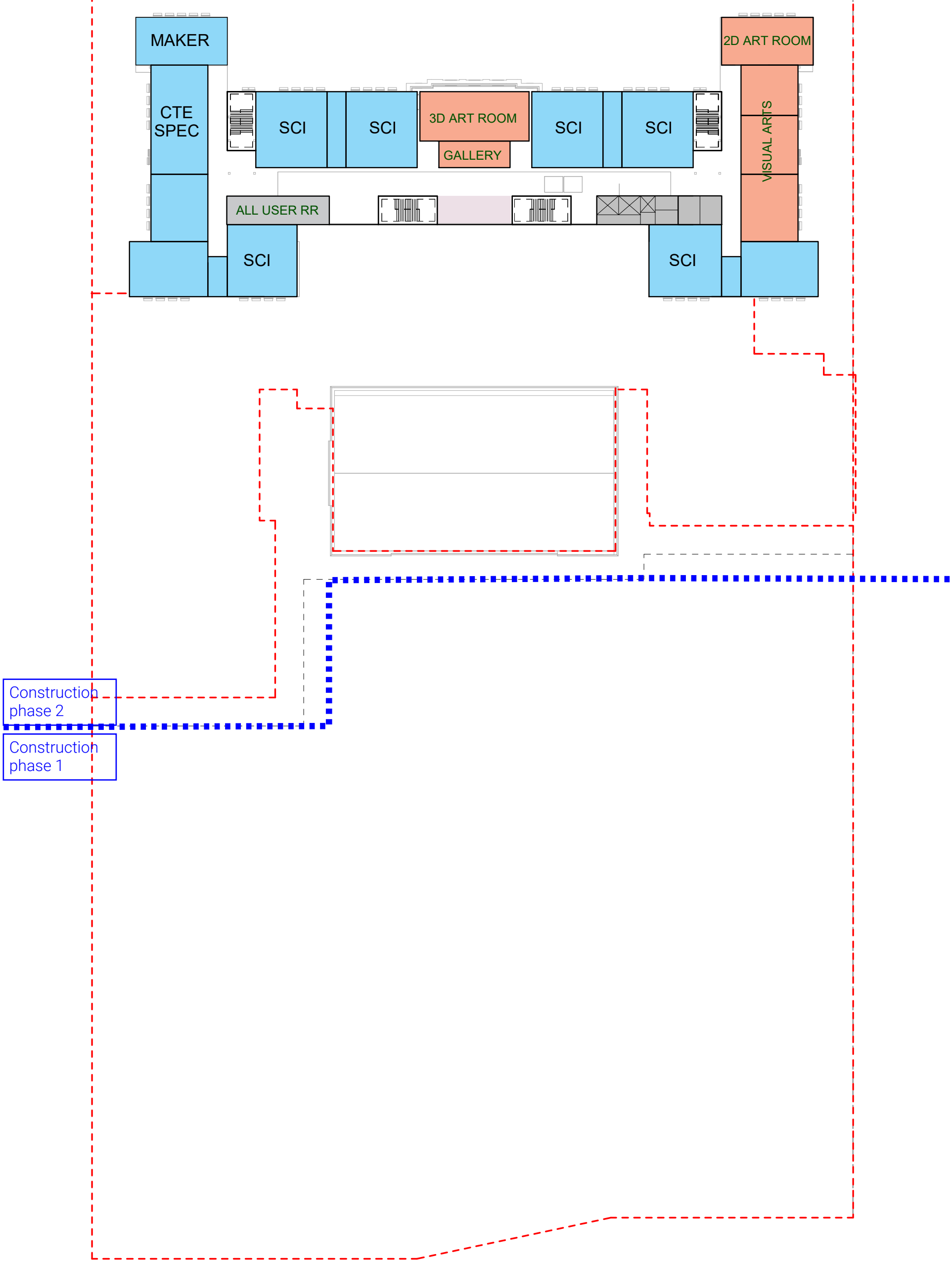
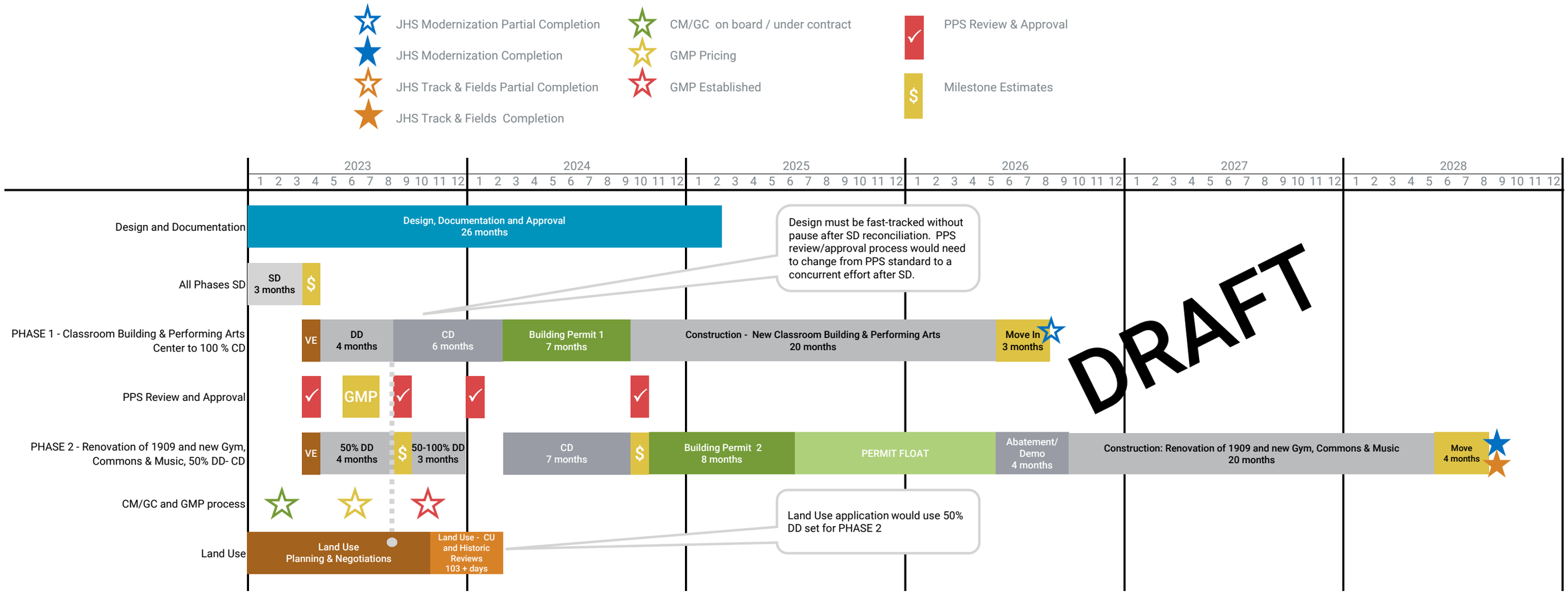

MAKER
CTE SPEC
SCI
SCI
3D ART ROOM
GALLERY
SCI
SCI
2D ART ROOM
VISUAL ARTS
ALL USER RR
SCI
SCI
Construction phase 2
Construction phase 1

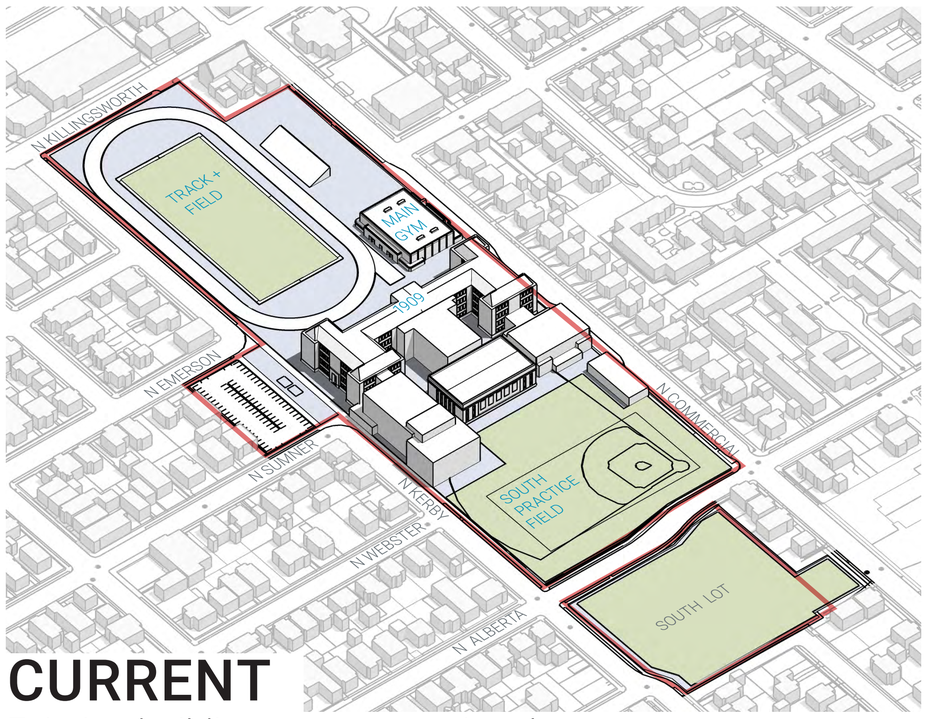
2022-10-28 Design & Construction Schedule: "1909 Compact Option"



Technical Narrative - 1909 Phasing

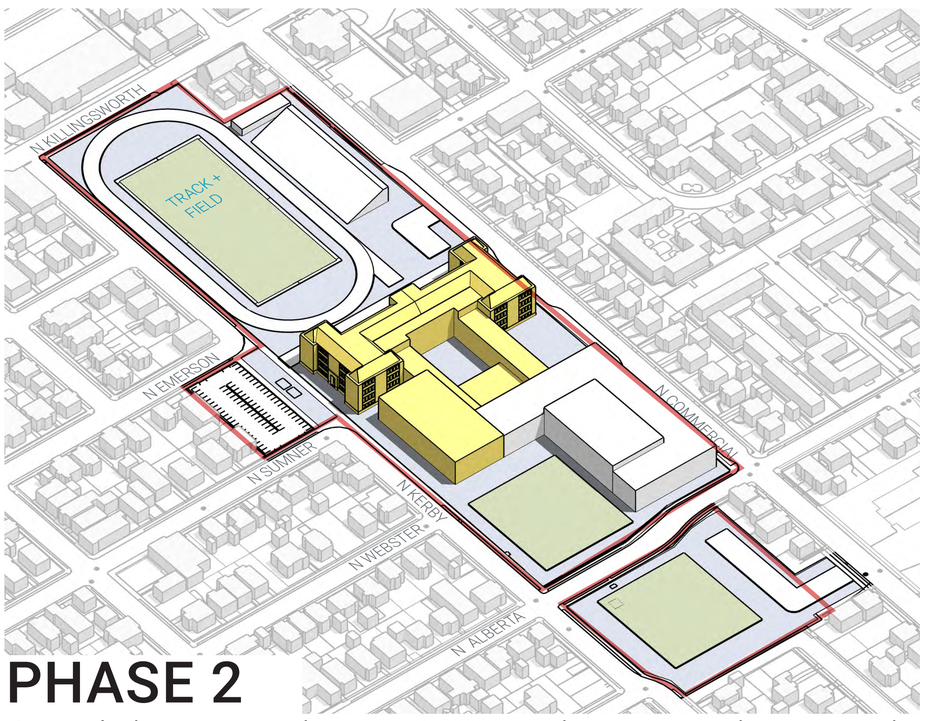
RETAIN 1909 + EXPANSION

FULLY RENOVATED 1909 BUILDING WITH NEW ADDITIONS



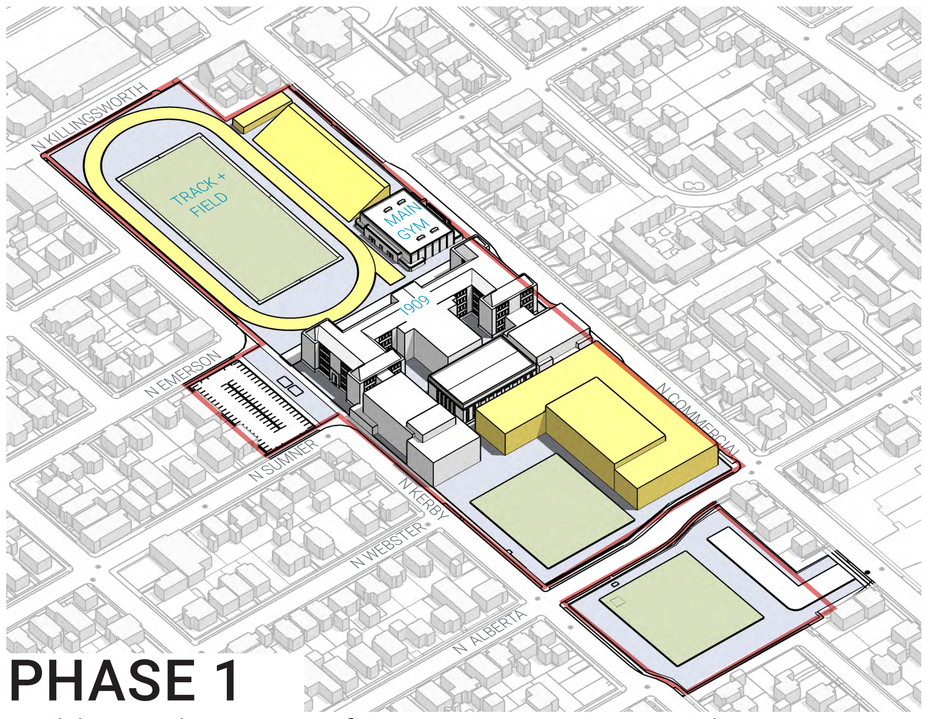
CURRENT

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



PHASE 2

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



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.

- Fully renovate 1909 main building
- Update existing Track and Field with new grandstands
- Students stay in existing spaces during construction

DISRUPTIONS

Minimal to Athletics

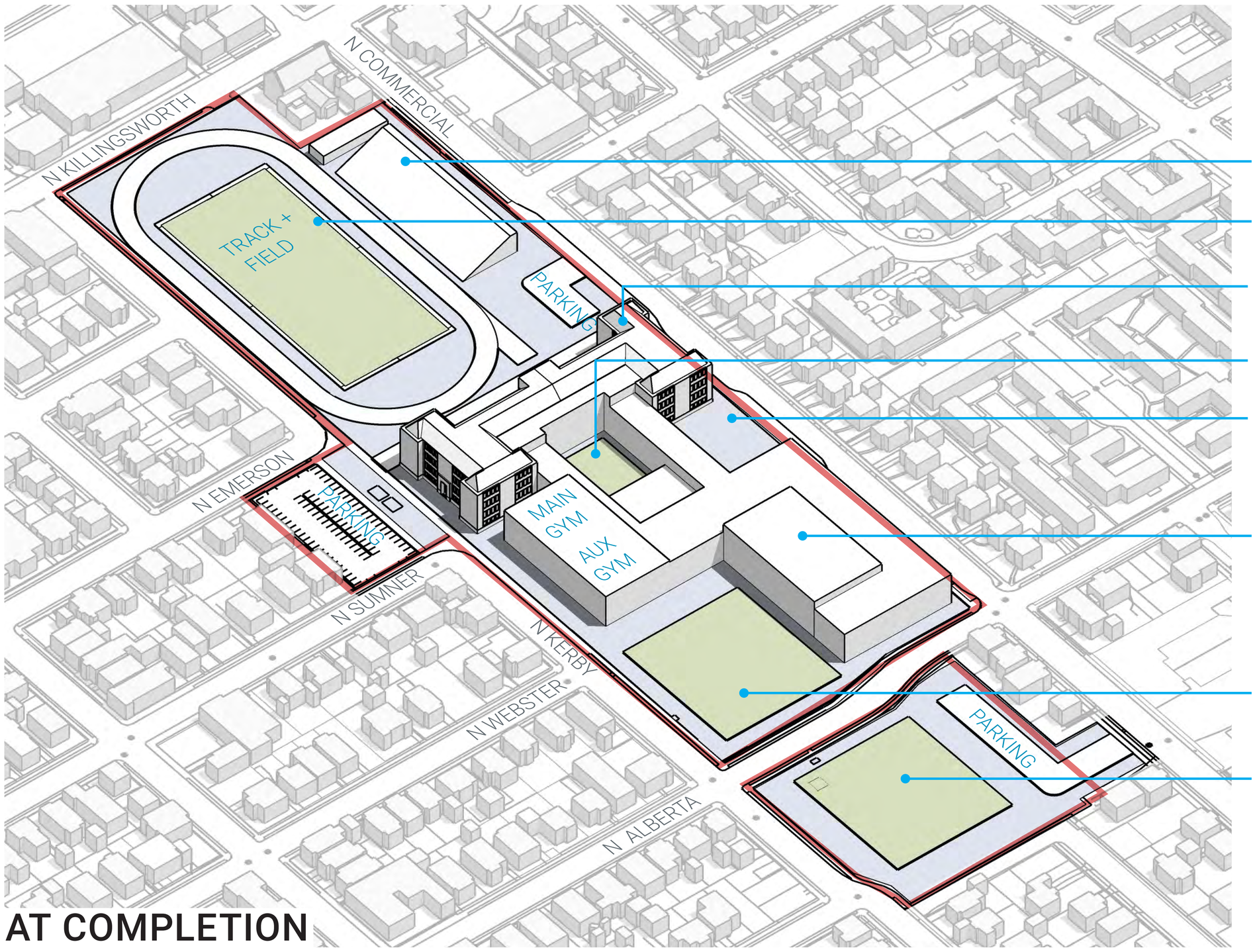
- Maintain use of Track + Field
- Use existing gyms until new gyms are completed

Minimal to Academics

- Students stay in existing buildings during Phase 1
- Classes move into new wing at end of Phase 1

Minimal to Performing Arts

- Existing theater stays operational until new theater is completed at the end of Phase 1
- Dance stays in existing studios until new dance studios are completed at the end of Phase 1



New stands and field house

Existing Track + Field is retained

Fully Renovated 1909

Courtyard / Outdoor space

Main School Entry Plaza along Commercial Avenue

New Performing Arts Complex
New theater, dance studios are consolidated as a new complex with presence on Commercial

New 1/2 practice field

Multi-use field with parking/ possible garden

AT COMPLETION

PORTLAND PUBLIC SCHOOLS BORA LEVER COLLOQATE

BORA

EXHIBIT 5

SCOPE COORDINATION + ASSUMPTIONS

PPS Jefferson High School – Phase 2
October 26, 2022

PHASE TWO GENERAL REQUIREMENTS
The following are general requirements for all consultants for this project.

SUSTAINABILITY
Because this project is a Modernization, that includes a combination of renovation, addition, and new construction, the project will target LEED V4 for Schools Certification at the Silver level for project modernizations. (PPS Standards requires LEED Gold level certifications for Full Replacement projects.)

Unless noted otherwise below, all consultants will participate in the following:
- Participate in LEED® scorecard review.
- Participation in one (1) full day sustainable design charrette.
- Incorporate LEED® required design for consultant's discipline
- Provide documentation and submittals for LEED® prerequisites and credits associated with consultant's discipline.
- Review and recommend implementation strategies for PPS Climate Crisis Response Policy

RESILIENCY
This proposal is based on meeting current codes and PPS district standards. As directed by PPS on 9/26/2022, JHS will generally follow the code requirement to be designed as a seismic Risk Category III structure, but with the voluntary increase to Risk Category IV seismic resilience for a portion of the assembly spaces, typically the Gym and possibly the Commons, to be determined during the Schematic Design phase.

During Schematic Design, the team will develop the gym and appropriate common space(s) to "Level 4 / Immediate Occupancy" for structural only, with an associated cost analysis. Additionally, during Schematic Design the team will provide an analysis, including costs, to bring the gym and appropriate common space(s) up to "Level 4 / Immediate Occupancy" for structural and some limited utility connections such as water truck and generator connection points.

The JHS project/design team will collaborate to develop a site/project-specific approach to analyze possible additional measures to be enhanced above and beyond the structural system, as part of the overall design process. As such, while the exact measures to be included as part of the JHS project are not yet understood, PPS requests the JHS team include the necessary scope to assist in developing a JHS Emergency Resiliency Measures Summary and designing a similar set of resiliency components to what was provided for Lincoln High School.

COMMISSIONING
PPS will retain and compensate its own commissioning agent under a separate contract. This scope includes commissioning assistance only. For theaters, specifications will require an ANSI standard "level 2" rigging inspection by a third party be executed as a part of completion.

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DELIVERY METHOD
The delivery method is Construction Manager / General Contractor (CMGC) under a single construction contract. The CMGC will be selected no later than 50% SD to allow for a Target Value Design process and a 3rd-party VE workshop.

TARGET VALUE DESIGN:
PPS intends to require the Team to employ a Target Value Design (TVD) approach to cost estimating and design. This process takes additional time early in the process to establish targets for each building system (site, structure, exterior, etc.) as well as defining parameters and definitions of those systems to help the design and engineering team save time later in the process avoiding unexpected costs and costly Value Engineering redesign efforts.

Optionally, at the start Schematic Design, but no later than 50% SD, the team will participate in a TVD Workshop with the CMGC for benchmarking, establishing budget targets for systems, and defining parameters to meet those targets.

This process will include a 3rd-party VE workshop at approximately 50% Schematic Design. The entire process will take approximately 3 weeks including:
- One (1) week for preparation by all team members
- One (1) week for workshop meetings with selected CMGC for primary team members. (This may be less for specialty team members)
- One (1) week for design follow up and changes

In addition to the TVD Workshop, design team members will work with the CMGC and Cost Consultant to coordinate and collaborate on the project development. Primary team members should plan on coordination meetings every 2-3 weeks with the CMGC to review and discuss project design and solutions. Team members should also plan to contribute to management of the TVD/Cost Trend log.

Building systems and corresponding disciplines with most variability, and which will likely require the most time for the TVD process include the following, in order of cost/opportunity:
1. Structural system (early in design)
2. Exterior enclosure (early in design)
3. Lighting (later in design)
4. MEPF systems (during DD and CD phases)
5. Interior finishes (later in design)
6. Site, civil, landscape

The Design Team is entitled to rely on the input of the CMGC to establish target budgets for buildings systems, input on the probable cost of the developing design and constructability alongside the Cost Consultant, and the estimated cost of the project throughout the design process. The CMGC will be responsible for the construction schedule, final cost estimating, bidding, logistics, and constructability. Inaccuracies or incompleteness in cost estimates prepared by the CMGC, or adjustments due to price escalation and market forces, shall entitle the Design Team to additional services for changes to the work. The Design Team will make value engineering changes prior to the 50% Construction Document submittal. Significant changes that occur after this submittal and that are not related to cost overruns within the Design Team's control will be additional services with prior authorization by PPS.

Trade partner onboard timing:
- Mechanical Trade partner: no later than 100% SD
- Plumbing Trade partner: no later than 100% SD
- Fire Protection Trade partner: no later than 100% DD
- Electrical Trade partner: 50% SD to 100% SD

BORA

COST ESTIMATING RECONCILIATION:
The project Cost Consultant will work with the CMGC's estimator to reconcile independent opinions of probable cost. PPS will confirm the project is within budget prior to moving on to the next phase

PROJECT SEQUENCING, BID & PERMIT PACKAGES
The project will be done in multiple phases. While this is not yet finalized, the basis of this proposal assumes (4) construction phases with (3) permit packages. The General Contractor may elect to issue additional bid packages in order to expedite procurement of long lead scope or to integrate trade partner input. Currently, the project sequence and packages are as follows:

Permit package / phase 1	Const type	Area
Temporary School* (by PPS)	modulars	(tbd)
Permit package / phase 2		
New construction (Aux Gym, Athletics, Field House, bleachers)	New	28,550
Renovation 1964 Gym (following completion of new buildings)	Renovation	30,650
Permit package / phase 3		
Renovation 1909 Classroom Building	Renovation	126,450
1909 Addition in-fill	Addition	32,550
New construction (Performing Arts)	New	58,500
New construction (Media, Servery, CTE, Dance)	New	62,100
Permit package / phase 4		
Demo: old theater/cafeteria		
Site / Fields		
Demo/remove: temporary school		
TOTAL CONSTRUCTION/RENOVATION (not incl. site)		338,800 GSF

TEMPORARY SCHOOL
The Temporary School will consist of modular buildings provide an interim solution for classrooms and support spaces for 600 students. *This proposal assumes that PPS will document, procure, and install the Temporary School internally. However, the Design Team provided an optional fee for this work with the following assumptions.*

- Note: while these are temporary modular buildings, the City of Portland considers them permanent structures. As a result, every building will need utilities and stormwater, full foundation, and accessible design.
- The current Basis of Proposal assumes that the existing large / complicated spaces (gymnasium, theater, commons) will remain in use during the Phase 2 & 3 Construction until new spaces are complete. (Then those existing spaces will be renovated or demolished.) As such, the Temporary School will not need large gathering spaces.
- The Temporary School should include deployment of 20+ modular buildings to support students, teachers and staff during construction, similar to the Option 4 layout attached for reference. Architectural will coordinate work, with Civil, landscape, structural, and electrical having significant scope for this work.
- The following are assumptions for the Temporary School:
  - Ramps need to end on concrete or asphalt paving.
  - Ramps will extend to the corners of modulars and will require coordination with Modular Building downspouts.
  - A verified construction site survey will be required to verify pad elevations and sidewalk access.
  - Finish Floor of the modular will no more than 29" above the pad to avoid guardrails at the landing and ramps.
  - The Lighting Designer will evaluate site/building lighting along the path between the main building and the modular

- The Design Team assumes the Modular Building Manufacturer will not provide the following scopes, and so are part of the Design Team scope:
  - Surface mounted fire extinguisher and box mounted to the interior of all classrooms.
  - Interior window blinds.
  - Exterior Close off skirt.
  - Site drainage
  - Electrical connections
  - Fencing and access gates around entire Temporary School
  - Wireless Access Points
  - Data and power cabling
- The Design Team assumes the following will be provided by the Modular Building Manufacturer
  - Finishes
  - Casework
  - Tack/marker boards
  - Lighting
  - Data and Power outlets
  - Intercoms

STAKEHOLDER ENGAGEMENT:

Phase 2 of this project will continue extensive public and stakeholder engagement. The following are the assumed meetings, frequency, and consultant attendance based on input from PPS on 10/11/2022.

- Design Advisory Group (DAG) Meetings:
  - (8) meetings assumed (approximately monthly during SD, bi-monthly in DD, and once in CDs.)
    - Assumed to attend at all DAG meetings: Colloqate, LEVER, Bora
  - Assumed attendance at most DAG meetings: PLACE
    - Assumed to attend (1): DA Hogan, Hood (if needed); MEPF, (if sustainability focused), KPFF
- Town Hall Meetings:
  - (4) meetings assumed (associated with a DAG meeting)
    - Assumed to attend at all Town Hall meetings: Colloqate, LEVER, Bora
  - Assumed attendance at most Town Hall meetings: PLACE
    - Potential attendance: KPFF
- Neighborhood Associate (NA) Meetings:
  - (2) meetings assumed (one in SD and one in DD)
    - Assumed to attend: Colloqate, LEVER, Bora
  - Potential to attend: PLACE
- Open Houses:
  - (1) meetings assumed
    - Assumed to attend: Colloqate, LEVER, Bora
  - Potential to attend: PLACE, Hood
- Design Workshops:
  - (2) meetings assumed (one in for the community, one in for staff)
    - Assumed to attend at both Design Workshops: Colloqate, LEVER, Bora, PLACE
- Sustainability / Climate Crisis Workshop:
  - meeting assumed (during SD)
    - Assumed to attend at all Town Hall meetings: Colloqate, LEVER, Bora, PAE/Sustainability (1 person), Project Pivot, PLACE, Vega

BORA

SCOPE COORDINATION AND CLARIFICATIONS

The following statements are intended simply to clarify responsibilities for elements of the work that may not be clearly defined between disciplines, or due to the nature of the project or local practices, may not be clearly assumed to fall into the normal services of one specific discipline:

ALL CONSULTANTS

Except where otherwise noted, all consultants are expected to provide the following:

- Provide scope and services described in the Professional Services Contract for the phase of work and as it related to the consultant's discipline.
- Discuss questions that arise about scopes of work not clarified in this document or Professional Services Contract at the earliest opportunity.
- Attend meetings as appropriate for the phase and scope of work.
- Participate in the Target Value Design (TVD) management, cost estimate, and value engineering process throughout the project design. Consultants are entitled to limit their involvement in this process as appropriate for the phase and scope of work.
- Participate in one (1) half-day District Standards and Specifications Coordination Meeting per phase.
- Consultant Team Design Justice (DJ) Training Workshops:
  - Consultant team member who have not yet participated in DJ training will attend one (1) 4-hour workshop during SD.
  - All consultant team members will attend one (1) "level 201" DJ training, 4-hour workshop during DD.
- Utilize Building Information Modeling (BIM) Standards
  - For members of the A/E team utilizing BIM software, the BIM Model will generally be based on AIA G-202 (2013) Level of Development (LOD) up to 300, as appropriate. The project team will participate in a BIM kick-off meeting to verify any areas where LOD may differ from this standard.
  - The BIM Model will be prepared in such a way to generate traditional printed construction documents and facilitate general design team coordination and clash detection. The BIM Model itself is not considered part of the construction documents but can be shared with the Owner for review during design phases, if requested and with signed Electronic Media Agreement.
  - Documentation includes, but is not limited to, drawings and specifications shall be produced in formats and layouts directed by the Architect.
  - Architectural documentation will be made using the current release Autodesk's REVIT program, BIM Collaborate Pro (CP), to allow all firms to reference a cloud-based model. The following consultants at minimum, should maintain the necessary user licenses for both the base Revit application and the cloud-base BIM CP: Architectural, Structural, MEP, Landscape
  - Any consultant not working in BIM CP formats will develop drawings using software that is compatible with Bora's BIM CP system and that can be imported as electronic reference files to the BIM model.
- Develop written quality control plan for the entire scope of work listed above, with input from entire consultant and owner team. The Quality Control Plan will describe document coordination measures and processes that the Owner and the A/E team will implement during the SD through CD phases

EXCLUSIONS FOR ALL PHASES OF THE WORK

These scopes may be required but are not yet defined. Should these be needed, an additional service will be proposed to PPS.

- Work related to the discovery, identification, remediation or abatement of Hazardous Materials
- Studies for acquisitions of additional adjacent properties
- Alternative Means and Methods Requests
- Atrium Smoke Control Analysis
- Street Lighting analysis, design, and documentation

- Marketing or fundraising material
- Permit Fees
- LEED Registration Fees
- As-built documentation of existing conditions for MEPF
- Additional procurement, permit and/or bid packages beyond what is identified above under "PROJECT SEQUENCING, BID & PERMIT PACKAGES"

ARCHITECTURE OF RECORD (BORA ARCHITECTS) + PARTNER ARCHITECT (LEVER)

Scope: As the Architect of Record (AOR), Bora will provide the services described in scope of services described in the Prime Agreement, Exhibit A, Description of Services.

Bora Architecture and Interiors and LEVER Architecture agree to work collaboratively together as defacto partners on the design of the Jefferson High School project. This means that Bora and LEVER will share design leadership and authorship for this project. Bora will, however, have some additional responsibilities for documentation, permitting, and construction administration as the AOR.

At a high level, the following describes the responsibilities:

- Project design - joint responsibility
- Overall project management – Bora will be responsible for the overall project management, consultant coordination and project collaboration.
- Project interior: Bora will be responsible for documentation and detailing the entire interior of the school, including Record Drawings, Commissioning support, and Construction Administration
- FFE, Signage, Wayfinding: Bora will be responsible for providing assistance to PPS for FFE, and the design of signage and wayfinding strategies inside the building.
- Project exterior enclosure: LEVER will be responsible for designing and detailing the entire exterior enclosure of the school, including Record Drawings, Commissioning support, and Construction Administration. ARG will generate repair docs for the 1909 and 1928 buildings, if they are renovated.
- Project site, sports fields, Temporary School and ROW improvements: LEVER will we responsible for the sports fields, Temporary School and ROW improvements, including consultant coordination and coordination of the City Land Use and Permitting processes.
- Land Use Process: LEVER will be responsible for the Land Use process, including Conditional Use and Landmarks, if needed. The Booking Group, ARG and Bora will provide support.
- Permitting: Bora will be responsible for coordination with the AHJ, preparing and submitting permits, and responding to permit questions. LEVER will assist with permit questions related to the building enclosure, with the exception of the Temporary School and site element listed above.
- Construction Administration: Bora will lead the Construction Administration process, with LEVER providing construction administration on the exterior enclosure and site elements
- Community engagement, Planning Committee (DAG) – joint responsibility
- Cost Estimating support - joint responsibility
- LEED certification coordination – Bora will be responsible for primary coordination of the architectural LEED certification requirements with support from LEVER where related to the exterior enclosure.

Architectural scope clarifications:

- City of Portland Land Use Process, including Historic Landmarks / Design Review Phase
  - Prepare for and attend one (1) early assistance meeting
  - Prepare for and attend one (1) pre-application conference

- Prepare Design Review or Landmarks Review Application and supporting materials
- Prepare for and attend two (2) Design Advice Request Hearings
- Prepare for and attend two (2) Design Review or Landmarks Review Hearing
- Respond to Design or Landmarks Review comments and incorporate into the project as needed
- Professional Renderings required for the Design or Landmarks Review application and approval shall be provided as a reimbursable expense.
- Conditional Use will be required for this project.
- City required Master Plans may be required but are unknown at this time, and so not included in scope.

– Architectural assumes the 10-calendar day requirement for responding to Contractor submittals applies only to complete and accurate submittals. Partial or inaccurate Contractor Submittals will be returned for resubmittal.

FF&E REVIEW AND ASSISTANCE PHASE (BORA)

Fixtures, Furniture and Equipment (FFE) includes: loose furniture such as seating, benches, tables, work stations, staff desks, instructor's podium, mobile book cases, storage cabinets, shelves and file storage both secure and non-secure, freestanding shelving, storage racks, mobile writing surfaces, mobile partitions or dividers, mobile display units, AV carts & stands, podiums, furniture storage carts, and trash/recycling receptacles.

This scope excludes specialized laboratory equipment and point of sale equipment, except the following:

- Theater equipment is included in the Theater Designer scope of work.
- Food Service equipment is included in JBK scope.

This proposal assumes that PPS will provide their own full time FFE Project Coordinator during Construction Administration and Closeout and that Bora's primary role for FFE will be to assist the District's Project Coordinator with selection, placement, and finishes.

Bora will provide the following:

– Schematic Design: Space planning validation through furniture layouts
– Design Development: Full building furniture and equipment plans to identify scope and verify FF&E Budget
– Construction Documents: Solicit input to establish functional criteria for furniture from ownership team. Verify dimensions, ergonomic factors, mobility, durability or finish criteria and coordination of any power/data placement to support furniture functions
– PPS to provide actual furniture list to allow for accurate test fit plans
– Construction Administration: Review final order and bidding support related to final selection of furniture options and finishes with ownership team. This does not include individual meetings with departments, if requested, this can be provided as an additional service. Documentation of furniture for bidding will be done by the school district. Coordinate classroom furniture based on district standards. Bora will provide one punch list walk through for FFE items.

SIGNAGE & WAYFINDING (BORA)

Bora will provide signage and wayfinding services for the project. Generally, Basic Services for signage includes the following:

– Review of institutional signage standards, identifying any gaps.
– Locating code-required signage plaques, based on standard graphics and text.
– Locating interior and exterior signage based on the Institution's Signage Standards, for general circulation navigation for building occupants, such as level and space identification that includes text and numbers only.

Wayfinding enhances the Basic Services signage and is intended to anticipate and mitigate confusion for building occupants, as well as working with the general architectural building design.

Initial scoping meeting to understand the goals and requirements, and to verify the assumptions and effort required.

– Developing graphics for signage types missing from the Institution's Signage Standards

– If Signage Standards have not been established, developing initial signage standards based on Bora-developed images.
– Design and location of primary exterior signage based on the Institution's standards but with some customization for this project
– Limited custom signs for 1-3 special locations in the building.
– Enhanced signage to indicate Level ID's that work with the architectural design vision and finishes. This may include 1-2 simple wall graphics in paint or vinyl.

Bora will provide the following:
– Building identity – based on District design standards and may include address
– Interior wayfinding – directories, directional signs, visual landmarks, room numbering system
– Identification for special areas, performance spaces and galleries – may include donor names
– Room identification – includes various room types and occupancies
– ADA and Code Compliance Signs – includes occupancy classification, international symbol of accessibility, sign heights, character heights, Braille, restroom symbols, identification symbols, egress requirements, refuge and evacuation areas, tactile exit signs, stairway identification.

Schematic Design
Bora will meet with PPS and the design team to review work scope and project schedule. After establishing the project parameters based on client goals, quality levels and budget, we will prepare preliminary sign location plans, sign schedules, conceptual sketches for each sign type and a statement of probable cost. This work will be presented to PPS for review and comment.

Design Development
Upon review and approval of the Schematic Design documents, we will make any necessary adjustments and develop fabrication and installation details for each sign type. This work will include typography studies, sign layouts, colors and materials. Draft technical specifications will be submitted for review.

Construction Documents
Upon review and approval of the Design Development documents, we will make any necessary adjustments and update the sign schedules, sign location plans, fabrication details, technical specifications and cost estimates. These documents will be submitted for final owner and design team review before final submission for bidding.

Construction Administration
During the construction period, we will assist with requests for information, review submittals and conduct up to three (3) signage-specific site observations.

STORYTELLING / EXPERIENTIAL GRAPHIC DESIGN (COLLOQATE)
Experiential Graphic Design (EGD) embraces many design disciplines including graphic design, architecture, interior design, as well as industrial, and exhibit design. Layering this multidisciplinary approach to our work allows us to further activate our buildings and spaces creating memorable experiences tailored to the stories and culture of our clients. The EGD creative process begins with extensive research in search of authentic and meaningful insights that connect people, purpose, and place. The EGD's graphic design team works collaboratively with Architecture's interior designers and architects to create unique design elements that bridge between art, architecture, brand identity, signage, and wayfinding.

EGD outcomes can vary significantly and are not yet defined. This proposal assumes outcomes will include some of the typical scope elements, provide some range of effort and cost, and some additional options that may be included or stand-alone:
– Initial scoping meeting to understand the goals for EGD as well as the institutions values and unique story to tell.

- Developing an "overarching story" that reflects the Institution's values.
- Fully customized signage, graphics, and color standards.
- Fully customized exterior and interior signage that merges with the design and enhances the experience of both navigating around the building as well as within significant spaces
- Options includes 3-dimensional wall installations, information stories that accompany the graphics and/or QR codes for more information, and donor walls.

EGD will provide the following process and deliverables:

- Initial scoping phase
  - Research institution's values and unique stories that they can tell
  - Identifying locations that will have most impact, aiding with wayfinding or reinforcing institution's brand identity; creating landmarks, moments of surprise and delight
  - Identify 2-4 spaces where graphics will enhance design or experience of space
  - Meeting #1 Scoping Kickoff
- EGD Research Phase
  - Inspiration boards for Assemblage, Dimensional and Quote components above.
  - Establish design principles for EGD in the building.
  - Provide specific content direction and options based on research with PPS Stakeholders.
  - Meeting #2 Research/Concept: PPS to select content direction based on research and available content options.
- EGD Concept Phase
  - Provide at least two design options for each EGD location.
  - Interior elevations, interior perspective views, and detail concept drawings to describe each design option.
  - Meeting #3 Schematic Design: PPS to select design direction for design of components for future design development.
- EGD Design Refinement Phase
  - Refine overall EGD concepts for each location based on selected design direction per Meeting #2.
  - Establish full visual language for design components for each EGD concept.
  - Provide drawing and specifications for cost estimating by the General Contractor.
  - Meeting #4 Design Development: Finalize design elements and details for each EGD area.
  - Meeting #5 Final presentation
- EGD Documentation Phase
  - Provide bid documents with final designs including final artwork, fabrication details, and specifications.
  - Provide Style Guide
- EGD Installation Coordination Phase
  - Review shop drawings by signage subcontractor
  - Coordinate installation with architectural team and GC
  - Assume (2) site visits to review physical samples from fabricator and coordinate questions and to coordinate installation

STRUCTURAL ENGINEERING (KPFF + BRIGHT)

Scope: The Structural Engineer of Record (SER) will be KPFF Engineers. KPFF has included Bright Engineering as a COBID subcontractor. They will provide the scope and services described in the Prime Agreement, Exhibit A, as they relate to structural drawings only. The structural engineering team will consult with the architect, the owner, the general contractor and the other consultants regarding structural related items. KPFF will prepare the drawings, BIM model, narratives, reports, specifications and calculations necessary for pricing of the structure, issuance of the structural building permit(s) and construction of the structure.

- KPFF will hold the primary contract and coordinate Bright Engineering efforts.

- KPFF to submit individual fees for each firm for the project to accurately track COBID targets. Future invoices will need to be submitted to substantiate COBID participation.
- KPFF to provide multiple structural approaches to the existing historic buildings and new construction along with cost models
- KPFF has provided an optional fee to provide structural design for a freestanding restroom on South lot (south of Alberta)

Structural scope includes the following items and clarifications:

- Superstructure design includes foundations, gravity and lateral force resisting systems.
  - In SD, the SER will establish structural design criteria, prepare studies of alternative structural systems, and assist in determining the need for special studies, assist in selection of structural systems(s), and prepare outline specifications
  - In DD, the SER will prepare preliminary structural design calculations for typical elements, prepare preliminary foundation and framing layout drawings, and prepare typical details sheets. In addition, the SER will provide specifications for structural items, identify any pre-engineered structural elements, review results of special studies, and coordinate with special design criteria.
  - In CD, the SER will finalize structural calculations, drawings, and specifications, including reviewing effect of secondary or non-structural elements attached to the primary structure; assist in establishing testing and inspection requirements and prepare a Statement of Special Inspections; and designate elements to be design by others (specialty engineers) or which are bidder designed systems.
- Provide structural criteria for Geotechnical consultant. SER is responsible for design and specification consistency with the recommendations of the Geotechnical Report and getting approval of or amendments to the report when the foundation design is in variance with the Report's recommendations. Structural will show sub-slab base, per geotechnical recommendation, within their documents. Geotechnical Engineer will markup Earthwork section of Specifications to include recommendations as noted within their geotechnical report.
- Exterior cladding structural back-up support design including support for brick veneer, stone panels, metal panels, support for photovoltaic/solar hot water panels up to but not including the racks and metal stud design.
- Secondary structure and architectural element design including canopy structures, feature stair(s), guardrails, handrails, roof tie-offs, ceiling structures, interior partition wall, signage support, etc.
- Coordinate and provide structural configurations, drawings and calculations for the support of theatre equipment, suspension points, and floors, based on criteria provided by the Theatre Consultant. Equipment- specific engineering will be included in the sub-contractor's specifications.
- Site structure design including grandstand, concession/restroom buildings, light pole foundations, flagpole foundations, gate foundations, garbage enclosures, site retaining walls and mark-up of other landscape structures etc.
- Review structural cost estimates and recommend value engineering options where possible to assist with budgeting.
- Support project bidding by reviewing Bidder Qualifications, providing structural addenda and clarifications, attending the pre-bid conference, and assisting in Bid Evaluation.
- Permits and Approval Phase
  - Meet with the City of Portland building department as required to describe the structural systems, codes and standards we are using and to answer any initial questions they may have regarding the project.
  - Respond to all structural plan review questions and comments.
  - Assist the other consultants with responses to plan review questions and comments that relate to structure.
  - Assist with coordinating the permitting of bidder designed structural components.
- Construction Phase
  - Review structural shop drawings and bidder designed structural items to verify these have been coordinated with the structural frame design and advise whether non-conforming structural work shall be rejected.

- Attend the Pre-construction Meeting and visit the job site at intervals appropriate to the various stages of construction and to perform structural observation work as required by the governing code, including providing site visit reports.
- Respond to questions from the contractor(s) during construction.
- Review submittals for SER required elements and for Pre-Engineered structural elements and engineering aspects of theater equipment.
- Assist in selection of Testing and Inspection agency, and review testing and inspection reports and initiate appropriate action to those reports, if required.
- Review pay applications and change orders relating to the structure.
- Assist in conducting inspections to determine Substantial completion of the structural work.
- Prepare a letter of conformance based on our site visits and on inspection reports by the testing laboratory and special inspectors.

Scope clarifications

– Exterior and interior cold formed steel design will be design-build including any required independent support system which attaches to the design-build backup structure (outward of the exterior or densglass sheathing). Structural will support architectural with proper initial sizing, placement of deflection heads, drifts joints, kickers, etc. and help write the delegated design performance spec.
– Structural is responsible for back-up support for exterior cladding systems. Structural will support Architect in design and detail of cladding supports, marking up architectural drawings and specification as required for bidder designed elements. Architectural will detail per Structural direction. As noted above, all cold formed steel will be design-build.
– Structural to review and provide input to architectural details for non-load bearing interior metal framing. The final design of interior cold formed steel and all ceiling framing will be design-build.
– Structural is responsible for all Concrete and Masonry Assemblies within the building footprint.
– Structural is responsible for the structural design of all site walls higher than 4 feet. Structural to support Landscape in their documentation of these site walls. It is assumed that the project site walls will be limited to 9-feet in height. Scope of structural design will only include conventional concrete or CMU retaining walls. Any other type of retaining wall systems such as gravity or MSE type walls (ultrablock, gabion, keystone, etc.) will assumed to be bidder designed.
– Structural is responsible for the structural design and documentation of architecturally exposed structural steel framing, including secondary framing such as canopies and other elements that are connected to the primary frame.
– For fully designed stairs, Architectural will design stairs, and Structural will design and document structural support requirements. For design-build stairs, Architectural will design and document stairs, and Structural support architectural to provide approximate member sizes and detailing support to Architect as required.
– Structural to provide support to Architect for miscellaneous Fabricated Metal components.
– Structural will review traditional Contractor Design items, including design, details and performance specifications for work that is not primarily structural or for all assumed contractor designed items as listed below.
– Structural is responsible for design of support of 'Fall Arrest / Safety Restraint System". The system will be design-build and the supplier will be responsible for attaching their system to the structure. Architectural will provide location information and performance spec. Structural will review the performance spec generated by the Architect.
– Structural is responsible for supporting the Architect in all structural design and detailing aspects of independent overlook guardrails. Overlook glass guardrails and stair guardrails/handrails are assumed to be design-build.
– Structural will prepare Structural Demolition Documents for adaptive reuse and historic renovation of the structural elements of the project. Structural will not prepare Demolition Documents where a building will be fully demolished.
– Additional scope of work with limitations includes, but is not limited to, the following:
  - Site Accessory Structures (Concessions, restroom building, grandstand)
  - Landscape Furnishings – Structural will mark up Landscape Drawings
  - Antennas, Flagpoles or Light Poles foundations

- Exterior guardrails and handrails
- Exterior sign foundations
- Storage tanks or underground vaults.
- Provide Analysis of Floor Response to Foot-Fall or Vibratory Equipment for Footfall only.

– Additional scope of work that is not within Structural scope includes, but is not limited to, the following:
  - Ground Improvements (i.e. stone columns, geopiers, etc.)
  - Curtainwall, windows, storefront and any other glazing systems.
  - MEP equipment and distribution systems and seismic bracing. This also includes rooftop curbs attached to the roof structure supporting the mechanical equipment.
  - Mechanisms or Guide Systems for Elevators, Escalators or other Conveying Equipment
  - Secondary support for any solar or PV panel systems and any connections to the primary structure will be assumed to be bidder designed.
  - Precast Elements
  - Culverts or bridges
  - Crane or Hoist Systems
  - Temporary or Permanent Excavation, Excavation Shoring, or Underpinning engineering (this also includes support of adjacent structures due to issues from excavation in its proximity).
  - Provide Services Relative to Special Seismic Analyses Such as Non-Linear "Push Over" Analysis or Spectrum or Time-History Dynamic Analyses
  - Review or Determination of Structural Fire-Resistance Requirements
  - Provide Services Related to Seismic Risk Analysis
  - Responding to third party peer reviews (other than AHJ's plan review comments)

CIVIL ENGINEERING (VEGA)

Scope: Provide civil engineering services for the project Schematic Design through Construction Administration. The Civil engineering team will consult with the architect, the owner, the general contractor and the other consultants regarding civil related items. Civil will prepare the drawings, narratives, reports, specifications and calculations necessary for pricing of the civil work, issuance of the building permit(s) and construction of the project.

Civil included optional and itemized fees for the following:
– Itemized Public Works Permit scope from main project / site scope
– Optional fee for civil related to optional new artificial turf practice field on south lot and freestanding restroom structure.

Civil will provide the scope of services described in the Prime Agreement, Exhibit A, as they relate to civil engineering, including the following items and clarifications:
– Prepare preliminary outline specifications. Provide standard applicable civil CSI format specifications.
– Review owner/contractor provided civil related cost estimates.
– Assist with Design Review Land Use process. Prepare preliminary utility plan and stormwater management report. Prepare and submit 30% (concept) PBOT plans prior to D.R. approval. Attend pre-application meeting. Respond to Design / Landmarks Review comment and incorporate into the project as needed. Assist Architect with permitting through BDS, respond to plan check comments and make adjustments to the plans and calculations as required for permitting.
– Civil will review submittals specified per the above and process reasonable requests for information during on-site construction.
– Civil to provide punch list visit and memorandum at the time of substantial completion.
– Civil will provide private utility design and specifications (Sanitary, Storm, and Water) from the right-of-way to 3 feet from the building.

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- Civil will provide storm and sanitary pump sizing and details if pump is located outside of the building. Pump sizing based on dewatering flow rates provided by geotechnical recommendation and building waste flow rates provided by MEP or design/build contractor.
- Civil is responsible for design and specification consistency with the recommendations of the Geotechnical Report and coordination of amendments to the report if deemed necessary. Civil will show base, per geotechnical recommendation, within their documents.
- Civil is responsible for design and preparation of plans for site grading and erosion control for the project. Coordinate design with Portland Bureau of Transportation (PBOT) frontage improvements.
  - Review owner provided survey for use and DTM civil 3D files. Site plan and complete topographic/boundary survey will be provided in AutoCAD or compatible format by the Architect/owner.
  - Civil will evaluate overall grading and finish floor elevations in the SD Phase.
  - DEQ 1200-C permitting. Phased construction documents expected. PPS must have an account with Oregon Department of Environmental Quality and submit the application.
  - Documentation of dewatering design. Design of dewatering system provided by Contractor.
  - Encroachment permitting assistance.
  - Shoring assistance including providing roadway sections documenting existing utility locations
  - Grading coordination with building finished floor elevations, doors, stairs, vehicular access, roadways, ADA access features and below grade elements.
  - Site civil demo plans.
  - Civil related signing and striping.
  - Parking lot and vehicular area paving and grading. Civil will provide up to 2 options for parking lot layout and capacity within properties.
- Civil is responsible for the layout of any vehicle roadways and parking lots on-site and coordinate entry layout and grading to any underground parking.
  - Overall site final grading documentation and earthwork analysis (coordinated with LA plans). LA CD plans to include pedestrian areas and specialty materials. Athletic field design by project Athletic Field Designer.
  - After the Design Development Phase, Civil will be responsible for all site grading documentation with Landscape coordination and oversight.
  - Civil is responsible to provide the Earthwork specification consistent with the Geotechnical Report and coordination with Structural and Architectural. Architectural will review and comment on Earthwork specifications. Landscape is responsible for planting soils and soil preparation.

- Civil is responsible for design and preparation of plans for storm sewer system to BES requirements.
  - Civil is responsible for preliminary utility sizing and conceptual stormwater planning in the SD Phase.
  - Civil is responsible for storm drainage design and documentation with the support of Landscape. Landscape may select surface drainage structure grates and covers in coordination with Civil.
  - Civil is responsible for sizing all stormwater detention and treatment facilities and for detailing all sub drainage of the systems. Landscape will determine location and surface improvements, including material selection, planting and irrigation for these areas.
  - Civil is responsible for layout and description of all surface and sub-surface demolition.
  - Review of survey and existing lateral services.
  - Review of BES system capacity issues and service options.
  - Review project Geotechnical report and infiltration testing results. Copies of the project geotechnical report shall be provided by the Architect or the Owner and will include site infiltration testing as required by BES and vehicular pavement section design.
  - Stormwater conveyance design, lateral design and city connection, coordination with plumbing consultant.
  - Stormwater management design water quality and flow control.
  - Design of public connection to existing mains to BES standards.
  - Coordinate with architect and landscape architect on eco-roof and vegetated flow-thru stormwater planter design.

- Stormwater re-use design assistance and coordination.
- Assist with BES source control design requirements.
- Preliminary and final Stormwater Management Report and O&M.
- Special circumstance BES permitting.
- SDC calculation assistance.
- Civil is responsible for the drainage of site retaining walls and connection to the storm sewer system. Civil will coordinate with landscape and architect.
- Civil is responsible for connecting building foundation drainage to storm system. Architect will indicate plan extent and detail. Civil will size system.
- Subdrainage under building "footprint" if required to be to be sized by geotechnical recommendations and shown in plan by Civil. Plumbing is to continue when discharge is above Slab on Grade. (Civil to design subdrainage slopes to City connection to ensure adequate drainage).

- Civil is responsible for design and preparation of plans for sanitary sewer service for the site.
  - Review of survey and existing property laterals.
  - Review of BES system capacity issues and connection options.
  - Design of building lateral sanitary connections, coordination with plumbing consultant and design-build subs, Revit model coordination with plumbing.
  - Special connection design and permitting.
  - SDC calculation assistance.

- Civil is responsible for design and preparation of plans for water service (Domestic and Fire Service), including the following:
  - Review of survey and existing domestic and fire services.
  - Review of PWB system capacity and connection options.
  - Design of fire and domestic services to building and on-site hydrants.
  - Coordination with Architect and plumbing designers for connection points and interior backflow devices, FDC location and fire system remote reader assemblies.
  - Domestic meter vault design and design exception for meter vault lid within pedestrian zone, if required.
  - Fire marshal coordination assistance and emergency vehicle turn radius analysis.
  - Design and permitting of new or relocated public fire hydrants.
  - SDC calculation assistance.

- Civil will provide assistance with miscellaneous franchise utilities coordination (power, phone, cable, gas etc.), including the following:
  - Assist Architect/MEP with coordination of franchise utility services.
  - Assist with PGE service and transformer/switch vault locations.
  - Coordinate with contractor and project surveyor for franchise utility pothole information at potential civil utility conflicts.
  - Assist with NW Natural Gas service location.
  - Prepare utility site plan for review submitted to PBOT utilities department for all private vaults located within the right-of-way requiring lease agreements. Plan must be approved as part of the Type III LUR approval.

- Civil is responsible for design and permitting of Public Street Frontage Improvements (PBOT).
  - Civil is responsible for all work in the Right-of-Way along project frontages including compliance with governmental standards and submittal requirements. Architectural and Landscape to provide input on design and materials. Landscape will provide planting and irrigation plans for PW submittal.
  - Civil is responsible for the layout in the Right-of-Way. Architectural and Landscape to provide input on design and materials.
  - Civil will document all grading in the Right of Way.

- Civil will coordinate PBOT submittals and track approval process, including up to 2 Design Exceptions or Alternative Reviews per building site.
- Civil assumes this scope includes:
  - Attend PBOT pre-design and/or BDS pre-application meeting.
  - Coordinate frontage design requirements with PBOT, BDS, PWB, UF, and BES.
  - Design frontage improvements for pavement, curb, and sidewalk replacement to PBOT standards.
  - Design frontage street trees.
  - Locate and specify all bollards required in vehicular traffic area (e.g. parking lot, loading area).
  - Coordinate design of special street furnishings and encroachment permitting.
  - Design curb extensions and ADA compliant curb ramps and detectable warnings.
  - Prepare signing and striping plans for frontage improvements.
  - Coordinate design with Trimet as required.
  - Prepare PBOT required Concept (30%), Design (60%), Final (90%), and the final digital plan submissions.
  - Prepare for and attend PBOT plan review meetings at each design phase.
  - Assist owner with required PBOT permit application and financial guarantees.

Additional Project Assumptions

- Miscellaneous utilities (gas, electrical, phone and cable) to be designed by others, Civil will show and coordinate on plans as required.
- Project permits submittals and processing (except PBOT) by the Architect or Owner.
- Public utility extensions, not identified within, for water and sewer are not required.
- Traffic studies as required for Comp. Plan Change by others.
- No traffic signal modifications are required.
- Street lighting upgrades are unknown at this time. If needed, street lighting upgrade will be by Traffic Engineer and added to the project.
- Stormwater management facilities are not required in the public right of way.
- Right-of-Way dedications or easement legal descriptions not included.
- Site retaining wall design and detailing by project structural engineer.
- Natural resource permitting by others.
- Contaminated media management plan and construction dewatering plans by others. Civil can assist with permitting.
- Athletic field design by Athletic Field Designer.
- Ecoroof design and documentation by Landscape Architect.

LANDSCAPE ARCHITECTURE + SITE DESIGN (PLACE)

Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Landscape Design, Athletic Field Design, and PPS's Arborist Consulting and related items. Provide landscape architecture services for the project Schematic Design through Construction Administration. Landscape will provide the scope of services described in the Prime Agreement, Exhibit A, as they relate to landscape architecture, including the following items and scope clarifications:

- Landscape will prepare the drawings (overall and partial site plans, sections, elevations, illustrative plans, overall and partial materials and planting plans, irrigation plans, tree protection plans, and details for all items within the scope) narratives, reports, specifications and calculations necessary for pricing of these systems and issuance of the required permit(s) for construction, Landscape will provide the scope and services described in the Prime Agreement, Exhibit A, as they relate to Landscape design and Sports Field Design.
- The scope of work will include right-of-way improvements.
- Landscape to provide full design of landscape component of Phase 2 Design, including the following:

  - Athletics Entry courtyard
  - Landscape perimeter stormwater and R.O.W. trees/planting strip design (in collaboration with Civil and Urban Designer)
  - Coordination for holistic project site and landscape design with Athletic Field Designer and Urban Designer
  - Temp Classroom landscape design which will include tree, landscape, and stormwater requirements with support for all related permits, variances
- Landscape assumes most meetings and work sessions will occur in the Portland area.
- Landscape will coordinate work for Sports Field Design to integrate with holistic project site and landscape design.
- Landscape will support the Architect with the City of Portland Design Review / Landmarks Review Process, including the following:
  - Prepare for and attend early assistance meeting
  - Prepare for and attend pre-application conference
  - Prepare Design / Landmarks Review Package
  - Prepare for and attend two (2) Design Advice Request Hearings
  - Prepare for and attend two (2) Design / Landmarks Review Hearing
  - Respond to Design / Landmarks Review comments and incorporate into the project as needed.

Landscape design scope and clarifications include:

- Landscape is responsible for Finish Grading through design development. Civil will provide cut/fill calculation. After the Design Development Phase, the Civil Engineer will be responsible for all site grading documentation with Landscape coordination and oversight.
- For work within the public Right of Way, Landscape will provide Civil with design and materials. Landscape will provide planting and irrigation plans for PW submittal.
- Landscape will select surface drainage structure grates and covers for the storm system in coordination with Civil.
- Landscape is responsible for working with the Lighting Designer and Electrical to select the site lighting fixture and locations. The Lighting Designer will document all fixture types and locations and provide a photometric study to confirm Site Lighting is sufficient. The Electrical Engineer will document all aspects of the lighting control system. Contractor is responsible for foundations for lighting elements.
- Landscape is responsible for site pedestrian circulation including walks, stairs, and ramps, whether elevated or at grade. Structural engineer will provide supporting documents as needed for items including rails, guardrails and elevated walkway systems.
- Landscape is responsible for the surface design of all stormwater facilities. Civil will provide necessary sizing and final detailing of the storm system. Landscape will design the layout, materials, planting and irrigation as necessary.
- Landscape will provide specifications for areas within their scope of work anticipated to include site clearing, tree protection, surface paving materials (concrete, asphalt, unit pavers, etc), planting, irrigation, soil preparation and site furnishings.
- PPS's arborist will provide full tree evaluation, sizing and assessment for use by Landscape. The arborist will provide a report and support to Landscape as necessary throughout the design and construction process. Report content must also conform to City of Portland Urban Forestry requirements.
- Landscape is responsible for the irrigation system design. Civil will provide water source information, meter and backflow. Electrical will provide electrical and data connections as necessary. Landscape will coordinate with Architecture on final controller location.
- During the Construction Phase, Landscape will provide Construction Observations services, including, but not limited to:
  - Review change orders relating to the systems described above
  - Answer questions during bidding phase.
  - Issue addenda as may be required under the original design scope.
  - Review of submittals.
  - Answer RFIs, DCVRs, and construction questions.
  - Prepare Field Reports

- Construction observation site visits as required.

– Landscape is responsible for the design of the following Site Improvements:
  - Existing Tree Protection, if applicable
  - Courtyards and Building Entries
  - Occupied roof terraces and extensive green roofs
  - Site walls up to 4' and grading coordination with Civil
  - Ramps, stairs and walkways
  - Fencing and railings
  - Site furnishings and pedestrian lighting
  - Tennis and Basketball courts
  - Planting and irrigation
  - Submit PBOT set (1)

ATHLETIC FIELD DESIGN (DA HOGAN)

Scope: Consult with the architect, Landscape Architect, the owner, the general contractor and the other consultants regarding Athletic Field Design and related items. Provide athletic field design services for the project Schematic Design through Construction Administration. Field Designer included optional and itemized fees for the following:

– North Track and Field Resurfacing (This includes resurfacing the track, grandstand, athletics consultation.)
– Optional Practice Field Addition (south of existing school but north of Alberta)
– Optional new artificial turf practice field on south lot (south of Alberta), including needed lights, fencing and netting, and freestanding restroom structure. A setback variance will be required, and Field Designer to assist with documentation for variance request.

Field Designer will provide the scope of services described in the Prime Agreement, Exhibit A, as they relate to athletic field design, including the following items and scope clarifications:

– Field Designer will prepare the drawings, narratives, reports, specifications and calculations necessary for pricing of these systems and issuance of the required permit(s) and construction.
– Field Designer will assist the team in gathering information relative to Field Designer scope of work, attend one (1) LEED workshop, research material information to support LEED points and include LEED submittal requirement language in specifications for recycled materials and locally sourced materials. Drawings are excluded.
– Field Designer is responsible for the design and documentation of synthetic turf fields, as follows
  - Design of one synthetic turf field for football and soccer conforming to NFSH standards as adopted by OSAA and potentially other team sports not sanctioned by OSAA such as Lacrosse.
  - Design responsibility includes the grading and preparation of the field subgrade, field underdrains, base and leveling rock, turf and infill and perimeter anchorage.
  - Design and layout of field striping for above sports.
  - In-ground equipment (goals). Footing details by Field Designer to be reviewed by structural engineer and reference structural engineering calculations.
  - It is assumed that the design will be based on the joint PPS & PP&R Turf Design Standards, latest revision.
– Field Designer is responsible for the design and documentation of track and field elements, as follows
  - Design of one running track around synthetic turf field conforming to NFHS standards as adopted by OSAA or NCAA standards. Field Designer will establish the lane striping, the measure line and common finish line. Detailed track markings on a shop drawing submitted by the Contractor will be reviewed and commented on.
  - Design of all track field event facilities per NFHS standards as adopted by OSAA or NCAA.
  - Design responsibility for the track includes fine grading of the track subgrade, fabric underlayment, base rock, asphalt concrete, rubber surfacing and striping.
– Field Designer is responsible for the design and documentation of the Multi-use Field, as follows:
  - Design of either synthetic or natural grass multi-use playing field between track and new school building.
  - Work includes grading, drainage, synthetic or natural turf design, athletic in-ground equipment such as goals, as needed

- Multi-use Field: Irrigation of multi-use fields (if any) is assumed to be by Landscape and incorporated into the overall school irrigation system.

– Field Lighting will be Design-Build, with a Basis of design provided by a vendor. Electrical to provide power to field lighting poles.
– Rough Grading: Field Designer assumes that demolition, subgrade stabilization, rough grading will be by the Civil Engineer and that Field Designer will be given a geotechnically sound and flat subgrade free of foundations, soil instability or other deleterious conditions on which to base the design. Walls and slopes to establish these areas are by Civil, Landscape Architect, and Structural.
– Storm Facilities: Field Designer assumes that the Civil Engineer will be responsible for the design of all storm calculations, addressing all storm water regulatory requirements, and design of storm water treatment, detention and infiltration facilities. Field Designer will coordinate options that occur within or beneath the field section and will be given storm water connections for field underdrains and event pit underdrains.
– Equipment: Field Designer will design for installation of all in-ground equipment typically required for the identified sports. Field Designer will not select and incorporate into the documents, equipment for purchase that does not require contractor installation except for required goal post padding, movable goals, and removable track curbing.
– Field designer will document athletic-specific fencing to define the field, provide crowd control, backstops, and ball control. Other fencing will be documented by the Landscape Architect.
– Other Athletic Facilities: Field Designer will coordinate work with the design of other athletic facilities shown on the Preliminary Site Plan including bleachers and grandstands by the Architect, and access pathways and pedestrian areas by the Landscape Architect.
– For any new scoreboards, Field Designer will provide specifications for Electrical Engineer.
– Existing Easements: Field Designer assumes that Architect and Civil Engineer will be responsible for addressing the regulatory requirements associated with existing easements that cross the proposed fields.
– Field Designer assumes no extraordinary measures to protect or modify existing utilities under the proposed fields.
– Track and Field Standards: Field Designer will design the track and field events to NFHS or NCAA standards but assumes that a final decision concerning the applicable standard will be decided by the end of the SD phase. Field designer will advise landscape Architect and architect if additional soil stabilization or amendment is necessary to achieve required standards.
– CA Phase: Field Designer assumes that most CA work will occur after the existing school building has been demolished and the fields site is ready for construction. Field Designer assumes that no more than 40 hours of work will occur prior to that time for reviewing bids, submittals, etc., and that design work will not occur during CA phases.
– Other: Field Designer understands that demolition, erosion control, tree protection, planting, and irrigation will be by the Landscape Architect and Civil Engineer. Site walls necessary to create the level field spaces required will be by Landscape Architect and Structural Engineers. Field Designer may rely on surveys, and geotechnical work furnished by the Owner.

URBAN DESIGN + PUBLIC ART (HOOD)

Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Landscape Design, Athletic Field Design, and Related items. HDS proposes focusing our work on the high school's interface with the adjacent neighborhood.

Bridging urban design, landscape architecture, and public art, we will find the opportunities to contribute to the project reimagining the entire perimeter of the new campus as a secure and "defensible" edge – compliant with PPS guidelines -- but at the same time, one that allows for connectivity, engagement, and a welcoming feeling where necessary and appropriate. We see our contribution in the form of the design of a series of gateways, gates,

thresholds, edges, fences, etc, which will work as a component of the reconfigured campus, integrating the new – or existing—buildings and other open spaces and facilities in their conception.

This approach assumes that landscape architecture within the campus and adjacent to each of the new facilities will be led by PLACE and that HDS will collaborate with all team members on the development of the overall campus, but that we will focus our efforts primarily on the edge elements.

PART 1: CONCEPT AND SCHEMATIC DESIGN

The purpose of this initial part is to support the development of the campus layout and configuration, while also ratifying our understanding of the existing information and the opportunities for our scope focus.

Tasks:

- Review of Existing Materials and conclusions from Programming Phase (Phase 1)
- Initial Design Concept and Design Goals/Principles Development for the urban interface of campus – building on the process undertaken during Phase 1 of this process.
- Concept Scenarios and Prototypes
- Participation on up to (2) workshops/presentations to share scenarios and prototypes with community members and PPS – meeting to be coordinated with design team - (3) people in person at Portland, OR
- Preferred Concept Scenario and approach
- Develop Preferred Alternative into Schematic Design Proposal (50% SD)
- Final Schematic Design Package (100% SD)

Deliverables:

- Summary of Phase 1 outcomes applicable to urban interface components – diagrams, sketches, narrative
- Concept scenarios plans and diagrams
- Prototypes Schematic Design package (schematic plans, sections, views)

PART 2: DESIGN DEVELOPMENT

Building on the input received from the Schematic Design work, develop a DD set for costing and to confirm logistics management regarding the campus perimeter with PPS and the School.

Tasks:

- Review of PPS and CPC comments
- Prepare and submit initial Design Development Package (50% DD)
- Prepare Design Development Package (90% DD)
- Submit 90% DD and participate on Review Meeting / Work Session - (2) people in person at Portland, OR
- Submit Final Design Development Package (100% DD)

Deliverables:

- Updated Conceptual Diagram(s) and Sketch(es)
- Overall Illustrative Site Plan of perimeter areas
- Enlargements of Key Areas; anticipated up to three (3) Enlarged Illustrative Plans
- Site Sections and/or Site Elevations; anticipated up to three (3)
- Up to four (4) perspective sketches
- PDF, including brief narrative of the landscape concept

- DD-level CAD site plan
- RHINO model (or similar 3D file)
- Preliminary Materials Schedule; brief description of materials and finishes and preliminary area calculations taken from schematic-level CAD base for the proposed improvements including hardscape and softscape

PART 3: CONSTRUCTION DOCUMENTATION

The purpose of this stage of work is to complete Construction Documents that represent the design intent and are consistent with PPS guidelines and respond to the CPC and the School objectives and direction. This package is intended to be suitable for bidding and required governmental approvals.

Tasks:

- Review of Client, Jurisdictional Agencies, and Design Team comments
- Construction Documentation Kick-Off Meeting
- Develop Construction Documentation Package
- Coordinate with Client, Jurisdictional Agencies, and Design Team
- Submit Progress CD Package for Review
    - 30% Construction Documents and Specifications
    - 60% Construction Documents and Specifications
    - 90% Construction Documents and Specifications
- Review Meeting / Work Session - (2) people in person at Portland, OR
- Incorporate final input from Client, Jurisdictional Agencies, and Design Team
- Submit Final Construction Documentation Package / Bid Package (100% CD)

Deliverables:

- Construction documentation package including plans, schedules, and details.
- Technical specifications (as related to HDS design).

PART 3: BID SUPPORT

Provide clarification and respond to requests for additional information from bidders.

Tasks:

- Respond to bidder's questions within (5) business days request and collaborate with other Design Team professionals as required
- Prepare phased bid packages to facilitate early on-boarding of design-build subcontractors to support fast-track construction
- Prepare addenda to clarify landscape work shown in Construction Documents
- Review substitutions as proposed by bidders and assist Client with recommendations
- Participate in pre-bid meetings with sub-contractors as directed by Client; assumed up to (3) meetings.

Deliverables:

- Response to RFIs
- Preparation of Addenda, as required
- Response to Submittals and review of Substitutions

PART 4: CONSTRUCTION OBSERVATION SERVICES

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The purpose of this stage of work is to complete Construction Documents that represent the design intent and are consistent with PPS guidelines and respond to the CPC and the School objectives and direction. This package is intended to be suitable for bidding and required governmental approvals.

Tasks:

- Participate in Pre-Construction Meeting
- Review and Process Contractor Submittals related to Landscape Improvements
- Perform Site Visits during Construction Period – assumed total (5) site visits, (1) person on each
- Prepare Field Reports
- Participate in Construction Period Coordination Meetings
- Respond to RFIs (Request for Information)
- Assist in the preparation of Construction Observation Documentation (as/if applicable)
- Prepare Gateway Improvements "Punch List"
- Participate on Final Walk-Through at Final Completion

Deliverables:

- Submittal review.
- RFI responses.
- Field observation reports.
- Punch list observation.

PART 5: POST-CONSTRUCTION SERVICES

The purpose of this stage is to assist the CLIENT in documenting all landscape design improvements as constructed.

Further definition and specific Post-Construction process is to be confirmed prior to commencing this stage of work. The fee for these services is currently included as an allowance.

Preliminary assumed Deliverables:

- As-built documents per information provided by contractor(s), if/as applicable.
- Conformed set to incorporate all RFIs, addendums and ASIs produced during construction process.

ASSUMPTIONS

- All base information, including detailed survey (of surface and subsurface infrastructure elements), proposed building drawings, and CAD backgrounds with site context will be provided by the Client in AutoCAD compatible format.
- Complete topographic, aerial photography, utility and boundary survey information will be provided to HDS by the Client.
- Complete horticultural analysis and recommendation of existing site vegetation will be provided to HDS by the Client. This shall include geotechnical reports showing soils profiles and water table levels, soils reports (existing and excavation materials), and recycled water quality analysis.

- All required changes to drawings as a result of inaccurate base information beyond HDS' control or previously approved budgets, will be additional services.
- Additional consultants for the project, if necessary will be recommended by Hood Design for approval by the Client. No specific proposals from additional sub-consultants have been identified at this time.
- As indicated in the scope of work above, HDS will prepare all drawings in AutoCAD. To the extent reasonable, HDS will coordinate with the Design Team to integrate landscape design into the project's BIM model. HDS will provide all landscape architecture work in AutoCAD and Rhinoceros file formats and if applicable/necessary the Consultant will export these files into usable formats for the Design Team's BIM model (ie. Revit).
- HDS will adhere to budgetary guidelines as established by the Client during the initial stages of the project.

EXCLUSIONS to Scope of Services

1. Topography and boundary surveys.
2. Soils testing and/or engineering.
3. Existing site engineering and utility base information.
4. All Engineering, including structural for site structures.
5. Complete horticultural analysis and recommendation of existing site vegetation.
6. Opinion of probable cost and/or cost estimate.
7. Lighting design and lighting electrical.
8. Wayfinding and site signage.

MECHANICAL/ELECTRICAL/PLUMBING/FIRE PROTECTION (MEPF) (PAE + SAMATA + BURMAN + KALOS ERGON)
Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding HVAC Systems, Plumbing Systems, Electrical Utilities Coordination, Building Power Distribution, Fire Protection Sprinklers, Fire Detection and Alarms. The MEP Engineer of Record will be PAE. PAE is included COBID partners Samata Consulting Engineers, Kalos Ergon Engineering, and Burman Design.

MEPF will prepare the drawings, BIM model, narratives, reports, specifications and calculations necessary for pricing of these systems, issuance of the required permit(s) and construction. MEPF will provide the scope of services for the project Schematic Design through Project Closeout as described in the Prime Agreement, Exhibit A, as they relate to the systems described above, including the following items and scope clarifications:

- PAE will coordinate work for all subconsultants as well as lead QC, Deviations and Owner Comments.
- PAE will hold the primary contract and coordinate subconsultant efforts, and provide a single contact to coordinate all documentation.
- PAE to submit individual fees for each firm for the project to accurately track COBID targets. Future invoices will need to be submitted to substantiate COBID participation. PAE to provide target for COBID participation and description of subconsultant areas of responsibility.
- PAE will subcontract with Burman Design for plumbing scope required for all phases.
- PAE will provide all Mechanical and Fire Projections design services.
- Electrical Subconsultant Services (Kalos Ergon Engineering LLC):
  - Scope will consist of design of building power distribution and lighting power distribution and controls for the Phase 2.1 New Athletic Center.
  - Scope will be re-evaluated at the end of Phase 1 schematic design. Should Kalos Ergon have additional capacity at that time, Kalos Ergon scope may be expanded to include the Phase 2.2 1964 Gym Renovation.
- Electrical Subconsultant Services (Samata Consulting Engineers, LLC):
  - Scope will consist of design of building power distribution and lighting power distribution and controls for the following portions of Phase 3: 1928 Gym Renovation and Addition, Performing Arts Building, and Media/Servery/CTE/Dance Building.
  - Scope will be re-evaluated at the end of Phase 1 schematic design. Should Samata have additional capacity at that time, Samata scope may be expanded to include additional buildings in Phase 3.

- Electrical Subconsultant Services (PAE)
  - Scope consists of power requirements for the temporary school as part of Phase 1.
  - Scope consists of building power distribution and lighting power distribution and controls for the Phase 2.2 and the following portions of Phase 3: Renovation 1909 Classroom Building and Addition between 1909 and 1928 buildings, Phase 4 and all additional site work.
  - Electrical scope related to 1.5% Green Energy technology requirements
- PAE and subconsultants will provide enhanced design for Fire Alarm and Fire Sprinklers. Stamped/Signed plans by the contractor.
- During Schematic Design, PAE to provide multiple mechanical approaches to the existing historic buildings and new construction, along with equipment and scope descriptions for cost models by Cost Consultant. System decision will be made prior to moving into the Design Development phase.
- MEPF provided optional fees to provide infrastructure for sport field lighting, scoreboard, and other elements needed for the following:
  - North Track and Field Resurfacing
  - Optional Practice Field Addition (south of existing school but north of Alberta
  - Optional new turf practice field on South lot (south of Alberta) with lights
  - Freestanding restroom on South lot (south of Alberta)

MEPF scope includes the following items and clarifications:

- MEPF will indicate extents of demolition scope by scope boundary. CMGC will provide detailed investigation as needed for specific instances of salvage and/or reuse and will coordinate scope of demolition with trade partners.
- All buildings being renovated are assumed to be a full gut and renovation for MEPF.

- Mechanical Engineering Services: Heating, Ventilating, and Air Conditioning Systems may include the following:
  - Air conditioning and heating systems design.
  - Site: hot water and chilled water between buildings and phases, if needed.
  - Space heating and ventilation design for areas not requiring air conditioning.
  - Building exhaust systems design.
  - Special exhaust systems. (Shop dust collection)
  - Kitchen exhaust and make-up air systems design.
  - Performance specifications for temperature control or building energy management system.
  - Heating and cooling load calculations.
  - State Energy Code calculations for mechanical systems.
  - Radon extraction system design, if required.
  - HVAC systems for the modular buildings in the Temporary School will be provided by the modular building supplier.
  - Envelope optimization, ECM analysis including HVAC systems options, peak load analysis and annual load profiles will be developed by the energy modeling consultant and be used by the mechanical team to inform energy efficient, low carbon emission design strategies.
  - Mechanical will provide feedback to the Energy Modeling consultant on replacement timeframes and cost estimates to support Total Cost of Ownership/Life Cycle Cost Analysis. TCO/LCCAs will be produced by the Energy Modeling consultant.

- Plumbing Systems may include the following:
  - Sanitary drainage, vent, domestic water, storm water, and natural gas piping design from 5 feet outside into the building.
  - Plumbing fixture specifications per district standards and updates as needed for LEED.
  - Design for connections to kitchen equipment based on the following information provided by kitchen consultant: drawings; connection schedules; equipment matrix; detailed rough-in information, including

locations, sizes, types, and cut sheets. Cut Sheets shall be numbered corresponding to equipment tags on the schedules provided.
- Design for connection of Owner-provided equipment and appliances based on information provided by other consultants.
- Acid waste drainage and neutralization design.
- Compressed air for shop areas.
- Solar Hot Water systems will be evaluated as to their viability on this project.
- Sub-Drainage under building "footprint" to be to be sized by and shown in plan by Civil. Plumbing is to continue when discharge is above Slab on Grade.
- Water and sanitary services for the modular buildings associated with Phase 1 to be provided by Civil.
- Foundation Drainage System by Civil. Architectural will indicate plan extent and detail. Civil will connect to storm system. (Civil to test system for slope to City connection.)
- Stand-alone site water fountains, services to be brought to the fixtures by Civil Engineer.

– Electrical Engineering Services: Electrical Utilities Coordination may include the following:
  - Power Utility: Site raceway system, vault/pedestal locations and sizes, revenue meter location/requirements, transformer pad location(s), and coordination of available fault current.

– Building Power Distribution Design may include the following:
  - Design for connection of Owner's equipment based on Owner-provided load information.
  - Design for connection to all low voltage systems.
  - Design life safety power distribution system for life safety loads such as egress lighting utilizing engine generator as the backup source.
  - Design for connection to interior and exterior signage based on information provided by others.
  - Design for connection of mechanical systems.
  - Design for connections to kitchen equipment based on the following information provided by kitchen consultant: drawings; connection schedules; equipment matrix; detailed rough-in information, including locations, sizes, and types; and cut sheets.
  - Performance specifications for electrical distribution system Arc Flash Hazard Analysis and emergency system Selective Coordination Study.
  - Analysis for placement and optimization of renewable systems in order to meeting the 1.5% Renewable Energy Technology requirement. Renewable systems to be bidder designed, and final submission to be stamped by Design-Build Contractor. Renewable power system design for photovoltaics system and battery storage, including coordination with code officials and local utility.
  - Design for power of all site devices and lighting.
  - Street lighting in public right-of-way by Civil or Traffic Engineer.
  - Design for power for electrical vehicle charging stations as part of the site design.
  - Site power for gates and other devices, including but not limited to Scoreboard.
– MEPF will document building interior and exterior lighting control design and daylighting controls based on control intent narrative provided by the lighting designer.
– MEPF will coordinate with Lighting Designer (LD) for the design of all interior, exterior, and field lighting. Power for lighting fixtures is by the electrical engineer. Documentation of the lighting fixtures in Revit is by the LD.

– Fire/Life Safety Engineering Services: Enhanced Design of Fire Protection Sprinkler Services may include the following:
  - Sizing of fire main service.
  - Sizing for fire pump.
  - Sizing of on-site storage of water for fire protection. Design of storage vessel will be by others.
  - Provide a piping and head layout that is coordinated with the structural, architectural, and theater functions and equipment elements of the building.

- MEPF will provide drawings to fire sprinkler contractor for preparation of shop drawings. Contractor will submit shop drawings to fire marshal for approval. Drawings will be stamped and signed by the Design Build Contractor.
- Fire protection for the modular buildings associated with the Temporary School will be provided by the modular building supplier with connections to Fire Sprinkler system provided by Civil.
- Drawings include:
  - Piping and head layout.
  - Pipe sizing.
  - Hydraulic calculations.
  - Materials submittal package for Architect's review.
  - Details.
  - Fire pump/tank size and layout.

– Fire Detection and Alarm Services – Enhanced Design: Layout of devices, riser diagram and performance specification for contractor to provide complete shop drawings of fire alarm system. Drawings will be stamped and signed by the Design Build Contractor and include the following: battery calculations, wiring, schedules, voltage drop calculations, point-to-point wiring, and integration with smoke control/pressurization as required. Contractor will submit shop drawings for permit and fire marshal approval. Fire Alarm Drawings are for coordination and design intent and will not be stamped or signed.
– Construction cost estimates will be by construction cost estimator. MEP will provide a cost review of cost estimator's pricing.
– Structural calculations for the seismic restraint of mechanical and electrical equipment are not included.
– Acoustical analysis, design of noise attenuation requirements, and special vibration isolation requirements for mechanical systems will be performed by others.
– Theatrical lighting, theatre production systems and AV design and control is Theater Consultant. MEP will provide power and connection and coordinate with Theatrical Consultant.
– Commissioning Support:
  - MEP will provide commissioning support services as described below for the commissioning of the following equipment and systems:
    - Heating, ventilation and air conditioning
    - Domestic water pumping
    - Sump pumps
    - Sewage ejectors
    - Domestic water heating
  - Respond to commissioning agent's review of the BOD and design documents prior to mid-construction-documents phase.
  - Incorporate commissioning agent's review comments into responses to Contractor submittals related to commissioned equipment and systems.
  - Review commissioning plan prepared by commissioning agent.
  - Review commissioning specifications prepared by commissioning agent and incorporate into contract documents.
  - Attend commissioning kickoff meeting.
  - Respond to commissioning agent's questions during the commissioning process.
  - Review commissioning agent's recommendations for modifications to the design of the commissioned equipment and systems.
  - Attend construction-phase meetings with the commissioning agent, contractor, owner and other consultants as required to resolve design-related issues. Weekly construction meetings are not included.

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LOW VOLTAGE (VERTEX)

Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Low Voltage (LV) Design and related items. LV will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to Low Voltage Design, including the following items and scope clarifications:

- Building Technologies Systems Design may include the following:
  - Telephone Utility: Site raceway system, vault/pedestal location, and demarcation location.
  - CATV Utility: Site raceway system, vault/pedestal locations and sizes, and demarcation location.
  - Raceway design for data/telecom, security, AV, clocks/paging.
- Building Technologies - Data/Telecommunications System Design may include the following:
  - Layout of outlets on drawings. Includes data to concessions.
  - Rack sizing, specification, and layout.
  - Backbone cabling design of building distribution cabling and connecting hardware.
  - Horizontal cabling design of building distribution cabling and connecting hardware.
  - Spaces: Including sizing and layout of telecom equipment room.
  - Pathways: Including raceway system, conduit, sleeves, cable trays, and wireways.
  - Grounding system for technology systems.
  - Conduit/cabling for site scoreboard.
  - Site signage. Conduit and fiber.
- Building security systems may include the following:
  - Electronic access control entry system.
  - Intrusion detection
  - Video surveillance system using IP video and digital recording.
- Design of clock system and paging/intercom system: Layout of devices, block/one-line diagrams, and technical specifications including site PA.
- Design of pathways for Distributed Antenna System and design build specifications.
- Elevator two-way communication system.

LIGHTING DESIGN (O- LLC)

Scope: Consult with the architect, theater consultant, the owner, the general contractor and the other consultants regarding Lighting Design (LD) and related items. LD provided itemized fees for the following optional scopes:

- North Track and Field Resurfacing
- Optional Practice Field Addition (south of existing school but north of Alberta
- Optional new practice field on South lot (south of Alberta)

LD will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to lighting design, including the following items and scope clarifications:

- Phase 1 Temporary Classrooms
  - Provide site lighting design, photometrics and supporting documentation
  - Permit support including egress illumination calculations and energy code compliance
  - Documentation via Revit modeling assumed.
- SD Phase
  - Provide narrative and/or plan markups describing lighting design intent, luminaire basis of design, illuminance targets, and lighting control intent.
  - Provide coordinated set of luminaire cut sheets
  - Revit modeling not included in SD phase. O-LLC will utilize architectural model for purposes of creating EL sheets to be included with markup and narrative deliverable.
  - TVD coordination

- DD phase through CD phase
  - Building interior and exterior lighting design.
  - Coordinate with Sports Field Lighting vendor design.
  - Luminaire schedule.
  - Luminaire cut sheets of proposed luminaires.
  - Layout of luminaires.
  - Coordination with architectural reflected ceiling plan.
  - Specification section 26 50 00
  - TVD and VE coordination
- Permit Phase
  - State Energy Code lighting compliance calculations.
  - Egress lighting design and photometric calculations of along egress path per IBC, NFPA101 requirements, based on egress plan provided by Architect. Architect to provide code compliant exit sign locations, LD will show in lighting plans.
- CA Phase
  - LD Scope for CA Phase is limited to the following:
    - Two Submittal review, response rounds. #1 – initial review, #2 – review any corrections.
    - Respond to RFIs as needed
    - Minor ASI or clarifications issues to support the GC and EC to understand current design
  - Significant redesign is not included.
  - Two on site punch list / site visits
- Land Use Phase: Site lighting with point-by-point photometric calculation.
- Theater lighting:
  - LD will document "architectural lighting" within the Theater scope of work on EL Sheets
  - Theater will provide design recommendations and criteria via Theatrical sheets and plans during DD Phase and provide review comments via Bluebeam session on LD sheets and plans during CD Phase.
  - LD will provide specifications for "architectural lighting" within the EL luminaire schedule
  - Theater will coordinate lighting control for all lighting within the Theater scope of work.

ENERGY MODELING (ALENTUR, LLC)

Scope: Consult with the architect, MEPF Engineer, the owner, the general contractor and the other consultants regarding Energy Modeling and related items. Energy Modeler will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to energy modeling, including the following items and scope clarifications:

- Provide energy analysis to meet LEED® requirements.
- Provide life-cycle-cost analysis.
- Review design documents and identify energy conservation measures (ECMs) which typically include:
  - Building envelope thermal performance improvements.
  - High performance windows.
  - Daylight harvesting.
  - Interior lighting with low power density.
  - Occupancy based interior lighting controls
  - Exhaust energy recovery and demand-controlled ventilation.
  - High-efficiency cooling technology.
  - High-efficiency heating technology.
  - Energy-efficient air moving equipment: premium efficiency motors, VFDs, low-pressure drops & variable flow.
  - Energy-efficient water moving equipment: premium efficiency motors, VFDs, low-pressure drops and variable flow.
  - Solar technologies.
- Develop a baseline building energy model using IES hourly energy simulation program.

- Calibrate baseline building energy model through energy benchmarking.
- Peak load analysis and annual load profiles
- Building Envelope Code Compliance forms
- Analyze energy and cost savings.
- Coordinate with design team on costs.
- Analyze cost effectiveness of strategies.
- Provide energy-efficient design input to design team.
- Document and submit analysis results.
- Respond to review comments.
- Energy Incentive documentation assistance

CODE + ACCESSIBILITY (UNIVERSAL DESIGN) CONSULTING (TBD)

Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Fire/Life Safety and Accessibility Code Compliance and related items. Code/Accessibility will provide the scope of services and clarifications described below:

SD Phase Review:

- Provide one (1) written Code Compliance Report code analysis to be used as the basis of design document at the 50% SD phase, including special detailed requirements for:
  - Atriums up to two connected floors
  - Stages, Platforms and Technical Production Areas
  - Parking Garages
  - Hazardous Material for Labs
- Provide one (1) review of 100% SD phase design drawings including code clarifications and interpretations.
- Provide up to two (2) sets of mark-ups on the drawings in PDF format indicating areas of code compliance deficiencies, concerns or need for verification.
- Provide code clarifications and code interpretations when requested by the project team members. Questions will be addressed in written format for clarity.

DD Phase Review:

- Revise the written Code Compliance Report to be used as the basis of design document at the beginning of DD phase. If advantageous, identify alternate compliance options for the architect to review.
- Review code summary sheets prepared by Bora Architects for format and content. Provide markups as necessary at 50% DD phase.
- Provide one (1) review of 100% DD phase design drawings including code clarifications and interpretations.
- Provide up to two (2) sets of mark-ups on the drawings in PDF format indicating areas of code compliance deficiencies, concerns or need for verification.
- Provide code clarifications and code interpretations when requested by the project team members. Questions will be addressed in written format for clarity.
- Assist with coordination and attend one (1) meeting with design team and Jurisdiction for the Life Safety Pre-Application Meeting.
- Provide assistance for up to (3) code appeals.
- Hazardous Materials
  - Review proposed labs design and proposed chemical inventory, assist designing team with code compliance path required to achieve proposed design.
  - Assist design team with the preparation of the Hazardous Material Inventory Statement (HMIS)
  - Provide code clarifications and code interpretations when requested by the project team members. Questions will be addressed in written format for clarity.

CD Review Phase:
- Revise the written Code Compliance Report to be used as the basis of design document at the beginning of CD phase. If advantageous, identify alternate compliance options for the architect to review.
- Review code summary sheets prepared by Bora Architects for format and content. Provide markups as necessary at 50% CD and 90% CD phases.
- Provide up to two (2) sets of mark-ups on the drawings in PDF format indicating areas of code compliance deficiencies, concerns or need for verification.
- Provide code clarifications and code interpretations when requested by the project team members.

Permitting and Construction Phases:
- During the Construction Phase, provide up to forty (40) hours of addressing questions from the design team. Questions will be addressed in written format for clarity.
- Additional Alternate Means and Methods Requests, if required, are not included and can be provided as an additional service.

ENVELOPE CONSULTING (MORRISON HERSCHFIELD)

Scope: Envelope Consultant will provide expertise to the Design Team to assist in developing the building enclosure, detailing and provide construction services as described herein. Envelope will peer review documents prepared by others, answer questions and make recommendations. Envelope will encompass exterior wall enclosure systems, below grade waterproofing, horizontal waterproofing for decks, and roofing. Envelope's peer review services include participation in meetings, review of drawings and concepts, offering of recommendations, and responding to building enclosure detail related questions from Architecture in the form of sketches, phone calls and email.

At no time shall it be construed that the peer reviewer, in providing project peer review services, is supplanting, or supplementing the Architect, Contractors, Structural Engineer of Record or the Specialty Structural Engineer in their professional responsibility for the design or construction of the Project, Primary Structural System or the Building Enclosure Systems. Peer review information is provided entirely on the basis that it is comments and recommendations only to parties responsible for the design and adequacy of the project.

The Envelope consultant will provide the scope of services and clarifications described below:

Schematic Design Phase:
- Envelope will perform an assessment of existing building. The purpose of the assessment is to understand the serviceability of existing envelope assemblies, identify potential envelope problems, discuss options for conceptual solutions for envelope assemblies and to prioritize the needs for the envelope with respect to the Owner's project requirements. The assessment will include the following:
  - Envelope will review maintenance documents and reports provided to us by the District and the Architect to inform our Assessment of the building.
  - Envelope will perform a visual assessment of the existing building focusing on the exterior wall and roof assemblies, which will include observations of the cladding and glazing assemblies, exterior doors, transitions between dissimilar materials, wall terminations and transitions, membrane assemblies, sealants and flashings.
  - Envelope will prepare a report discussing findings and key conditions from the condition assessment. The report will include recommendations to assist the Design Team in developing a narrative for exterior enclosure systems options.
- Envelope will provide narrative description of each system and design criteria for inclusion by Architect into the outline specification.

- Envelope will provide technical comments and answer questions related to system designs to achieve the desired aesthetic objectives and design criteria.
- Envelope will assist in developing performance design criteria for the agreed upon systems design approach.
- Envelope will peer review and comment on Schematic Design Documents and proposed systems.

Design Development Phase:
- Envelope will work with the architect to develop the building enclosure systems for the project design. The focus will be on constructability, accommodation of building movements and environmental forces, weather resistance, air and moisture control and anchorage methods.
- Envelope will provide technical comments and answer questions related to system designs to achieve the desired aesthetic objectives and design criteria.
- Envelope will peer review and comment on the 100% Design Development Documents (drawings and specifications) and proposed cladding systems for technical merit.

Construction Documents Phase:
- Envelope will undertake third party observation of the building envelope construction.
- Envelope will observe the construction and testing of the on-site mock-up of the exterior wall assembly. If additional testing is required, Envelope will request additional services for time spent observing and documenting/reporting on the additional testing.
- Envelope will peer review and comment on the 50% and 90% Construction Documents (drawings and specifications). The focus will be on constructability, accommodation of building movements and thermal, air and moisture control.
- Envelope will assume that all systems will be from Manufacturers standard products and Performance Mock Up testing will not be required
- Envelope will peer review and respond to up to five (5) Substitution Requests submitted by the Contractor through the Architect are included. Review of additional Substitution Requests will be considered additional services.
- Envelope will review each shop drawing and submittal twice. Third and subsequent reviews of the same submittal will be considered additional service.

Bidding/Permitting Phase:
- Assist the Design Team in evaluating substitution requests, assist with addenda review and assist with evaluation of bids and Value Engineering options.

Construction Administration Phase:
- Envelope will peer review and respond to up to five (5) Substitution Requests submitted by the Contractor through the Architect.
- Envelope will provide a peer review of building enclosure related submittals and shop drawings for general compliance with construction documents, good building practice and continuity of building envelope at interfaces.
- Envelope will review each shop drawing and submittal twice. The first review will be a study of the proposed system. The second review will be of issues documented during the first review but will not encompass any new information not requested or clouded in the first review.
- Envelope will include Mock up services as follows:
  - Peer review mock up shop drawings.
  - Site visits to observe the construction and testing of the on-site mock-up of the exterior wall assembly.
  - Envelope will prepare a report of our observations following the testing.
- Envelope has included site visits during the construction process to observe the field installation or field testing of below-grade waterproofing, air barriers, windows, roofing and waterproofing for conformance with the approved shop drawings and performance requirements. Envelope will issue a report following each visit which wil document issues observed on site and will include a written narrative with accompanying photographic documentation.

– Envelope will witness, troubleshoot and report on field testing of the glazing systems (anticipate ASTM E1105 water testing at pressure designated by specifications).

Closeout & Record Drawings:
– Envelope will perform one (1) visit to the site to prepare a punch list for incomplete items at project close-out and prepare a non-conformance reports to serve as our final report for the project.

Additional assumptions:
– Drawings and specifications will be reviewed for water penetration, vapor diffusion, air leakage, thermal performance and differential movement, with emphasis on water tightness.
– Below-grade waterproofing consultation is limited to waterproofing materials, performance and installation requirements based on information provided by the geotechnical engineer. Below grade drainage design remains the responsibility of the Civil Engineering Consultant.
– Review of the enclosure for thermal performance is limited to potential thermal bridging and condensation issues.
– Final approval over building envelope details and coordination of envelope issues with other code requirements, such as fireproofing, remains with the Architect as Architect of Record.
– Site visits and field observations are based on a sampling of completed work, and work in progress at the time of each visit. Field observations are not intended to be exhaustive and do not relieve the Contractor or trades of their responsibilities for quality control, conformance with project construction documents and applicable codes.
– The building assessment will be performed from ground level, on ladders and on accessible roofs. For assemblies requiring a lift, Envelope Consultant will coordinate with the General Contractor. If a lift is required by the Envelope Consultant but not provided by the General Contractor, there will be additional cost for rental and operator.
– The building envelope does not assume invasive investigation or testing of the existing assemblies as part of the visual assessment. If additional invasive investigation or testing is required, Envelop Consultant can provide further assessment as an additional service.
– The following are assumed to be excluded from Envelope Consultant scope or not required for this project:
  • Repair of joint sealants at pull-test locations or repair of areas damaged during water testing due to failure.
  • Vertical access to test locations or areas requiring reviews by Envelop Consultant field personnel.
  • Energy Modeling, which will be provided by the Energy Modeler.
  • Hygrothermal analysis (WUFI) and thermal analysis (THERM) for condensation risk.
  • Building Envelope Commissioning
  • Review or detailing on Window Washing Equipment or Building Maintenance Systems.
  • Testing laboratory services.
  • Additional costs resulting from or relating to mock-ups or performance testing.
  • Rental of lift equipment.

VERTICAL TRANSPORTATION (THE GREENBUSCH GROUP)
Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Vertical Transportation (VT) Design and related items. VT services include condition analysis of the existing elevator in the 1909 Building and producing a scope of work for replacement or modernization. The new additions will also be analyzed to determine appropriate quantities and capacities of new elevator equipment. Complete plans and specifications suitable for bidding will be produced for the VT systems.

VT will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to vertical transportation, including the following items and scope clarifications:

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Schematic Design Phase
- Develop an assessment report of the existing elevator as well as recommended scope of replacement or modernization of the elevator.
- Analyze traffic needs for 1,700 new students and recommend quantity, capacity and traveling speed for elevators to serve the new additions.
- Coordinate with the Architect to locate and size the elevator equipment room(s) on the Architectural Plans.
- Review Architects drawings and provide written comments.
- Provide coordination sketches as required and a narrative.
- Coordinate VT service requirements with other consultants.

Design Development
- Coordinate and update space requirements for lifts, pits, over run's and machine rooms.
- Interior Finishes and Lighting: Coordinate finishes and lighting design for cab interiors.
- Elevator Shaft plans: Provide drawings showing the proposed elevator(s) on the Architect's Shaft Plans.
- Elevator Shaft Section: Provide a drawing showing the proposed elevator(s) on the Architect's Shaft Sections.
- Coordinate vertical transportation service requirements with other trades.
- Provide one set of DD Level Elevator Drawings.
- Provide a draft VT specification.

Construction Documents
- Interior Details: Provide drawings showing interior elevations of the elevator cars.
- Complete, shaft and cab drawings and details to a Construction Document level.
- ADA Compliance: Coordinate and provide all ADA compliance products and specifications as required.
- Coordinate with other consultants.
- Provide one bid level set of elevator drawings and a performance specification.
- Respond to the client and Architect comments.

Bidding Support
- Attend the pre-bid meeting virtually.
- Review prior approval requests.
- Collect questions during the bid and respond in writing through the Addenda.
- Support addenda with supplemental information and drawings as necessary to respond to bidder questions.

Construction Administration
- Answer questions about the vertical transportation contract by phone.
- Respond to RFIs in writing.
- Provide an initial review and one re-review of product and shop drawing submittals.
- Review change order proposals as necessary.
- Visit the site up to two times to perform a substantial and a final punch of the elevators installed and provide a written list of our observations.
- Review the vertical transportation O&M manuals.
- Update record drawings to reflect as built conditions as required.

BORA

ACOUSTICS (THE GREENBUSCH GROUP)

Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Acoustic Design (Acoustics) and related items. Acoustical Design services for the project includes interior spaces and offsite noise levels to comply with Code of the City of Portland Title 18 and the land use review process. Work product will be in the form of narratives, memoranda, and drawing markups, and recommendations will be documented by other disciplines in project drawings and specifications.

Acoustics will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to acoustic design, including the following items and scope clarifications:

Schematic Design Phase

- Establish the Owner's design goals and set the acoustical performance criteria.
- Author a Schematic Narrative for acoustics, outlining acoustical performance requirements for sound isolation between spaces, reverberation control, and background sound levels associated with the mechanical system. Spaces of note will include: classrooms, music rooms, mechanical rooms, performance spaces, library, athletic spaces, science rooms, etc.
- Provide cost input for acoustical products and review budgetary estimates prepared by other for cost-saving measures.
- Prepare the following SD deliverables: Draft and Final Narrative Reports and Conceptual sketches or diagrams, as needed

DD Phase

- Visit the site to document existing environmental noise levels near future building facades and grandstands.
- Provide recommendations and detailing for construction necessary to acoustically separate the various spaces. Recommendations would include floor, wall and ceiling construction. Detailing will be in the form of sketches. We are assuming that these would be drafted by others for inclusion in the drawings. Provide recommendations for the operable partitions throughout the facility (as applicable), including detailing and a performance specification.
- Provide recommendations and performance specifications for surface finishes necessary to control noise and reverberation. This will be particularly critical in music and performance spaces, Commons, and athletic areas.
- Establish criteria for acceptable background noise levels throughout the facility due to the operation of the mechanical system.
- Furnish recommendations for silencing of duct-borne fan noise, control of noise generated by turbulent airflow, diffuser and grille noise, and airborne equipment noise within the building. Recommendations will also be provided to control crosstalk between spaces. This will be particularly critical in the music and performance spaces.
- Provide recommendations for noise and vibration control of the rotating equipment (air handlers, chillers, and pumps), piping systems and power transformers.
- Evaluate sound levels from any outdoor mechanical equipment and design mitigation as required to meet local Noise Code requirements.
- Provide cost input for acoustical products and review budgetary estimates prepared by other for cost-saving measures.
- Prepare the following DD deliverables: Draft and Final DD Narrative; Specification input on acoustical elements; Sketches of construction types, as needed

Construction Documents Phase

- Refine recommendations as required to integrate acoustical elements into the final design.
- Coordinate all aspects with architectural, structural and mechanical disciplines and suggest revisions as necessary.
- Review interim printings to ensure that recommendations are incorporated.

– Provide cost input for acoustical products and review budgetary estimates prepared by other for cost-saving measures.
– Prepare the following deliverables: Performance Specifications for acoustical elements; Review of interim construction documents with memo outlining areas where acoustical elements have not been incorporated.

Construction Phase
– Visit the site as needed during construction, ideally prior to cover of the most acoustically-sensitive areas, and at least once after substantial completion to develop a punch list, and a final visit for punch out.

Land Use Process
– Analyze offsite noise emissions from noise sources other than exterior mechanical equipment included in the base scope of services described above. This analysis is expected to be focused on exterior sound systems at the athletic fields.

THEATRE AND AV (THE SHALLECK COLLABORATIVE – THE SC)
Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding Theater & Audio-visual Design (T/AV) and related items. Specifically, T/AV will work in two basic areas of consultation: architectural and engineering aspects that affect the facility's function as performance and teaching spaces, and theatre production systems and AV systems and accommodations.

T/AV will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to Theater & Audio-visual Design, including the following items and scope clarifications:

Typical architectural and engineering guidance includes:
– Program verification
– Adjacency and dimensional planning
– Student and Audience flow, seating configurations, audience chamber design and sightlines
– Performer and technical circulation, technical areas and stage configurations
– Structural, mechanical, electrical and piping criteria for production operation and systems accommodations
– Performance equipment and operations integration assistance

T/AV will include planning, criteria, design and oversight as described below for the following typical Production Systems:
– Main Theatre:
  - Production Rigging
  - Variable Acoustics Systems
  - Production Lighting Control
  - Orchestra Pit Lift
  - Fixed Theatre Seating
  - Audio Visual Systems

– Drama Classroom/Black Box Theatre:
  - Production Rigging
  - Production Lighting Control
  - Audio Visual Systems

- AV systems in the following spaces:
  - All Classrooms & Labs
  - All Conference (Teacher) Rooms / Admin Offices
  - All Computer Labs
  - Music Classrooms (Band/Choir)
  - Recording Studio
  - Main & Auxiliary Gymnasium
  - Wrestling/Weight/Fitness Team Rooms
  - Cafeteria (Commons)
  - Counseling and Career Center
  - Health Center
  - Special Education Room
  - Outdoor Athletic fields/stands

- T/AV will participate in LEED Registration and Management Phase, including the following:
  - Participate in LEED® scorecard review.
  - Incorporate LEED® required design for theater and AV systems.
  - Provide documentation and submittals for LEED® prerequisites and credits associated with theater and AV systems.
- Maximum budgets assumed: T/AV assumes a level of sophistication of the production systems within the maximum budgets as assumed from a typical Oregon High School project budget. Should the systems increase in scope, our fees will be equitably adjusted.
- Classroom, Lab, Conference Room, Computer Lab AV: T/AV will draw one representative plan/ section/ RCP/ elevation for each type of instructional space and the architect will place devices in each room as part of the furniture planning work.
- T/AV will make recommendations for design intent for applicable spaces, code compliance, and trades, however, the AOR and related Engineers will be responsible for final reviews, codes, and engineering as required by governing laws, codes and governmental agencies.
- Related structural support elements and the structure for technical levels such as floors, catwalks and gridirons shall be the responsibility of the Structural Engineer.
- The production equipment will be specified in Division 11 of the specifications.
  - All related electrical design, components and services that control or fall under Division 26 shall be the responsibility of the Electrical Engineer.
  - For low voltage production control systems, T/AV will provide specification of theatrical wiring devices, point to point diagrams, infrastructure criteria and wire types, but not design or documentation of the Div. 26 infrastructure such as conduit size and route, power wire, back boxes, or any power systems.
- T/AV assumes that all building-integrated systems are designed, coordinated, documented and bid within the base building design and construction process. Coordination of design, bidding and construction of integrated systems outside of the base contract for construction will be considered an additional service.
- T/AV will provide budgets and design documentation for all FFE systems during the general course of the base building project.
- Acoustic Design and noise isolation will be provided by the Acoustic Design consultant.
- T/AV assumes professional stamping of production systems documents is not required by building agencies; however, production rigging system specifications will require the specialty sub-contractor's shop drawings to bear a OR Professional Engineer's stamp for "deferred approval" or "delegated design approval" submittal to the Building Authorities.
- T/AV will work within the context of the project to determine the highest and best of use of the available resources with the intent of maximizing aesthetic impact, and education and production functionality. T/AV will review and advise in meetings and be issued in the form of written memoranda and sketches as required.

BORA

- During SD, T/AV will provide a Production Systems Narrative that outlines the approach to be taken for production systems and serve as "outline specifications". This narrative should be used as a part of the final Schematic Design documents submitted to the Owner for approval. T/AV will provide Production Systems Budget Recommendations for the systems as outlined in the narrative.

- During the DD phase, T/AV will provide one preliminary and one final set of drawings as Production Systems Documentation for the systems determined in the Schematic Design Phase as listed above. Deliverables will include design development-level drawings that shall fix and describe the systems within our field of responsibility, sufficient to reach consensus with the Owner and to be used for coordination with other Consultants, as well as an updated narrative to serve as outline specifications.
- T/AV will provide a thorough review of one preliminary set and the final DD set of drawings to aid in the overall coordination of the documents. Recommendations will be provided in a written report and/or marked-up drawings. The Architect will provide .pdf sets for T/AV review.
- T/AV will provide revised Production Systems Budget Recommendations if necessary for the systems as shown in T/AV documents.
- During the CD phase, T/AV will continue to assist the Architect and Engineers in developing detail of the project as related to T/AV.
- During the CD phase, T/AV will provide one preliminary and one final set of drawings and specifications as Production Systems Documentation. Deliverables will include contract document -level documents that shall set forth in detail the systems, sufficient to bid and construct the systems, and to be used for coordination with other Consultants.
- During the CD phase, T/AV will provide a thorough review of one preliminary set and the final CD set of drawings to aid in the overall coordination of the documents, and provide recommendations in a written report and/or marked-up drawings. The Architect will provide .pdf sets for our review.
- During the CD phase, T/AV will provide revised Production Systems Budget Recommendations if necessary for the systems as shown.
- T/AV will assist Architect during the permitting phase to answer questions related to theater spaces and design, but is not assumed to attend meetings with AHJ or provide extensive code analysis.
- T/AV will answer bid questions, review bids and advise the Owner as to their completeness relative to the bid documents. T/AV is not assumed to attend Pre-bid meetings, bid review meetings and contractor interviews.
- During construction, T/AV assumes the following will required:
    - RFI's, bulletins and change orders related to theater / AV design.
    - Two (2) reviews of submissions / shop drawings for each specification section provided by T/AV
    - T/AV will review shop drawings of systems directly related or adjacent to theatrical function such as structural and sprinkler layouts in production spaces, mechanical and production related electrical.
    - For areas outside of theater / AV-specific responsibility, T/AV will provide a letter of comments and/or mark-ups, but not stamped review.
    - T/AV will visit the site during construction at times appropriate to observe the work in progress in conformance with the design intent of the bid documents and to discuss and assist in coordinating solutions. We will provide a written report after each visit.

T/AV will assist with FF&E in the following areas.

- Stage Draperies (Main/Drama Class-Black Box)
- Production Lighting Fixtures (Main/Drama Class-Black Box)
- Portable AV Equipment (Main/ Drama Class-Black Box)
- Orchestra Shell (Main)
- Portable Risers (Drama Class-Black Box)

BORA

FOOD SERVICE CONSULTING (JBK)

Scope: Consult with the architect, the owner, the general contractor and the other consultants regarding food service-related items. Food Service will prepare the drawings, narratives, reports, specifications and calculations necessary for pricing, issuance of the building permit(s) and construction. Food Service will provide the scope of services for the project Schematic Design through Construction Administration as described in the Prime Agreement, Exhibit A, as they relate to this scope, including the following items and clarifications:

Schematic Design
- Develop up to two (2) schematic kitchen, servery and indoor concessions plan options, showing counters, equipment and workflow using AutoCAD, and modify plan per project team feedback.
- Itemize equipment and provide equipment list
- Provide preliminary hood air volume requirements
- Prepare lump sum estimate of foodservice kitchen and serving equipment.
- Provide detailed narrative describing how the spaces will function based on the district's standards and discussions.
- Research energy-efficient equipment and processes and discuss with project team.
- Review PPS Design Guidelines and Standards, incorporating requirements into the design.
- Meetings to include TVD, VE, Nutrition Services and the project team.

Design Development
- Update plan based upon desired schematic layout, adding item numbers and equipment list.
- Select equipment makes/models and assemble equipment cut sheets, keyed to plan as well as ~~obtain~~ updated hood drawing and air flow data from manufacturer.
- Incorporate LEED requirements in the design and equipment selection process, working with the LEED consultant
- Prepare preliminary mechanical, plumbing and electrical schedules for coordination with MEPF engineers.
- Coordinate walk-in slab depression and compressor locations for coordination with other consultants.
- Provide itemized equipment budget.
- Verify design meets current Multnomah County Environmental Health requirements
- Develop Revit model at the end of DD

Construction Documents
- At 50% CD, prepare final mechanical, plumbing and electrical schedules and final cutsheets for coordination with MEPF engineers.
- Update and fine-tune BIM model as bid document which clearly describes the scope of work, including mechanical, electrical and plumbing rough-in drawings, elevations of all foodservice areas and fabrication details as needed, and detailed hood drawings from manufacturer.
- Work with the LEED consultant for compliance and required documentation
- Prepare 11 40 00 specifications and updated equipment cut sheets.
- Update itemized budget.

Permits and Approval Phase
- Assist as needed with obtaining permit from the Health Department.
- Respond to City plan review requirements.

Bidding Phase
- Respond to bidders questions and request for substitutions in method set forth by the District and project team.
- Prior to commencement of construction, provide one set of "For Construction Documents" in electronic format.
- Review kitchen equipment supplier bids for conformance and completeness.

BORA

Construction Phase
- Participate in the Project kick-off meeting
- Prepare punch list based on substantial completion site visit and follow-up punch list base on final inspection.
- Review equipment submittals
- Answer applicable RFI's and update documents as needed
- Prepare ASI's as needed

Close-out and Record Documents
- Review as-built plans and submittals as provided by the Kitchen Equipment Contractor (KEC) for accuracy.
- Review Operations and Maintenance Manuals as supplied by the KEC

- Optional services: Culinary Arts Classroom and field concessions

LEED MANAGEMENT (PROJECT PIVOT)

Scope: The LEED Management Consultant (LEED Mgr) will work with the team to determine a project approach that best meets the project needs within the context of the vision of the project, budget and schedule.

LEED Mgr will assume the primary responsibility for LEED certification project management and submittal preparation for the project. Other members of the project team will be responsible for supporting the LEED analysis and LEED documentation with information such as area takeoffs, project information, product data, drawings, specifications, submittals, etc. Throughout the project, we will keep the entire project team up to date on the status of LEED certification.

Items listed below are included in LEED Mgr scope of work for a project seeking LEED-NC certification.
- LEED Mgr will support the project team to identify, analyze and integrate specific sustainable building strategies using LEED-NC v4 credit requirements as a guideline.
- LEED Mgr will provide the necessary toolkits for each discipline to assist in the understanding in LEED credit requirements.
- LEED Mgr will coordinate sessions at 100% Schematic Design, 100% Design Development, and 50% Construction Documents which include the following:
  - Drawing and specification reviews to ensure sustainable building approach and LEED requirements are incorporated appropriately
  - This will require a review with the updated scorecard and status notes/report at 50% DD and 100% DD in each phase, 2 (2.1, 2.2), 3/4, of the project. The same applies to the 50%, 90%, 100% CD review.
  - Updated LEED-NC v4 Scorecard and Status Notes
  - Credit by Credit current status and next steps

- LEED Mgr will coordinate 90% Construction Documents: team meeting, status report and teleconferences, including:
  - Drawing and specification reviews to ensure sustainable building approach and LEED requirements continue to be incorporated appropriately
  - Updated LEED-NC v4 Scorecard
  - Credit by Credit current status and next steps
  - Final design status report
  - Note that 100% CDs must include relevant LEED criteria for consistency and use in the preliminary LEED submittal

– LEED Mgr will coordinate Design Phase LEED Documentation coordination in partnership with Project Team
  - Assign team members' primary responsibilities for individual LEED credits
  - Manage LEED Online schedule and deadlines
  - Provide detailed consulting support
  - Coordinate call with USGBC to review technical credits prior to submission
  - Review all LEED documentation provided by others
  - Support drafting Innovation credits for submission

– LEED Mgr will coordinate Design Phase LEED Submission
  - LEED Mgr will assume all LEED online responsibilities and documentation management including submittals for LEED documentation to Green Business Certification Inc. (GBCI) for review.
  - Coordinate project team responses to GBCI preliminary review comments.
  - Submit final documentation.

- Specifications are an important tool to assist the team in procuring environmentally preferable materials and collecting necessary LEED information from sub-contractors and suppliers. LEED Mgr will provide the following services to assist the team in reviewing and increasing the level of sustainable design in the current design specifications and ensuring LEED measures are integrated into the project. LEED Mgr will add to the bid specifications, where appropriate, and propose language to address LEED related requirements, as well as provide a review of the project materials for compliance with the specifications and LEED requirements.

– Specification Deliverables:
  - Assist with healthy and sustainable materials and technologies research.
  - Review Construction Waste Management section.
  - Provide Construction Indoor Air Quality Management section.
  - Provide LEED Requirements section.
  - Review LEED submittal requirements in the technical section of specifications.
  - Verify requirements for VOC limits and emissions criteria for targeted categories.

– LEED Mgr will provide a set of LEED tools for the General Contractor and their Subcontractors to support their documentation efforts. LEED Mgr will attend one meeting to provide Contractor orientation and will work with the general contractor to clarify their responsibilities during construction. Tools and support will include the following:
  - Facilitate LEED construction kick-off meeting and review related Division 1 specifications
  - Lead General Contractor kick -off meetings, including GC Toolkit and Training, Contractor responsibilities checklist, LEED action plan templates, LEED tracking spreadsheets
  - Facilitate monthly construction meetings via conference call focused on LEED implementation.
  - Provide monthly LEED status updates.
  - LEED Mgr will review selected submittal reviews for LEED compliance including the following:
    - Volatile Organic Compound (VOC) limits and other banned chemicals: Interior adhesives, sealants, paints, coatings, and Composite Wood,
    - Invoices and certificates for new wood that is FSC certified, and
    - Review materials data such as Environmental Product Declaration (EPD) forms, Recycled content, regional materials, and renewable materials to ensure appropriate documentation is provided.
  - Construction phase LEED documentation coordination in partnership with Project Team, including the following support:
    - Assign team members' primary responsibilities for individual LEED credits
    - Manage LEED Online schedule and deadlines
    - Review all LEED documentation
    - Support drafting Innovation credits for submission

BORA

- At the completion of project construction and upon receipt of all client documentation, LEED Mgr will prepare the Final LEED Documentation for review by the project team and submittal to GBCI. After GBCI has provided comments, LEED Mgr will review the GBCI Preliminary Response and will work with the project team to prepare the necessary materials for re-submittal.
- LEED Mgr will coordinate the following Construction phase LEED submission materials and tasks:
  - Submit LEED documentation to Green Business Certification Inc. (GBCI) for review.
  - Coordinate project team responses to GBCI preliminary review comments.
  - Submit final documentation.
  - Manage post-certification effort, including plaque selection and marketing tools.

BORA

COMMUNITY ENGAGEMENT & DESIGN JUSTICE TRAINING (COLLOQATE DESIGN)

Scope: The Community Engagement Consultant (Engagement) will work with the PPS to meaningfully engage the community for input about and influence of the developing project design. This work will continue Community Engagement using the same basic strategies as in Phase 1, connecting with and reporting from Primary, Secondary and Operator Users, as well as provide Design Justice Training to the Project Team.

a. School And Community Stakeholder Engagement
- Provide materials for OSM to include in the JHS project and bond websites, for use on social media, host tabling/pop-up informational display at community events as needed, meet with neighborhood associations, and help facilitate and plan virtual or physical monthly town hall or open house sessions.
- Coordinate with PPS and OSM to facilitate the DAG and other public meetings in accordance with the currently established, volunteer-based format.
- Organize the agenda subject matter, provide meeting materials, attend, and facilitate the meetings as needed by OSM. Provide facilitation and planning for the PPS Public Design Workshops.
- Expanded work with Youth aligned with the adjusted scope in Phase 1, with Workshops with the Jefferson Leadership Class and Student Organizations, a series of biweekly in-class / after school workshops about their experiences of JHS and the project, in parallel with same inquiries as the CPC.
- Prepare progress reports of the themes identified in the evolving Spatial Implications Report for all Design Advisory Group (DAG) meetings and Steering Committee (SC) meetings.
- Prepare monthly reports summarizing community engagement activities and outcomes. Monthly reports will be delivered to OSM and will be in a format agreed with OSM.
- Maintain and update a Calendar of Events showing upcoming community activities. Share an active link to this calendar with the Design Team and the Owner.
- Attend community activities as needed and/or requested by the Design Team and OSM in addition to those identified independently by Engagement. When appropriate, host tabling/pop-up informational displays at these events.
- Support OSM and Architecture, helping to facilitate and plan regular Town Hall meetings and occasional Open House sessions. These events may be livestreamed.
- Coordinate with PPS and OSM to help plan and facilitate the DAG meetings and public design workshops in accordance with the currently established, volunteer-based format. These events may be livestreamed. Bryan C. Lee will attend all DAG meetings in person through the Schematic Design Phase.
- Organize the agenda subject matter, provide meeting materials, attend, and facilitate the DAG meetings as needed by OSM.
- Attend weekly engagement update meetings with OSM Project Manager Ayana Horn, PPS's David Mayne, and with Bora's PM; maintain updated online meeting notes from these sessions
- Meet with Neighborhood Associations in conjunction with Architecture.
- Provide materials for OSM to include in the JHS project and bond websites, and for use on social media.
- Produce a printed community newspaper at the end of the SD, DD and CD phases as well as one annual community newspaper during the course of construction. Newspaper will share out project activities, community feedback, and provide the community with a holistic view of the process of future design phase. This mailer will be carefully coordinated with OMS's office of communication, incorporating language translation provided by PPS if required

b. Design Justice
- Based on the Phase 1 Design Justice Training Program outcomes and feedback from the Comprehensive Planning Committee and other stakeholders, Engagement will produce a Design Justice Workshop Report summarizing community agreements, shared language, and guiding principles.
- Provide one day-long Design Justice Training in early Schematic Design phase for team members and CPC members who were not trained during Phase 1.

- Provide one day-long Design Justice Training Part 2 in early Design Development phase for all team members and for members of the CPC, that builds on the first training.
- Working with the Comprehensive Planning Committee and other stakeholders, Colloqate will create a Baseline and Ground Setting Report that outlines the socio-cultural parameters that exist on the project and identifies potential barriers to developing a just project process. This report will also identify the geo-spatial perimeters that will impact and function as a physical boundary to access opportunities throughout the site.
- Socio-cultural Parameters Outline will include the following:
  - Assess and build out a comprehensive understanding of the sociocultural context of the area.
  - Define the primary, secondary, and tertiary priorities for the project and spaces.
  - Work with the Comprehensive Planning Committee and other stakeholders to understand affiliated users, unaffiliated users, and operator users.
  - Form a baseline understanding of the barriers and potential opportunities.
  - Collaboratively analyze and synthesize previous findings and relationships of JHS and PPS.
- Geo-spatial Perimeters Outline will include the following:
  - Assessment of the proximate neighborhood and regional context to better understand the barriers to entry and potential opportunities to access.
  - Collect, review, map and distill existing neighborhood plans/ issues.
  - Develop an understanding of the site conditions and the potential project implications.
  - Map baseline civic infrastructure (other schools, libraries, churches, parks, other institutions).
  - Map baseline infrastructural mobility systems.
- Maintain and update the Spatial Implications Report on an ongoing basis as a living document and share access to this document with the Design Team and Owner.
- Provide comprehensive Design Justice Drawings for incorporation into milestone documents at 100% SD, 100% DD, and 100% CD phases.

LAND USE / LANDMARKS REVIEW & CONDITIONAL USE PLANNING (THE BOOKIN GROUP)

Scope: The Land Use, Landmarks Review & Conditional Use Planning consultant (LU) will work with the PPS to plan, prepare, and assist with the City of Portland processes for Land Use. The Scope of work will be based on the City's determination of what the land use process will be. This proposal assumes a Type III Conditional Use/Type III Historic Resource Review will be required.

Scope description and clarifications:

- Prepare a request for a Pre-Application Conference and attend conference.
- Coordinate with project team to create the exhibits necessary to support the CU/HDR application.
- Prepare a draft application and distribute for internal review. Incorporate all comments resulting from internal review and prepare final draft.
- Oversee the submittal of the application to the City.
- Follow the application through the completeness check and if necessary, augment the applications to achieve completeness.
- Work with City staff during the review period and provide additional information as necessary
- Review the BDS staff recommendation, all bureau responses and any comments from the public prior to the public hearing and provide responses as necessary.
- Meet with Client and project team to prepare for the public hearings.
- Represent the project at two public hearings: Hearing Officer for the CU/Landmarks Committee for the Historic Resource Review.
- Review the final decision and conditions of approval.

BORA

HISTORIC (ARCHITECTURAL RESOURCES GROUP)

Scope: The Historic Preservation Consultant (Historic) will work with the team to determine project elements recommended for preservation, repair, and upgrade. Historic will assist the team to propose a project approach that best meets the project needs within the context of the vision of the project, budget and schedule.

Scope clarifications:

- Architectural will provide BIM models of the 1908 and 1928 buildings; Historic will review for accuracy and appropriate level of detail. Historic will assist Architectural to determine appropriate construction type and mitigation measures for seismic and code upgrades.
- Historic will conduct condition assessment of exterior of 1908 and 1928 building (from boom lift w/ CMGC)
    - Masonry
    - Plaster
    - Concrete
    - Wood entry doors and transoms
    - Any interior historic elements to be at interior of 1928 building
- Historic will issue an assessment report documenting a high-level analysis of existing historic fabric with recommendations. Architecture will document detailed repair recommendations through photographs and annotated drawings for CMGC estimating and bidding.
- Historic will work with the design team and CMGC to determine feasibility of removing plaster over original brick at 1908 building, also removal of sheet metal at windows if any original trim/brick mold remains.
- Historic will advise Architectural on historic elements most critical or impactful for preservation. Historic will provide documents for SD-CA for the 1909 and 1928 exterior enclosure elements that will be incorporated into drawings sets. Architectural and Structural will provide permitting and construction documents.
- Historic will assist with the Land Use process, including Landmarks review. Historic will provide narrative content related to the design approach to historic elements for the Land Use Application and assist Architectural with the hearing and comment process.
    - Prepare for and attend one (1) early assistance meeting.
    - Prepare for and attend one (1) pre-application conference.
    - Prepare the Historic Resource Review Criteria narrative, for incorporation into the Land Use Review Application.
    - Prepare for and attend two (2) Design Advice Request Hearings
    - Prepare for and attend two (2) Landmarks Review Hearings
    - Provide guidance to design team in responding to Landmarks Review comments.

COST ESTIMATING (DCW)

Scope: The Cost Consultant (Cost) will prepare independent cost estimates for reconciliation with the CMGC estimator. The intent of including independent cost estimating is to help the entire Owner / Architect / Contractor team estimate the probably cost of construction as closely as possible to avoid costly time delays associated with unexpected increases in the cost estimate late in the project. The CMGC has final responsibility for cost estimating, bidding, and procurement.

The scope and tasks for the Cost Consultant include the following:

Schematic Design

– Schematic Design Estimating
    - Prepare an opinion of probable construction costs during this stage including all elements as necessary for a complete cost estimate. The cost estimate will be prepared in Uniformat II component format.
    - Prepare a single revision to the opinion of probable construction cost after review and commentary by the team. Further revision requests are not included and may require additional fee.

- Participate in a TVD Workshop with the CMGC.
- Establish budgets targets for each building system.
- Up to three team and client meetings are included during this phase.

– Value Engineering - 50% Schematic Design
  - Attend (1) Value Engineering meeting with the team.
  - Participate in team value engineering exercise to evaluate deductive cost options.
  - Provide up to three (3) cost studies to evaluate varying systems.
– Schematic Design Reconciliation
  - Reconcile design cost with the contractor to achieve maximum 5% cost difference. Task 2 Design Development

Design Development

– Design Development Estimating
  - Prepare an opinion of probable construction costs during this stage including all elements as necessary for a complete cost estimate. The cost estimate will be prepared in Uniformat II component format.
  - This stage includes a maximum of three alternates.
  - Prepare a single revision to the opinion of probable construction cost after review and commentary by the team. Further revision requests are not included and may require additional fee.
  - Up to three team and client meetings are included during this phase.
– Design Development Reconciliation
  - Prepare a reconciliation comparative report identifying anomalies.
  - Reconcile design cost with the contractor in person and/or in virtual meetings to achieve maximum 5% cost difference.
  - Identify project risks during reconciliation and update risk register.
  - Prepare a final reconciliation report.

Task 3 Construction Documents

– Construction Documents Estimating
  - Prepare an opinion of probable construction costs during this stage including all elements as necessary for a complete cost estimate. The cost estimate will be prepared in Uniformat II component format.
  - This stage includes a maximum of three alternates.
  - Prepare a single revision to the opinion of probable construction cost after review and commentary by the team. Further revision requests are not included and may require additional fee.
  - Up to three team and client meetings are included during this phase.
– Construction Documents Reconciliation
  - Prepare a reconciliation comparative report identifying anomalies.
  - Reconcile design cost with the contractor in person and/or in virtual meetings to achieve maximum 5% cost difference.
  - Identify project risks during reconciliation and update risk register.
  - Prepare a final reconciliation report.

The Shalleck Collaborative Inc.
Planning and Design of Theatres | Production Systems | AV

TRANSMITTAL / MEMO

Project:	PPS Lincoln High School		
Date:	October 31, 2022	*Via:*	e-mail
To:	Bora Architects		
From:	Adam Shalleck, Ian Hunter, Jill Collins		
		# of pgs. including cover:	9
Re:	Production Systems Budgets 50% SD		

Below are listed the budget recommendations for Base Building production systems within the PPS Jefferson High School project. FF&E and equipment listed in the education specifications as "OFOI" is *not* included in these budgets.

Please forward this to the Cost Estimator for the project for inclusion in the total estimate. It is important to note that not all sections represent a complete and installed cost. In particular, the Cost Estimator(s) who is/are responsible for structural and electrical costs will need to include production systems infrastructure and installation (in the case of electrical) that normally falls under Divisions 5 and 26. Those major needs are described below and in our forthcoming "Production Engineering Report."

The recommendations below are listed in 2022 dollars and do not include General Contractors mark-up and general conditions or overall contingencies.

BASE SYSTEMS – to be included in base building construction

1. Theater

Variable Acoustics – Section 11 61 33 $110,000

Budget includes (4) manually operated variable acoustics draperies and tracks as required by the project acoustician, installed. Up to 200 lf of straight track with 2000sf of drapery; construction of 32 oz. IFR velour sewn with 100% fullness and backed with a 16-oz. liner sewn flat.
Related Exclusions: Structural Support, drapery pockets, track hanger backing.

Rigging System - Section 11 61 33 $975,000

Counterweight system to include (42) manual rigging battens, lift lines, loft/head blocks, arbors, operating lines, lockout devices, and associated items, (8) counterweight assist motors for stage electrics and shell ceiling battens, locking rail at stage and at gallery level, proscenium fire curtain, and 180 lf of traveler drapery track, installed.
Related Exclusions: Structural accommodations as needed for rigging system, Electrical accommodations including motorized fire curtain, motorized rigging, and motorized fire/smoke roof vents equal to 5% of stage area.

Orchestra Pit Filler/Stage Extension Platforms– Section 116123 $110,000
Budget includes a system of platforms and understructures to fill the orchestra pit area, adjustable to three levels.
Related Exclusions: Structural accommodations in floor slab for edge ledger.

Production Lighting Control – Section 11 61 83 $260,000
Budget includes (96) 20A, DMX controlled, thru-power dimmers and (96) relay circuits for production lighting circuits and (48) 20A, DMX controlled, Non-Dim relays for architectural lighting circuits. Moving light capable control console w/ RFU (ETC Ion or Element), architectural button stations, architectural control processor and network components, control and circuit wiring devices, batten cable extensions, equipment only.
Related Exclusions: Electrical work including constant power receptacles, distribution and control wire, conduit, and complete installation. See electrical report for further information. Requires use of LED lighting fixtures for house light.

Fixed Theatre Seating – Section 12 61 00 $450,000
Budget allowance of $450/seat x 1000 seats: includes fixed, upholstered theatre chairs, installed.
Related Exclusions: Electrical connection for aisle lighting.

Production AV Systems – Section 27 41 16 $550,000
Comprehensive system to include digital audio mixing console, 2-ch wireless mics, loudspeaker system, fixed HD laser video projection with truss-frame projection screen, video switcher and transport devices, computer-based sound effects & video playback, wired and wireless digital production intercom, audio/video monitoring and paging to all technical areas, flat panel displays at BOH/FOH areas, FM assistive listening, touchpanel controls, wiring infrastructure. Wire, pull, and complete system integration and installation. Loose AV equipment in FFE.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system, as well as specialty electrical systems noted in the engineering report.

2. Drama Classroom/Black Box Theater

Stage Rigging – Section 11 61 33 $125,000
Budget includes allowance for 1,600sf lighting/rigging grid (pipe grid) made from 1-1/2" schedule 40 pipe and (1) perimeter drape track, installed.
Related Exclusions: Structural accommodations as needed for pipe grid system.

Production & Architectural Lighting Control – Section 11 61 83 $85,000
Budget includes (36) relay circuits for LED stage lighting, control console w/ RFU, (12) relay circuits for work and house light, architectural button stations, architectural control processor, network components, control and circuit wiring devices, equipment only.
Related Exclusions: Electrical work including constant power receptacles, distribution and control wire, conduit, and complete installation. See electrical report for further information. Requires use of LED lighting fixtures for house lights.

Production AV Systems – Section 27 41 16 $150,000
Comprehensive system to include digital audio mixing console, loudspeaker system, fixed HD laser video projection with motorized roll-down projection screen, video switcher and transport devices, computer-based sound effects & video playback, production intercom, monitoring to all technical areas, FM assistive listening, touchpanel controls, wiring infrastructure. Wire, pull, and complete system integration and installation. Loose AV equipment in FFE.

Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system, as well as specialty electrical systems noted in the engineering report.

3. Band and Choir Classrooms (Qty: 2)

Variable Acoustics – Section 11 61 33 $15,000/each

Budget includes (1) manually operated variable acoustics drape and track as required by the project acoustician, installed. Includes 300 sf of drapery; construction of 32 oz. IFR velour sewn with 100% fullness and backed with a 16-oz. liner sewn flat.
Related Exclusions: Structural Support, drapery pockets, track hanger backing.

AV Systems – Section 27 41 16 $45,000/each
Enhanced district-standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU. Adds enhanced audio playback, simple recording system, Bluetooth playback, touchpanel controls, AV equipment rack. Wire, pull, and complete system integration and installation. Loose AV equipment in FFE.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

4. Dance Studios (Qty: 2)

Variable Acoustics – Section 11 61 33 $15,000/each
Budget includes (1) manually operated variable acoustics drape and track as required by the project acoustician, installed. Includes 300 sf of drapery; construction of 32 oz. IFR velour sewn with 100% fullness and backed with a 16-oz. liner sewn flat.
Related Exclusions: Structural Support, drapery pockets, track hanger backing.

Production & Arch. Lighting Control – Section 11 61 83 $50,000 (Large Studio Only)
Budget includes (16) relay circuits for LED stage lighting, control console w/ RFU, (8) relay circuits for work and house light, architectural button stations, architectural control processor, network components, control and circuit wiring devices, equipment only.
Related Exclusions: Electrical work including constant power receptacles, distribution and control wire, conduit, and complete installation. See electrical report for further information. Requires use of LED lighting fixtures for house lights.

Telescopic Theatre Seating and platforms – Section 12 61 01 $200,000
Budget includes motorized, 6-row telescopic platform system with ~120 upholstered theatre chairs, carpet, front closure panel fascia, aisle lighting, foldable railings and fabric side closure panels, installed.
Related Exclusions: Electrical connection for motor and aisle lighting.

AV Systems – Section 27 41 16 $45,000/each
Enhanced district-standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU. Adds enhanced audio playback including subwoofers, wireless mic with aerobics-style head mic, Bluetooth playback, touchpanel controls, AV equipment rack. Wire, pull, and complete system integration and installation. Loose AV equipment in FFE.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

5. Standard Classrooms:

Standard Classrooms (Qty: 38)
Computer Labs (Qty: 2)
Maker Space (Qty: 1)
Library Class (Qty: 1)
Art Room 2d (Qty: 1)
Art Room 3d (Qty: 1)
Photography (Qty: 1)
Sewing/Costume Design Classrooms (Qty: 1)
Learning Resource Center (Qty: 3)
Intensive Skills (Qty: 2)
ELL Classroom (Qty: 1)
Student Government Room (Qty: 1)
Small Instructional Spaces (Qty: 8)
Health Classrooms (Qty: 1)
Product Design – CTE (Qty: 1)
Wrap-Around Class (Qty: 1)
Teacher Planning (Qty: TBD)

AV Systems - Section 27 41 16 $10,000/each x TBD
District standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU, speakers and amplifier. Button controls. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

6. Lab Classrooms:

Science Classrooms (Qty: 11)

AV Systems - Section 27 41 16 $10,000/each x TBD
District standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU, speakers and amplifier. Button controls. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

7. Culinary Classroom:

AV Systems - Section 27 41 16 $20,000
District standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU, speakers and amplifier. Culinary display system with ceiling-mounted PTZ camera and (2) ceiling-mounted LCD displays. Touchpanel controls. Wire, pull and system integration and installation.

Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system

8. Standard Conference Rooms

Principal Office (Qty: 1)
Athletic Director (Qty: 1)
FLEX Areas (Qty: 6)
Parent/Volunteer (Qty: 1)
SPED Conference Room (Qty: 1)

AV Systems - Section 27 41 16 $5,000/each x TBD

District standard conference AV system. Includes flat panel display with sound bar, AirTame wireless HDMI device, simple controls. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

9. Video Conference Rooms

Conference Room (Qty: 2)
Conference Room (Large) (Qty: 1)
Conference Room (Medium) (Qty: 1)
Media Center Multi-Use Rooms (Qty: 3)

AV Systems - Section 27 41 16 $15,000/each x TBD

District standard conference AV system. Includes flat panel display, AirTame wireless HDMI device, Chromebox CPU and camera/mic/speaker bar for use with Zoom/Teams conferencing, touchpanel controls. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

10. Lobby / Digital Signage

AV Systems – Section 27 41 16 $5,000/ea x TBD

Includes flat panel display & mount and OFCI digital signage player.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

11. Student Center/Commons

AV Systems – Section 27 41 16 $175,000

System to include audio playback and reinforcement system, wireless microphones, 220" 2.5mm LED video screen, OFCI digital signage player, touchpanel control system, FM assistive listening. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

12. Main Gymnasium

AV Systems - Section 27 41 16 $200,000

Comprehensive system to include video projection & motorized projection screen, video switching & video sources. Audio reinforcement/amplification with automatic microphone mixer, rolling rack with playback & mixing console, zoning to activate/deactivate desired areas, CD/Bluetooth playback, wireless microphones, FM assistive listening. Infrastructure only for broadcast functions.
Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

13. Auxiliary Gymnasium

AV Systems – Section 27 41 16 $40,000

Audio reinforcement/amplification with automatic microphone mixer, CD/Bluetooth playback, wireless microphones, FM assistive listening. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete), and providing and installing all low-voltage conduit and backboxes required by the AV system.

14. Athletics Rooms - Standard

Training Room (Qty: 1)
Team Room (Qty: 1)
Locker Rooms (Qty: 2)

AV Systems - Section 27 41 16 $10,000/each x TBD

District standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU, speakers and amplifier. Button controls. Wire, pull and system integration and installation.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

15. Athletics Rooms - Enhanced

Mat/Movement Room (Qty: 1)
Weight Room/Aerobics/Spinning (Qty: 1)

AV Systems – Section 27 41 16 $25,000/each

Enhanced district-standard classroom AV system. Includes projector/screen, AirTame wireless HDMI device, document camera, local docking station for OFE portable laptop or Chromebox CPU. Adds enhanced audio playback including subwoofers, wireless mic with aerobics-style head mic, Bluetooth playback, touchpanel controls, AV equipment rack. Wire, pull, and complete system integration and installation. Loose AV equipment in FFE.
Related Exclusions: Electrical work including all line voltage connections (complete) and providing and installing all low-voltage conduit and backboxes required by the AV system.

16. Performing Arts FF&E

Stage Draperies $125,000
Main curtain, (6) sets legs/borders, (3) stage travelers, scrim and cyclorama, delivered and mounted.

Production Lighting Fixtures - $400,000
(200) Incandescent and LED stage lighting fixtures, (2) follow spots, cable and accessories, delivered to the site ready to hang, only. Installed by school staff.
Related Exclusions: Theatrical lighting design (fixture placement, color and focus) and installation.

Production AV Systems $100,000
24-channel wireless microphone system mounted in road case, microphones, cables, stands, accessories, monitor and effects speakers and related accessories.

Orchestra Shell $175,000
Allowance includes up to (13) rolling shell towers with integral wheeled bases, (1) systems of rear wall panels, mounted to Unistrut. Based upon "Legacy Select" or "Maestro" shells by Wenger Corp.

Classroom Choir Risers $75,000
Allowance for 36" seated choir risers for use in the choir classroom or for seated performances.

Black Box Portable Seating Risers $115,000
Allowance for seated audience risers, storage carts and accessories.

Black Box Portable Seating $50,000
Allowance for theatre-style loose chairs, storage carts and accessories.

Performance Risers $50,000
18" standing choir risers and 4' seated band risers for brass and percussion sections, carts and accessories. Chairs not included.

NON-THEATRE TRADES

Miscellaneous Aspects To Be Included In Other Base Bldg. Sections

Electrical & Mechanical Accommodations

K-13 transformers for Production lighting systems
K-13 rated transformer and Isolated Ground for AV systems at Main Theatre
Company switches:
(1) 120/208V, 400A, 3-phase for Stage Lighting
(1) 120/208V, 200A, 3-phase for AV Systems
Conduit and other power as indicated in the engineering report coming in subsequent phases

Specialty Architectural Lighting

As indicated by the project architectural lighting designer
LED fixture with DMX dimming capability required for auditorium house lighting
(assume $1,500/ fixture)
Specialty gallery lighting in the Lobby

Structural:

Railings – See drawings coming in subsequent phases
Catwalks – See drawings coming in subsequent phases
Stairs- See Architectural Drawings
Gridiron, Stage Galleries and Rigging Steel - specialty grated walking surface with load bearing capacity and heavily loaded structural beams at roof steel over the stage, rigging head block steel, gridiron grating floor level above the stage. See forthcoming drawings.

Specialty Windows:

Projector portal – 1 each theatre
Follow spot booth window – water white high transparency glass, such as PPG "Starphire" or sim.
Control booth operable windows – tilt angle by acoustician.

Millwork: allowance for cabinets

Dressing Rooms - counters, mirrors, shelves, laundry
Conference Rooms
Scene Shop
Control Booth

Specialty Floors:

Theatre Stage and Drama Classroom/Black Box – "resilient" floor assembly of:
¼" double tempered, painted Masonite hardboard screwed over
2 layers ¾" A/C plywood over
2x4 treated sleepers at 16" o.c. over
4" square x ¾" thick Mason Industries "Super W" resilient pads and shims over
Concrete
4.5" depression depth required
Dance Studio –
Specialty dance floor base: "Activity" or "Liberty"
Hardwood top surface

Portable/Temporary Cable Paths:
8" pipe under slab, connecting the loading dock, backstage AV rack, orchestra pit, AV mix location, control booth and follow spot booth.

END OF REPORT

Portland Public Schools
Jefferson High School
Performing Arts Education Technology
Theatre Systems Narrative

The following narrative describes our recommended approach for the technical systems related to the education facilities for the performing arts at Jefferson High School. With the emergence of broadly accessible media creation, and its inherent nature of merging the arts, it becomes more necessary than ever to provide students with the resources to experiment with the tangible and live arts foundations. The dramatist, musician and their audiences are aided and supported by the facilities in which they work. The performers are always accompanied by allied design and technical functions that are fields unto their own. 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 architect and assumptions made from experience on similar projects of this type, and incorporating new directions in theatre technology.

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.

Fixed Theatre Seating

The seating area in this space is required to have 9 spaces for wheelchairs, each with a companion seat and dispersed in various locations. Loose or “readily removable” chairs can be placed in the wheelchair positions and used if the wheelchairs are not present. 1% of the seating must be equipped with lift-up or swing-out armrests to provide “transfer” seating. The student/audience base should be considered and if there is a higher-than-average constituency of mobility-impaired members, further accommodations beyond code should be considered.

Control Booth

The ADA accessible control booth will be designed with a long central counter designed to match the equipment requirements of the different production disciplines. The booth will maintain an open plan and not isolate the individual operators.

Operable windows will allow direct communication and monitoring of the onstage acoustical environment. Overhead dimmable task lighting will be provided to adequately light each operator’s work area without glare into the theatre or casting shadow onto the work area.

A house mix position will be provided to allow sound operators to sit in the acoustic volume of the audience chamber. We will endeavor to provide adequate space for (3) operators, with approximate 12' of width.

A followspot booth will be provided at the proscenium theatre, which may double as a projection booth. Alternately, a dedicated projection booth will be provided, depending on available space.

Catwalks

A system of catwalks and side galleries will be used in the audience chamber and sides of the stage to safely access lighting and rigging equipment.

Stage Overhead Support

A stage is not only clear volume but a carefully integrated three-dimensional system that safely and effectively organizes the various elements it contains. Its contents include building and system-supporting steel, rigging, access ways, mechanical, electrical, fire protection and smoke exhaust. To provide for the most utility and safety, all these elements are carefully coordinated to prevent obstacles to theatre operation and production design.

The stage will be sized appropriately for a theatre of this size and its anticipated use. The accommodations over the stage are critical to the adaptability of the theatre, the technical and artistic support capabilities and to its efficiency of use so that the theatre accommodate many different uses with minimal changeover time. The full extent of a theatrical stage is only partially seen by the audience. In order to allow for the circulation of actors out of view, the positioning of potentially hundreds of stage lights and the mounting and manipulating of scenic elements and stage draperies, a combination of backstage space, overhead access and rigging systems are employed. The stage has a significant amount of height, access and systems to move full proscenium height scenery out of view.

Because much of the scenery, stage draperies and lighting are suspended overhead, they will be lifted or "flown". To provide for a stage where full height elements can be flown completely out of audience view, a clear volume at least two and a half times the proscenium opening height and identical in width to the entire stage area is required. A fly tower is not only a large volume, but a carefully integrated system that safely and effectively organizes the various elements it contains. Its contents include building and system-supporting steel, rigging, access ways, mechanical, electrical and fire protection. To provide for the most utility and safety, all of these elements are carefully coordinated to prevent obstacles to theatre operation and production design. A fly tower would be 60' tall to the roof parapet and include a steel walking surface, the gridiron, at approximately 50' above the stage floor.

Counterweight Rigging System

The single most physically complicated and expansive production system in the theatre is the counterweight rigging system which involves a series of pipe trusses ("battens") running across the stage that are suspended with aircraft cable (a "line set") and rigged over pulleys ("blocks") to a mass of counterweight ("arbors") guided on tracks ("T-Bar") at one side of the stage. As a pipe batten is loaded with scenery, an equivalent quantity of counterweight in the form of steel bricks is added to its arbor, thus balancing the lineset and making the heavy loads easily manipulated by a manual "operating line".

The system will include approximately (50) operable linesets on 8" centers. Of these linesets, at least (5) will be dedicated for fixed electric battens driven by fixed speed power assist motors, and (3) will be

dedicated to onstage orchestra shell ceiling units. The counterweight-assist approach allows for 500# of imbalance. These motors are operated on one side of the stage at the floor level. For the manually-operated linesets, loading and removing counterweight is necessary for operation. When the pipes are being loaded at the floor level, the arbors are at the top of the fly tower, and so loading the counterweight bricks occurs at a "loading gallery" catwalk. The basis of design for the arbors will be enclosed stack with counterweight shelves such as "Brickhouse" by Thern or equal. "Lock rails", where the operating lines are released or locked, will be provided at stage level and at the "fly gallery" on the rigging side.

Each individual line set "truss batten" will have a live load capacity of 24#/linear foot, or approximately 1,500# capacity. Diversity is taken for overall structural loading on the building to not exceed 70% of the total system capacity. The building steel, T-bar guides and arbor heights will allow the battens to travel from a low trim of 4'-0" above the stage to a high trim 3'-0" below the walking surface of the gridiron.

The rigging blocks are mounted to the bottom of the roof steel ("underhung") across the entire stage area leaving the gridiron deck clear for access and special purpose rigging. A full working "gridiron" is provided 7'-0" under the roof/rigging steel to allow rigging blocks to be inspected and so miscellaneous objects can be "spot" rigged with rope line. The gridiron is a load rated walking surface typically made of open grating framed with steel purlins and channels configured to include "wells" through which the rigging lines pass.

Fire Curtain

A proscenium fire safety curtain will be provided in compliance with the building code. This will be a "straight lift" curtain of fire resistive material that is held in place and retracted with an electric motor hoist controlled at stage level. Emergency "pull-pin" stations, heat detection and signage will be provided. During an emergency, the fire curtain provides the required fire and smoke separation between the stage and audience chamber.

Orchestra Shell Towers (FF&E)

A system of orchestra shell towers, and a ceiling unit in the case of a fully rigged fly tower (described above) would be provided for use when un-amplified music is presented. The towers would nest together for storage in an area off stage, and would require two people to setup and store, taking not more than one hour. These would be similar to the Wenger "Diva" or "Legacy" product.

Stage Draperies (FF&E)

An inventory of stage draperies will be included. These would typically include a main drape, 5-6 pairs of black masking legs and borders, 2 mid-stage travellers, a cyc, and a black upstage traveller. All draperies would be certified inherently flame retardant. Draperies would be attached to drapery track or tied off to dead-hung pipes. The main drape, mid-stage and travellers would be manually operated with a handline off-stage.

Variable Acoustics Systems

The theatre will be provided with manually operated variable acoustics draperies and tracks for the adjustment of the reverberation for different kinds of uses within the theatre. The locations and extent of these draperies will be determined based on criteria established by the Acoustics Consultant.

Orchestra Pit

The area of the orchestra pit represents an important area of variable function. A means to vary the floor level directly in front of the stage area allows it to be used either as a musicians' orchestra pit (-8' below stage level) and as a stage extension when the floor is set to stage level. The orchestra pit mode is primarily used for musical theatre, which represents a limited time in a year however the musicals are a big draw for participation and audiences.

At stage level the stage is increased in size for larger music ensembles to fit and be better coupled with the audience acoustical environment. It also provides an area beyond the proscenium for plays, and an area for basic events to occur in front of the main curtain with the stage set for another use.

The orchestra pit floor level would be changed through a system of platforms and legs, properly designed so as to be safe and repeatably changed with four people in approximately two hours. It is expected that the platforms would be set at the stage level most of the year.

A recessed orchestra pit is required to have wheelchair accessibility and means of egress.

Production Lighting Control

The understanding of the manipulation of light is key to understanding the manipulation of a mood of a scene. To provide for a system that will allow student experimentation, a complete control system consists of a control console, control electronics, dimmers and circuit outlet boxes ("distribution").

The computer control console is the user interface for programming cues. These consoles allow for channel patching, programmable cues and advanced control for lighting effects such as color changers and moving lights, it would interface with the sound system, and would include peripherals such as a video monitor, handheld focus remote and printer, and output via Ethernet and/or DMX protocol.

A small data network would provide the means to run effects as well as providing control integration of the house lights. House light control would be both at the console and with simple wall stations. Simple presentations could be run though use of presets controlled at the wall stations without the use of the console.

The system would include all of the control elements described above and 20A, 2.4kw dimmers and/or relays for production and additional dimmers for house lighting. Circuit distribution would entail wiring in conduit from the dimmers to dedicated receptacles strategically placed at the lighting positions, and into which the portable stage lighting fixtures are plugged.

Production Lighting Fixtures and Cable (FF&E)

An inventory of approximately 150 theatrical lighting fixtures (typically ellipsoidals, Fresnels, pars and cyc lights) plus stage extension cable and accessories would be provided. We would recommend using industry standard 2-pin + ground ("theatrical stage pin") plugs throughout.

Two portable followspots would be provided.

Accommodation for advanced devices such as color changers or moving yokes may also be included to allow students' access to the most commonly used fixtures used in the profession.

Production Power

One 100A, 3-phase, 120/208VAC "company switch" power outlet will provide a generic power source to miscellaneous temporary systems. A "pin and sleeve" connector will mate with that of a portable distribution panel that will provide breakered power outlets of the various kinds typically used in theatre.

In addition, one 100A, 3-phase, 120/208VAC "isolated ground company switch" power outlet of similar configuration will provide a generic power source for temporary AV systems. Additional smaller capacity dedicated isolated ground outlets will be placed at strategic locations throughout the theatre.

AV Systems

Audio System

A well-designed audio reinforcement system is key to the enjoyment of theatrical events, and will allow students the opportunity to learn fundamental audio principals on a professional-grade system. A sound reinforcement system consists of loudspeakers, amplifiers, signal processing, a mixing console, and source equipment, such as microphones, CD players, computers, etc. For theatrical flexibility, a left/ right loudspeaker system with subwoofers and fills will be provided.

The mixing console will have 32+ faders and the ability to deal with 100+ inputs. A computer-based sound effects playback system will be provided to allow students to learn how to create multi-channel sound effects on a simple and widely-used platform.

For simple events not requiring an operator, an automixing system will be provided. This will allow a user to plug in a microphone and have a working system without assistance from an AV technician. Two channels of wireless microphones will be provided, and will include both handheld and lavalier-style transmitters.

A separate cinema loudspeaker system will *not* be provided. Cinematic presentations will utilize the loudspeaker system described above.

Additionally, mic/line/speaker and network tie lines and integrated patchbays will be provided.

Production Video

A production video system consists of a video projector, video switcher and source equipment. Video projection will be from the Control Booth with a single laser-source HD video projector. The video switcher will be located in the control booth, and will accept any video signal. The projection screen will be a fixed truss-frame style and will be attached to a batten on the rigging system. The screen will be sized appropriately to allow audience members or students at the back of the theatre to read text and spreadsheet content.

Computer video inputs will be provided on stage to allow for PowerPoint-style presentations from portable laptops.

An HD modulated TV system, similar to cable TV will be provided, allowing for distribution of on-stage video to backstage and support spaces, such as dressing rooms, offices and shop areas.

Additionally, a network of video lines and integrated patchbay will be provided.

Intercom

A two-channel analog wired production intercom system will be provided for technical communications between the control room, AV rack rooms, other production spaces, and the backstage areas.

Program Audio & Paging

Audio program from the theatre will be distributed to backstage support spaces, such as dressing rooms, offices and shop areas, as well as areas that may be used for overflow dressing rooms, such as the band and/or choral room.

A paging system will be included to allow stage manager communications to backstage areas.

Assistive Listening System

As required by the building code and the ADA (Americans with Disabilities Act), compliant assistive listening systems will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

Portable AV Equipment

A complement of portable equipment, including cables, microphones, stands, portable loudspeakers, and other related items will be provided.

Drama Classroom/Black Box

The Drama Classroom/Black Box will be primarily used for teaching, rehearsals and small dramatic performances.

Overhead Support Pipe Grid

A lighting pipe grid will be provided for flexibility in lighting and other staging requirements. The pipe grid should be 1-1/2" nominal diameter (1.9" o.d.) schedule 40 pipe, clear of all conduit and other obstructions. Pipes should have a live load capacity of 20#/lin. ft., be laterally braced per seismic requirements, and braced for the support of maintenance ladders. The pipe grid will cover the entirety of the ceiling, allowing for maximum flexibility.

Access to all lighting & suspended staging items (i.e.: scenic drops) for maintenance and adjustment would be provided from ladders or personnel lifts from below.

Drapes & Drapery Tracks

This space will be provided with a full-perimeter manually operated drapery and track to allow for reconfiguration of the room as needed.

Production Lighting

A small production lighting control system for this space will provided including dimmed and/or constant power outlets for LED sources, distributed throughout the pipe grid. These devices will be controlled via small DMX network, which will connect to a small console.

Audience Seating & Platforms (FF&E)

All seating in the Drama Classroom/Black Box will use loose chairs and portable tiered platforms accommodating audiences of 100-150.

AV Systems

Audio System

The lab theatre will have a audio playback system with digital console, playback computer and portable powered speakers.

Video System

A single laser-source HD video projector will be provided. The video switcher will be located in the control booth, and will accept any video signal. The projection screen will be a motorized roll-down style and will be attached to the pipe grid. The screen will be sized appropriately to allow audience members or students at the back of the theatre to read text and spreadsheet content.

Computer video inputs will be provided on stage to allow for PowerPoint-style presentations from portable laptops.

An HD modulated TV system, similar to cable TV will be provided, allowing for distribution of on-stage video to backstage and support spaces, such as dressing rooms, offices and shop areas.

Additionally, a network of video lines and integrated patchbay will be provided.

Intercom

A two-channel analog wired production intercom system will be provided for technical communications between the control room, AV rack rooms, other production spaces, and the backstage areas.

Program Audio & Paging

Audio program from the theatre will be distributed to backstage support spaces, such as dressing rooms, offices and shop areas, as well as areas that may be used for overflow dressing rooms, such as the band and/or choral room.

A paging system will be included to allow stage manager communications to backstage areas.

Assistive Listening System

As required by the building code and the ADA (Americans with Disabilities Act), compliant assistive listening systems will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

Portable AV Equipment

A complement of portable equipment, including cables, microphones, stands, portable loudspeakers, and other related items will be provided.

Production Power

One 100A, 3-phase, 120/208VAC "company switch" power outlet will provide a generic power source to miscellaneous temporary systems. A "pin and sleeve" connector will mate with that of a portable distribution panel that will provide breakered power outlets of the various kinds typically used in theatre.

Additional smaller capacity dedicated isolated ground outlets will be placed at strategic locations throughout the lab.

Band Room and Choir Room

Variable Acoustic Drapes

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. The locations and extent of these draperies will be determined based on criteria established by the Acoustics Consultant.

AV Systems

A district-standard classroom AV system, including projector/screen, wireless HDMI, document camera and laptop docking station or chromebox CPU will be provided. In addition, the system will include an enhanced audio playback system to accommodate portable digital audio players and a system for making simple audio recordings.

Dance Studios (Qty: 2)

Overhead Support Pipe Grid

A lighting pipe grid will be provided for flexibility in lighting and other staging requirements. The pipe grid should be 1-1/2" nominal diameter (1.9" o.d.) schedule 40 pipe, clear of all conduit and other obstructions. Pipes should have a live load capacity of 20#/lin. ft., be laterally braced per seismic requirements, and braced for the support of maintenance ladders. The pipe grid will cover the entirety of the ceiling, allowing for maximum flexibility.

Access to all lighting & suspended staging items (i.e.: scenic drops) for maintenance and adjustment would be provided from ladders or personnel lifts from below.

Drapes & Drapery Tracks

This space will be provided with a manually operated drapery and track to allow for reconfiguration of the room as needed.

Production Lighting

A small production lighting control system for the Large Dance Studio space will be provided including dimmed and/or constant power outlets for LED sources, distributed throughout the pipe grid. These devices will be controlled via small DMX network, which will connect to a small console.

Telescopic Audience Seating Platforms

Seating in the Large Dance Studio will be on a 6-row telescopic platform system with ~120 upholstered theatre chairs, carpet, front closure panel fascia, aisle lighting, foldable railings and fabric side closure panels.

AV Systems

A district-standard classroom AV system, including projector/screen, wireless HDMI, document camera and laptop docking station or chromebox CPU will be provided. In addition, the system will include an enhanced audio playback and reinforcement system to accommodate portable digital audio players and wireless mics for instructor use. In the Large Dance Studio, As required by the building code and the ADA (Americans with Disabilities Act), a compliant assistive listening system will be provided for 4% of audience seating capacity. Receivers would be checked out in the lobby, and signage provided. Use of this system will require little or no input from the patron.

OTHER CAMPUS-WIDE SPACES

AV Systems throughout the campus will be provided as listed in the Education Specifications.

END OF REPORT

JEFFERSON HIGH SCHOOL
PORTLAND PUBLIC SCHOOLS

STRUCTURAL SYSTEMS NARRATIVE

OCTOBER 31, 2022

INTRODUCTION

Jefferson High School is located at the intersection of Killingsworth Ave and North Kerby Ave in North Portland. The high school will be either remodeled or replaced or a combination thereof. Currently, there are (3) conceptual options for Jefferson High School:

1. Retain 1909 and 1964 gym
    a. In this scheme the original 1909 building and 1964 gym are kept and seismically upgraded. The rest of the building would be new construction.
2. New North
    a. In this scheme the school is fully replaced with a new building on the north end of the site adjacent to Killingsworth.
3. New South
    a. In this scheme the 1964 gym is kept and seismically upgraded and the rest of the building would be new construction built on the south side of the existing school.

Each of those structural systems are described below.

CODES AND STANDARDS

The 2022 Oregon Structural Specialty Code (OSSC) will be the governing design document for the structural and non-structural components of this project. This code is based on the 2021 International Building Code (IBC). Seismic renovations of existing buildings will conform to standard ASCE 41-17 “Seismic Evaluation and Retrofit of Existing Buildings”.

The following reference documents shall also be used:

- Concrete Design –Building Code Requirements for Structural Concrete (ACI 318)
- Steel Design – AISC Steel Construction Manual, 15th Ed.
- Building Loads – Minimum Design Loads for Buildings and other Structures (ASCE 7-16)
- Masonry Components – Building Code Requirements and Specification for Masonry Structures (ACI 530)

DESIGN CRITERIA

The following design criteria shall be used for this project:

<u>General Live Loading</u>

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

Lateral Loading

Earthquake design will be based on the following:

- Seismic Resilient Structures Risk Category IV, I = Importance Factor = 1.5 (voluntary)
- Code Prescribed Structures Risk Category III, I = Importance Factor = 1.25
- Seismic Design Category D

The building code requires that schools be designed as a risk category III structure. The gymnasium and commons portions of the building will be designed as a risk category IV building for seismic resilience only. For structural design, any portion of building that is seismically attached to these areas will be designed as a risk category IV building for seismic loads only. For these areas of the building, we will design for increased seismic forces by 20%. We expect the added cost of this design to be approximately $5.00 per square foot applied to the square footage of the building. 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

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. We estimate 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. We estimate 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.

Gymnasium

The gym roof will consist of metal roof deck supported by long spanning, custom steel trusses spaced at approximately 8'-0" o.c. The floor slab will be a 4" concrete slab on grade. The upper floor 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 tube steel columns and CMU walls. The gym will be an open volume from the gym floor to the roof. The roof joists at the gym and auxiliary gym will be supported by 12 inch, solid-grouted CMU bearing walls at the perimeter. The roof of the gym will be acoustic 3" 16 gauge metal roof deck (Versadeck). Additional steel framing will be provided to support items that will be hung from the roof such as basketball back boards, partition curtains and other gym related equipment. We estimate that approximate steel weight for the gymnasium floors will be 12 psf and the roof will be 9 psf.

See the Lateral Loading section of this report for designing this area of the building as a risk category IV structure.

Auditorium

The Auditorium will be a tall one-story structure with a full fly tower. Steel framed galleries will occur above the sides of the stage. The estimated steel weight for these areas is 12 psf. Floors at balconies and galleries will be steel framed with 3" concrete over 3" 20 gauge metal deck. If required, an additional grid-iron level of steel framing will be provided with an estimated steel weight 15 psf.

There will be an orchestra pit below grade that will consists of 10" concrete walls and a 4" slab on grade. The stage will have a 6" concrete slab on grade except where it cantilevers over the orchestra pit where it will have a 10" concrete structural slab. The floor at the main house will have a concrete slab on grade. The auditorium seating will be supported by sloped concrete over metal deck supported by light gauge framed walls.

The walls of the Auditorium will be 12" solid grouted CMU walls where spanning the full height of the house (perimeter of the theater) and have 8" CMU walls where braced by adjacent floors. There will be several cross-over catwalks at the house as well as catwalks and galleries above the stage. The catwalks and galleries will be supported by the roof structure above using tube steel hangers and angle bracing.

The roof of the Auditorium will consist of long-span, custom steel trusses or open web joists at 8'-0" o.c.. Metal roof deck will be provided over the joists. Additional steel framing will be provided to support items that will be hung from the roof such as catwalks, acoustic clouds, etc. We estimate the weight of steel at the auditorium roof will be 10 psf, not including catwalks.

Foundation System

We understand that a current geotechnical study is being performed for the project. Hart Crowser provided a complete foundation report with foundation design information in June of 2012 which we are using for the time being. Based on this report, we are assuming that conventional spread foundations will be used to support the building structure. Groundwater is not expected to be an issue. Allowable bearing pressures are 2000 psf which will result in slightly larger foundations. Areas with existing fill will require over-excavation and controlled compacted fill.

Exterior Walls

The exterior skin of the building is assumed to be a mix of metal panels, GRFC, and glazing. The backup system for the skin will be light gage metal stud framing that is supported on the ground floor and at each floor above. Stud framing will then run past the roof to act as a parapet. Deflection heads will be required at each floor line.

If brick veneer or precast concrete panels are included in design additional miscellaneous steel will be required to support the brick in the form of steel lintels over the windows and brick relief angles provided at each floor line. Assume an additional 0.5 psf of steel weight at floors to accommodate beam stiffness and miscellaneous steel. Additionally exterior studs to support both brick veneer and precast concrete panels will need to be 16 gauge minimum. Using metal panels will require 18-gauge metal studs for the exterior framing.

Additional miscellaneous steel will be required to support glazing systems at large open areas where there is not a floor provided for support, such as stairs. This steel weight is included in our estimate of steel weight at each floor.

EXISTING CONSTRUCTION

1909 Building

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

We are 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..

JEFFERSON HIGH SCHOOL
PORTLAND PUBLIC SCHOOLS

EXISTING CONDITIONS

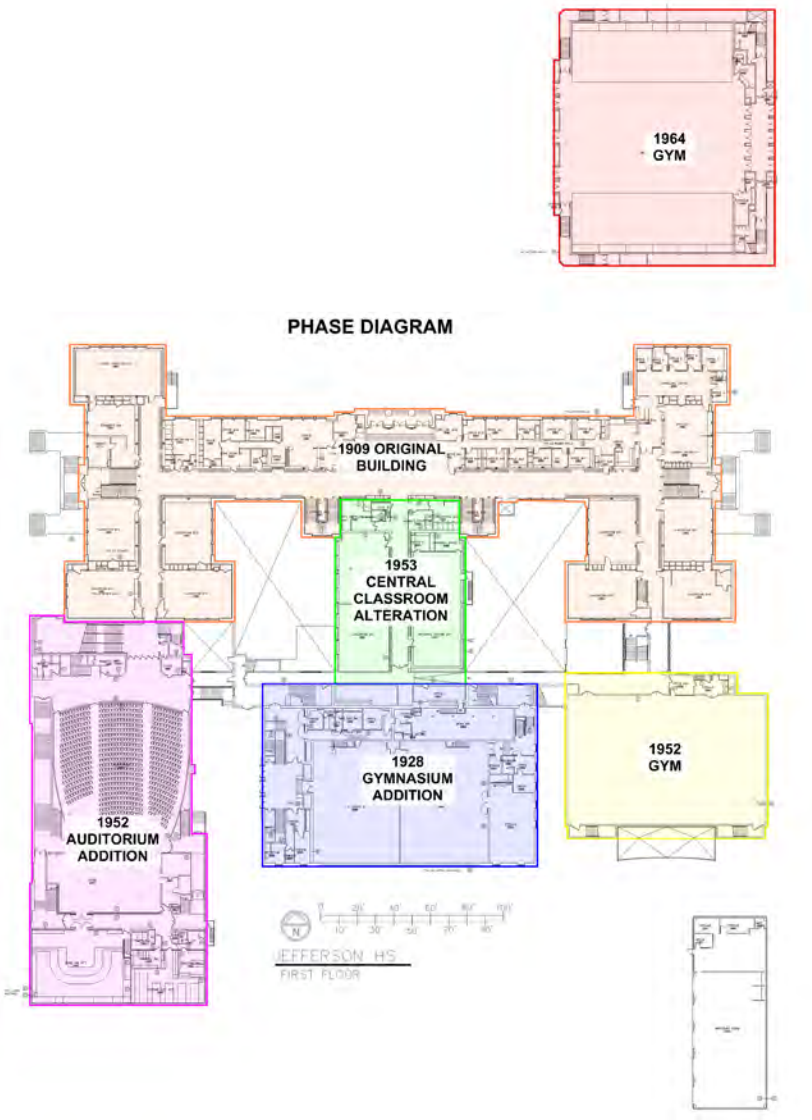
OCTOBER 31, 2022

PROJECT SCOPE

The following is an assessment of the existing conditions at Jefferson High School.

PART 1 – GENERAL DESCRIPTION

Jefferson High School is a conglomeration of building structures that date back to 1909. Over the years there have been several major additions and alterations as well as many smaller renovations.



Please refer to the phase diagram above for an overall location of each of the building described below.

This existing conditions report at Jefferson High School is based upon site visits done in 2020 and 2022 as well as existing drawings made available for our review.

1909 Original Building

The original building at Jefferson High School was built in 1909. The existing drawings for the building show that it was designed by Whitehouse & Honeyman Architects. The building is (4) stories tall, including the basement which is partially buried. The basement level consists of concrete walls and a slab on grade. The concrete walls appear to have little reinforcing based on the existing building drawings. The exterior walls above the basement are unreinforced brick masonry, URM. The floors and roof of the building are wood framed and supported by the perimeter URM walls and wood framing at interior bearing locations.

This building was altered in 1958. Alterations included interior remodeling and significant exterior changes. Lockers were installed along the corridors; many interior lath and plaster wall finishes were replaced with gypboard. Many of the floors had existing finishes removed and replaced with plywood sheathing and vinyl asbestos floor tile. An elevator was added. There were no significant structural alterations made to the building.

In 1997 this building was seismically upgraded. New plywood sheathing was added to the attic floor, new shearwalls were added and connections were provided from the floor diaphragm to the perimeter URM walls. Some URM walls were strongbacked.

The following structural issues are noted:

- Perimeter URM walls need to be braced with shotcrete walls or steel
- Inadequate lateral force resisting system, concrete shearwalls need to be added
- Collectors and drag elements need to be provided
- Floor diaphragm reinforcing required at level 1, 2 and 3, new plywood over existing lap sheathing or re-nail existing plywood with blocking at all joints
- The perimeter URM walls need to be tied to the floor diaphragms
- Foundations to be provided to support new structural elements noted above
- The brick chimney should be removed

1928 Gym (TV Studios)

This building was an addition to the Original 1909 building around 1928 and was designed by George H. Jones Architect. The original building was designed as a gymnasium but was altered to tv studios. The building is (2) stories tall including the basement. The second story of the building is a large open volume space ~32 feet tall. There is a balcony around (3) sides of the old gym space that is wood

framed. The main floor is constructed with 2x6 on edge, laminated decking. The roof is constructed with 8x10 wood purlins spaced 8' o.c. and supported by steel trusses which span the width of the building spaced at ~16' o.c.. Exterior walls of the building are concrete below grade and URM above. These walls form parapets around the perimeter of the roof.

The 1953 Central Classroom addition ties into the north end of the 1928 gym and a new concrete shearwall was added at this location. In 2016 the south wall of the gym was reinforced with HSS members to brace the wall for out of plane seismic forces. Additionally, some parapet bracing was added at the southeast parapet.

The following structural issues are noted:

- Perimeter URM walls need to be braced with shotcrete walls or steel
- Inadequate lateral force resisting system, concrete shearwalls need to be added
- Collectors and drag elements need to be provided
- The perimeter URM walls need to be tied to the floor and roof diaphragm
- The roof diaphragm needs to be reinforced with added sheathing/nailing
- Foundations to be provided to support new structural elements noted above
- Brace all URM parapets

1952 GYM

This gym was added to school in 1952 and design by Barrett & Logan Architects. The structure is (2) stories tall including a basement. The basement if constructed of concrete walls with a floor of concrete pan joists and concrete beams. Above the main floor the walls are concrete. The roof is framed with 2x members at 24" o.,c. supported by wood bowstring trusses spaced ~18 ft o.c..

The following structural issues are noted:

- Inadequate lateral force resisting system, concrete shearwall(s) need to be added or existing walls reinforced. Additional study required.
- Collectors and drag elements need to be provided
- The perimeter tie in of concrete walls need to be strengthened at the floor and roof
- Foundations to be provided to support new structural elements noted above

1952 AUDITORIUM

The auditorium is a (3) story structure which also houses the cafeteria and kitchen in the basement level. The exterior and some of the interior walls of the building are concrete. The main and second

floor consists of concrete pan joists and concrete slabs. The roof is framed with tectum panels spanning to steel bulb tees, supported by steel beams and trusses.

In 1997 the building had some seismic upgrade work done including; addition of a basement level concrete wall to support a shearwall above, infilling basement level windows for added shear resistance, and bracing clay masonry walls adjacent to the exit stairway with steel studs.

The following structural issues are noted:

- Inadequate lateral force resisting system, concrete shearwall(s) need to be added or existing walls reinforced. Additional study required.
- Collectors and drag elements need to be provided
- The perimeter tie in of concrete walls need to be strengthened at the floor and roof
- Foundations to be provided to support new structural elements noted above

1953 Central Classroom

This addition included demolition of a central section of the original 1909 building that was an existing gym. The central section was replaced with a (4) story, including basement concrete building. The floor and roof of the building are concrete pan joists and slabs. The walls on the east and west sides are concrete piers and spandrel beams. A concrete wall was provided at the north and south ends of this addition.

The 1997 seismic upgrade work added new concrete shearwalls at the south, east and west sides of the building. Additionally the roof diaphragm was reconnected at the expansion joint.

The following structural issues are noted:

- Inadequate lateral force resisting system, concrete shearwall(s) need to be added or existing walls reinforced. Additional study required.
- Collectors and drag elements need to be provided
- The perimeter tie in of concrete walls need to be strengthened at the floor and roof
- Foundations to be provided to support new structural elements noted above

1964 Gym

This addition to the building is separated from the other buildings. It was designed by Barned & Hilgers Architects. The building is (2) stories tall including a basement. The exterior walls of the building are concrete. The main floor and mezzanine levels of the building consists of concrete pan

joists and slabs. The roof of the building consists of steel trusses spaced 6’ o.c. supporting steel bulb tees and grouted tectum panels.

The following structural issues are noted:

- Lateral system appears to be sufficient but load path to get forces into the existing concrete walls needs additional study. Collectors and drag elements need to be provided.
- The tectum system at the roof diaphragm will need to be replaced with metal roof deck.
- Additional tie in of the new metal roof deck to the perimeter concrete walls is required.
- Out of plane bracing around the perimeter of the roof is required.
- The north and south walls have 12”x12” pilasters that will need strengthening. This could be done with HSS strongbacks.

MISCELLANEOUS ITEMS

In addition to the existing conditions for each of the buildings described above, there are additional elements that require seismic work including

- Seismic bracing of any hollow clay tile partition walls
- Reinforcement / replacement of elevator guide rail supports
- Bracing of MEP equipment and systems
- Bracing of suspended acoustical ceilings
- Bracing of pendant light fixtures

INDICATES HSS STRONGBACK AT LOCATIONS SHOWN. HSS TO BE CONTINUOUS FROM FLOOR TO FLOOR

LINE OF HSS WHALER BEAM ABOVE WINDOW HEAD, TYP AT ALL WINDOW BAYS

WHALER BEAM TO TIE IN TO NEW CONCRETE SHEAR WALL

THIS PORTION OF BUILDING TO BE DEMO'D

INFILL WINDOWS AT NEW SHEARWALL

(E) CONCRETE COLUMNS WILL BE WRAPPED IN FRP FOR CONFINEMENT

INDICATES A 16" THICK REINFORCED CONCRETE SHEARWALL

ALL FLOORS WILL NEED EITHER NEW PLYWOOD WHERE NONE IS PROVIDED, OR TO BE RE-NAILED. BLOCKING AND STRAPPING WILL BE REQUIRED THROUGH OUT. ESTIMATE 5/8" PLYWOOD SHEATHING THROUGHOUT FLOOR WITH BLOCKING AT JOINTS. ALL EXISTING FLOOR FINISHES TO BE REMOVED

NOTE:
SHORING WILL BE REQUIRED TO SUPPORT THE FLOOR FRAMING AND BRACE THE EXTERIOR BRICK WALL FOR THE INSTALLATION OF CONCRETE WALLS AND FOR HSS STRONGBACKS.

FOR ESTIMATING ASSUME STRONG BACKS TO BE HSS 8x8x1/2. STRONGBACKS WILL BE BRACED AT EACH FLOOR AND THE ROOF WITH SOLID WOOD BLOCKING AND STRAPS THAT EXTEND INTO THE FLOOR DIAPHRAGM.

NEW FOUNDATIONS WILL BE REQUIRED AT CONCRETE SHEARWALLS. ESTIMATE A 8' WIDE, 8' LONGER THAN SHEAR WALL, BY 3'-0" THICK AT SHEARWALLS. EXISTING FOUNDATIONS WILL REQUIRE UNDERPINNING AT INTERSECTIONS

NEW SPREAD FOUNDATIONS TO BE PROVIDED AT HSS STRONG BACKS. ESTIMATE A 3X3X1' THICK FOUNDATION AT EACH STRONG BACK.

GENERAL NOTES

FINISH

All rooms having wood floors have quarter round moulding at wall.
Plaster finish rounded corners through out.
Interior partitions 6"studding unless otherwise marked.
All interior doors 3'6"x7'-6 1/8" unless otherwise marked
Seattle in floors over pits.
Basement windows to have straight jambs, as shown on detail sheet No

BASEMENT PLAN.

SCALE 1/8 INCH = 1 FOOT.

WHITEHOUSE & HONEYMAN — ARCHITECTS

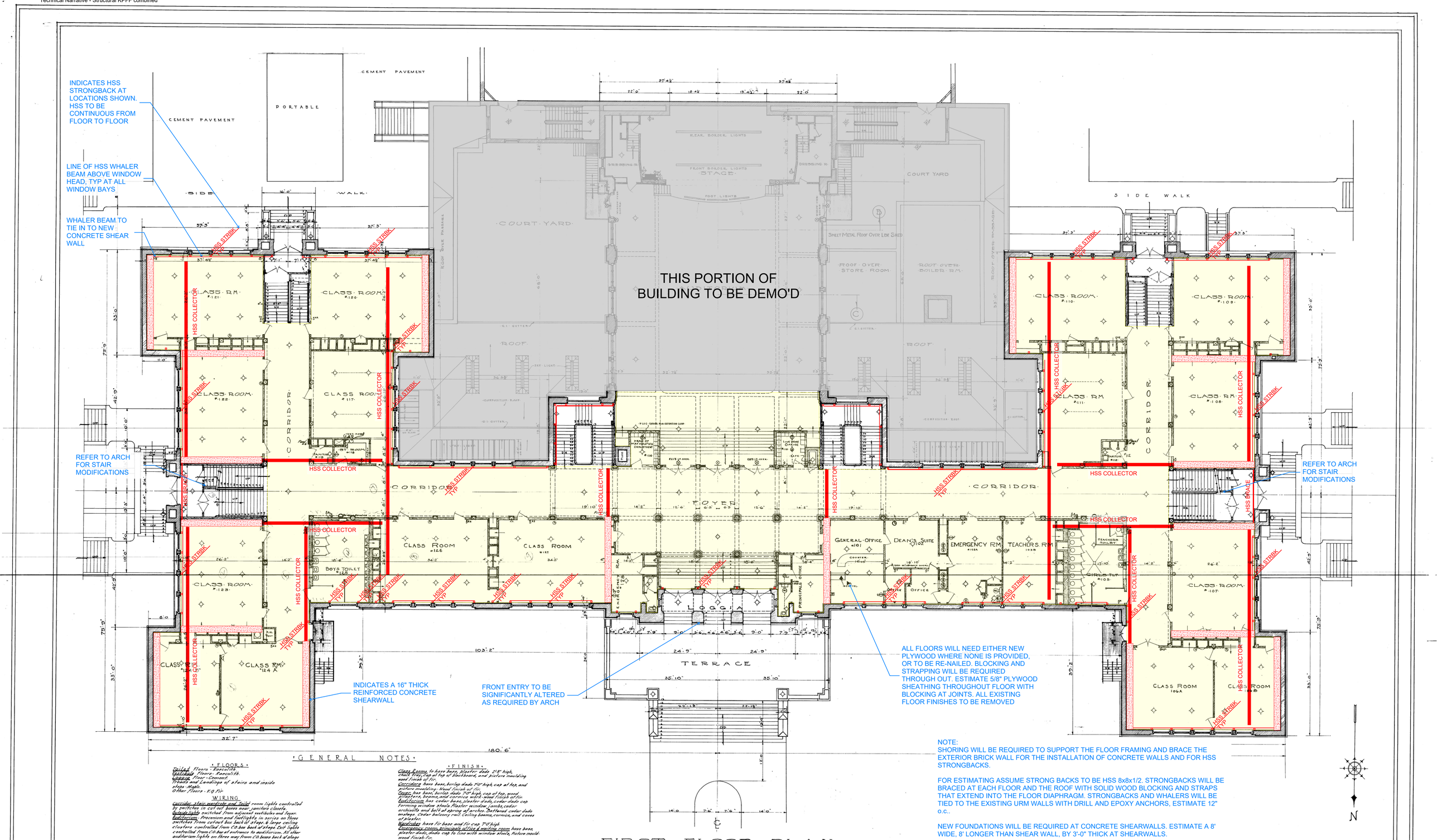
JEFFERSON HIGH SCHOOL

BASEMENT PLAN

SCALE: 1/8"=1'-0"

DATE | SCHOOL DISTRICT No. 1 | SHEET NO. 2

WORK ORDER | SUPERINTENDENT OF PROPERTIES



GENERAL NOTES

FLOORS

Toilet Floors - Rancolith.
Vestibule Floors - Rancolith.
Loggia Floor - Cement.
Treads and Landings of stairs and inside steps - Maple.
Other Floors - V.G. Fir

WIRING

Corridor stair wardrobe and Toilet room lights controlled by switches in cut out boxes near janitors closets.
Outside lights switched from adjacent vestibules and foyer.
Auditorium - Proscenium and footlights in series on three switches from cutout box back of stage. 6 large ceiling clusters controlled from C.O. box back of stage. Exit lights controlled from C.O. box at entrance to auditorium. All other auditorium lights on three way from C.O. boxes back of stage and in entrance to auditorium.

FINISH

Class Rooms to have base, plaster dado 2'-8" high, chalk tray, cap at top of blackboard, and picture moulding wood finish of fir.
Corridors have base, burlap dado 7'-0" high, cap at top, and picture moulding. Wood finish of fir.
Foyer has base, burlap dado 7'-0" high, cap at top, wood pilasters, beams, and cornice work - wood finish of fir.
Auditorium has cedar base, plaster dado, cedar dado cap forming window stools. Plaster window jambs, cedar archivolts and belt at spring of arches. Battened cedar dado on stage. Cedar balcony rail. Ceiling beams, cornice, and coves of plaster.
Wardrobes have fir base and fir cap 7'-0" high.
Emergency room, principals office & waiting room have base, plaster dado, dado cap to line with window stools, Picture mould - wood finish - fir.
Toilets have Rancolith base, wood cap at top of W.C. partitions, W.C. partitions hard plaster, wood trim, woodwork fir.
Janitors closets and stores have fir base, dado cap, and shelving.
Library has fir base, fir cap 7'-0" high and picture mould.
Teachers rooms have fir base, fir cap 7'-0" high and picture mould of fir.
W.C. Partitions hard plaster - fir finish.
Main partitions 6" stods, partitions enclosing floors 4" stods.
All windows, doors, cases and registers trimmed with architraves, stools, plinths etc. as shown on detail sheets or as specially noted.
Inside doors 3'-6" x 7'-6" x 1 3/8" or as marked.

FIRST FLOOR PLAN

TYP FLOOR PLAN

NOTE:
SHORING WILL BE REQUIRED TO SUPPORT THE FLOOR FRAMING AND BRACE THE EXTERIOR BRICK WALL FOR THE INSTALLATION OF CONCRETE WALLS AND FOR HSS STRONGBACKS.

FOR ESTIMATING ASSUME STRONG BACKS TO BE HSS 8x8x1/2. STRONGBACKS WILL BE BRACED AT EACH FLOOR AND THE ROOF WITH SOLID WOOD BLOCKING AND STRAPS THAT EXTEND INTO THE FLOOR DIAPHRAGM. STRONGBACKS AND WHALERS WILL BE TIED TO THE EXISTING URM WALLS WITH DRILL AND EPOXY ANCHORS, ESTIMATE 12" o.c..

NEW FOUNDATIONS WILL BE REQUIRED AT CONCRETE SHEARWALLS. ESTIMATE A 8' WIDE, 8' LONGER THAN SHEAR WALL, BY 3'-0" THICK AT SHEARWALLS.

NEW SPREAD FOUNDATIONS TO BE PROVIDED AT HSS STRONG BACKS. ESTIMATE A 3X3X1' THICK FOUNDATION AT EACH STRONG BACK.

INDICATES A 16" THICK CONCRETE SHEAR WALL CONTINUOUSE FROM FOUNDATION TO ROOF LEVEL. PROVIDE LEDGERS AT FLOORS AND ROOF TO SUPPORT (E) FRAMING. HSS COLLECTORS WILL BE REQUIRED THROUGHOUT THE FLOOR TO DRAG LOADS TO SHEARWALL ELEMENTS

WHITE, HOUSE & HONEYMAN — ARCHITECTS

JEFFERSON HIGH SCHOOL

FIRST FLOOR PLAN

SCALE: 1/8" = 1'-0"

DATE	SCHOOL DISTRICT No. 1	SHEET NO.
WORK ORDER	MULTNOMAH COUNTY, ORE. S. M. LISTER, SUPERINTENDENT OF PROPERTIES Administration Bldg. 631 N. E. Clarksons St. PORTLAND, OREGON	3

TECHNOLOGY SYSTEMS NARRATIVE

Jefferson High School

Portland Public Schools

October 31, 2022

Darcy Tucker, RCDD
Principal | Senior Technology Designer

VERTEX
TECHNOLOGY DESIGN AND CONSULTING

COMMUNICATIONS SYSTEMS

Codes and Industry Standards

ADA – Americans with Disabilities ACT
ANSI – American National Standards Institute
ANSI/TIA-568-C – Generic Telecommunications Cable for Customer Premises
ANSI/TIA-569-C – Telecommunications Pathways and Spaces
ANSI/TIA-606-C – Administration for Telecommunications Infrastructure Cabling
ANSI/TIA-607-C – Telecommunications Grounding and Bonding
BICSI - Building Industry Consulting Service International
IEEE – Institute of Electrical and Electronics Engineers
NEC – National Electrical Code
OFC – Oregon Fire Code
OSSC – Oregon Structural Specialty Code
TIA – Telecommunications Industry Association
UL – Underwriter Laboratories

Pathways for Communications Systems

Interbuilding Pathways – Retain 1909

2-inch underground conduit pathways will be provided from the existing MDF in the 1909 building to each of three intermediate telecom rooms at the new classroom modular buildings for fiber backbone routing. 2-inch conduit will be routed from each classroom modular telecom room to a group of modular classrooms for horizontal cabling.

The existing incoming fiber and copper services will be maintained.

(2) 4-inch conduits from the existing Main Telecom Room will be routed to the Intermediate Telecom Room in the buildings on the site.

Interbuilding Pathways – New South

4-inch underground conduit pathway will be routed from the new Gym building to the existing MDF and to an inground vault by the new Classroom and CTE Building. Once the Classroom and CTE Building is erected, 4-inch conduit will be routed to the new Main Telecom Room.

(2) 4-inch conduits will be provided from the nearest service provider tie in point to the new Main Telecom Room in the Classroom and CTE Building. A separate service provider connection will be required until the 1909 Building is demolished.

(2) 4-inch conduits will be routed from the new Main Telecom Room in the Classroom and CTE Building to each of the Intermediate Telecom Rooms in the new buildings on site.

Intrabuilding Pathways – Retain 1909 and New South

12-inch wide by 4-inch high wire basket tray will be provided in the hallways above the accessible ceiling space for the main route of the low voltage cabling. Wire basket tray will be supported to structure with trapeze style mounts.

4-11/16-inch square by 2-1/8-inch deep double gang outlet boxes with single gang mud rings and 1-inch conduit to nearest accessible ceiling space will be installed for all outlet locations.

Conduit pathways will be provided in open to structure and inaccessible ceiling spaces.

Category 6A rated J-hooks will be provided in accessible ceiling spaces for routing of the communications cabling from the conduit to the wire basket tray.

(2) 4-inch conduits will be installed from the Main Telecom Room to each Intermediate Telecom Room.

4-inch conduit sleeves will be installed from the wire basket tray in the main hallways into Main Telecom Room and each Intermediate Telecom Room. Sleeve quantities will be determined after final horizontal cable count is performed and based on a 40-percent fill ratio.

Two-hour rated pathways will be provided where required for the Distributed Antenna System riser cabling.

Communications Equipment Rooms

Retain 1909

Remote Intermediate Telecom Rooms will be created in a minimum of three modular classroom buildings for support of horizontal distribution. These rooms will be a minimum of 8-feet by 6-feet.

The existing Main Telecom Room will be maintained. New Intermediate Telecom Rooms will be created on each floor as well as one additional on the ground floor in the Main Building. New Intermediate Telecom Rooms will also be created in each Gym Building, the Performing Arts Center, Commons, and Administration Space. Intermediate Telecom Rooms are required to be a minimum of 10-feet by 10-feet. All Telecom Rooms must be within 250-feet from the furthest device outlet.

New South

A new 10-feet by 15-feet Main Telecom Room will be required on the ground floor of the new Commons and CTE Building. Intermediate Telecom Rooms will be centrally located and stacked on every floor in the Commons and CTE Building. New Intermediate Telecom Rooms will also be created in each Gym Building, the Performing Arts Center, Commons, and Administration Space. Intermediate Telecom Rooms are required to be a minimum of 10-feet by 10-feet. All Telecom Rooms must be within 250-feet from the furthest device outlet.

Retain 1909 and New South

8-foot high by 4-foot wide by 3/4-inch deep, fire-rated plywood backboards will be installed around the entire perimeter of each Telecom Room. Backboards will be painted with two coats of fire-rated white paint.

7-foot high, 19-inch wide, 29-inch deep, 4-post racks will be installed to support fiber distribution units, horizontal cabling patch panels, wire management, and Owner furnished active equipment. Racks will be secured to floor below.

Ladder racking will be installed around the perimeter of the room as well as over the equipment racks for seismic bracing and routing of cable. Cable tray waterfalls will be installed at each point the cable exits the cable tray.

The equipment racks will have (1) 10-inch vertical wire manager on each and between each equipment rack. 2U horizontal wire management will be provided above and below the fiber distribution unit and between every four angled patch panels. Horizontal and vertical wire managers will have front and rear doors.

A primary bonding busbar will be installed in the Main Telecom Room and a secondary bonding bus bar will be provided in each Intermediate Telecom Room. Each bonding bus bar will be tied to the main electrical distribution panel within the building it resides. All equipment racks and ladder racking will be bonded to the bonding bus bar with a 6 AWG sheathed wire.

Communications Horizontal Cabling

Retain 1909 and New South

Horizontal cabling for work area outlets will be 4-pair, unshielded, plenum rated, Category 6 and Category 6A for wireless access points and video surveillance cameras. The structured cabling system will have a minimum 25-year manufacturer's warranty.

Each standard telecommunications outlet will consist of two Category 6 ports. Classroom layouts will consist of (4) locations with (2) Category 6 each, (1) Category 6 for a wall phone located by each classroom door, and (1) ceiling mounted location of (2) Category 6A for wireless. Category 6 and 6A cabling will be terminated on 48-port, angled patch panels in their respective telecom rooms.

Communications Backbone Cabling

Retain 1909

6-strand singlemode fiber will be routed from the existing Main Telecom Room to each of the three Intermediate Telecom Rooms at the modular classrooms. Each fiber cable will route in a separate 1-inch, heavy-wall innerduct within the underground conduit.

The existing incoming service will remain in the existing Main Telecom Room.

New South

New incoming copper and fiber service will be routed to the new Main Telecom Room in the Commons and CTE Building.

12-strand singlemode fiber will be routed from the new Main Telecom Room to the existing Main Telecom Room in the 1909 building.

Retain 1909 and New South

Interbuilding backbone cabling will consist of (1) 12-strand outdoor rated singlemode fiber cable and (2) outdoor rated Category 6 cables from the Main Telecom Room to each new Telecom Room. Each fiber cable will route in a separate 1-inch heavy-wall innerduct within the underground conduit.

Intrabuilding backbone cabling will consist of (1) 12-strand singlemode fiber cable and (2) Category 6 cables from the Main Telecom Room to each new Telecom Room. Each fiber cable will route in a separate 1-inch innerduct.

All fiber strands will be terminated on each end with LC connectors and placed in a 4U rack mounted fiber distribution unit in the Main Telecom Room or in a 2U distribution unit at each Intermediate Telecom Rooms.

Singlemode duplex LC fiber patch cords will be provided for all terminated fibers.

The Category 6 cable will be terminated on wall mounted 66-blocks.

Singlemode duplex LC fiber patch cords will be provided for all fiber terminations.

IP Paging System

Retain 1909 and New South

A new, IP paging system will be installed throughout every building on campus.

Provide two-way IP paging speakers in all classrooms, conference rooms, work rooms, offices and other teaching spaces. Provide analog speakers connected to IP addressable zone controllers in all Gymnasiums, Auditorium, Cafeteria, Commons, Media Center, hallways, building support rooms, restrooms, exterior gathering areas, court yards and main building entries.

The IP paging system will be Valcom with Informacast control software. The control software and network switches are district furnished and installed.

Wireless Clock System

Retain 1909 and New South

A new American Time and Signal wireless clock system will be installed throughout every building on campus.

Provide wireless clocks in all classrooms, offices, Commons, Gymnasiums, Media Center and other common spaces.

Distributed Antenna System

Retain 1909 and New South

Fire rated pathways will be installed from the distributed antenna head end to each floor and to the roof for the donor antenna. The building will be tested for emergency responder radio coverage at 75-percent construction completion to determine the extent of the system to be installed.

Elevator Two-way Communication System

Retain 1909 and New South

An elevator two-way communication system will be provided. The head end will reside in the main entry vestibule of each building or adjacent space where it can be easily located by first responders. Call boxes will be placed at the elevator on every floor that does not have direct access to the exterior.

SECURITY SYSTEMS

Intrusion Detection

Retain 1909 and New South

Motion detectors will be provided in hallways for full coverage as well as in all computer labs. The motion detectors will be ceiling mounted and detect in a 360-degree pattern. Dual technology detectors with passive infrared and microwave signals will be used to lessen the possibility of false alarms. Manufacturer will be Power Series NEO - DSC.

Keypads will be located near common area doors in locations that are not readily accessible to students to provide local readout, disable/enable features, and local programming capabilities.

Access Control

Retain 1909 and New South

Access control card readers will be provided on exterior doors at main and staff entrances, all telecom rooms, site gates, and elevators. These doors will have electrified hardware and will be included in the door override system. Door override buttons will be placed in the Main Office. Provide a 5-gang backbox at the door override button location with (5) Category 6 cables. Access controlled doors will have door position switches to monitor the door status. Access control panels will be linked together with an RS-485 bus.

The Access Control System manufacturer will be Kantech. The card readers will be HID RP-40 with HID iClass 13.56 MHz cards.

3/4-inch conduit pathway will be provided from each device to the nearest accessible ceiling space.

Video Surveillance

Retain 1909

Cameras will be provided at all exterior walkways at the temporary classroom modular buildings.

Existing cameras at the 1909 building will be maintained until renovations begin.

Retain 1909 and New South

IP Video Surveillance system will be provided for monitoring of interior and exterior spaces. Provide cameras at all restroom entries, Computer Labs, Gymnasium, Commons, bus loading zones, exterior gathering areas, gates into parking lots, parking lots, parent drop off locations, and in all hallway intersections viewing all directions. (1) 46-inch viewing monitor will be placed in the Main Office. Cameras will be multi-sensor lens in the hallway intersections and exterior.

The video management software manufacturer will be Exacq (most current version). The network video recorder manufacturer will be Exacq and will be sized to accommodate 8-megapixel cameras, 15 FPS, 10-day storage, H-264 compression rate, and 20-percent spare capacity.

PoE switches are District furnished, Contractor installed.

Provide 1-inch conduit to nearest accessible ceiling space and one Category 6A cable from the camera to the nearest Telecom Room. Camera locations exceeding 300-feet from a Telecom Room will be connected with 2-strand singlemode fiber with media converters on each end.

PPS Jefferson High School Modernization

Basis of Design Narrative

October 31, 2022

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1.0 Mechanical

1.1 Design Overview

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.

All systems described in this narrative are conceptual in nature to provide a basis for early pricing and are not fully designed. These concepts be evaluated in more detail along with additional options in Phase 2 of the design.

1.2 Design Criteria

The following codes, guidelines, regulations and other references that will be put into practice in the design of the building.

- 2021 Oregon Energy Efficiency Specialty Code
- 2021 Oregon Electrical Specialty Code
- 2021 Oregon Plumbing Specialty Code
- 2012 Oregon Structural Specialty Code
- 2022 Oregon Fire Code
- 2022 Oregon Mechanical Specialty Code
- ADA or Uniform Federal Accessibility Standards
- National Fire Protection Association (NFPA) Standards
- USGBC LEED Green Building Rating System for New Construction (LEED-NC)
- American National Standards Institute (ANSI)
- National Electrical Manufactures Association (NEMA)
- PPS Design Standards
- PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy

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

1.3 Central Plant Systems

DISTRICT CONDENSER WATER SYSTEM

For this concepts phase, a district condenser water system is being considered for 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,

A ground source system with vertical bores will be coupled to a campus condenser water loop to provide the majority of the annual heating and cooling. The ground source system is sized to achieve optimal energy efficiency for the project and allow for a more robust system. Vertical bores will be installed 300 feet deep, spaced 15 feet on center. The bore field is sized to achieve approximately 50 percent of the peak heating load and 30 percent of the building peak cooling load.

When the building heating or cooling requirements exceed the capacity of the ground source system, high efficiency air source heat pumps will provide or remove additional heat to the condenser water loop to maintain condenser water minimum loop temperature.

Variable speed condenser water pumps will distribute condenser water to buildings on campus.

The condenser water plant equipment will be constructed along with the first phase of construction and will need to be located with Phase 1 either within the building program or as a stand alone mechanical facility. Central plant condenser water piping will be installed and capped in preparation for future connections to serve additional project phases.

BUILDING HYDRONIC PLANT SYSTEMS

Water source heat pump chillers in each building will produce hot water and chiller water to be distributed to terminal equipment in the zones. Condenser water will also be used directly by water source heat pumps in DOAS air handling equipment and at terminal water to air source equipment.

EQUIPMENT

- Ground Source Vertical Bores: 121 vertical bores at 1.5 Tons each, ~22,500 sf for an 11 x 11 field
- Central Plant Condenser water loop and pumps: Four 20 hp variable speed pumps (N+1)
- Central Plant ASHPs: 425 Tons
- Central Plant ASHP hydronic pumps: Three 7.5 hp variable speed pumps (N+1)
- Plate and Frame HX
- Expansion Tanks, Air Separators, Chemical Treatment and all other necessary Central Plant appurtenances
- Building Water Source Heat Pump Chillers for Hot Water/Chilled Water terminal equipment: 225 Tons
- Building Level Hydronic Pumps: Six 7.5hp variable speed pumps

— Expansion Tanks, Air Separators, Chemical Treatment and all other necessary building level hydronic system appurtenances

1.4 Athletics

The athletic facilities will be served by DOAS 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.

DOAS W/ ASHP

These systems will be stand alone serving the athletics program and can be backed up by optional standby power as needed to meet the resiliency operational requirements for the project.

Units will be equipped with the following components:

— Outside air damper
— Relief air damper
— Pre-filters (MERV 8) – supply air
— Final filters (MERV 13) – supply air
— Pre-filters (MERV 8) – return air
— Heat recovery with face/bypass dampers
— Direct expansion heating/cooling coil
— Air cooled condensing unit
— Variable speed supply fan
— Variable speed return fan

NATURAL VENTILATION

The team will discuss ASHRAE standard 55 extended temperature and humidity ranges for naturally ventilated systems to help establish the users comfort zone.

This system can be combined with a mechanical system and operate in “mixed mode” if required. Operable windows will be provided with switches to shut-off the HVAC systems to spaces that have their windows open.

The natural ventilation system is capable of operating when outside temperatures permit. The mechanical heating and cooling system will operate when the outside air temperatures are at their extremes and the windows are closed.

EQUIPMENT

- Dedicated outdoor air handling units w/ ASHP: Qty TBD, overall airflow ~40,000 cfm
- Motorized dampers and/or actuated openings as required for mixed mode or natural ventilation operation.

1.5 Classrooms

The classroom ventilation will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

DOAS W/ WSHP

Air for ventilation and dehumidification will be distributed to all occupied spaces by central water source heat pump, variable air volume dedicated outdoor air handling units. These systems have condenser water from the provided from the District Condenser Water System.

Units will be equipped with the following components:

- Outside air damper
- Relief air damper
- Pre-filters (MERV 8) – supply air
- Final filters (MERV 13) – supply air
- Pre-filters (MERV 8) – return air
- Heat recovery with face/bypass dampers
- WSHP heating/cooling coil
- Variable speed supply fan
- Variable speed return fan

DECOUPLED HEATING/COOLING

Space loads will be conditioned by decoupled terminal equipment such as perimeter 2 or 4 pipe fan coil units.

EQUIPMENT

- Dedicated outdoor air handling units: Qty TBD, overall airflow ~15,000 cfm
- Hydronic Perimeter Fan Coil Units: Qty ~40, 1,100 cfm each

1.6 Science Lab

The Science Lab ventilation will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

DOAS

Air for ventilation and dehumidification will be distributed to all occupied spaces by central water source heat pump, variable air volume dedicated outdoor air handling units. These systems have condenser water from the provided from the District Condenser Water System. Dedicated exhaust will be provided for fume hoods and chemical storage cabinets.

Units will be equipped with the following components:

- Outside air damper
- Relief air damper
- Pre-filters (MERV 8) – supply air
- Final filters (MERV 13) – supply air

- Pre-filters (MERV 8) – return air
- Heat recovery with face/bypass dampers
- WSHP heating/cooling coil
- Variable speed supply fan
- Variable speed return fan

DECOUPLED HEATING/COOLING

Space loads will be conditioned by decoupled terminal equipment such as perimeter 2- or 4-pipe fan coil units.

EQUIPMENT

- Dedicated outdoor air handling units: Qty TBD, overall airflow ~7,500 cfm
- Hydronic Perimeter Fan Coil Units: Qty ~15, ~1,100 cfm each
- Fume Hood exhaust fans: Qty TBD

1.7 Performing Arts

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.

SINGLE ZONE VAV FOR UNDERFLOOR AIR SYSTEM

Air will be provided by a single zone VAV system with a water source heat pump, and heat recovery. Condenser water from the provided from the District Condenser Water System.

Units will be equipped with the following components:

- Outside air damper
- Relief air damper
- Pre-filters (MERV 8) – supply air
- Final filters (MERV 13) – supply air
- Pre-filters (MERV 8) – return air
- Heat recovery with face/bypass dampers
- WSHP heating/cooling coil
- Variable speed supply fan
- Variable speed return fan
- Hot gas reheat coil for dehumidification

EQUIPMENT

- Air Handling Unit for Performing Arts: TBD, Estimated airflow ~15,000 cfm
- Stage: Estimate airflow 2,000 cfm

1.8 CTE

HEAT RECOVERY VENTILATOR (HRV)

Air for ventilation will be distributed to all occupied spaces by distributed constant volume dedicated outdoor air heat recovery ventilators.

Units will be equipped with the following components:

— Outside air damper
— Relief air damper
— Pre-filters (MERV 8) – supply air
— Pre-filters (MERV 8) – return air
— Heat recovery wheel/plate
— Constant speed supply fan
— Constant speed return fan

PROCESS EXHAUST

Dust collectors and other specialty exhaust will be provided as required by the program.

DECOUPLED HEATING/COOLING

Water to air heat pumps will be provided for each thermal control zone.

EQUIPMENT

— HRV: Qty TBD, overall airflow ~6,000 cfm
— Process relate exhaust: TBD based on program
— Water to air heat pumps: Qty TBD, ~15 Tons

1.9 Educational Support Areas

The administrative and educational support areas will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

DOAS

Air for ventilation and dehumidification will be distributed to all occupied spaces by central water source heat pump, variable air volume dedicated outdoor air handling units. These systems have condenser water from the provided from the District Condenser Water System.

Units will be equipped with the following components:

— Outside air damper
— Relief air damper
— Pre-filters (MERV 8) – supply air
— Final filters (MERV 13) – supply air
— Pre-filters (MERV 8) – return air
— Heat recovery with face/bypass dampers
— WSHP heating/cooling coil
— Variable speed supply fan
— Variable speed return fan

DECOUPLED HEATING/COOLING

Space loads will be conditioned by decoupled terminal equipment such as radiant panels, radiant sails or perimeter 2 or 4 pipe fan coil units.

EQUIPMENT

- Dedicated outdoor air handling units: Qty TBD, overall airflow ~10,000 cfm
- Hydronic Perimeter Fan Coil Units or Radiant panels per thermal zone for decoupled heating and cooling: Qty TBD, ~ 50 Tons

1.10 Wrap Around Services

Wrap Around Service program should consider a stand alone HVAC system option if it's 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

HEAT RECOVERY VENTILATOR (HRV)

Air for ventilation will be distributed to all occupied spaces by distributed constant volume dedicated outdoor air heat recovery ventilators.

Units will be equipped with the following components:

- Outside air damper
- Relief air damper
- Pre-filters (MERV 8) – supply air
- Pre-filters (MERV 8) – return air
- Heat recovery wheel/plate
- Constant speed supply fan
- Constant speed return fan

Supply and return fans will operate in constant speed.

AIR SOURCE VRF SYSTEM

Units will be equipped with the following:

- Outdoor Air cooled condensing units with variable speed compressors
- Hard drawn bopper piping with brazed connections
- Necessary branch selector boxes for heat recovery operation
- Indoor medium to high static ducted fan coil units with OSA connections from the HRV per thermal zone
- Filter boxes
- Controls to interface in to central BAS by Bacnet
- Heat recovery ventilator: ~6,000 CFM

EQUIPMENT

- Heat recovery ventilator: ~2,500 CFM
- ~8 Ton VRF System

1.11 Other Systems

RADON EXHAUST FAN (REF) – CONSTANT VOLUME

Exhaust fans and sub-slab soil exhaust system will be provided for radon gas mitigation.

One fan will be provided for each 15,000 SF area of building sub-slab area served.

An audible alarm will be provided to notify fan failure.

Exhaust fans will be located at roof level.

Exhaust fans will operate continuously.

One Exhaust fan per 15,000 sf of new slab

KITCHEN EXHAUST FAN (KEF)

Exhaust fans will be provided for each kitchen Type I and Type II hood.

Exhaust fans will be located at roof level and be provided with hinged access for cleaning and inspection.

Type I grease exhaust fan terminations will be no less than 40 inches above the roof surface.

Type I grease ductwork will be welded steel or factory-built. Horizontal ductwork will be sloped to the hood. Cleanouts will be provided in horizontal sections of ductwork spaced 10 feet apart, and vertical sections at each floor penetration.

Type II heat/vapor exhaust fan terminations will be no less than 30 inches above the roof surface.

Type II heat/vapor ductwork will be aluminum or stainless steel. Horizontal ductwork will be sloped to the hood.

Exhaust fans will operate when the kitchen hood associated with the exhaust fan is in operation.

Temperature sensors within hood will activate/deactivate the exhaust fan.

CONNVECTORS, FIN TUBE RADIATORS, UNIT HEATERS

Supplemental hydronic heat will be required in vestibules, entry areas, miscellaneous back of house space such as mechanical rooms and water entry rooms.

DEDICATED COOLING

Dedicated cooling units will be provided for MDF, IDF, Electrical, Emergency electrical and elevator machine rooms.

1.12 Controls

A direct digital control (DDC) system will be provided to control and monitor all HVAC equipment and systems. All equipment will be provided with a terminal strip for direct control by the BAS except for heat pump operations which may require packaged controls. Valve and damper actuation will be electric type. The control system will perform all required control functions, including optimization of equipment and system performance, reliability, equipment life and energy consumption.

1.13 Measurement and Verification

PRELIMINARY RECOMMENDATION

Our recommendation is to proceed with the non-utility metering strategy described below to meet the LEED Advance Energy Metering credit requirements.

SEPARATE MONITORING OF THE FOLLOWING END USE LOADS:

- Solar Production
- Lighting
- Receptacles
- Cooling & Heating
- Fans
- Pumps
- Elevator
- Kitchen
- Water – total building use
- Domestic hot water

1.14 Alternate 1: All-Air Systems with Electric Heat and DX Cooling (Lowest First Cost)

The Alternate 1 Mechanical Systems described under this scenario are to 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 useful life.

CENTRAL PLANT

For the Alternate 1 scenario, all central plant and hydronics systems are eliminated. All equipment will be packaged-style.

- No Central Plant Equipment

ATHLETICS

For the Alternate 1 scenario, air source heat pumps will be replaced with DX cooling with electric resistance heat.

- Packaged rooftop units with DX cooling/Electric heat g: Qty TBD, overall airflow ~40,000 cfm

CLASSROOMS

The classroom will be served by an all-air, packaged rooftop units with DX cooling and electric resistance heating. Individual classrooms will each have a terminal unit with electric reheat.

- Packaged rooftop units with DX cooling/Electric heat: Qty TBD, overall airflow ~60,000 cfm
- VAV terminal units with electric reheat: Qty ~40, 1,500 cfm each

SCIENCE LAB

The Science Lab ventilation will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

- Packaged RTUS with DX cooling/Electric heat: Qty TBD, overall airflow ~25,000 cfm
- VAV terminal units with electric reheat: Qty ~15, ~1,500 cfm each
- Fume Hood exhaust fans: Qty TBD

PERFORMING ARTS

The Performance Arts Center will have an overhead single zone variable air volume distribution system for the seating area and a single zone variable air volume system for the stage.

- Packaged rooftop units with DX cooling/Electric heat for Performing Arts: Estimated airflow ~15,000 cfm
- Packaged rooftop units with DX cooling/Electric heat for Stage: Estimate airflow 2,000 cfm

CTE

The CTE areas will be served by a packaged air source heat pumps.

- Packaged rooftop units with DX cooling/Electric heat: Qty TBD, overall airflow ~6,000 cfm
- Process related exhaust: TBD based on program

EDUCATIONAL SUPPORT

The administrative and educational support areas will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

- Dedicated outdoor air handling units: Qty TBD, overall airflow ~10,000 cfm
- VRF fan coil units and outdoor condensing units: Qty TBD, ~ 50 Tons

WRAP AROUND SERVICES

Wrap Around Service program should consider a stand alone HVAC system option/

- Packaged rooftop units with DX cooling/Electric heat: ~8,500 CFM
- VAV terminal units with electric reheat: Qty ~12, ~700 cfm each

CONTROLS

The quantity of points for the DDC system will be reduced due to the packaged controls associated with VRF systems

MEASUREMENT & VERIFICTION

No changes to measurement and verification.

OTHER SYSTEMS

No changes to the scope described under Other Systems except Convectors, Fin Tube Radiators and Unit Heaters are all electric resistance-style.

CONSIDERATIONS

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.

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

1.15 Alternate 2: Variable Refrigerant Flow (VRF) 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.

CENTRAL PLANT

Under this alternate scenario, all central plant and hydronics systems are eliminated. All equipment will be packaged-style.

- No Central Plant Equipment

ATHLETICS

For the alternate scenario, no change to the packaged air-source heat pumps systems. The natural ventilation scope is eliminated.

- Dedicated outdoor air handling units w/ heat recovery and ASHP: Qty TBD, overall airflow ~40,000 cfm

CLASSROOMS

The classroom ventilation will be served by DOAS air source heat pumps with heat recovery for ventilation and with decoupled variable refrigerant flow system for heating and cooling.

- Dedicated outdoor air handling units w/ heat recovery and air source heat pump: Qty TBD, overall airflow ~15,000 cfm
- VRF Fan Coil Units: Qty ~40, 1,100 cfm each
- VRF Outdoor Condensing units: ~120 tons, qty TBD

SCIENCE LAB

The Science Lab ventilation will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

- Dedicated outdoor air handling units: Qty TBD, overall airflow ~7,500 cfm
- Hydronic Perimeter Fan Coil Units: Qty ~15, ~1,100 cfm each
- Fume Hood exhaust fans: Qty TBD

PERFORMING ARTS

The Performance Arts Center will have an overhead single zone variable air volume distribution system for the seating area and a single zone variable air volume system for the stage.

- VAV Air Handling Unit with air source heat pump for Performing Arts: TBD, Estimated airflow ~15,000 cfm
- VAV Air Handling Unit with air source heat pump for Stage: Estimate airflow 2,000 cfm

CTE

The CTE areas will be served by a packaged air source heat pumps.

- Packaged Air Source Heat pumps: Qty TBD, overall airflow ~6,000 cfm
- Process related exhaust: TBD based on program

EDUCATIONAL SUPPORT

The administrative and educational support areas will be served by DOAS water source heat pumps with decoupled hydronic systems for heating and cooling.

- Dedicated outdoor air handling units: Qty TBD, overall airflow ~10,000 cfm
- VRF fan coil units and outdoor condensing units: Qty TBD, ~ 50 Tons

WRAP AROUND SERVICES

No changes to the scope described under Wrap Around Services.

CONTROLS

No changes to the scope described under Controls.

MEASUREMENT & VERIFICTION

No changes to Measurement and Verification.

OTHER SYSTEMS

No changes to the scope described under Other Systems, except Convectors, Fin Tube Radiators and Unit Heaters are all electric resistance-style.

CONSIDERATIONS

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 full distributes all the heating and cooling sources which increase 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 systems heating capacity which can create occupant comfort issues. This system is, however, is consistent with what is installed at McDaniel High School and would provide some system consistency across schools.

We recommend 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.

2.0 Plumbing

2.1 Sustainable Design

CERTIFICATIONS AND STANDARDS

The building will be designed to meet the requirements for LEED certification. A certification will be evaluated as the design progresses to see if it can be achieved within the project budget.

WATER CONSERVATION

See the following figure 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.

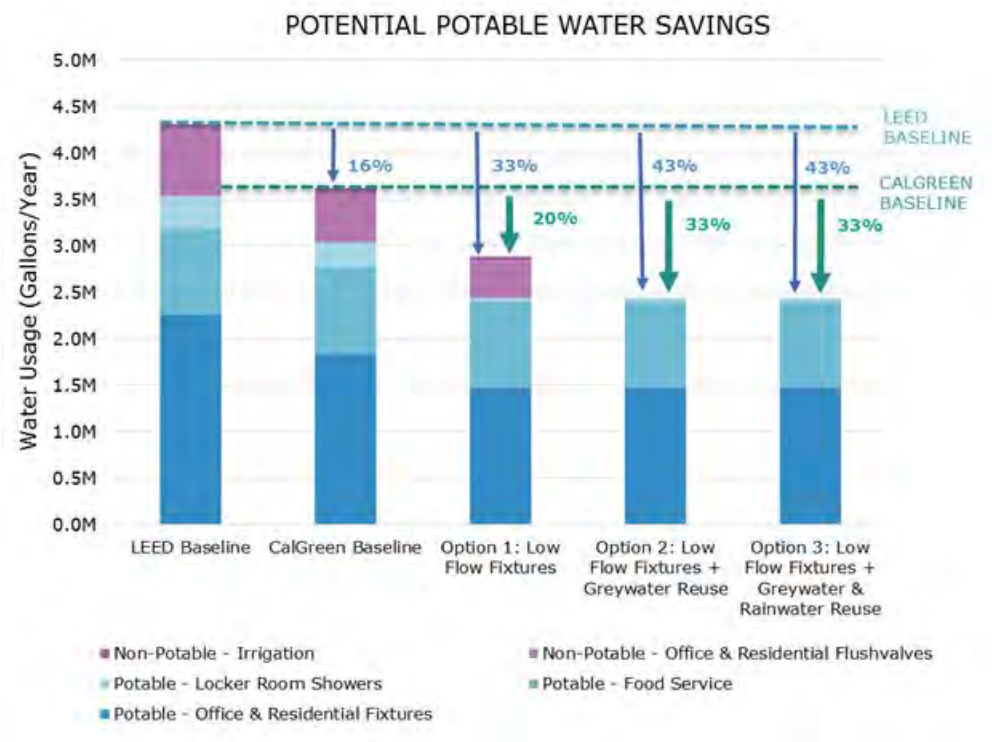


Figure 1: Total Estimated Water Savings – Sample Table

The following figure provides the summary of all LEED points achievable with the various strategies.

Table 2: Indoor Building Water Use Reduction Estimates – Sample Table

LEED Credit	CALGreen	Low Flow Fixture	+ Rainwater	+ Greywater
WE Outdoor Use Reduction Cr LEED Points	0	0	0	2
WE Indoor Use Reduction Cr LEED Points	2	3	4	4
ID Indoor Use Reduction Cr LEED Points	0	0	0	1
RP Cr 1.2 LEED Points	0	0	0	1
RP Cr 1.3 LEED Points	0	0	1	1

Notes: Percent water savings is based on LEED baseline and only includes the indoor plumbing fixtures included within the LEED calculation.

2.2 Codes and Standards

The following codes, guidelines, regulations and other references that will be put into practice in the design of the building.

— 2021 Oregon Energy Efficiency Specialty Code

— 2021 Oregon Electrical Specialty Code

- 2021 Oregon Plumbing Specialty Code, based on the UPC
- 2019 Oregon Structural Specialty Code
- 2019 Oregon Fire Code
- 2019 Oregon Mechanical Specialty Code

2.3 Design Criteria

Table 3: Plumbing Piping Sizing Criteria

Domestic and Non-Potable Water Piping	
Minimum Pressure	35 PSI at most remote outlet
Maximum Pressure	70 PSI
Friction Loss	Maximum 3 feet per 100 feet
Velocity	Maximum 6 feet per second (Cold & Non-potable Water) Maximum 5 feet per second (Hot Water) Maximum 3 feet per second (Hot Water Return)
Sizing	Per Code (UPC – Appendix A)
Below Grade Material	3 inch and smaller, Type K, Hard drawn copper tubing, Soldered\brazed fittings 4 inch and larger, Ductile iron, Incoming main, Class 150 Boltite mechanical joint 4 inch and smaller, Type L, Hard drawn copper tubing, Soldered\brazed fittings 6 inch and larger, Type L or Schedule 10 Stainless Steel, Brazed fittings
Domestic Hot Water Supply/Return, Above Grade Insulation	3/4 inch and smaller, 1 inch thick fiberglass, all-purpose jacket or elastomeric 1 inch and larger, 1-1/2 inch thick fiberglass or all-purpose jacket
Storm Drainage Piping	
Rainfall Rate (extract local rainfall for project location)	
Piping Slope	Minimum 1/8 inch per foot
Sizing	Per Code (UPC)
Material	Service weight cast iron with no-hub couplings
Insulation	Drain bodies and first 10 feet of pipe connected to the drain body 1/2 inch, Fiberglass, All-purpose jacket
Waste and Vent Piping	
Piping Slope	¼" per foot
Sizing	Per Code (UPC)
Material	Service weight cast iron with no-hub couplings
Natural Gas Piping	
Pressure	2 psi
Sizing	Per Code (UPC)
Material	Above Grade, Interior 2 inch and smaller, Black steel, Schedule 40, Screwed fittings

	2-1/2 inch and larger, Black steel, Schedule 40, Welded fittings
	Above Grade, Exterior (or exposed to corrosive environment) 2 inch and smaller, Hot-dipped zinc galvanized steel, Schedule 40, Screwed fittings 2-1/2 inch and larger, Hot-dipped zinc galvanized steel, Schedule 40, Welded fittings
	Below Grade Polyethylene pipe conforming to ASTM D2513-80a, Mechanical fittings

2.4 Plumbing Fixtures

Commercial grade low flow fixtures will be provided where indicated on the architectural drawings. Refer to table below for representative flow rates for each type of fixture.

Table 4: Plumbing Fixture Types and Locations

Fixture	Location	Type	Control	Flow*	Basis of Design	Notes
WC-1 Water Closet	Restrooms	Wall hung, vitreous china	Sensor Operated flush valve	1.28 GPF	Kohler water closets with Sloan flush valve	
WC-2 Water Closet	Restrooms (ADA wheel chair and ambulatory stalls)	Wall hung, vitreous china	Sensor Operated flush valve	1.28 GPF	Kohler water closets with Sloan flush valve	Seat at 18 inches above floor, centerline at 17 inches from wall
L-1 Lavatory	Restrooms	Counter mounted, vitreous china	Sensor Operated	0.5 GPM	Kohler sink basin with Delta faucet	All locations are ADA accessible
U-1 Urinal	Restrooms	Wall Hung, vitreous china	Sensor Operated flush valve	0.125 GPF	Kohler Urinal with Sloan flush valve	
U-2 Urinal	Restrooms (ADA)	Wall Hung, vitreous china	Senor Operated flush valve	0.125 GPF	Kohler Urinal with Sloan flush valve	Rim mounted at 17inches above floor
S-1 Sink	Kitchenettes	Self rimming, counter mounted, Stainless steel	Single lever faucet, swing spout	1.5 GPM	Elkay sink basin with Delta faucet	ADA faucet
S-2 Sink	Lactation room	Self rimming, counter mounted, Stainless steel	Dual handle faucet, goose neck spout	1.5 GPM	Elkay sink basin with Delta faucet	ADA faucet

Fixture	Location	Type	Control	Flow*	Basis of Design	Notes
DF-1 Drinking fountain with bottle filler	Varies	Dual height with bottle filling station, stainless steel	Front push pad operation for drinking fountains and sensor operation at bottle filler	1.5 GPM at bottle filler	Elkay	Non-refrigerated

*Code minimum flush/flow rates.

2.5 Domestic Cold-Water System

A new water line will serve the domestic water system. A backflow device on the incoming domestic water supply will be located 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.

Cold water will be distributed to the domestic plumbing fixtures, lab sinks, emergency fixtures, and other areas requiring water. Refer to Architectural Drawings for plumbing fixtures and room locations. Freeze-proof hose bibs to be distributed around perimeter of building at every 100 feet.

IRRIGATION

A backflow device will be provided for the irrigation system within the water service room. Irrigation piping will be stubbed out of the building for the landscape use.

2.6 Domestic Hot Water System

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.

The domestic hot water system components will be controlled by the building management system.

Locations of water heaters is yet to be determined. Central locations as well as boiler rooms where water services enter are best to minimize longer piping runs. Depending on the building arrangements on campus, perhaps smaller water heater rooms could be more appropriate.

A recirculating hot water loop and hot water circulation pump will be provided.

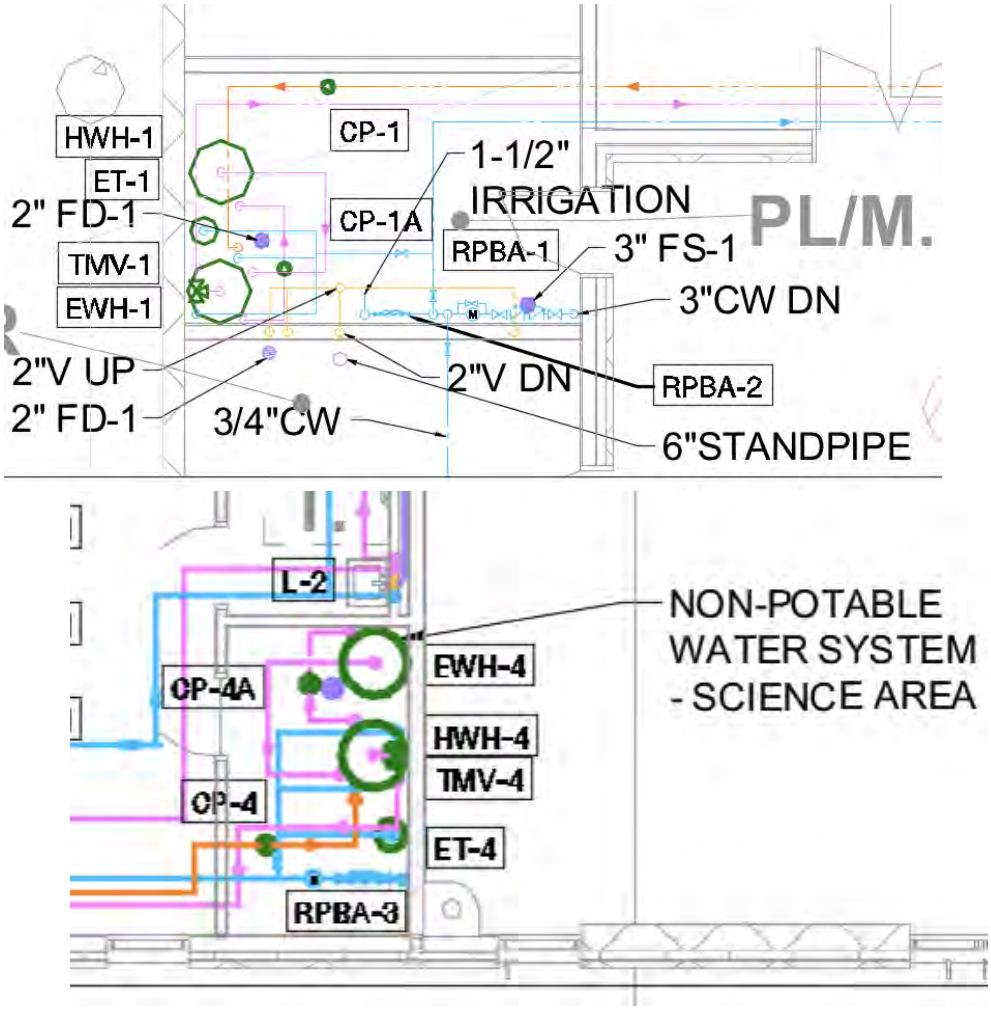
The water heaters will produce 140 degrees F for health and equipment efficiency purposes.

A master thermostatic mixing valve will temper the hot water to 120 degrees F for general use.

An additional thermostatic mixing valve will provide tepid water to emergency fixtures per ANSI/ISEA Z358.1. Tepid water will be supplied no less than 60 degrees F and no greater than 100 degrees F.

Expansion tanks will be provided on hot water systems at water heaters to eliminate pressure buildup when the system is not being used.

These are some example water heater room layouts and the size consideration for the room layout.



2.7 Non Potable Cold and Hot Water System

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.

2.8 Storm Drain System

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.

2.9 Sanitary Sewer System

Sanitary waste and vent piping will be provided in toilet rooms and other spaces as required.

Separate acid resisting waste and vent piping systems will be provided for labs and classrooms, as required. The acid resisting waste piping system will be piped to a sampling manhole located outside the building where it will connect to the sanitary sewer system. There are no provisions intended for an acid waste neutralization system.

Sanitary waste piping leaving the site will connect to a combination sewer within 10 feet. Sanitary waste piping will run parallel to the storm water and be connected to piping provided by Civil 5'-0" outside the building.

Sump pumps will be provided for elevator shafts and connected to the gravity sanitary system within the building.

2.10 Compressed Air System

Compressed air will be produced by a packaged system, which includes duplex air compressors, receiver tank, and air dryer. Compressed air will be delivered at 100 PSI to all required labs or classrooms. Pressure will be reduced by means of a pressure regulator for those spaces requiring 15 PSI compressed air.

2.11 Natural Gas Piping System

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. Systems will be sized at 7"WC, incoming main at 2 psi. There is an existing gas service at the central classroom building off of Kirby Avenue.

Modifications and head redistribution are anticipated to coordinate with new finish walls. Please refer to the provided area classification floor plans.

3.0 Fire Protection

3.1 Design Criteria

The project fire protection system will be designed in accordance with the following standards, State Fire Code, and local Fire Marshall requirements.

- NFPA 13: Standard for the Installation of Sprinkler Systems
- NFPA 14: Standard for the Installation of Standpipe and Hose Systems
- NFPA 20: Standard for the Installation of Stationary Pumps for Fire Protection
- NFPA 24: Standard for the Installation of Private Fire Service Mains and Their Appurtenances

- NFPA 25: Standard for the Inspection, Testing, and Maintenance of Water-Based Fire Protection Systems
- NFPA 70: National Electrical Code
- NFPA 72: National Fire Alarm Code

3.2 General

SYSTEM DESCRIPTION

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.

FIRE PROTECTION WATER UTILITY SERVICE

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.

FIRE DEPARTMENT CONNECTION (FDC)

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.

3.3 Materials and Components

All fire protection system materials and associated components must be listed and/or approved and installed in strict conformance to the conditions of their manufacturer listing.

SPRINKLER PIPING

Only steel pipe with a Corrosion Resistance Ratio (CRR) of one or greater will be used.

Schedule 5 pipe will not be accepted in any size.

Schedule 10 steel pipe are permitted to be used only with listed roll groove end fittings.

Schedule 40 steel pipe are permitted to be used only with threaded end fittings.

All dry-pipe system piping must be galvanized, including any fittings exposed to weather, except when a nitrogen system is used. Listed flexible stainless-steel piping systems are also permitted.

FITTINGS AND JOINTS

All fittings must be listed or approved for the specific pipe and type of system they are used on. Gasketed fittings will be installed only with the lubricant used by the manufacturer to obtain its listing.

The following joining methods are approved for steel pipe, except that threading or cut groove fittings are accepted for use only on fully compliant Schedule 40 and heavier pipe:

- Threading
- Shop Welding

- Cut Groove with Gasket Fitting
- Roll Groove with Gasket Fitting

Plain end, hooker, press-on, or slip type metal fittings are not permitted. As mixing different brands may cause problems due to variations in design dimensions and tolerances, all grooved metal products on a job must be provided by the same manufacturer.

VALVES

An outside post indicator type control valve (PIV) will be provided for all systems. All indoor cutoff valves in the 2-inch through 8-inch range will be butterfly type, with integral tamper switch and position indicator.

Valves on each side of any fire pump are to be OS&Y type. This does not apply to the fire pump bypass valves which are permitted to be either butterfly or OS&Y type.

SPRINKLER HEADS

Finished areas will be provided with chrome plated semi-recessed pendant type with polished chrome escutcheons.

Unfinished areas will be provided with upright rough brass finish type heads.

Institutional type sprinklers will be provided throughout all detention areas.

Overhangs less than 4 feet in depth, loading docks, and other perimeter areas subject to freezing will be provided with horizontal dry sidewall sprinkler heads.

Light hazard occupancies will be provided with Quick-Response heads.

BACKFLOW PREVENTION DEVICES

Provide a cutoff valve on both sides of the backflow prevention device in the water supply connection to facilitate inspection, testing, and maintenance.

When a fire pump is provided the backflow prevention device will be installed as far from the fire pump as possible with a minimum distance of 10 pipe diameters in accordance with NFPA 20 requirements.

3.4 Wet Pipe Sprinkler System

The fire sprinkler system will consist of main flow alarm station, zone control valves and flow indicators, alarm bell, fire sprinkler piping and heads.

Accessories related to the system will be provided. Tamper, flow, and pressure switches will be coordinated with the fire alarm system. Electrical supervision per NFPA 72 is required for monitoring the fire protection systems.

Required system isolation valves will be provided with tamper switches.

Each floor will be provided with a zone isolation valve with tamper switches, flow switches, and fire department test stations.

The fire department test drains will terminate outside of the building.

FREEZE PROTECTION

A dry pipe sprinkler system will be used where sprinklers are subject to freezing (exterior overhangs exceeding 4 feet in depth, parking areas, etc.).

Piping will be galvanized inside and out, threaded or with cut grooves. It is acceptable to use black steel pipe when a nitrogen system is used.

3.5 Standpipe System

MANUAL WET SYSTEM

A Class I wet standpipe system will be provided in interior stairwells/stages.

Each floor will be provided with hose valves.

Hose valve locations will be coordinated in secure areas.

Hose connections will be located at exit stairways and in the exit enclosure having direct access from the firefighter elevator lobby. Each hose outlet will be provided with a gauge.

Valves, supervised by the fire alarm system, will be provided to allow isolation of a standpipe without interrupting the supply to other standpipes. Hose, hose racks, and nozzles are not required. Signage will be provided. Where system pressures exceed 175 psi, pressure-reducing valves will be provided. Where pressure-reducing valves are provided, a minimum 3-inch test drain will be provided. Standpipes will be provided during construction.

FIRE DEPARTMENT CONNECTION (FDC)

A dedicated fire department connection (FDC) will be provided for each standpipe system.

4.0 Electrical

4.1 Codes and Standards

The electrical systems will be designed to conform, as a minimum, to the following codes and standards:

- PPS Design Guidelines & Standards, Revision dated 11.2018
- 2021 Oregon Electrical Specialty Code (OESC)
- 2019 Oregon Structural Specialty Code (OSSC)
- 2021 Oregon Energy Efficiency Specialty Code (OEESC)
- 2019 Oregon Fire Code (OFC)
- ASHRAE 90.1-2019
- NFPA 70 National Electrical Code 2020 edition
- NFPA 101 Life Safety Code 2018 edition
- Americans with Disabilities Act (ADA) and Uniform Federal Accessibility Standards
- Illuminating Engineers Society of North America (IESNA)
- National Fire Protection Association (NFPA) Standards
- Underwriters Laboratories (UL)

- FM Global (OSU Insurance Underwriter)
- Applicable state and local ordinances

4.2 Design Criteria

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

4.3 Electrical Service

The existing campus is served from a single 3000A, 208/120V, 3ph, 4w electrical service. The existing pad-vault mounted Pacific Power utility transformer is located on the north side of the main buildings with underground primary feeds from a pole along N. Commercial and secondary feeds into the main electrical room on Level 'A'. The electrical service was replaced in 1998 and new main distribution switchboards were installed to feed the existing distribution, including a 600A sub-feed to the gymnasium building.

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.

4.4 Power Distribution

- Based on the load allowances, the campus is anticipated to require the following electrical services:
  - Athletics Buildings
    - (1) 1000A, 480/277V, 3ph, 4w
  - Phase 1 – Science Building, Classroom Building and Performing Arts Building
    - (1) 3000A, 480/277V, 3ph, 4w

- Phase 2 – Classroom / Admin Building and Performing Arts Building
  - (1) 3000A, 480/277V, 3ph, 4w

The electrical service sizes are dependent on the mechanical system selections. The goal for electrification of the building systems is assumed in these electrical service requirements.

4.5 Emergency Power System

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:

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. Life safety loads included in the design are:

— Egress lighting
— Exit signs
— Fire alarm equipment
— Elevator Cab Lighting
— Fire Pump (if required)
— Elevator (if building height exceeds 3 stories)

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". In the event of a normal power loss, power must be restored to these within 60 seconds. Legally required standby loads include selected passenger elevators when required for egress, ERRCS and smoke control systems. Legally required standby loads included in the design are:

— Emergency Responder Radio Communication System (ERRCS) equipment
— Elevator Machine Room Cooling (if elevator is required to be on emergency power)

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. Optional standby loads anticipated in the design are:

— MDF/IDF room equipment (total load requirements to be provided by PPS)
— MDF/IDF room cooling
— Lab exhaust systems
— Refrigeration equipment

— Select mechanical, lighting and receptacles/equipment to support resiliency goals

Based on the anticipated loads for the buildings, the following generators would be required:

— Athletics Buildings
  - One (1) 80KW emergency generator with a sub-base fuel tank to provide a minimum of 24-hour runtime at full load with a docking station with load bank connection. This generator is anticipated to serve loads that support resiliency goals and the size requirements will be dependent on loads selected.

— Phase 1 and 2
  - One (1) 400KW emergency generator with a sub-base fuel tank to provide a minimum of 24-hour runtime at full load with a docking station with load bank connection. This generator is not anticipated to serve loads that support resiliency goals and the size requirements would increase based on loads selected if requested.

4.6 Power Quality

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.

4.7 Power Requirements

Branch Circuit Wiring: Copper conductors in minimum of ¾" conduit will be used for all branch circuit homeruns. Provide junction box above ceiling in room with conduit down wall to devices for future flexibility. Metal Clad (MC) cable will be allowed in limited applications for lighting systems. Dedicated neutrals will be provided for all 120V circuits.

Lab spaces will use surface metal raceway to route power and data cables adjacent to the tasks in the lab. The surface raceway permits ease of reconfiguration of power and data cabling within a space without disturbing building walls and finishes. Cord reels or floor boxes may also be used to serve work tables. Ground fault circuit interrupter receptacles will be provided in toilet rooms at sinks, roof, outdoor and wet areas and any other locations required by the NEC.

Mechanical Equipment Connections: The buildings will have power connections to mechanical/plumbing equipment. All required disconnect switches, starters, switches and contactors will be provided under Division 26, unless otherwise noted to be furnished or factory installed by Division 23. VFD's will be furnished by Division 23 and installed by Division 26. Mechanical control panels will be furnished by Division 23, with power circuits provided under Division 26.

Elevator Connections: The buildings will require power to all elevators including provisions required by the Oregon State and Local Elevator Inspectors for a fully operational system.

Miscellaneous Building Connections: The buildings will have power connections to miscellaneous building equipment such as trash compactors, specialty equipment, irrigation controllers, handicap access doors, etc. All required disconnect safety switches, starters, switches and contactors will be provided under Division 26.

Convenience Power: Convenience receptacles will be required in common areas such as lobbies, restrooms, as well as utility spaces such as mechanical, electrical, telecom and elevator machine rooms. Weatherproof, GFCI receptacles at the roof or exterior of the buildings will be required for servicing mechanical equipment within 25 feet.

Controlled receptacles will be provided in all private offices, classrooms, break rooms and conference rooms per ASHRAE 90.1 and will be split wired to provide one controlled and one uncontrolled outlet at each receptacle location.

4.8 Power Metering

Submetering will be provided in all new buildings to separately meter the energy consumption of the mechanical systems, interior lighting, exterior lighting, and receptacle circuits to meet the ASHRAE 90.1 requirements in the Oregon Energy Efficiency Specialty Code and the LEED Advance Energy Metering credit.

4.9 Renewable Systems

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.

Based on an overall project cost of $228,000,000, the GET budget is $3,420,000. This would provide a PV system of ~1,140kW and cover an area of ~71,250 sf which may be feasible with the amount of project roof area but would require significant coverage.

Battery Energy Storage Systems BESS) are also allowed under the GET program and can be utilized to meet the 1.5% requirements in conjunction with a PV system. A BESS can allow a building to store excess energy generated on site, island from the grid, and provide additional project resiliency. The design team will review renewable system options further with PPS to determine the best approach.

Each new building will be solar-ready at a minimum. This includes Infrastructure for tie-in of the PV array into the building's electrical distribution system including breaker space in the main switchboard, raceway routed to the roof and a lockable disconnect in the main electrical room for utility shutoff. Electrical equipment will be sized to accommodate the PV size planned for the building.

4.10 Grounding System

The buildings will be provided with a safe and grounded electrical system that complies with the requirements of the NEC. The Equipment (Safety) grounding system will include the main building ground reference bus, as well as ground rods, concrete encased electrodes, and bonding to water service and structural steel. The equipment grounding system conductor will be extended throughout all electrical systems in the building and all metallic systems will be bonded to the building ground system.

Performance grounding will be provided by busbars and grounding conductors for telecom spaces and tie into the building's safety grounding system.

4.11 Fire Alarm System

A complete Potter analog addressable fire alarm system with addressable initiation devices and notification devices. The system will include a voice evac panel, manual pull station at the FACP, an annunciator panel, detection and annunciation devices as required by code and existing campus central station monitoring. The buildings fire sprinkler system will be monitored by the fire alarm system for system flow and shutoff valve tampering.

Jefferson High School Modernization
Landscape Cost Estimate Narrative

Vision/Overview

The site design for the Jefferson Hight School 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.

The exhibits attached note fencing, access points, finish types, and approximate areas for cost estimate purposes.

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.

Retain 1909 & New South Options

These are features that are common to both options and are shown in both exhibits. These items should be included for both options. Refer to attached exhibits for areas and legend.

1. Killingsworth Presence – branded identity at public approach from the north. Design collaboration with HOOD; see legend for finish types.

2. Public plaza adjacent Library- JHS memory plaza with medium grade finishes

3. Track & Field –It is assumed that the track can be resurfaced, turf replaced, and additional upgrades could be made to bring the existing athletic facilities up to play regulation. See scope in DA Hogan report.

4. New Athletics Building Landscape – Full design of adjacent site with vegetation and additional trees if required for tree count.

5. Perimeter Fence – Reuse metal fencing around existing track and mount on new concrete retaining wall along Kerby (see DA Hogan report regarding fencing heights and safety.) Match new perimeter fencing to existing fence at N/NW of track, typical for all locations.

6. Athletics Entry Plaza – higher grade finishes for JHS athletics history, design collaboration with HOOD

7. Existing parking lot – bring up to code with new tree islands, EV charging, striping, and removal of two curb cuts with improvement of two existing curb cuts.

8. South Lot Development
    a) Playfield (see DA Hogan for layouts/ideas) – required setbacks from residential
    b) Additional Parking – approximately 35 stalls with landscape buffer, tree islands, new curb cut at street, connecting walk to Alberta.
    c) Required tree counts and stormwater in the landscape areas
    d) Entry plaza – medium grade finishes
    e) New restroom building –in black on exhibits (see architectural).
    f) Cross-block walk – completion of full sidewalk at north of existing alley, providing public access through the block. No gates or fencing. Some landscape buffer at residential adjacent lots.

9. Perimeter walks/ROW – see Civil for assessment of current walks. Standard finish walks could be patch-and-repair where indicated on the exhibits, however, post-construction may require that these be re-built entirely. Walks adjacent medium and high finish areas to be replaced.
    a) Crosswalks at adjacent corners and crossings – new striping with Democrat colors and new patterns for safety, traffic calming, and school brand (all crossings in blue indicated on exhibits). Coordinate with Civil to determine needs for crossing bulbs and ramps. No raised pedestrian crossings indicated.
    b) Commercial Street adjacent Athletics – standard sidewalks, preserve street trees, new tree grates, standard finishes
    c) Kerby North Section – new sidewalk, preserve street trees, new tree grates, medium finishes
    d) Vacated Street Allee – new plaza, retaining existing trees and vehicle service access, medium finishes
    e) Kerby South Section – new sidewalks, retain existing trees where possible, new tree grates
    f) South Lot perimeter walks – new drive for parking access, some patch and repair post-construction
    g) South Cross-block walk – complete street with walks, additional street trees, protection of mature trees during construction, optional fencing for dog park. New striping for crosswalks on Kerby and Commercial.

Retain 1909 Option (see exhibit)

The most striking change to the 1909 will be the excavation of the grade at the north, including the removal of significant, mature trees. This new, accessible entry will be part of

the Cross-block walk that will connect students from the 1909 building and Athletics complex to the northeast during school hours. After hours, the gates at the east and west could be open to allow public access through the block. Both cross-block walks have been requested by the City. An additional pedestrian walkway may be established between the track and athletics buildings to link Killingsworth to the 1909 plaza if the City requires it. The Retain 1909 Option includes the following:

1. Cross-block walk pavement north of 1909 building to accommodate fire truck
2. Lower north grade + new entry (See exterior architecture) with medium finishes
3. Loading– vehicle grade concrete with bollards and trees protecting pedestrians on either side of a curb cut. Loading zone to be finished seamlessly between CTE courtyard and sidewalk at street.
4. Perimeter walks/ROW (unique to option)
    a. Commercial Street – improvements at bus drop off, varying grades of finishes (see exhibit color coded Standard, Med, High). Assume new walks at medium or high finish areas, typ.
5. Fencing – metal security fence with gates as shown on 1909 exhibit. Add additional allowance for metal work attached to gates at both the CTE and Commons exit gates for school branding.
6. Commons and CTE Courtyard finished with pavers and higher-grade furnishings – the east side is higher finishes, the CTE side is medium-grade. The CTE side to have vehicle-grade base.
7. See DA Hogan athletics report for costs within the Playfield areas.
8. The corner on Alberta with medium finishes is specifically for school branding for that approach.

New South Option (see exhibit)

The New South option retains the track and field and pedestrian improvements along each street. The West Allee of trees that separates the parking lot from the north Cross-block Walk will retain the mature trees and become a place of gathering for both students and the public. Memory areas are noted and reflected in the zoned finishes at the entry and athletics plazas. Additional notes particular to this option include:

1. Loading/parking area – note vehicle-grade concrete with bollards and trees protecting pedestrians south of a new vehicle curb cut. Include striping for additional service or staff parking (approx. 6 stalls).
2. The Cross-block walk is fully enclosed with gates at the east and west that open after hours for public access through the block.

3. Fencing – metal security fence with gates as shown on New South exhibit
4. Perimeter walks/ROW (unique to option)
    a. The Entry Plaza wraps the corner at Alberta and assumes all sidewalks would be replaced for this higher-finish area.
5. Assume fire access concrete along the Commons north of the new building.
6. See DA Hogan athletics report for costs within the Playfield areas.

Additional Estimate Notes:

With a Building GSF of 338,800 for each option, the building footprints are within 3,000 sf of each other. The site inclusive of north and south lots, is approximately 637,000 sf. This Site Area excluding building footprint (158,000 sf) is 479,040 SF. The open space enhancement required is 67,065 sf – 14% of GSF. The memory plaza adjacent the library in addition to the Athletics entry Plaza, Allee + north Cross-block walk, and Entry Plaza exceed this amount in both options.

Tree protection and removal
Protect existing and significant trees with 6-foot chain-link fence.

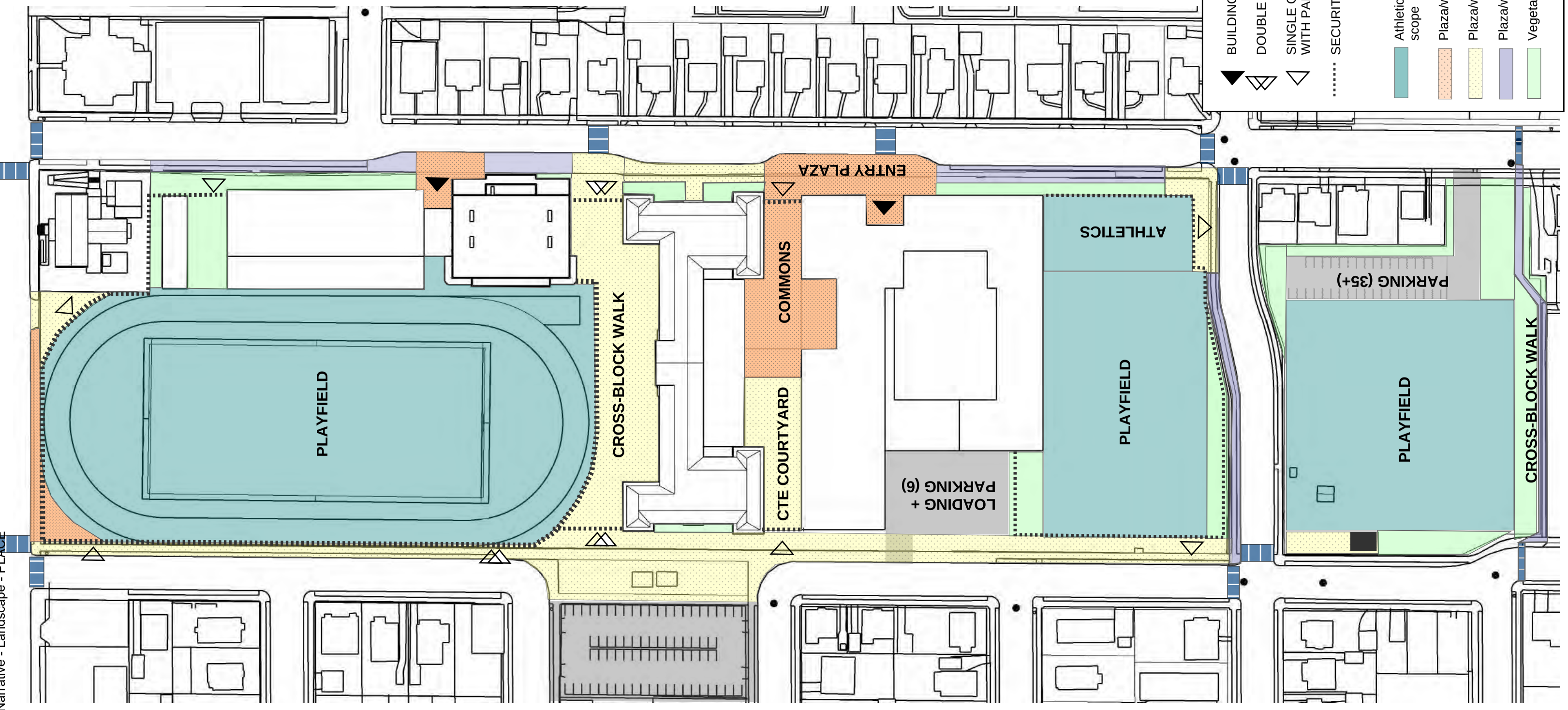
Hardscape
Vehicle concrete pavement at loading, CTE courtyard, and north Cross-block walks. Pavement in north Cross-block walk to accommodate fire truck in Retain 1909 option only. The New South Cross-block to accommodate service vehicles.

Planting
New plantings to reflect both grade of adjacent finishes and PPS maintenance needs. Stormwater planters as required to meet City of Portland standards.

Site Lighting
Install missing streetlights.
Finish zones include lighting around planting and walkways.
Refer to DA Hogan report regarding the retrofitting of existing field lights with LEDs

Furnishings
Create a campus standard bench across site
Built-in seat-walls and solid concrete amphitheater steps in the Commons assumed in higher-grade finish zone
Covered bike parking – assume 25 bike staples for 50 bikes with a 30’L metal roof on a T-structure

PLACE



JEFFERSON HIGH SCHOOL - 1909 REUSE OPTION 1"=100'

JEFFERSON HIGH SCHOOL - NEW SOUTH OPTION

1" = 100'

PLACE

PLAYFIELD

CROSS-BLOCK WALK

PARKING (42)

PLAYFIELD

COMMONS

LOADING

CTE COURTYARD

ENTRY PLAZA

PLAYFIELD

PARKING (35+)

CROSS-BLOCK WALK

BUILDING ENTRY

DOUBLE GATE

SINGLE GATE - EXIT OUT WITH PANIC HARDWARE

SECURITY FENCE

Athletic field - DA Hogan scope

Plaza/walk - high finishes

Plaza/walk - medium finishes

Plaza/walk - standard finishes

Vegetation/planting bed

JEFFERSON HIGH SCHOOL
PLANNING PHASE LANDSCAPE REPORT

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	SELECTED OPTION: RETAIN 1909 BUILDING + EXPANSION SITE PLAN	PG 06
	SELECTED OPTION: SECURE CAMPUS CONCEPTS	PG 07
	PARKING STRATEGY	PG 08
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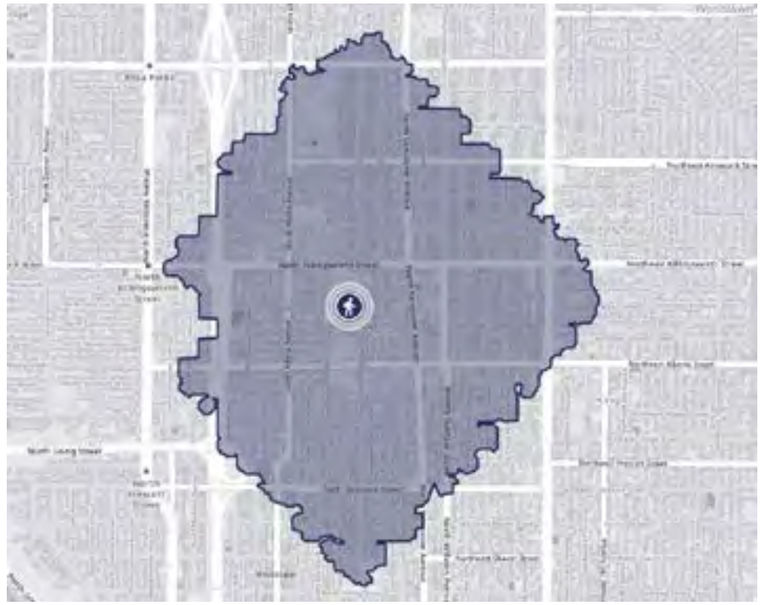
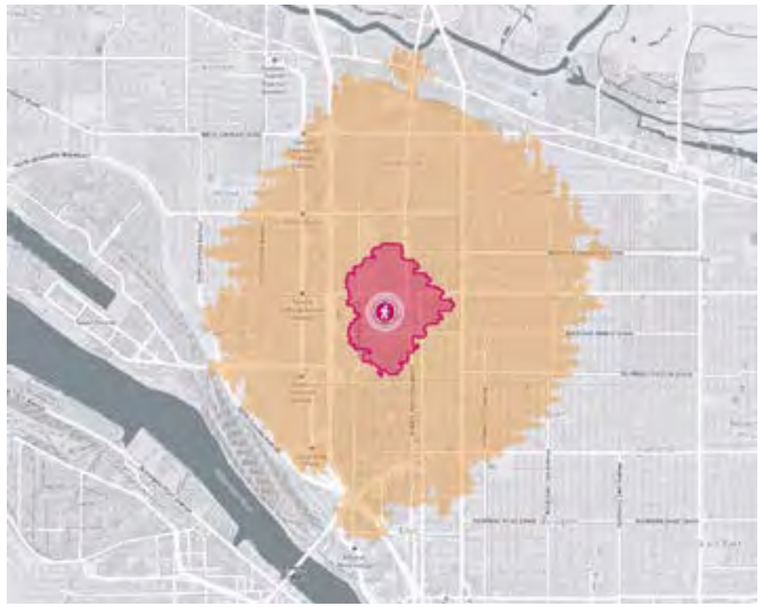
	OPT 2 - NEW BUILDING + TRACK	PG 13
	PARKING STUDY - LAYOUT	PG 14
	PARKING CODE NOTES	PG 15
	COST ESTIMATE + EXHIBITS (2 OPTIONS)	PG 16

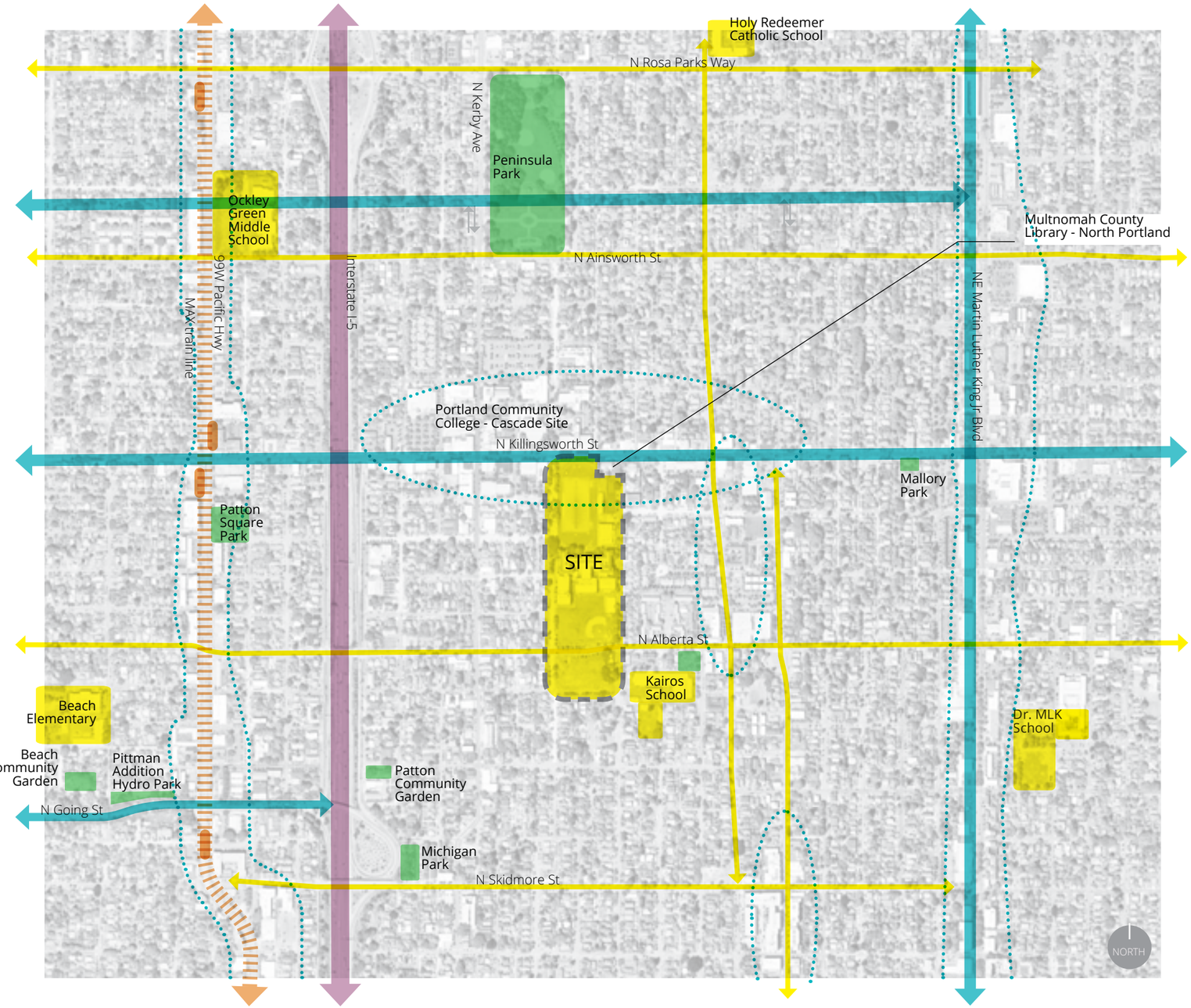
SITE CONNECTIONS SITE ADJACENCIES



15 MINUTE WALKING RADIUS

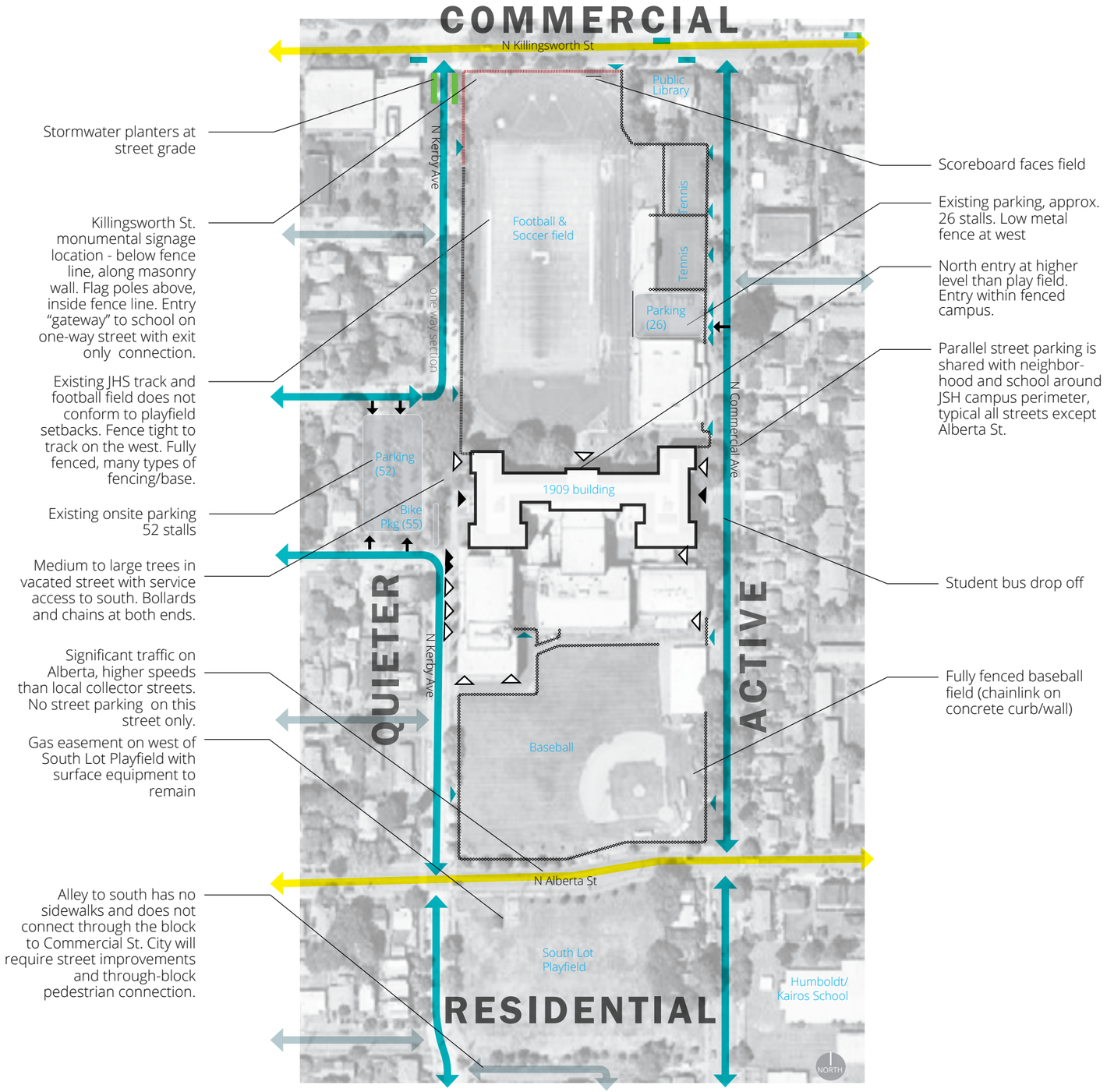


10 MINUTE BIKE RADIUS + 10 MIN WALK RADIUS



JEFFERSON NEIGHBORHOOD

EXISTING JEFFERSON HS SITE CONCEPTUAL PHASE SITE ANALYSIS



RETAIN 1909 SCHOOL + EXPANSION SITE PLAN CONCEPTUAL PHASE LANDSCAPE

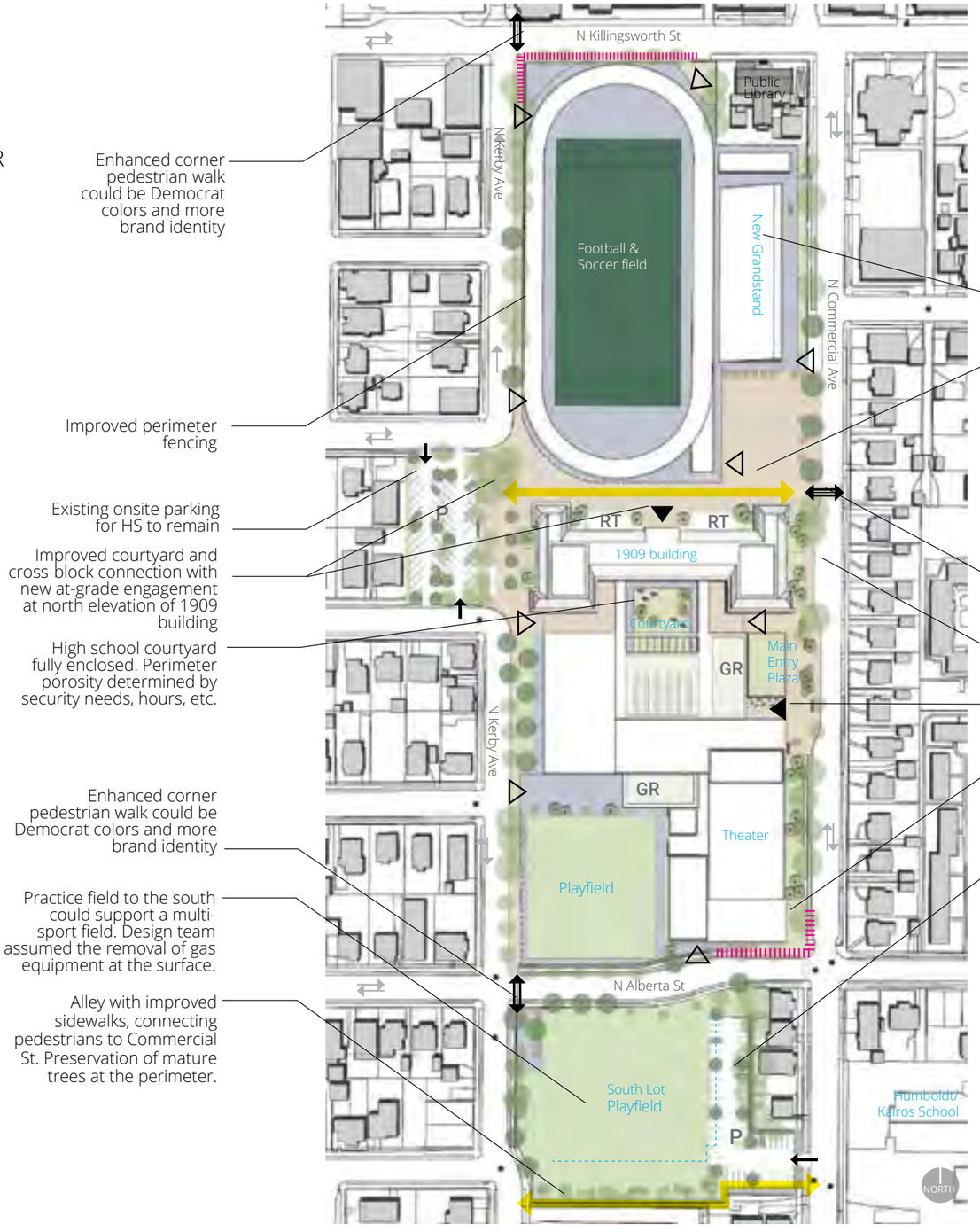
NEW PLACES + HISTORIC CHARACTER

- CROSS-BLOCK WALK AT THE NORTH 1909 ENTRANCE CREATES A NEW EVENT PLAZA
- MAIN ENTRY ON COMMERCIAL ST CONTROLS VISITOR ACCESS AND PROVIDES A FRONT DOOR
- MANY PLACES ACROSS THE SITE CAN HONOR MEMORY AND JEFF ACCOMPLISHMENTS

LANDSCAPE DESIGN + JHS SITE DEVELOPMENT

The final massing study greatly informs exterior spaces, but much of what the PPS + Design team will do over the course of the next year will address what the campus character will be.

Noted in the Site Plan are areas that hold possibility for gathering, noting history, remediating stormwater, or projecting the proud Democrat identity along Killingsworth and Alberta streets. There is room to expand and refine. All of these spaces are ripe with possibility and await the enthusiasm of the Jefferson students and community input.



SECURE CAMPUS CONCEPTS STUDENT-ONLY SPACES TO PUBLICLY ACCESSIBLE

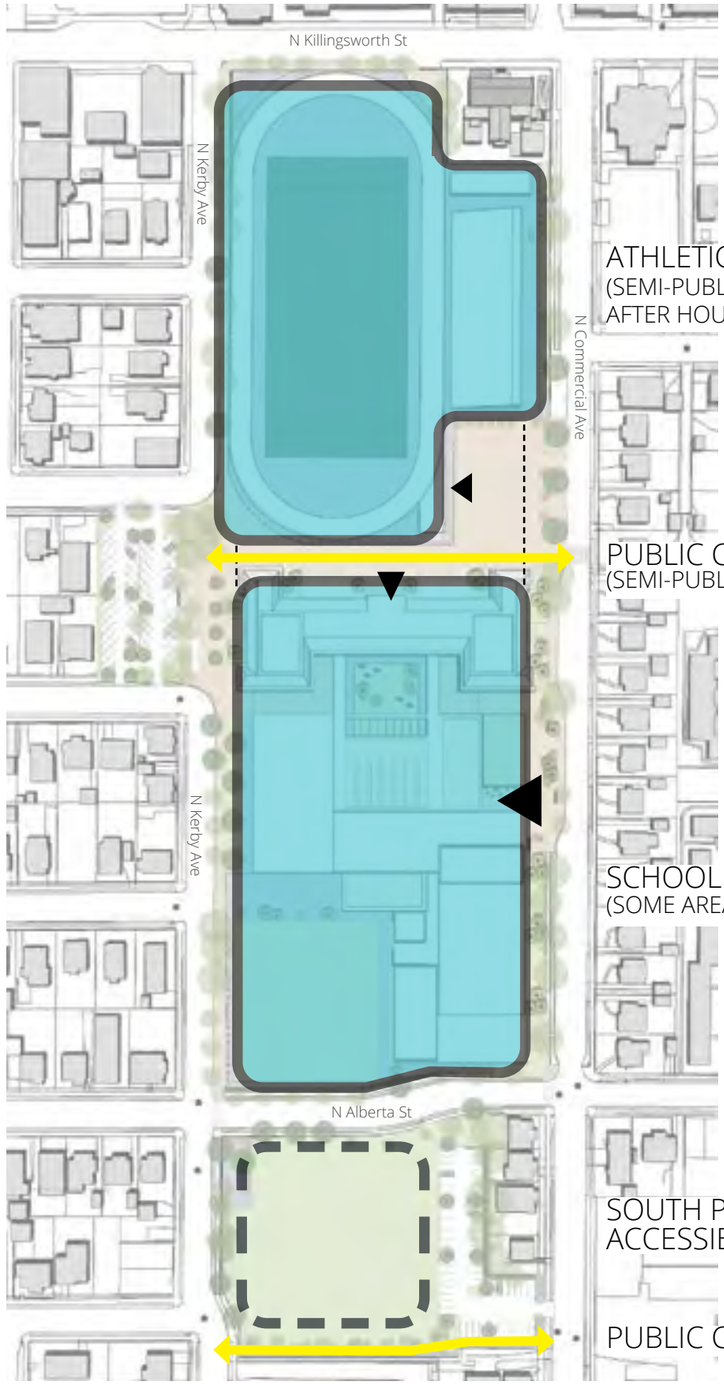
SECURITY SPECTRUM
- STUDENT/STAFF ONLY
- POROUS AFTER SCHOOL HOURS
- PUBLIC ACCESSIBLE

SECURE PERIMETER
Definitive security discussions with the staff and community will happen during the design phases, however, some assumptions have been made with the site plan. The diagram to the right demonstrates how the campus might be closed. Between perimeter fencing and buildings, these are perimeters that can be secured.

ADDITIONAL GATES
Additional gates are shown on the Site Plan and these can be exit-only with panic hardware which would allow students to exit the perimeter after school or visitors to exit around the perimeter after an arts or athletic event.

SOUTH LOT
The South Lot may offer flexible playfield use for both the school and community. The current use by the community as a dog run is not compatible with a higher performance athletic field, so a strategy for fencing off the athletic fields or offering dogs a separate area should be considered.

CROSS-BLOCK WALK
The City of Portland has requested cross-block connections to break up the Jefferson superblock. The connection at the south is shown where the alley has been improved, mature trees retained, and a new walk connects to Commercial Street. This walk would be public at all times. The cross-block walk at the north of the 1909 building could either be 1.) public at all times or 2.) accessible by the public outside of school hours. In the second case, fencing at the east and west would be installed (shown by dashed lines) and gates opened to the public at times determined by the school administration.



PARKING APPROACH + STRATEGY FOR NEXT STEPS

LOCATIONS FOR PARKING

- GRANDSTAND TUCK-UNDER
- EXISTING STAFF LOT
- SOUTH PLAYFIELD

FINAL OPTION PARKING STRATEGY

This option shows more parking than is currently provided at Jefferson High School. The current parking lot located at the tennis courts will be demolished which provides 26 stalls. Additionally, upgrading the existing staff lot will reduce the number of stalls to 44.

The parking lot shown in the South Lot makes good use of a required setback for playfields adjacent residential lots. It compensates for the lost stalls at the other locations, providing over 50 stalls. This could supplement the staff parking for Humboldt. Additional parking may be provided under the new grandstands, however, that use should be weighed against the expansion of the South Lot parking lot. See Appendix for the Parking Study that demonstrates how many parking stalls could be provided on site.

The current option provides more parking than existing conditions and offers flexibility for expanding as needed.

UNKNOWNS

The final ADA stall count will be calculated based on the school classrooms and occupancy numbers. Additionally, charging stations required for electric vehicles will be determined at a later dated also based on final occupancy calculations.

CURRENT STALLS PROVIDED: 78

EXISTING LOT AND SOUTH LOT STALLS AS SHOWN: 84



GRANDSTANDS
TUCK-UNDER PARKING MAY PROVIDE APPROX. 20 STALLS

EXISTING STAFF LOT - UPGRADED
THE CURRENT PARKING LOT UPGRADED TO CODE-COMPLIANCE WOULD REDUCE THE STALLS FROM 55 TO APPROX. 43 STALLS.

SOUTH PLAYFIELD
PARKING SHOWN IN THE FINAL OPTION'S SITE PLAN PROVIDES APPROX. 50 STALLS. THIS LOT MAKES USE OF A REQUIRED SETBACK FOR PLAYFIELDS ADJACENT RESIDENTIAL LOTS. THIS LOCATION MAY EXPAND AS NEEDED.

LEGEND

- Controlled entry
- Secured area
- Not secured
- Optional fencing

SOUTH LOT - MULTI-SPORT OPTION JEFFERSON STUDENTS + COMMUNITY USE





MULTI- SPORT OPTIONS SHOWN:
HALF FOOTBALL FIELD
FAST PITCH (180')
SOCCER (U-12)

While the practice fields shown in the final site plan do not accommodate additional regulation sports fields, providing on-site practice options is still possible. A multi-sport field on the South Lot could accommodate several sports in one space for both student and community use. The design shown assumes the gas equipment is relocated underground.

- All playfields will be designed to respond to teacher and practice requirements.
- Additional South Lot uses may include parking, community gardens, and stormwater remediation.
- Please refer to DA Hogan Athletics assessment report for additional information.

PRECEDENT IMAGES CENTRAL COURTYARD + GATHERING IDEAS

COVERED WALKWAYS + SEATING

- FOUR SEASONS USE OF OUTDOOR SPACES
- SAFETY, HEALTH, + FUN

MULTI-USE SPACES

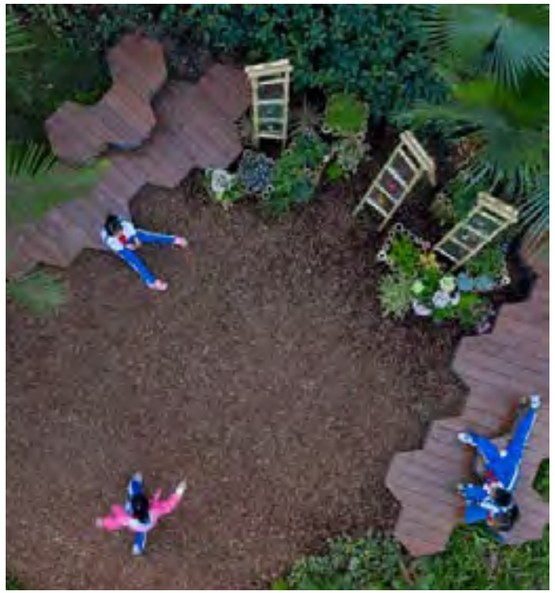
- GATHERING, EATING, STUDYING
- ATHLETIC EVENT SPILL-OUT SPACE
- ARTS EVENT SECONDARY USE SPACES

COMMUNITY USE OF PUBLIC AREAS

- OUTDOOR PLACES OF MEMORY ACCESSIBLE OUTSIDE FENCED PERIMETER
- COMMUNITY GATHERING SPACE ALWAYS PUBLIC
- RESOURCES INSIDE THE SCHOOL PERIMETER AVAILABLE FOR COMMUNITY USE



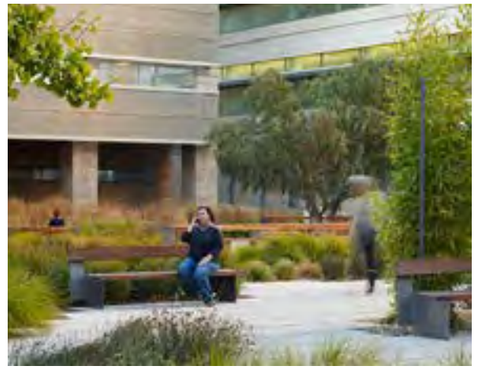












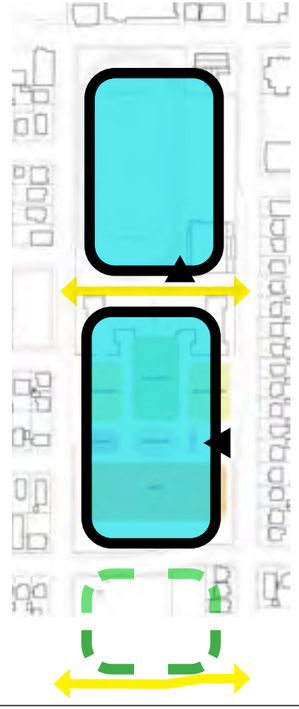
APPENDIX

OPTION 1 - 1909 SCHOOL + ADDITION

HISTORIC JEFFERSON BUILDING REMAINS

- 1909 PORTION REMAINS
- TWO SECURED AREAS OF CAMPUS
- NEW ARTS PLAZA FOR ALBERTA STREET ENGAGEMENT

ARCHITECTURAL LEGEND



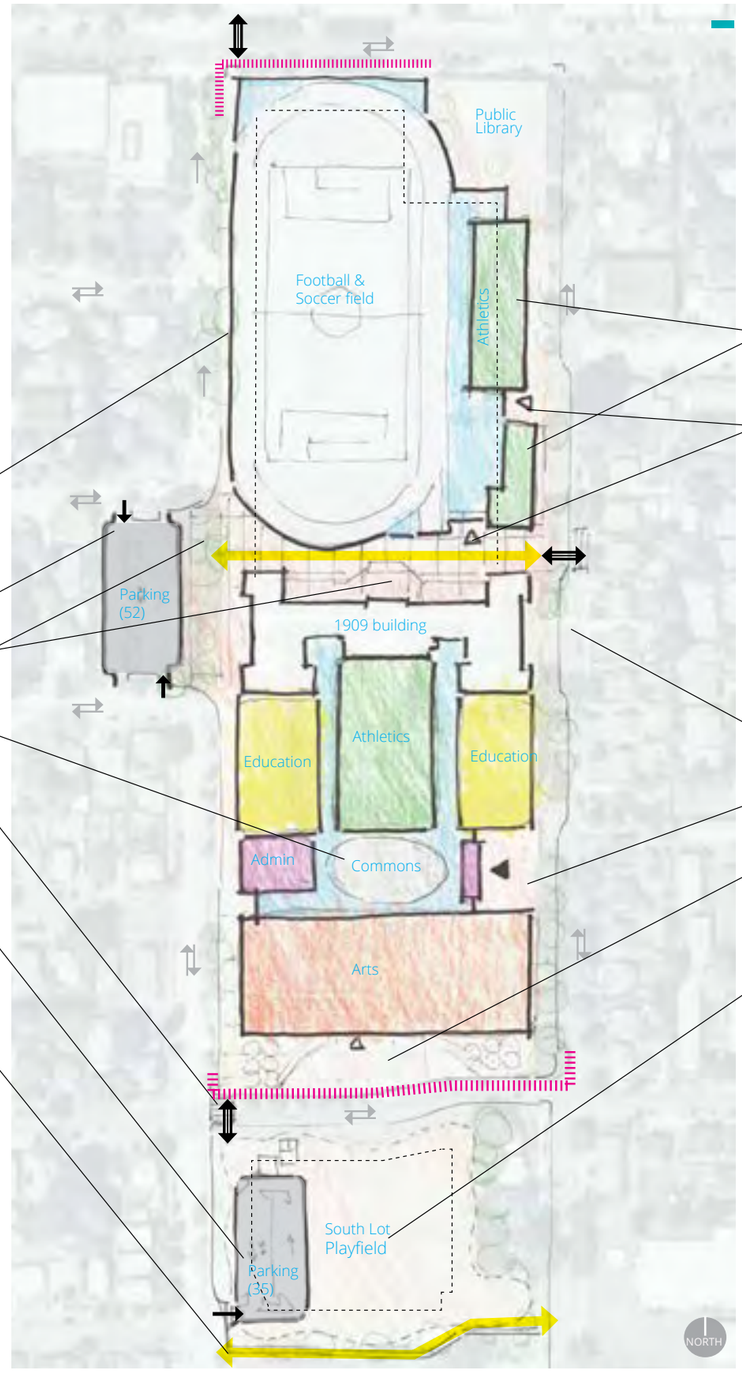
SECURED

PUBLIC CONNECTION
(SEMI-PUBLIC/OUTSIDE SCHOOL HOURS)

SECURED

OPEN

PUBLIC CONNECTION



Improved perimeter fencing. Secondary secured student space.

Existing onsite parking for HS to remain

Improved courtyard and cross-block connection with new engagement to North elevation of Jefferson.

High school courtyard fully enclosed. Perimeter porosity determined by security needs, hours, etc.

Enhanced corner pedestrian walk for student connection to campus as well as staff and Arts evening event parking

School hours staff parking/ after-hours event parking. Approximately 35 stalls shown. (Current lot adj. tennis courts is 26.)

Alley with improved sidewalks, connecting pedestrians to Commercial St. Preservation of mature trees at the perimeter.

Improved grandstands with concessions/ restrooms and additional athletic support

Redesigned event entry sequence

Existing student bus drop off to remain, possibly improved and expanded

Student and controlled visitor entry

Arts plaza for learning and event spill-out. Creates a secondary Arts face of the school to the community.

Practice field to the south with perimeter running path. Dimensions do not support formal athletics field.

LEGEND

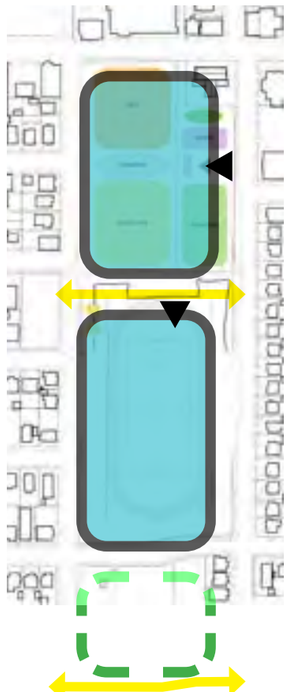
- 50' playfield setback
- Midblock crossing
- Street engagement
- Enhanced/JHS branded crossing
- Bike Pkg + full Athletics analysis in process

OPTION 2 - NEW BUILDING + TRACK

KILLINGSWORTH-FRONTAGE NEW BUILDING

- NORTH/SOUTH CORRIDOR FOR ACADEMIC CLUSTER CONTINUES TO THE ATHLETICS ENTRY
- TWO SECURED AREAS OF CAMPUS
- NEW ATHLETICS FIELDS AND SUPPORT BUILDINGS (GRANDSTANDS, CONCESSION, RESTROOMS, ETC.)

ARCHITECTURAL LEGEND



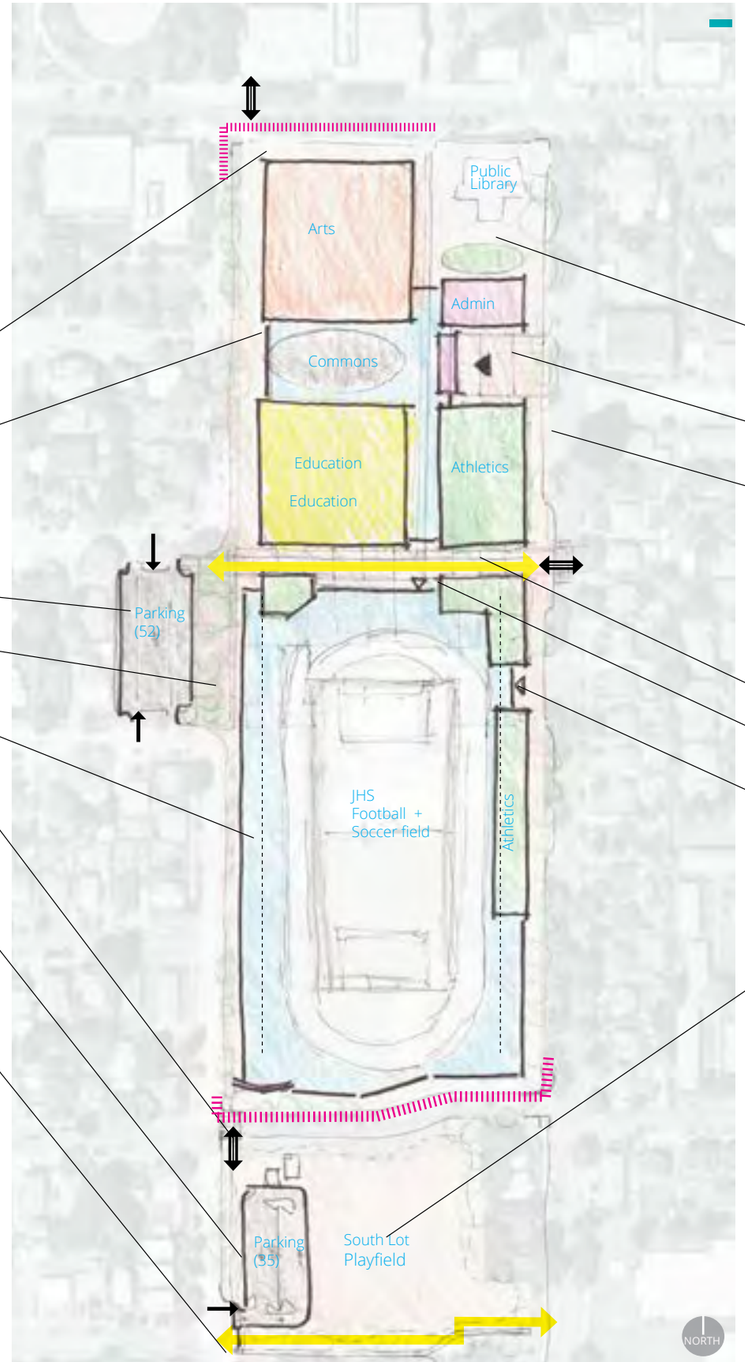
SECURED

PUBLIC CONNECTION
(SEMI-PUBLIC/OUTSIDE SCHOOL HOURS)

SECURED

OPEN

PUBLIC CONNECTION



Greater presence and engagement with Killingsworth and PCC

High school courtyard fully enclosed. Perimeter porosity determined by security needs, hours, etc.

Existing onsite parking for HS to remain

Improved courtyard and cross-block connection with new engagement to North elevation of Jefferson.

Athletics cluster and fields enclosed. Perimeter porosity determined by security needs, egress, hours, etc.

Enhanced corner pedestrian walk for student connection to campus as well as staff and athletic/arts evening event parking. Branding opportunity

School hours staff parking/ after-hours event parking. Approximately 35 stalls shown. (Current lot adj. tennis courts is 26.)

Alley with improved sidewalks, connecting pedestrians to Commercial St. Preservation of mature trees at the perimeter.

Engagement with new library/expanded public amenity space

Student and controlled visitor entry

Existing student bus drop off to remain, possibly improved and expanded

Mid-block pedestrian/ bike connection. Can be closed to public traffic during school hours.

Athletic event entry aligns with academic core walkway

Athletics events have multiple entries as security allows

Practice field to the south with perimeter running path. Dimensions do not support formal athletics field.

LEGEND

- 50' playfield setback
- Midblock crossing
- Street engagement
- Enhanced/JHS branded crossing
- Bike Pkg + full Athletics analysis in process

PARKING STUDY

STALL COUNTS

The existing campus currently has 52 parking stalls in the Existing West Lot and another 26 at the lot adjacent the tennis courts. Final required counts, bike parking numbers, and ADA stalls TBD.

Current parking count: 78

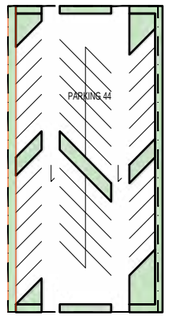
New maximum parking count: 270

ADA NOTE

No ADA stalls are shown. Final ADA stall requirement will be determined based on new building occupancy. Assume a reduction of approximately 3-6 stalls at the West Lot for aisles and van accommodation.

EXISTING WEST LOT

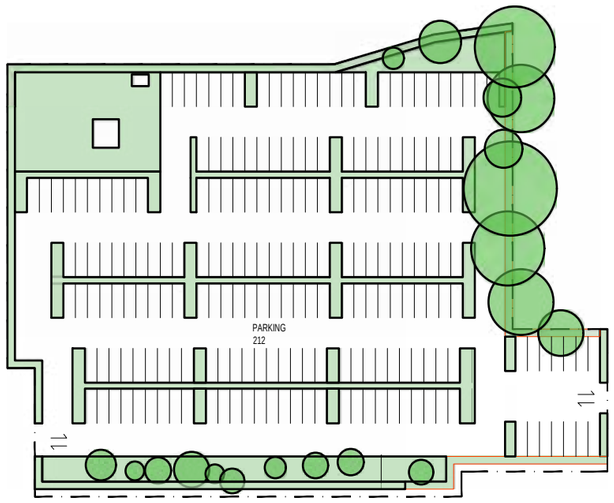
Bringing the current parking lot up to code would introduce a landscape buffer along the residential property line at the west. Internal aisles have been added at the north and south as well as tree islands. Angled, one-way parking remains most efficient, however, the parking count is reduced to **44 stalls.**



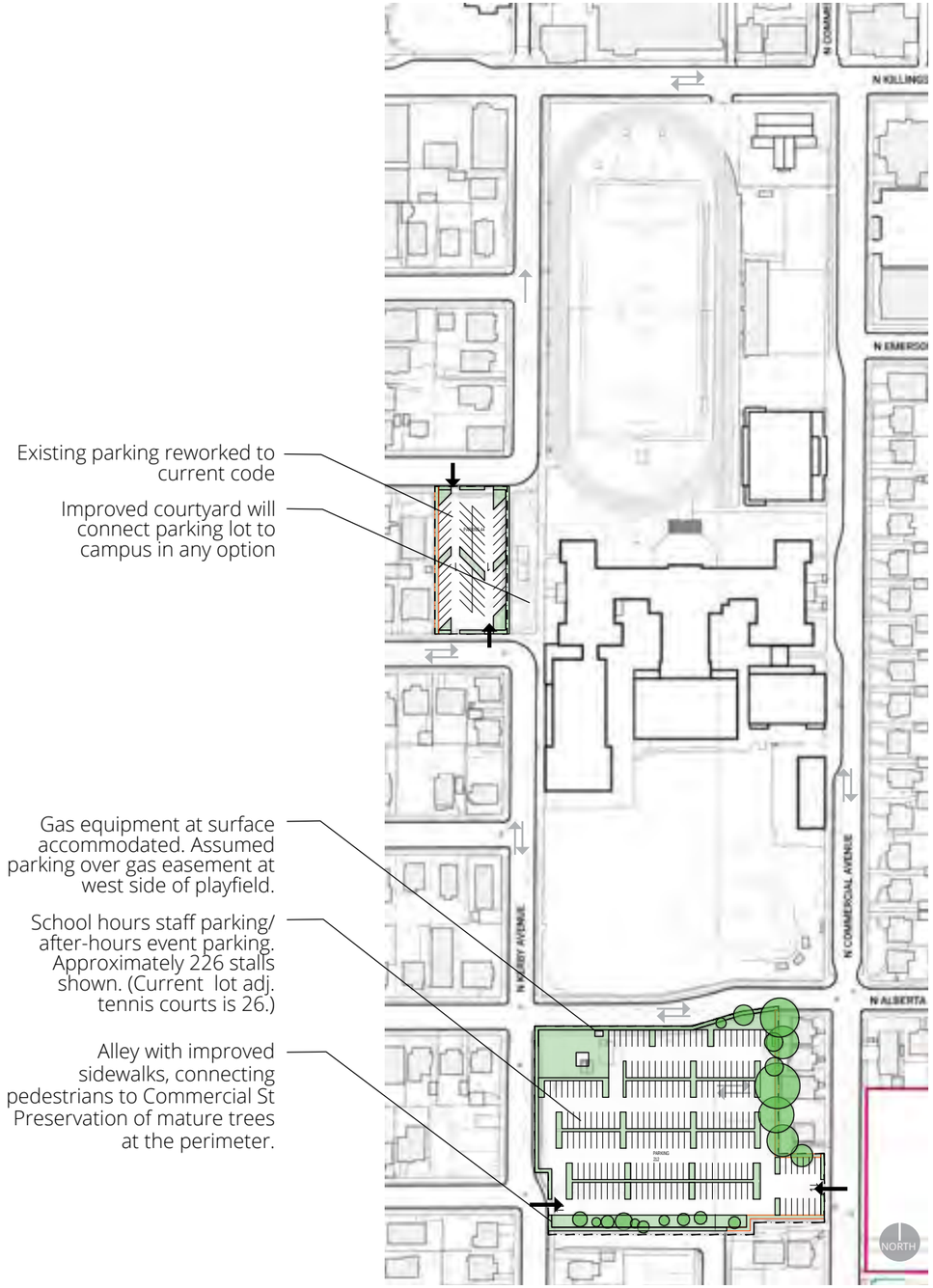
SOUTH PLAYFIELD LOT

The South Playfield location could accommodate a maximum of **226 stalls**. This allows for landscape buffers adjacent residential property lines, surface gas equipment, and the cross-block connection and related street improvements at the south property line required by the City.

Reducing final lot size to required parking only could provide the HS with a running trail around the perimeter of the South Playfield Lot and some open playfield space.



APPENDIX



EXISTING SITE

PARKING STUDY

CODE NOTES

Schools(IR) Minimum required parking space: 1 per classroom; maximum required parking space: 1.5 per classroom

Schools(IR) Minimum required bicycle parking space (long term): 5 per classroom; maximum required parking space: 5 per classroom. (short term): 2 or 1 per 25,000 square feet of net building area

Minimum parking space and aisle dimension: 45°: 8′-6″ (width) 17′(stall depth) 12′(1-way aisle); 90°: 8′-6″(width) 16′(stall depth w/ overhang) 20′(2 way aisle)

Perimeter areas setback & landscape: lot line abutting street: 5′ of L2; lot line abutting R zone: 5′ of L3

Setbacks: protected curbs, tire stops, bollards or other protective barriers are not allowed within the minimum required setbacks

L2: L2 requires enough low shrubs to form a continuous screen 3′ high. The shrubs must be evergreen. One large tree is required per 30′ linear feet of landscape area, one medium tree per 22′ of landscape area, or one small tree per 15′ of landscape area; Groundcover plans must fully cover the remainder of landscape area.

L3: L2 requires enough high shrubs to form a continuous screen 6′ high. The shrubs must be evergreen. One large tree is required per 30′ linear feet of landscape area, one medium tree per 22′ of landscape area, or one small tree per 15′ of landscape area; Groundcover plans must fully cover the remainder of landscape area.

Interior landscape: 10 parking spaces/ 1 island; at least 45 square feet of P1

P1 (Parking lot interior landscaping): P1 requires one large tree per 4 parking spaces, one medium tree per 3 parking spaces, or one small tree per 2 parking spaces. At least 20% of trees must be evergreen; P1 requires 1.5 shrubs per space; for spaces where from 2′ of parking spaces have been landscaped, P1 requires 1 shrub/ space

Interior landscape layout:

- Option1 - landscape strips: at least 4′ wide between rows od parking stalls
- Option2 – other: only the first 10′ of the abutting landscaped area, measured from the edge of the parking area, may be included as interior landscape
- Individual tree – a minimum interior dimension of 5′

Existing vegetation: existing vegetation except NUISANCE PLANTS list may be used to meet standards:

- Each tree at least 1.5″ and less than 6″ in diameter counts as one small tree
- Each tree 6″ or more in diameter counts as 1 medium tree for each full 6″ increment

Plant diversity: no more than 40% can be one species (tree); no more than 75% can be one species (shrubs)

Tree size: Canopy Factor = (mature height in feet) x (mature crown spread in feet) x (growth rate number) x 0.01

- Large tree> 90
- 90> Medium tree>40
- Small tree< 40

COST ESTIMATE FOR TWO OPTIONS

Jefferson High School Modernization
Landscape Cost Estimate Narrative

Vision/Overview

The site design for the Jefferson High School 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.

The exhibits attached note fencing, access points, finish types, and approximate areas for cost estimate purposes.

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.

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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.

Retain 1909 & New South Options

These are features that are common to both options and are shown in both exhibits. These items should be included for both options. Refer to attached exhibits for areas and legend.

1. Killingsworth Presence – branded identity at public approach from the north. Design collaboration with HOOD; see legend for finish types.

2. Public plaza adjacent Library- JHS memory plaza with medium grade finishes

3. Track & Field –It is assumed that the track can be resurfaced, turf replaced, and additional upgrades could be made to bring the existing athletic facilities up to play regulation. See scope in DA Hogan report.

4. New Athletics Building Landscape – Full design of adjacent site with vegetation and additional trees if required for tree count.

5. Perimeter Fence – Reuse metal fencing around existing track and mount on new concrete retaining wall along Kerby (see DA Hogan report regarding fencing heights and safety.) Match new perimeter fencing to existing fence at N/NW of track, typical for all locations.

6. Athletics Entry Plaza – higher grade finishes for JHS athletics history, design collaboration with HOOD

7. Existing parking lot – bring up to code with new tree islands, EV charging, striping, and removal of two curb cuts with improvement of two existing curb cuts.

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APPENDIX

8. South Lot Development
    a) Playfield (see DA Hogan for layouts/ideas) – required setbacks from residential
    b) Additional Parking – approximately 35 stalls with landscape buffer, tree islands, new curb cut at street, connecting walk to Alberta.
    c) Required tree counts and stormwater in the landscape areas
    d) Entry plaza – medium grade finishes
    e) New restroom building –in black on exhibits (see architectural).
    f) Cross-block walk – completion of full sidewalk at north of existing alley, providing public access through the block. No gates or fencing. Some landscape buffer at residential adjacent lots.

9. Perimeter walks/ROW – see Civil for assessment of current walks. Standard finish walks could be patch-and-repair where indicated on the exhibits, however, post-construction may require that these be re-built entirely. Walks adjacent medium and high finish areas to be replaced.
    a) Crosswalks at adjacent corners and crossings – new striping with Democrat colors and new patterns for safety, traffic calming, and school brand (all crossings in blue indicated on exhibits). Coordinate with Civil to determine needs for crossing bulbs and ramps. No raised pedestrian crossings indicated.
    b) Commercial Street adjacent Athletics – standard sidewalks, preserve street trees, new tree grates, standard finishes
    c) Kerby North Section – new sidewalk, preserve street trees, new tree grates, medium finishes
    d) Vacated Street Allee – new plaza, retaining existing trees and vehicle service access, medium finishes
    e) Kerby South Section – new sidewalks, retain existing trees where possible, new tree grates
    f) South Lot perimeter walks – new drive for parking access, some patch and repair post-construction
    g) South Cross-block walk – complete street with walks, additional street trees, protection of mature trees during construction, optional fencing for dog park. New striping for crosswalks on Kerby and Commercial.

Retain 1909 Option (see exhibit)

The most striking change to the 1909 will be the excavation of the grade at the north, including the removal of significant, mature trees. This new, accessible entry will be part of the Cross-block walk that will connect students from the 1909 building and Athletics complex to the northeast during school hours. After hours, the gates at the east and west could be open to allow public access through the block. Both cross-block walks have been requested by the City. An additional pedestrian walkway may be established between the track and athletics buildings to link Killingsworth to the 1909 plaza if the City requires it. The Retain 1909 Option includes the following:

1. Cross-block walk pavement north of 1909 building to accommodate fire truck
2. Lower north grade + new entry (See exterior architecture) with medium finishes
3. Loading– vehicle grade concrete with bollards and trees protecting pedestrians on either side of a curb cut. Loading zone to be finished seamlessly between CTE courtyard and sidewalk at street.
4. Perimeter walks/ROW (unique to option)
    a. Commercial Street – improvements at bus drop off, varying grades of finishes (see exhibit color coded Standard, Med, High). Assume new walks at medium or high finish areas, typ.
5. Fencing – metal security fence with gates as shown on 1909 exhibit. Add additional allowance for metal work attached to gates at both the CTE and Commons exit gates for school branding.
6. Commons and CTE Courtyard finished with pavers and higher-grade furnishings – the east side is higher finishes, the CTE side is medium-grade. The CTE side to have vehicle-grade base.
7. See DA Hogan athletics report for costs within the Playfield areas.
8. The corner on Alberta with medium finishes is specifically for school branding for that approach.

New South Option (see exhibit)

The New South option retains the track and field and pedestrian improvements along each street. The West Allee of trees that separates the parking lot from the north Cross-block Walk will retain the mature trees and become a place of gathering for both students and the public. Memory areas are noted and reflected in the zoned finishes at the entry and athletics plazas. Additional notes particular to this option include:

1. Loading/parking area – note vehicle-grade concrete with bollards and trees protecting pedestrians south of a new vehicle curb cut. Include striping for additional service or staff parking (approx. 6 stalls).
2. The Cross-block walk is fully enclosed with gates at the east and west that open after hours for public access through the block.

3. Fencing – metal security fence with gates as shown on New South exhibit
4. Perimeter walks/ROW (unique to option)
    a. The Entry Plaza wraps the corner at Alberta and assumes all sidewalks would be replaced for this higher-finish area.
5. Assume fire access concrete along the Commons north of the new building.
6. See DA Hogan athletics report for costs within the Playfield areas.

Additional Estimate Notes:

With a Building GSF of 338,800 for each option, the building footprints are within 3,000 sf of each other. The site inclusive of north and south lots, is approximately 637,000 sf. This Site Area excluding building footprint (158,000 sf) is 479,040 SF. The open space enhancement required is 67,065 sf – 14% of GSF. The memory plaza adjacent the library in addition to the Athletics entry Plaza, Allee + north Cross-block walk, and Entry Plaza exceed this amount in both options.

Tree protection and removal
Protect existing and significant trees with 6-foot chain-link fence.

Hardscape
Vehicle concrete pavement at loading, CTE courtyard, and north Cross-block walks. Pavement in north Cross-block walk to accommodate fire truck in Retain 1909 option only. The New South Cross-block to accommodate service vehicles.

Planting
New plantings to reflect both grade of adjacent finishes and PPS maintenance needs. Stormwater planters as required to meet City of Portland standards.

Site Lighting
Install missing streetlights.
Finish zones include lighting around planting and walkways.
Refer to DA Hogan report regarding the retrofitting of existing field lights with LEDs

Furnishings
Create a campus standard bench across site
Built-in seat-walls and solid concrete amphitheater steps in the Commons assumed in higher-grade finish zone
Covered bike parking – assume 25 bike staples for 50 bikes with a 30'L metal roof on a T-structure

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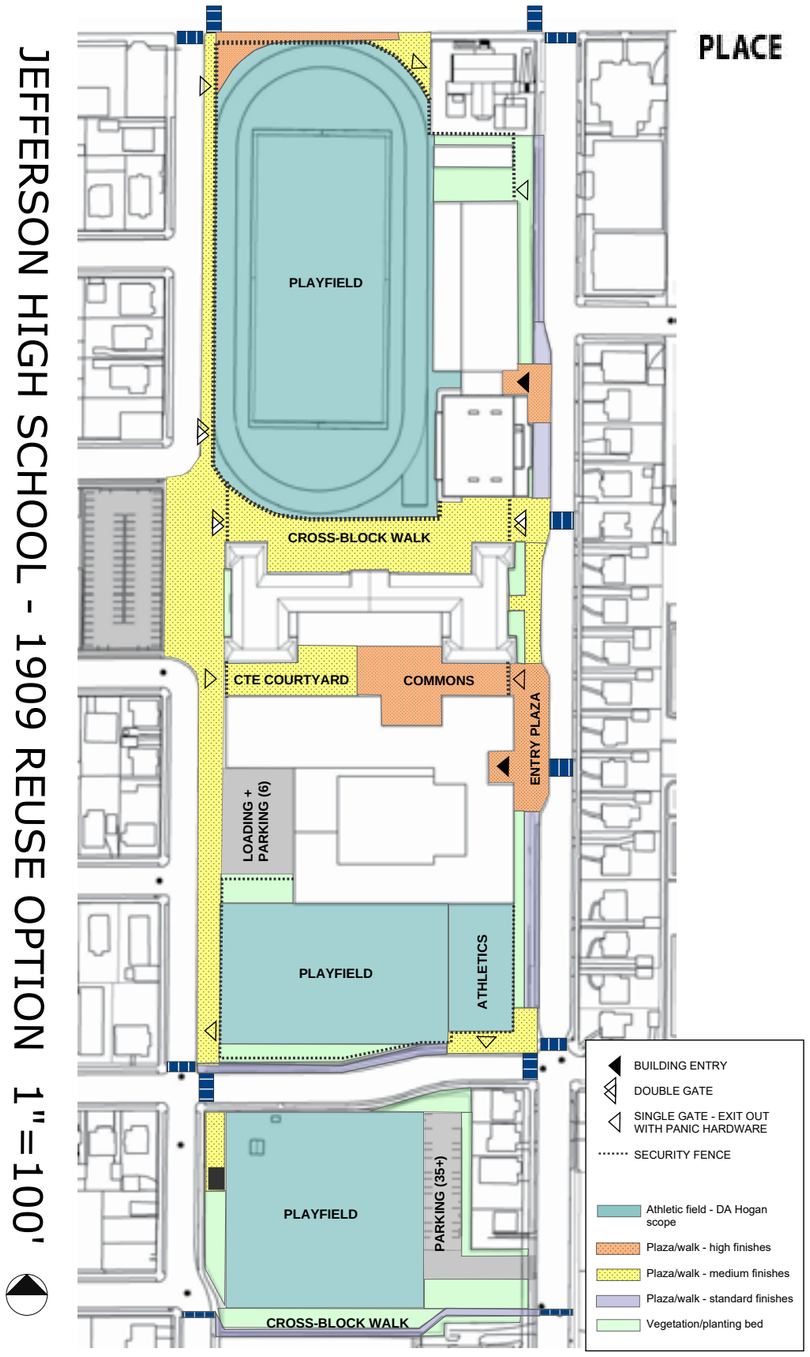
JEFFERSON HIGH SCHOOL - 1909 REUSE OPTION 1"=100'



APPENDIX

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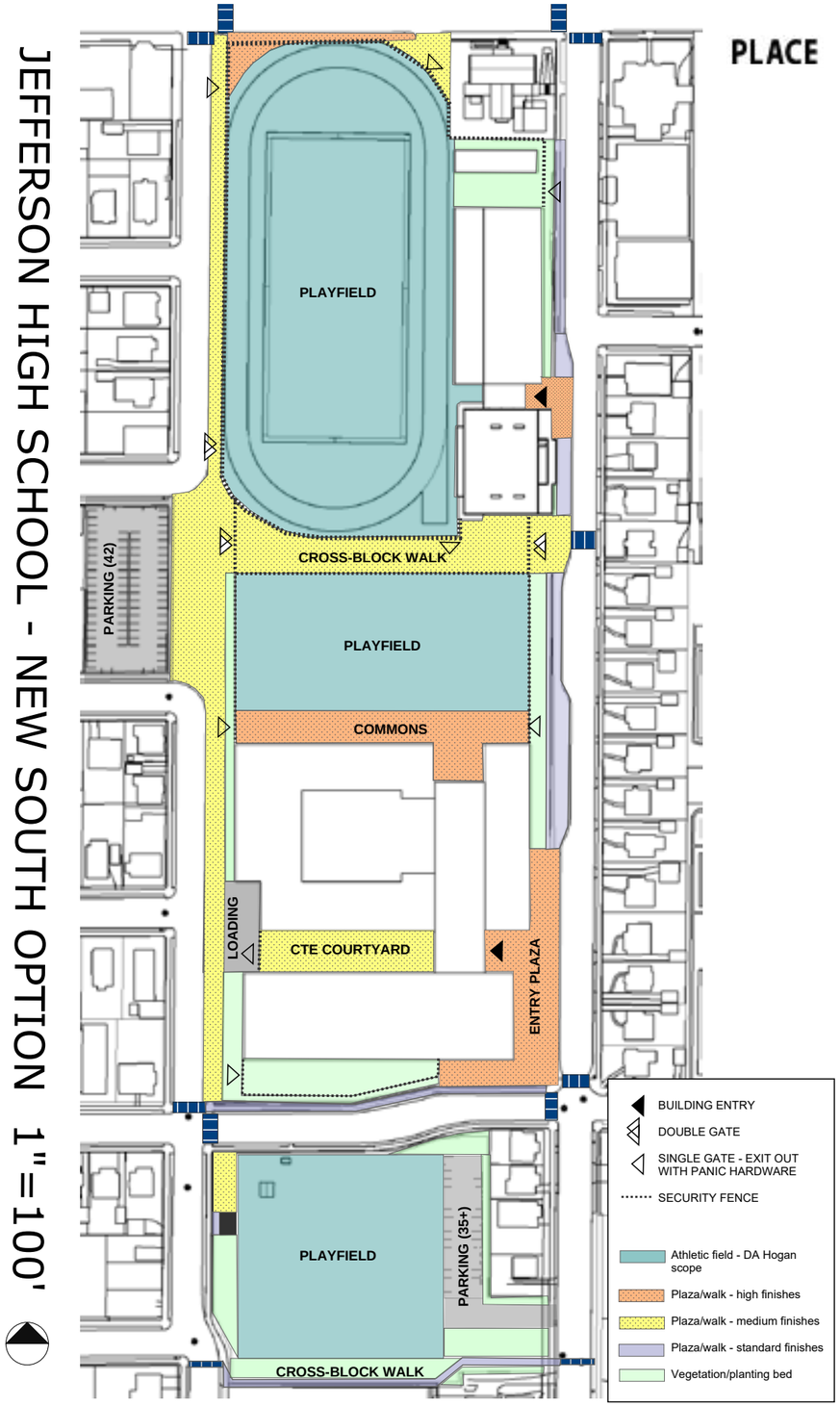
JEFFERSON HIGH SCHOOL - NEW SOUTH OPTION 1"=100'



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Memorandum

To Becca Cavell, FAIA
Bora Architecture & Interiors
720 SW Washington, Suite 800
Portland, Oregon 97205

Project: Jefferson High School Modernization Site Assessment
Project No.: ARG # 211112
Date: September 6, 2022
Via: Email

1. Introduction and Methodology

Architectural Resources Group was retained as historical consultant by BORA Architecture & Interiors for the Jefferson High School Modernization Project, one of several bond-funded high school modernizations that Portland Public Schools (PPS) is currently undertaking. To complete this assessment memorandum, 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 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.

Summary Development History

The main building at Jefferson High School was constructed in 1909, with subsequent additions in 1928 (gymnasium) and 1952 (auditorium and girls' gymnasium). The 1909 building was designed by prominent Portland architect Morris Whitehouse in a distinctive blend of the Classical Revival and Arts and Crafts styles and featured concrete plasterwork belt courses, diamond-shaped motifs, a hipped roof with a bracketed eave, and flush-face dormers. The building was extensively altered in conjunction with the 1952 additions, at which time many of the building's original exterior features were removed, obscured, or reconfigured. A free-standing gymnasium and an auto shop building were added to the Jefferson High School site in 1964 and 1972, respectively.

Historic Status
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.[1] 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.

Character-defining Features
A *character-defining feature* is an aspect of a building's design, construction, or detail that is representative of the building's function, type, or architectural style.[2] Generally, character-defining features include specific building systems, architectural ornament, construction details, massing, materials, craftsmanship, site characteristics and landscaping within the period of significance. An understanding of a building's character-defining features is a crucial step in developing a rehabilitation plan that is consistent with the Secretary of the Interior's Standards for the Treatment of Historic Properties by incorporating an appropriate level of restoration, rehabilitation, maintenance, and protection.

Character-defining features are identified below for the 1909 and 1928 buildings. The intent of these lists are not to be exhaustive, but rather to identify those primary character-defining features that should be given careful consideration when making future changes to the property.

2. 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.

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[1] Entrix, Jefferson High School, Oregon Historic Site Form, June 2009. (Available at https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/Historic%20Building%20Assessment/Jefferson_ILS.pdf.)
[2] Nelson, Lee H. *Architectural Character: Identifying the Visual Aspects of Historic Buildings As an Aid to Preserving Their Character*. Washington, D.C: Technical Preservation Services, National Park Service, U.S. Dept. of the Interior, 1988, 1.

- 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

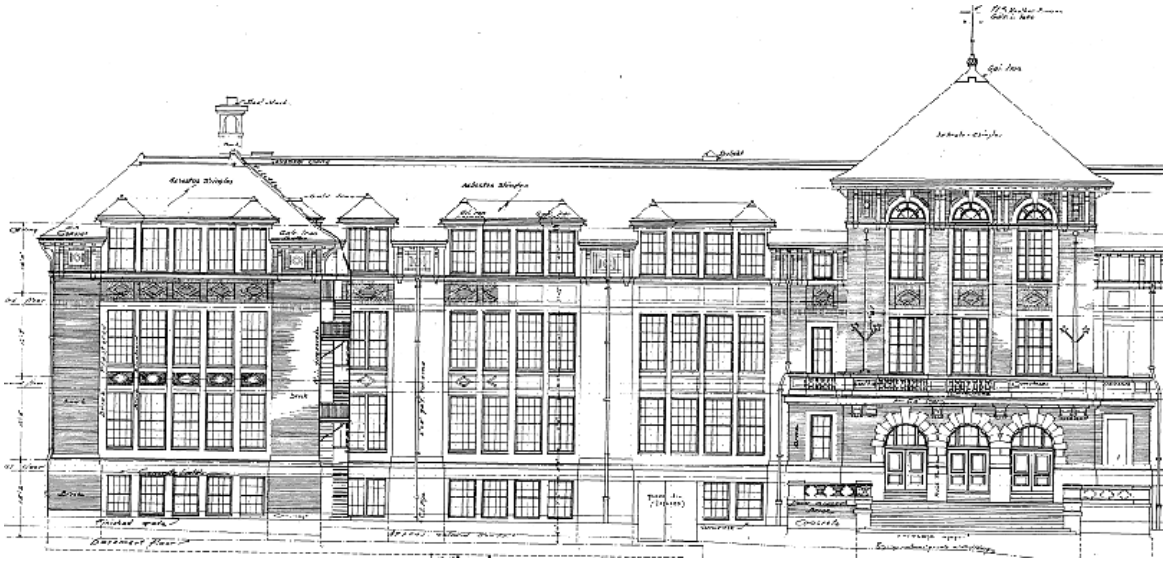
Interior

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

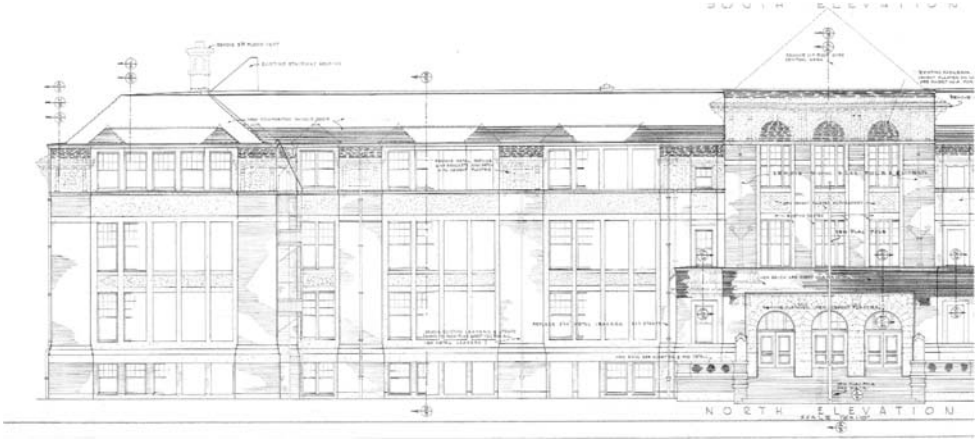
Additional information about specific building features is included below.

Exterior Envelope – Intact Features

The exterior of the original 1909 building was substantially altered as a result of various renovations. The most impactful projects altered the roof, removing the bracketed eaves and also the dormers. Other major impacts were the covering of decorative brick panel detailing with cement plaster, removal of the galvanized iron balustrade over the north entry and covering decorative plaster detailing at entries with cement plaster, and finally, replacement of the divided light wood sash windows with aluminum windows with small operable sliders at the bottoms. Partial north elevations below illustrate the most substantial changes:



Partial North elevation, 1909



Partial North Elevation, 1952: New cement plaster added to decorative brick features, modifications to roof eaves and brackets, and removal of metal balustrade and replacement with brick over entry.



Partial North Elevation, Window Replacement Project, 1990



Partial North Elevation, 1998. Project called for painting cement plaster areas.



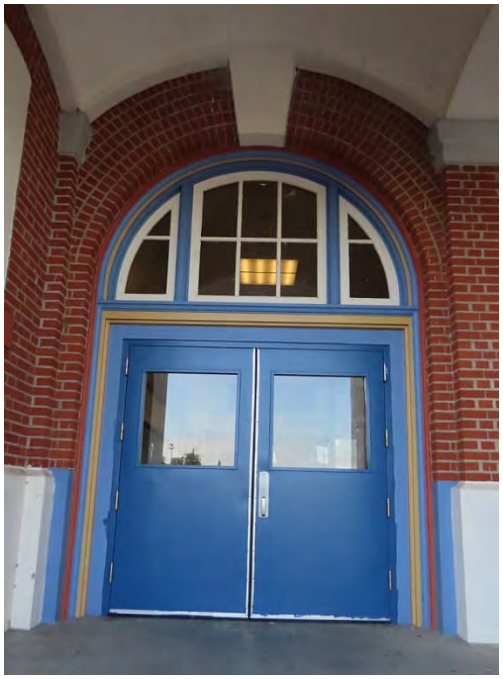
Original exterior brickwork, cement plaster over concrete at lintels and at vertical portions adjacent to windows. Good condition. Various repointing campaigns have contributed to a patchwork appearance. 100 percent repointing would be recommended to address the patchwork appearance. Note that the brickwork over the entry (bottom of photo) is not original.

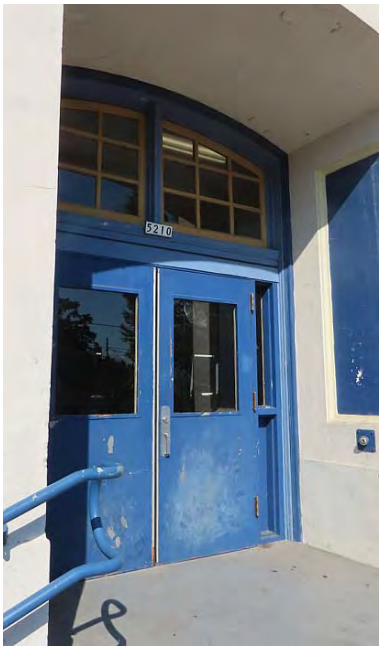


Decorative brickwork in diamond pattern remains under cement plaster at spandrels. Cement plaster is cracking and needs to be repaired. Probes would be required to understand if the plaster can be removed and what condition the underlying brick is in.



The original concrete stairs and entry sequence at the north, east and west elevations are still intact. They are in fair to poor condition, with cracks and spalls evident at many locations.



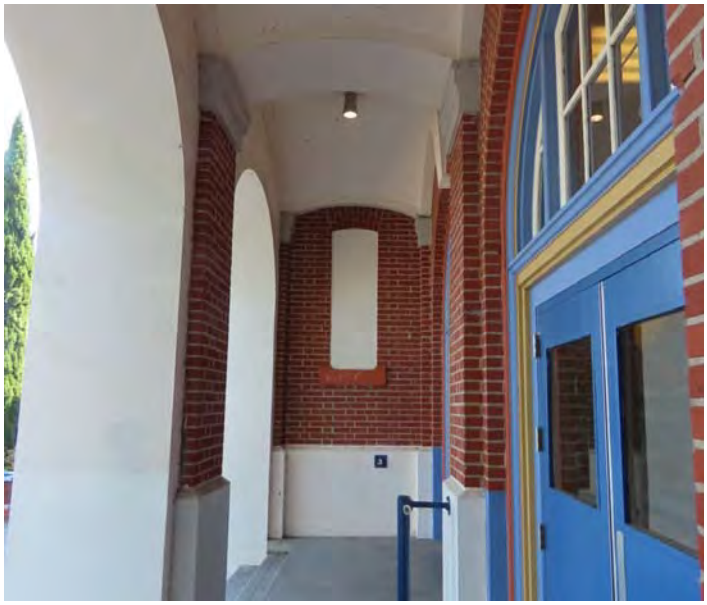


Original door frames and transoms at north, east and west elevations. Components are in good condition (doors and inset frames are not original).



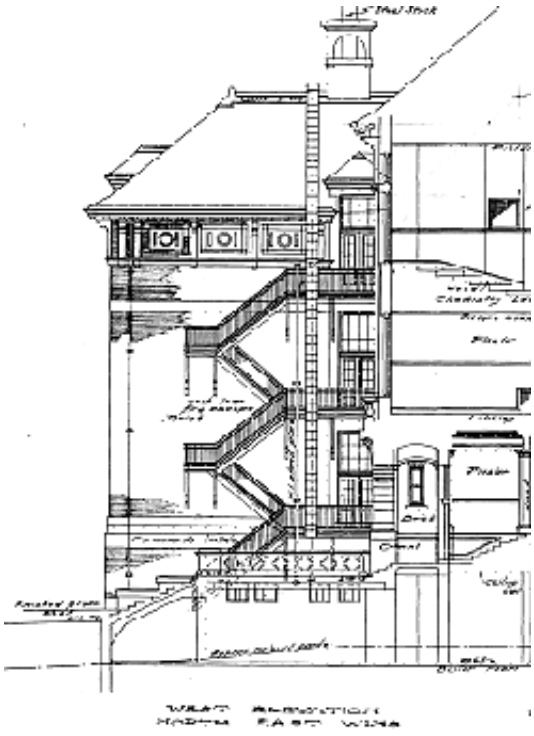


Original entry loggia to main entrance (since plastered over). Metal balustrade above was removed and area infilled with brick. Good condition. Bronze relief panels inset in granite enframements at each side of the loggia are later additions, but are significant features. At left is a WWI memorial from 1925, at right a relief dedicated to Lewis and Clark.



Original interior of vaulted entry portico. Good condition.





Original wrought fire escape. Fair condition, with paint failure and areas of metal corrosion. Brick/concrete spalling at anchor points.



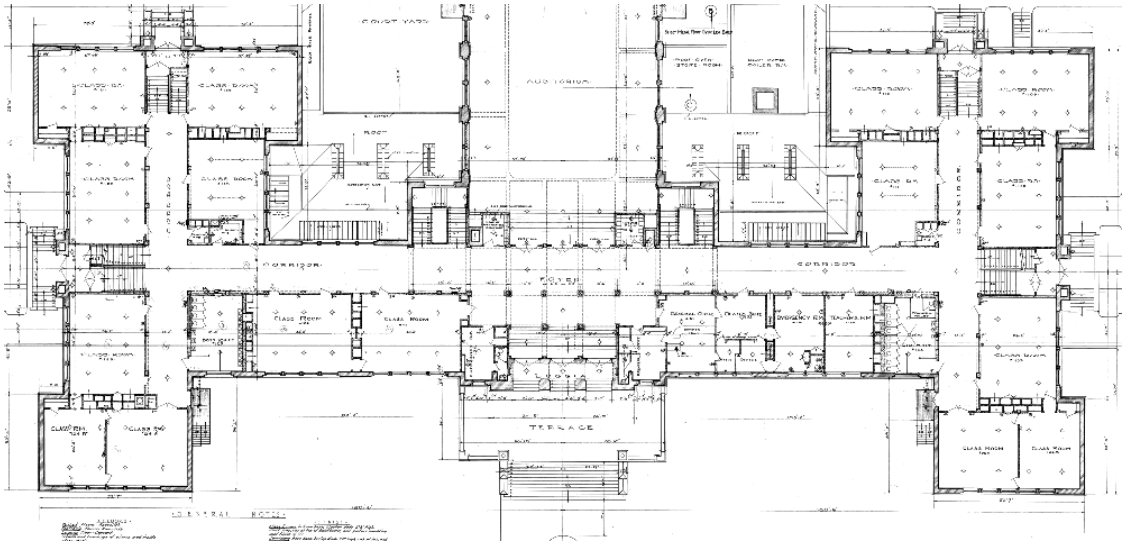
Original roof configuration. Flat roofs in good condition, sloped roof in fair to poor condition with bio growth.



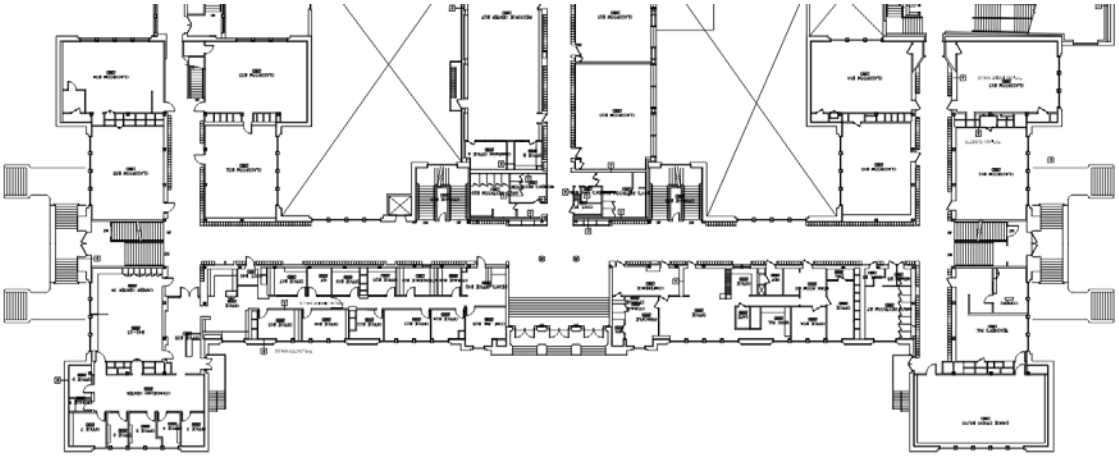
Original bracketed roof vent. Fair condition, wood and metal components have failing paint.

Interior spaces – Intact Features

While most of the interior finishes and restroom fixtures have been replaced, the general configuration of the floors plans is nearly identical to the original. Stairs, corridors, classrooms, offices, and restrooms are in the same location and are generally the same size (some first-floor offices have been added in previous classroom locations). The main entry lobby has also been modified by enclosing 2 of the original 5 bays. The opening between the stair runs at the stairs at the main entry have been infilled at each floor with storage rooms.



First floor plan, 1909



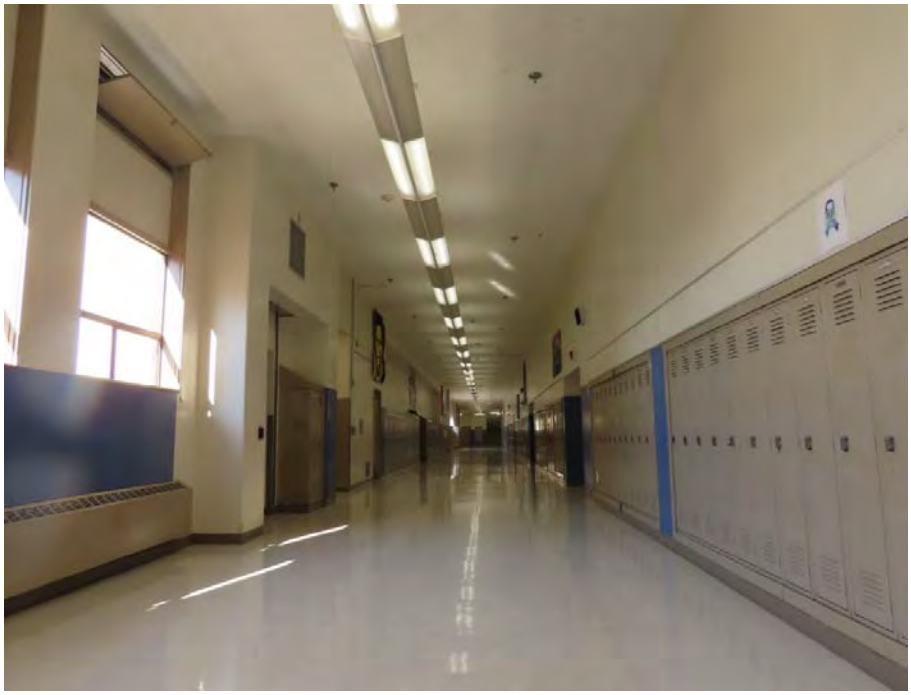
First floor plan, current



Entry Lobby still in original configuration, although finishes have been removed, and the original 5 bay plan reduced to 3 with the infill of each end bay.



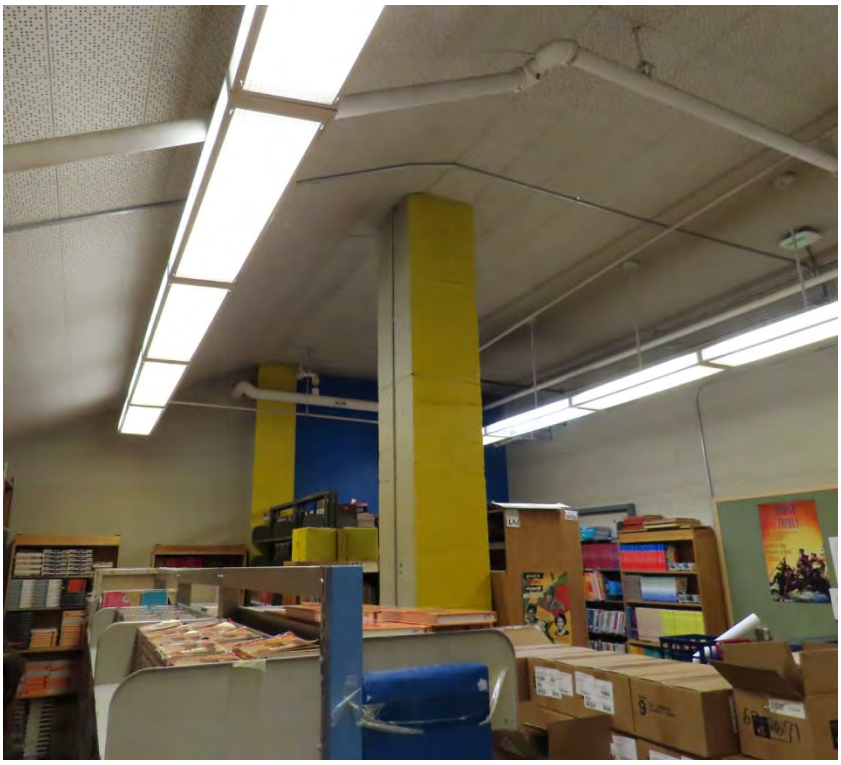
Three WPA wood panels at south wall of Lobby, not original to date of construction. Good condition.



Typical corridor, lockers have been added and all finishes and lighting have been replaced.



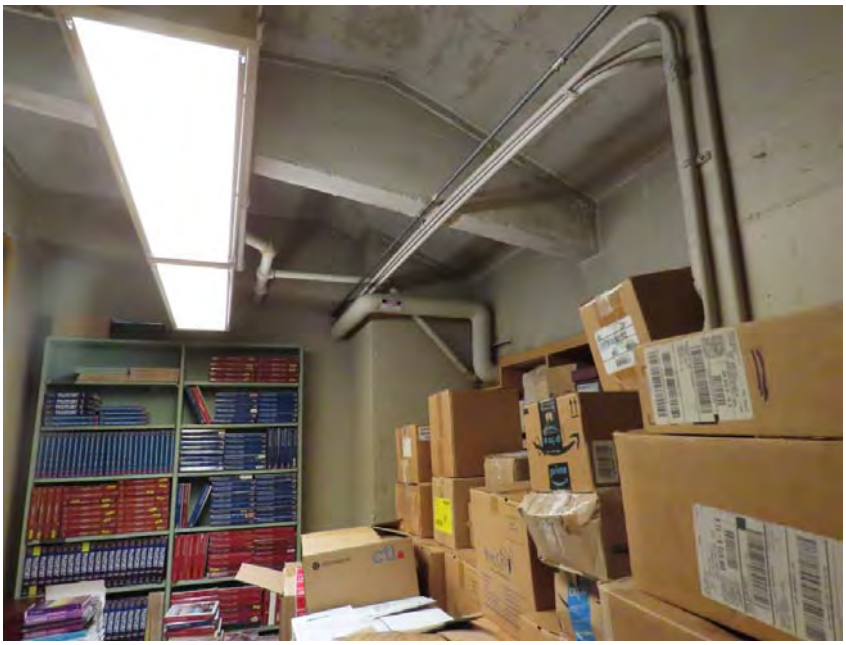
Typical classroom space, all finishes and lighting have been replaced.



Old cafeteria at Basement level, original configuration still intact, currently used for storage.



When windows were replaced, exterior metal panning at the jambs and head may cover original wood brick mould, and portions of the original window frames may remain, but this would need to be confirmed by probes.



Concrete structure at Basement level still intact



Wood structure and sub-floor remains exposed at a Basement mechanical room. Although other locations are concealed by finishes, the assumption is that the wood flooring and structure typically remain throughout building.

3. 1928 Gymnasium

As noted above, the 1928 Gymnasium retains a higher level of architectural integrity than the 1909 building. The space has been subdivided for use as a television studio but most features that are not associated with that new use appear to be intact and original. Specific character-defining features include:

Exterior

- Two-story height with flat roof
- Exterior brickwork, including panels of decorative brickwork at east and west façades
- Metal grilles beneath windows on east and west façades
- Cement plaster belt courses and window trim, including diamond-shaped "lozenges" above windows on east south, and west façades
- Cast stone cornice
- On west façade, three arched entries with original double doors, door frames, transoms and cement plaster surrounds
- Steel sash at ground floor windows

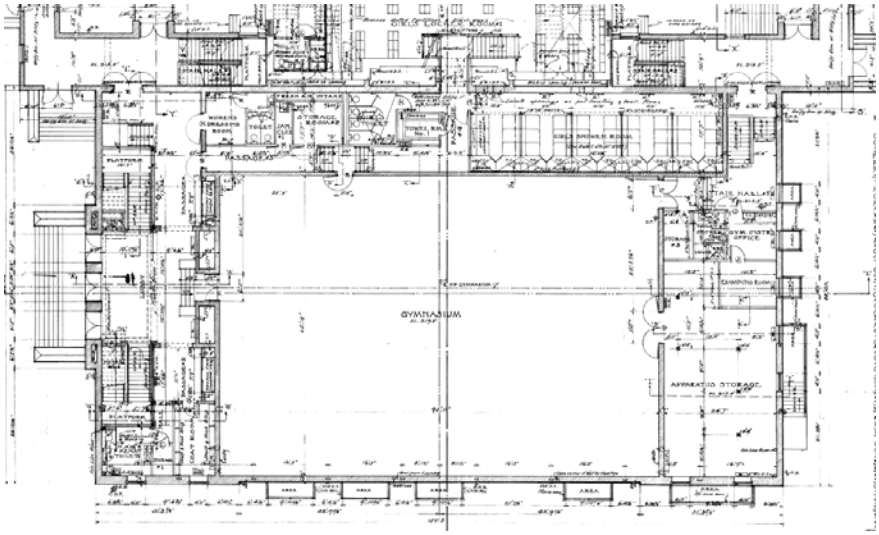
Interior

- Vestibule at west entry with plaster cornice and ceiling, and arched stairway entries
- Concrete flooring and stairs
- Exposed brick walls
- Wood bleachers at second story with metal pipe rail
- Wood and kalamein doors, some with original hardware
- Steel truss roof structure
- Wood window trim

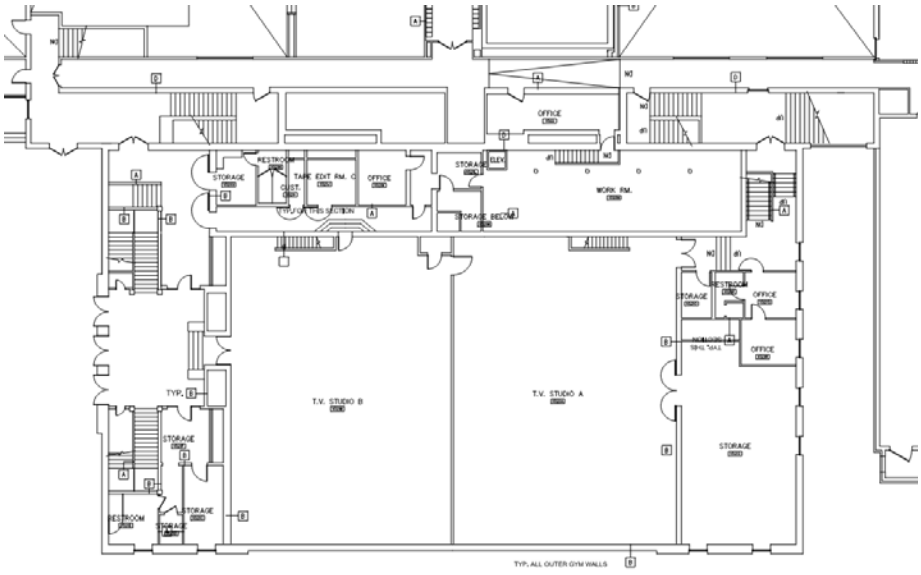
Additional information about specific building features is included below.

Exterior Envelope – Intact Features

The exterior of the original 1928 building has undergone minimal changes on the interior and exterior. The most substantial changes to the exterior was the removal and or replacement of windows. The north side of the building was originally attached to the 1909 building via an existing auditorium, which was replaced with the current classroom building in 1952.



First floor plan, 1928

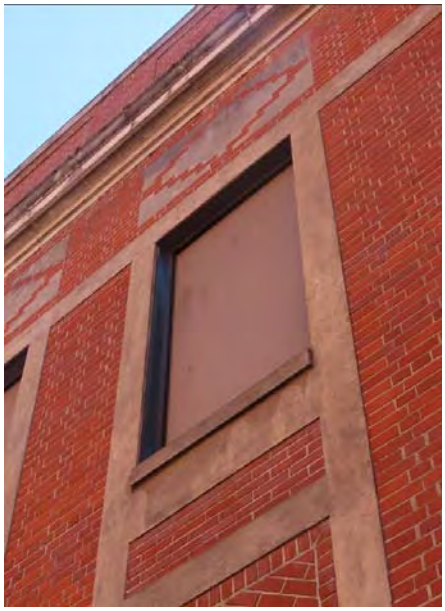


First floor plan, current configuration





All of the east, west and south elevations have the original brickwork and detailing. Both the mortar and brickwork appear to be in good condition, at least as observed from the ground.





Original cement plaster over brick and concrete elements is still intact. In good to fair condition, with some spalling, cracking and bio growth.



Original doors, door frames, transoms at west elevation. Components are generally in good condition. Hardware has been replaced, and many of the glass panes have been replaced.



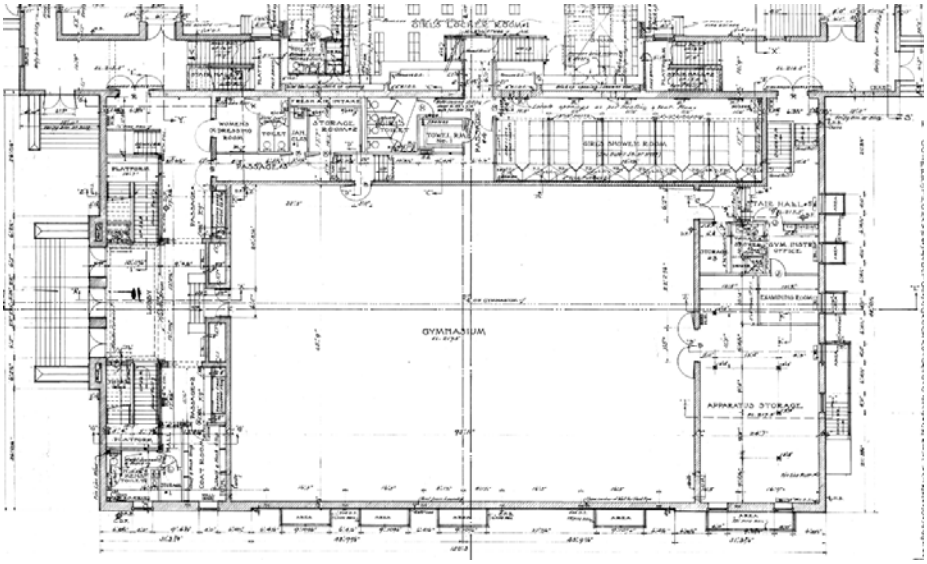
Original steel sash remain at ground floor windows. Metal grilles were added at a later time. Sash appear to be generally in good condition. All other windows at the 1st and 2nd floors have been removed and replaced or infilled.



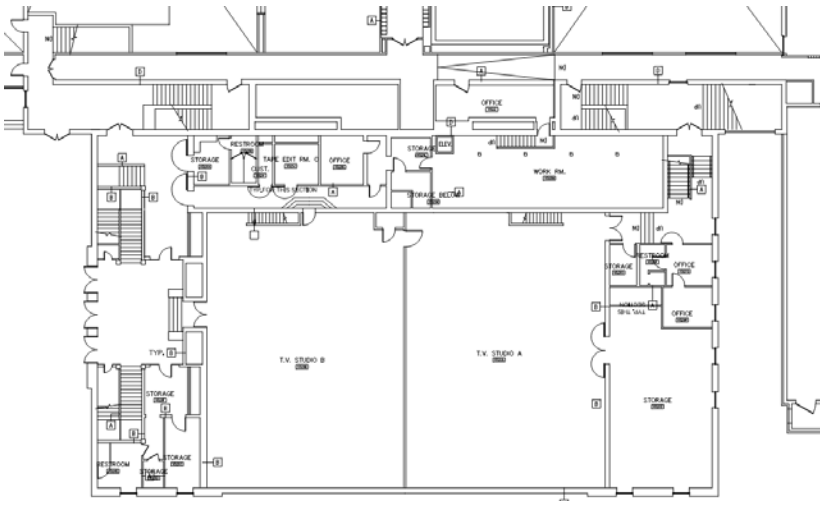
Original metal grilles below window sills remain. Original drawings note that these are over fresh air intake grilles for unit heaters. Original drawings indicate that these were to be cast bronze, although due to paint the material has not been confirmed.

Interior spaces – Intact Features

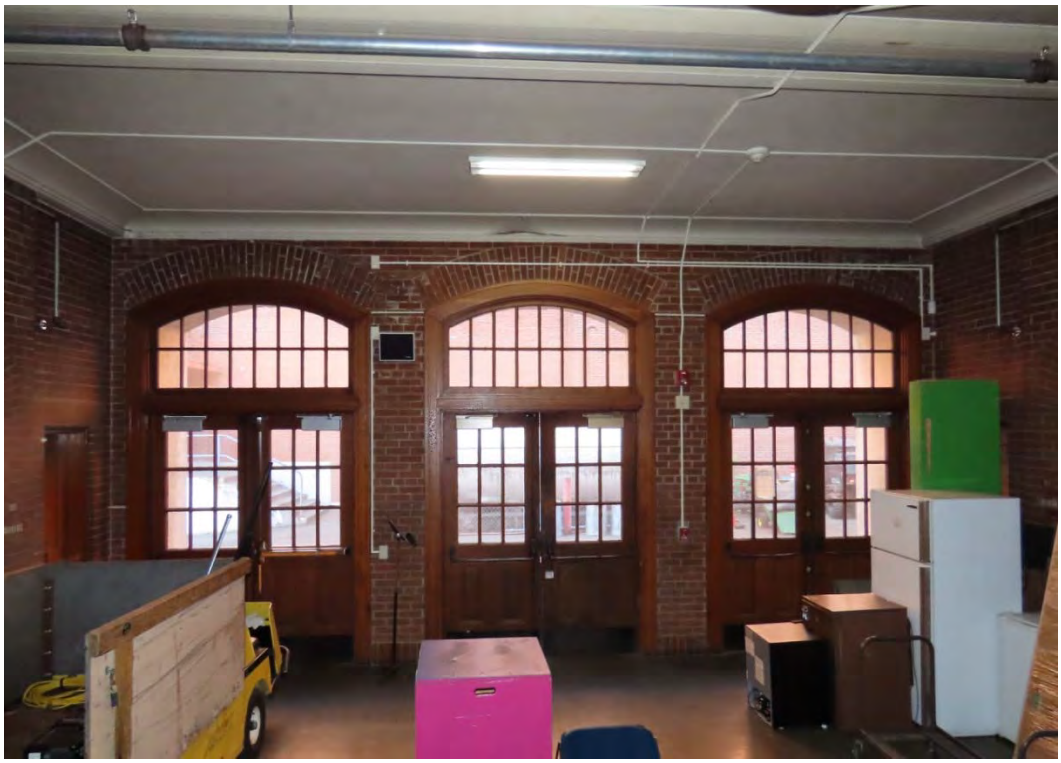
The interior of the Gymnasium is mostly intact, with some minor modifications when it was converted from a gymnasium into TV studio spaces. Changes include converting showers/changing rooms into offices and work rooms and adding a large dividing wall in the large open gym area. The second-floor bleachers, steel truss roof structure, and wood purlins and roof deck are intact.



First floor plan, 1928



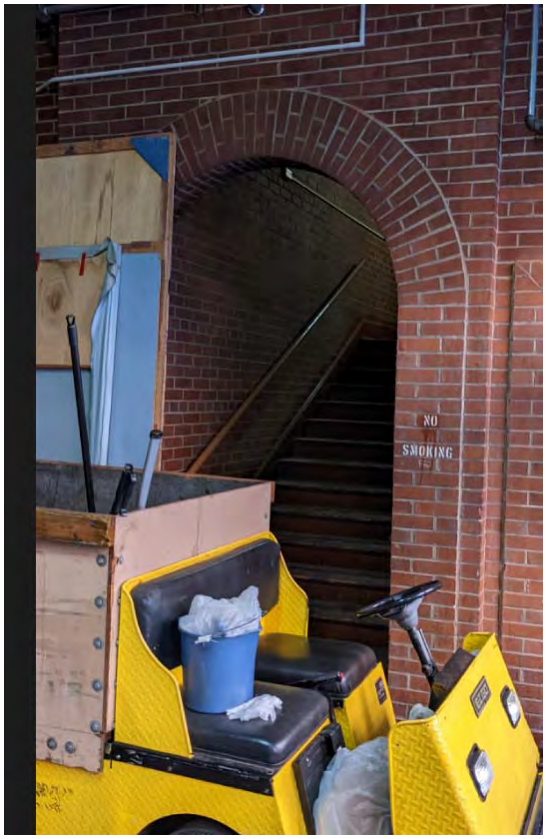
First floor plan, current configuration

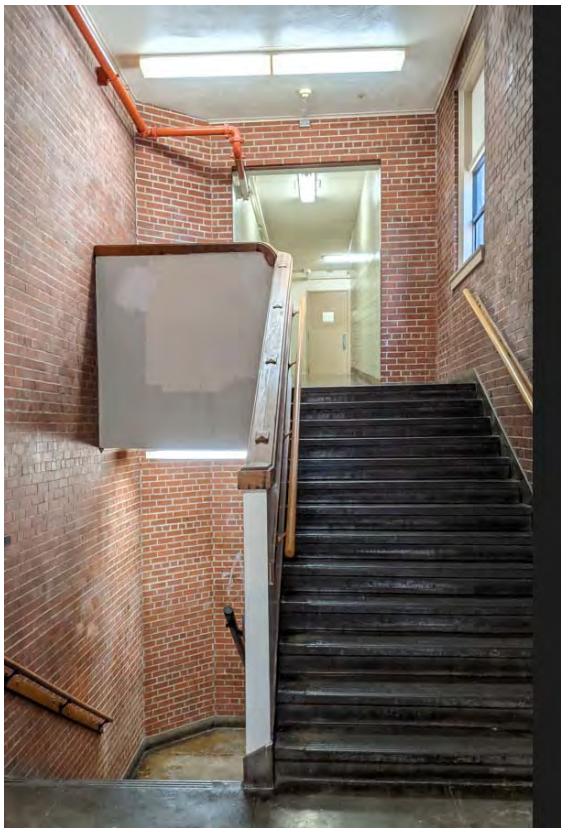


Original entry vestibule is intact and in good condition.



Original entry vestibule plaster ceiling and cornice are intact and in good condition.





Various original staircases are intact and in good condition. Original wood trim intact and in good condition.



Second floor bleachers intact and in good condition.



Original pipe railing intact and in good condition with areas of paint failure.



Steel truss roof structure is intact and appears to be in good condition, but they were only observed at a distance.

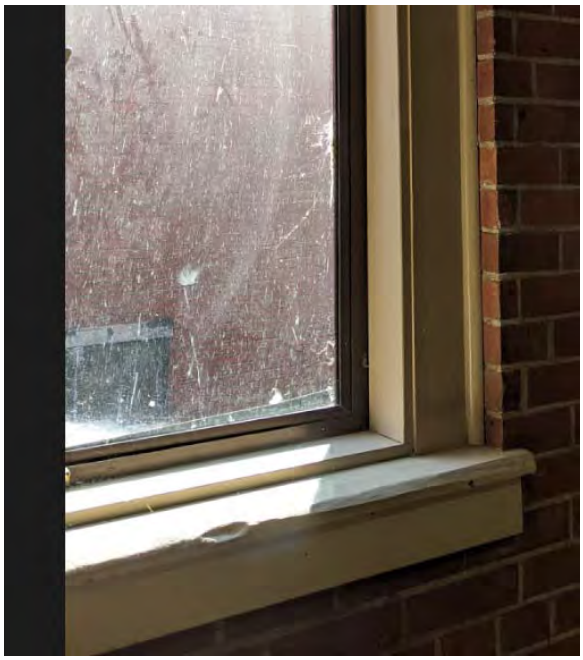


Efflorescence at brick as at the SW corner, second floor, appears to be related to a leaking internal leader or vent, or associated drain.





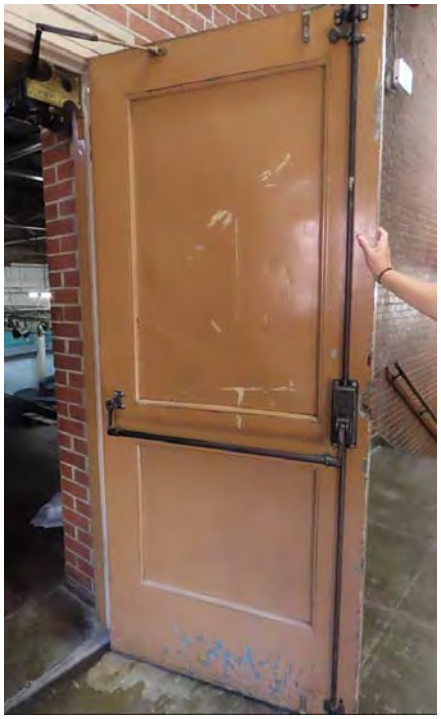
Variety of wood built-ins intact and in very good condition.





Wood base and window trim intact in most locations throughout building and in good condition



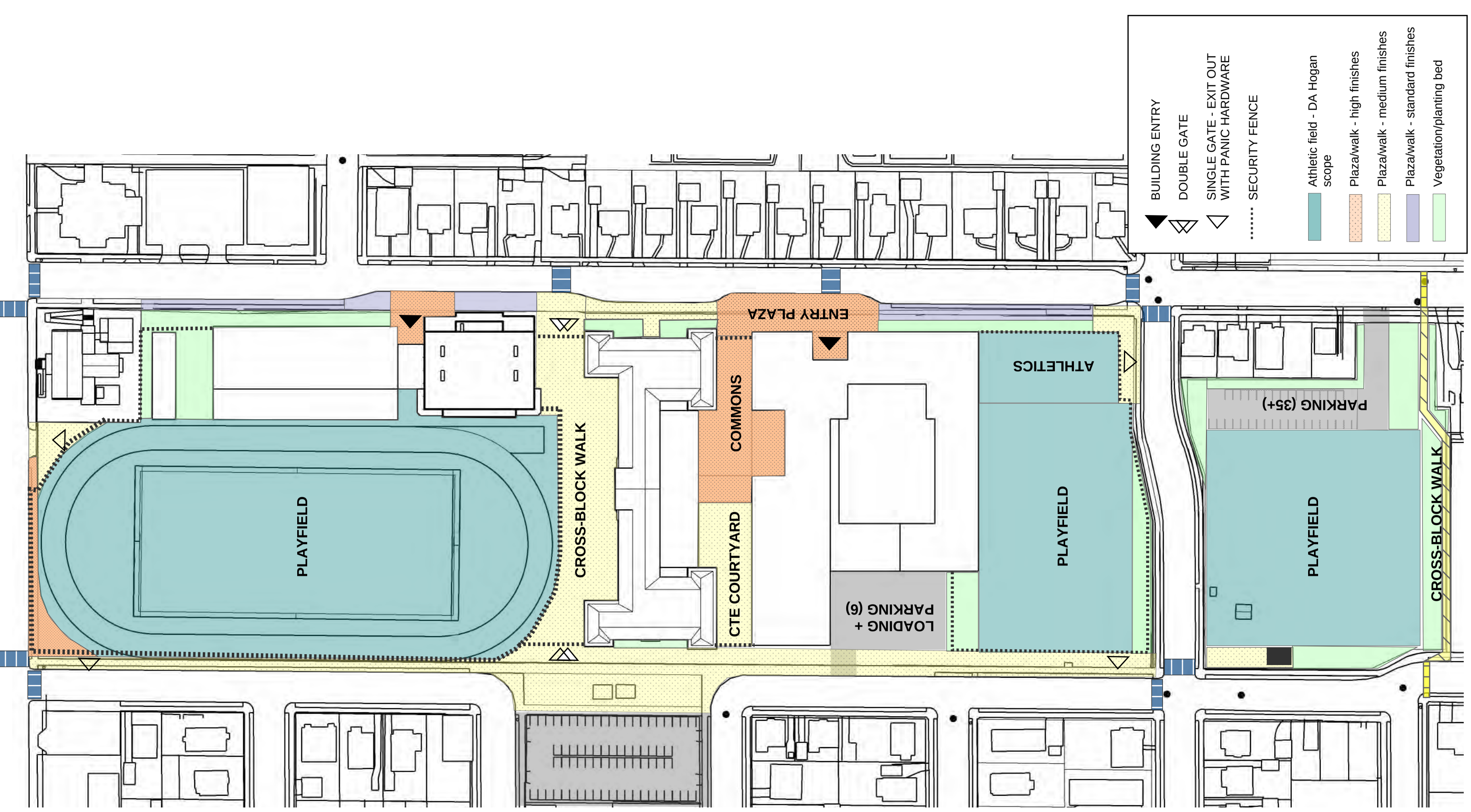


Variety of wood and kalamein doors are intact throughout building. Recessed door panels are typically VG fir with rift cut stiles and rails and plain sawn recessed panels. Some original hardware is intact. Some door panels have been covered by added wood panels at either one or both sides of the door.

DRAFT DOCUMENT. MAY CONTAIN ERRORS OR UNCONFIRMED INFORMATION.

AREA PROGRAM COMPARISON SUMMARY

	Recommended			Jefferson			Lincoln			Benson			Grant			Franklin			Roosevelt			Madison		
	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total	Quantity	S.F. Room	S.F. Total
CORE PROGRAM																								
CTE Classrooms/Labs	4	1200	4,800	4	1,688	6,750	5	1,426	7,132	1	108,614	108,614	8	1260	10,083	5	1753	8,765	6	981	5,884	7	1372	9,606
Maker Space	1	1,200	1,200	1	1,200	1,200	1	1,219	1,219	1	1,400	1,400	1	1,235	1,235	1	1,101	1,101	1	1,179	1,179	1	1223	1,223
General Education Classrooms	41	980	40,180	39	920	35,880	43	899	38,657	28	850	23,800	40	785	31,400	43	887	38,141	36	866	31,176	39	904	35,258
Science Labs	11	1,500	16,500	11	1,500	16,500	12	1,272	15,269	11	1,064	11,700	12	1,205	14,460	11	1,327	14,597	7	1,419	9,933	11	1335	14,685
Prep Rooms/Chem Storage	5	380	980	5	196	980	8	231	1,850	6	200	1,200	3	352	1,056	7	228	1,598	3	789	2,366	5	290	1,451
Flexible Learning Areas			8,000	6	500	3,000	13	499	6,487	5	900	4,500	9	1,054	9,484	11	371	4,081	10	458	4,580	12	545	6,543
Small Instructional Spaces			5,000	12	375	4,500	13	127	1,647	2	600	1,200	10	521	5,210	5	360	1,800	3	484	1,452	6	509	3,052
Subtotal Core Program	**62**		**76,660**	**78**		**68,810**	**95**		**72,261**	**54**		**152,414**	**83**		**72,928**	**83**		**70,083**	**66**		**56,570**	**81**		**71,818**
FINE AND PERFORMING ARTS																								
Visual Art - 2D & 3D Classrooms	2	1,350	2,700	3	1,207	3,620	2	1,295	2,589	2	1,350	2,700	5	1,098	5,488	2	1,233	2,465	2	1,274	2,548	2	1,244	2,488
Visual Art Support Spaces	3	127	380	6	297	1780	4	245	981	4	103	410	2	250	500	3	134	402	2	250	499	2	160	320
Band Room	1	2,200	2,200	1	2,200	2,200	1	2,103	2,103	1	2,400	2,400	1	1,988	1,988	1	2,084	2,084	1	2,201	2,201	1	2,336	2,336
Choir Room			0	1	1,500	1,500	1	1,668	1,668				1	1,990	1,990	1	900	900	0		0	1	1,569	1,569
Band/Choir Support Spaces	7	181	1,270	11	200	2,200	8	284	2,274	6	183	1,100	8	254	2,030	8	198	1,585	10	167	1,670	11	162	1,777
Theater	3	3,000	9,000	3	6,200	18,600	2	4,411	8,821	2	7,435	14,869	2	6,245	12,489	3	2,993	8,979	3	2,906	8,717	3	3,607	10,822
Black Box Theater	1	1,600	1,600	1	1,600	1,600	1	1,573	1,573				1	2,168	2,168	1	1,634	1,634	1	1,625	1,625	1	1,495	1,495
Scene Production	1	1,500	1,500	1	1,500	1,500	1	1,278	1,278				2	2,037	4,073	1	190	190	1	1,393	1,393	1	1,402	1,402
Theater Support Spaces	14	179	2,500	27	199	5,380	18	216	3,890	11	214	2,359	11	128	1,410	12	249	2,985	3	171	512	19	150	2,845
Dance Studio				2	3,825	7,650																		
Dance Support Spaces				10	551	5,510																		
Subtotal Fine and Performing Arts	**32**		**21,150**	**66**		**51,540**	**38**		**26,672**	**26**		**23,838**	**33**		**32,136**	**32**		**21,224**	**23**		**19,165**	**41**		**25,054**
PHYSICAL EDUCATION / ATHLETICS																								
Main Large Gym	1	13,000	13,000	1	13,000	13,000	1	13,429	13,429	1	14,107	14,107	1	11,874	11,874	1	12,965	12,965	1	11,804	11,804	1	12,761	12,761
Mat/Wrestling/Dance	1	2750	2,730	1	2,750	2,750	1	2,433	2,433	1	2,505	2,505	2	968	1,936	2	1,883	3,766	1	2,110	2,110	1	2,829	2,829
Weight Room/Aerobics/Spinning	1	2,500	2,500	1	2,500	2,500	1	2,583	2,583	3	2,049	6,147	2	1,380	2,759	1	2,047	2,047	1	2,500	2,500	1	2,750	2,750
Auxiliary Gym	1	5,700	5,700	1	5,700	5,700	1	6,088	6,088	1	10,505	10,505	1	5,589	5,589	1	5,745	5,745	1	5,831	5,831	4	1,522	6,087
Team Rooms	1	800	800	1	800	800	1	768	768	2	800	1600	2	262	524			0			0	5	361	1807
Locker Rooms/Storage/Support	16	677	10,830	16	739	11,830	16	505	8,084	14	666	9,330	17	558	9,489	14	501	7,020	26	331	8,603	14	621	8,687
Subtotal Physical Education/Athletics	**21**		**35,580**	**21**		**36,580**	**21**		**33,385**	**22**		**44,194**	**25**		**32,171**	**19**		**31,543**	**30**		**30,848**	**26**		**34,921**
EDUCATION SUPPORT																								
Administration	28	195	5,460	28	195	5,460	32	175	5,604	21	268	5,620	31	538	16,673	25	190	4,738	27	202	5,456	28	194	5,428
Counseling/Career Center	15	182	2,735	15	182	2,735	15	188	2,822	15	183	2,750	13	266	3,455	16	192	3,078	15	198	2,972	14	194	2,720
Teacher Collaboration/Offices			9800	8	920	7,360	5	800	4,002	5	600	3,000			0	8	678	5,424	11	464	5,109	5	742	3,709
Athletic Offices	2	135	270	2	135	270	1	330	330	2	135	270	1	280	280	2	85	170	2	112	223	2	135	270
Computer Labs	5	1100	5500	2	1,100	2,200	5	968	4,838	3	927	2,780			0	4	933	3,730	2	1,050	2,100	1	1,031	1,031
SPED	15	393	5,900	15	393	5,900	16	334	5,337	15	374	5,610	19	377	7,160	16	167	2,668	11	301	3,307	15	362	5,430
ELL Classroom	1	800	800	1	800	800	1	912	912	1	600	600	1	778	778			0	2	801	1,601	1	1,009	1009
Commons/Kitchen & Servery/Support	10	1,262	12,620	11	1,175	12,920	10	1,311	13,112	10	1,473	14,730	10	1,562	15,619	6	1,752	10,510	16	1,201	19,210	10	1,677	16,765
Library/Media Center/Support	10	1,022	10,220	14	571	8,000	10	704	7,040	11	868	9,550	6	1,505	9,029	8	1,460	11,679	8	896	7,165	7	1,163	8,143
Other/Mechanical/Custodial/Misc	56	252	14,095	56	326	18,265	122	144	17,529	68	198	13,470	64	282	18,079	61	358	21,844	88	174	15,330	79	278	21,958
Subtotal Education Support	**142**		**67,400**	**145**		**63,910**	**145**		**61,526**	**151**		**58,380**	**145**		**71,073**	**146**		**63,841**	**182**		**62,473**	**162**		**66,463**
PARTNER & COMMUNITY USES																								
Subtotal Partner & Community Uses	**1**	**1200**	**1,200**	**7**	**314**	**2,120**	**1**	**314**	**314**	**4**	**314**	**2,600**	**3**	**396**	**1,188**	**2**	**145**	**290**	**4**	**587**	**2,347**	**1**	**748**	**748**
WRAP AROUND SERVICES																								
Health Clinic	1	1600	1,600	12	0	2,045	0	0	0	1	0	1,575	13	159	2,061	1	1,720	1,720	10	155	1,550	1	1,460	1,460
Teen Parent Services	7	300	2,100	9	276	2,485	8	387	3,092	9	242	2,180	11	175	1,929	7	273	1,910	5	392	1,962	8	321	2,571
Social Service Providers			0	1	200	200			0						0	1	475	475	4	297	1189	1	1,881	1881
Provider Classrooms	2	500	1000	2	500	1000	1	930	930						0			0			0	1	547	547
Subtotal Wrap Around Services	**10**		**4,700**	**9**		**5,730**	**9**		**4,022**	**9**		**3,755**	**24**		**3,990**	**9**		**4,105**	**19**		**4,701**	**11**		**6,459**
			206,690			**228,690**			**198,180**			**285,181**			**213,486**			**191,086**			**176,104**			**205,463**
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL AREA			74,408			**106,400**			**84,296**			**102,655**			**79,874**			91,716			65,753			97,537
Net to gross (36% recommended)		37%			47%			43%			36%			37%			48%			37%			47%	
COMPREHENSIVE HIGH SCHOOL TOTAL GROSS			281,690																					
Recommended																								
Recommended + Preferred																								
			300,778			**335,090**			**282,476**			**387,836**			**293,360**			**282,802**			**241,857**			**303,000**



JEFFERSON HIGH SCHOOL - 1909 REUSE OPTION 1"=100'

City of Portland, Oregon
Bureau of Development Services
Land Use Services
FROM CONCEPT TO CONSTRUCTION

Dan Ryan, Commissioner
Rebecca Esau, Director
Phone: (503) 823-7300
Fax: (503) 823-5630
TTY: (503) 823-6868
www.portland.gov/bds

BDS – Early Assistance Summary Memo

Date: October 28, 2022

To: BECCA CAVELL, BORA ARCHITECTS
720 SW WASHINGTON ST #800
PORTLAND, OR 97205

SCHOOL DISTRICT NO 1
PO BOX 3107
PORTLAND, OR 97208-3107

From: Chester Green, Office Support Specialist III

Case File: **EA 22-175771**
Early Assistance Application for Project Site Located at 5210 N KERBY AVE, R131400, R135700, R210923, R210924, R298127

Please find attached project specific comments related to your Early Assistance application for the property identified above.

This Early Assistance Summary is neither a land use review nor a final decision regarding the proposed project. The information has not been supplemented or independently verified. Additionally, no site visit was conducted, notice was not provided to neighbors, and a full plan check of applicable development standards was not completed.

If you have questions about comments included in the attached memo(s), please contact the representative identified in the memo. Please note that these comments are based on the information submitted at the time of application. If you have questions regarding the proposal beyond those covered in this summary report, or if your proposal changes in scope or configuration and you have additional questions, an additional early assistance application and review must be requested in order to get responses.

Upcoming Legislative Changes

Following is a list of upcoming legislative Bureau of Planning and Sustainability projects that propose to amend the Zoning Code, Tree Code, and/or Zoning Maps. Your project will be reviewed under the code in effect at the time of submittal of building permit or land use review. The notes are addressing the code in effect at the time of your early assistance application, and that code may change between the time of your early assistance application and submittal of a permit or land use review. It is recommended that you review these code projects to determine impacts on your proposal.

- **E-zones Map Correction Project** is correcting the maps of conservation and protection overlay zones (e-zones) to better align with existing rivers, streams, wetlands, flood area, vegetation, steep slopes, and wildlife habitat. Minor code amendments are also proposed. Information about the project can be viewed at Ezones Map Correction Project | Portland.gov. The project will have hearings before the City Council in Spring 2022 with an expected effective date of October 1, 2022.Electric Vehicle (EV) Ready Code Project is establishing requirements for Electric Vehicle (EV) charging infrastructure requirements for new multi-dwelling and mixed use development. Information about the project can

be viewed at Electric Vehicle (EV) Ready Code Project | Portland.gov. The project will have hearings before the Planning & Sustainability Commission in Summer 2022.

- **Floodplain Resilience Plan** is updating regulations in the Zoning Code and Title 24 related to development and vegetation removal in the floodplain and areas flooded in 1996. Information about the project can be viewed at Floodplain Resilience Plan | Portland.gov. The project is expected to have hearings before the Planning & Sustainability Commission in Summer 2022.

Building Codes

Please note that the comments provided herein do not address building and mechanical code related issues per the Oregon Residential, Structural, and Mechanical Specialty Codes. These codes may have an impact on your proposed design, especially with regard to exterior openings or projections that are close to property lines not along a public right of way. For early assistance with building code related items, you may request a separate Life Safety Preliminary Meeting. Additional information is included in the request packet located online at https://www.portlandoregon.gov/bds/article/94545. Please be aware of which Oregon Residential, Structural and Mechanical Specialty Codes will be in effect at the time of your building permit submittal. More information about current and future code adoption can be found here: https://www.oregon.gov/bcd/codes-stand/Pages/index.aspx

Portland Housing Bureau Financial Incentives

The Portland Housing Bureau provides financial assistance for various development phases to both nonprofit and for-profit affordable housing developers (typically multi-dwelling rental housing). For more information, go to the following link: portland.gov/phb/inclusionary-housing.

Tree Requirements

For more information on Urban Forestry Tree Requirements please use the following link: www.portlandoregon.gov/trees/earlyassistance. These requirements refer to any early assistance meetings or land use reviews that will involve street trees, heritage trees, and trees on City-owned or City-managed sites.

City of Portland, Oregon
Bureau of Development Services
Land Use Services
FROM CONCEPT TO CONSTRUCTION

Dan Ryan, Commissioner
Rebecca Esau, Director
Phone: (503) 823-7300
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BDS – Early Assistance Land Use Planner Response

Date:	October 28, 2022
To:	Debbie Cleek | The Bookin Group 1020 SW Taylor Street, Suite 555 | Portland Oregon 97205
From:	Arthur Graves, City Planner 503.865.6517 | Arthur.Graves@portlandoregon.gov
Case File:	EA 22-175771
Location:	5210 N KERBY AVE
Property ID:	R131400, R135700, R210923, R210924, R298127
Proposal:	The Jefferson High School (JHS) Modernization will be designed for an average student capacity of 1,700 students. As a focus school, additional space will be necessary to support dance and theater programs, as well as expanded community partner programs supporting JHS Middle College focus. Total anticipated gross square footage for the new facility will be around 330,000 GSF.

Limitation

This letter serves as a summary of the information we discussed at the Early Assistance appointment on September 21, 2022, and is intended to highlight preliminary requirements and next steps. This summary is advisory and preliminary in nature, and is neither a complete land use review nor a final decision regarding the project. This summary is based on the preliminary information you provided BDS staff. I have not supplemented or independently verified this information. Additionally, no site visit was conducted, notice was not provided to neighbors, and a full plan check of applicable development standards was not completed. Any future land use review application for your proposed project must include the necessary plans, elevations, detail drawings, a narrative addressing the approval criteria, and fees.

The information provided at your appointment was based on the current Zoning Code. It is possible that the code could change before you apply and those changes could affect your proposal. Your land use review application will be reviewed based on the Zoning Code in effect when you submit your application.

Zoning:

- **Base:** IR - Institutional Residential, with small area of R2.5 in the southeast corner of the site
- **Overlay(s):** m - Centers Main Street Overlay Zone, and Historic Resource Overlay Zone
- **Plan District:** None
- **Pattern Area:** Inner Neighborhoods
- **Pedestrian District:** Killingsworth / Interstate
- **Streets**: Adjacent streets are classified as follows:
  - **N Killingsworth St:** District Collector Street, Major Transit Priority Street, City Bikeway, Major City Walkway, Truck Access Freight Street.

- **N Commercial Ave:** Local Service Traffic Street, Local Service Transit Street, City Bikeway, Neighborhood Walkway, Local Service Freight Street.
- **N Alberta St:** Neighborhood Collector Traffic Street, Local Service Transit Street, City Bikeway, City Walkway, Local Service Freight Street.
- **N Humboldt St:** Local Service Street, Local Service bicycle street, Local Service pedestrian street, Local Service Freight Street.
- **N Kerby Ave:** Local Service Street, Local Service bicycle street, Local Service pedestrian street, Local Service Freight Street.

- **Transit:** The north third of the site is considered "close to transit", the southern two thirds are not considered "close to transit" (see image – blue is considered "close to transit") per Close to Transit: Service (arcgis.com). The site as a whole is considered "close to transit".



- **Corridors:** Killingsworth is considered a Neighborhood Corridor
- **Neighborhood Plan:** Humboldt Neighborhood Plan
- **Historic Designation:** Contributing Resource in the Piedmont Conservation District



A. KEY ISSUES AND REQUIREMENTS

The following issues and requirements have been summarized for the applicant to pay special attention to as they may impact the proposed project.

1. Historic Resource Protection Overlay Review Options

a. Community Design Standards Track.

- The area of the site located in the Piedmont Conservation District is not eligible to use the non-discretionary design standards track based on the thresholds in Section 33.445.510.
- The area of the site located outside of the Piedmont Conservation District is not subject to Community Design Standards, nor the entirety of the Historic Resource Chapters 33.445 and 33.846.

a. Historic Resource Review Track.

- Demolition Review (Type III per 33.846.080.B.2) is required if the entire contributing resource is demolished.
- Demolition Review would not be required if the proposed work meets the definition of demolition as described in 33.445.210.E.1.b-e and the proposed alterations are approved through Historic Resource Review, per 33.445.210.E.2.d.
- If the majority of the contributing resource is not demolished, the proposed new building development requires a Type II Historic Resource Review based on the thresholds per table 846-4 of Section 33.846.060. Additional information about Historic Resource Review can be found in the sections below, including Historic Resource Review submittal requirements in Section D.
- New development or alterations to the existing resource requires a Type II Historic Resource Review based on the thresholds per table 846-4 of Section 33.846.060. If a Type III Demolition Review is pursued, the Type II Historic Resource Review can run concurrently and be combined with the Type III Demolition Review, with both going to the Historic Landmarks commission in a public hearing.

b. Neighborhood Contact Requirement. Neighborhood Contact requirements apply to proposals that add at least 10,000 square feet of net building area to a site. Refer to the base zone 33.150.060 for Neighborhood Contact requirements. This requirement must be completed 14 days before submitting a Historic Resource Review application (or building permit for projects utilizing the Community Design Standards). Additional information on the requirements of Neighborhood Contact III requirements at portland.gov/bds/neighborhood-contact.

2. Historic Resource Review and Other Land Use Review Processes

a. Historic Resource Review Approval Criteria. The applicable approval criteria for new development are the Community Design Guidelines and can be found at portlandoregon.gov/designguidelines. A matrix of the guidelines for your use has been attached.

b. Demolition Review Approval Criteria. The applicable approval criteria are 33.846.080.C. and can be found at 846 Historic Resource Reviews (portland.gov).

c. Additional Land Use Reviews. Additional land use reviews can be requested in addition to the Historic Resource Review. The development standards of the Zoning Code are expected to be met. However, if a standard cannot be met, a *Modification* or *Adjustment* review can be requested. Please note, requests for Modifications or Adjustments must better meet the approval criteria **and** meet the purpose of the standard or demonstrate the preservation of the character of the resource is more important than meeting the purpose of the standard.

- A ***Modification*** review may be requested for site-related standards (such as setbacks, size of loading spaces) that are not met.
- *An* ***Adjustment*** review may be requested as part of the Historic Resource review for use-related development standards (such as floor area ratios, number of loading spaces, number of parking spaces) that are not met.
- *A* ***Conditional Use*** *review is also required – see Planner comments from Amanda Rhoads regarding the Conditional Use Review under number 4 below.*

All additional land use reviews should be listed on the land use application, the respective fees paid, and a response provided that addresses the additional approval criteria listed in the relevant Portland Zoning Code Chapters.

d. Other Approval Criteria. May apply if Modifications (Section 33.846.070) or Adjustments (Section 33.805.040) to development standards are requested.

e. Fee(s). Current fee(s) for land use reviews can be found at Land Use Services Fee Schedule.

f. Design Advice Request Recommended. A Design Advice Request (DAR) is scheduled for November 14, 2022. The items noted in Section 3 below would be potential topics of discussion at the DAR meeting. Please refer to the *DAR Information Sheet* for process details and submittal requirements at portland.gov/bds/zoning-land-use/documents/design-advice-request-information-sheet.

g. Certificate of Compliance. Approval of a Historic Resource Review allows for the proposed work to be built. The expectation is that the building permit will reflect the project (including the details) that was approved. To ensure this, a Certificate of Compliance will be required at the time of building permit as indicated in a condition of approval. The Certificate of Compliance form can be found at portland.gov/bds/documents/certificate-compliance-design-and-historic-resource-review-approvals

3. Historic Resource Review Issues to Address

This preliminary feedback is a response to the information in your Early Assistance submittal and based on the approval criteria of the *Community Design Guidelines* (CDG).

Additionally, please reference the Historic Landmarks Commission's publication A Guide to the City of Portland Historic Resources Review Process. Staff has included extracts below for emphasis and has highlighted some items in ***bold*** that may be particularly applicable to this proposal, but you are strongly encouraged to reference the document in its entirety.

Staff strongly encourages addressing the following "Macro", "Mid", and "Micro" Issues mentioned below for the proposed submittal ahead of the proposed Design Advice Request (scheduled for November 14, 2022).

a. "Macro" Issues

On Historic Character and Character-Defining Features:

> *"In a historic (and conservation) district, it is important to note that the resource is the entire district, not just the contributing buildings or a single site. The historic character of the district begins with the relationship between the buildings and their sites and the street layout. Consideration of the district's historic character might take into account view corridors,* ***development patterns or setbacks, typical forms and proportions, landscaping, and smaller-scale issues as noted above for buildings."***

On Compatibility:

> ***"It is important to note that old and new buildings are compatible when they share similar underlying principles of scale, proportion, composition, level of detail, materials, and craftsmanship that are typical of the setting.*** *Designing for compatibility*

in historic districts is an exercise that is context-driven and is a purposeful attempt to make a new building fit in and feel like it is "of this place." That said, new buildings do not have to be copies of historic buildings to be compatible, and "fitting in" is not the same thing as uniformity. A new building can make a statement of its own identity without subverting the character of the district. As such, the Commission is actively seeking creative infill designs that are rooted in the historic district context."

If the 1909 building is retained, proposed new additions should be compatible with the existing building and provided a coherent, organized final design.

On Scale:

"Building scale is typically the first discussion point for new construction in historic districts. ***It is important for applicants to be aware that the height/FAR listed for their site in the Zoning Code is a maximum allowance.*** *Historic Resource Review is a discretionary land use review and if a building's proposed height and/or bulk are found to be incompatible with the district, the approval criteria cannot be met, and the development will not be able to take advantage of the maximum height and FAR allowances listed in the Code. The best indicator of appropriate scale for new construction in historic districts is the existing context of historic contributing buildings."*

Because the school and the proposed new development extends significantly into the residential neighborhood to the south, it is important for the proposed development to respond to and/or not ignore the fabric of the surrounding area adjacent to the site and Conservation District regarding: scale and size of building placement, the relationship of the proposed additions to each other as campus, and the relationship of the buildings (and overall campus development) to the surrounding residential neighborhood on all sides.

Specific Notes:

- No elevations have been provided for either proposed scheme. In addition, only a schematic plan has been provided for the scheme proposing to retain the 1909 building. Because of this, there is not yet enough detail to provide any additional specific feedback on these criteria. **The applicant is strongly encouraged to provide schematic drawings of both schemes for review and feedback at the Design Advice Request (DAR) meeting currently scheduled for November 14, 2022. If schematic drawings for both schemes are not available in advance of the 11-14-22 DAR meeting for staff to 1. assess and 2. provide to the Commissioners ahead of time, staff will reschedule the DAR meeting to accommodate enough time for all participants to be prepared.** Please provide schematic drawings by October 31, 2022 (14 days before the DAR) at the latest. Additional appropriate topics for this early conversation include:
  - massing and height options
  - façade organization and floor heights
  - windows and storefronts
  - context-specific design responses
  - ground floor program organization (entrances and service areas)
  - exterior material options
  - treatment of mechanical systems at street frontages
- The overall building composition and design as experienced from any aspect should be a unified, coherent, and consistent. No elevation should be designed as a "back-of-house" (CDG P1, P2, D1, D2, D6, D7, D8).
- The proposed removal of existing active areas, such as the tennis courts, to be replaced with vehicle area that is not required, is not consistent with applicable guidelines (P1, P2, E3, D1, D4, D7).

b. "Mid" Issues

- Ground Floor Activation - Maximize the ground floor glazing and active uses behind it, especially when adjacent to sidewalks, pathways and outdoor common spaces (CDG P1, P2, D1, D2, D6, D7, D8).
- Ground level weather protection - Pedestrian weather protection should be provided. This can be achieved with generous canopies that project out over the sidewalk or ground level setbacks for a majority of all frontages (CDG P1, P2, E1, E2, E5, D1, D2, D6, D7, D8).
- Utility Transformers - Utility transformers should be located on-site below-grade, or on-site behind active use street frontage, behind at-grade loading docks, or in underground parking garages. Please note new requirements per Section 5a Electric Utility Provider Coordination. (CDG P1, P2, E1, D1, D6, D7, D8).
- Gas & Electric Meters - Locate gas and electric meters inside the building to minimize their impact. Gas regulators may be placed on the building's exterior and should be well integrated and, ideally, screened within the façade (CDG P1, P2, E3, D1, D6, D7, D8).
- Signs - Signs should be sized appropriately for the building, the district and the pedestrian realm and should incorporate district-appropriate materials (CDG P1, P2, D2, D6, D7, D8).

c. "Micro" Issues

Extracts from "A Guide to the City of Portland Historic Resources Review Process":

On Quality of Materials and Level of Detail:

*"Applicants should note that the **quality of materials and level of architectural detail are two important aspects of compatibility that must be addressed.** Most extant historic buildings in Portland are characterized by long-wearing, permanent materials that were intended to be maintained in perpetuity. These materials include, but are not limited to, brick, stone, stucco, painted wood, and cast iron. New buildings should aim to have a level of material quality and craftsmanship that is harmonious with the material palette of the district. The Commission does not typically approve commercial projects with products that do not have a proven record of durability."*

*Likewise, historic buildings are typically characterized by a greater amount of detail than most contemporary buildings—detail that results in texture, shadow lines, ornamentation, pedestrian interest, and the breaking down of scale. **Successful new buildings in historic districts will incorporate a level of detail and richness similar to their historic counterparts, although these details need not be historic replicas. This can be achieved through punched windows, high-quality storefronts and doors, richness and variety in exterior cladding materials, balconies and awnings that have design interest, etc**. Applicants are encouraged to study design details and motifs found in the districts, reinterpreting them as necessary for incorporation into their proposed design.*

Flat veneer brick/stone systems, fiber-cement cladding, and synthetic stucco have not been favorably received by the Commission. Metal cladding needs to be a high-quality finish and thickness to ensure rigidity and avoid "oil-canning" or "pillowing" of the exterior surfaces. Fiber-cement panels as a predominant siding material is not supported by the Commission. When approved, they have been limited in application to non-visible rooftop applications (such as cladding an elevator overrun). Vinyl windows and basic extruded aluminum storefronts are also not approvable for most projects."

On Mechanical & Utilities:

"Rooftop mechanical systems must be organized and located to minimize their views from within the district or the exterior of the historic building. The Commission is not in favor of using screening as a means to hide mechanical and every attempt should be made to avoid the need for screening. However, when screening is unavoidable and/or required by Code, the design of

the screen should be simple and not call attention to itself. Typically, the screen should be the same color as the body of the building.

General Notes:

- Ground level materials - Materials at the ground floor should be durable enough for use adjacent to public sidewalks, such as brick and masonry (CDG P1, P2, E1, E3, D1, D2, D6, D7, D8).
- Loading and parking door materials – If loading is proposed to be located with the building, integrate these doors with the architecture, including color. Solid doors with translucent glazing are a supportable option. If ventilation is needed, perforated doors with solid panels located to screen car lights and views into parking/loading areas is a supportable alternative (CDG P1, P2, D4, D6, D7, D8).
- Building materials - High quality, durable building materials (building skin, storefronts, windows, doors, canopies, signs, etc.), that respond to the context of the surrounding area or district, are expected. At ground level facades facing pedestrian areas, provide robust materials that ensure longevity (CDG P1, P2, E1, E3, D2, D6, D7, D8).
- Vents/Louvers & Mechanical - Vents through the roof are preferable. If wall-mounted on the facade, vents/louvers should be integrated into the windows openings. The Code Guide specific to the screening of dryer vents can be found at portlandoregon.gov/bds/article/726141. Associated mechanical units should be organized and screened (CDG P1, P2, E3, D6, D7, D8).
- Exterior Lighting - Exterior lighting should be integrated into the building's overall concept and ensure a safe pedestrian condition along the adjacent sidewalk and within open spaces on the site. Exterior lighting can be used to highlight the building's architecture, however, should not impact the skyline at night (CDG P1, P2, E1, E3, D2, D6, D7, D8).

4. Conditional Use Review

Schools are Conditional Uses in the IR zone per Table 150-1 and Zoning Code Section 33.150.100.B.11.c. The alterations to the existing school are reviewed against the review thresholds in 33.279 (Recreational Fields for Organized Sports) and 33.281 (Schools and School Sites) to determine the level of Conditional Use review. The full project has not yet been proposed, but it appears that the alterations will require review. Due to a Historic Preservation Incentive in Zoning Code Section 33.445.400.C.4, applications for conditional uses are processed through a Type II procedure. Therefore, as long as the site remains eligible per 33.445.400.B.2 (i.e., as long as the site continues to have a contributing resource), the Conditional Use Review will be processed as a Type II procedure. If not (if all buildings are demolished and the site no longer has a contributing resource), then the review thresholds of 33.279 and 33.281 will determine level of review.

The application must include a complete description of proposed school activities and programs. You will need to provide specific information on the proposed school, so that we can assess the potential impacts on public services and on the residential area. Please provide the following information with a comparison to existing conditions:

- Description of school program and activities;
- Numbers of students and teachers expected for first year and for each following year, up to projected full enrollment;
- Hours, days, months of the year that school will be in session;
- Evening and weekend activities and number of expected attendees;
- Numbers and times of auto trips that are expected daily, to and from the site;
- Number of existing and proposed on-site auto parking spaces and loading spaces;
- Number of existing and proposed bicycle parking spaces;
- Alternative types of transportation that may be used and how these will be encouraged;

- Detailed site plan that shows dimensions of lot lines, buildings, setbacks, landscaped areas, recreation areas, location of bicycle parking and vehicle parking areas including size of stalls and aisle width.
- Detailed landscape plan showing existing and proposed trees, shrubs, and groundcover, identifying species name, diameter or size, and location.
- Lighting plan– existing and proposed. Type of fixtures, location (relevant to the "Livability" approval criterion.)
- Litter plan (relevant to the "Livability approval criterion)

The applicable approval criteria are in Zoning Code Section 33.815.105, Institutional and Other Uses in Residential and Campus Institutional Zones. With your Conditional Use Review application, please submit a narrative addressing each of these criteria:

- Criterion A does not apply for sites in the IR zone.

- Criterion B is about the physical compatibility of the proposal with the surrounding residential area. For your response to criterion B.1, you can simply state there are no City-designated scenic resources near the subject site. For your response to criteria B.2-B.3, please discuss each of the factors listed. A detailed tree plan and landscaping plan will be necessary to address this criterion.

- Criterion C is about protecting livability for nearby residentially zoned properties. Please discuss each of the factors listed individually. Please submit a signed statement from an engineer or architect certifying that all the off-site impacts standards in 33.262 can be met. For field lighting, please detail the proposed hours of operation and submit photometric plans demonstrating the glare standard in 33.262.080.A will be met. If speakers are proposed, please provide details about decibel levels, hours of use, and how the noise limitation in 33.262.050 will be met.

- Criterion D is about the adequacy of public services for the proposed use. Please address each of the factors listed. For D.1, you can find the street designations from the Transportation Element of the Comprehensive Plan here: http://pdx.maps.arcgis.com/apps/webappviewer/index.html?id=d1d5e545ca6f436fb119932d710ff2fb. Please note the comments from PBOT regarding the proposal.

- Criterion E is about area plans that have been adopted by the City Council. For your response to this criterion, please discuss the proposal's consistency with relevant statements from the Humboldt Neighborhood Plan, accessed here: https://www.portland.gov/sites/default/files/2020-01/humboldt-neighborhood-plan-1993.pdf.

5. Applicable Development Standards

Please note, meeting the minimum Title 33 standards does **not** ensure that a project will meet the Historic Resource or Conditional Use Review approval criteria and receive approval. It is recommended you design to meet/exceed the approval criteria, and not begin with just meeting the minimum Title 33 standards.

a. **Development standards that will apply to the project.** These include, but are not necessarily limited to, those from the following chapters in the Zoning Code (Title 33) and other City codes available online at portland.gov/code/33.
   - 33.110 Single-Dwelling Zones (R2.5 Base Zone)
   - 33.150 Campus Industrial Zone (IR Base Zone)
   - 33.248 Landscaping and Screening
   - 33.258 Nonconforming Upgrades - interior or exterior improvements to a site totaling more than $330,800 requires up to 10% of the project cost must be spent toward bringing the site into conformance with identified zoning code standards. The Relief and Recovery ordinance

adopted by Council in July 2021 waives this requirement for the following projects until March 23, 2023:
  - Daycare uses
  - Affordable housing projects when 50% of dwelling units are under 60% median family income or as defined by Title 30
  - Community Service uses
  - Retail Sales and Services uses with a valuation of under $1,000,000
- 33.266 Parking and Loading
- 33.279 Recreational Fields for Organized Sports
- 33.281 Schools and School Sites
- 33.293 Superblocks
- 33.415 Centers Main Street Overlay Zone
- 33.445 Historic Resource Overlay Zone
- 33.846 Historic Resource Reviews
- Title 11 Tree Code – Exemptions for tree density and preservation of this Title only apply to private trees on properties zoned IH, on sites with more than 85% building coverage, and sites less than 5,000 SF in area.
- Title 32 Sign Code – signs of any size within the Historic Resource overlay zone require a Historic Resource Review.

b. Specific development standards to note for this project. This list is not intended to be comprehensive. Always reference Title 33 for all applicable development standards and the exact language of each standard.

- **33.910 Definitions, Site:** Site is defined as properties under the same ownership. Therefore, the also-owned parking lot to the west and properties to the south-east would be considered part of the "site" with the existing school.
  - Non-conforming upgrades will apply. See below for further details.
- **33.415.310, Minimum Floor Area Ratio** (for development in the Centers Main Street Overlay Zone):
  - In the Inner Pattern Area, the minimum floor area ratio (FAR) for all new development is 0.5 to 1. This standard would apply if all structures on the site were demolished and a new development is proposed.
- **33.415.320, Maximum Building Setback** (for development in the Centers Main Street Overlay Zone):
  - In the Inner Pattern Area, at least 70 percent of the length of the ground level street-facing facade of the building must meet the maximum building setback standard of the base zone. If the site has three or more block frontages, this standard only applies to two frontages. In the case of sites with three or more block frontages, the two frontages subject to this standard are those with the highest transit street classifications. If multiple streets have the same highest transit street classification, the applicant may choose on which streets to meet the standard.
- **33.415.330, Location of Vehicle Areas:** (for development in the Centers Main Street Overlay Zone):
  - In the Inner Pattern area, no more than 30 percent of any transit street frontage may be used for vehicle areas.
- **33.415.350, Entrances:** (for development in the Centers Main Street Overlay Zone):
  - On transit streets, at least one entrance is required for every 100 feet of building length for portions of buildings subject to the maximum street setback.
- **33.150.205, Floor Area ratio (FAR):** The allowed FAR for this site is a maximum of 2:1.
- **33.150.210, Height:** The allowed maximum height is 75 feet.

- **33.150.215, Setback - Minimum:** 1 ft. for every 2 ft. of building height but not less than 10 ft. for all of the following:
    - Lot line abutting or across the street from an OS, RF-R2.5 zoned lot.
    - Lot line abutting or across the street from an RM1-RMP, IR zoned lot.
    - Lot line abutting or across the street from a C, CI, E, or I zoned lot.
- **33.150.215, Setback - Maximum:** The site is within the Interstate/Killingsworth Pedestrian District. Therefore, the maximum setback of 10 feet applies to the entire site, and to all frontages. There will likely be a conflict between the minimum and the maximum setback standards. In that case, the proposal will require an Adjustment or Modification review to resolve the conflict. The adjustments will be applied to each building separately, and billed separately. The first Adjustment fee is $5,141; subsequent Adjustments are billed only the Land Use Services fee of 3,749 (service bureaus only bill for one Adjustment Review).
- **33.150.225, Maximum Building Coverage:** 70 percent of the site area.
- **33.150.240, Minimum Landscape Area:** 20 percent of the site area.
    - **33.150.240.C Landscaping Abutting an R zoned lot:** 10 feet of L3 (see 33.248.020).
    - **33.150.240.C Landscaping across the street from an R zoned lot:** 10 feet of L1.
- **33.150.250, Ground Floor Windows:** Ground floor windows standards do not apply in the IR zone.
- **33.150.265, Transit Street Main Entrance**: Locational standards apply to all buildings located within the maximum street setback.
- **33.150.267, Additional Development Standards for Institutional Campuses in the IR Zone:** Note 33.150.267.C.3 which references the following subsections applying to proposed development. Note that there is no requirement that this high school be developed as an Institutional Campus. If you decide to proceed as a school that isn't also an institutional campus, then these standards will not apply.
    - 33.120.200 Housing Types Allowed;
    - 33.120.232 Street-Facing Facades;
    - 33.120.240 Required Outdoor Areas;
    - 33.120.255 Pedestrian Standards.
- **33.150.285.C, Fences Locations and heights.**
- **33.150.290, Demolitions:** Sites must be landscaped within 6 months of the demolition of buildings unless there is an approved development for the site. Approved development means a project approved through a land use review or building permit. The landscaping must meet at least the L1 standard of Chapter 33.248, Landscaping and Screening, except that no shrubs or trees are required.
- **33.258, Non-Conforming Upgrades (NCU).** These are assessed per "site", and required upgrades include landscaping, trees, parking lot landscaping, pedestrian connections, and bike parking.
    - Because the surface parking lot is under the same ownership, it will be considered part of the "site", and non-conforming upgrades will be triggered. You may consider using Option 2 under 33.258.070.D.2.d.(2), which allows the required improvements to be spread out over several years. In this case, since the site is over 610,000 square feet, the compliance period for an Option 2 agreement would be for 4 years per Table 258-1.
- **33.266, Parking Standards:** Because the site is considered to be located *close to transit*, there is no minimum vehicle parking requirement. The maximum allowance is 10.5 spaces per classroom.

- **33.266.130.G, Parking area setbacks and landscaping:** Regulations apply to surface parking areas abutting a lot line; see Table 266-5 and 33.281.140.
- **33.266.210, Bike Parking Standards:** Short- and long-term biking standards apply.
  - Short-term requirements: 2, or 1 per 25,000 sq. ft. of net building area.
  - Long-term spaces are calculated at 5 per classroom.
  - Any reduction in the number of spaces would need an *adjustment* review, and any change in space requirements would need a *modification* review.
- **33.266.310, Loading Standards:** Buildings with more than 50,000 square feet of net building area required 2 Standard A loading spaces.
  - Outside the Central City plan district, loading facilities generally must be designed so that vehicles enter and exit the site in a forward motion, per 33.266.310.F.1.
- **33.281, Schools and School Sites:**
  - Per 33.281.130, on-site bus loading is required for new school sites, and encouraged for existing school sites. Jefferson High School is considered an existing school site. Note that while the standard may not require bus loading to occur onsite, the Conditional Use criteria might not be able to be met without onsite bus loading. Please consult with PBOT on this issue if bus loading is proposed in the right-of-way.
  - Per 33.281.140:
    - In parking areas where L3 landscaping is normally required, a 20-foot deep area landscaped to the L2 standard may be substituted. Special event parking is addressed in 33.281.120.
    - In situations where L3 landscaping is required by the base zone or other regulations, L1 or L2 landscaping may be substituted. However, the landscaping requirements for parking areas are stated in Subsection A. above.
- **33.293, Superblocks:** The superblock regulations apply to all new development and major remodelings which include 50,000 square feet or more of vacated street in the IR, C, EX, and CI zones outside of the Central City plan district. For sites where part of the vacated street is in the Central City plan district, the whole site is subject to the 5,000 square foot threshold.
  - See 33.293.030 for Superblock Requirements.

6. Coordination with Other Agencies

Refer to individual responses from all participating bureaus, review groups and agencies for more detailed information.

a. Electric Utility Provider Coordination

- Utility Transformers – Plan for Power (new change for 7/1/22). Utility transformers should be located on-site, behind active use street frontage, behind at-grade loading docks, or in underground parking garages. Please consult with the Case Planner assigned to this Early Assistance appointment and coordinate with the utility providing electrical service to determine power needs, transformer sizing and transformer location. Please note this document *Guidance to Siting Electrical Transformers* and the below *Path to Siting Electrical Transformers*.

  If an agreement is made with the Land Use Case Planner, and a written acknowledgement from the Utility Provider is provided per the steps below, a transformer can be located in the

ROW. Please note, PBOT has a Design Exception Request per TRN 8.13 process for locating private use utility vaults in the public right-of-way, known as Utility Vault Exclusive Use for Development (UVE). Additional information can be found at portland.gov/transportation/development/utility-vault-permitting-and-leasing-development.

Path to Siting Electric Transformers

1. Planner communicates the following to applicant:
   a. Plan for power on-site: contact your power company to understand your power needs (see contacts below). Specifically, the size of the utility provider's transformer and electrical room.
   b. Identify your ground floor activation requirements (Zoning Code/land use approval criteria)
2. If planner finds no Code or Design/Historic Resource Review issues with the proposed location for a transformer on site, transformer is located on site.
3. If planner finds Code or Design/Historic Resource Review regulations not met with the proposed location[s] for a transformer on site:
   a. Applicant works with power provider to identify other suitable locations on private property. If unsuccessful, applicant follows 'initial submittal' guidelines in TRN 8.13, co-signed by utility, to request locating transformer in a vault in the ROW (and city staff and applicant can get started on locating the vault to maximize trees and allow for utility needs); or
   b. Applicant can pursue further discussion to study design solutions in a Design Advice Request or additional Early Assistance meetings to allow transformer on site.
      - If a solution is found, transformer is located on site.
      - If no solutions, follow step 3.a above.

- For properties served by PGE - portlandgeneral.com/construction/electric-service-requirements
- For properties served by Pacific Power - pacificpower.net/working-with-us/builders-contractors/electric-service-requirements.html
- Note that the service requirements included in these links may not cover all requirements associated with your project. Applicants should contact the PGE Service Coordinator at 503-736-5450 or the Pacific Power Business Center at 888-221-7070 to identify issues that are specific to your project and to coordinate electric service requirements.
- PGE requires minimum clearances from electric wires, conductors and cables. Please be aware of these clearances by calling PGE at 503-736-5450. More information on PGE minimum clearance can be found at portland.gov/bds/documents/why-you-should-respect-portland-general-electrics-power-line-clearances

b. Transportation (PBOT)

- Loading. If Modifications or Adjustments to Title 33 loading standards are contemplated, you must reach out early and coordinate with both PBOT and BDS Historic Resource Review staff ahead of the Land Use Review submittal. PBOT may require a Traffic Scope Approval and Loading Demand Study, which both need to be submitted before the Land Use Review submittal. More information can be found at portland.gov/transportation/development/traffic-impact-studies.
- Public Works Permit – If PBOT requires a 30% Public Works Permit approval before their response to a Historic Resource Review, it should be noted that such approvals can often take longer than the Land Use Review process. Therefore, you are highly encouraged to initiate the Public Works Permit process before you submit the Historic Resource Review.

c. Environmental Services (BES)

- Stormwater Management. Stormwater management information, including infiltration tests, utility plans, stormwater facility designs, and site landscaping, must be submitted with the Historic Resource Review application. BES needs to review these elements early to ensure there are no issues that could affect the building size, location or site design.

d. Fire / Life Safety

- Preliminary Life Safety Meeting**.** A separate, preliminary life safety meeting is very beneficial to identify critical life safety and building code issues early in the process and allow the Historic Resource Review proposal to address those issues. This meeting is encouraged prior to submitting the Historic Resource Review. More information and the application can be found at portland.gov/bds/documents/life-safety-preliminary-meeting-request-packet.
- Glazing and Energy Calculations. If large amounts of glazing are proposed, it is highly encouraged that energy calculations are done prior to submitting the Historic Resource Review, in case the building design is affected by energy code requirements.

e. Electrical Services

- Information for properties served by PGE can be found at portlandgeneral.com/construction/electric-service-requirements
- Information for properties served by Pacific Power can be found at pacificpower.net/working-with-us/builders-contractors/electric-service-requirements.html
- Please note that the service requirements included in these links may not cover all requirements associated with your project. Applicants should contact the PGE Service Coordinator at 503-736-5450 or the Pacific Power Business Center at 888-221-7070 to identify issues that are specific to your project and to coordinate electric service requirements.
- PGE requires minimum clearances from electric wires, conductors and cables. Please be aware of these clearances by calling PGE at 503-736-5450. More information on PGE minimum clearance can be found at portland.gov/bds/documents/why-you-should-respect-portland-general-electrics-power-line-clearances

f. Urban Forestry – Projects that require street tree preservation and planting should reach out to Urban Forestry early in the concept design phase to understand the requirements and process. See attached Unban Forestry planner notes from Dan Gleason (503.823.1691).

g. Regional Arts and Cultural Council (RACC) – Projects that include public art/cultural components or where either is warranted to meet the approval criteria should reach out and coordinate with RACC early during the concept design phase.

B. QUESTIONS RAISED

1. *Can the City please share any Piedmont Conservation District nomination document with us. We have been unable to find it online*.

   Response: See the Albina Community Plan

2. *Can the demolition review be concurrent with the new development review and the CUMP, so that everything occurs simultaneously? How long should we plan for this?*

   Response: These reviews could be concurrent, but this could be risky without Landmarks Commission input. A DAR with Landmarks Commission for feedback on what aspects of the existing resource are important to preserve is strongly recommended. If a DAR is held and the majority of the historic structure remains, a Demo Review would not be necessary. (Note: A DAR is currently scheduled for November 14, 2022)

3. *Is the 120-day demolition delay related to CU approval or to Demolition Permit [building permit] approval?*

   Response: No Demolition Delay is required for contributing resources in Conservation Districts if there is a Demolition Review (Type III) for the submittal first. Also, no Demolition Delay would be required for a partial demolition as it will go through a Type II Historic Resource Review - which allows the opportunity for public comment.

4. *Can we submit for Building Permit during the Landmarks-required 120-day demolition delay waiting period?*

   Response: A Building Permit can be submitted once the Land Use Decision has been recorded.

5. *If we need a demo permit from the building department, can we apply for this simultaneously with the CUP? Or do we need to wait?*

   Response: A Demo Permit will not be issued until: at least 120 days have passed since the application for demolition review was deemed complete, the Demolition Review decision is final, and a permit for the new structure has been issued, per 33.445.210.E.3. The Design Advice Request (DAR) will help inform the Historic Resource Review, and in turn the Conditional Use.

   From the Conditional Use perspective, a demolition permit that does not affect any parking likely doesn't require Conditional Use Review. However, proceeding with a demolition of structures prior to approval of new structures has inherent risk and may give the appearance that the public doesn't have the opportunity to provide real input into the land use review. We would discourage moving forward with demolition prior to Conditional Use approval.

6. *Alternatively, can we submit for building demolition within the main building permit application if the entire site is being razed?*

   Response: Submittal for building demolition can take place once an approved Demolition Review decision has been recorded. See response above regarding issuance of the Demo Permit.

7. *If we elect to keep just the one original building on the site but demo all the others, what other issues do you see with this approach?*

   Response: No Demolition Review would be required if the entire 1909 building were to be retained. The Type II Historic Resource Review would consider the merits of this approach with the Community Design Guidelines as the approval criteria.

   Note: While newer additions may have greater seismic resiliency, preserving the 1909 building should be prioritized over other existing additions on site because of its historic character, orientation, location and presence on the site. Staff encourages a scheme that retains and historically renovates the exterior of the 1909 building. The DAR will discuss in depth which additions should be retained and demolished.

8. *We would like to discuss the process we would need to undergo to delist the entire site as a contributing resource to the Piedmont Conservation District.*

Response: A Historic Designation Removal Review would be required. This is a Type II review – see 33.846.040.B.1. In order for the staff to approve a change in the resource's status or removal of the site from the Piedmont Conservation District, the approval criteria in 33.846.040.C would need to be met. Staff does not recommend this approach as the approval criteria do not appear to able to be met.

9. *The existing fields don't meet setback requirements but were constructed quite recently. How likely is it that renovated or relocated fields might be able to achieve similar adjustment approvals? If we renovate the current field can it remain in the current position?*

   Response: The 50-foot setback of 33.279.040.B.1 applies to fields adjacent to R or IR-zoned sites, not sites across the street from R or IR-zoned sites. Therefore, this standard becomes relevant if a new field is proposed at the south end of campus between N Alberta St and N Humboldt St, where there are R2.5 and RM2 sites adjacent to the existing field. Any "relocation" of fields would be looked at as building new fields; any current development standards would need to be met as part of that proposal.

   If fields cannot meet current code requirements an Adjustment to the code standard could be pursued; see information on Adjustments above on page 3. In order to approve an Adjustment, such as allowing a new building to not meet the setbacks along Killingsworth, a strong argument would need to be made to not meet the setback, such as preservation of the existing 1909 building.

10. *What review and approval process would temporary portable classrooms and support spaces have to undergo? Does the CUMP need to be approved for a temporary school design to be reviewed?*

    Response: Per 33.281.150: *Temporary, portable, or relocatable structures are treated as any other type of structure. Structures which are proposed to be placed temporarily on a site during construction, are reviewed as part of the conditional use review of the proposed construction*.

    In this circumstance, regardless of the duration of the buildings, they would likely be included within the overall Conditional Use Review unless proposed separately. If the structures are only proposed to be located on the site during construction (sentence #2 above), they would be reviewed as part of the broader Conditional Use Review of the entire modernization proposal. If they are proposed for a longer duration (sentence #1), their square footage would be included in the overall alterations to the campus in determining whether a Conditional Review is required per the review thresholds in 33.279 (Recreational Fields for Organized Sports) and 33.281 (Schools and School Sites). If you wish to apply for the temporary classrooms as a separate review prior to moving forward with the overall modernization proposal, they could be considered as a separate proposal and would likely require a Type II Conditional Use Review if their total net building area exceeds 2,000 square feet per 33.281.050.A.3 and B.6.

    Any temporary structures are subject to sentence #1 requiring Historic Resource Review. If, collectively, there is greater than 800 square feet of floor area, this would require a Type II Historic Resource Review; if, collectively, there is less than 800 square feet of floor area, a Type Ix Historic Resource Review would be required.

    Note: Structures located outside of a Conservation District are not subject to HR.

C. PREVIOUS LAND USE REVIEWS

As part of your application, address relevant conditions of approval from previous land use reviews on the site and discuss the current status of compliance. Below are the relevant land use case reviews that the City of Portland has on record for the subject site:

- LU 16-211724 HRM: Historic Resource Review approval for a new scoreboard on the north end of the athletic field at Jefferson High School. Five Modifications to the Sign Code were approved with the submittal.

Any conditions of approval associated to these two cases no longer apply:

- CU 034-68: 1968 Conditional Use approval for a new industrial arts shop.

- CU 13-64: 1964 Conditional Use approval for a new gymnasium and library.

D. SUBMITTAL REQUIREMENTS FOR LAND USE REVIEWS

This list identifies the materials you must submit for your Land Use application to be considered complete. For additional details, see Zoning Code Section 33.730.060.

GENERAL

- Digital submittal required.
- For final drawings (C Exhibits) and Appendix set (APP Exhibits):
  - Use 11"x17" format
  - Leave a 1.5"x5" blank space at the bottom right corner for Staff to add the case number, exhibit number and stamp.
- Conduct a thorough review before submitting your drawing packet.
- Review all color quality in submittal to ensure it accurately represent the colors intended.
- When returning for a 2nd hearing, revisions to the prior submittals should be illustrated and clearly marked in a side-by-side comparison.

PROJECT INFORMATION & NARRATIVE

- Land Use Review application form
- Project team and project cost
- Project description
- Zoning summary
- Response to guidelines/approval criteria (Word doc.)
- Modifications and Adjustments requests & approval criteria responses (Word doc.)
- Response to DAR (narrative)
- Technical Reports - Stormwater Loading Analysis, Queuing Study, etc.

DRAWINGS

"C" Exhibits should represent proposed development/alterations and be at an architectural or engineering scale:

- Title Page
- Table of Contents
- Site Plan
- Floor and Roof Plans - roof plan should show all rooftop elements, including mechanical
- Elevations - B/W and color, and without shade or shadows, include material key, street-facing elevations in their immediate context, including adjacent buildings
- Building Sections - Include some depicting relationships to adjacent buildings
- Enlarged Details - windows/doors, storefronts, canopies, balconies, signage and their attachments, etc., control joints, seismic joints, and other visible construction details
- Materials / Colors - clearly identify each building material by name
- Landscape Plans
- Lighting Plans
- Civil Plans
- Cut Sheets - only pertinent product info like type, finish, color, dimensions

SUPPORTING INFORMATION

Appendix ("APP" Exhibits) should include information that supports the drawings:

- Renderings - day and night in context, must be simple and not enhanced marketing-type images, avoid dramatic lighting effects
- Context - plan area, urban (3-block radius), site
- Sightlines - sightline drawings from relevant vantage points
- Material Photos & Examples
- Massing & Design Concept
- Miscellaneous Diagrams - FAR, ground floor windows, clear vs. spandrel panels, height, Modifications, Adjustments, etc.

- Responses to DAR (diagram)

DIGITAL MODEL

Historic Resource Review proposals in a Historic or Conservation District in the Central City plan district that include new development or changes in the bulk of an existing building are required to submit a three-dimensional digital model with the Historic Resource Review application. The digital files required include:

- Sketch up Model (.skp File)
- 3-D Model plugged into Google Earth (.kmz File)

E. SUBMITTAL – LAND USE REVIEWS & PERMITS

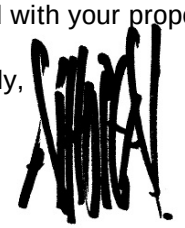
PLEASE BE ADVISED - If a Land Use Review is required, permits for the work subject to the Land Use Review cannot be accepted until the Land Use Review approval is issued and recorded.

Land Use Reviews and other LUS applications:
When you are ready to submit a land use review application, please see the BDS Website at portland.gov/bds/land-use-review-fees-and-types/land-use-reviews-and-final-plat-applications for current submittal requirements. Currently, we are accepting electronic land use applications via email at LandUseIntake@portlandoregon.gov. A Land Use Services technician will contact you with instructions for providing payment for emailed applications.

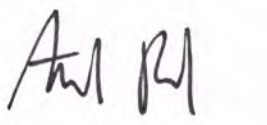
Permits:
When you are ready to submit a permit, please see our website for updated information on how to apply for permits at portland.gov/bds/permit-review-process/apply-or-pay-permits.

Please contact me with questions regarding this letter, or if I can be of further assistance as you move forward with your proposal.

Sincerely,



Arthur Graves, City Planner
503.865.6517 | Arthur.Graves@portlandoregon.gov



Amanda Rhoads, AICP
City Planner II
503-865-6514 | Amanda.Rhoads@portlandoregon.gov

Handouts and Additional Information:

- Zone Map
- Zoning Code: https://www.portland.gov/code/33
- Additional information and application forms are available online at https://www.portland.gov/bds/zoning-land-use .
- Land Use Services Fee Schedule: https://www.portland.gov/bds/current-fee-schedules#toc-city-of-portland-fee-schedules
- Electric Service Requirements. Information on electric service requirements for properties served by PGE, can be found at the following link: https://www.portlandgeneral.com/construction/electric-service-requirements; and information on electric service requirements for properties served by Pacific Power

can be found at the following link: https://www.pacificpower.net/content/dam/pcorp/documents/en/pacificpower/working-with-us/PP_Developer_and_New_Service_Checklist.pdf.

Please note that the service requirements included in these links may not cover all requirements associated with your project. Applicants should contact the PGE Service Coordinator at 503-736-5450 or the Pacific Power Business Center at 888-221-7070 to identify issues that are specific to your project and to coordinate electric service requirements.

PGE requires minimum clearances from electric wires, conductors and cables. Please be aware of these clearances by calling PGE at 503-736-5450.

More information on PGE Minimum Clearance Requirements: https://www.portland.gov/bds/documents/why-you-should-respect-portland-general-electrics-power-line-clearances.

PBOT
PORTLAND BUREAU OF TRANSPORTATION
1900 SW Fourth Ave., Suite 5000 Portland, OR 97201 503-823-5185
Fax 503-823-7576 TTY 503-823-6868 www.portlandoregon.gov/transportation
Jo Ann Hardesty Commissioner Chris Warner Director

PBOT – Development Review
Early Assistance Conference Response

Date: September 14, 2022
To: Becca Cavell, BORA ARCHITECTS
503-226-1575, cavell@bora.co
From: Michael Pina, PBOT Development Review
503-823-4249, Michael.Pina@portlandoregon.gov
Case File: EA 22-175771
Location: 5210 N KERBY AVE
R#: R131400, R135700, R210923, R210924, R298127
Proposal: The Jefferson HS Modernization will be designed for an average student capacity of 1,700 students. As a focus school, additional space will be necessary to support dance and theater programs, as well as expanded community Partner programs supporting JHS's Middle College focus. Total anticipated gross square footage for the new facility will be around 330,000 GSF.

Portland Transportation/Development Review staff has reviewed the Early Assistance conference materials to identify potential issues and requirements.

A. KEY ISSUES AND REQUIREMENTS

Following is a brief summary of issues and requirements that may impact your proposed project or are submittal requirements that will require time to prepare prior to submittal of the application.

- If the project is required to be reviewed under a Conditional Use permit, a Traffic Impact Study (TIS) will be required transportation-related approval criteria. TIS' are first to be scoped and approved prior to submission of the formal study. See below for more information.
- For the Historic / Design Review:
  - Loading area should be consolidated into one location, if possible, preferable at N Sumner and N Kerby.
- For the Building Permit:
  - The surrounding pedestrian corridors are generally in good to fair condition and allowed to remain, with the exception of cracked and/or non-ADA complaint sections. Also, expanding tree wells in some locations, determined by Urban Forestry.
  - The three corners along Alberta will need to be reconstructed with curb extensions into Alberta. The "corner" at N Sumner and N Kerby will also need to be reconstructed (similar to the N Emerson location)
  - Several driveway closures surrounding the site.
- Secondary access for the softball field shall come from N Humboldt St to the south. Access from N Alberta St is not permitted.

B. STREET CLASSIFICATION AND CONFIGURATION

TSP Classifications: At this location, the City's Transportation System Plan (TSP) classifies the abutting street(s) as follows:

Street Name	Traffic	Transit	Bicycle	Pedestrian	Freight	Emergency Response	Street Design
N Killingsworth St	District Collector	Major Transit Priority	City Bikeway	Major City Walkway in a Ped. Dist.	Truck Access Street	Major Response	N'hood Main Street
N Commercial Ave	Local Service	Local Service	City Bikeway	N'hood Walkway in Ped. Dist.	Local Service	Minor Response	Local Street
N Alberta St	N'hood Collector	Local Service	City Bikeway	City Walkway	Local Service	Secondary Response	Local Street
N Humboldt St	Local Service	Local Service	Local Service	Local Service	Local Service	Minor Response	Local Street
N Kerby Ave	Local Service	Local Service	Local Service	Local Service	Local Service	Minor Response	Local Street

Existing Improvements: At this location, according to the City's GIS data, the site's abutting Rights-of-Way (ROW) are improved as follows:

Street Name	ROW Width*	Roadway Width*/Condition	Pedestrian Corridor Width*/Configuration			
			Curb	Furnishing	Sidewalk	Frontage
N Killingsworth St	82-ft	52-ft, paved	0.5-ft	N/A	5.5-ft	6-ft
N Commercial Ave	65-ft	45 to 30-ft, paved	0.5-ft	5-ft	6-ft	1-ft
N Alberta St	53 to 66-ft	30 to 45-ft	0.5-ft	3.5-ft	6-ft	2-ft
N Humboldt St	25-ft	20-ft, paved asphalt	N/A	N/A	N/A	2.5-ft
N Kerby Ave	60-ft	35 to 36-ft, paved	0.5-ft	5-ft	6-ft	1 to 2-ft

NOTE: The applicant is advised the information contained herein is derived from City GIS and other databases typically used by city staff, as well as information from the applicant. It has not been confirmed via a survey. This evaluation is not implied to be more accurate than the sources that the information was obtained from. It is the applicant's responsibility to provide a current survey to document the location of the abutting rights-of-way to challenge any anticipated dedication amount that is being required.

1. **Required ROW Improvements:** Title 17.88.020 provides PBOT the authority to require the abutting frontage be brought up to City standards when development results in an Increase in Occupancy/Trips and/or is defined as a Significant Alteration (17.88.010). the Conditional Use TIS will demonstrate if the proposed modernization will result in an increase in trip generation, which allows PBOT to obtain property dedication. The only area this would apply in this case would be the frontage of N Humboldt St. Otherwise, the surrounding pedestrian corridors are in good to fair condition. When project is coming closer to permit, PBOT will draft an Internal Public Works Alternative decision allowing the corridors to remain, with the exception of cracked and/or non-ADA complaint sections. Urban Forestry will also likely require the expansion of current tree wells, to be incorporated in the scope of the Public Works permit.

   The following improvements are required and will need to be designed under a Public Works Permit, which is to receive 30% Concept approval and bond payment prior to issuance of the building permit:

   - The three corners along Alberta will be required to be reconstructed with single curb extensions in accordance with TRN 1.28.
   - The outside "corner" at N Sumner and N Kerby will also need to be reconstructed (similar to the N Emerson and N Kerby condition)

- Closure of driveways which are no longer needed or does not access a legal parking space on abutting property
- Any improvements to the N Kerby plaza between the school and parking lot to the west. This area remains public ROW and pedestrian and bike connectivity will need to be maintained through this segment. If the applicant is interested in a plaza design with street paint, they are encouraged to explore options such as street painting, administered by Portland in the Street group in PBOT. More information can be found here: https://www.portland.gov/transportation/permitting/street-painting.
- If considered an increase in trip generation to the site, as determined via the results of the Transportation Impact Study (TIS), dedicate sufficient property along N Humboldt St to accommodate City standard improvements in accordance with TRN 1.09. An arborist report would be valuable information if the applicant purposes to preserve the existing trees along the southern property line.

C. GENERAL INFORMATION

1. **Conditional Use Criteria:** School sites typically generate a great deal of public interest; therefore, it is imperative to have ample documentation in record that demonstrates the gymnasium addition meets the approval criteria. The TIS is to be prepared by an Oregon licensed Traffic Engineer and must first be scoped and approved prior to land use submission. The final TIS should clearly, directly and adequately address all applicable transportation-related approval criteria and each evaluation factor associated with the subject land use review The study should specifically include the following information:
   - Daily, weekly, and monthly schedule capturing school operations, special events, and potential community uses of the site – such as information regarding whether the proposed gym or theater will be used by the general public, sports leagues, or other community groups outside of “normal” elementary school operating hours. School-sponsored sports times.
   - A detailed description of both existing and proposed vehicular pick up and drop off operations, including school buses and private vehicles; and a site and circulation plan. Even if the addition is not anticipated to change the site’s operation, this should be demonstrated.
   - Parking Demand and the impact of vehicle parking on the surrounding neighborhood streets. The amount of on-site required parking for a conditional use is based on the conditional use review. This typically involves some form of parking study in the public right-of-way in addition to a detailed description of the operation of any on-site parking. Staff recognizes parking studies are challenging currently since all schools are closed due to the Covid-19 pandemic. Please have your traffic engineer work closely with the PBOT scoping engineer on how to navigate data collection during the pandemic.
   - Provisions for pedestrian and bicycle access to and through the site as well as an estimate of pedestrian/bicycle demand for the users of the site (mode split percentages).
   - In some instances, it is also appropriate to study area intersections for level of service issues. Whether or not that is appropriate in this case will be determined via scoping of the traffic study though it is not anticipated at this time.
   - Enrollment projections. What is the capacity of the new proposed building?
2. **Scoping requirements:** The scope of work for the required Transportation Impact Study (TIS) must be approved by PBOT prior to preparation of the Study. The applicant is required

to complete the appropriate Scope Approval forms for review and approval by PBOT. Forms can be found at: https://www.portlandoregon.gov/transportation/74543. Completed Scope Approval forms, supporting documentation, and additional questions are to be directed to PBOTDevRevTrafficScopes@portlandoregon.gov.

3. **Site Access:** 17.28.110.D provides PBOT the authority to review driveway access with regards to location, width, and operation in coordination with TRN 10.40. Based upon the proposed site plan, there are a few existing curb cuts that appear no longer needed or does not access a legal parking space on abutting property per PCC Title 33. Driveway closures shall be incorporated Public Works permit as noted above.

   Likewise, the applicant is encouraged to consolidate any required/proposed loading areas into one location if possible. The N Sumner/Kerby intersection is preferable.

   For the softball field south of N Alberta, TRN 10.40.D.5 states access shall *only* be provided on the lowest classified street according to the City's Transportation System Plan (TSP), which in this case is N Humboldt. Access from N Commercial is acceptable as proposed, but access will not be allowed from N Alberta. Secondary access for the proposed parking lot is encouraged from N Humboldt to the south.

4. **Alternative Review:** The applicant does have the opportunity to propose an alternative frontage improvement solution by entering the City's adopted Public Works Alternative (PWA) Review process. The Public Works Alternative Review Committee will consider the proposed alternatives provided by the applicant regarding the specific proposal/site. The burden of proof is upon the applicant to provide application materials which provide sufficient detail and technical data supporting your request to enable the Committee to make a qualified decision regarding the specific proposal/site. Additional information on this process can be found at the following link: http://www.portlandoregon.gov/article/481371.

5. **Required Bike Parking:** This is a location which has high multi-modal options serving the site. As such, PBOT would expect that the required bike parking in accordance with 33.266.200 be fully met. An Adjustments to reduce bike parking will likely not be supported.

6. **Encroachment in Public ROW:** During the meeting, it was discussed about possibly constructing a covered bike parking structure within the N Kerby ROW between the parking lot and school building. This would require an Encroachment Permit to be approved prior to PBOT's support of the Historic Review. For more information, go to: http://www.portlandoregon.gov/transportation/encroachments.

7. **Signals and Street Lighting (SSL):**
   Stefan Bussey, Traffic Engineer, stefan.bussey@portlandoregon.gov

   Staff has not received a response at time of this response but will relay any information provided. Alternatively, the applicant is encouraged to contact the Lighting Engineer above.

6. **Public Works Response:**
   Molly Awram, Senior Engineering Associate, molly.awram@portlandoregon.gov

   Staff has not received a response at time of this response but will relay any information provided. Alternatively, the applicant is encouraged to contact the Public Works Project Manager above for any questions on the Public Works submittal requirements. General information on the Public Works process can be found here: https://www.portlandoregon.gov/index.cfm?&c=53147.

D. APPROVAL CRITERIA

The applicant shall submit a written narrative adequately addressing the applicable zoning code approval criteria listed below for the required reviews:

Topic	Code and Comments	Code Citation & Link
33.815.105 Institutional and Other Uses in Residential and Campus Institutional Zones	Public services. 1. The proposed use is in conformance with the street designations shown in the Transportation Element of the Comprehensive Plan; 2. Transportation system: a. The transportation system is capable of supporting the proposed use in addition to the existing uses in the area. Evaluation factors include safety, street capacity, level of service, connectivity, transit availability, availability of pedestrian and bicycle networks, on-street parking impacts, access restrictions, neighborhood impacts, impacts on pedestrian, bicycle, and transit circulation. Evaluation factors may be balanced; a finding of failure in one or more factors may be acceptable if the failure is not a result of the proposed development, and any additional impacts on the system from the proposed development are mitigated; b. Measures proportional to the impacts of the proposed use are proposed to mitigate on- and off-site transportation impacts. Measures may include transportation improvements to on-site circulation, public street dedication and improvement, private street improvements, intersection improvements, signal or other traffic management improvements, additional transportation and parking demand management actions, street crossing improvements, improvements to the local pedestrian and bicycle networks, and transit improvements; c. Transportation improvements adjacent to the development and in the vicinity needed to support the development are available or will be made available when the development is complete or, if the development is phased, will be available as each phase of the development is completed.	https://www.portland.gov/sites/default/files/code/33.815-conditional-uses.pdf

E. SUBMITTAL REQUIREMENTS FOR LAND USE SUBMISSION

This list identifies Portland Transportation submittal requirements. Please see the Conference Summary Memo for all of the materials you must submit for your application to be considered complete.

1. Traffic Impact Study (TIS) supporting the Conditional Use approval criteria. The study shall be scoped first and approved prior to submitting the formal TIS.

2. A Driveway Design Exception (DDE) for any driveways which do not conform to 17.28.110 and TRN 10.40 (if applicable).
3. Preliminary plans showing dedication (if applicable) and right-of-way improvements.

F. PERMIT INFORMATION

At the time of permit review (following the land use review) you should be aware of the following:

1. System Development Charges (SDCs) may be assessed for this development. To receive an estimate of the SDC amount, the applicant is advised to leave a voicemail message to include the case file number, at (503) 823-7002, Option 2. Additional information about PBOT SDCs can be found at: https://www.portlandoregon.gov/transportation/46210.

2. Curb cuts and driveway construction must meet the requirements in Title 17.28.110 and TRN 10.40, which are reviewed at time of building permits.

3. The ROW improvements will need to be designed by an Oregon licensed civil engineer and constructed under a Public Works Permit, which is separate from the Building Permit that will be necessary for construction of the proposed project. Conceptual PW Design must be submitted to Public Works Permitting in order to verify the type of PW Permit that is required and to determine the required performance guarantee amount. PW Design Review will determine specific design elements including stormwater management, bus stop, curb-cuts, landscaping, location of signage, location of utility poles and street lights, as well as other design requirements.

   The applicant is therefore encouraged to contact Public Works at (503) 823-1987 or at pwp@portlandoregon.gov to familiarize themselves with the process and initiate the appropriate meetings/process. Additional information on the City's Public Works Permitting process can be found at the following link: http://www.portlandonline.com/publicworks. It is important for the applicant to understand the Public Works process and timeline thereof to avoid any conflicts with the Building Permit process.

4. Plans, fees, a contract (called the application for permit) and a performance guarantee for the estimated value of the improvement must be submitted prior to (Final Plat approval). The performance guarantee may be in the form of a surety bond, irrevocable letter of credit, set-aside account, or cash deposit.

CITY OF PORTLAND
ENVIRONMENTAL SERVICES
1120 SW Fifth Avenue, Suite 613, Portland, Oregon 97204 ▪ Mingus Mapps, Commissioner ▪ Michael Jordan, Director

Early Assistance Comments

Date: October 7, 2022
To: BORA ARCHITECTS *BECCA CAVELL*, Applicant
From: Abigail Cermak, BES Systems Development
503-823-7577, Abigail.Cermak@portlandoregon.gov
Case File: EA 22-175771
Location: 5210 N KERBY AVE

The Bureau of Environmental Services (BES) has reviewed the submitted materials to identify potential issues and requirements and provide the following comments. Some references to Portland City Code (PCC) are included below; the applicant may refer to the Auditor's Office Online Charter and Code.

A. Key Issues and Requirements

Following is a brief summary of issues and requirements that may impact your proposed project or are submittal requirements that will require time to prepare prior to submittal of the application.

1. The applicant must submit a site plan showing the existing sanitary sewer connection location(s) and stormwater disposal system(s) for the structures to remain on this site as well as all proposed sanitary connections and stormwater systems.
2. The applicant must submit a stormwater report, including the results of infiltration testing, with land use and building permit applications.
3. Applicable Source Control Manual requirements (such as trash and recycling areas) may trigger stormwater management, changes to site design, or new sanitary connections. Therefore, BES encourages the applicant to account for these requirements through the land use application.
4. Landscaped areas in parking lots must be utilized as stormwater facilities where feasible if nonconforming parking lot landscaping will be brought into conformance.

B. Follow Up to Questions Raised at the Meeting

1. During the meeting, the applicant asked if it would be feasible to relocate or abandon the 8-inch combined sewer crossing the southern parcels of the project site south of N Alberta St.
    a. Internal discussions with our Maintenance Engineering team are currently happening. I will follow up with the applicant team via email once additional information is known.

C. Sanitary Service

1. *Sanitary Infrastructure*: According to available GIS data, the following sewer infrastructure is located in the vicinity of the project site:
    a. Public 8-inch concrete (CSP) combined sewer in N Killingsworth (BES as-built #0418). This is a short section of sewer that connects to the 10-inch combined sewer heading north through the N Kerby Ave – Commercial Ave Alley.
    b. Public 8-inch cured-in place (CIPP) combined sewer which begins on the northern portion of the subject site (lined per BES job #E10482) that also connects to the 10-inch

The City of Portland complies with all non-discrimination laws including Title VI (Civil Rights) and Title II (ADA).
To request a translation, accommodation or additional information, please call 503-823-7740, or use City TTY 503-823-6868, or Oregon Relay Service: 711.

combined sewer heading north through the N Kerby Ave – Commercial Ave Alley. This short section of sewer on the subject site is within the vacated portion of N Congress St and within a public easement granted to the City of Portland (Tracking #8012 in PortlandMaps).

c. Public 8-inch vitrified clay (VSP) combined sewer in N Kerby that terminates north of N Emerson St (BES as-built # 0968).

d. Public 15-inch concrete (CSP) combined sewer in N Sumner St (BES as-built #3386) with a 6-inch combined sewer extension into N Kerby Ave (BES as-built 0008).

    1) Historic plumbing records indicate the subject site has a lateral connection to this 6-inch line.

e. Public 8-inch PVC combined sewer in N Webster St (BES as-built #6353) with a 6-inch combined sewer extension into N Kerby Ave (BES as-built #0008).

    1) Historic plumbing records indicate the subject site has a lateral connection to this 6-inch line (BES as-built #0008).

f. There is a public 8-inch vitrified clay (VSP) combined sewer in N Commercial Ave that terminates midblock north of N Alberta St (BES as-built #20768). BES models predict that this sewer may surcharge during the 2, 5, and 25-year storm events.

    1) Historic plumbing records indicate the subject site is connected to this sewer.

g. There is public 8-inch concrete (CSP) combined sewer that begins in N Alberta St and heads south, crossing the southern parcels of the project site south of N Alberta St (BES as-built #20689). This sewer is located with the vacated portion of N Congress St and within a public easement granted to the City of Portland under Ordinance #116129. The Ordinance document has been provided to the applicant team via email.

h. There is a public 8-inch vitrified clay (VSP) combined sewer in N Kerby Ave which begins just south of N Alberta St (BES as-built #21130).

2. *Sewer Easements and Encroachments*: The public 8-inch combined sewer that runs across the subject site is located within the vacated portions of N Congress Ave and N Humboldt St. The street vacation ordinances and/or associated easements grant certain rights to the City of Portland related to the existing public sewer infrastructure, such as constructing, maintaining, and/or accessing these public utilities. Features or activities that would interfere with the City's granted rights are considered unauthorized encroachments. In evaluating a proposed encroachment, administrative rule ENB-4.07 establishes that BES "will balance the need for the encroachment against the repair and maintenance needs of that sewer." Examples of features or activities that may be limited or prohibited, depending on the easement, include building construction, utility installation or maintenance, material storage, grading, fence installation, and tree planting. BES staff review for possible easement encroachments as authorized by PCC 17.32.040.B during land use and/or building permit review. BES may deny a request to encroach, approve the request, or approve the request with conditions. If the encroachment is approved, the City will obtain an executed and recorded encroachment agreement with the property owner to satisfy the authorization requirement in PCC 17.32.030.A.2.

3. *Water Main and Sewer Main Locations:* According to available GIS data, a water main is located between the proposed development site and the combined mains in N Kerby Ave, . Any new connection(s) to the sewer main will cross the water main and will require a Water Utility Protection Plan. Sanitary laterals must meet required separation distances according to the Water Bureau; the applicant should contact the assigned Water Bureau reviewer or

the Water Bureau general email (devrev@portlandoregon.gov) with questions related to required separation distances.

4. *Upsizing Existing Sanitary Lateral:* BES does not have clear records regarding the diameter size of all existing laterals available to the subject site. The portion of the building's lateral that is located in public right-of-way cannot be smaller than the pipe on-property (administrative rule ENB-4.17 Section 12), and therefore may require upsizing, depending on the existing lateral diameter and/or the expected sanitary flow rates from the proposed development. Upsizing an existing sanitary lateral in the public right-of-way requires a sewer connection permit; see https://www.portland.gov/bes/ur-uc-permit-guide for guidance about sewer lateral permitting in the ROW, and Section 5.6 of the Sewer and Drainage Facilities Design Manual for sewer lateral design criteria.

5. *Connection Requirements*: Connections to the City sewer system must meet the standards of the City of Portland's Sewer and Drainage Facilities Design Manual, PCC 17.32.090, administrative rules ENB-4.07 and ENB-4.17, and all other relevant City codes and rules. Sanitary sewage from private property must be separately conveyed to the property line and connected through individual laterals for discharge to the City separate sanitary or combined sewer. Per ENB-4.07, sewer connection permits are required to make new connections to City mains and laterals, relocate or upsize existing laterals, and repair sewers in City right-of-way. The permittee is responsible for verifying the location, depth and size of an existing sewer lateral and for ensuring the lateral is clear of obstructions prior to connection.

D. STORMWATER MANAGEMENT

1. *Stormwater Infrastructure*: According to available GIS data, the following stormwater infrastructure is located in the vicinity of the project site:

   a. There are no public storm-only sewers available to this property and a public storm main extension is not required. The combined sewer described above may provide the only offsite discharge location for stormwater from the development.

   b. Public underground injection control (UIC) systems ("sumps") in N Kerby Ave and N Commercial Ave infiltrate stormwater runoff from the public right-of-way. Stormwater from private development cannot be discharged to public UICs.

   c. Stormwater from the public right-of-way in N Killingsworth St discharges to the public combined sewer.

2. *General Stormwater Management Requirements*: Development and redevelopment sites that include any of the triggers listed in PCC 17.38.040 are subject to the policies and standards of PCC 17.38.035, Portland's Stormwater Management Manual (SWMM) and Source Control Manual (SCM). Projects must comply with the current adopted version of the SWMM as of the permit application date. A fundamental evaluation factor in the SWMM is the Stormwater Infiltration and Discharge Hierarchy (Section 1.3.3), which sets the framework that will be used to determine when a project's stormwater runoff must be infiltrated onsite and when offsite discharge will be permitted, and the parameters that must be met for either scenario. If tested infiltration rates on a property are greater than or equal to 2 inches per hour, onsite infiltration will be required unless the site qualifies for the ecoroof exception per Section 3.2.1 or infiltration is determined infeasible based on site conditions described in Chapter 2 of the SWMM. Note that maximum building coverage allowed by the zoning code, including below grade development, does not exempt the applicant from stormwater requirements. Pollution reduction and flow control requirements must be met using vegetated facilities to the maximum extent feasible, though roof runoff and some paved impervious surfaces are exempt when discharging directly to a UIC (refer to Sections

1.3.2, 1.3.4, 3.2.4 and 4.2.2 of the SWMM).

3. *Public Right-of-Way Stormwater Management:* Stormwater runoff from the public right-of-way must comply with all applicable standards of the SWMM and Sewer and Drainage Facilities Design Manual and be conveyed to a discharge point along a route of service approved by the BES Director or the Director's designee. Additional guidance on meeting the 2020 SWMM for projects in the public right-of-way is available at https://www.portland.gov/bes/stormwater/swmm-and-right-way-projects.

    a. Under the 2020 SWMM, sidewalk improvements behind an existing curb that create or replace 500 SF or more of impervious area are no longer exempt from stormwater management requirements unless they fall under a specific exemption described in Section 1.2.1.2 of the SWMM. Based on the scope of PBOT requirements, the length of project frontage and existing conditions, BES does not expect that the required sidewalk improvements will exceed 500 SF of triggered impervious area. However, if the scope of work changes or future analysis shows that the triggered area will exceed 500 SF, then the applicant should note that this area is eligible to pay an Offsite Stormwater Management Fee in lieu of building a stormwater facility through the Staff Review Special Circumstances (SRSC) process. Refer to Section 1.8.1 of the SWMM and contact BES Development Engineering staff to confirm SWMM requirements.

        1) *Technical Guidance:* BES understands PBOT is working on drafting an internal Public Works Alternative decision to waive N Humboldt sidewalk requirements.

4. *Private Property Stormwater Management*: Stormwater runoff from this project must comply with all applicable standards of the SWMM and SCM and be conveyed to a discharge point along a route of service approved by the BES Director or the Director's designee.

    a. *Existing Development:* Plans submitted for the conditional use and/or the historic resource review must show the stormwater disposal system for the existing paving and structures to remain including all downspouts, the type of private storm facility (if applicable), and the final stormwater disposal location. Any existing stormwater facilities must meet applicable setback requirements to existing structures (refer to Table 2-1 of the SWMM). If downspouts are routed to splashblocks, show that they meet setback and discharge requirements per Section 3.2.3.3 of the SWMM.

    b. Storm Report: The applicant must submit a Presumptive (SWMM Section 2.5.2) or Performance Approach (SWMM Section 2.5.3) stormwater report and a preliminary utility plan showing stormwater management facilities sized according to SWMM standards. The report must follow the outline included in Section 3.4.3 of the SWMM and be stamped by an Oregon registered engineer or other qualified design professional. Required elements of the report include:

        1) Results of infiltration test(s) on the subject site performed by an Oregon-licensed engineer, certified engineering geologist, or registered geologist in accordance with the open pit, encased or double-ring infiltrometer testing methods described in Section 2.3.2 of the SWMM. To best assess the feasibility of onsite infiltration, the design team must test infiltration rates at depths that appear conducive to infiltration using field-based decisions and by referencing available soil information, geotechnical analyses and/or boring logs. To the extent feasible, proposed infiltration facilities must correspond with the location and depth of the completed infiltration testing. Indicate on a plan the approximate location of the test(s).

        2) Calculations prepared by an engineer using the Presumptive Approach Calculator (PAC). If using other software under the Performance Approach, the principles of Section 2.5.3 must be followed.

3) If BES approves offsite discharge to the combined sewer, PCC 17.38 and the SWMM require stormwater discharge to be controlled so that the post-development 25-year peak flow rate is limited to the pre-development 10-year peak flow rate. The applicant must show through the Presumptive or Performance Approach stormwater report how flow and volume control standards that apply to the proposed discharge point will be met.

c. *Infiltration Facility Setback Requirements:* Required minimum setback distances from infiltration facilities to slopes, property lines, foundations and other features are described in Section 2.2.4 and Table 2-1 of the SWMM. Most infiltration facilities must be set back 5 feet from parcel property lines and 10 feet from foundations, as measured to the high water level at the edge of vegetated facilities, the middle of drywells, and the edge of soakage trenches. Note that no setbacks are required for property lines with the right-of-way. Additional specific setback requirements are described for rain gardens, filter strips, downspout extensions, and ponds (see Section 2.2.4 of the SWMM). BES will review all proposals to reduce required setbacks. Stormwater facilities with reduced setbacks may need to be designed under the Presumptive or Performance Approach and additional documentation and analysis (such as analysis from a geotechnical engineer, structural engineer, registered geologist or other environmental professional) may be required as described in Section 2.2.4 of the SWMM.

d. *Stormwater Management for Sports Field*: If a sports field (including those with artificial turf) has an underdrain system designed to capture stormwater and convey it away from the field, BES would consider the field as “impervious surface” and a stormwater facility would be required. If the field is a natural grass field with no underdrain, or the field (artificial included) has an underdrain system (like perf pipe) that fully infiltrates stormwater (minimum disposal = 10 year storm design = 3.4 inches/24 hour period), then the field would not require a stormwater facility.

e. *Ecoroofs*: Full coverage ecoroofs may meet the entire stormwater management obligation of a building. If instead the applicant proposes an ecoroof that only partially covers a building, the following considerations must be followed, as applicable. For more information about partial-coverage ecoroofs, see https://www.portlandoregon.gov/bes/article/691262.

1) *Building Coverage:* If a building with ≥ 60% ecoroof is proposed, onsite stormwater infiltration does not need to be investigated for the building area.

2) *Ground Level:* Incidental ground-level impervious areas associated with an adjacent building that has ≥ 60% ecoroof also does not need to be evaluated for on-site infiltration. However, larger impervious areas that allow sufficient space to install an infiltration facility, such as parking lots, must be investigated for the feasibility of infiltrating stormwater per SWMM procedures.

3) *Pollution Reduction:* In the combined system (Level 3), pollution reduction is not required.

4) *Flow Control:* Flow control must be provided for all non-ecoroof area. A partial ecoroof can contribute toward meeting the site’s overall flow control obligation, and in some cases a partial ecoroof may be all that is required. To assess this, the project engineer must calculate flow control using the Santa Barbara Urban Hydrograph method using a 5-minute time of concentration, an ecoroof curve number of 61 (from SWMM Table A-8), and a weighted curve number for the entire roof area (formula is provided in guidance document linked above).

f. *Nonconforming Parking Lot and Landscape Requirements*: If this project will bring

existing parking areas into compliance with current landscaping requirements per PCC 33.258.070, then the SWMM requires that new landscaped areas must also be utilized as vegetated stormwater facilities where feasible (refer to Section 1.2.3 of the SWMM). The SWMM includes examples of criteria that will be considered to determine feasibility. Note that if a stormwater facility is determined feasible, the facility must be sized using the appropriate methodology from Section 2.5 of the SWMM and should therefore be included in the required stormwater report.

g. *UIC Decommissioning*: BES strongly recommends that the applicant decommission the existing UIC on the property under review. The Oregon Department of Environmental Quality (DEQ) regulates underground injection control (UIC) facilities to protect groundwater. Drywells and soakage trenches are examples of UICs. UIC decommissioning can only be authorized through DEQ, not through the City permits. The applicant should refer to Section 1.7.3 of the SWMM and contact DEQ at 503-229-5886.

5. *Clean River Rewards Program*: Clean River Rewards, Portland's stormwater discount program, offers discounts up to 100% of the City's onsite stormwater management charge to ratepayers who manage stormwater runoff on their property. Please note that this discount is not automatically applied; ratepayers must register their property and describe how stormwater is being managed to qualify. Be aware that some properties discharging to the Multnomah County Drainage Districts (within the Columbia Slough watershed) are not charged an onsite stormwater management fee by the City and are therefore ineligible to register for this program. See the Clean River Rewards website or call 503-823-1371 for more information.

E. General Public Works Permit Information

For questions related to the public improvements described throughout these notes, please contact Rod Krauter at (503) 823-7064 or rodney.krauter@portlandoregon.gov or the BES Development Engineering hotline at (503) 823-7761, option 3.

1. *General Public Works Permit Information:* Information on the City's public works permit (PWP) process, including submittal requirements and review timelines, is available at www.portlandoregon.gov/publicworks. All submitted public works plans must meet the City's Sewer and Drainage Facilities Design Manual (SDFDM), SWMM, and public works permitting plan submittal requirements and drafting standards. Contact Public Works Permitting at (503) 823-1987 or pwp@portlandoregon.gov with questions related to the general public works permit process.

2. *Hazardous Substances Code:* The City's Hazardous Substances Code (PCC 17.24.067) requires the excavation and removal of disturbed contaminated soils from right-of-way access areas and utility corridors. The soils must be replaced with clean fill at a minimum depth of 5 feet. A demarcation/contaminant barrier is also required when it has been determined the soils are contaminated at depth. Erosion control measures for contaminated soils (Section 8.2.1 of the SCM) must be met. Soil stockpiles must be covered and contained with a barrier on all four sides, with an impervious layer underneath the stockpile to inhibit contaminants from leaching back into the soil.

F. Submittal Requirements for Land Use

1. Full land use plan set, including preliminary utility plan showing all existing and proposed sanitary and storm facilities and connections. All BES assets and easements must also be shown and labeled on plans.

2. A Presumptive/Performance approach stormwater report, including the results of infiltration testing, as described in this memo.

3. If nonconforming upgrades are necessary under this review and the applicant proposes to bring parking lot landscaping into conformance, then BES will request that plans be submitted showing proposed new landscaped areas and the topography of the adjacent parking lots to aid BES staff in determining the feasibility of using new landscaped areas for stormwater management.

G. PERMIT INFORMATION

At the time of permit review the applicant should be aware of the following:

1. *Connection Fees*: Sewage system connection fees and system development charges are assessed at the time of building plan review and change every fiscal year on July 1st. For additional information on these fees, navigate here or call the BES Development Review Team at 503-823-7761.

2. *Connection Requirements*: Connection to public sewers must meet the standards of the City of Portland's Sewer and Drainage Facilities Design Manual.

3. *UIC Registration*: The Oregon Department of Environmental Quality (DEQ) regulates underground injection control (UIC) facilities to protect groundwater. Drywells and soakage trenches are examples of UICs. It is the applicant's responsibility to register all onsite UICs with DEQ, as appropriate. To learn more visit DEQ's website or contact the DEQ UIC Program at 503-229-5623. The SWMM also includes general UIC information.

4. *Source Control Requirements*: Source control requirements from the Source Control Manual (SCM), Portland City Code (PCC) Title 17, and BES Administrative Rules that may be applicable to this project are listed below with the corresponding chapter, section, code, or rule. For specific questions on the following, please contact BES Source Control at 503-823-7122.

    a. *Site Use and Activity-Based Source Control Requirements (SCM Chapter 6):* BES recommends the applicant review the following SCM sections to understand the structural, treatment, and operational BMP requirements that may impact the project design.

        1) *Waste and Recycling Storage (SCM Section 6.1)*

        2) *Material Transfer and Loading Docks (SCM Section 6.4)*

        3) *Above-Ground Storage, Processing, or Transfer of Liquids (SCM Section 6.5)*

    b. *Site Dewatering Requirements (SCM Chapter 9, PCC 17.34, PCC 17.36, PCC 17.38, PCC 17.39, ENB 4.32)* BES evaluates requests for temporary and long-term stormwater and groundwater dewatering discharges into the city sewer system for approval or denial. See Appendix 1 of the SCM for the Construction Dewatering Discharge Application Form. If approved, a Discharge Permit for the storm or combined sewer may be required.

        1) Fees are assessed for temporary construction discharges to the public sewer system – navigate HERE for current rates and information about dewatering as it relates to construction projects.

        2) Construction discharges to City UICs are prohibited.

        3) Construction discharges to private UICs (e.g., drywells or soakage trenches) must be authorized by DEQ's UIC Program.

c. *Grease Management Program (PCC 17.34, ENB 4.26)*: The City requires grease management (GM) devices in all food service establishments and for any business/industry that may introduce fats, oils, or grease (FOG) into the public sewer. A monitoring access structure (MAS) may also be required. Please refer to the MAS discussion below regarding MAS requirements. For additional information, go to the Cut Through the FOG webpage.

d. *Extra Strength Sewer Charge Program (PCC 17.34, PCC 17.36, ENB 4.25)*: Food service establishments and some other industries incur a surcharge on their sewer bills. A monitoring access structure (MAS) may also be required. Please refer to the MAS discussion below regarding MAS requirements. Establishments that employ best management practices can apply for a rate reduction. Call 503-823-7093 for more information.

e. *Monitoring Access Structures (PCC 17.34, PCC 17.39, ENB 4.03, ENB 4.25, ENB 4.26, ENB 4.35)*: Monitoring Access Structures (MAS) for sampling wastewater or stormwater discharges may be required for users that introduce, or are expected to introduce, pollutants into the public sewer from any non-domestic source. Please refer to the MAS Administrative Rules for additional information regarding MAS requirements.

f. *Water Features (PCC 17.34, PCC 17.39)*: If a water feature, such as a fountain or swimming pool, uses treated water (e.g., chlorinated or biocides), the feature water and filter backwash must discharge to the sanitary waste line. If the feature water is not treated, under most circumstances the water can discharge to the storm sewer. If the source of the feed water is rainwater and required to discharge to the City sanitary sewer system or groundwater, a meter is required to assess sewer user fees; current rates are located HERE.

City of Portland, Oregon
Bureau of Development Services
Land Use Services
FROM CONCEPT TO CONSTRUCTION

Dan Ryan, Commissioner
Rebecca Esau, Director
Phone: (503) 823-7300
Fax: (503) 823-5630
TTY: (503) 823-6868
www.portland.gov/bds

Site Development

Early Assistance Conference Response

Date:	October 4, 2022
To:	Arthur Graves, Conference Facilitator
From:	Jeff Duquette, Jeff.Duquette@portlandoregon.gov
Case File:	EA 22-175771
Location:	5210 N KERBY AVE
R#:	R131400, R135700, R210923, R210924, R298127
Proposal:	The Jefferson HS Modernization will be designed for an average student capacity of 1,700 students. As a focus school, additional space will be necessary to support dance and theater programs, as well as expanded community Partner programs supporting JHS¿s Middle College focus. Total anticipated gross square footage for the new facility will be around 330,000 GSF.

The Site Development Section of the Bureau of Development Services (BDS) has reviewed the pre-application conference materials to identify potential issues and requirements.

A. Key Issues and Requirements

Following is a brief summary of issues and requirements that may impact your proposed project or are submittal requirements that will require time to prepare prior to submittal of the application.

1. Floodplain Requirements: The site is not within a FEMA defined flood hazard area.
2. Geotechnical Report: Geotechnical engineering is a key issue due to the cost and time involved in obtaining required reports. A geotechnical report will be required at the time of building permit application. A site-specific seismic hazard study may also be required dependent upon occupancy criteria. Please consult ORS 455.447 for Code related triggers for site specific seismic hazard study (See: “Public School Bldgs with 250+ person occupancy”). The geotechnical report must include recommendations for shoring or underpinning if excavations are proposed near property lines, the public right of way, or foundations.
3. Landslide Hazard Study: The site is not within the City’s Title 33 defined landslide hazard area.
4. Erosion & Sediment Control Plans: Erosion prevention and sediment control is a key issue because the project area meets Special Site criteria and thus is subject to additional requirements for erosion, sediment, and pollution control. An approved DEQ 1200C permit will also be required for site work that equals or exceeds 1-acre.

5. Seismic Upgrades & PCC 24.85: BDS Site Development recommends that applicant arrange a meeting with BDS Life Safety to discuss if mandatory seismic upgrades will be required for any of the proposed work. Information regarding preliminary BDS Life Safety meetings can be found at the following link: https://www.portland.gov/bds/early-assistance/life-safety-preliminary-meetings

6. Demolition Permits: Demolition permits are required for removal of each structure that exceeds 400-square feet in area.

B. Permit Requirements

1. Demolition permits.
2. Geotechnical Report. A Site Specific Hazard Study may be required (See ORS 455.447).
3. Oregon DEQ 1200C Permit for ground disturbance that equals or exceeds 1-acre.
4. Commercial building permit.

C. Submittal Requirements for Land Use

1. Preliminary utility plan.

PORTLAND WATER BUREAU
FROM FOREST TO FAUCET

Mingus Mapps, Commissioner
Gabriel Solmer, Administrator

1120 SW Fifth Avenue, Suite 405
Portland, Oregon 97204-1926
Information: 503-823-7404
portlandoregon.gov/water

Water Bureau

Early Assistance Appointment Response

Date: September 21, 2022

To: Amanda Rhoads
503-865-6514, Amanda.Rhoads@portlandoregon.gov

From: Juanita Hess, 503-865-6325, Juanita.Hess@portlandoregon.gov

Case File: EA 22-175771

Location: 5210 N KERBY AVE

Property ID: R131400, R135700, R210923, R210924, R298127

Proposal: The Jefferson HS Modernization will be designed for an average student capacity of 1,700 students. As a focus school, additional space will be necessary to support dance and theater programs, as well as expanded community Partner programs supporting JHS¿s Middle College focus. Total anticipated gross square footage for the new facility will be around 330,000 GSF.

The Portland Water Bureau (PWB) has reviewed the Early Assistance materials to identify potential issues and requirements.

A. KEY ISSUES

1. There is a water main located under the sidewalk on N Kerby Ave. It begins as 12-inch ductile iron at N Killingsworth St, then it changes to 16-inch ductile iron for a very short stretch, then changes to 16-inch cast iron and continues south (it remains 16” CI for the remainder of frontage along Kerby). PWB prohibits the construction of curbs or sidewalks exceeding 10’ in length over water mains. If anything changes in the affected location, such as new sidewalk; curb; street trees, or lighting; PWB would require relocation of the water main.
2. The portion of the main in N Kerby Ave between N Emerson St and N Sumner St is located in an existing pedestrian-only corridor. Plans indicate this will be improved. Standard separations will be required for trees, streetlights, etc., and a Design Exception may be required to allow public water main to be under concrete pavement, if that is planned.
3. To install a new sanitary lateral to the property for portions of Kerby and Killingsworth, you will need to cross an existing water main. PWB will require a Utility Protection Plan prior to construction. Refer to the Portland Guidelines for Utility Protection for more information.
4. There are significant water mains in N Kerby Ave and N Killingsworth St. Crossing of these mains will necessitate utility protection plans prior to construction. Depending on the crossing, engineering may be required for the protection plan. Refer to the Portland Guidelines for Utility Protection for more information.
5. The developer will be required to confirm through permit review that the existing and proposed PWB infrastructure will meet City standards relative to the proposed

improvements. The existing main in N Kerby Ave may need to be relocated or reconstructed to meet current standards.

B. Water Availability

1. Water is available to this site from the 16" CI, the 16" DI, and the 12" CI water mains in N Kerby Ave, the dead-end 8" CI in N Alberta St, the 8" CI in N Commercial Ave, and the 16" DI and 16" CI in N Killingsworth St. The static water pressure is estimated as 53 - 66 psi at 208 feet in elevation.
    a. PWB has a strong preference that no work is done in N Killingsworth St as it is busy.
2. The site is currently served through the following meters and services (needs to be verified by engineer/survey/owner as our records contain conflicts):
    a. 8" fire line, tapped in N Kerby Ave between Emerson and Sumner
    b. 2" meter on 4" service, tapped in N Kerby Ave between Emerson and Sumner
    c. 2" curb service tapped in N Kerby Ave at N Killingsworth Ct
    d. 4" meter on 4" service, tapped in N Commercial Ave at what would be Emerson
    e. 2" meter on 4" service, tapped in N Commercial Ave at what would be Emerson
    f. 4" irrigation meter on 4" service, tapped in N Killingsworth St
    g. 1.5" meter on 2" service, tapped in N Killingsworth St
    h. 2" irrigation meter on 2" service, tapped on Alberta (serving southern block)
3. Service line and meter size requirements are determined by the total fixture units being served by that line and meter. Submission of the fixture count is required at permit application if there is a change in supplied fixtures. Please refer to the W3 and W4 forms on our website for more information.

    If the services are found to be inadequate, they will be resized at the expense of the applicant. If an existing service is not used for the new development, it must be removed. All fees to remove services are the responsibility of the applicant.

C. Other Category

1. Backflow prevention assemblies are required for all dedicated irrigation services, dedicated fire lines, mixed-use/multi-tenant developments, certain occupancies, and meters larger than 1.5". A backflow assembly may be required on smaller services based on the use of the property. Dedicated fire sprinkler water services are to be equipped with a state-approved detector style backflow prevention assembly.

    Backflow prevention assemblies can significantly impact property frontage development. Water Bureau required backflow assembly installations are required on private property, at the public right of way line, centered on the city's water service. Some installations are required to be installed above finished grade in an approved insulated outdoor enclosure. Assemblies installed inside of buildings must be approved prior to installation. Water services to high rise buildings (measured 75-feet from lowest finished floor to top of structure) are required to be equipped with Reduced Pressure type backflow assemblies.

Please reference possible backflow assembly requirements for your project at https://www.portland.gov/water/backflow-prevention/backflow-assembly-installation-requirements or contact Water Quality Inspection at 503-823-7479for more information.

2. To obtain fire flow information fill out a "Fire Flow Request Form" found at our website, https://www.portland.gov/water/water-development-services/request-fire-flow-information or by calling 503-823-1408.
3. If there is contamination in or near the ROW at the location of proposed water mains or services, PWB requires:
    a. Verification of clean soils at the location of the installations; or
    b. Identification of the extent and degree of contamination such that appropriate remediation plans can be generated prior to any PWB construction. The remediation, disposal fees, and charges are the responsibility of the applicant.
4. The developer will be required to confirm through permit review that the existing and proposed PWB infrastructure will meet City standards relative to the proposed improvements. Water Bureau infrastructure may need to be adjusted or fully reconstructed at the expense of the developer if standards cannot be met. Please review the Portland Water Bureau Engineering and Technical Standards Administrative Rule that was instituted June 2022 at https://www.portland.gov/water/water-development-services/engineering-admin-rule

D. WATER CODE REQUIREMENTS

Separate Water Service Requirements and Availability for Residential and Commercial Development

The Portland Water Bureau's guiding code, Title 21 was updated in January 2021.

- **Separate PWB meters are encouraged for as many residential units on your development as feasible.** Multiple units can potentially share a service to the main with meters in a common vault or box in the ROW. Please see provided details at: https://www.portland.gov/water/water-development-services/separate-meter.
- N**ew mixed-use structures** are required to have separate meters for the commercial and residential portions of the development.
    - **Existing mixed-use structures, and those converted to mixed-use**, are not affected.
- N**ew commercial development with no residential use, and having permanent irrigated areas of 1,000 square feet or more,** are required to have a separate water meter for irrigation use. The requirement only applies to permanent irrigation services intended to remain longer than 24 months.
- Separate services and meters are required for **development on an individual lot, regardless of lot ownership**. An exception is when a single structure crosses a property line, in which case a single meter may serve the structure.

Topic	Code and Comments	Code Citation & Link
Title 21	City Water Code	Title 21 Water
Engineering and Technical Standards	Administrative Rule	Administrative Rule
Water Main Extension – Entire job performed by PWB Crews	Fees for any required main extension must be paid in full. To request a fee statement for a main extension, please contact Water Development Services at devrev@portlandoregon.gov or 503-823-7368, option 4. Fees for new mains are required prior to building permit approval but not before Public Works Design plan approval if there is a Public Works permit.	21.12.010 Service to Property Adjacent to Water Main. 21.08.020 Main Extensions Inside City and Cost Sharing
Water Main Extension – work performed by Developer	Water plans must be submitted and approved by the Water Bureau with all fees paid for the plan review, inspection, and connection of the water main. Mains constructed by a contractor are required to be completed prior to building permit issuance.	21.08.020 Main Extensions Inside City and Cost Sharing

E. PERMIT INFORMATION

At the time of permit review (following the land use review) you should be aware of the following:

1. Meters will be sized during the building permit process. Sizing is based on total count of all fixtures supplied by the identified service. Applicant will provide an SDC Form, W-3, or W-4 for each meter as part of the building permit submittal. There will be no reduction in meter size based on grey water usage or the installation of low-flow fixtures.
2. All new domestic service taps and upsized meters will be assessed a System Development Charge (SDC). Fee is based on meter size except when a header service is installed, in which case the fee is based on the shared meter equivalent. See PWB Code Guide for more information: https://www.portland.gov/water/water-development-services/separate-meter/.
3. SDC credit will be given for meters that are permanently removed. SDC credit is applied towards services within the same lot and is not transferrable.
4. Fire lines are excluded from Systems Development Charges.

5. The applicant can consider the use of a combination domestic and fire service for domestic services of 2” or less.
6. Service/Mains work may fall outside of our Rate Ordinance requiring a Site Specific estimate. Ordinance rates for service installations and water main extensions can be found in Exhibit A of the current Water Fee Schedule: https://www.portland.gov/water/water-development-services/water-development-fees/.

PORTLAND PARKS & RECREATION
Healthy Parks, Healthy Portland

Urban Forestry
1900 SW 4th Ave. Ste 5000, Portland, OR 97201
Tel: 503-823-TREE (8733) Fax: 503-823-4493
email: trees@portlandoregon.gov
web: portlandoregon.gov/trees

Urban Forestry
Early Assistance Response

Date: September 21, 2022
From: Dan Gleason
503-823-1691, Daniel.Gleason@portlandoregon.gov
Case File: EA 22-175771
Location: 5210 N KERBY AVE
Proposal: The Jefferson HS Modernization will be designed for an average student capacity of 1,700 students. As a focus school, additional space will be necessary to support dance and theater programs, as well as expanded community Partner programs supporting JHS¿s Middle College focus. Total anticipated gross square footage for the new facility will be around 330,000 GSF.

Portland Parks, Urban Forestry staff has reviewed the Early Assistance materials to identify potential issues and requirements in accordance with Title 11, Trees. This response identifies potential issues and/or impacts on existing street and heritage trees, and trees on city-owned or managed sites, if applicable. Trees on private property are subject to development standards from the Bureau of Development Services. See planner requirements for private property trees.

Please note that there may be other applicable tree requirements in Title 33 Planning & Zoning.

A. Response Summary

The development will be subject to Urban Forestry standards and requirements during the permit review process as detailed below.

All the mature healthy street trees that are non-nuisance must be preserved. It is highly recommended that all healthy street trees be preserved.

The applicant must preserve tree per 11.60.030 Tree Protection Specifications.

B. Tree Plan (11.50.060)

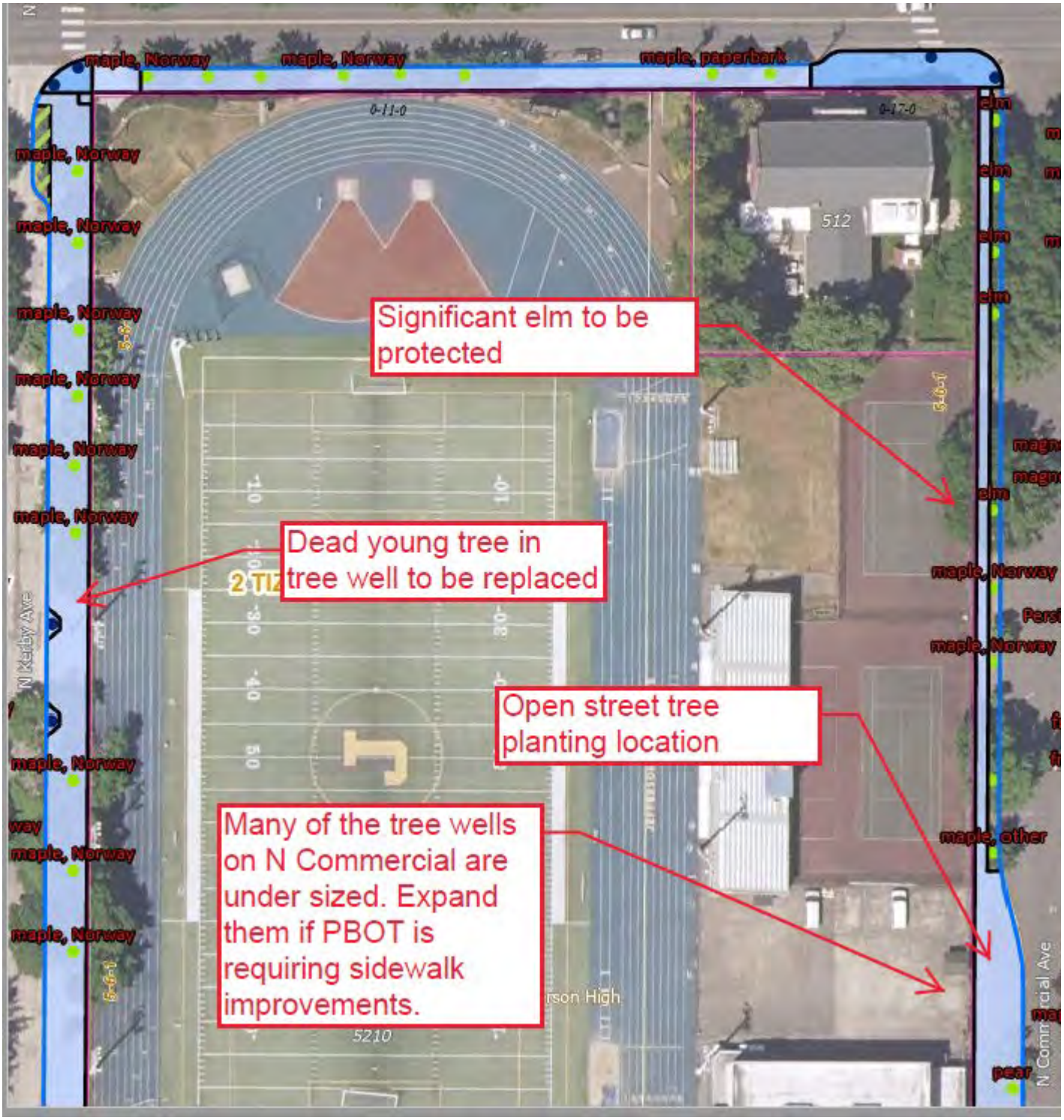
A tree plan must be submitted with each phase of review including land use reviews, building permit applications, and public works permits. A tree plan was not submitted with the EA application, but additional tree information is required on future Land Use and Building permits. The plan must include the following information for street trees:

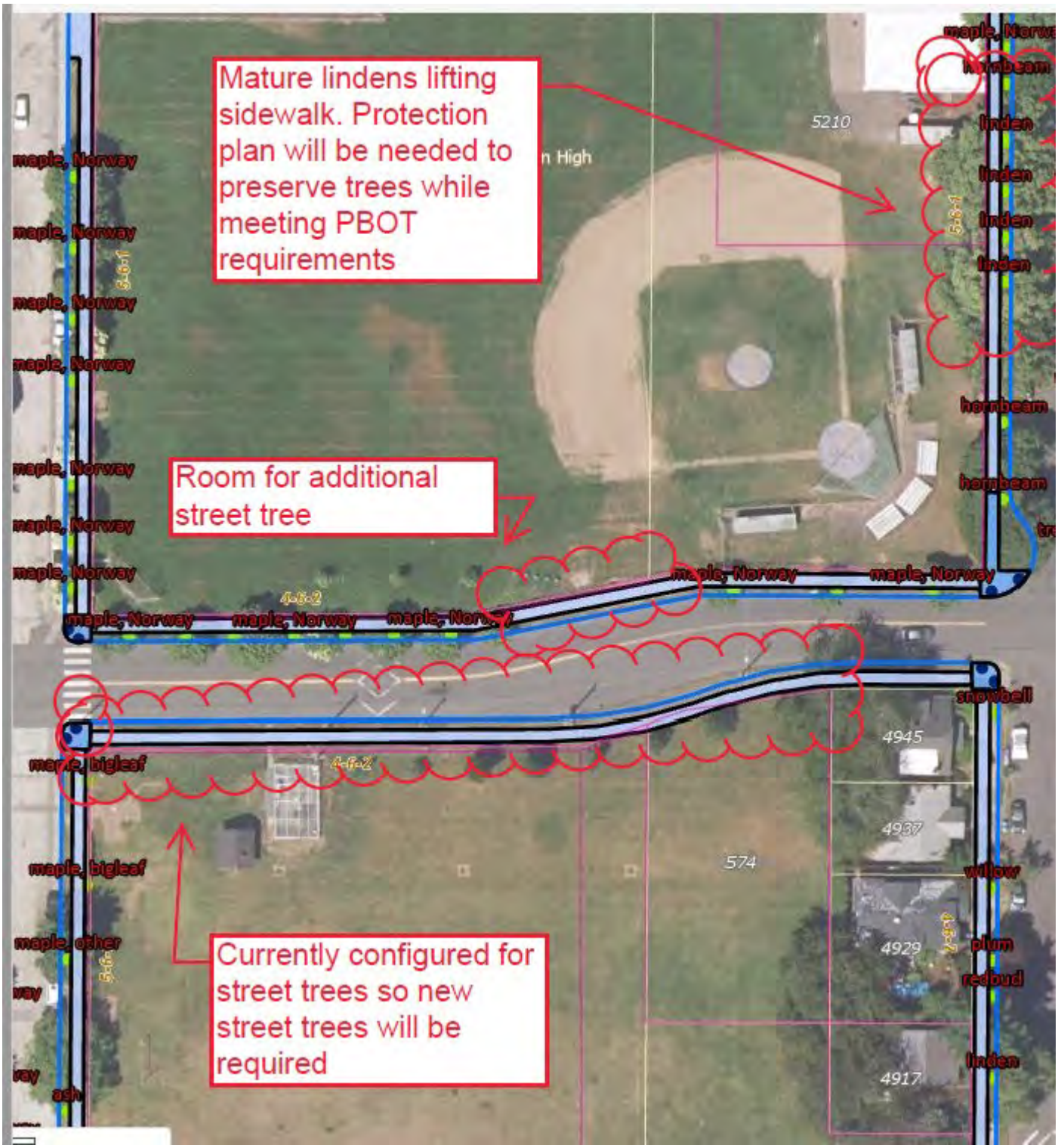
a. The size and location of street trees adjacent to the subject property.
b. Trees proposed to be preserved including tree protection specifications in accordance with 11.60.030.
c. Tree(s) proposed for removal.
d. Tree planting plan (tree species and location(s)).

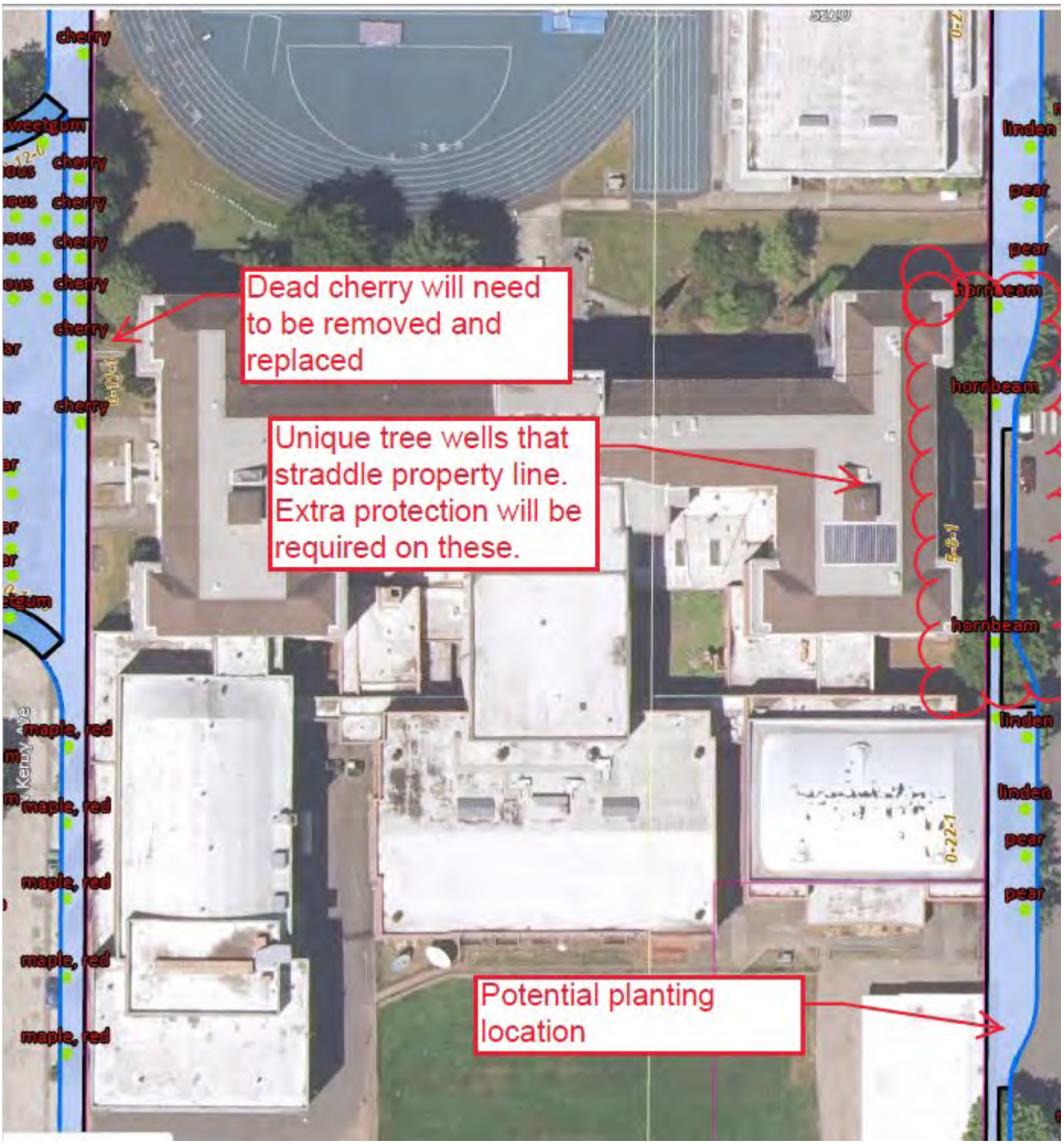
C. Street Trees

1. *Existing Street Conditions*

The project encompasses frontages along N Kerby, N Commercial, N Alberta, and N Killingsworth St. There are over 70 existing street trees of many species. Most a mature or semi mature that are established in tree wells and vegetive strips within the existing furnishing zones (see included redlines)




Mature lindens lifting sidewalk. Protection plan will be needed to preserve trees while meeting PBOT requirements
Room for additional street tree
Currently configured for street trees so new street trees will be required
maple, Norway
linden
hornbeam
maple, bigleaf
maple, other
ash
willow
plum
redbud
snowbell
5210
4945
4937
4929
4917
574



2. *Street Tree Preservation* (11.50.040)
   Based on the proposed development it appears existing street trees may be impacted. Development proposals must be configured to avoid street trees. All non-nuisance existing trees over six inches that are not dead or dying at time of permits submission **must** be preserved.

   Many of the street trees are mature Norway maples that are in fair condition. These meet density requirements and provide many benefits but are on the City's Nuisance species list. It is not required that these trees be preserved but it is highly recommended.

If the applicant believes the tree must be removed to facilitate development, the applicant must provide adequate technical analysis demonstrating why the tree cannot be preserved while developing the site to City standards.

3. *Street Tree Protection Specifications* (11.60.030)
   It is difficult to understand which areas of the ROW maybe impacted by the new developments. A detailed protection plan will be required to show which street trees may be impacted by the new buildings and construction. This must be provided as part of any future Land Use or building permit submissions.

   Street tree may be impacted by the construction of the building, new utilities, or construction on the ROW itself to meet PBOT standards. A protection plan must be presented that identifies as these potential impacts. It is highly recommended that the applicant work with an arborist for a protection plan for mature trees that will have ground disturbance within 10 feet of the base of the trees.

   Tree protection is required in accordance with Title 11 Trees, Protection Methods (11.60.030). Tree protection shall follow either the Prescriptive or Performance path. Protection methods must be shown on the tree plan. If using the Performance path, the alternate tree protection plan must be prepared by an arborist who has visited the site

4. *Street Tree Planting* (11.50.060.C)
   The applicant has not provided a conceptual street tree planting plan. One street tree must be planted or retained for each full increment of 25 linear feet (11.50.060.C.1). Street trees must be planted at a minimum 2.4 caliper inches. Trees will be required to be planted through the building permit or public works permit.

Currently the ROW is mostly at density. There are a few dead trees which must be removed and new trees planted in their place. There are also a few areas where it appears additional street trees may be required to meet density.

The ROW along the south side on N Albina is configured for street trees and new trees will need to be planted in this location.

D. Heritage Trees

1. *Heritage Trees* (11.20.060):
   There is not a heritage tree located on or adjacent to the site that is on the City of Portland's Heritage Tree list.

PORTLAND PARKS & RECREATION
Healthy Parks, Healthy Portland

Urban Forestry
1900 SW 4th Ave. Ste 5000, Portland, OR 97201
Tel: 503-823-TREE (8733) Fax: 503-823-4493
email: trees@portlandoregon.gov
web: portlandoregon.gov/trees

URBAN FORESTRY TREE REQUIREMENTS
Early Assistance and Land Use Review

Portland Parks & Recreation Urban Forestry staff review Early Assistance and Land Use Review materials to identify potential issues and requirements in accordance with Title 11, Trees and Title 33, Zoning Code. The purpose of these reviews is to identify potential issues and/or impacts on existing street trees, heritage trees, and trees on City-owned or managed sites (if applicable), as well as to provide adequate areas for future street tree planting on existing and proposed public streets. Trees on private property are subject to development standards from the Bureau of Development Services. See planning requirements for private property trees or call the Zoning Hotline at 503-823-7526.

Tree Plan Submittal Requirements (11.50.070)

A tree plan must be submitted with each phase of review including land use reviews, building permit applications, and public works permits. The tree plan information may be combined with other relevant plan sheets. The tree plan submittal shall include the following information:

- existing improvements;
- proposed alterations;
- existing street trees ≥ 3” DBH including size and location;
- existing on-site trees ≥ 6” DBH within 15’ of the limits of disturbance;
- trees proposed for removal;
- tree planting proposal, including tree size, species and location; and
- trees to be retained and proposed tree protection measures meeting the specification in Chapter 11.60.

Any changes to an approved Tree Plan, including amending tree species must be approved by the City Forester. Please note that the City Forester may not approve revised tree planting plans based on the lack of species availability. To facilitate species availability, it is recommended that tree procurement occur approximately 6 months prior to installation.

Tree Mitigation (11.50.040.C.2)

Healthy street trees ≥ 6” DBH that are approved for removal shall be replanted with two trees in addition to trees required to be planted to meet Street Tree Planting Standards, below. When street improvements are to partially or fully unimproved streets, healthy street trees ≥12” DBH approved for removal shall be replanted with two trees, with trees planted to meet Street Tree Planting Standards credited towards meeting this requirement. Tree replacement for trees removed shall occur in the street planter strip, on site, or in the same watershed either by planting or by paying a fee in lieu of planting in accordance with table 60-1, below.

On City-owned or managed sites, healthy, non-nuisance trees ≥ 6” DBH that are approved for removal shall be replanted per the Administrative Rule for tree replacement standards, below:

Tree Replacement for Development on City Owned or Managed Sites

Size of tree to be removed (inches in diameter)	Number of trees to be planted
6 and up to 12	Up to 2
More than 12 and up to 20	Up to 3
More than 20 and up to 25	Up to 5
More than 25	Up to 6

Street Tree Planting Standards (11.50.050)

One street tree shall be planted or retained for each full increment of 25 linear feet per side of street frontage. Planting is exempt when existing above or below grade utilities prevent planting of street trees, or if the existing design of the street will not accommodate street tree planting because the planting strip is less than 3 feet wide, there is not a planting strip, or there is insufficient space to add tree wells. Trees planted to meet street tree planting standards are credited toward mitigation requirements when street improvements are to partially or fully unimproved streets. When the required number of trees cannot be planted, a fee in lieu of planting will be required, in accordance with Table 60-1, below.

Table 60-1 Broadleaf Tree Size Requirements

Development Type	Tree Size	
	On Site	Street
One and Two Family Residential	1.5”	1.5”
Multi Dwelling Residential	1.5”	2”
All others	1.5”	2.5”

Tree Planting Specifications

If there are fewer than 8 required trees, they may all be the same species. If there are between 8 and 24 required trees, no more than 40 percent can be of one species. If there are more than 24 required trees, no more than 24 percent can be of one species. Street tree species shall conform to the appropriate “City of Portland Approved Street Tree Planting List.” The City Forester may approve or require an alternate or unlisted species.

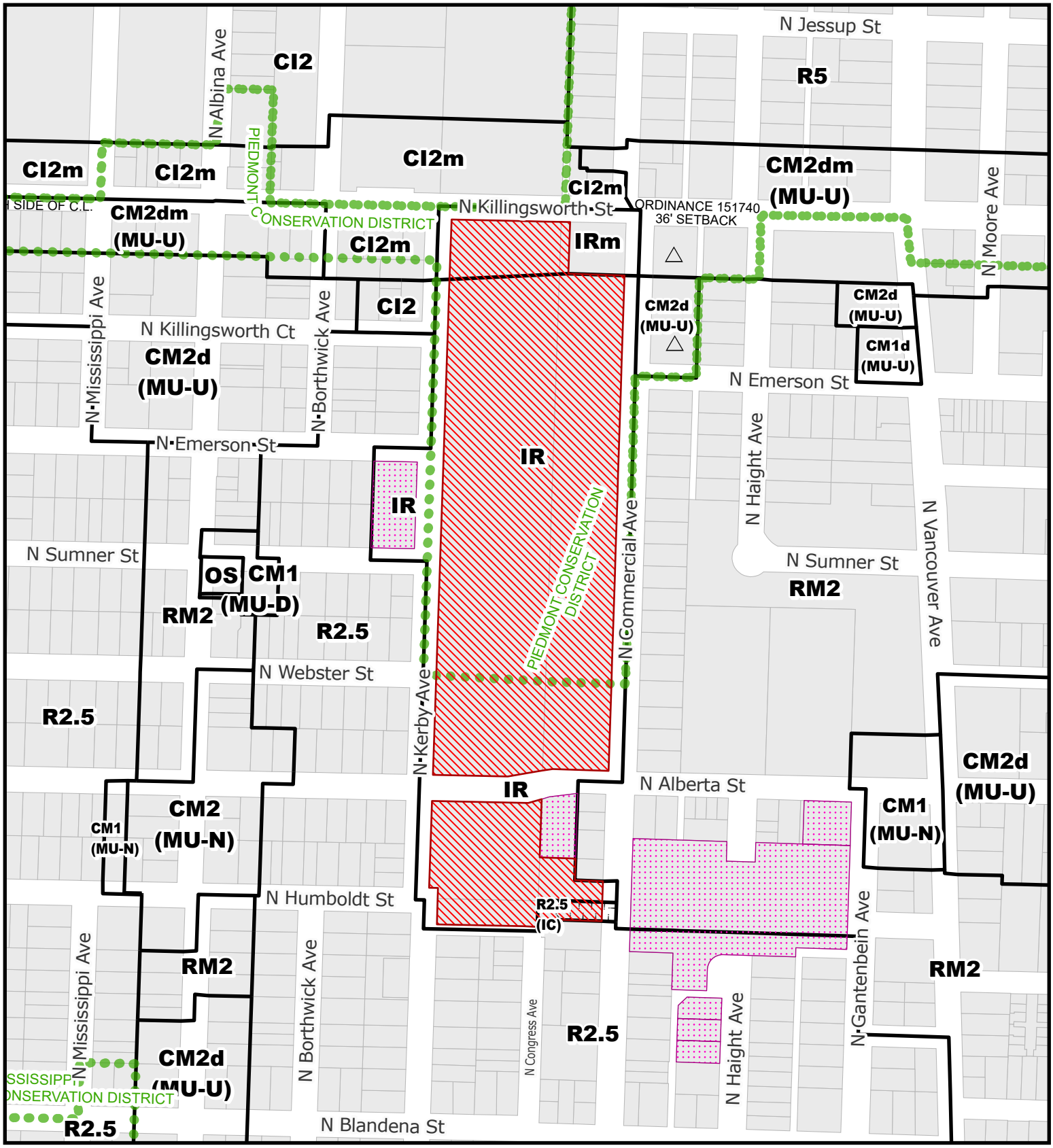
All required street trees shall be planted in-ground following Standard Drawing Number P-581 “Typical Street Tree installation,” except when in raised planters that are used to meet Bureau of Environmental Services storm water management requirements. Please include the Standard Drawing Number P-581 as part of the Public Works permit application. Plant materials shall be installed to current nursery industry standards and proper arboricultural practices [American National

Standards Institute, *ANSI A300 Part 6: Tree, Shrub, and Other Woody Plant Maintenance-Standard Practices (Planting and Transplanting)* 2012, Tree Care Industry Association, Inc. Londonderry, NH]. Plant materials shall be properly supported to ensure survival.

All trees required or approved to be planted by Title 11 shall be planted or payment in lieu of planting made prior to the expiration of the permit or City's final acceptance of the project, as applicable. However, it is encouraged that planting occur during the wet months or as per City Forester recommendations. Street tree planting may be deferred between May 1 and September 30 upon filing a performance guarantee as provided in Section 11.10.060 or other assurance deemed acceptable by the City Forester or BDS Director as applicable.

Tree Protection Specifications (11.60.030)

Trees to be retained shall be protected in accordance with Title 11 Trees, Protection Specifications (11.60.030.C). Tree protection shall be shown on the tree plan and include the distance from the trunk of the tree to the fence. A standard root protection zone is established as follows; a minimum of 1 foot radius (measured horizontally away from the face of the tree trunk) for each inch of tree diameter. Protection fencing shall be a minimum 6-foot high metal chain link construction fence, secured with 8-foot metal posts established at the edge of the root protection zone and permissible encroachment area.



For Zoning Code in effect Post August 1, 2021

ZONING

THIS SITE LIES WITHIN THE:
PIEDMONT CONSERVATION DISTRICT

Site
Also Owned Parcels
△ Historic Landmark

File No.	EA 22 - 175771 APPT
1/4 Section	2529,2530
Scale	1 inch =300 feet
State ID	1N1E22BA 100
Exhibit	B Sep 12, 2022



Portland Public Schools
Jefferson High School

DCW COST MANAGEMENT

DRAFT

Options Planning Cost Report

November 7, 2022

Portland Public Schools
Jefferson High School

Prepared for:

Becca Cavell
Bora Architects
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Portland OR 97205
(503) 226-1575

Prepared by:

Andrew Jonsson
DCW Cost Management
815 1st Ave, #176
Seattle, WA 98104
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Portland Public Schools

Jefferson High School

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Portland Public Schools
Jefferson High School

Scope of Work

Project Scope Description

The project comprises of the conceptual cost planning for Jefferson High School located in Portland, OR. The scope of work compares two options for campus development. The first option considers retaining the 1909 building applying a renovation and seismic upgrade. The second option considers building the campus at the south end and includes a new CTE building and demolishing the original 1909 building.

Project Design

The report is based on: 2022- 10-21 New South and Retain 1909 phasing, schedule and program provided by the Bora design team.

Procurement

It is anticipated that the project be delivered via GC/CM with a minimum of (3) qualified subcontractors to assure competitive market pricing.

Portland Public Schools
Jefferson High School

Basis of Estimate

Assumptions and Clarifications

This estimate is based on the following assumptions and clarifications:

- Acquisition costs are not included.
- Owner soft costs are not included.
- Prevailing wage labor rates are included.
- Cost assumes utilities are available, accessible, and functional for the proposed areas of work.
- The project will be performed during regular business hours.
- Phasing and construction of occupied structures has an applied additive markup for the complexity of construction and impact to construction schedule.

Portland Public Schools
Jefferson High School

Overall Summary

	SF	$/SF	TOTAL
Option 1 - 1909 Renovation w/temp facilities	126,450	1,158.07	146,437,738
Option 1 - 1909 Infill	32,550	986.40	32,107,200
Option 1 - Performing Arts	58,500	1,075.38	62,909,725
Option 1 - Science/Servery/Admin/Commons	62,100	888.32	55,164,699
Option 1 - Athletics	28,550	990.55	28,280,302
Option 1 - 1964 Athletics Renovation	30,650	454.66	13,935,463
Option 1 - Sitework	628,401	37.29	23,434,337
OPTION 1 - RECOMMENDED BUDGET	338,800	1,069.27	362,269,463
Option 2 - Classroom/CTE/Admin (P1)	136,500	578.65	78,985,855
Phasing Premium - Phase 2 - Addition	8,800	680.20	5,985,797
Option 2 - Sciences/Servery/Commons/Etc. (P1)	62,900	836.16	52,594,721
Option 2 - Performing Arts (P1)	26,300	1,110.43	29,204,260
Phasing Premium - Phase 2 - Addition	21,200	1,149.52	24,369,723
Option 2 - Athletics	26,150	993.42	25,978,044
Option 2 - 1964 Athletics Renovation	30,650	475.89	14,586,096
Option 2 - Sitework	667,470	45.33	30,253,312
OPTION 2 - RECOMMENDED BUDGET	312,500	838.26	261,957,810

Portland Public Schools
Jefferson High School

Detailed Cost Summary		Original Recommendation		Option 1 - Retain 1909		Option 2 New South	
		$/SF	TOTAL	$/SF	TOTAL	$/SF	TOTAL
		334,410 SF		338,800 SF		312,500 SF	
A10	Foundations	30.00	10,032,300	40.85	13,839,380	15.73	4,915,887
A20	Basement Construction	0.00	0	0.00	0	0.00	0
A	Substructure	30.00	10,032,300	40.85	13,839,380	15.73	4,915,887
B10	Superstructure	105.00	35,113,050	127.37	43,152,624	80.59	25,183,951
B20	Exterior Enclosure	65.00	21,736,650	35.74	12,107,608	27.70	8,656,024
B30	Roofing	25.50	8,527,455	20.14	6,824,044	16.37	5,114,174
B	Shell	195.50	65,377,155	183.25	62,084,276	124.65	38,954,150
C10	Interior Construction	44.00	14,714,040	40.95	13,873,913	34.19	10,685,163
C20	Stairways	5.04	1,685,426	2.75	931,392	1.75	547,000
C30	Interior Finishes	48.50	16,218,885	26.00	8,808,671	21.01	6,566,867
C	Interiors	97.54	32,618,351	69.70	23,613,976	56.96	17,799,030
D10	Conveying Systems	2.25	752,423	3.40	1,152,000	1.91	598,000
D20	Plumbing Systems	19.50	6,520,995	10.01	3,391,703	5.59	1,745,770
D30	Heating, Ventilation & Air Conditioning	90.00	30,096,900	87.47	29,633,693	80.63	25,195,945
D40	Fire Protection	6.25	2,090,063	5.97	2,023,479	5.28	1,648,562
D50	Electrical	82.50	27,588,825	70.75	23,969,762	61.64	19,261,503
D	Services	200.50	67,049,206	177.60	60,170,636	155.04	48,449,779
E10	Equipment	19.30	6,454,113	18.06	6,119,000	21.40	6,688,000
E20	Furnishings	20.00	6,688,200	16.40	5,557,340	6.48	2,024,280
E	Equipment & Furnishings	39.30	13,142,313	34.46	11,676,340	27.88	8,712,280
F10	Special Construction	25.65	8,576,406	24.79	8,400,000	0.00	0
F20	Selective Demolition	15.18	5,076,000	21.87	7,409,730	4.92	1,538,055
F	Special Construction & Demolition	40.83	13,652,406	46.66	15,809,730	4.92	1,538,055
G10	Site Preparation		4,905,300	10.01	3,391,052	17.96	5,612,311
G20	Site Improvements		5,697,240	26.08	8,836,260	32.20	10,063,820
G30	Site Mechanical Utilities		3,016,378	1.98	671,675	2.14	669,050
G40	Site Electrical Utilities		2,625,119	2.06	698,250	2.23	698,250
G	Building Sitework		16,244,037	40.13	13,597,237	55	17,043,431
ELEMENTAL COST BEFORE CONT.		652.24	218,115,767	592.66	200,791,575	439.72	137,412,611
	Contingency - Design	97.84	32,717,365	88.90	30,118,736	65.96	20,611,892
	Contingency - Contractor		*Included*	59.41	20,129,039	19.90	6,218,720
	General Requirements		*Included*	52.37	17,741,962	39.42	12,318,242
	General Conditions		*Included*	55.53	18,814,692	39.55	12,359,302
	Office Overhead & Profit		*Included*	38.20	12,941,820	27.20	8,501,434
	Bonds & Insurance		*Included*	22.18	7,513,446	15.79	4,935,555
	Permits & Fees - by Owner		*Included*		0		0
CONSTRUCTION COST BEFORE ESC.		750.08	250,833,132	909.24	308,051,270	647.54	202,357,756
	Escalation to midpoints	146.84	49,103,855	160.03	54,218,193	93.58	29,244,534
CONSTRUCTION COST BEFORE PHASING		896.91	299,936,987	1,069.27	362,269,463	741.13	231,602,290
	Phase 2 Additions	0.00	0	0.00	0	97.14	30,355,520
RECOMMENDED BUDGET		896.91	299,936,987	1,069.27	362,269,463	838.26	261,957,810

Portland Public Schools

Jefferson High School

Option 1 - Retain 1909 Summary

			%	$/SF	TOTAL
		Gross Area:		126,450 SF	
A10	Foundations		6%	65.45	8,276,689
A20	Basement Construction		0%	0.00	0
A	Substructure		6%	65.45	8,276,689
B10	Superstructure		11%	133.05	16,824,763
B20	Exterior Enclosure		2%	28.40	3,591,572
B30	Roofing		1%	13.35	1,687,955
B	Shell		15%	174.81	22,104,289
C10	Interior Construction		2%	28.41	3,592,998
C20	Stairways		0%	1.99	251,392
C30	Interior Finishes		2%	24.25	3,066,190
C	Interiors		5%	54.65	6,910,580
D10	Conveying Systems		0%	1.83	232,000
D20	Plumbing Systems		1%	11.92	1,507,698
D30	Heating, Ventilation & Air Conditioning		8%	88.76	11,223,580
D40	Fire Protection		1%	6.57	830,355
D50	Electrical Lighting, Power & Communications		7%	77.02	9,739,198
D	Services		16%	186.10	23,532,831
E10	Equipment		0%	0.20	25,000
E20	Furnishings		3%	28.96	3,661,800
E	Equipment & Furnishings		3%	29.16	3,686,800
F10	Special Construction		6%	66.43	8,400,000
F20	Selective Demolition		2%	26.09	3,298,605
F	Special Construction & Demolition		8%	92.52	11,698,605
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			52%	602.69	76,209,794
	Contingency - Design	15.00%	8%	90.40	11,431,469
	Contingency - Contractor	4.00%	10%	114.51	14,479,861
	General Requirements	7.50%	4%	51.98	6,573,095
	General Conditions	7.00%	5%	60.17	7,608,595
	Office Overhead & Profit	4.50%	4%	41.39	5,233,627
	Bonds & Insurance	2.50%	2%	24.03	3,038,411
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	985.17	124,574,851
	Escalation to midpoint (Q2 2026)	17.55%	15%	172.90	21,862,886
RECOMMENDED BUDGET			100%	1,158.07	146,437,738

Portland Public Schools

Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	31,613	SF		
Level 2	31,613	SF		
Level 3	31,613	SF		
Level 4	31,613	SF		
Perimeter	1012	LF		
TOTAL GROSS FLOOR AREA	126,450	SF		
Building	126,450	SF		
Perimeter	1,012	LF		
Building height (to top of roof)	76	LF		
Building Enclosure Total	62,744	SF		
Exterior glazing systems	18,823	SF		
Exterior cladding system	43,921	SF		

THE SHORING COST IS PUSHING THIS UP BEYOND WHAT WOULD BE EXPECTED.

A10 Foundations	126,450	SF	65.45	8,276,689
A1010 Standard Foundations	126,450	SF	58.16	7,353,987
Foundations				-
Footings - 2'x4' epoxy doweled to existing	300	CY	890.00	266,868
Footings - 6' spread	47	CY	890.00	41,682
~~Grade beams~~	~~107~~	~~CY~~	~~890.00~~	~~94,933~~
Elevator pits incl. sump pump	2	EA	15,550.00	31,100
Dewatering	1	LS	30,000.00	30,000
Perimeter drainage and perf pipe (new)	1,042	LF	24.00	25,008
Shoring for existing exterior walls	76,912	SF	88.00	6,768,256
Anchor plates	253	EA	380.00	96,140
A1020 Special Foundations	126,450	SF	0.24	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	126,450	SF	7.06	892,202
Slab on grade - 6" incl. thickened edge	31,613	SF	18.50	584,831
Bases, stairs	240	SF	20.00	4,800
Curb wall - 1.5' ht.	1,518	SF	65.00	98,670
Under-slab drainage	31,613	SF	2.20	69,548
Under-slab insulation and vapor barrier	31,613	SF	4.25	134,353

NOT REQUIRED

CAN WE SEE HOW THIS IS CALCULATED?

IS THIS A REPEAT OF ABOVE?

NOT REQUIRED?

Portland Public Schools
Jefferson High School

SEE STRUCTURAL NARRATIVE, 14 PSF
INCLUDES CONNECTIONS AND COLUMNS

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
B10 Superstructure	126,450	SF	133.05	16,824,763
B1010 Floor Construction	126,450	SF	97.52	12,331,889
Metal deck	94,838	SF	14.00	1,327,725
Concrete topping slab w/acoustimat	94,838	SF	9.20	872,505
Floor - beams, incl. plates and connections	474	TN	10,300.00	4,884,131
Columns and beams - vertical construction	379	TN	10,300.00	3,907,305
Fireproofing	854	TN	565.00	482,249
Shear walls	9,108	SF	85.00	774,180
Waterproofing	10,120	SF	8.28	83,794
B1020 Roof Construction	126,450	SF	35.53	4,492,874
Structural steel				
Columns and beams (12 PSF)	189.68	TN	10,300.00	1,953,653
Fireproofing	190	TN	10,300.00	1,953,653
~~Plates and connections (5 PSF)~~	~~74.99~~	~~TN~~	~~10,300.00~~	~~31,492~~
Metal roof decking	31,613	SF	14.00	442,575
Light gauge metal framing	1,792	SF	26.00	46,592
Fall protection - allow	1	LS	15,000.00	15,000
Canopy at entry				*Existing*
B20 Exterior Enclosure	126,450	SF	28.40	3,591,572
B2010 Exterior Walls	126,450	SF	10.75	1,359,383
Refurbish the existing wall system				-
Clean walls and plaster surfaces	62,744	SF	2.20	138,037
Tuck point brick façade as required	43,921	SF	12.88	565,700
Patch and repair plaster wall surfaces	18,823	SF	19.00	357,641
Inside of exterior wall				-
Air/weather barrier	253	SF	6.50	1,645
Insulation	253	SF	6.50	1,645
Coverboard	253	SF	7.50	1,898
ADA upgrades to entry	1	LS	250,000.00	250,000
Louvers - allow	1	LS	15,000.00	15,000
Caulking and sealants	126,450	SF	0.22	27,819
B2020 Exterior Windows	126,450	SF	17.06	2,157,139
Windows	11,294	SF	90.00	1,016,453
Storefront	7,529	SF	104.00	783,045
WRB wrap	18,823	SF	7.00	131,762
Flashing and trim	18,823	SF	12.00	225,878

31,613*2*14 PSF / 2000 = 442

10 PSF PER STRUCTURAL NARRATIVE

THIS UNIT COST IS INCORRECT

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
B2030 Exterior Doors	126,450	SF	0.59	75,050
Single - Steel	6	EA	2,650.00	15,900
Double - Steel	2	EA	4,637.50	9,275
Single -Steel w/vision panel	2	EA	3,500.00	7,000
Double - Steel w/vision panel	7	EA	6,125.00	42,875
ADA door openers - see Electrical				*incl. below*
B30 Roofing	126,450	SF	13.35	1,687,955
B3010 Roof Coverings	126,450	SF	13.25	1,674,955
Waterproof membranes - TPO	12,645	SF	21.00	265,545
Vapor retarder	12,645	SF	6.00	75,870
Roof insulation - R30	12,645	SF	7.80	98,631
Cover board	12,645	SF	5.50	69,548
Asphalt Shingles	22,951	SF	15.24	349,768
Underlayment	22,951	SF	4.30	98,688
Plywood sheathing	22,951	SF	6.50	149,179
Insulation- attic space	22,951	SF	3.70	84,917
Flashing and trim	35,596	SF	12.00	427,148
Facia metal coping	1,012	LF	55.00	55,660
B3020 Roof Openings	126,450	SF	0.10	13,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight				*NIC*
C10 Interior Construction	126,450	SF	28.41	3,592,998
C1010 Partitions	126,450	SF	19.72	2,493,223
Interior partition - metal stud	92,294	SF	17.50	1,615,152
Interior of exterior - GWB	43,921	SF	9.00	395,287
Shaft walls	3,040	SF	15.00	45,600
Interior glazing	4,858	SF	90.00	437,184
C1020 Interior Doors	126,450	SF	1.88	238,125
Includes vision panels and electric strikes				
HM - single	20	EA	1,950.00	39,000
HM - double	10	EA	3,412.50	34,125
Wood - single	32	EA	2,750.00	88,000
Wood - double	16	EA	4,812.50	77,000

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
C1030 Fittings	126,450	SF	6.81	861,650
Wayfinding	126,450	SF	0.50	63,225
Signage	1	LS	75,000.00	75,000
Corner guards - allow	1	LS	22,000.00	22,000
Roller shades	18,823	SF	14.00	263,525
Restroom fit out	42	EA	1,200.00	50,400
Whiteboards	60	EA	1,500.00	90,000
Lockers	500	EA	375.00	187,500
Storage shelving	1	LS	50,000.00	50,000
Closet shelves and coat hooks	1	LS	60,000.00	60,000
C20 Stairways	126,450	SF	1.99	251,392
C2010 Stair Construction	126,450	SF	1.99	251,392
Egress stairs	8	FLT	20,000.00	160,000
Handrails	896	LF	102.00	91,392
C30 Interior Finishes	126,450	SF	24.25	3,066,190
C3010 Wall Finishes	126,450	SF	5.59	706,421
Paint	166,081	SF	1.80	298,946
Tile - restroom 7', allow at wet walls	17,640	SF	15.50	273,420
Plywood, BOH	1	LS	7,500.00	7,500
Wall graphics	1	LS	25,000.00	25,000
Firestopping	126,450	SF	0.21	26,555
Acoustic wall treatments	1	LS	75,000.00	75,000
C3020 Floor Finishes	126,450	SF	9.00	1,138,226
Polished concrete	51,191	SF	7.50	383,933
Sealed concrete	5,030	SF	4.50	22,635
Resilient flooring	7,875	SF	8.50	66,938
Tile	8,400	SF	16.50	138,600
Wood floor	13,160	SF	18.50	243,460
Carpet - classroom and office space	40,794	SF	6.50	265,161
WOM	500	SF	35.00	17,500
C3030 Ceiling Finishes	126,450	SF	9.66	1,221,543
GWB	8,400	SF	13.50	113,400
Open to structure	2,600	SF	1.85	4,810
ACT cloud system	5,675	SF	30.00	170,244
ACT	109,775	SF	8.50	933,089

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
D10 Conveying Systems	**126,450**	**SF**	**1.83**	**232,000**
D1010 Elevators & Lifts	126,450	SF	1.83	232,000
Traction elevator - #4000	4	ST	58,000.00	232,000
D20 Plumbing Systems	**126,450**	**SF**	**11.92**	**1,507,698**
D2010 Plumbing Fixtures	126,450	SF	1.03	130,200
Water closet	32	EA	1,500.00	48,000
Urinals	8	EA	1,075.00	8,600
Lavatory	40	EA	1,200.00	48,000
Kitchen sink	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	4	EA	1,250.00	5,000
D2020 Domestic Water Distribution	126,450	SF	2.52	318,440
Pipes and fittings - HW/CW	3,240	LF	60.00	194,400
Insulation	1,620	LF	12.00	19,440
Hose bib	6	EA	800.00	4,800
Valves and hydrants	16	EA	1,550.00	24,800
Water heating	1	LS	75,000.00	75,000
D2030 Sanitary Waste	126,450	SF	3.05	385,080
Waste pipe and fittings	3,726	LF	65.00	242,190
Vent pipe	1,863	LF	30.00	55,890
Sanitary waste equipment	1	LS	70,000.00	70,000
Floor drains	20	EA	850.00	17,000
D2040 Rain Water Drainage	126,450	SF	0.40	50,278
Internal downspouts	200	LF	45.00	9,000
Roof drains/overflow	8	EA	1,650.00	13,200
Gutters and downspouts	511	LF	55.00	28,078
D2090 Other Plumbing Systems	126,450	SF	4.93	623,700
Sump pumps	2	EA	2,850.00	5,700
Lab services, allow	1	LS	500,000.00	500,000
Gas distribution				*NIC*
Trench drains	300	LF	300.00	90,000
Oil/water separator	1	LS	28,000.00	28,000

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
D30 Heating, Ventilation & Air Conditioning	**126,450**	**SF**	**88.76**	**11,223,580**
D3010 Energy Supply	126,450	SF	72.26	9,137,155
Energy supply	126,450	SF	22.00	2,781,900
Rooftop air handling units w/ connections	126,450	SF	15.00	1,896,750
VAV boxes	253	EA	1,850.00	467,865
Ductwork incl. diffusers and grilles	111,276	LB	15.00	1,669,140
Exhaust system/ventilation	126,450	SF	13.00	1,643,850
Split systems (MDF rooms)	4	EA	5,500.00	22,000
Ancillary equipment - allow	126,450	SF	5.00	632,250
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	126,450	SF	16.50	2,086,425
Building automation systems	126,450	SF	16.50	2,086,425
D40 Fire Protection	**126,450**	**SF**	**6.57**	**830,355**
D4010 Sprinklers	126,450	SF	6.25	790,313
Standpipe, valves and main distribution	126,450	SF	6.25	790,313
Dry system				*NIC*
D4030 Fire Protection Specialties	126,450	SF	0.32	40,043
Fire extinguishers, incl. cabinets	84	EA	475.00	40,043
D4090 Other Fire Protection Specialties	126,450	SF	-	-
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	**126,450**	**SF**	**77.02**	**9,739,198**
D5010 Electrical Service & Distribution	126,450	SF	22.10	2,794,958
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	8,000.00	8,000
Main switchboard panel and feeder	126,450	SF	10.04	1,269,558
Distribution panel and feeders	126,450	SF	12.00	1,517,400
D5020 Lighting & Branch Wiring	126,450	SF	19.70	2,490,775
Branch wiring and devices for lighting fixtures	126,450	SF	4.00	505,800
LED lighting - incl. sensors and controls	126,450	SF	15.50	1,959,975
Exterior lighting - allow	1	LS	25,000.00	25,000

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
D5030 Communications & Security	126,450	SF	31.15	3,938,918
Receptacles	1,054	EA	420.00	442,575
Fire alarm systems	126,450	SF	2.80	354,060
CO/smoke detection system	126,450	SF	2.50	316,125
Voice/data	126,450	SF	3.00	379,350
AV equipment	126,450	SF	9.00	1,138,050
PA/Intercom	126,450	SF	2.60	328,770
Clock and program systems	126,450	SF	2.75	347,738
CCTV	126,450	SF	5.00	632,250
D5090 Other Electrical Systems	126,450	SF	4.07	514,548
Connection to mechanical equipment	126,450	SF	0.55	69,548
Emergency generators	1	EA	140,000.00	140,000
UPS	1	EA	120,000.00	120,000
DAS	1	EA	150,000.00	150,000
Lighting and grounding protection systems	1	EA	35,000.00	35,000
E10 Equipment	126,450	SF	0.20	25,000
E1010 Commercial Equipment	126,450	SF	0.20	25,000
Kitchen equipment - allow - lounge	1	LS	25,000.00	25,000
E20 Furnishings	126,450	SF	28.96	3,661,800
E2010 Fixed Furnishings	126,450	SF	28.96	3,661,800
Fixed artwork				*By others*
Lab casework	580	LF	710.00	411,800
Fixed casework	5,000	LF	650.00	3,250,000
E2020 Movable Furnishings	126,450	SF	-	-
By Owner				*NIC*
F10 Special Construction	126,450	SF	66.43	8,400,000
F1010 Special Structures	126,450	SF	66.43	8,400,000
Temporary facilities per Bora	1	LS	8,400,000.00	8,400,000

NO LONGER IN SCOPE? ✓

Portland Public Schools
Jefferson High School

Option 1 - 1909 Renovation w/temp facilities

	Quantity	Unit	Rate	Total
F20 Selective Demolition	126,450	SF	26.09	3,298,605
F2010 Building Elements Demolition	126,450	SF	24.90	3,148,605
Temporary protection	126,450	SF	1.25	158,063
Architectural				-
Demo - building elements for structural and architectural renovation	126,450	SF	17.50	2,212,875
Mechanical				-
Trade demolition	126,450	SF	2.25	284,513
Electrical				-
Trade demolition	126,450	SF	2.75	347,738
Plumbing				-
Trade demolition	126,450	SF	1.15	145,418
F2020 Hazardous Components Abatement	126,450	SF	1.19	150,000
Allowance	1	LS	150,000.00	150,000

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill Summary

			%	$/SF	TOTAL
		Gross Area:		32,550 SF	
A10	Foundations		2%	15.49	504,205
A20	Basement Construction		0%	0.00	0
A	Substructure		2%	15.49	504,205
B10	Superstructure		14%	135.90	4,423,443
B20	Exterior Enclosure		8%	76.26	2,482,392
B30	Roofing		1%	13.12	427,006
B	Shell		23%	225.28	7,332,841
C10	Interior Construction		6%	59.46	1,935,279
C20	Stairways		1%	6.36	207,000
C30	Interior Finishes		3%	30.62	996,823
C	Interiors		10%	96.44	3,139,103
D10	Conveying Systems		1%	13.52	440,000
D20	Plumbing Systems		2%	15.02	488,745
D30	Heating, Ventilation & Air Conditioning		9%	83.86	2,729,698
D40	Fire Protection		1%	6.57	213,706
D50	Electrical Lighting, Power & Communications		7%	68.01	2,213,751
D	Services		19%	186.97	6,085,899
E10	Equipment		0%	0.46	15,000
E20	Furnishings		1%	12.13	394,750
E	Equipment & Furnishings		1%	12.59	409,750
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			54%	536.77	17,471,797
	Contingency - Design	15.00%	8%	80.52	2,620,770
	Contingency - Contractor	4.00%	3%	24.69	803,703
	General Requirements	7.50%	5%	48.15	1,567,220
	General Conditions	7.00%	5%	48.31	1,572,444
	Office Overhead & Profit	4.50%	3%	33.23	1,081,617
	Bonds & Insurance	2.50%	2%	19.29	627,939
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			80%	790.95	25,745,489
	Escalation to midpoint (Q3 2028)	24.71%	20%	195.44	6,361,710
RECOMMENDED BUDGET			100%	986.40	32,107,200

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	8,136	SF		
Level 2	8,136	SF		
Level 3	8,136	SF		
Level 4	8,136	SF		
Perimeter	716	LF		
TOTAL GROSS FLOOR AREA	32,544	SF		
A10 Foundations	**32,544**	**SF**	**15.49**	**504,205**
A1010 Standard Foundations	32,544	SF	6.20	201,901
Continuous footings	107	CY	890.00	95,230
Spread footings	12	CY	890.00	10,727
Anchor bolts/plates	179	SF	380.00	68,020
Perimeter insulation	1,432	SF	4.50	6,444
Perimeter drainage and bedding	716	LF	30.00	21,480
A1020 Special Foundations	32,544	SF	0.78	25,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	10,000.00	10,000
A1030 Slab On Grade	32,544	SF	8.51	276,803
Slab on grade - 6" incl. thickened edge	8,136	SF	18.50	150,516
Bases, stairs	200	SF	20.00	4,000
Curb wall - 1.5' ht.	1,074	SF	65.00	69,810
Under-slab drainage	8,136	SF	2.20	17,899
Under-slab insulation and vapor barrier	8,136	SF	4.25	34,578
B10 Superstructure	**32,544**	**SF**	**135.92**	**4,423,443**
B1010 Floor Construction	32,544	SF	107.58	3,501,108
Metal deck	24,408	SF	12.50	305,100
Concrete topping slab	24,408	SF	5.50	134,244
Floor - beams, incl. plates and connections	130	TN	10,300.00	1,340,813
Columns and beams - vertical construction	114	TN	10,300.00	1,173,211
Shear walls	6,444	SF	85.00	547,740
B1020 Roof Construction	32,544	SF	28.34	922,335
Metal deck	8,136	SF	12.50	101,700
Roof - beams, incl. plates and connections	49	TN	10,300.00	502,805
Fireproofing	49	TN	500.00	24,408

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
Vapor barrier	8,136	SF	4.50	36,612
Canopies	1,530	SF	115.00	175,950
Elevator and stair overrun	2	EA	10,000.00	20,000
Parapet	716	LF	85.00	60,860
B20 Exterior Enclosure	**32,544**	**SF**	**76.28**	**2,482,392**
B2010 Exterior Walls	32,544	SF	45.85	1,492,150
Metal stud framing	22,912	SF	35.00	801,920
Exterior cladding	22,912	SF		
Brick veneer	9,169	SF	48.00	440,130
Metal panel	3,870	SF	60.00	232,200
Caulking and sealants	32,544	SF	0.55	17,899
B2020 Exterior Windows	32,544	SF	29.64	964,555
Windows	2,962	SF	90.00	266,561
Storefront	6,911	SF	101.00	697,994
B2030 Exterior Doors	32,544	SF	0.79	25,688
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**32,544**	**SF**	**13.12**	**427,006**
B3010 Roof Coverings	32,544	SF	11.80	384,006
TPO membrane roof system	8,136	SF	25.00	203,400
Vapor barrier	8,136	SF	4.50	36,612
Insulation	8,136	SF	6.50	52,884
Flashing and trim	1,432	LF	30.00	42,960
Mechanical screen	100	LF	135.00	13,500
Roof drains	9	EA	3,850.00	34,650
B3020 Roof Openings	32,544	SF	1.32	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
C10 Interior Construction	**32,544**	**SF**	**59.47**	**1,935,279**

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
C1010 Partitions	32,544	SF	32.88	1,070,064
Interior partition - metal stud	30,931	SF	17.50	541,296
Interior of exterior - GWB	17,184	SF	9.00	154,656
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,437	SF	90.00	309,312
C1020 Interior Doors	32,544	SF	7.49	243,625
HM - single	20	EA	1,950.00	39,000
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	32,544	SF	19.10	621,590
Chalk and tack boards	1	LS	50,000.00	50,000
Lockers	1	LS	50,000.00	50,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Shop fit out	3,000	SF	69.00	207,000
Robotics fit-out	2,500	SF	72.00	180,000
Makers Space fit out	1,200	SF	70.00	84,000
Wayfinding	32,544	SF	0.35	11,390
C20 Stairways	32,544	SF	6.36	207,000
C2010 Stair Construction	32,544	SF	6.36	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000
C30 Interior Finishes	32,544	SF	30.63	996,823
C3010 Wall Finishes	32,544	SF	8.83	287,284
Tile	6,160	SF	16.50	101,640
Paint	78,727	SF	1.85	145,644
Acoustic wall treatment - allow	1	LS	40,000.00	40,000
C3020 Floor Finishes	32,544	SF	12.39	403,260
Polished concrete	3,384	SF	7.50	25,380
Sealed concrete	560	SF	4.50	2,520
Resilient flooring	5,430	SF	8.50	46,155
Tile	2,500	SF	16.50	41,250
Wood floor	12,800	SF	18.50	236,800

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
Carpet - classroom and office space	7,870	SF	6.50	51,155
C3030 Ceiling Finishes	32,544	SF	9.41	306,279
GWB	2,500	SF	11.50	28,750
Open to structure	13,360	SF	1.85	24,716
ACT cloud system	5,675	SF	30.00	170,244
ACT	11,009	SF	7.50	82,569
D10 Conveying Systems	32,544	SF	13.52	440,000
D1010 Elevators & Lifts	32,544	SF	13.52	440,000
Traction elevator - #3500	8	ST	55,000.00	440,000
D20 Plumbing Systems	32,544	SF	15.02	488,745
D2010 Plumbing Fixtures	32,544	SF	1.86	60,550
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink	2	EA	1,300.00	2,600
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	32,544	SF	6.45	209,915
Pipes and fittings - HW/CW	2,090	LF	60.00	125,400
Insulation	1,045	LF	7.00	7,315
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
D2030 Sanitary Waste	32,544	SF	6.43	209,280
Waste pipe and fittings	2,404	LF	65.00	156,228
Vent pipe	1,202	LF	30.00	36,053
Floor drains	20	EA	850.00	17,000
D2040 Rain Water Drainage	32,544	SF	0.28	9,000
Internal downspouts	200	LF	45.00	9,000
D2090 Other Plumbing Systems	32,544	SF		
No work anticipated				*NIC,*
D30 Heating, Ventilation & Air Conditioning	32,544	SF	83.88	2,729,698

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
D3010 Energy Supply	32,544	SF	73.38	2,387,986
Energy supply	32,544	SF	22.50	732,240
Rooftop air handling units w/ connections	32,544	SF	15.00	488,160
VAV boxes	65	EA	1,850.00	120,413
Ductwork incl. diffusers and grilles	28,639	LB	15.00	429,581
Exhaust system/ventilation	32,544	SF	13.00	423,072
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	32,544	SF	5.00	162,720
Testing and balancing	160	HR	130.00	20,800
D3060 Controls and Instrumentation	32,544	SF	10.50	341,712
Building automation systems	32,544	SF	10.50	341,712
D40 Fire Protection	32,544	SF	6.57	213,706
D4010 Sprinklers	32,544	SF	6.25	203,400
Standpipe, valves and main distribution	32,544	SF	6.25	203,400
D4030 Fire Protection Specialties	32,544	SF	0.32	10,306
Fire extinguishers, incl. cabinets	22	EA	475.00	10,306
D4090 Other Fire Protection Specialties	32,544	SF		
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	32,544	SF	68.02	2,213,751
D5010 Electrical Service & Distribution	32,544	SF	22.21	722,770
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	32,544	SF	10.04	326,742
Distribution panel and feeders	32,544	SF	12.00	390,528
D5020 Lighting & Branch Wiring	32,544	SF	19.82	645,108
Branch wiring and devices for lighting fixtures	32,544	SF	4.00	130,176
LED lighting - incl. sensors and controls	32,544	SF	15.50	504,432
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	32,544	SF	25.44	827,974
Receptacles	271	EA	425.00	115,260
Fire alarm systems	32,544	SF	2.80	91,123
CO/smoke detection system	32,544	SF	2.50	81,360

Portland Public Schools
Jefferson High School

Option 1 - 1909 Infill

	Quantity	Unit	Rate	Total
Voice/data	32,544	SF	3.00	97,632
AV equipment	32,544	SF	6.00	195,264
PA/Intercom	32,544	SF	2.60	84,614
CCTV	32,544	SF	5.00	162,720
D5090 Other Electrical Systems	32,544	SF	0.55	17,899
Connection to mechanical equipment	32,544	SF	0.55	17,899
E10 Equipment	32,544	SF	0.46	15,000
E1010 Commercial Equipment	32,544	SF	0.46	15,000
Registration equipment	1	LS	15,000.00	15,000
E1090 Other Equipment	32,544	SF		
E20 Furnishings	32,544	SF	12.13	394,750
E2010 Fixed Furnishings	32,544	SF	12.13	394,750
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library (shelving by Owner)	40	LF	550.00	22,000
Casework - kitchen	35	LF	750.00	26,250
E2020 Movable Furnishings	32,544	SF		
By Owner				*NIC*
F10 Special Construction	32,544	SF		
F1010 Special Structures	32,544	SF		
No work anticipated				*NIC*
F20 Selective Demolition	32,544	SF		
F2010 Building Elements Demolition	32,544	SF		
See Sitework				*NIC*
F2020 Hazardous Components Abatement	32,544	SF		
See Sitework				*incl.*

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts Summary

			%	$/SF	TOTAL
		Gross Area:		58,500 SF	
A10	Foundations		4%	46.86	2,741,387
A20	Basement Construction		0%	0.00	0
A	Substructure		4%	46.86	2,741,387
B10	Superstructure		14%	147.99	8,657,139
B20	Exterior Enclosure		5%	48.98	2,865,602
B30	Roofing		2%	25.32	1,481,080
B	Shell		21%	222.29	13,003,821
C10	Interior Construction		5%	53.93	3,154,840
C20	Stairways		0%	4.55	266,000
C30	Interior Finishes		3%	29.36	1,717,702
C	Interiors		8%	87.84	5,138,542
D10	Conveying Systems		0%	3.76	220,000
D20	Plumbing Systems		1%	5.69	332,905
D30	Heating, Ventilation & Air Conditioning		8%	89.49	5,235,050
D40	Fire Protection		1%	6.57	384,150
D50	Electrical Lighting, Power & Communications		6%	68.15	3,986,603
D	Services		16%	173.65	10,158,708
E10	Equipment		5%	56.32	3,295,000
E20	Furnishings		1%	6.41	374,700
E	Equipment & Furnishings		6%	62.73	3,669,700
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		3%	27.46	1,606,650
F	Special Construction & Demolition		3%	27.46	1,606,650
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	620.83	36,318,807
	Contingency - Design	15.00%	9%	93.13	5,447,821
	Contingency - Contractor	4.00%	3%	28.56	1,670,665
	General Requirements	7.50%	5%	55.69	3,257,797
	General Conditions	7.00%	5%	55.87	3,268,656
	Office Overhead & Profit	4.50%	4%	38.43	2,248,369
	Bonds & Insurance	2.50%	2%	22.31	1,305,303
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	914.83	53,517,418
	Escalation to Start Date (Q2 2026)	17.55%	15%	160.55	9,392,307
RECOMMENDED BUDGET			100%	1,075.38	62,909,725

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	38,000	SF		
Level 2	20,500	SF		
Perimeter	673	LF		
TOTAL GROSS FLOOR AREA	58,500	SF		
Floor Height - level 1 areas	32	LF		
Floor height- typical	12	LF		
Perimeter 1st	673	LF		
Building Height	128	LF		
Building Enclosure Total	21,536	SF		
Exterior glazing systems	4,751	SF		
Exterior cladding system	16,785	SF		
A10 Foundations	58,500	SF	46.86	2,741,387
A1010 Standard Foundations	58,500	SF	5.31	310,867
Continuous footings	150	CY	820.00	123,000
Grade beams	116	CY	820.00	95,120
Anchor bolts/plates	38,000	SF	1.75	66,500
Perimeter insulation	1346	SF	4.50	6,057
Perimeter drainage and bedding	673	LF	30.00	20,190
A1020 Special Foundations	58,500	SF	0.52	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	58,500	SF	41.03	2,400,020
Slab on grade - 6" incl. thickened edge	38,000	SF	18.50	703,000
Bases, stairs	330	SF	20.00	6,600
Curb wall - 1.5' ht.	1,010	SF	65.00	65,650
Theatre tired floor w/plenum	9,045	SF	126.00	1,139,670
Orchestra pit w/accessway	500	SF	480.00	240,000
Under-slab drainage	38,000	SF	2.20	83,600
Under-slab insulation and vapor barrier	38,000	SF	4.25	161,500
B10 Superstructure	58,500	SF	147.99	8,657,139
B1010 Floor Construction	58,500	SF	90.09	5,270,284
Metal deck	20,500	SF	12.50	256,250
Concrete topping slab w/acoustimat	20,500	SF	8.50	174,250
Floor - beams, incl. plates and connections	82	TN	10,300.00	844,600

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Columns and beams - vertical construction	226	TN	10,300.00	2,328,624
Structural framing -balcony	4,455	SF	220.00	980,100
Shear walls	8,076	SF	85.00	686,460
B1020 Roof Construction	58,500	SF	57.89	3,386,855
Metal deck	38,000	SF	12.50	475,000
Roof - beams, incl. plates and connections	228	TN	10,300.00	2,348,400
Fireproofing	228	TN	500.00	114,000
Vapor barrier	38,000	SF	4.50	171,000
Canopies	1,530	SF	125.00	191,250
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	673	LF	85.00	57,205
B20 Exterior Enclosure	58,500	SF	48.98	2,865,602
B2010 Exterior Walls	58,500	SF	39.32	2,300,484
Metal stud framing	32,304	SF	35.00	1,130,640
Exterior cladding	32,304	SF		
Brick veneer	12,928	SF	48.00	620,547
Metal panel	8,619	SF	60.00	517,122
Caulking and sealants	58,500	SF	0.55	32,175
B2020 Exterior Windows	58,500	SF	9.22	539,430
Windows	2,151	SF	90.00	193,630
Curtainwall and entry system	2,600	SF	133.00	345,800
B2030 Exterior Doors	58,500	SF	0.44	25,688
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
ADA door openers - see Electrical				*incl. below*
B30 Roofing	58,500	SF	25.32	1,481,080
B3010 Roof Coverings	58,500	SF	25.10	1,468,080
TPO membrane roof system	38,000	SF	25.00	950,000
Vapor barrier	38,000	SF	4.50	171,000
Insulation	38,000	SF	6.50	247,000
Flashing and trim	1,346	LF	30.00	40,380
Mechanical screen	100	LF	135.00	13,500
Roof drains	12	EA	3,850.00	46,200

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
B3020 Roof Openings	58,500	SF	0.22	13,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight				*NIC,*
C10 Interior Construction	58,500	SF	53.93	3,154,840
C1010 Partitions	58,500	SF	19.74	1,155,060
Interior partition - metal stud	29,074	SF	17.50	508,788
Interior of exterior - GWB	32,304	SF	9.00	290,736
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,230	SF	90.00	290,736
C1020 Interior Doors	58,500	SF	4.16	243,625
HM - single	20	EA	1,950.00	39,000
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	58,500	SF	30.02	1,756,155
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	50,000.00	50,000
Restroom - bath accessories	8	EA	1,500.00	12,000
Restroom - toilet partitions	8	EA	950.00	7,600
Green room build out	500	SF	420.00	210,000
Dressing room/make up room build outs	900	SF	250.00	225,000
Dance studio seating	250	EA	400.00	100,000
Control room build out	200	SF	220.00	44,000
Sound room build out	100	SF	192.00	19,200
Storage room build out (all programs)	11,380	SF	76.00	864,880
Scene Shop build out	1,500	SF	82.00	123,000
Wayfinding	58,500	SF	0.35	20,475
C20 Stairways	58,500	SF	4.55	266,000
C2010 Stair Construction	58,500	SF	4.55	266,000
Egress stair	4	FLT	16,500.00	66,000
Feature stair	1	FLT	200,000.00	200,000

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**58,500**	**SF**	**29.36**	**1,717,702**
C3010 Wall Finishes	58,500	SF	10.94	639,959
Tile	6,160	SF	16.50	101,640
Paint	90,410	SF	1.85	167,259
Black box paint	4,680	SF	4.50	21,060
Acoustic wall treatment - allow	1	LS	350,000.00	350,000
C3020 Floor Finishes	58,500	SF	9.73	569,300
Polished concrete	16,420	SF	7.50	123,150
Sealed concrete	1,600	SF	4.50	7,200
Resilient flooring	15,600	SF	8.50	132,600
Tile	1,040	SF	16.50	17,160
Wood floor - sprung	3,700	SF	21.00	77,700
Stage floor	5,100	SF	15.80	80,580
Carpet - classroom and office space	20,140	SF	6.50	130,910
C3030 Ceiling Finishes	58,500	SF	8.69	508,443
GWB	1,040	SF	11.50	11,960
Open to structure -includes theatre	11,000	SF	1.85	20,350
ACT cloud system	5,675	SF	30.00	170,244
ACT	40,785	SF	7.50	305,889
D10 Conveying Systems	**58,500**	**SF**	**3.76**	**220,000**
D1010 Elevators & Lifts	58,500	SF	3.76	220,000
Traction elevator - #3500	4	ST	55,000.00	220,000
D20 Plumbing Systems	**58,500**	**SF**	**5.69**	**332,905**
D2010 Plumbing Fixtures	58,500	SF	0.67	38,950
Water closet	8	EA	1,500.00	12,000
Lavatory	8	EA	1,200.00	9,600
Kitchen sink	2	EA	1,300.00	2,600
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	58,500	SF	2.63	154,035
Pipes and fittings - HW/CW	1,210	LF	60.00	72,600
Insulation	605	LF	7.00	4,235
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Water heating	1	LS	60,000.00	60,000
D2030 Sanitary Waste	58,500	SF	2.24	130,920
Waste pipe and fittings	1,392	LF	65.00	90,448
Vent pipe	696	LF	30.00	20,873
Clay trays	4	EA	650.00	2,600
Floor drains	20	EA	850.00	17,000
D2040 Rain Water Drainage	58,500	SF	0.15	9,000
Internal downspouts	200	LF	45.00	9,000
D2090 Other Plumbing Systems	58,500	SF		
No work anticipated				*NIC,*
D30 Heating, Ventilation & Air Conditioning	58,500	SF	89.49	5,235,050
D3010 Energy Supply	58,500	SF	72.99	4,269,800
Energy supply	58,500	SF	22.50	1,316,250
Rooftop air handling units w/ connections	58,500	SF	15.00	877,500
VAV boxes	117	EA	1,850.00	216,450
Ductwork incl. diffusers and grilles	51,480	LB	15.00	772,200
Exhaust system/ventilation	58,500	SF	13.00	760,500
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	58,500	SF	5.00	292,500
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	58,500	SF	16.50	965,250
Building automation systems	58,500	SF	16.50	965,250
D40 Fire Protection	58,500	SF	6.57	384,150
D4010 Sprinklers	58,500	SF	6.25	365,625
Standpipe, valves and main distribution	58,500	SF	6.25	365,625
D4030 Fire Protection Specialties	58,500	SF	0.32	18,525
Fire extinguishers, incl. cabinets	39	EA	475.00	18,525
D4090 Other Fire Protection Specialties	58,500	SF		
No work anticipated				*NIC*

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
D50 Electrical Lighting, Power & Communications	**58,500**	**SF**	**68.15**	**3,986,603**
D5010 Electrical Service & Distribution	58,500	SF	22.13	1,294,840
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	58,500	SF	10.04	587,340
Distribution panel and feeders	58,500	SF	12.00	702,000
D5020 Lighting & Branch Wiring	58,500	SF	19.68	1,151,250
Branch wiring and devices for lighting fixtures	58,500	SF	4.00	234,000
LED lighting - incl. sensors and controls	58,500	SF	15.50	906,750
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	58,500	SF	25.44	1,488,338
Receptacles	488	EA	425.00	207,188
Fire alarm systems	58,500	SF	2.80	163,800
CO/smoke detection system	58,500	SF	2.50	146,250
Voice/data	58,500	SF	3.00	175,500
AV equipment	58,500	SF	6.00	351,000
PA/Intercom	58,500	SF	2.60	152,100
CCTV	58,500	SF	5.00	292,500
D5090 Other Electrical Systems	58,500	SF	0.89	52,175
Connection to mechanical equipment	58,500	SF	0.55	32,175
Kiln power	1	LS	20,000.00	20,000
E10 Equipment	**58,500**	**SF**	**56.32**	**3,295,000**
E1010 Commercial Equipment	58,500	SF	0.77	45,000
Concessions equipment - allow	1	LS	25,000.00	25,000
Laundry equipment	1	LS	20,000.00	20,000
E1090 Other Equipment	58,500	SF	55.56	3,250,000
SHALLECK Budget				
Theatre				
Drapery	1	LS	110,000.00	110,000
Rigging	1	LS	975,000.00	975,000
Pit Filler	1	LS	110,000.00	110,000
Production lighting	1	LS	260,000.00	260,000
Theatre seating	500	EA	450.00	225,000
Production AV	1	LS	550,000.00	550,000

Portland Public Schools
Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Drama/Black Box				
Rigging	1	LS	125,000.00	125,000
Lighting Control	1	LS	85,000.00	85,000
Production AV	1	LS	150,000.00	150,000
Band and Choir				
Drapery	2	EA	15,000.00	30,000
AV equipment	2	EA	45,000.00	90,000
Lighting Control	1	LS	50,000.00	50,000
Telescope theatre seating	1	LS	200,000.00	200,000
AV equipment	2	EA	45,000.00	90,000
Performing Arts FF&E				*By Owner,*
Structural support and catwalk	1	LS	200,000.00	200,000
E20 Furnishings	**58,500**	**SF**	**6.41**	**374,700**
E2010 Fixed Furnishings	58,500	SF	6.41	374,700
Casework - classrooms	600	LF	450.00	270,000
Casework - office/reception	50	LF	500.00	25,000
Casework - Box office	12	LF	450.00	5,400
Casework - Concessions	30	LF	450.00	13,500
Casework - library shelving	80	LF	760.00	60,800
E2020 Movable Furnishings	58,500	SF		
By Owner				*NIC*
F10 Special Construction	**58,500**	**SF**		
F1010 Special Structures	58,500	SF		
No work anticipated				*NIC*
F20 Selective Demolition	**58,500**	**SF**	**27.46**	**1,606,650**
F2010 Building Elements Demolition	58,500	SF	24.90	1,456,650
Temporary protection	58,500	SF	1.25	73,125
Architectural				-
Demo - building elements for structural and architectural renovation	58,500	SF	17.50	1,023,750
Mechanical				-
Trade demolition	58,500	SF	2.25	131,625

Portland Public Schools

Jefferson High School

Option 1 - Performing Arts

	Quantity	Unit	Rate	Total
Electrical				-
Trade demolition	58,500	SF	2.75	160,875
Plumbing				-
Trade demolition	58,500	SF	1.15	67,275
F2020 Hazardous Components Abatement	58,500	SF	2.56	150,000
Allowance	1	LS	150,000.00	150,000.00

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

			%	$/SF	TOTAL
		Gross Area:		62,100 SF	
A10	Foundations		2%	17.41	1,080,863
A20	Basement Construction		0%	0.00	0
A	Substructure		2%	17.41	1,080,863
B10	Superstructure		14%	124.07	7,704,819
B20	Exterior Enclosure		2%	15.63	970,769
B30	Roofing		2%	19.64	1,219,750
B	Shell		18%	159.35	9,895,338
C10	Interior Construction		6%	53.25	3,306,520
C20	Stairways		0%	3.33	207,000
C30	Interior Finishes		3%	25.28	1,569,892
C	Interiors		9%	81.86	5,083,412
D10	Conveying Systems		0%	3.67	228,000
D20	Plumbing Systems		1%	8.08	501,798
D30	Heating, Ventilation & Air Conditioning		11%	96.30	5,980,110
D40	Fire Protection		1%	6.57	407,790
D50	Electrical Lighting, Power & Communications		7%	64.91	4,031,036
D	Services		20%	179.53	11,148,734
E10	Equipment		4%	35.97	2,234,000
E20	Furnishings		1%	11.41	708,840
E	Equipment & Furnishings		5%	47.39	2,942,840
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		3%	27.32	1,696,290
F	Special Construction & Demolition		3%	27.32	1,696,290
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	512.84	31,847,478
	Contingency - Design	15.00%	9%	76.93	4,777,122
	Contingency - Contractor	4.00%	3%	23.59	1,464,984
	General Requirements	7.50%	5%	46.00	2,856,719
	General Conditions	7.00%	5%	46.16	2,866,241
	Office Overhead & Profit	4.50%	4%	31.75	1,971,564
	Bonds & Insurance	2.50%	2%	18.43	1,144,603
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	755.70	46,928,711
	Escalation to Start Date (Q3 2028)	17.55%	15%	132.62	8,235,989
RECOMMENDED BUDGET			100%	888.32	55,164,699

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	31,050	SF		
Level 2	31,050	SF		
Perimeter	716	LF		
TOTAL GROSS FLOOR AREA	62,100	SF		
Floor Height	12	LF		
Perimeter 1st	280	LF		
Perimeter - Lvl 2-4	180	LF		
Building Height	48	LF		
Building Enclosure Total	9,840	SF		
Exterior glazing systems	2,952	SF		
Exterior cladding system	6,888	SF		
A10 Foundations	62,100	SF	17.41	1,080,863
A1010 Standard Foundations	62,100	SF	3.88	240,641
Footings - 2'x4' continuous	159	CY	890.00	141,609
Footings - 6' spread	9	EA	890.00	7,788
Grade beams	13	CY	890.00	11,603
Elevator pits incl. sump pump	1	EA	15,600.00	15,600
Dewatering	1	LS	10,000.00	10,000
Perimeter drainage and perf pipe	310	LF	145.87	45,219
Anchor plates	70	EA	126.04	8,823
				-
A1020 Special Foundations	62,100	SF	0.49	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	62,100	SF	13.04	809,723
Slab on grade - 6" incl. thickened edge	31,050	SF	18.50	574,425
Bases, stairs	240	SF	20.00	4,800
Curb wall - 1.5' ht.	465	SF	65.00	30,225
Under-slab drainage	31,050	SF	2.20	68,310
Under-slab insulation and vapor barrier	31,050	SF	4.25	131,963
				-
B10 Superstructure	62,100	SF	124.07	7,704,819
				-
B1010 Floor Construction	62,100	SF	78.86	4,897,104
Metal deck	31,050	SF	12.50	388,125
Concrete topping slab	31,050	SF	5.50	170,775
Floor - beams, incl. plates and connections	124	TN	10,300.00	1,279,260

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
Columns and beams - vertical construction	226	TN	10,300.00	2,328,624
Shear walls	8,592	SF	85.00	730,320
				-
B1020 Roof Construction	62,100	SF	45.21	2,807,715
Metal deck	31,050	SF	14.00	434,700
Roof - beams, incl. plates and connections	186	TN	10,300.00	1,918,890
Fireproofing	186	TN	500.00	93,150
Vapor barrier	31,050	SF	4.50	139,725
Canopies	1,530	SF	115.00	175,950
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	180	LF	85.00	15,300
				-
B20 Exterior Enclosure	62,100	SF	15.63	970,769
				-
B2010 Exterior Walls	62,100	SF	10.39	645,445
Metal stud framing	8,640	SF	35.00	302,400
Exterior cladding	8,640	SF		-
Brick veneer	3,458	SF	48.00	165,971
Metal panel	2,305	SF	62.00	142,919
Caulking and sealants	62,100	SF	0.55	34,155
				-
B2020 Exterior Windows	62,100	SF	4.62	287,137
Windows	863	SF	90.00	77,682
Storefront	2,014	SF	104.00	209,454
				-
B2030 Exterior Doors	62,100	SF	0.61	38,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
Roll up door	1	EA	12,500.00	12,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	62,100	SF	19.64	1,219,750
				-
B3010 Roof Coverings	62,100	SF	18.95	1,176,750
TPO membrane roof system	31,050	SF	25.00	776,250
Vapor barrier	31,050	SF	4.50	139,725
Insulation	31,050	SF	6.50	201,825
Flashing and trim	360	LF	30.00	10,800
Mechanical screen	100	LF	135.00	13,500
Roof drains	9	EA	3,850.00	34,650

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
				-
B3020 Roof Openings	62,100	SF	0.69	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	62,100	SF	53.25	3,306,520
				-
C1010 Partitions	62,100	SF	29.41	1,826,160
Interior partition - metal stud	65,299	SF	17.50	1,142,736
Interior of exterior - GWB	34,368	SF	9.00	309,312
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,437	SF	90.00	309,312
				-
C1020 Interior Doors	62,100	SF	4.43	274,825
Includes vision panels and electric strikes				-
HM - single	36	EA	1,950.00	70,200
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	62,100	SF	19.41	1,205,535
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Commons- Fit out	7,800	SF	96.00	748,800
Community and Partner fit out	2,120	SF	90.00	190,800
Wayfinding	62,100	SF	0.35	21,735
				-
C20 Stairways	62,100	SF	3.33	207,000
				-
C2010 Stair Construction	62,100	SF	3.33	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000
				-
C30 Interior Finishes	62,100	SF	25.28	1,569,892
				-
C3010 Wall Finishes	62,100	SF	8.37	519,699
Tile	6,160	SF	16.50	101,640
FRP panels	10,000	SF	4.80	48,000

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
Paint	159,492	SF	1.85	295,059
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	62,100	SF	7.28	452,150
Polished concrete	18,900	SF	7.50	141,750
Sealed concrete	2,400	SF	4.50	10,800
Resilient flooring	7,200	SF	8.50	61,200
Tile	2,000	SF	16.50	33,000
Carpet - classroom and office space	31,600	SF	6.50	205,400
				-
C3030 Ceiling Finishes	62,100	SF	9.63	598,043
GWB	2,000	SF	11.50	23,000
Open to structure	600	SF	1.85	1,110
ACT cloud system	5,675	SF	30.00	170,244
ACT	53,825	SF	7.50	403,689
				-
D10 Conveying Systems	62,100	SF	3.67	228,000
				-
D1010 Elevators & Lifts	62,100	SF	3.67	228,000
Traction elevator - #3500	4	ST	57,000.00	228,000
				-
D20 Plumbing Systems	62,100	SF	8.08	501,798
				-
D2010 Plumbing Fixtures	62,100	SF	1.05	65,050
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink -hand sinks	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	1	EA	1,250.00	1,250
				-
D2020 Domestic Water Distribution	62,100	SF	3.44	213,408
Pipes and fittings - HW/CW	2,145	LF	60.00	128,700
Insulation	1,073	LF	7.00	7,508
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
				-
D2030 Sanitary Waste	62,100	SF	3.45	214,340
Waste pipe and fittings	2,467	LF	65.00	160,339
Vent pipe	1,233	LF	30.00	37,001
Floor drains	20	EA	850.00	17,000
				-

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
D2040 Rain Water Drainage	62,100	SF	0.14	9,000
Internal downspouts	200	LF	45.00	9,000
				-
D2090 Other Plumbing Systems	62,100	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	62,100	SF	96.30	5,980,110
				-
D3010 Energy Supply	62,100	SF	73.04	4,535,940
Energy supply	62,100	SF	22.50	1,397,250
Rooftop air handling units w/ connections	62,100	SF	15.00	931,500
VAV boxes	124	EA	1,850.00	229,770
Ductwork incl. diffusers and grilles	54,648	LB	15.00	819,720
Exhaust system/ventilation	62,100	SF	13.00	807,300
Split systems (MDF rooms)	3	EA	5,500.00	16,500
Ancillary equipment - allow	62,100	SF	5.00	310,500
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	62,100	SF	16.50	1,024,650
Building automation systems	62,100	SF	16.50	1,024,650
				-
				-
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	62,100	SF	6.57	407,790
				-
D4010 Sprinklers	62,100	SF	6.25	388,125
Standpipe, valves and main distribution	62,100	SF	6.25	388,125
				-
D4030 Fire Protection Specialties	62,100	SF	0.32	19,665
Fire extinguishers, incl. cabinets	41	EA	475.00	19,665
				-
D4090 Other Fire Protection Specialties	62,100	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	62,100	SF	64.91	4,031,036
				-
D5010 Electrical Service & Distribution	62,100	SF	22.17	1,376,684
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	8,000.00	8,000

Portland Public Schools
Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
Main switchboard panel and feeder	62,100	SF	10.04	623,484
Distribution panel and feeders	62,100	SF	12.00	745,200
				-
D5020 Lighting & Branch Wiring	62,100	SF	19.67	1,221,450
Branch wiring and devices for lighting fixtures	62,100	SF	4.00	248,400
LED lighting - incl. sensors and controls	62,100	SF	15.50	962,550
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	62,100	SF	22.52	1,398,747
Receptacles	591	EA	425.00	251,357
Fire alarm systems	62,100	SF	2.80	173,880
CO/smoke detection system	62,100	SF	2.50	155,250
Voice/data	62,100	SF	3.00	186,300
AV equipment- Shallek	14	EA	10,000.00	140,000
Culinary AV	1	EA	20,000.00	20,000
PA/Intercom	62,100	SF	2.60	161,460
CCTV	62,100	SF	5.00	310,500
				-
D5090 Other Electrical Systems	62,100	SF	0.55	34,155
Connection to mechanical equipment	62,100	SF	0.55	34,155
				-
E10 Equipment	62,100	SF	35.97	2,234,000
				-
E1010 Commercial Equipment	62,100	SF	10.47	650,000
Kitchen equipment - allow	1	LS	650,000.00	650,000
				-
E1090 Other Equipment	62,100	SF	25.51	1,584,000
Science equipment	16,500	SF	96.00	1,584,000
				-
E20 Furnishings	62,100	SF	11.41	708,840
E2010 Fixed Furnishings	62,100	SF	11.41	708,840
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library and media center	90	LF	760.00	68,400
Casework- Lab	426	LF	690.00	293,940
				-
E2020 Movable Furnishings	62,100	SF	-	-
By Owner				*NIC*
				-

Portland Public Schools

Jefferson High School

Option 1 - Science/Servery/Admin/Commons

	Quantity	Unit	Rate	Total
F10 Special Construction	62,100	SF	-	-
				-
F1010 Special Structures	62,100	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	62,100	SF	27.32	1,696,290
				-
F2010 Building Elements Demolition	62,100	SF	24.90	1,546,290
Temporary protection	62,100	SF	1.25	77,625
Architectural				-
Demo - building elements for structural and architectural renovation	62,100	SF	17.50	1,086,750
Mechanical				-
Trade demolition	62,100	SF	2.25	139,725
Electrical				-
Trade demolition	62,100	SF	2.75	170,775
Plumbing				-
Trade demolition	62,100	SF	1.15	71,415
				-
F2020 Hazardous Components Abatement	62,100	SF	2.42	150,000
Allowance	1	LS	150,000.00	150,000
				-
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics Summary

			%	$/SF	TOTAL
		Gross Area:		28,550 SF	
A10	Foundations		4%	36.78	1,050,143
A20	Basement Construction		0%	0.00	0
A	Substructure		4%	36.78	1,050,143
B10	Superstructure		18%	182.22	5,202,518
B20	Exterior Enclosure		7%	71.26	2,034,489
B30	Roofing		4%	41.77	1,192,479
B	Shell		30%	295.25	8,429,485
C10	Interior Construction		4%	38.47	1,098,336
C20	Stairways		0%	0.00	0
C30	Interior Finishes		3%	25.43	725,970
C	Interiors		6%	63.90	1,824,306
D10	Conveying Systems		0%	0.00	0
D20	Plumbing Systems		1%	12.51	357,236
D30	Heating, Ventilation & Air Conditioning		8%	84.10	2,401,195
D40	Fire Protection		1%	6.57	187,478
D50	Electrical Lighting, Power & Communications		7%	69.10	1,972,729
D	Services		17%	172.28	4,918,638
E10	Equipment		2%	15.76	450,000
E20	Furnishings		1%	10.75	307,000
E	Equipment & Furnishings		3%	26.51	757,000
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			60%	594.73	16,979,572
	Contingency - Design	15.00%	9%	89.21	2,546,936
	Contingency - Contractor	4.00%	3%	27.36	781,060
	General Requirements	7.50%	5%	53.35	1,523,068
	General Conditions	7.00%	5%	53.53	1,528,144
	Office Overhead & Profit	4.50%	4%	36.82	1,051,145
	Bonds & Insurance	2.50%	2%	21.37	610,248
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			88%	876.36	25,020,173
	Escalation to Start Date (Q2 2025)	13.03%	12%	114.19	3,260,129
RECOMMENDED BUDGET			100%	990.55	28,280,302

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	28,550	SF		
Perimeter	887	LF		
TOTAL GROSS FLOOR AREA	28,550	SF		
A10 Foundations	28,550	SF	36.78	1,050,143
A1010 Standard Foundations	28,550	SF	8.28	236,338
Continuous footings	132	CY	890.00	117,480
Anchor bolts/plates	222	SF	380.00	84,265
Perimeter insulation	1,774	SF	4.50	7,983
Perimeter drainage and bedding	887	LF	30.00	26,610
				-
A1020 Special Foundations	28,550	SF	0.53	15,000
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	28,550	SF	27.98	798,805
Slab on grade - 6" incl. thickened edge	28,550	SF	18.50	528,175
Curb wall - 1.5' ht.	1,331	SF	65.00	86,483
Under-slab drainage	28,550	SF	2.20	62,810
Under-slab insulation and vapor barrier	28,550	SF	4.25	121,338
				-
B10 Superstructure	28,550	SF	182.22	5,202,518
				-
B1010 Floor Construction	28,550	SF	93.09	2,657,858
Columns and beams - vertical construction	214	TN	10,300.00	2,205,488
Shear walls	5,322	SF	85.00	452,370
				-
B1020 Roof Construction	28,550	SF	89.13	2,544,660
Metal deck	28,550	SF	15.00	428,250
Roof - beams, incl. plates and connections	171	TN	10,300.00	1,764,390
Fireproofing	171	TN	500.00	85,650
Vapor barrier	28,550	SF	4.50	128,475
Canopies	500	SF	125.00	62,500
Parapet	887	LF	85.00	75,395
				-
B20 Exterior Enclosure	28,550	SF	71.26	2,034,489
				-
B2010 Exterior Walls	28,550	SF	54.43	1,554,114
Metal stud framing	23,062	SF	35.00	807,170

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
Exterior cladding	23,062	SF		-
Brick veneer	9,529	SF	48.00	457,377
Metal panel	4,615	SF	60.00	276,882
Caulking and sealants	23,062	SF	0.55	12,684
				-
B2020 Exterior Windows	28,550	SF	15.15	432,500
Windows	2,000	SF	90.00	180,000
Storefront	2,500	SF	101.00	252,500
				-
B2030 Exterior Doors	28,550	SF	1.68	47,875
HM - single	4	EA	2,650.00	10,600
HM - double	2	EA	4,637.50	9,275
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	4	EA	6,125.00	24,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	28,550	SF	41.77	1,192,479
				-
B3010 Roof Coverings	28,550	SF	40.26	1,149,479
TPO membrane roof system	28,550	SF	25.00	713,750
Vapor barrier	28,550	SF	4.50	128,475
Insulation	28,550	SF	6.50	185,575
Flashing and trim	1,774	LF	30.00	53,220
Mechanical screen	100	LF	135.00	13,500
Roof drains	14	EA	3,850.00	54,959
				-
B3020 Roof Openings	28,550	SF	1.51	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	28,550	SF	38.47	1,098,336
				-
C1010 Partitions	28,550	SF	25.18	718,969
Interior partition - metal stud	19,159	SF	17.50	335,286
Interior of exterior - GWB	14,143	SF	9.00	127,291
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	2,129	SF	90.00	191,592
				-
C1020 Interior Doors	28,550	SF	4.82	137,575
HM - single	20	EA	1,950.00	39,000
HM - double	6	EA	3,412.50	20,475

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	28,550	SF	8.47	241,793
Chalk and tack boards	1	LS	50,000.00	50,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Ticket booth fit out	200	SF	88.00	17,600
Wayfinding	28,550	SF	0.35	9,993
				-
C20 Stairways	28,550	SF	-	-
				-
C2010 Stair Construction	28,550	SF	-	-
No work anticipated - See bleachers w/site				*NIC*
				-
C30 Interior Finishes	28,550	SF	25.43	725,970
				-
C3010 Wall Finishes	28,550	SF	8.06	230,170
Tile	3,360	SF	16.50	55,440
Paint	53,908	SF	1.85	99,730
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	28,550	SF	11.31	322,975
Polished concrete	14,300	SF	7.50	107,250
Sealed concrete	1,450	SF	4.50	6,525
Resilient flooring	2,000	SF	8.50	17,000
Tile	3,800	SF	16.50	62,700
Wood floor	7,000	SF	18.50	129,500
Carpet - classroom and office space				*Not required*
				-
C3030 Ceiling Finishes	28,550	SF	6.05	172,825
GWB	3,800	SF	11.50	43,700
Open to structure	10,000	SF	1.85	18,500
ACT	14,750	SF	7.50	110,625
				-
D10 Conveying Systems	28,550	SF	-	-
				-
D1010 Elevators & Lifts	28,550	SF	-	-
Not required				*NIC*
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
D20 Plumbing Systems	**28,550**	**SF**	**12.51**	**357,236**
				-
D2010 Plumbing Fixtures	28,550	SF	2.07	59,200
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	2	EA	1,250.00	2,500
				-
D2020 Domestic Water Distribution	28,550	SF	5.31	151,634
Pipes and fittings - HW/CW	1,221	LF	60.00	73,260
Insulation	611	LF	7.00	4,274
Hose bib	6	EA	800.00	4,800
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	60,000.00	60,000
				-
D2030 Sanitary Waste	28,550	SF	4.71	134,432
Waste pipe and fittings	1,404	LF	65.00	91,270
Vent pipe	702	LF	30.00	21,062
Floor drains	26	EA	850.00	22,100
				-
D2040 Rain Water Drainage	28,550	SF	0.42	11,970
Internal downspouts	266	LF	45.00	11,970
				-
D2090 Other Plumbing Systems	28,550	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	**28,550**	**SF**	**84.10**	**2,401,195**
				-
D3010 Energy Supply	28,550	SF	73.60	2,101,420
Energy supply	28,550	SF	22.50	642,375
Rooftop air handling units w/ connections	28,550	SF	15.00	428,250
VAV boxes	57	EA	1,850.00	105,635
Ductwork incl. diffusers and grilles	25,124	LB	15.00	376,860
Exhaust system/ventilation	28,550	SF	13.00	371,150
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	28,550	SF	5.00	142,750
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	28,550	SF	10.50	299,775
Building automation systems	28,550	SF	10.50	299,775
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
D40 Fire Protection	**28,550**	**SF**	**6.57**	**187,478**
				-
D4010 Sprinklers	28,550	SF	6.25	178,438
Standpipe, valves and main distribution	28,550	SF	6.25	178,438
				-
D4030 Fire Protection Specialties	28,550	SF	0.32	9,041
Fire extinguishers, incl. cabinets	19	EA	475.00	9,041
				-
D4090 Other Fire Protection Specialties	28,550	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	**28,550**	**SF**	**69.10**	**1,972,729**
				-
D5010 Electrical Service & Distribution	28,550	SF	22.23	634,742
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	28,550	SF	10.04	286,642
Distribution panel and feeders	28,550	SF	12.00	342,600
				-
D5020 Lighting & Branch Wiring	28,550	SF	19.87	567,225
Branch wiring and devices for lighting fixtures	28,550	SF	4.00	114,200
LED lighting - incl. sensors and controls	28,550	SF	15.50	442,525
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	28,550	SF	26.45	755,060
Receptacles	238	EA	425.00	101,115
Fire alarm systems	28,550	SF	2.80	79,940
CO/smoke detection system	28,550	SF	2.50	71,375
Voice/data	28,550	SF	3.00	85,650
AV equipment- Shalleck	1	LS	200,000.00	200,000
PA/Intercom	28,550	SF	2.60	74,230
CCTV	28,550	SF	5.00	142,750
				-
D5090 Other Electrical Systems	28,550	SF	0.55	15,703
Connection to mechanical equipment	28,550	SF	0.55	15,703
				-
E10 Equipment	**28,550**	**SF**	**15.76**	**450,000**
				-
E1010 Commercial Equipment	28,550	SF	10.51	300,000
Gym equipment - allow	1	LS	50,000.00	50,000
Concessions equipment	1	LS	250,000.00	250,000
				-

Portland Public Schools
Jefferson High School

Option 1 - Athletics

	Quantity	Unit	Rate	Total
E1090 Other Equipment	28,550	SF	5.25	150,000
Stage incl. equipment - allow	1	LS	150,000.00	150,000
				-
E20 Furnishings	28,550	SF	10.75	307,000
E2010 Fixed Furnishings	28,550	SF	10.75	307,000
Casework - classroom	610	LF	450.00	274,500
Casework - office/reception	50	LF	650.00	32,500
				-
E2020 Movable Furnishings	28,550	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	28,550	SF	-	-
				-
F1010 Special Structures	28,550	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	28,550	SF	-	-
				-
F2010 Building Elements Demolition	28,550	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	28,550	SF	-	-
See Sitework				*incl.*

Portland Public Schools

Jefferson High School

Option 1 - 1964 Athletics Renovation Summary

			%	$/SF	TOTAL
		Gross Area:		30,650 SF	
A10	Foundations		1%	6.07	186,093
A20	Basement Construction		0%	0.00	0
A	Substructure		1%	6.07	186,093
B10	Superstructure		2%	11.09	339,943
B20	Exterior Enclosure		1%	5.31	162,784
B30	Roofing		6%	26.62	815,775
B	Shell		9%	43.02	1,318,502
C10	Interior Construction		6%	25.64	785,939
C20	Stairways		0%	0.00	0
C30	Interior Finishes		5%	23.89	732,094
C	Interiors		11%	49.53	1,518,033
D10	Conveying Systems		0%	1.04	32,000
D20	Plumbing Systems		1%	6.63	203,322
D30	Heating, Ventilation & Air Conditioning		15%	67.34	2,064,060
D40	Fire Protection		0%	0.00	0
D50	Electrical Lighting, Power & Communications		15%	66.12	2,026,446
D	Services		31%	141.14	4,325,828
E10	Equipment		1%	3.26	100,000
E20	Furnishings		1%	3.60	110,250
E	Equipment & Furnishings		2%	6.86	210,250
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		6%	26.37	808,185
F	Special Construction & Demolition		6%	26.37	808,185
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			60%	272.98	8,366,890
	Contingency - Design	15.00%	9%	40.95	1,255,034
	Contingency - Contractor	4.00%	3%	12.56	384,877
	General Requirements	7.50%	5%	24.49	750,510
	General Conditions	7.00%	5%	24.57	753,012
	Office Overhead & Profit	4.50%	4%	16.90	517,965
	Bonds & Insurance	2.50%	2%	9.81	300,707
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			88%	402.25	12,328,995
	Escalation to Start Date (Q2 2025)	13.03%	12%	52.41	1,606,468
RECOMMENDED BUDGET			100%	454.66	13,935,463

Portland Public Schools
Jefferson High School

Option 1 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	10,000	SF		
Level 2	20,650	SF		
Perimeter	503	LF		
TOTAL GROSS FLOOR AREA	30,650	SF		
A10 Foundations	**30,650**	**SF**	**6.07**	**186,093**
A1010 Standard Foundations	30,650	SF	2.16	66,093
Shear wall footing	59.26	CY	820.00	48,593
Anchor bolts/plates	10,000	SF	1.75	17,500
Perimeter insulation				*Existing*
Perimeter drainage and bedding				*Existing*
A1030 Slab On Grade	30,650	SF	3.92	120,000
Slab on grade - - repair	10,000	SF	12.00	120,000
B10 Superstructure	**30,650**	**SF**	**11.09**	**339,943**
B1010 Floor Construction	30,650	SF	7.16	219,600
Shear walls including access open/close	1,800	SF	122.00	219,600
B1020 Roof Construction	30,650	SF	3.93	120,343
Roof - collector beams, incl. plates and connections	8.30	TN	14,500.00	120,343
B20 Exterior Enclosure	**30,650**	**SF**	**5.31**	**162,784**
B2010 Exterior Walls	30,650	SF	4.36	133,597
Exterior cladding	16,096	SF		
Clean	16,096	SF	4.20	67,603
Paint	16,096	SF	3.55	57,141
Caulking and sealants	16,096	SF	0.55	8,853
B2020 Exterior Windows	30,650	SF		
Windows -existing				*NIC*
Storefront -existing				*NIC*
B2030 Exterior Doors	30,650	SF	0.95	29,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638

Portland Public Schools
Jefferson High School

Option 1 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Storefront - single	2	EA	3,500.00	7,000
Storefront - double	2	EA	6,125.00	12,250
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**30,650**	**SF**	**26.62**	**815,775**
B3010 Roof Coverings	30,650	SF	26.62	815,775
TPO membrane roof system	20,650	SF	25.00	516,250
Vapor barrier	20,650	SF	4.50	92,925
Insulation	20,650	SF	6.50	134,225
Flashing and trim	1,258	LF	30.00	37,725
Roof drains -replace	9	EA	3,850.00	34,650
C10 Interior Construction	**30,650**	**SF**	**25.64**	**785,939**
C1010 Partitions	30,650	SF	14.85	455,187
Interior partition - existing				*existing*
Structural reinforcement -to hollow clay walls	24,144	SF	4.50	108,648
Interior - GWB	37,423	SF	9.26	346,539
C1020 Interior Doors	30,650	SF	4.42	135,625
HM - single	12	EA	1,950.00	23,400
HM - double	10	EA	3,412.50	34,125
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	30,650	SF	6.37	195,128
Chalk and tack boards	1	LS	30,000.00	30,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	12	EA	1,500.00	18,000
Restroom - toilet partitions	12	EA	950.00	11,400
Wayfinding	30,650	SF	0.35	10,728
C20 Stairways	**30,650**	**SF**		
C2010 Stair Construction	30,650	SF		
Egress stair				*Existing*

Portland Public Schools
Jefferson High School

Option 1 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**30,650**	**SF**	**23.89**	**732,094**
C3010 Wall Finishes	30,650	SF	6.49	198,873
Tile	6,160	SF	16.50	101,640
Paint	37,423	SF	1.85	69,233
Wall padding	1	LS	28,000.00	28,000
C3020 Floor Finishes	30,650	SF	13.36	409,625
Polished concrete	4,000	SF	7.50	30,000
Sealed concrete	6,500	SF	4.50	29,250
Resilient flooring	5,000	SF	8.50	42,500
Tile	1,200	SF	16.50	19,800
Wood floor - gym w/regulation line in finish	13,160	SF	21.50	282,940
Carpet - classroom and office space	790	SF	6.50	5,135
C3030 Ceiling Finishes	30,650	SF	4.03	123,596
GWB	1,200	SF	11.50	13,800
Open to structure	19,660	SF	1.85	36,371
ACT	9,790	SF	7.50	73,425
D10 Conveying Systems	**30,650**	**SF**	**1.04**	**32,000**
D1010 Elevators & Lifts	30,650	SF		
Elevator				*Existing*
Replace rails	2	EA	16,000.00	32,000
D20 Plumbing Systems	**30,650**	**SF**	**6.63**	**203,322**
D2010 Plumbing Fixtures	30,650	SF	1.54	47,150
Water closet	12	EA	1,500.00	18,000
Lavatory	12	EA	1,200.00	14,400
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	30,650	SF	3.31	101,304
Pipes and fittings - HW/CW	504	LF	60.00	30,240
Insulation	252	LF	7.00	1,764
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	60,000.00	60,000
D2030 Sanitary Waste	30,650	SF	1.79	54,868
Waste pipe and fittings	580	LF	65.00	37,674

Portland Public Schools
Jefferson High School

Option 1 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Vent pipe	290	LF	30.00	8,694
Floor drains- replace	10	EA	850.00	8,500
D2040 Rain Water Drainage	30,650	SF		
Internal downspouts				*Existing*
D2090 Other Plumbing Systems	30,650	SF		
No work anticipated				*NIC*
D30 Heating, Ventilation & Air Conditioning	**30,650**	**SF**	**67.34**	**2,064,060**
D3010 Energy Supply	30,650	SF	50.84	1,558,335
Energy supply				*Existing*
Rooftop air handling units w/ connections	30,650	SF	15.00	459,750
VAV boxes	61	EA	1,850.00	113,405
Ductwork incl. diffusers and grilles	26,972	LB	15.00	404,580
Exhaust system/ventilation	30,650	SF	13.00	398,450
Split systems (MDF rooms)	1	EA	5,500.00	5,500
Ancillary equipment - allow	30,650	SF	5.00	153,250
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	30,650	SF	16.50	505,725
Building automation systems	30,650	SF	16.50	505,725
D40 Fire Protection	**30,650**	**SF**		
D4010 Sprinklers	30,650	SF		
Standpipe, valves and main distribution				*Existing*
D4030 Fire Protection Specialties	30,650	SF		
Fire extinguishers, incl. cabinets				*Existing*
D4090 Other Fire Protection Specialties	30,650	SF		
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	**30,650**	**SF**	**66.12**	**2,026,446**
D5010 Electrical Service & Distribution	30,650	SF	22.04	675,526
Transformer - by franchise utility				*NIC*
Transformer pad				*Existing*
Main switchboard panel and feeder	30,650	SF	10.04	307,726

Portland Public Schools
Jefferson High School

Option 1 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Distribution panel and feeders	30,650	SF	12.00	367,800
D5020 Lighting & Branch Wiring	30,650	SF	19.84	608,175
Branch wiring and devices for lighting fixtures	30,650	SF	4.00	122,600
LED lighting - incl. sensors and controls	30,650	SF	15.50	475,075
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	30,650	SF	23.68	725,887
Receptacles	255	EA	425.00	108,552
Fire alarm systems	30,650	SF	2.80	85,820
CO/smoke detection system	30,650	SF	2.50	76,625
Voice/data	30,650	SF	3.00	91,950
AV equipment - Shalleck	1	LS	40,000.00	40,000
AV equipment - Shalleck Athletic rooms std,	4	EA	10,000.00	40,000
AV equipment - Shalleck Athletic rooms enhanced	2	EA	25,000.00	50,000
PA/Intercom	30,650	SF	2.60	79,690
CCTV	30,650	SF	5.00	153,250
D5090 Other Electrical Systems	30,650	SF	0.55	16,858
Connection to mechanical equipment	30,650	SF	0.55	16,858
E10 Equipment	30,650	SF	3.26	100,000
E1010 Commercial Equipment	30,650	SF	3.26	100,000
Gym equipment - allow	1	LS	100,000.00	100,000
E20 Furnishings	30,650	SF	3.60	110,250
E2010 Fixed Furnishings	30,650	SF	3.60	110,250
Casework - classroom	180	LF	450.00	81,000
Casework - office	45	LF	650.00	29,250
E2020 Movable Furnishings	30,650	SF		
By Owner				*NIC*
F10 Special Construction	30,650	SF		
F1010 Special Structures	30,650	SF		
No work anticipated				*NIC*

Portland Public Schools
Jefferson High School

Option 1 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
F20 Selective Demolition	30,650	SF	26.37	808,185
F2010 Building Elements Demolition	30,650	SF	24.90	763,185
Temporary protection	30,650	SF	1.25	38,313
Architectural				
Demo - building elements for structural and architectural renovation	30,650	SF	17.50	536,375
Mechanical				
Trade demolition	30,650	SF	2.25	68,963
Electrical				
Trade demolition	30,650	SF	2.75	84,288
Plumbing				
Trade demolition	30,650	SF	1.15	35,248
F2020 Hazardous Components Abatement	30,650	SF	1.47	45,000
Allowance	1	LS	45,000.00	45,000

Portland Public Schools

Jefferson High School

Sitework - Option 1 Summary

			%	$/SF	TOTAL
			Gross Area:	628,401 SF	
G10	Site Preparation		14%	5.40	3,391,052
G20	Site Improvements		38%	14.06	8,836,260
G30	Site Mechanical Utilities		3%	1.07	671,675
G40	Site Electrical Utilities		3%	1.11	698,250
G	Building Sitework		58%	21.64	13,597,237
SITE ELEMENTAL COST BEFORE CONTINGENCIES			58%	21.64	13,597,237
	Contingency - Design	15.00%	0%	3.25	2,039,586
	Contingency - Contractor	4.00%	0%	0.87	543,889
	General Requirements	7.50%	0%	1.93	1,213,553
	General Conditions	7.00%	0%	1.94	1,217,599
	Office Overhead & Profit	4.50%	0%	1.33	837,534
	Bonds & Insurance	2.50%	0%	0.77	486,235
	Permits & Fees - by Owner	0.00%	0%		*NIC*
SITE CONSTRUCTION COST BEFORE ESCALATION			85%	31.72	19,935,633
Z30	Escalation to Start Date (Q2 2026)	17.55%	15%	5.57	3,498,704
RECOMMENDED BUDGET			100%	37.29	23,434,337

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
Net Site Areas				
Building Footprint - New	**115,736**	**SF**		
Building Footprint - Existing	**31,613**	**SF**		
Roadwork		**SF**		
Parking Lots	**47,410**	**SF**		
Parking lot	35,730	SF		
Loading area	11,680	SF		
Ped Paving	**137,195**	**SF**		
Sidewalk - concrete	18,020	SF		
Plaza - medium	89,275	SF		
Plaza - high	29,900	SF		
Site Features	**280,825**	**SF**		
Athletics Program	280,825	SF		
Landscaping and Softscape	**47,235**	**SF**		
Planting area	47,235	SF		
TOTAL SITE AREA	628,401	SF		
G10 Site Preparation	628,401	SF	5.40	3,391,052
G1010 Site Clearing	628,401	SF	0.84	529,260
Construction entrance	2	EA	5,000.00	10,000
Construction fencing	5,100	LF	10.00	51,000
Erosion control	628,401	SF	0.15	94,260
Temp facilities	16	MO	1,500.00	24,000
Street cleaning	16	MO	5,000.00	80,000
Temp street closure and flagging	16	MO	5,000.00	80,000
Site protection	1	LS	50,000.00	50,000
Tree protection	1	LS	20,000.00	20,000
Utility protection	1	LS	35,000.00	35,000
Construction layout and survey	1	LS	85,000.00	85,000
G1020 Site Demolition and Relocations	628,401	SF	1.56	978,749
Demo - hardscape	251,360	SF	2.55	640,969
Demo - softscape	377,041	SF	0.75	282,780
Demo - site structures and obstructions, allow	1	LS	50,000.00	50,000
Demo - trees, allow	1	LS	5,000.00	5,000

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
G1030 Site Earthwork	628,401	SF	2.96	1,858,043
Excavation - building	6,231	CY	20.00	124,627
Site cut - 1' depth	21,518	CY	20.00	430,364
Site fill - stockpile	22,200	CY	15.00	332,995
Haul and dispose	5,550	CY	25.00	138,748
Grading and compaction	628,401	SF	0.75	471,301
Base aggregates				
Building - 12" depth	4,287	CY	45.00	192,915
Parking lots - 8" depth	1,172	CY	45.00	52,740
Ped paving - 6" depth	2,541	CY	45.00	114,345
ROW - 6" depth	0	CY	45.00	8
G1040 Hazardous Waste Remediation	628,401	SF	0.04	25,000
Mitigation - allowance	1	LS	25,000.00	25,000
G20 Site Improvements	628,401	SF	14.06	8,836,260
G2010 Roadways	628,401	SF	0.04	27,500
Sidewalk striping	10	LOC	2,750.00	27,500
Sidewalk paving - see pedestrian paving				*incl. below*
G2020 Parking Lots	628,401	SF	0.66	412,460
Parking lot - asphalt	35,730	SF	4.25	151,853
Loading area - concrete	11,680	SF	16.50	192,720
Striping	47,410	SF	0.17	8,060
ADA curb ramps	8	EA	1,550.00	12,400
Curbs - CIP concrete	1,555	LF	30.50	47,428
G2030 Pedestrian Paving	628,401	SF	7.21	4,533,650
Sidewalk - standard finish, incl. site furnishings	18,020	SF	20.00	360,400
Plaza - medium finish, incl. site furnishings	89,275	SF	30.00	2,678,250
Plaza - premium finish, incl. site furnishings	29,900	SF	50.00	1,495,000
G2040 Site Development	628,401	SF	5.41	3,400,988
Site walls, fences and gates				
Security fence	2,455	LF	125.00	306,875
Pedestrian gate - single	7	EA	3,500.00	24,500
Vehicular gate - double	3	EA	7,500.00	22,500
Covered bike parking	300	SF	178.50	53,550
Bike rack	25	EA	650.00	16,250
Restroom building - allow	550	SF	550.00	302,500
Site furnishings - see ped paving				*incl. above*

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
Athletics Program				
DA Hogan scope + directive				
Track and field improvements				
Safety and performance upgrades	1	LS	145,000.00	145,000
Reconstruct shot put program	1	LS	20,625.00	20,625
Reconstruct discus throw ring and netting	1	LS	5,750.00	5,750
Football field - replace in-kind	74,025	SF	12.00	888,300
ADD - cork infill and pad	74,025	SF	3.00	222,075
Track - new striping	1	LS	12,500.00	12,500
Track - surface improvements	72,225	SF	2.50	180,563
Stadium seating - grand stand (allow)	1	EA	750,000.00	750,000
Track and field - improvements (allow)	1	LS	200,000.00	200,000
South Field and Baseball Field - improvements (allow)	1	LS	250,000.00	250,000
G2050 Landscaping	628,401	SF	0.73	461,663
Trees				
Tree - 2" cal.	94	EA	450.00	42,512
Planting area	47,235	SF		
Topsoil - 12" depth	1,749	CY	45.00	78,725
Mulch - 3" depth	437	CY	40.00	17,494
Planting - 1 to 2 gal, 24" O.C.	11,809	EA	18.50	218,462
Irrigation systems				
Planting area	47,235	SF	2.00	94,470
Device and controls	1	LS	10,000.00	10,000
G30 Site Mechanical Utilities	628,401	SF	1.07	671,675
G3010 Water Supply	628,401	SF	0.17	106,725
Connection to existing	2	LOC	3,500.00	7,000
WS - 4" DI pipe, incl. trenching and backfill	115	LF	90.00	10,350
FS - 8" DI pipe, incl. trenching and backfill	115	LF	125.00	14,375
Vaults, devices and controls	1	LS	75,000.00	75,000
G3020 Sanitary Sewer	628,401	SF	0.22	139,950
Connection to existing	3	LOC	3,500.00	10,500
SS - 8" pipe, incl. trenching and backfill	495	LF	110.00	54,450
SS - devices and controls, allow	1	LS	75,000.00	75,000
G3030 Storm Sewer	628,401	SF	0.68	425,000
Connection to existing	1	LS	5,000.00	5,000
Dry well - 30' depth	20	EA	15,000.00	300,000
SW - devices and controls, incl. vegetated stormwater facilities (allow)	1	LS	120,000.00	120,000

Portland Public Schools
Jefferson High School

Sitework - Option 1

	Quantity	Unit	Rate	Total
G40 Site Electrical Utilities	**628,401**	**SF**	**1.11**	**698,250**
G4010 Electrical Distribution	628,401	SF	0.44	273,750
Power distribution - allow	1	LS	150,000.00	150,000
Primary power - conduit, incl. trenching and backfill	750	LF	165.00	123,750
Transformer - by franchise utility				*NIC*
G4020 Site Lighting	628,401	SF	0.49	306,750
Parking lot - lighting	1	LS	75,000.00	75,000
Circulation/sidewalk - new fixtures at existing poles	1	LS	20,000.00	20,000
Landscape - lighting	1	LS	25,000.00	25,000
Conduit and wire, incl. trenching and backfill	1,150	LF	145.00	166,750
Site lighting controls	1	LS	20,000.00	20,000
G4030 Site Communications & Security	628,401	SF	-	
No work anticipated				*NIC*
G4090 Other Site Electrical Utilities	628,401	SF	0.19	117,750
EV charging	15	EA	7,850.00	117,750
Emergency power - not shown				*NIC*

Portland Public Schools

Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

			%	$/SF	TOTAL
		Gross Area:		136,500 SF	
A10	Foundations		1%	8.64	1,179,142
A20	Basement Construction		0%	0.00	0
A	Substructure		1%	8.64	1,179,142
B10	Superstructure		11%	60.89	8,311,987
B20	Exterior Enclosure		6%	32.28	4,405,747
B30	Roofing		2%	10.27	1,402,291
B	Shell		18%	103.44	14,120,024
C10	Interior Construction		5%	29.83	4,071,700
C20	Stairways		0%	1.52	207,000
C30	Interior Finishes		3%	19.45	2,655,194
C	Interiors		9%	50.80	6,933,894
D10	Conveying Systems		0%	1.67	228,000
D20	Plumbing Systems		1%	3.68	501,798
D30	Heating, Ventilation & Air Conditioning		16%	92.27	12,594,270
D40	Fire Protection		1%	6.57	896,350
D50	Electrical Lighting, Power & Communications		12%	68.17	9,305,635
D	Services		30%	172.35	23,526,053
E10	Equipment		3%	16.37	2,234,000
E20	Furnishings		1%	5.19	708,840
E	Equipment & Furnishings		4%	21.56	2,942,840
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			62%	356.79	48,701,953
	Contingency - Design	15.00%	9%	53.52	7,305,293
	Contingency - Contractor	4.00%	3%	16.41	2,240,290
	General Requirements	7.50%	6%	32.00	4,368,565
	General Conditions	7.00%	6%	32.11	4,383,127
	Office Overhead & Profit	4.50%	4%	22.09	3,014,965
	Bonds & Insurance	2.50%	2%	12.82	1,750,355
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			91%	525.75	71,764,548
	Escalation to Start Date (Q2 2024)	10.06%	9%	52.90	7,221,308
RECOMMENDED BUDGET			100%	578.65	78,985,855
Phase 2 - Addition			8,800	578.65	5,092,128
	Escalation from above to Q2 2026	17.55%			893,669
RECOMMENDED BUDGET- PHASE 2			8%	43.85	5,985,797

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	34,125	SF		
Level 2	34,125	SF		
Level 3	34,125	SF		
Level 4	34,125	SF		
Perimeter	825	LF		
TOTAL GROSS FLOOR AREA	136,500	SF		
Floor Height	15	LF		
Perimeter 1st and 2nd	825	LF		
Perimeter - Lvl 3	860	LF		
Perimeter - Lvl 4	700	LF		
Building Height	60	LF		
Building Enclosure Total	51,075	SF		
Exterior glazing systems	15,323	SF		
Exterior cladding system	35,753	SF		
A10 Foundations	136,500	SF	8.64	1,179,142
A1010 Standard Foundations	136,500	SF	1.92	262,199
Footings - 2'x4' continuous	183	CY	890.00	163,167
Footings - 6' spread	9	EA	890.00	7,788
Grade beams	13	CY	890.00	11,603
Elevator pits incl. sump pump	1	EA	15,600.00	15,600
Dewatering	1	LS	10,000.00	10,000
Perimeter drainage and perf pipe	310	LF	145.87	45,219
Anchor plates	70	EA	126.04	8,823
				-
A1020 Special Foundations	136,500	SF	0.22	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	136,500	SF	6.49	886,444
Slab on grade - 6" incl. thickened edge	34,125	SF	18.50	631,313
Bases, stairs	240	SF	20.00	4,800
Curb wall - 1.5' ht.	465	SF	65.00	30,225
Under-slab drainage	34,125	SF	2.20	75,075
Under-slab insulation and vapor barrier	34,125	SF	4.25	145,031
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
B10 Superstructure	**136,500**	**SF**	**60.89**	**8,311,987**
				-
B1010 Floor Construction	136,500	SF	38.02	5,190,324
Metal deck	34,125	SF	12.50	426,563
Concrete topping slab	34,125	SF	5.50	187,688
Floor - beams, incl. plates and connections	137	TN	10,300.00	1,405,950
Columns and beams - vertical construction	226	TN	10,300.00	2,328,624
Shear walls	9,900	SF	85.00	841,500
				-
B1020 Roof Construction	136,500	SF	22.87	3,121,663
Metal deck	34,125	SF	14.00	477,750
Roof - beams, incl. plates and connections	205	TN	10,300.00	2,108,925
Fireproofing	205	TN	500.00	102,375
Vapor barrier	34,125	SF	4.50	153,563
Canopies	1,530	SF	115.00	175,950
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	860	LF	85.00	73,100
				-
B20 Exterior Enclosure	**136,500**	**SF**	**32.28**	**4,405,747**
				-
B2010 Exterior Walls	136,500	SF	21.95	2,995,685
Metal stud framing	41,280	SF	35.00	1,444,800
Exterior cladding	41,280	SF		
Brick veneer	16,520	SF	48.00	792,972
Metal panel	11,014	SF	62.00	682,837
Caulking and sealants	136,500	SF	0.55	75,075
				-
B2020 Exterior Windows	136,500	SF	10.05	1,371,875
Windows	4,124	SF	90.00	371,148
Storefront	9,622	SF	104.00	1,000,726
				-
B2030 Exterior Doors	136,500	SF	0.28	38,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
Roll up door	1	EA	12,500.00	12,500
ADA door openers - see Electrical				*incl. below*
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
B30 Roofing	**136,500**	**SF**	**10.27**	**1,402,291**
				-
B3010 Roof Coverings	136,500	SF	9.96	1,359,291
TPO membrane roof system	34,125	SF	25.00	853,125
Vapor barrier	34,125	SF	4.50	153,563
Insulation	34,125	SF	6.50	221,813
Flashing and trim	1,720	LF	30.00	51,600
Mechanical screen	100	LF	135.00	13,500
Roof drains	17	EA	3,850.00	65,691
				-
B3020 Roof Openings	136,500	SF	0.32	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	**136,500**	**SF**	**29.83**	**4,071,700**
				-
C1010 Partitions	136,500	SF	15.34	2,094,300
Interior partition - metal stud	75,240	SF	17.50	1,316,700
Interior of exterior - GWB	39,600	SF	9.00	356,400
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,960	SF	90.00	356,400
				-
C1020 Interior Doors	136,500	SF	2.01	274,825
Includes vision panels and electric strikes				-
HM - single	36	EA	1,950.00	70,200
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	136,500	SF	12.47	1,702,575
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Commons- Fit out	7,800	SF	96.00	748,800
Community and Partner fit out	2,120	SF	90.00	190,800
Shop fit out	3,000	SF	69.00	207,000
Robotics fit-out	2,500	SF	72.00	180,000
Makers Space fit out	1,200	SF	70.00	84,000
Wayfinding	136,500	SF	0.35	47,775
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
C20 Stairways	136,500	SF	1.52	207,000
				-
C2010 Stair Construction	136,500	SF	1.52	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000
				-
C30 Interior Finishes	136,500	SF	19.45	2,655,194
				-
C3010 Wall Finishes	136,500	SF	4.13	563,401
Tile	6,160	SF	16.50	101,640
FRP panels	10,000	SF	4.80	48,000
Paint	183,114	SF	1.85	338,761
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	136,500	SF	6.86	935,750
Polished concrete	18,900	SF	7.50	141,750
Sealed concrete	2,400	SF	4.50	10,800
Resilient flooring	7,200	SF	8.50	61,200
Tile	2,000	SF	16.50	33,000
Carpet - classroom and office space	106,000	SF	6.50	689,000
				-
C3030 Ceiling Finishes	136,500	SF	8.47	1,156,043
GWB	2,000	SF	11.50	23,000
Open to structure	600	SF	1.85	1,110
ACT cloud system	5,675	SF	30.00	170,244
ACT	128,225	SF	7.50	961,689
				-
D10 Conveying Systems	136,500	SF	1.67	228,000
				-
D1010 Elevators & Lifts	136,500	SF	1.67	228,000
Traction elevator - #3500	4	ST	57,000.00	228,000
				-
D20 Plumbing Systems	136,500	SF	3.68	501,798
				-
D2010 Plumbing Fixtures	136,500	SF	0.48	65,050
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink -hand sinks	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	1	EA	1,250.00	1,250
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
D2020 Domestic Water Distribution	136,500	SF	1.56	213,408
Pipes and fittings - HW/CW	2,145	LF	60.00	128,700
Insulation	1,073	LF	7.00	7,508
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
				-
D2030 Sanitary Waste	136,500	SF	1.57	214,340
Waste pipe and fittings	2,467	LF	65.00	160,339
Vent pipe	1,233	LF	30.00	37,001
Floor drains	20	EA	850.00	17,000
				-
D2040 Rain Water Drainage	136,500	SF	0.07	9,000
Internal downspouts	200	LF	45.00	9,000
				-
D2090 Other Plumbing Systems	136,500	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	136,500	SF	92.27	12,594,270
				-
D3010 Energy Supply	136,500	SF	72.69	9,922,500
Energy supply	136,500	SF	22.50	3,071,250
Rooftop air handling units w/ connections	136,500	SF	15.00	2,047,500
VAV boxes	273	EA	1,850.00	505,050
Ductwork incl. diffusers and grilles	120,120	LB	15.00	1,801,800
Exhaust system/ventilation	136,500	SF	13.00	1,774,500
Split systems (MDF rooms)	3	EA	5,500.00	16,500
Ancillary equipment - allow	136,500	SF	5.00	682,500
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	136,500	SF	16.50	2,252,250
Building automation systems	136,500	SF	16.50	2,252,250
				-
				-
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	136,500	SF	6.57	896,350
				-
D4010 Sprinklers	136,500	SF	6.25	853,125
Standpipe, valves and main distribution	136,500	SF	6.25	853,125
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
D4030 Fire Protection Specialties	136,500	SF	0.32	43,225
Fire extinguishers, incl. cabinets	91	EA	475.00	43,225
				-
D4090 Other Fire Protection Specialties	136,500	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	136,500	SF	68.17	9,305,635
				-
D5010 Electrical Service & Distribution	136,500	SF	22.10	3,016,460
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	8,000.00	8,000
Main switchboard panel and feeder	136,500	SF	10.04	1,370,460
Distribution panel and feeders	136,500	SF	12.00	1,638,000
				-
D5020 Lighting & Branch Wiring	136,500	SF	19.58	2,672,250
Branch wiring and devices for lighting fixtures	136,500	SF	4.00	546,000
LED lighting - incl. sensors and controls	136,500	SF	15.50	2,115,750
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	136,500	SF	25.95	3,541,850
Receptacles	1,300	EA	425.00	552,500
Fire alarm systems	136,500	SF	2.80	382,200
CO/smoke detection system	136,500	SF	2.50	341,250
Voice/data	136,500	SF	3.00	409,500
AV equipment	136,500	SF	6.00	819,000
PA/Intercom	136,500	SF	2.60	354,900
CCTV	136,500	SF	5.00	682,500
				-
D5090 Other Electrical Systems	136,500	SF	0.55	75,075
Connection to mechanical equipment	136,500	SF	0.55	75,075
				-
E10 Equipment	136,500	SF	16.37	2,234,000
				-
E1010 Commercial Equipment	136,500	SF	4.76	650,000
Kitchen equipment - allow	1	LS	650,000.00	650,000
				-
E1090 Other Equipment	136,500	SF	11.60	1,584,000
Science equipment	16,500	SF	96.00	1,584,000
				-

Portland Public Schools
Jefferson High School

Option 2 - Classroom/CTE/Admin (P1)

	Quantity	Unit	Rate	Total
E20 Furnishings	**136,500**	**SF**	**5.19**	**708,840**
E2010 Fixed Furnishings	136,500	SF	5.19	708,840
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library and media center	90	LF	760.00	68,400
Casework- Lab	426	LF	690.00	293,940
				-
E2020 Movable Furnishings	136,500	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	**136,500**	**SF**	**-**	**-**
				-
F1010 Special Structures	136,500	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	**136,500**	**SF**	**-**	**-**
				-
F2010 Building Elements Demolition	136,500	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	136,500	SF	-	-
See Sitework				*incl.*
				-
				-

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1) Summary

			%	$/SF	TOTAL
		Gross Area:		62,900 SF	
A10	Foundations		2%	17.18	1,080,863
A20	Basement Construction		0%	0.00	0
A	Substructure		2%	17.18	1,080,863
B10	Superstructure		15%	122.49	7,704,819
B20	Exterior Enclosure		2%	15.43	970,769
B30	Roofing		2%	19.39	1,219,750
B	Shell		19%	157.32	9,895,338
C10	Interior Construction		6%	52.57	3,306,520
C20	Stairways		0%	3.29	207,000
C30	Interior Finishes		3%	24.96	1,569,892
C	Interiors		10%	80.82	5,083,412
D10	Conveying Systems		0%	3.62	228,000
D20	Plumbing Systems		1%	7.98	501,798
D30	Heating, Ventilation & Air Conditioning		11%	95.07	5,980,110
D40	Fire Protection		1%	6.48	407,790
D50	Electrical Lighting, Power & Communications		8%	67.47	4,243,636
D	Services		22%	180.63	11,361,334
E10	Equipment		4%	35.52	2,234,000
E20	Furnishings		1%	11.27	708,840
E	Equipment & Furnishings		6%	46.79	2,942,840
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	482.73	30,363,788
	Contingency - Design	15.00%	9%	72.41	4,554,568
	Contingency - Contractor	4.00%	3%	22.21	1,396,734
	General Requirements	7.50%	5%	43.30	2,723,632
	General Conditions	7.00%	5%	43.45	2,732,711
	Office Overhead & Profit	4.50%	4%	29.88	1,879,714
	Bonds & Insurance	2.50%	2%	17.35	1,091,279
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	711.33	44,742,426
	Escalation to Start Date (Q2 2026)	17.55%	15%	124.84	7,852,296
RECOMMENDED BUDGET			100%	836.16	52,594,721

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	31,050	SF		
Level 2	31,050	SF		
Perimeter	716	LF		
TOTAL GROSS FLOOR AREA	62,100	SF		
Floor Height	12	LF		
Perimeter 1st	280	LF		
Perimeter - Lvl 2-4	180	LF		
Building Height	48	LF		
Building Enclosure Total	9,840	SF		
Exterior glazing systems	2,952	SF		
Exterior cladding system	6,888	SF		
A10 Foundations	62,100	SF	17.41	1,080,863
A1010 Standard Foundations	62,100	SF	3.88	240,641
Footings - 2'x4' continuous	159	CY	890.00	141,609
Footings - 6' spread	9	EA	890.00	7,788
Grade beams	13	CY	890.00	11,603
Elevator pits incl. sump pump	1	EA	15,600.00	15,600
Dewatering	1	LS	10,000.00	10,000
Perimeter drainage and perf pipe	310	LF	145.87	45,219
Anchor plates	70	EA	126.04	8,823
				-
A1020 Special Foundations	62,100	SF	0.49	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	62,100	SF	13.04	809,723
Slab on grade - 6" incl. thickened edge	31,050	SF	18.50	574,425
Bases, stairs	240	SF	20.00	4,800
Curb wall - 1.5' ht.	465	SF	65.00	30,225
Under-slab drainage	31,050	SF	2.20	68,310
Under-slab insulation and vapor barrier	31,050	SF	4.25	131,963
				-
B10 Superstructure	62,100	SF	124.07	7,704,819
				-
B1010 Floor Construction	62,100	SF	78.86	4,897,104
Metal deck	31,050	SF	12.50	388,125
Concrete topping slab	31,050	SF	5.50	170,775
Floor - beams, incl. plates and connections	124	TN	10,300.00	1,279,260

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Columns and beams - vertical construction	226	TN	10,300.00	2,328,624
Shear walls	8,592	SF	85.00	730,320
				-
B1020 Roof Construction	62,100	SF	45.21	2,807,715
Metal deck	31,050	SF	14.00	434,700
Roof - beams, incl. plates and connections	186	TN	10,300.00	1,918,890
Fireproofing	186	TN	500.00	93,150
Vapor barrier	31,050	SF	4.50	139,725
Canopies	1,530	SF	115.00	175,950
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	180	LF	85.00	15,300
				-
B20 Exterior Enclosure	62,100	SF	15.63	970,769
				-
B2010 Exterior Walls	62,100	SF	10.39	645,445
Metal stud framing	8,640	SF	35.00	302,400
Exterior cladding	8,640	SF		-
Brick veneer	3,458	SF	48.00	165,971
Metal panel	2,305	SF	62.00	142,919
Caulking and sealants	62,100	SF	0.55	34,155
				-
B2020 Exterior Windows	62,100	SF	4.62	287,137
Windows	863	SF	90.00	77,682
Storefront	2,014	SF	104.00	209,454
				-
B2030 Exterior Doors	62,100	SF	0.61	38,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	2	EA	6,125.00	12,250
Roll up door	1	EA	12,500.00	12,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	62,100	SF	19.64	1,219,750
				-
B3010 Roof Coverings	62,100	SF	18.95	1,176,750
TPO membrane roof system	31,050	SF	25.00	776,250
Vapor barrier	31,050	SF	4.50	139,725
Insulation	31,050	SF	6.50	201,825
Flashing and trim	360	LF	30.00	10,800
Mechanical screen	100	LF	135.00	13,500
Roof drains	9	EA	3,850.00	34,650

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
				-
B3020 Roof Openings	62,100	SF	0.69	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	62,100	SF	53.25	3,306,520
				-
C1010 Partitions	62,100	SF	29.41	1,826,160
Interior partition - metal stud	65,299	SF	17.50	1,142,736
Interior of exterior - GWB	34,368	SF	9.00	309,312
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	3,437	SF	90.00	309,312
				-
C1020 Interior Doors	62,100	SF	4.43	274,825
Includes vision panels and electric strikes				-
HM - single	36	EA	1,950.00	70,200
HM - double	10	EA	3,412.50	34,125
Wood - single	60	EA	2,200.00	132,000
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	62,100	SF	19.41	1,205,535
Chalk and tack boards	1	LS	80,000.00	80,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	16	EA	1,500.00	24,000
Restroom - toilet partitions	16	EA	950.00	15,200
Commons- Fit out	7,800	SF	96.00	748,800
Community and Partner fit out	2,120	SF	90.00	190,800
Wayfinding	62,100	SF	0.35	21,735
				-
C20 Stairways	62,100	SF	3.33	207,000
				-
C2010 Stair Construction	62,100	SF	3.33	207,000
Egress stair	8	FLT	16,500.00	132,000
Feature stair	1	FLT	75,000.00	75,000
				-
C30 Interior Finishes	62,100	SF	25.28	1,569,892
				-
C3010 Wall Finishes	62,100	SF	8.37	519,699
Tile	6,160	SF	16.50	101,640
FRP panels	10,000	SF	4.80	48,000

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Paint	159,492	SF	1.85	295,059
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	62,100	SF	7.28	452,150
Polished concrete	18,900	SF	7.50	141,750
Sealed concrete	2,400	SF	4.50	10,800
Resilient flooring	7,200	SF	8.50	61,200
Tile	2,000	SF	16.50	33,000
Carpet - classroom and office space	31,600	SF	6.50	205,400
				-
C3030 Ceiling Finishes	62,100	SF	9.63	598,043
GWB	2,000	SF	11.50	23,000
Open to structure	600	SF	1.85	1,110
ACT cloud system	5,675	SF	30.00	170,244
ACT	53,825	SF	7.50	403,689
				-
D10 Conveying Systems	62,100	SF	3.67	228,000
				-
D1010 Elevators & Lifts	62,100	SF	3.67	228,000
Traction elevator - #3500	4	ST	57,000.00	228,000
				-
D20 Plumbing Systems	62,100	SF	8.08	501,798
				-
D2010 Plumbing Fixtures	62,100	SF	1.05	65,050
Water closet	16	EA	1,500.00	24,000
Lavatory	16	EA	1,200.00	19,200
Kitchen sink -hand sinks	2	EA	1,300.00	2,600
Drinking fountain	4	EA	4,500.00	18,000
Janitor sink	1	EA	1,250.00	1,250
				-
D2020 Domestic Water Distribution	62,100	SF	3.44	213,408
Pipes and fittings - HW/CW	2,145	LF	60.00	128,700
Insulation	1,073	LF	7.00	7,508
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400
Water heating	1	LS	60,000.00	60,000
				-
D2030 Sanitary Waste	62,100	SF	3.45	214,340
Waste pipe and fittings	2,467	LF	65.00	160,339
Vent pipe	1,233	LF	30.00	37,001
Floor drains	20	EA	850.00	17,000
				-

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
D2040 Rain Water Drainage	62,100	SF	0.14	9,000
Internal downspouts	200	LF	45.00	9,000
				-
D2090 Other Plumbing Systems	62,100	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	62,100	SF	96.30	5,980,110
				-
D3010 Energy Supply	62,100	SF	73.04	4,535,940
Energy supply	62,100	SF	22.50	1,397,250
Rooftop air handling units w/ connections	62,100	SF	15.00	931,500
VAV boxes	124	EA	1,850.00	229,770
Ductwork incl. diffusers and grilles	54,648	LB	15.00	819,720
Exhaust system/ventilation	62,100	SF	13.00	807,300
Split systems (MDF rooms)	3	EA	5,500.00	16,500
Ancillary equipment - allow	62,100	SF	5.00	310,500
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	62,100	SF	16.50	1,024,650
Building automation systems	62,100	SF	16.50	1,024,650
				-
				-
D3090 Other HVAC Systems & Equipment	126,450	SF	3.32	419,520
Lab exhaust	17,480	SF	24.00	419,520
				-
D40 Fire Protection	62,100	SF	6.57	407,790
				-
D4010 Sprinklers	62,100	SF	6.25	388,125
Standpipe, valves and main distribution	62,100	SF	6.25	388,125
				-
D4030 Fire Protection Specialties	62,100	SF	0.32	19,665
Fire extinguishers, incl. cabinets	41	EA	475.00	19,665
				-
D4090 Other Fire Protection Specialties	62,100	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	62,100	SF	68.34	4,243,636
				-
D5010 Electrical Service & Distribution	62,100	SF	22.17	1,376,684
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	8,000.00	8,000

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
Main switchboard panel and feeder	62,100	SF	10.04	623,484
Distribution panel and feeders	62,100	SF	12.00	745,200
				-
D5020 Lighting & Branch Wiring	62,100	SF	19.67	1,221,450
Branch wiring and devices for lighting fixtures	62,100	SF	4.00	248,400
LED lighting - incl. sensors and controls	62,100	SF	15.50	962,550
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	62,100	SF	25.95	1,611,347
Receptacles	591	EA	425.00	251,357
Fire alarm systems	62,100	SF	2.80	173,880
CO/smoke detection system	62,100	SF	2.50	155,250
Voice/data	62,100	SF	3.00	186,300
AV equipment	62,100	SF	6.00	372,600
PA/Intercom	62,100	SF	2.60	161,460
CCTV	62,100	SF	5.00	310,500
				-
D5090 Other Electrical Systems	62,100	SF	0.55	34,155
Connection to mechanical equipment	62,100	SF	0.55	34,155
				-
E10 Equipment	62,100	SF	35.97	2,234,000
				-
E1010 Commercial Equipment	62,100	SF	10.47	650,000
Kitchen equipment - allow	1	LS	650,000.00	650,000
				-
E1090 Other Equipment	62,100	SF	25.51	1,584,000
Science equipment	16,500	SF	96.00	1,584,000
				-
E20 Furnishings	62,100	SF	11.41	708,840
E2010 Fixed Furnishings	62,100	SF	11.41	708,840
Casework - classroom	705	LF	450.00	317,250
Casework - office/reception	45	LF	650.00	29,250
Casework - library and media center	90	LF	760.00	68,400
Casework- Lab	426	LF	690.00	293,940
				-
E2020 Movable Furnishings	62,100	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	62,100	SF	-	-
				-

Portland Public Schools
Jefferson High School

Option 2 - Sciences/Servery/Commons/Etc. (P1)

	Quantity	Unit	Rate	Total
F1010 Special Structures	62,100	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	62,100	SF	-	-
				-
F2010 Building Elements Demolition	62,100	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	62,100	SF	-	-
See Sitework				*incl.*
				-
				-

Portland Public Schools

Jefferson High School

Option 2 - Performing Arts (P1) Summary

			%	$/SF	TOTAL
		Gross Area:		26,300 SF	
A10	Foundations		5%	56.26	1,479,525
A20	Basement Construction		0%	0.00	0
A	Substructure		5%	56.26	1,479,525
B10	Superstructure		14%	152.56	4,012,405
B20	Exterior Enclosure		4%	41.15	1,082,235
B30	Roofing		2%	21.86	574,900
B	Shell		19%	215.57	5,669,540
C10	Interior Construction		5%	54.37	1,429,858
C20	Stairways		0%	5.06	133,000
C30	Interior Finishes		3%	35.04	921,565
C	Interiors		9%	94.46	2,484,423
D10	Conveying Systems		0%	4.18	110,000
D20	Plumbing Systems		1%	7.40	194,580
D30	Heating, Ventilation & Air Conditioning		8%	89.55	2,355,270
D40	Fire Protection		1%	6.57	172,703
D50	Electrical Lighting, Power & Communications		6%	68.70	1,806,833
D	Services		16%	176.40	4,639,386
E10	Equipment		6%	63.50	1,670,000
E20	Furnishings		1%	7.12	187,350
E	Equipment & Furnishings		6%	70.62	1,857,350
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		2%	27.75	729,870
F	Special Construction & Demolition		2%	27.75	729,870
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	641.07	16,860,094
	Contingency - Design	15.00%	9%	96.16	2,529,014
	Contingency - Contractor	4.00%	3%	29.49	775,564
	General Requirements	7.50%	5%	57.50	1,512,350
	General Conditions	7.00%	5%	57.70	1,517,392
	Office Overhead & Profit	4.50%	4%	39.69	1,043,749
	Bonds & Insurance	2.50%	2%	23.04	605,954
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	944.64	24,844,118
	Escalation to Start Date (Q2 2026)	17.55%	15%	165.78	4,360,143
RECOMMENDED BUDGET Phase 1			100%	1,110.43	29,204,260
Phase 2 - Addition			21,200	1,110.43	23,541,077
	Escalation from above to Q2 2027	3.52%			828,646
RECOMMENDED BUDGET- PHASE 2			83%	926.61	24,369,723

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	13,150	SF		
Level 2	13,150	SF		
Perimeter	480	LF		
TOTAL GROSS FLOOR AREA	26,300	SF		
Floor Height - level 1 areas	32	LF		
Floor height- typical	12	LF		
Perimeter 1st	480	LF		
Building Height	128	LF		
Building Enclosure Total	15,360	SF		
Exterior glazing systems	4,751	SF		
Exterior cladding system	10,609	SF		
A10 Foundations	26,300	SF	56.26	1,479,525
A1010 Standard Foundations	26,300	SF	7.51	197,533
Continuous footings	107	CY	820.00	87,740
Grade beams	83	CY	820.00	68,060
Anchor bolts/plates	13,150	SF	1.75	23,013
Perimeter insulation	960	SF	4.50	4,320
Perimeter drainage and bedding	480	LF	30.00	14,400
A1020 Special Foundations	26,300	SF	1.16	30,500
Pits - elevator incl. sump pump	1	EA	15,500.00	15,500
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	26,300	SF	47.59	1,251,493
Slab on grade - 6" incl. thickened edge	13,150	SF	18.50	243,275
Bases, stairs	330	SF	20.00	6,600
Curb wall - 1.5' ht.	720	SF	65.00	46,800
Theatre tiered floor w/plenum	5,000	SF	126.00	630,000
Orchestra pit w/accessway	500	SF	480.00	240,000
Under-slab drainage	13,150	SF	2.20	28,930
Under-slab insulation and vapor barrier	13,150	SF	4.25	55,888
B10 Superstructure	26,300	SF	152.56	4,012,405
B1010 Floor Construction	26,300	SF	104.40	2,745,695
Metal deck	13,150	SF	12.50	164,375
Concrete topping slab w/acoustimat	13,150	SF	8.50	111,775
Floor - beams, incl. plates and connections	53	TN	10,300.00	541,780

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Columns and beams - vertical construction	92	TN	10,300.00	948,115
Structural framing -balcony	2,228	SF	220.00	490,050
Shear walls	5,760	SF	85.00	489,600
B1020 Roof Construction	26,300	SF	48.16	1,266,710
Metal deck	13,150	SF	12.50	164,375
Roof - beams, incl. plates and connections	72	TN	10,300.00	744,948
Fireproofing	72	TN	500.00	36,163
Vapor barrier	13,150	SF	4.50	59,175
Canopies	1,530	SF	125.00	191,250
Elevator and stair overrun	2	EA	15,000.00	30,000
Parapet	480	LF	85.00	40,800
B20 Exterior Enclosure	26,300	SF	41.15	1,082,235
B2010 Exterior Walls	26,300	SF	31.31	823,372
Metal stud framing	11,520	SF	35.00	403,200
Exterior cladding	11,520	SF		
Brick veneer	4,610	SF	48.00	221,295
Metal panel	3,074	SF	60.00	184,412
Caulking and sealants	26,300	SF	0.55	14,465
B2020 Exterior Windows	26,300	SF	9.20	241,951
Windows	767	SF	90.00	69,051
Curtainwall and entry system	1,300	SF	133.00	172,900
B2030 Exterior Doors	26,300	SF	0.64	16,913
HM - single	1	EA	2,650.00	2,650
HM - double	1	EA	4,637.50	4,638
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	1	EA	6,125.00	6,125
ADA door openers - see Electrical				*incl. below*
B30 Roofing	26,300	SF	21.86	574,900
B3010 Roof Coverings	26,300	SF	21.37	561,900
TPO membrane roof system	13,150	SF	25.00	328,750
Vapor barrier	13,150	SF	4.50	59,175
Insulation	13,150	SF	6.50	85,475
Flashing and trim	960	LF	30.00	28,800
Mechanical screen	100	LF	135.00	13,500
Roof drains	12	EA	3,850.00	46,200

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
B3020 Roof Openings	26,300	SF	0.49	13,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight				*NIC,*
C10 Interior Construction	26,300	SF	54.37	1,429,858
C1010 Partitions	26,300	SF	16.02	421,200
Interior partition - metal stud	10,368	SF	17.50	181,440
Interior of exterior - GWB	11,520	SF	9.00	103,680
Shaft walls	2,160	SF	15.00	32,400
Interior glazing	1,152	SF	90.00	103,680
C1020 Interior Doors	26,300	SF	4.63	121,813
HM - single	10	EA	1,950.00	19,500
HM - double	5	EA	3,412.50	17,063
Wood - single	30	EA	2,200.00	66,000
Wood - double	5	EA	3,850.00	19,250
C1030 Fittings	26,300	SF	33.72	886,845
Chalk and tack boards	1	LS	40,000.00	40,000
Lockers	1	LS	25,000.00	25,000
Restroom - bath accessories	8	EA	1,500.00	12,000
Restroom - toilet partitions	8	EA	950.00	7,600
Green room build out	250	SF	420.00	105,000
Dressing room/make up room build outs	450	SF	250.00	112,500
Dance studio seating	125	EA	400.00	50,000
Control room build out	100	SF	220.00	22,000
Sound room build out	50	SF	192.00	9,600
Storage room build out (all programs)	5,690	SF	76.00	432,440
Scene Shop build out	750	SF	82.00	61,500
Wayfinding	26,300	SF	0.35	9,205
C20 Stairways	26,300	SF	5.06	133,000
C2010 Stair Construction	26,300	SF	5.06	133,000
Egress stair	2	FLT	16,500.00	33,000
Feature stair	1	FLT	100,000.00	100,000

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**26,300**	**SF**	**35.04**	**921,565**
C3010 Wall Finishes	26,300	SF	13.63	358,492
Tile	6,160	SF	16.50	101,640
Paint	32,861	SF	1.85	60,792
Black box paint	4,680	SF	4.50	21,060
Acoustic wall treatment - allow	1	LS	175,000.00	175,000
C3020 Floor Finishes	26,300	SF	11.26	296,130
Polished concrete	8,900	SF	7.50	66,750
Sealed concrete	1,600	SF	4.50	7,200
Resilient flooring	4,000	SF	8.50	34,000
Tile	1,040	SF	16.50	17,160
Wood floor - sprung	3,700	SF	21.00	77,700
Stage floor	5,100	SF	15.80	80,580
Carpet - classroom and office space	1,960	SF	6.50	12,740
C3030 Ceiling Finishes	26,300	SF	10.15	266,943
GWB	1,040	SF	11.50	11,960
Open to structure -includes theatre	11,000	SF	1.85	20,350
ACT cloud system	5,675	SF	30.00	170,244
ACT	8,585	SF	7.50	64,389
D10 Conveying Systems	**26,300**	**SF**	**4.18**	**110,000**
D1010 Elevators & Lifts	26,300	SF	4.18	110,000
Traction elevator - #3500	2	ST	55,000.00	110,000
D20 Plumbing Systems	**26,300**	**SF**	**7.40**	**194,580**
D2010 Plumbing Fixtures	26,300	SF	0.85	22,350
Water closet	4	EA	1,500.00	6,000
Lavatory	4	EA	1,200.00	4,800
Kitchen sink	1	EA	1,300.00	1,300
Drinking fountain	2	EA	4,500.00	9,000
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	26,300	SF	3.39	89,110
Pipes and fittings - HW/CW	660	LF	60.00	39,600
Insulation	330	LF	7.00	2,310
Hose bib	6	EA	800.00	4,800
Valves and hydrants	8	EA	1,550.00	12,400

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Water heating	1	LS	30,000.00	30,000
D2030 Sanitary Waste	26,300	SF	2.99	78,620
Waste pipe and fittings	759	LF	65.00	49,335
Vent pipe	380	LF	30.00	11,385
Clay trays	4	EA	650.00	2,600
Floor drains	18	EA	850.00	15,300
D2040 Rain Water Drainage	26,300	SF	0.17	4,500
Internal downspouts	100	LF	45.00	4,500
D2090 Other Plumbing Systems	26,300	SF		
No work anticipated				*NIC,*
D30 Heating, Ventilation & Air Conditioning	26,300	SF	89.55	2,355,270
D3010 Energy Supply	26,300	SF	73.05	1,921,320
Energy supply	26,300	SF	22.50	591,750
Rooftop air handling units w/ connections	26,300	SF	15.00	394,500
VAV boxes	53	EA	1,850.00	97,310
Ductwork incl. diffusers and grilles	23,144	LB	15.00	347,160
Exhaust system/ventilation	26,300	SF	13.00	341,900
Split systems (MDF rooms)	1	EA	5,500.00	5,500
Ancillary equipment - allow	26,300	SF	5.00	131,500
Testing and balancing - baseline	90	HR	130.00	11,700
D3060 Controls and Instrumentation	26,300	SF	16.50	433,950
Building automation systems	26,300	SF	16.50	433,950
D40 Fire Protection	26,300	SF	6.57	172,703
D4010 Sprinklers	26,300	SF	6.25	164,375
Standpipe, valves and main distribution	26,300	SF	6.25	164,375
D4030 Fire Protection Specialties	26,300	SF	0.32	8,328
Fire extinguishers, incl. cabinets	18	EA	475.00	8,328
D4090 Other Fire Protection Specialties	26,300	SF		
No work anticipated				*NIC*

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
D50 Electrical Lighting, Power & Communications	**26,300**	**SF**	**68.70**	**1,806,833**
D5010 Electrical Service & Distribution	26,300	SF	22.25	585,152
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	26,300	SF	10.04	264,052
Distribution panel and feeders	26,300	SF	12.00	315,600
D5020 Lighting & Branch Wiring	26,300	SF	19.70	518,100
Branch wiring and devices for lighting fixtures	26,300	SF	4.00	105,200
LED lighting - incl. sensors and controls	26,300	SF	15.50	407,650
Exterior lighting - allow	1	LS	5,250.00	5,250
D5030 Communications & Security	26,300	SF	25.44	669,116
Receptacles	219	EA	425.00	93,146
Fire alarm systems	26,300	SF	2.80	73,640
CO/smoke detection system	26,300	SF	2.50	65,750
Voice/data	26,300	SF	3.00	78,900
AV equipment	26,300	SF	6.00	157,800
PA/Intercom	26,300	SF	2.60	68,380
CCTV	26,300	SF	5.00	131,500
D5090 Other Electrical Systems	26,300	SF	1.31	34,465
Connection to mechanical equipment	26,300	SF	0.55	14,465
Kiln power	1	LS	20,000.00	20,000
E10 Equipment	**26,300**	**SF**	**63.50**	**1,670,000**
E1010 Commercial Equipment	26,300	SF	1.71	45,000
Concessions equipment - allow	1	LS	25,000.00	25,000
Laundry equipment	1	LS	20,000.00	20,000
E1090 Other Equipment	26,300	SF	61.79	1,625,000
*SHALLECK Budget * 50% per phase (see summary)*				
Theatre				
Drapery	1	LS	55,000.00	55,000
Rigging	1	LS	487,500.00	487,500
Pit Filler	1	LS	55,000.00	55,000
Production lighting	1	LS	130,000.00	130,000
Theatre seating	250	EA	450.00	112,500
Production AV	1	LS	275,000.00	275,000
Drama/Black Box				

Portland Public Schools
Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Rigging	1	LS	62,500.00	62,500
Lighting Control	1	LS	42,500.00	42,500
Production AV	1	LS	75,000.00	75,000
Band and Choir				
Drapery	2	EA	7,500.00	15,000
AV equipment	2	EA	22,500.00	45,000
Lighting Control	1	LS	25,000.00	25,000
Telescope theatre seating	1	LS	100,000.00	100,000
AV equipment	2	EA	22,500.00	45,000
Performing Arts FF&E				*By Owner,*
Structural support and catwalk	1	LS	100,000.00	100,000
E20 Furnishings	**26,300**	**SF**	**7.12**	**187,350**
E2010 Fixed Furnishings	26,300	SF	7.12	187,350
Casework - classrooms	300	LF	450.00	135,000
Casework - office/reception	25	LF	500.00	12,500
Casework - Box office	6	LF	450.00	2,700
Casework - Concessions	15	LF	450.00	6,750
Casework - library shelving	40	LF	760.00	30,400
E2020 Movable Furnishings	26,300	SF		
By Owner				*NIC*
F10 Special Construction	**26,300**	**SF**		
F1010 Special Structures	26,300	SF		
No work anticipated				*NIC*
F20 Selective Demolition	**26,300**	**SF**	**27.75**	**729,870**
F2010 Building Elements Demolition	26,300	SF	24.90	654,870
Temporary protection	26,300	SF	1.25	32,875
Architectural				-
Demo - building elements for structural and architectural renovation	26,300	SF	17.50	460,250
Mechanical				-
Trade demolition	26,300	SF	2.25	59,175
Electrical				-
Trade demolition	26,300	SF	2.75	72,325

Portland Public Schools

Jefferson High School

Option 2 - Performing Arts (P1)

	Quantity	Unit	Rate	Total
Plumbing				-
Trade demolition	26,300	SF	1.15	30,245
See Sitework				*NIC*
F2020 Hazardous Components Abatement	26,300	SF	2.85	75,000
Allowance	1	LS	75,000.00	75,000.00

Portland Public Schools
Jefferson High School

Option 2 - Athletics Summary

			%	$/SF	TOTAL
		Gross Area:		26,150 SF	
A10	Foundations		4%	37.87	990,263
A20	Basement Construction		0%	0.00	0
A	Substructure		4%	37.87	990,263
B10	Superstructure		19%	184.12	4,814,798
B20	Exterior Enclosure		8%	77.80	2,034,489
B30	Roofing		4%	42.12	1,101,459
B	Shell		31%	304.04	7,950,745
C10	Interior Construction		4%	41.73	1,091,146
C20	Stairways		0%	0.00	0
C30	Interior Finishes		3%	26.31	688,122
C	Interiors		7%	68.04	1,779,268
D10	Conveying Systems		0%	0.00	0
D20	Plumbing Systems		1%	13.17	344,273
D30	Heating, Ventilation & Air Conditioning		8%	84.22	2,202,235
D40	Fire Protection		1%	6.57	171,718
D50	Electrical Lighting, Power & Communications		7%	69.79	1,825,053
D	Services		17%	173.74	4,543,279
E10	Equipment		2%	17.21	450,000
E20	Furnishings		1%	11.82	309,000
E	Equipment & Furnishings		3%	29.02	759,000
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		0%	0.00	0
F	Special Construction & Demolition		0%	0.00	0
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			62%	612.72	16,022,555
	Contingency - Design	15.00%	9%	91.91	2,403,383
	Contingency - Contractor	4.00%	3%	28.18	737,038
	General Requirements	7.50%	6%	54.96	1,437,223
	General Conditions	7.00%	6%	55.14	1,442,014
	Office Overhead & Profit	4.50%	4%	37.93	991,900
	Bonds & Insurance	2.50%	2%	22.02	575,853
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			91%	902.87	23,609,965
	Escalation to Start Date (Q2 2025)	10.03%	9%	90.56	2,368,079
RECOMMENDED BUDGET			100%	993.42	25,978,044

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Option 2 - Athletics

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	26,150	SF		
Perimeter	887	LF		
TOTAL GROSS FLOOR AREA	26,150	SF		
A10 Foundations	26,150	SF	37.87	990,263
A1010 Standard Foundations	26,150	SF	9.04	236,338
Continuous footings	132	CY	890.00	117,480
Anchor bolts/plates	222	SF	380.00	84,265
Perimeter insulation	1,774	SF	4.50	7,983
Perimeter drainage and bedding	887	LF	30.00	26,610
				-
A1020 Special Foundations	26,150	SF	0.57	15,000
Dewatering	1	LS	15,000.00	15,000
				-
A1030 Slab On Grade	26,150	SF	28.26	738,925
Slab on grade - 6" incl. thickened edge	26,150	SF	18.50	483,775
Curb wall - 1.5' ht.	1,331	SF	65.00	86,483
Under-slab drainage	26,150	SF	2.20	57,530
Under-slab insulation and vapor barrier	26,150	SF	4.25	111,138
				-
B10 Superstructure	26,150	SF	184.12	4,814,798
				-
B1010 Floor Construction	26,150	SF	94.55	2,472,458
Columns and beams - vertical construction	196	TN	10,300.00	2,020,088
Shear walls	5,322	SF	85.00	452,370
				-
B1020 Roof Construction	26,150	SF	89.57	2,342,340
Metal deck	26,150	SF	15.00	392,250
Roof - beams, incl. plates and connections	157	TN	10,300.00	1,616,070
Fireproofing	157	TN	500.00	78,450
Vapor barrier	26,150	SF	4.50	117,675
Canopies	500	SF	125.00	62,500
Parapet	887	LF	85.00	75,395
				-
B20 Exterior Enclosure	26,150	SF	77.80	2,034,489
				-
B2010 Exterior Walls	26,150	SF	59.43	1,554,114
Metal stud framing	23,062	SF	35.00	807,170

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Option 2 - Athletics

	Quantity	Unit	Rate	Total
Exterior cladding	23,062	SF		-
Brick veneer	9,529	SF	48.00	457,377
Metal panel	4,615	SF	60.00	276,882
Caulking and sealants	23,062	SF	0.55	12,684
				-
B2020 Exterior Windows	26,150	SF	16.54	432,500
Windows	2,000	SF	90.00	180,000
Storefront	2,500	SF	101.00	252,500
				-
B2030 Exterior Doors	26,150	SF	1.83	47,875
HM - single	4	EA	2,650.00	10,600
HM - double	2	EA	4,637.50	9,275
Storefront - single	1	EA	3,500.00	3,500
Storefront - double	4	EA	6,125.00	24,500
ADA door openers - see Electrical				*incl. below*
				-
B30 Roofing	26,150	SF	42.12	1,101,459
				-
B3010 Roof Coverings	26,150	SF	40.48	1,058,459
TPO membrane roof system	26,150	SF	25.00	653,750
Vapor barrier	26,150	SF	4.50	117,675
Insulation	26,150	SF	6.50	169,975
Flashing and trim	1,774	LF	30.00	53,220
Mechanical screen	100	LF	135.00	13,500
Roof drains	13	EA	3,850.00	50,339
				-
B3020 Roof Openings	26,150	SF	1.64	43,000
Roof hatch	1	EA	5,500.00	5,500
Access ladder	1	EA	7,500.00	7,500
Skylight	200	SF	150.00	30,000
				-
C10 Interior Construction	26,150	SF	41.73	1,091,146
				-
C1010 Partitions	26,150	SF	27.49	718,969
Interior partition - metal stud	19,159	SF	17.50	335,286
Interior of exterior - GWB	14,143	SF	9.00	127,291
Shaft walls	4,320	SF	15.00	64,800
Interior glazing	2,129	SF	90.00	191,592
				-
C1020 Interior Doors	26,150	SF	5.11	133,675
HM - single	18	EA	1,950.00	35,100
HM - double	6	EA	3,412.50	20,475

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Option 2 - Athletics

	Quantity	Unit	Rate	Total
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
				-
C1030 Fittings	26,150	SF	9.12	238,503
Chalk and tack boards	1	LS	50,000.00	50,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	15	EA	1,500.00	22,500
Restroom - toilet partitions	15	EA	950.00	14,250
Ticket booth fit out	200	SF	88.00	17,600
Wayfinding	26,150	SF	0.35	9,153
				-
C20 Stairways	26,150	SF	-	-
				-
C2010 Stair Construction	26,150	SF	-	-
No work anticipated - See bleachers w/site				*NIC*
				-
C30 Interior Finishes	26,150	SF	26.31	688,122
				-
C3010 Wall Finishes	26,150	SF	8.73	228,322
Tile	3,248	SF	16.50	53,592
Paint	53,908	SF	1.85	99,730
Acoustic wall treatment - allow	1	LS	75,000.00	75,000
				-
C3020 Floor Finishes	26,150	SF	11.66	304,975
Polished concrete	11,900	SF	7.50	89,250
Sealed concrete	1,450	SF	4.50	6,525
Resilient flooring	2,000	SF	8.50	17,000
Tile	3,800	SF	16.50	62,700
Wood floor	7,000	SF	18.50	129,500
Carpet - classroom and office space				*Not required*
				-
C3030 Ceiling Finishes	26,150	SF	5.92	154,825
GWB	3,800	SF	11.50	43,700
Open to structure	10,000	SF	1.85	18,500
ACT	12,350	SF	7.50	92,625
				-
D10 Conveying Systems	26,150	SF	-	-
				-
D1010 Elevators & Lifts	26,150	SF	-	-
Not required				*NIC*
				-

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Option 2 - Athletics

	Quantity	Unit	Rate	Total
D20 Plumbing Systems	**26,150**	**SF**	**13.17**	**344,273**
				-
D2010 Plumbing Fixtures	26,150	SF	2.16	56,500
Water closet	15	EA	1,500.00	22,500
Lavatory	15	EA	1,200.00	18,000
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	2	EA	1,250.00	2,500
				-
D2020 Domestic Water Distribution	26,150	SF	5.64	147,443
Pipes and fittings - HW/CW	1,155	LF	60.00	69,300
Insulation	578	LF	7.00	4,043
Hose bib	6	EA	800.00	4,800
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	60,000.00	60,000
				-
D2030 Sanitary Waste	26,150	SF	4.91	128,360
Waste pipe and fittings	1,328	LF	65.00	86,336
Vent pipe	664	LF	30.00	19,924
Floor drains	26	EA	850.00	22,100
				-
D2040 Rain Water Drainage	26,150	SF	0.46	11,970
Internal downspouts	266	LF	45.00	11,970
				-
D2090 Other Plumbing Systems	26,150	SF	-	-
No work anticipated				*NIC*
				-
D30 Heating, Ventilation & Air Conditioning	**26,150**	**SF**	**84.22**	**2,202,235**
				-
D3010 Energy Supply	26,150	SF	73.72	1,927,660
Energy supply	26,150	SF	22.50	588,375
Rooftop air handling units w/ connections	26,150	SF	15.00	392,250
VAV boxes	52	EA	1,850.00	96,755
Ductwork incl. diffusers and grilles	23,012	LB	15.00	345,180
Exhaust system/ventilation	26,150	SF	13.00	339,950
Split systems (MDF rooms)	2	EA	5,500.00	11,000
Ancillary equipment - allow	26,150	SF	5.00	130,750
Testing and balancing - baseline	180	HR	130.00	23,400
				-
D3060 Controls and Instrumentation	26,150	SF	10.50	274,575
Building automation systems	26,150	SF	10.50	274,575
				-

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Option 2 - Athletics

	Quantity	Unit	Rate	Total
D40 Fire Protection	**26,150**	**SF**	**6.57**	**171,718**
				-
D4010 Sprinklers	26,150	SF	6.25	163,438
Standpipe, valves and main distribution	26,150	SF	6.25	163,438
				-
D4030 Fire Protection Specialties	26,150	SF	0.32	8,281
Fire extinguishers, incl. cabinets	17	EA	475.00	8,281
				-
D4090 Other Fire Protection Specialties	26,150	SF	-	-
No work anticipated				*NIC*
				-
D50 Electrical Lighting, Power & Communications	**26,150**	**SF**	**69.79**	**1,825,053**
				-
D5010 Electrical Service & Distribution	26,150	SF	22.25	581,846
Transformer - by franchise utility				*NIC*
Transformer pad	1	EA	5,500.00	5,500
Main switchboard panel and feeder	26,150	SF	10.04	262,546
Distribution panel and feeders	26,150	SF	12.00	313,800
				-
D5020 Lighting & Branch Wiring	26,150	SF	19.90	520,425
Branch wiring and devices for lighting fixtures	26,150	SF	4.00	104,600
LED lighting - incl. sensors and controls	26,150	SF	15.50	405,325
Exterior lighting - allow	1	LS	10,500.00	10,500
				-
D5030 Communications & Security	26,150	SF	27.09	708,400
Receptacles	218	EA	425.00	92,615
Fire alarm systems	26,150	SF	2.80	73,220
CO/smoke detection system	26,150	SF	2.50	65,375
Voice/data	26,150	SF	3.00	78,450
AV equipment- Shalleck	1	LS	200,000.00	200,000
PA/Intercom	26,150	SF	2.60	67,990
CCTV	26,150	SF	5.00	130,750
				-
D5090 Other Electrical Systems	26,150	SF	0.55	14,383
Connection to mechanical equipment	26,150	SF	0.55	14,383
				-
E10 Equipment	**26,150**	**SF**	**17.21**	**450,000**
				-
E1010 Commercial Equipment	26,150	SF	11.47	300,000
Gym equipment - allow	1	LS	50,000.00	50,000
Concessions equipment	1	LS	250,000.00	250,000
				-

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	Quantity	Unit	Rate	Total
E1090 Other Equipment	26,150	SF	5.74	150,000
Stage incl. equipment - allow	1	LS	150,000.00	150,000
				-
E20 Furnishings	26,150	SF	11.82	309,000
E2010 Fixed Furnishings	26,150	SF	11.82	309,000
Casework - classroom	600	LF	450.00	270,000
Casework - office/reception	60	LF	650.00	39,000
				-
E2020 Movable Furnishings	26,150	SF	-	-
By Owner				*NIC*
				-
F10 Special Construction	26,150	SF	-	-
				-
F1010 Special Structures	26,150	SF	-	-
No work anticipated				*NIC*
				-
F20 Selective Demolition	26,150	SF	-	-
				-
F2010 Building Elements Demolition	26,150	SF	-	-
See Sitework				*NIC*
				-
F2020 Hazardous Components Abatement	26,150	SF	-	-
See Sitework				*incl.*

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Option 2 - 1964 Athletics Renovation Summary

			%	$/SF	TOTAL
		Gross Area:		30,650 SF	
A10	Foundations		1%	6.07	186,093
A20	Basement Construction		0%	0.00	0
A	Substructure		1%	6.07	186,093
B10	Superstructure		2%	11.09	339,943
B20	Exterior Enclosure		1%	5.31	162,784
B30	Roofing		6%	26.62	815,775
B	Shell		9%	43.02	1,318,502
C10	Interior Construction		5%	25.64	785,939
C20	Stairways		0%	0.00	0
C30	Interior Finishes		5%	23.89	732,094
C	Interiors		10%	49.53	1,518,033
D10	Conveying Systems		0%	1.04	32,000
D20	Plumbing Systems		1%	6.63	203,322
D30	Heating, Ventilation & Air Conditioning		14%	67.34	2,064,060
D40	Fire Protection		0%	0.00	0
D50	Electrical Lighting, Power & Communications		14%	67.87	2,080,346
D	Services		30%	142.89	4,379,728
E10	Equipment		1%	3.26	100,000
E20	Furnishings		1%	3.60	110,250
E	Equipment & Furnishings		1%	6.86	210,250
F10	Special Construction		0%	0.00	0
F20	Selective Demolition		6%	26.37	808,185
F	Special Construction & Demolition		6%	26.37	808,185
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			58%	274.74	8,420,790
	Contingency - Design	15.00%	9%	41.21	1,263,119
	Contingency - Contractor	4.00%	3%	12.64	387,356
	General Requirements	7.50%	5%	24.64	755,345
	General Conditions	7.00%	5%	24.73	757,863
	Office Overhead & Profit	4.50%	4%	17.01	521,301
	Bonds & Insurance	2.50%	2%	9.87	302,644
	Permits & Fees - by Owner	0.00%	0%		*NIC*
BUILDING CONSTRUCTION COST BEFORE ESCALATION			85%	404.84	12,408,419
	Escalation to Start Date (Q2 2026)	17.55%	15%	71.05	2,177,677
RECOMMENDED BUDGET			100%	475.89	14,586,096

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Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Enclosed Floor Areas				
Level 1	10,000	SF		
Level 2	20,650	SF		
Perimeter	503	LF		
TOTAL GROSS FLOOR AREA	30,650	SF		
A10 Foundations	**30,650**	**SF**	**6.07**	**186,093**
A1010 Standard Foundations	30,650	SF	2.16	66,093
Shear wall footing	59.26	CY	820.00	48,593
Anchor bolts/plates	10,000	SF	1.75	17,500
Perimeter insulation				*Existing*
Perimeter drainage and bedding				*Existing*
A1030 Slab On Grade	30,650	SF	3.92	120,000
Slab on grade - - repair	10,000	SF	12.00	120,000
B10 Superstructure	**30,650**	**SF**	**11.09**	**339,943**
B1010 Floor Construction	30,650	SF	7.16	219,600
Shear walls including access open/close	1,800	SF	122.00	219,600
B1020 Roof Construction	30,650	SF	3.93	120,343
Roof - collector beams, incl. plates and connections	8.30	TN	14,500.00	120,343
B20 Exterior Enclosure	**30,650**	**SF**	**5.31**	**162,784**
B2010 Exterior Walls	30,650	SF	4.36	133,597
Exterior cladding	16,096	SF		
Clean	16,096	SF	4.20	67,603
Paint	16,096	SF	3.55	57,141
Caulking and sealants	16,096	SF	0.55	8,853
B2020 Exterior Windows	30,650	SF		
Windows -existing				*NIC*
Storefront -existing				*NIC*
B2030 Exterior Doors	30,650	SF	0.95	29,188
HM - single	2	EA	2,650.00	5,300
HM - double	1	EA	4,637.50	4,638

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	Quantity	Unit	Rate	Total
Storefront - single	2	EA	3,500.00	7,000
Storefront - double	2	EA	6,125.00	12,250
ADA door openers - see Electrical				*incl. below*
B30 Roofing	**30,650**	**SF**	**26.62**	**815,775**
B3010 Roof Coverings	30,650	SF	26.62	815,775
TPO membrane roof system	20,650	SF	25.00	516,250
Vapor barrier	20,650	SF	4.50	92,925
Insulation	20,650	SF	6.50	134,225
Flashing and trim	1,258	LF	30.00	37,725
Roof drains -replace	9	EA	3,850.00	34,650
C10 Interior Construction	**30,650**	**SF**	**25.64**	**785,939**
C1010 Partitions	30,650	SF	14.85	455,187
Interior partition - existing				*Existing*
Structural reinforcement -to hollow clay walls	24,144	SF	4.50	108,648
Interior - GWB	37,423	SF	9.26	346,539
C1020 Interior Doors	30,650	SF	4.42	135,625
HM - single	12	EA	1,950.00	23,400
HM - double	10	EA	3,412.50	34,125
Wood - single	18	EA	2,200.00	39,600
Wood - double	10	EA	3,850.00	38,500
C1030 Fittings	30,650	SF	6.37	195,128
Chalk and tack boards	1	LS	30,000.00	30,000
Lockers	1	LS	125,000.00	125,000
Restroom - bath accessories	12	EA	1,500.00	18,000
Restroom - toilet partitions	12	EA	950.00	11,400
Wayfinding	30,650	SF	0.35	10,728
C20 Stairways	**30,650**	**SF**		
C2010 Stair Construction	30,650	SF		
Egress stair				*Existing*

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Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
C30 Interior Finishes	**30,650**	**SF**	**23.89**	**732,094**
C3010 Wall Finishes	30,650	SF	6.49	198,873
Tile	6,160	SF	16.50	101,640
Paint	37,423	SF	1.85	69,233
Wall padding	1	LS	28,000.00	28,000
C3020 Floor Finishes	30,650	SF	13.36	409,625
Polished concrete	4,000	SF	7.50	30,000
Sealed concrete	6,500	SF	4.50	29,250
Resilient flooring	5,000	SF	8.50	42,500
Tile	1,200	SF	16.50	19,800
Wood floor - gym w/regulation line in finish	13,160	SF	21.50	282,940
Carpet - classroom and office space	790	SF	6.50	5,135
C3030 Ceiling Finishes	30,650	SF	4.03	123,596
GWB	1,200	SF	11.50	13,800
Open to structure	19,660	SF	1.85	36,371
ACT	9,790	SF	7.50	73,425
D10 Conveying Systems	**30,650**	**SF**	**1.04**	**32,000**
D1010 Elevators & Lifts	30,650	SF		
Elevator				*Existing*
Replace rails	2	EA	16,000.00	32,000
D20 Plumbing Systems	**30,650**	**SF**	**6.63**	**203,322**
D2010 Plumbing Fixtures	30,650	SF	1.54	47,150
Water closet	12	EA	1,500.00	18,000
Lavatory	12	EA	1,200.00	14,400
Drinking fountain	3	EA	4,500.00	13,500
Janitor sink	1	EA	1,250.00	1,250
D2020 Domestic Water Distribution	30,650	SF	3.31	101,304
Pipes and fittings - HW/CW	504	LF	60.00	30,240
Insulation	252	LF	7.00	1,764
Valves and hydrants	6	EA	1,550.00	9,300
Water heating	1	LS	60,000.00	60,000
D2030 Sanitary Waste	30,650	SF	1.79	54,868
Waste pipe and fittings	580	LF	65.00	37,674

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Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
Vent pipe	290	LF	30.00	8,694
Floor drains- replace	10	EA	850.00	8,500
D2040 Rain Water Drainage	30,650	SF		
Internal downspouts				*Existing*
D2090 Other Plumbing Systems	30,650	SF		
No work anticipated				*NIC*
D30 Heating, Ventilation & Air Conditioning	**30,650**	**SF**	**67.34**	**2,064,060**
D3010 Energy Supply	30,650	SF	50.84	1,558,335
Energy supply				*Existing,*
Rooftop air handling units w/ connections	30,650	SF	15.00	459,750
VAV boxes	61	EA	1,850.00	113,405
Ductwork incl. diffusers and grilles	26,972	LB	15.00	404,580
Exhaust system/ventilation	30,650	SF	13.00	398,450
Split systems (MDF rooms)	1	EA	5,500.00	5,500
Ancillary equipment - allow	30,650	SF	5.00	153,250
Testing and balancing - baseline	180	HR	130.00	23,400
D3060 Controls and Instrumentation	30,650	SF	16.50	505,725
Building automation systems	30,650	SF	16.50	505,725
D40 Fire Protection	**30,650**	**SF**		
D4010 Sprinklers	30,650	SF		
Standpipe, valves and main distribution				*Existing*
D4030 Fire Protection Specialties	30,650	SF		
Fire extinguishers, incl. cabinets				*Existing*
D4090 Other Fire Protection Specialties	30,650	SF		
No work anticipated				*NIC*
D50 Electrical Lighting, Power & Communications	**30,650**	**SF**	**67.87**	**2,080,346**
D5010 Electrical Service & Distribution	30,650	SF	22.04	675,526
Transformer - by franchise utility				*NIC*
Transformer pad				*Existing*
Main switchboard panel and feeder	30,650	SF	10.04	307,726

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	Quantity	Unit	Rate	Total
Distribution panel and feeders	30,650	SF	12.00	367,800
D5020 Lighting & Branch Wiring	30,650	SF	19.84	608,175
Branch wiring and devices for lighting fixtures	30,650	SF	4.00	122,600
LED lighting - incl. sensors and controls	30,650	SF	15.50	475,075
Exterior lighting - allow	1	LS	10,500.00	10,500
D5030 Communications & Security	30,650	SF	25.44	779,787
Receptacles	255	EA	425.00	108,552
Fire alarm systems	30,650	SF	2.80	85,820
CO/smoke detection system	30,650	SF	2.50	76,625
Voice/data	30,650	SF	3.00	91,950
AV equipment	30,650	SF	6.00	183,900
PA/Intercom	30,650	SF	2.60	79,690
CCTV	30,650	SF	5.00	153,250
D5090 Other Electrical Systems	30,650	SF	0.55	16,858
Connection to mechanical equipment	30,650	SF	0.55	16,858
E10 Equipment	30,650	SF	3.26	100,000
E1010 Commercial Equipment	30,650	SF	3.26	100,000
Gym equipment - allow	1	LS	100,000.00	100,000
E20 Furnishings	30,650	SF	3.60	110,250
E2010 Fixed Furnishings	30,650	SF	3.60	110,250
Casework - classroom	180	LF	450.00	81,000
Casework - office	45	LF	650.00	29,250
E2020 Movable Furnishings	30,650	SF		
By Owner				*NIC*
F10 Special Construction	30,650	SF		
F1010 Special Structures	30,650	SF		
No work anticipated				*NIC*

Portland Public Schools

Jefferson High School

Option 2 - 1964 Athletics Renovation

	Quantity	Unit	Rate	Total
F20 Selective Demolition	30,650	SF	26.37	808,185
F2010 Building Elements Demolition	30,650	SF	24.90	763,185
Temporary protection	30,650	SF	1.25	38,313
Architectural				
Demo - building elements for structural and architectural renovation	30,650	SF	17.50	536,375
Mechanical				
Trade demolition	30,650	SF	2.25	68,963
Electrical				
Trade demolition	30,650	SF	2.75	84,288
Plumbing				
Trade demolition	30,650	SF	1.15	35,248
F2020 Hazardous Components Abatement	30,650	SF	1.47	45,000
Allowance	1	LS	45,000.00	45,000

Portland Public Schools
Jefferson High School

Sitework - Option 2 Summary

			%	$/SF	TOTAL
		Gross Area:		667,470 SF	
G10	Site Preparation		19%	8.41	5,612,311
G20	Site Improvements		33%	15.08	10,063,820
G30	Site Mechanical Utilities		2%	1.00	669,050
G40	Site Electrical Utilities		2%	1.05	698,250
G	Building Sitework		56%	25.53	17,043,431
SITE ELEMENTAL COST BEFORE CONTINGENCIES			56%	25.53	17,043,431
	Contingency - Design	15.00%	0%	3.83	2,556,515
	Contingency - Contractor	4.00%	0%	1.02	681,737
	General Requirements	7.50%	0%	2.28	1,521,126
	General Conditions	7.00%	0%	2.29	1,526,197
	Office Overhead & Profit	4.50%	0%	1.57	1,049,805
	Bonds & Insurance	2.50%	0%	0.91	609,470
	Permits & Fees - by Owner	0.00%	0%		*NIC*
SITE CONSTRUCTION COST BEFORE ESCALATION			83%	37.44	24,988,281
Z30	Escalation to Start Date (Q2 2027)	21.07%	17%	7.89	5,265,031
RECOMMENDED BUDGET			100%	45.33	30,253,312

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Net Site Areas				
Building Footprint - New	**154,190**	**SF**		
Roadwork		**SF**		
Parking Lots	**38,990**	**SF**		
Parking lot	34,470	SF		
Loading area	4,520	SF		
Ped Paving	**140,495**	**SF**		
Sidewalk - concrete	22,305	SF		
Plaza - medium	76,215	SF		
Plaza - high	41,975	SF		
Site Features	**278,080**	**SF**		
Athletics Program	278,080	SF		
Landscaping and Softscape	**55,715**	**SF**		
Planting area	55,715	SF		
TOTAL SITE AREA	667,470	SF		
G10 Site Preparation	667,470	SF	8.41	5,612,311
G1010 Site Clearing	667,470	SF	0.79	529,260
Construction entrance	2	EA	5,000.00	10,000
Construction fencing	5,100	LF	10.00	51,000
Erosion control	628,401	SF	0.15	94,260
Temp facilities	16	MO	1,500.00	24,000
Street cleaning	16	MO	5,000.00	80,000
Temp street closure and flagging	16	MO	5,000.00	80,000
Site protection	1	LS	50,000.00	50,000
Tree protection	1	LS	20,000.00	20,000
Utility protection	1	LS	35,000.00	35,000
Construction layout and survey	1	LS	85,000.00	85,000
G1020 Site Demolition and Relocations	667,470	SF	4.49	2,996,311
Demo - hardscape	266,988	SF	2.55	680,819
Demo - softscape	400,482	SF	0.75	300,362
Demo - building (4-story)	31,615	SF	62.00	1,960,130
Demo - site structures and obstructions, allow	1	LS	50,000.00	50,000
Demo - trees, allow	1	LS	5,000.00	5,000
G1030 Site Earthwork	667,470	SF	3.09	2,061,740
Excavation - building	9,080	CY	20.00	181,596
Site cut - 1' depth	21,830	CY	20.00	436,601

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Site fill - stockpile	24,728	CY	15.00	370,918
Haul and dispose	6,182	CY	25.00	154,549
Grading and compaction	667,470	SF	0.75	500,603
Base aggregates				
Building - 12" depth	5,711	CY	45.00	256,995
Parking lots - 8" depth	964	CY	45.00	43,380
Ped paving - 6" depth	2,602	CY	45.00	117,090
ROW - 6" depth	0	CY	45.00	8
G1040 Hazardous Waste Remediation	667,470	SF	0.04	25,000
Mitigation - allowance	1	LS	25,000.00	25,000
G20 Site Improvements	667,470	SF	15.08	10,063,820
G2010 Roadways	667,470	SF	0.04	27,500
Sidewalk striping	10	LOC	2,750.00	27,500
Sidewalk paving - see pedestrian paving				*incl. below*
G2020 Parking Lots	667,470	SF	0.43	287,533
Parking lot - asphalt	34,470	SF	4.25	146,498
Loading area - concrete	4,520	SF	16.50	74,580
Striping	38,990	SF	0.17	6,628
ADA curb ramps	8	EA	1,550.00	12,400
Curbs - CIP concrete	1,555	LF	30.50	47,428
G2030 Pedestrian Paving	667,470	SF	7.24	4,831,300
Sidewalk - standard finish, incl. site furnishings	22,305	SF	20.00	446,100
Plaza - medium finish, incl. site furnishings	76,215	SF	30.00	2,286,450
Plaza - premium finish, incl. site furnishings	41,975	SF	50.00	2,098,750
G2040 Site Development	667,470	SF	6.55	4,374,738
Site walls, fences and gates				
Security fence	2,665	LF	125.00	333,125
Pedestrian gate - single	7	EA	3,500.00	24,500
Vehicular gate - double	3	EA	7,500.00	22,500
Covered bike parking	300	SF	178.50	53,550
Bike rack	25	EA	650.00	16,250
Restroom building - allow	1	LS	500,000.00	500,000
Site furnishings - see ped paving				*incl. above*
Athletics Program				
Stadium seating - grand stand (allow)	1	EA	750,000.00	750,000
DA Hogan scope + directive				

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
Track and field improvements				
Safety and performance upgrades	1	LS	145,000.00	145,000
Reconstruct shot put program	1	LS	20,625.00	20,625
Reconstruct discus throw ring and netting	1	LS	5,750.00	5,750
Football field - replace in-kind	74,025	SF	12.00	888,300
ADD - cork infill and pad	74,025	SF	3.00	222,075
Track - new striping	1	LS	12,500.00	12,500
Track - surface improvements	72,225	SF	2.50	180,563
Stadium seating - grand stand (allow)	1	EA	750,000.00	750,000
Track and field - improvements (allow)	1	LS	200,000.00	200,000
South Field and Baseball Field - improvements (allow)	1	LS	250,000.00	250,000
G2050 Landscaping	667,470	SF	0.81	542,749
Trees				
Tree - 2" cal.	111	EA	450.00	50,144
Planting area	55,715	SF		
Topsoil - 12" depth	2,064	CY	45.00	92,858
Mulch - 3" depth	516	CY	40.00	20,635
Planting - 1 to 2 gal, 24" O.C.	13,929	EA	18.50	257,682
Irrigation systems				
Planting area	55,715	SF	2.00	111,430
Device and controls	1	LS	10,000.00	10,000
G30 Site Mechanical Utilities	667,470	SF	1.00	669,050
G3010 Water Supply	667,470	SF	0.16	107,800
Connection to existing	2	LOC	3,500.00	7,000
WS - 4" DI pipe, incl. trenching and backfill	120	LF	90.00	10,800
FS - 8" DI pipe, incl. trenching and backfill	120	LF	125.00	15,000
Vaults, devices and controls	1	LS	75,000.00	75,000
G3020 Sanitary Sewer	667,470	SF	0.21	137,750
Connection to existing	3	LOC	3,500.00	10,500
SS - 8" pipe, incl. trenching and backfill	475	LF	110.00	52,250
SS - devices and controls, allow	1	LS	75,000.00	75,000
G3030 Storm Sewer	667,470	SF	0.63	423,500
Connection to existing	1	LS	3,500.00	3,500
Dry well - 30' depth	20	EA	15,000.00	300,000
SW - devices and controls, incl. vegetated stormwater facilities (allow)	1	LS	120,000.00	120,000

Portland Public Schools
Jefferson High School

Sitework - New South Option

	Quantity	Unit	Rate	Total
G40 Site Electrical Utilities	**667,470**	**SF**	**1.05**	**698,250**
G4010 Electrical Distribution	667,470	SF	0.41	273,750
Power distribution - allow	1	LS	150,000.00	150,000
Primary power - conduit, incl. trenching and backfill	750	LF	165.00	123,750
Transformer - by franchise utility				*NIC*
G4020 Site Lighting	667,470	SF	0.46	306,750
Parking lot - lighting	1	LS	75,000.00	75,000
Circulation/sidewalk - new fixtures at existing poles	1	LS	20,000.00	20,000
Landscape - lighting	1	LS	25,000.00	25,000
Conduit and wire, incl. trenching and backfill	1,150	LF	145.00	166,750
Site lighting controls	1	LS	20,000.00	20,000
G4030 Site Communications & Security	667,470	SF	-	
No work anticipated				*NIC*
G4090 Other Site Electrical Utilities	667,470	SF	0.18	117,750
EV charging	15	EA	7,850.00	117,750
Emergency power - not shown				*NIC*

Consultant	Report Received	Word Document Received
Vega (Civil)	?	?
Colloqate (Engagement)	Yes - Implications Report	Yes
PLACE (Landscape)	Yes	No
PAE (MEP)	Yes	Yes
Shalleck (Production Systems)	Yes	No
KPFF (Structural)	Yes	Yes
Vertex (Technology)	Yes	No
ARG (Historic)	?	?
DCW (Cost)	In Progress	In Progress

RESOLUTION No. 6625

Acceptance of the Annual Comprehensive Financial Report, Reports to Management and the Report on Requirements for Federal Awards

RECITALS

A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.

B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2022, and provides assurance that the District's accounting and reporting are in compliance with generally accepted accounting principles.

RESOLUTION

The Board of Education accepts the Annual Comprehensive Financial Report, Reports to Management, and Report on Requirements for Federal Awards of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2022, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

School District No. 1J, Multnomah County, Oregon

PORTLAND PUBLIC SCHOOLS

ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the year ended June 30, 2022



Portland Public Schools

Annual Compehensive Financial Report

For the year ended June 30, 2022

School District No. 1J, Multnomah County, Oregon

Portland, Oregon

Prepared by the Finance Department

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON

Annual Comprehensive Financial Report

For the Year Ended June 30, 2022

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Financial



Markham Elementary 1st day of School September 2021



Jefferson High School Dancers November 2021

Nolberto Delgadillo
Chief Financial Officer

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
Phone: (503) 916-3115 • Fax: (503) 916-2125

December 13, 2022

To the Community of School District No. 1J, Multnomah County, Oregon, and to the Members of the Board of Education:

We are pleased to submit the Annual Comprehensive Financial Report (ACFR) of School District No.1J, Multnomah County, Oregon (Portland Public Schools or the District or PPS) for the fiscal year ended June 30, 2022, together with the audit opinions of our auditors as required by Oregon Revised Statutes. Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation, including all disclosures, rests with District management. We believe the financial statements and related information reflecting the financial position and results of the operations of the District are stated fairly in all material aspects. All disclosures necessary to enable the reader to gain understanding of the District's financial affairs have been included.

To provide a reasonable basis for making these representations, District management has established and maintains an internal control structure designed to ensure that the assets of the District are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP). Our internal control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management. The internal control structure is subject to periodic evaluation by management. We believe our internal control structure adequately safeguards the assets and provides reasonable assurance of proper recording of all financial transactions. As management, we assert that, to the best of our knowledge and belief, this financial report is complete and reliable in all material respects.

Financial Report Presentation

The financial statements of the District are prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the governing body and establishes governmental accounting and financial reporting principles. The more significant of the District's accounting policies are discussed in Note 1 of these financial statements.

Designed to meet the needs of a broad spectrum of financial statement readers, this Annual Comprehensive Financial Report (ACFR) is divided into four major sections:

The ***Introductory Section*** includes the table of contents, this transmittal letter, the District's organizational chart, and copies of certificates awarded for Portland Public Schools' fiscal year 2020-21 ACFR.

The ***Financial Section*** includes the Independent Auditor's Report, Management's Discussion and Analysis (MD&A), the basic financial statements including notes to the basic financial statements, required supplementary information (RSI), and supplementary information including major fund financial statements.

The ***Statistical Section*** includes selected financial and demographic information, generally presented on a multi-year basis. These schedules are designed to improve the understandability and usefulness of the information presented in the financial section.

The ***Audit Comments and Disclosures Section*** includes disclosures required by the Minimum Standards for Audits of Oregon Municipal Corporations.

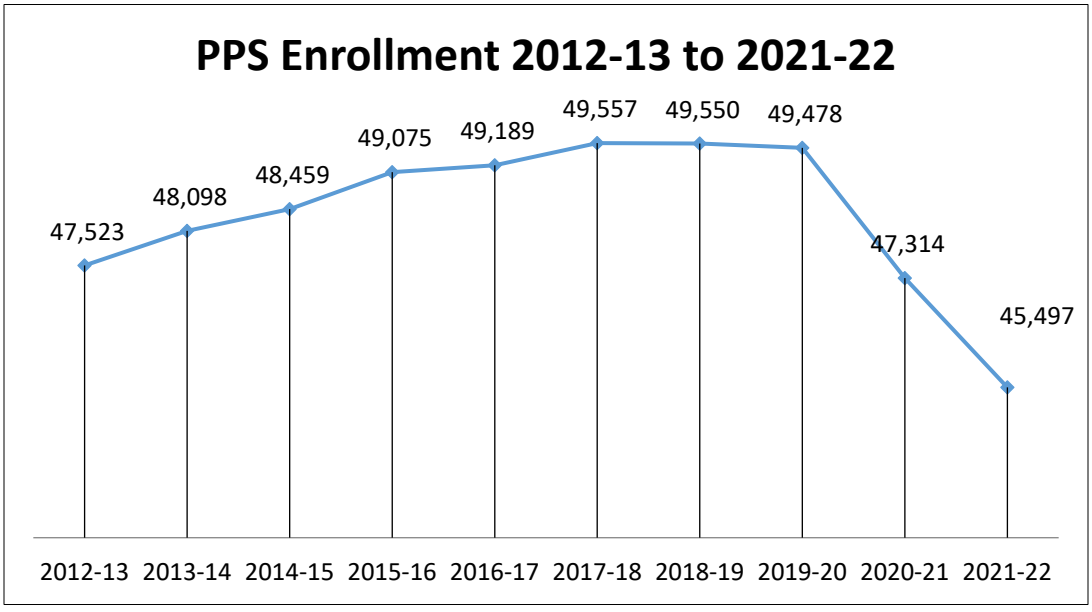
GAAP requires that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the Independent Auditor's Report.

Profile of the District

Portland Public Schools, founded in 1851, is a PK-12 urban school district in Portland, Oregon. The District has no component units and is not a component unit of any other government. With more than 45,000 students in 113 schools and other programs, it is one of the largest school districts in the Pacific Northwest, and the largest and oldest school district in Oregon. With highly trained teachers and staff, an engaged parent community, strong partnerships, and a focus on closing the racial educational achievement gap, the PPS graduation rate has consistently improved since 2009-10. Thanks to the state Legislature, school funding is improving and thanks to Portland voters, school improvement general obligation bonds are fueling the modernization of our aging school buildings for 21st century learning.

The District covers an area over 152 square miles, including portions of the cities of Portland (total population 641,162), Lake Oswego (total population 40,411), and Milwaukie (total population 20,946), based on 2021 estimates by the U.S. Census Bureau Population Estimates Program (PEP). The District maintains over 100 campuses with more than 300 buildings and a total floor area of nearly 10 million square feet. The median age of PPS school buildings is 83 years for elementary schools, 83 years for middle schools, and 96 years for high schools. Please see Schedule 17 of the Statistical Section for additional details of each building's size, age and enrollment.

Student enrollment as of October 2021 was 45,497. Enrollment counts are compiled annually on or about the first of October as required by the State of Oregon. An enrolled student is defined as a student who attends one or more schools or programs within the District. Regardless of the number of schools or programs attended, each student is counted only once; the counts are not duplicated.



Source: Enrollment by Program Type, Grade, and Race/Ethnicity Reports - https://www.pps.net/Page/942

October 2021 Portland Public Schools Student Enrollment (by Program Type)			
Program Type	**Number of Schools/Programs**	**Enrollment**	**Distribution**
Regular Schools and Programs			
Elementary Schools	57	20,705	45.51%
Middle Schools	14	7,560	16.62%
High Schools	9	13,050	28.68%
Subtotal - Regular Schools	80	41,315	90.81%
PPS Alternative Programs	5	1,795	3.95%
Subtotal - Schools and Alternative Programs	85	43,110	94.75%
Community-Based Programs	8	637	1.40%
Special Education Programs	15	455	1.00%
Public Charter Programs	5	1,295	2.85%
Grand Total	113	45,497	100.00%

Source: Enrollment by Program Type, Grade, and Race/Ethnicity Reports - https://www.pps.net/Page/942

The District continues to experience enrollment decline from a high of 49,557 in fiscal year 2017-18 to 45,497 in fiscal year 2020-21. Demographic studies conducted by Portland State University (PSU) project enrollment levels to continue to decrease. The PSU "Middle Series Forecast" scenario estimates enrollment reaching a low of 39,123 in fiscal year 2035-36. Overall enrollment impacts due to the COVID-19 pandemic are only just beginning to be seen and the long-term implications are yet to be fully understood. Additional detail regarding enrollment projections may be found at: https://www.pps.net/Page/1834.

The Board of Education

An elected seven-member board establishes and oversees the District's policies. The Board of Education is the chief governing body and is exclusively responsible for its public decisions. A list of board members can be found on page 9 of this report. The chief administrative officer of the District is the Superintendent, who is appointed by the Board. The Board of Education is accountable for all fiscal matters that significantly affect operations. Guadalupe Guerrero is the Superintendent of Portland Public Schools. Mr. Guerrero served as the chief administrative officer of the district for all of fiscal year 2021-22.

Budgetary Controls

Under Oregon Revised Statutes (33.710), school districts are municipal corporations empowered to provide elementary and secondary educational services for the children residing within their boundaries. Portland Public Schools fulfills this responsibility by building, operating, and maintaining school facilities, developing and maintaining approved educational programs and courses of study (including career/technical educational programs and programs for English language learners and special-needs students), and providing for transportation and feeding of students in accordance with District, State and Federal program guidelines. This report includes all funds of the District.

The District is required by the State of Oregon to adopt an annual budget for all funds subject to the requirements of Municipal Audit Law as outlined in the 2017 Oregon Revised Statutes 297.405 to 297.555 and 297.990. The budget for each individual fund is a plan for the financial operations to be conducted during the coming fiscal year and is adopted annually, prior to July 1, by the Board of Education after certification by the Multnomah County Tax Supervising and

Conservation Commission. The level of budgetary control, that is the level at which expenditure cannot legally exceed the appropriated amount, is established by major function category: Instruction, Support Services, Enterprise & Community Services, Facilities Acquisition & Construction, Debt Service, Transfers Out, Contingency and Ending Fund Balance. After adoption, the budget may be amended through procedures specified in State statute and Board policy.

District Budget Principles

The District's governing body adopted budget principles, by way of resolution number 5229 at its March 8, 2016 meeting. These principles remain in effect today. Exhibit A to that resolution provides detail for each of the principles, but for the sake of brevity, only the principles are presented below. These principles, along with the District's Vision, System shifts and the Board adopted goals, shape the financial planning and analysis activities for the district.

- Providing Students with an Exceptional Educational Experience and Ensuring their Academic Success Should Drive the Budget Process
- Decisions Should Be Driven by Data
- Base Resourcing Decisions on Cost-Effectiveness
- Prioritize the Core Program in All Schools
- Critically Re-Examine Patterns of Spending
- Provide Every Student with Equitable Access
- Take a Long-Term Perspective
- Be Transparent

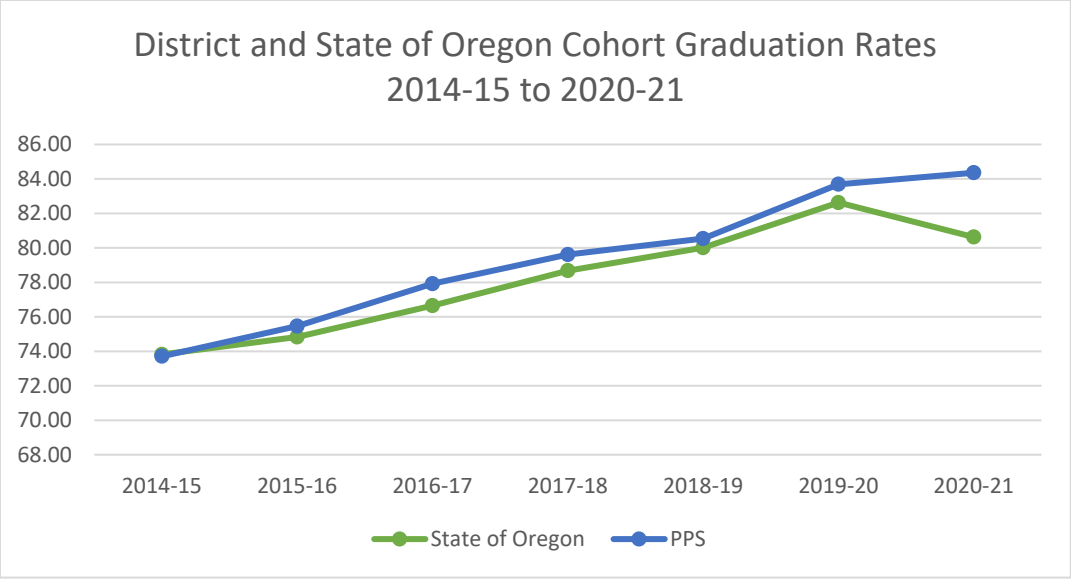
Service Efforts and Accomplishments

On June 25, 2019, the Board of Education passed resolution number 5909, Portland Public Schools reImagined: Preparing Our Students to Lead Change and Improve the World as the District's Vision. This Vision focuses on what we want to be true for our graduates and includes four main areas: a Graduate Portrait, Educator Essentials, System Shifts and Core Values.

On October 15, 2019, the Board adopted by resolution number 5984, Portland Public Schools Board Goals for 2019-22. These include the following academic goals for our students that align with the community and District vision of the Graduate Portrait:

- Third Grade Reading
- Fifth Grade Mathematics
- Eighth Grade Graduate Portrait
- Post-Secondary Readiness/Ready for College & Career

The Vision, accountability metrics and the theory of action will continue to shape and define the financial planning and decision making as well as serve as the District's roadmap.



Source: ODE Cohort Graduation Rates - https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx

The PPS four-year graduation rate has improved from 73.7 percent for the Class of 2015 to 84.4 percent for the Class of 2021 (the most recent year available from Oregon Department of Education). The average graduation rate for the State of Oregon Class of 2021 was 80.6 percent.

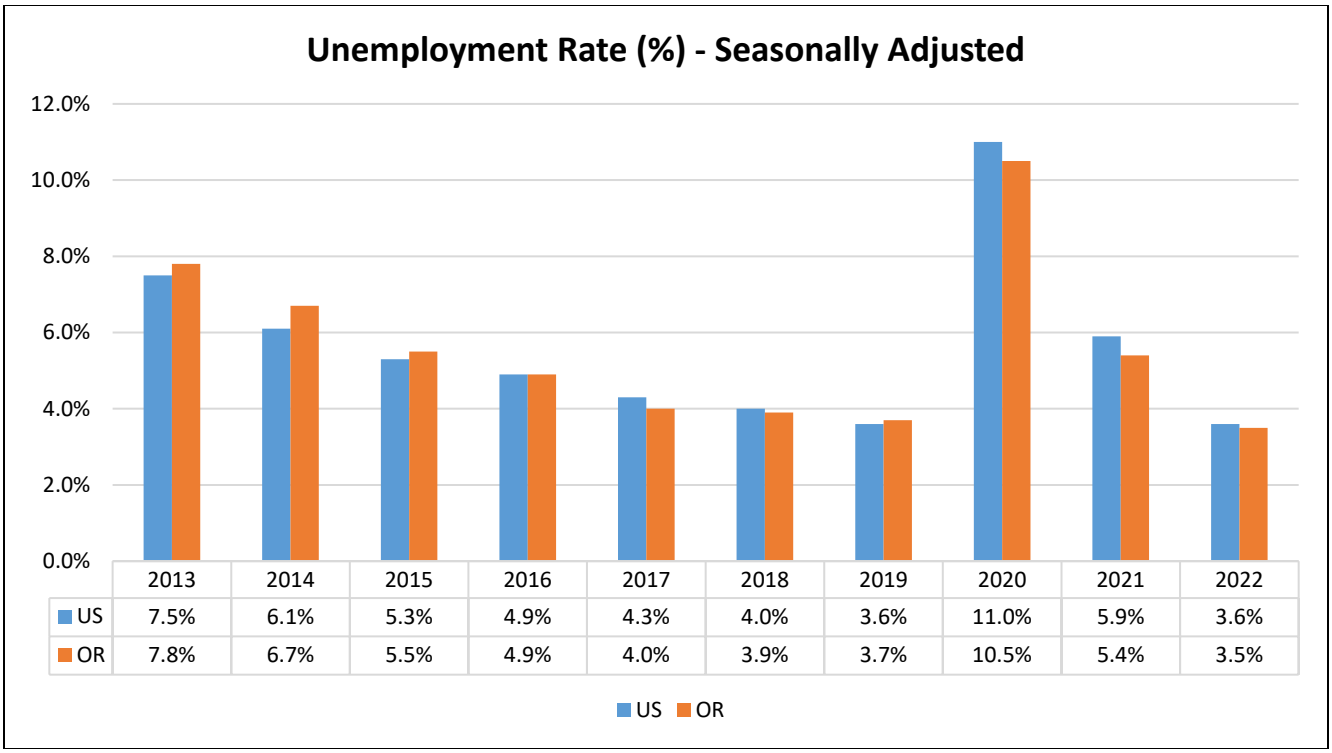
Factors Affecting Financial Condition

The information presented in the financial statements is perhaps best understood when it is considered in the broader perspective of the specific environment within which the District operates.

PPS derives approximately 81.5 percent of its General Fund revenues from the State School Fund and the allocation of certain property taxes within the associated funding distribution formula. Roughly half of the State School Fund money comes via the appropriation made by the state legislature, while the other half is the aggregate of the local permanent rate property taxes from school districts across the state. The state budget and the legislative appropriation are highly dependent upon state revenues through income taxes. The outlook for the state economy is a leading indicator for the health of this revenue stream and is, therefore, of great importance for PPS.

The second largest revenue item for the District – about 15.2 percent of General Fund revenues - is its local option levy which is a property tax based upon assessed values of property in the PPS taxing district. The local option levy revenues are significantly influenced by real market values of homes within the PPS taxing district.

Oregon State Economy – In June 2022, Oregon's unemployment rate fell to 3.5 percent from a high of 13.2 percent in April 2020. This is the lowest unemployment rate since the COVID-19 pandemic began.



Source: Bureau of Labor Statistics, Unemployment Data

Approximately 102 thousand jobs were gained over the past year, contributing to a total workforce increase of 5.5 percent from June 2021 to June 2022. The Leisure & Hospitality sector experienced the greatest percentage gains, with 43 thousand jobs gained, representing a 26.0 percent year-over-year increase.

Oregon Employment by Industry (number of jobs, in thousands)					
Industry	**June 2021**	**June 2022**	**% of Economy**	**Year-over-Year Change (#)**	**Year-over-Year Change (%)**
Government	279.4	287.6	14.7%	8.2	2.9%
Other Services	60.9	61.3	3.1%	0.4	0.7%
Leisure & Hospitality	163.8	206.4	10.6%	42.6	26.0%
Education & Health Services	299.0	307.9	15.7%	8.9	3.0%
Professional & Business Services	253.1	258.4	13.2%	5.3	2.1%
Financial Activities	104.8	106.7	5.5%	1.9	1.8%
Information	33.3	36.2	1.9%	2.9	8.7%
Trade, Transportation, and Utilities	362.4	369.5	18.9%	7.1	2.0%
Manufacturing	183.2	196.5	10.0%	13.3	7.3%
Construction	107.9	119.2	6.1%	11.3	10.5%
Mining and Logging	6.4	6.2	0.3%	(0.2)	-3.1%
Total Nonfarm	1,854.2	1,955.9		101.7	5.48%

Source: Oregon Economy at a Glance - https://www.bls.gov/regions/west/oregon.htm#eag

Local Economy – Portland and the surrounding metropolitan area have a widely diversified economy. Its centralized location and excellent transportation facilities have established the area as a major distribution point on the West Coast for wholesale trade and high-tech exports. During 2021-22, Education, Health Services, and Hospitality accounted for 26.3 percent of the city's economy while the Trades, Transportation and Utilities made up another 18.9 percent.

Long Term Financial Planning and Major Initiatives - For many years, the District did not have adequate funds for capital improvements. In 2012, PPS updated its long-range facilities plan with the assistance of an advisory committee of more than 30 community members that brought a variety of professional perspectives as well as that of teachers, parents, and other interested participants. This committee held a series of community meetings, reaffirmed the need for a capital bond, and laid the foundation for the Board's deliberation on a bond proposal and the criteria for definition of projects to be financed.

In November of 2012, the voters of the district authorized Portland Public Schools to issue up to $482 million of general obligation bonds to improve school buildings, with 67 percent of voters supporting this capital investment program. This was a landmark accomplishment for PPS after many years of work and we are enormously grateful to the voters in this district for their continued support of PPS and for public education in our district.

The major projects at Roosevelt, Franklin and Faubion schools were completed in the fall of 2017. Grant High School was completed in time for the start of the 2019-20 school year.

A second $790 million capital bond was passed by voters in May 2017. This bond funds renovations and additions at Benson and Leodis V. McDaniel (formerly known as Madison) High Schools, and full rebuilds of Lincoln High School and Kellogg Middle School. Approximately 30 percent of the budgets for these projects comprehensively address health and safety issues.

Leodis V. McDaniel and Kellogg both opened for the school year starting in 2021. Construction is progressing at Lincoln and is scheduled to be complete in 2023. Modernization work at Benson began in the summer of 2021. Design and work will continue with health and safety projects that improve accessibility, upgrade fire alarms and fire sprinklers, reduce hazardous materials, repair or replace deteriorating school roofs, upgrade school safety and security and strengthen schools against earthquakes.

A third $1.2 Billion capital bond was passed by voters in November 2020. This bond funds additional health and safety projects across the district, replaces curriculum materials and technology equipment districtwide, modernizes Jefferson High School, completes Benson Polytechnic High School, plans additional neighborhood school projects and continues design and planning to modernize Cleveland and Ida B. Wells-Barnett (formerly known as Wilson) High Schools. PPS remains committed to deliver robust high school and middle school projects as envisioned by the voters, steward bond resources prudently and efficiently, and build and maintain the trust of voters in our community.

Charter Schools

Oregon statute provides state funding for charter schools that flow through the District for schools that local school boards of education have granted a charter. The District had five charter schools in operation during the 2021-22 fiscal year. Due to their size relative to the District, the charter schools do not fall under the component unit reporting requirements set forth by GASB Statement No. 39.

Independent Audits

The provisions of Oregon Revised Statutes require an independent audit of the financial records and fiscal affairs of the District. The auditors selected by the Board of Education, Talbot, Korvola & Warwick, LLP, have completed their audit of the basic financial statements and, accordingly, have included their unmodified Independent Auditor's Report in the financial section of this report.

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance) require state and local governments that expend $750,000 or more in federal assistance in a year have a special form of audit conducted for that year. Since 1989, Portland Public Schools has issued a separate report on these requirements. Talbot, Korvola & Warwick, LLP have also provided various required reports. Contained in the separately issued Report on Audit Requirements for Federal Awards is the Schedule of Expenditures of Federal Awards, and the required reports on internal controls and compliance with laws and regulations.

Awards and Acknowledgments

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the District for its Annual Comprehensive Financial Report for the fiscal year ended June 30, 2021. This was the 42nd consecutive year that the District has achieved this prestigious award. In order to be awarded a Certificate of Achievement, a governmental entity must publish an easily readable and efficiently organized ACFR that satisfies both GAAP and applicable legal requirements. A Certificate of Achievement is valid for a period of one year only. We believe our current report continues to conform to Certificate of Achievement Program requirements, and we are submitting it to GFOA to determine its eligibility for this coveted Certificate.

The Association of School Business Officials International (ASBO) awarded its Certificate of Excellence in Financial Reporting to the District for its Annual Comprehensive Financial Report for the fiscal year ended June 30, 2021. The District was celebrated at ASBO's 2022 Fall Conference for its 50th consecutive year earning this significant award. The Certificate of Excellence is recognition that the District has met the highest standards in school financial reporting as adopted by ASBO. The District believes that this report for fiscal year 2021-22, which will be submitted to ASBO for review, will also conform to these standards.

We wish to express our appreciation to the staff of the Finance Department and members of other District departments who assisted in the preparation of this Annual Comprehensive Financial Report. We further extend our appreciation to the members of the Board of Education, employees of the District, and all of the Portland community whose continued cooperation, support, and assistance have contributed greatly to the achievements of Portland Public Schools.

Respectfully submitted,

Nolberto Delgadillo

Nolberto Delgadillo, CFO

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Principal Officials
At June 30, 2022

SCHOOL BOARD

Member	Zone	Term Expiration	Phone
Andrew Scott	1	June 30, 2023	503-916-3741
Michelle DePass	2	June 30, 2023	503-916-3741
Amy Kohnstamm	3	June 30, 2023	503-916-3741
Herman Greene	4	June 30, 2025	503-916-3741
Gary Hollands	5	June 30, 2025	503-916-3741
Julia Brim-Edwards	6	June 30, 2025	503-916-3741
Eilidh Lowery	7	June 30, 2023	503-916-3741

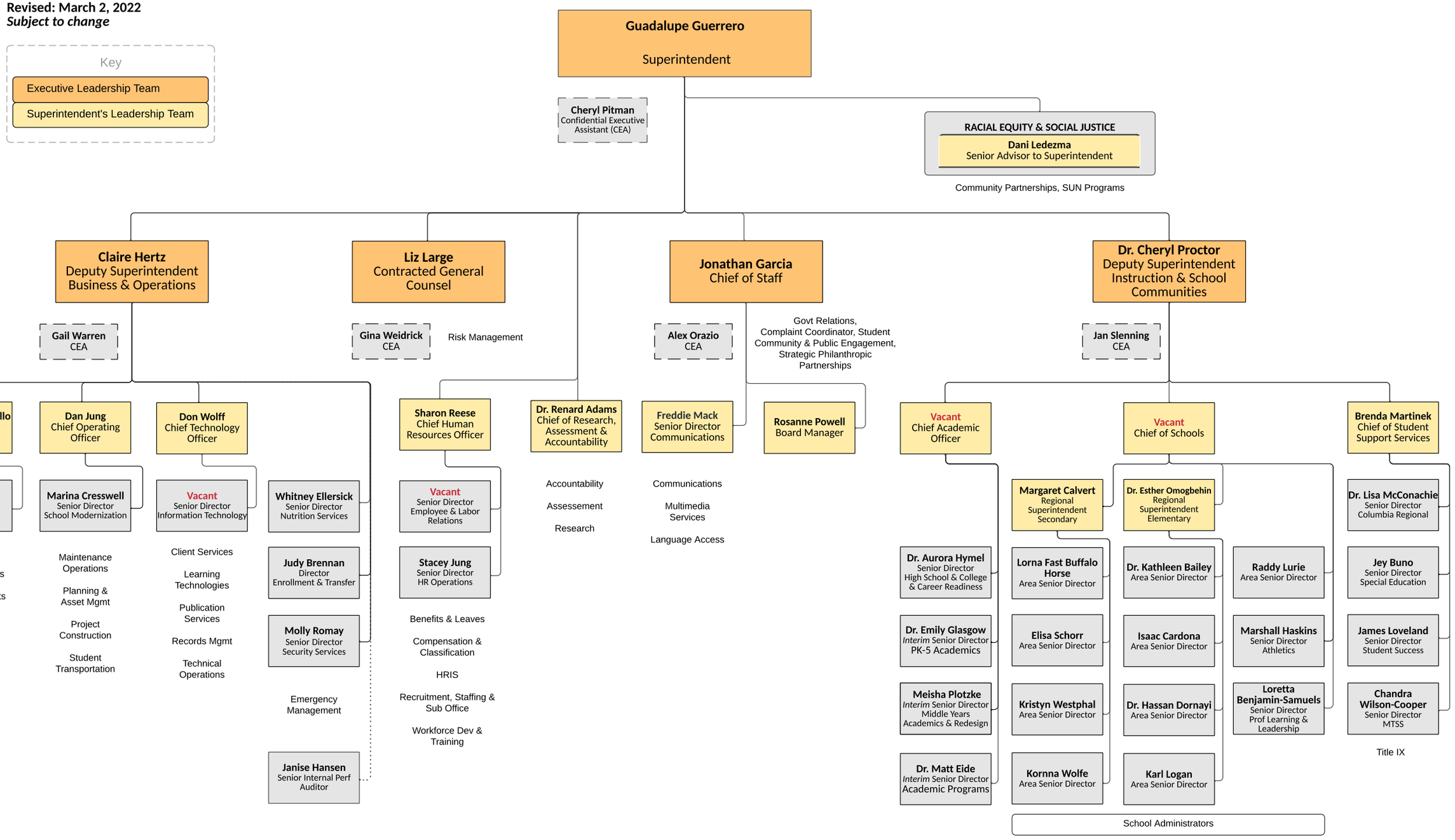
ADMINISTRATIVE STAFF

Guadalupe Guerrero	Superintendent
Dr. Cheryl Proctor	Deputy Superintendent, Instruction and School Communities
Claire Hertz	Deputy Superintendent, Business and Operations
Liz Large	Contracted General Counsel
Jonathan Garcia	Chief of Staff
Brenda Martinek	Chief of Student Support Services
Dan Jung	Chief Operating Officer
Freddie Mack	Senior Director Communications
Don Wolff	Chief Technology Officer
Vacant	Chief Academic Officer
Nolberto Delgadillo	Chief Financial Officer
Rosanne Powell	Board Manager
Sharon Reese	Chief Human Resources Officer
Vacant	Chief of Schools
Dr. Renard Adams	Chief of Research, Assessment, and Accountability

PORTLAND PUBLIC SCHOOLS

2021-22 PPS Leadership Staff

Revised: March 2, 2022
Subject to change



ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

The Certificate of Excellence in Financial Reporting is presented to

School District 1J, Multnomah County, OR

for its Annual Comprehensive Financial Report for the Fiscal Year Ended June 30, 2021.

The district report meets the criteria established for ASBO International's Certificate of Excellence in Financial Reporting.

CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

William A. Sutter
President

David J. Lewis
Executive Director

Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

School District No. 1J, Multnomah County Oregon

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2021

Christopher P. Morrill

Executive Director/CEO

Introductory



Woodmere Unicycle Assembly June 2022



Roosevelt High School Unity Fest May 2022

Talbot, Korvola & Warwick, LLP 14945 SW Sequoia Parkway, Suite 150 Portland, OR 97224
P 503.274.2849 F 503.274.2853 www.tkw.com

INDEPENDENT AUDITOR'S REPORT

Board of Education
School District 1J, Multnomah County, Oregon
Portland, Oregon

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the School District No. 1J, Multnomah County, Oregon (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the Table of Contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

An independently owned member
RSM US Alliance

RSM

RSM US Alliance is a premier affiliation of independent accounting and consulting firms. RSM US Alliance provides its members with access to resources of RSM US LLP. RSM US Alliance member firms are separate and independent businesses and legal entities that are responsible for their own acts and omissions, and each are separate and independent from RSM US LLP. RSM US LLP is the U.S. member firm of RSM International, a global network of independent audit, tax, and consulting firms. Visit rsmus.com/aboutus for more information regarding RSM US LLP and RSM International. RSM US®, the RSM US Alliance logo and the RSM US Alliance signatures are proprietary to RSM US LLP, while RSM™ is used under license by RSM US LLP.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis, Schedule of Changes in the District's Total OPEB Liability and Related Ratios-RHIS, Schedule of the District's Proportionate Share of Net OPEB Liability (Asset) and District Contributions-RHIA, Schedule of the District's Proportionate Share of Net Pension Liability (Asset) and District Contributions, Schedule of Changes in the District's Total Pension Liability and Related Ratios-Stipend, and Notes to the Required Supplementary Information, as listed in the Table of Contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Accounting principles generally accepted in the United States of America require that the accompanying budgetary comparison information for the General Fund and Special Revenue Fund, as listed in the Table of Contents as Required Supplementary Information, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the required budgetary comparison for the General Fund and Special Revenue Fund are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The other schedules and combining statements, listed in the Table of Contents as Supplementary Information, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the Supplementary Information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the Annual Comprehensive Financial Report. The other information comprises the Introductory and Statistical Sections, as listed in the Table of Contents but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering District's internal control over financial reporting and compliance.

Other Reporting Required by Oregon Minimum Standards

In accordance with *Minimum Standards for Audits of Oregon Municipal Corporations*, we have also issued our report dated December 9, 2022, on our consideration of the District's compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.



For Talbot, Korvola & Warwick, LLP
Portland, Oregon
December 9, 2022

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Management's Discussion and Analysis

As management of School District No.1J, Multnomah County, Oregon (Portland Public Schools or the District or PPS), we offer readers this narrative overview and analysis of the financial activities of Portland Public Schools for the fiscal year ended June 30, 2022. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our letter of transmittal, which can be found on pages 1-8 of this report.

FINANCIAL AND BUDGETARY HIGHLIGHTS

Financial

At July 15, 2021, authorized by Board Resolution No. 6314, the District issued full faith and credit bonds, Series 2021. The bond proceeds were used to finance a portion of the District's estimated unfunded actuarial liability with the Oregon Public Employees Retirement System (OPERS) and to pay associated issuance costs. The bonds were issued at a par amount of $399.4 million, with a net original issue premium of $1.4 million. After issuance costs, the District transferred $398.7 million to OPERS to be deposited in a "side account" in the PERS fund and used as a prepayment towards the District's annual pension expenses. The District anticipates the total costs of financing the District's actuarial obligation in this manner will result in a significant savings when compared to paying for such costs as additional contribution rates to OPERS.

Budget

On June 15, 2021 the Board of Education (the Board) adopted the fiscal year 2021-22 budget by way of Board Resolution No. 6323. The District's fiscal year 2021-22 budget was based on the Oregon Legislature's biennial budget cycle for 2021-2023 that includes a State School Fund allocation of $9.3 billion, a Student Investment Account (SIA) allocation of $778.8 million, and a High School Success (Measure 98 or M98) allocation of $314.5 million.

The fiscal year 2021-22 budget continued to focus available resources on the PPS Strategic Plan and Vision: PPS Reimagined. Five strategic system shifts will be prioritized through 2025: a connected and transformative school District; racial equity aligned systems and structures; cultivating system-wide learning and a diverse workforce; transformative curriculum and pedagogy; and a culture of physical and emotional safety. Other investments from the fiscal year 2021-22 budget include pandemic-related response and providing equity resources to schools targeting students of color, students on IEPs and emergent bilingual students.

On January 25, 2022, the Board voted to amend the fiscal year 2021-22 budget, by way of Board Resolution No. 6437. This first amendment to the budget revised appropriations and recognized resources to align the budget with updated projections.

- **General Fund:** $404.7 million to true up beginning fund balance to align with fiscal year 2020-21 audited financials and adjust appropriations across Instruction, Support Services and Debt Service (PERS UAL). The most significant adjustment was to recognize resources and adjust appropriations related to the July 2021 issuance of Limited Tax Pension Obligations, Series 2021.
- **Special Revenue Fund:** $11.4 million to true up beginning fund balance to align with fiscal year 2020-21 audited financials and to recognize additional resources from state and Federal grants. Resource appropriations were adjusted across Instruction, Support Services and Enterprise & Community Services to align with updated spending plans.
- **Debt Service Fund:** $18.6 million to true up beginning fund balance to align with fiscal year 2020-21 audited financials and adjust appropriations to account for the July 2021 issuance of the Limited Tax Pension Obligations, Series 2021.
- **Capital Projects Fund:** $21.8 million to true up beginning fund balance to align with fiscal year 2020-21 audited financials and to align with updated spending plans.

- **Internal Service Fund:** $0.7 million to true up beginning fund balance to align with fiscal year 2020-21 audited financials.

On June 14, 2022, the Board voted to amend the fiscal year 2021-22 budget a second time, by way of Board Resolution No. 6521. This second amendment to the budget revised appropriations to align with current spending projections.

- **Special Revenue Fund**: $250 was allocated from Instruction to Facilities Acquisition & Construction to reflect additional anticipated spending.
- **Internal Service Fund:** $622 was allocated from Contingency to Support Services to reflect additional anticipated spending.

Other Highlights

In November 2012, District voters passed an eight-year, $482.0 million capital bond measure. With the 2012 School Building Improvement Bond, Portland Public Schools began a 30-year effort to modernize every school in the District. The 2012 authorization enabled the district to make improvements in more than 51 schools, including seismic, accessibility and science classroom upgrades. In addition, Franklin, Roosevelt and Grant High schools were modernized and Faubion PK-8 was completely rebuilt.

At June 30, 2022, the 2012 authorization had a remaining balance of $507 thousand, comprised of proceeds and related investment earnings.

Summary of Bond Resources as of June 30, 2022
(in thousands)

Authorization		Issued		
Year	Amount	Par	Premium	Unspent Balance
2012	$ 482,000	$ 482,000	$ 56,937	$ 507
2017	790,000	790,000	69,408	202,698
2020	1,208,000	365,465	29,574	297,349
	$ 2,480,000	$ 1,637,465	$ 155,919	$ 500,555

In May 2017, District voters passed an eight-year, $790.0 million capital bond measure. The 2017 Health, Safety and Modernization Bond includes the modernization of Leodis V. McDaniel (formerly known as Madison) and Benson Polytechnic High schools; the construction of a new Kellogg Middle school, a new Lincoln High school and a new Multiple Pathways to Graduation building (on the Benson campus); and district-wide health and safety projects.

The health and safety projects include:

- water quality improvements,
- roof replacements, including roof-level seismic improvements,
- security upgrades at all District schools,
- lead paint, asbestos and radon remediation,
- installation of new fire alarm and sprinkler systems to improve fire safety, and
- ADA upgrades and improvements, including new elevators.

McDaniel High school has been completely modernized and a new Kellogg Middle school has been built. Both schools opened to students in Fall 2021. Construction of a new Lincoln High school began in January 2020. Students will occupy the building in Fall 2022 and the new athletic fields will open in 2023. Construction for the modernization of Benson Polytechnic High school and a new Multiple Pathways to Graduation building on the Benson campus began in summer 2021 and are scheduled to be completed in Fall 2024.

At June 30, 2022, the 2017 authorization had a remaining balance of $202.7 million.

In November 2020, District voters passed a $1.208 billion capital bond measure. The measure included authorization to renovate Jefferson and Benson High schools and add a facility for alternative school programs. Additionally, the measure authorized updates to curriculum materials and technology improvements, master planning for Cleveland and Ida B. Wells-Barnett (formerly known as Wilson) High schools and for planning/adding additional capacity at Roosevelt High school. The measure also provided for the development of a culturally responsive community plan and to make targeted investments in neighborhood school facilities in North and Northeast Portland.

Continuing health and safety projects include:

- Removal of barriers to accessibility in schools across the District;
- Repair/replacement of leaking or deteriorating school roofs:
- Seismic retrofit at up to three schools;
- Repair/replacement of high priority mechanical systems (heating, cooling and ventilation);
- Strengthening security measures in schools.

In December 2020, the District issued $365.5 million of the $1.208 billion authorized. A premium of $29.6 million was realized on the sale. At June 30, 2022, $297.3 million of the initial bond sale remained unspent.

OVERVIEW OF THE FINANCIAL STATEMENTS

This management's discussion and analysis is intended to serve as an introduction to Portland Public Schools' basic financial statements. The basic financial statements are comprised of three components: (1) government- wide financial statements; (2) fund financial statements; and (3) notes to the basic financial statements. In addition to the basic financial statements, this report also contains required and other supplementary information.

Government-Wide Financial Statements are designed to provide readers with a broad overview of the District's finances in a manner similar to a private-sector business. The government-wide financial statements can be found on pages 31-33 of this report.

Fund Financial Statements are designed to demonstrate compliance with finance-related legal requirements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities and objectives. Portland Public Schools' funds can be divided into two categories: governmental funds and proprietary funds. Reports by fund are shown in the Financial Section of the report beginning on page 35.

Governmental Funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus more narrowly on near-term inflows and outflows of available resources, as well as on balances of available resources at the end of the fiscal year.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financial decisions. The Governmental Fund Balance Sheet and the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

Portland Public Schools designates four major governmental funds. Information is presented separately for the General Fund, Special Revenue Fund, Debt Service Fund, and the Capital Projects Fund in the Governmental Fund Balance Sheet and the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balances.

Portland Public Schools adopts an annual appropriated budget for each of its funds. A budgetary comparison statement

has been provided for each fund individually in either required or supplementary information to demonstrate compliance with the fund level budgets. The basic governmental fund financial statements can be found on pages 35-41 of this report.

Proprietary funds are used to account for a government's business-type activities. The District maintains only one type of proprietary fund, which is an internal service fund. Internal service funds are accounting devices used to accumulate and allocate costs among various internal functions. The District uses an internal service fund to account for its self-insurance activities related to workers compensation. Because Portland Public Schools has no business-type functions, this service benefits governmental functions and has been included within the governmental activities in the government-wide financial statements.

Internal service funds provide the same type of information as the government-wide financial statements. The internal service fund financial statements provide separate information for the self-insurance fund. The basic internal service fund financial statements can be found on pages 43-45 of this report.

Notes to the Basic Financial Statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. These notes can be found on pages 47-87 of this report.

Required Supplementary Information (RSI) is located directly after the notes to the basic financial statements on pages 89-100 and represents the required comparison of the budget and actual results on the District's budgetary basis for the General Fund and Special Revenue Fund. In addition, the RSI discloses the District's proportionate share of liabilities/assets and related employer contributions for pension and other post-employment healthcare benefits obligations.

Supplementary Information (SI) presented on pages 102-104 includes budgetary comparison schedules for the Debt Service Fund, Capital Projects Fund and the Proprietary Fund.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Analysis of Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows include pension and other post-employment healthcare related balances. The changes in these deferred outflows and deferred inflows were due to differences between actual and expected earnings, changes in assumptions used by outside actuaries, and other factors impacting these balances. Additionally, the District implemented GASB No. 87 for the year ended June 30, 2022, recording a deferred inflow related to lease resources.

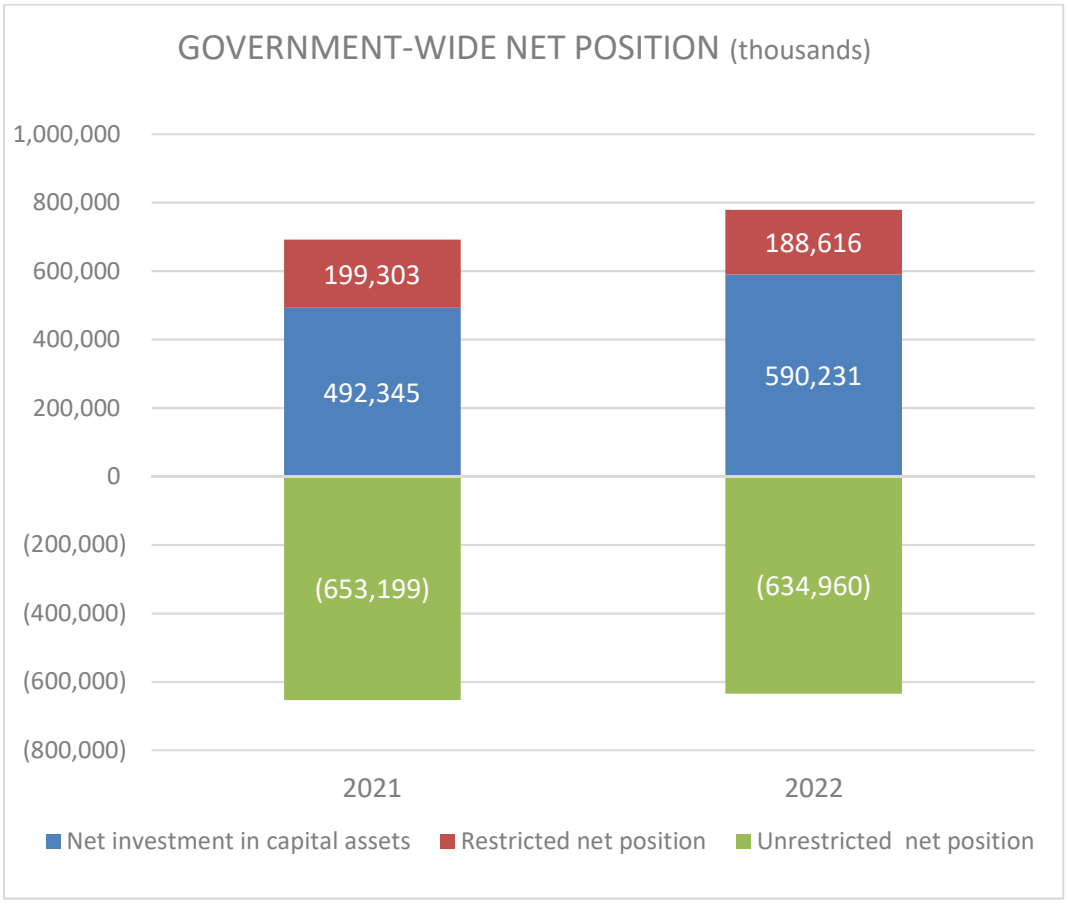
Analysis of Net Position

The Statement of Net Position presents information on the District's assets, liabilities and deferred outflows and inflows. The difference between assets/deferred outflows and liabilities/deferred inflows is reported as net position. Over time, net position may serve as a useful indicator of the District's financial position. Other indicators that can be useful in reviewing the District's financial health include enrollment trends, debt capacity and the condition of facilities.

Net Position: 2021 compared to 2022

Net Position is a primary indicator of financial position. The District's assets and deferred outflows exceeded liabilities and deferred inflows by $143.9 million at June 30, 2022. This represents an increase of $105.4 million in net position from the prior year and is further discussed below. Please note that, based on guidance clarification from the Government Finance Officers Association regarding the calculation of net investment in capital assets, the District has reclassified components of net position and is presenting updated fiscal year 2020-21 amounts for comparison. This reclassification has no effect on total net position.

Net Position	Government-wide (thousands)			
	2021	2022	$ Change	% change
Assets				
Current or other assets	$ 1,097,269	$ 871,350	$ (225,919)	-20.6%
Net capital assets	1,173,371	1,384,060	210,689	18.0%
Total Assets	2,270,640	2,255,410	(15,230)	-0.7%
Deferred Outflows of Resources	249,580	574,645	325,065	130.2%
Liabilities				
Long-term liabilities outstanding	2,052,014	2,013,996	(38,018)	-1.9%
Other liabilities	328,566	351,179	22,613	6.9%
Total Liabilities	2,380,580	2,365,175	(15,405)	-0.6%
Deferred Inflows of Resources	101,191	320,993	219,802	217.2%
Net Position				
Net investment in capital assets	492,345	590,231	97,886	19.9%
Restricted	199,303	188,616	(10,687)	-5.4%
Unrestricted	(653,199)	(634,960)	18,239	2.8%
Total Net Position	$ 38,449	$ 143,887	$ 105,438	274.2%



Net Investment in Capital Assets has increased to $590.2 million, a $97.9 million increase over prior year. The increase is primarily driven by increases in capital assets related to the capital bond work, and payment on related debt.

Restricted Net Position represents the unspent portions of capital project funds, debt service funds, and net assets restricted by grants, donations, and post-employment benefits. Restricted Net Position decreased by $10.7 million to $188.6 million this year, primarily due to bond-related expenditures.

Unrestricted Net Position consists of all other amounts not included in categories noted above. Unrestricted Net Position at June 30, 2022 is a negative $635.0 million, an increase of $18.2 million over the prior year.

Analysis of Activities

The Statement of Activities presents expenses and related revenues by program, summarizing how the District's net position changed during the most recent fiscal year. The statement reports revenues earned and expenses incurred under the accrual basis of accounting, where changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods (e.g., uncollected taxes, pension amounts, other post-employment benefits (OPEB), incurred but not reported (IBNR) claims, and earned but unused vacation leave).

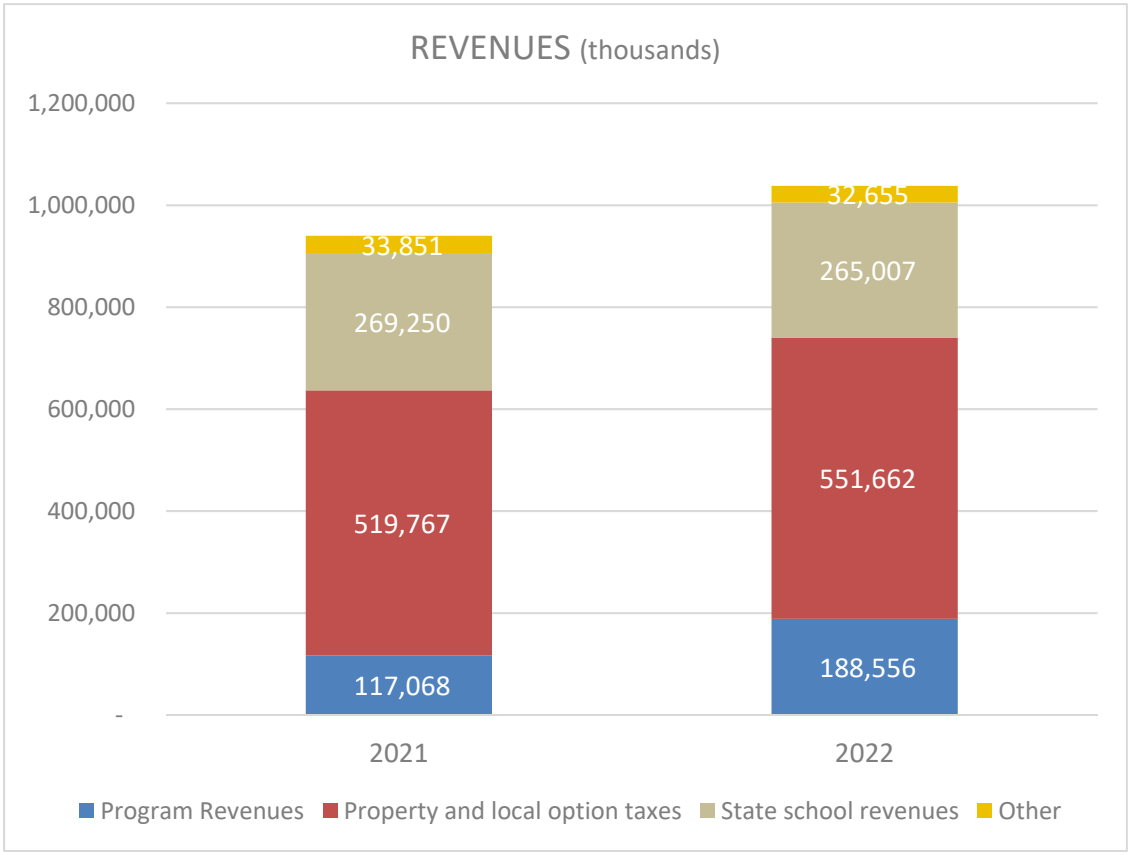
Statement of Activities	**Government-wide (thousands)**				
	2021	2022	2022- % of Total	$ Change	% Change
Revenues					
Program Revenues					
Charges for services	$ 1,914	$ 1,997	0.2%	$ 83	4.3%
Operating grants & contributions	113,835	184,581	17.9%	70,746	62.1%
Capital grants & contributions	1,319	1,978	0.2%	659	100.0%
Total Program Revenues	117,068	188,556	18.3%	71,488	61.1%
General Revenues					
Property taxes	418,228	446,348	42.9%	28,120	6.7%
Local option taxes	101,539	105,314	10.1%	3,775	3.7%
County & intermediate sources	17,185	15,566	1.5%	(1,619)	-9.4%
Construction excise tax	3,446	5,437	0.5%	1,991	57.8%
State School Fund	263,622	259,314	25.0%	(4,308)	-1.6%
State Common School Fund	5,628	5,693	0.5%	65	1.2%
Investment earnings	3,107	984	0.1%	(2,123)	-68.3%
Other	10,113	10,668	1.0%	555	5.5%
Total General Revenues	822,868	849,324	81.8%	26,456	3.2%
Total Revenues	939,936	1,037,880	100.1%	97,944	10.4%
Expenses					
Instruction	465,995	470,945	50.5%	4,950	1.1%
Support services	376,660	359,554	38.6%	(17,106)	-4.5%
Enterprise & community services	23,731	29,283	3.1%	5,552	23.4%
Facilities services	10,844	9,576	1.0%	(1,268)	-11.7%
Interest & fees on long-term debt	54,640	63,084	6.8%	8,444	15.5%
Total Expenses	931,870	932,442	100.0%	572	0.1%
Change in net position	8,066	105,438	73.3%	97,372	1207.2%
Net position - beginning of year	30,383	38,449	26.7%	8,066	-26.5%
Net position - end of year	$ 38,449	$ 143,887	100.0%	$ 105,438	-274.2%

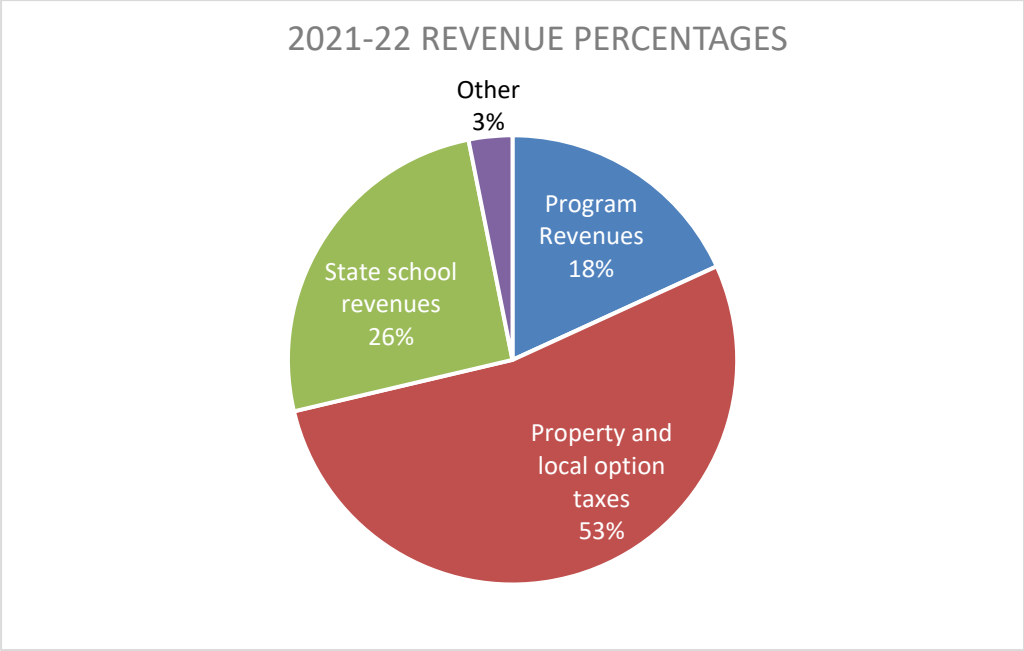
The Statement of Activities of the government-wide financial statements distinguishes functions that are principally supported by taxes and intergovernmental revenues (governmental activities) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (business-type activities). Portland Public Schools currently does not have any business-type or enterprise fund activities. Additional detail regarding revenue and expense changes are presented to provide a better understanding of the District's operations in fiscal year 2021-22 compared to fiscal year 2020-21.

The District's mission is to provide a free and appropriate public education for K-12 students within its boundaries. The District may not charge for its core services, but does charge for non- core services such as facilities rentals and activities fees. Per USDA guidance, free meals were available to all students during the 2021-22 school year. General revenues, primarily property taxes and State School Funds, provide most of the funding required for governmental programs.

Revenue and Expenses: 2021 compared to 2022

Revenues for fiscal year 2021-22 were $1,037.9 million, an increase of $97.9 million, or 10.4 percent, from prior year revenues of $939.9 million. Operating grants and contributions revenues increased by $70.7 million. The major increases in federal and state funding were related to the Elementary and Secondary School Emergency Relief Fund (ESSER), Student Investment Account (SIA), Measure 98 (M98), and Student Success Act Summer Learning grants. Property and local option taxes increased $31.9 million over the prior year as assessed values rose and collection rates were consistent with prior years. Construction excise taxes increased $2.0 million because of increased construction activity over the prior year. State School Fund revenues decreased $4.3 million from the prior year due to lower enrollment. Investment revenues decreased $2.1 million from the prior year because of the national decline in interest rates.





Expenses for the District's program activities include Instruction, Support Services, Enterprise & Community Services, Facilities Services, and Interest & Fees on Long-term Debt. The District's activities mirror its chart of accounts which is mandated by the Oregon Department of Education for all Oregon public schools.

Current year total expenses were $932.4 million, which is a slight increase at 0.1 percent, or $572 thousand, over prior year. Instruction expenses increased $5.0 million, or 1.1 percent, compared to 2020-21. The major components of this change were staffing and other increases due to additional grant funding, plus step and COLA increases, offset by a reduction in benefits costs resulting from the issuance of Series 2021 Pension Bonds. The issuance of Pension Bonds reduced the District's PERS unfunded liability which in turn reduced benefits costs. Support Services expenses decreased $17.1 million, or 4.5 percent, from the prior year. The major components of this change were wage increases due to step and COLA increases, offset by benefits cost reductions due to issuance of Pension Bonds as discussed above. Instruction and support services together accounted for 89.1 percent of the District's total expenses in fiscal year 2021-22, compared to 90.4 percent in fiscal year 2020-21. Interest and fees expense increased $8.4 million due to increased debt service requirements related to the new Series 2021 PERS Bonds.

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

As noted earlier, the District uses fund accounting to demonstrate and ensure compliance with finance-related legal requirements. The focus of the District's governmental funds is to provide information on near-term inflows, outflows, and balances of expendable resources. Such information is useful in assessing the District's financial requirements. In particular, unassigned fund balance may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year.

General Fund. The General Fund is the major operating fund of the District. The fund's ending fund balance increased by $10.1 million to $98.8 million in fiscal year 2021-22. The General Fund saw an increase of $18.7 million in revenue, largely due to an increase in property and local option taxes. Instructional expenditures increased by $9.9 million, or 2.7 percent, in fiscal year 2021-22. Support services increased by $27.0 million, or 7.4 percent, in fiscal year 2021-22. Increases are primarily related to wage and benefit increases; additional staffing for counselors, school administrators, substitutes, and custodians; the opening of a new school (Kellogg) and utilities and transportation increases as schools returned to in-person learning.

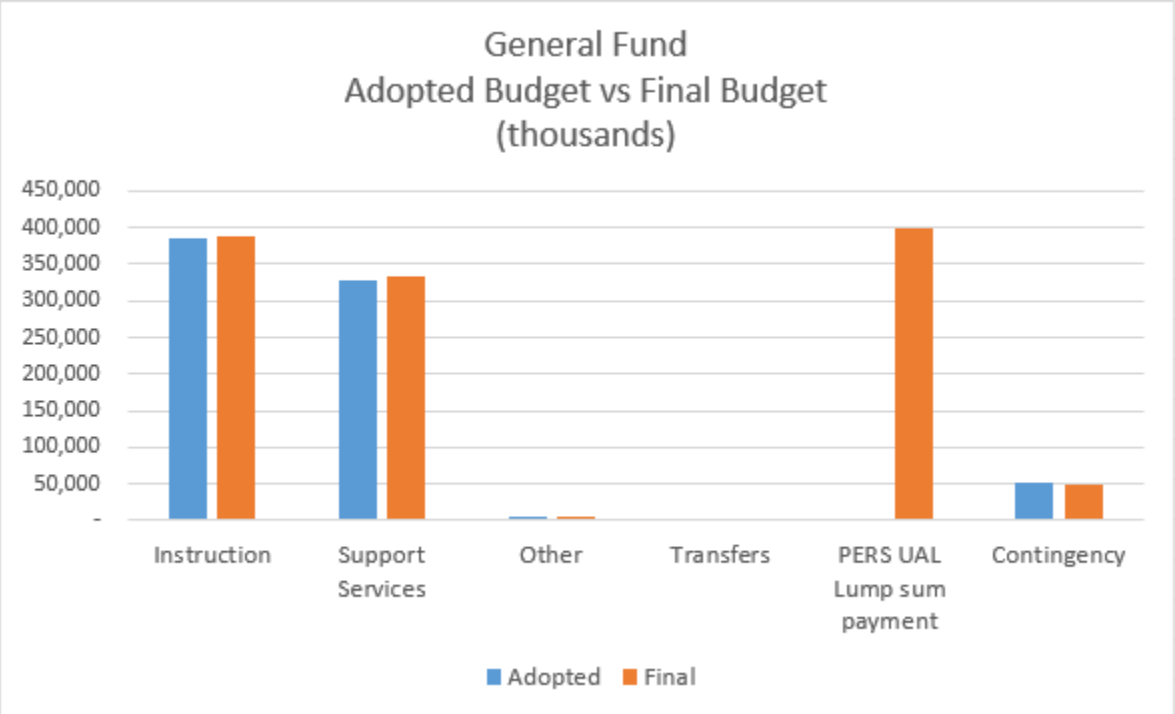
Special Revenue Fund. The Special Revenue Fund ending fund balance increased by $6.8 million, or 24.3 percent, in fiscal year 2021-22. The Special Revenue Fund saw an increase of $69.0 million in revenue, largely driven by increases in federal and state support. Expenditures across the fund increased by $54.6 million due to increased federal and state funding. The major increases in federal and state funding were related to the Elementary and Secondary School Emergency Relief Fund (ESSER), Student Investment Account (SIA), Measure 98 (M98), and Student Success Act Summer Learning grants.

Debt Service Fund. The Debt Service Fund ending fund balance increased $2.0 million to $13.7 million in fiscal year 2021-22, primarily due to property tax collections exceeding GO bond debt service. Debt Service expenditures increased $26.6 million in fiscal year 2021-22, primarily due to the issuance of Limited Tax Pension Bonds.

Capital Projects Fund. The Capital Projects Fund ending fund balance decreased $249.8 million to $521.8 million in fiscal year 2021-22 as spending continued for GO Bond projects. Overall spending on GO Bond projects decreased $36.0 million in fiscal year 2021-22 primarily due to the substantial completion of the McDaniel and Kellogg projects in Fall of 2021, offset by an increase in activity for the Benson modernization. Spending on curriculum and technology modernization projects increased $33.0 million to $50.7 million in fiscal year 2021-22.

BUDGETARY HIGHLIGHTS FOR THE GENERAL FUND

Adopted budget compared to final budget. There were two amendments to the fiscal year 2021-22 budget. The amendments allocated funds across Instruction and Support Services, appropriated funding for the PERS UAL lump sum payment, reduced funding across Instruction and Support Services to reflect a reduction in SIA allocation, allocated additional funding across appropriations to recognize new Special Revenue Fund resources, and adjusted appropriations across Support Services and Enterprise and Community Services to align the budget with intended expenditures of additional resources.



Final budget compared to actual results. In fiscal year 2021-22 the District underspent the final General Fund budget by $38.6 million before contingency, or roughly 3.4 percent. Salaries and associated payroll costs across Instruction and Support Services accounted for $18.6 million of the underspend, while non-personnel expenditures made up the other $16.6 million. Per the Governor's order, PPS returned to in-person instruction for the 2021-22 school year, after utilizing a comprehensive distance learning model, followed by a hybrid instructional model, during the pandemic.

	Final Budget vs Actual Expenditures (thousands)			
	Final Budget	Actual Expenditures	$ Variance	% of Budget
Instruction	$ 388,858	$ 373,758	$ (15,100)	96.1%
Support Services	332,886	312,766	(20,120)	94.0%
Other Objects	6,389	3,060	(3,329)	47.9%
Transfers	1,236	1,207	(29)	97.7%
PERS UAL Lump sum payment	398,666	398,666	(0)	100.0%
	1,128,035	1,089,457	(38,578)	96.6%
Operating Contingency	48,613	-	(48,613)	0.0%
	$ 1,176,648	$ 1,089,457	$ (87,191)	92.6%

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets. The District's investment in capital assets includes land, building and improvements, vehicles and equipment, and construction in progress. As of June 30, 2022, the District had invested $1.38 billion in capital assets, net of depreciation and amortization, as shown in the following table:

Capital assets	Government-wide (thousands)			
	2021	2022	$ Change	% change
Land	$ 9,174	$ 9,174	$ -	0.0%
Buildings and site improvements	933,782	1,267,251	333,469	35.7%
Vehicles and equipment	39,946	98,775	58,829	147.3%
Construction in progress	498,505	343,471	(155,034)	-31.1%
	1,481,407	1,718,671	237,264	16.0%
less accumulated depreciation	(308,036)	(334,611)	(26,575)	8.6%
Capital assets, net of depreciation	$ 1,173,371	$ 1,384,060	$ 210,689	18.0%

District-wide, capital assets increased by $210.7 million in fiscal year 2021-22, and the District recognized $26.6 million of depreciation and amortization. Capital construction accounted for the majority of the increase. Further discussion of capital assets can be found in Note 7 of the financial statements.

Debt Administration. At the end of the current fiscal year, the District had total debt outstanding of $1.70 billion (excluding premiums and discounts), which is comprised of limited tax pension and refunding bonds ($679.2 million) and debt backed by the full faith and credit of the District ($1,018.7 million). During fiscal year 2021-22, the District reduced debt by making scheduled debt service payments of $129.6 million and issued the $399.4 million in series 2021 limited tax pension bonds. Further explanation of debt is shown in Note 10 of the Financial Statements.

Outstanding Debt	Government-wide (thousands)				
	2021	Increases	Decreases	2022	% change
Limited tax pension and refunding bonds	$ 314,159	$399,390	$ (34,363)	$ 679,186	116.2%
Other debt	1,113,943	-	(95,263)	1,018,680	-8.6%
Total Long Term Debt	1,428,102	399,390	(129,626)	1,697,866	
Unamortized Bond Premium/(Discount)	125,631	1,449	(7,836)	119,244	-5.1%
Total Long Term Debt, net of Premium	$1,553,733	$400,839	$(137,462)	$ 1,817,110	17.0%

State statutes limit the amount of general obligation debt a school district may issue based on a formula for determining the percentage of the Real Market Value of all taxable properties within the District. The District's general obligation bond debt capacity is 7.95 percent of Real Market Value or $11.7 billion.

OPERS is Oregon's public pension system. Under the pension plan, the actuarial liability is the present value of the plan's current and expected benefits payments (plus administrative expenses). If the fund's actuarial liability exceeds its assets, then the fund has a shortfall that is known as a Net Pension Liability ("NPL"). OPERS requires that school Districts pay (or "amortize") this NPL over a period of 20 years (Tier One / Tier Two portion) and 10 years (Retiree Health Insurance Account portion). Since interest rates had been at historic lows, an opportunity to benefit from lowered interest was created.

The District has issued limited tax pension obligation bonds, Series 2002, 2003 and 2021. Proceeds from the bond issues were put into PERS "side accounts" and used to offset a portion of the OPERS Net Pension Liability (NPL). The reduced contribution rate charged for the NPL that has resulted from the District's decision to borrow, has saved an estimated $35.2 million in the current year; savings that the District has used to provide more instruction and support services. Over time, this reduction in rates could dampen the effects of future increases in the District's NPL. As long as OPERS' investment returns exceed the costs of servicing the bonds, the benefits of this program will exceed the costs. The District's NPL was reduced but was not eliminated by these borrowing transactions. Statutes, legislation, regulations, and rules regarding OPERS can change at any time.

NEXT YEAR'S BUDGET AND ECONOMIC FACTORS

The 2022-23 budget will continue to support the District's Strategic Plan and Vision: PPS Reimagined as well as the goals set by the Board. The budget coincides with the Oregon Legislature's biennial budget cycle for 2021-23, which includes a $9.3 billion State School Fund, and full funding for SIA and M98. The biggest unknown for the District continues to be enrollment. The 2022-23 budget assumes a decline of approximately 3,400 students, or 8.0 percent, from pre-pandemic enrollment levels. Enrollment for the District as of October 1, 2021, was 45,497 students, a decline of 3,981 from October 1, 2019 (pre-pandemic). The enrollment decrease is most significant in PPS Elementary schools, which has been offset somewhat by increases at Middle and High schools, as well as Alternative Programs.

Population and enrollment trends in Portland show increases in the overall population within the PPS boundary. District population has grown steadily, from 374,000 in 1980 to approximately 520,000 in 2020. A mid-range forecast estimates a population of 596,000 by 2040. However, declining fertility rates among the fastest-growing cohort of the population, young adults (20 to 34-year-olds) suggest that the population of school-aged children will continue to decline, not keeping pace with the overall population growth.

The 2022-23 budget investments include addressing unfinished learning as a result of the pandemic; increasing learning opportunities for every student; creating time for professional educators to plan, collaborate and prepare; providing high-quality emotional, mental health and wrap-around supports; and making meaningful progress on our community's top priorities as identified in PPS Reimagined.

The Oregon state economy and labor market has increased during the past year. Oregon's unemployment rate has decreased from 5.4 percent in June of 2021 to 3.5 percent in June of 2022. However, the Oregon Economic and Revenue Forecast assumes a mild recession beginning at the end of calendar year 2023.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of Portland Public Schools' finances for all those with an interest in the District's finances. Questions concerning any of the information provided in the report or requests for additional financial information should be addressed to the Finance Department, Portland Public Schools, 501 N Dixon, Portland, OR, 97227. An electronic copy of this and other prior- year financial reports is available at the District website: http://www.pps.net/Page/2184.


PPS

BASIC FINANCIAL STATEMENTS

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Statement of Net Position
June 30, 2022
(amounts expressed in thousands)

	Governmental Activities
ASSETS	
Cash and cash equivalents-unrestricted	$ 164,820
Cash and cash equivalents held by fiscal agents	25,265
Investments	571,766
Accounts and other receivables	73,168
Property taxes and other taxes receivable	12,410
Leases Receivable	7,970
Inventories	1,464
Prepaid items	5,332
Total current assets	862,195
Noncurrent assets:	
Net OPEB asset-RHIA	9,155
Capital assets, not depreciated:	
Land	9,174
Construction in progress	343,471
Capital assets, net of accumulated depreciation:	
Buildings and capital improvements	973,070
Vehicles and equipment	58,345
Total assets	2,255,410
DEFERRED OUTFLOWS OF RESOURCES	
OPEB contributions subsequent to measurement date	7,381
OPEB differences between expected and actual experience	2,054
OPEB differences due to changes in assumptions	6,700
OPEB changes in employer proportion	507
Pension changes in employer proportion	63,594
Pension differences between expected and actual experience	25,152
Pension differences due to changes in assumptions	67,075
Pension contributions subsequent to measurement date	402,182
Total deferred outflows of resources	574,645

The notes to the basic financial statements are an integral part of this financial statement.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Statement of Net Position (continued)
June 30, 2022
(amounts expressed in thousands)

LIABILITIES		
Accounts payable	$	56,786
Accrued wages and benefits payable		99,035
Unearned revenues		10,796
Claims payable		7,129
Non-current liabilities:		
Due within one year		
Accrued compensated absences		3,537
Bonds		155,230
Accrued bond interest payable		18,666
Due in more than one year		
Accrued compensated absences		2,927
Bonds		1,661,880
Net pension liability- PERS		267,828
Total pension liability-stipend		5,468
Total OPEB liability-RHIS		75,893
Total liabilities		2,365,175
DEFERRED INFLOWS OF RESOURCES		
Deferred Lease Resources		7,753
OPEB differences between expected and actual experience		2,316
OPEB differences due to changes in assumptions		1,226
OPEB differences between actual and expected earnings		2,176
OPEB changes in employer proportion		3
Pension differences due to changes in assumptions		745
Pension differences between employer contribution and proportionate share of contributions		61,701
Pension changes in employer proportion		46,802
Pension differences between actual and expected earnings		198,271
Total deferred inflows of resources		320,993
NET POSITION		
Net investment in capital assets		590,231
Restricted for:		
Capital projects		139,609
Grants		14,764
Student body activities		5,135
Nutrition services		5,491
Debt service		14,462
Net OPEB asset-RHIA		9,155
Unrestricted (deficit)		(634,960)
Total net position	$	143,887

The notes to the basic financial statements are an integral part of this financial statement.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Statement of Activities
For the year ended June 30, 2022
(amounts expressed in thousands)

Functions/Programs	EXPENSES	PROGRAM REVENUES			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
GOVERNMENTAL ACTIVITIES					
Instruction	$ 470,945	$ 77	$ 112,774	$ -	$ (358,094)
Support services	359,554	1,195	61,135	-	(297,224)
Enterprise and Community Services	29,283	725	10,672	-	(17,886)
Facilities Services	9,576	-	-	1,978	(7,598)
Interest and fees on long-term debt	63,084	-	-	-	(63,084)
Total governmental activities	$ 932,442	$ 1,997	$ 184,581	$ 1,978	(743,886)

GENERAL REVENUES	
Property taxes levied for general purposes	304,451
Property taxes levied for debt service	141,897
Construction excise tax	5,437
Local option taxes levied for general purposes	105,314
State School Fund - general support	259,314
State Common School Fund - general support	5,693
County and intermediate sources - general support	15,566
Investment earnings	984
Other	10,668
Total general revenues	849,324
Change in net position	105,438
Net position - beginning of year	38,449
Net position - end of year	$ 143,887

The notes to the basic financial statements are an integral part of this financial statement.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SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Governmental Funds
Balance Sheet
June 30, 2022
(amounts expressed in thousands)

	General Fund	Special Revenue Fund
ASSETS		
Cash and cash equivalents-unrestricted	$ 24,582	$ 39,037
Cash and cash equivalents held by fiscal agents	4,780	-
Investments	109,824	13,487
Prepaid items	2,216	11
Accounts receivable	6,626	64,825
Leases receivable	7,970	-
Property taxes and other taxes receivable	9,433	-
Due from other funds	60,760	744
Inventories	373	1,091
Total assets	$ 226,564	$ 119,195
LIABILITIES		
Accounts payable	$ 18,772	$ 5,858
Accrued wages and benefits	92,034	6,712
Due to other funds	744	60,760
Unearned revenues	-	10,796
Total liabilities	111,550	84,126
DEFERRED INFLOWS OF RESOURCES		
Unavailable property tax revenue	8,457	-
Unavailable leases revenue	7,753	-
Total deferred inflows of resources	16,210	-
FUND BALANCES		
Nonspendable	2,589	1,102
Restricted	-	25,390
Committed	-	19,389
Assigned	96,215	-
Unassigned	-	(10,812)
Total fund balances	98,804	35,069
Total liabilities, deferred inflows and fund balances	$ 226,564	$ 119,195

The notes to the basic financial statements are an integral part of this financial statement.

Debt Service Fund	Capital Projects Fund	Total Governmental Funds
$ 12,913	$ 81,121	$ 157,653
485	20,000	25,265
-	448,455	571,766
-	2,730	4,957
12	1,705	73,168
-	-	7,970
2,977	-	12,410
-	-	61,504
-	-	1,464
$ 16,387	$ 554,011	$ 916,157
$ -	$ 31,947	$ 56,577
-	225	98,971
-	-	61,504
-	-	10,796
-	32,172	227,848
2,682	-	11,139
-	-	7,753
2,682	-	18,892
-	2,730	6,421
11,780	514,393	551,563
1,925	-	21,314
-	4,716	100,931
-	-	(10,812)
13,705	521,839	669,417
$ 16,387	$ 554,011	$ 916,157

The notes to the basic financial statements are an integral part of this financial statement.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Reconciliation of the Balance Sheet to the Statement of Net Position
June 30, 2022
(amounts expressed in thousands)

Fund balances - governmental funds (page 36)	$	669,417
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets are not financial resources and are not reported in governmental funds.		1,384,060
Long-term taxes and other receivables are not available to pay for current-period expenditures and therefore are a deferred infow of resources in the governmental funds.		11,139
Assets, deferred outlows, liabilities and deferred inflows of the internal service funds are included in activities in the Statement of Net Position.		3,231
Bonds payable are not due and payable in the current period and therefore are not reported in the governmental funds.		(1,817,110)
Actuarially determined pension activity is not reported in the governmental funds.		(22,806)
Accrued compensated absences are reported when earned as a liability in the Statement of Net Position while in the governmental funds only the unpaid balance of reimbursable unused vacation is reported as a liability.		(6,464)
Accrued property and liability insurance claims incurred but not reported are not due and payable in the current period and therefore are not reported in the governmental funds.		(3,112)
Accrued interest payable is not recognized as a liability in the governmental funds.		(18,666)
Actuarially determined OPEB activity is not reported in the governmental funds.		(55,802)
Net position of governmental activities (page 33)	$	143,887

The notes to the basic financial statements are an integtral part of this financial statement.


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SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Governmental Funds
Statement of Revenues, Expenditures, and Changes in Fund Balances
For the year ended June 30, 2022
(amounts expressed in thousands)

	General Fund	Special Revenue Fund
REVENUES		
Property and other taxes	$ 304,228	$ 330
State School Fund	259,314	-
State Common School Fund	5,693	-
Federal and state support	21	173,098
Local option taxes	106,124	-
County and intermediate sources	12,793	2,773
Charges for services	1,724	217
Extracurricular activities	-	4,020
Investment earnings	782	4
Other	7,938	7,956
Total revenues	698,617	188,398
EXPENDITURES		
Current:		
Instruction	373,758	87,066
Support services	312,766	64,722
Enterprise and community services	893	29,737
Facilities acquisition and construction	-	100
PERS UAL lump sum payment	398,666	-
Debt Service:		
Principal	-	-
Interest and fiscal charges	2,167	-
Total expenditures	1,088,250	181,625
Excess (deficit) of revenues over expenditures	(389,633)	6,773
OTHER FINANCING SOURCES (USES)		
Transfers in	-	73
Transfers out	(1,207)	-
PERS Bond Proceeds	399,390	-
Premium on issuance of debt	1,449	-
Proceeds from the sale of capital assets	114	-
Total other financing sources (uses)	399,746	73
Net change in fund balances	10,113	6,846
Fund balances - beginning of year	88,691	28,223
Fund balances - end of year	$ 98,804	$ 35,069

The notes to the basic financial statements are an integral part of this financial statement.

Debt Service Fund	Capital Projects Fund	Total Governmental Funds
$ 142,032	$ 5,437	$ 452,027
-	-	259,314
-	-	5,693
31	1,978	175,128
-	-	106,124
-	-	15,566
76,346	56	78,343
-	-	4,020
271	(88)	969
-	1,646	17,540
218,680	9,029	1,114,724
-	-	460,824
-	1,574	379,062
-	-	30,630
-	256,588	256,688
-	-	398,666
129,626	-	129,626
88,773	-	90,940
218,399	258,162	1,746,436
281	(249,133)	(631,712)
1,752	-	1,825
-	(618)	(1,825)
-	-	399,390
-	-	1,449
-	-	114
1,752	(618)	400,953
2,033	(249,751)	(230,759)
11,672	771,590	900,176
$ 13,705	$ 521,839	$ 669,417

The notes to the basic financial statements are an integral part of this financial statement.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Reconciliation of the Statement of Revenues,
Expenditures, and Changes in Fund Balances to the Statement of Activities
For the year ended June 30, 2022
(amounts expressed in thousands)

Net change in fund balances - total governmental funds (page 40)	$ (230,759)
Amounts reported for governmental activities in the Statement of Activities are different because:	
Governmental funds report all capital outlay as expenditures. However, in the Statement of Activities the cost of certain assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays in the current period of $272,078 exceeded depreciation and disposals of $61,389.	210,689
Property tax revenues that do not provide current financial resources are not reported as revenues in the governmental funds. This is the change in deferred inflow of resources related to property taxes.	(877)
The Internal Service Fund is used to account for all costs incurred for claims arising from workers' compensation losses. The primary funding sources are charges to other funds. This amount is the change in net position for the year.	(3,154)
Incurred but not reported property and liability insurance claims expenses are reported in the Statement of Activites but they are not reported as expenditures in the governmental funds.	(389)
The issuance of long-term debt (e.g., bonds, leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on the change in net position. Also, governmental funds report the effect of issuance costs, premiums, and similar items when debt is first issued. Premium amounts are deferred and amortized in the Statement of Activities.	(263,377)
Pension actuarial liability activity is reported in the Statement of Activities but not in the governmental funds.	370,359
Other Post Employment Benefits actuarial liability activity is reported in the Statement of Activities but not in the governmental funds.	2,564
Change in compensated absences	362
Change in bond interest payable	20,020
Change in net position of governmental activities (page 33)	$ 105,438

The notes to the basic financial statements are an integtral part of this financial statement.


PPS

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Proprietary Fund - Internal Service Fund
Statement of Net Position
June 30, 2022
(amounts expressed in thousands)

ASSETS	
Current Assets	
Cash and cash equivalents	$ 7,167
Prepaid items	375
Total current assets	7,542
Noncurrent Assets	
Net OPEB asset-RHIA	2
Total assets	7,544
DEFERRED OUTFLOWS OF RESOURCES	
OPEB contributions after measurement date	2
OPEB differences due to changes in assumptions	2
Pension contributions after measurement date	1
Pension changes in employer proportion	17
Pension differences between expected and actual experience	7
Pension differences due to changes in assumptions	17
Total deferred outflows of resources	46
Total assets and deferred outflows	7,590
LIABILITIES	
Current Liabilities	
Accounts payable	209
Accrued wages and benefits	64
Claims payable	4,017
Total current liabilities	4,290
Long-term Liabilities	
Total OPEB liability- RHIS	20
Net pension liability- PERS	70
Total pension liability-stipend	1
Total long term liabilities	91
Total liabilities	4,381
DEFERRED INFLOWS OF RESOURCES	
OPEB differences between expected and actual experience	1
Pension changes in employer proportion	12
Pension differences between employer contribution and proportionate share of contributions	16
Total deferred inflows of resources	82
Total liabilities and deferred inflows of resources	4,463
NET POSITION	
Restricted for Net OPEB asset-RHIA	2
Unrestricted	3,125
Total net position	$ 3,127

The notes to the basic financial statements are an integral part of this financial statement.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Proprietary Fund - Internal Service Fund
Statement of Revenues, Expenses, and Changes in Net Position
For the year ended June 30, 2022
(amounts expressed in thousands)

OPERATING REVENUES	
Charges for services	$ 821
Total operating revenues	821
OPERATING EXPENSES	
Salaries and benefits	75
Materials and services	559
Claims expense	3,664
Total operating expenses	4,298
Operating income (loss)	(3,477)
NON-OPERATING REVENUES	
Federal and state support	308
Investment earnings	15
Total non-operating revenues	323
Change in net position	(3,154)
Net position - beginning of year	6,281
Net position - end of year	$ 3,127

The notes to the basic financial statements are an integtral part of this financial statement.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Proprietary Fund - Internal Service Fund
Statement of Cash Flows
For the year ended June 30, 2022
(amounts expressed in thousands)

CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from interfund services provided and used	$	821
Cash payments for salaries and benefits		(169)
Cash payments for goods and services		(604)
Cash payments for claims		(2,572)
Net cash provided by (used for) operating activities		(2,524)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Cash subsidy from state return to work reimbursements		308
Net cash provided by (used for) noncapital financing activities		308
CASH FLOWS FROM INVESTING ACTIVITIES		
Investment earnings		15
Net cash provided by investing activities		15
Net increase in cash and cash equivalents		(2,201)
Cash and cash equivalents at beginning of year		9,368
Cash and cash equivalents at end of year	$	7,167
RECONCILIATION OF OPERATING INCOME TO CASH FROM OPERATING ACTIVITIES		
Operating income	$	(3,477)
Adjustments to reconcile operating income to net cash from operating activities:		
Increase in prepaid items		(75)
Decrease in accounts and other payables		(45)
Increase in claims payable		1,167
Decrease in net pension asset and deferred outflows		69
Decrease in net pension liability and deferred inflows		(149)
Decrease in OPEB asset and OPEB related deferred outflows		5
Decrease in OPEB liability and OPEB related deferred inflows		(19)
Total adjustments		953
Net cash used for operating activities	$	(2,524)

The notes to the basic financial statements are an integtral part of this financial statement.


PPS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

School District No. 1J, Multnomah County, Oregon, known as Portland Public Schools or the District, is governed by a seven-member elected board. The District is the special-purpose primary government exercising financial accountability for all public K-12 education within its boundaries. As required by accounting principles generally accepted in the United States of America, the accompanying financial statements present all significant activities and organizations of the District. The District reports no component units, nor is the District a component unit of any other entity, and specifically has no relationship or connection with Multnomah County, Oregon.

The financial statements of the District have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the governing body and establishes governmental accounting and financial reporting principles. The more significant of the District's accounting policies are described below.

A. Government-wide and fund financial statements

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the activities of the District. For the most part, the effect of interfund activity has been removed from these statements except that interfund services provided and used are not eliminated in the process of consolidation.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to customers who purchase or use goods, services, or privileges provided by a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as general revenues. Certain functional expenses contain an element of indirect cost.

Separate financial statements are provided for Governmental Funds and the Self-Insurance Fund, which is an internal service fund (proprietary fund). The Self-Insurance Fund is included in the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements. In the internal service fund, all revenues and expenses except interest earnings, transfers, and federal and state support are considered to be related to operations.

Measurement focus, basis of accounting, and financial statement presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal year. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service and expenditures related to compensated absences are recorded only when payment is due.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

A. Government-wide and fund financial statements - continued

Measurement focus, basis of accounting, and financial statement presentation – continued

Property taxes and grant reimbursements are considered to be susceptible to accrual, if received in cash by the District or a county collecting such taxes within 60 days after year-end. All other revenue items are recognized in the accounting period when they become both measurable and available. Measurable means the amount of the transaction can be determined. Available means collectible within the current fiscal year or soon thereafter.

The District reports the following major governmental funds:

General Fund – Accounts for the general operations of the District. The General Fund accounts for all financial resources except those required to be accounted for in another fund. The General Fund's resources are available to the District for any purpose provided they are expended or transferred according to a resolution or policy of the District and/or the laws of Oregon.

Special Revenue Fund – Accounts for revenues and expenditures that are restricted and committed for specific projects. Principal revenue sources are federal, state and local funding.

Debt Service Fund – Accounts for the accumulation of financial resources for the payment of long-term debt principal, interest and related costs. Current debt instruments include General Obligation (GO) bonds, Limited Tax Pension Obligations and Full Faith and Credit Obligations.

Capital Projects Fund – Accounts for financial resources to be used for the acquisition of property, technology, construction or renovation of facilities.

Additionally, the District reports the following internal service fund:

Self-Insurance Fund – Accounts for all workers' compensation activities. The activity and balances of this fund are included in the governmental activities in the government-wide financial statements. The primary resources are charges to other funds, investment earnings and federal and state support. All revenues except for investment revenues and transfers in are considered operating revenue. Operating expenses include salaries, benefits, materials, premium costs, claims, and other related costs.

B. Appropriations and Budgetary Controls

The District prepares a budget for all funds in accordance with the modified accrual basis of accounting, with certain adjustments, and legal requirements set forth in Local Budget Law.

Consistent with Local Budget Law, expenditures are appropriated by fund for each legally adopted annual operating budget at the following levels of control, as appropriate:

- Instruction
- Support Services
- Enterprise and Community Services
- Facilities Acquisition and Construction
- Debt Service
- Contingency
- Fund Transfers

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

Capital outlay expenditures are appropriated within the service levels for Instruction, Support Services, Enterprise and Community Services, and Facilities Acquisition and Construction. Debt service expenditures in the General Fund are generally appropriated within the Support Services level of control. For reporting purposes all other debt service expenditures are segregated from the supporting services budgetary control levels and are presented in the debt service expenditures category.

After the original budget is adopted, the Board of Education may approve appropriation transfers between the levels of control without limitation. Supplemental appropriations may be approved by the Board of Education if any occurrence, condition, or need exists which had not been anticipated at the time the budget was adopted. An appropriations transfer that alters estimated total expenditures by less than 10.00 percent of any individual fund may be adopted at the regular meeting of the Board of Education. For conditions that require either supplemental appropriations or an increase in expenditures greater than 10.00 percent of an individual fund, a supplemental budget must be adopted, requiring public hearings, publications in newspapers and approval by the Board of Education. Supplemental budgets are submitted, reviewed and certified, similar to the original budget, by the Multnomah County Tax Supervising and Conservation Commission subsequent to approval by the Board of Education. Appropriations lapse at the end of each fiscal year. The District had two supplemental budgets during budget year 2022.

C. Encumbrances

During the year encumbrances are recorded in the accounting records when purchase orders are issued. The use of encumbrances indicates to District employees that appropriations are committed. All encumbrances expire at year-end.

D. Cash and Cash Equivalents and Investments

For the purpose of the Statement of Cash Flows, the Statement of Net Position and the Balance Sheet, the District's monies in the Oregon Local Government Investment Pool, savings deposits, demand deposits and cash with fiscal agents are considered to be cash and cash equivalents. Investments with a remaining maturity of more than one year at the time of purchase are stated at fair value. Other investments are stated at amortized cost, which approximates fair value.

E. Property Taxes

Uncollected real and personal property taxes are reflected on the Statement of Net Position and the Balance Sheet as receivables. Under state law, county governments are responsible for extending authorized property tax levies, computing tax rates, billing and collecting all property taxes, and making periodic distributions of collections to entities levying taxes. Property taxes become a lien against the property when levied on July 1 of each year and are payable in three installments due on November 15, February 15 and May 15. Property tax collections are distributed monthly except for November, when such distributions are made weekly.

F. Inventories and Prepaid Items

Inventories of school operating supplies, maintenance supplies, and food and other cafeteria supplies are stated at cost using the weighted average method. A portion of the inventory consists of commodities purchased from the United States Department of Agriculture (USDA). The commodities are recorded at wholesale market value as provided by the USDA. The District accounts for inventory based on the consumption method. Under the consumption method, inventory is recorded when purchased and expenditures are recorded when inventory items are used. Donated foods consumed during the year are reported as revenues and expenditures. The amount of unused donated food at year-end is immaterial.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

Prepaid assets are recognized as expenses/expenditures based on the consumption method when their use benefits the District.

G. Capital Assets

Expenditures for capital assets, which include land, buildings and site improvements, construction in progress, and vehicles and equipment are reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance by function. The District defines capital assets as assets with an initial cost exceeding the threshold amounts shown in the schedule below, and an estimated useful life in excess of one year. District capital assets are recorded at historical cost, or estimated historical cost if purchased or constructed, and depreciated or amortized, where appropriate, using the straight-line method. Donated capital assets are recorded at acquisition value at the date of donation. Major outlays for capital assets and improvements are recorded as construction in progress and capitalized as projects are completed. When the District determines that an asset has been impaired as defined by GASB Statement No. 42 it adjusts the asset value. Under the pronouncements of GASB Statement No. 51 the District capitalizes intangible asset costs, such as costs relating to internally developed computer software. The intangible asset costs are classified as equipment.

Major asset classifications, useful lives and capitalization thresholds are as follows:

Asset	Capitalization threshold	Useful lives, years
Buildings	$ 25	100
Land & site improvements	25	5 to 25
Equipment	5	5 to 15
Vehicles	5	5 to 8

H. Grant Accounting

Unreimbursed expenditures due from grantor agencies are recorded in the financial statements as accounts receivable and revenues. Cash received from grantor agencies in excess of related grant expenditures is reflected as unearned revenue on the Statement of Net Position and the Balance Sheet.

I. Insurance

The District operates the Self-Insurance Fund to account for the costs of workers' compensation related costs and resources. Charges to other funds are recognized as revenues and as expenditures in the fund incurring the charges. The District accounts for all other insurance related resources and costs, such as general liability claims, property and fire loss claims, and the payment of premiums through the General Fund.

The District recognizes the liabilities for estimated losses to be incurred from pending claims and for claims incurred but not reported (IBNR). The IBNR claims are estimates of claims that are incurred through the end of the fiscal year but have not yet been reported. These liabilities are based on actuarial valuations.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

The District's insurance deductibles and policy limits are as follows:

	Deductibles	Excess Coverage per Occurrence
General and Automobile Claims	$ 1,000	$ 10,000
Property and Fire Claims	1,000	250,000
Earthquake Claims	1,000	75,000
Flood Claims	1,000	75,000
Workers' Compensation Claims	1,000	25,000

The District has not exceeded the claims limitation on its insurance policies for the last five years.

J. Compensated Absences

Depending on years of service and union membership, employees can earn annual vacation leave between 10 days and 22 days per year. Administrators earn 22 days of annual vacation leave. Employees are allowed to carry over twice their maximum yearly earned balances from one fiscal year to another. All outstanding vacation leave is payable upon resignation, retirement, or death. Compensated absences are recognized as liabilities in the District's proprietary fund. Compensated absences are not reported as liabilities in the governmental funds because they have not "matured," meaning they are not yet payable to the employee.

Sick leave accumulates each month without a limit on the total hours that can be accumulated. Accumulated sick leave does not vest and is forfeited at resignation, retirement or death. Sick leave is recorded as an expense/expenditure when leave is taken and no liability is recorded.

K. Receivables and Payables

Receivables expected to be collected within sixty days following year-end are considered measurable and available and are recognized as revenues in the governmental fund financial statements. Other receivables are offset by unearned revenues and, accordingly, have not been recorded as revenue. Receivables, net of any allowance for doubtful accounts, are recorded on the Statement of Net Position/Balance Sheet.

Activities between funds that represent lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as "due to/from other funds" in the fund financial statements, and are eliminated in the government-wide statements.

L. Long-term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations including accrued compensation and claims are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight line method which approximates the effective interest method. Bonds payable are reported net of applicable bond premium or discount. Bond issuance costs are reported as outflows of resources (expenses) in the period incurred.

In the fund financial statements, governmental fund types recognize bond premium and discounts, as well as bond issuance costs as incurred. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs are reported as expenditures.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

M. Retirement Plans

Most District employees participate in Oregon's Public Employees Retirement System (OPERS). Contributions are made as required by the plan and are recorded as expense/expenditures. Pension benefits are explained in Note 11.

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of OPERS and additions to/deductions from OPERS's fiduciary net position have been determined on the same basis as they are reported by OPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized by OPERS when due and payable in accordance with the benefit terms. OPERS investments are reported at fair value.

The District provides tax-deferred annuity contracts established under Section 403(b) of the Internal Revenue Code. Participation in the program is voluntary. Contributions are made from salary deductions from participating employees within the limits specified in the Code. This plan is accounted for under the provisions of Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pension Plans*.

The District also provides a single-employer defined benefit early retirement program (Note 11-B). The stipend benefit is actuarially determined, is reflected as a long-term liability in the government-wide financial statements, and reflects the present value of expected future payments. This plan is accounted for under the provisions of GASB Statement No. 73.

N. Other Post-Employment Benefits

The District is mandated to contribute to Retirement Health Insurance Accounts (RHIAs) for eligible District employees who are members of OPERS, and were plan members before January 1, 2004. The plan was established by the Oregon Legislature.

The Retirement Health Insurance Subsidy (RHIS) is a health and welfare program the District provides for retirees. The plan is actuarially determined, is reflected as a long-term liability in the government–wide financial statements, and reflects the present value of expected future payments. The net other post-employment benefits liability and expenditure in the governmental fund financial statements are limited to amounts that become due and payable as of the end of the fiscal year, and are reported on the pay-as-you-go basis.

Certificated employees who have met the requirements for age and years of service with the District are eligible for early retirement benefits (Note 11-B), which includes early retirement benefits and other post-employment benefits as explained in Note 12.

Both plans are accounted for under the provisions of GASB Statement No. 75.

O. Net Position

Net position represents the difference between the District's total assets and deferred outflows and total liabilities and deferred inflows. District net position currently has three components:

Net investment in capital assets represents capital assets plus unspent bond proceeds less accumulated depreciation and outstanding principal of capital asset related debt.

Restricted net position represents net position upon which constraints have been placed, either externally by creditors, grantors, contributors or others, or legally constrained by law.

Unrestricted net position represents net position that does not meet the definition of "restricted" or "net investment in capital assets".

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

P. Deferred Inflows and Outflows of Resources

In addition to assets, the Statement of Net Position reports a separate section for Deferred Outflows of Resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net assets that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the Statement of Net Position reports a separate section for Deferred Inflows of Resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net assets that applies to a future period and so will not be recognized as an inflow of resources (revenue) until then.

Q. Lease Receivables

Lease receivables are recognized at the net present value of the leased assets at a borrowing rate either explicitly described in the agreement or implicitly determined by the District, reduced by principal payments received.

R. Management Estimates

The preparation of basic financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the basic financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

S. Fund Balance Definitions

In the governmental financial statements, fund balances are reported in classifications that comprise a hierarchy based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Governmental fund balance definitions, from most to least restrictive are:

1. *Non-spendable fund balances* – Amounts that are not in spendable form or due to legal or contractual requirements. Examples of resources in this category are prepaid amounts, inventory or notes receivable.
2. *Restricted fund balances* – Amounts constrained to specific purposes by their providers (such as grantors or bond holders), through constitutional provisions or by enabling legislation. These are primarily amounts subject to externally enforceable legal restrictions.
3. *Committed fund balances* – Amounts constrained to specific purposes by resolution of the District's Board. The District's Board can modify or rescind a commitment at any time through passage of a new resolution. In order to commit fund balances the District must take formal action prior to the close of the fiscal year.
4. *Assigned fund balances* – Amounts the District intends to use for a specific purpose that are neither restricted nor committed are reported as assigned fund balance. Intent can be expressed by the Board or delegated authority to an official. An example of assignment is when the District's Board adopts the annual budget which includes funds identified as reserved for a specific purpose.
5. *Unassigned fund balance* – Amounts not included in other classifications above. The amount represents spendable fund balance that is not restricted, committed or assigned in the General Fund. This classification is also used to report any deficit fund balance amounts in other governmental funds.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

S. Fund Balance Definitions - continued

The District's Board has passed resolution number 4461 titled: *Compliance with Governmental Accounting Standards Board Statement No. 54 (GASB 54): Fund Balance Reporting and Governmental Fund Type Definitions*. The resolution reads as follows:

- The Board affirms that it is the highest level decision authority for the District.
- The Board hereby delegates the authority to classify portions of ending fund balance as "Assigned" to the Superintendent.
- The Board adopts GASB 54 definitions for Non-spendable, Restricted, Committed, Assigned and Unassigned fund balances.
- In conjunction with the adoption of GASB 54 fund balance classifications, the Board declares its budgeting practices and budget allocations for restricted and unrestricted fund balance amounts will be consistent with the fund balance classification hierarchy.
- The Board hereby adopts GASB 54 definitions of fund types for the General Fund, special revenue funds, debt services funds, capital projects funds, and permanent funds.

T. Use of Restricted Resources

When an expense is incurred that can be paid using either restricted or unrestricted resources (net position), the District first applies the expense toward restricted resources and then toward unrestricted resources. In governmental funds, the District first applies the expenditure toward restricted fund balance and then to other, less-restrictive classifications, committed and then assigned fund balances, before using unassigned fund balances.

U. Fund Balance Policy

Per District board policy 8.10.025P, updated in June 2019, the Board has established a goal to fund and maintain a reserve in the General Fund that shall range from 5.00 percent to 10.00 percent of annual General Fund revenues. The goals for the reserve will be set as part of the District's long-range financial plan, with an expectation that the District will achieve and sustain a 10.00 percent reserve. The Board shall establish an annual operating contingency each fiscal year during the budget process.

V. Stabilization Arrangements

The District established a PERS Rate Stabilization Reserve Fund by Board Resolutions 2679, adopted on June 16, 2003, and 4471, adopted on June 27, 2011. The purpose of the Fund is to minimize effects of large fluctuations in the PERS rate assessed against District salaries and wages, and to repay the 2002, 2003 and 2020 PERS UAL borrowings. This Fund resides within the Special Revenue Fund, and the primary revenue source is 0.11 percent of Current Year Permanent Rate and GAP Property Taxes. Use of the resources must be authorized through formal Board resolution. In any given year, funds may be transferred to the General Fund not to exceed either 1) the increase in PERS rate over rates in effect at June 30, 2011; or 2) the increase in the internally charged PERS UAL fringe rate over the fringe rate in effect at June 30, 2011, multiplied by the PERS eligible budgeted salary base for that year. The ending fund balance in the PERS Rate Stabilization Reserve Fund at June 30, 2022 is $19,389.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

W. New Accounting Standards Implemented

GASB Statement No. 87. *Leases* requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset.

NOTE 2 – BUDGETARY BASIS OF ACCOUNTING

The District reports financial position, results of operations, and changes in fund balance / net position on the basis of accounting principles generally accepted in the United States (GAAP). The budgetary statements provided as part of required or other supplementary information are presented on the budgetary basis to provide a meaningful comparison of actual results with the budget.

NOTE 3 – STATE CONSTITUTIONAL PROPERTY TAX LIMITS

The State of Oregon has a constitutional limit on property taxes for schools and non-school government operations. Under the provisions of the limitation, tax revenues are separated into those for the public school system and those for local government operations other than the public school system. Property taxes levied for the payment of bonded indebtedness are exempt from the limitation, provided such bonds are either authorized by a specific provision of the Oregon Constitution or approved by the voters of the District for capital construction or improvements.

The District's tax rates for the year ended June 30, 2022 are as follows:

Permanent rate	$ 5.2781 per $1 thousand of assessed value
Local option rate	$ 1.9900 per $1 thousand of assessed value
GO Bond Levy amount	$ 146,000,000 (unrounded dollars)

NOTE 4 – CASH, CASH EQUIVALENTS AND INVESTMENTS

Deposits with financial institutions include bank demand deposits, deposits in the Local Government Investment Pool, time certificates of deposit and savings account deposits, as authorized by Oregon statutes.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. At June 30, 2022, the District's cash, cash equivalents, and investments were comprised of the following:

	June 30, 2022	Fair Value Measurements Using
Oregon Local Government Investment Pool	$ 67,428	N/A
Cash in demand deposits	97,385	N/A
Petty cash	7	N/A
Total cash and cash equivalents	164,820	
Cash and cash equivalents held by fiscal agents	25,265	N/A
U.S. Government agency securities	385,260	Level 1
Commercial Paper	163,335	Level 1
Municipal Bonds	23,171	Level 1
Total investments	571,766	
Total cash, cash equivalents and investments	$ 761,851	

A. Investments

Accounting principles generally accepted in the United States of America require investments with a remaining maturity of more than one year at the time of purchase to be stated at fair value. Fair value is determined at the quoted market price, if available; otherwise the fair value is estimated based on the amount at which the investment could be exchanged in a current transaction between willing parties, other than in a forced liquidation sale. Investments with maturities of less than one year are carried at amortized cost.

Investments in the Oregon Local Government Investment Pool (LGIP) are stated at share value, which approximates fair value, and is the value at which the shares can be withdrawn. The LGIP does not report all investments at fair value in accordance with the provisions of GASB Statement No. 31. The LGIP is required by Oregon Revised Statutes (ORS) to compute the fair value of all investments maturing more than 270 days from the date the computation is made. If the fair value totals more than one percent of the balance of the LGIP in terms of unrealized gain or loss, the amount is required to be distributed to the pool participants. Fifty percent of the LGIP portfolio must mature within 93 days. Up to twenty-five percent of the LGIP portfolio may mature in over one year and no investment may mature in over three years.

The District requires all securities to be purchased in the District's name and held in third party safekeeping.

NOTE 4 – CASH, CASH EQUIVALENTS AND INVESTMENTS - continued

A. Investments - continued

The Oregon Local Government Investment Pool is unrated. Other investments held at June 30, 2022 are categorized by Moody's and Standard and Poor's ratings as follows:

Moodys Rating	U.S. Government & Agency Obligations	Corporate Notes	Municipal Bonds	Total
Aaa	$ 328,569	$ 55,737	$ 21,476	$ 405,782
Aa2	-	-	1,695	1,695
A1	-	29,939	-	29,939
A2	-	57,680	-	57,680
P1	-	9,991	-	9,991
NR	56,691	9,988	-	66,679
	$ 385,260	$ 163,335	$ 23,171	$ 571,766
Weighted Average Maturity (Yrs)	0.48	0.28	0.46	0.42

S & P Rating	U.S. Government & Agency Obligations	Corporate Notes	Municipal Bonds	Total
AAA	$ -	$ 55,737	$ -	$ 55,737
AA+	328,569	-	21,476	350,045
AA-	-	-	1,695	1,695
A	-	29,939	-	29,939
A-	-	57,680	-	57,680
A-1+	-	19,979	-	19,979
NR	56,691	-	-	56,691
	$ 385,260	$ 163,335	$ 23,171	$ 571,766
Weighted Average Maturity (Yrs)	0.48	0.28	0.46	0.42

Interest rate risk

In accordance with its investment policy, the District manages its exposure to declines in fair value of its investments by structuring the investment portfolio so that securities mature to meet ongoing operations.

Credit risk

Oregon Revised Statutes authorize school districts to invest in obligations of the U.S. Treasury, agencies and instrumentalities of the United States, commercial paper, bankers' acceptances guaranteed by a qualified financial institution, repurchase agreements, interest bearing bonds of any city, county, port or school district in Oregon, Washington, Idaho, and California (subject to specific standards), and the LGIP, among others. The Board of Education has adopted a policy which complies with state statutes.

NOTE 4 – CASH, CASH EQUIVALENTS AND INVESTMENTS - continued
A. Investments - continued

Concentration of credit risk-investments
In accordance with GASB 40, the District is required to report all individual non-federal investments which exceed 5.00 percent of total invested funds. As of June 30, 2022 the District held the following individual non-federal assets that exceeded 5.00 percent of total invested funds:

	Value	Percentage of Total Investments
Bank of America Corp	$ 30,113	5.3%

Custodial risk-deposits
The District's deposits with financial institutions are insured by the Federal Depository Insurance Corporation (FDIC); interest and non-interest bearing accounts are insured up to $250 thousand. To provide additional security required and authorized by Oregon Revised Statutes, Chapter 295, deposits above insurance limits are covered by collateral held in a multiple financial institution collateral pool administered by the State of Oregon. At June 30, 2022, bank balances of $1,250 were insured by the FDIC. Funds not covered by FDIC insurance are covered by the Oregon State Treasury Collateral Pool. At June 30, 2022, the carrying amount of the District's balance was $97,385 and the bank balance was $96,378.

Custodial credit risk-investments
For an investment, this is the risk that, in the event of a failure of the counterparty, the District will not be able to recover the value of its investments or collateralized securities that are in the possession of an outside party. The District's investment policy limits the types of investments that may be held and does not allow securities to be held by the counterparty.

The LGIP is administered by the Oregon State Treasury with the advice of other state agencies and is not registered with the U.S. Securities and Exchange Commission. The LGIP is an open-ended no-load diversified portfolio offered to any agency, political subdivision, or public corporation of the State that by law is made the custodian of, or has control of any fund. The LGIP is commingled with the State's short-term funds. In seeking to best serve local governments of Oregon, the Oregon Legislature established the Oregon Short Term Fund Board, which has established diversification percentages and specifies the types and maturities of the investments. The purpose of the Board is to advise the Oregon State Treasury in the management and investment of the LGIP. Investments within the LGIP must be invested and managed as a prudent investor would, exercising reasonable care, skill and caution. Professional standards indicate that the investments in external investment pools are subject to custodial risk because they are not evidenced by securities that exist in physical or book entry form. Nevertheless, management does not believe that there is any substantial custodial risk related to LGIP investments.

NOTE 5 – RECEIVABLES

Accounts and other receivables at June 30, 2022 are summarized as follows:

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Total
Accounts and other receivables:					
Interest Receivable	$ 26	$ -	$ -	$ 979	$ 1,005
Accounts receivable	6,600	4,789	12	726	12,127
Federal, state and local grants	-	60,036	-	-	60,036
Total accounts and other receivables	6,626	64,825	12	1,705	73,168
Property and other taxes receivable	9,433	-	2,977	-	12,410
Total	$ 16,059	$ 64,825	$ 2,989	$ 1,705	$ 85,578

Lease receivables at June 30, 2022 are summarized as follows:

	Original Amount	Outstanding at June 30, 2021	Additions	Decreases	Outstanding at June 30, 2022
Riverdale Land Lease, interest at 2.583%, principal and interest ranges from $19 to $46 monthly, due 2051	$ 7,328	$ 7,328	$ -	$ (61)	$ 7,267
Trillium Building Lease, interest at 0.972%, principal and interest ranges from $14 to $16 monthly, due 2026	809	-	809	(106)	703
Total	$ 8,137	$ 7,328	$ 809	$ (167)	$ 7,970

NOTE 6 – PREPAID ITEMS

A summary of changes in prepaid items for the year ended June 30, 2022 is as follows:

	Beginning Balance	Additions	Reductions	Ending Balance
Postage	$ 205	$ 238	$ (163)	$ 280
Insurance	4,170	-	(1,440)	2,730
Workers Compensation Prefund	300	75	-	375
Other	423	1,947	(423)	1,947
Total Prepaid Assets	$ 5,098	$ 2,260	$ (2,026)	$ 5,332

NOTE 6 – PREPAID ITEMS - continued

Prepaid insurance consists of Owner Controlled Insurance Program (OCIP), which provides liability coverage for major construction contracts, and builders risk insurance for high school rebuilds. The District has two OCIP policies being amortized over five years. OCIP I is being amortized April 2019 to April 2024. OCIP II is being amortized June 2020 to June 2025. The District has one builder's risk policy for Lincoln High School, being amortized over 28 months, April 2020 to July 2022.

The District is self-insured for workers' compensation claims. The Workers Compensation Prefund is an escrow account held by the District's third-party administrator for monthly payment of claims.

NOTE 7 – CAPITAL ASSETS

A summary of changes in capital assets for the year ended June 30, 2022 is as follows:

	Beginning Balance	Additions	Deletions	Transfers	Ending Balance
Capital assets not being depreciated or amortized					
Land	$ 9,174	$ -	$ -	$ -	$ 9,174
Construction in progress	498,505	228,319	(21,070)	(362,283)	343,471
Total capital assets not being depreciated or amortized	507,679	228,319	(21,070)	(362,283)	352,645
Capital assets being depreciated or amortized					
Buildings and site improvements	933,782	386	(13,479)	346,562	1,267,251
Vehicles and equipment	39,946	43,373	(265)	15,721	98,775
Total capital assets being depreciated or amortized	973,728	43,759	(13,744)	362,283	1,366,026
Total general capital assets	1,481,407	272,078	(34,814)	-	1,718,671
Less accumulated depreciation and amortization					
Buildings and site improvements	(277,209)	(27,614)	10,642	-	(294,181)
Vehicles and equipment	(30,827)	(9,861)	258	-	(40,430)
Total accumulated depreciation and amortization	(308,036)	(37,475)	10,900	-	(334,611)
Total capital assets, net of accumulated depreciation	$ 1,173,371	$ 234,603	$ (23,914)	$ -	$ 1,384,060

Depreciation expense for governmental activities is charged to functions as follows:

Instruction	$ 34,899
Supporting services	2,421
Enterprise and Community Services	155
	$ 37,475

As of June 30, 2022 the District has one school that was closed and idle: Smith elementary school. As of June 30, 2022 the carrying value of this school is $441 and is included in the capital assets summary above.

NOTE 8 – INTERFUND RECEIVABLES, PAYABLE AND TRANSFERS

Interfund balances represent cash owed by one fund to another. Interfund receivables and payables at June 30, 2022 are as follows:

	Due To	Due From
General Fund	$ 60,760	$ 744
Special Revenue Fund	744	60,760
	$ 61,504	$ 61,504

There is a $744 interfund balance between the General Fund and the Special Revenue Fund for monies invested on behalf of Student Body Fund accounts. The Special Revenue Fund was advanced $60,760, by the General Fund to cover unbilled expenditures.

The composition of interfund transfers as of June 30, 2022, is as follows:

	Transfers In	Transfers Out
General Fund	$ -	$ 1,207
Special Revenue Fund	73	-
Debt Service Fund	1,752	-
Capital Projects Fund	-	618
	$ 1,825	$ 1,825

The District's General Fund made debt service transfers totaling $1,134 to the Debt Service Fund for principal and interest payments on the District's Full Faith & Credit obligations. The District's General Fund also made transfers totaling $73 to the Special Revenue Fund to cover write-offs. The Capital Projects Fund made transfers of $618 to the Debt Service Fund for principal and interest payments on the District's Full Faith & Credit and QZAB obligations.

NOTE 9 – ACCRUED COMPENSATED ABSENCES

The General Fund and Special Revenue Fund are the primary funds from which the compensated absences balance liability is liquidated.

The change in the balance of accrued compensated absences for the year was as follows:

Outstanding June 30, 2021	Increases	Payments	Outstanding June 30, 2022	Due Within One Year
$ 6,826	$ 4,966	$ (5,328)	$ 6,464	$ 3,537

NOTE 10 – BONDED AND OTHER DEBT

Changes in District long-term debt during fiscal year 2022 were as follows:

	Original Amount	Beginning Balance	Additions	Matured and Redeemed	Ending Balance	Due Within One Year
Pension debt:						
Limited tax pension bonds						
Series 2002	$ 210,104	$ 142,580	$ -	$ (15,900)	$ 126,680	$ 17,945
Series 2003	281,170	171,579	-	(7,673)	163,906	7,536
Series 2021	399,390	-	399,390	(10,790)	388,600	12,815
Total pension debt (See Note 11)	890,664	314,159	399,390	(34,363)	679,186	38,296
Other Debt:						
Recovery Zone Economic Development Bonds	11,000	1,700	-	(1,093)	607	607
General Obligation Bonds Series 2013B	68,575	6,025	-	(2,865)	3,160	3,160
General Obligation Bonds Series 2015B	244,700	116,145	-	(5,735)	110,410	6,340
QZAB Series 2016	4,000	3,200	-	(200)	3,000	200
Full Faith and Credit Obligations Series 2016	5,048	3,918	-	(305)	3,613	315
General Obligation Bonds Series 2017B	241,890	177,695	-	(2,315)	175,380	2,650
General Obligation Bonds Series 2020	441,320	386,390	-	(41,625)	344,765	36,945
General Obligation Bonds Series 2020B	365,465	365,465	-	(40,240)	325,225	57,970
General Obligation Bonds Series 2020C	53,965	53,405	-	(885)	52,520	905
Total other debt	1,435,963	1,113,943	-	(95,263)	1,018,680	109,092
Total long-term debt	$ 2,326,627	1,428,102	399,390	(129,626)	1,697,866	147,388
Unamortized bond premium (discount)		125,631	1,449	(7,836)	119,244	7,842
Total long-term debt, net of premiums (discounts)		$ 1,553,733	$ 400,839	$ (137,462)	$ 1,817,110	$ 155,230

Changes in District accrued interest during fiscal year 2022 were as follows:

Accrued Interest:	Beginning Balance	Additions	Payments and Reductions	Ending Balance
Current Portion	$ 23,052	$ 84,386	$ (88,772)	$ 18,666
Long Term Portion	15,634	-	(15,634)	-
Total Accrued Interest	$ 38,686	$ 84,386	$ (104,406)	$ 18,666

NOTE 10 – BONDED AND OTHER DEBT – continued

A. Limited Tax Pension Bonds

In October 2002 Portland Public Schools participated as one of forty-one Oregon school districts and education service districts in issuing limited tax pension bonds. The proceeds were used to finance a portion of the estimated unfunded actuarial liability of each participating school district with the Oregon Public Employees Retirement System ("OPERS"). The Oregon School Boards Association ("OSBA") sponsored this pooled limited tax pension bond program. The OSBA does not have a financial obligation in connection with the bonds issued under the program. Except for the payment of its pension bond payments and additional charges when due, each participating school district has no obligation or liability to any other participating school district's pension bonds or liabilities to OPERS. In April 2003, OSBA sponsored another pooled limited tax pension bond program with thirty school districts and education service districts. Payments of yearly principal and interest are recorded as financial statement expenditures in instruction and in support services. The District anticipates the total costs of financing the District's actuarial obligation in this manner will result in a significant savings to the District when compared to paying for such costs as additional contribution rates to OPERS.

The District issued $210,104 Limited Tax Pension Bonds, Series 2002 (Federally Taxable), of which $53,524 are Series 2002A (deferred interest bonds) and $156,580 are Series 2002B (current interest bonds). The 2002 series Limited Tax Pension Bonds were issued on October 31, 2002, and are payable annually through June 2028. Interest on the deferred interest bonds is accreted semiannually at a yield of 6.10 percent. Interest on the current coupon bonds is payable semiannually at rates ranging from 5.48 to 5.55 percent. The Series 2002A Bonds are not subject to optional prepayment prior to maturity. The Series 2002B Bonds maturing June 30, 2028 are subject to mandatory prepayment prior to stated maturity, in whole or part, on any June 30 on or after June 30, 2024. During 2012 $14,200 of Series 2002 Pension Bonds were refinanced. See the description of the Limited Tax Pension Bonds, Series 2012 below.

The District issued $281,170 Limited Tax Pension Bonds, Series 2003 (Federally Taxable), of which $124,800 are Series 2003A (deferred interest bonds) and $156,370 are Series 2003B (current interest bonds). The Series 2003 series Limited Tax Pensions Bonds were issued on April 30, 2003, and are payable annually through June 2028. Interest on the deferred interest bonds is accreted payable semiannually at rates ranging from 5.45 to 6.27 percent. Interest on the current coupon bonds is payable semiannually at rates ranging from 5.45 to 6.27 percent. The bonds are federally taxable and are not subject to optional prepayment prior to their stated maturities.

On July 15, 2021 the District issued $399,390 in Limited Tax Pension Bonds, Series 2021. The interest rate is fixed at rates ranging from 0.30 to 2.50 percent and interest payments on the bonds are payable semiannually in June and December. The bonds mature on June 30, 2040 if not redeemed earlier pursuant to optional early redemption. The Series 2021 bonds maturing in years 2022 through 2031 are not subject to optional redemption. The Series 2021 bonds maturing on or after June 30, 2032 are subject to optional prepayment in whole or in part at the option of the District.

Under the terms of the borrowing agreements for the 2002 and 2003 Limited Tax Pension Bonds, the District is bound by an intercept agreement whereby Wells Fargo Bank Northwest NA, as the trustee, directly receives specified amounts that have been withheld from the District's State School Fund support payments that are deposited in trust with LGIP. Under the terms of the borrowing agreement for the 2021 Limited Tax Pension Bonds the District is bound by an intercept agreement whereby U.S. Bank NA, as Trustee, directly receives specified amounts that have been withheld from the District's State School Fund support payments that are deposited in trust with U.S. Bank NA. Wells Fargo Bank Northwest NA and U.S. Bank NA then make the scheduled semi-annual debt service payments from the LGIP or U.S. Bank NA trust accounts respectively.

NOTE 10 – BONDED AND OTHER DEBT – continued

B. General Obligation Bonds

As part of a $482 million capital bond measure passed by District voters in 2012, the District issued the following General Obligation debt to finance school renovation and replacement:

On May 1, 2013 the District issued $68,575 in General Obligation Bonds, Series 2013B. The interest rate on the outstanding Bonds is fixed at 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2013. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of $7,923 which is being amortized over the life of the bonds.

On April 30, 2015 the District issued $244,700 in General Obligation Bonds, Series 2015B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2015. The Series 2015B Bonds maturing on or after 2026 are subject to redemption, at the option of the District, in whole or part, on or after June 15, 2025. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of $33,178 which is being amortized over the life of the bonds.

On August 10, 2017 the District issued $62,160 in General Obligation Bonds, Series 2017B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The Series 2017B Bonds are not subject to early redemption prior to maturity. The bonds mature on June 15, 2030, with principal payments due annually on June 15. The bonds were issued at a premium of $9,854 which is being amortized over the life of the bonds.

As part of a $790 million capital bond measure passed by District voters in 2017, the District has issued the following General Obligation debt to finance school renovation and replacement:

On August 10, 2017 the District issued $179,730 in General Obligation Bonds, Series 2017B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The Series 2017B Bonds maturing on June 15, 2028 and on any date thereafter are subject to redemption at the option of the District prior to their stated maturity dates at any time on or after June 15, 2027 in whole or in part; and, if in part, with maturities to be selected by the District at a price of par plus accrued interest, if any, to the date of redemption. The bonds mature on June 15, 2044 with principal payments due annually on June 15. The bonds were issued at a premium of $1,051 which is being amortized over the life of the bonds.

On April 14, 2020 the District issued $441,320 in General Obligation Bonds, Series 2020. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2020. The Series 2020 Bonds maturing on June 15, 2031 and on any date thereafter are subject to redemption at the option of the District prior to their stated maturity dates at any time on or after June 15, 2030 in whole or in part; and, if in part, with maturities to be selected by the District at a price of par plus accrued interest, if any, to the date of redemption. The bonds mature on June 15, 2037 with principal payments due annually on June 15. The bonds were issued at a premium of $68,202 which is being amortized over the life of the bonds.

As part of a $1,208 million capital bond measure passed by District voters in 2020, the District has issued the following General Obligation debt to finance school renovation and replacement:

On December 30, 2020 the District issued $365,465 in General Obligation Bonds, Series 2020B. The interest rate is

NOTE 10 – BONDED AND OTHER DEBT – continued

fixed at rates ranging from 1.50 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2021. The Series 2020B Bonds maturing on June 15, 2031 and on any date thereafter are subject to redemption at the option of the District prior to their stated maturity dates at any time on or after June 15, 2030 in whole or in part; and, if in part, with maturities to be selected by the District at a price of par plus accrued interest, if any, to the date of redemption. The bonds mature on June 15, 2046 with principal payments due annually on June 15. The bonds were issued at a premium of $29,574 which is being amortized over the life of the bonds.

On December 30, 2020 the District issued $53,965 in General Obligation Bonds, Series 2020C. The interest rate is fixed at rates ranging from 1.05 to 2.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning June 15, 2021. The Series 2020C Bonds maturing on June 15, 2031 and on any date thereafter are subject to redemption at the option of the District prior to their stated maturity dates at any time on or after June 15, 2030 in whole or in part; and, if in part, with maturities to be selected by the District at a price of par plus accrued interest, if any, to the date of redemption. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of $1,631 which is being amortized over the life of the bonds.

C. Other Debt

Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the City of Portland was awarded $13,500 in Recovery Zone Economic Development Bonds (RZEDBs). In July 2010, the City sub-awarded $11,000 of the RZED bonds to Portland Public Schools, which are being used to complete energy and water conservation projects that will financially benefit the District in reduced energy and water costs and will yield on-going financial benefit once the bonds are paid off. The District makes semi-annual interest payments and annual principal payments, and the bonds will mature in December 2022. The bond's interest payments of 5.05 percent are 42.4 percent federally subsidized.

On November 9, 2016 the District issued $5,048 in Full Faith and Credit Obligations, Series 2016. The interest rate is fixed at 2.99 percent. Interest payments on the obligations are payable semiannually in June and December, beginning June 1, 2018. The obligations mature on December 1, 2031, with principal payments due annually on December 1. The obligations carry a prepayment option such that any or all outstanding maturities may be redeemed on or after December 1, 2018. The bonds were issued at par.

On August 4, 2016 the District issued $4,000 in Qualified Zone Academy Bonds (QZAB), Series 2016. The District pays no interest rate over the 20 year term of the bonds. The bonds carry a 4.39 percent interest rate for structuring purposes, but the purchaser of the bonds receives a Federal tax credit in lieu of interest earnings. The bonds mature on August 4, 2036 with level principal payments due annually on August 4.

Article XI-K of the Oregon Constitution allows the state to guarantee the general obligation bonded indebtedness of school districts. For the Series 2013B, 2015B, 2017B, 2020, 2020B and 2020C GO Bonds mentioned immediately above, the District participated in the Oregon School Bond Guaranty program (ORS 328.321 to 328.356), whereby the State of Oregon (State) guarantees all principal and interest payments until maturity will be made to bondholders when due. Should the District fail to make a payment of debt service on these bonds when due, the State will make the payment on behalf of the District, and then will seek recovery from the District. The State may recover funds by means of intercepting any source of operating moneys normally remitted from the State to the District. Since the inception of the bonds, the District has not used the guarantee, and there are no outstanding amounts due to the State of Oregon as of June 30, 2022.

NOTE 10 – BONDED AND OTHER DEBT – continued

Federal arbitrage restrictions apply to substantially all debt. Any liabilities to the federal government are accrued and paid when due. Long-term debt payments are made from the debt service funds.

Future annual debt service requirements for the District are as follows:

Fiscal year	Limited tax pension bonds	Recovery zone bonds	Other full faith & credit	General Obligation Bonds	QZAB	Total
Principal						
2023	$ 38,296	$ 607	$ 315	$ 107,970	$ 200	$ 147,388
2024	62,240	-	325	54,465	200	117,230
2025	68,320	-	335	59,445	200	128,300
2026	76,755	-	345	42,860	200	120,160
2027	83,940	-	355	46,735	200	131,230
2028-2032	131,900	-	1,938	236,290	1,000	371,128
2033-2037	134,220	-	-	197,950	1,000	333,170
2038-2042	83,515	-	-	147,085	-	230,600
2043-2047	-	-	-	118,660	-	118,660
Total principal	679,186	607	3,613	1,011,460	3,000	1,697,866
Interest						
2023	42,148	15	103	37,083	-	79,349
2024	22,440	-	94	31,711	-	54,245
2025	19,626	-	84	29,110	-	48,820
2026	16,447	-	74	26,267	-	42,788
2027	12,818	-	63	24,260	-	37,141
2028-2032	33,577	-	147	89,750	-	123,474
2033-2037	19,878	-	-	50,896	-	70,774
2038-2042	3,750	-	-	26,532	-	30,282
2043-2047	-	-	-	6,256	-	6,256
Total interest	170,684	15	565	321,865	-	493,129
Total debt service	$ 849,870	$ 622	$ 4,178	$ 1,333,325	$ 3,000	$ 2,190,995

NOTE 11 – PENSION PLANS

Pension Plans - Summary

The District offers a cost-sharing multiple-employer defined benefit plan through the Oregon Public Employees Retirement System (OPERS) and a single-employer defined benefit early retirement stipend (Stipend). The breakdown of the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions are:

	OPERS	Stipend	Net
Total Pension Liability	$ (267,828)	$ (5,468)	$ (273,296)
Total Pension Expense	$ 28,666	$ (439)	$ 28,227
Pension Deferred Outflows of Resources	$ 557,100	$ 903	$ 558,003
Pension Deferred Inflows of Resources	$ (307,479)	$ (40)	$ (307,519)

A. Oregon Public Employees Retirement System (OPERS)

General Information about the Pension Plan

Name of the pension plan: The Oregon Public Employees Retirement System (OPERS) is a cost-sharing multiple-employer defined benefit plan, administered by the Public Employees Retirement Board with authority granted by the Oregon Legislature.

Plan description. Employees of the District are provided with pensions through OPERS. The General Fund and the Special Revenue Fund are the primary funds from which the pension liability is liquidated. All the benefits of OPERS are established by the Oregon legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A, and Internal Revenue Code Section 401(a). The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003. OPERS issues a publicly available financial report that can be obtained at:

https://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx.

Benefits provided under Chapter 238 - Tier One / Tier Two Retirement Benefit Plan

1. *Pension Benefits.* The OPERS retirement allowance is payable monthly for life. Members may select from 13 retirement benefit options that are actuarially equivalent to the base benefit. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.00 percent for Police and Fire employees, 1.67 percent for General Service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated either under a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefit results.

   A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer (age 45 for Police and Fire members). General Service employees may retire after reaching age 55. Police and Fire members are eligible after reaching age 50. Tier One general service employee benefits are reduced if retirement occurs prior to age 58 with fewer than 30 years of service. Police and Fire member benefits are reduced if retirement occurs prior to age 55 with fewer than 25 years of service. Tier Two members are eligible for full benefits at age 60. The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.

NOTE 11 – PENSION PLANS – continued

A. Oregon Public Employees Retirement System (OPERS) – continued

Benefits provided under Chapter 238 - Tier One / Tier Two – continued

2. *Death Benefits.* Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following conditions are met:
   - the member was employed by an OPERS employer at the time of death,
   - the member died within 120 days after termination of OPERS-covered employment,
   - the member died as a result of injury sustained while employed in an OPERS-covered job, or
   - the member was on an official leave of absence from an OPERS-covered job at the time of death.

3. *Disability Benefits.* A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including OPERS judge members) for disability benefits regardless of the length of OPERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 (55 for Police and Fire members) when determining the monthly benefit.

4. *Benefit Changes after Retirement.* Members may choose to continue participation in a variable equities investment account after retiring and may experience annual benefit fluctuations due to changes in the fair value of the underlying equity investments of that account.

Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.00 percent.

Benefits provided under Chapter 238A - Oregon Public Service Retirement Plan (OPSRP).

1. *Pension Benefits.* The ORS 238A Defined Benefit Pension Program provides benefits to members hired on or after August 29, 2003.

   This portion of the OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age:

   General Service: 1.50 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for General Service members is age 65, or age 58 with 30 years of retirement credit.

   A member of the OPSRP pension program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

2. *Death Benefits.* Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse receives for life 50 percent of the pension that would otherwise have been paid to the deceased member.

NOTE 11 – PENSION PLANS – continued

A. Oregon Public Employees Retirement System (OPERS) – continued

Benefits provided under Chapter 238A – Oregon Public Service Retirement Plan (OPSRP) – continued

3. *Disability Benefits.* A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred.

4. *Benefit Changes after Retirement.* Under ORS 238A.210 monthly benefits are adjusted annually through cost-of-living changes. The cap on the COLA vary based on the amount of the annual benefit.

Contributions:

OPERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. This funding policy applies to the OPERS Defined Benefit Plan and the Other Postemployment Benefit Plans.

Employer contribution rates during the period were based on the December 31, 2019 actuarial valuation. The rates based on a percentage of payroll, first became effective July 1, 2021. The state of Oregon and certain schools, community colleges, and political subdivisions have made unfunded actuarial liability payments to establish side accounts, and their rates have been reduced.

The District's rates in effect for the fiscal year ended June 30, 2022 were:

Tier One / Tier Two	0.00%
OPSRP General Service	0.00%

The District contributed approximately $401.4 million for the year ended June 30, 2022.

Actuarial Valuations:

The employer contribution rates effective July 1, 2021 through June 30, 2022, were set using the entry age normal actuarial cost method. For the Tier One / Tier Two component of the OPERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), and (2) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 20 years.

For the OPSRP Pension Program component of the OPERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (a) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (b) an actuarially determined amount for funding a disability benefit component and (c) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 16 years.

NOTE 11 – PENSION PLANS – continued
A. Oregon Public Employees Retirement System (OPERS) – continued
Actuarial Valuations - continued

Actuarial Methods and Assumptions:

Valuation Date	December 31, 2019
Measurement Date	June 30, 2021
Experience Study	2018, published July 24, 2019
Actuarial Assumptions:	
Actuarial cost method	Entry Age Normal
Inflation rate	2.40 percent
Long-term expected rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increases	3.40 percent
COLA	Blend of 2.00% COLA and graded COLA (1.25%/0.15%) in accordance with *Moro* decision; blend based on service
Mortality	***Healthy retirees and beneficiaries:*** Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation ***Active members:*** Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation ***Disabled retirees:*** Pub-2010 Disable Retiree sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation

Source: OPERS Annual Comprehensive Financial Report, For the Fiscal Year Ended June 30, 2021

Actuarial valuations of an ongoing plan involve estimates of the value of projected benefits and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The methods and assumptions shown above are based on the 2018 Experience Study.

Discount Rate:

The discount rate used to measure the total pension liability was 6.90 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

NOTE 11 – PENSION PLANS – continued
A. Oregon Public Employees Retirement System (OPERS) – continued
Actuarial Valuations - continued

Depletion Date Projection:

GASB 67 generally requires that a blended discount rate be used to measure the Total Pension Liability (the Actuarial Accrued Liability calculated using the Individual Entry Age Normal Cost Method). The long-term expected return on plan investments may be used to discount liabilities to the extent that the plan's Fiduciary Net Position (fair value of assets) is projected to cover benefit payments and administrative expenses. A 20-year high quality (AA/Aa or higher) municipal bond rate must be used for periods where the Fiduciary Net Position is not projected to cover benefit payments and administrative expenses. Determining the discount rate under GASB 67 will often require that the actuary perform complex projections of future benefit payments and asset values. GASB 67 (paragraph 43) does allow for alternative evaluations of projected solvency, if such evaluation can reliably be made. GASB does not contemplate a specific method for making an alternative evaluation of sufficiency; it is left to professional judgment.

The following circumstances justify an alternative evaluation of sufficiency for OPERS:

- OPERS has a formal written policy to calculate an Actuarially Determined Contribution (ADC), which is articulated in the actuarial valuation report.
- The ADC is based on a closed, layered amortization period, which means that payment of the full ADC each year will bring the plan to a 100% funded position by the end of the amortization period if future experience follows assumption.
- GASB 67 specifies that the projections regarding future solvency assume that plan assets earn the assumed rate of return and there are no future changes in the plan provisions or actuarial methods and assumptions, which means that the projections would not reflect any adverse future experience which might impact the plan's funded position.

Based on these circumstances, it is OPERS' independent actuary's opinion that the detailed depletion date projections outlined in GASB 67 would clearly indicate that the Fiduciary Net Position is always projected to be sufficient to cover benefit payments and administrative expenses.

Assumed Asset Allocation:

Asset Class/Strategy	Low Range	High Range	OIC Target Allocation
Debt Securities	15.0 %	25.0 %	20.0 %
Public Equity	27.5	37.5	32.5
Real Estate	9.5	15.5	12.5
Private Equity	14.0	21.0	17.5
Alternatives Portfolio	7.5	17.5	15.0
Opportunity Portfolio	0.0	5.0	0.0
Risk Parity	0.0	2.5	2.5
Total			100.0 %

Source: OPERS Annual Comprehensive Financial Report, For the Fiscal Year Ended June 30, 2021

NOTE 11 – PENSION PLANS – continued
A. Oregon Public Employees Retirement System (OPERS) – continued
Actuarial Valuations - continued

Long-Term Expected Rate of Return:

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in June 2021 the OPERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

Asset Class	Target Allocation	20-Year Annualized Geometric Mean
Global Equity	30.62 %	5.85 %
Private Equity	25.50	7.71
Core Fixed Income	23.75	2.73
Real Estate	12.25	5.66
Master Limited Partnerships	0.75	5.71
Infrastructure	1.50	6.26
Commodities	0.63	3.10
Hedge Fund of Funds - Diversified	1.25	5.11
Hedge Fund Equity - Hedge	0.63	5.31
Hedge Fund - Macro	5.62	5.06
US Cash	-2.50	1.76
Assumed Inflation – Mean		2.40 %

Source: OPERS Annual Comprehensive Annual Financial Report, For the Fiscal Year Ended June 30, 2021

NOTE 11 – PENSION PLANS – continued
A. Oregon Public Employees Retirement System (OPERS) – continued
Actuarial Valuations - continued

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate:

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (5.90 percent) or one percentage point higher (7.90 percent) than the current rate:

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
Proportionate share of the net pension liability	$525,950	$267,828	$51,873

Pension plan fiduciary net position:

Detailed information about the pension plan's fiduciary net position is available in the separately issued OPERS financial report available at: http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

At June 30, 2022, the District reported a liability of $267,828 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2019. The District's proportion of the net pension liability was based on the District's projected long-term contribution effort as compared to the total projected long-term contribution effort of all employers. At June 30, 2022, the District's proportion was 2.24 percent, which is a decrease of 0.15 from the District's proportion of 2.39 percent for the year ended June 30, 2021.

For the year ended June 30, 2022, the District recognized pension expense of $31.8 million for the defined benefit portion of the pension plan. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflow of Resources	Deferred Inflow of Resources	Net
Pension changes in employer proportion	$ 63,594	$ (46,802)	$ 16,792
Pension differences between employer contribution and proportionate share of contributions	-	(61,701)	(61,701)
Pension differences between expected and actual experience	25,071	-	25,071
Pension differences due to changes in assumptions	67,045	(705)	66,340
Pension differences between expected and actual earnings	-	(198,271)	(198,271)
Total (prior to post-measurement date contributions)	155,710	(307,479)	(151,769)
Pension contributions subsequent to measurement date	401,390	-	401,390
Net Deferred Outflow/(Inflow) of Resources	$ 557,100	$ (307,479)	$ 249,621

Source: OPERS Schedule of Pension Amounts under GASB 68, June 30, 2021

NOTE 11 – PENSION PLANS – continued
A. Oregon Public Employees Retirement System (OPERS) – continued
Actuarial Valuations - continued

The deferred outflow of resources of $401.4 million resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Employer subsequent fiscal years		Deferred Outflow/(Inflow) of Resources (prior to post-measurement date contributions)
Fiscal Year 2023	$	(32,807)
Fiscal Year 2024		(35,200)
Fiscal Year 2025		(30,623)
Fiscal Year 2026		(55,016)
Fiscal Year 2027		1,877
Total	$	(151,769)

Source: OPERS Schedule of Pension Amounts under GASB 68, June 30, 2021

Defined Contribution Plan

OPSRP Individual Account Program (OPSRP IAP)

Plan Description:

Employees of the District are provided with pensions through OPERS. All the benefits of OPERS are established by the Oregon legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003. Chapter 238A created the Oregon Public Service Retirement Plan (OPSRP), which consists of the Defined Benefit Pension Program and the Individual Account Program (IAP). Beginning January 1, 2004, OPERS active Tier One and Tier Two members became members of the IAP of OPSRP. OPERS members retain their existing defined benefit plan accounts, but member contributions are deposited into the member's IAP account. OPSRP is a part of OPERS and is administered by the OPERS Board.

NOTE 11 – PENSION PLANS – continued
A. Oregon Public Employees Retirement System (OPERS) – continued
Defined Contribution Plan- continued

Pension Benefits:

Participants in OPERS defined benefit pension plans also participate in their defined contribution plan. An IAP member becomes vested on the date the employee account is established or on the date the rollover account was established. If the employer makes optional employer contributions for a member, the member becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, the date the IAP is terminated, the date the active member becomes disabled, or the date the active member dies.

Upon retirement, a member of the OPSRP IAP may receive the amounts in his or her employee account, rollover account, and vested employer account as a lump-sum payment or in equal installments over a 5-, 10-, 15-, 20-year period or an anticipated life span option. Installment amounts vary with market returns as the account remains invested while in distribution. When chosen, the distribution option must result in a $200 minimum distribution amount, or the frequency of the installments will be adjusted to reach that minimum.

Death Benefits:

Upon the death of a non-retired member, the beneficiary receives in a lump sum the member's account balance, rollover account balance, and vested employer optional contribution account balance. If a retired member dies before the installment payments are completed, the beneficiary may receive the remaining installment payments or choose a lump-sum payment.

Contributions:

Employees of the District contribute 6.0 percent of their covered payroll. The District did not make any optional contributions to member IAP accounts for the year ended June 30, 2022. Included in accrued liabilities at June 30, 2022 are $2.4 million for employee contributions owed to the plan.

B. District Plan - Stipend

Plan Description

The District provides a single-employer defined benefit early retirement program for members of the Portland Association of Teachers (PAT), physical therapists, occupational therapists and licensed administrators. Certificated employees with 15 consecutive years of at least half time service with the District, and who are eligible to retire under OPERS, and who retired before age 62 are eligible for the early retirement benefits. Eligible employees are entitled to a monthly benefit of $425 dollars commencing on the first month after the retirement. Benefits are payable up to the earlier of attaining age 62 or receiving 60 monthly payments. The General Fund and the Special Revenue Fund are the primary funds from which the stipend liability is liquidated. The District does not issue a separate stand-alone financial report for this plan. The District pays for the benefits without any cost to employees. The contributions are financed on a pay-as-you-go basis, and there are no assets accumulated in a trust. The program was established under separate bargaining agreements and may be amended by the District under new collective bargaining agreements.

Total Stipend Liability

The District's total stipend liability of $5.5 million was measured as of June 30, 2021, rolled forward to June 30, 2022, and was determined by an actuarial valuation as of July 1, 2020.

NOTE 11 – PENSION PLANS – continued
B. District Plan - Stipend – continued

Actuarial Assumptions and Other Inputs

The total Stipend liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Valuation Date	July 1, 2020
Measurement Date	June 30, 2020
Inflation	2.50%
Projected salary growth	3.50%
Discount rate	2.16%
Withdrawal, retirement, and mortality rates	December 31, 2018 Oregon PERS valuation
Lapse rates	5% annual lapse rate
Actuarial cost method	Entry Age Normal Level Percent of Pay
Demographic Assumptions	
Mortality	Pub-2010 sex-distinct base tables, as specified below. **Male retiree:** Teachers, no set back **Male spouse:** General Employees, set back 12 months **Female retiree:** Teachers, no set back **Female spouse:** General Employees, no set back
Withdrawal	Based on Oregon PERS assumptions. Annual rates are based on gender and duration from hire date.
Retirement	Based on Oregon PERS assumption. Annual rates are based on age, Tier/OPSRP, and duration of service

Discount Rate – Under GASB 75, unfunded plans must use a discount rate that reflects a 20-year tax-exempt municipal bond yield or index rate. The discount rate in effect for the June 30, 2022 reporting date is 2.16 percent, reflecting the Bond Buyer 20-Year General Obligation Bond Index.

Changes in the Total Stipend Liability

	Total Stipend Liability
Balance at 6/30/2021	$ 6,090
Changes for the year:	
Service cost	180
Interest	128
Effect of assumptions changes or inputs	9
Benefit payments	(939)
Net changes	(622)
Balance at 6/30/2022	$ 5,468

Changes in assumptions and other inputs reflect a change in the discount rate from 2.21% in 2021 to 2.16% in 2022.

NOTE 11 – PENSION PLANS – continued
B. District Plan - Stipend – continued

Sensitivity of the total stipend liability to changes in the discount rate. The following presents the total stipend liability of the District, as well as what the District's total stipend liability would be if it were calculated using a discount rate that is 1-percentage-point lower (1.16 percent) or 1-percentage-point higher (3.16 percent) than the current discount rate:

	1% Decrease (1.16%)	Discount Rate (2.16%)	1% Increase (3.16%)
Total Stipend Liability	$ 5,634	$ 5,468	$ 5,294

Stipend Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Stipend

For the year ended June 30, 2022, the District recognized stipend benefit of $439. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to the stipend from the following sources:

	Deferred Ouflows of Resources	Deferred Inflows of Resources	Net
Pension differences between expected and actual experience	$ 81	$ -	$ 81
Pension differences due to changes in assumptions	30	(40)	(10)
Total (prior to post-measurement date contributions)	111	(40)	71
Pension contributions subsequent to measurement date	792	-	792
Net Deferred Outflow/(Inflow) of Resources	$ 903	$ (40)	$ 863

Deferred outflows of resources related to the stipend of $792 resulting from the District's contributions subsequent to the measurement date will be recognized as a reduction to the net pension liability in the year ended June 30, 2023.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to the stipend will be recognized in the stipend expense as follows:

Employer subsequent fiscal years	Deferred Outflow/(Inflow) of Resources (prior to post-measurement date contributions)
Fiscal Year 2023	$ 41
Fiscal Year 2024	26
Fiscal Year 2025	4
Fiscal Year 2026	-
Total	$ 71

NOTE 12 - OTHER POST-EMPLOYMENT BENEFITS

Other Post-Employment Benefits (OPEB) - Summary

The District offers a retirement health insurance subsidy (RHIS) and contributes to a retirement health insurance account (RHIA) through OPERS. The breakdown of the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB are:

	RHIS	RHIA	Net
Total OPEB Liability	$ (75,893)	$ -	$ (75,893)
Net OPEB Asset	$ -	$ 9,155	$ 9,155
Total OPEB Expense	$ (1,311)	$ 1,267	$ (44)
OPEB Deferred Outflows of Resources	$ 15,829	$ 813	$ 16,642
OPEB Deferred Inflows of Resources	$ (3,151)	$ (2,570)	$ (5,721)

A. Retirement Health Insurance Subsidy (RHIS)

Plan Description

The District provides a single-employer defined benefit plan that provides postemployment health, dental, vision and life insurance benefits to eligible employees and their spouses for employees who have retired from the District with a minimum of fifteen accumulated years of service and are eligible to retire from the Oregon retirement system. There are 5,820 active and 484 retired members or beneficiaries currently receiving benefit payments in the plan. Covered employees under the plan are eligible to receive full or part District-paid medical and pharmacy benefits for up to 60 months, or until reaching age 65, whichever comes first. The District also pays a portion of the spouse/domestic partner medical and pharmacy costs during the benefit period. The program was established under separate collective bargaining agreements with the certificated and classified employees and by precedent for all other District employees. The Portland Teachers Association (PAT) group terminated this benefit after September 30, 2019. All other bargaining units and employee groups, except the District Council Unions (DCU), agreed to terminate this benefit after June 30, 2014. The DCU agreed to terminate this benefit after December 31, 2014. Under Oregon Revised Statute (ORS) 243.303 any OPERS qualifying public employee is allowed to pay the full cost for continued coverage under the District group health plans until they become Medicare eligible. The plan does not issue a separate financial report, and there are no assets accumulated in a trust. The plan may be amended by the District under new collective bargaining agreements.

Benefits Provided

The District pays for the benefits. The contributions are financed on a pay-as-you-go basis. The General Fund and the Special Revenue Fund are the primary funds from which the Other Post Employment Benefit liability is liquidated.

Employees covered by benefit terms

As of June 30, 2022, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	355
Inactive employees entitled to but not yet receiving benefit payments	129
Active employees	5,820
	6,304

NOTE 12 - OTHER POST-EMPLOYMENT BENEFITS - continued
A. Retirement Health Insurance Subsidy (RHIS) – continued

Total RHIS Liability

The District's total RHIS liability of $75.9 million was measured as of June 30, 2021, and was determined by an actuarial valuation as of July 1, 2020, rolled forward to June 30, 2022.

Actuarial Methods and Assumptions

Actuarial methods and assumptions, with the exception of the Health Care Cost Trend, are consistent with those disclosed for the District Stipend. See Footnote 11 – Pension Plans, part B. District Plan - Stipend for additional information on Actuarial Assumptions and Methods, the Long-Term Expected Rate of Return, and the Discount Rate.

Health Care Cost Trend – The actuarial calculations used an assumption that medical costs will increase to 5.75 percent in the first year and reach an eventual ultimate rate of 4.00 percent. These trends are based on a long-term medical trend model published and updated by the Society of Actuaries. Known as the "Getzen model", it produces long-range trend assumptions built on assumed long-term relationships between certain key economic factors. It also assumes that dental and vision costs will increase by the lesser of the medical cost trend previously described and 4.00 percent per year.

Changes in the Total RHIS Liability

	Increase (Decrease) in Total RHIS Liability
Balance at 6/30/2021	$ 78,581
Changes for the year:	
Service cost	3,105
Interest	1,720
Effect of assumptions changes or inputs	212
Benefit payments	(7,725)
Net changes	(2,688)
Balance at 6/30/2022	$ 75,893

Changes in assumptions and other inputs reflect a change in the discount rate from 2.21% in 2021 to 2.16% in 2022.

Sensitivity of the total RHIS liability to changes in the discount rate. The following presents the total RHIS liability of the District, as well as what the District's total RHIS liability would be if it were calculated using a discount rate that is 1-percentage-point lower (1.16 percent) or 1-percentage-point higher (3.16 percent) than the current discount rate:

	1% Decrease (1.16%)	Discount Rate (2.16%)	1% Increase (3.16%)
Total RHIS Liability	$ 80,193	$ 75,893	$ 71,723

NOTE 12 - OTHER POST-EMPLOYMENT BENEFITS - continued
A. Retirement Health Insurance Subsidy (RHIS) – continued

Sensitivity of the total RHIS liability to changes in the healthcare cost trend rates. The following presents the total RHIS liability of the District, as well as what the District's total RHIS liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

	1% Decrease	Current Trend Rate	1% Increase
Total RHIS Liability	$ 69,053	$ 75,893	$ 83,758

RHIS Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to RHIS

For the year ended June 30, 2022, the District recognized a RHIS benefit of $1,311. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to RHIS from the following sources:

	Deferred Ouflows of Resources	Deferred Inflows of Resources	Net
OPEB differences between expected and actual experience	$ 2,054	$ (2,061)	$ (7)
OPEB differences due to changes in assumptions	6,520	(1,090)	5,430
Total (prior to post-measurement date contributions)	8,574	(3,151)	5,423
OPEB contributions subsequent to measurement date	7,255	-	7,255
Total as of June 30, 2021	$ 15,829	$ (3,151)	$ 12,678

Deferred outflows of resources related to RHIS of $7.2 million resulting from the District's contributions subsequent to the measurement date will be recognized as an increase in the net OPEB asset in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to RHIS will be recognized in RHIS expense as follows:

Employer subsequent fiscal years	Deferred Outflow/(Inflow) of Resources (prior to post-measurement date contributions)
Fiscal Year 2023	$ 1,119
Fiscal Year 2024	1,118
Fiscal Year 2025	1,118
Fiscal Year 2026	1,435
Fiscal Year 2027	762
Thereafter	(129)
Total	$ 5,423

NOTE 12 - OTHER POST-EMPLOYMENT BENEFITS – continued

B. Retirement Health Insurance Account (RHIA)

Plan Description

As a member of Oregon Public Employees Retirement System (OPERS) the District contributes to the Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by OPERS. Oregon Revised Statute (ORS) 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. The plan is closed to new entrants after January 1, 2004. OPERS issues a publicly available financial report that includes financial statements and required supplementary information and is available at: http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx

Benefits

RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums of eligible retirees.

Contributions

Because RHIA was created by enabling legislation (ORS 238.420), contribution requirements of the plan members and the participating employers were established and may be amended only by the Oregon Legislature. ORS require that an amount equal to $60 dollars or the total monthly cost of Medicare companion health insurance premiums coverage, whichever is less, shall be paid from the Retirement Health Insurance Account established by the employer, and any monthly cost in excess of $60 dollars shall be paid by the eligible retired member in the manner provided in ORS 238.410. To be eligible to receive this monthly payment toward the premium cost the member must: (1) have eight years or more of qualifying service in OPERS at the time of retirement or receive a disability allowance as if the member had eight years or more of creditable service in OPERS, (2) receive both Medicare Parts A and B coverage, and (3) enroll in an OPERS-sponsored health plan. A surviving spouse or dependent of a deceased OPERS retiree who was eligible to receive the subsidy is eligible to receive the subsidy if he or she (1) is receiving a retirement benefit or allowance from OPERS or (2) was insured at the time the member died and the member retired before May 1, 1991.

The District's rates in effect for the fiscal year ended June 30, 2022 were:

Tier One / Tier Two	0.05%
OPSRP General Service	0.00%

District contributions for the year ended June 30, 2022 were $126.

RHIA Liabilities, RHIA Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to RHIA

At June 30, 2022, the District reported an asset of $9.2 million for its proportionate share of the OPERS net RHIA asset. The net RHIA asset was measured as of June 30, 2021, and the total RHIA liability used to calculate the net RHIA asset was determined by an actuarial valuation as of December 31, 2019 rolled forward to June 30, 2021. The District's proportion of the net RHIA asset was based on the District's actual, legally required contributions made to the RHIA program during the measurement period relative to total actual contributions from all participating employers. At June 30, 2022, the District's proportionate share was 2.67%, which is a decrease of 0.26% from its proportion of 2.93% as of June 30, 2021.

NOTE 12 - OTHER POST-EMPLOYMENT BENEFITS – Continued
B. Retirement Health Insurance Account (RHIA) - Continued

For the year ended June 30, 2022, the District recognized RHIA expense from this plan of $1,267 At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to this RHIA plan from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources	Net
RHIA differences between expected and actual experience	$ -	$ (255)	$ (255)
RHIA differences due to changes in assumptions	180	(136)	44
RHIA net difference between projected and actual earnings on investments	-	(2,176)	(2,176)
RHIA changes in employer proportion	507	(3)	504
	687	(2,570)	(1,883)
RHIA contributions subsequent to measurement date	126	-	126
Total	$ 813	$ (2,570)	$ (1,757)

Source: OPERS Schedule of OPEB Amounts under GASB 75, June 30, 2021

Deferred outflows of resources related to RHIA of $126 resulting from the District's contributions subsequent to the measurement date will be recognized as an increase in the net OPEB asset in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to RHIA will be recognized in RHIA expense as follows:

Employer subsequent fiscal years	Deferred Outflow/(Inflow) of Resources (prior to post-measurement date contributions)
Fiscal Year 2022	$ (392)
Fiscal Year 2023	(307)
Fiscal Year 2024	(497)
Fiscal Year 2025	(687)
Total	$ (1,883)

Source: OPERS Schedule of OPEB Amounts under GASB 75, June 30, 2021

Actuarial Methods and Assumptions

All actuarial methods and assumptions are consistent with those disclosed for the OPERS Pension Plan. See Footnote 11 – Pension Plans, part A. Oregon Public Employees Retirement System (OPERS) for additional information on Actuarial Assumptions and Methods, the Long-Term Expected Rate of Return, and the Discount Rate.

NOTE 12 - OTHER POST-EMPLOYMENT BENEFITS – Continued
B. Retirement Health Insurance Account (RHIA) - Continued

Sensitivity of the District's proportionate share of the net RHIA liability (asset) to changes in the discount rate

The following presents the District's proportionate share of the net RHIA liability (asset), as well as what the District's proportionate share of the net RHIA liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90 percent) or 1-percentage-point higher (7.90 percent) than the current discount rate:

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
Net RHIA liability (asset)	$ (8,097)	$ (9,155)	$ (10,060)

RHIA Plan Fiduciary Net Position

Detailed information about the RHIA plan's fiduciary net position is available in the separately issued OPERS financial report.

NOTE 13 - RISK MANAGEMENT

The Internal Service (Self-Insurance) Fund charges other funds for the costs incurred for workers' compensation claims. Charges to other funds by the Self-Insurance Fund are recognized as revenues in the Self-Insurance Fund and as expenditures in the fund incurring the charges. The Self-Insurance Fund recognized $821 of revenues from other governmental funds for the year ended June 30, 2022.

The District is exposed to various risks of loss related to injuries; torts; theft or damage to and destruction of assets; errors and omissions; and natural disasters. The District is self-insured up to $1 million and carries commercial excess insurance. Settlements have not exceeded insurance coverage for the years ended June 30, 2020 through 2022. There have been no reductions to the District's insurance coverage during the year ended June 30, 2022. The District anticipates that all accrued claims losses will be paid within twelve months.

The total claims payable at June 30, 2022 of $7.1 million was made up of approximately $4.0 million in worker's compensation claims (recorded in the Internal Service Fund) and $3.1 million in property and general liability claims (accounted for in the General Fund and not accrued on the fund financial statements). Changes in the balances of claims liabilities during the years ended June 30, 2020, through June 30, 2022, were as follows:

Fiscal Year	Beginning Balance	New Claims	Payments on Claims	Ending Balance
2020	6,843	3,905	(3,895)	6,853
2021	6,853	2,516	(3,795)	5,574
2022	5,574	5,540	(3,985)	7,129

NOTE 14 – COMMITMENTS AND CONTINGENT LIABILITIES

Contracts

Under Oregon Revised Statute No. 279, should funding not be available, the following contracts may be cancelled without penalty. Estimated future District service commitments in excess of $3.0 million are listed as follows:

Supplier	Commitments
Andersen Construction Co of Oregon LLC	$ 277,006
First Student Inc	56,006
Hoffman Construction Company of Oregon	42,742
2KG Contractors Inc	4,726
Bassetti Architects PS	4,715
	$ 385,195

Future District service commitments by fund are as follows:

	Commitments
General Fund	$ 56,006
Capital Projects Fund	329,189
	$ 385,195

Dr. Matthew Prophet Educational Service Center (formerly Blanchard Education Service Center)

In June 2000, Multnomah County leased a portion of the District's headquarters for $3.5 million under a 99-year agreement. In December 2008, Portland Public Schools reacquired a portion of that space for $800 thousand, which was fully paid as of June 30, 2014. This lease agreement stipulates that a portion of the initial lease payment received from Multnomah County be set aside to be applied toward the County's share of major repairs. Any unused balance earns interest at the monthly interest rate earned from the Local Government Investment Pool. As of June 30, 2022 the Multnomah County Reserve balance held in the Facilities Capital Fund, a sub-fund of the Capital Projects Fund, was $544.

Pending Legal Actions

The District is a defendant in certain pending legal actions. Although the outcome cannot be determined, the District believes that settlement of these matters will not have a material effect on the District's financial position and results of operations.

Grantor Agencies

Amounts received or receivable from grantor agencies are subject to audit and adjustment by these agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the district. The amount, if any, of costs which may be disallowed by the grantor cannot be determined at this time, although district management expects such amounts, if any, to be immaterial.

NOTE 14 – COMMITMENTS AND CONTINGENT LIABILITIES - continued

School Support Fund

A substantial portion of the District's funding consists of an apportionment of funds from the State Basic School Support Fund. This apportionment is determined by a formula taking into account the District's weighted average daily student membership and revenue derived from local District sources. Local District sources may vary from year to year and may be revised retroactively or prospectively changing the amount of State Basic School Support received or to be received.

NOTE 15 – FUND BALANCES

Fund balances by classification for the year ended June 30, 2022 are as follows:

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Total Governmental Funds
Nonspendable					
Prepaid items	$ 2,216	$ 11	$ -	$ 2,730	$ 4,957
Inventories	373	1,091	-	-	1,464
	2,589	1,102	-	2,730	6,421
Restricted					
Special Revenue Fund	-	25,390	-	-	25,390
Debt Service Fund	-	-	11,780	-	11,780
Capital Projects Funds	-	-	-	514,393	514,393
	-	25,390	11,780	514,393	551,563
Committed					
Special Revenue Fund	-	19,389	-	-	19,389
Debt Service Fund	-	-	1,925	-	1,925
	-	19,389	1,925	-	21,314
Assigned					
General Fund	96,215	-	-	-	96,215
Capital Projects Fund	-	-	-	4,716	4,716
	96,215	-	-	4,716	100,931
Unassigned					
Special Revenue Fund	-	(10,812)	-	-	(10,812)
Total fund balances	$ 98,804	$ 35,069	$ 13,705	$ 521,839	$ 669,417

NOTE 16 – RELATED ORGANIZATIONS

The District includes five charter schools that are legally separate, tax-exempt organizations. The most recent data available indicates charter school total students were 1,295 (representing less than 3.0 percent of the District's total enrollment); and that charter schools' Net Position was $2,880. Because of their size relative to the District, the charter schools do not fall under the component unit reporting requirements set forth by GASB Statement No. 39.

NOTE 17 – ARTS TAX

In November, 2012, voters in the City of Portland passed Ballot Measure 26-146 to restore school arts and music education, funded through an income tax of $35 per person per year. In December of 2012, the District entered into an intergovernmental agreement IGA/R 59656 with the City of Portland to receive a portion of this tax, to be used to provide arts and music education, through certified arts and music teachers, to all K-5 students, including charter schools within the District.

NOTE 17 – ARTS TAX - continued

Revenues and expenditures for the year ended June 30, 2022 are recorded in the General Fund as follows:

	Arts Tax Revenues	Arts Tax Expenditures[1]	FTE Funded	Number of Schools Funded
Non-Charter Schools	$ 4,580	$ 5,574	70.20	60
Charter Schools	151	230	4.70	5
District Total	$ 4,731	$ 5,804	74.9	65

[1] Includes amounts for unexpended revenues carried forward from prior years.

NOTE 18 – TAX ABATEMENTS

The District is subject to tax abatements (exemptions) granted by Multnomah, Washington and Clackamas counties of Oregon. Counties are allowed to grant abatements due to numerous Oregon Revised Statutes (ORS). Washington and Clackamas counties had no tax abatements affecting the District. Multnomah county has numerous abatement programs which affected District revenue as described below.

City of Portland Low Income Rental Housing (ORS 307.540 to 307.548)

In 1985, Oregon legislature authorized a property tax exemption for low-income housing held by charitable, nonprofit organizations. The tax exemption is intended to benefit low-income renters by alleviating property tax burden on those agencies that provide this housing opportunity. The qualifying property must be located within the city of Portland.

Day Care Centers, Student Housing and Religious Schools (ORS 307.145)

The child care facilities, schools, academies and student housing accommodations, owned or being purchased by incorporated eleemosynary institutions or by incorporated religious organizations, used exclusively by such institutions or organizations for or in immediate connection with educational purposes, are exempt from taxation.

Transit Oriented Development (ORS 307.600 to 307.637)

Cities and counties may grant a property tax exemption for multiple unit rental housing (excluding land) in areas designated as core areas, light rail station areas and transit oriented areas for up to 10 successive years. Housing that can qualify for this exemption includes newly constructed housing and property converted to housing use.

Historic Property (ORS 358.475 to 545)

The Special Assessment for Historic Property program is a state-sponsored incentive program instituted in 1975 to encourage the preservation and appropriate rehabilitation of properties listed in the National Register of Historic Places. Under this program a property is specially assessed for a period of 10-15 years. This allows the owner to restore or improve the condition of the property and not pay additional taxes on the resulting increase in the property's value until the ten-year benefit period has expired.

NOTE 18 – TAX ABATEMENTS - continued

Enterprise Zone (ORS 285C.050 to 285C.255)

The Oregon Enterprise Zone program is a State of Oregon economic development program established, that allows for property tax exemptions for up to five years. In exchange for receiving property tax exemption, participating firms are required to meet the program requirements set by state statute and the local sponsor. The Enterprise Zone program allows industrial firms that will be making a substantial new capital investment a waiver of 100% of the amount of real property taxes attributable to the new investment for a 5-year period after completion. Land or existing machinery or equipment is not tax exempt; therefore, there is no loss of current property tax levies to local taxing jurisdiction.

Housing Authority Partnership (ORS 456.225)

The property of a housing authority is declared to be public property used for essential public and governmental purposes. The property and the housing authority are exempt from all taxes and special assessments of the city, the county, the state or any political subdivision of the city, county or state.

The following schedule represents the District's portion of tax abatements granted by Multnomah County for tax year 2021-22. Programs with exemptions totaling more than $500 thousand were listed separately; all other programs were grouped together:

Exemption Program	Amount
City of Portland Low Income Rental Housing	$ 4,405
Day Care Centers, Student Housing & Religious Schools	2,923
Transit Oriented Development, Portland	1,939
Historic Property	1,721
Enterprise Zone	876
Housing Authority Partnership	705
All other exemption programs	745
Total Abatements	$ 13,314

NOTE 19 – SUBSEQUENT EVENTS

The date to which events occurring after June 30, 2022, the date of the most recent statement of net position, has been evaluated for possible adjustment to the financial statements or disclosure is December 9, 2022, which is the date on which the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

The information in this section compares budget to actual for the District's General and major special revenue funds.

The budgetary basis of accounting for all funds is modified accrual, which is the same as that required by accounting principles generally accepted in the United States of America. Unless otherwise noted, a reconciliation of budgetary to generally accepted accounting principles activity is not required.

Under the provisions of GASB Statement No. 68, a Schedule of the District's Proportion of Net Pension Liability and District Contributions is included in the Required Supplementary Information.

Under the provisions of GASB Statement No. 73, a Schedule of the District's Proportion of Net Pension Liability and District Contributions is included in the Required Supplementary Information.

Under the provisions of GASB Statement No. 75, a Schedule of the District's Proportionate Share of the Net OPEB Liability and District Contributions for RHIA and RHIS, and a Schedule of Changes in the District's Total OPEB Liability and Related Ratios for OPEB is included in the Required Supplementary Information.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Required Supplementary Information
Schedule of Changes in the District's Total OPEB Liability and Related Ratios- RHIS
Last 10 Fiscal Years [1]
(amounts expressed in thousands)

Total OPEB Liability

	2017	2018	2019
Service cost	N/A	$ 2,549	$ 2,319
Interest	N/A	2,160	2,475
Change in benefit terms	N/A	-	2,711
Differences between expected and actual experience	N/A	-	3,880
Changes of assumptions or other inputs	N/A	(2,848)	8,157
Benefit payments	N/A	(8,575)	(8,024)
Net change in total OPEB liability	N/A	(6,714)	11,518
Total OPEB liability - beginning	N/A	77,498	70,784
Total OPEB liability - ending	$ 77,498	$ 70,784	$ 82,302
Covered-employee payroll	$ 327,668	$ 344,646	$ 356,540
Total OPEB liability as a percentage of covered-employee payroll	23.65%	20.54%	23.08%

[1] Amounts presented above were determined as of 6/30. Additional years will be presented as they become available.

Requests for Information:

Copies of the District's most recent *Actuarial Valuation of GASB 45, GASB 75, and GASB 73 Postemployment Benefits* are available. Please direct requests to the Finance Department; Portland Public Schoools; 501 N. Dixon Street; Portland, OR 97227.

2020	2021	2022
$ 2,842	$ 3,141	$ 3,105
3,128	2,818	1,720
-	722	-
-	(2,676)	-
1,744	1,151	212
(8,697)	(7,894)	(7,725)
(983)	(2,738)	(2,688)
82,302	81,319	78,581
$ 81,319	$ 78,581	$ 75,893
$ 375,041	$ 386,877	$ 435,531
21.68%	20.31%	17.43%

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Required Supplementary Information
Schedule of the District's Proportionate Share of Net OPEB Liability (Asset) and District Contributions - RHIA
Last 10 Fiscal Years [1]
(amounts expressed in thousands)

District's Proportionate Share of Net OPEB Liability (Asset)

	2017	2018	2019
District's proportion of the net OPEB liability/(asset)	3.284%	3.164%	3.194%
District's proportionate share of the net OPEB liability (asset)	$ 892	$ (1,321)	$ (3,566)
District's covered-employee payroll [2]	$ 316,998	$ 327,668	$ 344,646
District's proportionate share of net OPEB liability (asset) as a percentage of covered-employee payroll	0.3%	-0.4%	-1.0%
Plan fiduciary net position as a percentage of the total OPEB liability	94.14%	108.89%	124.01%
OPEB Measurement Date	6/30/2016	6/30/2017	6/30/2018

[1] Amounts presented above were determined as of 6/30. Additional years will be presented as they become available.

[2] Amounts for covered payroll use the prior year's data to match the measurement date used by the pension plan (OPERS) for each fiscal year presented above.

Schedule of District Contributions

	2017	2018	2019
Contractually required contribution	$ 1,575	$ 1,547	$ 1,641
Contributions in relation to the contractually required contribution	1,575	1,547	1,641
Contribution deficiency(excess)	$ -	$ -	$ -
District's covered-employee payroll	$ 327,668	$ 344,646	$ 356,540
Contributions as a percentage of covered-employee payroll	0.48%	0.45%	0.46%

Copies of OPERS' most recent actuarial report of its Pension Plan are available at:
http://www.oregon.gov/PERS/Pages/Financials/Previous-Years.aspx

Notes to Required Supplementary Information

Changes in Plan Provisions

A summary of key changes in plan provisions are described in the annual letter from Oregon Public Employees Retirement System's actuary, which can be found at:
https://www.oregon.gov/pers/EMP/Documents/GASB/2022/2021%20GASB75.pdf

Changes of Assumptions

Additional details and a comprehensive list of changes in methods and assumptions can be found in the 2018 Experience Study for the System, which was published on July 24, 2019, and can be found at:
https://www.oregon.gov/pers/Documents/Exp_Study_2018.pdf

2020	2021	2022
3.312%	2.928%	2.666%
$ (6,400)	$ (5,966)	$ (9,155)
$ 356,540	$ 375,041	$ 386,877
-1.8%	-1.6%	-2.4%
144.34%	150.05%	183.86%
6/30/2019	6/30/2020	6/30/2021

2020	2021	2022
$ 209	$ 71	$ 126
209	71	126
$ -	$ -	$ -
$ 375,041	$ 386,877	$ 435,531
0.06%	0.02%	0.03%

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Required Supplementary Information
Schedule of the District's Proportionate Share
Net Pension Liability (Asset) and District Contributions
Last 10 Fiscal Years [1]
(amounts expressed in thousands)

District's Proportionate Share of Net Pension Liability (Asset)

	2014	2015	2016	2017
District's proportion of the net pension liability/asset	0.254%	0.254%	0.299%	1.380%
District's proportionate share of the net pension liability (asset)	$ 12,953	$ (5,754)	$ 17,185	$207,203
District's covered payroll [2]	$256,741	$264,386	$283,935	$316,998
District's proportionate share of net pension liability (asset) as a percent of covered payroll	5.0%	(2.2%)	6.1%	65.4%
Plan fiduciary net position as a percentage of the total pension liability	92.0%	103.6%	91.9%	80.5%
OPERS Measurement Date	6/30/2013	6/30/2014	6/30/2015	6/30/2016

[1] Amounts presented above were determined as of 6/30. Additional years will be presented as they become available.

[2] Amounts for covered payroll use the prior year's data to match the measurement date used by the pension plan (OPERS) for each fiscal year presented above.

Schedule of District Contributions

	2014	2015	2016 [3]	2017 [3]
Contractually required contribution	$ 4,785	$ 4,895	$ -	$ -
Contributions in relation to the contractually required contribution	4,785	4,895	-	-
Contribution (excess)	$ -	$ -	$ -	$ -
District's covered payroll	$264,386	$283,935	$316,998	$327,668
Contributions as a percentage of covered payroll	1.81%	1.72%	0.00%	0.00%

[3] Contribution rates were zero due to the rate offset provided by the District's OPERS side account funded by the district's Limited Tax Pension Bonds.

[4] OPERS side account resources were used to satisfy all contribuiton requirements.

[5] Contribution excess reflects issuance of PERS pension bonds

Copies of OPERS' most recent actuarial report of its Pension Plan are available at:
http://www.oregon.gov/PERS/Pages/Financials/Previous-Years.aspx

Notes to Required Supplementary Information

Changes in Plan Provisions
A summary of key changes in plan provisions are described in the annual letter from Oregon Public Employees Retirement System's actuary, which can be found at:

https://www.oregon.gov/pers/EMP/Pages/GASB.aspx

Changes of Assumptions
Additional details and a comprehensive list of changes in methods and assumptions can be found in the 2018 Experience Study for the System, which was published on July 24, 2019, and can be found at:

https://www.oregon.gov/pers/Documents/Exp_Study_2018.pdf

2018	2019	2020	2021	2022
2.102%	2.286%	1.770%	2.389%	2.238%
$283,305	$346,266	$ 306,140	$ 521,329	$ 267,828
$327,668	$344,646	$ 356,540	$ 375,041	$ 386,877
86.5%	100.5%	85.9%	139.0%	69.2%
83.12%	82.07%	80.23%	75.79%	87.57%
6/30/2017	6/30/2018	6/30/2019	6/30/2020	6/30/2021

2018 [4]	2019	2020	2021	2022 [5]
$ -	$ 8,351	$ 24,834	$ 17,684	$ 2,724
-	8,351	24,834	17,684	401,390
$ -	$ -	$ -	$ -	$ 398,666
$344,646	$356,540	$ 375,041	$ 386,877	$ 435,531
0.00%	2.34%	6.62%	4.57%	92.16%

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Required Supplementary Information
Schedule of Changes in the District's Total Pension Liability and Related Ratios-Stipend
Last 10 Fiscal Years [1]
(amounts expressed in thousands)

Total Pension Liability

	2016	2017	2018	2019
Service cost	N/A	$ 174	$ 212	$ 194
Interest	N/A	304	211	228
Change in benefit terms	N/A	-	-	797
Differences between expected and actual experience	N/A	-	-	94
Changes of assumptions or other inputs	N/A	235	(158)	(68)
Benefit payments	N/A	(1,301)	(1,389)	(1,174)
Net change in total pension liability	N/A	(587)	(1,124)	71
Total pension liability - beginning	N/A	8,465	7,877	6,753
Total pension liability - ending	$ 8,465	$ 7,877	$ 6,753	$ 6,824
Covered-employee payroll	N/A	70,988	68,838	63,301
Total pension liability as a percentage of covered-employee payroll	N/A	11.10%	9.81%	10.78%

[1] Amounts presented above were determined as of 6/30. Additional years will be presented as they become available.

[2] Assets are not accumulated in a trust. Contributions are financed on a pay-as-you-go basis.

Requests for Information:

Copies of the District's most recent *Actuarial Valuation of GASB 45, GASB 75, and GASB 73 Postemployment Benefits* are available. Please direct requests to the Finance Department; Portland Public Schoools; 501 N. Dixon Street; Portland, OR 97227.

2020	2021	2022
$ 188	$ 207	$ 180
250	209	128
-	264	-
-	145	-
79	(69)	9
(1,132)	(875)	(939)
(615)	(119)	(622)
6,824	6,209	6,090
$ 6,209	$ 6,090	$ 5,468
58,067	68,456	28,623
10.69%	8.90%	19.10%

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
General Fund
Schedule of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
	Original	Final	Amounts	(Negative)
REVENUES				
Property and other taxes	$ 298,267	$ 298,267	$ 304,228	$ 5,961
State School Fund	256,417	256,417	259,314	2,897
Local option taxes	105,730	105,730	106,124	394
County and intermediate sources	12,762	12,762	12,793	31
Federal and state support	15	15	21	6
State Common School Fund	5,048	5,048	5,693	645
Charges for services	1,900	1,900	1,724	(176)
Investment earnings	417	417	782	365
Other	5,512	5,512	7,938	2,426
Total revenues	686,068	686,068	698,617	12,549
EXPENDITURES				
Current:				
Instruction:				
Regular programs:				
Salaries and benefits	266,364	267,219	272,208	(4,989)
Materials and services	13,941	13,086	8,443	4,643
Total regular programs	280,305	280,305	280,651	(346)
Special programs:				
Salaries and benefits	76,364	76,364	68,414	7,950
Materials and services	27,993	30,229	24,294	5,935
Total special programs	104,357	106,593	92,708	13,885
Summer school programs:				
Salaries and benefits	340	340	332	8
Materials and services	1,620	1,620	67	1,553
Total summer school programs	1,960	1,960	399	1,561
Total instruction	**386,622**	**388,858**	**373,758**	**15,100**
Support services:				
Students:				
Salaries and benefits	67,750	68,110	67,203	907
Materials and services	6,700	7,823	7,095	728
Total students	74,450	75,933	74,298	1,635
Instructional staff:				
Salaries and benefits	36,217	35,959	33,251	2,708
Materials and services	4,967	5,187	4,506	681
Total instructional staff	41,184	41,146	37,757	3,389
General administration:				
Salaries and benefits	8,475	9,142	7,635	1,507
Materials and services	6,479	6,525	4,384	2,141
Total general administration	14,954	15,667	12,019	3,648

Note: Bolded lines indicate legally required appropriation budget levels of control

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
General Fund
Schedule of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual (continued)
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
Support services (continued):	Original	Final	Amounts	(Negative)
School administration:				
Salaries and benefits	$ 51,014	$ 51,328	$ 50,244	$ 1,084
Materials and services	955	1,783	1,128	655
Total school administration	51,969	53,111	51,372	1,739
Business:				
Salaries and benefits	59,021	59,488	52,729	6,759
Materials and services	51,835	50,657	56,410	(5,753)
Total business	110,856	110,145	109,139	1,006
Central:				
Salaries and benefits	23,391	23,090	20,425	2,665
Materials and services	11,288	13,794	7,756	6,038
Total central	34,679	36,884	28,181	8,703
Total support services	**328,092**	**332,886**	**312,766**	**20,120**
Enterprise and community services:				
Food services:				
Salaries and benefits	118	118	25	93
Materials and services	74	74	9	65
Total food services	192	192	34	158
Community services:				
Salaries and benefits	591	591	435	156
Materials and services	2,210	2,210	424	1,786
Total community services	2,801	2,801	859	1,942
Total enterprise and community services	**2,993**	**2,993**	**893**	**2,100**
Other expenditures:				
Debt Service				
Principal	1,177	1,177	-	1,177
Interest and fiscal charges	47	2,219	2,167	52
PERS UAL lump sum payment	-	398,666	398,666	-
Total debt service	**1,224**	**402,062**	**400,833**	**1,229**
Total current expenditures	718,931	1,126,799	1,088,250	38,549
Operating contingency	**51,896**	**48,613**	**-**	**48,613**
Total expenditures	770,827	1,175,412	1,088,250	87,162
Excess (deficit) of revenues over expenditures	(84,759)	(489,344)	(389,633)	99,711
OTHER FINANCING SOURCES (USES)				
Transfers out	**(1,136)**	**(1,236)**	**(1,207)**	**29**
PERS UAL bond proceeds	-	399,390	399,390	-
Premium on issuance of PERS UAL bonds	-	1,449	1,449	-
Proceeds from the sale of capital assets	50	50	114	64
Proceeds from leases	1,000	1,000	-	(1,000)
Total other financing sources and (uses)	(86)	400,653	399,746	(907)
Net change in fund balance	(84,845)	(88,691)	10,113	98,804
Fund balance - beginning of year	84,845	88,691	88,691	-
Fund balance - end of year	$ -	$ -	$ 98,804	$ 98,804

Note: Bolded lines indicate legally required appropriation budget levels of control

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Special Revenue Fund
Schedule of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
	Original	Final	Amounts	(Negative)
REVENUES				
Property and other taxes	$ 323	$ 323	$ 330	$ 7
Federal and state support	245,538	265,072	173,098	(91,974)
County and intermediate sources	4,036	4,036	2,773	(1,263)
Charges for services	2,578	2,578	217	(2,361)
Investment earnings	95	95	4	(91)
Extracurricular activities	8,000	8,000	4,020	(3,980)
Other	6,086	6,086	7,956	1,870
Total revenues	266,656	286,190	188,398	(97,792)
EXPENDITURES				
Current:				
Instruction:				
Regular programs:				
Salaries and benefits	31,123	31,749	30,633	1,116
Materials and services	45,174	63,495	8,957	54,538
Total regular programs	76,297	95,244	39,590	55,654
Special programs:				
Salaries and benefits	21,701	19,161	28,033	(8,872)
Materials and services	15,833	19,263	11,944	7,319
Total special programs	37,534	38,424	39,977	(1,553)
Summer school programs:				
Salaries and benefits	5,225	5,225	3,825	1,400
Materials and services	2,288	2,288	3,674	(1,386)
Total summer school programs	7,513	7,513	7,499	14
Total instruction	**121,344**	**141,181**	**87,066**	**54,115**
Support services:				
Students:				
Salaries and benefits	24,068	24,387	22,378	2,009
Materials and services	11,649	13,194	10,165	3,029
Total students	35,717	37,581	32,543	5,038
Instructional staff:				
Salaries and benefits	14,046	14,508	11,231	3,277
Materials and services	21,703	18,111	3,794	14,317
Total instructional staff	35,749	32,619	15,025	17,594
General administration:				
Salaries and benefits	-	-	1	(1)
Materials and services	262	262	872	(610)
Total general administration	262	262	873	(611)
School administration:				
Salaries and benefits	3,483	3,483	4,119	(636)
Materials and services	3,801	3,800	107	3,693
Total school administration	7,284	7,283	4,226	3,057

Note: Bolded lines indicate legally required appropriation budget levels of control

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Special Revenue Fund
Schedule of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual (continued)
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
	Original	Final	Amounts	(Negative)
Support services (continued):				
Business:				
Salaries and benefits	$ -	$ -	$ 5	$ (5)
Materials and services	7,665	7,817	10,195	(2,378)
Total business	7,665	7,817	10,200	(2,383)
Central:				
Salaries and benefits	865	349	1,296	(947)
Materials and services	3,532	3,597	559	3,038
Total central	4,397	3,946	1,855	2,091
Total support services	**91,074**	**89,508**	**64,722**	**24,786**
Enterprise and community services:				
Food Services:				
Salaries and benefits	10,172	9,844	9,152	692
Materials and services	9,260	13,669	9,947	3,722
Total food services	19,432	23,513	19,099	4,414
Community services:				
Salaries and benefits	3,068	2,739	2,456	283
Materials and services	31,553	23,647	8,182	15,465
Total community services	34,621	26,386	10,638	15,748
Total enterprise and community services	**54,053**	**49,899**	**29,737**	**20,162**
Facilities acquisition & construction:				
Materials and services	69	319	100	219
Total facilities acquisition and construction	**69**	**319**	**100**	**219**
Total current expenditures	266,540	280,907	181,625	99,282
Operating Contingencies	**4,903**	**1,384**	**-**	**1,384**
Total expenditures	271,443	282,291	181,625	100,666
Excess (deficit) of revenues over expenditures	(4,787)	3,899	6,773	2,874
OTHER FINANCING SOURCES (USES)				
Transfers in	-	100	73	(27)
Total other financing sources (uses)	-	100	73	(27)
Net change in fund balance	(4,787)	3,999	6,846	2,847
Fund balance - beginning of year	36,505	28,222	28,223	1
Fund balance - end of year	$ 31,718	$ 32,221	$ 35,069	$ 2,848

Note: Bolded lines indicate legally required appropriation budget levels of control

SUPPLEMENTARY INFORMATION

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Debt Service Fund
Schedule of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
	Original	Final	Amounts	(Negative)
REVENUES				
Property and other taxes	$ 141,000	$ 141,000	$ 142,032	$ 1,032
Federal and state support	30	30	31	1
Charges for services	53,781	74,830	76,346	1,516
Investment earnings	252	252	271	19
Other	3,918	-	-	-
Total revenues	198,981	216,112	218,680	2,568
EXPENDITURES				
Current:				
Debt service:				
Principal	118,836	129,626	129,626	-
Interest and fiscal charges	81,473	88,776	88,773	3
Total debt service	**200,309**	**218,402**	**218,399**	**3**
Total expenditures	200,309	218,402	218,399	3
Excess (deficit) of revenues over expenditures	(1,328)	(2,290)	281	2,571
OTHER FINANCING SOURCES (USES)				
Transfers in	1,754	1,754	1,752	(2)
Total other financing sources (uses)	1,754	1,754	1,752	(2)
Net change in fund balance	426	(536)	2,033	2,569
Fund balance - beginning of year	10,228	11,672	11,672	-
Fund balance - end of year	$ 10,654	$ 11,136	$ 13,705	$ 2,569

Note: Bolded lines indicate legally required appropriation budget levels of control

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Capital Projects Fund
Schedule of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
	Original	Final	Amounts	(Negative)
REVENUES				
Property and other taxes	$ 5,001	$ 5,001	$ 5,437	$ 436
Federal and state support	6,544	6,544	1,978	(4,566)
Charges for services	600	600	56	(544)
Investment earnings	749	749	(88)	(837)
Other	1,075	1,075	1,646	571
Total revenues	13,969	13,969	9,029	(4,940)
EXPENDITURES				
Current:				
Support services:				
Business:				
Salaries and benefits	146	171	142	29
Materials and services	2,167	2,169	1,427	742
Total business	2,313	2,340	1,569	771
Central:				
Salaries and benefits	-	-	5	(5)
Total central	-	-	5	(5)
Total support services	**2,313**	**2,340**	**1,574**	**766**
Facilities acquisition & construction:				
Salaries and benefits	5,549	5,549	6,116	(567)
Materials and services	432,468	454,242	250,472	203,770
Total facilities acquisition and construction	**438,017**	**459,791**	**256,588**	**203,203**
Total expenditures	440,330	462,131	258,162	203,969
Excess (deficit) of revenues over expenditures	(426,361)	(448,162)	(249,133)	199,029
OTHER FINANCING SOURCES (USES)				
Transfers out	(618)	(618)	(618)	-
Total other financing sources (uses)	(618)	(618)	(618)	-
Net change in fund balance	(426,979)	(448,780)	(249,751)	199,029
Fund balance - beginning of year	749,789	771,590	771,590	-
Fund balance - end of year	$ 322,810	$ 322,810	$ 521,839	$ 199,029

Note: Bolded lines indicate legally required appropriation budget levels of control

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Self-Insurance Fund
Schedule of Revenues, Expenses, and
Changes in Net Position - Budget and Actual
For the year ended June 30, 2022
(amounts expressed in thousands)

	Budgeted Amounts		Actual	Variance from Final Budget Positive/
	Original	Final	Amounts	(Negative)
OPERATING REVENUES				
Charges for services	$ 2,586	$ 2,586	$ 821	$ (1,765)
Insurance recoveries	5	5	-	(5)
Total operating revenues	2,591	2,591	821	(1,770)
OPERATING EXPENSES				
Support services:				
Salaries and benefits	425	425	167	258
Materials and services	517	517	559	(42)
Claims expense	2,836	3,458	3,664	(206)
Total support services	**3,778**	**4,400**	**4,390**	**10**
Operating contingency	**4,787**	**4,856**	**-**	**4,856**
Total operating expenses	8,565	9,256	4,390	4,866
Operating income (loss)	(5,974)	(6,665)	(3,569)	3,096
NON OPERATING REVENUES				
Investment income	16	16	15	(1)
Federal and state support	100	100	308	208
Total non-operating revenues	116	116	323	207
Change in net position	(5,858)	(6,549)	(3,246)	3,303
Beginning net position - budgetary basis	5,858	6,549	6,549	-
Ending net position - budgetary basis	$ -	$ -	3,303	$ 3,303

Reconciliation:	
Net OPEB liability, deferred inflows, and deferred outflows	(15)
Accrued compensated absences	(51)
Net pension liability, deferred inflows, and deferred outflows	(110)
Net position - GAAP basis	$ 3,127

Note: Bolded lines indicate legally required appropriation budget levels of control

Statistical



Rigler Elementary September 2021



Grant High School SpongeBob Musical March 2022


PPS

Statistical Section

This part of the District's Annual Comprehensive Financial Report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the District's overall financial health.

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Financial Trends (Schedules 1-4) 107

These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.

Revenue Capacity (Schedules 5-9) 115

These schedules contain information to help the reader assess the District's most significant local revenue source, the property tax.

Debt Capacity (Schedules 10-12) 121

District's current levels of outstanding debt and the District's ability to issue additional debt in the future.

Demographic and Economic Information (Schedules 13-14) 125

These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.

Operating Information (Schedules 15-17) 127

These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.

Sources:

Unless otherwise noted, the information in these schedules is derived from the Annual Comprehensive Financial Reports for the relevant year.

Schedule 1
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Condensed Statement of Net Position
Last Ten Fiscal Years
(accrual basis of accounting)
(dollars in thousands)

	Government-wide Activities			
	2013	2014- restated	2015	2016
Assets				
Current and other assets	$ 298,246	$ 304,224	$ 579,805	$ 487,394
Prepaid pension & other prepaid items	414,407	2,149	5,754	1,628
Net capital assets	213,944	233,265	273,957	382,401
Total assets	926,597	539,638	859,516	871,423
Deferred Outflows of Resources				
Pension & OPEB		4,785	6,801	3,200
Liabilities				
Other current liabilities	87,185	90,983	105,763	121,321
Other long-term liabilities	182,759	244,301	495,290	453,679
Limited tax pension bonds payable	419,034	407,499	395,958	384,075
Pension	-	-	-	17,185
Other post employment benefits	36,263	35,579	32,900	29,933
Total liabilities	725,241	778,362	1,029,911	1,006,193
Deferred Inflows of Resources				
Insurance recovery	819	-	-	-
Pension & OPEB	-	-	11,102	6,062
	819	-	11,102	6,062
Net Position				
Net investment in capital assets	146,148	183,584	230,251	260,146
Restricted	131,060	119,224	394,845	283,176
Unrestricted	(76,671)	(536,747)	(799,792)	(680,955)
Total Net Position	$ 200,537	$ (233,939)	$ (174,696)	$ (137,633)

Government-wide Activities					
2017-restated	2018	2019	2020	2021	2022
$ 364,732	$ 715,738	$ 590,288	$ 941,719	$ 1,092,171	$ 866,018
1,080	884	3,377	6,200	5,098	5,332
506,612	594,103	735,002	917,372	1,173,371	1,384,060
872,424	1,310,725	1,328,667	1,865,291	2,270,640	2,255,410
163,562	173,727	207,186	158,473	249,580	574,645
181,480	278,587	298,417	298,341	328,566	351,179
359,702	591,262	467,836	854,165	1,131,855	985,621
372,249	360,172	348,223	336,062	314,159	679,186
215,080	290,058	353,090	312,349	527,419	273,296
78,390	70,784	82,302	81,319	78,581	75,893
1,206,901	1,590,863	1,549,868	1,882,236	2,380,580	2,365,175
-	-	-	-	-	-
12,845	30,419	64,329	111,145	101,191	320,993
12,845	30,419	64,329	111,145	101,191	320,993
297,914	379,871	477,058	585,214	492,345	590,231
172,880	486,336	353,527	681,328	199,303	188,616
(654,554)	(1,003,037)	(908,929)	(1,236,159)	(653,199)	(634,960)
$ (183,760)	$ (136,830)	$ (78,344)	$ 30,383	$ 38,449	$ 143,887

Schedule 2
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Changes in Net Position
Last Ten Fiscal Years
(accrual basis of accounting)
(dollars in thousands)

	Government-wide Activities			
	2013	2014	2015	2016
Expenses				
Instruction	$ 267,192	$ 308,652	$ 326,935	$ 364,964
Support services	194,270	200,750	212,213	241,016
Enterprise and community services	18,923	19,164	20,445	21,326
Facilities services	31,635	1,470	2,617	1,230
Interest and fees on long-term debt	26,813	33,546	31,600	40,116
Total expenses	538,833	563,582	593,810	668,652
Program Revenues				
Charges for services:				
Instruction	5,958	5,989	6,457	996
Support services	2,852	2,857	2,916	3,157
Enterprise and community services	4,123	4,420	4,214	4,521
Operating grants and contributions:				
Instruction	62,006	58,418	65,409	58,619
Support services	23,437	17,693	21,638	22,356
Enterprise and community services	2,623	2,240	2,704	3,085
Capital grants and contributions:				
Facilities services	-	-	-	-
Total program revenues	100,999	91,617	103,338	92,734
Net Expenses	(437,834)	(471,965)	(490,472)	(575,918)
General Revenues:				
Property taxes levied for general purposes	205,177	213,115	222,872	233,548
Property taxes levied for debt service	-	44,765	46,568	48,985
Construction excise tax	3,619	4,889	6,076	5,886
Local option taxes levied for general purposes	51,357	55,709	62,923	76,467
State School Fund - general support	151,369	184,690	179,505	211,253
State Common School Fund - general support	4,608	4,427	4,721	5,810
County and intermediate sources - general support	14,560	15,736	15,202	15,772
Federal Stimulus	6	-	-	-
Investment earnings	644	774	1,285	3,140
Other	10,518	11,253	10,563	12,120
Total general revenues	441,858	535,358	549,715	612,981
Change in Net Position	$ 4,024	$ 63,393	$ 59,243	$ 37,063

Government-wide Activities						
2017	2018	2019	2020	2021	2022
$ 380,939	$ 421,311	$ 428,454	$ 429,149	$ 465,995	$ 470,945
272,816	283,984	310,546	324,513	376,660	359,554
20,712	24,218	22,785	21,821	23,731	29,283
12,672	8,531	6,030	3,492	10,844	9,576
39,094	46,416	44,166	45,409	54,640	63,084
726,233	784,460	811,981	824,384	931,870	932,442
533	406	749	251	288	77
4,424	4,741	4,818	4,095	1,472	1,195
3,471	4,006	4,239	3,925	154	725
57,608	57,116	56,796	57,806	56,627	112,774
22,758	22,871	30,196	29,504	52,678	61,135
2,934	3,019	2,969	2,762	4,530	10,672
-	-	4,500	11,368	1,319	1,978
91,728	92,159	104,267	109,711	117,068	188,556
(634,505)	(692,301)	(707,714)	(714,673)	(814,802)	(743,886)
242,899	248,281	262,657	273,860	286,437	304,451
49,384	116,468	125,486	126,343	131,791	141,897
7,542	8,201	5,991	4,291	3,446	5,437
83,853	88,163	95,173	98,033	101,539	105,314
207,182	239,804	225,135	266,607	263,622	259,314
6,191	5,155	5,493	5,012	5,628	5,693
17,270	17,662	17,362	19,072	17,185	15,566
-	-	-	-	-	-
4,007	3,473	20,229	12,534	3,107	984
17,501	12,024	8,674	17,648	10,113	10,668
635,829	739,231	766,200	823,400	822,868	849,324
$ 1,324	$ 46,930	$ 58,486	$ 108,727	$ 8,066	$ 105,438

Schedule 3
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Fund Balances of Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)
(dollars in thousands)

	Governmental Activities			
	2013	2014	2015	2016
General Fund				
Nonspendable	$ 139	$ 200	$ 247	$ 386
Restricted	-	560	-	-
Assigned	37,318	50,914	34,195	37,449
Total general fund	37,457	51,674	34,442	37,835
All Other Governmental Funds				
Nonspendable	473	2,370	2,452	2,286
Restricted	144,677	127,176	393,179	281,089
Committed	15,486	16,342	17,590	16,400
Assigned	-	-	5,549	6,182
Unassigned	-	-	-	-
Total all other governmental funds	160,636	145,888	418,770	305,957
Total Governmental Fund Balances	$ 198,093	$ 197,562	$ 453,212	$ 343,792

Governmental Activities					
2017	2018	2019	2020	2021	2022
$ 360	$ 343	$ 570	$ 511	$ 945	$ 2,589
-	-	-	-	-	-
19,744	37,939	39,317	63,963	87,746	96,215
20,104	38,282	39,887	64,474	88,691	98,804
1,417	1,017	3,383	6,940	5,664	3,832
170,614	484,006	347,179	671,974	788,139	551,563
17,454	19,116	18,185	18,921	20,246	21,314
7,164	10,400	10,470	14,785	10,204	4,716
-	-	(29)	-	(12,768)	(10,812)
196,649	514,539	379,188	712,620	811,485	570,613
$ 216,753	$ 552,821	$ 419,075	$ 777,094	$ 900,176	$ 669,417

Schedule 4
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Changes in Fund Balances of Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)
(dollars in thousands)

	Governmental Activities			
	2013	2014	2015	2016
Revenues				
Property and other taxes	$ 208,434	$ 260,872	$ 274,219	$ 287,035
State School Fund	151,369	184,690	179,505	211,253
State Common School Fund	4,608	4,427	4,721	5,810
Federal and state support	71,942	65,231	75,793	71,024
Local option taxes	51,720	56,013	63,274	76,593
County and intermediate sources	14,560	15,736	15,201	15,771
Federal stimulus	1,920	155	-	-
Charges for services	48,674	51,874	54,233	49,312
Extracurricular activities	7,867	8,308	8,276	7,904
Investment earnings	632	757	1,255	3,096
Other	16,315	13,138	15,414	16,215
Total revenues	578,041	661,201	691,891	744,013
Expenditures				
Current:				
Instruction	303,360	323,921	349,667	362,126
Support services	193,375	202,233	229,254	248,377
Enterprise and community services	19,710	20,059	21,902	21,925
Facilities acquisition and construction	31,575	31,105	54,830	127,491
PERS UAL lump sum payment	-	-	-	-
Debt Service:				
Principal	62,443	51,500	55,033	47,020
Interest and fiscal charges	26,318	34,921	33,811	46,610
Total expenditures	636,781	663,739	744,497	853,549
Excess (deficit) of revenues over expenditures	(58,740)	(2,538)	(52,606)	(109,536)
Other Financing Sources (Uses)				
Transfers in	55,786	9,013	14,409	7,407
Transfers out	(55,786)	(9,013)	(14,409)	(7,407)
PERS Bond Proceeds				
Proceeds from the sale of capital assets	655	2,007	44	116
Issuance of debt, including premium/discount	176,931	-	308,212	-
Issuance of refunding bonds	-	-	-	-
Premium on issuance of debt	-	-	-	-
Payment to refunded bond escrow agent	-	-	-	-
Total other financing sources (uses)	177,586	2,007	308,256	116
Net change in fund balances	$ 118,846	$ (531)	$ 255,650	$ (109,420)
Debt service as a percentage of noncapital expenditures	14.7%	13.7%	12.9%	12.9%

Governmental Activities					
2017	2018	2019	2020	2021	2022
$ 298,114	$ 377,578	$ 398,930	$ 403,864	$ 421,602	$ 452,027
207,182	239,804	225,135	266,607	263,622	259,314
6,191	5,155	5,493	5,012	5,628	5,693
70,667	69,771	81,482	90,493	108,683	175,128
84,106	89,663	97,188	98,789	102,417	106,124
17,270	17,663	17,362	19,072	17,185	15,566
-	-	-	-	-	-
52,953	56,836	56,311	59,597	57,059	78,343
7,489	7,304	7,191	4,914	1,237	4,020
3,930	3,392	19,954	12,400	3,018	969
22,414	15,471	13,074	12,717	14,628	17,540
770,316	882,637	922,120	973,465	995,079	1,114,724
369,841	386,975	394,080	408,759	417,112	460,824
266,961	278,758	300,421	319,604	347,414	379,062
22,838	22,961	22,830	21,936	23,914	30,630
149,868	113,043	164,764	207,452	287,538	256,688
-	-	-	-	-	398,666
					-
50,065	109,874	114,537	117,984	119,759	129,626
46,867	57,598	59,304	59,750	72,016	90,940
906,440	969,209	1,055,936	1,135,485	1,267,753	1,746,436
(136,124)	(86,572)	(133,816)	(162,020)	(272,674)	(631,712)
16,141	6,997	6,125	1,931	2,466	1,825
(16,141)	(6,997)	(6,125)	(1,931)	(2,466)	(1,825)
					399,390
37	740	70	10,517	152	114
9,048	421,900	-	509,522	365,465	-
-	-	-	-	53,965	-
-	-	-	-	31,205	1,449
-	-	-	-	(55,031)	-
9,085	422,640	70	520,039	395,756	400,953
$ (127,039)	$ 336,068	$ (133,746)	$ 358,019	$ 123,082	$ (230,759)
12.6%	19.7%	19.5%	19.2%	23.8%	14.8%

Schedule 5
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Assessed Values of Taxable Property within School District No. 1J Boundaries
Last Ten Fiscal Years
(dollars in thousands)

Fiscal Year Ending June 30,	Assessed Value (not including exempt property)				
	Real Property	Personal Property	Manufactured Structures	Public Utility	Total Assessed Value
2013	$ 41,725,902	$ 1,691,285	$ 18,523	$ 1,538,735	$ 44,974,445
2014	43,211,127	1,716,219	17,485	1,613,794	46,558,625
2015	45,073,153	1,757,198	18,655	1,673,302	48,522,308
2016	47,216,863	1,838,347	23,782	1,710,931	50,789,923
2017	49,437,875	1,943,596	23,198	1,799,222	53,203,891
2018	52,196,539	2,009,538	22,243	1,913,350	56,141,671
2019	53,550,558	2,212,720	23,701	2,194,854	57,981,833
2020	56,156,552	2,472,239	22,330	2,177,977	60,829,098
2021	58,784,786	2,344,506	22,738	2,437,442	63,589,472
2022	60,776,757	2,359,964	24,851	2,485,712	65,647,284

Notes

Beginning July 1, 1997 property taxes were based on an assessed value. Assessed value is defined as the lower of "maximum assessed value" or "real market value". For the 1997-1998 tax year, "maximum assessed value" was set at the 1995-1996 real market value less 10 percent. Assessed value for later years is limited to 3 percent annual increases.

The net levy is the actual imposed tax after adjustments and constitutional property tax limitations due to the passing of Measure 5 in 1990 and Measure 50 in 1997.

Source for real market values is Tax Supervising & Conservation Commisssion and Multnomah County annual reports yearly real market and assessed values by county.

Sources

FY 2012-2022: Oregon Property Tax Statistics Supplement for the appropriate fiscal year. Values are the *combined* total for the taxing district, "Portland 1J School", in Multnomah, Clackamas and Washington counties.

https://www.oregon.gov/DOR/programs/gov-research/Pages/research-property.aspx

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year.

Add: Non-Profit Housing	Less: Urban Renewal Excess	**Total Net Assessed Value**	Total Direct Tax Rate	Amount tax rate will raise	Less: Reduction and Adjustments	**Total Taxes Imposed (Net Levy)**
$ 20,938	$ 4,653,499	**$ 40,341,884**	$ 7.2681	$ 293,209	$ 29,814	**$ 263,395**
21,566	4,833,326	**41,746,865**	8.3571	348,883	27,190	**321,693**
22,213	4,907,733	**43,636,788**	8.3535	364,520	23,132	**341,388**
22,880	5,237,111	**45,575,692**	8.3632	381,159	12,569	**368,590**
23,566	5,882,588	**47,344,869**	8.3304	394,402	7,687	**386,715**
21,662	6,457,719	**49,705,614**	9.6863	481,463	4,666	**476,797**
22,055	6,891,397	**51,112,491**	9.7571	498,710	3,065	**495,645**
22,459	7,148,348	**53,703,209**	9.6734	519,493	4,575	**514,918**
23,246	7,567,172	**56,045,546**	9.6698	541,949	5,578	**536,371**
23,660	6,056,382	**59,614,562**	9.6016	572,395	5,011	**567,384**

Schedule 6
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Direct and Overlapping Property Tax Rates
Last Ten Fiscal Years
(rate per $1,000 of assessed value)

	District Direct Rates			
Fiscal Year	General Tax Permanent Rate	Local Option	General Obligation Debt Service Bonds	Total Direct Tax Rate
2013	$ 5.2781	$ 1.9900	$ -	$ 7.2681
2014	5.2781	1.9900	1.0890	8.3571
2015	5.2781	1.9900	1.0854	8.3535
2016	5.2781	1.9900	1.0951	8.3632
2017	5.2781	1.9900	1.0623	8.3304
2018	5.2781	1.9900	2.4182	9.6863
2019	5.2781	1.9900	2.4890	9.7571
2020	5.2781	1.9900	2.4053	9.6734
2021	5.2781	1.9900	2.4017	9.6698
2022	5.2781	1.9900	2.3335	9.6016

Fiscal Year	Multnomah County	Port of Portland	Metro	City of Portland	Portland Community College	Multnomah Education Service District
2013	$ 4.3434	$ 0.0701	$ 0.0966	$ 4.5770	$ 0.2828	$ 0.4576
2014	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2015	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2016	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2017	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2018	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2019	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2020	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2021	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576
2022	4.3434	0.0701	0.0966	4.5770	0.2828	0.4576

Notes

The permanent and local option tax rates are determined by the State of Oregon Constitution and State Statutes. Existing districts cannot increase their permanent rate authority. Local option levies are limited to five years for operations and ten years for capital projects. Elections for local option levies must meet the double majority election test, except in the November general election in even numbered years. Rates for debt service are set based on each year's requirements.

Sources

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year.

Schedule 7
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Principal Property Tax Payers for Multnomah County
Prior Year and Nine Years Ago
Taxing District - 311 Portland Public School District
(dollars in thousands)

	2021 [1]			2012		
Taxpayers with Ten Highest Taxable Assessed Values	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
Pacificorp (PP&L)	$ 519,535	1	0.87 %	$ 294,664	1	0.75 %
Portland General Electric Co	452,863	2	0.76	257,794	2	0.66
Lumen Technologies Inc	284,141	3	0.48			
Weston Investment Co LLC	258,364	4	0.43	224,601	3	0.57
Port of Portland	240,149	5	0.40	187,385	6	0.48
Verizon Communications Inc	186,659	6	0.31			
111 SW 5th Avenue Investors LLC	178,169	7	0.30			
Comcast Corporation	172,158	8	0.29	207,912	5	0.53
AAT Lloyd District LLC	160,382	9	0.27			
AT&T Inc	157,790	10	0.26			
Evraz Inc NA				217,361	4	0.55
LC Portland LLC				178,598	7	0.46
CenturyLink				137,293	8	0.35
555 SW Oak LLC				134,475	9	0.34
Fred Meyer Stores Inc				129,285	10	0.33
Subtotal of Ten Largest Taxpayers	2,610,210		4.37	1,969,369		5.02
All Other Taxpayers	57,004,352		95.63	37,250,701		94.98
Total All Taxpayers	$ 59,614,562		100.00 %	$ 39,220,070		100.00 %

Notes
[1] 2022 information not available at time of distribution

Sources
Multnomah County, Division of Assessment and Taxation

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year.

Schedule 8
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Principal Property Tax Payers for Multnomah County
Prior Year and Nine Years Ago
Taxing District - 170 Multnomah County
(dollars in thousands)

	2021 [1]			2012		
Taxpayers with Ten Highest Taxable Assessed Values	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
Portland General Electric Co	$ 764,205	1	0.85 %	$ 434,898	2	0.69 %
Port of Portland	703,491	2	0.78	538,039	1	0.86
Pacificorp (PP&L)	587,768	3	0.65	332,377	4	0.53
Boeing Company	402,611	4	0.45	178,209	8	0.28
Alaska Airlines Inc	388,290	5	0.43	173,934	9	0.28
Lumen Technologies Inc	333,177	6	0.37			
Weston Investment Co LLC	298,088	7	0.33	251,667	5	0.40
Verizon Communications Inc	248,531	8	0.28			
Comcast Corporation	243,792	9	0.27	375,817	3	0.60
Fred Meyer Stores Inc	205,005	10	0.23	167,173	10	0.27
Evraz Inc NA				217,362	6	0.35
LC Portland LLC				178,598	7	0.28
Subtotal of Ten Largest Taxpayers	4,174,958		4.64	2,848,074		4.54
All Other Taxpayers	85,640,182		95.36	59,844,572		95.46
Total All Taxpayers	$ 89,815,140		100.00 %	$ 62,692,646		100.00 %

Notes

[1] 2022 information not available at time of distribution

Sources

Multnomah County, Division of Assessment and Taxation

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year.

Schedule 9
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Property Tax Levies and Collections
Last Ten Fiscal Years
(dollars in thousands)

Fiscal Year Ending June 30,	Net Taxes Levied for the Fiscal Year [1]	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years [2]	Total Collections to Date	
		Amount	Percentage of Levy		Amount	Percentage of Levy
2013	$ 263,395	$ 248,807	94.46%	$ 7,594	$ 256,401	97.34%
2014	321,693	304,458	94.64	8,427	312,885	97.26
2015	341,388	323,906	94.88	8,235	332,141	97.29
2016	368,590	350,212	95.01	6,984	357,196	96.91
2017	386,715	368,085	95.18	6,547	374,632	96.88
2018	476,797	451,059	94.60	7,761	458,820	96.23
2019	495,645	474,602	95.75	7,147	481,749	97.20
2020	514,918	490,715	95.30	6,008	496,723	96.47
2021	536,371	512,270	95.51	4,033	516,303	96.26
2022	567,384	544,882	96.03	-	544,882	96.03

Notes

The net taxes levied are combined for Multnomah, Washington, and Clackamas counties. Responsibility for the collection of all property taxes rests within each County's Department of Assessment and Taxation. Current taxes are assessed as of July 1, become due as of November 15 and become delinquent as of May 15. Assessed taxes become a lien upon real property in the fourth year of delinquency. Proceeds of tax sales are applied to delinquent taxes, interest and other costs attributable to the property sold.

[1] The net levy is the actual imposed tax after adjustments and constitutional property tax limitations due to the passing of Measure 5 in 1990 and Measure 50 in 1997. Additional information can be found on Schedule 5. Note that the Net Taxes Levied in Schedule 5 is based on the Assessed Value, while data for this schedule is based on the actual Net Taxes Levied.

[2] Collections in subsequent years includes current year revenue received for taxes levied in prior years.

Sources

Multnomah, Washington and Clackamas Counties, Division of Assessment and Taxation

Schedule 10
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Ratios of Outstanding Debt by Type
Last Ten Fiscal Years
(dollars in thousands, except per student and per capita)

	General Bonded Debt						
Fiscal Year	General Obligation Bonds	Less Amount Available for Repayment	Net Unamortized Premium (Discount)	Net General Obligation Bonds Outstanding	Percentage of Assessed Taxable Value of Property [1]	Per Student [2]	General Obligation Debt Per Capita [4]
2013	$ 144,840	$ -	$ 13,347	$ 158,187	-	$ 3,329	$ 206
2014	108,890	(361)	10,209	118,738	0.28%	2,469	153
2015	343,575	(1,363)	39,974	382,186	0.88%	7,887	484
2016	311,720	(2,698)	37,726	346,748	0.76%	7,066	433
2017	276,870	(3,301)	35,507	309,076	0.65%	6,283	383
2018	593,880	(4,229)	43,937	633,588	1.27%	12,785	780
2019	495,390	(10,552)	41,224	526,062	1.03%	10,617	647
2020	832,405	(13,568)	106,051	924,888	1.72%	18,693	1,134
2021	1,105,125	(10,482)	125,762	1,220,405	2.18%	25,794	N/A
2022	1,011,460	(11,780)	117,985	1,117,665	1.87%	24,566	N/A

	Other Governmental Activities Debt					
Fiscal Year	Limited Tax Pension Bonds [5]	Full Faith & Credit Obligations	Small Scale Energy Loan Programs	Recovery Zone Bond	Qualified Zone Academy Bond (QZAB)	Other Debt
2013	$ 419,034	$ 14,768	$ 179	$ 9,356	$ -	$ 471
2014	407,500	12,261	-	8,496	-	-
2015	395,958	9,970	-	7,611	-	-
2016	384,074	7,601	-	6,698	-	-
2017	372,250	10,200	-	5,757	4,000	-
2018	360,172	7,402	-	4,789	3,800	-
2019	348,222	4,503	-	3,790	3,600	-
2020	336,062	4,213	-	2,761	3,400	-
2021	314,159	3,918	-	1,700	3,200	-
2022	679,186	3,613	-	607	3,000	-

Notes

Details regarding the District's outstanding debt can be found in the notes to the financial statements.

[1] See Schedule 5 for property value data. The actual value of taxable property cannot be reasonably estimated so assessed value is used here.

[2] Student enrollment data can be found in Schedule 17.

[3] Includes net general bonded debt and other governmental activities debt, excluding amounts available for repayment.

[4] Per capita is calculated using the estimated District population from the US Department of Commerce, Bureau of Economic Analysis as reported in Schedule 13. Data for 2021 and 2022 not available at time of printing.

[5] Limited Tax Pension Bonds are not included in the General Bonded Debt schedule above since they are not repaid directly with property tax dollars.

Net Unamortized Premium (Discount)	Total District [3]	Per Student [2]	Per Capita [4]
(202)	601,793	12,663	785
(209)	547,147	11,376	704
(198)	796,890	16,445	1,008
(187)	747,632	15,234	933
(176)	704,408	14,320	872
(165)	1,013,815	20,458	1,249
(153)	896,576	18,094	1,103
(142)	1,284,750	25,966	1,575
(131)	1,553,733	32,839	N/A
1,259	1,817,110	39,939	N/A

Schedule 11
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Direct and Overlapping Governmental Activities Debt
June 30, 2022
(dollars in thousands)

Overlapping Issuer	Net Property-tax Backed Debt[1]	Percent Overlapping	Overlapping Debt [2]
Burlington Water District	$ 1,089	100.00 %	$ 1,089
City of Beaverton	31,358	1.62	508
City of Lake Oswego	82,050	4.59	3,765
City of Milwaukie	33,678	0.70	236
City of Portland	407,675	86.30	351,834
Clackamas County	115,525	0.10	112
Clackamas Cty RFPD 1	25,185	0.10	25
Clackamas Soil & Water Conservation	5,785	0.10	6
Metro	873,470	39.47	344,759
Mt Hood Community College	76,545	0.06	49
Multnomah County	627,742	75.70	475,184
Multnomah Cty RFPD 10	1,155	0.24	3
Multnomah ESD	60,233	75.02	45,189
Portland Community College	496,110	49.69	246,526
Tualatin Hills Park & Rec District	54,783	1.19	651
Tualatin Valley Fire & Rescue District	60,075	1.71	1,026
Valley View Water District	1,015	100.00	1,015
Washington County	181,686	0.58	1,055
Subtotal, overlapping debt			1,473,032
Direct District debt (PERS) [3]			680,445
Direct District debt (other) [3]			1,136,665
Subtotal, Direct debt			1,817,110
Total direct and overlapping debt			$ 3,290,142

Notes

Overlapping governments are those that coincide, at least in part, with the geographic boundaries of the District. This schedule estimates the portion of the outstanding debt of those overlapping governments that is borne by the residents and businesses of the District. This process recognizes that, when considering the District's ability to issue and repay long-term debt, the entire debt burden borne by the residents and businesses should be taken into account. However, this does not imply that every taxpayer is a resident, and therefore responsible for repaying the debt of each overlapping government.

[1] Net Property-tax Backed Debt includes all General Obligation (GO) bonds and Limited-tax GO bonds, less self-supporting unlimited tax (GO) and self-supporting limited-tax (GO) debt.

[2] Overlapping Debt is calculated using Net Property-tax Backed Debt times Percent Overlapping that are provided by Oregon State Treasury, Debt Management Division.

[3] Direct District debt is net of unamortized premiums and discounts.

Sources

Oregon State Treasury, Debt Mangement Division: Overlapping Debt Report

Schedule 12
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Legal Debt Margin Information
Last Ten Fiscal Years
(dollars in thousands)

Legal Debt Margin Calculation for Fiscal Year 2022

Real Market Value	$ 147,263,773
Debt Limit (7.95% of Real Market Value) [1]	$ 11,707,470
Amount of Debt Applicable to Debt Limit:	
General Obligation Bonded Debt	1,129,445
Less: Amount Available in Debt Service Funds	(11,780)
Amount of Debt Applicable to Debt Limit	1,117,665
Legal Debt Margin	$ 10,589,805

	Debt Limit	Total net debt applicable to limit	Legal debt margin	Total net debt applicable to the limit as a percentage of debt limit
2013	$ 5,604,461	$ 158,187	$ 5,446,274	2.82%
2014	5,917,214	118,738	5,798,476	2.01
2015	6,517,491	382,186	6,135,305	5.86
2016	7,228,979	346,748	6,882,231	4.80
2017	8,501,342	309,076	8,192,266	3.64
2018	9,670,978	633,588	9,037,390	6.55
2019	10,472,898	526,062	9,946,836	5.02
2020	10,698,745	924,888	9,773,857	8.64
2021	11,149,825	1,220,405	9,929,420	10.95
2022	11,707,470	1,117,665	10,589,805	10.41

Allowable Percentage of Real Market Value:	
[A] Kindergarten through eighth grade, 9 x .0055	4.95%
[B] Ninth through twelfth, 4 x .0075	3.00%
Allowable Percentage	7.95% [1]

Notes

[1] ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values within the District based on the following:

[A] For each grade from kindergarten to eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value.

[B] For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value.

Sources

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year

Schedule 13
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Demographic and Economic Statistics
Last Ten Calendar Years
Multnomah County

Year	Population	Personal Income (thousands of dollars)	Per Capita Personal Income (dollars)	Unemployment Rate[2]
2013	766,135	$ 33,376,029	$ 43,564	7.9
2014	776,712	36,588,018	47,106	6.8
2015	790,294	38,906,295	49,230	5.7
2016	801,539	41,735,341	52,069	4.9
2017	807,555	43,873,915	54,329	4.1
2018	811,880	46,966,887	57,850	4.0
2019	812,855	49,399,774	60,773	4.0
2020	815,637	52,080,033	63,852	11.6
2021	- [1]	- [1]	- [1]	5.6
2022	- [1]	- [1]	- [1]	3.5

Notes

[1] Data for 2021 and 2022 not available at time of printing.

[2] Oregon unemployment rates as of June 30 each year.

Sources

US Department of Commerce, Bureau of Economic Analysis: population, personal income and per capita information.

US Department of Labor, Bureau of Labor Statistics: unemployment rate information.

Schedule 14
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Principal Employers for the Portland Metro Area
Current Year and Nine Years Ago

	2022			2013		
Employer	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
Ten Largest Employers						
Intel	21,000	1	1.70 %	16,250	1	1.57 %
Providence Health & Services	21,000	2	1.70	14,389	2	1.39
Oregon Health & Science University	18,048	3	1.46	13,733	4	1.32
Nike Inc	13,964	4	1.13	7,000	10	0.67
Legacy Health	13,120	5	1.06	9,662	6	0.93
Kaiser Permanente	11,163	6	0.90	9,195	7	0.89
Fred Meyer Stores	9,525	7	0.77	10,389	5	1.00
Portland Public Schools	6,847	8	0.55			
City of Portland	6,635	9	0.54	8,951	8	0.86
Multnomah County	5,096	10	0.41			
US Federal Government				13,900	3	1.34
State of Oregon				7,559	9	0.73
Subtotal of Ten Largest Employers	126,398		10.22	111,028		10.70
All Other Employers	1,109,702		89.78	927,272		89.30
Total Portland MSA[1] Employment	1,236,100 [2]		100.00 %	1,038,300		100.00 %

Notes

[1] Portland-Vancouver-Hillsboro MSA includes Clackamas, Columbia, Multnomah, Washington, and Yamhill counties in Oregon, and Clark and Skamania counties in Washington.

[2] As of June 2022, not seasonally adjusted.

Sources

Portland Business Journal, Book of Lists, published December 2012 and December 2021

Oregon Employment Department, Workforce and Economic Research

Schedule 15
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Full-time Equivalent District Employees by Assignment/Function
Last Ten Fiscal Years

	Full-time Equivalent Employeesfor the Fiscal Year			
Assignment/Function	2013	2014	2015	2016
Teachers	2,353.1	2,384.0	2,606.8	2,632.5
Educational Assistants	520.9	509.8	582.1	667.8
School Level Administration	144.2	142.3	155.0	151.0
District Level Administration [1]	14.0	11.0	17.0	22.0
Other Staff	1,798.4	1,720.0	2,056.5	1,959.4
Total FTE	4,830.6	4,767.1	5,417.4	5,432.7

Notes

[1] Beginning in fiscal year 2020, Special Education staff previously shown as District Level Administration were reclassified to School Level Administration

Sources

Internal: System Planning and Performance - Analytics

2017	2018	2019	2020	2021	2022
2,737.7	2,684.2	2,697.3	2,709.3	2,749.2	2,720.8
674.3	680.8	647.1	688.5	640.1	647.5
166.5	167.3	165.5	172.5	174.5	184.5
21.0	19.2	16.0	4.0	4.0	7.0
2,123.1	2,275.2	2,048.1	2,234.4	2,330.2	2,383.0
5,722.6	5,826.7	5,574.0	5,808.7	5,898.0	5,942.8

Schedule 16
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Meal and Transportation Services Provided
Last Ten Fiscal Years

	2013		2014		2015		2016	
Nutrition Services								
Number of Meals Served[1]								
Paid Meals	1,354,685	25%	1,313,005	25%	1,071,048	19%	1,114,504	20%
Reduced Meals	434,353	8%	375,796	7%	194,558	3%	209,753	4%
Free Meals	3,632,901	67%	3,560,251	68%	4,315,732	77%	4,141,824	76%
Total meals served	5,421,939	100%	5,249,052	100%	5,581,338	100%	5,466,081	100%
Average Daily Breakfast Served	10,768		10,380		10,846		10,724	
Average Daily Lunch Served	19,059		18,668		19,710		19,083	
Student Participation[2]	47.00%		45.80%		44.00%		44.40%	
Transportation								
Number of buses	263		254		269		245	
Total miles traveled	3,392,622		3,156,795		3,127,505		3,273,739	
Cost per mile	$ 5.28		$ 5.89		$ 5.97		$ 5.91	
Area encompased by District (sq mi)	160		160		160		160	

	2017		2018		2019		2020	
Nutrition Services								
Number of Meals Served[1]								
Paid Meals	1,372,455	29%	1,466,345	32%	1,621,312	34%	1,191,926	29%
Reduced Meals	180,707	4%	261,833	6%	292,962	6%	199,756	5%
Free Meals	3,225,700	67%	2,877,750	62%	2,877,464	60%	2,767,579	67%
Total meals served	4,778,862	100%	4,605,928	100%	$ 4,791,738	100%	$ 4,159,261	100%
Average Daily Breakfast Served	9,831		8,985		9,010		8,192	
Average Daily Lunch Served	18,173		17,793		17,356		13,830	
Student Participation[2]	42.00%		38.67%		37.78%		37.36%	
Transportation								
Number of buses	260		270		270		257	
Total miles traveled	4,174,150		3,506,305		3,587,525		2,993,965	
Cost per mile	$ 4.88		$ 6.69		$ 7.51		$ 8.62	
Area encompased by District (sq mi)	160		160		160		160	

	2021		2022	
Nutrition Services				
Number of Meals Served[1]				
Paid Meals [3]	-	0%	-	0%
Reduced Meals [3]	-	0%	-	0%
Free Meals	4,370,010	100%	4,651,199	100%
Total meals served	4,370,010	100%	4,651,199	100%
Average Daily Breakfast Served	5,316		6,712	
Average Daily Lunch Served	5,332		18,437	
Student Participation[2]	12.76%		45.25%	
Transportation				
Number of buses	289		220	
Total miles traveled [4]	851,568		2,744,944	
Cost per mile	$ 26.57		$ 11.68	
Area encompased by District (sq mi)	160		160	

Notes

[1] Number of meals served includes breakfast, lunch, snack, and supper.

[2] Student Participation percentage is calculated based on the average daily lunches served at elementary schools, middle schools, and high schools, over the average daily attendance (enrollment adjusted per industry factors) at the schools where nutrition services meals are served.

[3] Per USDA guidance, free meals were available to all students during the 2021-2022 school year.

[4] Due to COVID and Comprehensive Distance Learning, fewer students were transported to school sites during the 2021-2022 school year.

Sources

Internal: District Nutrition Services and Transportation departments


PPS

Schedule 17
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
School Building and Student Enrollment Information
Last Ten Fiscal Years

	BUILDING			STUDENT ENROLLMENT									
School or Program Type	Year	Age	Square Footage	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Abernethy	1924	98	45,464	505	528	511	513	519	516	520	507	451	374
Ainsworth	1912	110	53,483	569	576	582	600	605	638	625	644	594	553
Alameda	1921	101	72,748	769	773	760	730	747	734	730	704	623	525
Arleta	1929	93	98,245	462	476	454	456	457	454	490	526	485	269
Astor	1949	73	29,472	478	500	497	493	455	425	434	416	394	393
Atkinson	1953	69	53,170	440	441	428	435	432	420	419	391	390	342
Beach	1928	94	82,155	613	620	607	631	464	442	428	436	382	351
Beverly Cleary	1959	63	96,900	730	814	834	859	884	897	782	742	692	657
Boise-Eliot / Humboldt	1926	96	93,629	535	506	540	540	532	499	325	343	334	340
Bridger	1951	71	75,786	405	435	415	476	500	531	504	516	514	337
Bridlemile	1956	66	54,157	457	450	442	480	511	535	518	508	437	435
Buckman	1922	100	99,875	460	452	444	481	459	474	450	427	446	400
Capitol Hill	1917	105	49,621	403	405	460	437	448	442	443	416	346	324
César Chávez	1928	94	104,371	473	483	451	522	551	540	550	549	544	485
Chapman	1923	99	78,102	592	646	674	643	584	532	484	484	375	341
Chief Joseph	1948	74	43,215	459	642	627	604	326	363	358	351	305	269
Creative Science School Program	1955	67	48,651	388	425	444	476	492	479	466	468	450	419
Creston	1948	74	77,144	345	350	350	392	356	372	361	375	385	250
Duniway	1926	96	104,760	423	437	505	494	519	499	504	512	468	436
East Sylvan (Odyssey)	1932	90	24,875	-	-	-	-	-	-	-	-	244	219
Faubion	2017	5	133,576	454	487	511	479	532	710	767	786	740	703
Forest Park	1998	24	59,634	502	490	486	449	455	443	418	402	348	333
Glencoe	1923	99	61,457	472	502	503	500	492	489	451	449	395	373
Grout	1927	95	87,080	371	377	389	376	384	392	382	370	350	340
Harrison Park	1955	67	107,735	757	742	742	729	676	638	658	637	601	529
Hayhurst	1954	68	48,918	412	415	484	499	552	592	629	640	380	351
Irvington	1932	90	67,340	460	478	485	493	446	459	339	325	320	248
James John	1929	93	67,638	439	461	445	429	405	368	347	351	316	332
Kelly	1952	70	75,233	626	622	631	610	604	532	498	476	419	372
King	1925	97	153,475	312	331	370	400	386	389	321	341	324	315
Laurelhurst	1923	99	56,555	665	673	671	691	684	698	692	698	688	649
Lee	1952	70	61,161	497	493	431	456	447	425	276	269	262	236
Lent	1948	74	73,479	573	604	560	564	523	530	507	475	476	277
Lewis	1952	70	45,745	400	414	382	382	412	389	390	410	368	337
Llewellyn	1928	94	74,326	583	570	518	531	517	489	484	509	460	395
Maplewood	1948	74	37,713	327	333	329	359	384	378	383	374	347	291
Markham	1950	72	76,805	383	393	386	377	418	456	445	430	416	424
Marysville	1921	101	51,553	352	416	405	390	381	403	392	383	402	248
Ockley Green				243	-	-	-	-	-	-	-	-	-
Peninsula	1952	70	59,957	368	376	396	374	266	279	267	265	237	201
Richmond	1908	114	82,254	662	687	677	629	649	647	632	627	600	551
Rieke	1959	63	32,886	388	388	388	402	410	386	379	368	329	313
Rigler	1931	91	78,199	449	463	480	451	472	441	308	307	268	237
Rosa Parks	2006	16	65,697	405	405	341	329	298	272	276	280	266	214
Rose City Park	2018	4	69,082	-	-	-	-	-	-	532	538	529	464
Roseway Heights				616	606	668	697	643	661	-	-	-	-
Sabin	1927	95	66,567	420	485	514	568	524	551	452	418	360	340
Scott	1949	73	65,425	504	507	481	473	512	521	459	485	460	429
Sitton	1949	73	57,289	356	376	399	390	401	364	367	374	337	307
Skyline	1939	83	35,760	273	265	309	300	300	293	274	248	181	205
Stephenson	1964	58	39,652	329	320	308	322	340	352	347	371	322	320
Sunnyside Environmental	1925	97	76,671	605	587	586	574	602	604	581	549	522	469
Vernon	1931	91	88,010	440	394	386	407	471	522	545	607	569	517
Vestal	1929	93	111,481	395	402	399	412	381	341	272	249	228	207
Whitman	1954	68	55,559	351	349	316	271	287	283	254	220	185	152
Winterhaven	1930	92	61,453	352	356	346	350	353	354	321	299	291	292
Woodlawn	1926	96	99,840	439	449	443	426	342	346	354	327	315	283
Woodmere	1954	68	50,130	383	371	338	312	303	286	310	273	269	253
Woodstock	1955	67	63,752	508	505	487	496	527	552	548	543	526	479
Elementary Schools Total			3,984,910	26,577	27,051	27,015	27,159	26,620	26,627	25,248	24,988	23,265	20,705

Schedule 17
SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
School Building and Student Enrollment Information
Last Ten Fiscal Years (continued)

	BUILDING			STUDENT ENROLLMENT									
School or Program Type	Year	Age	Square Footage	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beaumont	1926	96	81,381	583	584	554	571	569	591	571	573	518	467
da Vinci	1928	94	72,063	470	468	465	458	461	457	456	450	443	415
George	1950	72	85,038	385	373	359	369	360	417	421	438	432	385
Gray	1951	71	82,744	422	464	527	566	546	536	542	566	509	478
Harriett Tubman	1952	70	83,673	-	-	-	-	-	-	491	430	443	388
Hosford	1925	97	74,964	538	576	591	640	631	621	588	651	676	629
Jackson	1964	58	218,118	532	533	548	606	597	659	746	793	803	752
Kellogg [2]	2022	1	108,112	-	-	-	-	-	-	-	-	-	684
Lane	1926	96	79,824	486	505	471	481	443	454	433	432	416	363
Mt. Tabor	1952	70	84,785	606	628	662	694	730	718	741	724	721	645
Ockley Green	1925	97	66,338	-	-	-	-	626	531	505	487	487	485
Roseway Heights	1921	101	99,825	-	-	-	-	-	-	588	614	617	589
Sellwood	1913	109	81,470	455	483	545	560	583	589	612	588	549	553
West Sylvan	1953	69	96,171	888	945	958	966	911	876	822	833	802	727
Middle Schools Total			1,314,506	5,365	5,559	5,680	5,911	6,457	6,449	7,516	7,579	7,416	7,560
Benson	1917	105	412,855	889	830	879	914	994	1,026	1,035	1,055	1,005	895
Cleveland	1929	93	346,093	1,532	1,523	1,516	1,600	1,609	1,586	1,651	1,560	1,581	1,623
Franklin	1915	107	285,547	1,469	1,460	1,552	1,570	1,612	1,745	1,856	1,936	2,010	2,014
Grant	1923	99	303,271	1,536	1,486	1,503	1,481	1,476	1,512	1,638	1,813	1,965	2,126
Ida B. Wells-Barnett	1954	68	283,586	1,236	1,230	1,257	1,324	1,413	1,512	1,535	1,558	1,540	1,597
Jefferson	1909	113	299,416	441	511	493	524	590	677	656	641	620	588
Lincoln	1950	72	194,457	1,513	1,565	1,583	1,696	1,703	1,705	1,698	1,588	1,481	1,462
Leodis V McDaniel	1955	67	317,836	1,107	1,066	1,077	1,134	1,070	1,146	1,157	1,079	1,173	1,369
Marshall	1959	63	283,343	-	-	-	-	-	-	-	-	-	-
Roosevelt	1921	101	255,025	828	914	947	940	881	859	994	1,195	1,292	1,376
High Schools Total			2,981,429	10,551	10,585	10,807	11,183	11,348	11,768	12,220	12,425	12,667	13,050
PPS Alternative Programs Total			302,529	1,739	1,699	1,716	1,817	1,760	1,659	1,631	1,632	1,243	1,795
School and Alternative Programs Total			8,583,374	44,232	44,894	45,218	46,070	46,185	46,503	46,615	46,624	44,591	43,110
Community-Based Alternative Programs Total			-	1,207	1,055	1,034	964	968	1,035	912	973	872	637
Special Services Total			89,443	457	485	443	451	451	455	529	496	408	455
Public Charter Schools Total			16,755	1,627	1,664	1,764	1,590	1,585	1,564	1,494	1,385	1,443	1,295
Total All			8,689,572	47,523	48,098	48,459	49,075	49,189	49,557	49,550	49,478	47,314	45,497

Enrollment and Square Footage Summary by Category	Square Footage	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Regular Programs											
Elementary Schools	3,984,910	26,577	27,051	27,015	27,159	26,620	26,627	25,248	24,988	23,265	20,705
Middle Schools	1,314,506	5,365	5,559	5,680	5,911	6,457	6,449	7,516	7,579	7,416	7,560
High Schools	2,981,429	10,551	10,585	10,807	11,183	11,348	11,768	12,220	12,425	12,667	13,050
PPS Alternative Programs	302,529	1,739	1,699	1,716	1,817	1,760	1,659	1,631	1,632	1,243	1,795
Plus enrollment not normally within PPS facilities:											
Community Based Programs	-	1,207	1,055	1,034	964	968	1,035	912	973	872	637
Special Services	89,443	457	485	443	451	451	455	529	496	408	455
Public Charter Programs	16,755	1,627	1,664	1,764	1,590	1,585	1,564	1,494	1,385	1,443	1,295
Other or vacant facilities	1,156,926										
	9,846,498	47,523	48,098	48,459	49,075	49,189	49,557	49,550	49,478	47,314	45,497

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
ADMw [3]	53,693	54,281	54,986	57,491	57,876	57,779	57,823	57,825	57,825	55,688

Age of Buildings	Median	Newest
Elementary Schools	83	4
Middle Schools	83	1
High Schools	96	63
Focus/Alternative Schools	88	68
Inactive or Other Facilities	63	43

[1] Enrollment counts are compiled on or about the first school day in October. An enrolled student is defined as a student who attends one or more schools or programs within the District. Regardless of the number of schools or programs attended, each student is counted only once; the counts are unduplicated.

[2] Kellogg School opened in Fall 2022.

[3] Weighted Average Daily Membership ("ADMw") is the enrollment figure, adjusted for part-time students and students with special needs, that is used to allocate revenues appropriated by the State to school districts. The most recent two years are preliminary data.

Audit



Grant High School Winter Performance December 2021



Creston Tree Planting March 2022

INDEPENDENT AUDITOR'S REPORT
REQUIRED BY OREGON STATE REGULATIONS

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE AND INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH OREGON STATE REGULATIONS

Board of Education
School District No. 1J, Multnomah County
Portland, Oregon

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of School District No. 1J, Multnomah County, Oregon (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 9, 2022 . We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-330 of the *Minimum Standards for Audits of Oregon Municipal Corporations*, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- Deposit of public funds with financial institutions (ORS Chapter 295).
- Indebtedness limitations, restrictions, and repayment.
- Budgets legally required (ORS Chapter 294).
- Insurance and fidelity bonds in force or required by law.
- Programs funded from outside sources.
- Authorized investment of surplus funds (ORS Chapter 294).
- Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).
- State school fund factors and calculation.
- Public charter school requirements.

In connection with our testing, nothing came to our attention that caused us to believe the District was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-330 of the *Minimum Standards for Audits of Oregon Municipal Corporations*, except as follows:

An independently owned member RSM US Alliance

RSM US Alliance is a premier affiliation of independent accounting and consulting firms. RSM US Alliance provides its members with access to resources of RSM US LLP. RSM US Alliance member firms are separate and independent businesses and legal entities that are responsible for their own acts and omissions, and each are separate and independent from RSM US LLP. RSM US LLP is the U.S. member firm of RSM International, a global network of independent audit, tax, and consulting firms. Visit rsmus.com/aboutus for more information regarding RSM US LLP and RSM International. RSM US®, the RSM US Alliance logo and the RSM US Alliance signatures are proprietary to RSM US LLP, while RSM™ is used under license by RSM US LLP.

- In our test sample of 60 students with more than 10 absences, there was one student with ten or more consecutive absences who was not withdrawn from ADM as required by State rules.
- In our test sample of 60 teachers, the District misreported years of experience for six teachers.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Purpose of This Report

This report is intended solely for the information and use of the Board of Education, Oregon Secretary of State Audits Division, and management and is not intended to be and should not be used by anyone other than these specified parties.

Talbot, Korvola & Warwick LLP

Portland, Oregon
December 9, 2022

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familiar status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnci origin, marital status, age, mental or physical disability, pregnancy, familiar status, economic status, or veterans' status or any other persons with whom the individual associates.

Board of Education Policy 1.80.020-P

Contact Information for Civil Rights Matters

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2021-22 ACFR Preparation

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Abdullah Elmadhoun, Accountant/Analyst
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Aaron Musk, Sr. Grant Accountant
Zeb Petterborg, Sr. Grant Accountant
Patrick Rodeman, Sr. Budget Analyst
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David Stone, Fiscal Services Associate III

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Treasury / Accounts Receivable
Michael Nixon, Sr. Treasury Manager
Teresa Eckblad, Finance Clerk

Accounts Payable
Rebecca Dingman, Manager- Accounts Payable
Kristen Barsotti, Fiscal Services Associate II
Shawna DeWitt, Fiscal Services Associate II
Michael DeVeto, Fiscal Services Associate I
Jamie Farrington, Fiscal Services Associate II- Bond
Suzanne Rademacher, Fiscal Services Associate II
Gisela Rodriquez Lopez, Fiscal Services Associate I

School District No. 1J, Multnomah County, Oregon

PORTLAND PUBLIC SCHOOLS

REPORT ON REQUIREMENTS FOR FEDERAL AWARDS

(UNIFORM GUIDANCE)

For the year ended June 30, 2022



Portland Public Schools

Report on Requirements for Federal Awards (Uniform Guidance)

For the year ended June 30, 2022

School District No. 1J, Multnomah County, Oregon

Portland, Oregon

Prepared by the Finance Department


PPS

School District No. 1J,
Multnomah County, Oregon
Portland Public Schools

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All Star Awards June 2022



Roosevelt High School Mama Mia Play March 2022


PPS

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
School District No. 1J, Multnomah County, Oregon
Portland, Oregon

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of School District No. 1J, Multnomah County, Oregon (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 9, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Talbot, Korvola & Warwick LLP

Portland, Oregon
December 9, 2022

Talbot, Korvola & Warwick, LLP 14945 SW Sequoia Parkway, Suite 150 Portland, OR 97224
P 503.274.2849 F 503.274.2853 www.tkw.com

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

Board of Education
School District No. 1J, Multnomah County, Oregon
Portland, Oregon

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited School District No. 1J, Multnomah County, Oregon (the District's) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of District's major federal programs for the year ended June 30, 2022. The District's major federal programs are identified in the summary of auditor's results section of the accompanying *Schedule of Findings and Questioned Costs.*

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the District as of and for the year ended June 30, 2022, and have issued our report thereon dated December 9, 2022, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying *Schedule of Expenditures of Federal Awards* is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the *Schedule of Expenditures of Federal Awards* is fairly stated in all material respects in relation to the financial statements as a whole.

Talbot, Korvola & Warwick LLP

Portland, Oregon
December 9, 2022


PPS



Cleveland High School State Basketball March 2022



Kellogg Middle School 1st Day of School September 2021


PPS

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

ALN/ Grant	Grant Description	Pass-Through Grantor's No.	Period Covered	Direct or Pass-Thru	Award Amount	Expenditures	Agency Total
Department of Agriculture							
	Food and Nutrition Service						
	Child Nutrition Cluster						
10.553	***School Breakfast Program***						
202	School Breakfast Program	N/A	07/01/21-06/30/22	Pass-Thru		$ 2,930,032	
10.555	***National School Lunch Program***						
202	Donated Foods		07/01/21-06/30/22	Pass-Thru		1,396,497 [1]	
202	National School Lunch Program	N/A	07/01/21-06/30/22	Pass-Thru		15,145,588	
10.558	***Child and Adult Care Food Program***						
202	Child and Adult Care Food Program	N/A	07/01/21-06/30/22	Pass-Thru		563,439	
10.559	***Summer Food Service Program for Children***						
202	Donated Foods		07/01/21-06/30/22	Pass-Thru		47,654 [1]	
202	Summer Food Service Program for Children	N/A	07/01/21-06/30/22	Pass-Thru		867,479	
10.582	***Fresh Fruit and Vegetable Program***						
202	Fresh Fruit and Vegetable Grants	Multiple	07/01/21-06/30/22	Pass-Thru		507,185	
			Total Child Nutrition Cluster			**21,457,874**	
10.649	***Pandemic EBT Administratvie Costs***						
202	Pandemic EBT Administrative Costs	N/A	07/01/21-06/30/22	Pass-Thru		5,814	
		Pass-Thru from Oregon Department of Education				21,463,688	
Department of Agriculture Total							**$ 21,463,688**
Department of Defense							
	National Security Agency						
12.900	***Language Grant Program***						
G1989	StarTalk	H98230-20-1-0180	05/01/20-03/31/22	Direct	130,000	68,246	
				Direct Funding		68,246	
Department of Defense Total							**$ 68,246**
Department of The Interior							
	US Geological Survey						
15.808	***US Geological Survey Research and Data Collection***						
G2119	USGS Mt Tabor	N/A	10/01/21-09/30/22	Direct	29,000	21,532	
				Direct Funding		21,532	
Department of The Interior Total							**$ 21,532**
The Institute of Museum And Library Services							
45.310	***Grants to States***						
G2226	LSTA ARPA State Grant		05/01/22-06/30/22	Direct	15,000	15,000	
				Direct Funding		15,000	
The Institute of Museum And Library Services Total							**$ 15,000**
National Science Foundation							
47.076	***Education and Human Resources***						
G1477	Cornell Lab of Ornithology AISL Award	N/A	11/01/14-09/30/22	Pass-Thru	70,000	156	
G1923	Developing Leaders, Transforming Practice	1906565	09/01/19-08/31/23	Direct	1,088,014	171,556	
						171,712	
				Direct Funding		171,556	
				Pass-Thru from Cornell University		156	
National Science Foundation Total							**$ 171,712**

See accompanying Notes to Schedule of Expenditures of Federal Awards

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

ALN/ Grant	Grant Description	Pass-Through Grantor's No.	Period Covered	Direct or Pass-Thru	Award Amount	Expenditures	Agency Total
Department of Education							
	Office of Career, Technical, and Adult Education						
84.048	***Career and Technical Education - Basic Grants to States***						
G2011	Carl Perkins 20/21	57597	07/01/20-09/30/21	Pass-Thru	409,875	$ 61,250	
G2089	Carl Perkins 21/22	66151	07/01/21-09/30/22	Pass-Thru	443,721	327,119	
						388,369	
84.051	***Career and Technical Education - National Programs***						
G1928	Perkins Innovation	V051F190033	10/01/19-09/30/22	Direct	500,000	130,725	
	Office of Elementary and Secondary Education						
84.010	***Title I Grants to Local Educational Agencies***						
G1868	Title IA- Central	53350	07/01/19-09/30/21	Pass-Thru	5,266,024	60,767	
G1972	ESSA Partnerships TB 19/20	54281	07/01/19-09/30/21	Pass-Thru	1,055,000	483,099	
G1990	Title IA- School Budgets	58346	07/01/20-09/30/21	Pass-Thru	5,852,324	541,337	
G1991	Title IA- Central	58346	07/01/20-09/30/21	Pass-Thru	3,190,619	2,615,473	
G1992	Title IA- Focus/Priority	58346	07/01/20-09/30/21	Pass-Thru	922,175	74,574	
G1996	Title ID	58907	07/01/20-09/30/21	Pass-Thru	225,452	41,459	
G2004	ESSA Partnerships TB 20/21	60419	07/01/20-09/30/21	Pass-Thru	970,600	951,671	
G2050	Title IA- School Budgets	67054	07/01/21-09/30/22	Pass-Thru	6,391,778	4,168,825	
G2051	Title IA- Central	67054	07/01/21-09/30/22	Pass-Thru	1,618,697	855,680	
G2052	Title IA- Focus/Priority	67054	07/01/21-09/30/22	Pass-Thru	1,865,714	1,280,762	
G2056	Title ID	66907	07/01/21-09/30/22	Pass-Thru	193,514	98,825	
G2064	ESSA Supplement 19/20	65142	07/01/21-09/30/22	Pass-Thru	974,345	165,531	
G2107	ESSA Partnerships TB 21/22	68002	10/01/21-09/30/23	Pass-Thru	965,325	9,754	
						11,347,757	
84.011	***Migrant Education State Grant Program***						
G1993	Title IC- Migrant Education	58942	07/01/20-09/30/21	Pass-Thru	468,536	48,287	
G1994	Title IC- Migrant Education Preschool	58924	07/01/20-09/30/22	Pass-Thru	14,265	8,844	
G1995	Title IC- Migrant Education Summer	66116	04/01/21-09/30/22	Pass-Thru	127,669	65,120	
G2053	Title IC- Migrant Education	68116	07/01/21-09/30/22	Pass-Thru	536,294	481,523	
G2054	Title IC- Migrant Education Preshool	68145	07/01/21-09/30/22	Pass-Thru	15,167	14,823	
G2055	Title IC- Migrant Education	70946	07/01/21-09/30/22	Pass-Thru	138,885	1,190	
						619,787	
84.013	***Title I State Agency Program for Neglected and Delinquent Children and Youth***						
G2079	Title ID- Portland DART Schools	15642	07/01/21-06/30/23	Pass-Thru	269,000	120,878	
84.060	***Indian Education Grants to Local Educational Agencies***						
G2002	Indian Education	S060A200938	07/01/20-09/30/21	Direct	111,581	5,652	
G2062	Indian Education	S060A210938	07/01/21-06/30/22	Direct	110,621	110,621	
						116,273	
84.196	***Education for Homeless Children and Youth***						
G2003	McKinney-Vento Homeless Education	65242	07/01/20-09/30/21	Pass-Thru	61,615	1,082	
G2063	McKinney-Vento Homeless Education	66238	07/01/21-09/30/22	Pass-Thru	50,000	48,076	
						49,158	
84.365	***English Language Acquisition State Grants***						
G1877	Title III- English Language Acquisition	53453	07/01/19-09/30/21	Pass-Thru	493,212	160,127	
G1999	Title III- English Language Acquisition	58501	07/01/19-09/30/22	Pass-Thru	559,315	78,504	
G2059	Title III- English Language Acquisition	67160	07/01/21-09/30/22	Pass-Thru	536,667	50,131	
						288,762	
84.367	***Supporting Effective Instruction State Grants***						
G1879	Title IIA- Private School Allocation	53612	07/01/19-09/30/21	Pass-Thru	190,202	4,642	
G1997	Title IIA- Teacher Quality	58838	07/01/20-09/30/22	Pass-Thru	1,087,202	793,129	
G1998	Title IIA- Private School Allocation	58838	07/01/20-09/30/22	Pass-Thru	191,507	70,337	
G2057	Title IIA- Teacher Quality	67488	07/01/21-09/30/22	Pass-Thru	1,196,937	908,536	
G2058	Title IIA- Private School Allocation	67488	07/01/21-09/30/22	Pass-Thru	216,231	21,159	
						1,797,803	

See accompanying Notes to Schedule of Expenditures of Federal Awards

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

ALN/ Grant	Grant Description	Pass-Through Grantor's No.	Period Covered	Direct or Pass-Thru	Award Amount	Expenditures	Agency Total
Department of Education (Continued)							
84.411	***Education Innovation and Research***						
G1716	PREP (Education Innovation & Research)	U411C170253	10/01/17-09/30/22	Direct	3,918,325	$ 717,271	
84.424	***Student Support and Academic Enrichment Program***						
G1899	Title IV-A Student Support 19/20 Private	54602	07/01/19-11/09/22	Pass-Thru	123,547	19,832	
G2000	Title IV-A Student Support 20/21	58648	07/01/20-09/30/23	Pass-Thru	629,461	269,855	
G2001	Title IV-A Student Support 20/21 Private	58648	07/01/20-09/30/23	Pass-Thru	110,878	54,273	
G2060	Title IV-A Student Support 21/22	66844	07/01/21-09/30/22	Pass-Thru	606,430	496,405	
G2061	Title IV-A Student Support 21/22 Private	66844	07/01/21-09/30/22	Pass-Thru	108,115	19,101	
						859,466	
	Office Of Special Education and Rehabilitative Services						
	Special Education Cluster (IDEA)						
84.027	***Special Education Grants to States***						
G1888	IDEA Part B, Section 611	53816	07/01/19-09/30/21	Pass-Thru	8,086,830	22,130	
G2018	IDEA Part B, Section 611	60732	07/01/20-09/30/22	Pass-Thru	8,020,746	1,925,567	
G2071	CRP 611	11046-A5	07/01/20-06/30/23	Pass-Thru	6,069,783	5,785,697	
G2072	CRP Audiology	11046-A5	07/01/20-06/30/23	Pass-Thru	453,919	453,919	
G2073	CRP TBI	11046-A5	07/01/20-06/30/23	Pass-Thru	21,250	21,250	
G2074	CRP Addition	11046-A5	07/01/20-06/30/23	Pass-Thru	200,000	200,000	
G2081	DART IDEA	15642	07/01/21-06/30/23	Pass-Thru	58,600	56,337	
G2082	IDEA Part B, Section 611	68708	07/01/21-06/30/23	Pass-Thru	8,501,827	7,816,229	
G2111	IDEA Section 611 ARP	68459	07/01/21-09/30/23	Pass-Thru	2,041,028	1,041,277	
G2115	CRP 611 ARP	11046-A5	07/01/21-06/30/22	Pass-Thru	1,285,133	1,285,133	
						18,607,539	
84.173	***Special Education Preschool Grants***						
G2019	IDEA Part B, Section 619	60563	07/01/20-09/30/22	Pass-Thru	92,172	86,863	
G2083	IDEA Part B, Section 619	68983	07/01/21-09/30/23	Pass-Thru	97,055	5,294	
G2116	CRP 619	11046-A5	07/01/21-06/30/22	Pass-Thru	38,364	38,364	
G2117	CRP 619 ARP	11046-A5	07/01/21-09/30/22	Pass-Thru	25,343	25,343	
						155,864	
			Total Special Education (IDEA) Cluster				**18,763,404**
84.126	***Rehabilitation Services Vocational Rehabilitation Grants to States***						
G1790	YTP Vocational Rehabilitation Grant	160741	07/01/19-06/30/23	Pass-Thru	825,996	147,886	
G2075	OR Commission for the Blind	101-20	07/01/21-09/30/22	Pass-Thru	185,500	133,653	
						281,539	
	Education Stabilization Fund						
84.425D	***Elementary and Secondary School Emergency Relief Fund***						
G1984	ESSER	57893	03/01/20-09/30/22	Pass-Thru	8,354,389	442,804	
G2041	ESSER II	64664	03/13/20-09/30/23	Pass-Thru	32,836,859	13,728,142	
						14,170,946	
84.425U	***American Rescue Plan Elementary and Secondary School Emergency Relief Fund***						
G2094	ESSER III	64968	03/13/20-09/30/24	Pass-Thru	73,869,717	14,492,697	
G2104	ARP- HCY I	69308	07/01/21-09/30/24	Pass-Thru	62,142	58,385	
G2114	ARP- HCY II	69389	04/23/21-09/30/24	Pass-Thru	254,510	18,944	
						14,570,026	
			Total Education Stabilization Fund				**28,740,972**
	Office of Postsecondary Education						
84.334	***Gaining Early Awareness and Readiness for Undergraduate Programs***						
G1455	GEAR-UP - Mobilizing for College	P334A140180	09/25/14-09/24/21	Direct	8,385,600	208,950	
G1827	E3 - Engage, Empower, Elevate	P334A180117	10/01/18-09/30/25	Direct	4,699,200	1,303,460	
						1,512,410	

Direct Funding	2,476,679
Pass-Thru from Oregon Department of Education	62,976,355
Pass-Thru from Oregon Commission for the Blind	133,653
Pass-Through from Oregon Department of Human Services	147,886

Department of Education Total **$ 65,734,573**

See accompanying Notes to Schedule of Expenditures of Federal Awards

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

ALN/ Grant	Grant Description	Pass-Through Grantor's No.	Period Covered	Direct or Pass-Thru	Award Amount	Expenditures	Agency Total
Department of Health and Human Services							
	Administration for Children and Families						
	Head Start Cluster						
93.600	***Head Start***						
G2006	Head Start 20/21	10CH010720-01-03	11/01/20-10/31/21	Direct	5,686,462	$ 2,606,410	
G2065	Head Start 21/22	10CH010719-04-00	11/01/21-10/31/22	Direct	5,801,811	3,525,895	
G2021	Head Start COVID-19	10CH010719-02-C3	01/01/20-10/31/21	Direct	261,006	24,028	
G2095	Head Start COVID-19	10HE00042601-C5	11/01/21-10/31/22	Direct	89,388	63,878	
G2097	Head Start American Rescue Plan	10HE00042601-C6	11/01/21-10/31/22	Direct	355,361	31,150	
				Total Head Start Cluster		**6,251,361**	
	Centers for Disease Control and Prevention						
93.079	***Cooperative Agreements to Promote Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance***						
G1770	SAY Wellness	NU87PS004369-01-00	08/01/18-07/31/23	Direct	740,315	409,012	
G2030	SAY Wellness COVID-19	NU87PS004369C3	08/01/20-07/31/22	Direct	549,606	30,231	
						439,243	
	Substance Abuse and Mental Health Services Administration						
93.788	***Opioid STR***						
G1912	Health for K-5	159879	04/15/19-09/30/21	Pass-Thru	931,716	170,830	
	Office of Assistant Secretary for Health						
93.297	***Teenage Pregnancy Prevention Program***						
G1985	MultCo Teen Pregnancy	HD-IGA-E-12731-2021	07/01/20-06/30/21	Pass-Thru	405,000	199,918	
	Centers for Medicare and Medicaid Services						
	Medicaid Cluster						
93.778	***Medical Assistance Program***						
G2023	Medicaid- CRP Audiology	N/A	07/01/20-06/30/23	Pass-Thru	770,201	61,280	
G2025	Medicaid- SPED	N/A	07/01/20-06/30/23	Pass-Thru	1,549,630	2,036	
				Total Medicaid Cluster		**63,316**	
				Direct Funding		6,690,604	
				Pass-Thru from Multnomah County		199,918	
				Pass-Thru from Oregon Health Authority		170,830	
				Pass-Thru from Oregon Department of Human Services		63,316	
Department of Health and Human Services Total							**$ 7,124,668**
	Grand Total					**$ 94,599,419**	**$ 94,599,419**

This schedule is prepared on the modified accrual basis of accounting.

[1] Donated food is valued at estimated fair value.

See accompanying Notes to Schedule of Expenditures of Federal Awards

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Notes to Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

Purpose of the Schedule
The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of the District under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the District.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation
Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance for State, Local and Indian Tribal Governments, where applicable, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Indirect Cost Rate
The District has not elected to use the 10 percent de minimis indirect cost rate as allowed under Uniform Guidance.

Federal Financial Assistance
Pursuant to Uniform Guidance, federal financial assistance is defined as assistance provided by a federal agency, either directly or indirectly, in the form of grants, contracts, cooperative agreements, loans, loan guarantees, property, interest subsidies, insurance or direct appropriations. Accordingly, non-monetary federal assistance, including federal surplus property, is included in federal financial assistance and, therefore, is reported on the Schedule, if applicable. Federal financial assistance does not include direct federal cash assistance to individuals. Solicited contracts between the state and federal government for which the federal government procures tangible goods or services are not considered to be federal financial assistance.

Major Programs
Uniform Guidance establishes criteria to be used in defining major federal financial assistance programs. Major programs for the District are those programs selected for testing by the auditor using a risk-assessment model, as well as certain minimum expenditure requirements, as outlined in Uniform Guidance. Programs with similar requirements may be grouped into a cluster for testing purposes.

Reporting Entity
The reporting entity is fully described in notes to the financial statements. The Schedule includes all federal programs administered by the District for the year ended June 30, 2022.

Expenditure Recognition
Expenditures of federal awards are accounted for under the modified accrual basis of accounting. Expenditures are recorded when the liability is incurred. Donated commodities are valued at their estimated fair value.

Subrecipients
The District does not pass-through federal awards to any subrecipients.


PPS



Crossing Guard Oaks Park Field Trip June 2022



MLK Community Day April 2022


PPS

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON

Schedule of Findings and Questioned Costs

For the Year Ended June 30, 2022

SECTION I — SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes ____ No X
- Significant deficiency(ies) identified? Yes ____ No X

Noncompliance material to financial statements noted? Yes ____ No X

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes ____ No X
- Significant deficiency(ies) identified? Yes ____ No X

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes ____ No X

Identification of major federal programs:

Assistance Listing Number(s)	***Name of Federal Program or Cluster***
10.553, 10.555, 10.558, 10.559, 10.582	Child Nutrition Cluster
84.010	Title I Grants to Local Educational Agencies
84.424	Student Support and Academic Enrichment Program
84.425	Education Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs: $ 2,837,983

Auditee qualified as low-risk auditee? Yes X No ____

SECTION II — FINANCIAL STATEMENT FINDINGS

No financial statement findings were reported.

SECTION III — FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No federal award findings and questioned costs were reported.

SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Summary of Prior Year Findings and Questioned Costs
For Non-Compliance with Federal and State Requirements
For the Year Ended June 30, 2022

Prior Year Audit Findings
The District did not have any prior year audit findings reported


PPS



Adaptive PE Day May 2022



Harrison Park USDA Visit March 2022


PPS

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familiar status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnci origin, marital status, age, mental or physical disability, pregnancy, familiar status, economic status, or veterans' status or any other persons with whom the individual associates.

Board of Education Policy 1.80.020-P

Contact Information for Civil Rights Matters

District Title VI:	Gillian Murr	Phone: 503-916-6499
District Title IX:	Liane O'Banion	Phone: 503-916-3025
District 504:	James Loveland	Phone: 503-916-2000 x71041
American Disabilities Act:	Human Resources	Phone: 503-916-3544

2021-22 Report on Requirements for Federal Awards Preparation

Nolberto Delgadillo, Chief Financial Officer

Accounting
Tracy Pinder, Sr. Director- Financial Services
Cheryl Anselone, Sr. Manager
Melissa Ensminger, Sr. Manager- General Ledger
Jimmy DuSablon, Sr. Bond Accountant
Abdullah Elmadhoun, Accountant/Analyst
Chad Hepner, Bond Accountant
Michael Johnson, Sr. Accountant/Analyst
Premila Kumar, Sr. Accountant/Analyst
Rachel Spires, Accountant/Analyst

Budget & Grant Accounting
Junho Chang, Budget Systems Manager
Stacey Hoang, Sr. Budget Analyst
Kristin Johnson, Sr. Grant Accountant
Abigail Jorgenson, Sr. Budget Analyst
Aaron Musk, Sr. Grant Accountant
Zeb Petterborg, Sr. Grant Accountant
Patrick Rodeman, Sr. Budget Analyst
Gary Stamps, Grant Accountant
David Stone, Fiscal Services Associate III

Financial Systems
Kathleen Hiigel, Manager- Financial Systems
Rona Galarza, Sr. Financial Systems Analyst
Matthew Howe, Sr. Financial Systems Analyst

Payroll
Ondra Matthews, Sr. Manager- Payroll
Megan Gremer, Manager- Payroll Systems
Debbie Chan, Accountant/Analyst
Deborah Finzo, Fiscal Services Clerk
Tori Hilbruner, Financial Services Associate III
Marisha Reese, Financial Services Associate III
Marina Vlasenko, Financial Services Associate III
James Young, Financial Services Associate III

Treasury / Accounts Receivable
Michael Nixon, Sr. Treasury Manager
Teresa Eckblad, Finance Clerk

Accounts Payable
Rebecca Dingman, Manager- Accounts Payable
Kristen Barsotti, Fiscal Services Associate II
Shawna DeWitt, Fiscal Services Associate II
Michael DeVeto, Fiscal Services Associate I
Jamie Farrington, Fiscal Services Associate II- Bond
Suzanne Rademacher, Fiscal Services Associate II
Gisela Rodriquez Lopez, Fiscal Services Associate I

RESOLUTION No. 6626

2023 Portland Public Schools Legislative Agenda

RECITALS

A. IIn January, the Oregon Legislature will convene the 2023 Regular Legislative Session during which hundreds of bills affecting education will be introduced and debated.

B. Additionally, the Legislature will approve a budget for the 2023-2025 biennium that will contain the State School Fund, the primary funding source for K-12 education in Oregon and for Portland Public Schools.

C. The Portland Public Schools Board recognizes that legislative advocacy is essential for the District and for our ability to affect education public policy in Oregon.

D. The Portland Public Schools Legislative Agenda is aligned with the Board of Education's 2022-2027 goals: Third grade reading, fifth grade mathematics, eighth grade readiness and high school graduation.

E. Portland Public Schools' first and foremost priority for the 2023 Regular Legislative Session is for the legislature to provide robust funding to advance student achievement in every school district in Oregon.

F. The district is also calling on the legislature to pass measures that provide robust academic and enrichment programming to address unfinished learning as a result of the COVID-19 pandemic.

G. Portland Public Schools will advocate to build on the progress the legislature made when they passed the Student Success Act by continuing to support centering racial equity in school funding decisions.

H. Portland Public Schools will advocate for increased investments in programs that support the social and emotional well-being of our students and their families.

I. The district also strongly supports measures that enhance the ability of PPS to close the opportunity gap for historically underserved students and enhance racial equity in the district and statewide.

J. The legislative agenda was developed through consultation with students, district staff, board members, and other state-wide associations and partners.

RESOLUTION

1. The Board adopts the 2023 Legislative Agenda as the formal position of the Board of Education for the 2023 Regular Legislative Session focusing on priority areas of education funding, student achievement and safety, expanded learning opportunities and workforce diversity and development.

Date: December 13, 2022

To: Board of Education

From: Courtney Westling, Director of Government Relations
Lisa Merrick, Legislative Liaison

Subject: PPS 2023 Legislative Agenda

BACKGROUND

Historically, PPS has developed a legislative agenda to serve as a guide through which PPS will approach legislation brought forward in the 2023 Legislative Session. The 2023 Legislative Agenda is centered on realizing the District's Vision, making strides on our strategic plan and eliminating gaps in **third-grade reading, fifth-grade math, eighth grade readiness, high school graduation, and post-secondary readiness (Board Goals).** This document also calls on the Oregon Legislature to reaffirm their commitment to education by prioritizing a robust investment to the State School Fund (SSF) through the 2023-2025 biennial budget.

The December 13 Board meeting agenda will include a discussion of the attached proposed legislative agenda referred by the Board's Intergovernmental Committee on November 28, 2022.

ANALYSIS OF SITUATION

As the largest school district in the state, Portland Public Schools has a unique opportunity to inform policy-making and funding decisions at the state level. By identifying a clear agenda to guide our work, we can help set the state's agenda and achieve outcomes for all students across Oregon. While it may be easier to point out differences between PPS and other districts, it is our similarities that stand out. Like most other Oregon school districts, PPS strives to accomplish the same foundational objectives – to enhance student achievement, retain the most qualified teachers, and graduate compassionate, critical thinkers who are able to collaborate to solve problems.

As a state, our top priority should be education; high-quality schools are the foundation of healthy and successful communities. Children need to learn a breadth of skills that empowers them to go from classroom to career success. More than ever, our state must educate children to be caring, thinking, and creative citizens for tomorrow. We owe it to our children to fight for the resources and legislative initiatives necessary to make their public schools the best that they can be.

FISCAL IMPACT

There are no fiscal impacts associated with this report.

COMMUNITY ENGAGEMENT

The Government Relations team workshopped the Legislative Agenda with the District Student Council throughout the fall. The DSC provided meaningful, substantive, insightful feedback and

ideas that are reflected in the final Legislative Agenda. Additionally, the GR team requested feedback from the Superintendent's leadership team.
Upon approval of the attached draft legislative agenda, Government Relations staff will continue stakeholder and community engagement to build coalitions for legislative advocacy. The GR team plans to work closely with the DSC and the Fund to advocate directly to elected officials. The GR team will also partner with Community-Based organizations, education organizations, ESDs, and school districts across the state on legislative strategy and advocacy efforts.

TIMELINE FOR IMPLEMENTATION / EVALUATION

It is the intention that the legislative agenda will be approved by the Board no later than December 13, 2022.

Once the Legislature convenes in January 2023, staff will update the Board weekly on relevant measures.

STAFF RECOMMENDATION

Staff recommends Board approval of the legislative agenda.

ATTACHMENTS

- Final draft legislative agenda approved by Board Intergovernmental Committee on November 28, 2022.
- Board resolution

FORWARD TOGETHER

2023 PPS Legislative Agenda

Government Relations Team

Regular Board Meeting

December 13, 2022

Our Journey Towards Racial Equity and Academic Excellence



Destination

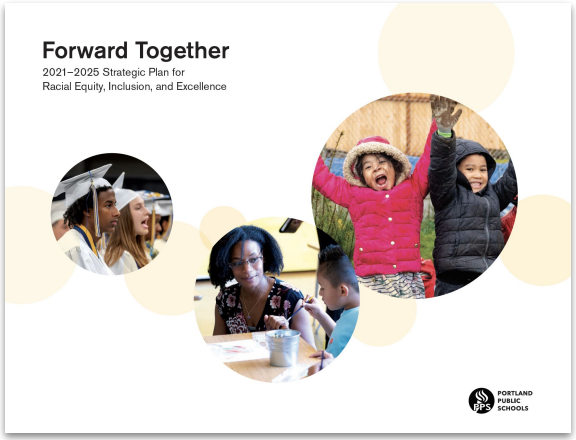


Roadmap



Compass







Our Purpose

Historically, PPS has developed a legislative agenda to serve as a guide through which PPS will approach legislation brought forward in the 2023 Legislative Session.

This document is not meant to be exhaustive but rather a framework for the Government Relations team to identify measures that will support PPS's vision, strategic plan, and the Board goals.

Grounded in Board Goals

The Legislative Agenda is grounded in the Board of Education's commitment to accelerate achievement for our Black, Native and students of color.

We are focused most specifically on eliminating gaps in:

- Third-grade reading
- Fifth-grade math
- Eighth-grade readiness
- High School graduation
- Post-secondary readiness

Legislative Priorities

Stable and Equitable Investments

- PPS supports a __ billion investment for the State School Fund (SSF), an increase of XX% over the last biennium.
- PPS supports fully funding Measure 98, and removing barriers to delivering high-quality Career Technical Education (CTE) (e.g. accreditation and transfer policies).
- PPS advocates for direct state investment in the Oregon School Capital Improvement Matching (OSCIM) program and Seismic Retrofit Grant Program (SRGP).
- PPS supports improving literacy across Oregon through investments in science of reading professional development, instructional coaches, and evidence-based and culturally responsive curriculum materials, extended learning, high-dosage tutoring, and ongoing evaluations to identify schools where disparities in literacy exist, especially for Black, Native, and students of color.
- PPS supports funding for universal school meals. All kindergarten through 12th grade public schools, including virtual schools, should provide free meals during each school day to students requesting a meal, regardless of the student's financial eligibility.

Legislative Priorities

Enriching Opportunities

- PPS advocates for continued funding to provide robust academic and enrichment programming including additional instructional specialists and high dosage tutoring.
- PPS supports dedicated and consistent funding for high-quality summer learning opportunities.

Legislative Priorities

Welcoming and Safe Learning Environments

- PPS advocates for resources and policies that support the emotional and mental health needs of all students, including investments in counseling, social workers, and a community schools approach to directly address student needs.
- PPS advocates for resources for the Ballmer Institute for Children's Behavioral Health.
- PPS supports measures that keep students and communities safe and free of gun violence.
- PPS advocates for amending Bias Crime statutes to allow local law enforcement to investigate hate speech acts targeting an implied victim(s).
- PPS stands for continued refinements to sexual misconduct statutes, including alignment with Title IX requirements to streamline investigations and prioritize student safety.

Legislative Priorities

A Strong Education Workforce

- PPS supports improving education workforce recruitment and retention practices in the state by:
  - expanding the educator workforce to meet evolving educational needs
  - expanding grow-your-own programming
  - increasing the racial and cultural diversity of Oregon's educator workforce to reflect our student population.
  - increased focus on recruiting for hard-to-fill positions such as paraeducators, SPED teachers, and dual language immersion educators.
- PPS supports strengthening teacher preparation programs in collaboration with higher education institutions and community partners to best reflect student needs.

Legislative Priorities

School Facilities and Operations

- PPS advocates for sustainable school design and operations that align with PPS's Climate Justice Policy.
- PPS advocates for climate-resilient schools that can support communities during extreme weather events.
- PPS supports investments in cybersecurity workforce development, education, awareness and training.

Next Steps

- Begin meeting with legislators and partners to share the approved Legislative Agenda
  - Board legislative dinner - December 15 at MESD
- Advocate for specific bills as they move through the legislative chambers
- Provide regular updates to the Intergovernmental Committee and Board of Directors
- Collaborate with the Fund for PPS and DSC to organize legislative advocacy days and mobilize support for specific proposals

Questions and Discussion

PORTLAND PUBLIC SCHOOLS
Government Relations

LEGISLATIVE PRIORITIES 2023

Introduction

We believe all students can learn, grow, and achieve. We aspire to graduate compassionate, critical thinkers who are able to collaborate to solve problems, and lead a more socially-just world. Our work centers student voices, and our commitment to racial equity and social justice ground everything we do.

We do this work in part through ongoing federal and state investments. These funds have supported PPS in safely reopening schools, meeting students' emotional and mental health needs, and supporting staff to target specific student groups needing learning acceleration.

Pandemic relief dollars are finite, though, so we call on the Oregon Legislature to reaffirm their commitment to education by prioritizing a robust investment to the state school fund through the 2024-2025 budget. Our state must stabilize – once and for all – efficient and equitable education funding.

PPS's legislative priorities are grounded in our commitment to accelerate achievement for our Black, Native and students of color. We are focused most specifically on eliminating gaps in **third-grade reading, fifth-grade math, eighth grade readiness, high school graduation, and post-secondary readiness.**

Draft

Legislative Priorities

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ongoing evaluations to identify schools where disparities in literacy exist, especially for Black, Native, and students of color.

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Draft

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- PPS advocates for climate-resilient schools that can support communities during extreme weather events.
- PPS supports investments in cybersecurity workforce development, education, awareness and training.

Draft

PORTLAND PUBLIC SCHOOLS
Office of General Counsel
501 North Dixon Street
Portland, OR 97227
Telephone: (503) 916-3274

Date: November 28, 2022

To: Board Policy Committee

From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel

Subject: Staff Analysis Report to the Board- Policy Revision

Policy # and Name: Antiracist & Anti-oppression Learning Communities 2.10.015-P

BACKGROUND

In February 2021, the School Board approved the Antifacist & Anti-oppression Learning Communities policy, 2.10.015-P. The policy echoed and then expanded the language required by Oregon's All Students Belong legislation in committing to protecting our learning environments from expressions of hate and racism.

In 2021 (amended and effective 5/2022), the State Legislature enacted legislation to ensure that voluntary organizations working with students also have in place the same discrimination policies and procedures as school Districts. OAR 581-022-2308 requires school districts to prohibit voluntary organizations that administer interscholastic activities from working with their students unless the organization implements and adheres to equity-focused policies addressing discrimination and have transparent complaint processes in place to address violations of policy.

RELATED POLICIES/BEST PRACTICES

It is best practice to conform existing policies to current law.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

There was no community engagement as the proposed language is statutorily required.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff will develop a communication plan within the month to disseminate the revised policy to our community.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

ATTACHMENTS

A. Redline copy of Complaint Policy
B. Clean copy of Complaint Policy

Board Policy 2.10.015-P

Anti-Racist & Anti-Oppression Learning Communities

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Administrators, coaches, advisors, student participants, and others associated with the District's activities, programs, and events shall conduct themselves in a manner that is consistent with the letter and spirit of the District's policies, rules and regulations and of any voluntary organization, including voluntary organizations that administer interscholastic activities or that facilitate the scheduling and programming of interscholastic activities.

II. Definitions

1. "Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. "Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols

contained in the *Hate on Display Hate Symbols Database.* and whose display:

a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or

c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals of this policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the Student Conduct and Discipline Policy. Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

Board Policy 2.10.015-P

Anti-Racist & Anti-Oppression Learning Communities

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found here.

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

ORS 659.850; ORS 659.852; OAR 581-002-0005; OAR 581-022-2312; OAR 581-022-2370

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021; Amended ___2023

Board Policy

2.10.015-P Anti-Racist & Anti-Oppression Learning Communities

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We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

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2. "Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the *Hate on Display Hate Symbols Database.* and whose display:

a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or

c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. “Hate Speech” means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbolsof hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of
hate. Exceptions will be made where symbols are used in teaching curriculum and otherlearning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals ofthis policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the Student Conduct and Discipline Policy. Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found here.

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]
Legal Reference(s):

ORS 659.850; ORS 659.852; OAR 581-002-0005; OAR 581-022-2312; OAR 581-022-

2370 *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir.

2014). *State v. Robertson*, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021; amended /2023

Board Policy **2.10.015-P**

Anti-Racist & Anti-Oppression Learning Communities

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

II. Definitions

1. "Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. "Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the *Hate on Display Hate Symbols Database.* and whose display:

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Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021

PORTLAND PUBLIC SCHOOLS
OFFICE OF PK-5 CORE ACADEMICS

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3684

Date: November 28, 2022

To: Board Policy Committee

From: Emily Glasgow, Senior Director PK-5 Core Academics

Subject: Staff Analysis Report to the Board- Compulsory Education Policy Revision

Policy # and Name: 4.10.020-P Compulsory Enrollment: Age and Grade Level at Entrance

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BACKGROUND

For many years, per Board Policy 4.10.020 and Admin Directive 4.10.033, our Talented and Gifted (TAG) Office has been tasked with administering our Early Entry into Kindergarten process. In 2021, we shifted management of this process from TAG to our Early Learners Department to better align it with other Kindergarten supports. This process allows for families of students who turn 5 between September 2 and October 1 to apply for an exception to our September 1 birthdate requirement for Kindergarten entry. Families must file an independent application, pay for private intelligence testing, and procure a recommendation letter from a preschool provider to complete the process. We are concerned that continued support of this process is in conflict with our district vision, strategic plan, equity lens, and Early Learner Core Values.

RELATED POLICIES/BEST PRACTICES

As a district, we have spent the past several years realigning our approach to Kindergarten orientation to focus not on whether students are "ready for Kindergarten," but on whether our Kindergarten programs are ready for kids. We have worked to align limited resources with work that ensures that families and students from our historically underserved communities have supported access to high-quality PreK experiences and supported transitions to Kindergarten. And, we have worked to reimagine an approach to Kindergarten that meets the needs of all early learners who, by definition, enter school with a wide range of entrance capacities, assets, and needs.

ANALYSIS OF SITUATION

Over four years, we have reached this recommendation through the analysis of historic and recent racialized demographic trends of applicants and acceptance rates for the Early Entrance to Kindergaten exception. We have also analyzed the internal resources needed to support the current policy, the concerns that families have raised about cultural and linguistic bias inherent in the assessment process, and the evolving and expanding availability of high-quality PreK programs in and around PPS. Please find the results of this analysis below:

Historic Demographic and Recent Trend Data:

- Since 2009, an average of approximately 39 early entry to kindergarten applications were submitted to the Talented and Gifted education department each year. About 50% of those applications were approved. The number of applications ranged from 11 in

2010-2011 to 55 in 2015-16 and the percent approved ranged from 27% in 2010-2011 to 92% in 2020-21.

- In the 2021-22 school year, we had 27 Early Entry to K applicants. Of these, 24 were approved (some with formal testing requirements waived or adjusted). 23 of the 24 matriculated from private tuition-funded PK programs. The table below illustrates the racial demographics of the 24 approved:

2021-22	
Racial Demographic Group	**Number Students Approved**
White	15
Asian	3
White/Asian (multiracial)	3
Black/African American	2
Black/Hispanic (multiracial)	1

- The table below illustrates the percent of early entry to kindergarten applications that were approved varied across racial and ethnic demographic groups between 2009 and 2014. For example, on average 65% of applications from White students were approved, while only 30% of applications from Black students were approved.

2009-2014		
Demographic group	*Percent of applications*	*Percent approved*
Asian	3.40%	54.25%
Black	7.60%	30.00%
Latinx	4.60%	43.25%
Pacific Islander	1.80%	50.00%
Two or more (HU)	11.60%	40.00%
Two or more (not HU)	4.60%	60.00%
White	43.20%	65.00%
Unknown	23.20%	34.80%

Resources required to support the process:

History of in-district v out-of-district testing: PPS School Psychs used to administer testing. Approximately 8 years ago, we could not find any PPS psychs who were available to conduct testing during the school day, as they were all working full time. We hired a retired PPS psych, but when she was no longer available, we started telling families they would need to seek their own testing. This creates an inequity, even with sliding scale options.

Administrative support: For the past several years, one of our TAG TOSAs has designated 5-10 hours between winter and spring to respond to family requests, collect and review application

materials, and respond to families' applications. Our Early Learners Department often receives and responds to inquiries about this process as well.

Concerns that the assessment is cost-prohibitive and culturally/linguistically-biased:
The Wechsler Preschool and Primary Scale of Intelligence, Revised (WPPSI-R) must be administered by a trained practitioner, typically an Educational Psychologist. The assessment can take up to two hours and is financially prohibitive for many families. Estimated costs are as low as $400 for families with documented need to $1100 or more. Especially during the pandemic appointments can be difficult to obtain and require access to transportation and time. Additionally, there is no oversight of private assessment providers, the quality of assessment administration and interpretation varies, and results can be impacted by the implicit racial and linguistic bias of providers.

Furthermore, the WPPSI-R is not a valid index of cognitive ability for bilingual children. In researching the validity of this assessment to measure readiness for kindergarten our team learned, "the WPPSI-R is not measuring the same verbal or general factors in bilingual children as in monolinguals. Consequently, these scores cannot be interpreted as valid indicators of either verbal intelligence or general intellectual ability in bilingual children."
(Using the WPPSI-R with Bilingual Children: Implications for Practice, Mary diSibio and Thomas Whalen, CSU, Hayward 2000.)

Evolving logic of the need for an early entrance process:
PreK availability: In the past, there were few free PreK slots available to families who did not qualify for Head Start. As a result, families living just over the poverty line whose child missed the K age cut-off might have paid an average of $600- 1,200 per month for an additional year of Pre-K. Therefore, it was financially supportive of families to offer an early entry option. However, with the ongoing expansion of free PreK through Preschool Promise and Preschool for All, more and more of our families of 4 year olds have access to free public PreK.

Later registration trends: Another consideration is the growing trend of families enrolling their Kindergarten- age students a year later. In 2016, 4.22% of K students were actually eligible for 1st grade. This year, 5.62% of K students are eligible for 1st grade. The impact is a widening range (4 year olds - 6 year olds) in ages, ability, etc in a K classroom. This widening range further problematizes the entry of very young children into the program.

FISCAL IMPACT

These changes will incur no financial impact to the district.

COMMUNITY ENGAGEMENT

As part of our review and analysis process, we sent a feedback survey to Kindergarten educators and also made a feedback survey available to families on our Kindergarten website. We received very few responses from either stakeholder group. Our Early Learners team also conducted follow-up interviews with families who engaged in the Early Entry to K process over the past year. While a small number of families expressed the importance of this exception for their children, most also articulated the inequities and challenges for families embedded in the current process. Lastly, in response to a TAGAC letter of concern, we wrote this detailed response to the TAGAC leadership. We have not yet heard back since our response was sent on November 2, 2022.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

Through this study of historic demographic data and the EE to K policy in practice, we have found the policy to be deeply inequitable in that it requires the allocation of limited staff resources to support a small and arbitrary set of students to access a "work-around" to our

Kindergarten enrollment policy. Because this policy pertains only to students who turn 5 between September 2 and October 1, it places an arbitrary and unfounded emphasis on birthdates as a measure of "Kindergarten readiness." Furthermore, it places the burden on families to learn about the process, gather recommendation forms from caretakers, and solicit and fund external evaluations. As the data in our historical analysis demonstrates, this policy has generally served to allow a small subset of middle-upper class white families to apply for and be granted early entrance to our Kindergarten classrooms. Despite increased outreach and notification efforts over the past two years, we continue to see that this policy primarily supports the interests of a small number of white, middle or upper class families matriculating from private, tuition-funded PK programs.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

If the Board Policy Committee decides to move this forward to a Board vote, we suggest a January vote. This would allow us to communicate the change in policy out to prospective Kindergarten families by early February, in alignment with our 2023 Connect to Kindergarten district-wide launch.

STAFF RECOMMENDATION

Having taken historical data and current trends into consideration, the Enrollment & Transfer Center, Early Learners Department, and TAG Department are in agreement that the most equitable and logical decision would be to *abandon our early entry to K policy and practice*, beginning in January 2023. This would require us to rescind Admin Directive 4.10.033 and make a small modification to Board Policy 4.10.020. And, moving forward, all students who are not 5 by September 1 would need to enroll in a PreK program.

ATTACHMENTS

A. Redline copy of Compulsory Education Policy

Board Policy 4.10.020-P

Compulsory Enrollment; Age and Grade Level at Entrance

All children between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend public school full-time, unless exempted by ORS 339.030 and PPS 4.10.010-P.

1) Preschool through First grade: Admission is allowed for children whose birthdays occur on or before September 1, as follows:
   a) Preschool: A child is eligible to apply for Preschool if their third birthday occurs on or before September 1.
   b) Pre-Kindergarten: A child is eligible to apply for Pre-Kindergarten if their fourth birthday occurs on or before September 1.
      i) A child whose fifth birthday occurs on or before September 1 is not eligible for Pre-Kindergarten.
   c) Kindergarten: A child will be admitted to Kindergarten if their fifth birthday occurs on or before September 1.
      i) A student whose sixth birthday occurs on or before September 1 may enroll in Kindergarten if they have not successfully completed a kindergarten program.
      ii) If the parent/guardian wishes, a student who has been enrolled in Kindergarten outside of PPS may be placed in Kindergarten when entering the District during the school year, even if their birth date occurs after September 1.
   d) First Grade: A child will be admitted to the first grade if their sixth birthday occurs on or before September 1, or with evidence of successful completion of a kindergarten program.
      i) A child whose sixth birthday occurs after September 1 who has been enrolled in first grade outside of PPS will be placed in first grade when entering the District during the school year.

2) Second through Twelfth Grade: A student newly enrolling in PPS will be assigned to a grade based on their or prior school experience:
   a) A student who has successfully completed a grade level will be enrolled in the next grade level when entering the District at the start of a school year.
   b) A student who has been enrolled in a grade level outside of PPS will be placed in that same grade level when entering the District during the school year.

Compulsory Enrollment; Age and Grade Level at Entrance

c) A student who is newly enrolling without educational records from a previous school will be placed in the appropriate grade level based on their age. Course selection for a middle or high-school student will occur in collaboration with the student, family, counselor and other school staff, and take into consideration student skill level and necessary high school graduation requirements.

3) Students 19 years of age: Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

4) Students 21 years of age: The District shall admit otherwise eligible students who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or are receiving special education services and have not yet received a regular high school diploma. These students may attend school without paying tuition for the remainder of the school year.

5) Nothing in this policy prevents a family from seeking grade acceleration or retention, as allowed in Policy 4.20.010-P.

Legal References: ORS 327.006; ORS 336.092; ORS 336.095; ORS 339.115

History:
Adpt 9/71; Amd 9/73; Amd8/81; Amd 10/27/83; Amd 8/95; Amd 9/9/02; BA 2420: Amd 4/19;__/22.

Board Policy 4.10.020-P

Compulsory Enrollment; Age and Grade Level at Entrance

Draft 10/187/22

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Board Policy 4.10.020-P

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Office of the General Counsel

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
(503) 916-3570 • Fax: (503) 916-2724

Date: December 1, 2022

To: Policy Committee

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Recommended policy rescissions

The Board Policy Committee will continue to review policies to determine which need updates and which should be rescinded. A policy was put forward by staff with the recommendation that it be rescinded. Staff recommends the Policy Committee rescind the following policy, copy attached, to be forwarded to the full Board for First Reading en route to rescission:

a. 1.70.012-P Presentations by Citizens and Employees

This policy was adopted in 1971 and amended in 2002. It is not needed as a Board policy and is not the most recent or accurate articulation of Board meeting protocols and practices.

BOARD POLICY

1.70.012-P Presentations By Citizens And Employees

In order to provide an orderly method of handling the growing volume of Board business and to give the public and school employees a greater opportunity to participate in Board meetings, the following procedures shall be followed in connection with presentations at Board meetings:

(1) **Presentations by Employees**. Matters to be presented to the Board at a Board meeting by an employee or employees of the district or by representatives of employee organizations shall first be submitted in writing to the Office of Board Services. The chair may set reasonable time limits for such presentations. The Board may waive the time and form requirements of this paragraph in matters of an emergency nature;

(2) **Presentations by Citizens**. Members of the general public who plan to make presentations at Board meetings should register their intentions with the Office of Board Services prior to the beginning of the meeting;

(3) **Guidelines for Presentations**. A speaker shall submit for the record his/her name, address and the name of the organization he/she represents if he/she is speaking on behalf of an organization;

(4) **Petitions**. Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation;

(5) **Criticisms of Staff Members**. Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning individual district personnel. The chair will direct the visitor to the appropriate process for disposition of legitimate complaints involving individual employees who report to the superintendent.

(6) **Rules of Conduct** All speakers shall adhere to the Rules of Conduct as posted in the boardroom.

Legal References: ORS 332.107; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt 6/71; Amd 1/83; Amd 9/9/02; BA 2417

RESOLUTION No. 6628

Resolution to Rescind Board Policies

Rescission of
i. 3.40.030-P School Demonstrations
ii. 3.30.037-P Solicitations - Community Campaigns

RECITALS

A. On October 26, 2022, the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
   i. 3.40.030-P School Demonstrations
   ii. 3.30.037-P Solicitations - Community Campaigns

B. On November 15, 2022, the Board presented the first reading of each of those policies for rescission.

C. The public comment period was open for at least 21 days, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

i. 3.40.030-P School Demonstrations
ii. 3.30.037-P Solicitations - Community Campaigns

and instructs the Superintendent to rescind any administrative directives that are no longer accurate or relevant as a result of rescinding these policies.

Portland Public School District 1st Reading

DATE OF FIRST READING: November 15, 2022

PUBLIC COMMENT FOR Policy Rescissions:

- **School Demonstrations 3.40.030-P**
- **Solicitations – Community Campaigns 3.30.037-P**

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Last Date for Comment: December 06, 2022

Summary: **Rescission of the following policies:**
- **3.40.030-P School Demonstrations**
- **3.30.037-P Solicitations - Community Campaigns**

1st Reading by: **Director Eilidh Lowery**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

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Office of the General Counsel
PORTLAND PUBLIC SCHOOLS

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Date: November 4, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Recommended policy rescissions

The Board Policy Committee met on October 26, 2022, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Two policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **3.40.030-P School Demonstrations**

This policy was adopted in 1971 and amended in 2002. The material does not constitute a policy and does not reflect the District's values or practice. A comprehensive guide *"Civic Engagement and Unrest- A Toolkit for Resilience and Empowerment"* is currently used in regular District practice.

b. **3.30.037-P Solicitations Community Campaigns**

This policy was adopted in 1971 and last amended in 2002. The material does not constitute a policy and is not current District practice.

BOARD POLICY

3.30.037-P Solicitations – Community Campaigns

Campaigns among students and/or employees by community organizations for the purpose of raising funds may be conducted only upon authorization of the Board. Fund-raising campaigns shall be authorized only when sponsored by organizations, which contribute significantly to social service, conservation or cultural aspects of community life. Fund-raising campaigns selected shall have objectives, which are primarily educational and shall be designed to help students understand the role and importance of voluntary social service and cultural agencies in community life. Such campaigns shall stress, as well, the importance of voluntary contributions to humanitarian services and cultural resources. The district will permit three sanctioned fund drives each year, as follows:

(1) **Fall** Combined Fund Drive.

(a) Participation. Schools and departments shall participate annually in the combined campaigns, which shall be coordinated by the Office of Public Information and Communication.

(b) Standards of Eligibility. An organization eligible for participation in the Portland School district combined community drive must be an organization which is either: (1) a joint fund-raising organization which is a federation of five or more constituent organizations providing or supporting health, education, conservation or human welfare services predominantly in Oregon and with significant services in Multnomah County; or (2) a fund-raising organization which is disbursing/granting funds to five or more constituent organizations providing or supporting health, education, conservation or human welfare services predominantly in Oregon and with significant services in Multnomah County; or (3) an organization providing health, education, conservation or human welfare services predominantly in Oregon with significant services in Multnomah County which is not receiving funds as a member of a joint fund-raising organization nor is a disbursee/grantee of a fund-raising organization; or (4) the Portland School District Foundation. The organization shall also in its own name regularly seek and receive significant support through a system of public requests. Not more than nine organizations meeting these criteria and which are selected by a committee chaired by the district's General Counsel shall be placed on the list of those organizations certified by the superintendent as being eligible to receive contributions from district employees via payroll deduction, provided the requirements set forth below have been satisfied. The selection committee shall consist of five persons and shall annually review proposals and select those organizations, which in its judgment will provide students the best

3.30.037-P Solicitations – Community Campaigns

examples to further the educational objectives stated in the first paragraph of this policy. Federations meeting the educational objectives shall be given priority consideration. Concerns regarding the selection may be addressed to the superintendent within 30 days of the selection committee decision. Each federation or united fund, hereafter referred to as "Charitable Organization," is responsible for ensuring that all of its member organizations meet the established criteria prior to filing for permission to participate in the combined campaign drive.

(A) Federal Exemption. Each Charitable Organization must be exempt from tax under Section 501 (c)(3) of the Internal Revenue Code. Contributions to such Charitable Organization and each of the respective members and/or grantees of that Charitable Organization shall be deductible for federal income tax purposes under Section 170 of the Internal Revenue Code of 1954. An advance ruling on its exempt status shall meet this requirement.

(B) Registration and Reporting. Each Charitable Organization must be in compliance with Oregon state laws governing nonprofit organizations and assure the district that each organization represented by it is also in compliance with the laws. Therefore, each Charitable Organization must be registered as a Charitable Organization with the Secretary of State and with the Attorney General as may be required, unless specifically exempt from registration by state law.

(C) Nondiscrimination. Each Charitable Organization must have a policy and procedure of nondiscrimination in regard to age, color, creed, disability, marital status, national origin, race, religion, sex and sexual orientation applicable to the policies and actions of the constituents of the Charitable Organization and its members and/or grantees.

(D) Organization Structure. Each Charitable Organization in the combined fund drive and each of its respective members/grantees shall be governed by a Board of Directors, which serves without compensation. Each Charitable Organization participating in the combined fund drive shall assure the district that it has the express permission of the Board of Directors of each member/grantee represented by the Charitable Organization for the use of its name and participation in the fund drive.

3.30.037-P Solicitations – Community Campaigns

(E) Annual Report/Financial Statements. Each Charitable Organization and each of its respective members/grantees shall make available to the general public on request copies of its annual report including its most recent financial statement. Each Charitable Organization and each of its respective members/grantees shall make available to the general public upon request a report describing the program expenses and fund-raising expenses for its organization. By July 1 each year, each Charitable Organization must certify to the superintendent that its ratio of collection and administration costs when compared to the dollars distributed to its grantees is no greater than 20 to 80. The certification shall be accompanied by the most recent report it filed with the Oregon Attorney General.

(F) Single Campaign. No Charitable Organization shall, in any calendar year, conduct more than one fund drive through the district payroll deduction system.

(G) Integrity of Operations. Each Charitable Organization must have at least one-year history of service.

(H) Definition. Each Charitable Organization must:

(i) Be an incorporated institution;

(ii) Be organized as a nonprofit corporation;

(iii) Separately account for funds and donations committed to charitable use;

(iv) Not operate for the profit or private advantage of the organization's founders and officials;

(v) Have charity or community service as its primary, if not sole, object and must be performing in a manner that furthers that object;

(vi) Conduct its activity for the direct good or benefit of the public or community at large. Public benefits must be a primary purpose rather than a by-product;

(vii) Not be established primarily for the benefit of its members;

(viii) Have a strong element of gift and giving present in the organization's activities relating to those it serves. The element of gift and giving should be something of value to a recipient with no expectation of compensation or remuneration. Forgiveness of uncollectible accounts does not by itself constitute a gift of giving.

3.30.037-P Solicitations – Community Campaigns

(c) If the activity of the institution relieves a government burden, it is an indicator that the institution may be charitable or providing a community service.

(2) **Winter**. One community organization to will be designated annually by the Board for the annual winter charitable campaign. Each year, the Board shall examine the requests of social service and cultural organizations to solicit funds in the schools. One organization meeting the criteria of significance in one of those areas may be authorized to conduct a fund-raising campaign in the schools, according to the rules below. It is the intent of the Board that an organization meeting these criteria will be eligible for selection in successive years so designated will be selected in subsequent years absent other campaign proposals with comparable educational or community impact.

(3) **Spring — Young Audiences**. Schools shall participate annually in the campaign for funds by Young Audiences.

(4) **Procedures for Fund Raising**.

(a) All Drives (fall, winter, spring).

(A) Membership or other participation in activities either of individuals or classrooms shall not be limited to those contributing to fund raising.

(B) Arrangements for and the method for collection of funds shall be developed in accordance with the nature of the fund drive in consultation with the office of the superintendent. Awards and/or recognition shall be based on participation and/or effort and not on monetary factors. Such temporary record keeping as required by the nature of the fund drive shall be permitted, but publication of comparative data is not permitted.

(C) No definite amount shall be apportioned to be raised.

(D) No contest shall be proposed which has for its object the comparison of amounts raised in the various schools, nor shall any incentive be used to encourage large donations.

(E) The campaigns shall be under the supervision of the office of the superintendent. Each September, the superintendent shall assign a staff member a liaison to the Board in organizing, selecting and conducting the annual fund drives. The staff person designated shall select a liaison team to assist in the campaigns.

3.30.037-P Solicitations – Community Campaigns

(F) Assigned staff and Board liaison members and organization liaison teams shall serve as a facilitating committee for the fund drives.

(G) Once an organization is selected and a fund drive authorized, it becomes an officially sanctioned effort of the district, and the cooperation and participation of all schools is requisite unless the liaison committee formally excuses a school.

(b) Fall - Combined Fund Drive.

(A) Portland School District Combined Fund Drive Committee shall be established to assist in the coordination of a single, annual, combined fund drive each fall during the month of October. The committee shall be composed of not more than 10 employees appointed by the superintendent for a term of two years. Terms shall be staggered.

(B) All costs such as printing of brochures, preparation of slide presentations and other promotional costs shall be the responsibility of those organizations designated to participate in the combined fund drive. In circumstances where costs cannot be associated with a particular Charitable Organization, the costs shall be shared in a percentage relating to the total funds distributed.

(C) Role of the Committee.

(i) The committee shall be a coordinating committee, which shall review and monitor the activities of the participating Charitable Organizations and report to the superintendent.

(ii) The committee shall annually print and distribute an application form, which Charitable Organizations must use to apply for participation in the fund drive.

(iii) The committee shall evaluate each application based on its criteria and determine which Charitable Organizations shall participate in the one, annual combined fund drive to secure funds from employees through payroll deduction or other payment method.

(iv) The committee shall establish implementation guidelines for combined fund drive

(v) Activities within the various schools and departments in the district.

3.30.037-P Solicitations – Community Campaigns

(c) Winter Drive.

(A) Each September, the Board chair shall designate one Board member to represent the Board and to work with the assigned staff member to determine if the incumbent campaign should continue as the Board's choice.

(B) The organization to conduct the community fund drive will be notified not later than November 1 each year and the schools are to be notified of the campaign dates no later than the end of November each year.

(C) Individual schools may additionally establish a winter campaign for the school. This campaign shall stress the educational objectives set out in this Board policy and be particularly relevant to the school's neighborhood and the student/parent community.

Legal References: ORS 332.107; ORS 332.505; ORS 339.880; OAR 137-025-0020 et seq.;OAR 581-022-1660 (2)

History: Adpt 6/71; Amd 10/27/75; Amd 10/26/81; Amd 1/27/83; Amd 9/26/85; Amd 7/14/88; Amd 12/10/92; Amd 2/25/93; Amd 8/31/95; Amd 9/9/02; BA 2419

BOARD POLICY

3.40.030-P School Demonstrations

(1) The Board of school district No. 1 recognizes the district's has as a paramount concern the safety and well being of the students, staff and other personnel in the schools. The Board further has responsibility for maintaining uninterrupted educational programs for all of its students. Students have a right to an education and the Board intends to protect that right in the event of a demonstration or other disorder disruptive to the school environment. The Board also is concerned for the protection of school property and facilities in such an event. Therefore, the Board of Education of school district No. 1 will take all lawful and the legal steps necessary to achieve these ends through the emergency procedures developed by the superintendent and implemented by building principals to assure that schools will respond effectively to all contingencies and that the preparedness of staff to cope with such disruptions and coordination of plans, as appropriate, with civil authorities will be prepared to cope with all emergencies of a disruptive nature that occur. Further, the Board asks that each student, each teacher, each administrator, and each parent assume personal responsibility to encourage the kind of sober civil relationships that are essential to an orderly society and an educational environment conducive to learning.

(2) Operating Principles for Controlling School Disturbances Demonstrations.

(a) Accountability. Disorder and disruption of the school process for any reason will not be tolerated, and persons attempting such actions shall be held accountable.

(b) Law Enforcement. In order to ensure safe and orderly school operations, the district fully intends to enforce all laws and to seek prosecution of those who violate them. Students involved in school disruptions, vandalism, violence or other illegal acts will be subject to suspension or expulsion from Portland schools.

(c) Personnel Responsibility. In both preventing and resolving student unrest and demonstrations, all district personnel must plan important and responsible roles.

(A) Teamwork is essential at all levels in handling student disorders. Only through teamwork on the part of the school building employees, central administrators, and the Board can disruptive actions be counteracted and the rights of all protected.

(B) Any school employee who promotes violation of Board policy, regulation, or school rule, or who promotes student unrest or disruptive behavior will be regarded as insubordinate, as

3.40.030-P School Demonstrations

having violated basic professional obligations, and will be subject to suspension from and/or termination of employment.

Legal References: ORS 332.072; ORS 332.107

History: Adpt 6/71; Amd 9/83; Amd 9/9/02; BA 2419

BOARD POLICY

Civic Engagement and Unrest

A Tool Kit for Resilience and Empowerment



PORTLAND PUBLIC SCHOOLS

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Message from the Superintendent

American democracy offers a myriad of ways to participate and engage. We are in a time of increasing social division, young people demanding a racial reckoning, a global pandemic, an economic crisis, and the threat of continued violent riots. The 2020 presidential election and aftermath are further testing our community and country. They challenge us to ask ourselves: *Who are we, and what do we want for our future?*

As educators, we have an opportunity and obligation to support our students (most of whom are not yet of voting age) by helping them understand how our democracy works and ensuring they have the objective knowledge of current issues to put in context the outcomes of an election. We have a responsibility to make sure our students understand that civic participation is necessary for our democracy to thrive. The more our students know about our systems of government, the more prepared they will be to engage in critical civic discourse and participate in the betterment of our community. Additionally, our values of racial equity and social justice require us to provide culturally responsive curriculum and instruction. We must assist students to develop critical consciousness and sociopolitical awareness to challenge injustice and disrupt inequities and oppression of any group of people. Public education can be a powerful antidote for the lack of civility we often see in political discourse today. We have the skill and practice to support students as they develop their own critical thinking and empowerment skills.

Now more than ever, we need the next generation of leaders to demonstrate the characteristics outlined in our vision, PPS relmagined. The heart of our vision is the Graduate Portrait. It is our promise to our students and families. At this moment, our students are called upon to navigate and adapt to complex challenges, and three elements of the graduate portrait are especially applicable:

- **Resilient and Adaptable Learners** where students can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. They make use of community and cultural assets to develop networks of allies to help them persevere through challenges and embrace continuous learning for professional growth and personal fulfillment.
- **Reflective, Empathetic, and Empowering Graduates** where students demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others.
- **Transformative Racial Equity Leaders** where students understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. As racial equity-driven problem solvers, they engage in community conversations about social justice issues and help develop and implement solutions that respect and include the perspectives of other cultures.

I want to encourage all of the adults in our PPS community to draw upon our reserves of resilience to support our students' learning and the contextualization of this time in our democracy. I believe as strongly as ever in the power of democracy and our role as educators to support it.If we want to champion positive transformative change, we have to fight misinformation with education and support the principles of a just democracy. I want to continue to stress the importance of everyone in our PPS community coming together to support one another. By recognizing our mutual interdependence, we can continue to strengthen our school system so that our students are empowered and prepared for all the challenges before us.

We updated and adapted our 2020 Election Tool Kit into our **Civic Engagement and Unrest: A Tool Kit for Resilience and Empowerment**. It contains information, guidance, and resources to assist staff preparation for the inauguration and beyond. This tool kit includes an outline of staff expectations, access to lesson plans that align with our graduate portrait, election and civics content, professional development tools for educators, a directory of internal and external supports for students, our Guidelines for Political Speech and PPS Hate Speech Protocols, and a list of additional supports for staff. This tool kit can also be found on the PPS Site Admin Portal and will continue to be updated over time.

Guadalupe Guerrero
Superintendent



Talking Points for Senior Leaders

As leaders and educators, we are uniquely situated and directly responsible for supporting our students' learning and contextualization of civil unrest and compounding crises. As we have become all too familiar with in the past year, such events often create conditions that threaten the well-being and the safety of students and staff.

Delivering on our responsibilities to students and addressing safety require all of the staff of PPS to engage in thoughtful and adaptive *preparation*, mutual *support*, and a collective *focus* on modeling and teaching the characteristics we espouse in our Graduate Portrait.

In the Educator Essentials attributes from the PPS Vision, PPS staff are called upon to be:

- **Adaptive & Resilient** with a commitment to "developing the skills and persistence to shift the system and structures around them when necessary and build their own resilience through self-care, and collaboration with students, educators, and others."
- **Consistent & Reliable** with "consistently high expectations and levels of preparedness so they can best respond to the needs of the students in front of them."
- **RESJ Centered** with a commitment to be "courageous change agents who actively promote and ensure racial equity and social justice. They understand that the perceived reality, based on the dominant culture, has often excluded the perspectives of people of color. They understand that they can replace the narrative with a more inclusive and objective multi-cultural approach that contributes to the positive identity development of adults and students of color. They ensure equitable access to learning for every student, and their diverse learning styles, through clearly defined racial equity and social justice-based practices, and culturally and linguistically responsive teaching and curricula and materials. They create safe learning communities that value diversity in their departments, schools, and classrooms."

What is expected of me?

We can expect further civil unrest on Inauguration Day in particular, as well as the days leading up to the inauguration and possibly beyond. As a leader, it is your responsibility to prepare, in advance, you and your team for events that we can reasonably anticipate will have distressing repercussions for our student and staff, including the January 20 Inauguration Day. Preparations should include addressing potential impact in advance, including:

- Schedule a team meeting.
- At the meeting, review the Superintendent's message and the PPS Civic Engagement and Unrest Toolkit.
- Reinforce the themes of resiliency and empowerment. Discuss how those themes apply to the events of January 6 and Inauguration Day and beyond for your team.
- Make a plan for Inauguration Day, the day after, and beyond. Get specific:
  - Your direct reports who are team leaders should plan their team meetings and individual check-ins with their direct reports in advance of Inauguration.
  - Review the internal and external supports and resources available to our students, staff, and communities, identified in the PPS Civic Engagement and Unrest Toolkit.
  - Anticipate what may occur leading up to and after the inauguration. Engage your team in walking through different scenarios, and the expectations of one another, how each person will handle those scenarios. Identify any supports needed.
  - While we want to prepare for unrest, Inauguration Day is traditionally a time for celebration of the peaceful transition of power fundamental to American democracy. You may want to consider a joyful recognition of Inauguration Day as part of your planning, demonstrating one of our Core Values, Joyful Learning & Leadership.

    Joyful Learning & Leadership: We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.
- Set aside times you and your team will be available for one another.
- Remind staff of the guidelines regarding political speech by public employees.
- Practice optimistic closure. The PPS Vision and Graduate Portrait paint a compelling vision.

  From the Superintendent's message: "Public education can be a powerful antidote for the lack of civility we often see demonstrated in political discourse today. We have the skill and practice to support students as they develop their own critical thinking and empowerment skills."
- Check in with your direct reports regarding their readiness and ability to follow through on your and the district's expectations.
- Reach out with questions and for support.

Staff Expectations

While the result of the election has consequences for our staff members on a personal level, we also have an obligation as public school employees to present an objective, non-biased view of the election. To that end, we have the following expectations of staff members leading up to and following the determination of the election results:

Do:

- Share factual information about the electoral process with students.
- Acknowledge the context of what is happening in the community, state, and in this case, the U.S. capitol. Ignoring or minimizing what may be causing significant anxiety is another form of trauma.
- Support students through culturally responsive practices and strategies. Be prepared with an activity that allows them to give voice to what they are experiencing. You know your students and classroom. This is about creating community and acknowledging that every individual has a right to feel whatever it is they are feeling. Their reality and feelings are not up for debate. Set classroom expectations for the activity you choose.
- Make space for students to share their feelings in a productive manner. Using sentence prompts such as "I feel…" Be prepared to move students to a virtual breakout room if hateful or discriminatory comments are made.
- Only share factual information with students. To answer questions, say, "That's a really good question and I don't know the answer, but we can try to find out together.'"
- Encourage students to find support among friends and loved ones and encourage students to seek support when they need it. Help students identify who their support network is and suggest adults such as counselors and social workers if they need it.
- Promote empathy with your students. Empathy is not only good for those around you, but it can also promote good health, lower stress, and prevent burn-out while connecting you to other people in deep and meaningful ways.
- Continue to practice routines to provide a sense of normalcy for students.
- Encourage students to practice some basic emotional and self regulating skills which may include: taking breaks when they need them, getting outside if possible, avoiding social media, eating healthy foods, getting enough sleep, and giving themselves grace and acceptance for what they feel.

Don't:

- Share personal feelings about the winner/loser of the election.
- Make assumptions that families and students share your personal views of President-Elect Biden and President Trump.
- Make inflammatory comments about any of the parties, politicians, or their policies.
- Ignore discriminatory behavior or words. Address them in the moment and refer to district resources on responding to hate, bias, or discriminatory speech.

Support for Students and Families

Like all of us, students and families are experiencing uncertainty, stress and anxiety related to the November election and its fallout, the pandemic and economic fallout, the racial uprising, and climate change. We know our students who are Black, indigenous and people of color, and their families, experience this trauma differently and more intensely.

To offer support, we've gathered internal and external supports, listed by school, in the PPS PPS Menu of Student and Family Supports. This catalog shows what we are currently offering and establishes new ways that our PPS students and families can access supports during this season of comprehensive distance learning.

Additional Resources

Serving Immigrant Families:
PPS remains committed to creating safe and inclusive learning environments for all of our students regardless of race, gender, gender identity, religion, ethnicity or immigration status. The link below provides a full list of resources for immigrant families.
https://www.pps.net/domain/4352

RESJ Partnerships:
PPS continues to partner with culturally specific organizations to help serve and support our students. The link below highlights our partner organizations here to support students.
https://www.pps.net/Page/15401

ACLU - Know your Rights
Everyone has basic rights under the U.S. Constitution and civil rights laws. Learn more here about what your rights are, how to exercise them, and what to do when your rights are violated.
https://www.aclu.org/know-your-rights/

Expectations for Day Of and Beyond

PPS is preparing for several potential scenarios that may occur as a result of civil unrest this year. Below is detailed information PPS Leadership will utilize for decision making during inauguration week.

Criteria for suspending in-person- transition to CDL for MS/HS and other in-person school based activities/work

Student & Employee Safety

- Civil disturbance active protesting on campus
- Civil Disturbance near campus prevents students and staff from safely going to and from campuses

Extensive Building Damage

- Broken windows
- Extensive hate speech
- Fire damage
- Utility outages

Student Attendance During Protests

- PPS is not sponsoring any student-led protest, but we do recognize students' constitutional right to freedom of expression.
- Staff who learn of organized student walkouts/protests should communicate with Elisa Schorr, Area Senior Director of High Schools (ewinger@pps.net), and Molly Emmons, Director of Security (memmons@pps.net).
- Student led-walkouts/protest, if students in MS/HS grades choose to leave campus during in-person(hybrid instruction) to participate in a walkout/protest will not be monitored by district staff once they have left PPS property. PPS staff (teachers, support staff, administrators) will remain on campus and continue to attend to students who remain in the classroom. PPS staff to the best of their ability will identify students who have left campus to engage in the walkout/protest and will attempt to notify parents/guardians in a timely manner. PPS cannot ensure student safety once students have left a PPS campus.
- During Hybrid and/or Comprehensive Distance Learning, student-led protests on school grounds do not interrupt class instruction. PPS staff (teachers, support staff) will continue with scheduled work, whether virtual or elsewhere, attending to those students who remain in distance learning instruction, unless directed otherwise by a school administrator.

Student Attendance During Protests (continued)

- During CDL, attendance can occur through attending a virtual class meeting, students submitting work, or students communicating with the teacher. These methods allow flexibility for students who need to log in and access material at a different time on any school day. Because of that flexibility, physical attendance tracking during previous protests is not possible during CDLStudent participation should not result in an absence if they adhere to logging in within the 24 hour window of the class day and completing the work.

Timing of Decisions

- EOC Team will convene regularly to monitor the situation.
- EOC will assess current situations and make closure recommendations to the Superintendent

Campuses at Higher Risk for Protests by location and/ or school name/ mascot (no known threat at this time)

- Lincoln
- Jefferson
- Cleveland
- MLC
- Chapman
- Grant
- Scott
- Sabin
- Vernon
- James John
- Kenton
- Woodlawn
- Lent

Mitigation Efforts to Protect Higher Risk Campuses

- Cover windows where statues are visible
- Dedicated security patrols
- Intrusion alarms single trip

Response & Recovery-Clean Up Strategies for Building Damage

- Increase number of on-call maintenance
- Emergency contract for clean-up/repair

School Based - Limited In Person Activities

- Operations
  - Maintenance
  - Custodial
  - Security
  - Nutrition Services
    - Meal distribution: Monday - Friday. 3:30 - 4:30
  - Construction
  - IT distribution
  - Transportation
- Instruction
  - Hybrid & CDL support (administration and educator)
  - Athletics
- 3rd Party / Other
  - Childcare
  - SUN

Lesson Plans

The Office of Teaching and Learning's Humanities Department has curated lessons plans and resources to help educators engage with students throughout the school year and align to our vision, PPS reImagined: *A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.*

Lessons will align with the following attributes of the Graduate Portrait:

Resilient and Adaptable Learners: Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. They have a growth mindset, knowing that new knowledge and skills are always possible, and they see mistakes and failures as learning opportunities. As informed and resourceful self-directed lifelong learners, they advocate with pride for their rights and for themselves. They make use of community and cultural assets to develop networks of allies to help them persevere through challenges and embrace continuous learning for professional growth and personal fulfillment.

Reflective, Empathetic, and Empowering Graduates: Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others.

Transformative Racial Equity Leaders: As racial equity leaders, students take part in making our society more just and equitable for people of color. They understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They develop agency and advocacy skills to challenge injustice and change oppressive systems in their communities. They understand that the dominant historical narrative can minimize the perspectives of people of color and contribute to institutional racism. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. Students respect the perspectives of all cultures. As racial equity-driven problem solvers, they engage in community conversations about social justice issues and help develop and implement solutions that respect and include the perspectives of other cultures.

Elementary Resources and/or Lesson Plans

Kindergarten - 5th Grade 2020 US Presidential Election Lessons for LA / SS (ELA Courses on Atlas)

Reflecting on Events of January 6th (3rd-5th): PPS 4th grade educator, Jai Blair of Woodlawn Elementary School assembled this slide show to help students understand and process the recent events on Capitol Hill. (Includes all partner languages)

Time for Kids Chaos at the Capitol (2nd-5th): Google Slides or PDF (Includes all partner languages)

PBS- Classroom resource: Three ways to teach the insurrection at the U.S. Capitol

Common Sense Media: Talking to Kids About the Violence at the U.S. Capitol / Cómo hablar con los niños sobre la violencia en el Capitolio de los Estados Unidos

Common Sense Media: Explaining the news to our kids / Cómo hablar con tus hijos sobre las noticias

Seven Lessons from Mister Rogers: The host of Mister Rogers' Neighborhood taught kids critical emotional and social skills that are still relevant to children and adults today.

Teaching about the Capital Coup Attempt: A presentation to guide classroom discussions: a collection of resources compiled by Aubrey Pagenstacher, librarian at Ainsworth

Middle School Resources and/or Lesson Plans

PBS Classroom resource: Three ways to teach the insurrection at the U.S. Capitol

Common Sense Media: Talking to Kids About the Violence at the U.S. Capitol / Cómo hablar con los niños sobre la violencia en el Capitolio de los Estados Unidos

Common Sense Media- Explaining the news to our kids / Cómo hablar con tus hijos sobre las noticias

Ida B. Wells Education Project: 5 Tips for Teaching in Time of "Civil Unrest"

Beyond the Spotlight: Resources for teachers on the days after the attack on the U.S. Capitol.

PBS-Structured Academic Controversy: A highly structured, small group discussion that is designed to help students achieve three goals: 1) to gain a deeper understanding of an issue, 2) to find common ground, and 3) to make a decision based on evidence and logic.

American Federation of Teachers: THIS MOMENT IN TIME: NAVIGATING UNPRECEDENTED HISTORICAL EVENTS.

American Federation of Teachers Foundations of Democracy and Government: Wondering what makes a democracy tick? Share My Lesson's Foundations of Democracy collection provides access to lesson plans, resources and professional development for educators to help students understand what democracy is and why it is so important.

iCivics: Peaceful Transfer of Power**:** For over two centuries, American political offices have peacefully transferred power after every election. Use this infographic to show students how precedent, tradition, and legitimacy have helped create this democratic norm. Consider the importance of a peaceful transfer of power and why it is important to a democratic form of government.

Facing History and Ourselves: Fostering Civil Discourse: A Guide for Classroom Conversations**.**

Oregon Jewish History Museum and Center for Holocaust Education: Curiosity and Questions: Navigating Critical Conversations

iCivics Election 2020: Provides students with election-focused civics games and lesson plans that include simulations, vocabulary development, graphic organizers, and active participation opportunities.

Digital Civics Toolkit: Offers a collection of resources for educators to support youth to explore, recognize and take seriously the civic potentials of digital life.

Library of Congress: Teach students the Electoral College through Math and U.S. History Lenses

Next Up: Leadership development and civic opportunity for young adults with local Oregon organization

OPB-PBS: The Election Collection: Middle and high school educators across the U.S. are empowering students to share their take on issues that matter to them. Learn how your students can create and publish audio or video commentaries for a national audience.

KQED's Youth Media Challenge: Let's Talk About Election 2020: Students have a lot to say to the president-elect. Students care deeply about the issues that will impact their lives – both leading up to the election and through the inauguration. Get inspired by their powerful commentaries, covering everything from the COVID-19 pandemic to climate change and immigration.

Teaching about the Capital Coup Attempt: A presentation to guide classroom discussions: a collection of resources compiled by Aubrey Pagenstacher, librarian at Ainsworth

Civic Engagement and Advocacy: Teaching Tolerance Election 2020

Critical Thinking - News sources: Teaching Tolerance Digital Literacy

High School Resources and/or Lesson Plans

C-SPAN Lesson Plan: Learning from Previous Presidential Transitions

C-SPAN Lesson Plan: The History of Contested Presidential Elections

PBS- Classroom resource: Three ways to teach the insurrection at the U.S. Capitol

CNN10: News for young adults explained in 10 minutes.

Common Sense Media- Explaining the news to our kids

Ida B. Wells Education Project

Article- Tomorrow is Not Simply Another Day at School

Mikva Challenge - Attack on Capitol - Lesson ideas

Civic Disobedience - Learning Plan from Teaching Tolerance

PBS-Structured Academic Controversy (strategy & notetaker)

Fostering Civil Discourse: A Guide for Classroom Conversations

American Federation of Teachers: This moment in time: Navigating unprecedented historical events

ELA GVC 9-12 Civic Engagement Connections: See this quick overview to see where civic engagement topics are embedded in the high school English GVC units and lessons.

Oregon Jewish History Museum and Center for Holocaust Education: Curiosity and Questions: Navigating Critical Conversations

PPT (Robert May in Maryland) Making Sense of January 6, 2021: A failed attempt to upend American democracy

Oregon Historical Society 9th-12th Curriculum: In this curriculum, students will learn about the rights and responsibilities of U.S. citizens as well as the steps they can take to actively participate in civic life. Educators can use the curriculum with or without a museum visit.

Next Up: Leadership development and civic opportunity for young adults with local Oregon organization

Digital Civics Tool Kit: Offers a collection of resources for educators to support youth to explore, recognize and take seriously the civic potentials of digital life.

Library of Congress: Teach students the Electoral College through Math and U.S. History Lenses

High School Resources and/or Lesson Plans continued...

The New York Times: Writing Prompts, Challenges, Lesson Plans and Other Resources for Teachers and Students.

OPB-PBS: The Election Collection: Middle and high school educators across the U.S. are empowering students to share their take on issues that matter to them. Learn how your students can create and publish audio or video commentaries for a national audience.

KQED's Youth Media Challenge: Let's Talk About Election 2020: Students have a lot to say to the president-elect. Students care deeply about the issues that will impact their lives – both leading up to the election and through the inauguration. Get inspired by their powerful commentaries, covering everything from the COVID-19 pandemic to climate change and immigration.

Civic Engagement and Advocacy: Teaching Tolerance Election 2020

Critical Thinking - News sources: Teaching Tolerance Digital Literacy

Professional Development

Recent events in our city, state and in the nation have called for our educators and leaders to support our students by facilitating meaningful and engaging conversations. We want to ensure that all educators are prepared to facilitate meaningful and engaging conversations with students on a range of topics associated with our current circumstances.

The following may help lead to constructive, thoughtful conversations:

Talk about issues and not personalities – This is from the lens that many people in our community supported both candidates, and we don't want to increase the divide by focusing on the people. What are the issues that people feel are important to express? What does this say about the divide in America?

Identify concerns – Let people talk about what they are sitting with. What are the things we need to be aware of and talking about

Process emotions – This is the most challenging part because people will be emotionally charged and we want to give people the opportunity to express their emotions.

Process next steps – How do we come together to combat the divisive nature of our country and communities? What do we need to do to support each other with conversations, gatherings and events designed to invite diverse groups to work together?

Let's Talk is a guide from Teaching Tolerance to help educators facilitate critical conversations with students:
Teaching Tolerance: Lets Talk! Facilitating Critical Conversations with Students

Facing History and Ourselves: Fostering Civil Discourse
https://www.facinghistory.org/sites/default/files/publications/Fostering_Civil_Discourse.pdf

The Teaching Channel: Teaching Respectful Talk
https://learn.teachingchannel.com/video/speaking-respectfully-nea

Resilience Building Approach

Students, families and staff are facing incredible stress. We know our BIPOC students and families experience this trauma differently and more intensely. And we know how important building resilience is as we talk about the election and potential consequences. Consider the following:

1. Talk with your students about how to identify and adopt self care practices.
2. Encourage students not to lean into despair. As much as possible, try to redirect to asset based and positive outlooks during discussions. Try to motivate students to reflect on opportunities for growth, learning and optimism.
3. Encourage students to stay Informed and get information from trusted news sources, but be sure to take breaks from the screen and the news.
4. Encourage students to find support among friends and loved ones and encourage students to seek support when they need it. Help students identify who their support network is and suggest adults such as counselors and social workers if they need it.
5. Promote empathy with your students. Empathy is not only good for those around you, but it can also promote good health, lower stress and prevent burn-out while connecting you to other people in deep and meaningful ways. Brene Brown: The Power of Empathy

Social Emotional Learning

PPS Office of MTSS created the following presentation to help build and deepen your classroom community: Community Meeting Slides

Casel created the following presentation to help promote equity and healing: CASEL - Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

American School Counselor Association: https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/helping-students-troubling-times

Guiding Principles to a Trauma-Informed Approach (Visual) https://www.cdc.gov/cpr/infographics/00_docs/TRAINING_EMERGENCY_RESPONDERS_FINAL.pdf

Conversations About Race

Edutopia created this culturally responsive piece to support talking about race in the early elementary classroom: Edutopia: How to start talking about race in the early elementary classroom

Teaching Tolerance curated lessons to support learning about Race and Racism: Teaching Tolerance: Teaching About Race, Racism and Police Violence

Directory of Internal/External Supports for Students

PPS provides resources and support for students and families throughout the year. If the civic unrest proves stressful for students, below are several internal and external resources and services to support our students.

Existing Menu of Student and Family Supports

This summer, Portland Public Schools educators, central office leaders, public health professionals and community leaders, came together to build a comprehensive plan to ensure that in this time of distance learning, our PPS students and families have the resources and supports they need. This guide provides a full list of resources by school.

PPS Menu of Student and Family Supports

The Office of Student Support Services fosters empowered living for every student, family, and staff member by collaborating with them to provide student-centered responsive services and programs. These systems of support will enhance academic and social-emotional learning while also being inclusive of all abilities and cultures. School based counselors and social workers are integral to student success during this time.

Counselors - School counselors focus on helping students address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student–teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

- Framework for PPS School Counselors
- **Crisis Response Group for Black/African American Students:** Here is the flyer and FAQ's, link to register, video.
- **Middle School Native Student Meeting:** Jeanette Scantling, Counselor at Metropolitan Learning Center, is hosting a weekly Middle School Native Student Meeting starting Mondays, October 19th at 12:15-1:00 p.m. Please let your native students know and share the flyer.

Social Workers - Social workers work to decrease barriers to learning created as a result of systemic racism, poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to historically underserved populations of students that have a high risk for truancy and dropping out of school, such as youth who are homeless or in foster care, students who identify as immigrants or refugees, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. Social workers work closely with teachers, administrators, other educators, parents, and caregivers to provide coordinated interventions and consultation designed to keep students in school and build upon family and student strengths to access the culturally responsive supports needed to promote student success.

Serving Immigrant Families:

PPS remains committed to creating safe and inclusive learning environments for all of our students regardless of race, gender, gender identity, religion, ethnicity or immigration status. The link below provides a full list of resources for immigrant families. https://www.pps.net/domain/4352

RESJ Partnerships:

PPS continues to partner with culturally specific organizations to help serve and support our students. The link below highlights our partner organizations here to support students. https://www.pps.net/Page/15401

Additional Resources to help student process the election

Helping Students Process the 2020 Election

ACLU - Know your Rights :

Everyone has basic rights under the U.S. Constitution and civil rights laws. Learn more here about what your rights are, how to exercise them, and what to do when your rights are violated. https://www.aclu.org/know-your-rights/

Guidelines for Political Speech

Our role as educators and public employees is clearly defined when it comes to political speech. Oregon law strictly limits political activities that public employees may engage in during work hours. Under Oregon's "Solicitation of Public Employees" law, ORS 260.432, public employees may not, during work hours, promote or oppose election petitions, candidates, political committees or ballot measures.

To provide additional clarification, our PPS legal department outlined specific activities and examples applicable to this law. This guidance can be found here:

Campaign Guidelines for Public Employees

It is also important to distinguish between speech that affirms our values and vision from political speech. In particular, language that supports our values of racial equity and social justice is not political speech. We also understand that **Black Lives Matter (BLM)** may be controversial for some members of the community, and PPS encourages thoughtful debate of this and other contemporary issues.

> **Back Lives Matter is a statement of social justice aligned with our commitment** to authentically affirm the identities of students, families and staff.

Support of BLM is not a political statement, nor is it associated with a specific candidate or political campaign. It is **not a violation** of our policy for staff or students to have BLM-branded items, such as clothing, email signatures, etc.

PPS Hate Speech Protocols

PPS does not tolerate hate speech nor acts of discrimination. In 1997, PPS adopted the Non-Discrimination/Anti-Harassment Policy which has been amended throughout the years to respond to emerging situations. The intent of the policy is to provide a culture of safety for students, families and employees by outlining protected classes, providing mechanisms for complaints and reporting to ensure the safety and well-being of all. The district's protected classes include: age, national origin, disability, economic status, race, religion, gender, sexual orientation, and gender expression or identity. The policy also provides consequences for those who engage in discriminatory practices, dismissal of staff and trespass of parents and volunteers.

In response to the increasing number of hate speech incidents, a cross functional team worked to develop a consistent set of actions to respond to these incidents. These are outlined in PPS Hate Speech Protocols. These protocols include guidelines for notification, reporting and communications support. If there is a hate speech incident, all staff are encouraged to access these protocols and follow them. It's also important to consistently 1) denounce the act; 2) reaffirm PPS values of racial equity and social justice; and 3) support targeted students.

In addition to following our protocols, we are also asking everyone to be vigilant about recognizing hate symbols in your virtual and physical environments that impact students. The Antidefamation League collates a hate symbol database that we asked operations staff to be aware of and to report any use of these symbols on school properties.

This fall, the State Board of Education adopted the The All Students Belong rule which prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose. The temporary rule took effect on September 18, 2020. It requires districts to adopt and implement policies and procedures that prohibit the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards by January 1, 2021. The PPS Board of Education will begin considering policy updates in mid November in order to adopt and implement updated policies by the established deadline.

Additional resources can be found at PPS.net/ResponsetoHateSpeech

Hate speech versus political speech

It is also important to distinguish between hate speech and political speech. Hate speech is not protected by "free speech" and both PPS and state policies prohibit the use of hate speech. Below are five common defenses of hate speech and practical suggestions to redirect adapted from Western State Center's *Confronting White Nationalism in Schools Tool Kit*:

Common Defense of Hate Speech	Practical Suggestions to Redirect	PPS Vision - Graduate Portrait
"It's about pride, not prejudice"	White pride cannot be equated with Pride month in support of LGBTQ comunities, Native Pride, Latinx pride or Black Excellence. Racial groups or historically marginalized groups gather and assert pride as a way to protest historic and current discrimination and cultural racism.	*Positive, Confident, Connected Sense of Self:* Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. They are connected to networks of allies who serve as role models and advocates, strengthening their self esteem by nurturing their personal and cultural assets and strengths. Pride and confidence in one's culture does not involve speech that denigrates or promotes violence towards others.
"This is a free speech issue"	Hate speech is not protected speech. A range of legally upheld policies support the rights of schools to prohibit hate speech. We are responsible for cultivating a culture of safety for every student. Speech that threatens the safety of any students, particularly those who belong in protected classes is not tolerated at PPS. The State Board of Education also prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.–the swastika (outside of a religious context), the Confederate flag, and the noose.	*Powerful and Effective Communicators:* Students communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content. They understand the importance of culture, time, place, and context in developing appropriate methods of communication and can adapt the ways they communicate to various situations. Effective communication has the power to unite us across differences.
"This is all just political correctness by social justice warriors"	Prohibitions of hate speech are not efforts to be politically correct nor an attempt to limit discourse and debate. Working to cultivate safe and positive school climates is in alignment with our values and vision. Here are two terms that have been co-opted and redirected in their intentions. Challenge those who mock them in defense of bigotry to replace the first with "basic respect for others" and the second with "people who are against racism."	*Transformative Racial Equity Leaders:* As racial equity leaders, students take part in making our society more just and equitable for people of color. They understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They develop agency and advocacy skills to challenge injustice and change oppressive systems in their communities. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts–and builds leaders to disrupt–systems of oppression.

Hate speech versus political speech continued

Common Defense of Hate Speech	Practical Suggestions to Redirect	PPS Vision - Graduate Portrait
"What about reverse racism?"	Data demonstrates systemic advantages for white people in all facets of life in the US. While members of any group may commit acts of bias against any other, these acts do not add up to the institutional and cultural racism that disproportionately produces negative outcomes for people of color.	*Reflective, Empathetic, and Empowering Graduates:* Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts–and builds leaders to disrupt–systems of oppression.
"We are post-racial, racism is over"	Since the horrible and violent events this summer, our community and country recognize the pernicious history of institutional and cultural racism present in our systems. We know that racially motivated hate speech incidents have increased over the past four years. We have work to do together, and we need to listen to understand and believe one another's experiences.	*Inquisitive Critical Thinkers with Deep Core Knowledge:* Students can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. They can investigate history from multiple perspectives and understand how, traditionally, historical stories have been shaped by dominant cultures, and how these narratives have shaped current events We know that to undo centuries of injustice and to rebuild a more racially just and equitable district, we must continue to remain steadfast in our commitment to racial equity and social justice.

Support for Staff

Employee Assistance Program

The Employee Assistance Program offers 24 hour crisis support, confidential counseling to any member of your household, legal services, and wellness programs.

For a complete list of services or to access services online go to www.MyRBH.com - access code: OEBB, Company ID for the Wellness Works Portal 10607.

You can also access services by calling 866-750-1327.

Be sure to reach out to your supervisor, if you have questions or need support.