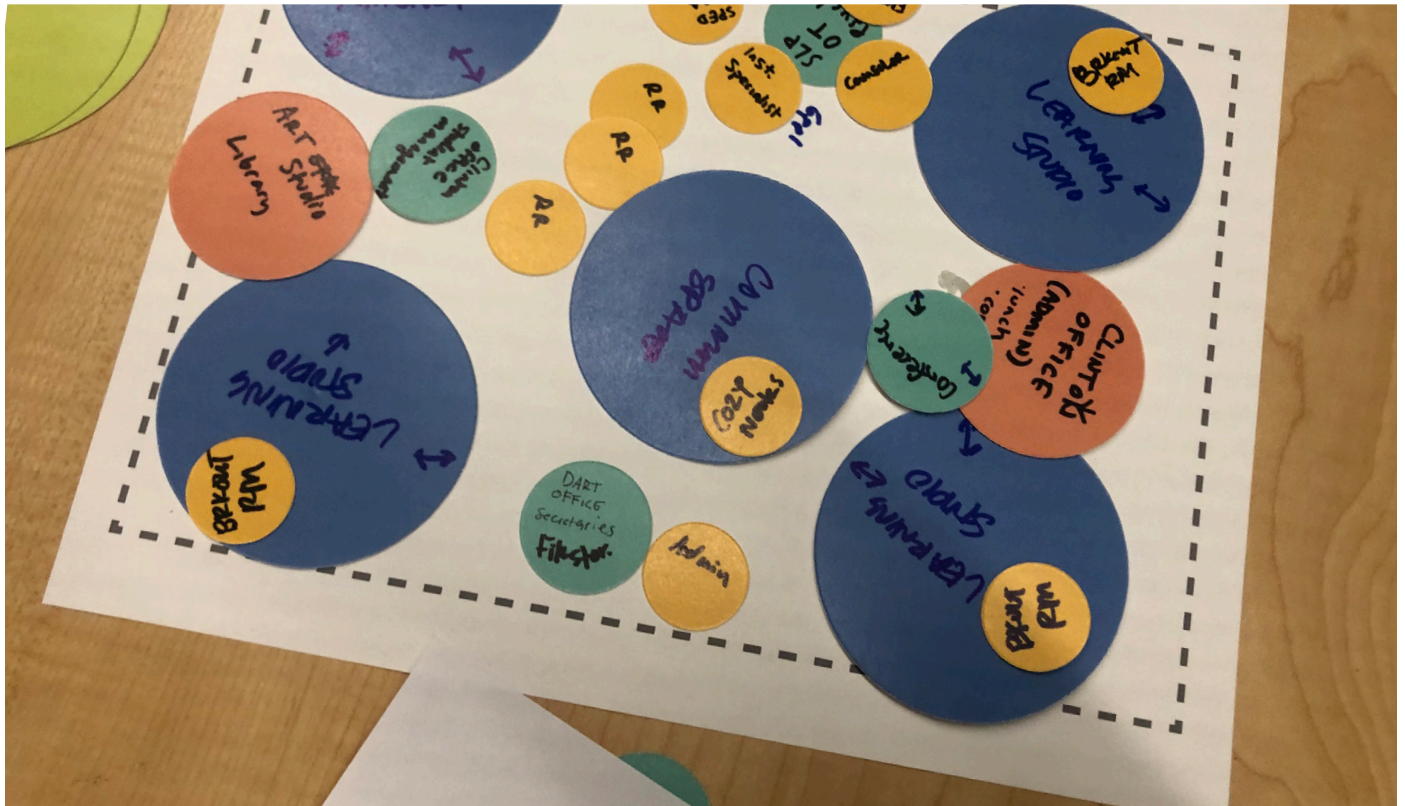


MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #4

SUMMARY AND NOTES

JANUARY 9, 2020



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MEETING DETAILS

Meeting Location

Grant High School
2245 NE 36th Ave, Portland, OR 97212

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Brian Oylear, Project Director
Jamie Hurd, Project Manager
Julia Brim-Edwards, School Board Rep.

DESIGN ADVISORY GROUP MEMBERS:

Allison Adams
Cathy Reynolds
Cheryl James
Donee Deschler
Elli Sussman
Elise Higgins
Erlinda Badinas
Jeffrey McGee
Korinna Wolfe
Lisa Veatch
Lorna Fast Buffalo Horse
Max Whitehouse
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn

DESIGN TEAM

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

Agenda

<u>4:00 - 5:00</u>	<u>Pre-meeting tour of Grant High School</u>
5:00	Arrival & Welcome
5:00 - 5:10	School Tours Feedback <ul style="list-style-type: none">+ Woodburn Success High School Observations+ Grant High School Observations
5:10 - 5:15	Guiding Principles/Schedule Updated Version <ul style="list-style-type: none">+ Boards of current Guiding Principles shared and available for comment
5:15 - 6:00	Site Layout & Adjacencies Follow-up Activity <ul style="list-style-type: none">+ Presentation of site and building adjacency schemes+ Review and provide feedback+ Discuss as a group
6:00 - 6:55	Learning Community Adjacency Activity <ul style="list-style-type: none">+ Precedent images and learning community examples+ Tour transportation logistics
6:55 - 7:00	Wrap Up
<u>7:00 - 8:00</u>	<u>Post-meeting tour of Grant High School</u>

ARRIVAL AND WELCOME

To begin the meeting, Joe Echeverri of Bassetti Architects, welcomed DAG members and thanked them for coming to the fourth Design Advisory Group meeting for the Multiple Pathways to Graduation project, reflecting on the work that had been done thus far and the team's excitement to share new developments.

SCHOOL TOURS FEEDBACK

Next, Joe asked DAG members to share feedback from recent tours that the group had taken of both Woodburn Success High School and Grant High School (location of the meeting). Some of their thoughts are recorded below:

WOODBURN SUCCESS HIGH SCHOOL

- + helpful to see a smaller-scale school to get a sense for the size of a learning committee at the new MPG building
- + liked whiteboard-faced cabinets with storage behind
- + positive comments on the breakout space in classrooms
- + liked open commons space - ability for school-wide meetings, student body can all be together

GRANT HIGH SCHOOL

- + bathrooms much more inclusive
- + shared classroom concept seems better than anticipated
- + finishes seem very institutional, corporate, and cold - particularly in the counseling center. May not be the right fit for MPG population.





GUIDING PRINCIPLES UPDATE

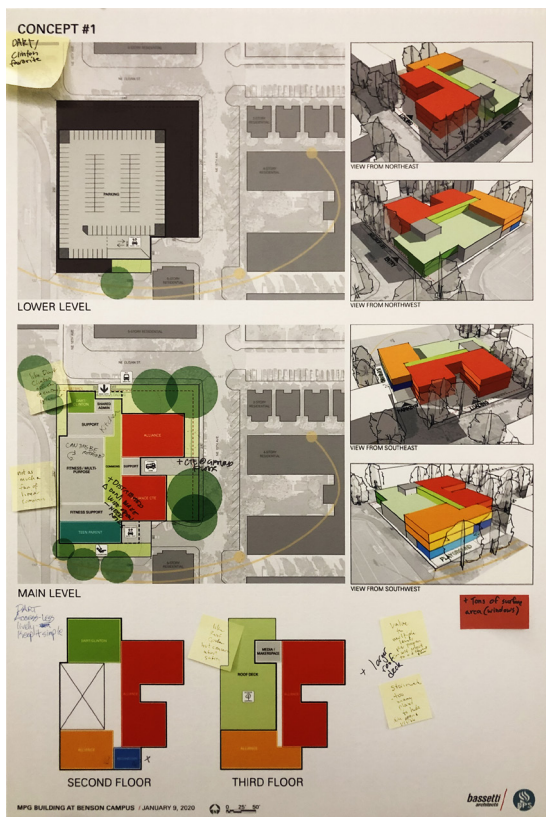
Debora Ashland of Bassetti presented an updated version of the project's Guiding Principles along with a compiled school schedule based on information received from DAG members at the last meeting. In the interest of time, discussion was kept to a minimum but comments/notes were encouraged to be made at any point during the meeting, or to be sent to Jamie Hurd, Project Manager for PPS. She emphasized that the Guiding Principles are a working document and will be available for adaptation moving forward. The updated Guiding Principles for the project are as follows:

- + Create a **respectful, inclusive COMMUNITY** responsive and adaptable to student needs and student voice – **EMPOWERING students** and instilling a **sense of PRIDE**.
- + Support the **MISSION of the schools**. Uphold and **celebrate the IDENTITY** of each school, **enhancing a SENSE OF BELONGING** and providing greater visibility for students to engage with the wider community through better educational opportunities – encouraging re-connection.
- + **Celebrate and support DIVERSITY** of all ages, races, genders, sexuality, physical and neurological abilities.
- + **Cultivate durable CONNECTIONS of all CULTURES**. Promote culturally-sustaining family involvement by providing culturally-connected events and services. Honor the indigenous land on which the school is built.
- + **Create a campus that is APPEALING, WARM, and INVITING** to all (students, staff, volunteers, families, visitors), and **reflects the schools' values** such as healing growth, justice, and opportunity. Create left brain/right brain experiences to provide non-institutional character respectful of the Northwest.
- + Provide **access and strong CONNECTIONS to the ENVIRONMENT**. Incorporate **SUSTAINABLE ELEMENTS** in the design, construction, and operations of the facility.
- + **FOSTER WELLNESS AND HEALTH** by providing a **SAFE AND SECURE facility influenced by TRAUMA-INFORMED best practices**. Provide supports including: community resources, mental health, nutritional needs, clothing/showers/laundry, child-care, etc.
- + **Encourage CURIOSITY, CREATIVITY, and INQUIRY** by providing **FLEXIBLE INFRASTRUCTURE and SPACES** to drive collaboration and play – structured and unstructured. Include places for calmness, confidentiality, and reflection, as well as social connection and excitement. Provide **PURPOSEFUL DESIGN SOLUTIONS**.
- + **ENGAGE THE COMMUNITY** by leveraging existing community relationships and connections. Support new partnerships to **enhance LEARNING OPPORTUNITIES**.

SITE LAYOUT AND ADJACENCIES FOLLOW-UP ACTIVITY

As a follow-up to the site massing and adjacency activity that DAG members participated in at the previous meeting, Joe Echeverri presented four building schemes or concepts. These schemes take into account their ideas about how the building could be arranged on the site and how different building functions could be distributed. Functionality and square footage are represented in the schemes. Color coded massing shows various “zones” - orange for learning spaces within Alliance at Meek, yellow for learning spaces for Alliance at Benson, light green for communal spaces (both indoor and outdoor), a darker green for DART/Clinton’s learning spaces, teal for Teen Parent Services, and blue for Reconnection Services.

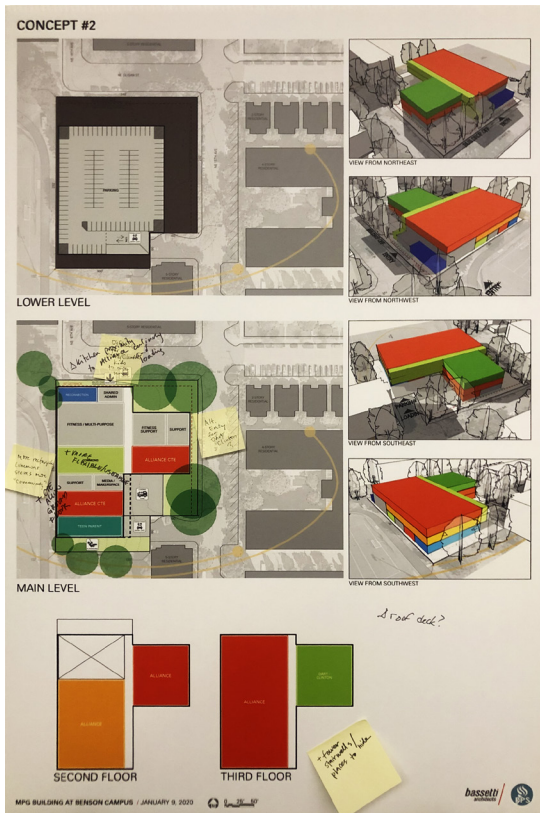
Joe first presented the schemes digitally to the whole group with a brief explanation of the thinking behind each one. Afterwards, DAG members were split into two groups and each group was given a physical copy of each scheme. With the assistance of Bassetti staff they were encouraged to mark up the boards with their comments using “Δ” for things that they would change and “+” for things that they liked. Additional comments were encouraged.



CONCEPT #1: This concept is closest to how DAG members arranged the building during the activity at the last meeting. It takes advantage of north/south light with its form and provides several nodes of “right-sized” learning communities. A loading zone off of 15th Ave provides access to kitchen and CTE spaces, and a long narrow commons adjacent to the gym acts as the central spine of the building. The following comments were provided

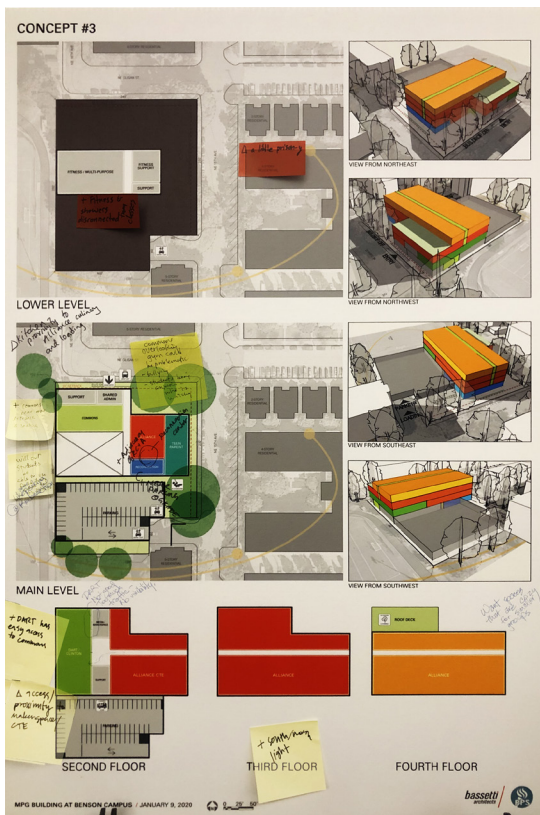
- (+) distributed learning communities
- (+) all CTE on ground floor
- (+) large roof deck
- (+) tons of surface area (windows)
- (+) placement of DART/Clinton office at entry
- (+) roof garden
- (+) value to multiple levels per program - students would be able to self-select to a different floor if needed

- (Δ) can gym be rotated?
- (Δ) DART may be hard to access
- (Δ) don't make commons wide open, need “nooks”
- (Δ) linear commons
- (Δ) concerned about roof deck safety
- (Δ) many stairwells may create too many places to hide



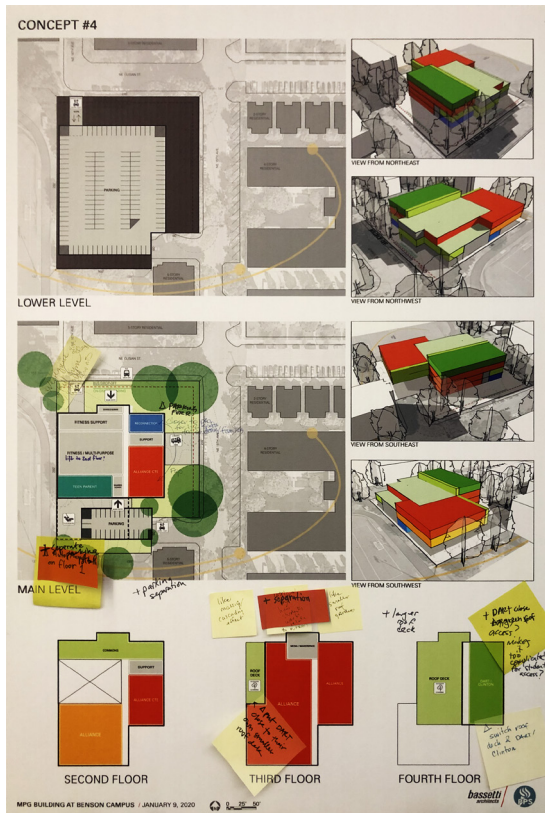
CONCEPT #2: This concept creates larger more condensed blocks of learning communities. It features a large room-like commons and takes on a more simple, boxy form. Comments from DAG members were:

- (+) more flexible/usable commons
- (+) CTE all on ground floor
- (+) more rectangular commons seems more "community"
- (+) probably fewer stairwells/places for students to hide from teachers
- (Δ) kitchen proximity to Alliance culinary and loading
- (Δ) no roof deck
- (Δ) need alternate entry for DART/Clinton - difficult on third floor
- (Δ) DART/Clinton far from drop-off, would have to enter through main entrance.



CONCEPT #3: This concept takes advantage of north/south light with an east/west building orientation. It includes a gym sunken to the level of the adjacent field and a two-story parking structure at the south end of the site. Comments from DAG members are:

- (+) fitness and showers disconnected from classes
- (+) adjacency of Reconnection and Alliance (with Reconnection Center between them)
- (+) Reconnection near parking at grade
- (+) commons near main entrance is inviting
- (+) north/south light
- (+) DART would have easy access to the commons
- (Δ) a little prison-y
- (Δ) kitchen proximity to Alliance culinary and loading
- (Δ) DART near too much traffic, no visibility
- (Δ) want spaces that are cozy for smaller groups
- (Δ) commons overlooking gym could be problematic (bullying, students anxious about who is watching, etc.)
- (Δ) connection to field is good but unsure if students will be able to use it. BPHS students generally have priority
- (Δ) access/proximity to maker space/CTE



CONCEPT #4: This concept was largely driven by the parking arrangement. A large lower level of parking could be dedicated to Benson Polytechnic High School users with access at the northwest corner of the site closest to Benson. A small surface lot at the other end of the site would meet MPG parking needs. Comments from DAG members are recorded below:

- (+) separate parking lots
- (+) like massing/cascading effect of roof
- (+) intrigued by how students would relate to outdoors
- (+) like smaller roof gardens
- (+) DART close to green roof
- (+) separation - DART and Alliance have their own floors
- (Δ) switch roof deck and DART/Clinton
- (Δ) put DART/Clinton close to their own smaller roof deck
- (Δ) need a full gym with bleachers on both sides (seating 400-500)
- (Δ) parking is far from Reconnection
- (Δ) flip CTE and Reconnection?
- (Δ) move gym to 2nd floor?
- (Δ) Auto and Manufacturing should both be on first floor

GROUP DISCUSSION

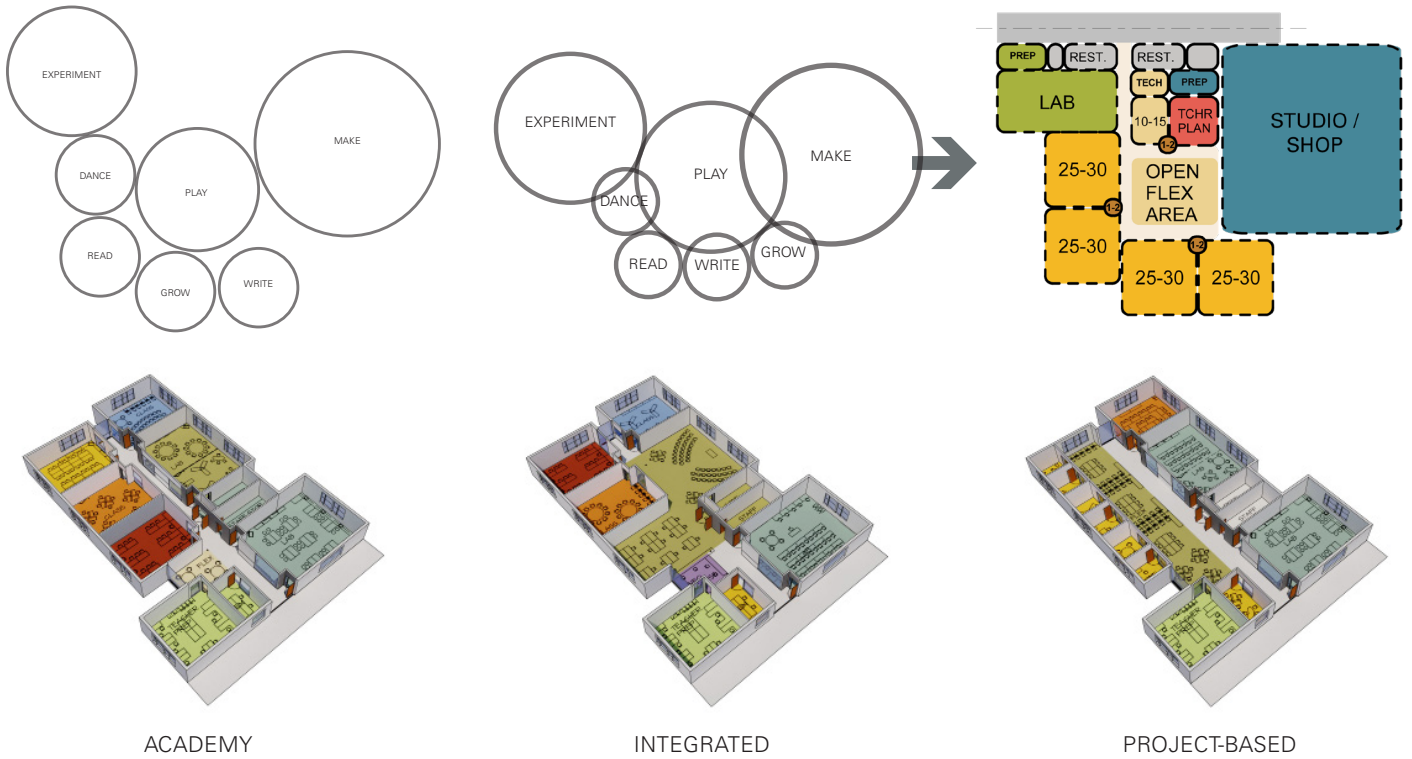
DAG members came back together to discuss the schemes as a group.

The group from DART/Clinton stated that Concept #1 was their preferred scheme due to the access to the outdoors and being able to enter/stay in their own space. They did not, however, like the long narrow commons, they preferred a more room-like commons near the entrance similar to Concept #3. They emphasized a need for their students to have access to building-wide resources such as the commons and outdoor space but mentioned their students would be uncomfortable traveling far into the school to get to their classrooms.

Alliance at Benson DAG members were most excited about Concept #1, though they weren't thrilled about a long narrow commons. They mentioned that Alliance at Meek and Alliance at Benson will essentially be merged and could be represented with a single color in future diagramming.

The group from Alliance at Meek agreed that the first scheme was most successful, though they prefer the parking arrangement of Concept #4. They liked the plentiful exterior access, outdoor spaces, and having all CTE on the ground level.

Reconnection Services DAG members emphasized their need for direct access to entry and parking for families who will be visiting the building for the first time and may otherwise get lost.



LEARNING COMMUNITY ADJACENCY ACTIVITY

Joe Echeverri introduced the next activity by displaying various examples of learning community configurations, some of which are shown here. He explained that there are many different strategies to form and arrange learning spaces in ways that may be more effective than the traditional classroom/hallway configuration that many people are used to. This exercise involves people forming learning communities based on needs, rather than assuming individual classrooms as the norm.

DAG members broke into their respective school groups. Each group was given a kit of colored circles - each circle corresponding to the size of learning spaces based on the activities identified in DAG #2. On the back of each circle was labeled the approximate number of people that would comfortably fit in the space. They were color coded by size, ranging from individual spaces to large group spaces (25+).

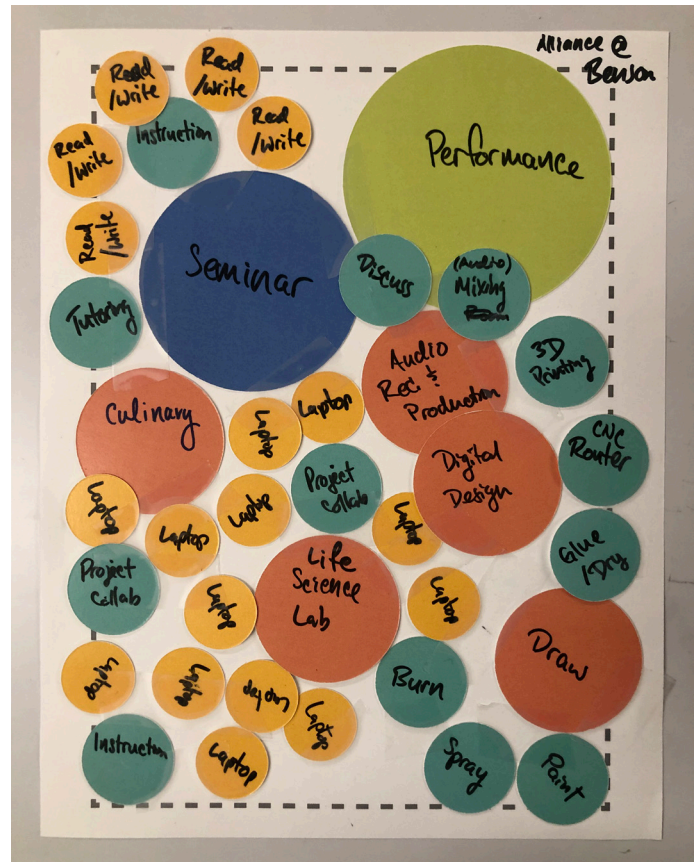
The groups were asked to arrange and label the circles in order to form their ideal "learning community." Indications were made as to which spaces had connections to other spaces and what kind of connection. They had free reign to arrange, label, and draw as they saw fit in order to create their preferred teaching environments.



DART/CLINTON: DAG members from DART/Clinton created a learning community arranged around their own central commons space where they would be able to have their daily all-school meetings, host occasional all-staff DART meetings, and have a space for their students to relax and eat lunch. Four classrooms (one science lab) are arranged around the commons, each one containing a private break-out room for students needing one-on-one instruction. They expressed the desire to have a way out of the classroom that would lead to a private corridor that could be utilized by students who may be having behavioral issues rather than the public entry/exit. Another space off the commons is a small art studio/library that would be utilized by students needing a break from the classroom. Single-user gender neutral bathrooms are close by for student use. A group of offices for counselors, specialists, and itinerant staff is located near classrooms for easy access to students. Separate Clinton and DART admin offices with a shared conference room are located nearby but not necessarily directly connected to the learning community. They discussed the possibility of having the DART office on a different floor from the rest of the learning community but preferred that it all be on the same level.



RECONNECTION SERVICES: The Reconnection Services DAG members arranged their spaces to include private offices, conference spaces, and shared offices for itinerant staff directly off a public entrance. These offices have a close connection with an adjacent "Reconnection Center" which is used as a place for students who are between enrollment periods to receive instruction and to keep them engaged. The center is comprised of one learning space with smaller break-out spaces directly accessible. Support offices for a counselor, social worker, and special ed need to be directly accessible to Reconnection Center, but also accessible to Alliance students.



ALLIANCE AT BENSON: DAG members from Alliance at Benson and Alliance at Meek worked together but created separate diagrams. The group from Alliance at Benson focused on learning spaces with lots of individual work spaces where a student could work independently and without distraction at the periphery of the learning community. This would facilitate the independent learning focus and allow teachers to travel from student to student and monitor other students who are focused on their work. They included various collaboration spaces throughout, other areas for group instruction, and designated spaces for “lab-type” work such as culinary, science, art, and digital design spaces. They included a large performance space for students to showcase their work.

Another option laid out a maker space for technology showing four classroom sized spaces (shown as two circles above) directly adjacent to the larger lab. These classrooms would have operable partitions to allow for collaboration by opening into each other. Alliance at Benson DAG members stated that these collaboration-ready classrooms would work best in groups of two while Alliance at Meek members preferred to have three adjacent classrooms able to open to each other. A teacher space is identified and smaller group spaces could be available to all who use the space.



ALLIANCE AT MEEK: Alliance at Meek worked on larger learning communities with labs, maker spaces, and social areas. Each included smaller break-out spaces for more small group learning and socializing. Language Arts learning would occur in a medium size space with nooks and adjacent small group rooms. The Culinary lab would include 3 small group rooms. The Commons/Student Lounge includes more private “enclaves” that would open to the larger social space. The Chemistry lab includes 7 stations with access to gas, sink, and electricity and includes a larger work instruction space for group teaching. A chemistry specific storage space is shown with direct access to the learning space. A maker-space/art room was identified with 4 individual work areas with direct access to a smaller classroom for math.



WRAP UP

Based on the information gathered at the meeting, the Design Team will work to develop various learning community arrangement options. Additionally, the design team will advance further improved and more detailed site massing schemes for review at the next DAG, after which they will be submitting the masterplan to the District for review and approval through the Bond Subcommittee.

NEXT STEPS

MPG DAG #5, January 29, 2020
5:00-7:00 pm at Benson Polytechnic High School