



JEFFERSON HIGH SCHOOL MODERNIZATION

# Comprehensive Planning Committee

# BORA

# LEVER



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

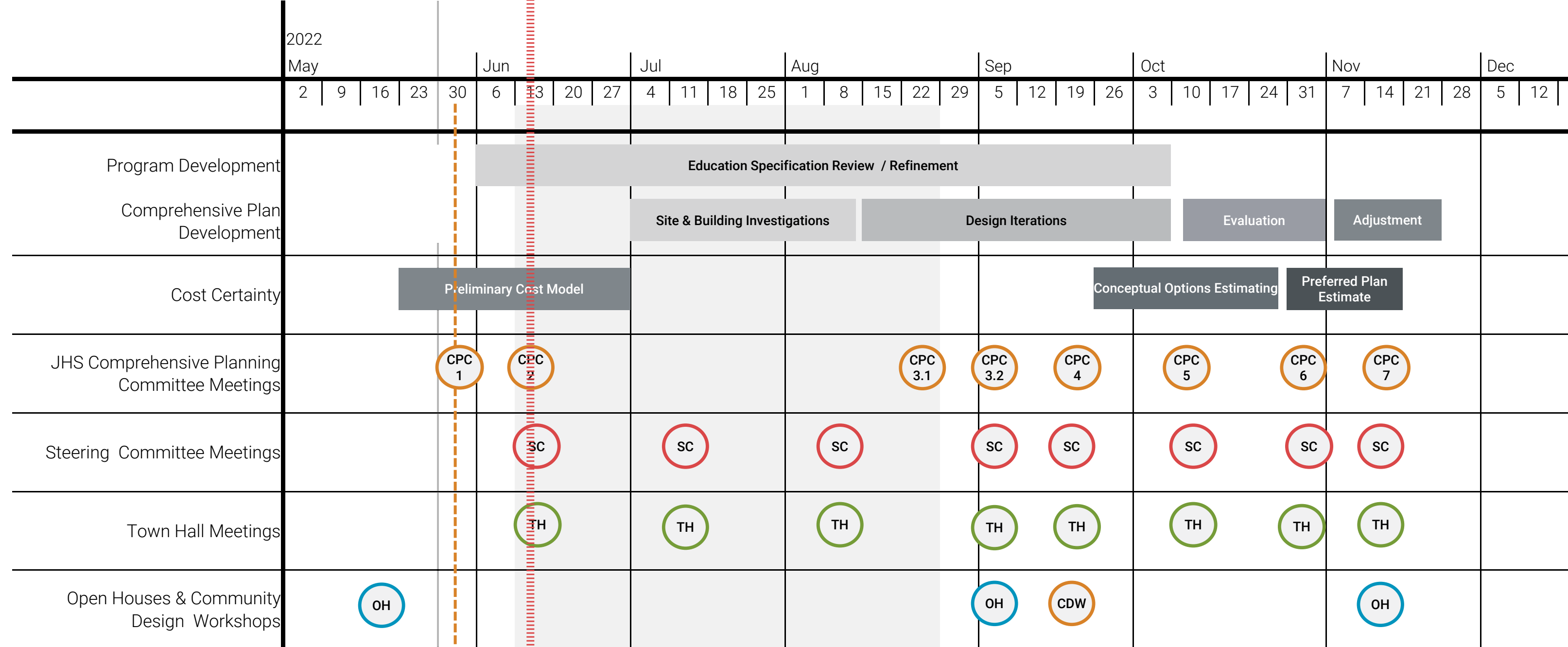
### Schedule of Meetings

**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](mailto:schoolmodernization@pps.net)  
[jhsbond@pps.net](mailto:jhsbond@pps.net)

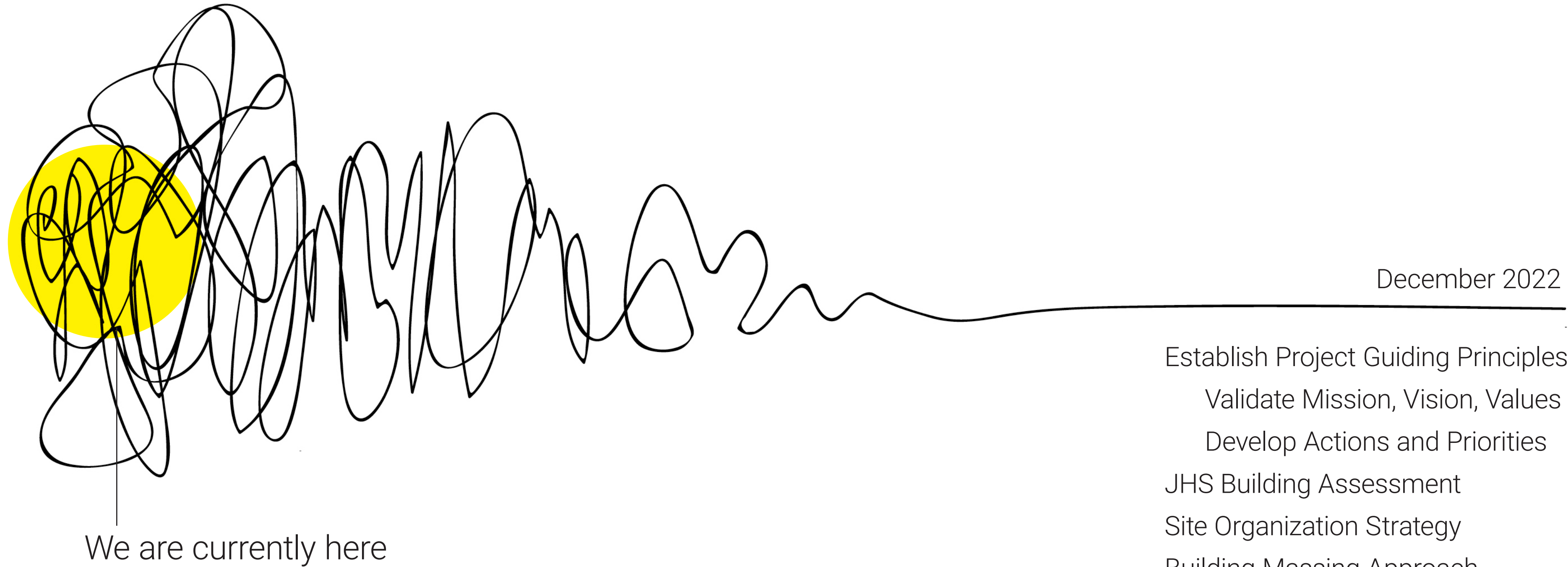
### PPS | Jefferson High School Comprehensive Planning Phase



# PROCESS

uncertainty / insights / stories / patterns

clarity / focus



- 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

## 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

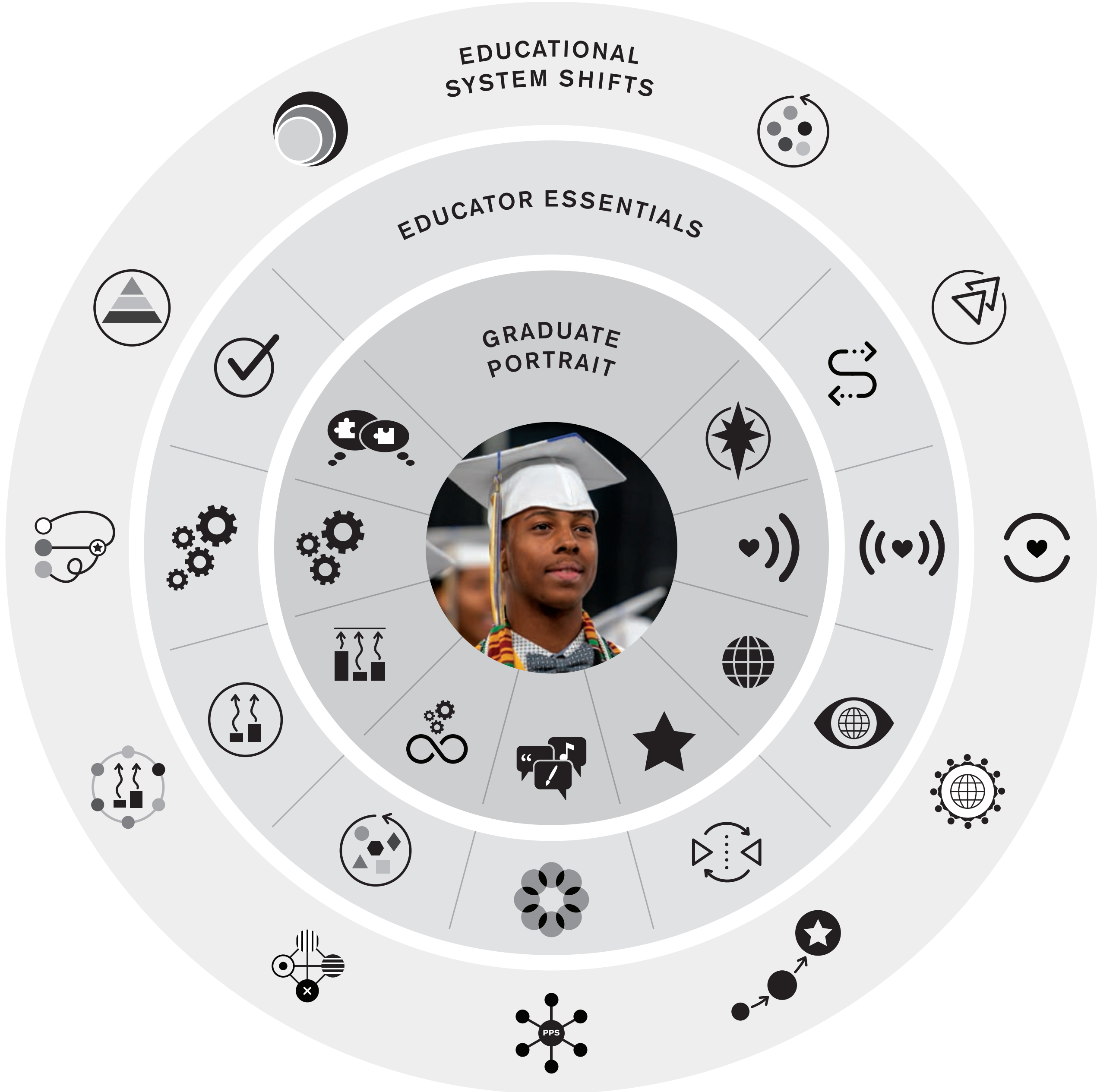
*Portland Public Schools reimagined* The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. Ultimately, everything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

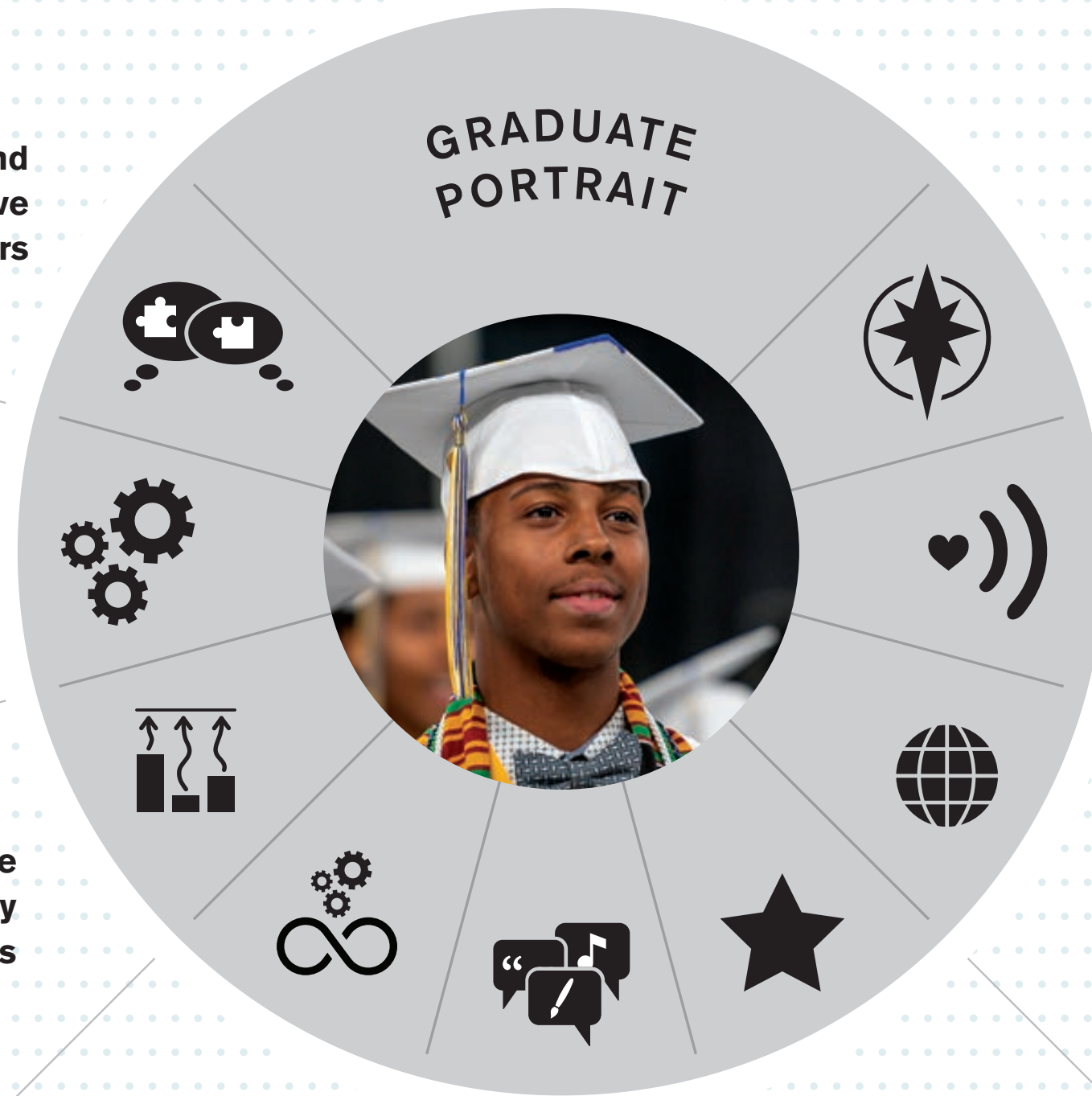




**Inclusive and Collaborative Problem Solvers**



**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**

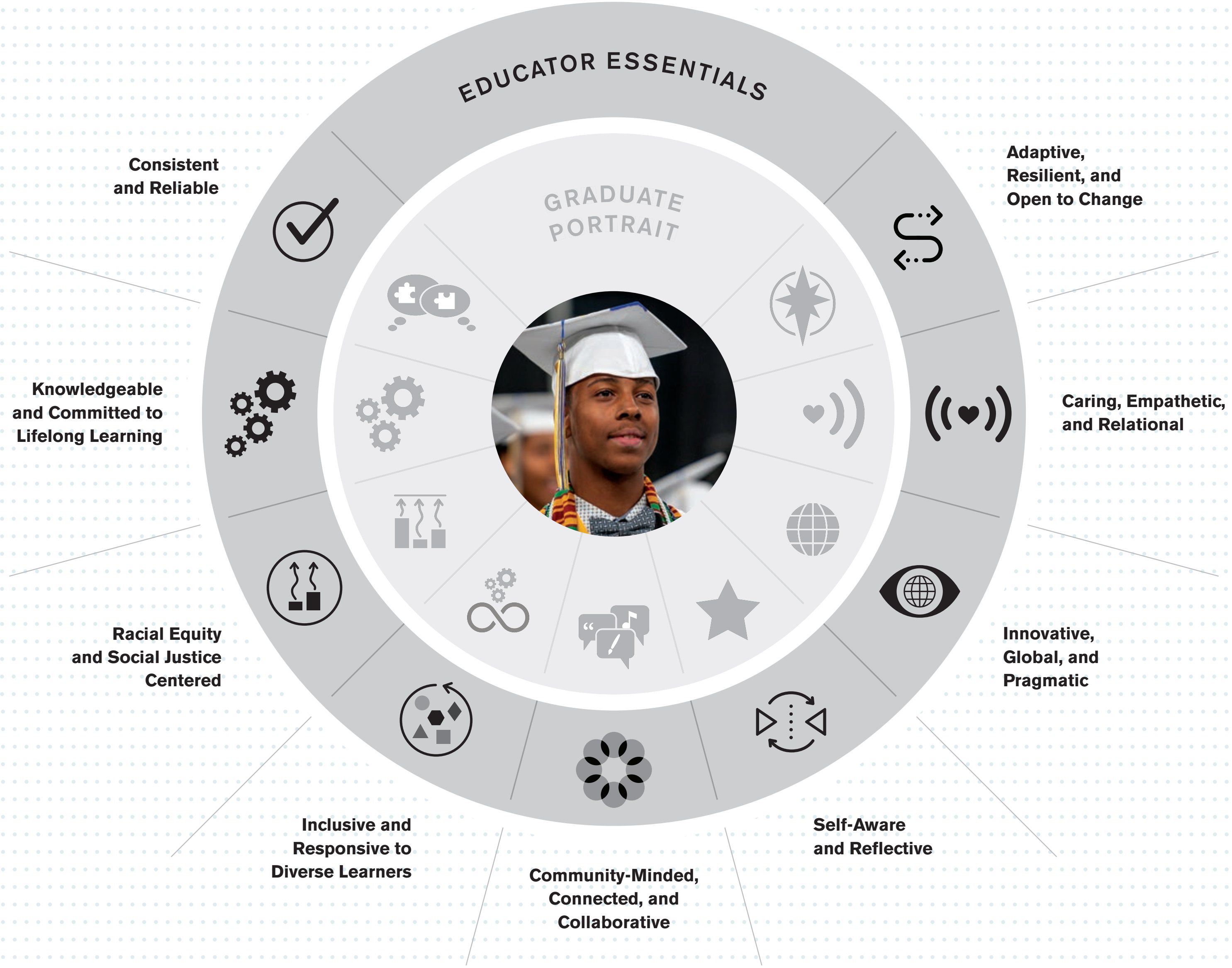
**Resilient and Adaptable Lifelong Learners**

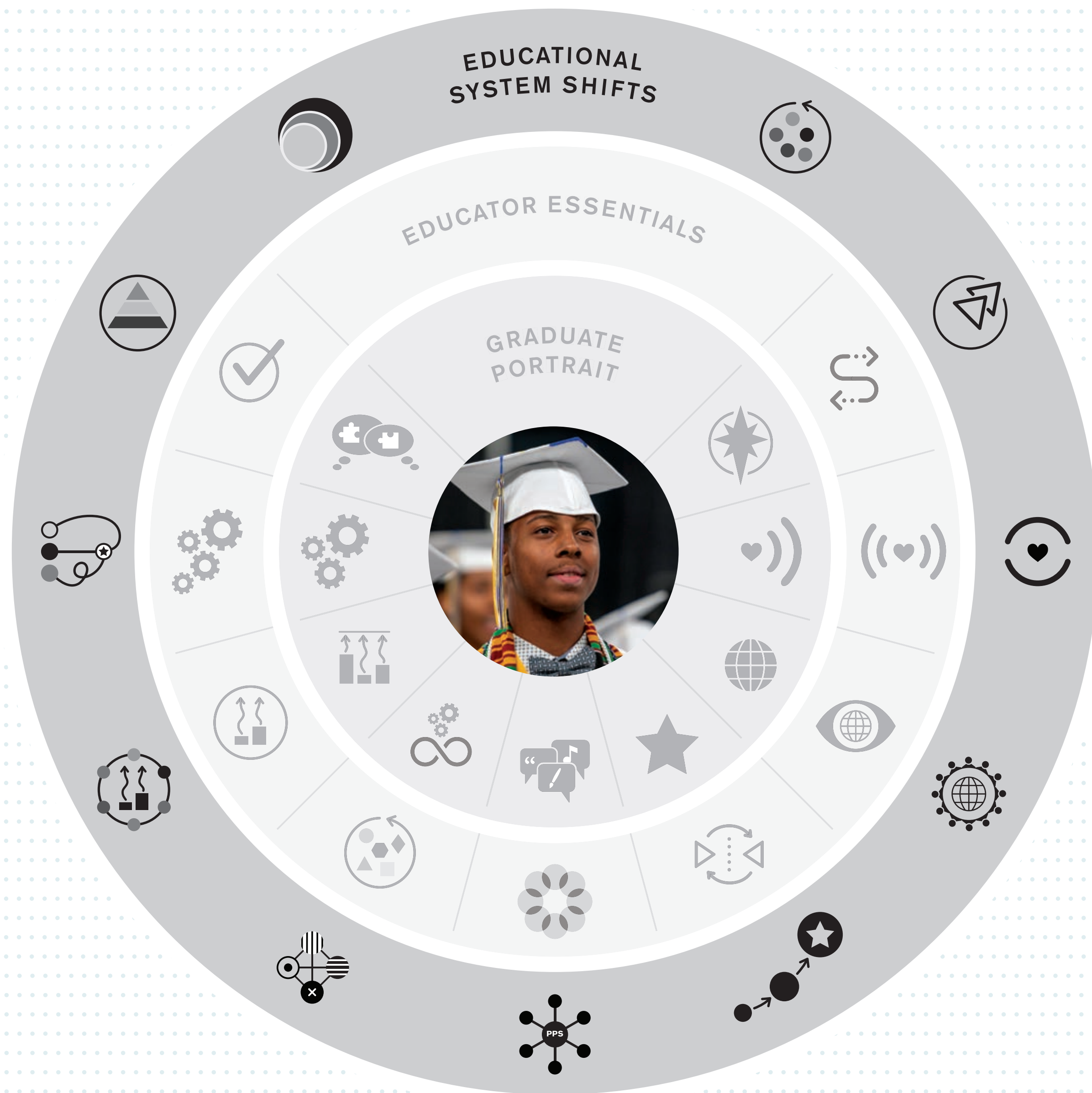
**Powerful and Effective Communicators**

**Positive, Confident, and Connected Sense of Self**









## 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.





### **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

### **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.



## KEY OBJECTIVES

### **Engagement, Resilience, and Wellness:**

The District will take steps to prepare schools for the effects of climate change, and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.



## Planning for Success

Establish Project Guiding Principles

Validate Mission, Vision, Values

Develop Actions and Priorities

Framework for Design Excellence

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



# FRAMEWORK FOR DESIGN EXCELLENCE



## 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?*



# FRAMEWORK FOR DESIGN EXCELLENCE



## 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**

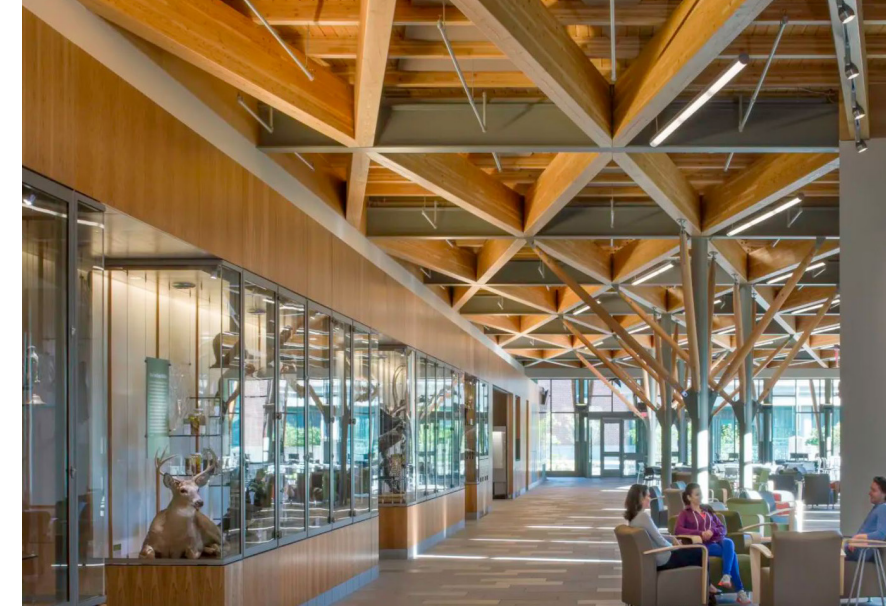
*How can the design encourage a healthy lifestyle?*

*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?*



Let's Get Started

## 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?*

## 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 Collaboration*

*Grounded in the Spirit of Portland*

*Joyful Learning and Leadership*





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, Vision, Values for Jefferson High School

Consider with your friends, family 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.

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*Partnerships and Collaboration*

*Grounded in the Spirit of Portland*

*Joyful Learning and Leadership*



10 mins

# Public Comment Period

THANK YOU