



Designing for Truth: Student Voice and the Legacy of Ida. B. Wells

A4LE LearningSCAPES 2026
November 7, 2026

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LEARNING OBJECTIVES

- 1** Analyze strategies for translating the values and legacy of a school's namesake into architectural and experiential design elements in the learning environment, including material selection, spatial organization, and storytelling.
- 2** Apply replicable engagement methods that incorporate student voice into the design process, such as structured student advisory groups, design workshops, and collaborative decision-making with project teams.
- 3** Evaluate how student participation can influence measurable design outcomes, including exterior materials, interior environments, and experiential graphics that reinforce school identity and belonging.
- 4** Develop approaches for aligning school design with learning and community identity, using participatory processes that empower students to contribute meaningfully to the cultural narrative of their school.

- 1** The Namesake
- 2** Project Overview & Guiding Principles
- 3** Student Voices & Design
- 4** Shaping the Design

WOODROW WILSON HIGH SCHOOL



WELCOME
TO
WOODROW WILSON
HIGH SCHOOL
ALL STUDENTS
ARE INVITED
TO ATTEND

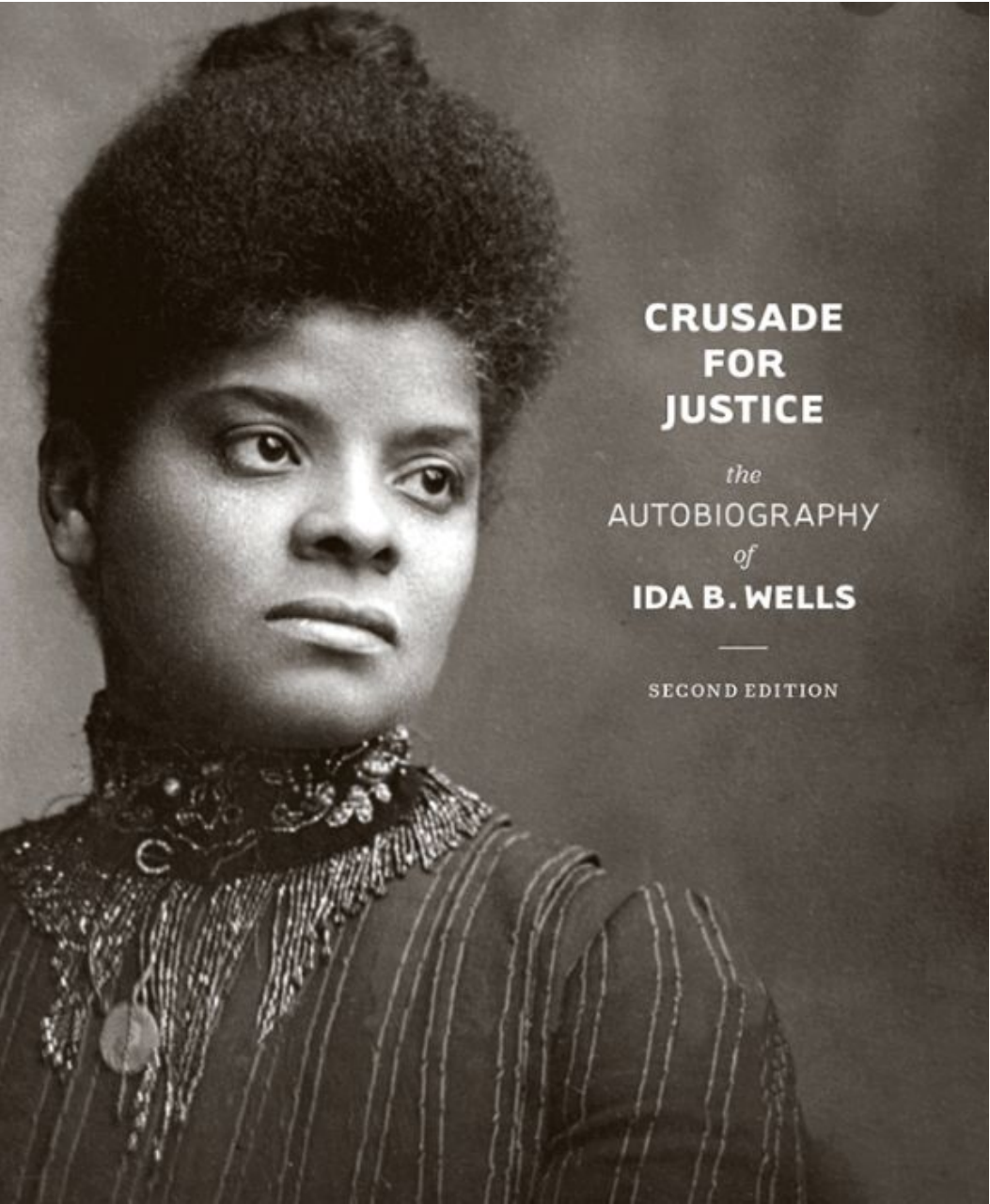
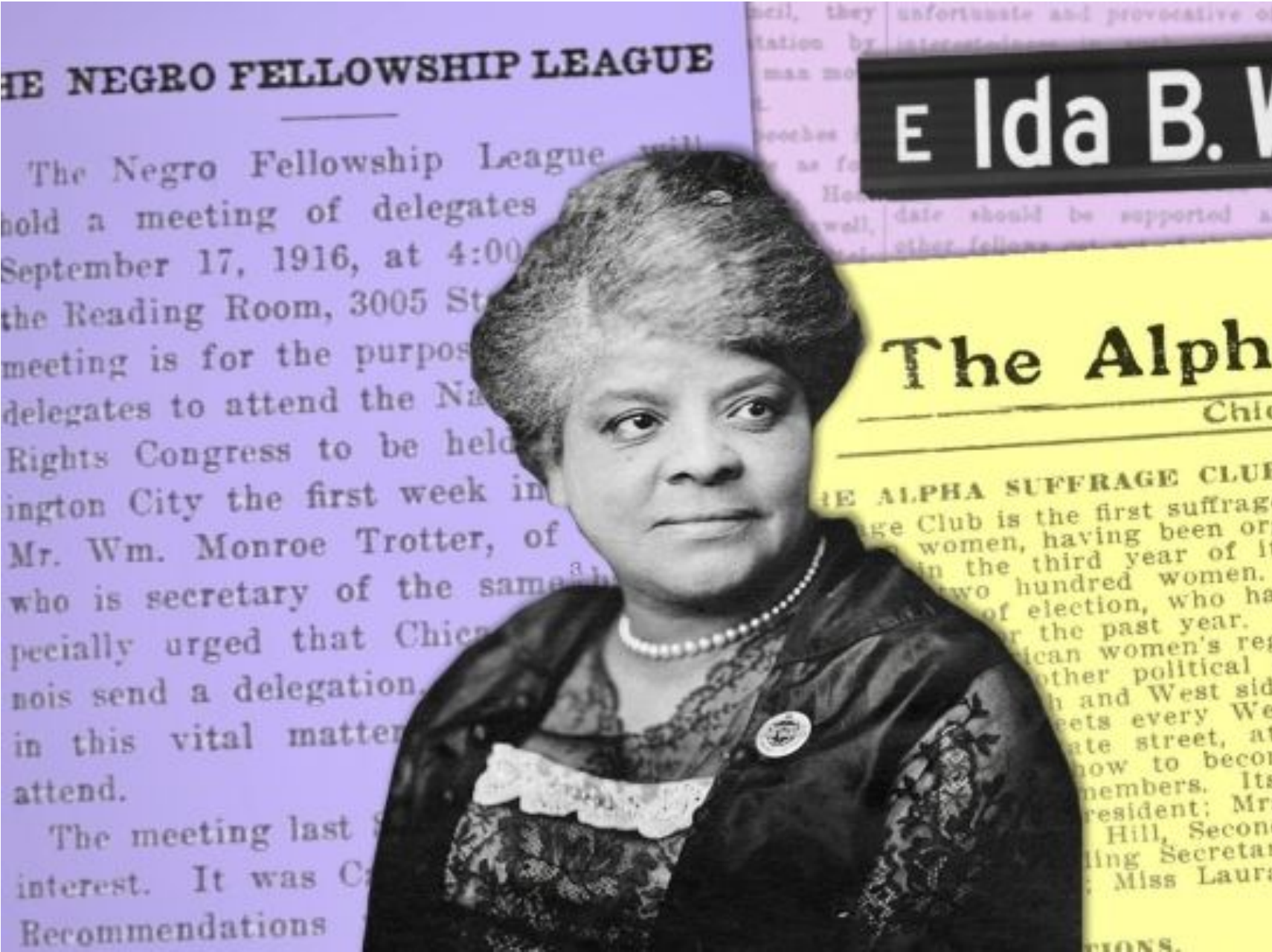
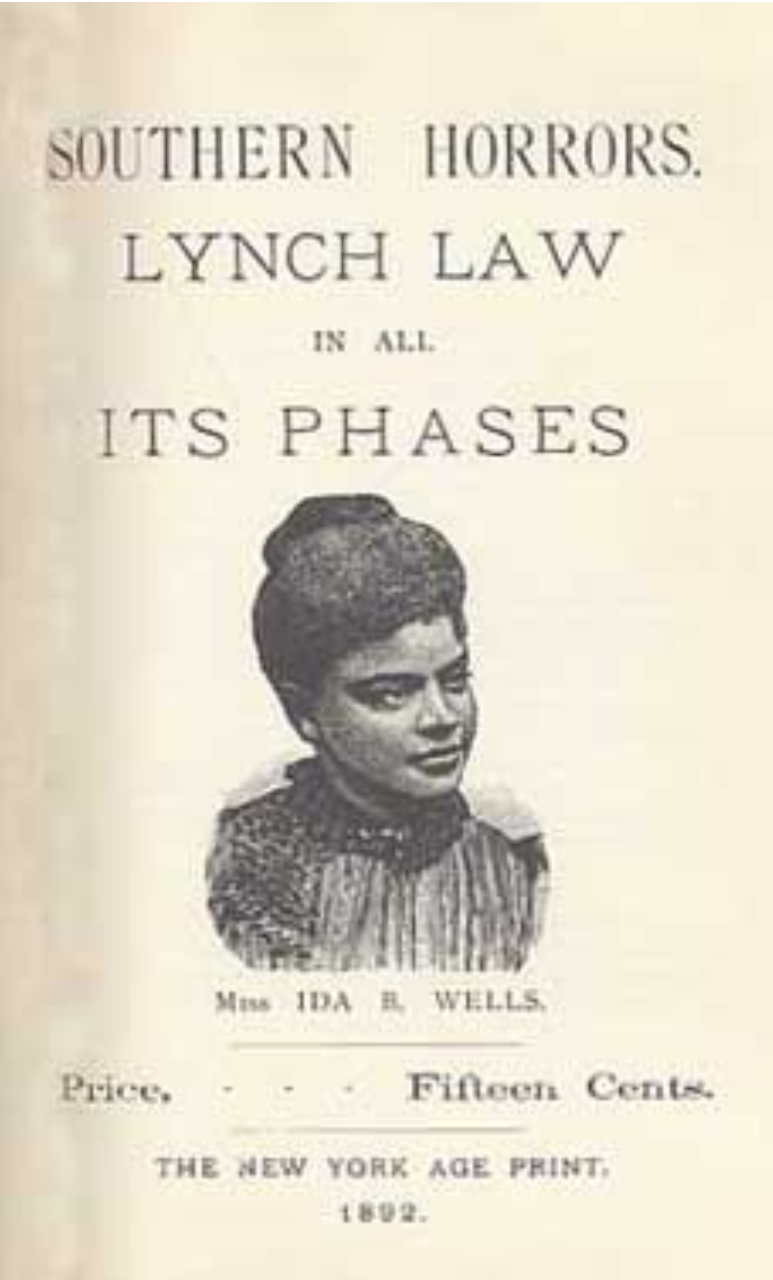




The Namesake



HISTORY OF IDA B. WELLS





SHORT - Ida B. Wells-Barnett Renaming Committee Documentary

Project Overview and Guiding Principles



PROJECT OVERVIEW



Ida B. Wells-Barnett High School
Portland Public Schools
Portland, Oregon

Site Size
36 acres

Project Size
295,000 gsf

Anticipated Completion
2029 building
2030 site



NEW SCHOOL SITE

EXISTING SCHOOL



LEADERSHIP CLASS WORKSHOP

How can the attributes and values of Ida B. Wells be reflected in the new school?

“ I think Ida B. Wells will be reflected in the new school by making it a **place that gives everyone space to be themselves.**”

“ The design could incorporate **community spaces that encourage interaction between people.**”

IDA B. WELLS HS ADVANCED LEADERSHIP CLASS

03/21/2024

QUESTIONS AND DISCUSSION

REFLECT ON THE QUESTIONS BELOW AND WRITE YOUR THOUGHTS

- WHAT DO YOU LIKE/DISLIKE ABOUT THE ROOM WE ARE IN RIGHT NOW, AND WHY? HOW DOES IT MAKE YOU FEEL?

I like how its not boring/basic
I dislike how hot it gets

- WHAT DO YOU LIKE/DISLIKE ABOUT THE EXISTING IDA B. WELLS BUILDING AND CAMPUS, AND WHY? HOW DOES IT MAKE YOU FEEL?

I like the large hallways/spacious areas
I dislike all the vent noises it makes and how old and sometimes gross the building is and feels

- WHERE DO STUDENTS FEEL A SENSE OF BELONGING? WHERE DO STUDENTS FEEL A SENSE OF PRIDE?

I think students feel a sense of belonging in their classrooms, they feel pride outside or in the choir room maybe

- WHAT DO YOU UNDERSTAND ABOUT IDA B. WELLS AS A PERSON?

I understand that she was a strong and empowering woman and individual and she stood up and protested against racism and sexism

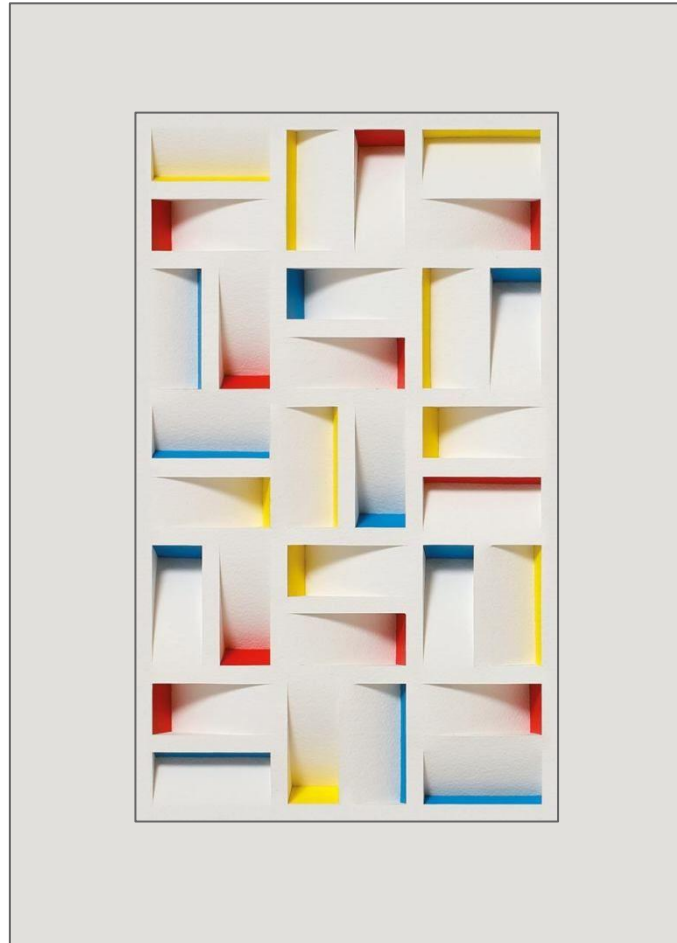
- HOW CAN THE ATTRIBUTES AND VALUES OF IDA B. WELLS BE REFLECTED IN THE DESIGN OF THE NEW SCHOOL?

I think Ida B. Wells leadership skills and her contributions to women's rights will be reflected onto the school by making it a place that gives everyone space to be themselves and to have space to be themselves

This is a large, dense collage of various images, text, and graphics. The collage is composed of numerous small, overlapping elements. At the top, there are several small images of people, buildings, and nature. Below these, there are larger images of people, buildings, and nature. The collage is filled with a variety of colors and textures, creating a rich and complex visual experience. Prominent text elements include 'WELLS', 'PASSION', 'dreams', 'WELLS', 'PASSION', 'dreams', 'WELLS', 'PASSION', 'dreams'. Other text elements include 'NATURAL LEADER', 'Clean', 'PASSION', 'WELLS', 'dreams', 'WELLS', 'PASSION', 'dreams', 'WELLS', 'PASSION', 'dreams'. The collage is a visual representation of a wide range of topics and interests, from nature and architecture to social issues and personal experiences.

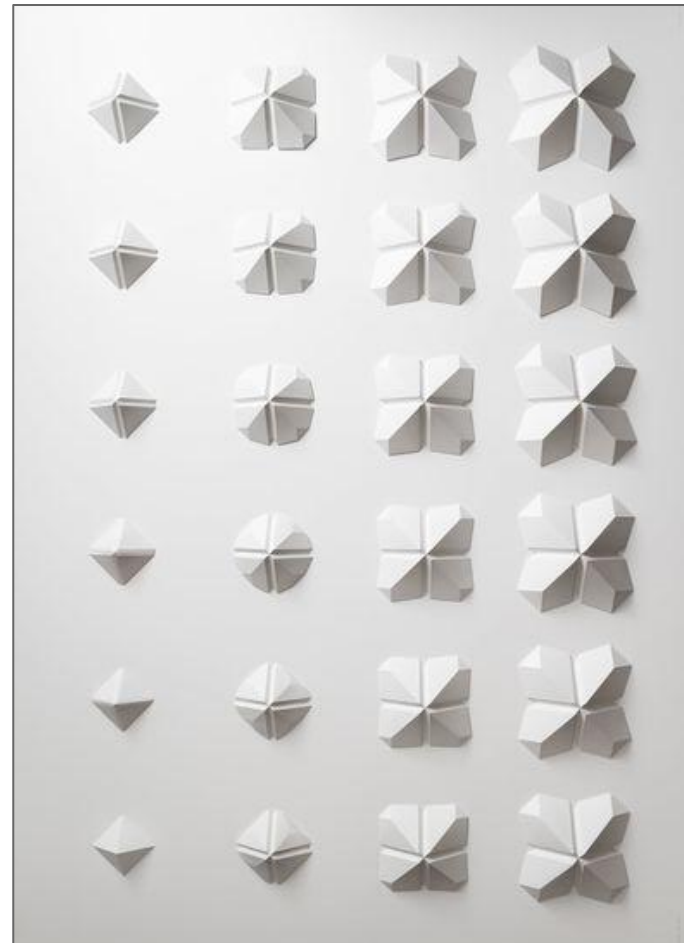
Students created collages reflecting their vision for how Ida B. Wells' legacy can inform the school design

PROJECT GUIDING PRINCIPLES



Illuminating

The design creates areas of transparency and visibility.



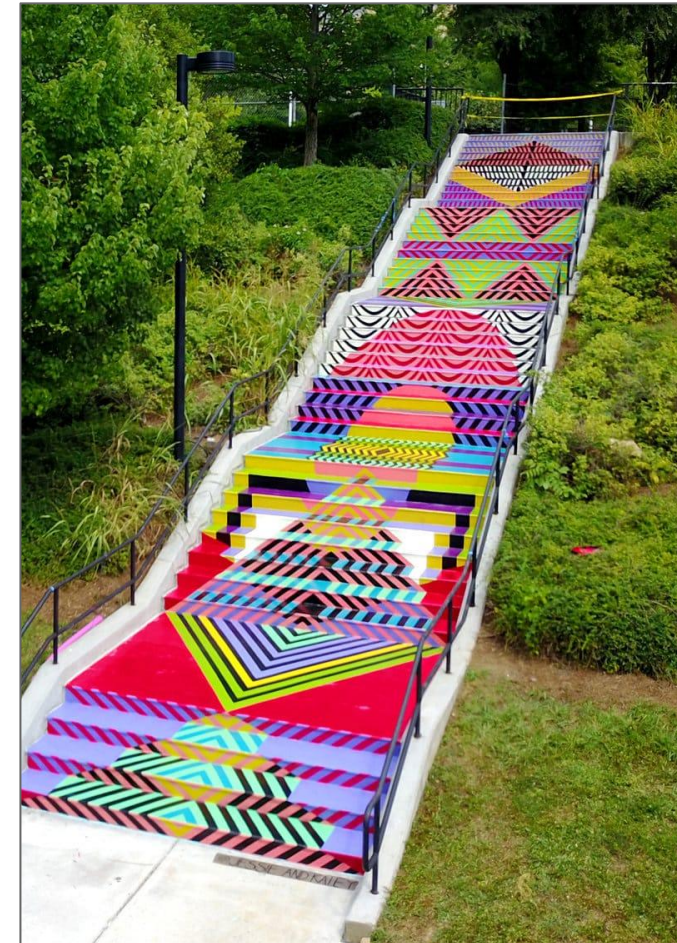
Expansive

The design celebrates the exchange of knowledge and resources.



Multifaceted

The design honors the whole person—recognizing that education takes place both within and outside of a traditional classroom.



Visionary

The design emphasizes connections, pathways, and an optimistic vision for the future.



Centering

The design considers all experiences—creating spaces that center and empower the marginalized.

Student Voices and Design



LISTENING SESSIONS

During the design process, the design team met with a variety of student groups, with the goal of getting input from underrepresented and systemically marginalized communities.

- Immigrant and Refugee Youth
- Muslim Student Association
- Students of Somali Families
- Asian Desi Pacific Islander Student Union
- Black Student Union
- Special Education Students
- Students with Health Needs
- Students with a Trauma History
- Gender and Sexual Alliance

Drop-ins

An engagement activity where students and staff provide input on a particular topic or design theme through open walk-in times, typically throughout the school day

Focus Groups

A method of engagement to gather feedback through small group facilitated discussions to identify solutions and gather student input on specific topics

LISTENING SESSIONS | Muslim Student Association

Pick the questions you feel most comfortable answering, or talk about what's most important to you!

1. Multicultural Room

- What would make the space feel welcoming to Muslim students and families?
- What types of seating would help people work together?
- What features would help different cultures share traditions or events?
- What features would help Muslim culture share traditions or events?

2. Commons and Public Spaces

- What would make the school easier to navigate for Muslim students?
- How do your values as a Muslim student align with Ida B Wells' legacy?
- What displays, messages, or designs would help you feel the connection between IBW and your Muslim culture?



How would you use the Multicultural Center? Draw what you imagine!

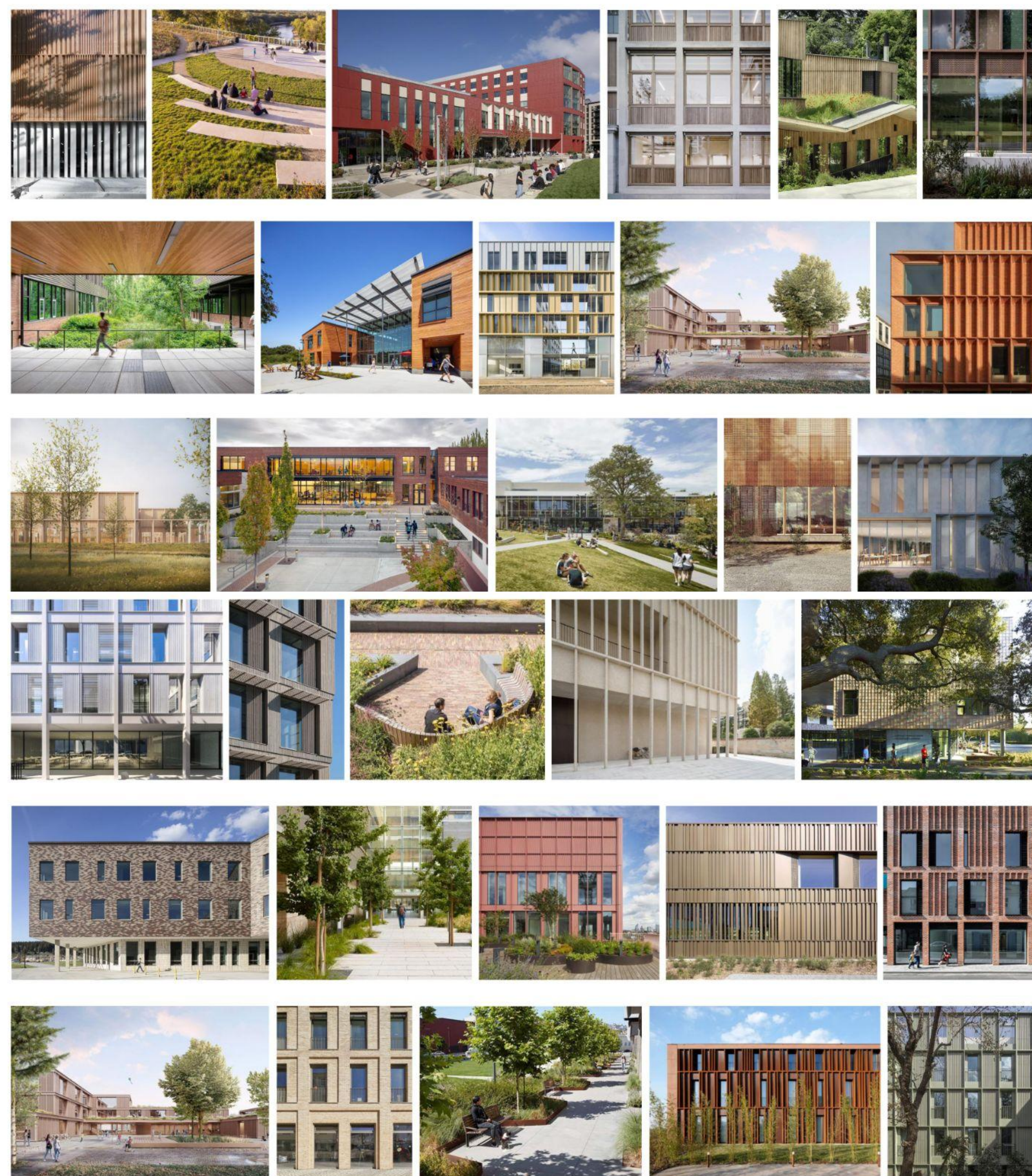
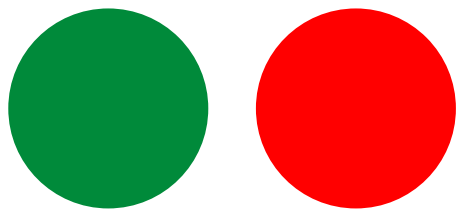


STUDENT SURVEYS | Exterior Look & Feel

THIS, NOT THAT!

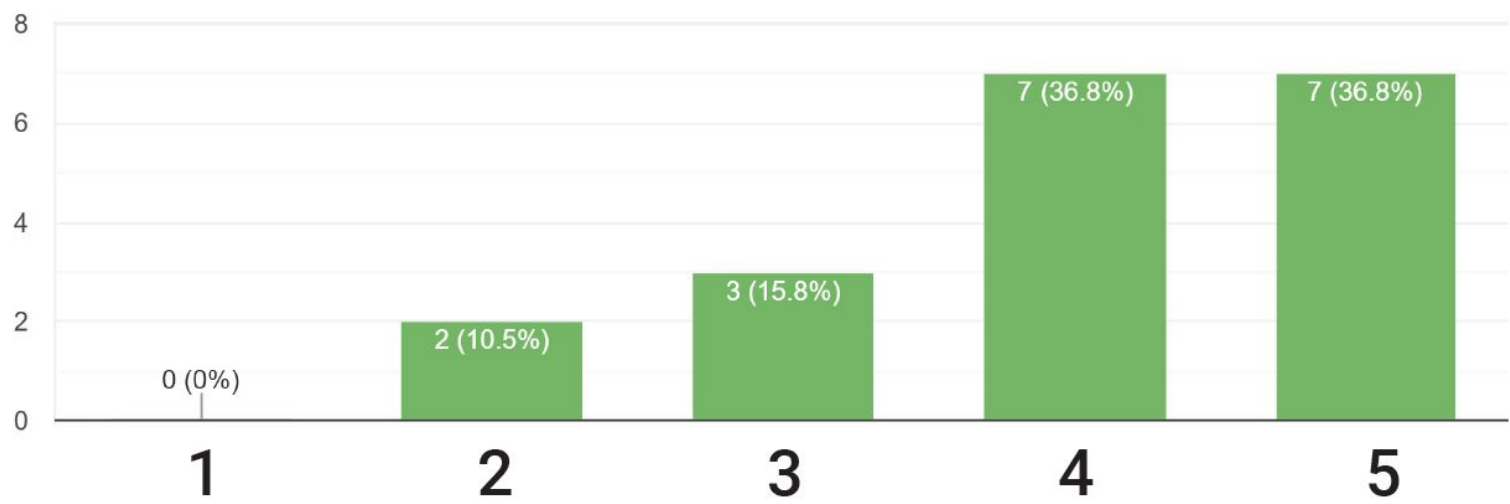
Place a **GREEN** dot on any image that
Feels right for this location,
Represents Ida B. Wells High School,
Feels like an exciting place to go to school

Place a **RED** dot on any image that
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



STUDENT SURVEYS | Welcoming Space

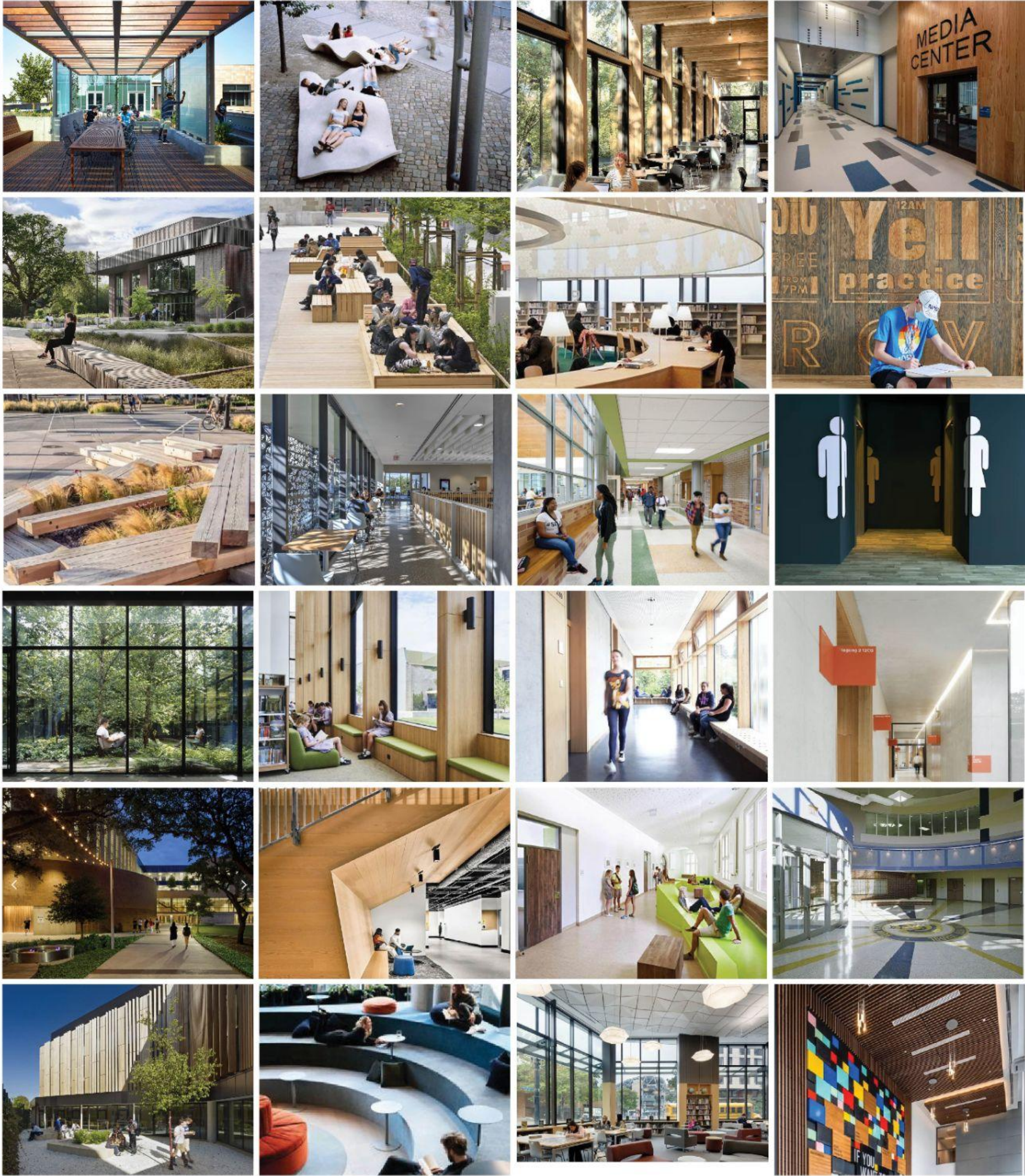
Review the images.
Rank how you feel about them.
Share a little about each ranking.



Not Comfortable
Not Welcoming



Very Comfortable
Very Welcoming



STUDENT SURVEYS | Exterior Brick Color

“The variation makes it look interesting”

“I like the color gradient”

“It looks nice, sleek, and textured”



● 1st ● 2nd ● 3rd ● 4th



● 1 ● 2 ● 3rd ● 4th



● 1st ● 2nd ● 3rd ● 4th



● 1st ● 2nd ● 3rd ● 4th

DESIGN CLUB



DESIGN CLUB | Restroom Grading & Discussion

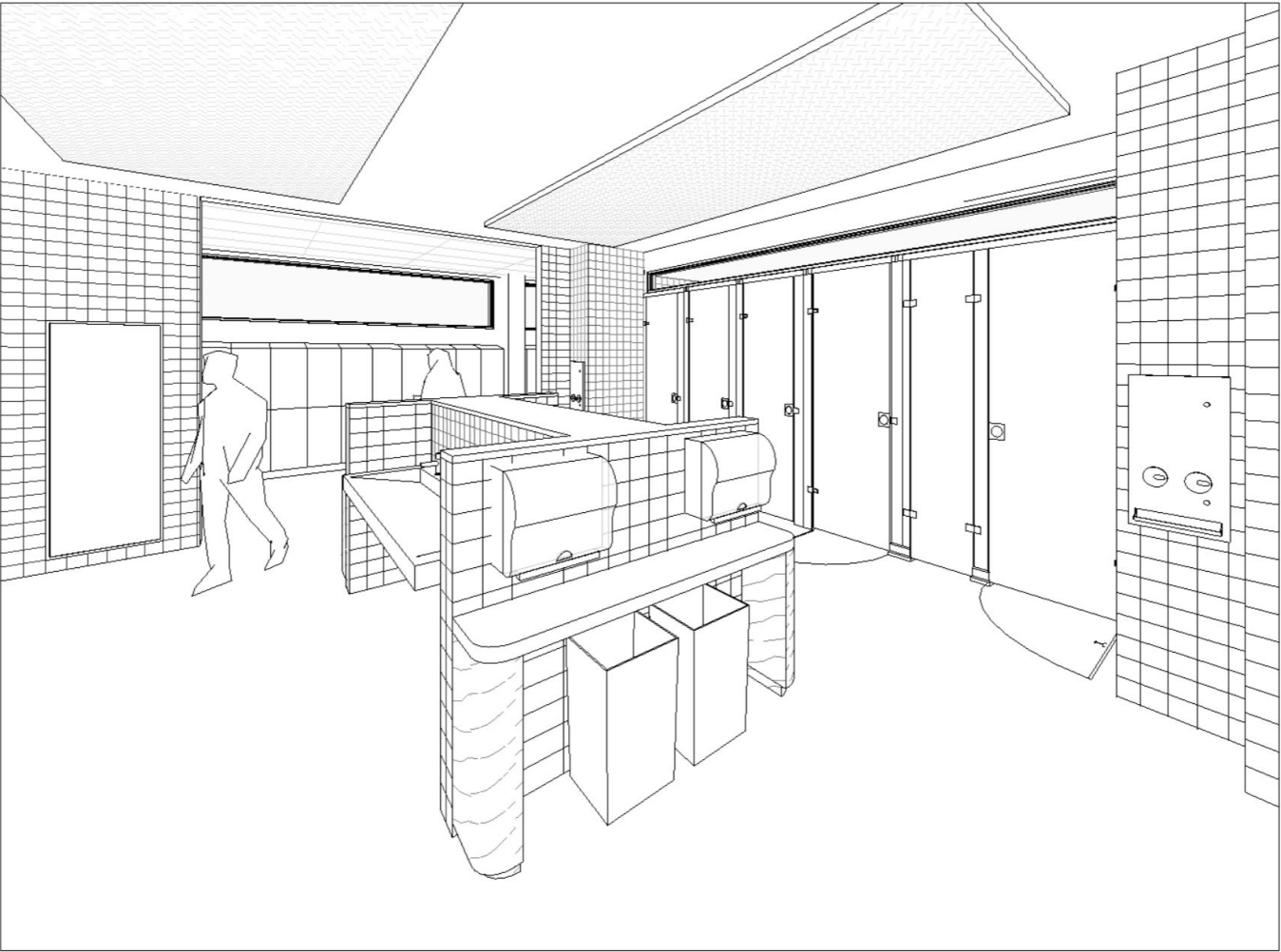
Ida B. Wells High School - Student Design Club
Restroom Design Evaluation Worksheet

Part 1: Create Your Grading Rubric

Work together as a group to create a rubric for grading major features / attributes, using an A through F grading system.

Example:

Feature / Attribute	A (Excellent)	B (Good)	C (Satisfactory)	D (Poor)	F (Failing)
Clean Looking	Shiny and all white	No signs of trash	Some watermarks on mirror but clean	Trash full and toilet paper supply is low	Bodily fluids on the walls
feminine products	in or near the stalls	outside the stalls	have them but out in bathroom	have dispenser but empty	none anywhere
Storage	Shelf & hooks in stalls	hook in stall	hook in stall but only one hook	hook there but broken off	none
fire safety	fire alarm in each stall and in bathroom	one in stalls	one in bathroom	broken	no alarm
mirrors	one @ each sink and a full length	one at each sink	one at a few sinks	one full length one	none or all broken



DESIGN CLUB | Restroom Grading & Discussion

I think the stalls being fully covered is a good amount of privacy. I also think a color graphic is an easy way to find the bathrooms.



DESIGN CLUB | Interior Materials

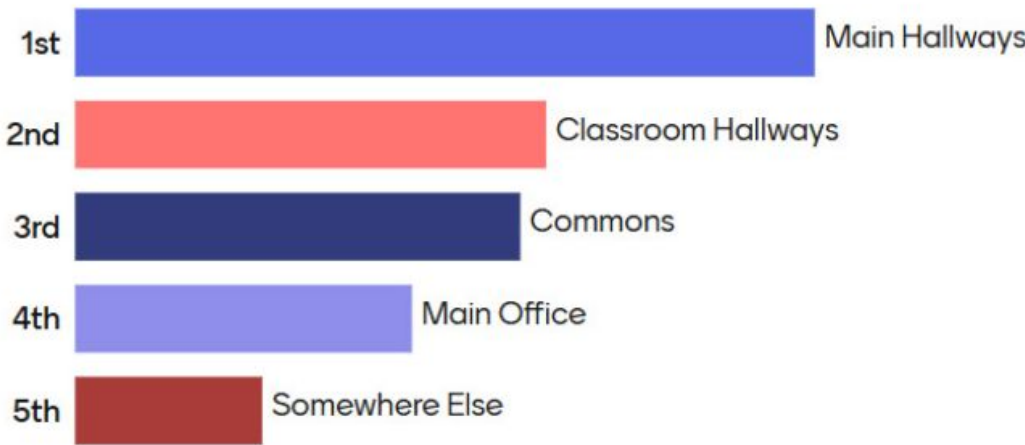


DESIGN CLUB | Interior Materials

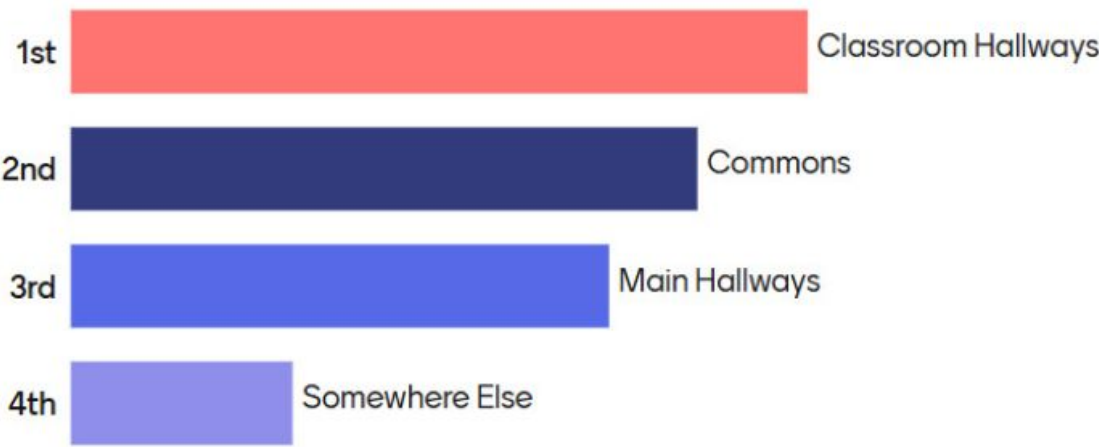


DESIGN CLUB | Graphics & Display Survey

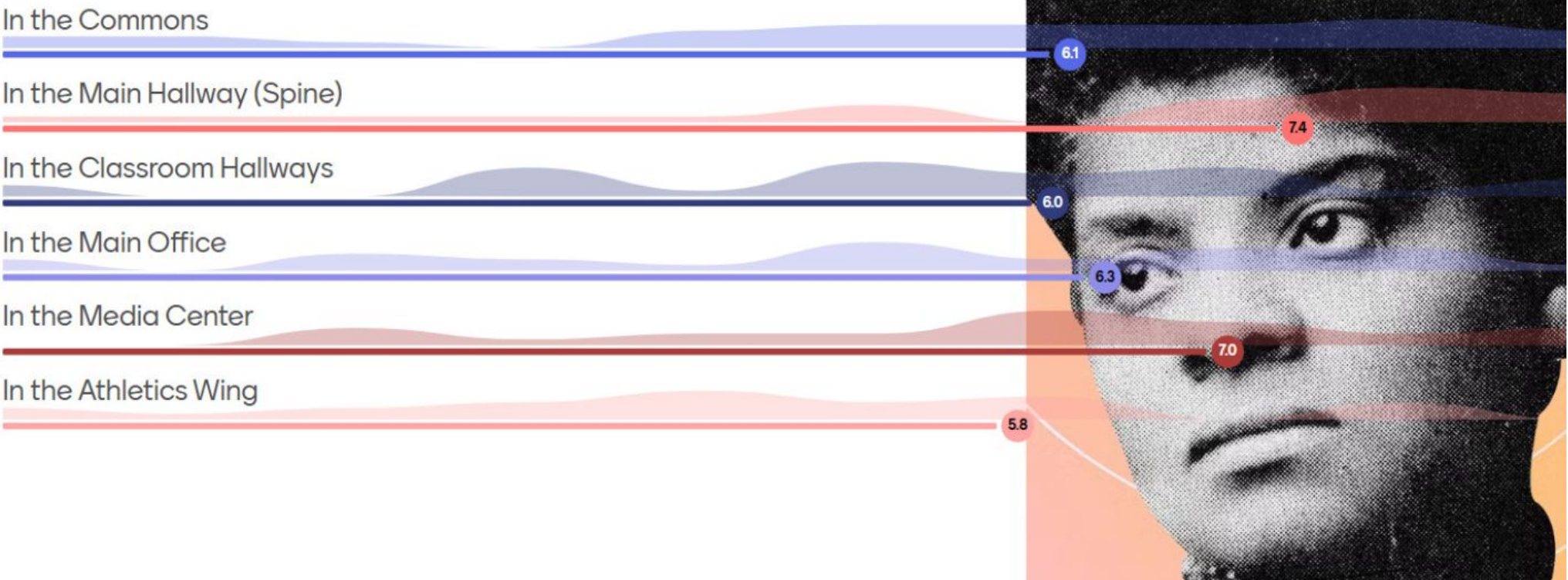
Rank where you believe informational fliers/postings should occur?



Rank where you believe student work should occur? (i.e. artwork, projects)



Where should graphics about the history and values of IBW occur?



DESIGN CLUB | Graphics & Display Survey



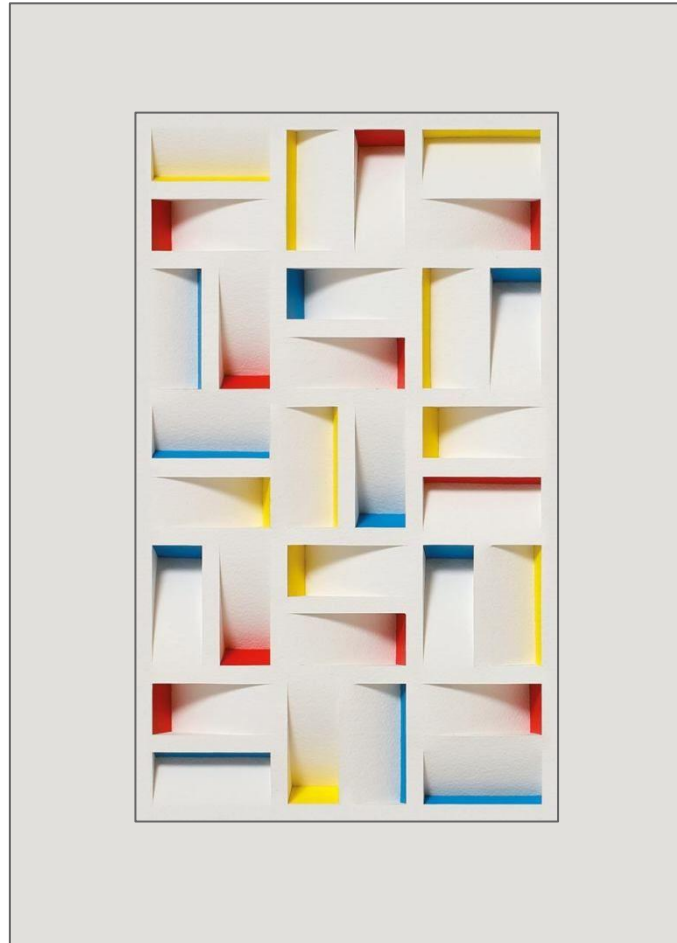
DESIGN CLUB | Art Piece for the New School



Shaping the Design

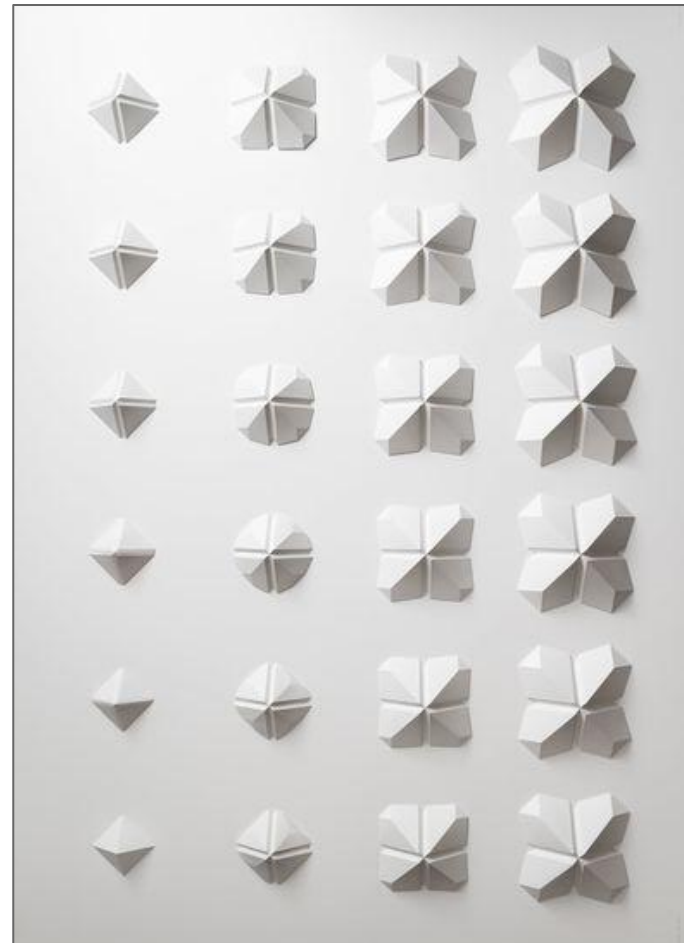


PROJECT GUIDING PRINCIPLES



Illuminating

The design creates areas of transparency and visibility.



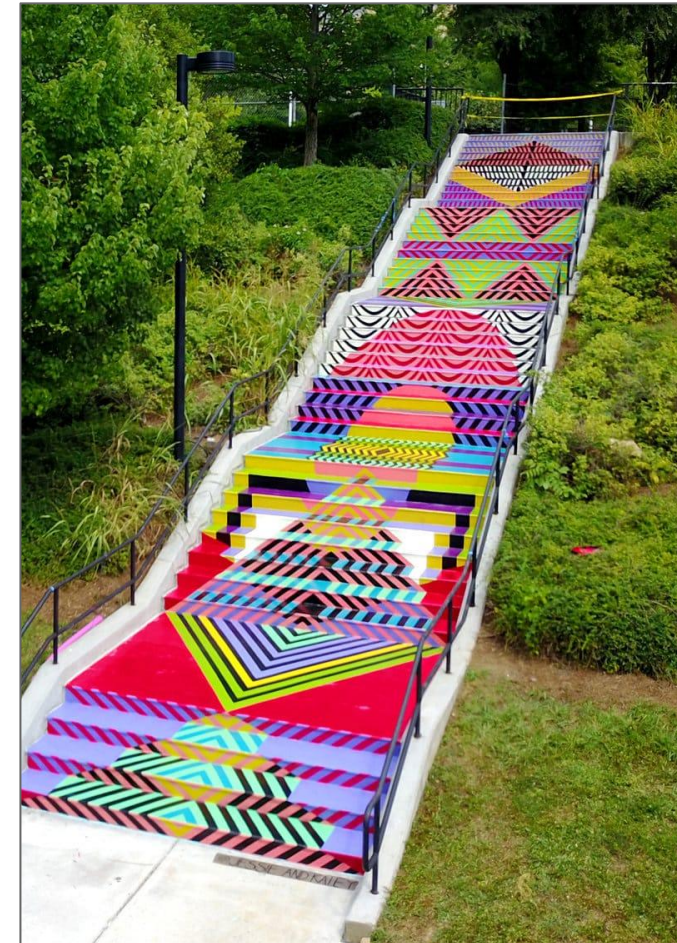
Expansive

The design celebrates the exchange of knowledge and resources.



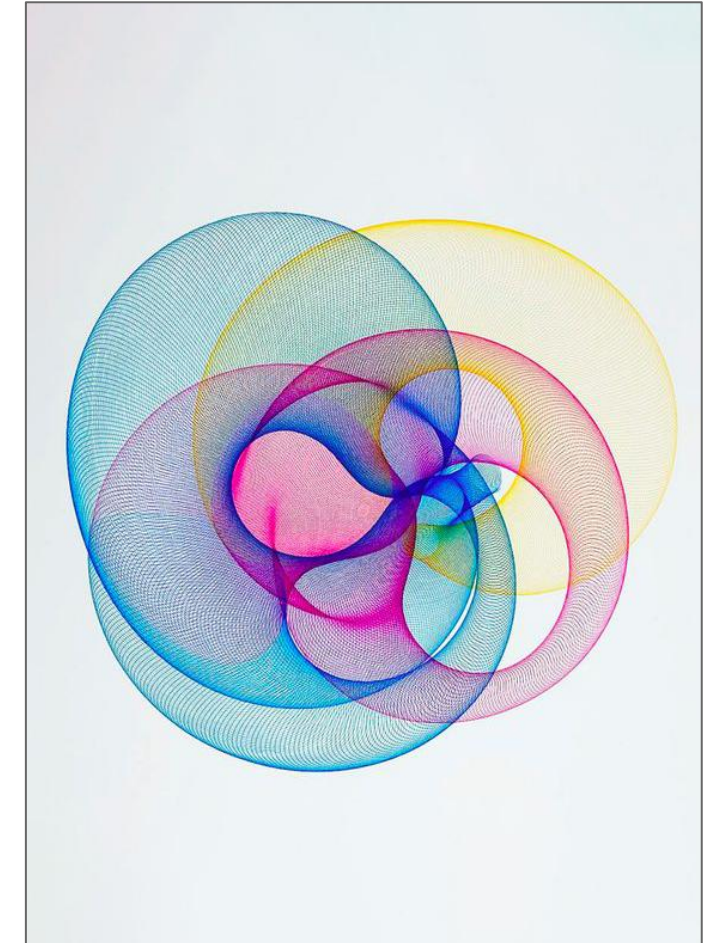
Multifaceted

The design honors the whole person—recognizing that education takes place both within and outside of a traditional classroom.



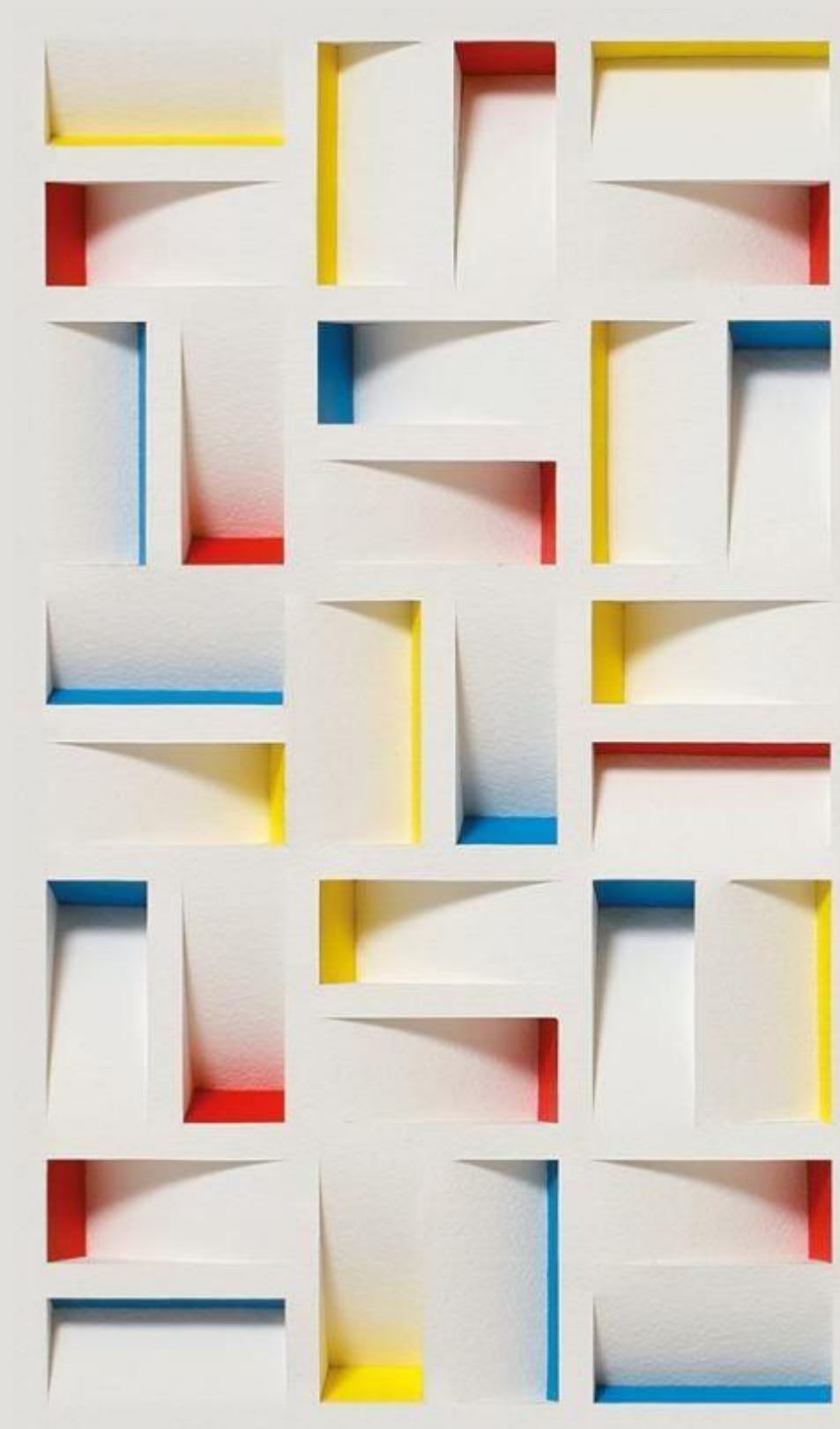
Visionary

The design emphasizes connections, pathways, and an optimistic vision for the future.



Centering

The design considers all experiences—creating spaces that center and empower the marginalized.



Illuminating

Inspired by Ida B. Wells' focus on investigative journalism, the design creates areas of transparency and visibility.

Place:

Beacon

Transparency

Visibility

Simplicity



BUS STOP

BUS STOP

SW CAPITOL HWY

SW BURLINGAME AVE

EXISTING PARKING LOT

GRANDSTAND

FIELD ENTRY

TRACK & FIELD

IDA B WELLS

GUARDIANS

BATTING CAGE

COMMUNITY POOLS

BASEBALL FIELD

EXISTING PARKING LOT

SOFTBALL FIELD

MULTI-USE FIELD

STUDENT TERRACE

RIEKE ELEMENTARY SCHOOL

RIEKE PARKING

LOADING AREA

ENTRY

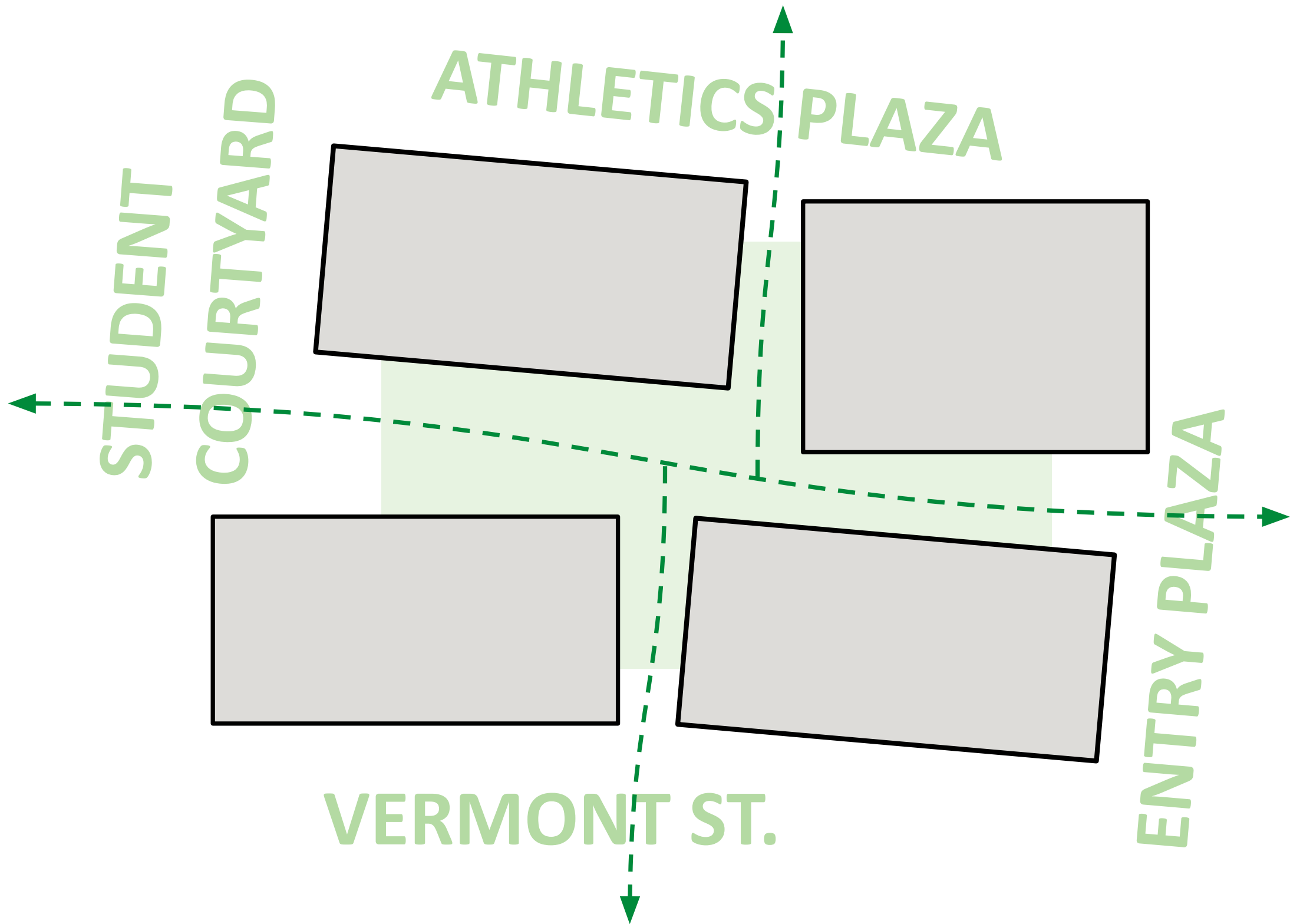
BIKE PARKING

TENNIS

PARKING LOT

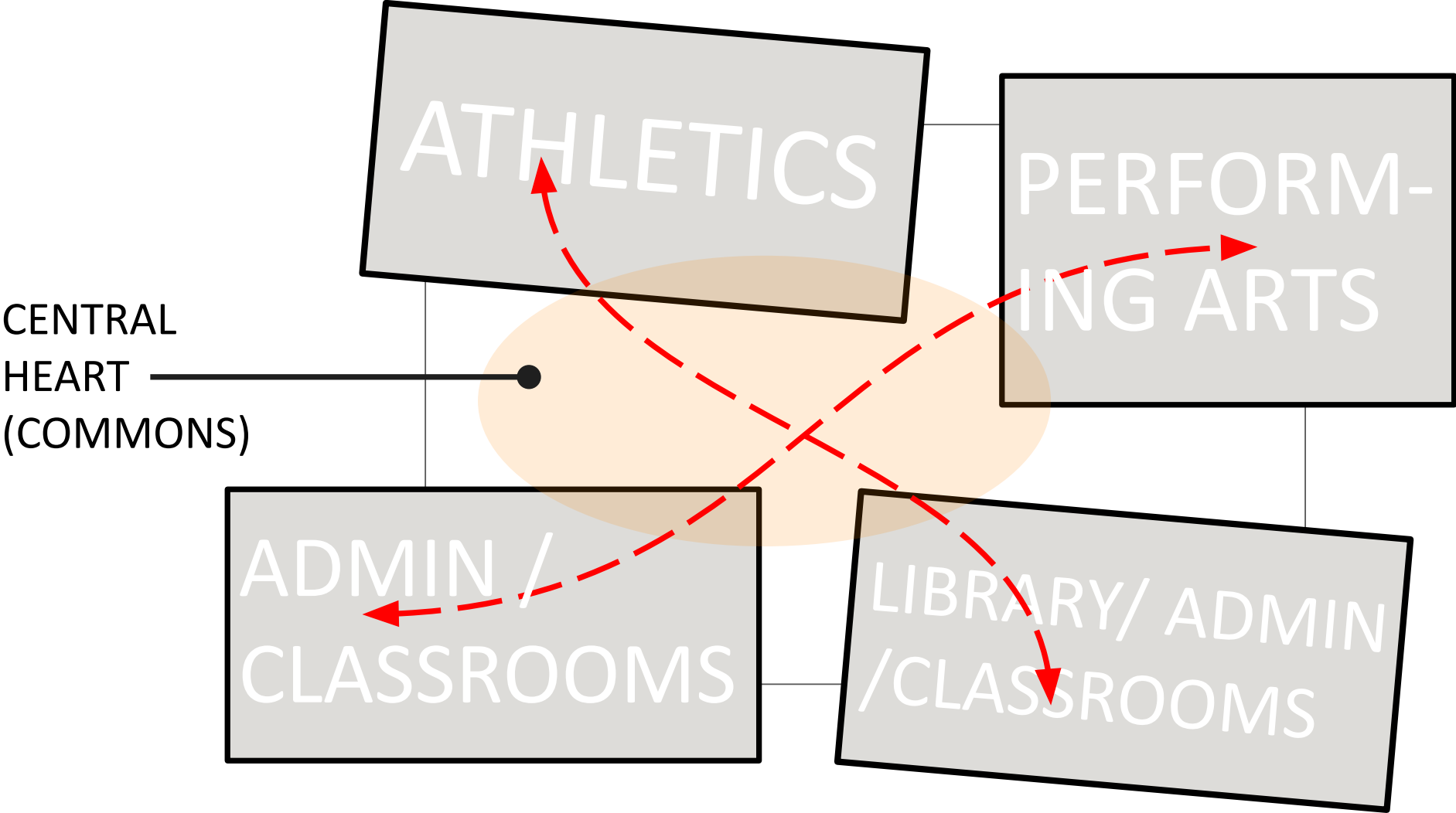
SW VERMONT ST

ILLUMINATING SIMPLICITY, VISIBILITY, TRANSPARENCY



building parti diagram

ILLUMINATING SIMPLICITY, VISIBILITY, TRANSPARENCY

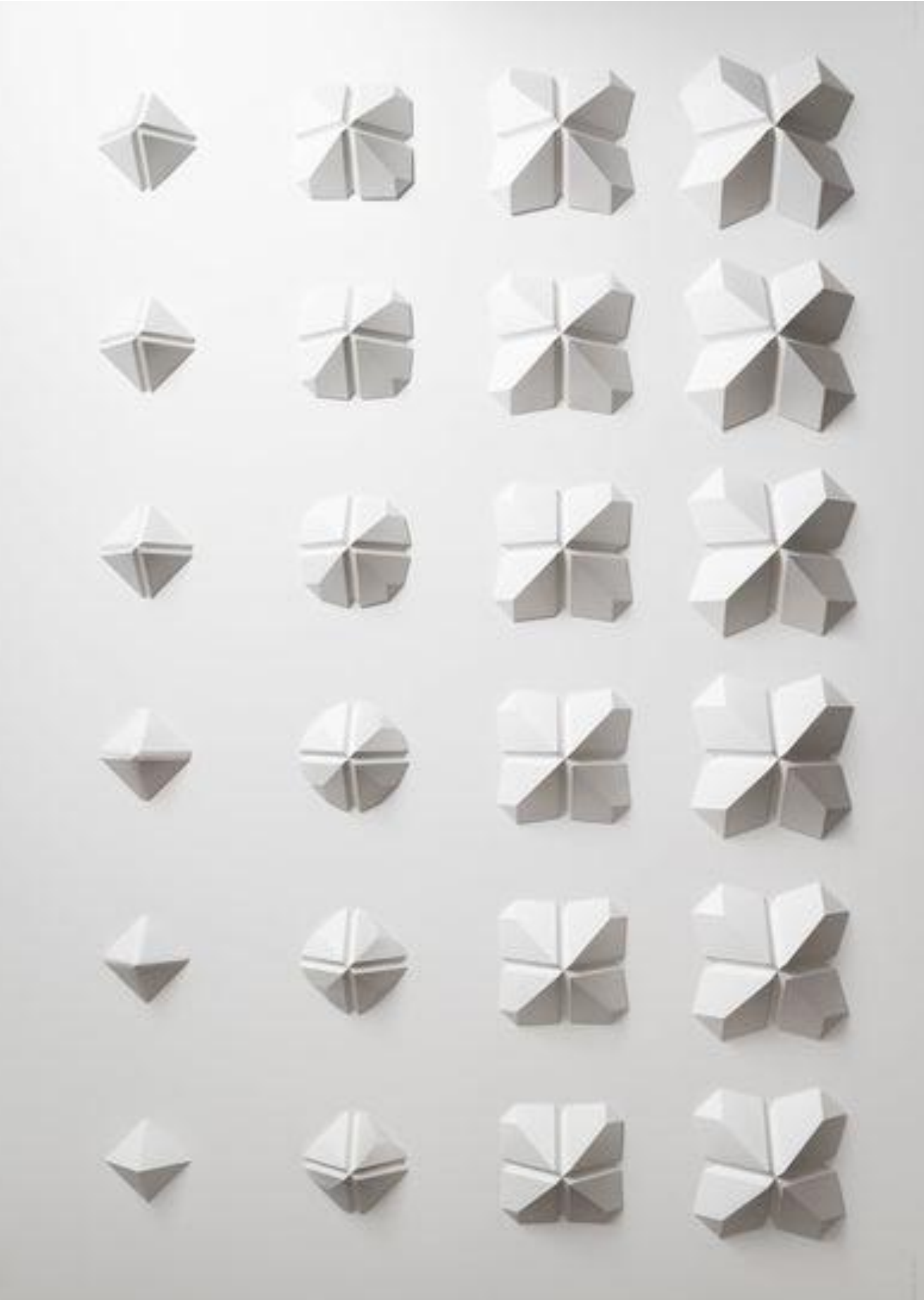


building parti diagram

ILLUMINATING SIMPLICITY, VISIBILITY, TRANSPARENCY







Expansive

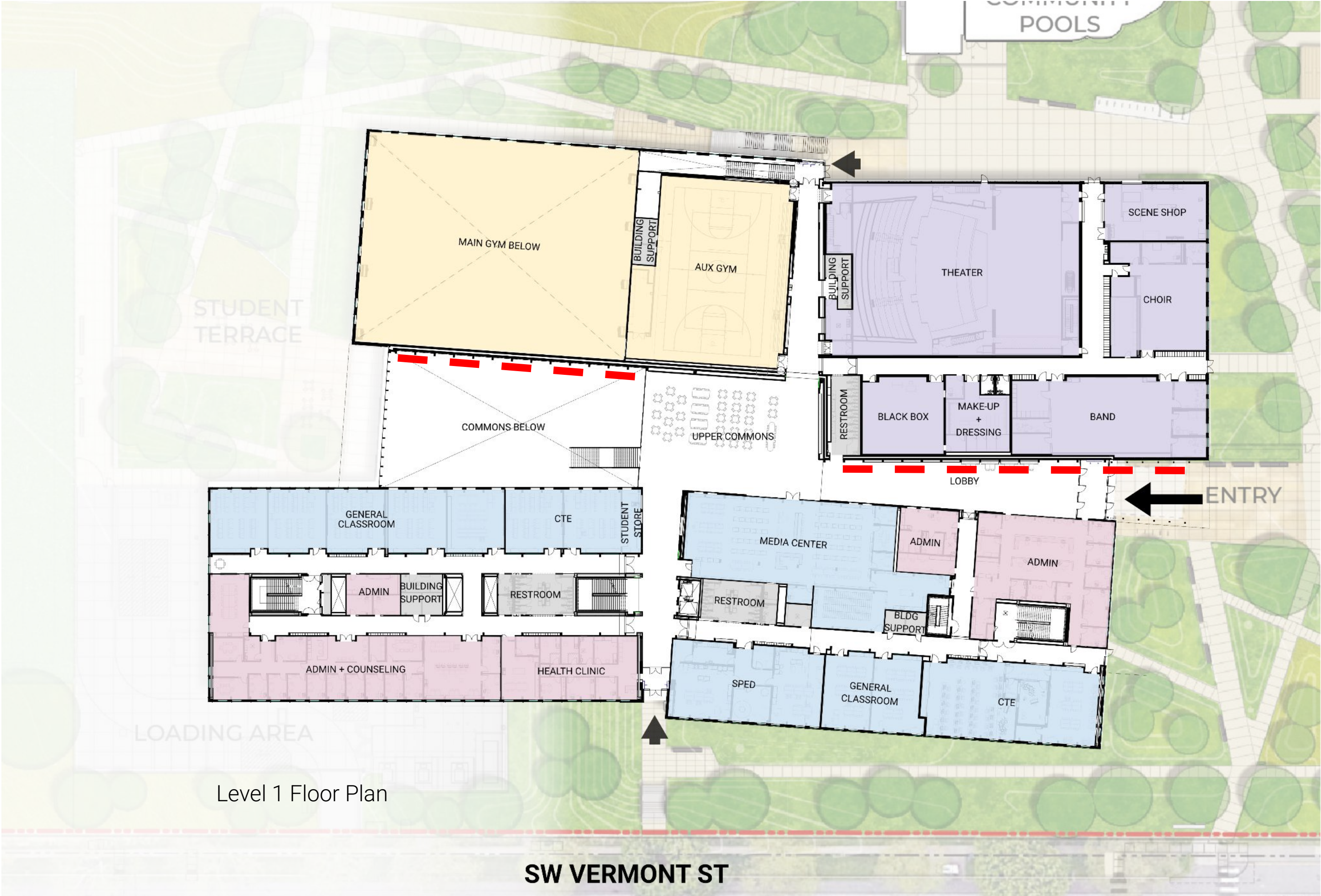
Inspired by Ida B. Wells' use of multiple avenues to spread information and expand opportunity, the design celebrates the exchange of knowledge and resources.

Place

Storytelling

Exchange of information

EXPANSIVE | Storytelling

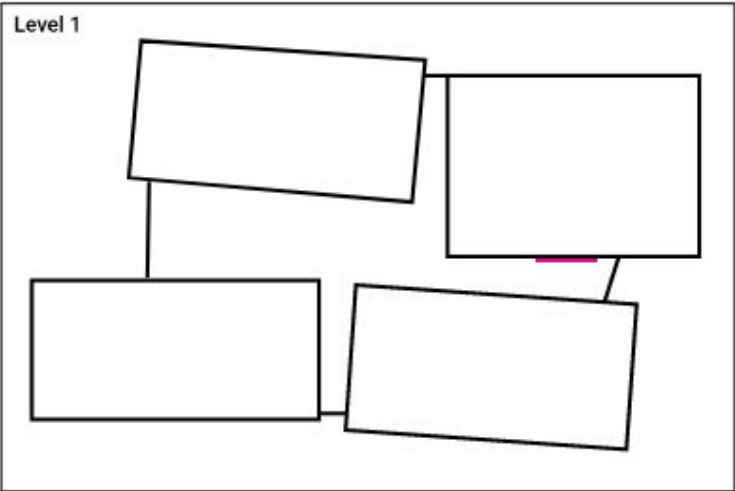


- KEY:
- Performing Arts
 - Athletics
 - Admin & Partners
 - Academics
 - Building support

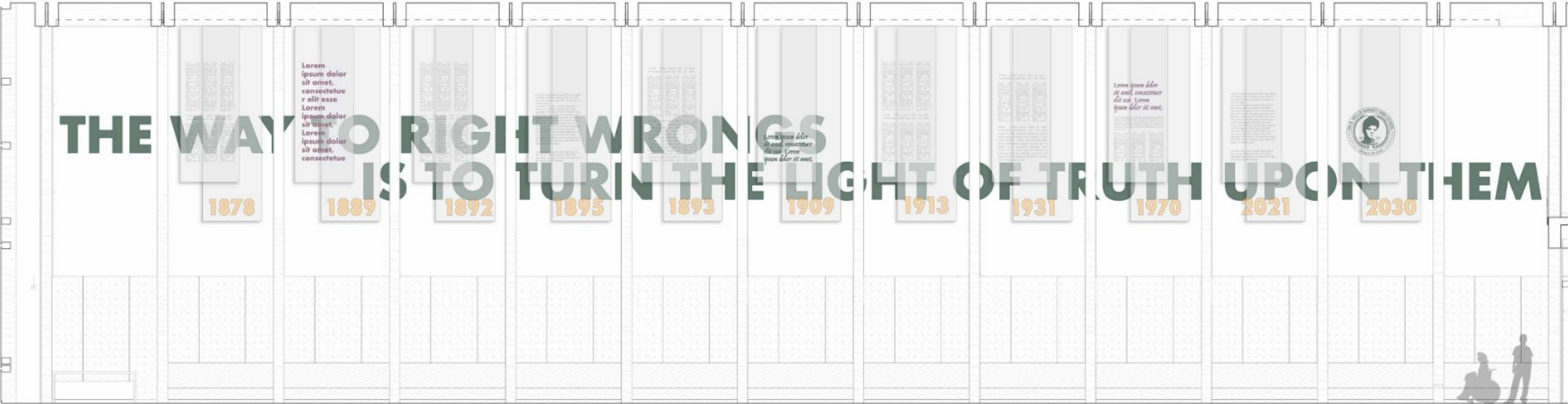
EXPANSIVE | Storytelling

Capturing the multifaceted nature of Ida B. Wells, a series of portraits will be commissioned for reproduction on metal or acrylic panels. Each portrait will have a unique style, while utilizing a cohesive color palette.

Student-made collages provide a backdrop for the PEAK values text, while a description of those values is printed on the accompanying acoustic panel.



EXPANSIVE | Storytelling



Lorem ipsum dolor sit amet, consectetur r elit esse Lorem ipsum dolor sit amet, Lorem ipsum dolor sit amet, consectetur

Text related to IBW school history

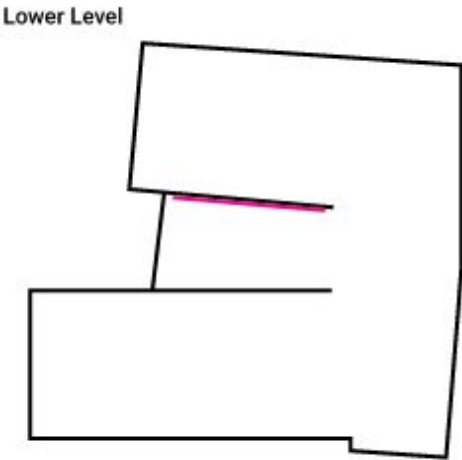
>Lorem ipsum dolor sit amet, consectetur elit esse Lorem ipsum dolor sit amet,

Ida B. Wells quote

1889

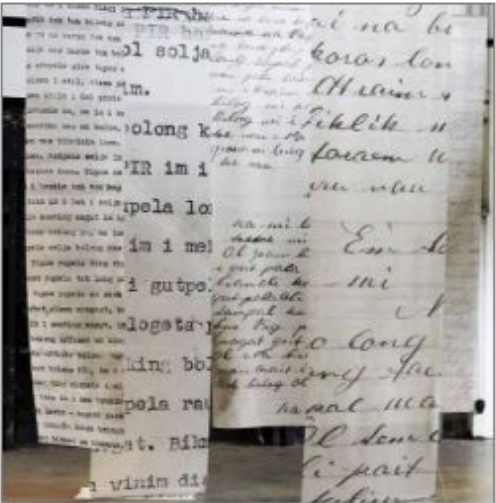
Significant date in Ida B. Wells' life, and recent IBW school history

Reproduction of historic writing from Ida B. Wells



Lower Level

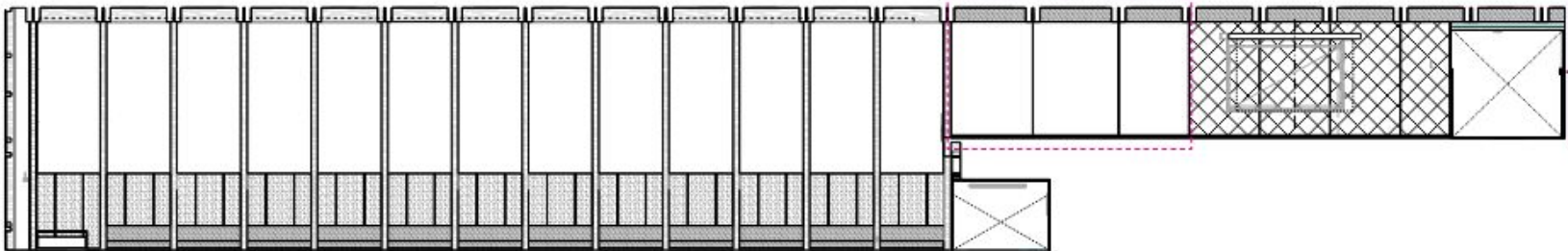
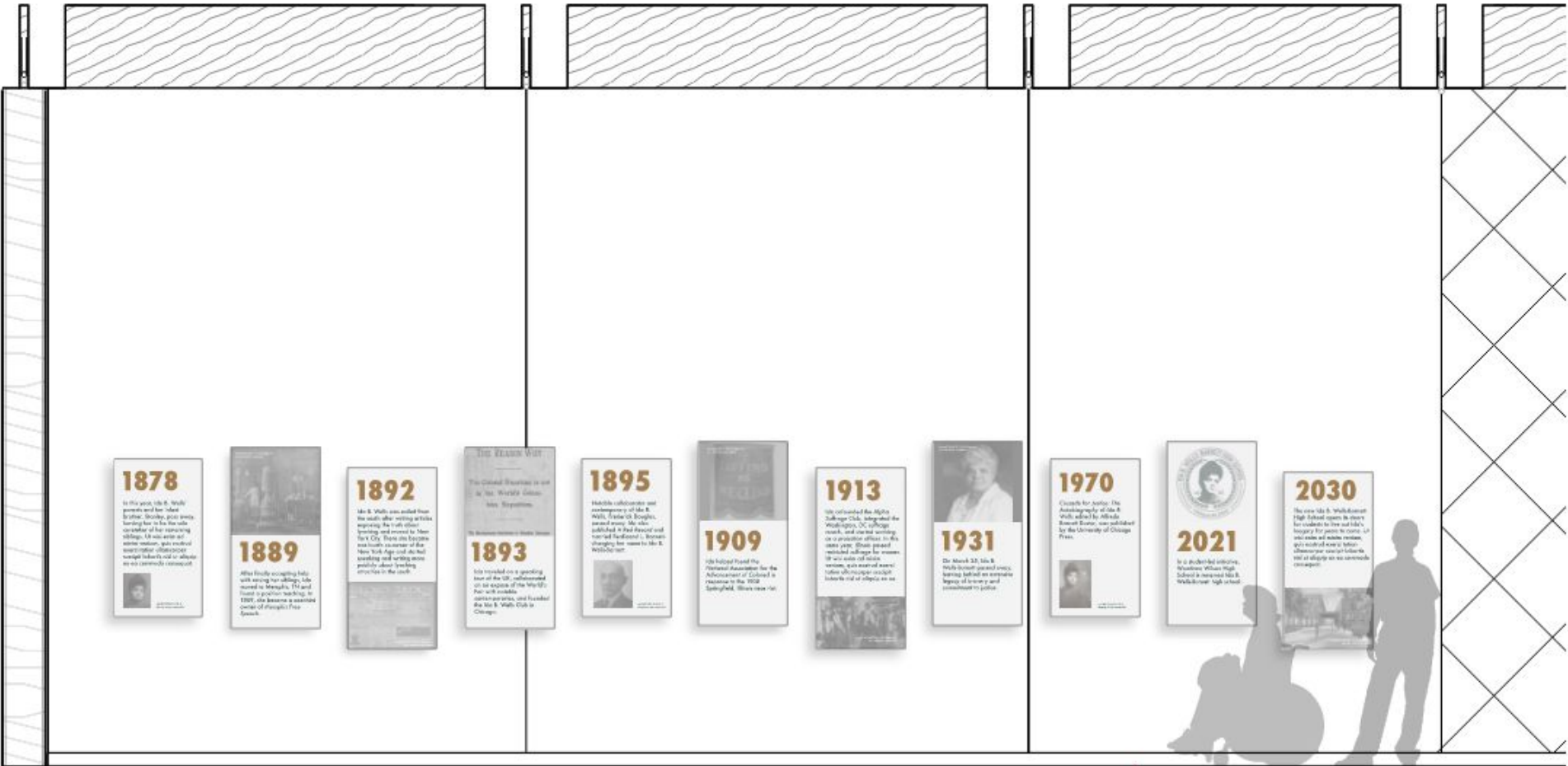
Layered, translucent banners hung from the ceiling reveal one of Ida B. Wells' most famous quotes laser cut into acoustic panels on the wall.



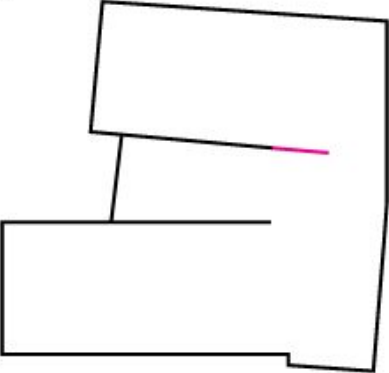
EXPANSIVE | Storytelling

Historical timeline detailing the life of Ida B. Wells, the causes she was involved with, and her connection to the school.
Dates featured reflect the dates in the lower commons artwork.

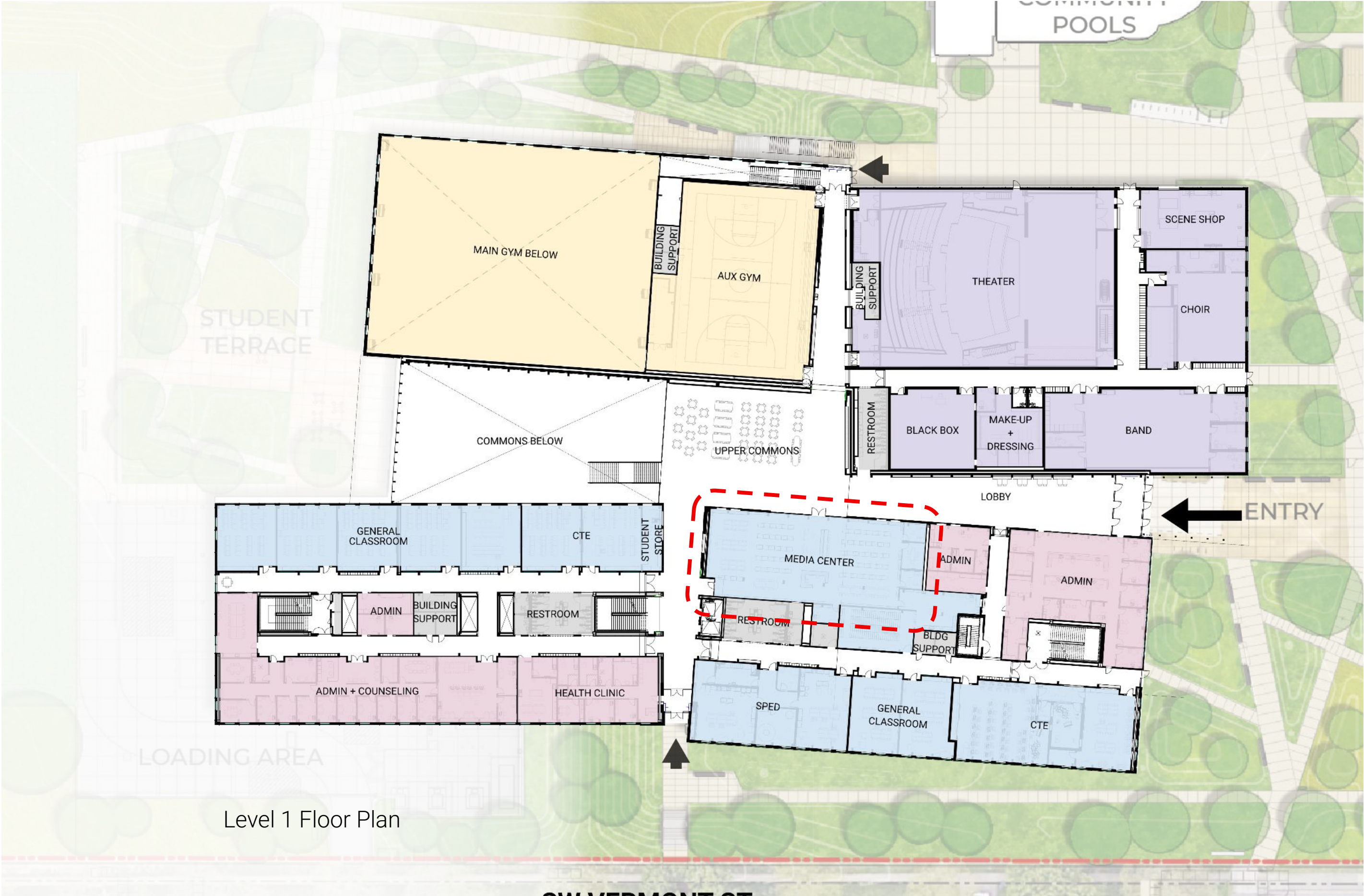
The theme of layering and transparency is carried over from the lower commons with some images printed on top of clear acrylic while others are behind.



Upper Level



EXPANSIVE | Exchange of Information



KEY:

- Performing Arts
- Athletics
- Admin & Partners
- Academics
- Building support







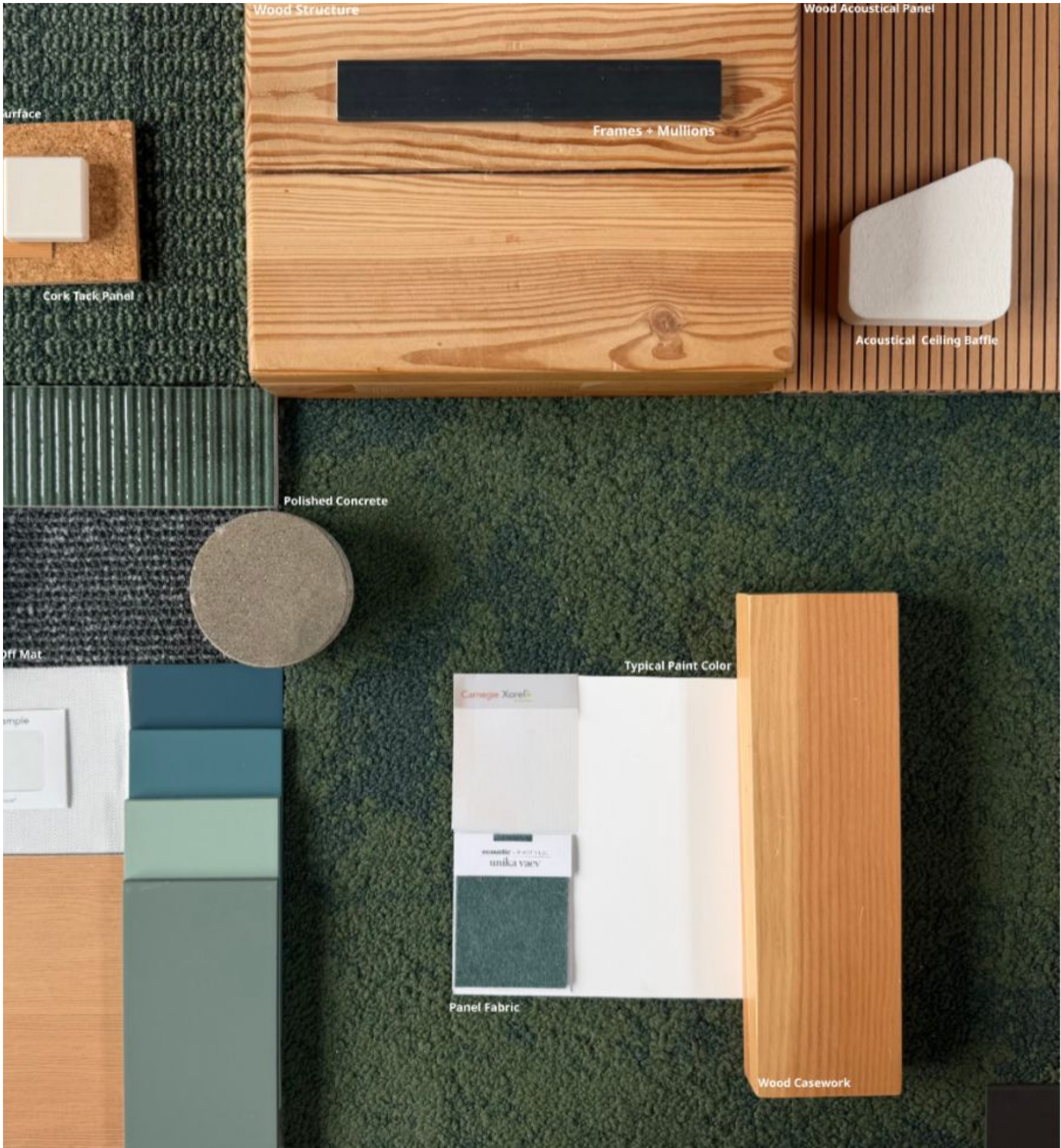
Multifaceted

Inspired by Ida B. Wells' multifaceted nature, the design honors the whole person—recognizing that education takes place both within and outside of a traditional classroom environment.

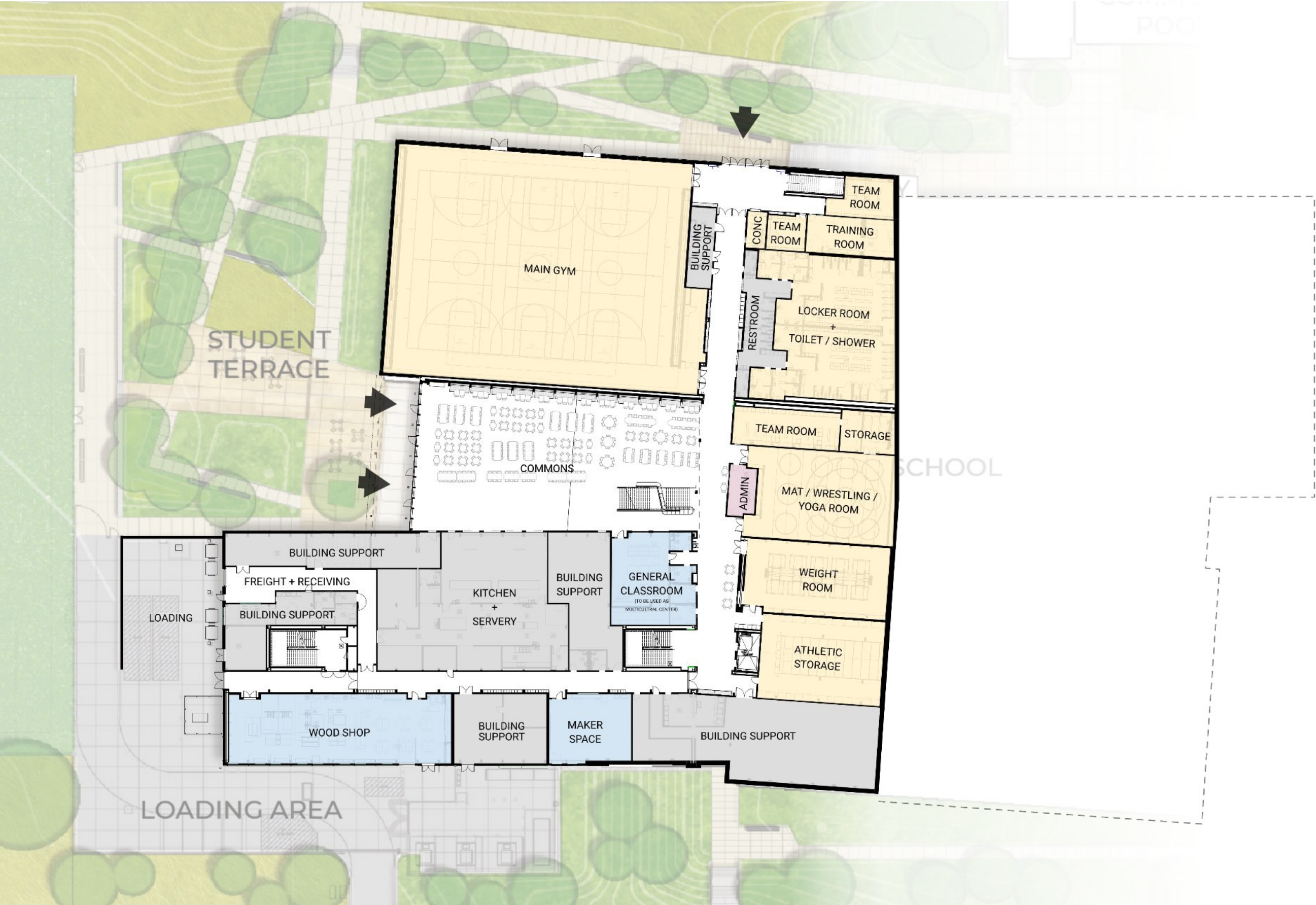
Place

- Flexibility and variety
- Formal and informal learning spaces
- Spaces to gather and experience connection
- Healthy materials and air quality
- Connections to nature

MULTIFACETED | Healthy Materials, Connections to Nature



MULTIFACETED | Healthy Materials, Connections to Nature



KEY:

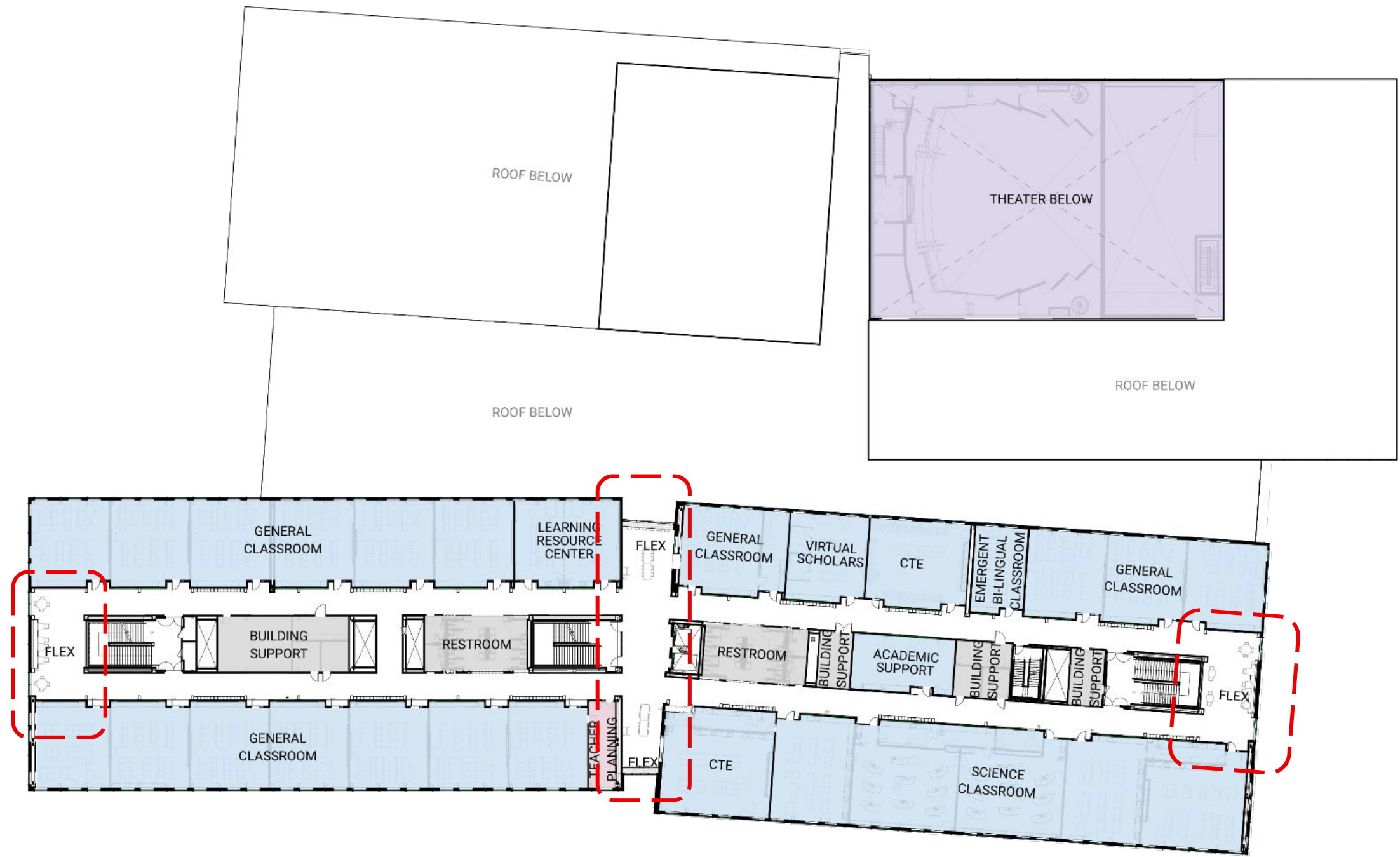
- Performing Arts
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Level 0 Floor Plan





MULTIFACETED | Informal Learning Spaces



KEY:

- Performing Arts
- Athletics
- Admin & Partners
- Academics
- Building support

Level 2 Floor Plan







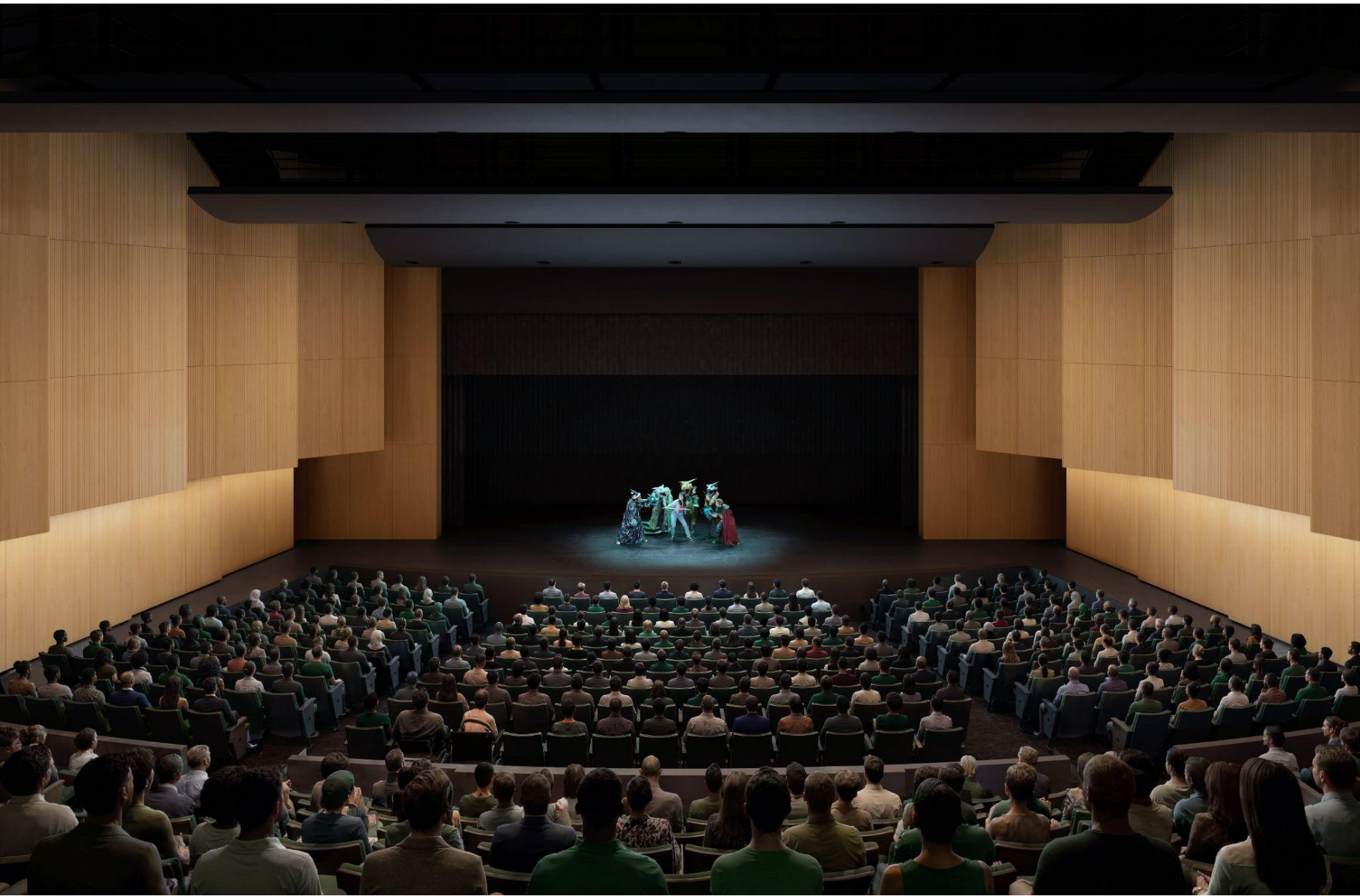
Visionary

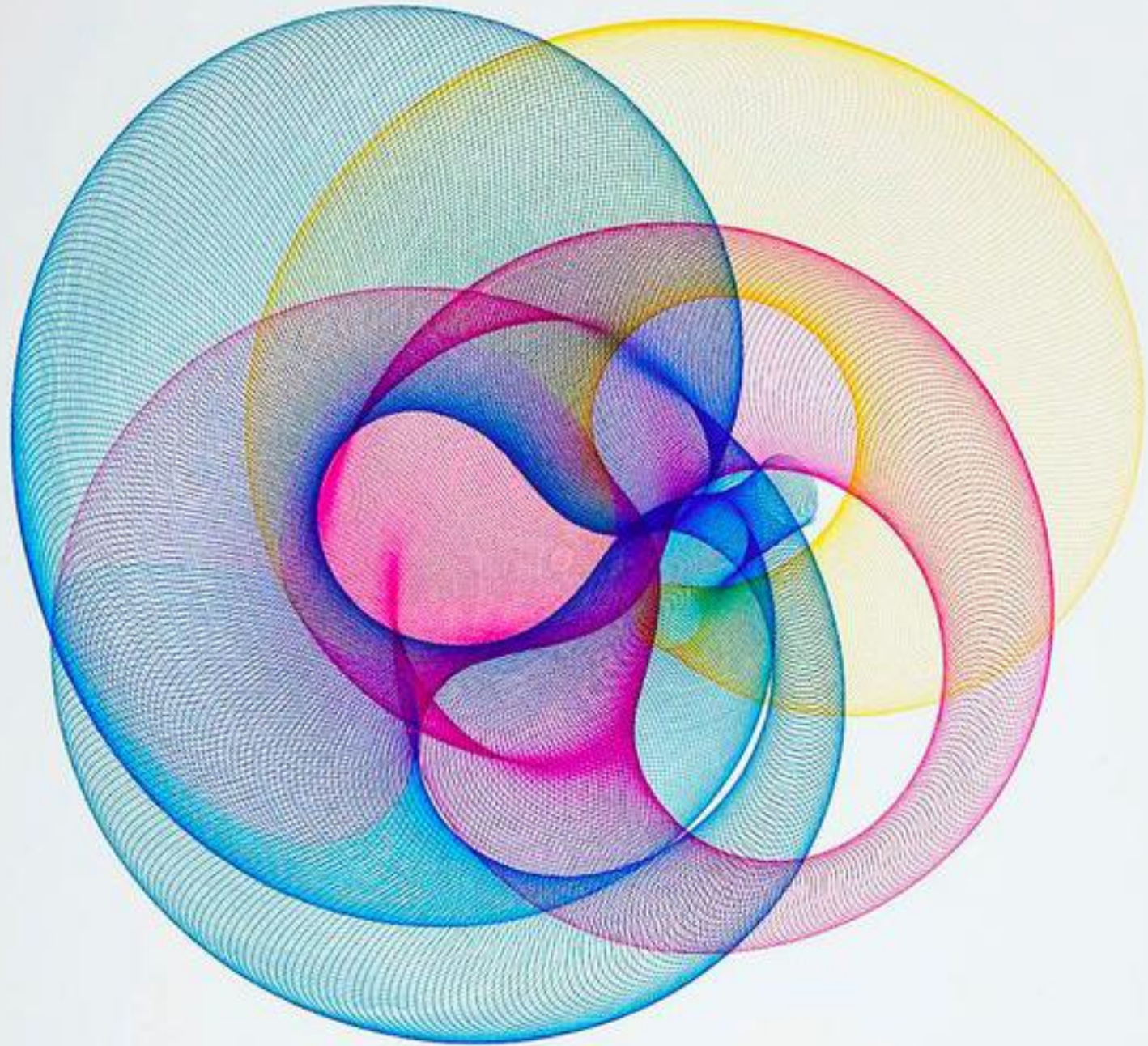
Inspired by Ida B. Wells' ability to create strategic partnerships and alliances, the design emphasizes connections, pathways, and an optimistic vision for the future.

Place

Supports traditional and nontraditional pathways
Values the in-between spaces
Creates and values unique partnerships

VISIONARY | Non-traditional Pathways





Centering

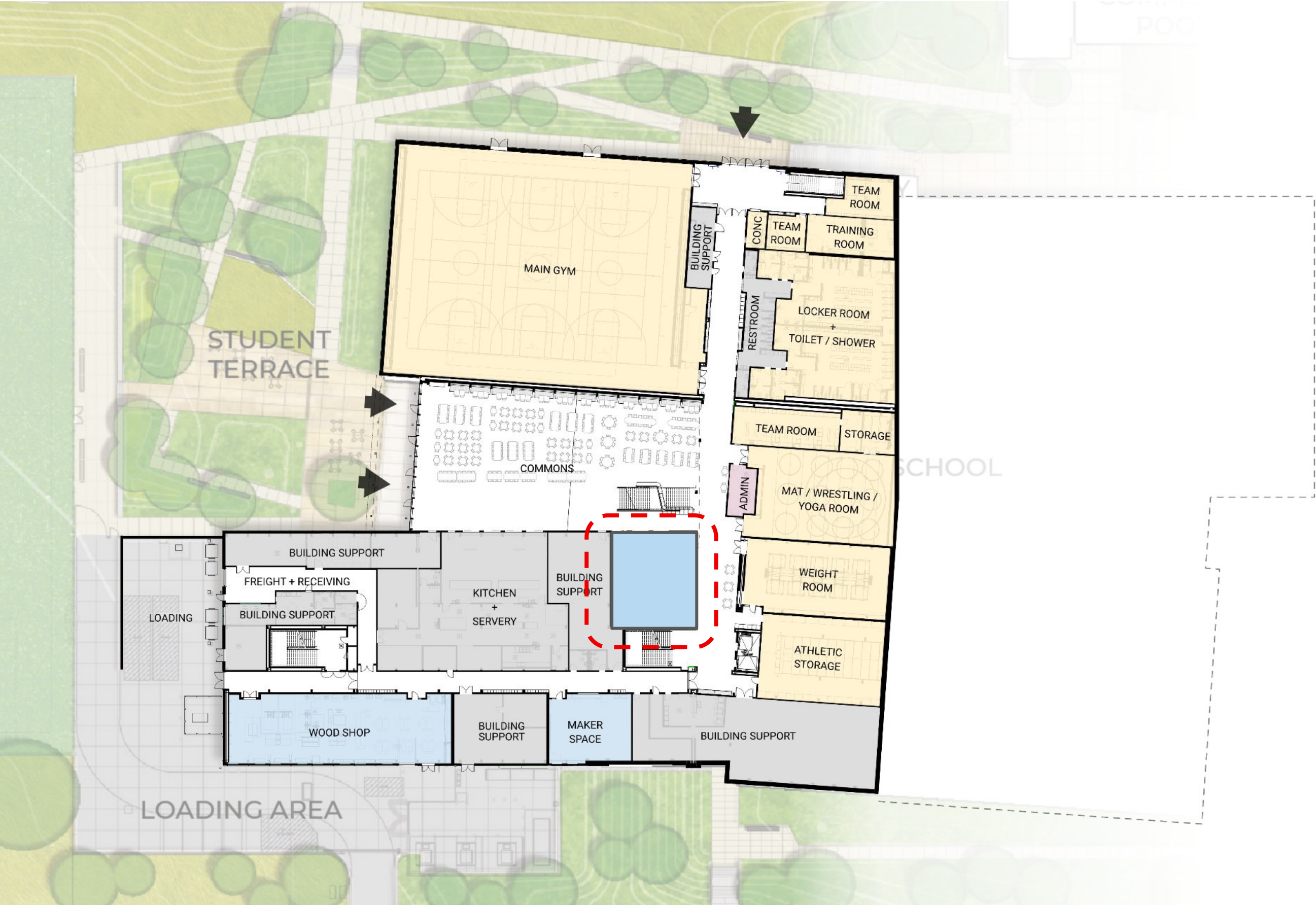
Inspired by Ida B. Wells' advocacy, the design considers all experiences—creating spaces that center and empower the marginalized.

Place

Universal and inclusive design

Beautiful and functional spaces for all types of students

CENTERING



- KEY:
- Performing Arts
 - Athletics
 - Admin & Partners
 - Academics
 - Building support

Level 0 Floor Plan





CENTERING

Stars embedded in concrete pathways represent 8,000 women who marched for the right to vote in 1913.

Star: symbol of the suffrage movement

The density of stars would be varied through the site and building, symbolizing individual and collective action.



CENTERING

This architectural floor plan illustrates a building layout with several distinct functional zones. At the top, a large rectangular area is designated as a 'STUDENT TERRACE'. To the right of this terrace is a 'BIKE PARKING' area. The central part of the plan features a large 'THEATER' with a stage and seating area, adjacent to a 'BLACK BOX' space. Below the theater is a 'LOBBY' and an 'ENTRY' area. The bottom left section contains a 'LOADING AREA' and a 'STUDENT TERRACE' (repeated). The plan is filled with numerous smaller rooms, including classrooms, offices, a library, a health office, a reception area, and various support spaces like restrooms and storage. Corridors and stairwells are clearly marked throughout the building. The overall design emphasizes a central 'CENTERING' area, likely the theater and lobby, which serves as a hub for various activities and movement within the building.





Thank you

