

JEFFERSON HIGH SCHOOL MODERNIZATION

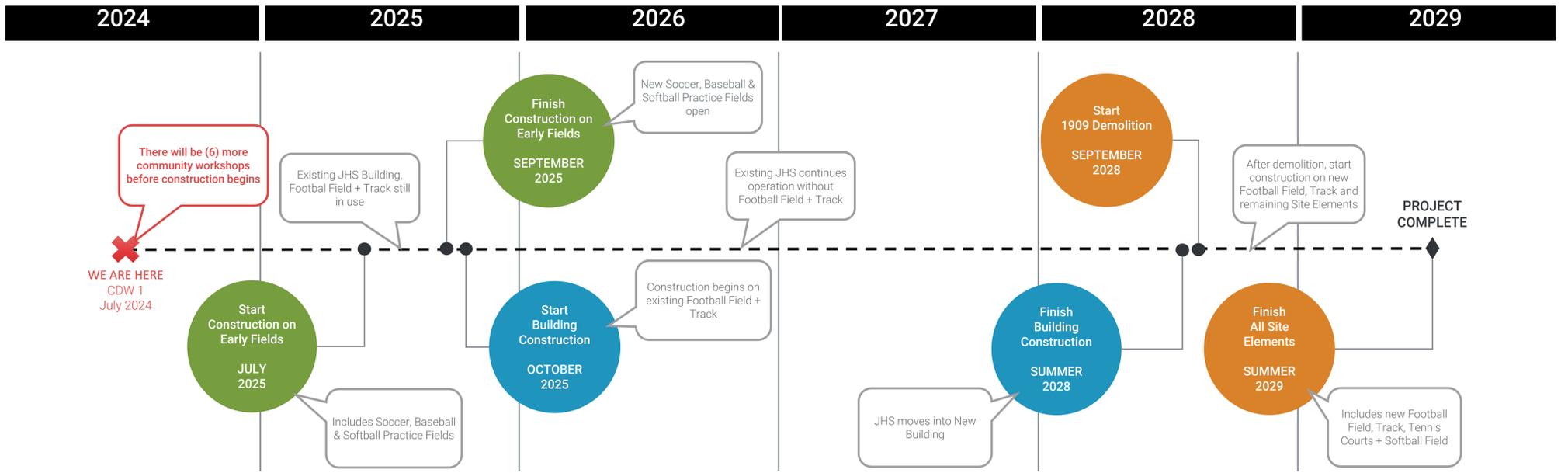


PRESENTATION BOARDS

Community Design Workshop #2
08.14.2024

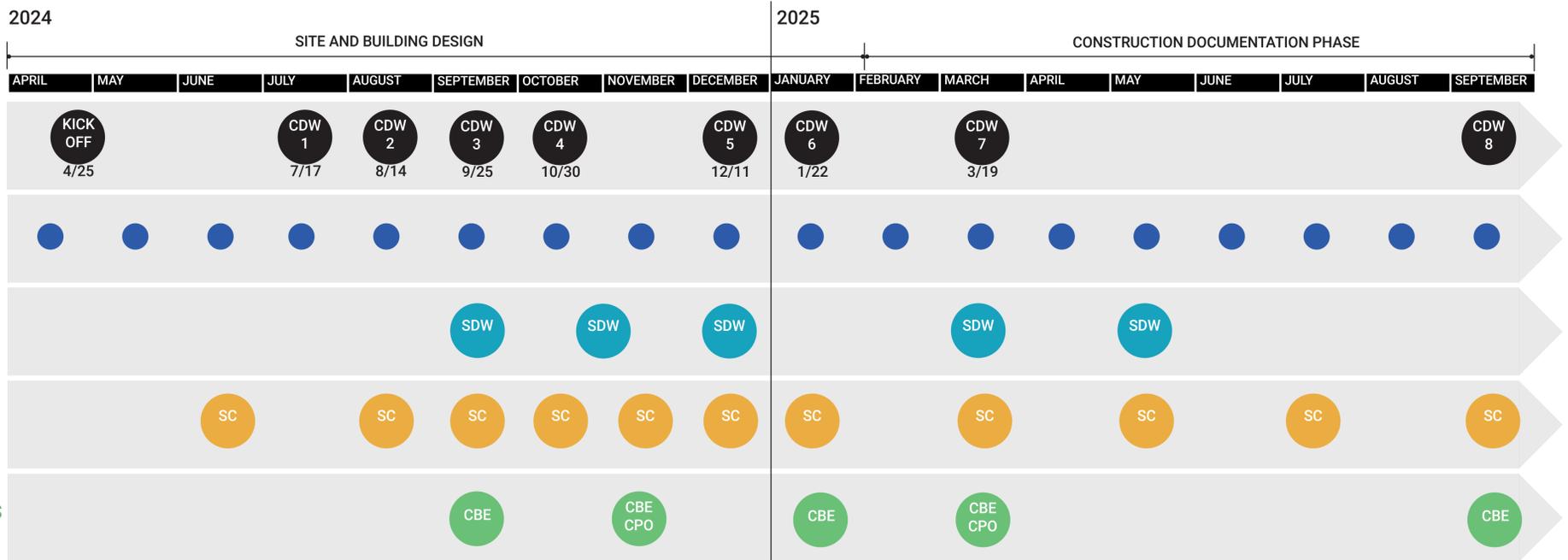
JHS PROJECT SCHEDULE

Current Construction Schedule:



* 04/02/2024

PPS BOARD APPROVAL FOR ALL NEW SCHOOL



OPPORTUNITIES

Grab a sticky What other opportunities do you see for the project team to engage with the community?

STAY INVOLVED

How do you want to be involved? Please let us know the best way to communicate with you and where you want to be involved.



You can also always go to:
www.pps.net/jeffersonbond
 IG: @ppsbondprogram
 EMAIL: jhsbond@pps.net

JHS TRACKING COMMUNITY FEEDBACK



CULTURAL PLACEMAKING

The items below were identified by the community and relate to maintaining the legacy of Jefferson High School. **They will be incorporated as cultural placemaking elements of this modernization project, creating a tangible legacy of excellence and history at Jefferson.**

Opportunities on the site and building will be studied in more detail throughout the design phases to address these items, working closely with the Jeff community.

"Storytelling through the art and murals throughout the building, i.e. stories of diverse community histories, neighborhood history and legacy of Jeff, current student identities, influential cultural figures"

- a** Carry over historical artifacts from current Jeff to new Jeff, such as artwork, stories, artifacts, building materials and elements. Choose and design these elements with extensive community involvement.
- b** Allow ways for student-initiated customization over time, so each class can leave their creative mark.
- c** Include graphic storytelling elements that depict the histories of BIPOC communities at Jeff, within the broader context of events in Portland, the region, and the country.
- d** Create spaces for gathering and community celebration with cultural art and visual storytelling.
- e** Provide adaptable ways for new generation of students to personalize space while celebrating creative expression and achievements of previous generations.
- f** Collaborate with community stakeholders to identify pieces that should be kept and displayed as physical artifacts. Document and archive murals and art pieces in the building to incorporate into future exhibits.
- g** Celebrate history of Jefferson, provide range of display spaces throughout the building.
- h** Integrating culturally specific and diverse art throughout the building.
- i** Retain memorabilia from athletics spaces, recognizing these key stories and memories in Jefferson history.
- j** Integrate art throughout the site. Consider the old statue platform and walls of the building as opportunities for art.

SPATIAL DESIGN IMPLICATIONS

These spatial design implications, identified through **previous community engagement**, will be addressed in this modernization project. Throughout the design phases, the team will develop solutions and share them with the Jeff community to reflect how these implications are incorporated into the project.

Each implication is color coded by narrative themes.

- TRUST**
- IDENTITY, CULTURE, BELONGING**
- SAFETY**
- ACCESS**
- FLEXIBILITY & CHANGE**
- DELIGHT**
- RESOURCES**
- EMBRACING THE OUTDOORS**

"Community accessible spaces to support leadership education and related types of programming."

"Top of the line stem facilities and programs - i.e. maker space, science lab"

- 1** Create various gathering spaces for both loud and quiet activities, accommodating large groups and smaller meetings.
- 2** Allow flexible, student-initiated customization over time, so each class can leave their creative mark on Jeff.
- 3** Employ Trauma Informed Design Principles such as: Biophilic design strategies, natural light, materials and forms; Multi-sensory with spaces for retreat; Self reliance and providing choice; lighting temperature and glare.
- 4** Create safe spaces for students to seek refuge or ask for help at the school, i.e. counselors, support groups - locate so its not connected with punishment/ control authorities.
- 5** Quiet/low-stimulus spaces (sensory space) for students who are experiencing sensory overload.
- 6** Allow for access to community programs beyond school hours.
- 7** Provide clear wayfinding for both students and visitors in multiple languages.
- 8** Provide spaces for students to work collaboratively or get tutoring help.
- 9** Ensure event spaces are accessible for community use outside school hours.
- 10** Locate the main entrance in a clear and visible place, both security and wayfinding considerations, in proximity to other services in the building, i.e. community resources, clinic, admin, etc.
- 11** Provide easily accessible stairs and convenient elevators to the natural flow of students through the school.

"Colorful and playful spatial elements to create a beautiful and welcoming school"

"Flexible spaces for non-class activities such as study and meetings are desired."

- 12** Provide accessible, safe and beautiful restrooms - considering diverse genders, cultural and religious norms and physical abilities. Provide all-user restrooms. Design bathrooms for a spectrum of users. Include single-user and family restrooms.
- 13** Provide commons with comfortable and welcoming space for gathering and student activities.
- 14** Provide spaces with view and connected to nature.
- 15** Provide state of the art classrooms with comfortable movable furnishings, spaces for pin up, and storage.
- 16** Provide spaces for PLAY.
- 17** Provide quiet and open outdoor places to connect to nature.
- 18** Spaces for gathering and community celebration, provide cultural art and visual storytelling.
- 19** Provide adaptable ways for each new generation of students to personalized space while preserving and celebrating creative expression and achievements of previous generations.
- 20** Provide color, playful elements to create a welcoming vibrancy across the school.
- 21** Provide distinguishable character for wayfinding across the school.
- 22** Provide space for new art and artifacts created by students, reflecting identities and stories.
- 23** Welcoming atmosphere for commons, with natural light, open food court style, outside eating areas, self service stations for students who bring their lunch.

"Safe spaces to step away from classroom environment, that is not connected to administrative or punitive spaces, or in a location that is on great public display."

"Large community rooms for bigger events"

- 24** Provide flex spaces in the library with a calm environment, comfortable seating, study rooms and windows.
- 25** Provide hallways with seating areas and tables with outlets for students to do homework.
- 26** Provide ample natural light in working spaces.
- 27** Provide dance facilities that honor this special program at Jeff.
- 28** Prioritize physical health of school environment - air conditioning, proper heating, natural light, natural ventilation and views to the outside.
- 29** Dedicated spaces to do homework or mental health breaks aside from classrooms.
- 30** Reclaiming the unused field that is currently being used like a dog park.
- 31** Provide learning community garden with benches connecting to heritage from multiple cultures.
- 32** Create a safe site for students.
- 33** Site way finding - Consider flow of traffic for car drop off, buses, walking, and parking and clear signage indicating how to get around.
- 34** Provide usable outdoor buffer spaces with shade trees.
- 35** Provide places to study or have lunch in small peaceful nature gatherings.
- 36** Cover outdoor spaces and walkways so they can be used even when it is cold and raining.

BASE REQUIREMENTS

The spatial implications below are comments we heard from the community that align with the PPS Education Specifications requirements for high schools, PPS district standards and the Board approved space program for JHS and/or are required by current building codes. These items are considered **base requirements**. These items will not be separately tracked, but will be fully incorporated.

Provide space for Indian Education Office suite at Jeff, providing ample space for their learning resources library, program materials, crafting, and cooking. Provide culturally relevant spaces for community access, i.e. a place for smudging, cooking.

Spaces and amenities should be available to communities for events, learning partnerships, etc

Provide spaces to facilitate community support networks, i.e. mentorship opportunities, student groups, connection with other schools.

Provide private changing areas in locker rooms. Gender inclusive spaces are necessary to help students feel safe in vulnerable spaces

Consider safety and sense of welcome for students and visitors.

Provide a communal pantry, i.e. food, clothes, hygiene products - considering impact to student overall wellbeing.

Site and entry to be wheelchair accessible.

Provide easily accessible stairs and convenient elevators to the natural flow of students through the school.

Provide comfortable places for refuge and decompression.

Provide flexible spaces for non-class activities, studying, clubs, etc

Consider flexible sharable spaces for cultural and religious needs.

Provide space for community gatherings, inside and outside use.

Provide theater, band, choir spaces. Provide art studios.

Provide top of the line STEM/ Science classroom

Provide dedicated space for teacher planning, prep, and breaks.

Provide spaces for students to access mental health - suicide - substance abuse support.

Provide planted areas and covered outdoor seating space to gather, eat lunch, play and decompress.

JHS BUILDING ORGANIZATION

N KILLINGSWORTH ST

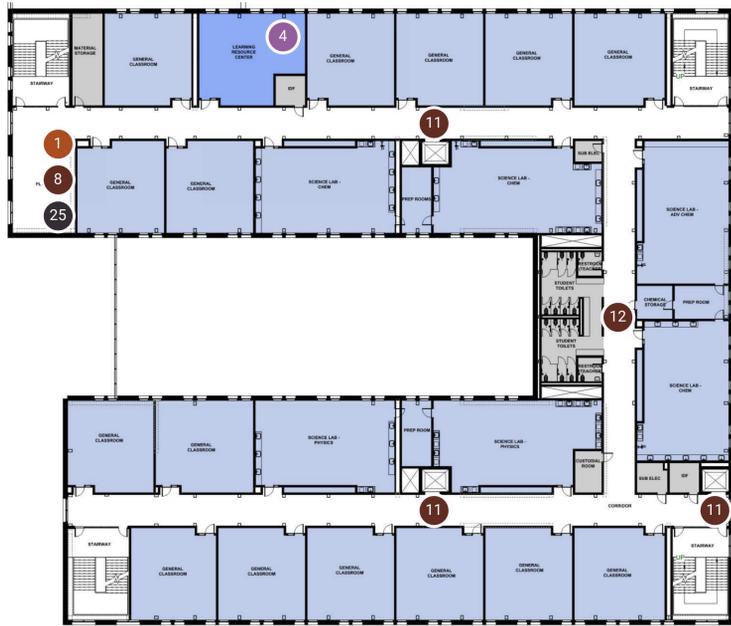


Level One

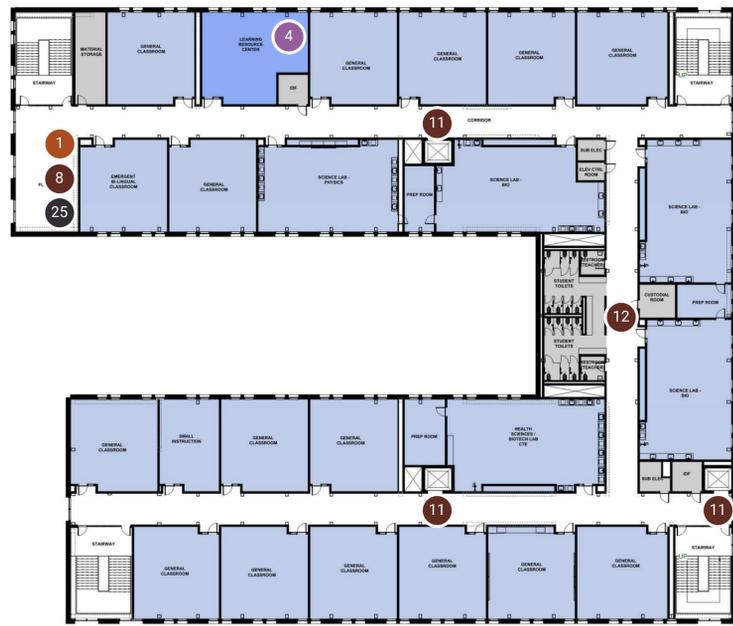
COLOR KEY

	General Classrooms Science Labs		Media Center		Fine Arts Visual Arts / CTE		SEI + Indian Ed TPC + Health Clinic Alumni + Pantry
	SPED		Theater Dance		Athletics		Admin

JHS BUILDING ORGANIZATION



Level Three



Level Four



Level Two

COLOR KEY

 General Classrooms Science Labs	 Media Center	 Fine Arts Visual Arts / CTE	 SEI + Indian Ed TPC + Health Clinic Alumni + Pantry
 SPED	 Theater Dance	 Athletics	 Admin

JHS MODERNIZATION - CENTER HALL & THE COMMONS

CENTER HALL



Grab a sticky

What does Center Hall mean to Jeff?
How do students use Center Hall?
What works well in the current space?
What is challenging in the current space?

CAFETERIA

Grab a sticky

What does the existing cafeteria mean to Jeff?
How do students use the cafeteria?
What works well in the current space?
What is challenging in the current space?

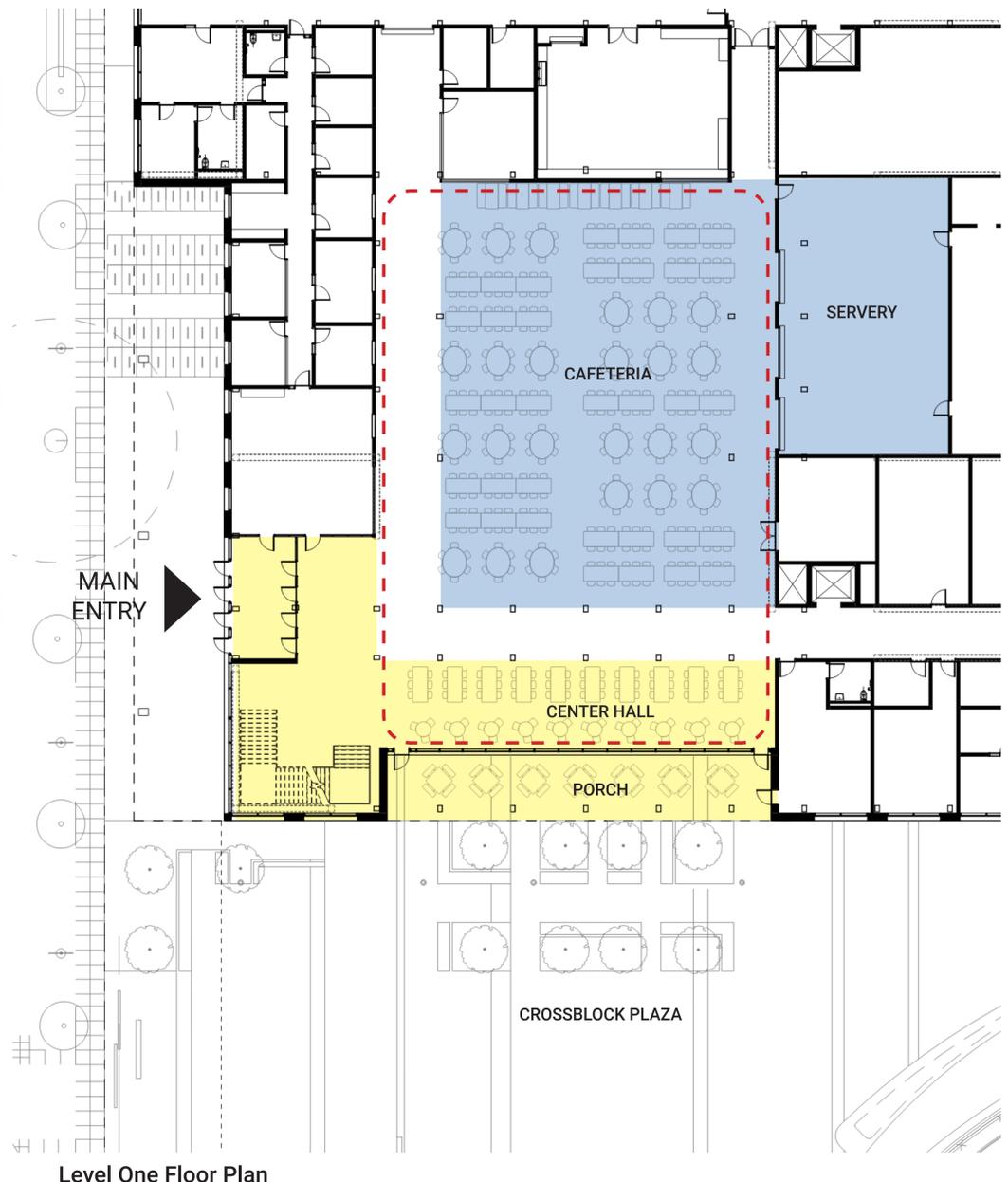


BRINGING THEM TOGETHER TO CREATE "THE COMMONS"



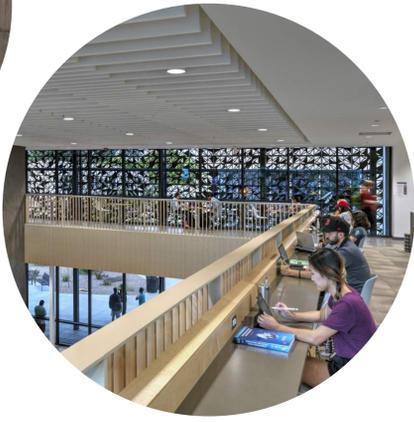
Grab a sticky

Help us envision the new COMMONS for Jefferson—an inviting hub at the heart of the building, where we combine the vibrant energy of Center Hall with the spaciousness of the current Cafeteria.



Level One Floor Plan

JHS MODERNIZATION - CENTER HALL & THE COMMONS



OVERLOOK SEATING

UPPER COMMONS



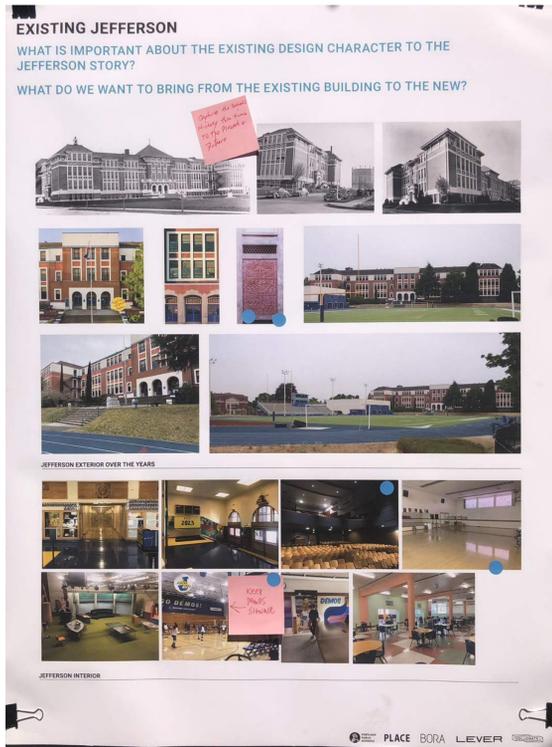
CENTER HALL

LOWER COMMONS



WHAT WE HEARD

COMMENTS FROM PREVIOUS CDW



In response to prompt of “What is important about the existing design character to the Jefferson story? What do we want to bring from the existing to the new?”...

“Liked historic facade of 1909. New build could tribute some of that? Not be too modern.”

“Keep Demo signage”

“Capture the schools history thru times to the present + future”



In response to prompt of “How do we make the new Jeff feel like Jeff? How will you know you are at Jeff?”...

“Feels like a school!” on image of two-story concave exterior panels, broken up by areas of glazing

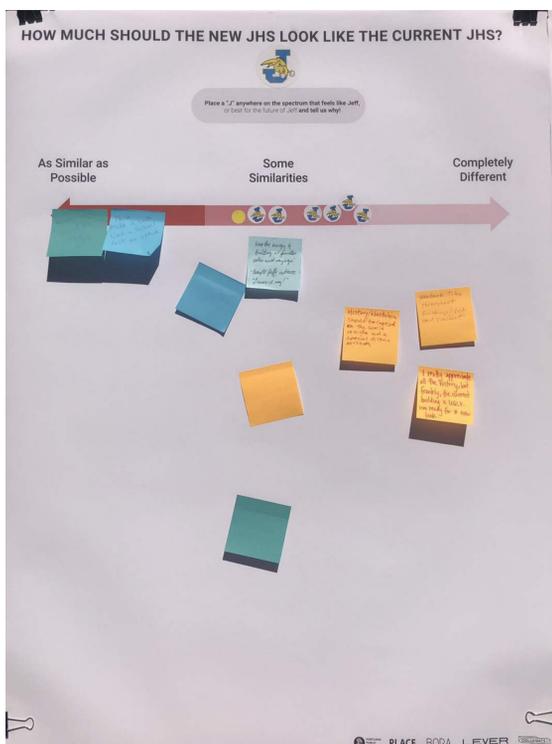
“Differentiate dramatically from PCC architecture style - we are not park PCC”

“How can we compliment the public library”

“Love this” on image of yellow metal paneling that creates diamond shapes up the facade

“Can we revive the original exterior style”

“Feels like a school” on image of undulating vertical, masonry facade pattern, broken up by areas of glazing



In response to prompt of “How much should the new JHS look like the current JHS?”...

“Keep building the same”

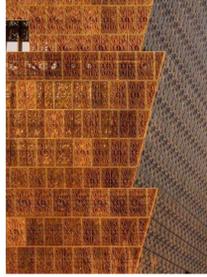
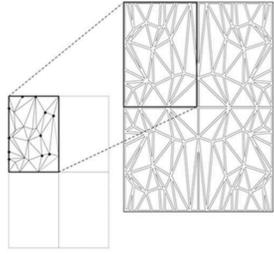
“Please make it look like a school, NOT an office.”

“Keep the energy of (existing) building with familiar colors and sayings! Promote Jeff culture - Demos I say!”

“I really appreciate all the history, but frankly, the current building is UGLY. I’m ready for a new look.”

EXTERIOR - TEXTURE

HERE ARE SOME BUILDINGS THAT REFLECT CULTURE. SOME ARE SUBTLE AND OTHERS ARE BOLD. WHERE DO YOU THINK THE NEW JEFFERSON HS SHOULD BE ON THIS SCALE?



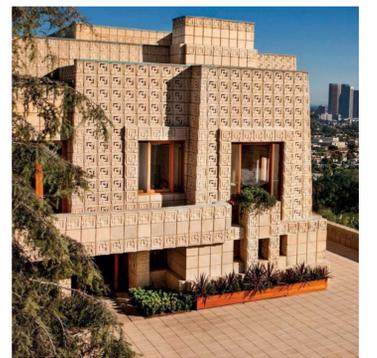
Inspiration: Legacy of Black American contributions to the building of America through iron work.
South Carolina, USA

An interpretation of the original iron work with some simplification while still retaining a complex pattern



Inspiration: Images and symbols in Aztec artifacts

Images and symbols are directly applied to the building. You can clearly see the inspiration.

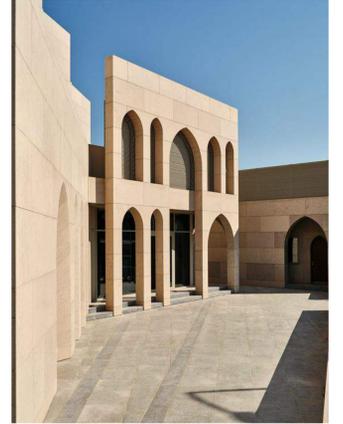


Inspiration: Aztec Temple in Tenochtitlan, Mexico

One detail chosen to be simplified and repeated

EXTERIOR - SHAPE

HERE ARE SOME BUILDINGS THAT REFLECT CULTURE. SOME ARE SUBTLE AND OTHERS ARE BOLD. WHERE DO YOU THINK THE NEW JEFFERSON HS SHOULD BE ON THIS SCALE?



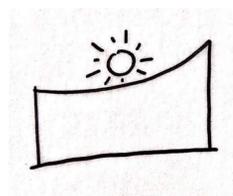
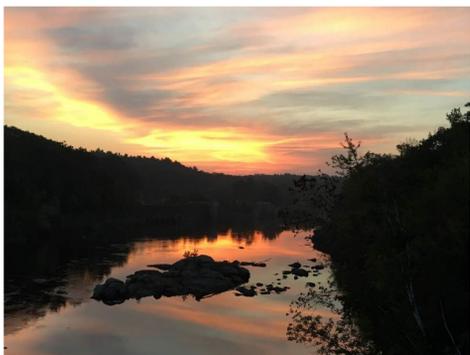
Inspiration: Ornate Islamic architecture with complex pattern, colors, screens and words from the Quran

Modern architecture with subtle imagery using arches, ornamental text and patterned window spacing



Inspiration: Aztec Temple in Tenochtitlan, Mexico

Simplified imagery of the pyramid punched into the more modern building



Inspiration: Wabanaki peoples' responsibility to welcome the sun as it rises every day. Maine, USA

Building aligns with the angle of the sun at the winter solstice and roof cradles the sun in the sky at the summer solstice. Inspiration was taken from the cultural values and translated into architecture.

EXTERIOR - COLOR

HERE ARE SOME BUILDINGS THAT REFLECT CULTURE. SOME ARE SUBTLE AND OTHERS ARE BOLD. WHERE DO YOU THINK THE NEW JEFFERSON HS SHOULD BE ON THIS SCALE?



Inspiration: Bright colors of historic Mexican architecture

Modern buildings taking on the traditional vibrant colors in a contemporary way



Inspiration: Clay and earth based building materials and colors

De-saturating or highlighting traditional building material in new buildings



Inspiration: Red as royalty and good fortune in traditions of China

“Chinese Red” translated from the Imperial Red Gates to new design and architecture

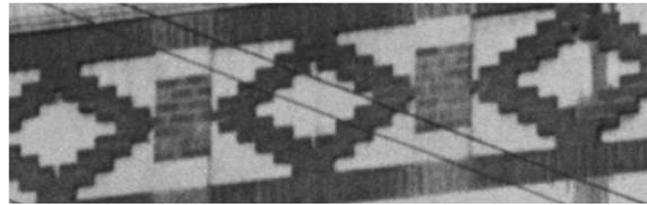
EXISTING JEFFERSON

WHAT IS IMPORTANT ABOUT THE EXISTING DESIGN CHARACTER TO THE JEFFERSON STORY?

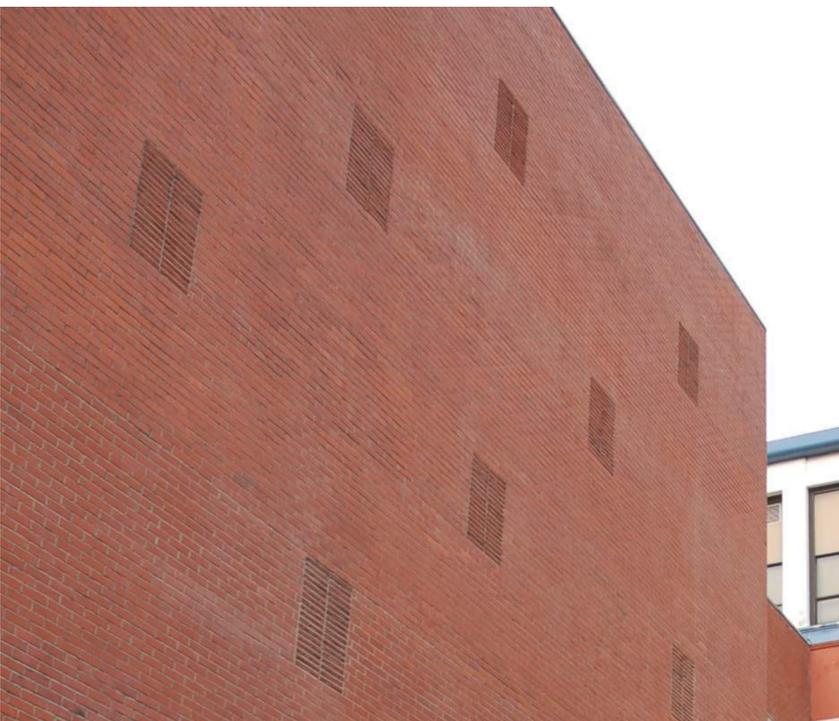
WHAT DO WE WANT TO BRING FROM THE EXISTING BUILDING TO THE NEW?



COLOR



SHAPE



TEXTURE

CULTURAL CONTEXT

HOW MUCH SHOULD THE NEW JEFFERSON USE CULTURE TO INFLUENCE THE DESIGN OF THE BUILDING?

WHAT IS IMPORTANT TO INCLUDE IN THE DESIGN FROM CULTURE?

WHAT CULTURE OR JEFF HISTORY COULD BE SIMPLIFIED AND REFLECTED IN THE BUILDING?

Place a sticker anywhere on the spectrum that feels like the amount of cultural context for the new JEFF!

Literal

In Between

Simplified



Literal

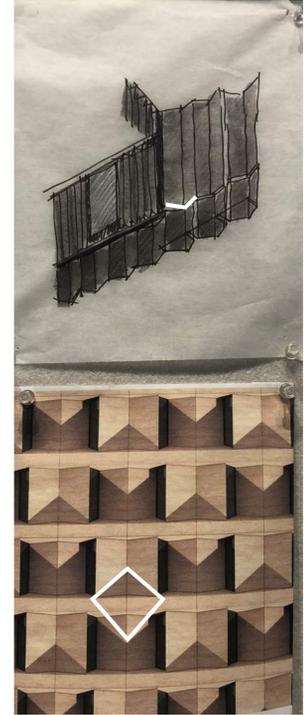
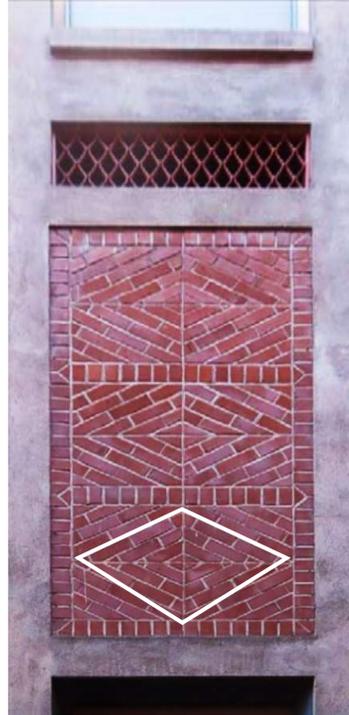
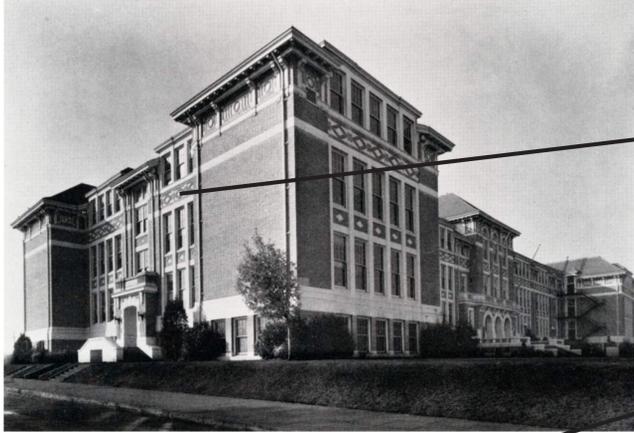
In Between

Simplified



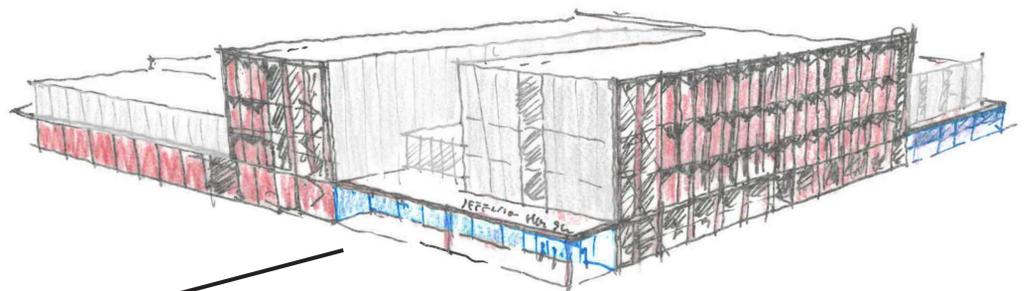
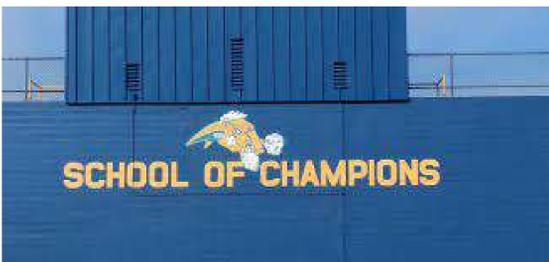
EXTERIOR

HERE ARE SOME IMAGES OF THE 1909 AND CURRENT JEFF. LOOKING AT THE IMAGES OF THE SCHOOL SEE HOW OUR TEAM TOOK INSPIRATION AND APPLIED IT TO THE NEW DESIGN.



Inspiration: Diamond brickwork and embellishments on 1909 building

Diamond shapes used in metal to create shadows of diamonds on exterior

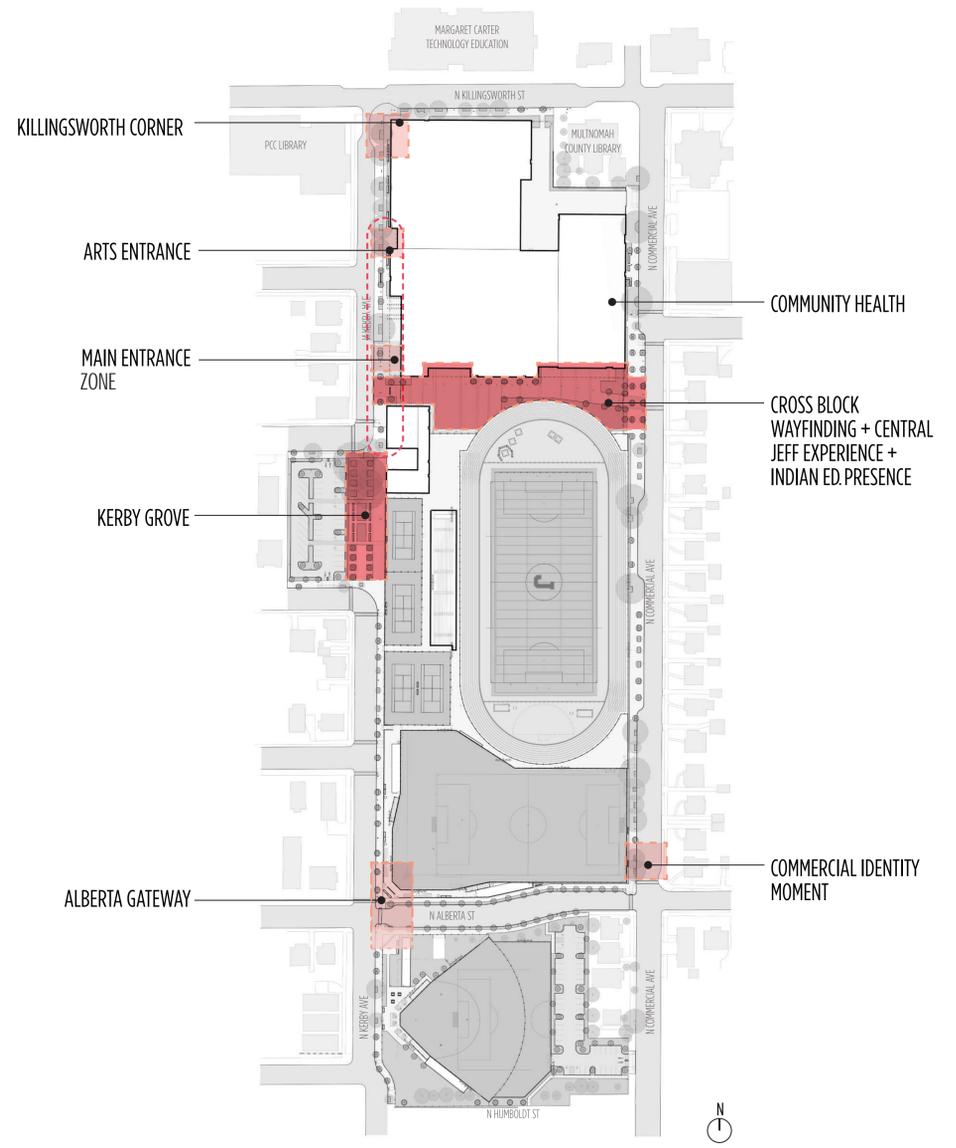
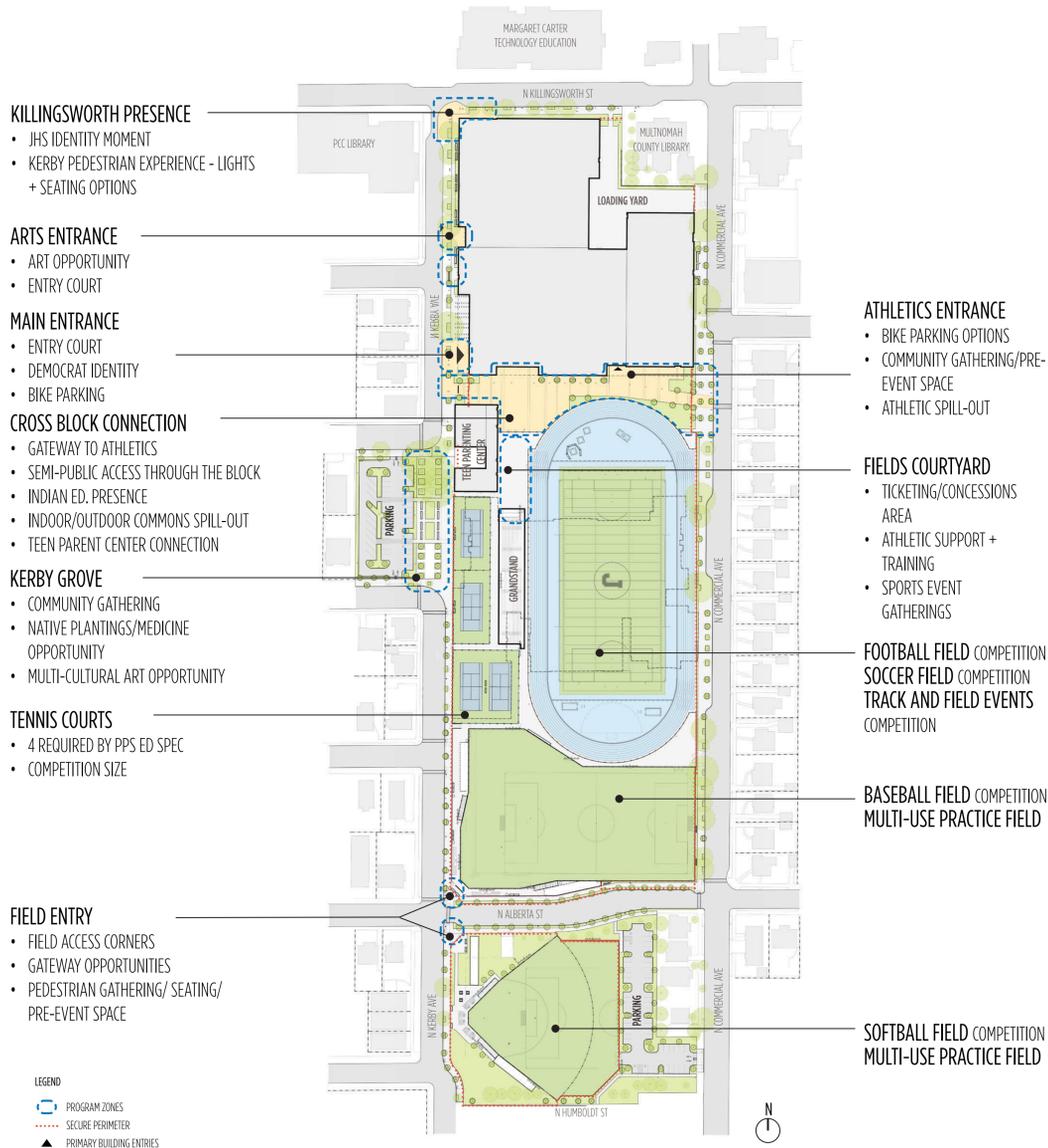


Inspiration: Jefferson blue around the school and on doors

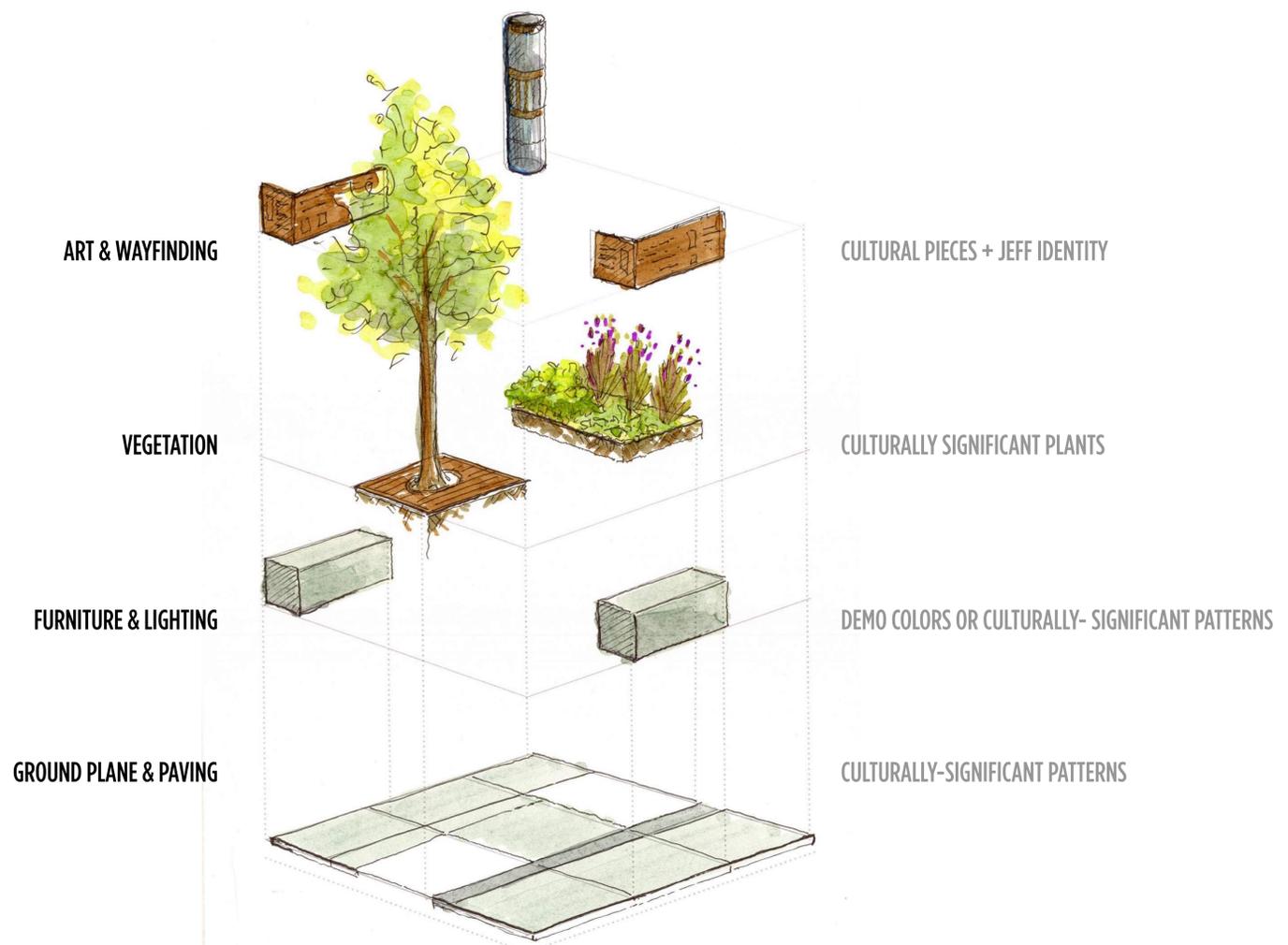
Color used and repeated to add pops of color. Entrances marked with blue as a call back to current Jeff

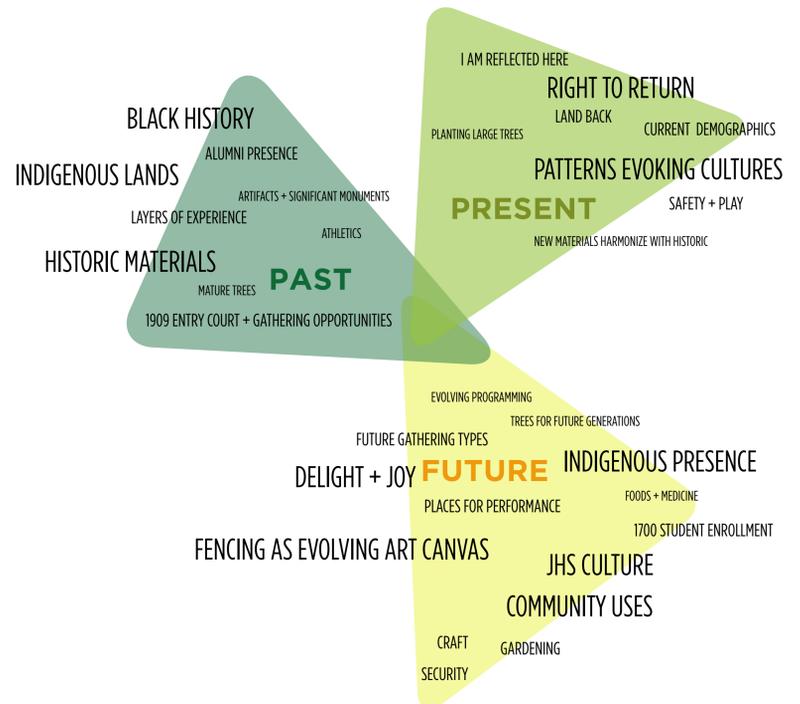
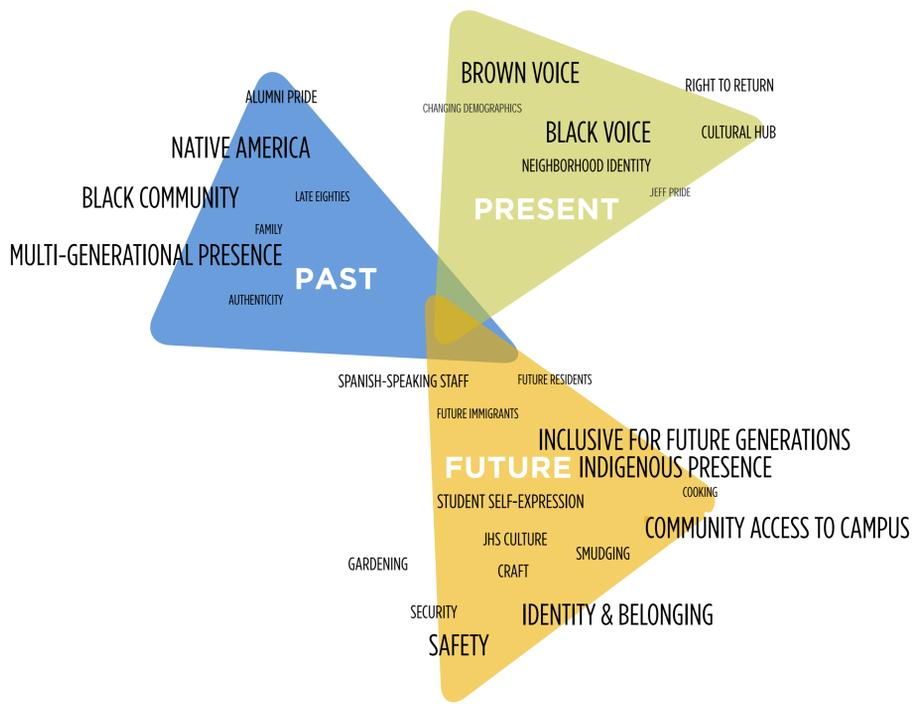
SITE PROGRAM + CIRCULATION

ART + JEFF IDENTITY OPPORTUNITIES



SITE DESIGN TOOLKIT APPLIED TO IDENTITY OPPORTUNITIES





EXAMPLES OF WHAT YOU TOLD US:

- A. Provide a **courtyard** or other usable **outdoor** buffer spaces with **large shade trees**
- B. Provide places to **study** or have **lunch** in small peaceful **nature gatherings**
- C. **Cover outdoor spaces** and **walkways** so they can be used even when it is cold and raining
- D. Maintain the legacy of **school events**. Space in front of building is valued in memory as a grand entry

HOW THE LANDSCAPE DESIGN CAN RESPOND:

- A. **Existing mature trees** to remain will be celebrated, engaged for people as much as possible and **additional shade opportunities** will be carefully crafted for both habitat and gathering.
- B. **Natural spaces and vegetation** near seating and gathering has been requested at nearly all community outreach events.
- C. **Covered** outdoor spaces provide four-seasons usage and promote **multi-generational** and **multi-ability** use.
- D. Integration of **athletic, arts, and academic history** into the **Crossblock** connection. The memory of a grand entry is reinterpreted for a new building.

SITE DESIGN TOOLKIT

ART & WAYFINDING



VEGETATION



FURNITURE & LIGHTING



GROUND PLANE & PAVING

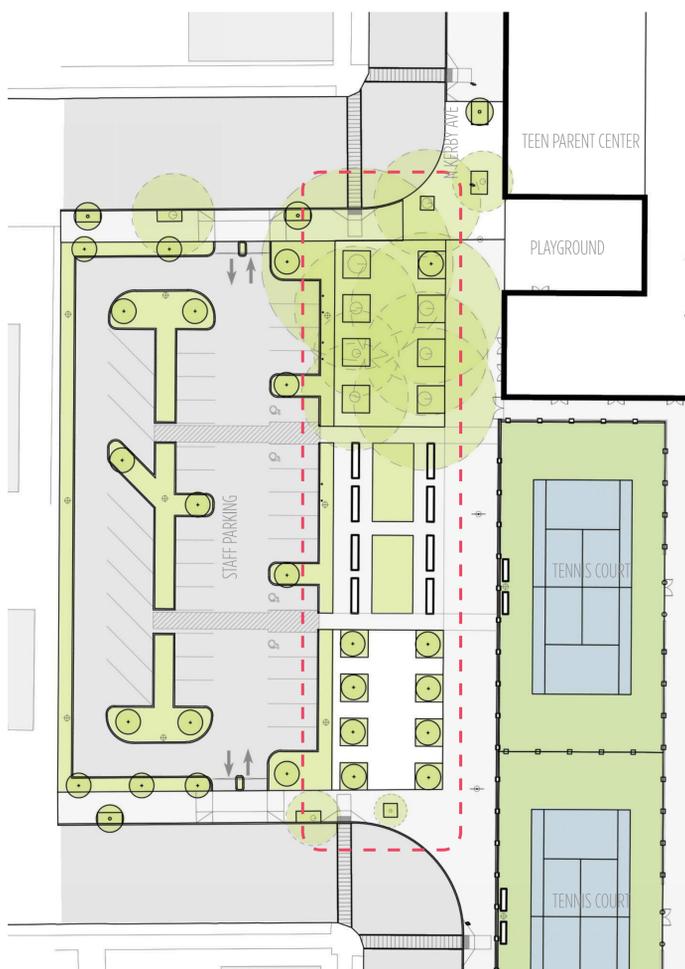


KERBY GROVE - PROGRAM & KEY OPPORTUNITIES

WHAT ACTIVITIES COULD HAPPEN HERE?

WHAT JEFF IDENTITY OR CULTURAL ART WOULD YOU LIKE TO SEE IN THIS AREA?

HOW IS THIS PLACE SPECIAL TO YOU?



PROGRAM REQUIREMENTS

- A. Community access to grove
- B. Kerby pedestrian connection
- C. Staff parking
- D. Variety of gathering types + sizes
- E. Many mature trees to remain
- F. Connection to Teen Parent Center play + athletic fields

OPPORTUNITIES FOR PLACEMAKING

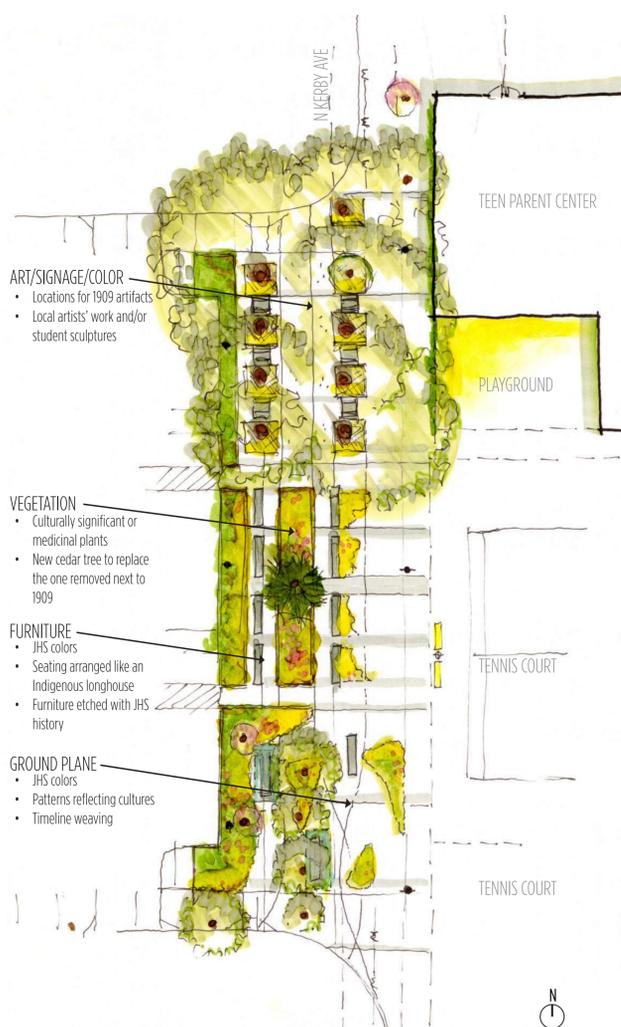
- A. Mature tree zone
- B. Central area where unhealthy/dying trees are to be removed will be sunny
- C. Southern zone will have some trees to remain, but remain sunny
- D. Community experience of Kerby
- E. Gateway moments for Jeff students and visitors
- F. Planting possibilities
- G. Place for Black history + Indigenous presence

KERBY GROVE - SITE DESIGN TOOLKIT APPLIED

WHAT DESIGN TOOLKIT LAYERS DO YOU WANT TO SEE HERE?

WHAT WOULD MAKE YOU WANT TO VISIT?

HOW COULD YOUR CULTURE/COMMUNITY BE REPRESENTED?



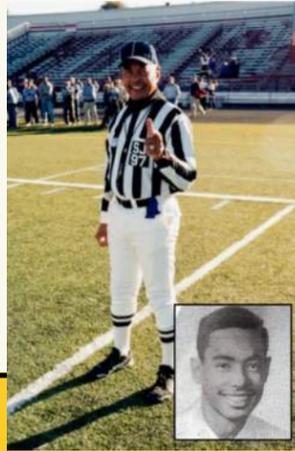
PLACEMAKING POTENTIAL

- A. Mature grove as history + regional ecosystem
- B. Central multicultural garden
- C. Functional seating/eating spaces
- D. Longhouse cedar as a central feature
- E. Generations reflected in the weaving of materials and finishes
- F. Many gathering sizes
- G. Formal to organic concept

TOOLKIT LAYERS

- A. Art + signage - sculpture, pattern, wayfinding
- B. Paving - color, timeline, generations, pattern
- C. Furniture - history, memory, color
- D. Planting - culturally significant vegetation + companion planting

JEFF GRAD TURNED PRINCIPAL TURNED NFL OFFICIAL



NATHAN JONES

Nathan Jones, a seasoned NFL official with over 10 years of experience, officiated the XXVII Super Bowl as a side judge in 1994. Prior to his NFL career, Nathan served as a principal at Jefferson High School from 1982 to 1990, where he increased enrollment and instilled a sense of pride and spirit in the school.

Class of 1956

FROM NORTH PORTLAND TO PARTNERSHIP WITH SIMONE BILES



DUNCAN CAMPBELL

His experiences as a child of alcoholic parents and later working in youth detention facilities inspired him to create the "Friends of the Children" program, pairing at-risk children with paid mentors for twelve years. The organization has expanded nationally and continues to grow. Campbell's recent donation to the U of O Law School aims to nurture law students' child advocacy skills and promote systemic legal changes for vulnerable children. In 2023, the organization partnered with Simone Biles, further solidifying their commitment to supporting youth.

Class of 1962

BEST DEFENSIVE LINEMAN OF HIS ERA

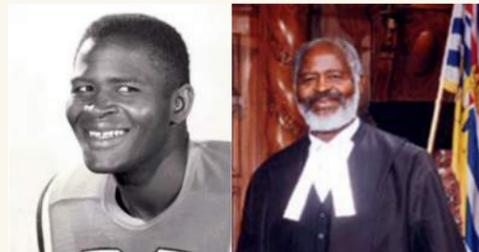


ARNIE WEINMEISTER

In high school, he was an All-City football player in 1940. After high school, he played for the University of Washington in the 1940s, interrupted by military service. His professional career included two years with the New York Yankees and four years with the New York Giants, earning All-Pro honors each year and being considered one of the best defensive linemen of his era. He was inducted into the Pro Football Hall of Fame in 1984 and the PIL Hall of Fame in 1987.

Class of 1941

1ST BLACK SPEAKER OF THE LEGISLATIVE ASSEMBLY IN B.C.



EMERY BARNES

Barnes, a three-sport athlete at Jefferson High School, earned an athletic scholarship to the University of Oregon, where he excelled in track and football. After graduating with a history degree in 1954, he played professional football before settling in Canada. There, he became a social worker and human rights advocate, serving in the British Columbia Legislative Assembly for nearly 25 years. In 1994, he became the first black Speaker of the Legislative Assembly, gaining popularity and respect for his leadership.

Class of 1962

THE UNION GUY



KEITH EDWARDS

Keith, a union organizer known as "The Union Guy" in Portland's Black community, joined the IBEW management team in 1990, co-founding the Electrical Workers Minority Caucus in 1974, leading to the establishment of a nationwide minority caucus for African-Americans and Latinos. He volunteered with the Peninsula Little League, served as NAACP President, was a member of APRI, and co-founded CAWS to enhance construction workforce diversity, serving as its President from 2005-2008. He holds several historic achievements, including being the first Black business manager in IBEW history and the first Black member of the National Joint Apprenticeship and Training Committee.

Class of 1967

JEFF'S FIRST PEINCIPAL

Hopkin "Hoppy" Jenkins

Mr. Jenkins, the beloved principal of Jefferson High from its start to his retirement, was honored with the title of principal emeritus. The school's athletic field was even named after him! He was so respected that he led both Jefferson and Lincoln High for a time. The city recognized his contributions by naming him Portland's First Citizen, and he was celebrated at multiple dinners in his honor.

1909-1940



SCHOOL OF CHAMPIONS CAN ONLY BREED CHAMPIONS



IME UDOKA

Ime was a small forward at Jefferson, playing under Coach Bobby Harrison. After graduation, he starred for Portland State University. He started his professional career playing for The Fargo-Morehead Beez and continued his career with The Charleston Lowgators; The Los Angeles Lakers; The Vechy Auvergn; The New York Knicks; The Portland Trailblazers; the San Antonio Spurs; and the Nigerian National Team where he won bronze medals in the FIBA Africa Championships twice . Ime was the recipient of the 2005-06 NBDL Joel Collier Sportsmanship Award. He continued his basketball career as a coach, helping lead Team USA to gold in 2020 Tokyo Olympics. He is now the head coach for Houston Rockets

Class of 1995

DEMOS ARE NOBEL PEACE PRIZE WINNERS



WARREN WASHINGTON

As a research scientist at the NCAR, Warren Washington broke new ground by developing computer models that integrate the study of atmosphere, oceans, sea ice and other indicators to measure the state of the global climate and predict future conditions. His climate models were used in the 2007 Intergovernmental Panel on Climate Control which earned him the 2007 Nobel Peace Prize. His scientific and policy papers are archived as the Warren M. Washington Collection at the library of the National Center for Atmospheric Research.

Class of 1954

TO BE A DEMO IS TO BE FAMILY

Aundrea Brazile

A memorable experience I've had at Jeff would have to be Friday night lights here, football or even just wrestling tournaments. My dad has been a part of both coaching staffs from longer than I've been alive, and I am here 19 years old, so I've been here since I was a newborn and I was like, I'd say the girl on every team. This is with him after school games sidelines. And some of the boys, I was fortunate enough to grow up with that. They're like brothers and cousins to me.

Class of 2021

14 SEASONS = 10 TIMES PRO BOWLS + 5 TIMES ALL-PRO + 52 INTERCEPTIONS + COWBOYS RING OF HONOR



MEL RENFRO

Mel was drafted first by the Dallas Cowboys in 1963. During his 14-year career, he led the league with 10 interceptions in 1969, was named MVP in the first NFL/AFL Pro Bowl in 1971, and selected to play in 10 consecutive Pro Bowls. He earned All-Pro honors five times, played in Super Bowls V, VI, X, and XII, and was inducted into the Pro Football Hall of Fame in 1996. Before his NFL career, he received the Hoffman Award for the University of Oregon's Outstanding Player in 1963, first-team All-American honors in 1962 and 1963, and All-Coast Honors in 1961 and 1963.

Class of 1960



The Jefferson Alumni Association was formed in August 2006 by three associated founders, Maggie Mashia , Eric Mashia and Ricky Pettiford, (staff of Jefferson for over 17 years) who wanted to support the school. In November 2008, Jefferson Alumni Association received its 501(c) (3) status and began to tackle the negative image of Jefferson being portrayed and the lack of community support.

2006

BLACK HISTORY SCHOLARS AND PURPLE HEARTS



ALLISON BLAKELY

Allison served in the military in Vietnam, earning a Bronze Star and Purple Heart. He was a professor of Education at Howard University for 30 years and has been at Boston University since 2001 in the African American Studies and European and Comparative History departments. Allison has also served the community, including as National President of America's oldest and prestigious academic Honor Society, Phi Beta Kappa, and the U.S. Foreign Service. In 2010, Obama appointed him to the National Council for the Humanities, where he continues to serve and focuses on the history of democracy and the historical evolution of color prejudice.

Class of 1958

**PORTLAND'S
FIRST BLACK LIVE
NEWS REPORTER**



ADAM JAMES "AJ" MASHIA

Portland's first Black live news director, he earned a bachelor degree in telecommunication. His professional career as a director began at Channel 2/KATU in 1978. AJ directed news, high school football, basketball championship games, live public affairs and late night sports shows. Mashia's directorship afforded him the opportunity to work in the late '90s and early 2000s for BET, Court TV, and FOX 5 local news, all in New York City.

Class of 1972

**TRIPLE HALL OF
FAMER!**



BOBBY GRAYSON

Bobby was a multi-sport athlete at Jeff, where he excelled in football, baseball, soccer, and track. In football, he was a three-time city All-Star, a four-year letterman, and set a record for scoring 117 points in a single season that stood for 27 years. He then led Stanford University to three consecutive Rose Bowl Games from 1934 to 1936, setting a Rose Bowl rushing record of 152 yards in the 1934 game that stood for 20 years. Grayson was a two-time All-American at Stanford and was inducted into the Oregon Sports Hall of Fame, the College Football Hall of Fame, and the Jefferson High School Hall of Fame.

Class of 1932

**EMPEROR'S
MEDAL OF THE
4TH ORDER OF
THE RISING SUN**



GEORGE AZUMANO

Growing up as a child of Japanese immigrants in Oregon, George experienced the internment of Japanese Americans during WWII and later played a significant role in promoting the economic and cultural redevelopment of Oregon's Japanese American community. Among his notable accomplishments is the establishment of a scholarship fund at Willamette University for Japanese American students. He received Emperor's Medal of the 4th Order of the Rising Sun from the Japanese Government in 1982.

Class of 1936

**JEFF ALUMNI
ASSOCIATION
CO-FOUNDER**

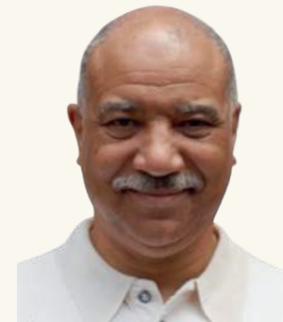


MAGGIE BRISTER MASHIA

Maggie, co-founder of the Jeff Alumni Association and CEO of Brister & Associates, actively volunteers and advocates for meaningful causes. She's served on boards like the Blazer's Boys and Girls Club, Emmanuel Community Services, and the Network of African Americans Living with Multiple Sclerosis. Community service has been a part of Maggie's life since high school. Her efforts have funded community projects, created minority employment opportunities, provided grants to non-profits, and restored Jefferson High School as a model institution. Maggie's dedication has promoted inclusivity, education, and positive change in her community.

Class of 1980

**FIRST BLACK
DISTRICT
MANAGER AT
PACIFIC POWER**



CARL TALTON

Carl joined Pacific Power and Light in 1980, becoming the first Black District Manager for Portland and the surrounding area. In 2002, he moved to Portland General Electric, where he became the company's first Black Vice President of Government Affairs, Business Development, and Community Development. He has contributed to organizations such as the Albina Head Start Board of Directors, Boy Scouts of America, Concordia University, Public Policy, and United Way.

Class of 1962

**COMMUNITY
LEADER MENTORS
FUTURE LEADERS
THROUGH SEI**



TONY HOPSON

Tony Hopson, Sr., a guidance counselor at Jefferson High School from 1981 to 1986, founded Self Enhancement, Inc. (SEI) in 1981 as a summer basketball camp. SEI has grown into a 62,000 square foot facility adjacent to Unthank Park in North Portland, serving over 2,500 youth annually. SEI boasts a 98% graduation rate, with over 85% of graduates pursuing higher education, primarily from Jefferson High School. Hopson's achievements include induction into the PIL Hall of Fame for basketball in 2011 and receiving the Portland First Citizen Award.

Class of 1972

**ONCE A DEMO,
ALWAYS A DEMO!**



DR. JIM SMITH

Dr. James Smith, also known as Jim Smith, graduated Jefferson High in 1973 and continued his education at the OHSU School of Dentistry. He then served as a dental instructor at the Bethesda Naval Hospital Postgraduate Dental School. Recognizing the pivotal role Jefferson played in shaping his career, Smith actively engaged in volunteer work at his alma mater. Smith's legacy extends beyond his professional accomplishments, as he exemplified the importance of Jefferson alumni staying connected to the school and supporting the educational and career development of future generations of students.

Class of 1973

**KEEPING THE
LEGACY OF
"JUMPTOWN" IN
THE TOWN!**



NORMAN SYLVESTER

Norman's musical journey began with jamming sessions alongside Jefferson alums Isaac Scott and Franklin Redding. Norman expanded his musical horizons by performing with legendary artists like B.B. King, James Cotton, Buddy Guy, and numerous other renowned musicians. To this day, Norman's artistic spirit remains vibrant in Portland, Oregon. He continues to support local charities, jamming in clubs and festivals, and enriching the city's cultural landscape.

Class of 1963

**ARTIST & ACTIVIST,
HELPED ESTABLISH
SF STATE'S BLACK
STUDIES PROGRAM**



ISAKA SHAMSUD-DIN

Isaka Shamsud-Din, a nationally acclaimed artist by the age of 14, expresses pride and anger in his paintings, reflecting his involvement in the Black Panther Party in San Francisco. During this time, he organized a conference on Black Power and Black Art and lectured at San Francisco State's Experimental College in a program that later evolved into the college's Black Studies program. Isaka's vibrant and expressive murals adorn the walls of numerous private and public buildings in Portland, including the Oregon Convention Center, McMenemy's Kennedy School, and the exterior walls of the Albina Human Resource Center.

Class of 1959

**A SPROUTING
ENTREPRENEUR
TURNS INTO A
BLOSSOMING
BUSINESS OWNER**

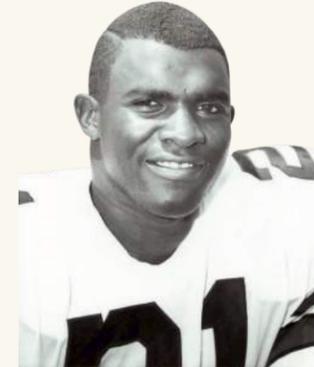


TRINETTE HURLBURT WEBER

In 1972, Trinette and her daughter opened a flower shop in southeast Portland that continues to be a household name for flowers in its community. Trinette credits her success to her unwavering dedication and the invaluable knowledge she gained during her high school years at Jefferson High School. Each time she sings "Jefferson School of Mine," a sense of pride washes over her, reaffirming her fond memories and deep connection to her alma mater.

Class of 1949

**NFL HALL OF
FAME FOR THE
LONGEST
FUMBLE
RECOVERY**



DICKIE DANIELS

Dick's 38-year NFL career began as a player and transitioned to a scout and personnel manager. While attending Pacific University, he participated in football and track and field, setting several Long Jump records in both 1965 and 1966 (880 yards). He was inducted into the Pacific University Athletic Hall of Fame in 1995. Dick's professional football career began with the Dallas Cowboys in 1966. He is most notable for setting the NFL Hall of Fame record for the longest fumble recovery in 1968.

Class of 1962

**WINNER OF
HEISMAN AND
MAXWELL
TROPHIES**



TERRY BAKER

Terry was a multi-sport star in high school, excelling as the starting quarterback in football, an outstanding guard in basketball, and a pitcher in baseball, earning All-American honors in both football and basketball. In 1962 he achieved significant recognition by earning consensus All-American honors and winning both the Heisman and Maxwell Trophies. Baker was drafted first overall by the Los Angeles Rams in the 1963 NFL draft. Beyond football, Baker distinguished himself as a successful lawyer, accumulating numerous honors throughout his career.

Class of 1959

BLACK AND LATINO COMMUNITY SET THE STANDARD FOR OTHER SCHOOLS

Elisa Prieto, Latino Network

Many immigrant families know each other - like their cousins or relatives moved here, had a positive experience here, and other parts of the expanded families move here, so those families and communities are able to grow and thrive which is beautiful. "Latino's have been here for longer that we are recognized. I spoke with someone at the last CPC meeting who had been here for 40+ years. We need a space to sit with our history, our ancestors, the people who came before us. It was really beautiful. There is a beautiful opportunity for a predominantly Black and Latino community to rise and become an example for other schools of how we can do this, unite ourselves for the greater cause. Jeff isn't new to activism. We took down the sculpture, it's defaced, it's beautiful, it's powerful.

Class of 1975

ESTABLISHED OREGON'S FIRST PLANNED PARENTHOOD IN '63



Dr. Jessie Laird Brodie

Dr. Brodie was a trailblazer, one of only two women to graduate from OHSU in 1928. She dedicated her life to reproductive rights, helping open Oregon's first Planned Parenthood in 1963 and becoming its first Executive Director in 1965, and fighting for legal access to contraceptives. She even traveled the world promoting family planning! Her incredible journey is captured in her autobiography, "Dr. Jessie; Odyssey of a Woman Physician."

Class of 1916

FIRST BLACK GRADUATE OF LINFIELD COLLEGE



JOY BROCK PRUITT

Joy, the first African-American Linfield College graduate, earned her master's and administrative degrees. She served as an elementary school teacher and principal for 15 years in Portland. Joy organized a project where 120 students spent three weeks in wheelchairs to understand disability challenges. She recruited teachers from diverse backgrounds and ran the Multi-Cultural Program to promote diversity and understanding.

Class of 1947

DEMO PRIDE RUNS DEEP

Beverly Jackson

it was the friendships and the camaraderie. And I've been over there with the tailgaters and, and my aunts and uncles went here in the sixties, and my dad went here, so, and then my grandson just graduated last year, and I have a granddaughter out there on the cheer squad. So it is a legacy of being a Democrat or Jefferson. In this community that's really, really deep. And I'd hate for them to try to appease people's consciousness about what you didn't do. You know it happened, you know, it happened and it was atrocious. But we were Jefferson Democrats and we were proud, and we still are, and we're still wearing this blue and gold . So that's the one thing I don't want.

Class of 1975

MEMORIES OF A DEMO PARENT, COACH, AND VOLUNTEER

John Lee, Sr.

When I was coaching, the Jefferson basketball team went everywhere. When we left this building, there was a line of cars behind us that almost circled the building. Everywhere Jefferson went, the Democrats packed it out. We packed, of course, here in this gym, but everywhere we went, it was packed. It was fun to see that line behind us and hear people honking their horns, just couldn't wait to go. But the 2000 Jefferson Championship team, that whole year was an experience. It really was.

FIRST ISSUE OF THE JEFFERSONIAN

Dr. Blair Holcombs

He was a true trailblazer - the one-man team behind the school's first newspaper! After graduating, he continued to make a difference, leading a clinic, contributing to the community, and co-founded the Diabetic Children's Camp Fun in 1952, now known as Gales Creek Camp His dedication and passion left a lasting legacy.

Class of 1913

SHIVERS ACADEMY OF ARTS & TECHNOLOGY NAMED AFTER HER



PEGGY HOUSTON SHIVERS

Peggy and her husband, Clarence, established the Shivers Fund at the Pikes Peak Library District, dedicating it to the expansion of the library's African American Historical and Cultural Collection. In recognition of their significant contributions, a school in Silver Springs was named Shivers Academy of Arts & Technology. Peggy's pursuit of a classical music education as a lyric soprano defied the prevailing expectations of the time, which often limited Black musicians to gospel or jazz.

Class of 1955

FIRST WOMAN OFFICER IN FIRST NATIONAL BANK OF OREGON'S HISTORY

PEARL BASE

During the Great Depression, Pearl secured a position as a secretary at the First National Bank of Oregon's bond investment department. Her dedication and hard work paid off, as she was promoted to Assistant Vice President by 1955, becoming the first female officer of any kind in the bank's history. Despite her demanding and pioneering career, Pearl found time to serve as President of the Portland Chapter of the Altrusa Club as well as the National Association of Bank Women, demonstrating her commitment to leadership and community involvement.

Class of 1930

INFLUENTIAL JEFFERSONIAN PHOTOGRAPHER



DAVID FALCONER

Starting his career as a photographer at Jefferson, David D. Falconer collaborated with the journalism class to produce a book on photography and reporting for Jeff students. Notably, Falconer greatly influenced many aspiring photographers during his over 25-year tenure as a staff photographer for The Oregonian. Among those influenced was Pulitzer Prize winner for Feature Photography, David Hume Kennerly, who credits Falconer's work as a significant inspiration in his career.

Class of 1950

RAY CHARLES OF OREGON



JAMES "SWEET BABY JAMES" BENTON

The extraordinary musical talent of "Sweet Baby" transcends his impressive athletic skills on the basketball court. Sweet Baby has graced the stage with legendary musicians such as B.B. King, Louis Armstrong, and Charlie Parker. In the 1950s, he formed his first band, the Audio, in his garage on Shaver Street. Over the years, the band evolved into the Frank Martin Trio. Despite his longevity in the music industry, Sweet Baby remained dedicated to sharing his musical pedigree, earning him the title "the Ray Charles of Oregon."

Class of 1949

OHSU TRAM NAMED "WALT" IN HONOR OF ITS FIRST BLACK GRADUATE



DR. WALTER REYNOLDS

Dr. Reynolds, the first Black graduate of OHSU in 1949, remains an active community leader and mentor to minority health professionals. His service as president of the Urban League of Portland further exemplifies his commitment to the community. At the OHSU aerial tram dedication, one of the cars was named "Walt" in recognition of his contributions as a physician and community leader.

Class of 1938

STREET INTERVIEW !

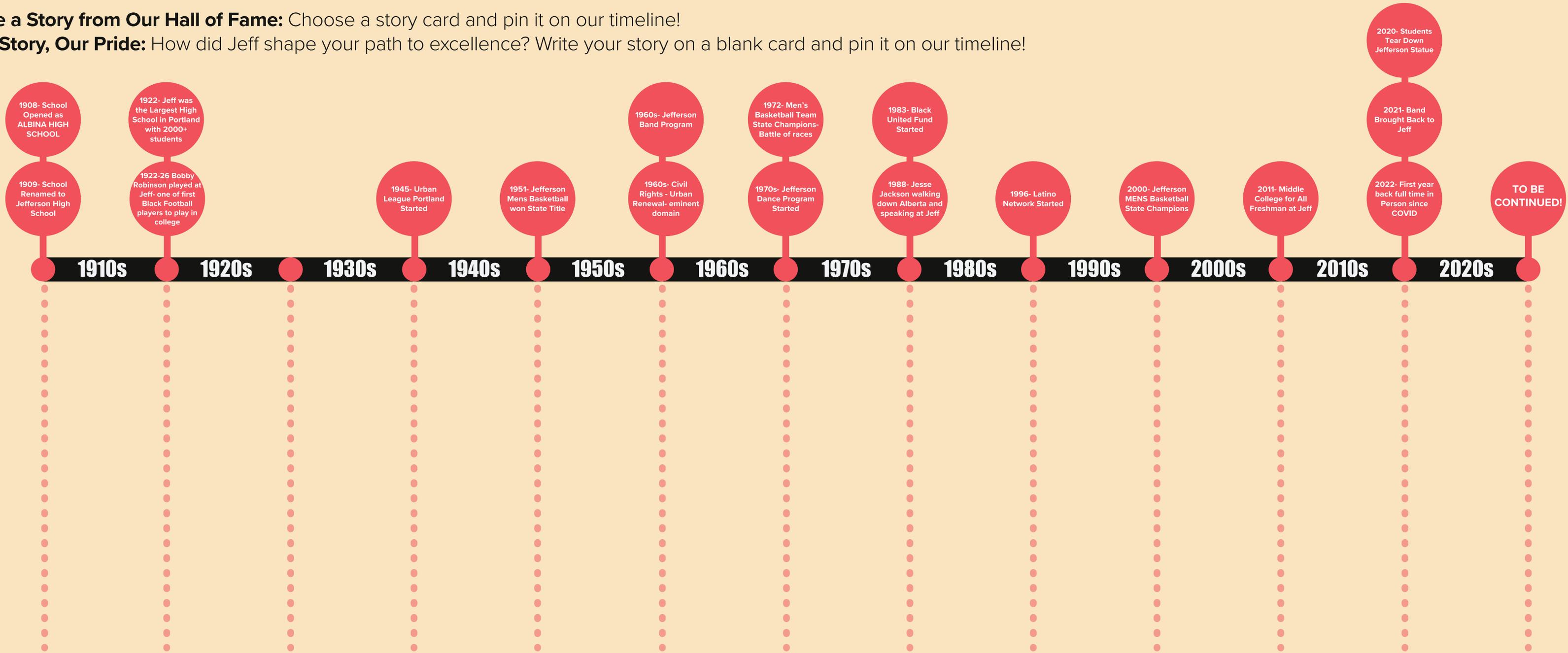
**WHAT DOES
JEFF MEAN
TO YOU?**

- WHAT SHOULD **A MONUMENT** TO THIS SCHOOL COMMUNITY BE ABOUT?
- WHAT SIGNALS **JEFF PRIDE**?

TIMELINE OF JEFF EXCELLENCE

Let's weave together the stories that make Jefferson extraordinary!

- **Share a Story from Our Hall of Fame:** Choose a story card and pin it on our timeline!
- **Your Story, Our Pride:** How did Jeff shape your path to excellence? Write your story on a blank card and pin it on our timeline!



JEFFERSON TRIVIA!

- Visit different stations to find bonus answers.
- Return your sheet to the Greeter Table, or a facilitator, before the large group discussion session starts.
- We will announce the winners at the end of the event!

YOUR NAME: _____

Contact Info (in case you win!) _____

QUESTION 01

What year did Jeff community raise funds to get a new track?

QUESTION 02

Name one Jefferson graduate who went on to excel in music?

QUESTION 03

Name one Jefferson graduate who went on to excel in politics.

BONUS!

Name one Cultural Placemaking Installation idea at the site that makes you most excited? Why?

BONUS!

What is the most important thing the architects should keep in mind when designing the Central Hall commons? Why?

BONUS!

What makes the new Grove (on Kerby) culturally responsive? Why?

WHAT WE HAVE BEEN HEARING - PRIORITY STORIES & ARTIFACTS: MAY - AUGUST

These stories and artifacts are making people excited!
Do these excite you?

ART



OLD EQUIPMENT

AUDITORIUM SEATS

FILM REELS

DANCE POSTERS

VCR VIDEOS

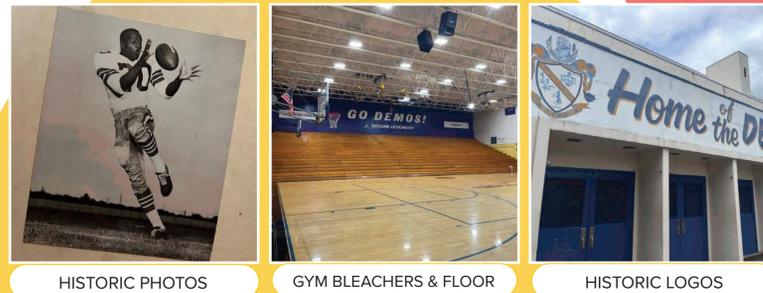


TV STUDIO BLEACHERS

LOCKER ART

STUDENT MURALS

ATHLETICS



HISTORIC PHOTOS

GYM BLEACHERS & FLOOR

HISTORIC LOGOS



GRAD MURALS

NEWSPAPERS

CULTURAL OBJECTS



YEARBOOKS

TJ PEDESTAL

PHOTO MEMORY TILES

BRONZE STATUES

SITE/COMMUNITY SPACES

JEFF VOICES INFORM CULTURAL PLACEMAKING



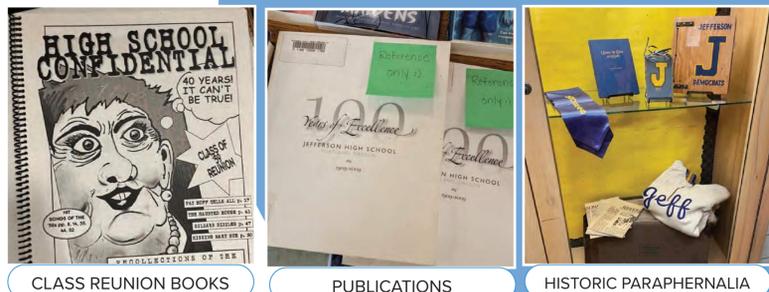
Stories about old programs & culture that could inspire students to engage

HISTORIC PHOTOS

ALUMNI STORIES

TROPHIES & AWARDS

OLD JERSEYS



CLASS REUNION BOOKS

PUBLICATIONS

HISTORIC PARAPHERNALIA

Celebrate beloved teachers

Showcase student excellence across Jeff history

ACADEMICS

Jeff History Timelines - interactive stories

Jeff's role in neighborhood history

Important Community Heros

Honoring past athletes who have done good things at Jeff

WHAT WE HAVE BEEN HEARING - INSTALLATION IDEAS: MAY - AUGUST

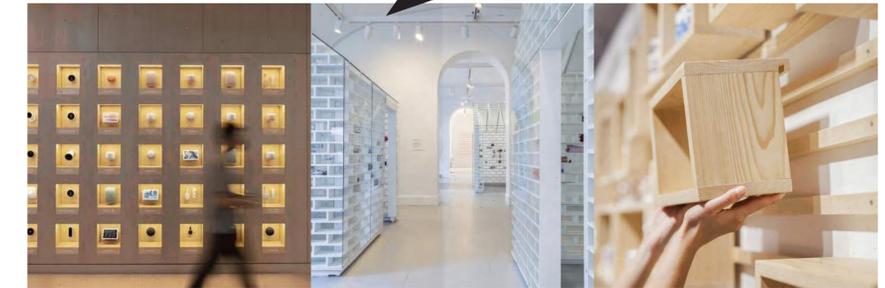
These precedents are making people excited! Do these excite you?

changeable displays where student work can be showcased.

variety and things that are not on a simple grid



3d interactive displays draw more interest and can be more thought provoking



seeing and celebrating the diversity of cultures at Jeff. Large graphics, display of cultural objects, and quotes are powerful ways to do this.



Patterns with shadow, light play, and color that are specific to this place

have cavities and spaces to stop and rest in the hallways

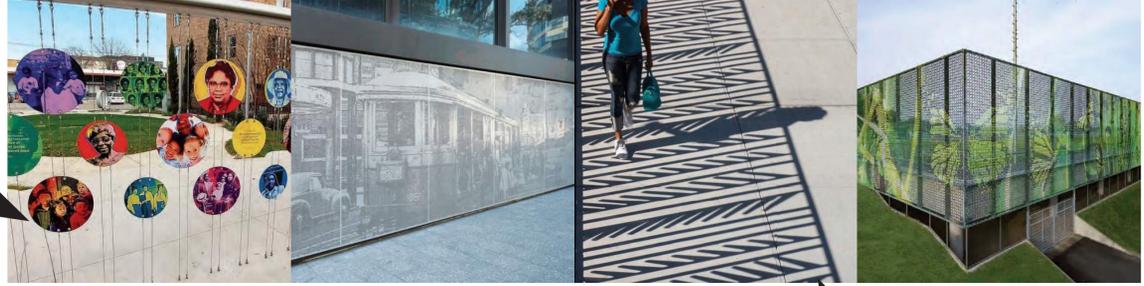


Locker art and colorful floors makes wayfinding accessible to students and act as visual markers and landmarks in otherwise uniform, gray hallways.

Celebrating cultures and connecting to existing storytelling monuments in the neighborhood



story walk that could take people around the site



places to gather integrated with storytelling

Patterns with shadow, light play, and color that are specific to this place

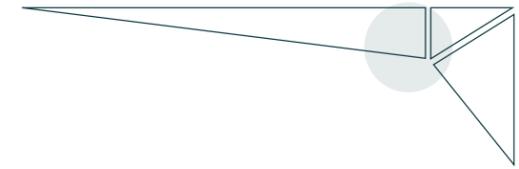
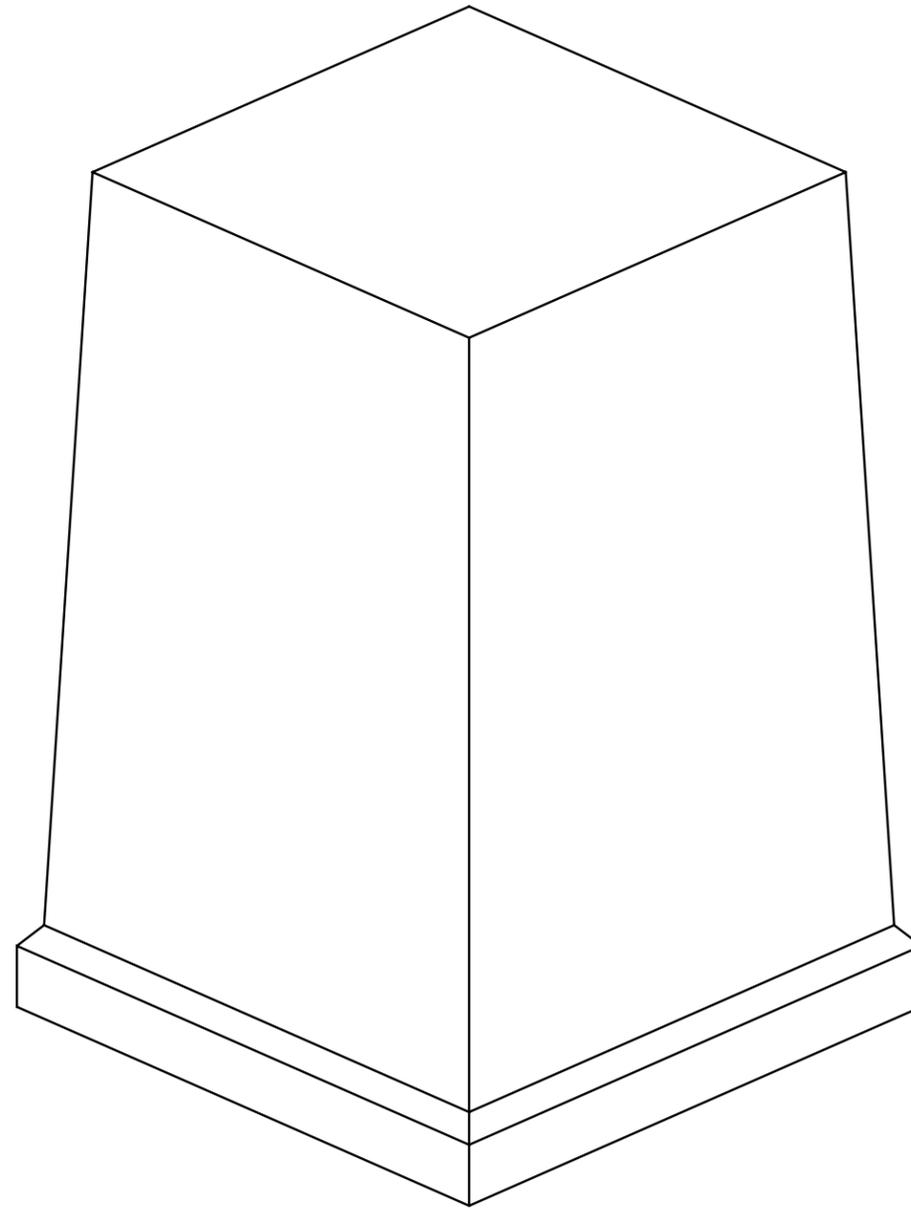
JEFF VOICES INFORM CULTURAL PLACEMAKING

WHAT IS AN APPROPRIATE MONUMENT FOR JEFF HS TODAY?

HOW DO WE TELL THIS STORY?

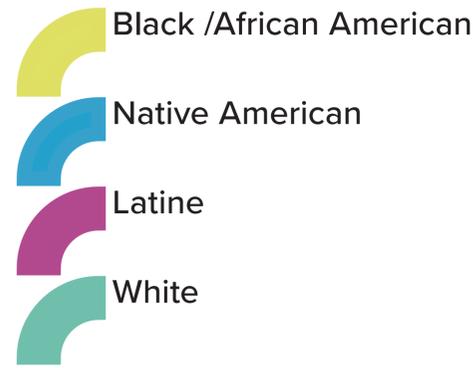
How are you connected to Jeff?

What Cultural Community do you identify with?



WHO WE'VE TALKED TO

COMMUNITY TAPESTRY KEY**



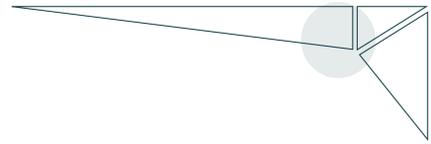
**This diagram reflects the voices and stories shared with us by community members since Summer 2022. We honor the diversity of the Jeff community and prioritize creating a safe space for individuals to participate, understanding that some may choose to share personal information while others may not. While not statistically representative, this diagram offers a snapshot of the rich tapestry of perspectives within our community.



WHEN & WHERE**

**This list is a non-exhaustive collection of Community Events, Youth Engagement, Programming Coordination, and does not include countless one-on-one conversations we've had with community members and stakeholders that have contributed to the insights reflected in this diagram.

THE GROVE: STORIES OF CULTURAL CONNECTIONS TO THE LAND



MONUMENTS & SIGNAGE tell stories of transformation and transition that follow the symbolic shaping of site elements from rigid past grids to flourishing future curves.



Responding to Stakeholder Desire to learn about and honor cultural heritage through plants.

A PLANTING PALETTE of Solidarity, Resilience, and Healing weaves together native plants cherished by Indigenous stewards, with plants also significant to Black and Latine resilience. This living tapestry celebrates history and collective healing.



Yarrow - Companion plant



Camas - Native plant

What stories of the land from the past impact this neighborhood?

Theft of Indigenous Land	Albina and Redlining	?
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What plants and food are significant to your culture? Why?

Native peoples shared local plant knowledge with Black peoples, now many plants are significant to both!	?
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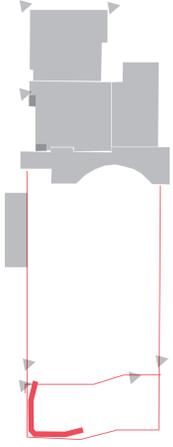
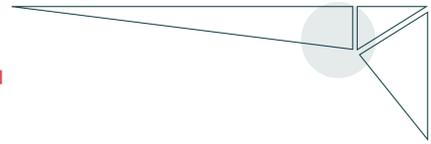
What do you want peoples relationship with the land to be like in 100 years?

?	?
---	---



PAST
PRESENT
FUTURE

FENCING: STORIES OF DEMO PRIDE



FENCE GRAPHIC with image signaling **Jeff pride** identifying that “you have entered Jeff territory”



MEDALLIONS with responses to “What does Jeff mean to you?”. Starting from alumni stories and being added to over time by students



Responding to Stakeholder Desire to showcase Demo pride + ability to add to it over time

What signals Jeff pride?

Things we have been hearing...

Demo chant
“that camaraderie we have is saying like, you could go to a grocery store depending on what age you graduated from here and just say “demos I say” and you have six people at a grocery store saying, “you know”, and that’s just our chant.”

“Keep the mascot and name. “Demo” signs and Democrats Jerseys - to this day 2022 when Demo is yelled out it brings so much joy and school pride to anyone who went to Jeff and understands”

Seeing the historic logo and “Home of the Demos”

Share your perspective on the Demo Pride Fence!!

What does Jeff mean to you?

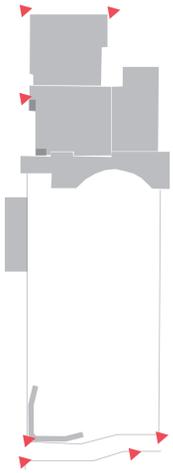
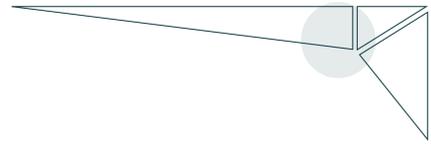
Things we have been hearing...

It’s where my people are. “It has always been a part of the community. it is a part of the culture. Jeffs school spirit is second to none. A lot of my family are alumni.”

Inter-generational Community Hub. “before my dad passed, I invited him to my son’s game, he told them his name and they let him in for free. that means something. Ive been here off and on at jeff for 26 years to care for the kids, I’m always gonna come back for my people”

Share your perspective on the Demo Pride Fence!!

EDGES: STORIES OF HERITAGE AND REMEMBRANCE



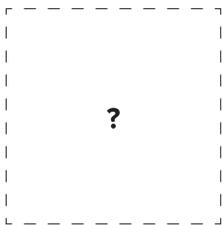
STORY PILLARS share the enduring legacy of local tribes, Black presence and other cultures represented at Jeff. They evoke ancestral presence and connect to other Black cultural monuments around the Albina neighborhood. Stories told reveal Jeff's presence in the broader community.

Responding to Stakeholder Desire to see diverse cultures represented via monuments, cultural objects, or flags as well as finding ways to connect to existing cultural monuments in the Albina neighborhood.



What cultures should be expressed?

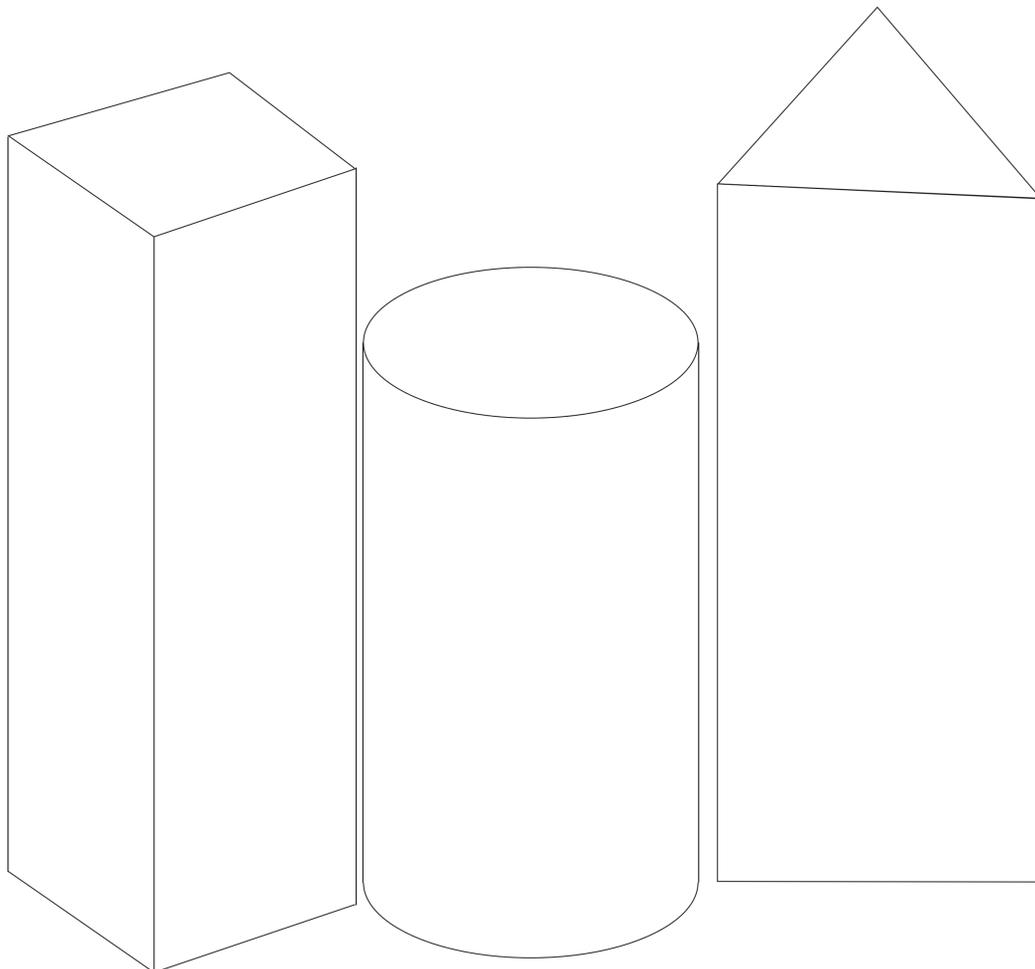
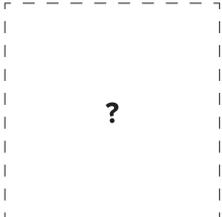
What histories of place should be told?



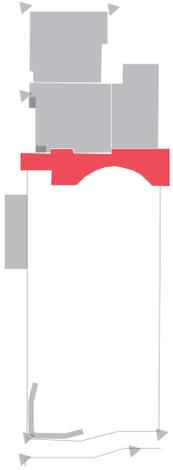
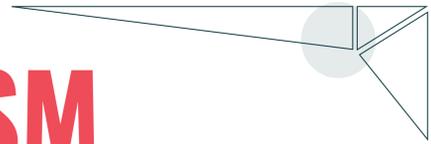
"Many immigrant families know each other - like their cousins or relatives moved here, had a positive experience here, and other parts of the expanded families move here, so those families and communities are able to grow and thrive which is beautiful"

Important Community Heros - like who? what did they do?

This school was once called Albina



CROSSBLOCK: STORIES OF ACTIVISM



GROUND PATTERNS created with **Jeff cultural community** will be etched throughout the site and sidewalks.

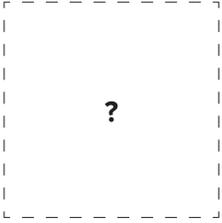


SHADOW CASTING SCREENS showcase **moments of Jeff activism**. Shadows coordinate with the ground pattern to create a “quilt” at different times of the year.

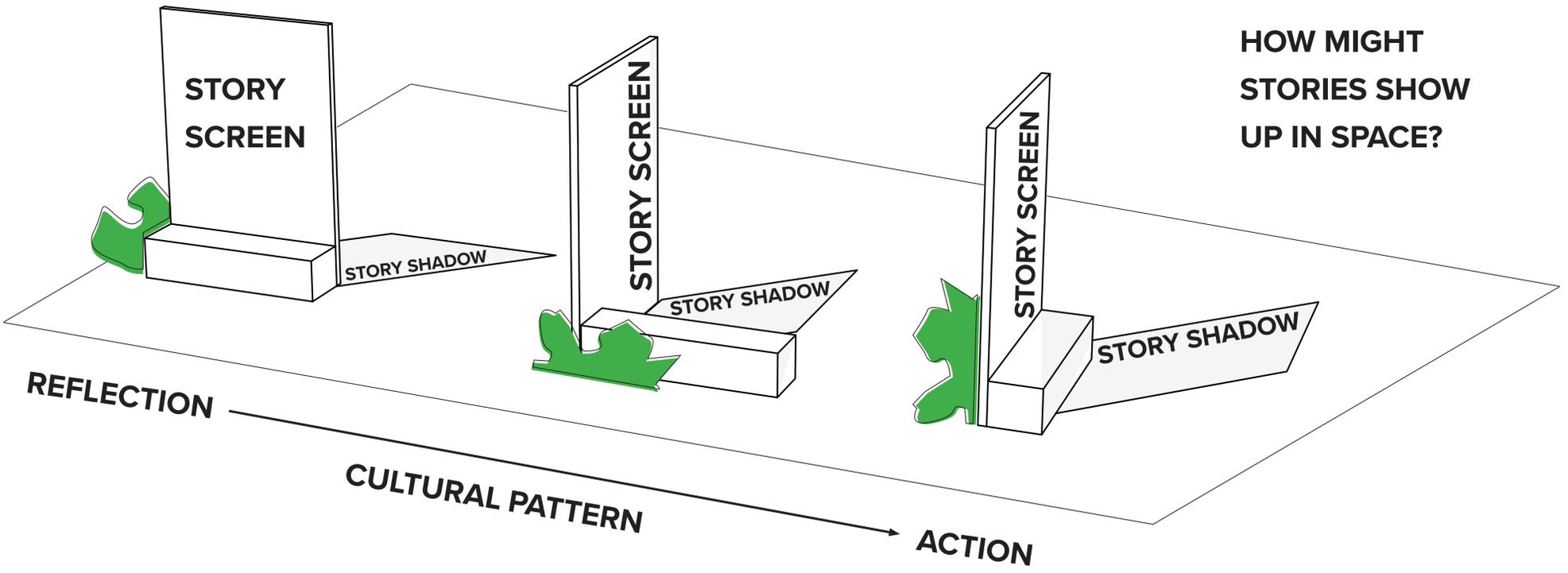


Responding to Stakeholder Desire to showcase multi-generational heritage across time through 3d and interactive ways

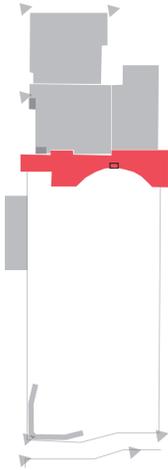
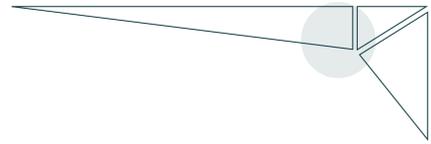
What cultural pattern is significant to you?



What stories of activism should be told?



CROSSBLOCK: RE-IMAGINING A MONUMENT TO JEFF



A RE-IMAGINATION OF THE THOMAS JEFFERSON PLINTH honors student activism and becomes a place of celebration. In 2020, following the murder of George Floyd at the hands of police, protesters and Jefferson HS students toppled the Thomas Jefferson monument in support of the movement for Black Lives.

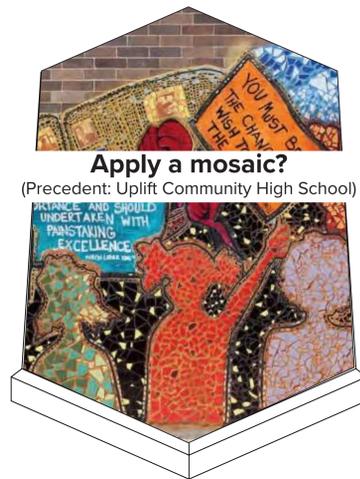


Responding to Stakeholder Desire to celebrate student activism and set new traditions for the future

What should a monument to this school community be about?

Two dashed rectangular boxes, each containing a question mark, intended for student input.

“STORIES OF STUDENT ACTIVISM”

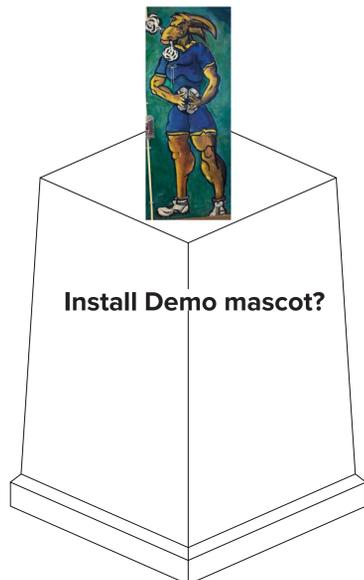


“MEMORIAL TO STUDENTS WHO HAVE LOST THEIR LIVES”



EXAMPLES OF HOW STORIES MIGHT SHOW UP IN SPACE

“WE ARE PROUD TO BE JEFF DEMOS”



“CELEBRATE MULTI-GENERATIONAL JEFF COMMUNITY”

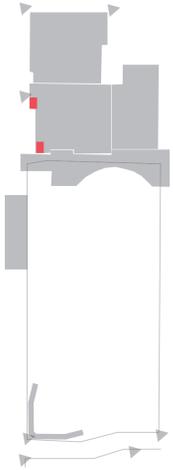
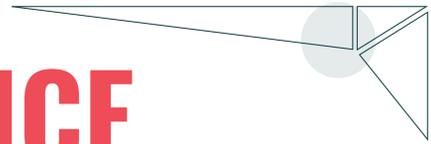


“CREATE NEW TRADITIONS”



Imagine your own JEFF PLINTH at the collage station!

STAIRS: STORIES OF JEFF EXCELLENCE



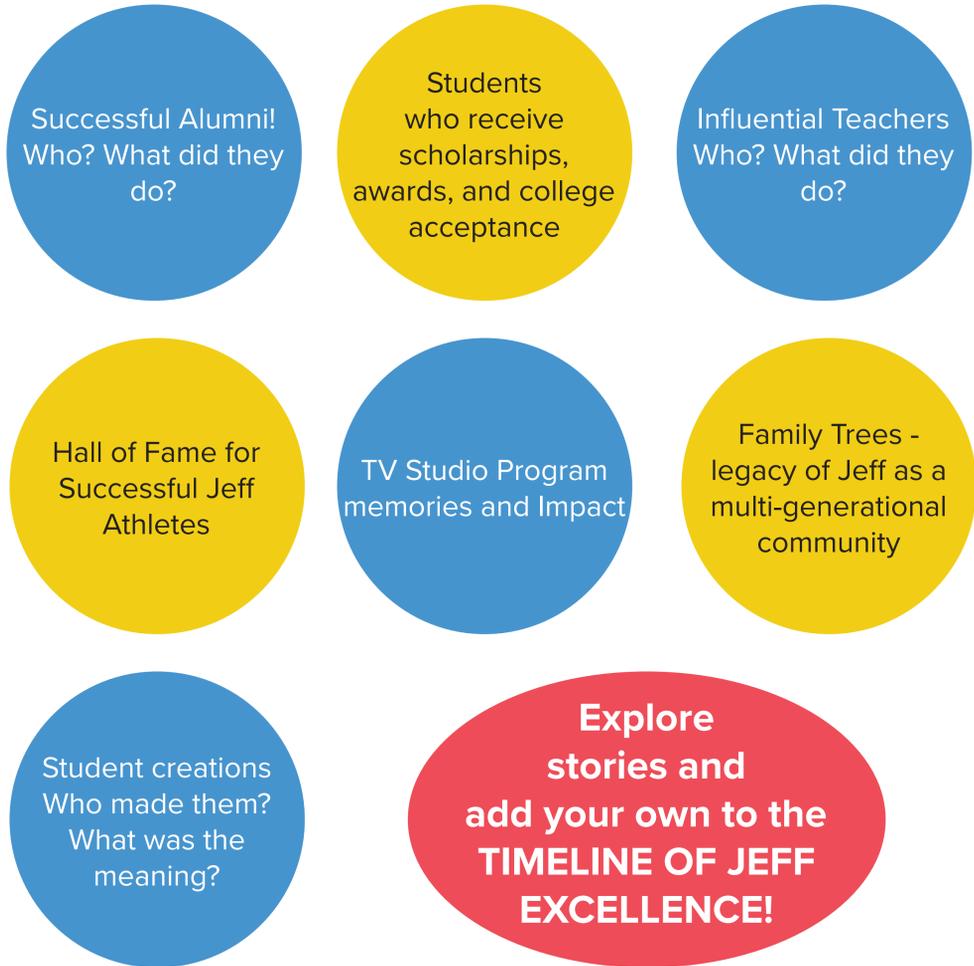
CELEBRATORY STAIRS are large bold moments that can be experienced from outside, showcasing Jeff excellence across time. Inside, stairs become ribbons that connect pathways throughout the building.



Responding to Stakeholder Desire to showcase Jeff excellence in bold and unique ways

What timelines of excellence should be celebrated?

Things we have been hearing...

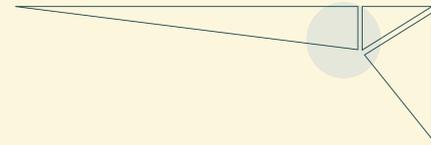


EXAMPLES OF HOW STORIES MIGHT SHOW UP IN SPACE

Hall of Fame for Successful Jeff Athletes...	...could showcase quotes and photos!	Student creations...	...could make a collage installation!

SITE STORIES

LEGACY OF PLACE: TIMELINES OF JEFF AS COMMUNITY HUB



STAIRS: STORIES OF EXCELLENCE

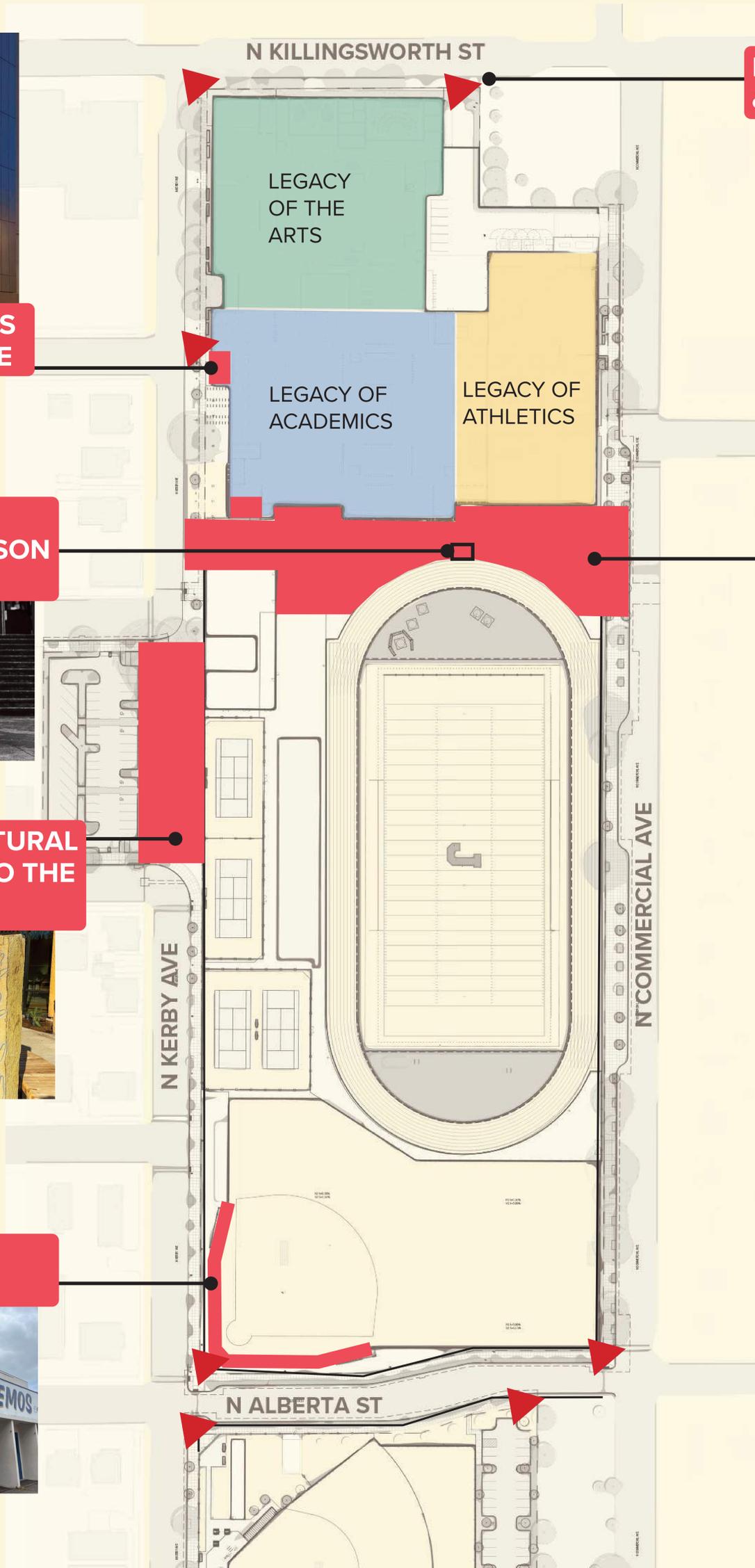
RE-IMAGINE THE THOMAS JEFFERSON PLINTH



THE GROVE: CULTURAL CONNECTIONS TO THE LAND



FENCING: DEMO PRIDE



EDGES: HERITAGE & REMEMBRANCE



CROSSBLOCK: REFLECTION & ACTION

