

# BORA



## Ida B. Wells HS Modernization Design Advisory Group Meeting #1

May 20, 2024

## MEETING DETAILS

Location: Ida B Wells-Barnett High School, 1151 SW Vermont St, Portland, OR 97219

Date: Monday, May 20, 2024 from 6:00 PM - 8:00 PM

## PARTICIPANTS

### DESIGN ADVISORY GROUP (DAG) MEMBERS

Sara Bonn	Sebastian Evens
Jamie Miller	Britanie Crippen
Kristin Kolasinski	Zach Suchara
Michael Wallisch	Charles Radosta
Matthew Regonini	Nick Caldwell
Annaleah Wonder	Lisa VanNatta
Scott Burns	Lacey Waldon
Kelly Milford	Andy Lesch
Hillary Brown	Sonya Bastendorff
Lauren Marx	Angie Amato
Danny Bradach	Niko Bisque
Erica Kibbee	Duncan Bradford
Jason Guchereau	LeeAnne Brogowski
Tori Halligan	Alex Hagen
Filip Hristic	Amanda Brohman
Jane Eichenberger	Rachele Harless
Marie Pearson	Erica Caldwell
Robert Allen	Winston Rivas
Garland Kirts	Ayesha Coning

### DESIGN TEAM

Stefee Knudsen, Bora  
Amy Donohue, Bora  
Amy Running, Bora  
Amelie Reynaud, Bora  
Abigail Strong, Bora  
Rhonda Teeny, After Bruce  
Thy Daniels, After Bruce

### PORTLAND PUBLIC SCHOOLS

Donna Bezio  
Rolando Aquilizan  
Erik Gerding

### AGENDA

- Overview + Introduction** 00:10
- PPS Code of Conduct Review:** 00:10
- Community Agreements** 00:15
- Co-chair Responsibilities & Selection Process** 00:15
- Process Overview & DAG responsibilities** 00:20
- Community Engagement Process** 00:10
- Comprehensive Planning & Site Design Direction Summary** 00:15
- Close + Next Steps** 00:10





# Introduction

## OVERVIEW + INTRODUCTION

- Donna Bezio welcomed the CPC group, thanking folks for being present
- Quick survey of attendance:
  - IBW Staff - 14+
  - Teachers from other schools - 2
  - Current, past or future Parents - 25+
  - Current Students - 5
  - Alumni - 3

## PPS CODE OF CONDUCT REVIEW & RESPONSIBILITIES

- The code of conduct was sent out ahead of the meeting.
- Donna shared various points about the process:
  - DAG members must attend meetings as much as possible.
  - If you cannot attend, let Donna (point of contact) know ahead of time.
  - Must let her know in writing if you decide to leave the DAG.
  - If members miss more than two meetings without excuse, they can be removed.
- It is the expectation that members of the DAG abide by the code of conduct, previously shared out
  - This includes attending other events besides the DAG (ex: public open houses) and bringing your friends and family to those events.
  - The school will be closed for cleaning over the summer, so meetings/events will be held elsewhere.
- For those who represent other groups, we expect that you are taking information and questions out to those groups and soliciting feedback to bring back to the DAG meetings, PPS, and the design team.
- Business-owner members are able to send a delegate in their place if they can't make a meeting, so long as PPS staff are informed ahead of time.
- The Chair position will be a (2) Co-Chairs, so there is always coverage at meetings.
  - PPS staff/employees cannot be a Co-Chair
- Stefee shared a reminder regarding the role of the DAG: The DAG does not make decisions, but provides an advisory role
  - There is a path for general public comment for those outside this group.
- Info will be posted on website and will be kept up to date.



# Community Agreements

Donna and Rhonda/After Bruce shared out the concept that the DAG committee would be creating together our own set of rules of how the DAG would like to behave as a group and how we participate. How we are going to work together as a team.

## WHAT ARE COMMUNITY AGREEMENTS?

- Offer participants time to establish our rules, will give some time to think about this and will touch back on this at the next meeting. Will guide how we want to treat each other. Respectful equitable conversations.
- Shared examples:
  - Reflect on implicit or unconscious bias
    - Noted that we don't all always know what we don't know.
  - Trust in and speak to your own experience while recognize the value of other lived experiences
    - Noted that individuals are the expert of your own experience.
  - Speak to connect, be curious, or seek deeper understanding — not to argue or fill the silence
  - Assume good intentions while understanding the difference between intent and impact, and tending to harm when it is caused, unintentionally or not
  - Work on understanding power dynamics we individually bring into the room, such as role, title, race, gender, etc, and how that can impact relational dynamics
  - Individually recognize your own current access and privilege
- Stefee shared the example of Bora's community agreements:

## POTENTIAL AGREEMENTS SHARED BY COMMUNITY MEMBERS

- Treat each other with kindness
- Valuing others opinions
- Give the benefit of the doubt
- Student first thinking
- We can't all get what we want
- Assume positive intent
- Approach with inquiry
- Be open to feedback
- Take space, make space - if you an early talker step back, if you are more reserved step up
- Disagree with kindness - dig deeper into areas
- Two people who disagree can both be right
- Keep an open minded, don't be closed to new ideas. Question your assumptions
- Invite people from a diverse back grounds to participate
- Embrace Diversity





Process Overview & DAG Responsibilities

WHAT IS A MODERNIZATION

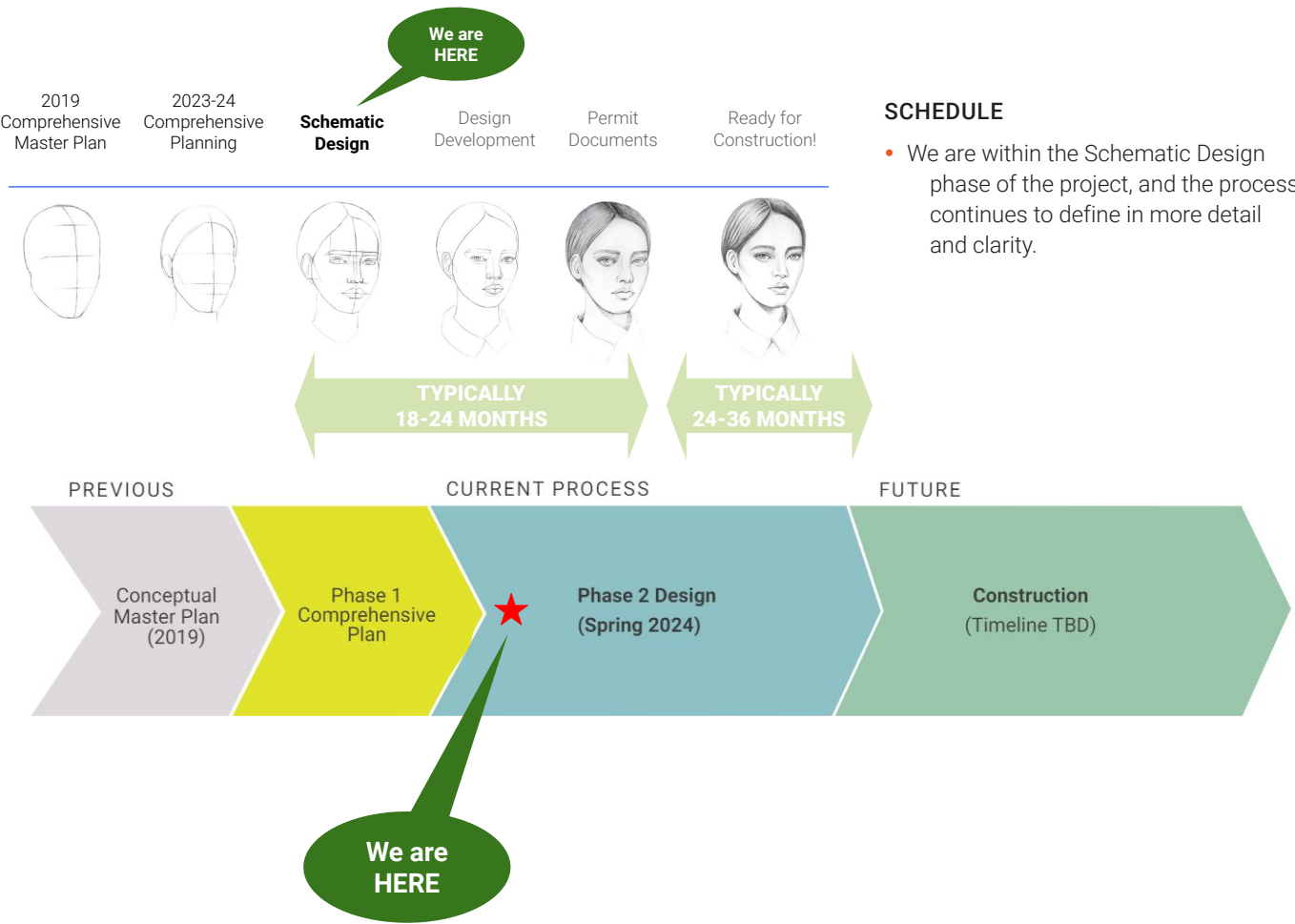
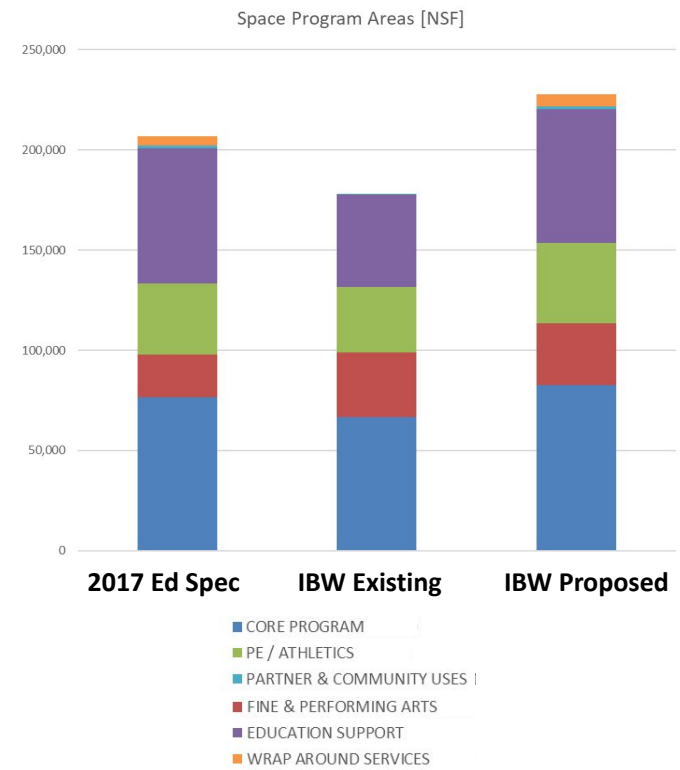
- IBW will be new construction (like Lincoln HS)
  - Existing building will remain in use until new building is complete to allow students to stay on campus during construction.
- Updated heating/cooling systems
- Seismic upgrades + code required seismic design
- Technology upgrades
- Improved safety considerations
- New furniture and equipment throughout
- Mechanical, electrical and plumbing systems upgrades
- Lighting Improvements for energy efficiency and longevity
- Upgrade athletic facilities
- All fields, except the multi-use field on the other side of Rieke will be replaced.
- All schools are using the same program elements but each school has some level of variation, like a cake that add flavor or taste.
  - The Ed spec space square footage is larger than the current building. The IBW program is larger than the ed spec.
  - Unique Programs at IBW: 14 dedicated CTE/Pathways Classrooms, including:
    - Wood & Metals
    - Engineering & Robotics
    - Screen Printing
    - Sound Engineering
  - Right-sized spaces based on lessons learned from other PPS modernized high schools, including:
    - Larger Gym
    - More Team Rooms
    - Dedicated Departmental Collaboration Spaces
- Spaces reflecting PPS Climate Crisis Response Policy & Resiliency goals, including:
  - Spaces for electrified versus fossil fuel equipment
  - Storage for emergency supplies
  - Due to the all-electric building.
  - PPS is making sure there is some level of resiliency support spaces to support the community in the event of an emergency

DAG PROCESS (STEFEE KNUDSEN, BORA)

- Understand **constraints and opportunities**
- Understand the main **values and goals** that make this project special
- Advise on **design options** for the building and site
- Provide input on the **design character** of the building and site
- Act as **ambassadors** to your community

PROJECT PHASES

- Conceptual Design/ Comprehensive Planning
  - Macro level - where on the site, basic attributes, program spaces and key relationships. A very high level.
- Schematic Design (SD)
  - Macro level - layout of the building, infrastructure needs, structure & mechanical systems, Initial exterior facades & character of some of the main interior spaces.
- Design Development (DD)
  - Further define the layout, finishes and character of the spaces.
- Construction Documents (CD)
  - We may have little for the DAG in CD's with the exception of Experiential Graphics



## Community Engagement Process

### GROUPS INVOLVED:

- Key stakeholders: (see diagram)
- PPS Stakeholders
- Public Engagement
- Regulatory Agencies
- IBW Stakeholders

### COMMUNITY ENGAGEMENT CONSULTANT, AFTER BRUCE'S, APPROACH:

- Centering the systemically under-served communities
- Focused "lived experiences" of a people in the community
- Iterative Engagement Design - teamwork, partnership and feedback loop

### STAKEHOLDER INTERVIEWS THAT HAVE ALREADY OCCURRED:

- Principal
- School Psychologist
- Muslim Parent of IBW Student
- School Social Worker
- Special Education Lead

### LISTENING SESSIONS HAVE STARTED AND ARE IN PROGRESS:

- Advisors to student affinity groups
- Special Education staff
- Muslim & Arab students
- Immigrant & refugee community members
- Students leaders & members of affinity groups
- Disability Community served by IBWHS
- Students in Special Education
- Teacher-supported session with nonverbal and medically fragile students in Special Education
- Somali language facilitated Listening Session
- Students and families of color
- Teachers and staff of color

### SESSIONS THAT HAVE ALREADY OCCURRED:

- SPED students
- Immigrant & refugee community members including a Somali interpreter to support the entire meeting.
- Goal is to vary format and supports to help meet people where they are at and remove barriers for participation.

### KEY MESSAGES/THEMES:

- By helping the most impacted can lead to solutions with universal resonance
  - Sign example for low vision students, where larger text could help everyone.
- Dedicated space
  - Cultural space example, where a safe affinity space can help support students who feel marginalized.
- How a building affects culture and the entire journey
  - The journey cannot just be the route or path of movement, but also over time, for example the entire journey through high school from Freshman through Senior year.
- Safety looks different to communities marginalized by inequity.
  - Students walking around sharp corners and not being able to see around them may feel unsafe.

### QUESTIONS ABOUT COMMUNITY ENGAGEMENT

- Q: Have future students been reached out to?
  - A: Reaching out to middle school principals to get something out.

## Community-based Participatory Framework

## Establish a Shared Context

## Iterative Engagement Design

## Comprehensive Planning & Site Design Direction Summary

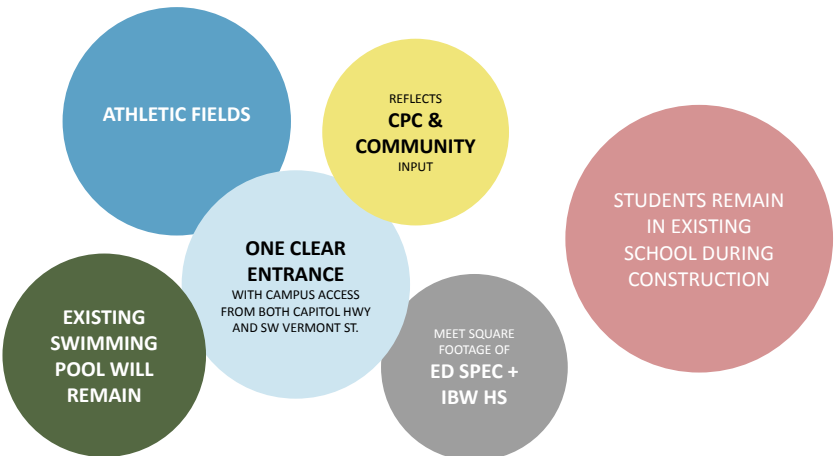
### VISION STATEMENT (AMY DONOHUE, BORA)

*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 campus 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.*

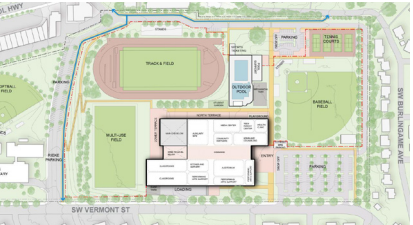
- Student success, health, climate & disability justice and inspired by its namesake
- How can this building embody "truth seeking"?
- Will come back with design options and will use this as a touch stone to weigh against to achieve these goals. Will expand upon is along the way as well.

### DESIGN DIRECTION

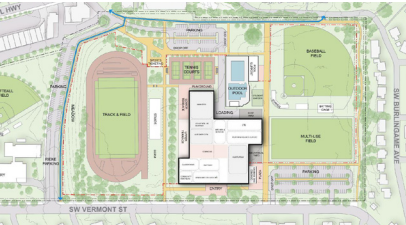
- Board approved on 5/7/2024 to move forward with Option 2
- Driving factors
  - Athletic fields
  - Existing swimming pool that will remain
  - One clear entrance
  - Students remaining in existing school during construction
  - Ed Spec + IBW HS
- Other factors
  - Significant Grade Change
- Process so far
  - Started the Comprehensive Planning process last October.
  - Started with three schemes
  - Refined to two schemes that were put in front of the board for the approval process.
  - Proposed scheme and site layout (Amelie Reynaud, Bora)
  - Reorient the track and field - better connection physically and visually to capital highway
  - A complete building, 4 stories, 315,000 SF, 4 quadrants with one focuses on Performing Arts and one that is Athletics focused with the remaining two with classroom bars.
  - Building is E-W and will allow for great views to the West and from all directions up in the building.
  - N/S pedestrian path through the site from Capitol to Vermont that leads to a main entrance that occurs on Vermont. Entrance is visible from Vermont Street.
  - Two parking lots at North and South, but not connected but may study in the future.
  - Organized around a main central commons, and more of a heart of the school and not just a cafeteria. A variety of types of space within them. Energetic heart of the building. Connect to an wet facing outdoor terrace.
  - Field improvements, only not improved is to the far west. New fields and tennis courts. Pool is remaining in the on site.
- Massing Views:
  - Beginning to think about solar orientation and general massing.
  - Making sure that the classrooms have the best view and least glare.



SCHEME 1



SCHEME 2





Questions

GENERAL QUESTIONS / COMMENTS / CONCERNS

- **Q: Have people gone back existing schools to understand what is working or not working at the other modernization?**
  - A: Yes, we are having many conversations that are ongoing to better understand what is working or not working at other schools. If you have thoughts about what is not working.
- **Q: What is the lifespan of the building and how are we accounting for the needs of a building in the future?**
  - A: Stefee - mid century schools are struggling as they were built for speed and not flexibility or durability. Looking at system thinking so there is long term flexibility with reconfiguration over time.
  - Examples of old warehouses, wood is actually very durable and the potential for it to be constructed in mass timber. It needs to be loved, cared for and maintained in the future.
- **Q: On the topic of restrooms, as a student hear a lot of issues around accessibility, and hard to get to?**
  - A: Will be digging into this topic, in the future.
- **Q: When will this be discussed?**
  - A: Will have plans next meeting, likely there will be more detail this Fall.
- **Comment:** Noted that the other high schools that other schools has included all user restrooms in the buildings. Locker rooms are also an area that we will look at other models that could reduce bullying. They are both expensive and not very flexible spaces.
- **Q: Have you talked to other schools about how maintenance has been at the other modernization?**
  - A: Yes, we have a team focused mostly on that and there is a feedback loop from the other schools and looking at long term maintenance costs.
- **Q: Have seen other schools increase in enrollment. Are we planning flex space or convertible space to support a school size growth?**
  - A: Yes, we are planning for a range up to 1900 without a lot of disruption.
- **Q: What becomes of the existing school?**
  - A: It will be demolished and fields and parking will replace it.
- **Q: Lesson's learned from other schools in the area, like Beaverton HS currently in construction?**
  - A: We are already looking at lessons learned from other schools. Most suburban schools have more land/space that these urban schools.
- **Q: How are you planning for teaching flexibility in the future, such as college prep programs?**
  - A: Exact program and courses offered will be up to the district. The design team will provide infrastructure to support a variety of courses over time.

- **Q: Is there anything historic that can be taken from the existing school and integrated into the new school?**
  - A: This group is critical in identifying the items that need to be kept or space made for.
- **Q: Pre-pandemic CPC - original appreciation for mid-century feel or look and wondering if those notes or considerations had come forward on this project?**
  - A: Yes and no, we are not yet to that level of detail. The facade is a bit controversial and not universally loved as it is not seen as welcoming to all. Exposing the structure is nod to a mid-century approach and not looking to do a historical reference.
- **Comment:** Hoping to make sure the time from the previous group was not wasted and those notes should be brought forward.
- **Comment:** Another member noted they hear that it should not look like an "office building"
- We will be digging into what a school will look like.
- **Q: Will there be solar on the roof?**
  - A: Yes.
- **Additional Comment:** Brought up concern about all traffic being routed through the office staff
- **Comment:** With child coming from Grey and having experienced the move due to the snow/ice damage it could be traumatic to students.
- **Comment:** Hoping to embrace the opportunity for students to learn from this process of design and construction. Knowing what is going on can make it less disruptive.

QUESTIONS ABOUT THE PHASING/CONSTRUCTION:

- **Q: How much of the existing construction phasing will occur on the existing fields?**
  - A: In study not known yet.
- **Q: How are they going to manage the noise and impact of construction for students remaining on site?**
  - A: One potential benefit of mass timber construction and brought to the site ready to assemble and tends to be a quieter construction site and can speed up construction. There is not yet a general contractor and when they to join they will help us plan for how to make a safe and hospitable site.

QUESTIONS ABOUT SITE DESIGN

- **Q: Is the pool support building part of the budget?**
  - Stefee noted that once the existing building is taken down changing spaces will need to be provided and that is in negotiation with Portland Parks and Rec.
- **Q: Actual bathrooms for the fields, for example softball.**
  - Permanent restrooms are not currently planned at the softball field. The need has been noted, a location has not been determined.

Questions (Cont.) & Close-Up

- **Q: Where is the terrace?**
  - A: Noted it is directly off the Commons on the west side of the building.
- **Q: Where is student parking?**
  - A: Parking has not been identified, and is more parking than required, but due to all the zoning, codes, water treatment etc there will be a reduction in overall parking counts from existing. Maximizing the amount of parking but also trying to push alternative transportation options for sustainable reasons.
  - Fit the primary features on the site, and then filled in the rest of the site with parking.
- **Q: Heard both sides of the coin from security and openness to the community around the site. Will the campus be open certain times of the day or closed all the time or secure perimeter or walk through pathway through campus. Curious about how this will be balanced?**
  - A: Goal to keep a central walkway through the site, especially due to the primary bus drop off on Capital Hwy. Via necessity, there will need to be a way through the site. At the same time there will need to be a safe space for students. Lincoln could be a good precedence.
- **Q: Has there been thought about how the building will be accommodating those with accessibilities?**
  - A: Yes, we are having lots of conversations and have a consultant helping us to analyzed the spaces configurations and infrastructure to work with future systems and technologies.
- **Q: When was the option selected?**
  - A: Donna walked the advisory committee (Facilities & Operations) through the two options prior to the Board Meeting. The F&O suggested that the field relocation scheme removed the barrier of the grandstands while it kept the pool to remain in its current location.
- **Q: Will there be covered bike parking for students?**
  - A: Yes there is not only covered bike parking and e-bike charging stations for bikes. Similar to Lincoln HS. Will learn from LHS to understand how much will be provided.
- **Q: Is there is a plan for a bathroom near the fields?**
  - A: Yes, there will be new restroom facilities near the track and field. There will also be a direct path between the fields and locker rooms.

CLOSING AND NEXT STEPS

- **Next Design Advisory Group meetings - June 20th, 6-8pm**
- **Community Design Workshops will be announced**

