

# MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #10

SUMMARY AND NOTES

DECEMBER 14, 2020



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## MEETING DETAILS

Due to the COVID-19 Pandemic, this meeting was held virtually, via Google Meet

### Attendees

#### PORTLAND PUBLIC SCHOOLS (PPS):

Jamie Hurd, Project Manager

Bryce Gardner, Construction Manager

#### DESIGN ADVISORY GROUP MEMBERS:

Allison Adams

Bonnie Hobson

Cathy Reynolds

Cheryl James

Donee Deschler

Elli Sussman

Elise Huggins

Erlinda Badinas

Korinna Wolfe

Lisa Veatch

Lorna Fast Buffalo Horse

Max Whitehouse

Nathaniel Edmunds

Susan Kaller

#### DESIGN TEAM

Joe Echeverri, Bassetti Architects

Debora Ashland, Bassetti Architects

Jake Rose, Bassetti Architects

Joanna Schwartz, Mayer/Reed Landscape Architects

#### PUBLIC

Jacquelyn Santa Lucia, Your Street, Your Voice

Noelle Trovillion, Teen Parent Services

### Agenda

5:00 – 5:05 Welcome

5:05 – 5:15 Project Update

5:15 – 5:30 Trauma Informed Design Research

5:30 – 6:15 Building Walkthrough

6:15 – 6:30 Wrap up & Next Steps

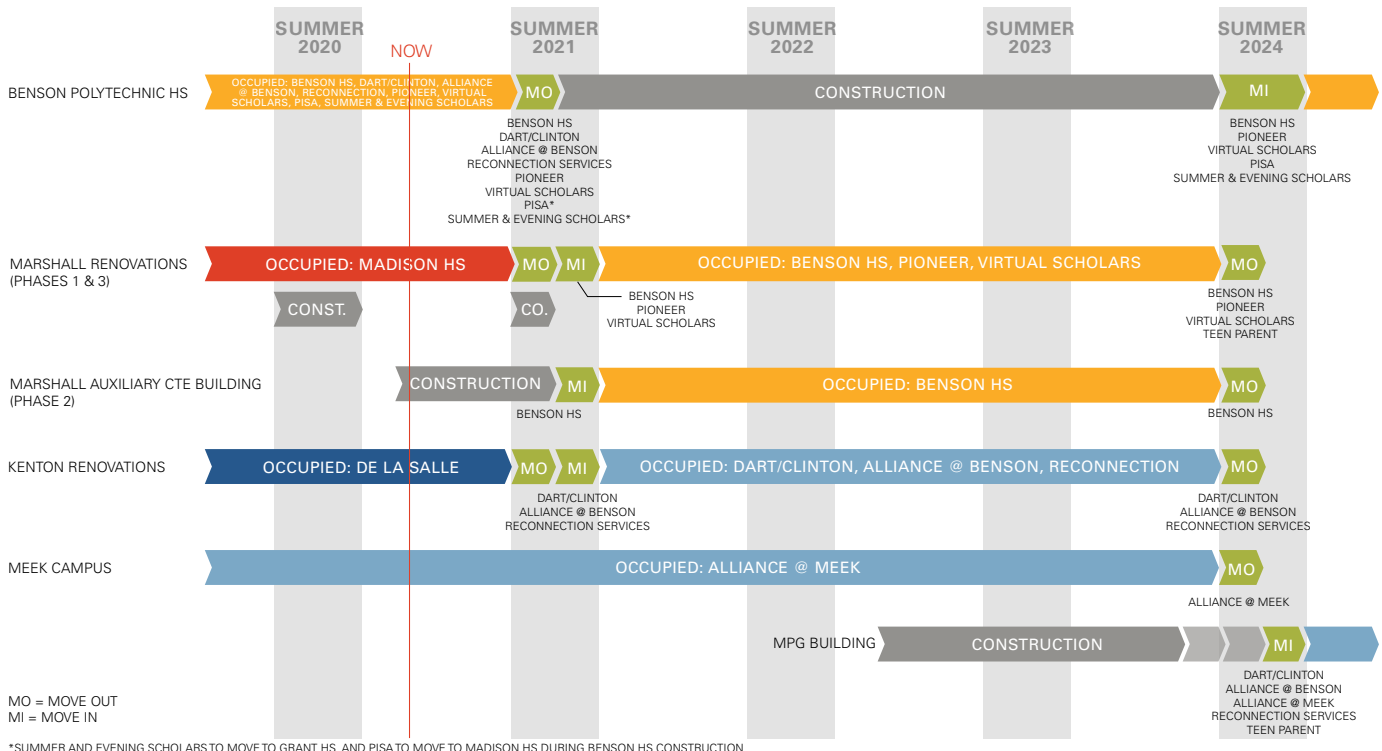
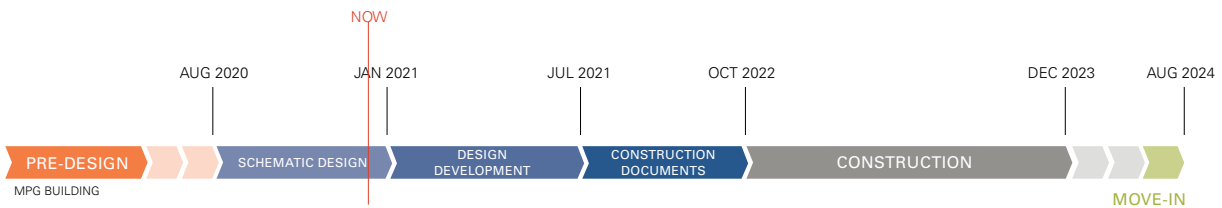
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# WELCOME

Due to the COVID-19 pandemic, this Design Advisory Group meeting was held virtually, via Google Meets. To begin the meeting, Jamie Hurd, Project Manager for PPS, welcomed all and thanked them for their participation.

# PROJECT UPDATE

Joe Echeverri, of Bassetti Architects, gave the group a project update. He explained that the design team is nearing the end of the schematic design process, when the design concept begins to take shape as an actual building design. The schematic design process will be followed by design development, and then construction documents. The design team will reach their 100% schematic design deliverable by December 21. Coordination with Andersen Construction on a mass timber structural system has been ongoing, and the Target Value Budget for the project has been established. The team has also started a student engagement effort, in partnership with Your Street Your Voice and Alliance at Meek teachers to offer a for-credit class which will allow Alliance students to participate in the interior design of the Multiple Pathways to Graduation building.

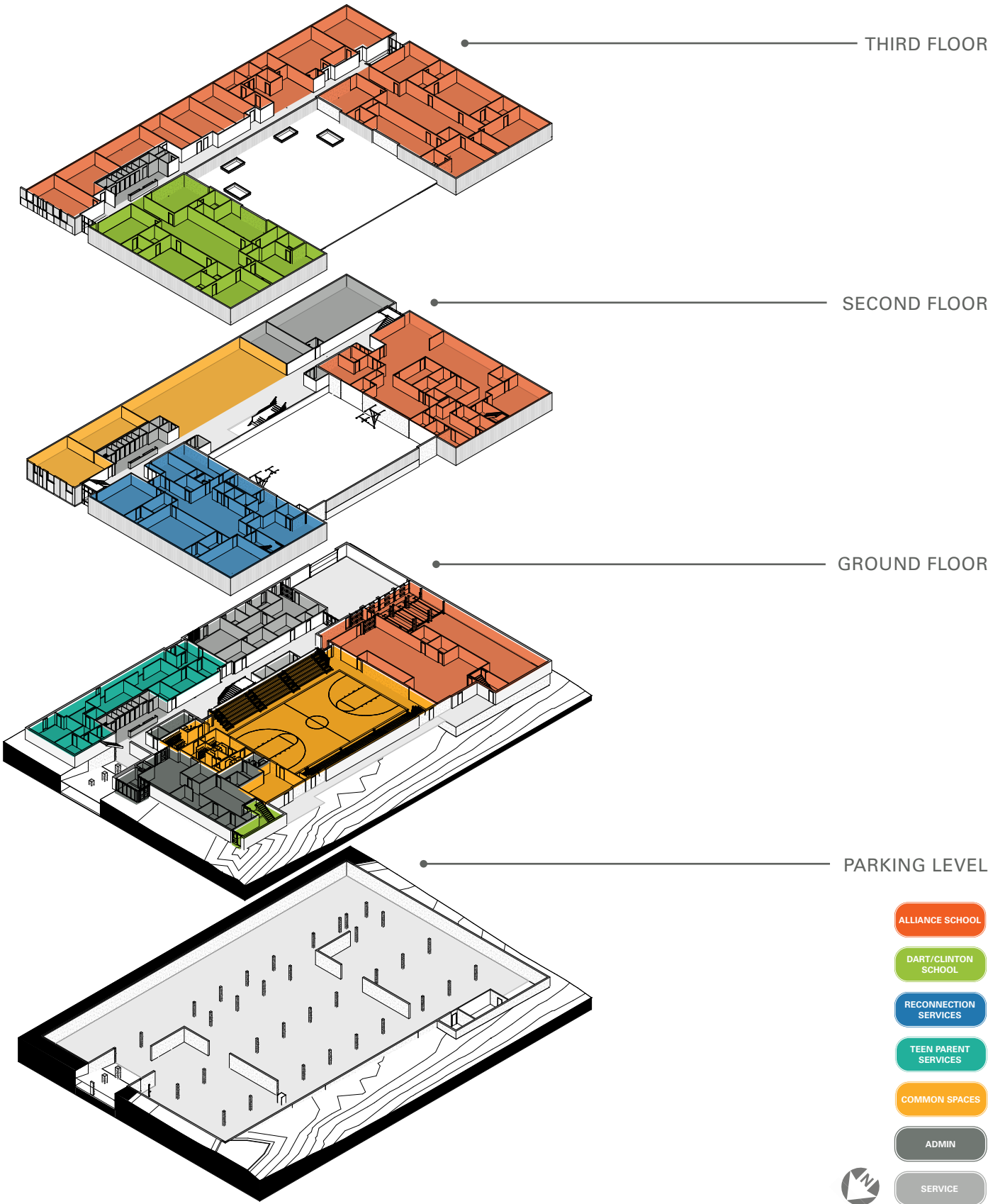


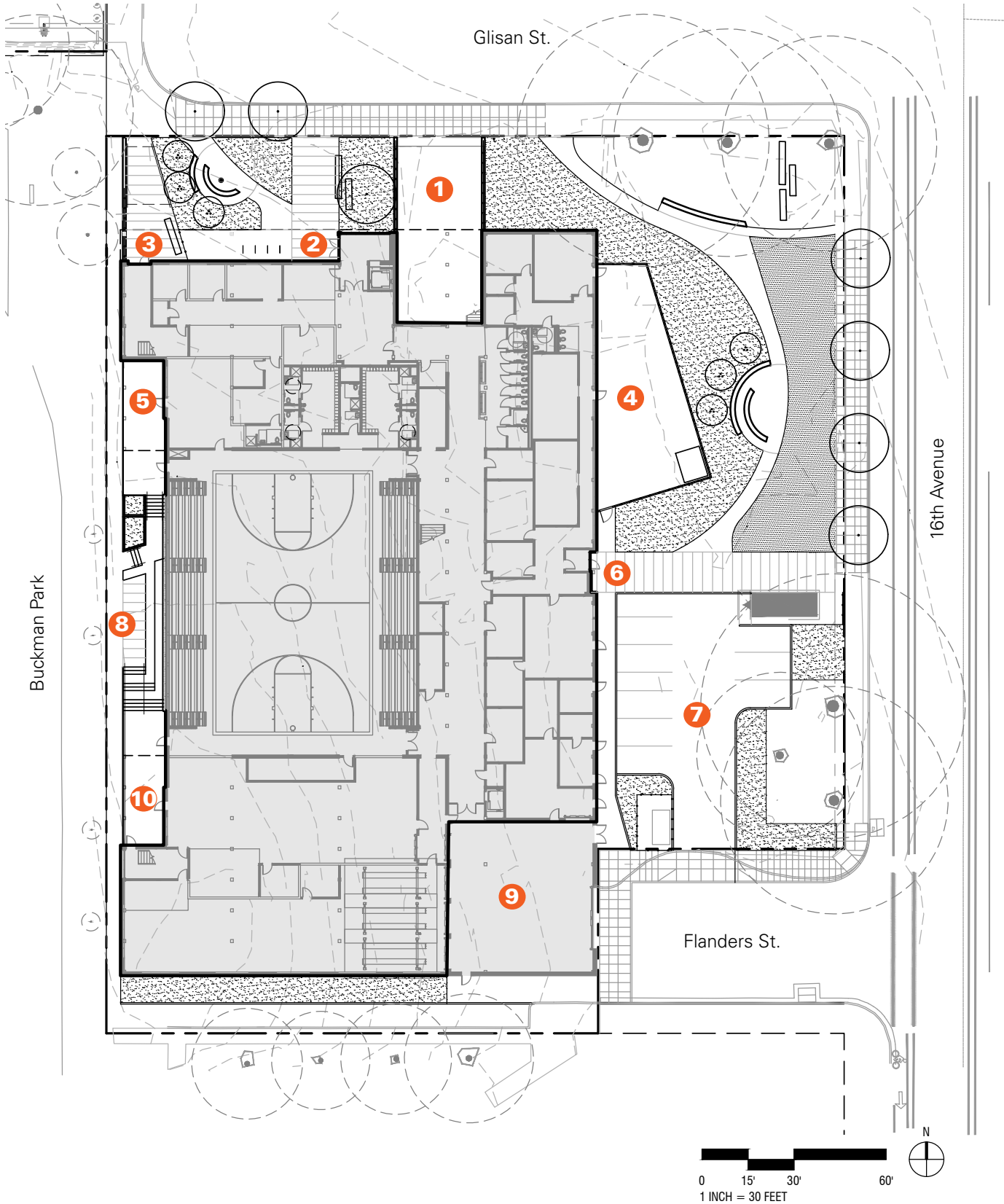
## PROJECT UPDATE

During the last DAG meeting, an option was discussed that would move the DART/Clinton wing to the third floor of the building, situating the Student Services wing on the second floor above the administrative offices. After discussing with PPS stakeholders, the design team has been instructed to move forward with this option. Some considerations for this change include:

- + More direct access for general public needing to go to Reconnection, Teen Parent Office, or other student services, from main entry and north stair.
- + Need to locate spaces at Alliance second floor wing that do not need direct daylight access, where adjacent to gym.
- + DART/Clinton will have direct access to roof deck.
- + DART/Clinton will have more access to daylight at all sides of their learning community.
- + DART/Clinton will be in a less trafficked area on the third floor, and further away from Commons.
- + West stair could be more private and dedicated just to DART/Clinton and admin staff use.

Time was left for comment on this decision, no objections were raised among the Design Advisory Group







- 1 PARKING GARAGE ENTRY
- 2 MAIN ENTRY
- 3 DART/CLINTON ENTRY
- 4 PLAYYARD
- 5 WEIGHT ROOM "PORCH"
- 6 DAYCARE ENTRY
- 7 SURFACE PARKING
- 8 GYM "NICHE"
- 9 CTE/SERVICE COURT
- 10 MANUFACTURING "PORCH"

## SITE PLAN

The Design Advisory Group was next presented with an updated site plan, developed by Mayer/Reed Landscape Architects. The plan has taken into account feedback on the two site design options which were presented at the previous DAG meeting, combining favorable aspects of both options. Some of the characteristics of this design include:

- + Curved pathways throughout the site provide routes to and from site access points
- + Circular nodes with seating provide areas for small gatherings
- + Low plantings provide greenery while maintaining visibility
- + Widened pathway for DART/Clinton entrance
- + Terraced hard scape with seating and exit stairs at the western gym "niche"
- + Generous rectilinear play yard for TPS daycare
- + Entrance to TPS daycare directly off of 16th Ave./ surface parking lot
- + Parking spot for Alliance food truck at northeast corner of surface parking lot
- + Covered "porches" off of weight room and manufacturing studio, providing access to outdoors

This design is expected to remain largely the same as the team moves into its final schematic design deliverable, but will be further developed in the next phase of design.

## TRAUMA-INFORMED DESIGN

As a follow up to the conversations that have been had in past DAG meetings, Jake Rose provided an overview of a trauma-informed approach to the building design. The design team understands that trauma-informed care is integral to the Multiple Pathways curriculum. Bassetti has thus conducted research into how principles of trauma-informed care can translate into the built environment, shown on the next few pages.

Framework from research conducted by Shopworks Architecture outlines a process for trauma-informed design. This process includes: goal setting and agreement, research and discovery, collaboration, and evaluation. Following these steps can help to ensure that user group feels heard and engaged. (Designing for Healing, Dignity, & Joy, 2020)

Choice, Community, and Comfort emerge as three priorities when assessing the "six human qualities that most people desire for physical and mental health in the places they inhabit." (Designing for Healing, Dignity, & Joy, 2020). With each design decision, the team should ask:

- + Is this giving the students and staff **choice**?
- + Is this helping to create **community** among students, and between students and staff?
- + Are we creating **comfort** for students - does this bring calm or spark joy?

Five principles of trauma-informed care, used in the development of supportive housing for those experiencing homelessness, for example, ensure that building design addresses safety of users, preserves choice and autonomy of the users, fosters collaboration and engagement during the process, promotes trustworthiness of the organization, and empowers occupants to feel affirmed on every level. While this is specifically geared toward housing, it is informative for the MPG project.

## Safety



Ensuring physical and emotional safety

## Choice



Individual has choice and control

## Collaboration



### Definitions

Making decisions with the individual and sharing power

## Trustworthiness



Task clarity, consistency, and Interpersonal Boundaries

## Empowerment



Prioritizing empowerment and skill building

### Principles in Practice

Common areas are welcoming and privacy is respected

Individuals are provided a clear and appropriate message about their rights and responsibilities

Individuals are provided a significant role in planning and evaluating services

Respectful and professional boundaries are maintained

Providing an atmosphere that allows individuals to feel validated and affirmed with each and every contact at the agency

Institute on Trauma and Trauma-Informed Care, Buffalo Center for Social Research School of Social Work, University at Buffalo, 2015.

# Design

tural fit for a trauma-  
thoughtfully engages  
intersecting systems and



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Designing for Healing, Dignity, & Joy. Shopworksarc.com. (2020). From [https://shopworksarc.com/wp-content/uploads/2020/06/Designing\\_Healing\\_Dignity.pdf](https://shopworksarc.com/wp-content/uploads/2020/06/Designing_Healing_Dignity.pdf).

## Core Values

Informed by Pable's "six human qualities that most people desire for physical and mental health in the places they inhabit" (Design Resources for Homelessness, n.d., p.1) as well as our work with residents and practitioners in affordable housing, we have arrived at a set of core values that must be prioritized during the design process by all members of the housing team.



### **Hope, Dignity, and Self-Esteem**

We celebrate each individual's inherent worth, communicating positivity, emphasizing strengths, and maximizing potential.



### **Connection and Community**

We create spaces that encourage camaraderie and collaboration—among residents as well as between residents and staff—and offer the opportunity to belong, helping residents to rebuild relationships built on trust.



### **Joy, Beauty, and Meaning**

We honor culture and identity while creating spaces that spark and nurture imagination, hope, and aspiration.



### **Peace of Mind**

We cultivate a comfortable, calm ambiance that supports relaxation, self-soothing, stress management, and coping through design details such as lighting, sound mitigation, natural elements, and access to nature.



### **Empowerment and Personal Control**

We encourage individual agency, welcome self-expression, and offer choices for residents.



### **Safety, Security, and Privacy**

We understand that residents' perceived safety is just as important as actual safety. We prioritize clear wayfinding, sight lines, and boundaries; minimize negative triggers; offer vantages of both prospect and refuge and paths of retreat; and recognize the role of program staff in creating a sense of safety and security.

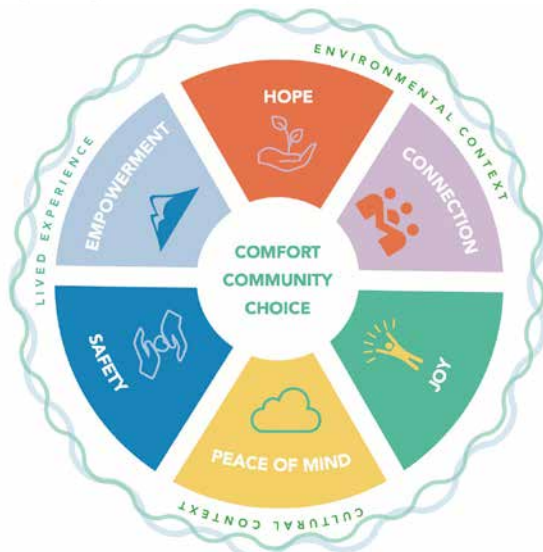
Designing for Healing, Dignity, & Joy. Shopworksarc.com. (2020). From [https://shopworksarc.com/wp-content/uploads/2020/06/Designing\\_Healing\\_Dignity.pdf](https://shopworksarc.com/wp-content/uploads/2020/06/Designing_Healing_Dignity.pdf).

# The 3 C's of Designing for Health and Healing

From the core values that guide our trauma-informed design approach, we've operationalized three key concepts of trauma-informed design—the "3 C's"—to extend our work to the higher-level needs on Maslow's hierarchy and shift from providing housing to promoting healing:

- 1 Choice**  
Emphasizes individual access, agency, and ownership; describes elements of personalization (e.g., color selection or furniture arrangement) and level of resident engagement with the space (e.g., choosing between relaxing in a community space or in one's own apartment)
- 2 Community**  
Responds to the ways that residents may engage—with staff, other residents, and guests—through placement and design of programmatic spaces, office spaces, and public gathering spaces that facilitate relationship-building
- 3 Comfort**  
Includes aspects such as the quality and variety of materials; sensory experiences of light, sound, and smell; and elements such as nature and artwork that bring calm or spark joy

Together, these core values and key concepts frame the intent of the trauma-informed design process and influence design decision-making across all building systems and features—from natural elements and access to nature, to safety and security, to circulation and wayfinding, to light and color, to flexibility and scale.



In an article for the early childhood magazine *Exchange*, Henderson says [school staff who consider designing a trauma-informed classroom should first ask themselves a number of questions about what made them feel safe as children \(PDF, 1.1 MB\):](#) [↗](#)

- Does the space feel uplifting and have color to enliven but also warmth to soothe?
- Are there places to sit near others and space to be apart?
- Are there toys that are familiar and those that will challenge without frustrating?

Answering those questions can help school staff figure out what types of design elements to incorporate in classrooms and other educational spaces. Henderson provides some recommendations in the article:

- Lower the lights and soften loud noises.
- Limit bright colors.
- Minimize visual messages on the walls.
- Limit the number of materials on shelves.
- Provide defined spaces for children to work independently.
- Offer a soft space for children to relax.
- Use culturally sensitive décor.

“Cool down” or “peace corners” are also a design element that educators may want to incorporate into their classrooms. Edutopia recently highlighted how [Fall-Hill Elementary School in Nashville uses peace corners to help students manage their emotions](#) [↗](#) when they begin to become stressed, frustrated or angry.

**Features of the peace corner include:**

- Designated area away from the rest of the class.
- Comfortable seating like bean bags and pillows.
- Sensory toys or fidgets.
- Timer to track when to return to the class.
- Worksheets that guide students on how to reflect on their emotions.
- Charts with de-escalation tactics like breathing or counting.

“You might not always know what those triggers are, so I emphasize that educators should design environments where you can avoid those triggering situations,” Cavanaugh said.

Cavanaugh says that a trauma-informed classroom maximizes design to ensure:



**Predictability**



**Safety**



**Positivity**



**Consistency**

Addressing Students' Triggers: Tips for Trauma-Informed Classroom Design - Resources. [Onlinecounselingprograms.com](https://onlinecounselingprograms.com/). (2020). From <https://onlinecounselingprograms.com/resources/what-is-trauma-informed-classroom-design/>.



## TRAUMA-INFORMED DESIGN: CLASSROOM APPROACH

In considering classroom design which is trauma-informed, the following ideas emerge:

- + Classrooms should have a consistent feel that expresses the same expectations
- + It's critical that classrooms express positivity and empowerment. This could be done through:
  - » A color palette
  - » Movable furniture – allows for personal choice
- + Organized classrooms empower students by creating an environment that demonstrates care towards the space, which translates to care towards the students

"Cool down" or "peace corners" are effective tools to help students manage emotions. The following should be kept in mind when designing these spaces:

- + Create safe, private spaces that students can utilize for a set amount of time
- + These spaces can be incorporated into classrooms, such as corner or nook
- + Utilize deescalation tactics that help students grapple with their emotions. Tactics could include:
  - + Breathing exercises
  - + Counting exercises
- + A work sheet that helps students reflect



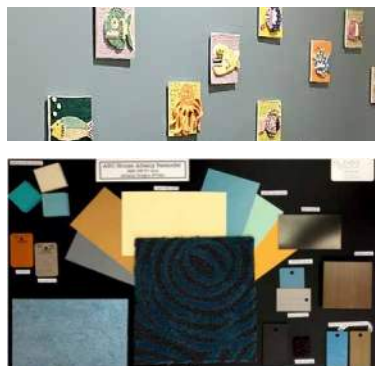
Created by [onlinecounselingprograms.com](http://onlinecounselingprograms.com)

## TRAUMA-INFORMED DESIGN: COLOR

When designing a trauma-informed space it is beneficial to use a calming color palette: Blue, Green, Purple

- + Avoid using deeply hued warm colors
- + Avoid stark white walls, as they are perceived as institutional, which comes off as less welcoming
- + Different cultures perceive color differently, incorporating a “what does this color mean to you?” exercise during design will help inform the color palette

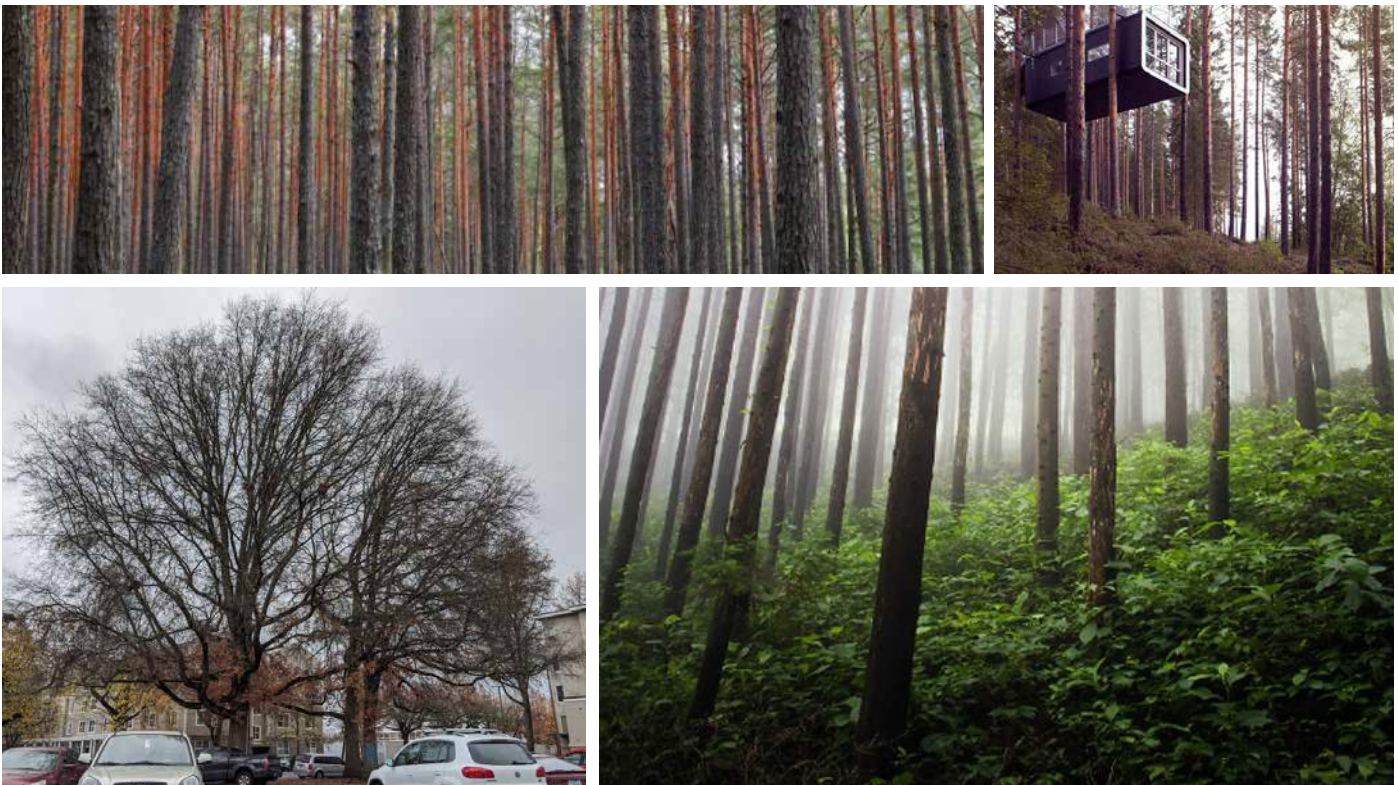




## BUILDING WALKTHROUGH

Joe explained to the group that the concept for the design of the exterior of the building is in keeping with the previously discussed idea of a "tree house." A material palette of dark brick, metal panel, glazing (both frosted and transparent), and wood or wood-like siding, will help to create the warmth and depth of texture associated with trees and the forest. Furthermore, the building elevations have been designed in a way to emphasize vertical lines, similar to the trunks of trees in a forest. Another aspect of the design is the grounding nature of the dark brick, similar to the brick being used at Benson Polytechnic High School next door, wrapping around the entire first floor of the building, helping to anchor it.

A walkthrough of views of the building, both exterior and interior, (with inspiration images) is shown on the following pages.

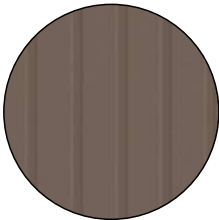


ACCENT MATERIAL 1

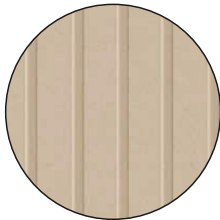
ACCENT MATERIAL 2



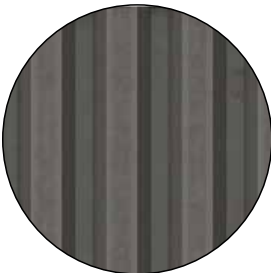
MATERIAL 1 -  
BRICK



CERAMIC  
COATED PANEL



CERAMIC  
COATED PANEL



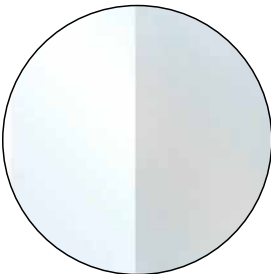
MATERIAL 2 -  
METAL PANEL



MODIFIED  
WOOD SIDING



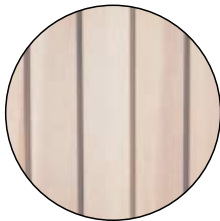
MODIFIED  
WOOD SIDING



MATERIAL 3 -  
GLASS



RED CEDAR  
SIDING



RED CEDAR  
SIDING

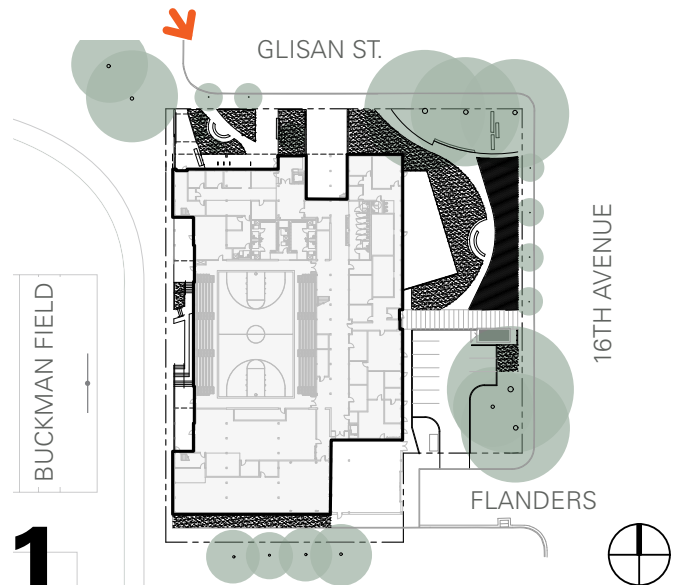


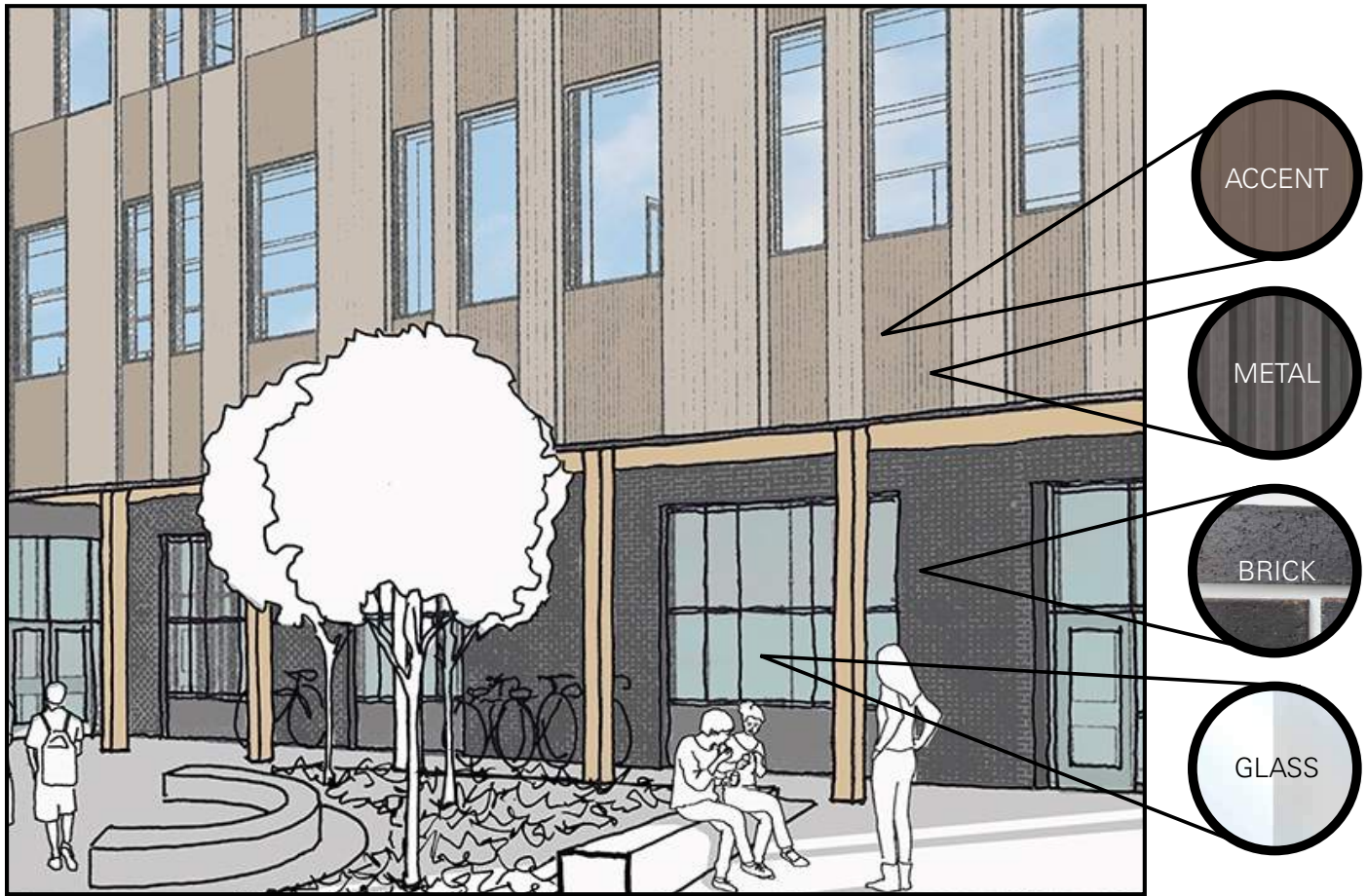
## FRONT ENTRY APPROACH

- + Entry plaza
- + Building overhang at entry
- + Main entrance in middle of building
- + DART/Clinton entrance at right (west)
- + Glass enclosed stair above the parking garage entrance
- + Dark brick first floor

### DAG MEMBER COMMENTS:

- + Love it
- + I like it!
- + This looks amazing!



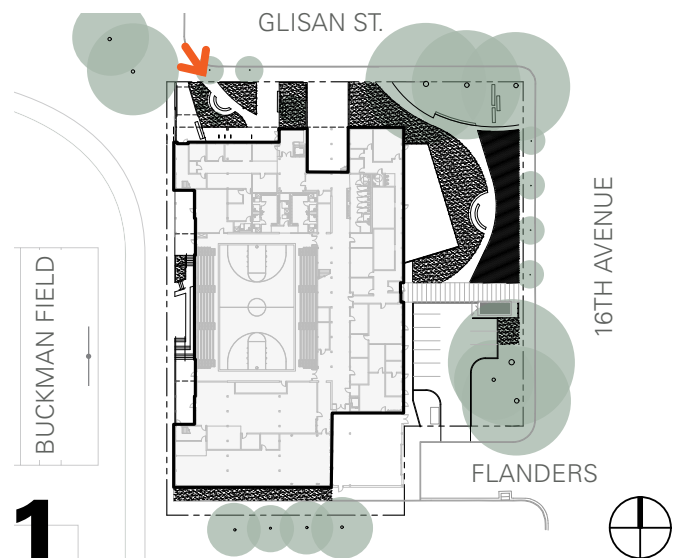


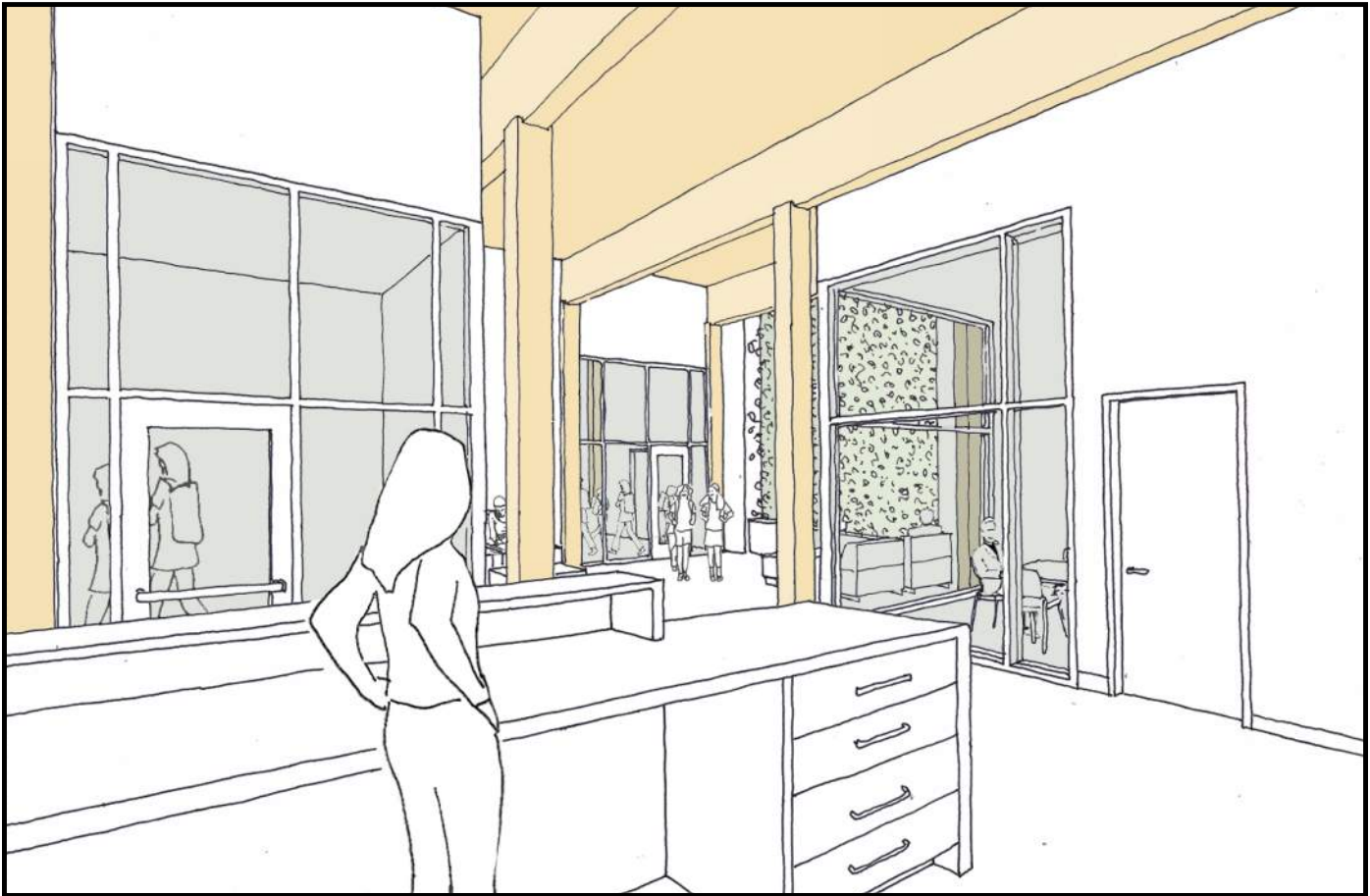
## MAIN ENTRY

- + DART/Clinton entry on the right (west)
- + Main entry on the left
- + Entry vestibule at main entry
- + Windows into MPG admin spaces
- + Seating
- + Short-term bike parking (permanent bike parking in the parking garage)
- + Potential for signage, flagpole, etc.

### DAG MEMBER COMMENTS:

- + I like the idea of some sort of screen next to DART entrance
- + I like it as well



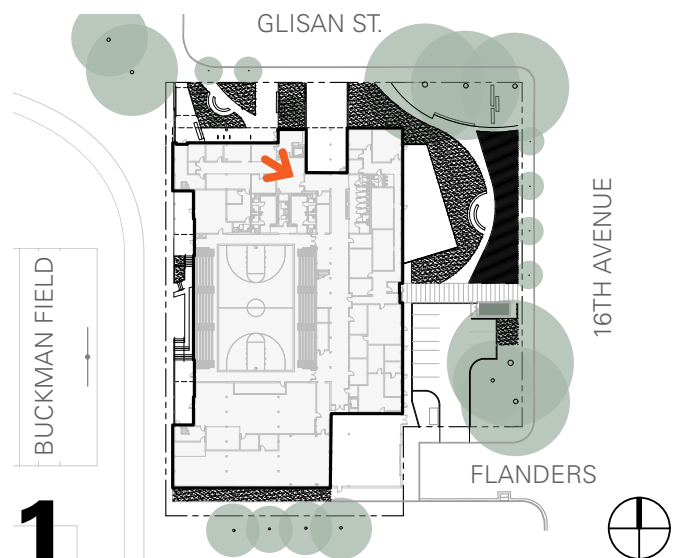


## LOBBY/ADMIN

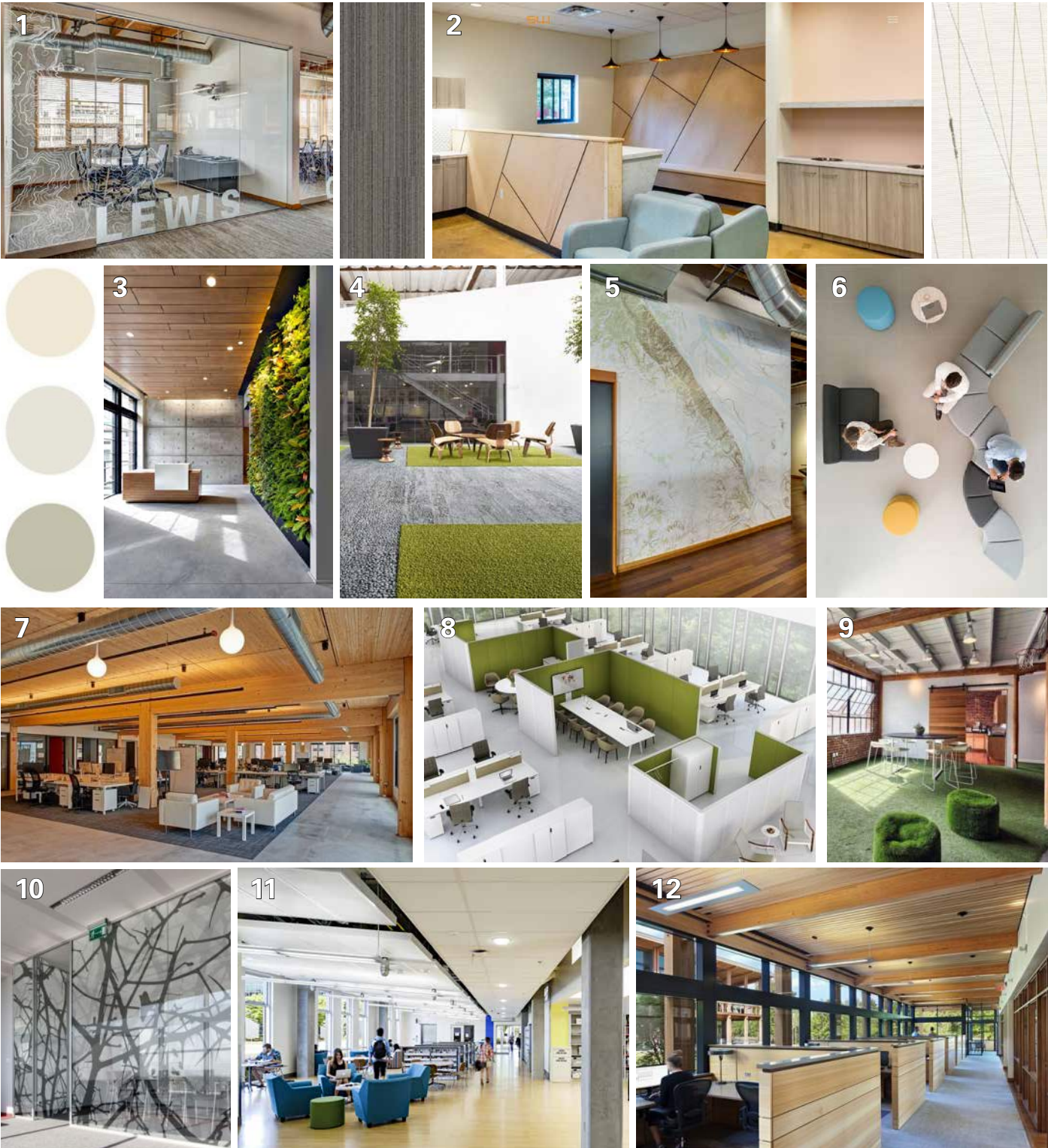
- + Secured vestibule
- + Reception
- + Welcoming comfortable seating
- + Secure-able door into school
- + Entry graphic/mural
- + Soft, warm colors

### DAG MEMBER COMMENTS:

- + Love the wood partitions (#12)
- + I like the wood partitions too (#12)
- + Not a fan of #8
- + #8, no
- + #9 is nice
- + #9 is not a useful space
- + It is essential that counselors, social workers, and school psychologists have private offices
- + I like the scale of space and color/texture tone of #9



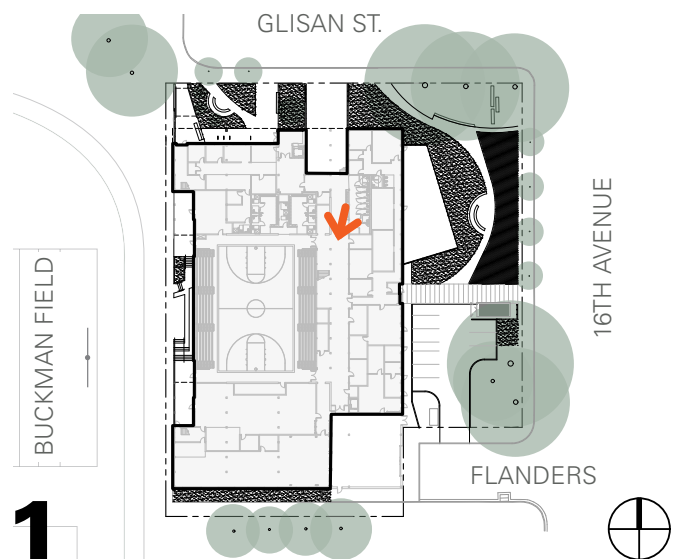






## CORRIDOR/"SPINE"

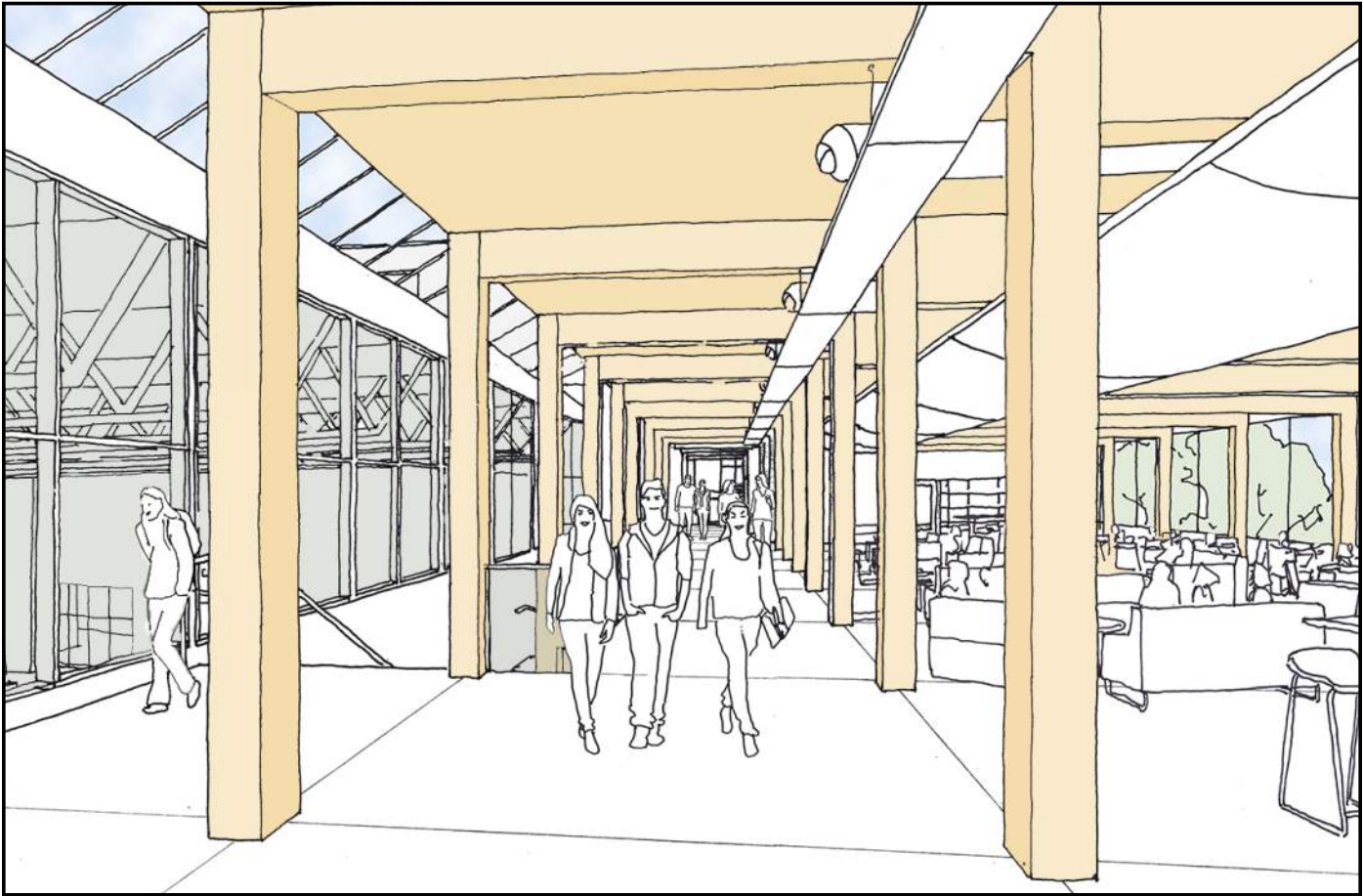
- + Extends from north to south on all three floors
- + Generous 12' wide corridor
- + Exposed timber columns/beams
- + Stairs at ends of corridor
- + Soft, warm colors
- + Daylight
- + Nooks for small groups/individuals





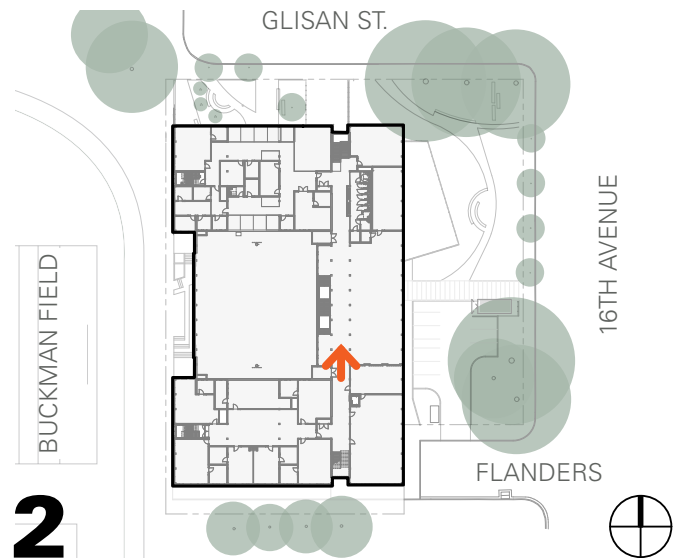
DAG MEMBER COMMENTS:

- + Wood structure is more likely to survive an earthquake. Looking forward to not being crushed
- + Love these ideas for hallways
- + The shallow-sloped stairs rock (#3)
- + Me too...love this open look
- + Love the wood accents
- + I like the wood, but would prefer greater contrast with the color of the walls
- + Ewwwww....beige.:)
- + I also love the wood with bark.
- + Strong contrasts are not really trauma informed, at least that is my understanding
- + Yes, I like the idea of bringing in some darker colors
- + I love the wood, but I am wondering about the grade of plywood. It can have a lot of contrast when low grade. This creates a lot of visual noise



## COMMONS

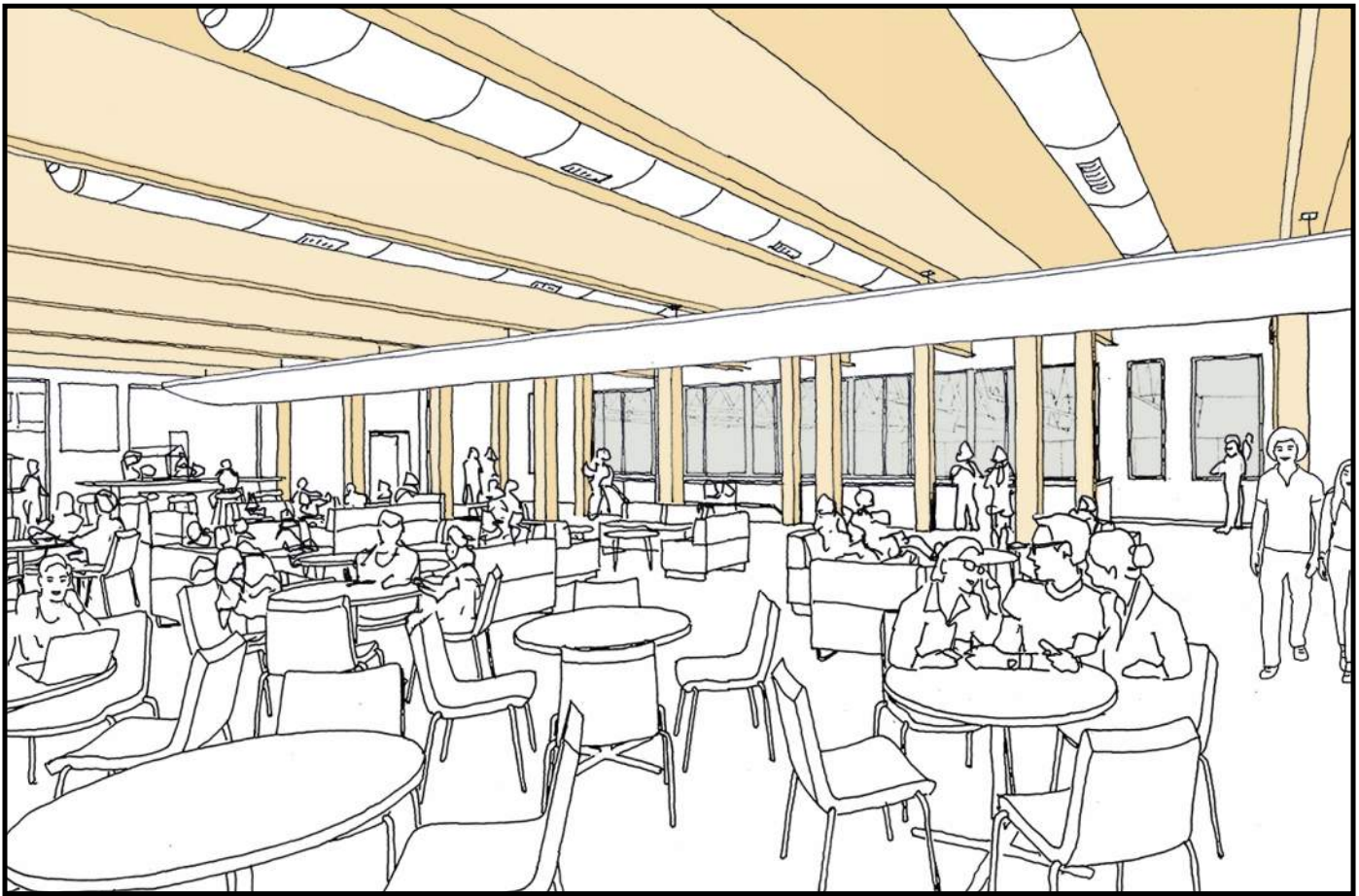
- + Stairway up to commons from first floor corridor
- + Skylight above stair provides daylight
- + Windows overlook gym to the west, treetops to the east
- + Movable chairs/tables
- + Exposed timber beams/columns
- + Soft, warm colors
- + Daylight
- +





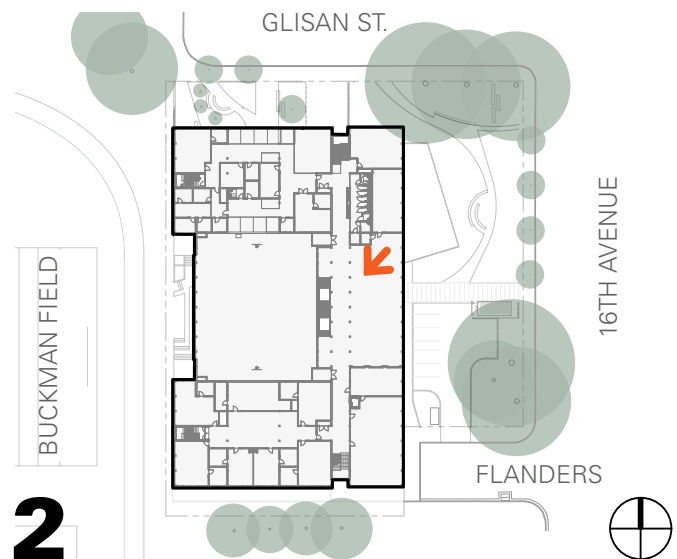
#### DAG MEMBER COMMENTS

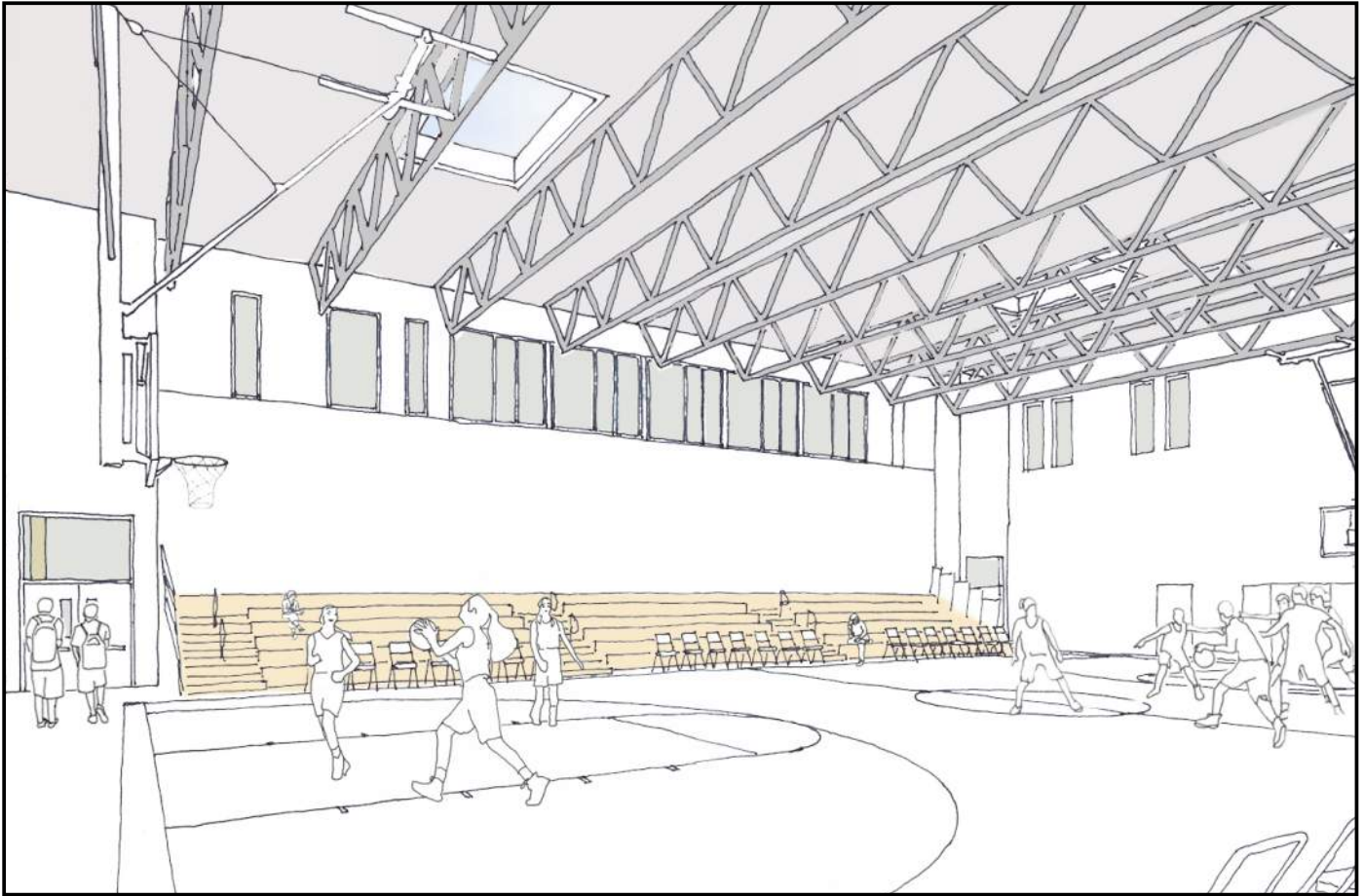
- + Yes to color-oriented areas - way-finding in place without signage - precognitive impressions of place - inclusive
- + I like olive green
- + I like the trim color around windows in #5
- + We need to think about what happens when students put up their work.
- + Student projects highlighted with color?
- + Or a stripe, like the lights at Grant
- + I think the greens and browns would probably go better, we should be consistently neutral/natural
- + Blues are very difficult to get right
- + The YSYV class would be great for colors
- + Soft surfaces should be easily laundered- covers or wipe-able. Ours get gross fast
- + Not really liking the plywood on the walls. Looks very unfinished
- + I like the curved lines in #5
- + Agreed, I like the curved lines in #5
- + #5 feels like an achievable version of this kind of feel for our project
- + Nooks for small groups/individuals



## COMMONS

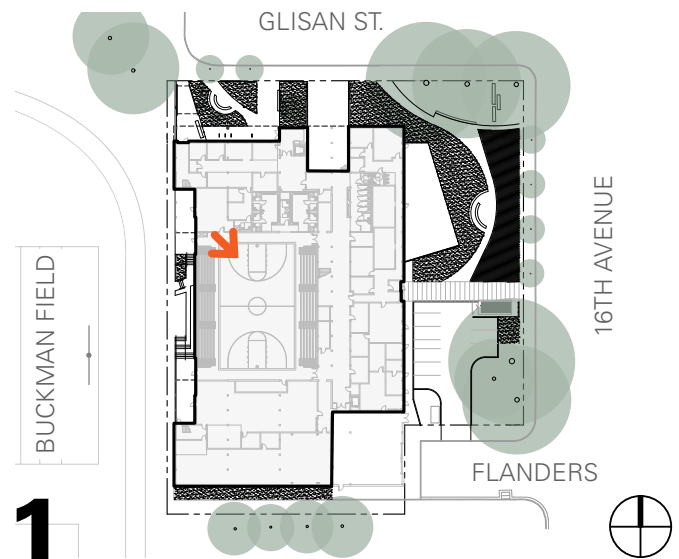
- + Windows overlook gym to the west, treetops to the east
- + Movable chairs/tables
- + Exposed timber beams/columns
- + Soft, warm colors
- + Daylight
- + Windows to the east provide daylight and views of existing trees

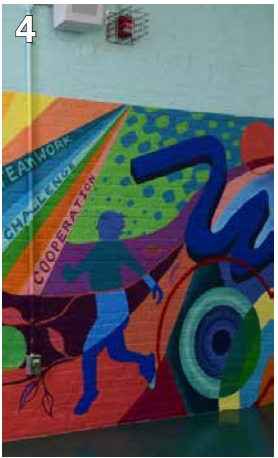
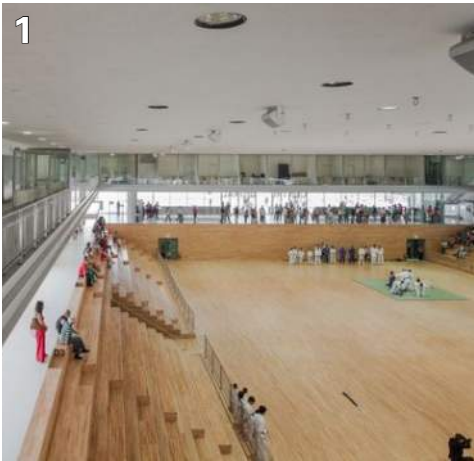




## GYMNASIUM

- + Accessed from first floor corridor
- + Extendable bleachers on east and west side of gym to accommodate 500
- + Windows overlooking from commons on second floor
- + Skylights provide natural light to gym, office spaces get borrowed light
- + Locker rooms (all-gender) and weight room accessed from gym





DAG MEMBER COMMENTS

- + Not the bottom middle green (#5)
- + Love the colorful mural (#4)
- + That blue! Makes it feel open, like that is the sky (#2)
- + With the natural light, it could be like being outside
- + I like the upper right color best
- + Would love a medicine wheel at center court - also could serve as a splash of color
- + Love the upper right
- + Not a fan of the blue/green in the middle



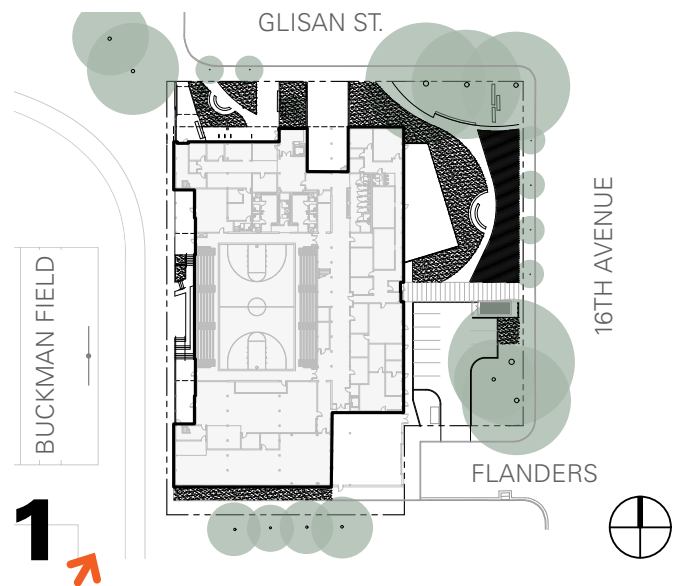


## SOUTHWEST CORNER

- + Exit from parking garage at southwest corner
- + Pathway along west side of the building
- + Gym "niche" in the middle west side of the building - seating for small groups
- + Covered porches off of manufacturing shop and weight room
- + Long row of windows let light into the gymnasium

### DAG MEMBER COMMENTS

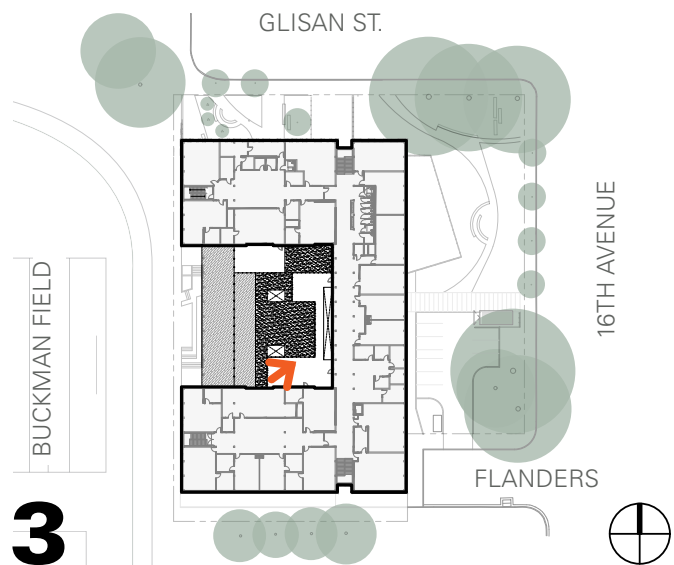
- + Hard concrete in the niche, right? But not for a skate park...
- + Secondary entrance would be great for the kind of community events we envisioned at the outset





## ROOFTERRACE

- + Low plantings
- + Screening, non-climbable
- + Pavers
- + Movable furniture
- + Planters
- + Direct access to Natural Resources
- + Private area for DART/Clinton



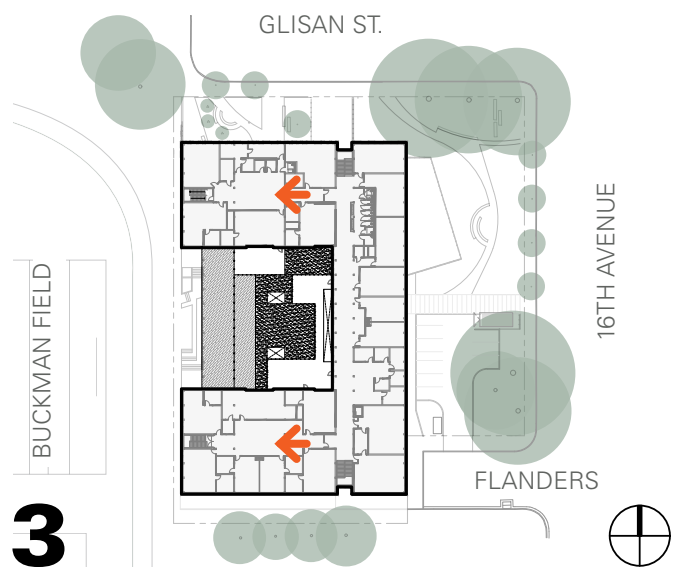
## DAG MEMBER COMMENTS

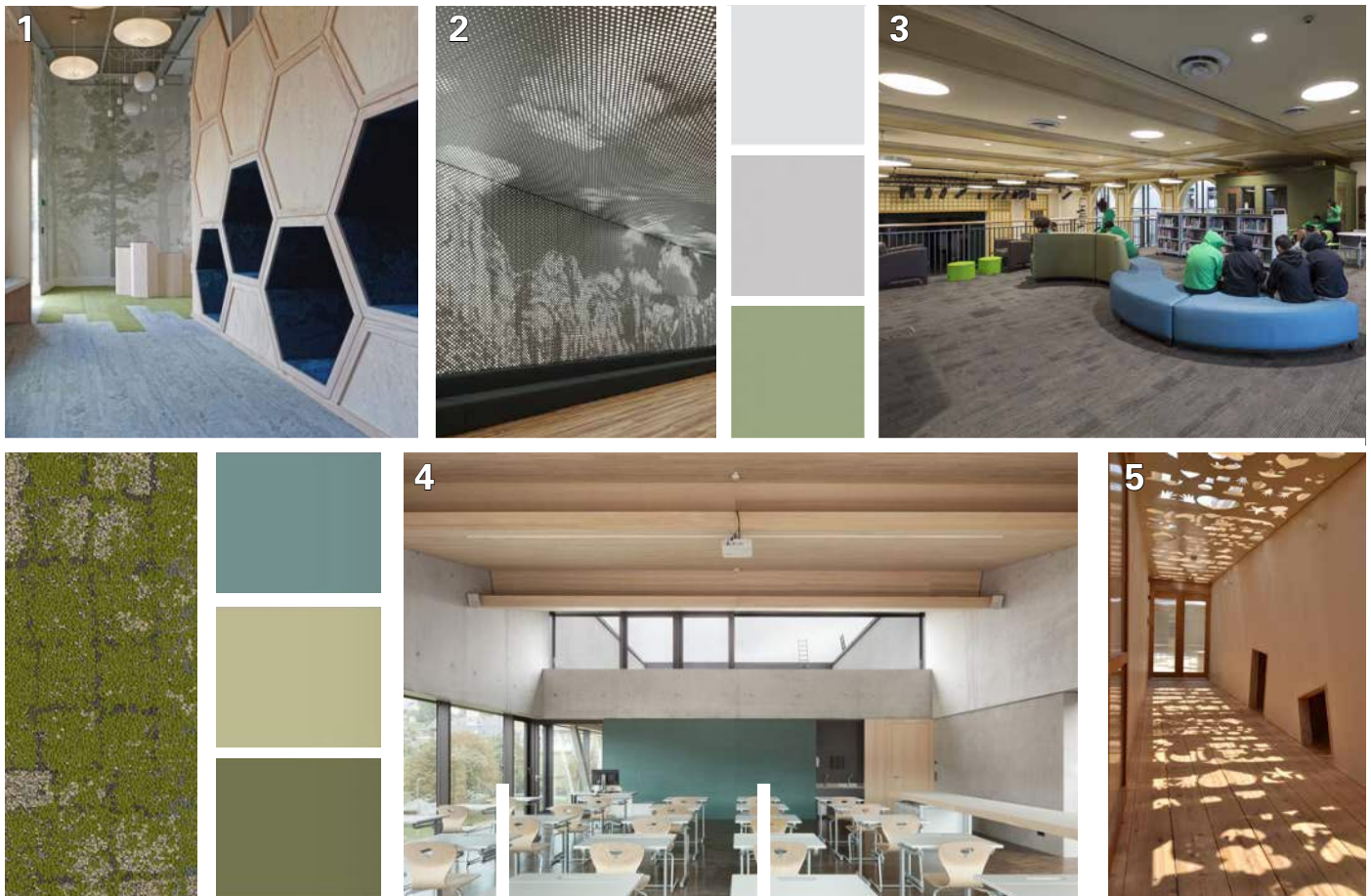
- + Awesome. That space will be well-used.
- + Yes planters-raised beds. There has also been a request for a green house/storage shed.
- + What kind of barrier would be overlooking the west edge? Needs to be non-climbable
- + I would imagine that DART and Alliance would use the whole space, maybe at different times?
- + For the DART screened section, I like the idea of natural screening (plants? wood product?) with a little visibility through... First thought only here.
- + In Alliance Building Design/YSYV class this morning, there was a question of culinary having access to have vegetables/ herb garden.
- + Previous conversation was thinking of using the ground floor plantings for herbs.
- + Our natural research and hydroponics would be interested in collaborating with culinary (in this space)
- + If culinary wants greater space or control, my building hasn't asked for more than that
- + Our culinary teacher has expressed concern with being fully responsible for a permanent garden space.
- + Yes... allowing peaceful/private space that is separate without isolating or impacting feel of the whole deck.



## FLEX SPACE

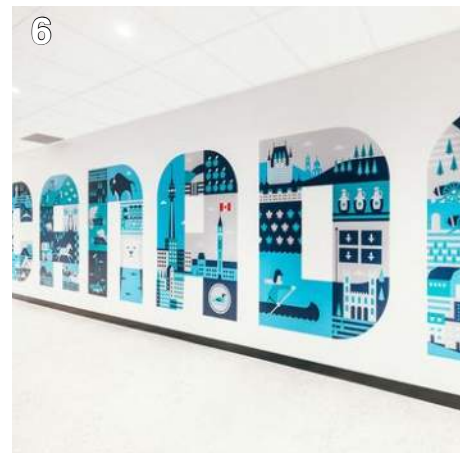
- + Movable comfortable furniture
- + Exposed timber beams and columns
- + Space for collaboration and small group work
- + Soft, warm colors
- + Daylight
- + Adaptable seating configurations
- + Wood





#### DAG MEMBER COMMENTS

- + Remember buildings in PPS last 100 years. What will people want in 50 years? Answer: flexibility
- + Furniture will wear out long before the building, so focus on structures. In the future the replacement furniture will likely be from the types of sources we have now.
- + I like the upper left (#1), the bottom right (#5) and the top right (#3).
- + Kids would climb in and get comfy in the beehive spaces- maybe that is the intent.
- + I like the upper left (#1)
- + The upper middle (#2) is interesting though - I think students might respond positively to something that feels innovative and different.
- + Our students would use #1 and love it. They would be there instead of class.
- + I could see a teenager using those (#1)
- + If #1 is a module system, they can be changed out over time.
- + I also like the honey comb in the upper left (#1) and the light cut-outs bottom right (#5)
- + Only the hard will last
- + I like the tree graphic and the honeycomb in the upper left (#1)
- + I like #1 too



## GRAPHICS & SIGNAGE

### DAG MEMBER COMMENTS

- + Upper right (#3) reminds me of Rudy's work. Something like that would be added in no matter what.
- + I like the window and light (#2)
- + These will change multiple times over the years
- + I'd like to see a Rudy design become one of those cutouts
- + I like it on the corridors
- + I don't like fishbowl classrooms
- + They can laser cut (or plasma cut) screens in CTE, but size might be limited
- + I think we should design it with the expectation that future groups of students will want to leave their own marks
- + ^ I agree :D
- + I think there can be a class just on graphics and way finding!
- + Wood, natural light, clean lines!
- + Keep the tree theme!
- + The trees will guide you for colors

## WRAP UP

Near the end of the meeting, DAG members expressed excitement about the direction of the project and an interest in collecting more student input, particularly in regards to color selection graphics, and furnishings. To wrap up the meeting, DAG members were thanked for their time and the meeting was adjourned.

## NEXT STEPS

Stakeholder Engagement - January 2021

DAG Meeting #11/Open House - March 2021

Student Engagement with Your Street, Your Voice -  
Ongoing