



Land Acknowledgement and Truth Telling Statement

At PPS we strive to strengthen our relationships with the diverse community and nations around us. This commitment is a land acknowledgment. These statements are intended to be the first words of our collective home. This statement is meant to provide information and to encourage us to reflect on our current day realities.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, and Willamette. We also know that many other tribes made their homes along the Columbia and Willamette rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust presence of federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who have been seeking federal recognition for many years.

The urban Indian community is made up of individuals that originate from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or economic opportunity.





Land Acknowledgement and Anti-Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 50 different tribal nations within our education system. It is our obligation to learn as much as we can about the impact of colonization on our students, all students today, and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in our area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These stolen communities and the atrocities committed against them are inextricably intertwined with the history of this country within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.

Welcome

Arrival / Sign In / Food

Land Acknowledgment / Anti Oppression Statement

Planning Approach Concepts

Interactive Design Exercise
Exit Poll Survey

Questions

Public Comment Period

Next Steps

Table 1

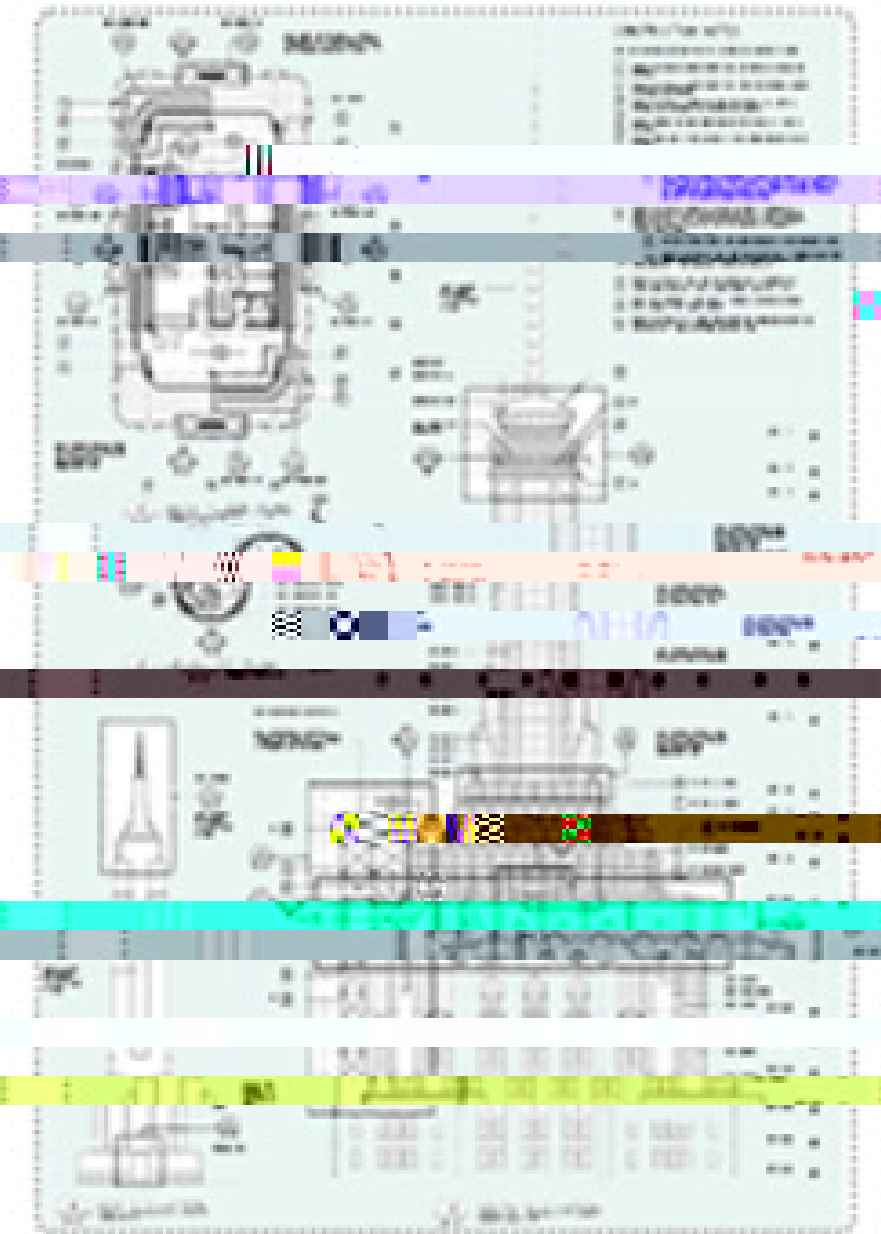
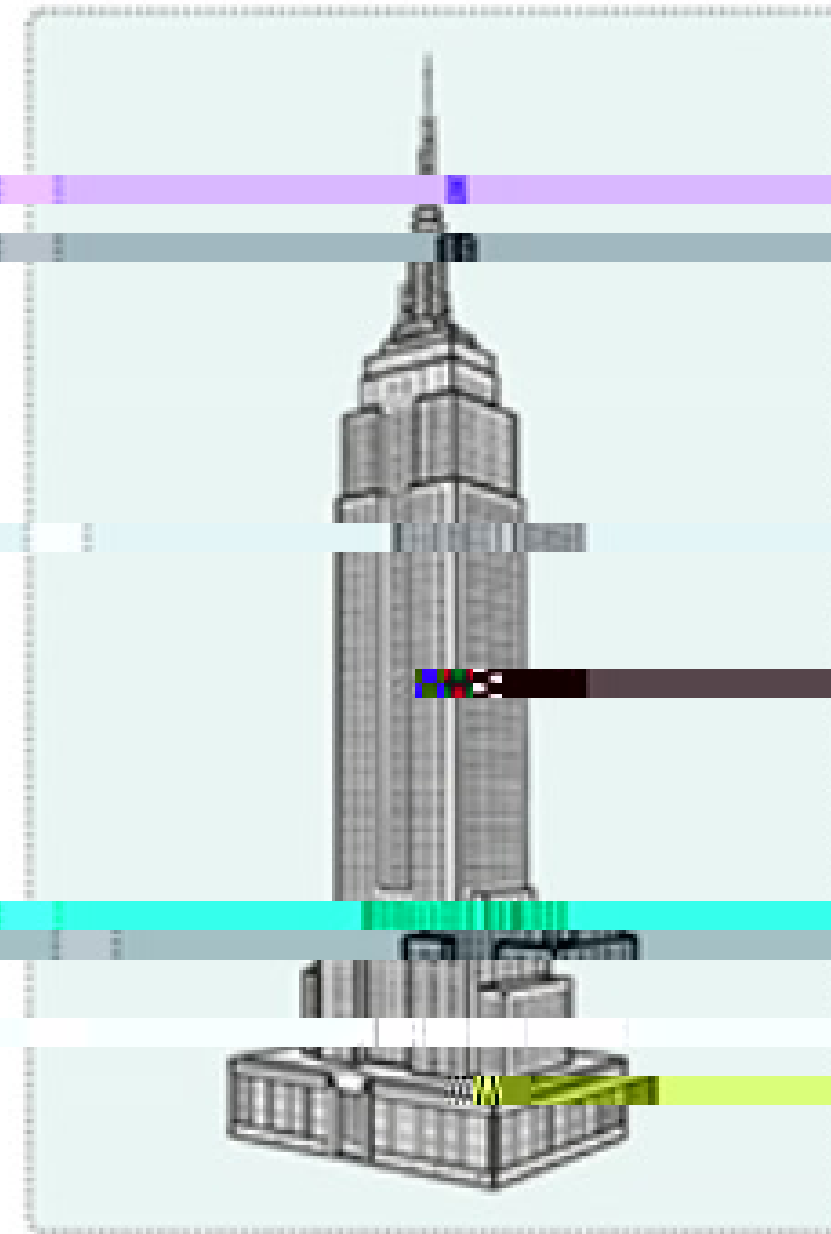
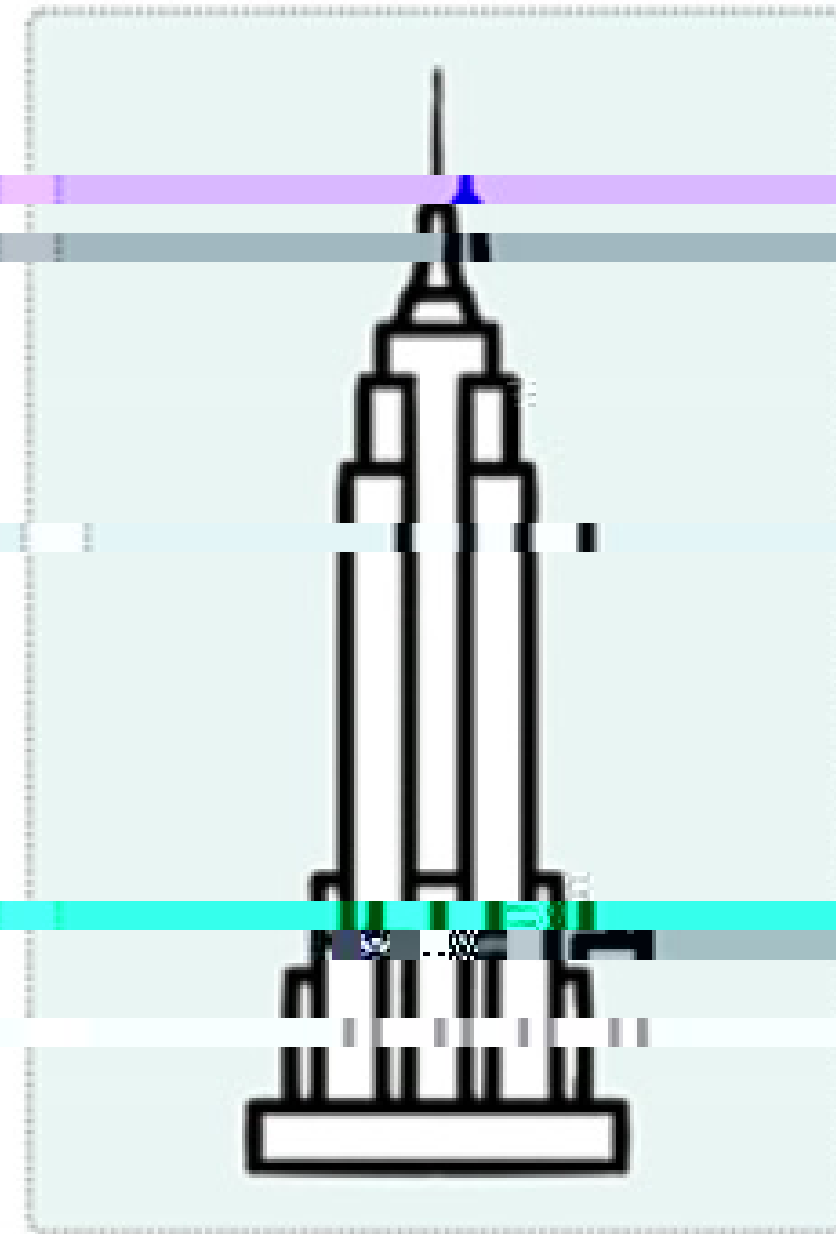
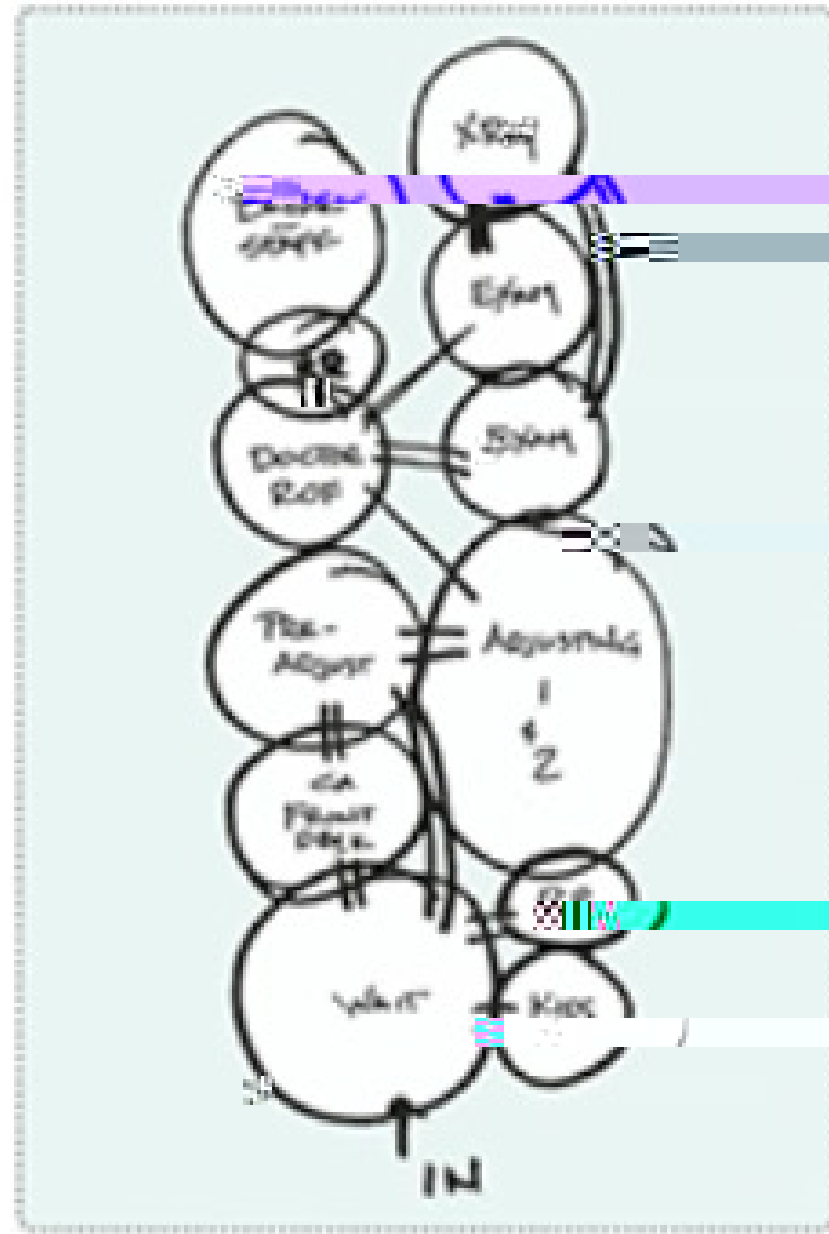
Renovate 1909 Renovation with additions	Renovate 1909 + 1928 Renovation with	New South Full Replacement	New North Full Replacement
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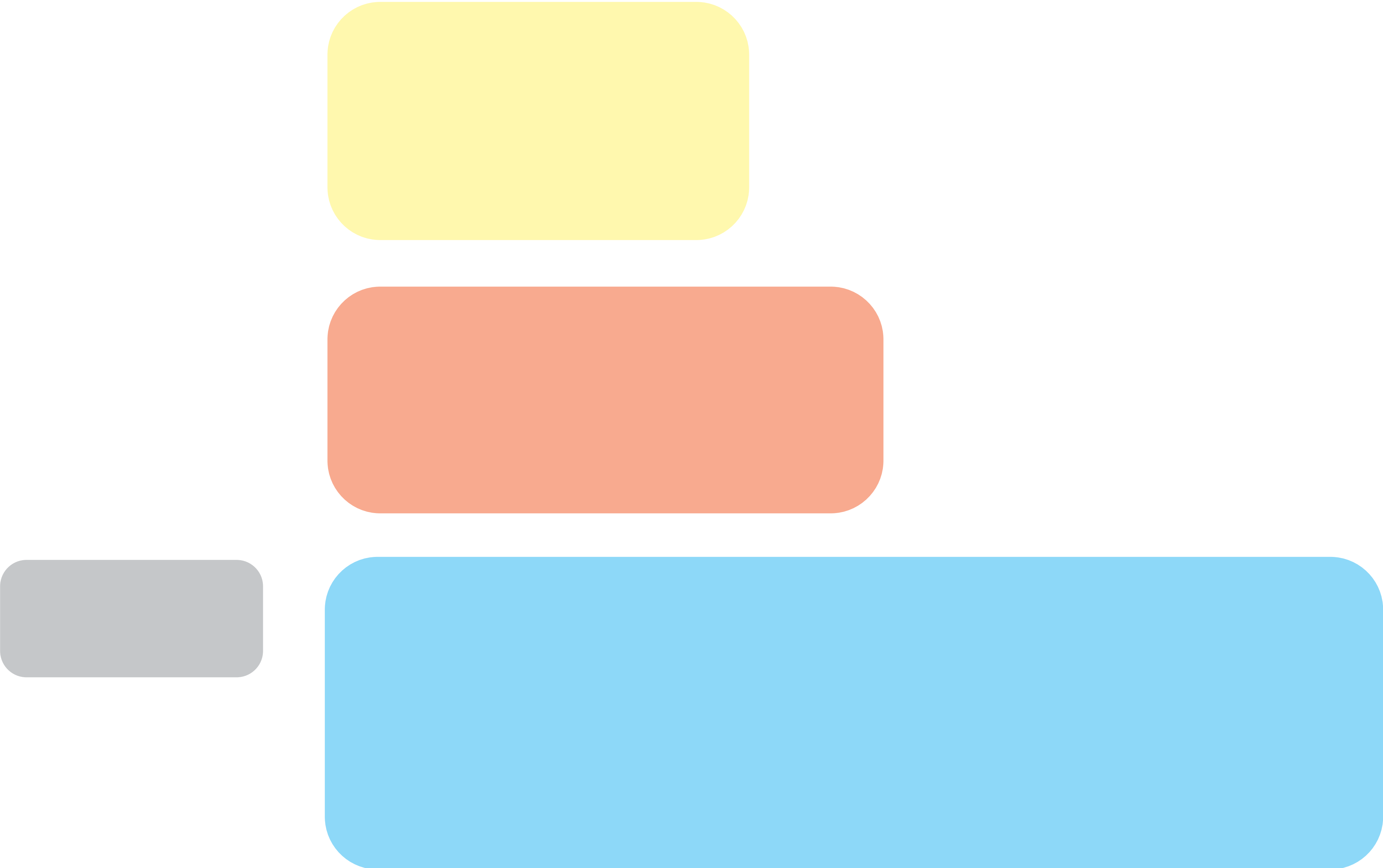
Spend 20 minutes at each table

Rotate through all 4 tables

Objective: Review the ideas that the design team is sharing

Make a Team version for each concept





Land Use Update

Schedule of Meeting

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
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