



Portland Public Schools

# Ida B. Wells High School Modernization



Design Advisory Group Meeting #7  
June 5, 2025



DESIGN TEAM HERE TODAY



Donna Bezio  
PPS



Rolando Aquilizan  
PPS



Stefée Knudsen  
Bora



Amelie Reynaud  
Bora



Noelle Idehara  
Hoffman Construction



Chelsea McCann  
Walker Macy



Will Morales  
Walker Macy



Alexi Brooks  
KPFF Civil



Ryan Fukuda  
After Bruce



Rhonda Teeny  
After Bruce

# AGENDA

**Welcome and Introductions** 00:03

**Community Agreements** 00:05

**DAG 6 Recap** 00:10

**Where Are We Now?** 00:20

- The bond passed! Now what?

- DAG Meetings/ Community Workshops look-ahead

**Our Previous Work** 00:10

**Site & Building Design Updates** 00:30

**Questions** 00:10

**Open House** 00:30

meeting notes from  
DAG #6 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.**



# DAG 6 Recap

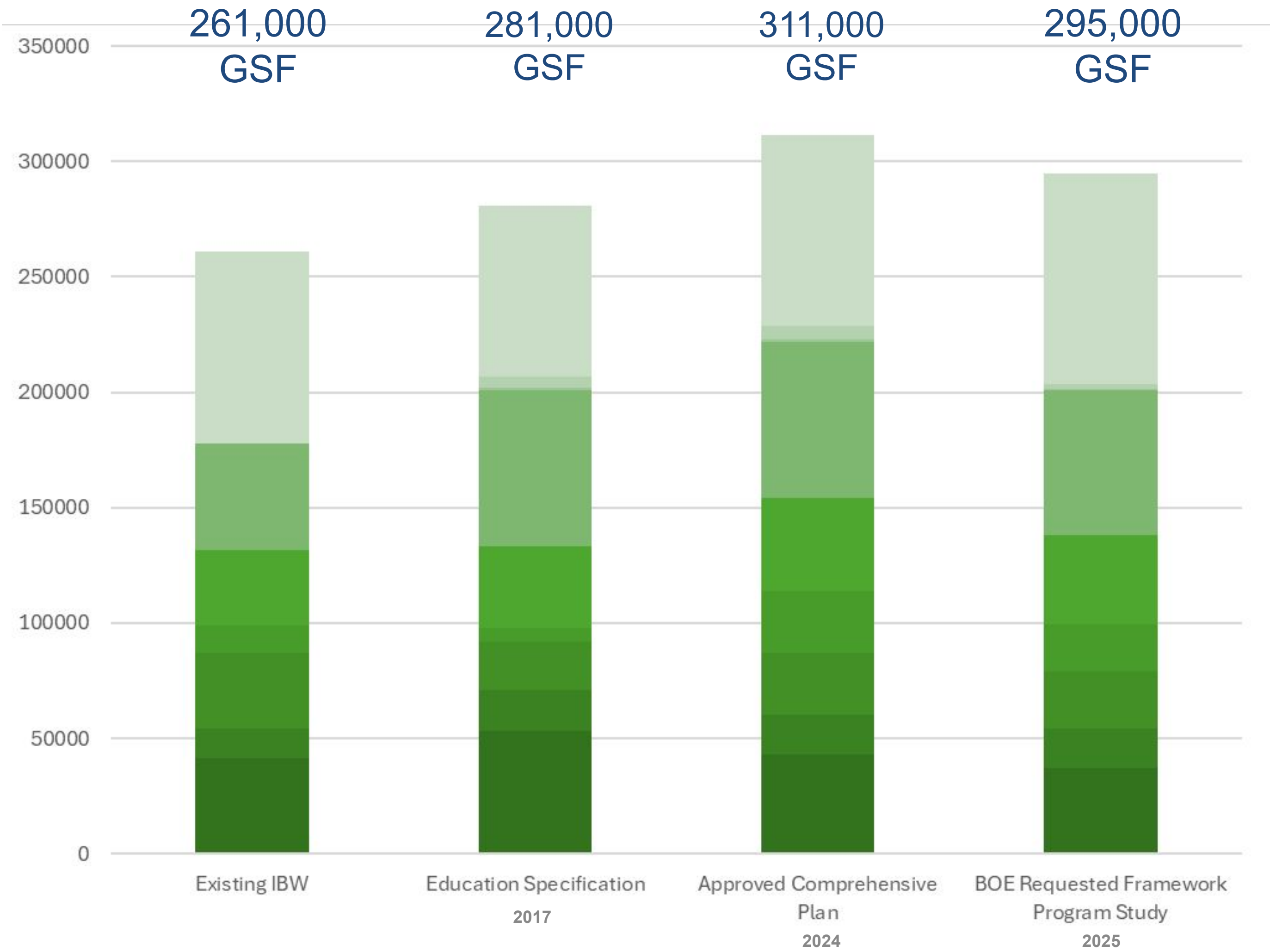




SCHOOL BOARD FRAMEWORK

***“REDUCE BUILDING AREA TO APPROXIMATELY 295,000 sf”***

- Net / gross
- Wrap-Around Service Providers
- Community Partners
- Education Support
- Athletics (incudes area for P.E. instruction)
- Career Preparation/CTE
- Fine & Performing Arts (Drama, Theater)
- Science Labs
- General Education (Gen-Ed) Classrooms





## SCHOOL BOARD FRAMEWORK

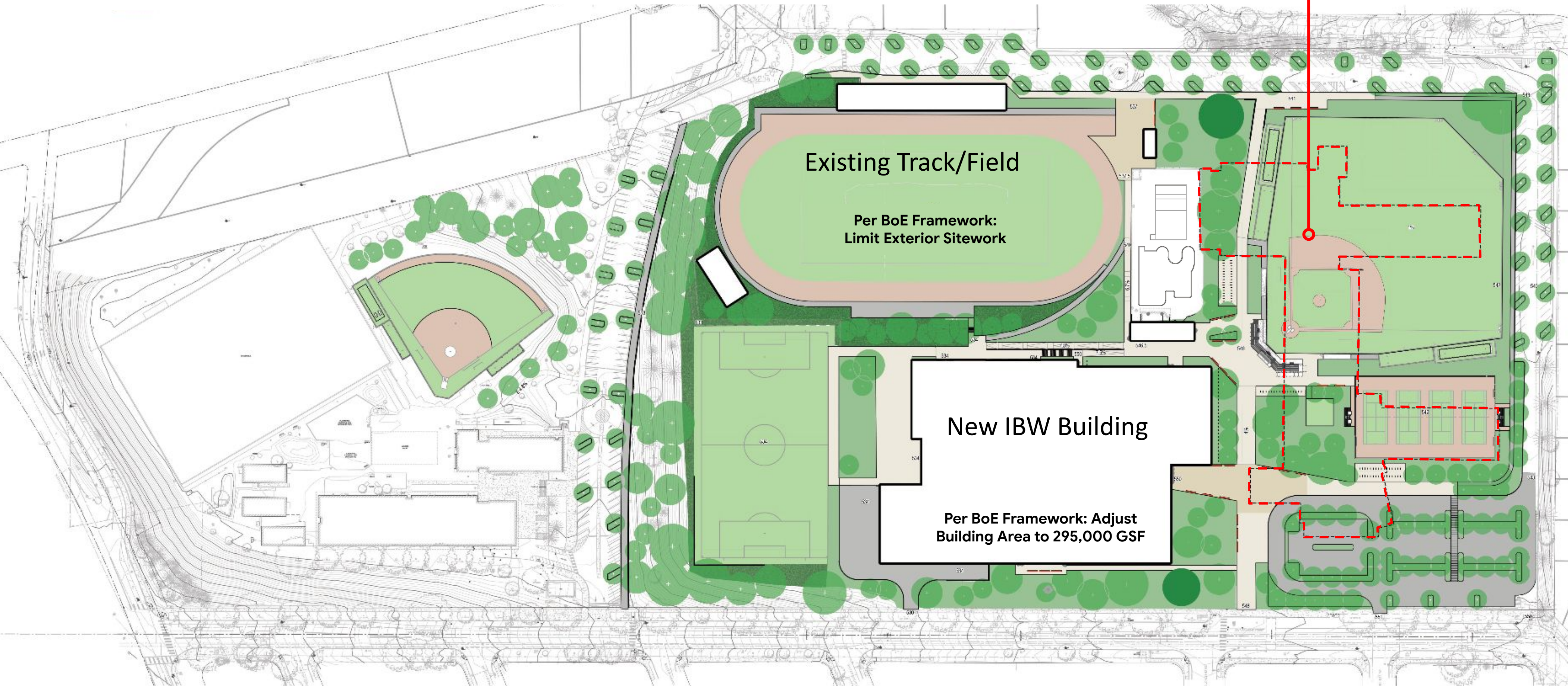
***“REDUCE BUILDING AREA TO  
APPROXIMATELY 295,000 sf”***

Spaces adjusted from 2024 Board-approved Comprehensive Plan to respond to the Board’s Cost Reduction Framework include:

- *Standard Band Room - still exceeds existing; Ed Spec preferred*
- *CTE spaces right-sized*
- *No added Teen Parent Center\**
- *Adjusted Flexible Learning Areas*
- *Adjusted Teacher Planning / Collaboration spaces*
- *Adjusted Storage - still exceeds Ed Spec recommended*



# COST REDUCTION STUDY SITE PLAN



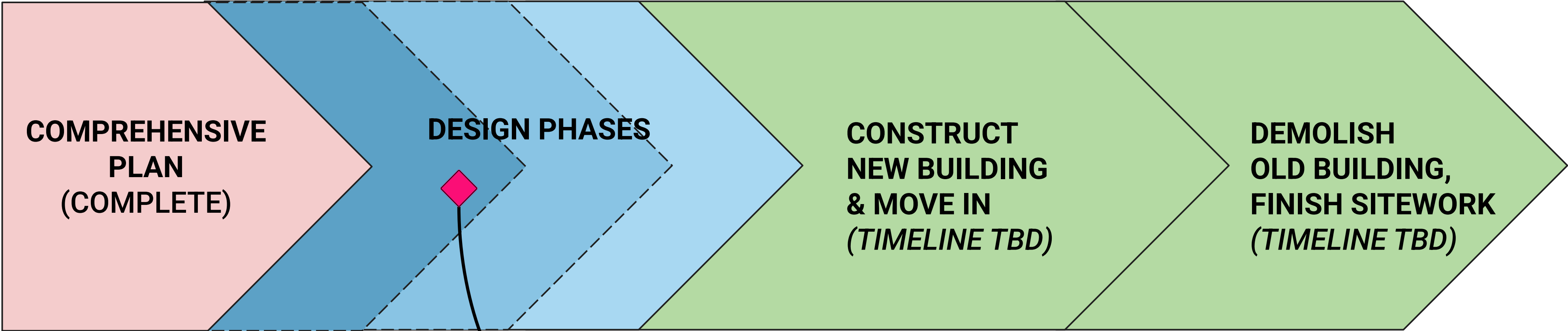


Where are we now?





# PROJECT SCHEDULE



◆ WE ARE HERE, IN SCHEMATIC DESIGN

DESIGN PHASES:

- Schematic Design, Complete Fall 2025
- Design Development, complete Spring 2026
- Construction Documents, complete Fall 2026

## POTENTIAL UPCOMING MEETING DATES

### DAG 8:

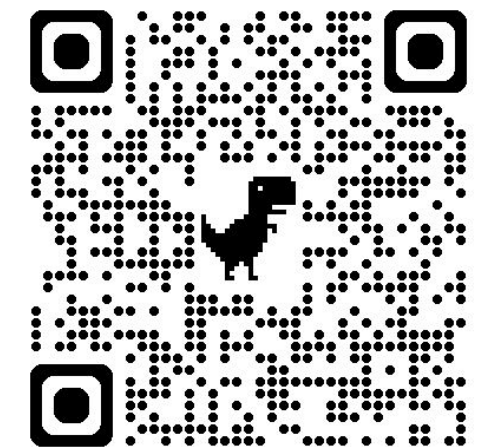
- August 20 date postponed
- **NEW DATE:** *Thursday, September 25\**

**Community Design Workshop:** *Wednesday, October 22\**

**DAG 9 and 10:** *TBD*

*\*Dates subject to change*

Feedback?



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



# Our Previous Work





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



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.



# EXTERIOR LOOK & FEEL - THIS! / NOT THAT!

## 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

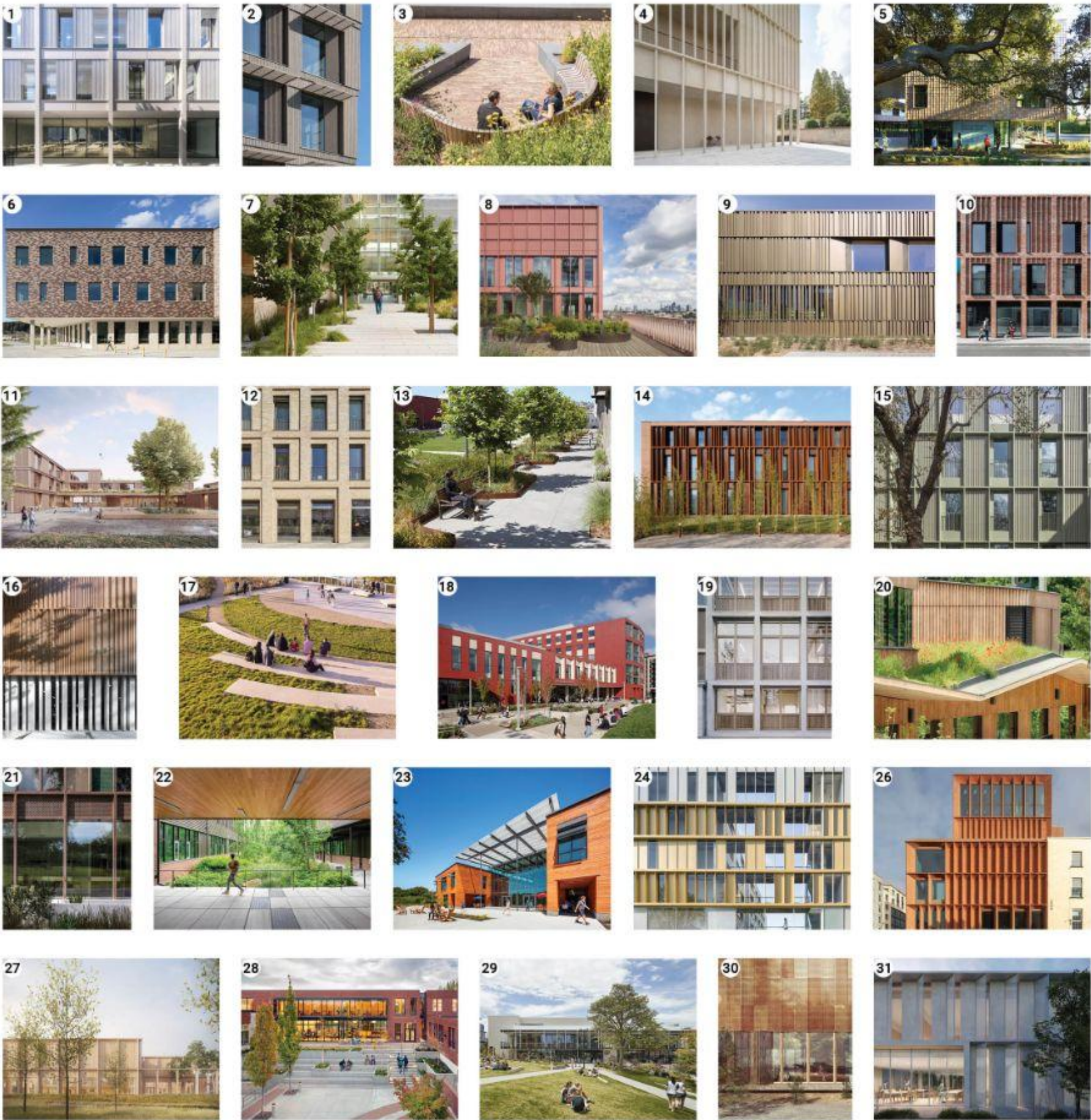
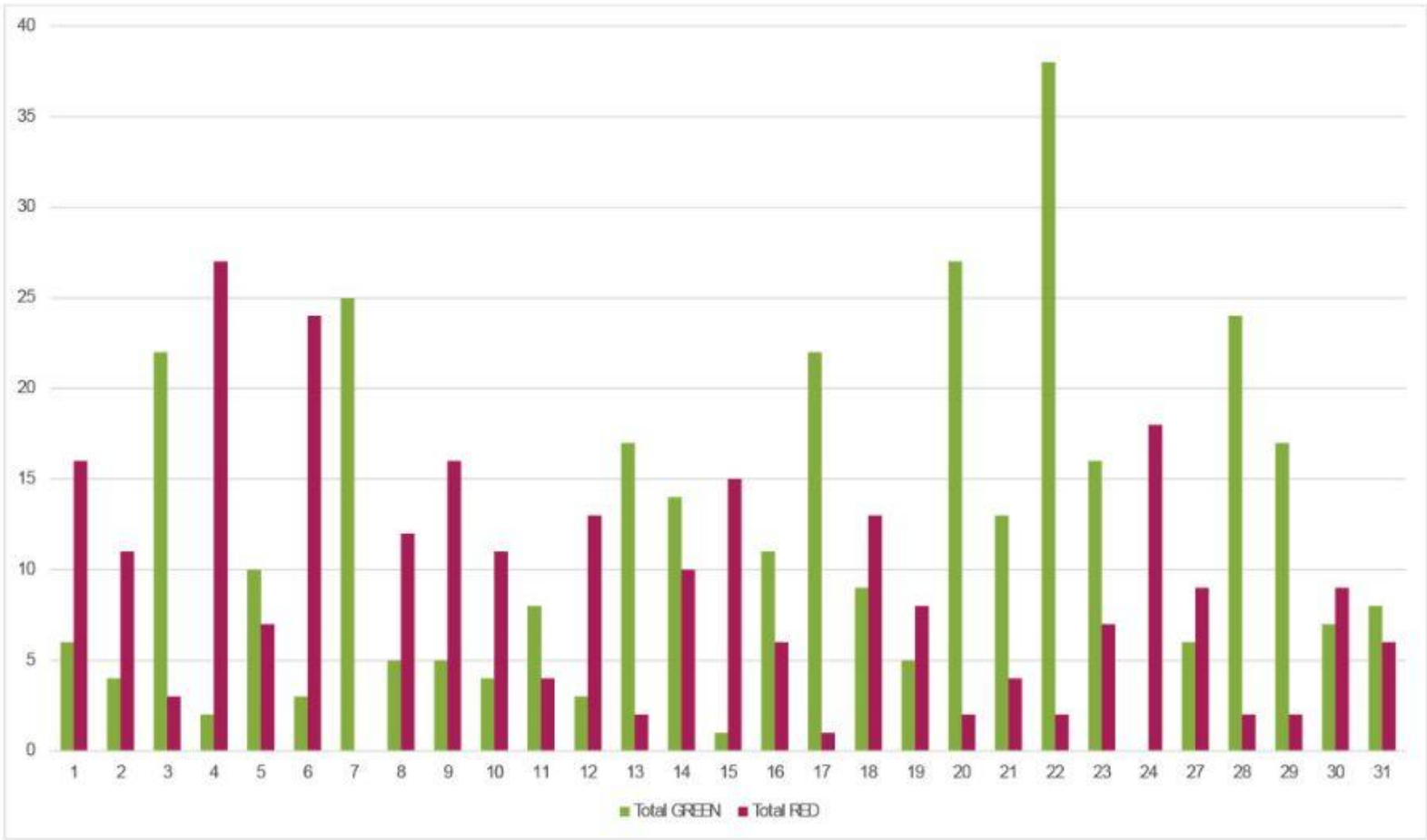
## NOT THAT!

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



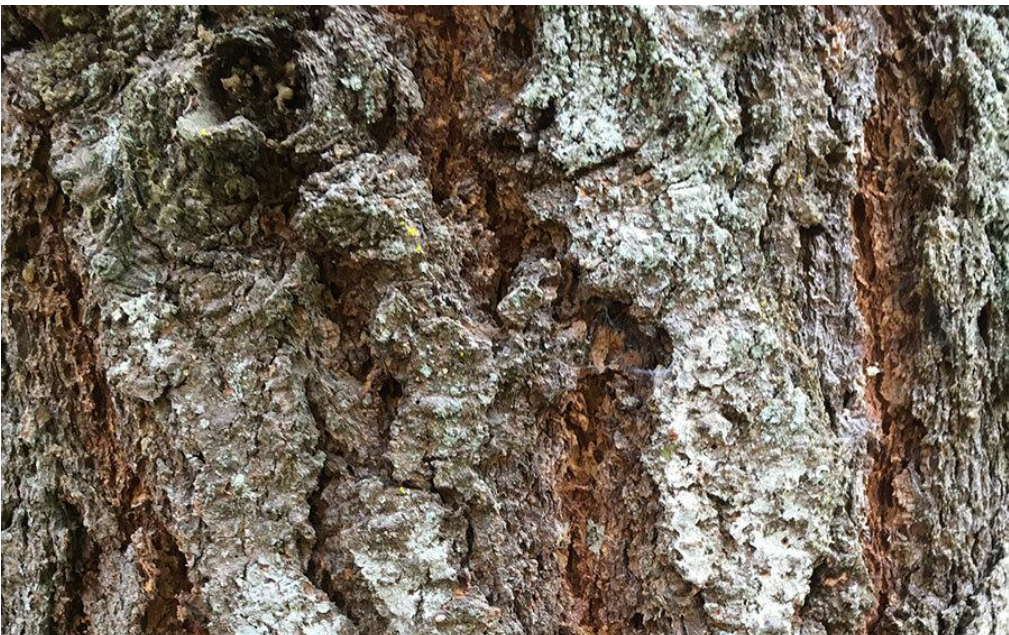


## PREVIOUS DESIGN RENDERING



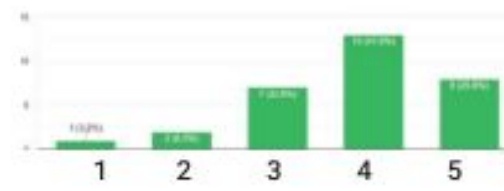


EXTERIOR DESIGN COLOR STUDIES

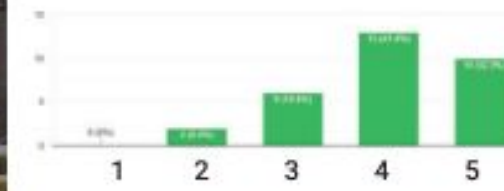




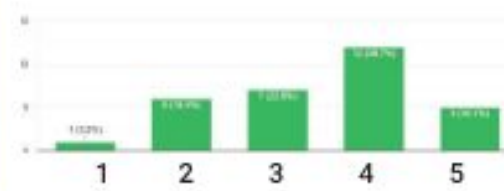
# WELCOMING / COMFORTABLE SPACES SURVEY



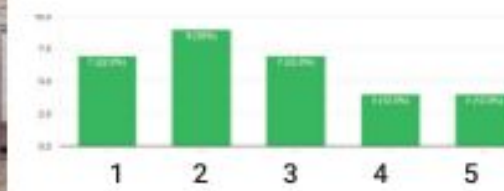
1.5  
Many felt that the warmth, variety of seating, and texture were welcoming in this space. The connection between the two levels feels confusing and disjointed to some. It's criticized for feeling darker, inaccessible, and too corporate.



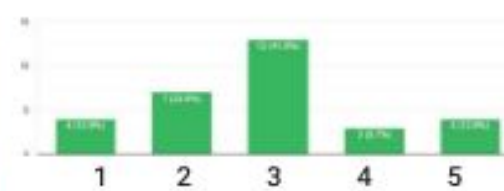
4.2  
Generally seen as welcoming, people like the balance between plant life, seating, and walkways. The space feels open, organic, and functional to most people. There is some desire for more covered area and more seating.



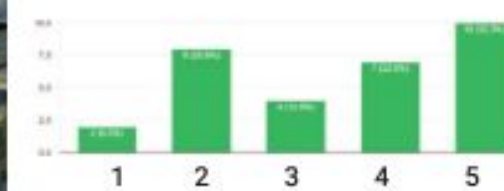
1.6  
This space feels very warm, inviting, comfortable, and cozy while still being open. Some find it too open, the space too tall/narrow, or the quality too serious. More playfulness in the space is wanted.



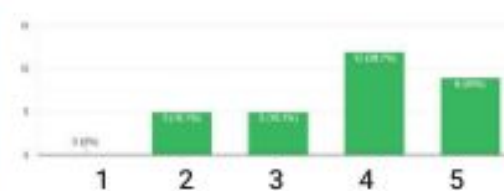
4.3  
Although some like the dynamic and natural look of this, it is generally deemed unwelcoming, it looks difficult to use, uncomfortable, and may be more appropriate as a play structure or in a different climate.



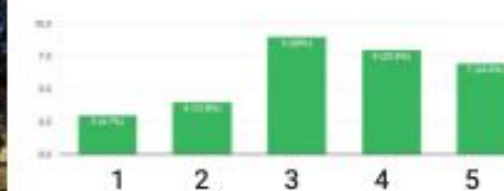
2.1  
This space invoked ambivalent feelings. Some felt like it was accessible, open, and functional, featuring clear signage. Many felt like it is too impersonal, sterile, and businesslike for a school.



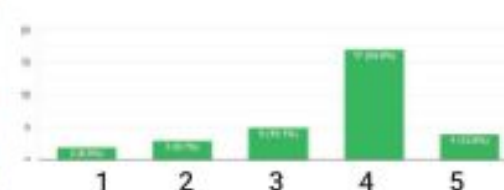
4.4  
People find this space tranquil and an important connection to nature but also find the idea of sitting in it uncomfortable from the perspective of being watched. There are concerns about maintenance and usability.



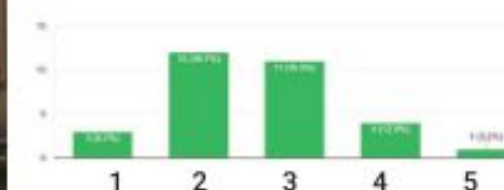
2.2  
Generally people liked this space for its warmth, use of wood, daylight, and approachability. Many noted that the reception desk is off to the side, making it more informal. Some were worried that it's not straightforward and obvious enough for the reception.



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 MAKES THE SCHOOL COMMONS WELCOMING & COMFORTABLE?

## 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





# SUSTAINABILITY PRIMERS

## Indoor Air Quality



## Daylight, Solar Orientation, & Window Design





# Design Updates



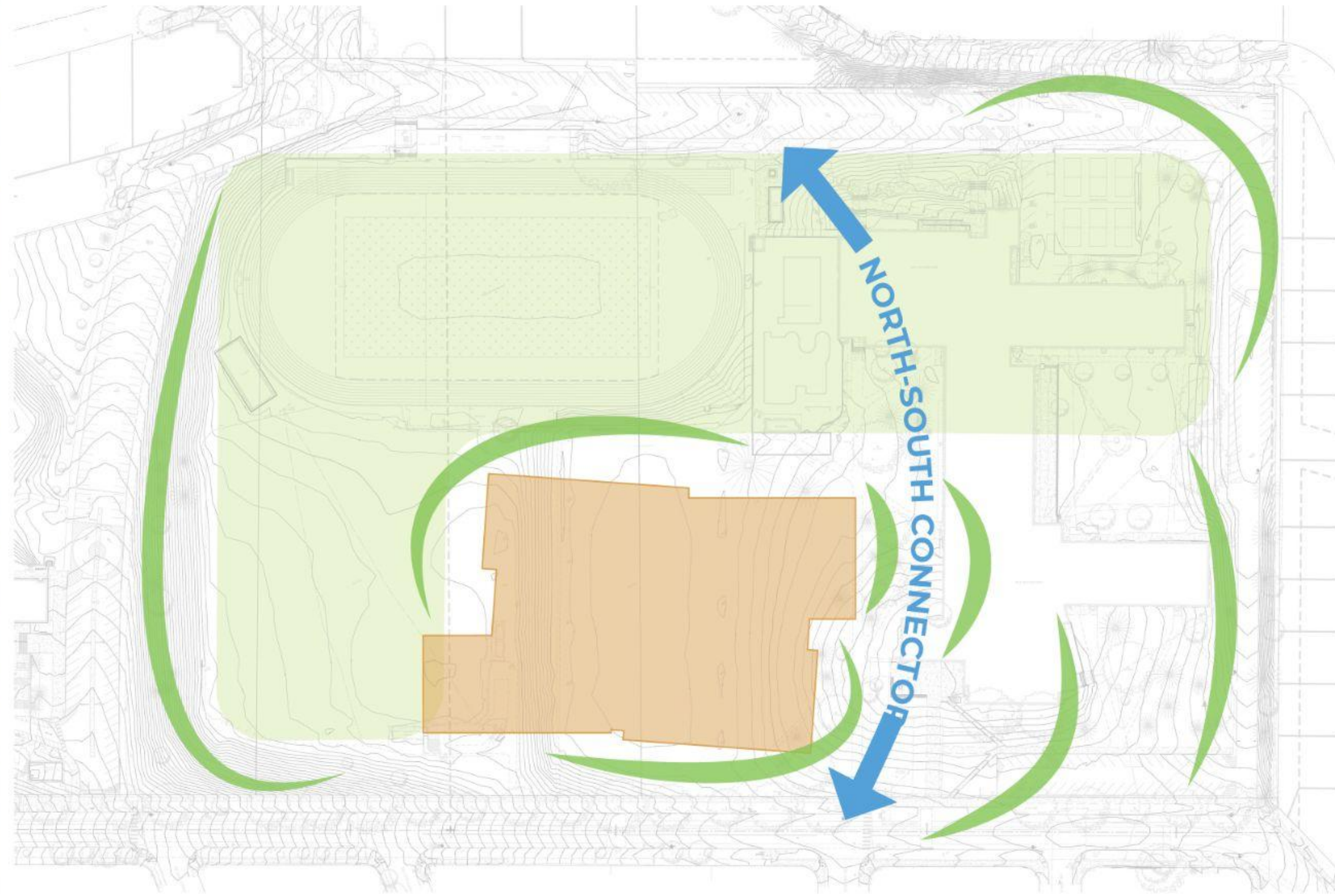


# SITE DESIGN



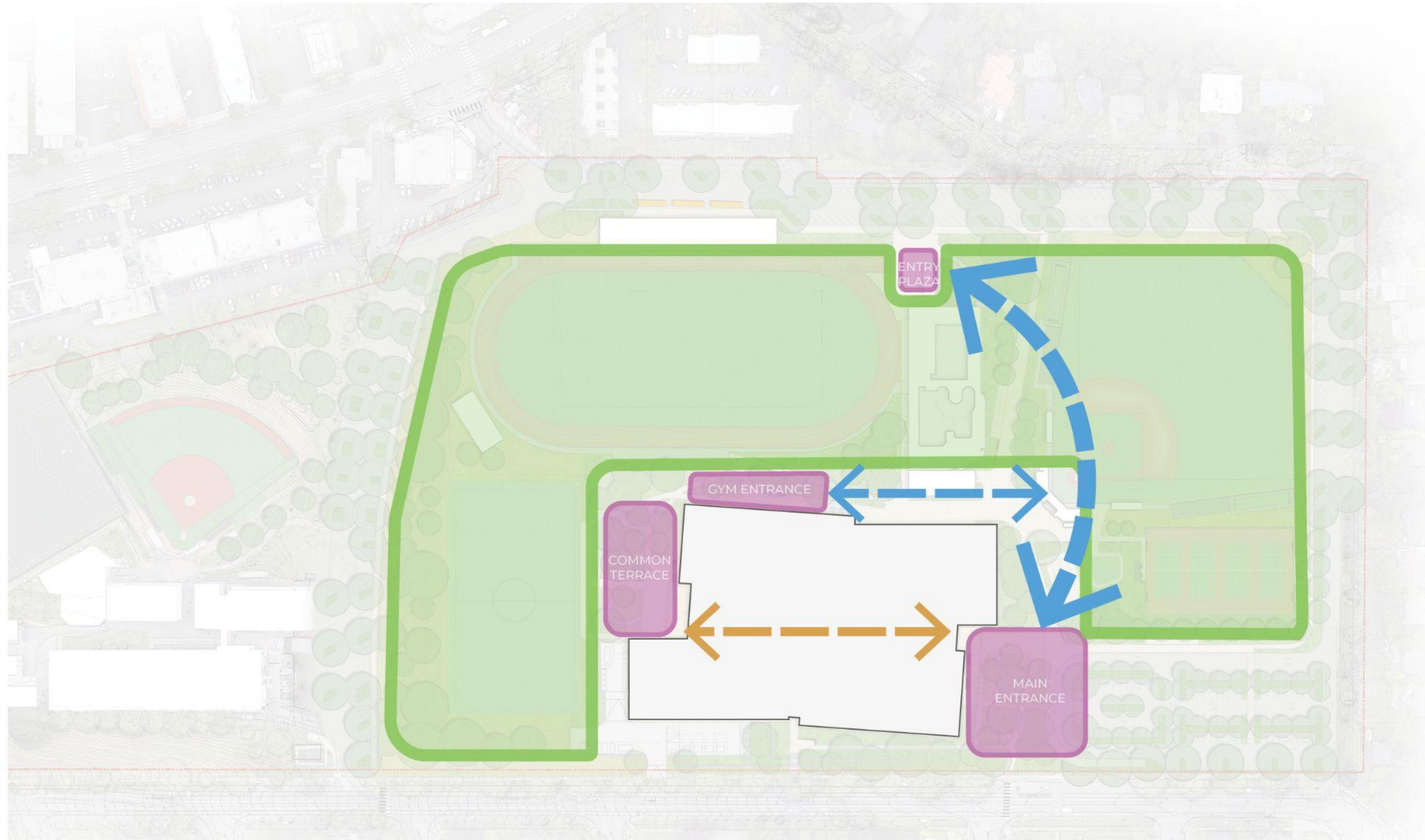
## CONCEPT:

The Landscape concept is an immersive design, merging education with nature. The main building will be wrapped in the landscape. And outdoor spaces will provide intimate gathering spots for students, for studying, socializing, or simply connecting with the natural surroundings.





# SITE DESIGN



SITE PROGRAMMING

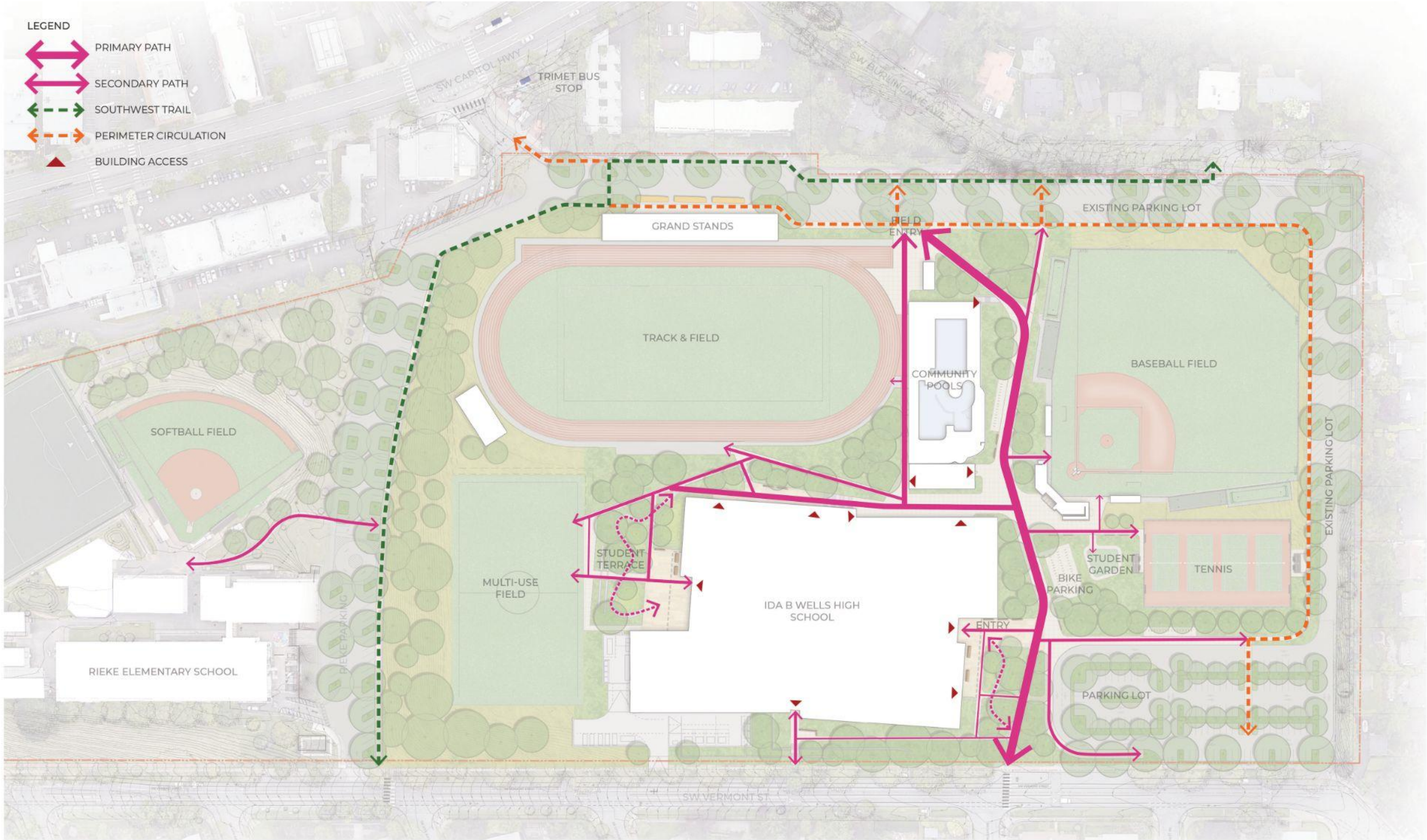


SITE DESIGN





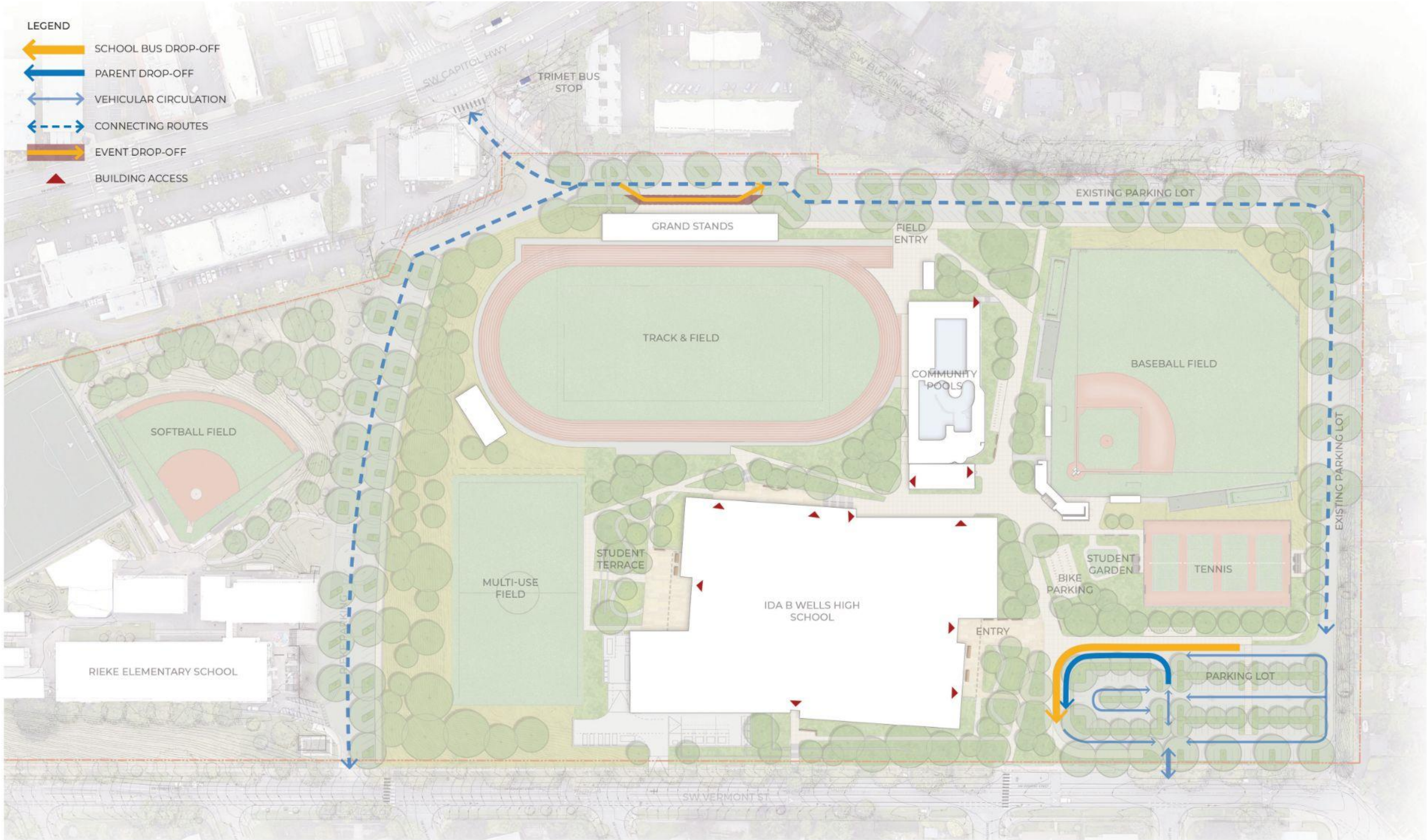
# SITE DESIGN



CIRCULATION - PEDESTRIAN



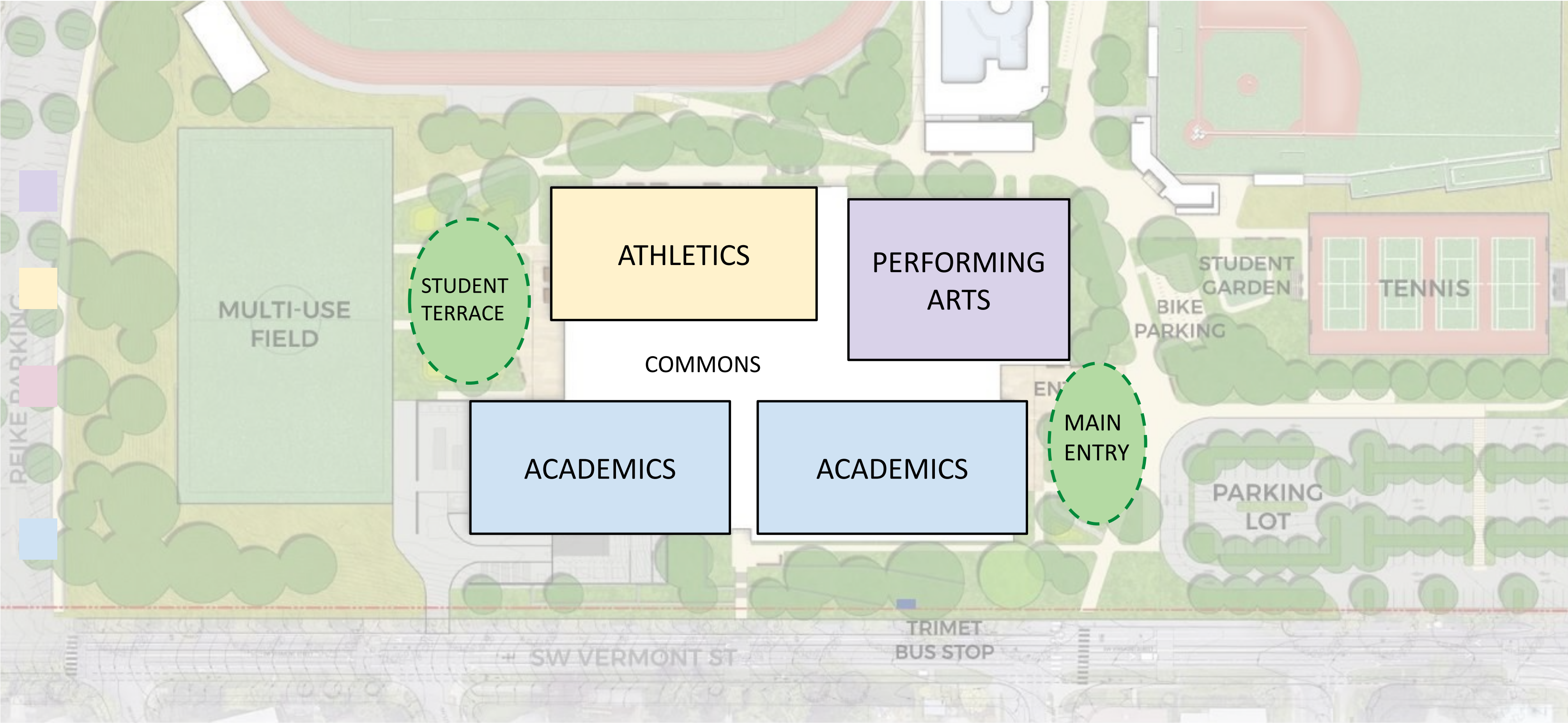
# SITE DESIGN



CIRCULATION - VEHICULAR

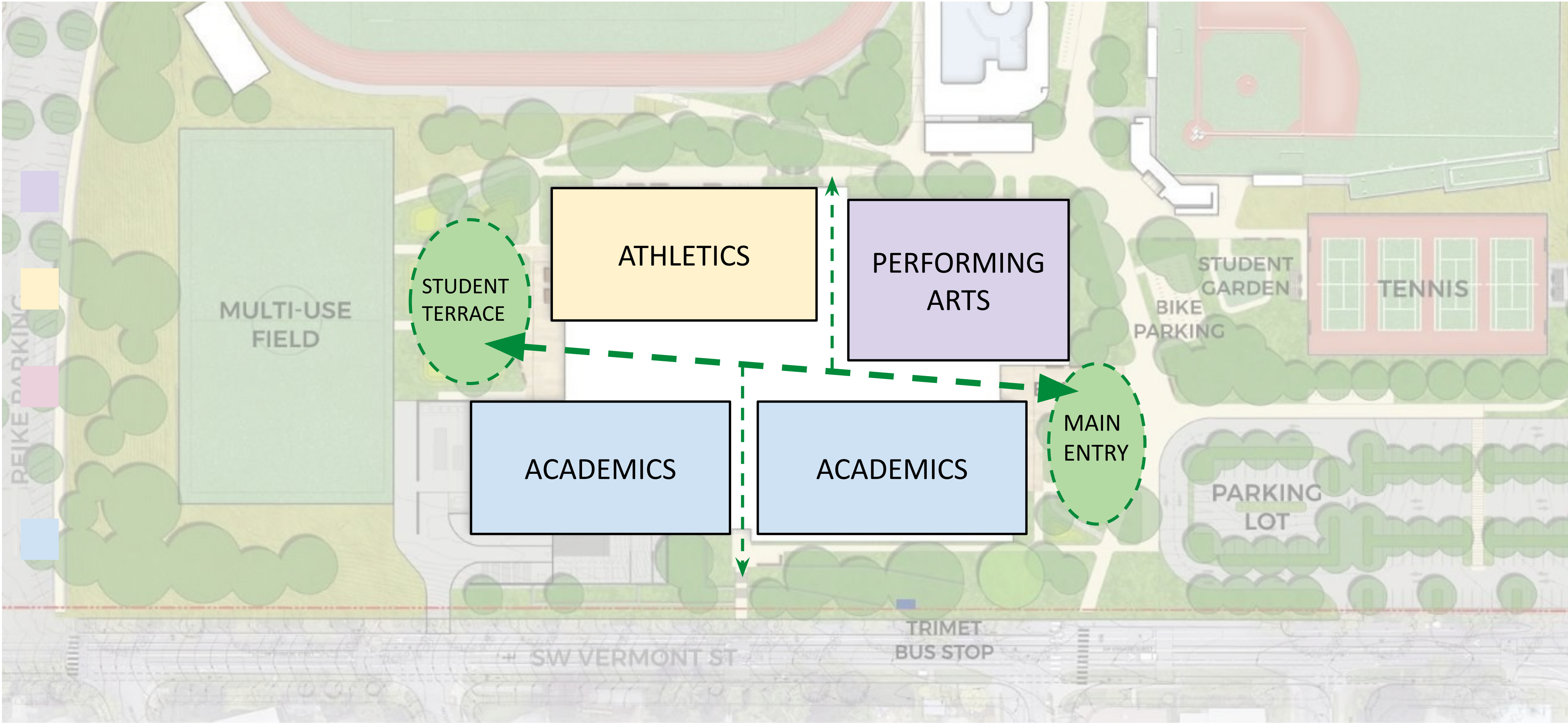


BUILDING MASSING



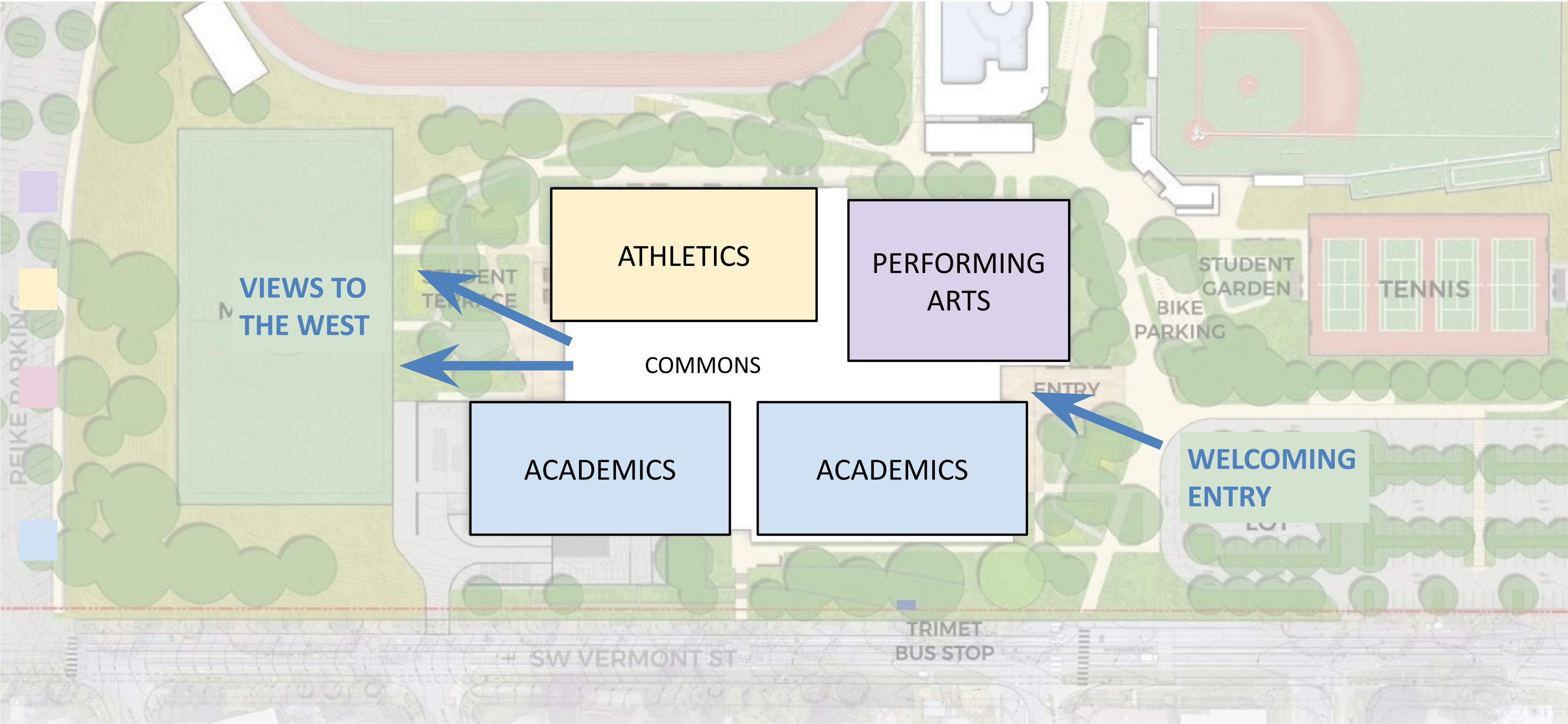


BUILDING MASSING



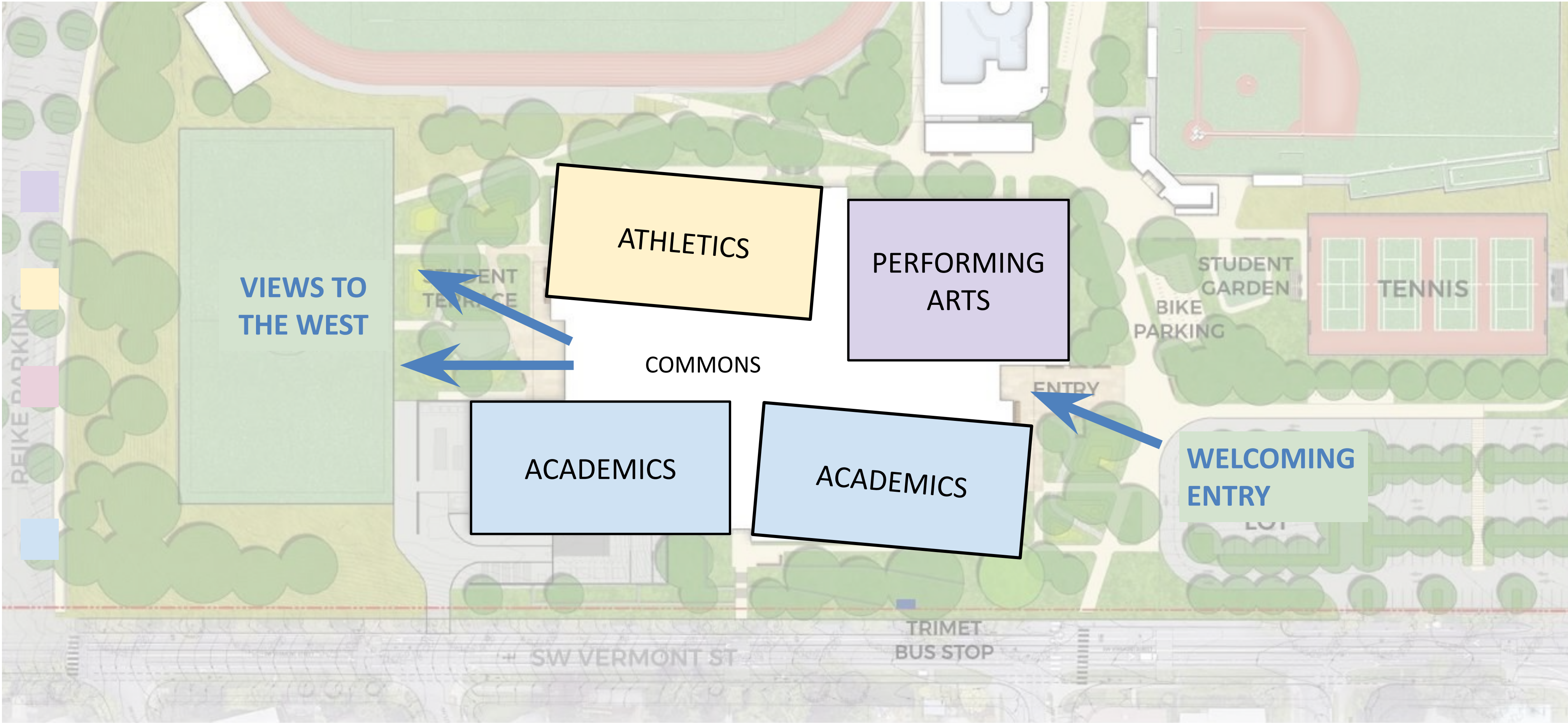


BUILDING MASSING



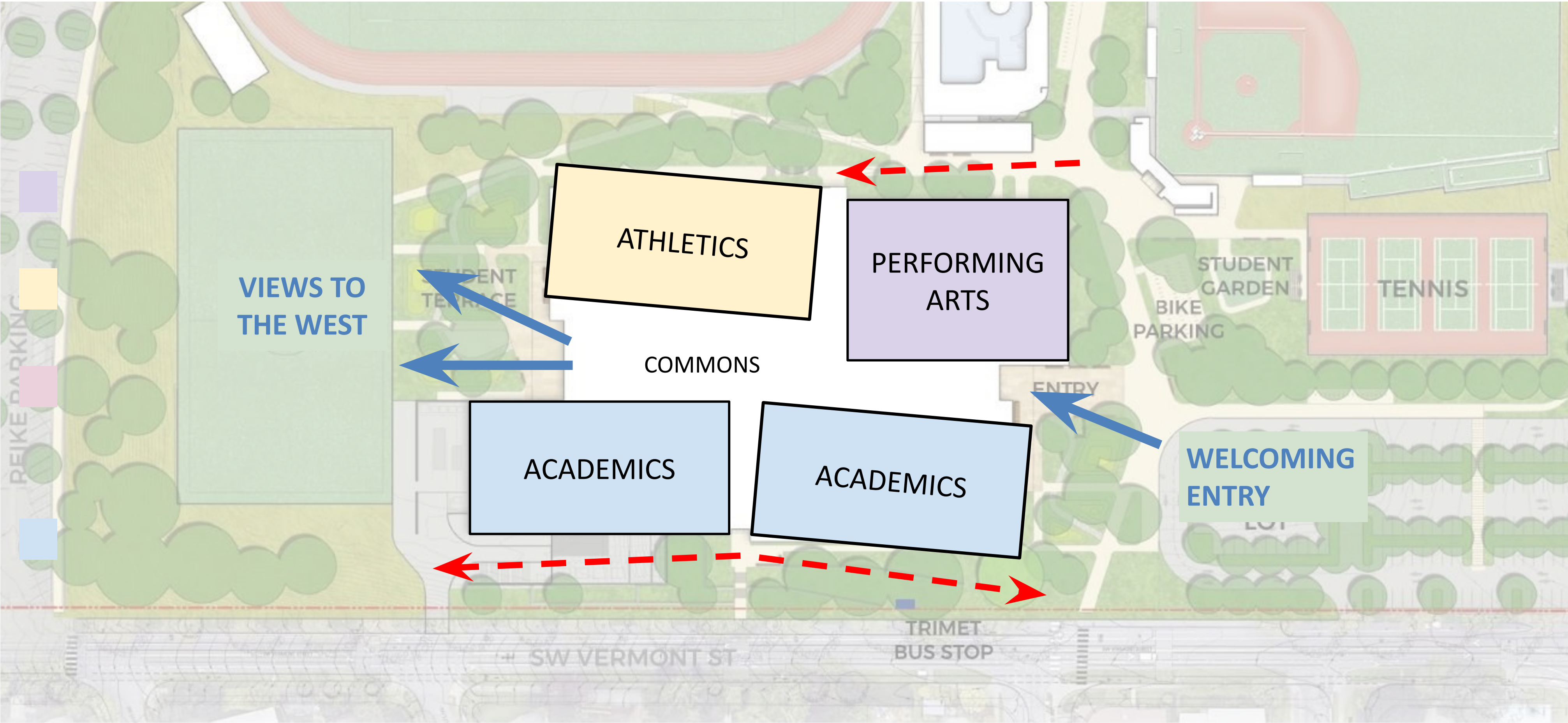


BUILDING MASSING





BUILDING MASSING





BUILDING MASSING - PREVIOUS

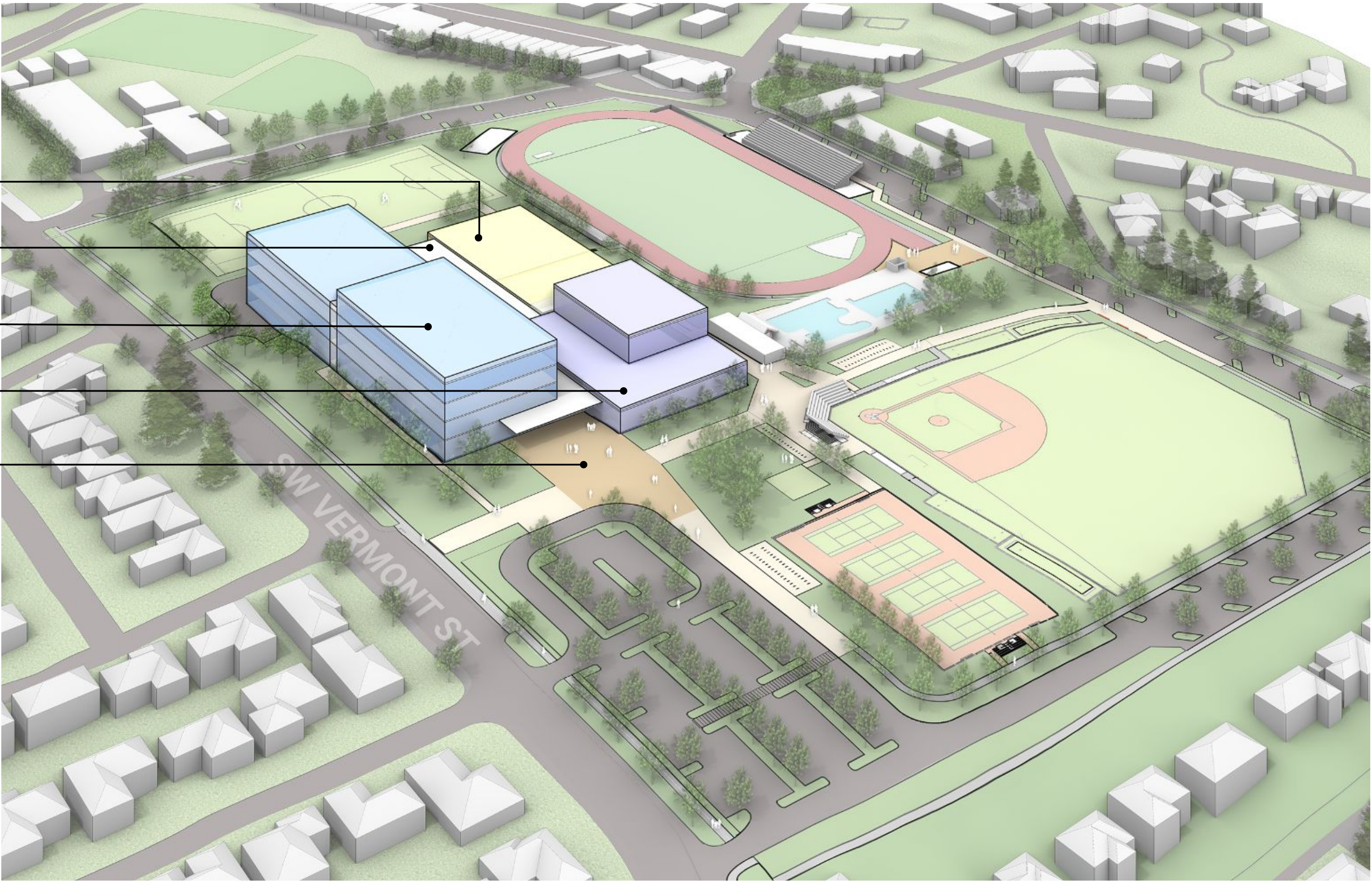
ATHLETICS

COMMONS

ACADEMICS

PERFORMING ARTS

MAIN ENTRY





BUILDING MASSING - CURRENT

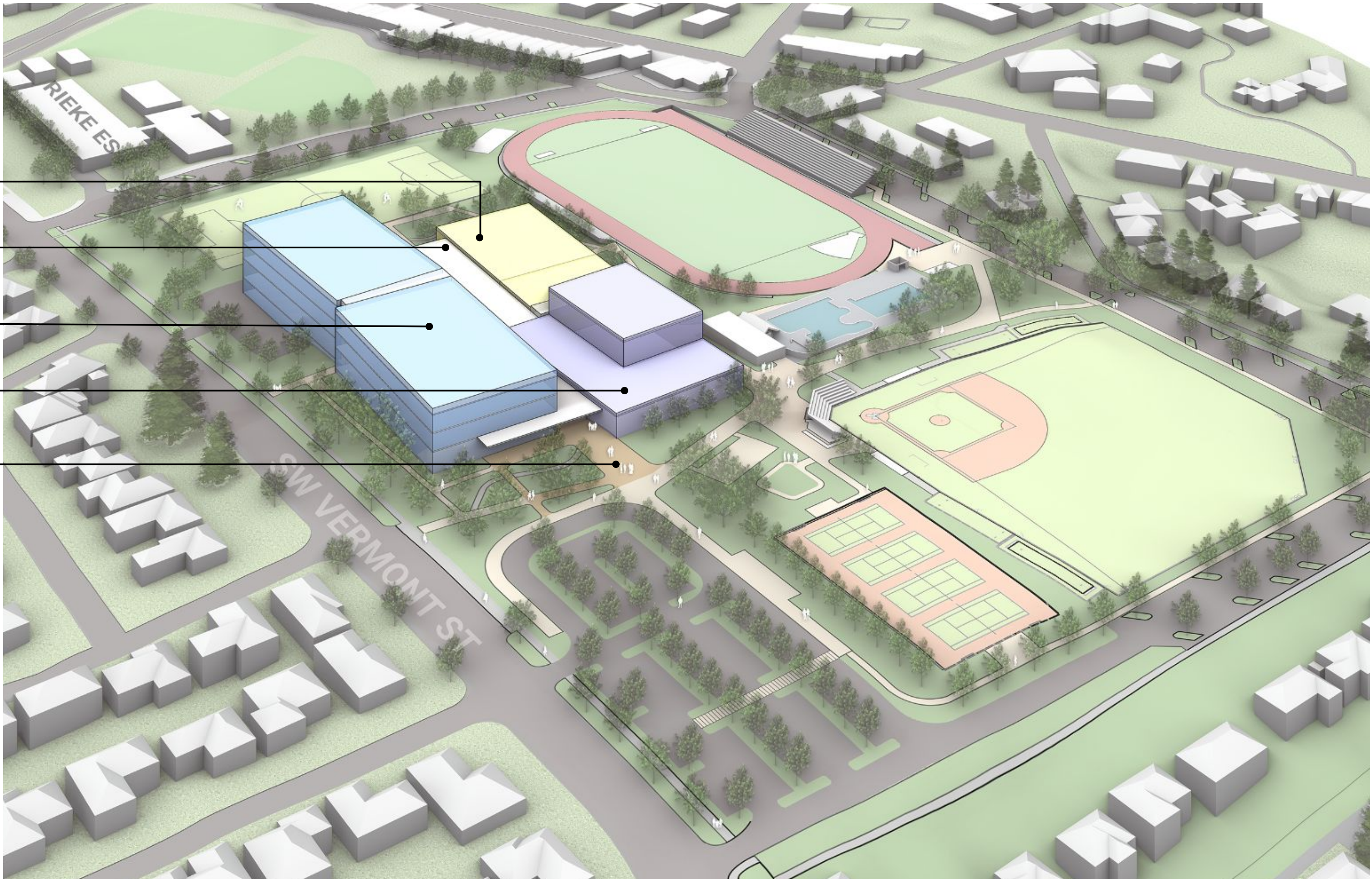
ATHLETICS

COMMONS

ACADEMICS

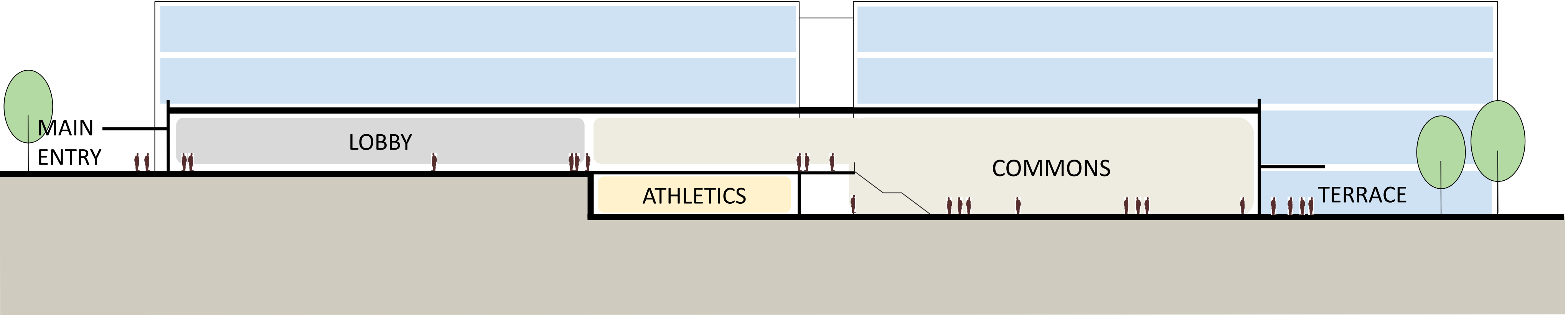
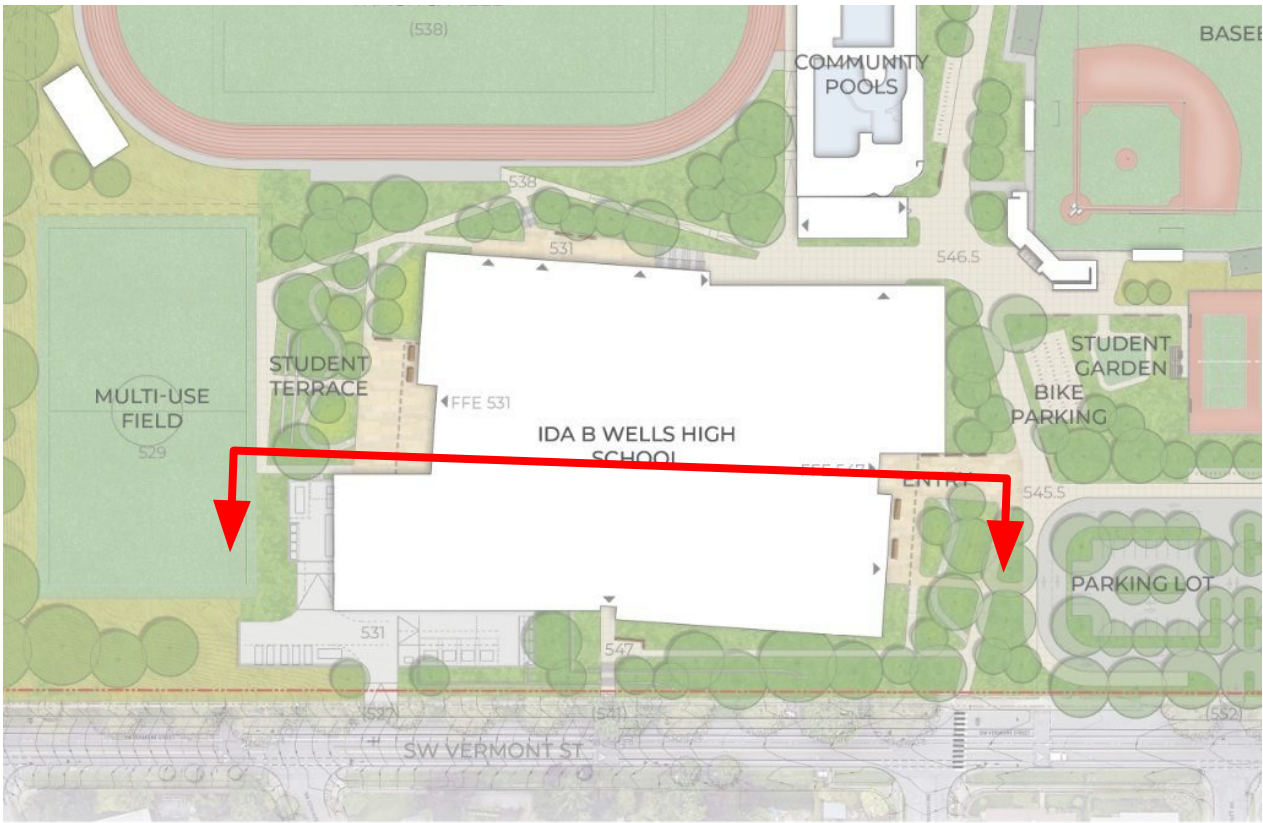
PERFORMING ARTS

MAIN ENTRY





# BUILDING SECTION

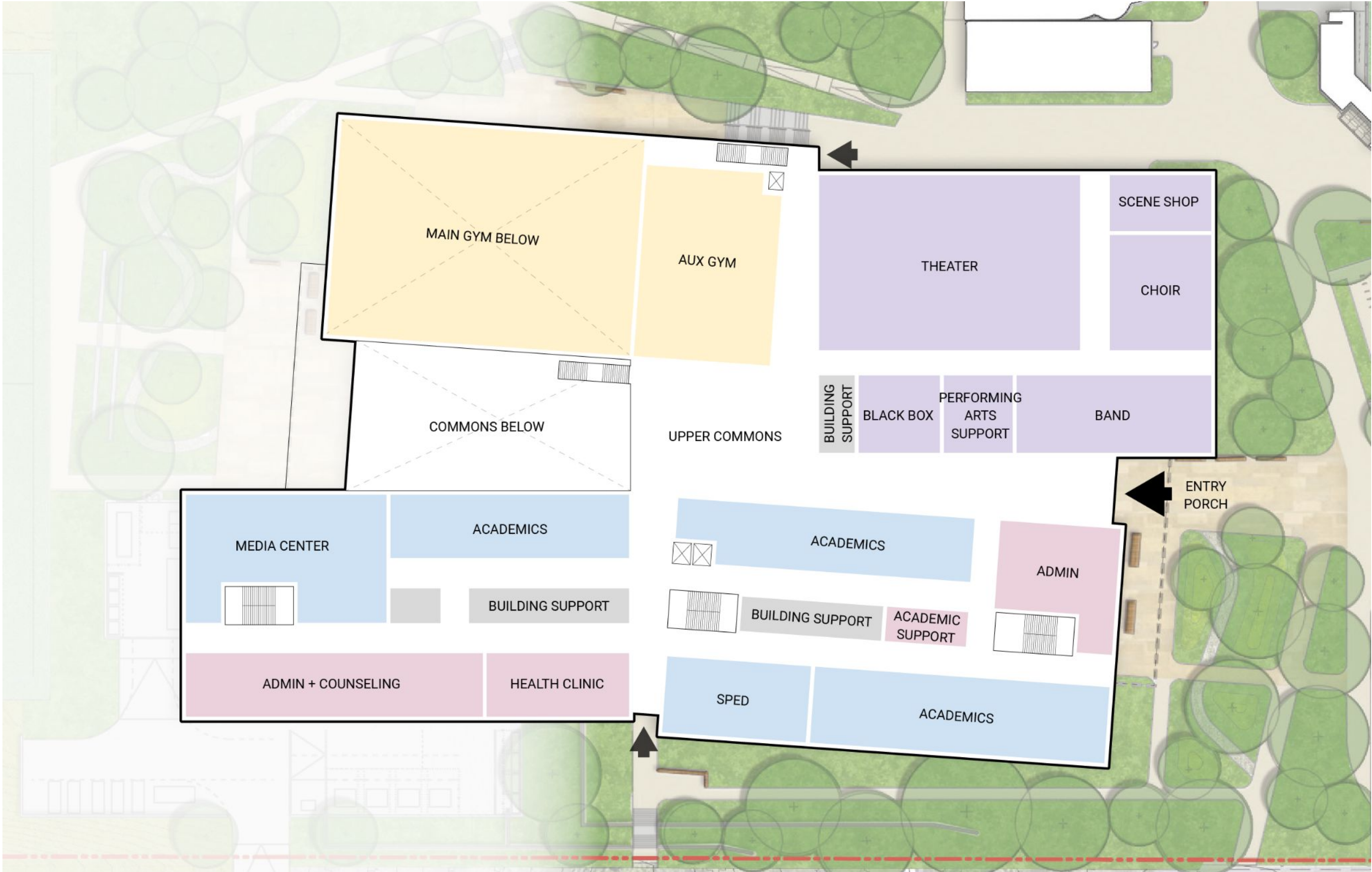




# LEVEL 1 FLOOR PLAN (MAIN ENTRANCE LEVEL)

KEY:

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





# LEVEL 0 FLOOR PLAN (TERRACE LEVEL)

KEY:

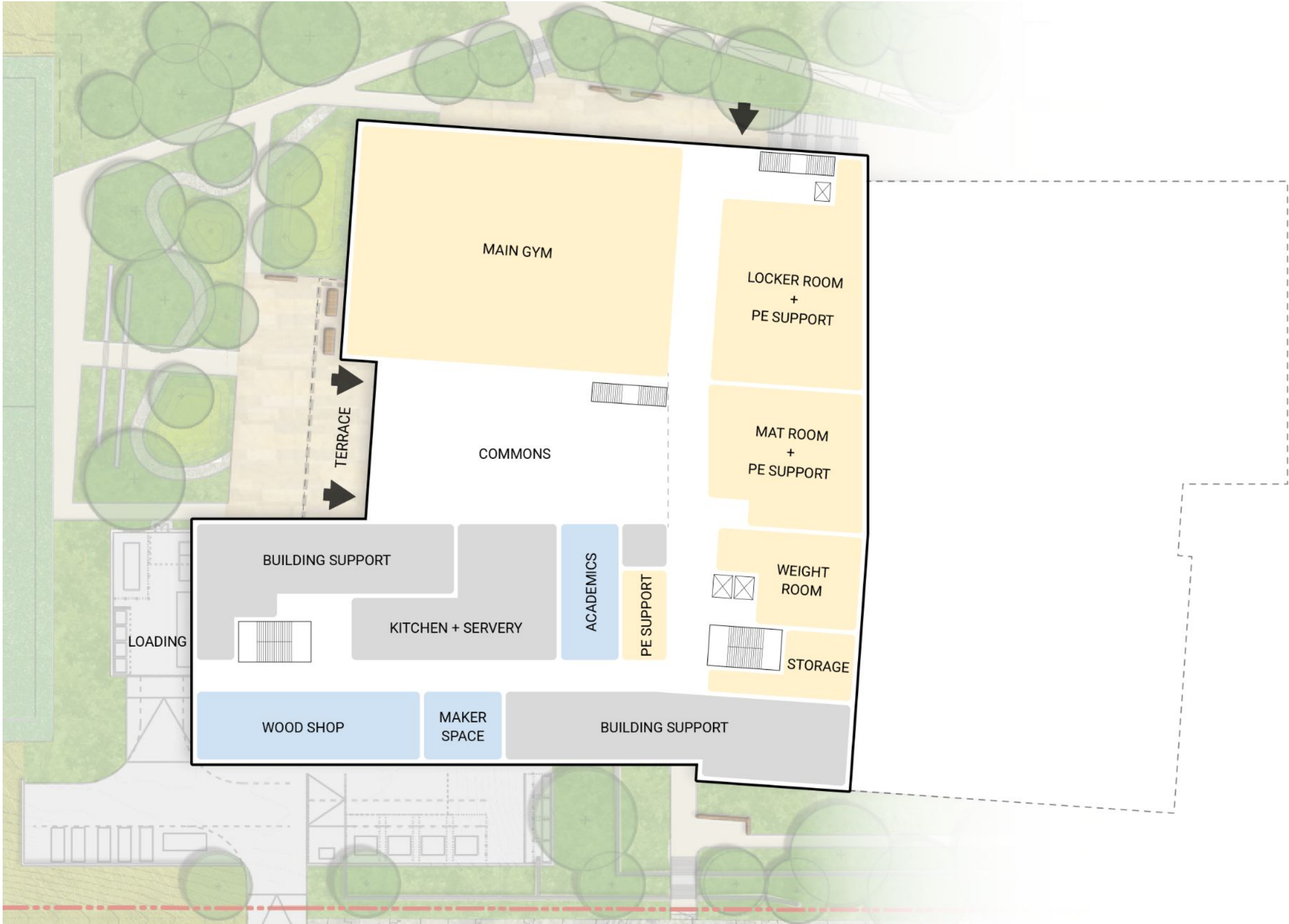
Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

Academic related spaces

Building support related spaces





# LEVEL 2 FLOOR PLAN

KEY:

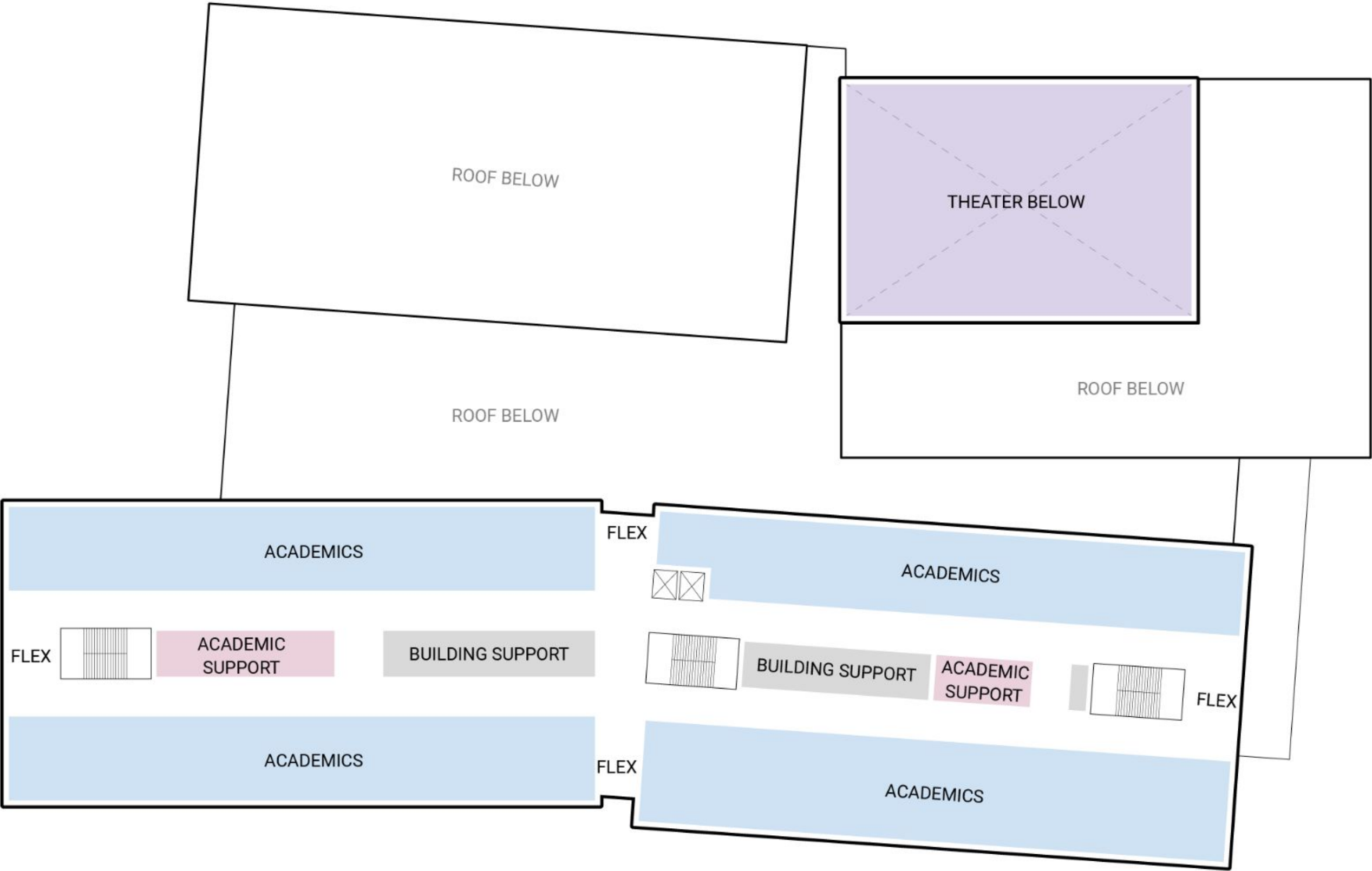
Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

Academic related spaces

Building support related spaces





# LEVEL 3 FLOOR PLAN

KEY:

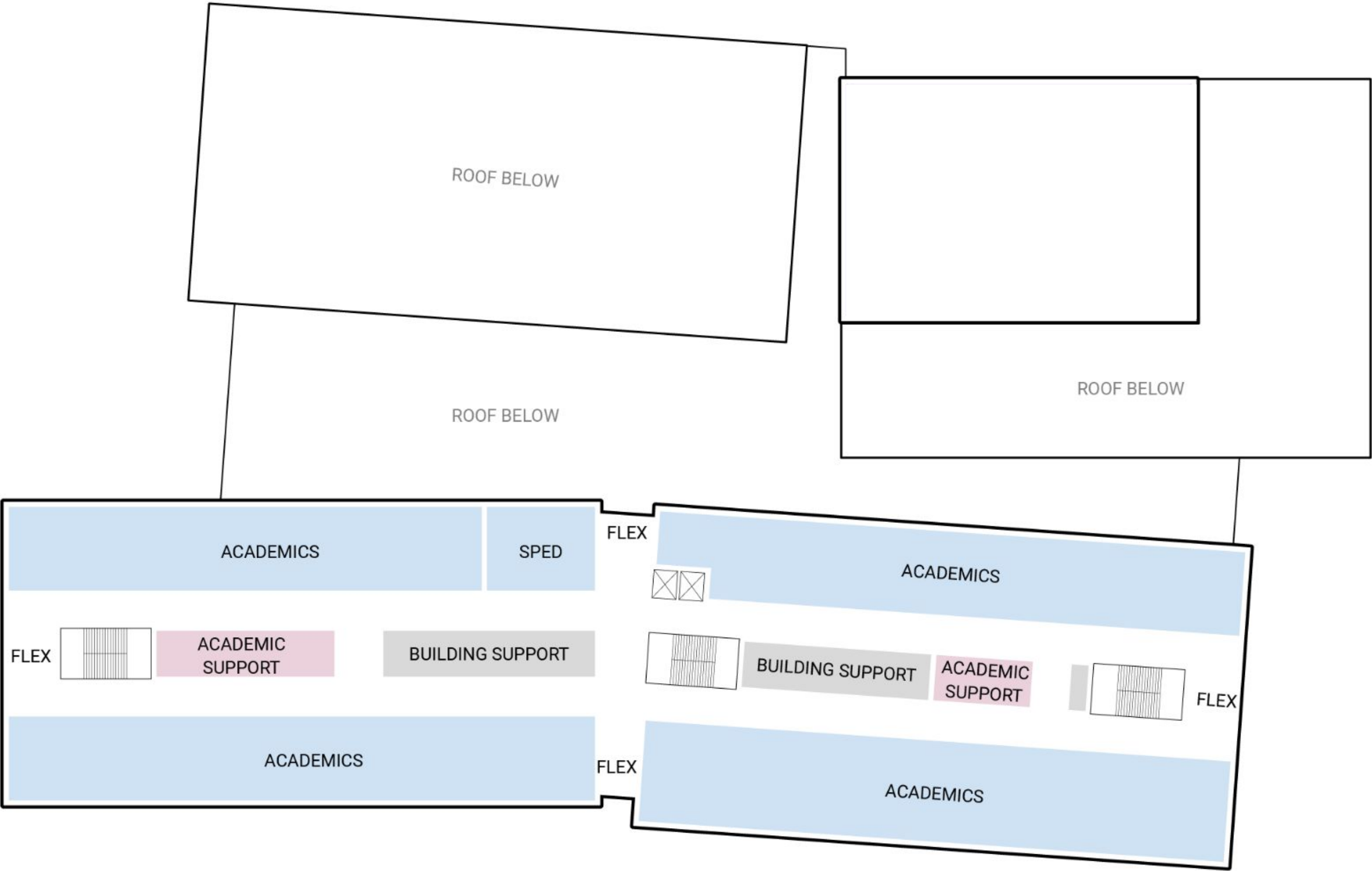
Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

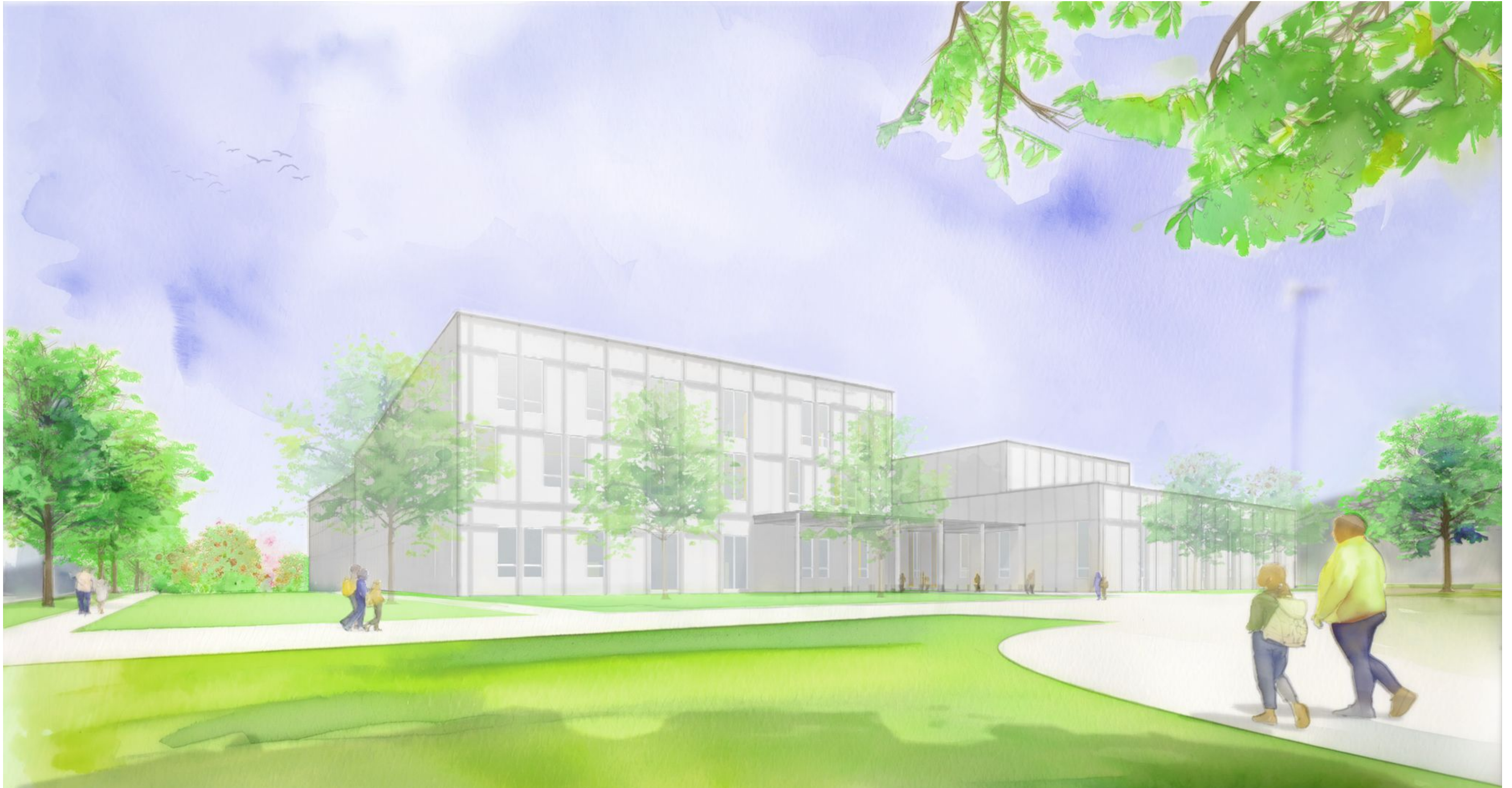
Academic related spaces

Building support related spaces



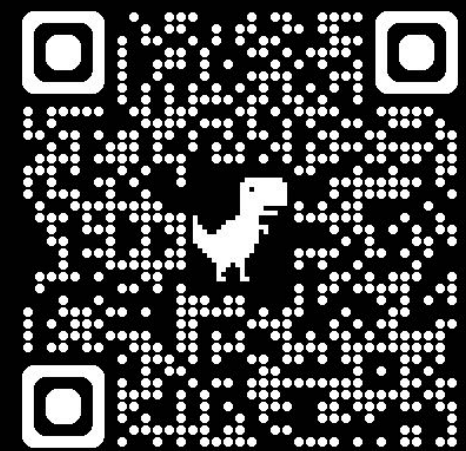


## BUILDING MASSING - RENDERED VIEW FROM SOUTHEAST





Feedback?



Email:

[WellsBond@pps.net](mailto:WellsBond@pps.net)

Bond Website:

[pps.net/IdaBWellsBond](http://pps.net/IdaBWellsBond)





