



Portland Public Schools

# Ida B. Wells High School Modernization



Design Advisory Group Meeting #2  
June 20, 2024



DESIGN TEAM HERE TODAY



Donna Bezio  
PPS



Rolando Aquilizan  
PPS



Stefée 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

# 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





## 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



# DAG Chairperson Elections





## OBJECTIVES FOR TODAY

### Review the developing site and building configurations

- Design team updates the DAG on developments
- DAG: Does the design support the Project Vision?

### Provide input on ideas for the exterior look and feel of the project

- Feedback Exercise



Where are we now?





PROJECT TIMELINE

2019  
Comprehensive  
Master Plan

2023-24  
Comprehensive  
Planning

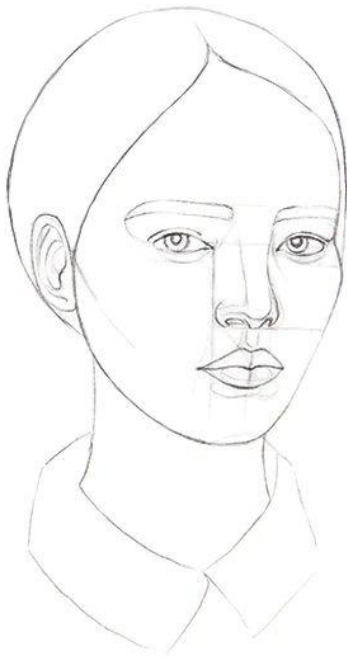
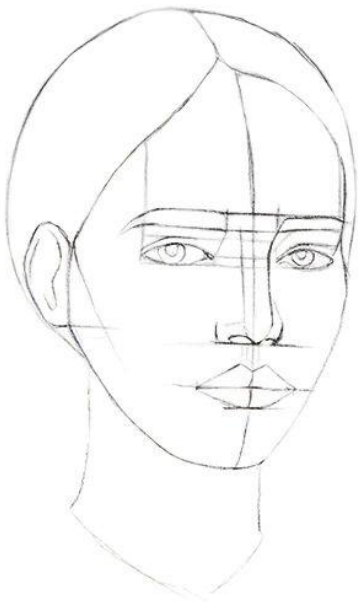
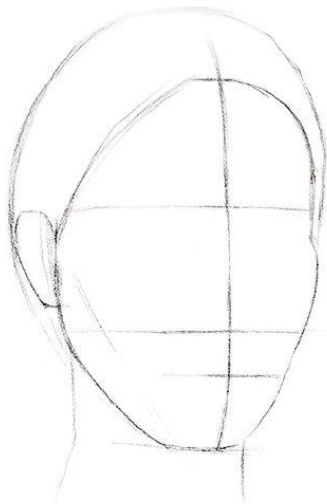
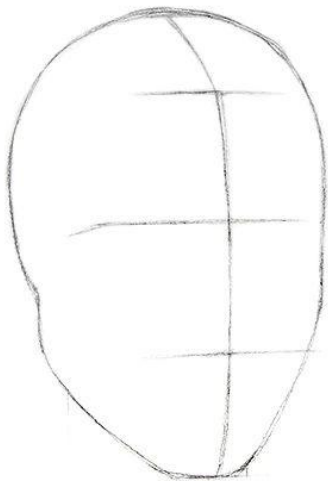
**Schematic  
Design**

Design  
Development

Permit  
Documents

Ready for  
Construction!

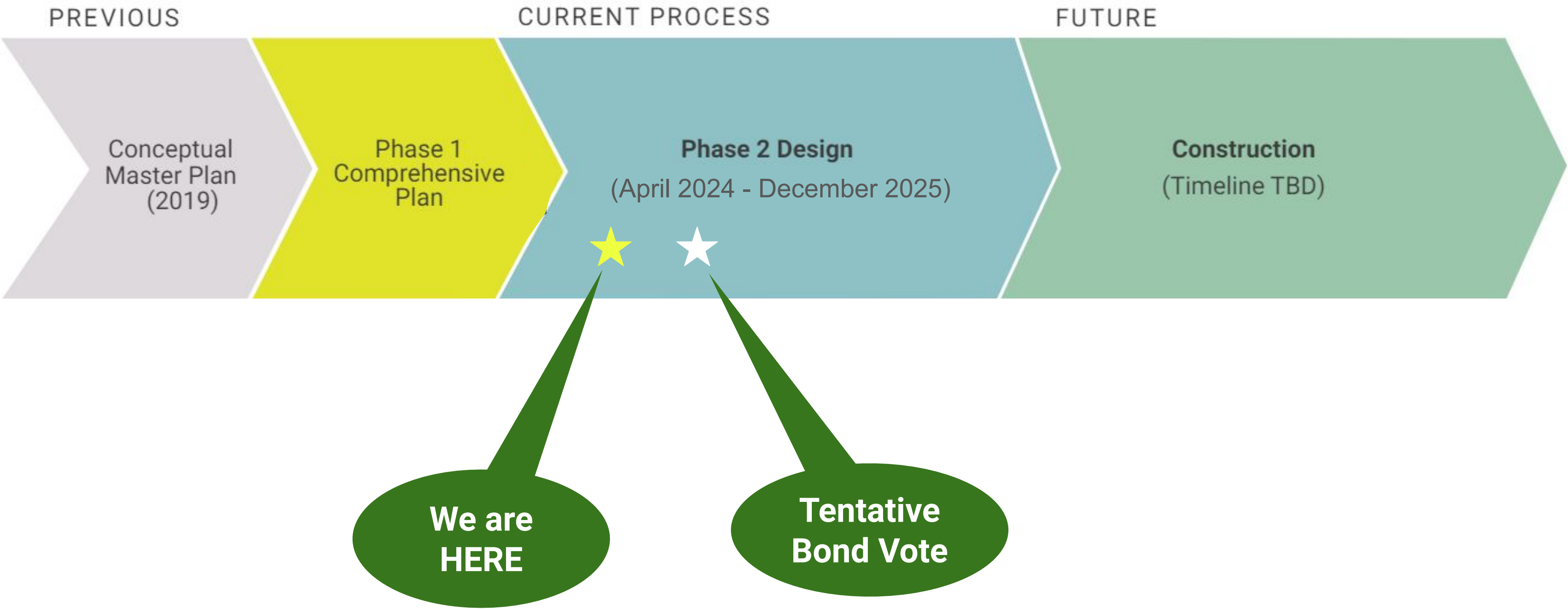
We are  
HERE



TYPICALLY  
18-24 MONTHS

TYPICALLY  
24-36 MONTHS

# PROJECT TIMELINE





### Engagement Efforts

- Listening Session: All AB Audiences
- Insight Interviews: Students, Teachers, Faculty, Feeder Schools, & more

### Lessons Heard

- Reducing industry jargon can help people stay more engaged + keep the power dynamic balanced
- Be mindful of busy schedules and meet audiences where they are
- Dedicated space for affinity groups can provide safer spaces



# Vision for Design





## PROJECT VISION



Bold  
Innovative  
Change  
Truth  
Lifting Up Voices  
Persistence  
Determination  
Honor  
Connection  
Creative  
Community  
Support  
Cultural Heritage  
Knowledge sharing  
Accessible to all  
Gathering  
Forums

Action  
Justice  
Advocacy  
Pride  
Feminism  
Empathy  
Courage  
Inclusive  
Empowerment  
Breaking Barriers  
Welcoming  
Diversity  
Kindness  
Perseverance  
Values  
Free Speech



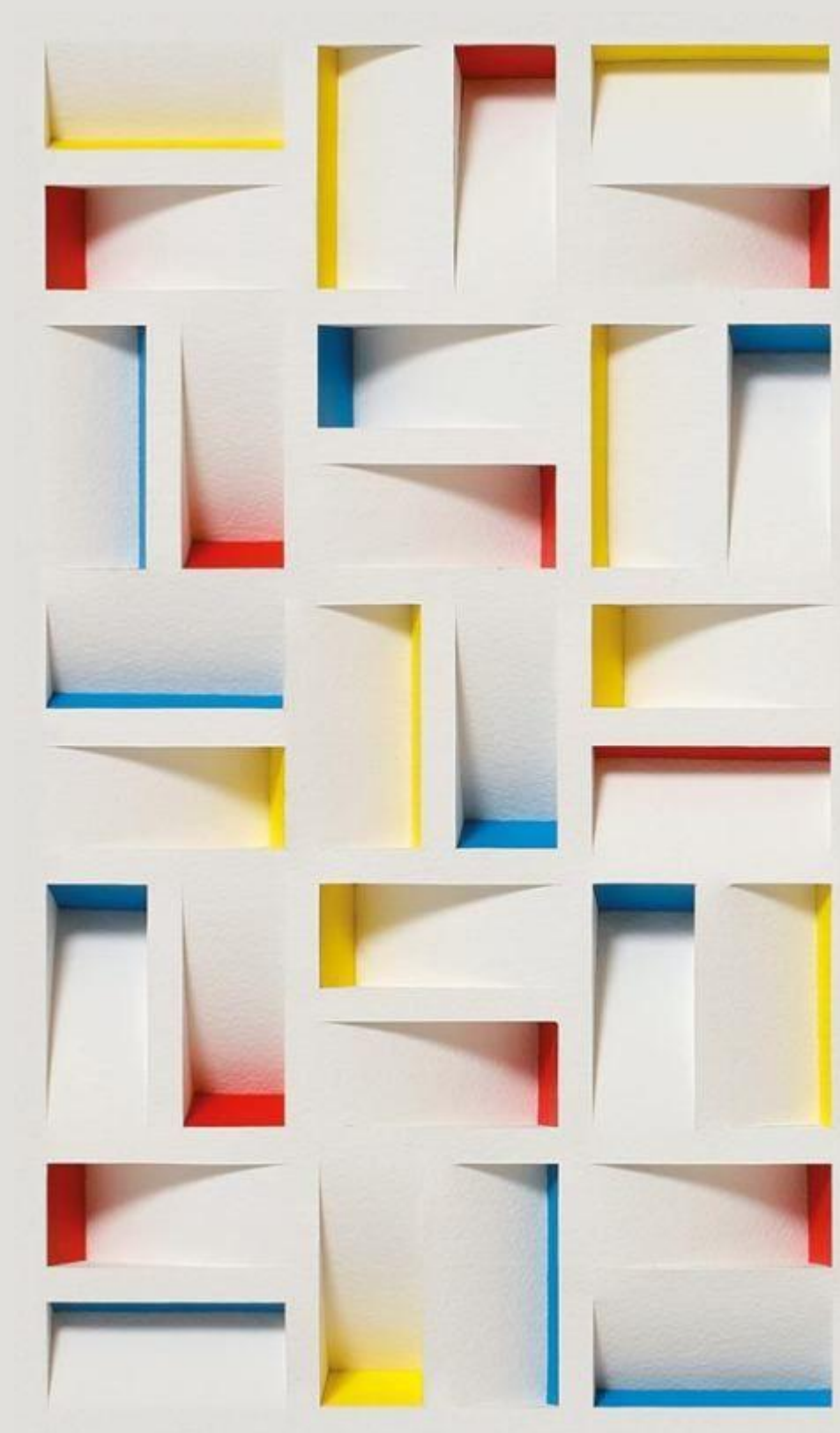
## PROJECT VISION

update!



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.





# Illuminating

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

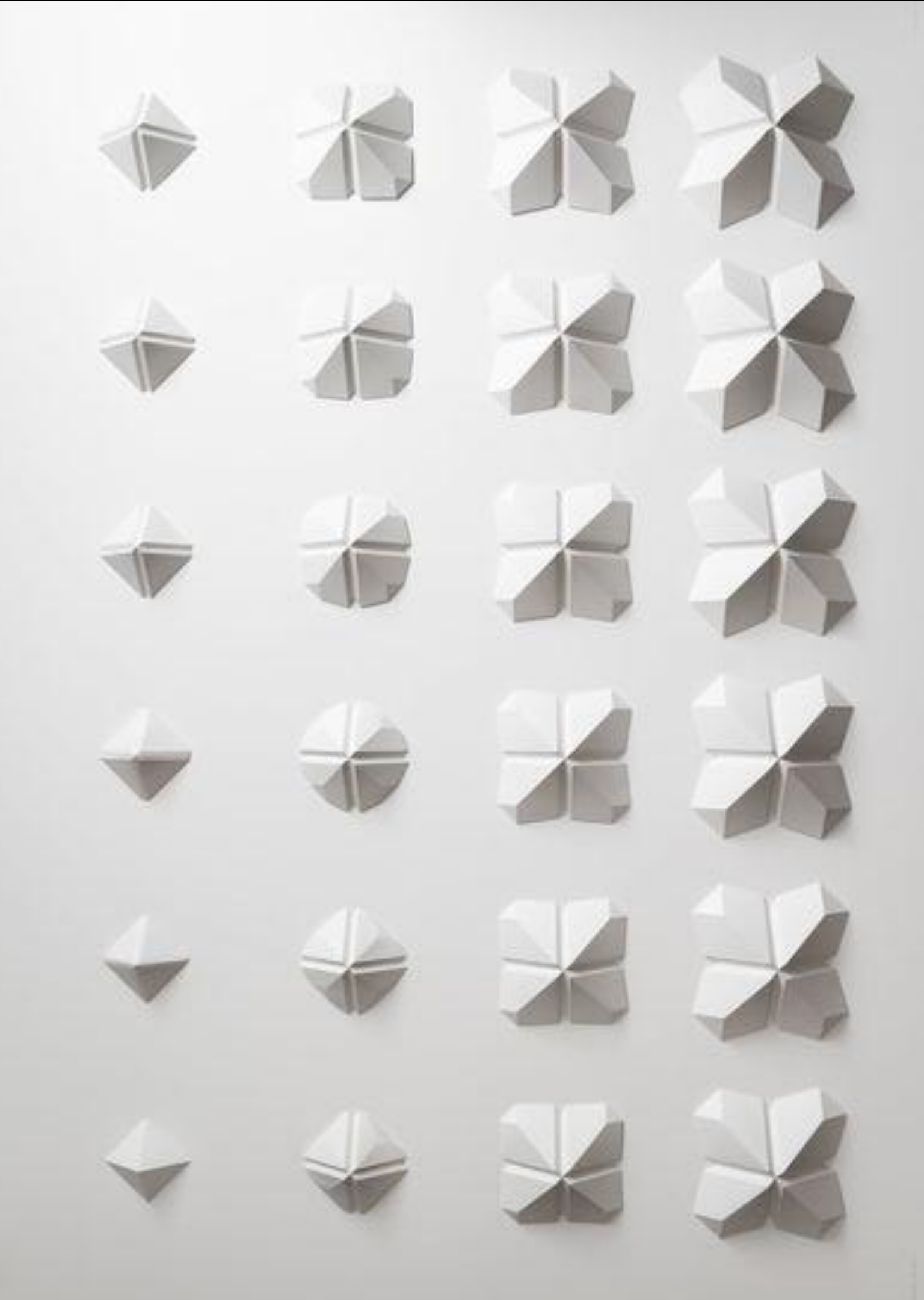
## Person

Data-driven  
Fact + Truth  
Seeker

## Place

Elements of transparency  
Visibility  
Simplicity  
Beacon





# 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





# 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





# 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.

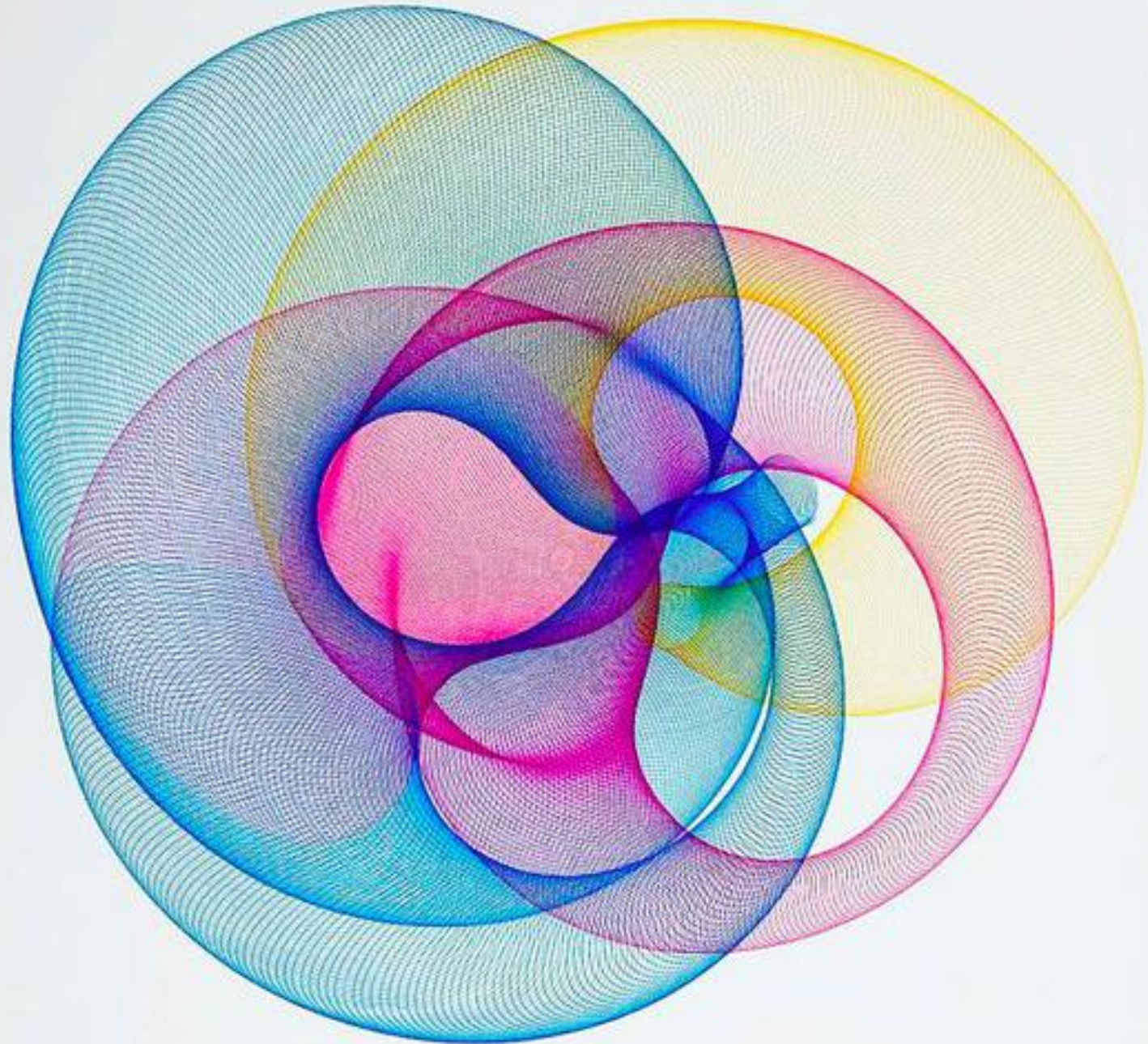
## Person

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





# 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





**Illuminating  
Expansive  
Multifaceted  
Visionary  
Centering**



# Site and Building Design Drivers





CAPITOL HWY CAMPUS APPROACH  
AND CONNECTION TO HILLSDALE  
COMMERCIAL DISTRICT

SW TRAILS ROUTES

TRACK & FIELD

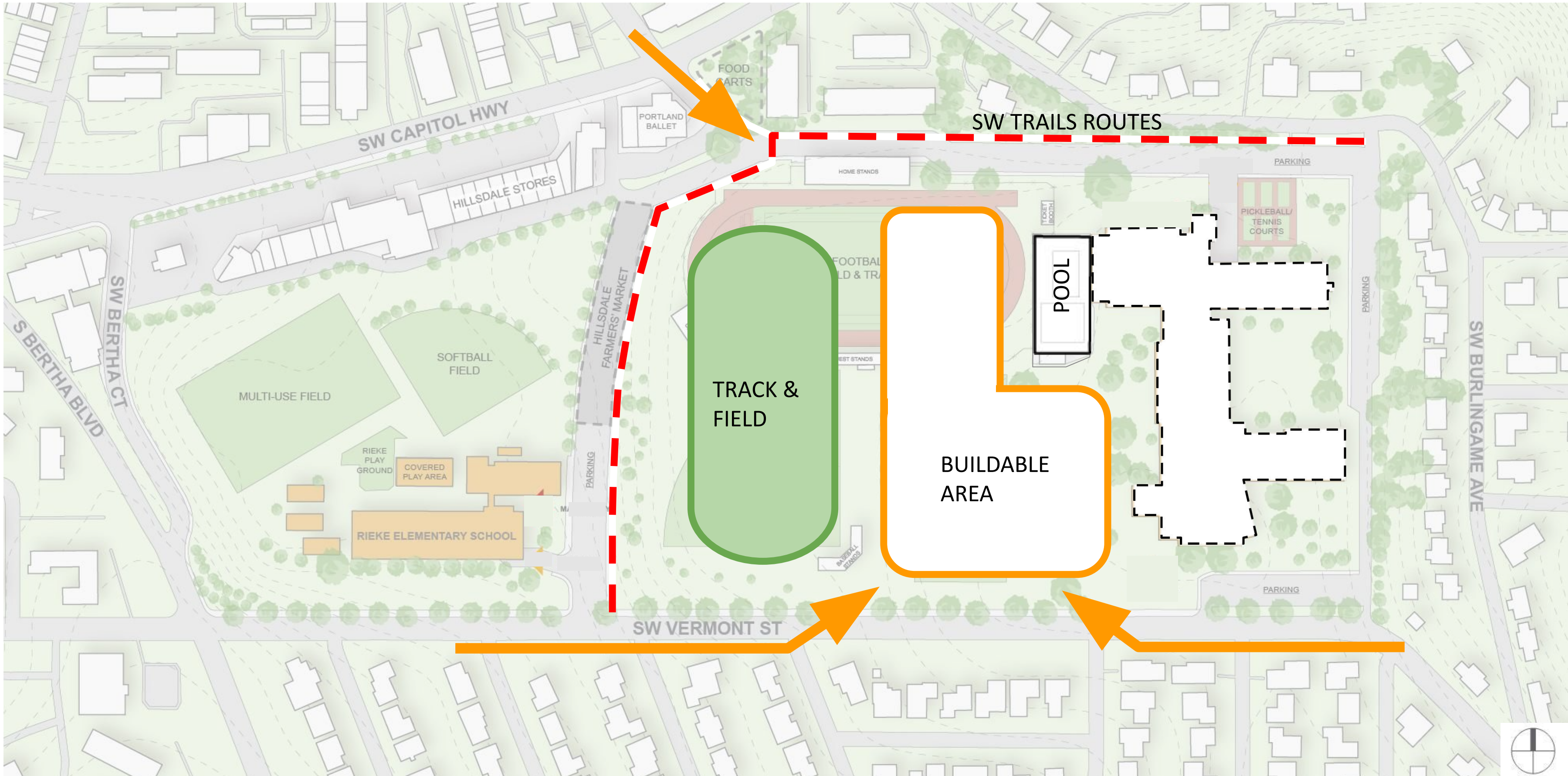
POOL

EXISTING SCHOOL  
FOOTPRINT

VERMONT ST.  
CAMPUS APPROACH



EXISTING SITE - BUILDABLE AREA





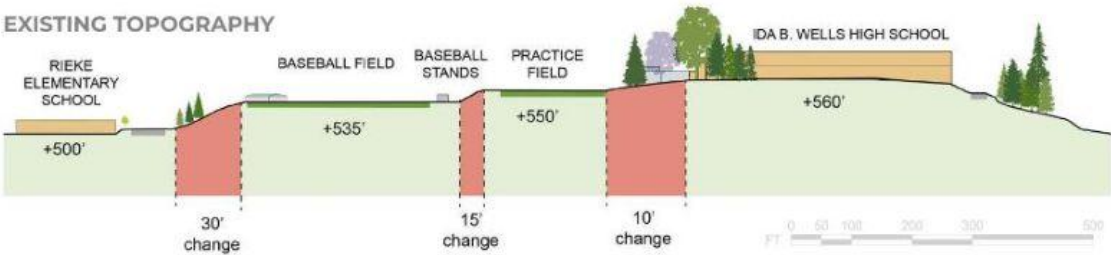




# EXISTING SITE - MAJOR DESIGN DRIVERS



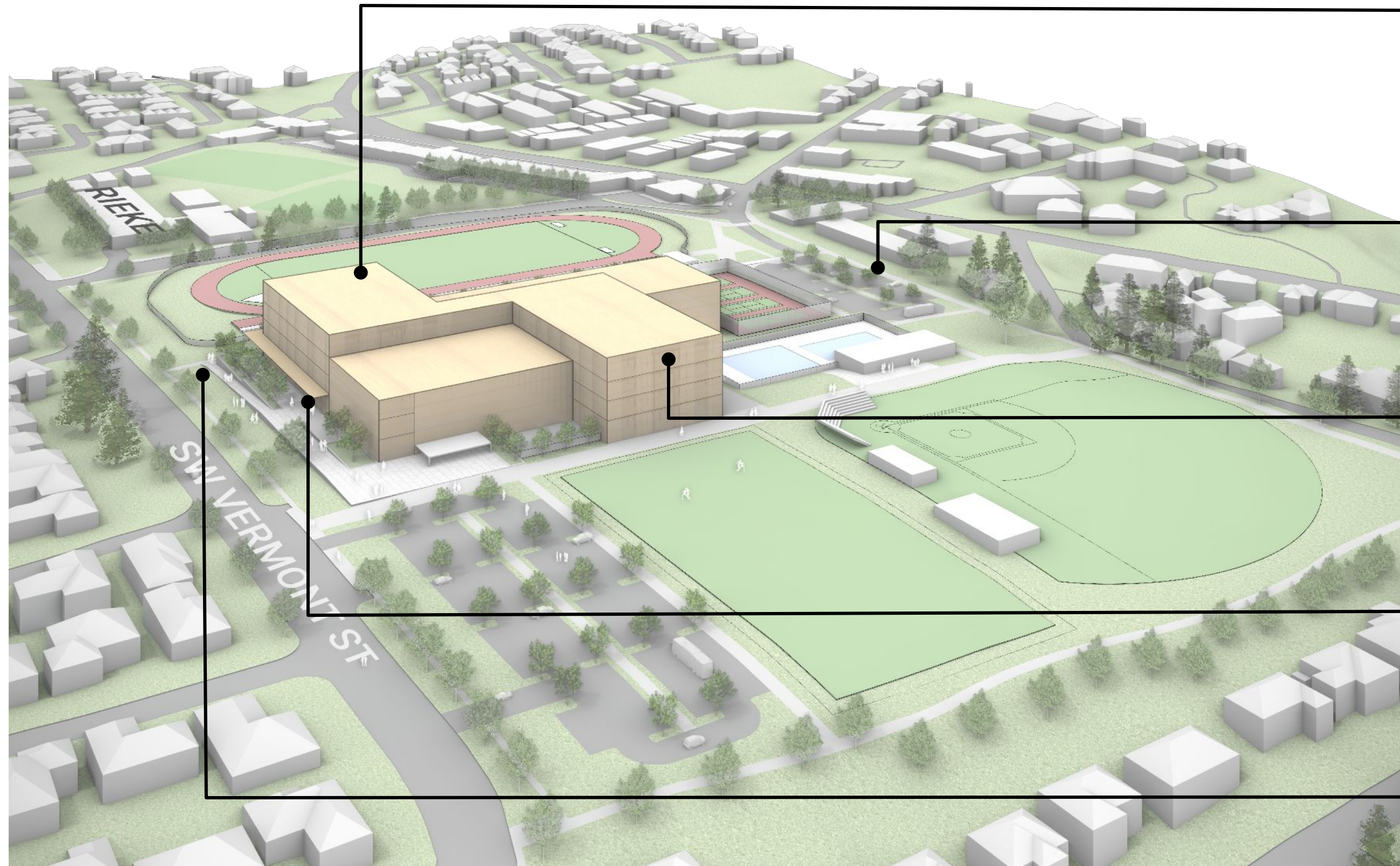
**DESIGN DRIVERS:**  
TOPOGRAPHY  
ENHANCE THE ECOLOGY OF THE SITE  
CONNECTIVITY





# 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



# Design Update



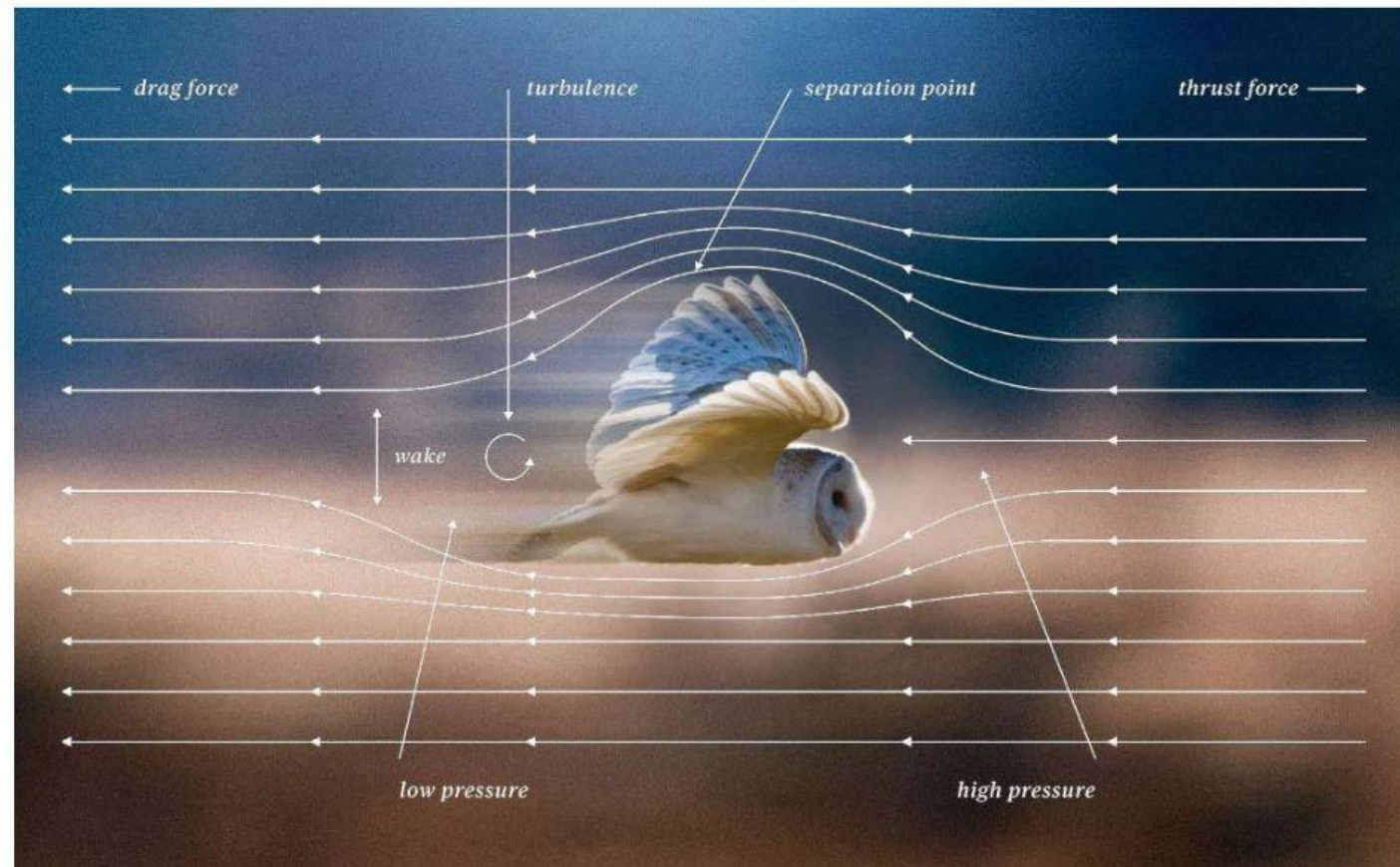


# SITE DESIGN



JUST LIKE THE GUARDIANS EFFORTLESSLY NAVIGATES THROUGH THE AIR, IDA B. WELLS FIERCELY PURSUED JUSTICE.

A WELL-DESIGNED SITE HARMONIZING WITH ITS SURROUNDINGS WILL PROVIDE A NURTURING ENVIRONMENT FOR INDIVIDUAL AND COLLECTIVE EXPRESSION. IT IS ABOUT SEAMLESSLY BLENDING ELEMENTS TO CREATE SPACES THAT INSPIRE CREATIVITY AND INCLUSIVITY.



THE GUARDIANS



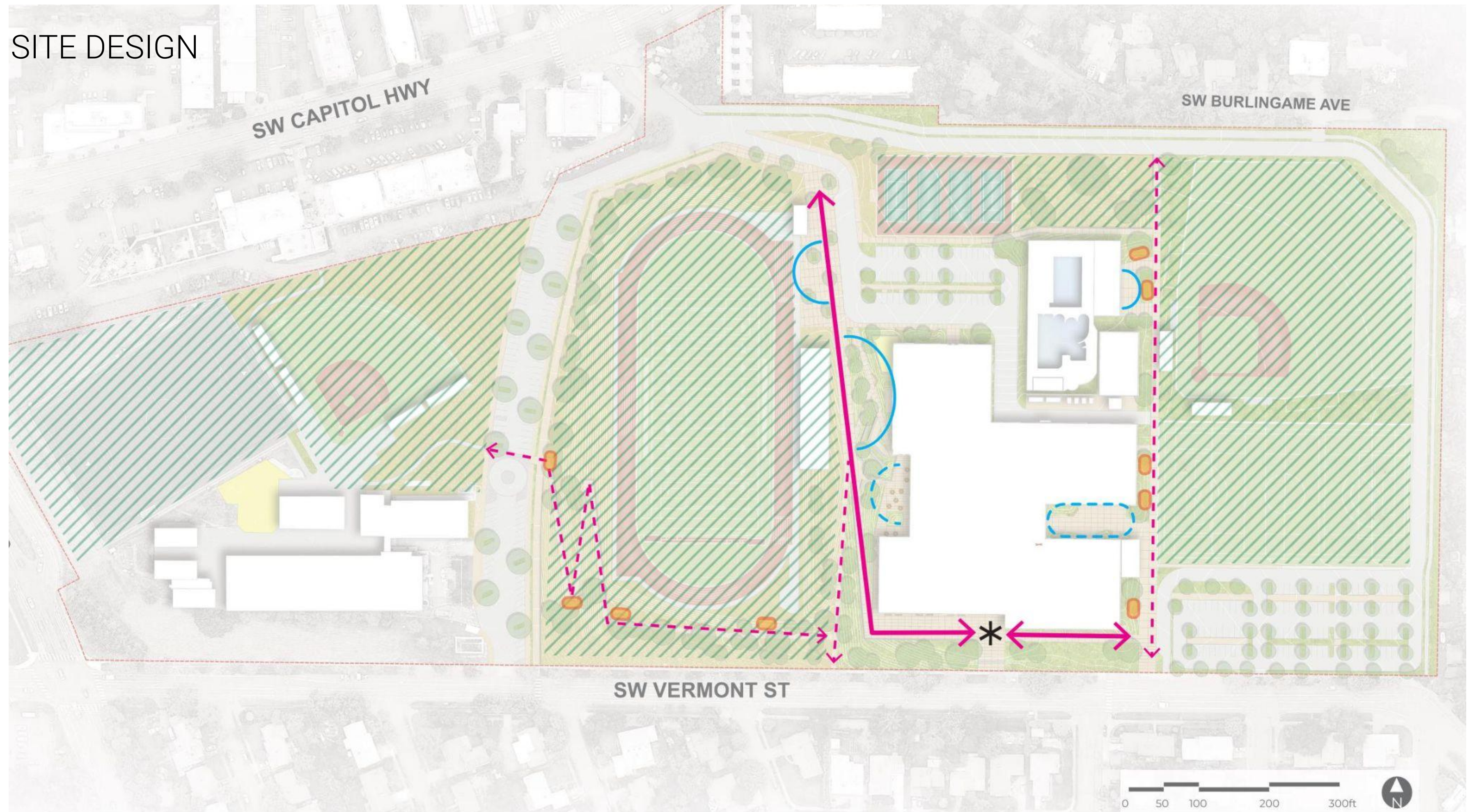
# SITE DESIGN



INSPIRATION



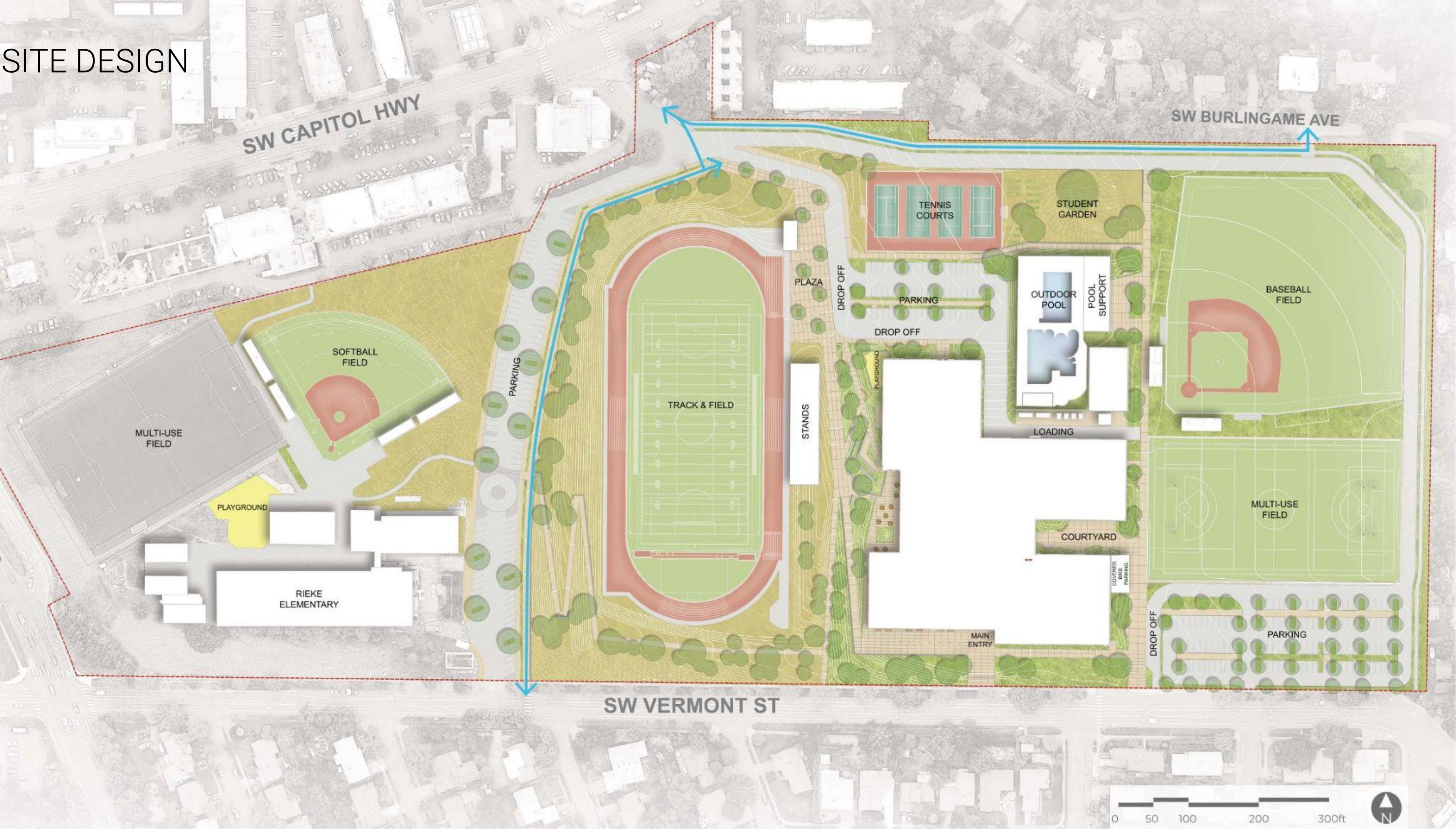
# SITE DESIGN



SPACE TYPE DIAGRAM



SITE DESIGN

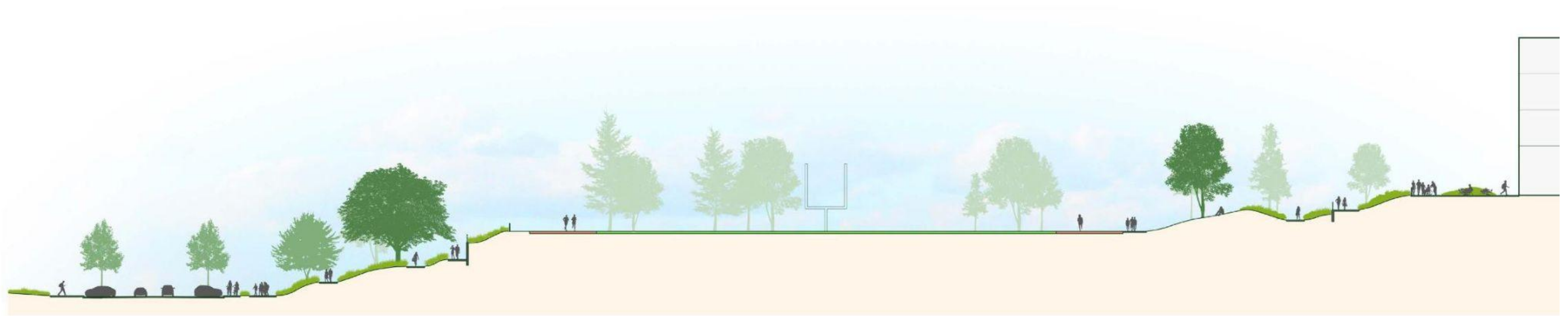


↔ TRAIL  
- - - - - PROPERTY LINE

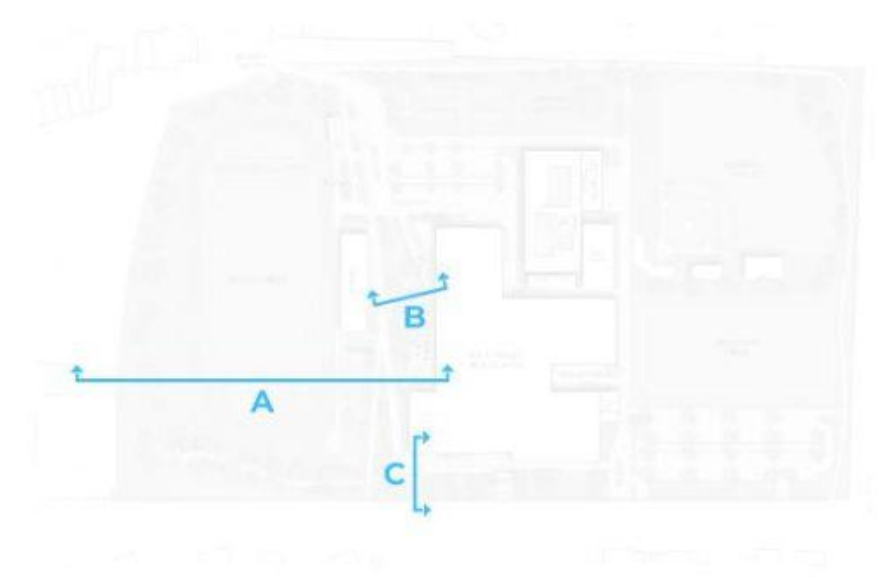
PROPOSED SITE PLAN



# SITE DESIGN



(A) RIEKE PARKING TO UPPER TERRACE

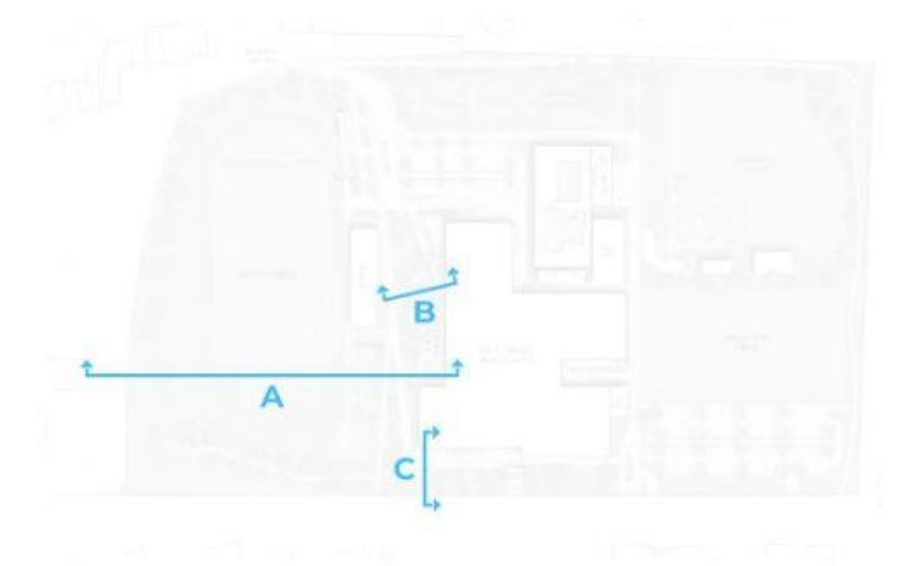




# SITE DESIGN

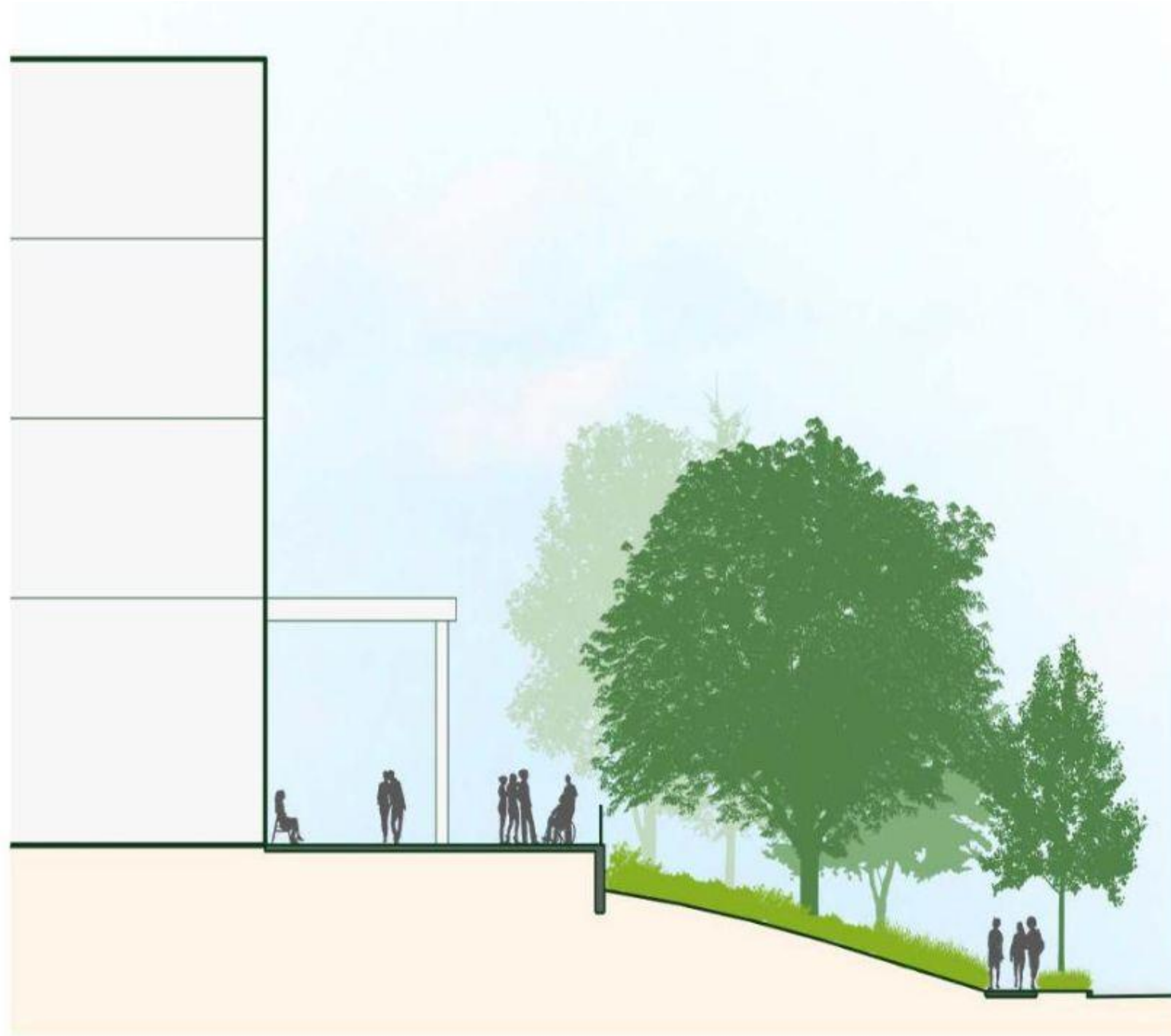


**(B) LOWER TERRACE**

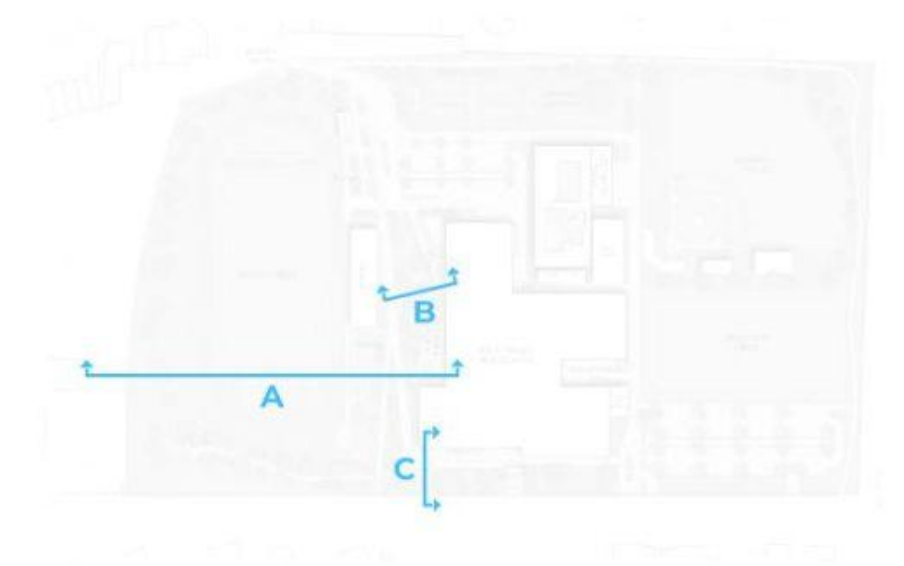




# SITE DESIGN

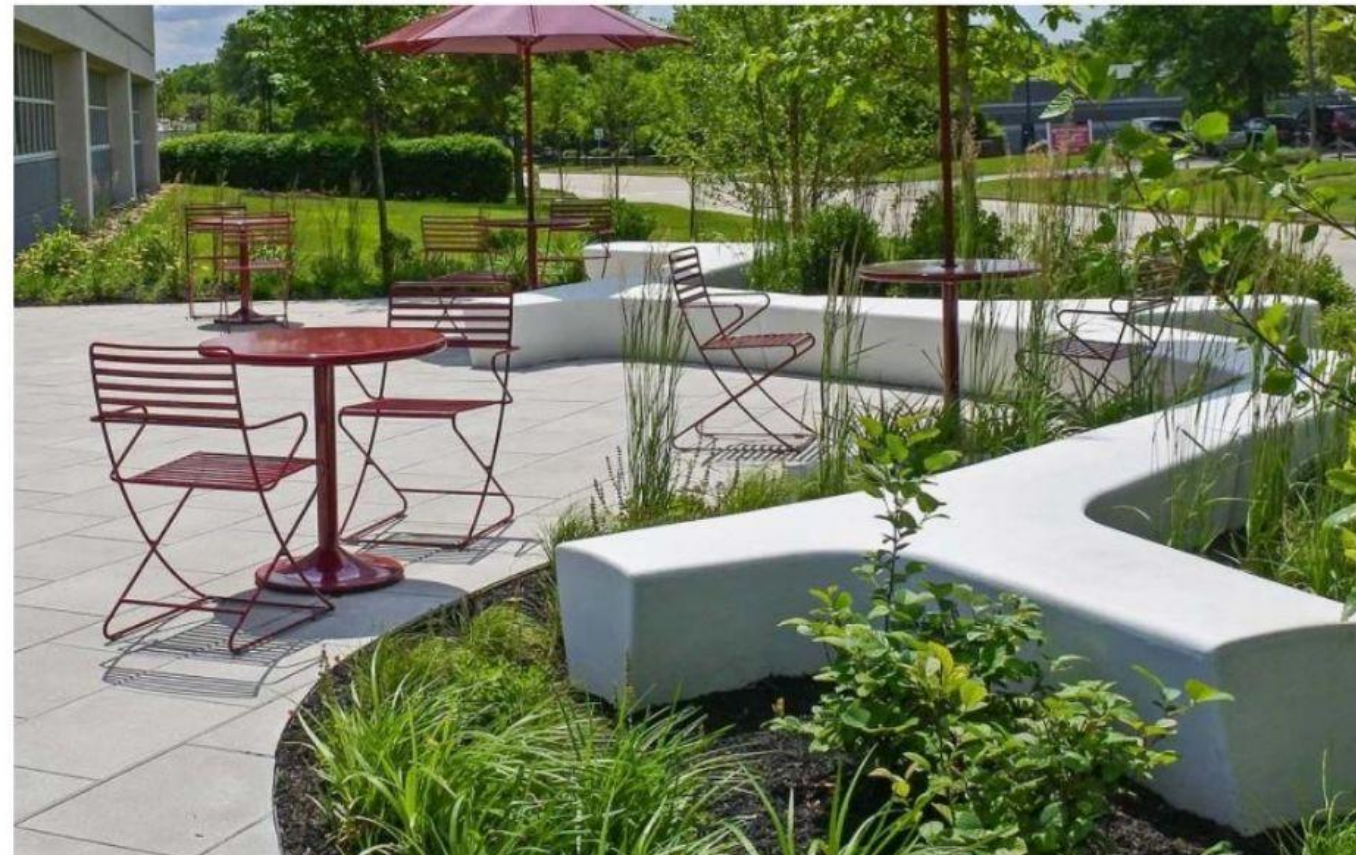
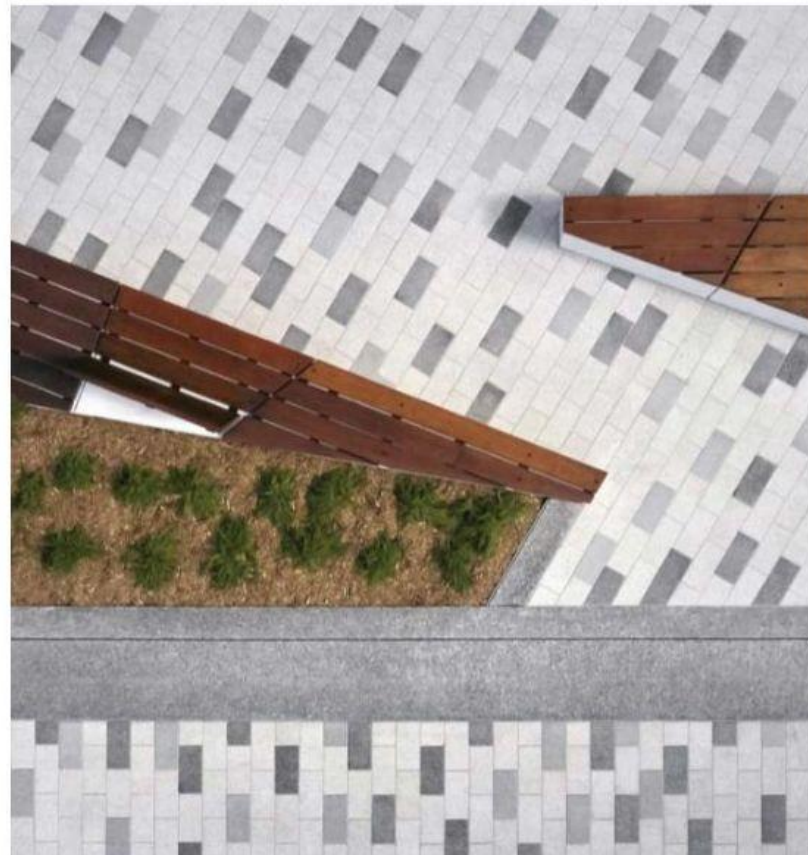
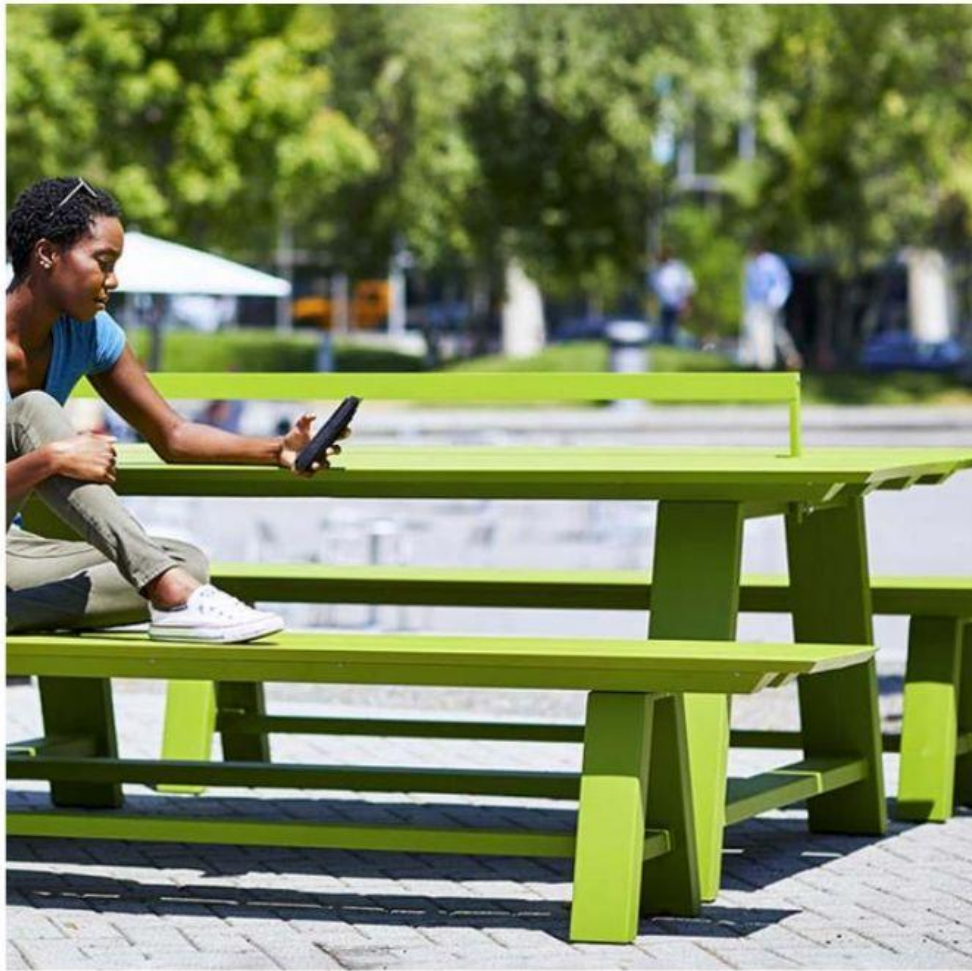
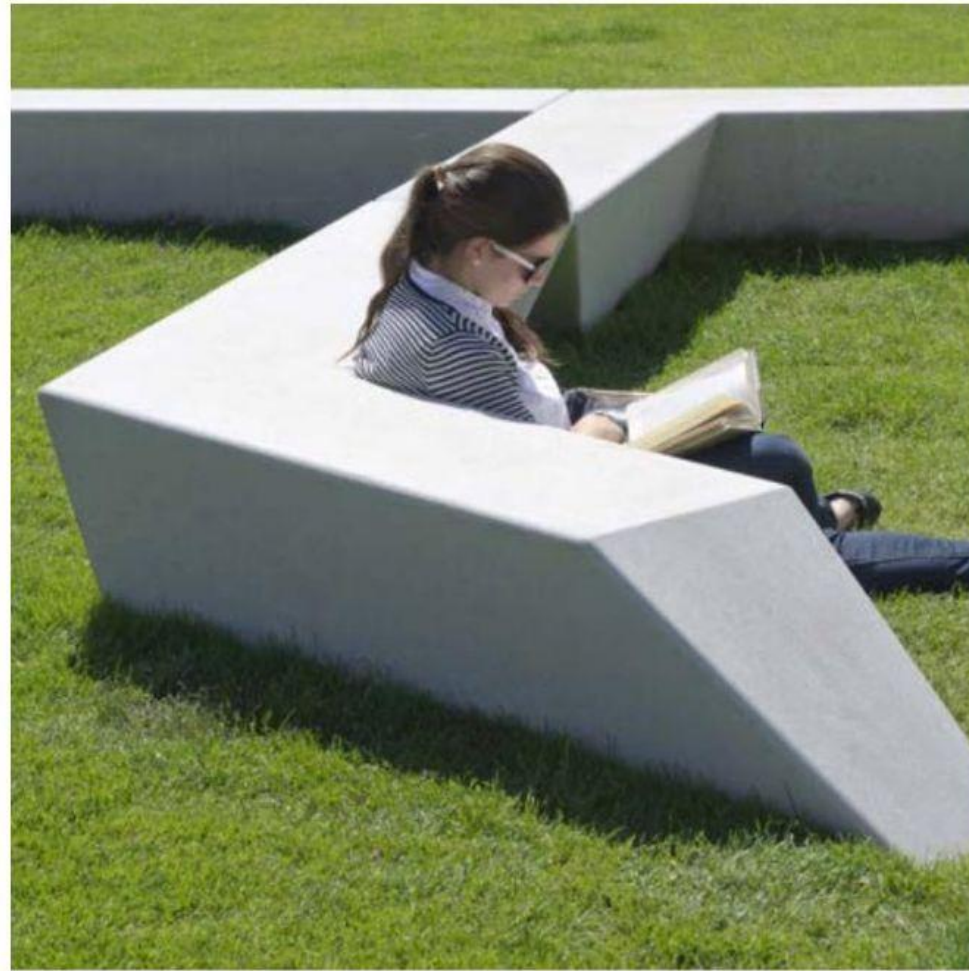


(C) SOUTH PORCH





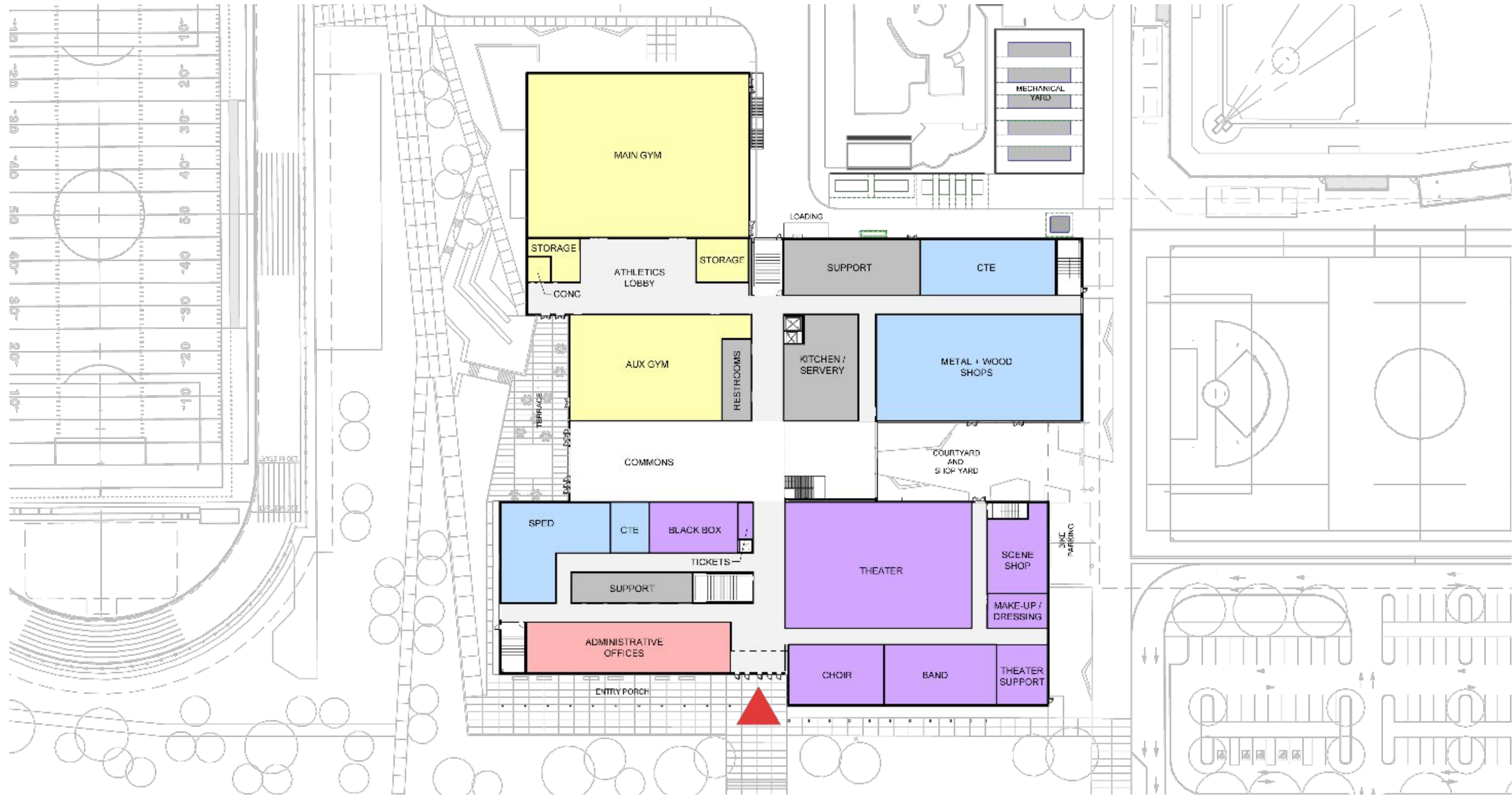
# SITE DESIGN



MATERIALS

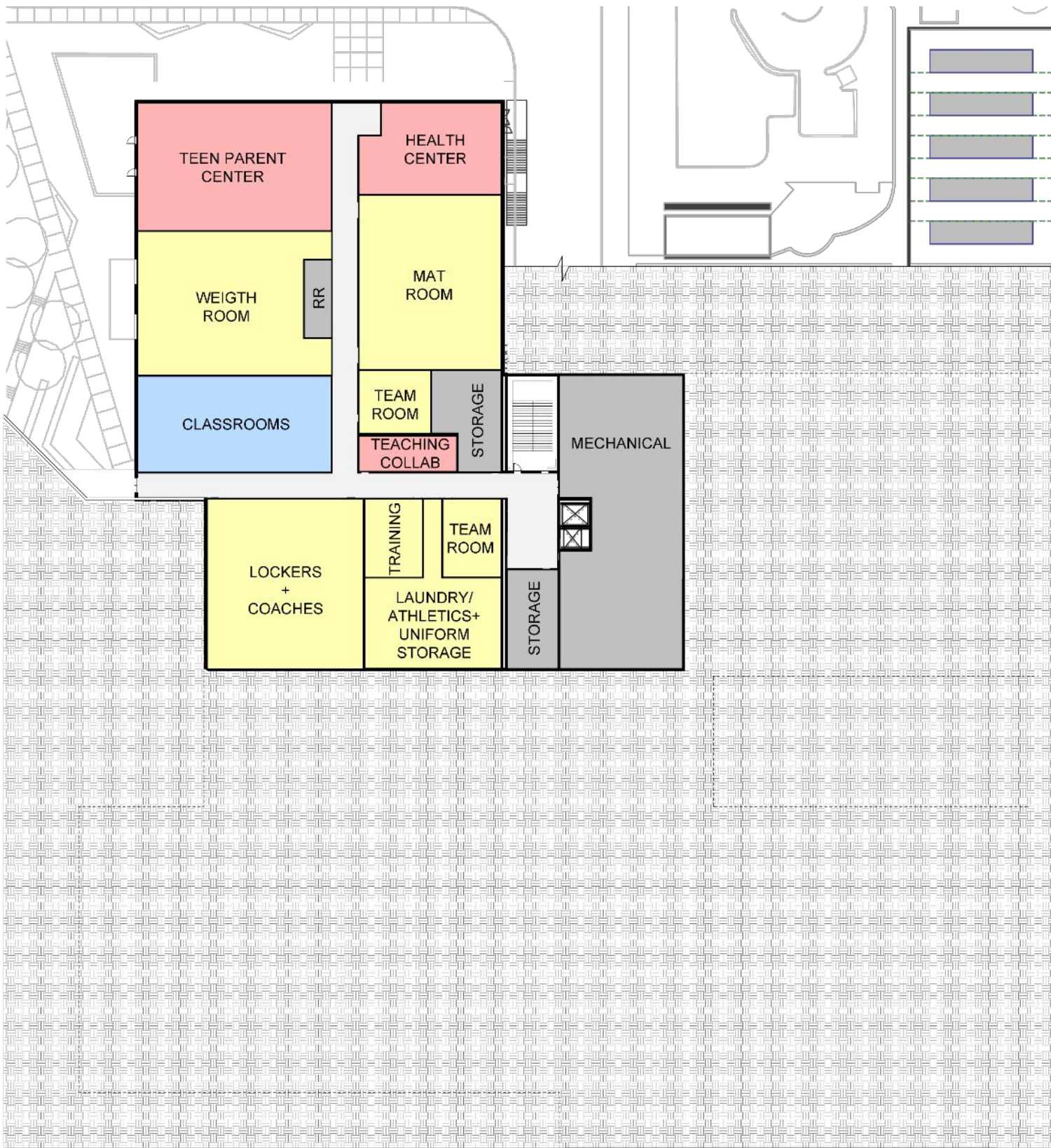


FLOOR PLAN - LEVEL 1



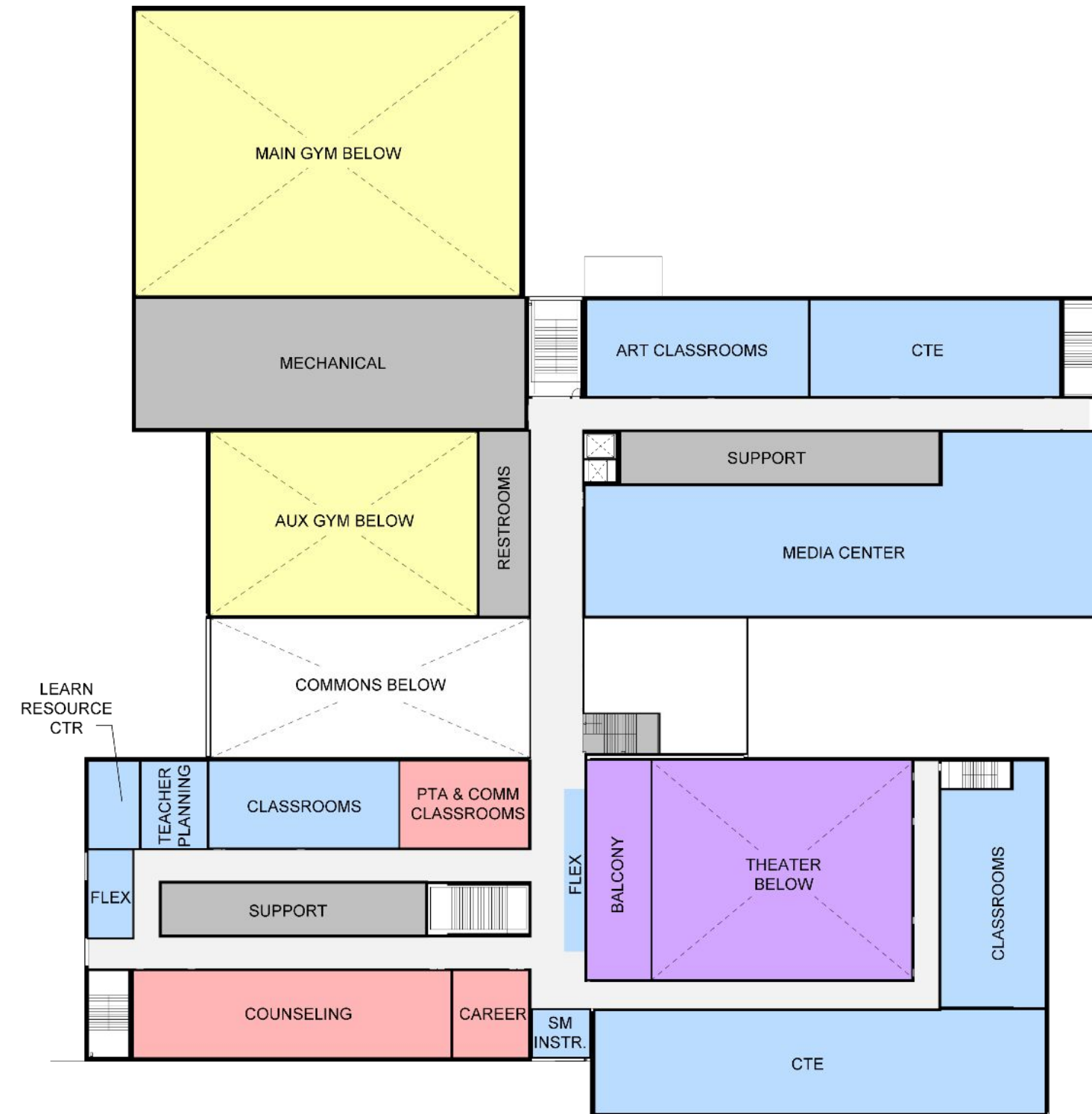


FLOOR PLAN - LEVEL 0 (LOWER LEVEL)



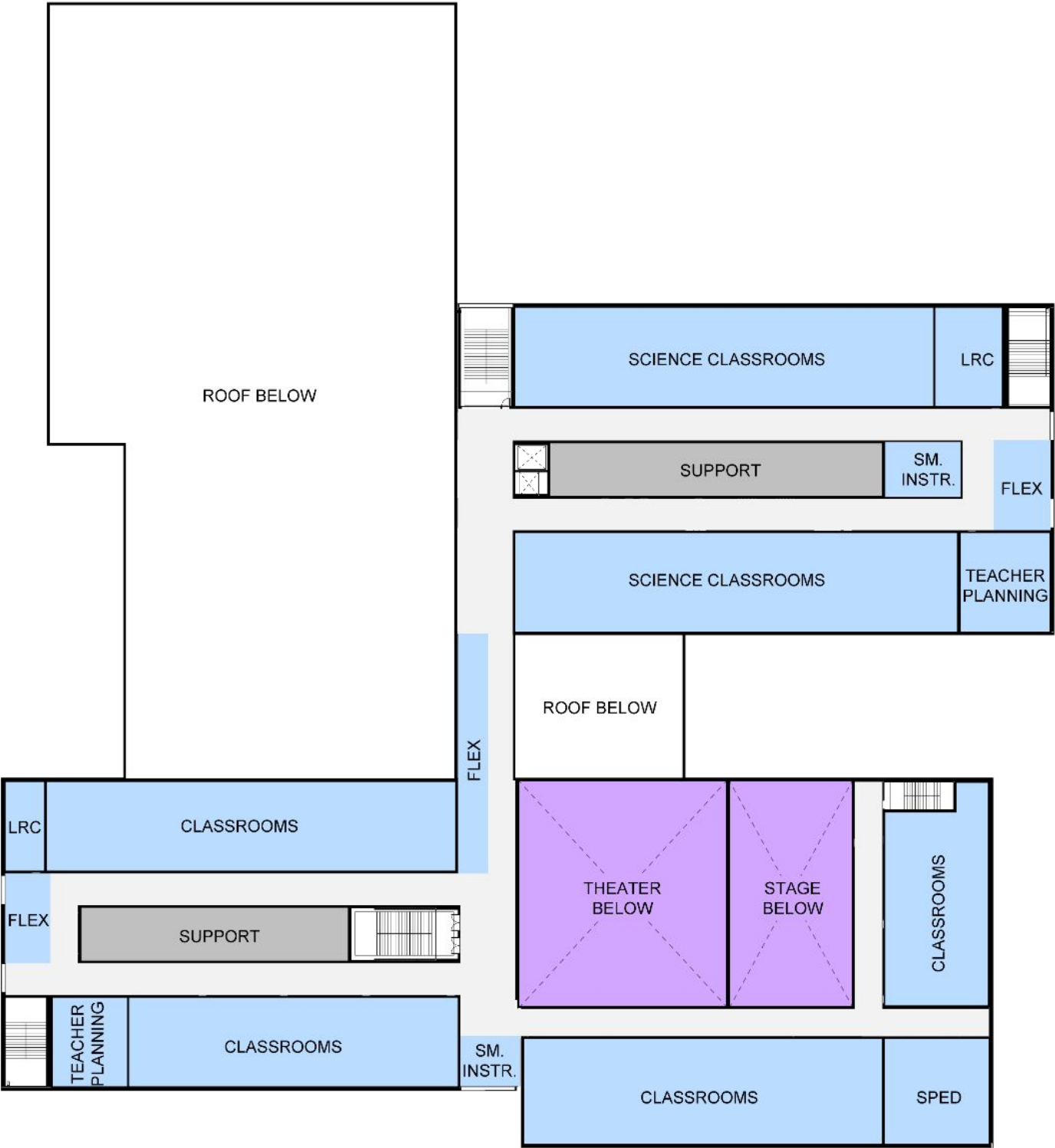


## FLOOR PLAN - LEVEL 2



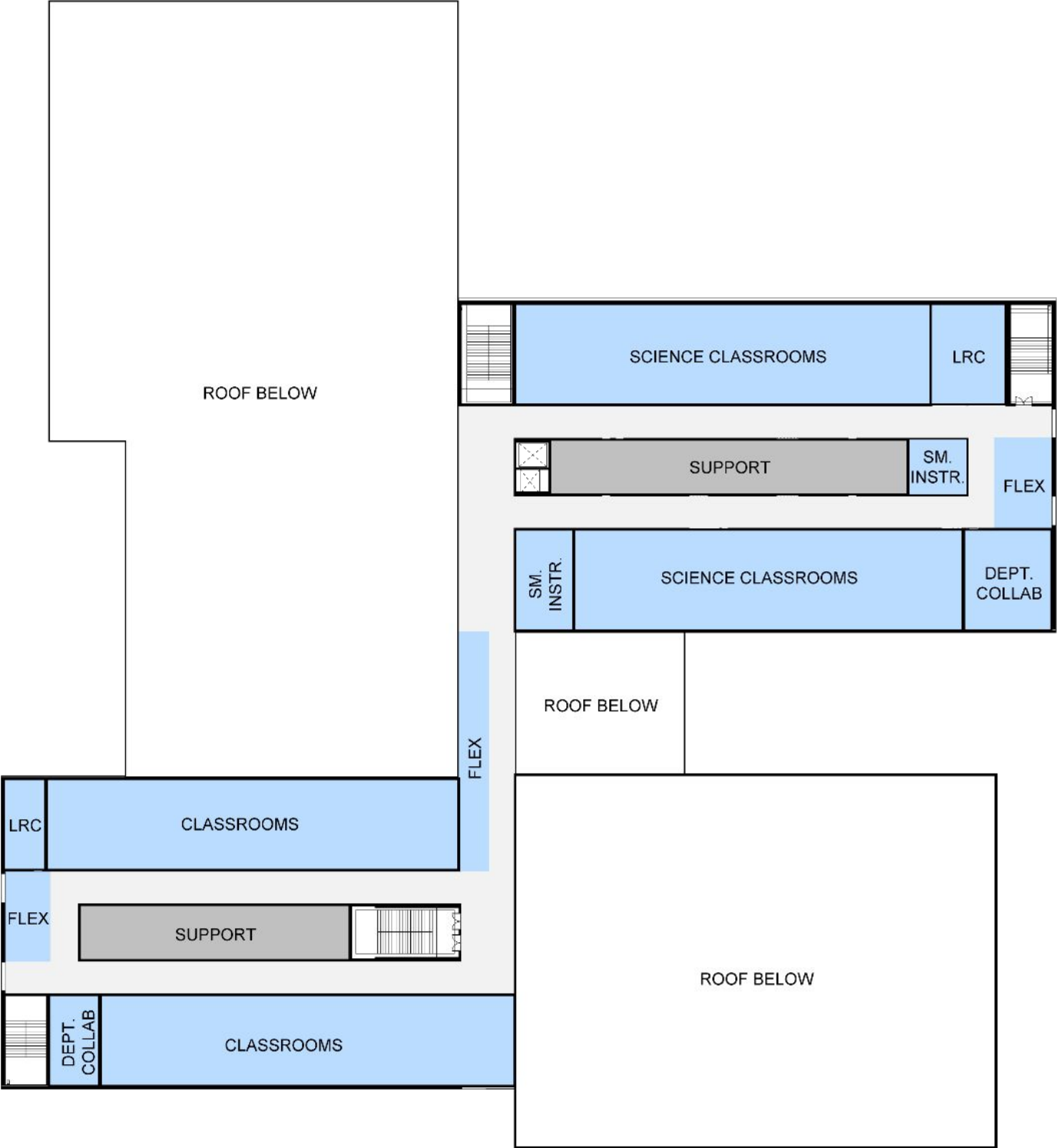


FLOOR PLAN - LEVEL 3





FLOOR PLAN - LEVEL 4



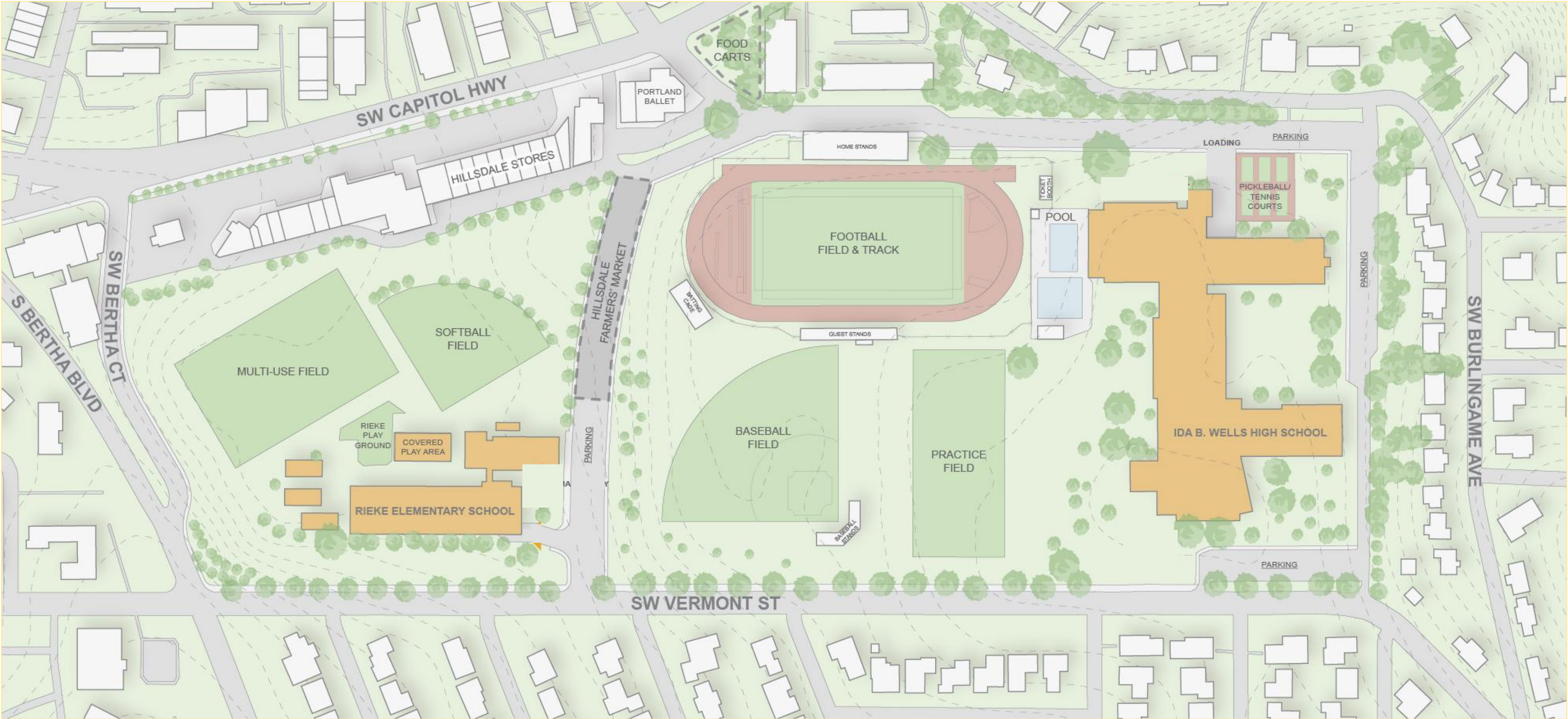


# MASSING



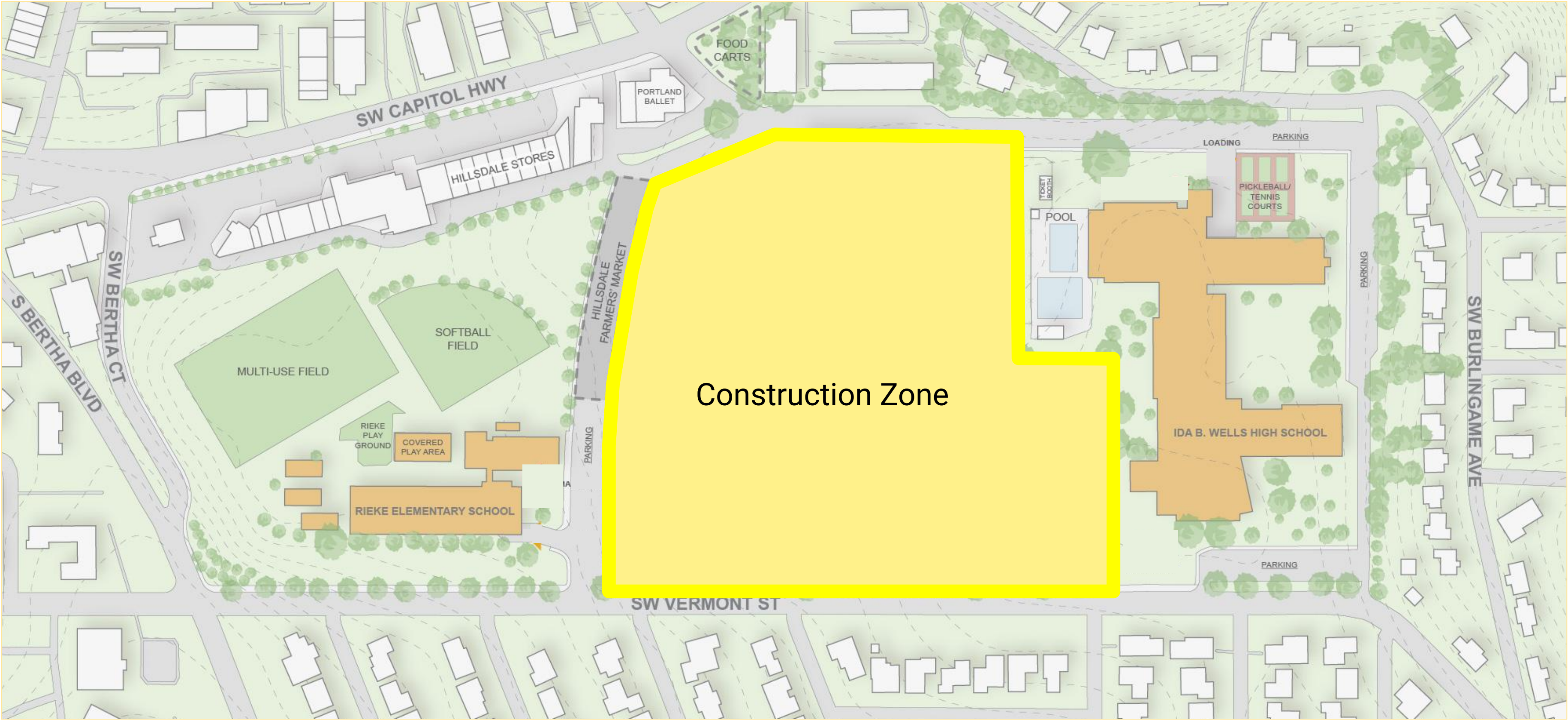


# CONSTRUCTION SEQUENCING





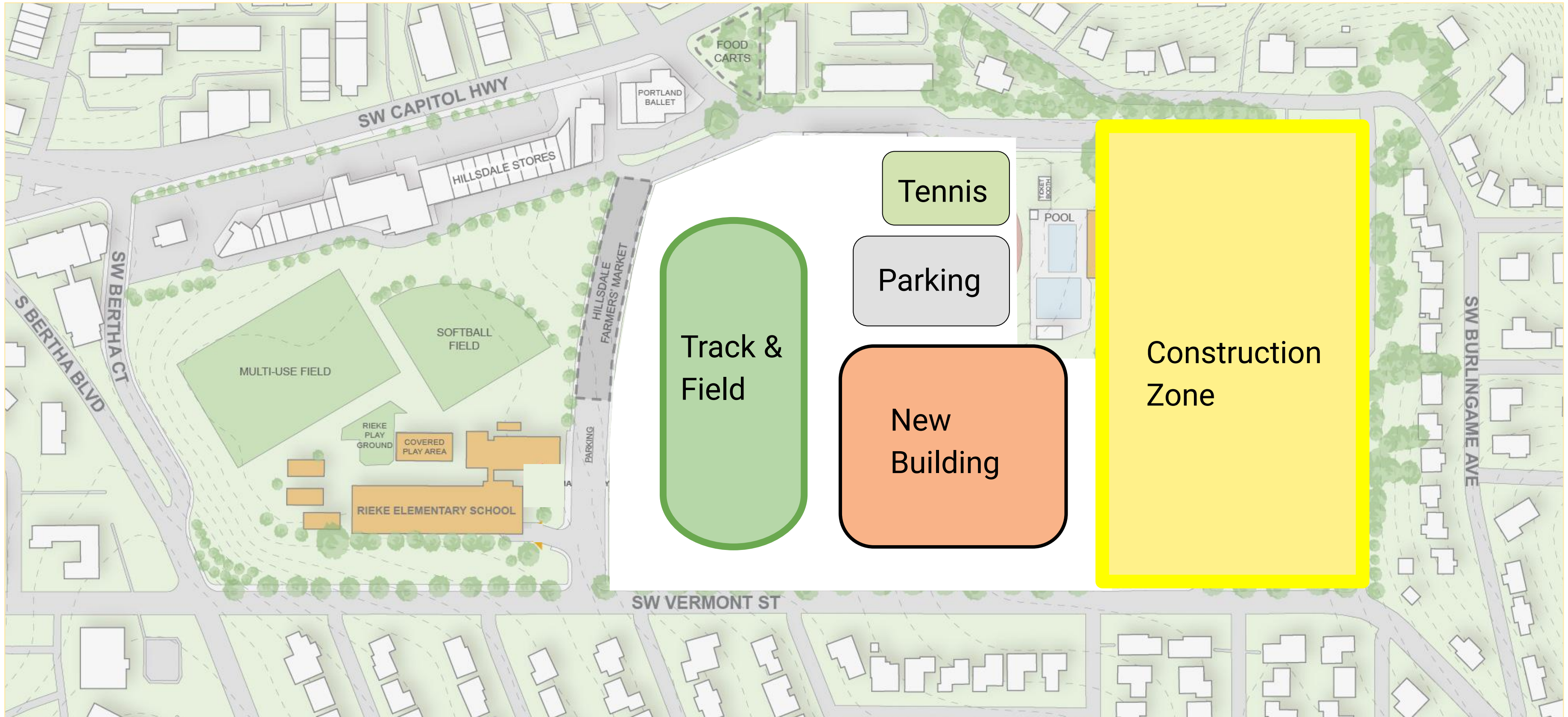
CONSTRUCTION SEQUENCING STEP 1



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



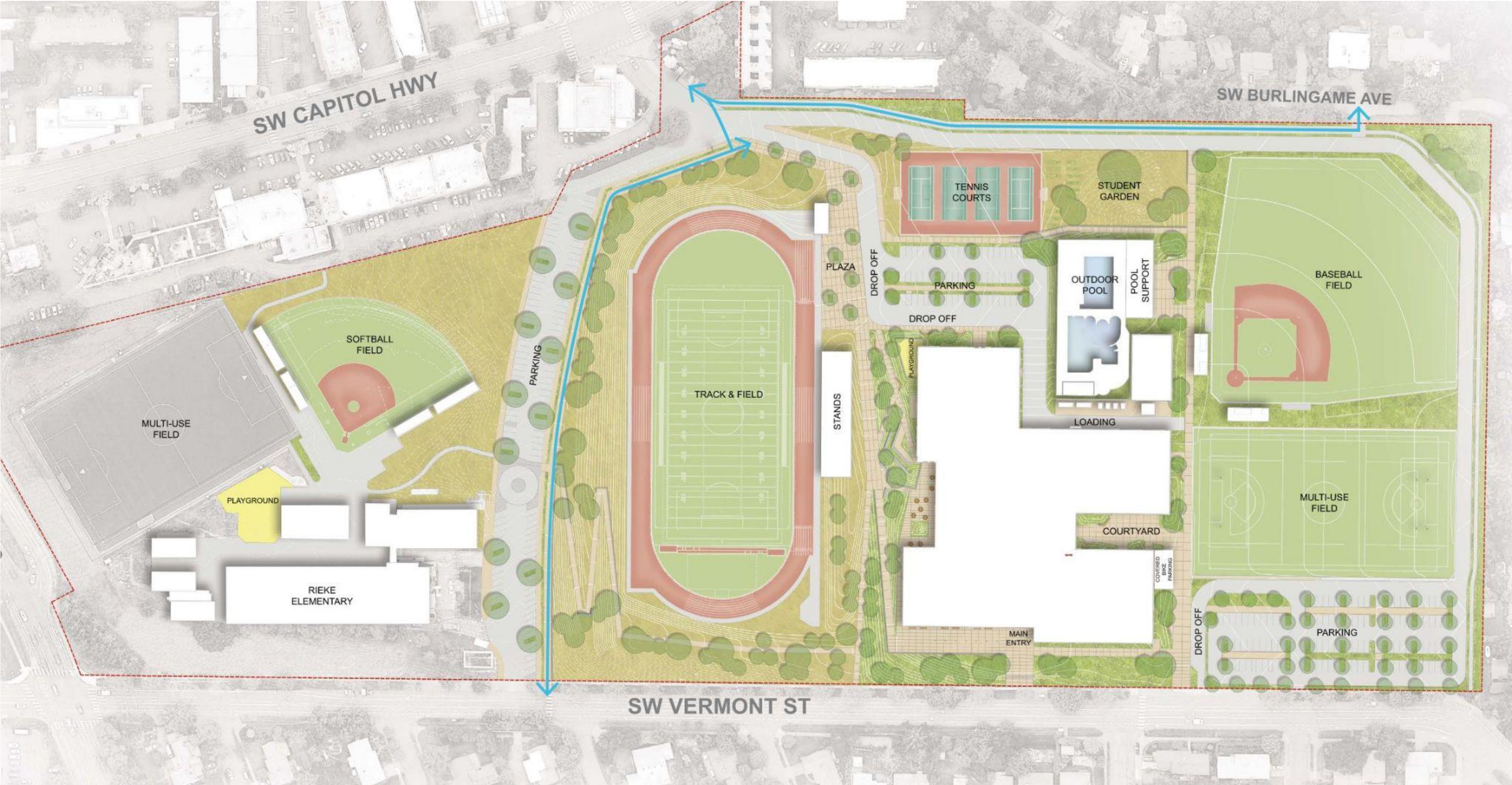
# CONSTRUCTION SEQUENCING STEP 2



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



CONSTRUCTION SEQUENCING COMPLETED PROJECT





# Building Design Concepts





## 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.

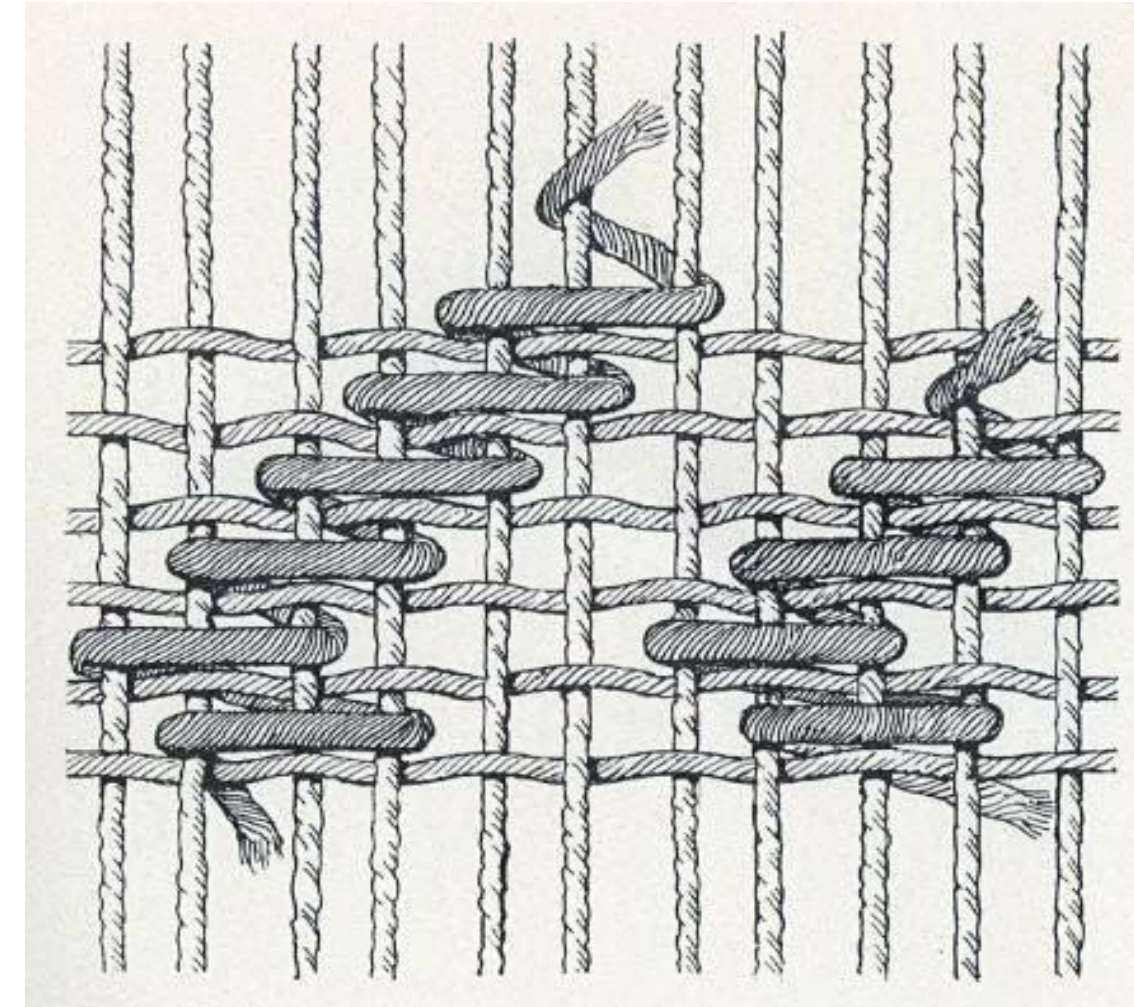
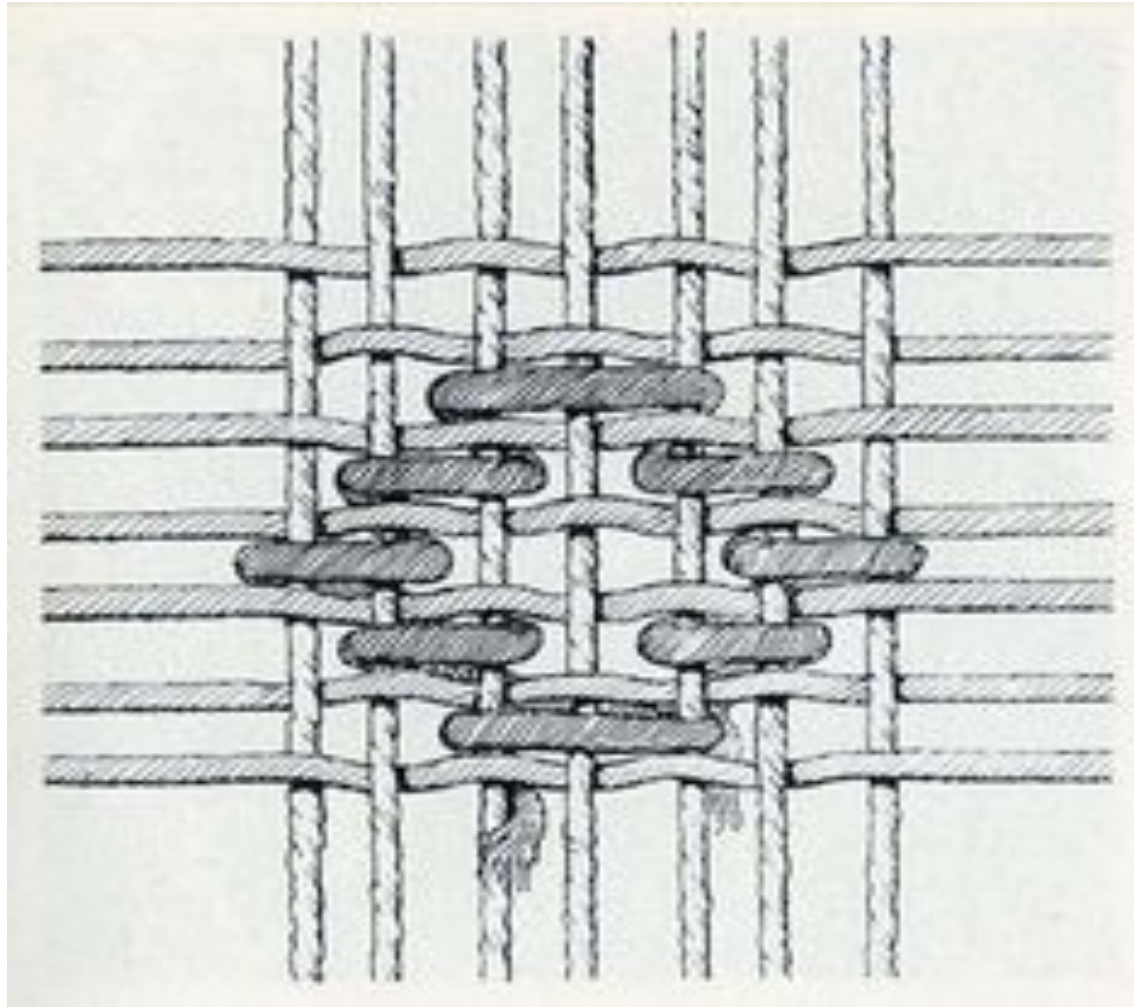




**Illuminating  
Expansive  
Multifaceted  
Visionary  
Centering**



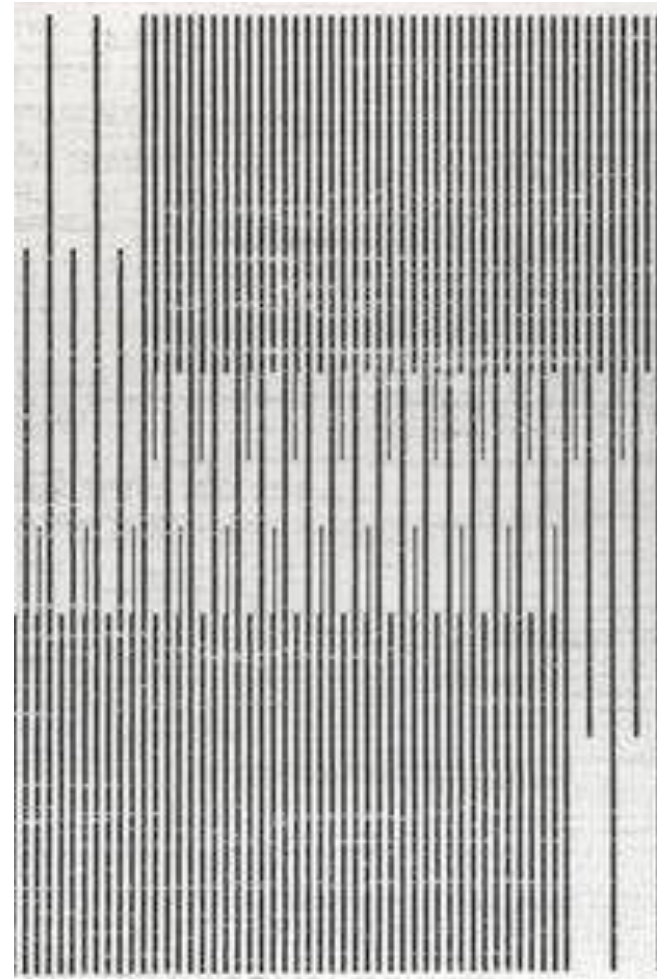
## DESIGN CONCEPT



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

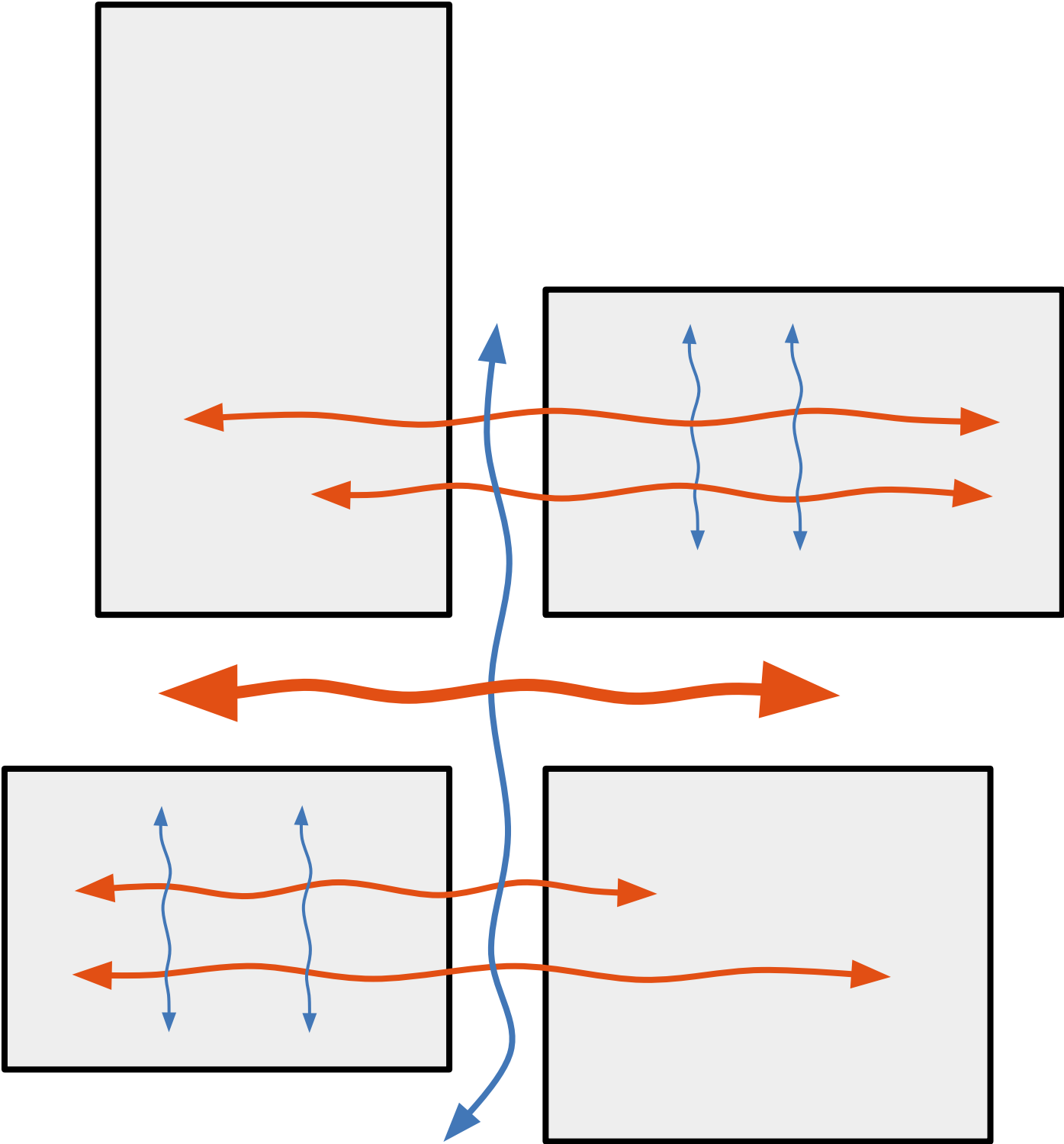


# DESIGN CONCEPT



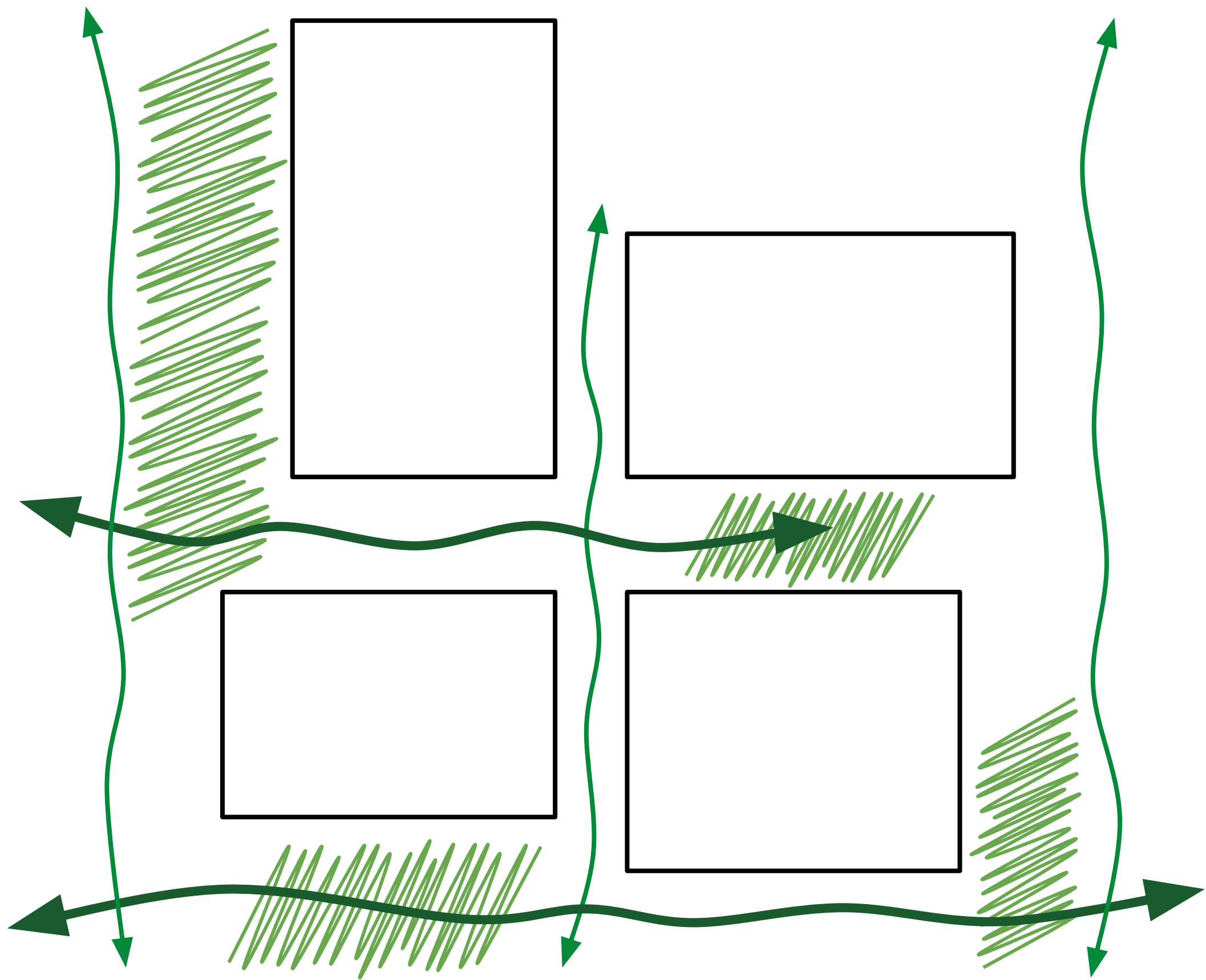


DESIGN CONCEPT



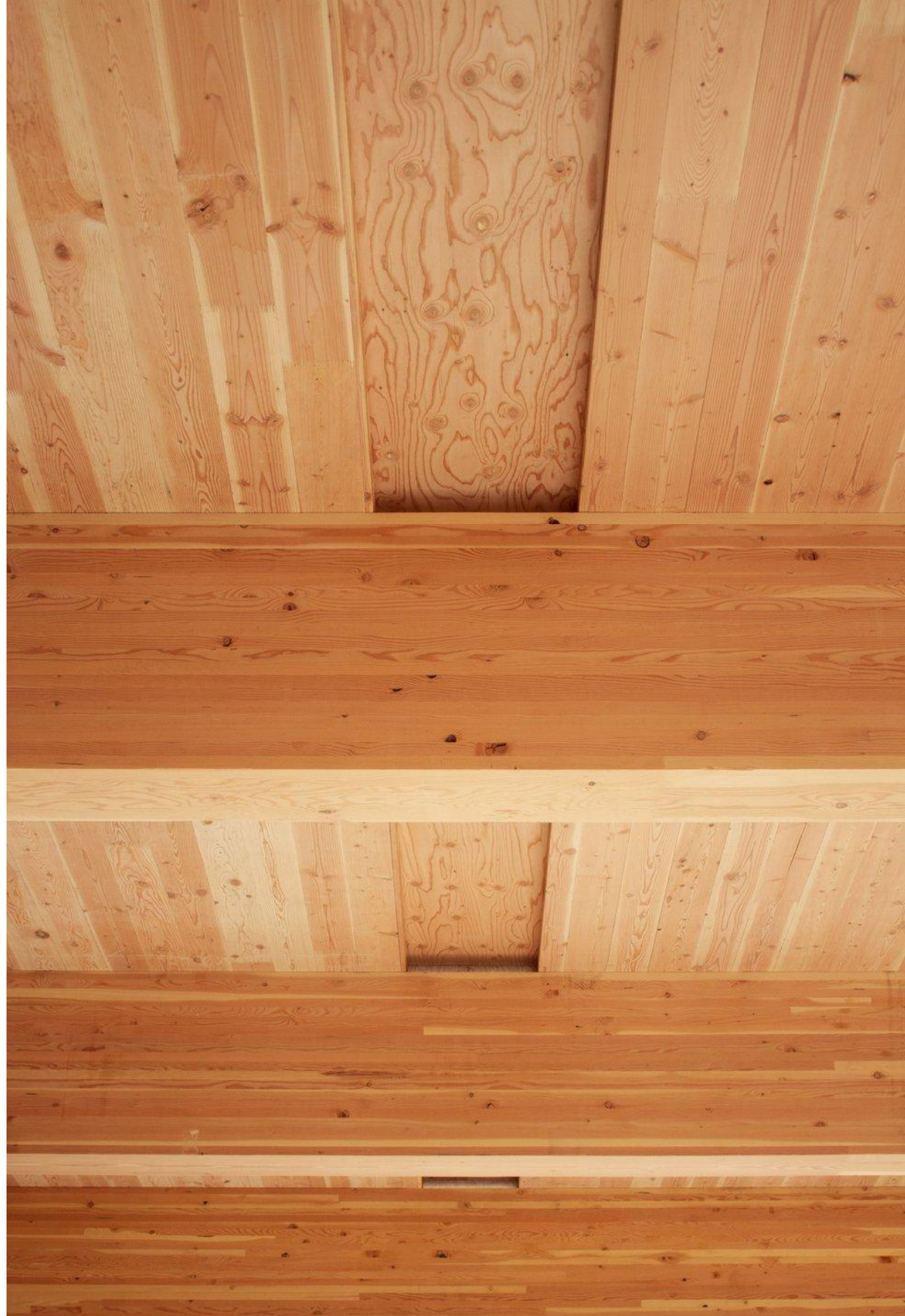


DESIGN CONCEPT



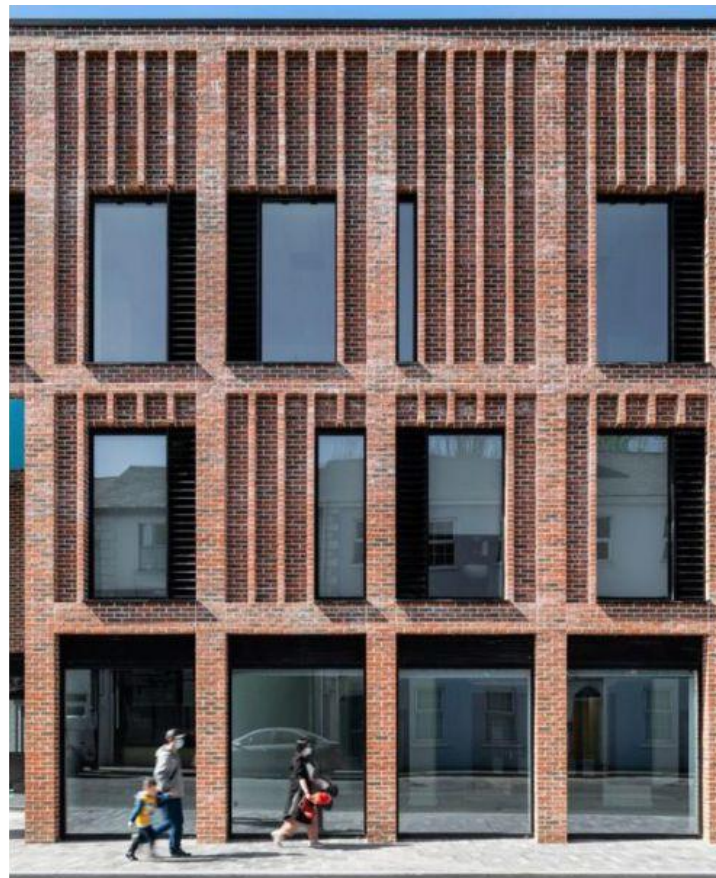
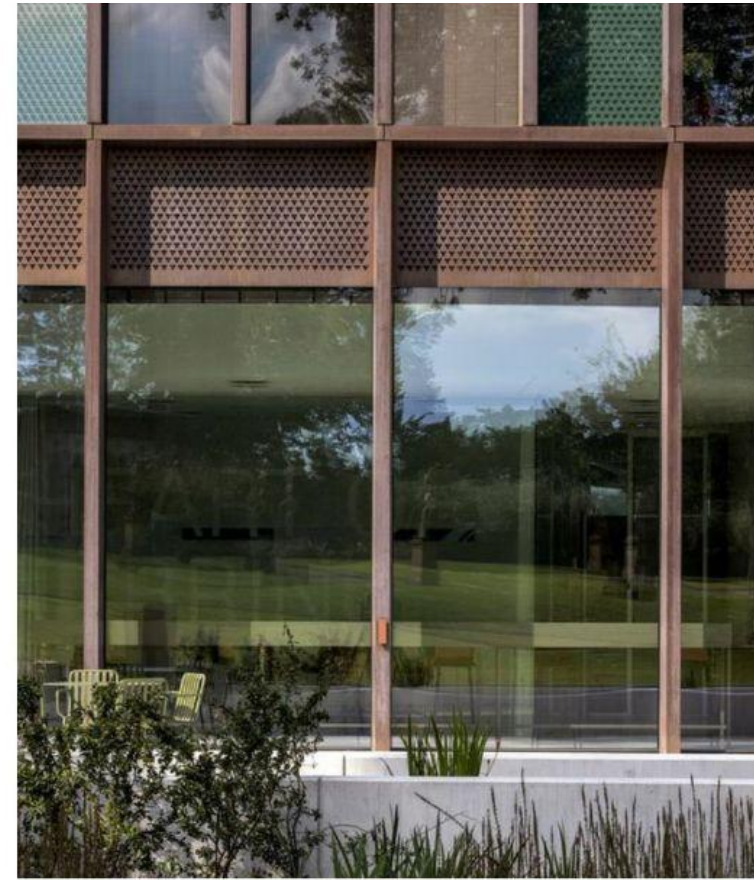


# DESIGN CONCEPT





# DESIGN CONCEPT





# DESIGN CONCEPT





# Feedback Exercise





## FEEDBACK EXERCISE

### **THIS!**

**Place a green dot on any image that reflects the project vision,**

Feels right for this location,

Represents Ida B. Wells High School,

Feels like an exciting place to go to school

### **NOT THAT!**

**Place a red dot on any image that does not reflect the project vision,**

Does not feel right for this location,

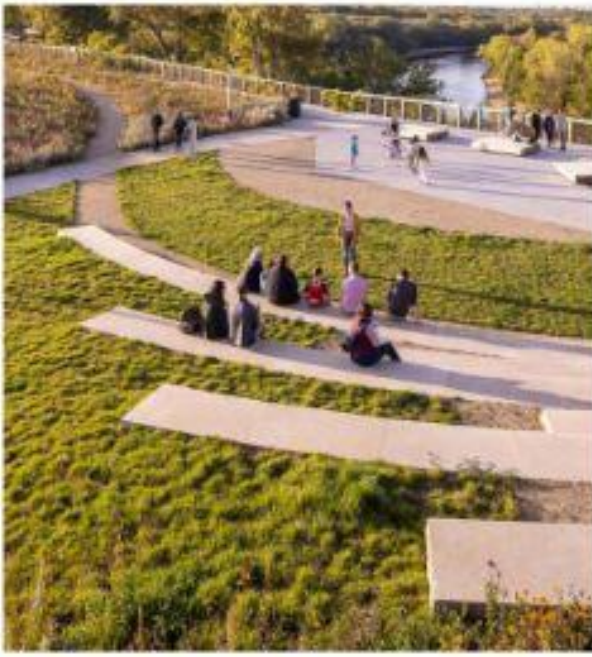
Does not represent Ida B. Wells High School,

Does not feel like an exciting place to go to school











## NEXT STEPS

**DAG Meeting #3** August 14th

**DAG Meeting #4** September 18th

**Community Design Workshop** September 22nd

**Additional Feedback?**

WellsBond@pps.net