

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #11

SUMMARY AND NOTES

MAY 13, 2021



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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:

Breanna Gervais

Carolina Cano

Cathy Reynolds

Cheryl James

Donee Deschler

Elli Sussman

Elise Huggins

Jan Osborn

Korinna Wolfe

Lisa Veatch

Lorna Fast Buffalo Horse

Max Whitehouse

Susan McLawhorn

DESIGN TEAM

Joe Echeverri, Bassetti Architects

Lydia Burns, Bassetti Architects

Jake Rose, Bassetti Architects

Agenda

5:00 – 5:05	Welcome
5:05 – 5:15	Schedule & Budget Update
5:15 – 5:30	Site Overview
5:30 – 6:15	Trauma Informed Design
6:15 – 6:30	Program Distribution
6:10 – 6:25	Walkthrough Video
6:25 – 6:30	Questions & Comments

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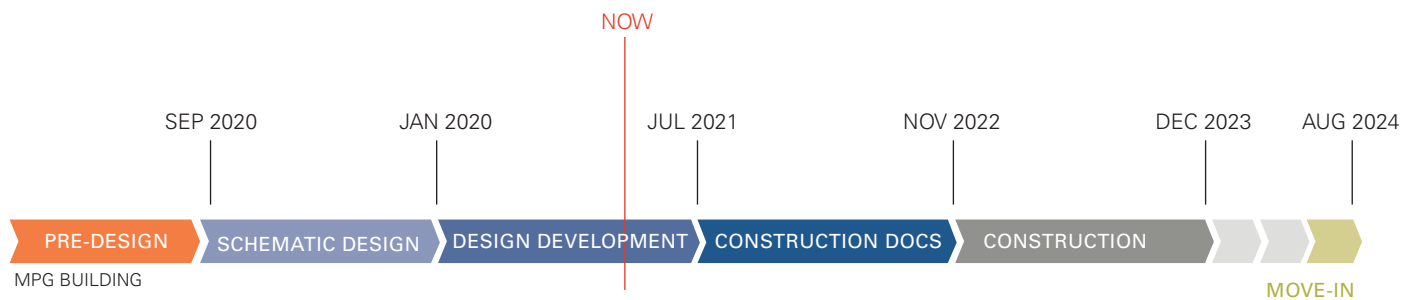
WELCOME

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

Lydia Burns, of Bassetti Architects, gave the group a project update. She explained that the design team is nearing the end of the design development process. The construction documents phase of the project is the next step during which the design team will produce the final documents that will be used to construct the actual building. The design team will reach their 100% design development deliverable by June 14. She also noted that the project is over budget approximately 9.8 million dollars and that the design team is working diligently to identify potential cost saving measures which have been classified as easy, medium, hard.

Lorna Fast Buffalo Horse asked when more will be known about categories: easy/medium/hard. Jamie Hurd clarified that this work is still in process and the design team cannot make big changes without approval from higher up. Recommendations can be made, and if there is a program impact, it works through Steering Committee and eventually the School Board, if required. It will take about a month for a path to budget to be formulated.



BUDGET UPDATE

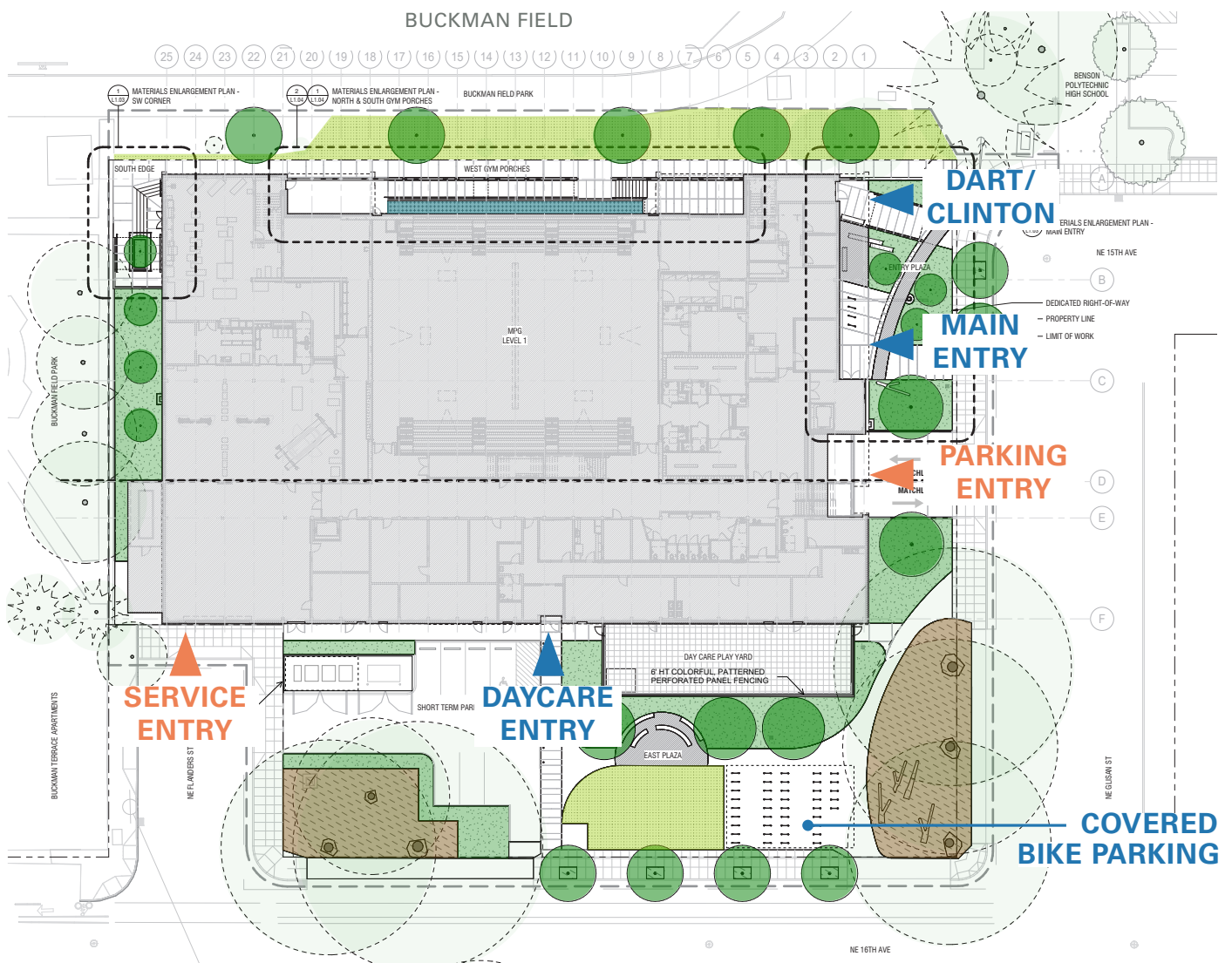
- + 100% Schematic Design Estimates Reconciled
- + Value Engineering and Path to Budget underway

TARGET BUDGET	\$48.6M
ANDERSEN 100% SD ESTIMATE (CURRENT): PRIOR TO VE	\$58.4M
DELTA TO OVERCOME →	\$9.8M
VE CURRENTLY APPROVED	-\$3.0M
REMAINING VE OPPORTUNITY TO BE REVIEWED	-\$0.3M (EASY) ; -\$1.4M (MED) ; -\$12.8M (HARD)

SITE OVERVIEW

Next, the design team gave an overview of updates to the project site plan. It was noted that the site plan remained largely unchanged with the exception of bike parking being moved to a free-standing structure at the northeast corner of the site, near 16th Avenue. The structure will be open air, which is considered by the district to be better for security than the parking garage where it would not be observable. It will be located near activity and visible from the building and street. Additionally, the bike parking structure will have solar panels on the roof, helping to make more visible some of the sustainable features of the project.

The group was also given an overview of the west edge path which will provide access to Benson from the southwest parking garage exit, and access to Buckman Field from exits at the gym.



TRAUMA INFORMED DESIGN

Next the team gave an overview of trauma informed design principals and how the will be implemented in the MPG project. Some of the principals discussed include:

- + Create safe, private spaces that students can utilize for a set amount of time
- + 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
- + Use soft, comfortable furniture and textures to create a welcoming environment

IMPLEMENTATION

- + Multiple breakout rooms adjacent to classrooms
- + Flex areas in learning communities
- + Design spaces with thoughtful color, ceilings, lighting and furnishings
- + Spaces that support mentorship and individualized learning
- + Privacy where needed for confidential conversations with students and parents - varied and spread throughout the school

Elements of a Peace Corner:



Created by onlinecounselingprograms.com

YOUR STREET, YOUR VOICE STUDENT ENGAGEMENT

Next, the design team gave an update on the effort to engage Alliance High School at Meek students in the design process. The course curriculum was shared, along with Design Framework snippets from each of the students' final presentations, as seen below.

Some takeaways from the student presentations were:

- + Building needs to feel less institutional than a typical school
- + Create opportunities for personalized space:
- + Murals and Art that reflect diverse cultures
- + Student Display
- + Dimmable lighting
- + Provide a variety of seating options for personalized comfort
- + Address all the senses - sight, sound, smell, taste and touch.
- + Utilize strategies to help with calming - water fountains, soft lighting, warm colors, textures, etc.

In addition, a student survey will be sent out for further input on subjects such as:

- + Favorite spaces
- + Colors
- + Interior/Exterior Imagery
- + Display

DESIGN FRAMEWORKS

I feel like art is a big part of this community and that our school would benefit the people who have experienced trauma and the African American community if they saw all the art and messages the students put up, and it would just make the space feel more comfortable, and less like a boring hallway.

DESIGN FRAMEWORKS

Some ideas that guided my design were being in nature and being able to be in a calm environment when you need to be. I would have liked to have an area like this in school, so I wouldn't have to leave the school just to get away. I liked lots of aspects of the black space manifesto because they work towards creating spaces for black youth and embracing our culture into different forms like art and architecture.

DESIGN FRAMEWORK

The main idea that connects the roof terrace design together, is implementing **sustainability** and biophilia to create a comfortable and nourishing habitat in a work environment. My design decisions for this project are led by the needs of students to protect their mental health and well being, and to create a thriving learning environment for future generations.

DESIGN FRAMEWORKS

A lot of ideas come from Black Space Manifesto, if not all of them. I want my area to be inclusive of all people. I want a place where students can be able to find their voice. A place where people can walk away finishing school with the friendships they made.

DESIGN FRAMEWORKS

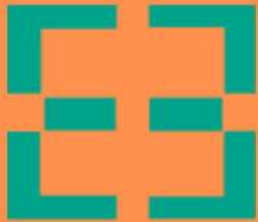
In my design I wanted to incorporate trauma informed design and research ways of building the space to make it feel more welcoming and not just an exclusive "club" of the auto shop kids. I want the space to feel open and inclusive to everyone and be a place people can always be learning, building, and fixing.

DESIGN FRAMEWORKS

One idea I had was to have the space feel like three rooms in one, one being a cafeteria or eating area, another being more like a study hall or place to get work done and the last being just a hang out area where people can hang out while waiting for classes. I also didn't want there to be a physical barrier between these spaces.

DESIGN FRAMEWORKS

In my design I thought about making sure that Trauma-Informed Design was a big part of it. I want my area to feel like a calm and safe place. Also I want the mural to be a place where people can express themselves.



YSYV
**Your Street
Your Voice**



Alliance High School at Meek Campus

4039 NE Alberta Ct. • Portland, OR 97211 • Ph (503) 916-5747 • Fx (503) 916-2680

bassetti
architects

**Your street Your Voice MPG |
Vital Voices In the Built Environment**

Event Registration Link in Bio

When: March 4th 10:30-12:25

Where: ZOOM ROOM

F R E E & open to the Public



Deepa Bharatkumar,
Senior Associate
at Bassetti Architects



Matt Ross,
former OSE High School
Program Director



Bonnie Hobson
Principal at
Alliance Meek



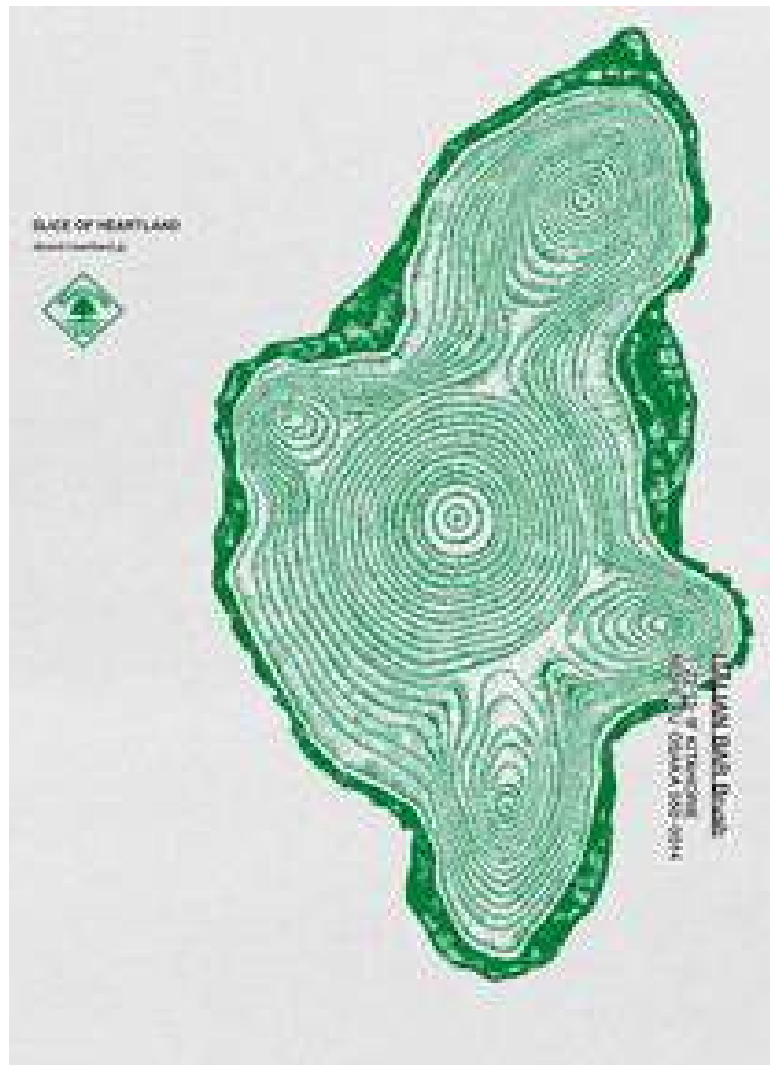
Nikolas Tucker
Junior designer with
BORA Architects and
Interiors in Portland,
Oregon,

ENVIRONMENTAL GRAPHICS

For the next topic of discussion, Joe Echeverri presented to the group a concept for environmental graphics in the Multiple Pathways to Graduation Building. He explained that the concept is multi-faceted with a primary theme of "pathways". The theme also takes graphic inspiration from biophilic design and text inspiration from student voices.

The group discussed that there would eventually be a building naming process and that the community engagement office will help identify a name. DAG members noted that they appreciated the pathways notion. The idea of multiple endpoints and pathways to these endpoints fits well with the culture of the school.

It was also noted that another idea/theme that could be incorporated is the idea of a "village."



**PRIMARY THEME:
PATHWAYS**



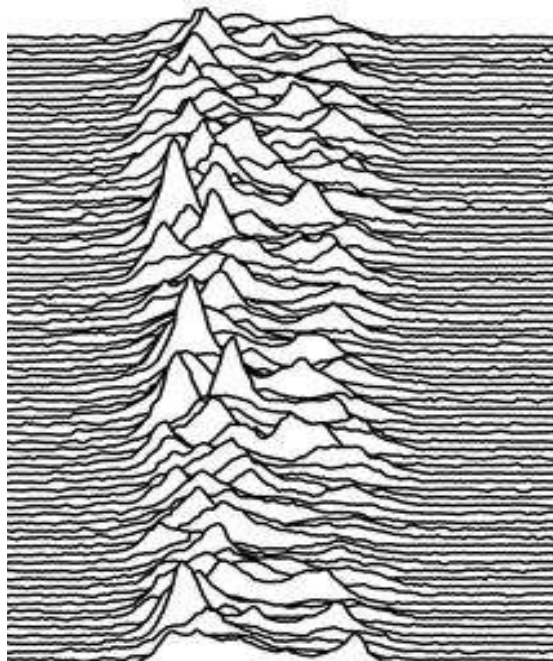
**GRAPHIC INSPIRATION:
BIOPHILIC DESIGN**



**TEXT INSPIRATION:
VOICES**

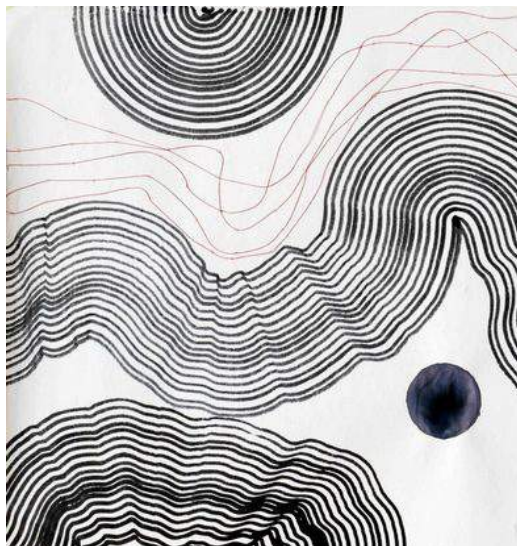
PATHWAYS

- + Each student's path has its own shape creating unique artwork throughout
- + Speaks to the school and programs in the building
- + Speaks to an individual and a collective
- + Meant to connect, inspire and encourage students on their pathway to graduation



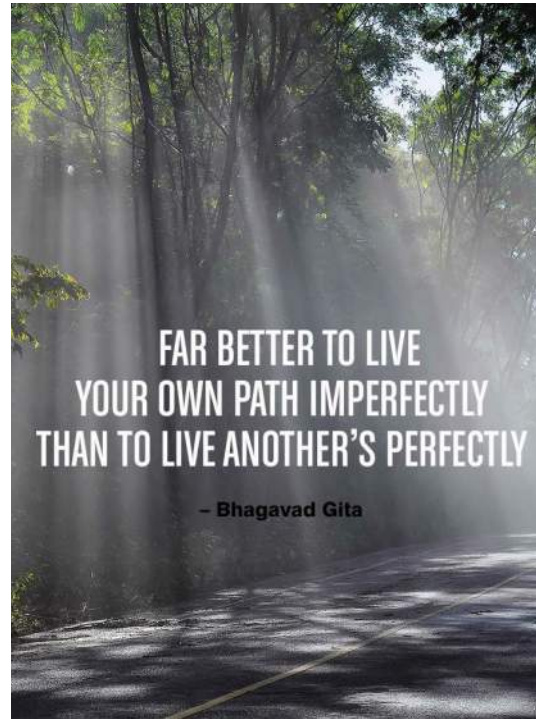
BIOPHILLIC DESIGN

- + Linkage to materials used in the building design and trees on site
- + Numerous health benefits including:
 - » Reduced stress
 - » Improved cognitive function
 - » Creativity
 - » Lowered blood pressure and heart rate
 - » Improved mental engagement/ attentiveness



STUDENT VOICES

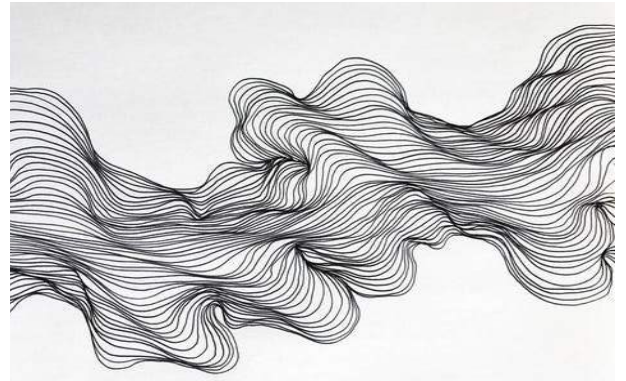
- + Encourage positivity and self exploration
- + Positive environment
- + Encouraging students to have their own voice



SINGULAR VS. MULTIPLE

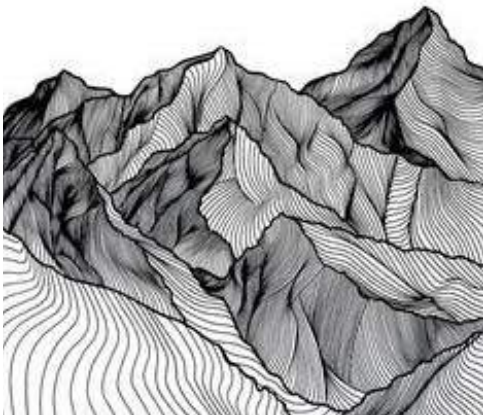


INDIVIDUAL



COLLECTIVE

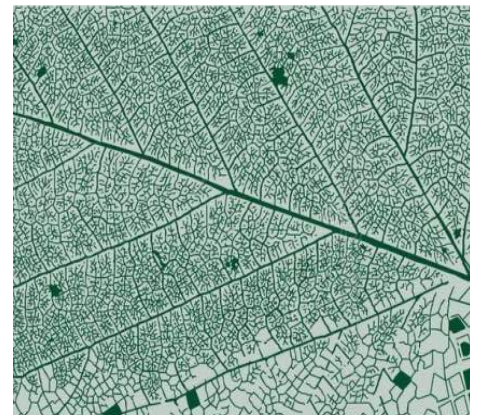
SCALE CHANGE



MOUNTAINS



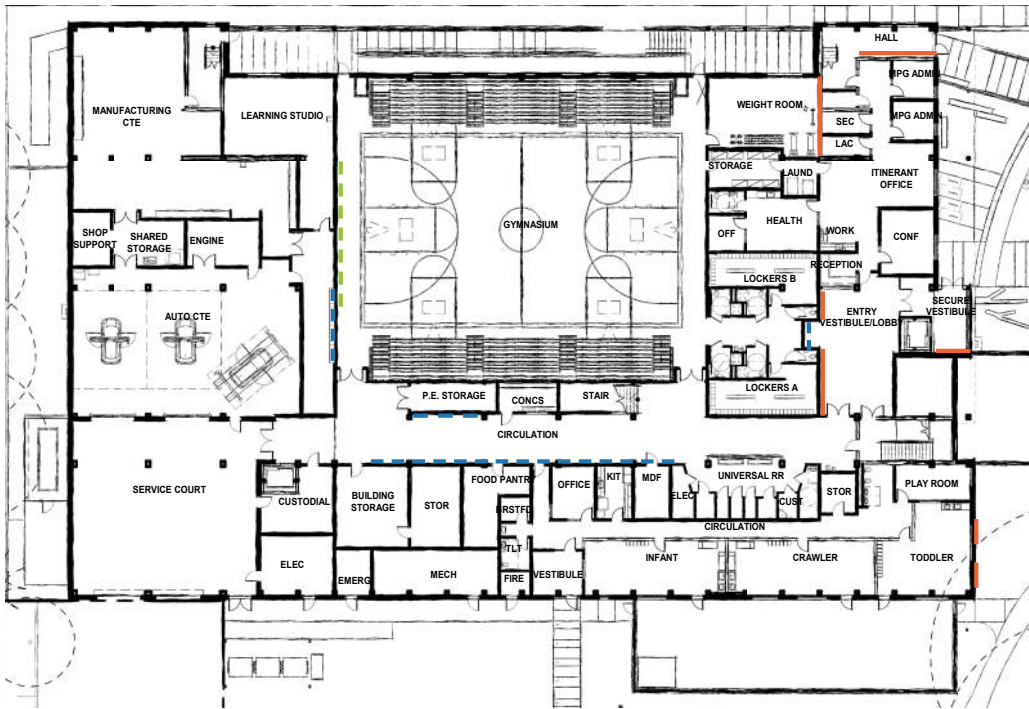
TREES



LEAVES

GRAPHIC LOCATIONS

Proposed locations of environmental graphics can be seen on the following floor plans, as discussed with DAG members. Note that the floor plans show locations of installed graphics, painted murals, and locations for school display areas.



LEVEL 1
 LOCATION PLAN



LEVEL 2
 LOCATION PLAN



LEVEL 3
 LOCATION PLAN



TYPICAL FLEX AREA

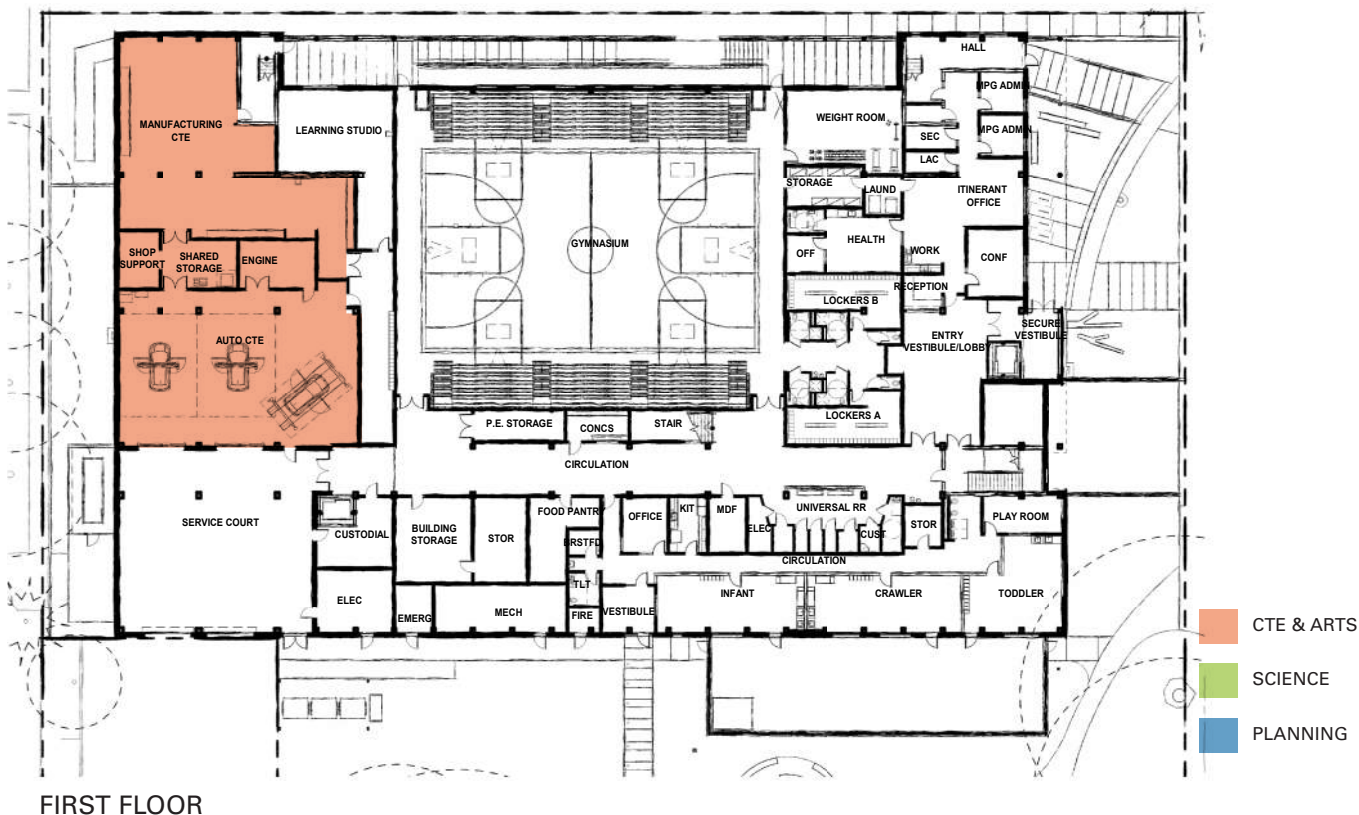
PROGRAM DISTRIBUTION

Next, it was explained to the DAG members that academic spaces have been intentionally clustered throughout the building. This includes science/CTE classrooms which are more or less evenly distributed. Lorna explained that this provides opportunity for a more academic model versus a typical comprehensive model for hands-on learning. It also provides CTE & Academic interdisciplinary and collaboration opportunities. She also noted that she had experienced this approach in a visit to a Nashville school. Alliance had previously asked to begin using this model in their current space and were asked to wait until new building was completed.

In reviewing the plans with the group a request was made to make the career center accessible/visible from the corridor. Joe noted that with recent removal of concrete shear walls, this will be possible. There was also a request to move the second floor science classroom to provide access to daylight, another change that will be easy to make.

In discussing the makerspace location on the third floor it was added that proximity to academics and DART was a key consideration. Staffing and logistics for use will need to be worked out. Typically, someone is hired to run it as a resource room. Korinna Wolfe mentioned that there is a potential opportunity for shared FTE between Alliance/DART. But still needs to be figured out.

Lorna also told the group that teacher planning rooms will serve as teacher prep space. Teachers will not “own” a classroom. Various teachers may access multiple classrooms, so each classroom will serve a variety of uses.



FIRST FLOOR



SECOND FLOOR



THIRD FLOOR

MAKERSPACE

- + Not in original masterplan, design team reviewed options near CTE shops vs. near academic classrooms.
- + Landed on third floor near academic classrooms based on input for distribution and support to academics as key.



THIRD FLOOR

CULINARY

- + Space accounted for in original program, infrastructure assumed to be aligned with current residential model.
- + Request for more enhanced commercial level kitchen, with gas and Type I hood.



SECOND FLOOR

WALKTHROUGH VIDEO

The group was then shown a walkthrough video, to provide a sense of the school design as it currently stands, a screenshot of which is shown below. This video will be posted on the PPS bond website.



WRAP UP

To wrap up the meeting, it was noted that continued email communications may occur over the summer to keep DAG members up to date with progress on the project. Also, the presentation and video will be posted to bond website. Finally, DAG members were thanked for their time and the meeting was adjourned.

NEXT STEPS

DAG Meeting #12/Open House - Fall 2021, TBD