

BORA



Ida B. Wells HS Modernization Design Advisory Group Meeting #2

June 20, 2024

MEETING DETAILS

Location: Ida B Wells-Barnett High School, 1151 SW Vermont St, Portland, OR 97219
Date: Thursday, June 20, 2024 from 6:00 PM - 8:00 PM

PARTICIPANTS

DESIGN ADVISORY GROUP (DAG) MEMBERS

Jane Eichenberger	Jeremy Shetler
Jamie Miller	Olivia Shelter
Sebastian Evens	Lisa NewLyn
Mike Nolan	Andrew Scott
Matt Regonini	Rachele Harless
Danny Bradach	Martin Osborne
Kristin Kolasinski	Josh Treuhaft
Alexa Jewell Schaefer	Marie Pearson
Angie Amato	Amanda Brohman
Olivia Spitzer	Kelly Milford
Britanie Crippen	Scott Burns
Annaleah Wonder	Charles Radosta
Robert Allen	Hillary Brown
Chris Myers	Amber Barbour
Niko Fisque	

DESIGN TEAM

Stefee Knudsen, Bora
Amelie Reynaud, Bora
Becca Cavell, Bora
Amy Running, Bora
Aisha Marcos, Bora
Rhonda Teeny, After Bruce
Tracy Nguyen-Chung, After Bruce
Chelsea McCann, Walker Macy
William Morales, Walker Macy

PORTLAND PUBLIC SCHOOLS

Donna Bezio
Rolando Aquilizan

AGENDA

- Community Agreements 00:10
- DAG Chairperson Elections 00:10
- Introduction and Objectives 00:02
- Where Are We Now 00:8
- Project Vision for Design 00:10
- Building and Site Design Drivers 00:10
- Design Update 00:30
- Break 00:05—
- Building Design Concepts 00:05
- Feedback Exercise 30:00

meeting notes from
DAG #1 are posted
on the PPS Bond
website!



Community Agreements

WE TREAT EACH OTHER WITH KINDNESS

WE VALUE OTHERS' OPINIONS

WE GIVE THE BENEFIT OF THE DOUBT

WE EMBRACE STUDENT-FIRST THINKING

WE UNDERSTAND THAT WE CAN'T ALL GET WHAT WE WANT

WE ASSUME POSITIVE INTENT

WE APPROACH WITH INQUIRY

WE ARE OPEN TO FEEDBACK

WE MAKE SPACE FOR MORE RESERVED PARTICIPANTS TO SPEAK

WHEN WE DISAGREE, WE DO IT WITH KINDNESS

WE UNDERSTAND THAT THERE MIGHT BE MORE THAN ONE RIGHT SOLUTION

WE KEEP AN OPEN MIND AND QUESTION OUR ASSUMPTIONS

WE EMBRACE DIVERSITY IN OUR PROCESS



OVERVIEW + INTRODUCTION

- The meeting began with team introductions and an agenda review.
- Quick survey of attendance:
 - 29 members of the DAG attended:
 - IBW Staff - 8+
 - Teachers from other schools - 5
 - Current, past or future Parents - 12+
 - Current Students - 3
 - Alumni - 3
 - Some members represent more than one role.

DAG COMMUNITY AGREEMENT DEVELOPED AT DAG #1

- Feedback requested on Community Agreements:
- Is this specific enough? What do we need? What is our intention? What impact do we want to have?
- Feedback on Community Agreement:
 - Idea of Invitation
 - Idea of Centering
 - Suggestion: combine “benefit of the doubt” with “assume positive intent”
 - Suggestion: it would be more successful for a group this large to have a shorter list

STUDENT INVOLVEMENT

- Donna: students are involved in various ways; from feeder schools as well as this HS.

AFTER BRUCE

- Tracy and Rhonda from After Bruce (AB) introduced themselves.
- AB is involved in engaging with communities that are most impacted by underrepresentation; building trust in communities; working with students who are from systemically marginalized or historically underrepresented communities
- This group [the DAG] is a dominant culture context - team is looking at other ways to gain inputs from these communities
- Tracy proposes setting up a shared Google doc that folks can comment in, and commits to synthesizing into applicable, actionable agreements

DAG Chair Elections

The Chair position will be (2) Co-Chairs, so there is always coverage at meetings.

- PPS staff/employees cannot be a Co-Chair
- Role: attend preparatory DAG design meetings; one hour online ahead of these meetings
- Britanie Crippen- volunteered
 - Daughter will be attending IBW in 4-5 years
 - Attorney and owns a construction company
- Alexa Jewell Schaefer - volunteered
 - Will soon have kids in the HS
 - Lives in the community and feels a strong connection
 - On the board of a non profit
 - Director of design and strategy for an architecture firm

Thumbs up from the DAG and thanks for volunteering!



update!

Objectives for Today and Engagement Updates

OBJECTIVES FOR TODAY (STEFEE KNUDSEN, BORA)

- Review the developing site and building configurations
- Provide input on ideas for the exterior look and feel of the project Existing building will remain in use until new building is complete to allow students to stay on campus during construction.

WHERE ARE WE NOW?

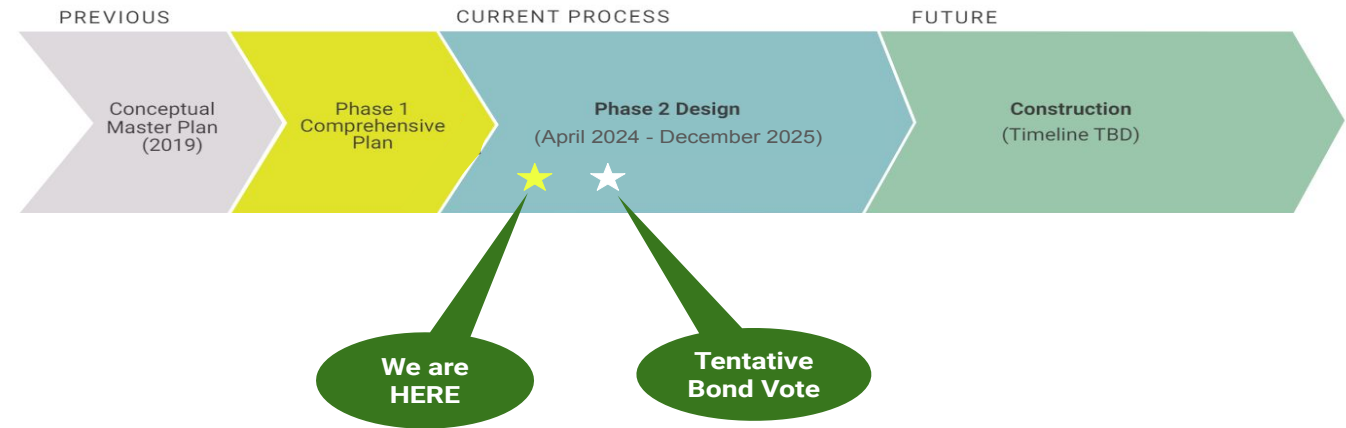
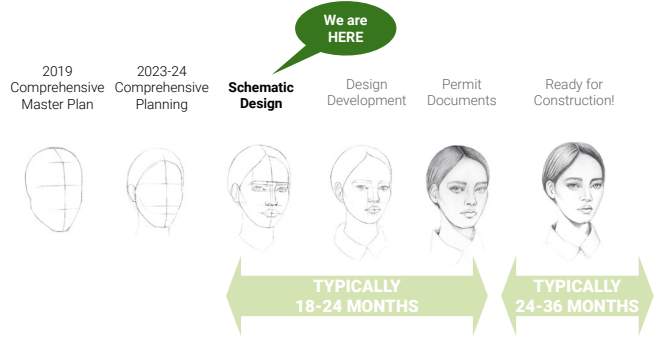
- Project timeline - using a drawing of a face as a metaphor. We are in Schematic Design, and the features of the face are beginning to emerge
- Project timeline - quick schedule review. Design will continue through December 2025. Bond success pending, project will begin construction as early as 2026
- Bond:
 - If the bond doesn't pass, what happens?
 - Andrew Scott / Board Member: Bond may be in November, or maybe May. Tough environment right now despite tax continuance. Polling is not great right now
 - Timing of bond doesn't affect completion date

- 70 conversations
- Insight interviews
- Para-educator in SPED
- School Psych
- Affinity group advisor
- GSA group
- Connected with all feeder schools and will work towards meetings with these groups
- What has been learned?
- Try to reduce jargon / increase trust / increase transparency
- Design team to repeat back what it's heard and how it's responding
- Go to folks during school day



ENGAGEMENT UPDATE (RHONDA, AFTER BRUCE)

PROJECT TIMELINE



Project Vision

PROJECT VISION (STEFEE KNUDSEN, BORA)

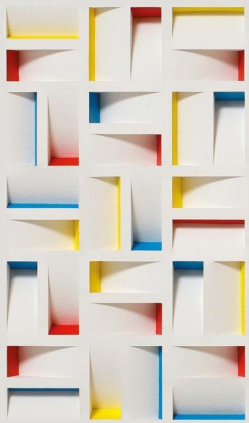
- Review of CPC process and work with IBW students [collage exercise]
- How do we distill all these ideas into a project vision?
- "The new Ida B Wells High School will embody the legacy of its namesake, shining a light on her commitment to truth, transparency, and justice"
- Does this resonate with the DAG?
- Five proposed pillars:
 - Illuminating
 - Expansive
 - Multifaceted
 - Visionary
 - Centering

BOLD	CREATIVE	FORUMS	
INNOVATIVE		ACTION	BREAKING BARRIERS
CHANGE	SUPPORT	JUSTICE	WELCOMING
TRUTH	CULTURAL HERITAGE	ADVOCACY	DIVERSITY
LIFTING UP VOICES	KNOWLEDGE SHARING	PRIDE	KINDNESS
PERSISTENCE	ACCESSIBLE TO ALL	FEMINISM	PERSEVERANCE
DETERMINATION	GATHERING	EMPATHY	VALUES
HONOR		COURAGE	FREE SPEECH
CONNECTION		INCLUSIVE	

The new Ida B. Wells High School will embody the legacy of its namesake, shining a light on her commitment to truth, transparency, and justice.



Project Vision Continued



Illuminating

Inspired by Ida B. Wells’ focus on investigative journalism, the design creates areas of transparency and visibility.

Person
Data-driven
Fact + Truth
Seeker

Place
Elements of transparency
Visibility
Simplicity
Beacon

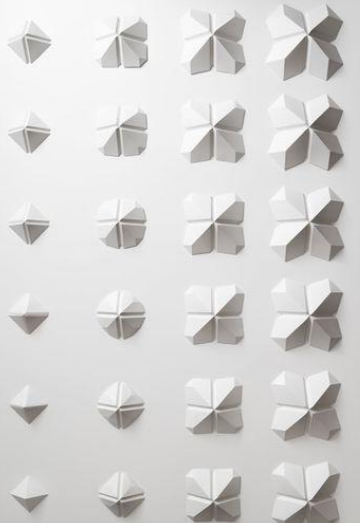


Visionary

Inspired by Ida B. Wells’ ability to create strategic partnerships and alliances, the design emphasizes connections, pathways, and an optimistic vision for the future.

Person
Persistent
Eternally vigilant
Long term vision
Strategic alliances
Partnerships, stronger together

Place
Supports traditional and nontraditional pathways
Values the in-between spaces
Creates and values unique partnerships

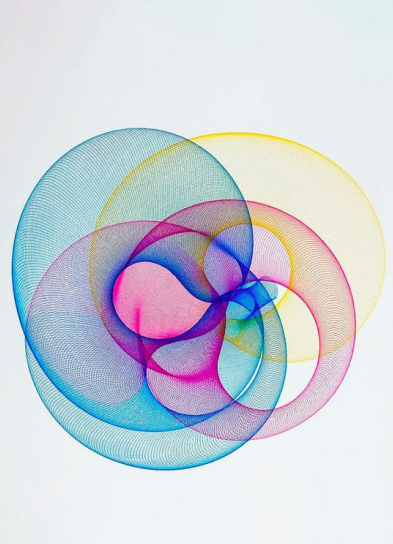


Expansive

Inspired by Ida B. Wells’ use of multiple avenues to spread information and expand opportunity, the design celebrates the exchange of knowledge and resources.

Person
Spread the word
Creating broader opportunity

Place
Exchange of information
Collaborative resources
Storytelling



Centering

Inspired by Ida B. Wells’ advocacy, the design considers all experiences—creating spaces that center and empower the marginalized.

Person
Advocated for the marginalized
Centered fringe issues

Place
Universal and inclusive design
Beautiful, functional, and delightful spaces created for all types of students

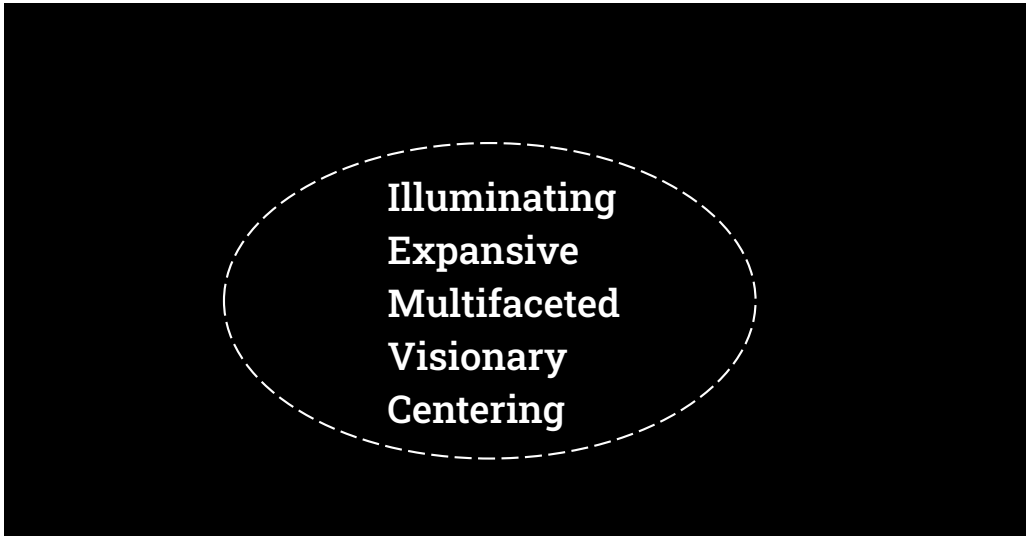


Multifaceted

Inspired by Ida B. Wells’ multifaceted nature, the design honors the whole person—recognizing that education takes place both within and outside of a traditional classroom environment.

Person
Journalist
Entrepreneur
Mother
Activist
Human

Place
Flexibility and variety
Formal and informal learning spaces
Spaces to gather and experience connection
Spaces to be alone
Circulation/the spaces in-between
Healthy materials and air quality



Building and Site Design Drivers

NO CLEAR ENTRY

BUILDABLE AREA

SITE

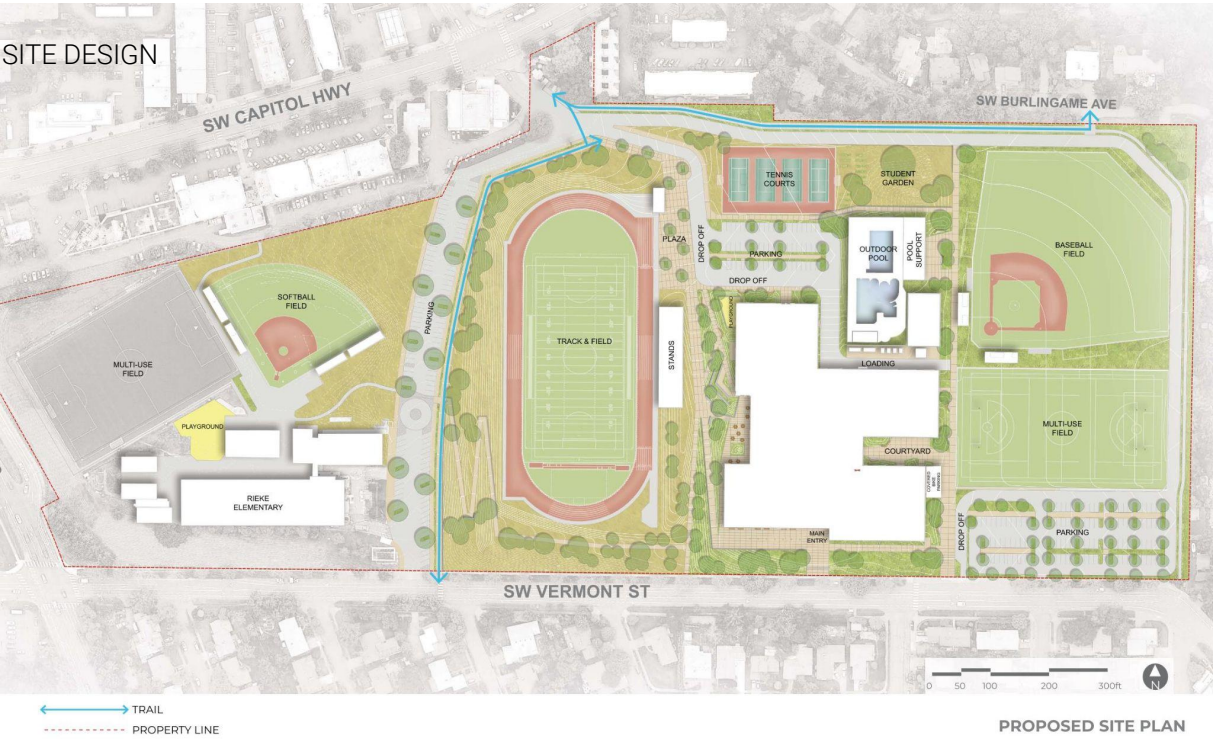
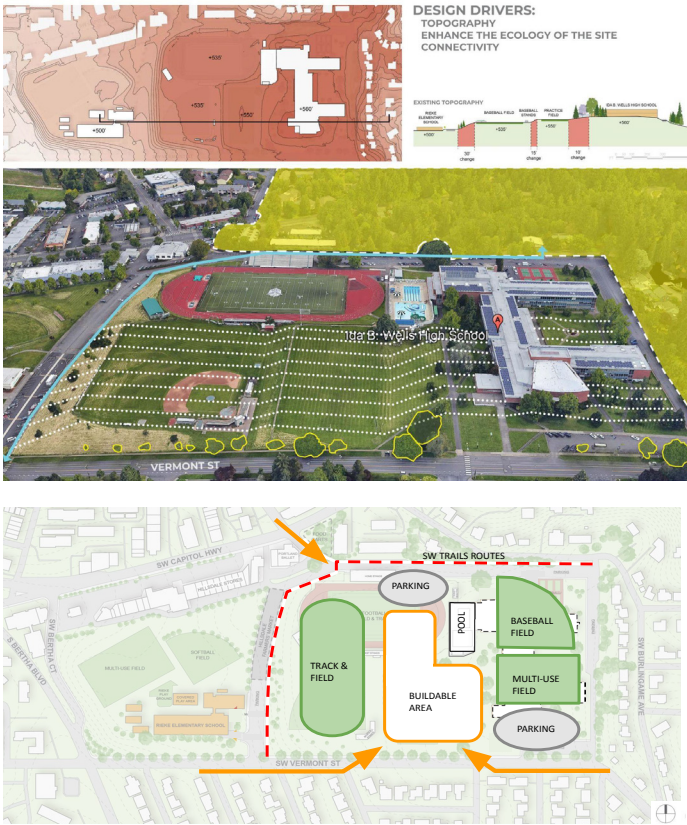
- Existing HS site has a lot of grade change. Three “benches” or elevation levels. How to connect to the softball field and other Rieke site facilities
- Team is keen to preserve some existing trees including street trees on Vermont and at least two significant trees on site.

RESPONSES TO MAJOR DRIVERS:

- Building orientation
- Indoor air quality
- Reducing carbon impact - possibly a mass timber structural system [TBD]
- Pathways through the campus

SITE DESIGN:

- Owls as a connection to our natural environment
 - Inviting in opportunities to create natural environments
 - Consider beauty and form of owls to inspire space making
- Inspirational images of site design opportunities and connections from indoors to the outside / to nature
- Site has to accommodate lots of large things: building, track, fields, parking. Lots of space and limited options because of

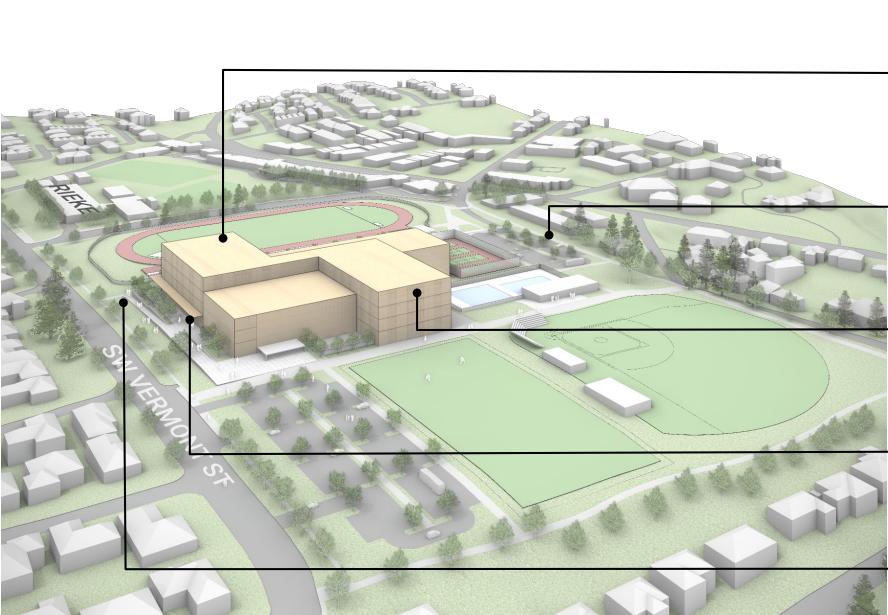


construction sequencing.

- Site design diagram
 - Welcoming arrival sequence for all modes of transit and arrival directions
- Proposed site plan
 - Parking locations
 - Strong connector through site with alternative route, maybe with seating / hang out spots Upper terrace at school elevation, overlooking pathway
 - N/S connector on the east side, with visual connection to the CTE courtyard
 - Connection south of track to accessible route to Softball field [which will be redeveloped]
 - Track/field is moved and oriented N/S
 - SW Trails are accommodated
 - Connector around the campus
- Site Sections
 - Section A - Showing relationship of upper terrace to pathways, stadium, slope to Rieke parking
 - Section B - Showing lower terrace and grandstand
 - Section C - Showing “south porch” - front entry on Vermont
- Site Materials
 - Fun, engaging - even playful



RESPONSE TO MAJOR DRIVERS PLANNING PHASE MASSING



- Building orientation and massing allows for **maximum daylighting and minimizes western sun exposure**, reducing building energy consumption and eliminating solar discomfort
- Pathways through campus **connect to the SW Trails network and the broader business and residential district**, making the school a beacon of activity in SW Portland
- Building massing is optimal for a timber structure, allowing for **reduced embodied carbon emissions, improved indoor air quality, and biophilic design opportunities**.
- Main entrance faces Vermont St. with direct pathways **connecting it to both campus approaches and parking lots**
- Site configuration allows for universal accessibility, going beyond code to create a **physical place of inclusion** at every scale

Building and Site Design Drivers

FLOOR PLAN REVIEW:

- Basic organization of building, shown overlaid on site plans
- Four main quadrants: SE is performing arts; NW is athletics; Main level SW is admin and SPED: main level NE is kitchen/servery, loading, and CTE spaces that need access to the exterior [scene shop can also access this yard]
- Commons is centered in the building
 - Working to make sure it's welcoming to everyone; dynamic space at the heart of the school
 - Shop yard to the east, maybe buffered with nature
 - Outdoor dining terrace to the west with views to track/field and western views

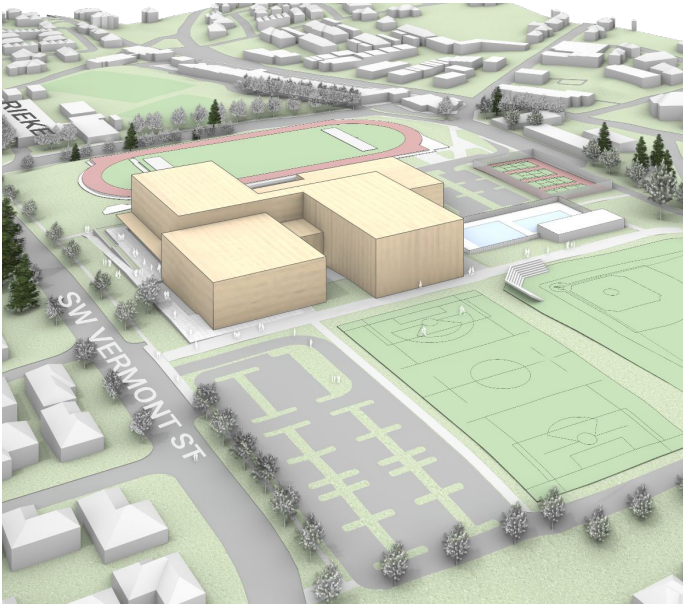
- Lower level 0 below two gyms- teen parent center and health clinic can be accessed directly from the north parking area
- Level 2: balcony access to theater; central spine flies across the commons; library on this floor along with general classrooms, CTE and all counseling spaces on the south side

Question re: windows - classrooms will have windows to the north and the south, avoiding harsh western exposure

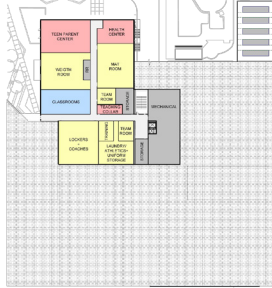
MASSING REVIEW

CONSTRUCTION SEQUENCING

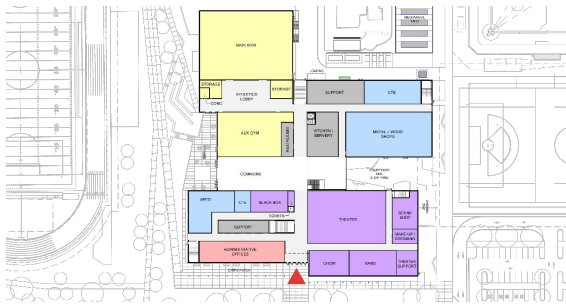
- Existing school remains operational during construction
- Step 1: West side of IBW site will be a construction zone
- Step 2: old school demolished and remaining site will be completed [9-12 months]
- Question: when will new track be ready? Worst case: out of commission for two years starting 2026; contractor will bring its expertise to this discussion



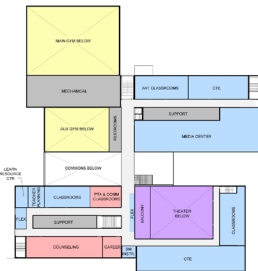
FLOOR PLAN - LEVEL 0 (LOWER LEVEL)



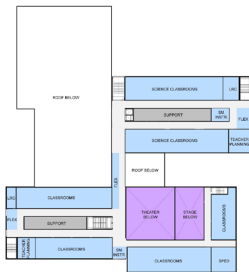
FLOOR PLAN - LEVEL 1



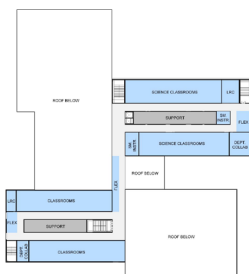
FLOOR PLAN - LEVEL 2



FLOOR PLAN - LEVEL 3



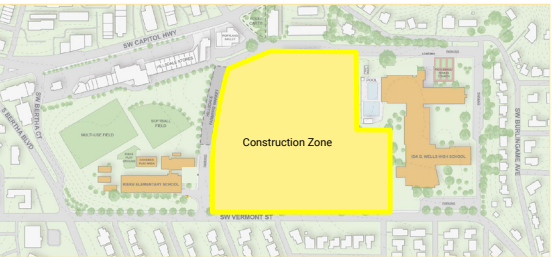
FLOOR PLAN - LEVEL 4



Design Update

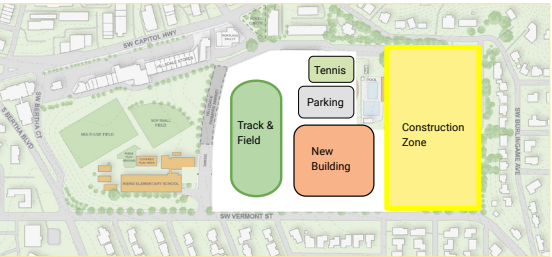
- Amelie re-shared update Vision and 5 pillars
- Presents new metaphor / north star for the project that weaves together all the facets of the project, program etc
- Introduces the idea of TAPESTRY - “a woven fabric of diverse threads and colors, creating a rich and intricate whole”
- Complexity, depth, crossing: can come alive in every aspect of the project
- Plan is organized in a simple, clear and direct way. Paths within the building can create connections and opportunities
- Similarly at a site plan level
- Mass timber structure - wood structure - how do we celebrate and showcase the structure in the exterior? Consider weaving of vertical and horizontal
- Site itself and context: natural beauty; exterior should look as if it belongs here, and not just dropped here. How do we blend and belong

CONSTRUCTION SEQUENCING STEP 1



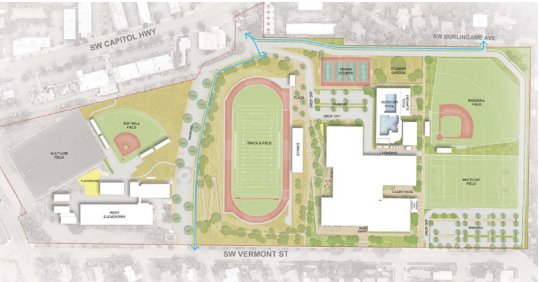
New school, track & field, tennis courts, and north parking lot constructed

CONSTRUCTION SEQUENCING STEP 2



Old school demolished. New baseball field, multi-use field, tennis courts, pool support building, and south parking lot constructed

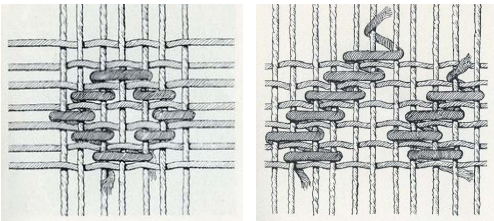
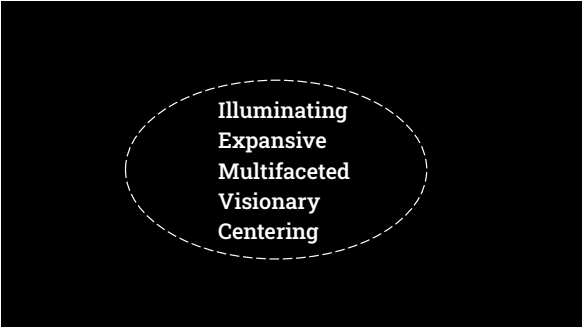
CONSTRUCTION SEQUENCING COMPLETED PROJECT



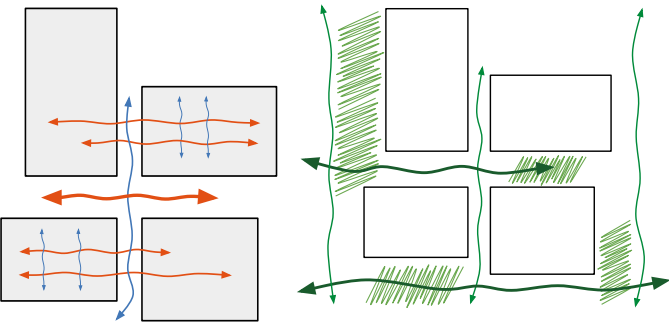
PROJECT VISION



The new Ida B. Wells High School will embody the legacy of its namesake, shining a light on her commitment to truth, transparency, and justice.



Tapestry: a woven fabric of diverse threads and colors, creating a rich and intricate whole



Additional Feedback?
WellsBond@pps.net

NEXT STEPS

- DAG Feedback Activity “This NOT That” will be posted before meeting #3 - still awaiting more feedback!
- DAG Meeting #3 - August 14th
- DAG Meeting #4 - September 18th
- Community Design Workshop - September 22nd