

# BORA



PORTLAND PUBLIC SCHOOLS

## Ida B. Wells High School

CPC Meeting #3  
December 6 2023

**after BRUCE**  
public relations & marketing

**WALKER | MACY** **kpff**



DESIGN TEAM HERE TODAY



Donna Bezio  
PPS



Erik Gerding  
PPS



Hector Lopez  
PPS



Rolando Aquilizan  
PPS



Amy Donohue  
Bora



Amy Running  
Bora



Stefée Knudsen  
Bora



Becca Cavell  
Bora



Corey Squire  
Bora



Amelie Reynaud  
Bora



Aisha Marcos  
Bora



Rhonda Teeny  
After Bruce



Thy Daniels  
After Bruce



Mireaya Medina  
After Bruce



Chelsea McCann  
Walker Macy



Taryn Wiens  
Walker Macy



## AGENDA

**Objectives + Look Ahead** 00:10

**Debrief on Tours of LHS** 00:10

**Reactions to Guiding Principles** 00:10

**Site / Building Orientation** 00:05

*Break* 00:05

**Existing Site Circulation & Topography** 00:15

**Site Options** 00:20

**Site Options: Feedback Exercise** 00:30

**Engagement Plan** 00:10

**Close + Next Steps** 00:05

meeting notes  
from CPC #2 are  
posted on the PPS  
Bond website!

## OBJECTIVES FOR TODAY

1. **Guiding Principles:** reactions to the draft principles

2. **Site Approach:** input towards a single option

*“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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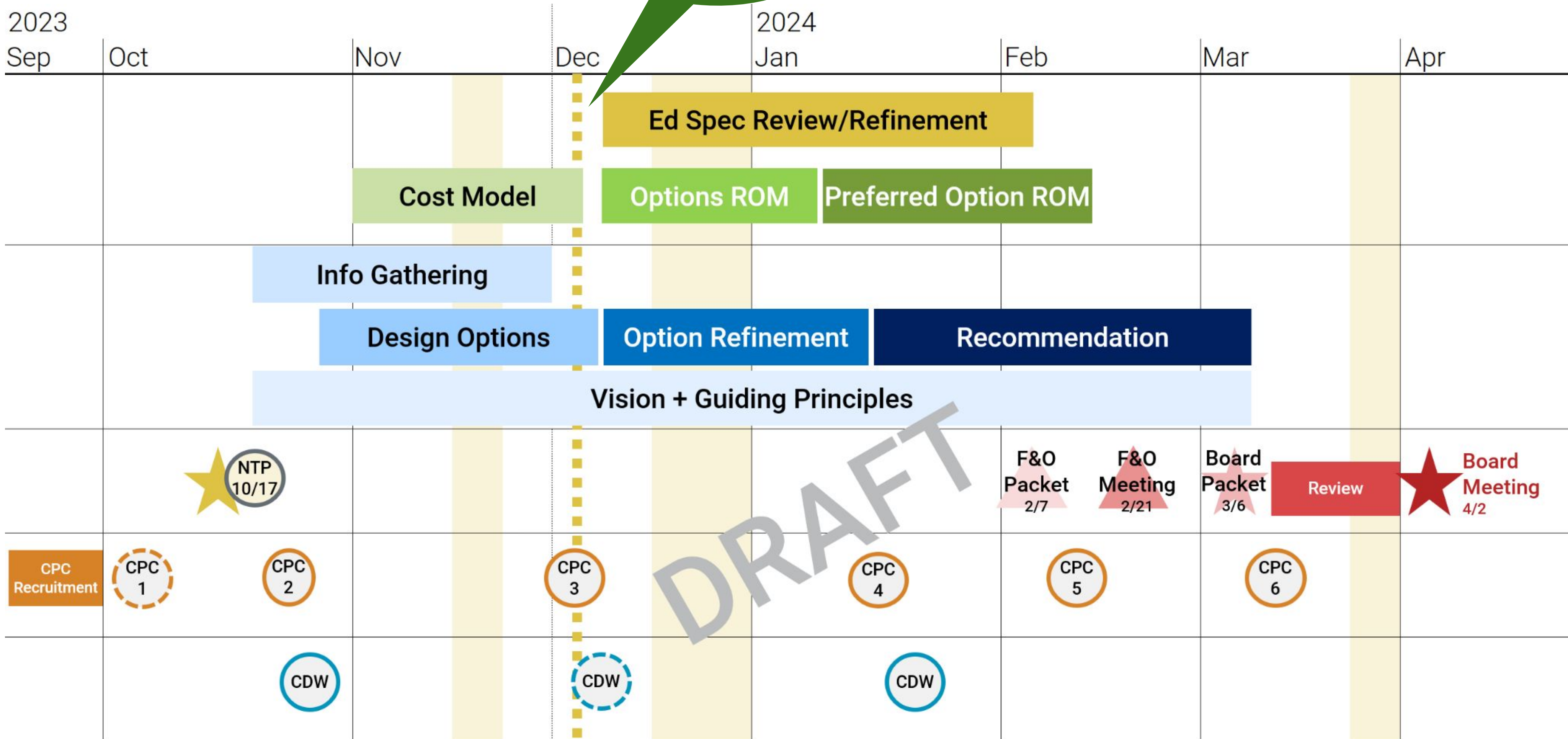


Your input helps us understand qualitative questions:

**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

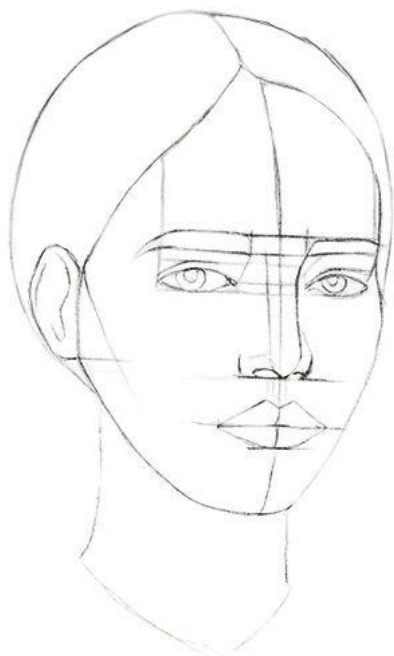
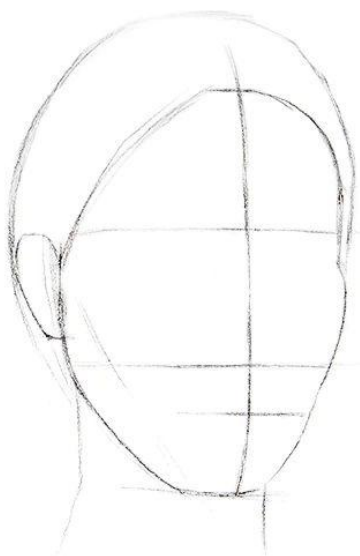
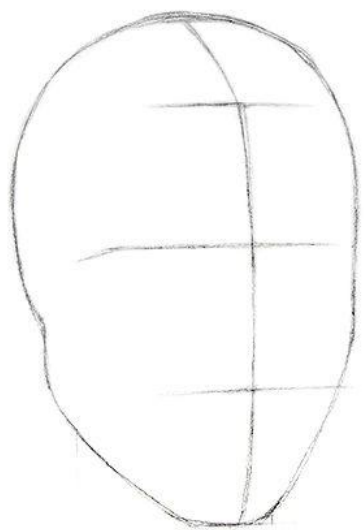
**2023-24**  
**Comprehensive  
Planning**

Schematic  
Design

Design  
Development

Permit  
Documents

Ready for  
Construction!

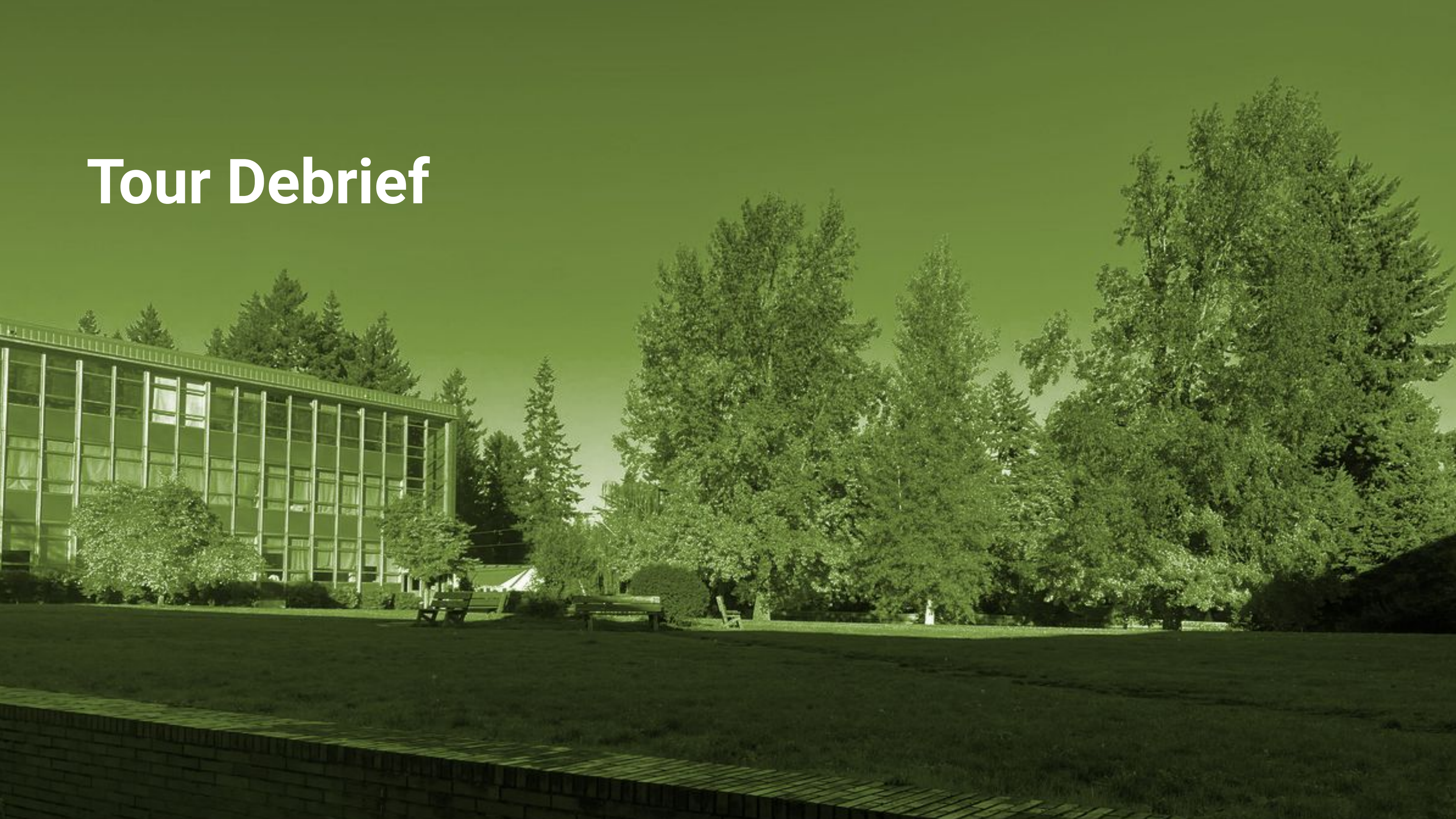


TYPICALLY  
18-24 MONTHS

TYPICALLY  
24-36 MONTHS



# Tour Debrief





# LINCOLN HIGH SCHOOL TOUR - IMPRESSIONS





# Guiding Principles





## GUIDING PRINCIPLES - DRAFT

**CREATE** a bold, flexible teaching environment that will inspire and support a variety of learning styles well into the future.

**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.

**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.

**SUPPORT** learning with great daylighting, healthy indoor air quality and excellent acoustics, borrowing the principles of biophilic design to achieve a welcoming environment.

**LIFT** the voices of a diverse student body, empowering and making visible the many cultures within the community through meaningful, equity-informed, impactful engagement.

## GUIDING PRINCIPLES - DRAFT

**LEAD** by example in creating the 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.

**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.

**HONOR** the legacy of Ida B Wells through design, art and storytelling within the building and on the site.

**CONNECT** to the broader business and residential district by making the new school a focal point and beacon of activity in SW Portland – all while preserving security and safety for the student population.

**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 trust-building activities.



# Site + Building Orientation

for Climate, Health, and Equity





# 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

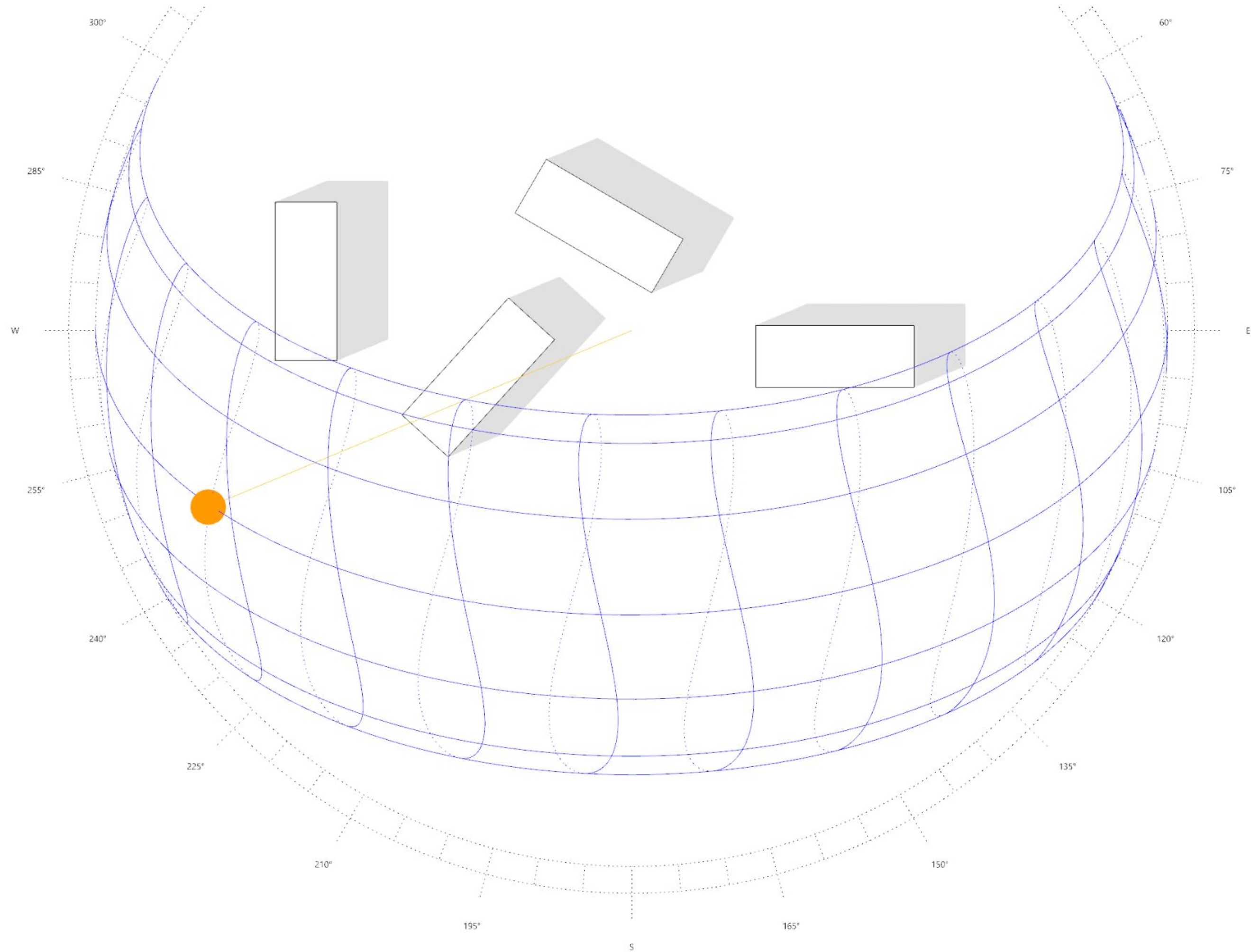
Effectively managing solar energy results in less energy needed to heat and cool the building.

## Costs and Carbon

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



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





Site Typography



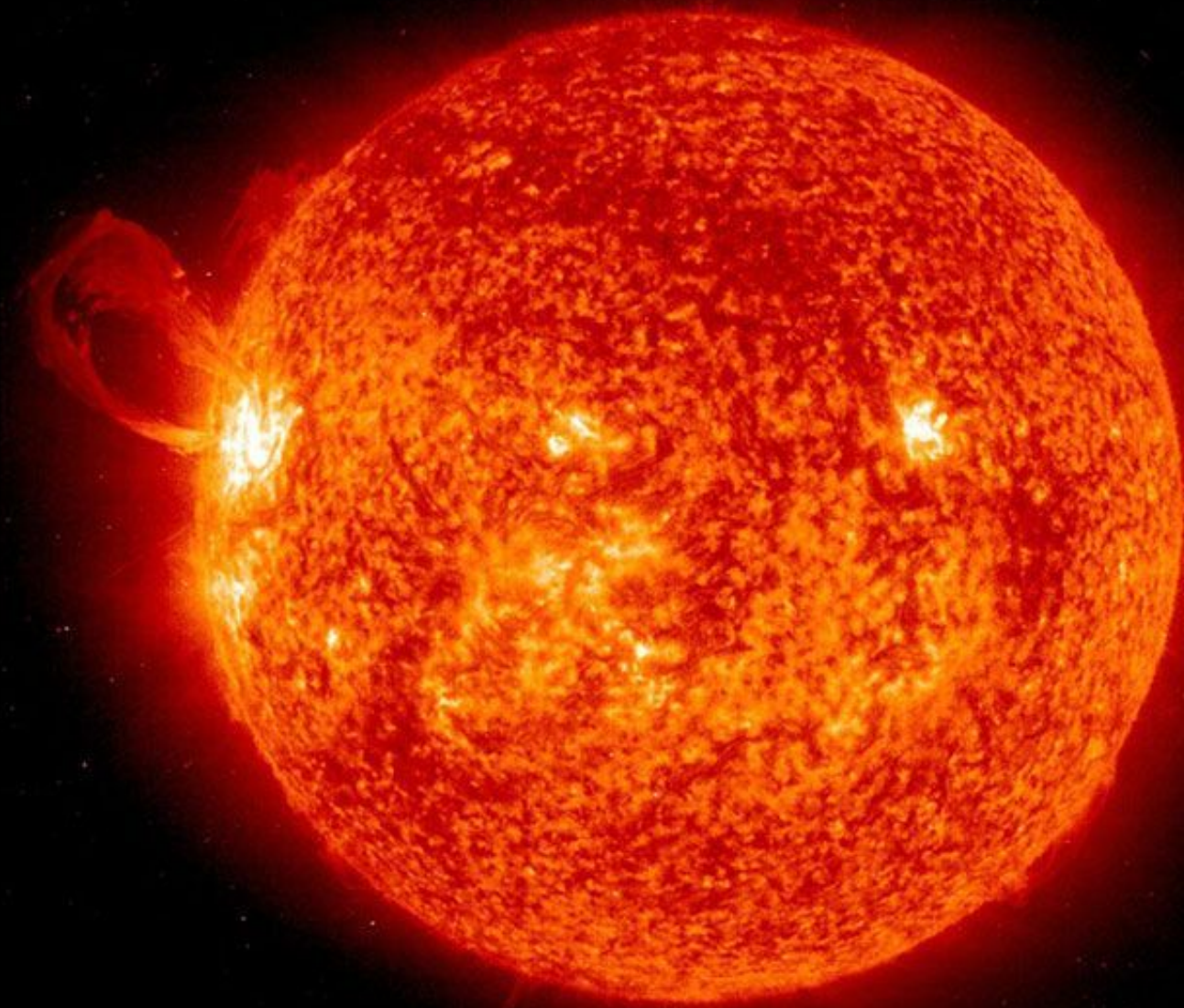


Views





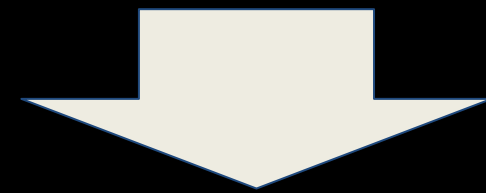
# The Sun



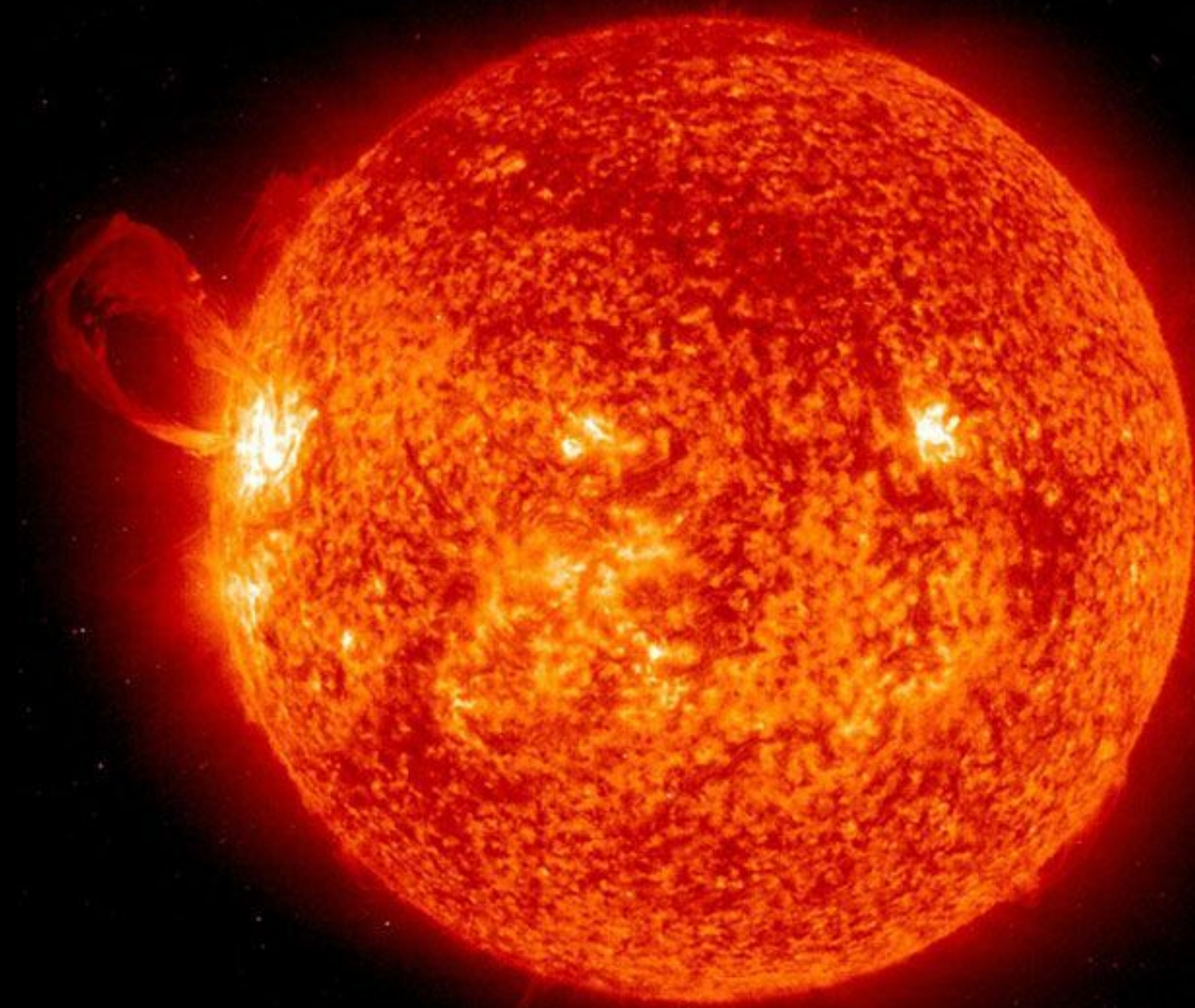


The Sun

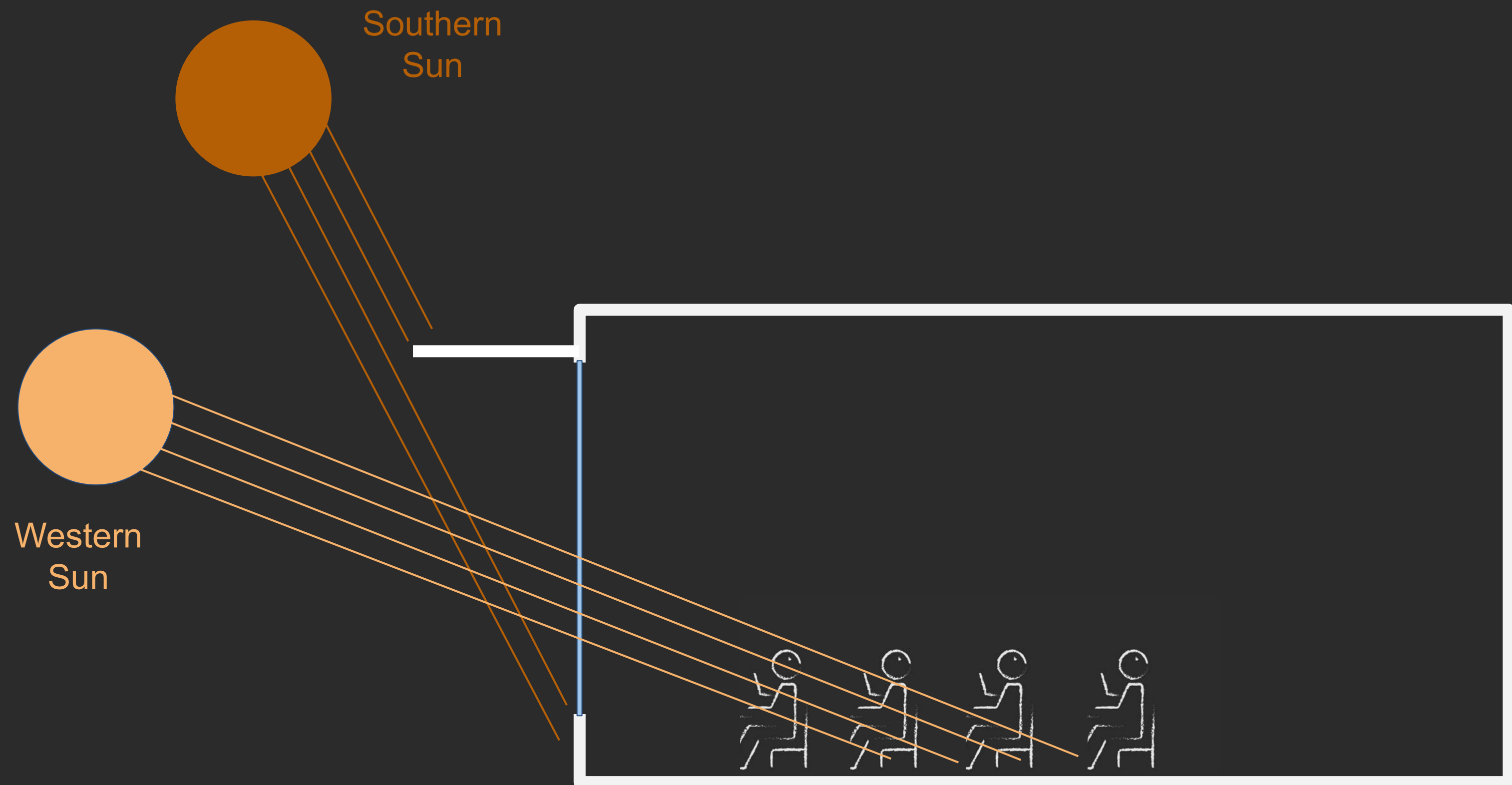
Building Efficiency  
Carbon Emissions  
System and Operating Costs  
Comfort  
Resilience  
Experience



**Learning Outcomes**

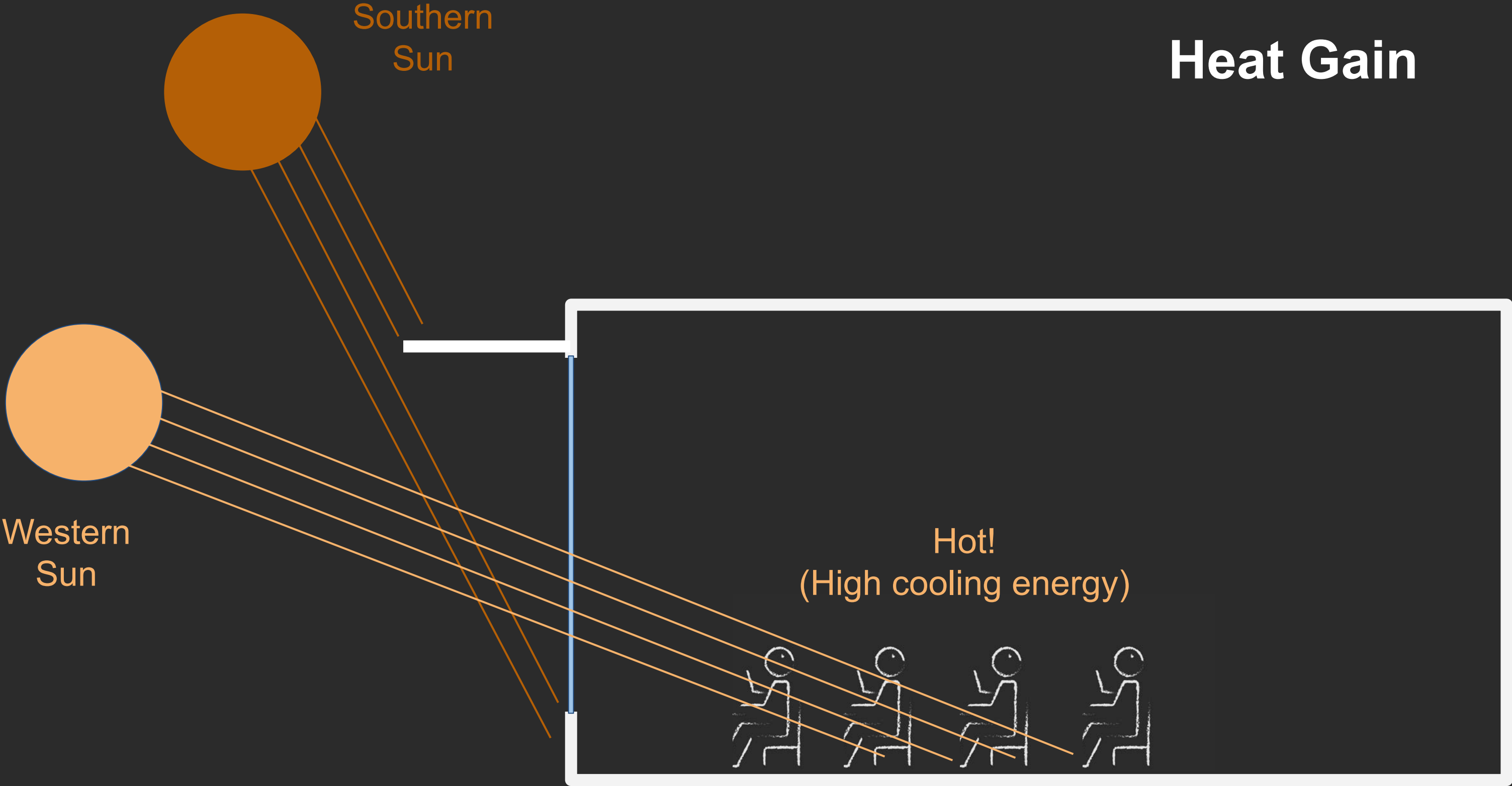




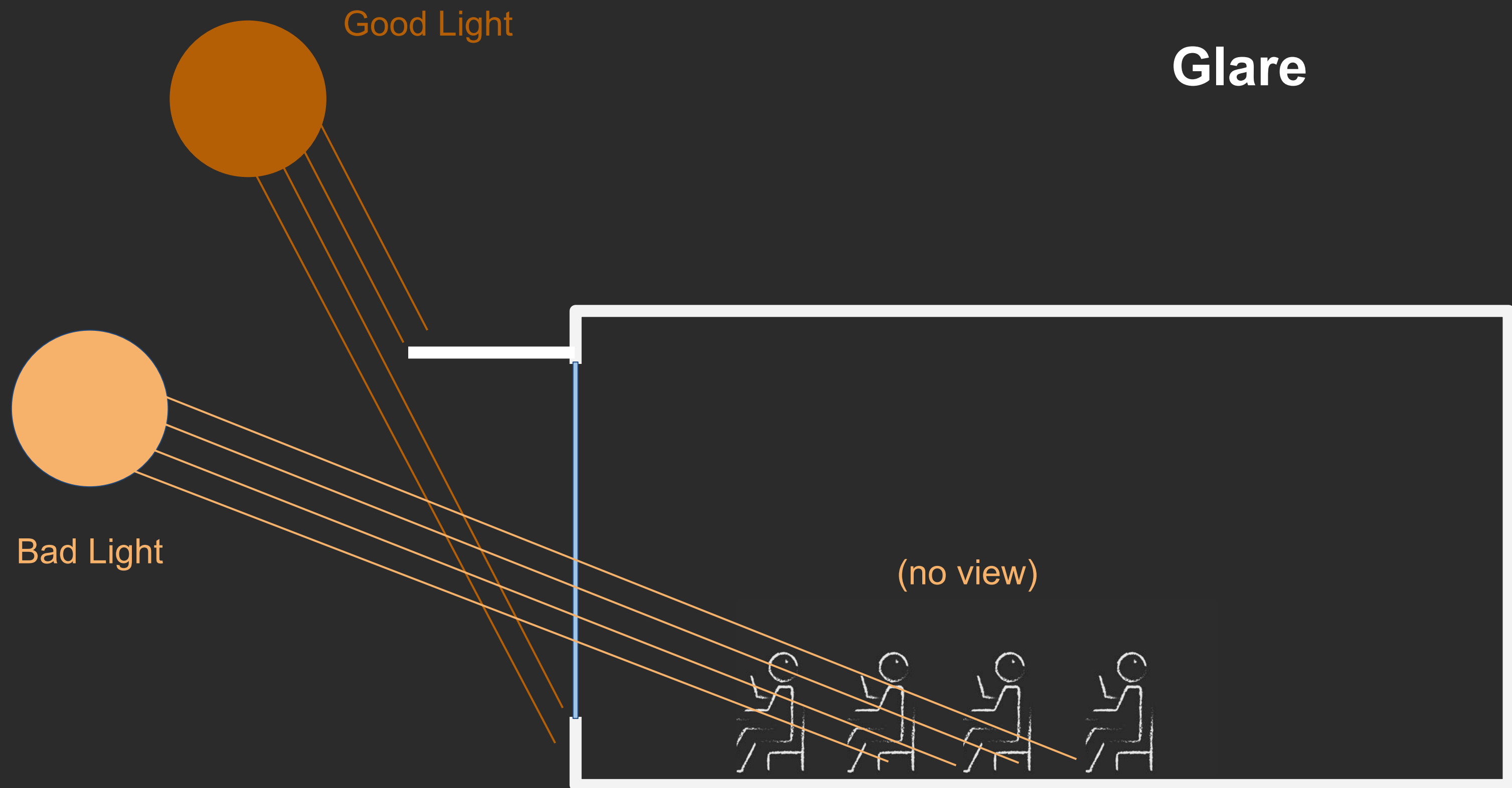




# Heat Gain

















# Designing with Nature



# Designing with Disregard for Nature



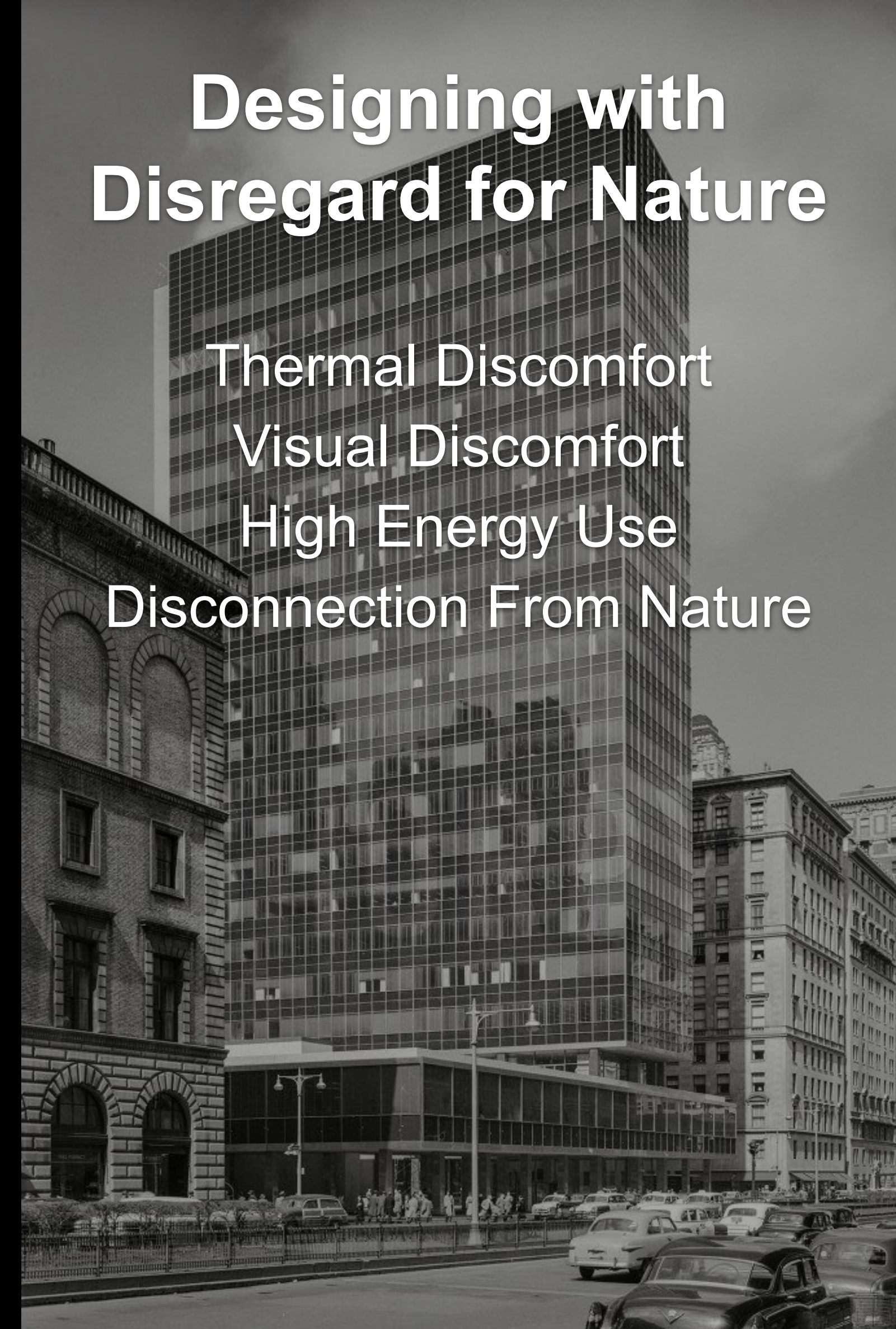


# Designing with Nature



# Designing with Disregard for Nature

Thermal Discomfort  
Visual Discomfort  
High Energy Use  
Disconnection From Nature

























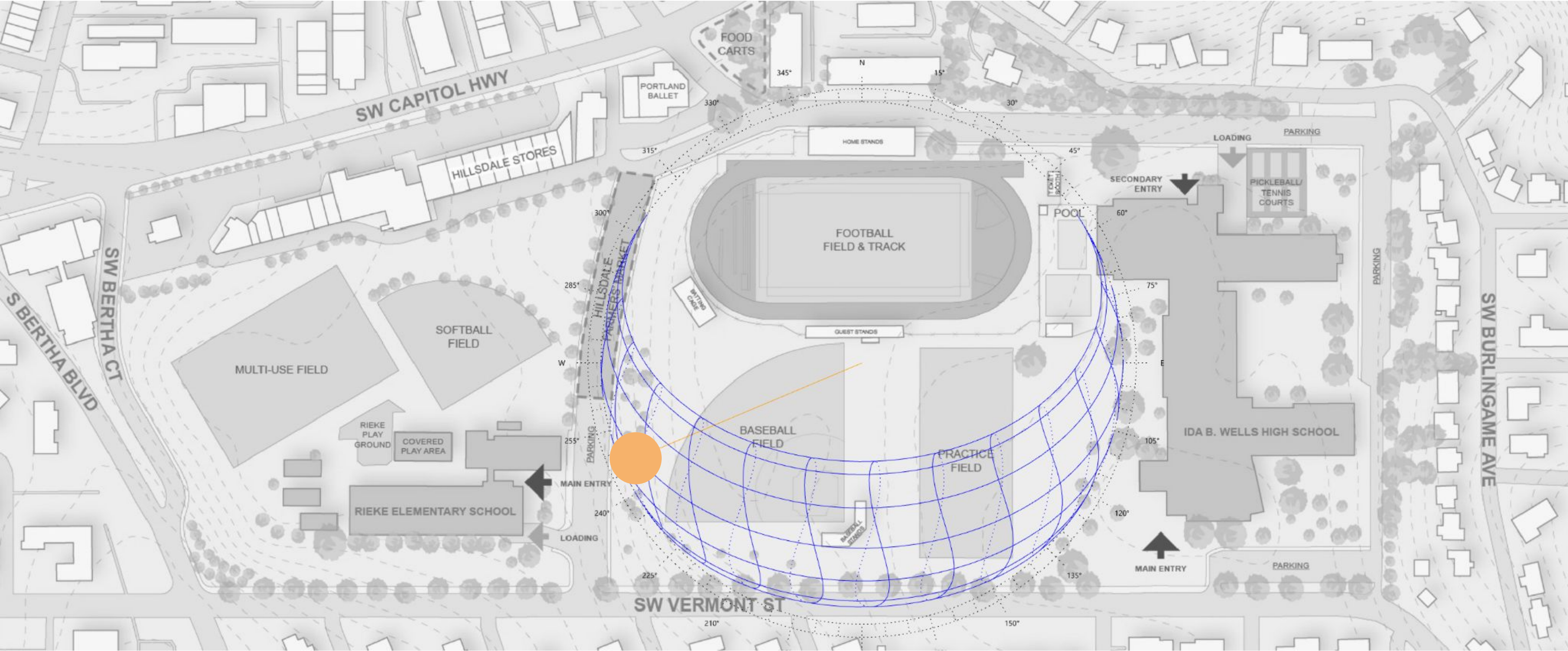






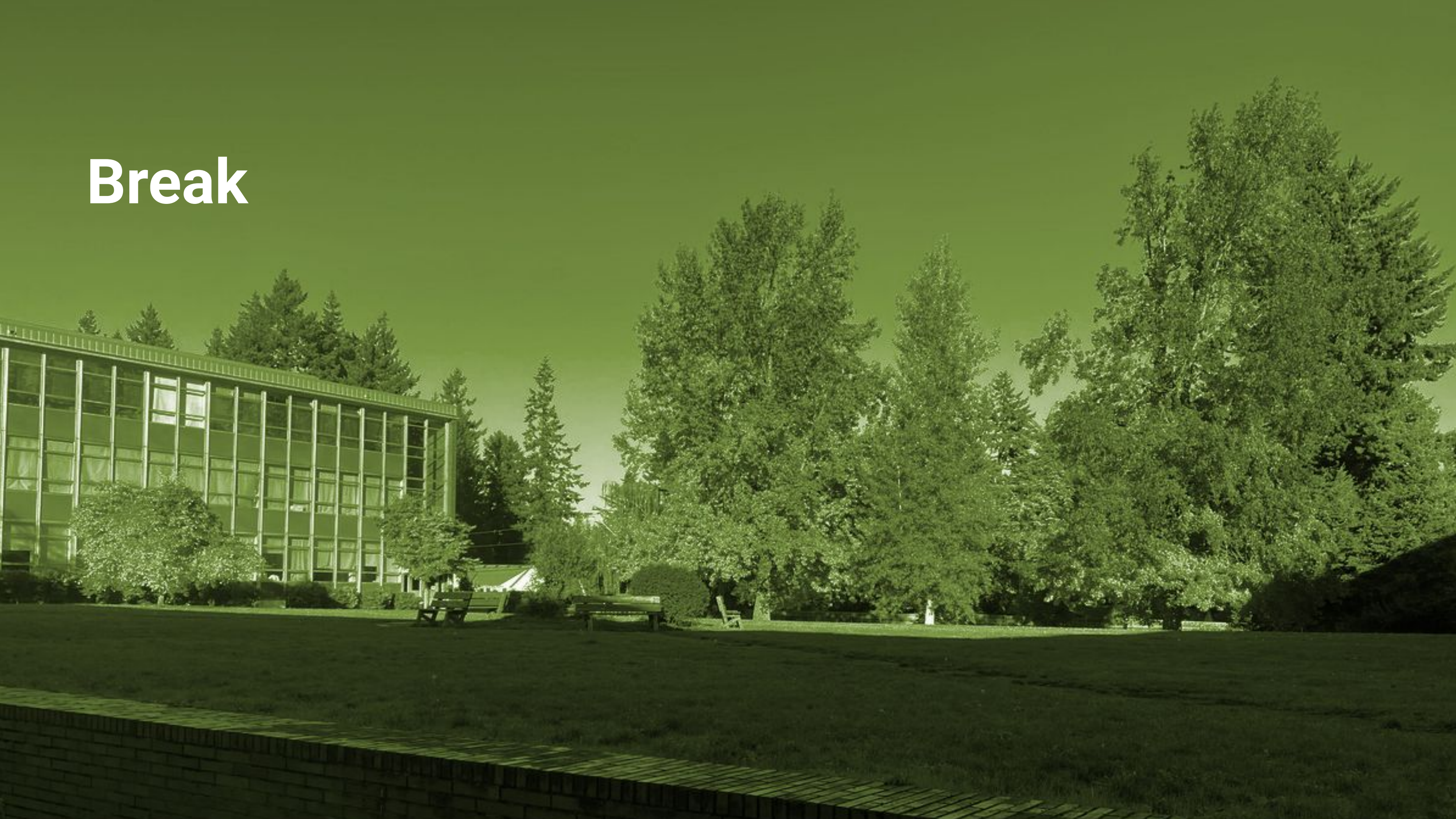


EXISTING CAMPUS



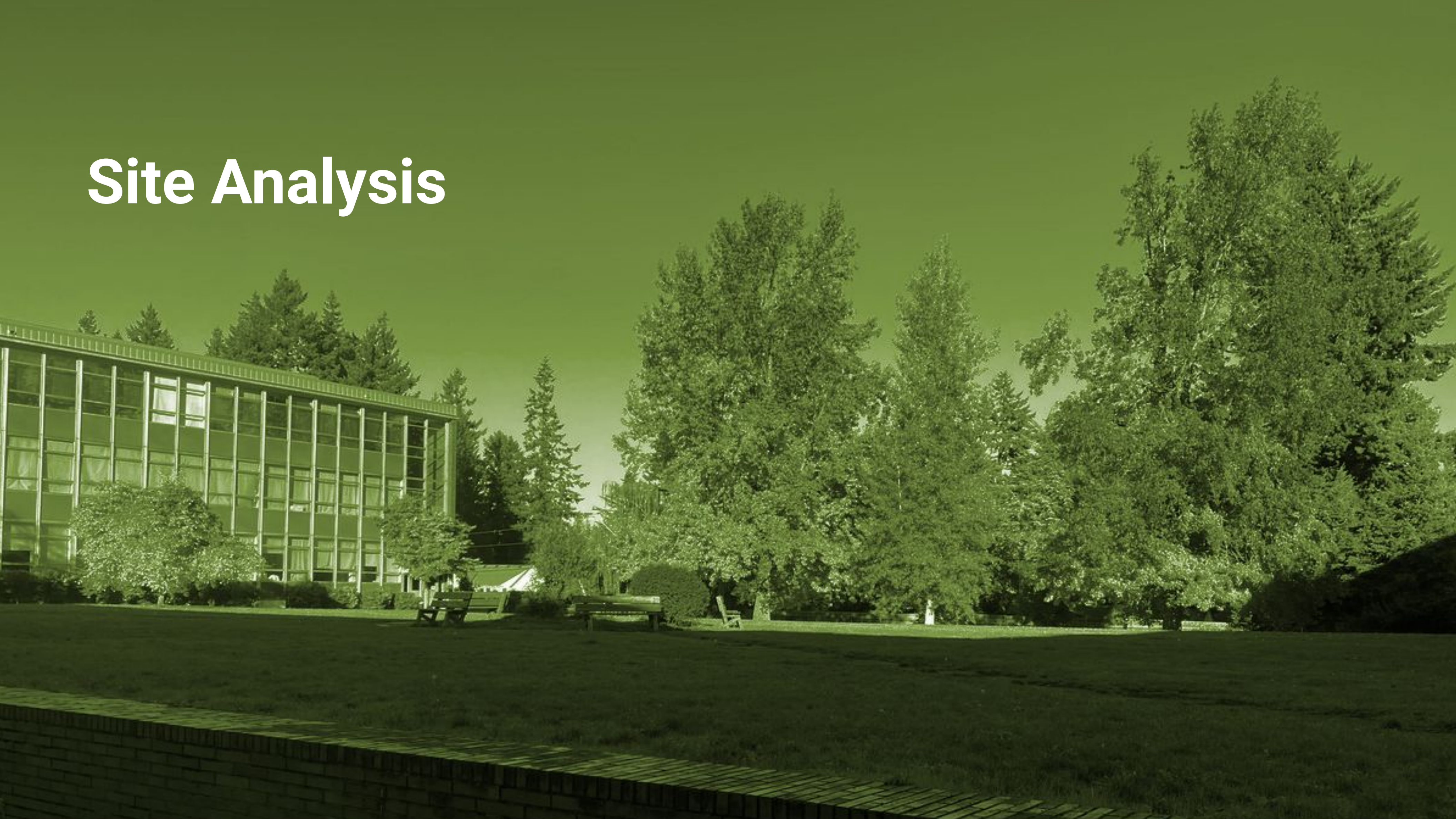


# Break



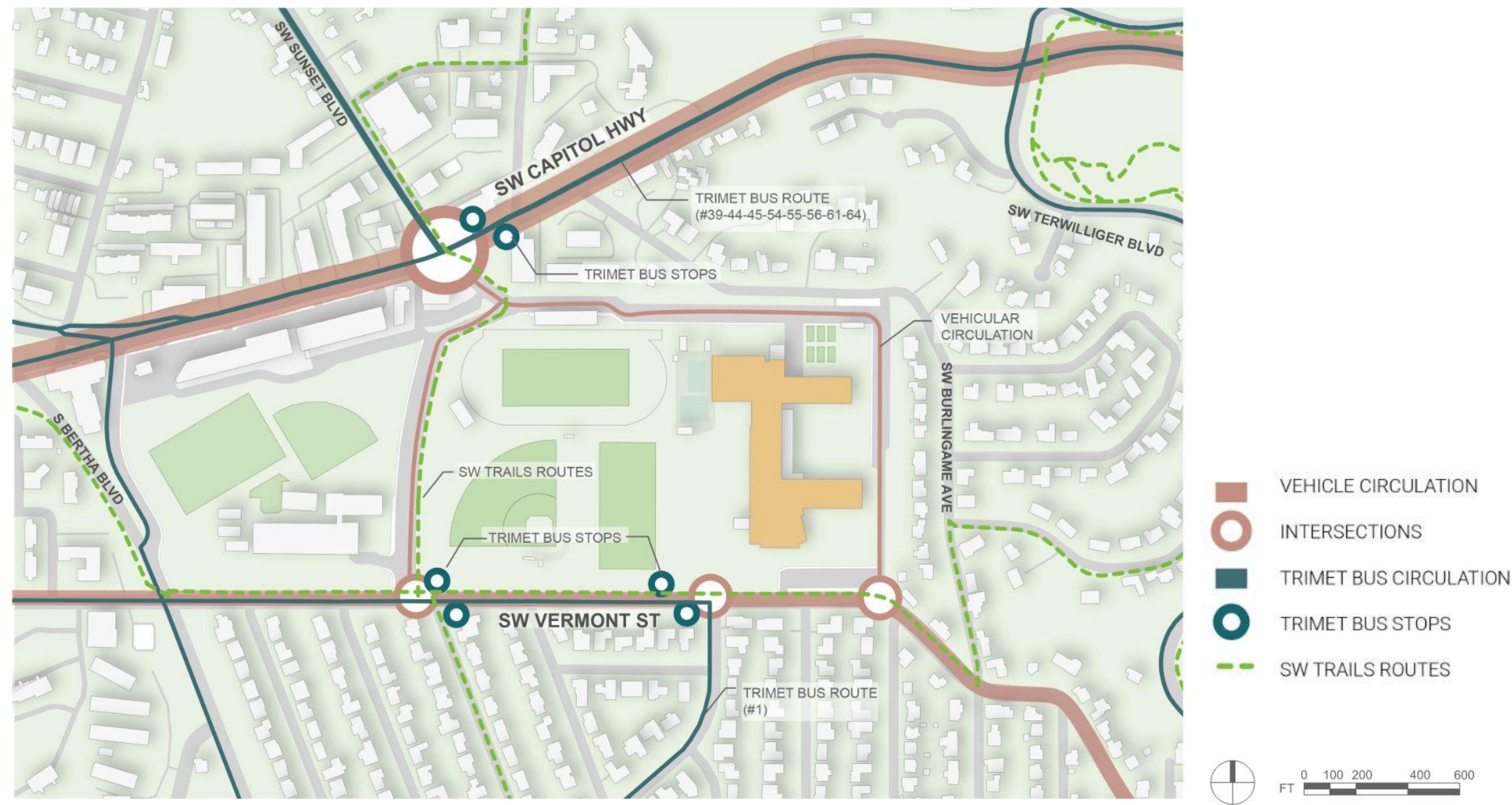


# Site Analysis



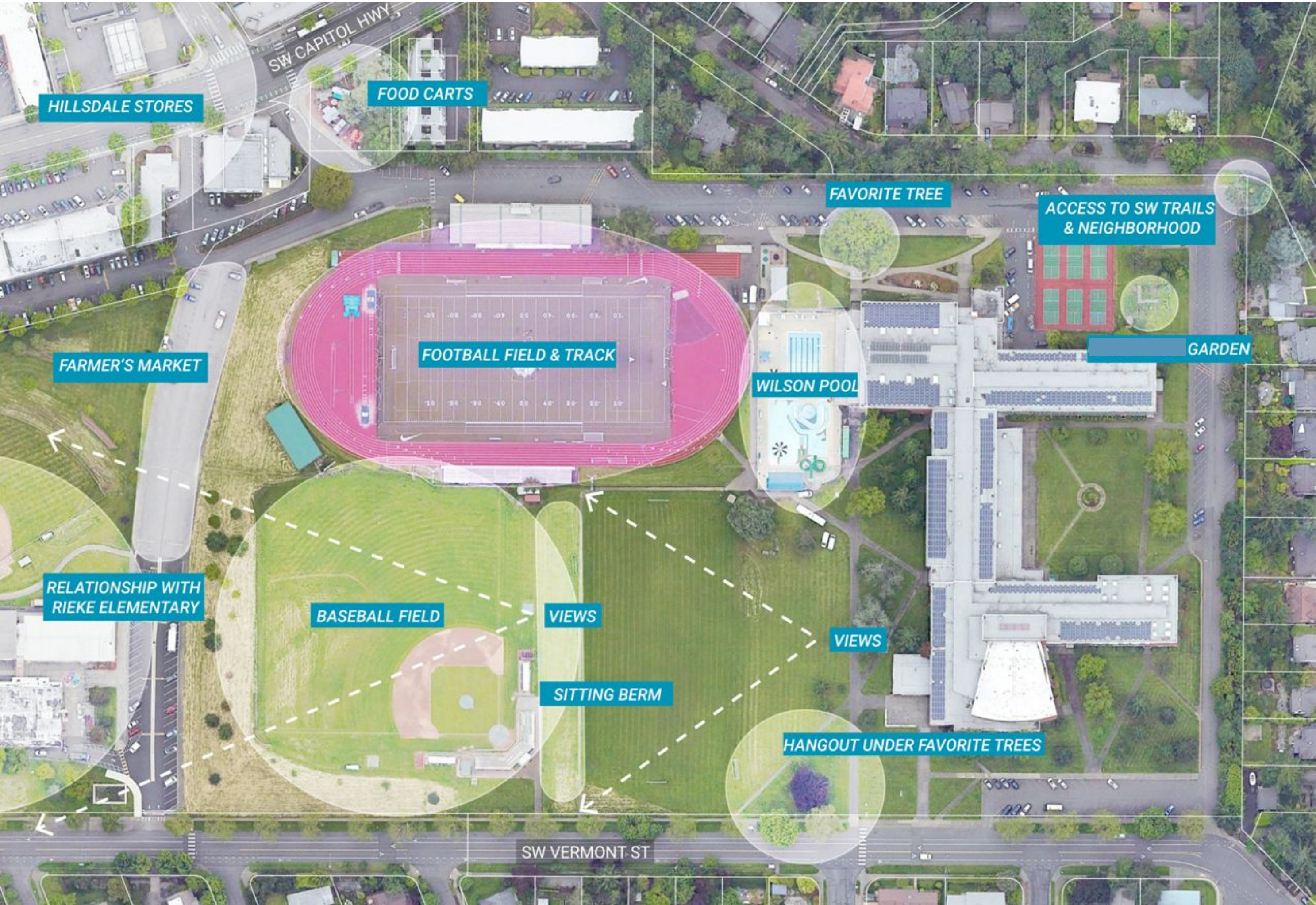


SITE ANALYSIS: EXISTING CIRCULATION & SITE ACCESS



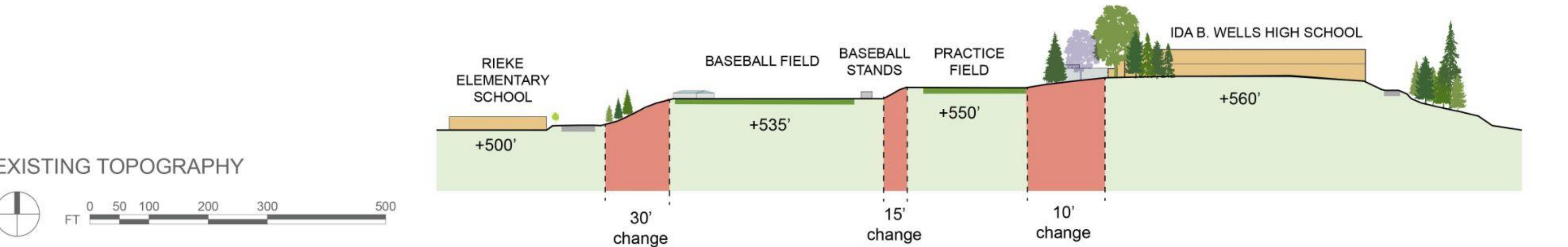
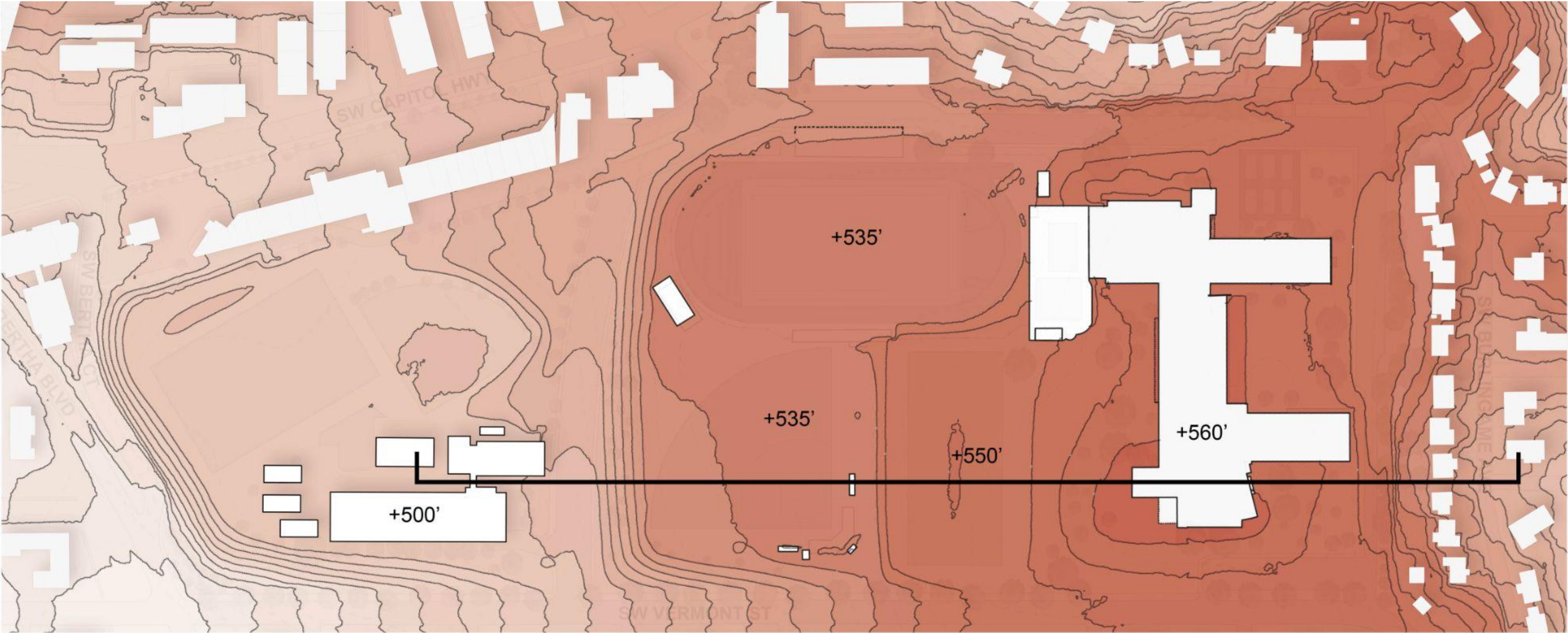


# SITE ANALYSIS: EXISTING CAMPUS





SITE ANALYSIS: TOPOGRAPHY



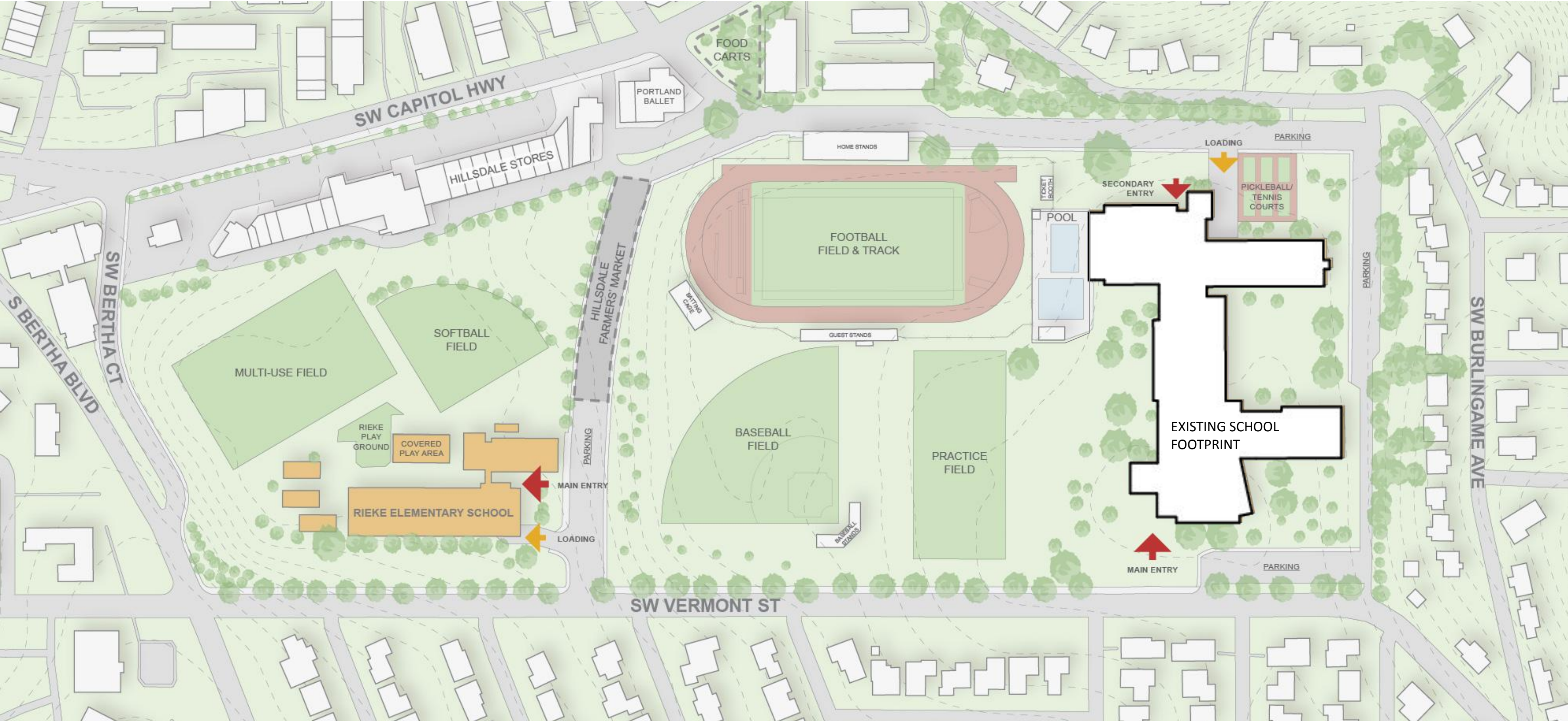


# Site Options



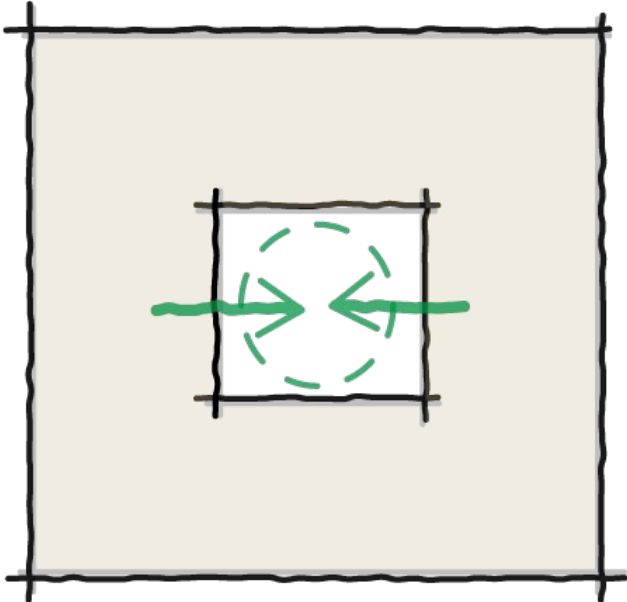


EXISTING CAMPUS

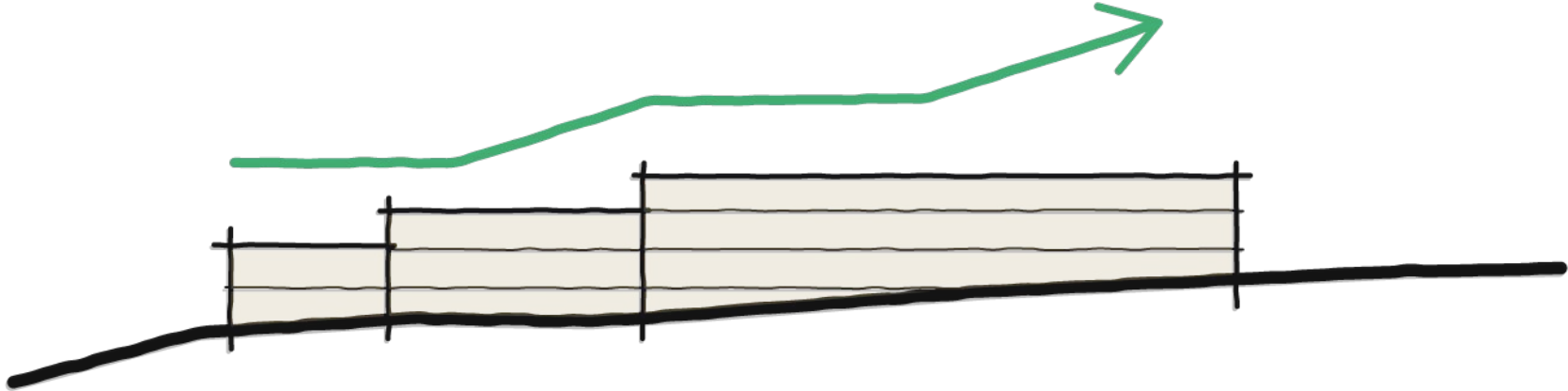




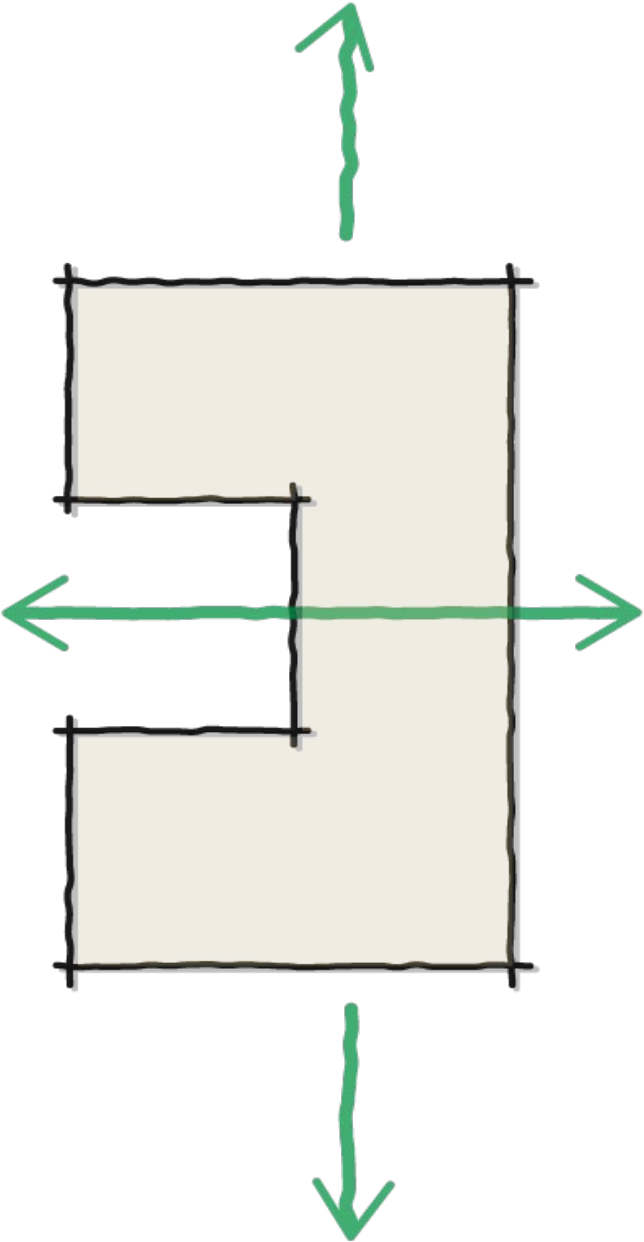
SITE OPTIONS



GATHER



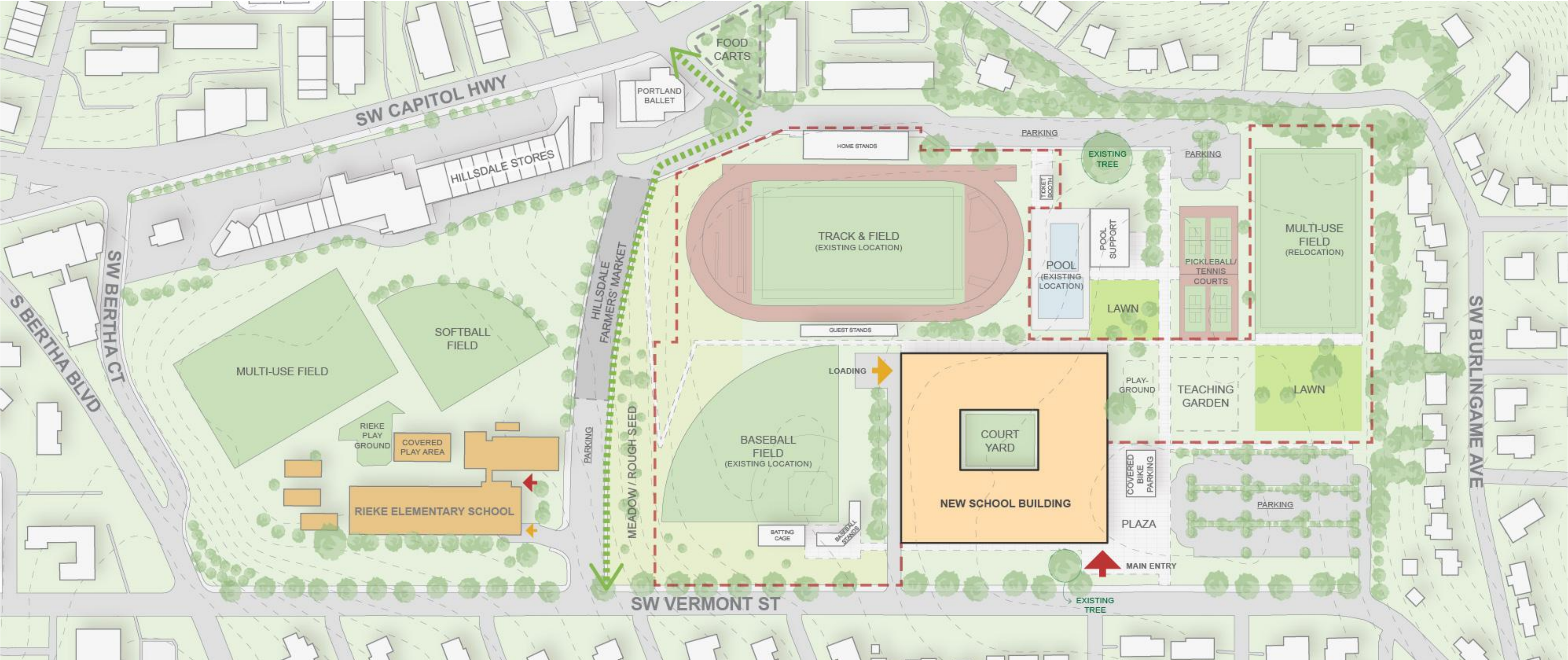
LIFT



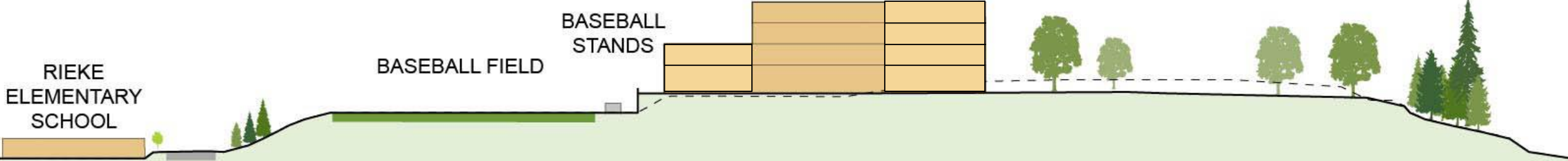
CONNECT



SCHEME 1 - "GATHER"

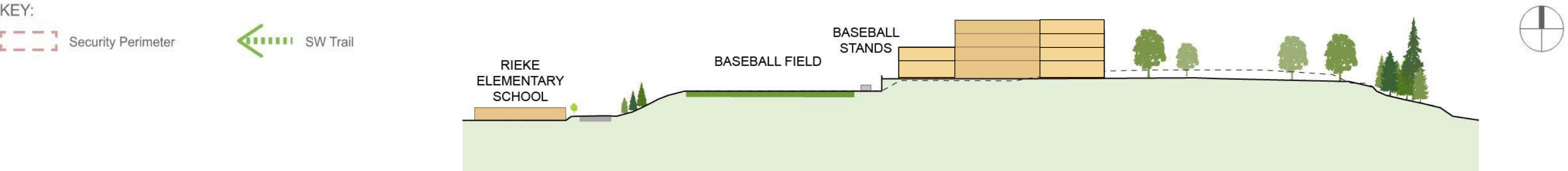
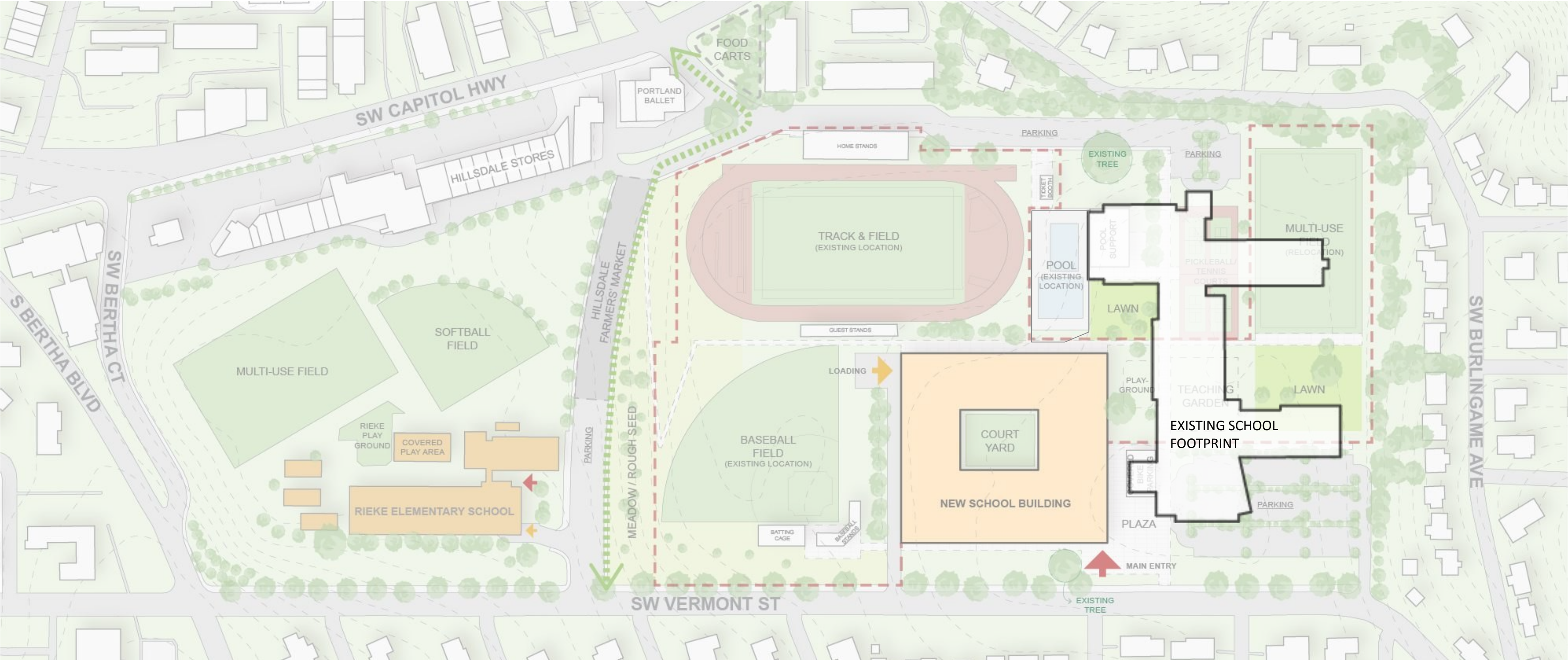


KEY:  
Security Perimeter  
SW Trail



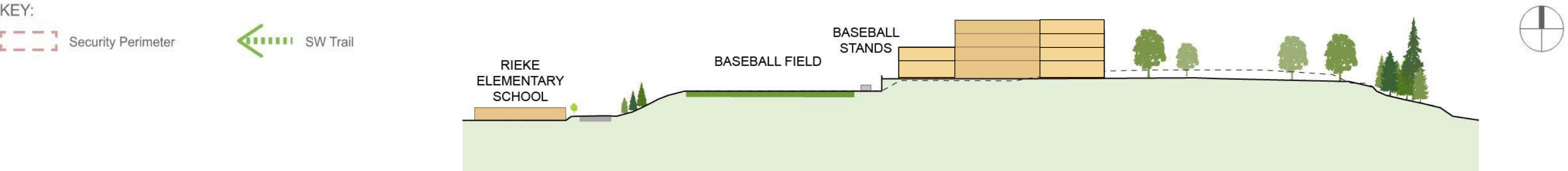


SCHEME 1 - "GATHER"



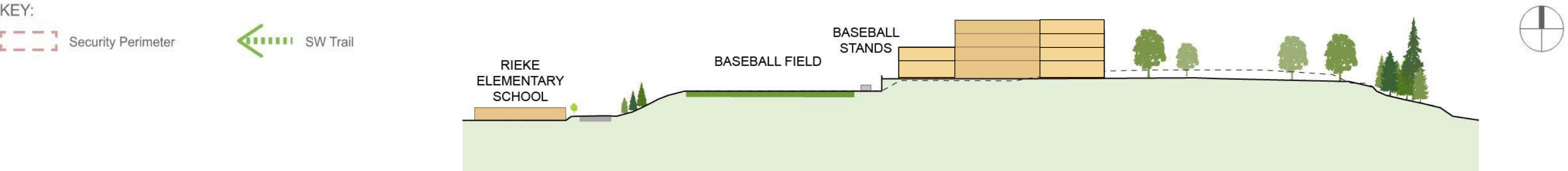
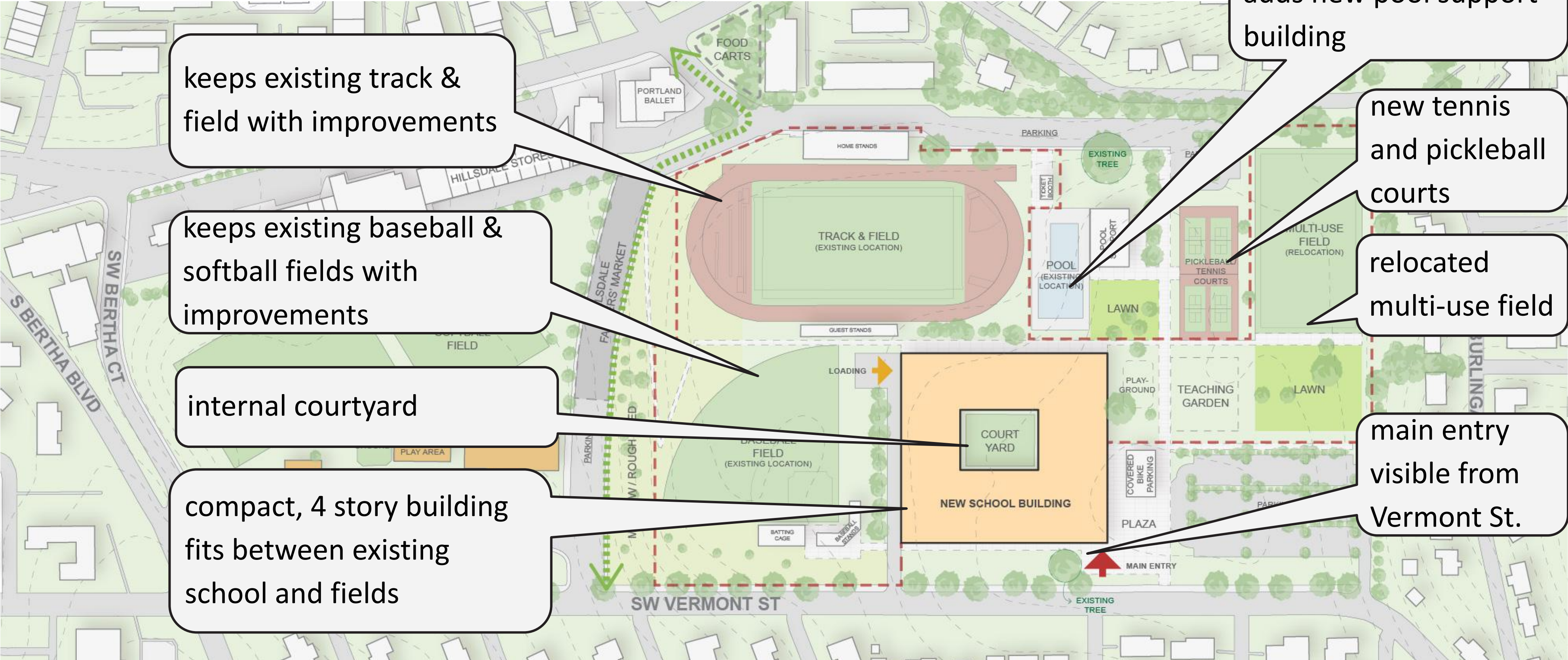


SCHEME 1 - "GATHER"



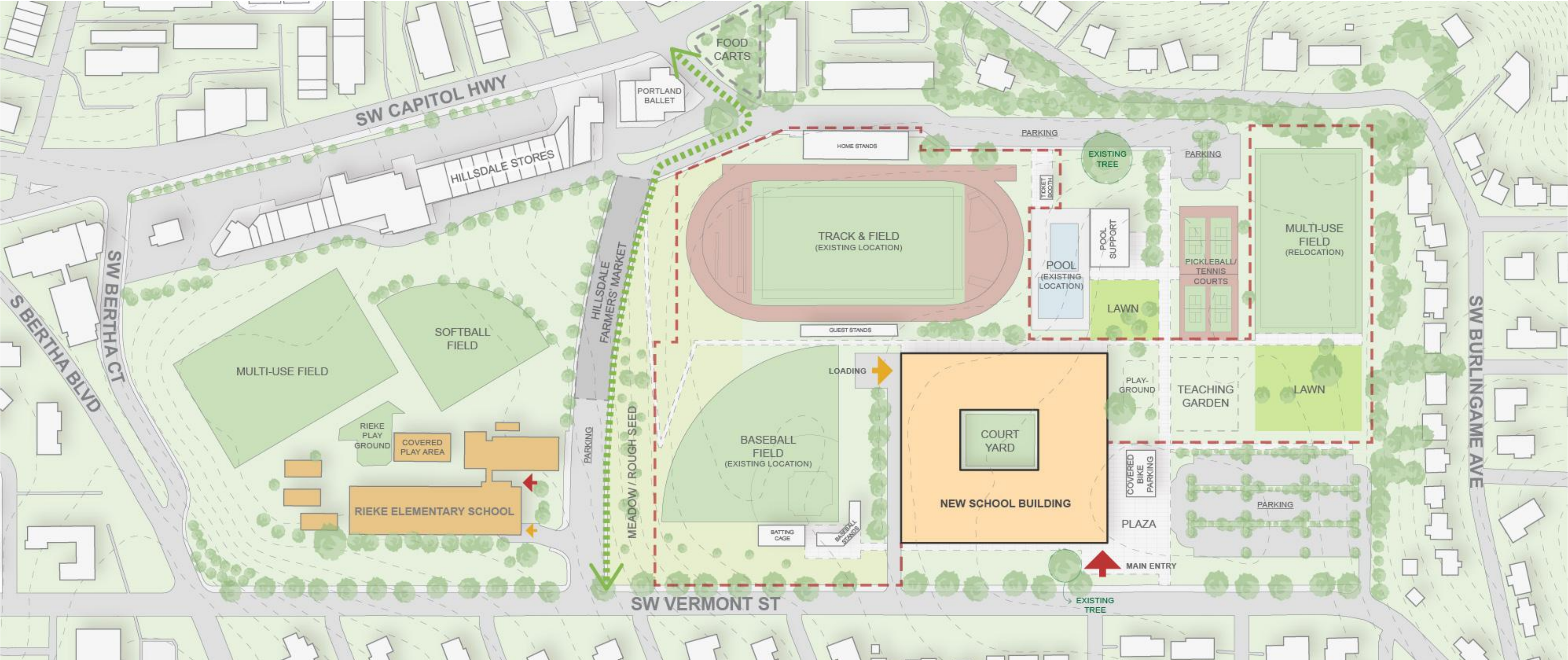


SCHEME 1 - "GATHER"





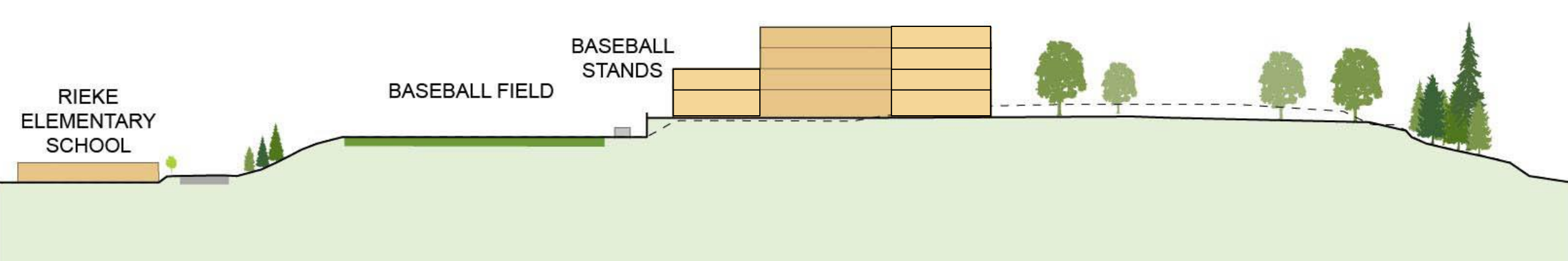
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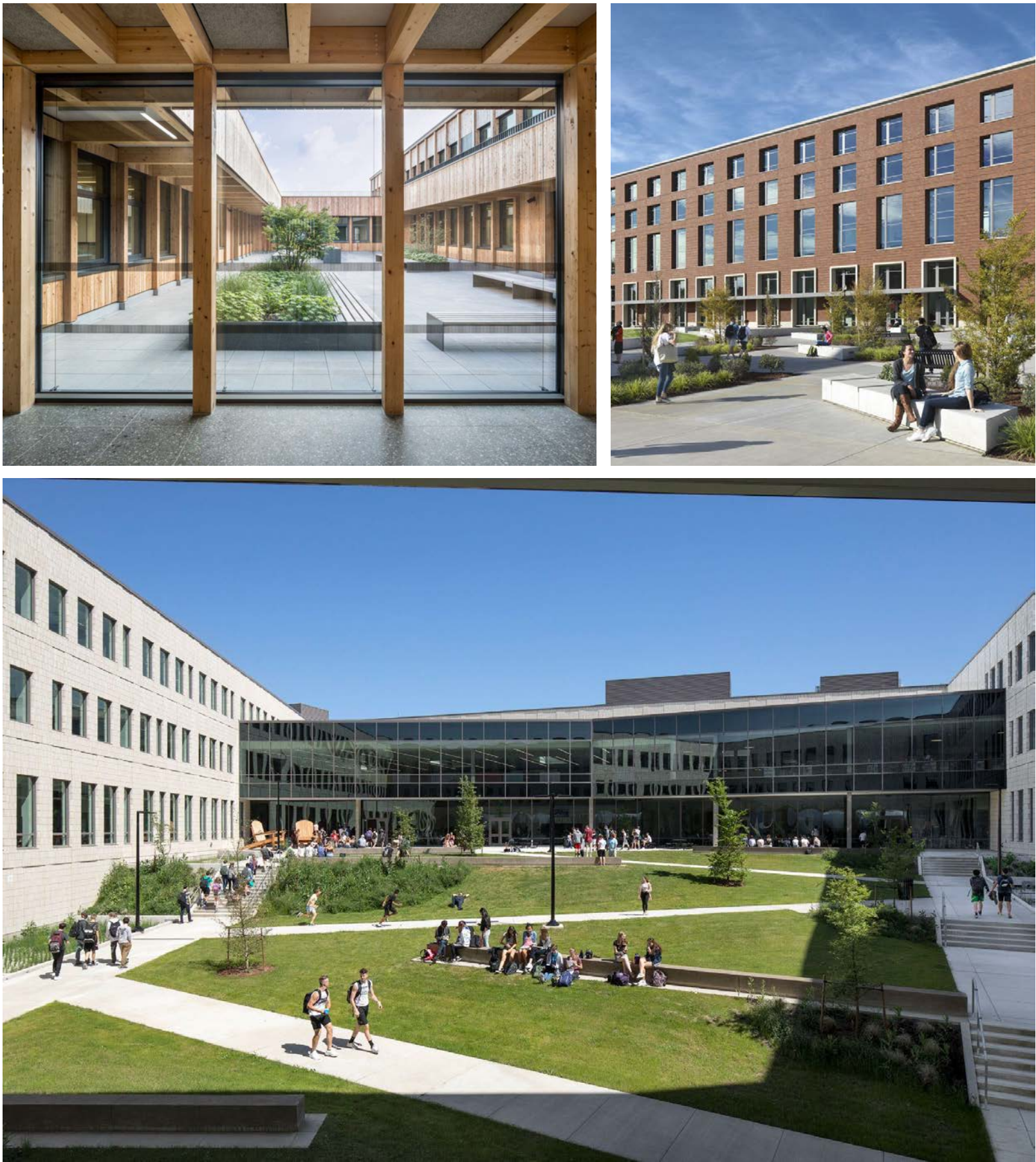
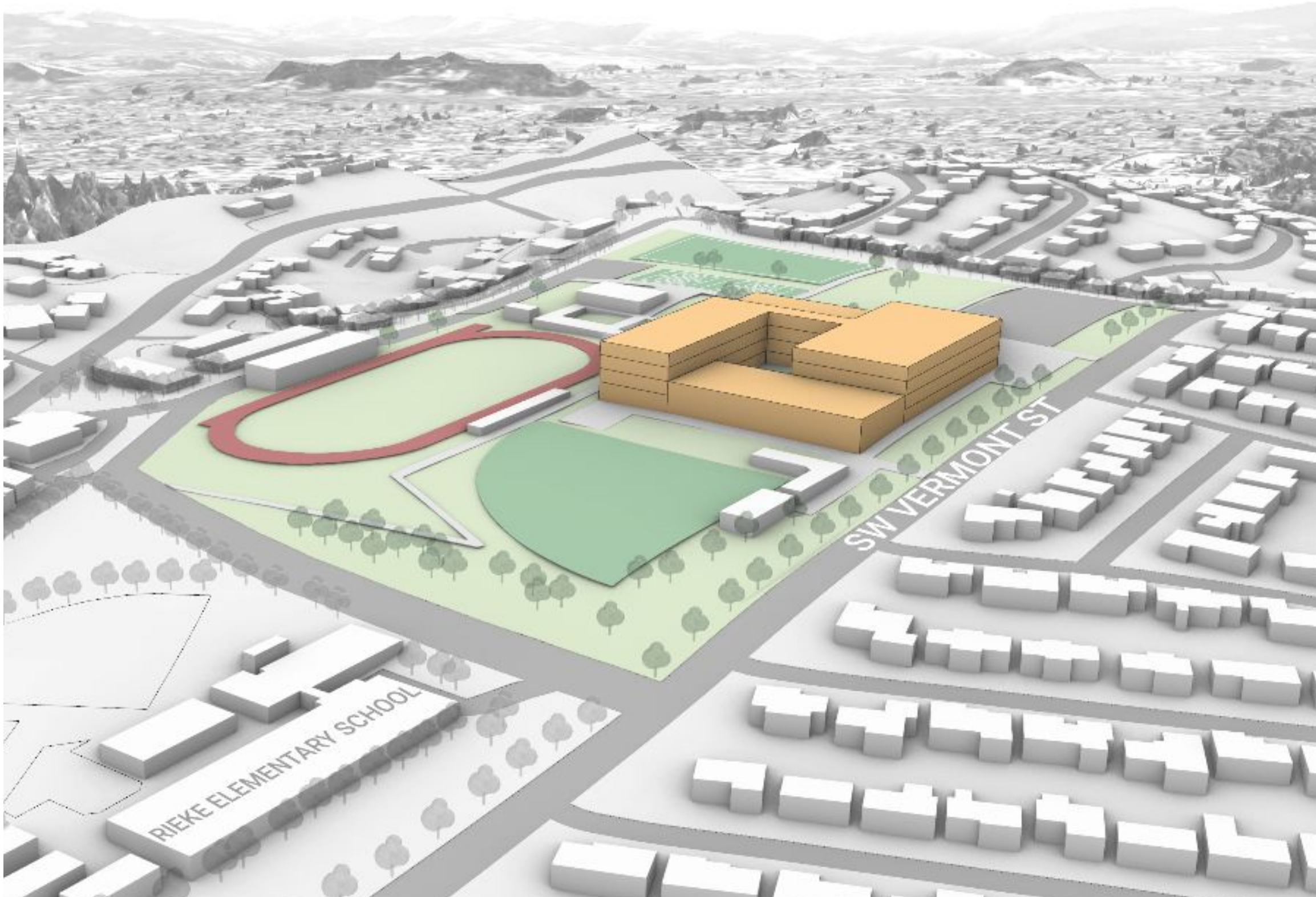
Security Perimeter

SW Trail



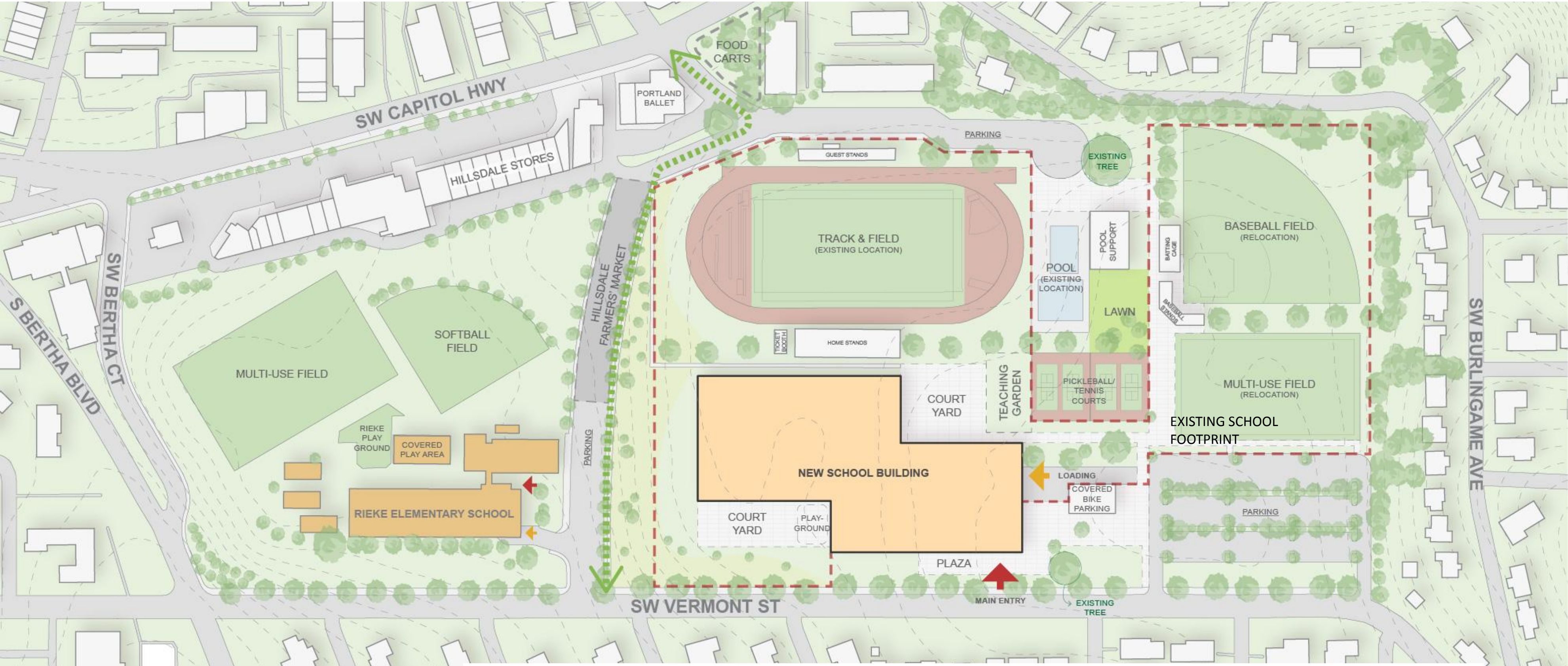


SCHEME 1 - "GATHER"





SCHEME 2 - "LIFT"



KEY:

Security Perimeter

SW Trail

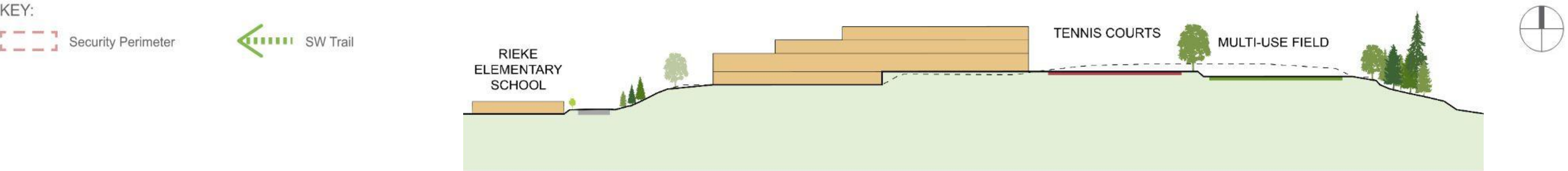
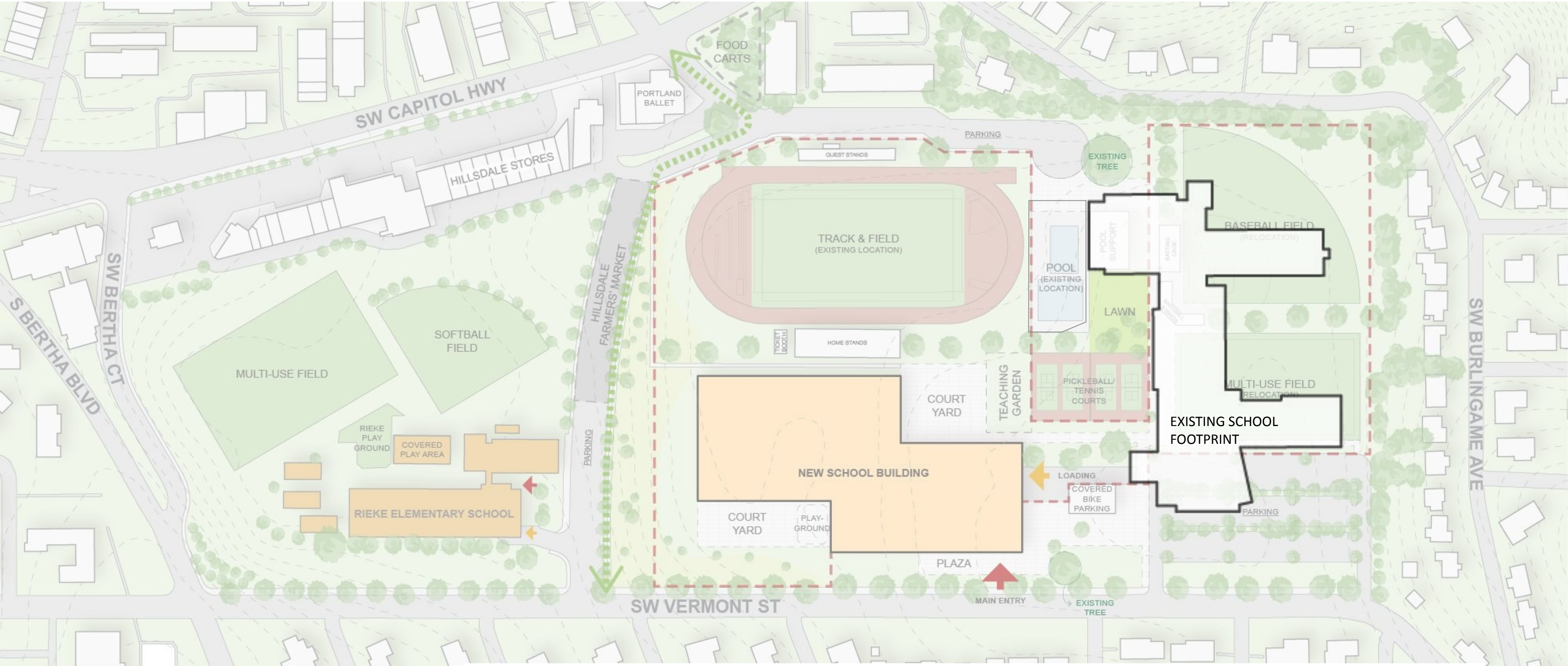
RIEKE  
ELEMENTARY  
SCHOOL

TENNIS COURTS

MULTI-USE FIELD



SCHEME 2 - "LIFT"

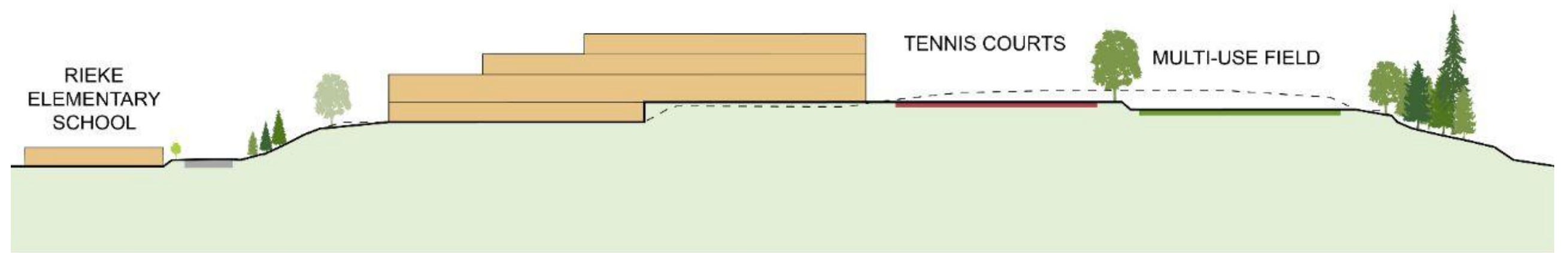




## SCHEME 2 - "LIFT"

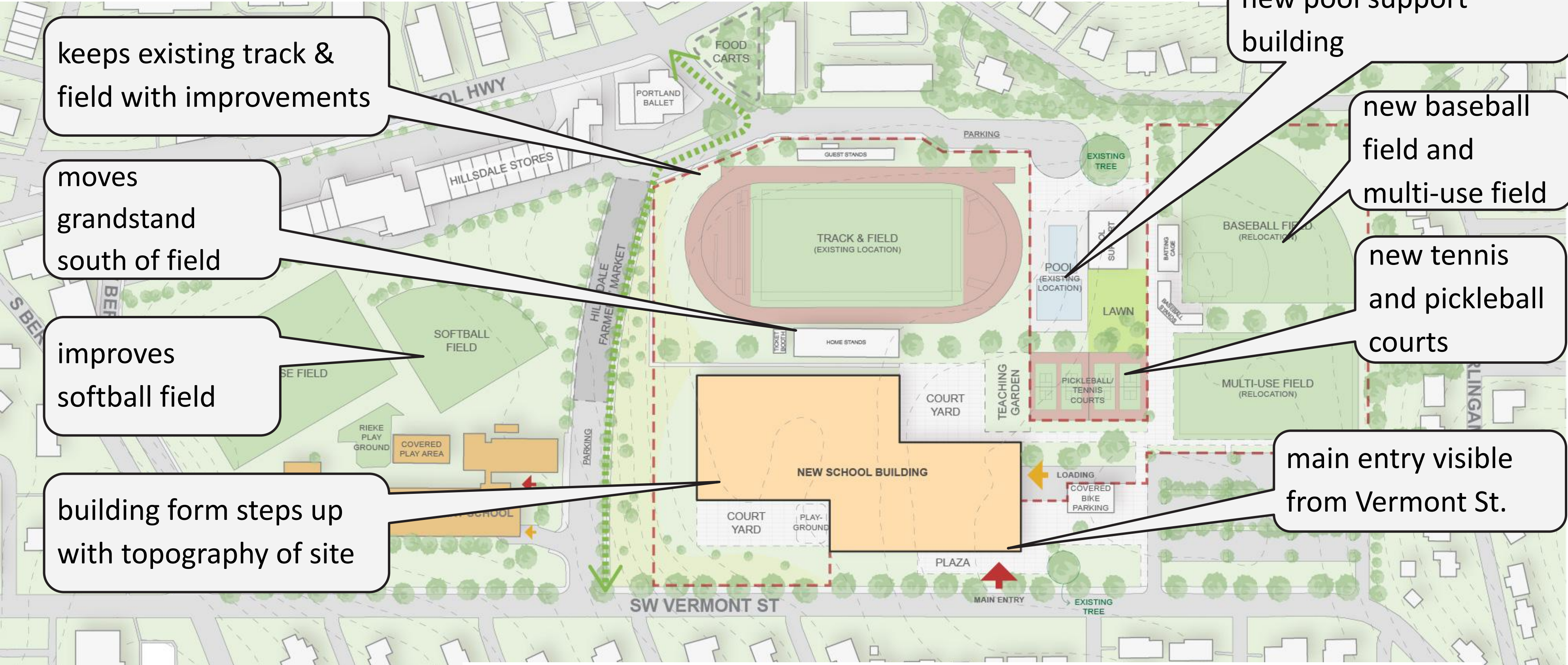


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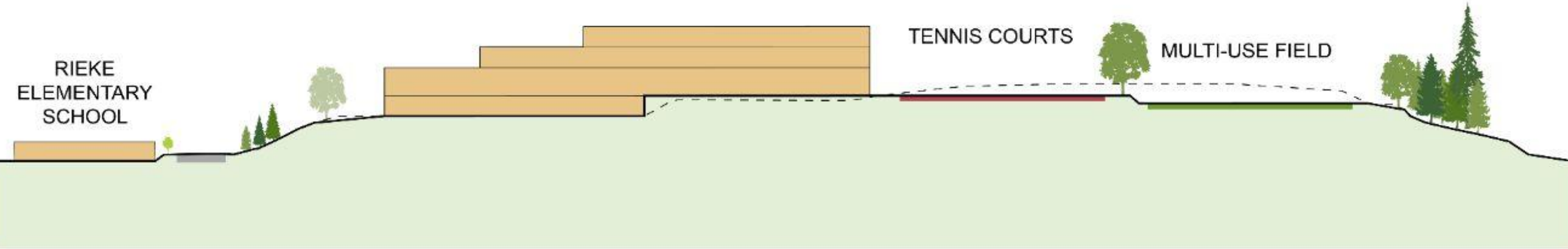
SCHEME 2 - "LIFT"



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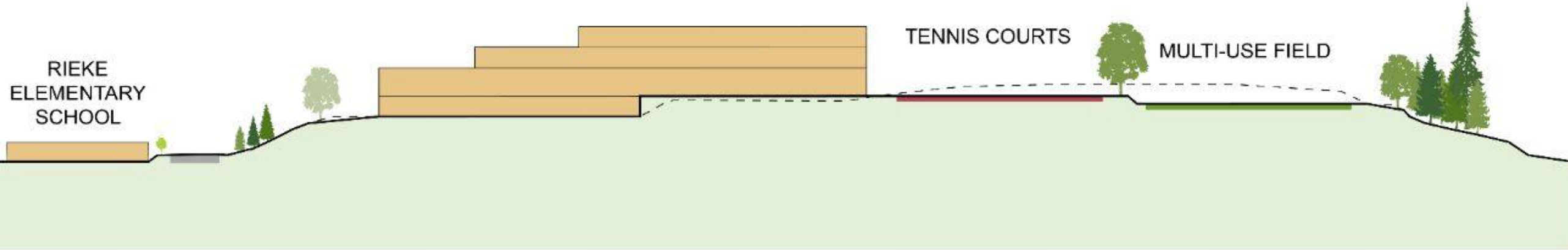
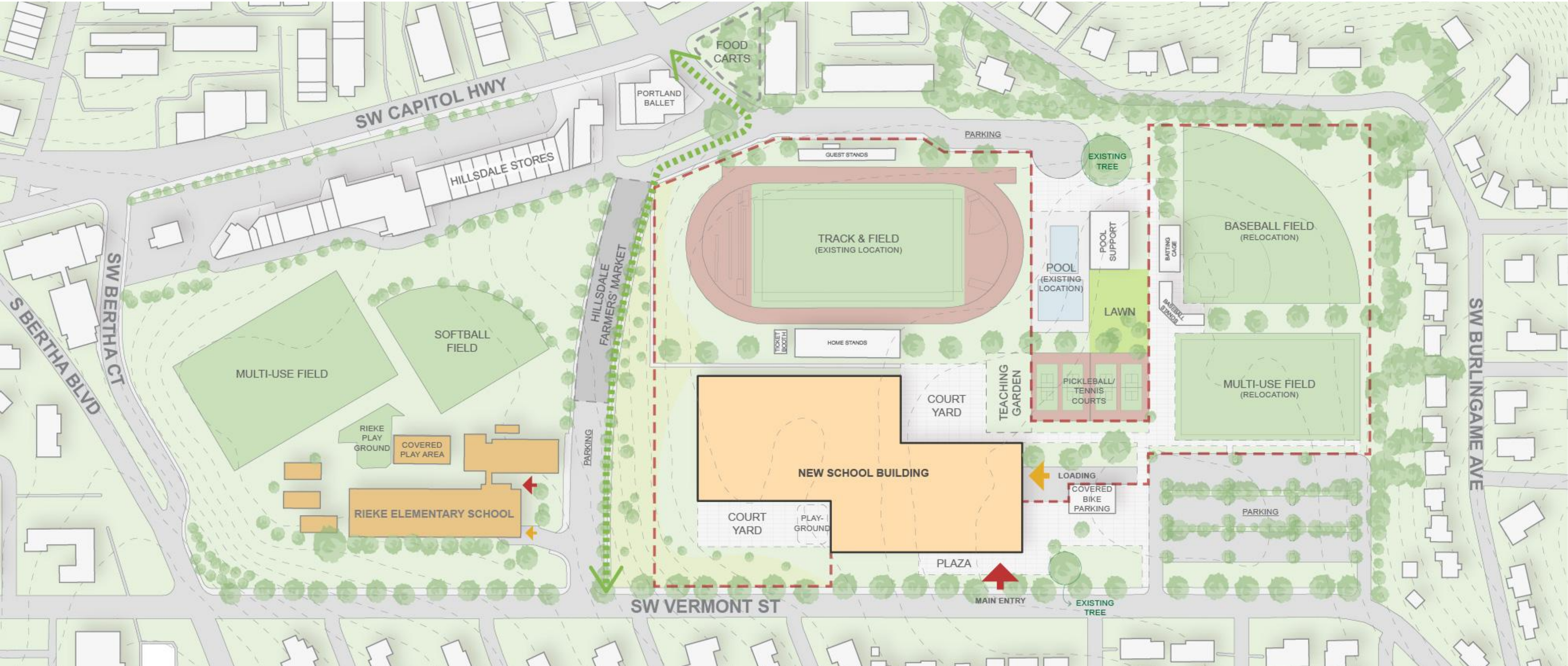
Security Perimeter

SW Trail





SCHEME 2 - "LIFT"



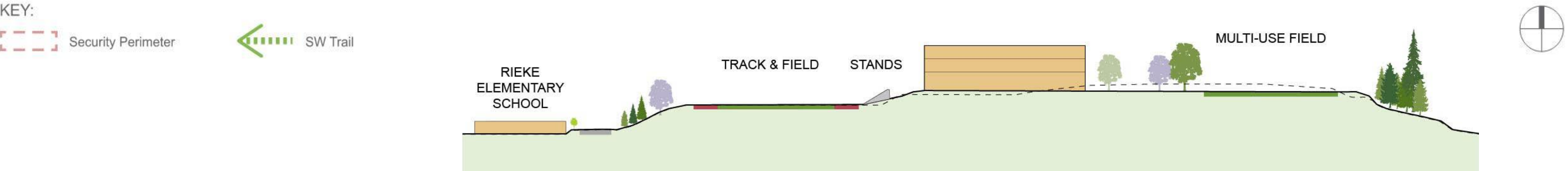
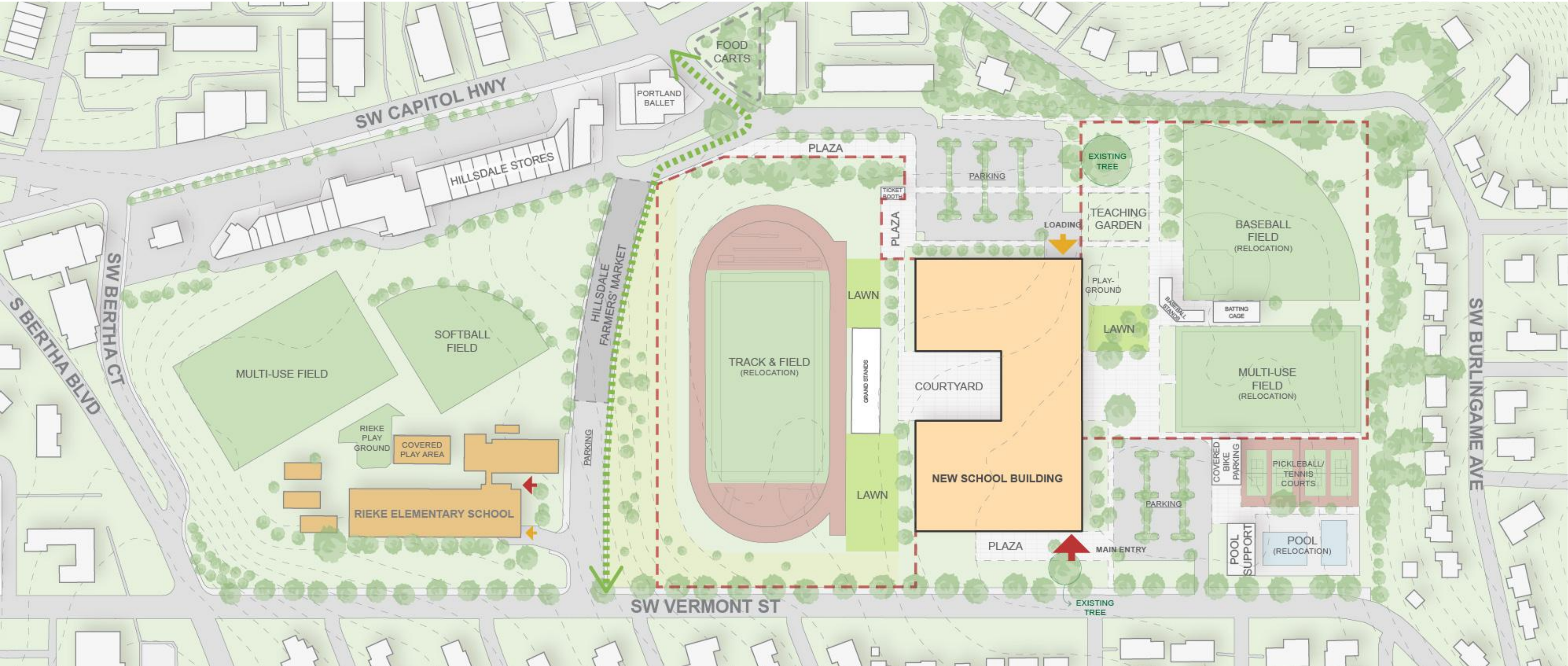


## SCHEME 2 - "LIFT"



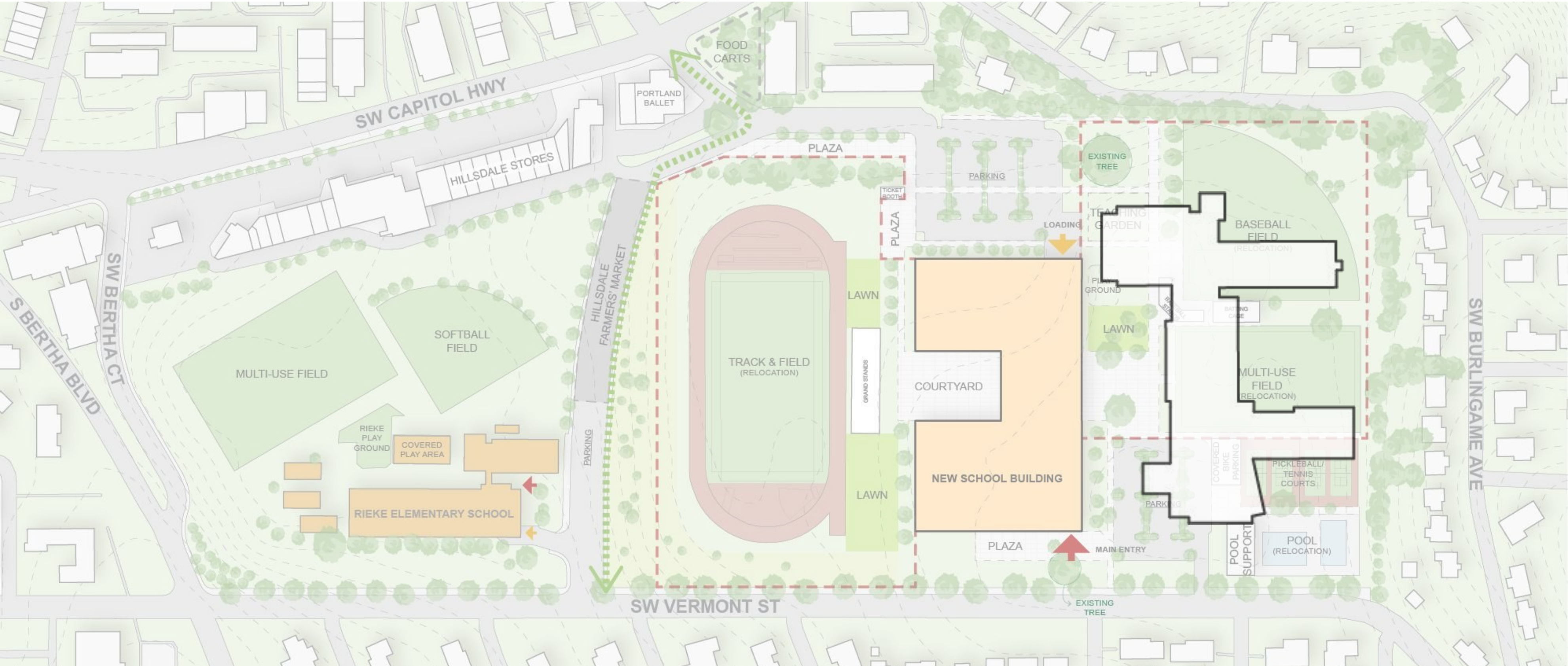


SCHEME 3 - "CONNECT"





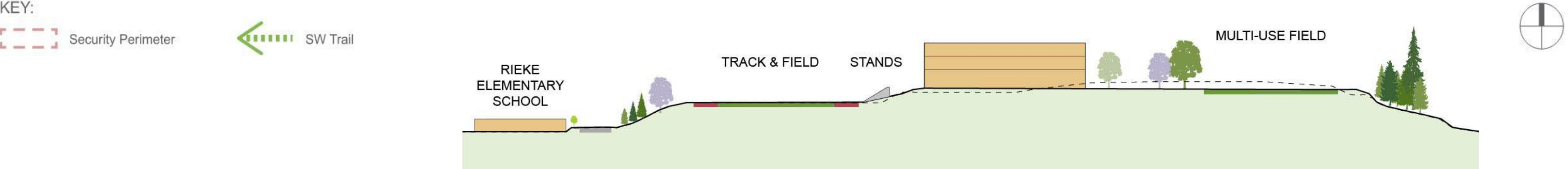
SCHEME 3 - "CONNECT"



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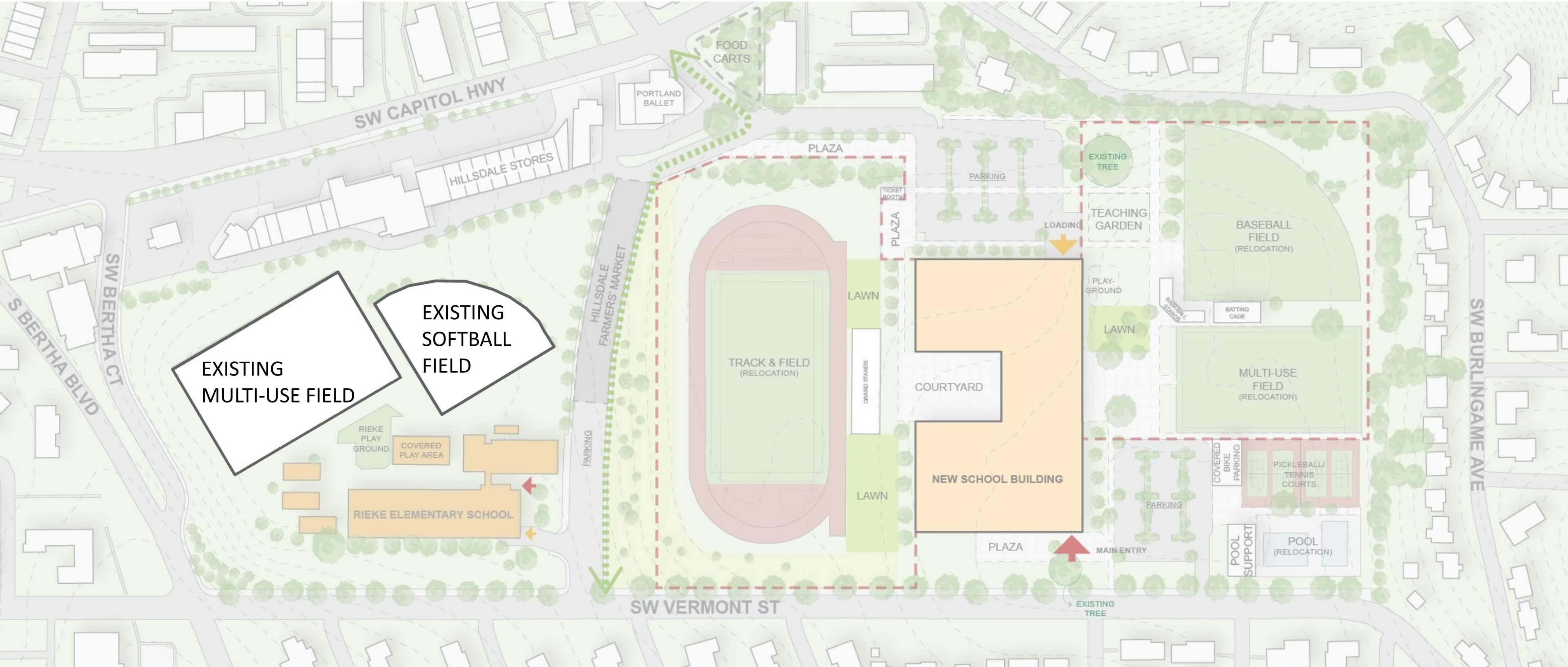
Security Perimeter

SW Trail





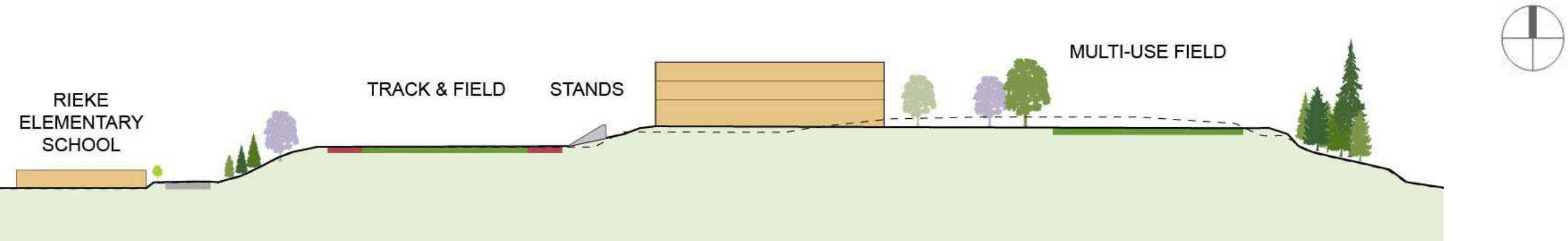
SCHEME 3 - "CONNECT"



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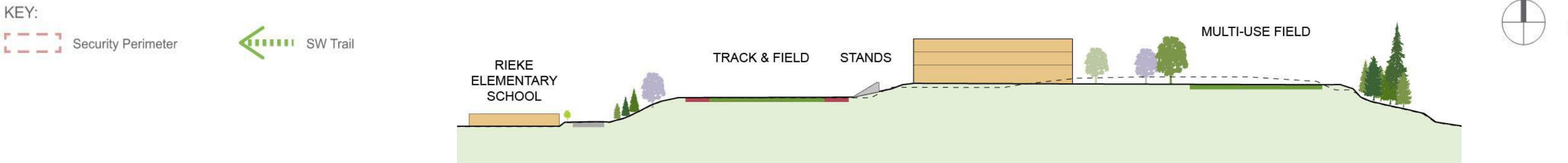
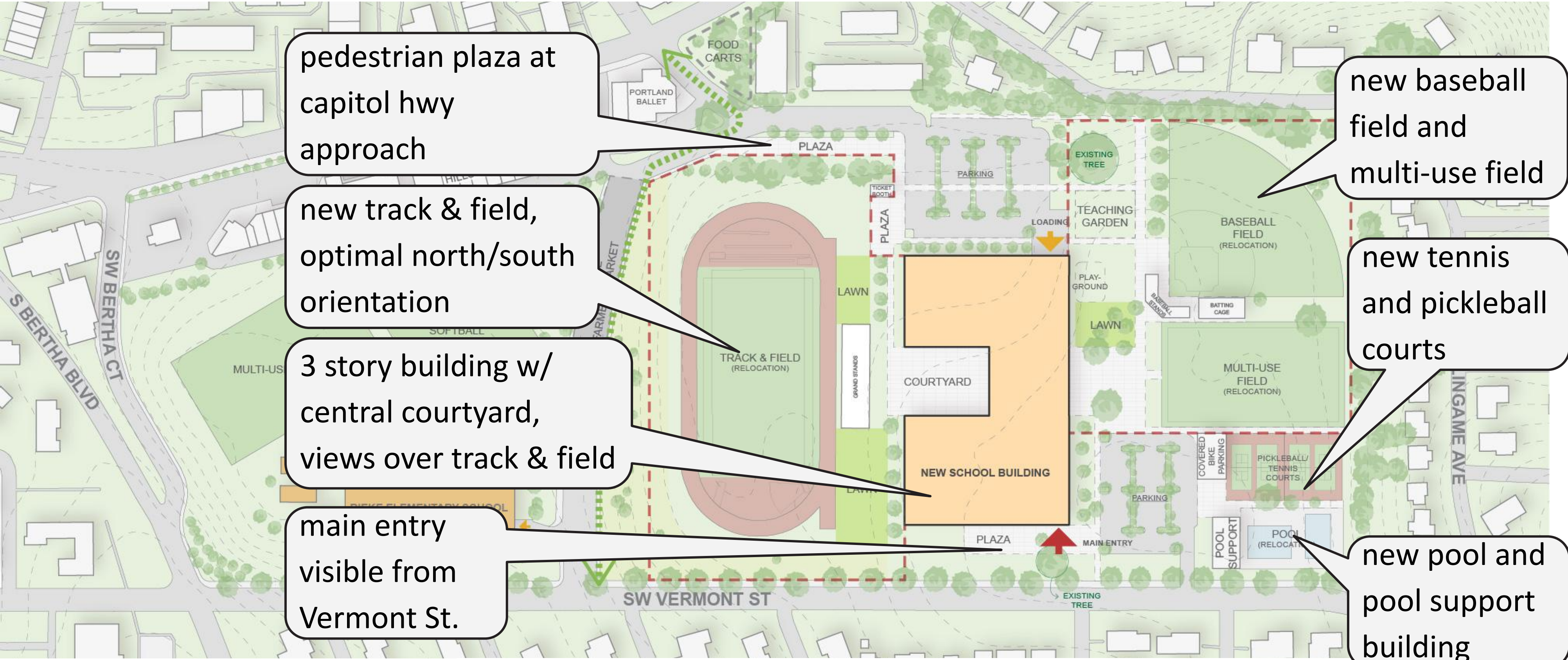
Security Perimeter

SW Trail



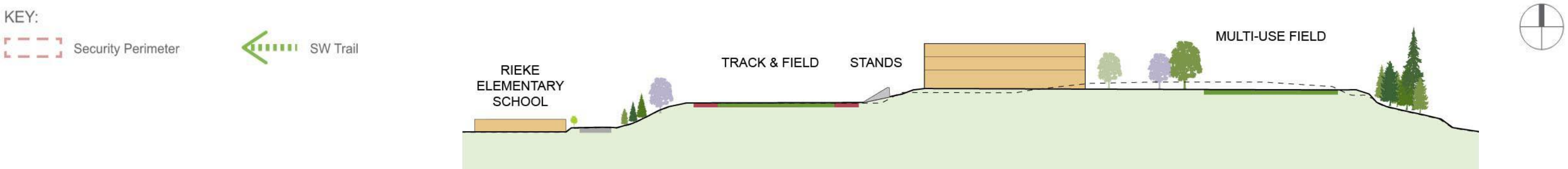
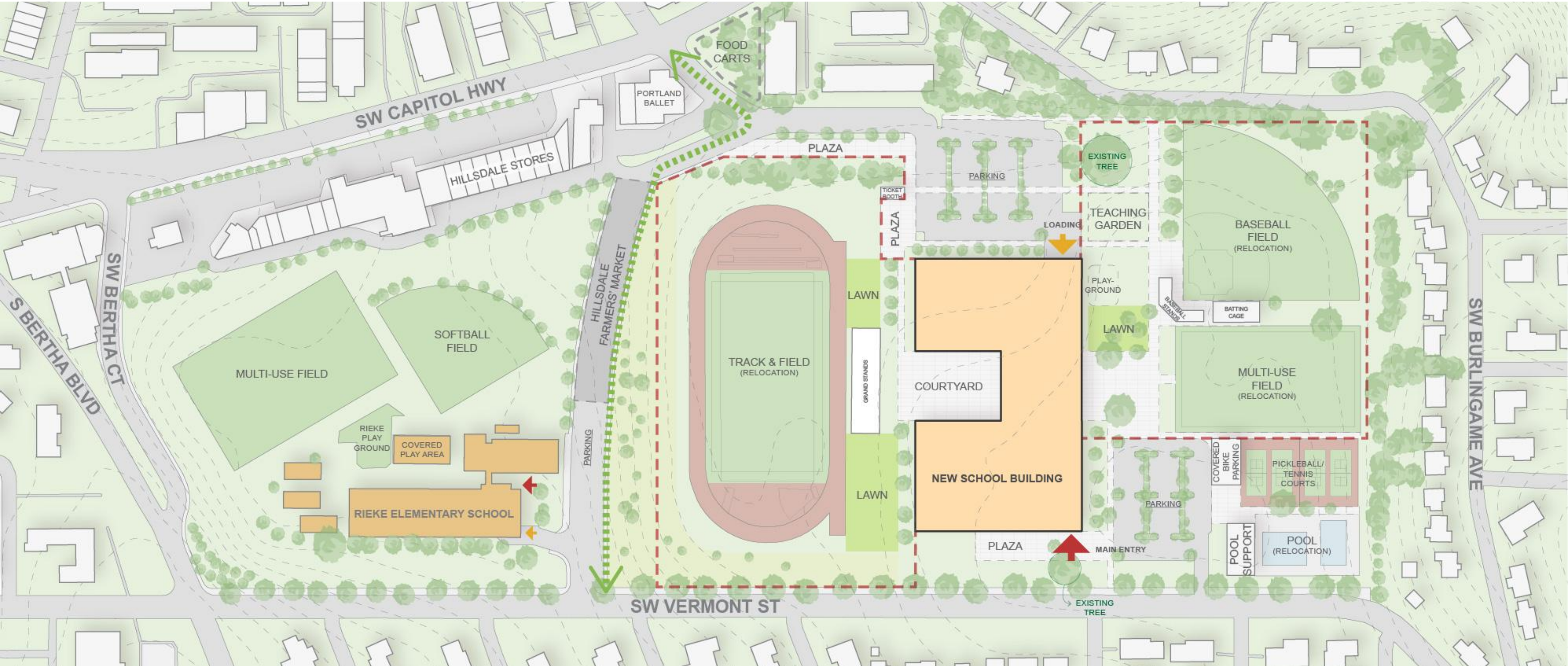


SCHEME 3 - "CONNECT"





SCHEME 3 - "CONNECT"





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

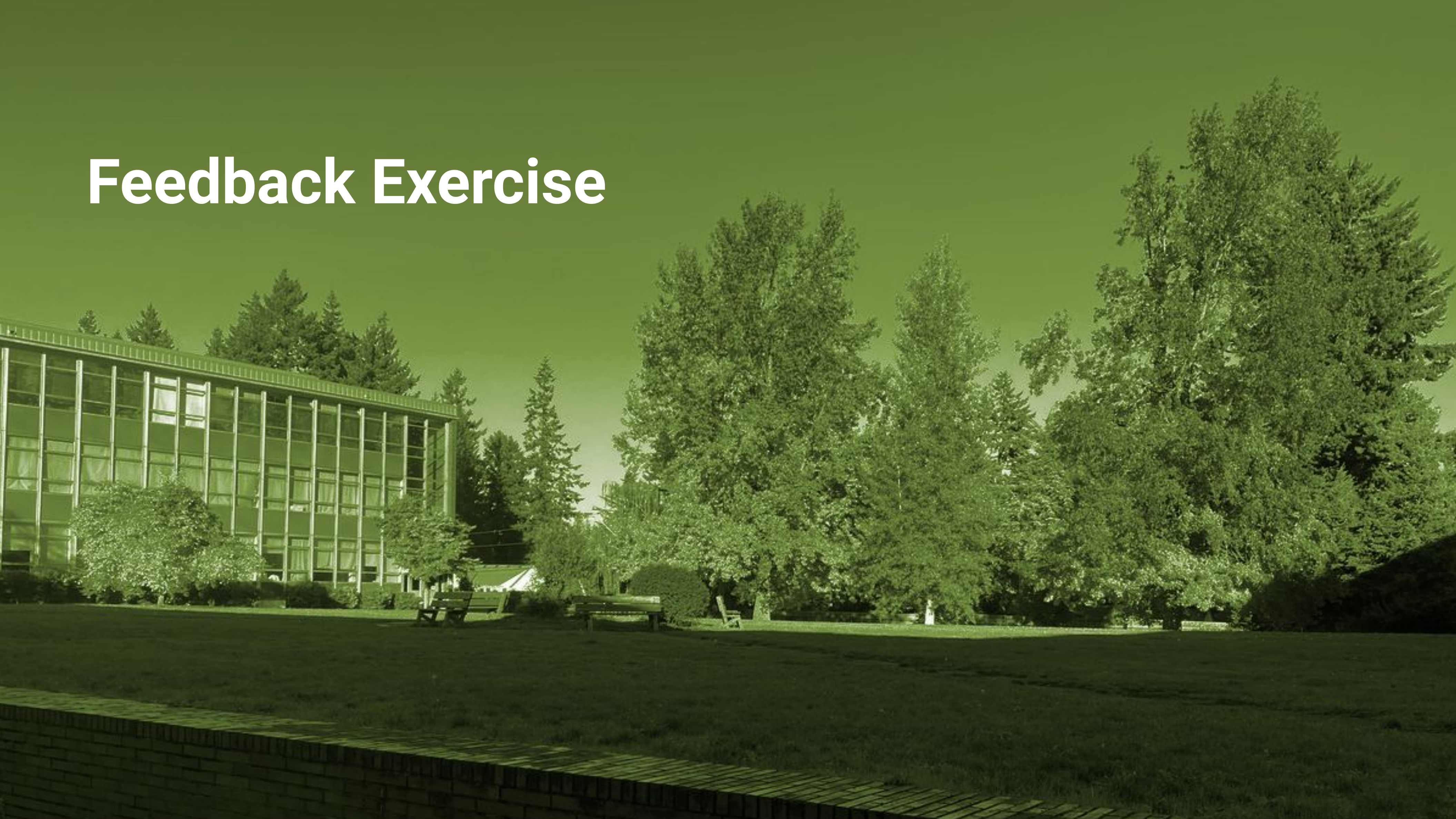
## 3 - CONNECT



- 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 is successful about this option?*

*What is your favorite aspect?*

*What is not successful?*

## **Post Answers to Boards** 00:05

## **Summarize Comments + Themes** 00:15

Review comments posted on each option

Discuss common themes



# Engagement Plan





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

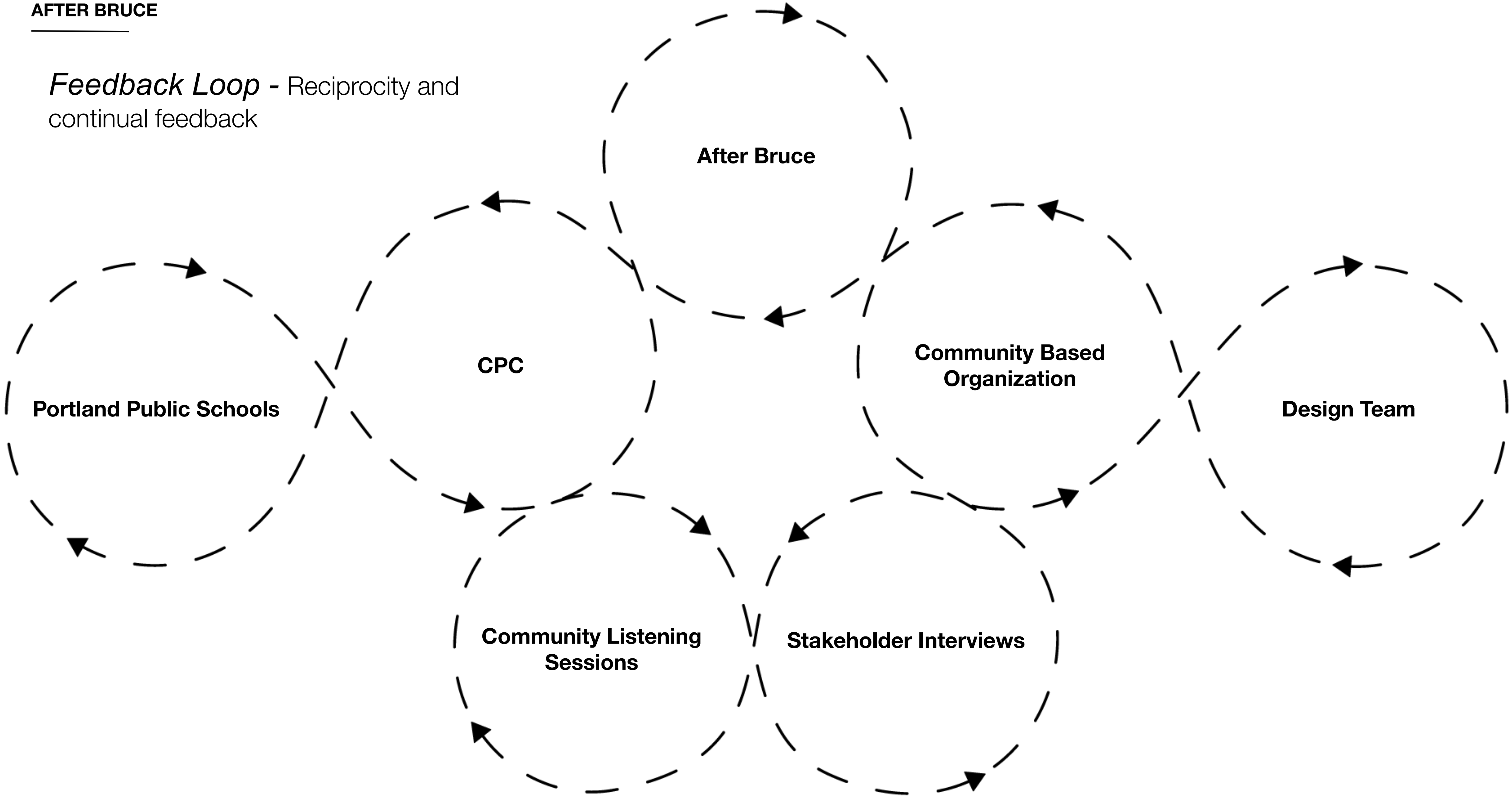
It's a focus on **centering the communities** most impacted in our work to achieve long-term, transformative and sustainable outcomes. We're guided by strategies and processes that honor community context, history, lived experience, and immediate and long-term needs. We do this through co-creation, community 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.



# Next Steps





## NEXT STEPS

### Community Workshop: Sunday 12/17, 1-3pm

- this will **continue** tonight's conversations with more community
- this is the **second** of three Community Workshops
- please encourage **students and families** to come!

### CPC #4: Tuesday 1/16, 6-8pm

- we will bring refine these **design options** and narrowing down
- we will continue to refine the **Guiding Principles**
- we will bring a first draft of a **rough order of cost** for the site scenarios



Questions?  
**THANK YOU**





