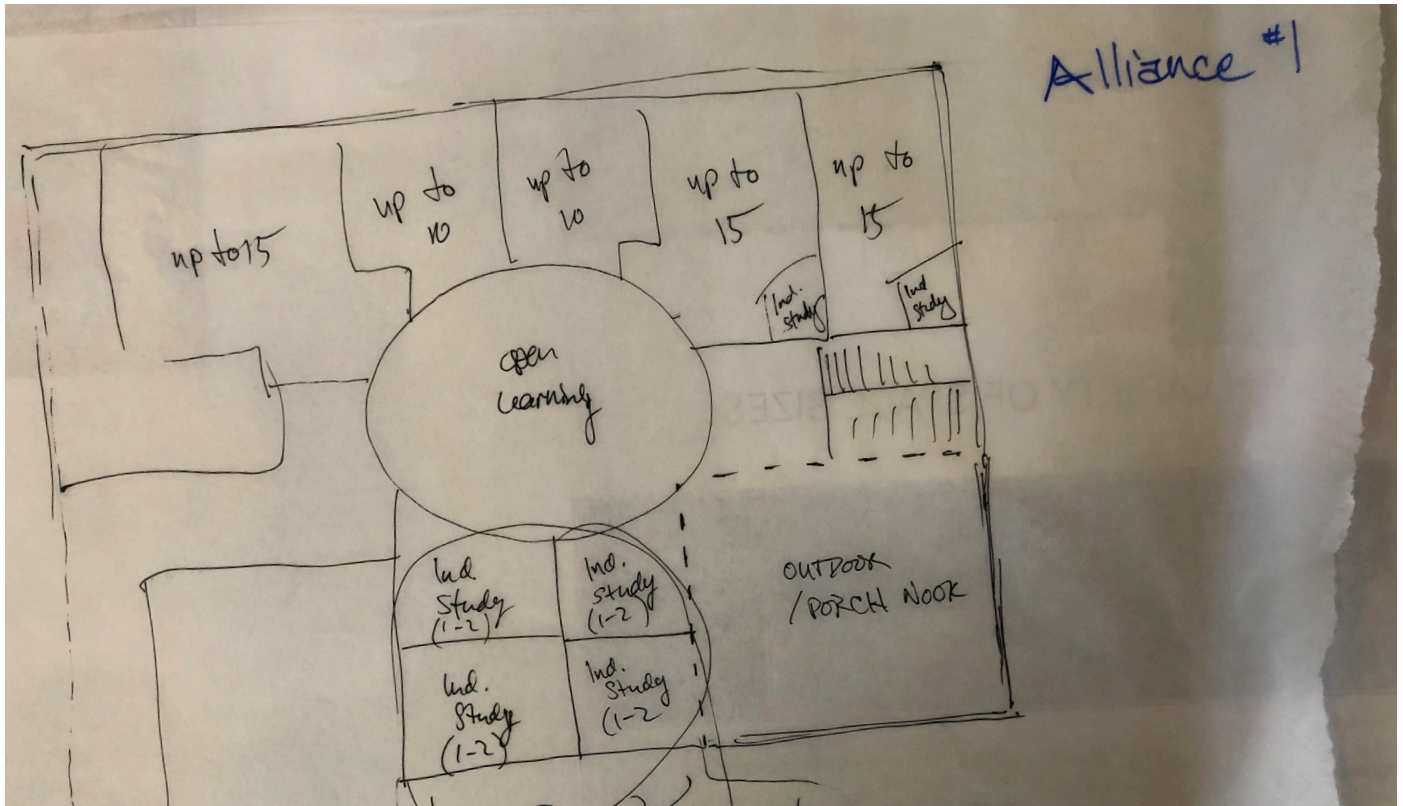


MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #5

SUMMARY AND NOTES

JANUARY 29, 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
Breanna Gervais
Cathy Reynolds
Donee Deschler
Elli Sussman
Elise Higgins
Emily Etzkorn
Jackie Santalulia
Erlinda Badinas
Jeffrey McGee
Korinna Wolfe
Lisa Veatch
Lorna Fast Buffalo Horse
Mark Bond
Max Whitehouse
Miguel Mejia
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn
Ursula Loretde

DESIGN TEAM

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

Agenda

- | | |
|-------------|---|
| 5:00 | Arrival & Welcome |
| 5:00 – 5:10 | Project Update: <ul style="list-style-type: none">+ Steering Committee/Board Process+ Trauma Informed Design |
| 5:10 – 5:40 | Building Layout & Adjacencies Follow-Up Activity <ul style="list-style-type: none">+ Presentation of updated site and building adjacency schemes+ Review and provide feedback+ Discuss as a group |
| 5:40 – 6:15 | Program Review & Efficiency Brainstorm <ul style="list-style-type: none">+ Presentation of draft program list+ Review and provide feedback+ Discuss as a group |
| 6:15 – 6:55 | Learning Community Activity <ul style="list-style-type: none">+ Present learning environment options+ Break into schools and review options.+ Discuss as a group |
| 6:55 – 7:00 | Wrap Up & Next Steps – <ul style="list-style-type: none">+ Next Steps+ Next DAG meeting |

ARRIVAL AND WELCOME

Jamie Hurd started the meeting off by welcoming all and providing an update on the School Board process for the project. The culmination of the DAG involvement and the Master Planning process will be going to the Bond Sub-Committee soon for approval. Next, Joe Echeverri, of Bassetti Architects, provided an overview of the meeting agenda.

TRAUMA INFORMED DESIGN

Debora Ashland, Bassetti Architects provided an overview of what the design team has been learning about Trauma Informed Design. A hand-out was provided of some of the key elements and the references used to date.

Building Features:

- + Consistency, Predictability
- + Welcoming
- + Soft places
- + Open rooms (lites in doors or windows between rooms). Easy to scan /view their space.
- + Open, clear sight-lines with few barriers. No dead ends
- + Simple and easy to navigate
- + Adequate space to circulate to avoid accidental touching or interfering with personal space
- + Places for confidentiality
- + Good acoustics and acoustic separation
- + Provide quiet spaces
- + Uncluttered. Clean, durable, and easy to clean

Safe Place:

- + Consistency, Predictability
- + Safe spaces with comfortable surrounding and chairs
- + Allow parents to see their children and vice versa while at the building
- + Restrooms with locks
- + Feel safe and supported
- + No dead ends

Biophilia (Connection to the environment):

- + Connection to the environment: visible landscape, access to outside
- + Lighting: Provide daylight
- + Provide good quality lighting
- + Art (preferably landscape or organic colors)
- + Personal Control / Choice

- + Emphasize personal space: choices for seating types, locations, quiet, and group areas
- + Provide Task lighting that allows control over their environment
- + Allow for choice: different environments to learn
- + Orient seating so it is facing out from walls and to increase socialization
- + Allow for Music

Finishes / Materials:

- + Use Natural materials
- + Calming colors: blue, green, purple.
- + Culturally respectful finishes, colors, and patterns

General & Operational:

- + Minimize triggers associated with Trauma informed design Predictable schedules and routines
- + Respectful of non-English speakers and communication needs: hearing impairment, limited literacy
- + Food, warmth, shelter, water
- + Keep spaces clean
- + Fragrance-Free environment

Universal Design: Seven principles of universal design to guide the design of environments and products (The 7 Principles, 1997):

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive Use
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

RESOURCES AT END OF THESE NOTES

BUILDING LAYOUT AND ADJACENCIES FOLLOW-UP ACTIVITY

New building schemes were prepared based on feedback from the DAG #4. Options 1 and 4 had received the most positive feedback, so the options presented at this meeting were largely based on those schemes. All included a central spine of circulation running north and south. CTE programs and Teen Parent Services Daycare are located on the ground floor. A variety of outdoor spaces were provided in each option, some larger, and some smaller. Names for each scheme were based on the configuration of their outdoor space, as follows:

- Option #5: "PORCHES"
- Option #6: "COURTYARDS"
- Option #7: "CASCADE"

DAG members were asked to comment on the updated options using "Δ" for things that they would change and "+" for things that they liked. Additional comments were encouraged.

CONCEPT #5: "PORCHES"

This scenario includes a separate parking area to the south and east of the facility for MPG parking, drop-off and loading for the CTE and kitchen. A separate entry to the lower parking area is provided from the north. The gym and commons are located on the ground floor but separated by a corridor. DART/Clinton is located on the second floor to the north and Alliance programs occupy the second and third floors in larger blocks of spaces. Only one outdoor roof garden is shown on the northwest corner of the third floor. This scheme imagines exterior "porches" cut out of the learning community blocks, hence its name.

Positive comments (+):

- + Teen Parent loves this option
- + Like the parking turn around
- + Reconnection at 1st & 2nd floor is ok if entry near parking

Questions:

- + Where is Library space?
- + Can the top of the Gym roof be a garden/roof deck?



CONCEPT #6: "COURTYARDS"

This scenario includes all parking at the lower level with access from the north off Glisan St. The gym and commons are adjacent to one another on the ground floor. CTE is located in the southern portion of the building with vehicle access off of NE Flanders Street. Teen Parent Service is located in the NE corner of the site. DART/Clinton lands on the second floor in the northeast corner adjacent to a shared roof deck. A U-shaped configuration around a roof deck support two Alliance learning communities. The third floor holds the balance of the Alliance program and a large shared roof deck area.

Positive comments (+):

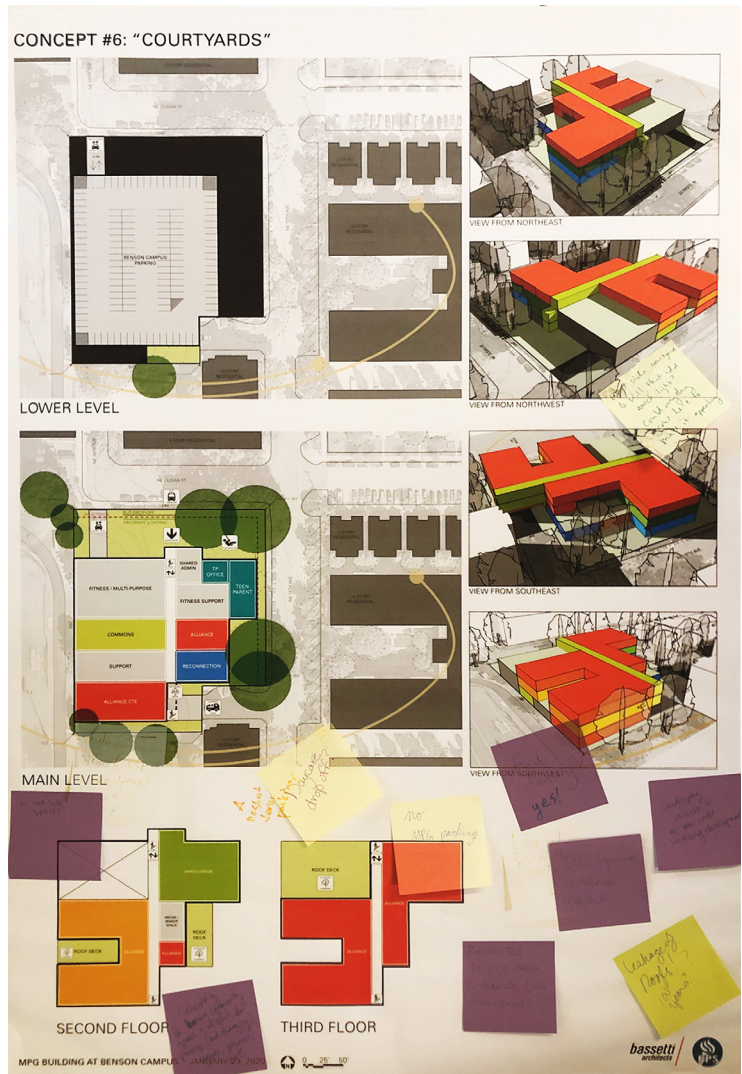
- + Like outside spaces
- + Landscaping valuable in an area under development
- + Love cut-outs for courtyards

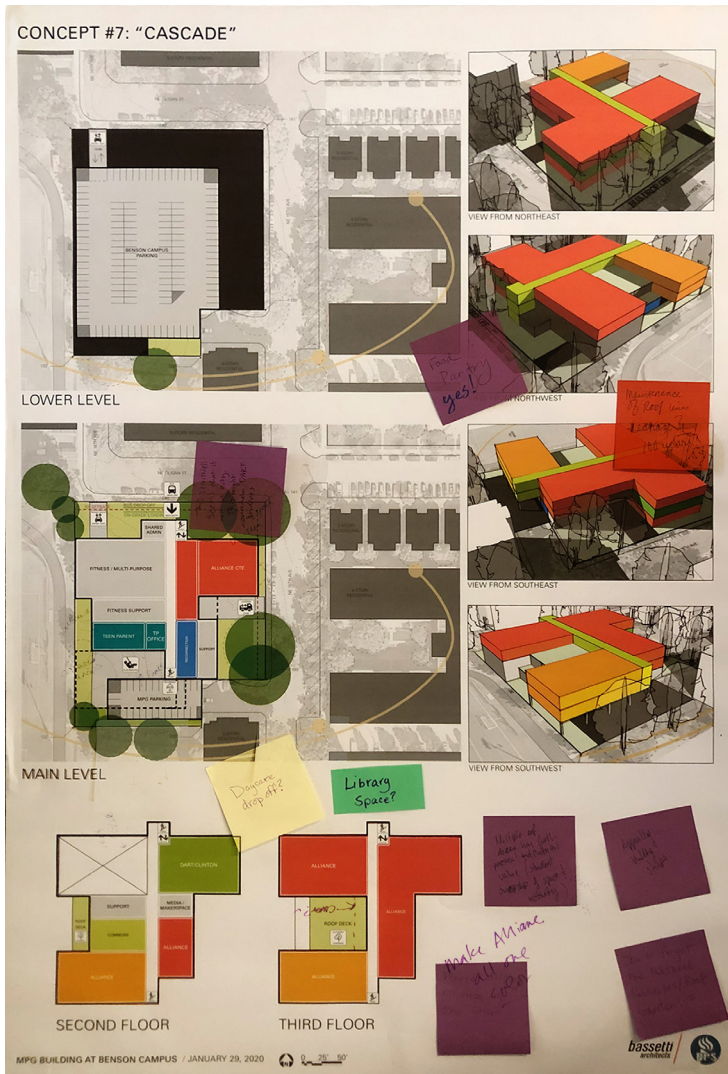
Negative comments (Δ):

- + No off-site Daycare drop-off
- + No short term or MPG parking
- + Teen Parent needs separate entrance

Questions:

- + West side courtyard - Will anything grow here?





CONCEPT #7: "CASCADE"

The "Cascade" scheme separates parking into two distinct areas (similar to "Porches"). The larger below grade lot is accessible from Glisan St, and a smaller lot to the south provides direct access to Teen Parent Services and Reconnection Services. Bus drop off is on Glisan St. The gym is on the first level, separate from the commons which is on the second floor.

CTE is located in the northeastern corner of the building with vehicle access off 16th. Teen Parent Services daycare is located on the south of the site with the outdoor play west of the parking. DART/Clinton is located on the second floor in the northeast corner. A shared maker space is central to the second floor. Alliance is located on both the second and third floor with a large shared roof deck area.

Positive comments (+):

- + Multiple roof decks have practical and cultural value (student ownership of space & authenticity)
- + Appealing building shape
- + Like separate MPG parking

Negative comments (Δ):

- + North stairwell seems busy and will disrupt DART
- + Teen Parent Daycare too close to parking - fumes

Questions:

- + Where is library space?
- + Is there daycare drop-off? Yes with short term parking in MPG lot
- + Can some of the Day-Care outdoor space be covered?
- + Can the top of the Gym roof be a garden/roof deck?
- + Can the third floor roof deck have some coverage?



Group Discussion:

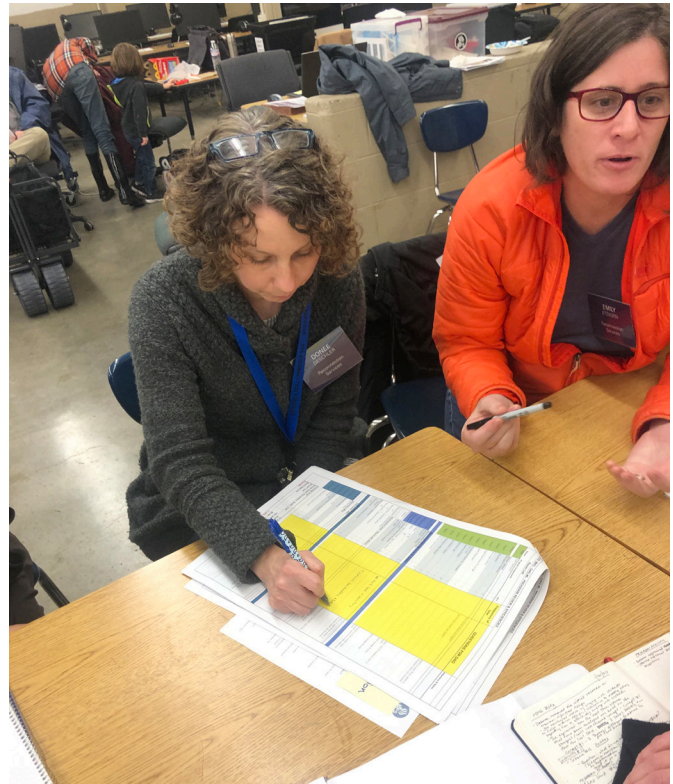
DAG members came back together to discuss the schemes as a group. DAG members representing Teen Parent Services preferred the "Porches" scheme, noting that it seemed to be the best for the outdoor play area and parking access. Many expressed appreciation for the outdoor areas and preferred they be on every floor throughout the building in lieu of one large shared outdoor space on the third floor. The separate parking area for MPG was favored by all.

DAG members emphasized that the natural resources lab will need close access to outdoor space for student projects. They also expressed concern for leakage of roof decks, noting that the building should be as low-maintenance as possible. Another potential issue with roof deck spaces is the treatment of railings and ensuring student safety.

PROGRAM REVIEW & EFFICIENCY BRAINSTORM

For the next activity, Debora and Jamie provided an overview. A list of spaces had been prepared based on interviews with staff, administrators, and school observations. This list included every need that the design team had heard to date. The goal was to find common areas and opportunity for shared spaces. The overall size of the school was over the budgeted amount so this activity was envisioned as an opportunity to get DAG members to think creatively about how to be more efficient.

Each school and program was provided a list with frequency of use of the spaces and what might be able to be shared or quantities reduced. The teams provided notes on the lists provided. This was a difficult exercise for many because this is the first time the schools are coming together and the programs and schedules are not fully developed. Helpful information was provided by all and the program has since been updated with this input.



RECONNECTION SERVICES/RECONNECTION CENTER

Reconnection Services & Center					
Reconnection Services					
Reconnection	Reception / Waiting	6 people	1	We don't have a Secretary verify	Ability to open & be visible to reception when ofc occupied.
Reconnection	Secretary		1		
Reconnection	Office	V.P.	1	Not sure who would use 7 outreach coordinators + Data Analyst	Divisible into 2 smaller conf rms.
Reconnection	Office	?	1		
Reconnection	Open Office for 9 Staff	Split into offices	3		
Reconnection	Conference Room for 10 people	(12' x 16')	1	Sound proof divider	Shared with Alliance & Reconnection Center
Reconnection / Alliance	Conference Room for 15+ people	(15' x 25')	1		
Reconnection Center - Shared with Alliance					
Reconnection Ctr	Social Work Office		1	1 teacher	Share with Alliance
Reconnection Ctr	Counselor office		1		Share with Alliance
Reconnection Ctr	Special Ed Teachers	She fronts	1		Moved 1 Spec Ed from Alliance to Reconnection Ctr
Reconnection / Alliance	Classroom		1	Those spaces are not used all day for R.C. So would be avail. for others.	With 2 "hook" areas in CR
Reconnection Ctr	Small group rooms		2		Adjacent to Classroom

could be shared (written vertically on the left side of the table)

More assist. w/ R.C. vs. Alliance (written in a circle around the Counselor office row)

TEEN PARENT SERVICES

Teen Parent Childcare					
Teen Parent - MPG					
Department Office					
Teen Parent	Director office		1	Cheryl Katoya 3 counselors / Norelle	Could be shared with other programs, there one day a week
Teen Parent	Reception/admin		1		
Teen Parent	Counselor office		1		
Teen Parent	Conference Room for 10 people	(12' x 16')	1	Yes Diapers CPR Classroom supplies	Could be shared with other programs
Teen Parent	Storage	(Could be shared with Reconnection or White Blvd if message)	1		
Teen Parent	Shared office for itinerant staff	space for 2 or 3 to work	1	Home Instruction / Comm agent	

could be shared (written vertically on the left side of the table)

Comm agent (written above Cheryl)

Comm agent (written above Dalia)

ALLIANCE SCHOOL

General Academics					
Meek	Classrooms	8	All Day ^{4/5}	even if shared room	
Meek	Discovery Room	1	All Day	2/5 periods to not discovery ^{2 periods}	See Reconnection Center below for 1 Classroom additional
ABC	Classrooms	10	All Day	(generally 8am - 7pm)	
Meek	Science Lab	1	All Day	need two science labs running	Adjacency to Culinary room
ABC	Science Lab	1	All Day	1st - 8th @ same time, both chemistry-capable	Provide outdoor area
Meek	Natural Resources Lab	1	1/2 Day	- could be in a science lab, or standard classroom	Adjacent to Science Lab. Direct access to lab preferred
Meek	Lab Prep	1	Chem storage	only for storage, no use by students/classes	
Alliance	Breakout Spaces / Flex	7			
CTE Shops/Special Studies					
Meek	Auto Shop	1	All day		Specialty space - High ceiling. 4 bays. Have 3 above ground lifts now. Can they be re-located? Includes Engine room. Outdoor space for Auto parking (4 cars) and access to street. Share outdoor space with Manufacturing
Meek	Manufacturing Shop	1	All day		Specialty space - High ceiling. Need separate storage room. Want CR space in shop or adjacent to shop. Part of S.F. listed. Share outdoor space with Auto
Alliance	Design/Applied Arts	1	1/2 day	can use art room some days	Can this be combined with Meek Digital Computer Lab? Prefer North light
Alliance	Digital Computer Lab	1	1/2 day		With recording booth
Alliance	Culinary Arts	1	All day		Ability to open to Science room. Prefer to be adjacent to Commons
Classrooms			sf	Target 15% reduction?	
Meek	Classrooms	8		Reduce by 1? -yes	LA-4 LC-1
Meek	Discovery Room	1			MA-3 SPAN-1
ABC	Classrooms	10		Reduce by 1? -yes	SS-3 ART-1
Alliance	Breakout Spaces / Flex	7		Reduce quantity?	Health-1 Total 17

DART/CLINTON SCHOOL

DART/Clinton School					
DART					
DART	DART Office <i>private office</i> <i>2 admin.</i>	1		Can this be shared with Clinton? <i>no, but Admin offices could be connected to DART office</i>	Reception / Waiting, Secretary, File storage <i>2 secretaries</i> <i>2-admin</i>
DART	Administrator Office	1			
DART	Itinerants Office	1			Desks for: SLP & OT, Instructional Specialist, SPED TOSA, Psychologist, Counselor
DART	Conference Room for 4-6 people (12' x 12')	1		<i>adjacent?</i>	
DART	Staff Restroom	1			
Clinton School					
Clinton	Reception / Waiting	1		Can this be shared with DART? <i>Not needed - a small seating area</i>	
Clinton	Secretary	1		Can this be shared with DART? <i>Not needed</i>	Ability to open & be visible to reception when ofc occupied.
Clinton	Principal Office <i>Clinton office (SMS)</i>	1		<i>1-2 adults supporting students</i> <i>→ close to classrooms / accessible</i> <i>↳ a small chill-out space adjacent</i> <i>↳ Clinton office overlooking the common space</i>	
Clinton	Staff Workroom & Lounge	1			
Clinton	Staff Restroom	1			
Clinton	Conference Room for 10 people (12' x 16')	1			
Clinton	Learning Studios	3			With 100 SF breakout room in each
Clinton	Science Lab	1			With storage & prep
Clinton	Art Studio / Library	1			With storage & prep
Clinton	Commons (Flex Space)	1			
Clinton	All User Restrooms	3		<i>2 and 1</i>	Similar to Grant locker room public restrooms with open sink area

GYMNASIUMS

Joe Echeverri presented some examples of gymnasiums to show what can be provided with a full size gym and bleachers in a gym designed for a smaller school. The examples included Klahowya Secondary School (Silverdale, WA) and Stewart Middle School Modernization (Tacoma, WA). Both gyms are approximately 8000 square feet, Photos of the two spaces are shown on the next page.



Klahowya Secondary School



Stewart Middle School Modernization

LEARNING COMMUNITY ACTIVITY

Joe Echeverri introduced the next activity by explaining the generic Learning Community options developed by the design team. They varied from individual classrooms around smaller flexible spaces to larger flexible spaces and few classrooms.

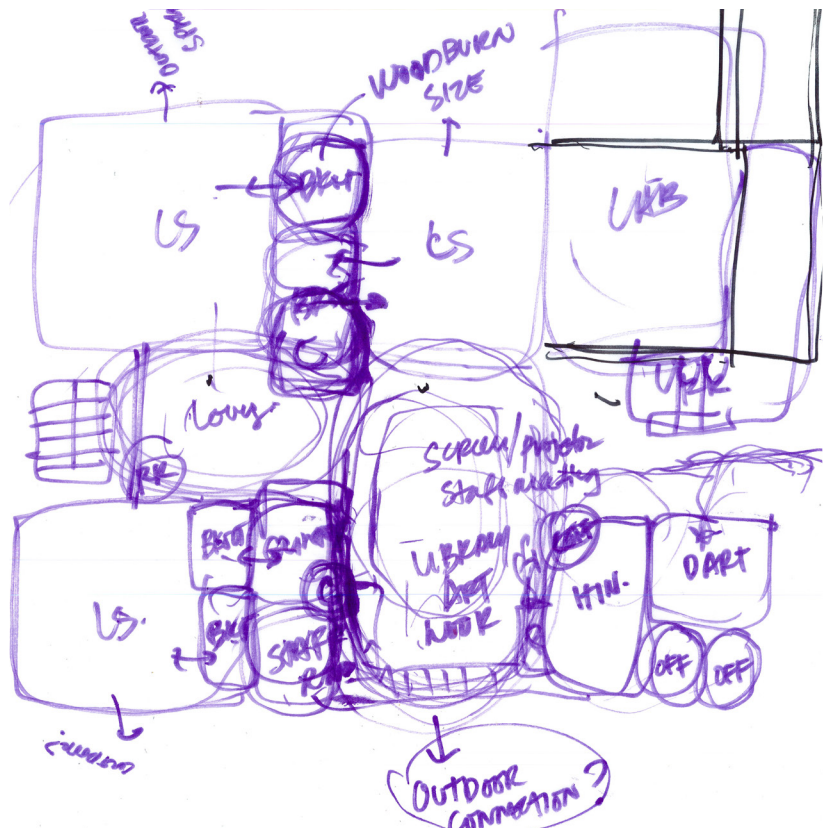
Building on the work done at DAG #4, the DAG members were asked to consider the layout of teaching spaces and provide comment for what might work in different teaching environments: team teaching, individual learning, science, maker spaces, and so forth. DAG participants broke into their respective school groups. Each group was given all three options and trace paper to draw their own approach.



DART / CLINTON

DAG members from DART/Clinton reviewed the options and then created a learning community arranged around their own central commons space similar to the circle diagrams prepared in DAG #4. Four classrooms (one a science lab) are arranged around their commons, each one containing a private break-out room for students needing one-on-one instruction.

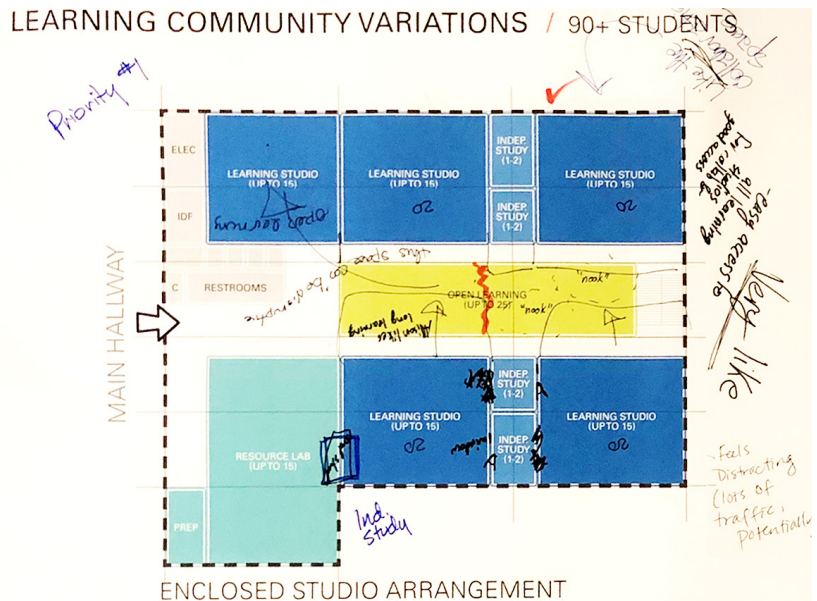
Their commons space was further defined as housing the library, art space, and individual study nooks. The outdoor space would be connected to the common space. Daylight would be provided in all classrooms. A shared lab would be adjacent but also accessible from the main corridor. The entry and offices would be the main entry point to the school so the learning areas would be fully separated from the rest of the building.

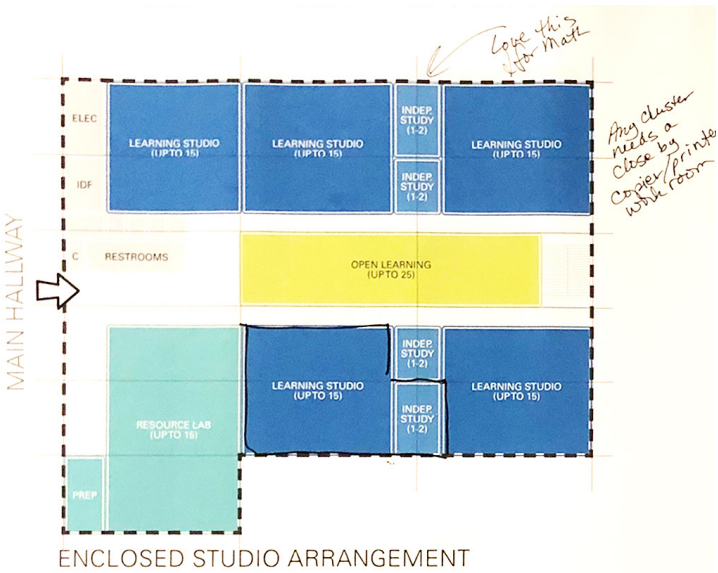


ALLIANCE

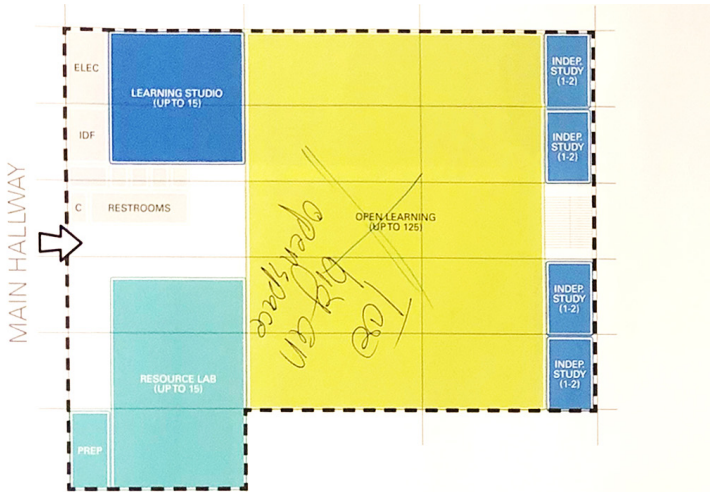
Alliance broke into two groups to review and provide feedback to the learning community ideas. The "Enclosed Studio Arrangement" was preferred by many. The "Open Community" arrangement was felt to be too open and people wanted a way to divide up the space. One of the Alliance groups supported the "Hybrid L-Shaped Rooms" as another alternative that could work if the open learning areas were divided up in some manner. We discussed furniture options for creating different types of seating and space arrangements. The desire for smaller rooms accessible from the classrooms was reiterated from the DAG #4 efforts.

There was concern about distractions from the open learning areas and classroom spaces if they were too open or visible from one space to another. All wanted access to the exterior in some manner. Ideas to break-up the Open Area and provide some of it as outdoor space was noted. The DAG members did not support the most open break-out space options: "Open Community with Breakout."



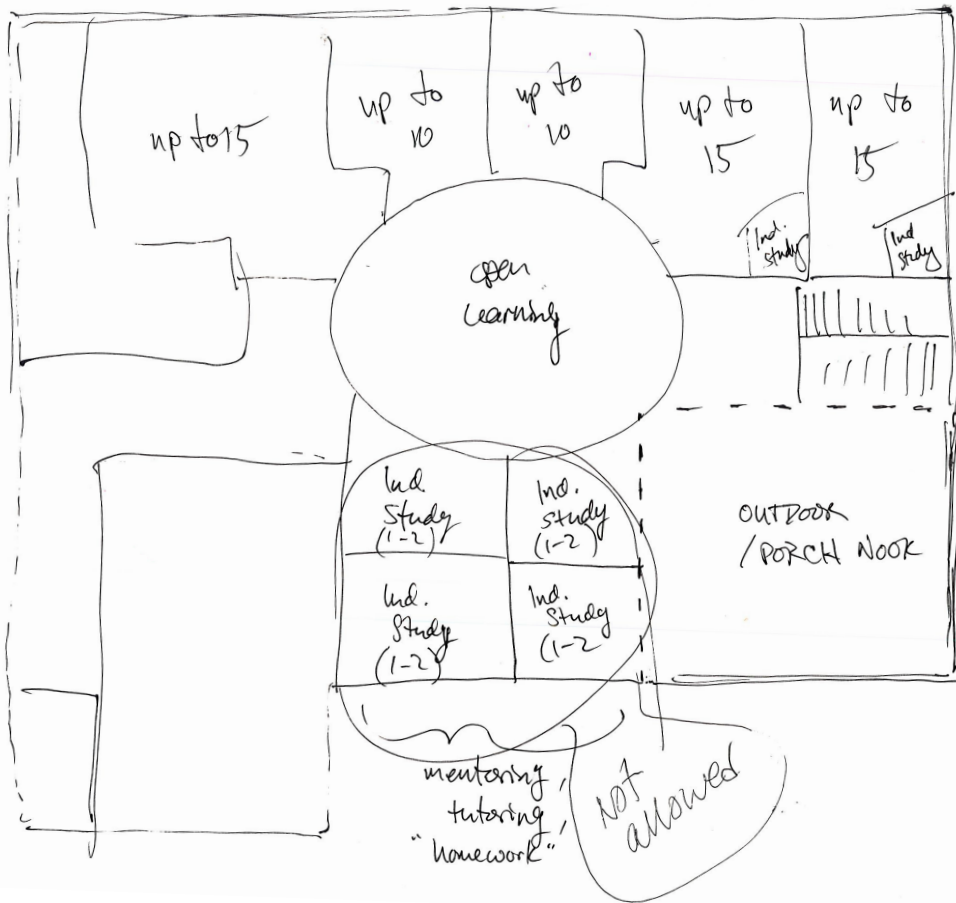


ENCLOSED STUDIO ARRANGEMENT



OPEN COMMUNITY WITH BREAKOUT





One DAG member sketched out an alternate layout showing smaller classrooms with independent study areas in some of them and a separate area with multiple small rooms dedicated to independent study directly adjacent to a smaller, circular open learning area.

Another voice indicated that unsupervised independent study rooms would not be allowed due to lack of visibility/ connection to the adjacent classrooms.

This sketch is shown to the left.

WRAP UP

From here, the design team will incorporate comments received to date and advance the masterplan for presentation to the School Improvement Bond Sub-Committee and then the School Board in March 2020.

NEXT STEPS

MPG DAG #6, February 27, 2020
5:00-7:00 pm at Benson Polytechnic High School

RESOURCES FOR TRAUMA INFORMED DESIGN

The 7 Principles. (2014). Retrieved from <http://universaldesign.ie/What-is-UniversalDesign/The-7-Principles/>.

Bronheim, Suzanne. (2018). Cultural Competence: It All Starts at the Front Desk. Retrieved from <https://nccc.georgetown.edu/documents/FrontDeskArticle.pdf>

Community on Temporary Shelter, Trauma-Informed Design. (2018). Retrieved from https://cotsonline.org/wp-content/uploads/2018/04/Trauma-Informed-Design.BOD_.pdf

Cultural and Linguistic Competence Policy Assessment. (2018). Retrieved from <https://nccc.georgetown.edu/assessments/clcpa.php>

Psychosocially Supportive Design. Retrieved from <http://www.worldhealthdesign.com/Psychosocially-Supportive-Design.aspx>

Information on Language Access. (2018). Retrieved from <https://nccc.georgetown.edu/resources/language.php>

Jeff Richardson & Linda Rosenberg, National Council for Behavioral Health, <https://www.nationalcouncildocs.net/wp-content/uploads/2018/10/Trauma-Informed-Design-Summary.pdf>

National Center for Cultural Competence. (2018). Resources by Title. Retrieved from <https://nccc.georgetown.edu/resources/title.php>

SAMHSA. (2016). Cultural Competence. Retrieved from <https://www.samhsa.gov/capt/applying-strategic-prevention/cultural-competence>.

Sherry Terry, Michelle Lustig, Foster Youth & Homeless Education Services, Schools on Wheels, Trauma Informed Practices for Schools (TIPS). Retrieved from <https://www.schoolonwheels.org/wp-content/uploads/2016/04/TIPS-March-Ventura-copy.pdf>