

BORA



PORTLAND PUBLIC SCHOOLS

Ida B. Wells High School

Community Design Workshop #2
December 17, 2023

after BRUCE
public relations & marketing

WALKER | MACY **kpff**

DESIGN TEAM HERE TODAY



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Amy Donohue
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After Bruce



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After Bruce



Mireaya Medina
After Bruce

AGENDA

Overview + Introduction 00:05

Objectives + Look Ahead 00:10

Engagement Plan 00:05

Site / Building Orientation 00:05

Existing Site Circulation & Topography 00:15

Site Options 00:25

Site Options: Feedback Exercise 00:50

Close + Next Steps 00:05

report from
community
workshop #1 are
posted on the PPS
Bond website!



who is in the room?

- parent
- student
- staff
- neighbor
- friend
- CPC member
- innocent bystander?

CPC: Comprehensive Planning Committee

PPS Capital Bond Improvement Program

Office of School Modernization :

Funded by 2012, 2017, & 2020 Multnomah County Property Tax Bond Measures for capital improvements. Additional funding may come from grants and energy efficiency incentives.

Guiding Documents: Long Range Facility Plan, Education Specifications, PPS Design Standards & Guidelines. PPS Vision Documents

2020 Bond Measure

Funding for Planning & Design for Ida B. Wells Modernizations.

Future Bond Measure

Funding for construction



OBJECTIVES FOR TODAY

Site Approach: input towards a single option (not choosing)
“Work toward ONE preferred option to take to the School Board.”

- **Experience:** what is special and unique?
- **Function:** where are key elements?
 - where is the front door? how will people arrive?
 - to move or keep the track & field in current place?
 - to move or keep the pool in its current place?

COMMITTEE INPUT + ROLE IN THIS PROCESS

modernizations are about the **physical space**

- how it looks and feels
- how the infrastructure supports teaching & learning

this work is **not about operations**

- how it is managed
- what types of classes or functions are inside

Your input helps us understand qualitative questions:

experience, uniqueness, and the culture of this school.

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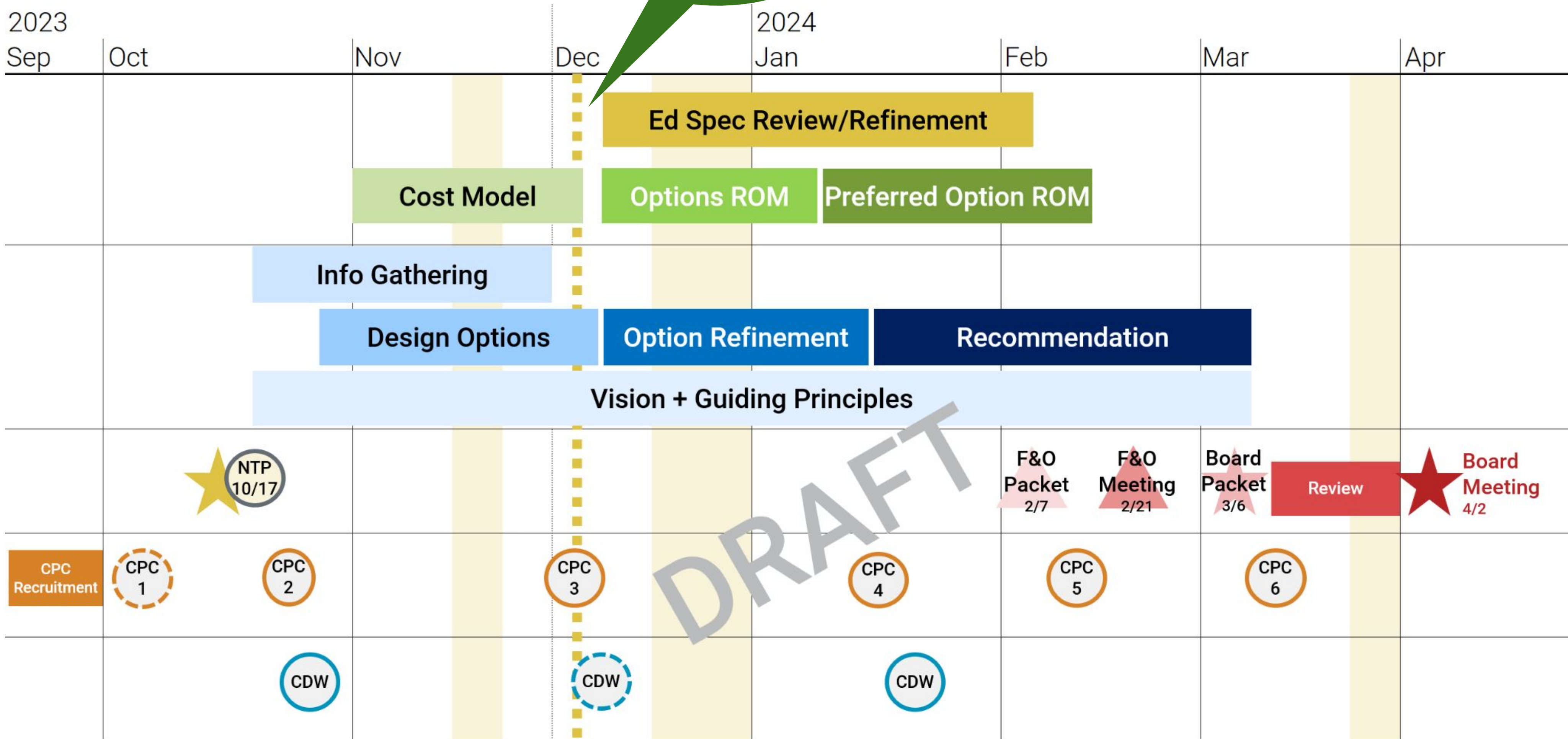


Your input helps us understand qualitative questions:

experience, uniqueness, and the culture of this school.

WHERE ARE WE IN THE PROCESS

We are
HERE



WHERE ARE WE IN THE BIG PICTURE

We are
HERE

2019
Comprehensive
Master Plan

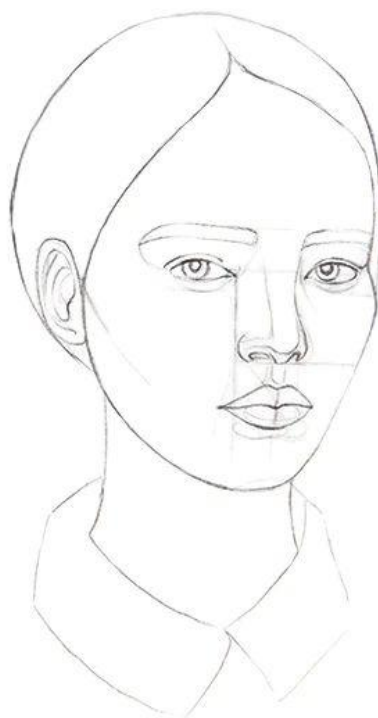
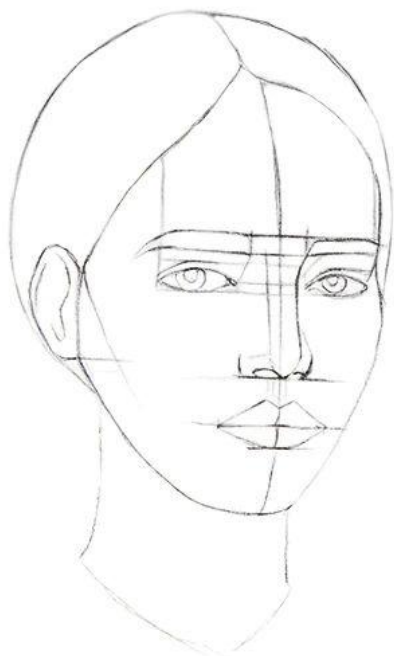
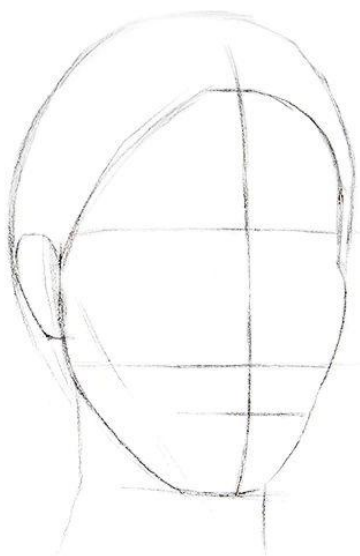
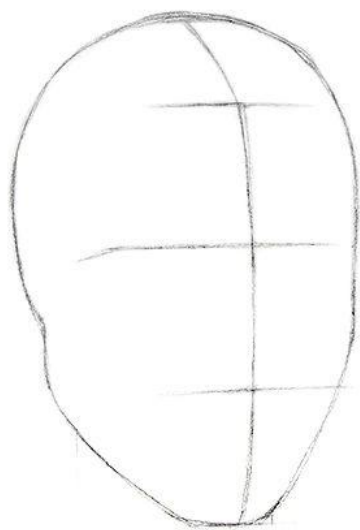
2023-24
**Comprehensive
Planning**

Schematic
Design

Design
Development

Permit
Documents

Ready for
Construction!



TYPICALLY
18-24 MONTHS

TYPICALLY
24-36 MONTHS

Engagement Plan



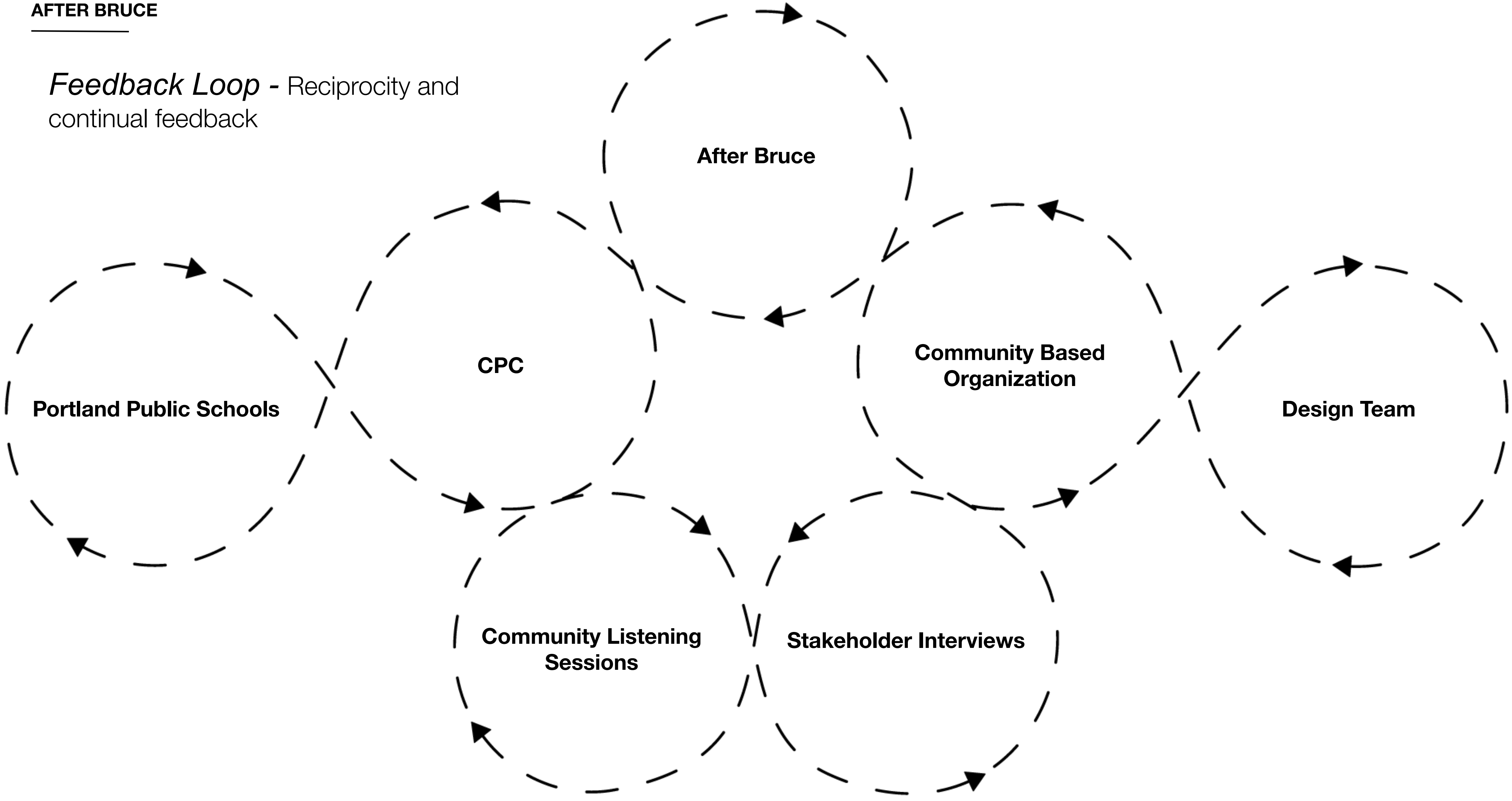
At After Bruce, Community Engagement is **relational**.

It's a focus on **centering the communities** most impacted in our work to achieve long-term, transformative and sustainable outcomes. We're guided by strategies and processes that honor community context, history, lived experience, and immediate and long-term needs. We do this through co-creation, community informed decision making, relationship building, and deep listening to ensure that our practices are a function of reciprocity and not extractive.

In other words, we support our collaborators to work with and within communities in ways that are **more specific, responsive, and impactful**.

AFTER BRUCE

Feedback Loop - Reciprocity and continual feedback



Stakeholder Interviews

Stakeholder interviews are conducted 1:1 (or occasionally 2:1) and help provide more specific and nuanced insights into the day to day experience of key communities, critical feedback or anecdotes, help identify current barriers and motivations, and potentially inform other engagement strategies and the questions we should be asking in the listening sessions.

Community Listening Sessions

Community Listening Sessions are intimate, thoughtfully cultivated spaces meant to provide a safe, inclusive, and intentional environment for participants to share their truths. Our entire Engagement process design leading up to this point is meant to build rapport and trust with leaders and participants, often out of existing relationships or with references and “co-signs” from the many other community relationships that After Bruce has grown over the years.

Our team captures all feedback and input from these listening sessions and makes that raw data available to the entire team. We’ll then analyze and distill that data into a set of findings and strategic recommendations for the Modernization Plan. Additional recommendations for Engagement throughout the Design process will also be identified and reported out.

Surveys

An online survey is an opportunity to reach local communities who wouldn't otherwise receive communications regarding the Modernization process and plan. These may be community members who may not have students at Ida B. Wells High School, but utilize or interact with the facilities in some way or are people who would otherwise not be engaged by existing materials. The survey questions could be adapted for more specific audiences as needed. For instance, a version of the survey could also be provided to nearby CBOs serving marginalized communities. The surveys should also be transcreated into priority languages in the local community for people who have low English-proficiency.

DIY Engagement Guide

Working alongside student leaders, we can develop an engagement and facilitation guide gear toward peer-to-peer engagement. These would be used by student leaders during their regular student group meeting times to facilitate engagement with group members. This method offers students a safe space to have open conversation, free of power dynamics that may otherwise arise.

Office Hours

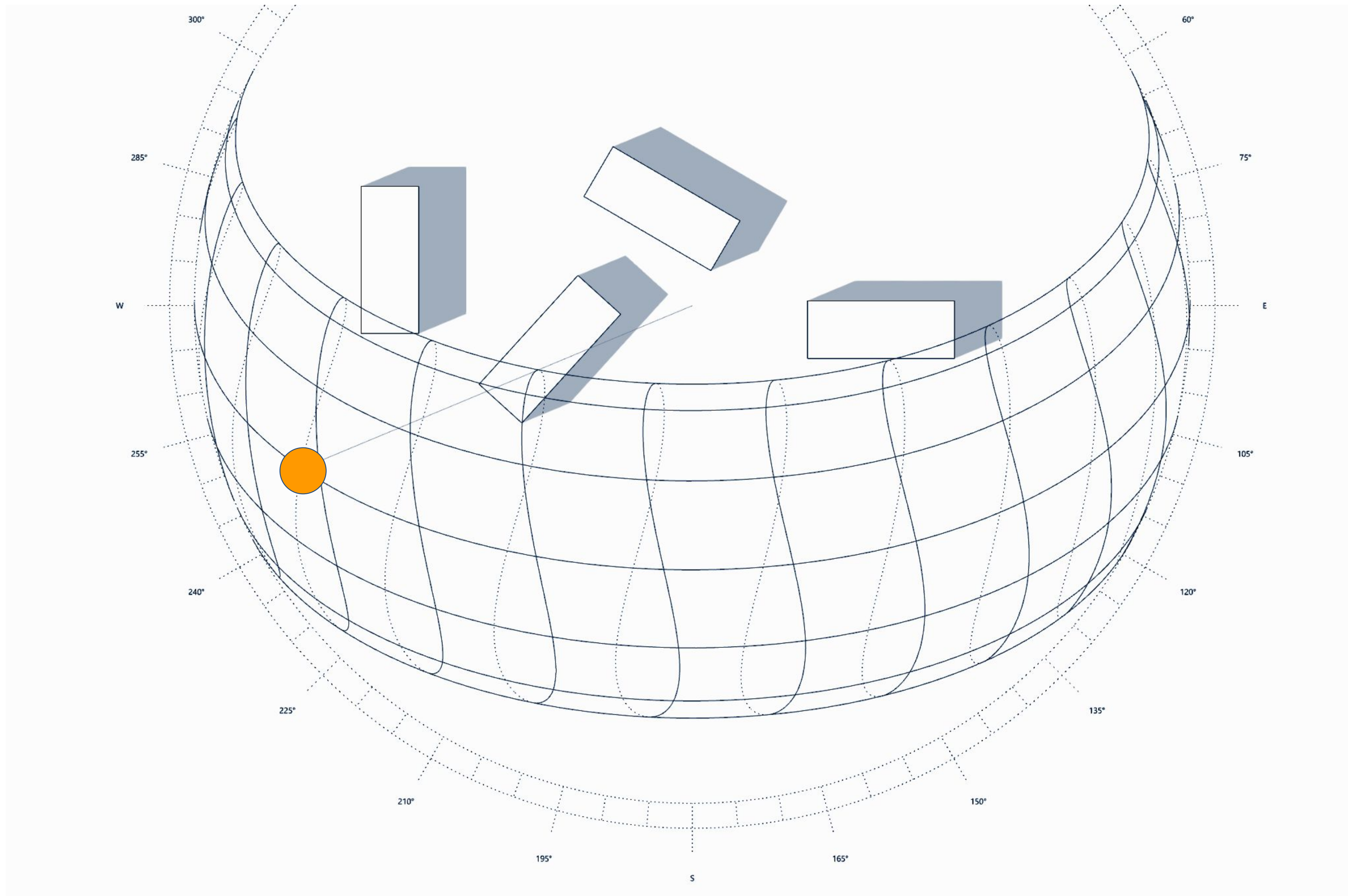
Our community-led educational office hours are vibrant and inclusive events created by and for the local community. The primary goal of office hours is to bring the community along in the process who may have interest but aren't as closely involved. In these interactive sessions, community members gather to ask questions, share knowledge, and learn from one another. The event fosters a sense of togetherness and encourages active participation while we work towards community-oriented goals.

Site + Building Orientation

for Climate, Health, and Equity



“Building Orientation” = Relationship between the building and the site



Learning Outcomes

Daylight and Test Score

Access to natural light can **improve students' test scores by 20%**, and kids with the more access to daylight **progressed up to 26% faster** in math and reading over the course of a year.

Daylight and Well Being

Students at schools with quality daylight were found to be healthier overall, **missing 3-4 fewer days of school** than students at schools with less access to daylight.

Energy / Operating Costs

Energy

Effectively managing solar energy results in less energy needed to heat and cool the building.

Costs and Carbon

A more efficient building costs less to operate and results in fewer carbon emissions

Site Typography

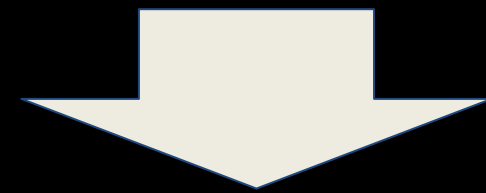




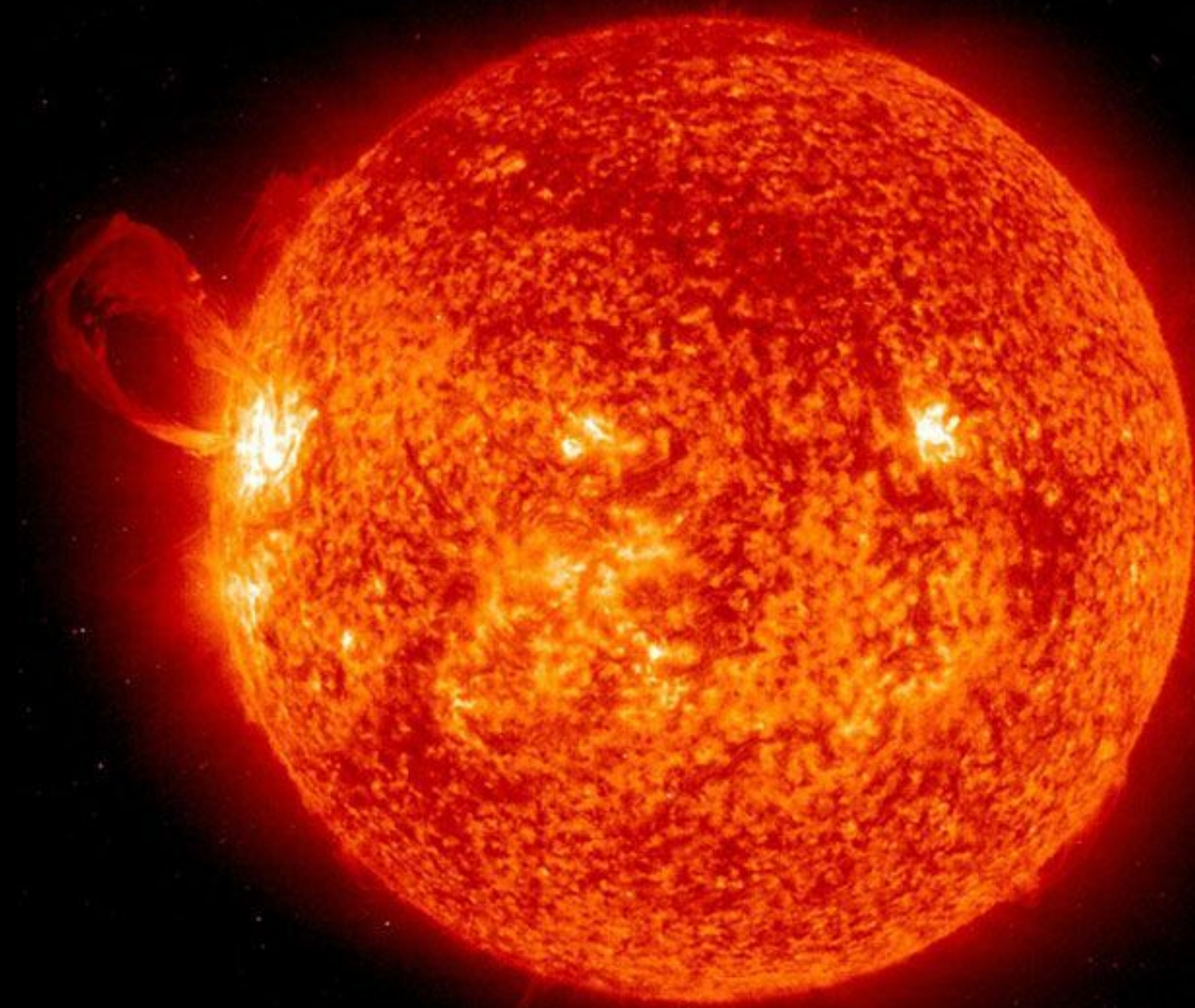
Views

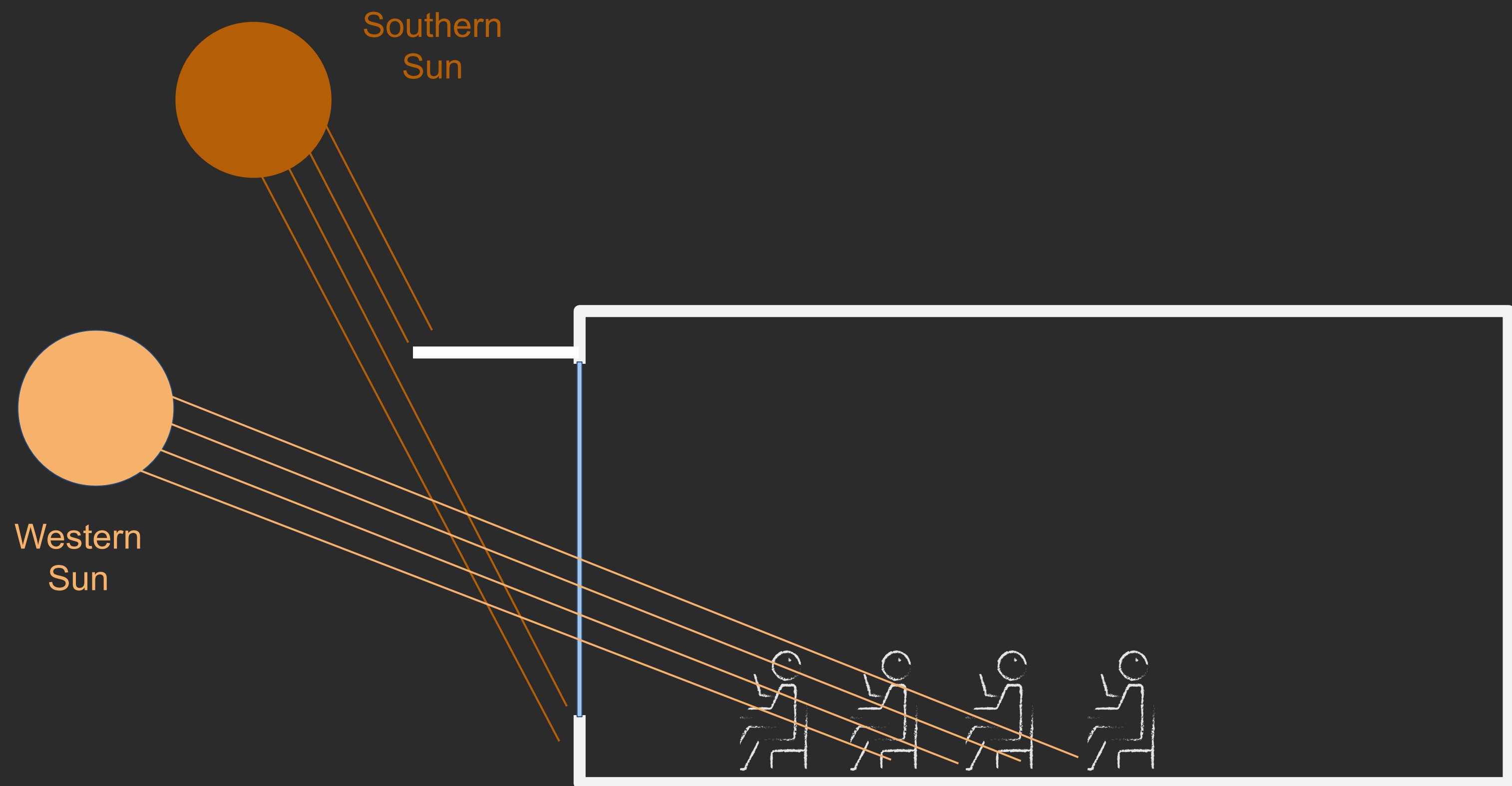
The Sun

Building Efficiency
Carbon Emissions
System and Operating Costs
Comfort
Resilience
Experience

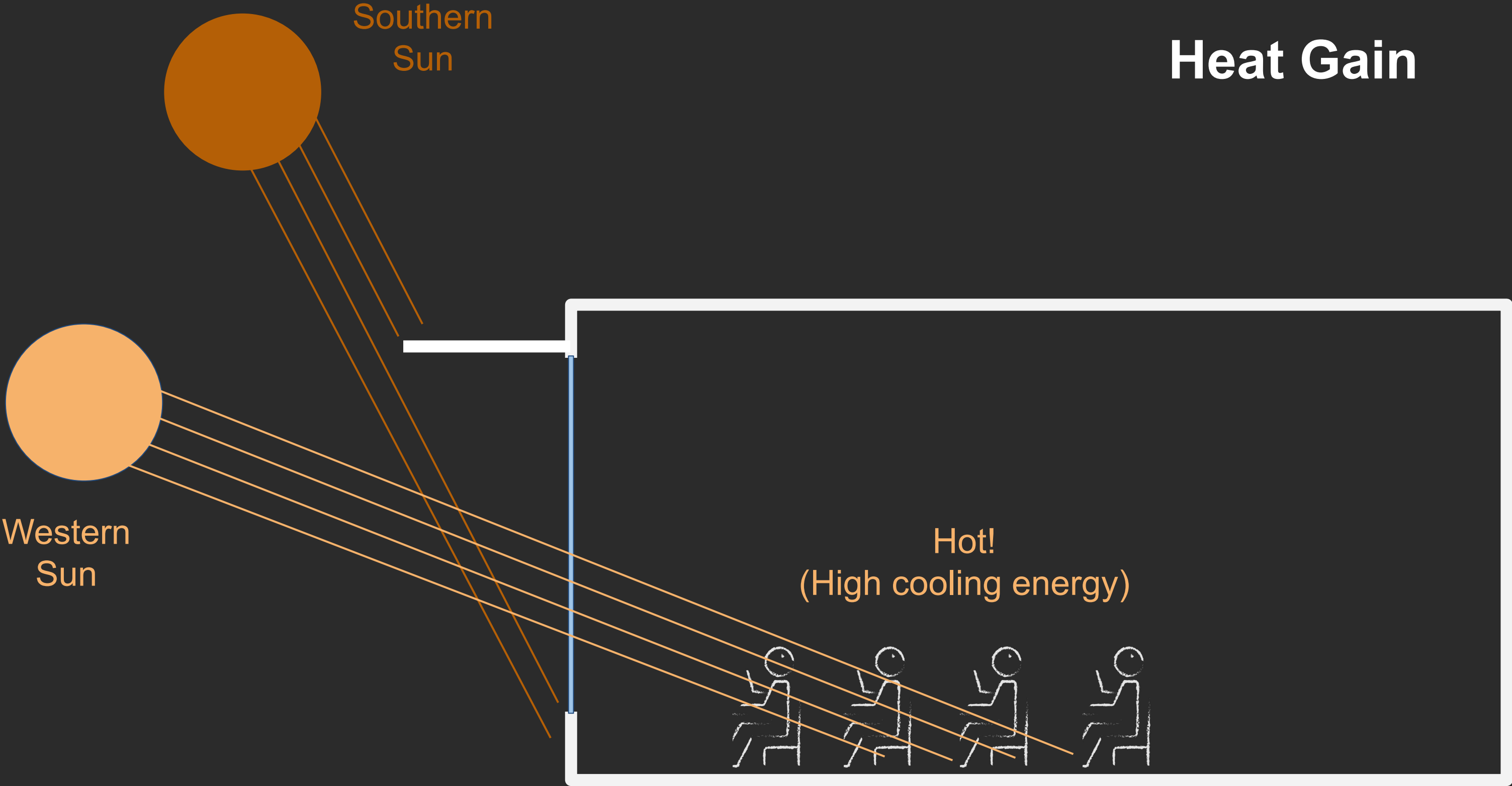


Learning Outcomes

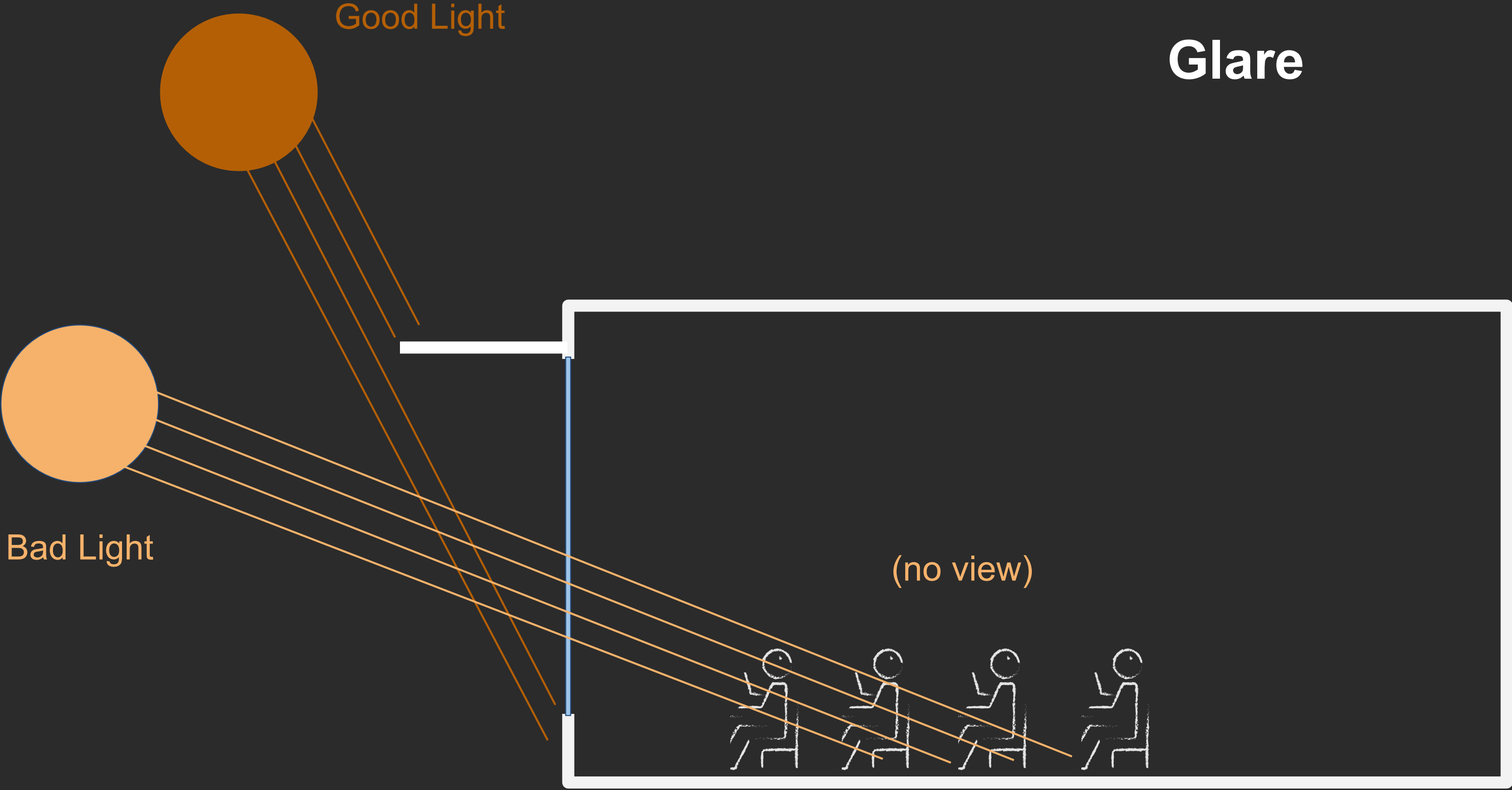




Heat Gain



Glare



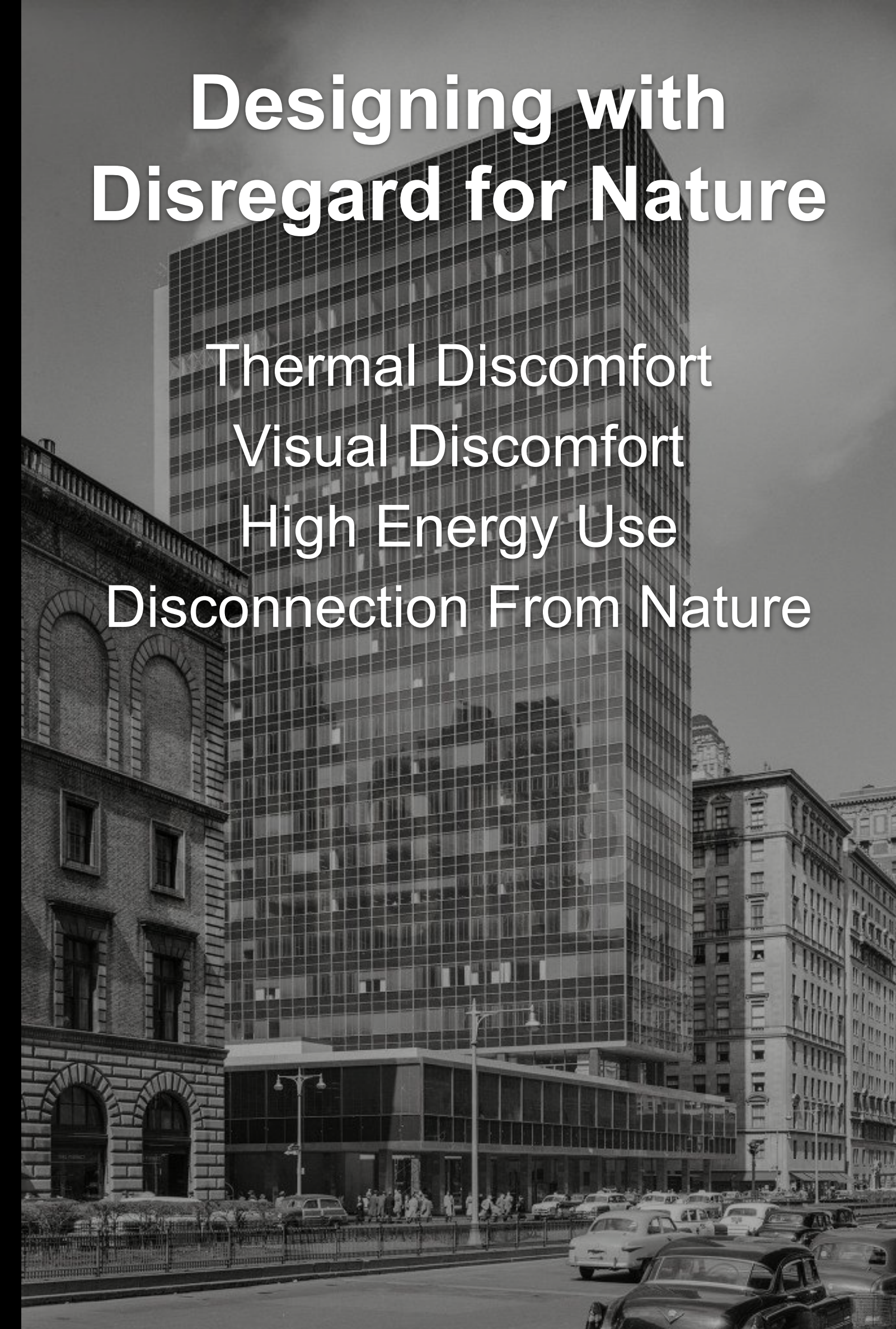


Designing with Nature



Designing with Disregard for Nature

Thermal Discomfort
Visual Discomfort
High Energy Use
Disconnection From Nature



The sun rises in the east



A photograph of a sunset over a grassy field. In the foreground, a large, dark tree trunk is on the left, and a fence with dark posts and a chain runs across the bottom. In the middle ground, a goalpost stands on the left, and a line of trees is in the distance. The sun is a bright yellow-orange disk on the horizon, with the sky transitioning from orange to a pale blue at the top.

... and sets in the west

photo by Rolando Aquilizan

Glare from the west



Chronically closed blinds





windows oriented
to reduce glare

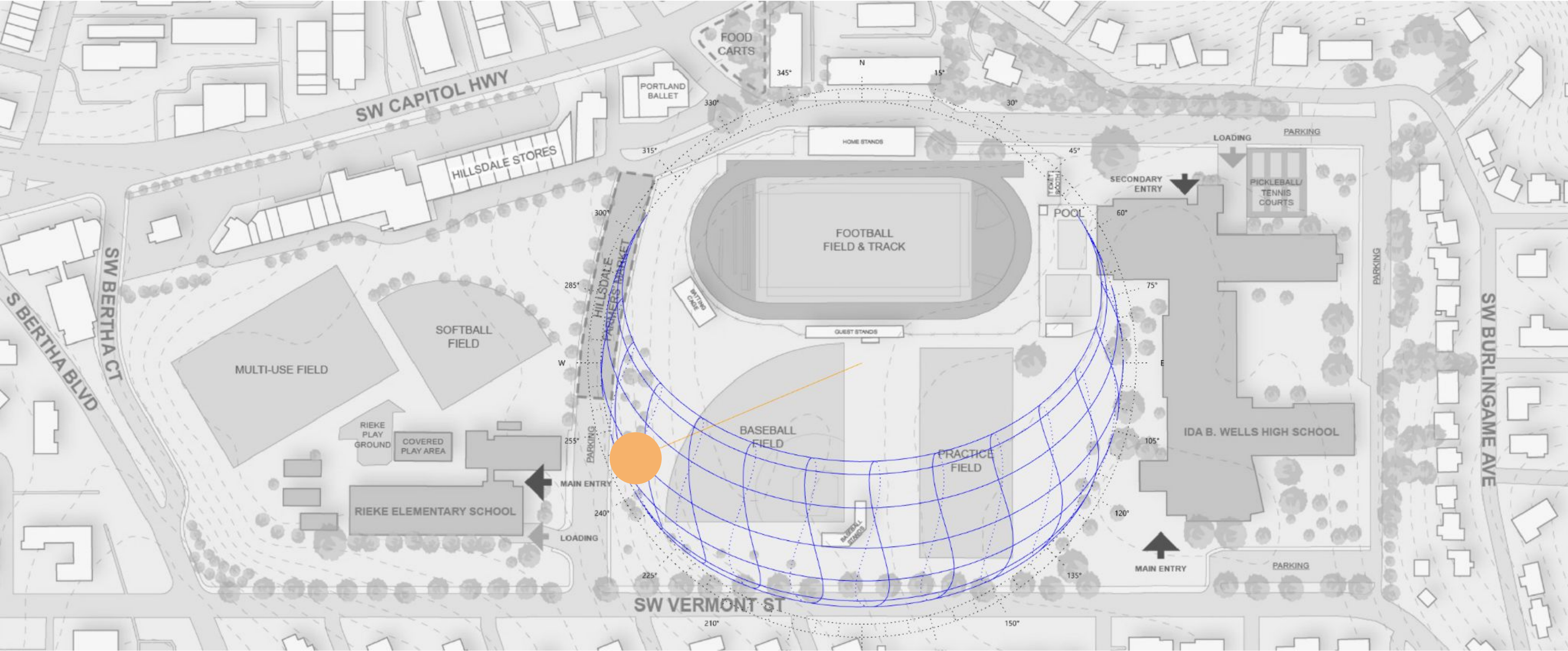


north windows
allow diffused light

external sun
shading



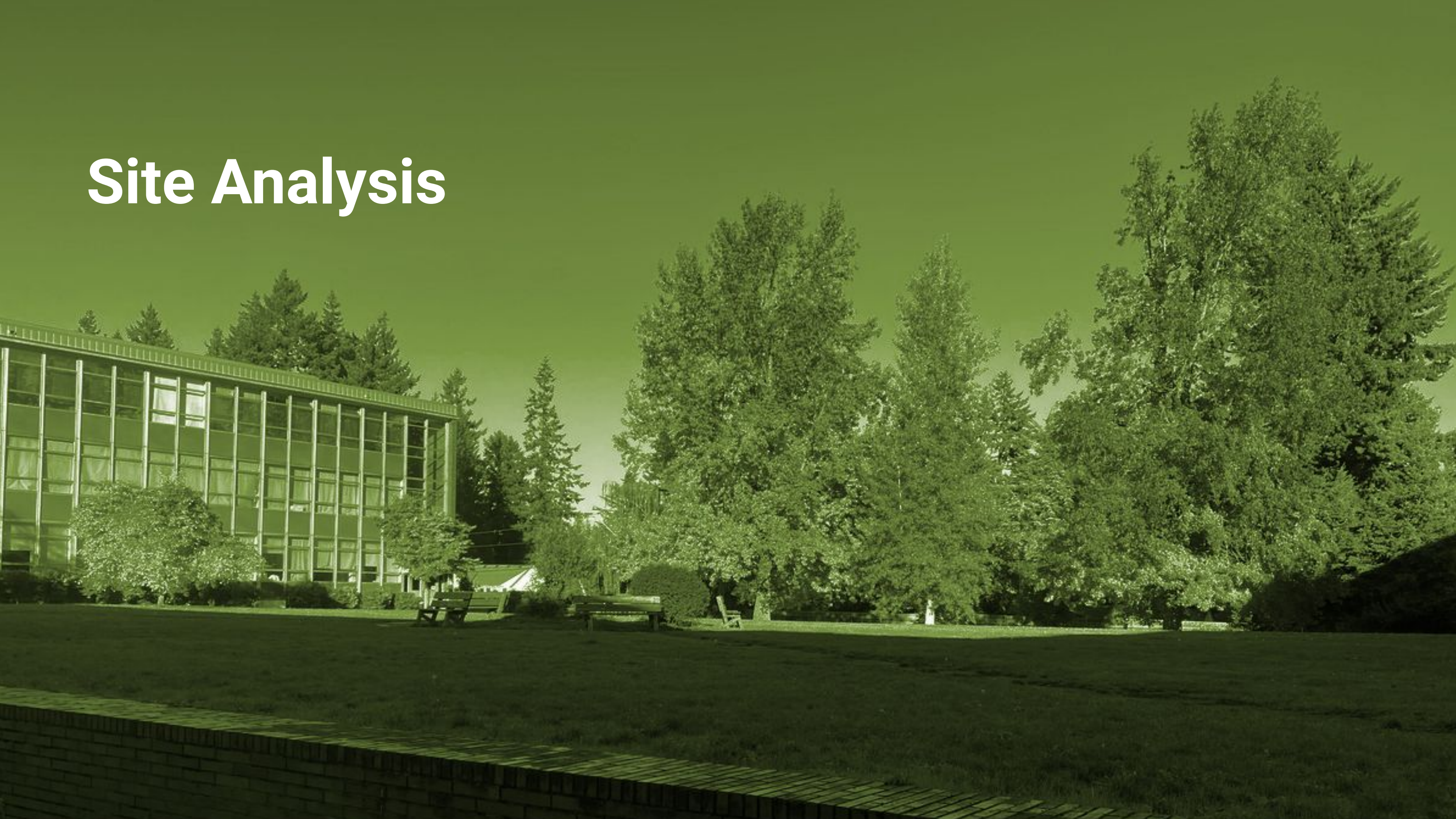
EXISTING CAMPUS



DRAFT VISION STATEMENT

The design of the new Ida B Wells High School will support the whole student in their journey toward lifelong learning and success, guided by a comprehensive definition of student health, a process rooted in equity and inclusion, and a finished place that demonstrates climate and disability justice. Inspired by the legacy of its namesake, the new building will embrace transparency and truth – in organization, in structure, in materials and in storytelling – to ensure Ida B Wells is embodied within its walls.

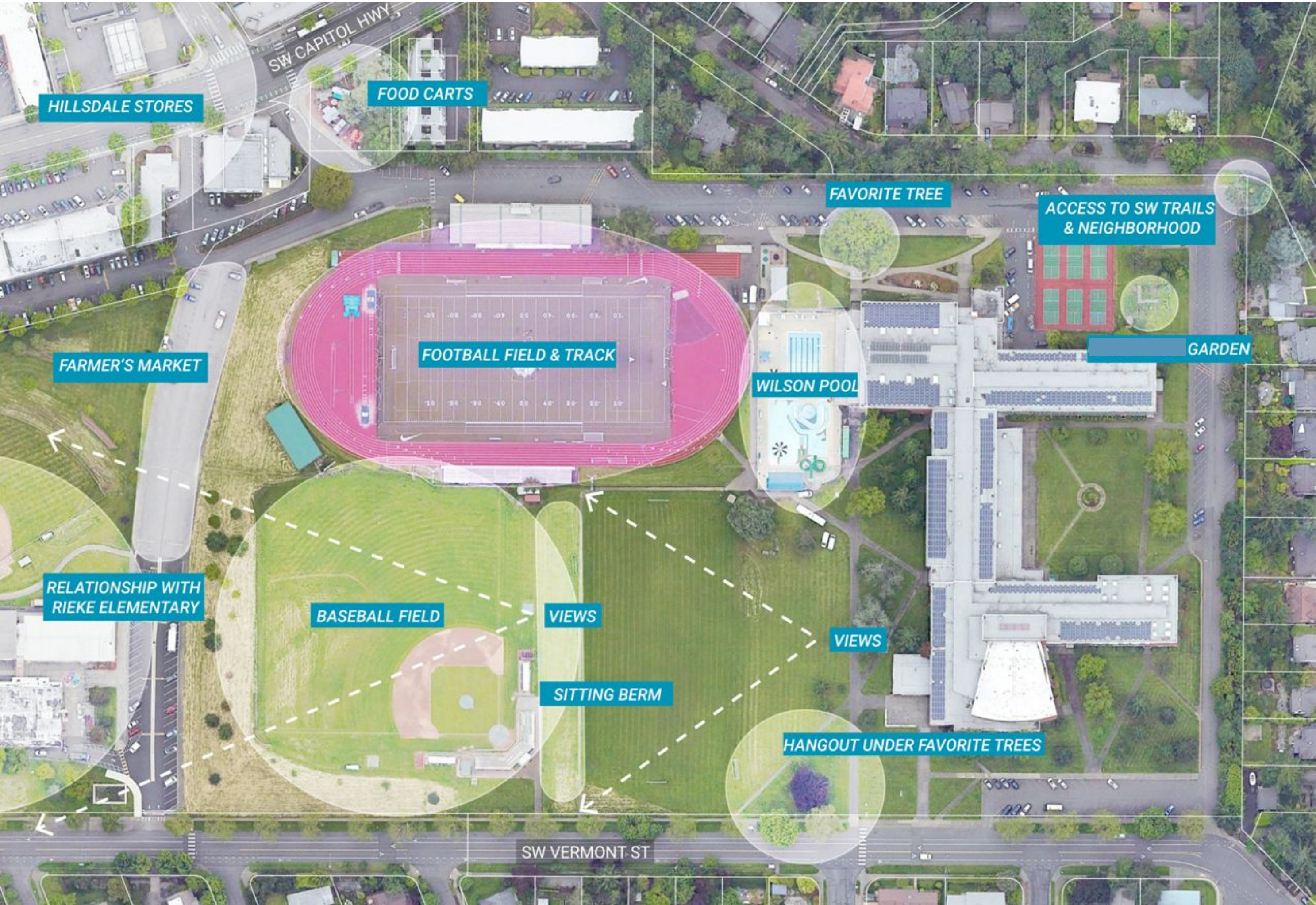
Site Analysis



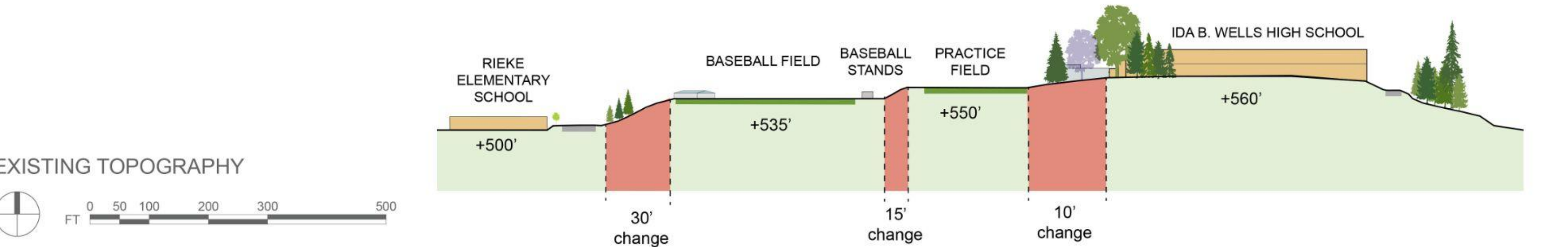
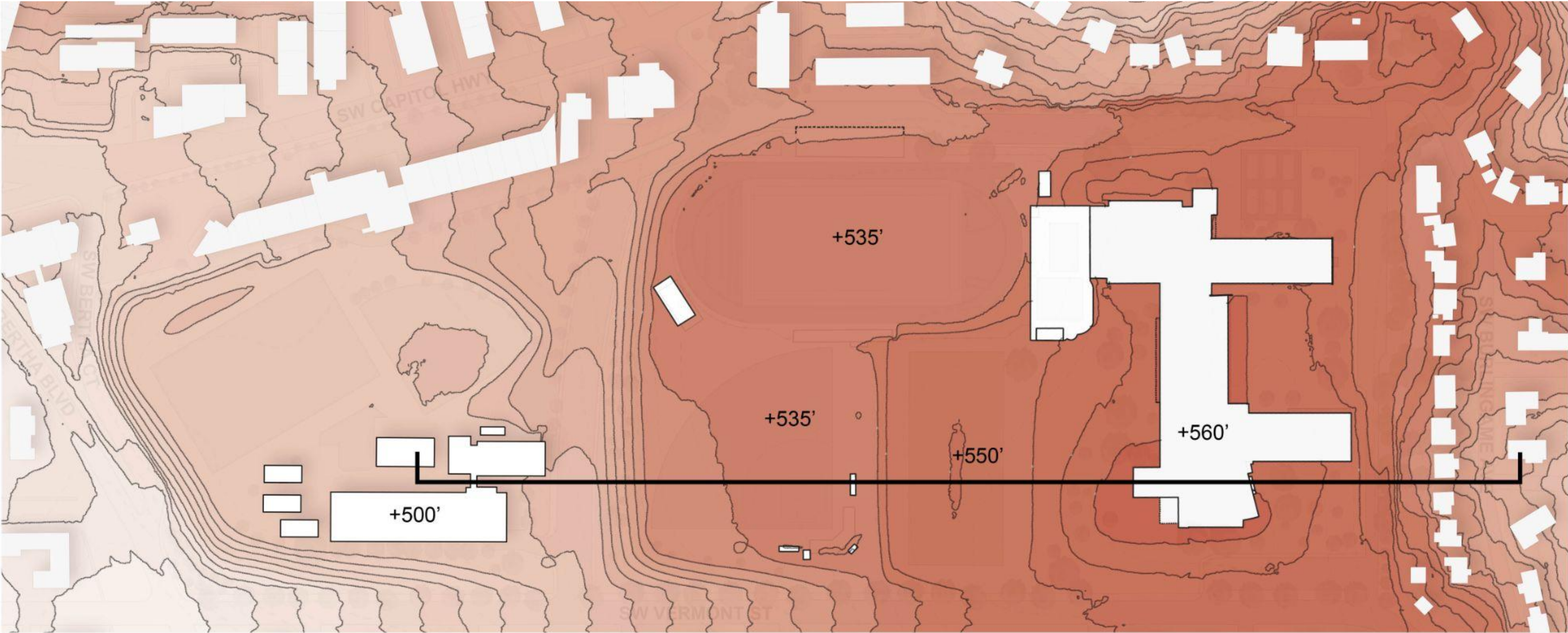
SITE ANALYSIS: EXISTING CIRCULATION & SITE ACCESS



SITE ANALYSIS: EXISTING CAMPUS



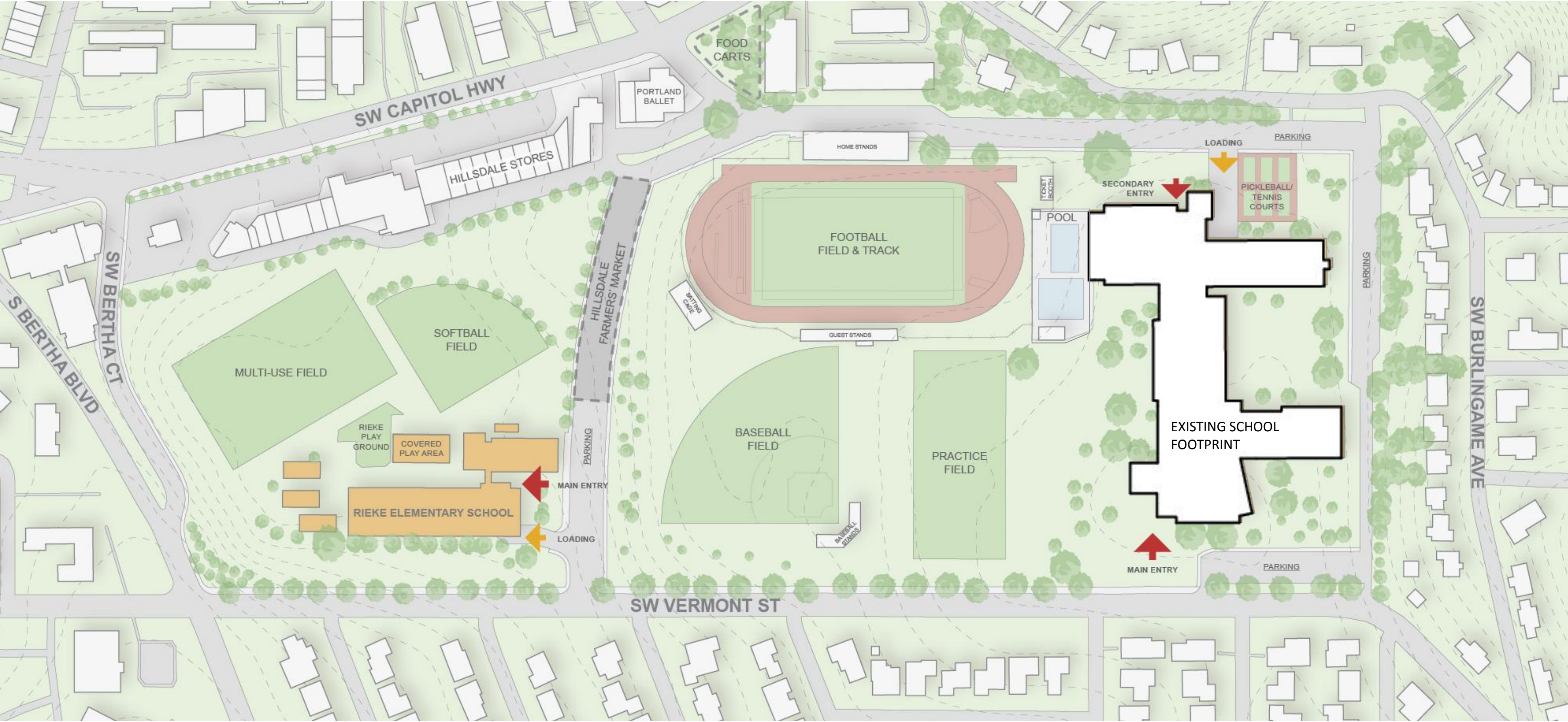
SITE ANALYSIS: TOPOGRAPHY



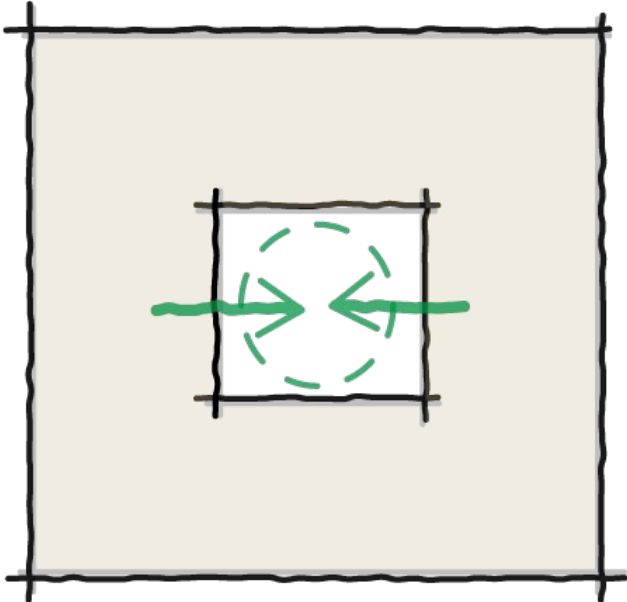
Site Options



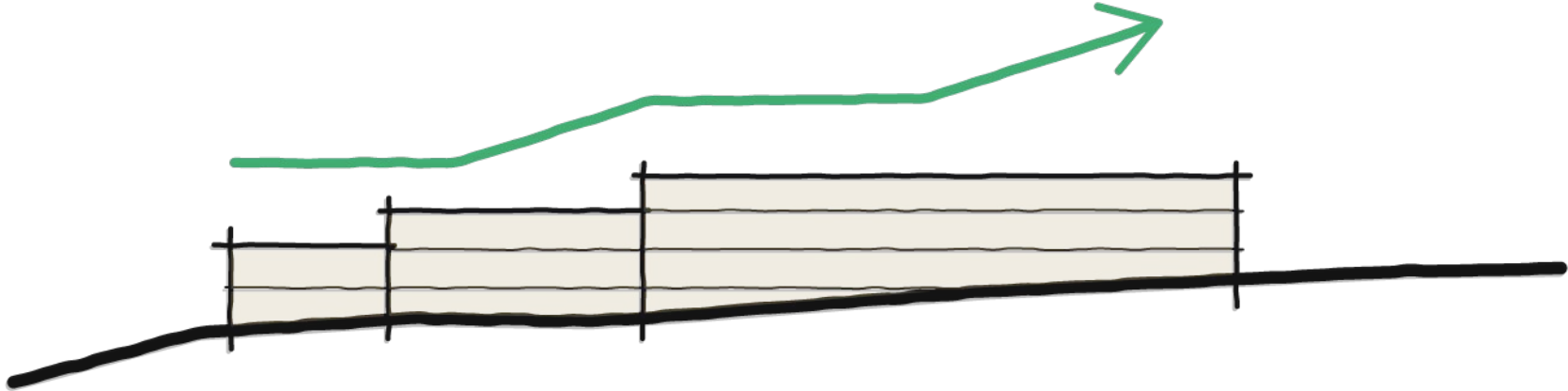
EXISTING CAMPUS



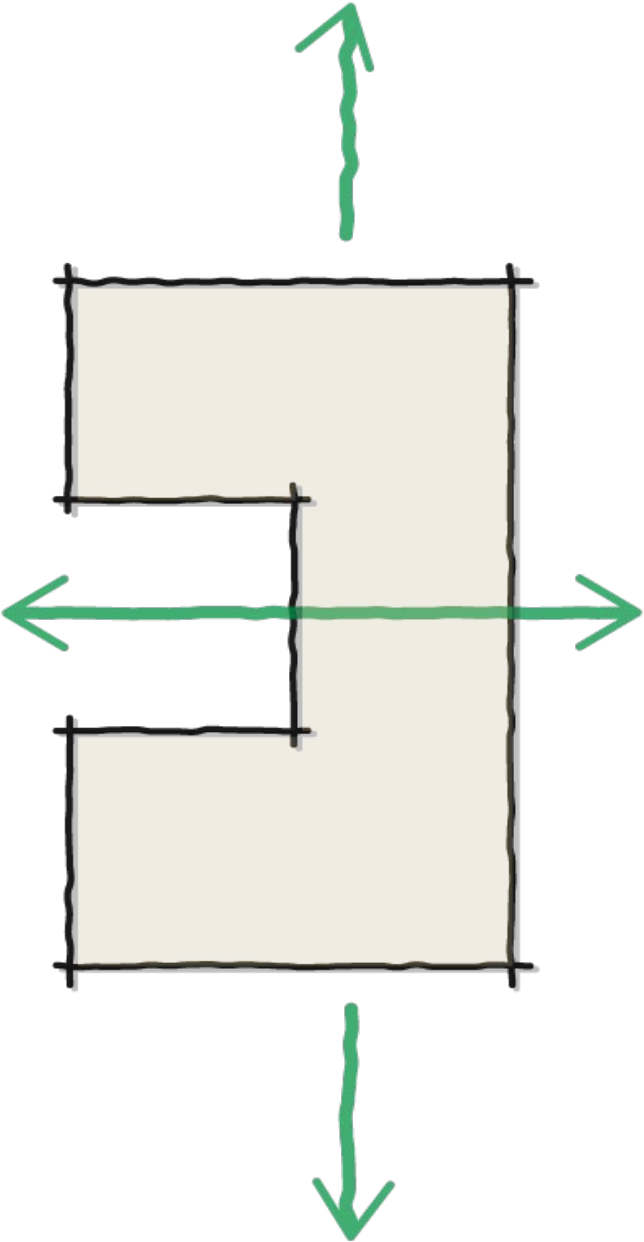
SITE OPTIONS



GATHER

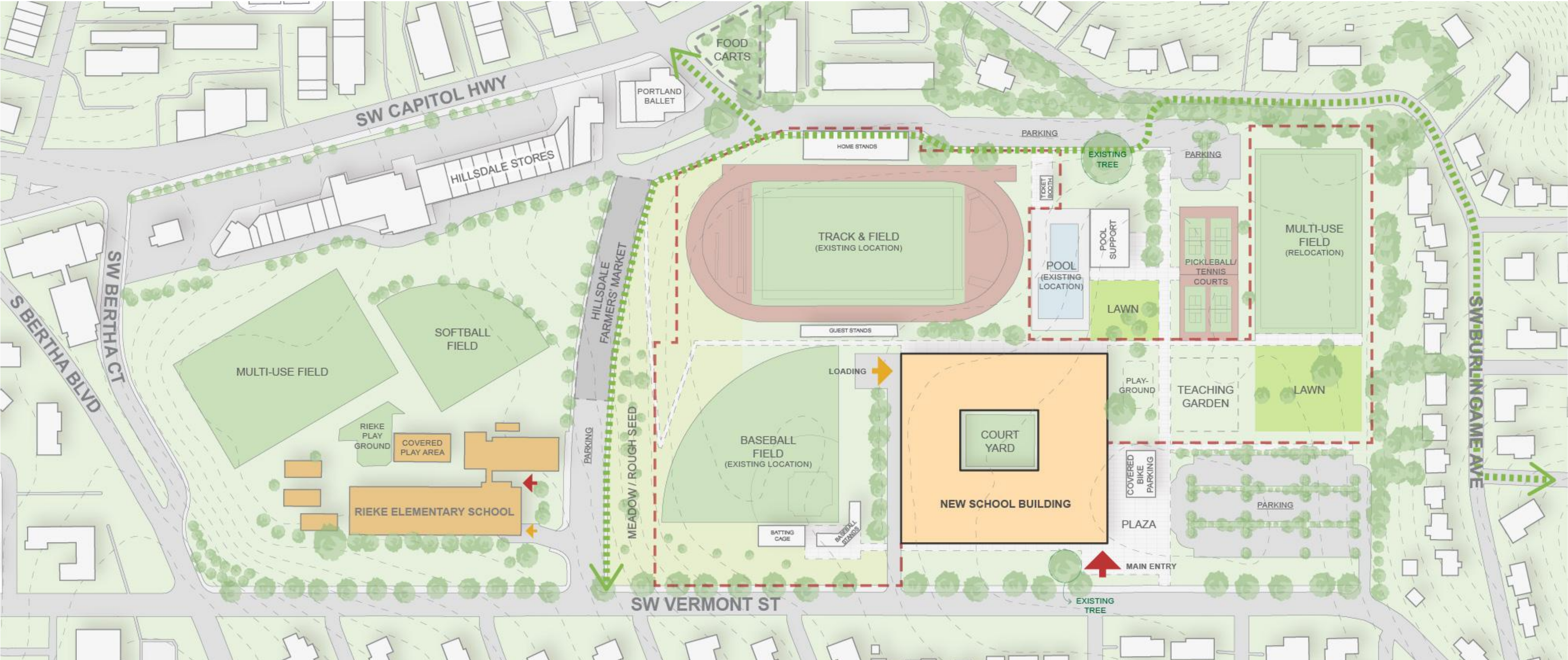


LIFT



CONNECT

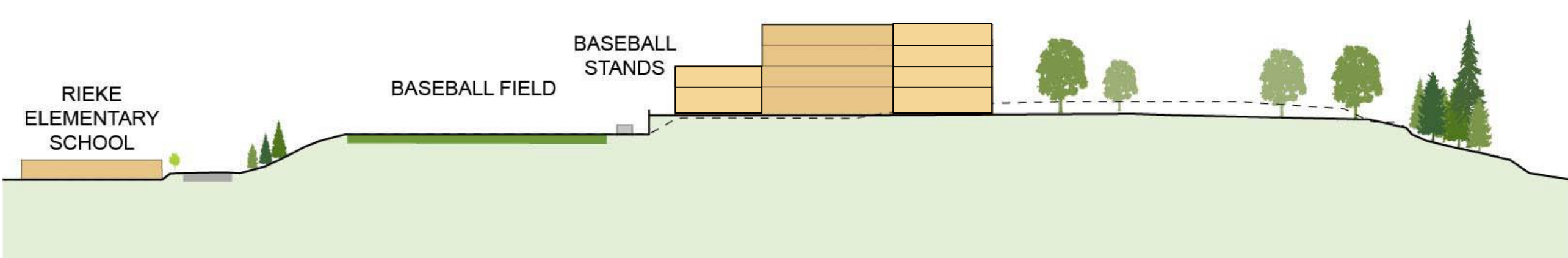
SCHEME 1 - "GATHER"



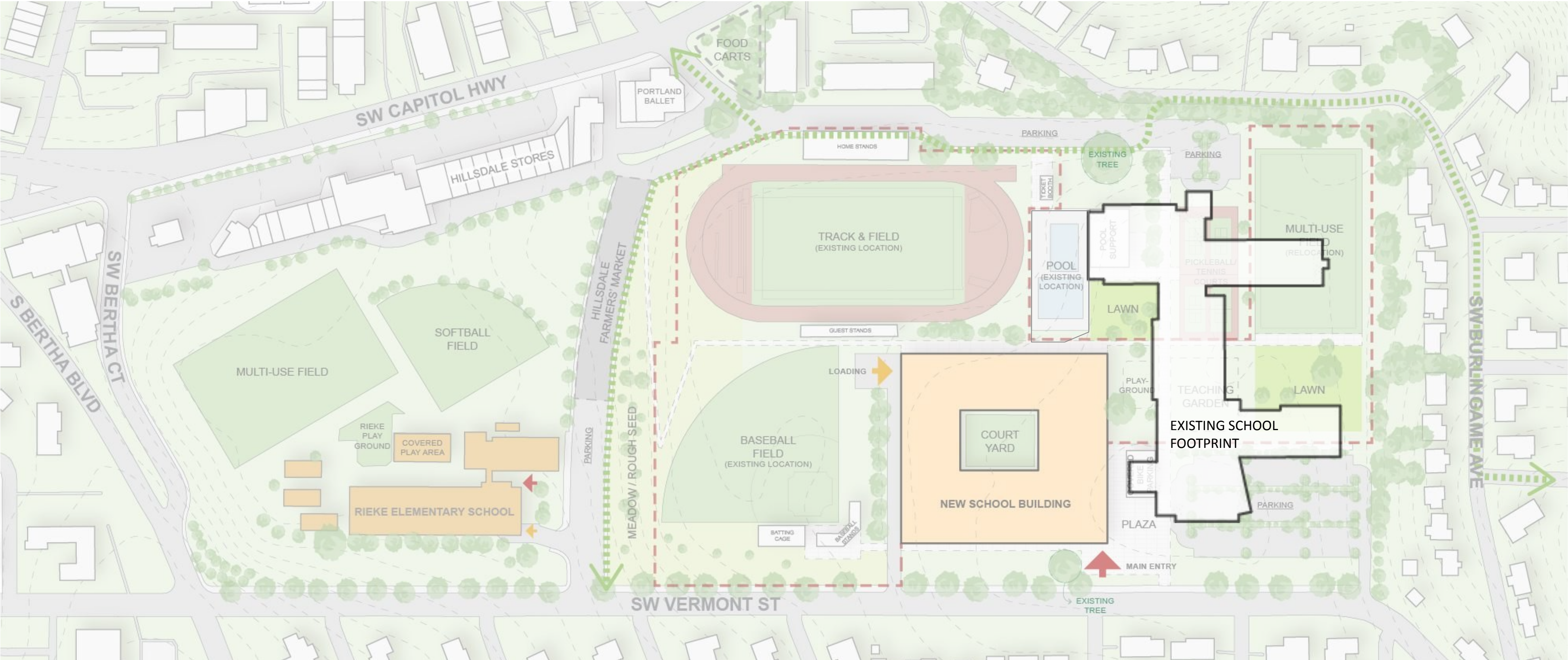
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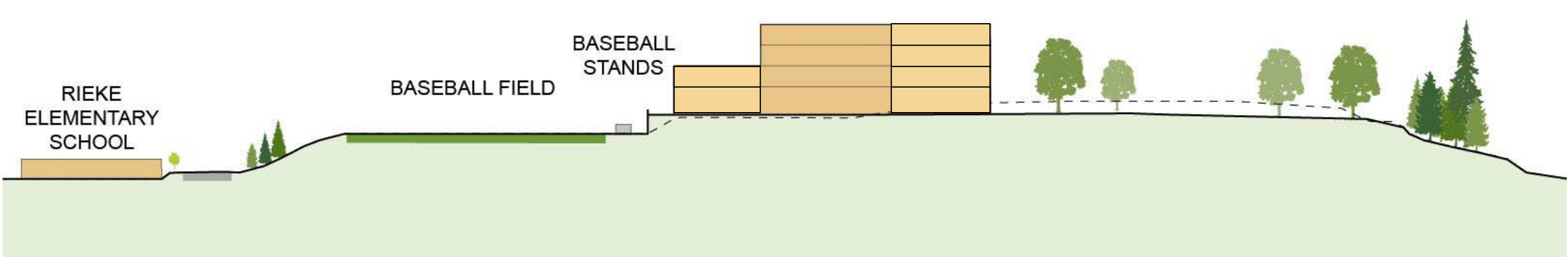
SW Trail



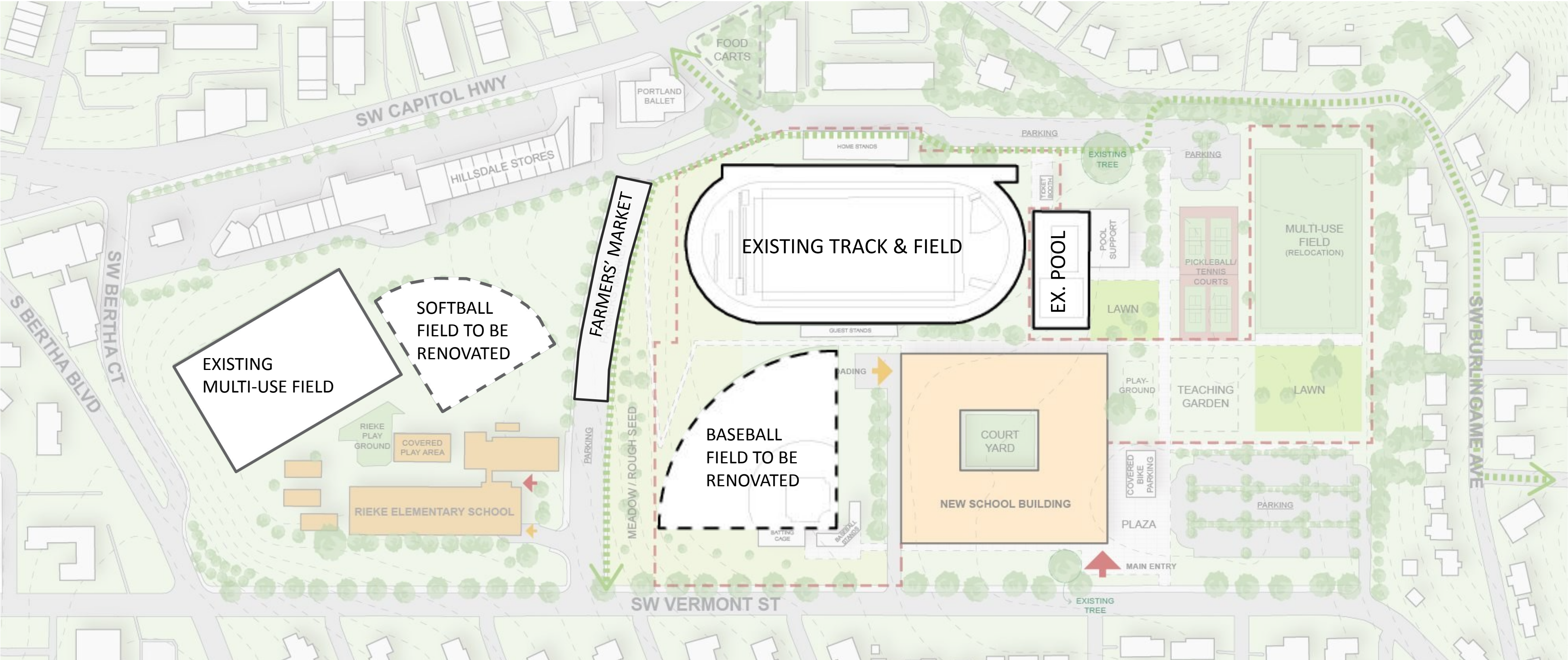
SCHEME 1 - "GATHER"



KEY:
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[Green dashed line with arrow] SW Trail



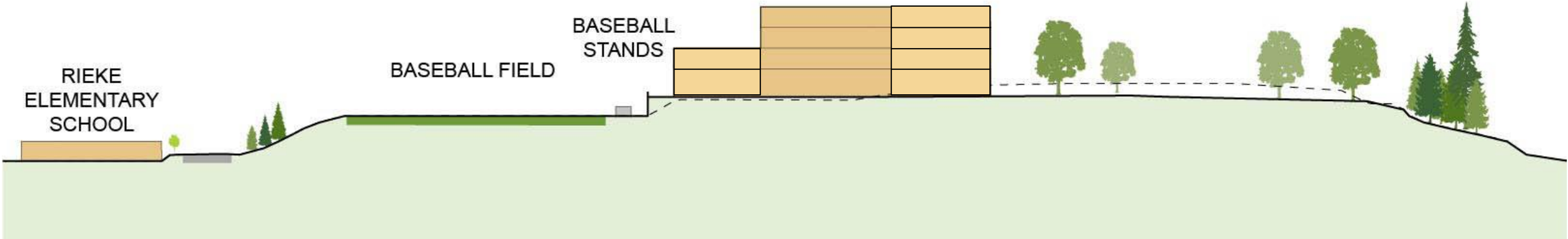
SCHEME 1 - "GATHER"



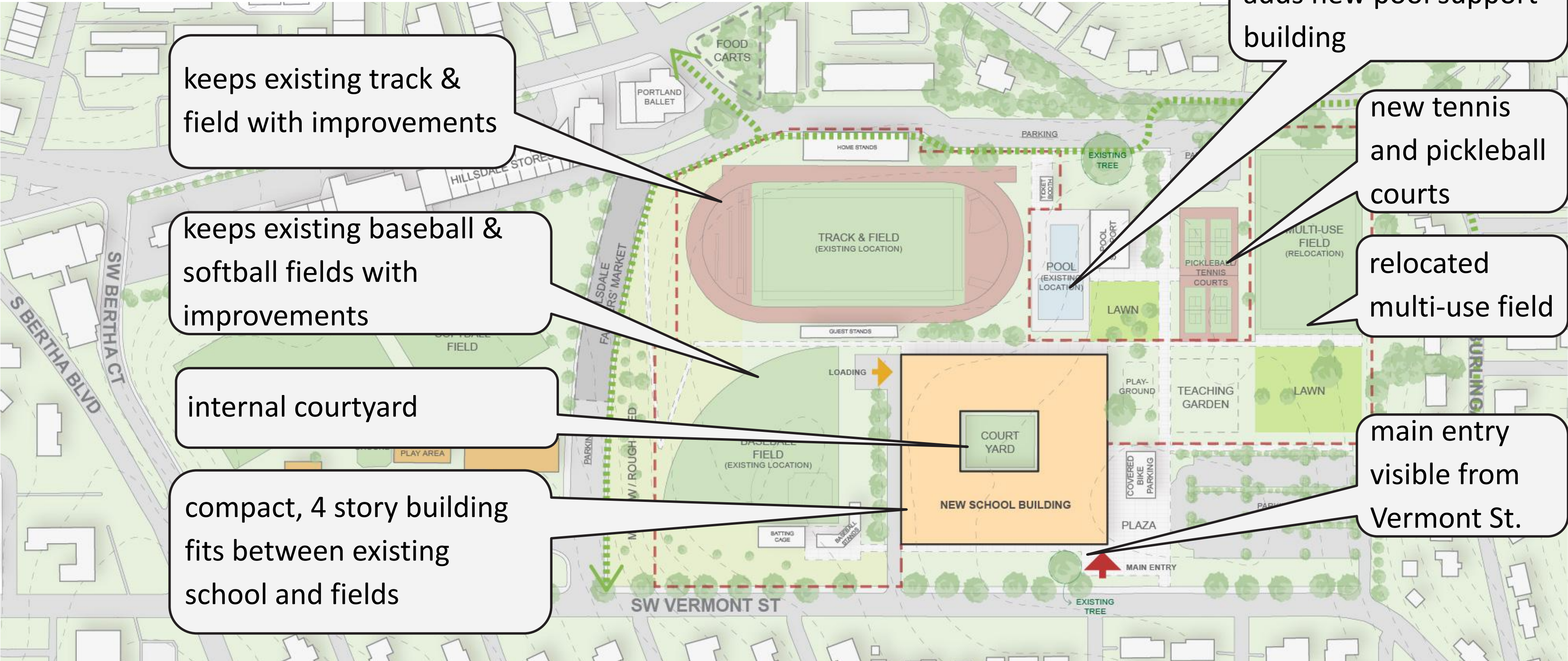
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 SW Trail

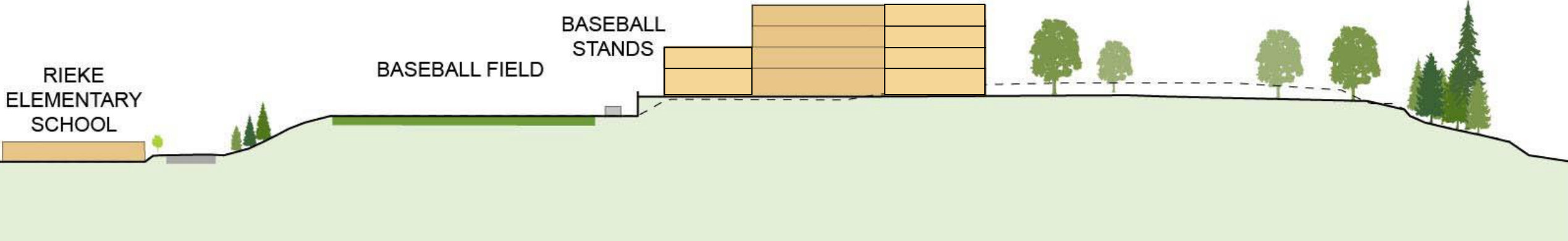


SCHEME 1 - "GATHER"

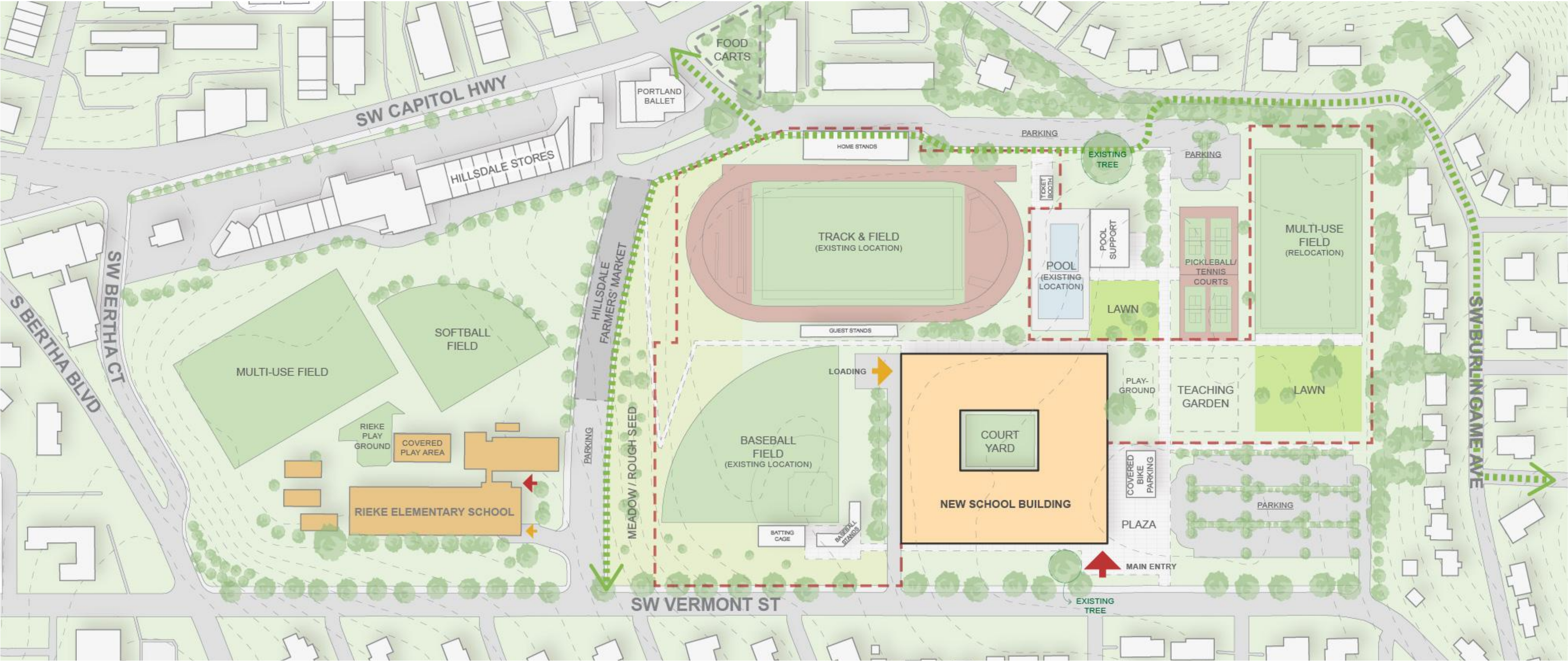


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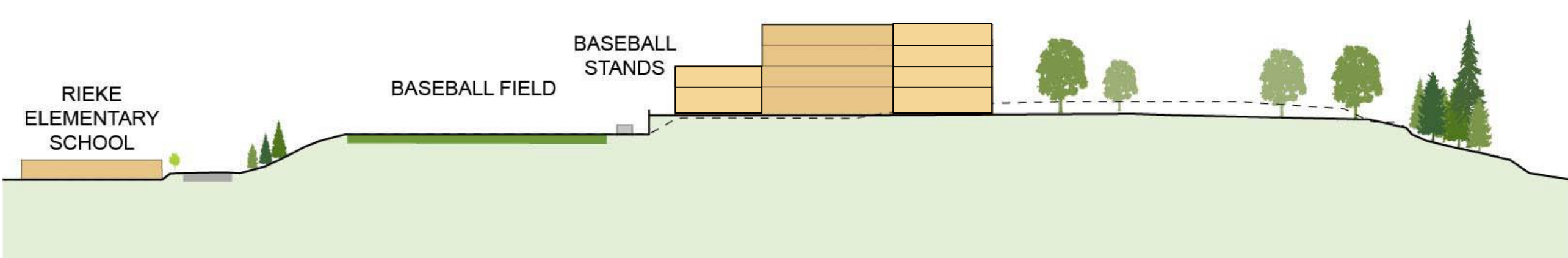
- Securable Perimeter
- SW Trail



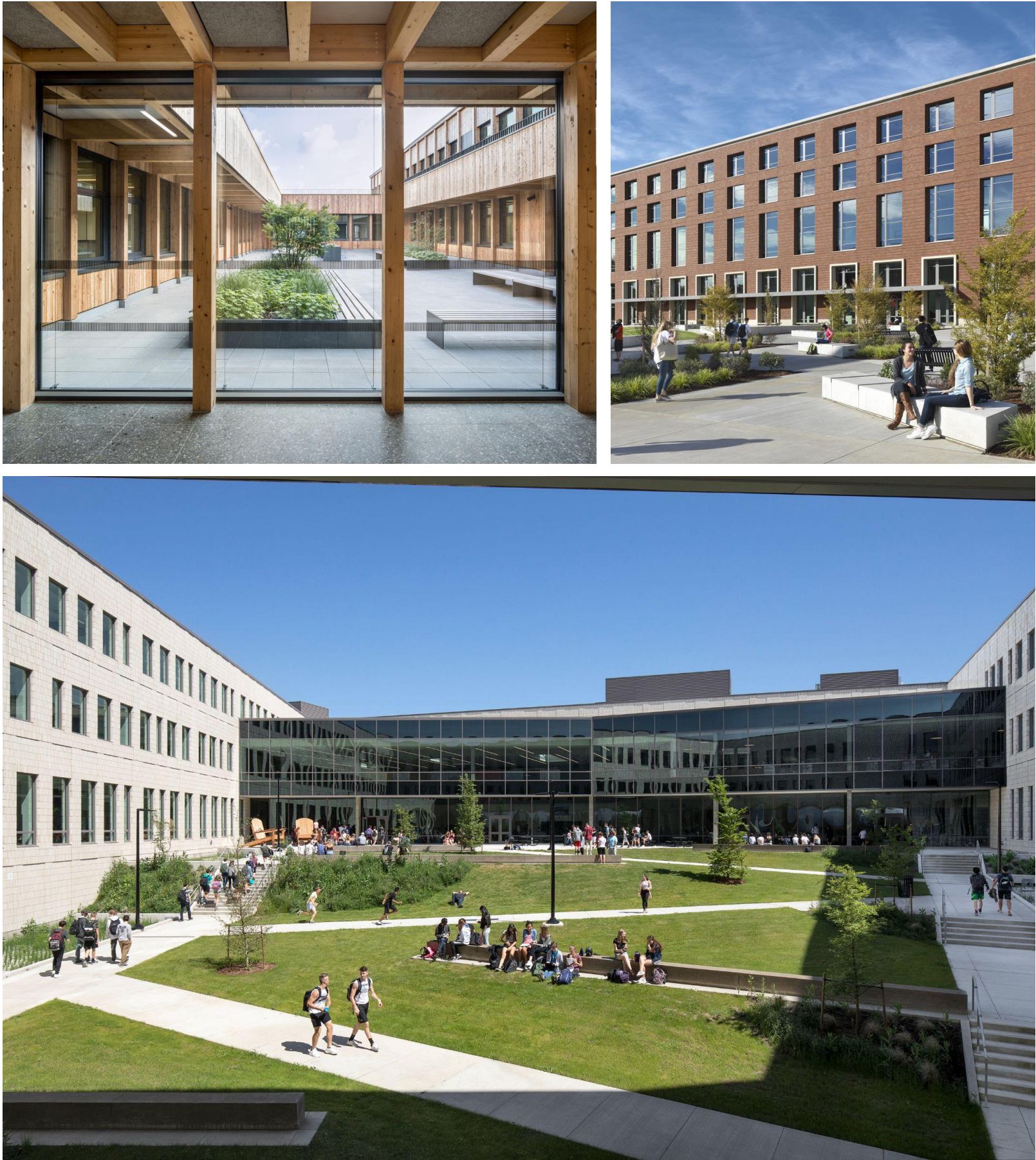
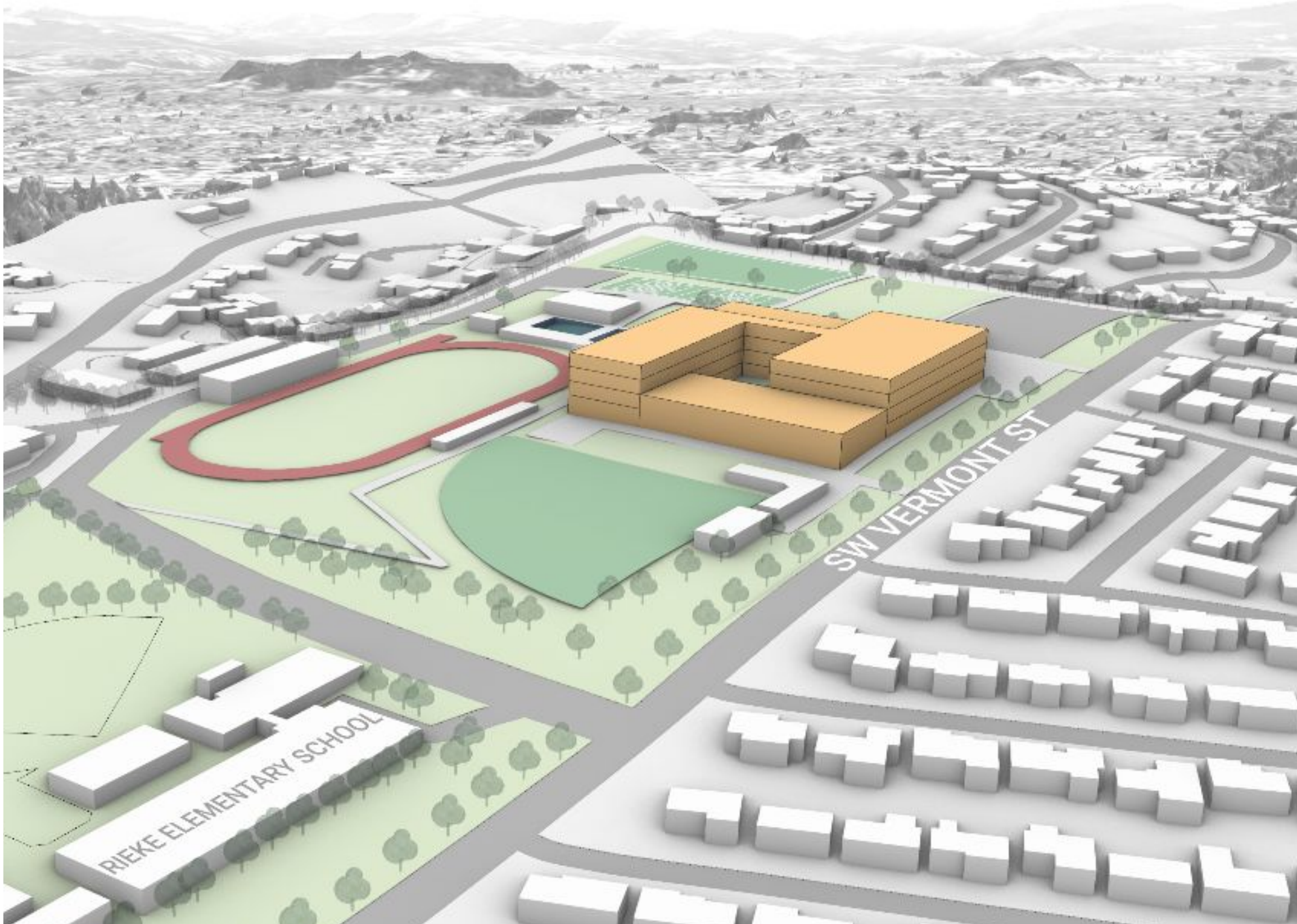
SCHEME 1 - "GATHER"



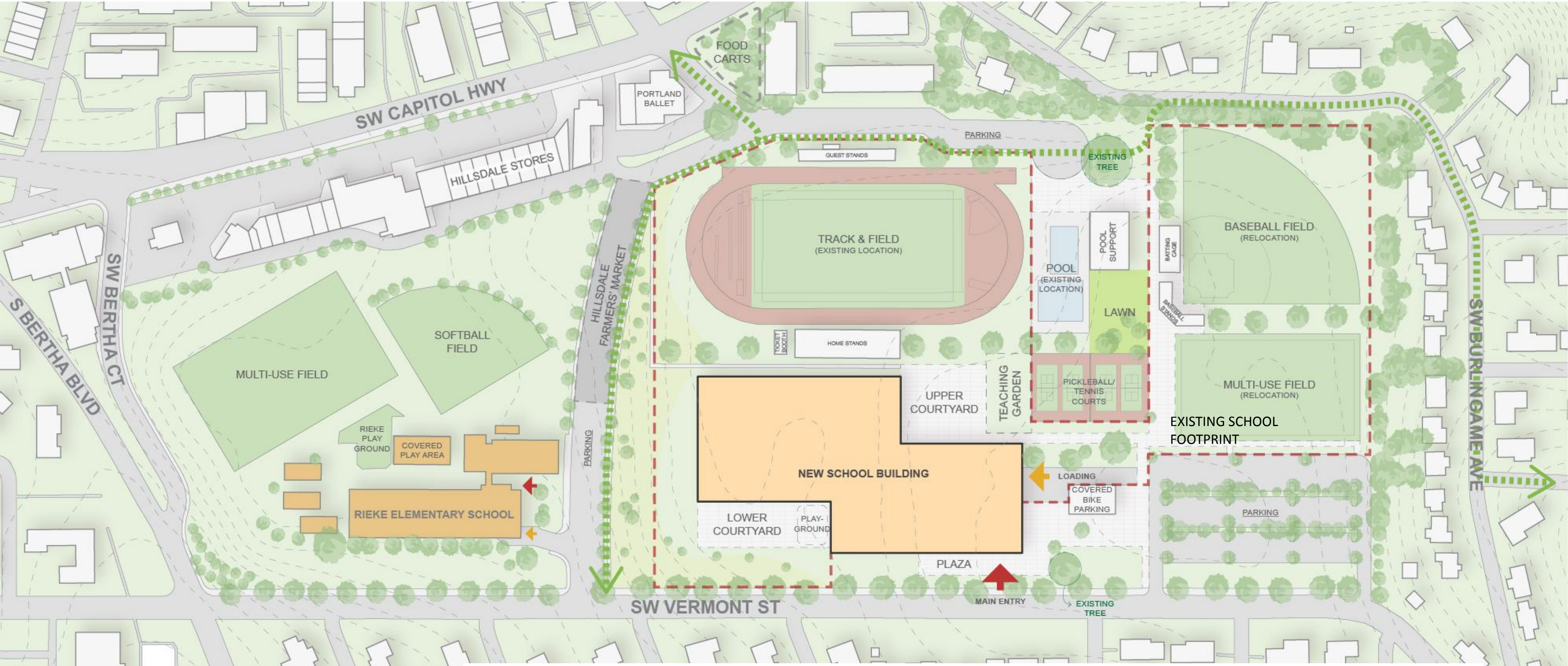
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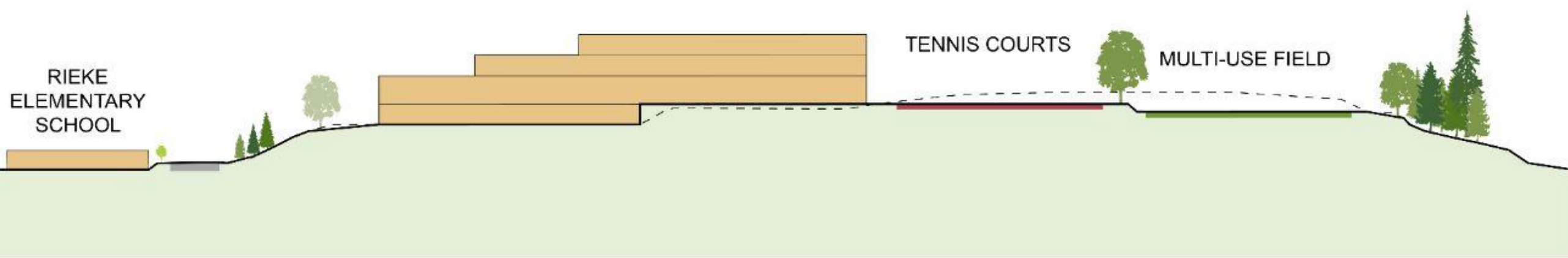
SCHEME 1 - "GATHER"



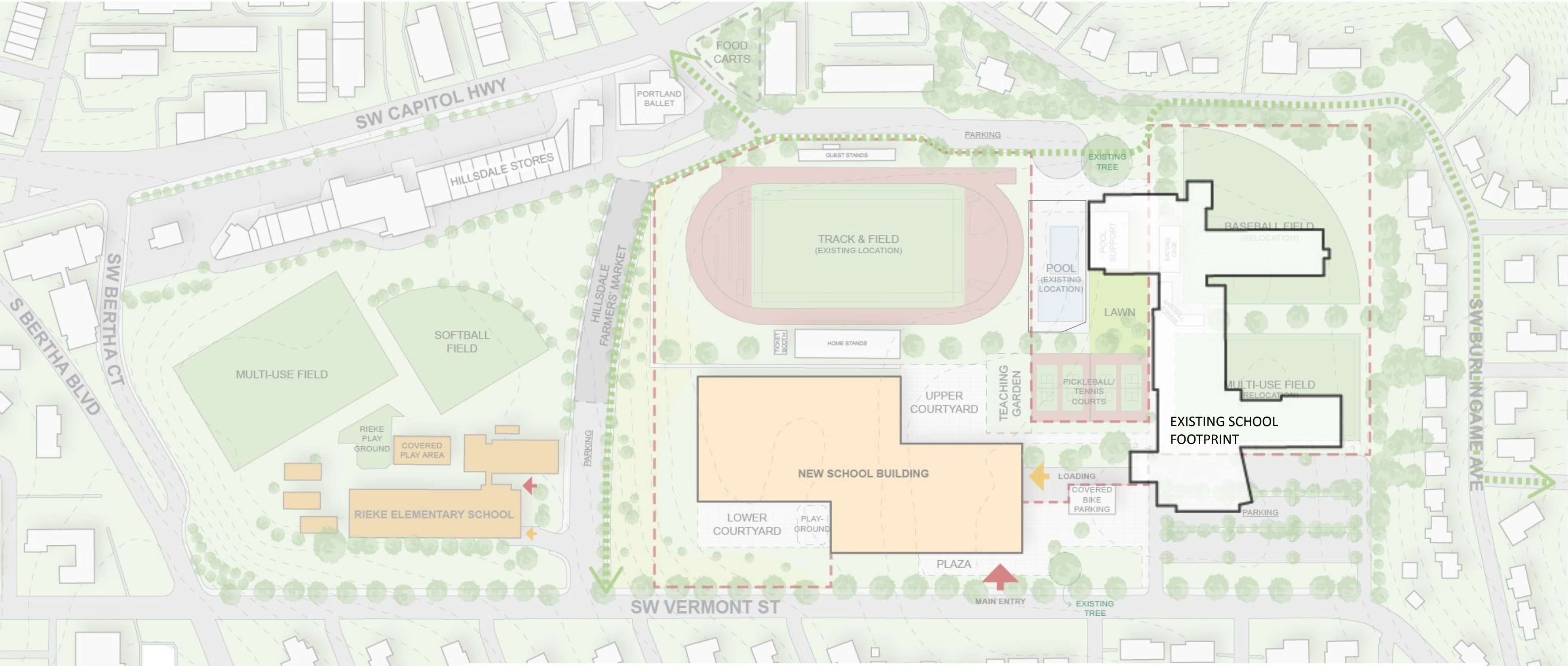
SCHEME 2 - "LIFT"



KEY:
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[Green Arrow] SW Trail



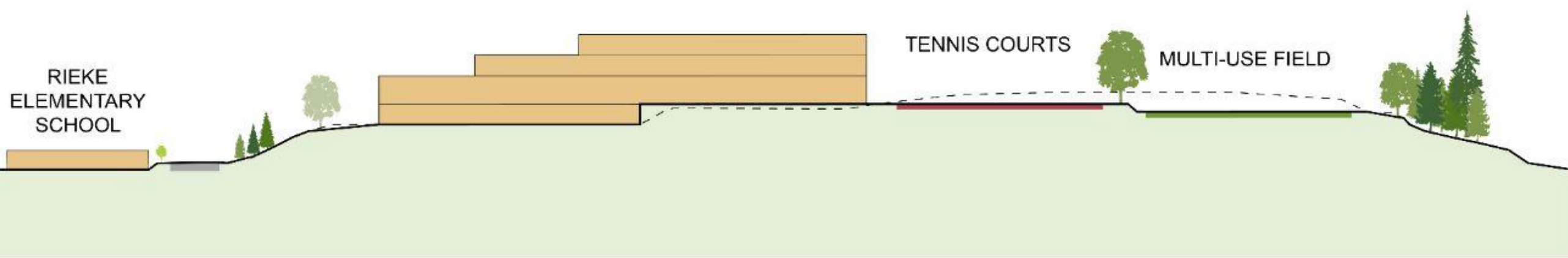
SCHEME 2 - "LIFT"



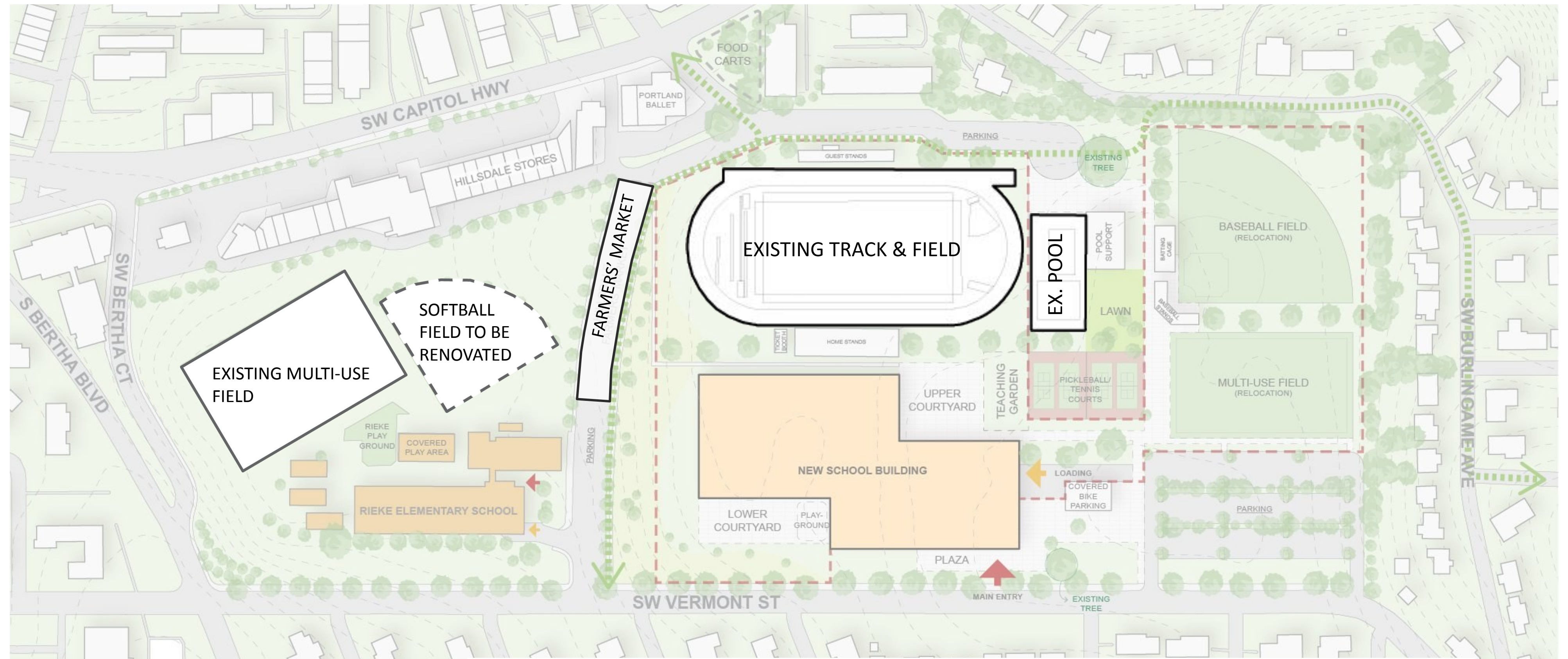
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Securable Perimeter

SW Trail



SCHEME 2 - "LIFT"



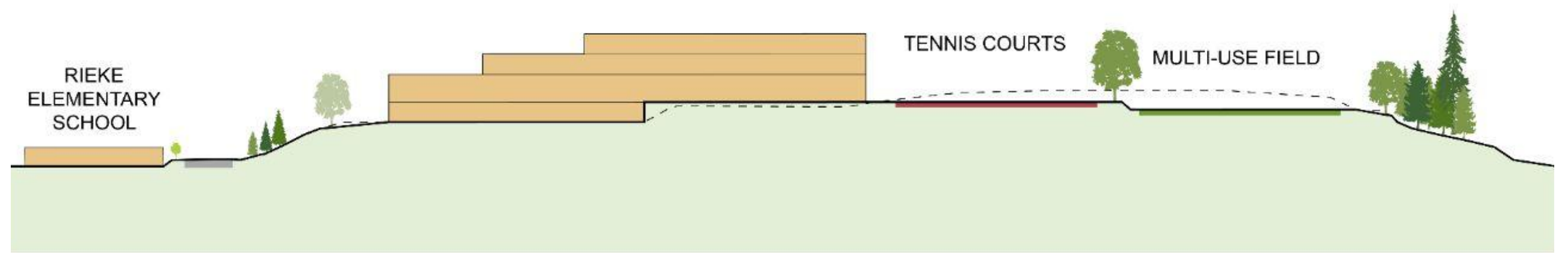
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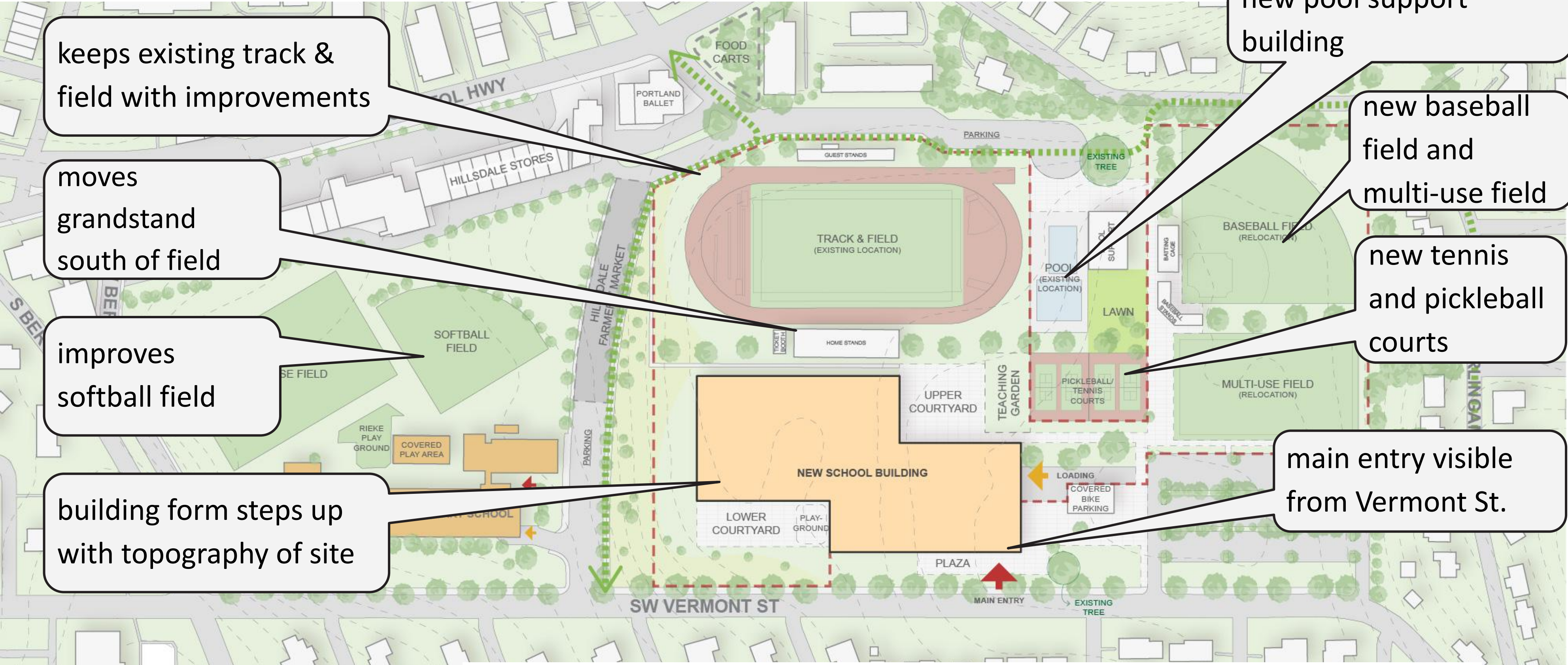
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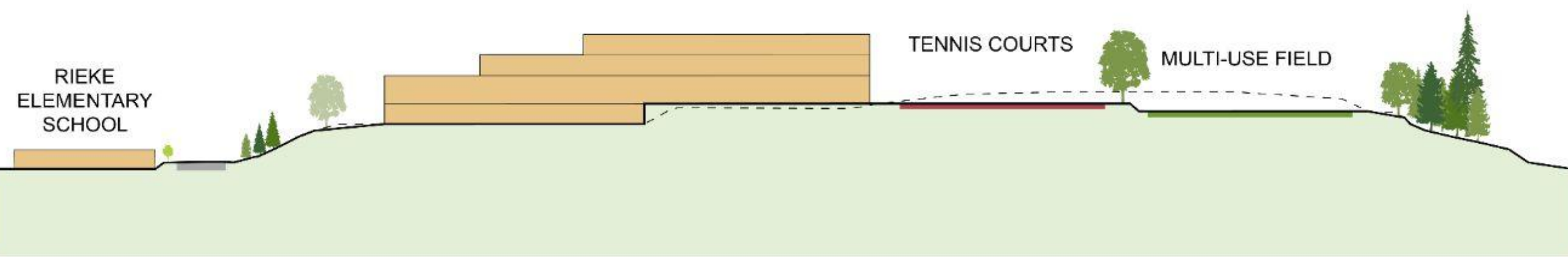
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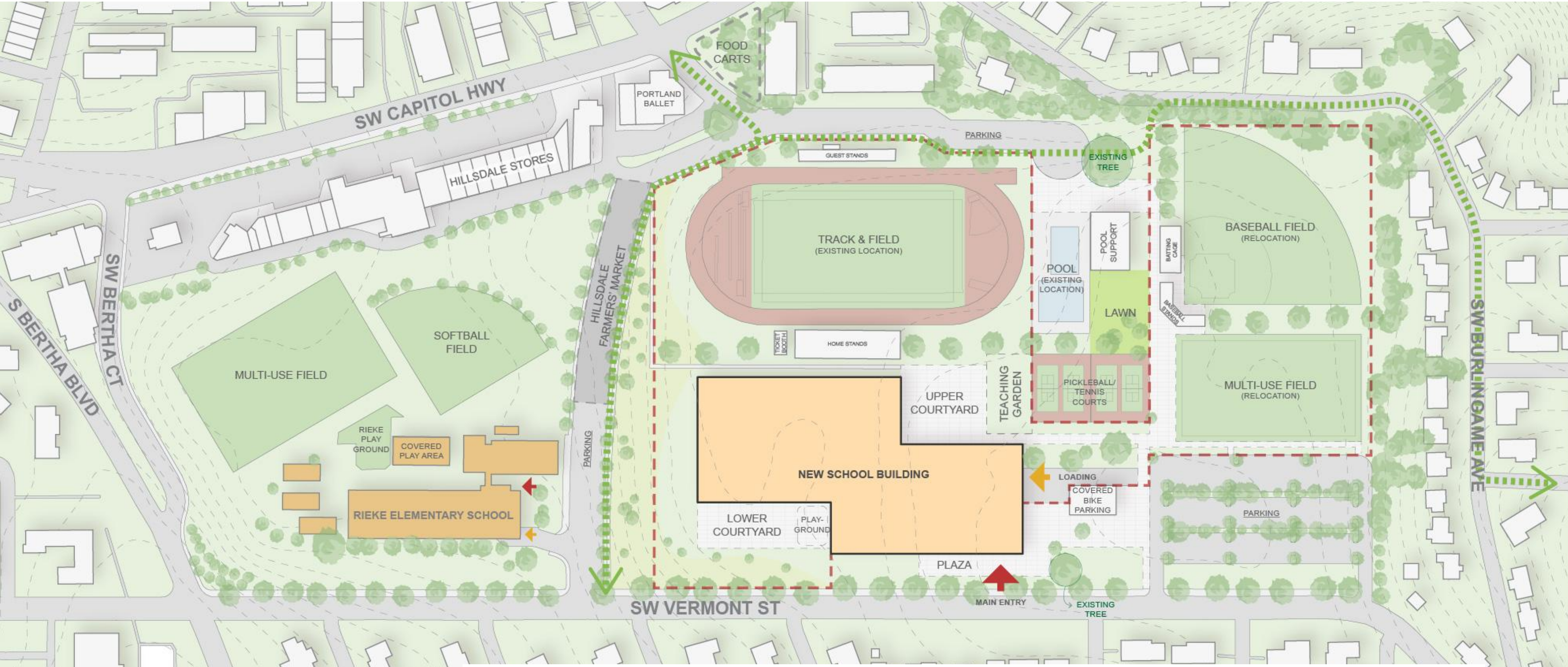
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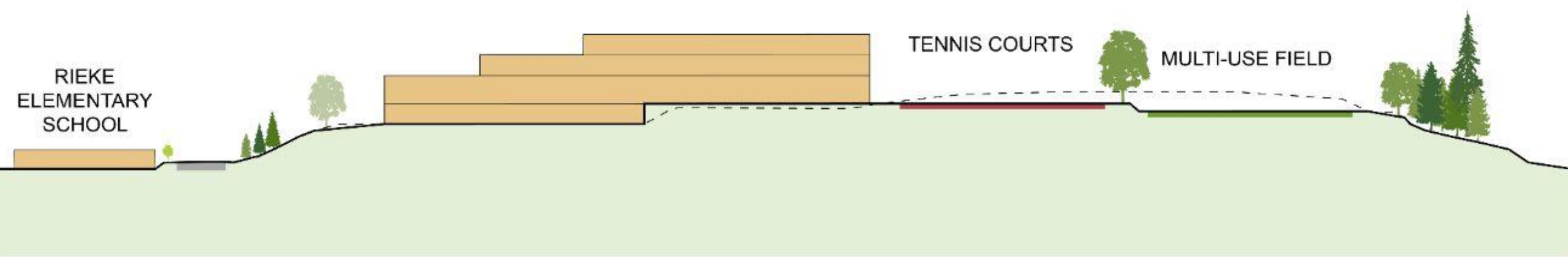
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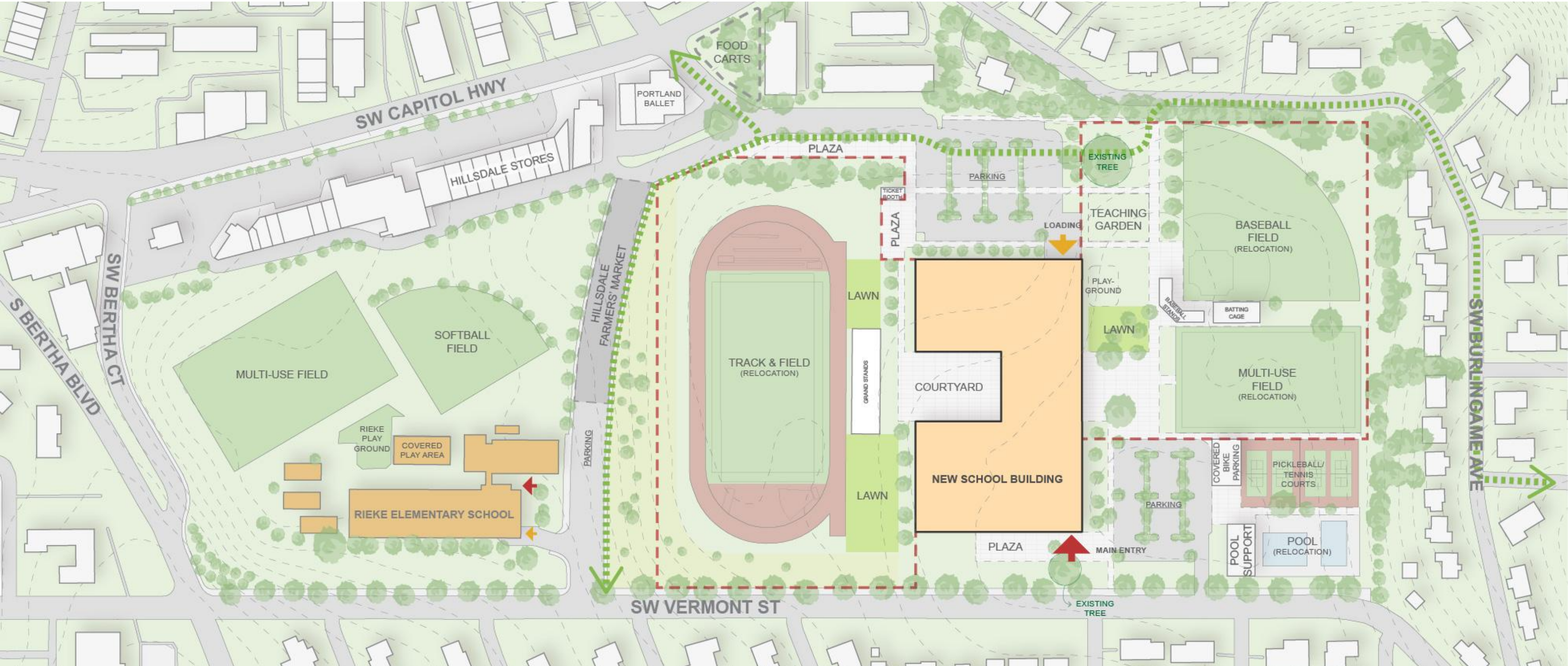
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SCHEME 2 - "LIFT"



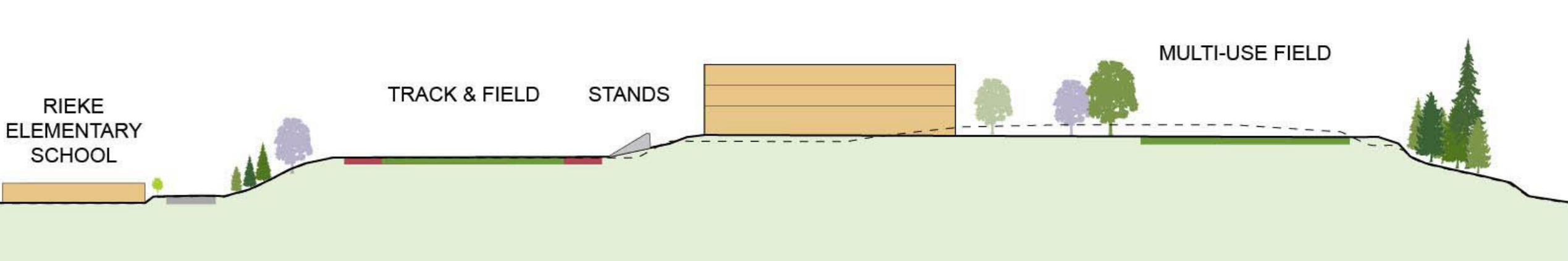
SCHEME 3 - "CONNECT"



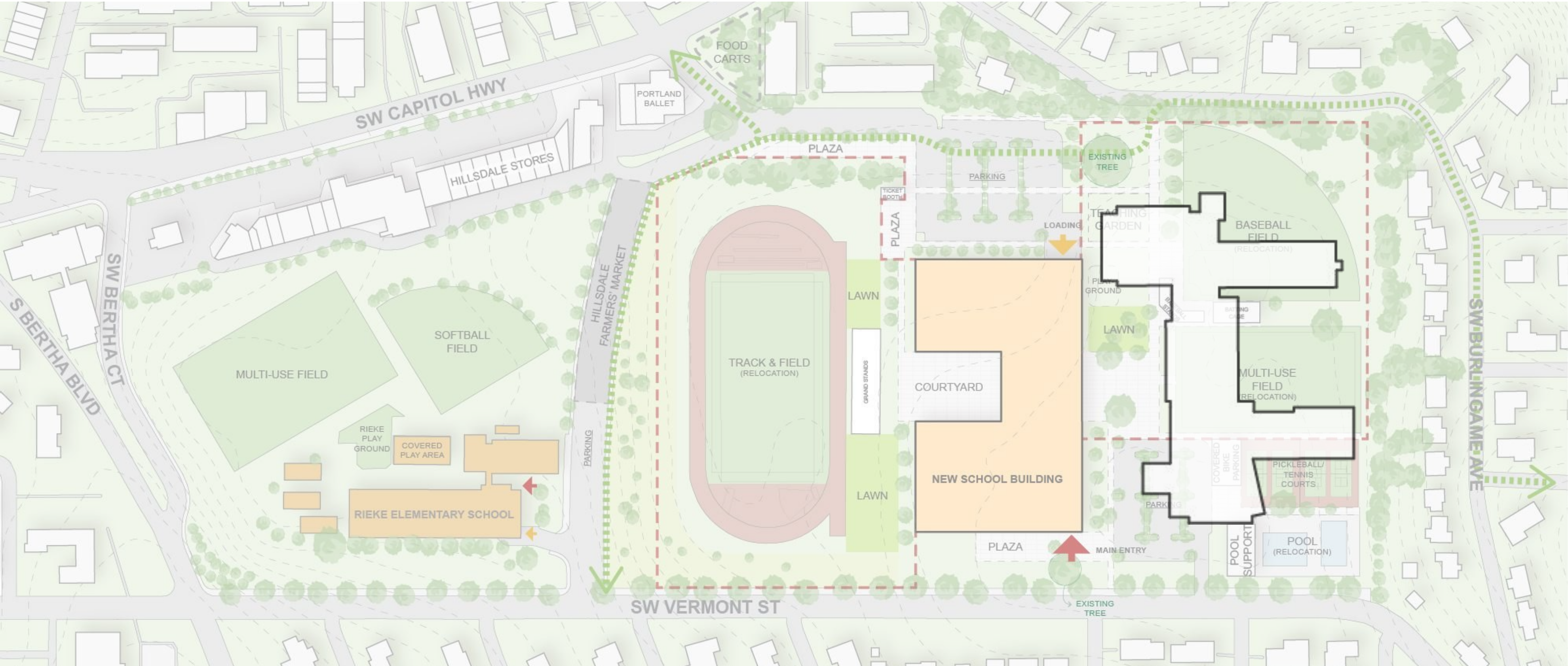
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SW Trail



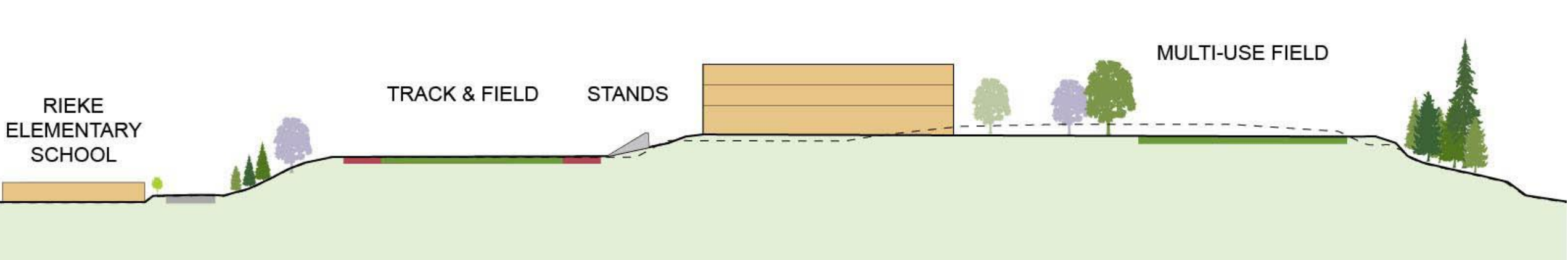
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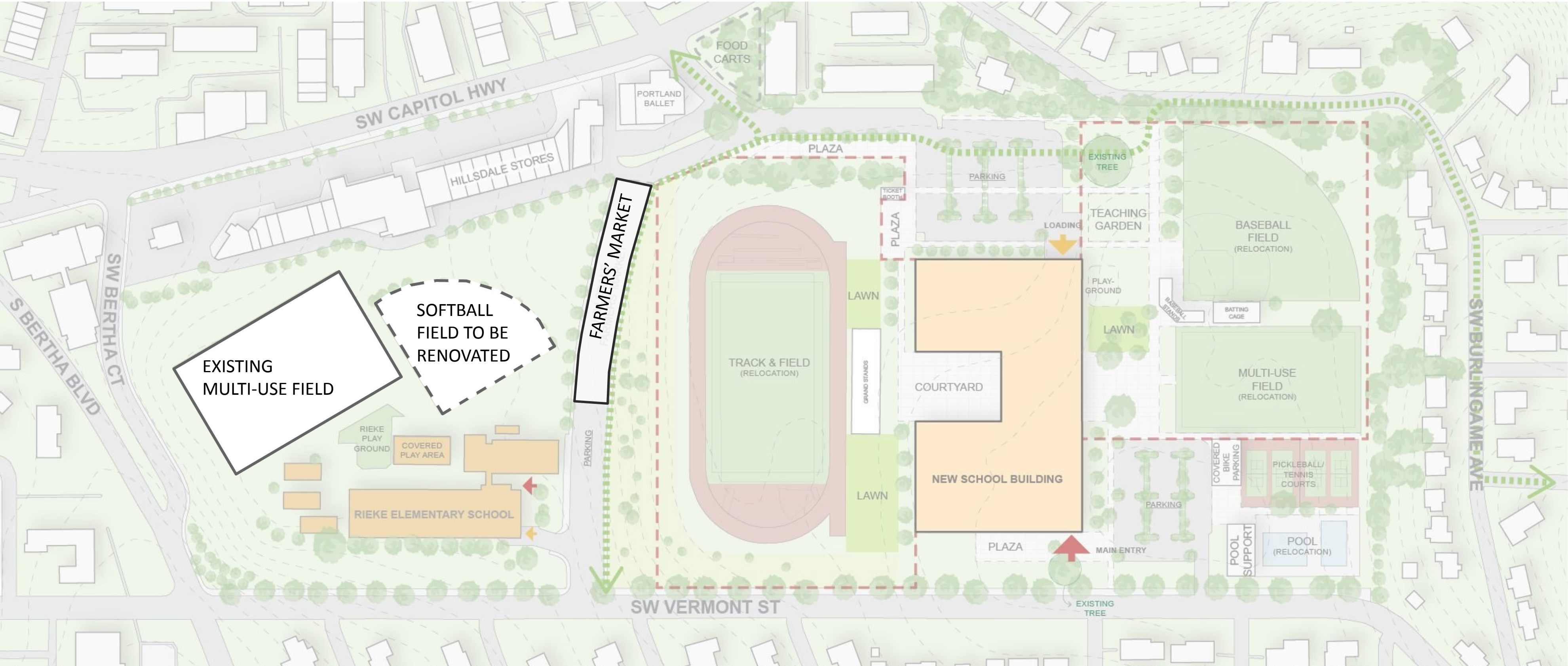
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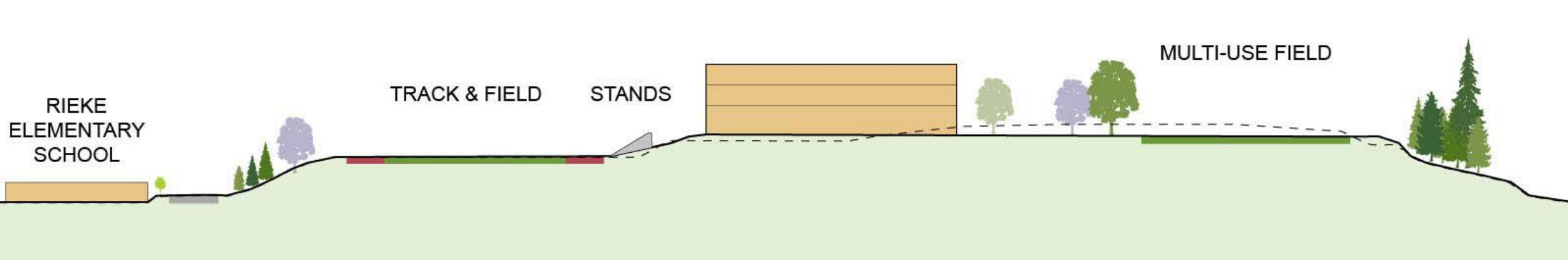
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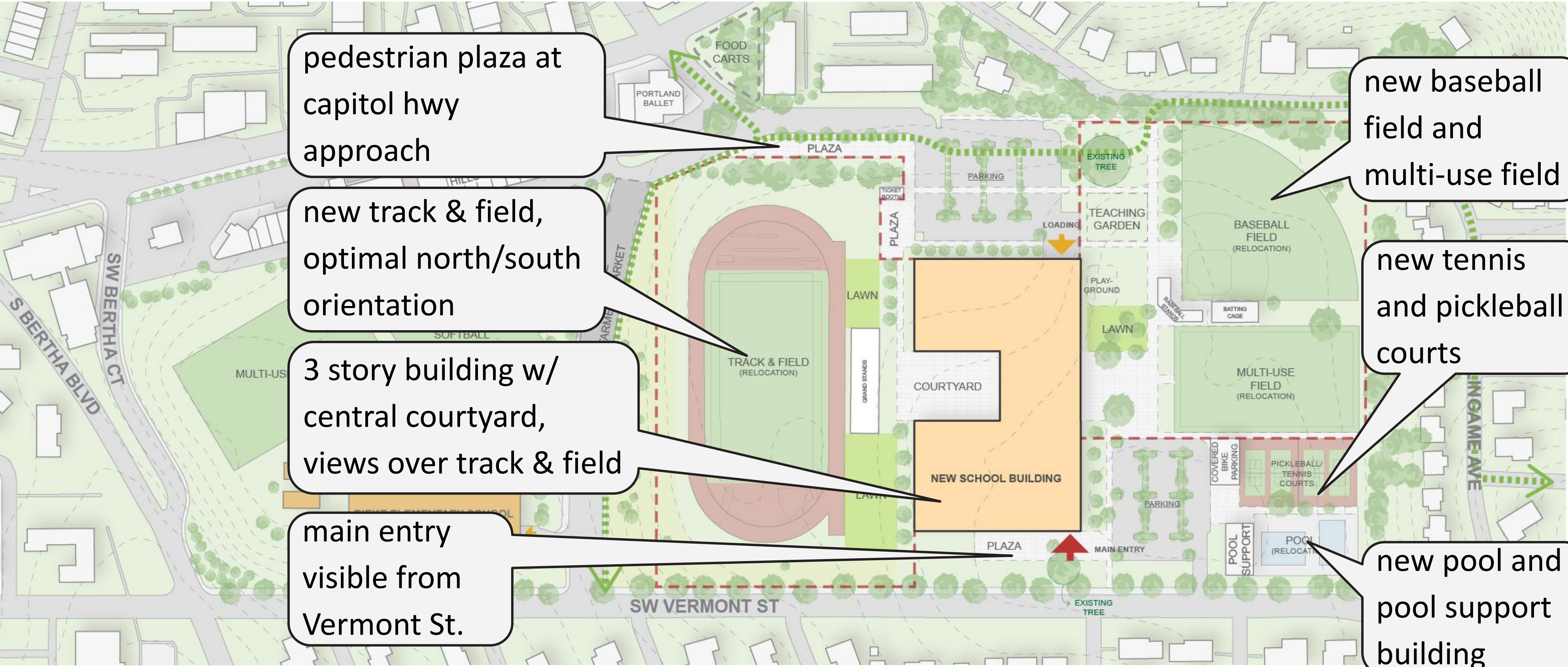
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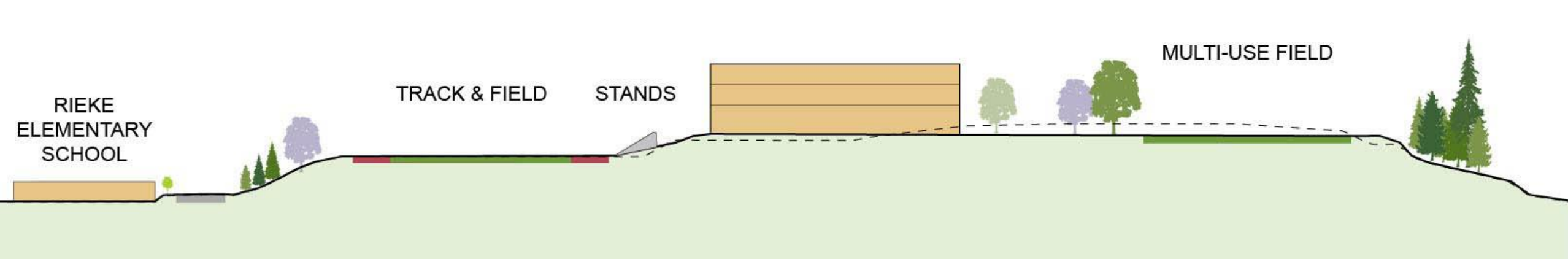
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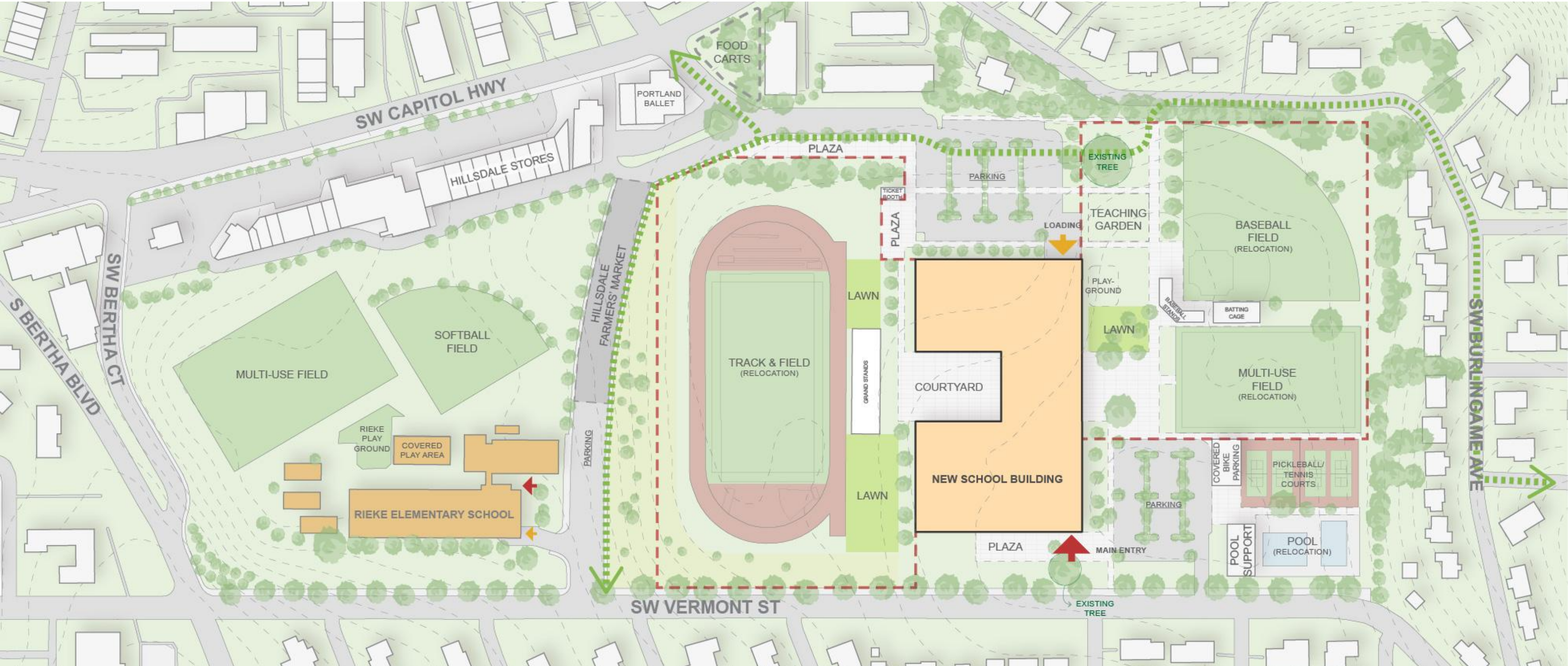
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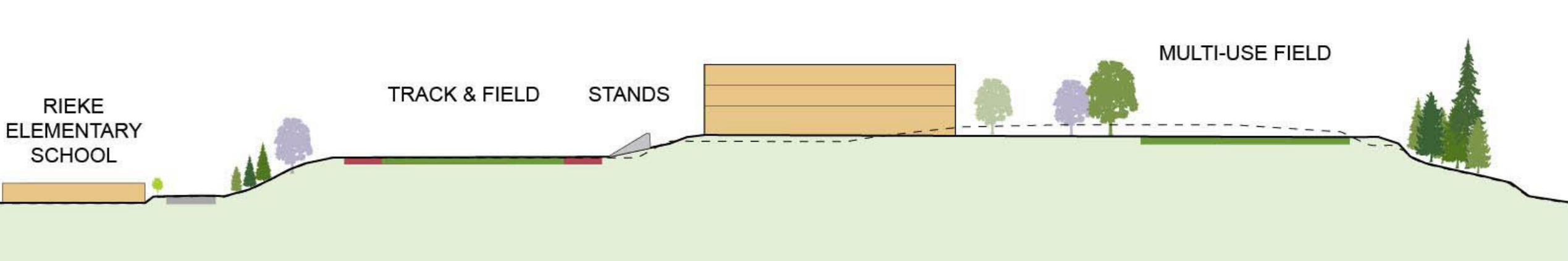
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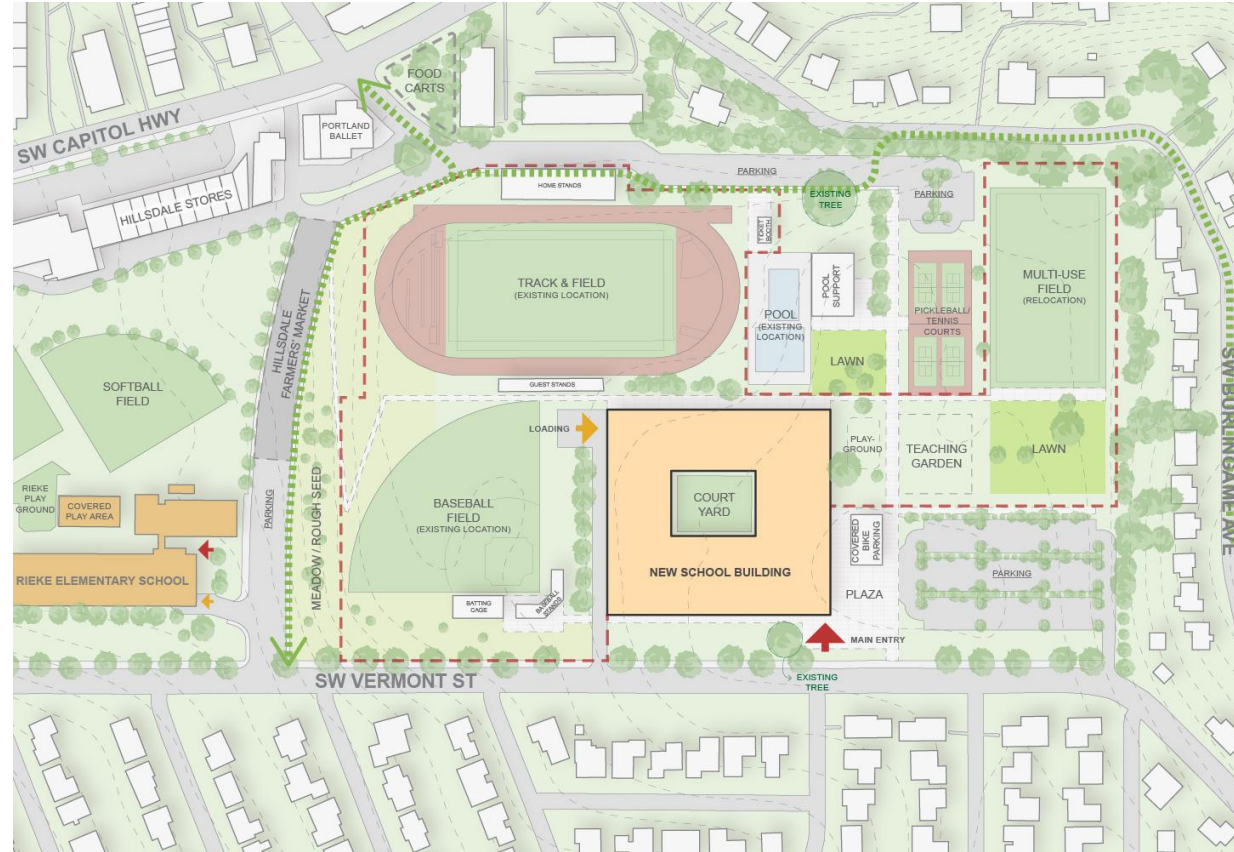


SCHEME 3 - "CONNECT"



SITE OPTIONS - SUMMARY

1 - GATHER



- option with least site work
- keeps existing track & field with improvements
- keeps existing baseball and softball fields with improvements
- keeps existing pool, adds new pool support building
- new tennis and pickleball courts
- relocated multi-use field
- compact, 4-story building fits between existing school and fields

2 - LIFT



- option with moderate site work
- keeps existing track & field with improvements
- keeps existing pool, adds new pool support building
- new tennis and pickleball courts
- new baseball field and multi-use field
- improved softball field
- building form “steps up” with topography of site; 3.5 stories

3 - CONNECT



- option with most site work
- new track & field moved to N-S position
- new pool and pool support building
- new tennis and pickleball courts
- new baseball and multi-use field
- improved softball field
- pedestrian plaza at Capitol Hwy approach
- 3-story building with central courtyard, views over track & field

Feedback Exercise



Self Reflection 00:10

For each site option, please write on post-it notes:

What are the trade-off / priorities?

What is successful?

What are some challenges?

Post Answers on Boards + Look at them 00:15

Summarize Comments + Themes 00:30

Review comments posted on each option

Discuss common themes and trade-offs

Next Steps



NEXT STEPS

Community Workshop: Sunday 1/21, 1-3pm

- this will **narrow down** site options considering feedback
- first draft of **Guiding Principles** and **Project Vision**
- first draft of a **rough costs**

Community Engagement Activities

- listening sessions
- surveys
- office hours

Questions?
THANK YOU



Additional Feedback?

Website: pps.net/IdaBWellsBond

Email: WellsBond@pps.net