Master Planning Committee Meeting #10 Notes

Benson Polytechnic High School
February 23, 2017

bassetti architects

PPS

MEETING DETAILS

Meeting Location:

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

Attendees:

Portland Public Schools (PPS):
Jerry Vincent, Office of School Modernization Chief
Jen Sohm, Project Manager

Master Planning Committee Members:
Curtis Wilson Jr., Principal
Simon Criswell
Kevin B. Clark
Reuben Gilmore
Tammy Hite
Luke Hotchkiss
JaNae Jamison
Kristin Kennedy
Dave Ketah
Jacob M. Masters
Jim Piro
Julie Tonroy
Bryan Smith
Richard Spies
Lisa White

Design Team
Lorne McConachie, Bassetti Architects
Joe Echeverri, Bassetti Architects
Cary Dasenbrock, Bassetti Architects
Dianna Montzka, Bassetti Architects
Carol Mayer-Reed, Mayer-Reed Landscape Architecture
Anne Samuel, Mayer-Reed Landscape Architecture

Agenda

6:00- 6:20	Update
5 min	Project Update - Portland Public Schools + Tasks since last MPC + Industry Outreach Approach + Student Engagement Approach
15 min	Review of MPC #9 input - Bassetti
6:20 - 7:40	Design Refinement (Small Group Activity)
15 min	Scheme K + Whats working (+), what needs improvement (Δ), as seen through the lenses of our Guiding Principles + Teams will review the scheme, basing their comments within the context of a different set of two Guiding Principles per group
45 min	Report Back & MPC Discussion
7:50 - 8:00	Wrap-Up
5 min	Public Comment
5 min	Closing Thoughts & Next Steps

Pre - Design Goals:

Identify the vision, philosophy, and objectives of the school.

Provide a consistent and diverse voice for user groups in the pre - planning phase of the project.

Prioritize the objectives to attain cost certainty for the project moving forward.

Notes Issued Date:

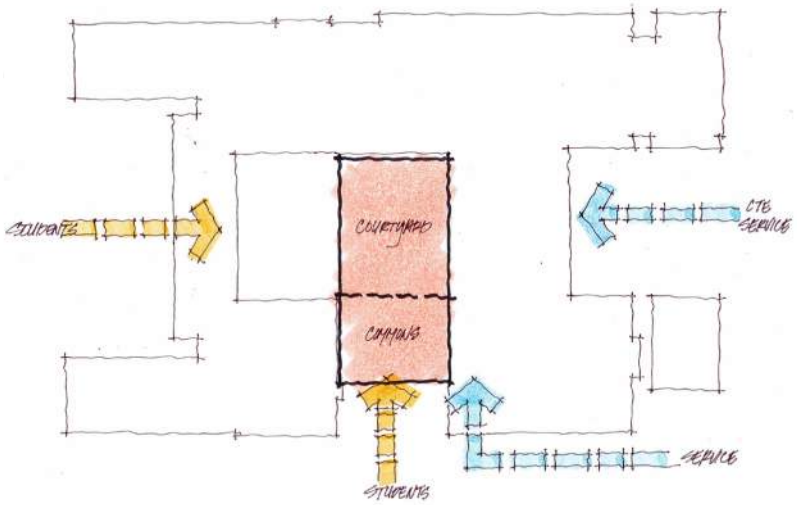
March 1, 2017

PROJECT UPDATE

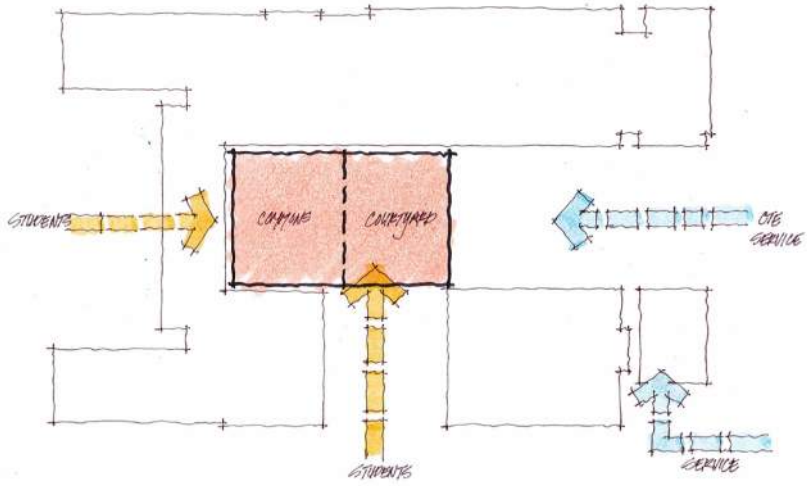
Over the past 5 weeks, the design team has:

+ Merged Scheme I and J resulting in Scheme K
+ Updated landscaping for Scheme K
+ Equipment Inventory and Program Scenario Plans completed
+ Tech Show Outreach
+ Preliminary report back from Acoustic Engineer
+ Phase II ESA and other structural testing to be scheduled after May bond vote

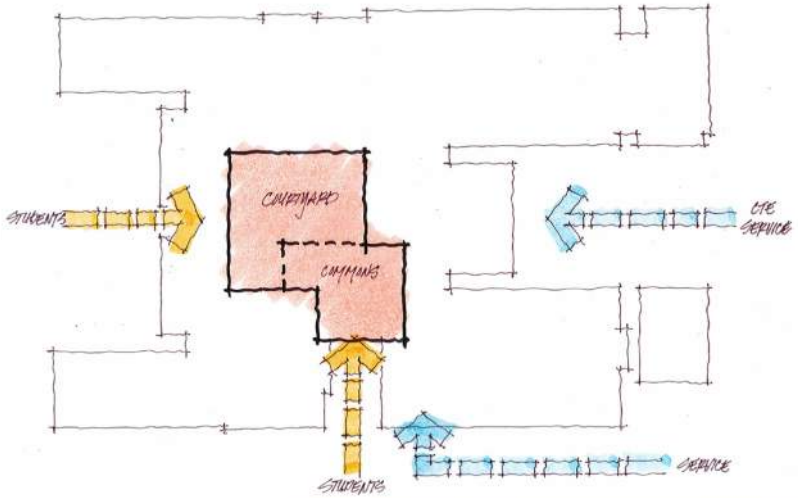
SCHEME K DIAGRAMS



SCHEME I

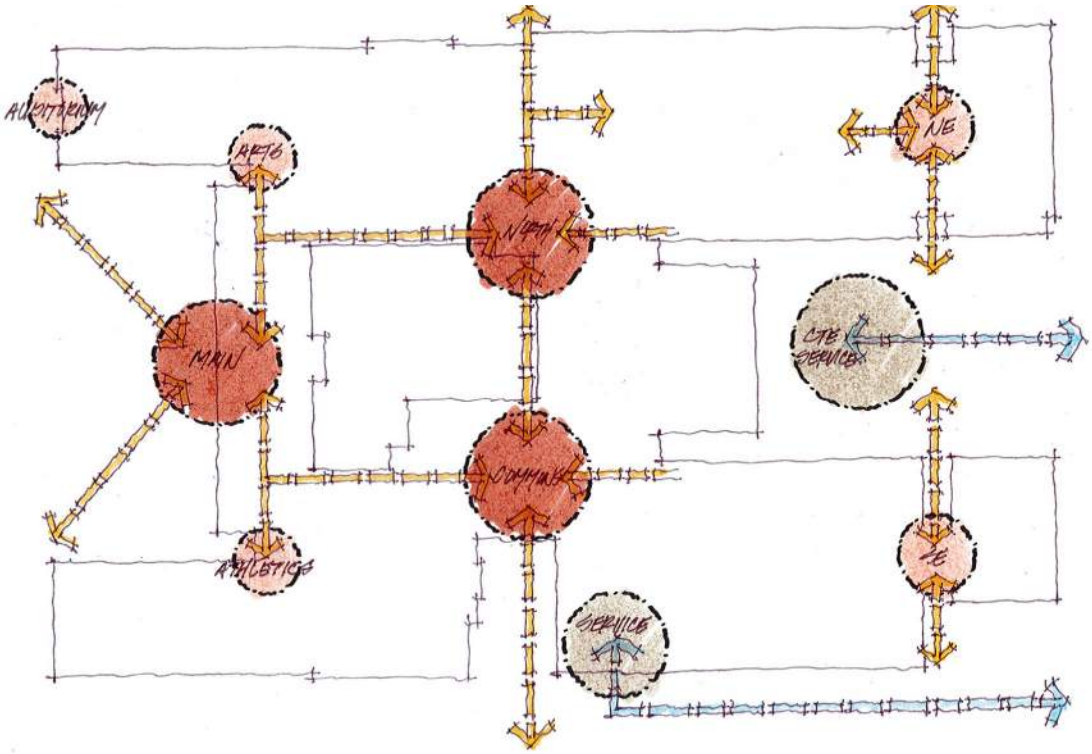


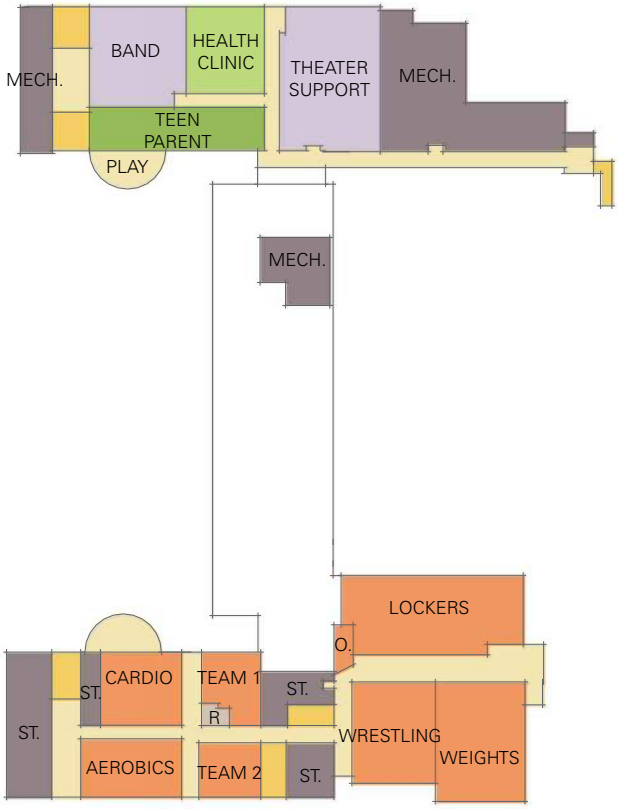
SCHEME J



SCHEME K

SCHEME K DIAGRAMS





LOWER LEVEL

BUILDING STUDIES - SCHEME K

Scheme K Big Ideas

+ Commons at "Heart of School" creates indoor/ outdoor space and links 1st and 2nd floors.
+ Protected social courtyard at the center, shared work courtyard to the east
+ Efficient service access for whole school and CTE uses
+ Enhance daylighting, transparency, and natural ventilation
+ Flexible adaptable spaces
+ Integrate academic programs and CTE programs through vertical relationships
+ Maintain historic structures and facades at the perimeter of the site
    + Enhance primary defining characteristics of the school as a landmark
    + New additions juxtapose historic character and polytechnical education in the 21st century

The four groups reviewed Scheme K, basing their comments within the context of a set of two Guiding Principles per group.

GUIDING PRINCIPLES GROUP 1:

ENGAGE WITH THE LOCAL BUSINESS, GOVERNMENT, AND POST-SECONDARY PARTNERS TO CREATE STRONG CONNECTIONS BETWEEN EDUCATION AND INDUSTRY

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

+ Positive

+ No comments to report

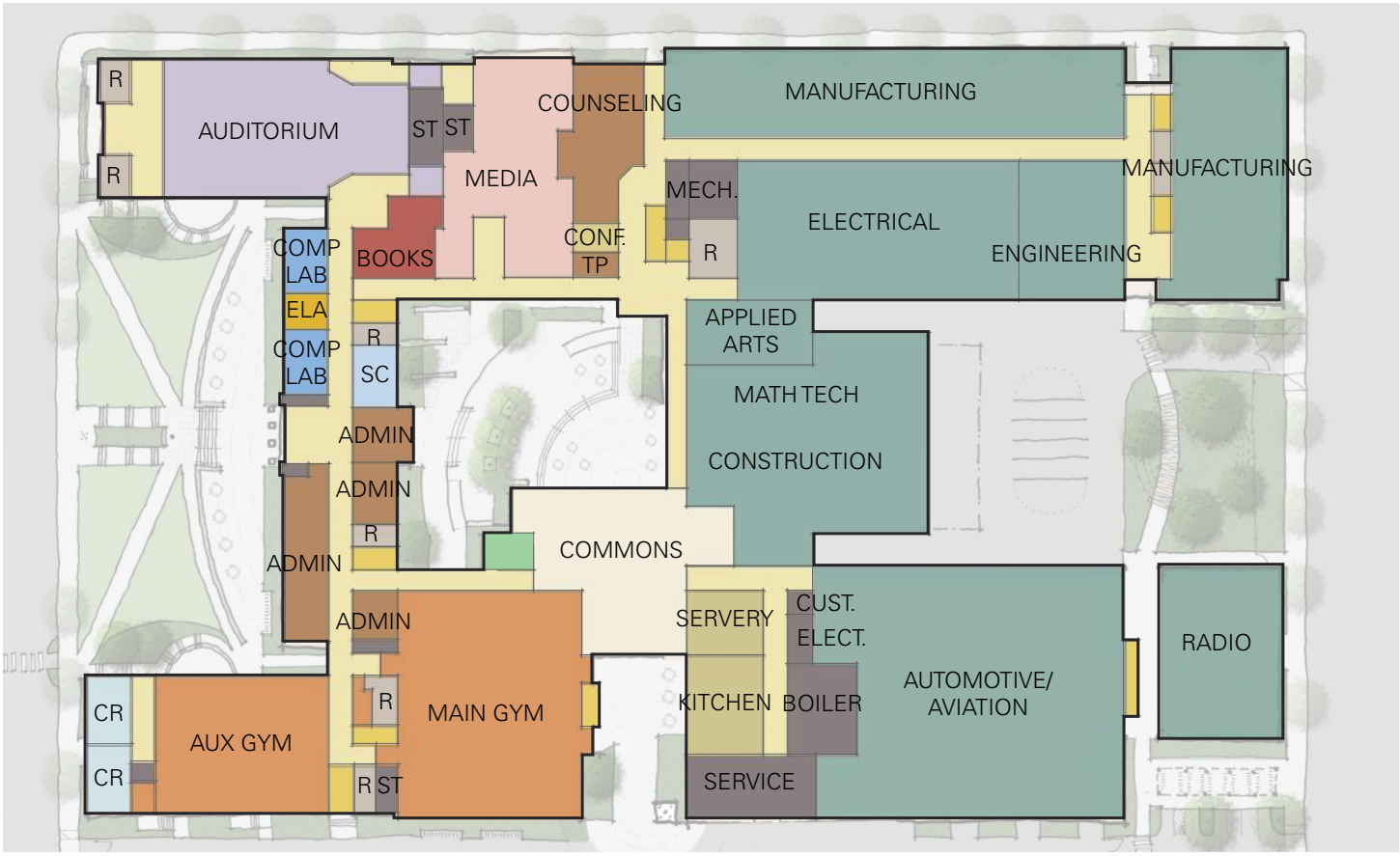
General Comments

- Confirm whether or not there is a need for any mezzanine/two story spaces in any CTEs
- Confirm what type of access is provided from the south
- Verify how ADA access to the south fields is addressed
- Flexibility includes a robust wifi network and technology backbone (comment from group 3).
- Dedicated program spaces should still be designed for adaptability over the long term. Specifically, Auto/Aviation having the potential to adapt the program to future technologies such as spacecraft and aquatic vehicles.

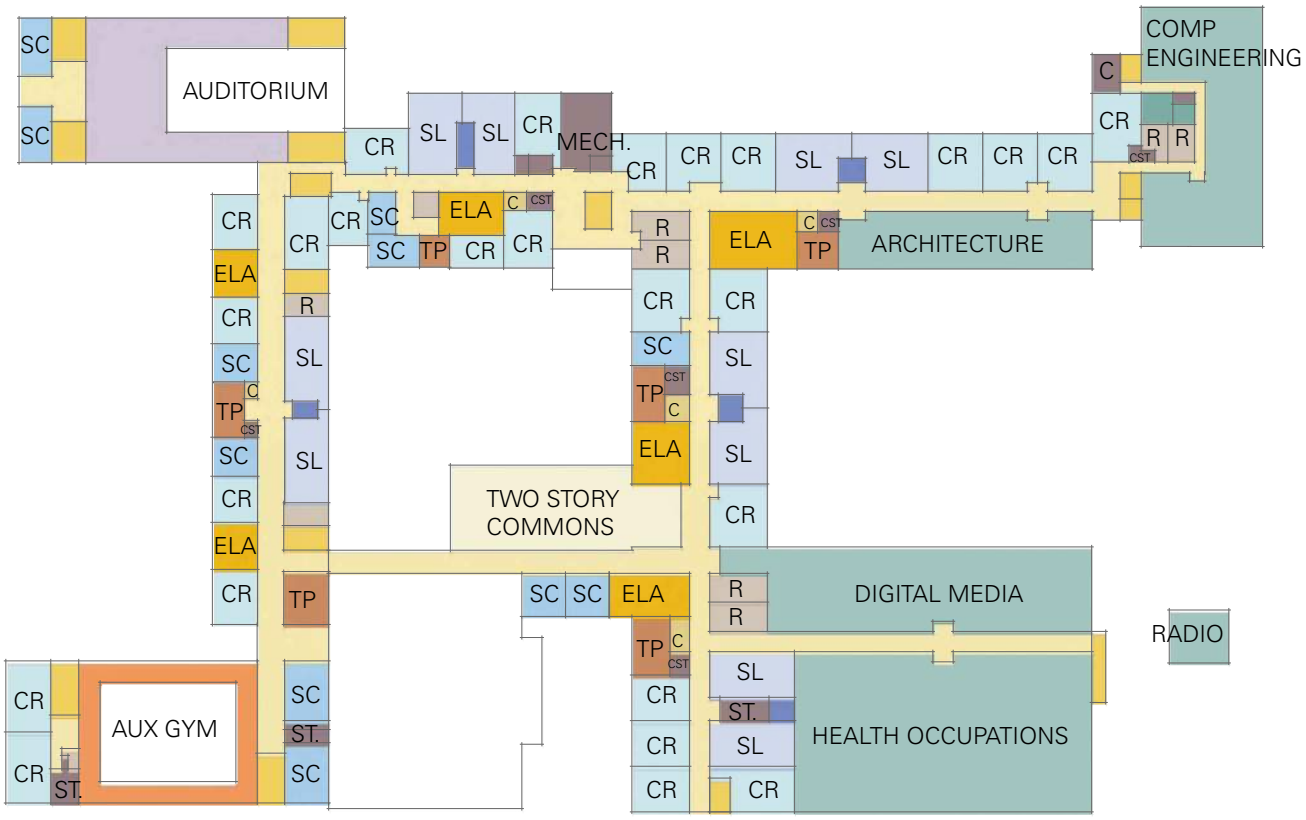
Δ Change

- More engagement needs to be happening with Community Partners to confirm/verify program needs
- Create more opportunity for interaction between Architectural Design and other CTEs
- Confirm how the CTE spaces are actually being used. Clarify if they are enclosed or open spaces
- Consider providing shared use flex spaces for the CTE programs
- Look into opportunity for use of roof space adjacent to Architectural Design with light (green roofs & photovoltaic panels).
- Provide covered areas adjacent to CTEs
- Re-evaluate size of CTE service yard (too big in Scheme K).
- Consider the value of adding a Maker Space as part of the program
- Have a designated space to greet, tour, and present to community partners. Give Benson the ability to showcase their school, culture identity, and diversity (comment from group 3).

SCHEME K DIAGRAMS



GROUND FLOOR



SECOND FLOOR

GUIDING PRINCIPLES GROUP 2:

HONOR THE UNIQUE HISTORY AND CULTURE OF BENSON POLYTECHNIC HIGH SCHOOL

SUPPORT A COMPREHENSIVE EDUCATIONAL EXPERIENCE FOR STUDENTS

+ Positive

+ No comments to report back

General Comments

- The basement is a good location for indoor bike storage
- The basement is a good location for computer labs
- staff lounge/lunch room is needed
- Design minimum slopes and edges in the courtyard for a streamlined design
- The courtyard feels too big
- Consider the opportunity for fruit trees and medicinal plants in the courtyard

Δ Change

- Consider how the site will drive the future and how the school can evolve
- Consider the identity of the schools wings. Explore how these wings can memorialize history and then develop a new identity to help wayfinding (comment from group 3).
- Consider a museum or gallery spaces throughout the building that is dedicated to the history of Benson.

GUIDING PRINCIPLES GROUP 3:

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

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

+ Positive

+ Industry space at center is a good idea
+ Scheme provides a variety of sizes and flexible spaces
+ Breakout areas offer opportunities for hands on learning outside of the classroom

General Comments

- Make solar and green rooftop learning space available
- South roof access is needed
- Teacher planning on the ground floor is wasted space
- Move the Health Clinic out of the basement to avoid stigma
- Consider adding a lower level to the main building
- Give the opportunity for transparency of shop spaces off of walkways for tours
- Provide more vertically connected views throughout the building
- Provide storage near the front entry or an alcove for the student store/kiosk
- Clarify locker count for the ed-spec. Consider if it is necessary to provide one for every student.

Δ Change

- Consider moving the Architecture department right above Construction and Math Tech
- Moving tables allow for flexibility in different education delivery
- Where corners are present at circulation notes, windows should be provided to allow clear wayfinding.
- Consider how isolated the radio program is and how it can be better integrated with the school. Consider a second floor connection
- Engineering can be adaptable through access to power and data from the ceiling

GUIDING PRINCIPLES GROUP 4:

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

PROVIDE LEARNING ENVIRONMENTS THAT INSPIRE CREATIVITY AND COLLABORATION AMONG STUDENTS

+ Positive

+ Commons is in a good location that is inclusive and open for everyone
+ Interior courtyard
+ Vertical connection between CTEs and Academics is creating collaboration opportunities
+ Providing good outdoor spaces and exposure to greenery inspires creativity and collaboration
+ Transparency and height of the commons inspires collaboration and creativity with views outside and to other programs
+ With good wayfinding access, Health Clinic in the basement is ok because privacy is key
+ Ramp at front entrance is working very well for universal access
+ The landscape design of the front entrance is giving a great sense of safety and retreat from the busy road.
+ Inclusion is being achieved with small SPED classrooms scattered throughout learning clusters
+ Location of Media Center and its surrounding programs provide a quiet zone

Δ Change

- Remove admin space from front entry so there is a direct visual and physical pathway into the central courtyard and direct access to commons.
- Clarify how main gym can be accessed. If it can be accessed through the East side in the south courtyard, this would create inclusive access for all through a protected and safe pedestrian walkway in the south alley.
- Clarify if the gated south alleyway is open to pedestrians
- Consider how roll-up doors off the commons would increase inclusion and collaboration as well as fresh air flow from south to north.
- Explore how retractable awnings could be used in the central courtyard to provide some covered areas.
- Consider how the symbolic circular theme of collaboration in the landscape can transition to a physical sculpture at the heart of the center courtyard circle. This sculpture would showcase rotating work from each CTE and would represent history, collaboration, inspiration, inclusiveness, and alumni.
- Consider green roofs in addition to solar panels for teaching opportunities on the roof
- Cover outdoor bike parking with solar panels
- Consider bioswales rather than grass in the two triangular lawn areas closest to 12th street. This would increase the feeling of safety and protection to students using the back part of the lawn or upper plaza.
- Explore pedestrian pathways from the second floor of the south wing to the second floor of the north wing. If students are still going outside,provide covered areas in the CTE bioswale.
- Consider how all stormwater could be captured on-site
- Consider how art, history, diversity, and culture can be embedded throughout the building

CLOSING THOUGHTS

To close the meeting, each MPC member shared a positive (+) and a change (Δ) on Scheme K with the group.

+ Positive	Δ Change
Lisa White: + The commons location is good and the exposure to green spaces is a plus.	• The internal courtyard may be too large and lead to it being underutilized. Landscaping maintenance is also a concern.
Richard (Dick) Spies: + The ground floorplan is very flexible.	• The commons space should be moved north so it is more embedded with the courtyard. • The second level may not be as flexible as the ground floor. The spaces are harder to push and pull. • There is a lack of vertical connections between the ground and second floor
Simon Criswell: + The CTE courtyard is working well.	• Architecture should be moved directly over Construction
Jacob M. Masters: + The curvature of the front entry plaza feels very inviting.	• The plan is only showing two computer labs and their location isn't embedded within the programs that use them. • Laptop carts that completely replace shared computer labs should be considered
Luke Hotchkiss: + The location of Construction at the center of the building is great.	• There are concerns about one single path for entry and exit of the CTE courtyard rather than a one-way entry and exit flow.
Reuben Gilmore: + Positive feedback was given on the location of the commons.	• No changes to comment on
Curtis Wilson Jr.: + Positive feedback was given on the location of Tech Geometry and Construction at the center of the building. + Access for admin to park by the Radio building is great.	• Security of alley is great • The wellness center needs to be moved from the basement

+ Positive	Δ Change
Julie Tonroy: + The courtyard and front landscaping is great. Students perform better with more access to greenery and outdoor areas. + The design is doing a good job of showcasing what is going on "under the hood".	• Would like to see an exploration into travel time on the second floor between the South and North wings, specifically travel time to get from Digital Media to Computer Engineering.
Kevin B. Clark: + Positive feedback was given on the central courtyard.	• Not convinced about the location of the commons. • Not convinced that it is efficient to cluster the science labs throughout the second floor.
Tammy Hite: + The courtyard at the center works well for several reasons, one being that it would be a great space for student gatherings and events. + Entrances to the building are being considered well.	• It would be nice to see the hallway between Manufacturing and Electric lit up more, through light wells, etc. Right now it still feels "maze-like".
Dave Ketah: + The bioswale in the CTE courtyard is great.	• In the front entrance lawn, the triangles closest to 12th street could be turned into bioswales. • Use the center node of the center courtyard circle as a display area for program work. • Admin space directly east of the front door should be removed so there is immediate transparency to the central courtyard when one enters the building.
Bryan Smith: + The Extended Learning Areas provide great opportunities.	• The Athletics entrance should be from the south alley way. • Having all of the Admin space at the front of the school is not very compelling and hides the student presence. • Laptop Chrome carts should replace the computer labs
Jim Piro: + Positive feedback was given on the courtyard, front of building, and the academic classrooms on the second floor.	• Would like to see the ability to show off work at the center of the school. • If Math Tech was closer to the commons, there would be a good opportunity to see workshop spaces.

DESIGN ACTION ITEMS

With the feedback from this MPC meeting, the design action items moving forward are as follows:

1. Refine clarity of circulation and access to daylight for every space
    + Explore a connection of the North and South wings with a bridge on the East edge.

2. Explore the Commons proportion and shape
    + Push the Commons North to create a more cohesive core with views from the second floor and better access to daylight for classrooms around the courtyard.
    + Create a stronger connection to the south field access. Address concerns over trash and service deliveries at that location.

3. Landscape
    + Provide two driveways in the CTE courtyard to create a fluid path of in and out car circulation.

4. Enhance vertical connections with two-story circulation spaces and/or learning spaces