



## Staff Analysis and Report to the Board of Education

**Date:** February 19, 2019

**Executive Lead(s):** Claire Hertz, Deputy Superintendent, Business & Operations  
Yvonne Curtis, Deputy Superintendent, Instruction & School Communities

**Department Lead(s):** Dan Jung, Chief Operating Officer  
Korinna Wolfe, Senior Director, Multiple Pathways to Graduation

**Staff Lead(s):** Paul Cathcart, Senior Manager, Construction & Maintenance Program

**SUBJECT:**  
**Location Analysis for Space Needs for Multiple Pathways to Graduation Programs and Portland International Scholars Academy, per BOE Resolution 5780**

### **I. BACKGROUND**

On December 18, 2018, the Portland Public Schools (PPS) Board of Education adopted **Resolution 5780 – Resolution Authorizing Benson Campus Master Plan as Part of the 2017 Capital Bond Program**, which directed Superintendent Guadalupe Guerrero to engage with students, families and staff of all the Multiple Pathways to Graduation (MPG) Programs<sup>1</sup> currently housed on the Benson Polytechnic High School (BHS) campus, to better understand the potential impacts of the pending BHS modernization plan and begin exploring possibilities for MPG programs, including:

- A. Building a dedicated MPG building with funds from a future voter-approved Bond; or
- B. Co-locating at the BHS campus, with appropriate modifications to the facility; or
- C. Relocating MPG programs to new facilities or campuses.

Superintendent Guerrero and members of the Board of Education hosted community sessions with each of the MPG programs, bringing together students, families and staff to share their perspective on how the BHS modernization would impact their education experience while enrolled in a PPS program. Staff noted a number of themes among every group (see Attachment E.), including that:

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<sup>1</sup> Alliance High School, Reconnection Center and Services, DART Clinton School, Pioneer High School, Portland Evening and Summer Scholars, Portland Virtual Scholars, Teen Parent Services. Portland International Scholars Academy (not an MPG program, but housed on BHS campus).

- **Central location is critical.** Students, who decide that their neighborhood comprehensive high school is not meeting their educational needs, will choose to enroll in an alternative education program which requires that they travel from their neighborhood to attend alternative class offerings. As a result, students and families expressed that centrality to all students in MPG programs is a must, and alternative to that would prove difficult for a group of these students.
- **Access to various modes of transportation is important.** As a result of students traveling from across the city, quick access to various modes of transportation is critical. Students and families shared that their current program location offers them excellent options to a nearby MAX station and a central hub for Tri-Met.
- **Additional space is required.** Student and staff expressed their desire to have dedicated space to host one-on-one counseling session with students, study areas, meeting space for student-staff and student-student collaboration.
- **Special accommodations are important for MPG students.** Many times, students come to MPG programs with a variety of challenges--homelessness, poverty, lack of access to resources--and thus require access to dedicated kitchen space, food pantry, laundry services. As part of the option, MPG students and staff encouraged that PPS central office staff identify access to these type of crucial amenities.

Moreover, project staff met with MPG and PISA school administrators to further refine understanding of needs based on the feedback from students, families and staff. These refinements included the need for certain programs (DART and Alliance High School at Benson Campus (ABC) and Reconnection Center) to operate more autonomously from other programs while others, like PISA and Pioneer High School, operate best in a more integrated fashion with BHS students.

## **II. RELATED POLICIES/ BEST PRACTICES**

A central component of the PPS mission is to “support all students in achieving their very highest educational and personal potential.” This includes placing a racial and social justice lens in how it provides options for appropriate learning of our diverse learners. As such, the MPG program aims to provide educational options for all youth that empower, engage, and prepare them for college, work training, and global citizenship while serving as a vanguard for systemic change. MPG helps the district meet students where they are, offering alternative options for learning, including offering different modes of teaching, and offering different school hour options.

## **III. STAFF RECOMMENDATION**

After careful consideration of the programming needs and multiple options, provided in the Attachments A and F, all district staff surveyed, including instructional leaders and facility leaders, and input from students, families and staff in the MPG programs, staff recommend the following:

- Co-locate Portland International Scholars (PISA), Pioneer High School, Portland Evening and Portland Summer Scholars and Portland Virtual Scholars within the Benson Polytechnic High School campus; and
- Build a dedicated stand-alone building for Multiple Pathways to Graduation programs: the Alliance High Schools, Reconnection Center and Services, the DART/Clinton School and Teen Parent Services; and
- Include the stand-alone MPG building as part of a comprehensive bond proposal to Portland voters; and
- Relocate Benson High School and MPG students to temporary swing sites during construction.

### **Temporary Swing Sites During Benson Campus Construction**

PPS will have two facilities available for BHS and MPG students to swing to during construction: Kenton School and Marshall High School. Specifically, staff recommend that:

- BHS students, inclusive of Pioneer High School students, temporarily swing to the Marshall High School campus for the duration of the BHS modernization; The Marshall campus would permit a level of Career Technical Education (CTE) programming to be preserved.
- MPG students swing to the Kenton campus; The Kenton campus would allow the Alliance High School, Reconnection Center and Services and DART Clinton School to operate independently at a campus with good transportation options.
- PISA and Evening & Summer Scholars Program students would swing to Grant High School, permitting these programs to fulfill their programmatic need for integrating their students into a comprehensive high school setting.

The recommendations outlined above is based on programmatic needs of each school and program and the spaces that would allow the students and staff to operate with the integrity needed to achieve strong student outcomes.

### **IV. FISCAL IMPACT**

The proposed recommendation has cost implications.

#### *New Building*

Staff anticipates a new building on the current Benson parking lot will need to be between approximately 33,000 and 41,000 square feet to adequately house the necessary programs. At a rough order of magnitude level, that assumes \$450 - \$550 per square foot for hard costs, plus an estimated 20% for additional “soft costs” (design, land use, permitting, etc.), 5% escalation for 3 years, and 15% project contingency, the estimated total is about \$24,000,000 to \$36,000,000. These are very preliminary numbers that require additional discussion and analysis.

### *Additional Classrooms*

Incorporating additional classrooms increases the size of the current master plan. These classrooms are estimated to cost between \$3,000,000 and \$3,500,000.

### *Temporary Locations*

Moving staff and students to Kenton and Marshall will require improvements to those facilities.

Kenton, for example, has known physical deficiencies that will likely need to be addressed (including a new roof) and could require the addition of portable classrooms to house all the programs. Total estimated costs to modify Kenton and move programs is between 4,000,000 and \$6,000,000.

The Marshall campus is in relatively good physical condition and sized to hold the current Benson enrollment, however the campus does not have the unique Career Technology Education spaces to support the Benson programs. The project team will complete an analysis to identify facility needs for the needed programs. Very early estimates indicate these modifications could exceed \$5,000,000.

The approved Benson Campus Master Plan includes an estimate of \$5,500,000 for temporary housing costs for items such as modular classrooms and temporary walls within the school, which will partially offset the costs of improving Kenton and Benson.

Additionally, the ability to move all programs off site will allow construction of the primary buildings to be completed in 1 phase, in lieu of 3, saving time and money. Though it will take time to determine how much efficiency can be gained from the move, estimating a cost savings of one year's worth of cost escalation is a reasonable assumption at this time. A cost escalation savings of one year of construction, estimated at 5% of total construction cost, is approximately \$11,000,000 - \$12,000,000.

## **V. COMMUNITY ENGAGEMENT**

Each of the community sessions hosted by Superintendent Guerrero and members of the Board of Education welcomed students, families and staff of each program. Several programs host outside partner organizations that provide wrap-around services and those organizations were invited to share their perspective as well. These include representatives from: local PTAs, Boys and Girls Aid, Janus Youth, Morrison Child and Family Services, Trillium Family Services, Department of Human Services, Lifeworks, Squires, and White Shield.

## **VI. TIMELINE FOR IMPLEMENTATION/EVALUATION**

On December 18, 2018 the Board approved the Benson Campus Master Plan. The Master Plan construction schedule begins the summer of 2021 with 3 consecutive phases turning over new/modernized portions of the building each year, with all portions of the new building being open for staff and students in fall 2024; followed by a final phase to complete site improvements. The proposed recommendation modifies the schedule in two specific ways:



- Incorporates construction of a new, stand alone building; and
- Temporarily houses students off site during construction.

With students located off site during construction, we anticipate the overall construction timeline of three years (plus site improvements) can be shortened even with the addition of a new building. The overall efficiency gained from these changes still need detailed analysis, however we anticipate being able to complete the building components of Benson in approximately 2-1/2 years, and the site improvements within another three to six months. For context, Grant High School will be completing all construction activities in a little more than 2 years. Benson is approximately 100,000 square feet (or about 25%) larger than Grant, therefore requiring additional time to complete.

### **VII. BOARD DECISION**

Staff requests feedback and direction on the recommendation in order to provide any additional information the Board may need to make a final decision on February 26, 2019.

**I have reviewed this staff report and concur with the recommendation to the Board.**

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**Guadalupe Guerrero**  
**Superintendent**  
**Portland Public Schools**

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**Date**

### **ATTACHMENTS**

*(List all supporting documentation, including resolution, etc.)*

- Multiple Pathways to Graduation on Benson Tech Site dated February 11, 2019
- Non-Benson Alternative Sites for Multiple Pathways to Graduation & Portland International Scholars Academy at Benson
- MPG Focus Group meeting notes, December 3, 2015
- MPG Focus Group meeting notes, December 17, 2015
- Benson High School Listening Sessions
- Benson Campus Administrator/Principal Ranking of MPG Scenarios
- Benson Master Planning Programming Schedule
- Dot Density Map for Alliance and Reconnection Center Students

### **PPS District Priorities FY 2018-19**

- Set a clear Vision and Strategic Plan*
- Create equitable opportunities and outcomes for all students*
- Build management and accountability systems and structures*
- Allocate budget, funding and resources focused on improving outcomes for students*



## OVERVIEW

This summary attempts to capture the information gathered over recent information gathering sessions and focus group interviews of Multiple Pathways to Graduation (MPG) Programs currently on-site at Benson Polytechnic High School. The scenarios presented in this summary are informational only, and are not intended to provide any recommendations. Alternative off-site scenarios are being studied by PPS staff in parallel, to compliment this study.

The scenarios presented are those that allow the approved Benson Tech Master Plan to remain intact without significant impact. Thus, options that explored MPG locations in the new CTE wings, which would have displaced a significant amount of Benson co-located programs, have not been explored further.

The scenarios presented are currently developed to a master planning level. Further design study and refinement would be required if any of these, or additional on-site scenarios, are pursued.

# MPG DRAFT PROGRAMS / NET AREA

## VIRTUAL SCHOLARS: 3,222 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
DEDICATED CLASSROOMS W/ SMALL BREAKOUT	1	900	900	20 STUDENTS	
MULTI-PURPOSE ROOM	1	2500	2,500	60 STUDENTS	COULD BE SHARED
TECH STORAGE	1	120	120		
			3,520		

## NIGHT & SUMMER SCHOOL: 989 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
OPEN OFFICE FOR 3 STAFF, WAITING AREA	1	400	400		
PRIVATE OFFICES: PRINCIPAL, IT	2	80	160		
CONFERENCE ROOM	1	225	225		COULD BE SHARED
			785		

## PISA: 2,568 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
DEDICATED CLASSROOMS	2	900	1,800	20 STUDENTS	
SHARED CLASSROOMS	1	900	SHARED		
SHARED SCIENCE LAB	1	1,700	SHARED		
PRIVATE OFFICES: ADMIN, COUNSELOR, ENGAGEMENT COACH, EA, DATA SPECIALIST	5	80	400		
CONFERENCE ROOM	1	225	225		COULD BE SHARED
SECRETARY, WAITING AREA	1	200	200		COULD BE SHARED
STAFF WORKROOM	1	260	260		COULD BE SHARED
			2,885		

## PIONEER HIGH SCHOOL: 912 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
DEDICATED CLASSROOMS	1	900	900	15 STUDENTS	
CONFERENCE ROOM	1	225	225		COULD BE SHARED
OFFICES: THERAPIST	1	80	80		
			1,205		

## RECONNECTION CENTER: 751 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
PRIVATE OFFICES: ADMIN	1	120	120		
CONFERENCE ROOM	1	225	225		COULD BE SHARED
OPEN OFFICE FOR 9 STAFF, WAITING AREA	1	640	640		
			985		



# MPG DRAFT PROGRAMS / NET AREA

## DART / CLINTON SCHOOL: 7,123 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
DEDICATED CLASSROOMS	4	900	3,600	10 STUDENTS	
PRIVATE OFFICES: PRINCIPAL, COUNSELOR, MSW, PSYCH (2), SPED	6	80	480		
CONFERENCE ROOM	2	225	450		
SECRETARY, WAITING AREA	1	120	120		
OPEN OFFICE FOR 5 ITERANTS	1	380	380		
DART OFFICE & STORAGE	1	400	400		
STAFF WORKROOM	1	260	260		
RESTROOMS	3	60	180		

5,870

## ALLIANCE & RECONNECTION SERVICES: 7,165 SF EXISTING AREA

PROGRAM	QUANTITY	AREA (SF)	TOTAL (SF)	CLASS SIZE	NOTES
DEDICATED CLASSROOMS	10	900	9,000	15 STUDENTS	
CTE LAB: CULINARY ARTS / SCHOOL KITCHEN	1	1800	1,800		
PRIVATE OFFICES: PRINCIPAL, VP, SOCIAL WORKER, COUNSELOR, SPED, RECONNECTION CENTER	7	80	560		
CONFERENCE ROOM	1	120	120		
SECRETARY, WAITING AREA	1	240	240		
STAFF WORKROOM	1	260	260		COULD BE SHARED
FLEX/COMMONS	1	1800	1,800		COULD BE SHARED
RESTROOMS	2	250	500		
STAFF & GENDER NEUTRAL RESTROOM	2	60	120		
LAUNDRY ROOM	1	120	SHARED		

14,400

### NOTES

- + Assumes programs share the following spaces with Benson Tech in all on-site scenarios: gyms, locker rooms, changing rooms, showers, commons, library/media center.
- + Sizes and quantity of classrooms and support spaces may vary due to existing conditions.
- + Sharing options for support spaces may be explored to mitigate impacts on approved Master Plan.



# ON-SITE SCENARIOS OVERVIEW

SCENARIO 1 /	NO MPG PROGRAMS ON-SITE
SCENARIO 2A /	ALL MPG PROGRAMS ON-SITE
SCENARIO 2B /	ALL MPG PROGRAMS ON-SITE ADDITIONAL CRS FOR BENSON TECH
SCENARIO 3A /	INTEGRATED MPG PROGRAMS ON-SITE (MAIN BLDG)
SCENARIO 3B /	INTEGRATED MPG PROGRAMS ON-SITE (MAIN BLDG) ADDITIONAL CRS FOR BENSON TECH
SCENARIO 3C /	INTEGRATED MPG PROGRAMS ON-SITE (LOWER LEVEL)
SCENARIO 3D /	INTEGRATED MPG PROGRAMS ON-SITE (LOWER LEVEL) ADDITIONAL CRS FOR BENSON TECH
SCENARIO 4A /	INTEGRATED MPG PROGRAMS ON-SITE (MAIN BLDG), INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE
SCENARIO 4B /	INTEGRATED MPG PROGRAMS ON-SITE (MAIN BLDG), INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE ADDITIONAL CRS FOR BENSON TECH
SCENARIO 4C /	INTEGRATED MPG PROGRAMS ON-SITE (LOWER LEVEL), INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE
SCENARIO 4D /	INTEGRATED MPG PROGRAMS ON-SITE (LOWER LEVEL), INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE ADDITIONAL CRS FOR BENSON TECH

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## SCENARIO 1 / ALL BENSON TECH, NO MPG PROGRAMS ON-SITE

### BOARD RESOLUTION PROVISIONS INCLUDED

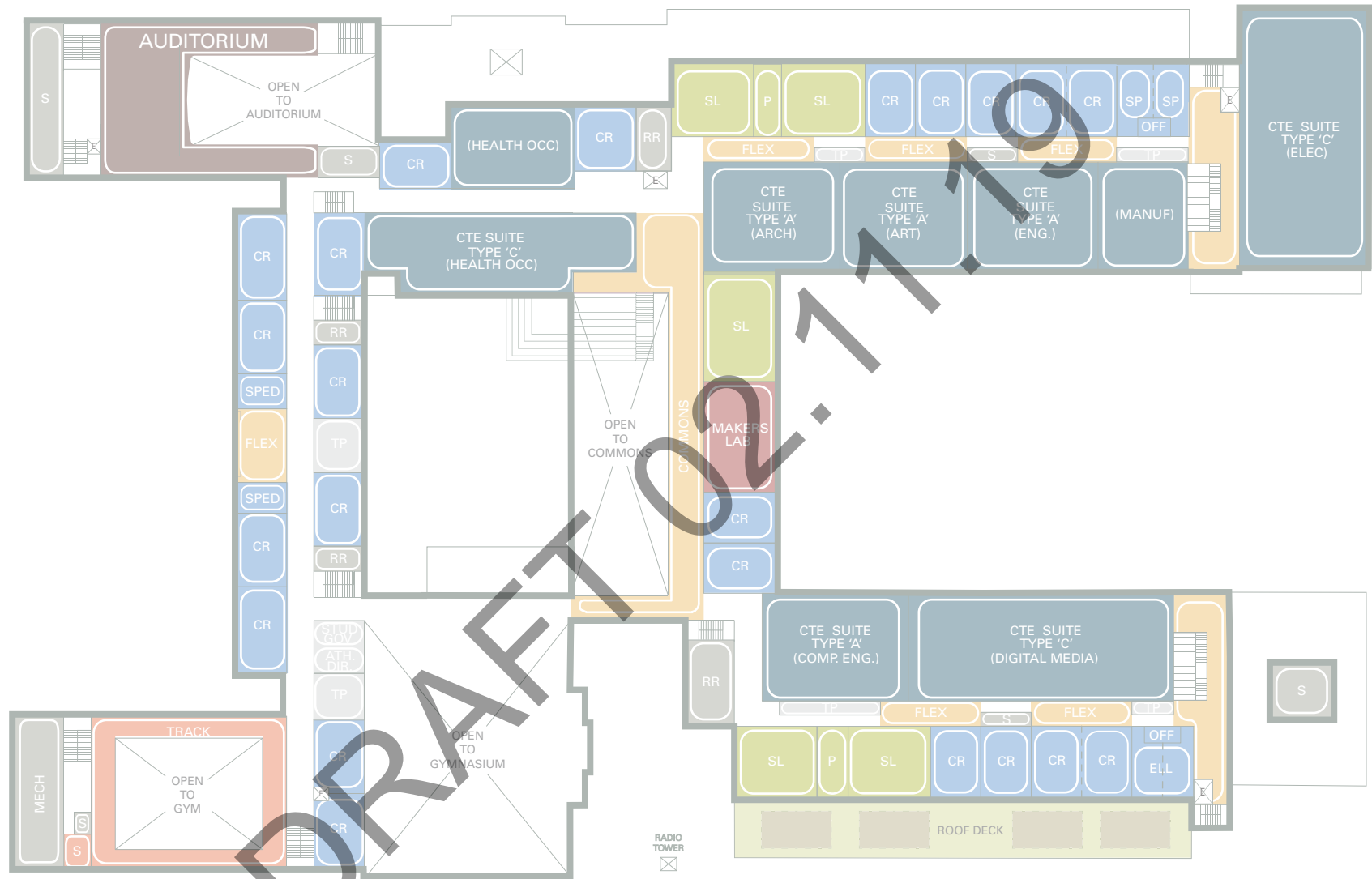
- + Building size reduction (about 3,500 SF)
- + Space for future visual & performing arts program
- + ADA/Code compliant access to Buckman Fields
- + All programs and program spaces included:
  - + Benson Tech: 1,700 design capacity

### IMPACTS TO APPROVED MASTER PLAN

- + Aligns with approved budget
- + No significant change to Master Plan
- + Assignment of “unassigned CTE space” would need to be determined
- + All MPG Programs would need alternative location(s) - separate effort being completed to study offsite locations.

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# SCENARIO 1 / UPPER LEVEL

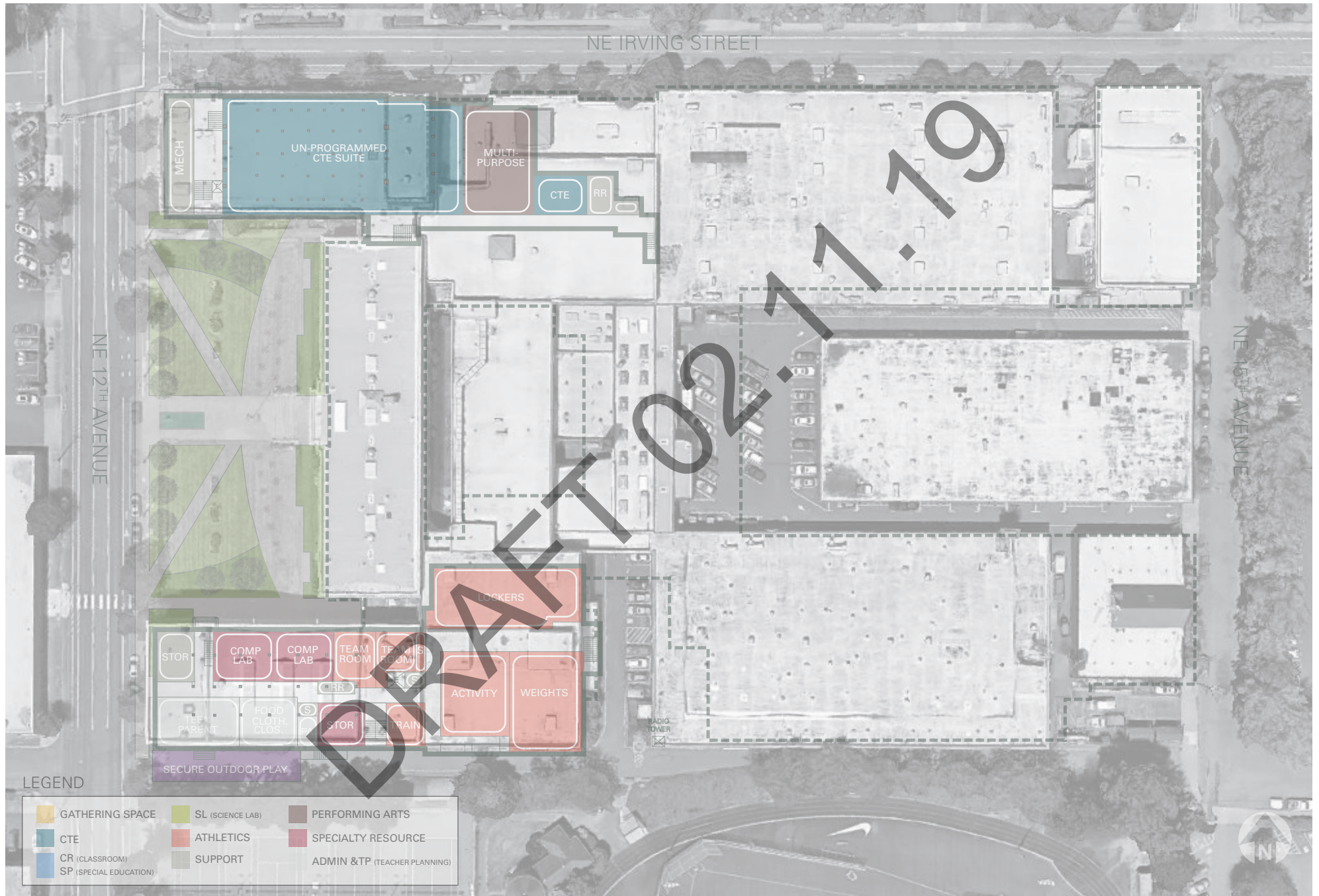


## LEGEND

<span style="color: #f4a460;">■</span> GATHERING SPACE	<span style="color: #90c040;">■</span> SL (SCIENCE LAB)	<span style="color: #804040;">■</span> PERFORMING ARTS
<span style="color: #408080;">■</span> CTE	<span style="color: #e06060;">■</span> ATHLETICS	<span style="color: #c04060;">■</span> SPECIALTY RESOURCE
<span style="color: #4080c0;">■</span> CR (CLASSROOM)	<span style="color: #808080;">■</span> SUPPORT	<span style="color: #c0c0c0;">■</span> ADMIN & TP (TEACHER PLANNING)
<span style="color: #4080e0;">■</span> SP (SPECIAL EDUCATION)		



# SCENARIO 1 / LOWER LEVEL





## SCENARIO 2A / BENSON AND ALL MPG PROGRAMS ON-SITE

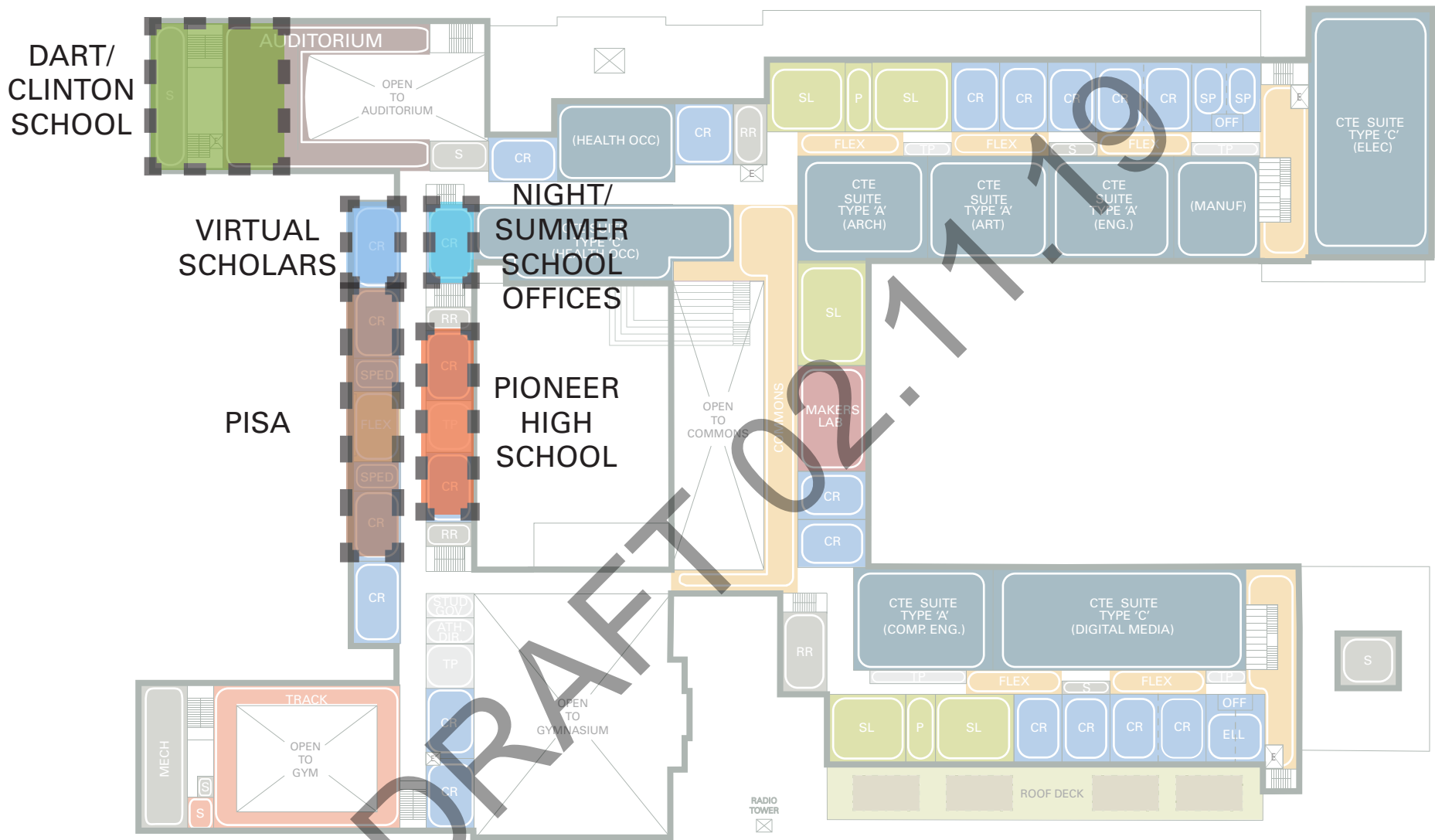
### BOARD RESOLUTION PROVISIONS INCLUDED

- + ADA/Code compliant access to Buckman Fields
- + All programs and program spaces included:
  - + Benson Tech: 1,400 design capacity
  - + Alliance at Benson and Reconnection Services
  - + Virtual Scholars
  - + Night/Summer School Offices
  - + PISA
  - + Pioneer High School
  - + DART/Clinton School

### IMPACTS TO APPROVED MASTER PLAN

- + Additional \$ beyond approved budget
- + Changes to Master Plan in affected areas:
  - Auditorium lower level, Auditorium balcony, Main building second floor
- + No additional CTE space for Benson Tech
- + 12 fewer teaching stations for Benson Tech
- + Spaces for independent schools (Alliance & DART/Clinton) in lower level with limited daylight
- + Freshman academy for Benson Tech would need to be relocated or dispersed
- + Reduced building and custodial storage

# SCENARIO 2A / UPPER LEVEL

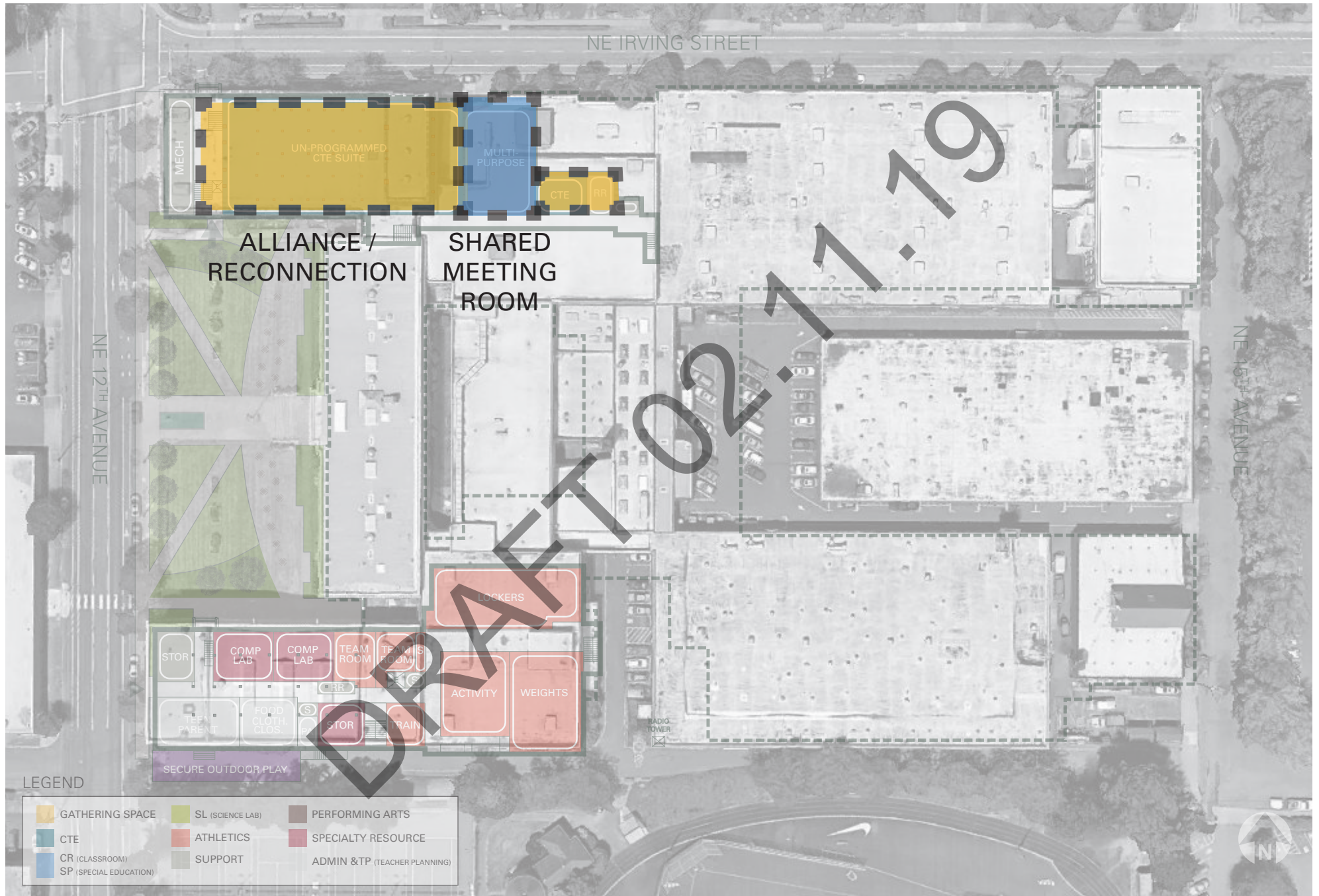


**LEGEND**

<span style="background-color: #f9c99d; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GATHERING SPACE	<span style="background-color: #c9e0c9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SL (SCIENCE LAB)	<span style="background-color: #c99d9d; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> PERFORMING ARTS
<span style="background-color: #9dc9c9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CTE	<span style="background-color: #f99d9d; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> ATHLETICS	<span style="background-color: #c99dc9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SPECIALTY RESOURCE
<span style="background-color: #9dc99d; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CR (CLASSROOM)	<span style="background-color: #cccccc; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SUPPORT	<span style="background-color: #cccccc; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> ADMIN & TP (TEACHER PLANNING)
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# SCENARIO 2A / LOWER LEVEL



## SCENARIO 2B / BENSON AND ALL MPG PROGRAMS ON-SITE, ADDITIONAL CRS

### BOARD RESOLUTION PROVISIONS INCLUDED

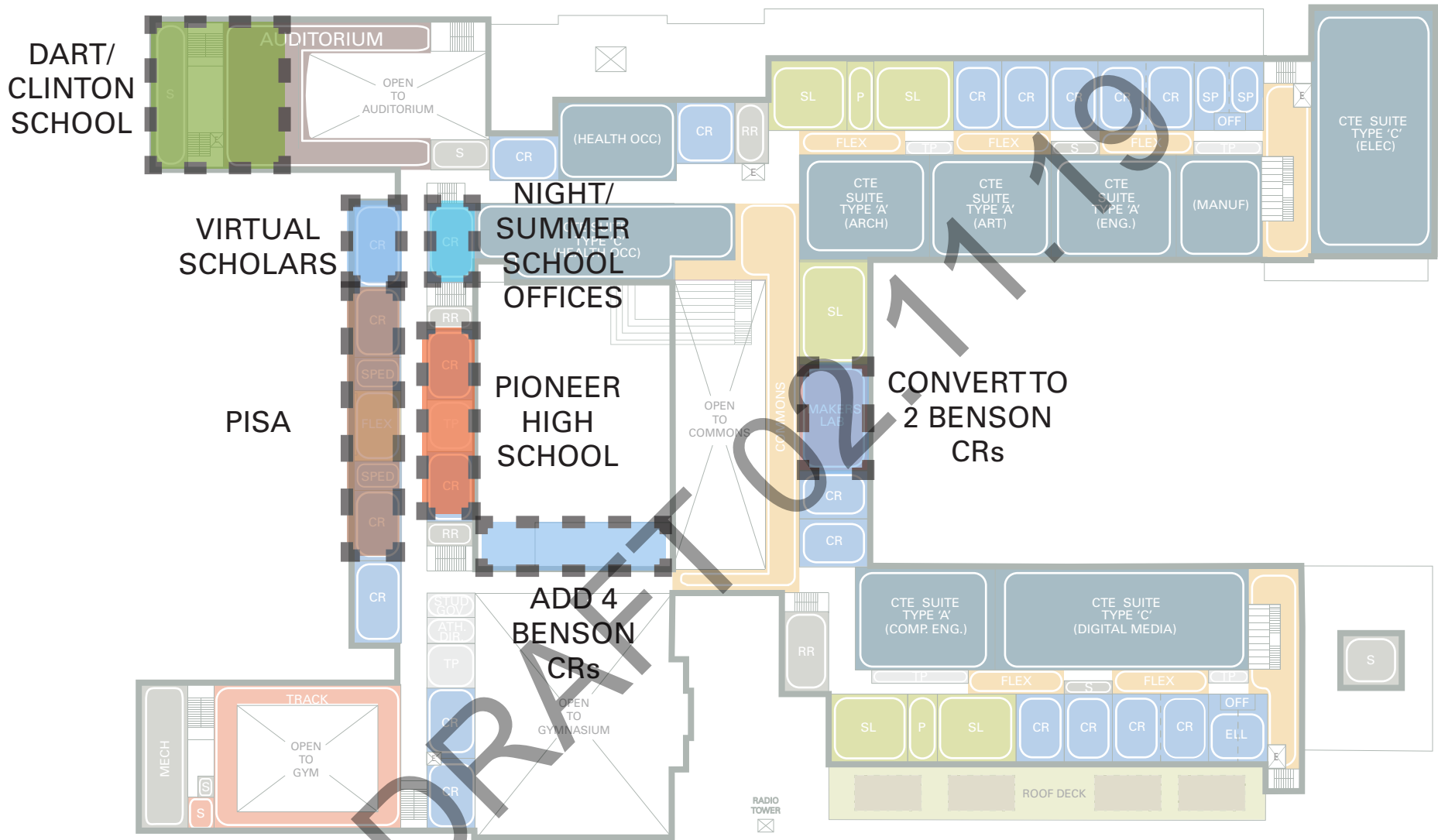
- + ADA/Code compliant access to Buckman Fields
- + All programs and program spaces included:
  - + Benson Tech: 1,550 design capacity
  - + Alliance at Benson and Reconnection Services
  - + Virtual Scholars
  - + Night/Summer School Offices
  - + PISA
  - + Pioneer High School
  - + DART/Clinton School

### IMPACTS TO APPROVED MASTER PLAN

- + Additional \$\$ beyond approved budget
- + Changes to Master Plan in affected areas:
  - Auditorium lower level, Auditorium balcony, Main building second floor
- + No additional CTE space for Benson Tech
- + 6 fewer teaching stations for Benson Tech
- + Spaces for independent schools (Alliance & DART/Clinton) in lower level with limited daylight
- + Freshman academy for Benson Tech would need to be relocated or dispersed
- + Reduced building and custodial storage



# SCENARIO 2B / UPPER LEVEL

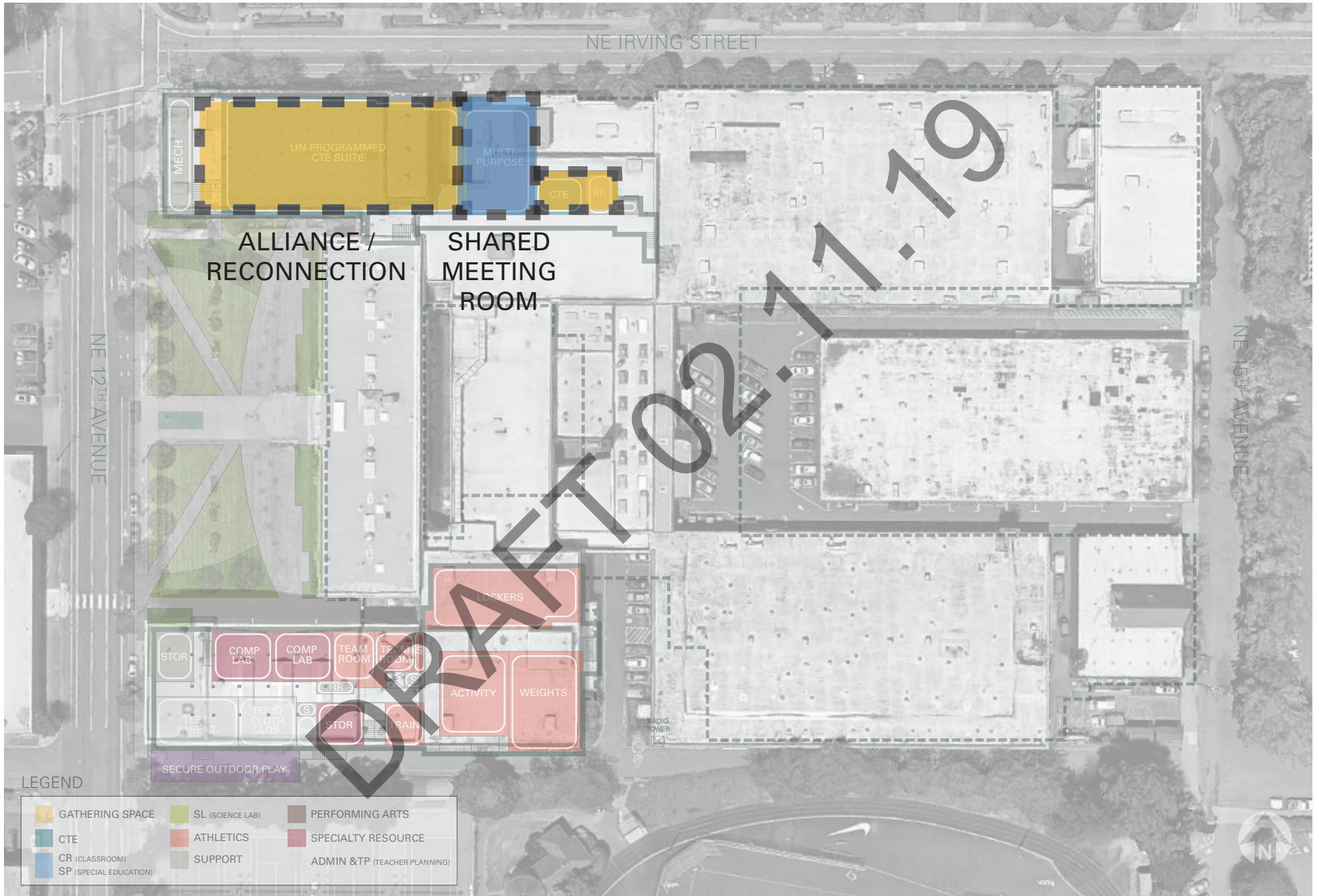


## LEGEND

	GATHERING SPACE		SL (SCIENCE LAB)		PERFORMING ARTS
	CTE		ATHLETICS		SPECIALTY RESOURCE
	CR (CLASSROOM)		SUPPORT		ADMIN & TP (TEACHER PLANNING)
	SP (SPECIAL EDUCATION)				



# SCENARIO 2B / LOWER LEVEL



## SCENARIO 3A / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE

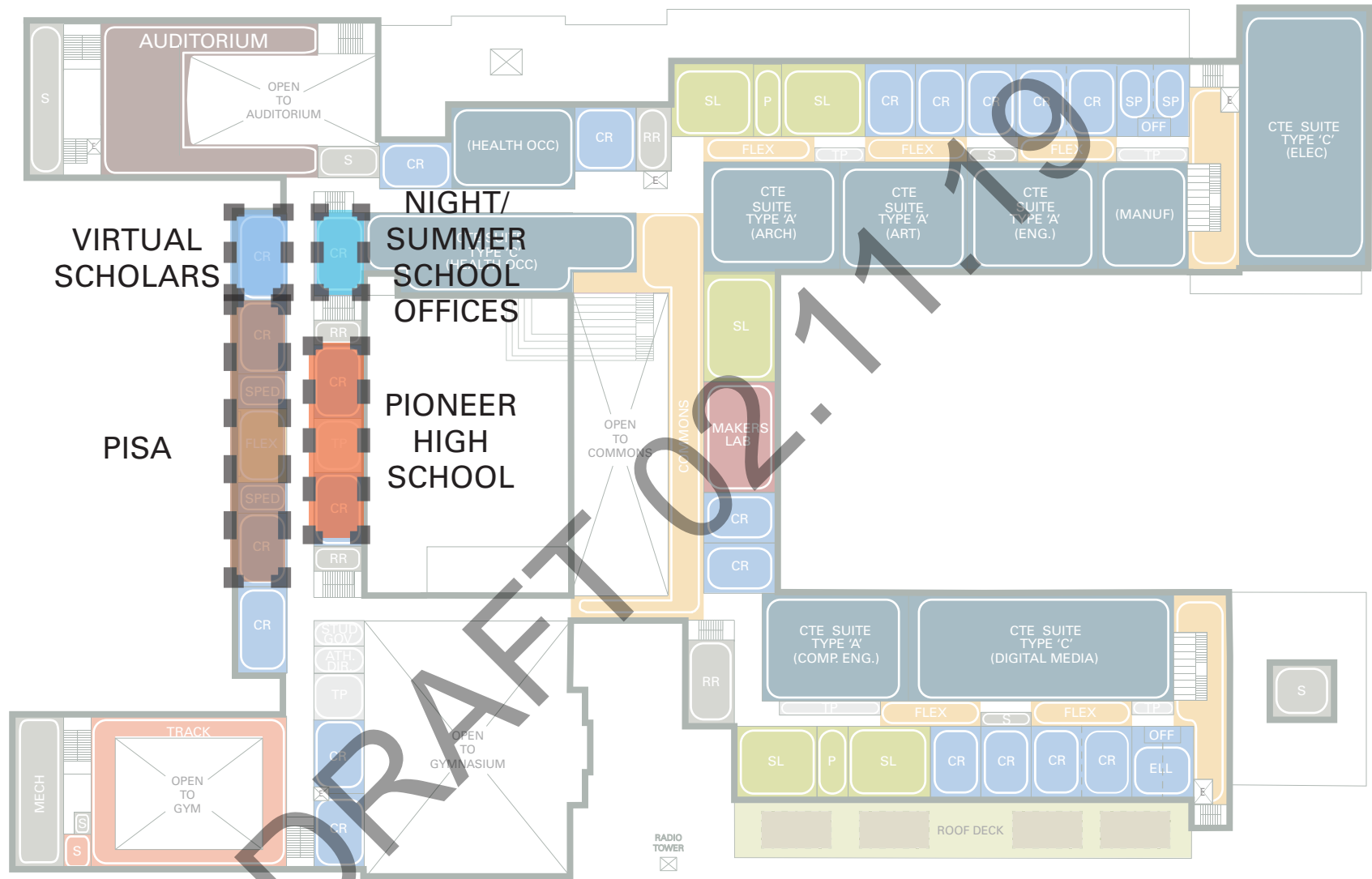
### BOARD RESOLUTION PROVISIONS INCLUDED

- + Space for future visual & performing arts program
- + ADA/Code compliant access to Buckman Fields
- + All programs and program spaces included:
  - + Benson Tech: 1,550 design capacity
  - + Virtual Scholars
  - + Night/Summer School Offices
  - + PISA
  - + Pioneer High School

### IMPACTS TO APPROVED MASTER PLAN

- + Aligns with approved budget
- + Changes to Master Plan in affected areas: Main building second floor
- + Assignment of “unassigned CTE space” would need to be determined
- + 6 fewer teaching stations for Benson Tech
- + Independent schools: Alliance and Reconnection Services, DART/Clinton School would need alternative location
- + Freshman academy for Benson Tech would need to be relocated or dispersed

# SCENARIO 3A / UPPER LEVEL



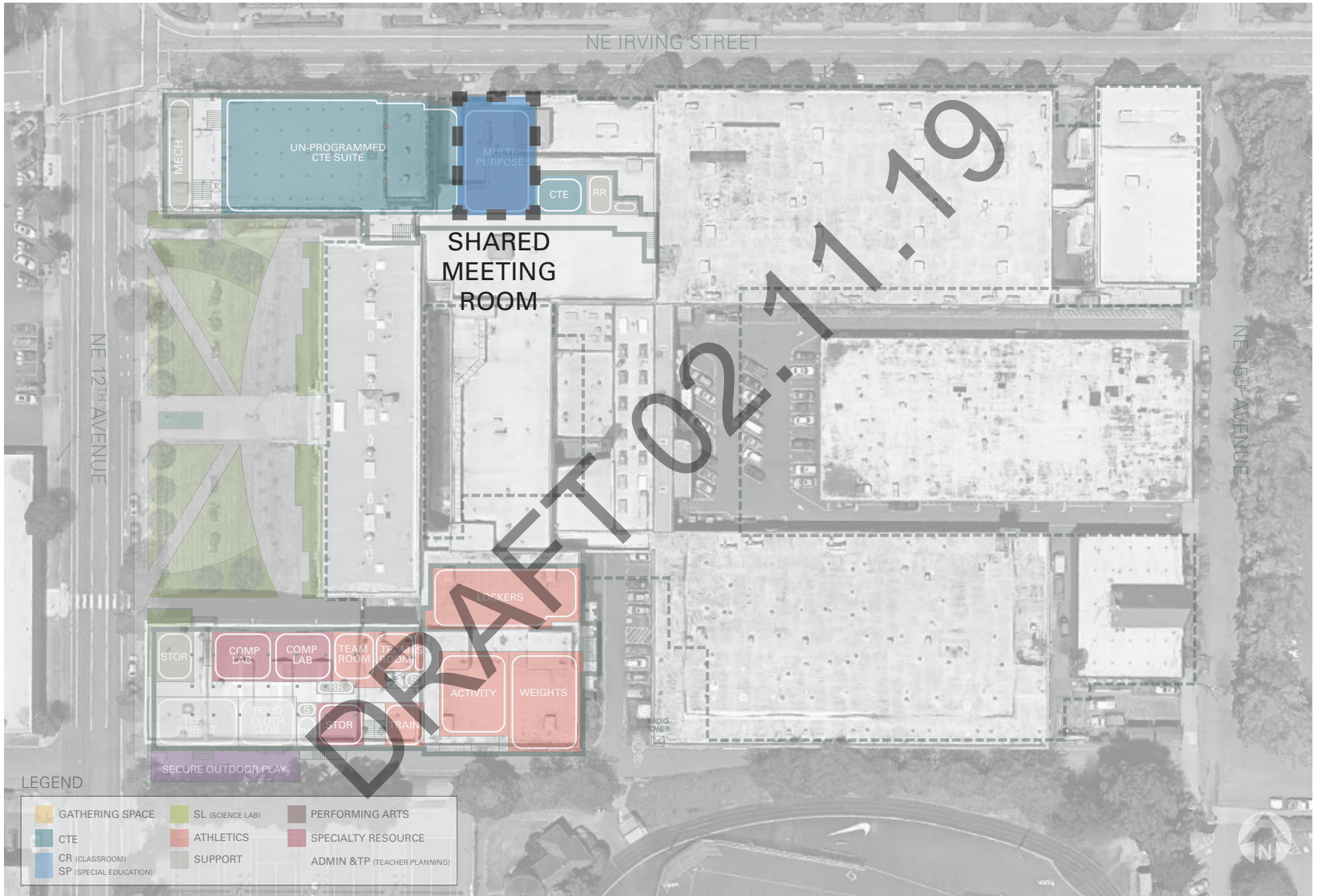
## LEGEND

	GATHERING SPACE		SL (SCIENCE LAB)		PERFORMING ARTS
	CTE		ATHLETICS		SPECIALTY RESOURCE
	CR (CLASSROOM)		SUPPORT		ADMIN & TP (TEACHER PLANNING)
	SP (SPECIAL EDUCATION)				





# SCENARIO 3A / LOWER LEVEL



# SCENARIO 3B / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE, ADDITIONAL CRS

## BOARD RESOLUTION PROVISIONS INCLUDED

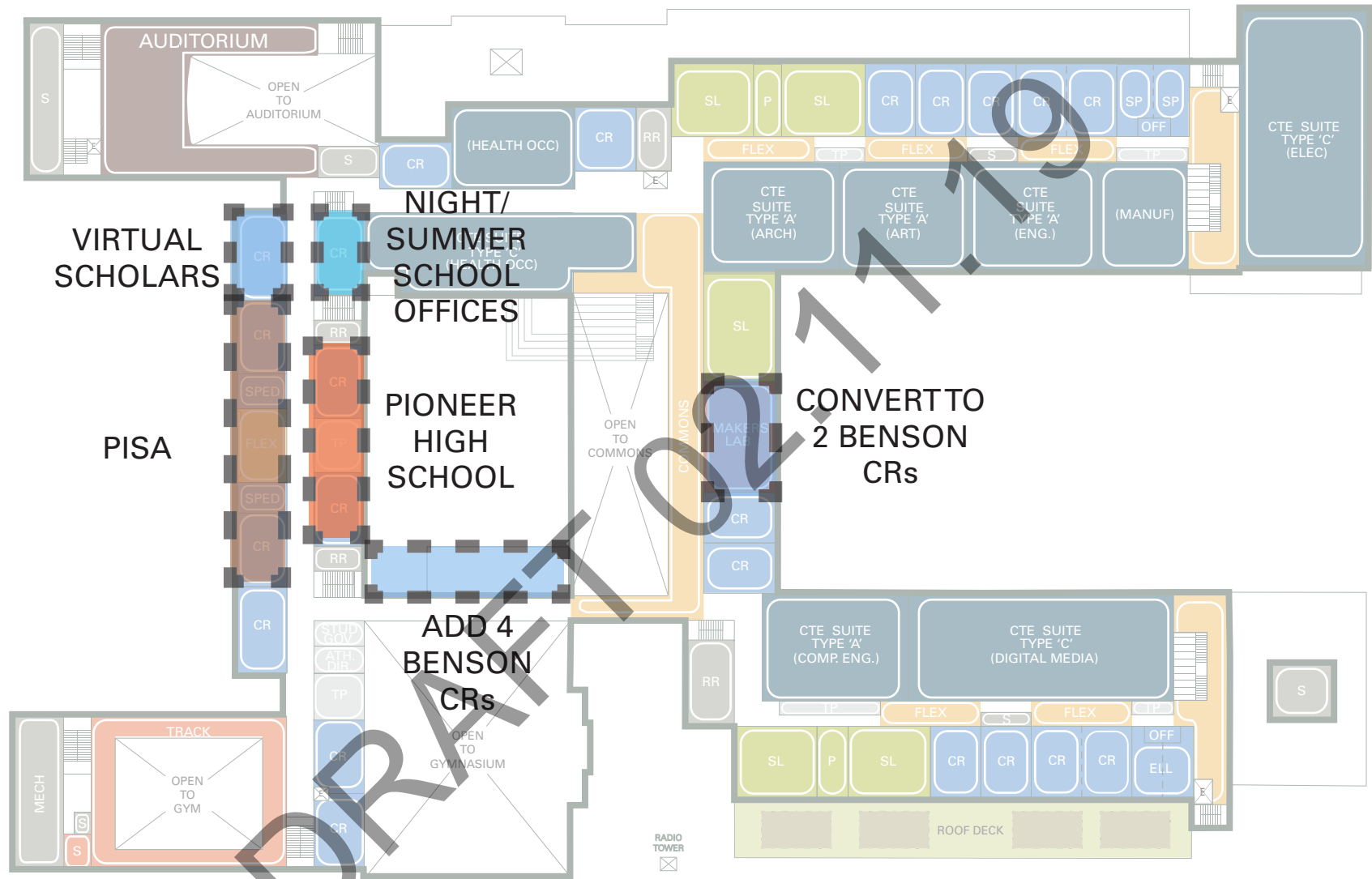
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  - + PISA
  - + Pioneer High School

## IMPACTS TO APPROVED MASTER PLAN

- + Additional \$\$ beyond approved budget
- + Changes to Master Plan in affected areas: Main building second floor
- + Assignment of “unassigned CTE space” would need to be determined
- + No fewer teaching stations for Benson Tech
- + Independent schools: Alliance and Reconnection Services, DART/Clinton School would need alternative location

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# SCENARIO 3B / UPPER LEVEL



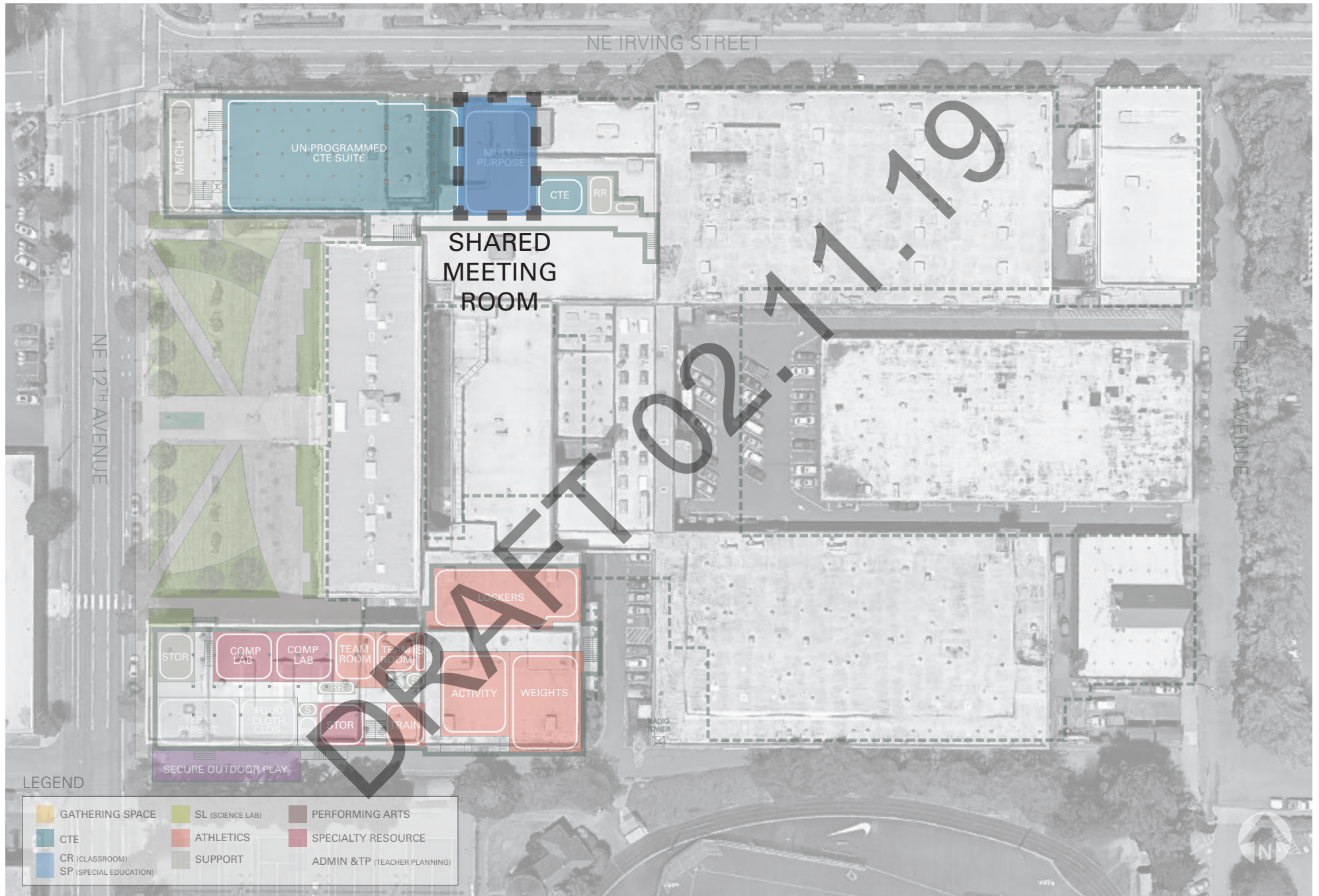
**LEGEND**

	GATHERING SPACE		SL (SCIENCE LAB)		PERFORMING ARTS
	CTE		ATHLETICS		SPECIALTY RESOURCE
	CR (CLASSROOM)		SUPPORT		ADMIN & TP (TEACHER PLANNING)
	SP (SPECIAL EDUCATION)				





# SCENARIO 3B / LOWER LEVEL



## SCENARIO 3C / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE

### BOARD RESOLUTION PROVISIONS INCLUDED

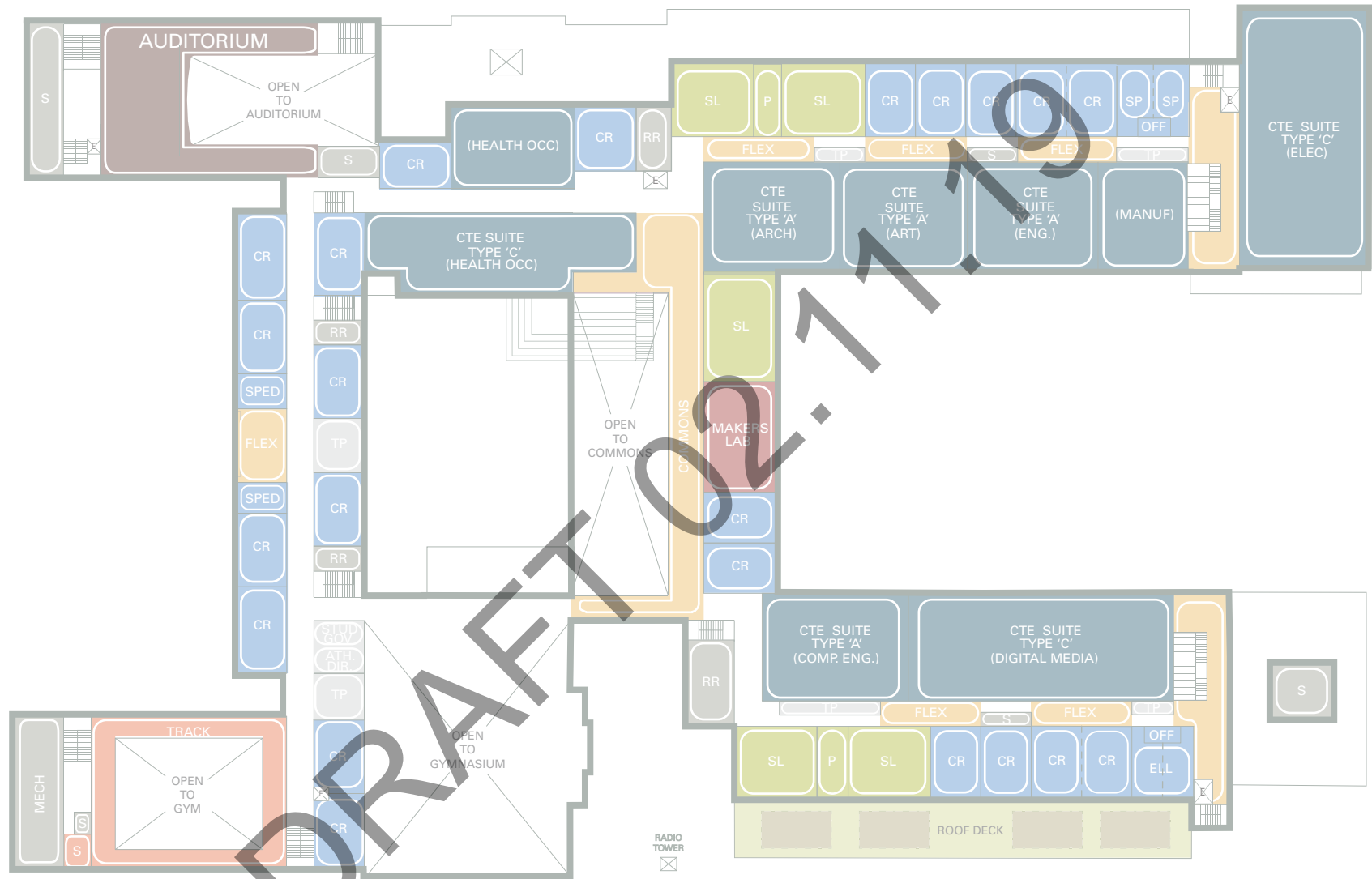
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- + All programs and program spaces included:
  - + Benson Tech: 1,550 design capacity
  - + Virtual Scholars
  - + Night/Summer School Offices
  - + PISA
  - + Pioneer High School

### IMPACTS TO APPROVED MASTER PLAN

- + Aligns with approved budget
- + Changes to Master Plan in affected areas: Auditorium lower level
- + No additional CTE space for Benson Tech
- + 6 fewer teaching stations for Benson Tech
- + Independent schools: Alliance and Reconnection Services, DART/Clinton School would need alternative location

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# SCENARIO 3C / UPPER LEVEL



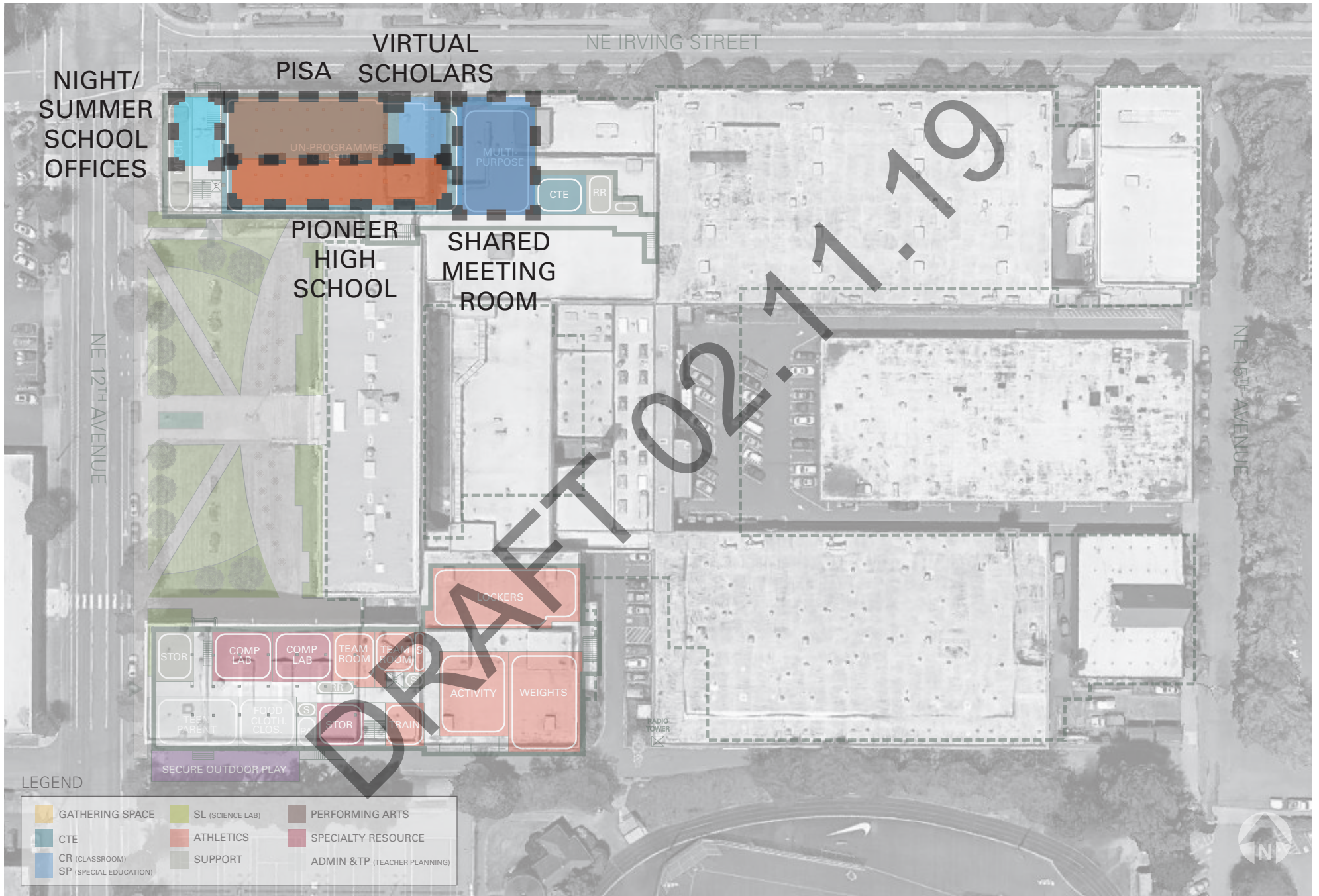
**LEGEND**

<span style="background-color: #f9c99d; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GATHERING SPACE	<span style="background-color: #c9e0c9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SL (SCIENCE LAB)	<span style="background-color: #808080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> PERFORMING ARTS
<span style="background-color: #4682b4; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CTE	<span style="background-color: #f08080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> ATHLETICS	<span style="background-color: #c06060; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SPECIALTY RESOURCE
<span style="background-color: #6495ed; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CR (CLASSROOM)	<span style="background-color: #a9a9a9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SUPPORT	<span style="background-color: #d3d3d3; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> ADMIN & TP (TEACHER PLANNING)
<span style="background-color: #6495ed; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SP (SPECIAL EDUCATION)		





# SCENARIO 3C / LOWER LEVEL



# SCENARIO 3D / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE, ADDITIONAL CRS

## BOARD RESOLUTION PROVISIONS INCLUDED

- + ADA/Code compliant access to Buckman Fields
- + All programs and program spaces included:
  - + Benson Tech: 1,700 design capacity
  - + Virtual Scholars
  - + Night/Summer School Offices
  - + PISA
  - + Pioneer High School

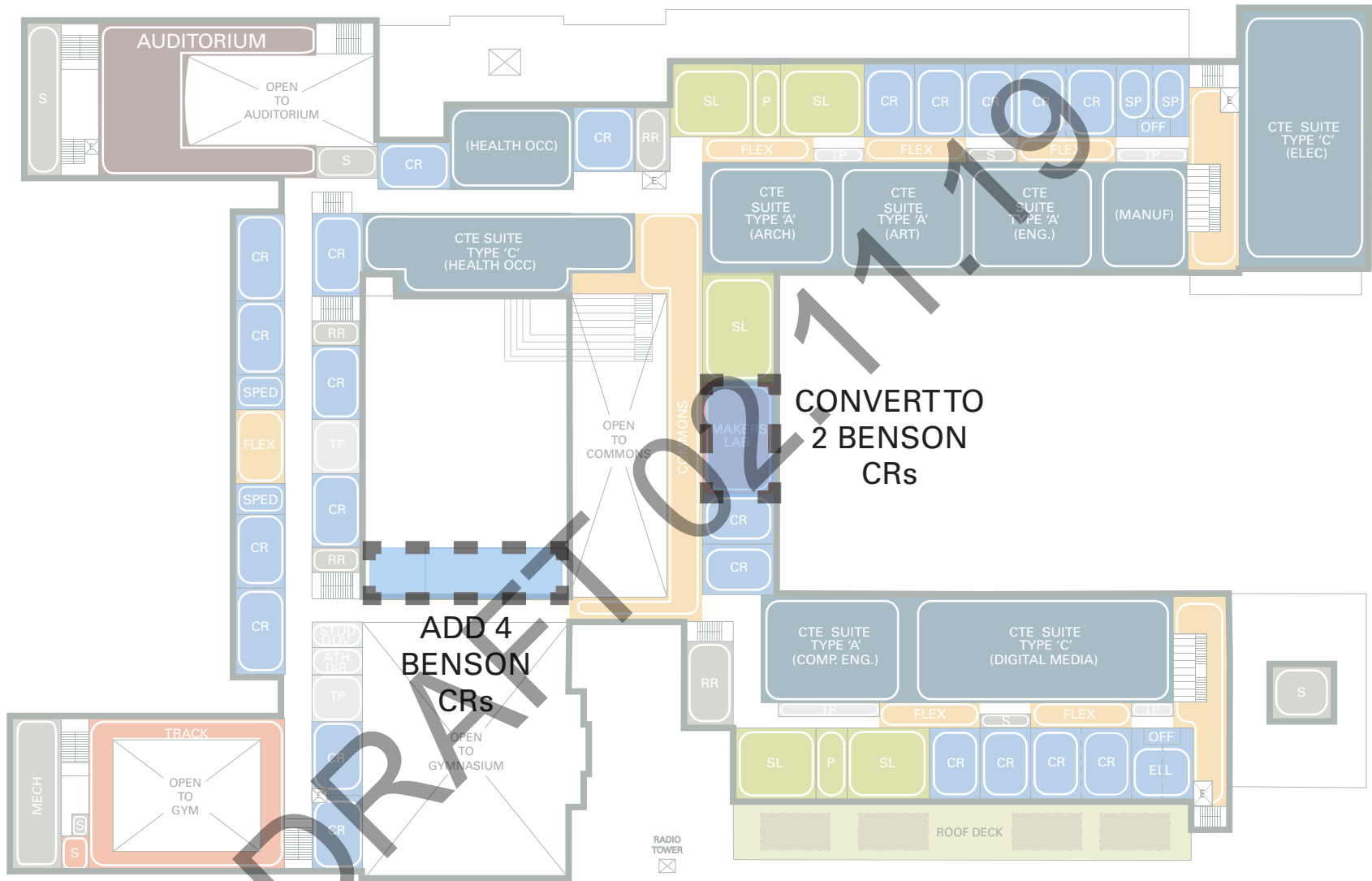
## IMPACTS TO APPROVED MASTER PLAN

- + Additional \$\$ beyond approved budget
- + Changes to Master Plan in affected areas: Auditorium lower level
- + No additional CTE space for Benson Tech
- + No fewer teaching stations for Benson Tech
- + Independent schools: Alliance and Reconnection Services, DART/Clinton School would need alternative location

DRAFT 02.11.19



# SCENARIO 3D / UPPER LEVEL

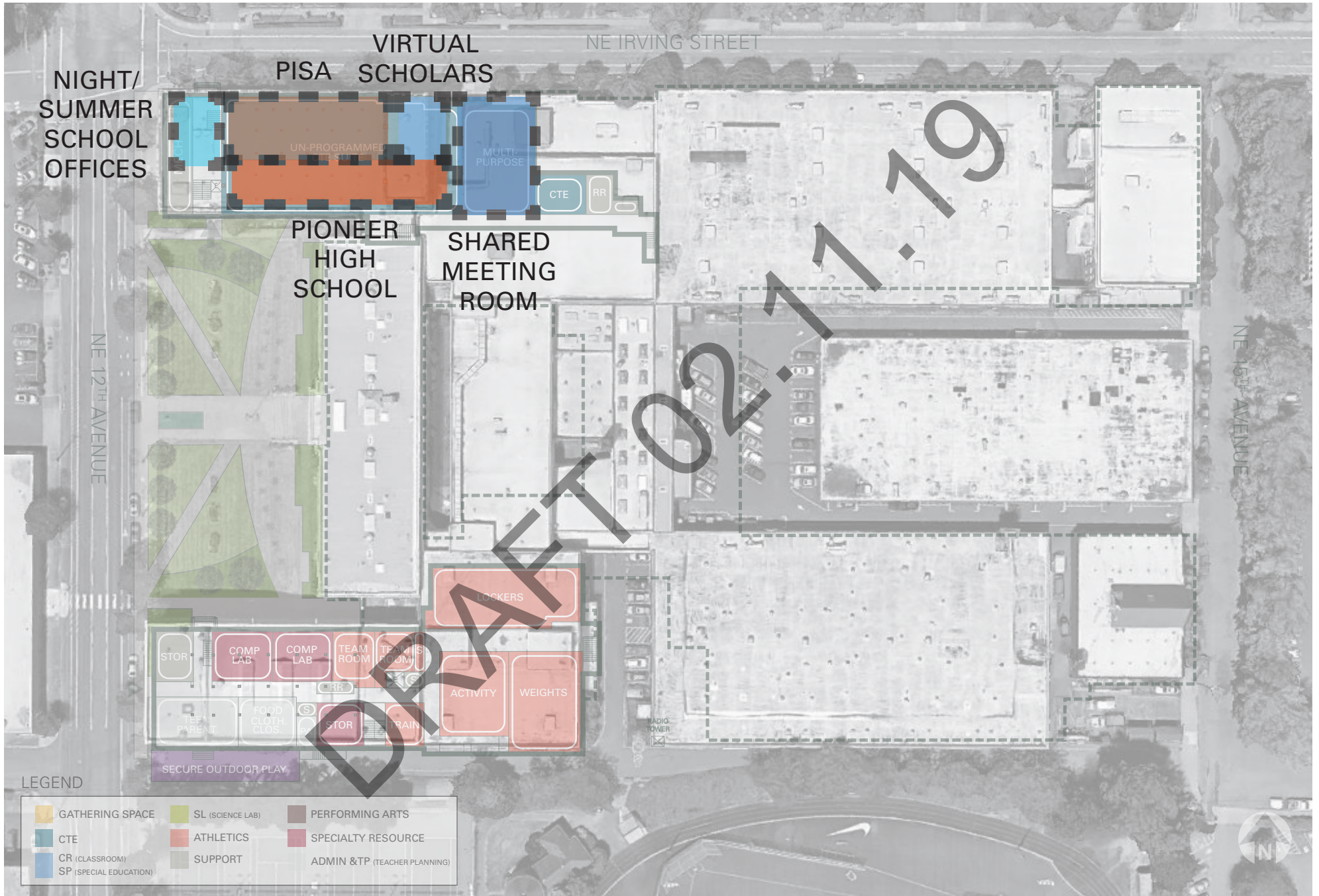


## LEGEND

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<span style="color: #4682b4;">■</span> CTE	<span style="color: #f08080;">■</span> ATHLETICS	<span style="color: #c06060;">■</span> SPECIALTY RESOURCE
<span style="color: #4682b4;">■</span> CR (CLASSROOM)	<span style="color: #a9a9a9;">■</span> SUPPORT	<span style="color: #d3d3d3;">■</span> ADMIN & TP (TEACHER PLANNING)
<span style="color: #4682b4;">■</span> SP (SPECIAL EDUCATION)		



# SCENARIO 3D / LOWER LEVEL



## SCENARIO 4A / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE, INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE

### BOARD RESOLUTION PROVISIONS INCLUDED

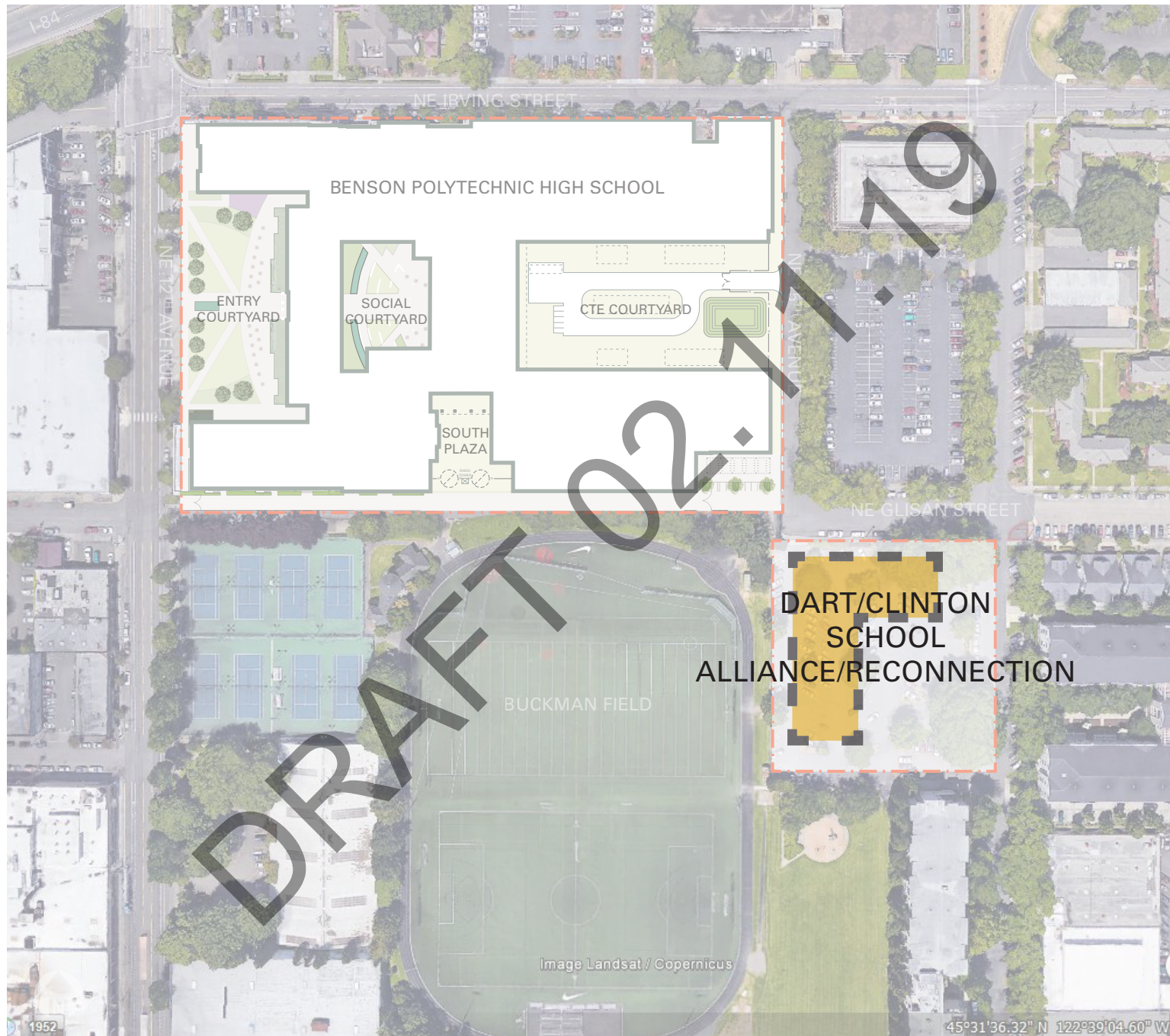
- + Space for future visual & performing arts program
- + ADA/Code compliant access to Buckman Fields
- + All programs and program spaces included:
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  - + Virtual Scholars
  - + Night/Summer School Offices
  - + PISA
  - + Pioneer High School

### IMPACTS TO APPROVED MASTER PLAN

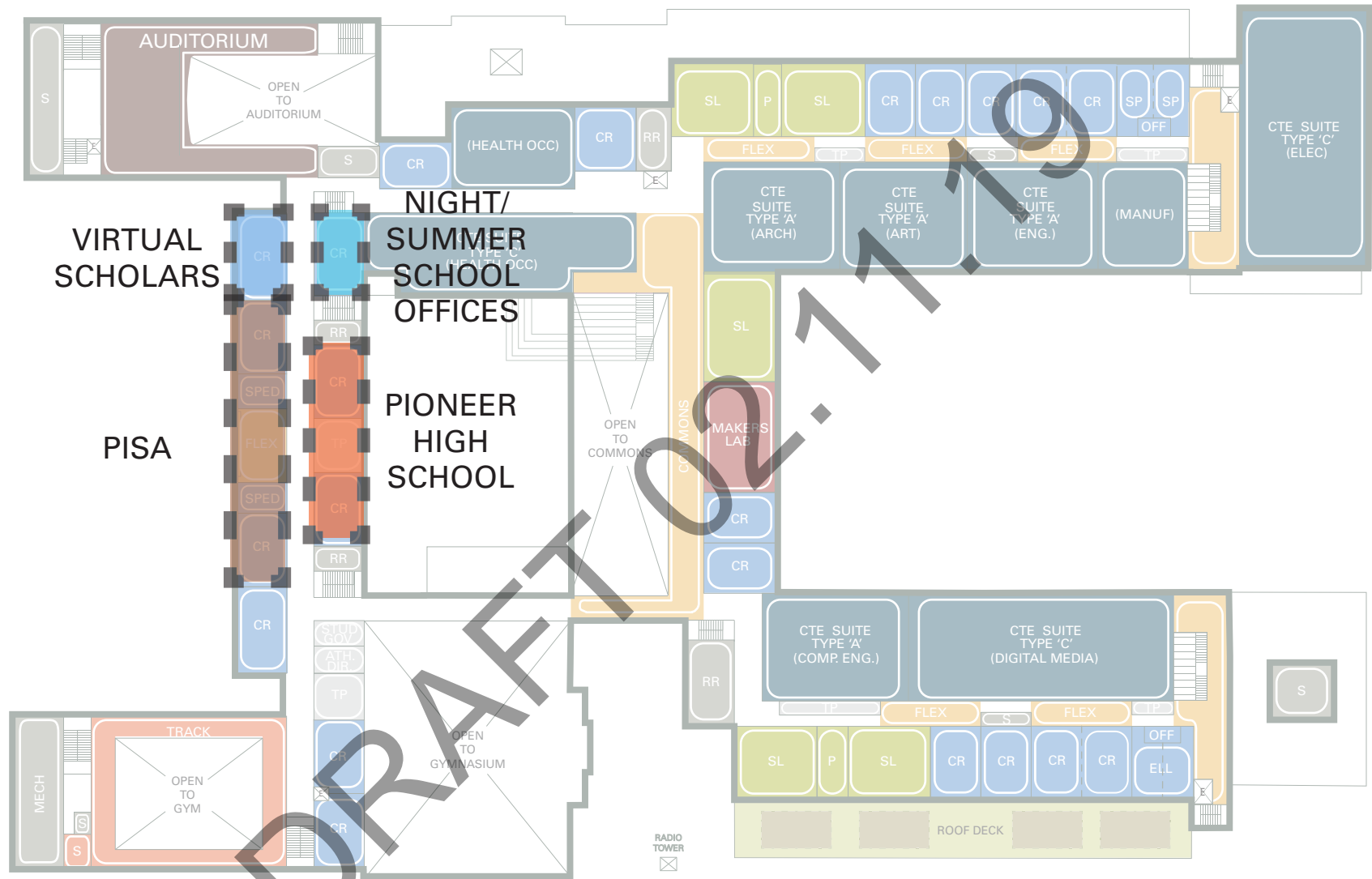
- + Additional \$\$\$ beyond approved budget
- + Changes to Master Plan in affected areas: Main building second floor
- + Assignment of "unassigned CTE space" would need to be determined
- + 6 fewer teaching stations for Benson Tech
- + Independent schools: Alliance and Reconnection Services, DART/Clinton School on adjacent parking site
- + Freshman academy for Benson Tech would need to be relocated or dispersed
- + Reduced parking capacity



# SCENARIO 4A / SITE PLAN



# SCENARIO 4A / UPPER LEVEL



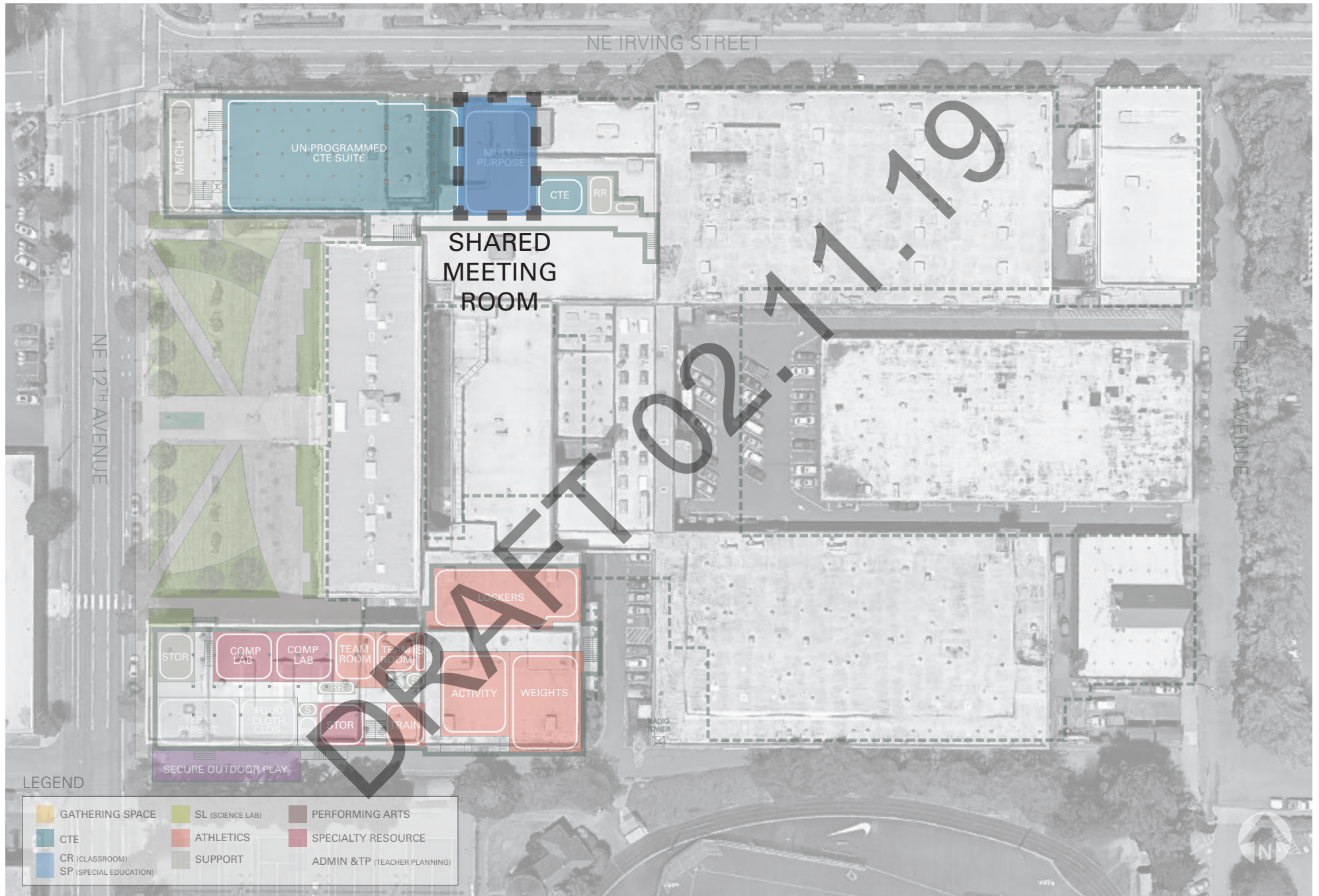
## LEGEND

	GATHERING SPACE		SL (SCIENCE LAB)		PERFORMING ARTS
	CTE		ATHLETICS		SPECIALTY RESOURCE
	CR (CLASSROOM)		SUPPORT		ADMIN & TP (TEACHER PLANNING)
	SP (SPECIAL EDUCATION)				





# SCENARIO 4A / LOWER LEVEL



# SCENARIO 4B / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE, ADDITIONAL CRS INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE

## BOARD RESOLUTION PROVISIONS INCLUDED

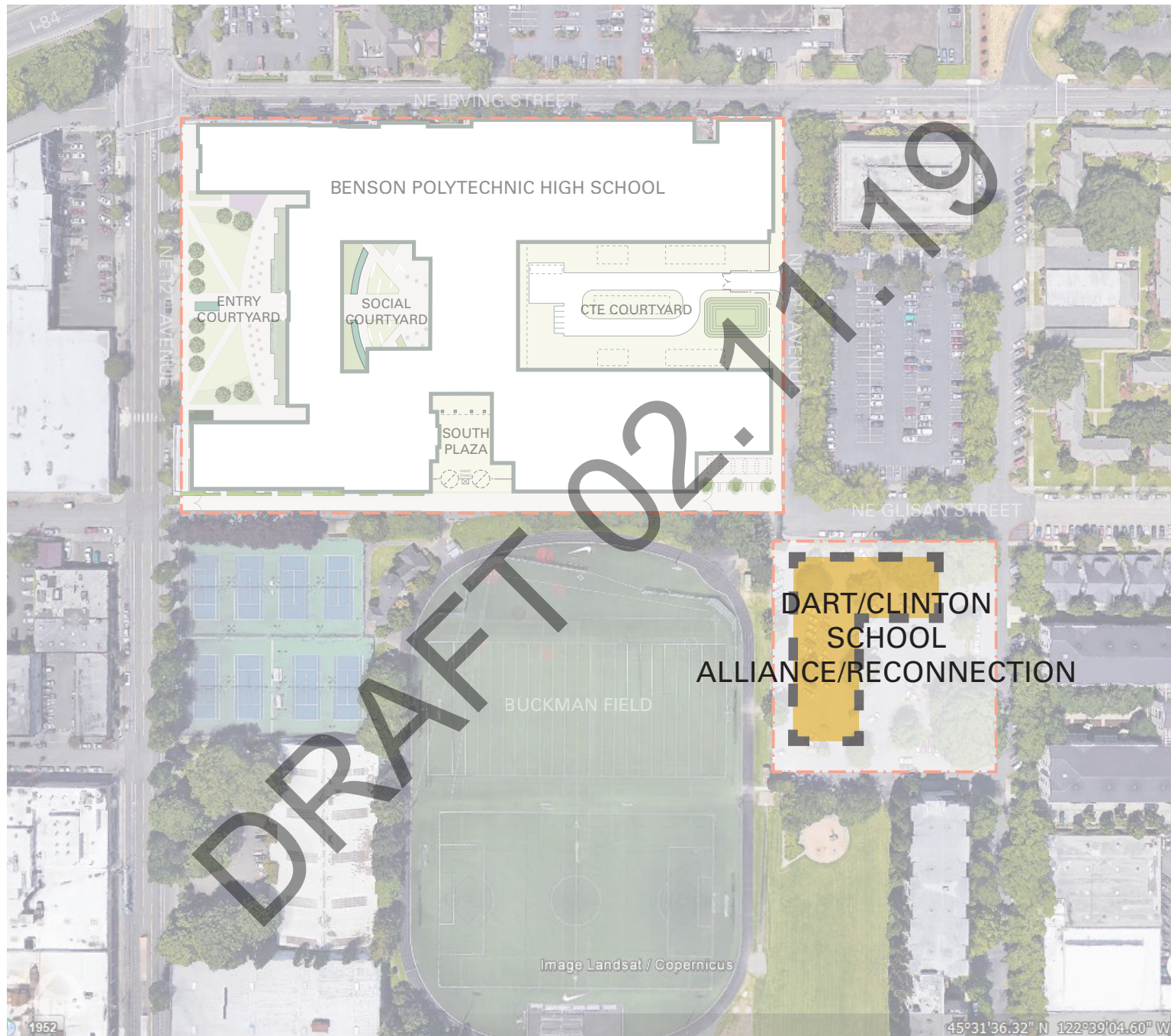
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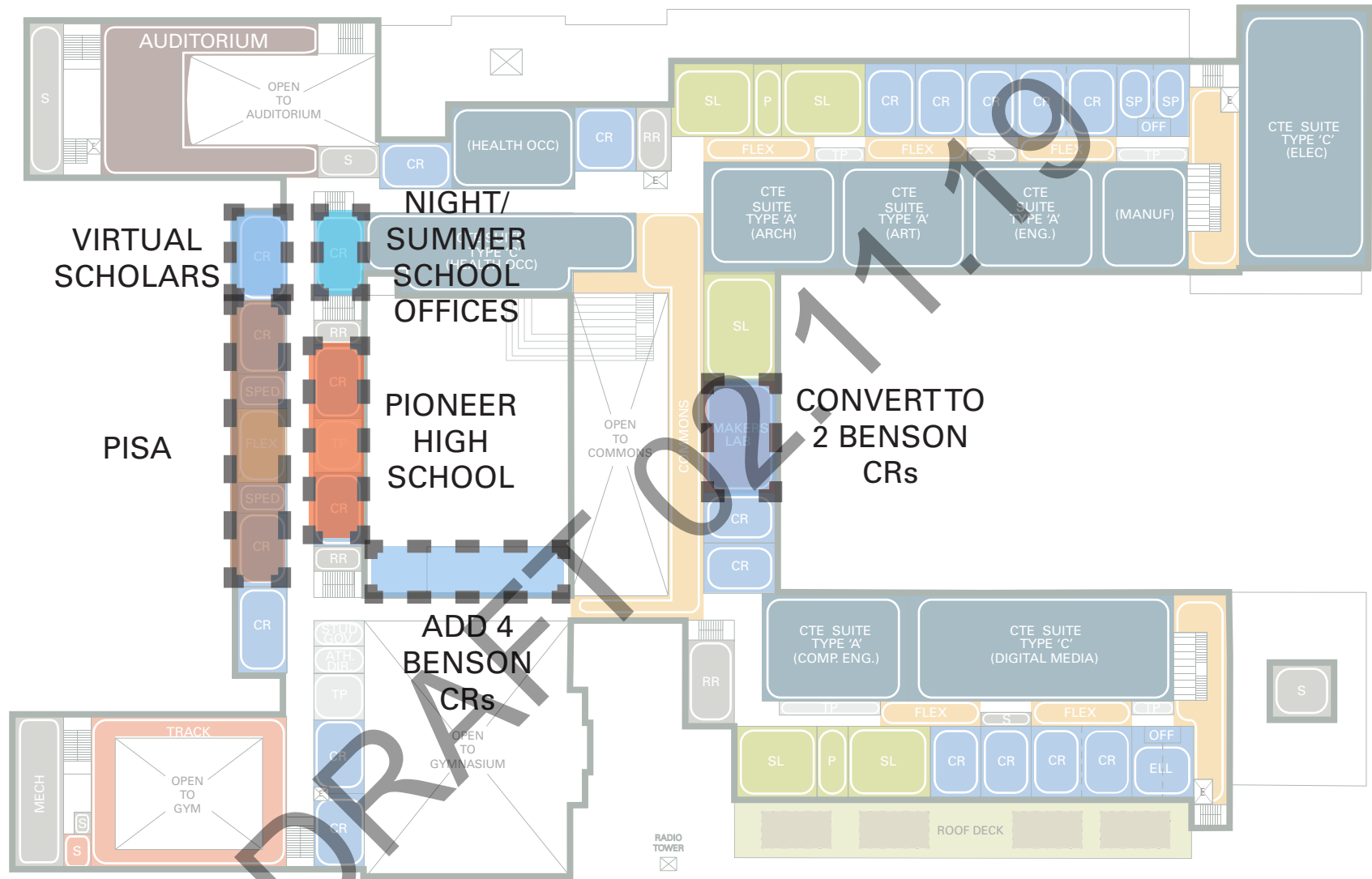


# SCENARIO 4B / SITE PLAN





# SCENARIO 4B / UPPER LEVEL

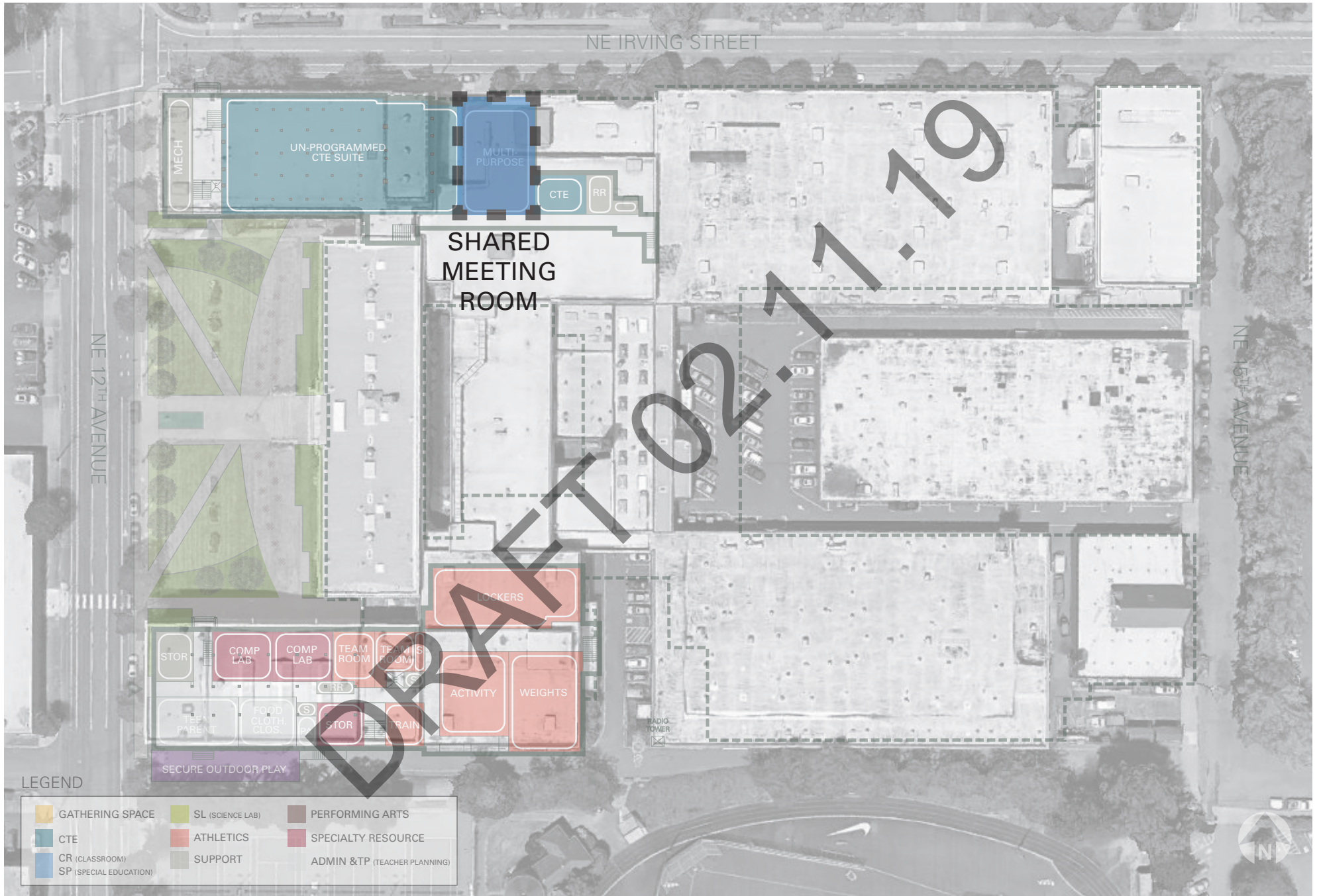


**LEGEND**

	GATHERING SPACE		SL (SCIENCE LAB)		PERFORMING ARTS
	CTE		ATHLETICS		SPECIALTY RESOURCE
	CR (CLASSROOM)		SUPPORT		ADMIN & TP (TEACHER PLANNING)
	SP (SPECIAL EDUCATION)				



# SCENARIO 4B / LOWER LEVEL



## SCENARIO 4C / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE, INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE

### BOARD RESOLUTION PROVISIONS INCLUDED

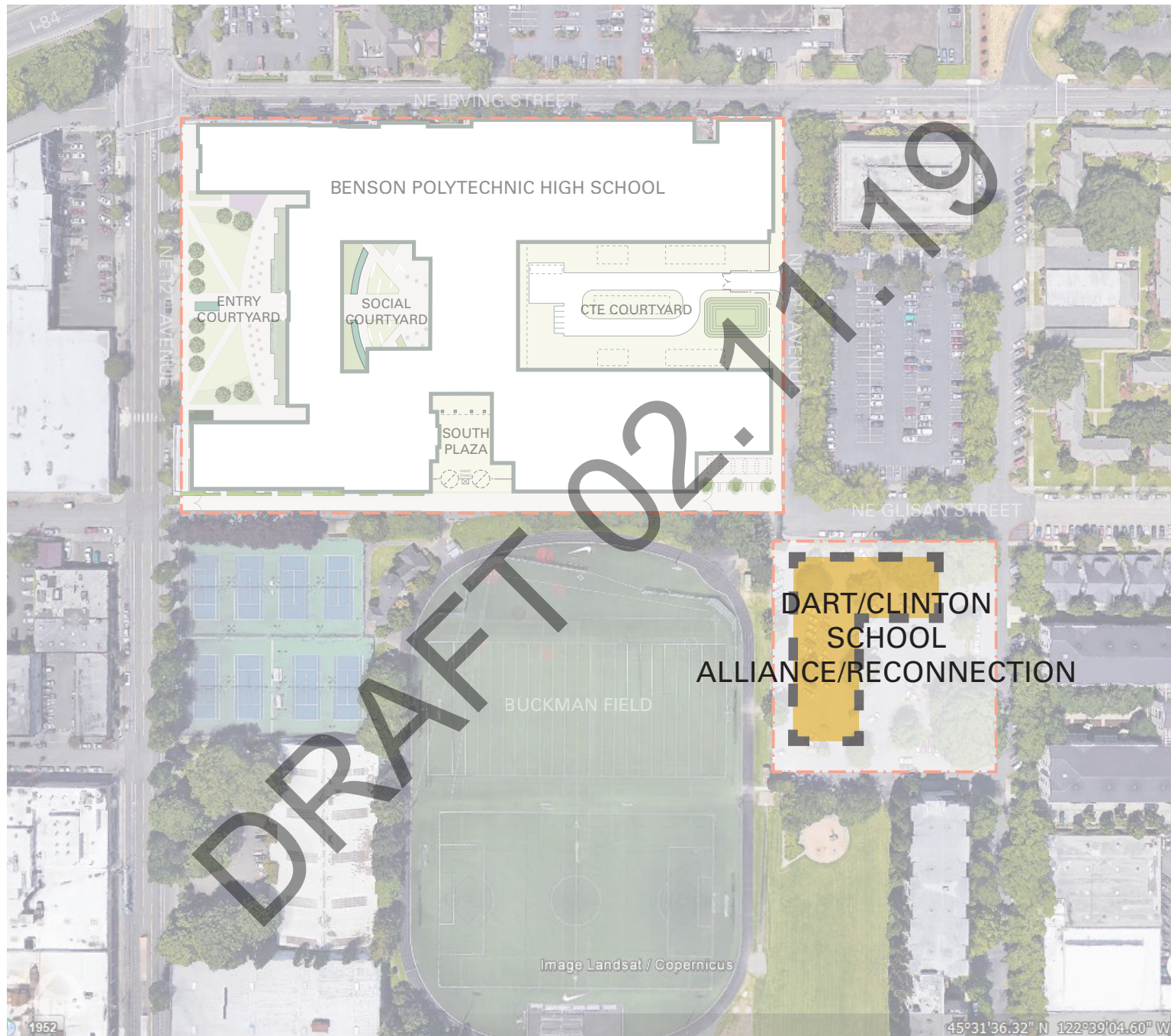
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  - + Pioneer High School

### IMPACTS TO APPROVED MASTER PLAN

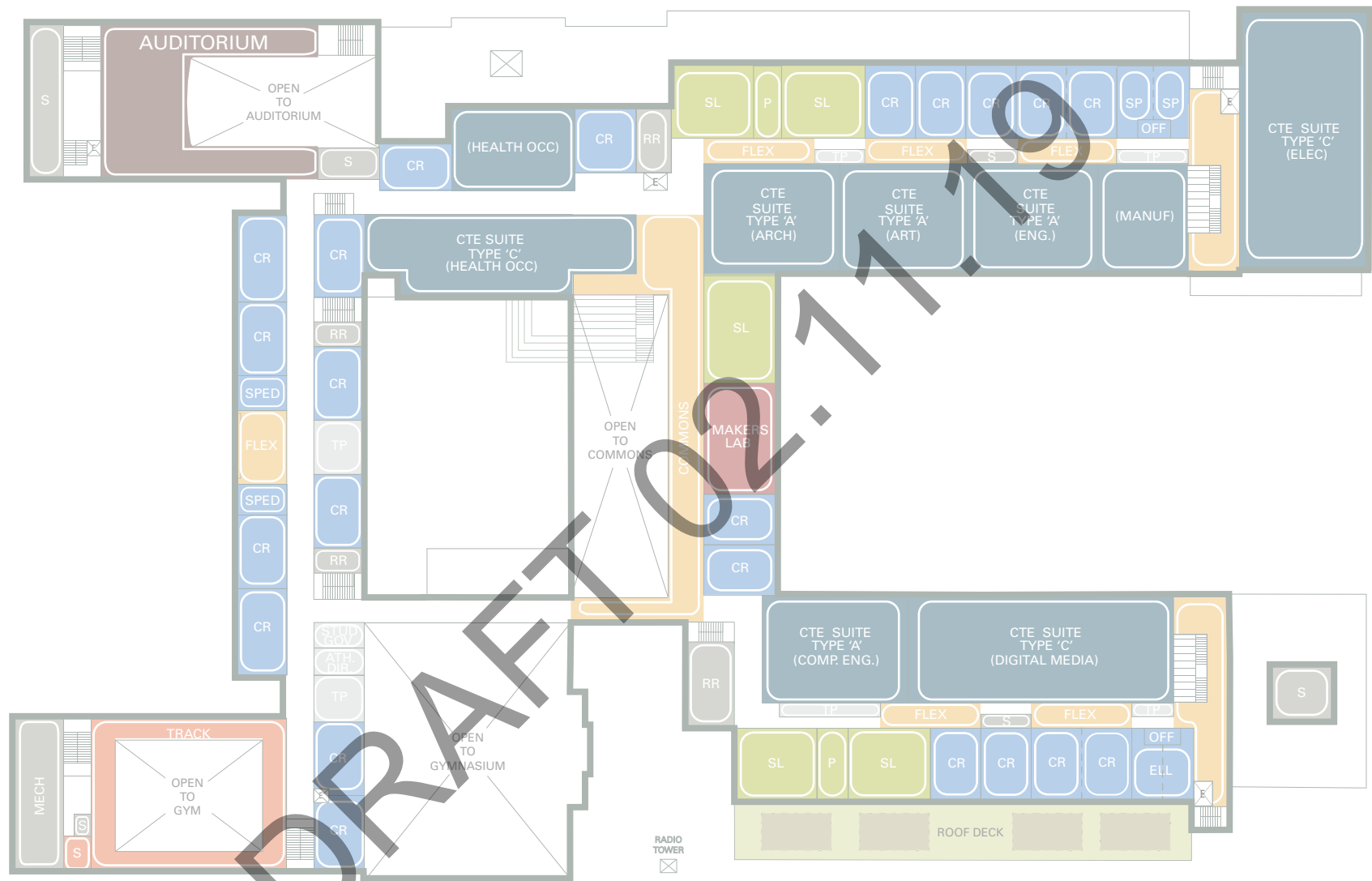
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# SCENARIO 4C / SITE PLAN



# SCENARIO 4C / UPPER LEVEL



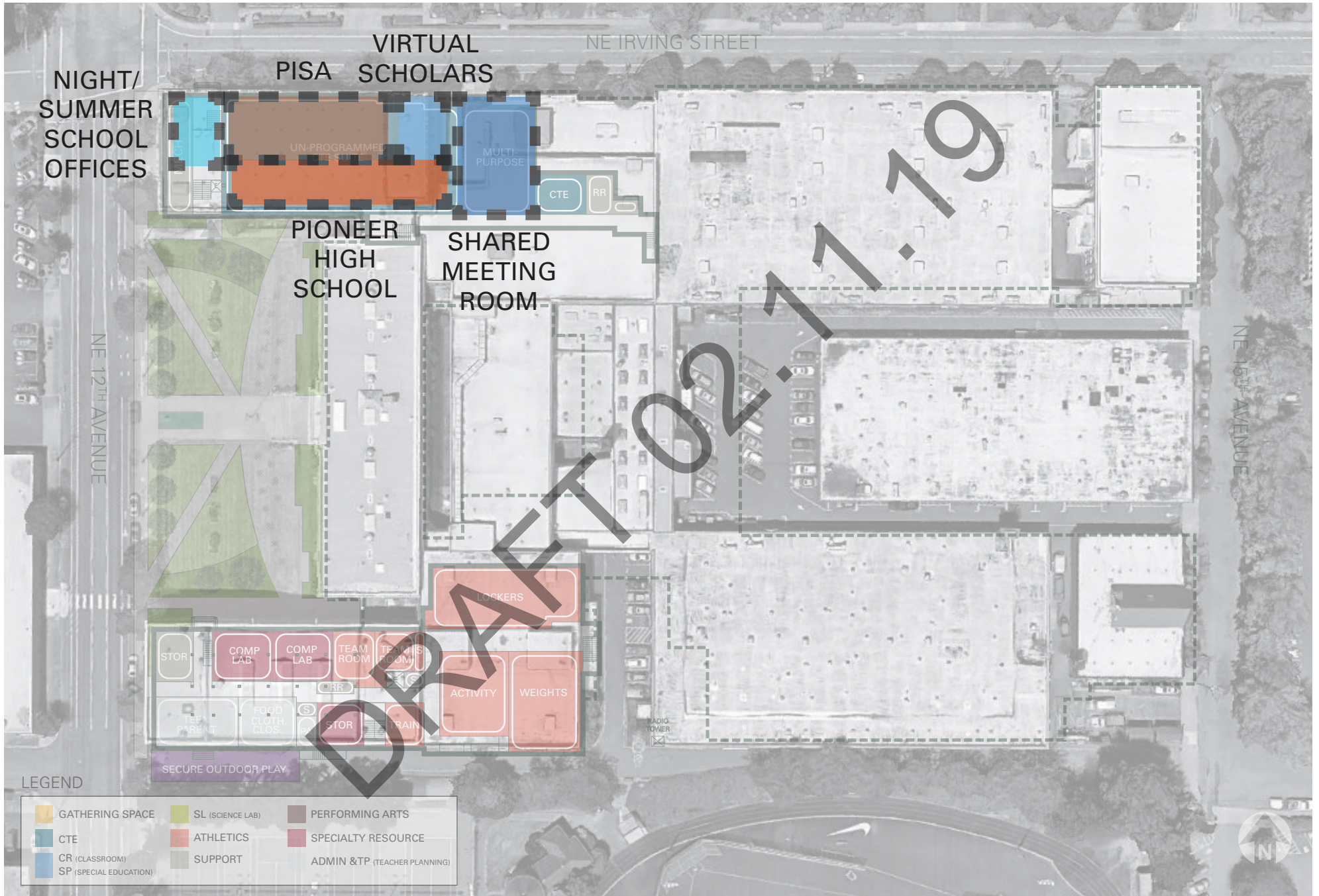
## LEGEND

<span style="background-color: #f9c99d; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GATHERING SPACE	<span style="background-color: #c9e0c9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SL (SCIENCE LAB)	<span style="background-color: #808080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> PERFORMING ARTS
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<span style="background-color: #6495ed; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SP (SPECIAL EDUCATION)		





# SCENARIO 4C / LOWER LEVEL





# SCENARIO 4D / BENSON TECH AND INTEGRATED MPG PROGRAMS ON-SITE, ADDITIONAL CRS INDEPENDENT SCHOOLS ON ADJACENT PARKING SITE

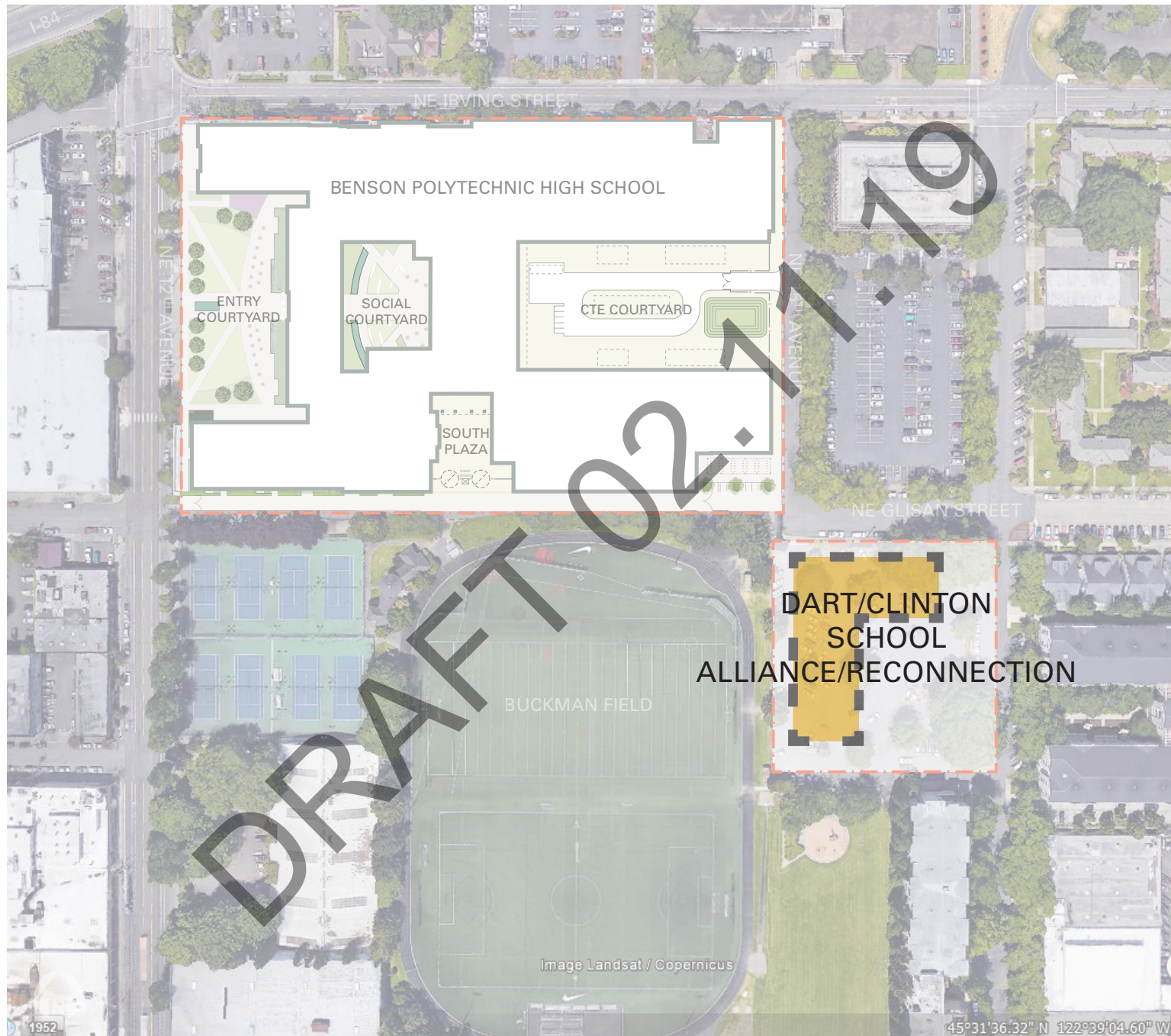
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# SCENARIO 4D / SITE PLAN



# SCENARIO 4D / UPPER LEVEL



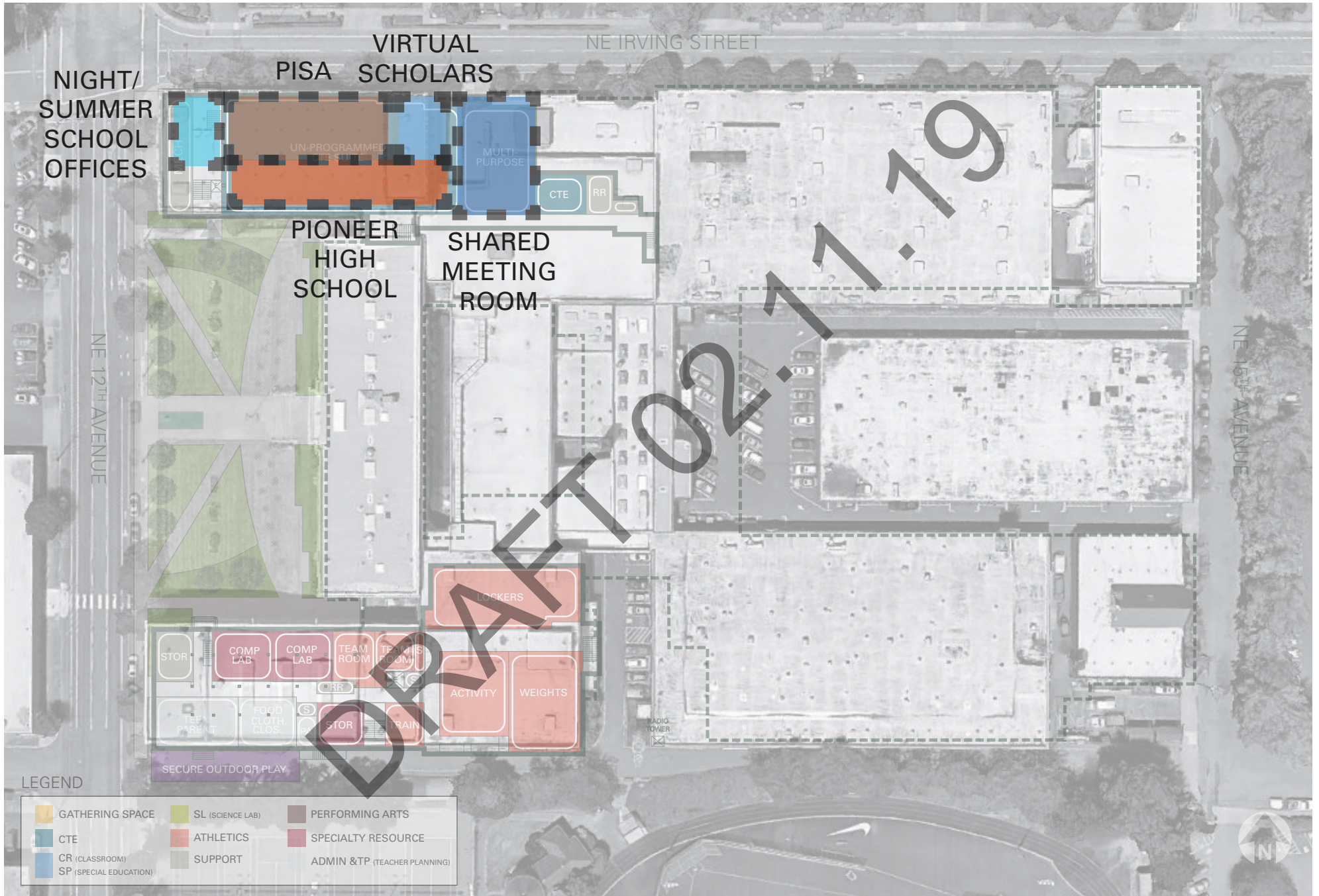
## LEGEND

<span style="background-color: #f9c74f; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GATHERING SPACE	<span style="background-color: #c7e9c0; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> SL (SCIENCE LAB)	<span style="background-color: #8c564b; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> PERFORMING ARTS
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# SCENARIO 4D / LOWER LEVEL



# MPG SCENARIOS / SUMMARY

## BENSON TECH MASTER PLAN BOARD RESOLUTION PROVISIONS

	1	2A	2B	3A	3B	3C	3D	4A	4B	4C	4D
Building size reduction (about 3,500 SF)	☐					☐					
Space for future visual & performing arts program	●			●	●			●	●		
ADA/Code compliant access to Buckman Fields	●	●	●	●	●	●	●	●	●	●	●
PROGRAMS INCLUDED ON-SITE:											
Virtual Scholars		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Night/Summer School Offices		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PISA		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pioneer High School		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DART/Clinton School		✓	✓					✓	✓	✓	✓
Alliance at Benson and Reconnection		✓	✓					✓	✓	✓	✓

## IMPACTS TO APPROVED MASTER PLAN

	1	2A	2B	3A	3B	3C	3D	4A	4B	4C	4D
Approximate additional cost to project		\$	\$\$	\$	\$\$		\$\$	\$\$\$	\$\$\$\$	\$\$\$	\$\$\$\$
Adaptive re-use of upper Auditorium balcony		●	●								
Requires off-site/alternative location(s) for MPG	●			●	●	●	●				
Reduces Benson Tech CTE space		●	●			●	●			●	●
# of fewer teaching stations for Benson Tech	0	- 12	- 6	- 6	0	- 6	0	- 6	0	- 6	0
Approx. Benson capacity reduction from 1,700	0	- 300	- 150	- 150	0	- 150	0	- 150	0	- 150	0
MPG in lower level, adequate but not ideal		●	●			●	●			●	●
Displacement of Benson Tech freshman academy		●	●	●	●			●	●		
Reduced Benson Tech storage		●	●			●	●			●	●
Reduced parking capacity								●	●	●	●

ATTACHMENT B

Non-Benson Alternative Sites for Multiple Pathways to Graduation Programs & Portland International Scholars Academy @ Benson							
Site	Usable Area*	Classrooms	Condition	Date Available	Amenities	\$	Transit
Multiple Pathways @ Benson swing or permanent							
<b>Smith</b>	35,081	18	In poor condition: addition needs replacing; no kitchen, no tech.	TBD	Has a gym, media center, cafeteria, grass field. Built as K-8. Limited on site parking.	\$\$-\$\$\$	2 infrequent service bus lines
<b>Kenton</b>	68,765	21	Building fairly good. Portable classrooms (3) in poor condition.	summer 2021	Small gymnasium, auditorium. Used as high school by parochial school; no improved athletic fields; library. Limited on site parking.	\$-\$\$	1 MAX, 2 frequent bus service lines; close to I-5
<b>Marshall</b>	271,297	70 **	Excellent.	summer 2021	Built and used as high school; high school athletic fields; gym; library; courtyard; plenty of on site parking	\$	1 MAX, 2 frequent bus, 1 infrequent bus; close to I-205
<b>New Building</b>	PPS owned vacant site	N/A	NA	NA	NA	\$\$\$	TBD

\* Habitable space without mechanical space.

\*\*needs confirmation with bond team for latest count.



## MEETING MINUTES

### Alliance High School Multiple Pathways Focus Group 1

**Location:** Kellogg School  
**Date:** December 3, 2015  
**Attendees:** Kirsten Plumeau, Julie Prindle, Lorna Fast Buffalo Horse, Kristen Miles, Drake Shelton, Diane Berthoin – Hernandez, Ginger Taylor, Korinna Wolfe, Carla Gay, Cheryl James, Derek Henderson, Paul Cathcart

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Introduction by Korrina Wolf about the topic of conversation for the meeting: Looking at space needs for Multiple Pathways to Graduation and Alliance High School. The Board has asked for an evaluation of the space needs and to develop an Education Specification or Ed Specs for these programs with a focus on the programs at Benson.

#### Overview of Programs

Introductions are made around the table with a brief overview of the programs represented at the meeting:

##### *Reconnection Center*

Many programs have their own spaces, or are responsible for their own space. There was a time when contracted schools leased or rented the space from PPS. Mt Scott used to lease the Foster School space. NAYA used to lease the Columbia School space, but they then bought the space. Currently, all contractors have their own space.

#### Social Work Aspects in the Schools

- Need to interact with whole school
- Need availability of confidential meeting spaces
  - The Student Support/Mediation Offices in the High School Ed Specs would work well for disciplinary needs, meetings with parents and group meetings.
- Two would be the ideal for this kind of space, near counselors
- Students also need safe, trauma informed spaces
  - Co-located with health professional, nurse, OHSU team coming in
- School resource officer space needs to have limited exposure, easy in and easy out for confidentiality for interventions, response to issue, something placed with easy and quick access to exits.
- Food pantries need to be bigger than a closet and access by students needs to be confidential
  - We often deal with the most disenfranchised kids already, and the space (closet comment) and the space currently tells the students and the staff feel like they are a part of the school.

#### Student Success Center:

- Social work is something that needs to be engaged, so being near the counselor is a good thing. Private and accessible.
- Nice to be in the counseling center to fill immediate needs.

## Teen Parent Services

- Teen Parent Services Center is required in the Comprehensive High School Ed Specs.
- Child Care is separate from the Teen Parent Counseling

Child Care Center needs include:

- Indoor school access as well as an outside exit
- Ideally, they need their own playground
- Kitchen facilities. 3 basin sink for wash rinse sanitize
- Refrigeration, storage, big buggies for walks
- All cribs are emergency evacuation cribs: state regulations govern this and each crib needs its own space.
- Request for alliance type schools would be double at alternative high schools FYI
- Indoor play area, developmental spaces for ages 0-3 which are all very different ages.
- Mini bathrooms
- Nursing room needed for all teen parent centers....MOMA's are mobile nursing units.
- Parent moms, especially Somali and diverse families, have stricter cultural needs.
- Office space for the staff, and conference space for parent and staff meetings.
- Windows with black out options for nap time and emergencies, carpet, needs to be on the first floor, a ramp into the space
- ADA automatic door buttons
- Family bathrooms or changing rooms
- Lite fixtures being lower, things made for the littles. It is a space that is an instructional model, but this is something that the kids are learning how to carry plates, clean up, dress and manage themselves, life skill education
- Capacity is based on school population
- Standardization is in process

Counseling space needs include:

- Ideally this location would be linked with the general counseling center. They would have their own offices within this space, dedicated.
- We would need one space per high schools. Existing kids with this need, and also new kids will need to know where to find this person.
- Conference space that could be used as home teaching, workshops, group meetings.
- Minimum space is a desk, two chairs, and a file cabinet

## Virtual Scholars

- Virtual scholars....two space needs---need a classroom dedicated to this at each high school, also have central hub at Holladay currently
- The space speaks to the goal feeling that online learning is a comfortable space so it should be like a Starbucks.
- Accessible to any student
- Accommodate any kind of mobile technology
- Electricity throughout the space consistent throughout the floor with plug in furniture so the space is flexible and accommodating
- Space should accommodate about 25 students
- Space available all day. Currently space is VERY limited and students miss out
- Virtual conferencing, good sound absorption for multiple conversations happening at once

- Some kind of space that allows for consultation, several adults at one time; couple of cubby spaces for this
- Storage for things that are not in the mobile cart and need to be secured and stored in the space itself
- Dedicated space and reception is connected through counseling.
  - Virtual Scholars hub is a good example, it should be branded
- Central location is imperative
- CENTRAL Hub in one location would be ideal
  - Cohort model (evening virtual) 40-60 kids at a time.
  - Need a large space for evening
  - VS central---all staff is located here and deployed as needed
  - One mini hub---dedicated student spaces that are NOT adult meeting spaces so it always feels like student space
  - Goal is a little different: want a collaborative space that also recognizes the tension of the job. Working together, but also creating video and video conferencing.
  - A good example of space like this is a big open space, but the middle was a windowed donut with 10 individual space with 2 comfortable chairs and a little table to account for this. Ideally this will be a space within a space. .
- Secure storage needs to be much larger because all technology from all the buildings for the summer.
- We do have students who are not in a huge space because they left the huge space, so if we are in a big space how do we create a big space.
- Entrance and exit access needs to be considered
- Video conferencing space and technology and training space for large groups
- Lighting is a concern: need to have task lighting
- Green screens for video conferencing and flexible with time and teacher needs
- STAMP testing and Slip, which is 30 and 100 at a time respectively
- VS numbers: 1000 students district wide, ranges from 1 period a day per school to 7 periods a day at a school. Includes MLC. Add another 200 at the Evening and Summer Scholar programs. At VS central: currently 200 who are not taking this at a high school. VS as a school: starting at 100 and moving up from there to 200 grades 6-12.

### **Reconnection Services**

- Program has two parts: Reconnection Services and the Reconnection Center
- The Program has Itinerant staff with multiple needs across the board
- Service is mobile and site specific
- Need office space and a lot of it
  - Office space needs to be confidential
  - Similar to VS
  - Ideally located in the counseling center
- Students leaving the school or re-entering that school



- Every HS should have this space
  - Close to the counseling office or front door to meet needs for families that can walk in and find this service
  - Reception desk for intake
  - At least two office spaces for social workers confidential
- Outreach coordinator space: currently we have 8 staff crammed into one place at Benson. Each person should have space. Minimum of 8 spaces for coordinators
  - Central office is a walk in environment, or should be.
  - 2 confidential spaces; 3 conference spaces
- Storage for food, emergency supplies for students and families
- The Reconnection Center should be easy to find
  - Centrally located within the city, max, bus, etc.
  - 2 quadrants would be great for central: outer SE and close in NE (Tubman and Benson)
- Need for instructional space
  - Minimum of 5 classrooms for instruction, one as a dedicated VS and technology hub.
  - Co-location with an Alliance or school
  - Tutoring space: smaller classroom with individual desks, café feel with this
  - Social work space
  - 2 counseling offices
  - Administrative office
- Design of spaces need more research on trauma informed resources that comfort and allow the student to calm down/recover.
- Need to have access to a gym and a cafeteria and a library: It should not live outside of a school and without the support.
- Current students at the center: 41, but this fluctuates day to day. Maximum capacity is currently 100.
- The need is FAR greater than the space, we have received over 500 reports on students who need this. 1500 to 2000 a year students.
- Goal is a program that reconnects students with schools
- SPED evaluation space this is huge. Can be smaller than a classroom but larger than an office
- Clothing closet, food pantry, emergency services

### **Evening and Summer Scholars**

- Portland evening and summer scholars...co-located at Benson in a non-competitive way as it is evening and summer and they use all the high schools, but not CTE at this point.
- Currently use: Evening Scholars is up to 15 classrooms
- Shared classroom can be an issue even for summer evening scholars, and the staff space is currently very small
- Evening and Summer Scholar Needs:
  - All the trappings of high school
  - Summer is all the way up to 50
  - Gym, library, cafeteria, computer labs, counseling space, tutoring space, administrative space
  - Located near the front door of a school with supervision on entrances
  - Community space
  - Confidential space for discipline, drug and alcohol, intervention

- Mobile technology, power, storage, and deployment
- Ways to move equipment around the building
- Upstairs, downstairs storage
  - Power mobile carts: amperage needs to be a lot, and needs to be plugged in all day. Load capacity for the building and the rooms itself
    - Classes are double the time for this program, so battery capacity is an issue. Evening is currently 3 hours a night, summer is about 3 hours a class as well
    - Charging stations around the school: check out charging lockers on Edutopia
  - Large meeting space for staff and professional development
  - Need dedicated space for admin.
  - Science space needed. Co-location can work with this.
    - Dedicated lab space can be shared and worked out, and classrooms stay the same.
  - Registration system and space, several dedicated events that happen throughout the year.
  - Capacity of 50 students for this program.
  - Health service space needed, particularly in the summer
  - IT specialist needs space and enough room to store and work on equipment.
  - This is working with co-location now.
  - Showers, laundry, services that the students can't get on their own.
  - Food pantry, clothes closet, emergency services

#### **Alliance:**

- Ideal and no colocation:
  - 500 students
  - 22 classrooms
  - 2 science labs
  - 1 gym with locker room use
  - 4 counselor spaces
  - 1 dedicated entry with administrative office
  - 3 secretary spaces with 2 admin offices
  - One cafeteria with a kitchen
  - 1 security office
  - Auditorium: possible drama or performance, something for graduation, a space for community building
  - Seamless way to have school wide meetings
  - 5 conference rooms that don't have to be huge
  - 3 SPED classrooms and 3 offices for SPED teachers to test students individually, little bit bigger office space
  - Psychologist space
  - Child care, one of these, the way Cheryl described it, two would be the ideal
  - CTE for automotive and manufacturing
  - Green house with a green space (garden space)
  - Two computer labs with one a VS hub
  - Library
  - Nurses office

- College and a Career Center: classroom size
- Absolutely need to be central and accessible on public transportation.
- Partnership with PCC so students are doing site education visits
- Access to the building day and night
- Storage space
- Custodial office, IT closet
- Kitchen space for culinary, home, life skills
- Carve out space for SUN school—office, food pantry, clothes closet, emergency services
- HAS to be open Day to Night
- Multnomah county health clinic
- 5 SUN classrooms

#### DART (Day and Residential Treatment)

- Need 2 offices
- And heat!
- Will do a download with Paul Cathcart
- Day and residential program....8 sites overall, with teachers located in other organizations.



## ATTACHMENT D

### MEETING MINUTES

#### Alliance High School/Multiple Pathways Focus Group 3

Location: Benson Polytechnic High School

Date: December 17, 2016

Attendees:

#### Welcome to the Focus Group

- Introduction and overview of meeting by Korinna Wolfe, Senior Director of Multiple Pathways to Graduation
- Significant changes in the Benson neighborhood are coming in the very near future
- Alliance High School has to be someplace that is centralized and easy to get to by public transport from anywhere in the city. If it is too difficult or too long to get to school, students won't make it.
- These are District wide programs that serve the underserved and don't have resources to be mobile, etc.
- There is an equity issue at the heart of this
  - When you don't have a central location, it is very hard to serve these students. This change from Vocational Village to Meek saw a drop in enrollment due to transportation issues. This solidifies the need for central locations.
- Alliance at Benson space:
  - Teacher space is tight, low clearance, not private, shared spaces, not enough space to share, trying to have two classrooms in one room. Maximum is 15 for Social Studies
  - Shared Art room and Spanish, the space is not furnished, no sink, no natural light, teaching science in a non-Science classroom, sometimes shared with gym.
  - We want walls.
  - As a counselor, there is no privacy. I can hear what is going on everywhere, teachers, students, staff, classroom, hallway, etc.
  - No place to do testing.
  - Computer lab? What computer lab!
    - It would be great to test in a computer lab.
  - If you have a really adequate space, it is less stressful for students. Testing in the classroom is preferred if the classroom has the basic needs.
  - Some of the classrooms have a wall, but it does not meet the ceiling. One side is watching a movie, the other is trying to test. It doesn't work.
  - SPED testing happens in the closet where one psychologist has an office, and the other psychologist hangs out in the main office and has to find space.
  - There is a lot of running around due to the space issues.
  - I have to walk through another classroom to take kids to the psychologist office, but this is not even the only person who uses it. There are three to four people who use this. The other students see that.
  - The environment in which we teach and serve students does not instill a lot of confidence in our students.
  - There are no central offices. Some offices don't have doors or desks.
  - No entrance. We have a sign, but that door is usually locked.

- We find space where we can because we need it, but it is far from ideal.
  - This gives our students a stigma, especially in contrast to the other Benson students.
  - Feelings of marginalization are high amongst the students.
- Bathrooms, we don't have them.
  - Windows; Windows that work.
  - We don't have a cafeteria.
  - No gym.
  - We do have some bathrooms, but some are in the middle of the room and people can hear.
  - Lots of shared bathrooms. This does not work so well.
  - High population of students with special needs and easily distracted. The deck is stacked against them merely by the space issues.
  - Also, this creates a lack of community, which is also hugely important to student success.
- We need to be in our own building, centralized, with a much broader schedule.
  - Co-location means that everyone has to coordinate schedules. Sometimes we can't even access the gym. We are the first to get bumped, and we constantly have to ask.
  - We need access to everything the school has in a shared space. Strong feeling of dismissal.
  - We don't have a gym. We have an outside slab of asphalt, which is covered but full of puddles. It also is in the open. Sometimes there are people exercising their dogs, and we don't feel safe. (MEEK) Gym space is shared with the science room: (BENSON)
- Need to be a central location.
  - PE requirements for the programs....we don't have the space...circuit training in closets, desk side yoga.....We need a gym.
- We need childcare in the building. Currently student parents are having to drop kids off at Madison. Adds time, and stress and worry because parents have to travel to get to their kids.
  - My child goes to Madison for daycare, and with the current threats and issues Madison has faced, I am having to leave school to get him, or am worried and not focused on being in school. I also feel that this creates a problem in communication. (lost instructional time)
- No practice gym, no game gym, these are all over the place (city) currently. Again, this is time and travel.
- Loss of community. (students are/feel displaced, no central neighborhood, etc.)
  - More effort to try and schedule space for our students and their needs.
  - Not able to do what we want to do to support ourselves as a human being.
- Need a kitchen. Our kids can access the cafeteria and get lunches sometimes.
  - Every other student in the district has basic need access, and we do not have this. (Benson, DART, meek)
  - Shared food space—schedule issue.
  - PPS Garden to Table-we don't get this.
  - Non potable water
  - Plastic utensils
  - Lunch time is all over the place (hallways)

- Often this is the only food that our students get
  - It would be great to have a school farm
  - Contradiction-health class and then we don't feed them. Curriculum does not match environment
  - No water fountain-wasted plastic cups
  - Current waste is high
  - Some students don't have homes. School therefore is their only chance to nourish themselves.
  - It would be great to be open longer (café) and transportation. Build access for our students.
  - Culinary program is needed. Especially in this town.
  - Social justice and equity issue---continues to perpetuate the problems.
- 
- MEEK currently has four CTE programs, Benson has no access. If we move, we need to have something that will help engage our CTE students, as well as all of our students.
  - Due to the space issues, we have a lot of underutilized expertise. We are staffed and able to expand our program, but not in our current space.
- 
- We don't qualify for SUN, which would feed our kids dinner, but we don't qualify because we don't have the quota on any one campus.
  - Sports: we are allowed to join our home school teams, but this is travel and community again.
  - These programs (CTE, for example) are essential to keep my student engaged and wanting to go to school. Space is important, but who is responsible for marginalizing us?
  - Robotics team, and space for the robotics team.
- 
- Concern that if the schools were combined that it would become too large and the students would have less support. Students need more support.
  - Class size: 15-20
  - There are multiple levels of our students in each class (split level educational challenge in bigger class size)
- 
- What's good:
    - My student has a relationship with the teacher. The teacher calls all the time. They also engage me as well. They are involved.
  - There is also support amongst the students. I went to Grant, but my happiest time has been at Alliance (MEEK) because of the strong sense of family.
  - It is important to have a good relationship with teachers and peers. It has helped me improve.
  - Staff contact with parent: I had a personal issue, and needed to be out of school. My teachers kept in contact, helped me get homework, gave feedback. This would not be the case at Madison. Smaller school creates lasting relationships.

#### Other needs:

- Vocational Programming
  - Art, culinary, rebuilding, technology,
- Mental health support services are imperative. It feels as if the Comprehensive high schools have started to sluff off challenging students. We need housing, food, counseling, support for mental health.
- Space needs to be conducive to adaptation. It needs to be flexible to constantly changing needs.



- Students in DART—it is important for our students to feel like they are in a real school. We need to stay ahead of the “this is not a real school”.
- The facility needs to serve the program requirements.
- Schools are built to provide opportunity to students. It is important that it is known that these students have the same goals as other students. Our kids need to be included in the PPS. Don’t make them an afterthought.
- Computers that work. Support for our technology. We need phones that work. I have been without a phone for a year and half. And, the technology we have that works, often times we can’t connect, etc. so it still does not work.
- Ability to extend program hours to accommodate students who have to work in the day.
- Needs to be a nice looking space.
- Walls that you can display things on.
- All of our kids are kids. I don’t see the logic in being on the same campus, but being excluded. We are communicating exclusion.
- Our kids feel like intruders in the space that we have.
- Multiple Pathways is kind of “an other thing” and this in itself is hurtful and harmful to students.
- Roadblocks and barriers for our students and getting them to graduation need to be factored in,
- Keep the building welcoming, inviting, and accommodating to students who may feel that it is too big. Alliance is an option.
- Alliance at Benson in itself is an overwhelming and excluding title. It is Alliance at Benson. Benson is huge.
- Need for options, across the board.
- We need to be a school, currently we are a program. We need to build a school where this can happen.
- How do we keep small class sizes so kids can flourish and we can serve student needs. This is so important for the myriad of needs of our population, while at the same time we.
- We have a huge need to grow electives to better serve the students. Electives need to be considered part of the core, not a luxury.
- Program funding to engage with students and individual needs so they don’t disconnect.
- Classrooms needs, teacher workspace, technology access, whiteboard, writing board, space for high anxiety needs, or possibly testing, or a place to focus. Large enough to be flexible.
- Single subject classrooms.
- Space to spread out. Students NEED this space. Smaller number of students, but space to fit student needs.
- Shared classroom, workspace;
- This could be doable, if they were same subject, and they would be single subject at a time.
- Need single space for art.
- We need a variety of spaces for a variety of needs. Flexibility in space, small private space (individual) (cubby) to group space and beyond.
- Partition walls would be really awesome.
- In a small school, everyone has about three jobs, so sharing would present another challenge. Time wasted by migration.
- Place to pump milk for student mom’s. Nursing room. Private.
- New parent education and support center.
- Clothing Closet

- Food Pantry
- Shared classroom balanced with individual classrooms...individual space needs for students who need a safe and comfortable space.
- Split-level, split-student need environment. Often, one teacher has 16 students that all have different needs. (Independent Study)
- Need to know where to find teachers.
- Somewhere to shower. Different need than Comprehensive high schools. Something like a series of water closets.
- Locker room.
- Laundry facilities.
- Life skills facilities.
- Staff lounge.
- Conference room.
- My lunch is in my room with 10-15 kids.
- The lunch space we have is super small, so we are sometimes forced to eat elsewhere.
- Trauma informed space it all needs to be trauma informed.
- LGBT needs.
- Single User Restrooms.
- Inclusive space.



**Benson Campus**  
Multiple Pathways to  
Graduation Programs

**Listening Sessions**  
November 2018  
to January 2019

# Benson Campus Modernization Listening Sessions

## Overview:

Between November 27, 2018 and January 30, 2019 Superintendent Guerrero and various Board members held listening sessions with Multiple Pathways to Graduation programs located on the Benson Campus. The purpose of the meetings was to provide the Superintendent and Board with a student and staff perspective regarding the upcoming Benson Campus modernization and how each program may be impacted. Benson houses a unique group of schools and programs designed to help students complete high school and prepare them for college and career.

At each meeting, individual program groups were present to discuss their school experiences with the Superintendent and Board. Groups consisted of students, family members, staff, and school and program administrators. Several schools/programs have outside partnerships with wraparound service providers, and partners and providers participated in the conversations.

## Who We Met With:

- Alliance Professional Technical High School located on the Benson Campus
- Alliance Professional Technical High School located at Meek
- DART Clinton School
- Portland Evening Scholars
- Portland International Scholars Academy
- Reconnection Center and Reconnection Services
- Portland Summer Scholars
- Teen Parent Program
- Portland Virtual Scholars (TBD)

## Some of our Community Partners and Wraparound Service Providers Who Participated:

PTAs, Boys and Girls Aid, Janus Youth Program, Morrison Child and Family Services, Trillium Family Services, Department of Human Services Child Welfare, Lifeworks, Squires, The Salvation Army, Oregon Department of Education Long Term Care and Treatment Program, MESD TRIO Program, Coalition of Black Men, the PPS Special Education Advisory Council (SPEAC) and numerous other programs.



# Benson Campus Modernization Listening Sessions

## Common Themes:

- **Location is critical:** Students come from all over the city to attend the district wide programs offered within Multiple Pathways to Graduation. Benson's location is seen as the most central location available for students.
- **Transportation options are important:** The Benson Campus is located near the MAX station and the hub for Tri-Met service to all area of the city and suburbs. Students expressed the necessity of having their programs remain in a central hub for transportation. Many students travel to the school via several bus trips and MAX/bus trips.
- **Childcare on or near campus is essential:** Many students who were interviewed are parents, and Benson has the Teen Parent Program. Several students relayed the extreme hardship of having to take their children to other high schools that have PPS Teen Parent Services childcare and then traveling back to the Benson campus via bus, cab or family members so that they can attend school. Because of this, students and staff feel that childcare should be offered to help students attend school.
- **Students feel disconnected from the rest of Benson High School:** In nearly every meeting, students expressed a sense of detachment from the rest of the school, and in many cases, a feeling of being outcasts and unwelcome.
- **Lack of electives:** Students are very aware of the lack of class choices and would like to have options beyond the fundamental curriculum currently offered.
- **Lack of physical education:** Students and staff shared frustration over the lack of physical education during the day. Some even expressed the idea of having dance or other similar classes so that they can get out and move around.
- **Lack of space:** In every listening session, lack of space was a paramount concern. For students who need areas where they can have meetings with counselors and other staff, this is currently not available. Teaching space is shared between multiple instructors teaching at the same time, thus there is little privacy or quiet space. Lack of science labs was noted multiple times.
- **Design different entryways for specific programs:** For students who need a more secure entryway, the current entrance to the building is cold and unwelcoming. We have many students for whom a large school space with lots of noise and people creates a traumatic atmosphere, further causing anxiety and stress among vulnerable and fragile student populations. Having a warm and welcoming separate entrance for some programs is deemed a necessity by families, partners and staff.
- **Ability to use the cafeteria:** in nearly every meeting, students expressed fear or concern over being able to use the cafeteria that is considered the Benson cafeteria. Some would like to be able to better assimilate into the school population and be seen as part of the entire school and not just a special program within the school.

## Benson Campus Modernization Listening Sessions

*(Common Themes cont.)*

- **Need food pantry:** In several meetings, concern was expressed for the large population of students do not have consistent meals during the day, requiring staff to be resourceful in finding ways to provide food for evening and other programs. Having a food pantry or food partnerships was mentioned as a way to help provide students with meals.
- **Access to a kitchen for food preparation:** Students expressed a desire to have a place where they can prepare food. Several students also mentioned a strong desire to have a culinary program. However, the lack of kitchen, stoves, microwaves, refrigerators, proper sinks, and other items has prohibited any kind of food preparation at both the Alliance at Benson and Alliance at Meek campuses.
- **Need adequate restrooms for staff and students:** Staff and students expressed discomfort in having to share bathrooms among males and females. There is a grossly inadequate bathroom to student and staff ratio within the Multiple Pathways to Graduation programs.
- **Personalization:** In each session, stakeholders spoke to how the staff within Multiple Pathways to Graduation and PISA honor students as individuals. The experience of feeling invisible until in their current schools and programs was shared in every listening session. The care for students in Multiple Pathways programs and PISA was constant. Many students shared that if it wasn't for their current program they would not still be in school. Schedules and personalized learning was present.

# Benson Campus Modernization Listening Sessions

## Individual Program Notes

### Alliance High School located at Benson

- Access to showers
- Laundry facilities
- Cafeteria or access to kitchen and hot meals
- Food pantry
- Clothes closet
- Our own classroom space
- Space for clubs, Black Student Union, LGBTQ Alliance, etc.
- Opportunity for sports, access to sports equipment and PE
- Access to automotive and other like programs
- Place to learn life skills
- Sunlight, natural light
- Walls that aren't concrete
- Place for students to engage
- Learning Center / Resource Room
- Quiet space for students to be able to lie down or take a nap
- Common area with computers
- Space for partners to work with staff and students
- We need space that is ours, we need to build it so all PPS students on Benson campus are equal not Benson high school students are the most important and we are less than
- Alliance at Benson has teachers, staff that really care about us as students
- We have created an important sense of community. Why do we have to move if other Benson students stay?

### Alliance High School located at Meek

While Meek is not included in the Benson Master Planning, it was in the original resolution and in the previous years' focus groups. In January, students, staff and parents were present for a large meeting with the Superintendent to discuss strengths and weaknesses of the Meek campus.

- A real kitchen with an oven, sinks and a stove
- Culinary arts program
- A salad bar with more nutritious offerings
- Cafeteria
- Gymnasium so students can get up and move around during the day
- Childcare
- Would like to bring back early childcare as a CTE strand and utilize the program for childcare

## Benson Campus Modernization Listening Sessions

*(Alliance at Meek cont.)*

- Science classrooms with labs, beakers and books
- Alliance used to have ten CTE strands and now has only four
- Students and staff enjoy the community and familial structure to the Meek campus
- Enhance the popular and necessary food pantry
- Many students and parents expressed the feeling of being lost and alone at the larger comprehensive high schools- grateful to have found Alliance at Meek and the supportive staff
- Teachers and students are concerned about radon and lead, concerns with the Meek facility
- Successful robotics program could be further supported and enhanced
- There are no health or PE classes
- Several staff members shared their concern over having been moved and shut down at several locations over the years. Would like to stay in one place, but also have the school expand
- Because of the closed campus, there are few options for kids to eat, unless they bring their lunches
- The field is used by the neighborhood as a dog park and users do not clean up after their dogs – there needs to be signage and a desire to reclaim the field for school use
- Teachers would welcome the opportunity to not have to share all of the classrooms
- Not centrally located

### **DART/Clinton School**

- Gym and/or weight room for kids to be able to move
- Lunch room, where kids do not feel stigmatized by other students
- Personalized space to work with kids at all levels
- Independent work spaces where students can concentrate
- Spaces for meetings with lawyers, social workers and other wraparound services
- Independent bathrooms for boys and girls – students currently share restrooms
- No exposure to other (non-DART) students who are smoking in the stairwells (Many students are in rehab programs and do not want to be exposed to smoking)
- A more aesthetic appeal to the learning spaces, trauma informed spaces
- Itinerant space
- Confidential office and filing areas
- Dedicated parking
- Classrooms attached to treatment center space and more potential for co-locating
- Access to psychiatrist and skill trainers on site
- Library
- Transportation for students
- Gross motor sensory space
- Calming down space
- Room for parole offices and counselors, family meetings



# Benson Campus Modernization Listening Sessions

*(DART Clinton School, cont.)*

- Alternative, flexible furniture for students with baseline skills
- Opportunity to mainstream appropriate students, or offer a DART CTE period

## **Portland Evening Scholars and Summer Scholars**

- Need to keep central location, our students come from every direction
- MAX line access is important
- Many locations present safety concerns because students travel via bus in the evenings
- Students expressed concern regarding having to travel to and from the Marshall campus in the evenings
- Students expressed lack of adequate bus service to Marshall High School in the evenings
- Students stated they would be less likely to go to school if presented with additional transportation challenges
- Some students take just one class, while others are taking classes multiple evenings a week
- Need childcare on campus. Several students discussed extreme hardship in traveling across town to childcare and then back to Benson for Portland Evening Scholars class
- Discussed the idea of having successful students act as mentor for others who are struggling
- Recommendation to look at more ways to get the word out about the Multiple Pathways to Graduation programs to students who may be struggling in traditional high schools. Social media and other avenues. It has made a positive difference.
- Need to offer CTE, woodworking, metal shop, auto, health, graphic design, digital media, architecture, drafting, robotic and audio engineering
- Suggestion that Evening Scholars be offered at multiple campuses so as to cut down on the commute for students who take the bus and MAX.
- Would like to see a website with updates geared toward students
- Partitioning is important because students have the run of the entire building.
- Need for more security because doors are open at night
- Access to library for students to work independently or with tutors

## **Portland International Scholars Academy (PISA)**

- More electives
- Ability to form clubs
- PE
- Music
- Sports
- More English and grammar classes
- Science classroom fitted with modern equipment so that a more rigorous curriculum can be taught
- Ability to study other languages

# Benson Campus Modernization Listening Sessions

*(Portland International Scholars Academy cont.)*

- Large windows
- Good lighting
- Wall space
- White boards
- Places to hang student art
- Conference/office space/lounge
- More than one classroom for entire program
- Better entry into the school, wayfinding in multiple languages,
- Counselors with a desk and access to all wraparound services for new arrivals
- Access to health services
- Lockers within the program vicinity
- A way to help students feel comfortable assimilating into the cafeteria and other common spaces
- PISA pride branding for t-shirts and other school spirit items

## **Reconnection Services and Teen Parent Program**

- Need confidential and trauma spaces
- Bus Service
- Cafeteria and gymnasium access
- Space for Project Based Learning
- Need to feel that they are not being shoehorned into inadequate, unwanted spaces
- Teachers need a lounge for staff meetings
- Access to the same general facilities that other students have
- Need physical education space
- Some of us don't have other places to shower
- Inviting entrance to help traumatized students feel welcomed and optimistic about getting back on track
- No more barbed wire and chain link fences
- Less judgement from others
- Our own space to be as students
- Adequate heating, cooling and ventilation
- No more blended grades, blended contents, more course offerings
- Mainstream classrooms
- Continuity so that there is a sense of consistency for students
- A premiere place to welcome families, we meet with more than 1000 students and families each year
- Grateful for Reconnection Services caring for my student

**Benson Campus Administrator/Principal Ranking of MPG Scenarios**

1 Most Preferred, 12 Least Preferred

		Scenarios (See attachment A)											
		Kenton 1A <i>No MPG at BHS</i>	Marshall 1B	2A <i>All @ BHS</i>	2B	3A <i>Autonomous programs offsite</i>	3B	3C	3D	4A <i>Separate, new bldg on parking lot</i>	4B	4C	4D
Matthew Eide	Reconnection	11	12	6	5	7	8	9	10	2	1	4	3
Lorna Fast Buffalo Horse	Alliance	11	12	5	6	9	10	7	8	2	1	3	4
Laura Pierce-Cummings	PISA	12	11	1	4	2	5	7	8	3	6	9	10
Veronica Magallanes	PISA	12	11	1	4	2	5	7	8	3	6	9	10
Allison Adams	Alliance	7		6	5					2	1	4	3
Curtis Wilson	Benson	11	12	10	9	4	3	6	5	2	1	8	7
Diane Berthoin-Hernandez	Virtual Scholars		7	5	6	8	9	10	11	1	2	3	4
Mark Van Hoomissen	DART, Clinton	6		5						4	3	2	1
David Holm	Summer, Night	11	12	9	10	5	7	6	8	1	2	3	4
Cheryl James	Teen Parent	7		5	6					1	2	3	4
Serene Bertram	DART, Clinton	6		5			4	3	2	1			
<b>AVERAGE</b>		<b>9.4</b>	<b>11.0</b>	<b>5.3</b>	<b>6.1</b>	<b>5.3</b>	<b>6.4</b>	<b>6.9</b>	<b>7.5</b>	<b>2.0</b>	<b>2.5</b>	<b>4.8</b>	<b>5.0</b>

## Benson Campus Administrator/Principal Ranking of MPG Scenarios, Concerns/Caveats

### Concerns/Caveats

### Scenario 1: No MPG at Benson

Matthew Eide

This scenario does not address the needs and concerns raised by the school communities.

Lorna Fast Buffalo Horse

The district has not created another viable option for MPG that is centrally-located on public transportation and equitable for MPG schools and programs, so this one is a non-starter.

Laura Pierce-Cummings &  
Veronica Magallanes

Scenario 1 - Not an Option PISA needs to be in a central location and in a comprehensive high school as we are a transitional program to high school .

David Holm

This would be the least equitable solution: no MPG at Benson at all. I believe scenario 4 is more likely than this scenario.

Cheryl James

Not equitable for MPG students, families and community.



## Benson Campus Administrator/Principal Ranking of MPG Scenarios, Concerns/Caveats

### Concerns/Caveats

### Scenario 2: All MPG at Benson

Matthew Eide

Have concerns that Alliance @ Benson, Reconnection Services, and the Reconnection Center will have all space needs met in the lower level, especially if 2500 square feet is reserved for multipurpose space. Also, do not see dedicated space for Reconnection Services staff in scenario 2 plans

Lorna Fast Buffalo Horse

Merging Alliance/RC with Reconnection Services under the auditorium could only work if we convert the Multi-purpose Room into Alliance/RC/RS space.

Laura Pierce-Cummings  
& Veronica Magallanes

PRO Yes - PISA is integrated within the main building at Benson REQUESTS PISA needs a large area for community building (up to 40 people - This is where we have our celebrations and assemblies and a space for our students to meet.) PISA needs its own conference room: student meetings with interpreters, lawyers, community partners, PISA staff meetings, PLCs Sharing a science lab continues to be a concern given that our program is small and we may not get priority for lab as well as scheduling challenges which is currently the case and is why we have had to be creative in utilizing hallway space. (per our discussion, we understand the concept of sharing room spaces, but given the need for the needs of Newcomers: student resources remaining in classroom, continuing a lab from one day to the next, etc.) PISA needs a main office that holds the private offices and secretary and has a welcoming area for our families and students (If space provides, all offices and the conference area could be in the same space. For example, within a 900 or more square foot classroom space - essentially what we have now.) PISA is a very small and close-knit community of staff, students and families. PISA can share the staff workroom as well as a lounge and teacher work stations A correction to private offices: EA and Student Engagement Couch can be an open area instead of private offices. The shared classroom - we recommend it be shared with Benson ELD teacher if possible. Our current partnership with Benson's ELD teacher is vital.

Allison Adams

We would need the entire lower level to make Reconnection Services and Alliance at Benson fit

Diane Berthoin-  
Hernandez

Include multi purpose room

Mark Van Hoomissen

Need to make sure Reconnection Services has space and Alliance needs the multipurpose room for classroom space.

David Holm

If there are not off-site locations that work better for DART / ABC, then this would be my number one choice. (if scenarios 3 & 4 are not going to happen)

Cheryl James

\*Needs to ensure the understanding that the Reconnection Center and Reconnection Services are two different programs. With this in mind, we must include a multi-purpose room, additional classroom, confidential space and offices for use by Admin, teachers, counselor, engagement specialist and community partners, etc. ALL utilize the space. The current design does not meet the need. More so than the comprehensive schools, our student populations have high, acute, intensive needs.

Serene Bertram

Reconnection Services needs a space. Alliance needs additional classrooms.

## Benson Campus Administrator/Principal Ranking of MPG Scenarios, Concerns/Caveats

### Concerns/Caveats

### Scenario 3: Autonomous programs/schools offsite (DART, Clinton, Alliance, Reconnection)

Lorna Fast Buffalo Horse

While we understand that we may need to move off-site during construction, I believe our students and families were clear that they depend upon the central location and public transportation that Benson offers. Alliance and Reconnection are district-wide programs.

Laura Pierce-Cummings  
& Veronica Magallanes

Scenarios 3A, 3B - YES OPTION with the following requests PRO Yes - PISA is integrated within the main building at Benson REQUESTS PISA needs a large area for community building (up to 40 people - This is where we have our celebrations and assemblies and a space for our students to meet.) PISA needs its own conference room: student meetings with interpreters, lawyers, community partners, PISA staff meetings, PLCs Sharing a science lab continues to be a concern given that our program is small and we may not get priority for lab as well as scheduling challenges which is currently the case and is why we have had to be creative in utilizing hallway space. (per our discussion, we understand the concept of sharing room spaces, but given the need for the needs of Newcomers: student resources remaining in classroom, continuing a lab from one day to the next, etc.) PISA needs a main office that holds the private offices and secretary and has a welcoming area for our families and students (If space provides, all offices and the conference area could be in the same space. For example, within a 900 or more square foot classroom space - essentially what we have now.) PISA is a very small and close-knit community of staff, students and families. PISA can share the staff workroom as well as a lounge and teacher work stations A correction to private offices: EA and Student Engagement Couch can be an open area instead of private offices. The shared classroom - we recommend it be shared with Benson ELD teacher if possible. Our current partnership with Benson's ELD teacher is vital. Scenario 3C, 3D- NOT IDEAL and have strong reservations Being in the lower level/basement area is not optimal as this is the first experience for our students in a US high school. As we prepare our students and families for the transition to their neighborhood high school, being in the main building area would be a more welcoming environment.

Diane Berthoin-  
Hernandez

Need the full VS spaces??

David Holm

I only vote for this if the non-Benson locations for DART and ABC are best for them and their students. If they are given inadequate buildings/spaces elsewhere, I would then vote for scenarios 2A/2B.

Cheryl James

Again, not equitable for DART/Clinton, Alliance and Reconnection students and families or MPG as a whole.

## Benson Campus Administrator/Principal Ranking of MPG Scenarios, Concerns/Caveats

### Concerns/Caveats

### Scenario 4: New building on parking lot

Matthew Eide

Preferred option provided that the design can provide adequate space for all programming, and that it is included in the Benson remodel master plan

Lorna Fast Buffalo Horse

This is the only option that provides equity to MPG schools and programs. It clarifies that Alliance enrolls students who are not going back to Benson or other large high schools, so we welcome some separation, but also allows us to share the gym and shops (with Alliance teachers). PISA and Pioneer, who are working to integrate their students into Benson, are more able to do so under this scenario and it has the added bonus of restoring classrooms to BHS and building to meet the needs of MPG.

Laura Pierce-Cummings &  
Veronica Magallanes

Scenarios 4A, 4B- YES OPTION with the following requests PRO Yes - PISA is integrated within the main building at Benson REQUESTS PISA needs a large area for community building (up to 40 people - This is where we have our celebrations and assemblies and a space for our students to meet.) PISA needs its own conference room: student meetings with interpreters, lawyers, community partners, PISA staff meetings, PLCs Sharing a science lab continues to be a concern given that our program is small and we may not get priority for lab as well as scheduling challenges which is currently the case and is why we have had to be creative in utilizing hallway space. (per our discussion, we understand the concept of sharing room spaces, but given the need for the needs of Newcomers: student resources remaining in classroom, continuing a lab from one day to the next, etc.) PISA needs a main office that holds the private offices and secretary and has a welcoming area for our families and students (If space provides, all offices and the conference area could be in the same space. For example, within a 900 or more square foot classroom space - essentially what we have now.) PISA is a very small and close-knit community of staff, students and families. PISA can share the staff workroom as well as a lounge and teacher work stations A correction to private offices: EA and Student Engagement Couch can be an open area instead of private offices. The shared classroom - we recommend it be shared with Benson ELD teacher if possible. Our current partnership with Benson's ELD teacher is vital. Scenario 4C, 4D - NOT IDEAL and have strong reservations Being in the lower level/basement area is not optimal as this is the first experience for our students in a US high school. As we prepare our students and families for the transition to their neighborhood high school, being in the main building area would be a more welcoming environment.

Allison Adams

As long as this is part of the Benson build and is not put off into future bond measures please

Diane Berthoin-Hernandez

Missing ALL of Vs Offices = over 12 spaces; needs to be part of current bhs project;

Mark Van Hoomissen

For this option to work, separate building needs to be part of current Benson project, not a future project.

David Holm

obviously the best option for Benson and MPG but should only be considered if it is part of the current Benson plans/bond. This should not be an option if we need to get voters approval.

Cheryl James

\*Must be presented/written as a part of the current Benson project. MPG is essentially on multi-segmented district-wide program. MPG serves ALL students that have not had the anticipated "successful" outcomes expected from attendance at the comprehensive schools. With this in mind, MPG needs/deserves to be co-located in one brick and mortar building. Co-location will afford our programs greater opportunity to "team", strengthening our offerings and service.

Serene Bertram

Needs to be a part of the Benson build and not a separate project.

