
Date
06.15.2022

By
Liz Feltz & Becca Cavell

Subject
Comprehensive
Planning Committee
Meeting Two

Project Name
Jefferson High School Modernization

Project Number
30087

Present

Members of the CPC

Tiara Fitz
Kate Piper
Judy Brown
RaeAnn Thompson
Mancala Snyders
Amy Hargrave
Tina Myers
Rahma Said
Jenn Latu
Jocelyn Beh
Robin Wilcox
Michelle DePasse
Liz Foucher-Branch

Sarafina Stolz
Gavin Gregory
Shirley White
Falisha Wright
Mary Li
Gary Hollands
Amy Kohnstamm
Roger Espinoza

Portland Public Schools
Stephen Effros, PPS
Ayana Horn, PPS
Camille Idedebo, PPS
Armand Milazzo, PPS
David Mayne, PPS

Design Team

Jeanie Lai, Bora
Becca Cavell, Bora
Corey Squire, Bora
Liz Feltz, Bora
Chandra Robinson,
Lever
Karim Hassanein,
Colloqate

Members of the Public

Charles Fitz Jr.
Rosy Boyer
TaeVondre Thomas

Minutes

1. ARRIVAL / DINNER / SIGN IN

A. The PPS participants and design team introduced themselves

2. DESIGN JUSTICE TRAINING VOTE

- A. Colloqate will be offering a Design Justice training in July, and the CPC was asked to respond to an availability poll. Steve gave training date options: a full day of training on Friday 7/15 vs. two evenings of training on Wednesday 7/20 & Thursday 7/21
1. Committee prefers Wednesday 7/20 & Thursday 7/21 by a small margin
 2. Karim verified that committee members can come on just one of the two trainings if conflicts arise, but notes that the sessions build on one another and ideally folks would attend both.
 - a. It may be possible to record and distribute sessions.

3. REPORT FROM 5PM TOWN HALL MEETING

- A. CPC Member Mary Li encouraged participation in town hall meetings and CPC representation.
- B. There was interest at the Town Hall meeting in renaming the school and renaming this planning process. Mary, on behalf of the CPC group, is requesting information from PPS about its school name-changing process. There is interest in changing the name for our planning process.
- C. PPS noted that it has information on its website about its name changing process
 - 1. <https://www.pps.net/Page/15710>

4. CENTER FOR BLACK STUDENT EXCELLENCE

- A. Camille gave information about the center and how it relates to equity in design.
 - 1. Explained that vision development for the center is focused on the Albina area
 - a. JHS is in the Albina area
 - 2. Camille extended invitations to participate

5. MISSION VISION VALUES FRAMEWORK

- A. Jeanie gave a schedule refresher, explaining how we identify patterns and establish goals and vision.
- B. Jeanie shared a list of PPS efforts guiding this process, Portland Public Schools Reimagined as the guiding compass (document shared in binders).
- C. Tina read the PPS and JHS missions.
- D. Jeanie discussed PPS vision and the graduate portrait along with educator essentials supporting the successful graduate. She discussed educational systems shifts to support the graduate.
- E. Jeanie shared PPS' core values:
 - 1. Students at the center
 - 2. Fundamental rights to human dignity
 - 3. Disrupting systems of oppression
 - 4. High standards for students and staff
 - 5. Culture of respect and creativity
 - 6. Grounded in Portland communities

6. SUSTAINABILITY MINUTE

- A. Corey introduced PPS climate response and goals:
 - 1. Greenhouse gas emission reduction
 - 2. Preparation of schools as a refuge during climate crisis
- B. Corey defined climate justice and longevity
- C. Michelle addressed lack of diversity in sustainability and requested more engagement and education about environmental issues with students and local groups. They also expressed a desire to work with the Bureau of Sustainability and Build Shift.
- D. Amy explained that we will eventually discuss building criteria related to sustainability.
- E. Michelle discussed Kellogg Middle School as a prime example of a sustainable educational project.

7. LET'S GET STARTED

- A. Jeanie explained how to build a framework for design excellence and establish guiding principles.
- B. Jeanie defined "mission," "vision," and "values."
- C. Jeanie shared a word cloud based on feedback heard from the CPC membership through its first homework assignment, and the team shared printouts of this feedback with the committee for inclusion in the CPC binders.

8. BREAK

- A. CPC Members prepared to give introductions with an experience from high school that made them feel welcome.

9. PERSONAL INTRODUCTIONS BY EACH COMMITTEE MEMBER

- A. Personal priorities for this project
 1. Richard Hunter Sr.– born in Albina, JHS alumni class of 1971, 4 siblings also alumni, played trumpet in the band and attended every football game, basketball game, and rose festival parade, now plays piano, selected for “Music in May”
 2. Shirley White – moved to Portland in 1943, 12 siblings graduated from JHS, went to school in LA and ended up meeting someone from JHS during that time, gained most life skills through the Jefferson community
 3. Mary Li – JHS parent, son is a graduate, didn't feel like a part of a community in high school as an Asian person attending an all-white school but finds that at JHS now
 4. Tina Myers – PPS employee, grew up in Albina, De La Salle student, found belonging through cheerleading at JHS
 5. Sarafina Stolz – JHS student (sophomore), feels immediate belonging at JHS, “when I walk into classroom I don't feel like I need to run out of it. I don't curl up in a ball and look at the floor I sit down in an empty seat and don't think twice about it.”
 6. Judy Brown – raised in Grant district, wanted to attend JHS, JHS employee, feels more welcome as a JHS parent
 7. Brittany – JHS employee, grew up in JHS area, grandfather graduated from JHS, she went to Grant, became more comfortable with her identity in high school when she was finally accepted for who she was
 8. Jenn Latu – JHS parent, affinity spaces made her feel welcome
 9. RaeAnne Thompson – JHS health teacher, from Eugene, felt belonging with teachers outside of class, felt connections through sporting events like Basketball and Football games
 10. Amy Harge – JHS employee, art teacher, from MN, found voice through performing arts
 11. Rosy Boyer– has a young student looking to go to JHS
 12. Gary Hollands– PPS board member, the P.I.L. family, family in Portland since 1948, sense of community belonging in area
 13. Roger Espinoza– JHS alumni, found belonging through sports
 14. Amy K – PPS board, enjoyed a particular class, American literature, with a very energetic teacher, who made sure every single student was heard, and that class really became a tight community
 15. Jocelyn Beh– three young kids headed to JHS, likes small town feel in community, felt welcome in the arts and performance spaces
 16. Michelle DePass– went to JHS, came to JHS for dance, enjoys teaching dance to little kids in a K-12 school
 17. Tae Thomas– JHS new graduate, whole family in Albina, found belonging in English class and felt that even teachers that he did not have during his time at JHS made him feel welcome and engaged, enjoyed band and learning the history of the band program
 18. Mancala – JHS student (senior), most comfortable in the band and dance department, Mx. Mason welcomed and encouraged them
 19. Kate Piper– two students headed to JHS, architect, enjoyed the informal spaces with friends in high school, Liked have a particular meet-up “spot”
 20. Tiara Fitz– born in JHS community, went to Benson, daughter on dance team as JHS, liked hands-on experiences in high school, enjoyed tech show
 21. Charles Fitz – grew up in Woodlawn, daughter at JHS, liked tech courses

22. Robin Wilcox – moved to Portland in 2004, landscape architect, felt like they belonged after finding other misfits that didn't belong in the small town they grew up in, enjoyed lunch times off campus and sports
23. Liz Foucher-Branon– Mary Folberg's Jefferson Dancers, 1st graduating class, Drill team, Choir, Dance team, Soul Assembly, Cousin graduated 1945, Family Came to Portland 1920's
24. Rahma Said– recently graduated from JHS, found sense of belonging in track
25. Gavin Gregory – went to Grant, family went to JHS, kids went to JHS, found belonging through sports

10. THEMES AND PRIORITIES

- A. Karim introduced the themes exercise. They discussed what makes a space accepting and what can create a sense of belonging. They brought up common threads from the shared experiences in the introductions.
- B. Karim led the brainstorming exercise for ways to create belonging:
 1. 4 minutes of individual brainstorming.
 2. In pairs, committee members spent 5 minutes sharing ideas
 3. In groups of 4-5, members spent 12 minutes finding common ideas:
 - a. Group 1: (represented by Brittany)
 1. Need for community spaces
 2. SCI and Latino network are anchors
 3. How do students find belonging in a rapidly changing neighborhood?
 - b. Group 2: (represented by Tina)
 1. Avenge the past – resources that have been lost are brought back
 2. Earn the respect of the future – find ways for people to feel safe (ie gender neutral spaces)
 3. Willingness to be transformed through the work. Center for Black Student Excellence can provide this for students, faculty, staff, and community
 - c. Group 3 – (represented by Liz)
 1. Community where people are welcoming
 2. Library relocated out of the basement
 3. History of the school and the space – everyone who comes here learns about the history and is proud of it and carries it forward.
 4. Teachers adopt the community vibe and express love for their students
 5. Accommodation for kids with physical disabilities and neurodivergent students
 - d. Group 4 - (represented by RaeAnn)
 1. Creating a building that fosters community all the way from Head Start to here....Kairos, Tubman, King - all the way to JHS and then PCC and CBSE.
 2. Emphasized Center for Black Excellence
 3. Desire for JHS to not end up looking like a sterile office building wanting murals, color, and artwork
 - e. Group 5 - (represented by Kate)
 1. Opportunity for CPC as a wide representation of the community to make sure everything is carried all the way through to the end, to the ribbon cutting
 2. Emphasizing informal lounge and hangout spaces
 3. Needs to feel open to the community with improved wayfinding and accessibility
 4. Design for the developmental age...human centered design, taking into consideration how kids use spaces
 5. Gatherings for community – maybe outside spaces that are multi-use, amphitheaters etc
 6. Accommodate kids with mobility issues, learning differences

BORA

11. ELECTION OF CHAIR(S)

- A. Steve opens a conversation about chair selection.
 - 1. Mary and Jenn volunteer to be co-chairs, with a hope to mentor a younger CPC member. [

12. PUBLIC COMMENT PERIOD

- A. 3 members of the public were present / no public comments recorded.

13. MEETING ADJOURNED AT 9:00 PM

END OF MEETING MINUTES