



Portland Public Schools

# Ida B. Wells High School Modernization



Design Advisory Group Meeting #4  
September 18, 2024



DESIGN TEAM HERE TODAY



Donna Bezio  
PPS



Rolando Aquilizan  
PPS



Stefee Knudsen  
Bora



Amelie Reynaud  
Bora



Thuy Le  
Bora



Julia Morris  
Bora



Aisha Marcos  
Bora



Abigail Strong  
Bora



Ryan Fukuda  
After Bruce



William Morales  
Walker Macy



Noelle Idehara  
Hoffman Construction

# AGENDA

**Introduction** 00:03

**Community Agreements** 00:03

**Schedule Update** 00:02

**What We Heard at DAG Mtg #3** 00:15

**Sustainability Primer: Daylight and Window Design:** 00:10

**Design Updates** 00:30

—Break 00:10—

**Feedback Activity** 00:25

**Report Out** 00:20

**Closing/Next Steps** 00:02

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



# Community Agreements





## COMMUNITY AGREEMENTS

- 1. We embrace student-first thinking.**
- 2. We approach conversations with curiosity and question our assumptions, understanding that multiple solutions or approaches can exist at the same time and all be true.**
- 3. We assume positive intent and respect one another through our words and actions.**
- 4. We understand that we all can't get what we want.**
- 5. We encourage a variety of voices in our process, and make space for different communication styles and preferences.**



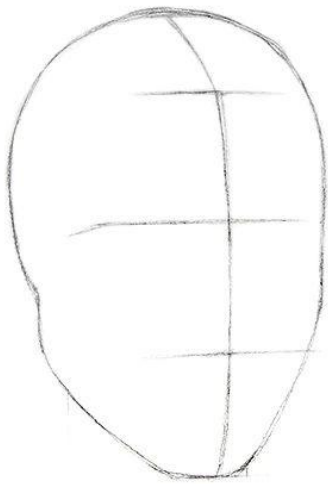
# Schedule Updates



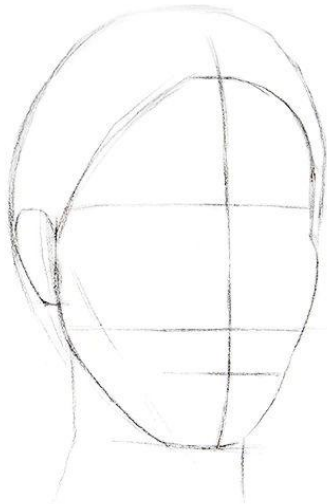


PROJECT TIMELINE

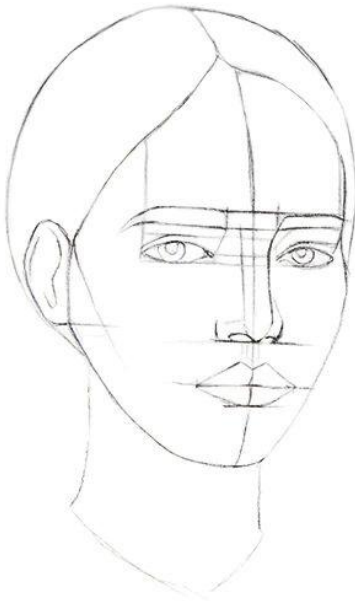
2019  
Comprehensive  
Master Plan



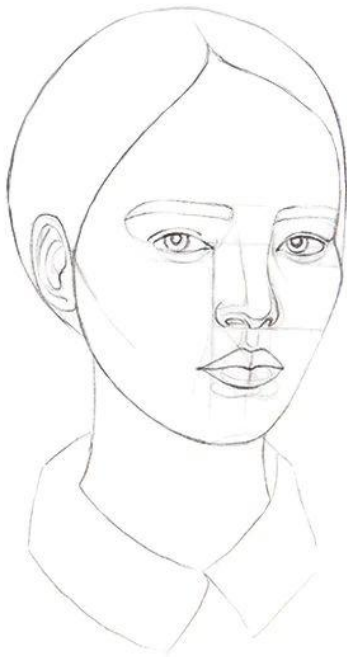
2023-24  
Comprehensive  
Planning



**Schematic  
Design**



Design  
Development



Permit  
Documents



Ready for  
Construction!



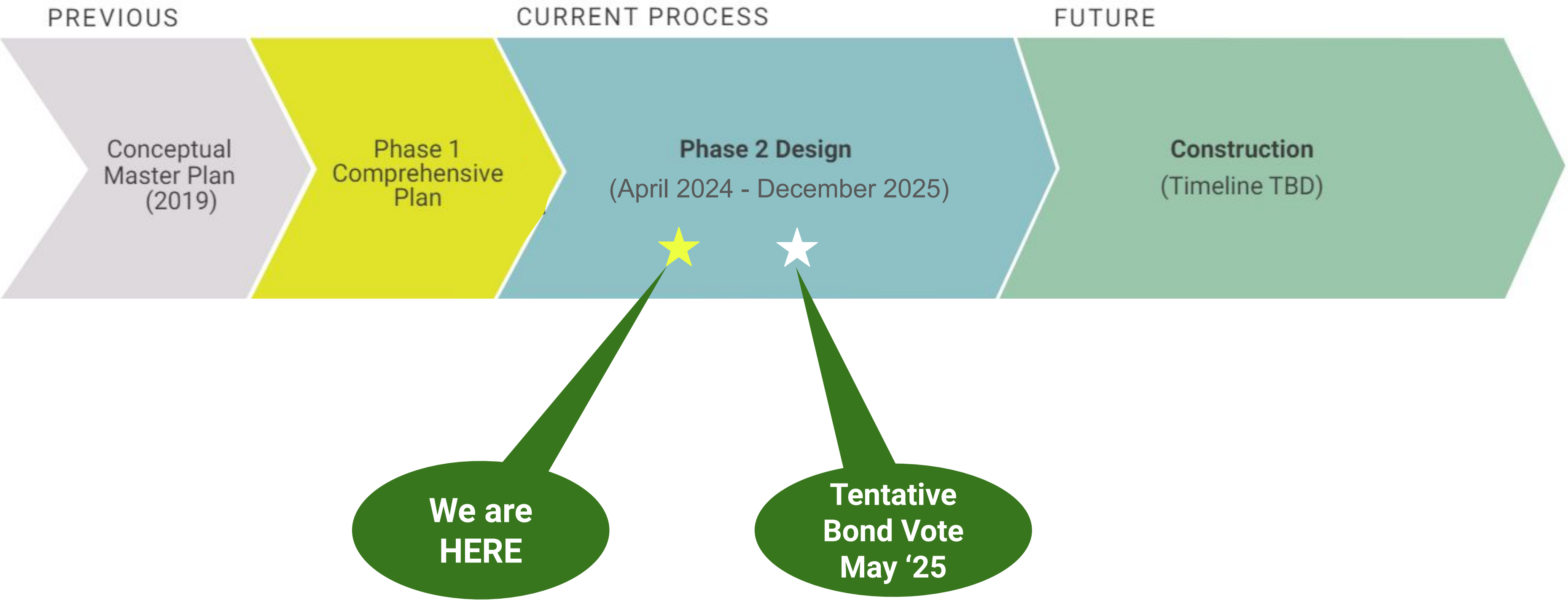
**TYPICALLY  
18-24 MONTHS**

**TYPICALLY  
24-36 MONTHS**

**We are  
about to  
finish!**



# PROJECT TIMELINE



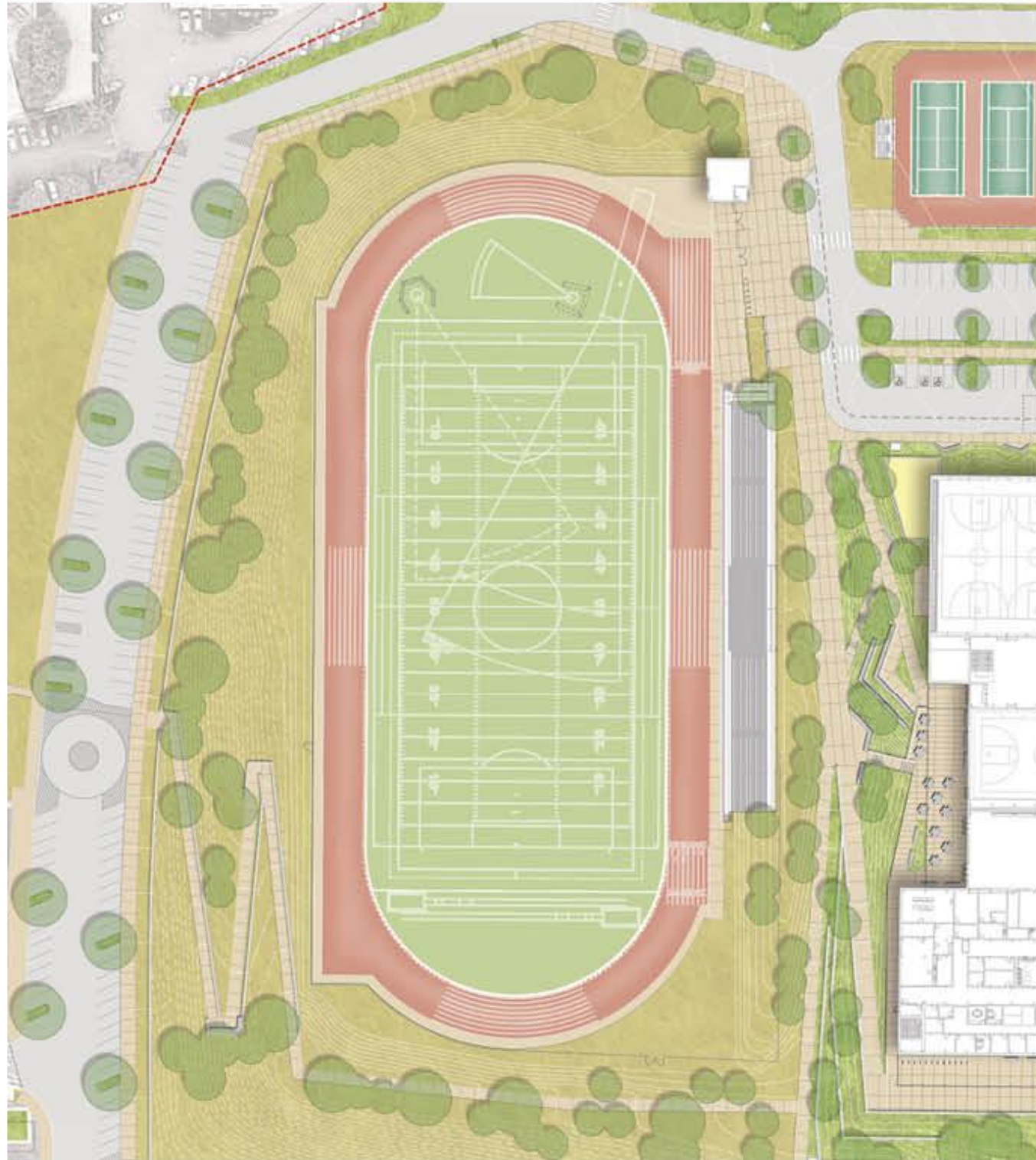


# What We Heard at DAG Meeting #3





# GRANDSTAND LOCATION OPTIONS



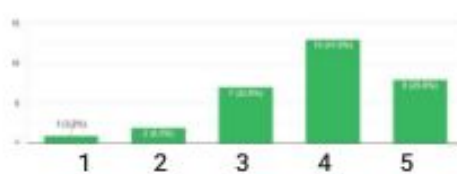
Option - East



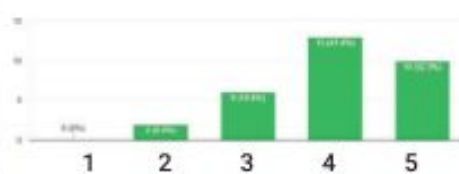
Option - West



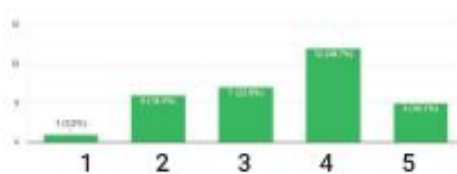
# WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES



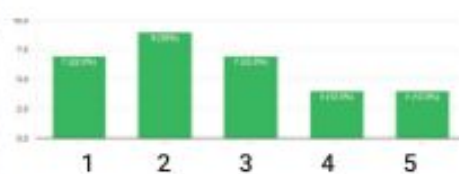
1.5  
Many felt that the warmth, variety of seating, and texture were welcoming in this space. The connection between the two levels feels confusing and disjointed to some. It's criticized for feeling darker, inaccessible, and too corporate.



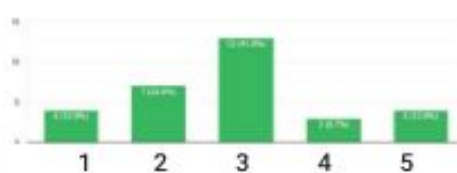
4.2  
Generally seen as welcoming, people like the balance between plant life, seating, and walkways. The space feels open, organic, and functional to most people. There is some desire for more covered area and more seating.



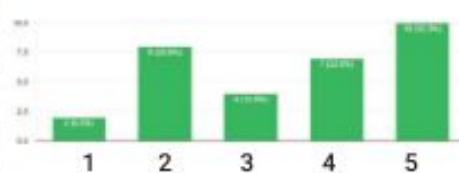
1.6  
This space feels very warm, inviting, comfortable, and cozy while still being open. Some find it too open, the space too tall/narrow, or the quality too serious. More playfulness in the space is wanted.



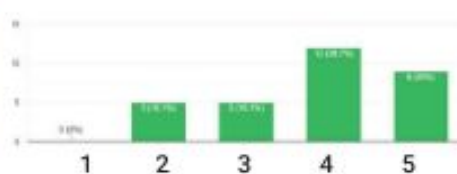
4.3  
Although some like the dynamic and natural look of this, it is generally deemed unwelcoming, it looks difficult to use, uncomfortable, and may be more appropriate as a play structure or in a different climate.



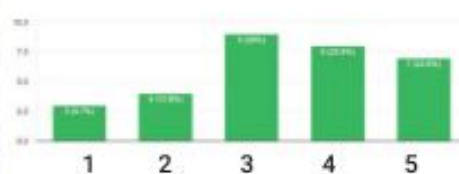
2.1  
This space invoked ambivalent feelings. Some felt like it was accessible, open, and functional, featuring clear signage. Many felt like it is too impersonal, sterile, and businesslike for a school.



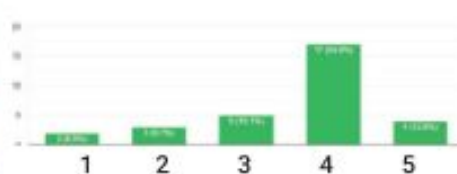
4.4  
People find this space tranquil and an important connection to nature but also find the idea of sitting in it uncomfortable from the perspective of being watched. There are concerns about maintenance and usability.



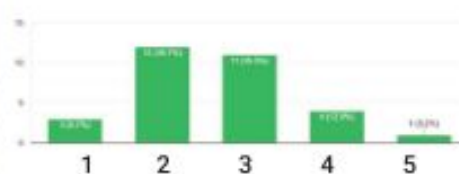
2.2  
Generally people liked this space for its warmth, use of wood, daylight, and approachability. Many noted that the reception desk is off to the side, making it more informal. Some were worried that it's not straightforward and obvious enough for the reception.



4.5  
Generally people like the wide, well lit pathways and well lit entrance and windows for night use. Many people wish to see more places to rest/sit in this area to encourage casual gathering or make it more comfortable for waiting.



3.1  
A lot of people love the color and playfulness of this space. The different scales of stairs, alcoves, playful lighting design all contribute to a fun space. Some feel like the contrast is too harsh, the colors too juvenile, and the surfaces too hard.



4.6  
Generally this space feels stark and uncomfortable. The ground material looks inaccessible and people feel like it is not supposed to be occupied. The lack of covered areas and lack of color are noted.



## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Incorporate Warm and Natural Elements:**

Use warm tones and natural materials like wood to create a comforting and inviting atmosphere. These elements help make spaces feel more organic and less sterile.





## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Emphasize Natural Light:**

Ensure that spaces have plenty of natural light. This not only brightens the environment but also enhances the mood and makes the space feel more open and welcoming.





## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Use Varied Seating Options:**

Provide a mix of seating types, including both hard and soft options, to cater to different needs and preferences. This variety supports both individual and group activities.





## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Prioritize Human Scale and Proportions:**

Design spaces that feel appropriately scaled to individuals, avoiding overly large or imposing features. This helps people feel comfortable and not overwhelmed.





## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Ensure Accessibility:**

Design with accessibility in mind, making sure pathways and seating arrangements accommodate all users, including those in wheelchairs. Incorporate ramps where necessary and ensure clear access to essential areas.





## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Integrate Art and Color Thoughtfully:**

Use bold colors and art strategically to add vibrancy and interest without overwhelming the space. Art and graphics should connect to the values of the school.





# WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

## **Provide Inclusive Signage and Communication:**

Ensure signage is multilingual and accessible, considering the needs of diverse users. This fosters an inclusive environment where everyone feels represented.





## WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

### **Create Flexible Spaces:**

Design spaces that can adapt to various uses and needs over time. This flexibility ensures the space remains relevant and useful as requirements change.





# WHAT WE HEARD - WELCOMING / COMFORTABLE SPACES

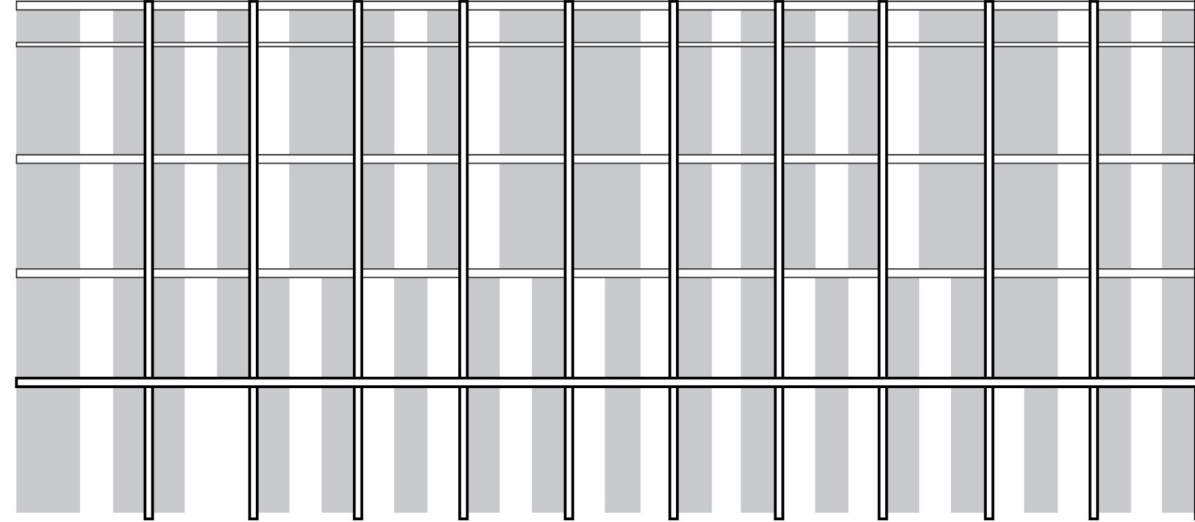
## **Balance Aesthetics with Functionality:**

While aesthetics are important, functionality should not be compromised. Materials and furnishings should be durable and practical for everyday use.





# WHAT WE HEARD - QUESTIONS ABOUT WINDOWS!





# Sustainability Primer: Daylight and Window Design



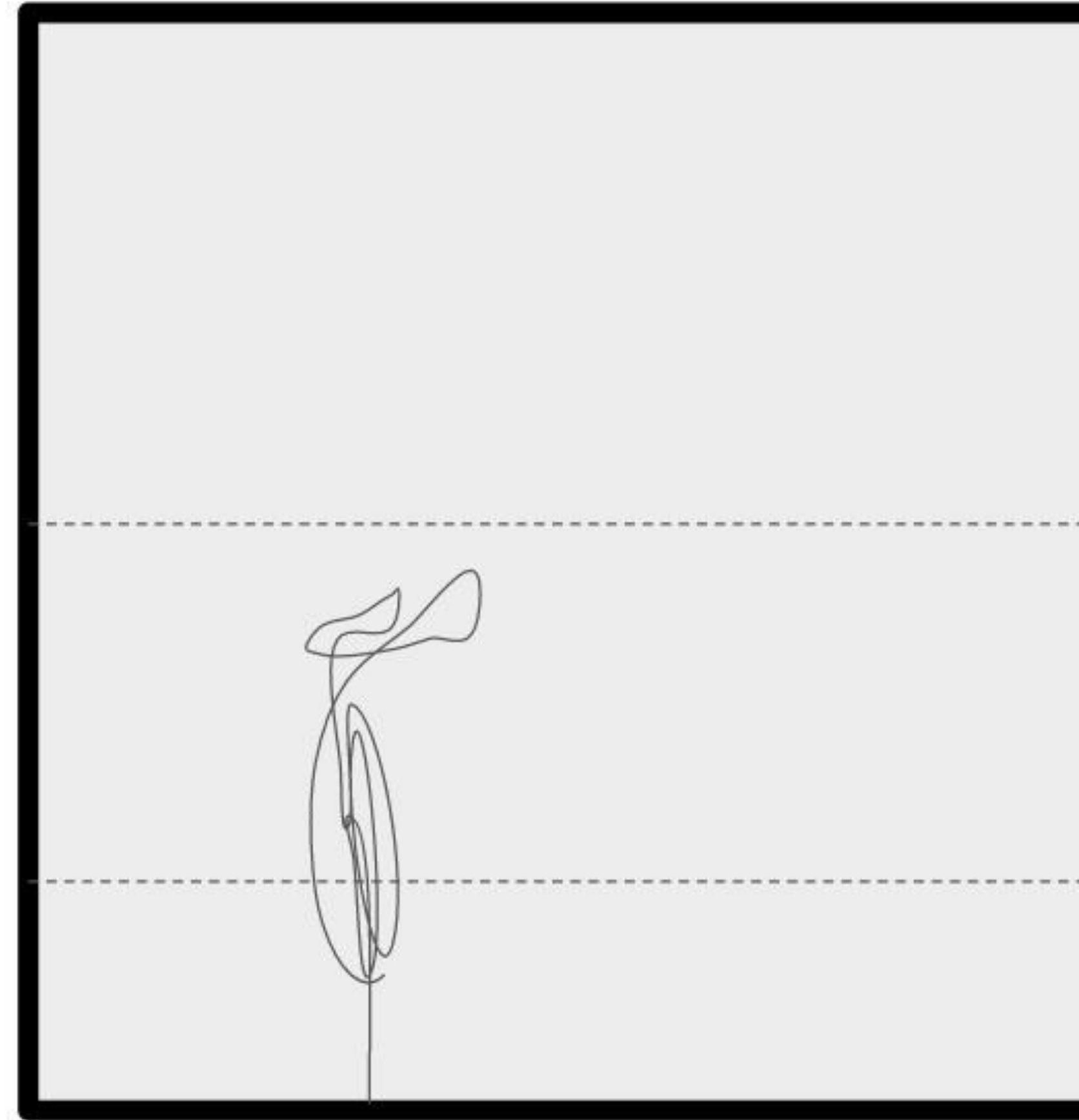


An exterior wall can be divided into three zones based on the function that glazing provides

The Daylight Zone:  
7' +

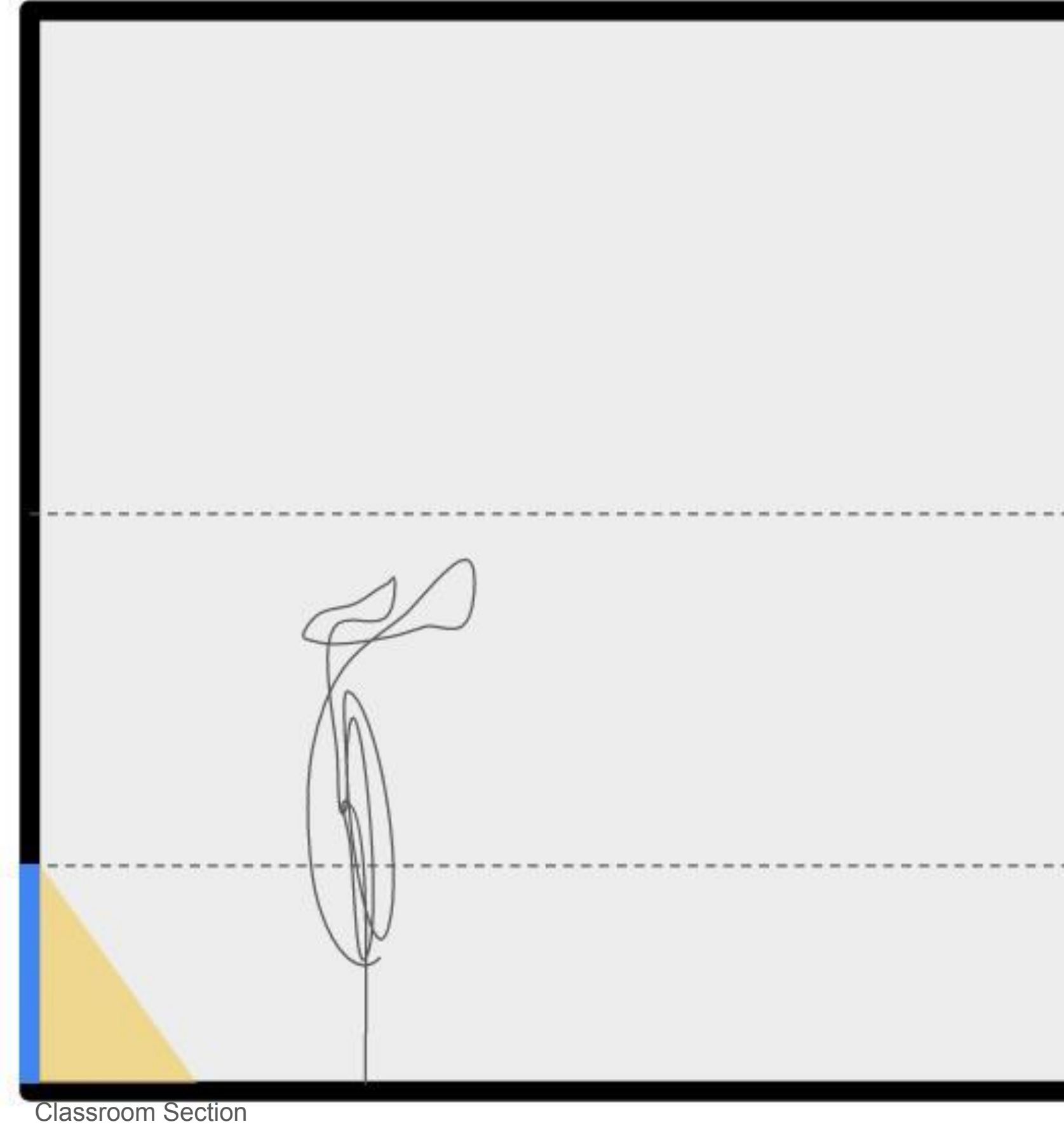
The View Zone:  
3' to 7'

The Shoe Zone:  
0' to 3'





Glazing in the **Shoe Zone** does not provide any benefit for daylight or views. This area remains solid.





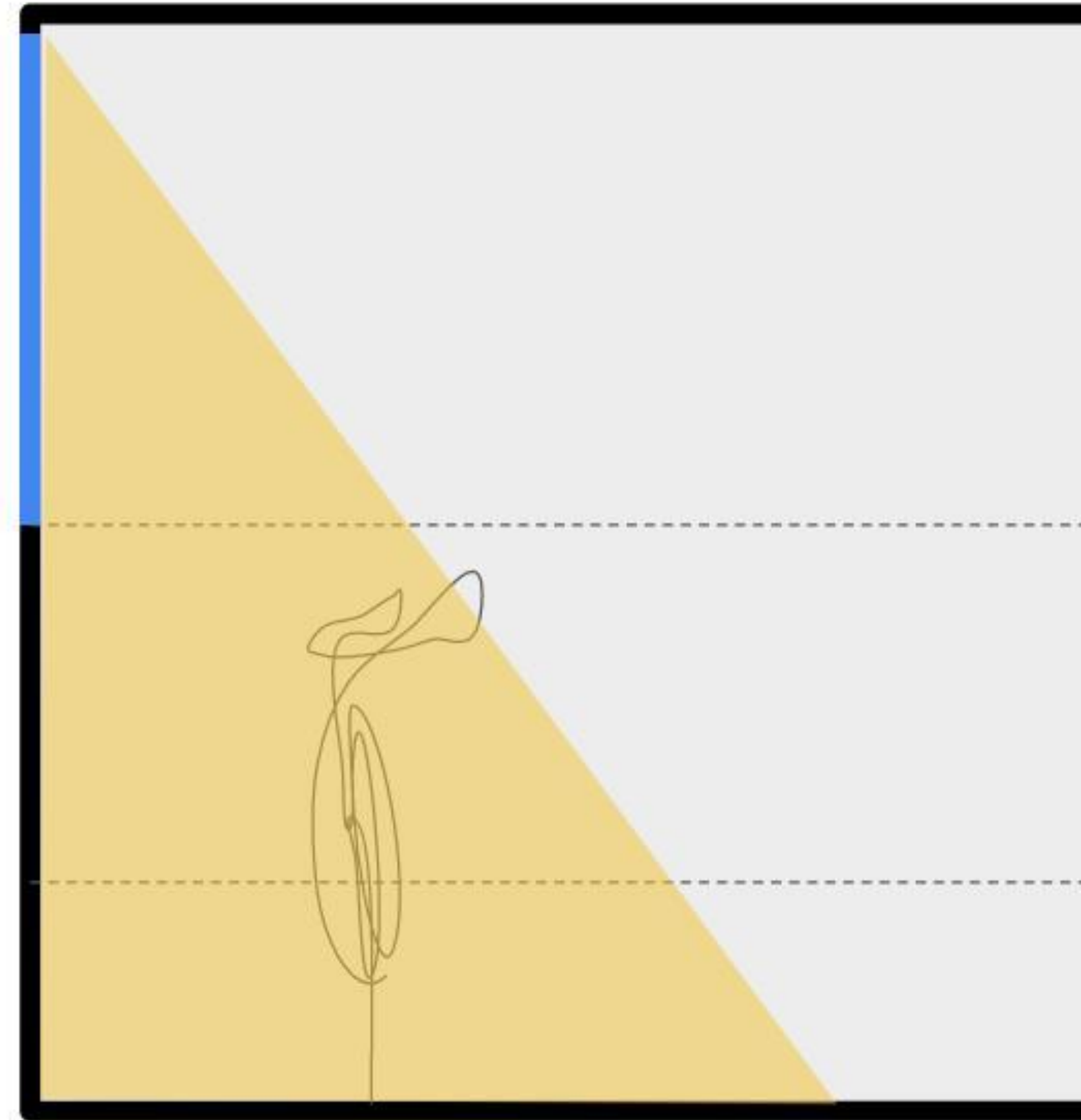
Glazing in the **View Zone** offers view to people who are sitting or standing, but only provided limited daylight.



Classroom Section



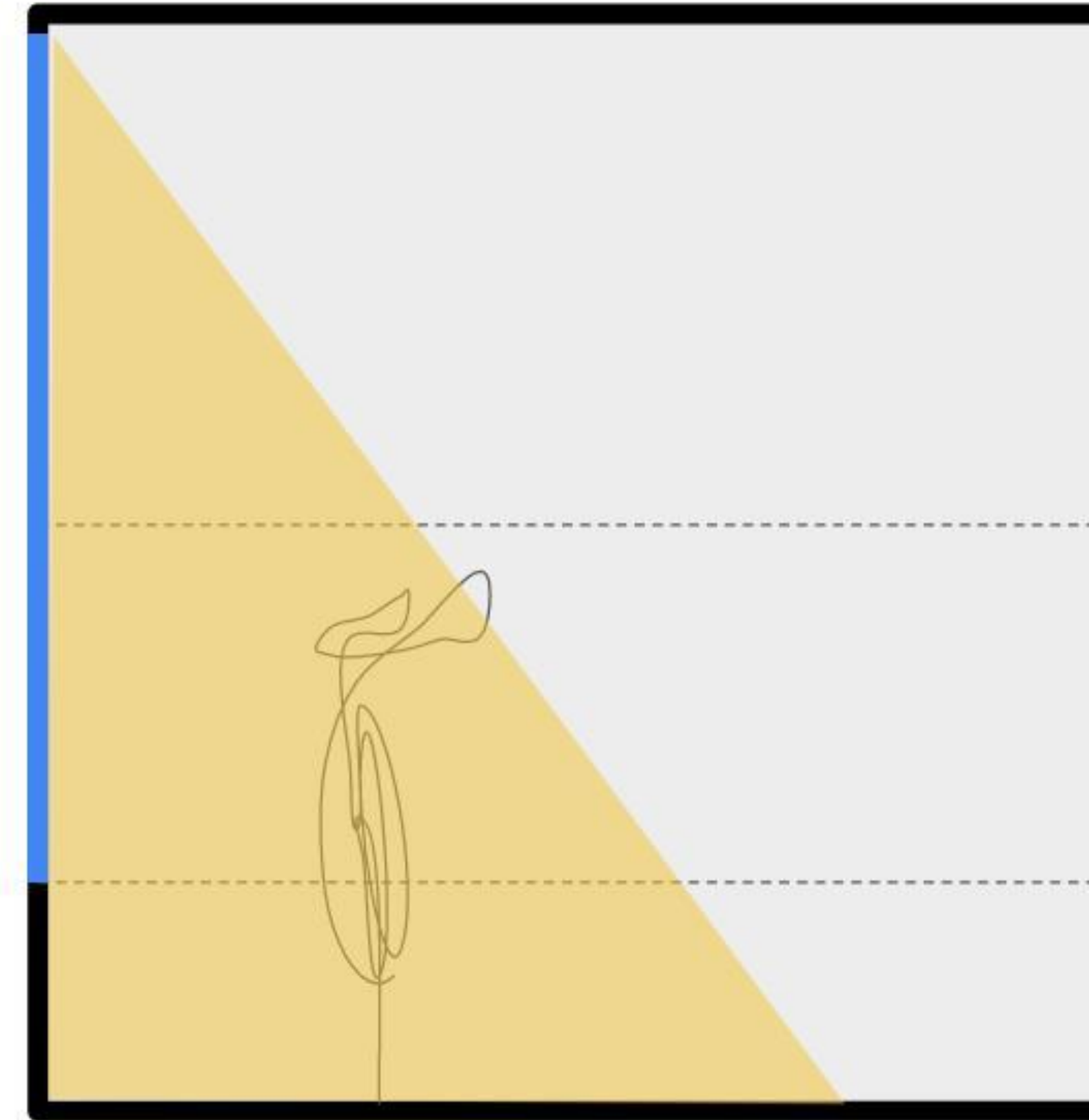
Glazing in the **Daylight Zone** does not offer views, but does provide quality daylight. The higher the glazing, the deeper the daylight penetrates into the space.



Classroom Section



The goal is to maximize glazing in the daylight zone, while also providing views. Vertical glazing accomplishes this while maintaining an effective 30-40% window wall ratio.



Classroom Section



ZONES WITHIN A WALL

DAYLIGHT ZONE

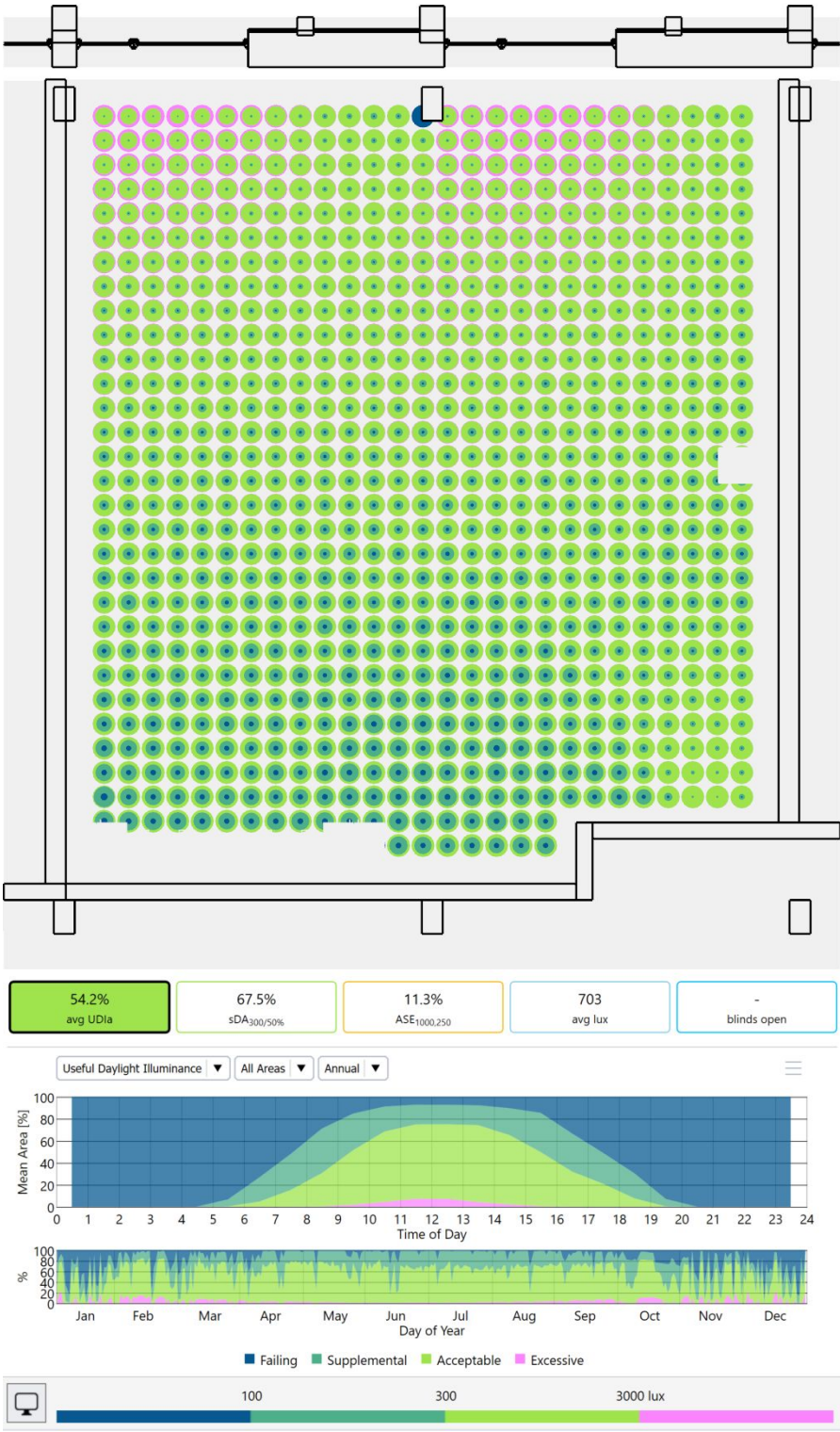
VIEW ZONE

SHOE ZONE



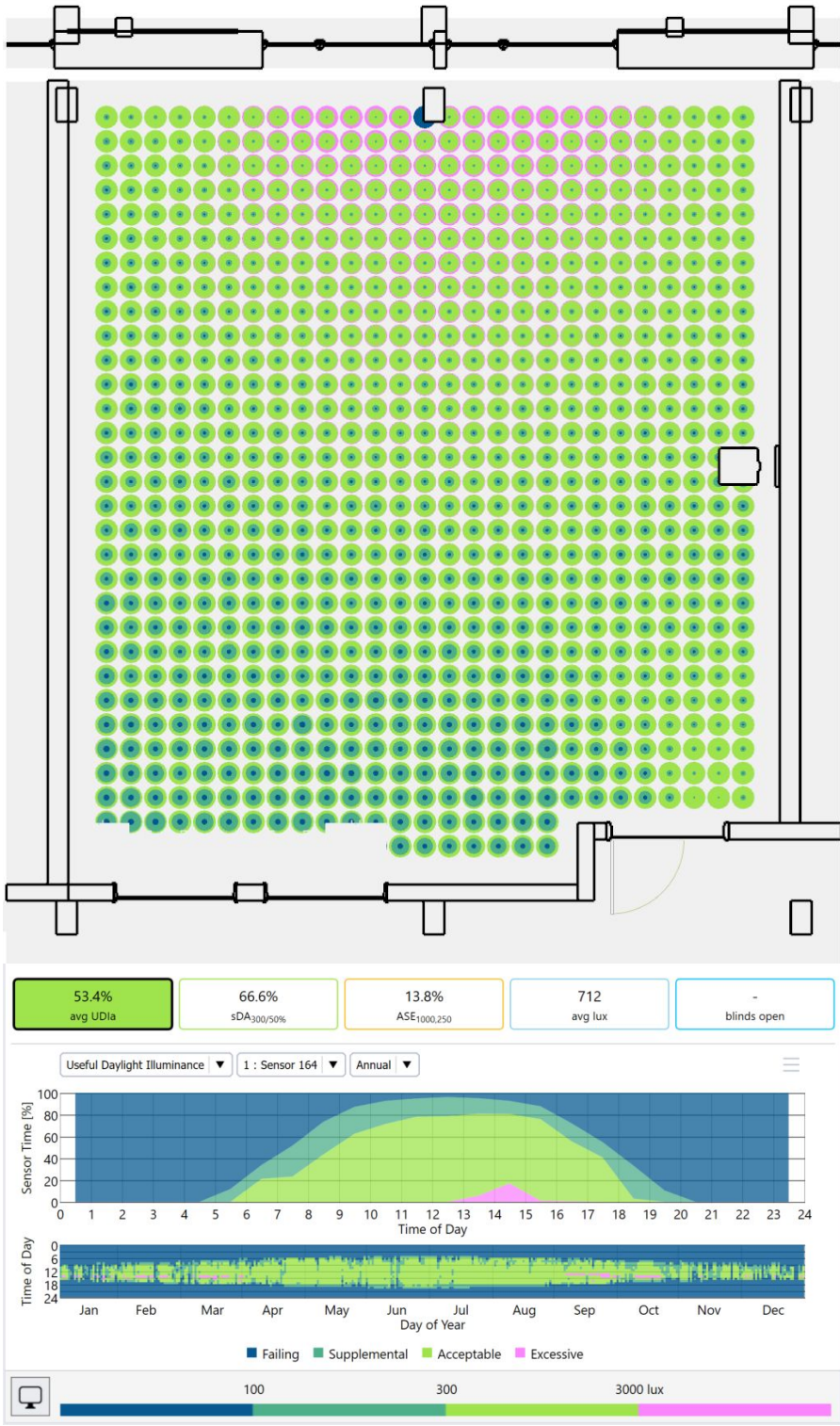


# CLASSROOM - ASYMMETRICAL WINDOWS





# CLASSROOM - WINDOWS SIDE BY SIDE





# ZONES WITHIN A BUILDING

*LESS PUBLIC,  
LONGER DURATION OF OCCUPANCY*



*MORE PUBLIC,  
SHORTER DURATION OF OCCUPANCY*





## CURRENT SCHOOL

Inefficient windows compromising thermal comfort & energy performance

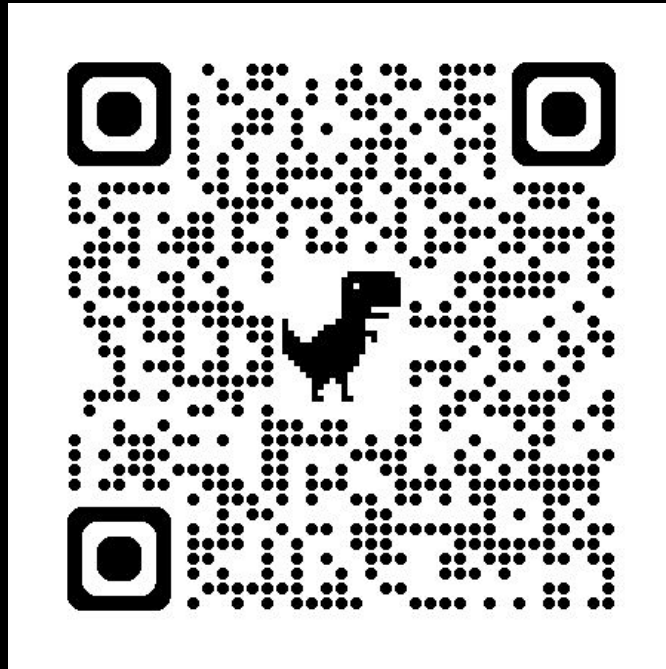
Excessive glazing areas create too much glare, missed opportunity to optimize daylight for interior spaces



Operable windows support resiliency goals, will be part of the design of the new school



# Feedback?



[https://docs.google.com/forms/d/1G XO32NJOJlJ4a-hCxc9kJ4bw179OjwV\\_LAudkNFTpPk](https://docs.google.com/forms/d/1G XO32NJOJlJ4a-hCxc9kJ4bw179OjwV_LAudkNFTpPk)



# Design Updates





## 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.

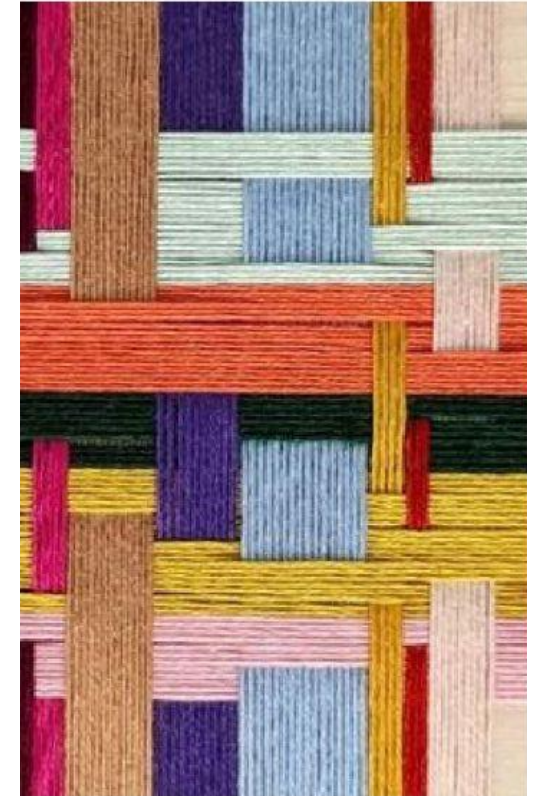
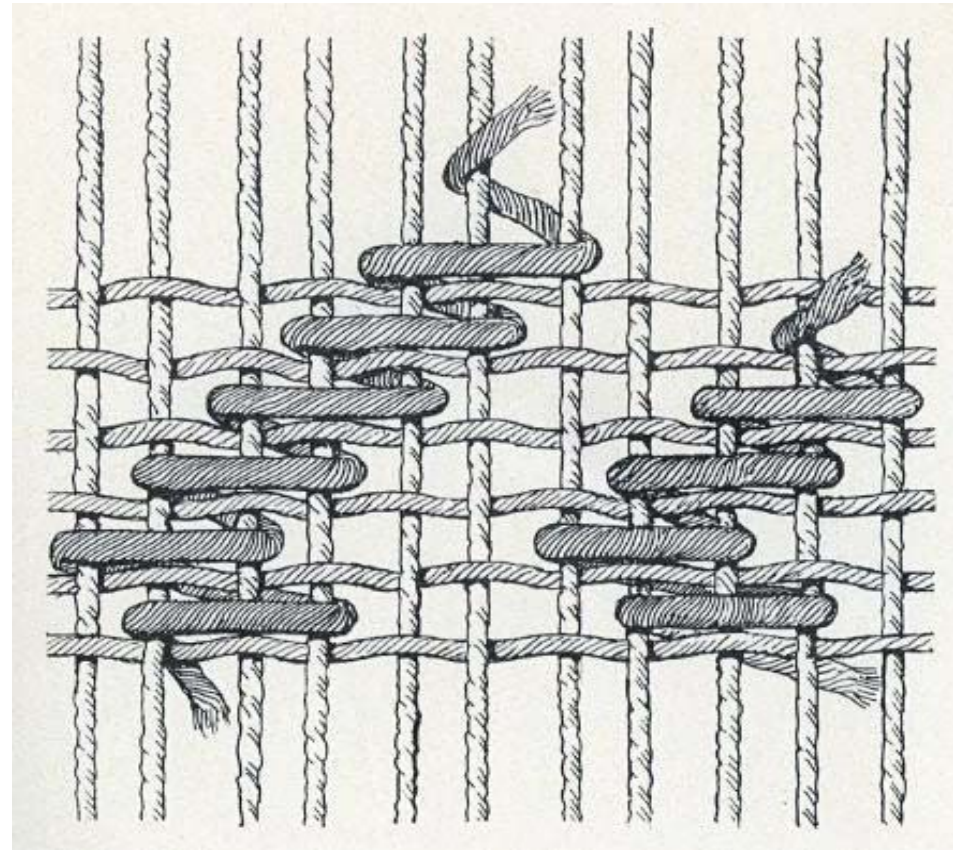
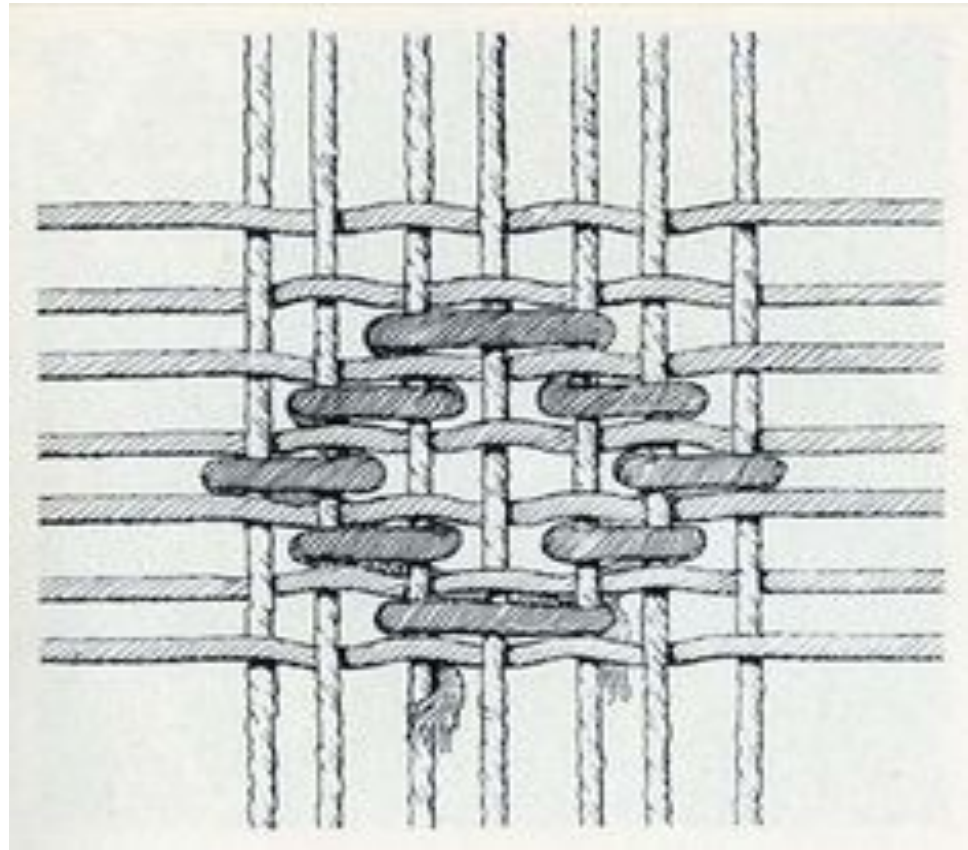




**Illuminating  
Expansive  
Multifaceted  
Visionary  
Centering**



# DESIGN CONCEPT



## ***Tapestry:***

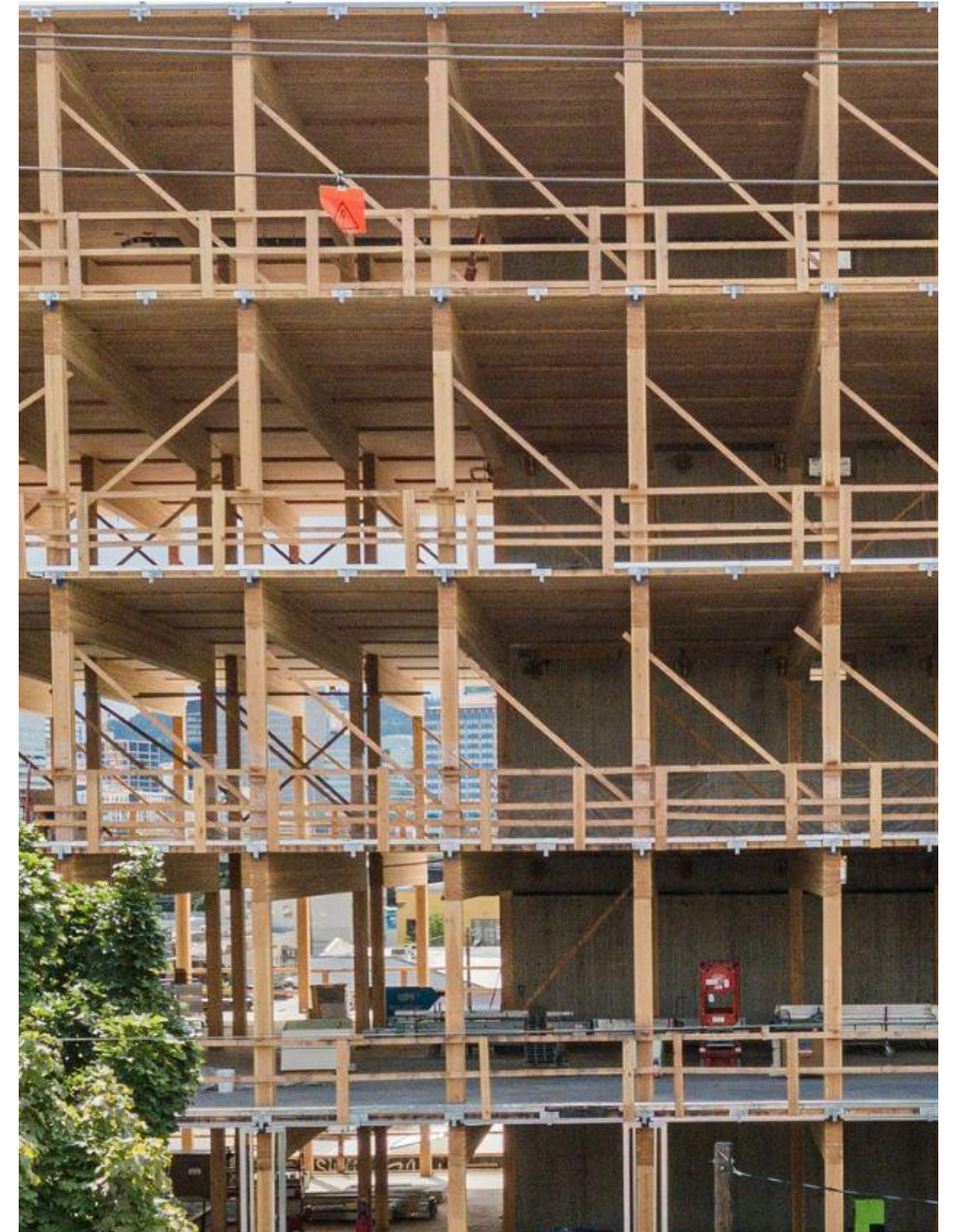
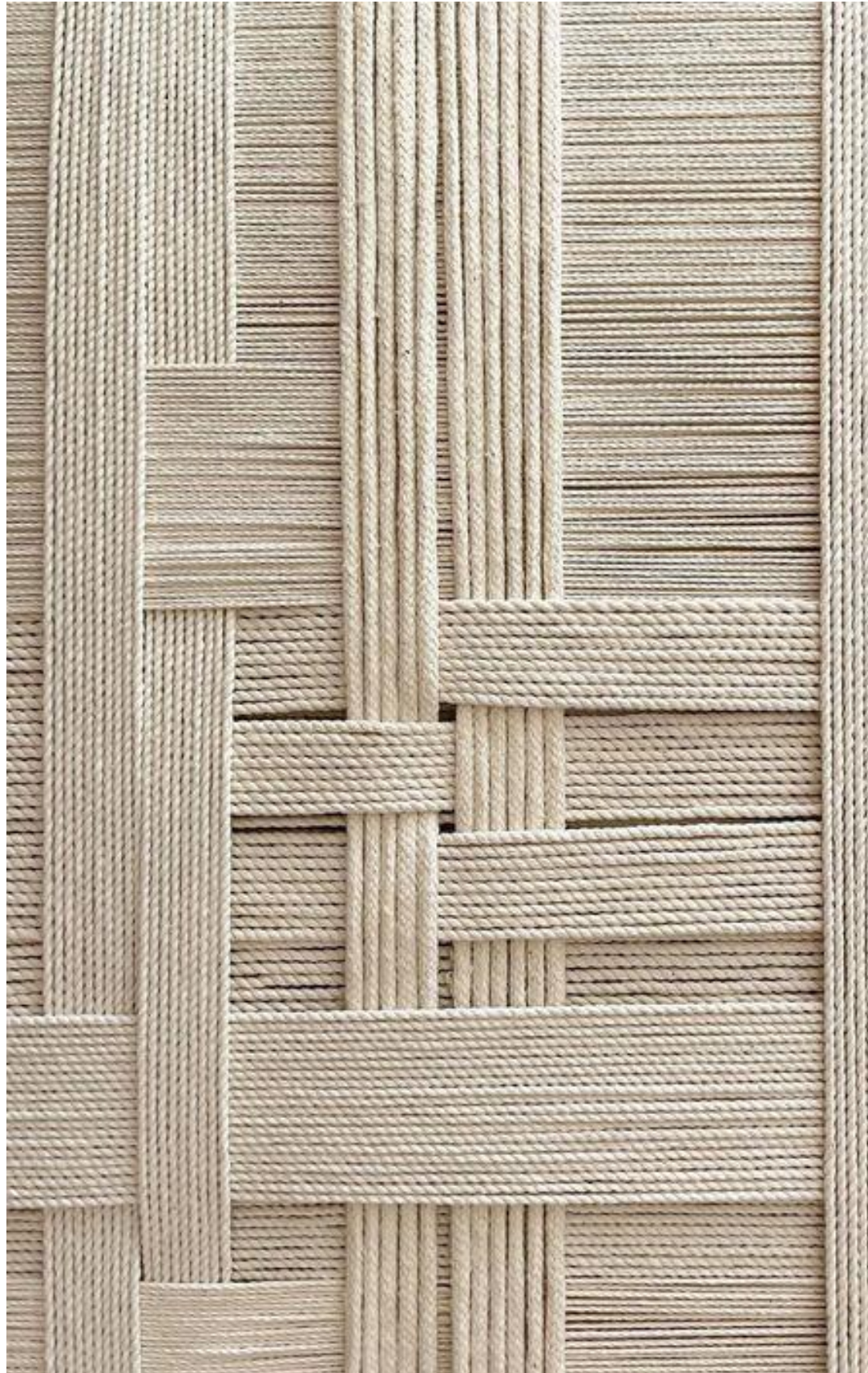
1. *a woven fabric of diverse threads and colors, creating a rich and intricate whole*



Weave Inspiration



## LAST TIME - EXTERIOR DESIGN INSPIRATION





LAST TIME - EXTERIOR DESIGN COLOR STUDIES





## WEST ELEVATION PERSPECTIVE



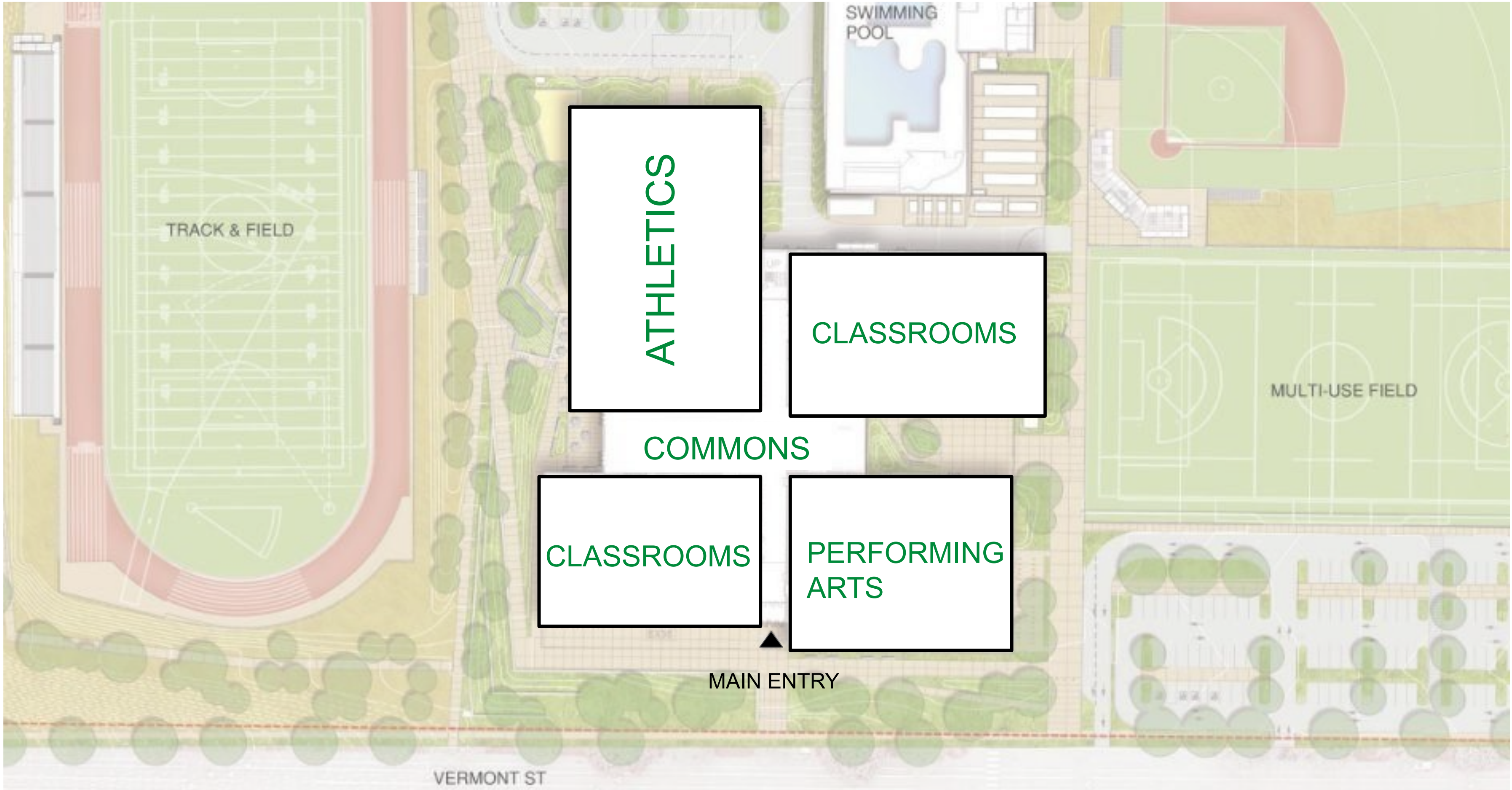


## SW PERSPECTIVE



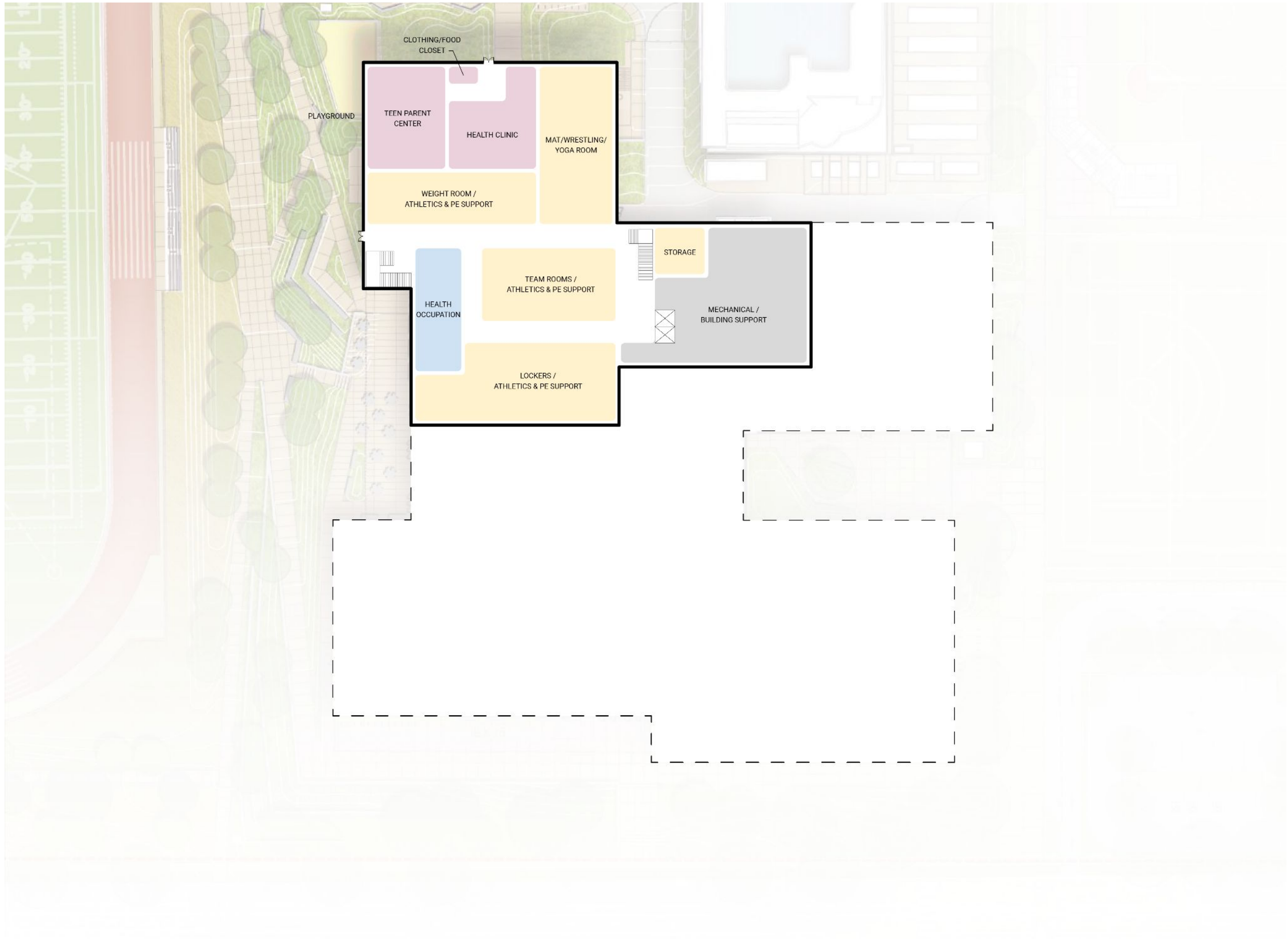


FLOOR PLAN ORGANIZATION





# BASEMENT PLAN



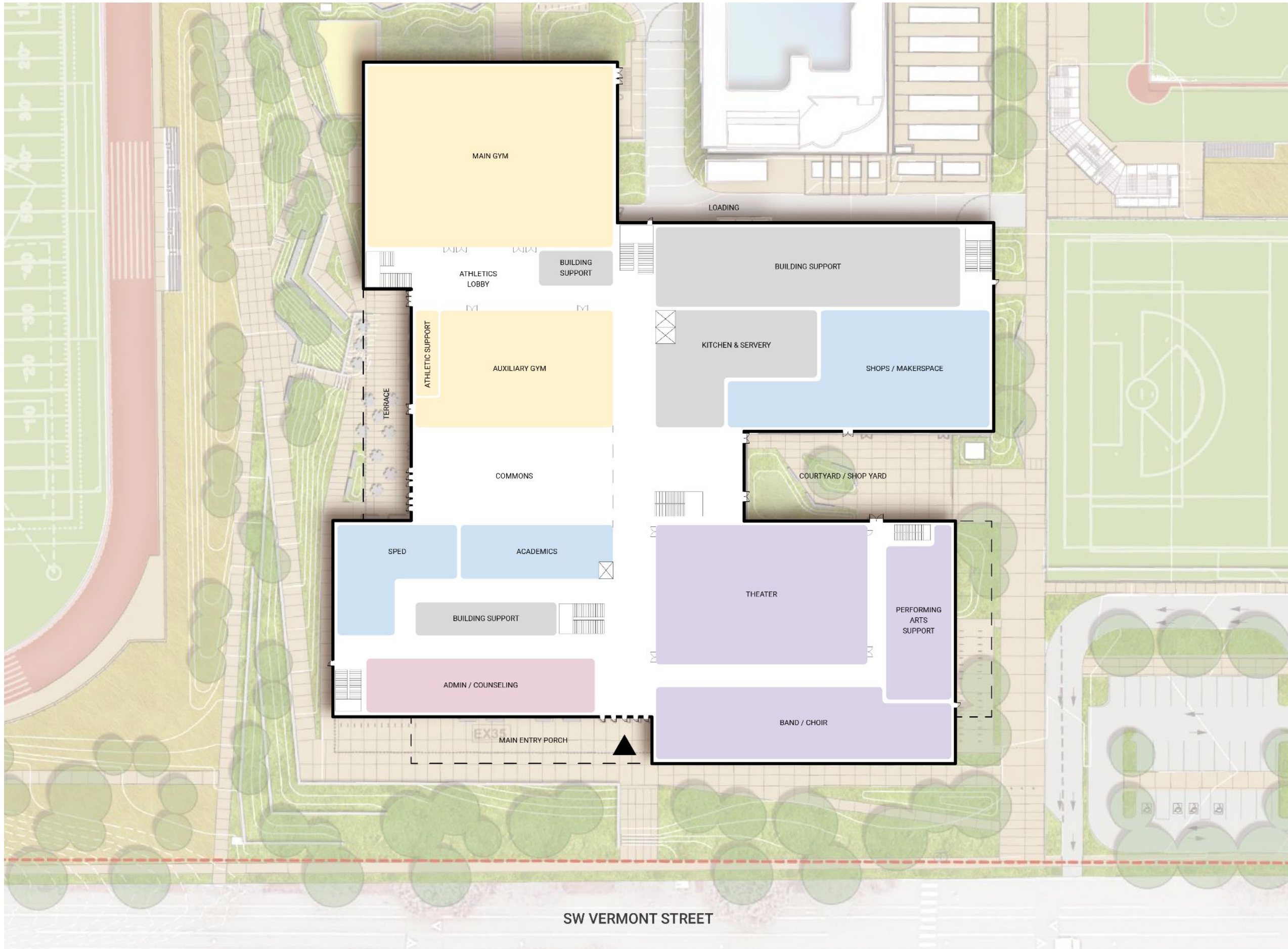
## KEY:

- Performing Arts related spaces
- Athletics related spaces
- Admin and Partners related program and spaces
- Academic related spaces
- Building support related spaces





# 1ST FLOOR PLAN



## KEY:

- Performing Arts related spaces
- Athletics related spaces
- Admin and Partners related program and spaces
- Academic related spaces
- Building support related spaces





# 2ND FLOOR PLAN

## KEY:

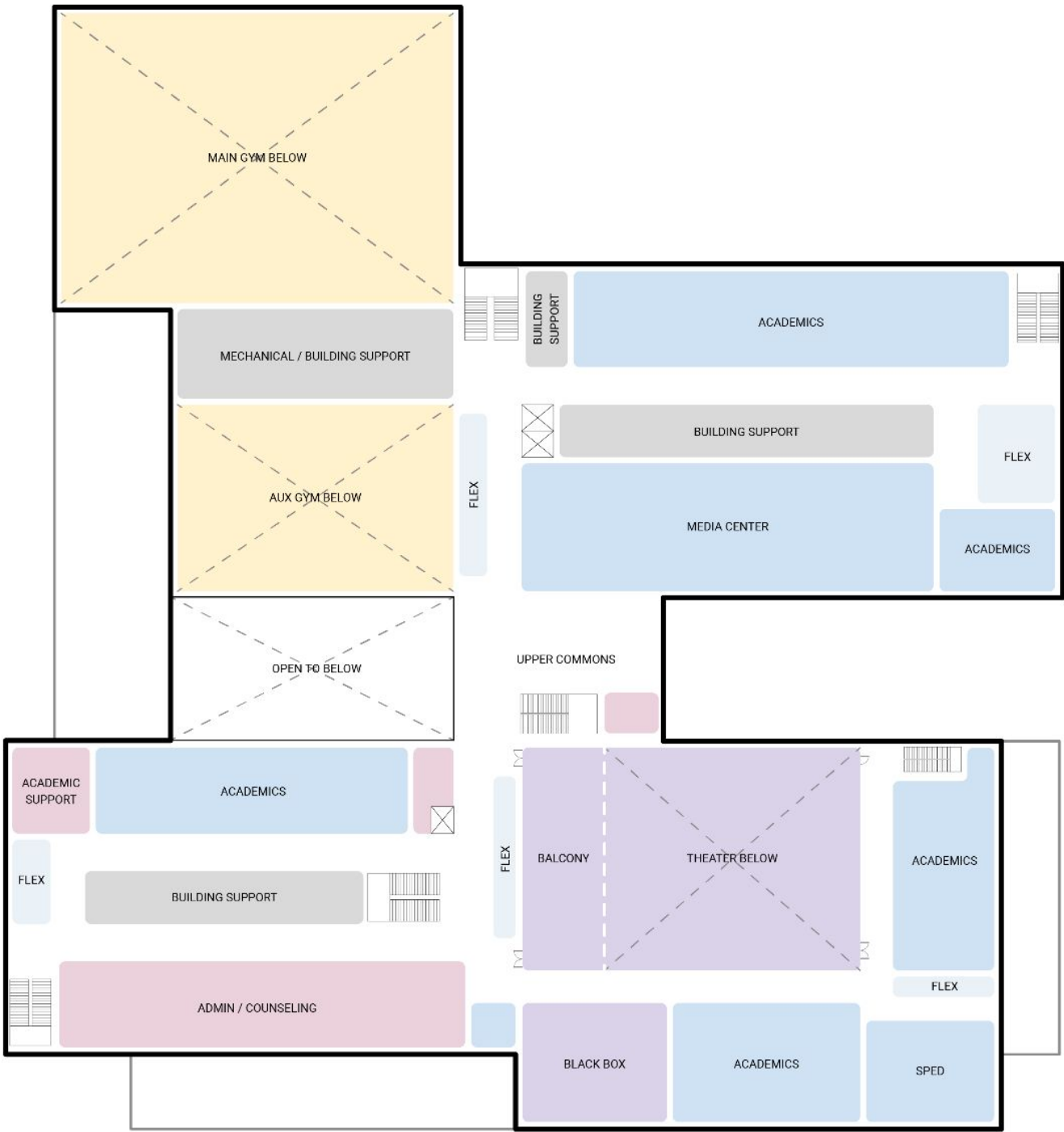
Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

Academic related spaces

Building support related spaces





# 3RD FLOOR PLAN

## KEY:

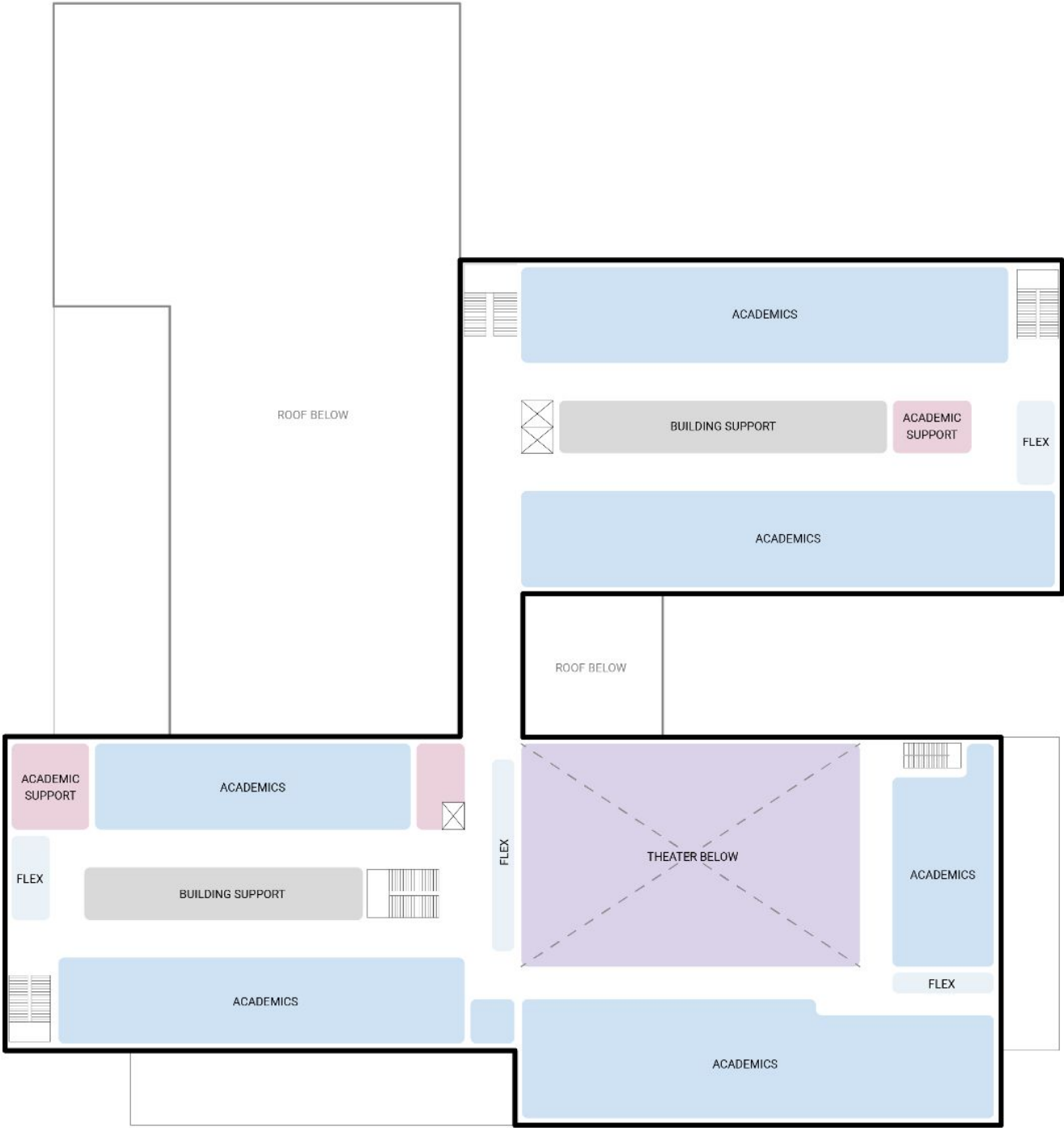
Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

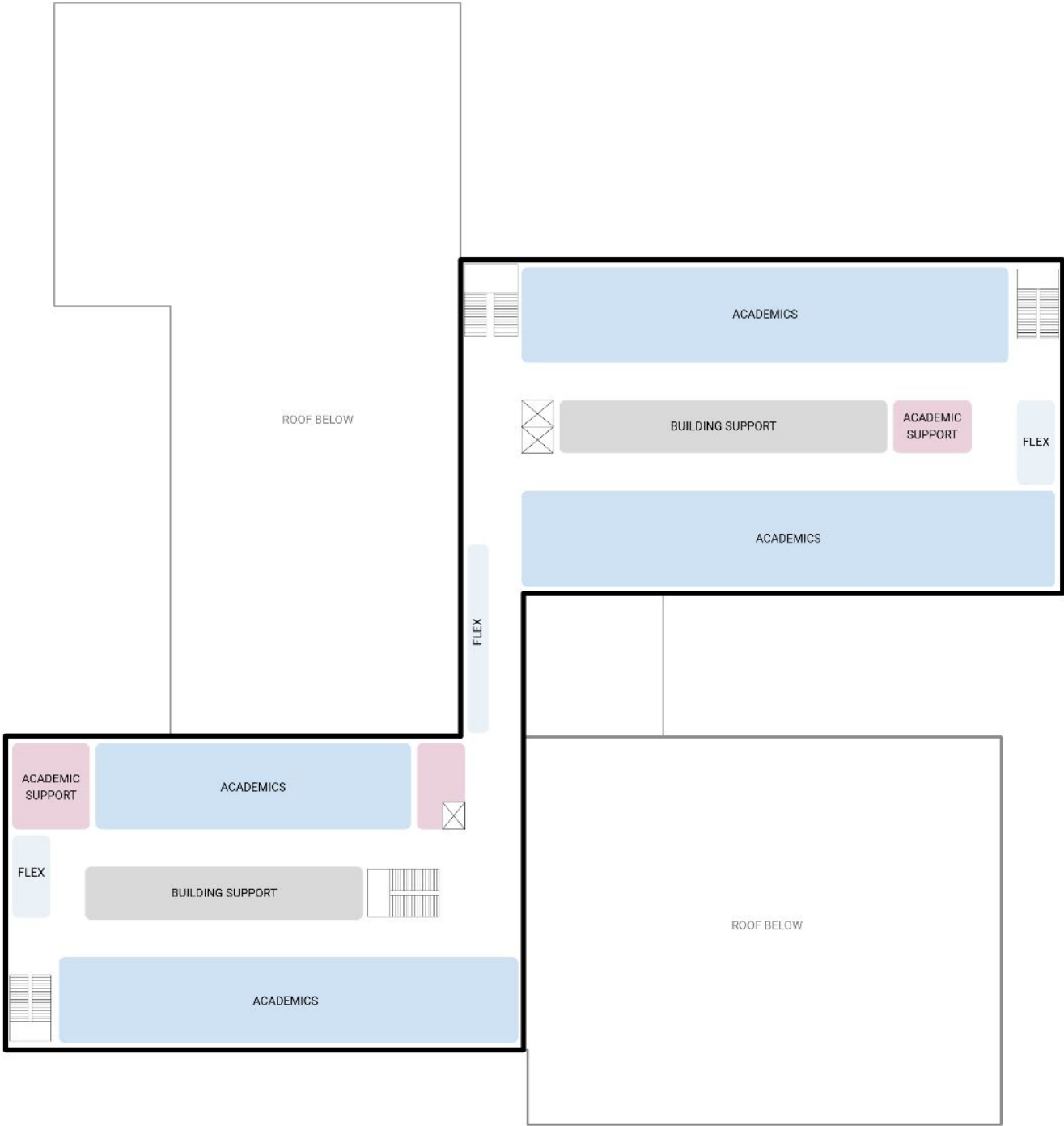
Academic related spaces

Building support related spaces





# 4TH FLOOR PLAN



## KEY:

Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

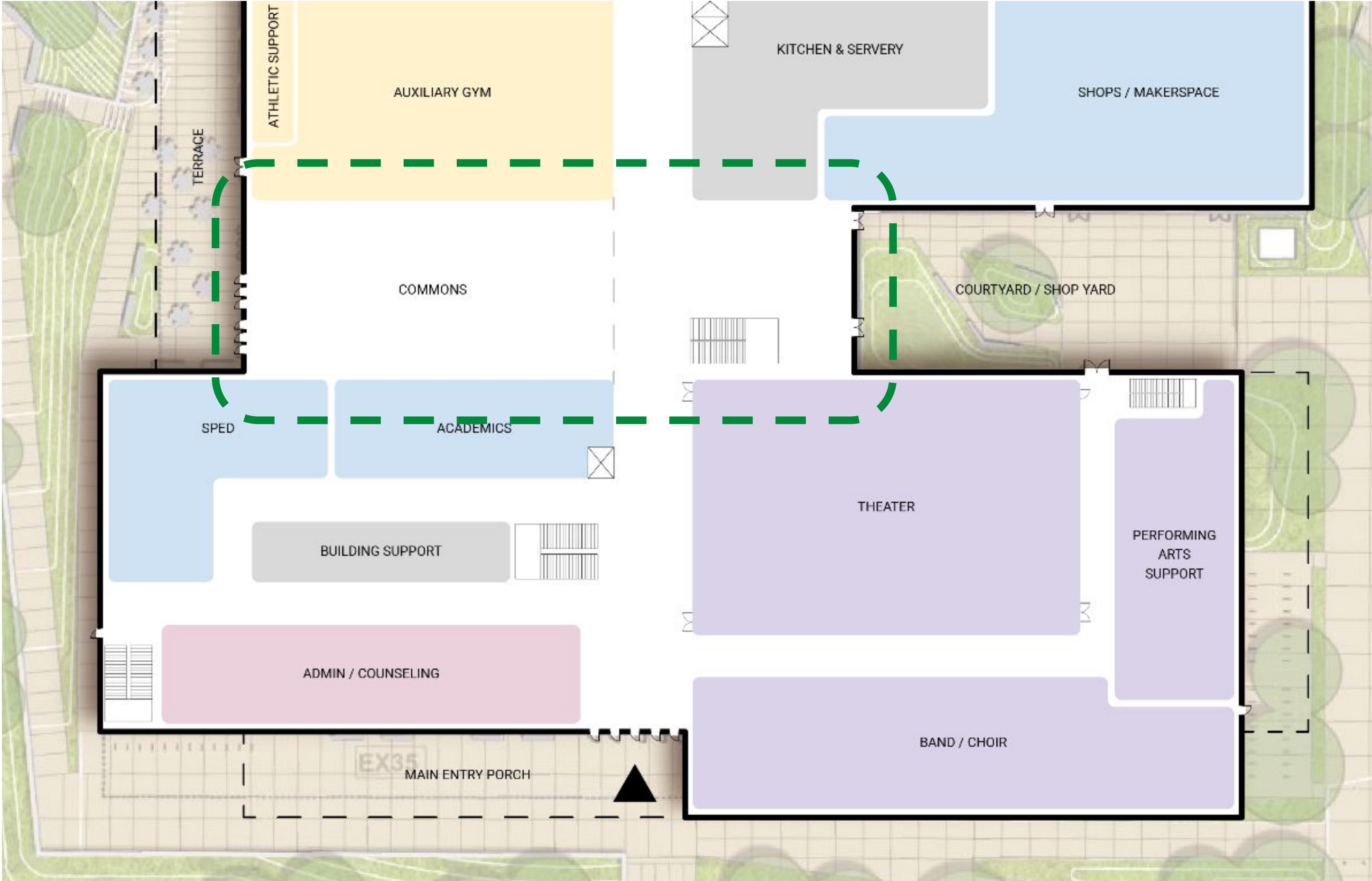
Academic related spaces

Building support related spaces





SCHOOL COMMONS





## INTERIOR VIEW - COMMONS





## INTERIOR VIEW - COMMONS

Colors and materials  
shown are  
placeholders!





## INTERIOR VIEW - COMMONS





## INTERIOR VIEW - COMMONS





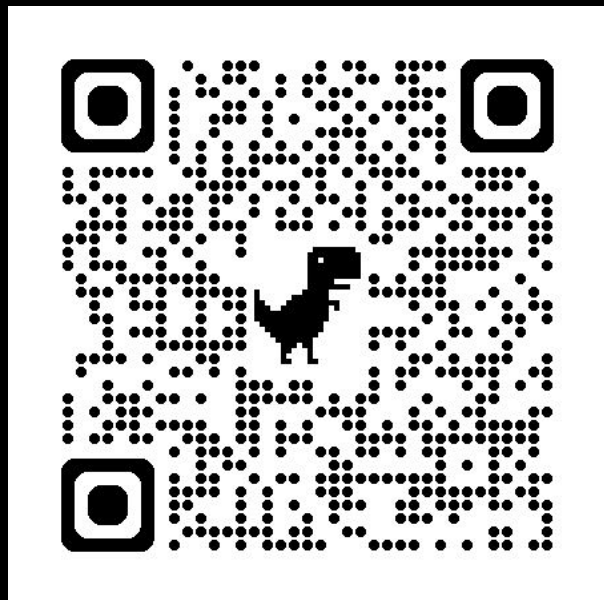
## WEST TERRACE / EXTERIOR COMMONS





Break!

Feedback?



[https://docs.google.com/forms/d/1GXO32NJOJIJ4a-hCxc9kJ4bw179OjwV\\_LAudkNFTpPk](https://docs.google.com/forms/d/1GXO32NJOJIJ4a-hCxc9kJ4bw179OjwV_LAudkNFTpPk)



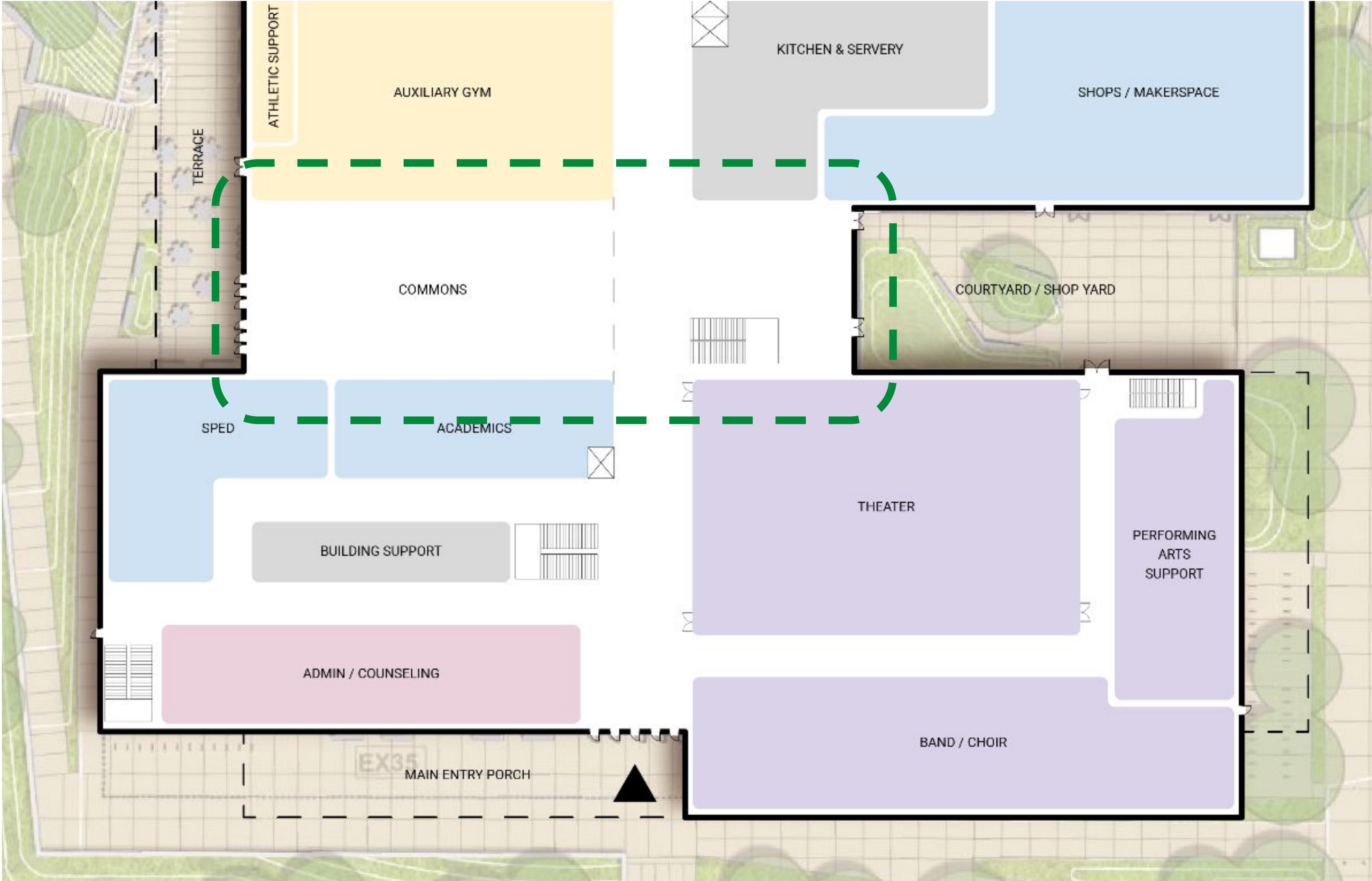


# Feedback Activity



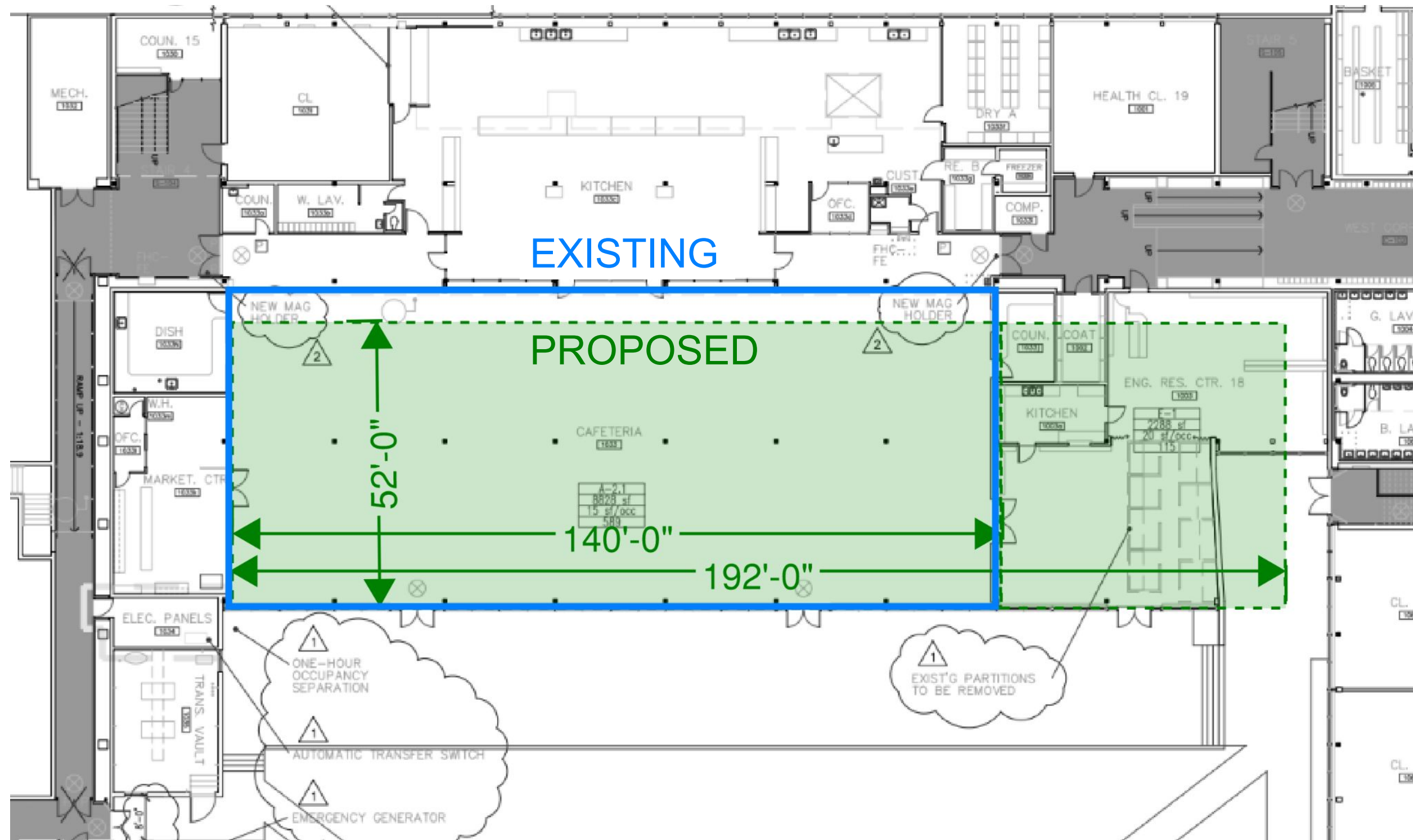


SCHOOL COMMONS





# CURRENT CAFETERIA & PROPOSED COMMONS - SIZE COMPARISON



## Ceiling Height:

- Existing:
  - 13'
- Proposed:
  - 30', 17' and 13'



# FEEDBACK EXERCISE - SCHOOL COMMONS

## Key takeaways for creating welcoming and comfortable spaces:

- Incorporate Warm and Natural Elements
- Emphasize Natural Light
- Use Varied Seating Options
- Prioritize Human Scale and Proportions
- Ensure Accessibility
- Integrate Art and Color Thoughtfully
- Provide Inclusive Signage and Communication
- Create Flexible Spaces
- Balance Aesthetics with Functionality





# FEEDBACK EXERCISE - SCHOOL COMMONS

Given these takeaways...

**What about these views is or isn't aligning with the key takeaways?**

**What are some design opportunities for the Commons?**





## NEXT STEPS

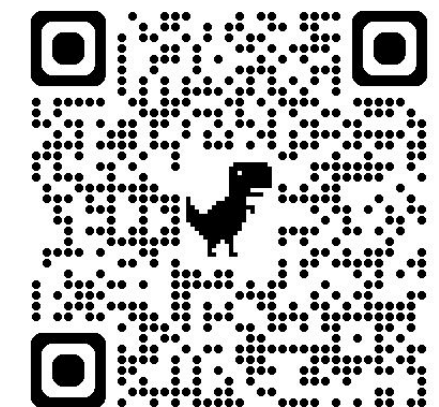
**Design Team** issuing Schematic Design, starting cost estimating

**Listening Session Recruitment** Ongoing

**Community Design Workshop** September 22nd

**DAG Meeting #5** October 23rd

Feedback?



[https://docs.google.com/forms/d/1GXO32NJOJIJ4a-hCxc9kJ4bw179OjwV\\_LAudkNFTp](https://docs.google.com/forms/d/1GXO32NJOJIJ4a-hCxc9kJ4bw179OjwV_LAudkNFTp)



