

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

Anita Mason

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 Foucher-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

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

BORA

- 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