BENSON POLYTECHNIC HIGH SCHOOL | OPEN HOUSE

PORTLAND PUBLIC SCHOOLS **MAY 31, 2016**

TEAM INTRODUCTION | PORTLAND PUBLIC SCHOOLS

Debbie Pearson, Capital Project Director

Jen Sohm, Design Quality Manager

Rolando Aquilizan, Capital Project Coordinator

TEAM INTRODUCTION | DOWA-IBI GROUP

Dan Hess
Principal-in-Charge

Karina Ruiz
Principal, Planner

Marc Nordean
Project Designer

THE TEAM

Consultants:

Architectural
DOWA-IBI Group

Historic
Peter Meijer Architect

Building Envelope
Morrison Hershfield

Site Utilities
KPFF

Landscape
Percival Landscape Architecture

Structural
ABHT

Mechanical
Interface Engineering

Electrical & Fire Alarm
Reyes Engineering

Building Technology
Interface Engineering

Theater
PLA Associates

Food Service
Halliday Associates

TEAM INTRODUCTION | MASTER PLANNING COMMITTEE

PAUL ANTHONY
School Board Representative, Benson Parent

DALE BAJEMA
Alumni, Benson Boosters, Benson Site Council

MAYA BROWN
Benson Student

ILSA BRUER
Benson Teacher

KEVIN B. CLARK
Benson Alumni, Business Association, Higher Ed/Business for STEM

ANGEL DAWSON
Benson Parent

MICHELLE FUSAK
Benson Parent

BRIAN GERBER
Teacher, Benson Cluster Parent

REUBEN GILMORE
Benson Parent, Alumni

TAMMY HITE
Teacher, Alumni, Partners

ANGELA JARVIS HOLLAND
Benson Parent, Students of All Abilities

LUKE HOTCHKISS
Benson Teacher, Alumni

ERIC HUTCH
Benson Alumni

JANAE JAMISON
Benson Teacher

ROB JOHNS
Alumni, Business Association, Legacy Graduate

KRISTIN KENNEDY
Benson Teacher

DAVE KETAH, CO-CHAIR
Benson Cluster Parent, Neighborhood Association, Parent

JACOB M. MASTERS
Benson Student

IRINA PHILLIPS
Neighborhood Association, Benson Parent

JIM PIRO
Alumni, Industry

ED RAILEY
Benson Teacher

CHRISTINA RAM
Benson Alumni

LEIGH ANNE SCHERER
Benson PTSA

JAMES TOMPKINS
Benson Student

JULIE TONROY, CO-CHAIR
Business Association, Partners

MATT PELLICO
Benson Teacher

BRYAN SMITH
Benson Teacher

RICHARD (DICK) SPIES
Alumni, Partner

LISA WHITE
Benson Parent, Boosters

CURTIS WILSON JR.
Benson Principal

REBECCA ZICH
Benson Student

WHAT IS A MASTER PLAN?

Gathering Information

- Public Process
- Due Diligence Work
- Review of Historically & Culturally Significant Elements
- Educational Specification Development

Master Planning / Design

- Possibilities / visioning identification of key goals and themes

Development of options

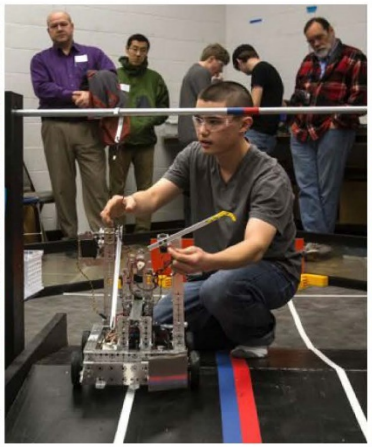
- Input & Feedback from community
- Development of Preferred Option

Conclusions & Next Steps

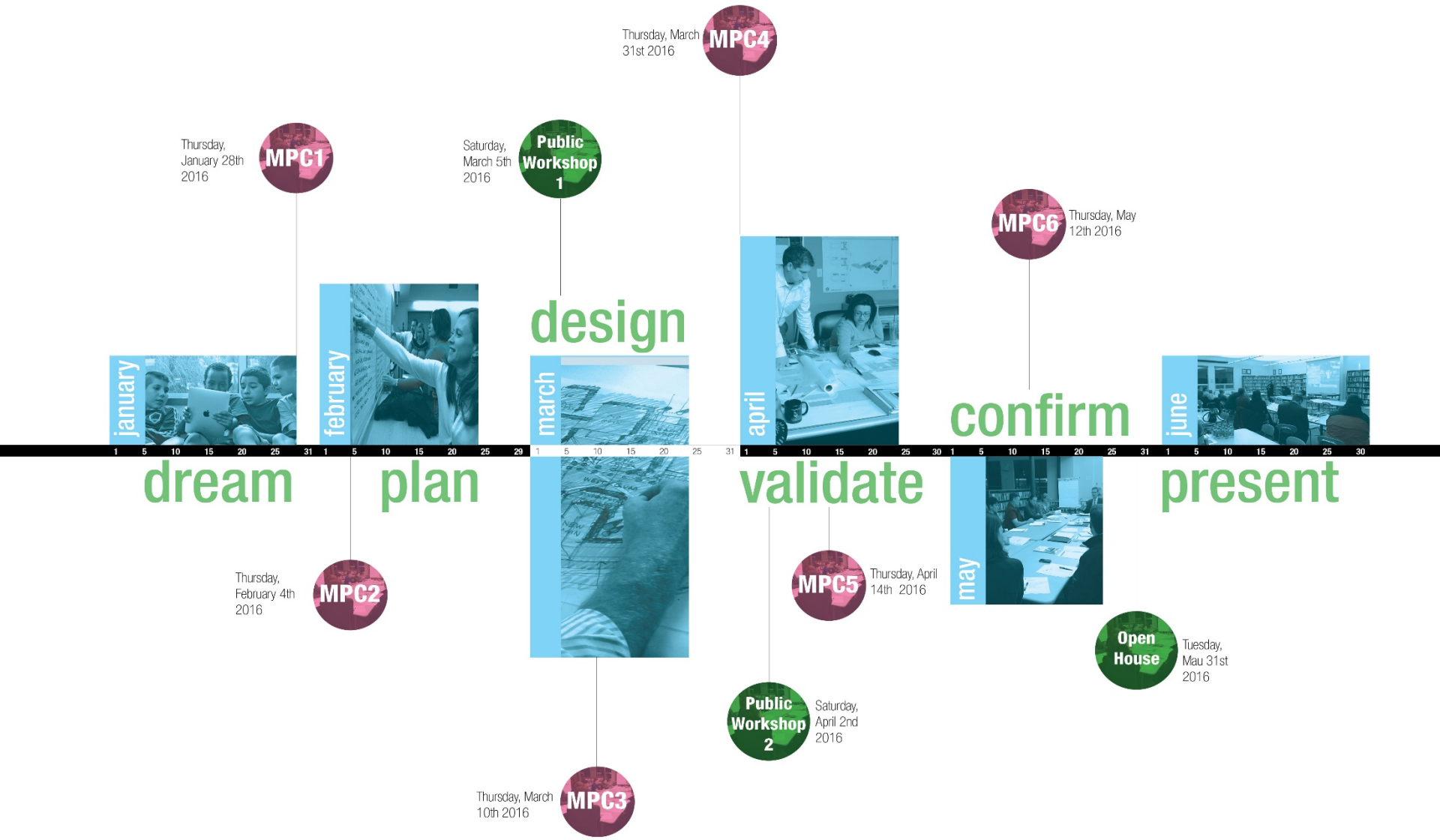
- Board Presentation
- School Bond

MASTER PLANNING COMMITTEE OUTCOMES

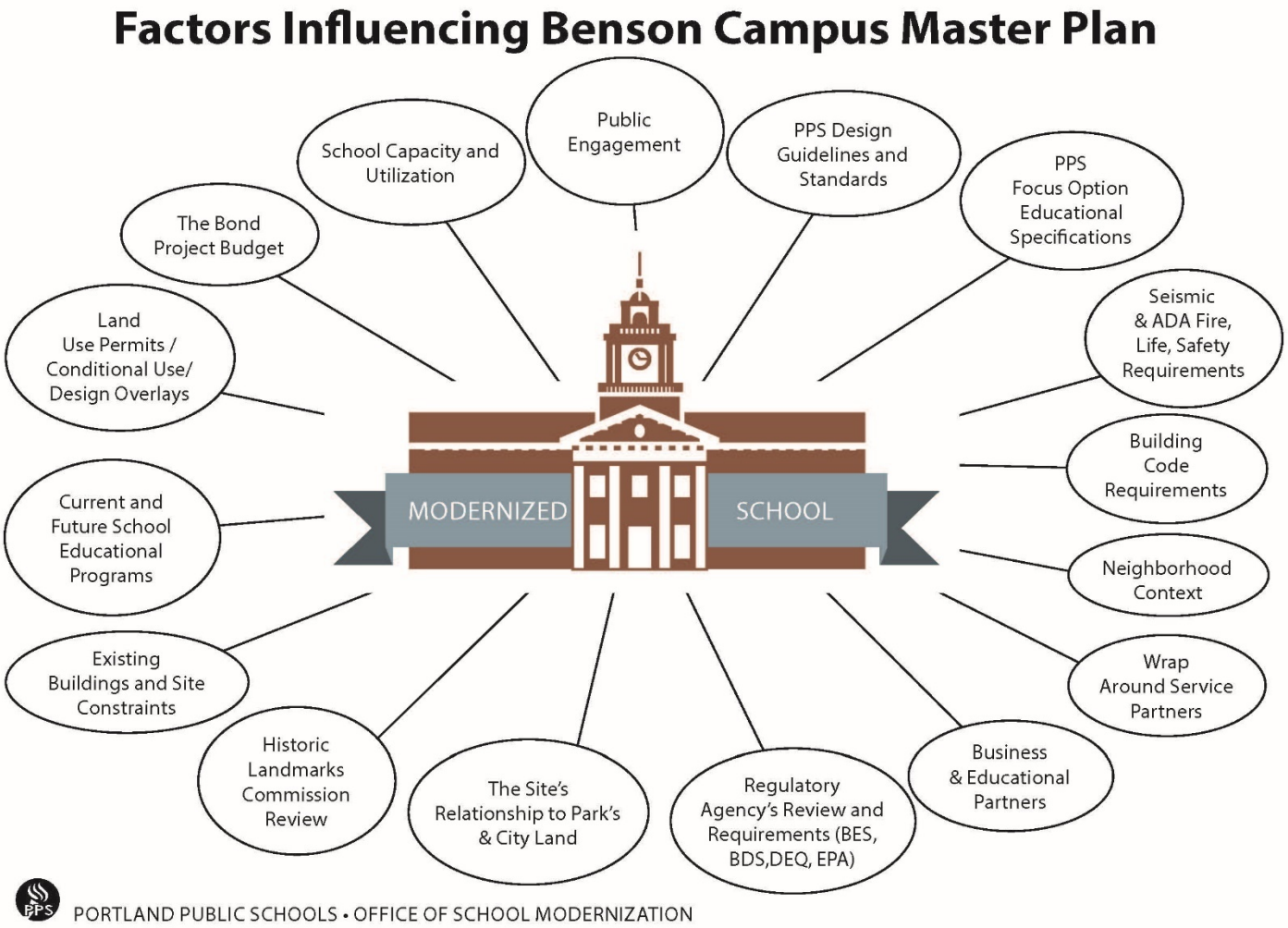
- Understand Benson Polytechnic High School Needs and Wants
- Ensure all Voices are Heard
- Prepare for the Next Generation Learner
- Build Community Within and Beyond Benson Polytechnic High School
- Create a Foundation on Which to Build
- Provide Clarity and Transparency



PROCESS & SCHEDULE



PPS VISION AND FRAMEWORK



DUE DILIGENCE

- ## Architecture & Structure
  - Original building contains Unreinforced Masonry & requires significant seismic upgrades to meet current code
  - Universal Access is not consistent throughout
  - Classrooms are too small and feel very crowded

- ## Building Systems
  - The entire mechanical system is well beyond the end of its service life and should be replaced. There are issues of indoor air quality as well as thermal comfort for building occupants
  - The majority of the building's plumbing system is well beyond the end of its service life
  - Electrical & low voltage systems are outdated and do not comply with current code.

NEXT GEN LEARNER PRESENTATION

THE NEW LEARNING PARADIGM

GENERATION Z:
CONNECTED FROM BIRTH.

Born mid-1990s to 2010.

*Generation Z data compiled by Sparks & Honey

Introducing the New Generation: "Gen Z"

People born after Gen Y (from 1995 to present) who are currently under the age of 18.

WHO ARE THESE KIDS?

60%

of Gen Z want to have an impact on the world with their jobs (compared to 39% millennials)

26%

of 16 to 19 year olds are currently volunteering

They intend to change the world.

HOW ARE THEY DIFFERENT FROM THEIR PREDECESSORS?

72%

of high school students want to start a business someday (compared to 64% of college students)

61%

Of high school students want to be an entrepreneur rather than an employee (compared to 43% of college students)

Entrepeneurship is in their DNA.

Source: Millennial Branding and Internship.com, 2014, Mintel 2014

HOW ARE THEY DIFFERENT FROM THEIR PREDECESSORS?

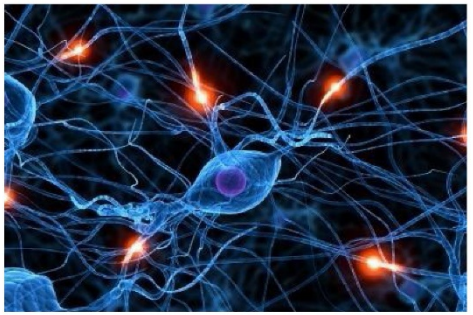
Their attention spans are getting shorter.

8 SEC

Is the average American attention span (down from 12 sec in 2000)

11%

Of children 4-17 years old have been diagnosed with adhd (up from 7.8% in 2003)



Gen Z are the ultimate consumers of snack media. They communicate in bite sizes. Research studies suggest that their brains have evolved to process more information at faster speeds, and cognitively more nimble to handle bigger mental challenges. But, getting and keeping their attention is challenging.

Source: national center for biotechnology information, U.S. National library of medicine, the associate press

THE NEW LEARNING PARADIGM

Communication

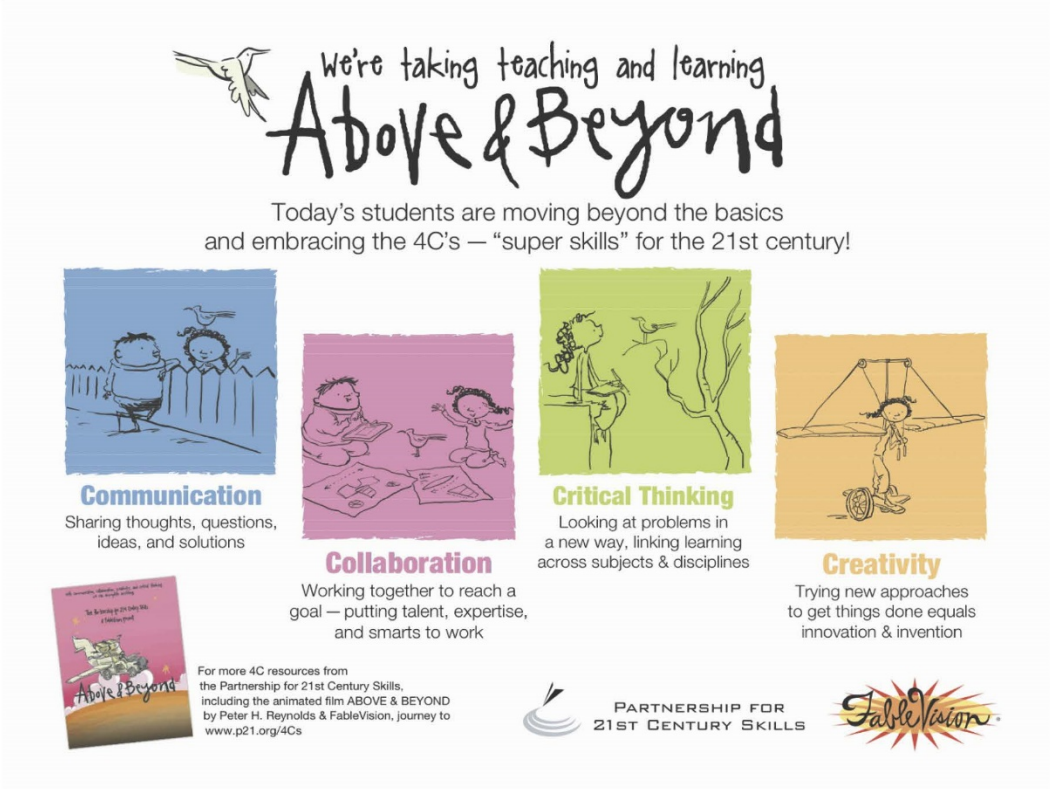
Collaboration

Critical Thinking

Creativity

Character

Cultural Competency



The Four C's + Two

VIRTUAL TOUR

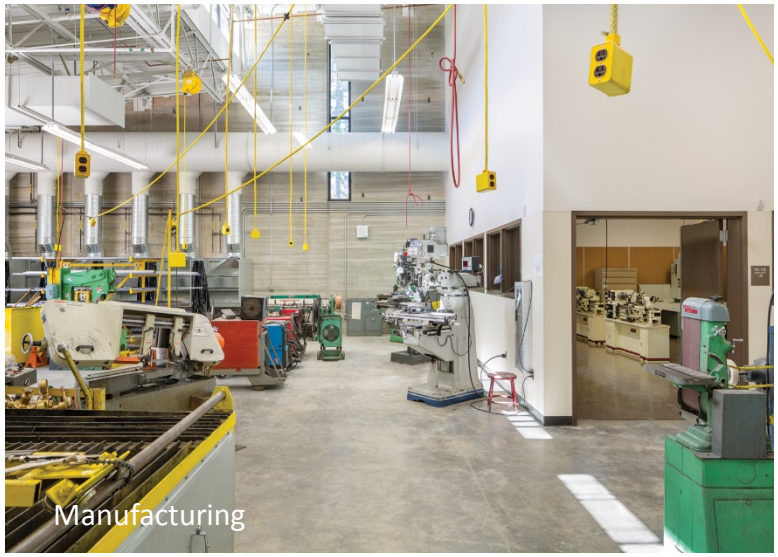
Engineering / Electronics

Health / Biomedicine

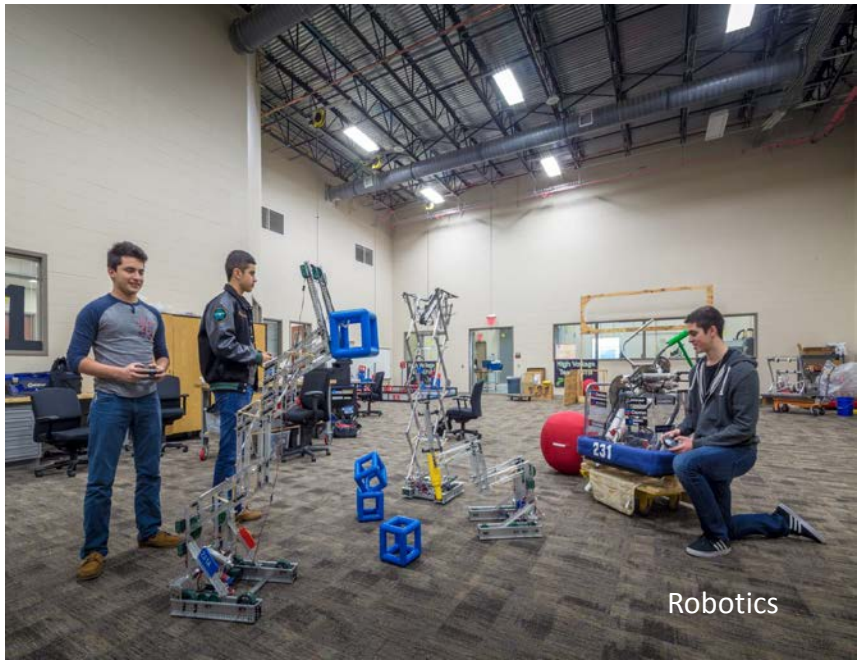

Dental Medicine / Hygiene


Construction Technology

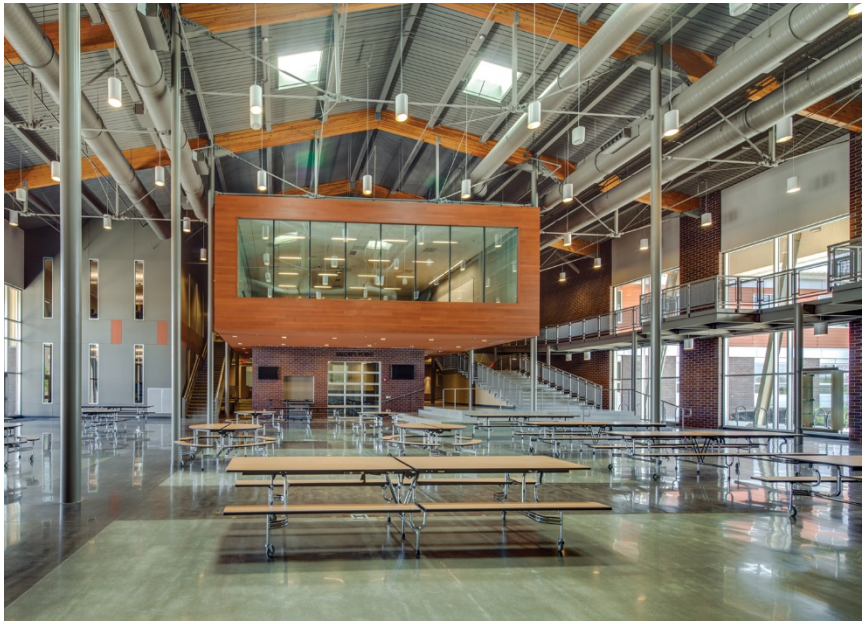
VIRTUAL TOUR



VIRTUAL TOUR



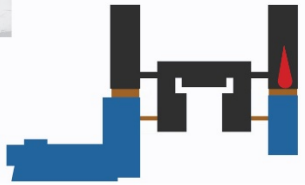
VIRTUAL TOUR



VIRTUAL TOUR

Media Center

1916 1956 1916 1916 1916 1915 1916 1916 1956 1916 1956

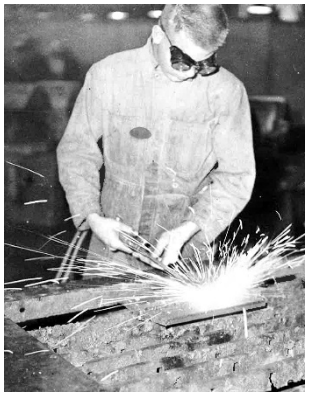


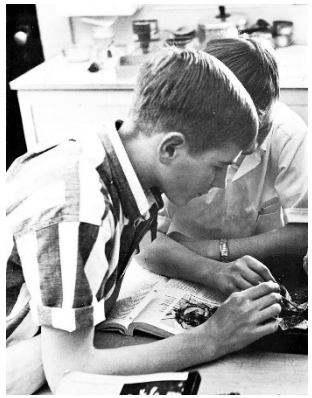
fhs franklin high school modernization and addition

GUIDING PRINCIPLES

HONOR THE UNIQUE HISTORY AND CULTURE OF BENSON POLYTECHNIC HIGH SCHOOL:

Benson Polytechnic High School students, staff and community are proud of the school's rich history extending over 100 years. The modernization of this historic facility presents an opportunity to honor the past while embracing the future. The renovated facility will retain the historic character of the stately school, yet be entirely modern in its approach to delivering integrated academic and career technical education and opportunities to students.



GUIDING PRINCIPLES

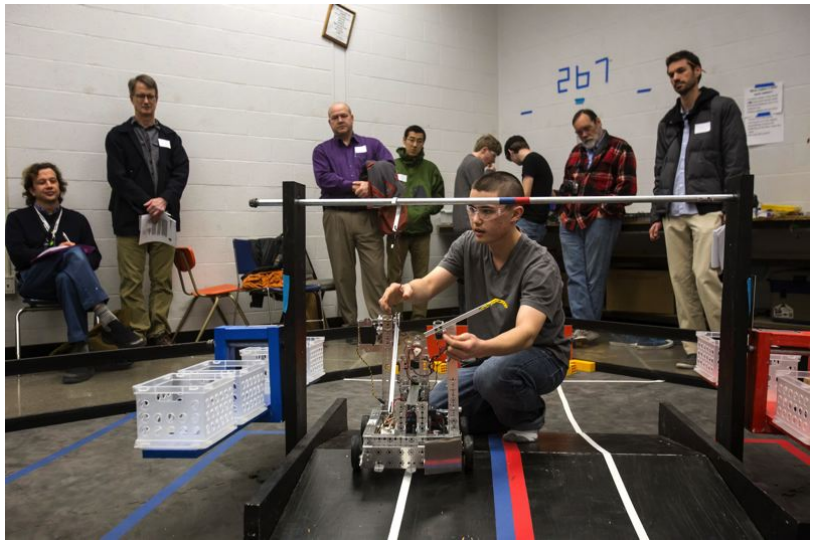
ENGAGE WITH THE LOCAL BUSINESS, GOVERNMENT AND POSTSECONDARY PARTNERS TO CREATE A STRONG CONNECTION BETWEEN EDUCATION AND INDUSTRY:

Benson Polytechnic High School's programs should support reciprocal partnerships with industry, government, and postsecondary education, linking educational content to real-life applications and providing career relevance. Industry and postsecondary connections enhance career pathways, strengthening the connection between course content and career goals. Benson Tech's CTE spaces should be designed to mimic real-world work environments, reflect industry needs and meet applicable certification requirements.

GUIDING PRINCIPLES

PROVIDE HANDS-ON, PROJECT-BASED LEARNING OPPORTUNITIES THAT ARE IMBUED WITH RIGOR AND RELEVANCY:

Benson Tech's modernized facility will include spaces designed to accommodate hands-on, problem-based learning activities, providing students with access to state of the art & industry-standard tools, materials, equipment, and technology to support an investigative mindset. Benson Tech should ignite a passion for "learning by doing" through experiential learning opportunities. These approaches will help students understand the relevancy of core content to their future career paths, allowing students to conceptualize the real world application of abstract academic concepts.



GUIDING PRINCIPLES

PROVIDE AGILE, FLEXIBLE AND ADAPTABLE FACILITIES THAT SUPPORT CHANGING EDUCATIONAL AND INDUSTRY NEEDS

Benson Tech's modernized facility must be designed as adaptable to changing needs based on economic shifts, industry advances, and new equipment needs. Classrooms and other learning areas should serve as flexible spaces that can be easily reconfigured to support different instructional approaches. School spaces should encourage collaboration by offering a variety of group settings with flexible furnishings to invite interaction. These areas should be designed as open and inviting spaces that draw students in and serve as centers of activity and discussion.

GUIDING PRINCIPLES

CELEBRATE DIVERSITY AND PROVIDE A SENSE OF INCLUSION AND BELONGING AMONG STUDENTS AND FAMILIES

Benson Polytechnic High School is enriched and strengthened by the diversity of students, parents, teachers and staff. Benson Tech's school environment should reflect an appreciation of different cultures, socioeconomic backgrounds, and learning modalities. Benson Tech should promote socioeconomic equity among students by ensuring that all students have access to the resources needed to succeed in their educational and career goals.

GUIDING PRINCIPLES

POSITION BENSON POLYTECHNIC AS THE NATIONAL MODEL FOR STEAM AND CAREER TECHNICAL EDUCATION

Benson Polytechnic High School aspires to become a nationally-recognized institution that integrates career technical education and STEAM instruction. Students, alumni, business and the community should feel a sense of pride when speaking of their school's exemplary programs and innovative learning approaches.

GUIDING PRINCIPLES

PROVIDE LEARNING ENVIRONMENTS THAT INSPIRE CREATIVITY AND COLLABORATION AMONG STUDENTS

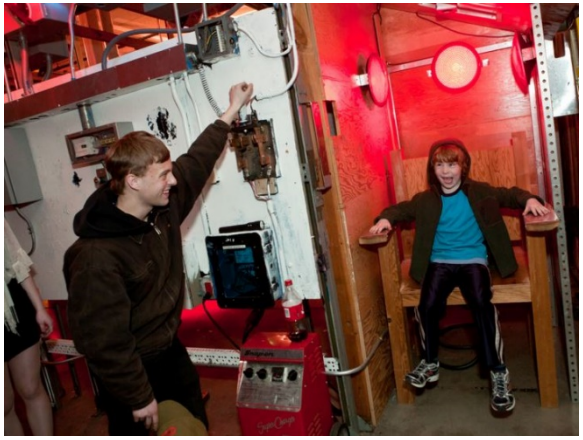
Benson Tech's modernized facility should include spaces and features that inspire exploration, collaboration and creativity, and open up a world of possibilities to students. Benson Tech's modernized facility should include multisensory environments that inspire students to explore, design, create and "tell their stories".

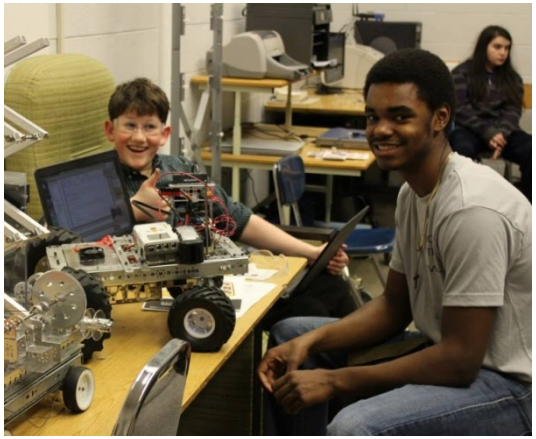
GUIDING PRINCIPLES

SUPPORT A COMPREHENSIVE EDUCATIONAL EXPERIENCE FOR STUDENTS

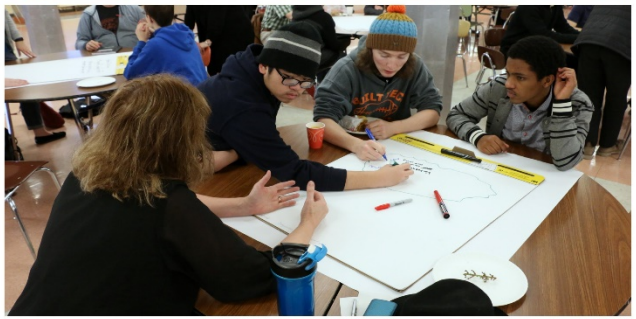
Benson Polytechnic High School strives to provide a comprehensive educational and cultural experience for students. Benson Tech's campus should include sufficient onsite resources to allow students to conveniently access school-based sports and/or performing & fine arts programs. Students' educational experiences are bolstered through their participation in expanded elective courses and extracurricular opportunities.

TECH SHOW

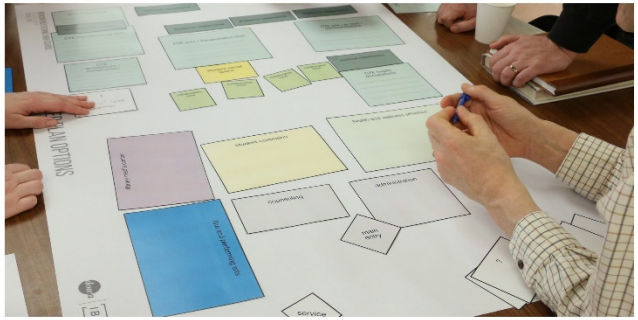




COMMUNITY WORKSHOP



COMMUNITY WORKSHOP



MPC MAPPING

WHAT IS MOST SIGNIFICANT ASPECT OF THE BENSON EXPERIENCE THAT SHOULD BE CARRIED FORWARD INTO THE FUTURE?

- Learning is connected to real world experiences
- Depth and variety of CTE opportunities
- Opportunities for student growth in both CTE and academic programs

WHAT IS THE GREATEST CHALLENGE TO STUDENT SUCCESS AT BENSON CURRENTLY?

- Appropriate and adequate space for learning
- Out-of-date equipment and technology
- Limited variety of non-CTE curriculum

HOW WILL WE DEFINE SUCCESS?

- Student centered and forward looking:
  - Students want to be here
  - Teachers want to be here,
- Benson reputation grows as a unique center of excellence
- Community connections are strengthened - neighborhood, alumni, business and educational partners
- Benson Pride – school feels like home
- Sense of Ownership - teachers and students want to be here
- Innovation and collaboration happen naturally
- Recognized as flagship for CTE in Oregon and nationally

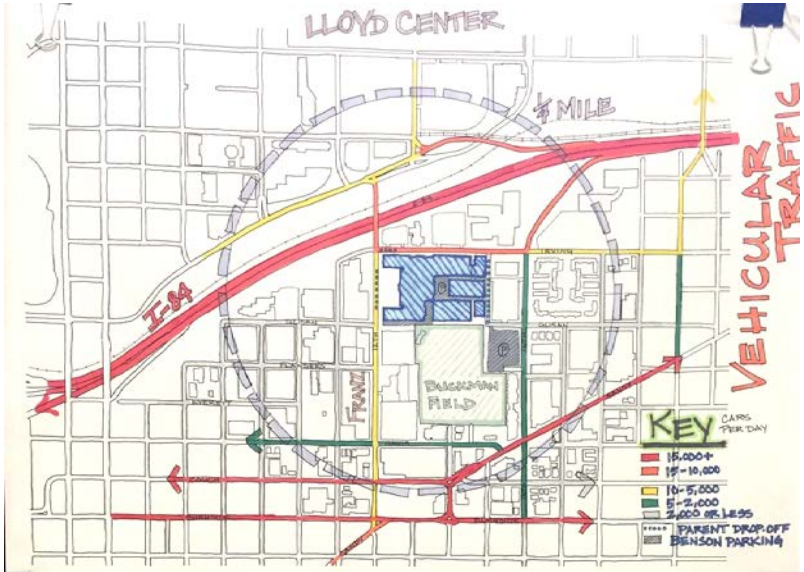
GREATEST FEAR

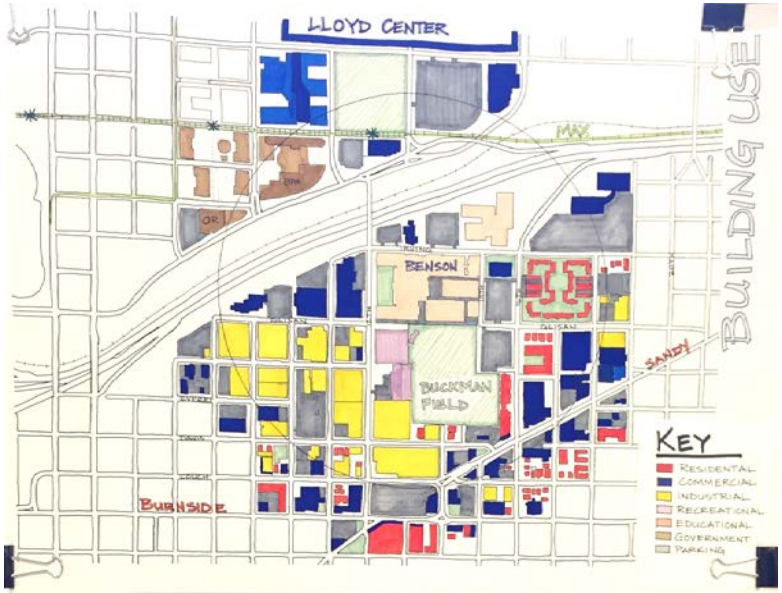
- Benson staff won't be listened to in the process
- Inadequate teaching spaces and lack of collaboration opportunities
- Extra-curricular activities considered as non-essential
- Not having a secure campus
- Key decisions will be made by others not participating in this process
- Schedule and budget will cause poor long term decision making
- Process will erode trust and pride in Benson

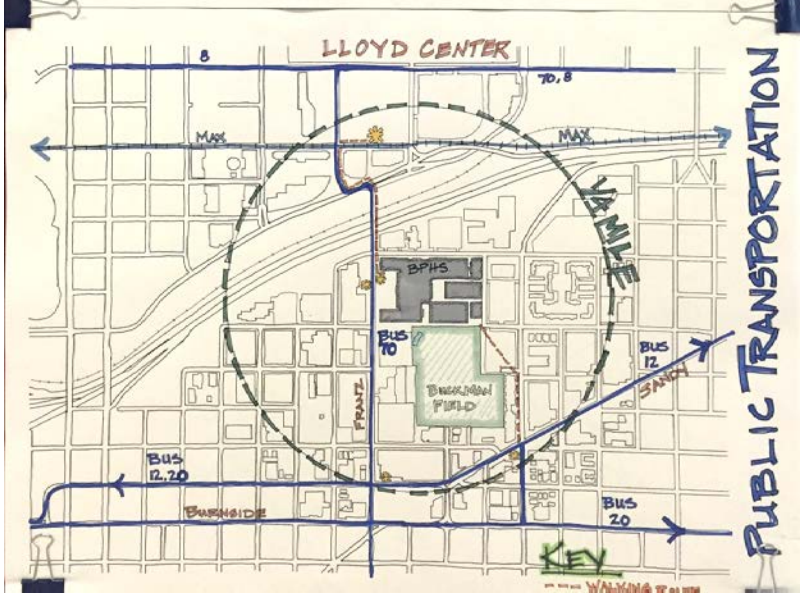
GREATEST WISH?

- A sustainable outcome both for the educational program and the building itself
- Focus is on the students, socially and academically
- Transparency in process and outcomes
- Benson history and legacy serves as foundation for the future growth of the school

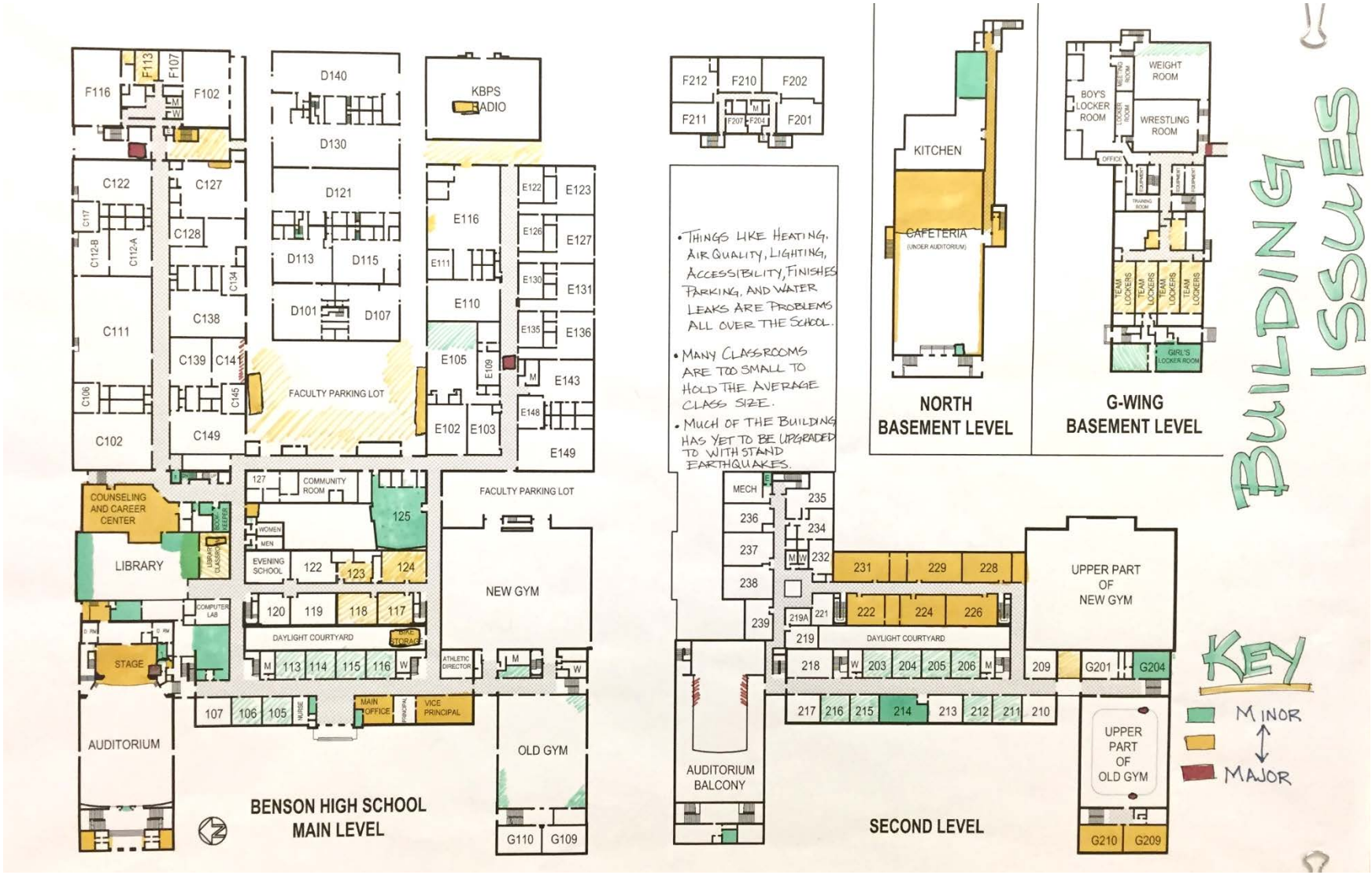
STUDENT MAPPING







STUDENT MAPPING



STUDENT MAPPING

Benson: Building Issues







Inadequate storage in the school.



Problems around the school and old Equipment.

Parking areas all around the school grounds even ones that aren't real parking areas.





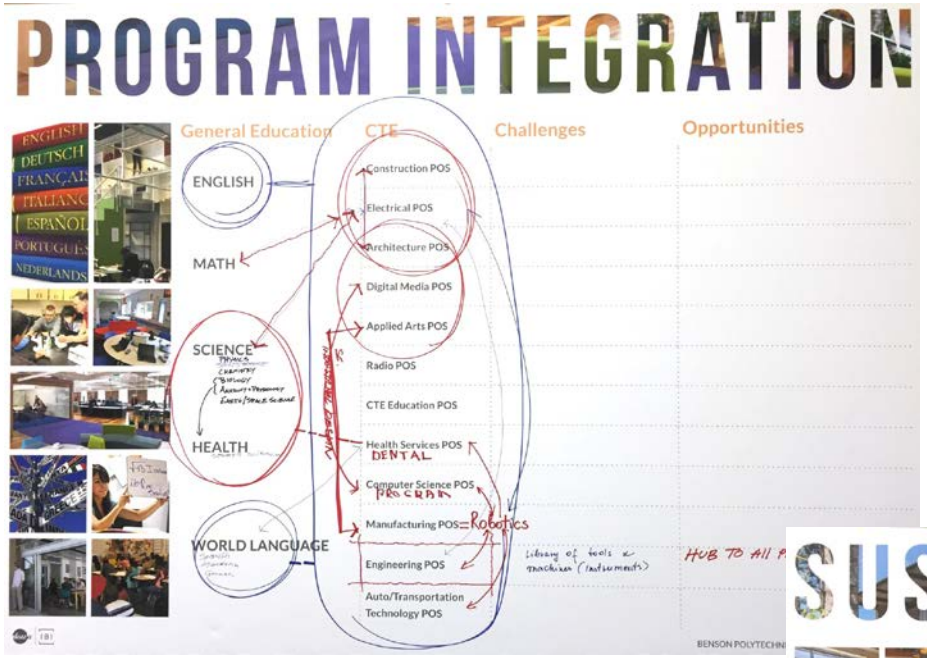

Lighting systems all around the school.



MPC CHARRETTE

MPC CHARRETTE

COMMUNITY WORKSHOP



COMMUNITY WORKSHOP

COMMUNITY WORKSHOP

Potential Partnerships

ZIBA (Industrial Design)
LAIKA (stop action film)
PRECISION TOOLS (MANUFACTURING)
FIRST (ORTOP)
MCKENZIE ARCHITECTS
PDX ART MUSEUM, OMSI
OREGON COLLEGE OF ARTS & CRAFTS
HOFFMAN CONSTRUCTION
DAIMLER, TRANSPORTATION TECH.
FORD ETC. (BOEING)
MAKERSPACE CADX,
NATIONAL LABORATORIES, PNNL
LOCAL BUSINESS
NATIONAL INSTITUTES HEALTH
NIST (STANDARDS, TECHNOLOGY)
NASA
LOCAL THEATRE
SILTRONICS
FREEGEEK
HP, INTEL, TECHTRONICS
UTILITY (PGE, PACIFIC, BPA)
CONSTRUCTION, ELECTRICAL – PRIVATE UNIONS IBEW 48
HEALTH CARE (PROVIDENCE, LEGACY)
BIG PHARMA (PHIZER, ETC.)
HIGHER ED (REED, OHSU, OIT, PSU, CASCADIA, PCC, MHCC) OSU, UO
NIKE, ADIDAS
BOEING
BES

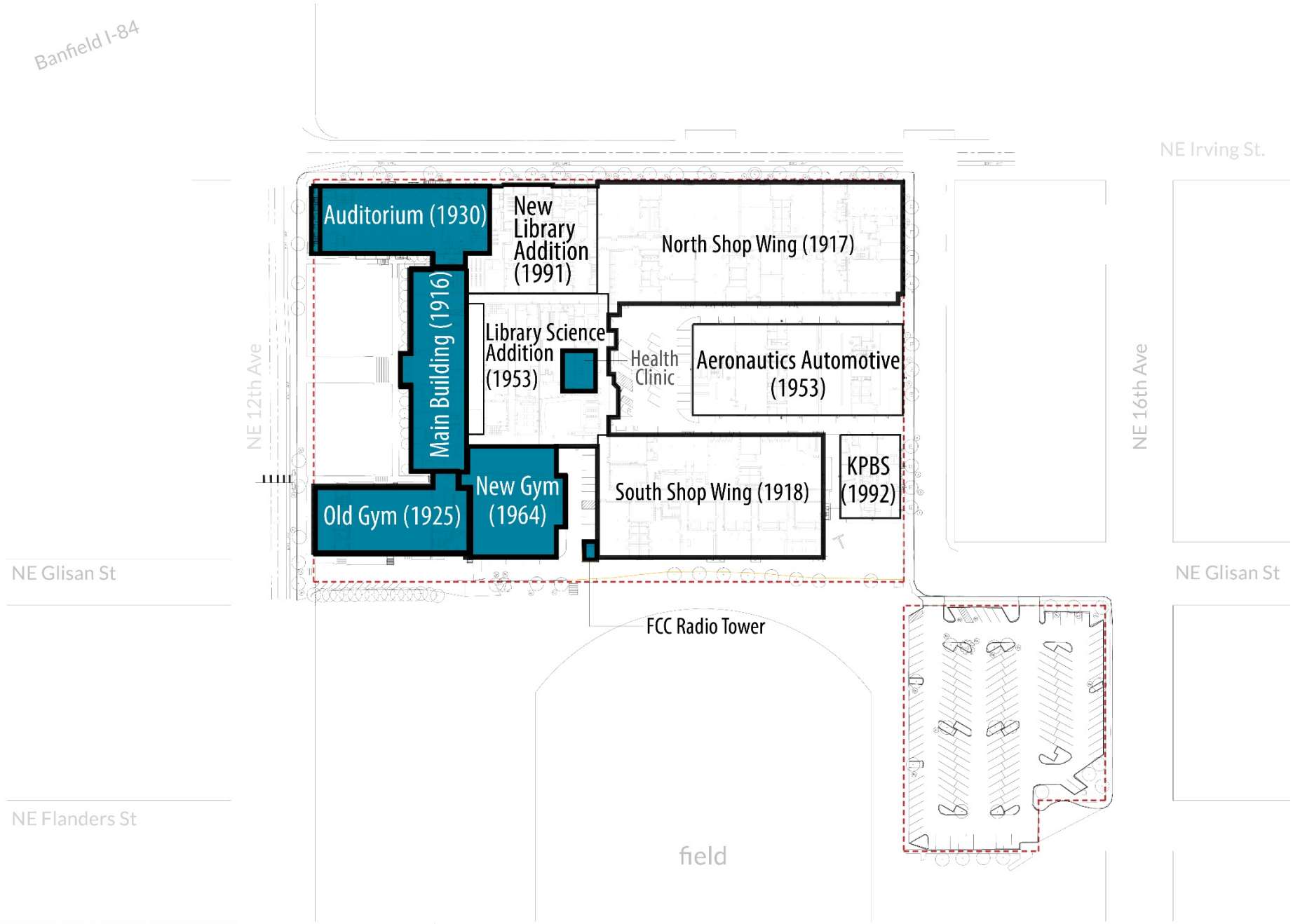
Program Opportunities

APPRENTICESHIPS
INTERNSHIPS, Potential Consult on Design
INTERNSHIPS, Design Consult
INTERNSHIPS, Design Consult.
AFTERSCHOOL/COMPETITION/SCHOLARSHIPS
HOUSE DESIGN
T.A. SHOP WORK
INTERNS
PARTNERS, APPRENTICESHIP
ACADEMIC TECHNOLOGY SHARING
– SHARED POWER, STEAM, ENERGY/EDUCATION
CAPITAL $ "
STAGECRAFT "
TECHNOLOGY, DESIGN CONSULT., DONOR, TRAINING
SOLAR, ELEC. VEHICLES, INSTRUCTIONAL & CAPITAL $
CROSS LEARNING.
EDUCATION
COLLEGE TOURS
SUCH AS GREEN ROOF TECHNOLOGIES

Examples to Draw From

EXISTING
Laika teaching @ Sat. Academy
SOME EXISTING
EXIST. PARTNERS
DART (FLORIDA DESIGN HIGH SCHOOL)
CCG – DETROIT. SEI PROGRAM
PENCOLE

BENSON POLYTECHNIC HIGH SCHOOL | APRIL 2, 2016



BENSON POLYTECHNIC HIGH SCHOOL
03.31.2016
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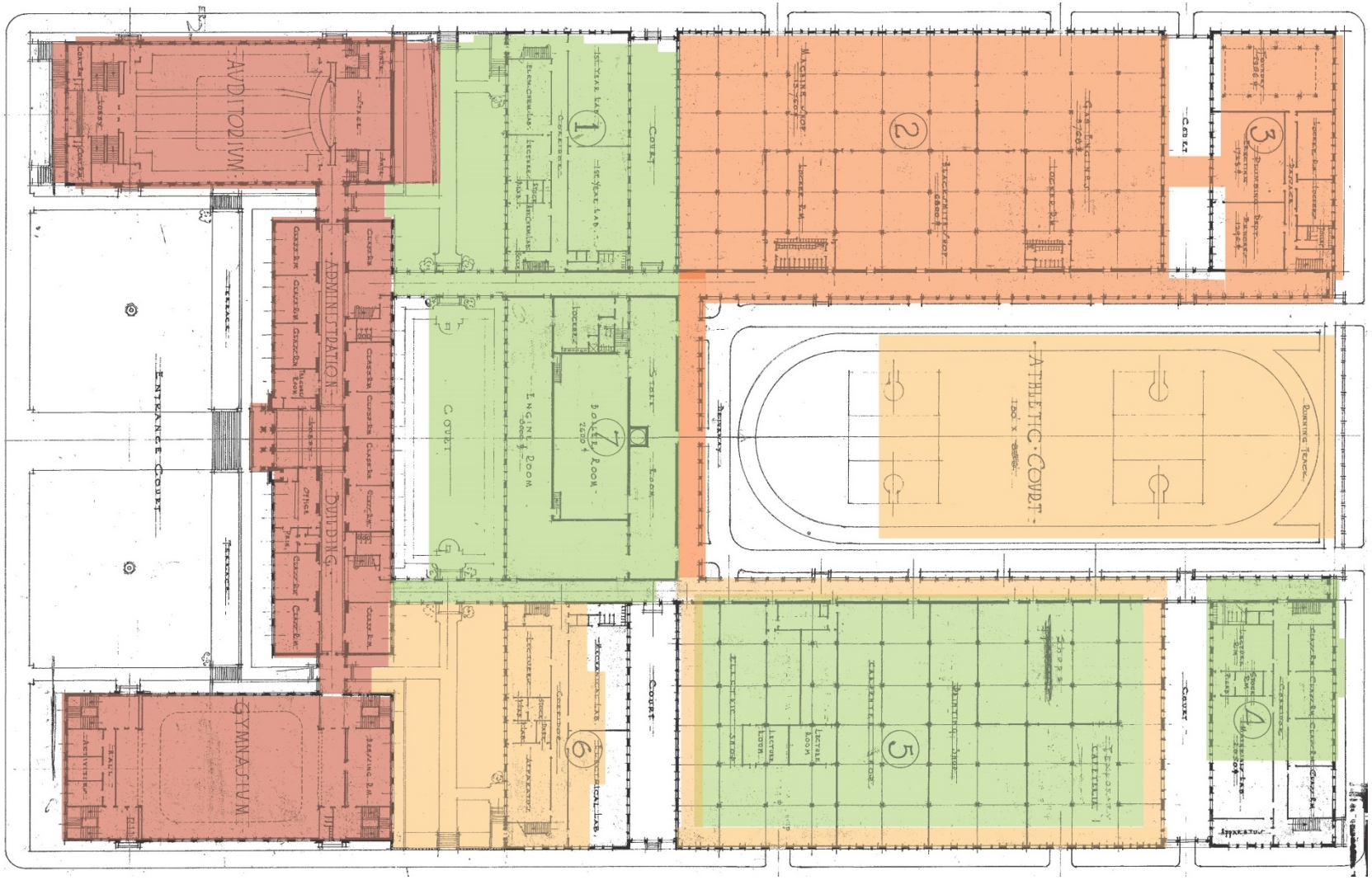
EXISTING BUILDINGS TO REMAIN

HISTORICAL LANDMARK

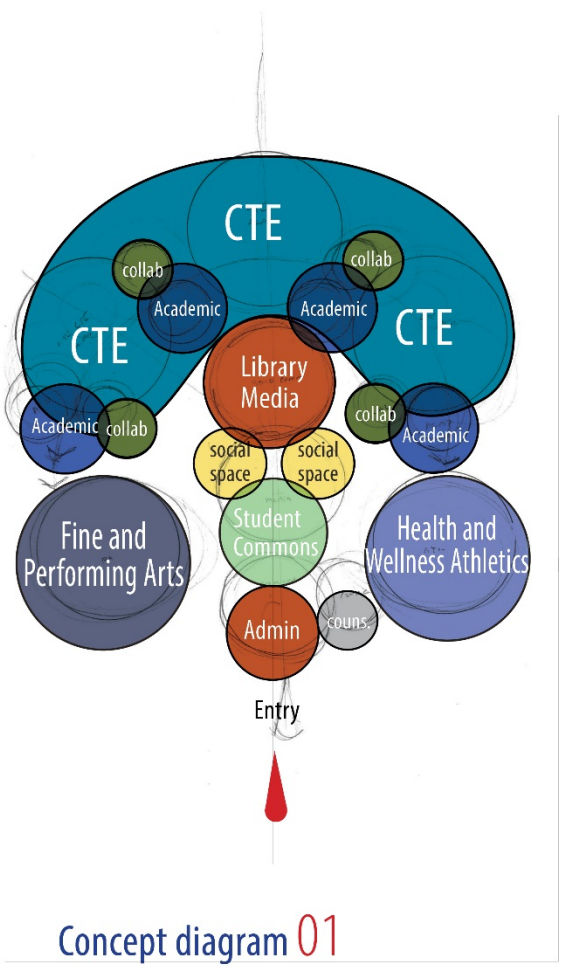


Contributing
High Significance

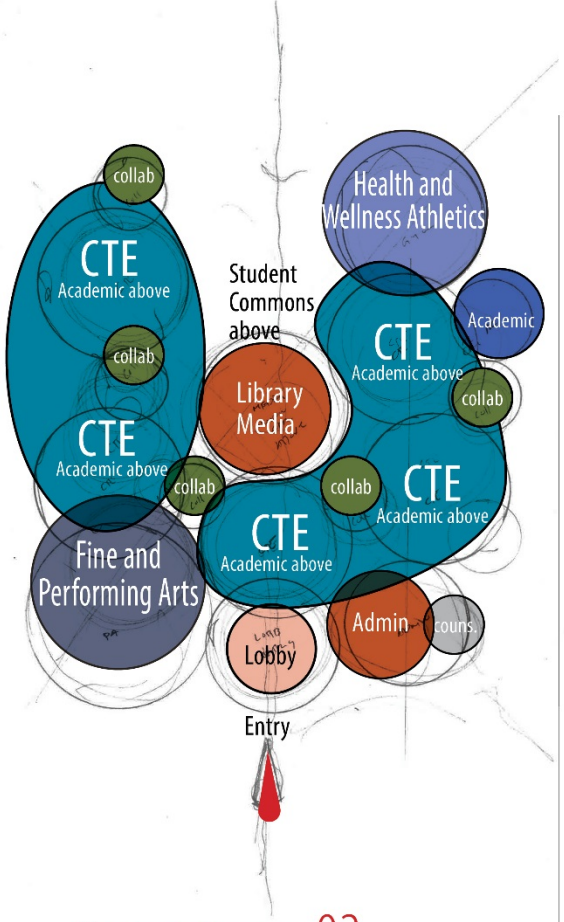
Contributing
Moderately Significance

Contributing
Low Significance

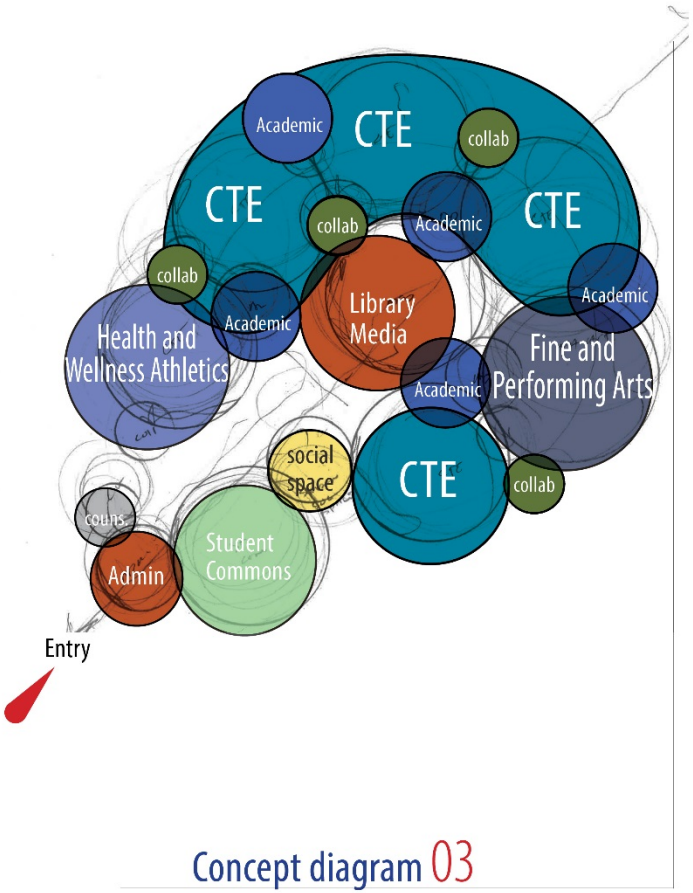
Non Contributing/
Non Historic



Concept diagram 01



Concept diagram 02



Concept diagram 03

Community Workshop – Committee Impressions

- Integrated academic with CTE, disbursed collaboration spaces
- Pod clusters that contain academic, CTE, collaboration areas, social spaces
- Concern about pod approach causing long travel distance between academic classes
- Use of green spaces as a compliment to academic/school environment
- Common idea of Health Occ adjacent to PE/Wellness; also would be nice to have Health Occ near other CTE programs
- Display windows on Irving Street – great idea, showcases the programs (11k-12k cars per day)
- Defined front door / back door concept is a good idea
- Grouping of public spaces at front of the building is a good concept (public spaces up front, private spaces in back)

TOUR HIGHLIGHTS

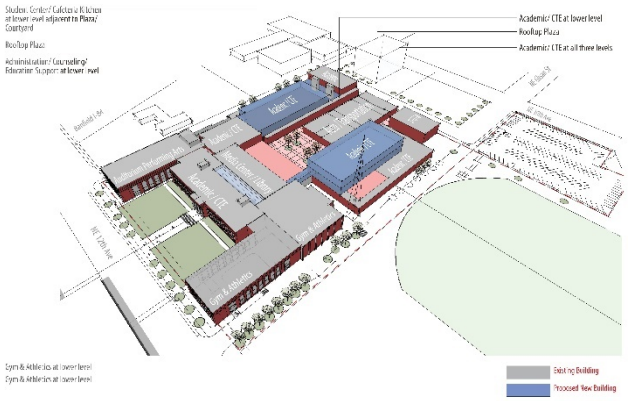
- Franklin HS
- Roosevelt HS
- HeLa High
- Washington HS

PROPOSED MASTER PLAN CONCEPTS

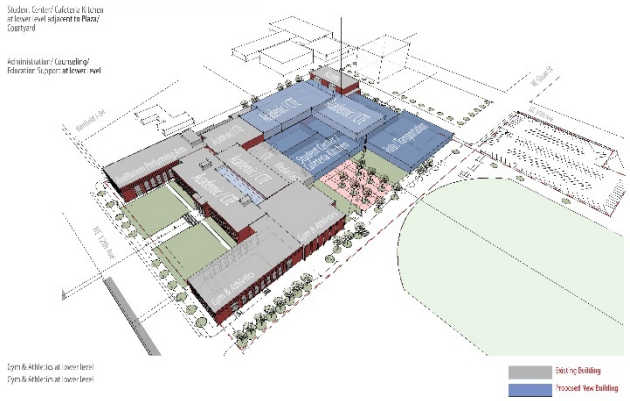
MASTER PLAN PREFERENCES

Which Master Plan Concept represents the best vision for the future of Benson Polytechnic HS?

MP Concept A

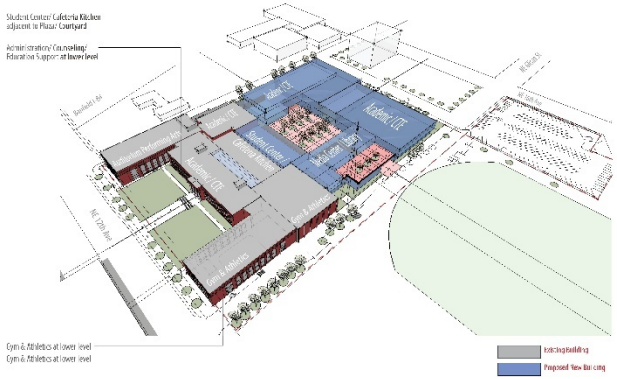


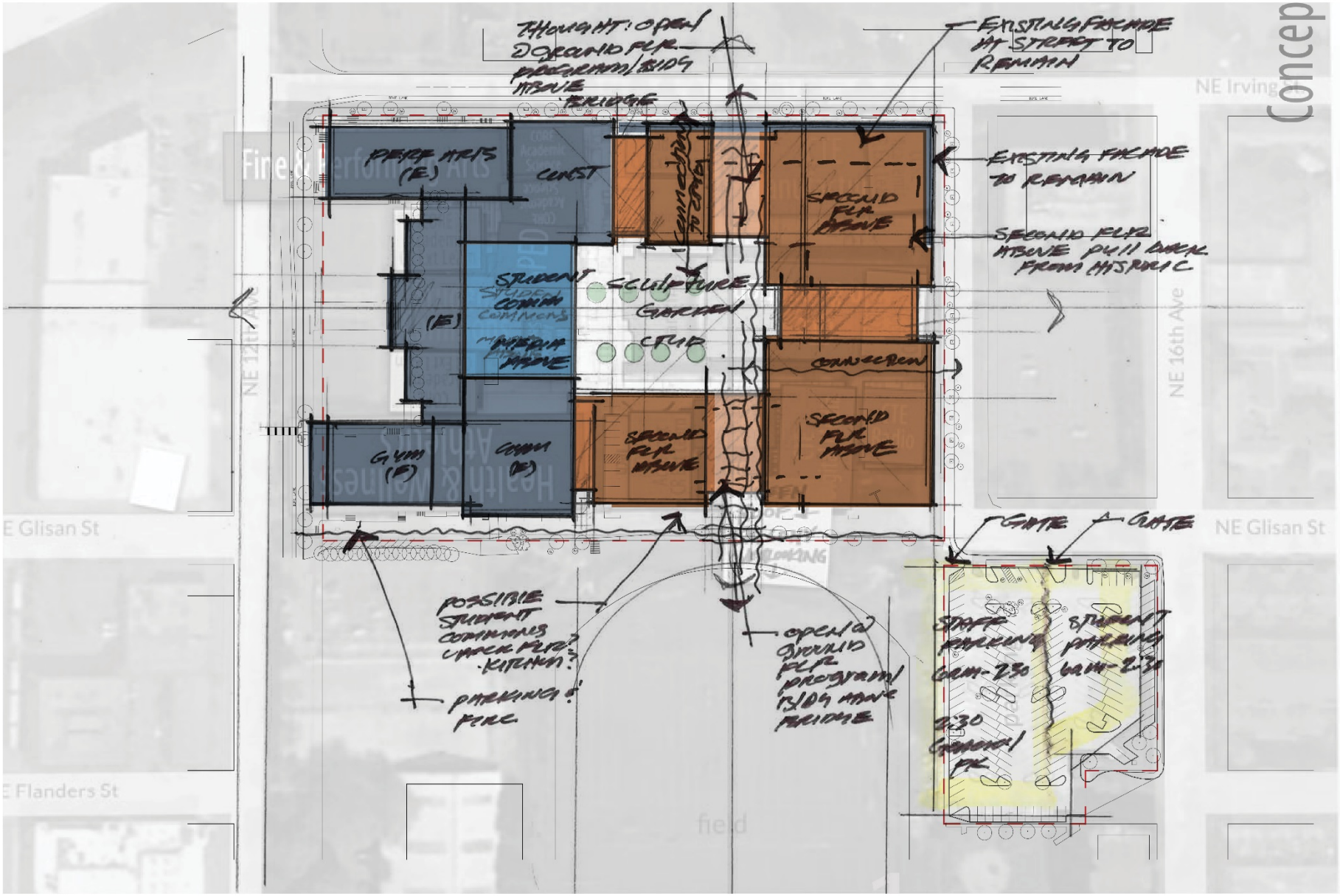
MP Concept B



MP Concept C

MP Concept D





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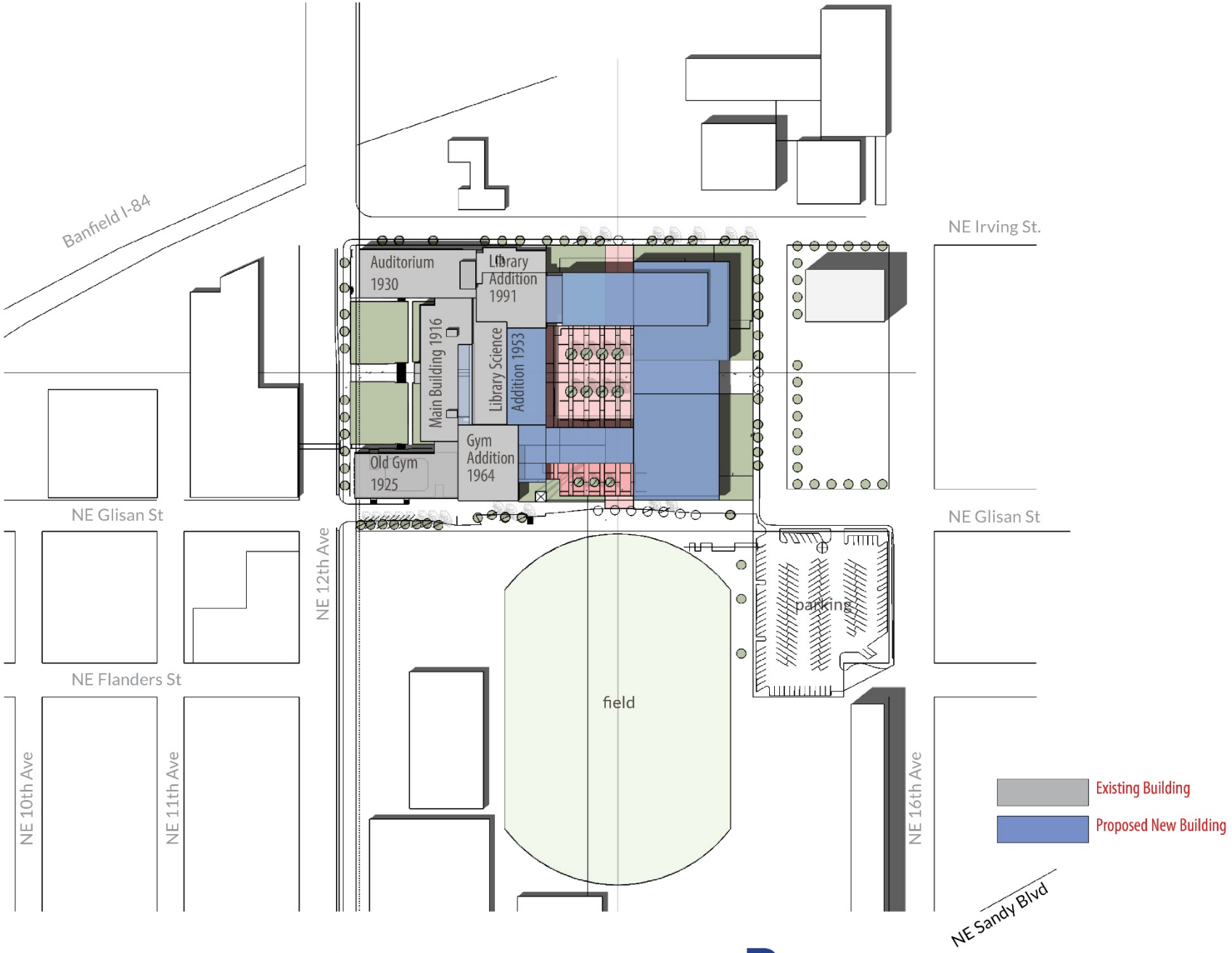
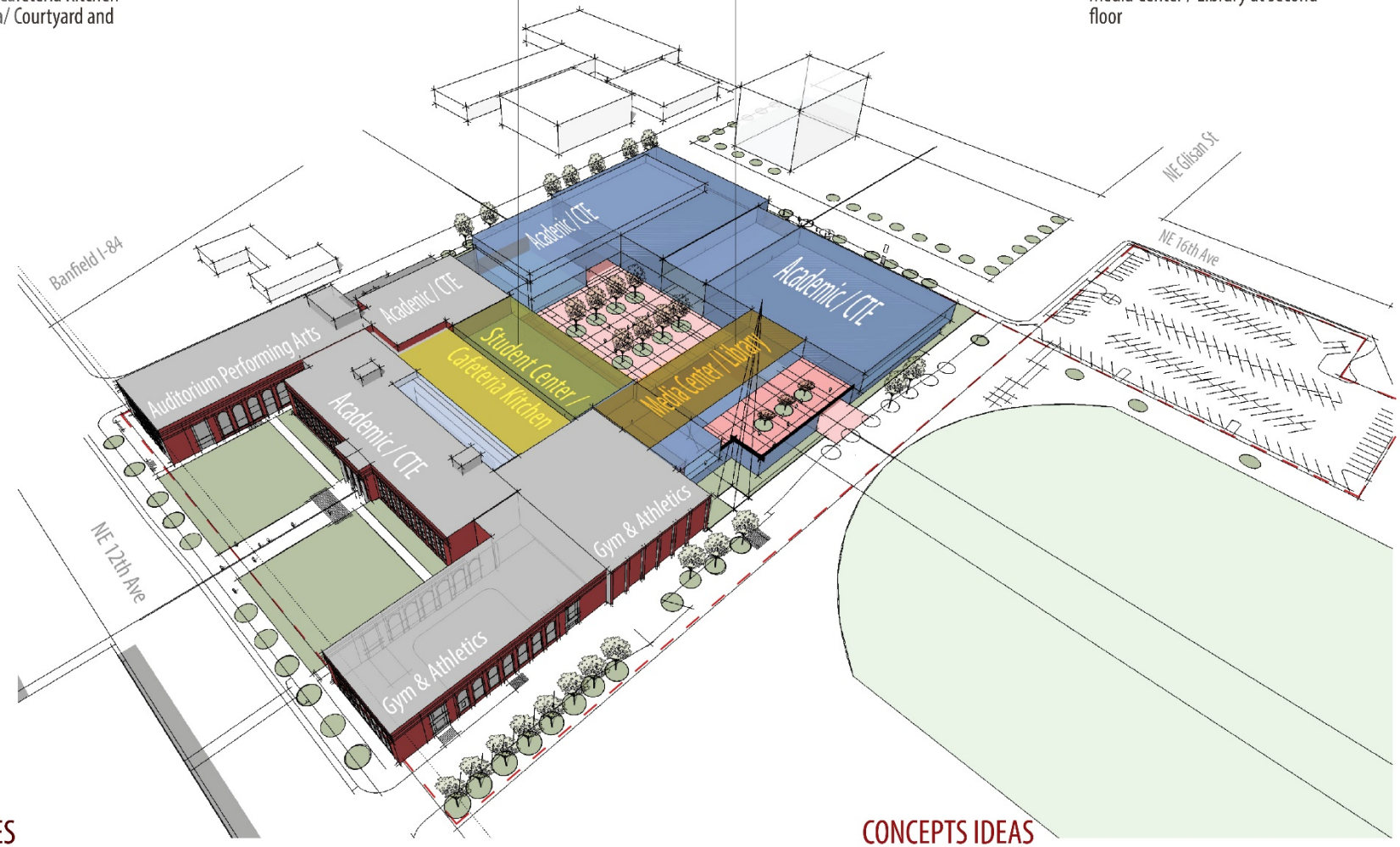
SCALE: 1"=40'-0"

MASTER PLAN CONCEPT D LEVEL 1



BENSON POLYTECHNIC HIGH SCHOOL
05.13.2016 MPC-6

MASTER PLAN CONCEPT D



CONSISTENT THEMES

Maintain presence of iconic NE 12th Avenue portions of the building (Theater, Main Classroom Wing, Old Gym)

Plaza as a gathering space for entire campus

Provide connections between academic and CTE learning

CONCEPTS IDEAS

- 3 significant public spaces combine to create the heart of the school: Student Center, Library, Plaza
- Makes connections to surrounding urban context
- Connects building and field to create a unified campus
- Provides greater flexibility for re-imagining CTE spaces

Existing Building

Proposed New Building

MASTER PLAN CONCEPT D