

# Hillisdale's Sasquatch expert

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At Robert Gray Middle School, I have seen a big imprint  
A few months from next year at Wilson High School  
West Portland Park will start forming their own  
trade stories of their middle school years, or  
about favorite former teachers. But while for  
Robert Gray alums all seem to have a teacher  
with a penchant for Sasquatch. Not the annual  
known as Bigfoot.



Thom Powell has taught at Robert Gray Middle man with a

raspy voice and a disarming high-spoken, off-putting,

his students. They would be taken to his classroom as soon attention to their preteen attempts at sarcas speaking with complete car. The only thing he says, is the Sasquatch.

In the 1990s, looking for a fun, light way to screen footage of Bigfoot available through t phony — science.

"I used to teach it for years just as a misap that wasn't valid science. But was an interesting recalls. "But then I moved, and then (trailing) Clā neighbors, they said, 'Oh no, this is the rea count we bump into that's the real thing.."

As a man of science who studied environmental concrete physical evidence that Bigfoot was near his home who was making plaster casts of Sasquatch. Powell was still skeptical, but as his lessons.

"He started setting things aside for me, and 'Here, you can have it', and so I started acq reading the information and finding that, ind can be, and this is definitely a subject that

not verifiable. You can't do a controlled exp and the reason most people of a course embrace

"But," Powell continues, "When you run into p reconci (evidence) does not hold up enough. But when you talk to people who are c it on the Internet, they're just saying to 'f

Powell decided to try and see if he could exp experienced, and became, in the late 1990s, o attempt to capture Bigfoot on film. Motion se to substantiate the existence of the Sasquatch

" We never got great video, but we did get some satisfied that I wasn't being hoaxed, that we began to emerge that the problem was most sloik intelligent that it Youows whangyov'cedowng. cameras ... they're very sentient beings that patterns that really became pretty vivid was stop, and as soon as I would leave it would s

This meant, he says, " that while you're study much whatpeopl eI know has to wherientleIstarte dy otu' ree a doing science because we can't do science, be you can do what spies do, and that is, you ju verifiable, nothing is provable, but you can can predsi cgtowhga tt'o happen next, and you can as peopl eprofile and has predictive value. "

What Powell found was that in the Pacific Nor closer you to More nfo Rgao essit eorfn. "

But, he adds, " They're not just .Time rthearPanc'itf it states in the United States wherAs thomge aissry'otu forests and places where people don't live, a appears that they're much more widespread tha

Not just widespread, but also " much more inte capabilities that we don't have because they' technologically iTnVclainle dbynd ewatshingitivities They can see and operate in the night; they k

Powell compares this heightened sensitivity b population Ameirica Southdalia, which would make se supposed Big ampt eDNAy Melba Ketchum, ppurploirsthe proven that the Sasquatch has at least hal futh says going through the traditional channel of society at large right now

" People are arguing fosca neda g aicnspake t a n d m't h therein. In truth, , h eoutwomk t h e s f k o n i o n y g r e u a n f d h v a h c t e only once somebody does the same work again w replicated by another scientist. "

More impo rthea rstalyys, modern science can't or won creature exists.

"It's a very difficult thing for the public to accept that not that radical — but wild creatures that is almost sort of politically too unpopular to paradigm of the Judeo-Christian culture that federal lands — logging, mining, how much land is another group of people, then they're enti

Powell says that Sasquatch industrialized ways by and know in mainstream. When he was waiting for the dominant speaking at Bigfoot seminars, where he answered published works. As a result, he published an investigation of "Phenomenon" published in 2003 and "Shady 1 Neig Powell says membership of the ancient book significant."

Of course, he continues, who doesn't have had, he doesn't teach, he teaches not that the Sasquatch is pseudoscience he now believes.

Instead, he says, they're the ones who don't want it. He's too insistent to a group of kids about something an intriguing idea — as an example of what science hasn't been proven and may never be proven. The science, the part of the message has to be that t

More often than not, Powell says, when 4th-grade students come he hands. they show their work.

"What happens is, every year — this is the moment, he says, that he has, a 'My only day, he says, and that's why, all of us are trying my way Powell says. "Just by sampling a population frequently than most people realize."

The students have proven to be a vital resource members who have experienced a great deal of respect. A respected teacher could not do a job without them. He adds to his ever-growing file of so-called int

"Isn't it interesting," he muses, "that kids interest in the unsolved mysteries of the world"

That, he says, could be what helps the Sasquatch comes on, they are probably going to carry the expanding interest in this thing."

And although that day may generations come to  
middle school in Southwest Portland have an e  
its most ardent investigators —

Sarah, 123-year-old student books  
Today about to graduate from college and her  
memories of a Powell sign

“His unorthodox style of teaching leaves stud  
remember anyone else,”  
because everyone has a

He is an icon with a simple but powerful mess  
out anything

# Stephens Creek Crossing + Robe match made in educational heav

Created on Monday, December 11, 2018 at 10:20 AM by Dakessian

Principal Beth Madison credits low-income, high-achieving students for the school's warm and welcoming nature.

When Stephens Creek Crossing opened, it seemed to be a state-of-the-art low-income housing development at Highway 101. It was to be a game-changer both for its residents and for the city of Portland. Adjusting to their new housing was not an easy task, but Madison, everything has been going just fine.



The 122-unit Stephens Creek Crossing replaced Hill Federal. It was the third and final project of the Hope Housing and Urban Development Authority of Portland, funded in part by Hope Housing and Urban Development. The project secured \$18.5 million in federal funding.

For Madison, this has been a long time coming. She is currently a principal at Robert Gray, and she is looking forward to the prospect of being principal at Stephens Creek Crossing.

"I had been transferred here from George Midd from New Columbia, which was also a Home For scale," Madison said. "I didn't know much at career up on North and Northeast, but what I that is so thoughtful and purposeful that goe outstanding results, and the more that I lear Crossing, the more excited I became.

"It's not just an apartment complex; it is, a catnuda one that, at Rto'bee rtt aGf ray very much connected to attended the advisory committee meetings . . . how we would bring students in in ways that a

And Madison said she was not the only member engage with Stephens Creek Crossing early and

"Robert Gray has taken its leadership class o raising, the grand opening g c e t h e r o p e n i n g o f i s t h started really getting this initiative at the hWs netwo make them feel that they're just a part of us

"I think ft haatt Rto'bee rtt aGf ray have been really try welcoming Stephens CTrheaeckh erre sSi cdhemitds,, "a sraeisdi dent coordinator at Stephens Creek Crossing whose transition to local schools.



Though Madison and the Robert Gray population grew to the student population — about 40 students doors, “The influx ended up being relatively (initially) occupied Stephens Creek Crossing

As a result, while Hayhurst Elementary School that at the end of the initial wave of families Creek Crossing, from February to June, the school strengthened — and not just because the new students reaching middle school-age.

“Because we’re not a high-mobility school, a system,” she said. “I got information from all your class?”, “What school supplies are really the school?”. ”

Madison also worked to smooth the transition folders, distribute materials, and help students needed to keep and the other side for documents school with their kids, with a map of how to

Still, Madison and Schmid agreed, one ongoing physically get Stephens Creek Crossing, to Poi safely

Although Robert Gray is technical, a low-income student said, "You have to walk across the bridge, and then over a little street which is also a bridge. It's a barrier between two communities have worked hard to 'bridge'."

But even this is being ameliorated: Madison's students from Oregon Health & Science University rebuild a set of steps on the trail, and now to bring about a safe route between the two communities he said that he saw an important streetlight earlier that very day.

Once they actually get to school, Madison said ensure that they can navigate the streets. The school planner featuring a map of the Robert

And, Madison added, new students might be asked: Positive Behaviors and Interventions school, school in terms of student freedoms, and its middle-schoolers are stereotypically known to

"At no point have we had a community where we have to be a 'community of loving Madison explained. "And I think one of the things our classrooms are so interactive and highly

Madison said that in addition to the opportunity looking forward to witnessing how her new students from the pairing of Stephens Creek Crossing with School: unlike many low-income housing communities at Stephens Creek Crossing for at least a few years from all the known pitfalls of a high-mobility education, the community is often uprooted and often missing out on instruction time in the

" When you have a good thing going, and you can not only do they advance as part of the community," Madison said, " but the educational atmosphere positively impacted. "

By Drew Dakessian

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# Tall cup of espresso with room for life skills

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For many teenagers, high school is their first glimpse into the real world, giving them the skills they will need when they grow up and start their careers. And thanks to a new venture known as the Green Scene Cafe, special education students at Wilson High School are getting that same opportunity.



by: CONNECTION PHOTO: VERN UYETAKE - Sophomore Jake Ross prepares a latte for a Wilson High School staff member.

The Green Scene Cafe is a fully operational coffee shop — housed in the Wilson cafeteria and staffed by students in Dominic Le Fave’s life skills program.

Le Fave said it fills a crucial void.

“When I was first came to Wilson as a special education teacher, there was very little in the way of vocational study and chances for kids to study meaningful vocational skills,” he said. “So I really started looking for a kind of a classroom lab that would actually be doing meaningful work.”

A coffee shop seemed like the perfect opportunity.

“Once you get into a project like that, it’s pretty amazing to realize how much curriculum can be tied into it,” Le Fave said. “If you think about running the business, there’s all kinds of practical math. There’s even science in terms of looking at food

handling, and even the physics of something like an espresso machine, and there’s geography in terms of learning about the different coffee regions and the cultures that produce them, and, really, the global system that supports something like a coffee shop.

“There’s been all kinds of language arts projects built around this. They’ve worked on marketing, advertising campaigns that have involved lots of vocational writing, and, even, we’re ... taking the idea of a coffee shop as a cultural institution and expanding it that way.”

One such pursuit is “The Green Zine,” a literary journal consisting of student submissions and juried, edited and produced by the life skills students. There will be prizes for Best Poem, Best Fiction, Best B&W Art or Photography and Best Creative Non-Fiction, with each winner awarded a free cafe drink of their choice delivered to them in class once per day for a week.

Wilson Principal Brian Chatard commended Le Fave.

“Don made it happen — a teacher with a vision and some creativity and a willingness to really do what those kids need, which is to create a real environment. ... A student is motivated to learn regardless of their ability when what they’re learning is relevant to them. Don has created a real cafe, and it’s relevant for the life skills that those individual students are going to need and use and have when they get out of school.”

Why coffee?

“Portland really is a coffee town,” Le Fave said. “It’s great the kids learn food service — food handling and things like that — but in this town, just being an established and accomplished barista gains you respect in this culture, and I see it in the school: These kids are operating the coolest thing here. That was always my vision for the vocational program, to take these kids and put them at the center of the most cool things in the school.”

It’s great the kids learn food service — food handling and things like that — but in this town, just being an established and accomplished barista gains you respect.”

—Dominic Le Fave

The state-of-the-art espresso maker used by the Green Scene Cafe was paid for by a fundraising campaign led by Le Fave on DonorsChoose.org.

“Right now we can do anything that Starbucks can, and I think we do it better — except for frozen drinks,” he said. “We would love to have an icemaker so we could get into that.”

Cups and counsel on coffee shop operations have been lent by Bob Rhoads of Stumptown Coffee.

Located off Wilson’s life skills classroom, the Green Scene Cafe is open to faculty and staff throughout the day. And it recently opened for business during Wilson’s Friday tutor time, so students can enjoy a cup of joe too.

"It’s a beautiful, beautiful program, and those students are so happy to learn those skills to be able to deliver during school, their own self-advocacy is totally through the roof," Chatard said. "It’s a model kind of program for life skills students anywhere."

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