

BORA



PORTLAND PUBLIC SCHOOLS

Ida B. Wells High School

Comprehensive Planning Committee Meeting #4
January 22, 2024

after BRUCE
public relations & marketing

WALKER | MACY **kpff**

DESIGN TEAM HERE TODAY



Donna Bezio
PPS



Erik Gerding
PPS



Hector Lopez
PPS



Rolando Aquilizan
PPS



Stefée Knudsen
Bora



Amelie Reynaud
Bora



Corey Squire
Bora



Josh Brandt
Bora



Chelsea McCann
Walker Macy



Taryn Wiens
Walker Macy



Rhonda Teeny
After Bruce



Thy Daniels
After Bruce

AGENDA

Overview + Introduction 00:05

Objectives + Look Ahead 00:05

What We've Heard: CPC 3 + CDW 2 00:15

Vision Statement + Guiding Principles 00:15

Carbon: Embodied + Operational 00:10

Refined Site Design Options 00:20

Refined Site Design Options: Feedback Exercise 00:45

Close + Next Steps 00:05

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

OBJECTIVES FOR TODAY

Vision Statement & Guiding Principles: review vision statement derived from the Guiding Principles and updates to the Principles.

Site Approach: input towards a single option (not choosing)
“Work toward ONE preferred option to take to the School Board.”

- **Experience:** what it feels like? Does it reflect the values of IBWHS?
- **Function:** how does it work?
 - Arrival and connection to/from Capitol Hwy?
 - Arrival and access to the pool?
 - Vehicular and Pedestrian access to building to/from site?

modernizations are about the **physical space**

- how it looks and feels
- how the infrastructure supports teaching & learning

this work is **not about operations**

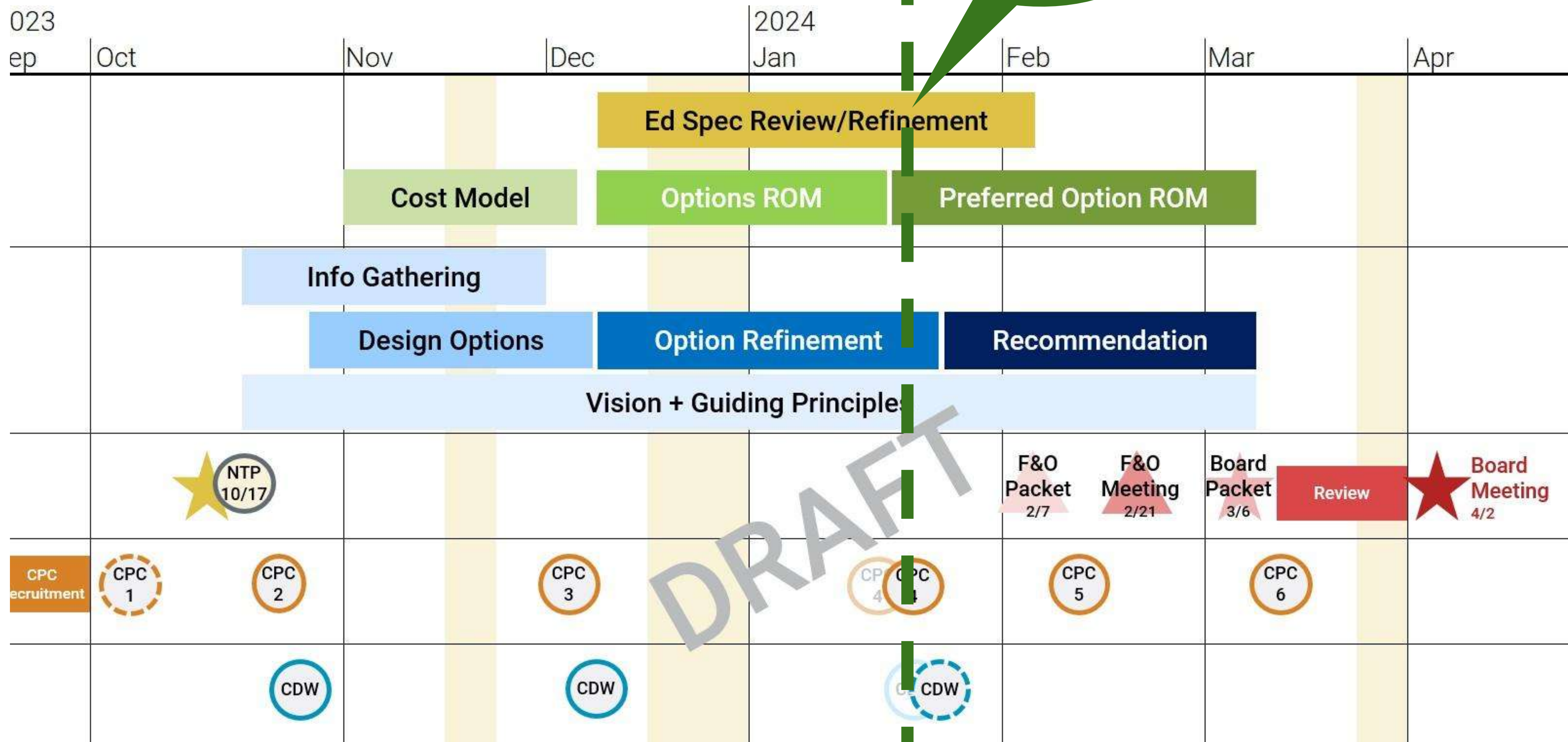
- how it is managed
- what types of classes or functions are inside



Your input helps us understand qualitative questions:

experience, uniqueness, and the culture of this school.

WHERE ARE WE IN THE PROCESS



WHERE ARE WE IN THE BIG PICTURE

We are
HERE

2019
Comprehensive
Master Plan

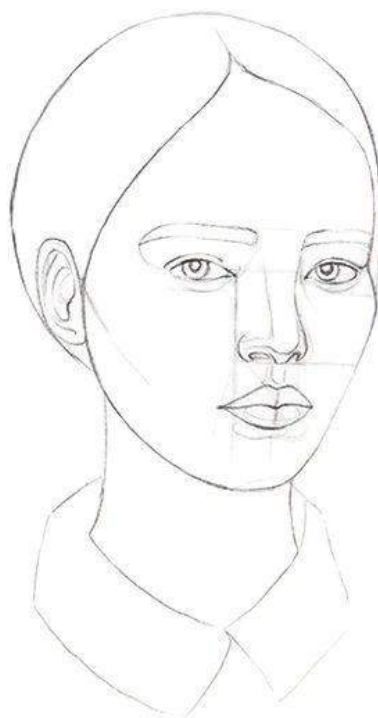
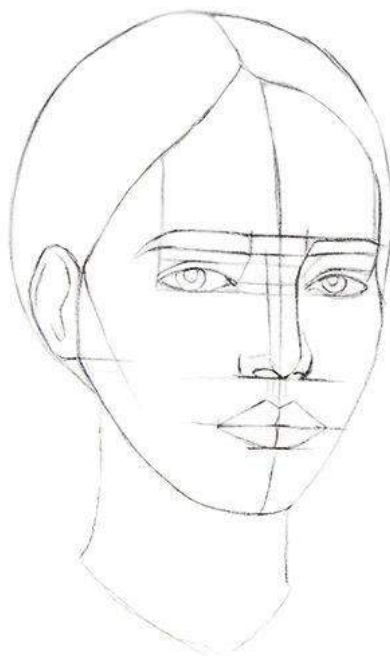
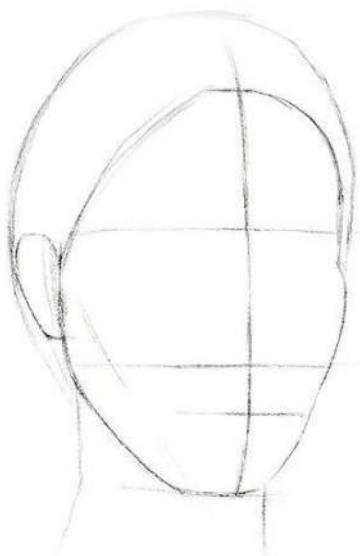
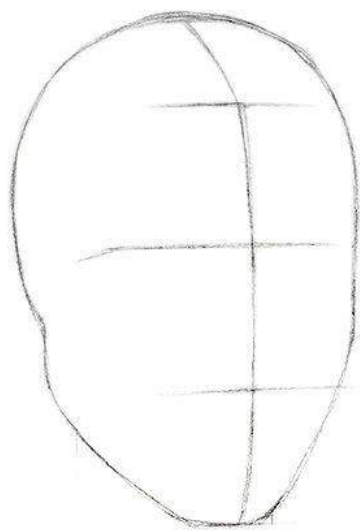
2023-24
**Comprehensive
Planning**

Schematic
Design

Design
Development

Permit
Documents

Ready for
Construction!



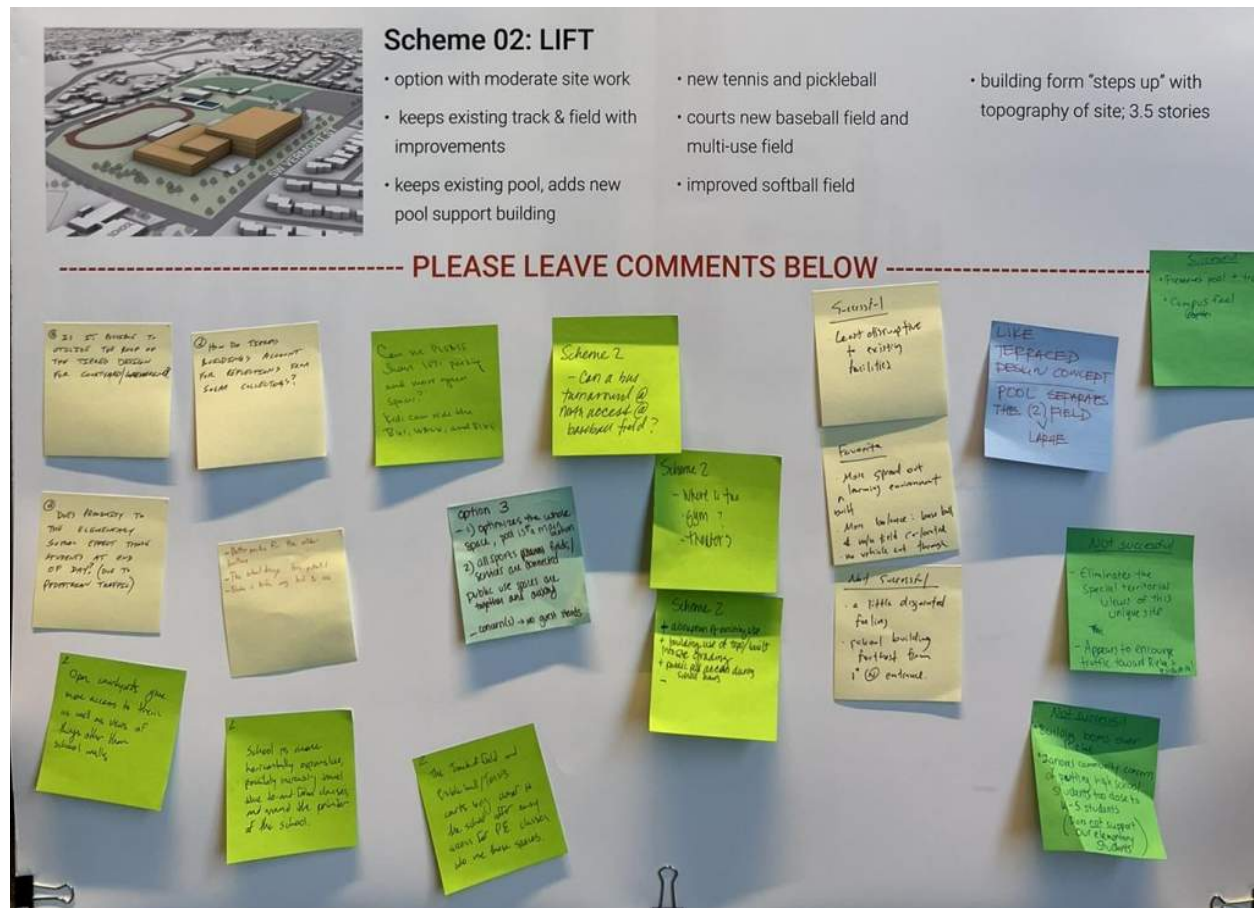
TYPICALLY
18-24 MONTHS

TYPICALLY
24-36 MONTHS

What We've Heard

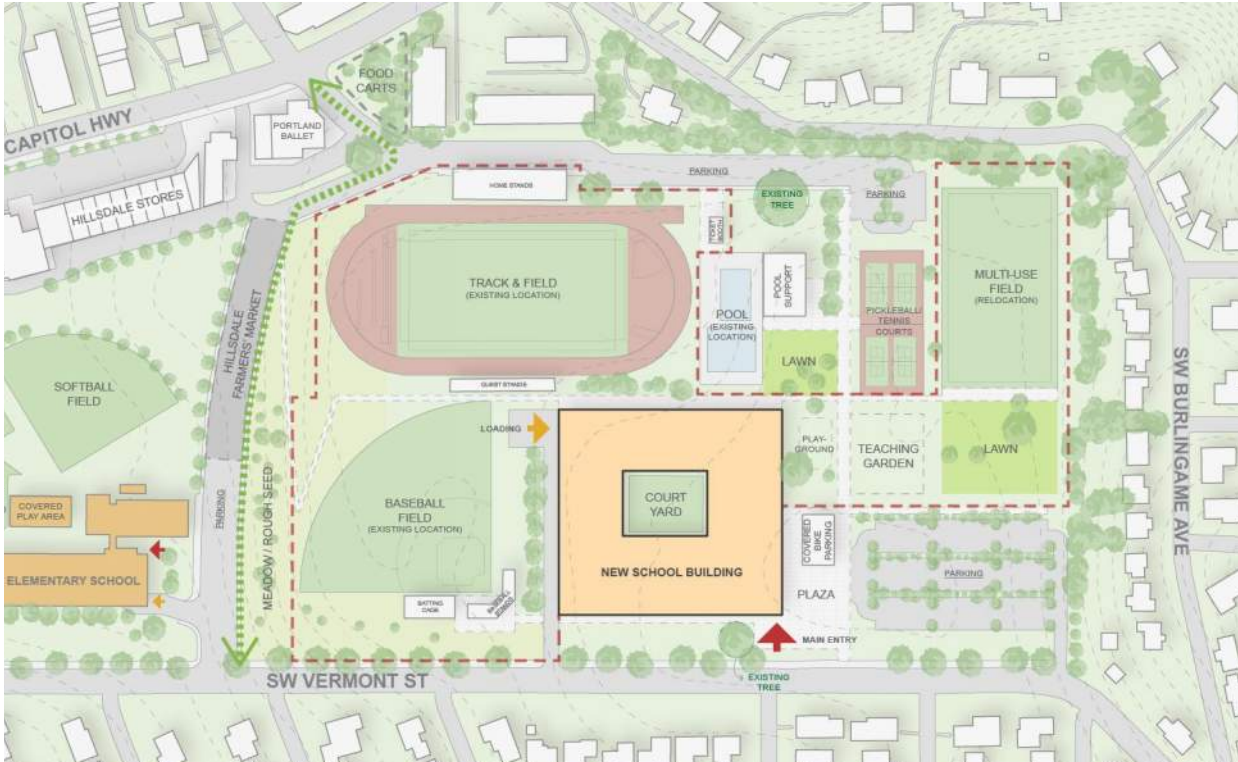


WHAT WE'VE HEARD



WHAT WE'VE HEARD

1 - GATHER



SUCCESSSES

- Maintains major site elements in same place; less disruption
- Smaller footprint = more open site space
- Taller building = better views!

CHALLENGES

- Weak connection to Capitol Hwy
- Not enough parking near Capitol Hwy
- Compact building feels too tall and cramped
- Fully enclosed courtyard is uninviting & disconnected
- Difficult loading access

2 - LIFT



SUCCESSSES

- Minimizes western sun exposure
- 2 or 3 stories is better for neighborhood scale
- Ideal baseball field orientation
- Massing integrates with natural landscape
- Variety of courtyards that are connected to site

CHALLENGES

- Weak connection to Capitol Hwy
- Too close to Rieke Elementary
- Not enough parking near Capitol Hwy
- Difficult access to west side of building

3 - CONNECT



SUCCESSSES

- Strong connection to Capitol Hwy
- Ideal track & field and baseball field orientation
- Parking convenient at both sides of building
- 2 or 3 stories is better for neighborhood scale
- Centers building on campus
- Courtyard connects to site and views

CHALLENGES

- Pool relocation is likely costly
- Pool is further away from Hillsdale businesses
- Moves more site elements; more disruption
- Harder to minimize western sun exposure
- Grandstand facing west

Vision Statement + Guiding Principles



DRAFT VISION STATEMENT

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 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.

GUIDING PRINCIPLES - DRAFT

1. STUDENT HEALTH (INTELLECTUAL, PHYSICAL + MENTAL)

- a. **SUPPORT** learning with great daylighting, healthy indoor air quality and excellent acoustics, borrowing the principles of biophilic design to achieve a welcoming environment.
- b. **CREATE** a bold, flexible teaching environment that will inspire and support a variety of learning styles well into the future.
- c. **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.
- d. **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.

GUIDING PRINCIPLES - DRAFT

2. EQUITY + INCLUSION

- a. **LIFT** the voices of a diverse student body, empowering and making visible the many cultures within the community through meaningful, equity-informed, impactful engagement.
- b. **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 transparency and trust-building activities.
- c. **CONNECT** to the broader business and residential district by making the new school a focal point and beacon of activity in SW Portland – supporting the financial health of nearby retailers while preserving security and safety for the student population.

GUIDING PRINCIPLES - DRAFT

3. JUSTICE

- a. **HONOR** the legacy of justice established by Ida B Wells through design, art and storytelling within the building and on the site.
- b. **LEAD** by example in creating 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.
- c. **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.

Carbon: Embodied and Operational



Carbon and Design



The Carbon Cycle

Atmospheric carbon
~350 ppm

The Carbon Cycle

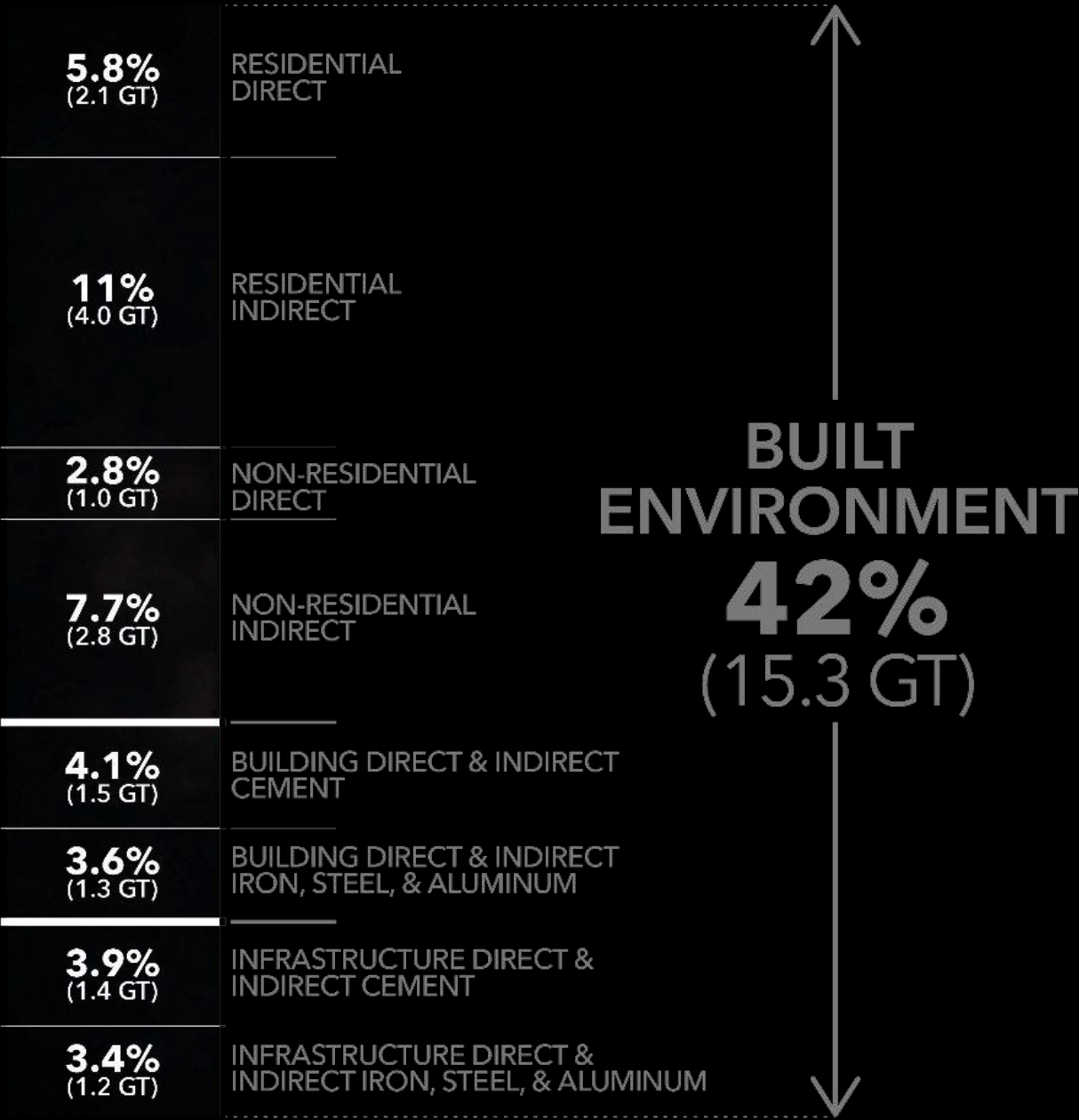
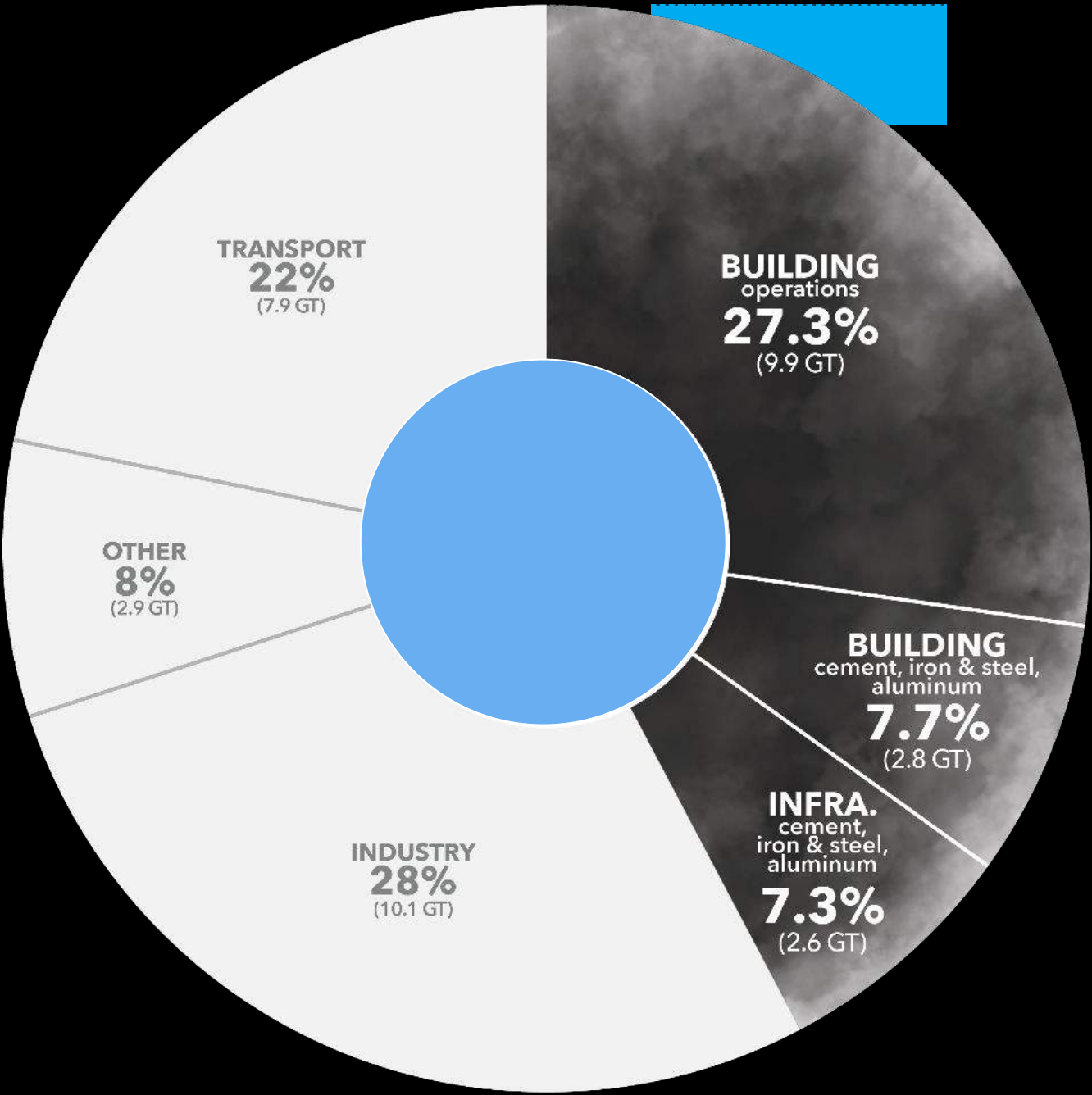
Atmospheric carbon
~421 ppm

Buildings
Factories
Power Plants





TOTAL ANNUAL GLOBAL CO₂ EMISSIONS
Direct & Indirect Energy & Process Emissions (36.3 GT)



The background image shows a city skyline at sunset. Two prominent industrial smokestacks are visible, each emitting a thick, dark plume of smoke that rises into the sky. The sky is a mix of orange, yellow, and blue. In the foreground, the silhouettes of city buildings and construction cranes are visible against the bright horizon.

We Know Carbon is Bad

But How Bad??

The Social Cost of Carbon

\$190 / Ton

Each ton of carbon released into the atmosphere costs society \$190

This cost is paid in:

Increased Medical Expenses

Climate Adaptation

Extreme Weather

Scarcity of Resources

Crop Failures

Control of Invasive Species

Loss of Ecosystem services

Life and Limb

General Human Suffering



**And carbon emission from buildings are
dependent on design decisions**

Specifically:

Window Systems

Comfort Systems (HVAC)

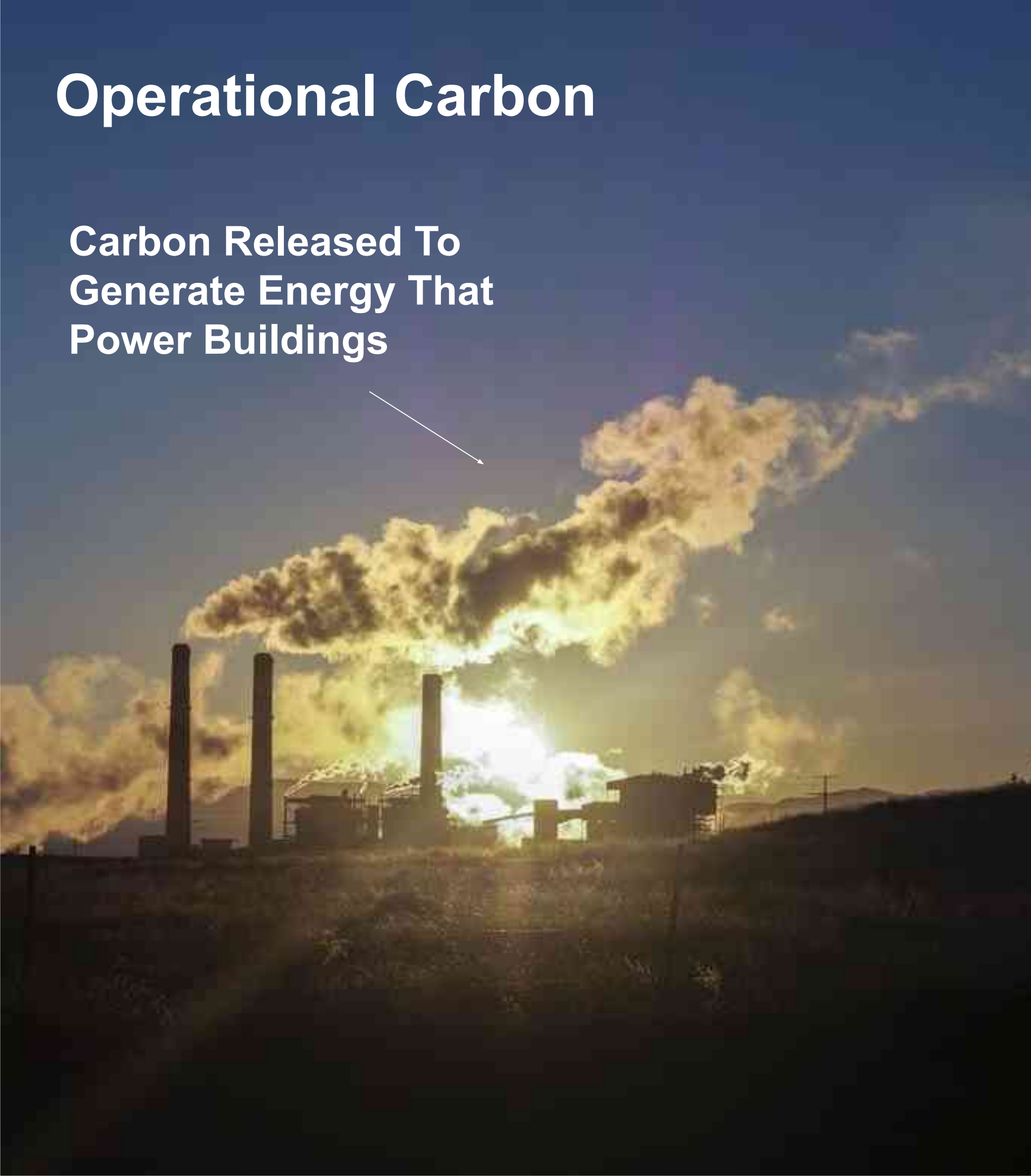
Structural Systems

Land Use

Transportation

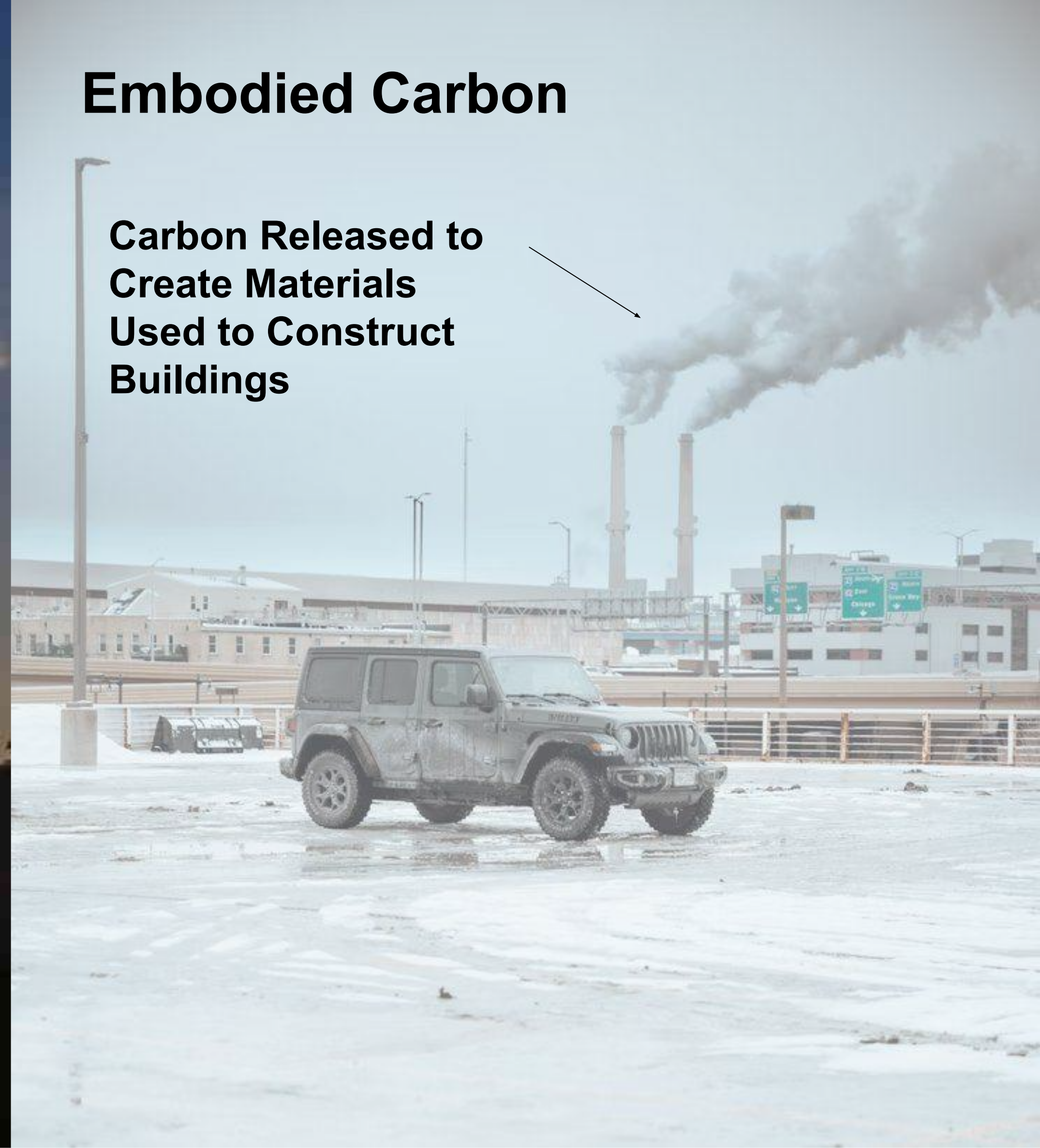
Operational Carbon

**Carbon Released To
Generate Energy That
Power Buildings**



Embodied Carbon

**Carbon Released to
Create Materials
Used to Construct
Buildings**



Operational Carbon

**Energy Efficiency
and
Solar PV**

Embodied Carbon

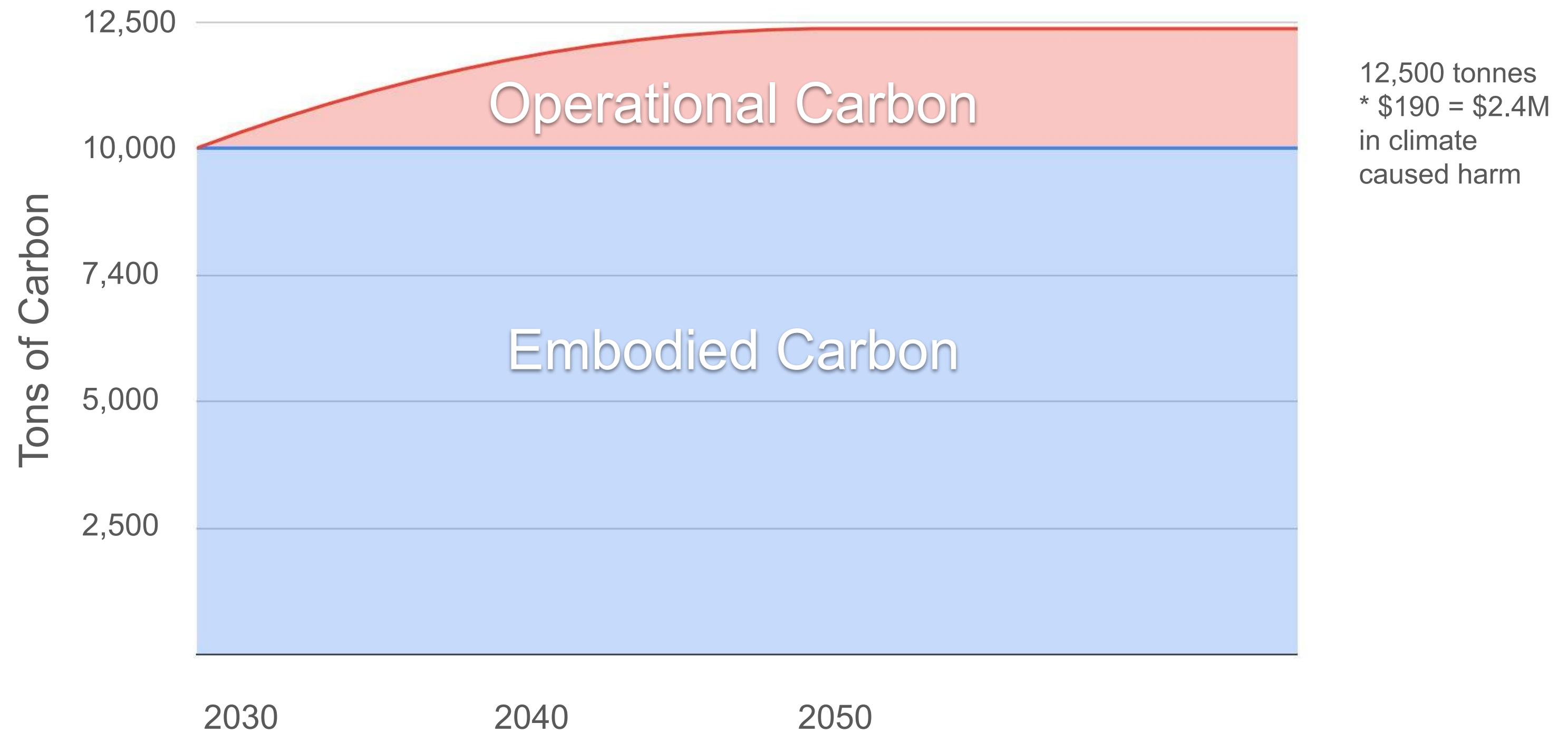
**More wood,
Less concrete
and steel**

Operational Energy \neq Carbon



Ida B. Wells Cumulative Carbon Emissions

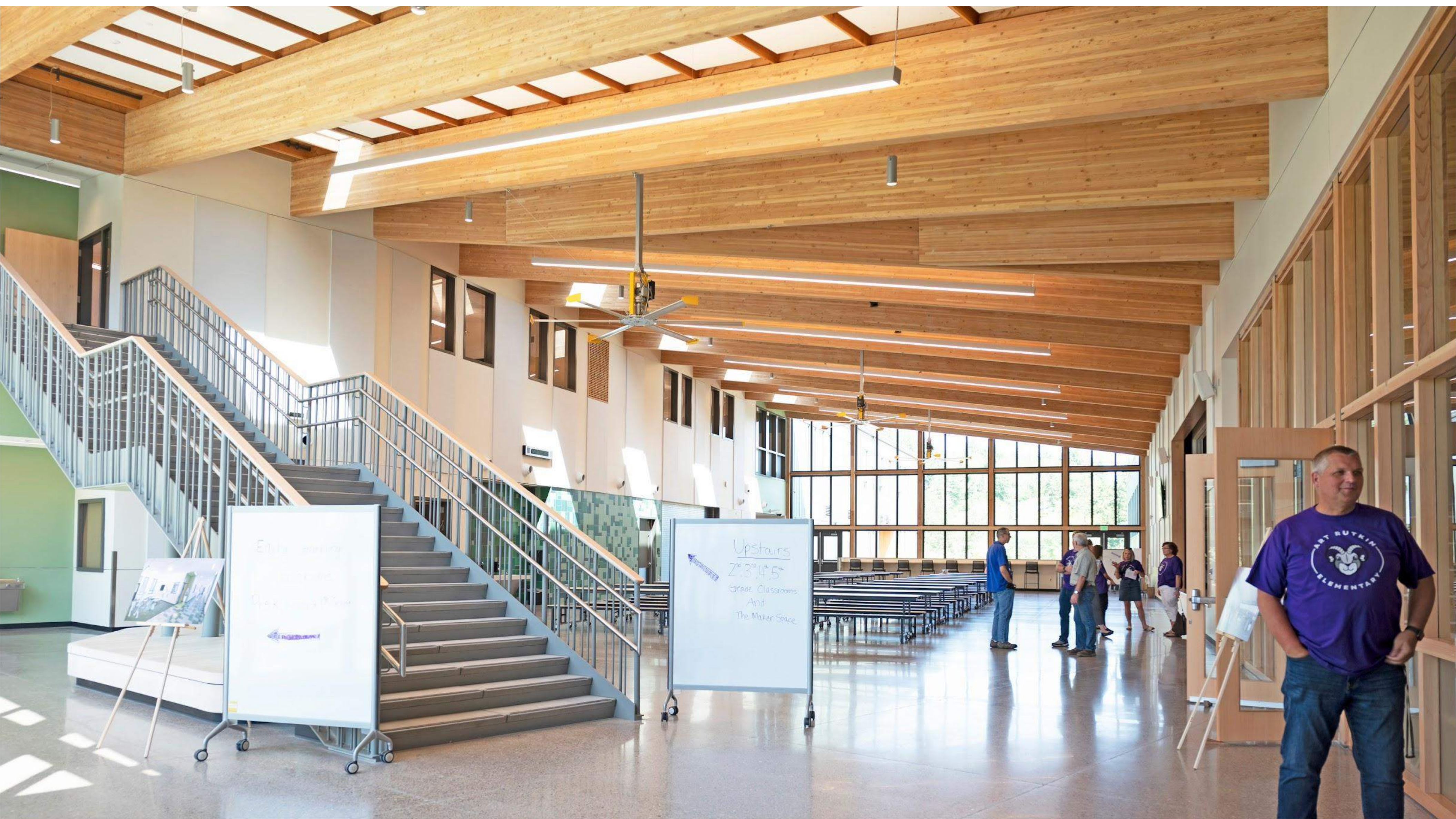
(If build as a typical school)



Embodied Carbon

**More wood,
Less concrete
and steel**






Entry - entering
Open House
←

Upstairs
2nd, 3rd, 4th, 5th
Grade Classrooms
And
The Maker Space
←

ART RUTKIN
ELEMENTARY

Emissions Reduction:

PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040



Pillar 1

Reduce Environmental Impact and Costs

Goal 1.1

PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

Questions?

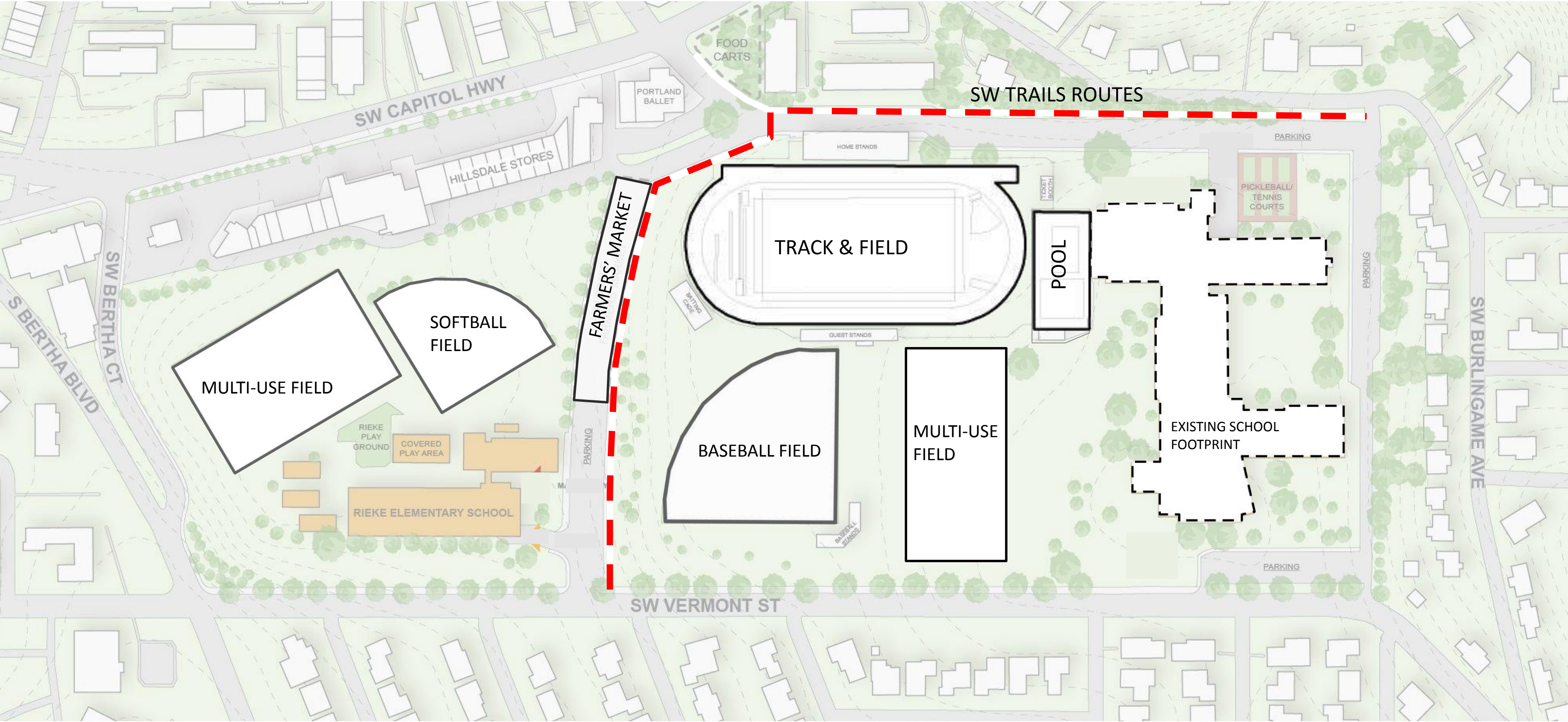


CPC #5: Indoor Air Quality primer

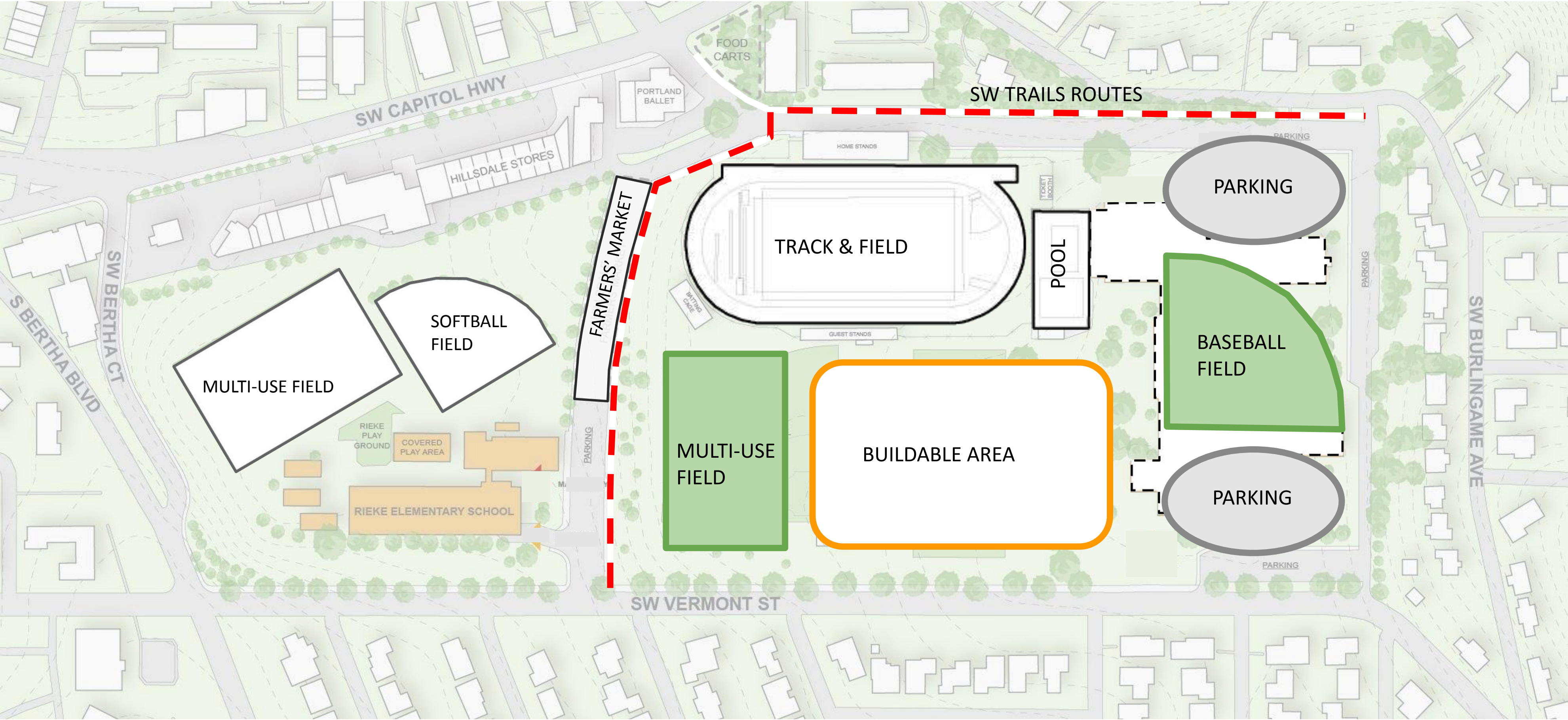
Site Design Options



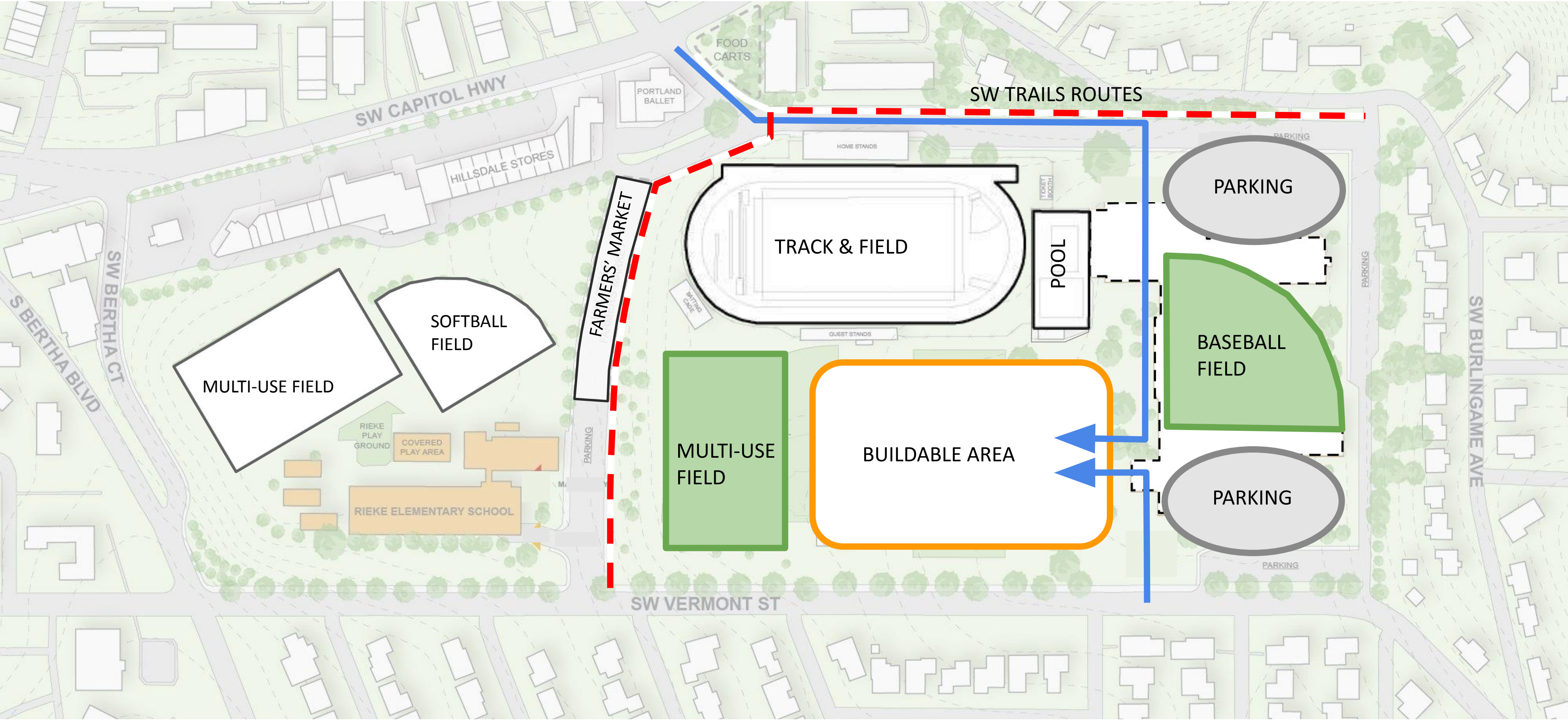
EXISTING SITE - MAJOR ELEMENTS



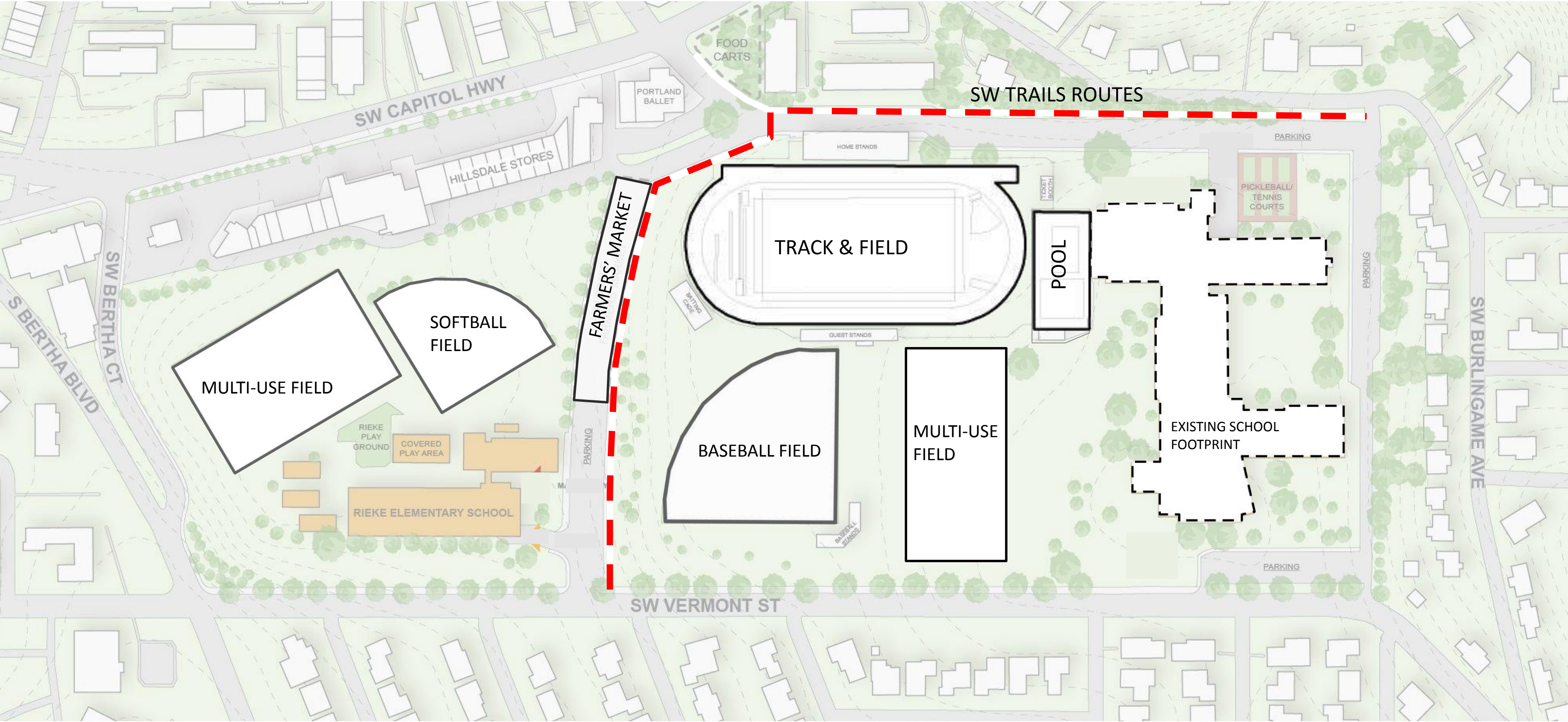
SCHEME 1 - BUILDABLE AREA



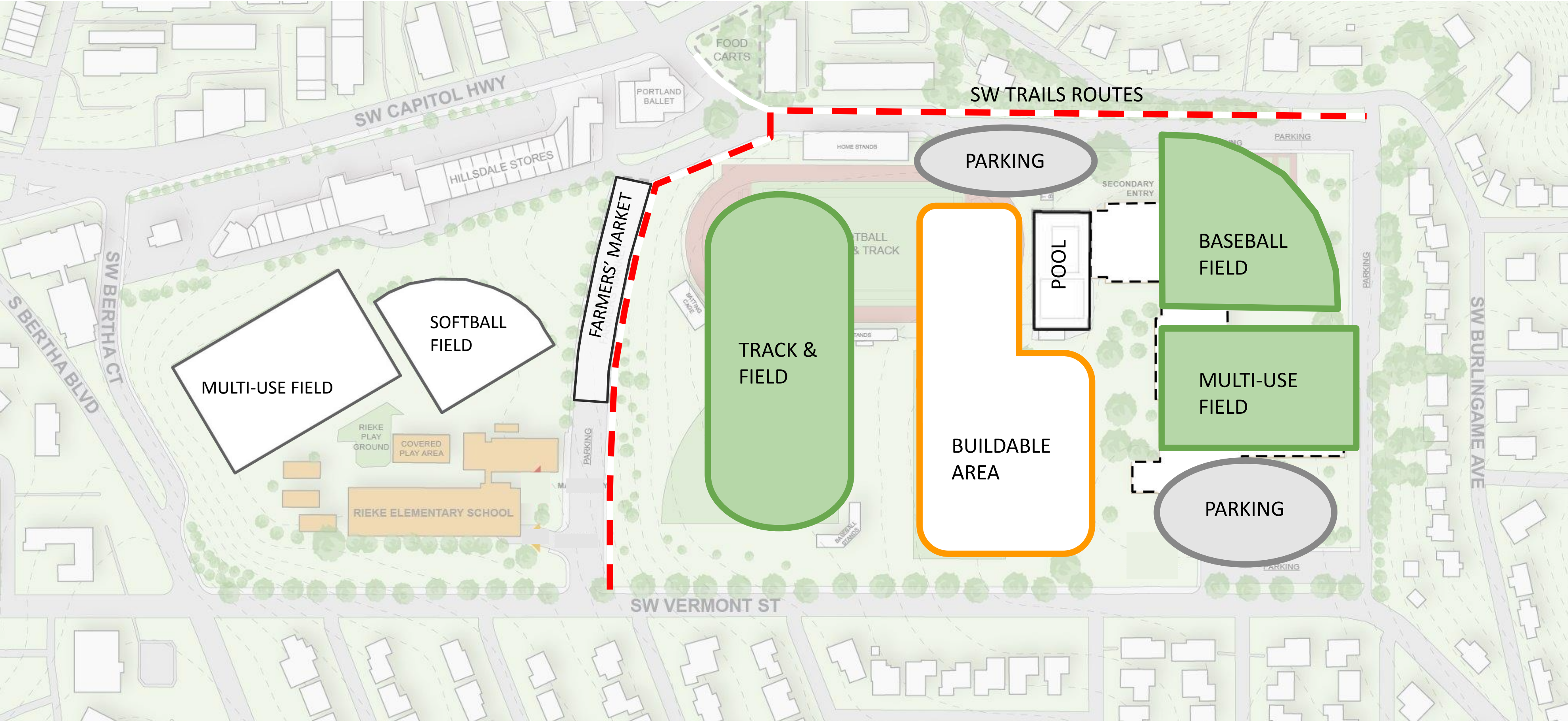
SCHEME 1 - PEDESTRIAN APPROACH



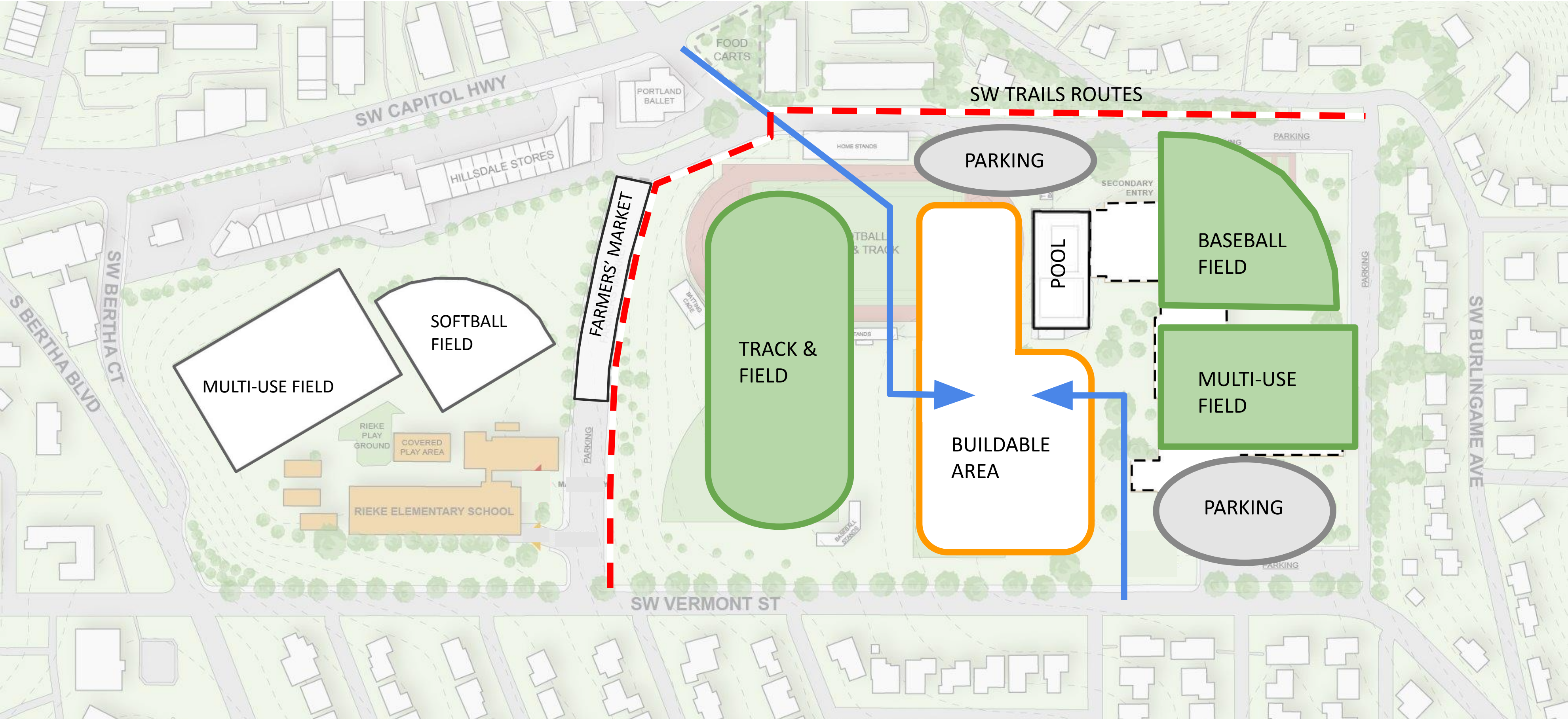
EXISTING SITE - MAJOR ELEMENTS



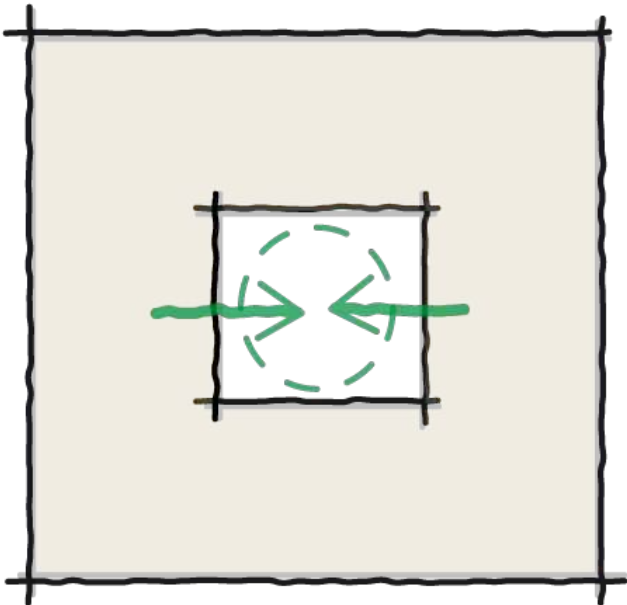
SCHEME 2 - BUILDABLE AREA



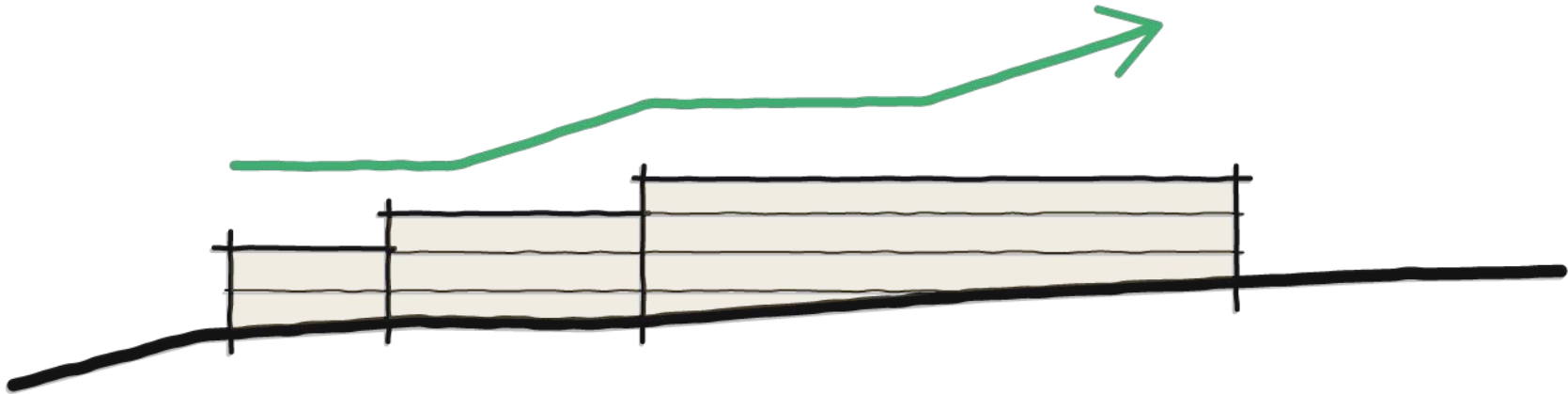
SCHEME 2 - PEDESTRIAN APPROACH



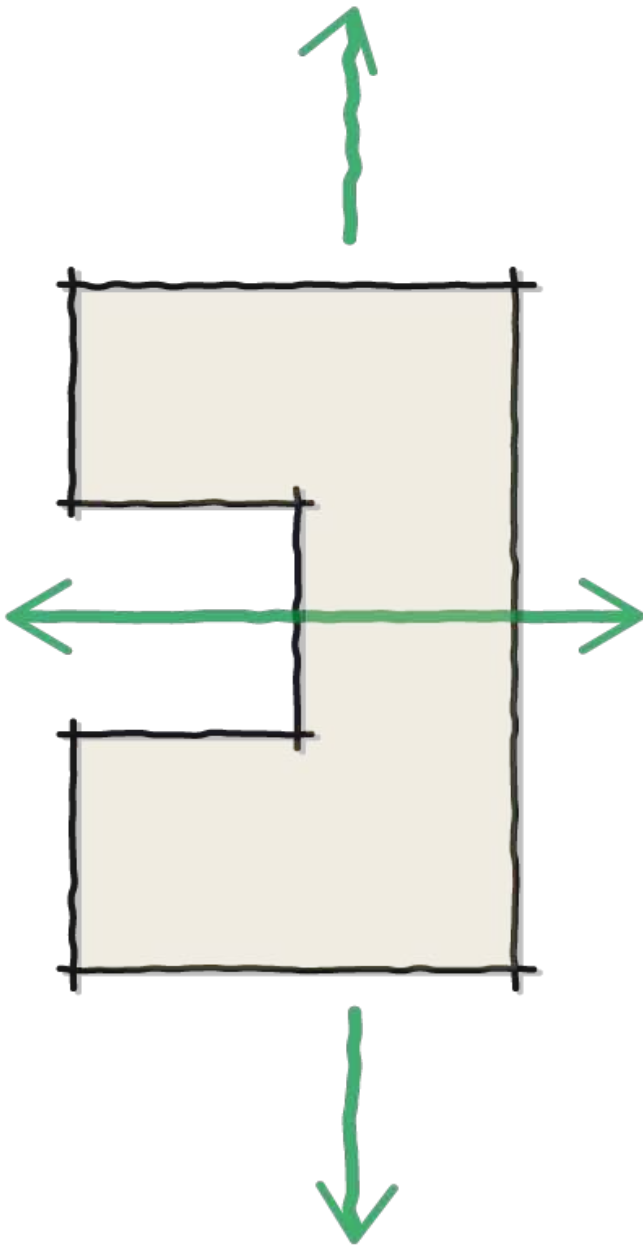
DESIGN CONCEPTS



GATHER

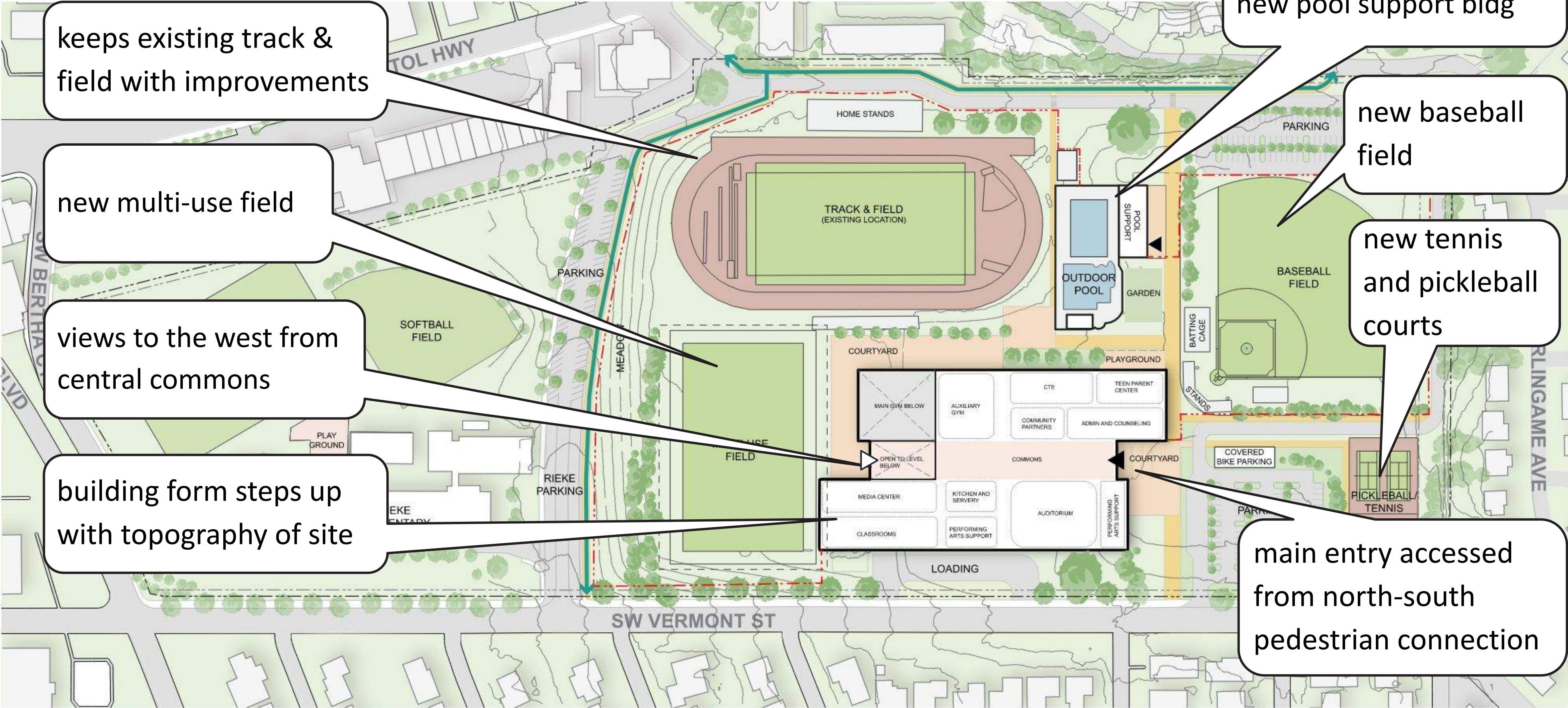


LIFT

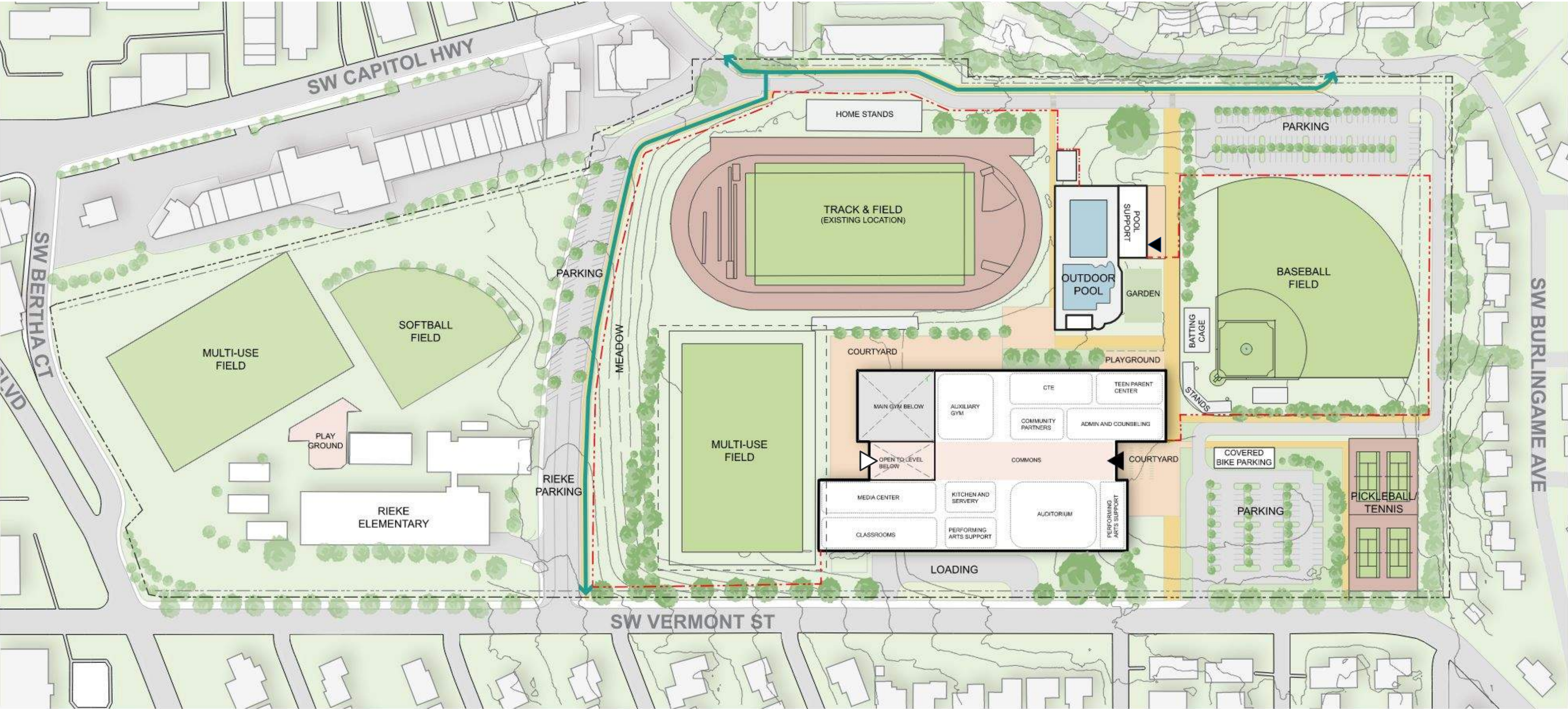


CONNECT

SCHEME 1



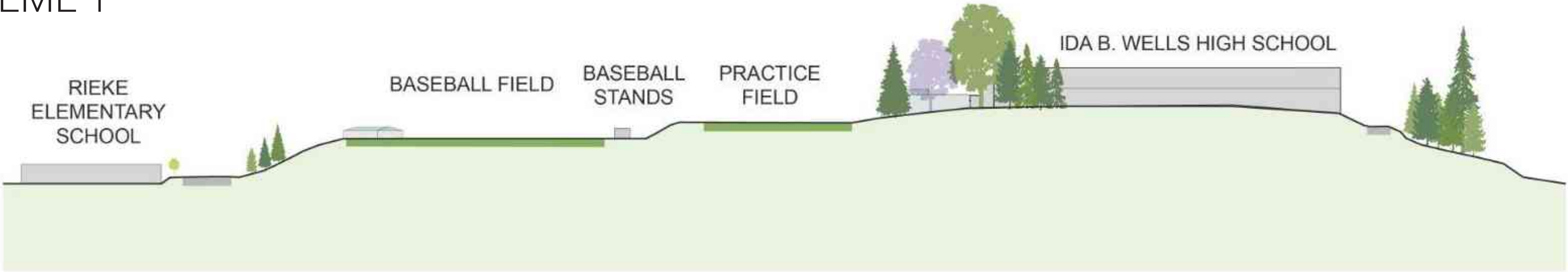
SCHEME 1



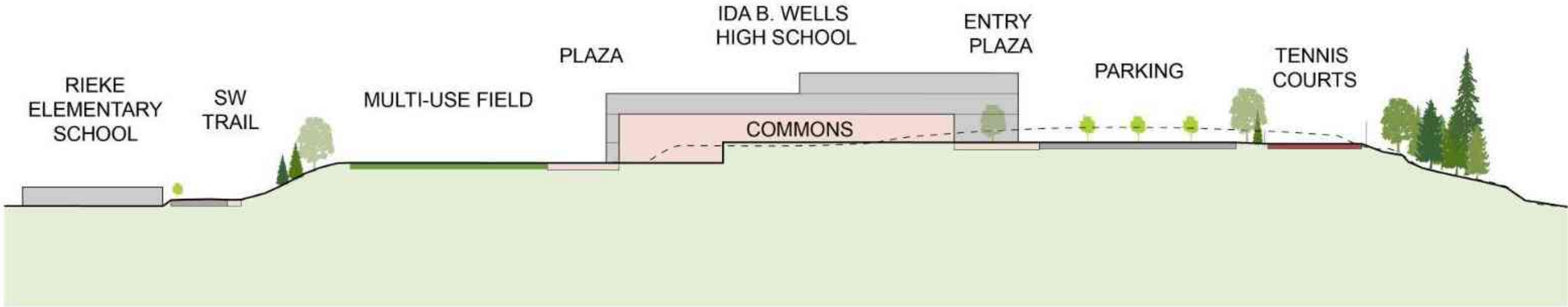
SCHEME 01



SCHEME 1

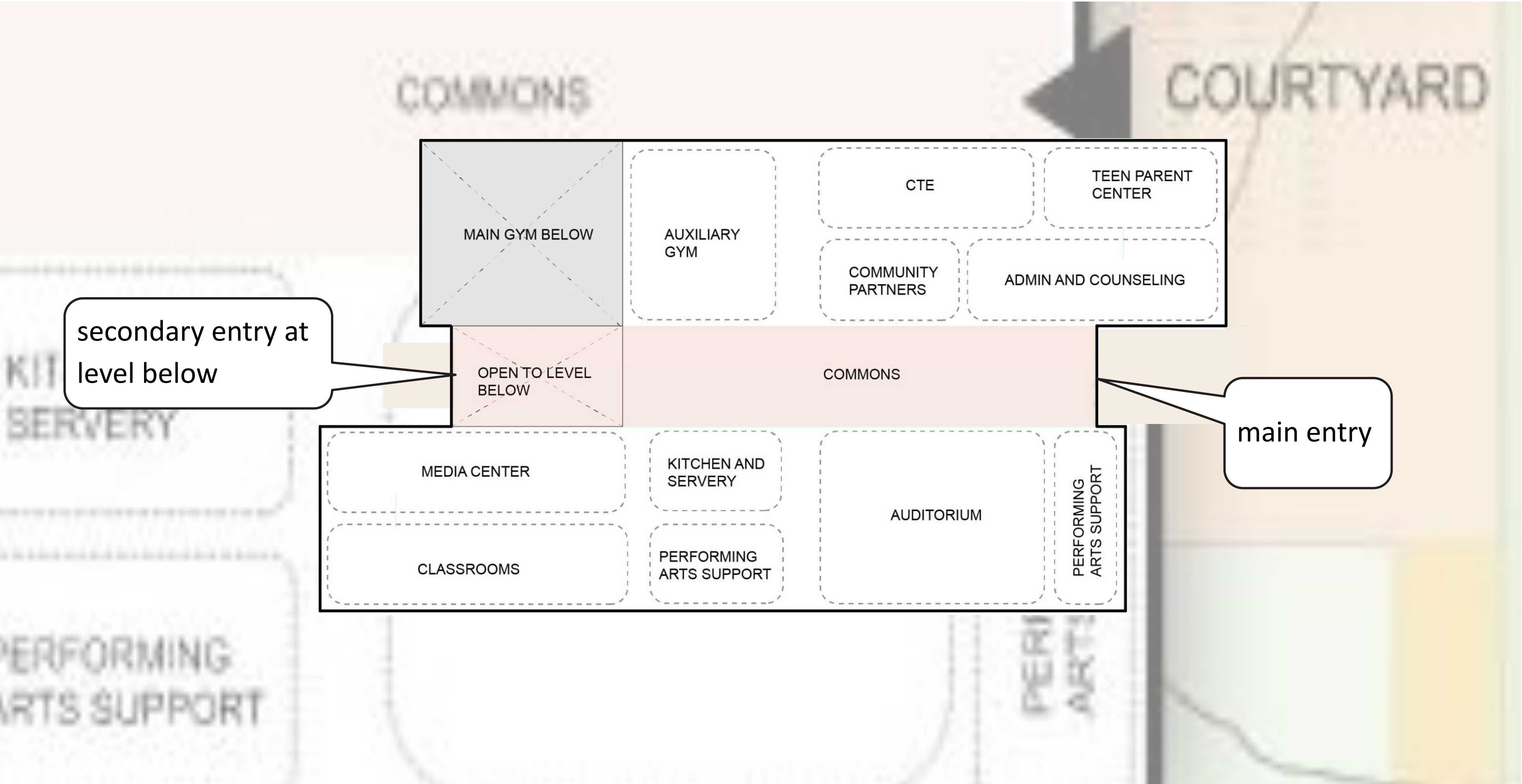


EXISTING CONDITIONS

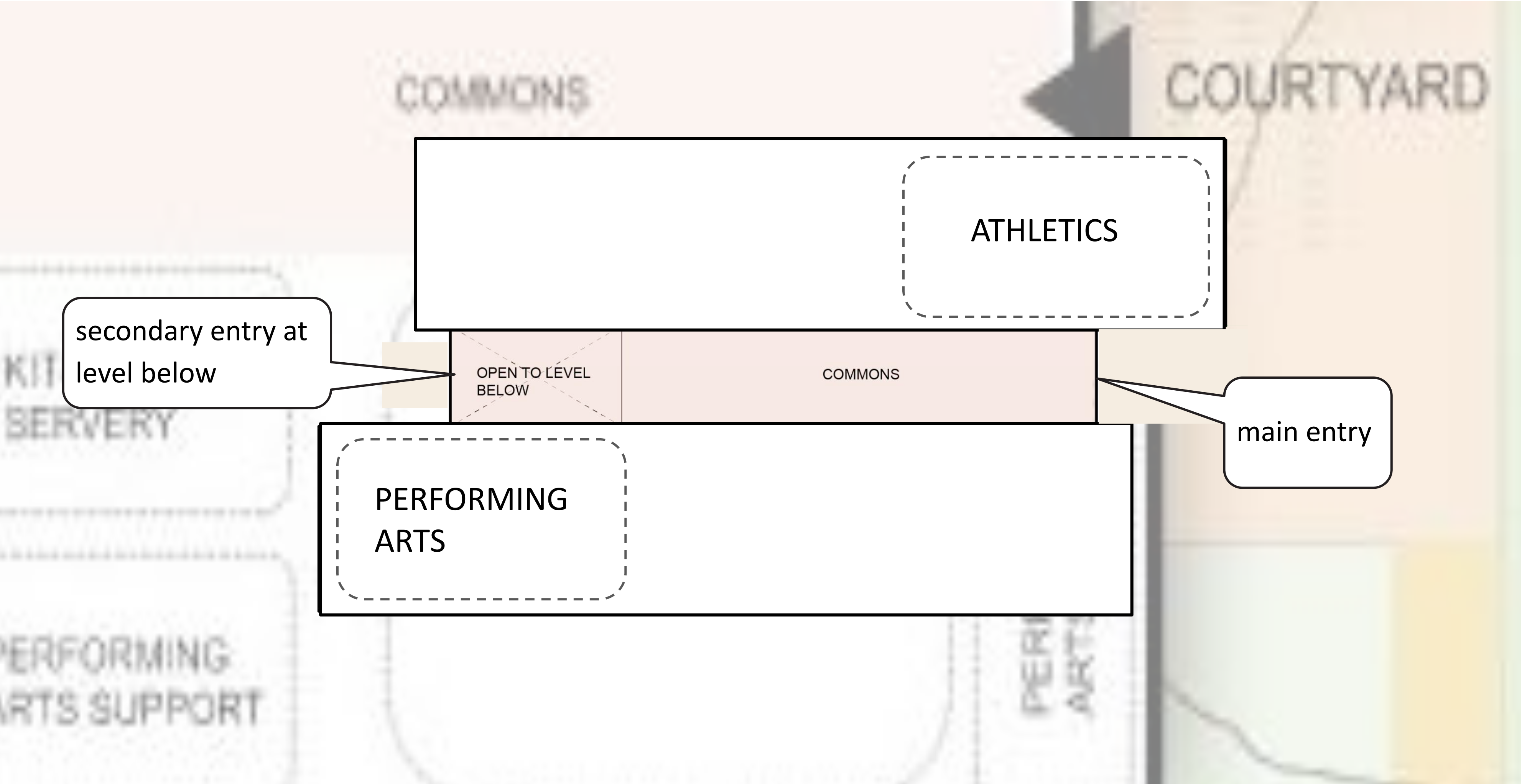


SCHEME 1

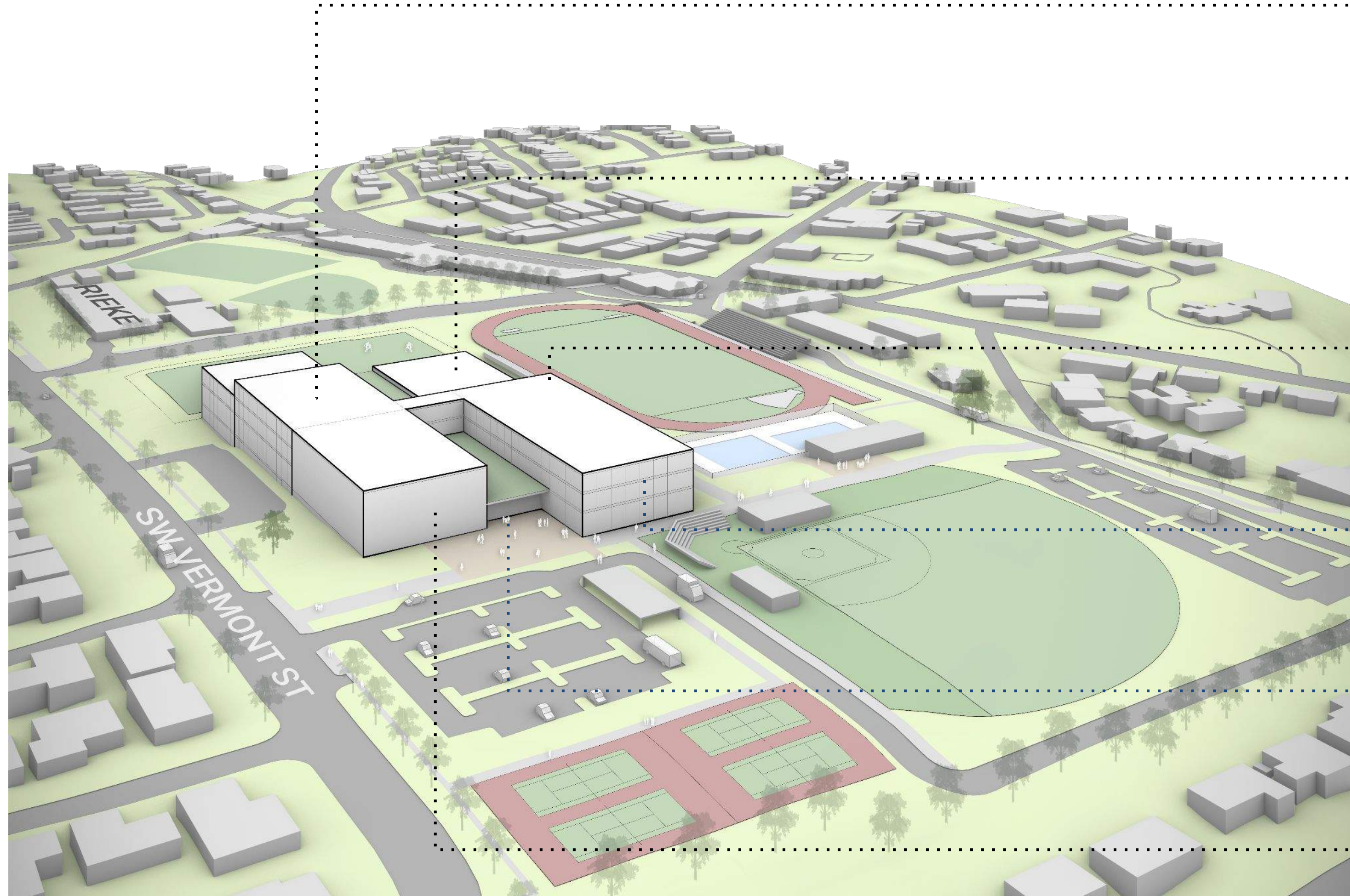
SCHEME 1



SCHEME 1 - ALTERNATE PLAN



SCHEME 1



Building form steps up with natural topography of site

Gyms and athletics close to track & field and multi-use field

Primary “bars” running east-west to minimize western sun exposure

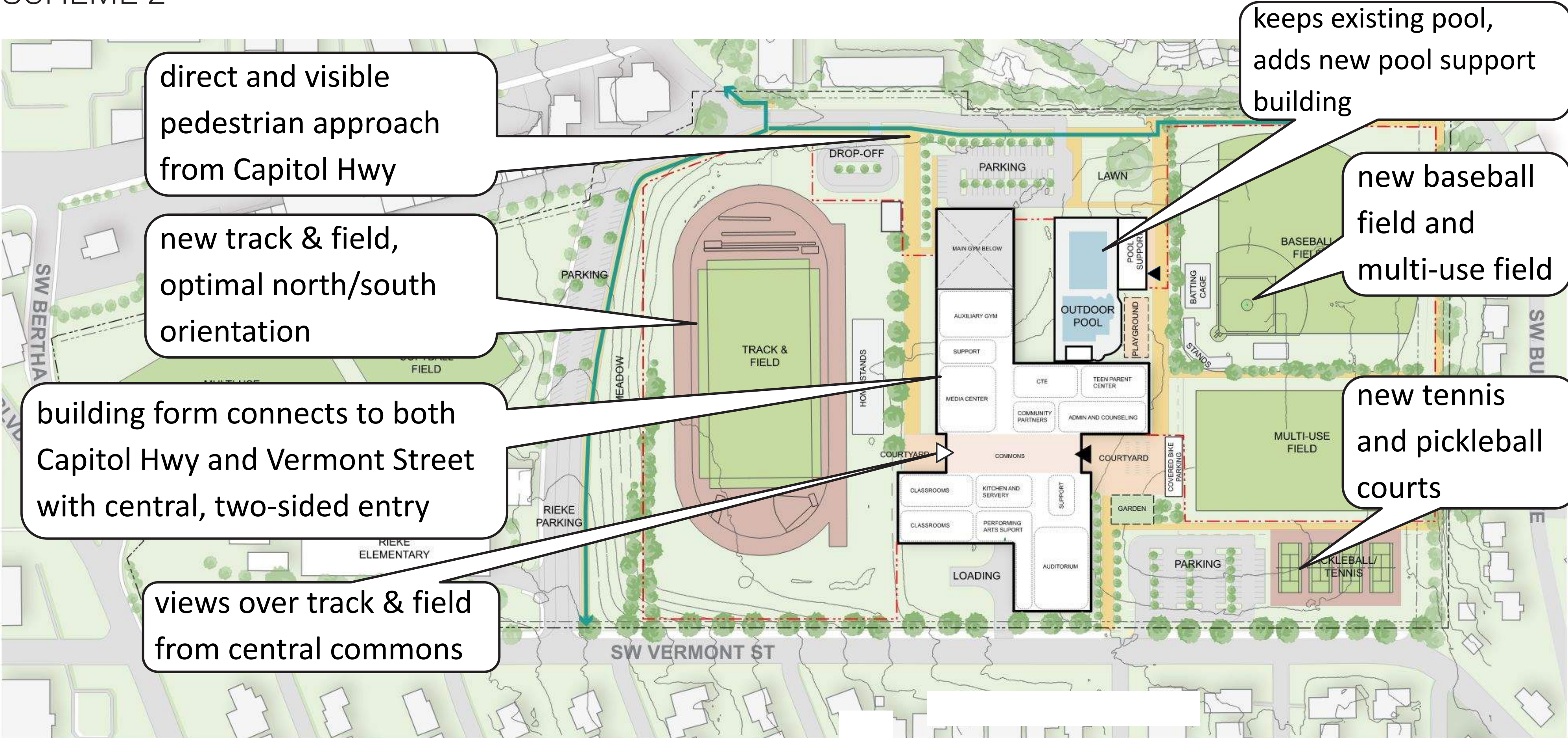
Classrooms primarily on upper levels

Main entry connects to central commons

Auditorium close to main entry

Massing - Aerial View

SCHEME 2



SCHEME 02

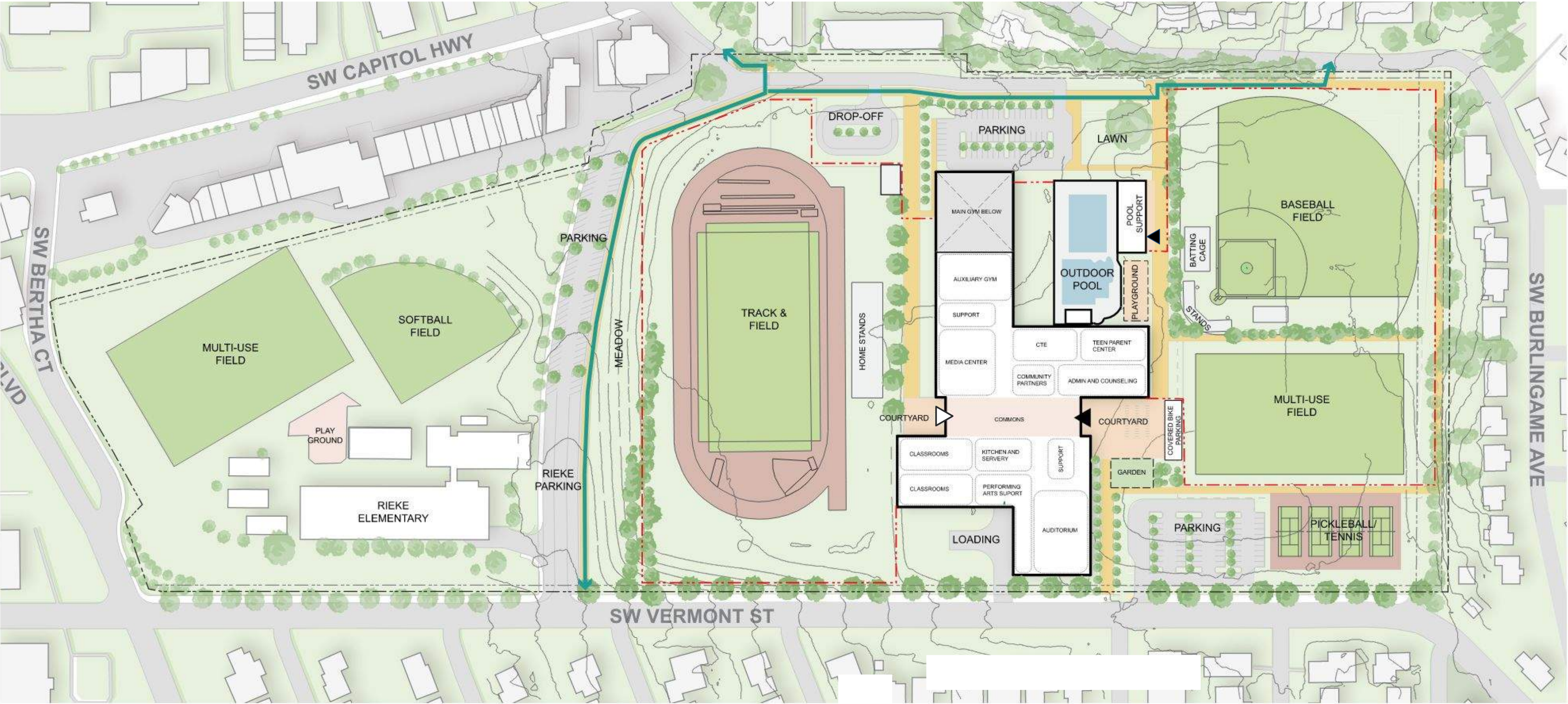


KEY:

Securable Perimeter

SW Trails

SCHEME 2



SCHEME 02

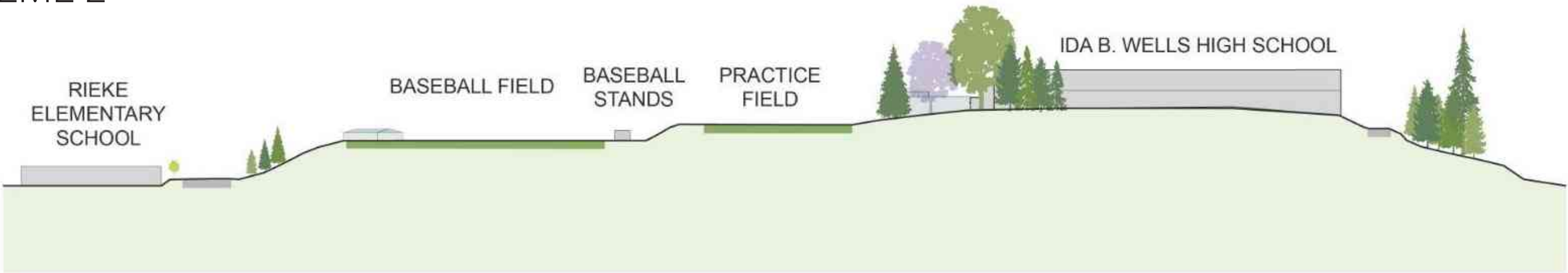


KEY:

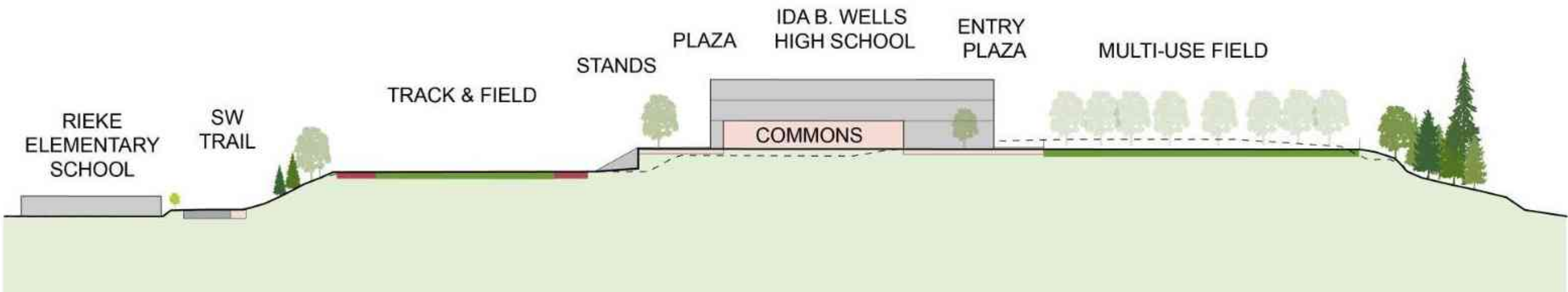
Securable Perimeter

SW Trails

SCHEME 2

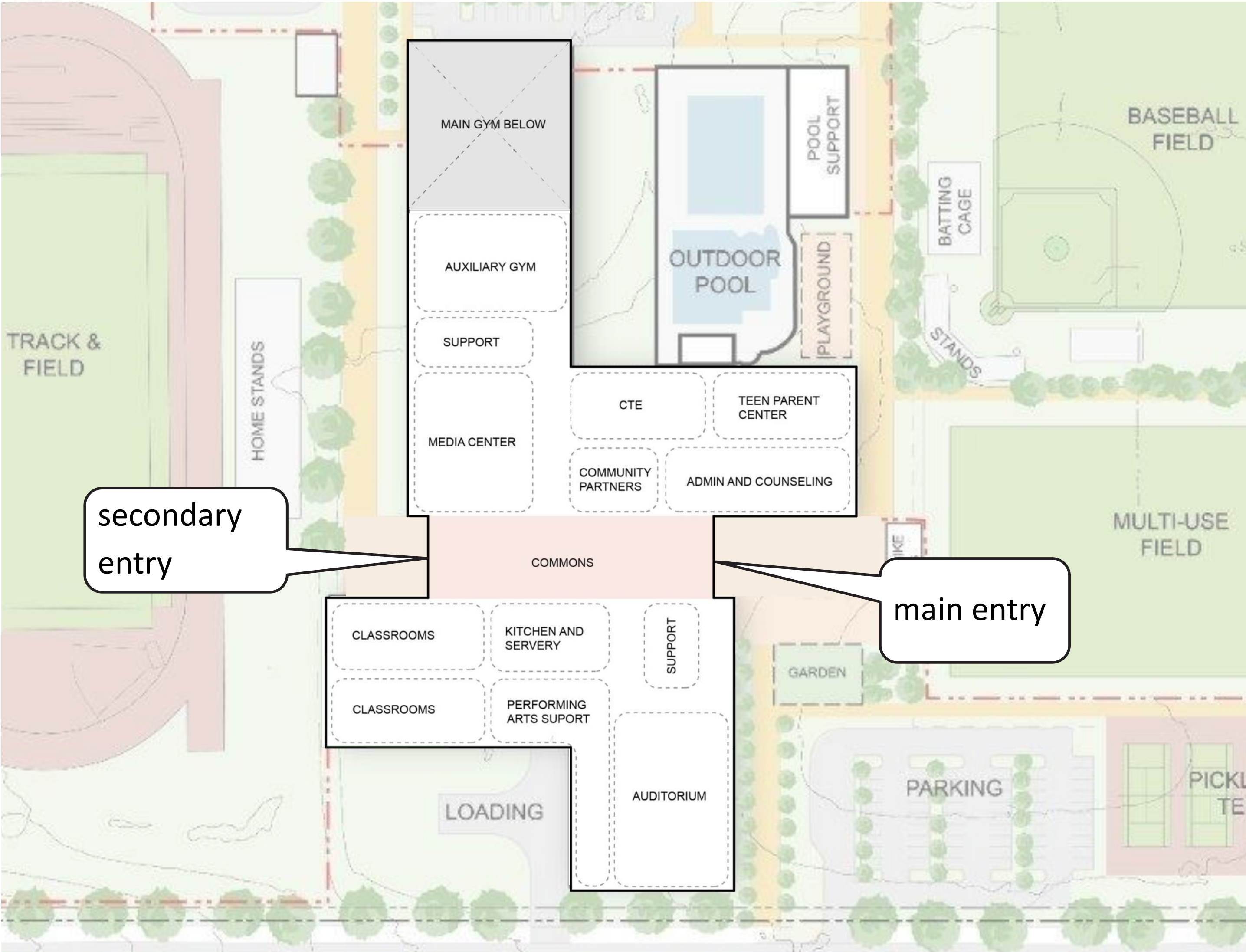


EXISTING CONDITIONS

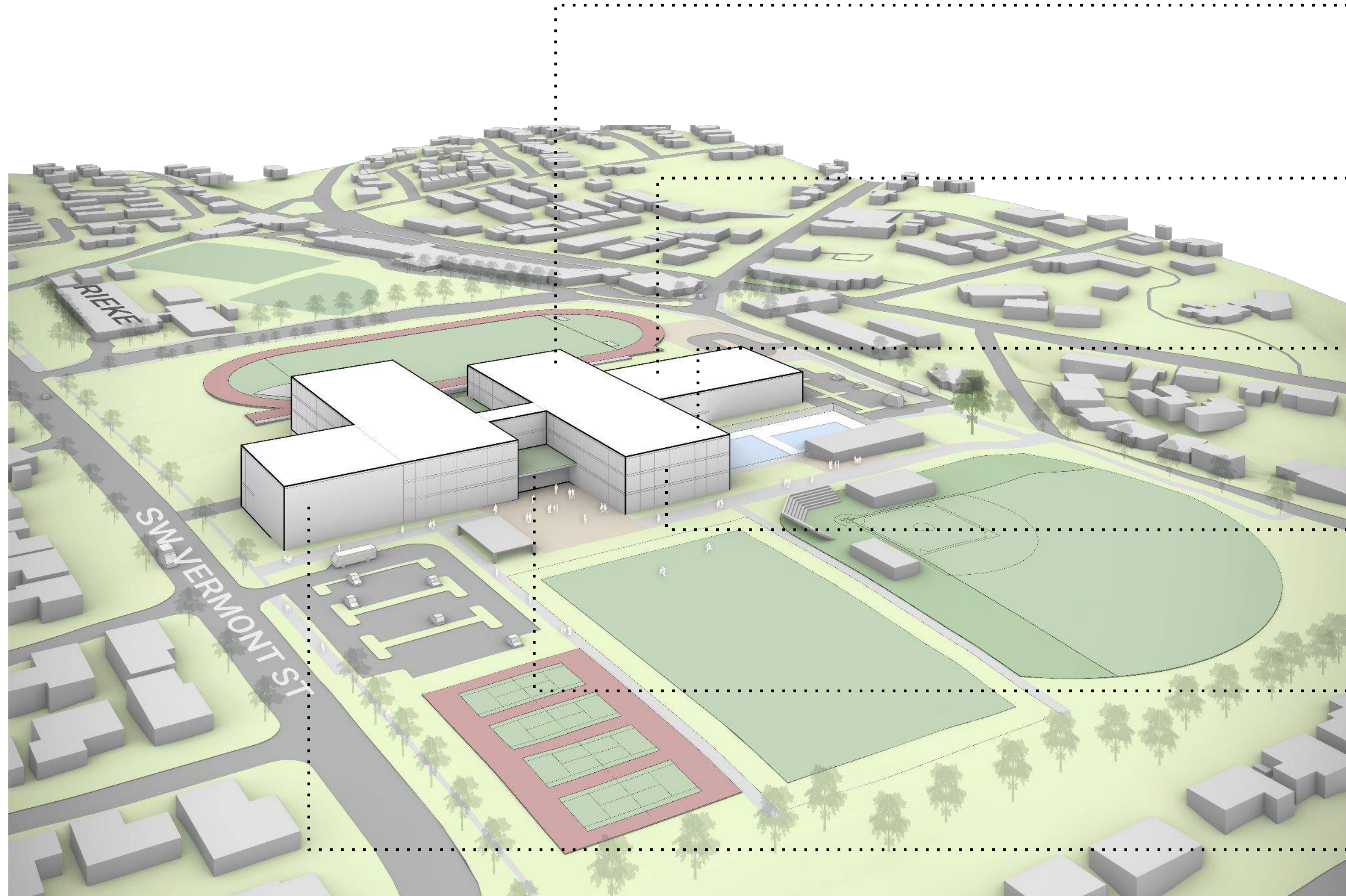


SCHEME 2

SCHEME 2



SCHEME 2



Building form connects to both Capitol Hwy and Vermont St. approaches

Gyms and athletics close to track & field and Capitol Hwy. approach

Primary “bars” running east-west to minimize western sun exposure

Classrooms primarily on upper levels

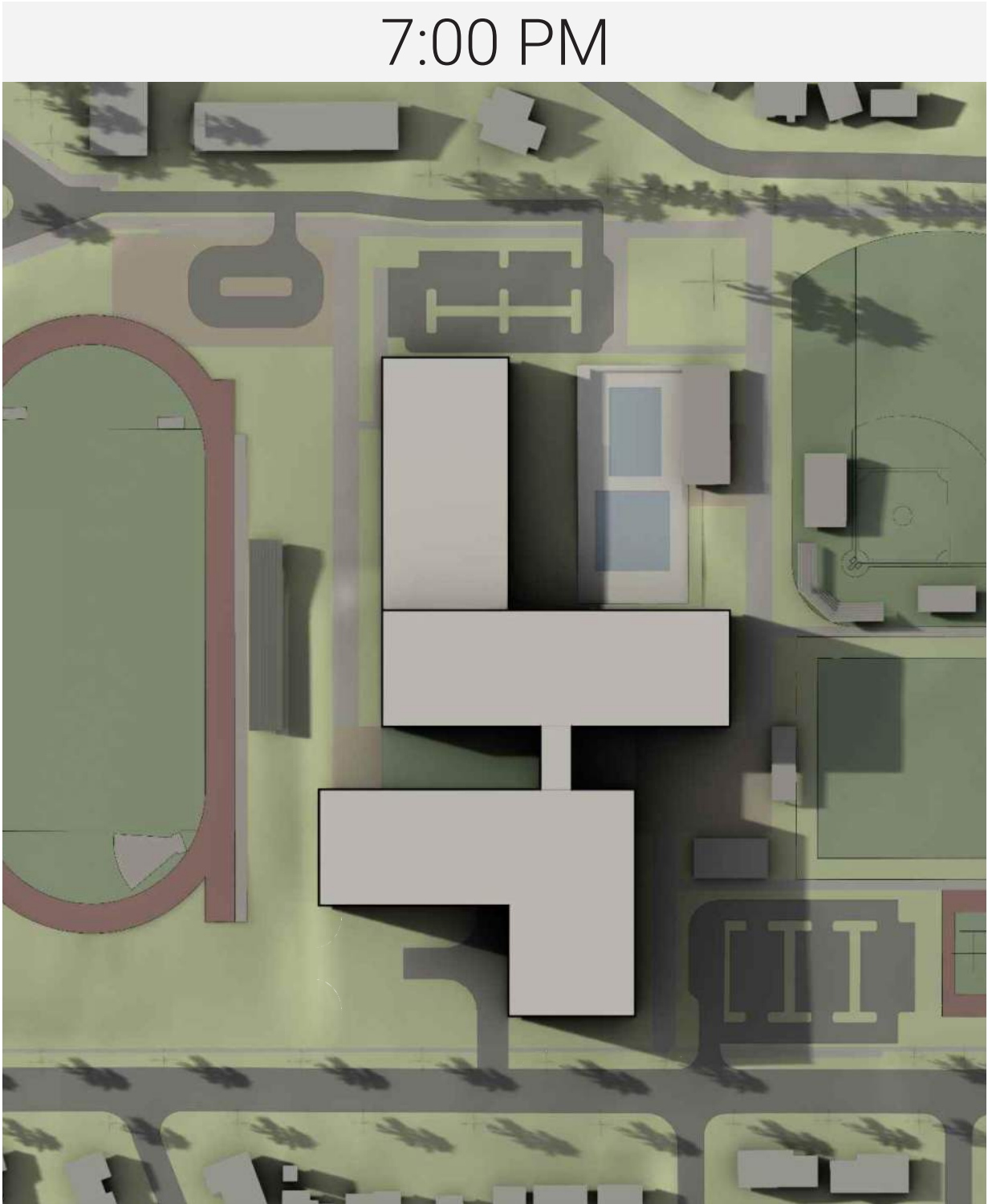
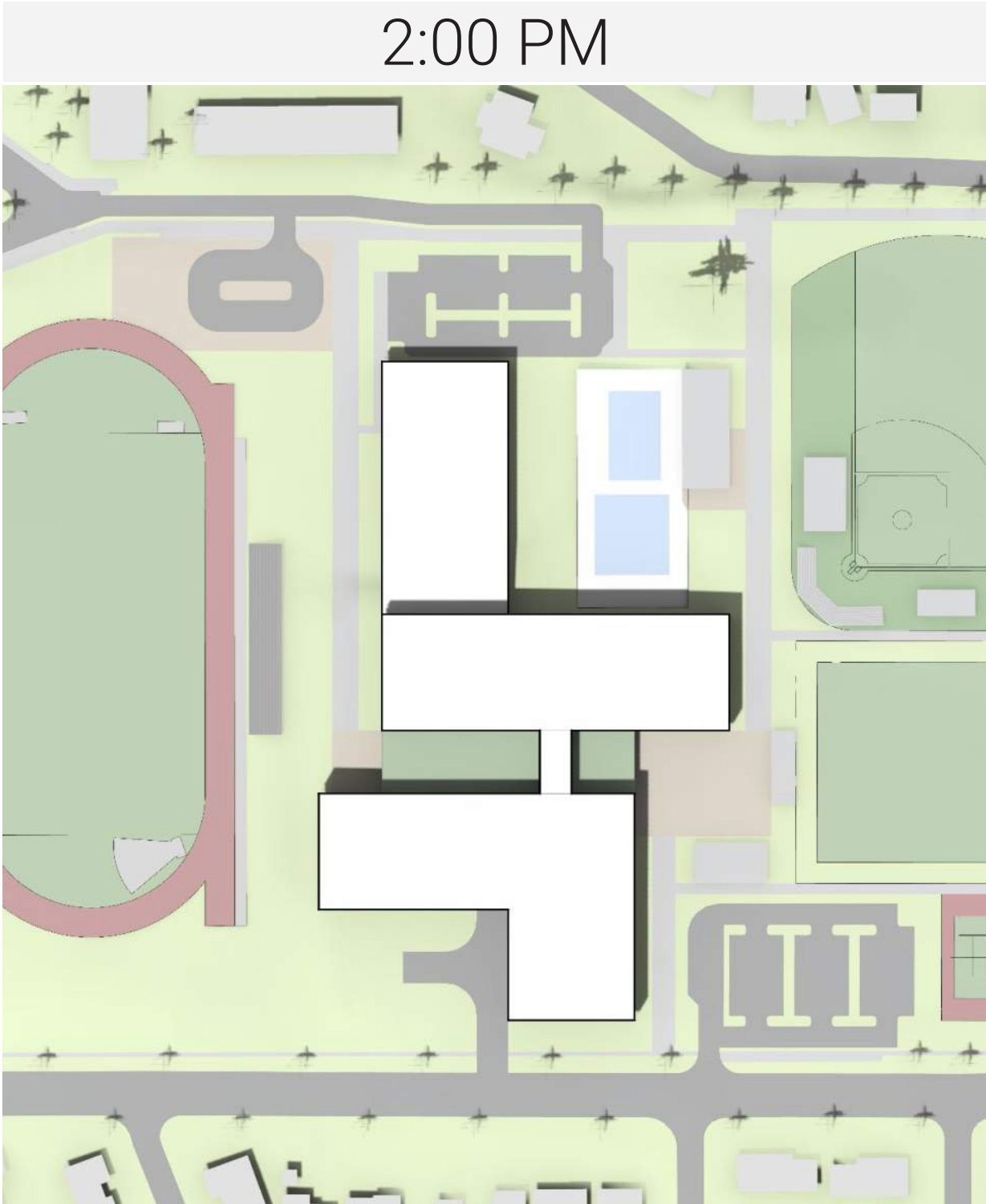
Main entry and secondary entry both connect to central commons

Auditorium close to main entry

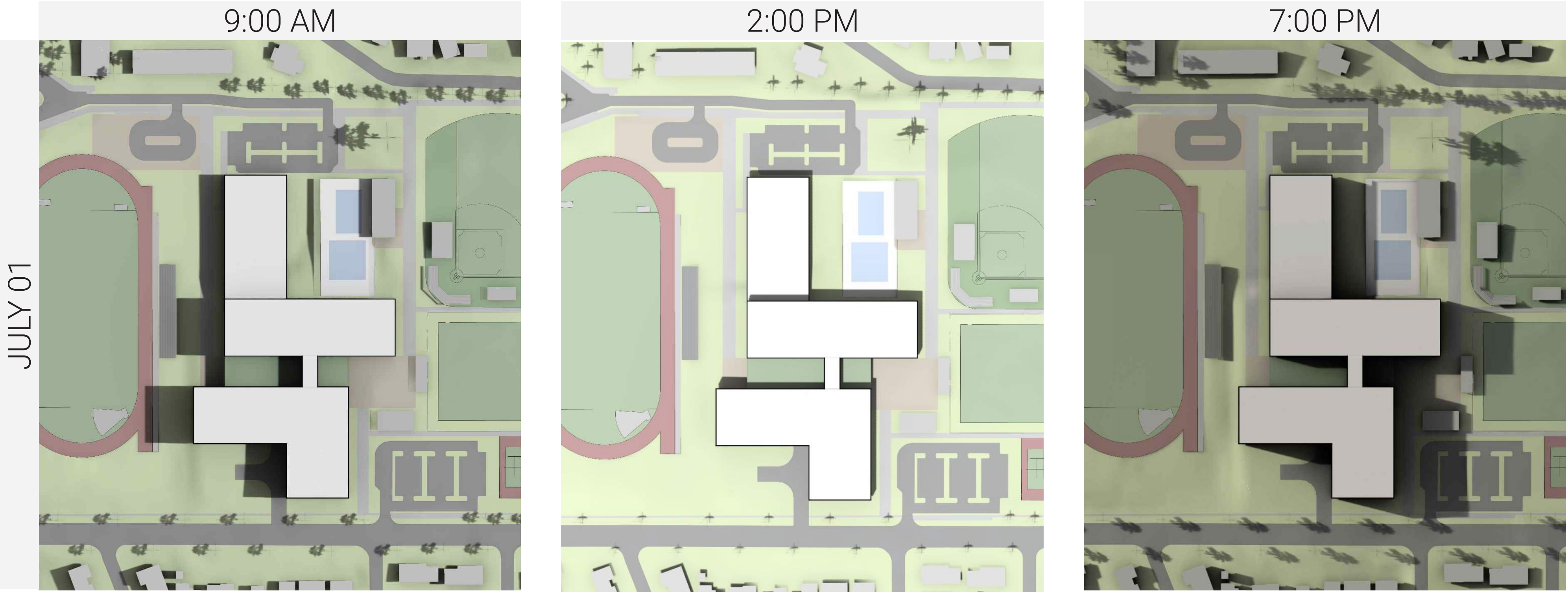
Massing - Aerial View

SCHEME 2 - POOL SHADE STUDY

JUNE 01



SCHEME 2 - POOL SHADE STUDY



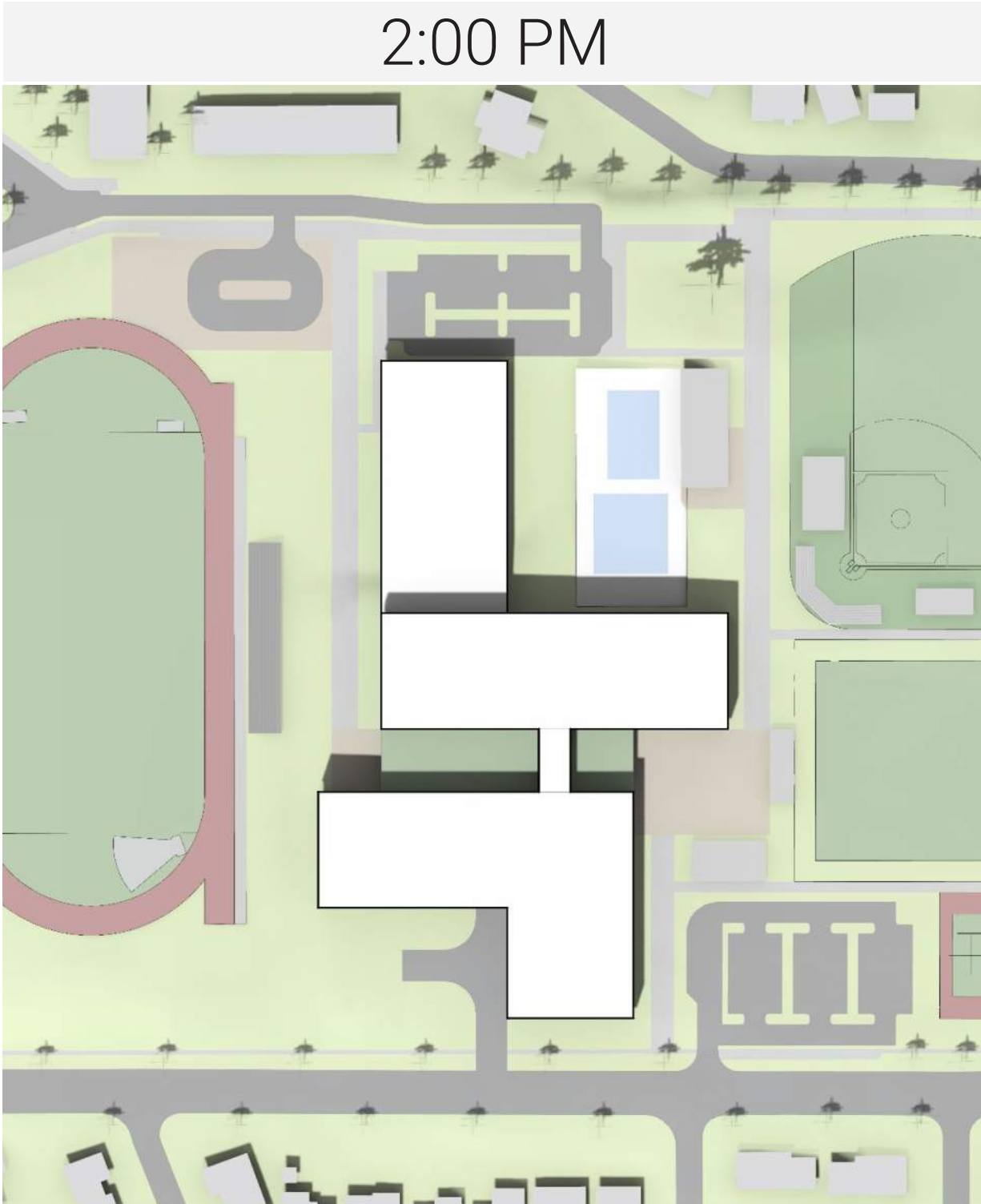
SCHEME 2 - POOL SHADE STUDY

AUGUST 15

9:00 AM



2:00 PM



7:00 PM



SCHEME 1



Massing - View from Vermont St. (Southeast)

SCHEME 2



Massing - View from Vermont St. (Southeast)

SCHEME 1



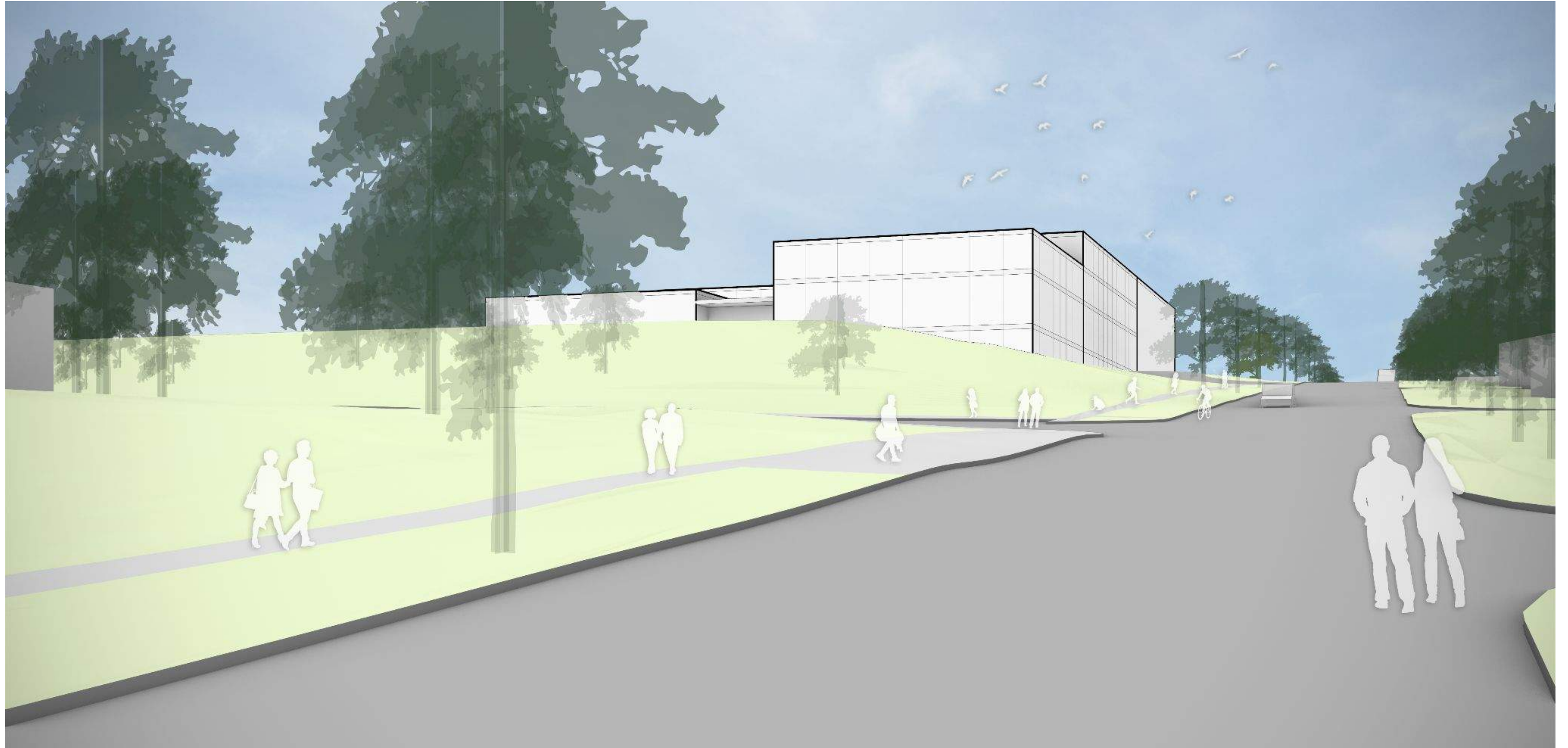
Massing - View from Capitol Hwy Approach

SCHEME 2



Massing - View from Capitol Hwy Approach

SCHEME 1



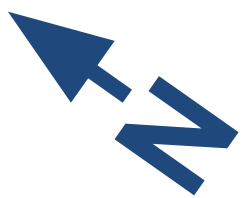
Massing - View from Vermont St. (Southwest)

SCHEME 2

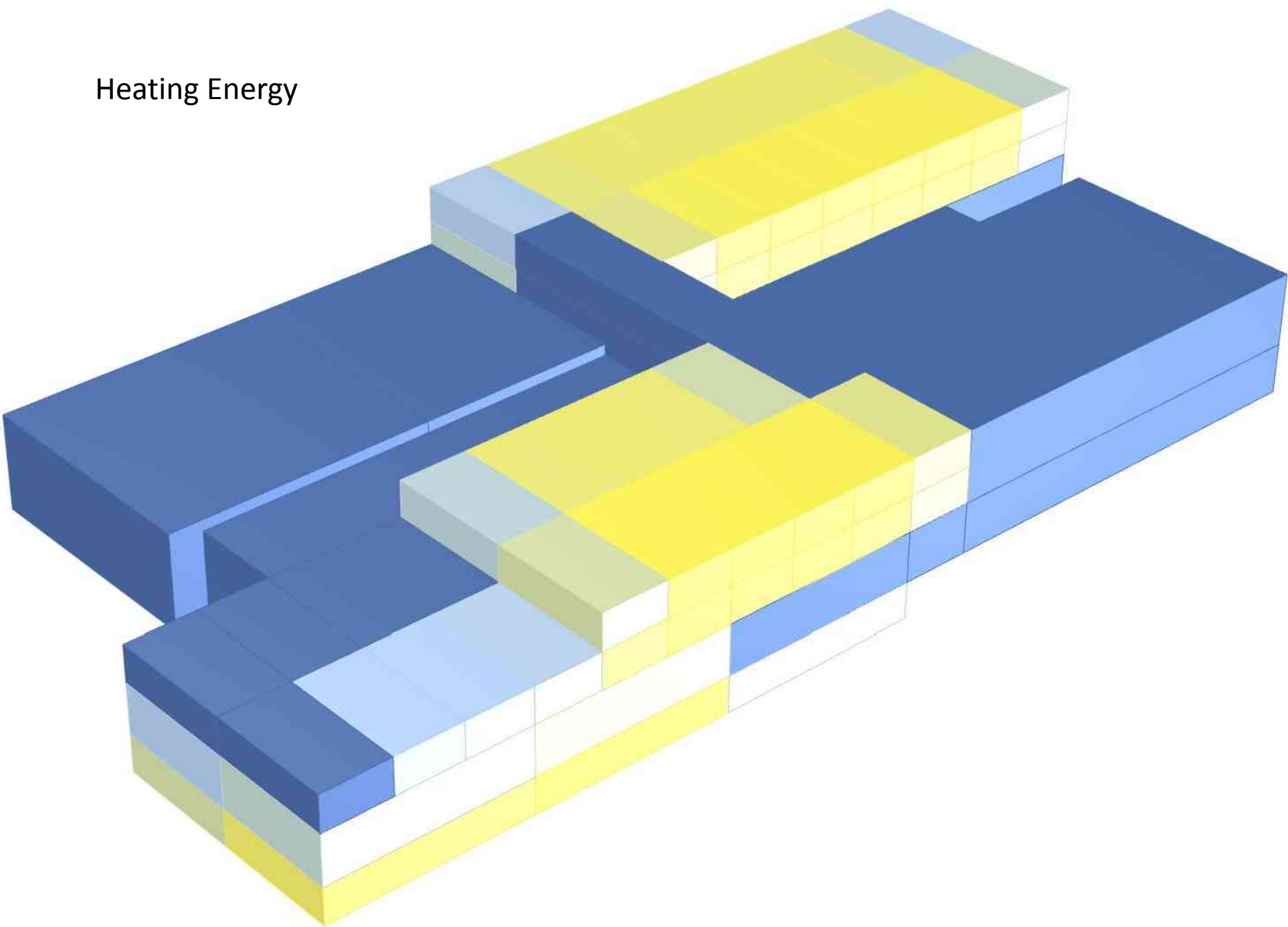


Massing - View from Vermont St. (Southwest)

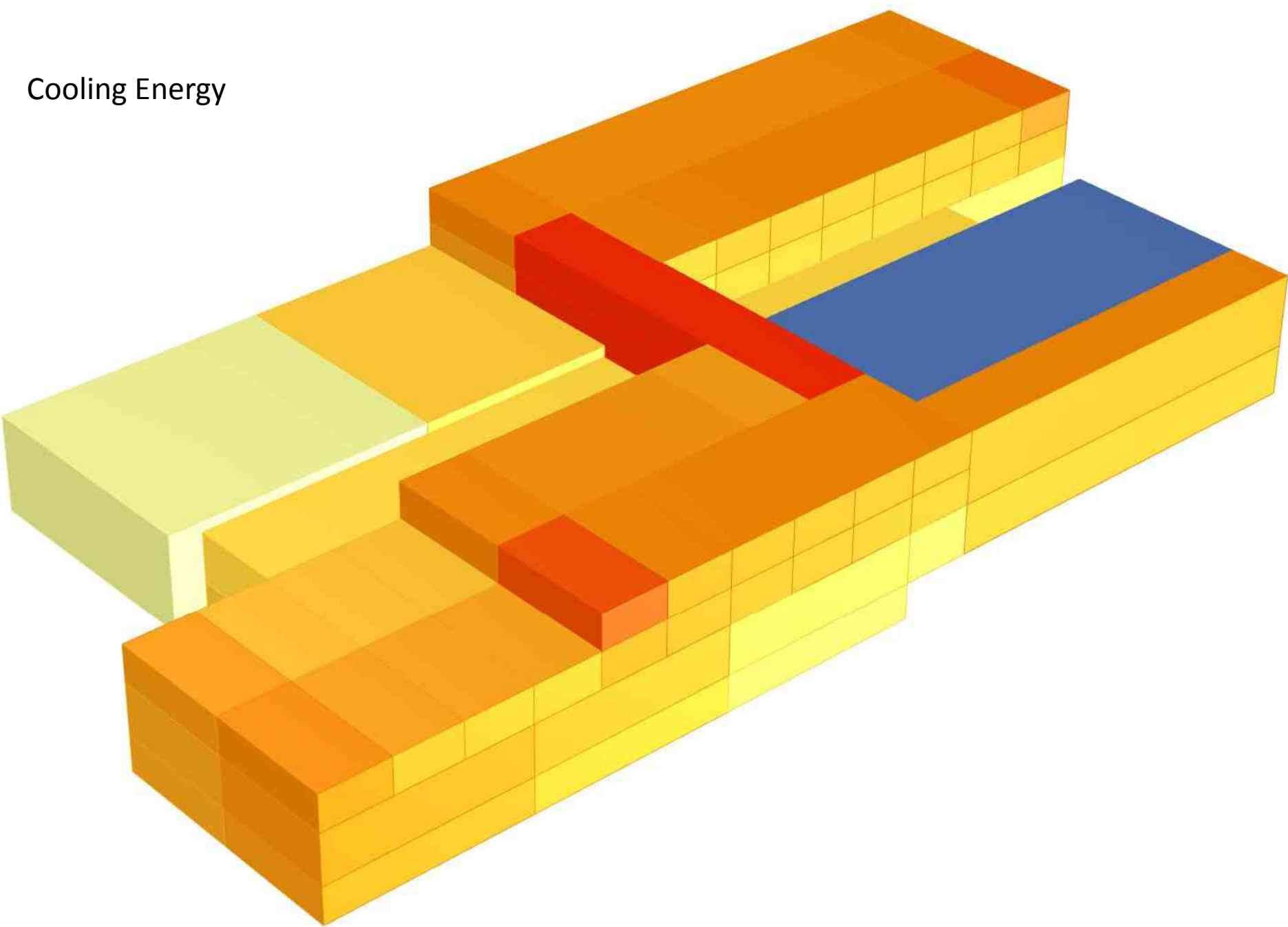
SCHEME 1: Energy



Heating Energy



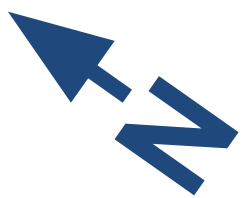
Cooling Energy



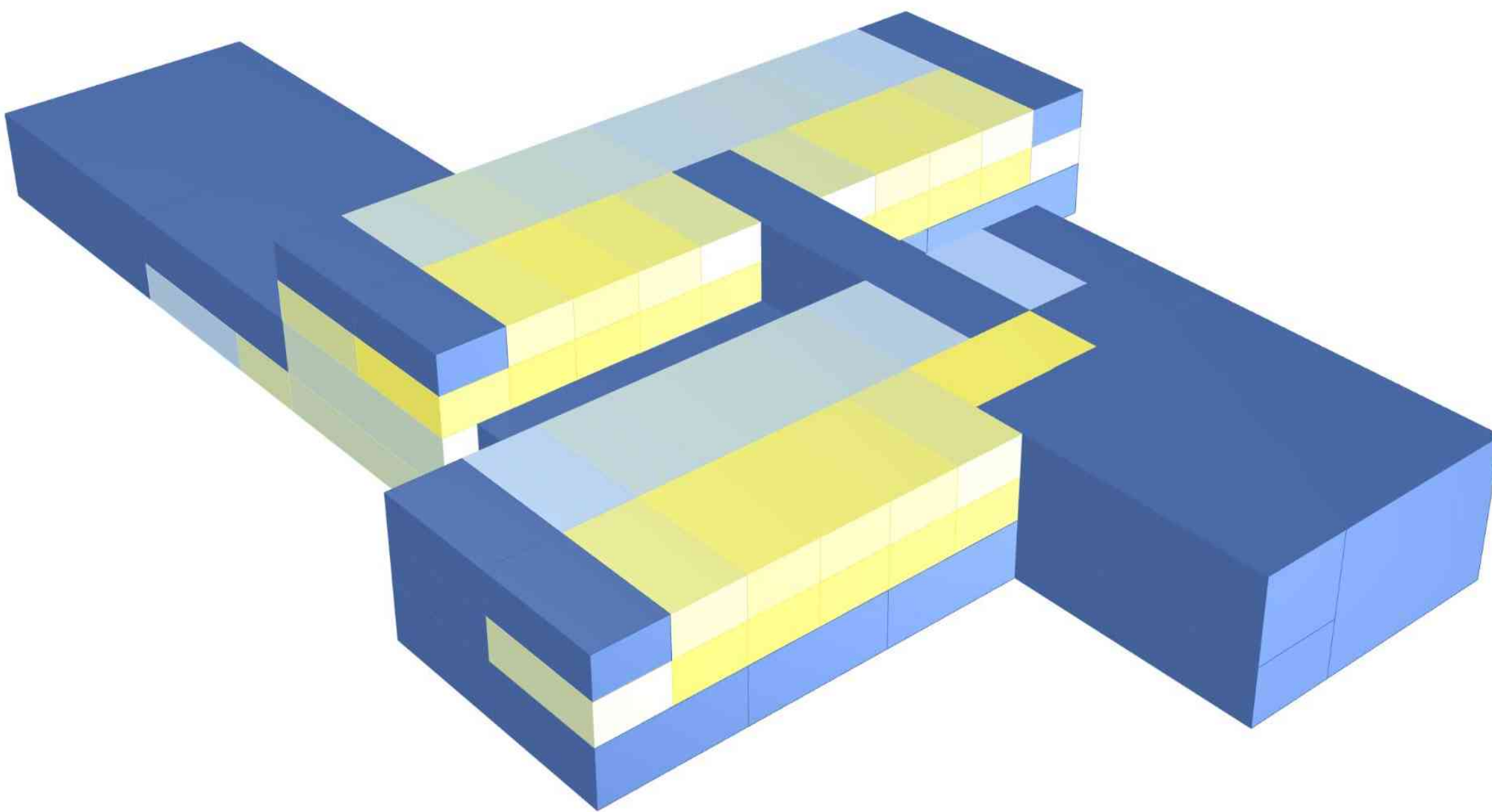
**Scheme 1 uses ~13% less
Heating/ Cooling energy
than Scheme 2**



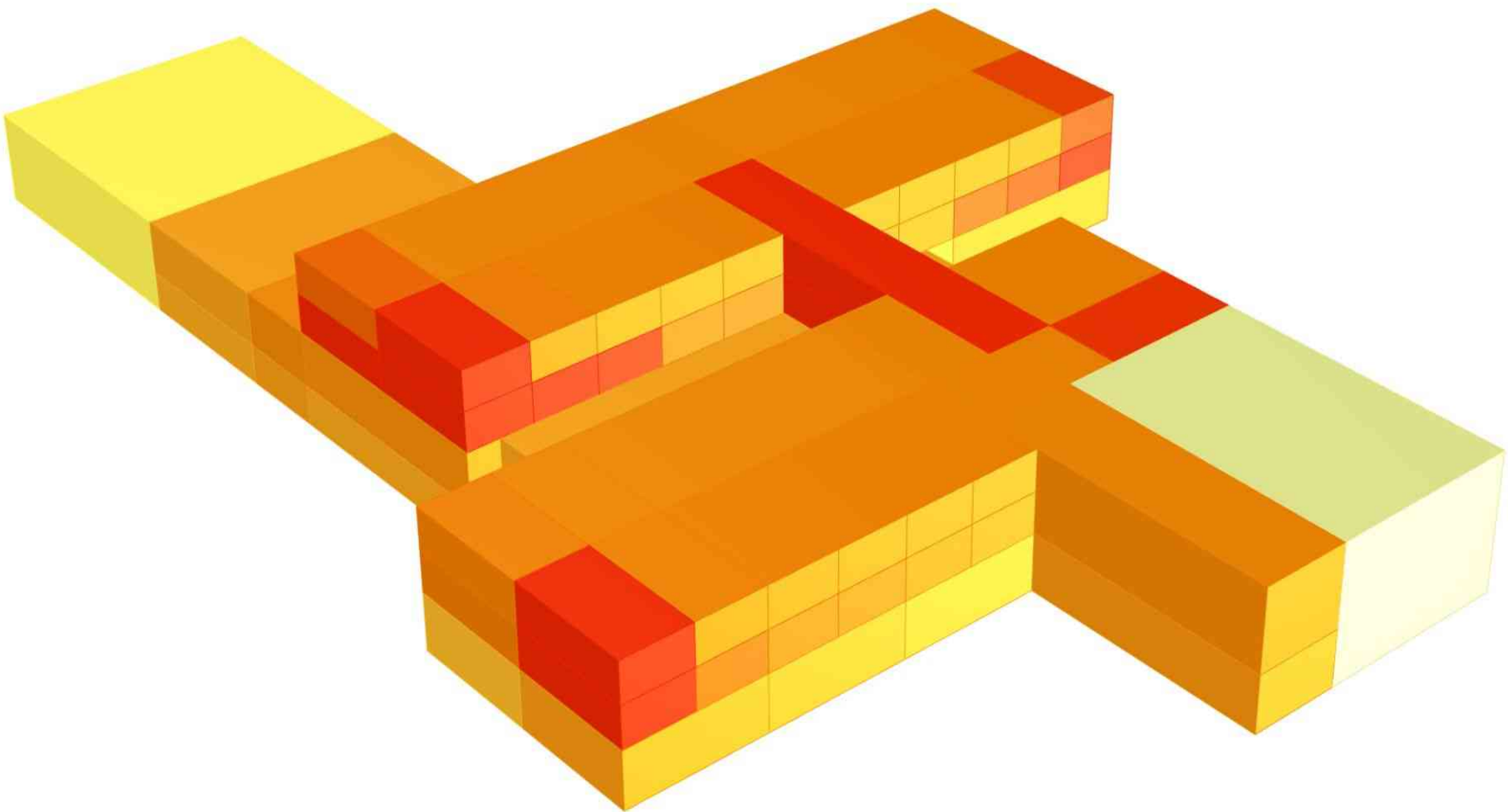
SCHEME 2: Energy



Heating Energy



Cooling Energy

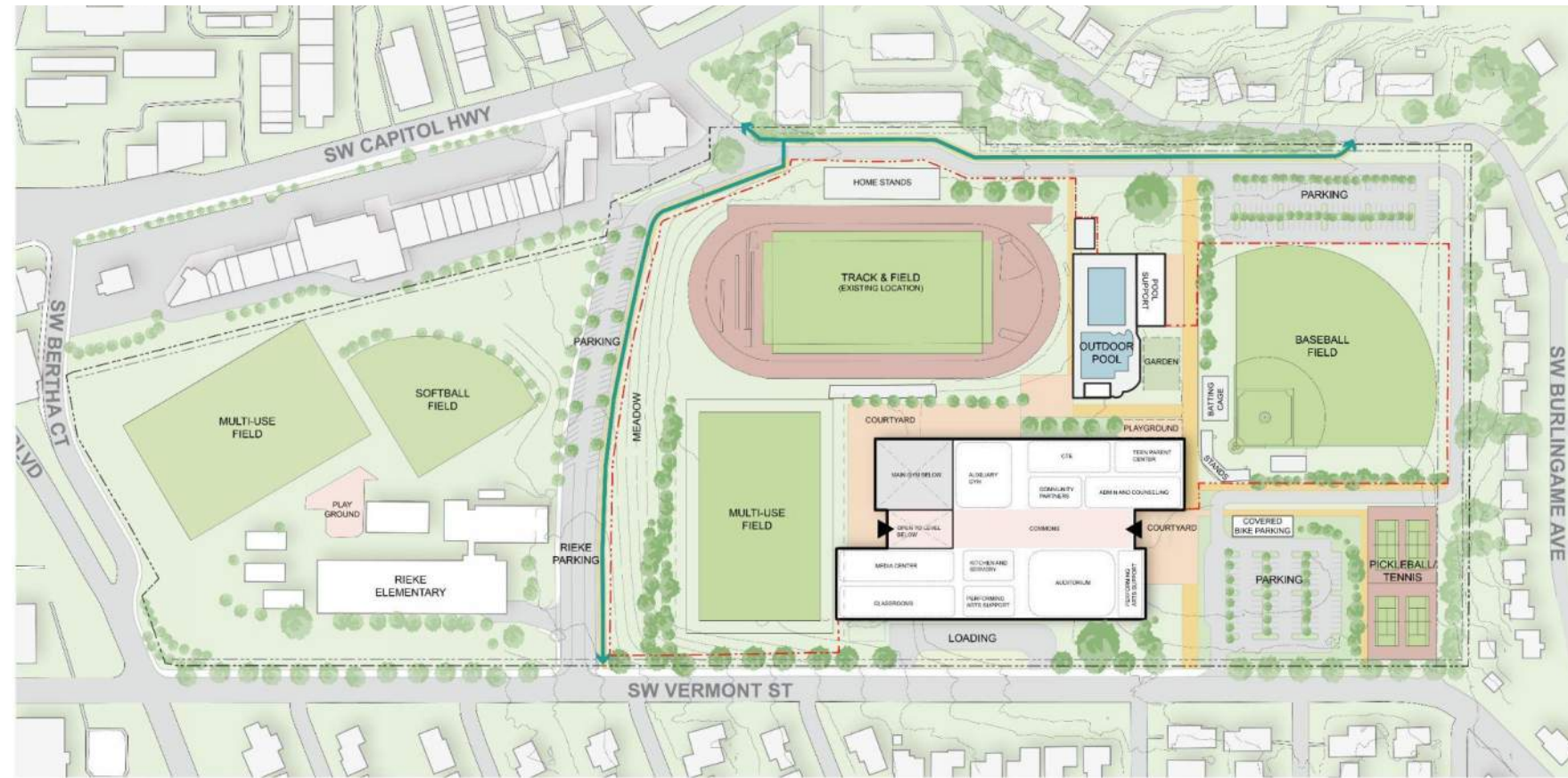


**Scheme 1 uses ~13% less
Heating/ Cooling energy
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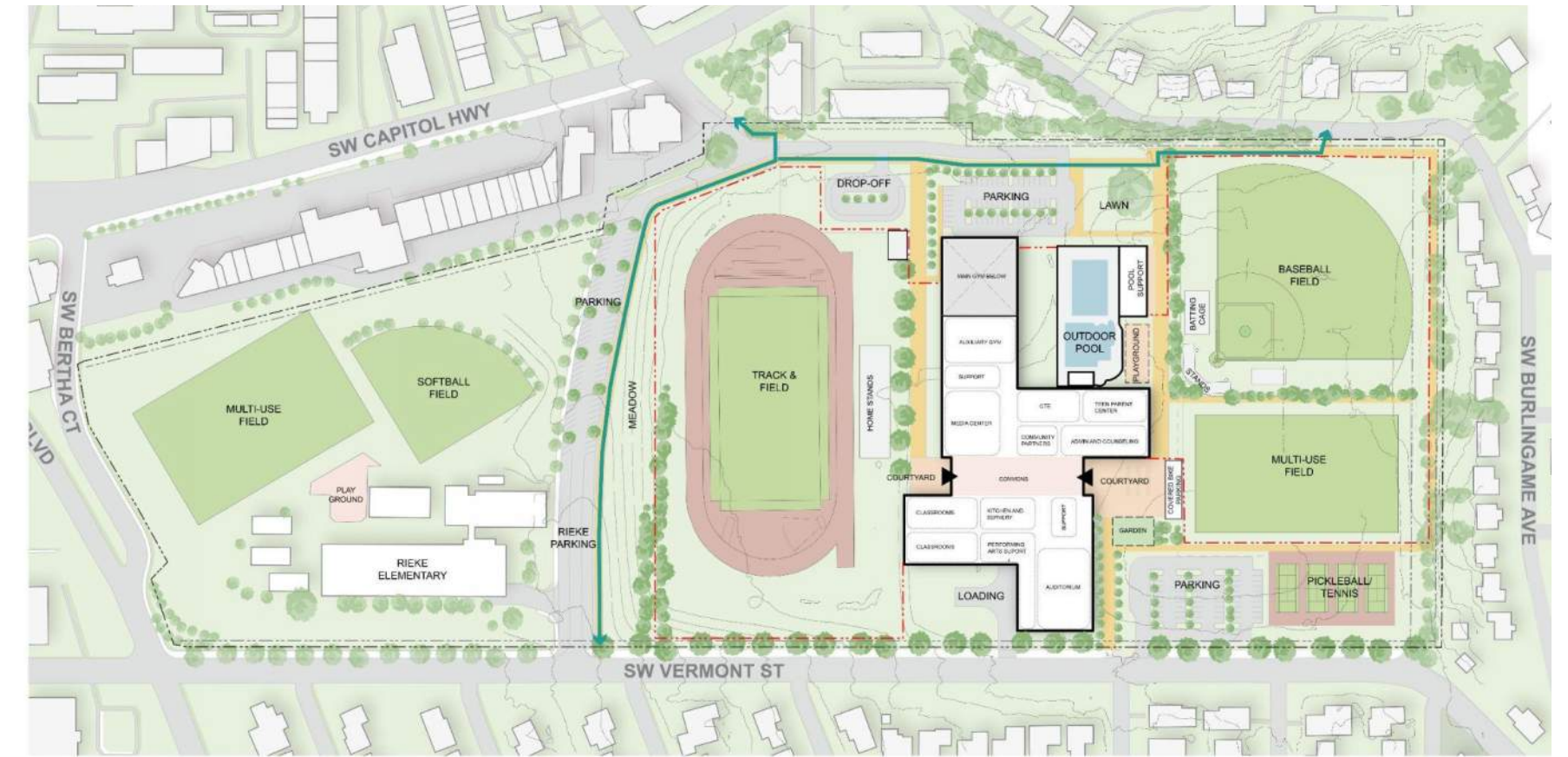
SITE CONCEPTS - SUMMARY

SCHEME 1



- keeps existing track & field with improvements
- building form “steps up” with topography of site, with upper and lower courtyards
- keeps existing pool, adds new pool support building
- new tennis and pickleball courts
- new baseball field and multi-use field
- improved softball field

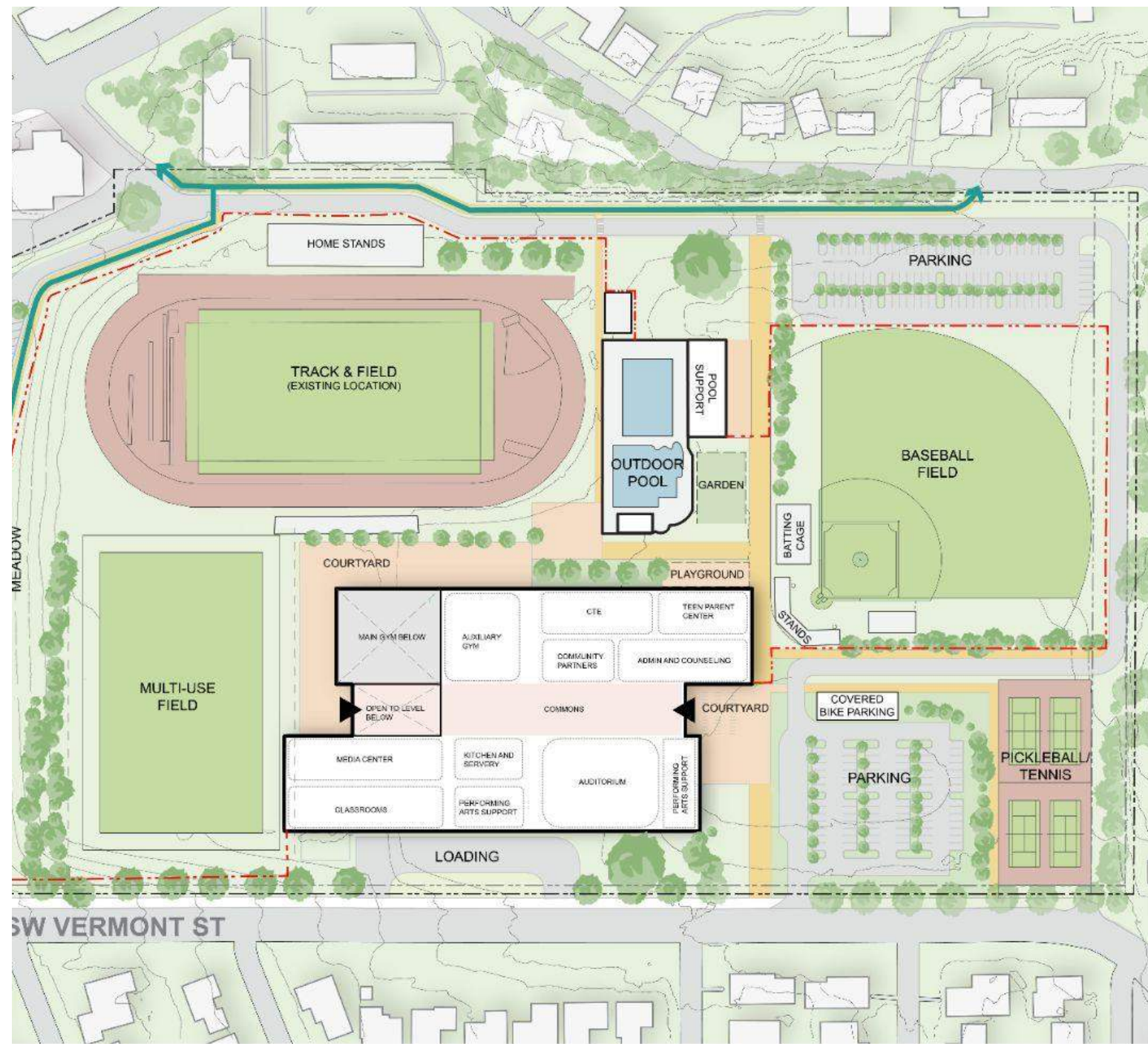
SCHEME 2



- new track & field moved to N-S position
- building form connects to both Capitol Hwy and Vermont Street with central, two-sided entry
- keeps existing pool, adds new pool support building
- new tennis and pickleball courts
- new baseball field and multi-use field
- improved softball field

SITE CONCEPTS - EVALUATION / TRADE-OFFS

SCHEME 1



PROJECT COSTS

- LOWER BUILDING COST
- LOWER SITE COST
- SHORTER CONSTR. DURATION

EXPERIENCE & FUNCTIONALITY

- BETTER CONNECTION TO CAPITOL HWY
- IMPROVED FUTURE TRACK & FIELD OPERATION
- NO TRACK & FIELD DISRUPTION (3 YR)
- PROVIDES CROSS-SITE VEHICLE DRIVE
- VEHICLE ACCESS TO BOTH ENDS OF BUILDING
- FLEXIBLE LOADING FUNCTIONALITY

SCHEME 2



Feedback Exercise



Self Reflection 00:10

For each scheme, please write on post-it notes:

What are the trade-off / priorities?

What is successful?

What are some challenges?

Additional Feedback?

WellsBond@pps.net

Walk About: 00:45

Post comments on boards + discuss

Review other people's comments posted

Discuss common themes and trade-offs

Next Steps



NEXT STEPS

CPC #5: Tuesday 2/13, 6-8pm

- we will bring a **recommended Site Design Concept**
- we will bring draft “final” **Vision Statement** and **Guiding Principles**

CPC #6: Tuesday 3/12, 6-8pm

- **final presentation** of what goes to the Board of Education on 4/2

Additional Feedback?

WellsBond@pps.net

Additional Feedback?

Website: pps.net/IdaBWellsBond

Email: WellsBond@pps.net

Questions?
THANK YOU

