



JEFFERSON HIGH SCHOOL MODERNIZATION

Board of Education Meeting

BORA

LEVER



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

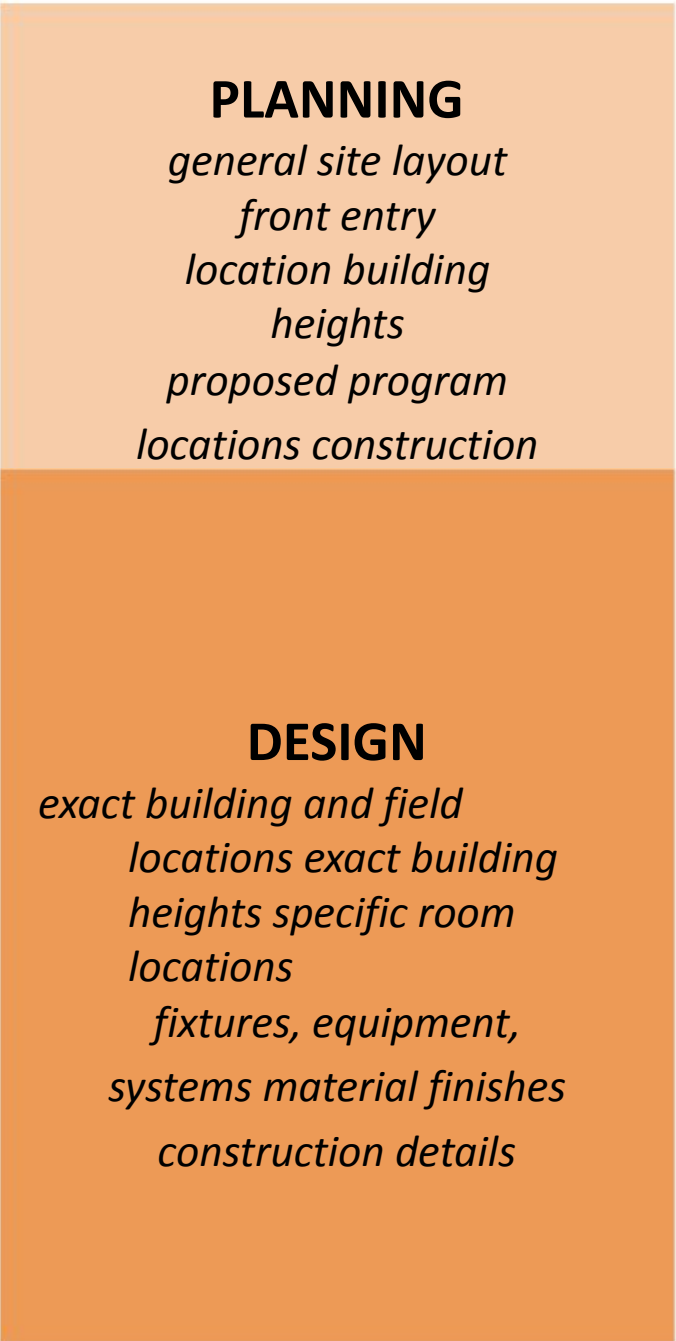
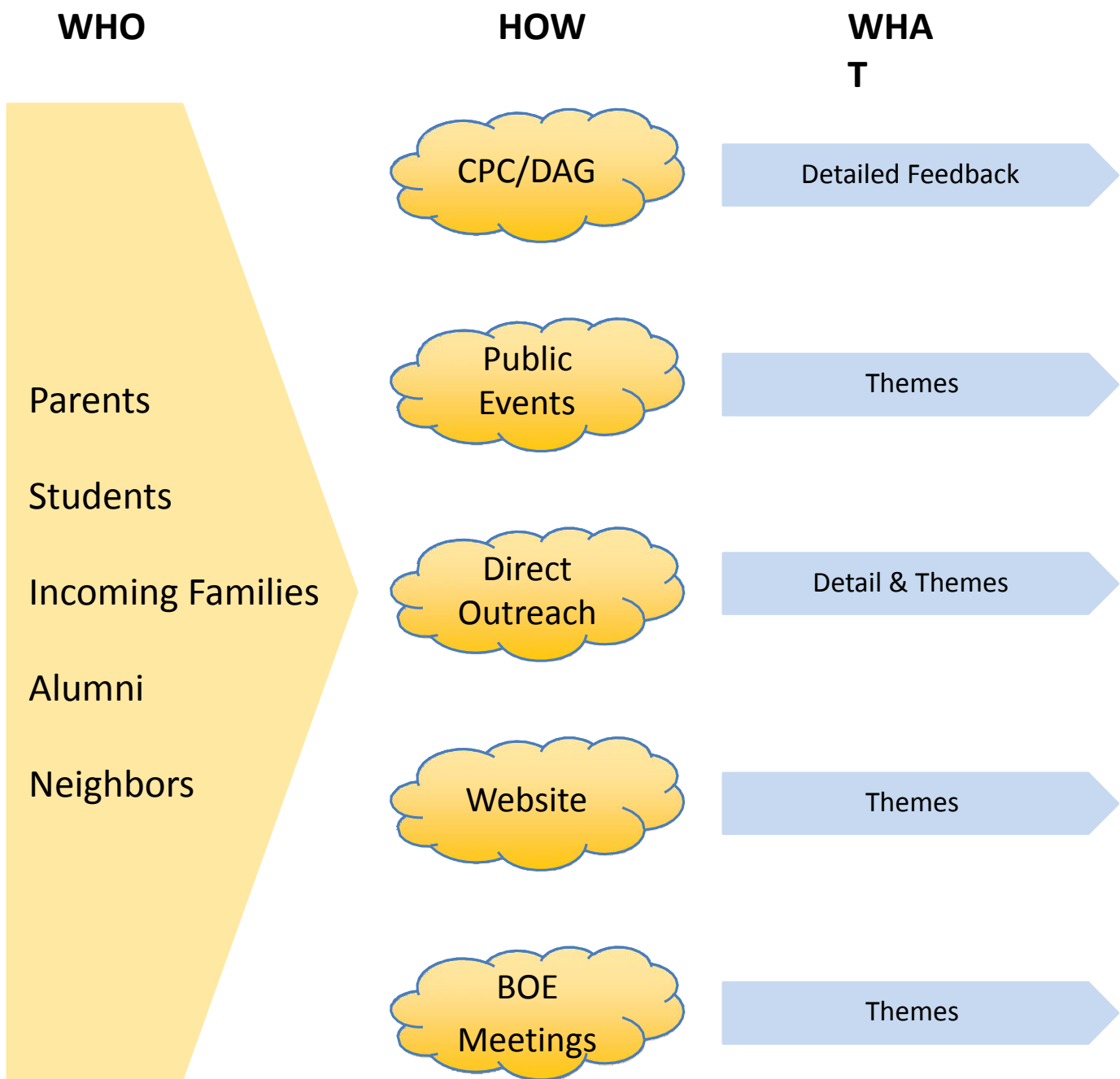
Schedule

Total Projected Cost

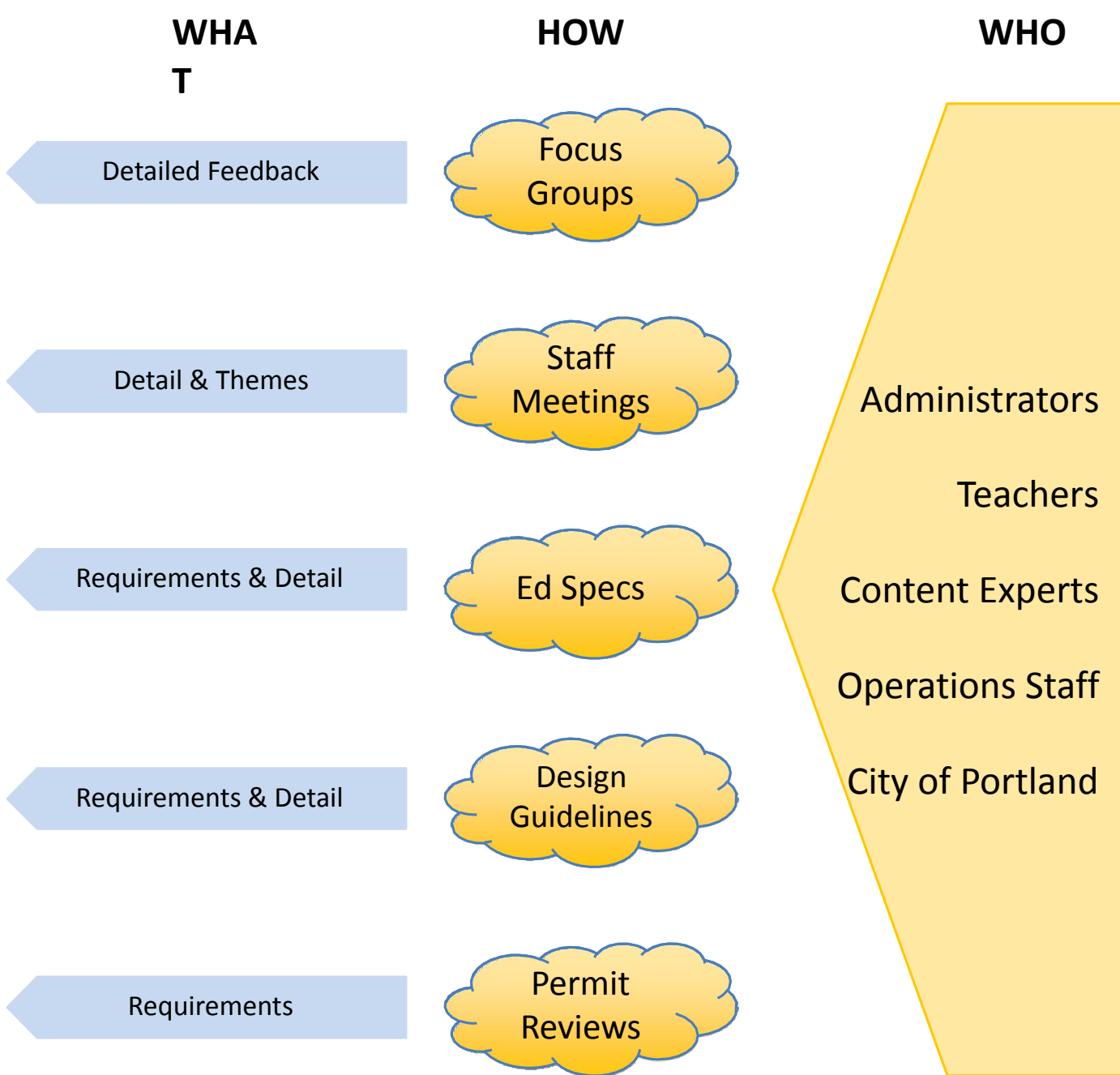
Program Detail

ENGAGEMENT AND THE DESIGN PROCESS

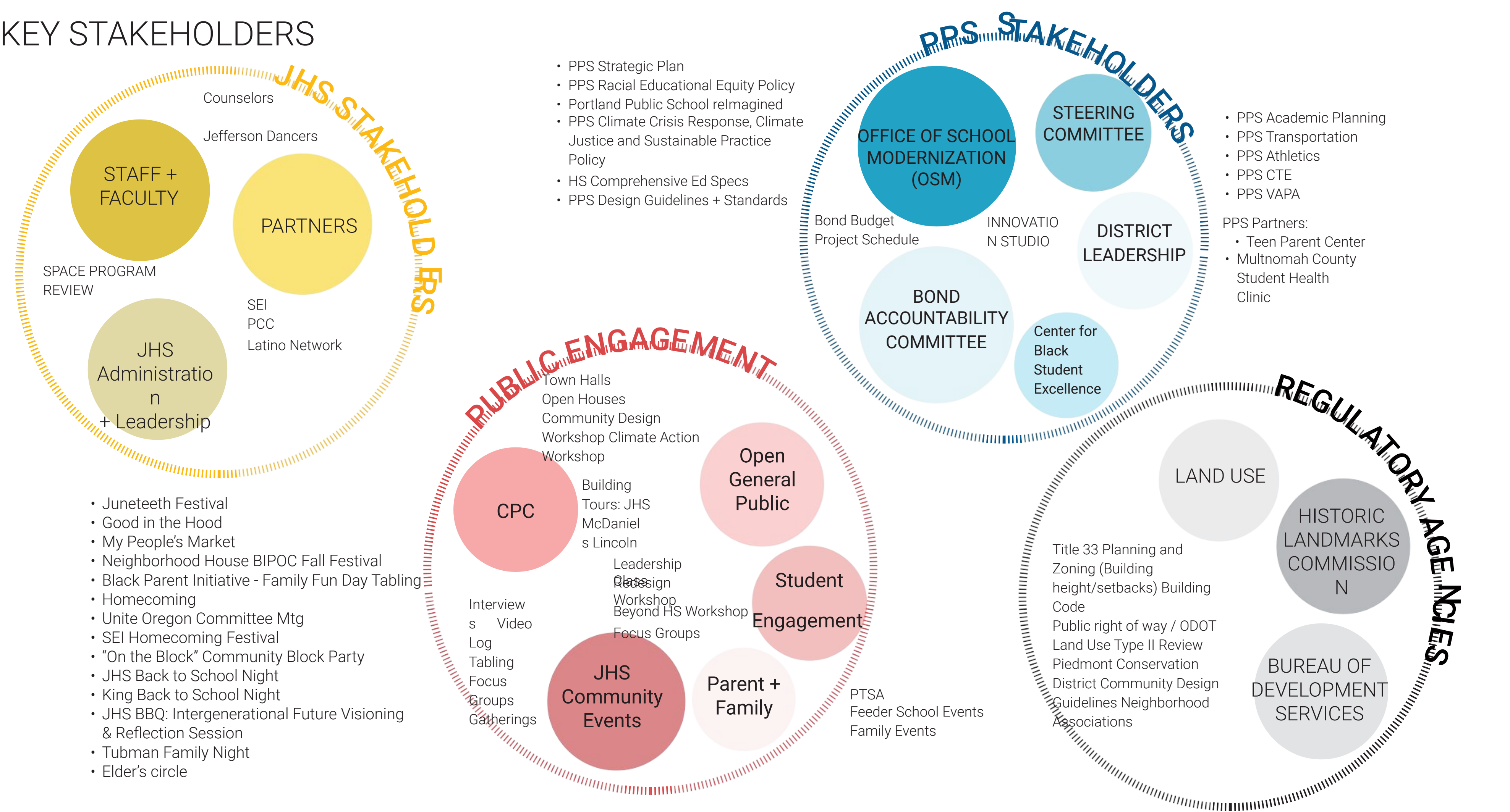
COMMUNITY ENGAGEMENT



STAKEHOLDER ENGAGEMENT



KEY STAKEHOLDERS



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.

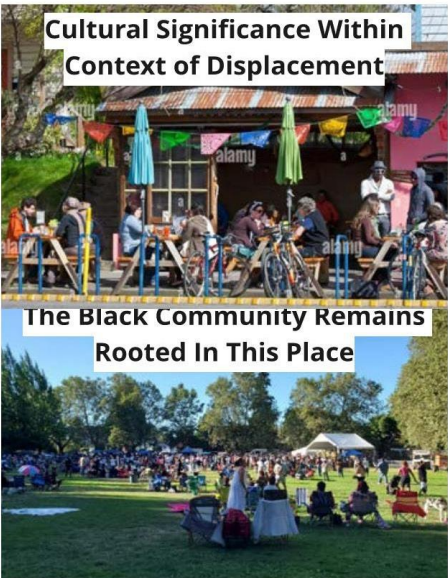
"We're out of the game, it's not for us. What is our voice to them? You look around and you see everything, it's all new, why couldn't it be all new years ago when we were here? Its New now because it's for the new community [not us]"

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."

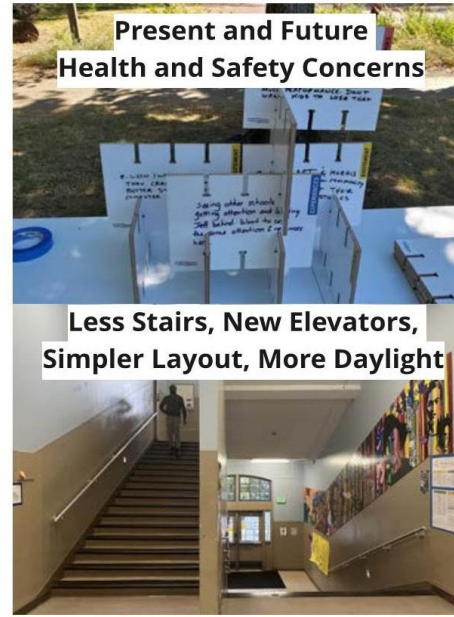
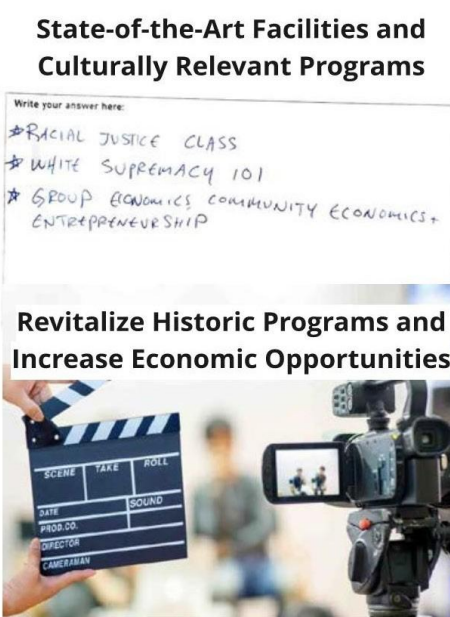
Spatial Justice, Displacement/Gentrification, and Cultural Pride Drive Support for Modernization



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



Common Desires Across Both Scenarios



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 or the past.

Certain clubs, or sessions on assemblies, to talk about that stuff. Maybe inviting different speakers, or speakers.

Stop the pipeline from High School to Prison!

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

By developing target programs that equitably meet the needs of each student, esp. where that don't have access to necessary resources.

-HAVING BLACK TEACH

FUTURE

Better Food
Knowing the history and your current experience at Jeff what do you hope for change NOW? **Taller stalls**
Bigger bathrooms
Elevators **More tables in the cafe**
Different paint colors
What do you hope for Jeff in the future redesign? **A mascot**
Bigger Library (physical)
More time 4 lunch
AIR CONDITIO
NEAR and HEAT
RS.

PRESENT

What is a regular day at Jeff for you? What classes are you in, where do you eat, what activities are you part of? It's fine. Class are nice a bit small but it's fine. I eat Oikos School food or food 4 kids. I am going to do swimming, I'm in YAC. The Star are good.
What is your favorite place at Jeff? Paint the picture in your mind (what you see, hear, smell, who is there, how do you feel) Out side, it's nice, just with there are more places to sit.
What spaces don't you like about at Jeff? What needs work? Class could be a bit bigger. The building is slowly falling a part.

FUTURE

Knowing the history and your current experience at Jeff what do you hope for change NOW? Air flow in the hallways, Sun light, fix the that are broken, open the room doors that are being used. The better feel in the school. What do you hope for Jeff in the future redesign? more space, more sit outside, use the space we have, better chairs they are hard and big, and more one use bathroom.

1. SHARE A JOYFUL MEMORY

Share one of your most positive memories that happened at this school. It can be a big thing or a small thing.

→ Where did it happen?
→ Did anything about the location contribute to your positive experience?

Write your answer here:
- Being selected for "Music In May" 2 years in a row. Each High School in Oregon and SW Washington chose 3 students from Concert Band, Orchestra and Choir (I from each). I was chosen for Concert Band (Trumpet). We spent 2 nights and 2 days at Pacific University with a world renowned conductor anding with a concert that Saturday.
- Pacific University is a school of music so it contribute to my global thinking and addresses the enhance my music perspective at Jefferson.

2. THE MUSEUM OF DEMOS

Imagine that you were creating a museum all about Jeff - past, present, and future.

→ What pieces of this school would you include in your museum, and why?
→ This can be parts of the buildings or even whole rooms. It could also be stories about specific people or events.

The mascot and name "DEMO" Signs and Democrats jerseys.
To this day 2022 when Demo is still yelled out it brings so much joy and school pride to anyone who went to Jeff and understands.

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→ Where did it happen?
→ Did anything about the location contribute to your positive experience?

Write your answer here:
Where: Choir Room
Jefferson turned our choir room we toured in Japan in 1967. I like that the room was simple, straight forward and completely double for our choir. We stayed on campus never as competition. When we stayed on campus we could feel them vibrate with the people's music we made. Rules were firm - he never wavered.
Where: Mrs. Taulman taught English. She was strict. She never wavered her rules, and she had excellent classroom management which did deserve respect of all teachers. That was supposed to be for all teachers. She was always prepared. Each day had a routine. Mrs. Taulman would negotiate with students.

3. CREATE A CURRICULUM FOR SOCIAL JUSTICE

Imagine you have been chosen to design a curriculum with a focus on equity and justice.

→ What programs, classes, facilities, or other activities would you include?
→ This can be things that Jeff already offers, or things that you think are missing.

Write your answer here:
- staff roles at all levels
- programs of historical evidence - music, dance, media, statistics
- core courses with equity / justice as driving force and/or theme content - justice throughout history, literature of revolution or change, using statistics to tell stories
- create a narrative, leadership / community engagement for equity, history of community organizing, self-advocacy / empowerment
- ripe of reform / attendance / enrollment for displaced families / transportation support to take advantage of what
- make space / future / mental resources
- equity / human development
- help / access / resources of high schools for all

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Write your answer here: All teachers would follow a yearly theme. I would have a theme for each grade level developed from any recent and contemporary issue. would have all disciplines create their adogenic lesson plans to address or analyze that one issue with existing projects presented at the end of every year for students to show or speak up for all teachers to see for community senior.
* Social Justice would provide focus on supporting these immediately identifiable victims and their who are perpetrators because perpetrators have been victimized in order to have become perpetrator.
* Critical Race Theory is a creative way to separate the racial history from the mainstream history. Of course it should be taught at every level, in depth where history is discussed. in explicit or implicitly present facts of history.

EXPERIENCES

- I think we should change the name back to olympia
- need a name that speaks for the people inside of it

STUDENT / YOUTH

WE NEED AC, CEILING TILE FELL LAST YEAR & ALMOST HIT MY TEACHER. SAFETY (STUDENT / YOUTH)

SHOULD KEEP PARTS OF THE HISTORIC BUILDINGS. AT LEAST KEEP PART, A WING, A BUILDING (SE1 COORD)

EXCITEMENT

Disrupting the community of students built here at Jeff

MOB, AL / HAD OVER OUTDATED FACILITIES THE TOWN / PEOPLE / STUDENTS (SE1 COORD)

ART + MURALS ON STAIRS OR LIKE IN C WING - PORTRAITS REFLECTING OUR COMMUNITY & CULTURE (SE1 COORD)

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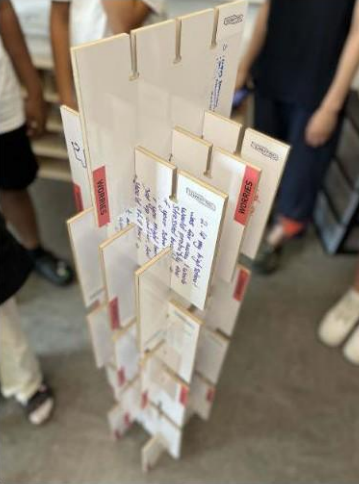
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3. HAVE ART & MURALS BY STUDENTS + COMMUNITY THAT REFLECT THEIR IDENTITIES + STORIES

VOCATIONAL: Give skills. Don't need to graduate but can still go into the trades.
- wish PIL could get built up more BETTER. SAFER.



QUESTIONS (WRITE THE NAME WE KNOW WH)

1. Tell us abt large go High Sch
→ Where
→ How

2. Tell us had w spec Jeff
→ to

Teachers are great but they don't have the resources to do what they want to do / see needs for. Also limited by curriculum reqs. (multiple w/ students @ Jeff)

WORRIES
high school culture and the community?
or other activities in High School to
is a building that communities c
king a school is feel free part

Support for the community that has a historic & current connection to Jeff. To retain the building in a way that honors that tie. Tearing down the building could contribute to the feeling that the neighborhood is unrecognizable.

Tradition, legacy & previous generations.
- rename the school
- make pictures of legacy
- hall of fame
- my son was there
- the old restaurant!

Make Jeff a historical Bldg / site

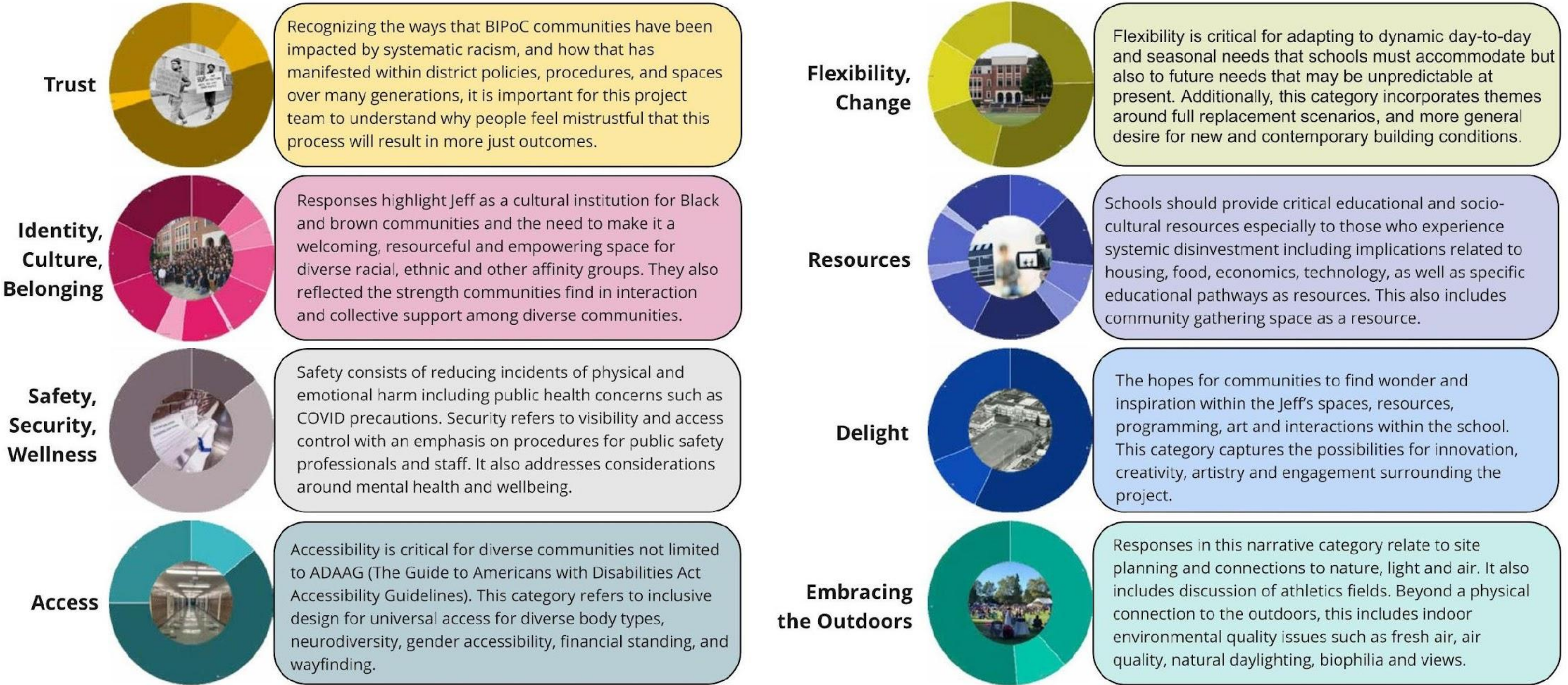
909

AS A KID I HAD BLDG REPRESENTED JEFF. HISTORIC ENTRY

→ NEED AC. → DON'T USE LOCKERS ON D - MAKE HALL & BETTER LOCKERS - THE ENTRY IS IMPORTANT

THE NEIGHBORHOOD HAS CHANGED, BUT JEFF IS A CONSTANT. MY PARENTS WENT THERE.

COMMUNITY ENGAGEMENT - NARRATIVE THEMES



SURVEY POLL FEEDBACK

+ 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.

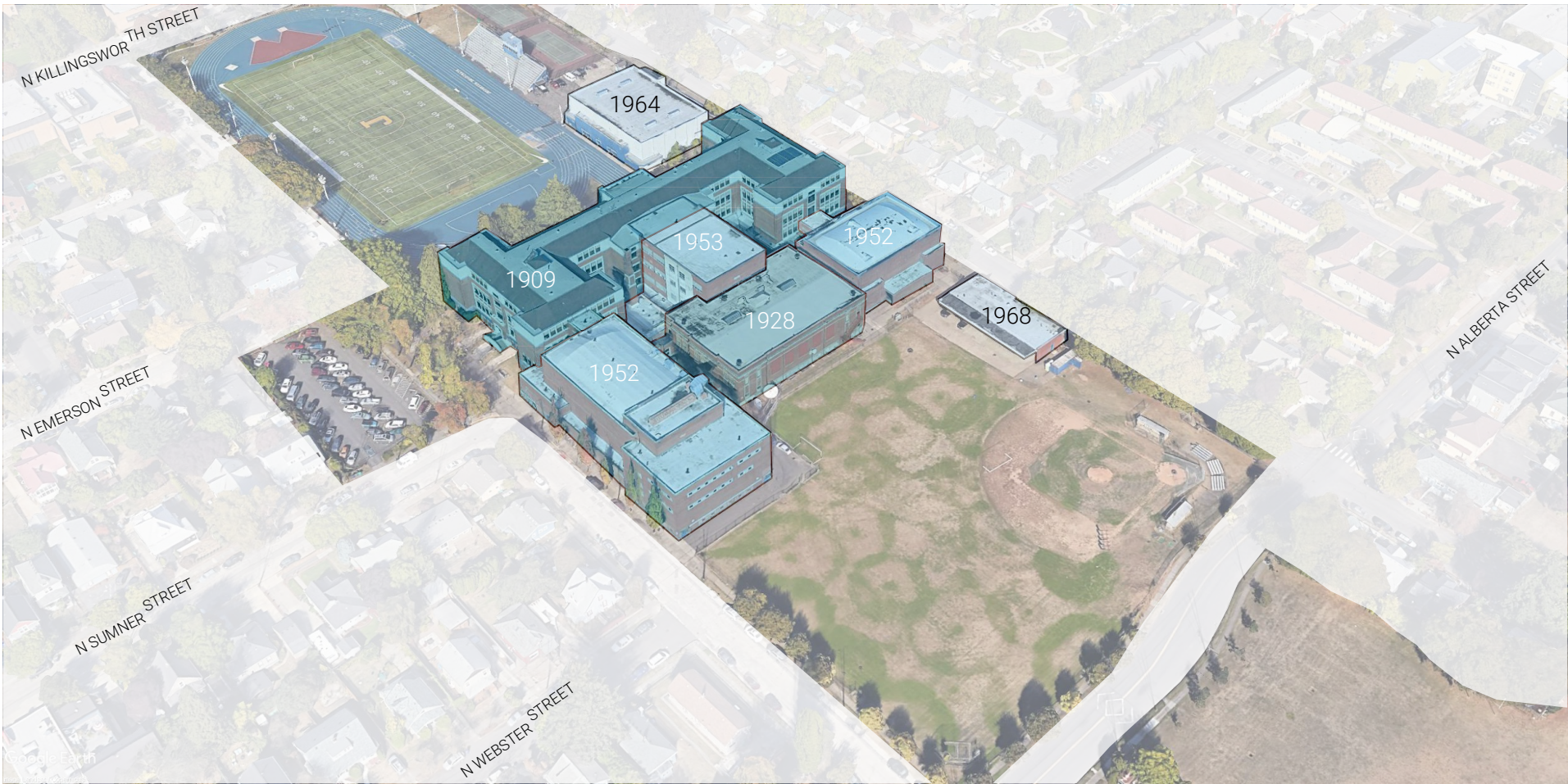
“The **1909 building should be preserved and renovated for future generations.** We have to consider the architecture and preserve the old with the new seismic upgrades :)”

“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.**”

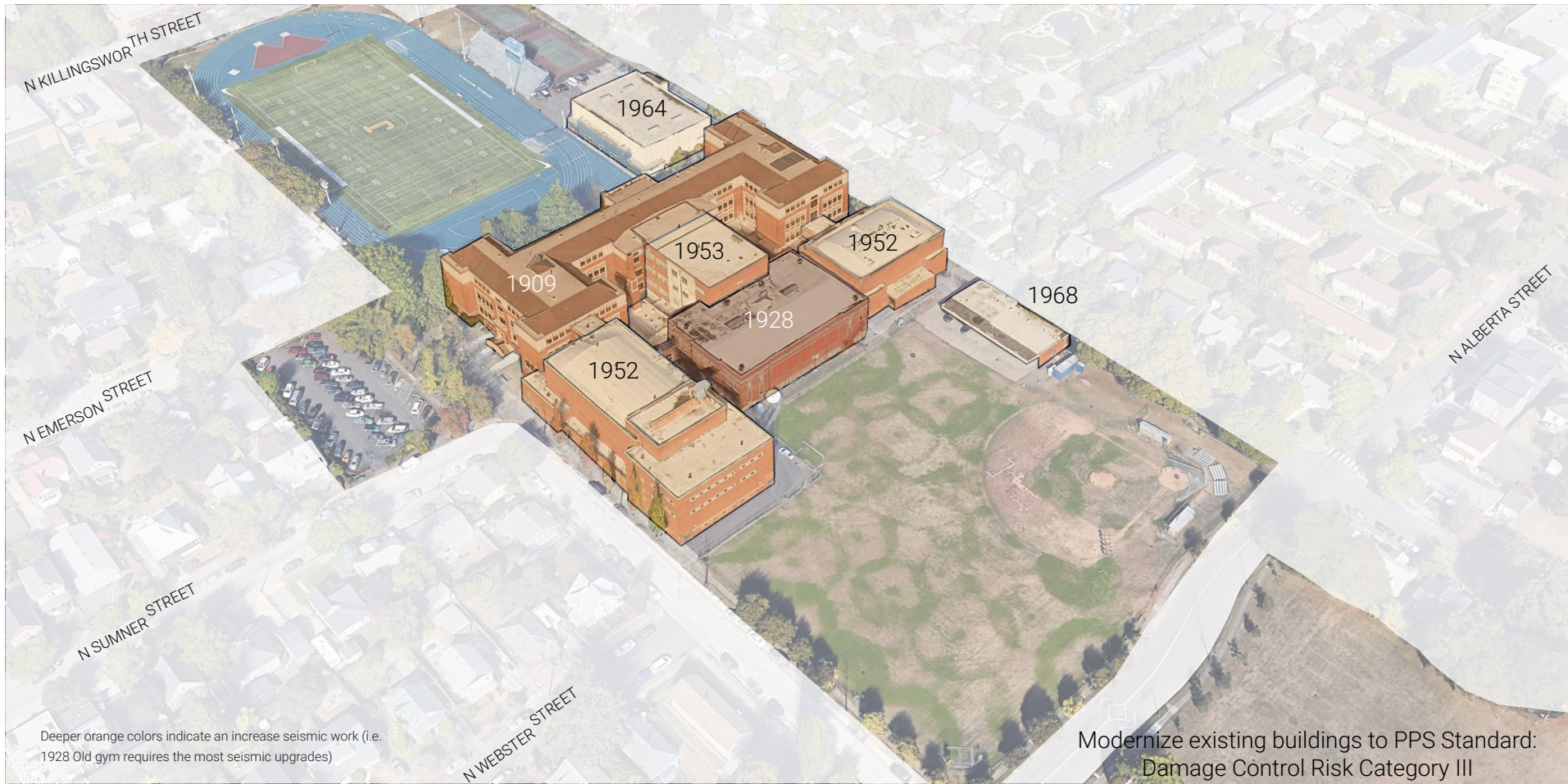
“Portland is losing its roots by leveling buildings of historic value. School represent more than just walls, they hold memories. **Don't let the memories fade.** Of course, some modernization is needed to meet the needs of the future generations. This neighborhood has lost so much already. Keep the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

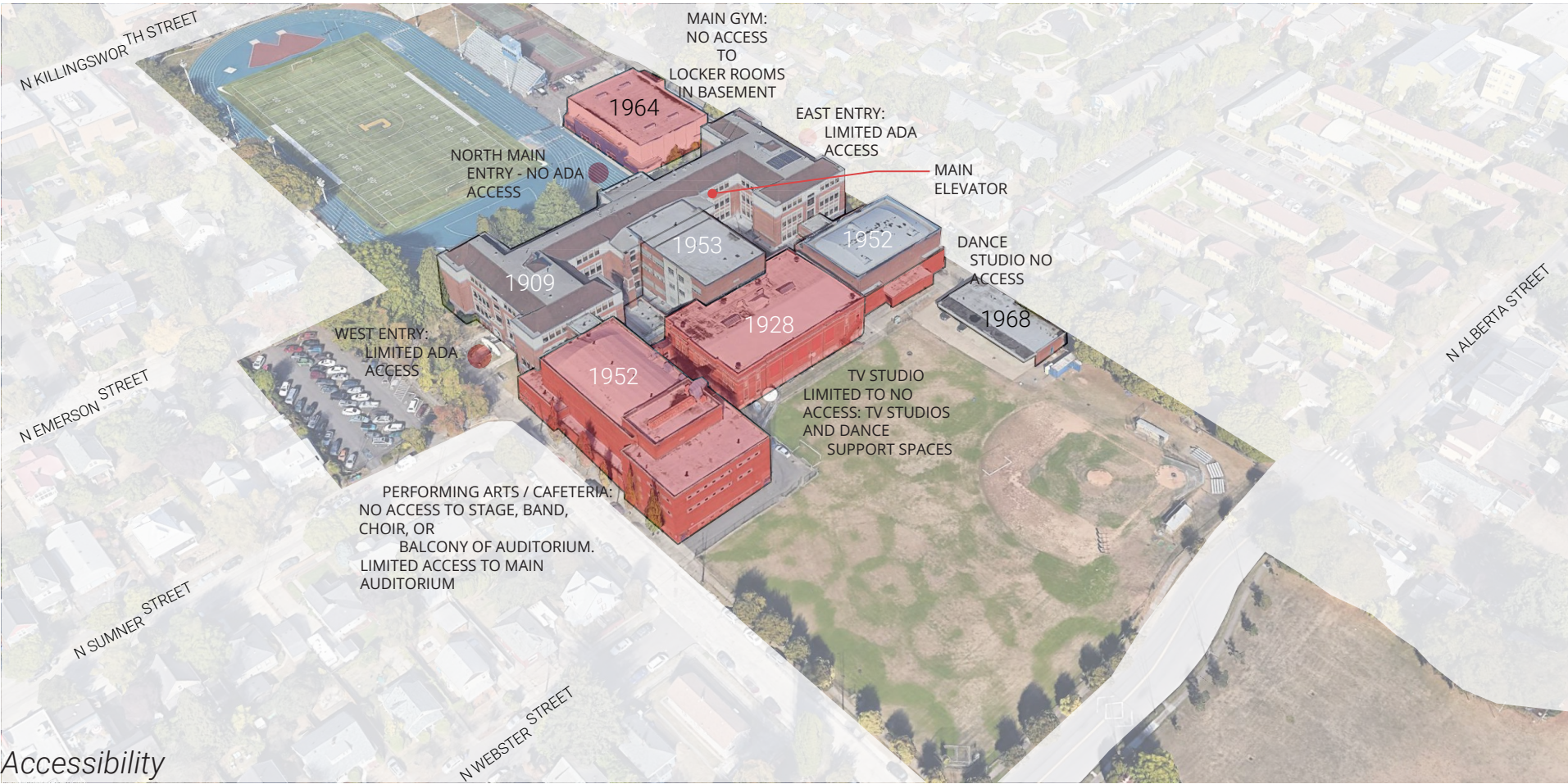
ANALYSIS OF EXISTING CONDITIONS



Building Additions



Seismic Risk

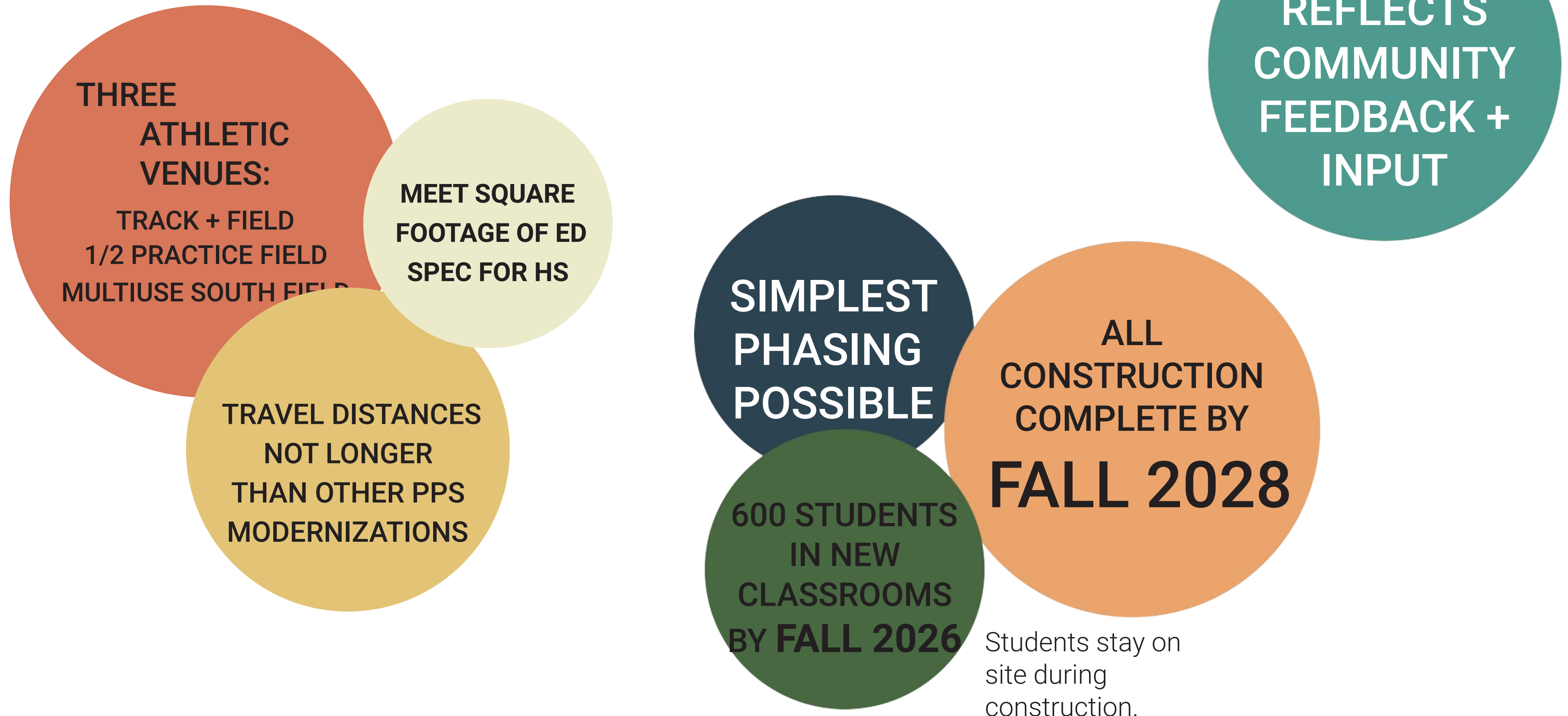


Accessibility

PLANNING DRIVING FACTORS

PPS REQUIREMENTS

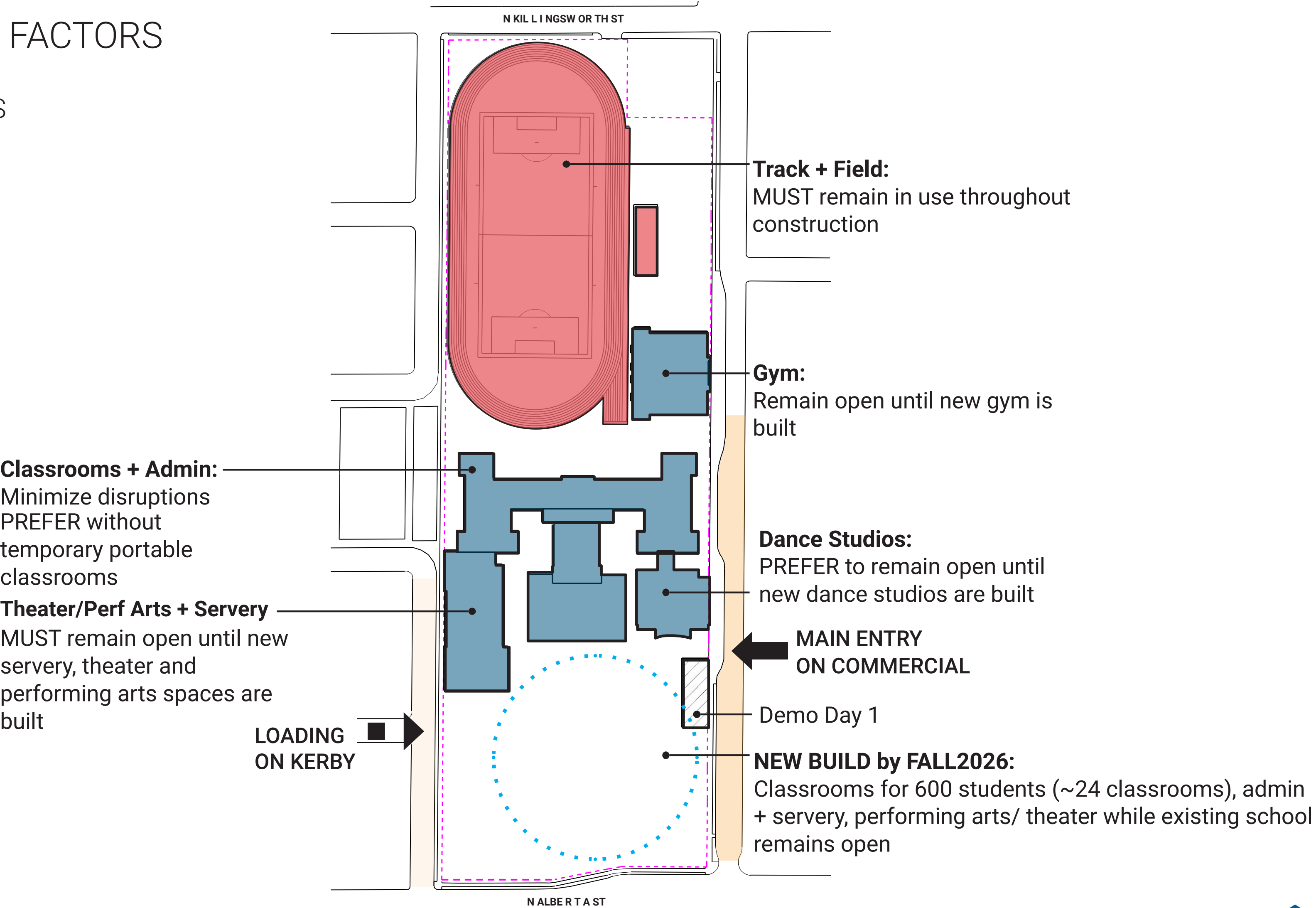
HIGH LEVEL DRIVING FACTORS



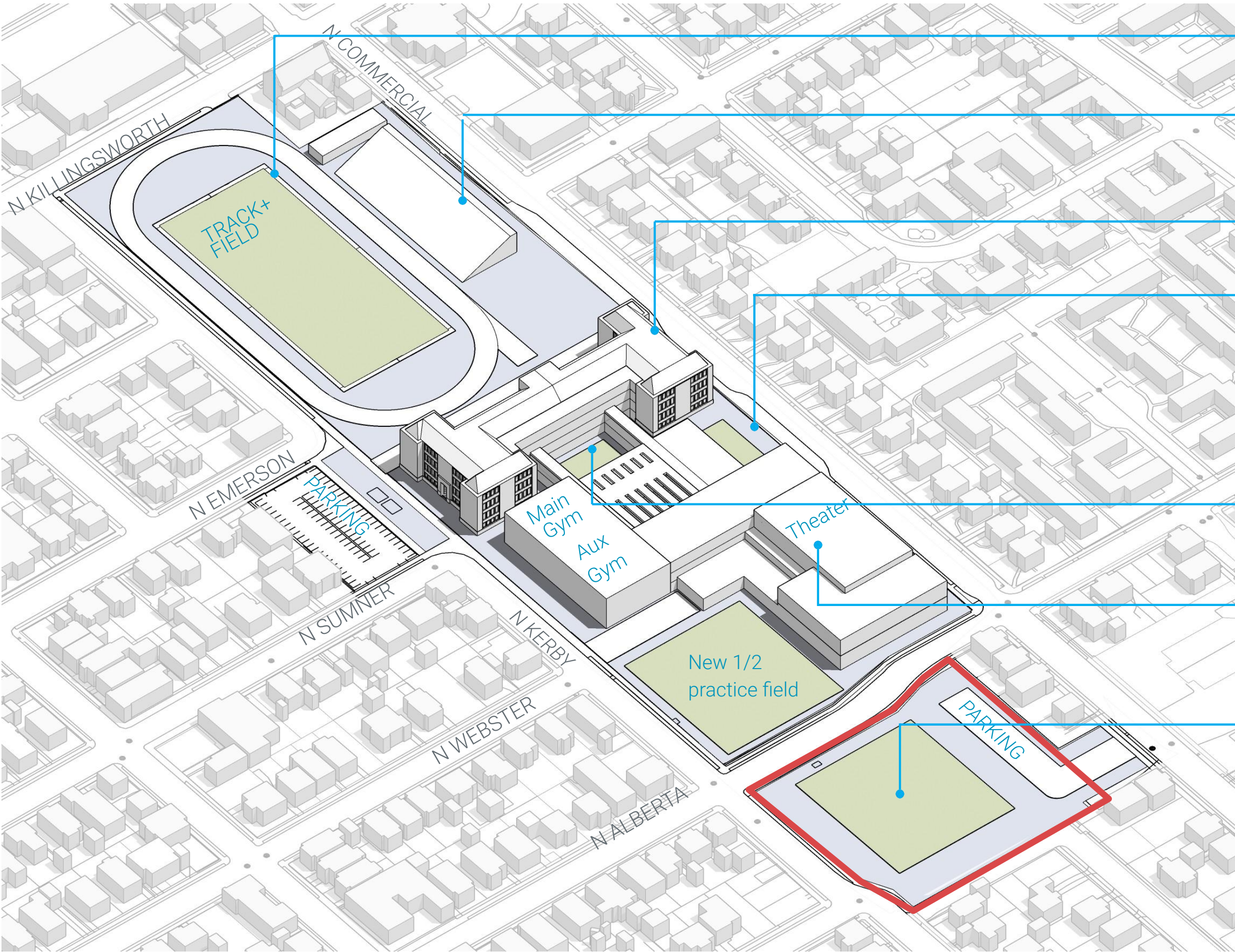
PLANNING DRIVING FACTORS

PPS REQUIREMENTS

SPATIAL DRIVING FACTORS



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

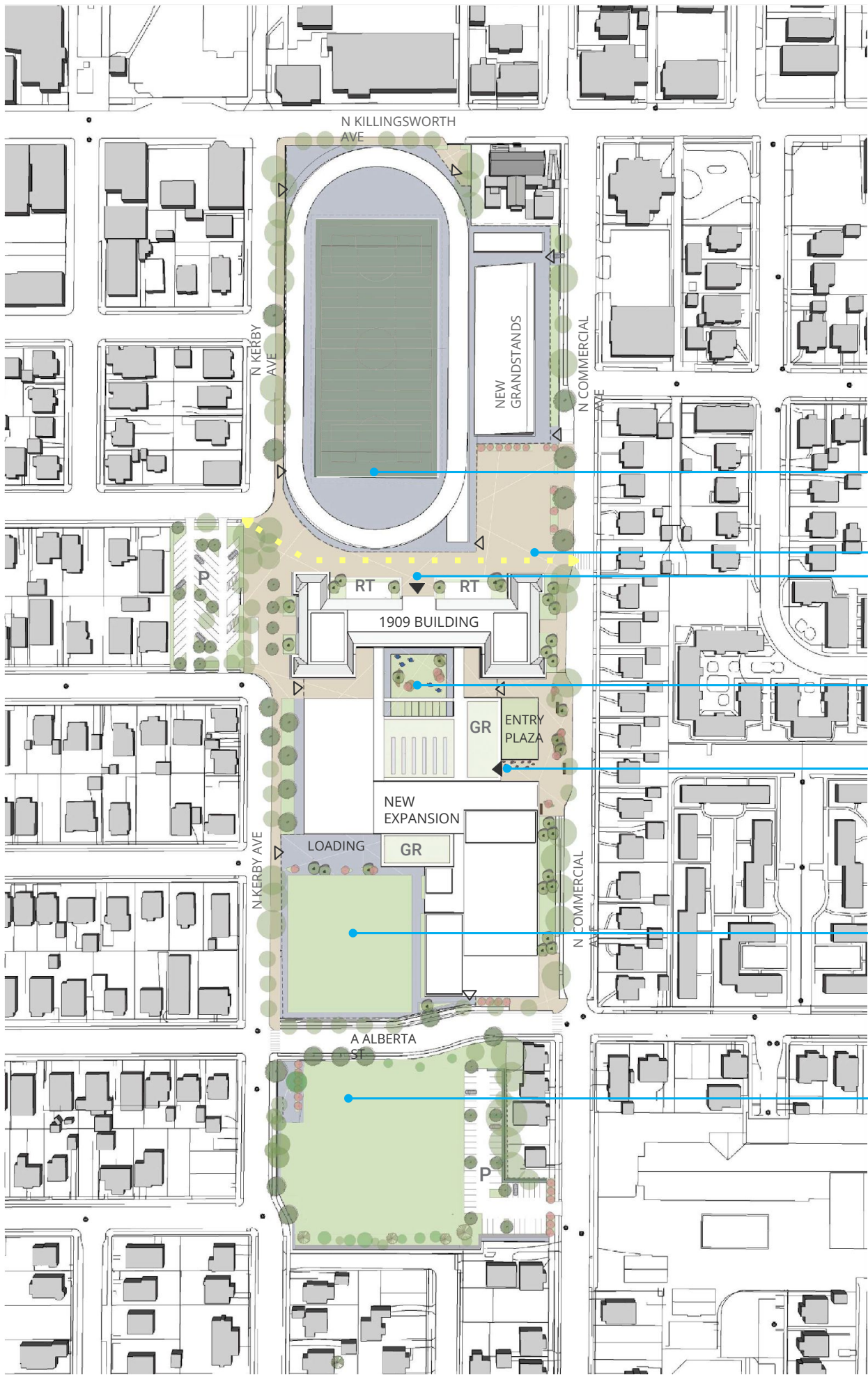
Central Courtyard

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

SITE DESIGN



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

Retain 1909 Landscape

RESPONSE TO DESIGN NARRATIVES FROM ENGAGEMENT WORK

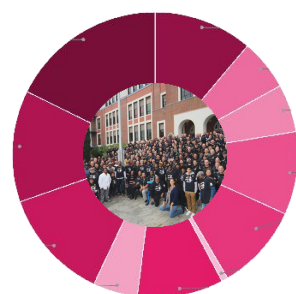


TRUST

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.

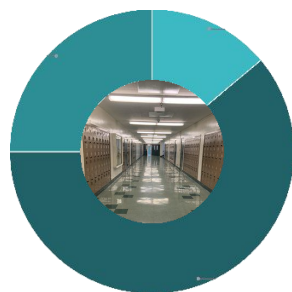


SAFETY

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.

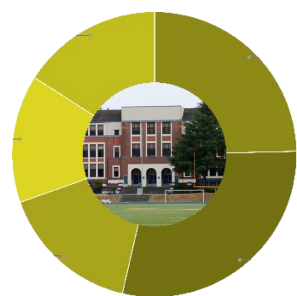


ACCESS

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.

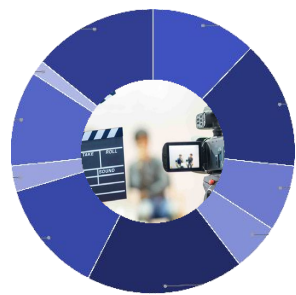


FLEXIBILITY, CHANGE

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.

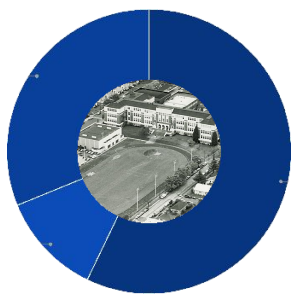


RESOURCES

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.

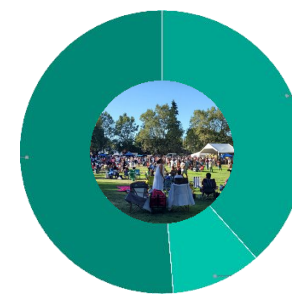
All new athletic spaces - main & auxiliary gym, new grandstand, field house, weight room, locker rooms is conveniently located to existing Track & Field.



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.

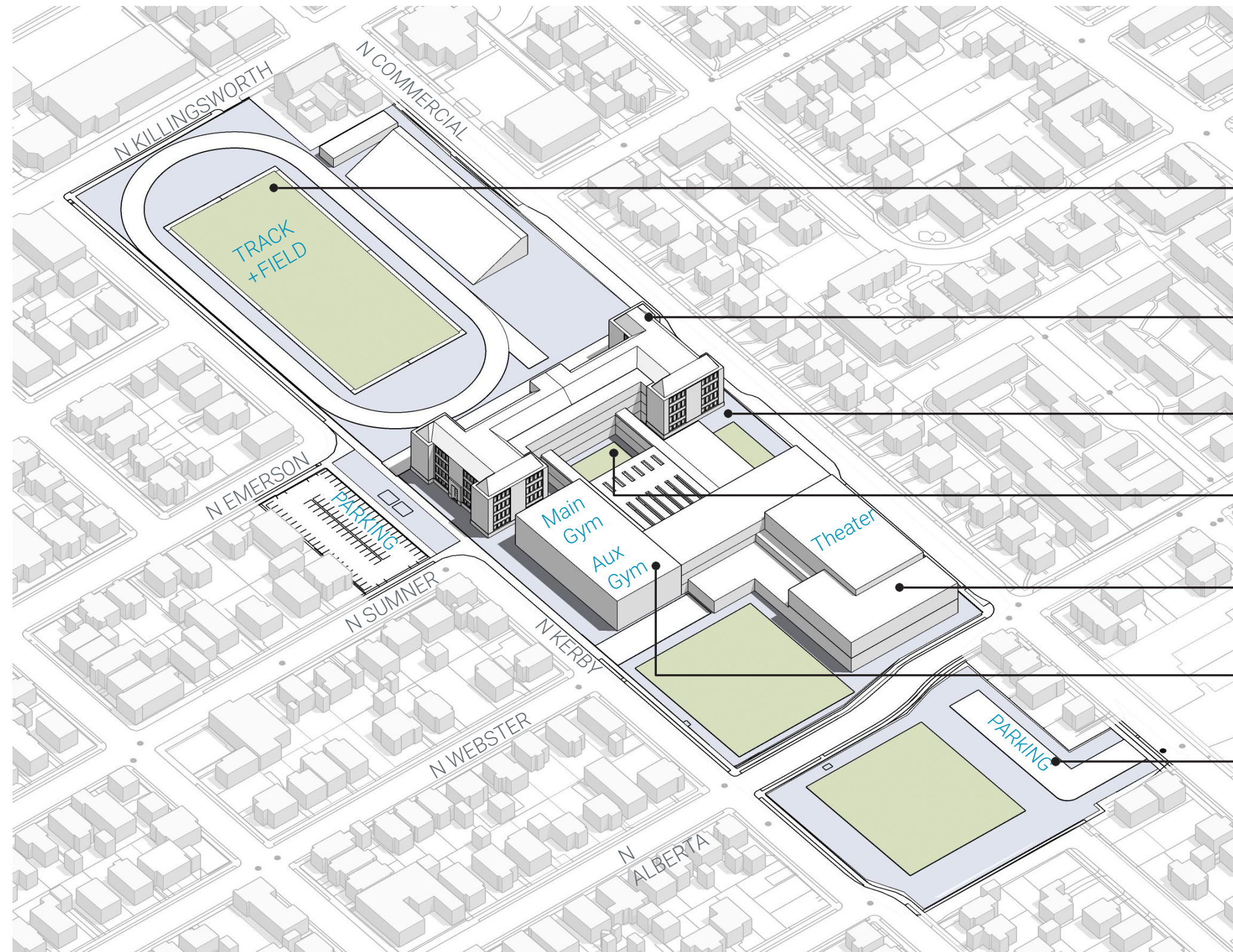


EMBRACING THE OUTDOORS

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.

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

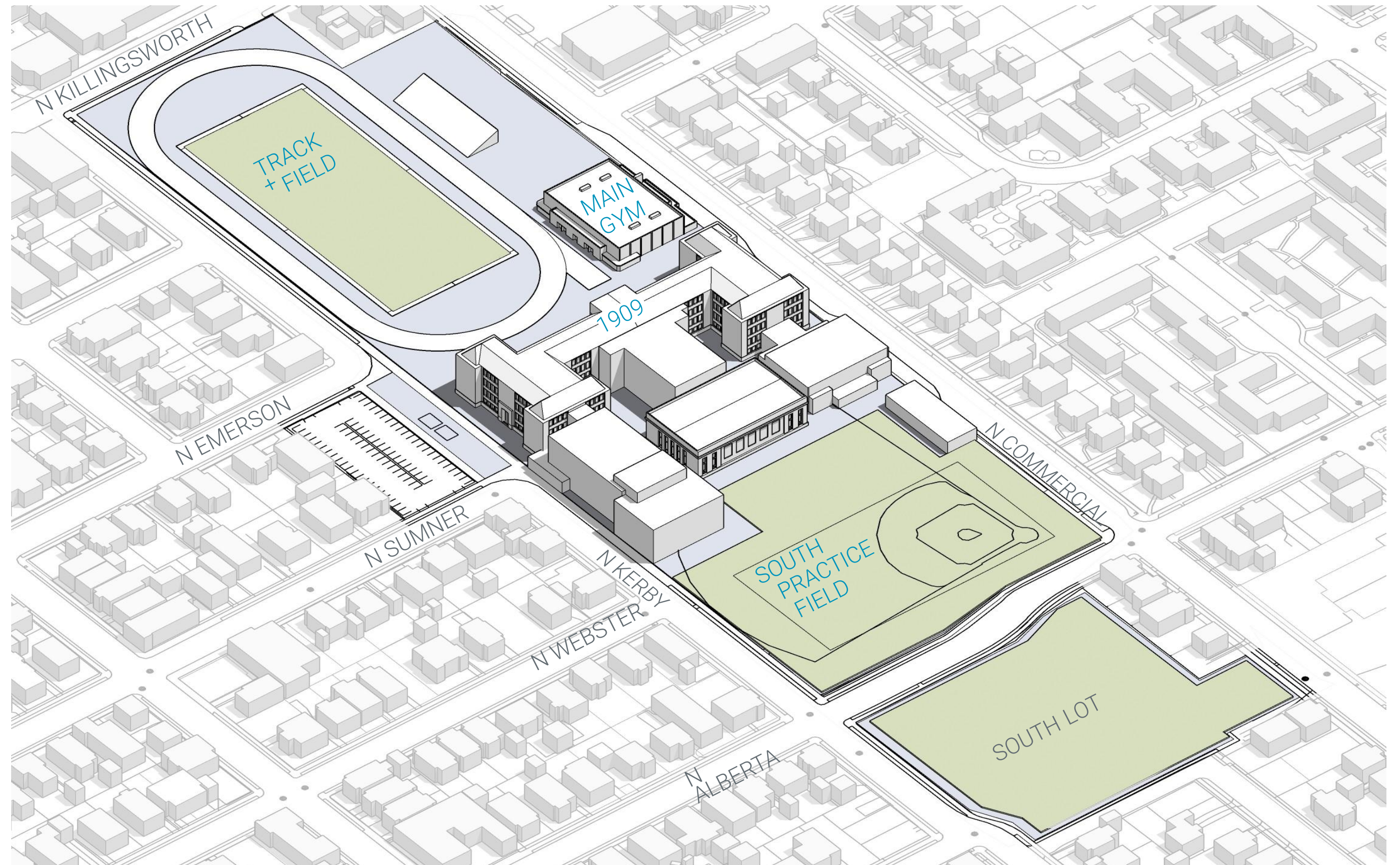
New state-of-the-Art athletic facilities

Additional parking reflect staff and student feedback

PHASING

Current

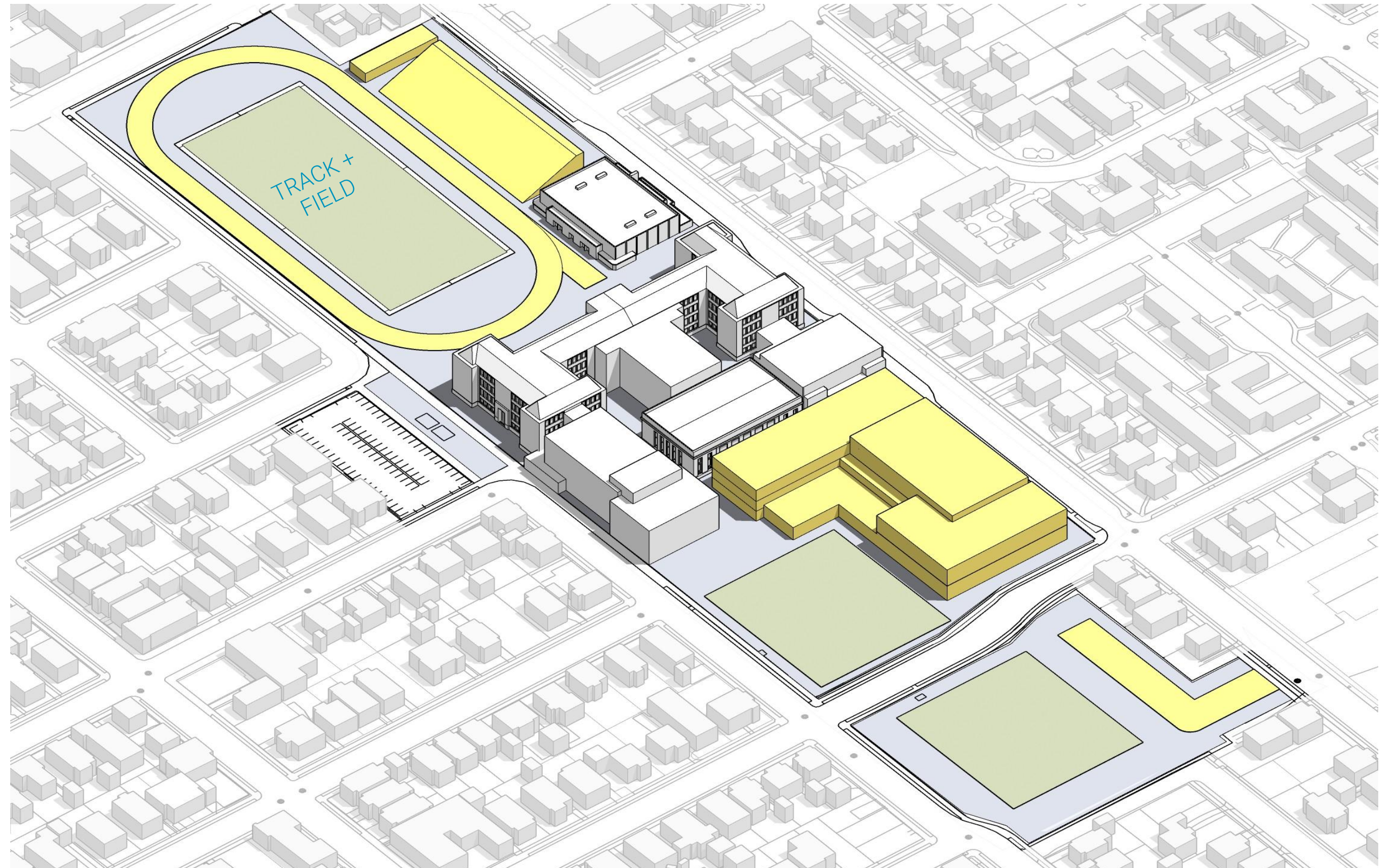
- Existing buildings stay operational
- Track + Field stays operational
- Temporary practice move to South Lot



PHASING

Phase 1

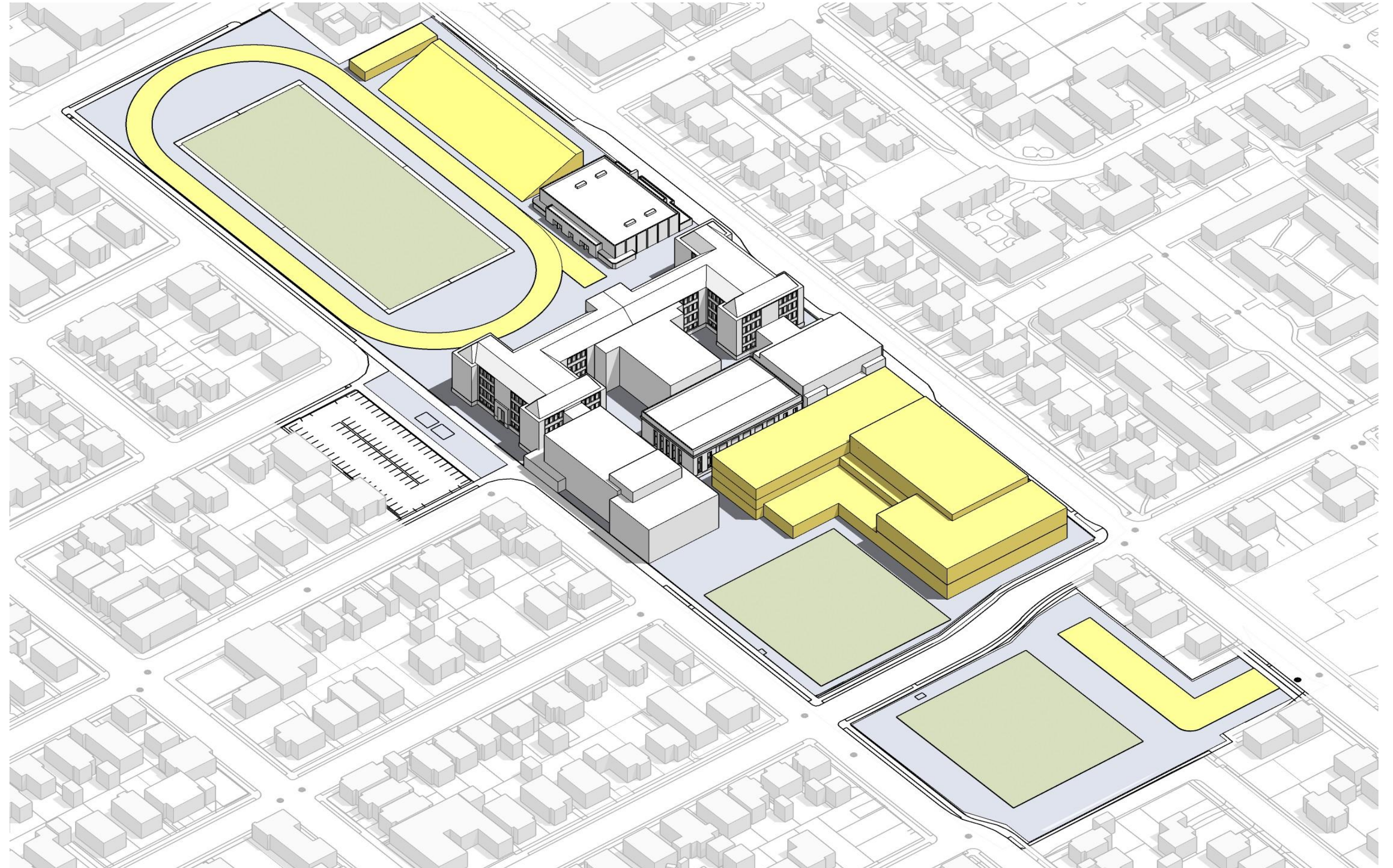
- Build new theater, performing arts spaces with 24 classrooms, server, and admin
- Move into new wing by Fall 2026
- New grandstand/field house and updates to track + field.



PHASING

Phase 2

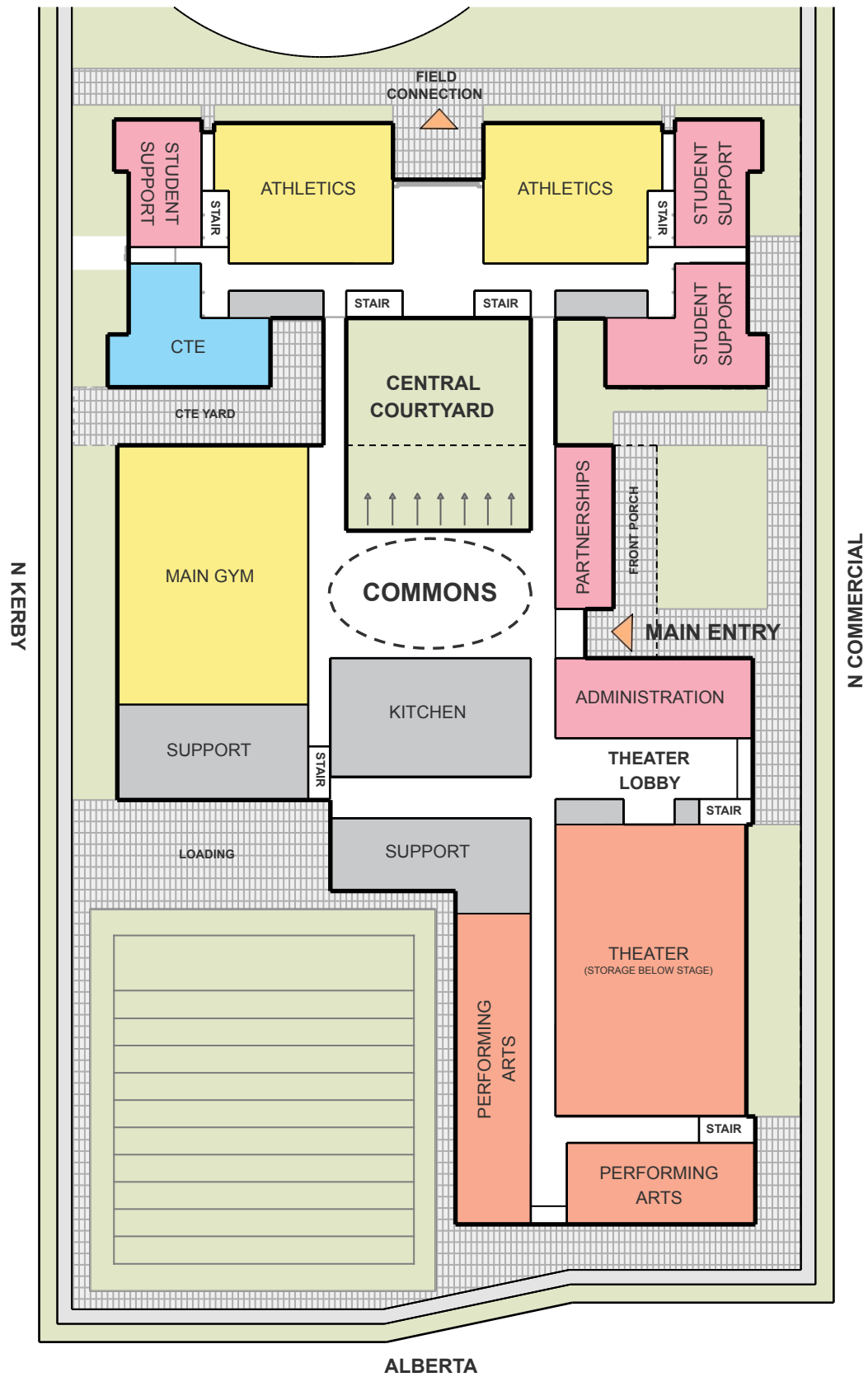
- Demolish existing theater, 1928, and aux gym/ dance studios
- Renovate 1909 and build rest of expansion with new gyms, commons, media center.



FLOOR PLANS

A FLOOR

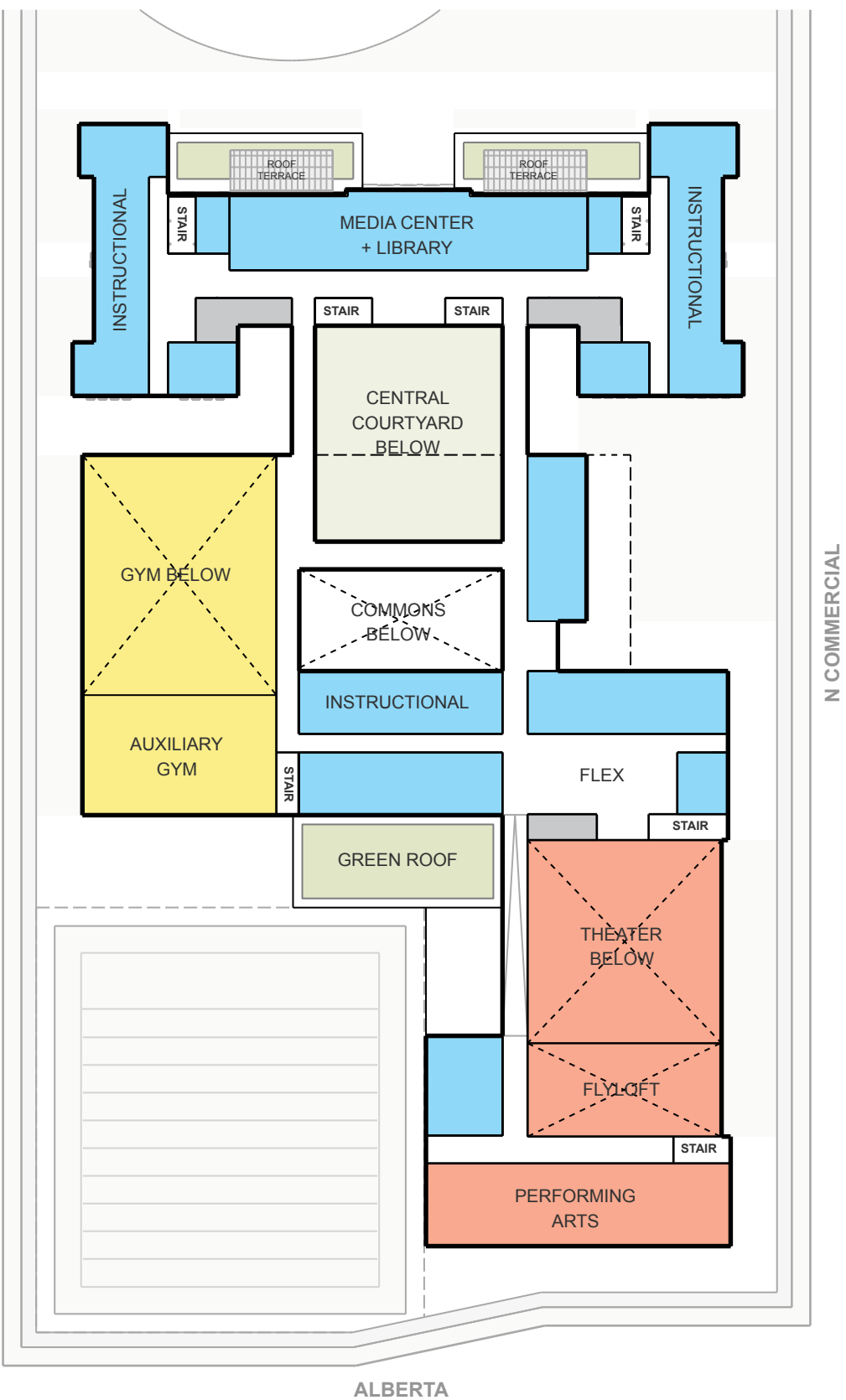
A-Floor contains all administrative and public-facing program areas, including the health clinic, teen parent center, and spaces for community – partner programs such as SEI, Latino Network, and the food pantry. It will also include most athletics program adjacent to the playing fields to the north and 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.

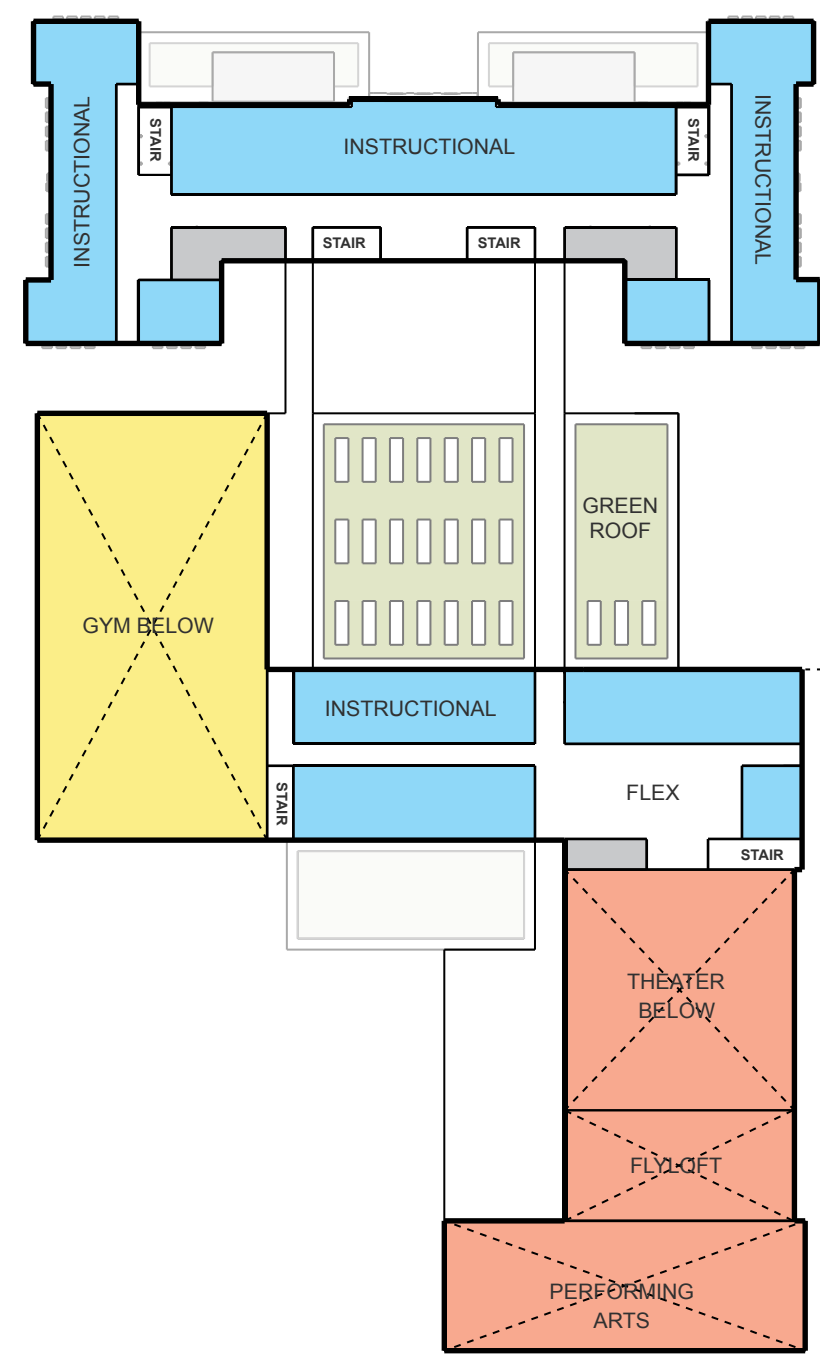
- Performing Arts and Dance related spaces
- Athletics related spaces
- Administration and Partners related program and spaces
- Instructional related spaces



FLOOR PLANS

C FLOOR

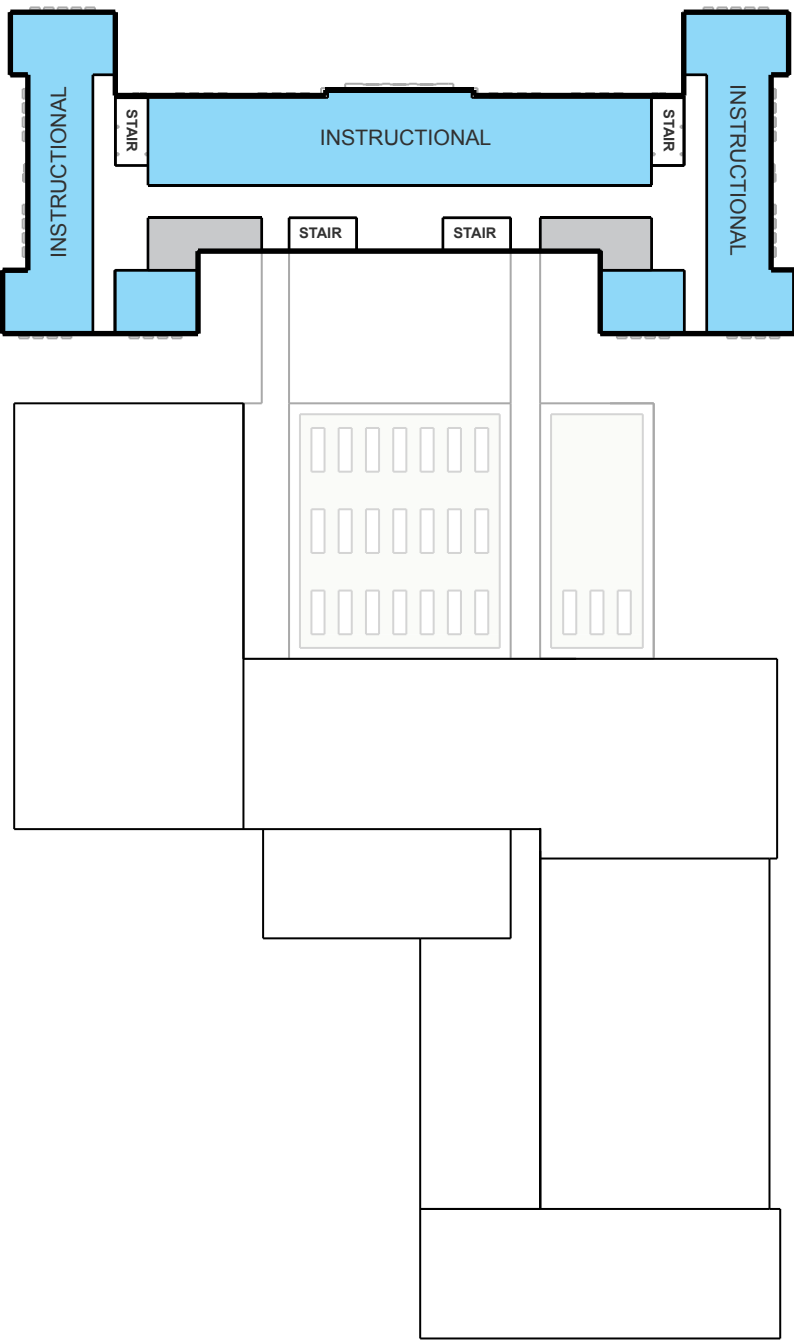
C-Floor consists entirely of academic program areas. To the south is the 3rd level of the Phase 1 structure that contains general academic classroom/teacher support spaces. The massing is organized along an E-W axis so that the spaces can be optimized around daylighting but the windows and envelope can 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



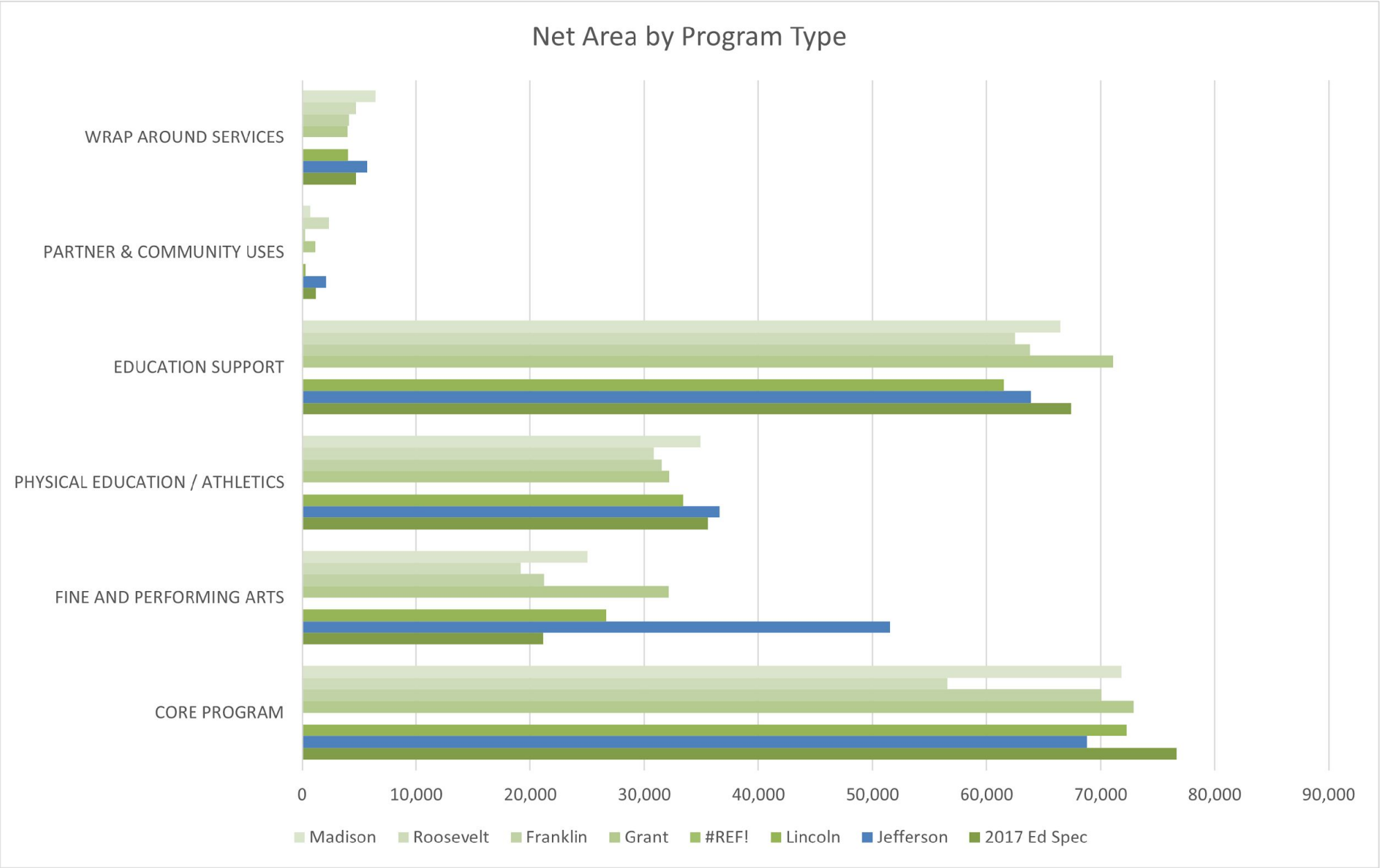
SPACE PROGRAM

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 (includes 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



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.

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:

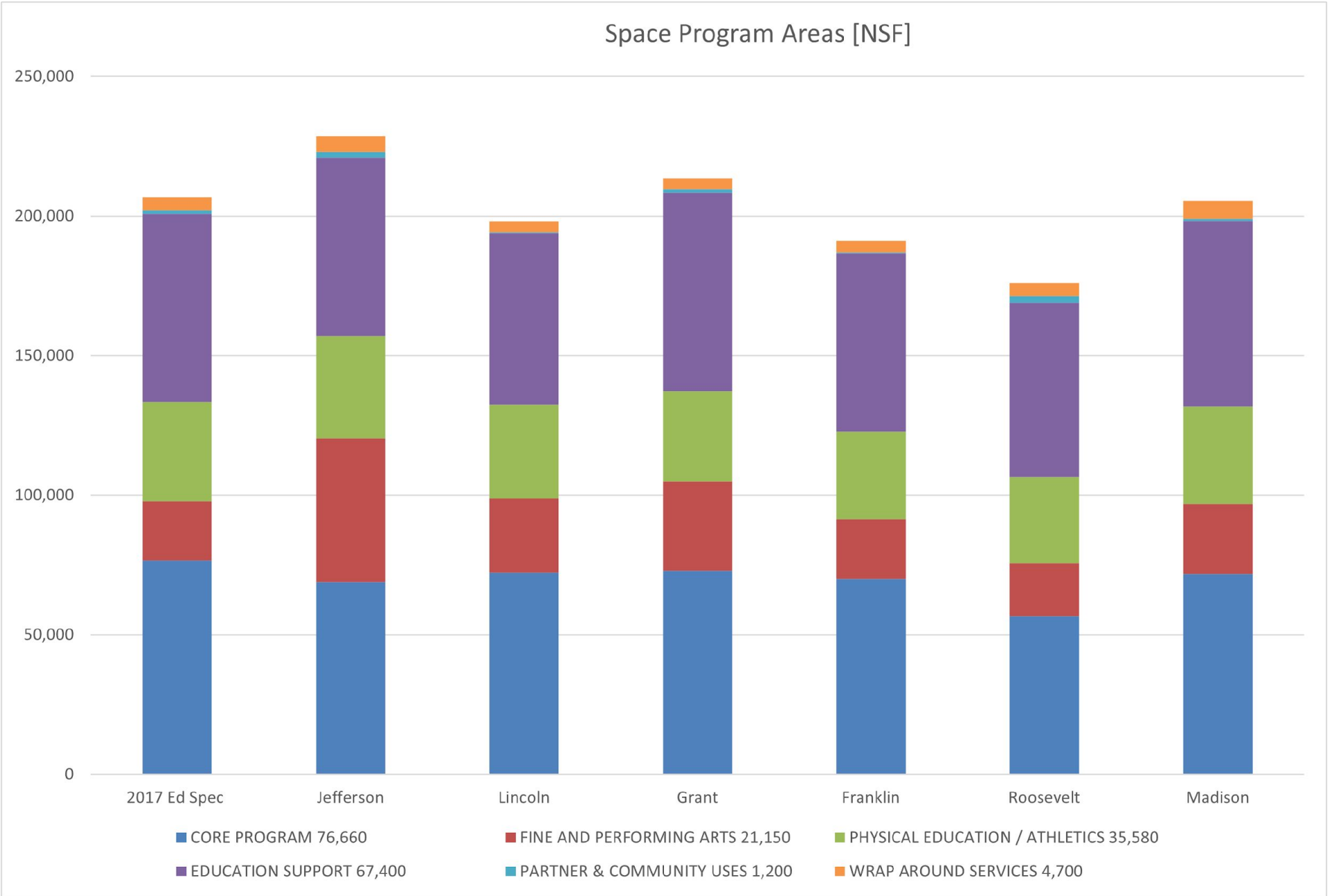
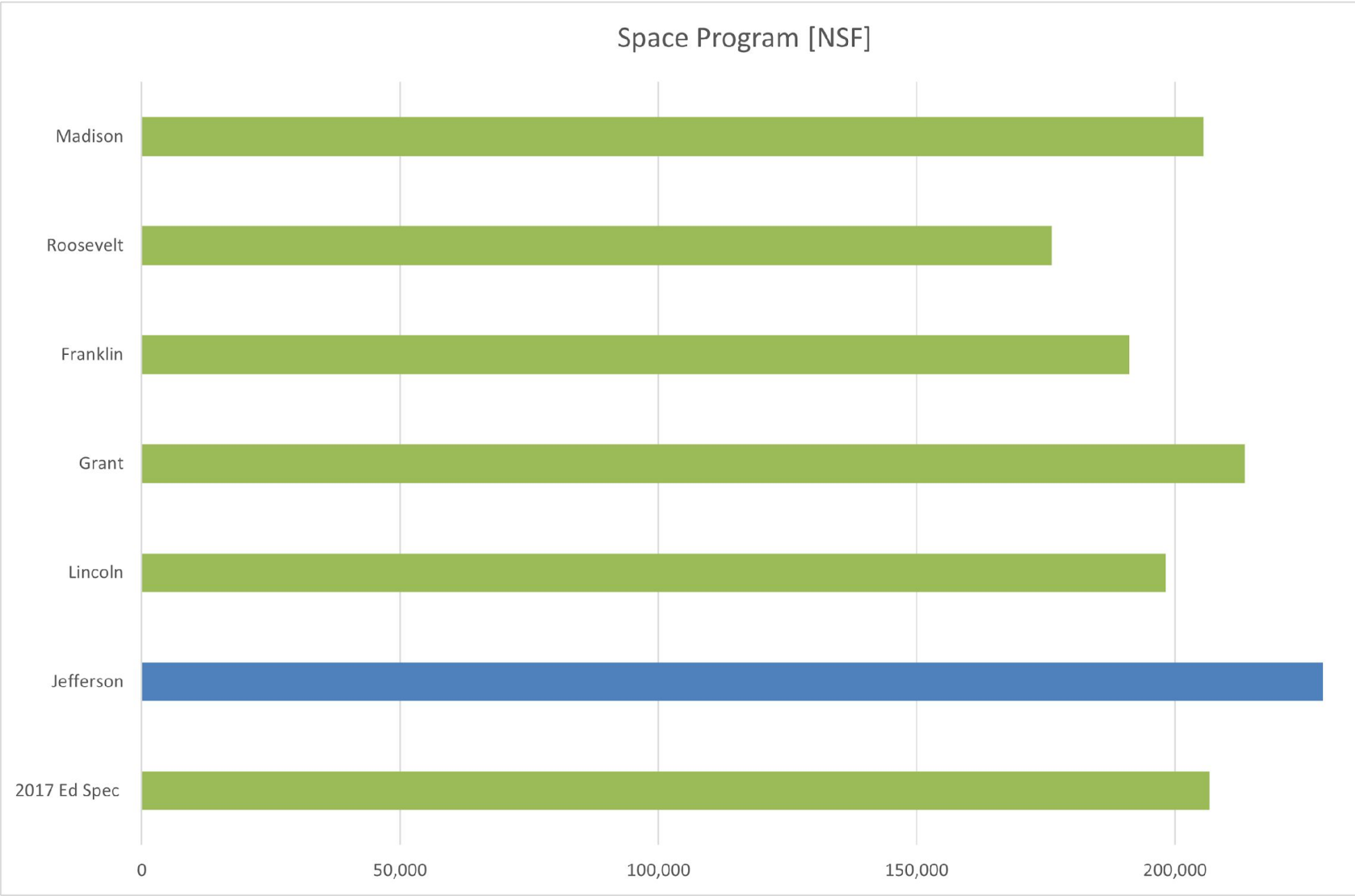
1. A theater for 1000 patrons, twice the size of the capital Ed Spec standard theater size, was recommended because of JHS’s robust history of routinely filling its existing theater for Jefferson Dancer performances as well as other programs
2. Significant added support space for Dance program
3. Dance 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.

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.

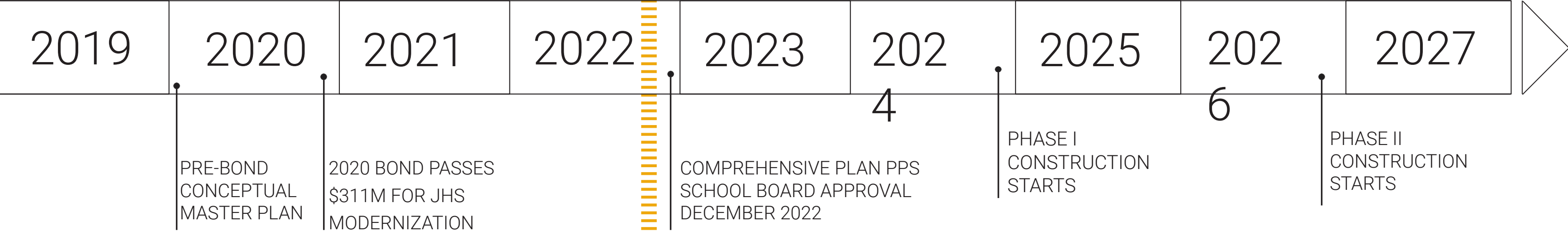
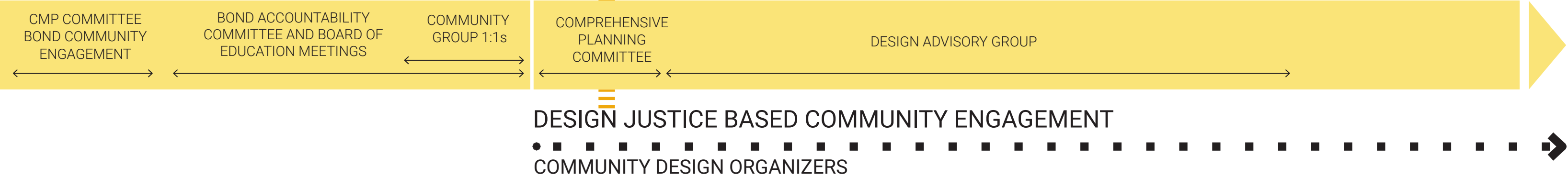
SPACE PROGRAM COMPARISON



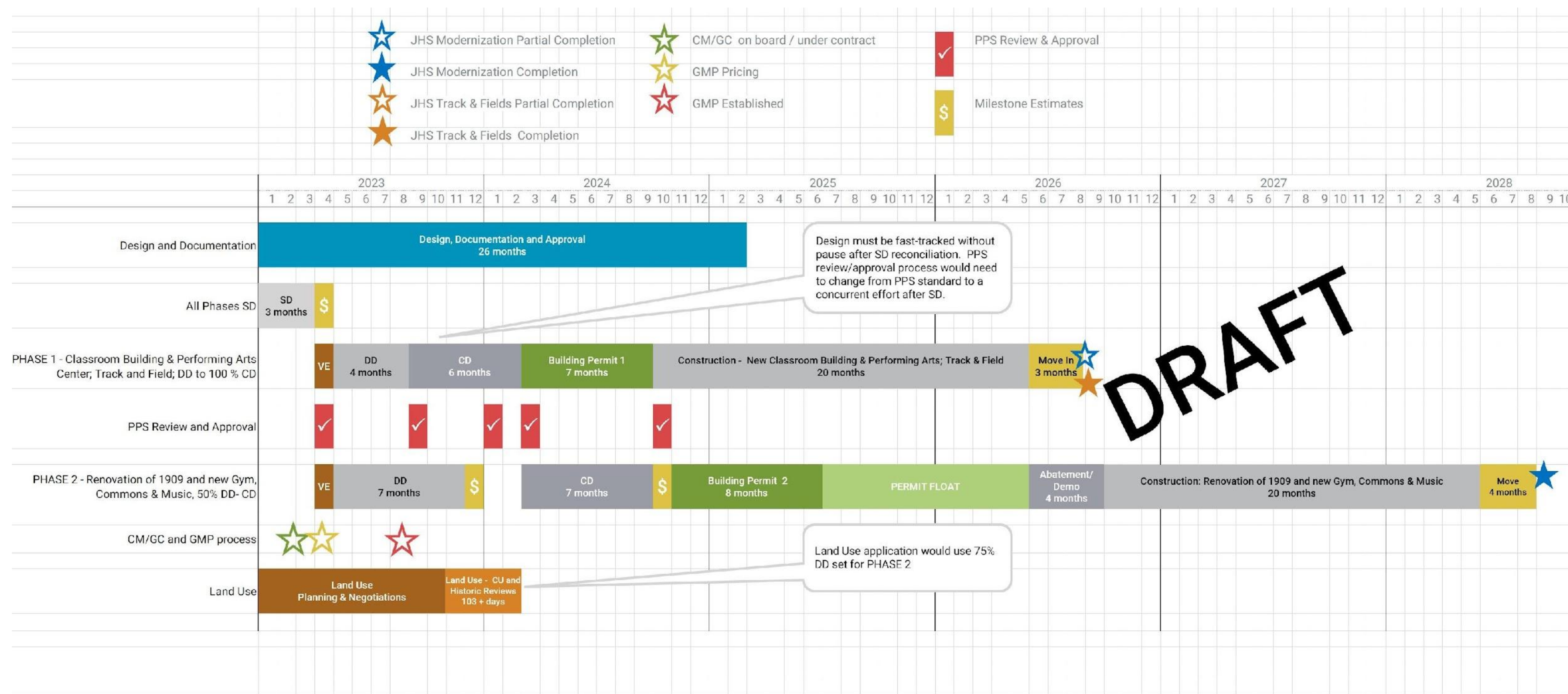
TIMELINE

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



DESIGN & CONSTRUCTION SCHEDULE



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

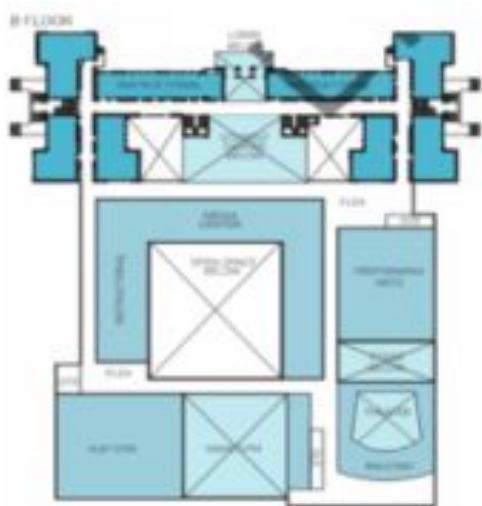
RLB CONSTRUCTION COST ESTIMATE

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
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COST BASIS: CONCEPTUAL MASTER PLAN TO COMPREHENSIVE PLAN



Conceptual Master Plan
February 2020



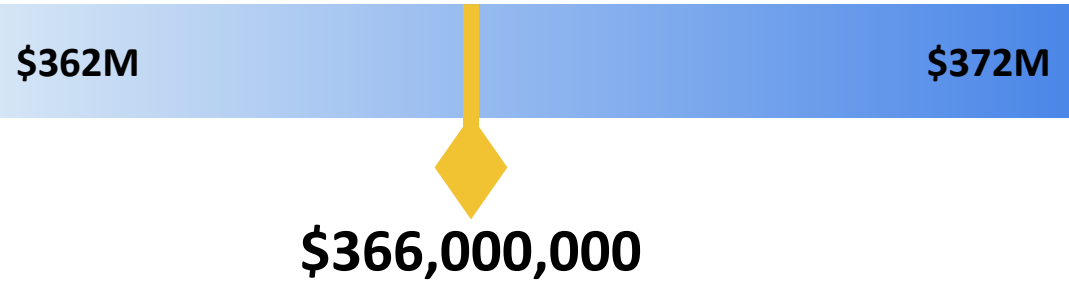
Comprehensive Plan
November 2022

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

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
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FUNDING

2020 BOND: JEFFERSON HS MODERNIZATION	\$311,000,000	<i>already set aside in 2020 Bond Measure see below for additional information</i>
2020 BOND: 2020 PROGRAM CONTINGENCY	<u>\$ 55,000,000</u>	
	\$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	- <u>\$ 11,425,000</u>
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						JHS 2022 Phase 1 Program			CTE / Computer
SUMMARY									
Recommended / Preferred / Optional		Recommended		Pref / Opp		Recommended			
AREA		Quant.	SF Room	Quant.	SF Room	Quant.	SF Room	Total	
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS									
General Education (Gen-Ed) Classrooms		41				38		40,960	
Science Labs		11				11		17,480	
Fine & Performing Arts (Drama, Theater)		4				9		52,980	
Career Preparation/CTE ³		3				4		7,800	
Athletics (includes area for P.E. instruction)		3				3		36,580	
Education Support ⁴		2				2		64,830	
SPED									
ELL		0				0		0	
Sub-Total Recommended Teaching Stati		64				67		220,630	
Community Partners ⁵								2,120	
Wrap-Around Service Providers ⁵								5,530	
Sub-Total								7,650	
PPS District Uses								0	
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA								228,280	
Net to Gross Ratio of 36% ⁶								82,181	
								24,316	
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED								334,777	
CORE PROGRAM ⁷									
Career Preparation CTE ⁸									
Classrooms									
Specialized classrooms/labs		TBD per site							
Digital Design Classroom						1		1,200	CTE / Computer
Recording Suite / Journalism						1		600	
Health Sciences Teaching Lab						1		1,500	CTE
Health Sciences Storage / Support								300	
Product Design								0	
Communications								0	
Shop						1	3,000	3,000	Computer
Culinary Arts						0	1,600	0	CTE
Robotics						0	2,500	0	
Maker Space		1	1,200			1	1,200	1,200	
Sub-Total Career Prep CTE						4		7,800	

PPS Comprehensive High School(s) Area Program

SUMMARY

Recommended / Preferred / Optional	Recommended		Pref / Opp		
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					
Sub-Total Recommended Classrooms					
SUB-TOTAL RECOMMENDED: CORE PROGRAM+ FLEXIBLE LEARNING + SMALLER					

FINE & PERFORMING ARTS

Fine & Visual Arts

Art Room (2D)	1	1,200	1	1,200	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		
CTE / Computer		
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

Format note: black text with grey highlight denotes OPTIONAL rooms in the Education Specification and ADDED items for JHS if no Ed Spec area is identified

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program

SUMMARY

Recommended / Preferred / Optional	Recommended		Pref / Opp		
AREA	Quant.	SF Room	Quant.	SF Room	Total
Small Practice Rooms	2	100	3	100	200
Band/Choir Office ²⁵	1	120			120
Sub-Total Band/Orchestra					3,470
Choir ^{24,27}					
Choir Room			1	1,500	
Equipment & Robe Storage			1	200	0
Sub-Total Choir					0
Sub-Total Preferred				6,700	
Sub-Total Optional				1,700	
SUB-TOTAL RECOMMENDED FINE & PERFORMING					6,550

FINE & PERFORMING ARTS

Theater/Dance ²⁸

Dance Program

Private Office					
Open Office					
Conference Room					
Commons/events lobby					
Sewing / Costume Design Classroom					
Dye Station					
Costume Storage					
Props storage					
Tap Floor storage					
General Storage					
Theater (500 seat)	1	5,000	1	6,000	5,000
Theater balcony					
Orchestra Pit	1	500			500
Stage	1	3,500			3,500
Drama Classroom/Black Box	1	1,600	1	2,600	1,600
Dance Studio	NA				
Dance Studio seating					
Multi-Purpose Production Area ²⁹	NA		1	1,500	
Laundry	1	150			150
Control Room	1	200			200
Sound Room	1	100			100
Office	1	70			70
Box Office/Tickets ²⁹	1	100			100
Concession Stand ³⁰	1	100	1	200	100
Scene Shop	1	1,500			1,500
Equipment Storage	1	120			120
Lighting Storage	1	100			100
Dance Program Support Space / Storage	NA				
Costume Storage	1	400			400
Make-up Room	1	400			400
Boy's Dressing	1	250			250
Girl's Dressing	1	250			250
Girl's Toilet	1	130			130
Boy's Toilet	1	130			130
Green Room			1	400	
Sub-Total Preferred				8,800	
Sub-Total Optional				1,900	
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS					
Theater/Dance					14,600

JHS 2022 Phase 1 Program

CTE / Computer

Recommended		
Quant.	SF Room	Total
3	100	300
1	120	120
		4,920
1	1,500	1,500
0	200	0
		1,500
		11,820

2	120	240
1	920	920
1	300	300
1	1,000	1,000
1	920	920
1	100	100
1	2,000	2,000
1	500	500
1	150	150
1	300	300
1	9,045	9,045
1	4,455	4,455
1	500	500
1	5,100	5,100
1	1,600	1,600
2	3,700	7,400
1	250	250
0	1,500	0
1	250	250
1	200	200
1	100	100
1	70	70
1	100	100
1	100	100
1	1,500	1,500
1	120	120
1	100	100
0	6,000	0
1	400	400
1	400	400
4	250	1,000
4	250	1,000
4	130	520
4	130	520

[illegible]

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program						JHS 2022 Phase 1 Program			CTE / Computer
SUMMARY						Recommended			
Recommended / Preferred / Optional		Recommended		Pref / Opp					
AREA		Quant.	SF Room	Quant.	SF Room	Total			
EDUCATION SUPPORT									
Administration									
Reception/Lobby		1	400			400	1	400	
Waiting Areas		1	100			100	1	100	
Principal's Office		1	200			200	1	200	
Principal's Secretary		1	125			125	1	125	
Vice Principal's Office		2	150			300	2	150	
Vice Principal's Secretary		2	120			240	2	120	
Dean of Students		1	120			120	1	120	
Teacher Planning/Collaboration Area				10	980	0	8	920	
Attendance		1	120			120	1	120	
Bookkeeper		1	120			120	1	120	
Resource Officer/Campus Monitor ³⁷		1	200			200	1	200	
Camera Monitors ³⁷		1	100			100	1	100	
Restrooms		2	60			120	2	60	
Records Storage		1	200			200	1	200	
Office Storage		1	125			125	1	125	
Business Manager		1	120			120	1	120	
Health Office		1	120			120	1	120	
Sick Room		1	150	2	150	150	1	150	
Sick Toilet		1	100			100	1	100	
Student Support/Mediation Office		1	700			700	1	700	
Student Support/Mediation Support		1	300			300	1	300	
Workroom/Mail/Delivery Process Center		1	300			300	1	300	
Staff Room		1	400			400	1	400	
Conference Rooms		2	150			300	2	150	
Parent Volunteers/Family Resource/PTA/Boosters/Alumni Room		1	500			500	2	1,000	
CTE Storage							1	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	
Counseling Secretary/Waiting		1	400			400	1	400	
Drug/Alcohol Counselor Office		1	125			125	1	125	
Conference Room (large)		1	240			240	1	240	
Conference Room (medium)		1	150			150	1	150	
Career Center		1	700	1	980	700	1	700	
Career Center Office		1	120			120	1	120	
Career Counselor		1	100			100	1	100	
Secure Records Storage		1	180			180	1	180	
Restroom		2	60			120	2	60	
Sub-Total Counseling/Career						2,735		2,735	

PPS Comprehensive High School(s) Area Program						JHS 2022 Phase 1 Program			CTE / Computer	
SUMMARY						Recommended				
Recommended / Preferred / Optional		Recommended		Pref / Opp						
AREA		Quant.	SF Room	Quant.	SF Room	Total				
EDUCATION SUPPORT										
Student Activities										
Athletic Director		1	150			150	1	150		
AD Support Staff		1	120			120	1	120		
Sub-Total Student Activities						270		270		
Technology Access ³⁸										
Computer Lab (dedicated)		4	1,100			4,400	0	1,100		
Computer Lab (non-specialized)		1	1,100			1,100	1	1,100	Computer	
Sub-Total Student Testing						5,500		1,100	Computer	
Special Education (SPED)										
Sensory Support Room		1	900			900	1	900		
Learning Resource Center		3	900			2,700	3	900		
Low Intensity Classroom (includes kitchen)		2	600			1,200	2	600		
Storage		1	100			100	1	100		
Reception		1	100			100	1	100		
Conference		1	120			120	1	120		
Office(s)		1	100			100	1	100		
Special Needs Toilet		1	200			200	1	200		
Speech Pathologist offices		2	120			240	2	120		
Psychologist Offices		2	120			240	2	120		
Sub-Total SPED						5,900		5,900		
Emerging Language Learning (ELL)										
Emergent Bi-Lingual Classroom ⁴⁰		1	800			800	1	800		
Sub-Total ELL										
Student Center										
Student Center/Commons: One lunch @ 600 students		1	7,800			7,800	1	7,800		
Student Store							1	300		
Main Servery		1	1,700	1	1,800	1,700	1	1,700		
Food Prep/Kitchen		1	1,500			1,500	1	1,500		
Dish Washing		1	200			200	1	200		
Dry Storage/Cart Storage		1	500			500	1	500		
Cooler		1	200			200	1	200		
Freezer		1	200			200	1	200		
Office		1	120			120	1	120		
Staff Lockers/Dressing Rooms		1	150			150	1	150		
Table Storage		1	250			250	1	250		
Sub-Total Student Center					1,800	12,620		12,920		

DETAILED SPACE PROGRAM

PPS Comprehensive High School(s) Area Program						JHS 2022 Phase 1 Program			CTE / Computer
SUMMARY									
Recommended / Preferred / Optional		Recommended		Pref / Opp					
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	
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			
Sub-Total Preferred Educational Support						1,864			
Sub-Total Optional Educational Support						3,830			
SUB-TOTAL RECOMMENDED EDUCATIONAL SUPPORT						67,400			

PPS Comprehensive High School(s) Area Program						JHS 2022 Phase 1 Program			CTE / Computer
SUMMARY									
Recommended / Preferred / Optional		Recommended		Pref / Opp					
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									
SEI Storage									
Study Room									
Community space with kitchenette									
Latino Network									
Clothing/Food Closet	1	1,200	1	2,000	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									
Waiting									
Office									
Office, Service Provider [shared]									
Conference/Break									
Lab									
Restroom									
Exam Room									
Exam Room, accessbile/bariatric									
Hall									
Sub-Total Health Clinic						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	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			

COMMENTS

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Portland Public Schools
School Building Improvement Bond

