

BORA



PORTLAND PUBLIC SCHOOLS

Ida B. Wells High School

Design Advisory Group Meeting #1
May 20, 2024

DESIGN TEAM HERE TODAY



Donna Bezio
PPS



Rolando Aquilizan
PPS



Amy Donohue
Bora



Stefée Knudsen
Bora



Amy Running
Bora



Amelie Reynaud
Bora



Abigail Strong
Bora



Rhonda Teeny
After Bruce



Thy Daniels
After Bruce

AGENDA

Overview + Introduction 00:10

PPS Code of Conduct Review: 00:10

Community Agreements 00:15

Co-chair Responsibilities & Selection Process 00:15

Process Overview & DAG responsibilities 00:20

Community Engagement Process 00:10

Comprehensive Planning & Site Design Direction Summary 00:15

Close + Next Steps 00:10

PPS Code of Conduct Review



Community Agreements



COMMUNITY AGREEMENTS

What are community agreements?

COMMUNITY AGREEMENTS

Some examples:

Reflect on implicit or unconscious bias

Trust in and speak to your own experience while recognize the value of other lived experiences

Speak to connect, be curious, or seek deeper understanding — not to argue or fill the silence

Assume good intentions while understanding the difference between intent and impact, and tending to harm when it is caused, unintentionally or not

Work on understanding power dynamics we individually bring into the room, such as role, title, race, gender, etc, and how that can impact relational dynamics

Individually recognize your own current access and privilege

COMMUNITY AGREEMENTS

Our community agreements are designed to foster an inclusive environment that promotes effective and thoughtful communication.

We prioritize **inquiry over judgment** and make a conscious effort to examine our personal biases and privileges.

We **value the perspectives**, narratives, and lived experiences of others, especially when they differ from our own.

We **extend grace to ourselves and others**, knowing that mistakes are part of the creative learning process.

We **acknowledge our shared humanity** and hold trust in each other to uphold our collective well-being while producing quality work.

We **use “I” statements** to express our thoughts, feelings, and opinions, while assuming good intent from others.

We strive to be **fully present**, and communicate our needs if our attention is divided.

We **lead with kindness** when opinions differ, and create space with empathy and respect.

We **uphold confidentiality**, seeking permission before sharing perspectives and personal experiences that have been shared with us.

We take **responsibility for our words and actions** by offering repair work when impact does not align with our intent.

We **embrace open dialogue**, actively encouraging one another to think expansively and question conventions in how we practice.

COMMUNITY AGREEMENTS

What are our community agreements?

Co-chair Responsibilities and Selection Process



Process Overview & DAG Responsibilities



DAG PURPOSE

1. Understand **constraints and opportunities**
2. Understand the main **values and goals** that make this project special
3. Advise on **design options** for the building and site
4. Provide input on the **design character** of the building and site
5. Act as **ambassadors** to your community

WHAT IS A MODERNIZATION?

There are three common types of building projects that could fall into the modernization category

- Building remodeling
- Remodeled + addition to the building
- New construction



WHAT IS A MODERNIZATION?

Recent school modernization projects have included renovation + addition or new construction:

- Lincoln High School (new construction)
- Franklin High School (remodeled + addition)
- Kellogg Middle School (new construction)
- McDaniel High School (remodeled + addition)



WHAT IS A MODERNIZATION?

All modernization projects include:

Updated heating/cooling systems

Seismic upgrades + code required seismic design

Technology upgrades

Improved safety considerations

New furniture and equipment throughout

Mechanical, electrical and plumbing systems upgrades

Lighting Improvements for energy efficiency and longevity

Upgrade athletic facilities

WHAT IS AN ED SPEC?

It's a list of ingredients.....



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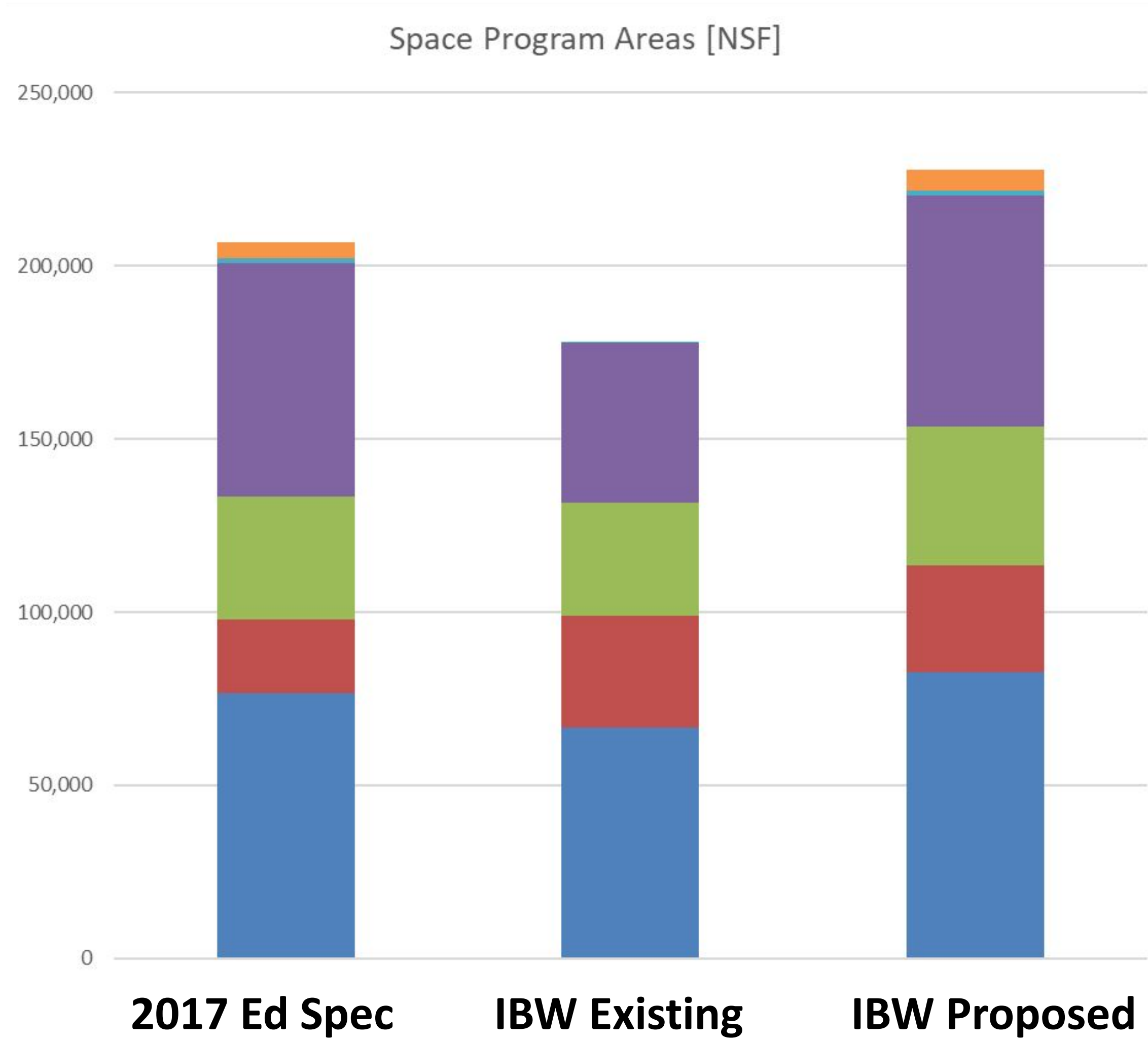


.....and the outcome will be unique to IBW!



ED SPEC ANALYSIS

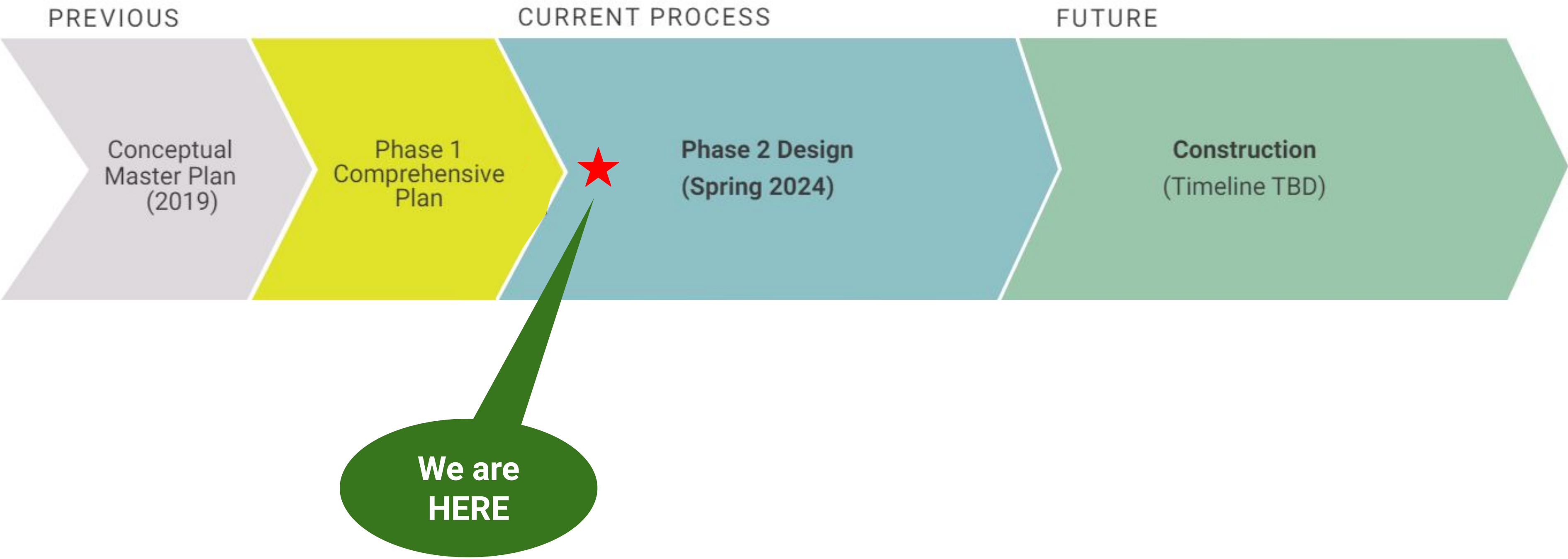
- CORE PROGRAM
- PE / ATHLETICS
- PARTNER & COMMUNITY USES
- FINE & PERFORMING ARTS
- EDUCATION SUPPORT
- WRAP AROUND SERVICES



SPACE PROGRAM - IBW-specific changes + increases to Ed Spec

- **Unique Programs at IBW:** 14 dedicated CTE/Pathways Classrooms, including:
 - Wood & Metals
 - Engineering & Robotics
 - Screen Printing
 - Sound Engineering
- **Right-sized spaces based on lessons learned** from other PPS modernized high schools, including:
 - Larger Gym
 - More Team Rooms
 - Dedicated Departmental Collaboration Spaces
- **Spaces reflecting PPS Climate Crisis Response Policy & Resiliency goals**, including:
 - Spaces for electrified versus fossil fuel equipment
 - Storage for emergency supplies

PROJECT SCHEDULE



DESIGN PROCESS



2019
Comprehensive
Master Plan

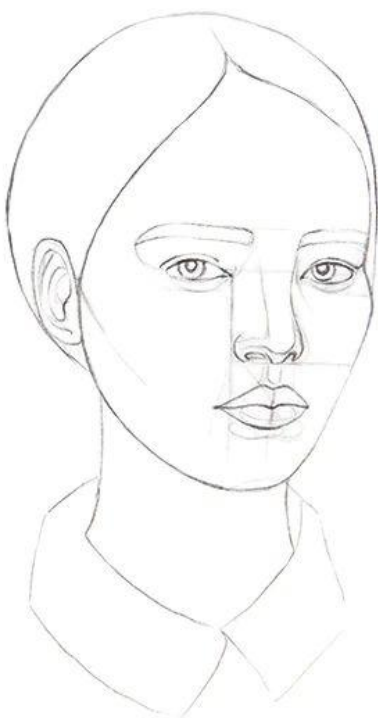
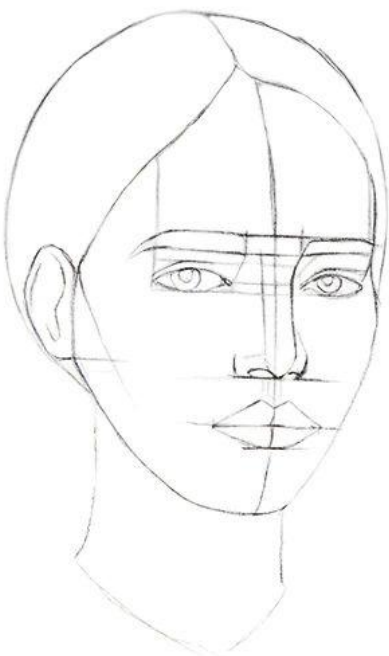
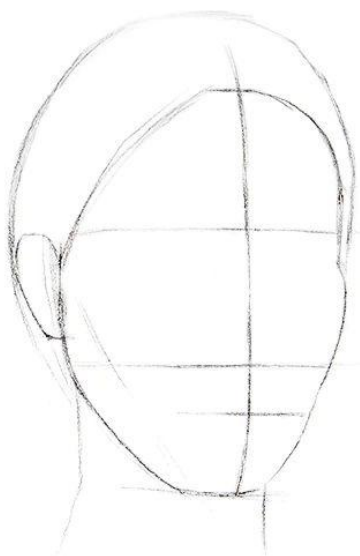
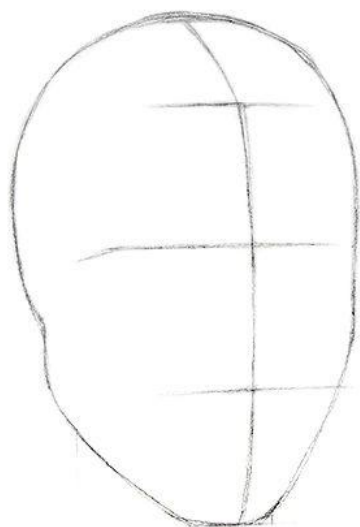
2023-24
Comprehensive
Planning

**Schematic
Design**

Design
Development

Permit
Documents

Ready for
Construction!



DESIGN PROCESS



**Conceptual Design/
Comprehensive
Planning**



Schematic Design



Design Development



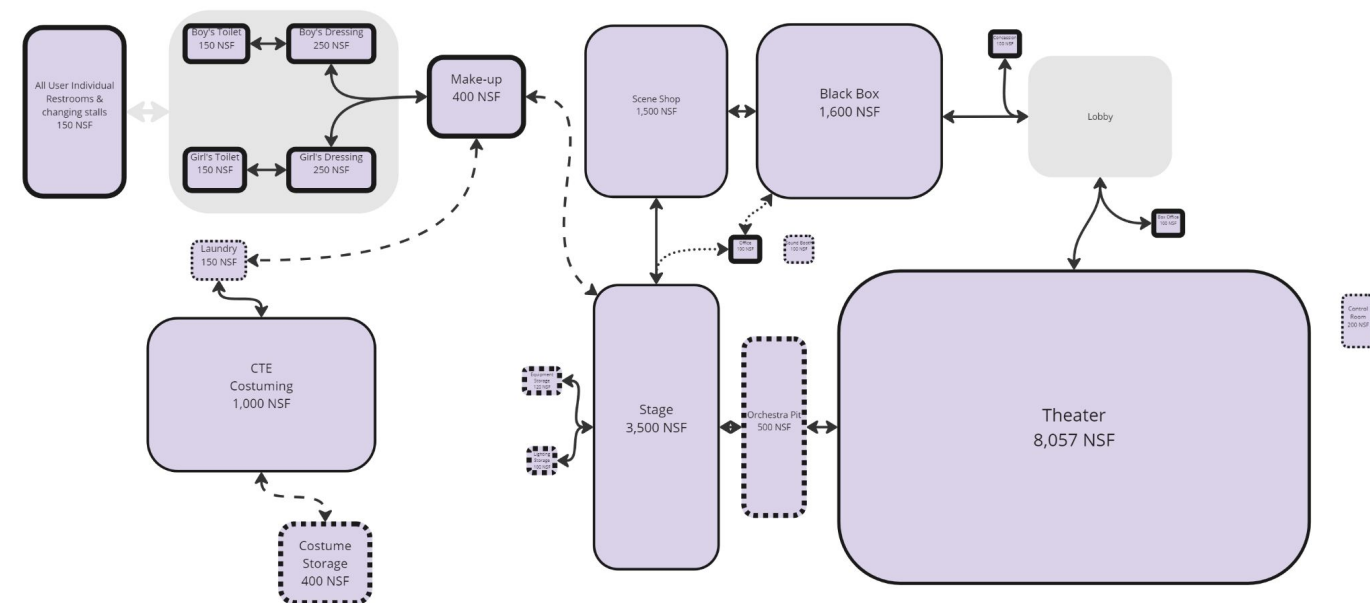
**Construction
Documents**

DESIGN PROCESS



Conceptual Design/ Comprehensive Planning

- macro level site plan development
- building location determined
- approximate building size determined
- building program confirmed
- building massing and concept design



DESIGN PROCESS



Schematic Design

- confirm general layout (macro level) of building
- confirm infrastructure and storage needs
- identify major building systems (structural, mechanical, etc.)
- preliminary exterior facade studies
- building massing articulation
- define overall character of the main spaces



DESIGN PROCESS



Design Development

- refined building layout
- define character of smaller spaces as part of the whole
- functional details
- initial furniture and equipment layouts

DESIGN PROCESS



Construction Documents

- micro level construction detail development
- final building material selection and documentation
- signage and wayfinding
- final equipment and furniture layouts



DESIGN PROCESS



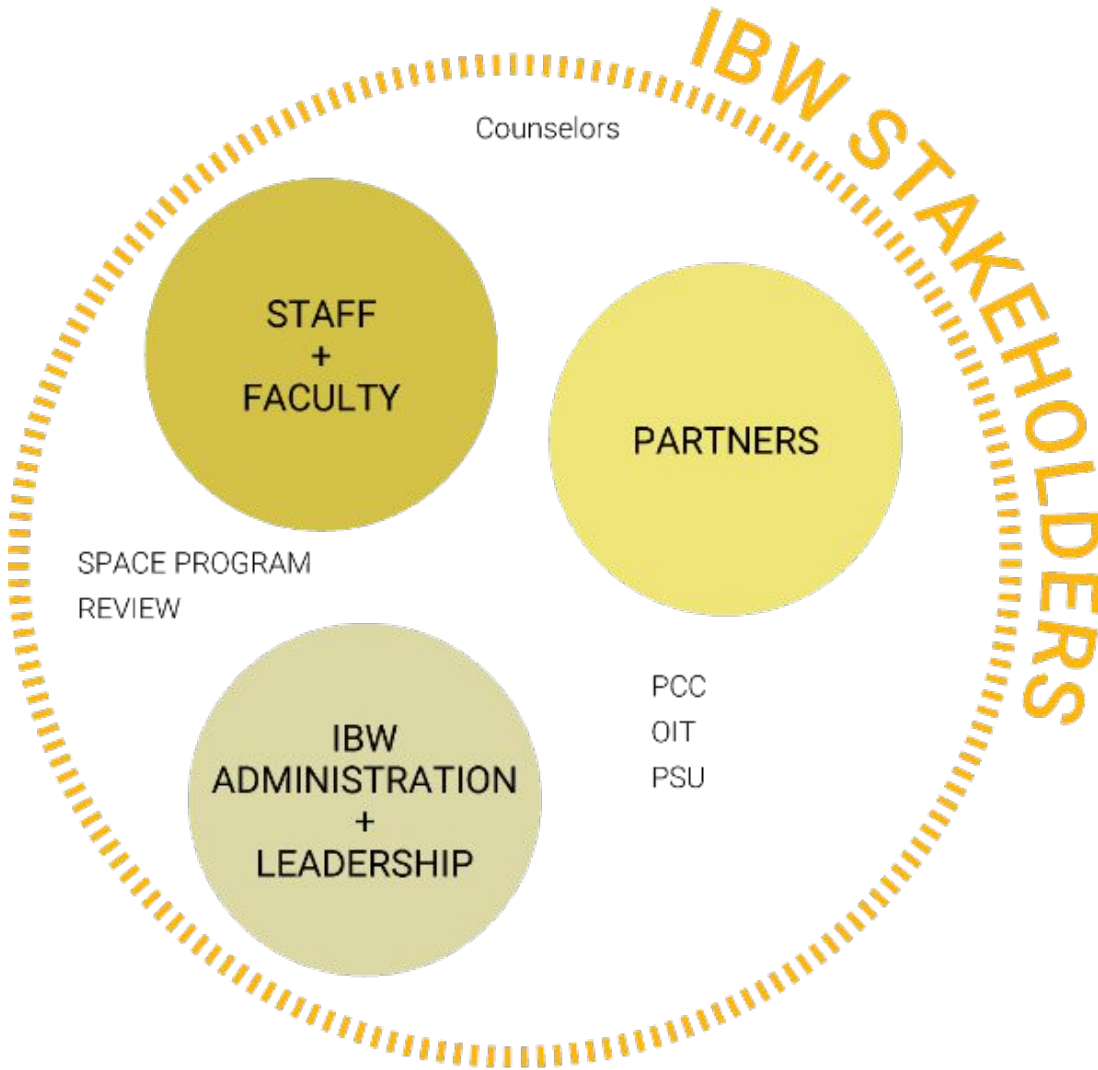
Construction Administration

- furniture and equipment finalization
- final environmental graphics
- owner-procured items

Community Engagement Process



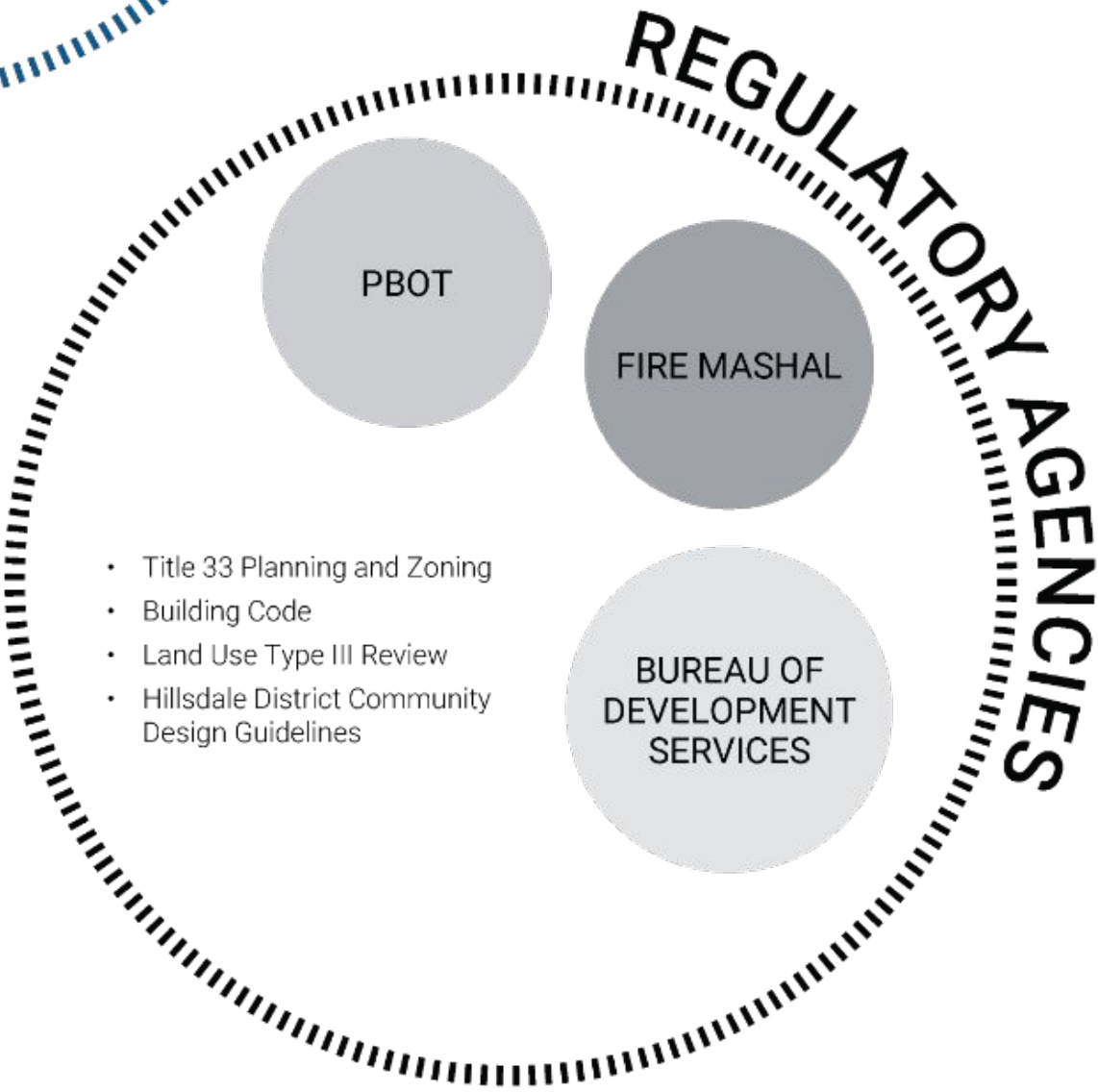
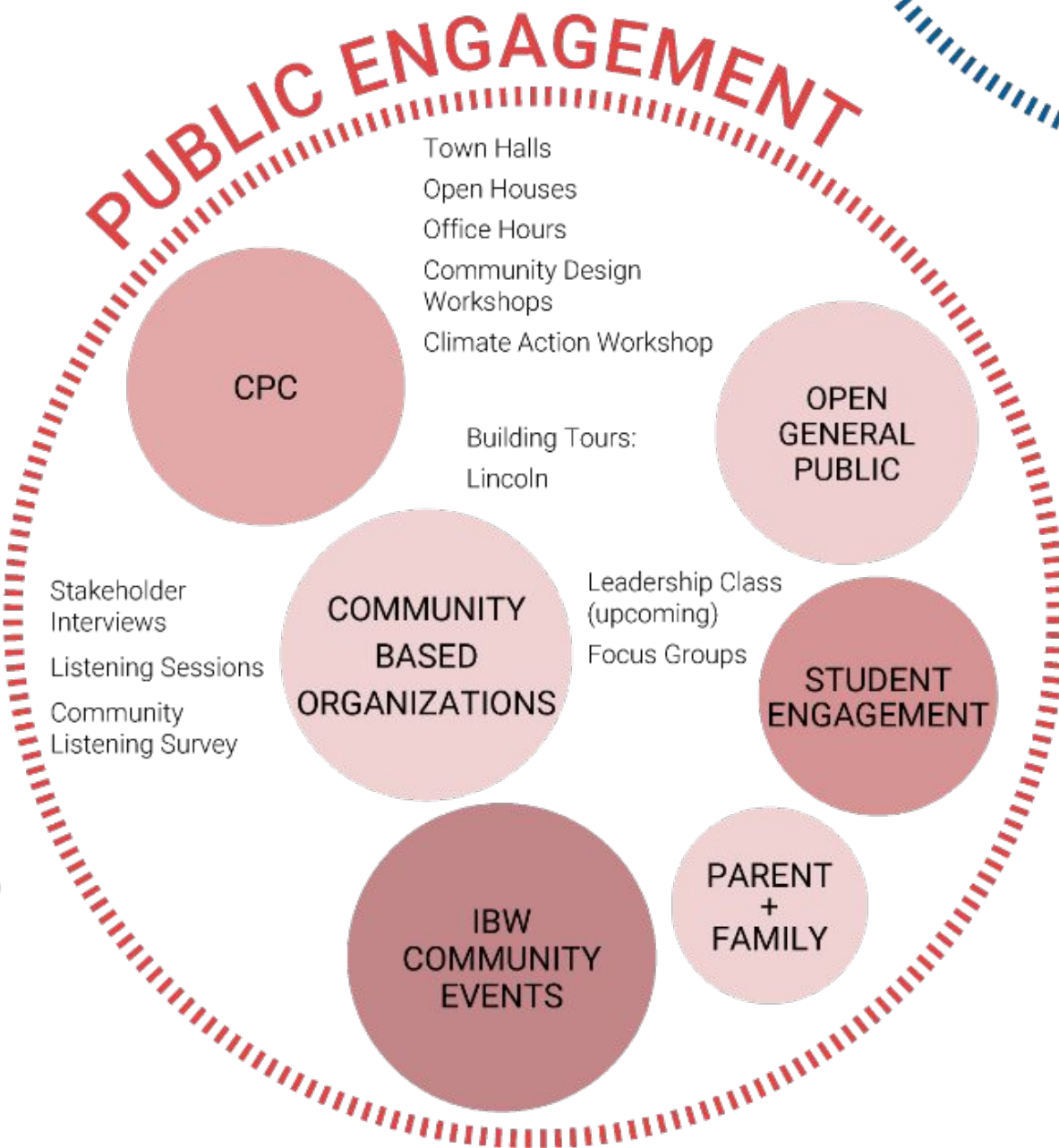
KEY STAKEHOLDERS AND COMMUNITY GROUPS



- PPS Strategic Plan
- PPS Racial Education Equity Policy
- Portland Public School reimagined
- PPS Climate Crisis Response, Climate Justice and Sustainable Practice Policy
- HS Comprehensive Ed Spec
- PPS Design Guidelines + Standards

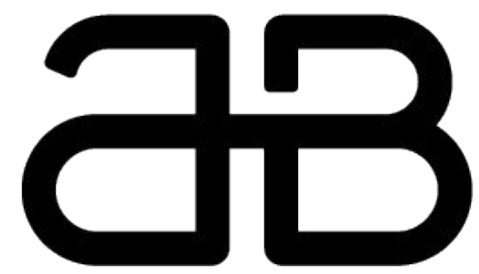


- PPS Academic Planning
 - PPS Transportation
 - PPS Athletics
 - PPS CTE
 - PPS VAPA
- PPS Partners:
- Head Start
 - Multnomah County Student Health Clinic



- Stakeholder interviews
- Principal
 - School Psychologist
 - Muslim Parent of IBW Student
 - School Social Worker
 - Special Education Lead
- Listening sessions
- Advisors to student affinity groups
 - Special Education staff
 - Muslim & Arab students
 - Immigrant and refugee community members
 - Students leaders and members of affinity groups
 - Disability Community served by IBWHS
 - Students in Special Education
 - Teacher-supported session with medically fragile students in SPED
 - Somali language facilitated Listening Session
 - Teachers and staff of color (upcoming)
 - Students and families of color

COMMUNITY ENGAGEMENT PROCESS & APPROACH



Our approach to community engagement focuses on centering the communities most impacted by our work — systemically underserved communities — to achieve long-term, transformative, and sustainable outcomes.

**Community-based
Participatory
Framework**

**Establish a Shared
Context**

**Iterative
Engagement Design**

COMMUNITY ENGAGEMENT

Stakeholder interviews

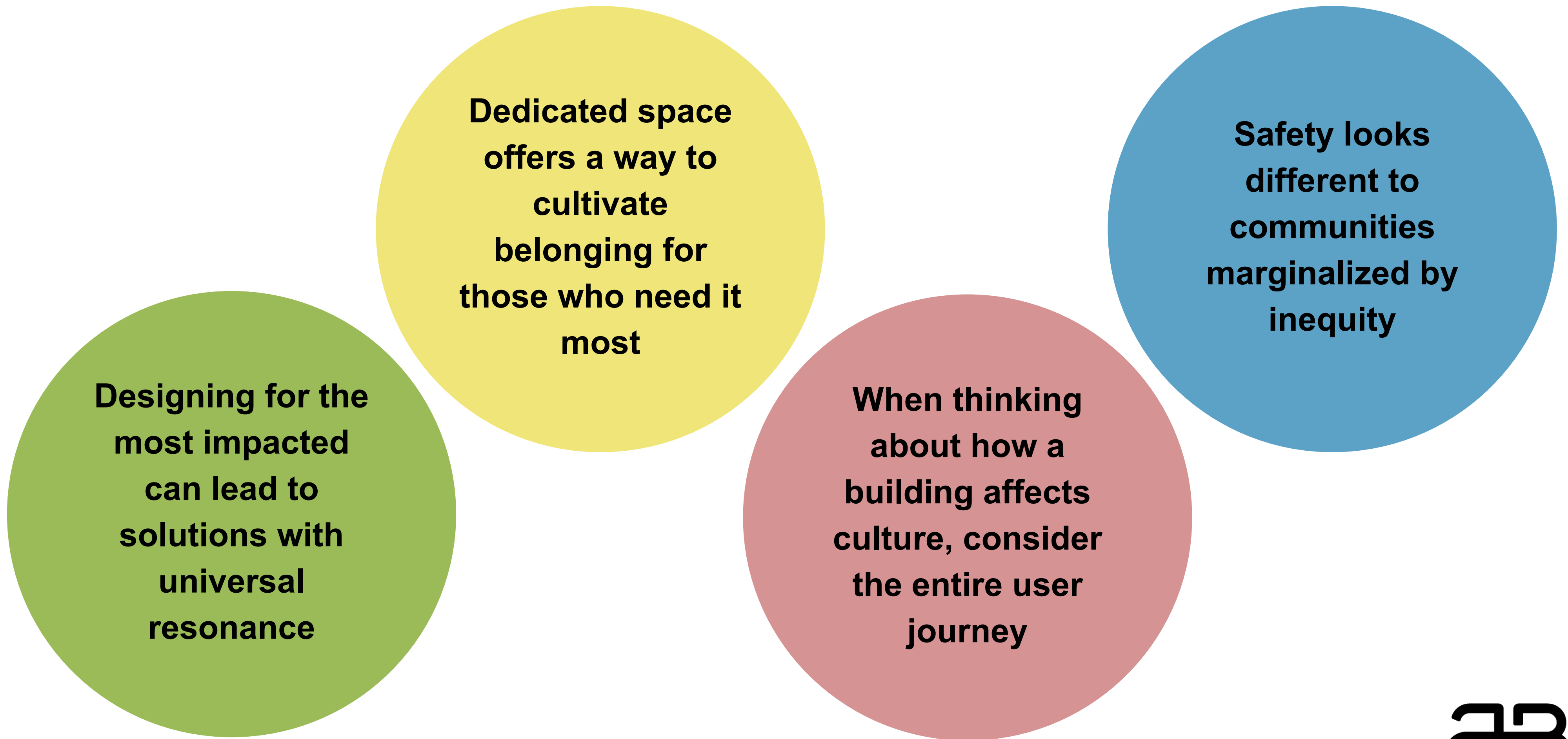
- Principal
- School Psychologist
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- Special Education Lead



Listening sessions

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KEY MESSAGES/THEMES FROM INTERVIEWS AND LISTENING SESSIONS



Comprehensive Planning and Site Design Direction

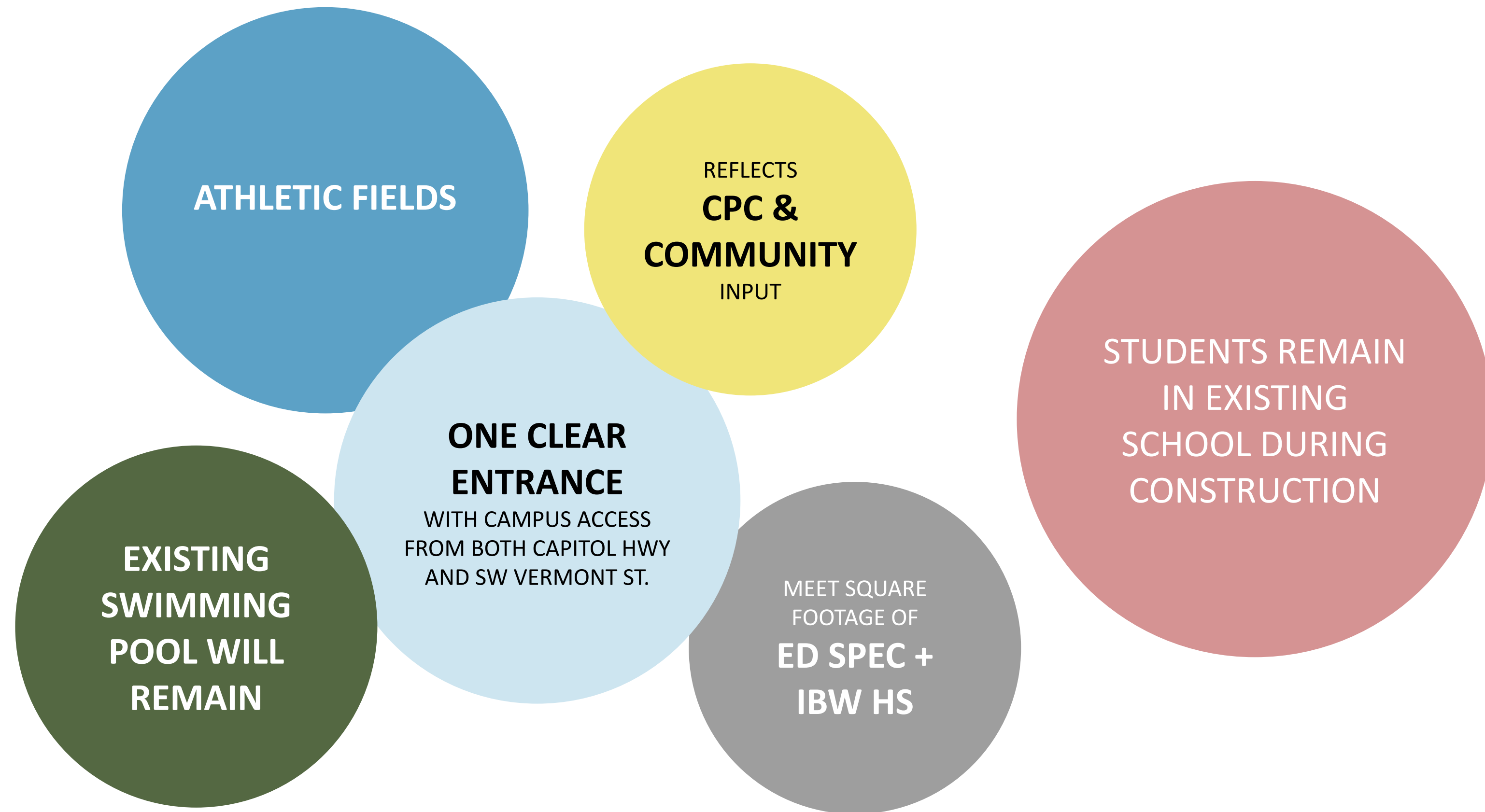


VISION STATEMENT (DRAFT)



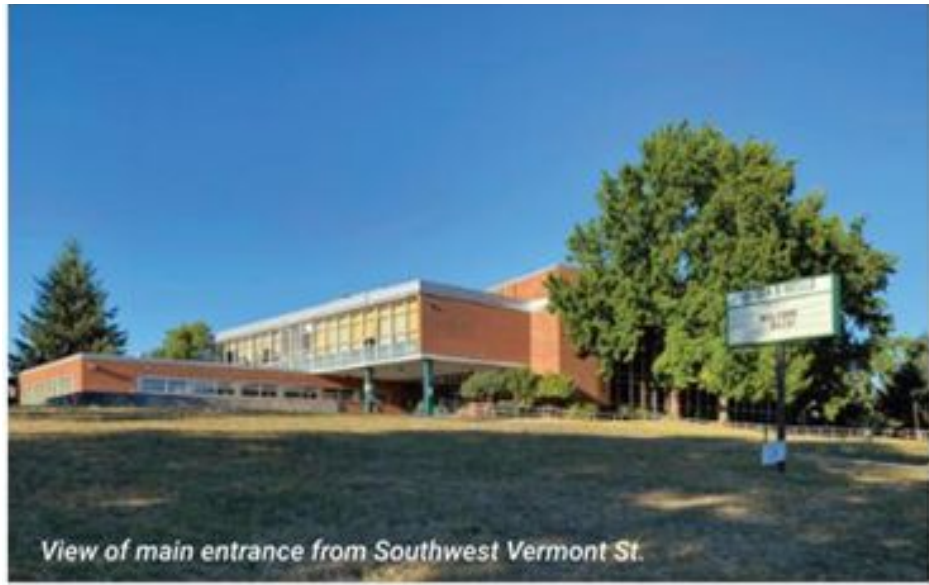
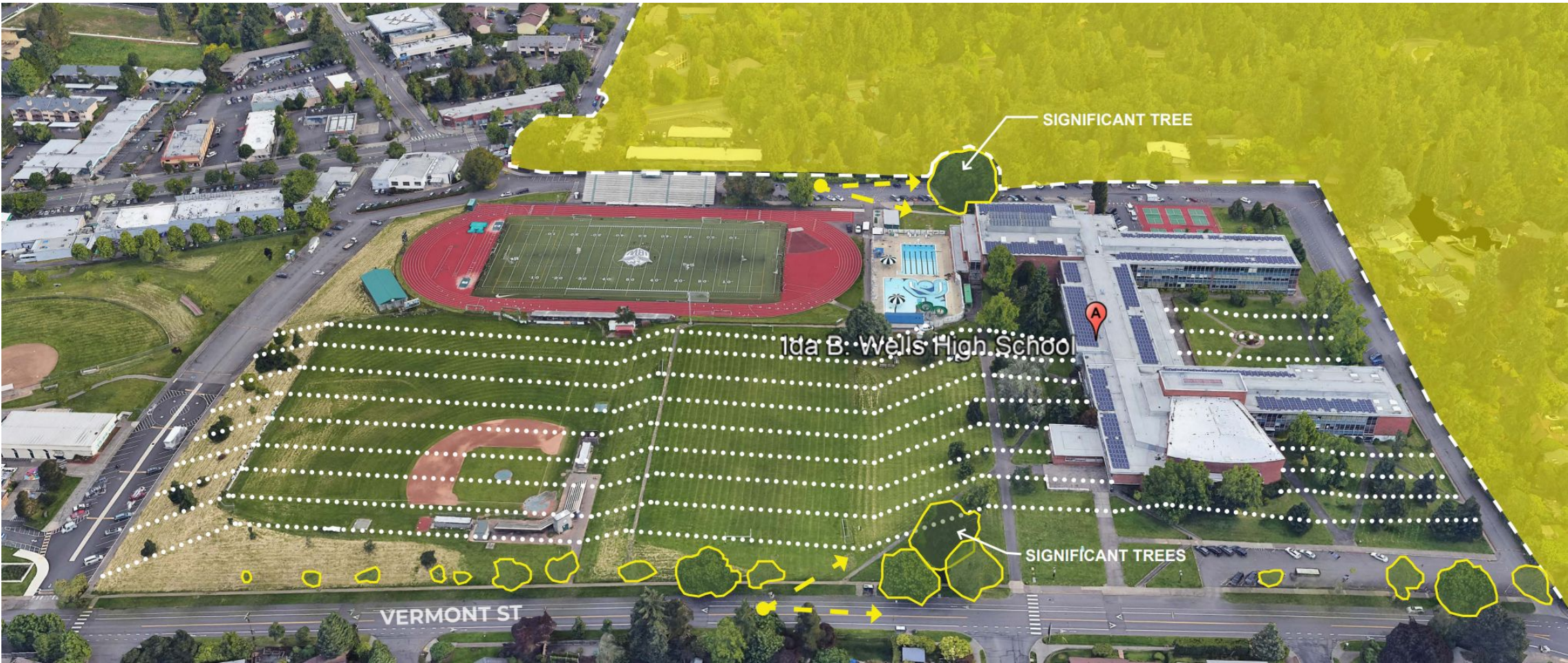
The design of the new Ida B Wells High School will support the whole student in their journey toward lifelong learning and success, guided by a comprehensive definition of student health, a process rooted in equity and inclusion, and a finished place that demonstrates climate and disability justice. Inspired by the legacy of its namesake, the new campus 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.

DRIVING FACTORS FOR PLANNING AND DESIGN

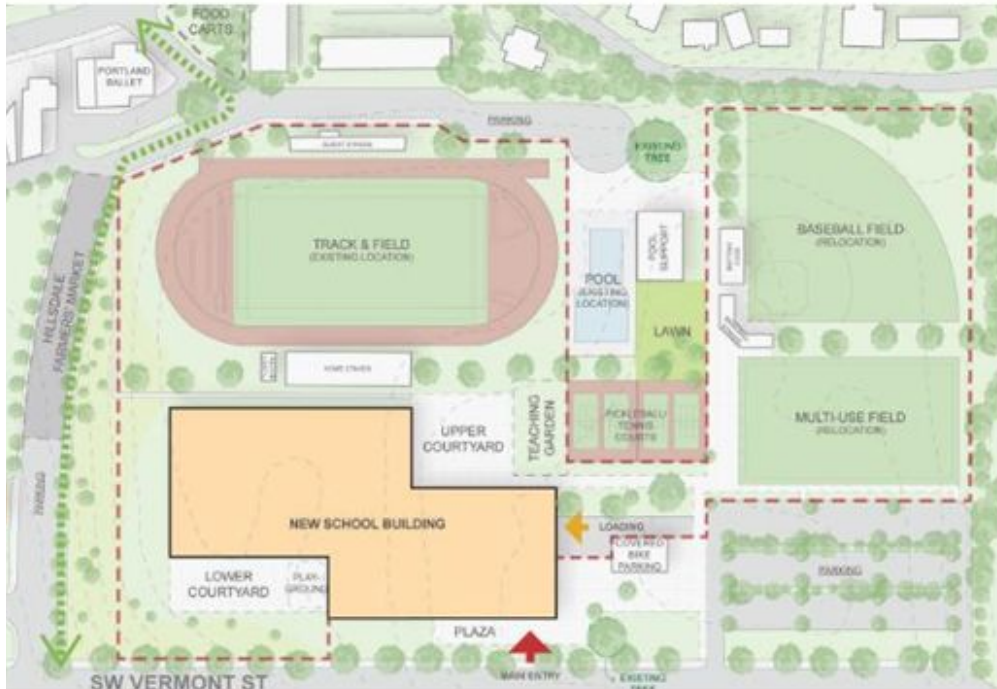


Factors for planning included the site's physical constraints, the PPS Education Specifications, community-developed Guiding Principles, and the PPS Climate Policy

DRIVING FACTORS FOR PLANNING AND DESIGN

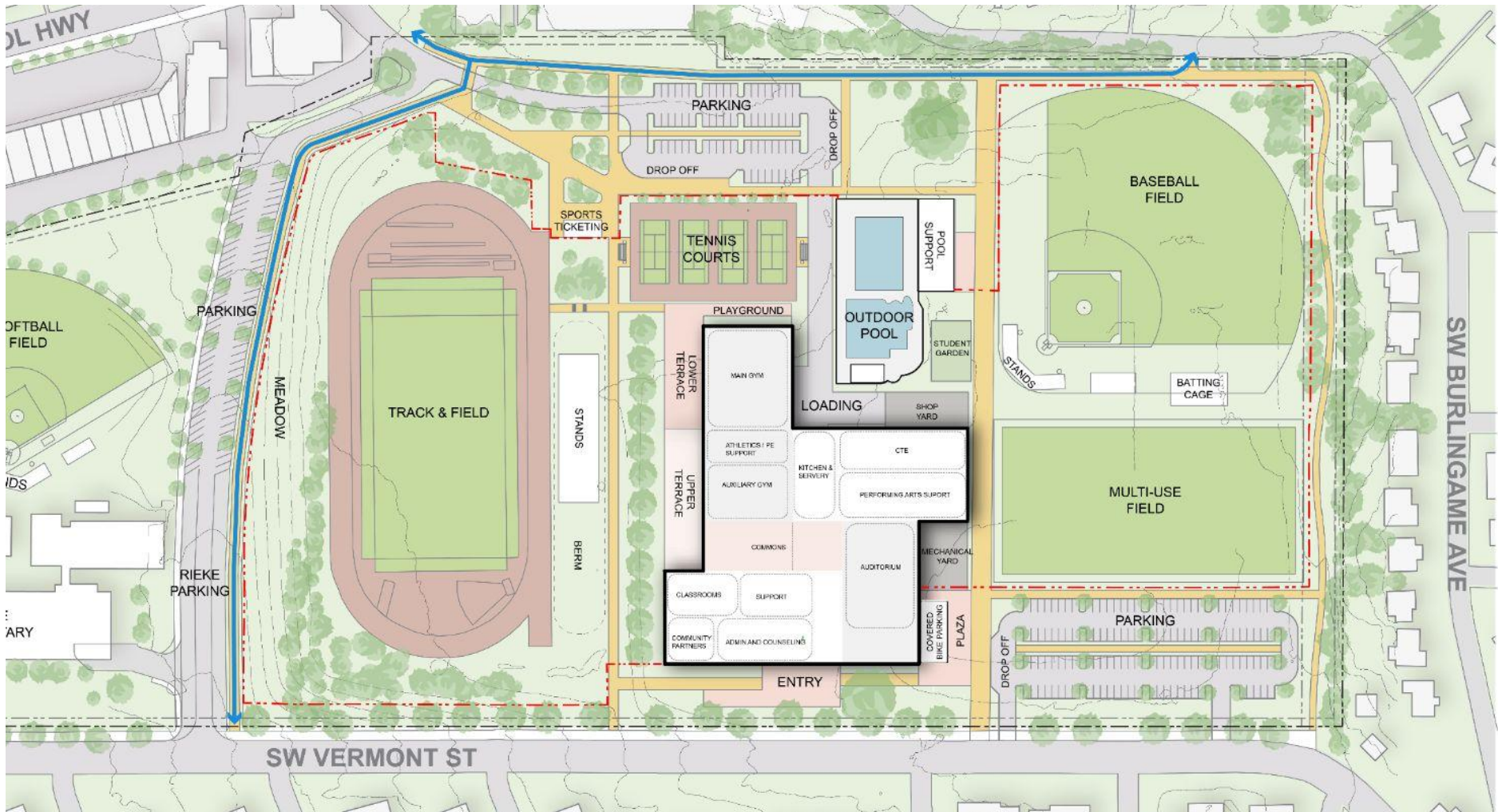
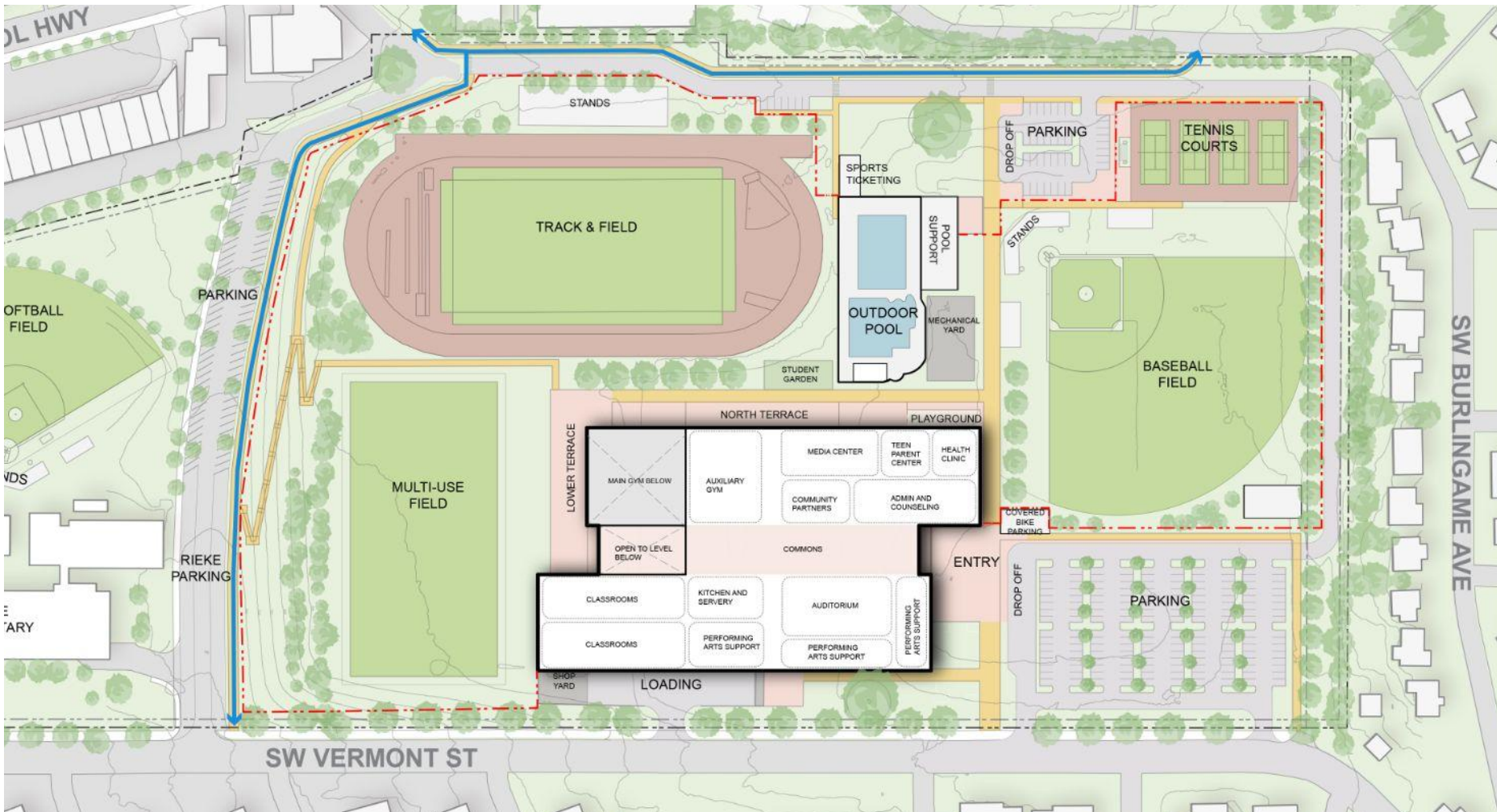


REFINING DESIGN SCHEMES

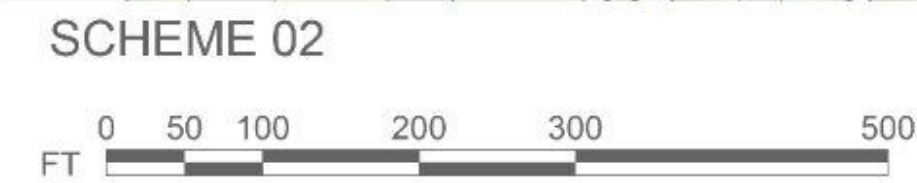
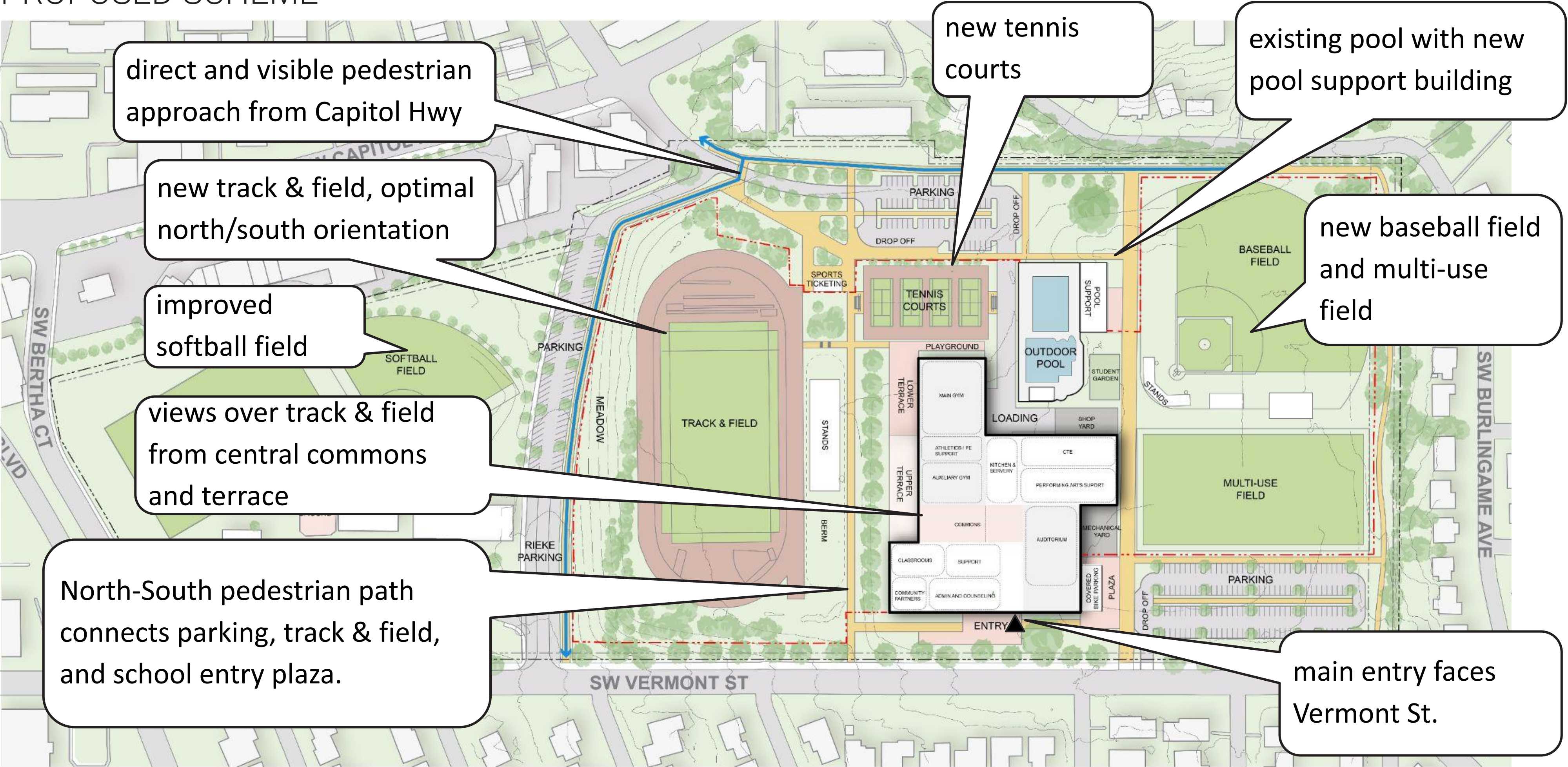


SCHEME 1

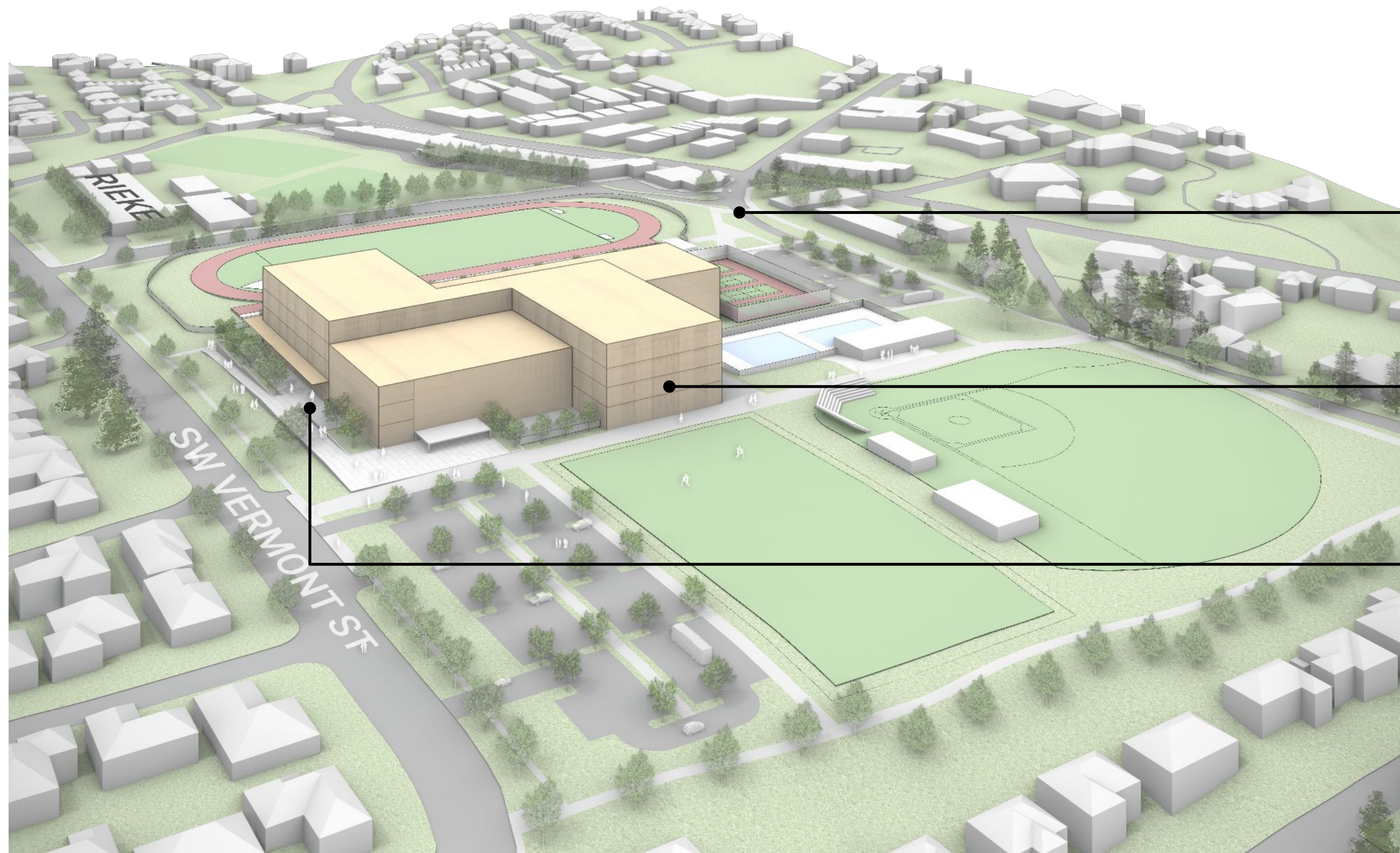
SCHEME 2



PROPOSED SCHEME



MASSING - RESPONSE TO KEY DESIGN DRIVERS



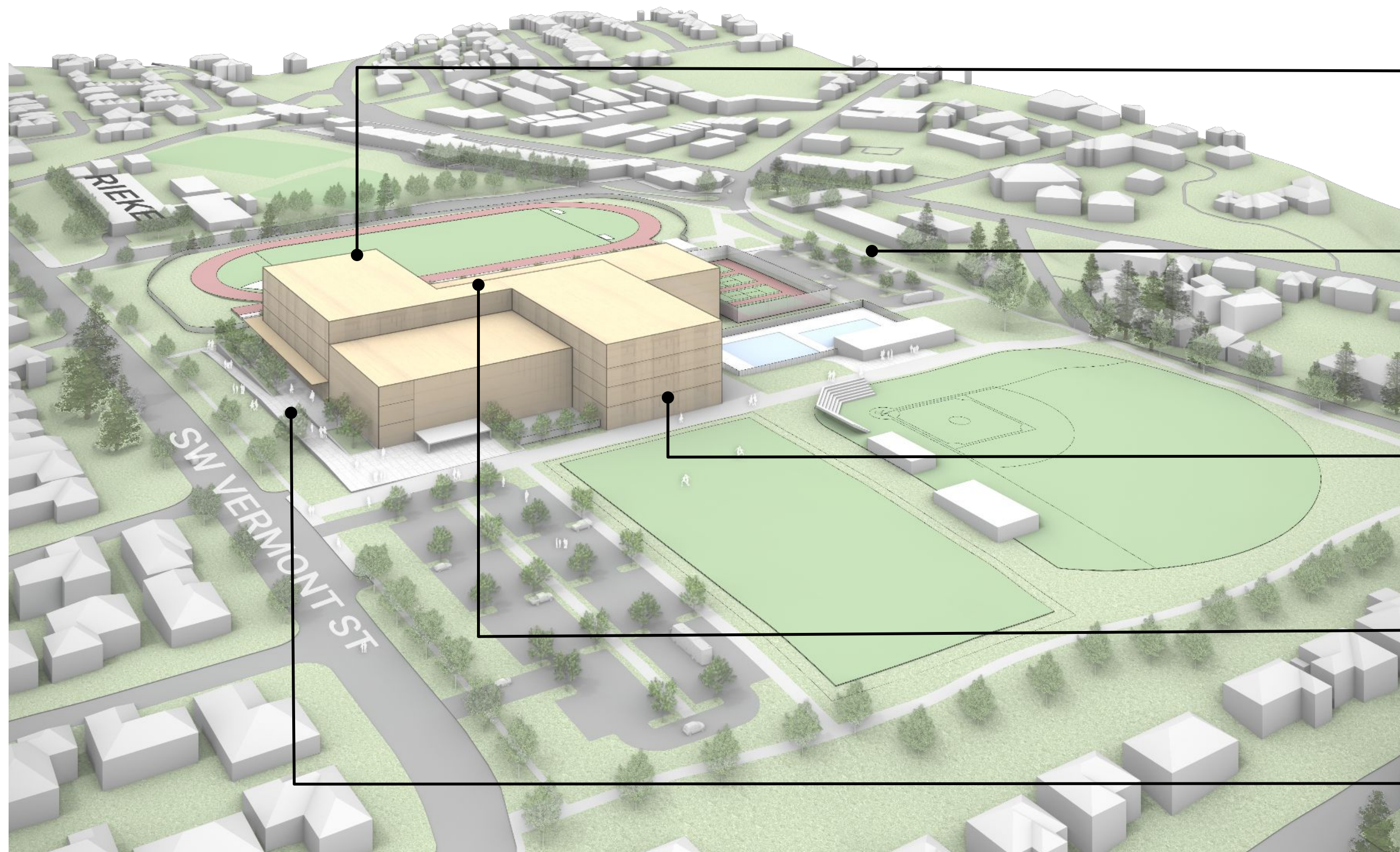
Pedestrian plaza adjacent to Capitol Highway campus entrance provides **direct and visible approach to building** from the North

Building sits west of existing school, south of existing pool, and east of relocated track. More **compact building form with north-south pedestrian connections across campus** on two sides.

Main entrance faces Vermont St. with **direct pathways connecting it to both campus approaches** and parking lots

Massing - Aerial View

MASSING - RESPONSE TO GUIDING PRINCIPLES



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**

Central **commons acts as “heart” of campus** and connects to outdoor plazas, creating a variety of spaces for gathering and community connection

Site configuration allows for universal accessibility, going beyond code to create a **physical place of inclusion** at every scale

Massing - Aerial View

MASSING



View from Vermont St. (Southeast)

MASSING



View from Capitol Hwy Approach

MASSING



View from Vermont St. (Southwest)

CLOSING AND NEXT STEPS

- **Next Design Advisory Group meetings - June 20th, 6-8pm**
- **Community Design Workshops will be announced**



THANK YOU

Website: pps.net/IdaBWellsBond

