
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	Tae Thomas	Jeanie Lai, Bora
RaeAnn Thompson	Amy Hargrave	Becca Cavell, Bora
Roger Espinoza	Mary Li	Scott Mooney, Bora
Tina Myers	Michelle DePasse	Corey Squire, Bora
Stephen Green	Liz Fother-Branch	Liz Feltz, Bora
Mancala Snyders	Gary Hollands	Chandra Robinson, Lever
Robin Wilcox	Portland Public Schools	Bryan Lee, Colloqate
Garin Gregory	Steve Effros	Karim Hassanein, Colloqate
Brittany Warner	Kiesha Locklear	Community Design Organizers
Elisa Prieto Saavedra	Ayana Horn	Cleo Davis
Anita Mason	Dan Jung	Michael Stevenson
Maggie Mashia	Margaret Calvert	Members of the PublicNone
Amira Schultz	Design Team	

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?

BORA

- 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 invite CPC 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