

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #2

SUMMARY AND NOTES

NOVEMEBR 7, 2019



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MEETING DETAILS

Meeting Location

Benson Polytechnic High School, E105
546 NE 12th Ave, Portland, OR 97232

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Brian Oylear, Project Director
Jamie Hurd, Project Manager

DESIGN ADVISORY GROUP MEMBERS:

Allison Adams
Cathy Reynolds
Cheryl James
Donee Deschler
Elli Sussman
Elise Huggins
Emily Etzkorn
Erlinda Badinas
Jeanne Yerkovich
Jeffrey McGee
Korinna Wolfe
Lisa Veatch
Max Whitehouse
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn
Ursula Loret de Mola

GENERAL PUBLIC

Stephen Coy
Kevin Clark
Jessica Murchison
Christina

DESIGN TEAM

Joe Echeverri, Bassetti Architects
Lydia Burns, Bassetti Architects
Jake Rose, Bassetti Architects

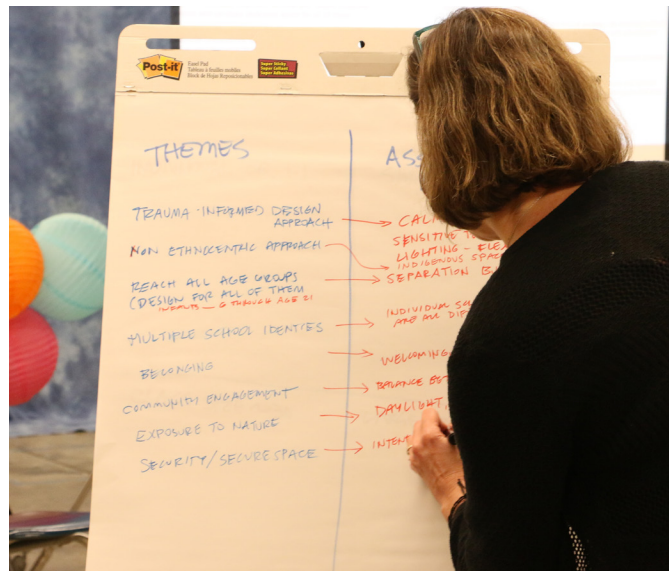
Agenda

6:00 - 6:05	Arrival & Welcome
6:00 - 6:15	Introduction Activity
6:15 - 6:30	Kenton Swing Site Debrief
6:30 - 7:05	Guiding Principles Follow-Up Activity + Group + Discussion
7:05 - 7:40	Collaborative Learning Activity + Group + Discussion
7:40 - 8:00	Site Analysis Activity
8:00-8:05	Wrap Up

INTRODUCTION ACTIVITY

DAG members stated their names and shared a few things that they were excited about seeing in the new MPG building. Here is a sampling of answers:

- + Interested in how all perspectives will be in the room with grouping of programs.
- + The group is coming together in collaboration.
- + Excited about creating beautiful space where students can feel valued and inspired.
- + Creating space that will meet academic needs AND social, emotional needs.
- + Having a place where kids feel validated; not pushed out – not shoved into outdated space.
- + Interested in creating a place where the design takes into account trauma-informed best practices.
- + Excited about planning a great space where we can welcome our students AND their families.
- + This is an opportunity to create, offer high quality space that is warm and inviting, can provide up-to-date access to technology.
- + Excited about the idea of childcare on-site. Our teen parents need a childcare option that is close to where they go to school.
- + Excited about how CTE programs can support these students.



KENTON SWING SPACE DEBRIEF

DAG members shared feedback from a recent visit to the Kenton swing space:

- + Liked the access to the space in the portables.
- + More space is desperately needed and Kenton has it.
- + Appreciated the access to a real gym and cafeteria space – normal school services.
- + Liked the small theater.
- + Kenton has a place for movement!
- + Valued that there was access to a shower – this is something that is desperately needed for vulnerable population, many experiencing homelessness.
- + Appreciated access to spaces for confidential



meetings / conversations.

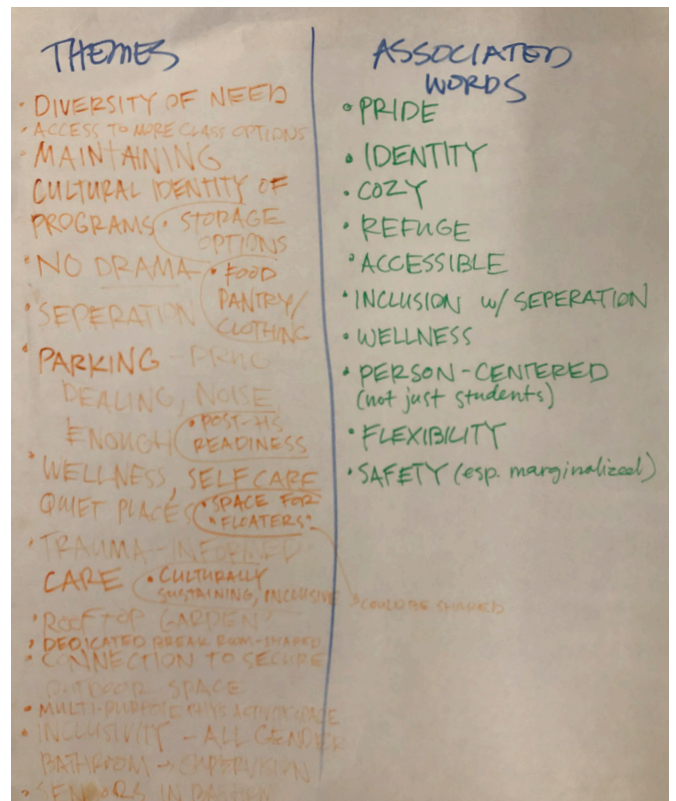
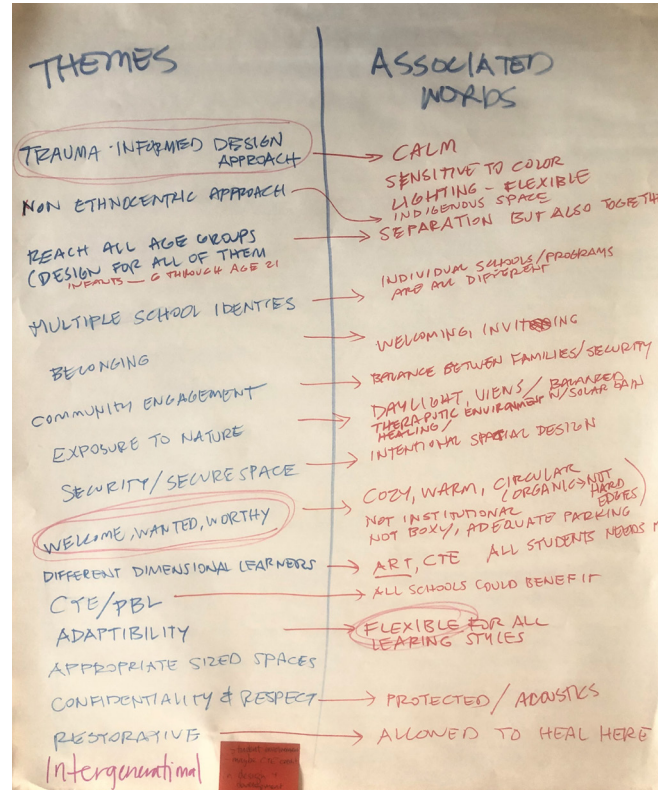
- + Joe Echeverri of Bassetti Architects noted that the walk-through sparked conversation of how all of these different schools / programs can visualize working together.

GUIDING PRINCIPLES FOLLOW UP ACTIVITY

A list of Guiding Principles for the project that were identified during the last meeting were distributed to DAG members. They were asked to identify themes and pull out associated words. Some results are listed below (items in **bold** were mentioned by multiple groups):

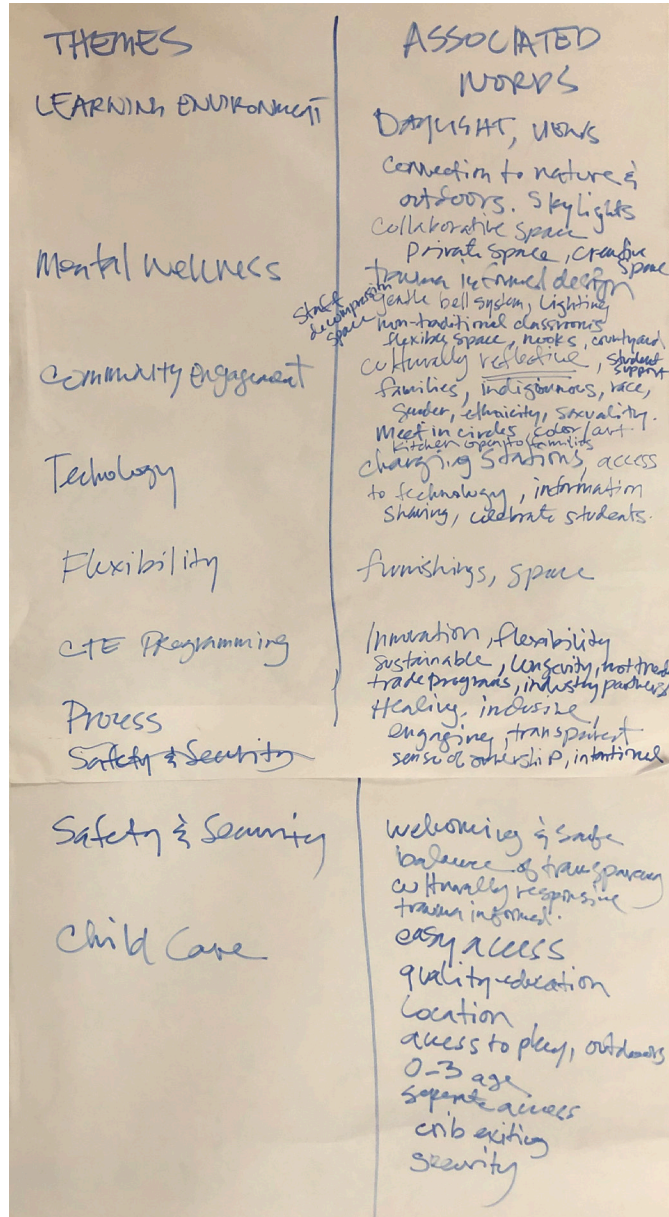
THEMES:

- + **Trauma-informed design approach**
- + Non-ethnocentric approach
- + **Intergenerational/for all age groups (infants through age 21)**
- + **Multiple school identities**
- + Belonging
- + Community engagement
- + **Exposure to nature/connection to outdoors**
- + **Safety/Security** - including parking
- + **Welcome, wanted, worthy**
- + Different dimensional learners
- + **CTE/PBL educational delivery**
- + More class options
- + **Adaptability/Flexibility**
- + Confidentiality and respect
- + Restorative
- + Storage, food pantry, clothing, showers, laundry for students
- + **Wellness**, self care, quiet places
- + Space for floaters
- + No drama
- + Post-high school readiness
- + **Separation**
- + Learning environment
- + Mental wellness
- + Community engagement
- + Technology
- + Child care



ASSOCIATED WORDS

- + Calm
- + Sensitive to color, lighting, flexible
- + Indigenous space
- + **Separation with inclusion**
- + Individual schools/programs are all different
- + **Welcoming**, inviting
- + Balance between families and security
- + **Daylight, views**
- + Balanced therapeutic environment with solar gain/thermal comfort
- + Intentional spatial design
- + **Cozy, warm**, organic, not institutional
- + **Art, CTE, other programs**
- + All students needs met, for all schools/ programs
- + **Flexible** for all learning styles
- + Protected/Acoustics
- + Allowed to heal here
- + Pride
- + Identity
- + Refuge
- + Accessible
- + Wellness
- + Person-centered
- + **Flexibility**
- + Safety, especially for marginalized populations)
- + Collaborative space, private space, creative space
- + **Trauma informed design**: staff decompression space, gentle bell system, lighting, non-traditional classrooms, flexible space, nooks, courtyard.
- + Culturally reflective: student support, families, indigenous, race, gender ethnicity, sexuality
- + Meet in circles
- + Color and art
- + Kitchen open to families, changing stations, access to technology, information sharing, celebrate students
- + Furnishings, space
- + Innovation
- + **Sustainable**
- + Longevity, not trendy
- + Trade programs, industry partners
- + Healing, inclusive, engaging, transparent,



- + sense of ownership, intentional
- + Balance of transparency
- + Culturally responsive
- + Easy access
- + Quality education
- + Location
- + Access to play, outdoors for 0-3 age
- + Separate access
- + Crib exiting
- + Security

COLLABORATIVE LEARNING (AND OTHER RELATED) ACTIVITIES

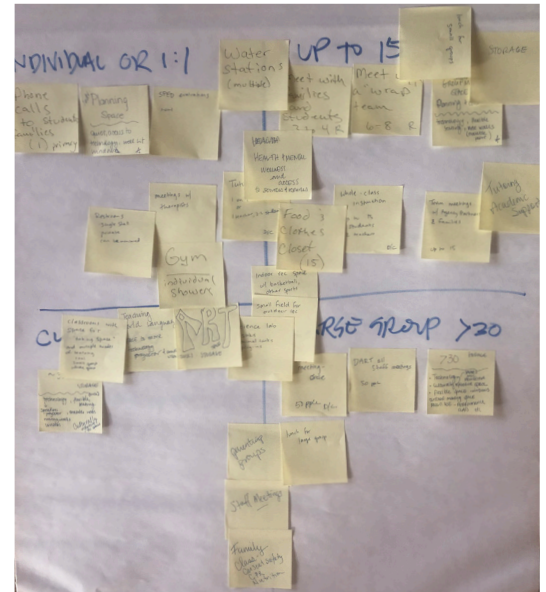
DAG members formed small groups and were asked to list as many 'learning activities' as they could for each level of collaboration and write each of them on a separate sticky note. After writing as many activities as they could think of, members worked in a group to place them in the appropriate category: individual/one-on-one, small group (up to 15), class size (15-30), large group (30+). Results are listed below :

INDIVIDUAL:

- + Phone calls to student families
- + Planning space
- + SPED evaluations
- + Restrooms - single stall/all gender
- + Gym showers
- + Meetings with therapists/counseling
- + Water stations
- + Health/mental wellness and access to services and resources
- + Tutoring, 1:1 or 1:2-3
- + Independent work/places for kids who need to work away from others
- + Walk/movement breaks
- + Chemistry labs for make-up days
- + Quiet places to cool down or escape
- + Spray booth (paint, finishes)
- + Private space for meetings with probation officer
- + Computer, printer for student use
- + Computers for student research, writing
- + Reading nooks - visually obscured, acoustic
- + Student laundry
- + Independent math
- + Cozy spot
- + Place to pump milk and/or breastfeed

SMALL GROUP:

- + Meet with families and students
- + Food and clothes closet
- + Lunch for small groups
- + Meet with a "wrap" team (6-8)
- + Whole-class instruction (up to 15 students, 2 teachers)
- + Small group meeting space for planning and collaboration - technology, flexible seating, note walls
- + Tutoring, academic support
- + Team meetings with agency partners and families (up to 15)
- + Reception space/secretary



- + Meetings (3-15 people)
- + Conferencing
- + Gardening/nature time - learning to cook them too
- + Small group instruction (2-3)
- + Whole class instruction (approx. 9 students)
- + Art
- + Small group reading and discussion within larger group
- + Virtual scholars - include labs on-site
- + Chemistry labs - groups up to 4
- + Learning center - tutoring for virtual scholar
- + Food pantry for students
- + Print making
- + Community meeting to meet students before they begin classes
- + Video editing
- + Welding
- + 3D modeling
- + Identity groups - private space
- + Messy project room to spread out work
- + Cut random materials for assemblage, etc.
- + Paint/draw
- + 3D print
- + Soft places to sit
- + Mindful movement with students
- + Sports - basketball, soccer, etc

CLASS SIZE:

- + Family Class - car seat safety, CPR, Nutrition
- + Staff meetings
- + Parenting groups
- + Classrooms with space for "taking space" and multiple modes of learning
- + Art space - sinks, storage
- + Teaching world language - space to move - technology - projector and audio visual
- + Science lab - sinks, animal tanks, plug-ins
- + Community meeting
- + Presentations (with technology)
- + Office team meetings - 10 people
- + Garden class
- + Debate
- + Direct instruction - notes and discussion
- + Spread out space for portfolio and project work (language, science, history, etc.)
- + Read aloud
- + Throw things off roof

- + Online learning space (virtual scholars) - approx. 20 students
- + Gym - PE, sports, movement. A real, full gym.
- + Project design/collaborative thinking.

LARGE GROUP:

- + Small field for outdoor recreation
- + Indoor rec space with basketball
- + Lunch for large group
- + All-school meeting- circle (50 people)
- + DART all staff meetings (50 people)
- + Staff meetings
- + Lunch hangout
- + Celebrations - auditorium sized
- + Indoor walking track
- + Performance
- + MORP (i.e. school dance) - large group celebratory gatherings
- + Cafeteria

SITE ANALYSIS ACTIVITY

DAG members once again formed three small groups. Each group received two site plans - one showing only the immediate surrounding context and another showing a much larger extent of the surrounding neighborhood. They were asked to review the site and comment/draw input on the following aspects of the site:

- + Pedestrian Access
- + Vehicular Access
- + Key points of entry
- + Views, sun angle, shading, sustainable features
- + Aspects that should remain
- + Student-centered space
- + Any other relevant elements

Results are shown on the following pages.





WRAP UP

The group discussed the possibility of touring a recently constructed alternative high school in Woodburn and DAG members submitted papers listing days of the week they were most available. The most popular option was Saturday.

NEXT STEPS

MPG DAG #3, December 12, 6:30-8:30 pm, location to be determined.

Site Visit, Success Alternative High School, Woodburn, December 14 (to be confirmed).