

# BORA



PORTLAND PUBLIC SCHOOLS

## Ida B. Wells High School

Comprehensive Planning Committee Meeting #6  
March 13, 2024

**after BRUCE**  
public relations & marketing

**WALKER | MACY** **kpff**

DESIGN TEAM HERE TODAY



Donna Bezio  
PPS



Hector Lopez  
PPS



Rolando Aquilizan  
PPS



Stefée Knudsen  
Bora



Amy Donohue  
Bora



Becca Cavell  
Bora



Aisha Marcos  
Bora



Chelsea McCann  
Walker Macy



Ryan Fukuda  
After Bruce

## AGENDA

**Overview + Introduction** 00:02

**Objectives + Look Ahead** 00:03

**Ed Spec Update** 00:05

**Pool Update** 00:10

**Community Engagement Update** 00:15

**What We've Heard: CPC 5** 00:05

**Site Design Options Review (incl. cost estimates)** 00:10

**Discussion** 00:30 - 00:50

**Close + Next Steps** 00:10

meeting notes  
from CPC #5 are  
posted on the PPS  
Bond website!

## OBJECTIVES FOR TODAY

### **Review information that will be presented to F&O committee and Board of Education:**

- 2 schemes will be presented to F&O committee
- 1 scheme will be recommended to Board for approval

### **Capture CPC feedback for Board consideration**

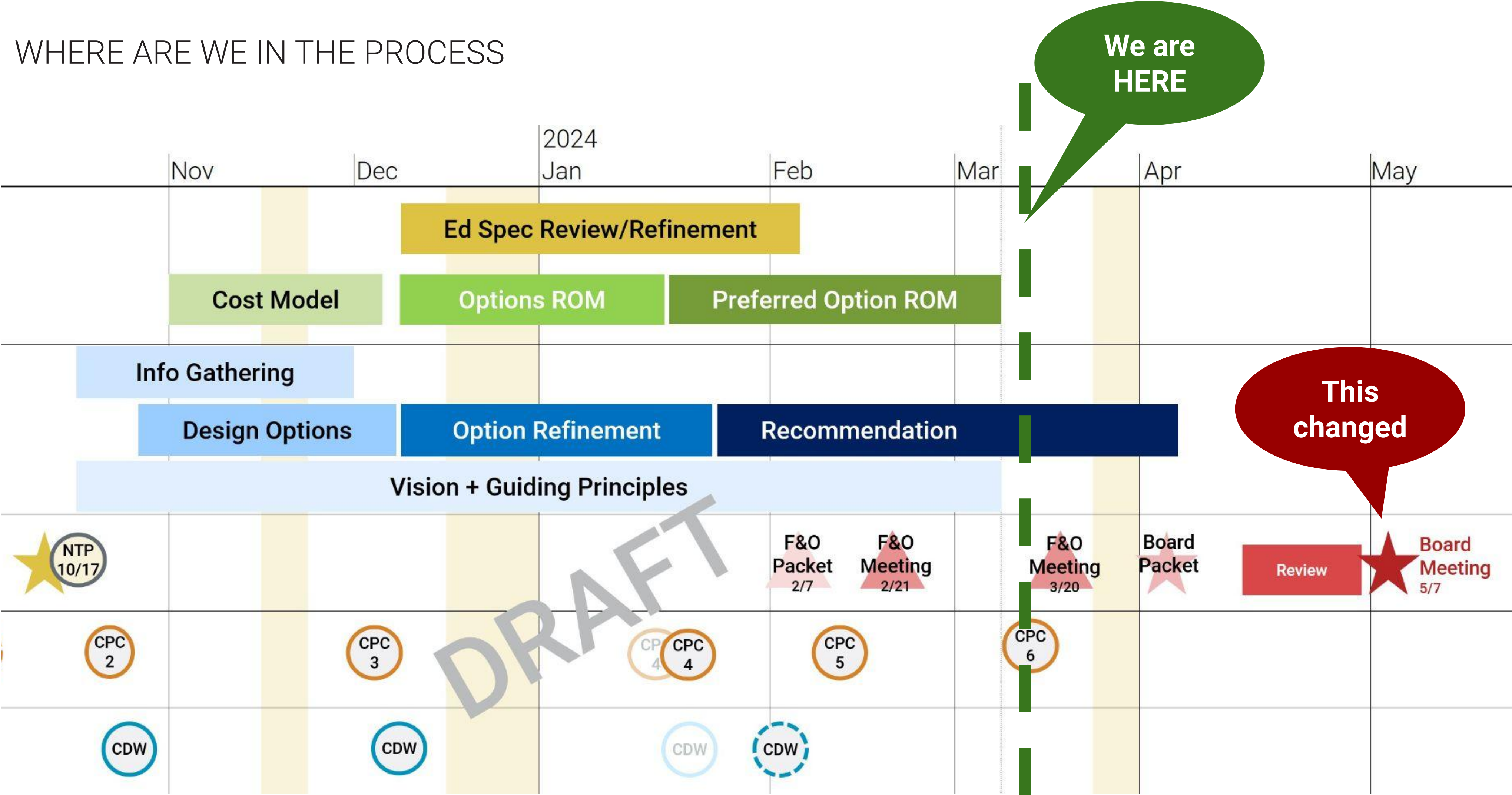
Bond Conceptual Budget

# PPS Board of Education Bond Conceptual Budget - Review Sample Option

## Every Dollar Counts!

More information available: <https://meetings.boardbook.org/Public/Agenda/915?meeting=624188>

WHERE ARE WE IN THE PROCESS



# Ed Spec Update



# WHAT IS AN ED SPEC?

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



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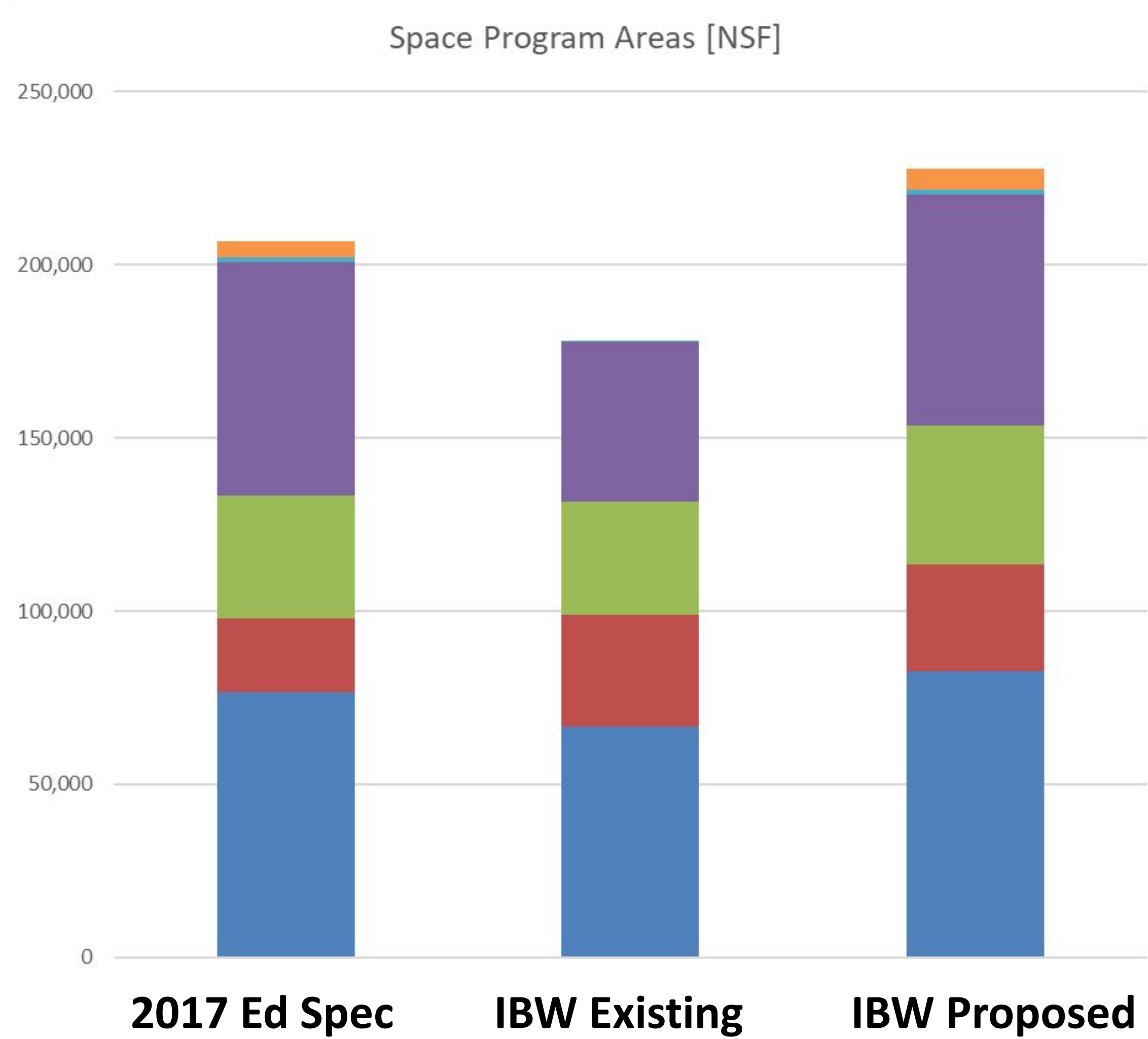


.....and the outcome will be unique to IBW!



# 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

# Pool Update



# Community Engagement Update



## COMMUNITY ENGAGEMENT - STAKEHOLDER INTERVIEWS AND LISTENING SESSIONS

### **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 & refugee community members
- Students leaders & members of affinity groups
- Disability Community served by IBWHS
- Students in Special Education
- Teacher-supported session with nonverbal and medically fragile students in Special Education
- Somali language facilitated Listening Session
- Students and families of color
- Teachers and staff of color (upcoming)

## COMMUNITY ENGAGEMENT PROCESS & APPROACH



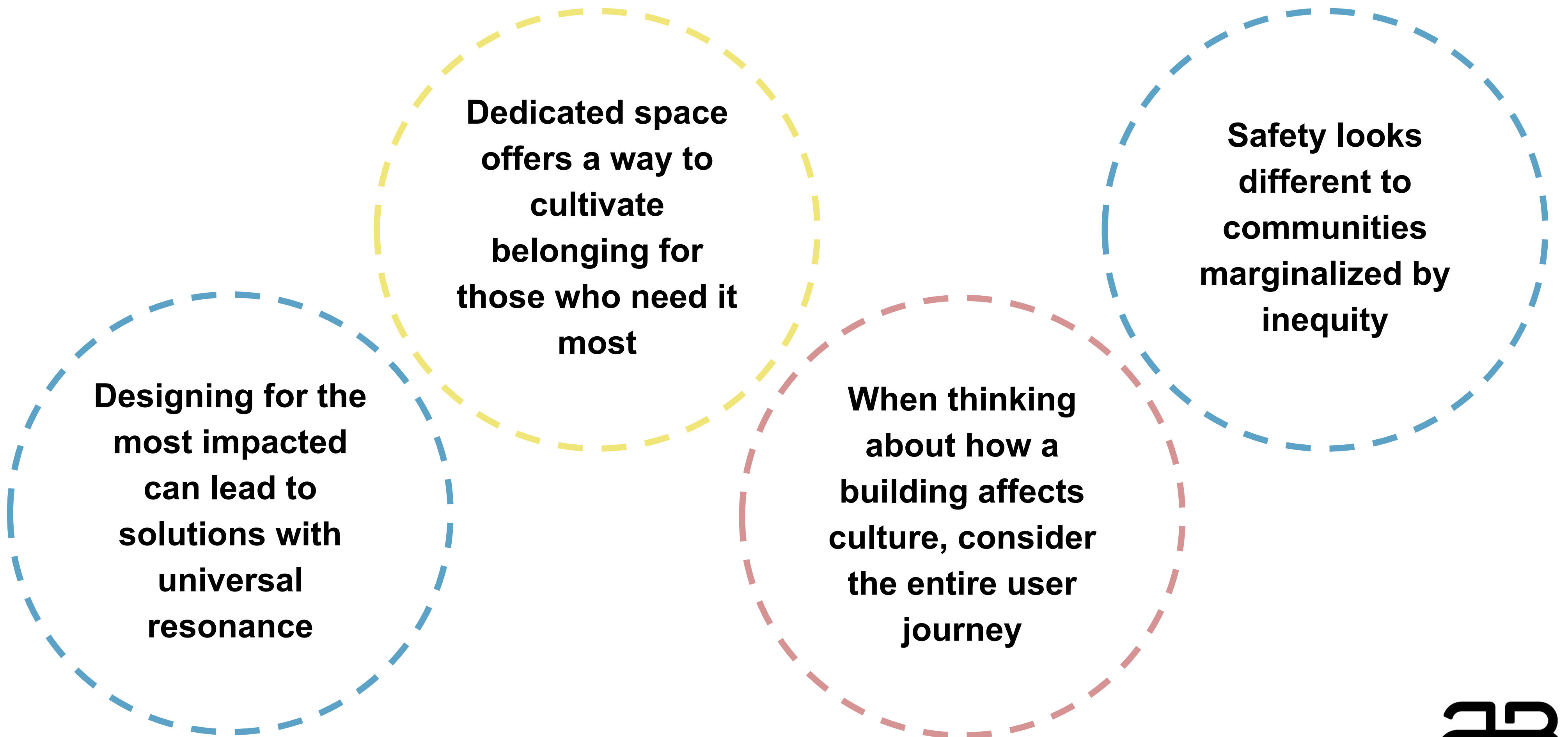
Our approach to community engagement focuses on centering the communities most impacted by our work to achieve long-term, transformative, and sustainable outcomes.

**Community-based  
Participatory  
Framework**

**Establish a Shared  
Context**

**Iterative  
Engagement Design**

## KEY MESSAGES/THEMES FROM INTERVIEWS AND LISTENING SESSIONS



# KEY MESSAGES/THEMES FROM INTERVIEWS AND LISTENING SESSIONS

## **1. Designing for the most impacted can lead to solutions with universal resonance**

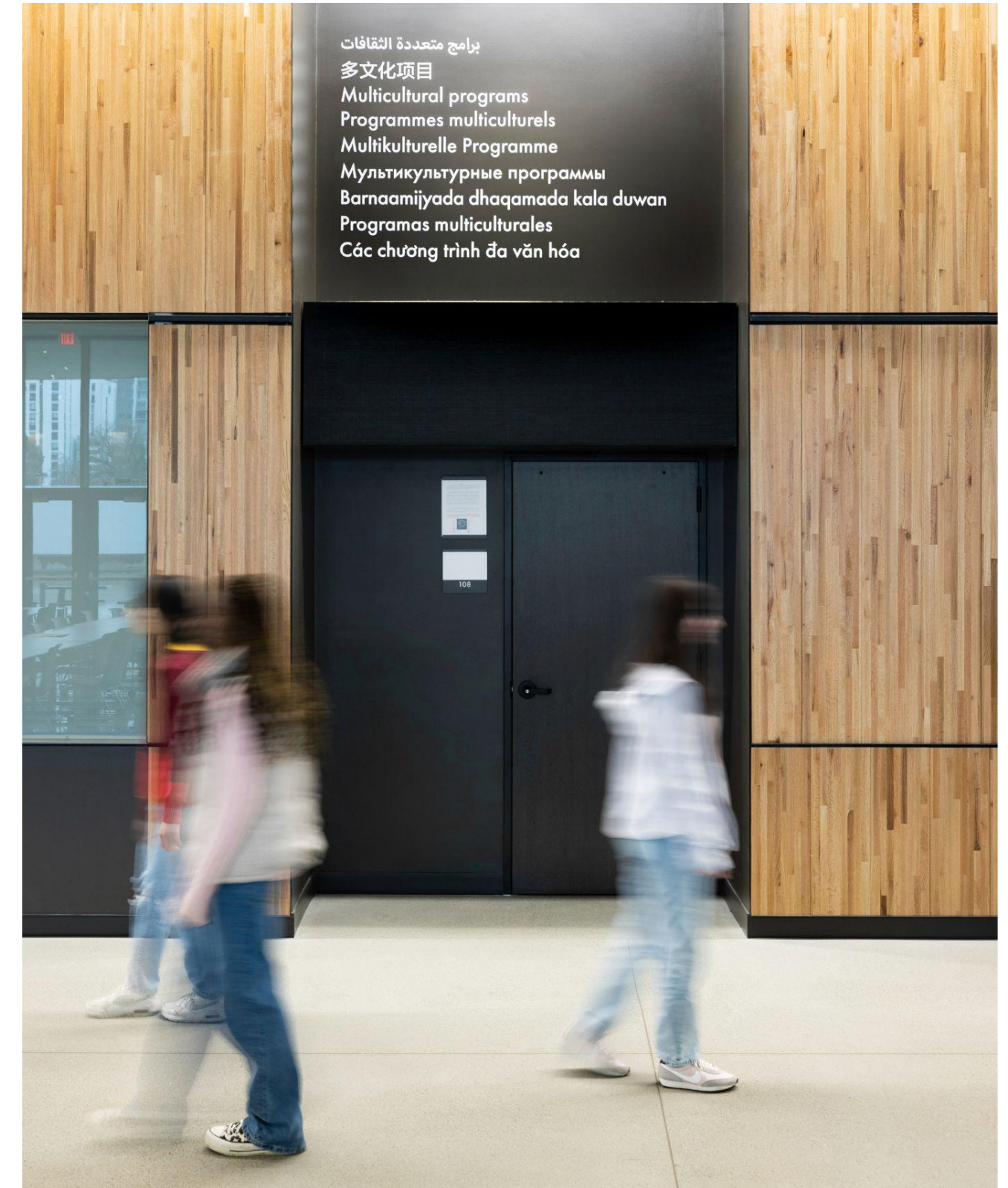
- Accessibility is often focused on compliance.
- A successful design will consider the full range of differences in students' needs.



# KEY MESSAGES/THEMES FROM INTERVIEWS AND LISTENING SESSIONS

## 2. Dedicated space offers a way to cultivate belonging for those who need it most

- Students most marginalized by systemic inequities find belonging in each other.
- Despite entrenched issues, barriers, and challenges, their vision centers ideas for shared space that are adaptable, flexible, and responsive to students who don't always feel part of the everyday at Ida B. Wells.
- Consistently, students who have participated in our listening sessions strongly believe that if other peers can be visibly reflected in the building with specific space, they can feel pride in and help steward together.



### 3. When thinking about how a building affects culture, consider the entire user journey

- It's critical to think about the way people move through a space throughout their entire day. The best way to show they belong is to demonstrate it early and often.
- While multiple language maps are important at the entrance, this should also be through the building.
- For students who don't feel like school is for them, or spaces where they feel safe or belong, small micro-aggressions may seem minute but compound over time.
- Staff and faculty in Special Education are understaffed, often can't leave their classrooms unattended, with implications for working with peers and supporting students.



## 4. Safety looks different to communities marginalized by inequity

- For communities experiencing compounding impacts of systemic inequity, safety is defined in many ways.
- The lived experiences of communities prioritized in community engagement inform what makes a place safe or unsafe to them, and often vary from dominant culture priorities or considerations.
- Engaging with communities around their own definitions of safety at school offered critical insights.
- Overall, safety concerns were related to the day-to-day experience of moving through the school and consistency in access to specific spaces.

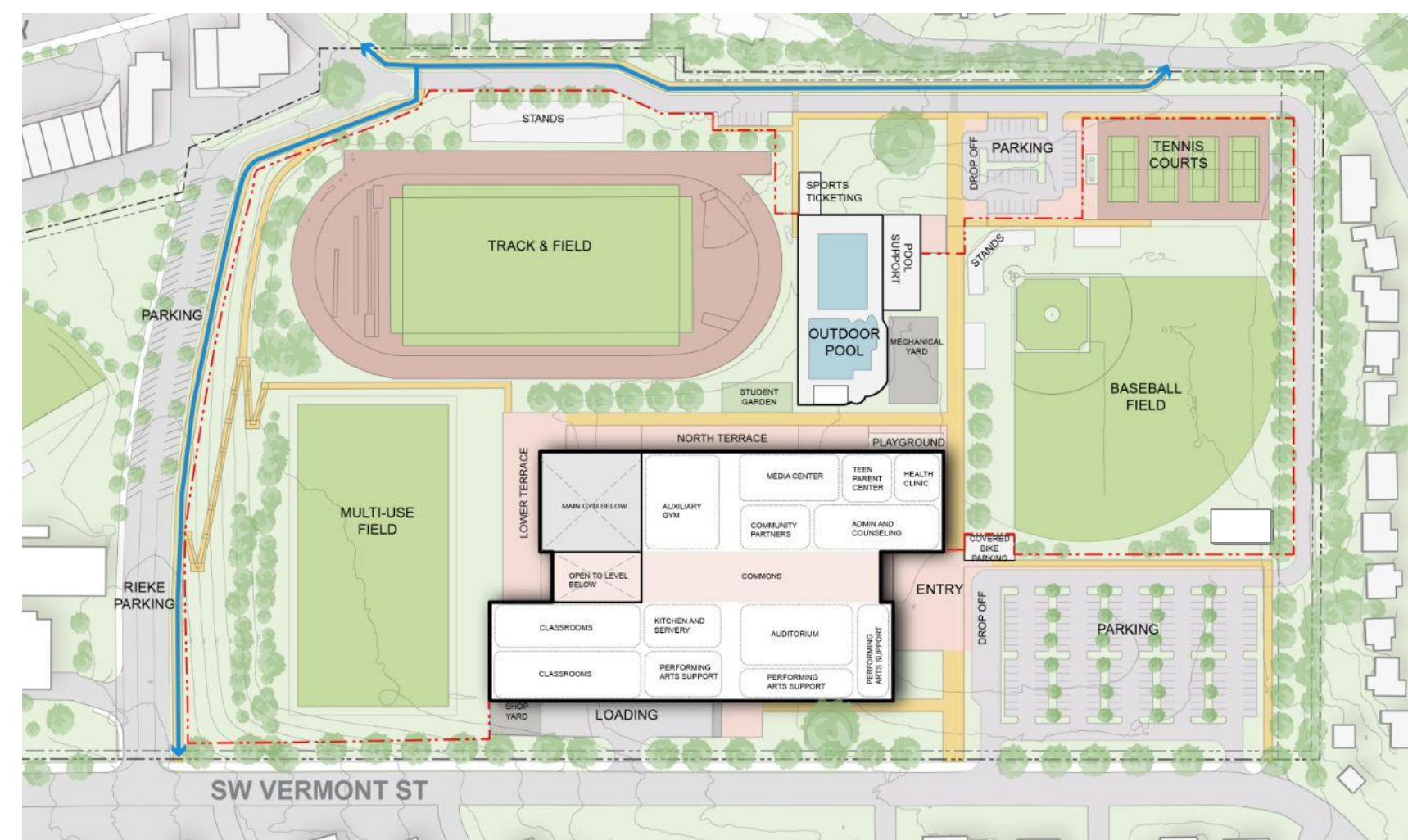


# What We've Heard

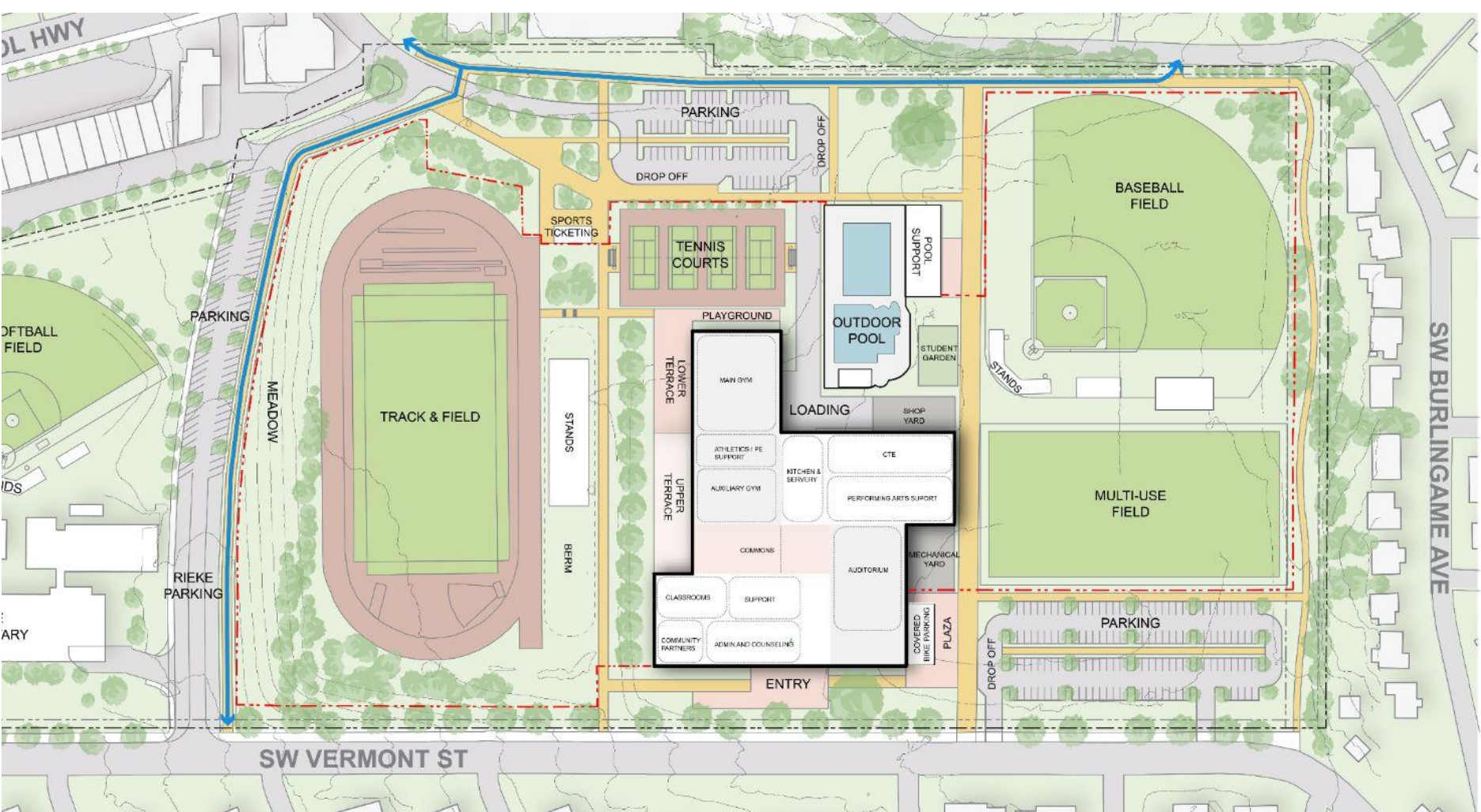


SUMMARY

SCHEME 1



SCHEME 2



- Track & Field remains in place with improvements
- Minimal Track & Field disruption during construction
- Pathway connection to Rieke parking and fields
- Main parking lot and drop-off near building entry
- Vehicular connection between the two parking lots
- Separation between school and pool offers flexibility with building footprint
- 3-story building height

- Track & Field in optimal N-S orientation
- More space for construction staging
- Direct pedestrian connection to Capitol Highway
- Parking lots and drop-offs near Capitol Hwy and Vermont St.
- Vehicular access at opposite ends of building
- Less flexibility with building footprint due to pool and track locations
- 4-story building height

# Site Design Options Review

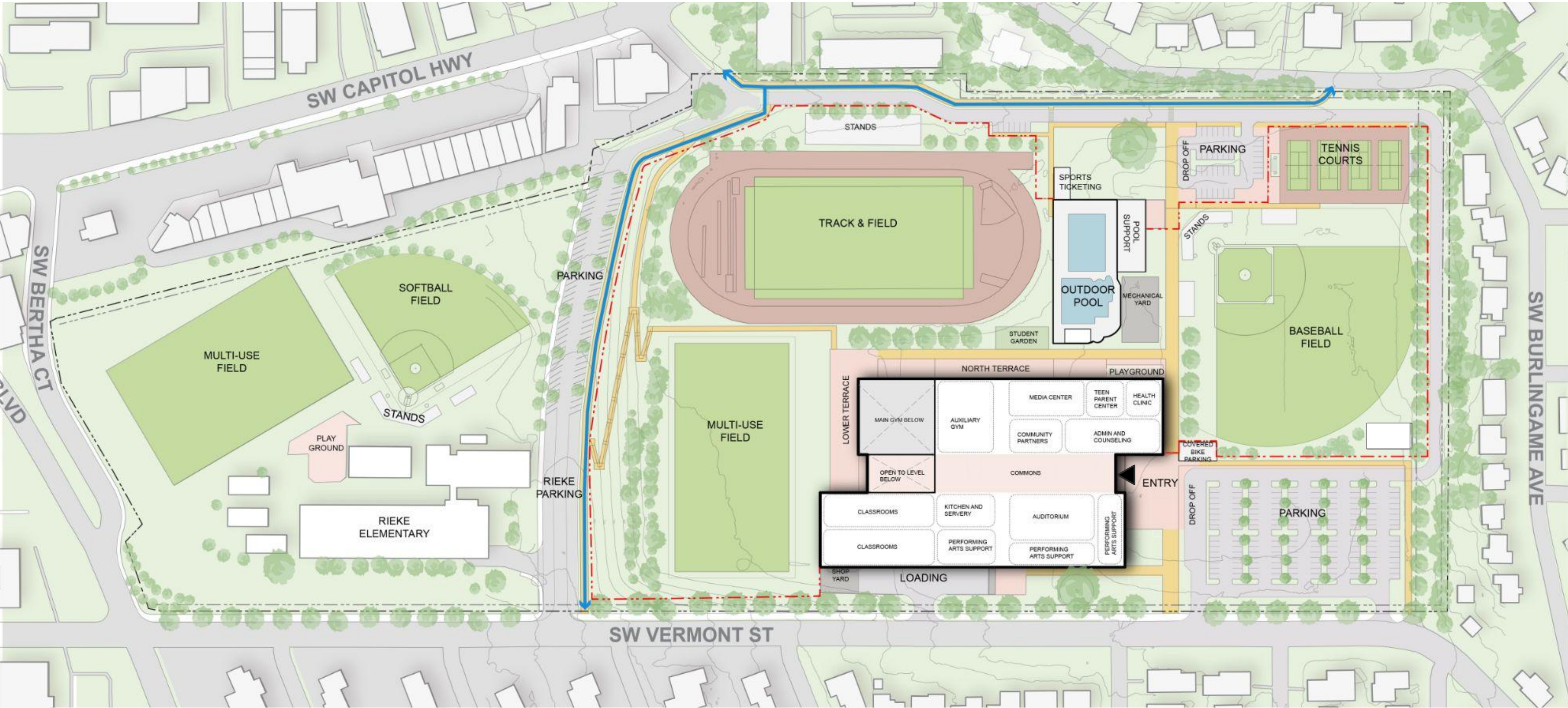


## VISION STATEMENT



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 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.

SCHEME 1



SCHEME 01



KEY:



# SCHEME 1 - RESPONSE TO KEY DESIGN DRIVERS



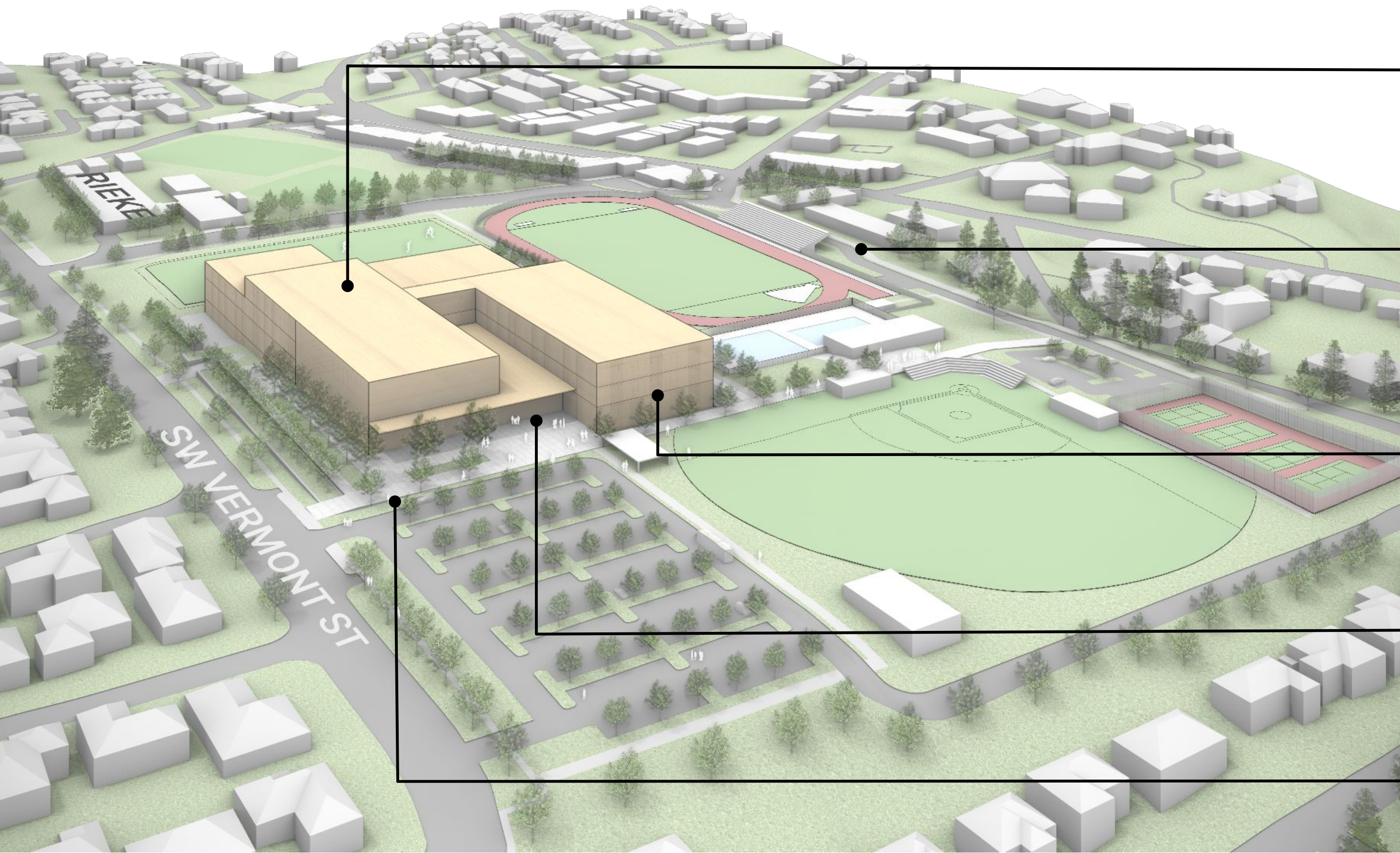
Improved SW Trails path **welcomes pedestrians coming from Capitol Highway and provides a safe route to the building entry**

North-South path directs pedestrians from Capitol Hwy and Vermont Street to the building entry plaza and provides **community access across the site after-hours**

Building sits west of existing school and south of existing pool and track. Building form takes advantage of sloping site and **steps down to reduce the overall building scale**

Massing - Aerial View

# SCHEME 1 - 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

## SCHEME 1 - MASSING



View from Vermont St. (Southeast)

## SCHEME 1 - MASSING



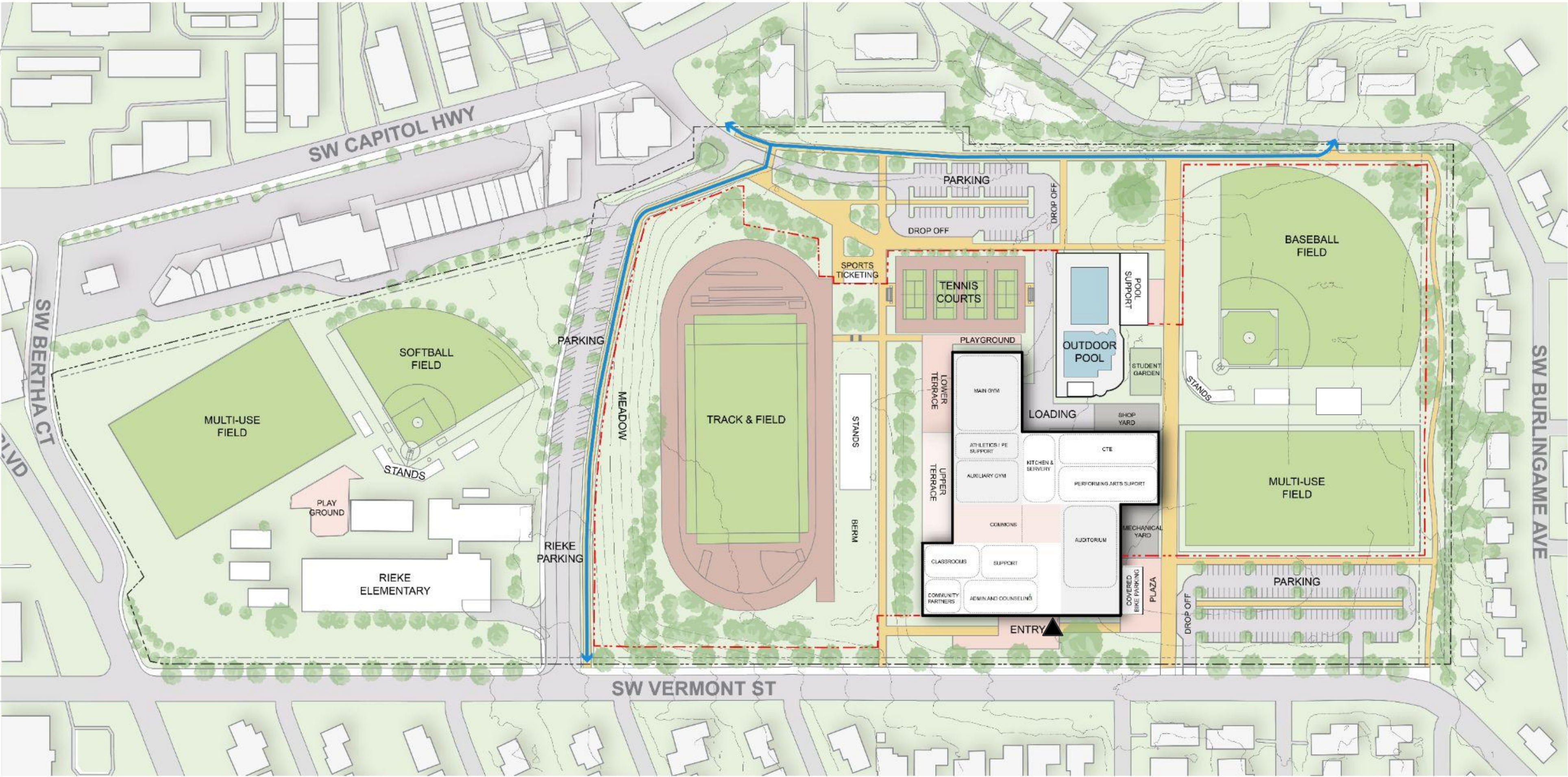
View from Capitol Hwy Approach

## SCHEME 1 - MASSING

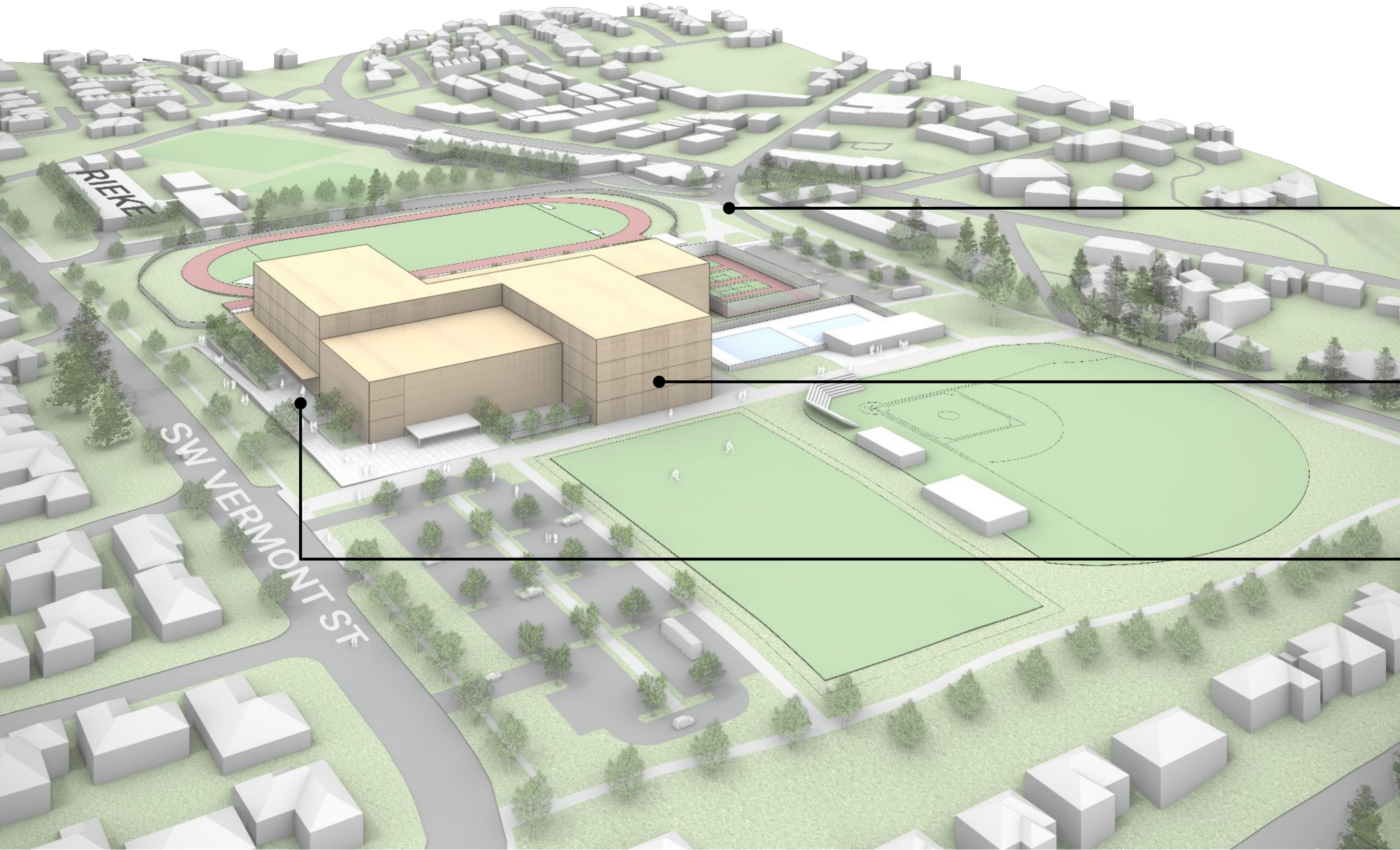


View from Vermont St. (Southwest)

SCHEME 2



# SCHEME 2 - RESPONSE TO KEY DESIGN DRIVERS



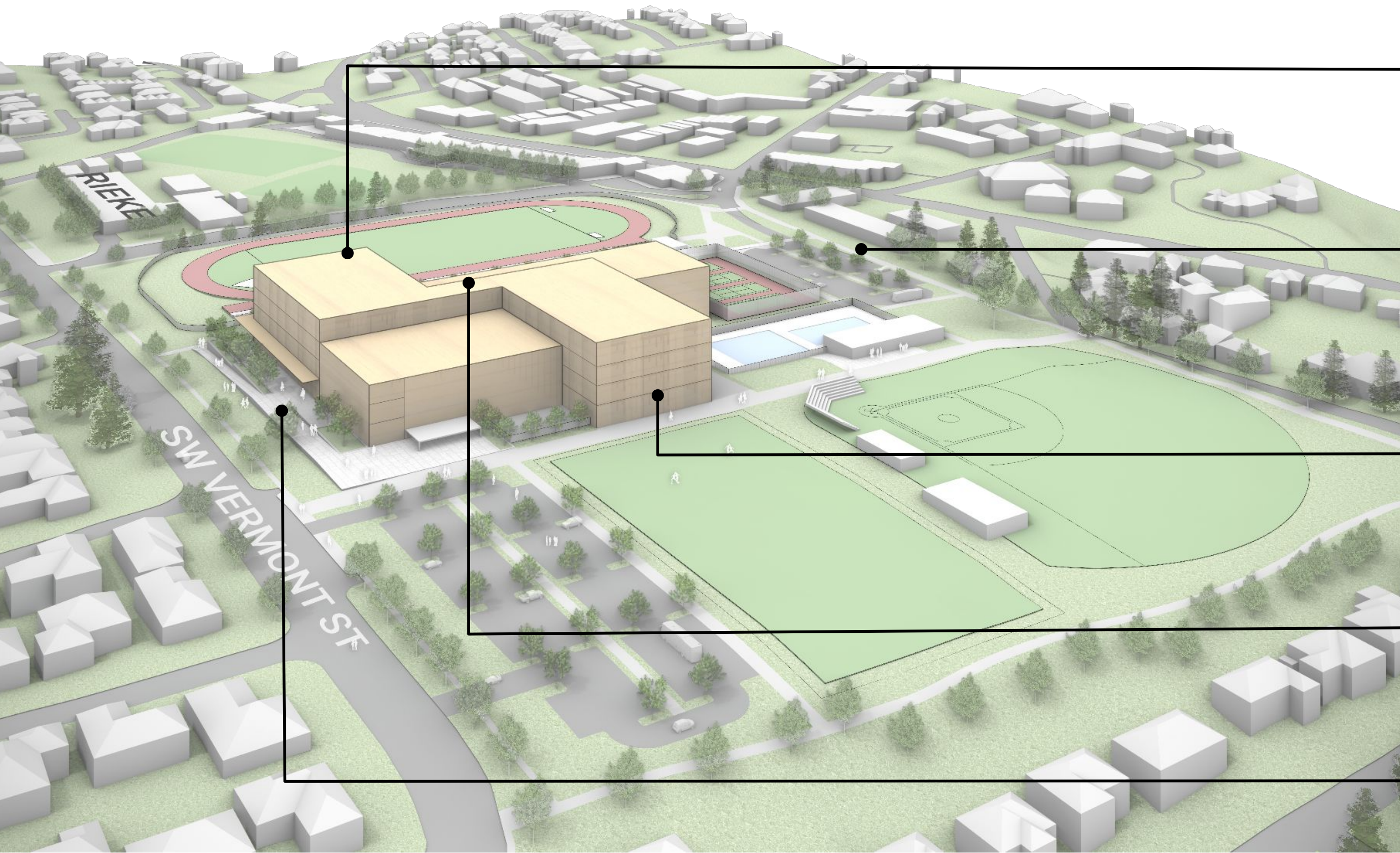
Pedestrian plaza adjacent to Capitol Highway campus entrance provides **direct and visible approach to building** from the North

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

# SCHEME 2 - RESPONSE TO GUIDING PRINCIPLES



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Massing - Aerial View

## SCHEME 2 - MASSING



View from Vermont St. (Southeast)

## SCHEME 2 - MASSING



View from Capitol Hwy Approach

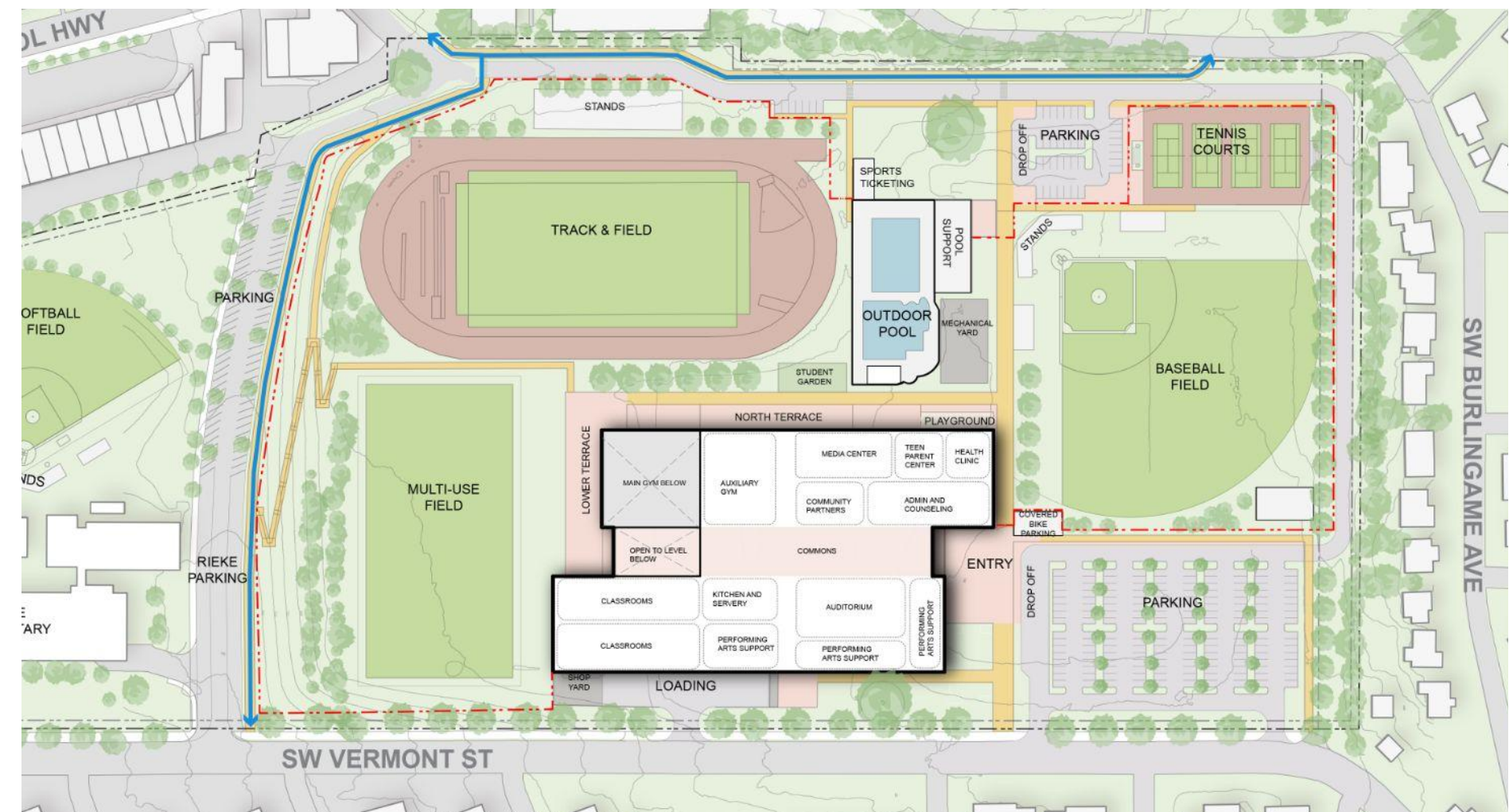
## SCHEME 2 - MASSING



View from Vermont St. (Southwest)

# COST ESTIMATE SUMMARY

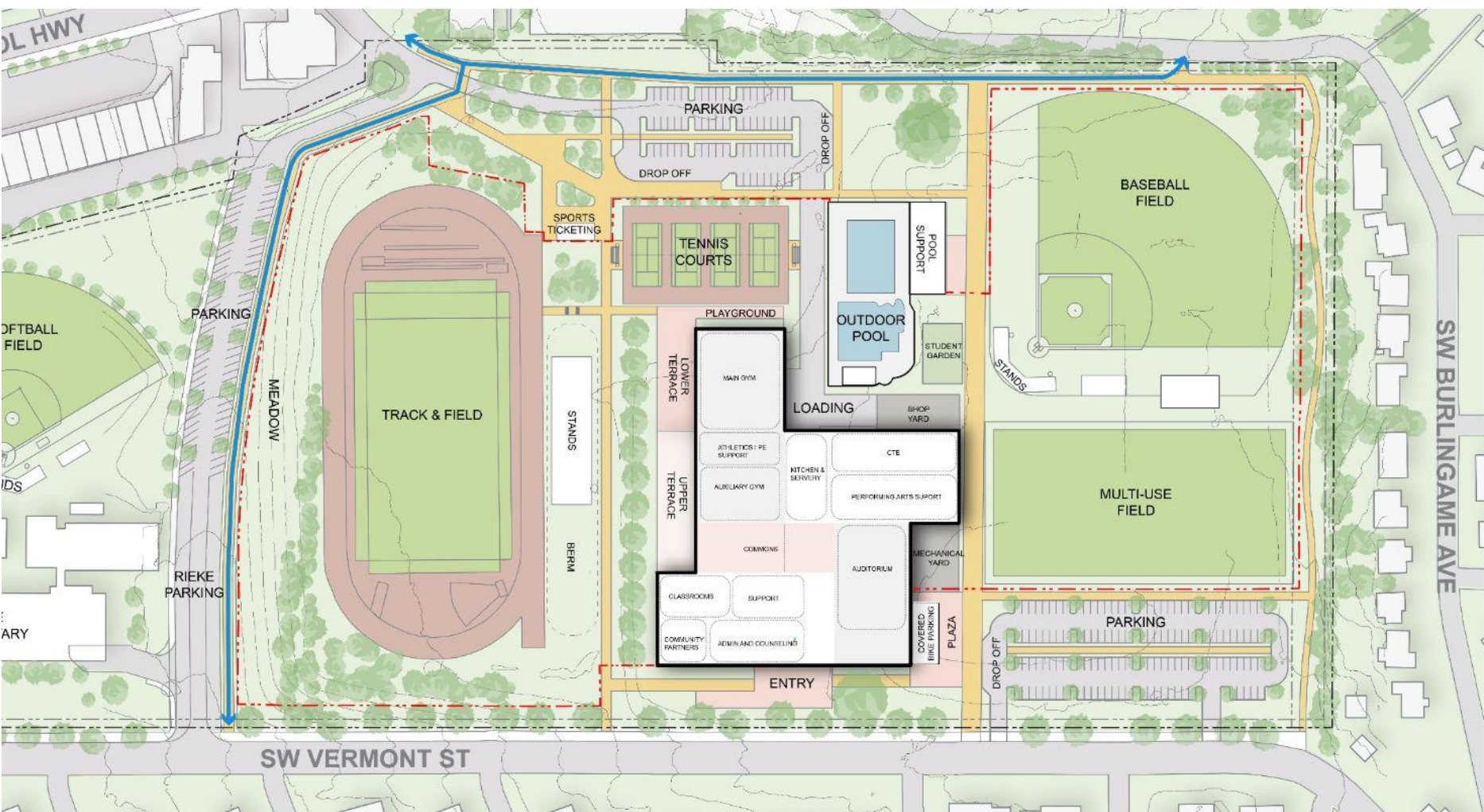
## SCHEME 1



Total Project Cost:

**\$425M - \$435M**

## SCHEME 2



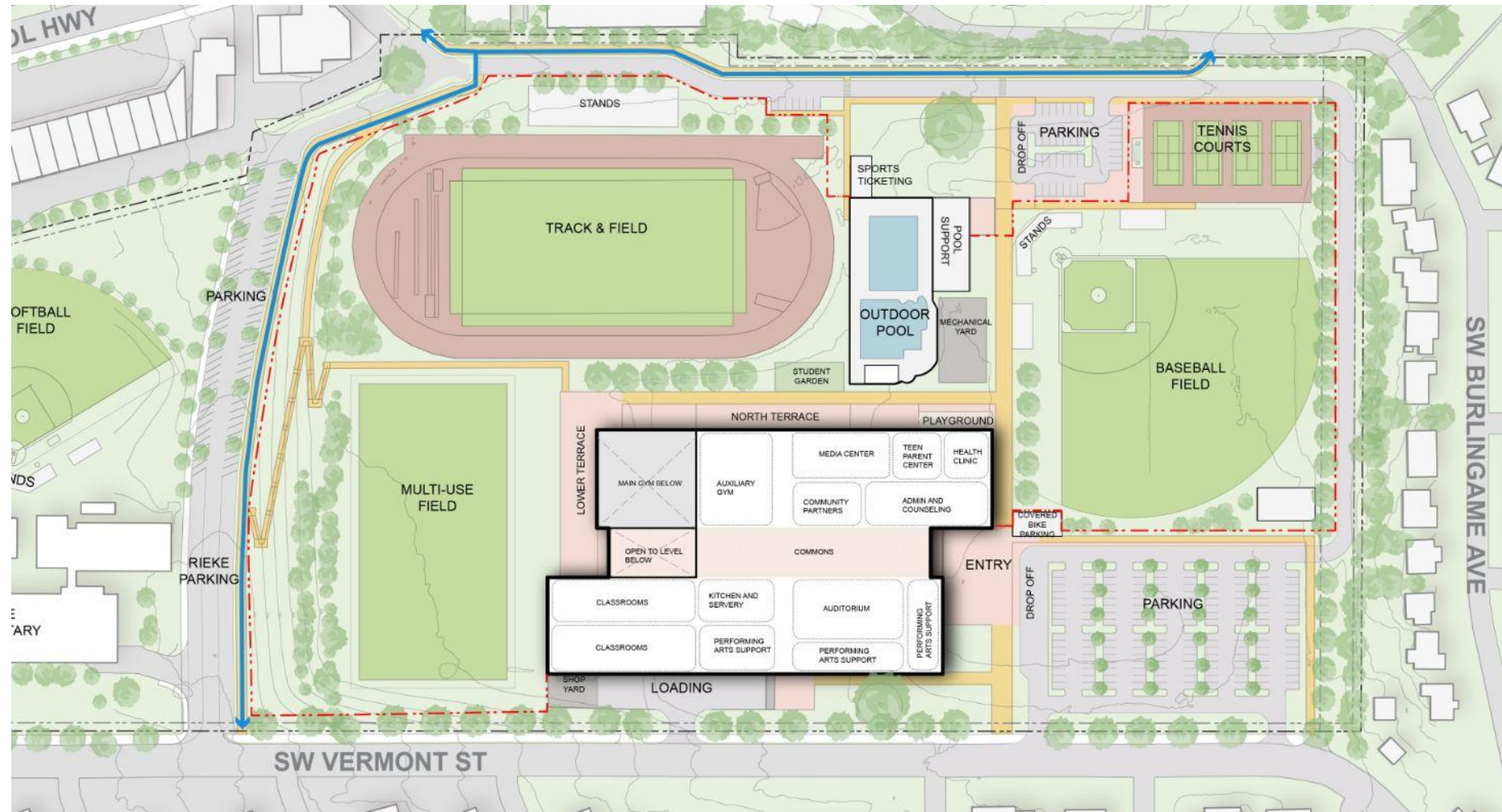
Total Project Cost add:

**+ \$6M - \$8M**

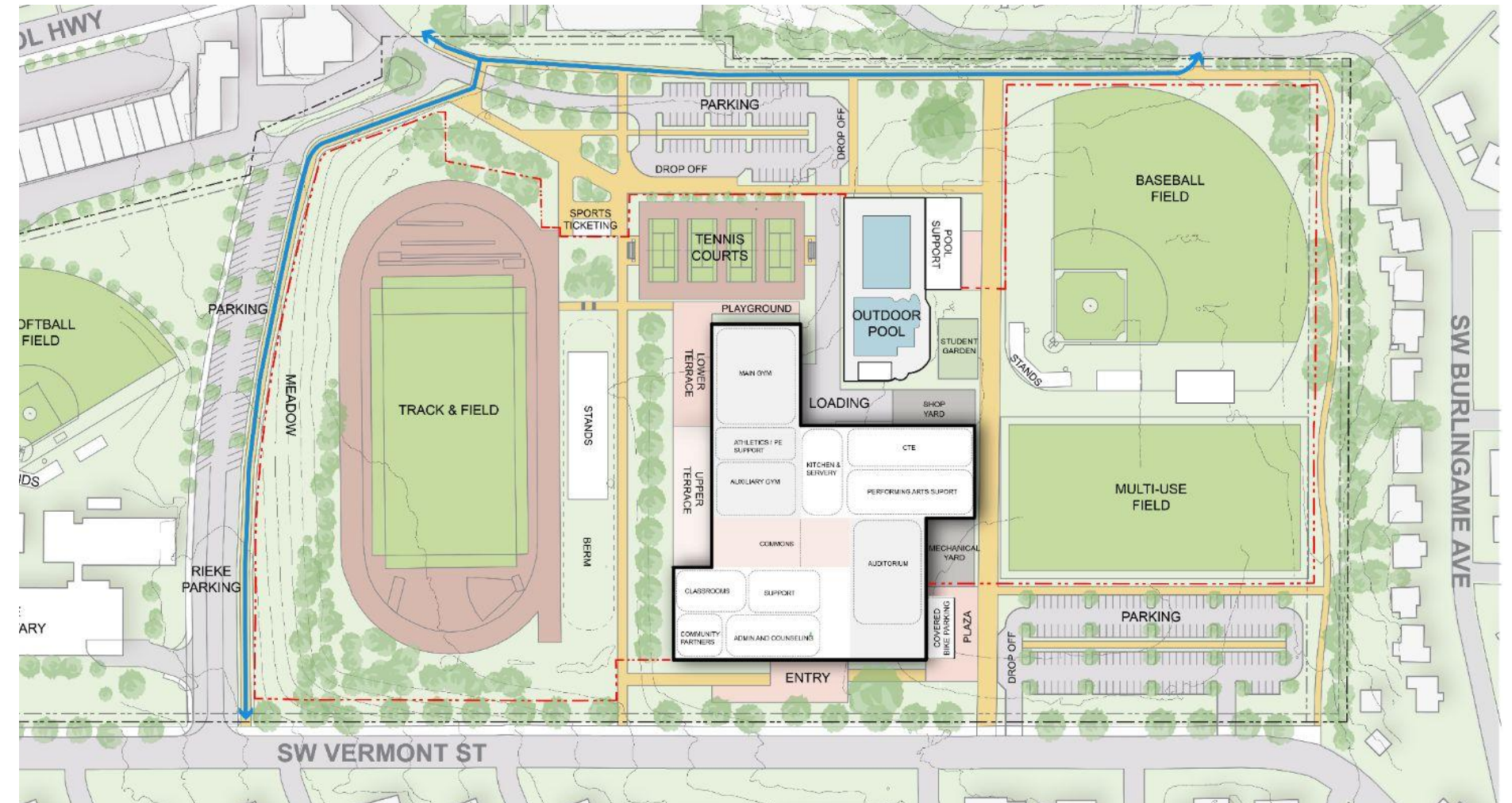
\*assumes 2028 building opening date; 2029 project completion

# DISCUSSION

## SCHEME 1



## SCHEME 2



## What are the CPC's key messages for the Board?

- Please discuss with people at your table; take notes on your handout
- Choose 1 person from your table to report out to the whole group

# Next Steps



## CLOSING AND NEXT STEPS

### **DAG Application**

**Facilities and Operations Committee Meeting:** 3/20, 4:30

**Community Open House:** TBD

**Board Meeting :** 5/7 (moved from 4/2)

**Additional Feedback?**

WellsBond@pps.net

## **Additional Feedback?**

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

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

**Questions?**  
**THANK YOU**