

# BORA



PORTLAND PUBLIC SCHOOLS

## Ida B. Wells High School

Comprehensive Planning Committee Meeting #4  
January 22, 2024



# DESIGN TEAM HERE TODAY



Donna Bezio  
PPS



Erik Gerding  
PPS



Hector Lopez  
PPS



Rolando Aquilizan  
PPS



Stefee Knudsen  
Bora



Amelie Reynaud  
Bora



Corey Squire  
Bora



Josh Brandt  
Bora



Chelsea McCann  
Walker Macy



Taryn Wiens  
Walker Macy



Rhonda Teeny  
After Bruce



Thy Daniels  
After Bruce

## AGENDA

**Overview + Introduction** 00:05

**Objectives + Look Ahead** 00:05

**What We've Heard: CPC 3 + CDW 2** 00:15

**Vision Statement + Guiding Principles** 00:15

**Carbon: Embodied + Operational** 00:10

**Refined Site Design Options** 00:20

**Refined Site Design Options: Feedback Exercise** 00:45

**Close + Next Steps** 00:05

meeting notes  
from CPC #3 are  
posted on the PPS  
Bond website!

## OBJECTIVES FOR TODAY

**Vision Statement & Guiding Principles:** review vision statement derived from the Guiding Principles and updates to the Principles.

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

- **Experience:** what it feels like? Does it reflect the values of IBWHS?
- **Function:** how does it work?
  - Arrival and connection to/from Capitol Hwy?
  - Arrival and access to the pool?
  - Vehicular and Pedestrian access to building to/from site?

## 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**

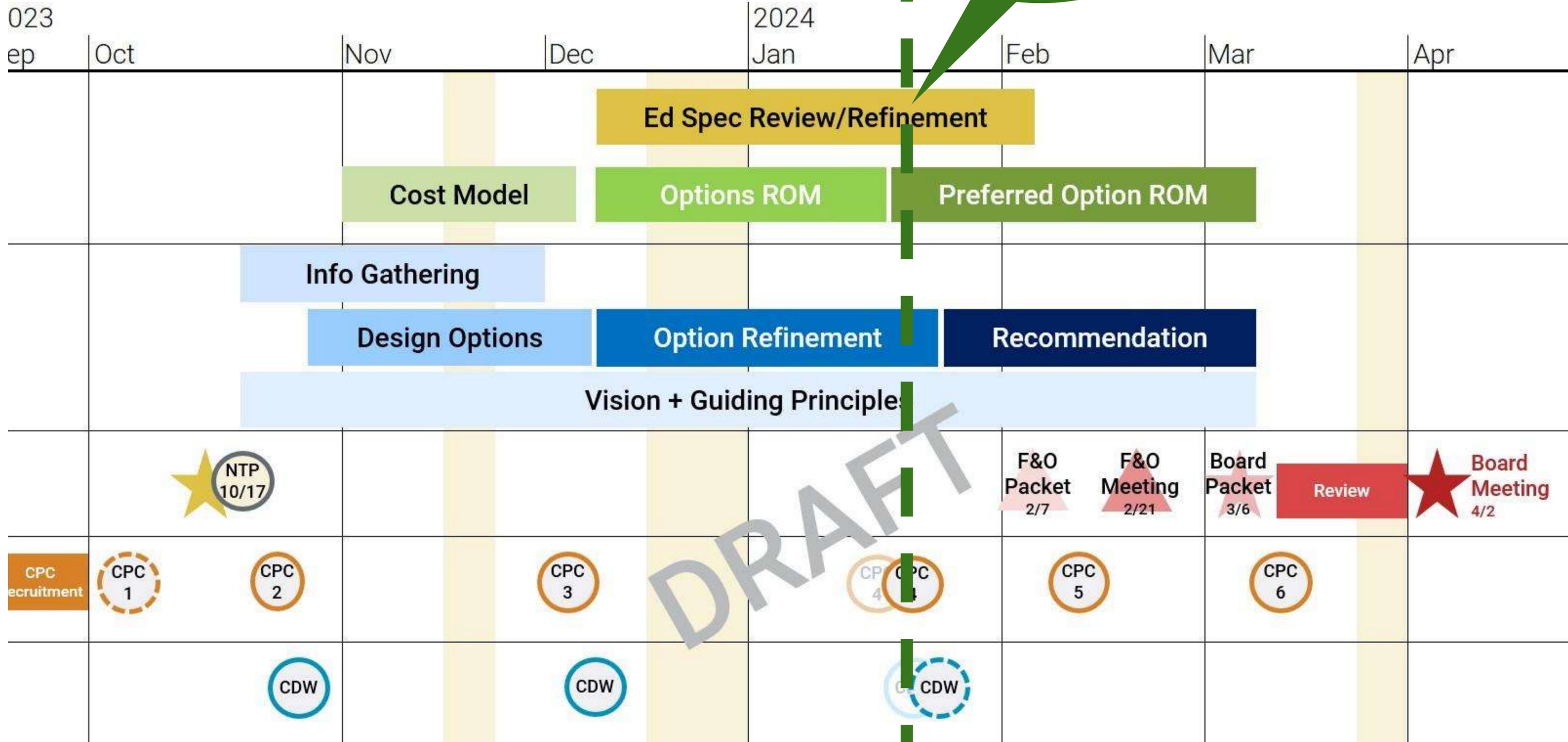
- how it is managed
- what types of classes or functions are inside

Your input helps us understand qualitative questions:

**experience, uniqueness, and the culture** of this school.



# WHERE ARE WE IN THE PROCESS



**We are  
HERE**

**DRAFT**

# WHERE ARE WE IN THE BIG PICTURE

**We are  
HERE**

2019  
Comprehensive  
Master Plan

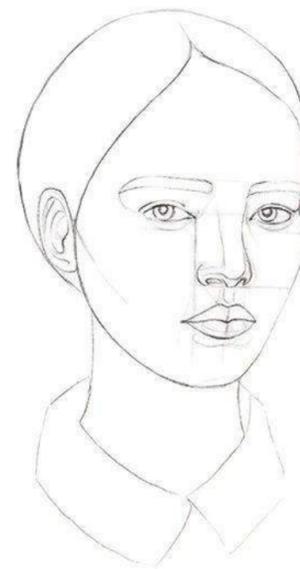
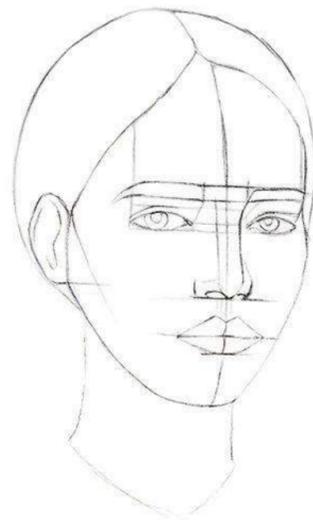
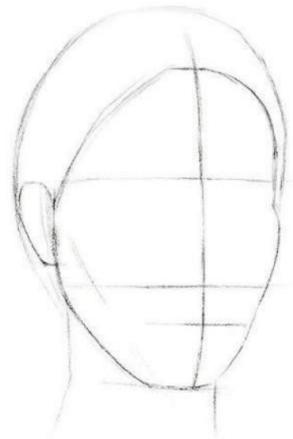
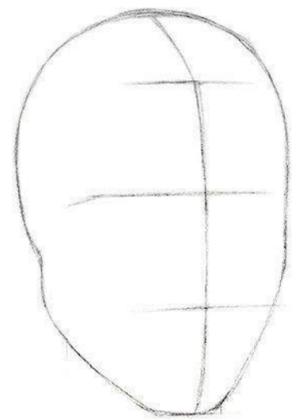
**2023-24  
Comprehensive  
Planning**

Schematic  
Design

Design  
Development

Permit  
Documents

Ready for  
Construction!



**TYPICALLY  
18-24 MONTHS**

**TYPICALLY  
24-36 MONTHS**

# What We've Heard





# WHAT WE'VE HEARD

## 1 - GATHER



### SUCCESSSES

- Maintains major site elements in same place; less disruption
- Smaller footprint = more open site space
- Taller building = better views!

### CHALLENGES

- Weak connection to Capitol Hwy
- Not enough parking near Capitol Hwy
- Compact building feels too tall and cramped
- Fully enclosed courtyard is uninviting & disconnected
- Difficult loading access

## 2 - LIFT



### SUCCESSSES

- Minimizes western sun exposure
- 2 or 3 stories is better for neighborhood scale
- Ideal baseball field orientation
- Massing integrates with natural landscape
- Variety of courtyards that are connected to site

### CHALLENGES

- Weak connection to Capitol Hwy
- Too close to Rieke Elementary
- Not enough parking near Capitol Hwy
- Difficult access to west side of building

## 3 - CONNECT



### SUCCESSSES

- Strong connection to Capitol Hwy
- Ideal track & field and baseball field orientation
- Parking convenient at both sides of building
- 2 or 3 stories is better for neighborhood scale
- Centers building on campus
- Courtyard connects to site and views

### CHALLENGES

- Pool relocation is likely costly
- Pool is further away from Hillside businesses
- Moves more site elements; more disruption
- Harder to minimize western sun exposure
- Grandstand facing west

# Vision Statement + Guiding Principles



# 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.

# GUIDING PRINCIPLES - DRAFT

## 1. STUDENT HEALTH (INTELLECTUAL, PHYSICAL + MENTAL)

- a. **SUPPORT** learning with great daylighting, healthy indoor air quality and excellent acoustics, borrowing the principles of biophilic design to achieve a welcoming environment.
- b. **CREATE** a bold, flexible teaching environment that will inspire and support a variety of learning styles well into the future.
- c. **DEVELOP** dynamic habitats for teenagers and teachers, supporting their social need to connect with one another as part of the path to teaching and learning success.
- d. **GATHER** students, faculty, and staff in a safe environment where they feel a sense of pride and belonging, coalescing the community within a central “heart” while creating a variety of flex spaces to offer choice.

# GUIDING PRINCIPLES - DRAFT

## 2. EQUITY + INCLUSION

- a. **LIFT** the voices of a diverse student body, empowering and making visible the many cultures within the community through meaningful, equity-informed, impactful engagement.
- b. **SEEK** input from a broad set of voices throughout the process of design, respecting the truth of lived experience while elevating the most marginalized members of the community through transparency and trust-building activities.
- c. **CONNECT** to the broader business and residential district by making the new school a focal point and beacon of activity in SW Portland – supporting the financial health of nearby retailers while preserving security and safety for the student population.

# GUIDING PRINCIPLES - DRAFT

## 3. JUSTICE

- a. **HONOR** the legacy of justice established by Ida B Wells through design, art and storytelling within the building and on the site.
- b. **LEAD** by example in creating one of the most sustainable schools in the country, fully compliant with the PPS Climate Crisis Response Policy while employing simple and easily maintained systems within enduring functional spaces.
- c. **EMBRACE** the lens of disability justice to create a school that is universally accessible, going beyond code to create a physical place of inclusion at the site and building scale.

# Carbon: Embodied and Operational



# Carbon and Design



# The Carbon Cycle

Atmospheric carbon  
~350 ppm

# The Carbon Cycle

Atmospheric carbon  
~421 ppm

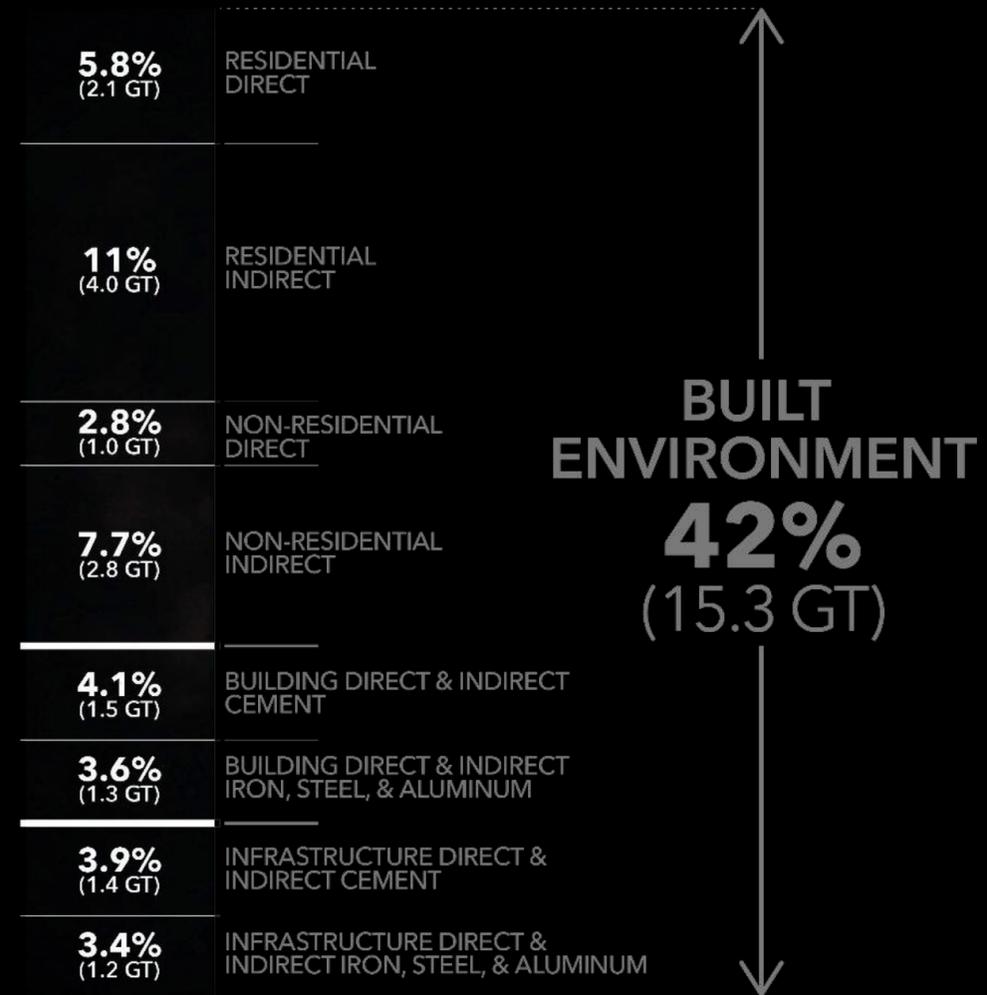
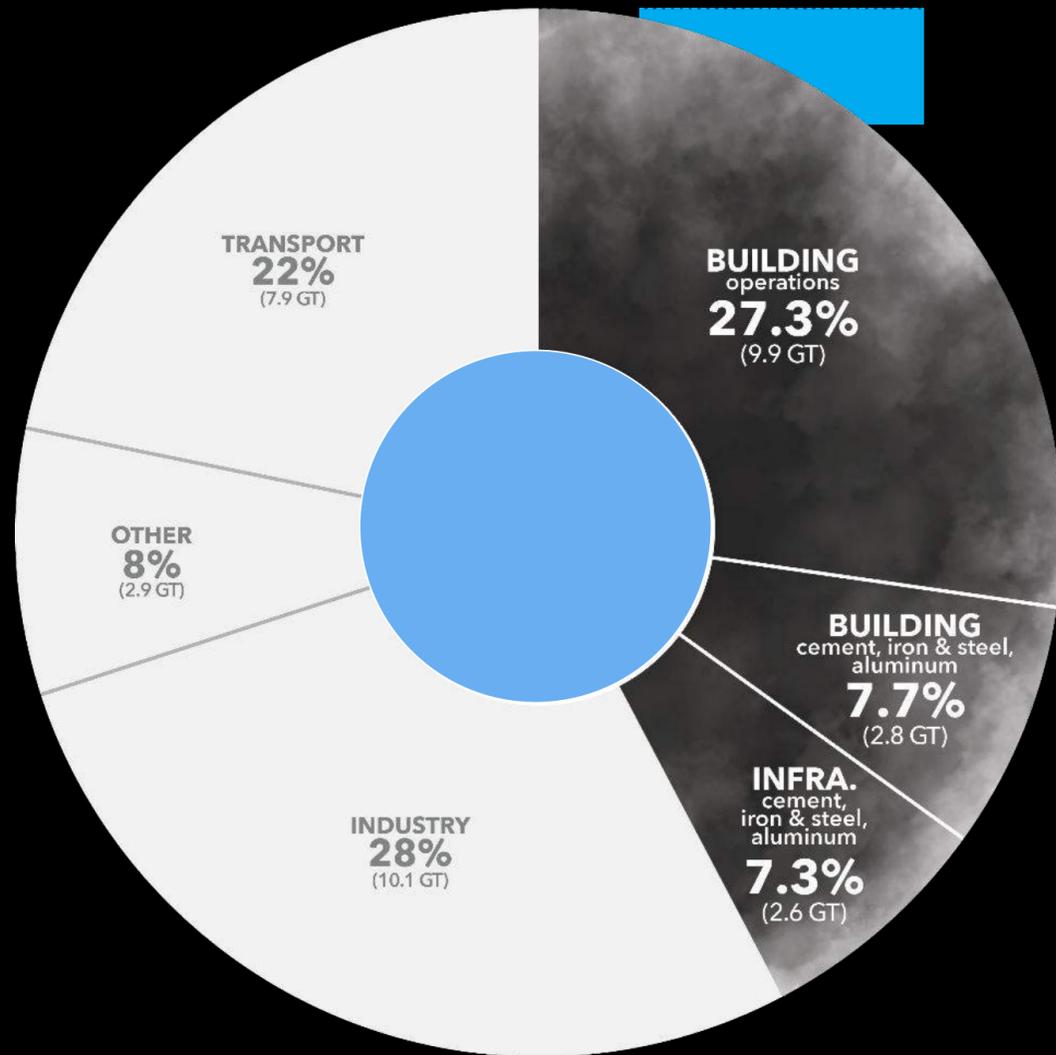
Buildings  
Factories  
Power Plants





# TOTAL ANNUAL GLOBAL CO<sub>2</sub> EMISSIONS

## Direct & Indirect Energy & Process Emissions (36.3 GT)



The image shows a cityscape at sunset. Two prominent industrial smokestacks are visible, each emitting a thick, dark plume of smoke that rises into the sky. The sky is a mix of orange, red, and grey, indicating the time is either dawn or dusk. In the foreground, the silhouettes of buildings and construction cranes are visible against the bright horizon. The overall scene conveys a message about industrial emissions and their impact on the environment.

**We Know Carbon is Bad**

**But How Bad??**

# The Social Cost of Carbon

\$190 / Ton

# **Each ton of carbon released into the atmosphere costs society \$190**

This cost is paid in:

Increased Medical Expenses

Climate Adaptation

Extreme Weather

Scarcity of Resources

Crop Failures

Control of Invasive Species

Loss of Ecosystem services

Life and Limb

General Human Suffering

**And carbon emission from buildings are dependent on design decisions**

Specifically:

Window Systems

Comfort Systems (HVAC)

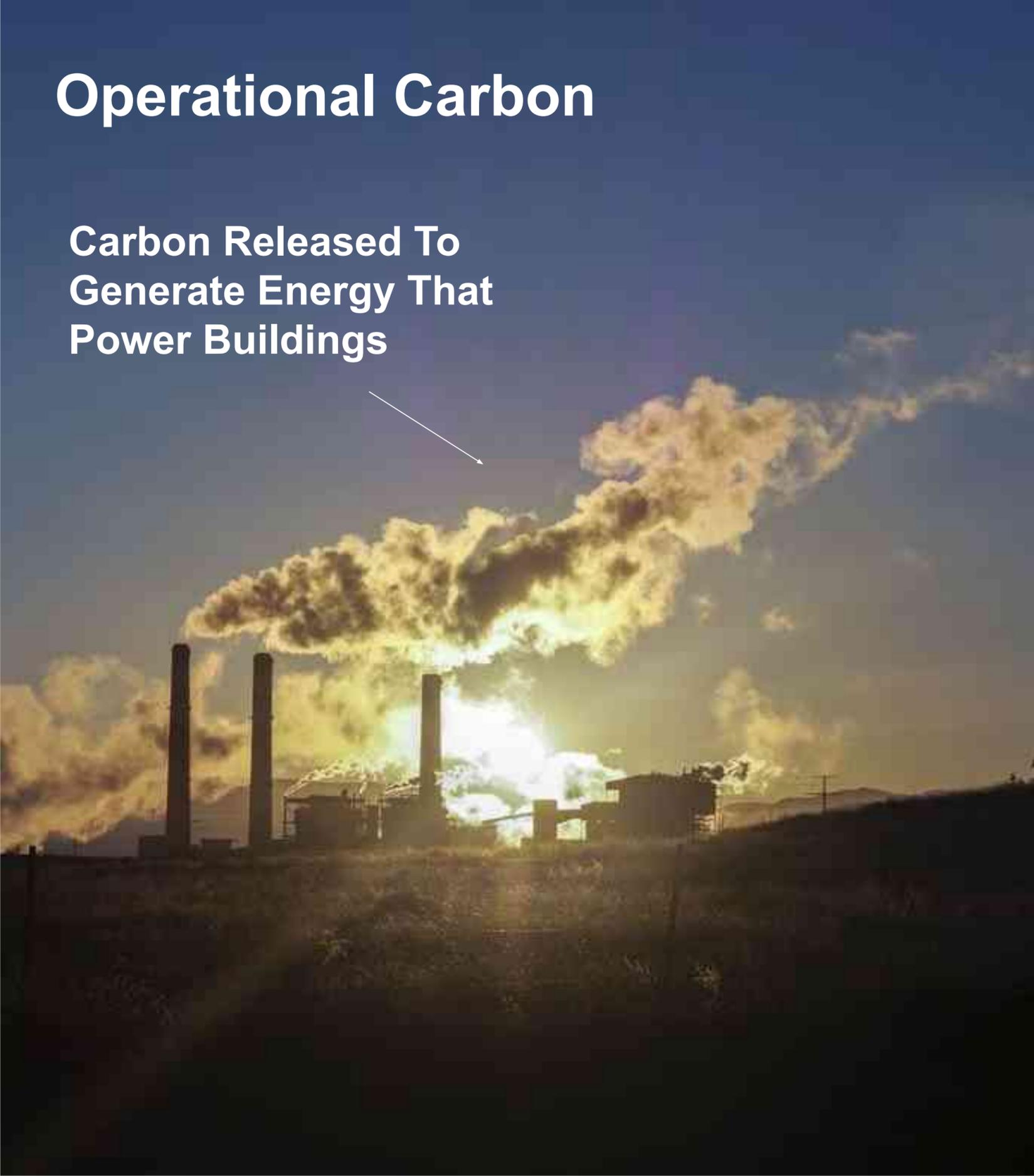
Structural Systems

Land Use

Transportation

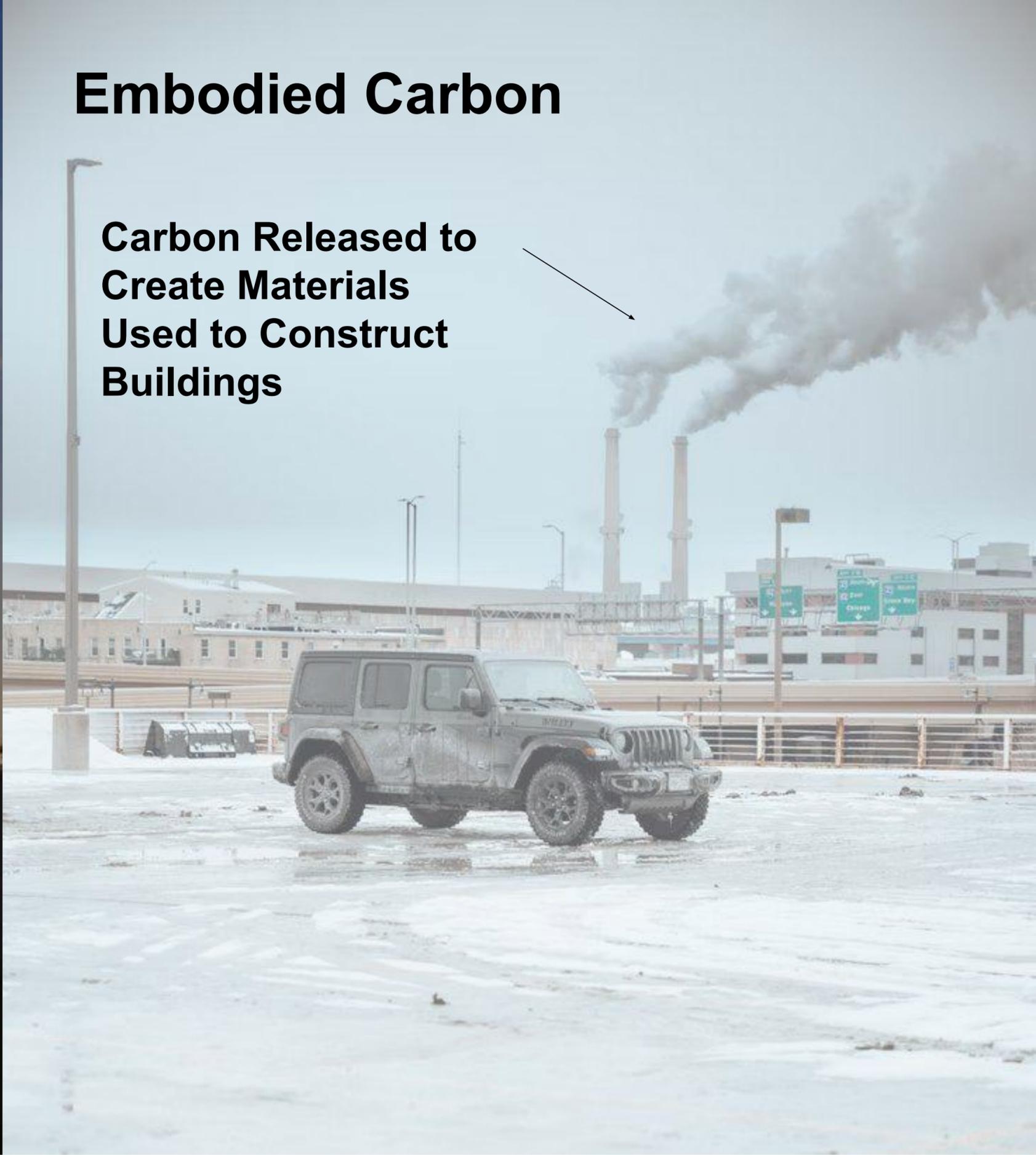
# Operational Carbon

Carbon Released To Generate Energy That Power Buildings



# Embodied Carbon

Carbon Released to Create Materials Used to Construct Buildings



## **Operational Carbon**

**Energy Efficiency  
and  
Solar PV**

## **Embodied Carbon**

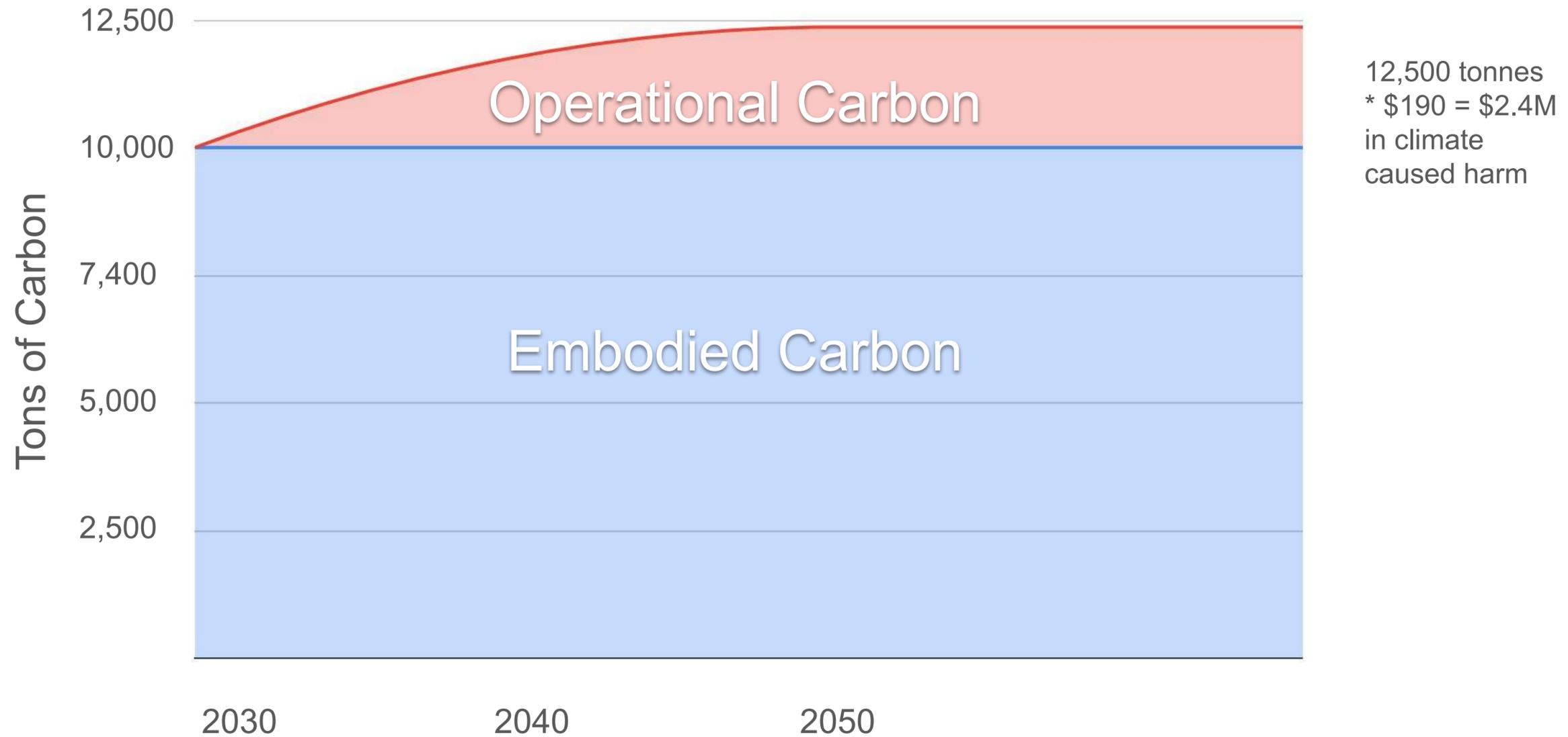
**More wood,  
Less concrete  
and steel**

**Operational Energy ≠ Carbon**



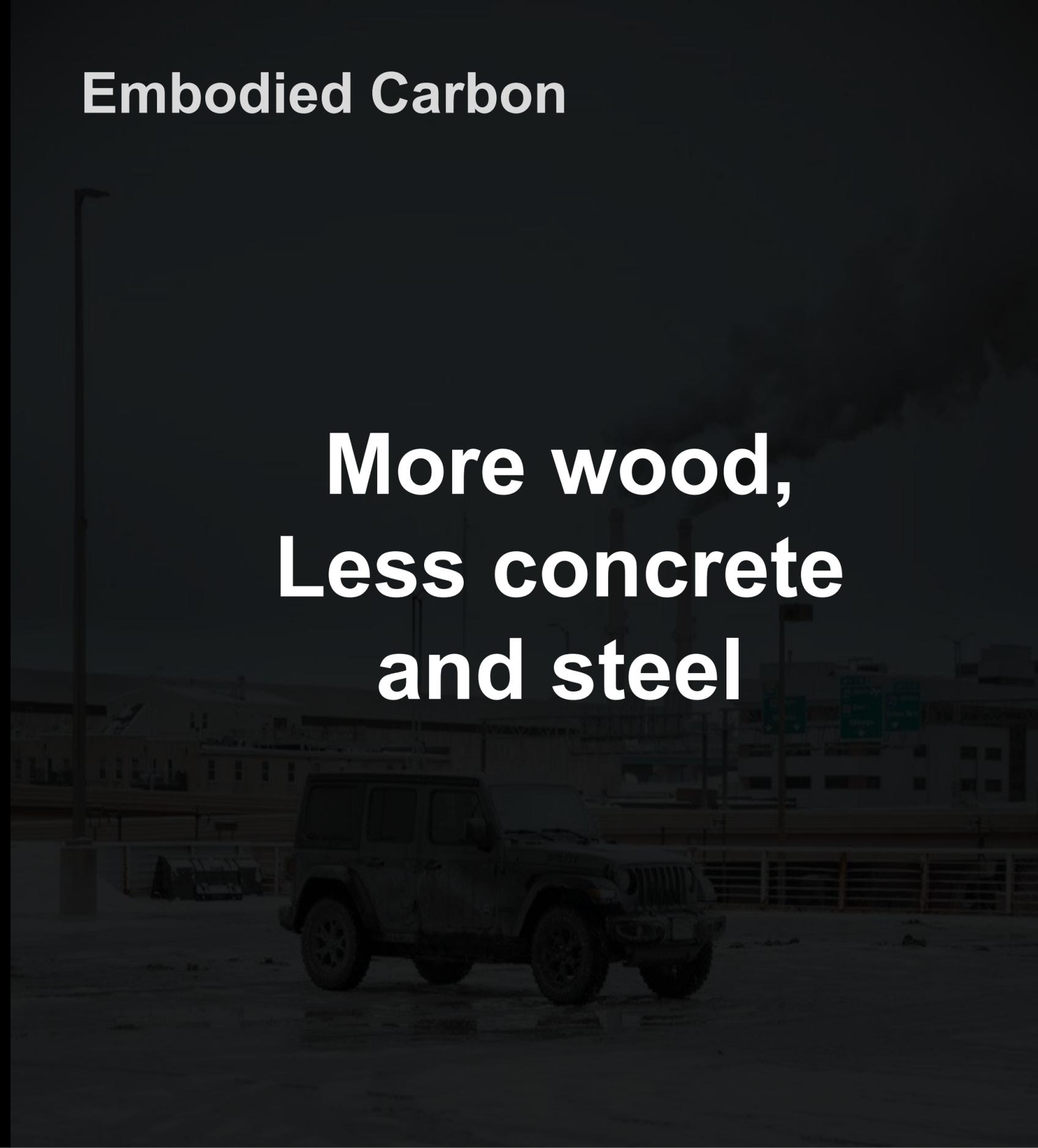
# Ida B. Wells Cumulative Carbon Emissions

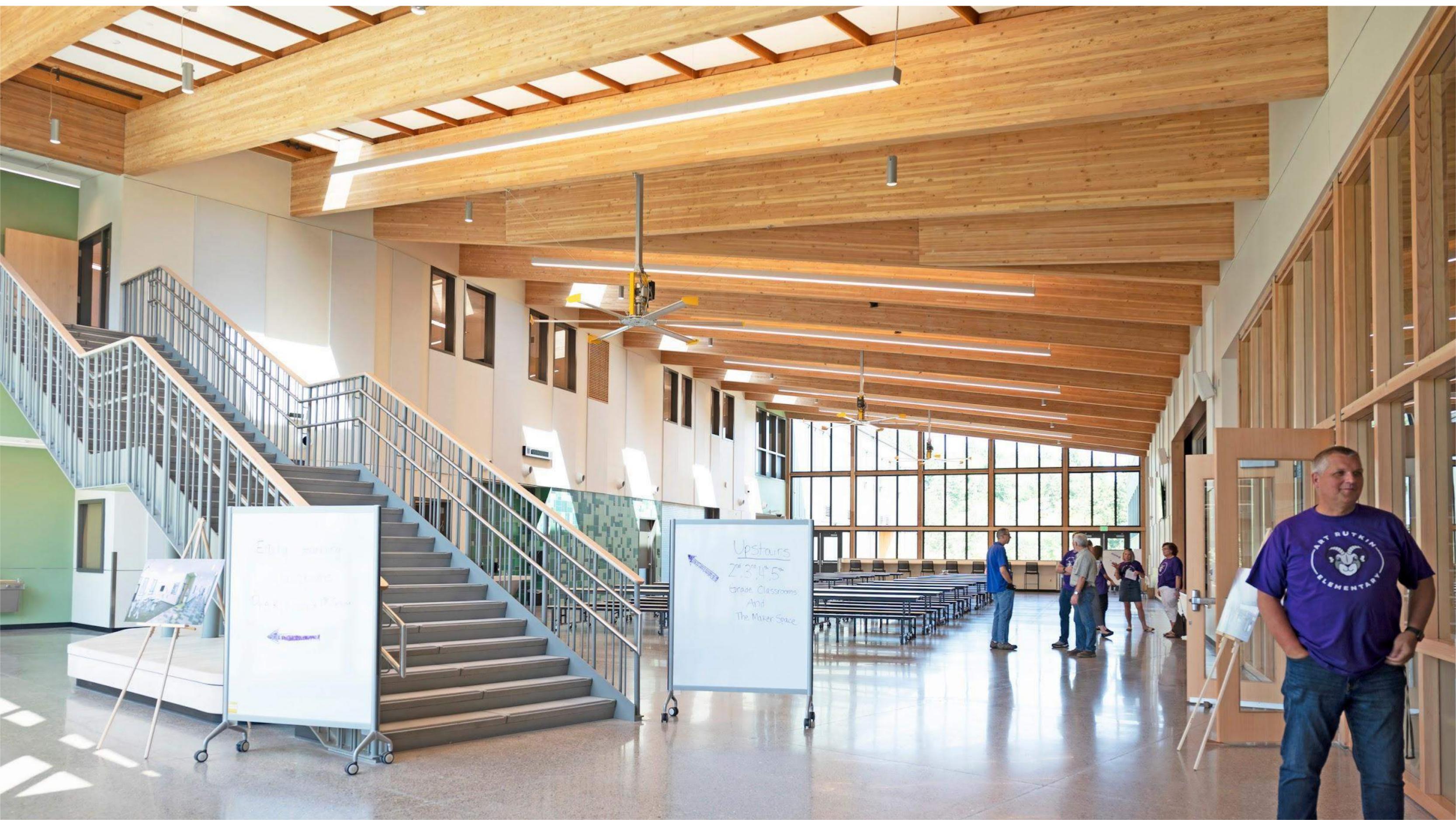
(If build as a typical school)



# Embodied Carbon

**More wood,  
Less concrete  
and steel**





Entry Lobby  
Open House  
←

Upstairs  
2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>  
Grade Classrooms  
And  
The Maker Space  
↑

ART RUTKIN  
ELEMENTARY

## **Emissions Reduction:**

PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040



# **Pillar 1**

## **Reduce Environmental Impact and Costs**

### **Goal 1.1**

PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

# Questions?

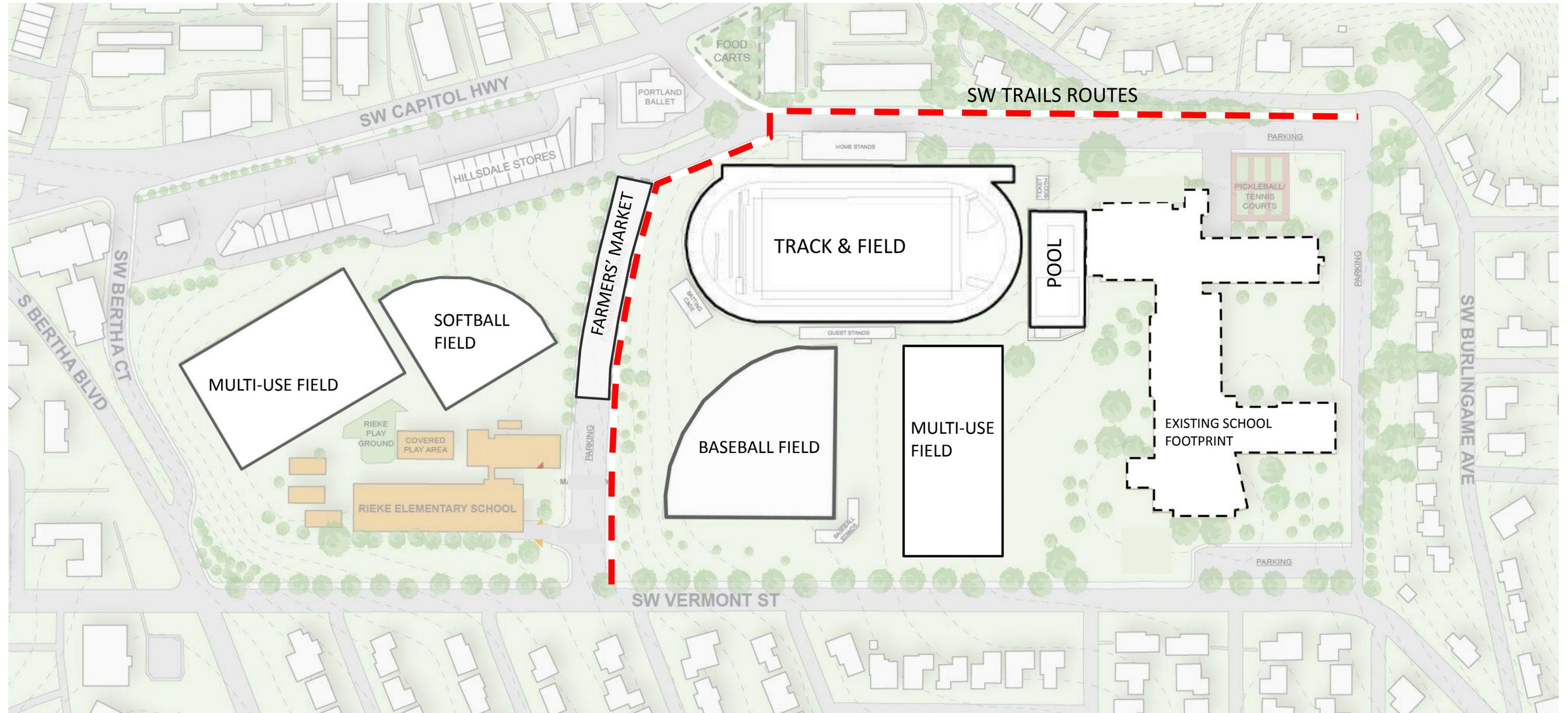


**CPC #5: Indoor Air Quality primer**

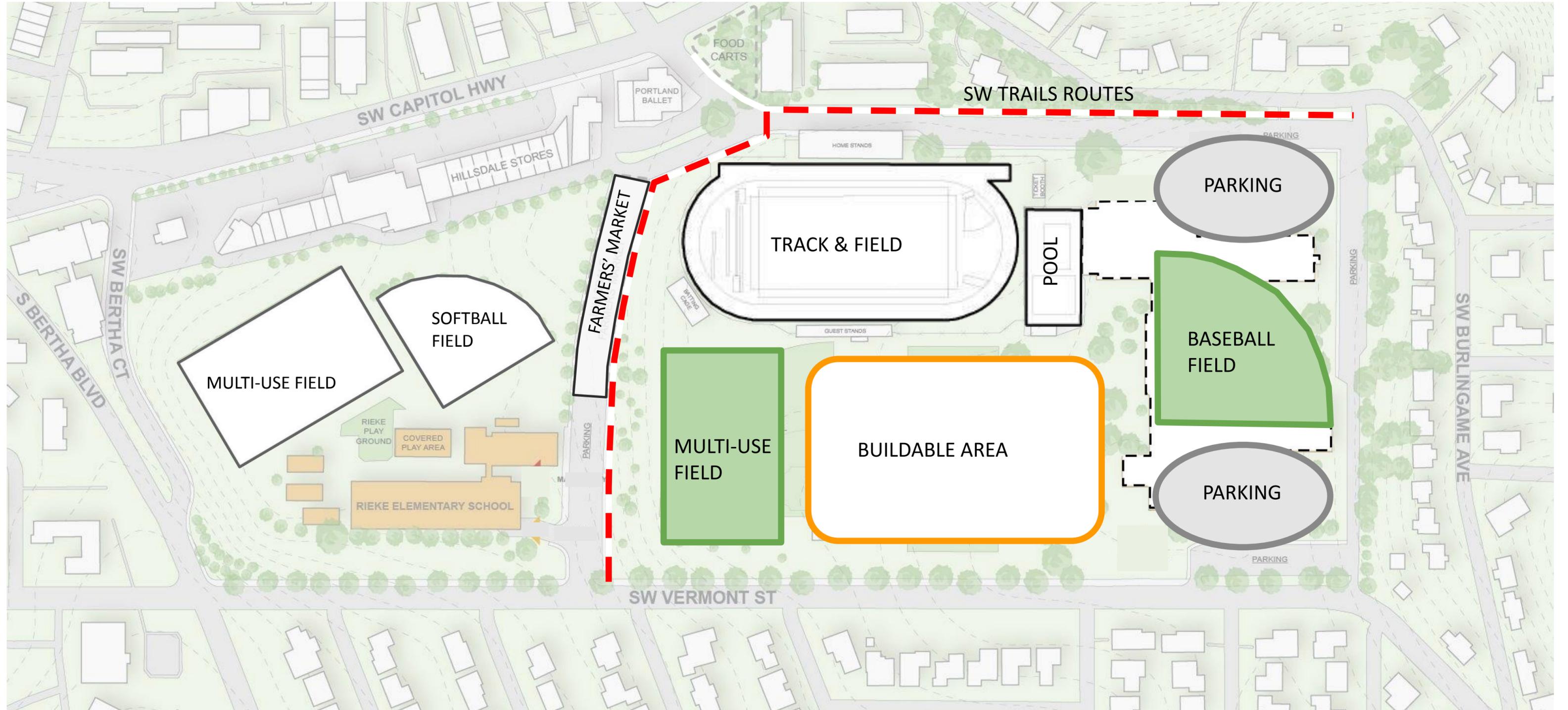
# Site Design Options



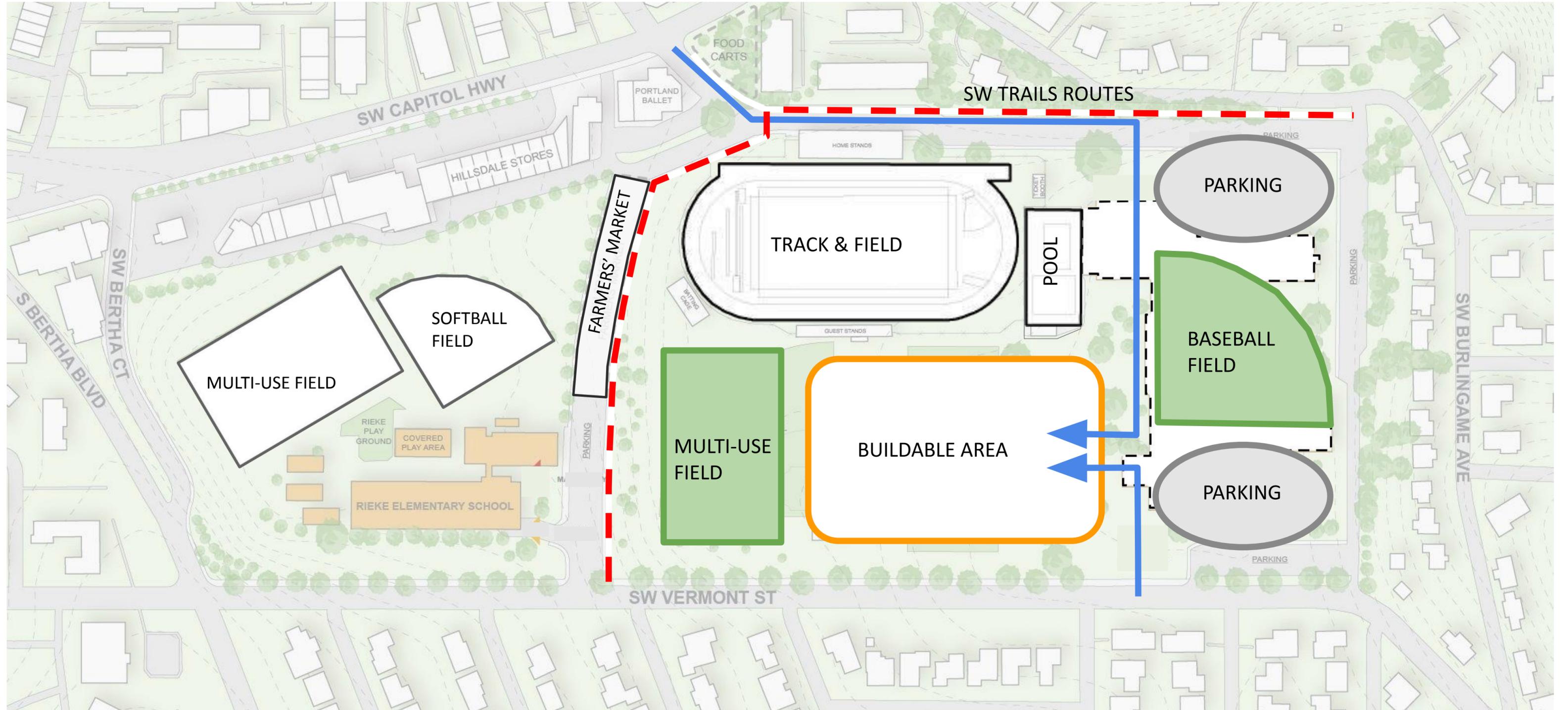
# EXISTING SITE - MAJOR ELEMENTS



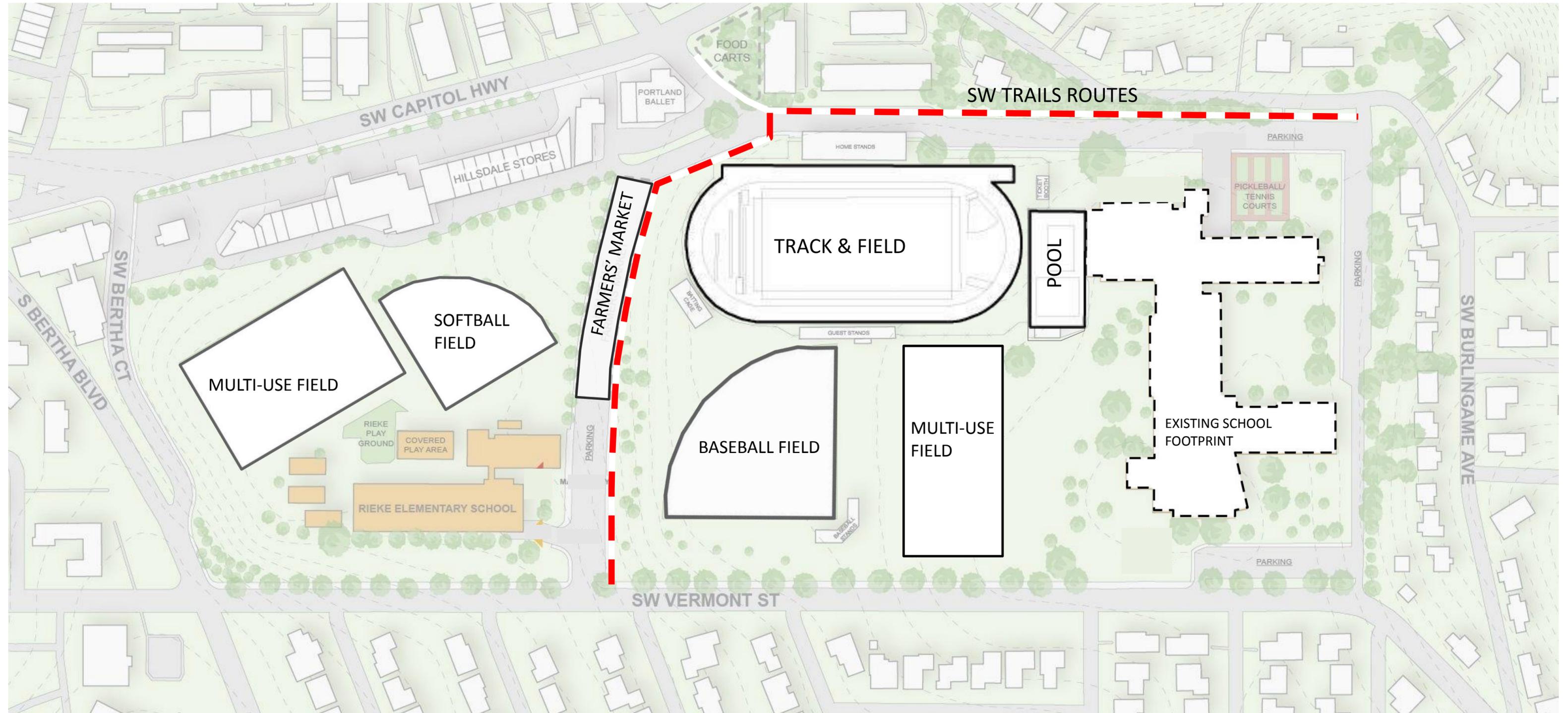
# SCHEME 1 - BUILDABLE AREA



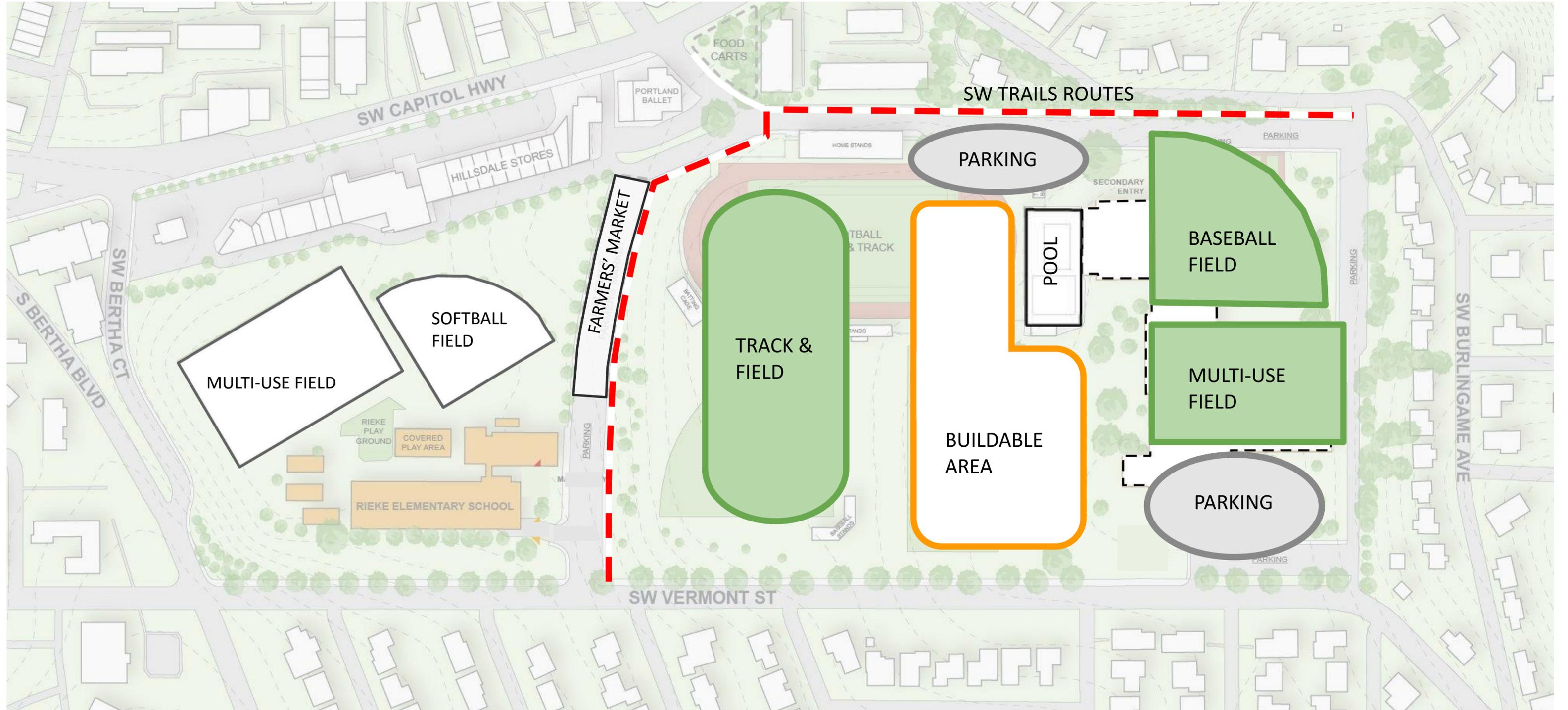
# SCHEME 1 - PEDESTRIAN APPROACH



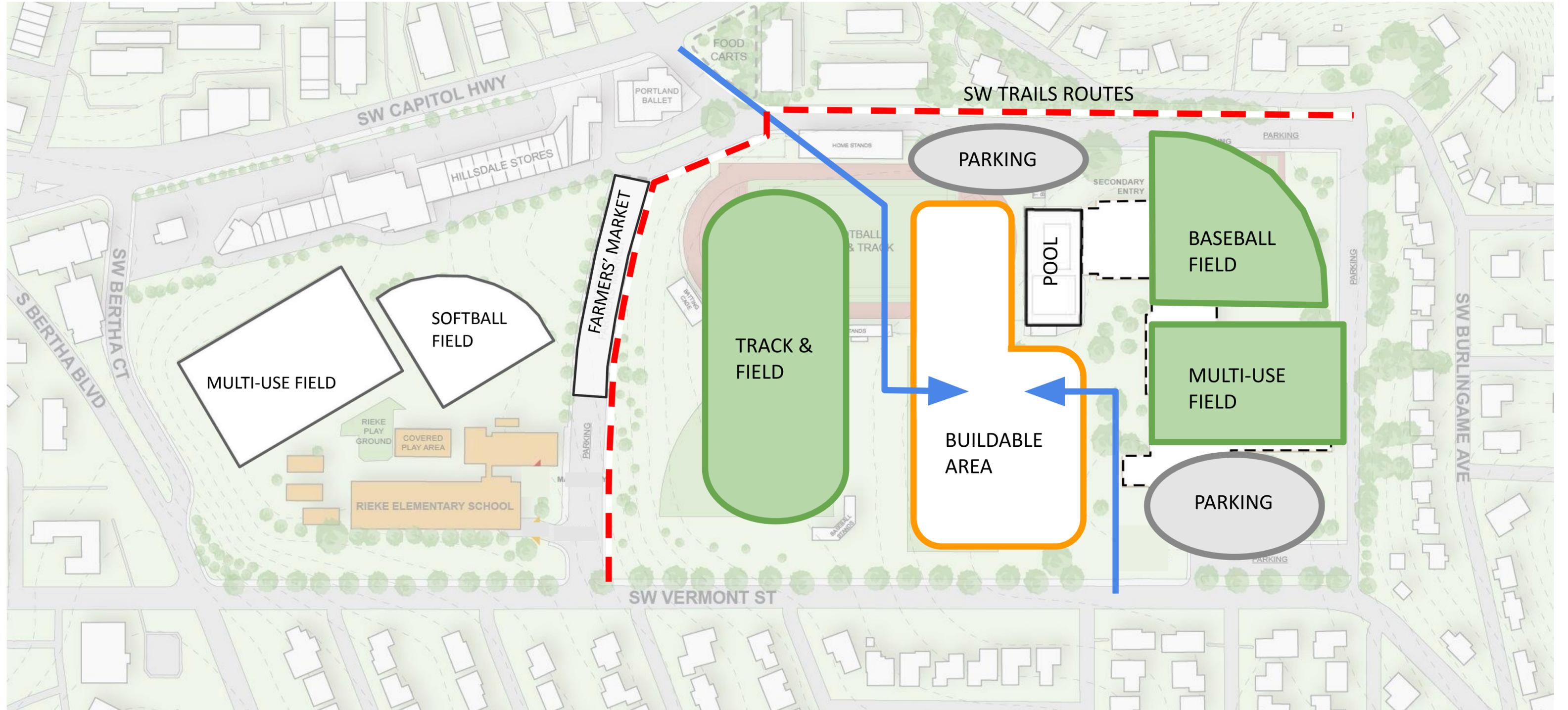
# EXISTING SITE - MAJOR ELEMENTS



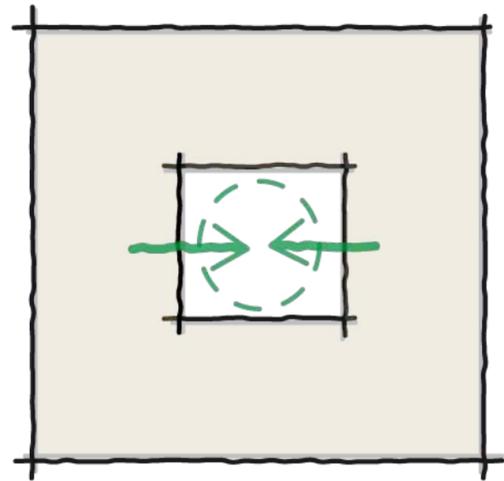
# SCHEME 2 - BUILDABLE AREA



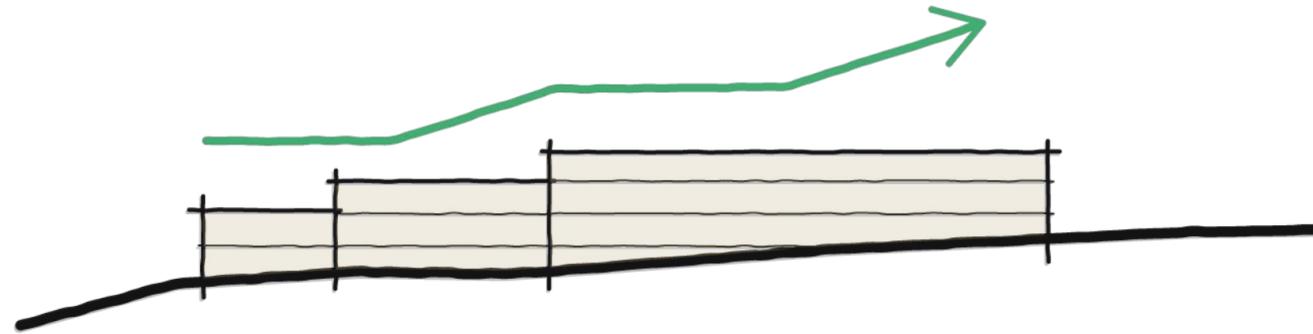
# SCHEME 2 - PEDESTRIAN APPROACH



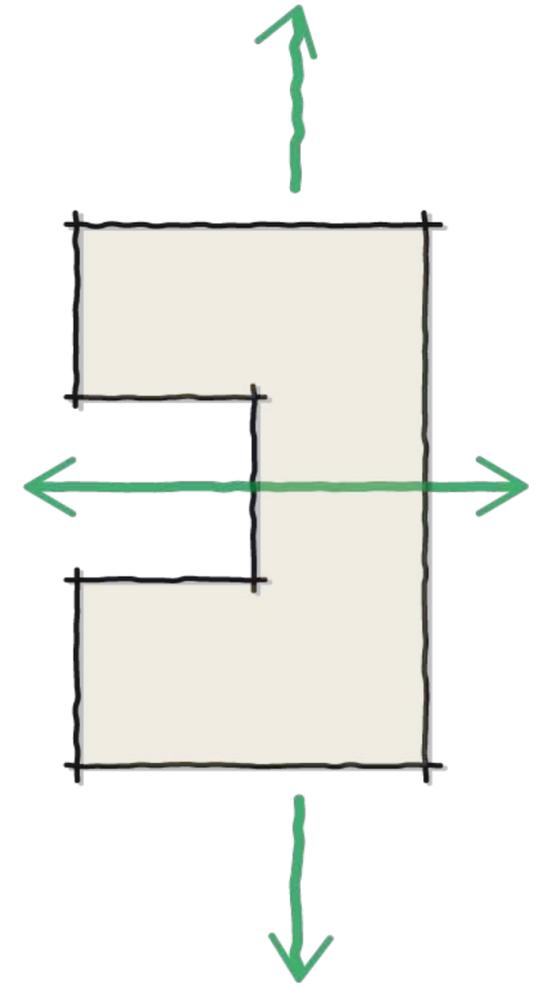
# DESIGN CONCEPTS



GATHER

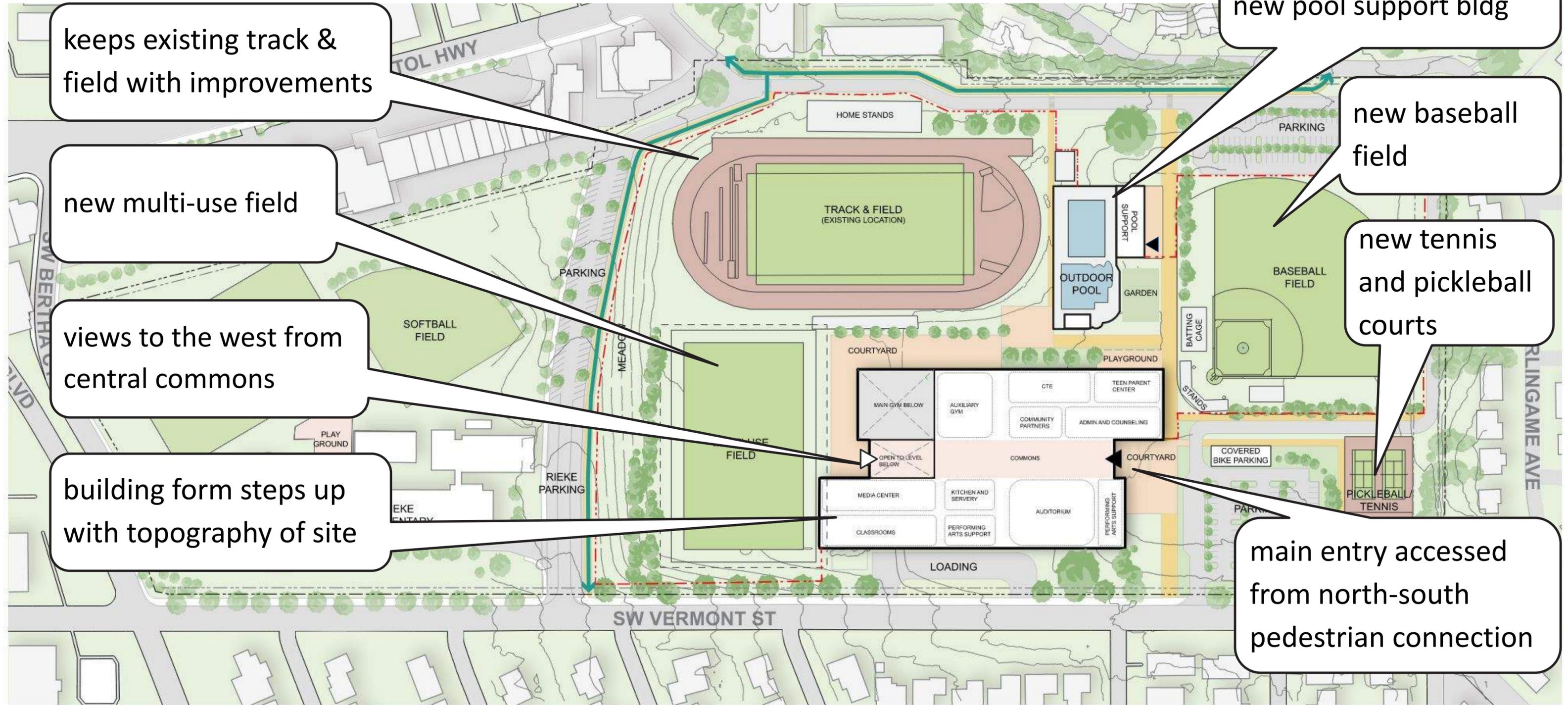


LIFT



CONNECT

# SCHEME 1



SCHEME 01

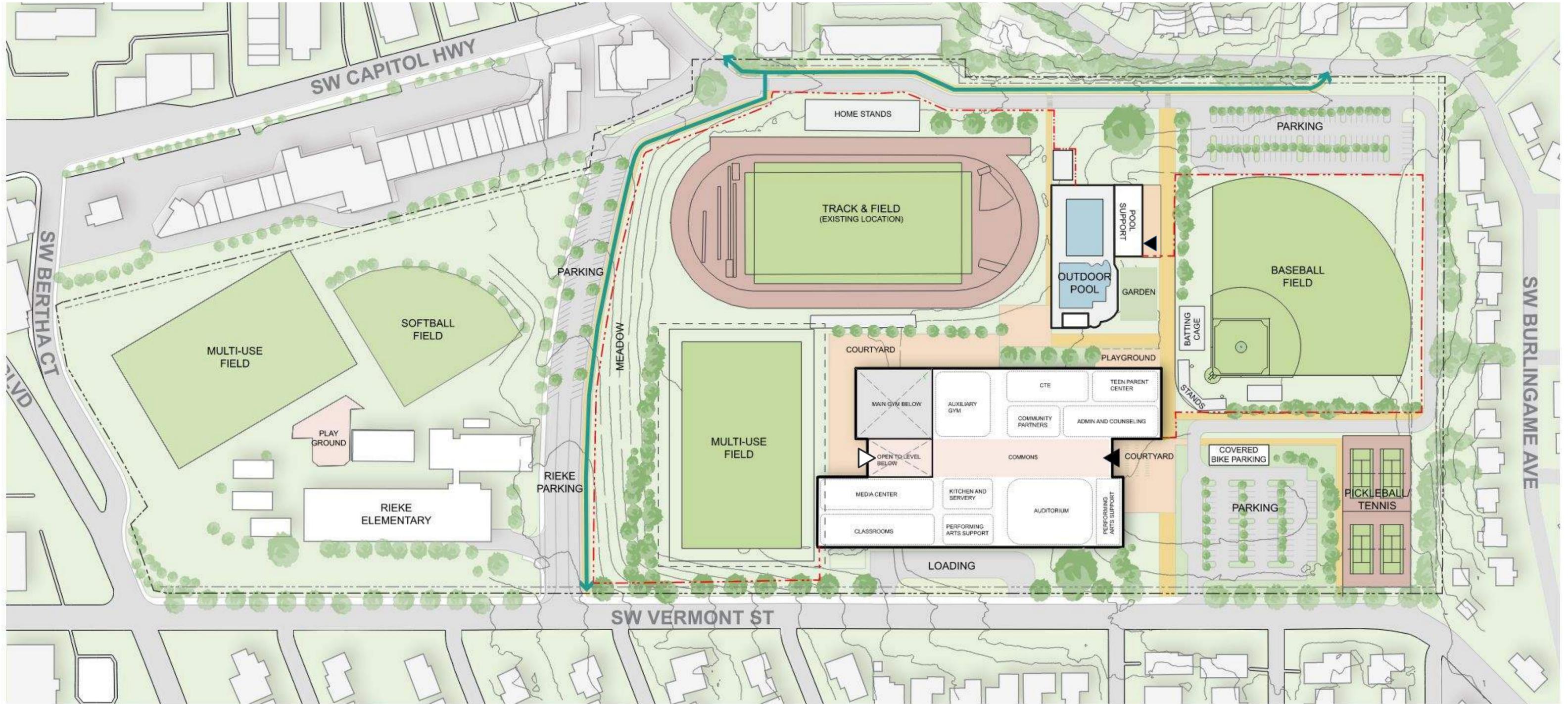


KEY:

Securable Perimeter

SW Trails

# SCHEME 1



SCHEME 01

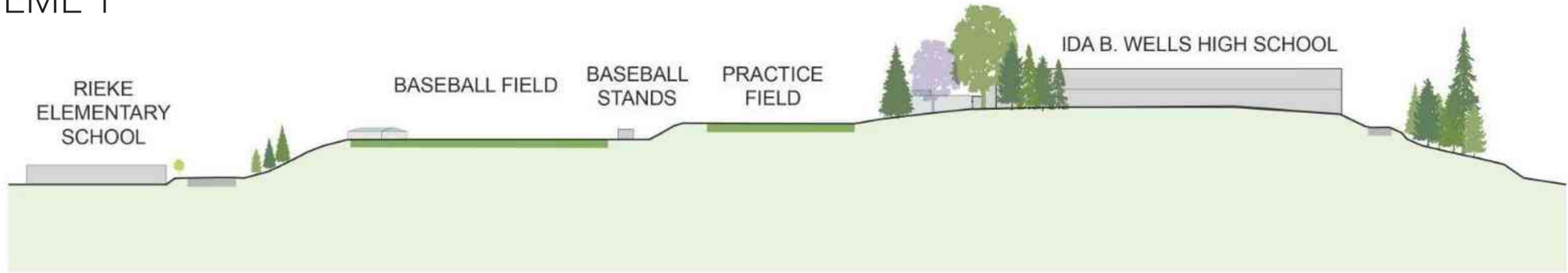


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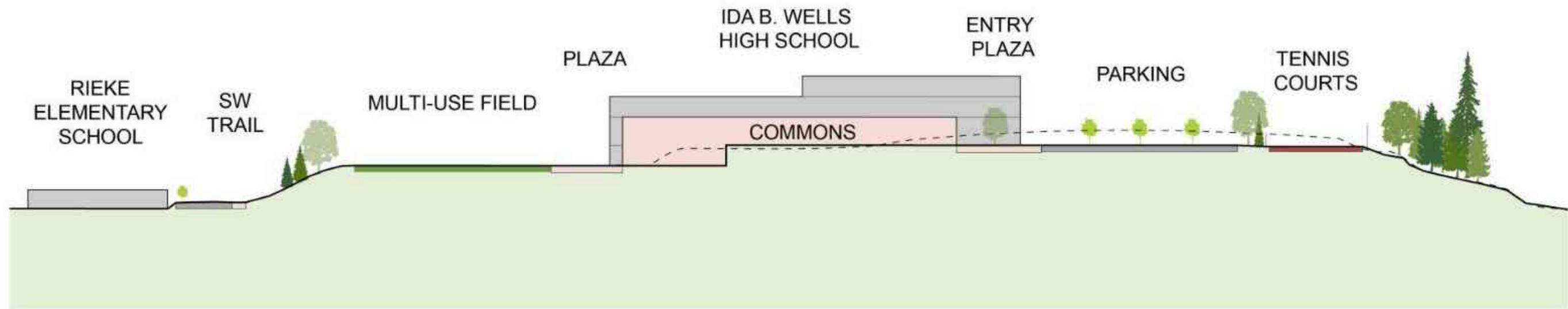
Securable Perimeter

SW Trails

# SCHEME 1

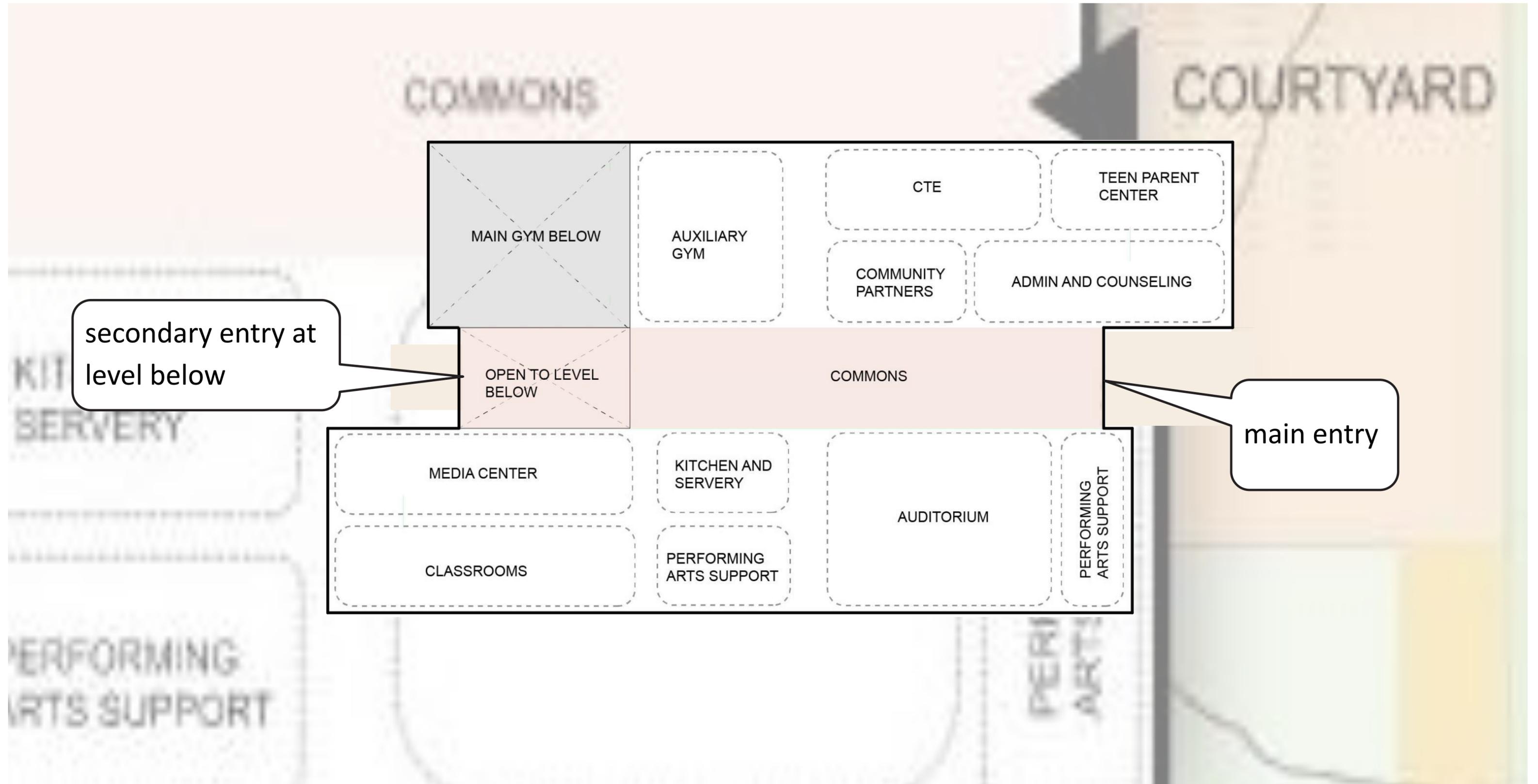


EXISTING CONDITIONS

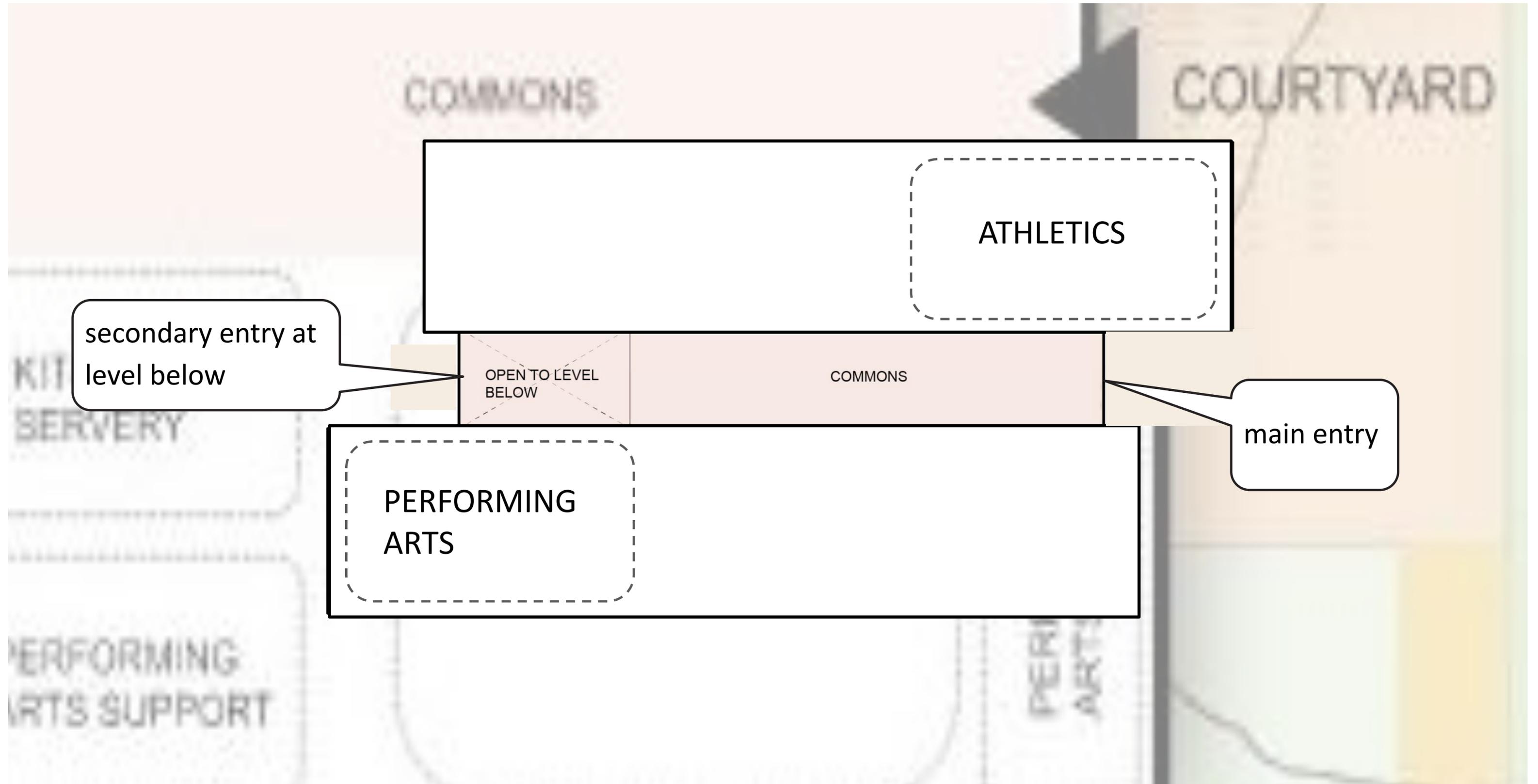


SCHEME 1

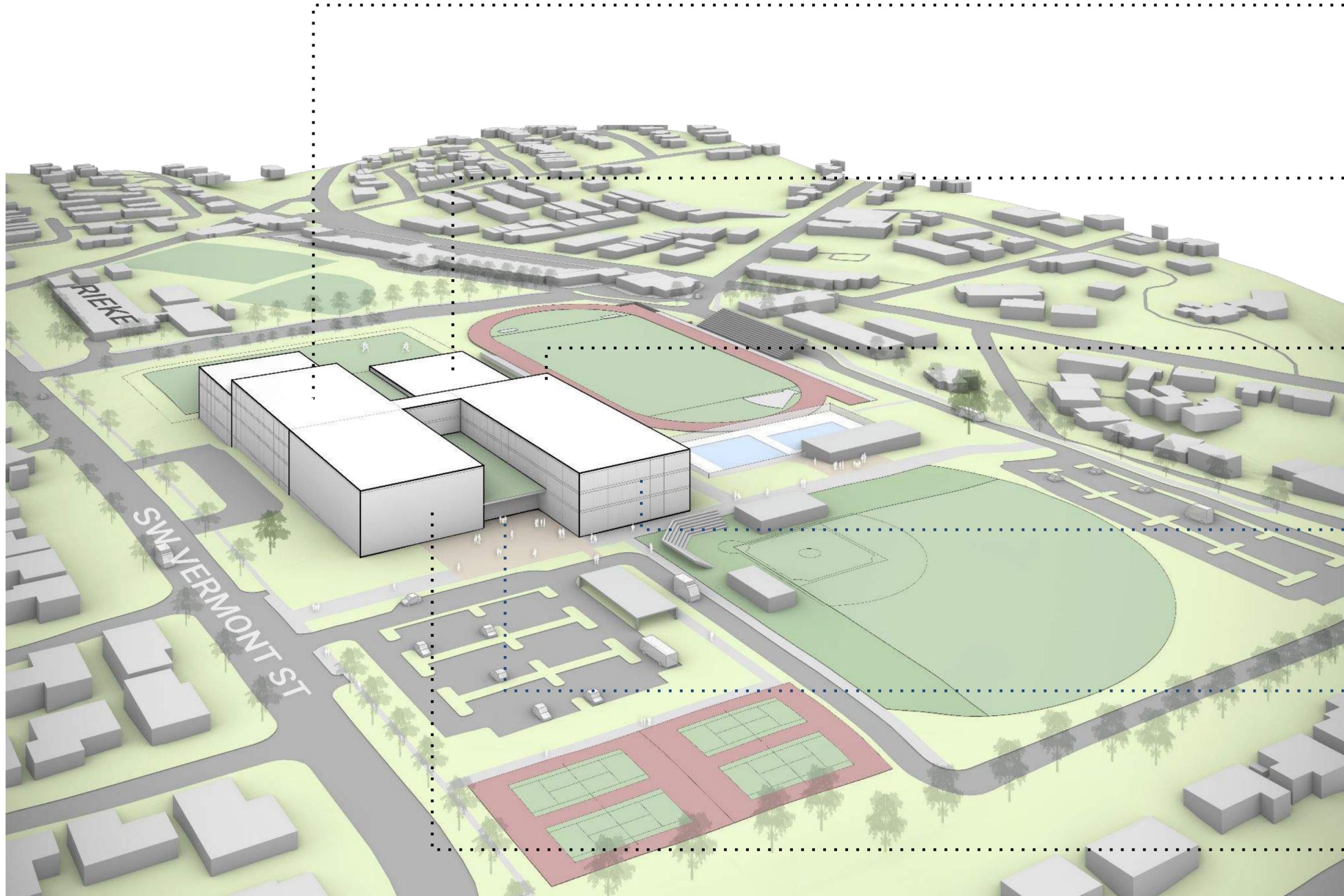
# SCHEME 1



# SCHEME 1 - ALTERNATE PLAN



# SCHEME 1



Building form steps up with natural topography of site

Gyms and athletics close to track & field and multi-use field

Primary "bars" running east-west to minimize western sun exposure

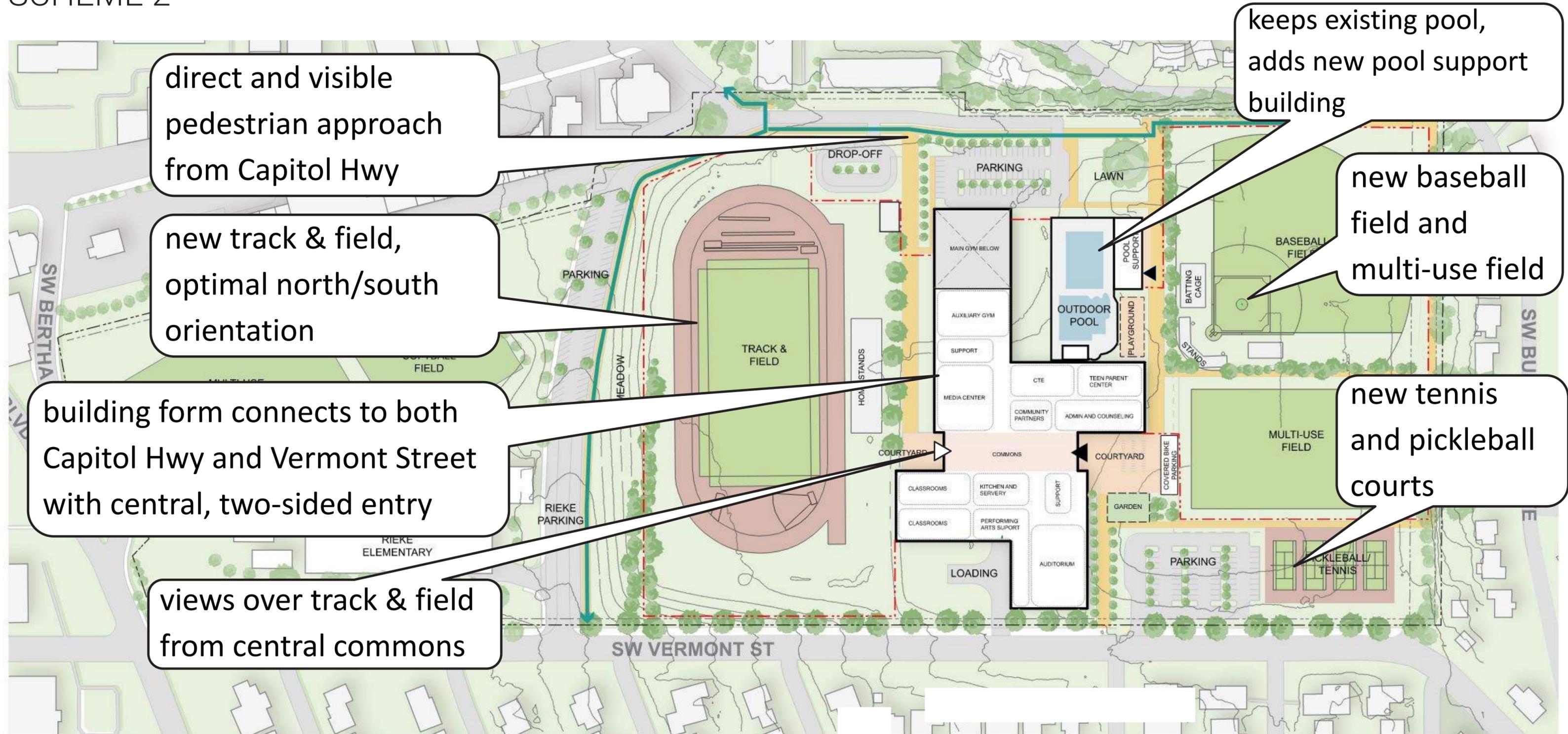
Classrooms primarily on upper levels

Main entry connects to central commons

Auditorium close to main entry

Massing - Aerial View

# SCHEME 2



direct and visible pedestrian approach from Capitol Hwy

new track & field, optimal north/south orientation

building form connects to both Capitol Hwy and Vermont Street with central, two-sided entry

views over track & field from central commons

keeps existing pool, adds new pool support building

new baseball field and multi-use field

new tennis and pickleball courts

SCHEME 02

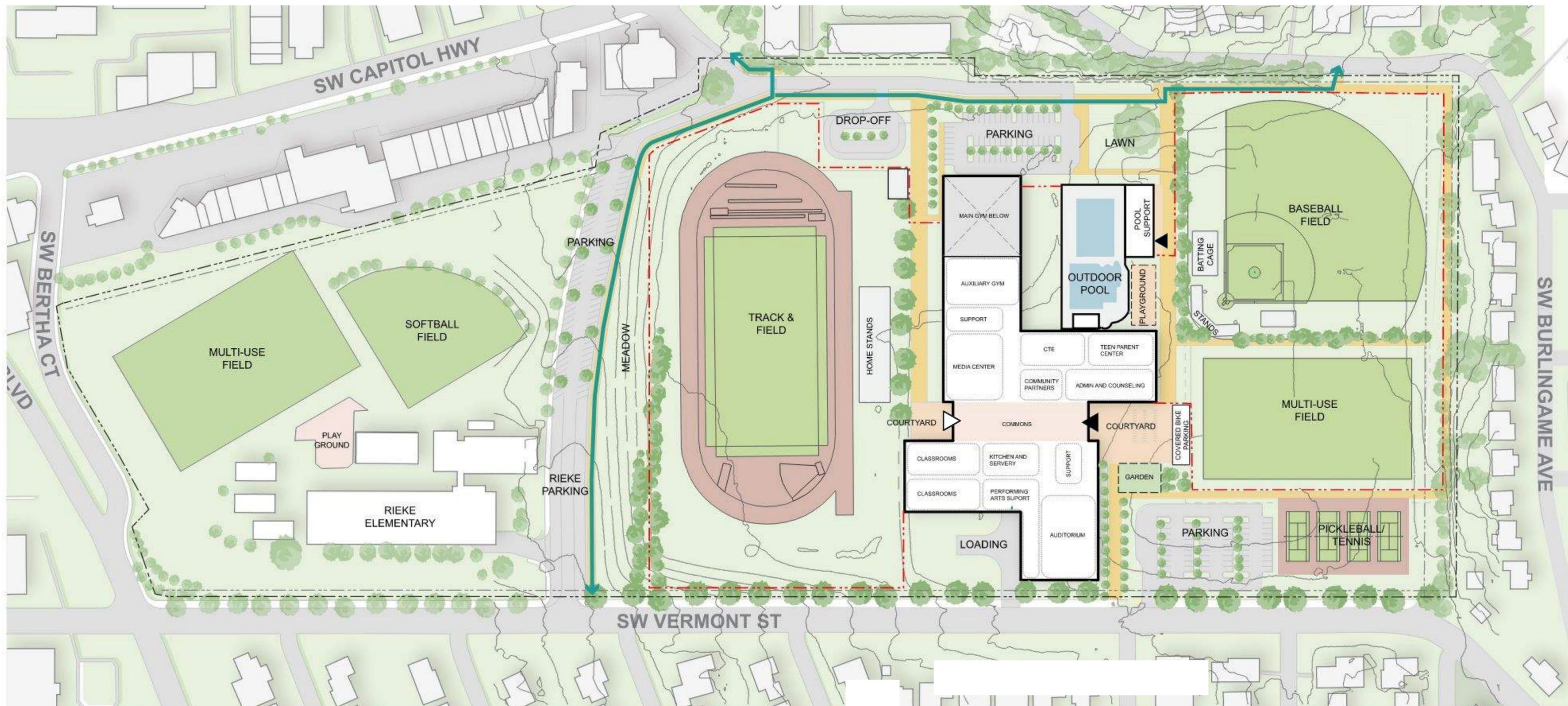


KEY:

Securable Perimeter

SW Trails

# SCHEME 2



SCHEME 02

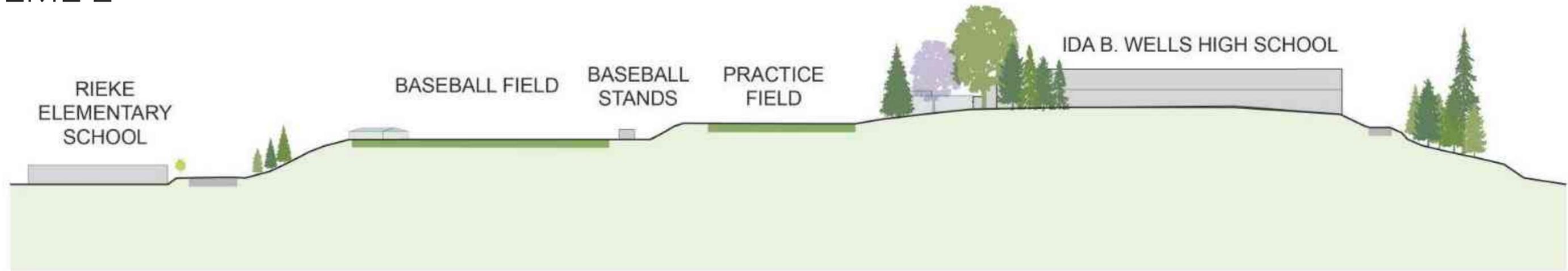


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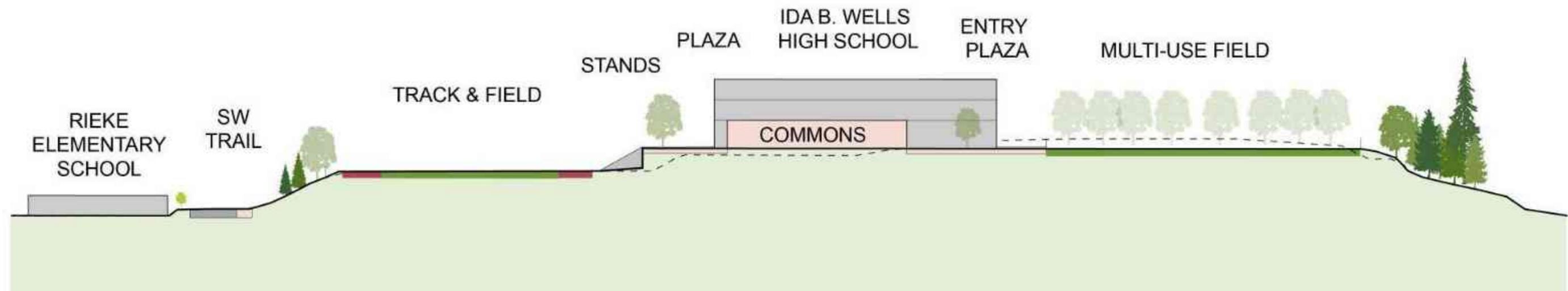
 Securable Perimeter

 SW Trails

# SCHEME 2

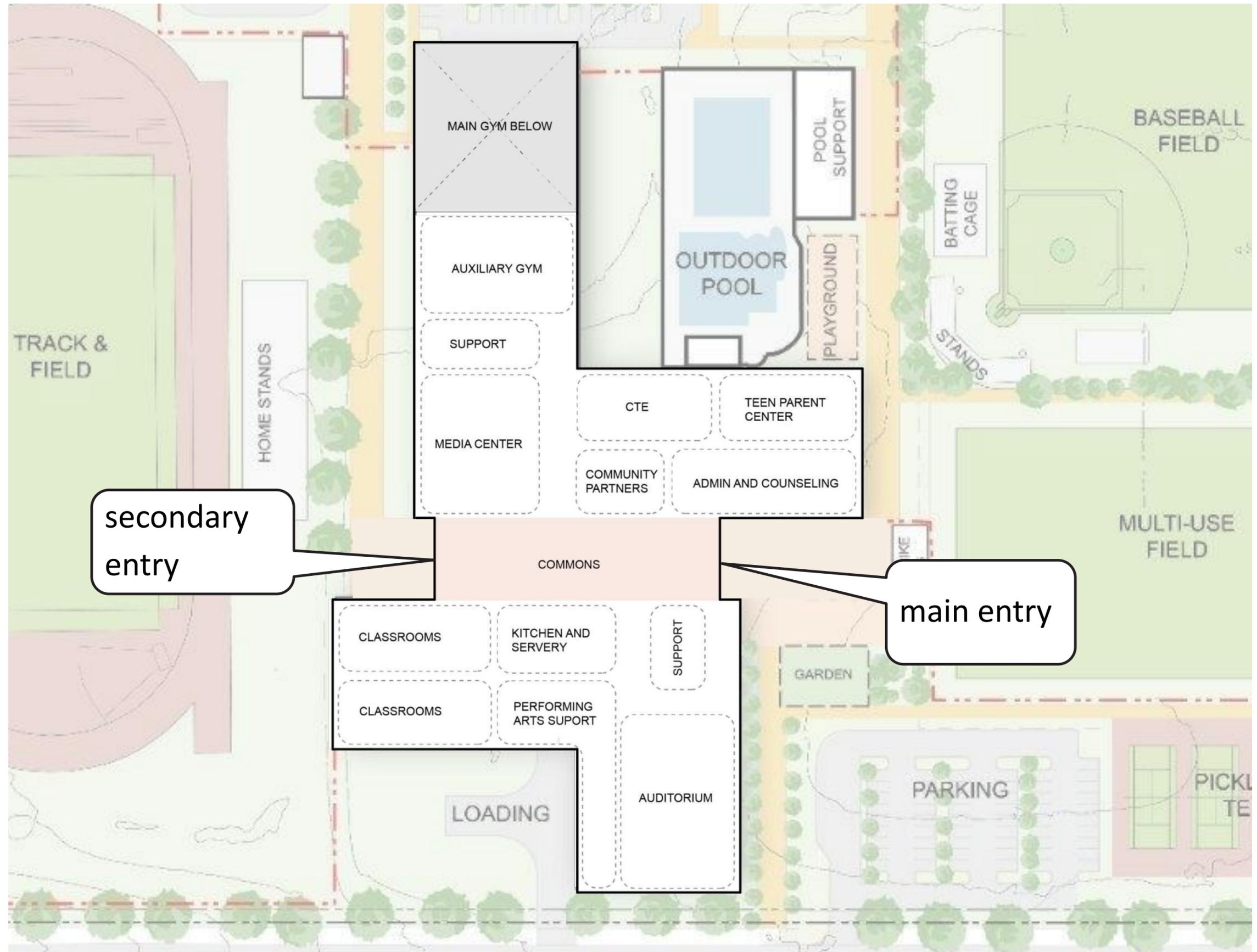


EXISTING CONDITIONS

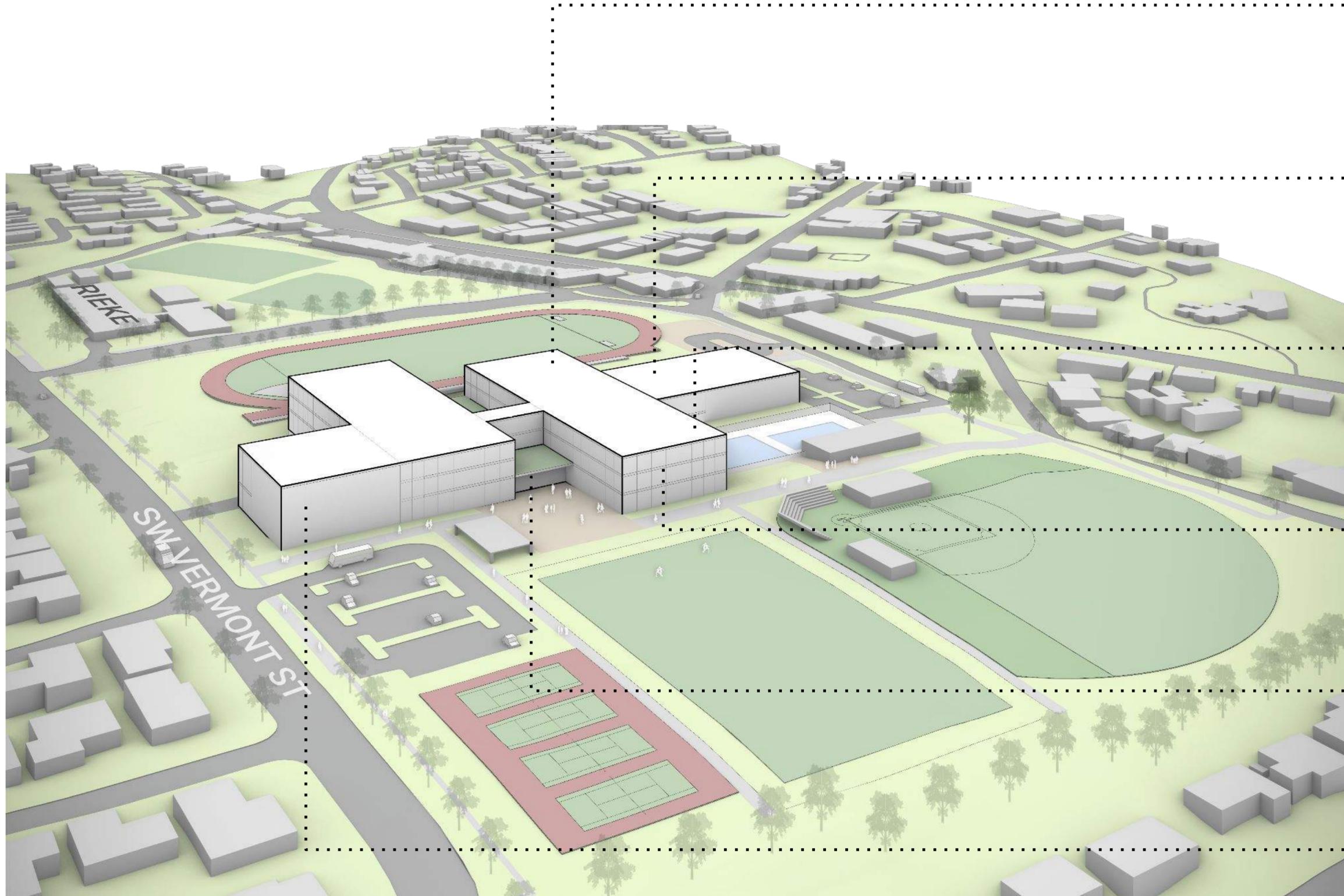


SCHEME 2

# SCHEME 2



# SCHEME 2



Building form connects to both Capitol Hwy and Vermont St. approaches

Gyms and athletics close to track & field and Capitol Hwy. approach

Primary "bars" running east-west to minimize western sun exposure

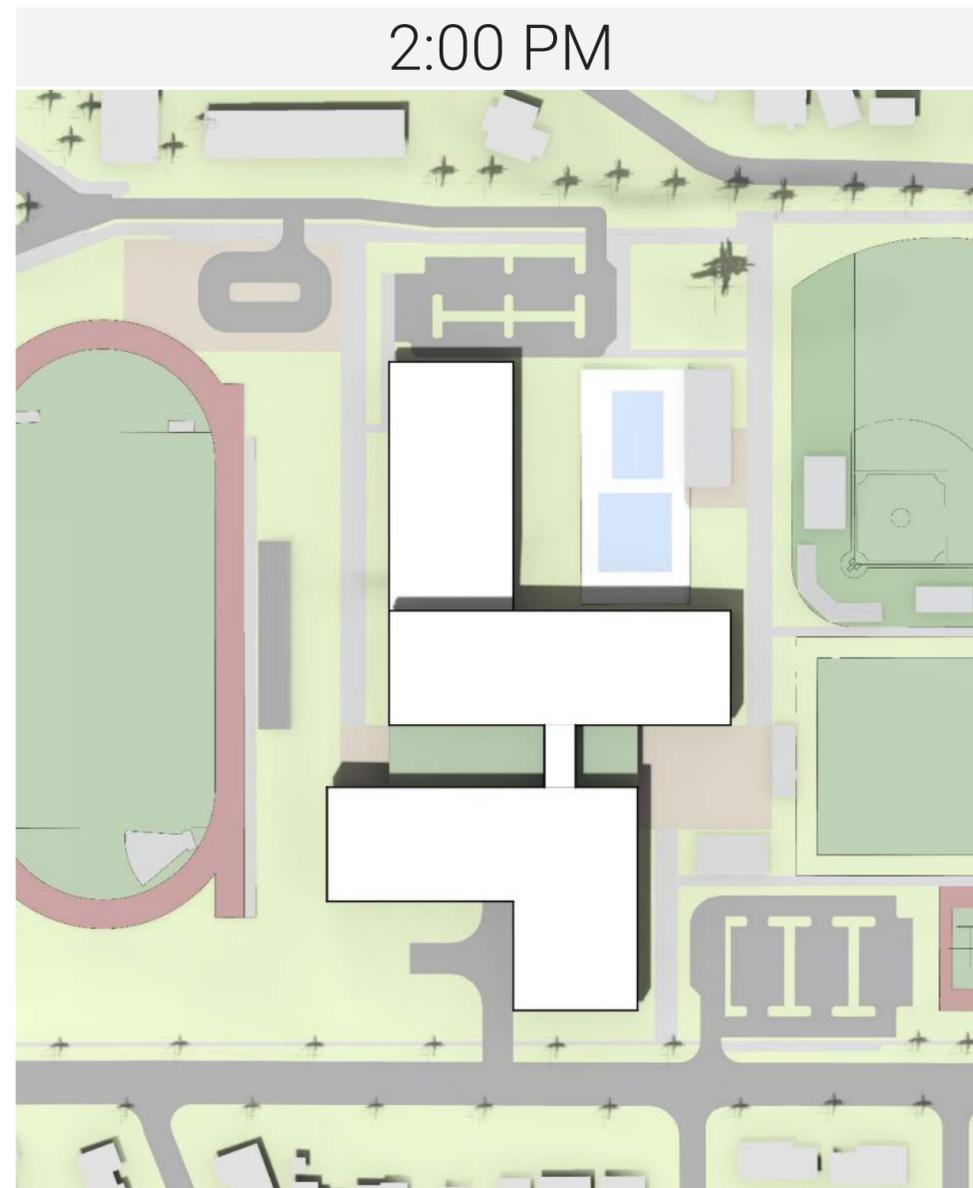
Classrooms primarily on upper levels

Main entry and secondary entry both connect to central commons

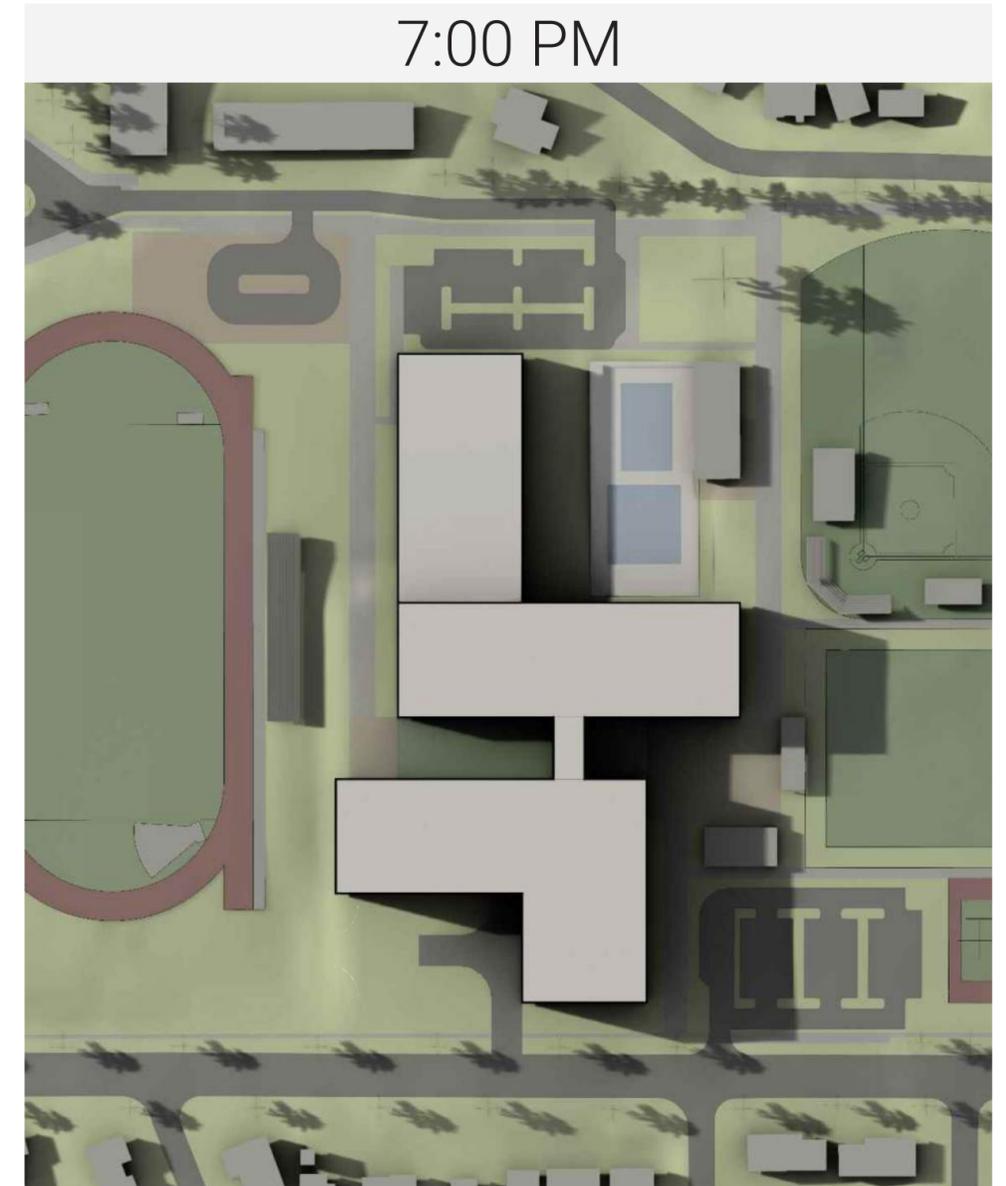
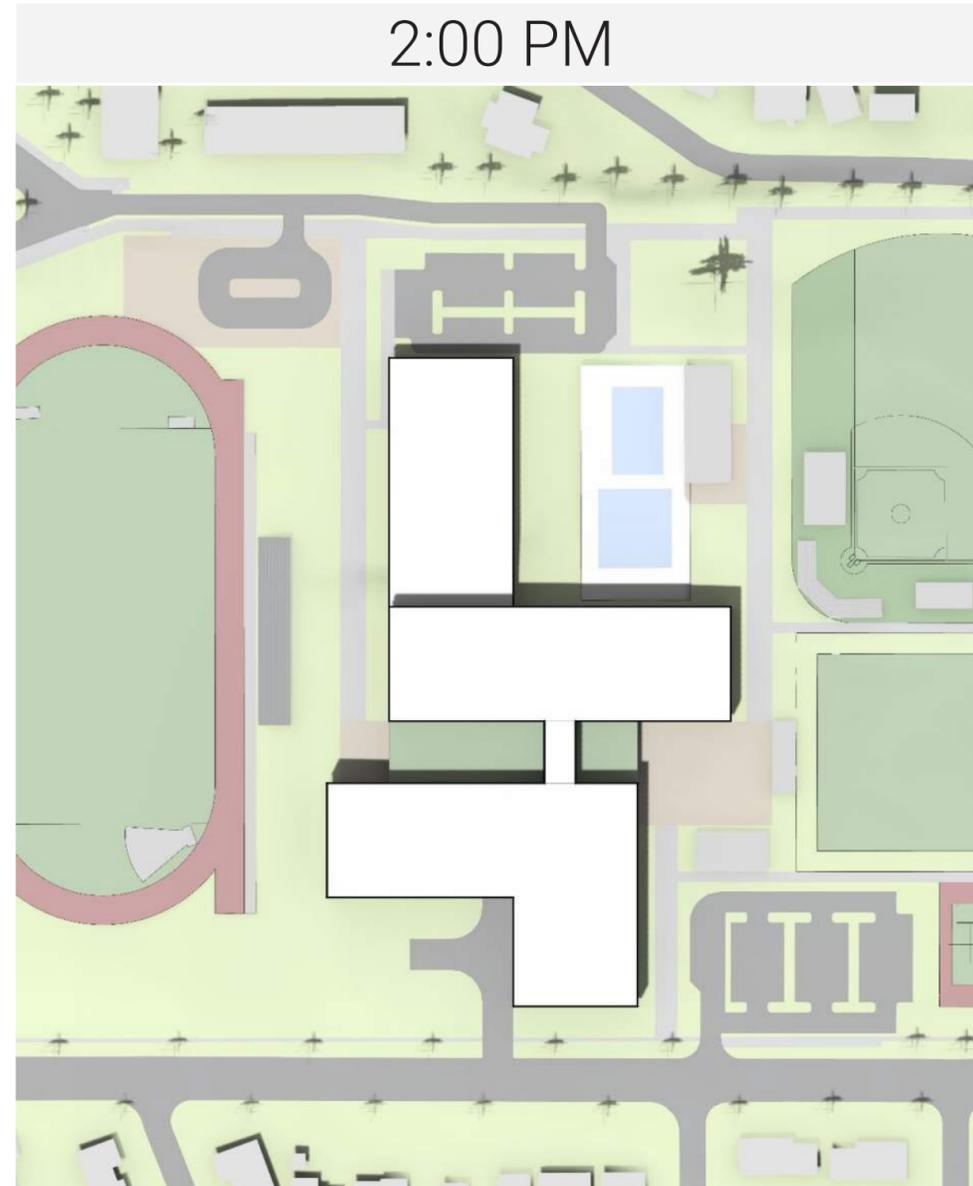
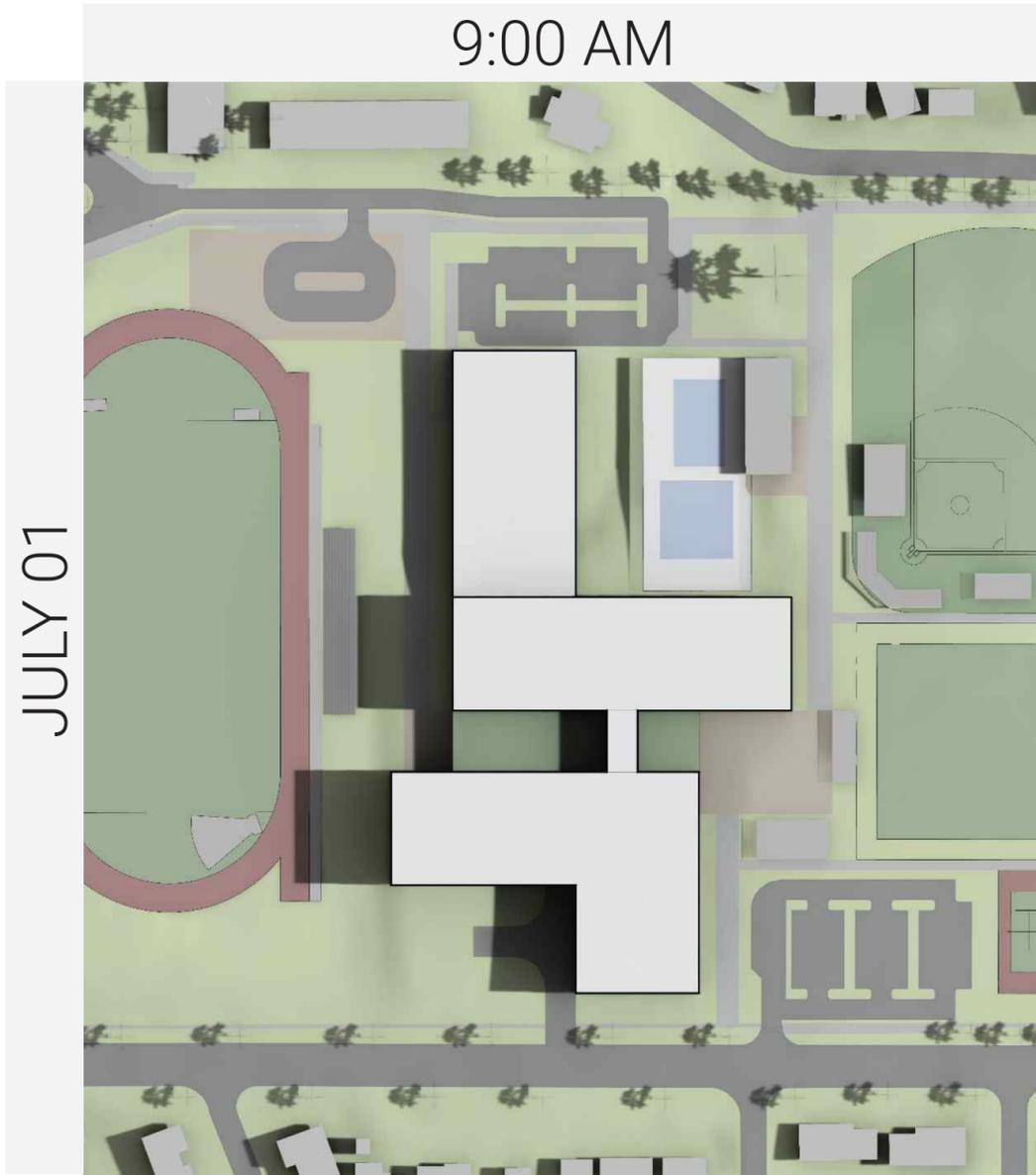
Auditorium close to main entry

Massing - Aerial View

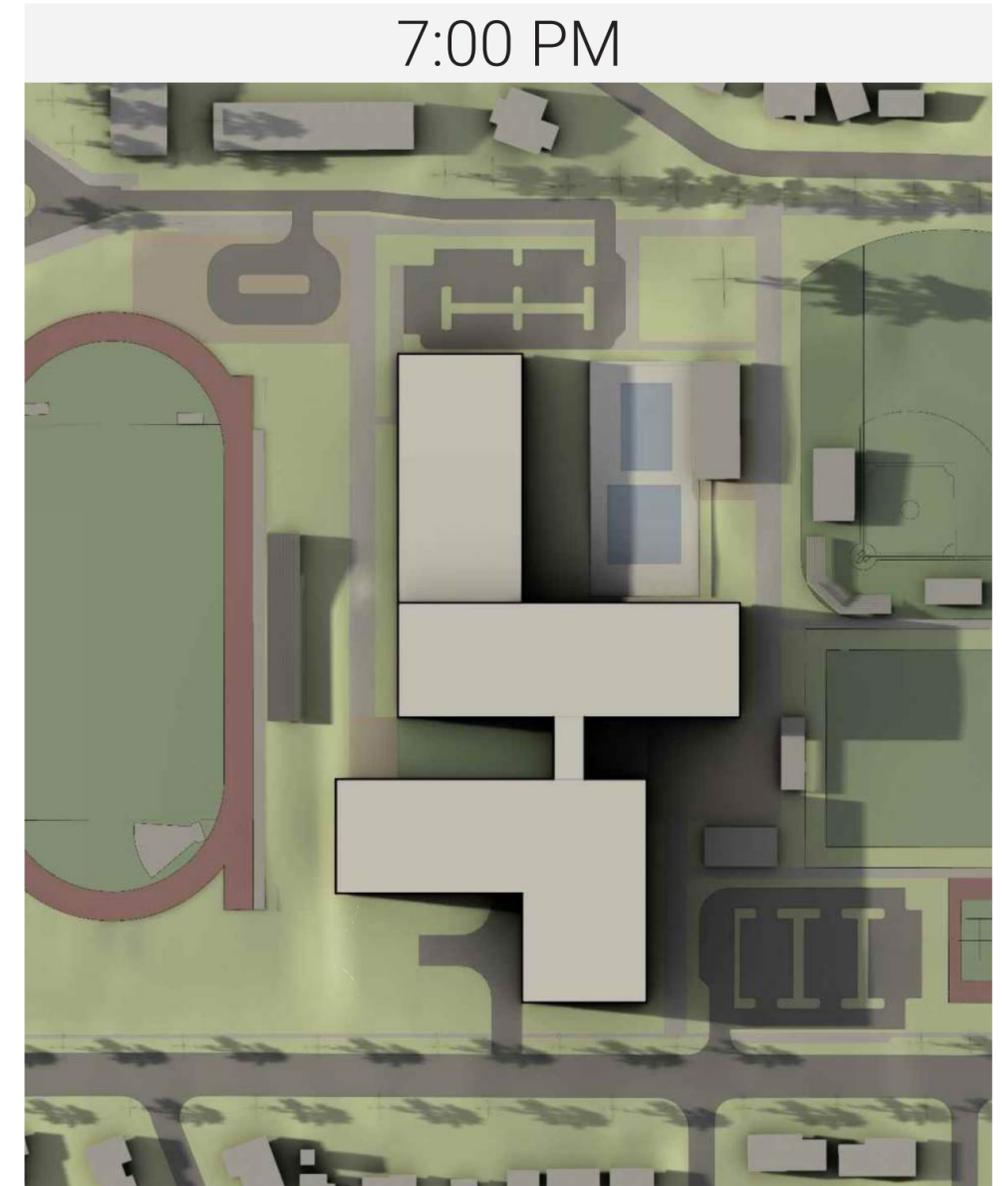
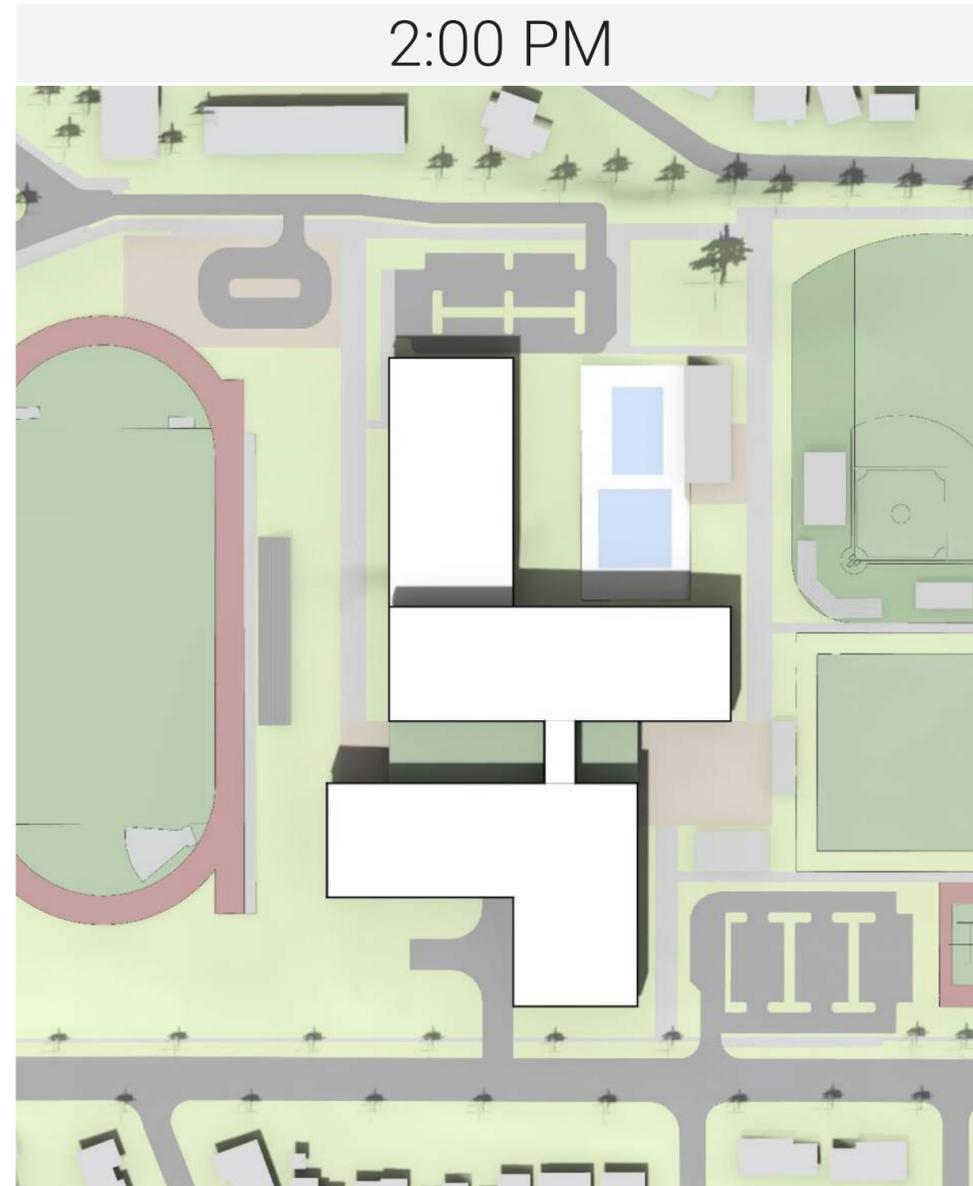
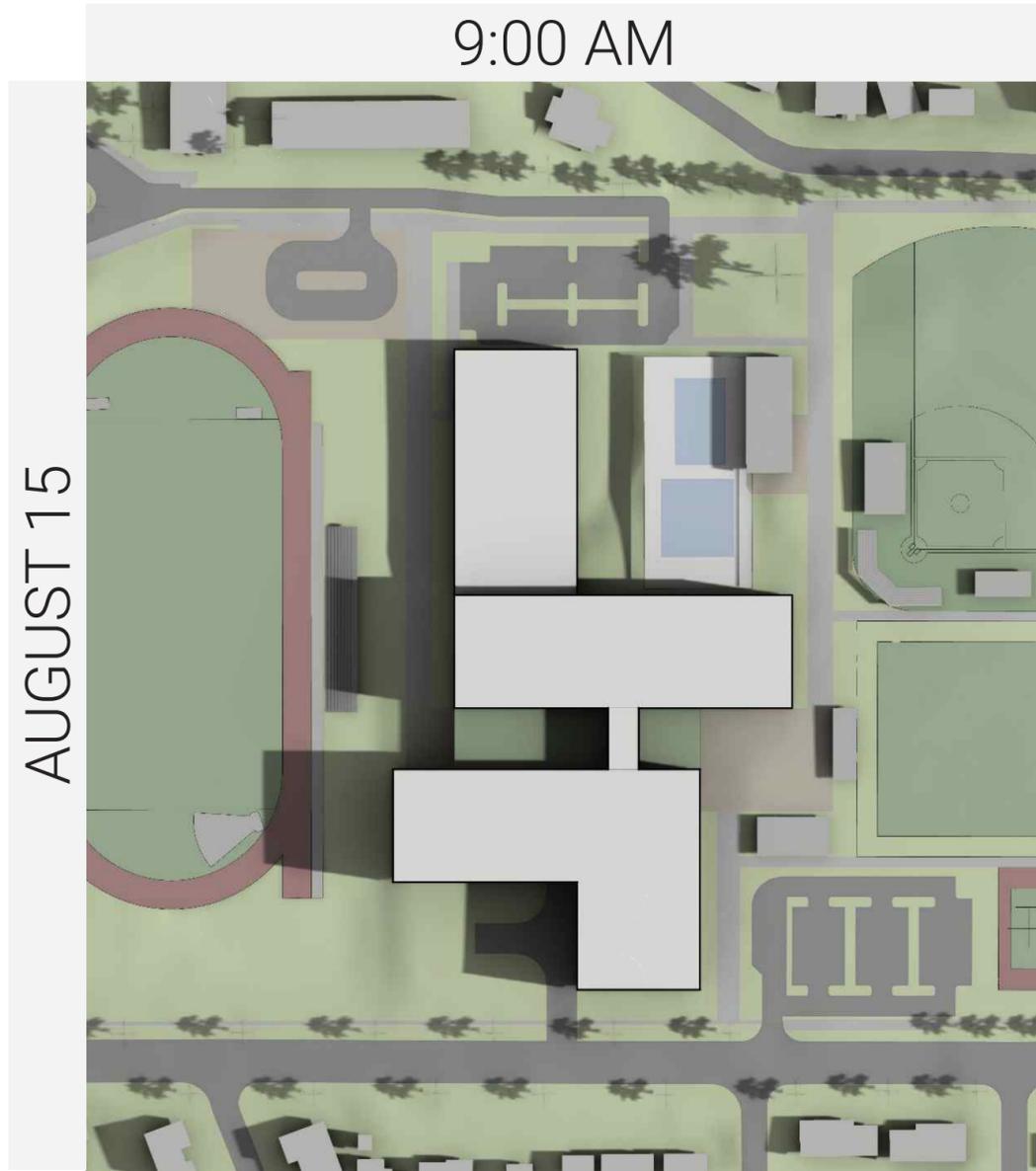
# SCHEME 2 - POOL SHADE STUDY



# SCHEME 2 - POOL SHADE STUDY



# SCHEME 2 - POOL SHADE STUDY



# SCHEME 1



Massing - View from Vermont St. (Southeast)

# SCHEME 2



Massing - View from Vermont St. (Southeast)

# SCHEME 1



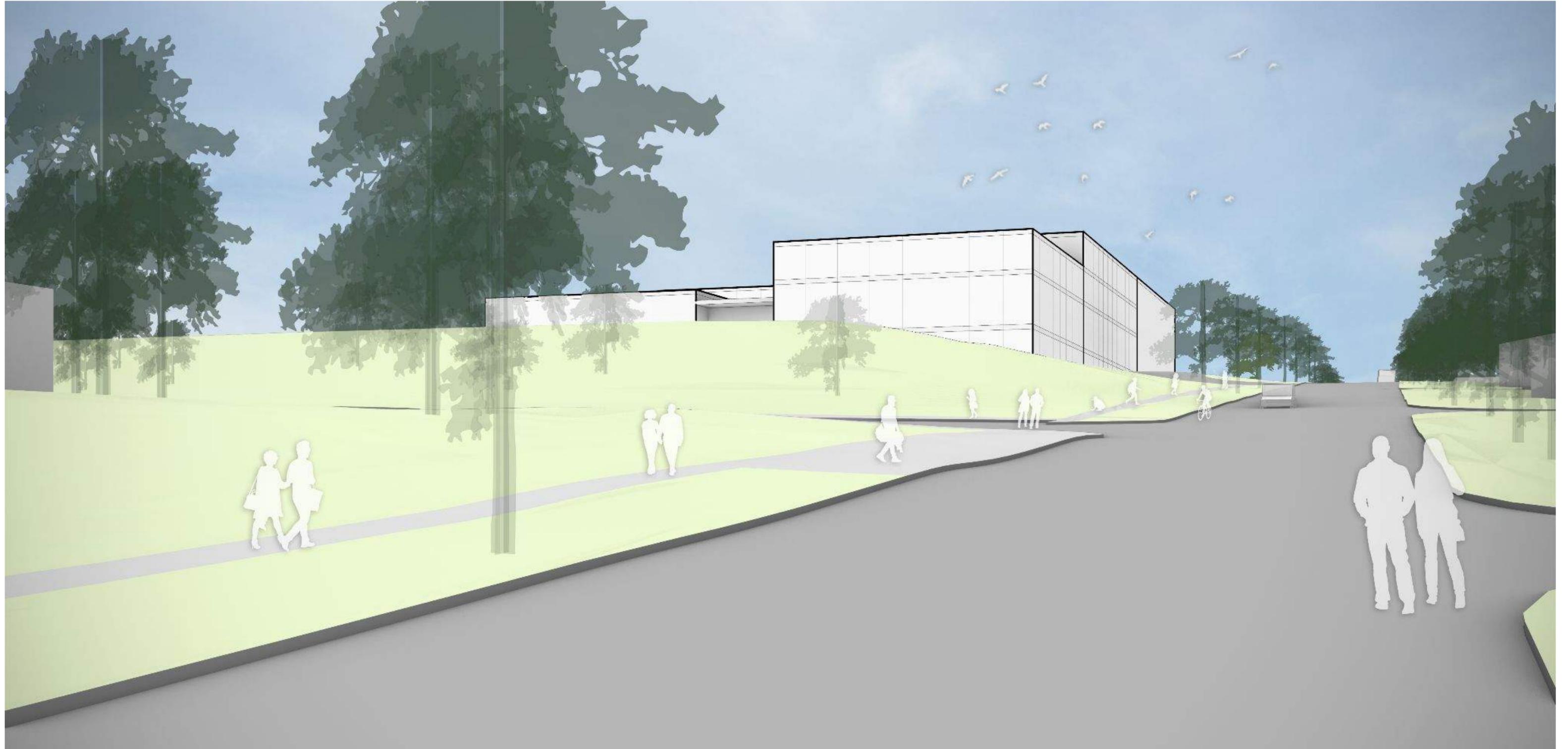
Massing - View from Capitol Hwy Approach

## SCHEME 2



Massing - View from Capitol Hwy Approach

# SCHEME 1



Massing - View from Vermont St. (Southwest)

## SCHEME 2

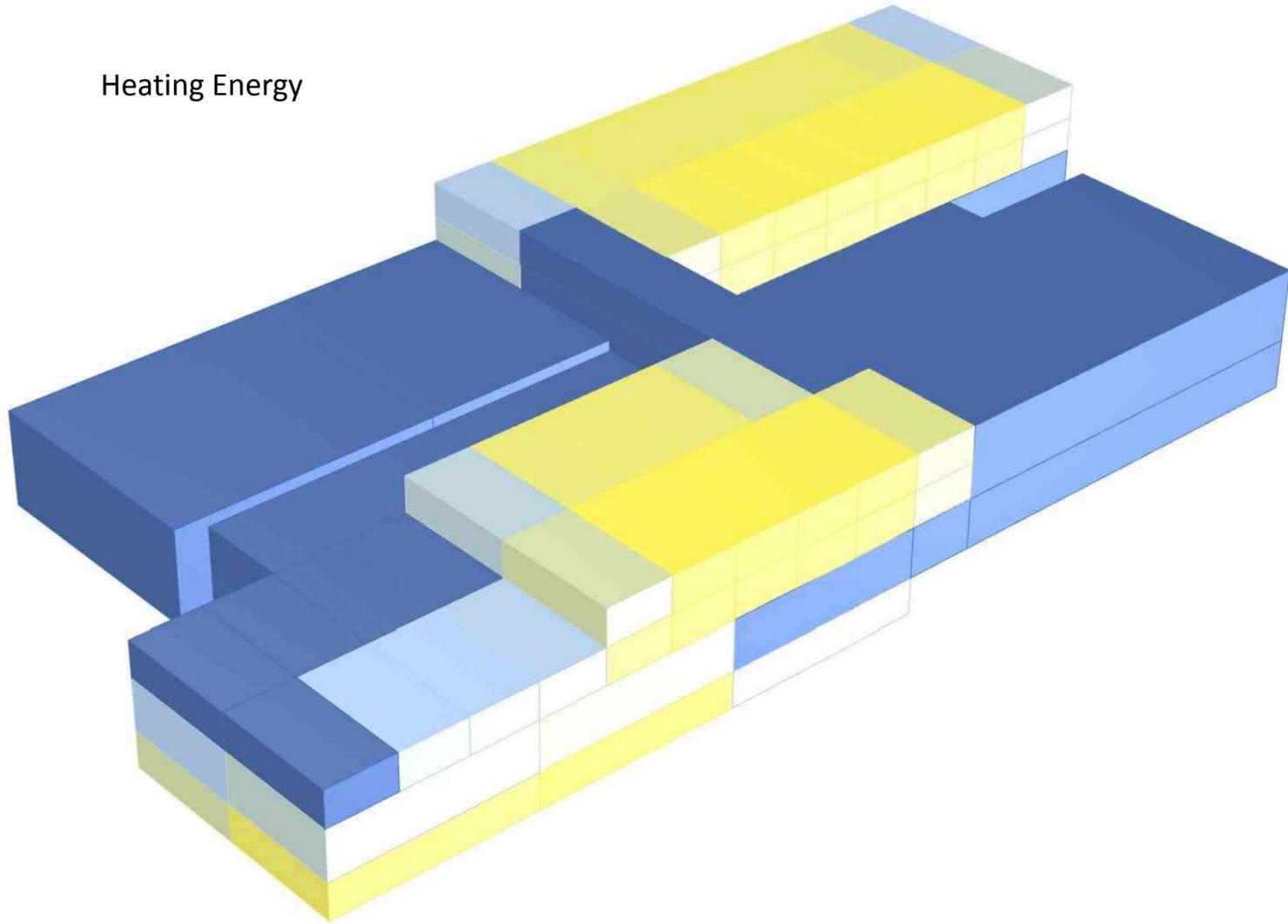


Massing - View from Vermont St. (Southwest)

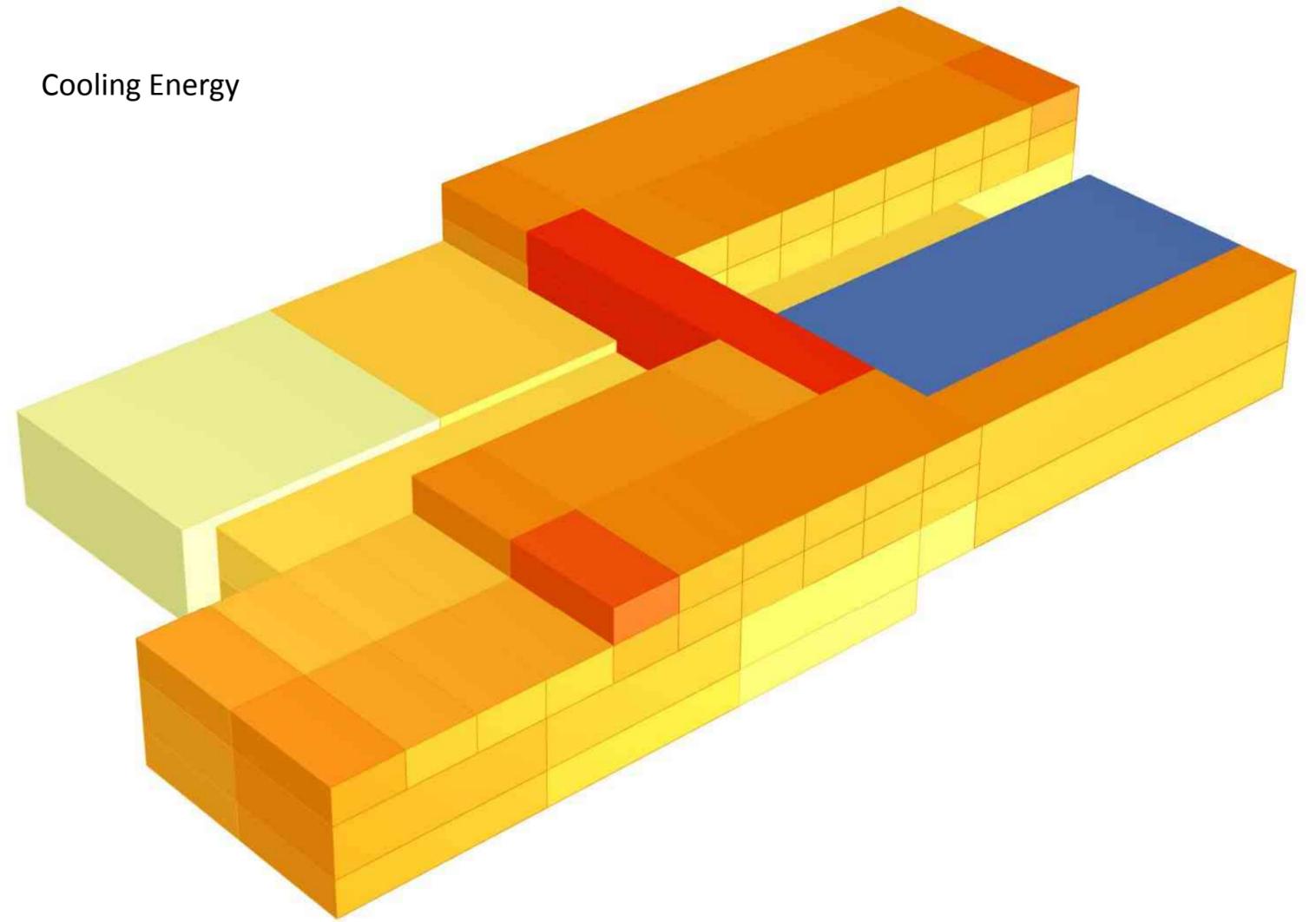
# SCHEME 1: Energy



Heating Energy



Cooling Energy



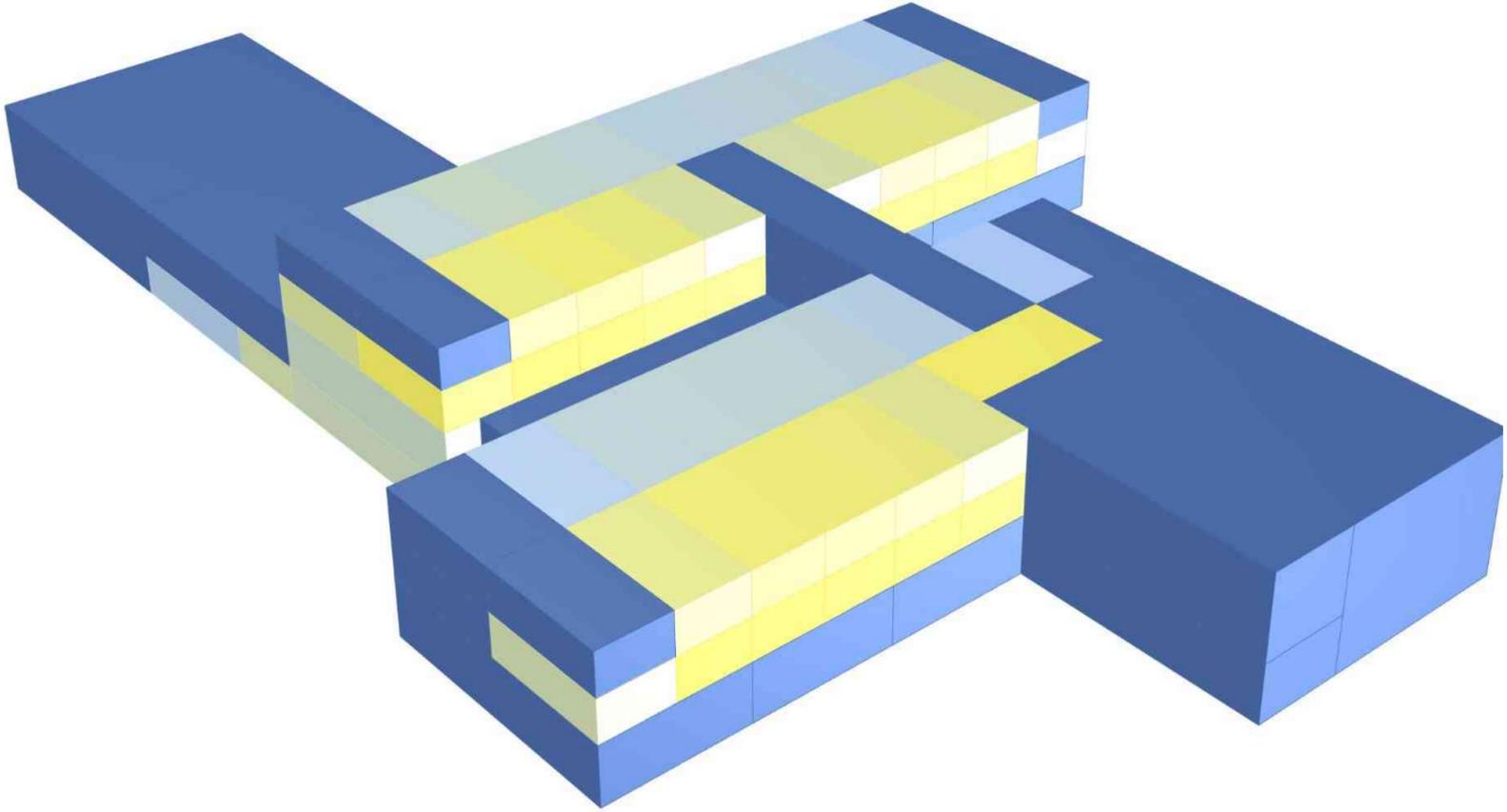
**Scheme 1 uses ~13% less Heating/ Cooling energy than Scheme 2**



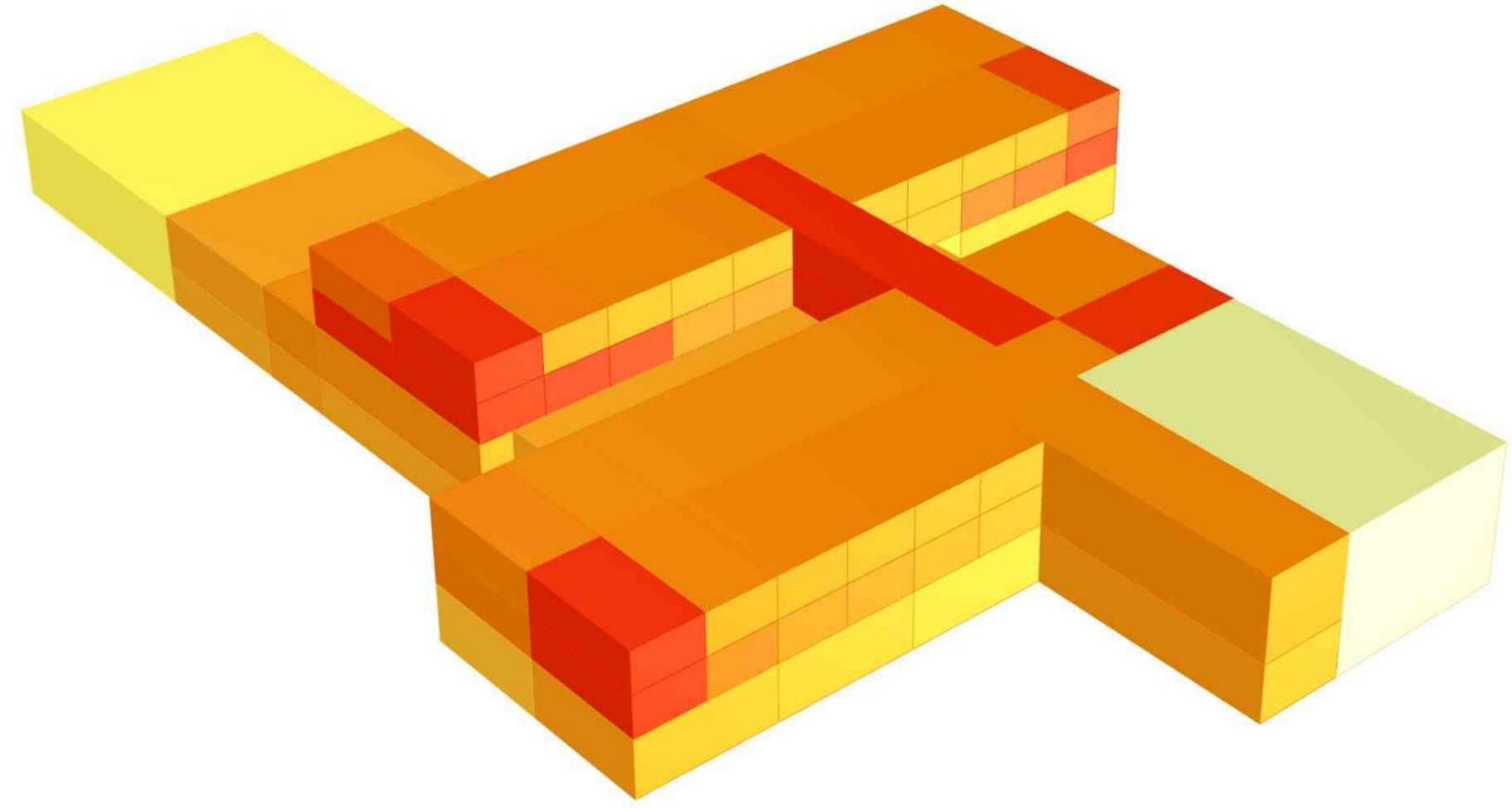
# SCHEME 2: Energy



Heating Energy



Cooling Energy

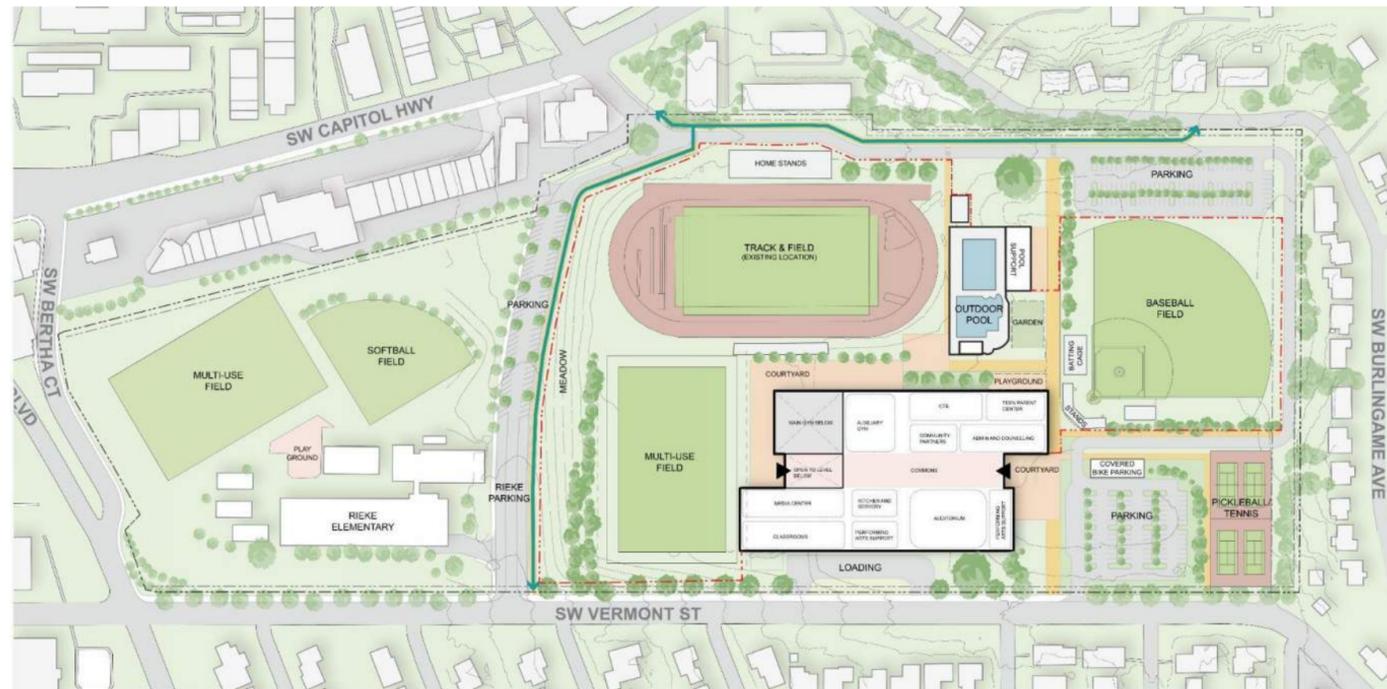


**Scheme 1 uses ~13% less Heating/ Cooling energy than Scheme 2**



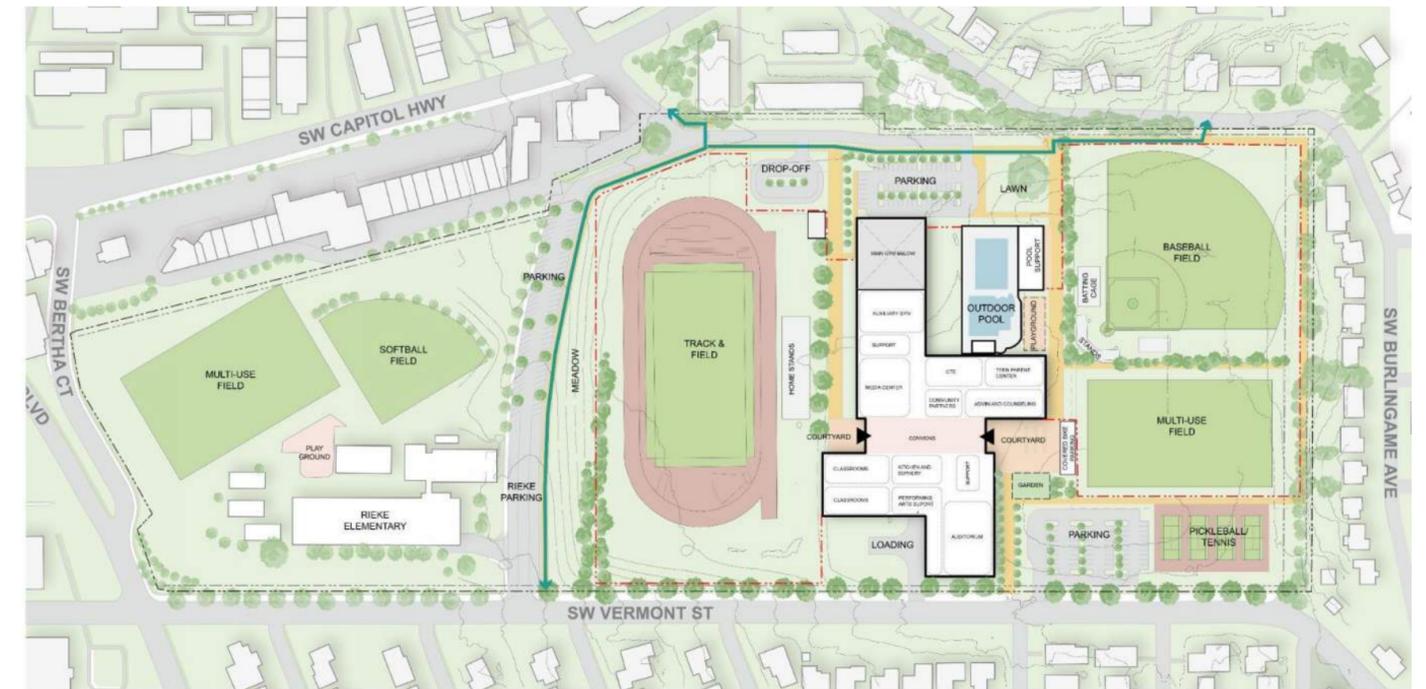
# SITE CONCEPTS - SUMMARY

## SCHEME 1



- keeps existing track & field with improvements
- building form “steps up” with topography of site, with upper and lower courtyards
- keeps existing pool, adds new pool support building
- new tennis and pickleball courts
- new baseball field and multi-use field
- improved softball field

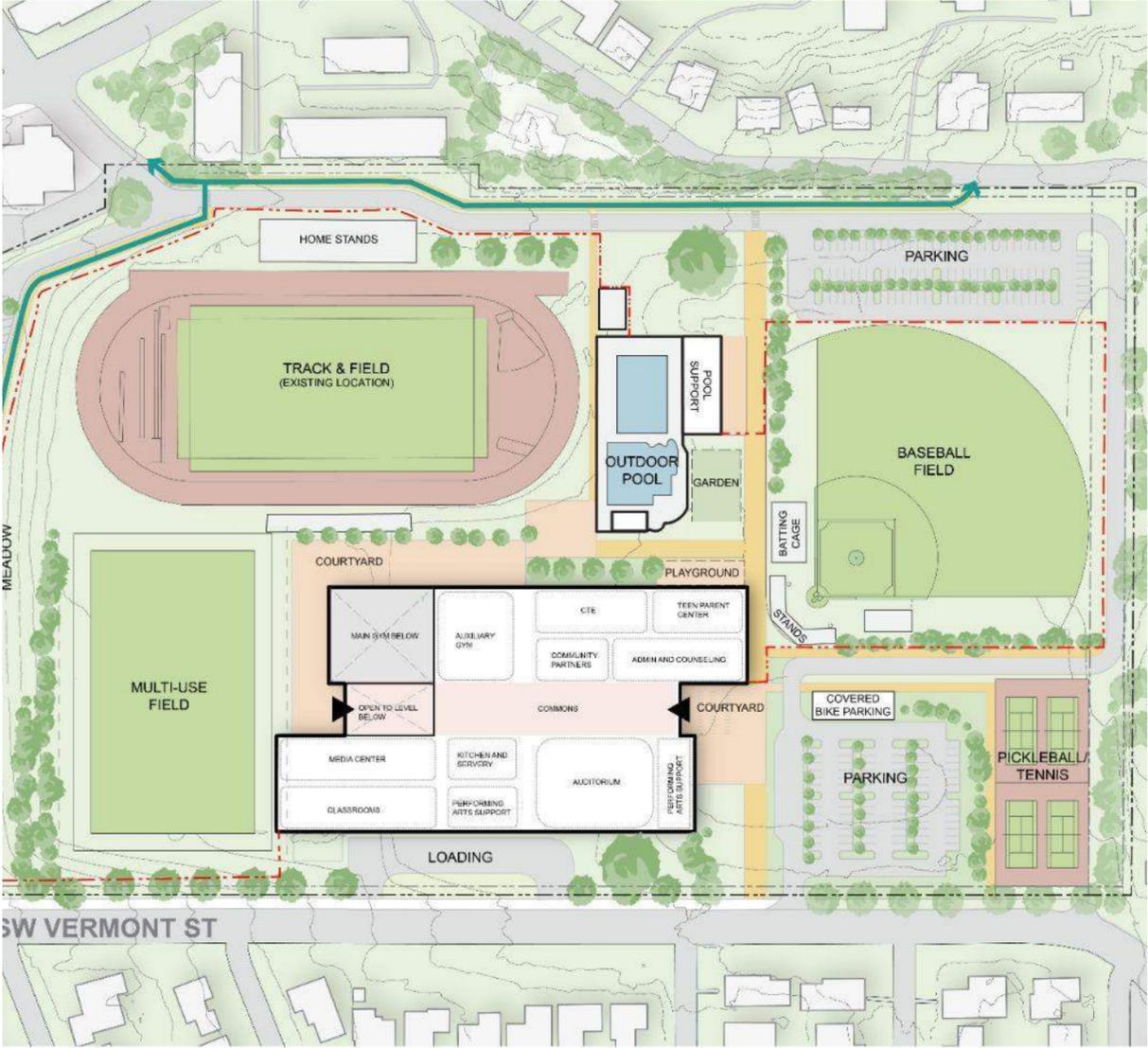
## SCHEME 2



- new track & field moved to N-S position
- building form connects to both Capitol Hwy and Vermont Street with central, two-sided entry
- keeps existing pool, adds new pool support building
- new tennis and pickleball courts
- new baseball field and multi-use field
- improved softball field

# SITE CONCEPTS - EVALUATION / TRADE-OFFS

## SCHEME 1



## PROJECT COSTS

- ▶ LOWER BUILDING COST
- ▶ LOWER SITE COST
- ▶ SHORTER CONSTR. DURATION

## EXPERIENCE & FUNCTIONALITY

- ▶ BETTER CONNECTION TO CAPITOL HWY
- ▶ IMPROVED FUTURE TRACK & FIELD OPERATION
- ▶ NO TRACK & FIELD DISRUPTION (3 YR)
- ▶ PROVIDES CROSS-SITE VEHICLE DRIVE
- ▶ VEHICLE ACCESS TO BOTH ENDS OF BUILDING
- ▶ FLEXIBLE LOADING FUNCTIONALITY

## SCHEME 2



# Feedback Exercise



## **Self Reflection** 00:10

For each scheme, please write on post-it notes:

*What are the trade-off / priorities?*

*What is successful?*

*What are some challenges?*

## **Walk About:** 00:45

Post comments on boards + discuss

Review other people's comments posted

Discuss common themes and trade-offs

**Additional Feedback?**

WellsBond@pps.net

# Next Steps



## NEXT STEPS

CPC #5: Tuesday 2/13, 6-8pm

- we will bring a **recommended Site Design Concept**
- we will bring draft “final” **Vision Statement** and **Guiding Principles**

CPC #6: Tuesday 3/12, 6-8pm

- **final presentation** of what goes to the Board of Education on 4/2

**Additional Feedback?**

WellsBond@pps.net

## **Additional Feedback?**

Website: [pps.net/IdaBWellsBond](http://pps.net/IdaBWellsBond)

Email: [WellsBond@pps.net](mailto:WellsBond@pps.net)

**Questions?**  
**THANK YOU**