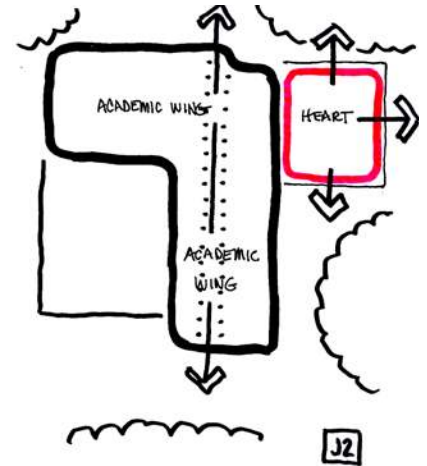
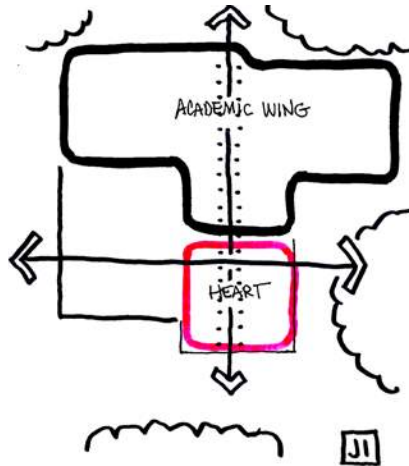
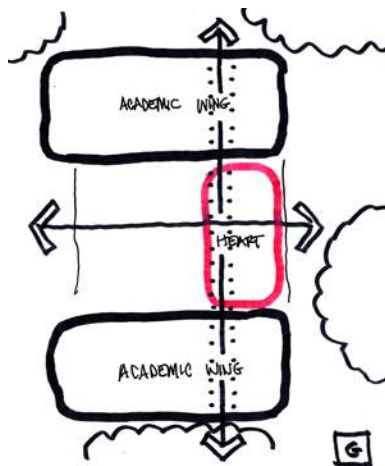


MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #8

SUMMARY AND NOTES

OCTOBER 7, 2020



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MEETING DETAILS

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

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Jamie Hurd, Project Manager
Bryce Gardner, Construction Manager

DESIGN ADVISORY GROUP MEMBERS:

Allison Adams
Bonnie Hobson
Breanna Gervais
Cathy Reynolds
Cheryl James
Donee Deschler
Elli Sussman
Elise Huggins
Jeffery McGee
Korinna Wolfe
Lisa Veatch
Lorna Fast Buffalo Horse
Max Whitehouse
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn

DESIGN TEAM

Joe Echeverri, Bassetti Architects
Debora Ashland, Bassetti Architects
Jeff Dunning, Bassetti Architects
Jake Rose, Bassetti Architects
Carol Mayer-Reed, Mayer/Reed Landscape Architects
Joanna Schwartz, Mayer/Reed Landscape Architects
Carol Mayer-Reed, Mayer/Reed Landscape Architects
Sam Stadler, Andersen Construction

Agenda

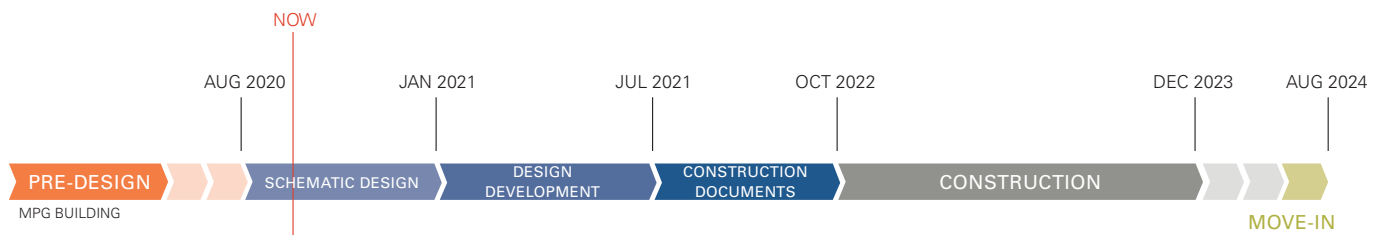
5:00 – 5:05	Welcome
5:05 – 5:10	Project Update
5:10 – 5:40	Site/Landscape Design
5:40 – 5:50	Masterplan Update/Evolution
5:50 – 6:05	Treehouse Variation 1 - “Embrace”
6:05 – 6:20	Treehouse Variations 2A & 2B - “Intersection”
6:20 – 6:35	Key Impressions & Share back
6:35	Wrap Up

WELCOME

Due to the COVID-19 pandemic, this Design Advisory Group meeting was held virtually, via Zoom. To begin the meeting, Jamie Hurd, Project Manager for PPS, welcomed all and thanked them for their participation under such unusual circumstances. Debora Ashland, of Bassetti Architects, then led the group through introductions to make sure all participants were acquainted with one another.

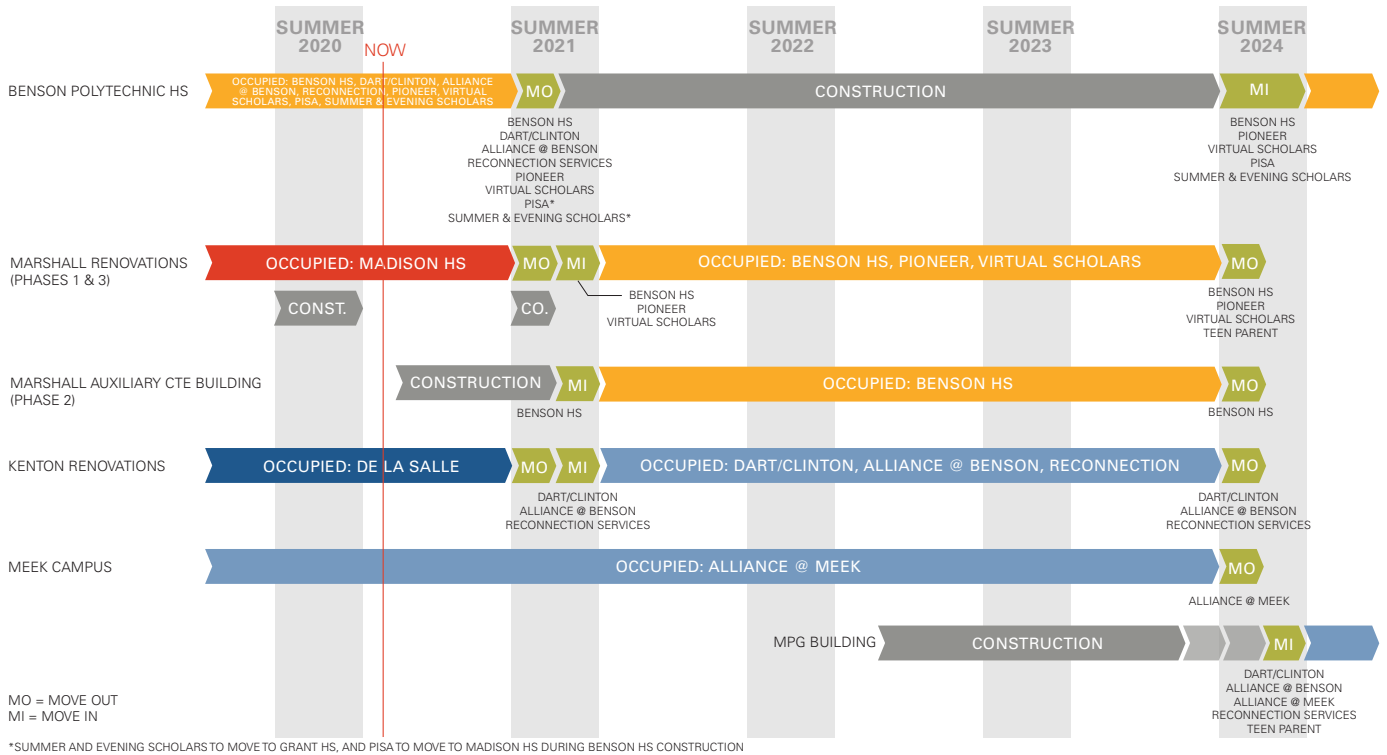
PROJECT UPDATE

Next, Joe Echeverri, of Bassetti Architects, gave the group a project update. He explained that the design team is at the beginning of the schematic design process, when the masterplan concept begins to take shape as an actual building design. The schematic design process will be followed by design development, and then construction documents, when documents that will be used for construction are developed.



Joe then shared the overall project schedule of the Benson Modernization effort (of which the Multiple Pathways Building is a part). He explained that various programs will be moving to swing sites throughout the process and that the summer of 2024 will be a busy time of move-in for both the Benson and MPG projects.

Jamie chimed in to add that both Portland Evening and Summer Scholars had moved to their swing space at Grant High School and that they would be moving back to Benson once the construction is complete. She also added that the PPS team would begin attending staff meetings with individual schools/programs to start planning the process of packing/cleaning/purging in preparation for the move to a swing space and/or the new Multiple Pathways Building.



Joe continued, stating that the team had recently conducted a Sustainability Charrette with district stakeholders and the design team in which sustainability goals were identified. He mentioned that the district is looking to the MPG project to be a beta-tester for the district's new sustainability goals and that the project would be targeting a LEED Gold accreditation. Additionally, the project will have an aggressive Energy Use Intensity target of 27 and will be looking to a very low (or zero) use of fossil fuels. Other key goals were the incorporation of biophilic design elements, low water use, and carbon footprint reduction.

SITE/LANDSCAPE DESIGN

For the next portion of the meeting, team members from Mayer/Reed, the Landscape Architects on the project, took charge. Carol, principal with Mayer/Reed, gave a brief introduction of the team and what they do and explained that this is the seventh project they've had the opportunity to work on for Portland Public Schools.

Next, Cami Culbertson gave an overview of the importance of a connection to nature, and explained that studies have shown that humans require a minimum of 120 minutes per week in nature for it to have a positive impact on well-being. Some of the benefits she identified are:

- + Lowers stress hormone levels
- + Increases self esteem
- + Lowers anxiety
- + Improves overall mood
- + Reduces feelings of isolation
- + Promotes calm

Cami explained the concept of Ecosystem Services, which are the benefits that humans receive from healthy ecosystems. They are divided into four categories:

- + Supporting Services: the factors necessary for producing ecosystem services.
- + Provisioning Services: the goods produced or provided by nature.
- + Regulating Services: the benefits from regulation of ecosystem processes.
- + Cultural Services: Non-material benefits from ecosystems.

She went on to describe the many ways that Landscape Architects use ecosystem services to improve quality of life for users of the built environment - fostering the integration of nature with people in mind, placing an emphasis on everyday experiences, providing a framework for education, comprehension, and exploration, collaborating with clients, architects, engineers and end users throughout the design process in order to create environments that are supportive of human needs.

Moving forward with the presentation, Joanna Schwartz, also with Mayer/Reed, provided some context for the site, explaining that the MPG site is in a very urban area, an industrial zone of central east Portland. She went on to talk about the benefits of extending and maintaining tree canopy onto the site and how moves to connect building users with nature can impact the cognitive and mental health of MPG users. She also talked about the transportation networks surrounding the site and benefits of density.

Next, she zoomed in to the site to show surrounding building types, adjacent vehicle throughways, bicycle lanes, paths around the site, connections to Benson High School, slope of the project site, and sunnier/shadier sides of the site.



LANDSCAPE/SITE DESIGN: ACTIVITY

To gather more information from DAG members that could help influence design decisions, Joanna presented a mural board to the group with various questions/graphics to spur conversation and comment. Participants were able to access the mural board independently and leave sticky notes with comments on the various prompts. Topics of discussion included: entry sequence, outdoor space, roof deck, restoration and recreation, and sustainability. Resulting comments from the activity are shown in the graphic below/to the right, color-coded by Multiple Pathways school/program for clarity. A copy of the mural board with comments is also shown in Appendix A.

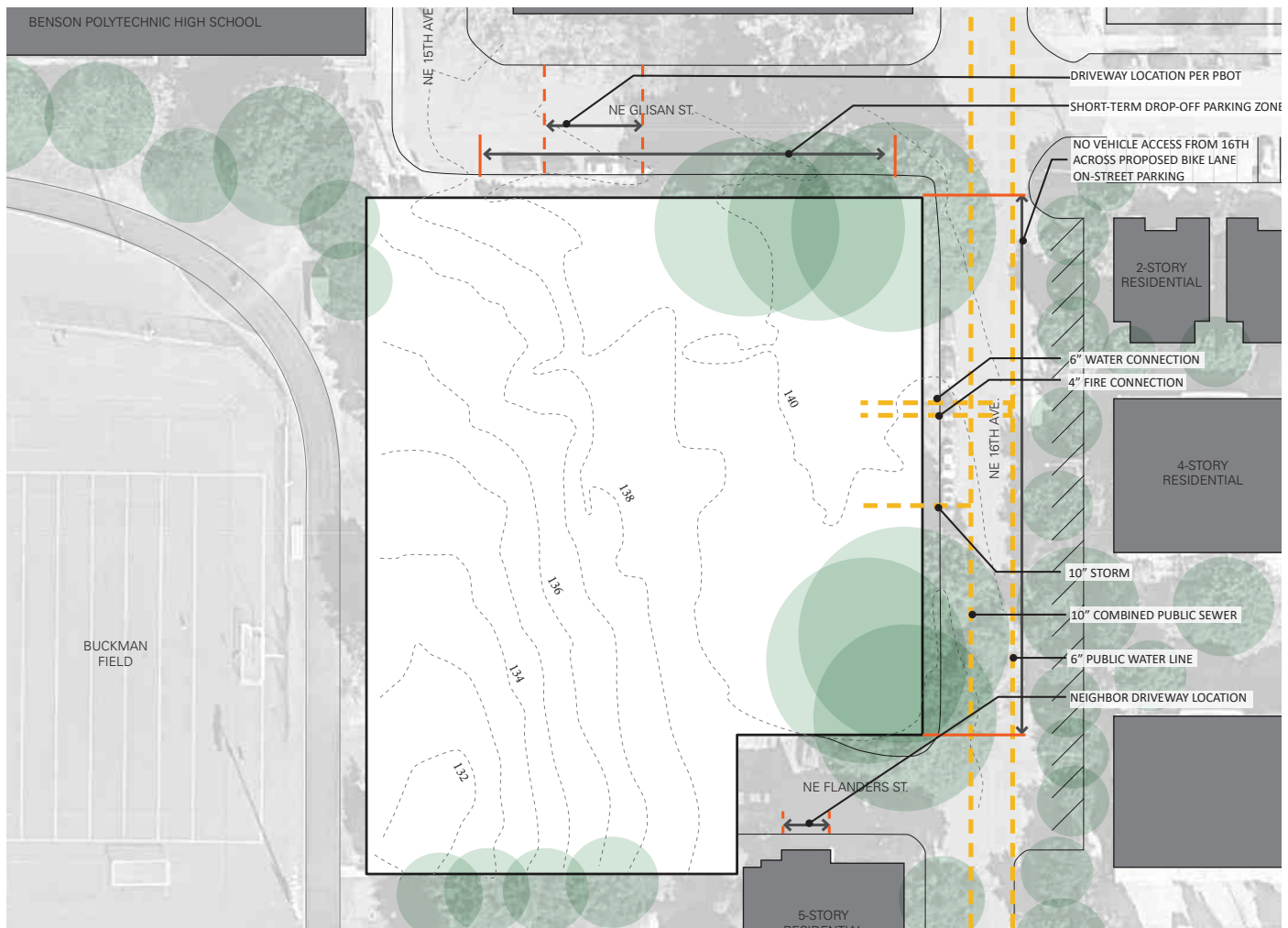
Stations and Questions	Reconnection Services	Teen Parent Services	Dart	Alliance	Other
ENTRY SEQUENCE					
Queing up			Supervised by staff at all times 12-20 students	Not Desirable	
Special accomodations at the front entry		Needs stroller parking. Need separate entry from other students	Dart has their own entry at the side that needs to be secured. Staff will have keys/key card		
Is covered seating a priority				No	
Any special medical needs					
How will students be arriving			school bus, dropped off by staff	Bus	
Connection to Benson				No alliance students should not be wandering through Benson, Health services only	TPS service for Benson students and parking for Benson Staff For some staff not all Benson staff, parking for MPG staff and for Visitors to MPG Building MPG students would be taking evening and summer scholars at Benson
Describe an entry that makes students and staff feel welcome, inspired and valued on arrival			Bright, well lit, colorful art	Someone is there to greet them Clear path to office and entry no wondering or looking around	
OUTDOOR SPACES					
Some, one or none			small groups supervised by staff	Lunch Classes Structured times that are supervised	
outdoor spaces supporting well being			taking a break or space small garden for science	usable during class privacy for staff student confidential conversations growing food for culinary, space for natural resources CTE program	
outdoor spaces should have?			seating, covered, calming visibility necessary, our students need to stay in sight and soud of staff	dining commons x3 all? Seating, covered, eating, views to nature be in nature, good site lines in and out	seating, covered calming in nature, good site lines in and out

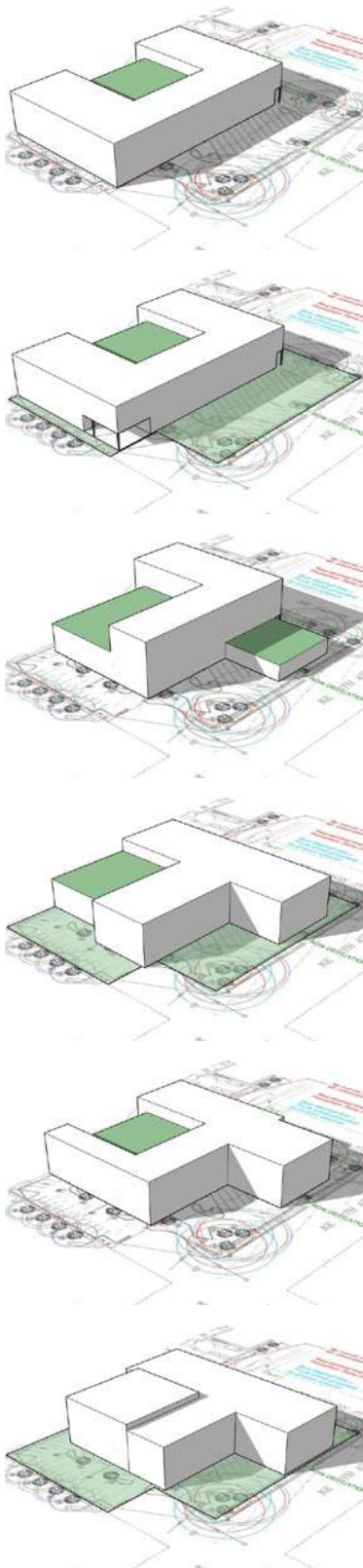
	Reconnection Services	Teen Parent Services	Dart	Alliance	Other
special events				supporting biology, ecology and science in general x2 maybe not? Unless to a large supervised space if limited space unnecessary	BBQ celebrations
Commons have access to the outside			Yes	Yes	yes
ROOF DECK					
views to nature		yes	yes views, areas to sit outside	yes, from classrooms yes	
gardening spaces			separate gardening space	separate gardening space	
outdoor classroom space				all year, mostly spring and fall small and med groups 1-4 or 5-10 used all year for education purposes. Electricity and coverings water!!! storage	
a secure place to relax			a secure place would be great		
moveable vs. secure furniture					
RESTORATION AND RECREATION					
Buckman Park			outdoor PE	Undoubtedly yes, daily - small groups	
Walking loops			spiral walk or labyrinth, balance walk around the block or around the track		
Sensory breaks				strongly favor	
contemplative breaks				strongly favor	
active breaks			small soccer goal, basketball hoop		
SUSTAINABILITY					
rainwater harvesting				strongly agree	
pollinator gardens			yes		
visible stormwater				would be nice	
permeable paving				would be nice	
extensive and intensive green roof				encourage	
local products and materials			yes	strongly encourage	
any others					are we considering ways to grow food?

MASTERPLAN UPDATE

After wrapping up the Site/Landscape design portion of the meeting, the team moved into an update of the masterplan. The group was first re-acquainted with the masterplan that was approved by the PPS Board of Education. Joe then explained that new information provided by the Portland Bureau of Transportation (PBOT) and input from site consultants had made it necessary for the design team to rethink the locations of key access points to the site. These include driveway access to both the below-ground parking and surface parking lot, as well as access to the CTE court. Some of site restrictions driving these changes include:

- + Driveway location moved to mid-block at NE Glisan per PBOT
- + Short-term drop-off parking zone along NE Glisan - acceptable per PBOT
- + No vehicle access from NE 16th across proposed bike lane per PBOT
- + Public utilities run down NE 16th
- + Water, fire, stormwater connections are located off NE 16th
- + Neighbor driveway - south edge of Flanders





Joe went on to talk about cost modeling, explaining that in order to keep the project within the budget approved by the PPS Board of Education, the team has had to analyze closely the cost implications of various configurations of the building. The general contractor, Andersen Construction, with whom the team has been working closely, has provided suggestions that would help to make sure the building is constructed in an efficient and cost effective way. This is particularly critical due to the desire to use mass-timber on the project, which must be utilized in a systematic way to stay within budget. Some suggestions from the contractor include:

- + Reduce pedestrian roof area.
- + Simplify building configuration to reduce exterior skin area.
- + Align below-grade parking walls with building perimeter.
- + Stack restrooms, utilities, chases for efficient piping.
- + Reduce column spacing, make grid spacing more efficient.
- + Adjust based on site constraints to create more site area.

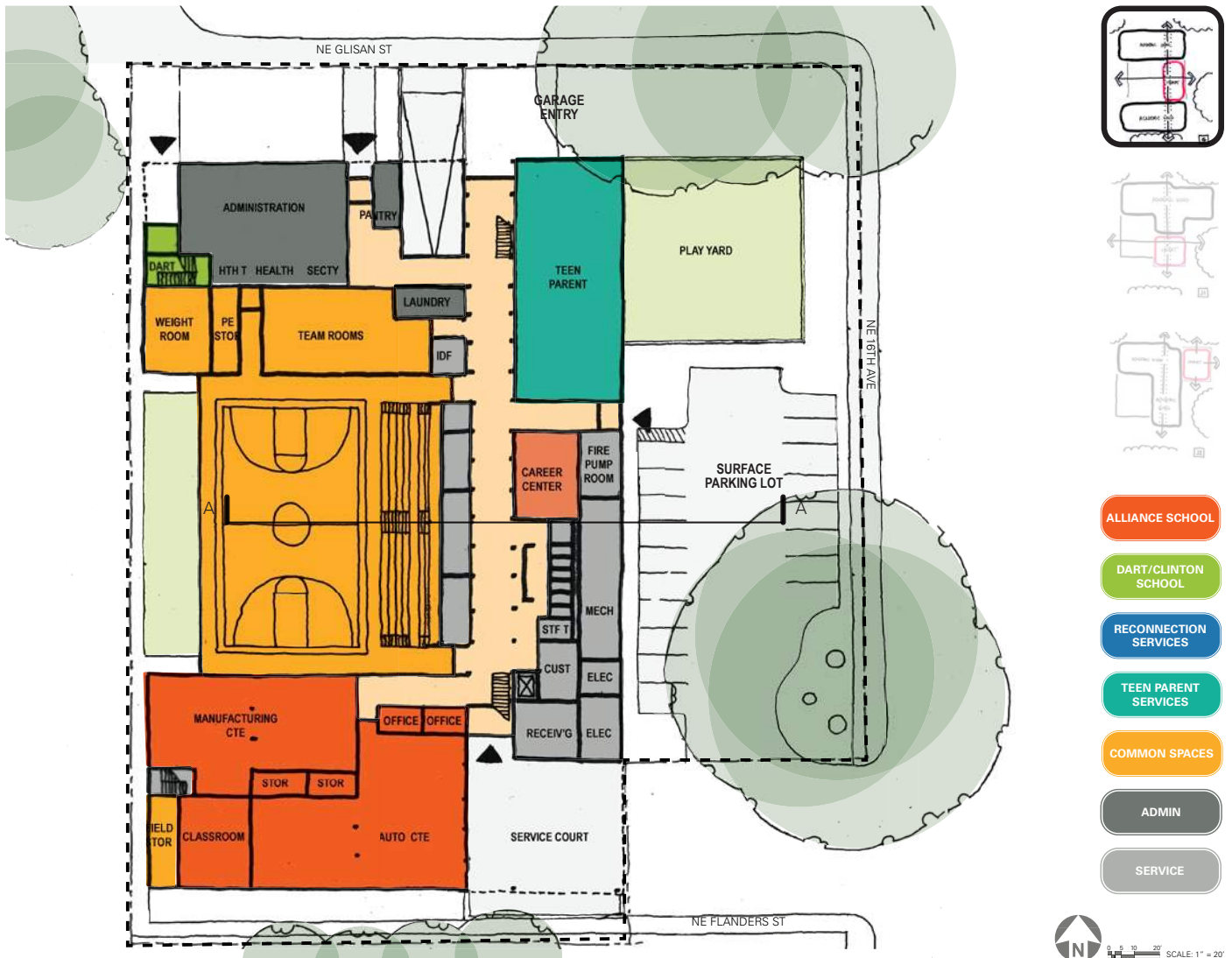
After taking into consideration this new information, the design team has conducted several studies of different variations to the masterplan, testing them for both cost-effectiveness and compliance with the constraints identified by PBOT and the project's site consultants. Though several different configurations have been explored, the team has settled on two options (with a variation to one of the two) which they would be presenting to the group.

"EMBRACE" SCHEME

Jake Rose, of Bassetti, presented one of two building schemes that the design team has generated as variations to the approved masterplan. The first scheme is being referred to as the "Embrace" due to a configuration in which the academic wings are situated around the central "heart" of the building, where the gym and commons spaces are located.

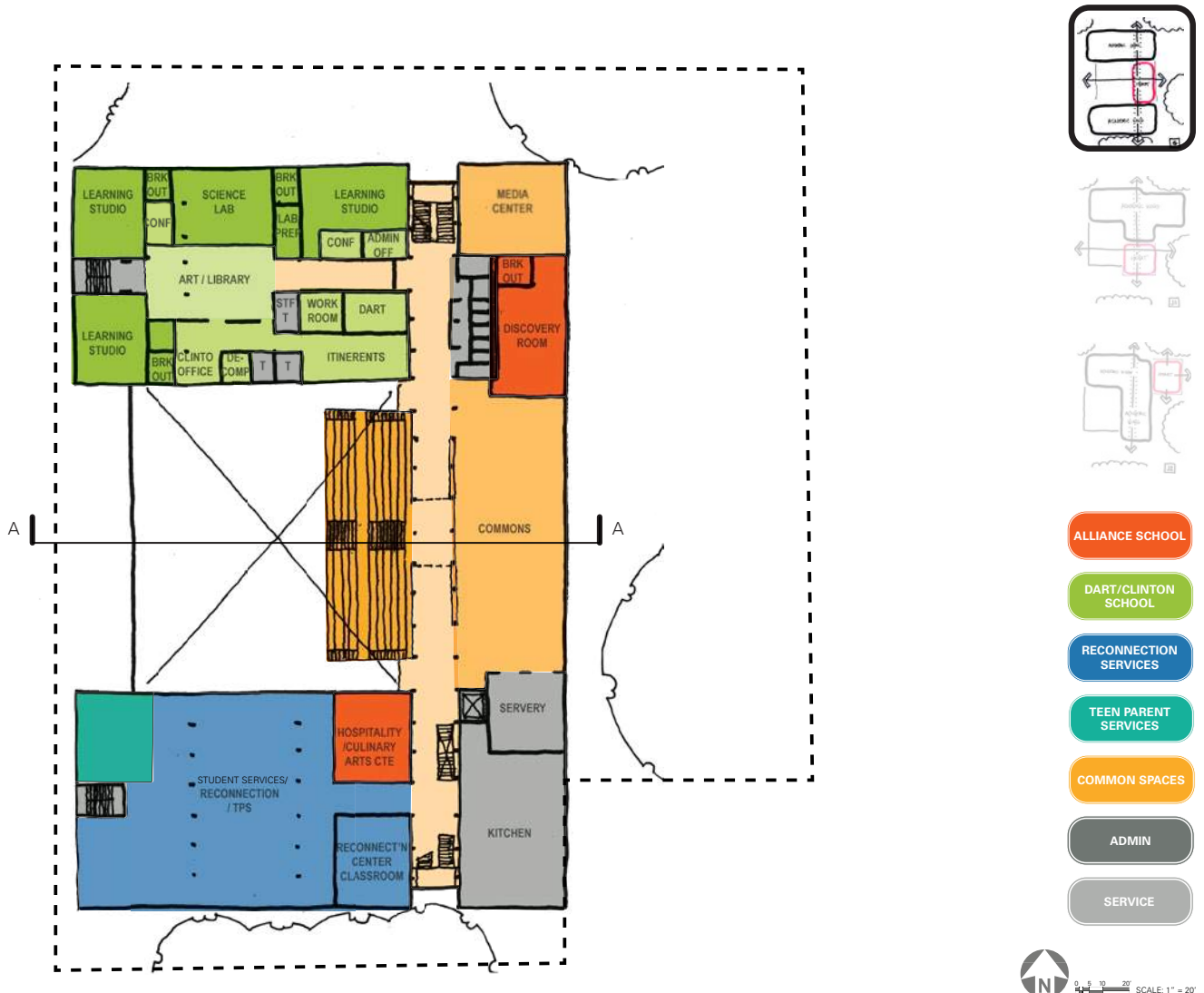
Jake explained that the ground floor plan (shown below), differs from the masterplan in that it situates the CTE wing at the south end of the building, where a covered parking lot had previously been shown. This allows the building to take a more compact, efficient form, frees up plenty of space for a daycare play area, and allows access to both the CTE court and a surface parking lot off of Glisan. An entrance into the Teen Parent daycare is located directly off the surface parking lot, allowing for easy drop-off. DART/Clinton maintain their own separate entrance at the northwest corner of the building, with the building entrance just east of that, and the ramp to the parking garage east of the main entrance in the middle of the block as required by PBOT.

GROUND FLOOR



The second floor of the building has been left relatively unchanged in comparison to the masterplan, with a private classroom wing for DART/Clinton to the north, media center and commons on the central east side of the building overlooking the gym space, and a student services wing, to the south, which would house Reconnection Center and Services, Teen Parent Services office, and some counseling functions for Alliance. The building's kitchen is situated just south of the commons space and directly off an elevator connecting to the loading deck below, which would facilitate easy deliveries of food. As a two-story volume, the gym space would provide a great opportunity to get light into the middle of the building. DAG members were asked how open the gym and commons should be. The team will be mindful to respect students' needs for privacy and not feeling like they're being watched from above, as had been discussed in previous DAG meetings.

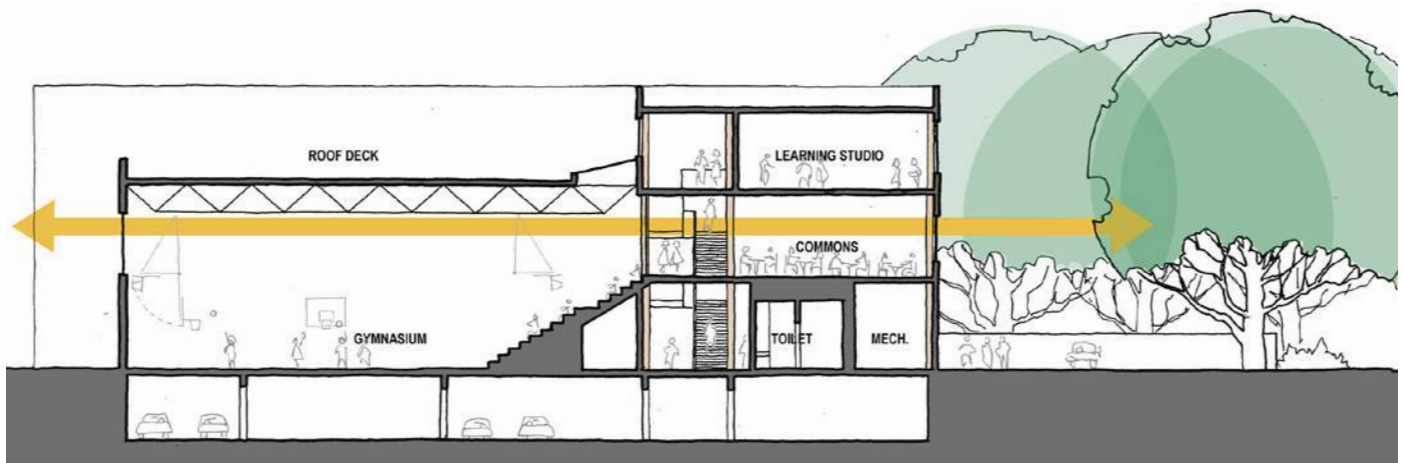
SECOND FLOOR



The third floor stays true to the configuration that was shown in the masterplan. This floor is dedicated entirely to Alliance with two classroom wings to the north and south and a few classrooms along the eastern edge of the building, with administrative functions in a central location off the main circulation spine. The third floor also allows access to the roof deck, which is situated above the gym space and could allow direct access to the outdoors for classrooms like Natural Resources. Openings in the floor allow light to pass through down to the second floor commons below. Joe added that the roof deck would be designed in a way to provide some amount of outdoor space for students to enjoy, though cost constraints would not allow for the entire roof to be occupiable.

THIRD FLOOR





The above building section demonstrates how the central commons, or "heart" of the building would have direct visual access to the treetops of the large existing oak trees to the east and also over Buckman Field to downtown Portland. Skylights above the bleachers would allow more light into that central "heart" of the building.

To help DAG members understand differences between the proposed building schemes, a list of pros and cons of the "Embrace" scheme were presented. They are listed below.

PROS:

- + Entrance off of Glisan, adjacent to B.P.H.S
- + Separate entry for DART/Clinton
- + Good sun exposure for TPS daycare play yard
- + Structurally efficient
- + Central commons with potential connection to gym
- + Views of tree tops to east and Portland skyline from commons to the west
- + 2-story media center - above entry, beacon to the street
- + Covered CTE/Service court well defined, away from main entry
- + Drop-off parking near TPS daycare, separate entry
- + Separate wing for DART/Clinton
- + Light wells bring daylight into the heart of the school
- + Views to the exterior at ends of corridors

CONS:

- + Garage parking ramp located near main entrance (mixing of auto and pedestrian areas)
- + Short-term parking dead end
- + Elevator is farther from main entrance
- + Some learning studios face east and may get morning glare from the sun
- + Toilets don't stack, creating construction inefficiencies

"EMBRACE" SCHEME: ACTIVITY

After the group had been oriented to the "Embrace" Scheme, they were broken into four breakout groups and given access to a mural board with the various floor plans. DAG members were asked to discuss and comment on various aspects of the building design using sticky notes and symbols. Comments are transcribed below. A copy of the "Embarce" scheme mural board with all comments is shown in Appendix B.

GROUND FLOOR

DART entrance:

- + Does the DART entrance provide some privacy from the main entrance?
- + This works. Needs to be secure at all times
- + Be sure stair for DART is light and welcoming, not feeling like a dark stairwell.

Main entrance:

- + Adjacency to ramp is a serious problem.
- + Families and students need to travel through to get to RS (Reconnection Services)
- + Entrance location is welcoming at the northwest corner. Less vehicular conflicts.
- + The front entry seems like it would be congested during busy times of the day
- + Driveway splits front plaza

TPS Daycare:

- + TPS childcare would need own entry from front

- + Question about acoustics/noise for Teen Parent being near the entry from front.

- + I like that TPS is removed from CTE

Athletics space:

- + How well will this serve for non-athletic community gatherings?
- + Make sure there are spaces and changing rooms to accommodate all gender identities.

CTE/Service Court:

- + Seems quite difficult to access.
- + Hallway from CTE needs to accommodate large machinery and heavy materials (pallets of metal)
- + Elevator is far from entry

Surface parking lot:

- + Lack of supervision at this lot could be an issue
- + How would entry be managed?
- + Who is it for? MPG staff/family only?

SECOND FLOOR

DART space:

- + Do they have a dedicated elevator?
- + Are there windows overlooking the gym? If so, may be a distraction. Noisy?
- + It would be important to have a door separating Clinton from rest of school/hallway.

Discovery Room:

- + Concerning that is it apart from Alliance - this room is to build community with the school as a whole.

Commons space:

- + Access to outdoors? Kids want to go outside during lunch

- + Students play basketball during lunch
- + A dedicated route might work - those stairs to service court? (could host basketball 1/2 court)
- + Need access to outdoors. roof access to garden spaces.

Student services wing:

- + How many offices will be located in Reconnection Services?
- + How many separate office spaces are located in Teen Parent Services? We need three private areas at minimum

THIRD FLOOR

Alliance classroom arrangements:

- + Science/Natural Resources need access to lab and lab prep. Line of site? At Least a few steps. Biology and Natural Resources need to have access to roof deck.
- + Biology needs access to the roof deck.
- + Art need natural light. There are multiple art programs should there be an art area. How many art teachers does Alliance at Meek have?

Alliance admin space:

- + Distributed admin - counselors?
- + 1 half-time couns, 1 full-time couns

Flex spaces/breakout rooms:

- + Should not be in front of classrooms. It will be a distraction to people in classes.
 - + Art need natural light. There are multiple art programs should there be an art area. How many art teachers does Alliance at Meek have?
-

SECTION

- + I really like the roof deck and the shared studio space.
- + I think we should prioritize privacy over openness.

"INTERSECTIONS" SCHEME

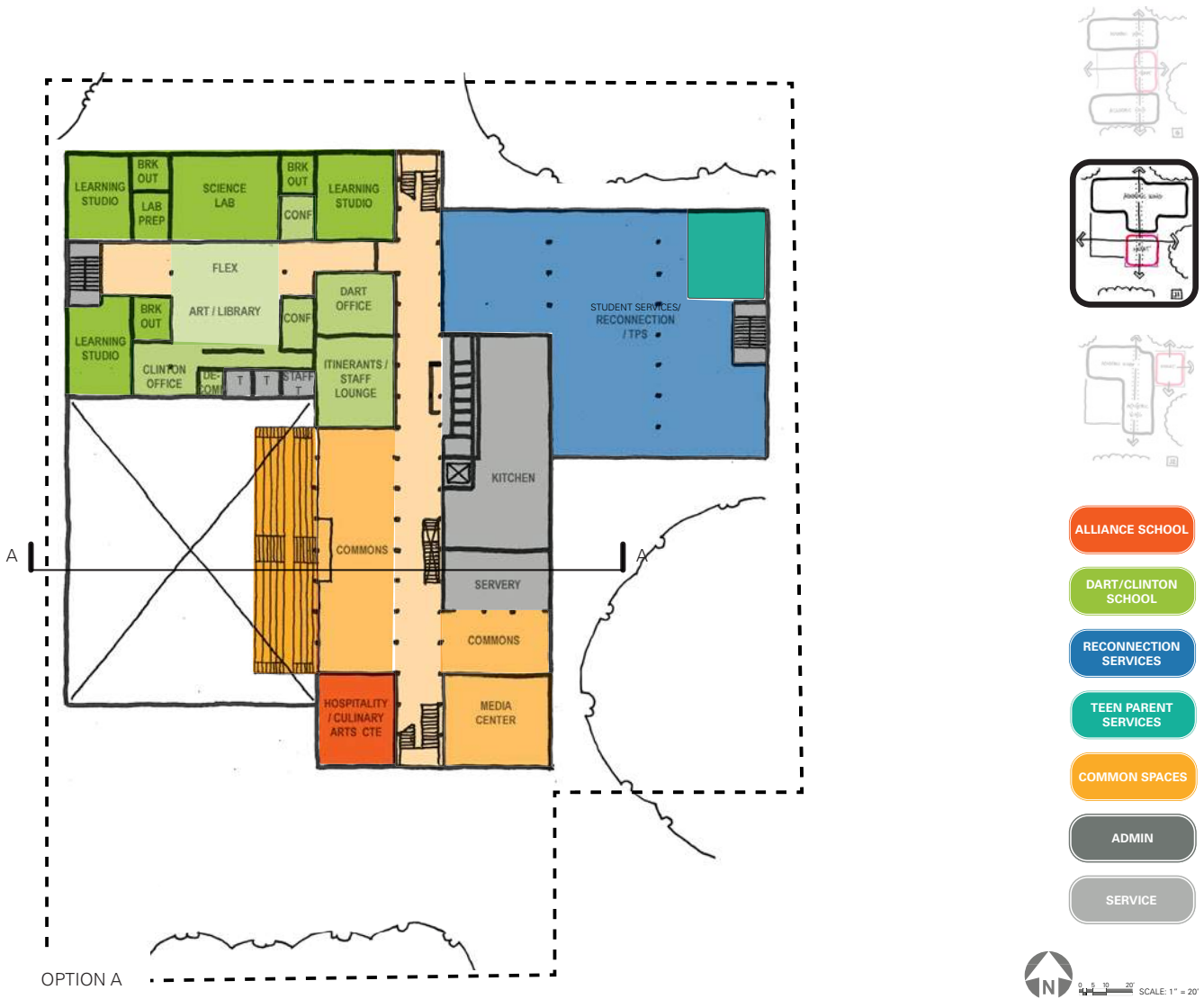
Jeff Dunning, of Bassetti, presented the second building scheme, referred to as the "Intersections" scheme. Jeff explained that the scheme gets its name from the orientation of the classroom wings, this time in a contiguous formation parallel to Glisan St. He went on to explain that the north end of the site is strictly pedestrian-oriented with entrances for both DART and the main entry directly off of Glisan, adjacent to nearby Benson High School. A play yard for adjacent Teen Parent daycare is located directly off of Glisan underneath the canopies of the existing oak trees. Drop-off for the daycare would occur at the curb along Glisan. A surface parking lot with ramp down to the parking garage would be located at the south end of the site off of Flanders. A driveway up to an un-covered CTE and Service court would also be accessed from Flanders. Admin and athletics spaces are essentially unchanged from the previous scheme. The strength of this scheme is how it pushes all vehicular traffic to the south end of the site, freeing up the north end for pedestrian-only access.

GROUND FLOOR



Jeff went on to explain that the group would be discussing two options for the second floor plan. First is option A (shown below). This plan, like the "Embrace" scheme, situates the commons with a direct connection to the gym space. It is also similar to the "Embrace" scheme in its placement of the DART/Clinton wing. The student services wing, however is situated directly across the corridor from DART/Clinton, right above the CTE wing. A kitchen, servery, and bathrooms would be nestled between the commons and the student services wing. A media center and culinary classroom would be situated at the south end of the building on either side of the circulation spine. This scheme provides some view to the treetops to the east but not as much as the "Embrace" scheme which allows the entire eastern side of the commons to look out into the adjacent treetops.

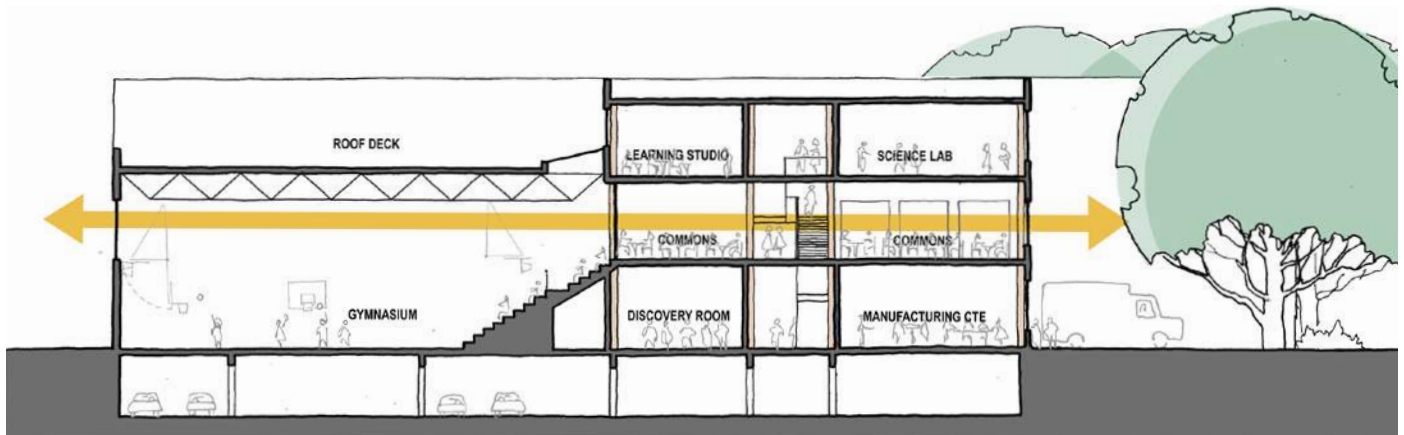
SECOND FLOOR



The third floor is similar to the "Embrace" scheme. The main difference is the configuration of the classroom wings in more of a "T" arrangement as opposed to the "reverse C" arrangement of the "Embrace" scheme. This allows for a more continuous formation of classroom spaces and a "node" where the two wings meet. Similar to the "Embrace" scheme, admin spaces are located centrally, directly off the corridor. A roof deck is also accessed off the corridor, though it does not provide the same opportunity for visual connection out onto the roof deck that is possible in the "Embrace" scheme.

THIRD FLOOR





The above building section helps demonstrate how, similar to the "Embrace" scheme, "Intersections - Option A" would allow visual connection from the commons out to the eastern treetops and out to the west over Buckman field.

To help DAG members understand differences between the proposed building schemes, a list of pros and cons of the "Intersections - Option A" scheme were presented. They are listed below.

PROS:

- + Strong relationship with B.P.H.S.
- + Pedestrian only access along Glisan
- + Large service yard
- + Parking level entrance near the natural grade at back of building
- + Strong circulation 'street'
- + Strong connection between commons and gym
- + Toilets stack for construction efficiency
- + Views toward Buckman field/Portland skyline from commons
- + Alliance classrooms stronger adjacency
- + North light in Design and Applied Arts CTE

CONS:

- + TPS Daycare play yard is in under tree canopies
- + Service/CTE court is uncovered
- + Some learning studios face east/west and may get morning/afternoon glare from the sun

The second option for the configuration of the second floor of the "Intersections" scheme would swap the locations of the commons and the student services wing. This move would place the commons along Glisan, affording views out to the existing oak treetops on the north end of the site and overlooking the main entry of the building. A media center would buffer DART/Clinton from the noisy commons. The student services wing, broken into two parts, would straddle the central corridor, with Reconnection Services overlooking the gym space for borrowed natural light.

SECOND FLOOR





The above building section helps demonstrate how, unlike "Intersections - Option A", "Intersections - Option B" would situate the student services wing overlooking the gym to the west and looking out into the treetops to the east

To help DAG members understand differences between the proposed building schemes, a list of pros and cons of the "Intersections - Option B" scheme were presented. They are listed below.

PROS:

- + Strong relationship with B.P.H.S.
- + Pedestrian only access along Glisan
- + Large service yard
- + Parking level entrance near the natural grade at back of building
- + Strong circulation 'street'
- + Toilets stack for construction efficiency
- + View of tree tops to north from commons
- + Commons and media center visible from Glisan
- + Alliance classrooms more together
- + Learning Studios have break-out rooms

CONS:

- + Daycare play yard is in shadow of trees
- + Service/CTE court is uncovered
- + Some learning studios face east/west and may get morning/afternoon glare from the sun
- + Commons and gym separate from each other

"INTERSECTIONS" SCHEME: ACTIVITY

After the group had been oriented to the "Intersections" Scheme, they were broken into four breakout groups and given access to a mural board with the various floor plans. DAG members were asked to discuss and comment on various aspects of the building design using sticky notes and symbols. Comments are transcribed below. A copy of both "Intersection" schemes mural board with all comments is shown in Appendix C/D.

GROUND FLOOR

DART entrance:

- + This entrance looks bigger than previous plan. More potential for a welcoming space.
- + I like that the entrance has less traffic so close.

Main entrance:

- + I like that stair and elevator are more mid building.
- + I like that there are no driveways on Glisan.
- + So good to see it separate from traffic ramp.
- + Finding Reconnection - how can that be done?
- + Great spot for pantry!

TPS Daycare:

- + TPS needs separate entrance.

- + TPS would like more daylight.

- + Will there be too much noise from Auto for Teen Parenting?

CTE/Service Court:

- + Much better than Embrace

Discovery Room:

- + Concerning that this is so disconnected from Alliance - Discovery is for building community.

SECOND FLOOR - OPTION A

Commons space:

- + Great placement for commons.
- + Advantage of views, light, openness with commons and gym together.

Student services wing:

- + Closer entry to reconnection look at stairs.
- + How many separate office spaces are located in Teen Parent Services? We need three private areas at minimum.
- + Alliance at Meek's first choice.

SECOND FLOOR - OPTION B

DART space:

- + DART students will have a tough time with so much visibility and proximity to the busy commons.
- + More central commons seems beneficial. DART could benefit from transitioning to places without being close to the hub.

Commons space:

- + Greener, more remote - but is that what students want from a commons?
- + Not a fan.

Student services wing:

- + I like the privacy and the of spaces for TPS. Does the interior of TPS have at least three private office spaces?
- + I like the privacy for Reconnection Services.

THIRD FLOOR

Alliance classroom arrangements:

- + Biology and Natural Resources need access to the roof deck.
- + Computer labs do not need line of sight to roof deck
- + Art classrooms need natural light. There are multiple art programs at Alliance at Benson.
- + One art classroom should be able to handle a kiln and have large sinks and storage.
- + Science labs should be attached or adjacent to the science classrooms.
- + If we have the breakout rooms how much flex space do we need?
- + Flex space next to counselor/admin space?
- + Swap computer lab and Natural Resources - NR needs access to roof garden.
- + Natural Resources wants to be close to other Science

Labs, while still having roof access.

Alliance admin space:

- + Flex space next to counselor/admin space?
- + I like that the entry is near the office.
- + Can the flex space be shared by the admin? People will be able to supervise.

Flex spaces/breakout rooms:

- + Flex spaces should not create distractions in classrooms.

Roof deck:

- + Up to 20 students at a time during class, Needs water for sure.
 - + All classes need access but Natural Resources directly
- Corridors, bathrooms, etc.:
- + Bathrooms are in a perfect location related to admin and other rooms.

SECTION - OPTION A

- + Maybe a move-able wall extends gym-commons?

SECTION - OPTION B

- + Just concerned about gym sound in Reconnection offices.

SHARE BACK

To wrap up the meeting, participants were asked to share back to the group what was discussed during the break out sessions.

Debora shared that group one discussed the idea of operable garage-like doors between the gym and commons for both the "Embrace" and "Intersections - Option A" schemes with an emphasis on allowing both light and flexibility. She also added that greater separation from the commons for the DART wing was desired. Teen Parent Services preferred the configuration in the "Embrace" scheme as it seemed more removed from traffic.

Jake reported that group two discussed that the "Intersections" schemes would require an entrance to the daycare separate from the main entrance and that a play yard under the tree canopies would not be ideal. He also noted that Reconnection would prefer a more direct entrance for visiting families.

Joe reported that group three thought that the connection between commons and gym was positive. He reiterated the same concerns about the play yard and a need to be able to observe the parking lot in the "Embrace" scheme.

Lisa Veatch, Alliance at Meek, mentioned that "Intersections - Option A" was the preference from her perspective. Elise Huggins, Reconnection Services, also voiced a preference for a more contained student services wing, like in "Intersections - Option A". Breanna Gervais, Alliance at Benson, also chimed in to mention that science classrooms should be co-located and that the "Intersections - Option A" arrangement allows a tighter knit configuration for Alliance.

It was discussed that the mural boards would be available for further comment for the next week. DAG members were thanked for their time, and the meeting was adjourned.

NEXT STEPS

DAG MEETING #9
November 12

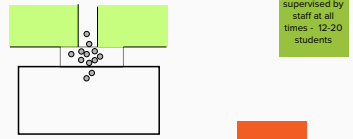
STUDENT ENGAGEMENT
TBD

APPENDIX A - SITE PROGRAMMING MURAL BOARD

2 ENTRY SEQUENCE

RECONNECTION SERVICES
 DART/CLINTON SCHOOL
 ALLIANCE SCHOOL
 OTHER

Is there often queuing up at the door?
 Is it desirable or not?
 If so, roughly how many people at a time?



Are there any special medical needs such as gurney transport?
 Lets discuss accessible design vs. inclusive design.



How do most students arrive?
 By car, bus, bike, walking, or drop of

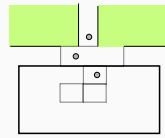


Bus
 Students arrive by school bus or are dropped by staff

Describe an entry that makes students and staff feel welcome, inspired and valued on arrival.

Someone is there to greet them
 Clear path to office and entry, no wandering or looking around
 bright, well lit, colorful art

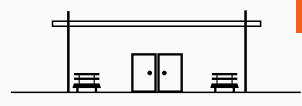
Are there any special accommodations at the front entry for your program?



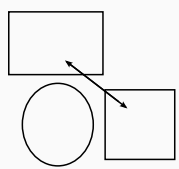
DMT Clinton will have their own entry at the side that needs to be secured. Staff will have supply room.

Project Based Learning

Is covered seating at the entry a priority for



No



Do you see students using the facilities at Benson HS?

no
 No Alliance students should not be wandering through Benson
 Health Services only
 TPS services for Benson students and parking for Benson Staff
 For some staff - not all Benson staff working for MPG Staff and for Visitors to MPG building
 MPG students would be taking Evening and Summer Scholars at Benson

Anything else?

3 OUTDOOR SPACES

RECONNECTION SERVICES DARTCLINTON SCHOOL ALLIANCE SCHOOL OTHER

stroller parking

WHERE SHOULD STUDENTS HANG OUT OUTSIDE AS: SOME, ONE, OR NONE?

SOME ONE NONE

Lunch, classes TEEN PARENT SERVICES structured times that are supervised

small groups supervised by staff

WELL-BEING

How do you see outdoor spaces supporting the social, physical, and emotional well being of students?

Useable during classes Privacy for staff/student confidential conversations taking a break or space small garden for science

growing food for culinary space for Natural Resources CTE program

THESE OUTSIDE SPACES SHOULD:

Dining commons have seating? Yes

Dining commons be covered? Yes

Dining commons have places for eating? Yes

All? be seen with a seating, covered, calming visibility necessary - our students need to stay in sight and sound of staff

have views to be sited in a calming natural setting? Yes

have good site lines in and out? Yes

What else?

SPECIAL EVENTS

We've heard Teen Parent Services has family night 3x a year. What other events or gatherings do you expect to have? Do they need outdoor space?

Supporting biology/ecology and science in general Supporting biology/ecology and science in general Maybe not if unless for a large supervised space. If limited space unnecessary


Bb Q Celebrations

SEATING AREA

Should the commons eating area have access to the outside?

Yes Yes

Yes



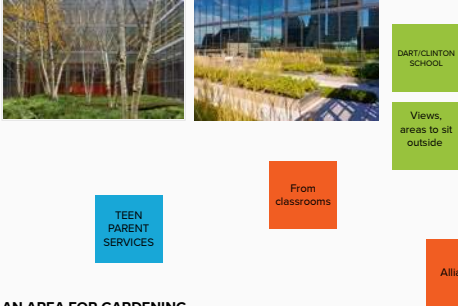
APPENDIX A - SITE PROGRAMMING MURAL BOARD, CONT.

4 ROOF DECK

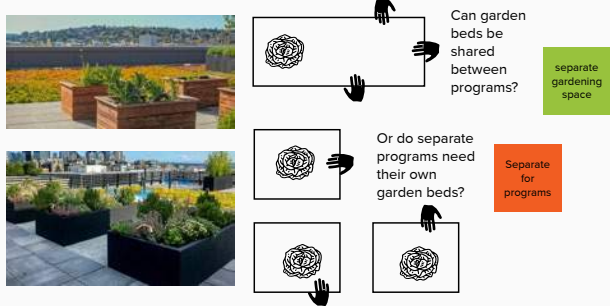
RECONNECTION SERVICES | TEEN PARENT SERVICES | DARTCLINTON SCHOOL | ALLIANCE SCHOOL | OTHER

YOUR PRIORITY(IES) FOR A ROOF DECK SPACE ARE:

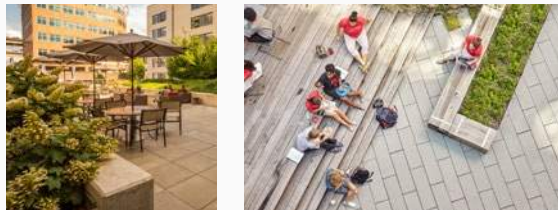
IEWS TO NATURE



AN AREA FOR GARDENING



MOVEABLE FURNITURE FOR FLEXIBILITY OF USE VS. SECURED FURNITURE



OUTDOOR CLASSROOM SPACE



We expect to hold class outside: all year round only when the weather is nice

All year, mostly spring and fall



For: small groups (1-4) medium groups (5-10) large groups (+11)

Small and large groups

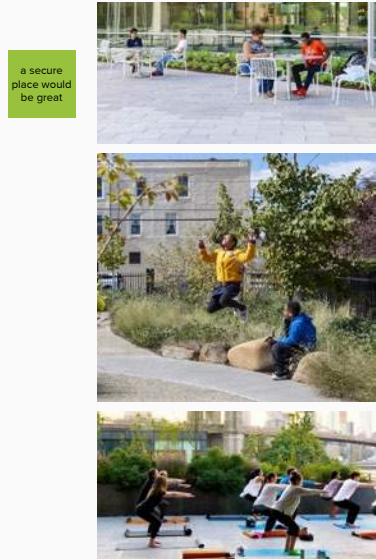
We'll need certain resources: electricity water other

Used all year for education purposes. Electricity and coverings

Storage

Water!!!

OUTDOOR COMMONS OR A SECURE AREA TO BE OUTSIDE RELAX, EAT, SOCIALIZE

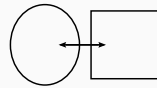


5 RESTORATION AND RECREATION

RECONNECTION SERVICES | TEEN PARENT SERVICES | DART-CLINTON SCHOOL | ALLIANCE SCHOOL | OTHER

We've heard you value:
 walking, sensory, and emotional breaks.
 pressure-release activities outside.
 gardening as a sensory and educational activity.
 Tell us more about these!

BUCKMAN PARK



Undoubtedly yes, daily - small groups

Do you see students using Buckman Park?
 If so, how often? Is a direction connection to the park a priority?

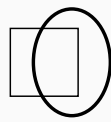
outdoor PE

WALKING LOOPS

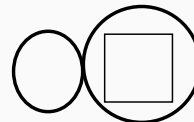


Small scale spiral meditative or log stump balance walk?

spiral walk or labyrinth, balance walk

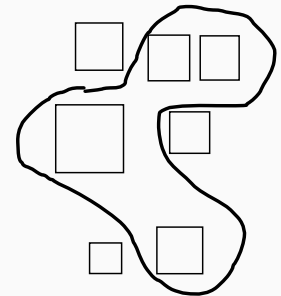


Through the building and the outside?



Around the block or around the track?

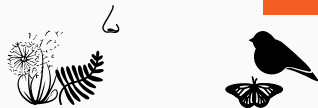
DART-CLINTON SCHOOL



Through the neighborhood?

SENSORY BREAKS

Describe what students/staff might like to see in a sensory break.



Views of natural plantings
 Views of the city
 Aromatic plantings
 Habitat to attract birds and butterflies
 Water sounds, deer scare
 Chimes or other play activated sounds



Strongly favor

birds, butterflies, water sounds

CONTEMPLATIVE BREAKS

Describe what students/staff might like in a contemplative outdoor space.

comfortable seating, cover from rain, words/poems on sidewalk

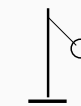
Strongly favor



ACTIVE BREAKS

Describe what students/staff might like in an active outdoor space.

small soccer goal, basketball hoop



Tether ball?



Music makers?

6 SUSTAINABILITY

RECONNECTION SERVICES | TEEN PARENT SERVICES | DART-CLINTON SCHOOL | ALLIANCE SCHOOL | OTHER

WHAT KIND OF STRATEGIES ARE YOU INTERESTED IN EMPLOYING?



RAINWATER HARVESTING

Strongly encourage



POLLINATOR GARDENS

DART-CLINTON SCHOOL



VISIBLE STORMWATER FEATURE

Would be nice



PERMEABLE PAVING

Would be nice



EXTENSIVE AND INTENSIVE GREEN ROOF

Encourage



LOCAL PRODUCTS AND MATERIALS

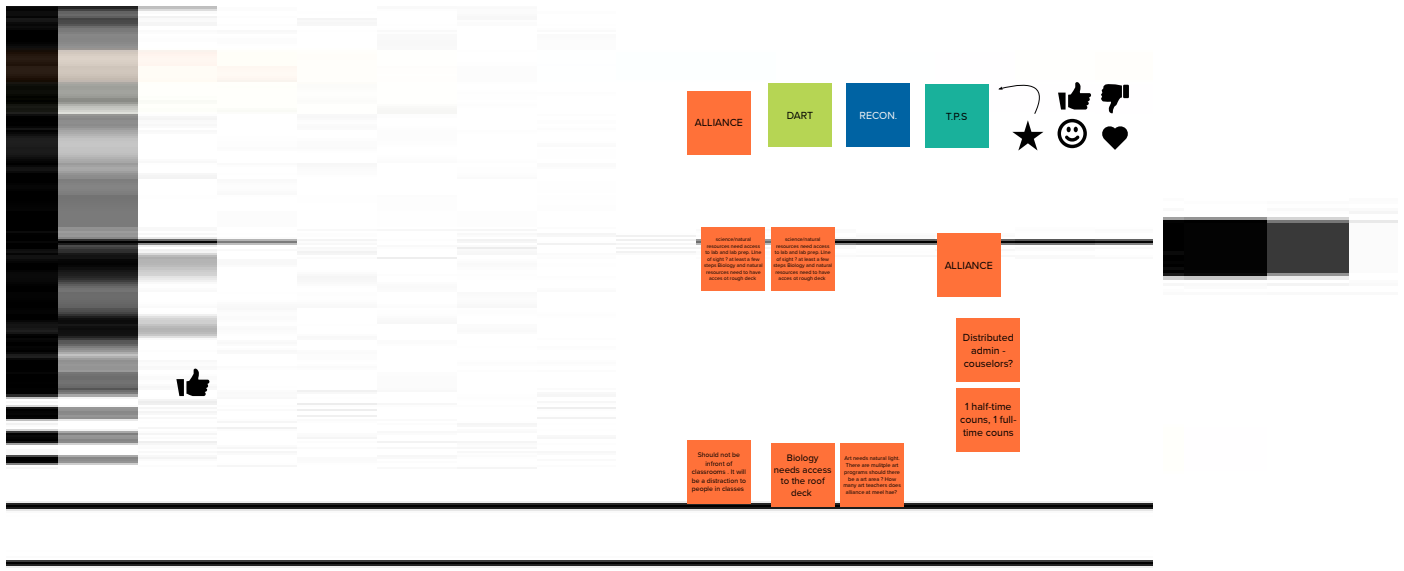
DART-CLINTON SCHOOL

Strongly encourage

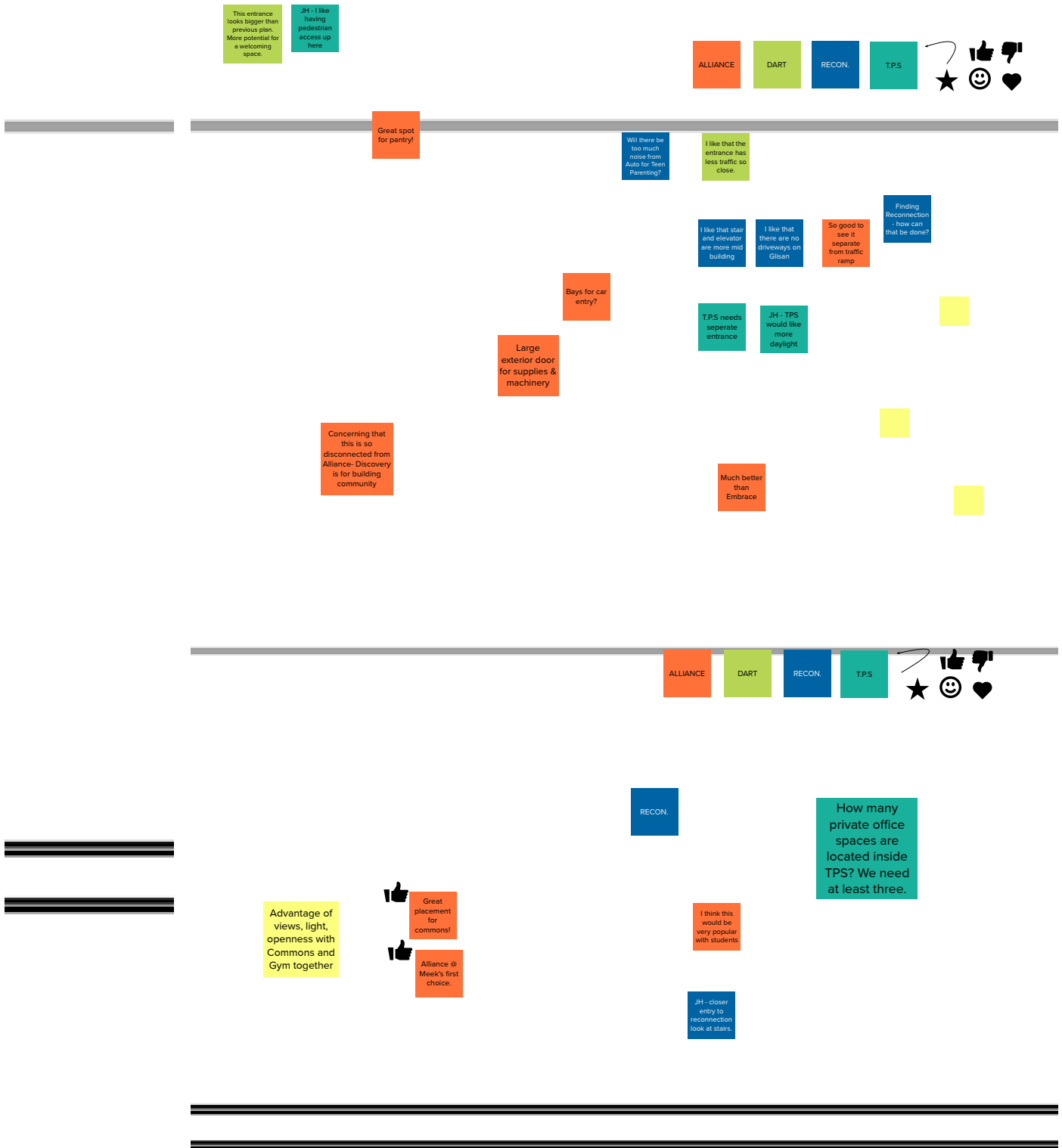
ANY OTHERS?

APPENDIX B - "EMBRACE" SCHEME MURAL BOARD





APPENDIX C - "INTERSECTIONS - OPTION A" SCHEME MURAL BOARD





Swap Computer lab and Natural Resources- NR needs access to roof garden.

Natural Resources wants to be close to other Science Labs, while still having roof access

Biology and natural resources need access to the roof deck Computer labs do not need light or sight to roof deck

Art classrooms need natural light There are multiple art programs at Benson

One art classroom should be able to handle a lot and have large sinks and storage

Science lab should be attached or adjacent to the science classrooms

If we have the breakout rooms how much flex space do we need?

Flex space next to counselor/admin space?

I like that the entry is near the office

can the flex space be by the Admin? People will be able to supervise

Flex spaces should not create distractions in classrooms

Up to 20 students at a time during class. Needs water for sure.

All classes need access, but Nat resources directly

Bathrooms are in a perfect location related to admin and other rooms



Maybe a movable wall extends Gym-Commons?



APPENDIX D - "INTERSECTIONS - OPTION B" SCHEME MURAL BOARD

